

英语

教学参考资料

ENGLISH

一年级
上册



上海教育出版社

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主编 束定芳

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前　言

教师是确保英语课程有效实施的关键要素。教材配套教学参考资料是教师使用教材的重要辅助和参考，承载着教师专业发展和学科育人的重任。本书为《义务教育教科书（五·四学制）英语》学生用书的配套教学参考资料（以下简称“教学参考资料”），依据教育部颁布的《义务教育英语课程标准（2022年版）》（以下简称《课程标准》）对课程实施和教师培训的建议编写，旨在服务教师课堂教学和专业发展。编写组借鉴了外语教育教学理论研究和教材研究的最新成果，基于多轮一线教师试教试用的反馈，结合上海市小学英语教育教学现状，在广泛征求一线教师需求和意见的基础上，确定了教学参考资料的目标定位、编写原则和体例框架。

一、教学参考资料的编制目标和原则

教学参考资料遵循“基于标准、理论驱动 有效支撑”的编写思路，以助力教师“明确目标、理解课程、优化实践、提升素养”为总体编制目标，帮助教师准确把握教材设计理念和内容，熟悉教材编排特点，接触并更新教师的语言观、学习观、文化观、教育观等理念，促进教师改进已有教学方法，进一步将理念转变为切实有效的教学实践，发挥教学参考资料教学相长的功能，从而全面促成学生核心素养的形成与发展。

教学参考资料编写遵循以下原则：

1. 全面落实党和国家对教材建设的要求，为新课程、新教材落地搭建脚手架；
2. 立足教学实际，传承课改教研经验，做好教师实施教学的导航仪；
3. 做好学生用书的解读、延伸与拓展，发挥好学生用书资源包的作用；
4. 以先进的外语教学理念为指导，做好教师学科理念和素养提升的进步阶梯。

二、学生用书的编写理念与特色

根据《课程标准》的要求，结合上海市小学英语教育教学的现实特点，学生用书的编写坚持以培育核心素养为旨要，坚持英语学习活动观，具有五个方面的编写特色。

1. 培根铸魂，彰显教材育人价值

学生用书充分发挥英语学科特有的育人价值，将育人目标和预期核心素养表现融入单元和分课时教学目标中。将符合小学生认知特点和语言水平的教育主题融入教材，有机渗透中华优秀传统文化、革命传统文化、社会主义先进文化和世界先进文化，有机融入上海市人文历史积淀和社会主义现代化建设的成果，引导学生形成积极、健康、正确的情感态度和价值观。

2. 科学设计，遵循语言学习规律

学生用书中学习活动的设计注重以学习者为中心，关注小学生英语学习的规律和特点，关注不同学习者的能力水平和个体差异。通过激发学生的积极心理，让学生主动学习、获取和运用新知，做到学科逻辑和儿童心理发展逻辑的有机统一。

3. 内容融合，丰富语言学习体验

学生用书注重跨学科综合实践，将语言学习与德育、科学、数学等学科内容学习有机融合，用学科知识丰富学生的英语学习体验，在使用英语开展学科探索活动的同时提升学

生英语学习的动机，提高学习效率。

4. 循序渐进，注重学段有机衔接

学生用书注重学段的有机衔接。一、二年级的教学重在培养兴趣和学习习惯，以输入性学习活动为主，包括听说吟唱、游戏体验、绘本阅读等儿童喜爱的教学活动。三至五年级逐步增加表达性学习活动的比重。在选择教材内容和设置教学目标要求时，体现意义与使用优先和循序渐进的原则，由浅入深，由易到难，适度复现，注重年级衔接和内容的螺旋式上升。

5. 以评促学，教学评一体化设计

学生用书注重教学评一体化设计，确保评价活动的促学作用。重视各项课堂活动、评价活动的设计，既有利于学生自评学习目标是否实现，又有利于教师协助学生反思、调控自身学习成效。

三、一、二年级学生用书的内容构成和编排方式

表 1 本套教材与课标级别的对应关系

分册	使用年级	对应课标级别
一年级上、下册	一年级	预备级
二年级上、下册	二年级	预备级
三年级上、下册	三年级	1 级
四年级上、下册	四年级	1 级 ~ 1 级 +
五年级上、下册	五年级	2 级

根据《课程标准》中的分级要求，一、二年级作为预备级，教材旨在通过以视、听、说为主的语言学习活动，创设生动活泼的学习氛围和自然地道的语言输入，激发学生对英语学习的兴趣，引导学生在简单的日常交流中初步积累语言知识，培养文化意识，提升沟通能力，培养学习习惯。

每册包括 10 个主体单元 (Unit)，上册包括 1 个准备单元 (Starter)。单元主题涉及“我爱我家”“你好同学”“可爱的动物”“色彩缤纷”等儿童喜闻乐见的话题，有利于激发学生的好奇心和求知欲。一、二年级教材中的单元学习要求与《课程标准》的相关要求保持一致，侧重通过做一做、演一演、唱一唱等儿童喜爱的活动形式展示学习成果，充分调动学生的积极性，提升学习效能。

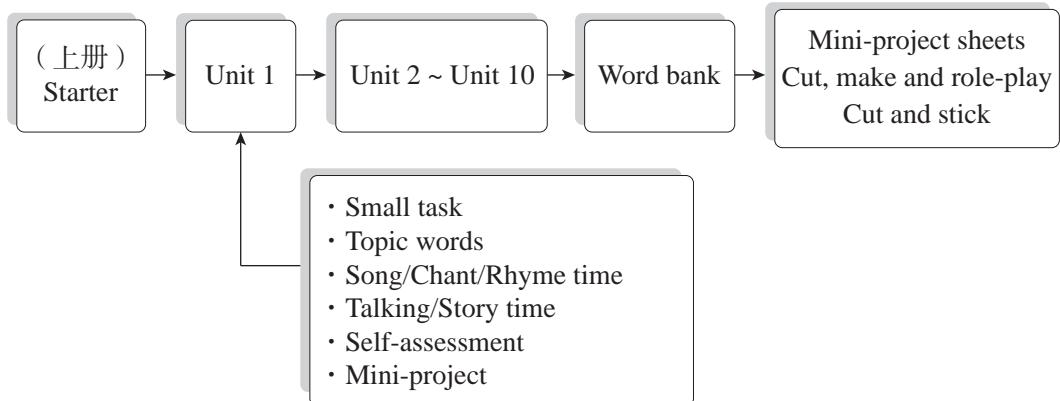


图1 一、二年级教材单册框架

四、一、二年级学生用书的单元板块结构和设计思路

准备单元提供教材主线人物的介绍图和准备活动，帮助学生做好学习准备。每个主体单元设置单元主题语境下的小任务 (Small task)，整个单元学习围绕这个 Small task 展开。

单元内设置以下几类学习和评价板块。

Topic words: 该板块采用图片词典的设计，通过图文结合的设计帮助学生链接言语表征和视觉表征编码，从而提高单词学习的效果。

Song/Chant/Rhyme time: 该板块结合单元的主题语境，以及歌曲、歌谣和韵文内容，帮助学生通过吟唱、表演等生动活泼的活动，在乐学中感知英语，模仿说英语。

Talking/Story time: 该板块突出听说能力的培养，有反映实际学校生活情景的主线人物故事，也有生动有趣的动物故事，以小学生喜闻乐见的连环漫画形式呈现。

Self-assessment: 每两页的页脚处设置学生自评内容，学生通过给五角星涂色，评价自己的学习状态，鼓励自己，获得自信心。

Mini-project: 是整个单元学习成果的集中体现，注重说、演、做等技能的融合产出，注重为学生提供分步骤的学习支架，注重语篇知识的融入和合作式学习等学习策略的培养。

五、教学参考资料的编排方式、设计思路和使用建议

教学参考资料为使用《英语》(一年级上册至二年级下册)教材的教师提供教学指导和资源支撑，包括纸质版教学参考资料和配套数字资源。本书对应学生用书中 10 个单元的内容，为教师提供多层次的教学活动设计，并配有包括电子书、教学课件、选择性活动资源在内的数字资源，以助力教师根据教学实际因地制宜开展教学。

教学参考资料采用“菜单式”的编写理念，在为教师提供充足教学资源的同时，鼓励教师发挥自主能动性，根据教学目标和学生的实际情况选用提供的教学活动设计，并在此基础上进行创新，形成独具特色、行之有效的教学设计。

教学参考资料各单元教学建议包括：

单元目标 (Unit objectives): 分解描述单元目标，帮助教师强化课程育人导向，明确价值观、必备品格和关键能力的培养要求。

单元主题内容框架图 (Structure of the unit): 解读单元学习内容，助力教师以单元主题

和小任务为统领，设计每个语篇的任务实施和主题意义探究，引导学生逐步建构对单元主题的深层认知、态度和价值判断，最终完成单元主题意义探究，达成核心素养培育目标。

单元内容概览 (Content overview)：结合课程六要素，梳理单元教学内容，帮助教师对标《课程标准》的要求，明确单元教学内容。

单元小任务 (Small task)：帮助教师根据单元主题内容，基于学生用书的单元首页情境图，结合学生学习、生活实际，创设真实情境和问题，引导学生以完成“单元小任务”为目标，开展单元学习，探究主题意义，落实单元目标。

文化链接 (Culture link)：提供单元所涉及的文化知识背景，帮助教师在教学设计中有效融入文化知识和跨文化知识。

热身活动 (Warm-up)：帮助教师根据单元情境组织课堂导入活动，设计对话交流、游戏、歌曲歌谣及视频观看等活动，帮助学生感知、理解单元主题内容和语篇话题，为后续学习做好准备。

基础活动 (Activity)：针对学生用书中的活动提供具体的教学设计。

进阶活动 (Challenge)：为能力较强的学生而设计，难度略高于学生用书中的活动，针对此类活动提供具体的教学设计。

选择性活动 (Optional activity)：为基础较薄弱的学生设计，以数字资源的形式提供词汇、句型等基础型和应用型活动，教师可根据实际情况灵活选用。

教学提示 (Teaching tips)：针对 mini-project 的完成过程或成果提供教学建议。

语言示例 (Demo)：为学生完成项目提供语言示范。

小妙招 (More tips)：为教师提供更多完成 mini-project 的教学建议，主要从资源选择、呈现方式等方面提供建议。

教学反思 (Teaching reflections)：通过三个问题帮助教师思考单元教学中的亮点和不足，分析其中的原因。引导教师在“实践—反思—再实践”中总结教学经验、发现教学问题，积极改进优化。助力教师通过反思性实践更加精准地实施教学，提升教学成效。

建议教师在准确把握单元教学目标的基础上，根据学生的情况，结合教学实际，整体设计单元教学内容，合理选用活动设计。创造性地利用资源，有针对性地设计课堂活动，为学生营造难度适中、充实多样的英语课堂。教师可根据教授班级的实际情况，充分发挥主动性和创造性，设计出具有个性和特色的教学方案。

六、学生用书和教学参考资料配套数字资源

学生用书配有音频资源。教学参考资料配有音频、电子书、教学课件、选择性活动资源等，这些资源均以数字资源的形式提供给教师使用。希望教师能够在充分理解单元教学目标和学生实际情况的前提下，对教学参考资料配套资源进行因地制宜地设计，形成契合学生实际需求、易教易学的教学材料。

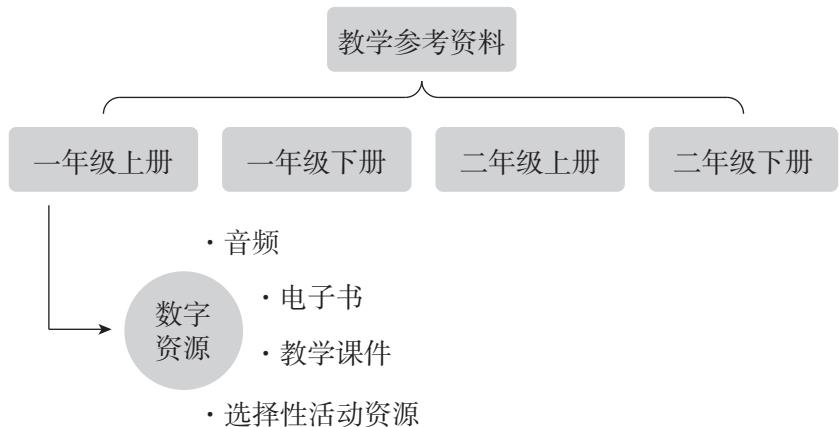


图 2 一、二年级教学参考资料构成

1. 音频

学生用书中配有音频资源的内容包括：Starter 单元的单词和句子；主体单元中的主题词汇、Song/Chant/Rhyme time 板块的文本、Talking/Story time 板块的文本、词汇表。

2. 电子书

实现纸质教材的电子化，将学生用书用多媒体形式呈现出来，配有录音、动画、互动活动、参考答案等。教师可依据教学需要使用电子书来辅助教学。

3. 教学课件

结合教学参考资料中的教学设计，提供了完整的教学课件，含有学生用书的图片、音频资源包。教师可以利用教学课件的资源创造性地设计具有个人风格的教学课件。

4. 选择性活动资源

对应学生用书中的学习板块，每个单元提供 2 个补充活动，并附有文字、图片、音频。教师可以根据教学实际情况灵活选用这 2 个补充活动，也可以下载这些文字、图片、音频，进行编辑、组合之后用于自己的教学。

教师在使用以上资源的过程中应始终把学生作为英语学习的主体，充分考虑学生的心
理特点和语言学习规律，激发学生学习的兴趣，调动他们学习的积极性，让他们积极参与学
习，达到教学目的。

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Unit 1 Greetings

单元目标 (Unit objectives)

- ▶ 在一天中的不同时段礼貌问候他人。
- ▶ 在不同时段及场景中礼貌问候师长、同伴、家人。
- ▶ 观察、识别不同场景中的时段，并进行角色扮演。

单元主题内容框架图 (Structure of the unit)



单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“社会服务与人际沟通”主题群，围绕“同伴交往，相互尊重，友好互助”子主题内容，通过任务“Greeting people”引导，帮助学生在不同时段及场景中礼貌问候他人，感受礼貌问候的快乐，增强礼貌待人的意识。		
语篇	Song time	歌曲	礼貌问候
	Talking time	对话	一天中不同时段及场景中的礼貌问候
	Mini-project	对话	一天中不同时段及场景中的礼貌问候
语言知识	语音	感知并模仿说英语，体会单词的重音和句子的升调与降调	
	词汇	借助图片、实物理解表示一天中不同时段的词汇	
	语法	围绕主题，在语境中感知、体会问候语的表意功能，如“Good morning.”	
	语篇	识别对话中的话轮转换，体会语篇中图片与文字的关系	
	语用	能使用简单的问候语和告别语与他人得体地交流	
文化知识	通过学习在不同时段及场景中问候他人的方式，养成礼貌待人的好习惯		
语言技能	Song time	理解性技能：在听、唱歌曲“Greetings”的过程中，提取关于礼貌问候的信息 表达性技能：演唱英语歌曲“Greetings”	
	Talking time	理解性技能：在听、读、看语篇“The first day”的过程中，提取、梳理不同时段及场景中礼貌问候的信息 表达性技能：大声跟读音视频材料，正确朗读对话，在不同时段及场景中与他人互致问候	
	Mini-project	理解性技能：推断多模态语篇中画面传达的意义 表达性技能：在不同时段及场景中与他人互致问候	
学习策略	Study skill	在词语与相应事物之间建立联系，获取信息	

It's the first day of school. Look!
The children are at the school.
They say hello to the teacher.



Look! The children and the teacher
wave their hands and greet each other.

Small task

Greeting people

It is the first day of school. Students meet new teachers and friends. They greet each other politely at different times. Do you know how to greet others politely?

文化链接 (Culture link)

People in ancient China used the sundial (日晷) to know the time. In the sun, they calculated time according to the position of the pointer's shadow.



Unit 1

Song time



Greetings

Good morning.
Good morning.
How are you?
I'm fine.
Thank you.

Look, listen and sing along.

Listen and number the pictures in order.

Speak and act.

Good morning.
How are you?

16 | 17

afternoon



evening



热身活动 (Warm-up)

借助肢体动作、图片及歌曲音频，激活学生的旧知，激发学生的学习热情。

- Greet the students by waving your hand and saying “Hello/Hi!”
T: Hello! Nice to see you! / Hi! I'm so happy to see you here.
- Show the students the pictures of the characters. Encourage the students to say hello to the children in the pictures.
T: We have some new friends. Would you like to say hello to them? / I would like to introduce some friends to you. Let's say hello to them.
- Invite the students to enjoy a song about greetings.
T: Shenshen is so happy to see you. Let's enjoy the song “Greetings”. / Today, we'll enjoy the song “Greetings”.
- Ask the students to look at the picture on Page 5. Talk about the picture with the students.
T: It's the first day of school. Look! The children are greeting their new teacher. / Look! The children are waving their hands to their teacher. They are greeting each other politely.

Song time

A. Look, listen and sing along.

基础活动（Activity）

借助图片及歌曲音频，引导学生理解关于一天中不同时段的单词的音、形、义，带领学生结合肢体动作演唱歌曲。

- Begin by playing the recording and ask the students to enjoy the song “Greetings”. Ask some questions about greeting each other at different times of the day.
T: Here's a song for you. How do we greet each other in the morning? / Here's a song about greetings. What do we say to each other in the morning?
- Play the recording of the song, and then teach the students the lyrics to the song. Use body language to help them understand the words.
T: Let's enjoy the song again. Please read after me. / Would you like to enjoy the song again? Read after me first.
- Say the words “morning”, “afternoon” and “evening” while showing the pictures. Ask the students to look at the pictures and repeat the words.
T: Look at the pictures and say the words. / Please read the words aloud.
- Ask the students to greet each other with the question “How are you?” and the response “I'm fine. Thank you.” Encourage them to use body language.
T: How do we greet each other? / Please talk with your partners and greet each other.
- Play the recording of the song and invite the students to perform the song in groups by using body language.
T: Do you want to sing this beautiful song in groups? You can do some actions. / Let's sing and perform the song in groups.

进阶活动（Challenge）

Make a new song.

借助图片和歌曲音频，引导学生辨别一天中的不同时段，知晓问候方式并创编歌曲，培养学生的观察能力和获取信息的能力。

- Divide the class into pairs and give each pair a set of flashcards. Ask the students to identify the time of day in different ways.
T: Look at the picture. What can you see? Is it morning/afternoon/evening?
- Encourage the students to choose one flashcard and try to chant it out loud.
T: Now can you make a chant? / Shall we choose a flashcard and make a new chant?
- Encourage the students to greet each other in pairs.
T: Can you work in pairs and greet each other? / Can you do the pair work and make a new dialogue?
- Invite the students to read the lyrics to the song “Greetings” with body language.
T: Now try to sing the song with actions. / It's time to sing the song together. Let's do some actions.

- Encourage the students to make a new song and perform it in pairs.
T: Can you make a new song? / Would you like to make another beautiful song?

Song time

B. Listen and number the pictures in order.

基础活动（Activity）

借助图片和音频，引导学生观察图中天空的颜色和时钟上的时间，并根据音频内容将图片排序，培养学生仔细观察的习惯及获取信息的能力。

- Begin by asking the students to look at the pictures.
T: Look at the picture. What time is it? Is it morning, afternoon or evening? / I have three pictures here. What can you see? Can you tell the time?
- Play the recording and ask the students to listen and number the pictures.
T: Please listen carefully and write the numbers “1”, “2” and “3” in the correct boxes. / Now write the numbers “1”, “2” and “3” in the correct boxes while listening to the recording.
- Encourage the students to share their answers.
T: Let's check the answers. Can you repeat it correctly? / Please say the answers together.

听力文字（Audio script）

1. **Teacher:** Good morning. **Students:** Good morning.
2. **Student 1:** Good afternoon. **Student 2:** Good afternoon.
3. **Shenshen:** Good evening. **Dad:** Good evening.

参考答案（Answers）

2—1—3

进阶活动（Challenge）

Play a game — “Golden eyes”.

借助“火眼金睛”的游戏，鼓励学生根据看到的内容快速做出反应，培养学生的观察能力和理解能力。

- Invite the students to look at the flashcards about “morning”, “afternoon” and “evening” and play the game “Golden eyes”.



T: It's game time! Who has "golden eyes" in our class? What can you see? Say it aloud together! / Now let's play a game together. Please tell us what you see as quickly as possible.

- Ask the students to work in pairs. Prepare a box for each pair and put some flashcards in the box.

T: Look! I have a box. What's in it? I'll give each pair a box. / I have a magic box. What's in the box? Do you want to get the magic box?

- Ask one student to pick out one flashcard from the box and ask the other to say it aloud.

T: It's time to play the game with your partners. One of you can pick out a flashcard, and the other can say the word, sentence or expression aloud quickly. / It's your turn to do the pair work now. One of you can pick out a flashcard, and the other should say as quickly as he/she can.

- Encourage the students to identify the time of day in different ways.

T: You can say "Good morning/afternoon/evening." according to the position of the sun. Look at the sun. What can you say? / We can know the time of day by looking at the sun and the clock. How can we greet each other?

Song time

C. Speak and act.

基础活动（Activity）

借助图片，引导学生在看图说话的活动中问候他人，培养学生的观察能力和语言运用能力。

- Ask the students to look at the pictures and think about how to greet each other at different times of the day. Show the flashcards or pictures for "morning", "afternoon" and "evening".

T: Look! Here are two children. The boy and the girl meet together. How do they greet each other? / Look at the pictures. What are the boy and the girl talking about?

- Ask the students to act out the dialogue with body language in pairs. Guide the students to say "Good morning. How are you?"

T: Can you talk with your partners? You can speak like this. / How can we greet each other? Please share your ideas in pairs.

- Divide the class into two teams. Encourage the students to speak and act in teams.

T: Let's practise in roles. Boys, please be S1. Girls, please be S2. / Let's practise in pairs.

- Guide the students to point to the pictures on Page 6. Ask the students to speak and act in pairs with the correct intonation. Encourage the students to give different answers.

T: Now, find a new partner. / Who would like to talk with another student? Please come to the front.

进阶活动 (Challenge)

Play a game — “You say, I do”.

通过“你说我做”的游戏，引导学生进一步理解关于不同时段的信息，并学会礼貌问候他人。

- Divide the class into pairs. Give each pair a set of flashcards about different times of the day. Ask one pair to come to the front of the class to give an example. One student says “Good ...”. The other student tries to find out the correct flashcard and repeat the words.

T: Let's play the game “You say, I do”. S1 and S2, please come to the front. S1 says “Good ...” and S2 points to the picture quickly. / Now, please work in pairs. Each pair will have some flashcards. One student will say the greeting and the other student will point to the flashcard.

- Guide the students to find a new partner and repeat the activity with new flashcards.

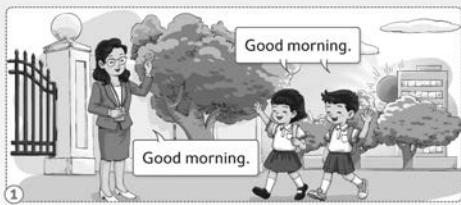
T: Find a new partner to play this game. / You can do the pair work with a new partner.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Match and speak.”活动辅助教学。

Optional activity resources-1A-Unit 1-Song time.

The first day



A Look and listen.

B Look and match.

Good evening. •



Good morning. •



C Greet your teacher and your classmates.

Good ...



How are you?

热身活动 (Warm-up)

借助歌曲音频和图片，引导学生运用“Good ... How are you?”礼貌问候他人，培养学生的观察能力和语言运用能力。

- Ask the students to sing and act out the song “Greetings” with body language.
T: Do you remember the song “Greetings”? Sing along, and use your body language. / Do you like the song “Greetings”? Let’s sing and act out the song together.
- Show the pictures on Page 6. Ask the students to look at the pictures and imitate greeting at different times of the day.
T: Look at the pictures. How can we greet each other? Please talk with your partners. / Please look at these pictures carefully. Show how to greet each other. Don’t forget to use your body language.

Talking time

A. Look and listen.

基础活动 (Activity)

借助图片和视频，引导学生理解语篇的主要内容，引领学生进一步感受如何在一天中的不同时段礼貌问候他人。

- Ask some questions about the first day of school.

T: Please look at Picture 1. What day is it today? Who does Shenshen meet at the school gate? How does Shenshen feel? / Look, here come Shenshen and Minmin. If you are Shenshen, what do you say to Ms Yu?

- Ask the students to look at the pictures and answer the questions about the first day of school.

T: Look at the picture. Is it morning? Where are the children? Who is the lady? What can they say to each other? / Look at the lady and children. They are smiling. Who are they? Where are they now? What are they talking about?

- Play the video of Parts 1–2 and ask the students to read after the video.

T: Are the children happy? Watch the video and repeat the dialogues together. / Please read after the video together.

- Ask the students to watch the video of Parts 3–4 carefully and think about the questions about what happens after school.

T: School is over. What can they say to each other? / Look at the picture. The children are going home. What do they say to each other?

- Encourage the students to watch the video and dub in pairs.

T: Please watch the video. Then act out the dialogue in pairs. / I'll play the video. Please watch carefully and dub in pairs.

进阶活动 (Challenge)

Play a game — “You do, I guess”.

借助“你做我猜”的游戏，引导学生进一步巩固礼貌用语的使用，提高学生的想象能力和语言运用能力。

- Ask the students to look at Picture 2. Point to the clock and set an example for the students.

T: Look at Picture 2 carefully. What time is it? What can we say to each other? / Can you find a clock in the picture? What does Miss Li say? Yes. We can tell the time from the clock.

- Divide the students into pairs. Ask them to look at Picture 2 and Picture 4 and then act in roles.

T: Look at Picture 2. Can you act as Shenshen and her friends? / Let's act in pairs. One can be Shenshen, and the other can be one of her friends.

- Play the video again and ask the students to read along with the video.

T: Please watch the video and try to read. / I'll play the video, and you can read after it.

- Ask the students to play the game “You do, I guess” in pairs.

T: Now, let's play a game. You do the action, and I say the sentence. Then play the game with your partners. / Now it's time for the game “You do, I guess”. You do the action first, and I have a guess. Then you can repeat it with your partner.

Talking time

B. Look and match.

基础活动 (Activity)

借助图片，引导学生将问候语和图片配对，培养学生的观察能力和信息获取能力。

- Encourage the students to look at the pictures carefully. Then, match the sentences with the right pictures.

*T: Look at the pictures carefully. Where are they? What do they say? You can draw lines. /
Here are two pictures. Is it morning or evening? How to greet each other? You can match
the sentences and pictures by yourselves.*

- Check the answers with the students. Ask them to act with their partners.

*T: Let's check the answers. How to greet each other? / Are your answers correct? Let's check
and then you can greet your partners in the same way.*

参考答案 (Answers)

Good evening.



Good morning.



进阶活动 (Challenge)

Look and say.

通过“看一看，说一说”的游戏，引导学生进一步理解表示一天中不同时段的词汇，提高学生观察图片的能力，激发学生的学习热情。

- Show more pictures about different times of the day. Ask the students to look at the position of the sun or the clock and identify different times of the day.

T: Let's play a game together. Here are some pictures of different times of the day. What do you know from the pictures? / It's game time. Look at the picture. Where is the sun? What do you know about the time of day?

- Ask the students to talk about how to greet each other appropriately.

T: Look at this picture. Can you greet each other in the right way? / Look at this picture. What can you say? Show us how to greet each other.

- Ask the students to talk in pairs. Give each pair some pictures. The partners can switch their roles to continue the game.

T: Let's play the game in pairs now. One of you can take the pictures first. Then greet each other. / It's game time. Look at the pictures carefully and greet each other in the correct way.

Talking time

C. Greet your teacher and your classmates.

基础活动 (Activity)

借助视频，引导学生在不同时段及场景中礼貌问候他人，培养学生的观察能力和语言运用能力。

- Ask the students to watch the video again.

T: It's the first day of school. The children meet their new teacher and friends. Let's watch the video again. / Our new friends are happy on the first day of school. They meet and greet each other. Shall we watch and read after the video?

- Invite the students to act out the dialogue in pairs.

T: Now, you can act out the dialogue in pairs. / It's time to act out the dialogue with your partners.

- Encourage the students to greet their teachers, parents and classmates on different occasions.

T: We may meet different people every day. How can we greet each other at different times of the day? / Can you greet your new friends on the first day of school?

进阶活动 (Challenge)

Look and say.

借助图片，引导学生观察图片并提取信息，从而正确问候他人，培养学生的理解能力和语言运用能力。

- Encourage the students to look at the pictures and talk about the time of day.

T: Look! It's one o'clock. Is it morning, afternoon or evening? We can use "Good ..." to greet others. / Look at the pictures. We can see the clock. What time is it? It is ... How can we greet each other?

- Ask the students to think about the people they meet every day.

T: Who else do you meet at school? / We may meet many people at different times of the day. Who are they?

- Ask the students to look at the pictures and make a new dialogue with partners.

T: Please look at the pictures and make a new dialogue with your partners. / Look at the pictures. Who does Shenshen meet on the first day of school? What do they say?



- Encourage the students to act out the dialogue on new occasions by using body language.

T: Where can you also meet each other? Please greet your partners in the right way. You can use your body language. / Where can you also meet each other? Remember to use body language when greeting others.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Listen, order and speak.”活动辅助教学。

Optional activity resources-1A-Unit 1-Talking time.

Mini-project

Greeting people

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：请学生选择一张表示一天中不同时段的卡片，如早上、中午、晚上。指导学生观察图片信息，辨认天色和时间，思考合适的问候语。

步骤2：引导学生和同伴进行角色扮演，基于图片情况礼貌问候他人。

语言示例 (Demo)

S1: Good afternoon.

S2: Good afternoon.

S1: How are you?

S2: I'm fine. Thank you.

Step 1 Choose a card.

Step 2 Role-play.

10

小妙招 (More tips)

- 鼓励学生在不同时段及场景中礼貌问候他人，例如：在教室，在学校门口，在商场，在公园，等等。
- 提醒学生在问候他人时运用肢体语言，鼓励学生在全班展示交流。
- 鼓励学生在展示交流时进行自评和互评。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: How many stars can you get? Please colour the stars.

教学反思 (Teaching reflections)

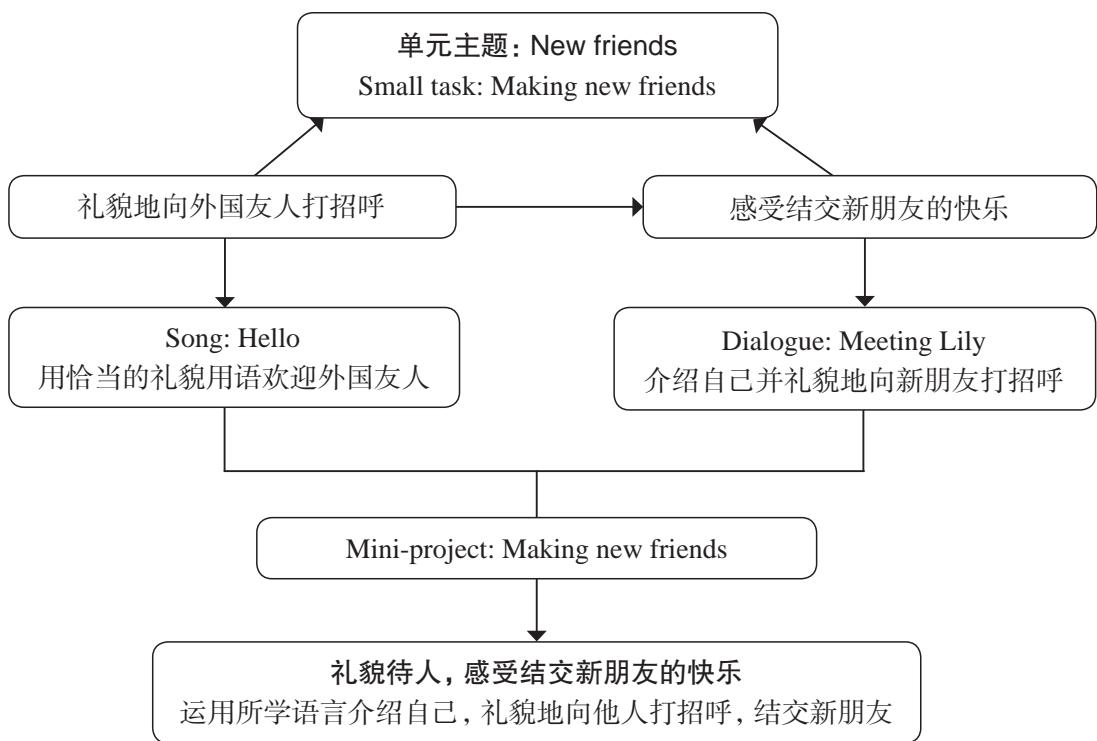
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

Unit 2 New friends

单元目标 (Unit objectives)

- ▶ 了解不同国家打招呼的方式，用礼貌用语向他人打招呼。
- ▶ 知晓不同国家的姓名构成，自我介绍并礼貌地向他人打招呼。
- ▶ 在结交新朋友的过程中，自我介绍并礼貌地向他人打招呼。

单元主题内容框架图 (Structure of the unit)



单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“社会服务与人际沟通”主题群，围绕“同伴交往，相互尊重，友好相助”子主题内容，通过任务“Making new friends”引导，帮助学生礼貌介绍自己并向他人打招呼，感受结交新朋友的快乐。		
语篇	Song time	歌曲	不同国家的问候语
	Talking time	对话	姓名信息及相互问候
	Mini-project	独白	自我介绍并礼貌地向他人打招呼
语言知识	语音	感知并模仿说英语，体会句子的升调与降调	
	词汇	理解关于问候的主题词汇	
	语法	体会常用的简单问候语的表意功能，如“Hello.”	
	语篇	识别对话中的话轮转换，体会语篇中图片与文字的关系	
	语用	使用简单的问候语与他人进行得体的交流	
文化知识	人际交往中英语与汉语在表达方式上的异同，如姓名、问候的表达方式		
语言技能	Song time	理解性技能：在听、唱歌曲“Hello”的过程中，提取、梳理不同国家的礼貌问候语的信息 表达性技能：演唱英语歌曲“Hello”	
	Talking time	理解性技能：在听、读、看语篇“Meeting Lily”的过程中，提取、梳理不同国家的人的姓名信息 表达性技能：大声跟读音视频材料，正确朗读对话，简单交流个人姓名信息	
	Mini-project	表达性技能：能与他人互致简单的问候，并简单交流个人姓名信息	
学习策略	Study skill	通过观察图片和事物，获取信息	

Look at the children.
They are so happy!

They raise their hands
and say "Hi!"

Unit 2 · New friends

Small task Making new friends

|11|

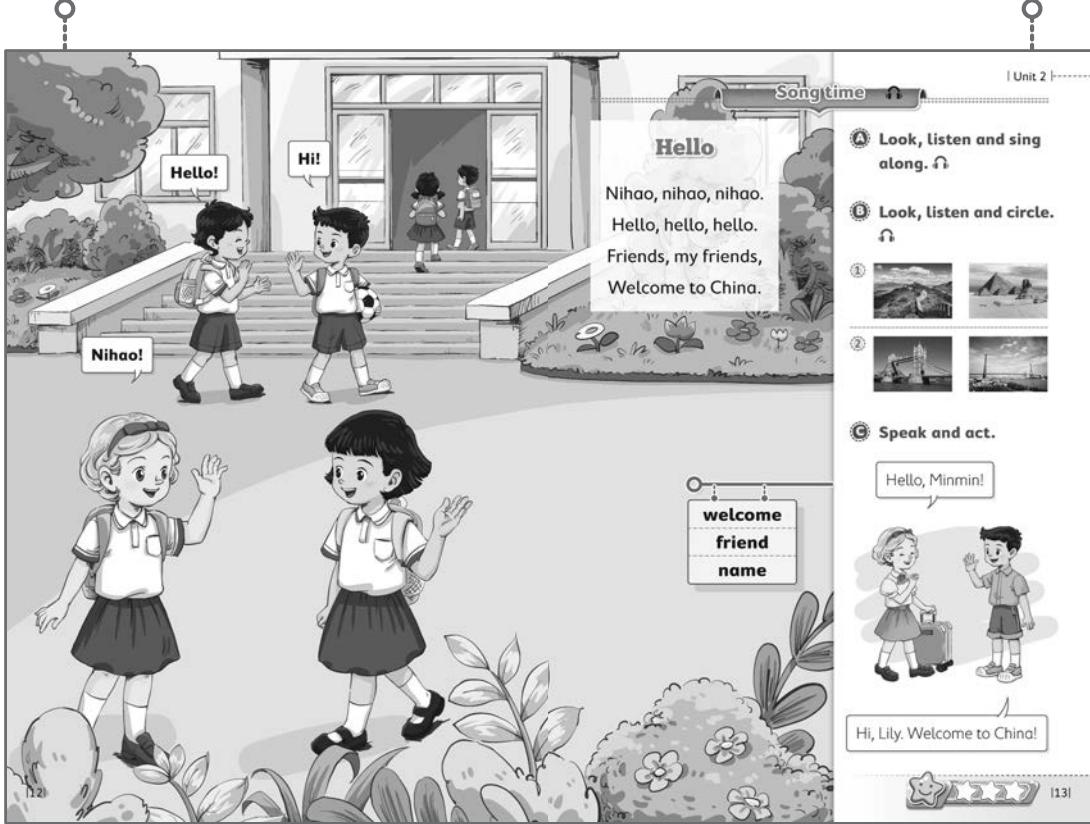
Small task

Making new friends

The children are very happy. They make new friends at school. Let's learn how to make new friends politely. Let's learn how to introduce ourselves.

文化链接 (Culture link)

Chinese names are different from English ones. In Chinese, the family name(surname) comes first, and then the given name. In English, the given name comes first, and the family name comes next.



热身活动（Warm-up）

借助歌曲音频和图片，引入在校园中与新朋友打招呼的情境，激发学生的学习热情。

- Begin with a song about greeting friends. Then introduce the topic word “friend”.
T: Here is a song. How do we greet friends? Let’s listen to the song. / Listen to a song. We can greet our friends in this way.
- Show the picture on Page 12, and explain that Shenshen meets a new friend. Introduce the title of the song “Hello”.
T: Shenshen meets a new friend, Lily, and greets her. Please enjoy the song “Hello”. / Shenshen sings a song to her new friend, Lily. Let’s enjoy the song “Hello”.

Song time

- A. Look, listen and sing along.

基础活动（Activity）

借助图片和歌曲音频，引导学生理解关于问候的单词的音、形、义，带领学生结合肢体动作演唱歌曲。

- Begin by asking the students to look at the picture on Page 12.

T: Look at the picture. Lily is a new student from the UK. How can we welcome our new friends? / Shenshen meets a new friend. She is from the UK. Let's welcome her.

- Play the recording of the song “Hello”, and teach the students the lyrics. Use body language to help them understand the words “nihao”, “hello” and “welcome”.

T: Let's enjoy a song. Follow me to read, please. / Shall we enjoy a song together? Read with me, please.

- Encourage the students to sing the song sentence by sentence after the recording. Then invite the students to stand up and sing the song in groups with body language.

T: Please sing after the recording and act it out in groups. / Shall we stand up? Let's sing and act in groups.

- Ask the students to sing the song “Hello” after the recording together.

T: Can you sing the song? Let's sing and act to the music together. / Please stand up. Let's try to sing the song with body language.

进阶活动 (Challenge)

Make a new song.

借助不同人物的头饰和歌曲音频，引导学生理解不同国家的问候方式，培育学生的文化意识。

- Prepare some hats¹ for different roles. Invite one student to act as Lily and come to the front of the class. Encourage the other students to sing the song “Hello” to Lily.

T: Let's welcome Lily. Who would like to be Lily? / Could you act as Lily? OK, Lily, come to the front, please. Let's welcome Lily with the song.

- Divide the class into pairs and give them the hats for different roles. Invite the students to choose a character they like and make a new song.

T: We have some new friends. Can you act as Lily and her friend and make a new song? / Do you like the song? Please choose the characters and make a new song.

Song time

B. Look, listen and circle.

基础活动 (Activity)

借助图片和音频，引导学生根据音频中不同的问候语，圈出相应地点，培养学生仔细聆听的习惯和获取信息的能力。

- Begin by asking the students to look at the pictures and learn about landmarks in different countries.

T: What can you see from these pictures? Where are they? / Look! These are famous landmarks. What are they? Where can we find them?

- Guide the students to learn about how people greet each other in different countries.

1 教师可以引导学生利用学生用书 P75—P90 的图片制作头饰，用于角色扮演活动。

*T: In London, how do people greet each other? In China, how do people greet each other? /
People in different countries greet each other in different ways. In China, we say “Nihao.”
In the UK, people say “Hello.”*

- Play the recording and ask the students to circle the correct pictures.

*T: Please listen carefully. How do people greet each other in different countries? Circle the
correct pictures. / Listen to the greetings and circle the correct pictures.*

听力文字 (Audio script)

1. Nihao. Welcome to Beijing.
2. Hello. Welcome to London.

参考答案 (Answers)



进阶活动 (Challenge)

Listen, judge and draw.

借助音频和“画表情符号”的游戏，引导学生对不同国家的问候方式进行判断，培养学生的观察能力和辨析能力。

- Show more pictures of landmarks in different countries. Ask the students to listen to the recording carefully and judge if the pictures are correct by drawing a happy face or a sad face.



*T: Here are more pictures of different countries. How do people greet each other there? Draw
a happy face for YES and a sad face for NO. / Look at the pictures. How do people greet
each other in different countries? Let's listen, judge and draw.*

听力文字 (Audio script)

1. Nihao. Welcome to Shanghai.
2. Hello. Welcome to London.
3. Nihao. Welcome to China.

参考答案 (Answers)

1. ☹ 2. ☹ 3. ☺

Song time

C. Speak and act.

基础活动 (Activity)

借助图片，引导学生观察好朋友见面时的表情，并表演对话，使学生进一步感受朋友之间的友好情谊。

- Ask the students to look at the picture on Page 13 and ask some questions about how the two children greet each other.

T: Look at the picture. Who are they? How do they greet each other? / Here are two children. They are friends. How do they greet each other?

- Guide the students to act out the dialogue in pairs.

T: Minmin is happy to welcome Lily. Would you like to be Lily and Minmin and then act out the dialogue? / Lily is so happy in Shanghai. Let's act in pairs. Don't forget to use your body language.

进阶活动 (Challenge)

Make a dialogue.

借助图片，引导学生在不同场合中礼貌问候他人，培养学生的观察能力和表达能力。

- Prepare three boxes of flashcards. Put some pictures of Chinese people in the first box and foreign people in the second box. Put some pictures of landmarks in the third box.
T: Here are three boxes. In Box A, we can see some pictures of Chinese people. In Box B, we can see some pictures of foreign friends. In Box C, we can see some pictures of landmarks. / Look at the boxes here. There are some pictures of Chinese people, foreign friends and landmarks in each box.

- Invite the students to pick out one flashcard from each box. Ask the students to make a dialogue about greeting each other in different places.

T: Let's pick out one flashcard from each box and make a dialogue. / We can choose three flashcards from three boxes and make a dialogue.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Listen, look and match.”活动辅助教学。

Optional activity resources-1A-Unit 2-Song time.

Meeting Lily



A Look and listen.

B Look and speak.



[14]



C Introduce yourself.



[15]

热身活动 (Warm-up)

借助视频和不同国家的地标图片，引导学生正确问候他人，培养学生的观察能力和语言运用能力。

- Play the video and ask the students to sing the song "Hello" with body language.

T: Shenshen is happy to see a new friend. Do you remember the song "Hello"? Let's sing it together. / Do you like the song "Hello"? Let's sing it together with body language.

- Show some pictures of different places and ask the students to talk about how people greet each other.

T: Look at the pictures. Do you know these places? How do people greet their friends there? / Please look at the pictures carefully and tell us how people greet each other in these places.

Talking time

- A. Look and listen.

基础活动 (Activity)

借助视频和图片，引导学生理解语篇主要内容，知晓自我介绍和向他人打招呼的方式。

- Ask the students to look at the pictures and answer some questions about the two children.
T: Here are two little girls. Who are they? Where are they now? What are they talking about? / Please look at the pictures carefully. What are the girls doing?
- Play the video and ask some questions about how the two children greet each other.
T: Please watch the video carefully. What are the children's names? What are they talking about? Are they friends? Why? / After watching the video, can you tell me the names of these two girls? How do they greet each other? Do you think they are friends?
- Show the pictures of Lu Shenshen's and Lily White's name cards. Ask the students to act as the two girls and introduce themselves.
T: Lu Shenshen is introducing herself. Can you act as Lu Shenshen and tell us your name? This girl is Lily White. Please act as Lily White and tell us your name. / They are Lu Shenshen and Lily White. They are telling each other their names. Let's act as the two girls and introduce ourselves.
- Ask the students to watch the video and dub in pairs.
T: Watch the video and try to dub in pairs. / Let's watch the video again. Please dub in pairs while watching.

进阶活动 (Challenge)

Play a game — “Throw the sandbag”.

借助“传沙包”的游戏，引导学生进一步巩固关于姓名的表达，并加深对朋友的认知。

- Begin by asking the students about their friends' names.
T: What are your friends' names? / Boys and girls, please share your friends' names with us.
- Play the game “Throw the sandbag”. Ask one student to introduce himself/herself to a friend with “Hello! My name is ...” or “I'm ...” and then throw the sandbag to the friend. Then ask the second student to continue the game by repeating the steps.
T: Let's play a game. Look! I have a sandbag. Now, can you introduce yourself and throw it to your friend? / It's game time. Please introduce yourself. You can say “I'm ...” and throw the sandbag to a friend.

Talking time

B. Look and speak.

基础活动 (Activity)

借助图片和信息卡，引导学生进行自我介绍，培养学生的语言运用能力。

- Prepare some name cards for the students. Ask the students to look at the pictures and tell the names of the children.
T: Look at the children! What are their names? / Do you know these three children? Please tell me their names.
- Present the sentence “I'm ...”. Ask the students to repeat the sentence.

T: How can we introduce ourselves to new friends? Repeat the sentence “I'm ...”. / Boys and girls, we can introduce ourselves by saying “I'm ...”.

- Ask the students to choose one picture and act it out.

T: Please choose one of the pictures and introduce yourself. / Can you act as one of the children and introduce yourself?

进阶活动 (Challenge)

Listen, read and circle.

借助音频和图片，引导学生判断不同文化中姓名的结构，培育学生的文化意识。

- Encourage the students to introduce their Chinese names.

T: Can you use “I'm ...” to introduce yourself?

- Show the photos of the White family. Ask the students to listen to the recording and circle what people call them.



Peter White



Mary White



Lily White

T: Here are the photos of the White family. Listen to the recording. What are their given names? / There are three people in the White family. Please listen and circle.

- Guide the students to identify the differences between English names and Chinese names.

T: Can you find the differences between Chinese names and English names? Look at “Lu Shenshen”. It is a Chinese name. What is the family name? It's “Lu”. What is the given name? It's “Shenshen”. The family name(surname) comes first, and the given name comes next. And look at “Lily White”. The given name comes first, and the family name comes next. / Look at the two names. “Lu” is the family name. It comes first. “Shenshen” is the given name. It comes next. “Lily” is the given name. It comes first. “White” is the family name. It comes next.

听力文字 (Audio script)

1. My name is Peter White. I'm Peter.
2. My name is Mary White. I'm Mary.
3. My name is Lily White. I'm Lily.

参考答案 (Answers)

1. Peter
2. Mary
3. Lily

Talking time

C. Introduce yourself.

基础活动 (Activity)

借助图片，引导学生学会礼貌问候他人，培养学生的观察能力和语言运用能力。

- Invite the students to look at the pictures and answer some questions about how friends greet each other.

T: Look at the pictures. How can we greet new friends politely? / How do we greet a new friend?

- Ask the students to act as the children in the pictures and introduce themselves with body language.

T: Look at the children. How do they feel? Do you know why? Yes, they greet each other politely. Please practise in pairs. / The children are happy. Can you act as the children? Try to greet others and introduce yourself politely.

进阶活动 (Challenge)

Play a game — “Make more friends”.

借助“交朋友”的游戏，引导学生进一步运用所学语言礼貌地向他人打招呼和介绍自己，激发学生的学习热情。

- Begin by asking the students to prepare their name cards. Encourage them to introduce themselves to the class.

T: Please show us your name cards. Then introduce yourselves to us. / Do you want to introduce yourselves to us? Show your name cards, and introduce yourselves to the class.

- Ask the students to play the game “Make more friends”. Encourage the students to walk around in the class and introduce themselves to each other. Ask them to remember as many names as they can.

T: Do you have any new friends in the class? Please walk around, introduce yourselves to the others and remember their names. How many names can you remember? Have a try! / Let's play the game “Make more friends”. Walk around the classroom and tell the others your names. Try to remember as many names as you can.

- Invite some students to come to the front and tell as many names as they can. The student who remembers the most names wins the game.

T: How many names do you remember? Please come to the front and tell us. / How many new friends do you have? Please come to the front and tell us their names.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Read and match.”活动辅助教学。

Optional activity resources-1A-Unit 2-Talking time.

Mini-project

Making new friends

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生选择合适的问候语。

步骤2：引导学生正确介绍自己的姓名。

步骤3：请学生两人一组，向对方打招呼，并进行自我介绍。鼓励学生运用更多的礼貌用语。

语言示例 (Demo)

Hello.

My name is Lu Shenshen.

I'm Shenshen.

Nice to meet you.

Mini-project

Making new friends



Step 1 Smile and say hi.
Hi. / Hello.

Step 2 Say your name.
My name is ...

Step 3 Say more.
– I'm ...
– Nice / Good to meet you, ...

Well done!

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小妙招 (More tips)

- 鼓励学生在不同的场景中礼貌问候他人，例如：在校门口、操场上、教室里等。
- 引导学生基于不同的姓名表达方式，正确判断称呼他人的方式并礼貌问候对方。
- 鼓励学生进行自评和互评。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: How many stars can you get? Please colour the stars.

教学反思 (Teaching reflections)

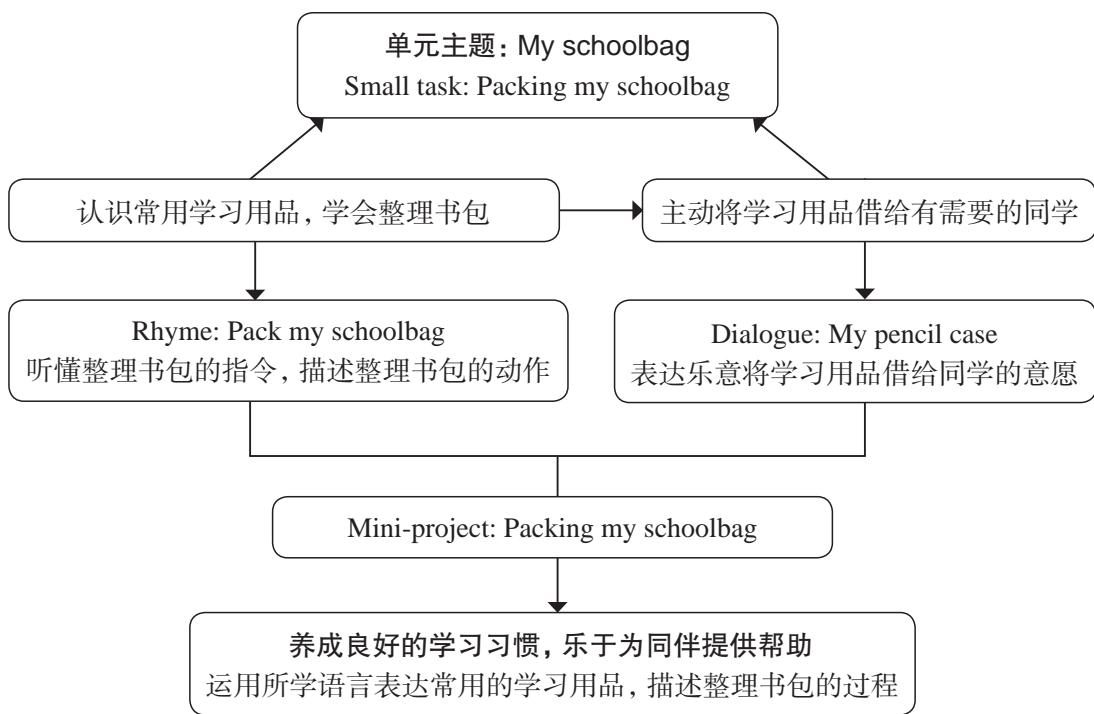
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

Unit 3 My schoolbag

单元目标 (Unit objectives)

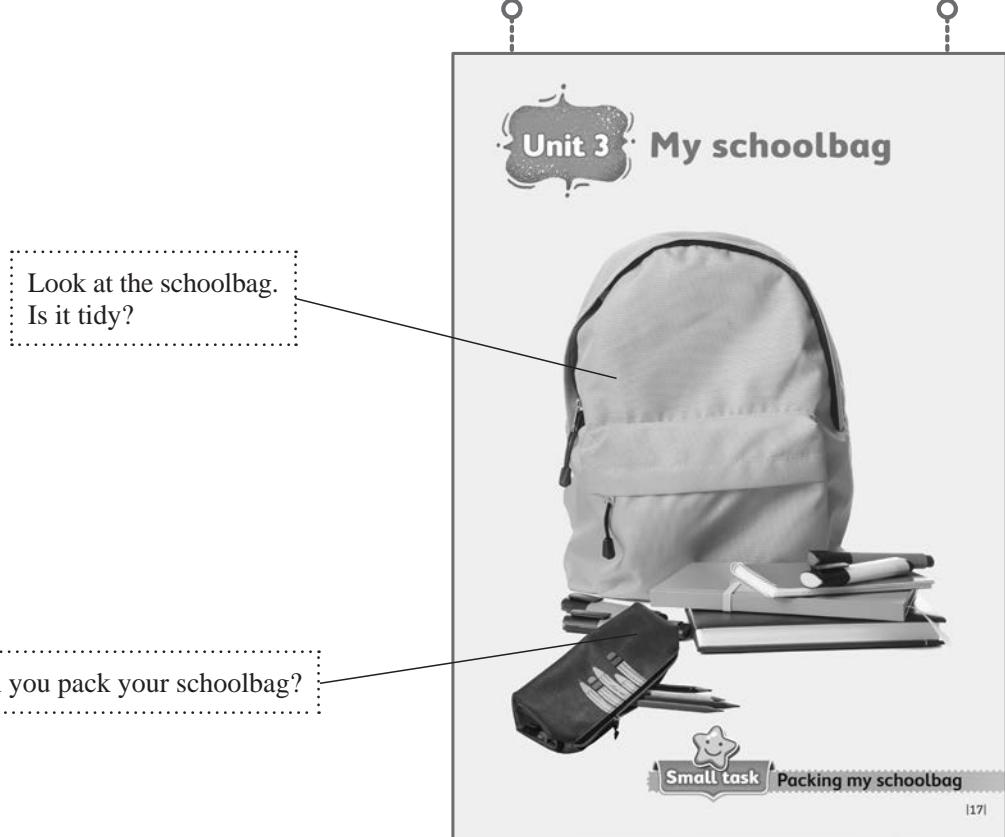
- ▶ 认识常用学习用品，听懂整理书包的指令，描述整理书包的过程。
- ▶ 主动表达将学习用品借给同学的意愿。
- ▶ 运用所学语言表达常用的学习用品，描述整理书包的过程。

单元主题内容框架图 (Structure of the unit)



单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“生活与学习”主题群，围绕“生活习惯”子主题内容，通过任务“Packing my schoolbag”引导，帮助学生用英语识别和表达常用的学习用品，描述整理书包的过程，以及表达乐意将学习用品借给他人的意愿。		
语篇	Rhyme time	韵文	整理书包的动作
	Talking time	对话	将学习用品借给同学
	Mini-project	独白	整理书包的过程
语言知识	语音	感知并模仿说英语，体会句子的升调与降调	
	词汇	理解关于学习用品的主题词汇	
	语法	感知、体会祈使句的表意功能，如“Pack the ruler.”	
	语篇	识别对话中的话轮转换	
	语用	描述整理书包的过程，表达乐意将学习用品借给同学的意愿	
文化知识	通过学习整理书包，养成良好的学习习惯		
语言技能	Rhyme time	理解性技能：在听、读韵文“Pack my schoolbag”的过程中，有目的地提取、梳理有关学习用品的信息 表达性技能：诵读英语韵文“Pack my schoolbag”	
	Talking time	理解性技能：在听、读、看语篇“My pencil case”的过程中，有目的地提取、梳理有关借用学习用品的信息 表达性技能：大声跟读音视频材料，正确朗读对话，在教师的指导下进行简单的角色扮演	
	Mini-project	表达性技能：用简单的语句描述整理书包的步骤	
学习策略	Study skill	积极运用所学语言简单描述整理书包的步骤	



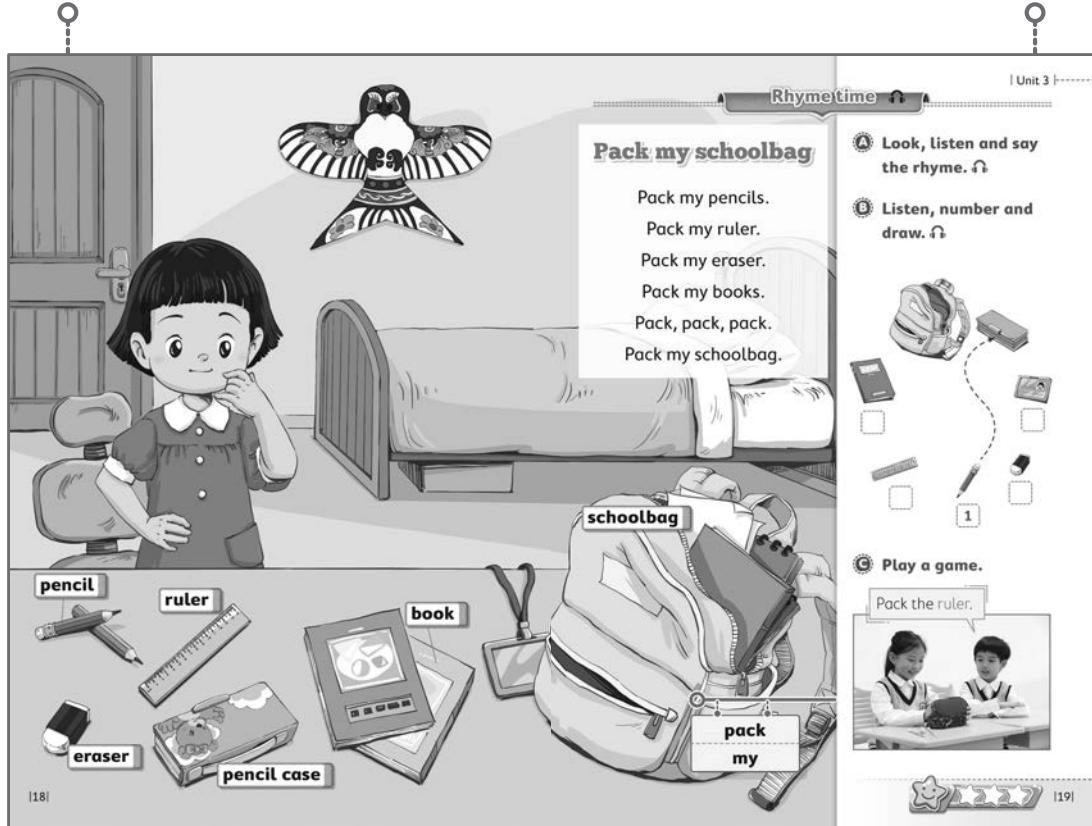
Small task

Packing my schoolbag

Every evening, we pack our schoolbags to prepare for the next day. Do you know what you need to bring to school? Can you pack your schoolbag?

文化链接 (Culture link)

"The Four Treasures of the Study" is a Chinese expression describing the unique Chinese tools for calligraphy and painting, including the writing brush, ink, paper and inkstone. Also, they can be good presents for friends.



热身活动（Warm-up）

借助韵文音频和图片，引入整理书包的情境，引发学生思考申申应该如何整理书包。

- Ask the students to listen to the recording of the rhyme “Pack my schoolbag” and ask them what they can hear.

T: Let's listen to the recording. What can you hear? Could you please find the same things on your desks? / Let's enjoy the rhyme. Can you tell me what you hear? Can you point it out?

- Show the students the pictures of three different schoolbags and ask them to find out which one is packed.

T: Look at the schoolbags. Which one is packed? / Could you please take a look at the schoolbags? Please tell me which one is packed.

- Ask the students to look at the pictures on Page 18 and ask about what Shenshen should do.
T: What should Shenshen do? / What can Shenshen do?

Rhyme time

- Look, listen and say the rhyme.

基础活动（Activity）

借助韵文音频、图片、手势等，引导学生理解关于学习用品的单词的音、形、义，带领

学生结合肢体动作朗读韵文。

- Ask the students to listen to the rhyme “Pack my schoolbag”.
T: Let's listen to the rhyme. / Let's enjoy the rhyme “Pack my schoolbag”.
- Show the students the pictures of each school item on Page 18, and then put the pictures on the board. Ask the students to read the words.
T: What do you see?... Yes, a ruler. / Look! What's this?... Yes, a ruler.
- Act out how you might arrange the schoolbag to help the students understand the meaning of “Pack my ...”.
T: Look at me! What can I do? / Guess! What am I doing?
- Ask the students to follow the teacher's instructions and do the actions.
T: Let's pack the ruler together. Please do it as I do. / Pack the ruler just like this.
- Play the recording of the rhyme again and invite the students to read after the recording with some actions.
T: Let's read the rhyme together. You can add some actions. / How about reading the rhyme together with some actions?

进阶活动 (Challenge)

Play a game — “I spy”.

借助韵文音频和游戏，引导学生感知、理解、模仿关于学习用品的表达，培养学生仔细聆听的习惯和获取信息的能力。

- Ask the students to listen to the rhyme “Pack my schoolbag”. Ask the students to find the school items mentioned in the rhyme.
T: What do you hear in the rhyme? Look around you. Can you pick it up? / Please pick up the things you hear in the rhyme.
- Say the names of some school items and ask the students to pick them up as quickly as possible.
T: Listen to me. What do I say? Pick it up. / Listen to the teacher. What do you hear? Show me.
- Play the game “I Spy” with the students and ask them what the teacher spies. Then introduce all the names on the board.
T: I spy something with my eyes. I use it to draw a flower. What is it? / I spy something here. I can draw a flower with it. Could you please tell me what it is?
- Play the recording of the rhyme again and invite the students to read after the recording.
T: Let's read it aloud. / How about reading it again?
- Encourage the students to perform the rhyme in front of the class.
T: Now, who can read the rhyme with actions? / Who wants to read the rhyme with actions in front of the class?

Rhyme time

B. Listen, number and draw.

基础活动 (Activity)

借助图片和音频，引导学生根据音频内容将相应的物品编号并连线，检测学生能否听懂常用学习用品和整理书包的动作的表达。

- Guide the students to look at the pictures, listen to the instructions on how to pack the schoolbag and then write the number in each box.

T: Now let's listen and write the number in each box. / Now it's your turn. Listen first, and then write the numbers.

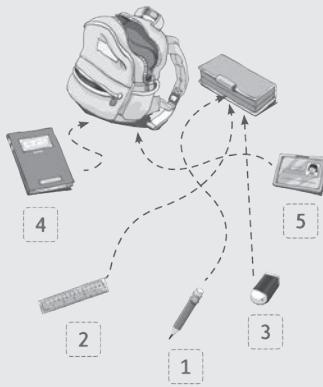
- Ask the students to listen to the recording, and draw a line to match the items.

T: Where do you put the pencil? Draw a line from the pencil to the pencil case. / Where can you put the pencil? Please match the pencil with the pencil case.

听力文字 (Audio script)

- Pack my pencil.
- Pack my ruler.
- Pack my eraser.
- Pack my book.
- Pack my name card.

参考答案 (Answers)

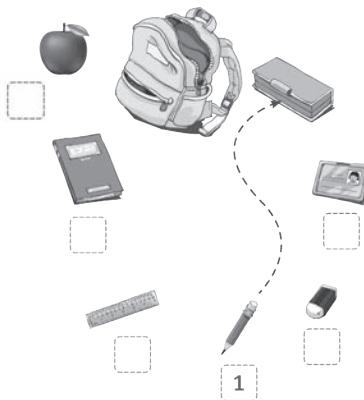


进阶活动 (Challenge)

Listen, number and draw.

借助图片和音频，引导学生根据音频内容将相应的物品编号连线，进一步检测学生能否听懂关于常用学习用品和整理书包的动作的表达。

- Put pictures of food or toys beside the stationery. Ask the students to look at the pictures and talk about what they see.



T: Look at the pictures. What do you see? / Can you tell me what's in the pictures?

- Play the recording again. Ask the students to listen to the recording, write the number in each box and draw lines to match the items.

T: Listen carefully. Can you number and match the things in Shenshen's schoolbag? / Now let's listen, write the number and draw lines.

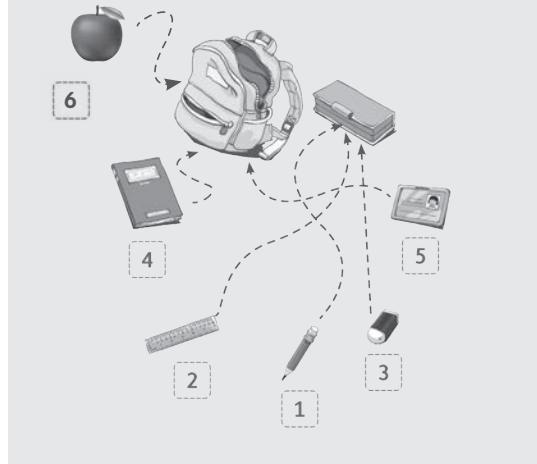
- Check the answers with the students.

T: Can Shenshen bring food to school? / What does Shenshen have in her schoolbag?

听力文字 (Audio script)

- Pack my pencil.
- Pack my ruler.
- Pack my eraser.
- Pack my book.
- Pack my name card.
- Pack my apple.

参考答案 (Answers)



Rhyme time

- C. Play a game.

基础活动 (Activity)

通过游戏，引导学生尝试运用所学语言描述整理书包的步骤。

- Demonstrate how to play a quick response game with a student. The student does the action according to the teacher's instruction and tries to repeat the instruction.
T: Can you pack your schoolbag? Have a try. Pack the ruler. / Do as I say. Pack the ruler.
- Ask the students to play the game with their partners.
T: Play the game with your partners. / Work in pairs and play the game.
- Walk around the classroom to help the pairs with difficulty playing the game.

进阶活动 (Challenge)

Play a game — “Judge and repeat”.

通过游戏，引导学生判断教师的语言和动作是否一致，并初步尝试运用所学语言与同伴开展互动游戏。

- Demonstrate how to play the game. Ask the students to judge the consistency of the teacher's words and actions. If the teacher accurately describes how he/she packs his/her things, the students repeat what the teacher said. If not, the students keep silent and cross their arms.
T: Look at me. Pack my pencil case. (The teacher does the action of packing the pencil case. Then the students repeat the order.)
S: Pack my pencil case.
- Encourage the students to play the game with their partners.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Look, speak and circle.”活动辅助教学。

Optional activity resources-1A-Unit 3-Rhyme time.

My pencil case

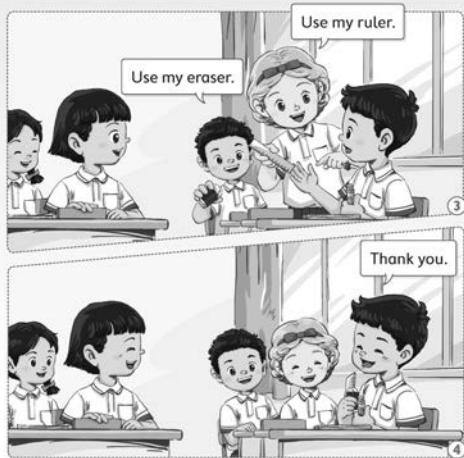


A Look and listen.

B Look and circle.



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C Role-play.



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热身活动 (Warm-up)

借助复习韵文，引导学生用“Pack my ...”简单介绍整理书包的过程，提高学生的语言运用能力。

- Say the rhyme “Pack my schoolbag” with the students.
T: Let's say the rhyme together. / Can you say the rhyme? Let's try.
- Talk about how to pack the schoolbag with the students. Ask one student to come to the front of the class and say “Pack my ...” as he/she packs the schoolbag.
T: Can you pack your schoolbag? Come to the front and show us how to pack it. / Who can come to the front and pack your schoolbag?
- Encourage the students to evaluate the process of packing the schoolbag.
T: Can he/she pack the schoolbag well? / Does he/she do it correctly?

Talking time

A. Look and listen.

基础活动 (Activity)

借助视频和图片，引导学生将图片重新排序，帮助学生理解语篇的主要内容。

- Ask the students to say the title aloud.
T: Read the title after me. / Let's read the title. Follow me.
- Point to the children in Picture 3 and ask who they are.
T: Look at Picture 3. Who are they? / Who do you see in Picture 3?
- Ask the students to look at Picture 1 and think about Minmin's situation.
T: How is Minmin? Why? / Why is Minmin sad? Can Minmin pack his schoolbag well?
- Play the video of the dialogue and invite the students to read after the video.
T: Can you read the dialogue? Let's have a try. / Let's watch the video and read the dialogue together.

进阶活动 (Challenge)

Read and order.

借助对话中的标点符号，视频中的语气和语调，以及图片中人物的手势和表情，引导学生推断说话者的情绪。

- Ask the students to look at the pictures of the dialogue.
T: Look at the pictures. Who are the children? / Look at the pictures. Who do you see in the pictures?
- Ask the students to look at Minmin's words and his facial expressions in Picture 1. Remind the students to focus on the exclamation mark in the sentence and consider what it hints about Minmin's feeling.
T: How is Minmin? / How can you tell that Minmin is sad?
- Show the students the pictures of the dialogue in random order. Then play the video and ask the students to rearrange the pictures.
T: Let's watch the video and order the pictures. / Put the pictures in the right order.
- Ask the students to read Minmin's words with emotion.
T: Let's act as Minmin. / Can you act as Minmin and read the words?
- Walk around the classroom and correct the students' pronunciation and intonation if necessary.
- Play the video of the dialogue again and invite the students to read after the video.
T: Let's enjoy the video and read the dialogue. / Watch the video again and read the dialogue.

Talking time

B. Look and circle.

基础活动 (Activity)

借助视频和图片，引导学生圈出正确的图片，进一步深化对语篇的理解。

- Ask the students to look at the pictures and tell who helped Minmin.
T: Look at the pictures. Who can help Minmin?
- Play the video. Pause after each part and use simple language and actions to explain the dialogue.

T: (Picture 1) Look! Minmin is sad. He has no pencil case. (Picture 2) Shenshen has a pencil. (Picture 3) Lily has a ruler. And Xiaofeng has an eraser. / (Picture 1) Look at Minmin. He has no pencil case. (Picture 2) Shenshen gives him a pencil. (Picture 3) Lily gives him a ruler. And Xiaofeng gives him an eraser.

- Ask the students to look at the pictures in Part B and circle the answers.

T: Look at Shenshen, Lily and Xiaofeng. Circle the correct school items. / Look at the pictures in Part B. Can you circle the correct school items?

参考答案 (Answers)



进阶活动 (Challenge)

Read and interpret.

借助对话图片，引导学生从人物表情推断说话者的情绪，从而更好地理解语篇所要传达的意义。

- Ask the students to complete Part B.

T: Let's circle the correct school items in Part B. / Please draw a circle on the correct school items.

- Ask questions to check for understanding.

T: What does Shenshen say? Then let's talk about Lily and Xiaofeng. / When Minmin is sad, what does Shenshen say? Then let's talk about Lily and Xiaofeng.

- Ask the students to compare Picture 1 with Picture 4 and talk about the changes in Minmin's mood.

T: Look at Picture 1 and Picture 4. How does Minmin feel? / Look at Picture 1 and Picture 4. Does Minmin feel the same?

- Ask the students to look at Picture 4 and talk about how Minmin's classmates feel when they help him.

T: Look at Picture 4. How do Minmin's classmates feel? / Look at Picture 4. Do Minmin's classmates feel happy too?

Talking time

C. Role-play.

基础活动 (Activity)

借助角色扮演的活动，引导学生积极参与对话，并运用所学语言表达将学习用品借给

有需要的同学的意愿，从而深化学生对主题的理解。

- Divide the class into groups of four and assign roles.

T: Work in groups of four. Who can be Minmin/Shenshen/Lily/Xiaofeng? / Four students work together. Who wants to be Minmin/Shenshen/Lily/Xiaofeng?

- Play the video again and ask the students to repeat after their roles.

T: Listen and repeat what your characters say. / Follow the characters you choose.

- Ask the students to role-play in groups of four.

T: Now, let's work in groups of four. / Find your partners and role-play.

- Ask the groups to come to the front and perform a show.

T: Who would like to come to the front and perform for us? / Which group wants to role-play?

进阶活动（Challenge）

Make a new dialogue.

借助创编对话的活动，鼓励学生运用所学语言表达将学习用品借给有需要的同学的意愿，解决学生在学习生活中遇到的问题。

- Prepare some flashcards about school items.

- Ask the students to make a new dialogue in groups according to the flashcard.

T: Choose one flashcard and start a new dialogue in your group. / Pick one flashcard and imagine what they are talking about.

- Walk around the classroom and help the students if necessary.

- Ask some groups to come to the front and perform a show.

T: Who wants to come to the front and perform for us? / Which group wants to role-play?

选择性活动（Optional activity）

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Read, think and speak.”活动辅助教学。

Optional activity resources-1A-Unit 3-Talking time.

Mini-project

Packing my schoolbag

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：请学生思考并交流学习所需的用品，在图片中圈出相应的物品，如书、书包、铅笔等。

步骤2：思考并交流整理书包的方法，先整理铅笔盒，后整理书包。

步骤3：指导学生将所有学习用品放入书包内并进行检查。

- 引导学生在班级展示自己整理书包的方法与步骤，并进行简单的介绍和交流。

语言示例 (Demo)

Hello, I'm ...

Look! My schoolbag, my books, my pencils, my ruler, my eraser ...

Pack my pencil case. Pack my pencils. Pack my ruler. Pack my eraser.

Pack my schoolbag. Pack my pencil case. Pack my books.

小妙招 (More tips)

- 通过示范，向学生展示两种整理书包的方法：一种是将铅笔、铅笔盒、书等学习用品全部塞进书包；另一种是先整理好铅笔盒，然后将铅笔盒和书本等学习用品放入书包。
- 引导学生比较两种整理书包的方法，判断哪种更好。
- 鼓励学生交流各自整理书包的好习惯，例如：根据课程表整理书包，上学前一晚提前整理好书包，整理完书包后拉上拉链。
- 鼓励学生从整理书包的方法和描述整理书包的过程两方面进行自评和互评。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: How many stars can you get? Please colour the stars.

教学反思 (Teaching reflections)

- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

Mini-project

Packing my schoolbag

Step 1 Look, think and circle.

What do I take to school?

Step 2 Pack your pencil case. Step 3 Pack your schoolbag.

Pack my ...

Well done!

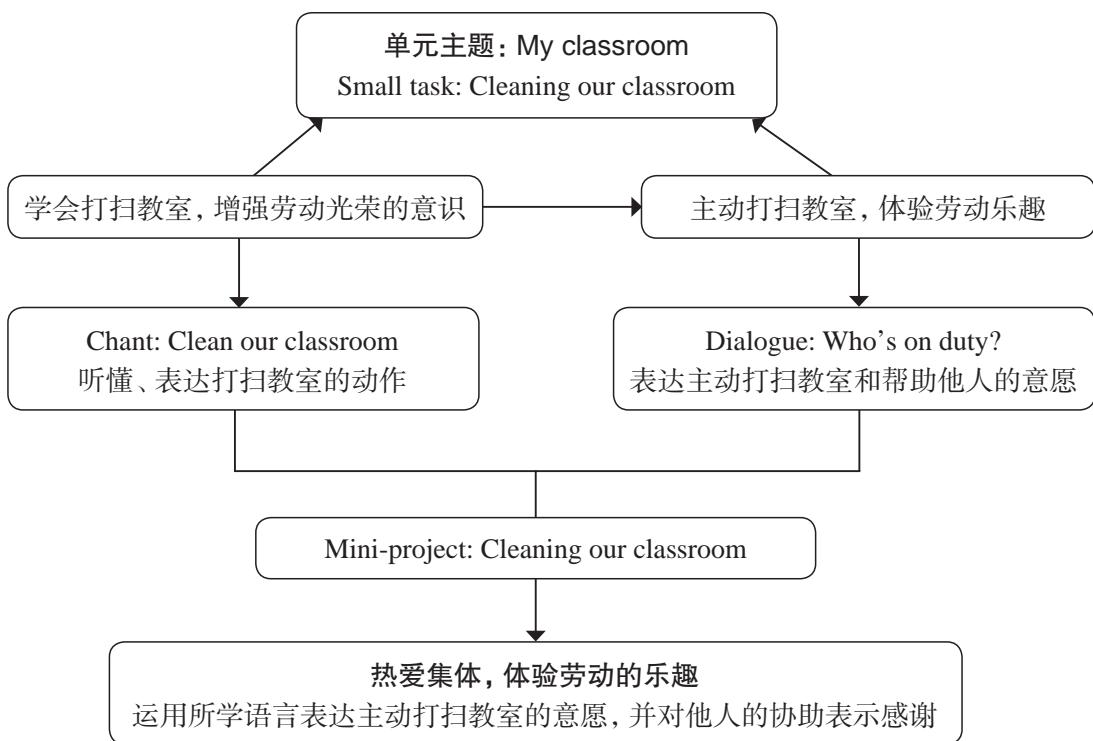
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Unit 4 My classroom

单元目标 (Unit objectives)

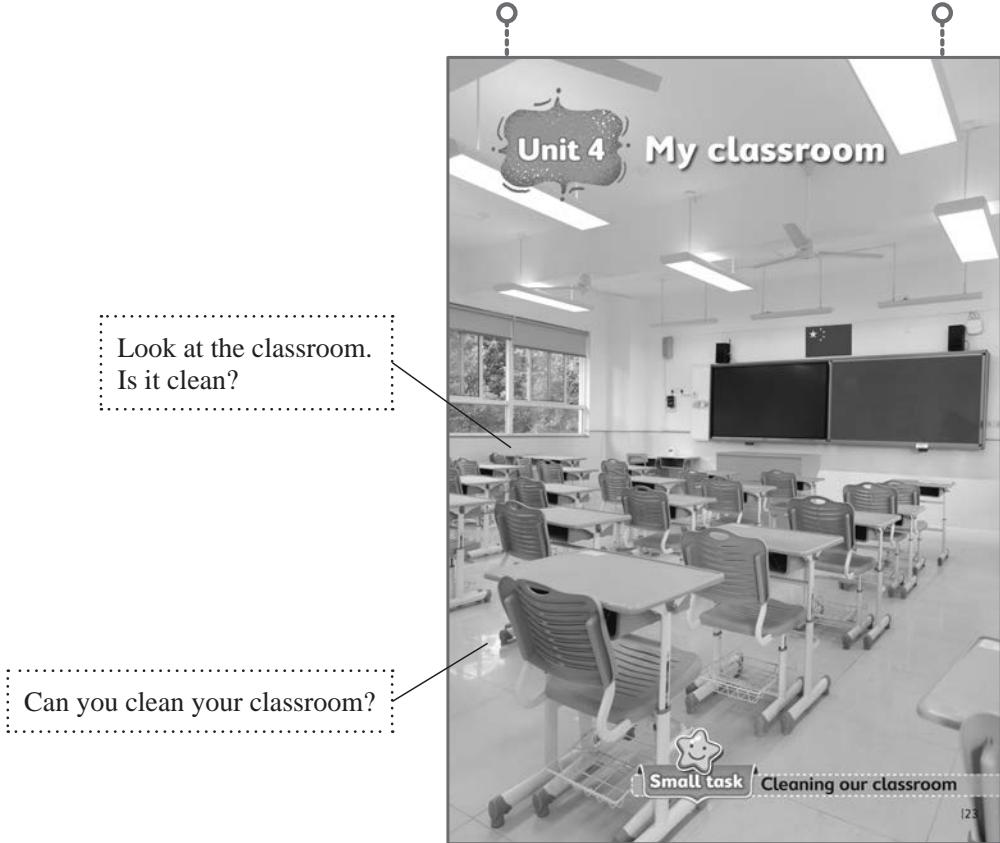
- ▶ 认识教室基本设施，听懂、表达打扫教室的动作。
- ▶ 表达主动打扫教室和帮助他人的意愿。
- ▶ 表达乐于与同学合作打扫教室的意愿，对他人的协助表示感谢。

单元主题内容框架图 (Structure of the unit)



单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“生活与学习”主题群，围绕“学校、课程，学校生活与个人感受”子主题内容，通过任务“Cleaning our classroom”引导，帮助学生表达主动打扫教室的意愿，并对他人的协助表示感谢，进而增强团队意识，体验劳动的乐趣。		
语篇	Chant time	歌谣	打扫教室的动作
	Talking time	对话	主动打扫教室的意愿
	Mini-project	对话	乐于与同学合作打扫教室，并对他人的协助表达感谢
语言知识	语音	感知并模仿说英语，体会句子的升调与降调	
	词汇	理解关于教室基本设施的主题词汇	
	语法	感知、体会祈使句的表意功能，如“Let me clean the floor.”	
	语篇	体会语篇中图片与文字之间的关系	
	语用	在合作打扫教室的过程中，对他人的协助得体地表达感谢	
文化知识	在人际交往中，对他人的帮助恰当地表达感谢		
语言技能	Chant time	理解性技能：在听、诵读歌谣“Clean our classroom”的过程中，有目的地提取、梳理有关教室基本设施的信息 表达性技能：诵读英语歌谣“Clean our classroom”，表达简单的打扫教室的动作	
	Talking time	理解性技能：在听、读、看语篇“Who's on duty?”的过程中，有目的地提取、梳理与打扫教室相关的信息 表达性技能：大声跟读音视频材料，正确朗读对话，在教师的指导下进行简单的角色扮演	
	Mini-project	表达性技能：用简单的语句表达打扫教室的意愿，并对他人的协助表达感谢	
学习策略	Study skill	积极运用所学语言表达打扫教室的意愿	



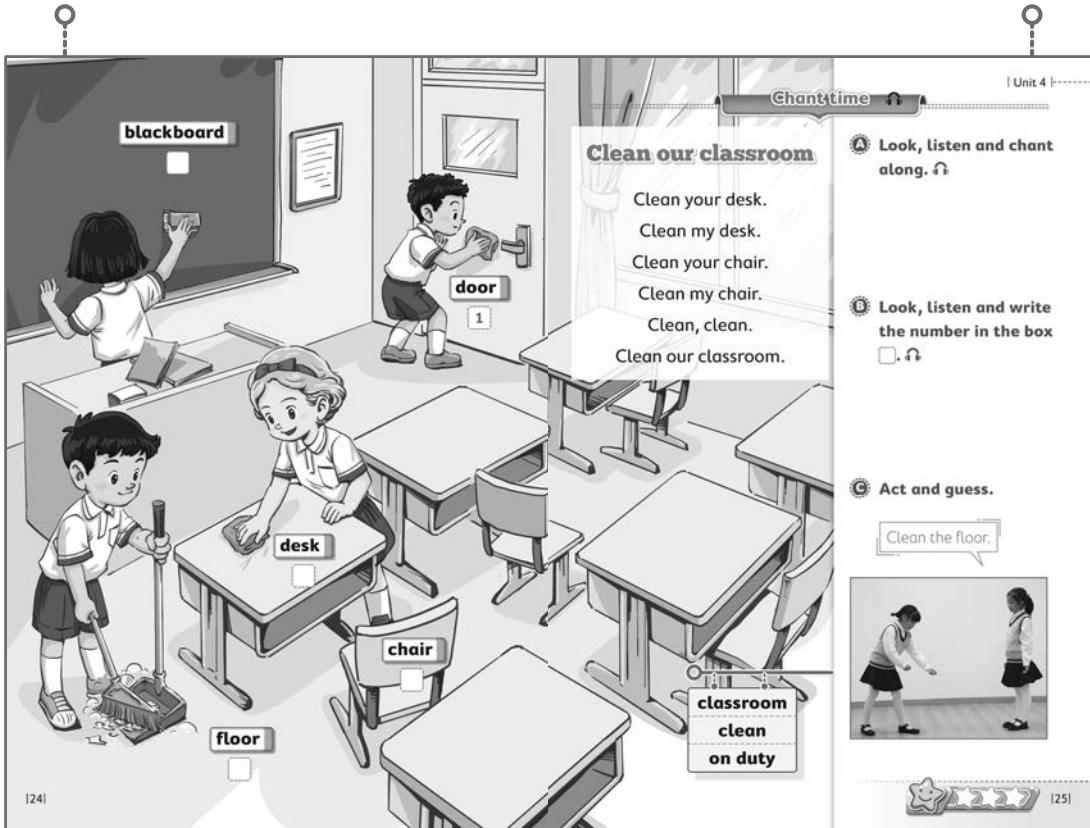
Small task

Cleaning our classroom

The classroom is where we learn and spend most of our day. It is important to keep it clean and tidy. Take a look around your classroom. Is it clean? Is it tidy? What can you do to keep it clean and tidy?

文化链接 (Culture link)

From floating classrooms in Brazil to makeshift classrooms (临时教室) in Pakistani parks, classrooms around the world may look different. But they also have something in common: all students are trying to learn.



热身活动（Warm-up）

借助图片，引入打扫教室的情境，引导学生理解相关词汇的音、形、义。

- Show the four pictures on Pages 20–21. Encourage the students to talk about the four children in the pictures.

T: Who can you see in the pictures? They help each other in the classroom. They are good classmates. / Who are they? Could you please name the four children you see? They are in the same class. They're good classmates.

- Show the picture on Page 24. Provide more expressions to help the students get familiar with the pronunciation of “classroom”.

T: Look! What do they do? They clean the classroom. / They clean the classroom together. Do you clean your classroom?

Chant time

- A. Look, listen and chant along.

基础活动（Activity）

借助歌谣音频、手势等，引导学生理解关于教室基本设施的单词的音、形、义，带领学生结合肢体动作吟诵歌谣。

- Play the recording of the chant “Clean our classroom” and mime the action of cleaning a desk. Ask the students to guess the meaning of “desk”. The teacher can point to different items in the classroom and check the students’ understanding.

T: Look! A desk? / Is it a desk?

- Ask the students to touch their desks and say the phrase “my desk”. Then ask the students to touch their deskmates’ desks and say the phrase “your desk”.

T: Can you join me? My desk. Your desk. / Everyone, touch your desk, and you can say “my desk”. Touch your deskmate’s desk, and you can say “your desk”.

- Show the picture of a dirty desk, a blackboard eraser, a rag and a broom. Encourage the students to choose the right tool to clean the desk.

T: Look! Is the desk clean? What do I need to clean the desk? / Can I use this to clean the desk?

- Encourage the students to mime the action of cleaning a desk and chant along. Every time they chant the word “desk”, the desk on the screen gets cleaner. Points to the desk when it gets clean.

T: Wow, the desk is clean. / Look at the desk. Is it clean now?

- Show the picture on Page 24 and ask the students to focus on different children by pointing to the topic words “chair”, “blackboard”, “floor” and “door”. Encourage the students to choose the right tools to mime the actions and say the chant.

T: What do we need to clean it? / Look! He/She is cleaning the ... Yes, you’re right. Does he/she use this to clean it?

进阶活动 (Challenge)

Chant and guess.

借助歌谣与游戏，引导学生理解并模仿关于打扫的表达，培养学生注意聆听、乐于模仿的学习习惯。

- Mime one child’s action on Page 24. Ask the students to guess whom the teacher is miming. Then introduce the word.

T: Look at me. Who am I? / Look at me. I’m cleaning the chair. Guess. Who am I?

- Encourage the students to mime the actions and chant along.

T: It’s your turn. Let’s chant together with actions. / How about saying the chant together? Remember to do the actions.

- Repeat the steps to introduce other words. Encourage the students to make new chants by replacing the words. Ask the students to mime the actions and chant along.

- Show the picture on Page 24. Ask the students to listen to the chant and guess who is saying the chant.

T: Listen. Who is saying the chant? / Listen. He is cleaning the door. Who is he?

- Encourage the students to play the guessing game in pairs.

T: Now work in pairs. One chants and acts. The other takes a guess. Who is your deskmate playing? / Please work with your deskmate. You chant and do some actions and have your deskmate guess who you are playing.

Chant time

B. Look, listen and write the number in the box.

基础活动 (Activity)

借助图片和音频,引导学生根据听到的顺序给图片编号,检测学生能否听懂关于教室基本设施和打扫教室的动作的表达。

- Play the first part of the recording and ask the students to repeat what they heard. Point to the number “1” in the box to show the students how to complete Part B.

T: Listen! What does it say? Yes, and we write the number “1” here, like this. / Listen and repeat. And who is cleaning the door? Yes, so we write the number “1” here.

- Play the rest of the recording and ask the students to write the numbers in the boxes. Play the entire recording or pause if the students need help.

T: Now, let's listen and write the numbers. / Now it's your turn. Listen and number the pictures by writing down “2”, “3”, “4” and “5”.

- Check the answers and ask the students to read after the recording.

T: Are you done? Let's check the answers. / Finished? Let's check the answers.

听力文字 (Audio script)

1. Clean the door.
2. Clean the desk.
3. Clean the chair.
4. Clean the floor.
5. Clean the blackboard.

参考答案 (Answers)

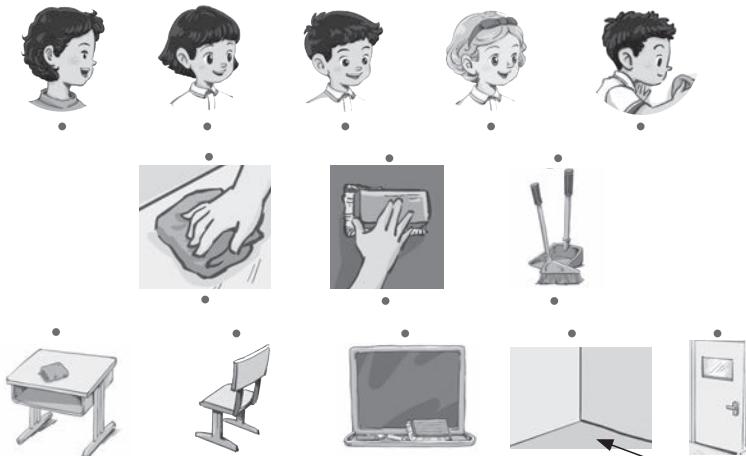
door **1** desk **2** chair **3** floor **4** blackboard **5**

进阶活动 (Challenge)

Listen and match.

借助图片和音频,引导学生根据音频内容及生活经验将相应图片配对,检测学生能否听懂关于教室基本设施和打扫教室的动作的表达。

- Show the pictures of Miss Li, Shenshen, Minmin, Lily and Xiaopu on the top. Show the pictures of a rag, a blackboard eraser and a broom in the middle. Show the pictures of a chair, a desk, a blackboard, the floor, and a door at the bottom.



- Play the recording and encourage the students to match the pictures.

T: Listen. What is Lily going to clean? What does she need? Can you draw the lines? / Lily is going to clean the ...? So she needs a ...? Draw the lines to match them, please.

- Check the answers and ask the students to read the dialogue in role.

T: Who wants to share your answers? Let's read in each of our roles. / Let's check the answers. You can act as one of the children and read your part.

- Ask the students to work in groups and act out the dialogue.

T: Work in groups and act out the dialogue, please. / Now, it's your show time. Act out the dialogue with your partners.

听力文字 (Audio script)

Miss Li: Lily, clean the chair, please.

Lily: OK.

Miss Li: Shenshen, clean the blackboard, please.

Shenshen: OK, Miss Li.

Miss Li: Who can clean the floor?

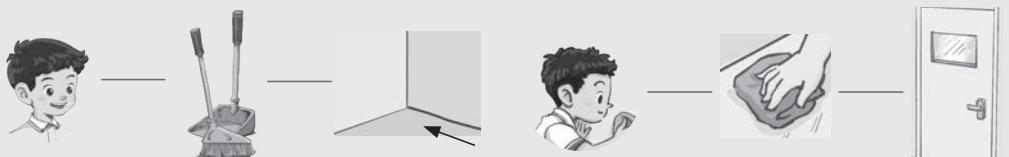
Minmin: Me!

Miss Li: Thank you, Minmin.

Xiaopu: Let me clean the door, OK?

Miss Li: Thank you, Xiaopu.

参考答案 (Answers)



Chant time

C. Act and guess.

基础活动 (Activity)

引导学生尝试运用所学语言表达打扫的动作，并做出恰当的动作。

- Do an action of cleaning and ask the students to take a guess.

T: Look at me. What am I cleaning? / Guess I'm cleaning the ...?

- Invite a student to come to the front of the classroom. Ask him/her to do an action. The other students watch and take a guess.

T: You do an action and ask your classmates to guess what you are cleaning. / Look at him/her. What is he/she cleaning?

- Ask the students to work in pairs. Ask them to switch roles and continue the game.

T: Do you like the game? Play the game with your deskmate. / Let's work in pairs. One of you does the action and the other takes a guess.

进阶活动 (Challenge)

Play a game — “You perform, I guess”.

通过游戏活动，引导学生尝试运用所学语言表达打扫的动作，激发学生的学习热情。

- Ask one student to come to the front of the classroom and face the other students. Show the rest of the class a sentence on the screen, like “Clean the floor.”

T: Boys and girls, look at the screen. Can you act it out? / OK, boys and girls. Eyes on the screen. Can you act it out?

- Ask the student in front of the class to guess what the other students are doing.

T: Can you guess what your classmates are doing? / Please take a guess what your classmates are performing?

- Invite more students to come to the front. Set a time limit for the game, like one minute. The student with the most correct guesses in one minute wins.

T: One minute for you. Take as many guesses as you can. / You have one minute and the student with the most correct answers wins.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Look, listen and tick.”活动辅助教学。

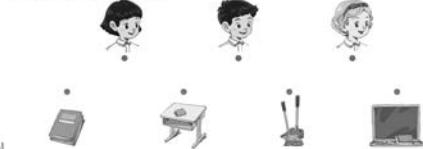
Optional activity resources-1A-Unit 4-Chant time.

Who's on duty?



A Look and listen.

B Look and match.



C Act out.



热身活动 (Warm-up)

通过游戏、歌谣，引导学生用“clean the ...”表达打扫教室的动作，提高学生的语言运用能力。

- Play the game “Simon says”. Encourage the students to mime cleaning only if they hear “Simon says” first.

T: Let's play the game “Simon says”. Here are the rules. When you hear the words “Simon says”, you must do the actions. If not, stand still. / If I say “Simon says”, you can do the actions. If not, don't move.

- Ask the students to take turns to be the little teacher who says “Simon says” and gives orders.

T: Who wants to be a little teacher and give the orders? / I need a little teacher to give the orders. Who wants to have a try?

- Ask the students to read the chant on Page 25 together.

T: Let's read the chant together. / Can you say the chant? Let's try.

Talking time

A. Look and listen.

基础活动（Activity）

借助视频和游戏，引导学生结合自身参与打扫的生活经历，进一步理解对话的主要内容。

- Introduce the title “Who’s on duty?” by mentioning that cleaning the classroom is the students’ duty.

T: Who cleans the classroom? Why do we do that? Because keeping the classroom clean is our duty. / Do you clean the classroom? Cleaning the classroom is your duty.

- Ask the students to name more classroom duties to check if they understand the meanings.

T: What do you do to keep your classroom clean? You clean the blackboard. It’s a kind of duty. / What are some other classroom duties? Can you give me one more example?

- Show Miss Li’s classroom duty chart. Ask the students to focus on the names and the duties. Ask the students to listen to the teacher’s statement and repeat it if it’s true. Otherwise, say “No.”

Name	Duty
Shenshen	clean the blackboard
Minmin	clean the floor
Lily	put the books back

T: Listen to me. If I’m right, follow me. If not, be quiet. / Listen! If it’s true, repeat it. If not, keep quiet.

- Play the whole video and ask the students to repeat the dialogue.

T: Can you read the dialogue? Let’s watch the video and have a try. / Let’s watch the video and read the dialogue together.

进阶活动（Challenge）

Listen and propose.

借助图片和音频，引导学生仔细听并认真观察教室里还需要打扫的地方，帮助学生运用所学语言表达打扫教室的意愿。

- Show a picture of a messy classroom and ask the students to listen to the dialogue. After listening, ask the students to guess what else they can clean and propose by using “Let me ...”.

T: Look at the classroom. Is it clean? It’s messy. What can we do to make it clean? Listen.

Now, what else can you do? / Listen to the dialogue. Now, is the classroom clean? What else can you do?

听力文字 (Audio script)

Let me clean the door.
Let me clean the chair.
Let me clean the desk.
Let me clean the floor.

Talking time

B. Look and match.

基础活动 (Activity)

借助图片和音频，引导学生将人物与其所承担的打扫任务连线配对，检测学生对语篇的理解。

- Ask the students to look at the pictures and ask them to match the children with their duties.
T: Who cleans the blackboard? Let's match the child with his/her duty. / What's Shenshen's duty? Can you draw a line between Shenshen and her duty?
- Check the answers by playing the recording. Then ask the students to think who is speaking.
T: Who is speaking? / Listen. Who's that?
- Show the sentences and ask the students to repeat them after the teacher.
T: Can you read the dialogue? Let's have a try. / Let's read the dialogue together.

参考答案 (Answers)



进阶活动 (Challenge)

Listen and number.

通过图片和音频，引导学生仔细听并找到与该对话内容相匹配的场景图，从而更准确地理解语篇传达的意义。

- Show the pictures of the dialogue in random order.
- Ask the students to listen to the recording and number the pictures.
T: Let's listen to the recording and number the pictures.

听力文字 (Audio script)

Miss Li: Who's on duty today?

Students: Me! Let's clean our classroom together!

Miss Li: That's good!

Minmin: Let me clean the floor. See! It's clean now.

Shenshen: Let me clean the blackboard.

Minmin: Well done. It's so clean.

Lily: Let me put the books back. Oops!

Minmin: Let me help you.

Lily: Thank you.

Minmin: You're welcome.

Talking time

C. Act out.

基础活动 (Activity)

通过角色扮演的活动,引导学生运用所学语言表达主动承担打扫工作的意愿,深化学
生对主题的理解。

- Ask the students to read Part 3 and Part 4 on Page 27. Help the students understand the roles.

T: Who is speaking? / Who says that?

- Invite two students to come to the front and act out Part 3 and Part 4 as a demo.

T: Who wants to play Lily? Who wants to play Minmin? / Let's act out the dialogue. Any volunteers?

- Divide the students into pairs. Ask them to choose one scene and act it out.

T: Please choose one scene and act it out with your deskmate. / You can choose the scene you like and act it out with your deskmate.

- Ask the students to act out the dialogue to the class.

T: Which pair wants to show your play? / Now it's show time. Who wants to have a try?

进阶活动 (Challenge)

Discuss and share.

通过创设真实问题,鼓励学生开展小组讨论,表达主动承担打扫工作的意愿,解决学
习生活中遇到的问题。

- Show a picture of a messy classroom and a blank classroom duty chart. Leave pictures or phrases in the columns of duties to make the chart easy to understand.

- Invite three students to form a group with the teacher and give a demo to the class.

T: Look at this classroom. Is it clean? Who can help me? Let me clean the door. What about

you? / What a messy classroom! What can we do? Who can help me? Let me clean the door. And you?

- Divide the students into groups of four. Ask them to discuss and assign the classroom duties using “Let me ...”. After the discussion, ask the students to write down their names or student numbers on the corresponding lines.

T: It's your turn. Work in a group of four. Just like us, discuss and choose the duties. Write the names or student numbers here. / If this is your classroom, how do you make it clean? Discuss in a group of four, and write down the names or student numbers here.

- Invite the students to share their group decision in class using “Let me ...”.

T: Who wants to show the result? / Who can show the duty chart?

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Look, think and speak.”活动辅助教学。

Optional activity resources-1A-Unit 4-Talking time.

Mini-project

Cleaning our classroom

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：请学生观察、思考图中的教室是否整洁，在图上圈出需要打扫的地方，引导学生主动承担起打扫的职责，并在班级内做交流。

步骤2：请学生四人一组，观察并评价自己的教室是否整洁，引导学生思考、讨论，完成组内分工。

步骤3：引导学生以小组为单位，在班级内展示分工的过程，并进行简单的介绍和交流。

语言示例 (Demo)

S1: Let me clean the blackboard.

S2: Let me help you.

S1: Thank you.

小妙招 (More tips)

- 向学生提供评价量表，帮助学生对教室的整洁情况做出评价。

Item	Clean or Not clean
Blackboard	Clean / Not clean
Chair	Clean / Not clean
Desk	Clean / Not clean
Floor	Clean / Not clean
Door	Clean / Not clean

- 鼓励学生从发现问题和解决问题两方面进行自评和互评。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: How many stars can you get? Please colour the stars.

教学反思 (Teaching reflections)

- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

Mini-project

Cleaning our classroom

Step 1 Look, circle and speak.

Let me put the books back.

Step 2 Look around your classroom. Think and speak.

Let me clean the desk.

Step 3 Work in groups. Clean your classroom.

- Let me clean the floor.
- Let me help you.
- Thank you.

Well done!

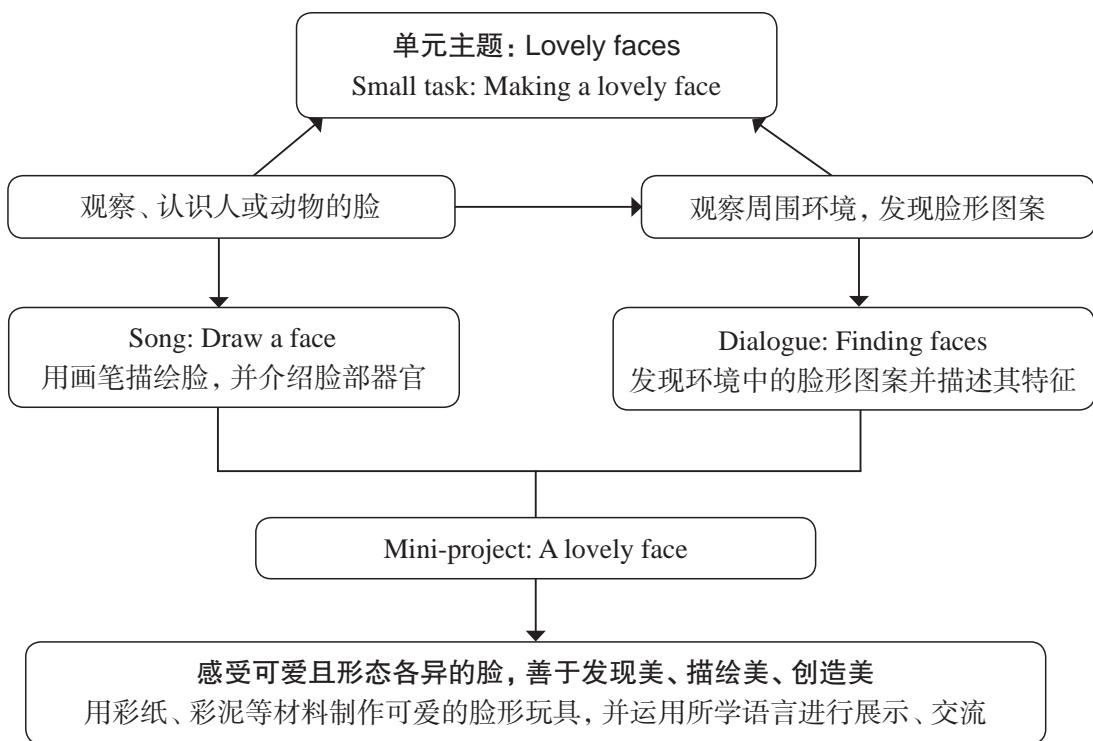
[28]

Unit 5 Lovely faces

单元目标 (Unit objectives)

- ▶ 观察、认识人或动物的脸，能绘制可爱的脸并介绍面部器官。
- ▶ 善于发现周围环境中的脸形图案并描述其特征。
- ▶ 用彩纸、彩泥等材料制作可爱的脸形玩具，并进行展示、交流。

单元主题内容框架图 (Structure of the unit)



单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“生活与学习”主题群，围绕“身边的事物与环境”子主题内容，通过任务“Making a lovely face”引导，帮助学生观察、认识并制作脸，感受脸形玩具的可爱，发展审美和创造能力。		
语篇	Song time	歌曲	动物或人的面部器官
	Talking time	对话	形态各异的脸的特征
	Mini-project	独白	用不同材料制作的脸形玩具的特征
语言知识	语音	感知并模仿说英语，体会句子的升调与降调	
	词汇	理解关于面部器官的主题词汇	
	语法	关注名词的单、复数，如：eye—eyes, ear—ears	
	语篇	体会语篇中图片与文字的关系	
	语用	能与他人围绕面部器官的特征进行沟通与交流	
文化知识	观察京剧脸谱、水彩画等图片，获取中国文化的基本信息，培养家国情怀		
语言技能	Song time	理解性技能：在听、唱歌曲“Draw a face”的过程中，有目的地提取面部特征的信息 表达性技能：演唱英语歌曲“Draw a face”	
	Talking time	理解性技能：在听、读、看语篇“Finding faces”的过程中，有目的地提取、梳理有关面部特征的信息 表达性技能：大声跟读音视频材料，正确朗读对话，简单描述脸的特征及面部器官的特点	
	Mini-project	表达性技能：用不同材料制作可爱的脸形玩具，并简单交流面部器官特点	
学习策略	Study skill	通过观察图片和事物，获取信息	

Look at the child's smiling face. How lovely!

Unit 5 Lovely faces

Look! The child is laughing. What a happy face!



Small task Making a lovely face

{29}

Small task

Making a lovely face

How lovely the children's faces are! Let's make a lovely face with certain materials. Do you know how?

文化链接 (Culture link)

Peking opera facial masks, with their different colours and patterns, stand for different characters, personalities, and identities. They are important visual elements in Peking Opera performances.



Draw a face

Draw a face.
Draw a lovely face.
Two eyes, big eyes.
Two ears, small ears.
A nose and a mouth.

A Look, listen and sing along. ♫

B Look, listen and write the number in the box □. ♫

C Look, think and speak.

Draw a face.

Draw ...

(30) (31)

热身活动（Warm-up）

借助实物道具和图片，引入面部器官的单词及画脸的情境，激发学生的学习热情。

- Begin by showing a doll. Point to the parts of the face and introduce the words "face", "eye", "ear", "mouth" and "nose".
T: Look at the lovely doll. This is the face. These are the eyes ... / Look, the doll has a lovely face. It has two big eyes. / ...
- Show the picture on Page 30, and explain that Shenshen draws a lovely face of Xinxin. Introduce the title of the song "Draw a face".
T: Shenshen loves her sister Xinxin and draws a lovely face of her. Today, we'll enjoy the song "Draw a face". / Shenshen draws a lovely picture of Xinxin. Look at Xinxin's face. Let's enjoy the song "Draw a face".

Song time

- A. Look, listen and sing along.

基础活动（Activity）

借助图片、歌曲音频，引导学生理解关于面部器官的单词的音、形、义，带领学生结合肢体动作演唱歌曲。

- Begin by asking the students to look at the picture on Page 30.
T: Look at the picture. What does Shenshen draw? / What's Shenshen doing? Let's have a look at the picture. Oh, Shenshen is drawing a face. It's a lovely face. Whose face is it? It's Xinxin's face.
- Play the recording of the song "Draw a face", and then teach the students the lyrics. Use body language to help them understand the words.
T: Let's enjoy a song. Please read after me. / Boys and girls, how about enjoying a song? Can you read after me?
- Say the words "face", "nose", "eye", "ear", and "mouth" one at a time while touching the parts of your face. Ask the students to touch their faces and repeat the words.
T: Touch your face and say the words. / Read the words with some actions.
- Ask the students to listen to the song and look at the picture again. Ask some questions about Xinxin's face.
T: What does Xinxin's face look like? What about her eyes/ears/nose/mouth? / Look at Xinxin's eyes. Are they big? Are Xinxin's ears small or big?
- Invite the students to sing the song together as a class.
T: Let's sing the song together. / How about singing the song together?

进阶活动 (Challenge)

Listen, choose and sing.

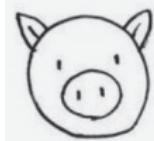
借助动物头像图片和歌曲音频，引导学生理解面部器官及其大小特征，培养学生仔细观察与聆听的习惯和获取信息的能力。

- Ask the students to sing the song together as a class. Use body language to help the students remember the words.
T: Can you sing the song together? You can do some actions like me. / Let's sing the song and do some actions. Try to follow me.
- Show the pictures of the faces of a cat and a pig. Ask the students to look at the pictures.

A.



B.



T: Look at the pictures. What animals can you see? / Here are two lovely faces. Do you know what animals they are?

- Play two new songs one by one. Ask the students what the song is about.
T: Please listen to the songs carefully. What's the song about, a cat or a pig? / Here are two songs. Try to match the songs with these animals.
- Check the answers. Then encourage the students to sing the new songs with actions.
T: Please share your answers with me. Now try to sing the songs with actions. / It's time to sing together. Don't forget to do some actions.

听力文字 (Audio script)

1. Draw a lovely face. Two eyes, small eyes. A nose, a big nose.
2. Draw a lovely face. Two eyes, big eyes. A nose, a small nose.

参考答案 (Answers)

1. B
2. A

Song time

B. Look, listen and write the number in the box.

基础活动 (Activity)

借助图片和音频, 引导学生根据音频内容将面部器官类单词排序, 并跟唱歌曲。

- Ask the students to look at the picture on Page 30 carefully.

T: Shenshen draws a nice picture of her sister. Let's have a look. / Look at the nice picture. What does Shenshen draw?

- Play the recording and ask the students to write the number in the box on Page 30.

T: Please listen carefully and write the number in the box. / After listening, let's put these words in order. You can write the number in the box.

- Play the recording again. Pause after each sentence to check the answers. Ask the students to read each sentence one at a time after the recording.

T: Let's check the answers. Can you repeat it correctly? / What's your answer for ...? Let's say it after the recording.

- Ask the students to say the chant below.

Draw two big eyes. Two big eyes, two big eyes.

Draw a small nose. A small nose, a small nose.

Draw a small mouth. A small mouth, a small mouth.

Draw two small ears. Two small ears, two small ears.

Draw a lovely face. A lovely face, a lovely face.

T: Let's say the chant together. / Can you say the chant nicely? Have a try!

听力文字 (Audio script)

1. Draw two big eyes.
2. Draw a small nose.
3. Draw a small mouth.
4. Draw two small ears.
5. Look, I can draw a lovely face.

参考答案 (Answers)

eye [1] nose [2] mouth [3] ear [4] face [5]

进阶活动 (Challenge)

Play a game — “I say, you point”.

借助“听指令、指卡片”的游戏，引导学生进一步理解面部器官类单词，并描述大、小等特征，培养学生的快速反应能力、观察能力和语言运用能力。

- Divide the students into pairs and give each pair flashcards with different animals, such as the dog, the duck, the pig and so on. One gives instructions, and the other points to the parts of the face. For example, one student sees the flashcard of a cat. He/She might say “Two big eyes.” And the other student might point to the eyes of the cat.

T: Let's play a game in pairs with these flashcards. One of you says something about the face; the other one points to it quickly. / Now, please work in pairs. Each pair will have some flashcards. One student will give instructions, and the other will point to the parts of the face.

- After a few minutes, ask the students to find a new partner and repeat the activity with new flashcards.

T: It's time to find a new partner to play this game. / You can do the pair work with a new partner now.

Song time

C. Look, think and speak.

基础活动 (Activity)

借助图片，在看图说话的活动中引导学生描述脸的特征，培养学生的观察能力和语言运用能力。

- Draw the students' attention to the picture of the Peking Opera facial mask and say “Draw a face.”

T: Look at the picture. What can you see? Please follow me. / There is a Peking Opera facial mask in this picture. What does this facial mask look like? Let's say it together.

- Ask the students to look at the pictures. Ask the students what they can see in each picture and what is missing.

T: Look at these two pictures. What can you see? What's missing on the rabbit's face? How about the goldfish? / Look! What are they? Now, let's look at their faces carefully. The rabbit only has one ear. Oh, poor rabbit! What about the goldfish? What's missing on its face?

- Ask the students to say “Draw a/an ...” according to the missing part in each picture.

T: Can you draw the missing part of the animal? You can say “Draw a/an ...”. / How can we

make these pictures better? Please share your ideas.

- Guide the students to say a chant: *An ear, an ear, draw an ear ...*

T: Please chant with me together. / Let's say a chant together.

参考答案 (Answers)

An ear, an ear, draw an ear.

Eyes, eyes, draw two eyes.

进阶活动 (Challenge)

Draw your face.

通过“画一画自己的脸”的活动，引导学生在绘画前先观察镜子中的自己，并尝试运用所学语言描述自己的面部器官及特征，提高学生的语言运用能力。

- Bring a mirror to the class. Ask the students to look at their faces and say “Two big eyes. A small mouth ...”.

T: What can you see in the mirror? Try to describe your face. / Look at your face in the mirror.

What do your eyes look like? What about your mouth/nose/ears? Look at your face carefully and talk about it.

- Guide the students to draw their own faces. Ask volunteers to talk about their pictures in front of the class and use the sentences “Draw a face. Draw two small eyes. Draw ...”.

T: Please draw your face on the paper. After that, show your pictures to us. / It's your turn to draw your face. Then you can come to the front and talk about your picture.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Listen, look and match.”活动辅助教学。

Optional activity resources-1A-Unit 5-Song time.

Finding faces

I see a funny face. Look, a red nose!



①

I see a cute face.
Look, small eyes!

②

I see a happy face.
Haha, a big mouth!

③

Can you find
the faces?

④

A Look and listen.

B Look and stick in the pictures.

- ① a cute face ② a happy face ③ a funny face



[32]

C Look and speak.



[33]

热身活动 (Warm-up)

借助歌曲音频和不完整的动物面部图片，引导学生运用“Draw ...”表达他 / 她将要补画的动物面部器官，提高学生的语言运用能力。

- Play the recording of the song “Draw a face” and ask the students to sing it together.

T: In the last lesson, we sang a song. Let's sing it together again. / Do you like the song “Draw a face”? Let's enjoy it together.

- Show some pictures of different animals' faces with some missing parts.

T: Please look at the picture of the face. Which part is missing? / Look at the picture carefully and tell me what is missing.

- Ask the students to look at the pictures carefully and say “Draw ...”.

T: Look at the missing part of the face. Please tell me what you can draw. / Look at the ... It needs your help. What can you do to help it? The ... needs your help too. How can you help it?

Talking time

A. Look and listen.

基础活动 (Activity)

借助视频、图片和问题，引导学生理解语篇的主要内容，进一步感受不同的面部特征。

- Guide the students to look at the four pictures and think about where Shenshen is.
T: Look at each picture carefully and tell me where Shenshen is. / Shenshen goes to different places. Look! Where is Shenshen in each picture?
- Play the video of Parts 1, 2 and 3. Ask the students to watch the video carefully.
T: How many faces does Shenshen see? Can you describe the faces? / Look! Shenshen sees some faces. How many faces? What do the faces look like?
- Ask the students to look at the pictures of the clown, the bun and the fruit, and introduce the phrases “a funny face”, “a cute face” and “a happy face”. Ask the students to repeat the phrases with actions.
T: Please look at the pictures of the clown, the bun and the fruit carefully. Repeat the phrases and do some actions. / Please say the phrases aloud and do some actions.
- Play the recording of Parts 1, 2 and 3. Pause after each sentence for the students to repeat together.
T: Listen to the recording and repeat the sentences. / I'll play the recording. Please listen carefully and repeat the sentences one by one.

进阶活动 (Challenge)

Play a game — "I say, you do".

借助视频和“听指令、做动作”的游戏，引导学生进一步理解句子“*I see a funny/cute/happy face.*”的意义，并引导学生观察书上的云朵图片，培养学生的想象能力和语言运用能力。

- Divide the students into pairs. Ask one student to use facial expressions to show a funny face, a cute face and a happy face according to another student's instructions. For example, one student makes a funny face when he/she hears the partner's instruction “*I see a funny face.*”
*T: Who wants to be my partner and play a game with me? I'll say a sentence, and you'll do the action. For example, you should make a funny face when you hear my instruction “*I see a funny face.*” / Who can be a volunteer and play a game with me? When I say “*I see a funny face.*”, you should make a funny face.*
- Ask the students to look at the picture of Part 4. Point to the cloud and set an example for the students.
T: Look at the picture of Part 4 carefully. Wow! I see a happy face. Look, a big mouth. / Can you find faces in the picture of Part 4? Let me show you. Wow! I see a happy face. Look, a big mouth.
- Encourage the students to look at the other clouds carefully and say “*I see a ... face. Look, ... eyes/ears/mouth/nose.*”
T: Can you find the other faces? Please share with us. / Who has golden eyes? Who can talk about the other faces you find?
- Play the video again. Pause after each sentence for the students to repeat it together and individually.
T: Please watch the video of the dialogue and repeat each sentence. / I'll play the video, and you can read along with the video.

Talking time

B. Look and stick in the pictures.

基础活动（Activity）

引导学生根据语篇及图片获取和梳理信息，并描述脸的特征，提高学生的理解能力和语言运用能力。

- Guide the students to look at the pictures attached to the Student's Book. Then guide them to read the phrases.

T: Look at the pictures carefully and say after me: a cute face, a happy face, a funny face. / What do the faces look like? Follow me to read the phrases aloud.

- Ask the students to stick the correct pictures in the corresponding circles.

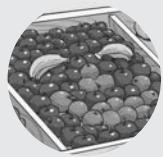
T: Please stick the correct pictures in the circles. / Please choose the correct pictures and stick them in the circles.

- Check the answers and encourage the students to say “I see a ... face. Look, ... eyes/mouth/nose.”

T: Let's check the answers. Say the sentences together. / Are your answers correct? Let's check and speak.

参考答案（Answers）

2.



3.



进阶活动（Challenge）

Play a game — “Whisper, choose and say”.

通过“悄悄话传递”的游戏，引导学生进一步理解有关面部特征的语句，从而更准确地描述面部特征，并激发学生的学习热情。

- Divide the students into groups and ask them to stand in a line in each group. Give each group pictures of a happy face, a cute face and a funny face.

T: Let's play a game in groups. I will give each group some pictures of faces. / Do you like playing games? Here we go! I'll divide you into groups. Each group will get some pictures of faces.

- The first student whispers to the next student, for example, “a happy face”. Then each group member whispers and passes the sentence on to the next person. Finally, the last student picks up the correct picture and says “I see a happy face. Look, ... nose/mouth/eyes/ears.”

T: Let me show you how to play the game. I need four volunteers to come to the front. / Who can play the game with me? I need four volunteers.

- Ask the group members to play the game and switch roles to continue the game.

T: Let's play the game in groups. / Please work in groups and play the game.

Talking time

C. Look and speak.

基础活动 (Activity)

借助图片，引导学生观察餐盘中的脸形图案，组织学生两人一组，运用本单元的核心语言交流其特征，锻炼学生的观察能力和语言运用能力。

- Ask the students to look at the picture and then talk about the face.

T: Look at the rabbit's face. What does the face/nose/mouth look like? What about the eyes and ears? / Look at the rabbit's face. Who can describe the face?

- Encourage the students to talk about the faces they find on the plate in pairs.

T: Share your ideas in pairs. / Work in pairs and talk about the faces you find on the plate.

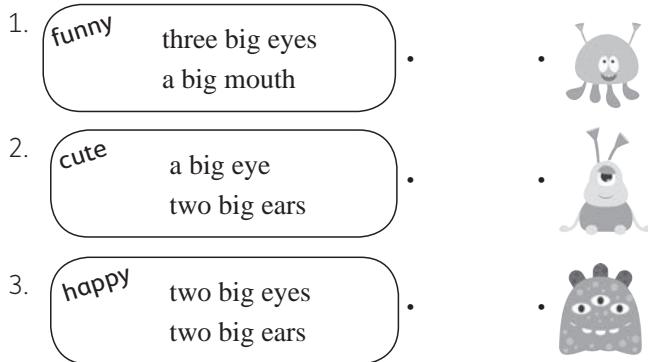
— I see a face. Look, two small eyes.

— I see a face. Look, a small nose.

进阶活动 (Challenge)

Listen, match and say.

借助音频和图片，指导学生进行图文匹配，并描述脸的特征，培养学生的听力理解能力和语言运用能力。



- Ask the students to look at the pictures and phrases carefully. Play the recordings one by one and ask the students to match the pictures and phrases by drawing lines.

T: Look at the three lovely faces. What do they look like? / There are three lovely faces. Please look at them carefully.

- Play the recording again. Ask the students to check the answers and repeat the sentences.

T: Let's check the answers. Please repeat the sentences after the recording. / Are your answers correct? Let's check together. Follow the recording to read the sentences.

- Divide the students into groups of three and ask each student to choose one face to introduce.

T: Work in groups of three and describe the faces. / Let's introduce the faces in groups of three.

听力文字 (Audio script)

1. I see a funny face. Look, three big eyes and a big mouth.
2. I see a cute face. Look, a big eye and two big ears.
3. I see a happy face. Look, two big eyes and two big ears.

参考答案 (Answers)

1.



2.



3.



选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Read and match.”活动辅助教学。

Optional activity resources-1A-Unit 5-Talking time.

Mini-project

A lovely face

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤 1：请学生先决定自己要做哪一种脸形玩具，如动物的脸、人的脸。选择制作脸形玩具的材料，如粘土、彩纸等。

步骤 2：指导学生先制作脸的轮廓，然后逐步制作脸上的各个部位。

步骤 3：引导学生在班级展示自己制作的脸形玩具，并进行介绍、交流。

语言示例 (Demo)

Look, two small eyes.

A big nose.

Two big ears.

Aha, a cute face.

Mini-project
A lovely face

Step 1 Choose and tick (✓).

Step 2 Make a clay / paper face.

Step 3 Share and show.

Well done!

[34]

小妙招 (More tips)

- 鼓励学生使用不同的材料制作脸形玩具，如水果、大米、坚果、叶子、纽扣等。
- 提醒学生可以回家给做好的脸形玩具拍照，并在全班介绍和交流。
- 鼓励学生从制作过程和语言表达两方面进行自评和互评。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: How many stars can you get? Please colour the stars.

教学反思 (Teaching reflections)

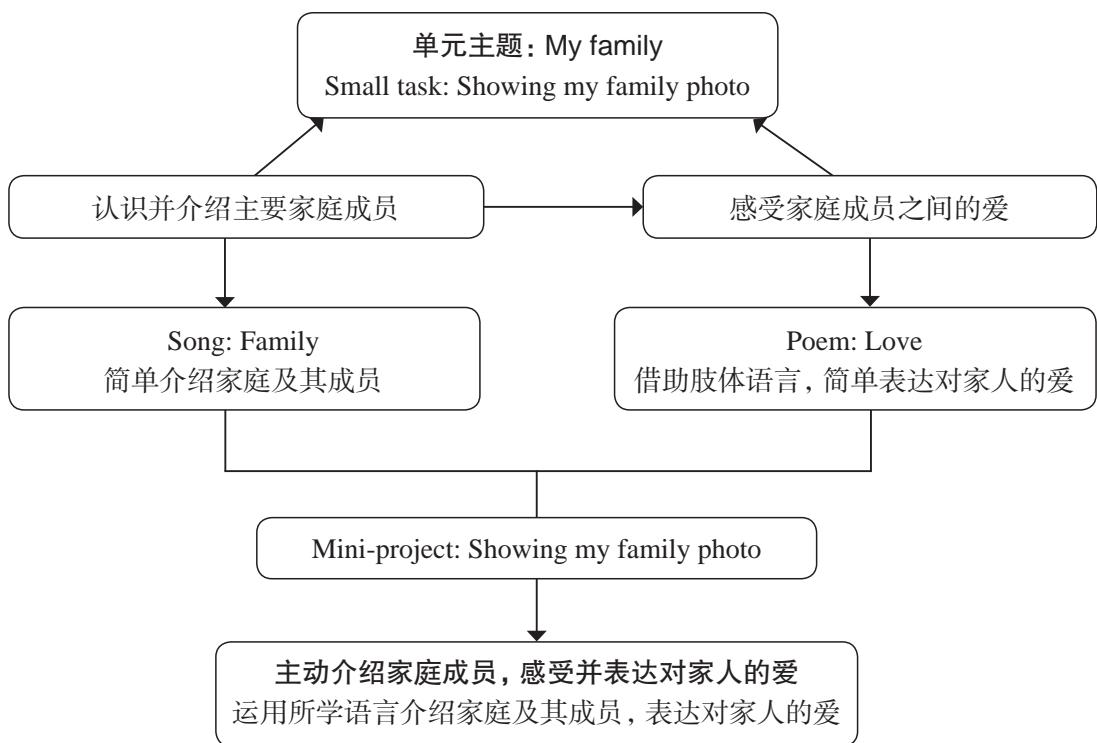
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

Unit 6 My family

单元目标 (Unit objectives)

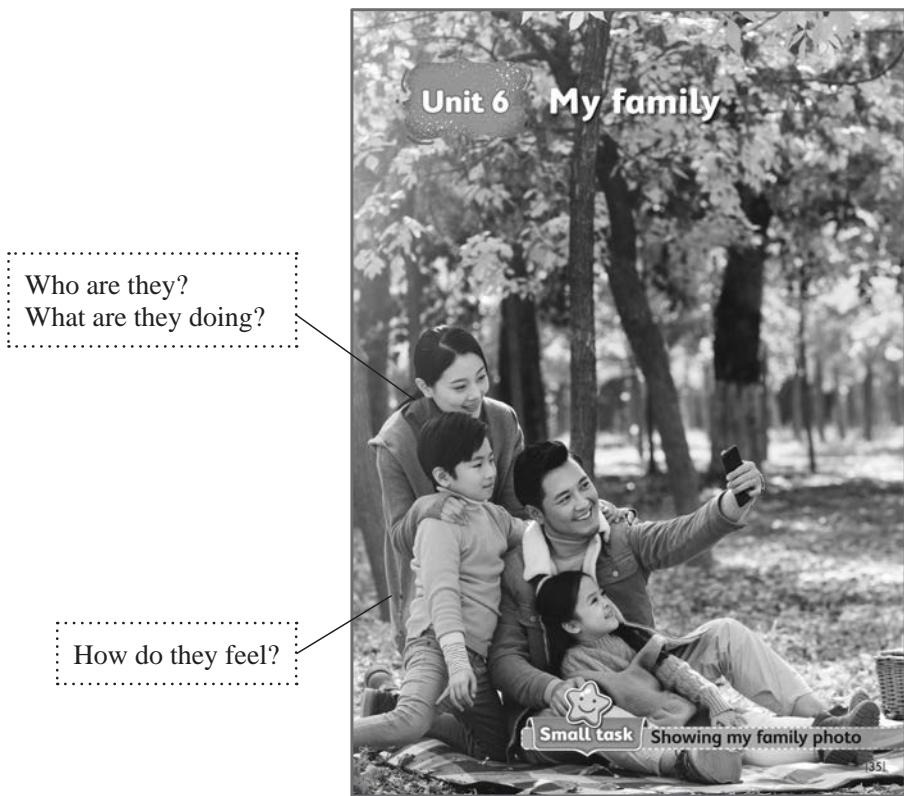
- ▶ 了解每一位家庭成员在家庭中的角色，并做简单介绍。
- ▶ 借助肢体语言，简单表达对家人的爱。
- ▶ 运用所学语言介绍家庭成员，表达对家人的爱。

单元主题内容框架图 (Structure of the unit)



单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“做人与做事”主题群，围绕“家庭与家庭生活”子主题内容，通过任务“Showing my family photo”引导，帮助学生认识、介绍主要家庭成员，并借助肢体语言，简单表达对家庭成员的爱。		
语篇	Song time	歌曲	对家庭成员的介绍
	Talking time	诗歌	家人之间的关爱
	Mini-project	独白	对家庭的介绍
语言知识	语音	感知并模仿说英语，体会句子的升调与降调	
	词汇	理解关于家庭成员的主题词汇	
	语法	感知、体会陈述句的表意功能，如“This is my family.”	
	语篇	知道语篇有不同类型，如诗歌	
	语用	介绍家庭和家庭成员，表达对家人的爱	
文化知识	了解不同国家或文化背景下的家庭生活、家庭结构等的异同		
语言技能	Song time	理解性技能：在听、唱歌曲“Family”的过程中，有目的地提取、梳理有关家庭成员的信息 表达性技能：演唱英语歌曲“Family”，简单交流有关家庭的信息	
	Talking time	理解性技能：在听、读、看语篇“Love”的过程中，有目的地提取、梳理有关家庭温暖与关爱的信息 表达性技能：大声跟读音视频材料，正确朗读诗歌，在教师的指导下，借助手势表达对家人的爱	
	Mini-project	表达性技能：介绍家庭及其成员，表达对家人的爱	
学习策略	Study skill	积极运用所学语言介绍自己的家庭成员，表达对家人的爱	



Small task

Showing my family photo

Our family means so much to us. We love our family, and they love us. Can you introduce your family to everyone?

文化链接 (Culture link)

In China, the basic family unit is the extended family rather than the nuclear family. The nuclear family is more common in some other parts of the world.



Unit 6

Songtime

Family

Family, family,
What is a family?
Mum, Dad, Brother,
Sister and me.
This is my family.
Warm and happy.

A Look, listen and sing along. ♫

B Look, listen and write the number in the box □. ♫

C Look, point and speak.

This is my family.
This is ...

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热身活动（Warm-up）

通过家庭照片或图片，引出单元话题与任务，激发学生好奇心，引发学生思考如何介绍自己的家人。

- Ask the students to take out the photos of their family.
T: Please put the photo of your family on the desk. / Do you have a photo of your family? Put it on the desk, please.
- Show pictures of the teacher's family members and ask the students to guess who they are.
T: Look at this photo. Who is he/she? Yes, that's me. / Look at the photo. This is my family. Guess who he/she is?
- Ask the students to look at the picture on Page 36 and ask the students whose family it is.
T: Look! Who are they? / Look! Whose family is it?

Song time

- A. Look, listen and sing along.

基础活动（Activity）

借助歌曲音频、图片和手势等，引导学生理解关于家庭成员的单词的音、形、义，带领学生结合肢体动作演唱歌曲。

- Play the recording of the song “Family”.
T: Let's listen to the song. / Let's enjoy the song.
- Ask the students to read the lyrics to the song. Help them understand the meaning of the song with the picture. Pause after each verse. Use simple expressions and body language to explain words and sentences unfamiliar to the students.
- Play the recording again and invite the students to sing along.
T: Can you sing the song? Let's have a try. / Let's sing the song together.
- Ask the students to practise the song in the karaoke version.
- Encourage the students to sing with emotion and body language.
T: Let's sing it again. Remember to do some actions. / How about singing the song again with some actions?

进阶活动 (Challenge)

Listen and jump.

通过歌曲音频和游戏，引导学生感知、理解、模仿关于家庭成员的表达，培养学生仔细聆听的习惯和获取信息的能力。

- Ask the students to do some actions when they hear the “super word” and then play the song “Family”.
T: This “super word” is “family”. When you hear the word “family” in the song, you can jump. / Listen to the song and jump for the “super word” “family”.
- Change the “super word” and ask the students to play several rounds.
- Encourage the students to sing along.
T: Can you sing the song? Let's have a try. / Let's sing the song together.

Song time

B. Look, listen and write the number in the box.

基础活动 (Activity)

借助图片和音频，引导学生根据听到的顺序给家庭成员编号，检测学生是否能理解语篇。

- Play the recording of the song “Family”. Ask the students to look at the picture and write the correct number in the box next to each family member. Play the recording again as needed.
*T: Listen to the song. Would you please write the numbers in the boxes? / Listen! Who is he?
Yes, Dad! Can you number the right picture, please?*
- Check the answers with the students.
T: Who is this? / Who is Number 2?

听力文字 (Audio script)

This is my family. This is my dad. This is my mum. This is my brother. This is my sister. This is me.

参考答案 (Answers)

dad [1] mum [2] brother [3] sister [4]

进阶活动 (Challenge)

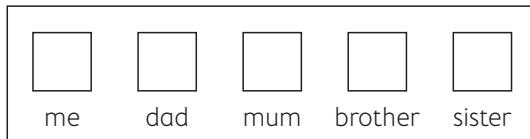
“Family Photos” time.

借助图片，鼓励学生运用所学语言简单介绍家人。

- Demonstrate how to play the game. Draw five squares at the top of the board in a row and write “me”, “dad”, “mum”, “brother” and “sister” under each square. Hold up your photos and use “This is ...” to introduce your family members as the demo. Then stick the photos in the squares.

T: This is my dad. / Guess who he is? Yes, he is my dad.

- Play a guessing game by holding up the photos of one student’s family members and ask the other students to guess who they are. Invite the owner to stand up and reveal the answers using “This is ...”.



T: Look at this photo. Guess who he/she is. / When you see your photo, please stand up and tell us the answer.

Song time

C. Look, point and speak.

基础活动 (Activity)

借助照片引导学生运用所学语言介绍家庭成员。

- Demonstrate how to introduce family members with photos.
- Ask the students to take out their family photos and practise introducing their families by pointing to each member in the photo.

T: Please take out your photos and talk about your family members. You can point to them when you are talking. / Can you show me your photos? Let’s practise. Point to your family members and talk about them.

- Ask the students to show their family photos to their deskmates and introduce their family members.

T: Can you share your photos with your deskmates and talk about them? / Please introduce your families to your deskmates.

- Encourage the students to introduce their families to the whole class. Ask the students to do it confidently and use body language to better express themselves.

T: Who can talk about your family members with us?

进阶活动 (Challenge)

Gallery walk.

借助歌曲音频和对子活动，引导学生互相介绍自己的家庭，并从中感受交流的乐趣，增强学生学习的自信心。

- Encourage the students to move around the classroom and introduce their families with photos to other students.

T: You can walk around the classroom and discuss your family with your classmates. / Walk around and find some friends. Talk with them about your family.

- Encourage the students to introduce their families with photos to as many classmates as possible. Play the song “Family” and tell the students to go back to their seats when the song stops.

T: Listen to the song. When the music stops, you stop too. / Try to find as many friends as you can. When the music stops, please go back to your seats.

- After the students return to their seats, invite some students to show their photos. Ask the other students to raise their hands if they know them.

T: Who is he/she? / Whose father is this?

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Listen and number.”活动辅助教学。

Optional activity resources-1A-Unit 6-Song time.

Love

A Look and listen.

B Guess and speak.



My cake is on your plate.
You are in my heart.
Dear sister, I love you.

I love my family.



C Act and speak.



Mum, Mum, I love you.

热身活动（Warm-up）

借助歌曲和“翻卡片猜人物”的游戏，引导学生用“This is my ...”介绍家庭成员，提高学生的语言运用能力。

- Guide the students to review the song “Family”.

T: Let's sing the song together. / Can you sing the song? Let's try.

- Ask the students to play a guessing game in pairs or groups of three. Show six flashcards of different family members, put the flashcards face down and mix them up. Ask the students to take turns to act as one of them and guess the family members on the flashcards, using “This is ...”.

T: Pick one flashcard and guess whose photo it is. If you're right, you can keep it. / Choose one flashcard and talk about it. You can keep it if you're right.

Talking time**A. Look and listen.****基础活动（Activity）**

借助音视频、手势和问题，引导学生理解语篇主要内容。

- Ask the students some questions about the pictures of the poem.

T: Guess who the baby and the others are? / Guess whose video it is.

- Ask the students to watch the video. Pause after each verse. Use simple language and a doll to explain unfamiliar words and sentences in the poem.

T: Look! I have a doll. It's in my arms now. Her head is on my shoulder. / I hold the doll in my arms. Look! This is her head. It's on my shoulder ...

- Play the video again and invite the students to read the poem.

T: Let's read the poem together. / Can you read the poem? Let's try.

- Ask the students to listen to the poem and act it out.

T: Who can be Shenshen and her family? / Let's act as Shenshen and her family.

进阶活动 (Challenge)

Listen and order.

借助音视频，引导学生将场景图排序，帮助学生更好地获取语篇的相关信息，深化学
生对语篇的理解。

- Display the four pictures of the poem on the screen in random order.

- Ask the students to listen to the recording and order the pictures.

T: Who can put the pictures in the right order? / Can you order the pictures?

- Play the video again and invite the students to read the poem aloud.

T: Let's enjoy the video and read the poem. / Watch the video again and read the poem together.

Talking time

B. Guess and speak.

基础活动 (Activity)

引导学生推断图片中人物的身份，检测学生对语篇的理解。

- Show Picture 1 and guide the students to guess about the picture according to the poem. If the students guess correctly, then ask them to say "I love you, Dad."

T: Whose hand is it? Yes, let's say "I love you, Dad." / Who is holding Shenshen's hand? Guess what will Shenshen say?

- Show the students Pictures 2 and Picture 3. Ask the students to guess about the pictures in pairs.

T: Shenshen is holding a cake. It's Shenshen's birthday. What does Shenshen say? / Shenshen says, "Dear sister, I love you." Guess. What will Xinxin say?

进阶活动 (Challenge)

Loving actions.

通过模仿图片中人物的动作，引导学生推断人物的身份，培养学生观察图片的能力，
深化学
生对语篇的理解。

- Use the pictures in Part B to help the students understand that different family members show their love in different ways.

T: People show their love in different ways. / We can use different ways to show our love.

- Come up with creative ways to show the love of the different family members in their daily lives. Guide the students to make guesses about different family members and think what to say to them.

T: Look at my action. Who am I? Yes, I'm Mum. You can say "I love you, Mum." / Look at me.

Who am I acting as? Yes, let's say "I love you, Mum."

Talking time

C. Act and speak.

基础活动（Activity）

通过鼓励学生参与角色扮演，激活学生的生活经验，引导学生运用所学语言表达对家人的爱，深化学生对主题的理解。

- Ask the students to look at Picture 4 on Page 39. Ask some questions about showing love for families.

T: What does Shenshen say to her family? Do you love your family? Can you say something to them? / What do you want to say to your family?

- Ask the students to think about what they want to say and practise by themselves.

Encourage the students to speak about their love for their families in front of the class.

T: What do you want to say to your family members? You can talk to yourself first. Would you like to share it with us? / Do you want to say something to your family members? Practise on your own. Who wants to share it with us?

进阶活动（Challenge）

Learn a gesture that means "I love you."

通过自编手势，鼓励学生运用所学语言表达对家人的爱。

- Teach the students some gestures to show "I love you.", such as using the thumb and the index finger to form a little heart.

T: Look at me. It means "I love you." / We can do this to show "I love you."

- Ask the students to make up some original gestures for their family members.

T: Can you make up some gestures to show your love? / Let's make up some gestures to show your love.

- Invite the students to show their gestures to the class and talk about the love for their families.

T: Would you like to show your gesture to us? What does it mean? / Who wants to share the gesture with us? What's the meaning of your gesture?

选择性活动（Optional activity）

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Choose, act and speak.”活动辅助教学。

Optional activity resources-1A-Unit 6-Talking time.

Mini-project

Showing my family photo

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生观察四张图片，辨识图中人物并做简单介绍。

步骤2：请学生拿出自己的家庭照片。

步骤3：请学生仿照示例介绍家人。

步骤4：引导学生在班级展示自己的家庭照片，并表达对家人的爱。

语言示例 (Demo)

Hello, I'm ...

Look, this is my family!

This is my mum.

This is my dad.

This is my ...

My family is happy/warm.

I love my mum.

I love my dad.

I love my ...

Step 1 Look and speak.
My mum and me!
...
...
...
...
Step 2 Take out your photo.
My family
My family
Step 3 Point and speak.
Look, this is my family! This is my dad.
Well done!
Step 4 Say more.
My family is happy.
I love my mum.
I love my dad.
...
[40]

小妙招 (More tips)

- 请学生提前准备自己家人的照片。
- 为学生提供家谱模板，鼓励学生将家人的照片贴在家庭树上，展示自己的家谱并做简要介绍。
- 鼓励学生从家谱的制作和家庭成员的介绍两方面进行自评和互评。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: How many stars can you get? Please colour the stars.

教学反思 (Teaching reflections)

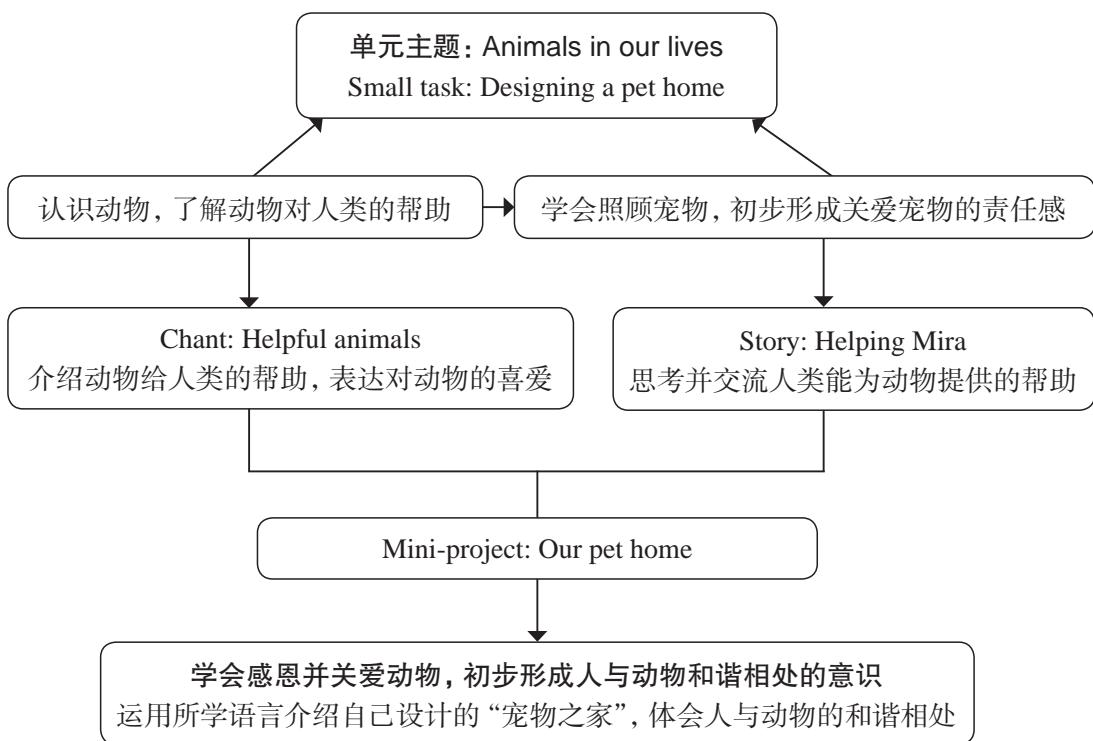
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

Unit 7 Animals in our lives

单元目标 (Unit objectives)

- ▶ 认识不同的动物，介绍动物给人类的帮助。
- ▶ 与同伴交流并讨论人类可以给予动物的帮助。
- ▶ 选择喜爱的宠物，为其设计“宠物之家”，并进行展示、交流。

单元主题内容框架图 (Structure of the unit)



单元内容概览 (Content overview)

主题	本单元聚焦“人与自然”主题下“自然生态”主题群，围绕“常见的动物，动物的特征与生活环境”子主题，通过任务“Designing a pet home”引导，帮助学生认识动物，了解动物带给人类的帮助，初步体会人与动物和谐相处、人与自然和谐共生。		
语篇	Chant time	歌谣	动物给人类的帮助
	Talking time	配图故事	人类可以给予动物的帮助
	Mini-project	图片	宠物之家
语言知识	语音	感知并模仿说英语，体会句子的升调与降调	
	词汇	理解关于动物的主题词汇	
	语法	运用一般现在时描述人和动物的关系，如“We love Mira.”	
	语篇	体会语篇中图片与文字之间的关系	
	语用	与他人围绕动物与人类的关系进行交流	
文化知识	了解在不同文化背景下，动物与人类关系的共同之处		
语言技能	Chant time	理解性技能：在听、读歌谣“Helpful animals”的过程中，有目的地提取动物帮助人类的相关信息 表达性技能：诵读英语歌谣“Helpful animals”	
	Talking time	理解性技能：在听、读、看语篇“Helping Mira”的过程中，有目的地提取、梳理有关人类帮助动物的信息 表达性技能：大声跟读音视频材料，正确朗读故事，表达对动物的喜爱之情	
	Mini-project	表达性技能：为喜欢的动物设计“宠物之家”并进行介绍	
学习策略	Study skill	在词语和相应信息之间建立联系	



Look at the girl. She is happy.
She likes the dog.

The dog can help us. We can help the
dog too.

Small task

Designing a pet home

Do you like having pets? How do you design a home for a pet? What aspects do you consider before designing one?

文化链接 (Culture link)

In films, animals like the dog from *Hachi: A Dog's Tale* and the cat in *A Street Cat Named Bob* show pure affection for their owners, reminding us that animals are indeed our friends.

Unit 7

Chant time

Helpful animals

Horses give us rides.
Dogs give us love.
Hens give us eggs.
Bees give us honey.
Helpful, helpful animals,
What can I do for you?

A Look, listen and chant along. ♪

B Look, listen and write the number in the box □. ♪

C Look, match and speak.

[42] [43]

热身活动（Warm-up）

借助动物相关视频和图片，引出单元话题，激发学生的学习热情。

- Play a video about animals and ask some questions about the animals in the video.
T: Look, what is the place? What animals can you see? / What can you see in the video?
- Introduce the topic of the unit “Animals in our lives”.
T: There are many animals in our lives. They can help us. / We can see many animals around us. They can help us do a lot of things. They are helpful.
- Show some pictures of the animals on Page 42 and ask some questions about them.
T: Do you like these animals? Why or why not? / Who likes these animals?

Chant time

- A. Look, listen and chant along.

基础活动（Activity）

借助图片、歌谣音频，引导学生理解动物类单词的音、形、义，带领学生结合肢体动作诵读歌谣。

- Ask the students to listen to the chant “Helpful animals”. Ask them to say the chant after

the teacher.

T: Let's enjoy the chant "Helpful animals" together. Then please say it after me. / Let's listen to the chant and then say it together.

- Introduce the word "helpful" in the title of the chant.

T: After reading the chant, what do you think of these animals? / These animals can help us. How do you feel about these animals?

- Guide the students to say the chant with actions.

T: Look at these animals. What are they? What do they look like? Let's say a chant about them. / Look at the animals. They're so helpful. How about saying a chant together?

- Ask the students to listen to the chant and find out how these animals can help us. Encourage the students to repeat the chant.

T: Let's listen to the chant and think about the question: How can these animals help us? / Would you like to listen to the chant? What can these animals give us?

- Ask the students to listen to the chant again, and chant together as a class.

T: Let's listen to the chant again and say the chant together. / How about chanting after the recording and clapping our hands together?

进阶活动 (Challenge)

Guess and chant.

借助图片和歌谣音频，引导学生理解动物给人类带来的帮助，培养学生仔细聆听的习惯和获取信息的能力。

- Ask the students to listen to the chant "Helpful animals". Ask them to say the chant after the teacher.

T: Listen to the chant. What can the animals give us? Let's say the chant. / Do you like the animals? Why or why not? Please chant with me.

- Ask the students to look at the pictures on Page 42 and guess the animals according to the teacher's body language.

T: Look at me. What animal am I? / I act, you guess. What animal can you see?

- Ask the students to listen to the recording and chant with some actions.

T: Let's say the chant with some actions. / It's time to chant. Don't forget to do some actions.

- Divide the students into pairs to discuss the question "What can I do for you?" Encourage them to think about what we can do for these helpful animals.

T: These animals can help us a lot. They are helpful animals. What can we do for them? / Boys and girls, these animals give us a lot. What can we give them?

Chant time

- B. Look, listen and write the number in the box.

基础活动 (Activity)

借助图片和音频，引导学生根据音频内容将动物图片编号，并请学生跟唱歌谣。

- Ask the students to look at the pictures of the animals on Page 42 and ask what animals they are.
T: Look at the picture. What animal is it? / Look carefully. Do you know what animal it is?
- Ask the students to listen to the recording and write the number in the box on Page 42.
T: Listen carefully. Then write the number in the box on Page 42. / Let's turn to Page 42.
Listen to the recording and write the number in the box.
- Encourage the students to chant with some actions.
T: Let's chant with some actions. / Boys and girls, it's chanting time. Let's say the chant together. Don't forget to do some actions.

听力文字 (Audio script)

Hens give us eggs. Bees give us honey. Dogs give us love. Horses give us rides.

参考答案 (Answers)

hen [1] bee [2] dog [3] horse [4]

进阶活动 (Challenge)

Listen, judge and chant.

借助图片和音频，引导学生理解动物带给人类的帮助，培养学生仔细聆听的习惯和思考判断的能力。

- Ask the students to look at the pictures and say what the animals are.



T: Look at the pictures. What animals are they? / Please tell me the names of these animals.

- Guide the students to listen and judge. Ask the students to clap their hands three times when the picture matches with the recording, and stamp their feet three times otherwise.

T: Now let's listen and judge. Clap your hands three times when it's right. Stamp your feet three times when it's wrong.

- Guide the students to chant to the rhythm.

T: Let's chant together. / Boys and girls, it's chant time. Let's say the chant together.

听力文字 (Audio script)

- Dogs give us love.
- Ducks give us eggs.
- Cows give us milk.
- Bees give us honey.

Chant time

C. Look, match and speak.

基础活动 (Activity)

借助图片和音频，引导学生根据音频内容将动物和它们带给人类的帮助配对，并鼓励学生与同伴进行对话操练。

- Ask the students to look at the pictures carefully. Then demonstrate how to complete the task.

T: Look at the pictures carefully. What do horses give us? Let's match. / Can you tell me what horses give us? Draw a line between the two pictures.

- Ask the students to say the dialogue in pairs.

T: Look at these two pictures. Let's say the dialogue in pairs. / Boys and girls, you can talk with your partner about the pictures.

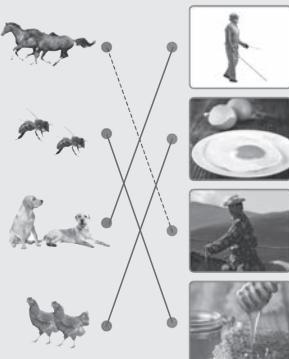
- Ask the students to match the rest of the pictures and then check the answers.

T: Would you like to match the rest of the pictures? What can the animals give us? / Boys and girls, think about the help the animals can give us. And then match the rest of the pictures.

- Ask the students to read the dialogue in Part C. Encourage them to work in pairs to make new dialogues.

T: Read the dialogue together. Try to make new dialogues with your partner. / Boys and girls, now you can say the dialogue in pairs and talk about other pictures.

参考答案 (Answers)



进阶活动 (Challenge)

Circle and talk.

借助图片，引导学生思考、讨论动物能给人类提供的帮助，培养学生的思维能力和表达能力。

- Ask the students to look at the pictures carefully. Then demonstrate how to complete the task.



T: Boys and girls, what animals can help the blind man? Let's circle. / Let's circle the animals that can help the blind man.

- Guide the students to circle the correct animals according to the pictures in the left column.

T: Please look at the pictures on the left, then try to circle helpful animals. / Look at these pictures on the left. Then circle the correct pictures on the right.

- Encourage the students to make a dialogue with the sentence structures below.
Look, helpful animals.

... give us ...

T: What can the animals give us? Could you talk with your partner? / Let's talk about helpful animals.

参考答案 (Answers)



选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Read and match.”活动辅助教学。

Optional activity resources-1A-Unit 7-Chant time.

Helping Mira

Mira is our cat now.
She is small.
She is cute.



I have a house for Mira.
It's warm. It's cozy.

A Look and listen.

B Look and stick in the pictures.



[44]



I have a ball for Mira.
It's round. It's soft.



We love Mira.

C Role-play.



[45]

热身活动 (Warm-up)

通过复习歌谣，引导学生回顾动物带给人类的帮助，引发学生思考人类能带给动物的帮助，激发学生的学习热情。

- Play the chant “Helpful animals” on Page 43 and ask the students to chant along. Then ask some questions about how we can help animals.

T: Do you remember the chant “Helpful animals”? Let’s chant together! Animals give us so much help! But what can we do for them? / Animals help us a lot in our lives. How can we help them?

- Show some pictures of pet animals, such as a pet dog or a pet cat. Ask the students whether they have pets.

T: Look! Here are some pictures of pet animals. Do you have a pet? What is it? / Look at the pictures. These are pet animals. Do you have one? What animal is it?

Talking time

- A. Look and listen.

基础活动 (Activity)

借助视频、图片和问题，引导学生理解语篇的主要内容，使学生充分感受申申一家给

予小猫米拉的帮助。

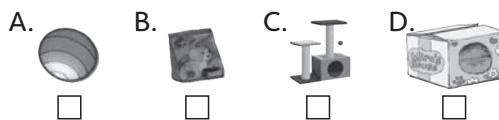
- Ask the students to look at the pictures of the story. Then ask about who is in the story.
T: Please look at the first picture of the story. Who is in the picture?
- Show the picture of Mira and ask "What animal is it?" Then show the picture and ask the students to repeat the new word "cat".
T: Look! Here's a little pet. What animal is it? / Can you find a little pet in the picture? What is it?
- Play the video and ask some questions about Mira and Shenshen's family.
T: What does Mira look like? What do Shenshen's family do for Mira? Please watch the video and think.
- Play the video again. Pause after each sentence and ask the students to read after the video.
T: Now I'll play the video again. Please listen carefully and follow each sentence one at a time. / Please watch the video again and repeat the sentences with emotion.

进阶活动 (Challenge)

Watch and tick.

借助视频，引导学生理解语篇的主要内容，了解申申一家给予小猫米拉的帮助，培养学生仔细聆听的习惯和获取信息的能力。

- Play the video and ask the students to think about what Shenshen's family do for Mira.
Ask the students to watch the video and tick the correct pictures.



T: What do Shenshen's family do for Mira? Please watch the video carefully and tick the correct pictures. / What do Shenshen's family give Mira? A ball, cat food, a cat tree or a house? Please watch and tick.

- Check the answers, and then ask the students to say the sentences below after the teacher.

A ball for Mira.

Food for Mira.

A house for Mira.

T: From the story, we know Shenshen's family have a ball, cat food and a house for Mira.

Please read after me. / We know Shenshen's family give Mira food to eat, a place to live and a toy to play with. Please repeat after me.

- Ask the students to chant along.

A ball, a ball. A ball for Mira. Round and soft.

Food, food. Food for Mira. Nice and yummy.

A house, a house. A house for Mira. Warm and cozy.

T: Now Mira has a ball, some food and a house. Mira feels so happy. Shenshen and Xinxin are

happy too. Listen! They are chanting happily. Please listen and chant with them. / Shenshen and Xinxin help Mira. They chant happily. Can you chant with them?

- Play the video again and ask the students to repeat the story sentence by sentence.

T: Please watch the video again and read the story sentence by sentence. / I'll play the video again. Let's watch and read the story sentence by sentence.

参考答案 (Answers)

A, B, D

Talking time

- B. Look and stick in the pictures.

基础活动 (Activity)

引导学生根据视频及图片获取和梳理信息，并鼓励学生尝试跟读，提高学生的理解能力。

- Play the video again. Then ask the students to look at the pictures and words carefully. Ask some questions about what Shenshen's family have for Mira.

T: Look at Part B on Page 44. Dad has some cat food for Mira. What about Shenshen and Xinxin? Let's watch the video again and find out the answers.

- Ask the students to look at the pictures attached to the Student's Book. Then guide the students to choose the pictures and complete the task.

T: Now, you can stick in the correct picture to each family member. / Can you find what Shenshen and Xinxin have for Mira? Please stick in the pictures.

- Check the answers and ask the students to say the words "house" and "ball" after the teacher.

T: Let's check the answers. Please read the words after me. Look at my mouth. / Have you got the correct answers? Here are some new words. Let's read together.

- Encourage the students to act as Dad, Shenshen or Xinxin and say what they have for Mira.

T: Look at the pictures of Part B. Let's act as Dad, Shenshen or Xinxin. / Now, what do you have for Mira?

参考答案 (Answers)

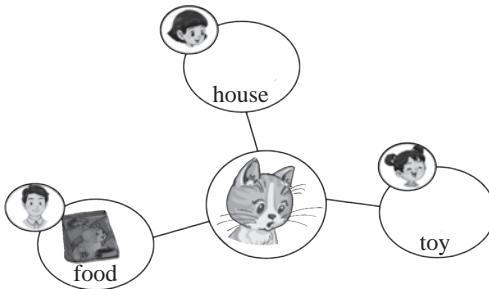


进阶活动 (Challenge)

Look and stick in the pictures.

借助思维导图，引导学生思考申申一家能为小猫米拉提供哪些帮助，培养学生归纳与推断的能力。

- Show the mind map. Then ask the students what Shenshen's family can do for Mira.



T: Look, here's a mind map. From the story, we know Dad has some cat food for Mira. What does Shenshen have for Mira? What does Xinxin have for Mira? Can you read the story and find out the answers?

- Guide the students to complete the mind map with the pictures attached to the Student's Book.

T: What do Shenshen and Xinxin have for Mira? Please stick the correct pictures in the circles.

- Check the answers and guide the students to focus on how Shenshen's family can help Mira.

T: Let's check the answers. Dad has food for Mira. Shenshen has a house for Mira. Xinxin has a ball for Mira. / Now let's check. Dad gives Mira some food to eat. Shenshen gives Mira a house to live. Xinxin gives Mira a ball to play with.

- Ask the students to chant along with the teacher and then chant together in groups.

A ball, a ball. A ball for Mira.

It's round. It's soft.

Food, food. Food for Mira.

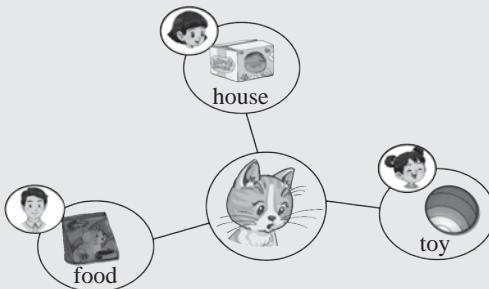
It's nice. It's yummy.

A house, a house. A house for Mira.

It's warm. It's cozy.

T: Let's say a chant together. / Please chant with me. Now you can chant in groups.

参考答案 (Answers)



Talking time

C. Role-play.

基础活动 (Activity)

借助视频和图片，组织学生两人一组进行角色扮演，培养学生的语言运用能力与合作意识。

- Play the video again. Pause after each sentence for the students to repeat. Encourage the students to imitate the pronunciation and intonation.

T: Please watch the video and read along. / I'll play the video again. Please read aloud with emotion after the video.

- Ask the students to work in pairs and act out the dialogue.

T: Look at Part C on Page 45. Let's role-play. Please act with your partner. / Please act out the dialogue in pairs. One is Shenshen. The other is Xinxin. Please use some body language.

- Invite some pairs to perform in front of the class.

T: Which pair wants to have a try? Please come to the front. / Who can come to the front and act out the dialogue?

进阶活动 (Challenge)

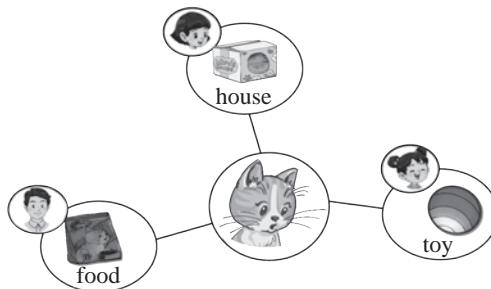
Look and act.

借助思维导图和宠物图片，引导学生积极参与角色扮演，培养学生的思维能力与语言运用能力。

- Ask the students to discuss how to help Mira.

T: What can we do for Mira? Please look at the pictures and tell me. / Please look at the mind map and think what we can do for Mira.

- Divide the students into groups of three and guide them to look at the mind map. Ask the students to act as Shenshen's family members and talk about how they can help Mira.



T: Three students in one group. Please act as Shenshen's family members. What can you do for Mira? Here is a mind map to help you.

- Discuss with the students: How do we care for the pets? Inspire the students to think about the following questions.

Where does the pet live?

What food does the pet eat?

What toy does the pet play with?

- Encourage the students to choose one pet below and talk in pairs about what they have for their pets.



Goldie



Birdy



Guigui



Lele



Xiaohua

T: Now you can choose one pet from the box. What do you have for it? For example, I have a house for Goldie. It's clean. Then share your idea with your partner. / Now choose the animal you like from the box. Work in pairs and talk about what you have for it. Have a try!

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Listen and number.”活动辅助教学。

Optional activity resources-1A-Unit 7-Talking time.

Mini-project

Our pet home

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：请学生从所给图片中选择一种喜爱的宠物，或画一种喜爱的宠物。

步骤2：指导学生为宠物取名，为学生提供一些宠物名字作为参考，如 Wangwang、Goldie、Birdy 等。请学生将宠物的名字写在图中对应的位置。

步骤3：指导学生思考适合该宠物的食物、居所、玩具等，通过绘画的方式为其设计一个家。

步骤4：引导学生向同伴展示自己设计的“宠物之家”，并进行介绍、交流。



语言示例 (Demo)

I have a house for Goldie.

It's cozy. It's clean.

小妙招 (More tips)

- 提醒学生为宠物取名的重要性。指导学生可以依据宠物的种类为其取名，例如，金鱼 (goldfish) 可以叫作 “Goldie”。
- 鼓励学生从“宠物之家”的设计和介绍两方面进行自评和互评。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: How many stars can you get? Please colour the stars.

教学反思 (Teaching reflections)

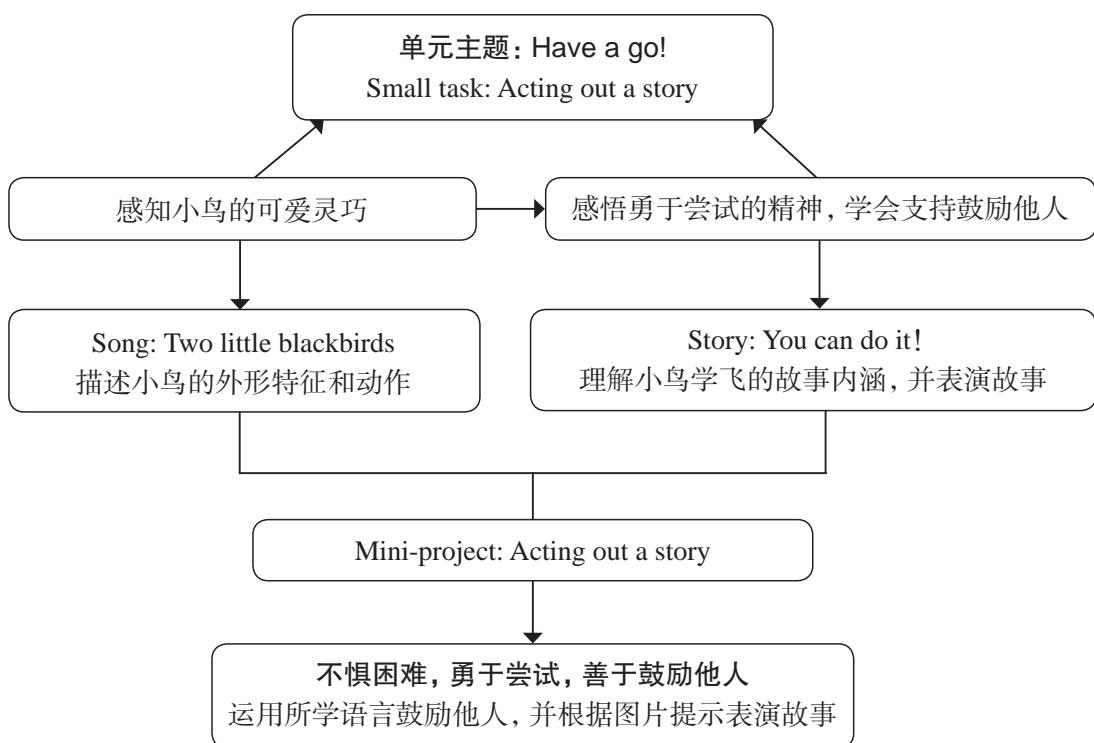
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

Unit 8 Have a go!

单元目标 (Unit objectives)

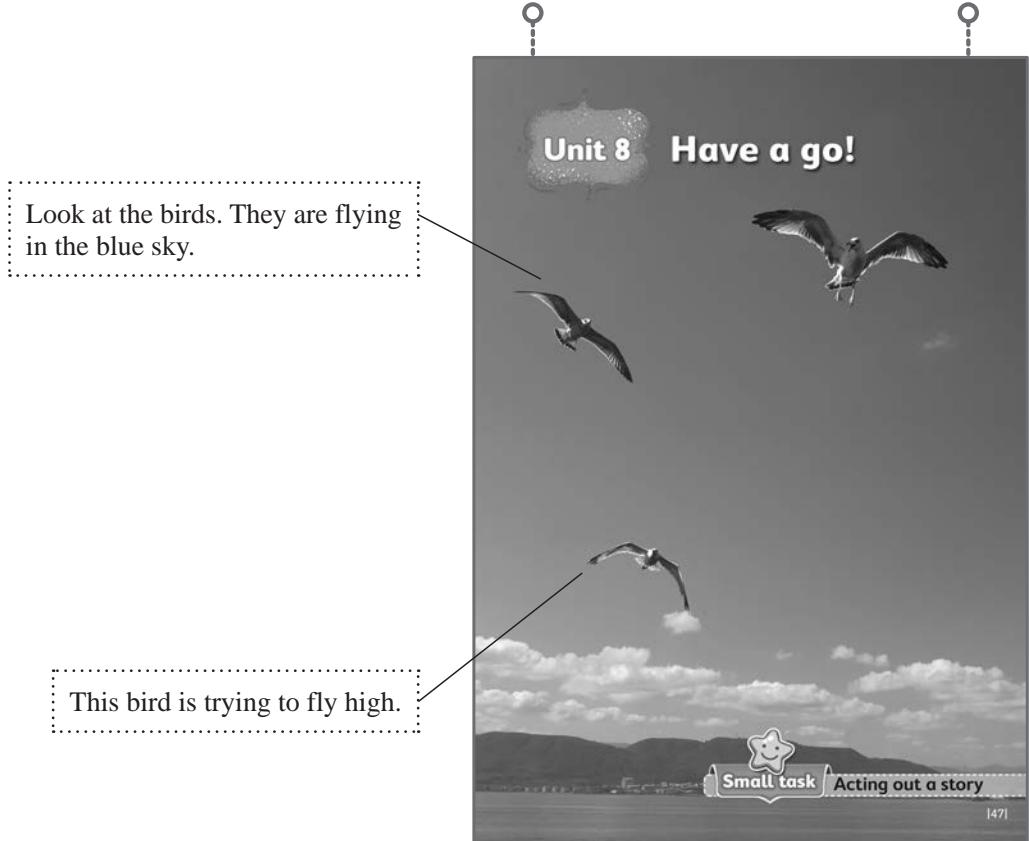
- ▶ 描述小鸟的外形特征和动作。
- ▶ 理解小鸟学飞的故事内涵，并使用鼓励性的话语表示对他人的支持。
- ▶ 借助图片、头饰、动作等，表演小鸭子学游泳的故事。

单元主题内容框架图 (Structure of the unit)



单元内容概览 (Content overview)

主题	本单元聚焦“人与社会”主题下“社会服务与人际沟通”主题群，围绕“同伴交往，相互尊重，友好互助”子主题内容，通过任务“Acting out a story”引导，帮助学生形成不惧困难、勇于尝试、善于鼓励他人的品质。		
语篇	Song time	歌曲	小鸟的外形特征和动作
	Story time	配图故事	小鸟学飞的过程
	Mini-project	配图故事	小鸭学游泳的故事
语言知识	语音	感知并模仿说英语，体会句子的升调与降调	
	词汇	理解关于小鸟动作的主题词汇	
	语法	关注祈使句的含义，如“Flap your wings.”	
	语篇	体会语篇中图片与文字的关系	
	语用	鼓励他人，并作出恰当的回应	
文化知识	理解故事大意，感悟不怕困难、勇于尝试的人生哲理		
语言技能	Song time	理解性技能：在听、唱歌曲“Two little blackbirds”的过程中，有目的地提取小鸟外形和动作的信息 表达性技能：演唱英语歌曲“Two little blackbirds”	
	Story time	理解性技能：在听、读、看语篇“You can do it!”的过程中，有目的地提取、梳理鼓励性的话语 表达性技能：大声跟读音视频材料，正确朗读故事，并向同伴表达鼓励	
	Mini-project	表达性技能：运用所学语言演绎故事，向他人表达鼓励	
学习策略	Study skill	通过观察图片和事物，获取信息	



Small task

Acting out a story

When faced with difficulties, what do you do? Let's read the stories about birds, and act them out.

文化链接 (Culture link)

Birds are often seen as symbols of good luck and happiness in Chinese traditional culture. For instance, the magpie represents happiness and good events. People often use the phrase "magpie perching on a plum blossom" to symbolise happiness and good luck. The swallow is seen as the messenger of spring, representing hope and a new beginning.

Songtime | Unit 8

Two little blackbirds

Two little blackbirds
Sitting on a hill,
One named Jack,
One named Jill.
Fly away, Jack.
Fly away, Jill.
Come back, Jack.
Come back, Jill.

A Look, listen and sing along. ▶

B Look, listen and write the number in the box. □ ▶

Two little bees
Sitting on a bag,

149

热身活动（Warm-up）

借助图片和歌谣，引入本单元歌曲的情境，激发学生的学习热情。

- Begin with the pictures of the animals learnt in Unit 7. Ask the students to look at the pictures and say the chant “Helpful animals”.

T: Look at the pictures. Can you say the chant in Unit 7? / We've learnt about some animals in Unit 7. Please look at the pictures and say a chant.

- Show the picture on Page 48 and discuss the blackbirds with the students.

T: What animals are they? What colour are they? / Look! Here is a bird in the tree. It's a blackbird.

Song time

- A. Look, listen and sing along.

基础活动（Activity）

借助图片及歌曲音频，引导学生理解小鸟的外形特征以及与飞行动作相关的词组的音、形、义，带领学生结合肢体动作演唱歌曲。

- Begin by asking the students to listen to the recording of the song “Two little blackbirds”.

T: Look at the picture and listen to the song carefully. How many blackbirds? / Here's a song about two little blackbirds. Please listen to the recording carefully.

- Teach the students the lyrics to the song and use body language to help them understand the meaning of the song.

T: Look at the blackbirds. What are they doing? Read after me. You can read with some actions. / Look! What animal are they? What do they do? Please read with me.

- Ask the students to sing the song after the recording.

T: Let's sing along with the recording together. / Please sing the song after the recording.

- Invite the students to sing the song together as a class.

T: Let's sing together.

进阶活动 (Challenge)

Play a game — “Fly around the chairs”.

借助图片和歌曲音频，指导学生观察并辨认两只小鸟的外形特征，理解与飞行动作相关的词组的音、形、义，并在游戏中结合肢体动作演唱歌曲。

- Ask the students to listen to the recording of the song “Two little blackbirds”.

T: What's the song about? Please listen to the recording. / Let's enjoy the song.

- Encourage the students to look at the picture of two birds and learn the meaning of the lyrics. Then ask the students to listen to the recording and respond with some actions.

T: Look! They are two little blackbirds. They are sitting on a hill. One named Jack. One named Jill. / Look at the picture. This is Jack, and this is Jill. They are sitting on a hill.

- Put two chairs in the front of the classroom. First, invite three students to play the game “Fly around the chairs”. Ask them to keep “flying around” the chairs while the other students say the chant.

T: Now, let's play the game “Fly around the chairs”. I need three volunteers. We say the chant “Two little blackbirds” and the three students “fly around” two chairs, just like birds. They should sit on the chairs quickly when they hear “come back”. You win if you can sit on the chair.

- Then leave only one chair and continue the game.

T: It's the last round. Go on, little blackbirds. / Only one chair now. Go on, please.

- After the game, ask all the students to sing the song with some actions.

T: Now, let's enjoy the song together. Please sing the song with some actions. / Remember to do some actions when you sing the song.

Song time

B. Look, listen and write the number in the box.

基础活动 (Activity)

借助图片和音频，引导学生获取关于小鸟的位置、动作的关键信息，并表演歌曲。

- Guide the students to look at the pictures in Part B.

T: Here are some pictures. What happens? / Please look at the pictures.

- Ask the students to listen to the recording carefully and write the number in the box on Page 49.

T: Listen and write the number in the box. / Let's listen to the recording and number the pictures.

- Introduce the phrases "fly away", "come back" and "on my shoulder" and ask the students to read after the teacher.

T: Look at this picture. What is the bird doing? The bird is on the boy's shoulder. In this picture, it's flying away. In this picture, it's coming back. Now, please repeat the phrases after me. / Look at the pictures. The bird flies away and comes back. It's on the boy's shoulder now. Let's repeat the phrases together.

- Encourage the students to chant with some actions.

T: Let's chant together. You can use your body language. / Remember to do some actions when you chant.

听力文字 (Audio script)

- Look, the bird is sitting on my shoulder.
- The bird is flying away.
- The bird is coming back.

参考答案 (Answers)

2—1—3

进阶活动 (Challenge)

Listen, match and choose.

借助图片和音频，引导学生将图片和词组配对连线，培养学生的观察能力和信息获取能力。

- Show three pictures of the birds Lingling and Qiaoqiao. Ask the students to match the pictures with the phrases.

1.



2.



3.



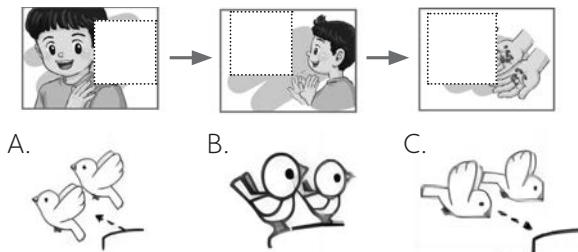
come back

fly away

sit on my shoulder

T: Here are three pictures of Lingling and Qiaoqiao. Look at the pictures carefully and match the pictures with the phrases. / There are three pictures of two birds. One named Lingling. One named Qiaoqiao. What are they doing? Please match the pictures with the phrases.

- Guide the students to listen carefully and choose the correct pictures in the box.



T: What happens between the birds and the boy? Look at the pictures and listen carefully. / What are the birds doing? Please pay attention to the arrows and the boy. Try to choose the correct pictures.

- Check the answers with the students.

T: Let's check the answers. First, the boy is looking at his shoulder. There are two birds on his shoulder. Then the boy is saying goodbye. The birds are flying away. Next, the birds are coming back for food. Have you got the answers?

听力文字 (Audio script)

1. Look, Lingling and Qiaoqiao are sitting on my shoulder.
2. Lingling and Qiaoqiao are flying away.
3. Lingling and Qiaoqiao are coming back.

参考答案 (Answers)

1. fly away 2. sit on my shoulder 3. come back
C—A—B

Song time

- C. Make a new song.

基础活动 (Activity)

借助图片和音频，引导学生创编歌曲并进行表演，培养学生的迁移创新能力。

- Show a picture of two bees sitting on a bag. Guide the students to look at the pictures.
T: Here's a picture of two bees. They are sitting on a bag. / What are they? Where are they?
- Ask the students to repeat the phrases after the teacher.
T: Please read the phrases after me.
- Encourage the students to name the two bees, such as Alice and Kitty.
T: What are the bees' names? Can you name the bees? One is Alice. One is Kitty. / The bees have no names. You can name the bees by yourself, such as Alice and Kitty.
- Sing a new song with some actions as a demo.

T: I can make a song. Let me sing with some actions first. / Here's a new song. Let's sing and act together.

<i>Two little bees</i>	<i>Fly away, Alice.</i>
<i>Sitting on a bag.</i>	<i>Fly away, Kitty.</i>
<i>One named Alice,</i>	<i>Come back, Alice.</i>
<i>One named Kitty.</i>	<i>Come back, Kitty.</i>

- Encourage the students to make a song about the two bees.

T: I can make a new song. Can you make a new song too? Have a try, please. / Could you make a new song? Look at the picture and have a try.

参考答案 (Answers)

<i>Two little bees</i>	<i>Fly away, Nick.</i>
<i>Sitting on a bag.</i>	<i>Fly away, Zack.</i>
<i>One named Nick.</i>	<i>Come back, Nick.</i>
<i>One named Zack.</i>	<i>Come back, Zack.</i>

(Answers may vary.)

进阶活动 (Challenge)

Play a guessing game.

借助“你做我猜”的游戏，引导学生观察动作细节，鼓励学生尝试运用所学语言进行表述，提高学生的语言运用能力。

- Show pictures of different animals in different places, such as two ladybirds on a desk or two butterflies on the grass. Guide the students to look at the pictures.

T: Let's play a guessing game. First, look at the pictures carefully. What are they? Where are they?

- Tell the students to repeat the phrases after the teacher.

T: Please look at the pictures and repeat the phrases after me. / Look, what are they? Where are they? Read the phrases after me, please.

- Divide the students into pairs. One does some actions according to the picture he/she chooses. The other watches and makes a new song.

T: Let's play the game in pairs.

- After a few minutes, ask each pair to switch roles and continue the game.

T: Now, please switch roles and continue the game. / Let's switch roles and play again.

- Invite some pairs to perform in front of the class. Ask the other students to assess their performances.

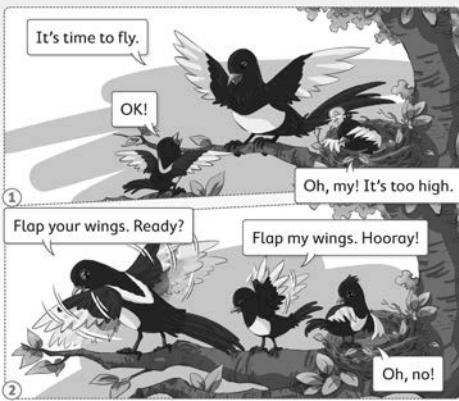
T: Who can show us your new song? / Can you act out your new song? Please come to the front.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Look, read and number.”活动辅助教学。

Optional activity resources-1A-Unit 8-Song time.

You can do it!



① Flap your wings. Ready?

② Flap my wings. Hooray!

Oh, no!

Ⓐ Look and listen.

Ⓑ Stick in the pictures in order.



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Ⓒ Think and speak.



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热身活动 (Warm-up)

借助歌曲音频和“快速反应”的游戏，引导学生复习小鸟的动作和外形特征，激发学生的学习热情，提升学生的观察能力和语言运用能力。

- Play the song “Two little blackbirds” and ask the students to sing the song with some actions.

T: Let's sing this beautiful song together, shall we? / Boys and girls, do you remember these two little blackbirds? Please sing with me.

- Ask the students to play the game “Quick response”. Show some pictures of different movements of a bird, such as “fly away”, “come back”, and “sit on a hill”. Encourage the students to do the actions and say the phrases as quickly as possible.

T: Let's play the game “Quick response”. Look at the pictures and say the phrases quickly. / It's game time. I have some pictures for you. Do the actions quickly and say the phrases aloud.

Story time

A. Look and listen.

基础活动 (Activity)

借助图片、视频，引导学生了解故事角色及其情感变化，培养学生观察图片和提取信息的能力。

- Ask the students to look at the picture and take a guess about the characters in the story.

T: Look at this picture. We can see three birds. Who are they? Where are they? / Look, there are three birds in this picture. Please take a guess. Who are they? Where are they?

- Ask the students to watch the video of Part 1 and Part 2 and ask the students about the feelings of the two baby birds.

T: Can they fly? How do they feel? Please watch the video. / Two baby birds are in the nest now. Guess. Can they fly? How do they feel? Let's enjoy the video.

- Ask the students to watch the video of Part 3 and Part 4 and ask the same questions.

T: At first, they can't fly. But their mum can teach them. Can they fly now? How do they feel? / Mum comes and teaches them to fly. Can they fly now? How do they feel?

- Play the whole video. Pause after each sentence for the students to repeat chorally and individually.

T: I love the story. Shall we watch the video again and read after it? / Do you like the story? Let's watch the video again. Please read after the video it with emotion.

进阶活动 (Challenge)

Role-play.

借助图片、视频及故事地图，引导学生了解故事大意，梳理故事信息，鼓励学生进行角色扮演。

- Ask the students to look at the picture of Part 1 and encourage them to ask some questions, such as "Who are they?" and "What can they do?"

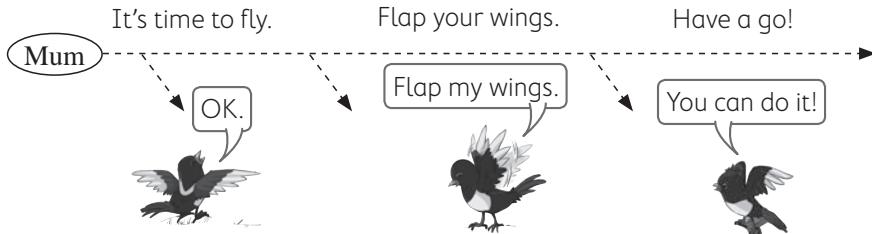
T: Look at the picture carefully. Do you have any questions about it? / Look! We see some birds in this picture. What do you want to know about them?

- Play the video of Part 1 and ask the students to choose Mum's words.



T: Mum is teaching the baby birds to fly. Let's enjoy the video and choose Mum's words. / The baby birds are learning to fly. What does Mum say? Please watch the video and choose her words.

- Play the rest of the video and ask the students to choose all the words from Mum. Then check the answers and ask the students to repeat the sentences.
T: Let's continue. What else does Mum say? OK. These are Mum's words. Now please try to act as Mum and read after me. / Let's watch the rest of the video. Choose the right answers. Now, let's act as Mum together. Read after me, please.
- Ask the students to read the story and find out what the brave bird says. Encourage them to act as the brave bird.
T: Boys and girls, what does the brave bird say? Please read and find out his words. / This bird is so brave. What does he say? Now read the story and act as him.
- Show the first part of the story map. Ask the students to make a dialogue between Mum and the brave bird, and then role-play.
T: Please role-play with your partner. You can do some actions. / Let's act as the two birds. Try to make a dialogue with your partner. Don't forget to do some actions.



参考答案 (Answers)



Story time

B. Stick in the pictures in order.

基础活动 (Activity)

借助图片，引导学生通过给图片排序，了解故事中小鸟的心理变化，提升学生的理解能力和逻辑思维能力。

- Guide the students to look at the pictures of the little bird attached to the Student's Book carefully and read her words aloud.
T: Here are four pictures of the little bird. Please read her words together. / Can you be the little bird and read her words aloud?
- Ask the students to read the story again and order the pictures.

T: Let's read the whole story again. After that, please stick the pictures in the correct order. / Now, let's order the pictures. You can read the story again first.

- Check the answers and ask the students to act as the little bird. Encourage them to say the words with proper intonation and emotion.

T: Let's check the answers. Who can be the little bird? Remember to act with emotion. / What does the little bird say? Can you act as her? Please read with emotion.

- Play the video in silent mode. Divide the students into groups of three and ask them to dub the story. After a few minutes, ask the students to switch their roles and dub again.

T: It's dubbing time. Let's go! / Do you like the story? Now, let's dub the story.

参考答案 (Answers)

1.  It's too high.
2.  Oh, no!
3.  OK. Let me try.
4.  Hooray!

进阶活动 (Challenge)

Match, stick and say.

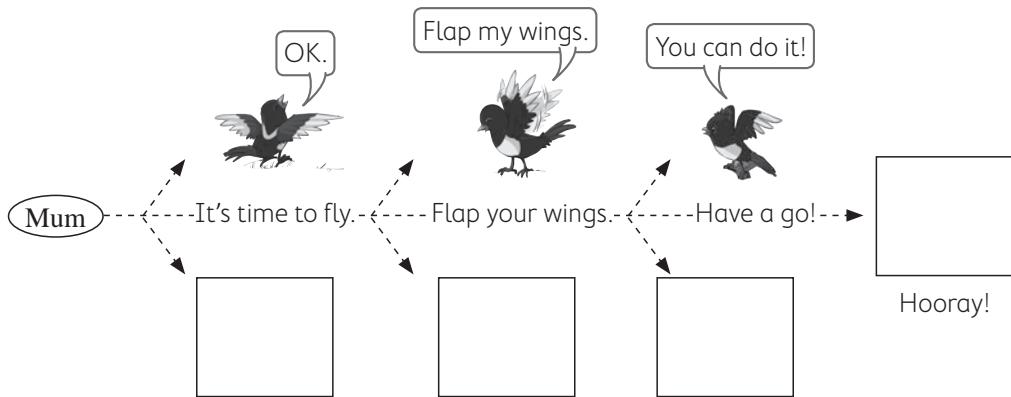
通过图文连线的方式，引导学生梳理故事脉络，帮助学生对比故事中不同角色的性格，培养学生的阅读理解能力和归纳能力。

- Show the four pictures of Part B. Ask the students to look at the pictures and match them with the sentences.



T: What does the little bird say? Let's match the sentences with the pictures. / The little bird is afraid at first. But in the end, she can fly. What does she say? Let's read her words and match them with the pictures.

- Ask four students to come to the front and stick the pictures attached to the Student's Book on the story map. The other students should say the sentences aloud.



T: Come and stick the four pictures on the board. Let's finish our story map. / Now, look at the story map. Please come to the front and stick the right pictures on the board.

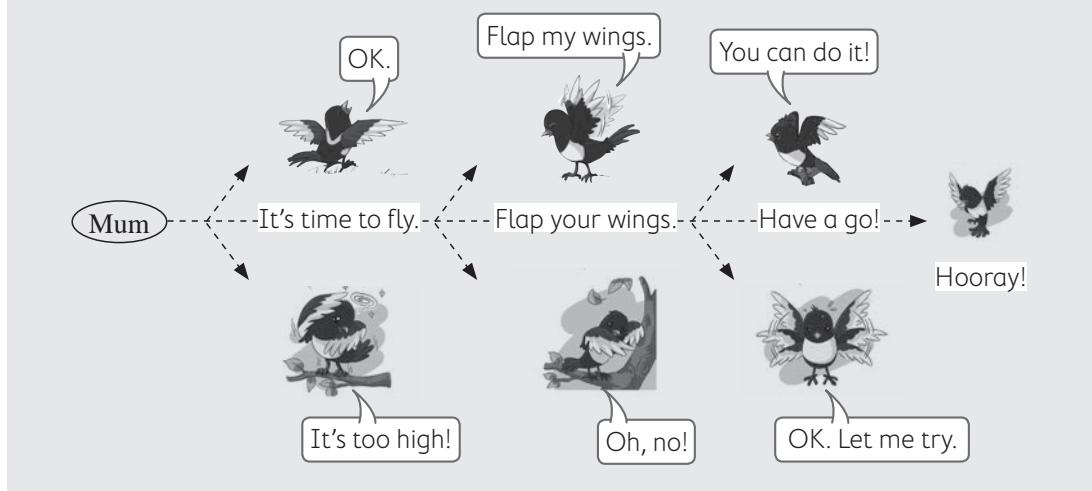
- Ask the students to compare Picture 1 and Picture 4. How do Mum and the brave bird encourage the little bird?

T: At last, The little bird is not afraid anymore. Mum and the brave bird encourage her. What do they say? / In the end, the little bird can fly high in the sky. She is happy. How do Mum and the brave bird encourage her?

- Ask the students to role-play with the help of the story map in groups. Prepare some hats for the birds. Invite some groups to perform the story in front of the class.

T: Now, let's role-play in groups of three. The story map can help you. / Please look at the story map and act out the story. Practise in groups of three.

参考答案 (Answers)



Story time

- C. Think and speak.

基础活动 (Activity)

借助图片，引导学生理解故事内容，组织学生两人一组运用所学语言表演故事，锻炼

学生的观察能力和语言运用能力。

- Show the picture and ask some questions about the characters.

T: I have a new story for you. Look! Who are they? Where are they? / Look! Who can you see in this picture?

- Ask the students to look at the picture carefully and think about what Mother Horse says.

T: Little Horse is very afraid. He doesn't want to walk across the river. Then what does Mother Horse say to him?

- Ask the students to make the dialogue in pairs.

S1: Oh, no!

S2: You can do it!

T: Let's make a dialogue. One student can be Mother Horse. The other student can be Little Horse. / Let's act as Mother Horse and Little Horse. Now, make a dialogue with your partner.

- Invite some pairs to perform the story in front of the class.

T: Who wants to have a try? Please come to the front. / Are you ready to act out the story?

Come here and show us!

进阶活动 (Challenge)

Choose and act.

借助图片，引导学生思考日常生活中可能遇到的困难，选择一个生活场景创编对话，培养学生的语言运用能力和发散性思维。

- Ask the students to look at the pictures of children learning to ride a bicycle, going rock climbing and diving.

T: We have challenges in our lives too. Please look at the pictures carefully. The children in these pictures are doing something difficult.

- Show more inspiring sentences, such as "Have a try!", "Come on!", "Go, go, go!", "You can make it!" and "Don't be afraid." Ask the students to repeat the sentences chorally.

T: When someone is afraid, we can say ... Let's read together. / Here are some words you can say. Please read after me.

- Ask the students to choose one picture and act in pairs using the sentence structures below. Encourage the students to say more and do more actions.

★

S1: Oh, no! / ...

S2: Have a go! / ...

★★

S1: Oh, my! / ...

S2: You can do it! / ...

S1: Hooray! / ...

S2: You are super! / ...

T: Now, let's work in pairs. Choose one picture and act it out. / Boys and girls, please do pair work and act out the picture you choose.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Listen, order and follow.”活动辅助教学。

Optional activity resources-1A-Unit 8-Story time.

Mini-project

Acting out a story

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生根据图片信息推测故事的发生顺序，在方框中填写对应的数字编号。

步骤2：引导学生两人一组，进行角色扮演。

语言示例 (Demo)

S1: *Oh, no!*

S2: *Have a go! / You can do it.*

S1: *OK. Let me try. Hooray!*

S2: *Well done!*

Mini-project

Acting out a story

Step 1 Look and number the pictures in order.

Step 2 Work in pairs. Act out the story.

— Oh, no!
— You can do it.
— Oh, my! / Oh, no! / I can't do that!
— Flap your wings. / Have a go! / Have a try! / You can do it!
— Let me try. Hooray!
— Well done! / Brilliant! / Fantastic! / You're a star!

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小妙招 (More tips)

- 提醒学生关注图片细节，如角色的表情和动作。

- 引导学生运用以下句型表演故事。

— *Oh, my! / Oh, no! / I can't do that!*

— *Flap your wings. / Have a go! / Have a try! / You can do it!*

— *Let me try. Hooray!*

— *Well done! / Brilliant! / Fantastic! / You're a star!*

- 引导学生制作头饰，并选择合适的表演服装。

- 当有学生怯场时，可引导其他学生运用所学语言给予鼓励。

- 鼓励学生从语言表达和演绎两方面进行自评和互评。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: *How many stars can you get? Please colour the stars.*

教学反思 (Teaching reflections)

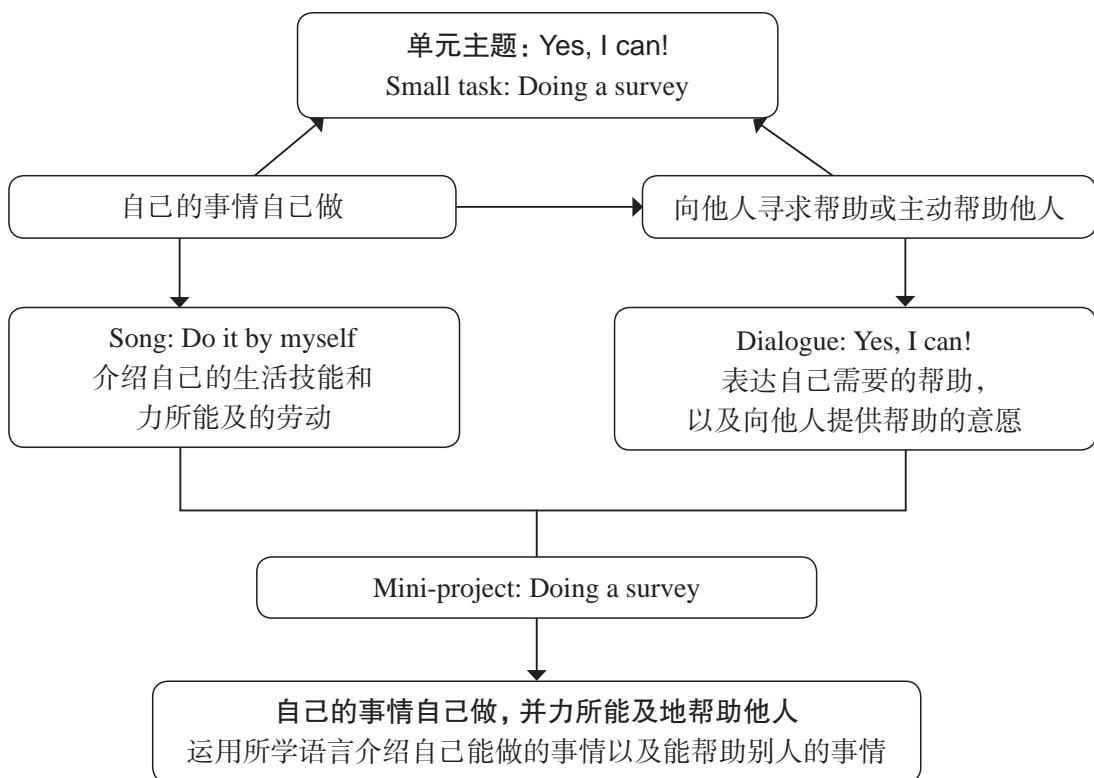
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

Unit 9 Yes, I can!

单元目标 (Unit objectives)

- ▶ 介绍自己的生活技能和力所能及的劳动。
- ▶ 交流自己需要的帮助，以及向他人提供帮助的意愿。
- ▶ 通过调查，了解同伴的生活技能和力所能及的劳动，评选劳动之星。

单元主题内容框架图 (Structure of the unit)



单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“做人与做事”主题群，围绕“生活自理与卫生习惯”子主题内容，通过任务“Doing a survey”引导，帮助学生用英语表达自己能做的事情，培养“自己的事情自己做”和“积极帮助他人”的意识。		
语篇	Song time	歌曲	自己的生活技能及力所能及的劳动
	Talking time	对话	寻求和给予帮助
	Mini-project	简单图表	同伴的生活技能及力所能及的劳动
语言知识	语音	感知并模仿说英语，体会句子的升调与降调	
	词汇	理解关于生活技能与劳动的主题词汇	
	语法	关注动词与名词的准确搭配，如：wash the spoon, clean the desk, take a photo, tie shoelaces	
	语篇	体会语篇中图片与文字的关系	
	语用	围绕生活技能及劳动进行沟通与交流	
文化知识	培养“自己的事情自己做”的意识，提高个人生活自理能力，体会劳动的乐趣和乐于助人的意义		
语言技能	Song time	理解性技能：在听、看、唱歌曲“Do it by myself”的过程中，推断动词表达的意义 表达性技能：演唱英语歌曲“Do it by myself”	
	Talking time	理解性技能：在听、读、看语篇“Yes, I can!”的过程中，理解画面和声音传达的意义 表达性技能：大声跟读音视频材料，正确朗读对话，在教师的指导下进行简单的角色扮演	
	Mini-project	表达性技能：简单介绍自己的生活技能及力所能及的劳动	
学习策略	Study skill	积极运用所学语言进行表达和交流	

The girl can take a photo.
She says “Cheese.”



Small task

Doing a survey

It's important for children to learn how to do things on their own. Let's do a survey to see what tasks our classmates can do.

文化链接 (Culture link)

Doing chores can help students learn how to take care of themselves and find joy in working. In Singapore, people have a “Cleaning Day” every three months. On that day, kids and adults help clean their community. In Germany, almost every family has a workshop. There, children can learn about tools, make wooden objects and fix things with their parents.

Songtime

Unit 9

Do it by myself

I can pack my pencil case.
I can pack my schoolbag.
I can wash my spoon.
I can wash my lunch box.
I can do it by myself!
La, la, la, la, la, la, la ...

A Look, listen and sing along.

B Listen and match.

	•	•	
	•	•	
	•	•	
	•	•	

C Make a new song.

I can clean my desk.
I can clean my chair.
I can do it by myself!
La, la, la, la, la, la, la ...

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热身活动 (Warm-up)

借助歌曲音频，唤起学生关于整理物品的生活经验与旧知，激发学生的学习兴趣，为后续学习做好铺垫。

- Begin with a song of packing things and help the students review the process of packing a pencil case and a schoolbag.

T: Let's enjoy a song together. Can you pack your pencil case and your schoolbag?

- Show more sentences like "Desk, desk, I can clean my desk." and encourage the students to say them aloud.

T: Look at the desk and the chair. Please try to say what you can do. / Are the desk and chair clean? What can you do?

Song time

- A. Look, listen and sing along.

基础活动 (Activity)

借助图片、歌曲音频，引导学生理解歌词内容，带领学生结合肢体动作演唱歌曲。

- Begin by asking the students to look at the pictures and find out what Shenshen can do.

T: Shenshen can do many things. Please tell me what she can do. / Look at each picture carefully. Who is she? What can she do?

- Play the recording of the song “Do it by myself”, and then teach the students the lyrics to the song. Do some actions to help them understand the words.

T: Let's enjoy a song. Please read after me. / Boys and girls, how about enjoying a song? Can you sing with me?

- Say each word and phrase one at a time: “wash”, “spoon”, “lunch box” and “do it by myself”. Ask the students to repeat the words and phrases with some actions.

T: Please read after me and do some actions with me. / Let's read with some actions.

- Ask the students to listen to the song and look at the pictures again. Ask some questions about what Shenshen can do.

T: Please look at the pictures. What can Shenshen do? / Look at each picture carefully. What can Shenshen do by herself?

- Invite the students to sing the song together as a class.

T: Let's sing the song together! / How about singing the song together?

进阶活动 (Challenge)

Guess and sing.

借助图片、歌曲音频，引导学生理解词汇及歌曲的含义，培养学生仔细聆听的习惯。

- Ask the class to sing the song together. Do some actions to help the students remember the words.

T: Can you sing the song together? You can do some actions like me. / Let's sing the song and do some actions.

- Divide the class into pairs and give each pair flashcards with different phrases, such as “pack my schoolbag”, “wash my spoon”, etc. Ask the students to take turns to play a guessing game.

T: Let's play a guessing game. One of you can do the action, and the other can guess what he/she can do.

- Encourage the students to sing the song together happily.

T: Let's sing the song together! / Could you please sing the song with some actions?

Song time

B. Listen and match.

基础活动 (Activity)

借助图片、音频，引导学生理解语篇信息，完成连线并用完整的句子介绍申申能做的事情，培养学生的理解能力和语言运用能力。

- Ask the students to look at the pictures carefully and get familiar with the children's names. Then demonstrate how to complete Part B.

T: Who is this girl? Can she pack her schoolbag? Yes! We can draw a line here. / What is the

girl's name? What can she do by herself? Yes! We can draw a line like this.

- Play the recording and ask the class to finish Part B.

T: Now, let's listen and draw the lines. / Please listen carefully and draw the lines.

- Check the answers and ask the students to act as the children and make sentences.

T: Now, let's check the answers. Please try to say the correct sentence. / Who can share some ideas? You can say: I'm Shenshen. I can pack my schoolbag.

听力文字 (Audio script)

Lily: I'm Lily. Look, I can wash my spoon.

Minmin: I'm Minmin. I can pack my pencil case.

Shenshen: I'm Shenshen. I can pack my schoolbag. Look. It's tidy.

Yaoyao: I'm Yaoyao. I can wash my lunch box.

参考答案 (Answers)



进阶活动 (Challenge)

Listen, tick and say.

借助表格、音频，引导学生仔细观察、聆听并获取信息，提升学生的观察能力、听力理解能力和语言运用能力。

- Show the table below. Help the students get familiar with the children and the pictures.

Name				
Shenshen				
Minmin				
Lily				
Yaoyao				

T: Do you know the children's names? What are the pictures about? / Who are they? Guess. What can they do?

- Play the recording and ask the students to complete the task.

T: What can they do by themselves? Let's listen and tick. / Now, please listen carefully and tick what they can do.

- Check the answers and talk about the children's abilities.

T: Now let's check the answers and try to say what the children can do. / What can the children do? Who can share some ideas?

听力文字 (Audio script)

Shenshen: I'm Shenshen. Look, I can pack my schoolbag. I can do it by myself!

Minmin: I'm Minmin. I can wash my lunch box. I can do it by myself!

Lily: I'm Lily. I can wash my spoon. I can pack my pencil case. I can do it by myself!

Yaoyao: I'm Yaoyao. I can pack my schoolbag. I can wash my spoon. I can do it by myself!

参考答案 (Answers)

Name				
Shenshen	✓			
Minmin				✓
Lily		✓	✓	
Yaoyao	✓	✓		

Song time

C. Make a new song.

基础活动 (Activity)

借助图片、歌曲，引导学生熟悉歌曲，并对小组的演唱展开评价。

- Show some pictures and ask the students to find out what the boy can do.

T: Look! The boy can do many things. Please tell me what he can do. / Look at each picture carefully. What can the boy do?

- Sing the new song, and then ask the students to sing along.

T: The boy wants to sing a song. Let's sing with him. / Do you want to enjoy the boy's song? Let's sing it together.

- Divide the students into groups of four and ask them to sing the song together as groups.

T: Let's sing the song again! You can get three stars if your group can sing the song correctly and nicely. / Sing with your group correctly and nicely. Then you will get three stars.

进阶活动 (Challenge)

Think, say and sing.

借助图片和音频，引导学生结合新知与旧知，创编儿歌，培养学生的思维能力和语言运用能力。

- Begin by showing some pictures and ask some questions about what the children in the pictures can do. Then ask about what the students can do.

T: Look at the pictures. What can the children do? Boys and girls, what can you do by yourselves?

- Encourage the students to sing a new song about abilities and enjoy it with the class.

T: Let's enjoy a new song together! / Here is a new song for you. Let's enjoy it together!

- Ask the students to make a new song about things they can do.

T: Now, please make a new song about what you can do by yourselves. Please sing your song with some actions. / Now it's your turn. You can make a new song about what you can do by yourselves. Please sing your song with some actions.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Listen and tick.”活动辅助教学。

Optional activity resources-1A-Unit 9-Song time.

Talking time

Yes, I can!



A Look and listen.

B Look and match. Make a correct sentence.



Shenshen

- find the bag.
- take a photo.
- tie shoelaces.

C Do a mini-survey.

— Can you ...?
— Yes, I can. /
No, I can't.



Name			...
Shenshen		✓	

热身活动 (Warm-up)

借助图片和歌曲音频，引导学生运用“ I can ... ”表达其力所能及的事情，提高学生的语言运用能力。

- Play the recording of the song “Do it by myself” and ask the students to sing it together.

T: In the last lesson, we learned a song. Let's sing it together again. / Do you like the song?

Let's sing it together.

- Ask the students to look at the pictures. Ask some questions about Shenshen's abilities.

T: Please look at these pictures. What can Shenshen do? / Look, these pictures show Shenshen is super. Please tell me what Shenshen can do.

- Ask the students to talk about what they can do.

T: I know you are super too. Can you share what you can do? / Shenshen is super. What about you? Tell me what you can do.

Talking time

A. Look and listen.

基础活动 (Activity)

借助视频和图片，引导学生理解语篇的主要内容，并感受帮助家人的意义。

- Ask the students to look at the four pictures and answer the questions about Shenshen's family.

T: Look at each picture carefully. Who are they? Where are they? / Shenshen and her family are in different places. Where are they in each picture?

- Play the video of Part 1. Ask the students to watch the video carefully.

T: Look, who needs help? How can she ask for help? What can Shenshen do for Xinxin? / What can't Xinxin do? What does she say? Can Shenshen help Xinxin?

- Play the video of Part 2. Ask the students to watch the video carefully.

T: Look, this time, who needs help? How can she ask for help? Who wants to help Grandma? / What can't Grandma do? What does she say? Can Shenshen help Grandma?

- Play the whole video. Pause after each sentence for the students to repeat.

T: Please listen to the recording carefully and repeat the sentences. / Now, let's follow the recording to read each sentence one by one.

进阶活动 (Challenge)

Say and act.

借助视频和“说一说、演一演”的活动形式，引导学生提升语言表达能力，并进一步体会帮助他人的意义。

- Ask the students to watch the video carefully and summarise how we can help others.

T: Please watch the video carefully. What can Shenshen do for Xinxin/Grandma? What can Xinxin do for Grandpa? / From the video, we can see Shenshen is a super girl. Why is she so super? What can she do for the family?

- Do the actions and ask students to guess what you are doing. Then show the flashcards and ask the students to say what Shenshen/Xinxin can do.

T: Look. What am I doing? Now, look at the flashcard. What can Shenshen do for her family? Try to say: Shenshen can tie shoelaces.

- Divide the class into groups of four. Encourage the students to role-play.

T: Now, let's work in groups of four. Each of you chooses a role: Shenshen, Xinxin, Grandma or Grandpa. Then act out the dialogue. / In groups of four, you can choose to act as one of Shenshen's family members: Shenshen, Xinxin, Grandma or Grandpa. Let's role-play.

- Encourage the students to think about their feelings when they help others.

T: When you do things for others, how do you feel? / Do you help others in your daily life? Do you feel happy?

Talking time

B. Look and Match. Make a correct sentence.

基础活动 (Activity)

引导学生根据语篇及图片获取和梳理信息，完成连线并用完整的句子介绍申申能做的事情，提高学生的理解能力和语言表达能力。

- Ask the students to look at the pictures and words carefully. Demonstrate how to complete Part B.

T: According to the dialogue, can Shenshen tie shoelaces, find the bag, and take a photo? Let's choose the things she can do. For example, she can tie shoelaces. So we draw lines like this.

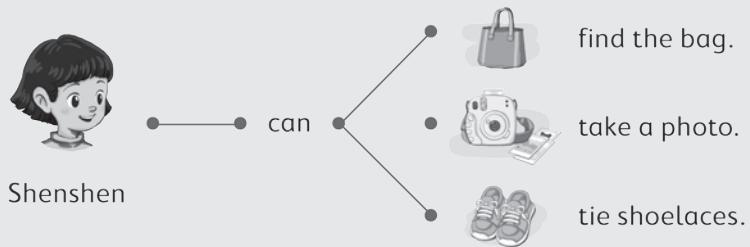
- Ask the students to complete Part B.

T: Now it's your turn to complete Part B. / Now please take time to match Shenshen with the things she can do.

- Check the answers with the students and ask them to make a sentence about what Shenshen can do.

T: Now, let's check the answers. Please make a sentence. For example, Shenshen can find the bag. / Who can share some ideas? You can say: Shenshen can find the bag.

参考答案 (Answers)



进阶活动 (Challenge)

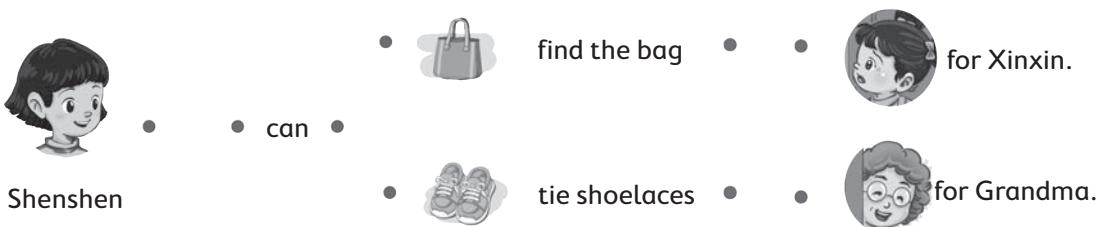
Match and chant.

引导学生根据视频和图片提取信息，进行信息匹配并用完整的句子介绍申申能为家人做的事情，提升学生的信息梳理能力和语言表达能力。

- Guide the students to think why Shenshen is super: Shenshen can do many things for herself and help others a lot.

T: What do you think of Shenshen? Does she help others? / Why is Shenshen super? What can she do?

- Ask the students to match the characters with the abilities according to the video of Part 1 and Part 2.



T: Shenshen can help others. What does she do? Who does she help? / From the dialogue, we know Shenshen can do things for others. Please look at the pictures, and then match the things she can do with the family members she helps.

- Encourage the students to clap and say a new chant about super Shenshen.
*Find the bag, here and there, for my grandma.
 Tie the shoelaces, right over left, for my sister.
 I can do things for others!
 Super, super, super!*
T: Now let's act as Shenshen together and read a nice chant. / Let's enjoy a chant about super Shenshen.

参考答案 (Answers)



Talking time

C. Do a mini-survey.

基础活动 (Activity)

通过“小调查”的活动，组织学生两人一组，运用所学语言询问、交流彼此能做的事情，提升学生的理解能力和语言运用能力。

- Show the students how to do a survey.
T: Now, let's do a mini-survey. Who wants to be my partner? / Who can ask and answer with me?
- Ask the students to do the survey with their deskmates and fill in the blanks.
*T: Now it's your turn. Please ask and answer with your deskmates about what you can do.
 Then complete the table on Page 57. / Please do the survey with your partner and complete the table on Page 57.*
- Ask some students to share their survey results with the class by asking and answering questions. Encourage them to use the sentence structures in the dialogue.
T: Which pair can share the survey results? / Who can give us a report about what you can do?

进阶活动 (Challenge)

Give a report.

借助图片词卡，组织学生两人一组，运用所学语言对词卡上的信息进行问答和交流，培养学生的理解能力和语言运用能力。

- Divide the class into pairs. Give each pair a set of flashcards, such as “wash the lunch box”, “clean the table”, “take a photo”, etc.

T: Let's do a survey in pairs. I will give each pair some flashcards about things you can or can't do. / I'll divide you into pairs. Each pair will get some flashcards about things you can or can't do.

- Ask the students to use “Can you ... for ...?” and “Yes, I can. / No, I can’t.” to ask and answer about the activities on the flashcards. The students who ask questions should take notes.

T: Let's start! Students with the flashcards ask questions. Please don't forget to complete the table. / Please look at your flashcards. And then ask your partner: Can you ... for ...? Then, tick the things he/she can do.

- After a few minutes, ask the students to switch roles and repeat the activity with new flashcards.

T: Please take turns to ask and answer questions. / Please switch roles and do the survey again.

- Ask the students to share their survey results by giving a report.

*T: Now it's your sharing time. Please give us a report. Here are some expressions you can use.
... can wash the lunch box.*

... can take a photo for ...

... can clean the table.

He/She is super.

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Look, read and match.”活动辅助教学。

Optional activity resources-1A-Unit 9-Talking time.

Mini-project

Doing a survey

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：请学生在表格中写下自己的名字和受访者的姓名，根据表格里的图片信息，用“Can you ...?”提问其他学生。

步骤2：如果学生回答“Yes, I can.”，引导学生在表格的对应位置画一颗星星，并用完整的句子进行表述。

步骤3：请学生数一数自己得到的星星数量，并在横线上写下相应的数字。

语言示例 (Demo)

S1: Can you wash your lunch box?

S2: Yes, I can. I can wash my lunch box.

S1: Can you clean the floor?

S2: Yes, I can. I can clean the floor.

...

S2: I have two stars. I am super.

小妙招 (More tips)

- 鼓励学生在四人小组中完成小调查，根据得星数选出小组中的“劳动之星”。
- 邀请各小组的“劳动之星”向全班介绍自己能做的事情。
- 引导学生向“劳动之星”学习。向“劳动之星”竖起大拇指，说“Well done!”。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: How many stars can you get? Please colour the stars.

教学反思 (Teaching reflections)

- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

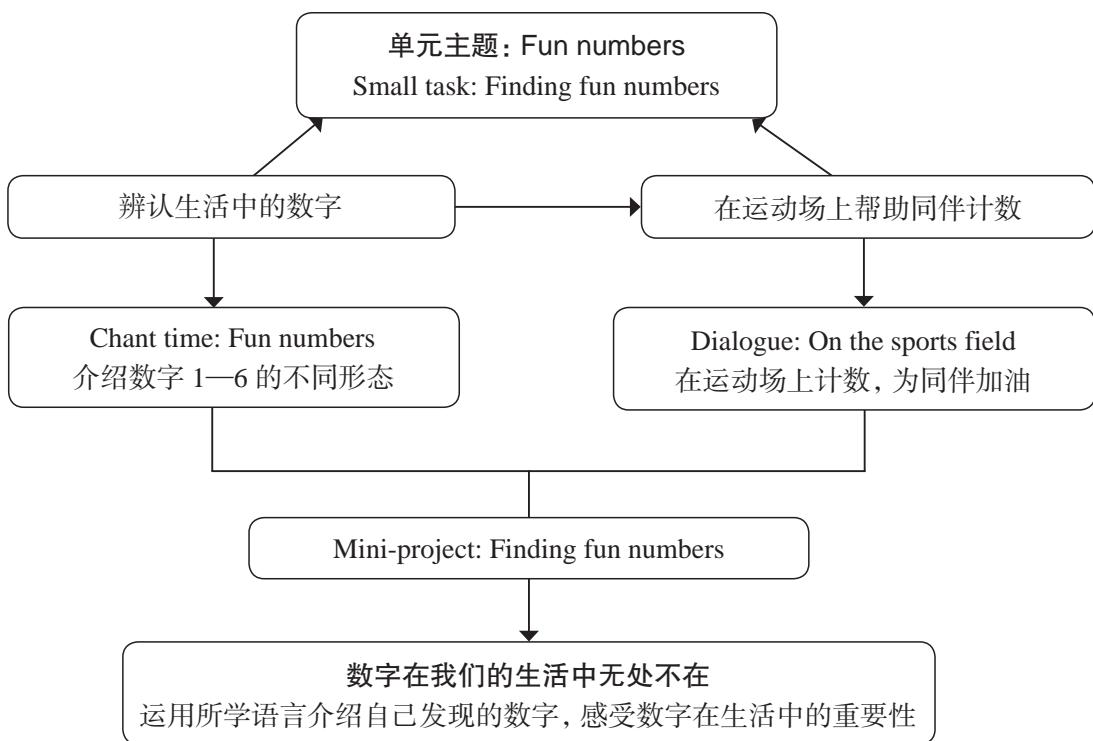
Name						...
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Unit 10 Fun numbers

单元目标 (Unit objectives)

- ▶ 观察生活中与数字 1—6 形态相似的物品，辨认数字。
- ▶ 能在运动场上与同伴互相计数，为彼此加油。
- ▶ 能发现更多生活中的数字，并进行交流。

单元主题内容框架图 (Structure of the unit)

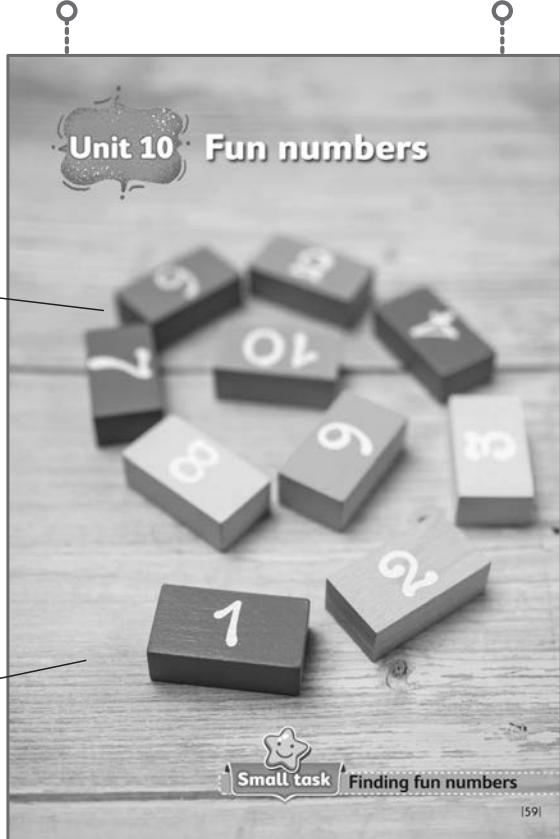


单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“生活与学习”主题群，围绕“学校、课程，学校生活与个人感受”子主题内容，通过任务“Finding fun numbers”引导，帮助学生发现身边的数字，观察其形态并简要描述，从而感受数字在生活中的重要性。		
语篇	Chant time	歌谣	数字的不同形态
	Talking time	对话	用英语计数
	Mini-project	图片	生活中的数字
语言知识	语音	感知简单的拼读规则，尝试借助拼读规则拼读单词	
	词汇	理解关于数字的主题词汇	
	语法	体会简单句的意义和用法，如“One is a pencil.”	
	语篇	体会语篇中图片与文字的关系	
	语用	用英语计数，用“Well done!”等语言鼓励他人	
文化知识	了解不同的国家或地区常用的数字表现形式，如：中文常用“一”“二”“三”“四”“五”“六”表示数字		
语言技能	Chant time	理解性技能：在听、诵歌谣“Fun numbers”的过程中，发现与数字1—6形态相似的物品，感受不同数字的形态 表达性技能：诵读英语歌谣“Fun numbers”	
	Talking time	理解性技能：在听、读、看语篇“On the sports field”的过程中，推断语篇中画面和文字传达的意义 表达性技能：大声跟读音视频材料，正确朗读对话，在教师的指导下进行简单的角色扮演	
	Mini-project	表达性技能：发现生活中的数字，并能简要描述	
学习策略	Study skill	通过观察图片和事物，获取信息	

Look! How many numbers can you see?

Can you count with your fingers?



Small task

Finding fun numbers

Numbers are everywhere in our daily life. It is important to know how to read and write them properly. Can you find numbers around you? It will be fun!

文化链接 (Culture link)

Numbers look different in different forms.

In simplified Chinese, they are “一” “二” “三” “四” “五” “六”.

In traditional Chinese, they are “壹” “貳” “叁” “肆” “伍” “陆”.

In Roman numerals, they are “I” “II” “III” “IV” “V” “VI”.

(Unit 10) Chant time

Fun numbers

One is a pencil.
Two is a duck.
Three is a little ear.
Four is a flag.
Five is a key.
Six is a whistle.

A Look, listen and chant along. ⏪

B Look, listen and write the numbers. ⏪

C Look around. Find numbers 1–6.

Look! One is a ruler.

Look! One and two.

[61]

热身活动 (Warm-up)

借助文具，引导学生互动问答并猜一猜数字，从而引入有关数字的单词，激发学生的学习热情。

- Begin by saying a sentence such as “I have some erasers in my hand.” Then ask the students to guess the number of the erasers.
T: I have some erasers in my hands. Guess how many erasers there are. / There are some erasers in my hands. Can you guess how many erasers there are?
- Show the erasers and count with the students. Encourage the students to count aloud and use their fingers to help.
T: Let's count together! You can use your fingers to help you count. / Do you want to count with me? Let's try. Don't forget to use your fingers.
- Divide the students into groups of four. Ask the students to play the game in their groups.
T: Play the game in your groups. One hides some pencils in the desks. The others guess. Then try to count together aloud. / Now, how about playing the game in your groups? Guess how many erasers there are. Let's check!

Chant time

A. Look, listen and chant along.

基础活动（Activity）

借助图片、歌谣音频，引导学生理解关于数字的单词的音、形、义，带领学生结合肢体动作朗诵歌谣。

- Show the pictures and teach the new words on page 60.

T: Let's look at these pictures. Can you tell me what you see? / What do you see in these pictures?

- Show the numbers 1 to 6 and ask the students to match them with the pictures.

T: Here are the numbers 1 to 6. The six pictures also look like the numbers. Can you try to match them with the numbers? / Different numbers look like different things. Could you match the numbers with the pictures?

- Play the recording of the chant “Fun numbers” sentence by sentence and guide the students to chant along. Encourage them to use their fingers to show numbers and help them remember the order.

T: Please listen and repeat. Let's use our fingers to show the numbers. / Now, let's enjoy the chant. Please repeat after the recording. Try to use your fingers to help you chant.

- Divide the class into groups and ask them to chant in the groups.

T: Now, let's do the group work. Drive a train and practise the chant. / Please chant in your groups.

进阶活动（Challenge）

Listen, match and chant.

借助物品、图片和歌谣音频，引导学生理解数字的含义及特征，培养学生细心观察的习惯和团队合作能力。

- Divide the students into two groups. Give one group the pictures and the other the numbers. Ask the students to find their partners and chant together.

T: I will give boys pictures and give girls numbers. Please go and find your partner. / Everyone can get a picture or a number. Then find your partner and say the sentence.

- After a few minutes, ask the students to switch what they have among the whole class and repeat the activity.

T: Let's switch pictures or numbers and try again. / Now, please exchange your pictures or numbers with other students. Are you ready for another round?

- Play the recording of the chant “Fun numbers” and encourage the students to chant together.

Chant time

B. Look, listen and write the numbers.

基础活动（Activity）

借助物品、图片和歌谣音频，引导学生理解关于数字的单词的音、形、义，培养学生认真聆听和细心观察的习惯。

- Show numbers 1 to 6 and invite the students to read out the numbers and chant together.
T: Look, what numbers are these? Let's chant together! / Look, everyone. Shall we say the chant "Fun numbers" together? Let's try!
- Show the numbers in a different order and ask the students to make a new chant. Change the order of the numbers and repeat this activity two or three times.
T: Look, I changed the order of the numbers. Could you say the chant "Fun numbers" in this new order? / The numbers are in a different order. Let's make a new chant.
- Ask the students to guess the missing numbers. Then play the recording and ask the students to write the numbers down.
T: Can you see the missing numbers? Let's listen and write down the numbers. / Can you find out the missing numbers here? Now, please listen and write down the numbers.
- Check the answers with the whole class. Encourage the students to show the numbers with their fingers.
T: Are you ready to check the answers? Show me your fingers. / Use your fingers to tell me the answers.
- Guide the students to chant "Fun numbers" in this order.
T: Could you chant "Fun numbers" in this order? Let's try! / The numbers are in a different order again. Do you want to make a new chant?

听力文字（Audio script）

Three is a little ear.
Five is a key.
Two is a duck.
One is a pencil.
Six is a whistle.
Four is a flag.

参考答案（Answers）

3—5—2—1—6—4

进阶活动（Challenge）

Listen and write the numbers.

借助学生创编的歌谣，强化学生对数字单词的音和义的理解，建立数字和事物之间的关联，培养学生认真聆听的习惯。

- Divide the students into groups of four. One student says a new chant. The others write down the numbers.

T: Let's play a game in groups of four. One tries to say a new chant, and the others write down the numbers. / Do you want to play a game? Here is the rule. One student makes a new chant, and the others write down the numbers correctly.

- Encourage the students to say the chant aloud together in groups.

Chant time

C. Look around. Find numbers 1–6.

基础活动（Activity）

借助图片、数字和场景中的物品，引导学生进一步理解关于数字的单词的音、形、义，强化学生对数字的敏感度，培养学生细心观察的习惯和抽象思维能力。

- Begin with some pictures of different items or animals. Ask the students to find numbers in the pictures.

T: Look, here are some pictures. Could you find some numbers from them? / I have some pictures of different things. What numbers do you see?

- Divide the class into groups of four. Ask them to find numbers around the classroom and share their findings in their groups.

T: Numbers are everywhere. Could you find different numbers in our classroom? Try to look for numbers and share them in your groups. / Can we find numbers in the classroom? Let's try! Please share the numbers you find with your group members.

进阶活动（Challenge）

Numbers Hunt!

借助学校场地资源，引导学生建立学习与生活的关联，培养学生的观察能力和语言运用能力。

- Divide the class into groups of four. Take the students outside, to different places such as to the sports field, the library, the canteen, or the school garden, and have a numbers hunt.

T: Numbers are everywhere. Would you like to look for the numbers outside? / Are there any numbers in our school? Now, let's go numbers hunting!

- Take the students back to the classroom. Ask the students to share their findings in their groups.

T: What numbers did you find? Please share in your groups. / You've all found a lot of different numbers. Now, you can share with your group members.

选择性活动（Optional activity）

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Look and tick.”活动辅助教学。

Optional activity resources-1A-Unit 10-Chant time.

Talking time

[Unit 10]

On the sports field

Look. We can skip.

① One, two, three, four.

② Watch me play the hula hoop.

③ Come and play. It's fun.

④ One, two, three, four, five. Well done!

⑤ One, two, three, four, five, six. Well done! Let me try!

A Look and listen.

B Think and write.

C Play and count.

It can walk.
One, two, three.

4

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热身活动（Warm-up）

借助歌谣音频和图片，引导学生复习并创编歌谣，从而提高学生的语言运用能力，丰富学生的想象力。

- Play the recording of the chant “Fun numbers” and ask the students to say the chant to the beat together.

T: In the last lesson, we learned the chant. Let's chant together again. / Do you like the chant “Fun numbers”? Let's enjoy it together.

- Show some pictures to the students and ask them to make a new chant.

T: Look at the pictures. Can you make a new chant? / We can see some other pictures. Please discuss in the group. Try to make a new chant.

- Ask the students to look at the classroom and find some numbers around them.

T: Please look around and try to find the numbers around you. Who wants to share? / Discuss with your deskmates. Can you find some numbers in our classroom?

Talking time

A. Look and listen.

基础活动（Activity）

借助视频、图片和问题，引导学生理解语篇的主要内容，在体育运动中熟练计数，感受数字无处不在。

- Ask the students to look at the pictures and answer questions about where the children are.

T: Look at the pictures carefully and tell me where the children are. / Look! Are the children in the classroom now? Where are they?

- Ask the students to look at the pictures again and introduce the expressions: “skip” and “play the hula hoop”. Ask the students to repeat the expressions with actions.

T: Please look at the pictures carefully. Repeat the word or phrase. / What can the children do? Please read after me and do some actions.

- Play the video of Parts 1 to 4. Ask the students to watch the video carefully. Encourage the students to do finger counting for 1–2–3–4–5–6 in Part 4 with the video.

T: Wow! The children can do different things! Please watch the video and count together! / The children did very well on the sports field! Let's count for them.

- Play the whole video. Pause after each sentence for the students to repeat together.

T: Listen to the recording and repeat the sentences. / Please listen carefully and follow each sentence.

进阶活动（Challenge）

Role-Play.

通过角色扮演活动，引导学生感受体育运动的乐趣，培养学生的语言表达能力。

- Play the video again. Pause after each sentence for the students to repeat together and individually.

T: Please watch the video and repeat each sentence. / I'll play the video, and you can read after the recording.

- Divide the students into groups of three and act out the dialogue. The first student acts as Shenshen. The second student acts as Minmin. The third student acts as Lily. Ask the students to exchange their roles and role-play again.

T: Let's role-play. Each of you chooses a role. Practise in your group and then exchange your roles. / Who would like to be Shenshen, Lily, or Minmin? Let's do the group work together. We can choose different roles in the next round.

- Encourage the students to perform in the front. Remind the others to praise them.

T: Any volunteers? Who can be Shenshen/Lily/Minmin? / Which group can have a try? I have prepared the rope, the hula hoop and the shuttlecock. Let's get started!

Talking time

B. Think and write.

基础活动 (Activity)

引导学生根据语篇及图片获取和梳理信息，学会在运动中计数，提高学生的理解能力和语言表达能力。

- Ask the students to look at the pictures and demonstrate how to complete Part B.

T: Look at the pictures carefully. What can Lily and Shenshen do? Do you remember the numbers? Please write down the numbers. / Lily and Shenshen can skip rope together! Do you remember the number? Let's count together! One, two, three, four! Please write the number "4".

- Ask the students to write the correct numbers in the blanks.

T: Please write the correct numbers in the blanks.

- Check the answers and encourage the students to say: *Lily and Shenshen can skip. One, two, three, four. Well done! ...*

T: Let's check the answers. / Are your answers correct? Let's check and count.

参考答案 (Answers)



— 4 —



— 5 —



— 6 —

进阶活动 (Challenge)

Guess and count.

通过游戏，引导学生进一步熟练计数，激发学生对参与体育运动的热情。

- Ask the students to work in pairs. Give each pair some flashcards about different sports. Encourage them to ask and answer in turns.

T: Let's play a game. I will give each pair some flashcards. One gets a flashcard and does the action. His/Her partner guesses about the sport. And then switch roles to play the game.

- Prepare the rope, hula hoop and shuttlecock. Invite some volunteers to play the game in the front. Encourage the students to count with their fingers.

T: Who wants to have a try? Please try to skip as many times as you can. Let's count together! / Who can skip with your partner? I need two volunteers. Let's count for them!

Talking time

C. Play and count.

基础活动 (Activity)

借助图片、道具和视频，引导学生了解跳棋的规则并在下棋的过程中进行计数，锻炼学生的语言运用能力。

- Ask the students to watch the video and try to learn the basic rules of the Chinese checkers. Ask the students to count the steps with the video.
T: Let's watch the video and try to count the steps. / Do you know what it is? Do you know how to play the game? Let's take a look and count the steps together!
- Divide the class into groups of six. Encourage the students to play the Chinese checkers and count the steps.
T: Play in groups and count the steps. You can say: It can walk. One, two, three, ...

进阶活动 (Challenge)

Listen, order and count.

借助音频和图片，引导学生完成图文排序，提高学生的听力理解能力，增加学生对传统游戏的了解。



- Ask the students about the traditional games they can play. They can answer in their mother tongue. Show the pictures of some traditional games, such as Gobang, Chinese Chess, hopscotch or hide-and-seek.
T: Do you know how to play these games? Let's take a look. / Who has played these games before? What else do you like? You can say it in Chinese.
- Ask the students to look at the pictures. Play the recording of these games one at a time and ask the students to order the pictures.
T: Please look at the pictures carefully and write down the right numbers. / There are three interesting games. Please look at the pictures carefully and write the correct numbers in the boxes.
- Play the recording again. Ask the students to check the answers and repeat the sentences.
T: Let's check the answers. Please listen to the recording and count. / Are your answers correct? Let's check together. Try to count by following the recording.
- Encourage some students to play the games and ask the others to count for them.

T: Which game do you like? Who can play? I need some volunteers. / Anyone wants to have a try?

听力文字 (Audio script)

1. Let's play Gobang. One, two, three, four, five! Five in a row!
2. Let's play hopscotch! One, two, three, four, five, six! Go!
3. Let's play hide-and-seek! Five, four, three, two, one! Let me find you!

参考答案 (Answers)

2—3—1

选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Read and match.”活动辅助教学。

Optional activity resources-1A-Unit 10-Talking time.

Mini-project

Finding fun numbers

教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生观察图片，了解图片中的学生在哪里、在做什么，找一找图片中的数字。

步骤2：鼓励学生找到图片中更多的数字，并能指着找到的数字用“*I can see ...*”进行介绍。

步骤3：请学生用铅笔将绿色的数字按照4—1—2—5—3的顺序连起来，并试着说出连起来后看到的数字。

语言示例 (Demo)

I can see one.

One, two.

I can see two ones.

Mini-project
Finding fun numbers

Step 1 Look and find numbers.

Step 2 Point and speak.
I can see one.

Step 3 Link the green numbers 4-1-2-5-3.

Well done!

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小妙招 (More tips)

- 将全班学生分成两个大组，进行“找数字”的小竞赛。
- 请学生指着找到的数字，用“*I can see ...*”说一说。
- 向学生介绍不同国家或地区常用的数字表现形式，鼓励学生尝试说出其英语名称。

请学生在完成这一阶段的学习后，给五角星涂色，增强学习自信心。

T: How many stars can you get? Please colour the stars.

教学反思 (Teaching reflections)

- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?



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