

# 英语

## 教学参考资料

ENGLISH

一年级  
下册



上海教育出版社

# 英语

## 教学参考资料

一年级  
下册

主编 束定芳

上海教育出版社

**图书在版编目 (CIP) 数据**

英语教学参考资料·一年级 下册 / 束定芳主编 .  
上海: 上海教育出版社, 2025.1. — ISBN 978-7-5720-  
3195-3

I . G623.313

中国国家版本馆 CIP 数据核字第 20247QM325 号

主 编: 束定芳

副 主 编: 朱 彦

分册主编: 陈李明

本册编写人员: 杨 侠 陈 瑛 王亚琴 单 晓 袁勇浩 袁小花 朱 彦

责任编辑: 冯学思 华奕程 陈霜琪

封面设计: 朱博韻

版式设计: 朱博韻

本册教学参考资料的部分图片由图虫·创意等图片网站提供

**英语教学参考资料 一年级下册**

---

出 版 上海教育出版社 (上海市闵行区号景路 159 弄 C 座)

发 行 上海新华书店

印 刷 上海盛通时代印刷有限公司

版 次 2025 年 1 月第 1 版

印 次 2025 年 1 月第 1 次印刷

开 本 787 毫米 × 1092 毫米 1/16

印 张 8.75

字 数 131 千字

书 号 ISBN 978-7-5720-3195-3/G · 2824

定 价 168.00 元 (含 U 盘一个)

---

版权所有 · 未经许可不得采用任何方式擅自复制或使用本产品任何部分 · 违者必究

如发现内容质量问题, 请拨打 021-64319241;

如发现印、装问题, 请拨打 021-64373213, 我社负责调换。

**声明** 按照《中华人民共和国著作权法》第二十五条有关规定, 我们已尽量寻找著作权人支付稿酬。著作  
权人如有关于支付稿酬事宜可及时与出版社联系。

# 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的实现，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。

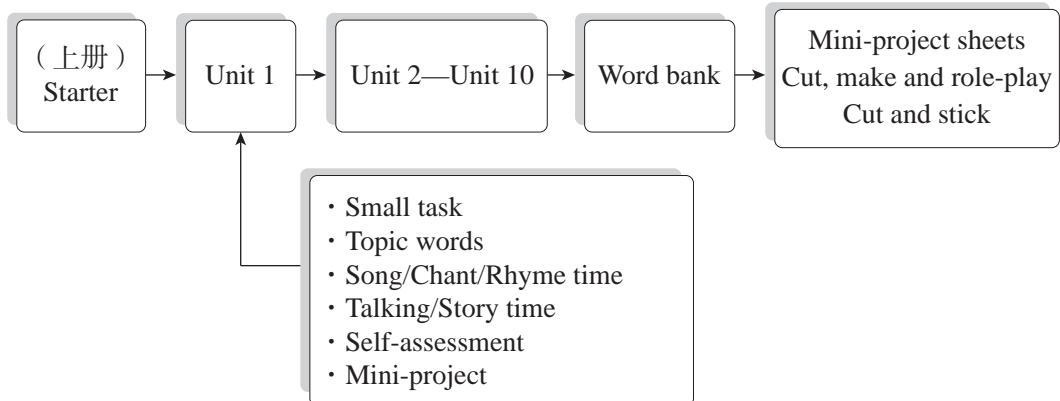


图1 一、二年级教材单册框架

#### 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)**：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的设计，形成契合学生实际需求、易教易学的教学材料。

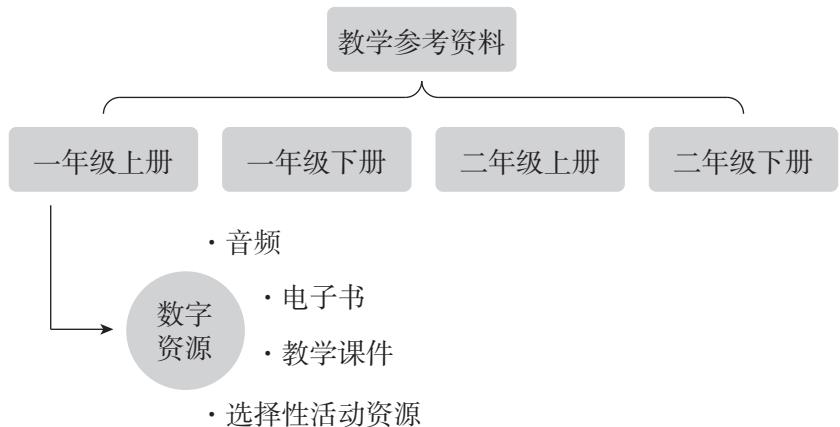


图 2 一、二年级教学参考资料构成

### 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。教师可至“上海教育出版社教材网 ([www.iseph.com](http://www.iseph.com))—小学英语—教材资源—配套内容”获取。

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。

# 目 录

<b>Unit 1 Back to school</b>		
单元目标	1	单元内容概览
单元主题内容框架图	1	Small task
单元内容概览	1	Song time
Small task	2	Talking time
Song time	3	Mini-project
Talking time	4	
Mini-project	9	<b>Unit 5 Weather</b>
	15	单元目标
		单元主题内容框架图
<b>Unit 2 Lunch time</b>	16	单元内容概览
单元目标	16	Small task
单元主题内容框架图	16	Rhyme time
单元内容概览	17	Story time
Small task	18	Mini-project
Chant time	19	
Talking time	24	<b>Unit 6 Clothes</b>
Mini-project	28	单元目标
		单元主题内容框架图
<b>Unit 3 Colours in the park</b>	29	单元内容概览
单元目标	29	Small task
单元主题内容框架图	29	Chant time
单元内容概览	30	Story time
Small task	31	Mini-project
Song time	32	
Story time	37	<b>Unit 7 After school</b>
Mini-project	42	单元目标
		单元主题内容框架图
<b>Unit 4 In the playground</b>	43	单元内容概览
单元目标	43	Small task
单元主题内容框架图	43	Song time

Talking time	89	单元内容概览	106
Mini-project	92	Small task	107
		Chant time	108
<b>Unit 8 Traffic safety</b>	93	Talking time	112
单元目标	93	Mini-project	116
单元主题内容框架图	93		
单元内容概览	94	<b>Unit 10 I like toys</b>	117
Small task	95	单元目标	117
Song time	96	单元主题内容框架图	117
Talking time	100	单元内容概览	118
Mini-project	104	Small task	119
		Chant time	120
<b>Unit 9 I see animals</b>	105	Story time	125
单元目标	105	Mini-project	129
单元主题内容框架图	105		

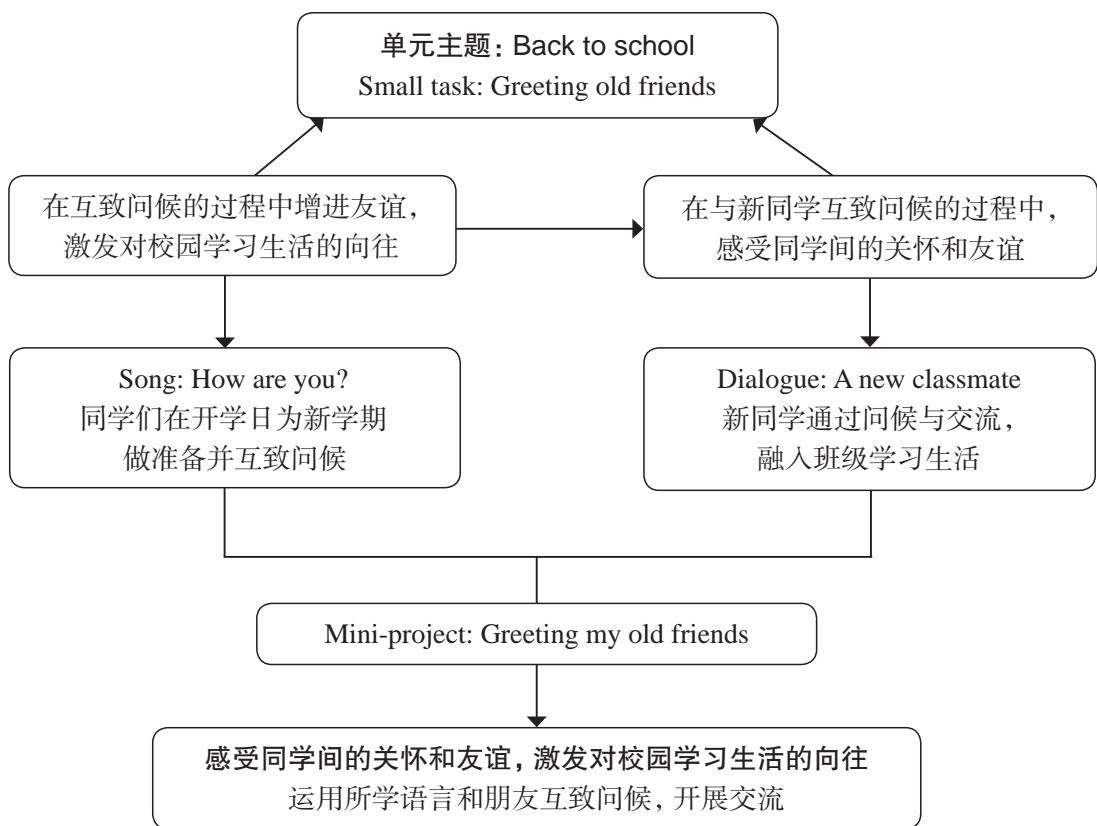


# Unit 1 Back to school

## 单元目标 ( Unit objectives )

- ▶ 了解和他人互致问候的方式，表达自己的感受。
- ▶ 知晓和新同学礼貌问候与交流的方式。
- ▶ 在不同语境中与他人有礼貌地互致问候。

## 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 old friends”引导，帮助学生在互致问候的过程中，感受同学间的关怀和友谊，激发对校园生活的向往。		
语篇	Song time	歌曲	同学、师生间互致问候
	Talking time	对话	结识新同学并互相问候与交流
	Mini-project	对话	使用问候语在不同语境中与他人得体交流
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	理解关于感受的主题词汇	
	语法	在语境中感知并运用“How are you?”问候，体会常用简单句的表意功能，如“I'm fine.”	
	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	了解常用问候语“How are you?”在不同语境中所表达的不同含义		
语言技能	Song time	理解性技能：在听、唱歌曲“How are you?”的过程中，提取、梳理对“How are you?”不同的应答方式，理解主题词汇的意义 表达性技能：演唱英语歌曲“How are you?”	
	Talking time	理解性技能：在听、读、看语篇“A new classmate”的过程中，提取、梳理问候与交流的方式 表达性技能：大声跟读音视频材料，正确朗读对话，和同伴角色扮演	
	Mini-project	表达性技能：在语境中得体地与他人问候和交流	
学习策略	Study skill	通过观察图片、表情动作等获取信息，积极运用所学词句表达与交流	

The new term begins. The children are happy to be back to school.

They want to meet their classmates, friends and teachers.



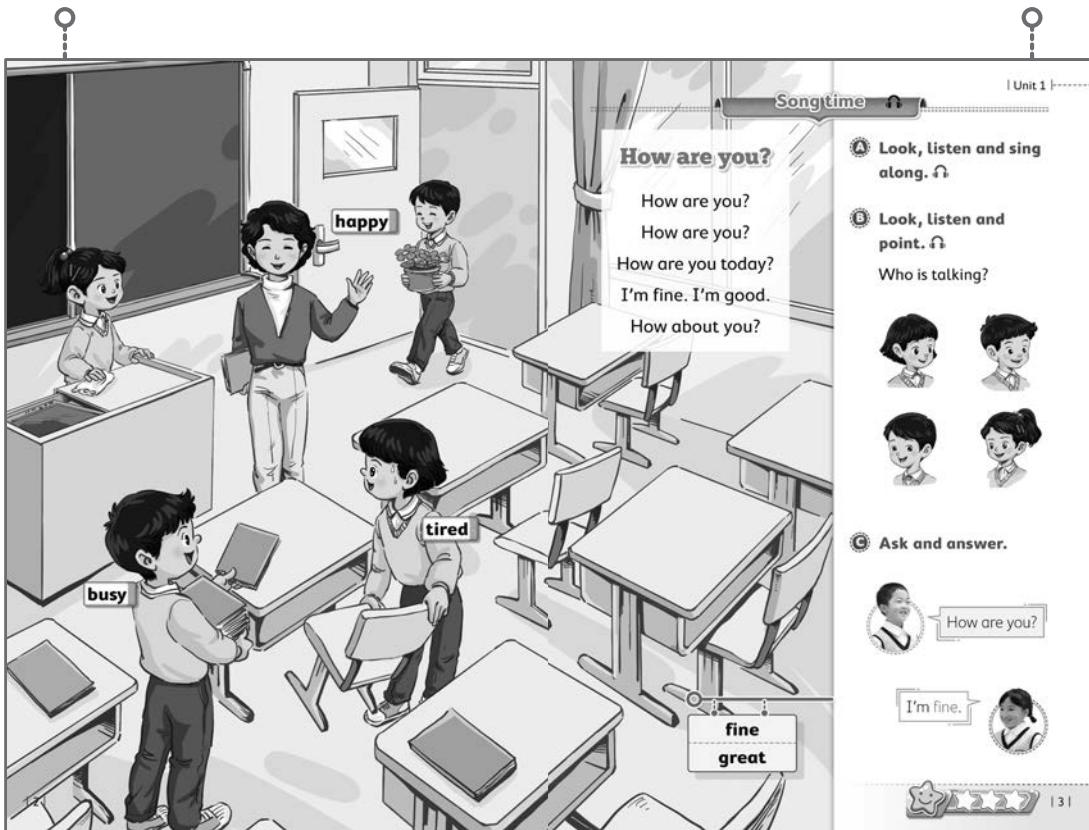
## Small task

### Greeting old friends

The new term begins. Students are back to school. How to greet classmates, friends and teachers politely? How to share our feelings with them?

### 文化链接 ( Culture link )

The meaning of "How are you?" varies in different contexts. When you greet someone for the first time, "How are you?" is equivalent to "Hello!" as a polite expression. However, when you greet someone familiar, such as a classmate, friend or family member, "How are you?" shows more concern for their well-being.



## 热身活动（Warm-up）

借助关于问候的歌曲和课本图片，引导学生复习已学过的问候语，激活旧知。

- Invite the students to sing the song “Greetings” they learned last term.  
T: Let's sing the song “Greetings”. / Can you sing the song “Greetings”?
- Ask the students to look at the picture on Pages 2 and 3 and name the characters.  
T: Look at the teacher and the children. Who are they? / Look at the picture. Who is the teacher? Do you know the names of the children?
- Ask the students to greet the characters in the picture.  
T: Say “Hello” to Minmin. Say “Good morning” to Miss Li. Say ... / Can you greet Miss Li and the children?

## Song time

- A. Look, listen and sing along.

## 基础活动（Activity）

借助歌曲音频和表情图片，引导学生理解表示感受的词汇的音、形、义，了解与他人问候的方式。

- Invite the students to enjoy the song.

*T: Let's enjoy a song. Listen carefully. What do you hear in the song? / Let's start with a happy song. What is the song about?*

- Present some pictures of faces that show the feelings of being fine/busy/tired. Help the students understand the meanings of the words.

*T: In the song, how do you answer the question "How are you?" Look! Here are some pictures of feelings. Which one means "fine"? Can you pick it out? / Look at the pictures. Each one shows a different feeling. Let's learn the new words.*

- Present the sentence "How are you?" Ask the students to read the sentence.

*T: The song tells us how to greet others. Let's read the sentence "How are you?" / How to greet others? We can say "How are you?"*

- Play the recording and invite the students to sing along.

*T: Listen and sing the song sentence by sentence. / Read after me. Then sing along to the music.*

- Invite the students to perform the song in groups.

*T: Can you sing the song with body language? Stand up and do it with me. Now let's perform the song in groups. / Please stand up. Let's sing the song with body language. Can you try in groups?*

## 进阶活动 (Challenge)

### Sing a new song.

借助图片和歌曲伴奏，引导学生创编新歌曲，复习巩固表示感受的词汇，理解常用的问候方式，培养学生的文化意识。

- Invite the students to make a new song.

*T: Do you like the song? Can you make a new song? / Is the song nice? Now let's make a new song like this.*

*How are you? How are you? How are you today?*

*I'm happy. I'm great. How about you?*

- Encourage the students to sing the new song in groups.

*T: Try to sing the new song in groups. Don't forget to do some actions. / Can you sing the new song with body language? Let's sing in groups of four.*

- Invite the students to perform their new songs.

*T: Which group is ready to sing your new song for us? / Which group wants to share your new song?*

## Song time

### B. Look, listen and point.

## 基础活动 (Activity)

引导学生听录音、观察图片并选择对应的人物，培养学生仔细聆听的习惯、观察能力和获取信息的能力。

- Ask the students to look at the picture on Pages 2 and 3.

*T: Look at the picture carefully. How are the children? Why do you think he/she is happy/tired/busy? / Can you look at the picture and tell how these children feel?*

- Ask the students to listen to the recording carefully and point out the correct characters.

*T: Now let's listen and point to the correct pictures. / The children are telling us their feelings. Listen! Who is talking? Point to his/her picture.*

- Ask the students to tell the answers.

*T: Who is talking? Let's check the answers. / Who is busy? Who is tired but happy? Can you tell me the answers?*

### 听力文字 ( Audio script )

**Minmin:** I'm busy.

**Narrator:** Who is talking?

**Shenshen:** I'm tired. But I'm happy.

**Narrator:** Who is talking?

### 参考答案 ( Answers )

1. Minmin 2. Shenshen

### 进阶活动 ( Challenge )

Listen and link.

引导学生听录音、观察图片并将人物与对应的感受连线，培养学生的观察能力和获取信息的能力。

- Instruct the students to guess how Miss Li, Xiaopu and Xiaojiang feel in the picture.

*T: The children are helping Miss Li clean the classroom. Look at Miss Li, Xiaopu and Xiaojiang. How do they feel? / The children are busy in the classroom. Look at Miss Li, Xiaopu and Xiaojiang. Guess! What are their feelings?*

- Ask the students to listen to the recording and link the characters to the words in the box.



fine
great
busy
tired
happy

*T: Listen to the dialogue. How are they now? Match the characters with the words. / Look at the words in the box. Listen carefully. How do they feel now? Link the characters to the right words.*

- **Invite the students to clap hands and read a chant aloud.**

(Xiaopu) Happy, happy, I'm happy. (Xiaojiang) Great, great, I'm great.

(Minmin) Busy, busy, I'm busy. (Miss Li) Fine, fine, I'm fine.

(Shenshen) Tired, tired. But I'm happy.

*T: Stand up, please. Let's act as Miss Li and her students. Clap your hands and read the chant aloud. / Let's read a chant. Can you clap your hands and read it aloud together?*

### 听力文字 ( Audio script )

**Xiaopu & Xiaojiang:** Good morning, Miss Li.

**Miss Li:** Good morning, children. How are you today?

**Xiaopu:** I'm happy.

**Xiaojiang:** I'm great. How are you, Miss Li?

**Miss Li:** I'm fine, thank you.

### 参考答案 ( Answers )

① happy ② great ③ fine

## Song time

### C. Ask and answer.

### 基础活动 ( Activity )

借助图片, 引导学生用正确的语音语调进行对话, 体会句子的升调与降调, 培养学生认真聆听的习惯和语言表达能力。

- **Ask the students to point to the pictures and sentences. Guide them to speak with the correct pronunciation and intonation.**

*T: Look at the boy and the girl. What do they say? / Look at the pictures. The two children are greeting each other. Tell me what they say.*

- **Encourage the students to ask and answer in pairs.**

*T: Children, how are you today? Can you greet each other with "How are you? I'm ..." ? / Now please use "How are you? I'm ..." to ask and answer in pairs.*

### 进阶活动 ( Challenge )

### Look, listen and act.

借助图片和音频, 引导学生听对话回答问题, 和同伴合作表演对话, 体验人物的情感, 培养学生认真倾听的习惯、提取信息的能力和语言运用能力。

- Ask the students to look at the picture on Pages 2 and 3 and think about the questions.  
*T: Look at this picture. The boy has a pot of flowers. Who is he? How is he? / Look at Xiaopu. What's in his hands? How is he?*
- Ask the students to listen to the dialogue and talk about the children's feelings.  
*T: Now let's listen to the dialogue. How is Shenshen? Who can answer the question? / Please listen carefully. How is Shenshen? OK. Let's check the answers.*
- Invite the students to act as the characters and make introductions.  
*T: Please choose one of the characters and act. You can say: I'm ... (name). I'm ... (feelings). / Can you act as one of the children and introduce yourself? You can say: I'm ... (name). I'm ... (feelings).*
- Encourage the students to act out the dialogue in groups of four.  
*T: Would you like to act out the dialogue? Please role-play in groups of four. / Can you act out the dialogue with your classmates? Try to practise in groups of four.*

### 听力文字 ( Audio script )

**Miss Li:** Good morning, boys and girls.

**Students:** Good morning, Miss Li.

**Miss Li:** How are you?

**Shenshen:** Oh, I'm tired. But I'm happy.

**Minmin:** This is your new book. Here you are. I'm busy, but I'm happy.

**Xiaopu:** Look at the flowers. How nice! I'm happy.

### 参考答案 ( Answers )

Shenshen is tired but happy.

Minmin is busy but happy.

Xiaopu is happy.

### 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, match and say.”活动辅助教学。

*Optional activity resources-1B-Unit 1-Song time.*

**A new classmate**

2 Minmin is my friend, Miss Li.

Oh, good.



4 How are you, Minmin?

I'm great! How about you?

I'm so happy.

**C Role-play.**

**A** Look and listen.

**B** Look and circle.



friends  
family  
classmates

**热身活动 ( Warm-up )**

借助歌曲音频和记忆游戏，帮助学生复习所学词句，激发学习兴趣。

- Play the recording and ask the students to sing the song “How are you?” chorally.  
*T: Let's sing the song “How are you?” / Can you sing the song “How are you?”*
- Put some word cards on the board: “great”, “fine”, “happy”, “tired” and “busy”. Ask the students to memorise them for about 10 seconds. Then ask the students to close their eyes. Take away one of the word cards.  
*T: Look at these word cards. Please read the words. OK. Time is up. Close your eyes. / Who can read these words? Let's read them together. Would you like to play a game? Close your eyes, please.*
- Ask the students to open their eyes and find out the missing word as quickly as they can. Repeat the game several times.  
*T: Open your eyes. Look carefully and tell me quickly: Which word is missing? / Open your eyes. Can you find the missing word?*
- Ask the students to greet each other in pairs.  
*T: How are you today? Now let's greet each other in pairs. / Children, how are you today? Can you greet your partner?*  
— Good morning, ...                            — Good morning, ...  
— How are you today?                            — I'm great. How about you?

## Talking time

### A. Look and listen.

#### 基础活动 (Activity)

借助图片和视频，引导学生理解对话中的人物关系，模仿跟读对话，体会句子的语音、语调与节奏。

- Ask the students to look at the pictures and take a guess.

*T: Look at the pictures. Where are they? Miss Li is introducing a girl to the class. Who is she?*

*Let's watch the video. / The children are back to school. Where are they now? What do you see in the pictures? What's the name of the girl?*

- Play the video and ask the students to answer the questions.

*T: What's the girl's name? Do Minmin and the girl know each other? How do you know? / Who's the girl? Does she know Minmin? How can you tell that?*

- Show the flashcards of "classmate", "friend" and "a new classmate". Ask the students to read the words and the phrase.

*T: Xiaojiang and Minmin are friends. Now they are new classmates. Read after me: classmate, friend, a new classmate. / Minmin has a new classmate, Xiaojiang. Let's learn: classmate, friend, a new classmate. Can you read with me?*

- Ask more questions about friends and classmates.

*T: Do you have any friends? Who's your friend? Do you have a new classmate? Who is he/she?*

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

*T: Let's watch the video again. Listen carefully and repeat the sentences. / Please watch the video. Listen and say the sentences after it.*

#### 进阶活动 (Challenge)

##### Introduce friends.

引导学生运用所学句型介绍朋友，提升语言表达能力，加深对朋友的了解。

- Begin by playing the video. Ask the students to think about how they would feel if they were Minmin/Xiaojiang.

*T: Watch the video and think about how Minmin/Xiaojiang feels. / Minmin and Xiaojing are old friends. How do they feel when they meet again? Let's watch the video and answer the question.*

- Ask the students to think about their best friends. Encourage them to think about how they feel when they are with their friends.

*T: Who is your best friend? How do you feel when you're with him/her? / Think of your best friend. What's it like to be with him/her?*

- Ask the students to stand up and find a partner.

*T: Stand up and find a partner, please. / Can you find a partner to talk with?*

- Ask the students to take turns to introduce their friend to their partner. Encourage them to use the sentence structure “This is my friend, ... (name).”  
*T: How can you introduce your friend to others? You can introduce your friend by saying “This is my friend, ... (name).” Try to practise with your partner. / Take turns to tell your partner about your friend. Please use “This is my friend, ... (name).”*
- Encourage the students to switch partners and repeat the activity.  
*T: Now you can switch partners and introduce your friend again.*

### **Talking time**

#### B. Look and circle.

#### 基础活动（Activity）

借助图片和对话语篇，引导学生识别并简单描述人物关系，培养学生提取信息、简单推理和语言运用的能力。

- Ask the students to look at the pictures and words in Part B carefully. Demonstrate how to complete the task.  
*T: Look at these pictures and words. Are Minmin and Xiaojiang friends? Yes. Let's circle the word “friends”. / Look at Minmin and Xiaojiang! Are they friends? Right. Let's circle.*
- Ask the students to complete Part B.  
*T: Now it's your turn. Look at the pictures and read the words. Complete Part B, please. / Now please do Part B by yourself.*
- Check the answers with the students.  
*T: Minmin and Xiaojiang are old friends. Are Minmin and Xiaojiang classmates now? / Minmin and Xiaojiang know each other well. Are they in the same class too? Let's check the answer!*
- Encourage the students to use the sentence structures to describe the pictures.  
*T: Let's talk about them. You can say: This is Minmin. This is Xiaojiang. Xiaojiang and Minmin are ... They are ... too.*

#### 参考答案（Answers）

friends, classmates

#### 进阶活动（Challenge）

#### Read, match and chant.

借助视频、图片和对话语篇，引导学生完成配对活动并朗读歌谣，培养学生的观察能力和判断能力，感受同学、朋友间的友谊。

- Ask the students to watch the video of the dialogue and read along.  
*T: Watch the video and read the sentences along. / Read the sentences along with the video.*

- Ask some questions to help the students understand the dialogue.  
*T: How does Miss Li introduce Xiaojiang to the class? What does Xiaojiang say when she sees Minmin? What does Minmin say when he sees Xiaojiang? / What does the teacher say about Xiaojiang? What do Xiaojiang and Minmin say to each other?*
- Tell the students that Xiaojiang and Minmin are old friends and now they are new classmates.  
*T: Xiaojiang and Minmin are old friends and now they are new classmates. How do they feel now? / Xiaojiang and Minmin are old friends. Now they're classmates too! How do you think they feel?*
- Ask the students to match the pictures with the words according to Picture 4 of the dialogue.



- fine •
- great •
- tired •
- happy •
- busy •



*T: Look at Picture 4 on Page 5. Read the dialogue and think: How do Minmin and Xiaojiang feel? Then draw lines to match the pictures with the right words. / How are Minmin and Xiaojiang in Picture 4? Please find the right words to describe their feelings and draw lines to match the pictures with the words.*

- Check the answers. Encourage the students to clap hands and say a chant.

*Minmin and Xiaojiang,*

*Xiaojiang and Minmin.*

*Friends and classmates,*

*Classmates and friends.*

*How are you?*

*I'm great, great, great.*

*How are you?*

*I'm happy, happy, happy.*

*T: Are your answers correct? Let's clap hands and say a chant together about Minmin and Xiaojiang. / Let's check the answers. How is Minmin/Xiaojiang? Can you clap your hands and chant with me?*

### 参考答案 ( Answers )

Minmin is great.

Xiaojiang is happy.

## Talking time

### C. Role-play.

#### 基础活动（Activity）

借助视频，引导学生通过配音、对话表演，感受人物情感变化的过程，培养学生的合作能力和语言运用能力，激发学习热情。

- Play the video. Pause after each sentence for the students to repeat.

*T: Watch the video and repeat each sentence together. / Watch the video. Say the sentence after the video.*

- Ask the students to read the dialogue by themselves.

*T: Read the dialogue by yourself. / Can you read the dialogue on your own?*

- Play the muted video. Ask the students to dub the video together.

*T: Let's be voice talents and role-play together. / Let's dub for the characters in the video.*

- Invite the students to act out the dialogue in groups of three.

*T: Can you act out the dialogue? Work in groups of three. One student acts as Miss Li, one acts as Minmin, and one acts as Xiaojiang. / Let's act out the dialogue in groups of three. Each of you plays the part of Miss Li, Minmin or Xiaojiang.*

- Ask the students to switch their roles and role-play again.

*T: Now let's switch roles and try again. / Now please exchange your roles and role-play again.*

- Invite some groups to perform in front of the class. Encourage the other groups to assess their performance.

*T: Would any group like to come up and perform for us now? / Which group is ready to perform?*

#### 进阶活动（Challenge）

### Puppet Theatre.

借助手偶，引导学生扮演手偶角色，在不同语境中有礼貌地互致问候，培养学生的语言运用能力和表演能力，激发学习兴趣。

- Prepare some hand puppets of cartoon characters. Tell the students the names of the puppets.

*T: Let's meet some cute friends! These are hand puppets. They're Little Rabbit and Little Cat. Do you want to know how to play with them? / Meet our hand puppets: Little Rabbit and Little Cat. Let's play with them.*

- Invite one student to come to the front. Ask him/her to choose one puppet and put his/her hand in it.

*T: Who'd like to have a try? Choose one puppet and put your hand in it. Then act with me. / Come up! Pick a puppet. You're Little Rabbit/Little Cat now!*

- Practise the voice of the cartoon character and greet the student.

*T (Little Cat): Hello! How are you today, Little Rabbit? / I'm Little Cat. Hello, Little Rabbit! How are you?*

*S (Little Rabbit): I'm happy. How about you?*

*T (Little Cat): Thank you. I'm happy too!*

- Encourage the students to act it out in pairs with their favourite hand puppets.  
*T: Find a partner and choose your favourite puppet. Try to greet each other.*
- Invite some pairs to perform in front of the class. Give them cartoon stickers as a reward if possible.

*T: Who'd like to perform your hand puppet show? / Who wants to show us your hand puppet 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“Listen and number.”活动辅助教学。

*Optional activity resources-1B-Unit 1-Talking time.*

## Mini-project

### Greeting my old friends

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤 1：引导学生在校内找一位熟悉的朋友，可以是同学、校友或老师。

步骤 2：引导学生礼貌地向这位朋友打招呼。

步骤 3：引导学生与老朋友互致问候，展开更多交流。

- 帮助学生知晓“How are you?”在不同语境中的意义，有礼貌地互致问候。

#### 语言示例 (Demo)

S1: Hello, Lingling. How are you?

S2: I'm happy. How about you?

S1: I'm great.

**Mini-project**

### Greeting my old friends

**Step 1:** Find an old friend at school.

**Step 2:** Greet him / her politely.

**Step 3:** Talk more.

Well done!

161

#### 小妙招 (More tips)

- 鼓励学生在操场、社团或校门口等场所主动问候朋友。
- 建议学生在问候时使用手势或肢体语言，增强情感表达。
- 鼓励学生从语言表达和肢体动作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，提高学生的自我评价和反思能力。

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

#### 教学反思 (Teaching reflections)

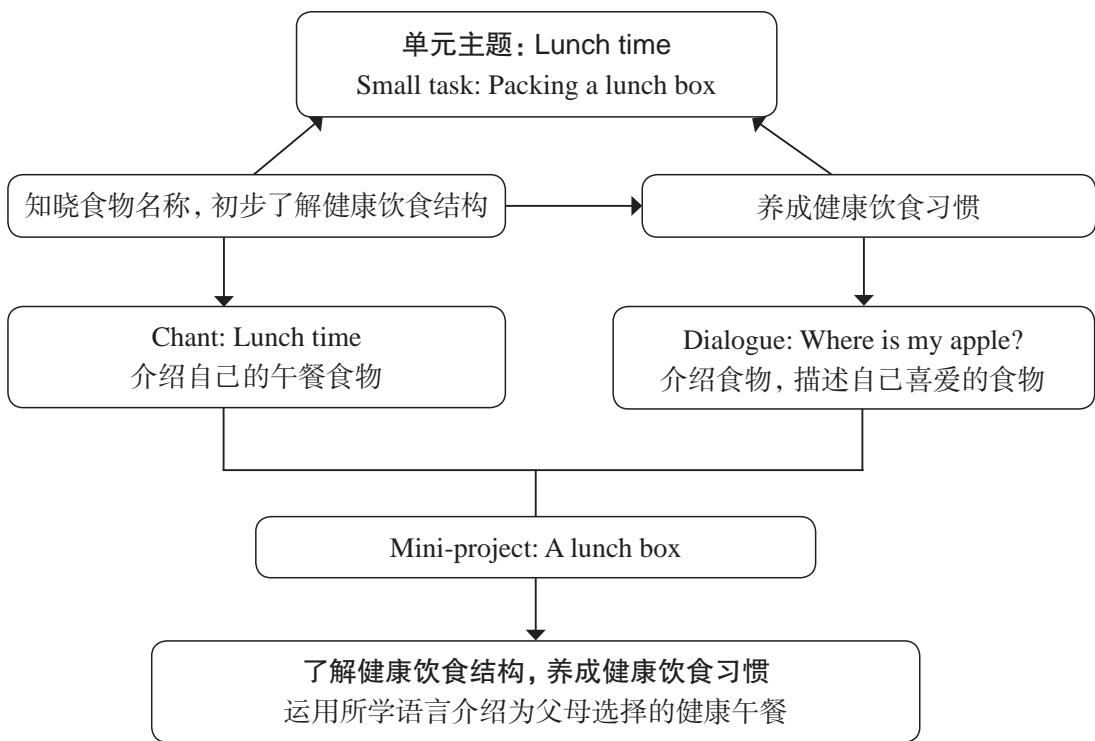
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 2 Lunch time

## 单元目标 ( Unit objectives )

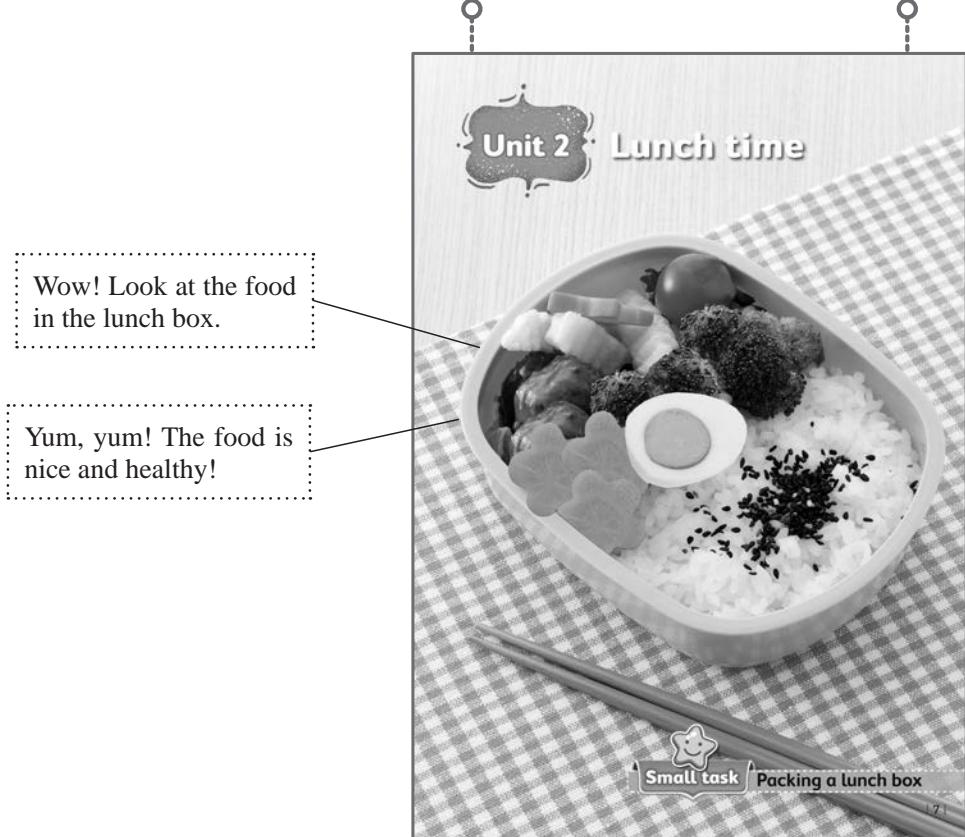
- ▶ 知晓食物名称，初步了解健康饮食结构。
- ▶ 介绍自己的午餐食物，描述自己喜爱的食物。
- ▶ 交流与分享为父母选择的健康午餐，养成健康饮食习惯。

## 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“饮食与健康”子主题内容，通过任务“Packing a lunch box”引导，帮助学生了解健康饮食结构，养成健康饮食习惯。		
语篇	Chant time	歌谣	常见的午餐食物
	Talking time	对话	描述自己喜欢的食物
	Mini-project	独白	介绍为父母选择的健康午餐
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	理解关于食物的主题词汇	
	语法	在关于食物的主题语境中，感知、体会常用简单句的表意功能，如“ I have ... I like ...”	
	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	向他人介绍食物并表达对食物的喜好	
文化知识	了解不同国家或文化背景下饮食习惯的异同		
语言技能	Chant time	理解性技能：在听、读歌谣“Lunch time”的过程中，提取、梳理午餐食物的信息 表达性技能：诵读英语歌谣“Lunch time”	
	Talking time	理解性技能：在听、读、看语篇“Where is my apple?”的过程中，提取、梳理不同人物喜爱的食物信息 表达性技能：大声跟读音视频材料，正确朗读对话，简单交流个人对于食物的喜好	
	Mini-project	表达性技能：简单描述自己为父母选择的健康午餐	
学习策略	Study skill	通过观察图片和事物，获取信息	



## Small task

### Packing a lunch box

There is lots of nice and healthy food in the lunch box. What food do you like to eat? Is it healthy? Let's pack our own lunch boxes.

### 文化链接 ( Culture link )

Chinese food culture is different from that of the West. For example, in China, rice is the staple food for most people. In western countries, potatoes are the most widely eaten vegetables, while bread and pasta, made from wheat flour, are also important parts of the diet.



### Chant time

| Unit 2 |

#### Lunch time

Lunch time, lunch time.  
It's lunch time.  
Meatballs and rice.  
Vegetables and soup.  
Yum, yum, yum.  
Let's have lunch together.

A Look, listen and chant along.

B Listen and circle.



C Think and speak.

What do you have for lunch?



| 19 |

## 热身活动（Warm-up）

借助歌曲和道具，激发学生的学习热情，引入学校食堂中午用餐的情境。

- Play the recording and invite the students to sing the song "How are you?" Then ask the students to greet each other in pairs.  
*T: Let's sing the song "How are you?" together. Now please work in pairs and greet your partner.*
- Show the students a clock. Point to the clock and say "It's lunch time." Encourage the students to read and remember the phrase "lunch time".  
*T: Look, a clock! It's twelve o'clock. It's lunch time. / Look at the clock. What time is it? Yes! It's lunch time.*

## Chant time

- A. Look, listen and chant along.

## 基础活动（Activity）

借助图片和歌谣音频，引导学生了解关于食物的单词的音、形、义，带领学生正确诵读歌谣。

- Begin by asking the students to look at the picture on Pages 8 and 9.

*T: It's lunch time. What do the children have for lunch? Let's have a look. / The children are in the canteen. Wow, nice food! They are very happy.*

- Invite the students to enjoy the chant. Point to the food in the picture to help them remember the words.

*T: Let's enjoy the chant. Please read after me. / Listen to the chant. Time for a quick response. Please name the food I point to.*

- Ask the students to clap hands and chant together.

*T: Let's clap our hands and chant together. / Can you chant together? Ready, go!*

## 进阶活动 (Challenge)

### Design a lunch menu.

借助设计菜单的活动，引导学生巩固并拓展食物词汇，小组合作设计一份午餐菜单，培养学生的合作意识和辨析能力。

- Begin by showing the pictures of food. Encourage the students to say the words.



Lunch menu	
main food (主食)	
meat (肉类)	
vegetables (蔬菜)	
soup (汤)	
fruit (水果)	

*T: Let's look at the pictures of different food. Can you say the names of them? Now read after me.*

- Divide the students into groups of four. Show the lunch menu. Ask the students to choose the food and complete the lunch menu.

*T: Please discuss in groups. Choose the food you like. Write down its number in the correct box.*

- Encourage the students to make a new chant. Invite several groups to share the menu and the new chant with the class.

*T: Let's chant and share your lunch menus with the class. / Which group wants to say a new chant and show us your menu?*

*Lunch time, lunch time.*

*It's lunch time.*

*Noodles and beef.*

*Apples and soup.  
Yum, yum, yum.  
Let's have lunch together.*

### Chant time

#### B. Listen and circle.

#### 基础活动（Activity）

借助图片和音频，引导学生听录音，圈出相应的食物图片，培养学生仔细聆听的习惯和获取信息的能力。

- Play the recording of Shenshen.

*T: Listen carefully and circle the correct picture, please. / Now listen and choose the correct food.*

- Guide the students to repeat what Shenshen says.

*T: Please act as Shenshen and answer my question. What do you have for lunch, Shenshen?*

- Play the second and the third recordings.

*T: Please listen and circle the pictures. / Listen carefully and circle the correct food.*

- Check the answers with the students.

*T: Let's check the answers. / Now answer my question. What do you have for lunch, Minmin / Xiaopu?*

- Divide the students into groups of three. Ask the students to act as one of the characters and introduce the food they have for lunch.

*T: Please work in groups of three. Each of you acts as one of the characters and tells your friends what food you have.*

#### 听力文字（Audio script）

1. I'm Shenshen. I have some vegetables.
2. I'm Minmin. I have some meatballs.
3. I'm Xiaopu. I have some soup.

#### 参考答案（Answers）



#### 进阶活动（Challenge）

#### Listen and match.

借助图片，引导学生初步理解中西方饮食文化的不同，培养学生的跨文化意识。

- Begin by showing the pictures of Shenshen, Lily and some food. Encourage the students to listen and match.



*T: Here come Shenshen and Lily. What do they have for lunch? Please listen and match. /  
Shenshen and Lily have different food for lunch. Please listen carefully and match them with  
the correct food.*

- Check the answer and tell the students about the different food cultures.

*T: Different countries have different food cultures. Shenshen is from China. Most Chinese  
people eat rice as their main food. They like to eat more vegetables. After dinner, they like  
to have some fruit. Lily is from the UK. People in Western countries often have some bread  
during meals. They like to eat more meat such as beef and have some desserts after dinner.*

### 听力文字 ( Audio script )

- What do you have for lunch, Shenshen?  
— I have some rice, meatballs, vegetables and an apple.
- What do you have for lunch, Lily?  
— I have some bread, beef and cake.

### 参考答案 ( Answers )



### Chant time

- C. Think and speak.

### 基础活动 ( Activity )

借助图片, 引导学生介绍自己午餐吃的食品, 培养学生的理解能力和语言表达能力。

- Ask the students to answer the question with the sentence in Part C.

*T: Look at Part C. I will ask the question and you will answer. / Can you answer the question:  
What do you have for lunch?*

- Ask the students to point to the food in the picture on Page 8 and introduce the food they have for lunch in pairs.

*T: Now ask and answer in pairs. You can point to the food on Page 8 and answer the question.*

### 进阶活动 (Challenge)

Think and choose.

借助中国居民平衡膳食宝塔图,引导学生初步了解健康饮食习惯,培养学生的观察能力和语言表达能力。

- Show the picture of the Chinese Food Guide Pagoda to the students. Point to the food in the picture and introduce healthy eating habits.



*T: We should eat bread, potatoes, rice or noodles every day. We should eat a lot of fruit and vegetables. We also have some meat, fish and milk. / Look at the picture. It shows the rules of healthy eating.*

- Show two pictures of lunch box with food and ask the students to choose the healthy one.



*T: Which one is healthy? Think and choose. The Food Guide Pagoda may help you. / Choose the healthy one according to the Food Guide Pagoda.*

- Invite the students to introduce the food in the lunch box.

*T: Who can tell me what's in the lunch box? / Look at the lunch box. Can you introduce the food?*

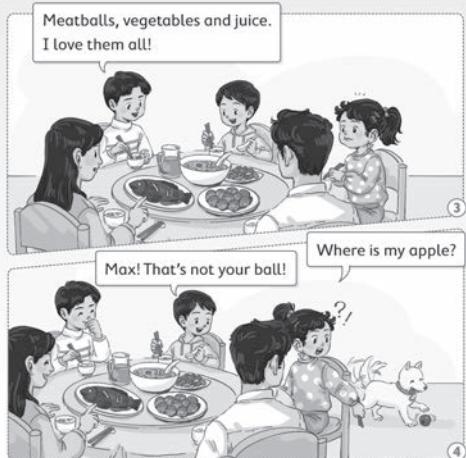
### 选择性活动 (Optional activity)

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, circle and say.”活动辅助教学。

*Optional activity resources-1B-Unit 2-Chant time.*

### Talking time

#### Where is my apple?



A Look and listen.

B Look, guess and match.

Whose lunch?



C Draw and speak.

What do you like?



[10]

[11]

### 热身活动 ( Warm-up )

借助歌谣和食物图片，引导学生正确说出食物名称，激发学生的学习热情。

- Play the recording and invite the students to read the chant "Lunch time".  
*T: Let's chant together. / Let's say the chant together.*
- Show the pictures of food and ask the students to answer the question according to the pictures.  
*T: It's lunch time. Look at the picture. What do you have for lunch?*

### Talking time

#### A. Look and listen.

### 基础活动 ( Activity )

借助图片和视频，引导学生感知语篇的主要内容，培养学生的理解能力。

- Ask the students to look at the pictures and talk about the children in the pictures.  
*T: Who are they? Where are they? / Look at the children in the pictures. Where are they?*
- Play the video and ask the students to think about the question.  
*T: Watch carefully. What do they have for lunch? / Watch the video and try to answer the question.*

- Ask a question about Xiaojiang's apple.  
*T: Where is Xiaojiang's apple? / Can you help Xiaojiang find her apple?*
- Play the video again. Pause after each sentence for the students to repeat.  
*T: Let's read the dialogue sentence by sentence. / Let's follow the video and read.*

### 进阶活动 (Challenge)

#### Read and discuss.

通过阅读和讨论，帮助学生了解健康饮食习惯，培养学生的观察能力和语言表达能力。

- Ask the students to read the dialogue in roles with the correct pronunciation and intonation.  
*T: Let's read aloud the dialogue in role. / Please work in groups and read aloud the dialogue. Don't forget to use your body language.*
- Ask the students to discuss what food these three children like. Encourage the students to act as the characters in the dialogue and answer the question "What do you like?"  
*T: It's show time. Let's enjoy. / Please ask and answer in groups. Which group wants to have a try?*

### Talking time

#### B. Look, guess and match.

### 基础活动 (Activity)

借助图片及对话语篇，引导学生细读语篇，培养学生的观察能力和判断能力。

- Read and circle the food and drinks that Xiaojiang, Xiaopu and Xiaotian like.  
*T: Read the dialogue again and circle the names of the food and drinks in the dialogue. / Please read and circle the words of food and drinks.*
- Ask the students to do Part B. Then check the answers with the students.  
*T: Look at the pictures in Part B. Whose lunch is it? / Please look, guess and match the characters with the correct food and drinks.*
- Ask the students to introduce the food the children like in groups of three.  
*T: Now please act as the children and introduce their food in groups of three. Which group wants to have a try?*

### 参考答案 (Answers)



## 进阶活动 (Challenge)

### Stick and speak.

借助图片及对话语篇，引导学生观察思考，培养学生的推断能力和语言表达能力。

- Stick pictures of Father, Mother and Max on the board. Then ask some questions.  
*T: Look, here comes Max. What does Max like? Meatballs or apples? Read the dialogue again and find out the answer.*
- Prepare a picture of an empty plate and some pictures of food for every student. Ask the students to choose and stick the correct food pictures on the plate according to the dialogue.

*Mum: Lunch time. Come and have lunch please.*

*Dad: Wow! Nice food. Vegetables, meatballs, fish, soup, juice and apples!*

*Mum: Look, I have some vegetables and some meatballs. They are yummy.*

*Dad: Look at my plate. I have some vegetables and some fish. I like them.*

*T: What do Father and Mother have? Please read the dialogue and choose the correct pictures. / What do their parents have? Think and stick the food pictures on the plate according to the dialogue.*

- Encourage the students to act as one of the characters and introduce the food on the plate.  
*I'm Mum/Dad/Max. This is my plate. I like ...*
- *T: Now please act as one of the characters and introduce the food on your plate. Who wants to have a try? / Please role-play and introduce the plates. Any volunteers?*

## 参考答案 (Answers)

I'm Max. This is my plate. I like apples.

I'm Dad. This is my plate. I like vegetables and fish.

I'm Mum. This is my plate. I like vegetables and meatballs.

## Talking time

### C. Draw and speak.

## 基础活动 (Activity)

借助食物图片，引导学生在午餐盒图中画一画自己喜欢的食物并进行介绍，培养学生的分析能力和语言表达能力。

- Show some pictures of different food. Ask the students to review the names of the food.  
*T: Let's do a quick response. Say the names of the food as quickly as you can. / Look at the flashcards and say the names of the food.*
- Invite the students to draw the food they like on the plate in Part C.  
*T: Now it's time for you to draw some food you like on the plate. / What food do you like? Please think and draw.*

- Ask the students to share the food they draw in pairs.

*T: Work in pairs. Share your food with your partner. / Please talk about the food you like with your partner.*

- Encourage the students to introduce their plates to the class.

*T: Who wants to come to the front and show us your plate?*

### 进阶活动 (Challenge)

Think, draw and share.

借助中国居民平衡膳食宝塔图,引导学生思考自己喜欢的食物是否健康,培养学生的分析能力和判断能力。

- Ask the students to think about their favourite food. Encourage them to draw the food on the plate in Part C.

*T: What do you like to eat? Please draw the food on the plate. / Can you draw your favourite food on the plate?*

- Ask the students to look at the Food Guide Pagoda and think whether the food they draw is healthy.

*T: Now look at your plate. Is the food healthy? / Look at your plate again. Is the food healthy?*

- Encourage the students to introduce the food to the class and tell if it is healthy.

*T: What food do you like? Is it healthy? Can you share with us? / Think and introduce the food in your picture, please.*

*I'm ... This is my plate. I like ... It's healthy.*

### 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, circle and say.”活动辅助教学。

*Optional activity resources-1B-Unit 2-Talking time.*

## Mini-project

### A lunch box

#### 教学提示 (Teaching tips)

- 帮助学生正确流利地朗读小女孩为妈妈准备的午餐食物介绍。
- 引导学生掌握完成项目的步骤。

步骤1：引导学生思考，从课本第87页选择符合健康饮食要求的食物图片，贴在为父母准备的午餐盒中。

步骤2：小组内交流各自为父母准备的午餐食物。

#### 语言示例 (Demo)

*This is a lunch box for Dad.*

*Meat, vegetables, soup and an apple.*

*Yum, yum, yum!*

Mini-project  
A lunch box

A lunch box for Mum.  
Vegetables, eggs and meatballs. Yum, yum, yum!

Step 1 Think and stick the pictures in the lunch box.

Step 2 Show and tell.

This is a lunch box for Dad.  
Meatballs, ...  
Yum, yum, yum!

Well done!

[12]

#### 小妙招 (More tips)

- 鼓励学生主动了解父母的饮食喜好。
- 鼓励学生在学校学习的基础上，尝试根据父母的喜好及健康饮食要求，进行一次实际操作。
- 鼓励学生从食物的选择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，提高学生的自我评价和反思能力。

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

#### 教学反思 (Teaching reflections)

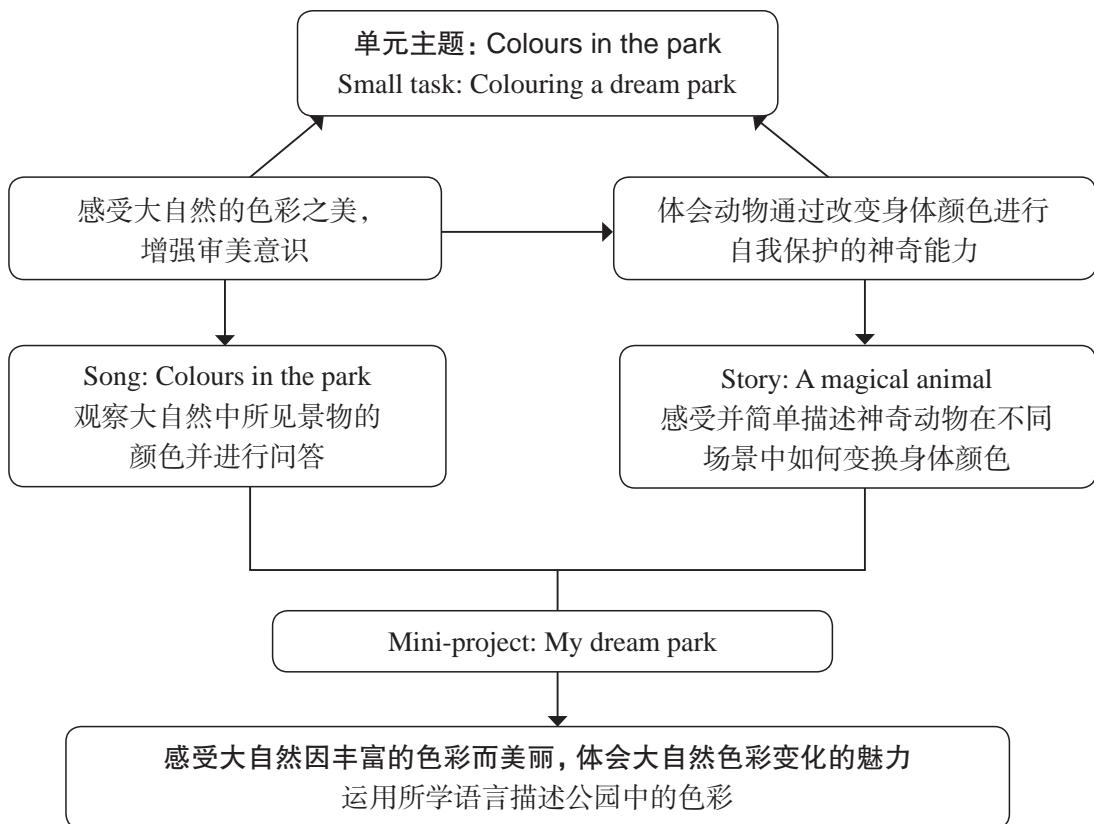
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 3 Colours in the park

## 单元目标 ( Unit objectives )

- ▶ 了解公园中各景物的颜色，知晓如何询问与应答景物的颜色。
- ▶ 理解故事内容，了解故事中神奇动物随环境变换身体颜色的有趣现象。
- ▶ 在给公园图上色的美术创作活动中感受大自然色彩变化的魅力。

## 单元主题内容框架图 ( Structure of the unit )

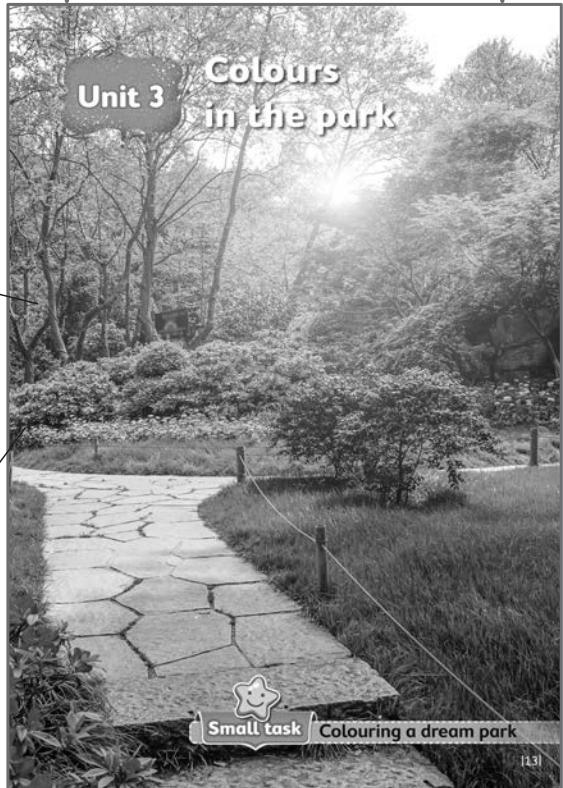


## 单元内容概览 (Content overview)

主题	本单元聚焦“人与自然”主题下“自然生态”主题群，围绕“身边的自然现象与生态环境”子主题内容，通过任务“Colouring a dream park”引导，帮助学生运用所学的词句描述公园中各景物的色彩，了解神奇动物随环境变换身体颜色的有趣现象，感受大自然的色彩魅力。		
语篇	Song time	歌曲	询问与应答不同景物的颜色
	Story time	配图故事	神奇动物会变换身体颜色
	Mini-project	独白	描述自己的公园图画中的景物及其色彩
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	理解关于颜色的主题词汇	
	语法	在语境中运用所学语法知识简单描述所见景物的色彩并能简单地问答交流，如“What is ... (colour)? The ... is ... (colour).”	
	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	使用简单的语言描述神奇动物随环境变换身体颜色	
文化知识	了解不同颜色会给人带来不同的感受		
语言技能	Song time	理解性技能：在听、唱歌曲“Colours in the park”的过程中，提取、梳理景物及其颜色的相关信息 表达性技能：演唱英语歌曲“Colours in the park”	
	Story time	理解性技能：在听、读、看故事“A magical animal”的过程中，提取、梳理神奇动物在不同环境下变换身体颜色的信息 表达性技能：大声跟读音视频材料，正确朗读故事，借助图片、实物等，和同伴合作尝试角色扮演	
	Mini-project	表达性技能：描述自己的梦想公园图画，介绍景物及其色彩	
学习策略	Study skill	通过图片、视频获取信息，积极运用所学语言进行表达与交流	

Look at the park. We can see purple flowers, green trees and grass.

It's a colourful park, isn't it?



## Small task

### Colouring a dream park

When we play in the park, we can see different scenery and beautiful colours. What does your dream park look like? Can you draw, colour and talk about your dream park?

### 文化链接 ( Culture link )

Different colours can bring people different feelings. For example, colours like green and blue may make people feel calm and relaxed, while yellow and red may make people feel warm and excited. Everyone has his or her own unique feelings to different colours.



## 热身活动 ( Warm-up )

借助学生在公园游玩的视频或图片，引导学生用已学的词句说一说在公园中看到的景物，复习旧知，激发学习兴趣。

- Begin with some pictures or a video of a visit to a park. Ask the students to answer the questions.

T: Let's watch the video about an autumn outing to Century Park. What does the park look like? What do you see in the park? / Let's watch the video of a trip to Century Park. What can you see there?

- Show the picture on Pages 14 and 15, and then explain that Shenshen and her sister Xinxin are talking about the colours in the park. Introduce the title of the song "Colours in the park".

T: It's a nice day. Shenshen and her sister Xinxin are in the park. What do they see? What colours do they see? Let's enjoy the song "Colours in the park". / Look at the picture. Where are Shenshen and Xinxin? How do they feel? What are they talking about? Please enjoy the song "Colours in the park".

## Song time

### A. Look, listen and sing along.

#### 基础活动（Activity）

借助图片和歌曲音频，引导学生理解颜色类单词的音、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 Pages 14 and 15. Ask the students to listen to the recording and answer the questions. Then use the flashcards to introduce the colours. Encourage the students to repeat the words chorally and individually.

*T: Look at the picture. What is yellow/red/...? Here are some flashcards about colours. Please read the words after me. / In the song, what colour is the butterfly? Look at the picture and point to the butterfly. Say “The butterfly is yellow.” Let’s read together.*

- Play the recording of the song and teach the students the lyrics.

*T: Let’s enjoy the song. Read after me, please. / Shall we enjoy the song together? Read with me, please.*

- Encourage the students to sing the song after the recording. Then instruct the students to sing the song in groups with body language.

*T: Listen and sing the song sentence by sentence. Let’s act out the song in groups. / Sing the song to the music. Can you perform the song with actions? Please try in groups.*

- Invite the students to come to the front and sing the song with some actions.

*T: Who wants to perform the song? / Which group would like to come to the front and perform the song?*

#### 进阶活动（Challenge）

##### Play a colour-matching game.

借助图片和游戏，引导学生运用已学的颜色类词汇和句型，培养学生的观察能力和创编能力，激发学生的兴趣。

- Prepare some pictures of a park. Show one picture as an example to the students and ask them to give a quick response.

*T: Look at the picture. What is it? What colour is it? / Here are some pictures. Look carefully and tell us: What is red? What is green?*

- Invite a student to demonstrate how to play the game.

*T: Let’s play a colour-matching game. I have some pictures (face down) on the table. Then I choose two. Wow, the colours match! Look! It’s a yellow butterfly. It’s a yellow flower. I can win these two pictures. Who would like to play with me? The one with more pictures wins. / Let’s play a fun game. I’ll pick two pictures. If the colours match, such as a yellow butterfly and a yellow flower, I will keep them. Who wants to play? The one with more pictures wins!*

- Divide the students into groups of four. Give each group a set of pictures face down. Ask the students to take turns to play the game. Give them help if needed.

*T: Please play the game in groups of four. / Now it’s your turn to play.*

- Ask the students to use their pictures to make a new song in groups.

*T: Can you make a new song in groups with your pictures? / Try to use your pictures to make a song in groups.*

*Red, red. What is red? The flower is red.*

*Green, green. What is green? The hill is green.*

*Red, green. Green and red.*

*I love colours. I love nature.*

- Invite several groups to perform their new songs in front of the class.

*T: Which group wants to share your new song? Come to the front, please. / Which group would like to sing the new song in front of the class?*

## Song time

- B. Look, listen and circle.

### 基础活动（Activity）

借助图片和音频，引导学生在图中圈出相应的景物，培养学生仔细聆听的习惯和获取信息的能力。

- Ask the students to look at the picture on Pages 14 and 15 and talk about the colours they see in the park.

*T: Look at the picture. There are many beautiful colours in the park. Could you say something about them? / Colours make the park more beautiful. What colours do you like in the park? I like blue. Look at the sky. It's blue.*

- Play the recording of Part B. Ask the students to listen and circle the scenes in the park.

*T: Listen to the recording and circle in the picture. / Listen and circle what you hear.*

- Check the answers. Encourage the students to answer the questions in complete sentences.

*T: What is red? Please circle it. Try to say: The ... is red. / Look at the picture on the screen.*

*What is red? Who can find out? You can say: The ... is red.*

### 听力文字（Audio script）

- The butterfly is yellow.
- The flower is red.
- The sky is blue.
- The grass is green.

### 参考答案（Answers）



## 进阶活动 (Challenge)

### Find and say.

引导学生触摸身边的物品，说说它们的颜色，通过描述教室中的物品，增强学生的体验感，从感知体验逐步向迁移应用过渡。

- Walk around the classroom, find the objects that are red, green, blue or yellow, and play a game with the students. If possible, try to include objects of other colours as well.

*T: Look around our classroom. Can you say the colours quickly? Look at the ... What colour is it? / Let's play a quick response game. Try to say the colour as quickly as you can. Look! What colour is the ...?*

- Ask the students to point to the blue objects and talk about them.

*T: Blue, blue, I see blue. The desk is blue. What is blue too? Please talk about them. / Can you find more blue things? Please say: Blue, blue, I see blue. The ... is blue.*

- Ask the students to walk around the classroom and talk in pairs.

*T: Please stand up and find more colours. You can talk about them with your friends. / Would you like to find more colours in the classroom? Stand up and try with your friends.*

### Song time

### C. Speak and act.

## 基础活动 (Activity)

借助图片，引导学生运用所学语言对身边事物的颜色进行问答，培养学生的语言表达能力。

- Point to the picture on Pages 14 and 15 and ask some questions.

*T: Look at the picture. What is green? What else is green? / In the picture, what colour is the grass? What is green too?*

- Write the sentence structures “What is ... (colour)? The ... is ... (colour).” on the board.

Ask the students to practise them in pairs. Encourage the students to use body language.

*T: Shenshen and Xinxin are talking about the colours in the park. Try to act as them and make a dialogue. / Shenshen and Xinxin are happy to talk about the colours in the park. What do they say? Please ask and answer in pairs. Try to do some actions.*

## 进阶活动 (Challenge)

### Listen, draw and speak.

借助图片、音频、涂色工具，引导学生听对话、画图、涂色并说一说，培养学生获取关键信息的能力和语言表达能力，感受自然中的色彩美。

- Ask the students to listen to a dialogue between Shenshen and Xinxin.

*T: Shenshen and Xinxin are walking in the park. What are they talking about? Let's listen. / Shenshen and Xinxin are talking about what they see in the park. Please listen carefully.*

- Ask the students to draw what they hear on the paper.  
*T: What do they say about the park? Right! Can you draw them on the paper? / What's in the park? Please try to draw them on the paper.*
- Ask the students to listen to the dialogue again and colour what they draw on the paper.  
*T: What colour are they? Listen again and colour them. / There are so many things in the park. Let's make them more beautiful. Would you like to listen again and colour them? Let's try!*
- Encourage the students to talk about their drawings in pairs.  
*T: How is your drawing? Now please speak with your partner. / What is green? What is red? Can you ask and answer with your partner?*
- Show your drawing of the park and check the answers with the students.  
*T: Look at my picture and yours. Do they have the same colours? / Here's my drawing of the park. Check the colours. Are they the same as yours?*
- Encourage the students to add more things in the park, colour them and speak.  
*T: Draw and colour more things you like in the park. Then try to talk about them. / Add more things you can see in the park. Colour and talk about them.*  
*This is my park. Look at the bird. It's blue. Look at the ... It's ...*

### 听力文字 ( Audio script )

**Xinxin:** Wow! The park is big.

**Shenshen:** Look! A boy with a kite.

**Xinxin:** Yes, it's a red kite. I like it.

**Shenshen:** Look at the green tree. It's tall.

**Xinxin:** And the sky is blue. How nice!

**Shenshen:** I see an orange flower. A butterfly is on it.

### 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, colour and say.”活动辅助教学。

*Optional activity resources-1B-Unit 3-Song time.*

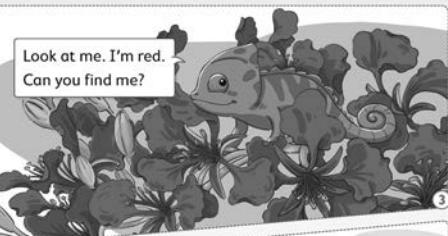
**A magical animal**

A Look and listen.

B Colour the animal.



116



C Look and speak.



Look at the magical animal. It's ... (colour)



117

**热身活动（Warm-up）**

借助歌曲和图片，引导学生复习巩固颜色类词汇和“What is ... (colour)?”句型，加深对颜色和物品特征的认识和理解，激发学习兴趣。

- Ask the students to listen and sing the song “Colours in the park”.  
T: Let's listen and sing the song. / Can you sing the song to the music?
- Show some pictures of a panda, a fire engine and traffic lights. Ask the students to say the colours quickly.  
T: Many objects and animals have their special colours. Can you say the colours? / Look at the pictures. We often see them in our daily life. Look, what colour is it?

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

借助图片和视频，引导学生在听、读、看的过程中感知故事内容，提取关键信息，培养学生的观察能力、推测能力和理解能力。

- Ask the students to look at some pictures of animals and name them, such as a horse, a

bear, a rabbit, a cat and a dog.

T: Here are some pictures of animals. Look at them. What animals are they? / Do you know the names of these animals? Please tell me what they are.

- Show Picture 1 on Page 16 and ask some questions. Then play the video and let the students watch carefully.

T: Look at this picture. What colour is the animal? What does it look like? Now let's watch the video and think: What can it do? What animal is it? / Look at the picture. What can you see? Please watch the video and think about the questions: What can it do? What animal is it?

- Ask the students to answer the questions. Introduce the title of the story. Then ask the students to read the sentences: I'm a magical animal. I can change my colour.

T: In the video, what can the animal do? Why? Let's read the title of the story "A magical animal". What does it say in Picture 1? Listen and read after the recording. / Look at the picture. Who can read the title of the story? Where is the magical animal? Please listen and repeat the sentences.

- Point to the pictures on Pages 16 and 17. Ask the students to read the story by themselves and answer the questions.

T: The magical animal can change its colour. In the story, how many colours does it change into? What colour is it in each picture? / Look at the pictures and read the story. In each picture, what colour is the magical animal? Where is it?

- Play the video again. Pause after each sentence for the students to repeat chorally.

T: Watch the video and repeat the sentences. / Watch the video again. Listen carefully and read after the recording.

- Encourage the students to read in pairs.

T: Can you read the story with your partner? / Try to read the story with your partner together.

- Invite several pairs to read in front of the class.

T: Which pair wants to come to the front and read the story? / Can you read the story with your partner in front of the class?

## 进阶活动 (Challenge)

### Be a voice talent.

借助视频，引导学生为神奇动物配音并表演，体会动物能依据环境变换身体颜色的有趣现象。

- Ask the students to read the sentences along with the video several times.

T: Watch the video and read along with it. / Let's read after the video together.

- Play the muted video. Encourage the students to mimic the animal's voice, expressions and actions.

T: Try to act as the animal in the video. / Now the magical animal has no voice. Can you help it talk?

- Invite several students to come to the front and speak like the magical animal.

T: Who would like to act as the magical animal? / Who can show the voice of the magical animal?

## Story time

### B. Colour the animal.

#### 基础活动（Activity）

借助图片和涂色笔，引导学生观察图片，思考神奇动物的身体颜色和环境的关系，完成涂色活动，培养学生的观察能力和判断能力。

- Ask the students to think over the whole story.

*T: What colour is the animal in different places? / What colours does the animal change into in different places?*

- Ask the students to look at the pictures in Part B and colour the animal.

*T: Look at the pictures. Where is the animal? What colour is it? Colour it, please. / Can you colour the animal correctly? Have a try!*

- Encourage the students to check the answers in pairs and describe the pictures with each other.

*T: Please check the answers with your partner. And then talk about the pictures with each other. / Check the answers in pairs, please. Can you talk about the pictures in pairs too?*

#### 进阶活动（Challenge）

### Draw, colour and act.

借助图片，引导学生创作、分享神奇动物的新故事场景，用所学词句简单地描述图片场景，激发学生的创造力与想象力，感受自然界动物的神奇之处。

- Encourage the students to think, draw and colour a new story scene.

*T: This animal can change its colour. Where is it now? Can you think of another place? Let me show you how to do it. / Is the animal magical? We can set a new story scene. We can do it in this way.*

- Ask the students to share their pictures and then talk about them in groups.

*T: Now please share your pictures and talk in groups. / Can you share your pictures and talk in groups?*

- Invite the students to show their pictures and act as the magical animal in front of the class.

*T: Who wants to share your picture? Please come to the front and act it out. You can say “Look at me! I'm ... (colour) I'm on the ... (things) Can you find me?” / Who'd like to share your picture and act as the magical animal in front of the class?*

## Story time

### C. Look and speak.

#### 基础活动（Activity）

借助图片，引导学生运用所学的颜色类词汇和句型简单描述图片，培养学生的语言表达能力。

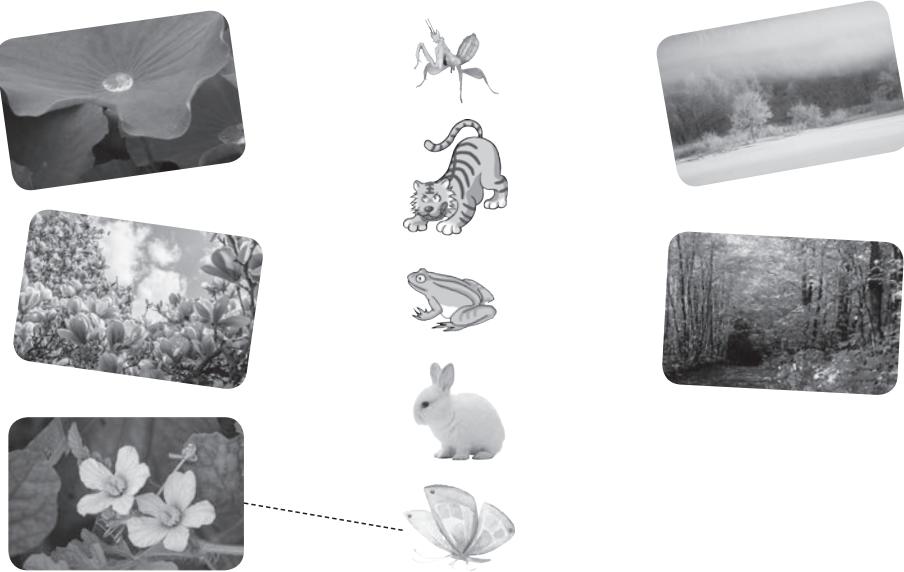
- Play the video again and ask the students to read along with it.  
*T: Read along with the video. / I'll play the video once again. Let's read along with it.*
- Encourage the students to look at the pictures in Part C and speak in groups. Give them the sentence structure.  
*T: Look at the pictures. Now let's try to speak in groups. You can say "Look at the magical animal. It's ...". / Can you look at the pictures and talk about them in groups?*
- Invite several groups to speak in front of the class.  
*T: Which group would like to talk about the pictures? Please come to the front. / Can any group speak in front of the class?*

## 进阶活动 (Challenge)

Link and speak.

借助图片，引导学生帮助动物找到它们的藏身之地并简单描述图片，培养学生的观察能力和语言表达能力，体会动物会藏身在与自己身体颜色相近的自然环境中的有趣现象。

- Show the students some pictures of animals. Ask them to say the names of the animals.  
*T: Look at these pictures. What animals are they? What colours are they? / Here are some pictures. Look carefully and tell me the names and colours of the animals by using "This is a/an ... It's ... (colour)".*
- Tell the students that some animals use colours in nature to hide themselves. Instruct the students to link the animals to their hiding places.



*T: Can you link the animals to their hiding places? / Try to match the animals with their hiding places.*

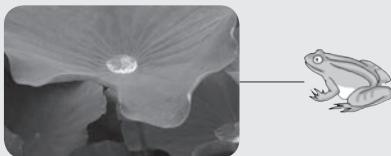
- Ask the students to look at the matched pictures and describe the animals in pairs.  
*T: Look at the pictures. Try to talk about the animals in pairs. / Work in pairs. Take turns to describe each animal.*

*Look at the animal. It's a/an ... (name). It's ... (colour). It's in/on ... (place). Can you find it?*

- **Invite several pairs to speak in front of the class.**

*T: Would anyone like to speak in front of the class? / Which pair wants to come to the front and speak?*

### 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“Listen and number.”活动辅助教学。

*Optional activity resources-1B-Unit 3-Story time.*

## Mini-project

### My dream park

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤 1：引导学生思考自己梦想中的公园并为其涂色。

步骤 2：引导学生和同伴分享自己的画作，用所学的词句简单描述公园中的景物和色彩。

步骤 3：鼓励学生积极评价同伴的作品。

#### 语言示例 (Demo)

S1: This is my park. The sky is blue.

The grass is green. The flowers are red.

S2: I like the red flowers in your park.

I like the blue bird in your park.

S1: Thank you.

Mini-project  
My dream park

Step 1 Think and colour.

Step 2 Show and tell.

This is my park.  
The sky is blue.  
The ... is ...

Step 3 Make comments.

I like the ... in your park.

Well done!

Thank you.

|18|

#### 小妙招 (More tips)

- 鼓励学生把完成的画作张贴在教室内，向同学介绍。

- 鼓励学生从涂色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，提高学生的自我评价和反思能力。

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

#### 教学反思 (Teaching reflections)

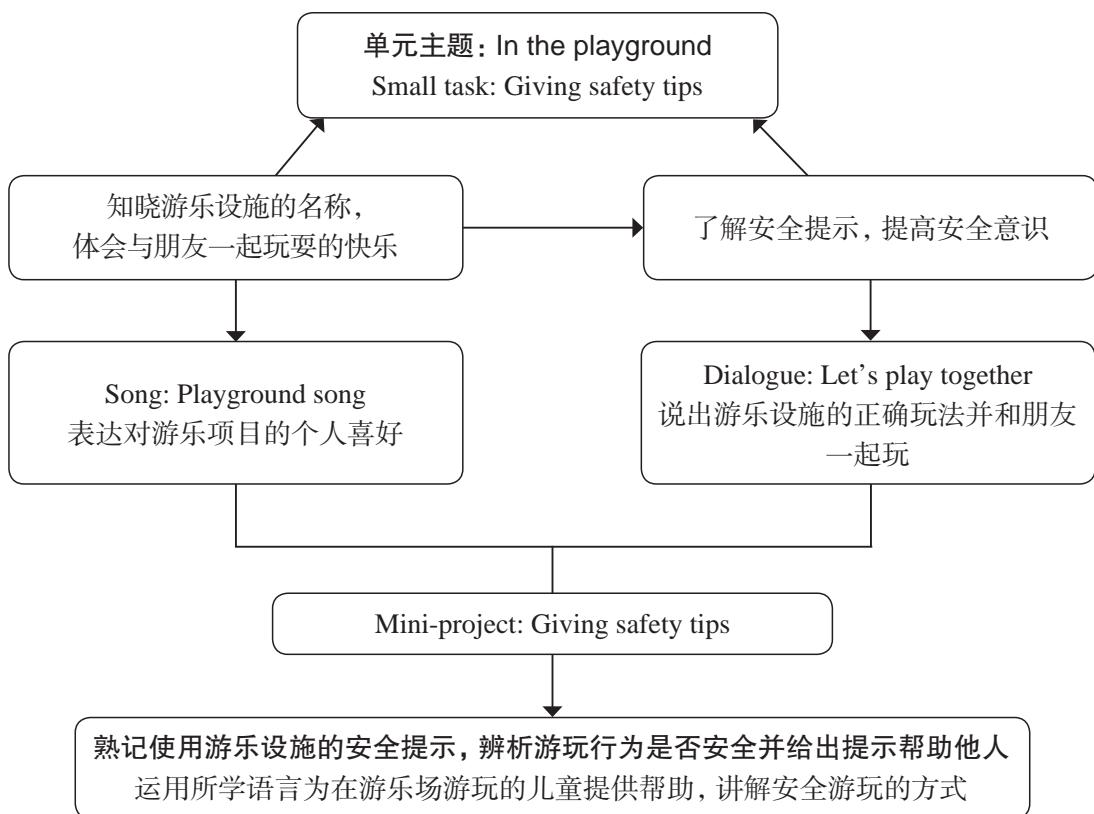
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 4 In the playground

## 单元目标 ( Unit objectives )

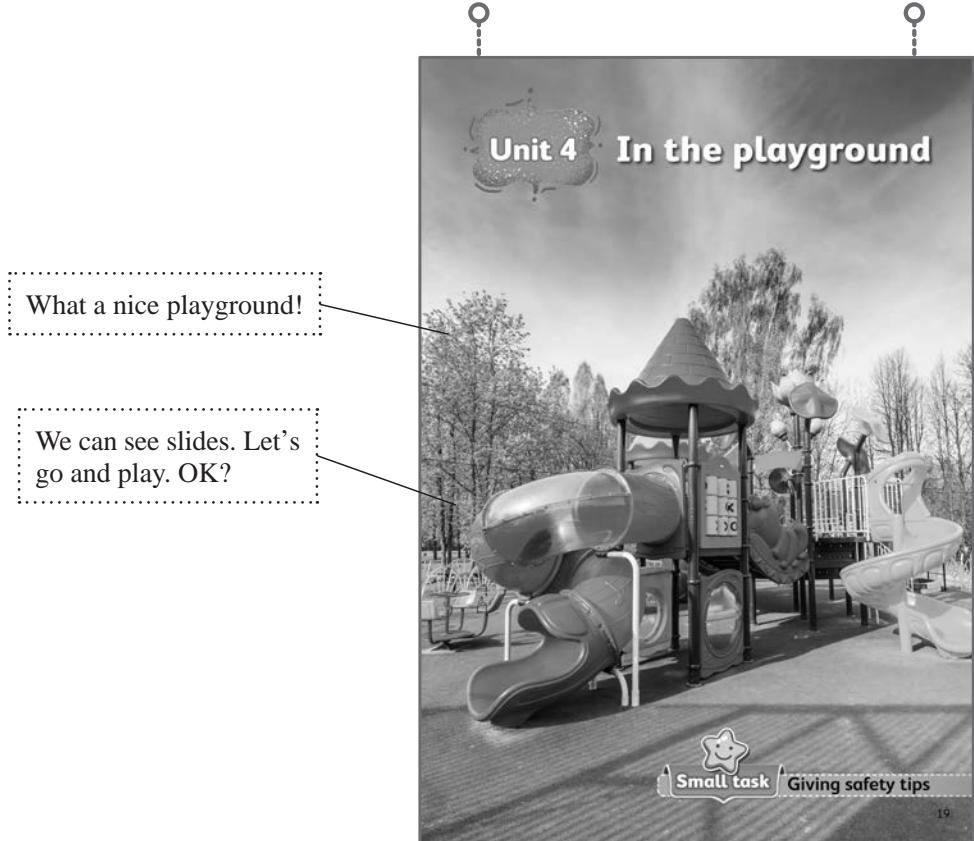
- ▶ 知晓游乐设施名称，介绍自己喜欢的游乐设施。
- ▶ 了解使用游乐设施的安全提示，提高安全意识。
- ▶ 根据安全提示，交流与分享安全游玩的方式，为朋友提供帮助。

## 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“运动与游戏，安全与防护”子主题内容，通过任务“Giving safety tips”引导，帮助学生了解关于游乐设施的安全提示，树立安全意识。		
语篇	Song time	歌曲	了解游乐设施相关的词汇
	Talking time	对话	交流安全使用游乐设施的方式
	Mini-project	介绍	为他人讲解使用游乐设施的安全提示
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	理解关于游乐设施名称及安全提示的主题词汇	
	语法	在关于安全游玩的主题语境中，感知、体会常用祈使句的表意功能，如“Hold on tight.” “Be careful.”	
	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	初步运用所学语言，在游乐场游玩的语境中与他人进行得体的交流	
文化知识	了解生命至上的意义		
语言技能	Song time	理解性技能：在听、唱歌曲“Playground song”的过程中，提取、梳理游乐设施的相关信息 表达性技能：演唱英语歌曲“Playground song”	
	Talking time	理解性技能：在听、读、看语篇“Let's play together”的过程中，提取、梳理关于不同游乐设施的安全提示信息 表达性技能：大声跟读音视频材料，正确朗读对话，在教师指导下进行简单的角色扮演	
	Mini-project	表达性技能：根据图片，用简单的语句介绍使用游乐设施的安全提示	
学习策略	Study skill	通过观察图片和事物，获取信息	



## Small task

### Giving safety tips

Playing in the playground is so much fun. It is also important to play safely. Do you know some safety tips? Please be a volunteer and give some safety tips to the children in the playground.

### 文化链接 (Culture link)

Life is the supreme. Safety tips can help us stay away from danger. For example, we should hold on tight with two hands when we play on the swing and the seesaw. We should sit up straight when we play on the slide. We should keep safety tips in mind and cherish our lives.

**Songtime**

**Unit 4**

**Playground song**

Come and play  
On the slide.  
Come and play  
On the swing.  
Come and play.  
Come and play.

**A** Look, listen and sing along. ⏪

**B** Listen and match. ⏪

**C** Look, think and speak.  
Which do you like best?  
I like the slide.

## 热身活动 ( Warm-up )

借助歌曲和图片，引入在游乐场玩耍的主题情境，激发学生的学习热情。

- Play the recording and invite the students to sing the song “Colours in the park”.  
*T: Let's sing a song together. / Listen to the recording and sing the song together.*
- Show some pictures of different places such as schools, parks and playgrounds.  
*Encourage the students to say the names of the places.*  
*T: Now let's do a quick response. Ready, go! / Look at the pictures and say the names of the places, please.*
- Ask the students where they would like to go. Encourage them to say a chant.  
*T: It's a fine day today. Where do you want to go? Let's say a chant about the place you choose.*  
*Come and play in the school/park/playground.*  
*Come and play. Come and play.*

## Song time

### A. Look, listen and sing along.

#### 基础活动（Activity）

借助图片和歌曲音频，引导学生感知、学习关于游乐设施的单词的音、形、义，带领学生演唱歌曲。

- Begin by asking the students to enjoy the song "Playground song". Use body language to help them understand the word "slide".

*T: Let's listen and enjoy the song. Look at the picture. Please read after me. / Please listen to the song. Look! A slide.*

- Ask the students to think and answer the question.

*T: Think and answer the question: Where can we see a slide? / Who can answer my question?*

- Invite the students to sing the song together.

*T: Can you sing the song along with the recording? / Try to sing the song along with the recording, please.*

- Ask the students to focus on the picture and talk about the playground equipment. Help the students remember the words "swing" and "seesaw".

*T: Look at the picture. What is it? Let's point to the picture and say. / Look, is it a slide? Let's point and say.*

- Encourage the students to make a new song with different playground equipment.

*T: Now please make a new song. / Clap your hands and sing your new song.*

#### 进阶活动（Challenge）

##### Chant and colour.

通过为游乐设施涂色，帮助学生巩固词汇，培养学生的辨析能力与语言表达能力。

- Ask the students to listen to a rhythmic chant that they can easily follow.

*Look, a slide. A red slide. Come and play. Come and play on the red slide.*

*Look, a seesaw. A blue seesaw. Come and play. Come and play on the blue seesaw.*

*Look, a swing. A green swing. Come and play. Come and play on the green swing.*

- Show some black and white pictures. Ask the students to read the chant by themselves to get information about the colours of the playground equipment.

*T: Look! Here are some pictures. What colours are they in the chant? Please read the chant again. / Look at the pictures. They are black and white. Please read the chant by yourselves and find out their colours.*

- Encourage the students to colour the pictures and chant together.

*T: Take out your crayons. Colour the pictures according to the chant. Then let's say the chant together. / It's time for you to colour the pictures. The chant can help you.*

## 参考答案 ( Answers )

1. slide — red    2. seesaw — blue    3. swing — green

## Song time

B. Listen and match.

## 基础活动 ( Activity )

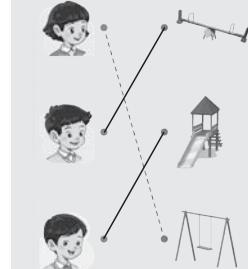
借助图片和音频，引导学生听录音，将人物与游乐设施配对，培养学生仔细聆听的习惯和获取信息的能力。

- Begin by playing the recording of Shenshen. Ask the students to find out where she plays.  
*T: Listen carefully and match the pictures, please. / Now listen and find the correct picture.*
- Ask the students to point to the picture and say the dialogue.  
*T: Please point to the picture and say the dialogue. / Who wants to have a try?*
- Play the second and the third recordings. Ask the students to match the pictures while listening.  
*T: Please match the pictures while listening. / Listen carefully and match the correct pictures.*
- Check the answers with the students.  
*T: Let's check the answers. / Where do Minmin and Xiaopu play?*
- Divide the students into groups of three. Ask them to each act as one of the characters and introduce the playground equipment they play on.  
*T: Please work in groups of three and act out the dialogue. / Please act as one of the characters and tell your friends where you play.*

## 听力文字 ( Audio script )

1. — Shenshen, come and play on the swing.  
— OK.
2. — Minmin, come and play on the seesaw.  
— OK.
3. — Xiaopu, come and play on the slide.  
— OK.

## 参考答案 ( Answers )



## 进阶活动 ( Challenge )

Make a dialogue.

引导学生自编对话并表演，进一步巩固与游乐设施相关的词汇，培养学生的理解能力和合作能力。

- Begin by reviewing the chant the students have learnt.  
*Look, a slide. A red slide. Come and play. Come and play on the red slide.*  
*Look, a seesaw. A blue seesaw. Come and play. Come and play on the blue seesaw.*  
*Look, a swing. A green swing. Come and play. Come and play on the green swing.*  
*T: Let's review the chant we have learnt. / Let's read this chant again.*
- Make a dialogue based on the chant. Act out the dialogue with a student.  
*T: I will make a new dialogue. Who wants to come up and act it out with me?*  
 — ...., come and play on this green swing.  
 — OK. Play on the swing. Whoo!
- Ask the students to choose one or two items of playground equipment and make a dialogue in pairs.  
*T: Look, a blue seesaw, a red slide and a green swing. You can choose one or two and then make a dialogue in pairs. / There is a seesaw, a slide and a swing in the playground. Here's a task for you. Choose and make a new dialogue in pairs, please.*
- Invite the students to act out the dialogue.  
*T: Who wants to act out the dialogue? / This stage is for you. Perform your dialogue, please.*

### Song time

#### C. Look, think and speak.

##### 基础活动（Activity）

借助图片，引导学生思考自己喜欢的游乐设施并与同学交流，培养学生的理解能力和语言表达能力。

- Review the playground equipment with the sentence structure “It is ...”.  
*T: Now answer my question: What is this/that? / Can you answer the question?*
- Ask the students to point to the sentences in Part C and read.  
*T: Look at Part C. Please point to the sentences and read after me. / Look at the question and the answer in Part C. Can you read the sentences?*
- Encourage the students to point to the playground equipment in the picture and introduce the equipment they like best in pairs.  
*T: Now work in pairs. Please tell your partner which one you like best.*

##### 进阶活动（Challenge）

#### Find your partner and say.

借助游乐场图片，拓展更多游乐设施的名称，引导学生两两合作自编对话，培养学生的观察能力和语言表达能力。

- Show a picture of another playground. Point to the equipment in the picture and introduce it.  
*T: Look! A slide, a swing and a seesaw. What else are there? There's a jungle gym and a rocking horse. Read after me. / What's in the playground? A slide, a swing, a seesaw, a*

*jungle gym and a rocking horse. Follow me and read.*

- **Do a survey about the students' favourite playground equipment.**

*T: Now let's do a survey. Who likes ...? Please raise your hand. / Which do you like best? Think and answer my question.*

- **Encourage the students to find their partners in the classroom and talk about their favourite playground equipment.**

*T: Stand up and find your partner. Make a dialogue in pairs. / Who's your partner? Go and talk about your favourite things to play on with your partner, please.*

— Which do you like best?

— I like the jungle gym.

— Me too. Come and play.

— OK. Climb up. Climb down.

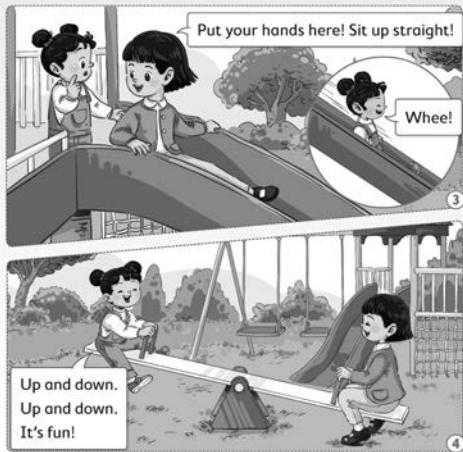
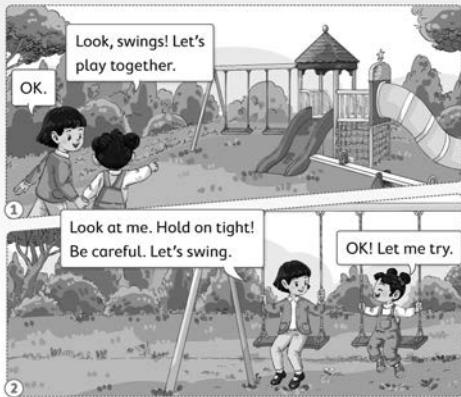
— It's fun!

### 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, circle and say.”活动辅助教学。

*Optional activity resources-1B-Unit 4-Song time.*

## Let's play together



A Look and listen. ↗

B Look and tick.

Who is right?



C Think and speak.

## 热身活动 ( Warm-up )

借助歌曲和图片，引导学生正确说出游乐设施的名称，表达自己的喜好，激发学习热情。

- Begin by playing the recording of “Playground song”.  
*T: Let's sing together. / Let's enjoy the song together.*
- Ask the students to think and answer the questions according to the picture of a playground.  
*T: Look at the picture. Now think and answer the questions: What can you see in the playground? Which do you like best? / Please think and answer my questions.*

## Talking time

## A. Look and listen.

## 基础活动 ( Activity )

借助视频，引导学生感知语篇主要内容，培养学生的观察能力和理解能力。

- Ask the students to look at the pictures and answer the question: Where are the children?  
*T: Look at the pictures and answer my question. / Discuss in pairs according to the question.*

- Play the video and ask the students to focus on how the children play.  
*T: Watch carefully. How do the children play? / Watch the video and think about the question:  
 How do the children play?*
- Invite the students to act out how to play safely.  
*T: How do they play on the swing, the slide and the seesaw? Can you act it out? / Can you play on the swing, the slide and the seesaw safely? Act it out, please.*
- Play the video again and help the students understand and remember the phrases “hold on tight” and “be careful”.  
*T: Let’s watch the video again. Listen carefully to the words “hold on tight” and “be careful”.  
 Now read after me. / Please watch again and try to get the safety tips.*
- Encourage the students to read the dialogue in pairs.  
*T: Please read the dialogue in pairs with body language. / Let’s work in pairs. Act out the dialogue with body language.*

### 进阶活动 (Challenge)

Find the correct pictures.

引导学生根据安全提示，配对相应的图片，培养学生的观察能力和语言表达能力。

- Show a picture of another playground. Invite the students to name the equipment in the playground.  
*T: What can you see in this playground? / Wow, a big playground! What’s in the playground?*
- Divide the students into groups of three. Prepare three dialogues for each group. Ask the students in the same group to take different dialogues.

*Dialogue 1: — Look at us. Hold on tight.*

- Up and down. Up and down.
- Play on the seesaw. Fun, fun, fun.

*Dialogue 2: — Look, a swing.*

- Hold on tight. Be careful!
- OK! Let me try.

*Dialogue 3: — Put your hands here! Sit up straight!*

- Slide down. Whee!

*T: Let’s work in groups of three. Each of you takes one dialogue and reads it by yourself. /  
 Each one takes a piece of paper and reads it silently.*

- Ask the students to read the dialogues in the group and stick them to the correct pictures on Pages 22 and 23.  
*T: Now one student reads the dialogue he/she has. The others find the correct picture and stick the dialogue to it. / It’s group work time. One of you will read the dialogue he/she gets. The others think and match the dialogue with the picture.*
- Encourage the students to find out the safety tips in the dialogues.  
*T: Can you find out the safety tips in the dialogues? Discuss in groups. / Work in groups and try to find out some safety tips.*

## Talking time

### B. Look and tick.

#### 基础活动 (Activity)

借助图片，引导学生根据语篇中的安全提示思考，培养学生的观察能力和判断能力。

- Ask the students to look at the pictures in Part B and find the differences between the two pictures.

*T: Look, here are two pictures. Are they the same or different? / Look at these two pictures and find the differences, please.*

- Encourage the students to think about the safety tips.

*T: How do we play on the swing safely? / Who can introduce the safety tips for playing on the swing?*

- Ask the students to look at these two pictures again and think about the question: Who is right?

*T: Now think and tick the right picture. / Who is right? Tick the picture, please.*

#### 参考答案 (Answers)



#### 进阶活动 (Challenge)

### Read and act.

借助图片和安全提示条，引导学生朗读并表演安全使用游乐设施的方式，培养学生的推断能力和语言表达能力。

- Stick some safety tips and some pictures of the playground equipment on the board. Help the students review the safety tips and the names of the equipment.

*T: Look, here are some pictures and safety tips. Let's review. / Look at the pictures and safety tips on the board. Let's do a quick response.*

- Encourage the students to read the safety tips and make dialogues in groups.

*T: Now, choose one of the pictures. Can you make a dialogue and act it out?*

*— Look, swings. Come and play.*

*— OK. Look at me. Put our hands here.*

*— Hold on tight. Be careful! Let's play together.*

*— Let me try. Wow! It's fun.*

## Talking time

### C. Think and speak.

#### 基础活动 (Activity)

借助图片，引导学生在语境中说一说安全游玩提示，培养学生的分析能力和语言表达能力。

- Ask the students to look at the picture and answer the question.

*T: Look at the picture. Where are the children?*

- Ask the students to point to the sentence and read it.

*T: How can they play on the seesaw safely? Point to the sentence and read it. Hold on tight! / They play on the seesaw safely and happily. Now read after me: Hold on tight!*

- Encourage the students to think and give the safety tips.

*T: Do you want to play on the seesaw? Let's follow the rules and play. / Work in pairs. Stand up. Say the tips and do some actions.*

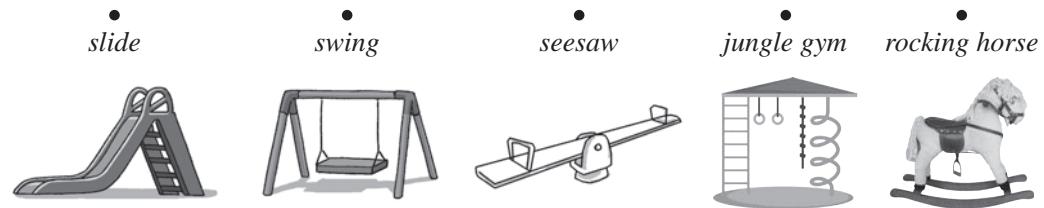
#### 进阶活动 (Challenge)

##### Match and introduce.

借助图片和安全提示条，引导学生正确配对并表达，培养学生的判断能力和语言表达能力。

- Stick some safety tips and pictures of the playground equipment on the board. Invite the students to review the safety tips and the names of the equipment.

① Be careful.      ② Hold on tight.      ③ Sit up straight.



*T: Look at the pictures. Let's review and say the names together. / Do you remember the names of these pictures? Let's review.*

- Encourage the students to think and match the safety tips and pictures in groups.

*T: Now work in groups. Think and match the safety tips with the pictures. / How can we play safely? Please think and match the safety tips with the pictures in groups.*

- Ask the students to introduce the safety tips in groups.

*T: Please introduce the safety tips in your group. / Please discuss and introduce the safety tips to your group members.*

## 参考答案 ( Answers )

slide: ① ③ swing: ① ② ③ seesaw: ① ② ③ jungle gym: ① ② rocking horse: ① ② ③

Look, a slide. Put your hands here. Sit up straight. Be careful. Let's slide.

Look, a swing. Hold on tight. Sit up straight. Be careful. Let's swing.

Look, a seesaw. Hold on tight. Sit up straight. Be careful. Let's play.

Look, a jungle gym. Hold on tight. Be careful. Let's climb.

Look, a rocking horse. Hold on tight. Sit up straight. Be careful. Let's ride.

## 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 and say.”活动辅助教学。

*Optional activity resources-1B-Unit 4-Talking time.*

## Mini-project

### Giving safety tips

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生思考，向图中儿童介绍不同游乐设施的安全使用方式。

步骤2：观察图中儿童的不安全使用行为，运用所学语言，给儿童对应的安全提示。

#### 语言示例 (Demo)

*Hold on tight.*

*Put your hands here.*

*Be careful.*

*Sit up straight.*

Mini-project  
Giving safety tips

Step 1 Think and speak.  
Hold on ... Be ...

Step 2 Circle and give safety tips.

Well done!

#### 小妙招 (More tips)

- 引导学生树立安全游玩意识并付诸行动。
- 鼓励学生运用所学语言，提醒、帮助他人，形成乐于助人的良好品德。
- 鼓励学生从给出安全提示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，提高学生的自我评价和反思能力。

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

#### 教学反思 (Teaching reflections)

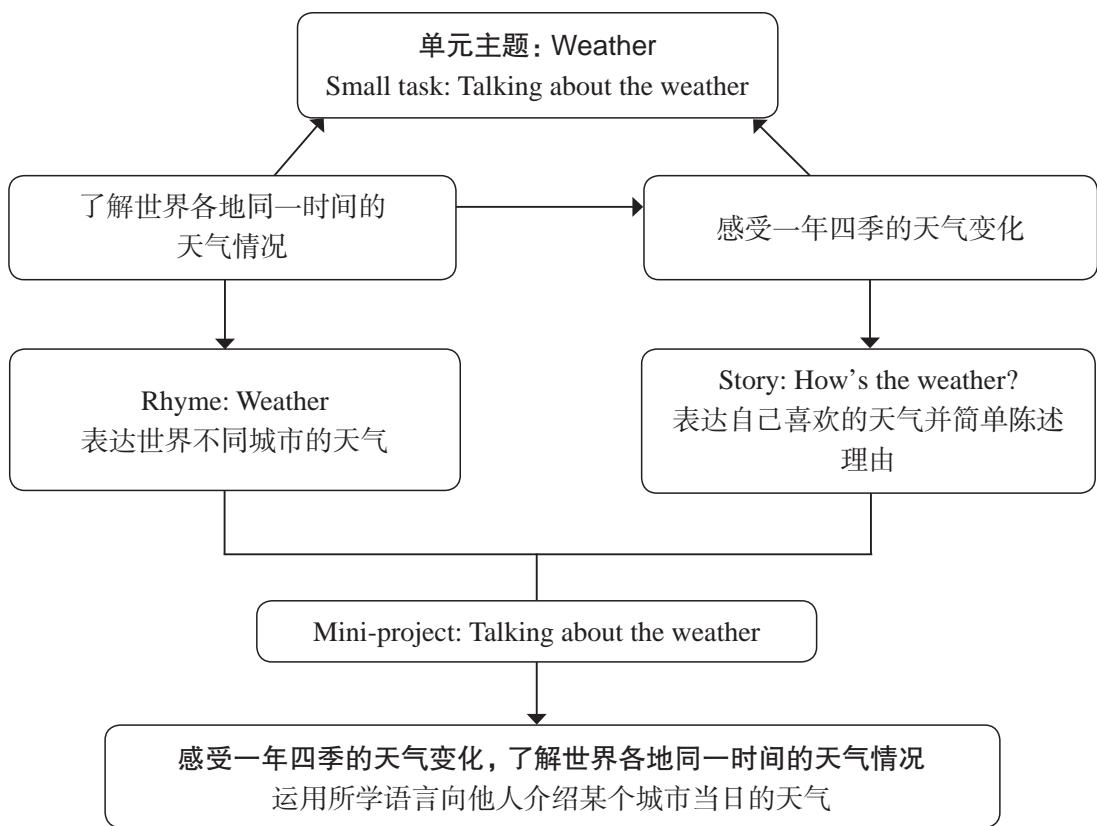
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 5 Weather

## 单元目标 ( Unit objectives )

- ▶ 了解询问天气的方式，礼貌地向他人询问天气。
- ▶ 知晓各类常见天气的表达，礼貌客观地回答他人关于天气的询问。
- ▶ 向他人介绍自己喜欢的天气并简单说明理由。

## 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“天气与日常活动”子主题内容，通过任务“Talking about the weather”引导，帮助学生用所学语言向他人介绍某个城市当日的天气，感受大自然的神奇变化。		
语篇	Rhyme time	韵文	询问及回答天气
	Story time	配图故事	了解天气情况，表达自己喜欢的天气
	Mini-project	独白	向他人介绍某个城市当日的天气
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	理解关于天气的主题词汇	
	语法	体会常用疑问语的表意功能，如“How's the weather?”	
	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	在语境中简单地与他人谈论天气	
文化知识	了解谈论天气是英国人常用的开启对话的方式		
语言技能	Rhyme time	理解性技能：在听、读韵文“Weather”的过程中，提取、梳理关于天气和城市名称的信息 表达性技能：诵读英语韵文“Weather”	
	Story time	理解性技能：在听、读、看语篇“How's the weather?”的过程中，提取、梳理关于天气的信息 表达性技能：大声跟读音视频材料，正确朗读故事，简单交流自己喜欢的天气	
	Mini-project	表达性技能：简单介绍某个城市当日的天气情况	
学习策略	Study skill	在语境中学习词汇和语法，在新旧语言知识之间建立联系	

Look at the picture. It is raining.  
Is the rain heavy or light?

The leaves drink a lot of raindrops.  
They are happy. Do you like rainy  
days?



## Small task

### Talking about the weather

The weather in different places may be different at the same moment. Isn't it amazing? Let's learn how to talk about the weather.

### 文化链接 ( Culture link )

In China, people like to start a conversation with the topic of food. That's because food is very important for Chinese people and we have a rich food culture in China. British people love to talk about the weather. That's because the weather in the UK is always changeable. In some situations, talking about the weather is used to start a comfortable new topic.

Unit 5

**Rhyme time**

**Weather**

How's the weather  
In Sydney?  
Sunny, sunny, sunny?  
How's the weather  
In Sydney?  
Rainy, rainy, rainy?  
Let's ask Daddy.  
He's in Sydney.

A Look, listen and say the rhyme.

B Listen and stick in the weather pictures.

① ② ③ ④ ⑤

C Ask and answer.

Shanghai	Hong Kong
London	Sydney

How's the weather in Shanghai?

It's sunny.

|26 |27|

## 热身活动（Warm-up）

借助图片引入天气话题，通过游戏引导学生讨论与天气相关的单词，激发学生的学习兴趣。

- Show the picture and introduce the topic word “weather”.

T: Look at the lady on TV. What is she talking about? Yes. She's talking about the weather. / How can you learn about the weather? You can learn about the weather from the TV. Look! The lady is telling us the weather.

- Ask the students to look at the five weather symbols on Page 26. Help the students identify the symbols by playing the game “I spy with my little eye”.

T: I spy with my little eye. I spy something yellow and round. Who can come to the front and point to this weather symbol? / I spy with my little eye. I spy something yellow and round. Guess! Which weather symbol is it?

## Rhyme time

- A. Look, listen and say the rhyme.

## 基础活动（Activity）

借助图片和韵文音频，引导学生理解天气类单词的音、形、义，带领学生结合肢体动

作朗读韵文。

- Begin by asking the students to look at the picture on Pages 26 and 27.

*T: Shenshen and Xinxin are in Shanghai. But Daddy is in Sydney now. They are having a video chat. / Daddy is in Sydney now. Shenshen and Xinxin are in Shanghai. How can they keep in touch?*

- Play the recording of the rhyme “Weather”, and teach the students the lyrics. Use body language to help them understand the words “sunny” and “rainy”.

*T: Let's enjoy a rhyme. Please read after me. / Shall we enjoy a rhyme together? Read with me, please.*

- Encourage the students to read sentence by sentence after the recording. Then invite them to stand up and read in groups or pairs with body language.

*T: Please repeat after the recording and read together in groups or pairs. / Let's read sentence by sentence after the recording. Who is ready to read for us?*

- Ask the students to clap hands to keep the rhythm and say the rhyme.

*T: Can you clap and read the rhyme? Let's do it together. / Please clap your hands and say the rhyme. Let's start!*

## 进阶活动 (Challenge)

### Stick and chant.

借助世界地图和气象图标，引导学生了解世界各地同一时间的天气情况，促进学生对天气的理解。

- Prepare five pictures of the weather symbols and a map of the world. Invite two students to stick the pictures of “sunny” and “rainy” next to Sydney on the map. Encourage the two students to chant the rhyme “Weather”.

*T: Look at the map. Here is Sydney. Can you stick the pictures of “sunny” and “rainy” next to it? Can you act as Shenshen and Xinxin to chant the rhyme “Weather”?*

- Divide the class into pairs and encourage them to make a new rhyme about the weather in Beijing or other cities.

*T: Look at the map. Here is Beijing. Can you choose two weather pictures and stick them next to Beijing? Can you make a new rhyme about the weather in Beijing with your partner?*

## Rhyme time

### B. Listen and stick in the weather pictures.

## 基础活动 (Activity)

借助图片和音频，引导学生根据音频中不同的天气介绍，将课本第 87 页相应的气象图标剪下并粘贴到框中，培养学生仔细聆听的习惯和获取信息的能力。

- Guide the students to point to the five weather pictures attached to the Student's Book and read the words.

*T: Look at the pictures. How's the weather? / Look! These are weather symbols. What do they mean?*

- Play the recording and ask the students to listen carefully and repeat sentence by sentence.

*T: How's the weather? Please listen carefully and repeat after the recording. / Listen to the recording and repeat sentence by sentence, please.*

- Play the recording again. Ask the students to stick in the right weather symbols.

*T: Listen to the recording again and put the weather symbols in the right places.*

### 听力文字 ( Audio script )

1. Windy, windy. It's windy.
2. Rainy, rainy. It's rainy.
3. Cloudy, cloudy. It's cloudy.
4. Sunny, sunny. It's sunny.

### 参考答案 ( Answers )



### 进阶活动 ( Challenge )

Play a game — “Quick response”.

借助音频和快速反应游戏，引导学生对不同的气象图标和地图中城市的位置进行快速判断，培养学生的观察能力、辨析能力和应变能力。

- Put a simple world map on the board. Instruct the students to find more cities on the map, such as Hangzhou, Hong Kong, London and Shanghai.

*T: Look at the map. Here are more cities in the world. Where is Shanghai? / Can you come to the front and point to Shanghai on the map?*

- Invite the students to play in pairs. Ask them to listen to the recording carefully and stick the weather symbol in the box next to the city they hear. The first one to finish the task wins.

*T: How's the weather in these cities? Here are some weather symbols for you to choose from. Listen and choose carefully, and then stick them in the right boxes. Let's see who is quicker.*

## 听力文字 ( Audio script )

- How's the weather in Hangzhou? — It's sunny.
- How's the weather in Hong Kong? — It's windy.
- How's the weather in London? — It's rainy.
- How's the weather in Sydney? — It's cloudy.
- How's the weather in Shanghai? — It's snowy.

## 参考答案 ( Answers )

- |              |  |               |  |
|--------------|--|---------------|--|
| 1. Hangzhou: |  | 2. Hong Kong: |  |
| 3. London:   |  | 4. Sydney:    |  |
| 5. Shanghai: |  |               |  |

## Rhyme time

### C. Ask and answer.

## 基础活动 ( Activity )

借助图片，引导学生了解不同城市的名称和天气情况，通过互相问答，让学生体会世界各地的不同天气。

- Ask the students to look at the pictures in Part C and read the names of the cities.
- T: Look at the pictures. Here are four cities. What are they? / Here are four cities.  
Do you know their names?
- Guide the students to ask and answer in pairs according to the pictures.  
T: Look at the pictures. Different cities, different weather. Please ask and answer in pairs. /  
You see? Different cities, different weather. Would you like to act out the dialogue?

## 进阶活动 ( Challenge )

### Play a game — “You act, I guess”.

通过天气卡片和“你演我猜”游戏，引导学生运用所学语言，围绕城市天气进行问答，培养学生的语言表达能力和想象能力。

- Divide the class into two teams and give each team a different set of weather cards.

Beijing  
北京



Lhasa  
拉萨



Hong Kong  
香港



Guangzhou  
广州



Shanghai  
上海



Hangzhou  
杭州



*T: Here are some weather cards. Each team can pick one card for each round. / It's time for you to pick one weather card for your team. Are you ready?*

- Ask one student from each team to come to the front and use actions to describe the weather on the card he/she picked, while asking "Guess. How's the weather in ...(*place*)?" The students on the other team are expected to guess the answer by saying "In ... (*place*), it's ... (*weather*)."

*T: Look at the weather card you pick. Act out the weather with your body language. If the other team can guess the weather correctly, they can get a point. The team with more points wins the game.*

### 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, draw and trace.”活动辅助教学。

*Optional activity resources-1B-Unit 5-Rhyme time.*

## How's the weather?



A Look and listen.

B Read and put the pictures in order.



[28]



C Think and speak.

What weather do you like?



[29]

## 热身活动 ( Warm-up )

借助韵文音频和气象图标，帮助学生复习已学的有关天气的单词，培养学生的观察能力和语言表达能力。

- Play the recording and ask the students to say the rhyme "Weather" together.  
T: Shenshen and Xinxin talked about the weather in Sydney. Do you remember the rhyme "Weather"? Let's read together. / Do you like the rhyme "Weather"? Let's read again together.
- Play the game "Golden eyes". Ask the students which weather symbol is missing.  
T: There are some weather symbols on the board. Golden eyes, golden eyes, which one is missing? / You can see some weather symbols on the board. Look carefully. Golden eyes, golden eyes, which one is missing now?

## Story 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，知晓一年四季的天气在不断地变化。

- Ask the students to look at the pictures on Pages 28 and 29 and answer some questions.  
*T: Look at the pictures. Who are they? Where are they? What are they talking about?*
- Play the video and ask some questions about the weather.  
*T: Please watch the video carefully. How's the weather in different seasons? / Let's watch the video and talk about the weather in different seasons.*
- Play the video again. Pause after each sentence for the students to repeat chorally and individually. Then encourage them to read on their own.  
*T: Please listen and repeat. Now try to read on your own. / Let's follow the video and read. Can you read the story on your own now?*
- Ask the students to dub the video in pairs.  
*T: Watch the video and try to dub with your partner. / Please dub in pairs while watching the video.*

## 进阶活动 (Challenge)

### Role-play.

借助角色扮演的活动，引导学生朗读和演绎故事，培养学生的表演能力和合作能力。

- Go through different actions for the weather with the students. Ask the students to do the actions while saying "It's ...".  
*T: Boys and girls, please say and act out different weather with me. / Do you remember the actions for different weather? Let's do them together.*
- Divide the students into groups of four and ask them to role-play the story with group members.  
*T: Here are four roles: Little Mole, Mother Mole, Little Ant and Little Bird. Please role-play with your group members. / It's role-play time. Little Mole, Mother Mole, Little Ant and Little Bird are the roles in the story. Let's role-play in groups of four.*
- Invite several groups to perform in front of the class.  
*T: Which group is ready to perform? / Would you like to act out the story? Any volunteers?*

## Story time

### B. Read and put the pictures in order.

## 基础活动 (Activity)

借助图片和故事语篇，引导学生进行图片排序，培养学生的逻辑思维能力。

- Demonstrate how to complete Part B on Page 28.  
*T: Here are four weather symbols. Let's read Picture 1 of the story. How's the weather? It's windy. So you write the number 4 in the first box.*
- Ask the students to complete Part B.  
*T: Please read the story again and write the numbers in the boxes. / Boys and girls, please read and put the pictures in order. If you need help, please raise your hand.*

- Check the answers with the students.

T: Are your answers right? / Let's check the answers.

### 参考答案 ( Answers )

4—3—1—2

### 进阶活动 ( Challenge )

Play a game — “Changing weather”.

借助图片和游戏，帮助学生深入理解故事，复习天气的表达，知晓一年四季的天气变化。

- Ask the students to look at the four pictures on Pages 28 and 29. Help the students discover the changing of weather and seasons.

T: Look at Picture 1. The wind blows and blows. The leaves are falling. There are lots of fruit.

Autumn is here. In Picture 2, can you see the white snow? Little Mole is wearing his warm scarf. Winter is so cold. What can you see in Picture 3? Green grass, green leaves and white clouds. It is spring. Look at Picture 4. It is sunny. It is a hot summer day. Different seasons, different weather. The weather is changing.

- Invite four students to stand in front of the class. Ask each one to hold a flashcard (sunny, cloudy, windy, snowy). You hold four pictures of the story. Then show the class how to play the game.

T: Let's play a game “Changing weather”. Look! I have the picture of falling leaves. How's the weather? Yes, it's windy. Who is holding the flashcard of “windy”? Please stand by me. Then I say: Changing weather. You say: It's windy. Do you know how to play the game now? Can you match all the pictures and flashcards?

- Divide the students into groups of eight. Give each group four flashcards and four pictures. Invite different groups to play this game in front of the class. The group which uses the least time wins.
- T: Let's play the game in front of the class. The group which uses the least time wins. / You can come to the front to play the game. Let's see which group is the quickest.

### Story time

C. Think and speak.

### 基础活动 ( Activity )

借助图片，引导学生介绍自己喜欢的天气并简单说明理由，培养学生的思维能力和语言表达能力。

- Talk about the weather that Little Mole likes and the reason. Ask the students to role-play.  
*T: What weather does Little Mole like? Why? What does he say? / Do you know the weather that Little Mole likes? Why does he like the weather? Can you act as Little Mole and tell us the reason?*
- Encourage the students to talk more about sunny day activities.  
*T: Do you like sunny days? What can you do on sunny days? / Little Mole likes sunny days because he can play outside. How about you? What can you do on sunny days?*
- Encourage the students to talk about the weather they like in pairs.  
*T: What weather do you like? Why? Please tell your partner. / What can you do in the weather you like? Tell your partner, please.*

## 进阶活动 (Challenge)

### Play a puzzle game.

通过拼图游戏，引导学生进一步运用所学语言介绍他人喜欢的天气和相关的活动，激发学生的学习兴趣，培养学生的观察能力和语言表达能力。

- Ask the students to draw a picture of the weather they like and what they can do in the weather.  
*T: Draw the weather you like and the activity you can do in this weather. / What weather do you like? What can you do in this weather? Please draw a picture.*
- Guide the students to cut the picture they draw into four pieces to make a weather puzzle.  
*T: Let's make a weather puzzle. Please cut your picture into four pieces. Have a try! / Do you want to make a weather puzzle with your picture? Try to cut your picture into four pieces like this.*
- Ask the students to put their partner's four puzzle pieces together and guess what weather their partner likes. Guide the students to talk about the weather and the activity they can do with the sentence structures below.  
 — You like ... days. You can ...  
 — Yes, I like ... days. I can ...

*T: Let's play a guessing game with the puzzles in pairs. Solve your partner's puzzle and guess the weather and the activity. You can take turns to play the game. / Put your partner's four puzzle pieces together. Can you guess what weather your partner likes? Can you guess the activity your partner does? Please play the guessing game in turns.*

## 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 say.”活动辅助教学。

*Optional activity resources-1B-Unit 5-Story time.*

## Mini-project

### Talking about the weather

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤 1：引导学生利用班级电脑查询某个城市当日的天气。

步骤 2：引导学生用画一画的方式完成天气卡片的记录。

步骤 3：请学生手持天气卡片，扮演小小气象预报员，介绍某个城市当日的天气。

#### 语言示例 (Demo)

*In Shanghai, it's cloudy today.*

The screenshot shows a weather application window titled "Talking about the weather". At the top, there are tabs for "选择" (Select), "今天" (Today), and "明天" (Tomorrow). There are also checkboxes for "城市" (City), "雷达" (Radar), and "云图" (Cloud Map). Below the tabs is a section titled "热门城市" (Hot Cities) with a grid of weather data:

城市	天气	温度	城市	天气	温度
北京	晴	14°C	上海	多云	20°C
长沙	多云	18°C	成都	小雨	18°C
广州	小雨	22°C	贵阳	多云	19°C
海口	小雨	28°C	杭州	小雨	20°C
南京	多云	19°C	南宁	小雨	21°C
西安	晴	20°C	香港	小雨	24°C

Below the grid, there are three steps: Step 1: Choose and search. Step 2: Make a weather card. Step 3: Tell the class about the weather. Step 2 includes a template for a weather card with fields for Place and Weather, and a Well done! button. Step 3 includes a speech bubble saying "In ... (place), it's ... (weather) today." and a cartoon character.

#### 小妙招 (More tips)

- 鼓励学生通过各种方法查询某个城市当日的天气，在遇到困难时可以寻求老师和家长的帮助。
- 鼓励学生观看天气预报，了解如何流畅、准确、自信地播报某个城市当日的天气。
- 鼓励学生从天气卡片制作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，提高学生的自我评价和反思能力。

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

#### 教学反思 (Teaching reflections)

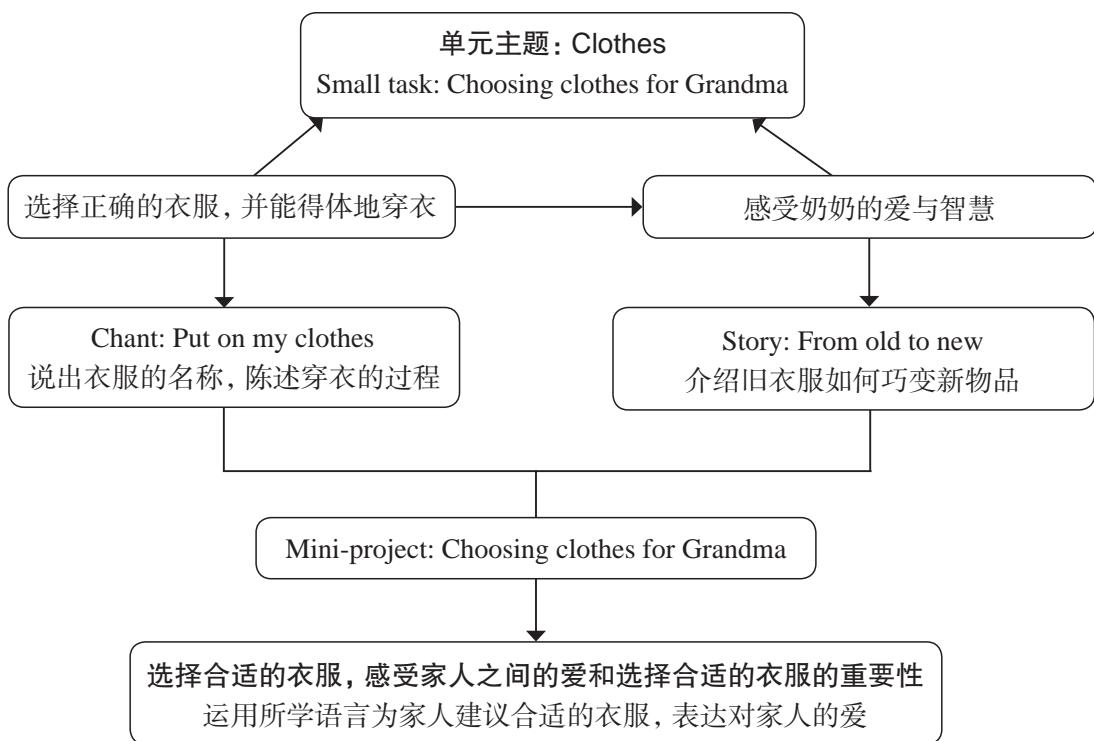
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 6 Clothes

## 单元目标 ( Unit objectives )

- ▶ 了解不同衣服的名称，学会正确、得体地穿衣。
- ▶ 简单介绍旧衣改造的方式和过程，体会穿戴合适的衣服的重要性。
- ▶ 在为家人挑选衣服的过程中，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“生活与学习”主题群，围绕“生活自理与卫生习惯”子主题内容，通过任务“Choosing clothes for Grandma”引导，帮助学生正确选择衣服并得体穿戴，感受家人对彼此的爱。		
语篇	Chant time	歌谣	正确、得体的穿衣方式
	Story time	配图故事	旧衣改造的方式和过程
	Mini-project	独白	为过生日的奶奶挑选合适的衣服
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	理解关于衣服的主题词汇	
	语法	体会常用的穿衣用语的表意功能，如“Put on ...”	
	语篇	体会语篇中图片与文字的关系	
	语用	使用简单的称谓语与他人进行得体的交流	
文化知识	了解人们选择衣服时会考虑多种因素，如性别、天气等		
语言技能	Chant time	理解性技能：在听、读歌谣“Put on my clothes”的过程中，提取、梳理不同的衣服名称，并学习穿衣的顺序 表达性技能：诵读英语歌谣“Put on my clothes”	
	Story time	理解性技能：在听、读、看语篇“From old to new”的过程中，提取、梳理不同的衣服名称 表达性技能：大声跟读音视频材料，正确朗读故事，用简单的语句描述图片	
	Mini-project	表达性技能：为家人提供关于穿衣的建议，表达对家人的爱	
学习策略	Study skill	通过观察图片和事物，获取信息，积极运用所学语言进行表达和交流	

Look at the clothes. What are they?

## Unit 6 Clothes



Some clothes are for girls and some are for boys.



### Small task Choosing clothes for Grandma

|31|

## Small task

### Choosing clothes for Grandma

Grandma's birthday is in May. Minmin hopes that his grandma dresses beautifully on that day. Can you help him choose clothes for Grandma?

### 文化链接 (Culture link)

People should dress properly. When they choose clothes, they should consider factors such as the gender, weather, and so on. For example, boys wear shirts, but girls wear blouses.

| Unit 6 |

**Chant time**

**Put on my clothes**

Get ready —  
It's time to go.  
Get ready —  
From head to toe.  
Put on my shirt.  
Put on my trousers.  
I'm ready! Go!

**A** Look, listen and chant along. ↗

**B** Listen and number the pictures in order. ↗

**C** Stick in the clothes pictures and tell your partner about them.

Put on my ...

|32| |33|

## 热身活动（Warm-up）

借助歌曲和图片，引入外出前选择合适的衣服并穿衣的情境，激发学生的学习热情。

- Begin with a chant about putting on clothes. Then introduce the topic word “clothes”.  
*T: Here is a chant. Can you all dress yourself? Let's listen to the chant. / Listen to a chant. We can dress ourselves in this way.*
- Show the students the picture on Pages 32 and 33, and explain that Minmin's family is going out in the morning. Introduce the title of the chant.  
*T: Minmin's family is going out in the morning. They all dress well. Please enjoy the chant “Put on my clothes”. / Minmin says a chant when he dresses himself. Let's enjoy the chant.*

### Chant time

- A. Look, listen and chant along.

## 基础活动（Activity）

借助图片和歌谣音频，引导学生理解关于衣服的单词的音、形、义，带领学生结合肢体动作诵读歌谣。

- Begin by asking the students to look at the picture on Pages 32 and 33.

*T: Look at the picture. Minmin looks in the mirror. What does he wear? / Minmin and his parents are going out in the morning. He can dress himself like this.*

- Play the recording of the chant and teach the students the lyrics. Use body language to help them understand “from head to toe”, “put on my shirt” and “put on my trousers”.

*T: Let's enjoy a chant. Follow me, please. / Shall we enjoy a chant together? Read with me, please.*

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

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

- Ask the students to read the chant after the recording together.

*T: Can you read the chant? Let's chant and clap to the rhythm together. / Please stand up. Let's try to chant with body language.*

## 进阶活动 (Challenge)

### Match and act.

借助图片中的不同人物，引导学生理解人们着装的差异，培养学生正确、得体的着装意识。

- Ask the students to look at the picture on Pages 32 and 33. Teach them the names of the clothes.

*T: Let's look at Mum and Dad. What clothes are they wearing? / Are they wearing the same clothes? What are these clothes?*

- Mix up pictures of people and their clothes. Encourage the students to match the pictures correctly and act it out.

*T: Look at Mum, Dad and Minmin. Can you choose clothes for them? / Let's act as Mum, Dad or Minmin. What clothes will you wear?*

### Chant time

- B. Listen and number the pictures in order.

## 基础活动 (Activity)

引导学生根据音频内容给图片编号，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 try to name the clothes.

*T: What can you see from these pictures? What are they? / Look! These are different clothes. What are they? Can you name all of them?*

- Guide the students to think about how a boy can put on these clothes in the right way.

*T: Are these clothes for a boy or a girl? How can he put on the clothes in the right way? / We usually put on our clothes from head to toe. How can you put on these clothes?*

- Play the recording and ask the students to number the pictures in order.

*T: Please listen carefully. How does the boy put on his clothes? / Does this boy dress in the same way as you do? Listen to the recording and number the pictures.*

## 听力文字 ( Audio script )

1. Put on my shirt.
2. Put on my trousers.
3. Put on my socks.
4. Put on my shoes.
5. Put on my hat.

## 参考答案 ( Answers )



1.



2.



3.



4.



5.

## 进阶活动 ( Challenge )

Look, think and say.

借助图片，引导学生理解去不同的场所应选择合适的衣服，培养学生正确选择衣服并得体穿戴的意识和良好的生活习惯。

- Show more pictures of different places. Ask the students to choose clothes according to different places.



1.



2.



3.

T: Here are some pictures of different places. What clothes do you wear when you go there? /  
Look at the pictures. What places are they? Do you wear the same clothes when you go to these places?

- Ask the students to work in groups. Encourage them to choose one picture, talk about what they wear and act it out.

T: Now please work in groups. You are going to one of these places. What do you wear? Please act it out.

## Chant time

C. Stick in the clothes pictures and tell your partner about them.

## 基础活动 ( Activity )

借助课本第 87 页的服饰图片，引导学生根据性别选择合适的衣服，并表达如何正确穿衣。

- Ask the students to look at the pictures on Page 33 and the pictures attached to the Student's Book on Page 87.

*T: Look at the pictures. What are these clothes? Are they both for boys and girls? / Here are two children, a boy and a girl. What clothes can the boy wear? What clothes can the girl wear?*

- Guide the students to work in pairs and choose clothes for the children.

*T: What clothes can the boy and the girl wear? Work in pairs and choose clothes for them.*

### 进阶活动 (Challenge)

#### Listen and number.

借助图片和音频，引导学生了解不同民族的服装特征，培养学生的观察能力和辨析能力。

- Show the students the pictures of people from different ethnic groups. Ask the students questions about them.

*T: Look at these people. This boy/girl is Hui. What about this boy/girl?*

- Ask the students to look at the clothes in the pictures, listen to the recording carefully and number the pictures.

*T: They usually dress up on holidays. Look, their clothes are beautiful. Let's listen and number the pictures. / On big holidays, they put on these clothes. Please listen and number the pictures.*

- Encourage the students to choose their favourite picture and try to talk about it.

*T: Which picture do you like best? Try to talk about it. / Please choose your favourite picture and talk about it.*

### 听力文字 (Audio script)

1. I'm Hui. I put on my white hat, white shirt and white trousers.
2. I'm Zhuang. I like black, blue and brown.
3. I'm Miao. I put on my silver hat and a beautiful dress.

### 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。

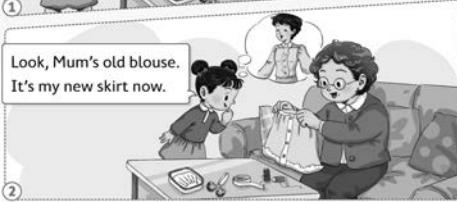
*Optional activity resources-1B-Unit 6-Chant time.*

## From old to new

My grandma is so cool. She can make new clothes for me.



Look, Mum's old blouse.  
It's my new skirt now.



Look, my sister's old dress. It's my new hat now. How lovely!

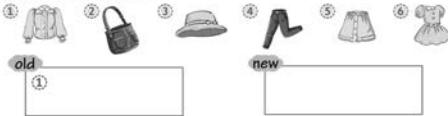


Look, I have a new bag! Where are Mum's old trousers?



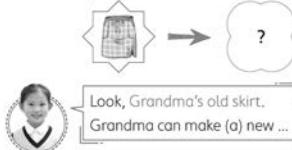
## A Look and listen.

## B Look and write.



[34]

## C Think and speak.



Look, Grandma's old skirt.  
Grandma can make (a) new ...



[35]

## 热身活动 ( Warm-up )

借助歌谣音频和图片，引导学生正确地表达穿衣的过程，培养学生的观察能力和语言运用能力。

- Play the recording of the chant “Put on my clothes” and ask the students to say the chant with body language.

T: Minmin is going to school in the morning. Do you remember the chant “Put on my clothes”?

Let's chant it together. / Do you like the chant “Put on my clothes”? Let's chant it together with body language.

- Show some pictures of people in different clothes and ask the students to talk about how they can put on their clothes.

T: Look at the pictures. What clothes do they wear? How do they put on the clothes? / Please look at the pictures carefully. Choose one person and act how he/she dresses from head to toe.

## Story 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，通过了解奶奶为家人改造旧衣的过

程，感知奶奶对家人的爱。

- Ask the students to look at the title and pictures. Then ask some questions about the story.

T: What is “from old to new”? Who can make new things with old clothes? What is the girl talking about? / Please look at the pictures carefully. What is Grandma doing? What is the girl talking about?

- Play the video and ask some questions about what Grandma can make.

T: Please watch the video carefully. What is Grandma making? What does she use? Is she cool? / Let's watch the video first. Can you tell me what Grandma can make? How does she make these things?

- Show the pictures of the old clothes Grandma uses and the new things she makes. Ask the students to introduce cool Grandma.

T: Xinxin is talking about her cool grandma. Can you act as Xinxin and tell us why Grandma is cool? / Grandma is so cool. She makes new things from old clothes. Let's act as Xinxin and introduce cool Grandma.

- 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.

### 进阶活动 (Challenge)

#### Say and act.

借助语篇中的图片，引导学生梳理奶奶变旧为新的衣物，并扮演欣欣，把这些衣物穿戴起来，表达对奶奶的敬佩和爱，从而培养学生的语言运用能力。

- Begin by asking the students about what Grandma can make for Xinxin and how she can make it. Encourage the students to introduce it with “Look, ...'s old ... It's my new ... now.”

T: What can Grandma make for Xinxin? What does Grandma use? Does Xinxin like them? / Grandma makes something new for Xinxin. What does Xinxin think of them?

- Ask the students to act as Xinxin, put on these new clothes and show her thanks to Grandma.

T: Let's act as Xinxin and put on these new clothes from head to toe. What will she say to Grandma? / Xinxin likes these new clothes. She puts them on and looks in the mirror. Can you act as Xinxin?

### Story time

#### B. Look and write.

### 基础活动 (Activity)

借助图片和信息框，引导学生将语篇中的衣物新旧分类，简单表达奶奶将不合适的衣物变得合适的过程，体会穿戴合适的衣物的重要性。

- Ask the students to look at the pictures of the clothes and the two tables, and try to

classify the clothes.

*T: Look at the pictures! What clothes are they? Are they old or new in the story?*

- Ask the students to choose one pair of pictures and describe the change.

*T: Please choose one pair of the pictures and introduce them. Which one is old? Which one is new? How does it happen?*

### 参考答案 ( Answers )

old: ①, ⑥, ④

new: ⑤, ③, ②

### 进阶活动 ( Challenge )

Play a game — “Match and say”.

借助“图片配对”的游戏，给学生提供更多旧衣翻新的创意设计，培养学生创新设计的能力。

- Divide the students into groups of four. Give half of the students in each group pictures of old clothes, and the other half pictures of new items made from the old clothes.

*T: Do you have pictures of clothes or other things? What are they? / Please look at the pictures you have. Do you know what they are?*

- Encourage the students to match the pictures and say “The ... is/are old. The ... is/are new.”

*T: All these old clothes can be used to make something new. Can you match the pictures and say what is old and what is new? / Please check your pictures with your partner and find your “picture friends”. What is old? What is new?*

### Story time

C. Think and speak.

### 基础活动 ( Activity )

借助图片，引导学生展开想象，思考如何将旧衣改造，使其变得有用，进一步培养学生的语言运用能力。

- Ask the students to look at the picture and imagine what this skirt can be turned into.

*T: Look at the picture. What is it? What can Grandma make with it? / This is an old skirt.*

*Grandma wants to make something new with it. What can she make?*

- Ask the students to introduce the new thing that Grandma makes.

*T: How does Grandma make a new thing? Can you introduce it? / Grandma uses an old skirt to make a new thing. What is it? Please talk about it.*

### 进阶活动 ( Challenge )

Choose, draw and say.

借助旧衣实物，引导学生发挥想象，思考如何再利用这些旧衣，然后画一画、说一说，

进一步培养学生创新设计的能力。

- Begin by showing the students some old clothes. Encourage them to imagine what they can do with these old things.

*T: Please look at these old clothes. What are they? What can you do with them?*

- Ask the students to choose one piece of old clothing and draw what he/she can make from it. Then try to talk about it.

*T: What old clothes do you like? Can you draw and introduce the new things you can make from them? You can say it in this way.*

*Look! It's/They're (a/an) old ...*

*It's/They're (a/an) new ... now.*

### 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“Think and say.”活动辅助教学。

*Optional activity resources-1B-Unit 6-Story time.*

## Mini-project

### Choosing clothes for Grandma

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生看图片，为过生日的奶奶挑选合适的衣服。

步骤2：引导学生尝试表达为奶奶挑选衣服的建议，并通过赞美的方式表达对奶奶的爱。

#### 语言示例 (Demo)

*Grandma, you can put on the red dress and red shoes.*

*How beautiful!*

Mini-project

Choosing clothes for Grandma

Step 1 Choose the clothes.

Step 2 Think and speak.

Well done!

|36|

#### 小妙招 (More tips)

- 鼓励学生在生活中借助家人的生日、特殊的节日等场合表达对家人的关心。
- 引导学生基于不同的性别、年龄、场合，为家人选择合适的衣服，并表达对家人的爱。
- 鼓励学生从衣服的选择与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，提高学生的自我评价和反思能力。

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

#### 教学反思 (Teaching reflections)

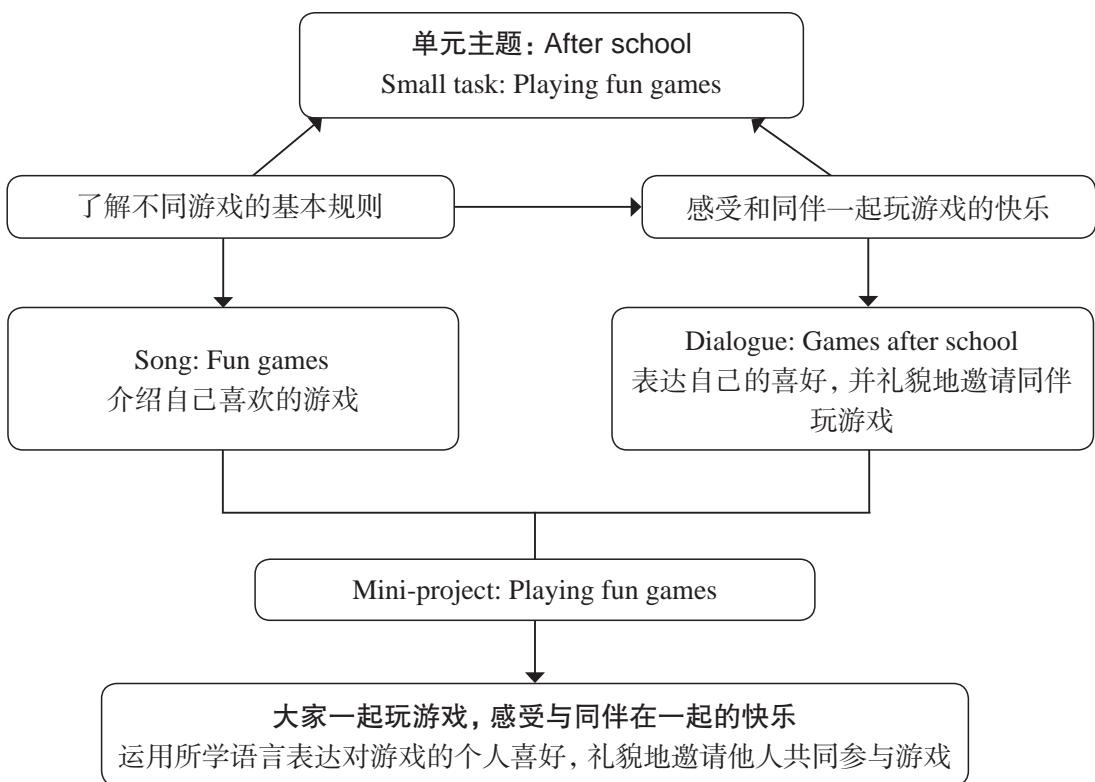
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 7 After school

## 单元目标 ( Unit objectives )

- ▶ 了解一些传统游戏的名称，简单表达自己对游戏的喜好。
- ▶ 知晓不同游戏的基本规则，礼貌地邀请同伴参与游戏。
- ▶ 在玩游戏的过程中，感受与同伴在一起的快乐。

## 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“Playing fun games”引导，帮助学生表达对游戏的个人喜好，从而礼貌地邀请同伴一起加入游戏，感受和同伴玩游戏的快乐。		
语篇	Song time	歌曲	不同游戏的基本规则
	Talking time	对话	个人喜好和礼貌邀请
	Mini-project	独白	放学后与同伴一起玩游戏
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	理解关于游戏的主题词汇	
	语法	体会常用祈使句的表意功能，如“Let's ...”	
	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	对他人的建议做出回应，在玩游戏的语境中礼貌交流	
文化知识	了解一些历史悠久且在我国很多地区广为流传的传统游戏及其特色		
语言技能	Song time	理解性技能：在听、唱歌曲“Fun games”的过程中，提取、梳理不同的游戏名称，理解它们的基本规则 表达性技能：演唱英语歌曲“Fun games”	
	Talking time	理解性技能：在听、读、看语篇“Games after school”的过程中，提取、梳理不同的游戏名称 表达性技能：大声跟读音视频材料，正确朗读对话，简单表达个人喜好并发出邀请	
	Mini-project	表达性技能：表达个人喜好并礼貌地邀请同伴一起玩游戏	
学习策略	Study skill	通过观察图片和事物，获取信息，积极运用所学语言进行表达和交流	



## Small task

### Playing fun games

School is over. The children are very happy. They can play games together. Let's learn what games we can play after school and how to invite our friends or classmates to join us.

### 文化链接 ( Culture link )

"Hide-and-seek", "move-and-freeze" and "throwing sandbags" are all traditional games. They have been popular in China for many years. They are easy to play. For example, in move-and-freeze, players move around to the music or chant. When the music/chant stops, everyone must stop immediately. If someone moves, he/she is out of the game.

Unit 7

**Song time**

**Fun games**

One, two, three, four.  
Hide-and-seek.  
Hide-and-seek.  
Hide-and-seek.  
One, two, three, four.  
Hide-and-seek.  
Are you ready?

**A** Look, listen and sing along.

**B** Listen and circle.

**C** Sing a new song.

One, two, three, four.  
Hula hoop.  
Hula hoop.  
Hula hoop.  
One, two, three, four.  
Hula hoop.  
Are you ready?

## 热身活动（Warm-up）

借助游戏、歌曲音频和图片，引入放学后和同伴一起玩游戏的情境，激发学生的学习热情。

- Begin with the game “Simon says”. Then introduce the topic word “games”.  
*T: Let's play the game “Simon says”. If you hear “Simon says”, you clap your hands. Who wants to be Simon first?*
- Show the picture on Pages 38 and 39, and explain that the children are playing games after school. Then play the song “Fun games”.  
*T: Look at the children. What games are they playing? Let's listen to the song. / We can play fun games with friends after school. What games can you play? Please enjoy the song.*

## Song time

- A. Look, listen and sing along.

## 基础活动（Activity）

借助图片和歌曲音频，引导学生理解关于游戏的单词的音、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 Pages 38 and 39.  
*T: Look at the picture. Some children are playing games after school. What game is Lily playing? / Lily and her friends are going to play hide-and-seek. Are they ready?*
- Play the recording of the song “Fun games” and teach the students the lyrics. Use body language to help them understand the sentence “Are you ready?”  
*T: Let’s enjoy a song. Follow me, please. / Shall we enjoy a song together? Read with me, please.*
- Encourage the students to read the lyrics to the song sentence by sentence after the recording. Then invite the students to stand up and read in groups with body language.  
*T: Please read after the recording and act it out in groups. / Shall we stand up? Let’s read and act in groups.*
- Ask the students to sing the song “Fun games” together.  
*T: Can you sing the song? Let’s sing and act to the music together. / Please stand up. Let’s sing the song with body language.*

### 进阶活动 (Challenge)

Play a game — “I’m ready”.

借助歌曲音频和卡片，引导学生理解不同游戏的基本规则，激发学生参与游戏的兴趣。

- Give the students some cards with game names. Each student can have one card.  
*T: Can you read your game card? / Read your game card, please.*
- Replace “hide-and-seek” in the song “Fun games” with different game names to make new songs. Play the recording of new songs one at a time. Students with the corresponding card should stand up and say “I’m ready!”, and then say the name of the game.  
*T: Let’s listen to some new songs. If your card matches with the song, please stand up, raise your card and say “I’m ready!” And then say the name of the game.*

### Song time

B. Listen and circle.

### 基础活动 (Activity)

借助图片和音频，引导学生根据音频内容选择正确的图片，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 try to say what games the children are playing.  
*T: Who can see in the pictures? What games are they playing? / Look! Some children are playing games. Can you name the games?*
- Play the recording and ask the students to circle the correct pictures.  
*T: Please listen carefully. Who is talking? Who is playing fun games with him/her? What games are the children playing?*

## 听力文字 ( Audio script )

1. I'm Shenshen. I play hide-and-seek with Lily and Xiaowen.
2. I'm Xiaojiang. I play move-and-freeze with Xiaofeng.

## 参考答案 ( Answers )



## 进阶活动 ( Challenge )

Pass a “ball” and play.

引导学生表达和同伴一起玩游戏的愿望，鼓励学生多交朋友，体会和同伴一起玩游戏的快乐。

- Write the name of a game on a piece of paper and introduce the rules.  
*T: Read the name of the game on the paper. Then crumple it up into a “ball”. Who do you want to play the game with? Pass the “ball” to him/her.*
- Encourage the second student to say “I play ... with ... (the first student).” Then ask him/her to stand with the first student and pass the “ball” to another student.  
*T: Make a sentence with the structure on the board. Then you can pass the “ball” to another friend and let him/her join you.*
- After several rounds, encourage these students to play the game together if possible.  
*T: Now you can play this game with your friends together. Enjoy yourselves. / Please play the game together.*
- Choose another game and ask the students to do the activity again.  
*T: Shall we choose another game and do the activity again?*

## Song time

C. Sing a new song.

## 基础活动 ( Activity )

借助改编歌曲的活动，引导学生根据自己的喜好选择不同的游戏，并礼貌地邀请同伴一起参与。

- Ask the students to read the new song on Page 39 after the teacher.  
*T: Look at the boy. What game does he like to play? He wants to invite his friends to play together. / Please read after me. The boy sings a song to invite his friends to play the game together.*

- Guide the students to choose the game they like and make a new song.

*T: What game do you like to play? Who do you want to play with? Sing a new song to invite your friends. / Let's make a new song. You can sing it to your friends and let them join you.*

### 进阶活动 (Challenge)

#### Watch and sing a new song.

借助视频，引导学生了解更多的传统游戏并知晓其基本规则，如跳房子 (Hopscotch)、丢手帕 (Handkerchief chase)、跳皮筋 (Rubber band skipping)、拔河 (Tug of war) 等，培养学生的观察能力和合作能力。

- Play the videos about different games. Ask the students to remember their names as much as they can and choose the one(s) they like to play.

*T: Here are some videos about different games. Can you remember their names and the rules? / Watch the videos carefully. Please remember the game(s) you like to play.*

- Ask the students to talk about their favourite game and make a new song.

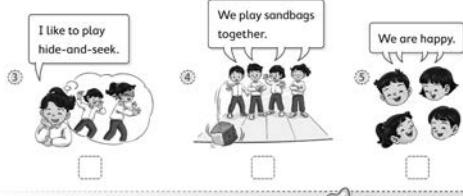
*T: Do you like these games? Which one is your favourite? Can you make a new song to invite your friend?*

### 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 chant.”活动辅助教学。

*Optional activity resources-1B-Unit 7-Song time.*

## Games after school



A Look and listen. ⏪

B Judge, correct and speak.

True  or false .

I like to play move-and-freeze.



## 热身活动 ( Warm-up )

借助传统游戏的图片，帮助学生复习关于游戏的单词，引导学生表达自己喜欢的游戏。

- Show the students pictures of people playing traditional games.

*T: Look at the pictures. When I was a student like you, I played these games too! Can you name these games?*

- Encourage the students to talk about their favourite games in class.

*T: What game do you like? Please share with the class. / Can you play these games? Which one is your favourite?*

## 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，感知人们对游戏的不同喜好，以及大家一起玩游戏的快乐。

- Ask the students to look at the title and the pictures, and then answer some questions about the dialogue.

*T: What are the children doing? When are they playing games? / Let's look at the pictures.*

*Where are the children? Are they playing the same game?*

- Play the video and ask some questions about what game the children like to play and what game they finally choose to play.

*T: What game do they like to play? What game do they finally choose to play? / Do they like to play the same game? What game do they choose to play together?*

- Show the students a mind map of the dialogue. Encourage them to act as the three children and invite more friends by using "Let's ..." and "Come and join us."

*T: Xiaopu, Xiaojiang and Minmin like to play different games. Can you act as them and invite more friends to join the game? / Please act as the three children and invite more friends to join the game.*

- Ask the students to watch the video again and dub in pairs.

*T: Watch the video and try to dub in pairs. / Let's watch the video again. Please dub in pairs.*

### 进阶活动 (Challenge)

Do a survey.

借助调查，引导学生进一步熟悉如何表达对游戏的喜好，感受友谊的意义。

- Begin by asking the students to use the table below to do a survey about what games they and their friends like to play.

*T: What game do you like to play? What about your friends? Write, say and tick.*

	hide-and-seek	skip rope	move-and-freeze	throw sandbags	
S1: _____					
S2: _____					
S3: _____					
S4: _____					

- Encourage the students to talk about their survey results.

*T: Can you talk about your survey results with "I like to (play) ... My friend ... likes to (play) ..."? / Please share your survey results with "I like to (play) ... My friend ... likes to (play) ...".*

### Talking time

B. Judge, correct and speak.

### 基础活动 (Activity)

引导学生观察图片，判断 5 张图片与课文是否相符，并尝试说一说正确的句子，培养其语言运用能力。

- Guide the students to look at the pictures and judge with "✓" or "✗".

*T: Look at these pictures. Are they right according to the story? Use "✓" or "✗" to judge.*

- Check the answers in class. Then encourage the students to correct the wrong sentences and speak in their groups.

*T: Let's check the answers together. Then work in groups and correct the wrong sentences. /*

*Please share your answers in class. Then choose your favourite character in your groups and say their words. Remember to correct the wrong sentences first.*

### 参考答案 ( Answers )

1. ✗ (It's 3:30.)
2. ✗ (I like to play hide-and-seek.)
3. ✗ (I like to play move-and-freeze.)
4. ✓
5. ✓

### 进阶活动 ( Challenge )

Play a board game with your deskmate.

借助棋盘游戏，引导学生深入理解语篇内容，体会和同伴一起玩游戏的快乐。

- Guide the students to look at the picture of the board game. Demonstrate how to play the game.



*T: Look the picture. Let's play a board game. Let me show you how to play it. / Do you like to play a board game? Let's have a try.*

1. We need two players.
  2. Each of you puts an eraser at the "Start" point.
  3. Throw the dice and move the eraser in turn.
  4. Read the sentence and do the activity in turn.
  5. If you reach the 3rd, 5th, 7th, 9th, or 11th square on the board, you have to judge the sentence. If your answer is correct, you can continue. Otherwise, you have to stop for one round.
  6. The game ends when one player(the winner) gets to the "Finish" point.
- Teach the students some key expressions in case they don't know.
- T: Can you play the game in English? You can say "It's your turn.", "Go ahead.", "Pass the dice." and so on.*
- Divide the class into pairs and ask them to play the game. Help the students if necessary.
- T: Now let's play the board game together. Raise your hand if you need some help. / Shall we play the game now? If you need some help, please raise your hand and let me know.*

### 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 choose.”活动辅助教学。

*Optional activity resources-1B-Unit 7-Talking time.*

## Mini-project

### Playing fun games

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤 1: 引导学生在图片中圈出自己喜欢的游戏并简单说一说。

步骤 2: 引导学生礼貌地邀请朋友一起参与游戏。

步骤 3: 引导学生体会和朋友一起玩游戏的快乐。

#### 语言示例 (Demo)

*I like to throw the sandbag. Let's throw sandbags together! Come and join me!*

Mini-project

### Playing fun games

**Step 1 Circle and speak.**

**Step 2 Ask your friends to join in.**

*Let's ... / Come and join me.*

**Step 3 Have fun.**

*Well done!*

|42|

#### 小妙招 (More tips)

- 鼓励学生结交更多的朋友，感受与朋友一起玩游戏的快乐。
- 引导学生根据时间、地点等因素选择合适的游戏，礼貌地邀请他人参与游戏。
- 鼓励学生从语言表达和肢体动作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，提高学生的自我评价和反思能力。

*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 Traffic safety

## 单元目标 ( Unit objectives )

- ▶ 了解日常生活中常见的交通信号灯并说出其名称。
- ▶ 知晓日常生活中交通信号灯的作用，简单介绍交通规则。
- ▶ 在扮演交通警察的情境中，告知他人如何安全出行。

## 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“历史、社会与文化”主题群，围绕“交通法规，安全意识”子主题内容，通过任务“Helping the police officer”引导，帮助学生了解交通信号灯的含义，做一名遵守交通规则的小公民。		
语篇	Song time	歌曲	交通信号灯的名称与含义
	Talking time	对话	遵守交通规则的重要性
	Mini-project	独白	扮演交通警察并指挥交通
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	理解关于交通规则的主题词汇	
	语法	了解简单的交通规则的表意功能，如“Red light. Stop!”	
	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	使用简单的语言告知他人要遵守交通规则	
文化知识	了解不同国家与地区的交通规则的差异，如大部分国家或地区实行靠右行车，少数国家或地区实行靠左行车		
语言技能	Song time	理解性技能：在听、唱歌曲“Traffic lights”的过程中，提取和梳理关于交通信号灯的信息 表达性技能：演唱英语歌曲“Traffic lights”	
	Talking time	理解性技能：在听、读、看语篇“Crossing the road”的过程中，提取、梳理关于交通规则的信息 表达性技能：大声跟读音视频材料，正确朗读对话，简单介绍交通规则	
	Mini-project	表达性技能：扮演交通警察，用简单的语言指挥交通	
学习策略	Study skill	通过观察图片和事物，获取信息，积极运用所学语言进行表达和交流	

Look! The light is green.

They are walking across  
the zebra crossing.



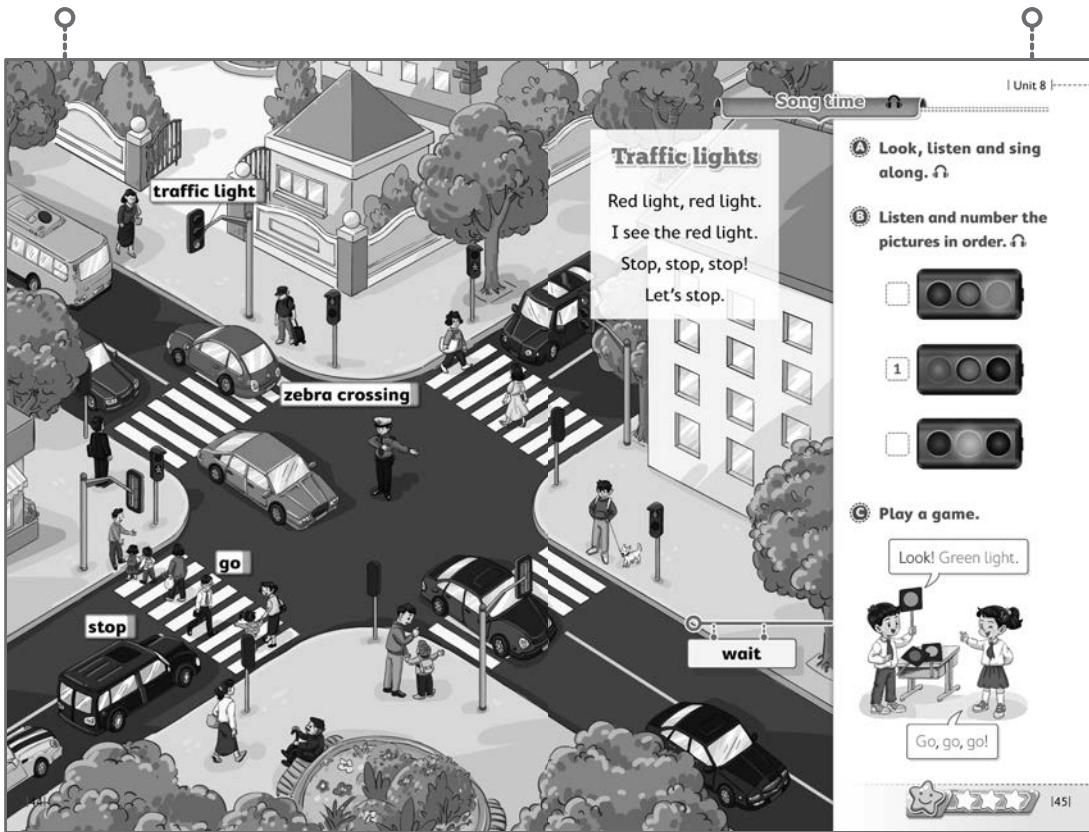
## Small task

### Helping the police officer

At the crossroads, you can see the traffic lights and the zebra crossings. Let's learn how to cross the road safely. Let's learn how to be a little traffic police officer.

### 文化链接 ( Culture link )

The traffic rules in different countries and regions are not always the same. For example, in China (except Hong Kong and Macau), people drive and walk on the right, while in the UK, people drive and walk on the left.



## 热身活动（Warm-up）

借助关于日常生活中道路交通安全的视频，引入在十字路口按交通信号灯通行的情境，激发学生的学习兴趣。

- Play a video about traffic safety. Then introduce the topic words “traffic safety”.  
*T: Here is a video. It’s about how to cross the road at the zebra crossing. Let’s watch the video. / Watch the video. We can know how to walk across the zebra crossing.*
- Show the picture on Pages 44 and 45 and explain that Minmin and Xiaojiang are at the traffic lights. Introduce the title of the song “Traffic lights”.  
*T: Minmin and Xiaojiang are at the traffic lights. They want to walk across the zebra crossing. Please enjoy the song “Traffic lights”. / Minmin and Xiaojiang are standing by the traffic lights. They want to cross at the zebra crossing. Let’s enjoy the song “Traffic lights”.*

## Song time

- A. Look, listen and sing along.

## 基础活动（Activity）

借助图片和歌曲音频，引导学生理解关于交通的单词的音、形、义，引导学生在小组

内演唱歌曲，鼓励学生用其他主题词汇替换并演唱歌曲。

- Begin by asking the students to look at the picture on Pages 44 and 45.

*T: Look at the picture. The street is very busy. People are waiting at the traffic lights. What can you see there? / Look! What do you see in the picture?*

- Play the recording of the song “Traffic lights”，and teach the students the lyrics. Show the pictures of traffic lights to the students and help them understand the words “traffic lights”，“red light” and “stop”.

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

- Ask 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.

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

- Encourage the students to sing the new version of the song “Traffic lights”.

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

*Yellow light, yellow light.*

*Green light, green light.*

*I see the yellow light.*

*I see the green light.*

*Wait, wait, wait!*

*Go, go, go!*

*Let's wait.*

*Let's go.*

## 进阶活动（Challenge）

### Act and sing.

借助上海和伦敦等不同城市的街道交通场景图，引导学生进一步理解关于简单的交通规则的表达，培养学生的观察能力和语言运用能力。

- Prepare some pictures of crossroads with traffic lights in Shanghai and London, where people and vehicles are crossing. Encourage the students to take turns to speak in pairs with the sentence structures below.

*— ... light, ... light. I see the ... light.*

*— ..., ..., ...! Let's ...*

*T: Here are some pictures of Shanghai and London. Let's act as Minmin and Xiaojiang and take turns to speak. / Could you act as Minmin and Xiaojiang? OK. Minmin and Xiaojiang, come to the front, please.*

- Divide the class into pairs and ask them to look at more pictures of crossroads with traffic lights. Invite the students to make a new song.

*T: We have more pictures of crossroads with traffic lights. What should you do? Can you make a new song? / Please choose the pictures you like and make a new song with your partner.*

## Song time

B. Listen and number the pictures in order.

### 基础活动 (Activity)

借助图片和音频，引导学生根据音频内容给图片编号，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 on Page 45 and learn about the words “red light”, “yellow light” and “green light”.  
*T: Look at the pictures. They are traffic lights. Can you tell me the colours of the traffic lights? / Look at the pictures of traffic lights. Do you know the colours?*
- Guide the students to number the pictures in order according to the recording.  
*T: Please listen carefully. Number the pictures. / Listen to the recording and number the pictures, please.*

### 听力文字 (Audio script)

1. Red light. Stop!
2. Green light. Go!
3. Yellow light. Wait!

### 参考答案 (Answers)

2—1—3

### 进阶活动 (Challenge)

Listen and act.

借助不同国家和地区的城市交通图片，引导学生了解不同的交通规则并演一演，培养学生的观察能力和辨析能力。

- Show two pictures of Shanghai and London. Ask the students to listen to the recording carefully and then act as the pedestrians in both cities based on the traffic rules.

A.



Shanghai

B.



London

- T: Here are the pictures of Shanghai and London. Work in pairs. Listen and act as the people in the street. How do you keep safe? / Look at the pictures. Listen to the recording. Then act as the people in the street in pairs, please.

### 听力文字 ( Audio script )

1. Green light. Go! In Shanghai, we walk on the right.
2. In London, we walk on the left. Red light. Stop!

### Song time

#### C. Play a game.

#### 基础活动 ( Activity )

借助交通信号灯图片或道具，引导学生两人一组，根据信号灯的变化做出反应，引导学生进一步了解交通规则的意义。

- Ask the students to look at the traffic lights and ask some questions about traffic rules.

T: Look at the pictures of traffic lights. What are they? What do they mean? / Here are some pictures of traffic lights. What do they mean?

- Guide the students to play the game in pairs with traffic lights props.

T: Minmin and Xiaojiang are playing a game about traffic rules. Would you like to be Minmin and Xiaojiang? / Look at Minmin and Xiaojiang. They are playing a game about traffic rules. Do you want to play the game too?

#### 进阶活动 ( Challenge )

#### Quick response.

借助更多的城市图片和交通信号灯道具，引导学生两人一组，根据信号灯的变化做出快速反应并表演对话，使学生进一步掌握关于交通规则的语言表达。

- Prepare traffic lights props and pictures of different cities for each pair of students. Ask the students to choose props and a picture of a city, and say the traffic rules quickly.

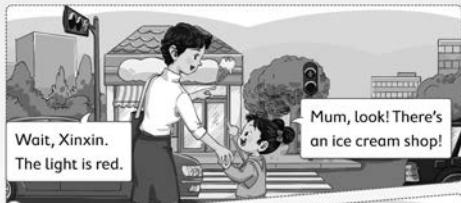
T: Here are traffic lights props and city pictures. Please choose the props and a picture of a city to play the game with your partner. / Look at the traffic lights props and city pictures. Would you please choose the props and a picture of a city to play the game?

#### 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, colour and say.”活动辅助教学。

*Optional activity resources-1B-Unit 8-Song time.*

## Crossing the road

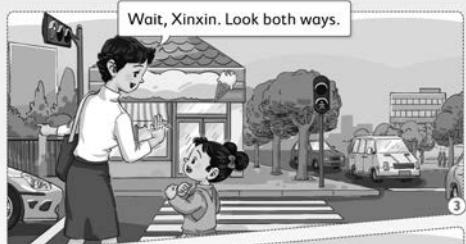


A Look and listen.

B Look and put the pictures in order.



146



C Look and speak.

The light is red.  
Let's stop.

147

## 热身活动 ( Warm-up )

借助歌曲音频和不同城市的地标图片，引导学生回顾交通信号灯的作用和相应的交通规则，培养学生的观察能力和语言运用能力。

- Play the recording of the song “Traffic lights” and ask the students to sing it with body language.  
*T: Do you remember the song “Traffic lights”? Let’s sing it together. / Do you like the song “Traffic lights”? Let’s sing it together with body language.*
- Show the pictures of the three traffic lights and ask the students to think about what they mean and sing the new song again.  
*T: Please look at the pictures of the three traffic lights and sing the song again. / Here are the pictures of the three traffic lights. Shall we sing the song again?*  
Yellow light, yellow light.                                   Green light, green light.  
I see the yellow light.                                   I see the green light.  
Wait, wait, wait!                                       Go, go, go!  
Let’s wait.   Let’s go.

## Talking time

### A. Look and listen.

借助视频和图片，引导学生理解语篇的主要内容，知晓安全过马路的方式。

### 基础活动（Activity）

- Ask the students to look at the pictures and answer some questions about Mum and Xinxin.

*T: Look at the pictures. Who are they? Where are they? What are they talking about? / Please look at the pictures carefully. What are they doing?*

- Play the video and ask the students to read along. Then ask questions about how Mum and Xinxin cross the road.

*T: Please watch the video carefully and read along. Who's the girl? Are Xinxin and Mum crossing the road? / Who's the girl in the video? How do they cross the road?*

- Show the four pictures of Mum and Xinxin. Ask the students to read the dialogue in roles.

*T: Mum and Xinxin are at the traffic lights. They want to cross the road and buy an ice cream.*

*Can you read the dialogue in roles? / Mum and Xinxin are standing at the traffic lights. They want to buy an ice cream on the other side of the road. Would you like to be Mum and Xinxin and read the dialogue?*

### 进阶活动（Challenge）

#### Role-play.

借助视频，引导学生角色扮演，加深学生对交通规则的理解，培养学生的语言运用能力。

- Ask the students to watch the video and act as Mum and Xinxin in pairs.

*T: Watch the video and try to act as Mum and Xinxin in pairs. / Let's watch the video again, and then try to act out the dialogue in pairs.*

- Invite the students to come to the front and perform in class.

*T: Which pair wants to role-play? Please come to the front. / Let's invite some pairs to role-play in front of the class. OK?*

## Talking time

### B. Look and put the pictures in order.

### 基础活动（Activity）

借助欣欣和妈妈过马路的图片，引导学生仔细观察图片，按过马路的正确步骤给图片编号，培养学生的观察能力。

- Ask the students to look at the pictures in Part B carefully and put them in order.

*T: Please look at the pictures. Think it over. Then number the pictures according to the dialogue. / Please look at the pictures carefully. Think and put them in order.*

- Check the answers with the students.

*T: Let's check the answers together. / What's the correct order of the pictures? Let's check.*

### 参考答案 ( Answers )

1—3—2

### 进阶活动 ( Challenge )

Think and say.

借助日常交通的场景图，引导学生辨别并说出相应的交通规则，深化学生对交通规则的理解，培养其观察能力和语言运用能力。

- Ask the students to look at the pictures in Part B and say what they mean.

*T: What do the pictures mean? Can you tell me? / Do you know the meanings of the pictures?*

*Please tell us.*

*Red light. Stop!*

*Hold my hand. Let's go!*

*Green light. Look both ways.*

- Using more traffic scene pictures from daily life, such as those including traffic lights, zebra crossings, police officers, and so on. Guide the students to look at the pictures carefully. Then ask the students to say the traffic rules they can identify in each picture.

*T: What can you tell from these pictures? What should you do when you cross the road? / Look at the pictures. What should you do according to the traffic rules?*

*Yellow light. Wait.*

*Red light. Stop!*

*Green light. Look both ways. / Hold my hand. Let's go! / Walk across the zebra crossing.*

### Talking time

#### C. Look and speak.

借助图片，引导学生思考并讨论过马路的正确做法，并关注安全细节，培养学生的观察能力和语言运用能力。

### 基础活动 ( Activity )

- Ask the students to look at the pictures in Part C carefully and answer the questions about the two boys.

*T: Here are two pictures of two boys. Who are they? What are they doing? / We have two pictures of the boys. Do you know them? What are they doing?*

- Encourage the students to talk about the pictures in pairs.

*T: Can you look at the pictures and talk in pairs? / Please look at the pictures and talk with your partner.*

- Invite some students to come to the front and role-play.

*T: Who would like to come to the front and role-play? / Which pair wants to role-play in front of the class?*

### 进阶活动 (Challenge)

Play a chain game.

引导学生在小组内梳理交通规则，组织学生开展接龙游戏，帮助学生进一步梳理和归纳交通规则，激发其学习兴趣。

- Ask the students to think and talk about the traffic rules in groups.

*T: What are the traffic rules in the dialogue? Think and talk about it in your group. / How many traffic rules do you know? Can you talk about it in your group?*

- Encourage the students to play a chain game and introduce how to play it.

*T: Now let's play a chain game. Each member of a group says a traffic rule one by one. The group that says the most rules wins. / Shall we play a chain game? Each member of a group says a traffic rule one by one. The group that says the most rules is the winner.*

### 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 say.”活动辅助教学。

*Optional activity resources-1B-Unit 8-Talking time.*

## Mini-project

### Helping the police officer

#### 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，提示学生关注图片中的交通信号灯，以及行人和车辆的位置。

步骤 2：引导学生根据本单元所学的交通安全知识，判断图片中人物行为的对错。

步骤 3：请学生扮演交通警察，指挥交通。

#### 语言示例 (Demo)

*Please stop. The light is red.*

*You can't play football.*

*Look both ways.*

*Green light. Go!*

*Yellow light. Wait.*

...

#### 小妙招 (More tips)

- 提醒学生观察不同生活场景中的交通信号灯。例如：大型十字路口、小区和学校门口等。
- 教育学生遵守交通规则，懂得交通信号灯是我们安全出行的保障。
- 鼓励学生从语言表达和情景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，提高学生的自我评价和反思能力。

*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

### Helping the police officer

Step 1 Look at the picture.



Step 2 Tick (✓) or cross (✗).

Step 3 Act as the police officer.

Please stop. The light is red.  
You can't play football.  
Look both ways.  
...

Well done!

Stop! Go.

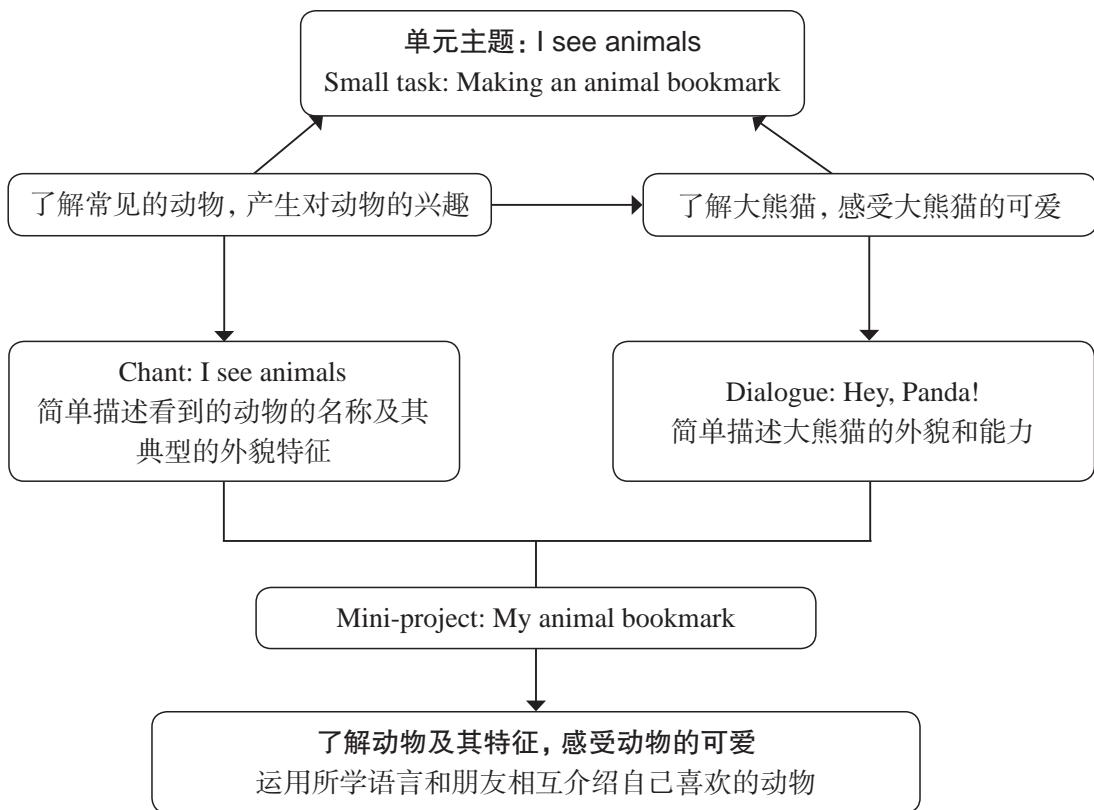
|48| 

# Unit 9 I see animals

## 单元目标 ( Unit objectives )

- ▶ 了解动物园中常见的动物，说出其名称。
- ▶ 知晓常见的动物的特征并做简单介绍。
- ▶ 在制作动物书签的情境中，介绍自己喜欢的动物的名称及其特征。

## 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”子主题内容，通过任务“Making an animal bookmark”引导，帮助学生了解动物的特征，感受动物的可爱。		
语篇	Chant time	歌谣	动物园中常见动物的名称及其特征
	Talking time	对话	知晓动物的特征
	Mini-project	独白	制作动物书签并简单介绍动物的名称和特征
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	理解关于动物园中常见的动物的主题词汇	
	语法	了解介绍动物的简单表达，如“It's a/an ... It can ...”	
	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	运用简单的语言向他人介绍动物的名称与特征	
文化知识	了解中国特有的珍稀动物，如大熊猫、华南虎等		
语言技能	Chant time	理解性技能：在听、读歌谣 “I see animals” 的过程中，提取、梳理关于动物名称的信息 表达性技能：诵读英语歌谣 “I see animals”	
	Talking time	理解性技能：在听、读、看语篇 “Hey, Panda!” 的过程中，有目的地提取、梳理关于动物的名称和特征的信息 表达性技能：大声跟读音视频材料，正确朗读对话，模仿动物介绍自己的特征	
	Mini-project	表达性技能：制作自己喜欢的动物书签，运用简单的语言做介绍	
学习策略	Study skill	通过观察图片，获取信息，积极运用所学语言进行表达和交流	

Look! The animals are lovely.  
Do you like them?

They are looking at us.  
What fun!



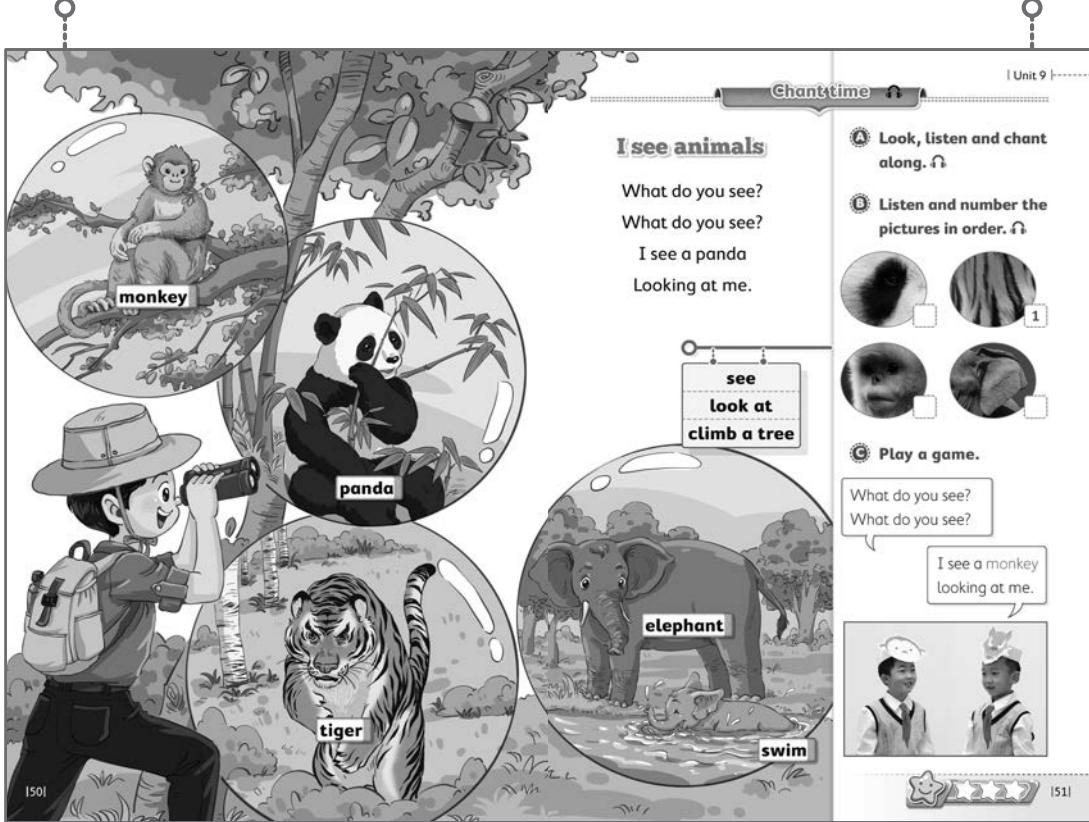
## Small task

### Making an animal bookmark

We can see many animals in the zoo. They are lovely. Let's learn how to make an animal bookmark. Let's learn how to introduce it.

### 文化链接 ( Culture link )

There are some rare animals unique to China, such as pandas and South China tigers. Pandas mainly live in places such as Sichuan province. And South China tigers are mainly found in the southern provinces of the country.



## 热身活动（Warm-up）

借助关于动物园的视频、歌谣和图片，引入在动物园观看动物的情境，激发学生的学习兴趣。

- Play a video about the animals in the zoo. Then introduce the topic word “animal”.  
T: Here is a video. It is about the animals in the zoo. Let’s watch it together. / Watch the video about the animals in the zoo.
- Show the picture on Pages 50 and 51 and explain that Minmin goes to the zoo and sees many animals. Introduce the title of the chant “I see animals”.  
T: Minmin is in the zoo. Please enjoy the chant “I see animals”. / Minmin says a chant in the zoo. Let’s enjoy the chant “I see animals”.

## Chant time

- A. Look, listen and chant along.

## 基础活动（Activity）

借助图片和歌谣音频，引导学生理解关于动物的单词的音、形、义，带领学生结合肢体动作表演歌谣。

- Begin by asking the students to look at the picture.  
*T: Look at the picture. Minmin is in the zoo. What animal does he see?*
- Play the recording of the chant “I see animals” and teach the students the lyrics. Show the pictures of animals and help the students understand the words “panda”, “monkey”, “tiger” and “elephant”.  
*T: Let's enjoy the chant. Follow me, please. / Shall we enjoy the chant together? Read with me, please.*
- Encourage the students to say the chant sentence by sentence after the recording. Then invite the students to stand up and say the chant with body language in groups.  
*T: Please chant after the recording and act it out in groups. / Shall we stand up? Let's chant and act it out in groups.*
- Ask the students to say the chant “I see animals” after the recording together.  
*T: Can you say the chant? Let's chant and act to the music together. / Please stand up. Let's try to say the chant to the music.*

## 进阶活动 (Challenge)

### Act and guess.

借助图片，引导学生小组内模仿各种动物的标志性动作，猜一猜动物的种类，感受动物的可爱。

- Show some pictures of different animals and encourage the students to name the animals.  
*T: Here are some pictures of animals. What animals are they? / Look at the pictures. Do you know the animals?*
- Divide the class into pairs. One student acts as an animal and the other student takes a guess. Encourage the students to use the sentence structures below and exchange roles after several rounds.  
 — *What do you see?*  
 — *I see ... looking at me.*  
*T: We have some pictures of the animals. Please act and guess in pairs.*

### Chant time

#### B. Listen and number the pictures in order.

## 基础活动 (Activity)

借助图片和音频，引导学生根据音频内容给图片编号，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 on Page 51 and take a guess about the animals.  
*T: Look at the pictures. They are parts of the animals. Take a guess. What animals are they? / Here are some pictures. Can you tell the name of the animal in each picture?*

- Guide the students to listen to the recording and number the pictures in order.  
*T: Please listen carefully. Number the pictures. / Listen to the recording and number the pictures, please.*

### 听力文字 ( Audio script )

1. — What do you see? — I see a tiger.
2. — What do you see? — I see a panda.
3. — What do you see? — I see an elephant.
4. — What do you see? — I see a monkey.

### 参考答案 ( Answers )

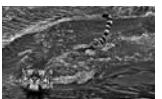


### 进阶活动 ( Challenge )

Listen, order and act.

借助音频、图片和肢体语言，引导学生根据音频内容给图片编号，培养学生获取信息的能力和辨析能力。

- Show some more pictures of animals. Ask the students to listen to the recording and number the pictures in order.









*T: Here are some more pictures of animals. Listen and write the numbers in the boxes. / Listen to the recording. Can you number the pictures in order?*

- Check the answers with the students. Then play the recording again and ask the students to act as the animals they hear with body language.

*T: Let's check the answers together. Now let's stand up and listen to the recording again. What animals do you hear? Please act it out.*

### 听力文字 ( Audio script )

1. — What do you see? — I see a monkey. It's climbing up a tree.
2. — What do you see? — I see a dog. It's running.
3. — What do you see? — I see an elephant. It's waving its nose.
4. — What do you see? — I see a bird. It's flying high.
5. — What do you see? — I see a panda. It's eating bamboo leaves.
6. — What do you see? — I see a tiger. It's swimming in the water.

## 参考答案 ( Answers )

3—2—1—5—4—6

### Chant time

#### C. Play a game.

#### 基础活动 ( Activity )

借助图片和动物头饰,引导学生表演对话,进一步感受动物的可爱,培养学生的语言运用能力。

- Guide the students to look at the picture in Part C and read the dialogue. Then give each student a hat for an animal and ask them to play the game in pairs.

*T: Look at the picture. What are the children doing? Please read the dialogue after me. Here are some hats for different animals. Please choose one and play the game with your partner.*

- Invite some students to act out the dialogue to the class.

*T: Which pair wants to play the game in front of the class? / I need two volunteers. Who would like to come up here?*

#### 进阶活动 ( Challenge )

#### Say and act.

借助动物头饰,引导学生进一步表演对话,培养学生的语言运用能力和应变能力。

- Give each student a hat for an animal and guide the students to play the game in pairs.

*T: Here are some hats for animals. Choose a hat and play the game with your partner. You can continue the game with different hats.*

*— What do you see? What do you see?*

*— I see a tiger looking at me.*

- Encourage the students to answer the questions with more sentences.

*T: Can you answer the questions with more sentences? You can follow the examples. / Please answer the questions with more sentences. Here are some examples for you.*

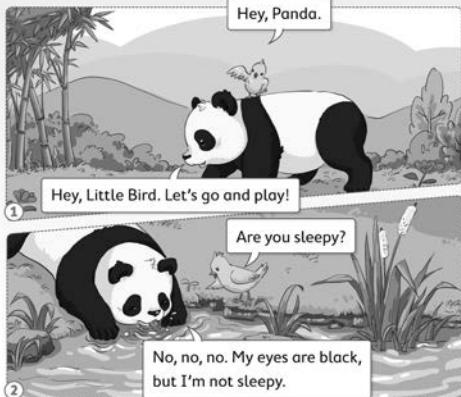
*— What do you see? What do you see?*

*— I see a monkey looking at me. It is small. It can climb trees. / I see an elephant looking at me. It is big. It can swim.*

#### 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-1B-Unit 9-Chant time.*

**Hey, Panda!**

A Look and listen.

B Look and circle.



black ears	fly
black eyes	swim
a black face	climb



C Imagine and speak.

I'm a panda.



My ... is / are ...

I'm ...

I can ...

**热身活动 ( Warm-up )**

借助歌谣音频和动物头饰，引导学生进一步熟悉关于动物的单词，培养学生的观察能力和语言运用能力。

- Play the recording and ask the students to enjoy the chant "I see animals".

T: Minmin is happy to visit the zoo. He sees some animals. Do you remember the chant "I see animals"? / Do you like the chant "I see animals"? Let's chant together.

- Ask the students to put on the hats for different animals and then act as the animals and greet each other.

T: Please put on these hats. Then act as the animals and greet each other. / Put on your hats.

How do you greet each other?

— Good morning/afternoon, Panda.

— Good morning/afternoon, Monkey/Tiger/Elephant.

**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，知晓询问对方信息的方式。

- Ask the students to look at the pictures and answer some questions about these animals.  
*T: Here are two animals. Who are they? What are they doing? / Please look at the pictures carefully. What are the animals doing?*
- Play the video and ask the students to try to understand the dialogue between the two animals.  
*T: Please watch the video carefully. Who are they? What are they talking about? / Can you watch the video and tell me what animals they are?*
- Show the pictures of Panda and Little Bird. Ask the students to act as the two animals in pairs and introduce themselves.  
*T: Panda and Little Bird are introducing themselves. Can you act as Panda and Little Bird in pairs? / Please act as Panda and Little Bird in pairs and introduce yourselves.*  
— Hey, Panda. I'm Little Bird. I can fly.  
— Hey, Little Bird. I'm Panda. I can climb trees.
- Ask the students to act as Panda and answer the questions.  
*T: Now you are Panda. Are you sleepy? Are you good at sports?*
- Show the students more pictures of rare animals in China. Ask the students to appreciate and know more about them.  
*T: Now we know Panda is lovely. Let's know more lovely animals in China.*

## 进阶活动 (Challenge)

### Make a new dialogue.

鼓励学生在角色扮演的活动中充分发挥想象力，进一步培养学生的语言运用能力。

- Ask the students to stand up and find a partner. One of them will be Little Bird and the other can choose to be any other animal they like, such as Panda, Tiger or Monkey.  
Encourage the students to role-play and make a new dialogue in pairs.  
*T: Please find a partner in class. One of you acts as Little Bird, and the other acts as Panda/Tiger/Monkey. Make a new dialogue and role-play. And then exchange roles.*  
— Hey, Tiger.  
— Hello, Little Bird. Let's go and play.  
— Are you good at sports?  
— Yes, I can run fast.  
...
- Invite some students to come to the front and perform to the class.  
*T: Now it's show time. Who can come to the front and act out the dialogue? / I need some volunteers. Which pair can come up here and show us your dialogue?*

## Talking time

### B. Look and circle.

## 基础活动 (Activity)

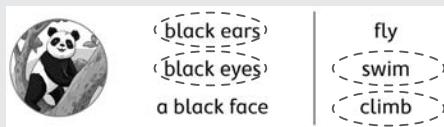
借助动物图片，引导学生仔细观察图片并圈出熊猫的特征，从而进一步熟悉语篇内

容，培养学生的观察能力。

- Ask the students to look at the picture and the words in Part B carefully. Demonstrate how to complete the task.

T: Please look at the picture. Think it over. Then circle the correct words. Are Panda's ears black?  
Yes, they are. Panda has black ears. OK. So let's draw a circle here. Now do Part B by yourself.

### 参考答案 ( Answers )



### 进阶活动 ( Challenge )

Listen and circle.

借助其他动物图片和音频，引导学生熟悉不同动物的典型特征，培养学生的观察能力，深化学生对不同动物的认识。

- Ask the students to look at the pictures of different animals, listen to the recording and then circle the words.

1.		a long nose two small ears a thin body	swim climb trees eat meat
2.		orange and black a short tail a small head	run fast climb trees eat leaves
3.		two short arms a white face a long tail	swim climb trees fly

T: Look at the pictures and listen to the recording. What do you know about these animals?  
Think and circle the correct words.

### 听力文字 ( Audio script )

- I see an elephant. It has a long nose and two big ears. It can swim.
- Hey, Tiger. Can you run fast?  
— Yes, I can run very fast. I can climb trees too. I'm orange and black.
- Hello. I'm a monkey. I have a long tail. I can climb trees.

## 参考答案 ( Answers )

1. a long nose, swim
2. orange and black, run fast, climb trees
3. a long tail, climb trees

## Talking time

### C. Imagine and speak.

#### 基础活动 ( Activity )

借助图片, 引导学生模仿动物并作自我介绍, 培养学生的观察能力和语言运用能力。

- Ask the students to look at the picture and introduce themselves as Panda.

*T: Look at the picture. Now you are Panda. Please introduce yourself. / Can you look at the picture and act as Panda to talk about yourself?*

*I'm a panda. My eyes are black. I'm so cool. I can climb trees. I can swim too.*

- Encourage the students to act as Panda and speak in front of the class.

*T: Please come to the front and act as Panda. / Let's act as Panda and do an introduction. Who can try? Please come to the front.*

#### 进阶活动 ( Challenge )

### Play a game — “Hot Potato”.

借助游戏, 引导学生进一步熟悉不同动物的典型特征及相关表达, 激发学生的学习兴趣。

- Divide the class into groups and ask each group to sit in a circle. Play some fun music and ask the group members to pass round the ball till the music stops.

*T: Let's play the game “Hot Potato”. Each group sits in a circle. Pass round the ball before the music stops. Are you ready?*

- Invite the student who has the ball at last to choose an animal and say something about it, such as what it looks like or what it can do. Ask the rest of the class to take a guess about what it is.

*T: Who has the ball now? Please choose an animal and say something about it. The rest of us can take a guess.*

*— I have a long nose. I can swim. Who am I?*

*— Are you Elephant?*

*— Yes, I am.*

#### 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“Make and say.”活动辅助教学。

*Optional activity resources-1B-Unit 9-Talking time.*

## Mini-project

### My animal bookmark

#### 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，选择一种自己喜欢的动物。

步骤2：向学生讲解制作动物书签的主要步骤，引导学生完成动物书签的制作。

步骤3：请学生向全班展示书签，鼓励学生从动物的名称和典型特征等方面介绍作品。

#### 语言示例 (Demo)

*Look! It's a panda.*

*It can swim.*

*It can climb trees too.*

*It's cool/cute/lovely.*

Mini-project

### My animal bookmark

Step 1 Think and choose.  
Which animal do you like?

Step 2 Make your bookmark.

① Colour.  
② Cut.

Step 3 Show and tell.

Look! It's a/an ...  
It can ...  
...  
Well done!

|54|

#### 小妙招 (More tips)

- 鼓励学生观察不同场景中的动物及其特征。例如：动物园里、路边、小区里、学校里等。
- 引导学生关爱身边的动物，了解其特征并尝试说一说喜欢的原因。
- 鼓励学生从书签制作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，提高学生的自我评价和反思能力。

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

#### 教学反思 (Teaching reflections)

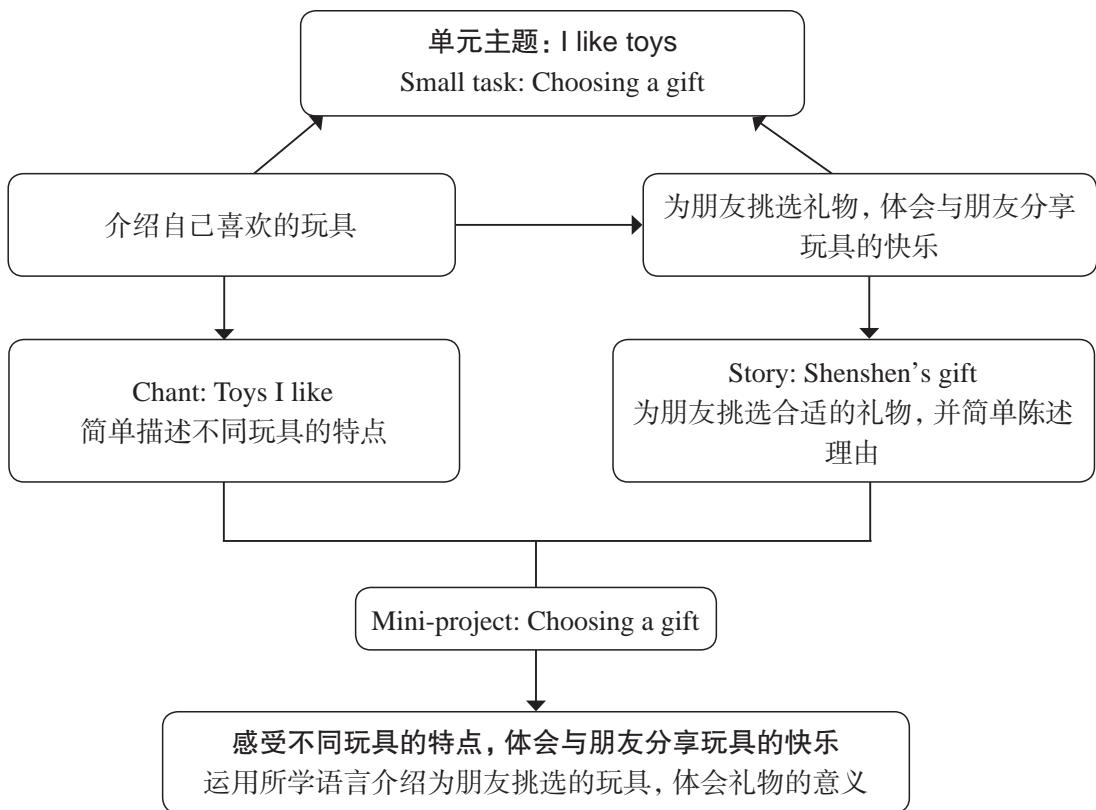
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 10 I like toys

## 单元目标 ( Unit objectives )

- ▶ 了解不同玩具的特点，描述自己喜爱的玩具。
- ▶ 知晓朋友对玩具的喜好，为朋友挑选合适的礼物。
- ▶ 在送别朋友的情境中，向朋友赠送有意义的礼物。

## 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“Choosing a gift”引导，帮助学生正确介绍自己喜爱的玩具，为朋友挑选合适的玩具作为礼物，感受与朋友分享玩具的快乐。		
语篇	Chant time	歌谣	自己喜爱的玩具
	Story time	配图故事	按照朋友的喜好挑选告别礼物
	Mini-project	独白	为朋友挑选玩具礼物并介绍
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	理解关于玩具的主题词汇	
	语法	了解关于对玩具的喜好的表达，如“Which toy does Lily like?”	
	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	使用简单的告别语与他人进行得体的交流	
文化知识	了解熊猫在中国文化中的代表意义，体会熊猫玩具作为礼物的重要意义		
语言技能	Chant time	理解性技能：在听、读歌谣“Toys I like”的过程中，提取、梳理关于不同玩具的信息 表达性技能：诵读英语歌谣“Toys I like”	
	Story time	理解性技能：在听、读、看语篇“Shenshen’s gift”的过程中，提取、梳理关于不同玩具的特点的信息 表达性技能：大声跟读音视频材料，正确朗读故事，简单表达挑选礼物的过程和理由	
	Mini-project	表达性技能：在语境中，简单交流不同玩具的信息，简单表达对玩具的个人喜好	
学习策略	Study skill	通过观察图片，获取信息，积极运用所学语言进行表达和交流	

Look at the toys. They are so nice!  
I like toys. How about you?

## Unit 10 I like toys

Look! It's a toy train. It's cool.  
Do you like it?



### Small task

#### Choosing a gift

Friends usually give gifts to each other on some special occasions, such as when a foreign friend goes back to his/her country. Do you know how to choose a gift for your friend?

#### 文化链接 ( Culture link )

Gifts carry meanings. For example, in China, the panda stands for peace and friendship. So giving a toy panda to a foreign friend would be a good choice.

(Unit 10)

**Chant time**

**Toys I like**

Toys, toys.  
Which toy do you like?  
A kite or a car?  
A boat or a ball?  
I like them all.

**A** Look, listen and chant along. ↗

**B** Look, listen and circle. ↗

**C** Speak and act.

(156) (157)

## 热身活动（Warm-up）

借助歌曲、歌谣和图片，引入申申介绍不同玩具的情境，激发学生的学习热情。

- Begin by asking the students to enjoy a song about toys. Then introduce the topic word “toy”.
- T: Here is a song about toys. Let's enjoy it. / Do you like toys? Please listen to a song about toys.*
- Show the picture on Pages 56 and 57 and explain that Shenshen has many toys. Introduce the title of the chant “Toys I like” and play the recording.
- T: Shenshen has many toys. Please enjoy the chant “Toys I like”. / Shenshen says a chant about toys. Let's enjoy it.*

## Chant time

- A. Look, listen and chant along.

## 基础活动（Activity）

借助图片、歌谣音频和实物玩具，引导学生理解关于玩具的单词的音、形、义，带领学生结合肢体动作诵读歌谣。

- Begin by asking the students to look at the picture on Pages 56 and 57.

- T: Look at the picture. Shenshen has many toys. Which toy does Shenshen like? Let's listen to the chant. / Look! Shenshen has many toys. Do you know which toy she likes? Let's find it out.*
- Play the recording of the chant “Toys I like” and teach the students the lyrics. Show the students some real toys to help them understand the words “kite”, “toy boat”, “toy train”, “toy car” and “ball”.

- T: Let's enjoy the chant. Follow me, please. Can you say the names of the toys in my hands?*
- Encourage the students to say the chant sentence by sentence after the recording. Then invite the students to stand up and say the chant in groups.

*T: Please chant after the recording in groups. You can clap your hands to the music.*

  - Ask the students to say the chant “Toys I like” after the recording together.

*T: Can you say the chant? Let's chant together. / Please stand up. Let's try to say the chant to the music.*

## 进阶活动 (Challenge)

### Make a new chant.

借助实物玩具和歌谣音频，引导学生理解关于不同玩具的表达并创编歌谣，体会玩具带来的乐趣。

- Divide the class into pairs. Encourage the students to ask and answer about their own toys.
- T: Work in pairs. Can you ask and answer about your own toys? I need two volunteers.*  
— Which toy do you like?  
— I like the doll. It's cute. Which toy do you like?  
— I like the boat. It's cool.
- Ask the students to enjoy the chant “Toys I like” and make a new chant with their own toys.
- T: Let's listen to the chant “Toys I like”. What toys do you like? Can you make a new chant?*

## Chant time

### B. Look, listen and circle.

## 基础活动 (Activity)

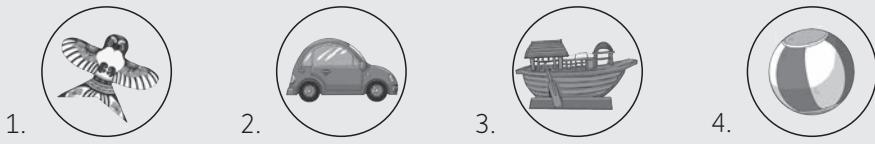
借助图片和音频，引导学生根据音频内容圈出相应的图片，培养学生仔细聆听的习惯和获取信息的能力。

- Begin by asking the students to look at the picture on Pages 56 and 57, and learn about the toys Shenshen likes.
- T: What can you see in the picture? What are they? / Look! Shenshen has many toys. What are they? Which toy does she like?*
- Play the recording and ask the students to circle the correct toys.
- T: Please listen carefully. Circle the correct toys. / Listen to the recording and circle the correct toys.*

## 听力文字 ( Audio script )

1. — Which toy do you like? — The kite.
2. — Which toy do you like? — The toy car.
3. — Which toy do you like? — The toy boat.
4. — Which toy do you like? — The ball.

## 参考答案 ( Answers )



## 进阶活动 ( Challenge )

Listen, choose and act.

借助音频和图片，引导学生根据音频内容选出不同人物喜欢的玩具，培养学生获取信息的能力和辨析能力。

- Ask the students to look at the picture on Pages 56 and 57, and read the words “kite”, “toy boat”, “toy train”, “toy car” and “ball” correctly.  
*T: Do you remember the words about toys? Let's read the words together. / Look at the picture. Can you read the words correctly?*
- Show the pictures of the children and the pictures of the toys. Ask the students to listen to the recording carefully and choose the toy that each child likes.



( )



( )



( )



( )



( )



A.



B.



C.



D.



E.

*T: Which toys do the children like? Let's listen and choose. / Look at these pictures. Listen and find out the toys that the children like.*

- Check the answers with the students. Play the recording again and ask the students to act out the dialogue in pairs.

*T: Let's check the answers together. Now listen to the recording again and act out the dialogue with your partner.*

## 听力文字 ( Audio script )

1. **Miss Li:** Shenshen, which toy do you like?

**Shenshen:** I like the kite. I can fly the kite in the park. I'm happy!

2. **Miss Li:** Xiaopu, which toy do you like?

**Xiaopu:** I like the toy boat. It's cool.

3. **Miss Li:** Lily, which toy do you like?

**Lily:** I like the panda. It's black and white. It's lovely.

4. **Miss Li:** Minmin, which toy do you like?

**Minmin:** I like the toy train. What fun!

5. **Miss Li:** Xiaojiang, which toy do you like?

**Xiaojiang:** I like the ball. How wonderful!

## 参考答案 ( Answers )

1. C 2. E 3. B 4. A 5. D

## Chant time

### C. Speak and act.

## 基础活动 ( Activity )

借助图片，引导学生观察两位小朋友的表情并模仿例子表演对话，进一步感受玩具带来的乐趣。

- Ask the students to look at the pictures in Part C and invite two students to act out the dialogue to the class.

*T: Look at the pictures. Are the two children happy? What do they say to each other? I need two volunteers.*

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

*T: Which toy do you like? Please act out the dialogue in pairs.*

## 进阶活动 ( Challenge )

### Ask and answer.

借助图片，引导学生以小组接龙的方式询问对方喜爱的玩具，培养学生的应变能力和语言运用能力。

- Show the students some flashcards of toys and ask them to say the names of the toys together. Then put the flashcards in a box.

*T: Here are some flashcards of toys. What are they?*

- Divide the students into groups. Ask one of the students in the group to pick out some flashcards and make a dialogue with a partner. Then take turns to continue the game within the group.

*T: Let's pick out some flashcards and make a dialogue like this.*

*— Which toy do you like?*

*— I like the ball. I don't like the kite. Which toy do you like?*

*— I like the boat. I don't like the car. Which toy do you like?*

*— ...*

### 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 match.”活动辅助教学。

*Optional activity resources-1B-Unit 10-Chant time.*

## Shenshen's gift



① Goodbye, Lily.



②

③ Look and listen.

④ Look, circle and write.

Shenshen has \_\_\_\_\_



Shenshen gives Lily \_\_\_\_\_

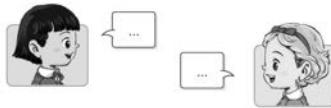


③ Yes! It's for you.



④

⑤ Role-play.



## 热身活动 ( Warm-up )

借助图片，引导学生得体地和他人道别，培养学生的观察能力和语言运用能力。

- Show some pictures of different places, such as the classroom and the airport. Ask the students to talk about how people greet each other there.

*T: Look at the pictures of different places. How do people greet there? / Please look at the pictures carefully. How do people greet each other in these places?*

- Ask the students to think about how they feel when their friend is leaving.

*T: Your friend is leaving for a place far away. How do you feel? What do you want to say? / When your friend leaves, do you feel sad? Will you say goodbye to each other?*

## Story 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，体会礼物的重要意义。

- Ask the students to look at the pictures and answer some questions about the children.

*T: Here are two little girls. Who are they? What are they talking about? / Please look at the*

pictures carefully. What are the girls doing?

- Play the video and ask some questions about what they say to each other.

T: Please watch the video carefully. What are the children's names? What are they talking about? Why? / After watching the video, can you tell me the names of these two girls? What do they say to each other?

- Play the video again. Ask the students to read along with emotion.

T: Please read after the video. How do Shenshen and Lily feel?

- Present a toy panda to the students and help them understand the word "gift".

T: Shenshen has many toys. Which toy does Shenshen give to Lily as a gift? Why? / Does Shenshen give Lily a toy panda as a gift?

## 进阶活动 (Challenge)

Say and choose.

借助视频和图片，引导学生思考如何为朋友挑选礼物，培养学生的文化意识。

- Play the video. Encourage the students to act as Shenshen and explain the reason why she gives Lily the toy panda as a gift.

T: Now you are Shenshen. Why do you give a toy panda to Lily? You can say it like this:  
I give a toy panda to Lily.

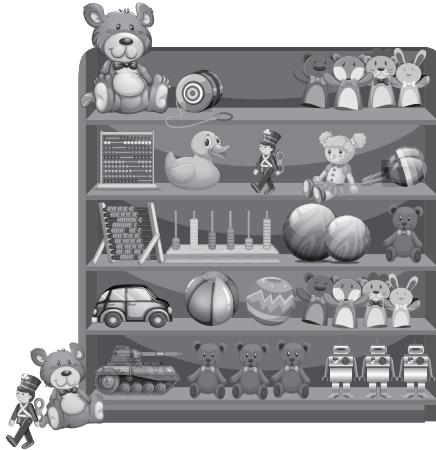
It's ... (colour)

It's ... (nice/cool/cute/...)

And it means ... (friendship/peace/love/...)

I like it very much. I hope Lily likes it too.

- Show the picture of the toy shop. Encourage the students to choose a gift for their friends and tell the class what they have chosen.



T: Do you know which toy your friend likes? Can you choose one gift for him/her? You can say it like this. / Which toy does your friend like? Please choose one as a gift. Can you say it like this?

My friend ... (name) likes ...

Look at the ...

*It's ... (colour)*

*It's ... (nice/cool/cute/...)*

## Story time

### 基础活动（Activity）

#### B. Look, circle and write.

借助玩具图片，引导学生仔细观察图片，找出申申拥有的玩具和她送给莉莉的玩具，培养学生的观察能力。

- Ask the students to look at the picture and say the names of the toys on the shelf.

*T: Can you see some toys in the picture? What are they? / Look! There are some toys on the shelf. Do you know the names of the toys?*

- Ask the students to circle Shenshen's toys and write down the numbers accordingly.

*T: Please look at the picture carefully. Which toys does Shenshen have? Find the toys and circle them. Then write down their numbers.*

- Ask the students to circle the toy that Shenshen gives Lily and write down the number accordingly.

*T: Which toy does Shenshen give to Lily? Please circle it and write down the correct number. / Look at the toys. Try to find Shenshen's gift for Lily. Circle it and write down the number.*

### 参考答案（Answers）

Shenshen has ①, ②, ③, ⑥. Shenshen gives Lily ③.

### 进阶活动（Challenge）

#### Dub and act.

借助视频和配音活动，引导学生进一步熟悉语篇的主要内容，激发学生的学习兴趣，培养学生的语言运用能力。

- Ask the students to watch the video. Play the muted video and guide the students to dub in pairs by themselves. Then ask each pair to exchange roles and dub again.

*T: Please watch the video and then try to dub in pairs. You may exchange roles later. / Let's watch the video again. Please dub in pairs. Don't forget to exchange roles.*

- Guide the students to act as Lily and try to describe the toy panda. Ask the students to pay attention to Lily's feelings.

*T: Lily gets a gift from Shenshen. It's a toy panda. Does she like it? Could you act as Lily to say something about it? / Lily gets a gift. It's a toy panda. Does she like it? Please act as Lily and say something about it.*

## Story time

### C. Role-play.

#### 基础活动（Activity）

借助图片和音频，引导学生进行角色扮演，培养学生的语言运用能力。

- Ask the students to read after the recording sentence by sentence.

*T: Let's review the story. Please read after the recording sentence by sentence.*

- Invite the students to act out the story in pairs with body language.

*T: Please act out the story in pairs. You can use some body language.*

- Encourage some pairs to come to the front of the class and act it out.

*T: Which pair wants to try? Let's welcome Shenshen and Lily. / Could you act as Shenshen and Lily? OK. Come to the front, please.*

#### 进阶活动（Challenge）

##### Think, draw and act.

借助创编故事的活动，引导学生进一步运用所学语言简单地和他人道别并赠送合适的礼物，激发学生的想象力和学习热情。

- Tell the students that Lily also has a goodbye gift for Shenshen. Encourage the students to imagine Lily's gift for Shenshen and draw it.

*T: Lily is going back to London with her family. She wants to give a gift to Shenshen too. Can you help Lily? Please draw the gift.*

- Encourage the students to describe Lily's gift with their partner and imagine what Lily and Shenshen will say to each other.

*T: Can you introduce Lily's gift for Shenshen in pairs? What will they say to each other? You can use the following sentence structures.*

*Look at the ... It's ... It's ... How ...!*

- Invite some pairs to act out the whole story to the class.

*T: Who can be Shenshen and Lily? Please come to the front and act out the whole story.*

#### 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 and say.”活动辅助教学。

*Optional activity resources-1B-Unit 10-Story time.*

## Mini-project

### Choosing a gift

#### 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，猜一猜这个小男孩喜欢的礼物。

步骤 2：引导学生画一画送给这个小男孩的礼物。

步骤 3：请学生向全班介绍自己为男孩挑选的礼物。鼓励学生运用更多的词汇描述玩具的特征。

#### 语言示例 (Demo)

*Look! It's a toy train.*

*It's cool.*

Mini-project

### Choosing a gift

Step 1 Look and guess.  
Which gift does the boy like?

Step 2 Draw a gift for him.

Step 3 Think and speak.  
Look! It's a ...  
It's ...

Well done!

|60|

#### 小妙招 (More tips)

- 鼓励学生在贴近日常生活的语境中运用更多表达与他人简单道别，例如：“Goodbye.” “I'll miss you.” “It's for you.” 等。
- 引导学生基于对朋友的爱与了解，为朋友挑选合适的玩具作为礼物，并尝试说一说该玩具的特征和挑选的原因。
- 鼓励学生从礼物的选择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，提高学生的自我评价和反思能力。

*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?





YINGYU  
JIAOXUE CANKAO ZILIAO

经上海市教材审查和评价委员会审查  
准予使用 准用号 SD-XJ-2024007

英语 教学参考资料  
一年级 下册



绿色印刷产品

ISBN 978-7-5720-3195-3

9 787572 031953 >

定价：168.00元