

# 英语

## 教学参考资料

ENGLISH

二年级  
上册



上海教育出版社

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主编 束定芳

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# 前　言

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

## 一、教学参考资料的编制目标和原则

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

教学参考资料编写遵循以下原则：

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

## 二、学生用书的编写理念与特色

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

### 1. 培根铸魂，彰显教材育人价值

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

### 2. 科学设计，遵循语言学习规律

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

### 3. 内容融合，丰富语言学习体验

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

生英语学习的动机，提高学习效率。

#### 4. 循序渐进，注重学段有机衔接

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

#### 5. 以评促学，“教—学—评”一体化设计

学生用书注重“教—学—评”一体化设计，确保评价活动的促学作用。重视各项课堂活动、评价活动的设计，既有利于学生自评学习目标的实现，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

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。

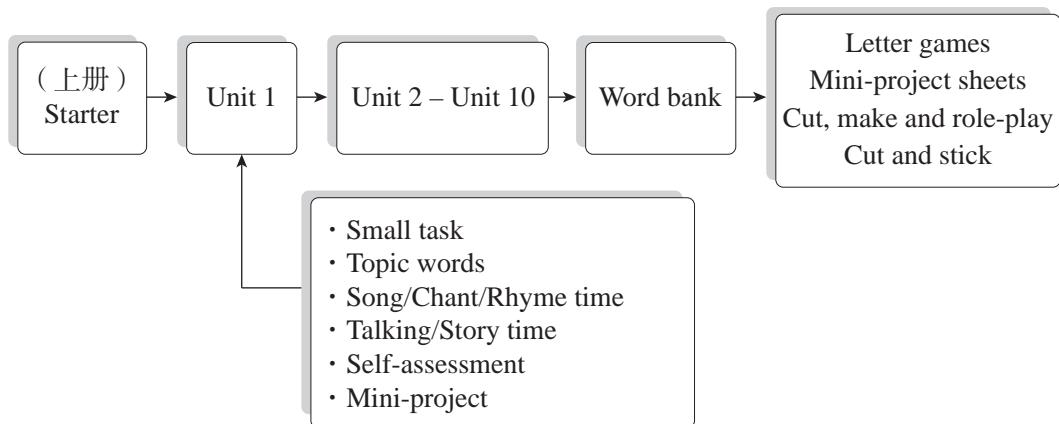


图 1 一、二年级教材单册框架

#### 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、字母和常见主题词汇，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:** 该板块采用大场景图呈现词汇的设计，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)/跨学科 (CLIL):** 提供单元所涉及的文化或跨学科知识可关注的要点，供教师教学参考使用。

**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。

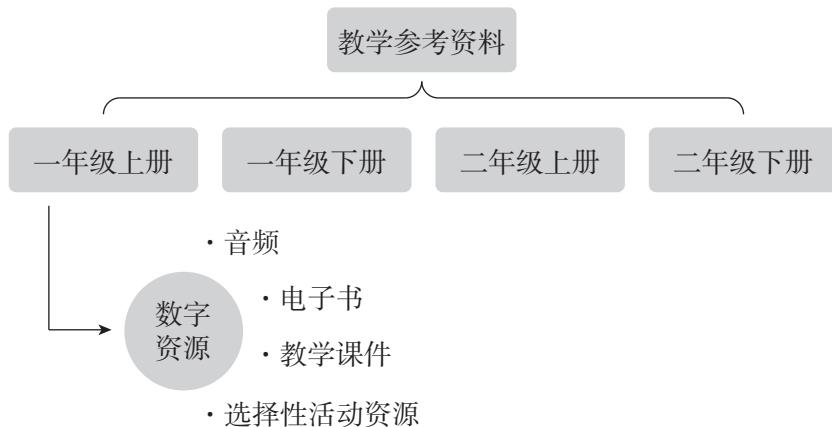


图 2 一、二年级教学参考资料构成

### 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。

### 七、关于字母学习的教学提示

《英语二年级上册》教材的 Starter 设置了 26 个英文字母的学习板块。该板块帮助学生认识 26 个字母及其书写规范，并通过歌曲和例词学习字母音。本套教材采用的书写体是一种印刷书写体，易于低年级学生辨识和模仿。建议教师将教学重点放在帮助学生感知字母的大小写形式和构成单词时要保持字母间距恰当，而不要求学生掌握字母的书写笔顺和书  
写细节。

# 目 录

<b>Unit 1 My morning</b>	1	单元内容概览	43
单元目标	1	Small task	44
单元主题内容框架图	1	Chant time	45
单元内容概览	2	Talking time	50
Small task	3	Mini-project	55
Chant time	4		
Talking time	9	<b>Unit 5 In the sky</b>	56
Mini-project	13	单元目标	56
		单元主题内容框架图	56
<b>Unit 2 My room</b>	14	单元内容概览	57
单元目标	14	Small task	58
单元主题内容框架图	14	Song time	59
单元内容概览	15	Story time	64
Small task	16	Mini-project	70
Song time	17		
Talking time	22	<b>Unit 6 In the sea</b>	71
Mini-project	27	单元目标	71
		单元主题内容框架图	71
<b>Unit 3 On the way</b>	28	单元内容概览	72
单元目标	28	Small task	73
单元主题内容框架图	28	Chant time	74
单元内容概览	29	Story time	79
Small task	30	Mini-project	84
Rhyme time	31		
Talking time	37	<b>Unit 7 Seasons</b>	85
Mini-project	41	单元目标	85
		单元主题内容框架图	85
<b>Unit 4 Playing sports</b>	42	单元内容概览	86
单元目标	42	Small task	87
单元主题内容框架图	42	Song time	88

Story time	93	Small task	115
Mini-project	98	Rhyme time	116
		Story time	121
<b>Unit 8 Yummy fruit</b>	99	Mini-project	126
单元目标	99		
单元主题内容框架图	99	<b>Unit 10 This is me</b>	127
单元内容概览	100	单元目标	127
Small task	101	单元主题内容框架图	127
Song time	102	单元内容概览	128
Talking time	107	Small task	129
Mini-project	112	Song time	130
		Talking time	135
<b>Unit 9 The five senses</b>	113	Mini-project	141
单元目标	113		
单元主题内容框架图	113	<b>Letter games</b>	142
单元内容概览	114		

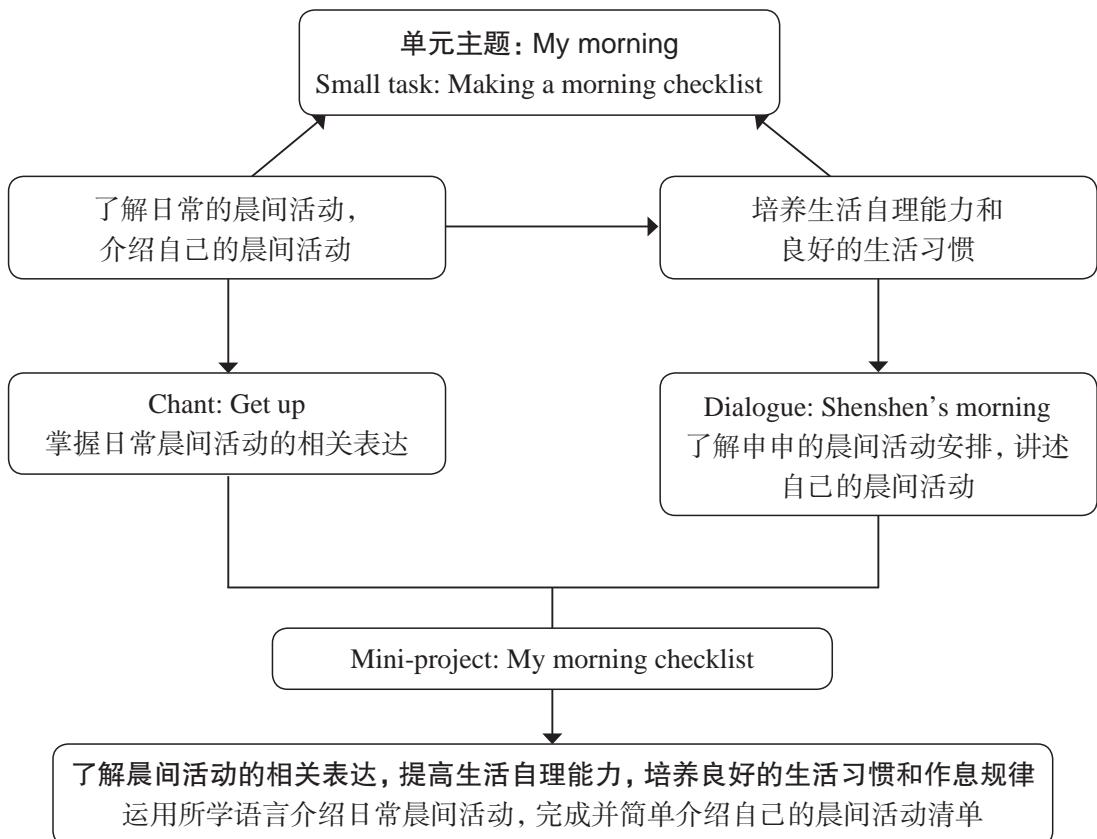


# Unit 1 My morning

## 单元目标 ( Unit objectives )

- ▶ 认识并了解不同的晨间活动，根据图片或动作正确说出相应的活动名称。
- ▶ 介绍自己的日常晨间活动，逐步养成良好的生活习惯和作息规律。
- ▶ 独立完成晨间活动清单，并简单有序地介绍自己的晨间活动。

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

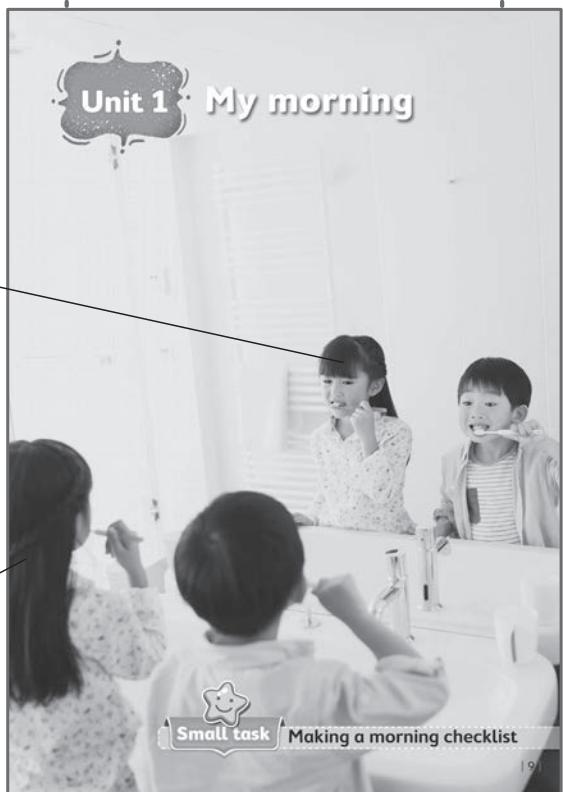


## 单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“生活与学习”主题群，围绕“生活习惯”子主题内容，通过任务“Making a morning checklist”引导，帮助学生了解各种日常的晨间活动，独立完成自己的晨间活动清单，并使用核心语言有序介绍，培养生活自理能力和良好的生活习惯。		
语篇	Chant time	歌谣	日常晨间活动
	Talking time	对话	谈论某个早晨所做的事情
	Mini-project	清单	制作并介绍自己的晨间活动清单
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	理解关于晨间活动的主题词汇	
	语法	感知、体会简单句的表意功能，如“ <i>I ... (do)</i> ”	
	语篇	知道语篇有不同类型，如歌谣、清单	
	语用	介绍自己的日常晨间活动	
文化知识	良好的晨间习惯有助于保持健康的生活方式		
语言技能	Chant time	理解性技能：在听、诵读歌谣“Get up”的过程中，理解歌谣中与晨间活动相关的主题词汇 表达性技能：诵读英语歌谣“Get up”	
	Talking time	理解性技能：在听、读、看语篇“Shenshen’s morning”的过程中，有目的地提取有关晨间活动的信息 表达性技能：用简单语句描述自己的日常晨间活动	
	Mini-project	表达性技能：制作晨间活动清单，并简单有序地介绍自己一系列的晨间活动	
学习策略	Study skill	在主题词汇与相应活动之间建立联系	

Every morning, we do some routine activities.

The children are brushing their teeth.



## Small task

### Making a morning checklist

Every morning, we need to keep ourselves clean and nice. What do you need to do in the morning? Can you make a morning checklist?

**Unit 1**

**Chant time**

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

**B** Listen and tick the box.

**C** Act and guess.

**Get up**

Morning, morning,  
Good morning.  
Up, up, get up.  
Up and down, brush my teeth.  
Splish, splash, wash my face.  
Ready, ready, I'm ready.

wash your face

**10**

**11**

## 热身活动（Warm-up）

借助图片和音频，营造清晨的氛围，引出单元话题。通过组织自由问答和动作演绎等方式，帮助学生回忆日常的晨间活动，激发对本单元的学习兴趣。

- Show the students some pictures of early morning and play some sounds, such as the bird singing. Introduce the topic of this unit.

T: Look! What can you see in the pictures? Listen! What can you hear? Is it morning or afternoon? / Look! What do the pictures tell us? Listen! What's that sound? What time of day is it?

- Ask the students what they usually do in the morning. Give some hints when necessary. For example, do the actions when the students mention specific morning activities.

T: Do you brush your teeth in the morning? Do you wash your face in the morning? / What do you usually do in the morning?

## Chant time

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

#### 基础活动（Activity）

引导学生观察图片中人物的行为，理解主题词汇的音、形、义。借助歌谣音频，组织学生通过跟读感知歌谣的节奏，通过同桌合作、配合动作演绎歌谣，理解歌谣含义。

- Show the picture on Pages 10 and 11 and talk about them with the students.

*T: Look at the picture. What do they usually do in the morning? / Look at Dad/... What is he/she doing?*

- Show all the phrases on the board. Use pictures to help the students understand the phrases.

*T: Look at Dad. He gets up in the morning. Get up! / Dad starts his day early. In the morning, Dad gets up. Get up!*

- Ask the students to read the phrases and use body language to understand the phrases better.

*T: Look at me. I get up in the morning. / Every morning, I get up. I get up like this.*

- Encourage the students to chant along in pairs and clap their hands to the rhythm of the chant when necessary.

*T: Could you chant along? Please have a go with your friend. You can clap your hands too. / Please chant along together with your friend. You may clap your hands when you chant along.*

- Ask all the students to stand up and chant along together.

*T: Shall we chant along together? Stand up and let's have a try together. / Please stand up. Let's chant along to the rhythm.*

#### 进阶活动（Challenge）

##### Perform the chant.

借助音频，引导学生结合动作诵读、表演歌谣，帮助学生理解主题词汇和歌谣内容，增强学习的趣味性。

- Play the recording and encourage the students to do the actions.

*T: How can we use our hands to say “Good morning./Get up./...” to our friends? Please think and try to show us. / What actions can we use to express “Good morning./Get up./...”?*

- Encourage the students to chant with their partners and try to use actions to perform the whole chant.

*T: Now you can chant with your partner and use actions for each line of the chant. / Now you can discuss with your partner and do actions for the chant.*

- Invite some students to the front to perform the whole chant.

*T: Which pair wants to come and try? / Which pair of students would like to come and perform the chant?*

## Chant time

### B. Listen and tick the box.

#### 基础活动 (Activity)

借助音频和图片，组织学生在边听录音边观察图片的过程中获取关键信息，勾选出正确的图片，帮助学生复习主题词汇。

- Ask the students to look at the picture on Pages 10 and 11 and read the phrases below the boxes.

*T: Please look at the picture. What do they do in the morning? Could you read the phrases aloud? / Please focus on the picture and try to read the phrases aloud.*

- Play the whole recording. Ask the students to listen to the recording carefully and tick the box.

*T: Let's listen! Then please tick the box. / Listen carefully and tick the box.*

- Invite a student to give his/her answers.

*T: Who can show us your answers? / Could anyone please tell us your answers?*

- Play the recording again and check all the answers with the class.

*T: Shall we listen again and check the answers? / How about listening again to check whether our answers are correct?*

- Play the recording one more time and ask the students to repeat the key phrases.

*T: Let's listen again and try to read the phrases aloud. / We can listen again and read the phrases aloud.*

#### 听力文本 (Audio script)

**Dad:** Xiaotian, I'm getting up. Are you ready?

**Xiaotian:** Yes, I'm ready.

**Mum:** Xiaopu, Xiaojiang, breakfast is ready.

**Xiaopu:** OK, Mum. I'm brushing my teeth.

**Xiaojiang:** I'm washing my face. We're coming.

#### 参考答案 (Answers)

get up, brush my teeth, wash my face

#### 进阶活动 (Challenge)

### Act and perform.

组织学生观察图片，记住人物和相关的晨间活动。引导学生尝试扮演人物，使用所学语言进行介绍。

- Show the picture on Pages 10 and 11, and give a demonstration.

*T: Now I will act as Dad. I am Dad now. I get up in the morning. / I'm going to play the part of Dad and I will say "I am Dad now. I get up in the morning."*

- Ask the students to look at the other characters in the picture carefully and guide the students to role-play by using "I am ... I ...".

*T: Please look at Xiaojiang/ ... and try to say "I am ... I ...". / Can you act as one of the other family members? You may say "I am ... I ...".*

- Divide the whole class into several groups. Ask each group member to act the role of one character in the picture.

*T: Please work in groups. Choose one character and try to act. / You can act as one member of Xiaojiang's family. Tell us the morning activities of Xiaojiang's family.*

- Invite some groups to perform. Ask the students to assess their performance.

*T: Which group can have a go? You can act with your body language. / Which group wants to try this? Use your body language to act it out more vividly.*

## Chant time

### C. Act and guess.

#### 基础活动（Activity）

组织学生利用动作轮流演示各个晨间活动，通过演一演、猜一猜、说一说巩固主题词汇。

- Give a demonstration. For example, you can open your mouth, put your index finger in front of your mouth and move it up and down.

*T: Look at me. What do I do in the morning? Please guess and say the phrase. / Please look at me. Guess what I am doing and say the phrase.*

- Divide the whole class into several groups. Ask the students to take turns to act and guess in their groups.

*T: You may work in your group. One student acts and the others guess. Take turns to perform and guess. / Please work in your group. Try to act and guess in turn with your group members.*

#### 进阶活动（Challenge）

### Play a game — “Perform and guess”.

组织“抽盲盒游戏”的活动，帮助学生巩固主题词汇。

- Prepare some slips of paper. Write a phrase on each slip of paper. Roll up the paper and put it in a box.

*T: Here are some slips of paper and a box. There is a phrase on each slip of paper. Let's play a game. / We have some slips of paper and a box right here. Each slip of paper has a phrase on it. Shall we start a game?*

- Invite a student to come to the front and take a slip of paper from the box. Then ask the student to do the actions.

*T: You can take one slip of paper from the box. Then try to act. The others can guess what the*

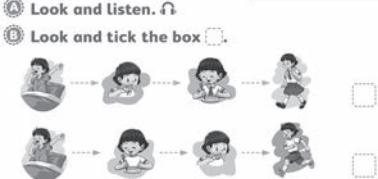
*phrase is and say it out loud. / Take a slip of paper from the box, and then do some actions to tell your classmates about the phrase. The others will try to find out the phrase.*

- **Invite the student who figures out the phrase accurately to perform the next round.**  
*T: Great! You guessed the phrase right, and it's your turn. / The one who correctly guesses the phrase will be the next performer.*

### 选择性活动 ( Optional activity )

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

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

**Shenshen's morning**

[12]

Have breakfast, Shenshen.

**C** Think and speak.

I get up and then I brush my teeth.



[13]

**热身活动 ( Warm-up )**

借助第一课时的歌谣，帮助学生复习晨间活动的词汇，激活学生的已学知识。

- Encourage the students to chant along "Get up" together and act it out.  
T: Shall we chant along together? Please have a try. / Why not chant along together?
- Perform some actions. Ask the students to guess the phrases and say them aloud.  
T: Look at me. What do I do in the morning? Please guess and say them out loud. / Please look at me. Take a guess.
- Show some morning activities by using body language. Ask the students to guess the activities.  
T: Look at me. What do I do in the morning? / Can you guess what I do in the morning?

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

借助对话视频，引导学生在对话中捕捉关键信息，将相关词汇进行排序，加深对日常晨间活动的理解。

- Ask the students to guess what Shenshen does in the morning and say the phrases.  
*T: What does Shenshen do in the morning? Please guess. / What do you think Shenshen's morning routine is? Try to guess.*
- Play the video. Ask the students to watch the video carefully. Check the answers on the board.  
*T: Are your answers correct? Let's watch the video. / By watching the video, you can check your answers.*
- Play the video again. Ask the students to order the phrases according to the sequence of activities in the video.  
*T: Look! Shenshen does some activities in the morning. What does she do first/next/...? Shall we order these phrases? / Please watch the video and order the phrases about Shenshen's morning activities.*

## 进阶活动 (Challenge)

Order and speak.

展示打乱后的四幅课文图片，引导学生回顾课文内容为图片排序，并尝试运用所学语言说出图片内容。

- Show the four pictures on Pages 12 and 13 in random order. Ask the students to put the pictures in the right order according to the video.  
*T: Here are four pictures. Which picture is the first/second one? Could you please put them in the right order? / Could you please put the pictures in the correct order?*
- Ask the students to talk about what Shenshen does in each picture.  
*T: Look at this picture. What does Shenshen do? / Can you tell us what Shenshen does in each picture?*

## Talking time

B. Look and tick the box.

## 基础活动 (Activity)

借助图片和视频，引导学生了解人物的晨间活动，勾选正确的图片，然后根据图片内容说一说。

- Play the video one more time. Ask the students to look at the pictures and tick the box.  
*T: In the morning, what does Shenshen do first? What does she do next? Could you please look at the pictures and tick the right box? / Check which set of pictures shows Shenshen's morning activities and tick the box for the correct set.*
- Check the answers with the students. Ask the students to act as Shenshen and act out the pictures.  
*T: Now I'm Shenshen. I get up in the morning. You may act as Shenshen and say something like this. / Imagine you are Shenshen and tell us about your morning activities.*
- Write what the students say on the board. Then ask the class to read the phrases aloud

together.

T: Look at the board and let's read the phrases aloud. / Could you please read the phrases aloud on the board?

### 参考答案 ( Answers )



### 进阶活动 ( Challenge )

Look and speak.

鼓励学生运用所学语言描述 B 部分每幅图中人物的活动，帮助学生巩固所学语言，并尝试输出语言。

- Show the first set of pictures in Part B. Ask the students to act as Shenshen and talk about Shenshen's activities.

T: Look at these pictures and try to talk about them one by one. You may say "I'm Shenshen. I ... in the morning." / Now, could you please talk about Shenshen's activities in each picture?

- Show the other set of pictures in Part B. Ask the students to act as Shenshen and talk about Shenshen's activities.

T: Here are more pictures. Please say "I'm Shenshen. I ...". / Here's a new set of pictures. Could you please act as Shenshen and tell us about her activities?

- Show the students some phrases of activities to help them describe activities.

T: Look at Shenshen. She goes to school. You can say "go to school". / Shenshen is walking on the road. Maybe she's going to school. So we can describe this activity as "go to school".

### Talking time

C. Think and speak.

### 基础活动 ( Activity )

利用肢体动作帮助学生回顾关于晨间活动的表达，并引导学生根据连续的动作表达完整语句，进一步复习巩固所学语言。

- Give a demonstration. Do the actions to help the students understand the phrases.

T: Look at me. In the morning, I get up. I brush my teeth and then wash my face. / Look, I'm going to show you an example.

- Invite one student to answer the questions and do the actions.

T: In the morning, what do you do? Can you tell us and show us your morning activities? /

*What are your morning activities? Could you tell us and show us what you do?*

- Encourage the students to use complete sentences to describe activities.

*T: Could you talk about your morning activities in sentences? You can say “I ... and then I ...”. / Every morning, we may have some activities. Can you describe these activities by using “I ... and then I ...”?*

## 进阶活动 (Challenge)

### Play a guessing game.

组织学生玩猜谜游戏。引导学生观察演示者的肢体动作，猜一猜、说一说，帮助学生在游戏中巩固所学语言。

- Ask the students to play a guessing game. Divide the students into several groups.

*T: Let's play a guessing game together. Please work in groups. / Let's try a fun game of guessing things. You can do it with your friends in a team.*

- Invite one student to the front and ask the rest of the group members to ask him/her questions.

*T: One student from each group will come to the front. You can ask him/her questions about his/her morning routine, such as “What do you do when you wake up?” / One of your group members comes to the front. The rest of you can ask him/her questions like “What do you do in the morning?”*

- Ask that student in front of the class to answer the questions using body language only. Ask the rest of the group members to guess.

*T: You can only answer with body language. No words, please. Other group members can guess and describe his/her morning activities, for example: In the morning, I first ... and then I ...*

- Ask that student to judge whether the answers are correct or not by saying “Yes.” or “No.” The group who gives the correct answer gets one point. In the end, the group with the highest score will win the game.

*T: If the group can give the correct answer, you will get one point. / Anyone in the group who can give the correct answer will earn their group one point.*

## 选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Listen and tick (✓) or cross (✗).”活动辅助教学。

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

## Mini-project

### My morning checklist

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生思考自己的日常晨间活动，并选取对应的贴纸。按照自己每天的晨间活动顺序，在活动清单中有序粘贴贴纸。

步骤2：引导学生根据自己的活动清单，尝试说一说。

- 引导学生利用课本第75页空白的晨间活动清单纸页和第103页的贴纸完成项目。

#### 语言示例 (Demo)

*Look! This is my morning. I get up. I brush my teeth. I wash my face. I have breakfast. I go to school.*

Mini-project

### My morning checklist

Step 1 Choose the pictures and stick them in your checklist.

Step 2 Show and tell.

Look! This is my morning. I ...

Well done!

#### 小妙招 (More tips)

- 鼓励学生用不同方式记录自己的日常晨间活动，如拍照片、拍视频等。
- 可以补充更多的日常晨间活动，如梳头发、晨读、晨跑等。
- 鼓励学生上台大胆展示自己的记录和活动清单，可以在过程中引导学生体会早晨是美好的一天的开始，以及在日常晨间活动中养成良好个人生活习惯的重要性。

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)

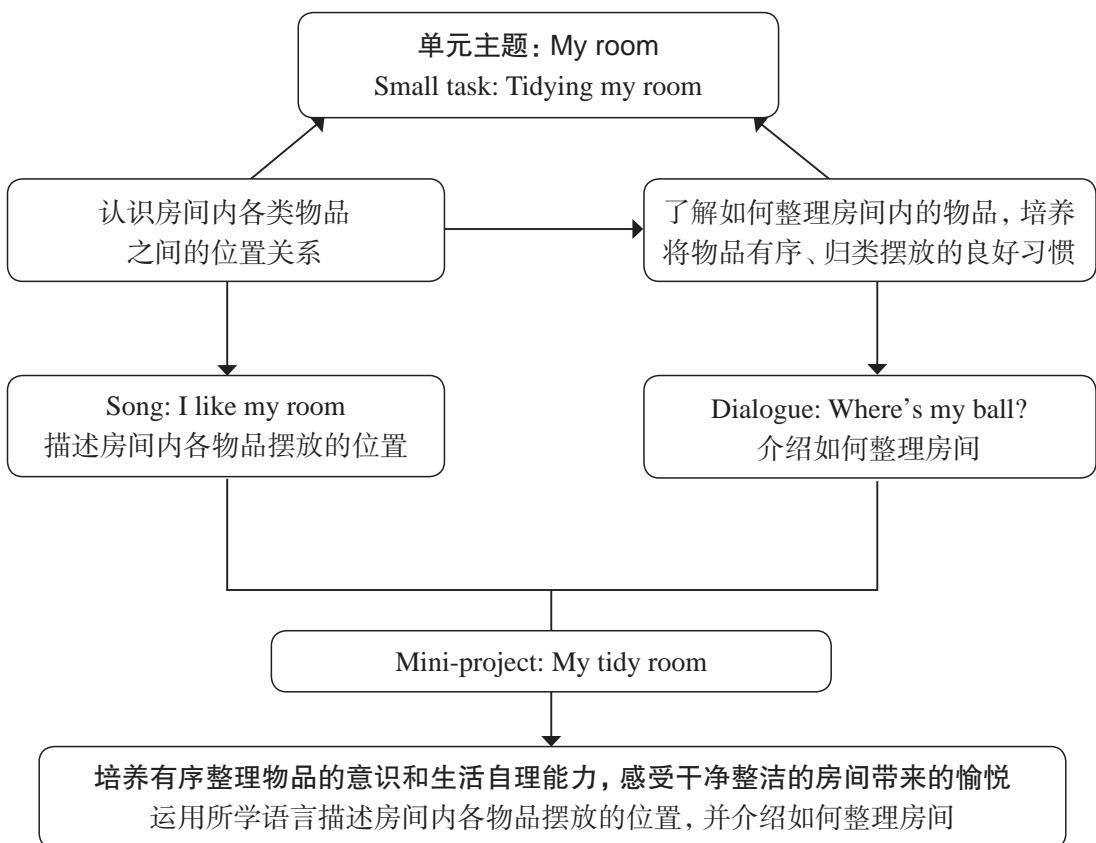
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 2 My room

## 单元目标 ( Unit objectives )

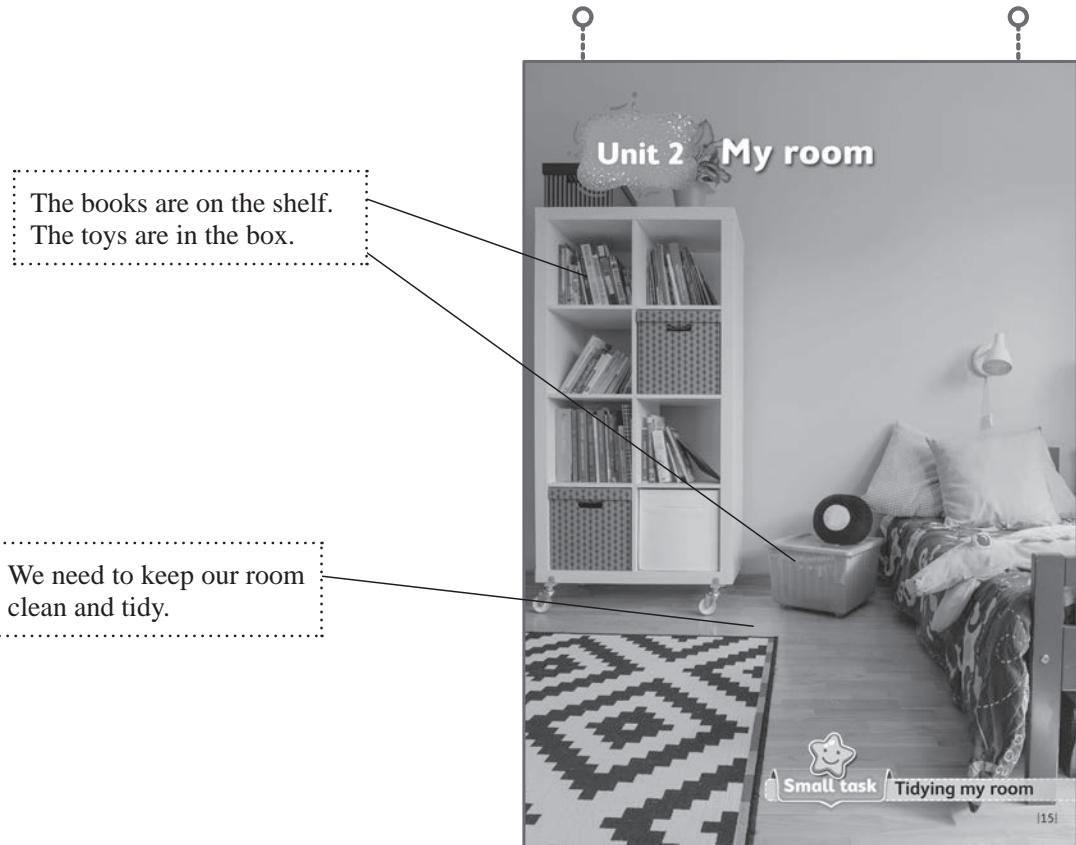
- ▶ 了解房间内不同物品的位置，并根据图片说出物品相应的位置。
- ▶ 给出整理房间的建议，感受干净整洁的房间带来的愉悦。
- ▶ 根据图片完成整理房间的任务，初步养成将物品归类摆放的意识。

## 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“Tidying my room”引导，帮助学生了解房间内各类物品的摆放位置，运用核心语言描述整理房间的过程中如何摆放物品，培养生活自理能力和良好的卫生习惯。		
语篇	Song time	歌曲	房间内各类物品的摆放位置
	Talking time	对话	根据整理房间的建议，讲述如何整理物品
	Mini-project	图片	模拟整理房间，并介绍如何摆放物品
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	理解关于物品位置关系的主题词汇	
	语法	感知、体会祈使句的表意功能，如“Put ... in/on/under ...”	
	语篇	知道语篇有不同类型，如歌曲	
	语用	尝试对整理房间给出合理建议，并作出恰当的回应	
文化知识	干净整洁的居家环境有助于保持健康舒适的生活		
语言技能	Song time	理解性技能：在听、唱歌曲 “I like my room”的过程中，了解物品之间的摆放关系，以及如何表述喜爱自己房间的理由 表达性技能：演唱英语歌曲 “I like my room”	
	Talking time	理解性技能：在听、读、看语篇 “Where’s my ball?” 的过程中，根据整理房间建议，明白如何正确摆放物品 表达性技能：用简单的语句给出整理房间的建议	
	Mini-project	表达性技能：根据图片介绍整理房间的过程中如何摆放物品	
学习策略	Study skill	根据对话和图片中的细节进行推断	



## Small task

### Tidying my room

A clean and tidy room can make us feel comfortable and happy. How do you keep your rooms clean and tidy? Can you tidy the room by yourselves?



## 热身活动（Warm-up）

展示一张干净的房间图与一张脏乱的房间图，引导学生观察图片并进行对比，帮助学生体会房间的干净或脏乱带来的不同感受，导入单元话题。

- Show the pictures of a messy room and a tidy room. Ask the students to look at the pictures and talk about the pictures.  
*T: Look at the pictures. Do you like this room? Do you like that one? / In these pictures, which room do you like?*
- Ask the students to talk about the rooms using “I like this room. It's tidy. I don't like this room. It's messy.”  
*T: Which room do you like and why? Please tell us. You may say “I like this room. It's tidy. I don't like this room. It's messy.” / What do you think of the two rooms? Do you like them? Please share with us.*
- Show the picture on Pages 16 and 17. Introduce the song.  
*T: This is a picture of Shenshen's room. How does Shenshen tidy her room? Let's see! / The picture shows Shenshen's room. Let's see how she tidies it.*

## Song time

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

#### 基础活动 (Activity)

借助歌曲，引导学生感受歌曲氛围，通过图片与词组配对活动，帮助学生理解关于物品位置的词汇以及歌曲含义。

- Play the whole recording.

T: Shenshen sings a song about her room. Shall we listen to her song? / There's a song by Shenshen. It tells us all about her room. Would you like to hear it?

- Ask the students to repeat the phrases "under the bed", "in the box" and "on the desk".

T: Let's start by reading the phrases aloud as a class, and then each of you will repeat them on your own. / Please read the phrases aloud together as a group, and then read the phrases on your own.

- Show the picture on pages 16 and 17 and pictures of the items in the rooms. Play the recording of the first line "I put my books on the desk." Ask the students to stick the picture of books.

T: Look at the pictures and let's listen to Shenshen's song. Where can we put the books? Can you try to put the picture of books onto the picture? / As you look at the picture, please enjoy Shenshen's song too. Now, how about finding a place for the books? And could you try to stick the picture of books onto the picture?

- Invite the students to stick the pictures of toys in the appropriate places.

T: Please stick the pictures of toys in the right places as the song tells us. / Please find the right places for the toys.

- Play the song again and check whether the students put the pictures of items in the correct places. Then encourage the students to sing along.

T: After we play the song again, let's see if the pictures of items are in the right places. I'd like you all to sing along. / We'll replay the song. Sing along this time.

#### 进阶活动 (Challenge)

#### Sing a new song.

借助书本、玩具、盒子等实物，帮助学生理解和记忆歌词内容，鼓励学生演唱歌曲，激发他们的学习兴趣。

- Bring some books, toys and boxes. Ask questions about the locations of the books. Encourage the students to answer the questions by using "I put the books ...".

T: Where can we put the books? Could you please think it over and tell us? For example, you could say "I put the books ...". / We have some books, toys and boxes here. Let's find out where to put the books. Could you share with us?

- Ask questions about the toys and encourage the students to answer the questions.

T: What about the toys? Where can we put the toys? Please think it over and tell us. / Now, let's focus on the toys. Where should we put them? Please share your ideas with us.

- Play the whole recording. Ask the students to sing along.  
*T: Let's listen to the recording. Please sing along with it. / Let's enjoy the song. Sing along with it.*
- Ask the students to sing the song by themselves. Then encourage some volunteers to sing in front of the class and put the items in their correct places at the same time.  
*T: It's time to sing the song. I'll then invite volunteers to sing in front of the class and at the same time put the items in their correct places. / First, sing the song by yourselves. After that, I'll invite some of you to sing in front of the class and put the items in their correct places.*

## Song time

- B. Listen and tick the correct pictures.

### 基础活动（Activity）

组织学生边听录音边观察图片，勾选出正确的图片，并描述图中物品，加深对核心语言的理解。

- Ask the students to look at the pictures in Part B. Encourage the students to describe the pictures using the words "in", "on" or "under".

*T: Here are four pictures. Let's take a look at them one by one. What can you see in the first/ second/... picture? Where is it? / I will show you four pictures. What can you see in the first picture? Where is it? You can describe it using "in", "on" or "under".*

- Play the whole recording. Ask the students to tick the correct pictures.

*T: Please listen carefully to the recording. Then tick the correct pictures. / We're going to listen to the recording together. After that, please tick the correct pictures.*

- Play the recording again for the students to check their answers. Then check the answers with the whole class.

*T: Let's listen to the recording one more time. We'll then check the answers together. / We're going to listen to the recording again. Please check your answers. We'll go through the answers as a class later.*

### 听力文本（Audio script）

**Shenshen:** I can make my room clean and tidy. I put my pencil case in my schoolbag. I put my doll on my bed. And I put my box under the bed. I like my tidy room.

### 参考答案（Answers）



## 进阶活动 (Challenge)

Listen and stick.

组织学生听音频，获取与物品位置相关的信息，复述人物语言，帮助学生巩固核心语言。

- Play the whole recording.

*T: We're going to listen to the dialogue between Mum and Shenshen. Where is the kite? Where is the schoolbag? Please listen. And then you can say "Put the kite/schoolbag in/on/under ...". / We're going to listen to the whole dialogue. Where are the kite and the schoolbag?*

- Play the recording again. Encourage the students to repeat what Mum says.

*T: Let's listen again. Please pay attention to Mum's words and then try to repeat. / We're about to listen to the dialogue again.*

- Invite a volunteer to come to the front and stick the pictures of the kite and the schoolbag in the right place in the picture on Pages 16 and 17.

*T: We need a volunteer to come to the front. Your task is to stick the pictures of the kite and the schoolbag in the right place on the board. / Who can come and stick the kite and the schoolbag in the right place in the picture? Any volunteers?*

- Play the recording once again and check the answers with the whole class.

*T: Please listen to the recording one more time. After that, we'll check our answers together. / Let's listen to the recording one more time.*

## 听力文本 (Audio script)

**Mum:** Look, Shenshen! Maybe you can put the kite in the box. And put the schoolbag on the chair.

**Shenshen:** OK. I'll put the kite in the box and put the schoolbag on the chair.

**Mum:** Wow! Your room is clean and tidy!

**Shenshen:** Yes! I can tidy the room by myself!

## 参考答案 (Answers)

the kite: in the box; the schoolbag: on the chair

## Song time

C. Think and speak.

## 基础活动 (Activity)

请学生预先准备一张自己房间的照片，引导学生根据房间内各类物品的摆放位置，运用核心语言说一说，帮助学生巩固主题词汇。

- Give a demonstration. Show a photo of a student's room, point to the toys and describe their locations.

*T: This is a photo of a student's room. Let's take a look together. Let me give an example first.  
I put my toys in the box. My room is tidy. / Shall we look at this picture of a student's room?  
Try to talk about the items in this room. You may use "I put ... My room is tidy."*

- Divide the class into groups. Ask the students to share their photos and talk about their rooms in groups.

*T: Please work in your group. Show your photo and try to say "I put ... My room is tidy." / I'd like you to form groups. Introduce your room by using "I put ... My room is tidy."*

- Invite some students to show their photos and talk about their rooms.

*T: Can anyone show us your photo and talk about your room? / Would any volunteer like to show your photo and introduce it?*

## 进阶活动 (Challenge)

### Create new songs.

借助照片，引导学生运用核心语言描述物品的摆放位置，并结合已学歌曲的旋律创编新的歌曲。

- Show a photo of your room. Ask the students to look at the picture carefully and talk about the room items.

*T: Look! This is my room. I put my doll on the bed. Can you look at the photo? Find more things and pretend you are me and introduce my room. You can say "I put ...". / Check this picture of my room! I put my doll on the bed. Can you talk about more room items like this? You may use "I put ...".*

- Write the students' answers as many as possible. Ask the students to talk about their feelings about the room.

*T: I will write your words on the board. Now look at the photo of my room. Do you like my room? / Let me write what you say on the board. What do you think of my room?*

- Play the melody of the song "I like my room", and sing the sentences on the board along with this melody.

*T: Now, I will sing a new song for you. This is a song about my room. / I'm about to share another song with you. It's all about my room.*

- Encourage the students to create new songs about their rooms.

*T: Would you like to sing a new song about your room? You may look at the photos of your room and try to sing. / Are you interested in making a new song about your room? Use the photos of your room.*

- Encourage the students to perform their own songs.

*T: Who would like to share with us your song about your room? Please raise your hands and come to the front. / Who's excited to share with us a song about your room?*

## 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, match and speak.”活动辅助教学。

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

## Where's my ball?



A Look and listen. ↗

B Look and circle the correct pictures.

Put the books \_\_\_\_.



Put the toys \_\_\_\_.



Put the box \_\_\_\_.

[18]



C Look at Picture ① and speak.

Can you help Minmin tidy his room?



Minmin, please put the pencils in the pencil case.



[19]

## 热身活动 ( Warm-up )

组织学生演唱第一课时的歌曲，简单回顾自己房间内物品的摆放位置，帮助学生复习与物品位置相关的主题词汇，进一步体会保持房间整洁带来的愉悦感。

- Play the recording and invite the students to sing the song "I like my room".

T: Boys and girls, do you remember Shenshen's song? Let's listen to the recording and sing with her. / Boys and girls, let's listen to the recording and sing along.

- Encourage the students to ask and answer questions about how they keep their rooms tidy.

T: Do you like your room? How is your room? Is it tidy or messy? Where do you put your toys? / What do you think about your room? Is it tidy? Where do you put your toys?

- Show the picture of Minmin's room. Introduce the topic of this lesson.

T: Boys and girls, I'll show you another picture of a room. Look! This is Minmin's room. What happened here? / Boys and girls, let's look at the picture of Minmin's room. It's quite messy. What happened to Minmin?

## Talking time

### A. Look and listen.

#### 基础活动（Activity）

借助图片和视频，引导学生通过观察、动作演绎等方式理解语篇内容。

- Ask the students to look at Picture 1 and answer the questions.

*T: Look at this picture. Is the room tidy or messy? / Look closely at this picture. Is it tidy?*

- Play the video. Ask the students to discuss why Minmin can't find his ball.

*T: Shall we watch a video together? Why can't Minmin find his ball? Where is it? / We are going to watch the video together. Where is Minmin's ball?*

- Ask the students to repeat after the recording of Pictures 1 and 2.

*T: Let's listen to Minmin and his mum. Could you please read aloud after the recording together? / Let's listen to the dialogue between Minmin and his mum. I'll stop the recording after each sentence for you to read.*

- Ask the students to read Mum's words in Picture 2. Use body language to help the students understand the sentences.

*T: Does Mum like Minmin's room? Let's try to read after her. / What does Mum say when she sees Minmin's room? Please read Mum's lines aloud.*

- Show Pictures 3 and 4 without the texts. Ask the questions about the books, the toys and the box. Encourage the students to answer the questions by using "I put ...".

*T: Please look at these two pictures. Can you see the books, the toys and the box? Where can we put the books, the toys and the box? You may use "I put ...". / Here are the other two pictures. Could you please find the right places for the books, the toys and the box? You can say "I put ...".*

- Play the recording for Pictures 3 and 4. Pause after each sentence for the students to repeat together.

*T: Shall we go on listening to the dialogue? I will pause after each sentence and please try to read the words aloud. / Shall we keep going on with the dialogue? Please try to read the dialogue aloud after I pause the recording.*

#### 进阶活动（Challenge）

##### Act in roles.

引导学生回顾课文内容，分角色朗读对话，并鼓励学生展示表演。

- Ask the students to work in pairs and read the dialogue in roles.

*T: Could you please read the dialogue with your partner? One of you acts as Mum, and the other acts as Minmin, please. / Let's read the dialogue aloud in pairs. Please play the roles of Mum and Minmin with your partner.*

- Ask the students to pay attention to intonation and their body language.

*T: While you're reading the dialogue aloud, I'll be here to help if you need. / Pay close attention to your intonation and use your body to act out the dialogue.*

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

*T: Who would like to read the dialogue in roles in the front? / Let's invite some brave readers to the front and read aloud in roles.*

### Talking time

- B. Look and circle the correct pictures.

### 基础活动（Activity）

借助对话视频，帮助学生了解房间里各个物品的摆放位置，然后引导学生思考并圈出正确的图片。

- Play the video again. Ask the students to pay close attention to the positions of the items in the video.

*T: When you watch the video, please pay attention to the positions of the items. / Where are the books/toys/ ...? Please watch the video closely and try to remember the positions of the items.*

- Ask the students to look at the pictures and sentences in Part B carefully.

*T: Look at Picture 1. Where can we put the books? / Please look at Picture 1. Which place would be a good place for the books?*

- Ask the students to complete Part B and then check the answers. Encourage the students to say the sentences.

*T: Now please finish Part B by yourselves. Then we will check the answers. You may say “Put the books ... Put the toys ... Put the box ...”. / It's your turn to complete Part B. After that, we will check the answers by using “Put ...”.*

### 参考答案（Answers）

a; b; b

### 进阶活动（Challenge）

#### Make a chant.

引导学生两人一组，根据对话内容尝试创编歌谣，并有节奏地朗读歌谣，加深学生对核心语言的理解。

- Tell the students to make a chant according to the dialogue.

*T: We are going to make a chant for Minmin. / Would you like to help Minmin by showing him a chant?*

- Show Pictures 3, 4 and 5. Encourage the students to make their chants by using “Let's tidy up Minmin's room. Put ...”.

*T: Look at these pictures. Could you please begin your chant with “Let's tidy up Minmin's*

*room. Put the books on the shelf.”? / Review these pictures. You can start your chant with “Let’s tidy up Minmin’s room. Put the books on the shelf.”*

- Ask the students to work in pairs to create the rest of the chant.

*T: Work in pairs. Make your own chant to help Minmin tidy up his room. / OK, finish the rest of the chant with your partner.*

*Let’s tidy up Minmin’s room.*

*Put the books on the shelf.*

*Put the toys in the box.*

*Put the box under the bed.*

*Put the ball in the box.*

- Ask the pairs to chant along. Encourage the students to pay attention to the pause between phrases within sentences and the rhythm.

*T: Now, let’s read your own chant aloud. Focus on the rhythm and make sure to pause at the right moments. / Let’s chant along. Pay attention to the pause and the rhythm when we chant.*

*Let’s tidy up Minmin’s room.*

*Put the books | on the shelf.*

*Put the toys | in the box.*

*Put the box | under the bed.*

*Put the ball | in the box.*

- Encourage the students to make an ending for their chant.

*T: We’re going to write the final part of our chant. How is Minmin’s room now? You can say “Now his room is ...”. Please read your chant aloud with a chanting rhythm. / We need a perfect ending for this chant. You may share your ideas like “Now his room is ...”.*

## **Talking time**

- C. Look at Picture ① and speak.

### **基础活动（Activity）**

引导学生观察图片，思考其中的物品摆放是否合理，并尝试用核心语言给出合理的整理建议，培养学生整理物品的意识。

- Ask the students to look at Picture 1 carefully and think whether the items in this room are placed properly.

*T: Look at Picture 1. Is Minmin’s room tidy? Can you help Minmin tidy his room? Here is the pencil on the desk. Where can we put it? / Take a look at Picture 1. What can you do to help Minmin tidy up his room? Let’s begin with the pencil on the desk. Where do you think it should go?*

- Encourage the students to share their ideas by using “Minmin, please put ...”.

*T: Would you like to help Minmin? For example, you could say “Minmin, please put ...”. / If you’re up for helping Minmin, you could suggest “Minmin, please put ...”.*

- Encourage the students to give Minmin as many suggestions as possible.

*T: What else can you do to help Minmin. Please give some other tidying tips. / Please offer Minmin some other suggestions for tidying up the room.*

## 进阶活动 (Challenge)

### Think and act.

借助图片，引导学生两人一组，扮演妈妈和曼曼创编对话，并给出整理房间的建议。

- Show the pictures. Ask the students to act as Mum and give suggestions to Minmin.

*T: Let's look at these pictures. Act as Mum and give suggestions to Minmin. / Look at these pictures. Imagine you are Mum. Think about the advice you would give Minmin to help him tidy up his room.*

- Invite one student to come to the front, point to one item and give the suggestions like "Please put ... in/on/under ...".

*T: Would anyone like to come to the front? You can choose one item and think where Minmin can put it. You may say "Please put ... in/on/under ...". / Any volunteers give us your suggestions? You can say "Please put ... in/on/under ...".*

- Play the recording and check if the students' suggestions are appropriate.

*T: Are these suggestions correct? Please review the dialogue and think. / Are the suggestions appropriate? Take a moment to review the dialogue and think.*

## 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 act.”活动辅助教学。

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

## Mini-project

### My tidy room

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生观察图片中的房间，思考各类物品可能摆放的位置。选取贴纸粘贴在图片中房间的某个位置，并思考位置是否合理。

步骤2：引导学生根据完成后的房间图片，尝试运用所学语言进行介绍。

- 引导学生利用课本第77页的房间图纸页和第103页的贴纸完成项目。

#### 语言示例 (Demo)

*I put my toy cars in the box. I put the box under the bed. I put my books on the desk. My room is tidy. I like my room.*

#### 小妙招 (More tips)

- 建议学生在小组内思考自己和同组同学的整理建议是否合理。
- 在该项目开展的过程中，引导学生思考整理建议的合理性，感受干净整洁的房间带来的愉悦，并培养学生整理物品、将物品归类摆放的意识。
- 利用教室的展示墙，将大家的作品进行展示，鼓励学生参观作品，并根据他人作品思考整理建议是否合理。

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

My tidy room

Step 1 Stick the things in the right place.

Step 2 Show and tell.

I put ... in / on / under ...  
My room is tidy.  
I like my room.

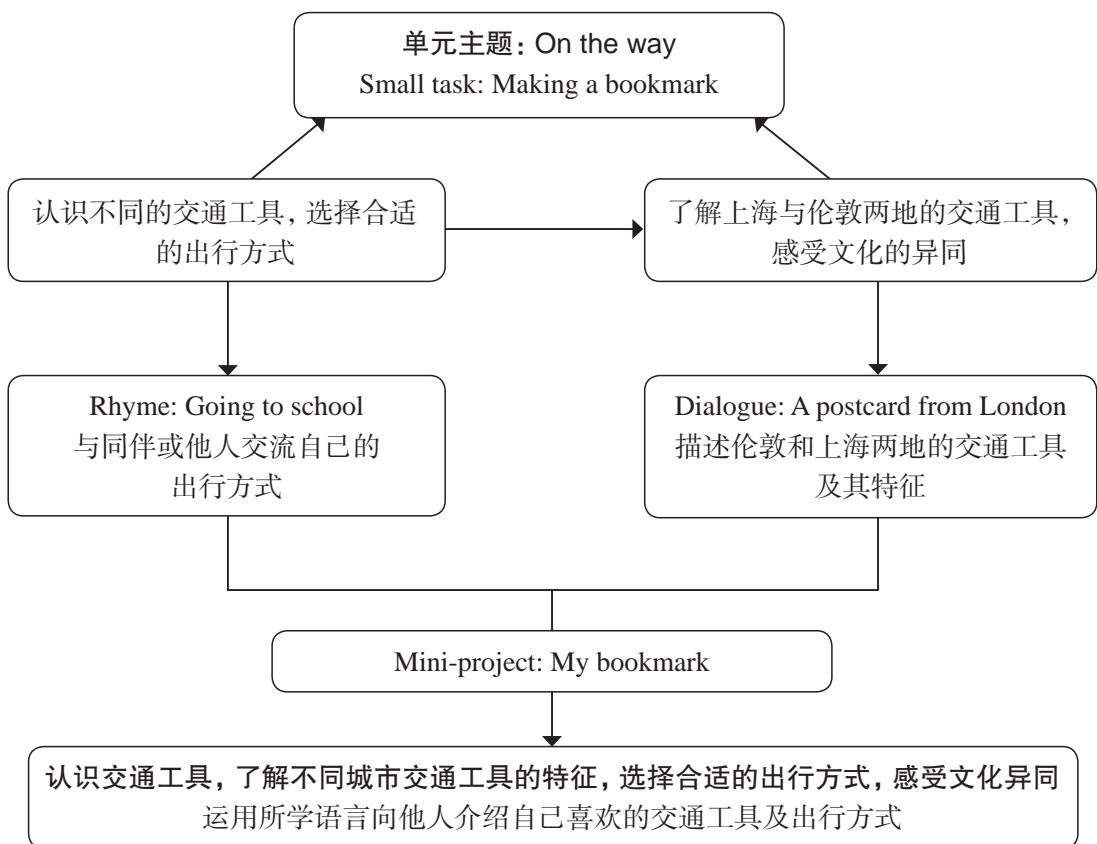
Well done!

# Unit 3 On the way

## 单元目标 ( Unit objectives )

- ▶ 认识不同的交通工具，选择合适的出行方式，并就自己的出行方式与同伴展开交流。
- ▶ 描述上海与伦敦两地的交通工具及其特征，感受文化异同，并向他人介绍自己喜欢的交通工具。
- ▶ 制作交通工具书签，简单介绍自己喜欢的交通工具及出行方式。

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

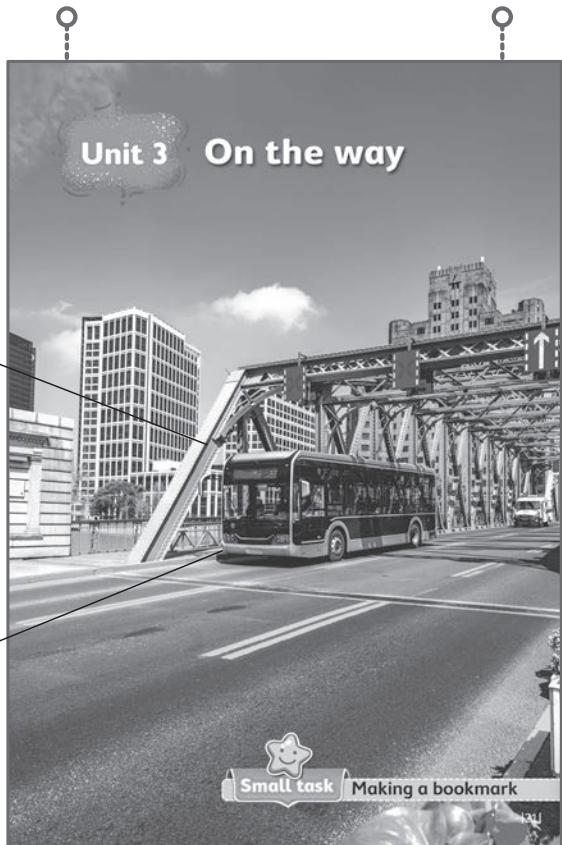


## 单元内容概览 (Content overview)

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“社区环境与设施”子主题内容，通过任务“Making a bookmark”引导，帮助学生认识交通工具，选择合适的出行方式，了解不同城市不同交通工具的特征，感受文化异同。		
语篇	Rhyme time	韵文	不同的上学交通方式
	Talking time	对话	谈论上海和伦敦的交通工具
	Mini-project	物品介绍	制作并介绍交通工具书签
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	理解关于出行方式的主题词汇	
	语法	关注围绕出行方式的句型表达，如“ <i>I go to school by bus.</i> ”	
	语篇	知道语篇有不同类型，如对话、明信片	
	语用	恰当表达自己对某一种交通工具的喜爱	
文化知识	了解地铁不同的英文表达		
语言技能	Rhyme time	理解性技能：在听、读韵文“ <i>Going to school</i> ”的过程中，有目的地提取韵文里有关出行方式的信息 表达性技能：诵读英语韵文“ <i>Going to school</i> ”	
	Talking time	理解性技能：在听、读、看语篇“A postcard from London”的过程中，推断伦敦寄来的明信片传达的意义，了解伦敦和上海具有标志性的交通工具及其不同特征 表达性技能：简单交流自己喜欢的交通工具	
	Mini-project	表达性技能：制作交通工具书签并简单介绍自己喜欢的交通工具及出行方式等	
学习策略	Study skill	基于实际情况作出合理的选择	

This is Waibaidu Bridge.  
It is famous in Shanghai.

A bus is passing through  
Waibaidu Bridge.



## Small task

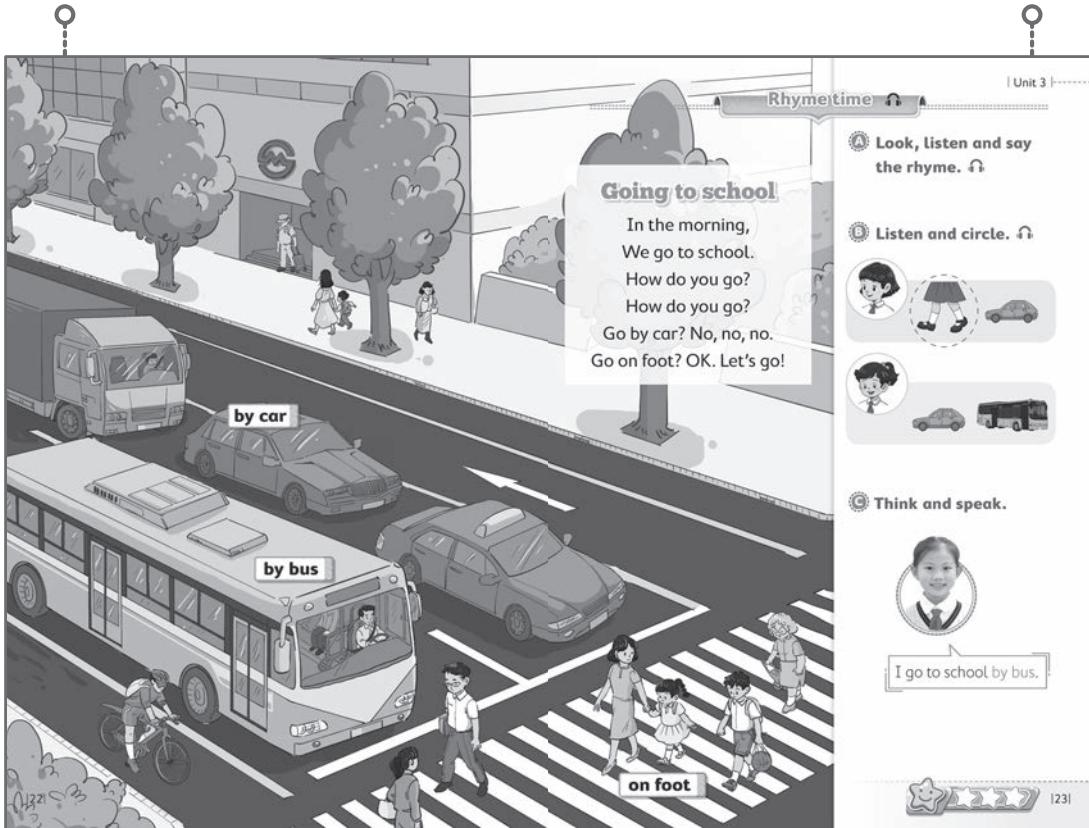
### Making a bookmark

On the way to school, you will see different vehicles. What vehicle do you like best? It's interesting to make a bookmark about your favourite vehicle. Do you know how to make a bookmark and introduce it?

### 文化链接 ( Culture link )

Vehicles refer to cars, buses, lorries and so on. Due to cultural differences, the name of the vehicle varies in different cities, such as underground, metro and subway.





## 热身活动（Warm-up）

借助图片和音频，组织学生做“听一听、猜一猜”的游戏，激活关于交通工具的旧知，激发学习本单元的兴趣。

- Ask the students to listen to the sounds of different vehicles and guess where these sounds come from.

*T: Listen! What do you hear? Can you guess where the sounds come from? / Listen! Have you heard any sounds? Where are they from?*

- Show the picture on Page 21 and introduce the topic of this unit.

*T: That's right. They are from the road. On your way to school, you can see many vehicles. / Many vehicles. We can hear these sounds on the road.*

- Show the picture on Pages 22 and 23.

*T: Look! What vehicles can you see in the picture? / Look! What vehicles are on the way to school?*

## Rhyme time

### A. Look, listen and say the rhyme.

#### 基础活动（Activity）

借助音频，引导学生跟读韵文、使用肢体动作合作演绎韵文，理解关于出行方式的词汇的音、形、义，并感知韵文的节奏，体会如何通过问答交流出行方式。

- Ask the students to listen to the recording and read after it together as a class.

*T: Now, boys and girls, let's listen to the rhyme and read after the recording together. / Please listen to the recording. Let's read the rhyme aloud together.*

- Guide the students to take turns to say the rhyme.

*T: Let's practise more. Boys, you are S1. Girls, you are S2. / This time, let's practise in roles. All of you say the first two lines together. Then boys and girls take turns to say the rhyme. Let's start.*

- Ask the students to use body language to help understand the words and the rhyme.

*T: Please stand up. This time let's say the rhyme by using our body language. / Let's use some body language, like actions and facial expressions. OK?*

- Encourage the students to work in pairs and say the whole rhyme.

*T: Please try to practise with your partner. Remember to use your body language. / Keep going, boys and girls. Let's practise in pairs.*

- Randomly invite two students to say the rhyme in pairs in front of the class.

*T: Now, it's time for you to say the rhyme with other classmates. Who wants to try? / Who would like to try with other classmates? Please come to the front.*

#### 进阶活动（Challenge）

##### Make a new rhyme.

借助有关出行方式的卡片，组织学生随机抽取卡片，并采用两两合作的方式创编和演绎韵文，交流不同的出行方式。

- Encourage the students to say the rhyme by using body language.

*T: Let's say the rhyme with body language. / Let's use body language while saying the rhyme.*

- Divide the class into pairs and give each pair two flashcards randomly with different means of transport, such as "by car", "by bus", "on foot", "by metro" and so on.

*T: Everyone, please go and find a partner. Then please take one flashcard. / It's time for you to go and find a partner. Please take one flashcard from this desk.*

- Guide the pairs to take turns to ask and answer the question "How do you go to school?"

*T: Now, see what's on your flashcard. Please ask and answer the question "How do you go to school?" with your partner. / Now, look at your flashcard. Please talk with your partner and find out what's on his/her flashcard.*

- Encourage the students to create their new rhymes and perform in front of the class. Invite the students to assess their performance.

*T: Which pair wants to share your new rhyme with the whole class? / Who would like to share*

*your new rhyme in the front? Please come here.*

- Ask the students to randomly switch partners and repeat the activity with two new flashcards.

*T: Please find a new partner and take another flashcard. Practise again. / It's time to work with a new partner. Now, please stand up. Take another flashcard. Let's go.*

### 参考答案 ( Answers )

In the morning,  
We go to school.  
How do you go?  
How do you go?  
Go by metro? No, no, no.  
Go by bus? OK. Let's go!  
(Answers may vary.)

### Rhyme time

#### B. Listen and circle.

### 基础活动 ( Activity )

借助图片和音频，组织学生看一看、听一听，获取关键信息圈出正确的图片。

- Guide the students to look at the pictures of the main characters and vehicles in Part B.  
*T: Boys and girls, look at Part B. Who can you see? How do they go to school? / Take a look at Part B. How do the children go to school?*
- Show the students how to complete the task. Ask them to listen to the recording carefully and circle the correct pictures.  
*T: Please listen and circle the correct pictures. / Listen carefully and find out the answers.*
- Check the answers by asking the students some questions.  
*T: How do you go to school, Shenshen? How do you go to school, Xiaojiang? / Have you got the answers? Shenshen, can you tell us how you go to school? How about you, Xiaojiang?*

### 听力文本 ( Audio script )

**Shenshen:** In the morning, I go to school on foot.

**Dad:** Xiaojiang, let's go to school by bus today.

**Xiaojiang:** OK.

## 参考答案 ( Answers )

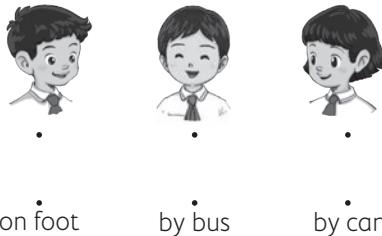


## 进阶活动 ( Challenge )

Listen and match.

引导学生观察图片，在听录音的过程中获取关键信息并连线，帮助学生进一步理解关于出行方式的表达。

- Ask the students to look at the characters and read the phrases.



T: Who are they? How do they go to school? Let's read the phrases aloud together. / Take a look. Who are they? And here are the ways they go to school. Can you read?

- Ask the students to listen to the recording and match the pictures with the corresponding phrases.

T: How do they go to school? Please listen and match. / Then how do they go to school? Please listen carefully and match.

- Check the answers with the students.

T: How does Minmin go to school? How does Xiaopu go to school? How does Shenshen go to school? / Who would like to share your answers with us? Minmin goes to school ... (by car)

## 听力文本 ( Audio script )

**Shenshen, Minmin and Xiaopu:** Good morning, Miss Li.

**Miss Li:** Good morning, children. How do you go to school today?

**Minmin:** I go to school by car.

**Xiaopu:** I go to school on foot.

**Minmin and Xiaopu:** How about you, Shenshen?

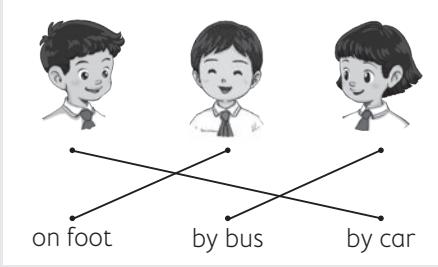
**Shenshen:** I go to school by bus.

**Narrator:** How does Minmin go to school?

**Narrator:** How does Xiaopu go to school?

**Narrator:** How does Shenshen go to school?

## 参考答案 ( Answers )



## Rhyme time

### C. Think and speak.

#### 基础活动 ( Activity )

借助图片和文字, 组织学生与同伴进行讨论, 用恰当的语言描述自己上学的交通方式。

- Ask the students to think about how they go to school. Give a demonstration.

T: Children, how do you go to school? How about this girl? Let's read the sentence aloud together. / I go to school by car today. How about you? This girl goes to school by bus. Please read the sentence aloud together.

- Ask the students to point to the picture and read the sentence aloud.

T: Children, can you read the sentence aloud together? / Boys and girls, let's read the sentence aloud together.

- Ask the students to discuss in pairs their means of transport.

T: Turn to your partner and talk about how you go to school. / Please turn to your partner and discuss your means of transport.

- Encourage the students to tell the whole class about their means of transport.

T: How do you go to school? Who wants to share with us? / Who would like to share with us? How do you go to school?

#### 进阶活动 ( Challenge )

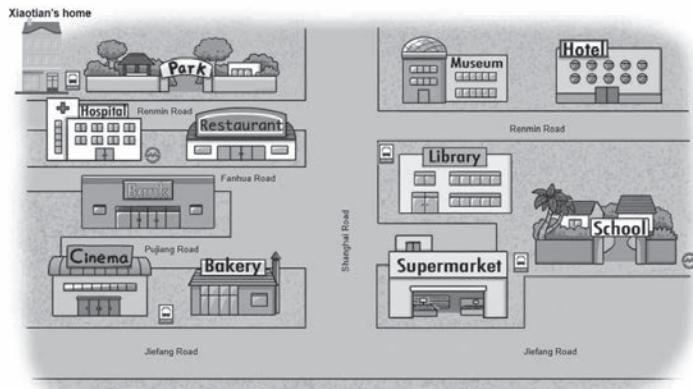
### Discuss, talk and vote.

借助地图, 组织学生扮演小天, 描述从家到学校的出行方式, 讨论不同出行方式的优缺点, 并投票选出最佳出行方式, 培养学生基于实际情况作出合理选择的能力。

- Show the map of Xiaotian's neighbourhood.

T: This is the map of Xiaotian's neighbourhood. Where is Xiaotian's home? Where is his school? / Take a look at the map. Please find where Xiaotian's home is. How about his school? What else can you find on the map?

- Ask the students to act as Xiaotian and talk about their favourite way of travelling to school. Encourage them to use "I go to school ...".



*T: If you are Xiaotian, how do you go to school? What's your favourite type of transport? / Now you are Xiaotian. How do you go to school? Which type of transport do you like best?*

- Ask the students to discuss the advantages and disadvantages of each type of transport.
- T: You have found out different ways to go to school. Which one is the best? And why? / Oh, so many ways for you to go to school, Xiaotian. Which is your favourite?*
- Ask the students to vote for their favourite type of transport.
- T: Which type of transport do you like best? Let's vote. / Please vote for your favourite way to get to school.*

### 选择性活动 (Optional activity)

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

*Optional activity resources-2A-Unit 3-Rhyme time.*

**A postcard from London**

A Look and listen.

B Look and match.



[24]



C Tick and speak.



I love this green car.  
It's small.



[25]

**热身活动 ( Warm-up )**

借助图片和音频，组织学生运用第一课时所学，演绎韵文并描述自己的出行方式，激发学生学习本课时内容的热情。

- Play the recording and encourage the students to say the rhyme “Going to school”.  
*T: Let's say the rhyme together with our body language. / Boys and girls, let's say the rhyme together. Remember, body language can help you say it better.*
- Ask the students to talk about the type of transport they use to get to school.  
*T: Boys and girls, there are different ways to go to school. How do you go to school? / There are so many ways to go to school. What's your way? How do you go to school? Who would like to talk?*

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

借助图片及视频，引导学生理解对话大意并获取关键信息，了解上海与伦敦两地的交通工具及其特征。

- Guide the students to look at the pictures on Pages 24 and 25.  
*T: Who are they? What's in Shenshen's hands? What are they doing? / Take a look at these pictures. Who can you see? What can you see in Shenshen's hands? What are they doing?*
- Play the video and ask more questions.  
*T: What are they talking about? What do they like? / Please watch the video carefully and find out what they like.*
- Show the flashcards and ask the students to read the words "postcard", "London" "underground" and "metro".  
*T: Please listen carefully and repeat after me. / Please pay attention and repeat what I say.*
- Ask the students to talk about the popular means of transport in Shanghai and London.  
*T: Which vehicles are popular in Shanghai? How about London? / Now, do you know the popular vehicles in Shanghai? How about London?*

## 进阶活动 (Challenge)

### Describe and role-play.

借助图片，引导学生运用所学表达自己的观点，并进行角色扮演，加深对上海与伦敦两地的交通工具及其特征的了解。

- Guide the students to describe their preferred vehicles in the video.  
*T: You know the popular vehicles in Shanghai and London. Which one do you love? / Now, we know the popular vehicles in Shanghai and London. Which one do you prefer?*
- Encourage the students to work in pairs and act as Shenshen and Lily.  
*T: Can you act as Shenshen and Lily? Please work in pairs. / Act in pairs. One is Shenshen, and the other is Lily.*
- Ask the students to change their roles and role-play again.  
*T: Now switch roles and act again. / Let's change roles. Please act out the dialogue again.*

## Talking time

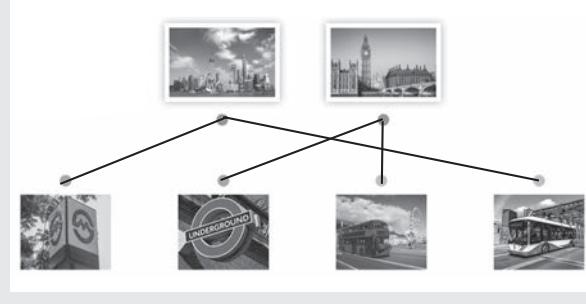
### B. Look and match.

## 基础活动 (Activity)

借助图片，组织学生观察图片获取信息，将城市与交通工具连线配对。

- Guide the students to look at the pictures in Part B.  
*T: Which city is this? What vehicle is it in the picture? / Can you tell me the names of the places and the vehicles in these pictures?*
- Ask the students to match the pictures.  
*T: Now, please match the pictures. / Please think it over. Try to match the pictures.*
- Invite a student to show his/her answers in front of the class and ask the others to check the answers.  
*T: Who wants to share your answers with us? / Who would like to come to the front to tell us your answers?*

## 参考答案 ( Answers )



## 进阶活动 ( Challenge )

Think, choose and speak.

借助图片，引导学生运用所学介绍图中交通工具的名称及它们所属的城市，帮助学生了解更多城市的特色交通工具，感受文化的异同。

- Show more pictures of the cities and the popular vehicles there.



- Encourage the students to think about the places and vehicles.

T: Which cities are they? (Beijing, San Francisco, Venice, Amsterdam) Which vehicles are they? (cable car, subway, bicycle, gondola) / There are so many beautiful places. Do you know any of them? Oh, different vehicles. What can you see?

- Encourage the students to say "It's the ... It's in ...".

T: Who wants to share your ideas with us? / Who would like to share your ideas with us?

## 参考答案 ( Answers )

It's the cable car. It's in San Francisco. / It's the subway. It's in Beijing. / It's the bicycle. It's in Amsterdam. / It's the gondola. It's in Venice.

## Talking time

### C. Tick and speak.

#### 基础活动 (Activity)

借助图片，组织学生勾选自己喜爱的交通工具，并运用所学语言从名称、大小、颜色等方面描述该交通工具。

- Draw the students' attention to the pictures in Part C.

*T: What vehicle is it? What colour is it? What does it look like? / What vehicle do you see?  
What is its colour? Could you please describe it?*

- Guide the students to think which vehicle they like and tick the box.

*T: Please tick the vehicle you like in the box. / Which one do you prefer? Please tick the box.*

- Encourage the students to introduce the vehicle they ticked using "I love this ... It's ...".  
*T: Who wants to introduce the vehicle you like? / Who would like to share with us the vehicle you prefer?*

#### 进阶活动 (Challenge)

##### Create a riddle.

借助图片，组织学生玩猜谜游戏。引导学生选择自己喜爱的交通工具创编谜面，并邀请其他学生猜出谜底。

- Show some pictures of different vehicles.



*T: Boys and girls, take a look at these pictures. There are so many vehicles. Which one is your favourite? What does it look like? Please think and make a riddle. / Wow, there are so many vehicles. Please try to create a riddle about your favourite vehicle.*

- Invite one student to describe his/her favourite vehicle without mentioning its name.

*T: Any volunteers? / Who wants to have a go?*

*S1: I love this vehicle. It's yellow. It's long. S2: It's a bus.*

- Ask the rest of the class to guess which vehicle he/she is talking about.

*T: Please listen carefully and guess which vehicle he/she is talking about. / Listen carefully to him/her. Try to guess which vehicle it is.*

- Divide the students into groups and ask them to create a riddle.

*T: Now, do you know how to make a riddle? Let's do it with our group members. / Do you like it? Now, you can make a riddle with your group members. Let's go.*

#### 选择性活动 (Optional activity)

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Look and tick (✓) or cross (✗).”活动辅助教学。

*Optional activity resources-2A-Unit 3-Talking time.*

## Mini-project

### My bookmark

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生思考自己喜欢的交通工具。

步骤2：引导学生了解制作书签的步骤。

- ① 画出交通工具的轮廓。
- ② 用马克笔、蜡笔或颜料等给交通工具涂色。
- ③ 沿着轮廓仔细裁剪，并在其顶部打洞，穿上书签带。

步骤3：鼓励学生向全班展示并介绍自己制作的书签。

- 引导学生利用课本第79页的空白纸页完成项目。

My bookmark

Step 1 Think and choose.

Step 2 Make your bookmark.

① Draw. ② Colour. ③ Cut.

Step 3 Show and tell.

This is a ... I love this ...  
I go ... by ...

Well done!

#### 语言示例 (Demo)

*This is a bus. I love this yellow bus. I go to school by bus.*

#### 小妙招 (More tips)

- 就制作书签给出更多的建议，如材料的选择、大小的设计、装饰的方式等。
- 鼓励学生为书签增添个性化元素，如名称、装饰等。
- 在班内开展书签展览，引导学生向他人介绍自己制作的书签，并鼓励他们说出喜欢的理由。
- 通过投票的方式，选出最佳书签。
- 鼓励学生将书签作为礼物，相互馈赠，感受分享的喜悦。

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)

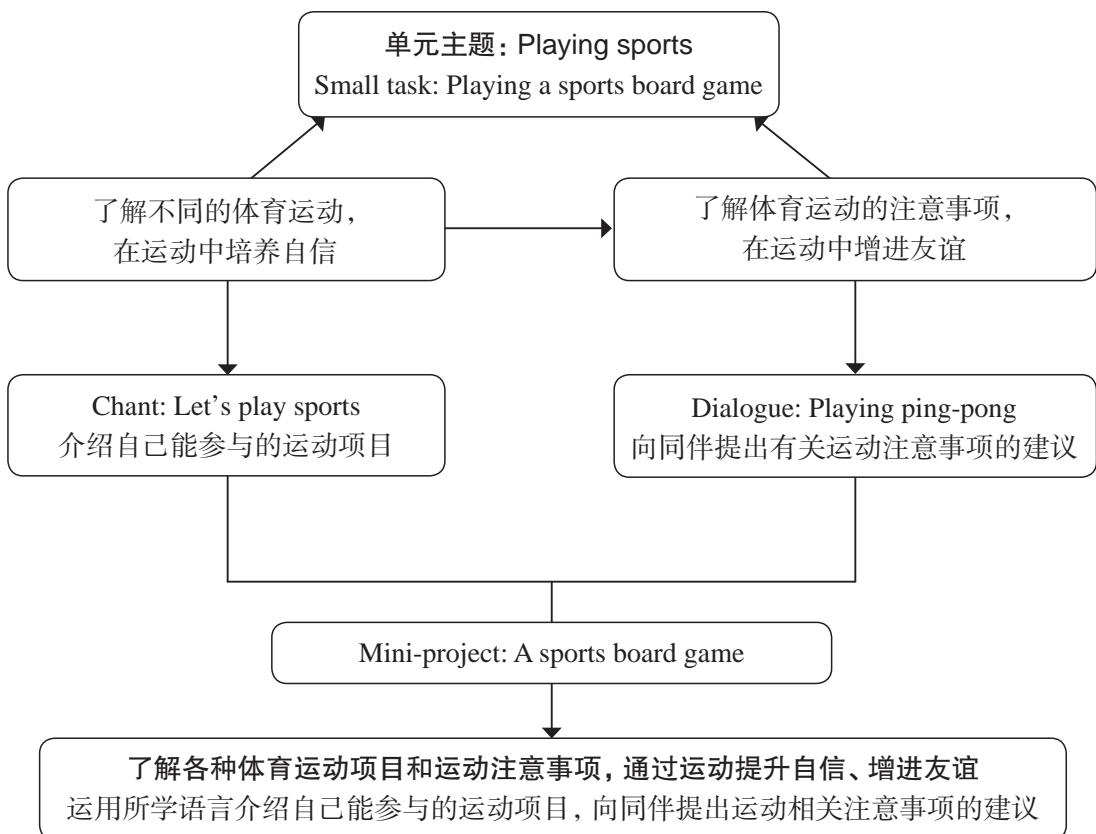
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 4 Playing sports

## 单元目标 ( Unit objectives )

- ▶ 了解不同的体育运动项目，并能向同伴介绍自己能参与的运动项目，在运动中培养自信。
- ▶ 了解体育运动的注意事项，向同伴建议运动相关注意事项，在运动中增进友谊。
- ▶ 合作完成体育棋盘游戏，描述自己能参与的运动项目及运动注意事项。

## 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“文学、艺术与体育”主题群，围绕“常见的体育运动项目，运动与健康”子主题内容，通过任务“Playing a sports board game”引导，帮助学生了解不同的体育运动，在运动中培养自信，了解体育运动的注意事项，在运动中增进友谊。		
语篇	Chant time	歌谣	了解不同的体育运动项目
	Talking time	对话	谈论运动相关注意事项
	Mini-project	游戏	开展有关体育运动的棋盘游戏
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	理解关于体育运动的主题词汇	
	语法	关注提出建议的表达，如“We should ...”	
	语篇	知道语篇有不同类型，如歌谣、棋盘游戏	
	语用	与他人围绕参加体育活动时的注意事项进行沟通与交流	
文化知识	在体育运动中强身健体，了解中国国球乒乓球的表达，提升自信		
语言技能	Chant time	理解性技能：在听、诵读歌谣“Let's play sports”的过程中，有目的地提取歌谣里有关运动项目的信息 表达性技能：诵读英语歌谣“Let's play sports”	
	Talking time	理解性技能：在听、读、看语篇“Playing ping-pong”的过程中，获取关于运动注意事项的信息 表达性技能：向同伴建议运动相关注意事项	
	Mini-project	表达性技能：在游戏中介绍自己能参与的运动项目，邀请他人参加运动，对运动注意事项提出建议	
学习策略	Study skill	基于实际情况给出合理的建议	

Two children are playing football on the sports field.



## Unit 4 Playing sports



### Small task Playing a sports board game

[27]

### Small task

#### Playing a sports board game

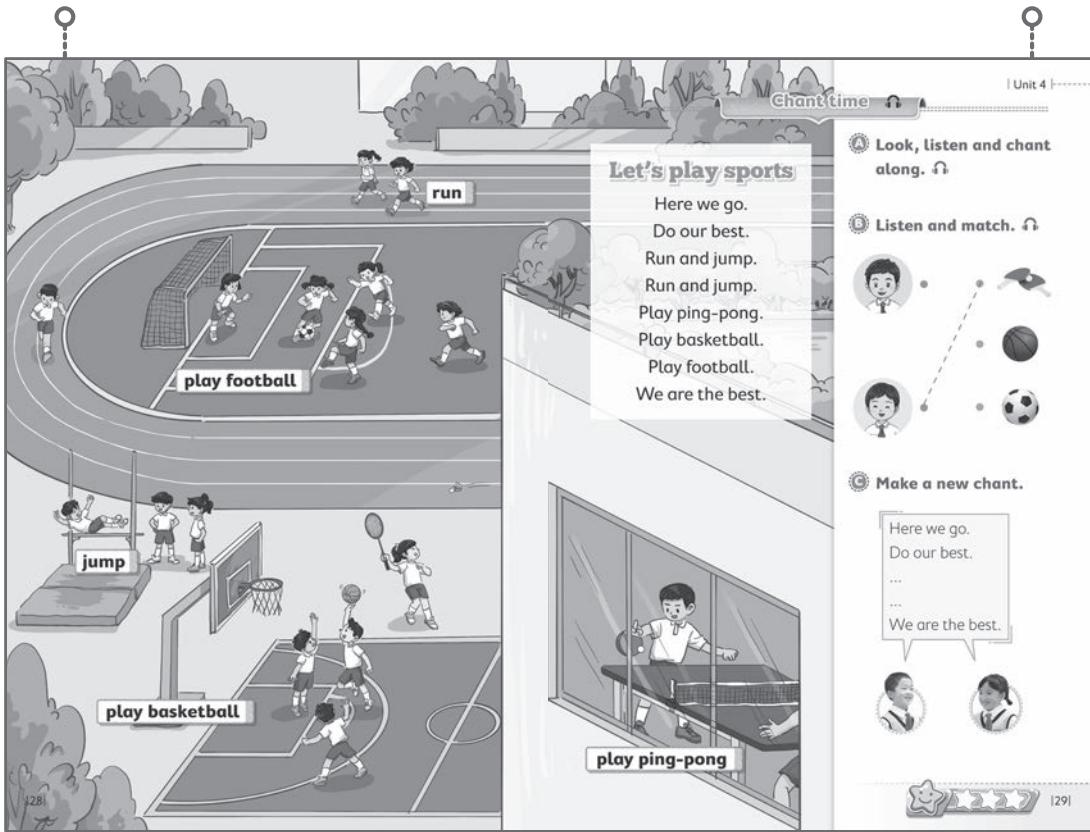
Playing sports is fun. Do you like playing sports? What kind of sports do you like? What should you do before or while playing sports? Let's play a sports board game.

#### 跨学科 ( CLIL )

Playing sports helps us stay healthy and feel good. To get ready, we can wear good sports clothes and shoes and do some warm-up exercises.

#### 文化链接 ( Culture link )

Ping-pong is popular with people of all ages in China. We have the best ping-pong players in the world. It is exciting to play ping-pong with our friends.



## 热身活动 ( Warm-up )

借助场景图，引导学生观察图片，激活关于体育运动的旧知，激发学生学习本单元的兴趣。

- Guide the students to look at the picture on Pages 28 and 29.

*T: Look! Where are the children? What are they doing? / Look! Could you tell me where the children are? What activities are they doing?*

- Introduce the topic of this unit.

*T: The children are on the sports field. They are playing sports. / We can see some children on the sports field. And they are playing different sports.*

- Encourage the students to talk more about sports.

*T: Do you like sports? What sports do you like? / Are you a fan of sports? Which ones are your favourites?*

## Chant time

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

#### 基础活动（Activity）

借助图片和音频，引导学生理解主题词汇的音、形、义，带领学生结合肢体语言演绎歌谣，帮助学生感知歌谣的节奏，体会如何自信表达自己能从事的运动项目。

- Ask the students to listen to the recording and try to read it together as a class.  
*T: Here's a chant for you. Please listen and read it. / Let's listen to the chant and read it after the recording together.*
- Play the recording. Guide the students to look at the picture and repeat the words and phrases "run", "jump", "play ping-pong", "play football" and "play basketball".  
*T: Boys and girls, please look at the picture carefully. Read the words and phrases after the recording. / Boys and girls, please follow the recording to say the words and phrases.*
- Encourage the students to use body language to help understand the chant.  
*T: Please stand up and follow me. / Let's chant with actions and facial expressions. Let's go.*
- Ask the students to chant along together as a class with some body language.  
*T: This time, let's chant along again and act together. / Now, it's time for you to chant along by using your body language.*

#### 进阶活动（Challenge）

##### Speak and act.

借助游戏和音频，引导学生结合肢体语言演绎歌谣，体会如何表达运动项目。

- Invite some students to do the actions in turn and ask the rest of the class to say the names of sports together.  
*T: Children, I will ask some of you to do some actions about sports. The other students say the English names of the sports fast. / I'm going to invite some of you to do actions from different sports. The rest of you, when you see the action, say the sport's name in English quickly.*
- Divide the whole class into four groups. Encourage the students to chant along with actions and the rhythm.  
*T: Let's practise more. We'll work in four groups. / Let's keep practising together. We have four groups. Let's start.*
- Divide the students into groups of four. Ask the students to chant along in their groups.  
*T: Please try to practise with your group members. Remember to use your body language. / Please practise in groups of four. Your body language is perfect. Keep going, children.*
- Invite some groups to chant along with actions in front of the class. Invite the students to assess their performance.  
*T: Now, it's your turn to show your chant to the whole class. Who wants to have a go? / Which group wants to try in front of the class?*

## Chant time

### B. Listen and match.

#### 基础活动 (Activity)

借助图片和音频，引导学生给图片配对连线，检测学生能否听懂不同运动项目的表达。

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

T: Boys and girls, look at Part B. Who can you see? What can they do? / Take a look at Part B. What can the children do?

- Ask the students to listen to the recording carefully and match the pictures.

T: Please listen and match the correct pictures. / Listen carefully and find out the answers.

- Check the answers with the students.

T: What sports can you do, Minmin? What sports can you do, Xiaopu? / Have you got the answers? Minmin, can you tell us what sports you can do? How about you, Xiaopu?

#### 听力文本 (Audio script)

Xiaopu: Minmin, what sports do you like?

Minmin: I like ball games. I can play ping-pong.  
And I can play football too. How about  
you, Xiaopu?

Xiaopu: I can play ping-pong too.

#### 参考答案 (Answers)

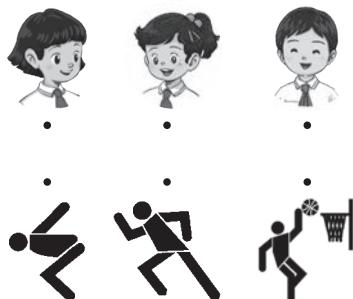


#### 进阶活动 (Challenge)

### Listen, match and speak.

借助音频和图片，引导学生给图片配对连线，帮助学生巩固不同运动项目的表达。

- Guide the students to look at the pictures of different sports.



T: Look at these pictures. Let's say the names of these sports together. / Boys and girls, take a look. Here are some sports. Can you tell us what sports they are?

- Ask the students to listen to the recording carefully and match the pictures.

T: What sports do they like? Please listen and match. / Listen and find out which sports they like, and then match the pictures.

- Check the answers with the students.

*T: What sports does Shenshen like? What sports does Xiaojiang like? What sports does Xiaopu like? / Who would like to share your answers with us? Shenshen likes ... (running) Xiaojiang likes ... (playing basketball) Xiaopu likes ... (jumping)*

- Invite the students to act as Shenshen, Xiaojiang and Xiaopu and use “I can ...” to talk about what sports they can play.

*T: Who wants to act as Shenshen, Xiaojiang and Xiaopu? / You can take the roles of Shenshen, Xiaojiang and Xiaopu. Please use “I can ...”.*

- Encourage the students to talk about their personal experiences.

*T: Can you tell us what you can do? / Excellent. It's your turn to introduce what you can do.*

*Have a go!*

— *I can play football.*

— *I can play ping-pong.*

### 听力文本 ( Audio script )

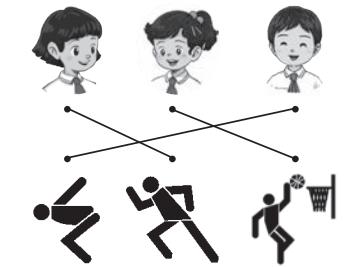
**Miss Li:** Hello, children. What sports do you like?

**Shenshen:** I like running. I can run fast.

**Xiaojiang:** I like ball games. I can play basketball.

**Xiaopu:** I like jumping. I can jump very high.

### 参考答案 ( Answers )



### Chant time

- C. Make a new chant.

### 基础活动 ( Activity )

借助各类运动项目的图片，组织学生以两两合作的形式创编新的歌谣，并演绎新歌谣，激发学生在运动中培养自信。

- Ask the students to chant along together using body language.

*T: Let's say the chant with body language. / Everyone, while chanting along, what else can we do? Yes, body language! Let's start.*

- Show the pictures about sports and the frame of the chant. Encourage the students to make a new chant in pairs.



*Here we go.*

*Do our best.*

...

...

*We are the best.*

*T: Boys and girls, please choose at least two sports to make a new chant with your partner. /*

*It's time for you to find a partner. Please choose at least two sports to make a new chant.*

- **Invite the students to act out the new chant in pairs in front of the class.**

*T: Now, it's your turn to chant along with your partner. / Who wants to have a try with your partner? Please come to the front.*

## 进阶活动 (Challenge)

### Ask and answer.

借助与运动项目相关的图片，组织学生与同伴深入交流，谈论自己会的运动项目，复习巩固所学语言，加深对不同运动的认识。

- **Ask the students to look at the pictures and choose the sports they can do.**



*T: Look at the pictures. What sports can you do? Please choose the pictures. / You can see different sports. Which ones can you do? Please choose the pictures.*

- **Encourage the students to ask and answer the question "What can you do?" in pairs.**

*T: Please ask and answer with your partner using the question "What can you do?" / It's your turn. Do you want to know what your partner can do? Please ask him/her.*

— *What can you do?*

— *I can ...*

- **Invite the students to act out their dialogue in front of the class with actions.**

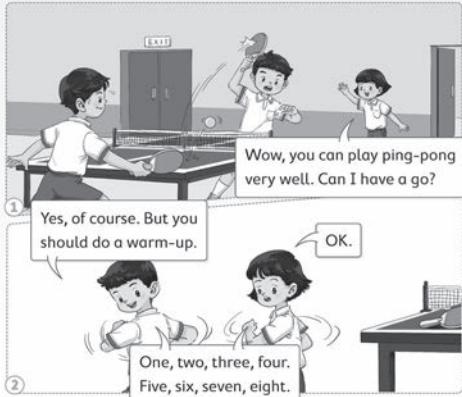
*T: Now, it's your turn to ask and answer with your partner in front of the class. / Who wants to try with your partner? Please come to the front.*

## 选择性活动 (Optional activity)

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

*Optional activity resources-2A-Unit 4-Chant time.*

## Playing ping-pong

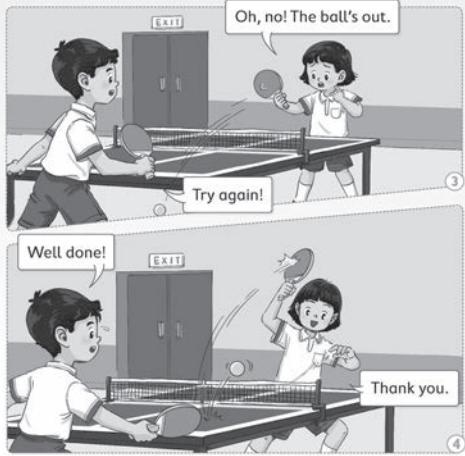


A Look and listen.

B Look and number the pictures in order.



[30]



C Think and speak.

Let's play football.



Great! We should do a warm-up.



[31]

## 热身活动 ( Warm-up )

借助录音，组织学生演一演、念一念第一课时的歌谣，描述自己能够参与的运动项目，激发学生学习本课时内容的热情。

- Play the recording and ask the students to read the chant "Let's play sports".

T: Please chant along together while using your body language. / Boys and girls, let's say the chant together. Use your body language.

- Ask the students to talk about the sports they can play.

T: There are many sports. What sports can you play? / Who would like to share with us the sports you can play?

## Talking time

## A. Look and listen.

## 基础活动 ( Activity )

借助图片和视频，引导学生理解对话大意并获取关键信息，向同伴提出运动相关注意事项的建议。

- Show the pictures of "Playing ping-pong".

*T: Who are they? What are they doing? / Look at these pictures. What can you see? Can you guess what they are doing?*

- Ask the students to watch the video and answer the questions.

*T: What can they do? What should they do before playing ping-pong? / Watch the video carefully and find out what they can do and what they should do.*

- Show the flashcards and ask the students to read the phrases “have a go” and “do a warm-up”.

- Ask the students to listen to the recording and read the dialogue aloud.

*T: Let's listen to the recording and read the dialogue aloud together. / Please listen to the recording and read the dialogue aloud together.*

- Encourage the students to read the dialogue aloud as a class.

*T: Let's read the dialogue aloud together. / Now, it's your turn. Please read the dialogue aloud with your classmates.*

## 进阶活动 (Challenge)

### Watch, number and dub.

借助图片和视频，引导学生给图片排序，并组织学生给画面配音，巩固所学语言。

- Guide the students to watch the video and number the pictures.

*T: Please watch the video. And then number the pictures. / Watch the video carefully. Can you find out the correct order of these pictures? Please write numbers down.*

- Invite some students to give the answers and ask the other students to check the answers.

*T: Who can give the correct answers? / Who wants to share your answers with us?*

- Divide the class into two groups. Ask the students to read the dialogue aloud in roles.

*T: Please read the dialogue aloud in roles. Girls, you are Shenshen. Boys, you are Minmin. / Let's read the dialogue aloud as Shenshen and Minmin.*

- Ask the students to dub the video in pairs.

*T: Let's dub the video in pairs. One is Shenshen. The other is Minmin. / Can you dub the video? Work in pairs and have a try with your partner.*

## Talking time

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

## 基础活动 (Activity)

借助图片，引导学生给图片排序，并口头表达做运动时的注意事项。

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

*T: What does Shenshen do? / Can you tell me what Shenshen does?*

- Ask the students to number the pictures in order.

*T: Now, please look and number. / Please think it over. Try to number the pictures.*

- Check the answers and ask the students to talk about what Shenshen does.

*T: Who wants to share your answers with us? Please act as Shenshen and talk about what you do.*

### 参考答案 ( Answers )

3—2—1

### 进阶活动 ( Challenge )

Choose and speak.

借助图片，组织学生选一选、说一说，帮助学生进一步了解做运动时的注意事项。

- Ask the students to choose the correct pictures that show precautions when playing sports.



*T: Look at these pictures. Please choose the correct pictures that show what you should do when playing sports. / Look at these pictures. Which pictures tell us about what we should do when playing sports?*

- Encourage the students to talk about what they should do.

*T: Now, please use “We should ...” to describe the pictures you have chosen. / Please look at the pictures you have chosen and talk about what you should do by using “We should ...”.*

### 参考答案 ( Answers )



### Talking time

C. Think and speak.

### 基础活动 ( Activity )

借助图片，引导学生邀请同伴一起参加体育项目，并运用所学语言给他人提出合理的运动建议。

- Ask the students to read the short dialogue aloud, and then read it in roles.  
*T: Please read the short dialogue aloud together. And then read it in roles. / First, you can read the dialogue with your classmates. Then please read it in roles.*
- Show some pictures of sports. Ask the students to choose one picture and talk about it in pairs.



*T: Discuss with your partner which sports you can play, and talk about it using “Let’s ...” or “We should ...”. / Please think and discuss with your partner which sports you can play. Then you can use “Let’s ...” or “We should ...” to make suggestions.*

— Let’s play football.

— Great! We should do a warm-up.

- Invite the students to act out the short dialogue in front of the class.

*T: Now, it’s time for you to act out the short dialogue in front of the class. / Who would like to act out the short dialogue in front of the class? Have a go!*

### 进阶活动 (Challenge)

#### Do a survey.

借助调查表格，组织学生调查同学喜欢的运动项目，邀请同学参加体育运动，并向同伴提出合理的运动建议。

- Show a table and ask the students to do a survey about the sports their classmates like to play.

Sports Name	badminton	running	tennis	soccer	jump rope	basketball

*T: Look at this table. You can use it to do a survey about the sports your classmates like to play. Please walk around the classroom and tick. / Please ask your classmates by using “What sports can you do?” And then tick under the right sport.*

- Guide the students to discuss the precautions before they play sports.

*T: Now, please discuss the precautions with your classmates before playing sports. / Now, please talk about the precautions with your classmates before playing sports.*

— What can you do?

- I can play ping-pong. What can you do?
- I can play ping-pong too. Let's play ping-pong.
- Great! We should do a warm-up first.

### 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“Judge and speak.”活动辅助教学。

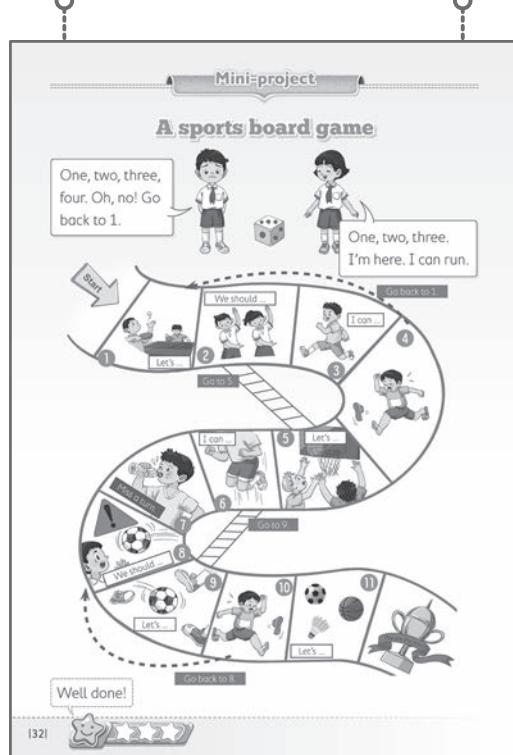
*Optional activity resources-2A-Unit 4-Talking time.*

## Mini-project

### A sports board game

#### 教学提示 (Teaching tips)

- 引导学生观察棋盘游戏的界面并了解游戏的规则。先投掷骰子。当学生到达第1、2、3、5、6、8、9、11张图片时，用所给句子描述这些图片。当学生到达第4或10张图片时，返回到第1或第8张图片。当学生到达第7张图片时，暂停一轮。当学生到达第2或第6张图片时，如能用给定句子描述图片，则跳至第5或第9张图片。学生可以多次掷骰子，直至到达奖杯处。谁先到达奖杯处，谁就是获胜者。
- 示范游戏的玩法。邀请一些学生轮流掷骰子，让班上其他同学说出相应图片的含义。
- 引导学生利用课本第81页的图片制作骰子玩游戏。



#### 语言示例 (Demo)

- S1: One, two, three. I'm here. I can run.  
S2: One, two, three, four. Oh, no! Go back to 1.

#### 小妙招 (More tips)

- 如果场地允许，还可以鼓励学生玩跳房子的游戏。介绍跳房子游戏的规则：跳过方格，从第一个方格开始。看到前面是一个方格就单脚跳，两个方格双脚跳。每个方格对应一个运动项目或运动安全的图片，跳到方格上并描述方格对应图片的含义。完成游戏用时最短的学生获胜。
- 鼓励学生两人一组先后完成游戏，大声描述图片内容，体会做游戏的快乐。

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)

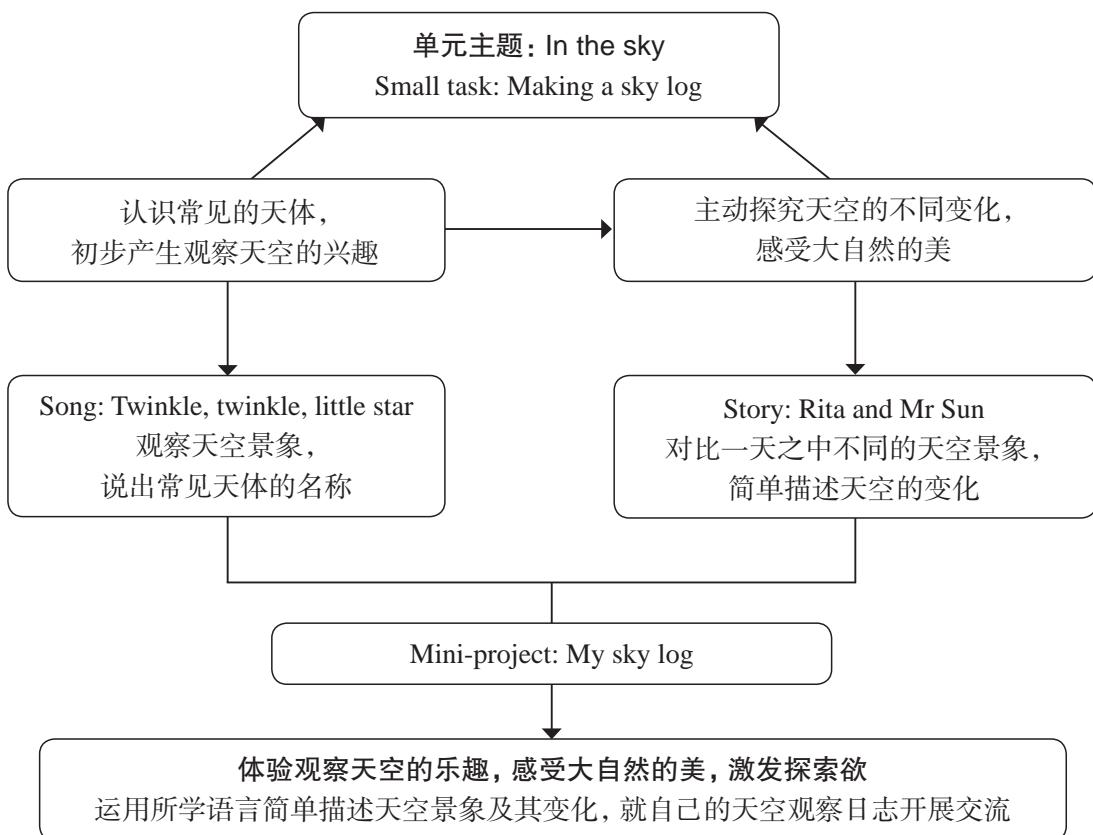
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 5 In the sky

## 单元目标 ( Unit objectives )

- ▶ 观察天空景象，认识常见的天体并说出它们的名称，初步产生观察天空的兴趣。
- ▶ 对比一天之中不同的天空景象，描述天空的变化，感受大自然的美。
- ▶ 借助画图独立完成某一天的天空观察日志，简单描述所观察到的天空景象。

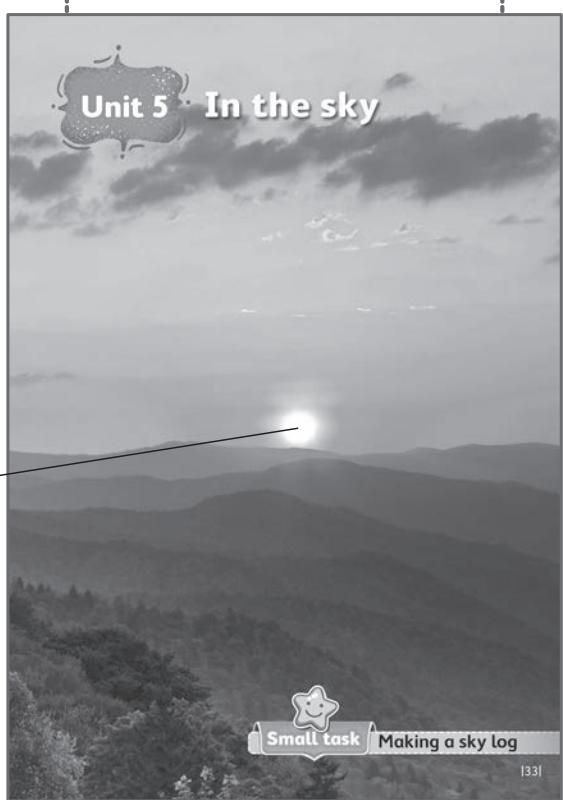
## 单元主题内容框架图 ( Structure of the unit )



## 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”子主题内容，通过任务“Making a sky log”引导，帮助学生体验观察天空的乐趣，感受大自然的美，激发探索欲。		
语篇	Song time	歌曲	星星的特征
	Story time	配图故事	一天之中的天空变化
	Mini-project	观察日志	完成天空观察日志并作介绍
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	理解关于常见天体的主题词汇	
	语法	关注围绕天空景象的句型表达，如“... is/are in the sky.”	
	语篇	体会语篇中图片与文字之间的关系	
	语用	与他人就天空观察日志开展交流，描述天空景象及其变化	
文化知识	观察天空的变化是一项充满趣味的活动		
语言技能	Song time	理解性技能：在听、唱歌曲“Twinkle, twinkle, little star”的过程中，了解星星的特征 表达性技能：演唱英语歌曲“Twinkle, twinkle, little star”	
	Story time	理解性技能：在听、读、看语篇“Rita and Mr Sun”的过程中，推断配图故事中画面传达的信息，感受一天之中天空景象的变化 表达性技能：以角色扮演的形式尝试表演故事	
	Mini-project	表达性技能：描绘天空景象，简单介绍自己的天空观察日志	
学习策略	Study skill	通过对比，观察事物的变化	

The sun is rising in the morning.  
We can see morning glow and  
clouds in the sky.



## Small task

### Making a sky log

When you look up to the sky, you will find it changes throughout the day. It is interesting to look at the changes of the sky. Can you make a sky log to note down your observation?

### 跨学科 ( CLIL )

There is the sun during the day, and the moon and the stars at night in the sky. The changes of the sky bring about different scenes.

**Song time**

**Unit 5**

**Twinkle, twinkle, little star**

Twinkle, twinkle, little star,  
How I wonder  
What you are!  
Up above the world so high,  
Like a diamond  
In the sky.  
Twinkle, twinkle, little star,  
How I wonder  
What you are!

**A** Look, listen and sing along. ⏪

**B** Listen and tick the correct pictures. ⏪

**C** Sing and act.

134

135

## 热身活动 ( Warm-up )

借助图片，引导学生观察天空中的景象，帮助学生激活旧知，激发学生学习本单元的兴趣。

- Show the picture on Page 33 and talk about it with the students.

*T: Look at the picture. What can you see? / Look, what's in the picture?*

- Point at the sun and introduce the topic of this unit.

*T: Look at the sun. Where is it? Yes, it's in the sky. / Can you tell me where the sun is? That's right! In the sky.*

- Show more pictures of different sky scenes.

*T: I have some pictures of the sky. Let's have a look. / Now let's enjoy some other pictures of the sky.*

- Encourage the students to answer more questions about the sky.

*T: Look at this picture. Is it in the morning? What colour is the sky? Which picture do you like? / Which picture shows "morning"? What colour is the sky in the morning? Do you like this picture?*

## Song time

- A. Look, listen and sing along.

### 基础活动 (Activity)

借助图片和音频，引导学生观察天空场景图，了解各天体的英文名称，掌握主题词汇的音、形、义，并结合肢体语言演绎歌曲，理解歌词大意，感受夜空中星星的特征。

- Show the picture on Pages 34 and 35 and guide the students to look and say.

*T: Look at the sky. In the morning, we can see the sun. It is big. And we can see the clouds too. In the evening, can you see the sun? No. But we can see the moon in the sky. What else can you see? Yes! The stars. / Look, we can see the sun in the morning. How is it? In the evening, the moon comes out. What else is in the sky?*

- Ask the students to listen to the song.

*T: Let's listen to a song. / This is a song about stars. Let's enjoy it.*

- Play the recording for a second time and ask the students to sing after the recording.

*T: Now please listen and sing. Are you ready? / Let's learn how to sing it.*

- Encourage the students to use body language to help understand the lyrics.

*T: Now eyes on me and follow me. / Let's act out the song with some actions.*

- Ask the students to sing the song together with body language.

*T: Please stand up. Let's sing again and act together. / It's your turn. You can sing the song with your body language.*

### 进阶活动 (Challenge)

#### Make a new song.

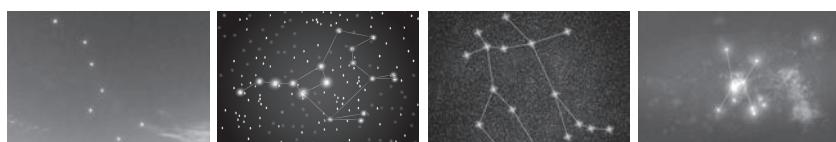
借助图片，引导学生讲述天空景象，并创编新的歌词，简单描述星星的特征。

- Ask the students to look at the picture of a night sky and then discuss it together.



*T: Look at the picture. Can you see the stars in the sky? How many stars? / Here is a picture of late night. What's in the sky? Can you count the stars?*

- Show more pictures of stars. Encourage the students to imagine what the stars look like and make a new song.



*T: The stars are so bright. What are the stars like? I like this one. Twinkle, twinkle, little star, like a spoon in the sky. / We can see stars at night. What do they look like? Can you make a*

*new song?*

- Invite some students to share their new songs with their classmates.

*T: It's music time. Can you share your new songs with us? / If you've got a new song ready to share, now it's the time. Who wants to try?*

## Song time

- B. Listen and tick the correct pictures.

### 基础活动 (Activity)

借助图片和音频，引导学生辨认每幅图的主要特征，勾选出正确的图片。

- Ask the students to look at the pictures in Part B and tell the differences between them.

*T: Look at these pictures closely. Are they the same? / Look at these pictures carefully. How are they different?*

- Ask the students to share their ideas and then make a brief summary.

*T: What do you see in Picture 1? What's in Picture 2? How about Picture 3? / What are the differences between these pictures?*

*Picture 1: There're so many stars in the sky! They're very high.*

*Picture 2: The moon is bright, but there are only a few stars in the sky.*

*Picture 3: The moon is behind the clouds.*

- Ask the students to listen to the recording carefully and tick the correct picture.

*T: Please listen carefully and tick the correct picture. / Tick a picture after you listen to the recording.*

- Ask the students to give the answer and check it.

*T: Which picture did you tick? / Have you got the answer?*

### 听力文本 (Audio script)

**Dad:** Look, Shenshen, what do you see in the sky?

**Shenshen:** Wow! So many stars! They're so high in the sky.

**Dad:** Can you sing this song? Twinkle, twinkle, little star ...

**Shenshen:** Yes, Dad! How I wonder what you are.

### 参考答案 (Answers)



### 进阶活动 (Challenge)

Make a new dialogue.

借助图片和音频，组织学生跟读听力对话，引导学生观察图片并仿说对话，感受不同天空景象的特征。

- Ask the students to look at the picture they ticked.

*T: Look at Picture 1. What does Shenshen see in the sky? / Look at the first picture. What does*

*Shenshen find in the sky?*

- Ask the students to listen to the recording and read the short dialogue aloud.  
*T: Let's listen to Shenshen and Dad. Please read after them. / Let's listen to the recording and read the dialogue. Boys, you act as Dad. Girls, you act as Shenshen.*
- Ask the students to look at the other two pictures and talk about them.  
*T: Please look at Pictures 2 and 3. What do you see in the sky? / How about the other two pictures? Can you tell me what's in the sky?*
- Ask the students to choose one of the pictures and make a short dialogue in pairs.  
*T: Choose one picture and make a dialogue with your partner. You can take the roles of Shenshen and Dad. / Please choose a picture. Then make a dialogue with your partner, and act the roles of Shenshen and Dad.*
- Invite some pairs of students to come to the front and act out the dialogue.  
*T: Who wants to have a go? / Who would like to come to the front?*

### Song time

#### C. Sing and act.

#### 基础活动（Activity）

借助星星卡片，组织学生结合肢体动作演绎歌曲，帮助学生加深对歌词的理解，激发学习兴趣。

- Provide the students with flashcards with stars of different shapes and ask them to choose one flashcard.  
*T: Look at these flashcards. Which one do you like? Come and choose one. / Look, I have some flashcards of stars. Please pick your favourite one.*
- Ask the students to do some actions while singing along with the song “Twinkle, twinkle, little star”.  
*T: Show me your stars. Let's sing the song. / Now hold up your stars. You can do some actions while you're singing.*

#### 进阶活动（Challenge）

#### Perform in groups.

引导学生画出星星图，创编新的歌词，并设计肢体动作演绎歌曲，激发学生对大自然的爱。

- Ask the students to draw their favourite stars.  
*T: What star do you like? Please draw it on the paper and colour it. / Can you draw a star in the shape you like? Don't forget to colour it.*
- Divide the students into several groups and encourage them to make their own lyrics.  
*T: Think about how the stars are. For example, twinkle, twinkle, little star, like a flower in the sky. Give it a try with your group members. / Please sing a new song about the stars. For example, twinkle, twinkle, little star, like a flower in the sky. Try to make your own lyrics in*

*your group.*

- Encourage the students to design their own actions.

*T: Can you design your own actions? Please talk about it with your group members. The lyrics can help you. / Let's design some actions for the new song.*

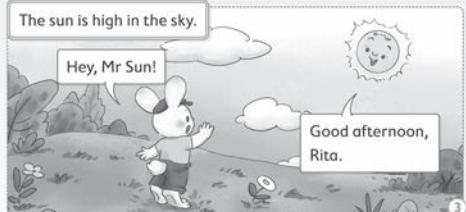
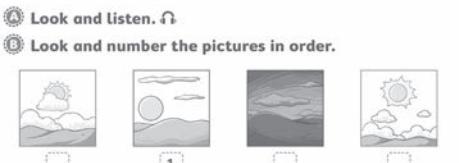
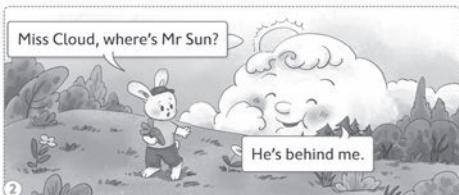
- Ask the students to perform in groups. Invite the students to assess their performance.

*T: It's time to enjoy your performance. Which group would like to go first? / I can't wait to see your performance. Any volunteers?*

### 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, guess and speak.”活动辅助教学。

*Optional activity resources-2A-Unit 5-Song time.*

**Rita and Mr Sun**

A Look and listen.

B Look and number the pictures in order.



1



2



3



4

C Role-play.

**热身活动 ( Warm-up )**

借助歌曲视频，组织学生演绎歌曲，帮助学生回顾已学内容，激发学生学习本课时的热情。

- Greet the students.**

T: *Hello, boys and girls. How are you today? / Good morning, children. Nice to see you. Are you ready for class?*

- Play the video and ask the students to sing the song “Twinkle, twinkle, little star” with actions.**

T: *Do you remember this song? Let's sing and act together. / Shall we sing this song together? Don't forget to use your body language.*

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

借助故事的图片、音频与视频，引导学生了解故事角色与内容大意，以及一天之中天空的不同变化。

- Show the title “Rita and Mr Sun” and ask the students to read it aloud.  
*T: Look at the title of the story. Can you read it aloud? Who is in the story? / Who can read the title of the story aloud? What is the story about?*
- Ask the students to look at the pictures on Pages 36 and 37 and point out the characters of Rita and Mr Sun.  
*T: Look at the pictures. Who is Rita? Who is Mr Sun? / Here are the pictures of the story. Can you tell me who they are?*
- Play the video. Guide the students to identify the other characters in the pictures, such as the cloud, the moon and the stars.  
*T: Who else can you see in the pictures? Let's watch the video. / Are there any other characters? Who are they? Now let's watch the video.*
- Show the flashcards and ask the students to read the words and phrases “behind”, “high”, “come out” and “go down”. Encourage the students to use body language to understand their meaning.  
*T: Please listen to me and watch the flashcards carefully. Let's say the phrases and do the actions together. / Read the words and phrases aloud after me. Now I'm going to do some actions. Please guess the meaning. Now let's say the phrases and act together.*
- Ask the students to listen to the recording and read the story aloud.  
*T: This time, let's listen to the recording and read the story aloud together. / Please listen to the recording. Let's read the story aloud together.*

### 进阶活动 (Challenge)

#### Act and guess.

借助单词图片卡，引导学生通过肢体动作互动猜词，加深对一天之中天体位置变化的了解。

- Show the flashcards of the words and phrases “behind”, “high”, “come out” and “go down”. Ask all the students to say the words and phrases and do some actions.  
*T: Can you do some actions about these words? Let's speak and act. / Can you say these words and phrases with some actions?*
- Invite one student to look at the flashcards and do the actions. Ask the others to guess the meaning and say it out loud.  
*T: Now I need one volunteer to come to the front. I'll show him/her the flashcard and he/she can do the actions. Then all of you guess and say the word or phrase. / Who would like to do the actions about these words and phrases? The rest of you can guess the meaning. Shall we start?*
- Show the pictures on Pages 36 and 37 and guide the students to describe them.



comes out



behind the clouds



high in the sky



goes down, (the moon) comes out

*T: Look at these pictures. Can you describe them? Let's try together. / I have some pictures for you. Try to use these words and phrases to describe them. Have a go.*

*The sun comes out.*

*The sun is behind the clouds.*

*The sun is high in the sky.*

*The sun goes down. The moon comes out.*

- Guide the students to read the story aloud as a class.

*T: Let's read the story aloud together. / Now it's your turn to read the story aloud together.*

### Story time

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

#### 基础活动（Activity）

借助图片，引导学生获取有关太阳位置的信息，并根据故事的顺序给图片排序，理解一天之中太阳的位置随时间而变化。

- Guide the students to look at the pictures in Part B and talk about the position of the sun in each picture.

*T: Look at these pictures. Can you see the sun in the sky? Where is it in each picture? / Here are some pictures. Can you tell me the position of the sun in each picture?*

- Ask the students to number the pictures in the correct order.

*T: Look at Picture 2. The sun comes out. It's the first picture of the story. What's the next?*

*Please number the pictures in the correct order. / In this story, the sun comes out first. So that's Picture 2. What about the others? Please number the pictures in the correct order.*

- Ask the students to give the answers and check them.

*T: Can you tell me your answers? / Who would like to share your answers with us?*

#### 参考答案（Answers）

2—1—4—3

#### 进阶活动（Challenge）

#### Read, match and describe.

组织学生通过读一读、连一连的方式，将图片与句子配对，并有序介绍图片，感受一天之中太阳的位置变化。

- Show some sentences related to the pictures and guide the students to read them aloud.

*T: Let's read these sentences aloud. / Can you read these sentences aloud?*

*The sun comes out.*

*The sun is behind the clouds.*

*The sun is high in the sky.*

*The sun goes down.*

- Ask the students to match the sentences with the pictures.

*T: Now, please match the sentences with the correct pictures. / Please think it over. Try to match the sentences with the right pictures.*

- Ask the students to talk about the pictures in order in groups of four.

*T: Let's work in groups. Please describe the pictures in order. Each of you chooses one picture.*

*Let's start. / Choose one picture and describe it in your group. Attention, please. You should talk about the pictures in order.*

- Invite some groups to describe the pictures in front of the class.

*T: Which group would like to come to the front? / Which group can describe the pictures for us? Come to the front, please.*

### 参考答案 ( Answers )



The sun goes down.

The sun is behind the clouds.

The sun is high in the sky.

The sun comes out.

### Story time

#### C. Role-play.

#### 基础活动 ( Activity )

引导学生选择自己喜欢的角色，并尝试用恰当的语音语调及肢体动作进行角色扮演。

- Guide the students to look at the pictures attached to the Student's Book and say the name of each character.

*T: Look at these pictures. Who are they? / Look, there are some pictures. Can you tell me the names of these characters?*

- Ask the students to choose the character they like.

*T: Please choose one character. If you choose the same character, please sit together. Are you ready to start? / Which character do you want to act? Choose the one you like and sit with*

*your friends with the same character.*

- Ask the students to read the lines of their characters by themselves.

*T: Now please read the story aloud in your own role. / Read your lines of the story, please.*

- Ask the whole class to read the story aloud in roles. Encourage the students to read using appropriate intonation and do some actions.

*T: It's your time to act out the story in roles. Please read your lines aloud and try to do some actions. Are you ready? / Now let's act out the story in roles together. Remember the role you play. It'll be good if you can do some actions.*

## 进阶活动 (Challenge)

### Act out in groups.

组织学生小组合作表演故事，激发学生参与表演的热情。

- Divide the students into groups of six.

*T: How many characters are there in the story? Right. Six students in a group, please. / Can you tell me the number of the characters? So how many students can be in a group? Yes, a group with six students. Let's get started.*

- Provide some hats<sup>1</sup> for the roles. Ask the students to choose one hat and discuss how they can play different roles.

*T: Which character do you like? Please choose one and put on the hat. / Can you assign the roles with your group members? Make a quick decision and then discuss about the acting.*

- Ask the students to prepare for acting out the story in groups.



come out



behind the clouds Where's ...?



high in the sky



(the moon) come out Where's ...?

go down

*T: First, please practise your own lines and act out the story in your group. You can look at the key information of each picture on the board. / Now prepare for your own acting. The key information of each picture on the board may help you.*

<sup>1</sup> 教师可以引导学生利用学生用书 P95—P102 的图片制作头饰，用于角色扮演活动。

- Invite some groups to perform in front of the class. Invite the other students to assess their performance or vote for their favourite acting.

*T: It's showtime. Which group is ready? / Which group would like to show your performance?*

*Have a go.*

### 选择性活动 ( Optional activity )

教师可根据教学实际情况灵活选用“选择性活动资源”中的“Look and tick ( ✓ ) or cross ( ✗ ).” 活动辅助教学。

*Optional activity resources-2A-Unit 5-Story time.*

## Mini-project

### My sky log

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤 1：引导学生观察天空。提醒学生在白天观察天空时，勿直视太阳。

步骤 2：引导学生分别用图画描绘白天和晚上观察到的天空景象。提醒学生写上日期与姓名。

步骤 3：鼓励学生向全班展示并讲述自己的天空观察日志。鼓励学生对天体特征进行描述。

- 引导学生利用课本第 83 页空白的天空观察日志表格完成项目。

#### 语言示例 (Demo)

*Look, this is my sky log.*

*The sun is in the sky.*

*It's high.*

#### 小妙招 (More tips)

- 将全班分为 7 组，每组负责观察一周中的某一天，完成该日的天空观察日志。
- 邀请各组学生按一周 7 天的顺序依次在班内展示并讲述天空观察日志。
- 将部分观察日志在教室内进行展示，并邀请学生进行评价。

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?

Step 1 Look up to the sky.  
What is in the sky?

Step 2 Think and draw.

Step 3 Show and tell.

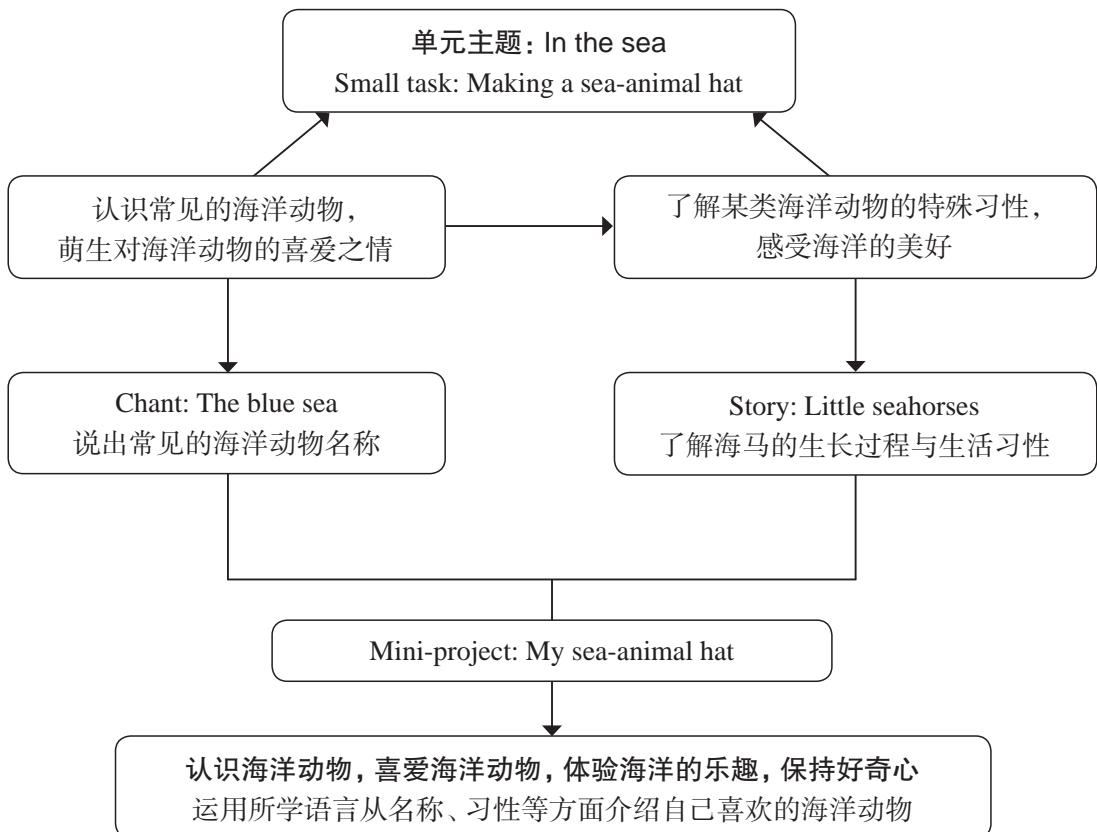
Well done!

# Unit 6 In the sea

## 单元目标 ( Unit objectives )

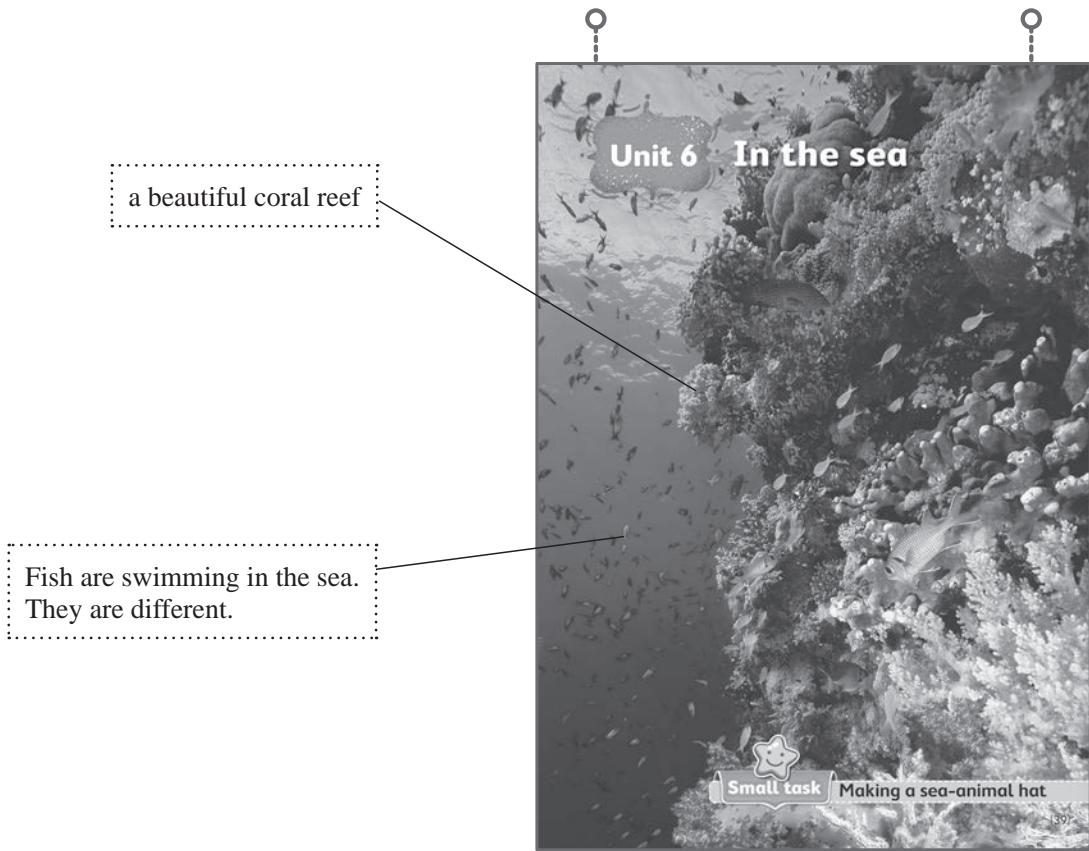
- ▶ 认识并说出常见海洋动物的名称，萌生对海洋动物的喜爱之情。
- ▶ 了解某类海洋动物的习性。扮演海洋动物介绍自己喜欢的活动，感受海洋的美好。
- ▶ 独立制作海洋动物的头饰，并进行角色扮演，简单介绍海洋动物的相关信息。

## 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“常见的动物及其生活环境”子主题内容，通过任务“Making a sea-animal hat”引导，帮助学生认识海洋动物，引导学生喜爱海洋动物，体验海洋的乐趣，保持好奇心。		
语篇	Chant time	歌谣	常见的海洋动物名称
	Story time	配图故事	了解海马的特殊习性
	Mini-project	独白	制作海洋动物头饰并扮演作自我介绍
语言知识	语音	感知并模仿说英语，体会单词的重音和句子升调与降调	
	词汇	理解关于常见海洋动物的主题词汇	
	语法	感知、体会围绕海洋动物的句型表达，如“ <i>I see ... in the sea.</i> ”	
	语篇	知道语篇有不同类型，如配图故事	
	语用	从名称、习性等方面介绍自己喜欢的海洋动物	
文化知识	发现海洋生物的奇妙和多姿多彩		
语言技能	Chant time	理解性技能：在听、诵读歌谣“ <i>The blue sea</i> ”的过程中，有目的地提取歌谣里有关海洋动物的信息 表达性技能：诵读英语歌谣“ <i>The blue sea</i> ”	
	Story time	理解性技能：在听、读、看语篇“ <i>Little seahorses</i> ”的过程中，借助语气和语调推断故事角色的情感，了解海马的生长过程与生活习性 表达性技能：扮演角色，尝试续编故事	
	Mini-project	表达性技能：制作海洋动物头饰并扮演角色进行简单介绍	
学习策略	Study skill	推测故事发展，续说故事	



## Small task

### Making a sea-animal hat

There are many animals in the sea. Which sea animal do you like or do you want to know about? Can you make a sea-animal hat and show it to your classmates?

### 跨学科 ( CLIL )

A lot of marine creatures live in the sea. Some are very special and unique. For example, male seahorses give birth to baby seahorses.

Unit 6

dolphin  
seahorse  
clownfish

in the sea

140

141

**Chant time**

**The blue sea**

Swim in the sea.  
 Swim in the sea.  
 What do you see  
 In the blue sea?  
 I see a seahorse.  
 I see a dolphin,  
 And a clownfish  
 In the blue sea.

**A** Look, listen and chant along. ⏪

**B** Listen, guess and tick the box. ⏪  
 What is the animal?

**C** Play and speak.

I swim in the sea. I see ...

## 热身活动 ( Warm-up )

借助图片，引导学生谈论对海洋的印象，帮助学生激活关于动物的旧知，激发学生学习本单元的兴趣。

- Show pictures of different animals and encourage them to talk about the animals.



T: Look! What can you see? What's it? Where is it? / Boys and girls, I have some pictures to show you. Do you know what animal it is? Where can you see it?

- Show pictures of different sea animals and introduce the topic of this unit.

T: Now look at these animals. Can you see them on the farm? Where are they? / Are these animals on the farm too? Where can you see them?

- Encourage the students to talk about their impressions of the sea.

T: Yes. We can see these animals in the sea. What colour is the sea? What does the sea animal look like? What else do you see in the sea? / These animals live in the sea. What do you think of the sea?

## Chant time

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

#### 基础活动 (Activity)

借助场景图和音频，组织学生跟读歌谣，小组合作演绎歌谣，了解不同的海洋动物，理解关于海洋动物的词汇的音、形、义。

- Ask the students to listen to the recording and chant along clapping their hands rhythmically.

*T: Look at the picture. What do you see? Here is a chant. Let's chant along together. Can you clap your hands with me? / Now let's listen to a chant. It's about the sea animals in this picture. Please say it with a chanting rhythm. You can clap your hands to help the rhythm.*

- Play the recording. Ask the students to chant along.

*T: Now let's practise more. Please listen and chant along. Are you ready? / Let's read the chant again. Please listen carefully.*

- Point at different sea animals randomly on Page 40 and ask the students to say the names of the sea animals.

*T: Look here! What do you see in the blue sea? / Can you see any animals? What are they?*

- Ask the students to chant along by themselves.

*T: Can you chant along by yourselves? Try it out. / Do you know how to chant along?*

- Divide the whole chant into several parts and ask the students to chant along in groups.

*T: Now let's try to chant along in groups. / How about chanting in groups? Let's get started.*

#### 进阶活动 (Challenge)

##### Make a new chant.

鼓励学生结合肢体动作，创编和演绎新的歌谣，帮助学生了解和表述更多不同的海洋动物。

- Invite three students to come to the front and ask each to imitate a sea animal.

*T: What sea animals can you see? Who can choose one and act it out? Come and show us. / I need some volunteers to act as the sea animals for us. Who would like to come to the front and have a go?*

- Guide the other students to chant along in a new order according to the performance.

*T: Let's enjoy the performance and chant along together. / How lovely they are! Can you tell me what you see? Let's chant along together.*

- Ask the students to work in groups of three. Guide the groups to make a new chant and act.

*T: Which sea animal do you like? Please choose one and act it in a group of three. Discuss in your group. Who goes first? Who goes next and who is last? Make a new chant with your group members. / You can choose a sea animal and act it in your group.*

- Invite several groups to perform in front of the class and ask the other students to assess their performance.

*T: Do you like their performance? How is it? / What do you think of their performance?*

### Chant time

B. Listen, guess and tick the box.

### 基础活动 (Activity)

借助图片和音频，引导学生了解各种海洋动物的不同特征，勾选出正确的海洋动物。

- Ask the students to look at the picture of sea animals on Pages 40 and 41.

*T: Look at these sea animals. What is the dolphin doing? What colour is the seahorse? What can the clownfish do? / Please look at the picture of these sea animals. Think it over. How tall is the seahorse? How big is a dolphin? What can they do?*

- Ask the students to listen to the recording carefully and tick the correct box.

*T: Now listen carefully. Which sea animal is it? Please guess and tick the correct box. / Here's a recording about a sea animal. What is it? Listen carefully and tick the correct box.*

- Ask the students to give the answer and check it.

*T: Which sea animal did you tick? Yes, the dolphin. / Have you got the answer? You are right. It's the dolphin.*

### 听力文本 (Audio script)

It's big. It's lovely. It can sing. It can swim fast. It can jump high. What is the animal?

### 参考答案 (Answers)



### 进阶活动 (Challenge)

Play a guessing game.

借助更多海洋动物的图片，引导学生在“猜一猜”的游戏中获取海洋动物的关键信息，激发学生学习的热情。

- Divide the students into several groups to play a guessing game.

*T: This time, let's play a guessing game. Who do you want to play with? Go and find them. / It's time to play a guessing game. First, go and find your group members.*

- Show more pictures of different sea animals and guide the students to look at them.



- T: Look at the pictures carefully. / Here are more sea animals. Look at the pictures and think.*
- *Invite four students to come to the front. Show each student a different picture of a sea animal and ask them to take turns to describe the sea animals.*
- T: Can you describe it? Who would like to have a go? / What does the sea animal look like?*
- Any volunteers?*
- *Ask the other students to guess what the sea animals are.*
- T: What is it? / Have you got the answer? Tell me, please.*
- *The group with the most correct answers is the winner.*
- T: Which group wins? / Let's see which group is the winner.*

### Chant time

#### C. Play and speak.

#### 基础活动 (Activity)

借助图片，引导学生思考迷宫路线，在玩一玩、说一说的过程中，运用所学语言描述海洋动物。

- *Ask the students to look at the maze and point out each sea animal.*
- T: Look at the picture. Can you see any sea animals in it? What are they? Tell me what sea animals you see in the picture.*
- *Tell the students that there is more than one way to solve the maze and ask them to find out their own route.*
- T: Now you are the little fish. Can you find a way out? There's more than one way. Let's try. / Please be the little fish. Now can you solve the maze by yourselves? There's more than one way. Have a go.*
- *Invite several students to share their routes.*
- T: Who wants to share your route with us? / Who would like to show us your route?*
- *Invite the students to trace the route in the maze while they say their own route.*
- T: Now put your fingers on the maze. Trace your route and describe it. / Fingers ready. Describe your route and trace it. I swim in the sea. I see ...*

#### 参考答案 (Answers)



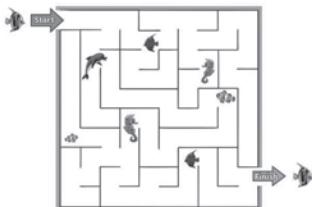
I swim in the sea. I see a seahorse. (I see two fish.) I see a clownfish. I see a dolphin.

## 进阶活动 (Challenge)

Solve a maze.

借助迷宫图和小语段，引导学生两人一组玩游戏，并运用所学语言描述路线。

- Ask the students to work in pairs. Give two pieces of paper to each pair.



I swim in the sea. I see a dolphin. I see a clownfish. I see a seahorse. I see a fish.

T: This time, please work with your partner. Choose a maze or a short passage. / Now it's time for pair work. Take a maze or a short passage.

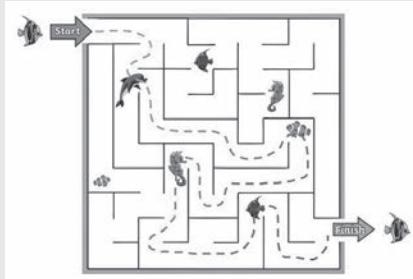
- Ask one student to read the short passage to his/her partner and ask the other student to find the way out while listening.

T: Who has the short passage? Please read it to your partner. And who has the maze? Listen to your partner carefully and find the way out. / Please start when you are ready.

- Ask the students to put the solved maze and the short passage together to check the answers.

T: Look at the maze and talk about the way out, please. / Put your maze and the passage together. Talk about the route and check the answers.

## 参考答案 (Answers)



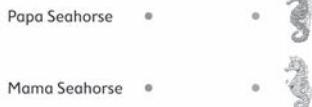
## 选择性活动 (Optional activity)

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

*Optional activity resources-2A-Unit 6-Chant time.*

**Little seahorses**

- A Look and listen. ⏪  
B Look and match.



[42]



- C Guess and speak.

Little seahorses see a clownfish.

Hello, Clownfish. I like playing hide-and-seek in the sea.

Great! Let's play together.



[43]

**热身活动（Warm-up）**

借助场景图、歌谣音频，引导学生运用第一课时所学内容演绎歌谣，描述所看到的海洋动物，回顾上一个课时内容，同时激发学生学习本课时的热情。

- Show the picture on Pages 40 and 41.

T: Look! What's this? Yes, it's the blue sea. What can you see in the sea? / What are they?  
Where are they?

- Play the recording and encourage the students to chant along with the rhythm of "The blue sea" chant.

T: Let's chant along together. Can you clap your hands with me? / Do you remember this chant? Now please clap your hands and chant along together.

**Story time**

- A. Look and listen.

**基础活动（Activity）**

借助图片和视频，帮助学生理解故事大意，了解小海马的特征和生长习性。

- Show the picture of little seahorses and ask the students to look at it.

*T: What are they? What do they look like? / Do you know what these sea animals are? What do you think of them?*

- Introduce the title of the story “Little seahorses” and ask the students to read it aloud.

*T: This is a story about seahorses. Let's read the title aloud. / Now can you read the title of the story?*

- Play the video. Ask the students to watch the video.

*T: Where are the little seahorses? Who do they live with? Who takes care of them? Now let's watch a video. / Where do the little seahorses live? Do they live with their family? Who's in their family? Now please watch the video and find out the answers.*

- Show the flashcards and ask the students to read the words and phrases “place”, “lay eggs”, “far away” and “up and down”. Do the actions to help the students understand their meaning.

*T: Please listen carefully and follow me. Please say the words and phrases and act together. / Read the words and phrases after me. This time I'll do some actions. Now let's try together.*

- Ask the students to listen to the recording and read the story aloud.

*T: This time, let's listen to the story and read it aloud together. / Please listen to the recording. Let's read the story aloud together.*

## 进阶活动 (Challenge)

### Read in roles.

借助故事图片，引导学生用恰当的语音语调朗读故事，进行角色扮演，体会故事中各角色的情感，进一步理解故事内容。

- Ask the students to talk about the characters' emotions.

*T: Look at Papa Seahorse and Mama Seahorse. How do they feel? Look at the little seahorses. Are they happy? / We can see Papa Seahorse, Mama Seahorse and the little seahorses. Can you tell me how they feel?*

- Guide the students to read the story aloud using appropriate stress and intonation.

*T: Now let's read the lines of Papa Seahorse and Mama Seahorse. Look at the little seahorses. They like playing in the sea. Who can act as the happy little seahorses? / Look! Papa Seahorse and Mama Seahorse are happy to have babies. Can you act as Papa Seahorse and Mama Seahorse? What about the little seahorses? Who can have a try?*

- Encourage the students to choose a character and read their lines aloud by themselves.

*T: Which character do you like? Please choose one. Then read your lines aloud. / Which character do you want to act? Choose the one you like and read your part aloud.*

- Ask the whole class to read the story aloud, with each student reading their own lines.

*T: Now let's read the story aloud in roles. / Now it's your turn to read the story aloud in roles.*

## Story time

### B. Look and match.

#### 基础活动（Activity）

借助图片，引导学生将名字与图片连线配对，进一步加深对海马独特生活习性的认识。

- Ask the students to read the words “Papa Seahorse” and “Mama Seahorse”, and show the pictures.

*T: Look! Who are they? Can you say their names? / Here are two seahorses. Please look at the pictures and tell me their names.*

- Ask the students to match the pictures with the words.

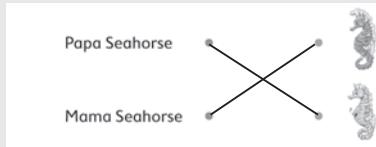
*T: Now, please match the names with the correct pictures. / Try to match the names with the pictures.*

- Check the answers and ask the students to tell the differences between Papa Seahorse and Mama Seahorse.

*T: Have you got the answers? Let's say their names together. Do they look the same? / Right.*

*You got the correct answers. Please say the names together. And we know Papa Seahorse and Mama Seahorse are different. Can you tell me the difference?*

#### 参考答案（Answers）



#### 进阶活动（Challenge）

### Read, match and speak.

借助图片，引导学生读一读、连一连、说一说，帮助学生进一步了解海马独特的生活习性以及人类生活中父母在家庭里的分工。

- Show the phrases “lay eggs”, “hatch the babies” and “take care of the babies”, and guide the students to read them aloud together.

*T: What do Papa Seahorse and Mama Seahorse do? Can you read after me? / Look! Papa Seahorse and Mama Seahorse do a lot for their babies. What do they do? Please listen to me and follow me.*

- Ask the students to match the pictures with the phrases.

*T: Who lays eggs? Who hatches the babies? Who takes care of the babies? Please think and match. / Papa Seahorse and Mama Seahorse do different things. Try to match these phrases with the correct pictures.*

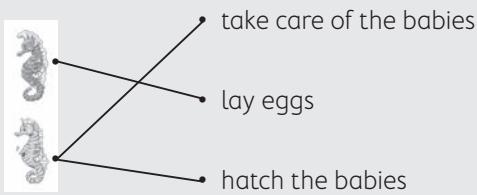
- Check the answers and ask the students to talk about what Papa Seahorse and Mama Seahorse do for their babies.

*T: Who can share your answers with us? Yes. Mama Seahorse lays eggs. Papa Seahorse hatches the babies and takes care of the babies. Now let's say the answers together. / Match "lay eggs" with "Mama Seahorse". What about Papa Seahorse? Yes, "hatch the babies" and "take care of the babies". Now please say the answers together.*

- Guide the students to think and talk about their own family.

*T: Who gives you birth? Who takes care of you in your family? You can talk with your classmate first and then share with us. / Now think about your own family. Who do you live with? Who looks after you at home? Can you share with us?*

### 参考答案 ( Answers )



### Story time

#### C. Guess and speak.

#### 基础活动 ( Activity )

借助图片，引导学生推测后续故事，两人合作创编对话，角色扮演讲述海洋动物喜爱做的事情。

- Guide the students to look at the picture in Part C.

*T: Little seahorses swim in the sea. What do they see? / Little seahorses leave their dad. What sea animals do they meet?*

- Encourage the students to guess what will happen next.

*T: What do they say next? Can you guess? / Can you guess what they talk about next?*

- Show the short dialogue in Part C. Ask the students to read aloud in roles.

*T: Now, boys, you are the little seahorses. Girls, you are the clownfish. Let's read aloud in roles. Let's try together. / Now let's read the dialogue aloud. Boys are the little seahorses. Girls are the clownfish. Let's try it together.*

- Encourage the students to make a new dialogue and role-play in pairs.

*T: The little seahorses have a good time with the clownfish. What else do they like doing together? It's your turn to make a dialogue with your partner. / What a happy time! They like playing together. Please make a dialogue with your partner.*

*—Hello, Clownfish. I like ...*

— Great! Let's play together.

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

T: Who would like to come to the front? / Any volunteers? Who wants to perform for us?

## 进阶活动 (Challenge)

### Act out the whole story.

组织学生分小组续编故事，运用所学表演完整的故事，激发学生参与表演和运用语言表达的热情。

- Divide the students into groups of six.

T: Now let's act out the story. Six students are in a group. / Shall we act out the story in groups? Each group may have six students.

- Ask the students to choose one character in the story "Little seahorses".

T: Which sea animal do you like? Please discuss in your group and choose your role. / Please discuss with your group members and decide which role you'd like to play.

- Encourage the students to act out the story from the beginning to their new ending.

T: What's your new ending of the story? How about acting it out? Discuss in your group and prepare to act out the whole story. / Please make a new ending with your group members. Then practise acting out the whole story in your group.

- Invite some groups to perform in front of the class. Provide some hats for the roles.

T: Look! I have some hats to help you act out your story. Which group would like to perform in front of the class? / Who wants to show us your performance? You can put on the hats here. Any volunteers?

- Ask the whole class to vote for their favourite ending.

T: Do you like their new ending? How is it? / What do you think of their new ending?

## 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 judge.”活动辅助教学。

*Optional activity resources-2A-Unit 6-Story time.*

## Mini-project

### My sea-animal hat

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生设计和制作海洋动物头饰。

- ① 思考自己喜欢的海洋动物。画出海洋动物和头饰带子的轮廓。
- ② 使用马克笔、蜡笔或颜料等给海洋动物涂色。
- ③ 沿着轮廓仔细裁剪，并用胶水或胶带粘合头饰。

步骤2：鼓励学生戴上头饰，扮演海洋动物向全班展示并作介绍。

- 引导学生利用课本第85页的空白纸页完成项目。

The worksheet is titled "My sea-animal hat". It features two boxes for drawing and coloring a seahorse headband. Step 1: Draw and make. Step 2: Act and speak. A speech bubble says: "I am a / an ... I like ... in the sea." There is also a "Well done!" box.

#### 语言示例 (Demo)

*I am a seahorse.*

*I like swimming in the sea.*

#### 小妙招 (More tips)

- 就制作头饰给出更多建议，如材料的选择、动物的设计、装饰的方式等。
- 鼓励学生扮演海洋动物，尝试从体形、外表、颜色、喜欢的食物等方面进行介绍。
- 鼓励学生戴上头饰，依次上台进行展示及介绍。
- 邀请其余学生对上台学生的演绎进行评价。

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)

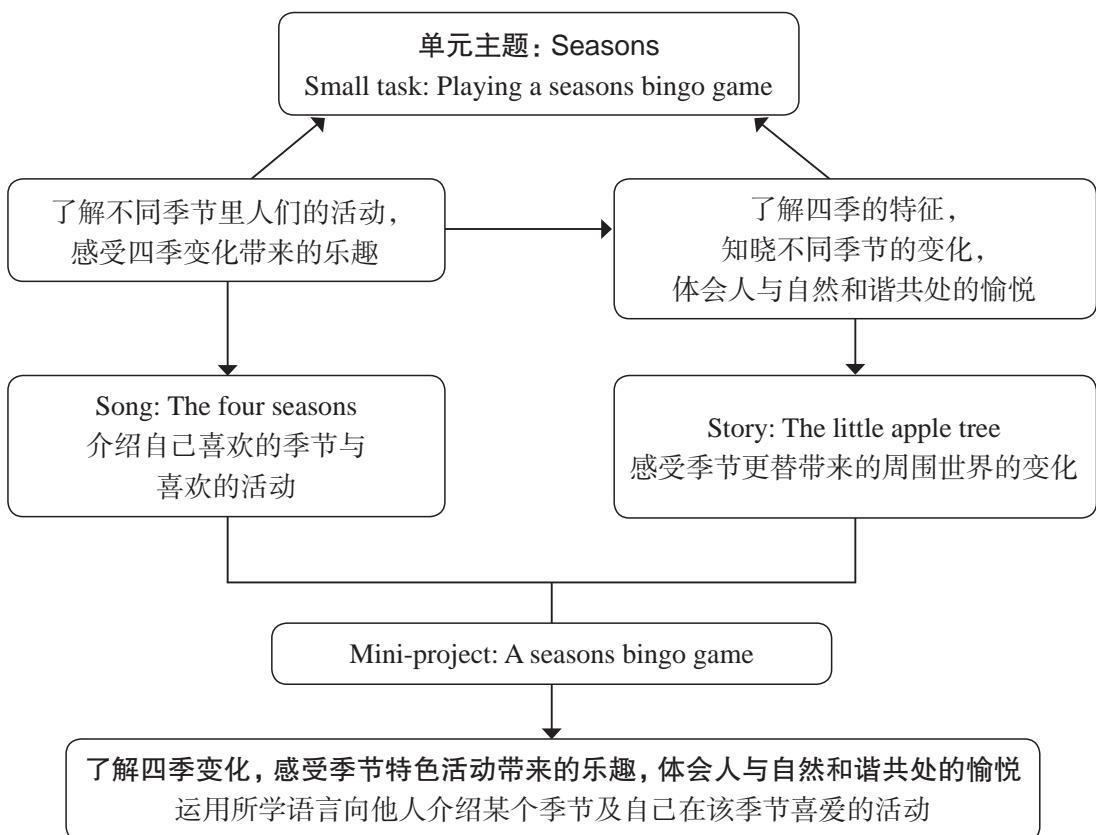
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 7 Seasons

## 单元目标 ( Unit objectives )

- ▶ 了解不同季节里人们的活动，介绍自己喜欢的季节，感受四季变化带来的乐趣。
- ▶ 表演四季轮换的故事，体会人与自然和谐共处的愉悦。
- ▶ 开展四季主题的游戏，介绍不同季节及自己在该季节喜欢的活动。

## 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“季节的特征与变化”子主题内容，通过任务“Playing a seasons bingo game”引导，帮助学生了解四季的特征，感受季节更替带来的周围世界的变化，体会人与自然和谐共处的愉悦。		
语篇	Song time	歌曲	四季的名称及相应的特色活动
	Story time	配图故事	知晓四季轮换，了解不同季节的特征
	Mini-project	游戏	开展四季主题的游戏
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	理解关于不同季节的主题词汇	
	语法	感知、体会简单句的表意功能，如“ <i>I love to ...</i> ”	
	语篇	体会语篇中图片与文字之间的关系	
	语用	说出季节名称及人们乐于从事的活动，得体地表达自己的喜好	
文化知识	了解上海四季的特征，体会人与自然和谐共处的愉悦		
语言技能	Song time	理解性技能：在听、唱歌曲“ <i>The four seasons</i> ”的过程中，有目的地提取歌曲中关于季节及相关活动的信息 表达性技能：演唱英语歌曲“ <i>The four seasons</i> ”	
	Story time	理解性技能：在听、读、看语篇“ <i>The little apple tree</i> ”的过程中，了解不同季节的特征 表达性技能：以角色扮演的形式尝试表演故事	
	Mini-project	表达性技能：根据图片提示，在游戏中说出季节名称及人们在该季节喜欢的活动	
学习策略	Study skill	在语言与相应图片之间建立联系	

In autumn, the trees with golden leaves are very beautiful.



## Unit 7 Seasons



Small task

Playing a seasons bingo game

145

### Small task

#### Playing a seasons bingo game

Seasons bring about different weather and activities. What is the weather like during each of the four seasons? What activities do you enjoy doing in each season? Let's play a seasons bingo game and discuss it.

#### 跨学科 (CLIL)

In Shanghai, we have four seasons. Spring and autumn are mild and comfortable. Summer is hot and humid, and winter is cold and damp.

**Songtime**

**The four seasons**

I love to see  
Pretty flowers  
In spring.  
I love to rest  
Under big trees  
In summer.  
I love to eat  
Yummy fruit  
In autumn.  
I love to play  
With the white snow  
In winter.

**A** Look, listen and sing along. ⏪

**B** Listen and circle the correct pictures. ⏪

**C** Think and speak.

I like autumn.  
I love to eat yummy fruit.

## 热身活动（Warm-up）

借助季节相关图片卡，引导学生按季节给图片分类，引出本单元的主题。

- Display some flashcards showing different aspects of each season, such as the weather, clothing and activities. Ask the students to sort these flashcards into four groups: spring, summer, autumn and winter.

T: Please look at the flashcards carefully. Put these flashcards into four groups: spring, summer, autumn and winter. / Please look at the flashcards carefully and put them into four groups.

- Ask the students to discuss the reasons for their choices.

T: What season is it? Why? / What season do you think it is? Why?

- Introduce the topic of this unit.

T: Today, we're going to talk about the four seasons. / Let's get ready to explore the wonders of the four seasons!

## Song time

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

#### 基础活动 (Activity)

借助场景图和音频，引导学生理解关于不同季节的主题词汇的音、形、义，感受四季变化带来的乐趣。

- Ask the students to listen to the song while they are looking at the pictures on Page 46.

*T: Please listen to the song and look at the pictures carefully. / Please enjoy the song and at the same time, look at the pictures.*

- Ask the students to look at the pictures of spring and summer.

*T: Please look at the pictures and listen to me. / Please look at the pictures as I describe them to you. It's spring. It's warm. Shenshen and Xinxin are in the park. They smell the fresh grass and nice flowers. They see green trees around. They watch colourful kites high in the sky. It's summer, and it's hot. Shenshen and Xinxin sit under a big tree. They enjoy the shade and cool breeze. They eat watermelon and have a good time with their cat, Mira.*

- Ask the students to look at the pictures of autumn and winter and repeat the lyrics.

*T: What do Shenshen and Xinxin love to do in autumn? Do they love to play with the white snow in winter? / What activities do Shenshen and Xinxin love to do in autumn? Do they love to play with friends in the snow in winter?*

- Ask the students to read the lyrics aloud with body language.

*T: Boys and girls, let's read the lyrics aloud with our body language. / Now, let's read the lyrics aloud together. We can use our body language.*

- Ask the students to sing along with the music. Encourage the students to do the actions.

*T: Sing along with the music. Do the actions. / Let's sing the song together with the music.*

*Please do the actions.*

#### 进阶活动 (Challenge)

##### Sing and clap along.

借助图片，组织学生分组拍手跟唱歌曲，加深对歌曲的理解，体会演唱歌曲的乐趣。

- Divide the class into four groups and give each group a picture of a season.

*T: Let's divide the class into four groups, and each group will get a picture of a season. / We'll make four groups, and each group will have a picture of a season.*

- Play the recording. Ask the group with the season picture to sing along, while the others listen and clap.

*T: Please listen carefully. The group with the season picture sings along, and the others listen and clap. / Focus on the song as you listen. When the song mentions one season, the group with the season picture sings along, and the rest listen and clap.*

- Play the recording several times. Ask the students to change pictures and sing the song.

*T: Let's change pictures and sing the song again. / Please switch pictures and sing the song.*

- Encourage the students to talk about what they like doing in each season using sentences

from the song.

*T: What do you love to do in ... (season)? / What activities do you like doing in ... (season)?*

- Ask the students to sing the whole song together.

*T: Please sing the whole song together. / Let's sing the song from start to finish together.*

## Song time

- B. Listen and circle the correct pictures.

### 基础活动 (Activity)

借助录音，引导学生圈出正确的图片，培养学生良好的学习习惯。

- Play the first piece of recording and ask the students to listen carefully.

*T: Listen carefully, everyone. / Be sure to listen closely, class.*

- Ask the students to answer the questions and circle the correct picture.

*T: Does Shenshen like spring or summer? Are there many flowers in spring? How are the flowers? Find out the answers and circle the right picture. / Which season does Shenshen like, spring or summer? Do many flowers come out in spring? What are the flowers like? Draw a circle around the right picture.*

- Play the second piece of recording. Ask the students to circle the correct picture.

*T: What season does Xinxin like? What can she do? Circle the correct picture, please. / Which season does Xinxin prefer? What activities can she do? Please find out the answers and circle the right picture.*

- Ask the students to listen to the whole recording and check the answers.

*T: Please listen to the whole recording and check your answers. / Check your answers as you listen to the whole recording.*

### 听力文本 (Audio script)

**Shenshen:** I like spring. There are many pretty flowers.

**Xinxin:** I like winter. I can play with the white snow.

### 参考答案 (Answers)

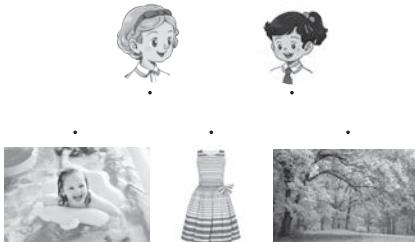


## 进阶活动 (Challenge)

Listen and match.

借助图片和音频，引导学生给图片连线，并复述音频内容，尝试表达季节特征与相关的活动。

- Ask the students to look at the pictures and describe what they see.



T: Look at the pictures and tell us what you see. / Please look at the pictures and describe what you see.

- Play the recording. Ask the students to listen carefully and match the pictures.

T: Listen carefully and match the pictures. / Listen to the recording carefully and match the pictures.

- Ask the students to listen again and check the answers.

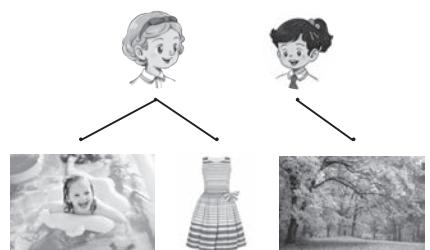
T: Listen closely again and check your answers. Try to talk about the seasons. Use the pictures to help you. / Listen carefully one more time and review your answers. Look at the pictures. Try to describe the seasons and the things people do in each season.

## 听力文本 (Audio script)

**Lily:** I like summer. I can wear my pretty dress.  
I can swim with my mum. I'm happy.

.....  
**Xiaojiang:** I like autumn. It's cool and nice.  
The leaves are yellow and red. How beautiful!

## 参考答案 (Answers)



## Song time

C. Think and speak.

## 基础活动 (Activity)

组织全班学生分组玩围圈传球游戏，引导学生在游戏中运用所学语言进行表达，提升学生的语言表达能力。

- Divide the class into four groups. Ask the students of each group to stand or sit in a circle.  
*T: Let's make four groups. Each group forms a circle, standing or sitting. / Let's make the class into four groups. All members in each group stand or sit in a circle.*
- Ask the students to talk about the season they like and the activity they love to do during that season while they are passing a ball from one to another.  
*T: Please talk about the season you like and what you like to do. One student passes the ball to a friend and says "I like ... (season) I love to ... (activity)". The student who catches the ball does the same. Now, these two students are a pair.*
- Encourage the students to roll or bounce the ball back and forth as many rounds as possible.  
*T: Let's keep the ball rolling. / Let's continue passing the ball.*

## 进阶活动 (Challenge)

### Pass the ball and share seasonal activities.

组织全班学生分组围圈传球，说一说某个季节喜欢的活动，感受不同季节带来的乐趣。

- Divide the class into four groups: spring, summer, autumn and winter. Ask the students of each group to stand or sit in a circle.  
*T: Let's make four groups: spring, summer, autumn and winter. Each group can stand or sit in a circle. / Let's divide the class into four groups. Please stand or sit in a circle with your group members.*
- Ask the students to talk about different activities they love to do during one particular season.  
*T: I say a season to each group. One student in the group passes the ball to a group member and says "I love to ... (activity)". The student who catches the ball also says "I love to ... (activity)". Then this student passes the ball to another group member. The next student keeps passing the ball. Everyone should say a different activity.*
- Give a different season to each group and ask the groups to talk about different seasons.  
*T: I'll give each group a different season. Please talk about different seasons. / I'll say a different season to each group. Please switch roles and introduce different seasons.*
- Encourage inter-group competitions.  
*T: Let's have a competition! I'll show each group a picture of a season. The group that can talk about the most activities for the season will win. / Time for a fun competition! The group that can say the most activities for a specific season will be 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“Stick, match and speak.”活动辅助教学。

*Optional activity resources-2A-Unit 7-Song time.*

**The little apple tree**

It's spring. It's warm.



Look! I have white flowers.

I can smell the flowers.

Summer is coming. It's hot.



I have many green leaves.

Let me have a rest.

A Look and listen.

B Look and choose.

In autumn



In winter



Here comes autumn. It's cool.



I have red apples.

How sweet!

It's winter now. It's cold.



I have no leaves.

Keep warm.

C Role-play.

**热身活动 ( Warm-up )**

借助视频，组织学生演唱歌曲，引导学生回顾关于季节的内容，引入故事情境，激发学生的学习兴趣。

- Play the video and ask the students to sing the song "The four seasons".

T: Let's sing and act together. Follow me, please. / Let's perform the song. Join me in the actions.

- Ask the students to think over and answer the questions.

T: Now please answer my questions. How many seasons are there in a year? What are they?

What do you see/hear in ... (season)? What do you love to do in ... (season)? / How many seasons are there in a year? What are they? What do you see/hear in ... (season)? What do you love to do in ... (season)?

- Introduce the topic of this lesson.

T: Today we're going to read a fun story. It's about a little rabbit and a little apple tree. We'll see what they do in the four seasons. / Today we are going to read a story about a little rabbit and a little apple tree. We'll learn about their activities in each season.

## Story time

### A. Look and listen.

#### 基础活动（Activity）

借助故事图片和视频，引导学生了解故事角色及主要情节，理解小苹果树在不同季节拥有的东西。

- Show the first picture of the story on Page 48 and ask the question.  
*T: Look at the picture from the story. What can you see? / Here is a picture from the story. What can you see in it?*
- Encourage the students to guess what is likely to happen in the story.  
*T: Today we'll read the story "The little apple tree". Let's guess what might happen. How many characters are there in the story? Who are they? What do they have? / Let's read the story "The little apple tree". Let's predict what could happen. How many characters does the story have? Who are these characters? What have they got?*
- Play the video. Then ask the students to check their predictions.  
*T: Let's watch the video now. Then we'll see if your guesses are right. / Let's watch the video first. Then let's see if your guesses are correct.*
- Play the video again. Ask the students to read the whole story aloud.  
*T: Let's watch the video again. Please read the story aloud together. / Watch the video one more time. Please read the story loud together.*

#### 进阶活动（Challenge）

##### Look and speak.

借助故事图片，引导学生描述不同季节的特征和小苹果树在不同季节所拥有的东西。

- Divide the class into groups of four. Ask one student to show a picture of a season on Pages 48 and 49, and ask the rest of the students to describe that season.  
*T: Let's get into groups of four. One student shows a season picture, and the others describe the climate. / Let's get into groups of four. One student shows a picture of a season, and the rest of the students describe the climate.*
- Ask another student of the group to show a picture of a season and ask what the little apple tree has in this season, and then ask the rest of the students to answer the question.  
*T: Another student in your group shows a season picture and asks what the little apple tree has in this season. The others answer the question. / One more student shows a season picture and asks what the little apple tree has here. The rest of you answer the question.*
- Put forward some questions about detailed information and guide the students to answer the questions.  
*T: Now please answer my questions. How is the weather in ... (season)? What does the little apple tree have? What can the little rabbit do? / Please answer my questions.*
- Ask the students to read the story aloud in roles.

*T: Let's read the story aloud in roles. Boys, you're the little rabbit. Girls, you're the little apple tree. / Take turns to read the story with the different roles.*

### Story time

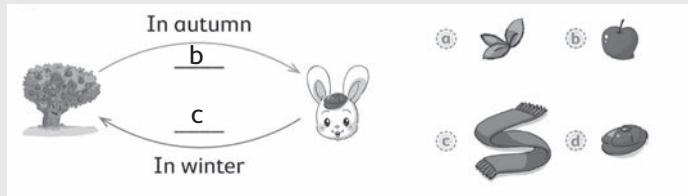
#### B. Look and choose.

#### 基础活动 (Activity)

引导学生朗读句子和故事片段，选择正确的图片，帮助学生加深对故事内容的理解。

- Ask the students to look at the diagram in Part B and look for clues in the story.  
*T: Look at the pictures and find clues in the story.*
- Ask the students to read the part of the story and choose the answer.  
*T: What does the little apple tree give to the little rabbit in autumn? Please read that part of the story and tell us the answer. / What does the little apple tree give to the little rabbit? Read that part of the story to find it out.*
- Guide the students to do the second exercise and check the answer.  
*T: Which picture do we choose? Why? / What does the little rabbit give to the little tree?*
- Ask the students to talk about the diagram in Part B.  
*T: Let's talk about the pictures in Part B together.*

#### 参考答案 (Answers)



#### 进阶活动 (Challenge)

#### Think and speak.

借助表格，组织学生依据板书，进行角色扮演，帮助学生逐步推进对故事的深度理解。

- Draw a table on the board. Help the students understand this table.

	Little apple tree		Little rabbit
spring			
summer			
autumn			
winter			

*T: Look at this table. How many seasons are there in a year? What are they? How many*

*characters are there in the story? Who are they? / How many different seasons are there in a year? Who are the characters in the story?*

- Ask the students to read the story and talk about what the little apple tree has in different seasons.

*T: Please read the story and discuss with your partner what the little apple tree has in different seasons. Who wants to act as the little apple tree? / Can you read the story and discuss what the little apple tree has during each season? Then I'll take some notes. Any volunteers?*

*Little apple tree, what do you have in ... (season)?*

- Ask the students to read the story again. Take notes of what the little rabbit can do.

*T: Who wants to act as the little rabbit? / Who would like to act as the little rabbit? Little rabbit, what can you do in ... (season)?*

- Ask the students to discuss what the little apple tree and the little rabbit give to each other and the reasons for their actions.

*T: What do the little apple tree and the little rabbit give to each other? Why? / Please talk about what the little apple tree and the little rabbit give each other and why they do it.*

- Ask the students to read the table and tell the story in roles in pairs.

*T: Please read the table and then role-play with your partner. / Can you read the table and then perform the story in roles with your partner?*

### 参考答案 ( Answers )

	Little apple tree	give → ↓ give back ←	Little rabbit
spring	small white flowers		smell the flowers
summer	many green leaves		have a rest
autumn	red apples		eat apples
winter	no leaves		give the little apple tree a scarf

### Story time

- C. Role-play.

### 基础活动 ( Activity )

借助视频，组织学生分角色朗读故事，并给故事配音，帮助学生加深情感体验，进一步巩固所学。

- Ask the students to read the story aloud in their different roles.

*T: Let's read the whole story aloud in roles. / I will assign each of you a role. When it's your*

*turn, read your part loudly and clearly.*

- Ask the students to practise in groups of three.

*T: Please read the lines of your roles with your group members. / Please read your role aloud with your group members.*

- Play the video in a silent mode. Ask the students to dub the video in their different roles.

*T: Let's dub the video. / Let's say the lines of the characters in the story.*

## 进阶活动 (Challenge)

### Perform and evaluate.

引导学生进行角色扮演，提高学生的口语表达和情感表达能力，增强学生的合作意识，培养学生的自信。

- Ask the students to act out the story in groups of three.

*T: Please work in groups of three. One student acts as the little apple tree, one as the little rabbit and the third one as the narrator. / Get into groups of three. One student will play the little apple tree, one will play the little rabbit and the third student will play the narrator.*

- Encourage the students to use appropriate emotion, facial expressions and actions.

*T: Show the characters' feelings with your facial expressions, please. You can also use your body language. / Please add some actions. For example, you can embrace your group members like a tree.*

- Invite some groups to perform in front of the class. Guide the students to assess their performance.

*T: Let's act out the story for the class. / Let's perform the whole story for the class.*

## 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-2A-Unit 7-Story time.*

## Mini-project

### A seasons bingo game

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤 1：引导学生确定游戏伙伴。活动时把全班分成若干组，每组由四到六名学生组成。

步骤 2：引导学生看一看，猜一猜，说一说。

鼓励学生从图片中获取关键信息以确定相应的季节，并根据季节说出适合该季节的活动。

- 引导学生利用课本第 87 页的卡片完成项目。

#### 小妙招 (More tips)

- 在开始之前清楚地解释规则，包括先举手然后回答问题。
- 引导学生保持安静的环境，以便每个人都能听到问题和答案。
- 鼓励学生进行与游戏中季节相关的讨论和提问。
- 通过鼓励学生喊“Bingo!”来保持所有玩家的参与度。
- 可以考虑设定奖品以激发学生的兴趣。

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.

Mini-project

A seasons bingo game

Step 1 Find your group members.

Step 2 Look, guess and speak.

1 Bingo! = 1 ★

Group A	Group B	Group C			
★					

Well done!

150

It's ... (season)  
I love to ...

#### 教学反思 (Teaching reflections)

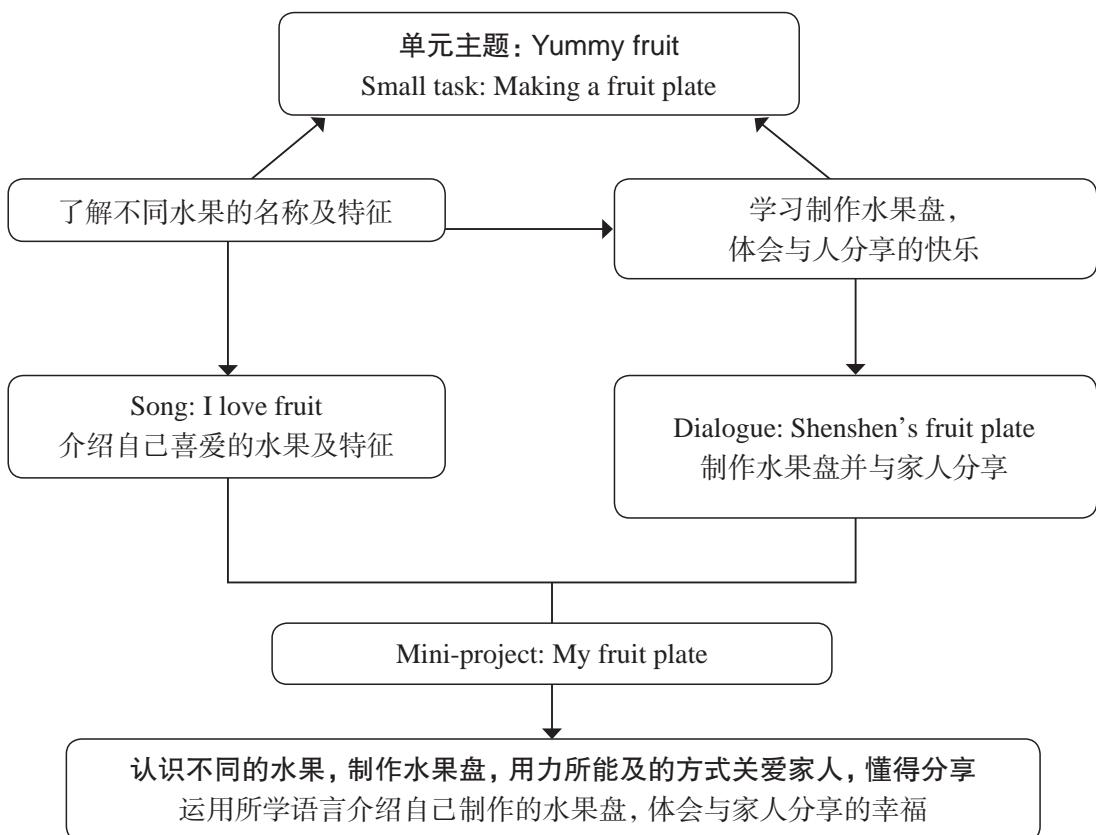
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 8 Yummy fruit

## 单元目标 ( Unit objectives )

- ▶ 了解不同水果的名称，知晓其颜色等特征，并简单介绍自己喜爱的水果。
- ▶ 了解制作水果盘所需的水果及制作过程，体会与人分享的快乐。
- ▶ 独立或在家人帮助下制作水果盘，并描述水果盘，乐于与人分享。

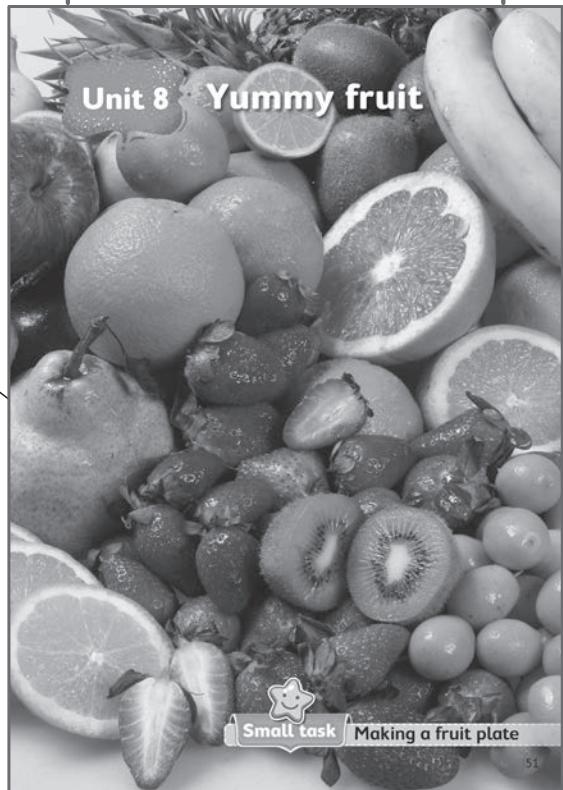
## 单元主题内容框架图 ( Structure of the unit )



## 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“Making a fruit plate”引导，帮助学生了解不同水果的名称与特征，并选择水果制作水果盘，体会与人分享的快乐。		
语篇	Song time	歌曲	不同水果的名称及特征
	Talking time	对话	了解制作水果盘需要的水果及制作过程
	Mini-project	物品介绍	制作并介绍水果盘
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	理解关于不同水果的主题词汇	
	语法	感知、体会简单句的表意功能，如“ <i>I need ...</i> ”	
	语篇	感知对话中的话轮转换	
	语用	介绍制作的水果盘，尝试表达致谢和分享	
文化知识	学会制作精美的水果盘，在日常生活中发现美与创造美		
语言技能	Song time	理解性技能：在听、唱歌曲“ <i>I love fruit</i> ”的过程中，有目的地提取歌曲中关于水果名称与特征的信息 表达性技能：演唱英语歌曲“ <i>I love fruit</i> ”	
	Talking time	理解性技能：在听、读、看语篇“ <i>Shenshen's fruit plate</i> ”的过程中，了解制作水果盘需要的水果及制作过程 表达性技能：简单介绍制作水果盘需要的水果	
	Mini-project	表达性技能：简单介绍制作的水果盘	
学习策略	Study skill	积极运用所学英语简单表达个人需求	

There are many kinds of fruit. They are fresh, delicious and nutritious.



## Small task

### Making a fruit plate

Fruit is delicious and good for our health. What fruit do you love? It's very sweet to share fruit with your family. Can you make a fruit plate for them?

Unit 8

**Song time**

**I love fruit.**

Apples red. Apples red.  
Pears yellow. Pears yellow.  
Apples and pears.  
Red and yellow.  
I love fruit. I love fruit.

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

**B Listen and tick the correct pictures.**

**C Think and speak.**

I love apples.  
They're red and sweet.

## 热身活动（Warm-up）

借助图片，组织学生玩“猜水果”的游戏，培养学生仔细观察和认真倾听的习惯。

- Ask the students to look at the picture on Page 52 and play a guessing game.

T: Look at the picture and let's play a guessing game. At first, it's green. Later, it turns yellow.

It's long, and it looks like a boat. It's sweet. What is it? / Please take a look at the picture and play a guessing game.

- Ask the students to say the name of the fruit or point out the fruit in the picture.

T: Please tell us the name of the fruit or point to it in the picture. / Can you tell us the name of the fruit or show us where it is in the picture? Yes. It's the banana.

- Ask the students to introduce the fruit they know.

T: Please tell us about the fruit you know. / Can you tell us the names of the fruit you know?

## Song time

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

#### 基础活动 (Activity)

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

- Play the song. Encourage the students to listen carefully and pick out the fruit names they hear.

*T: Please listen carefully and see how many fruit names you can pick out. / Let's listen to the song and try to catch the names of any fruit you hear.*

- Use pictures to help the students understand the words "apple" and "pear".

*T: Look at the flashcards and read the words aloud after me. / Focus on the flashcards and say the words loud after me.*

- Display the lyrics and ask the students to read aloud together. Play the song again and encourage the students to sing along.

*T: Let's read the lyrics aloud together. Now, try to sing along with the song. / Let's read the lyrics together. Next, let's sing the lyrics.*

- Play the song again. Ask the students to clap along with the rhythm of the song.

*T: Let's listen to the song again. This time, clap along with the rhythm of the song. / We'll play the song once more. Clap your hands to keep the rhythm with the music.*

- Ask the students to practise the song in groups of four. Invite some groups to perform the song in front of the class.

*T: Let's practise the song in groups of four. After that, some groups will sing for us. In the end, we'll all sing together. / Let's get into groups of four to practise the song. Then some groups will perform it.*

#### 进阶活动 (Challenge)

##### Make a new song.

借助思维导图，引导学生激发词汇联想创编歌曲，鼓励学生发挥想象进行个性表达。

- Ask the students to listen to the song and repeat the lyrics.

*T: Let's listen to the song. Please repeat the lyrics. / Please listen to the song and then repeat the lyrics.*

- Encourage the students to talk about the colours, shapes and tastes of the fruit.



*T: Please tell us about the colours, shapes and tastes of the fruit. Let's use the mind map. /*

*Please describe the colours, shapes and tastes of the fruit.*

- Play the song and ask the students to work in pairs to discuss the fruit they love and make a new song.

*T: Listen to the song. After that, discuss your favourite fruit with your partner and make a new song. / Listen to the song to get the melody. Then discuss your favourite fruit in pairs and create a new song.*

### Song time

- B. Listen and tick the correct pictures.

#### 基础活动 (Activity)

借助图片和音频，引导学生勾选正确的图片，检测学生是否能听懂水果相关表达。

- Ask the students to point to each picture and talk about the fruit.

*T: Look at the pictures and talk about the fruit you see. / Point to each picture and talk about the different fruit. What colour is it/are they? Is it/Are they ... (size/taste/... )?*

- Ask the students to listen to the recording and tick the correct pictures.

*T: Listen carefully and put a tick next to the correct picture. / Listen to the recording. Tick the correct pictures.*

- Ask the students to listen to the recording again and check the answers by themselves.

*T: Listen to the recording again. Check your answers by yourself. / Listen to the recording one more time. Check your answers on your own.*

- Play the recording once more. Check the answers with the students.

*T: Listen to the recording for the third time. Then we will check the answers together. / Listen to the recording one more time. Please get ready to discuss your answers.*

#### 听力文本 (Audio script)

**Xinxin:** I love eating fruit. I like oranges.  
They're juicy.

.....  
**Shenshen:** I eat an orange. It's sweet and nice.

.....  
**Mum:** Shenshen, what do you like?

**Shenshen:** I like this red apple.

.....  
**Xinxin:** Mum, what is this?

**Mum:** It's a yellow pear.

#### 参考答案 (Answers)



## 进阶活动 (Challenge)

Listen and match.

借助音频，引导学生将水果图片与人物图片连线，进一步巩固所学语言。

- Play the recording and ask the students to repeat together and individually.

T: Listen to each sentence. Repeat it together. And then say it on your own. / Listen and repeat each sentence, first together and then alone.

- Play the recording. Ask the students to look at the pictures and match the pictures.



T: What fruit does Xinxin/Shenshen love? Please listen and match the pictures. / What is Xinxin's/Shenshen's favourite fruit? Listen and match the pictures, please.

- Ask the students to discuss in pairs and check the answers.

T: What does Xinxin/Shenshen say? Please check the answers with your partner. / Discuss with your partner to check the answers.

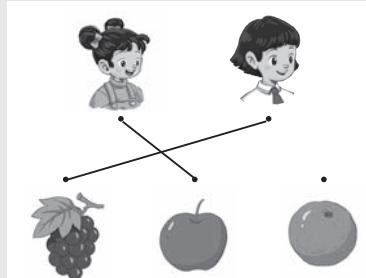
### 听力文本 (Audio script)

**Xinxin:** It's red. It's round and sweet. I love to eat it after lunch. What is it?

.....

**Shenshen:** They're purple. They're small and round. They're sweet and juicy. They're my favourite fruit.

### 参考答案 (Answers)



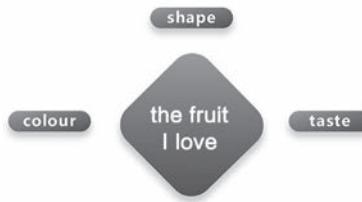
## Song time

C. Think and speak.

## 基础活动 (Activity)

借助包含“颜色”“形状”“味道”等分支的思维导图，引导学生介绍自己喜爱的水果，培养学生的辨析分类能力和口语表达能力。

- Show a mind map. Use the mind map to guide the students to think about the fruit they love.



*T: Look at the mind map and think about the fruit you love. / Let's use the mind map to get some ideas. Think about which fruit you like.*

- **Invite volunteers to share with the class the fruit they love.**

*T: Who would like to use this mind map to talk about the fruit you love? / Please look at the mind map and discuss the fruit you love. Any volunteers?*

- **Ask the students to form groups of six. Encourage each student in the group to talk about the fruit they love.**

*T: Get into groups of six. Take turns to introduce the fruit you love. / Get into groups of six students. Each student in the group should share the fruit you love.*

### 进阶活动 (Challenge)

#### Play a guessing game.

组织学生玩猜谜游戏，引导学生用所学语言描述自己最喜欢的水果的颜色、味道等特征，激发学生的学习兴趣。

- **Invite the students to play a guessing game.**

*T: Let's play a guessing game! One student will talk about his/her favourite fruit, and the other students will guess the name of the fruit. / Time for a guessing game!*

- **Ask the student who guesses correctly to continue introducing his/her favourite fruit.**

*T: If you get the right answer, it's your turn to let your classmates guess. / When you get the correct answer, it's your turn to ask your classmates to guess.*

- **Encourage the other students to ask yes/no questions, such as "Is it red?"**

*T: If your classmates cannot get the correct answer at once, they will ask you yes or no questions. / Let your classmates ask yes or no questions to guess what fruit it is.*

— Is it red?		— Is it round?
— No.		— Yes.
— Is it purple?		— Is it a grape?
— Yes.		— Yes. It's a grape.

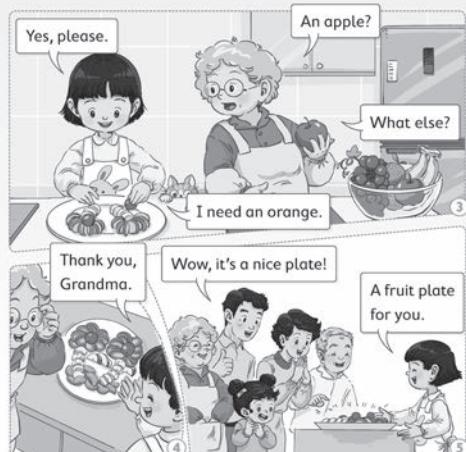
### 选择性活动 (Optional activity)

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

*Optional activity resources-2A-Unit 8-Song time.*

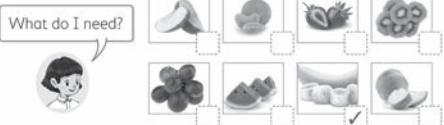
## Talking time

## Shenshen's fruit plate



A Look and listen.

B Look and tick the correct pictures.



[54]

C Think and speak.



I need a banana  
and ...



[55]

## 热身活动 ( Warm-up )

借助音频，引导学生思考给家人准备什么水果，引入本课时话题。

- Play the recording and ask the students to sing the song "I love fruit".  
*T: Let's sing along with the recording. / Let's sing along as the recording plays.*
- Encourage the students to think about the fruit they want to give to their family members.  
*T: What fruit would you like to give your family? / What kind of fruit do you want to give your family?*

## Talking time

## A. Look and listen.

## 基础活动 ( Activity )

借助图片和视频，引导学生了解故事情节，提高学生的听力理解、细节提取和口语表达等能力。

- Ask the students to look at the first picture on Page 54 and guess what happens in the story.

*T: Please look at the picture and guess. What does Shenshen need for her fruit plate? / Take a*

*look at the picture and think what Shenshen needs for her fruit plate.*

- Play the video. Ask the students to check their guesses.

*T: Please watch the video and check your guesses. / Watch the video and see if your answers are right.*

- Play the video again. Ask the students to answer some questions for detailed information.

*T: After watching the video, please answer the questions. Does Shenshen need a banana?*

*How many grapes does Shenshen need? What colour is the apple? Is the fruit plate for Shenshen's father? / Please answer the following questions.*

- Ask the students to read the dialogue aloud in roles.

*T: Let's read the dialogue aloud in roles. These two groups will act as Shenshen. And those two groups will act as Grandma. / Please take different roles and read the dialogue aloud.*

## 进阶活动 (Challenge)

### Speak and take notes.

借助视频，引导学生归纳对话内容，并根据表格进行合作表演，进一步理解对话内容。

- Ask the students to watch the video and think over some questions.

*T: Watch the video carefully, and please find out who helps Shenshen and what she needs. / While watching the video, please pay attention to what Shenshen needs and how Grandma helps.*

- Ask the students to read the dialogue in pairs and discuss how to make a fruit plate and what to say about the fruit plate.

	Grandma says ...	Shenshen says ...
Make a fruit plate		

*T: Please read the dialogue and discuss with your partner what Shenshen needs and how Grandma helps. Then I'll take notes. Any volunteers? / Can you read the dialogue and discuss what Shenshen needs and how Grandma helps? What do they say? Who wants to have a try?*

- Ask the students to read the table aloud and role-play with their partners.

*T: Let's read the dialogue aloud in roles with the help of the table. Can you act as Shenshen and Grandma? Please practise in pairs. / Take turns to read the dialogue aloud in your different roles.*

## 参考答案 (Answers)

	Grandma says ...	Shenshen says ...
Make a fruit plate	What do you need? (The ...? / What else?)	I need ... and ... (..., please. / Yes, please.)

## Talking time

B. Look and tick the correct pictures.

### 基础活动 (Activity)

借助图片，引导学生复习水果类词汇，选择正确的图片，检测学生理解对话的情况。

- Ask the students to look at the pictures in Part B. Invite some of the students to talk about what they see.

*T: Look at these pictures. What do you see? / Let's look at the pictures in Part B. What are they?*

- Ask the students to tick the correct pictures and then check their answers.

*T: Please tick the right pictures. Let's check the answers together. / Put a tick next to the correct pictures. Let's make sure the answers are right together.*

- Encourage the students to act the role of Shenshen to talk about what she needs.

*T: Please play the role of Shenshen and tell us what she needs. / Act as Shenshen and talk about what she needs.*

*I need an apple and an orange. I need a kiwi, some grapes and a banana.*

### 参考答案 (Answers)



### 进阶活动 (Challenge)

Listen, show and speak.

借助图片卡，引导学生听他人描述做水果盘需要用到的水果，挑选合适的图片卡并进行对话。

- Give each student some fruit flashcards. Ask the students to show the fruit flashcards when they hear the names of the fruit.



*T: I can make a fruit plate. Please help me pick out the fruit. I need a pear. I need some grapes too. / Display the flashcard when you hear the fruit.*

- Encourage the students to tell the class the fruit they need for the fruit plate. And ask the other students to pick out the fruit flashcards.

*T: Try to tell the class the fruit you need for your fruit plate. And the others show the fruit*

*flashcards. / One student will say the names of the fruit and the others will show the pictures.*

- Invite one student to say the fruit he/she needs for the fruit plate, and ask another student to pick out the fruit flashcards and make a dialogue.

*T: One student will say the fruit he/she needs, and another student can give him/her the fruit flashcards and make a dialogue. / Take turns to say the fruit you need and ask your partner to pick out the fruit flashcards and make a dialogue.*

- Ask the students to change roles.

*T: Now change roles, please. / Take turns in different roles.*

### **Talking time**

#### **C. Think and speak.**

#### **基础活动（Activity）**

借助水果盘图片，引导学生在两人小组中描述所需水果的种类，培养学生的观察和描述能力，激发学生参与的积极性和表达的欲望。

- Ask the students to look at the picture in Part C and talk about what fruit they need in pairs.

*T: Look at the picture. What fruit do you need to make such a fruit plate? Discuss with your partner. / Discuss with your partner what fruit you need to make the fruit plate in the picture.*

- Invite some pairs to talk about their answers in front of the class.

*T: Who would like to share your ideas with us? / Any volunteers?*

- Guide the students to think about his/her own fruit plate and describe what fruit he/she needs.

*T: Think about your fruit plate and tell the class the fruit you need. / Share with your classmates the fruit you need on your fruit plate.*

#### **进阶活动（Challenge）**

#### **Discuss, show and tell.**

借助水果盘照片，引导学生讨论如何用水果做水果盘，绘制和展示自己设计制作的水果盘，提高学生的创意思维和口语表达能力。

- Ask the class to discuss what fruit they need to make a fruit plate.



*T: Please make a fruit plate of a lion's face. / Design a fruit plate that looks like a lion's face.*

*What do you need?*

*— I need some oranges.*

*— I need some apples and grapes too.*

- Ask the students to discuss what fruit they need to make a certain fruit plate in groups of four.

*T: Please make a fruit plate of a flower. What fruit do you need? Please discuss with your group members. / Let's make a fruit plate in the shape of a flower. Discuss the fruit you need.*

*— I need an orange and a banana.*

*— I need some grapes.*

- Ask the students to show their fruit plates and describe them.

*T: Please show us your fruit plate. Tell us about the fruit you have. / Can you hold up your fruit plate? Please describe the fruit 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“Circle and speak.”活动辅助教学。

*Optional activity resources-2A-Unit 8-Talking time.*

## Mini-project

### My fruit plate

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤 1：引导学生想一想自己及家庭成员最喜欢的颜色，确定需要的水果。

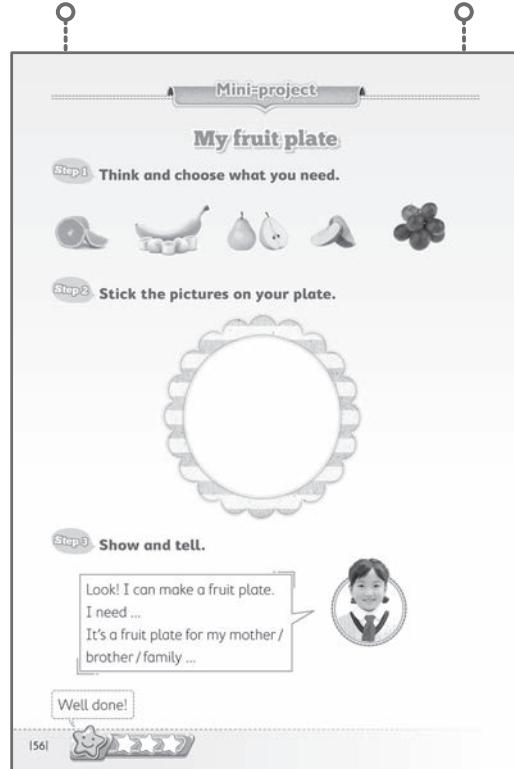
步骤 2：引导学生选择喜欢的水果贴纸制作水果盘。

步骤 3：引导学生向同伴展示并介绍自己制作的水果盘照片。

- 引导学生利用课本第 89 页的空白果盘图和第 103 页的贴纸完成项目。

#### 语言示例 (Demo)

*Look! I can make a fruit plate. I need an orange and a banana. It's a fruit plate for my mother.*



#### 小妙招 (More tips)

- 就制作水果盘给出更多建议，如选择家人和自己喜爱的水果、考虑水果的颜色和味道、设计如何摆盘等。
- 讨论不同水果的营养价值或有创意的设计，使选水果和制作水果盘的过程有教育意义。
- 鼓励学生在向全班展示之前与伙伴一起练习，建立自信心。
- 从水果盘设计、语言表达、展示技能等方面综合评估学生的表现。
- 在学生展示后给出一些简单的反馈短语，如：*What a wonderful fruit plate! I love your fruit plate.*。

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)

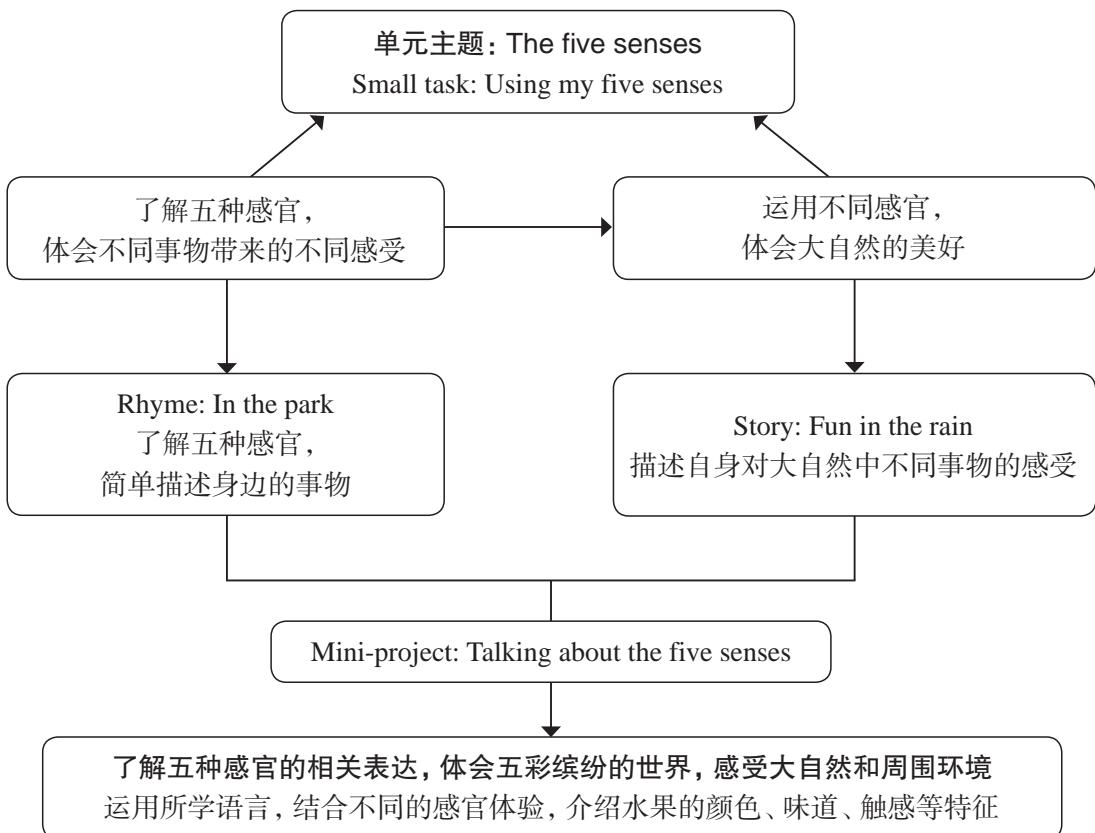
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 9 The five senses

## 单元目标 ( Unit objectives )

- ▶ 了解不同的感官表达，体会身边事物的不同特征，感受身边事物的美好。
- ▶ 运用不同的感官表达描述身边的事物，体会大自然的美好。
- ▶ 选择一种水果，运用自己的感官介绍水果的颜色、味道、触感等特征。

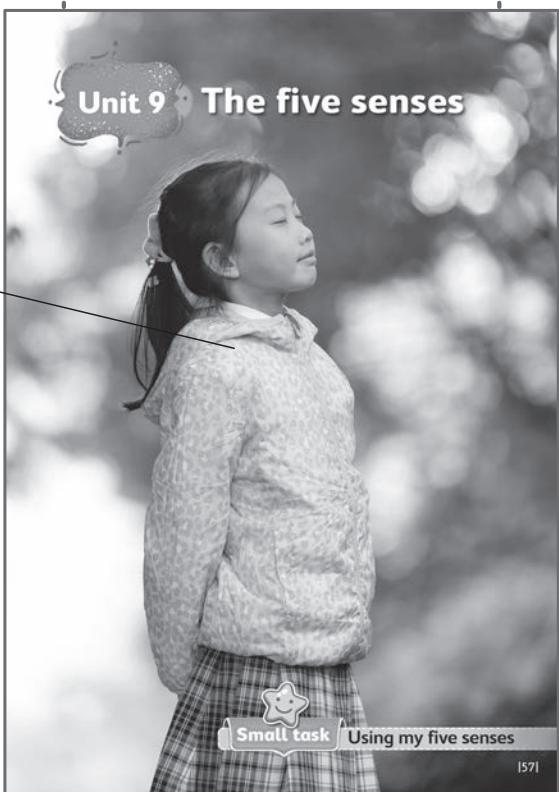
## 单元主题内容框架图 ( Structure of the unit )



## 单元内容概览 (Content overview)

主题	本单元聚焦“人与自我”主题下“生活与学习”主题群，围绕“身边的事物与环境”子主题内容，通过任务“Using my five senses”引导，帮助学生运用所学语言尝试表达自己对不同事物的感官体验，感受身边事物和大自然的美好。		
语篇	Rhyme time	韵文	用五种感官感受公园里的事物
	Story time	配图故事	了解在大自然中的不同感官体验
	Mini-project	物品介绍	用不同的感官感知水果并描述水果的性状特征
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	理解关于五种感官的主题词汇	
	语法	感知、体会简单句的表意功能，如“ <i>I see/hear/smell ...</i> ”	
	语篇	知道语篇有不同类型，如韵文	
	语用	尝试向他人表达自己的所见所闻及感受	
文化知识	了解人的五种感官，感受并欣赏身边的美好事物		
语言技能	Rhyme time	理解性技能：在听、读韵文“ <i>In the park</i> ”的过程中，有目的地提取感官类动词及体验到的事物特征 表达性技能：诵读英语韵文“ <i>In the park</i> ”	
	Story time	理解性技能：在听、读、看语篇“ <i>Fun in the rain</i> ”的过程中，推断故事画面传达的意义，感受小青蛙在雨中的不同感官体验和快乐 表达性技能：简单介绍自己对身边事物及大自然的感受	
	Mini-project	表达性技能：结合不同的感官体验介绍水果的性状特征	
学习策略	Study skill	在主题词汇与相应事物之间建立联系	

A girl is enjoying herself in nature with her five senses.



## Small task

### Using my five senses

We can explore this wonderful world with our five senses. We can see. We can hear. We can smell. We can taste. And we can touch. Could you choose a fruit, use your five senses to feel it and then talk about it?

**Rhyme time**

**In the park**

I smell the flowers  
Under the trees.  
I taste the fruit  
In the breeze.  
I touch the grass,  
Soft and green.  
I see the lake,  
Blue and clean.  
I hear the birds  
Singing around.  
What a wonderful world!

**A** Look, listen and say the rhyme.

**B** Listen and number the boxes.

**C** Think and speak.

I hear a dog.  
Woof! Woof!

159

## 热身活动（Warm-up）

借助歌曲视频和图片，组织学生唱一唱、玩“听一听、做动作”的游戏，帮助学生激活关于五官词汇的旧知，激发学习本单元的兴趣。

- Start by playing the song about different body parts and/or the five senses. Encourage the students to sing along and do the actions.

*T: Boys and girls! Listen and enjoy a song together. / Boys and girls, let's enjoy a song together.*

- Show the picture of the boy in the song and ask the students what body parts he has.
- T: In the song, what does the boy have? Who can act as the boy? Any volunteers? / Who can act as the boy and tell us what the boy has?*

- Ask the students to point to their eyes, nose, mouth, ears and hands according to the instructions. Introduce the topic of this unit.

*T: Let's play a game. Please listen and do what I say. When I say a body part, like "nose" or "hand", just point to that part of your body. Let's get started. / Let's play a game. Please listen carefully and follow my instructions. Are you ready? What can we do with these parts? Let's get to know "The five senses".*

## Rhyme time

### A. Look, listen and say the rhyme.

#### 基础活动（Activity）

借助场景图和音频，引导学生理解关于五种感官的词汇的音、形、义，感知韵文的节奏，体会如何表达不同的感受。

- Show the picture on Pages 58 and 59 and ask the students what they see in the picture.  
*T: Look at this picture. What can you see? / Look! Can you tell me what you can see in this picture?*
- Play the recording of the rhyme and ask the students to listen to the recording and repeat the rhyme.  
*T: Now, boys and girls, let's listen to the rhyme and read the rhyme aloud together. / Please listen to the recording. Let's read the rhyme aloud together.*
- Ask the students to act as Shenshen and talk about what she does in the park.  
*T: Now you are Shenshen. What do you do in the park, Shenshen? / Shenshen is in the park. Could you act as Shenshen and tell us what she does in the park?*
- Divide the students into groups of five and ask each group member to describe the things by using one sense.  
*T: Let's work in groups of five. Each of you talks about one sense as Shenshen. Let's get started. / Could you work in groups to say what Shenshen does in the park? Please have a try.*
- Play the recording again and ask the students to listen to the rhyme and read aloud after the recording.  
*T: Please enjoy the rhyme again. Please listen carefully and read aloud after the recording. / Let's enjoy the rhyme again and try to read it aloud.*
- Encourage the students to read the whole rhyme aloud correctly.  
*T: This time, let's read the rhyme aloud together. / Can you act as Shenshen and read the whole rhyme aloud? Please have a go.*

#### 进阶活动（Challenge）

##### Listen and speak.

借助图片和音频，引导学生诵读韵文，并扮演申申描述在公园的五感体验，帮助学生理解核心语言。

- Play the recording of the rhyme. Encourage the students to read the rhyme aloud and use actions to help them understand the words.  
*T: Here is a rhyme. Please listen and read the rhyme aloud. / Could you try to read the rhyme aloud?*
- Invite the students to act the role of Shenshen and talk about what she does in the park.  
*T: Can you try to act as Shenshen and tell us what she does and what she feels in the park? Don't forget the body language. / Please act as Shenshen. Don't forget the body language.*

- Play the recording again. Encourage the students to read the whole rhyme aloud emotionally and with the correct rhythm and intonation.

*T: Now let's enjoy the rhyme again. After that, please read the rhyme aloud emotionally. / Now children, it's time for us to read the rhyme aloud. Please read with the correct rhythm and intonation.*

## Rhyme time

- B. Listen and number the boxes.

### 基础活动（Activity）

借助图片和音频，引导学生根据顺序给图片编号，检测学生是否能听懂五种感官的表达。

- Show the pictures in Part B and ask the students to look at Shenshen in the five pictures carefully. Invite the students to point at the pictures and act as Shenshen.

*T: Boys and girls, look at Part B. Who can you see? Can you act as Shenshen and tell us what she can do? / Please take a look at Part B. Who can you see? Please act as Shenshen and tell us what she can do.*

- Play the recording and ask the students to listen carefully and number the boxes.

*T: Boys and girls, please listen carefully and number the pictures. / What does Shenshen do first? What's next? And then? Listen carefully and find out the answers.*

- Play the recording again and ask the students to check their answers.

*T: Please listen again and check your answers. / Do you know the order? Please listen to the recording again and check your answers.*

- Check the answers with the whole class.

*T: Which picture is number 1? How about number 2? And number 3? / What does Shenshen do first? What's next? And then? Are your answers right? Great!*

### 听力文本（Audio script）

**Shenshen:** What a nice day! I hear a cat. I see the blue sky. I smell the flowers. I taste a sweet apple. And I touch the soft grass.

### 参考答案（Answers）

（从左到右，从上到下）2—1—3—5—4

### 进阶活动（Challenge）

Listen, number and speak.

借助音频，组织学生根据关键信息给图片编号，并鼓励学生根据图片内容借助核心语

言进行表达。

- Show the pictures in Part B and ask the students to look at the pictures carefully.  
*T: Boys and girls, look at these pictures carefully. What can Shenshen do? / Please take a look at Part B. Shenshen can use her five senses. What can she do?*
- Play the recording and ask the students to listen carefully and number the boxes.  
*T: Boys and girls, please listen carefully and order the pictures. / What does Shenshen do first? What's next? Listen carefully and find out the answers.*
- Play the recording again and ask the students to check the answers.  
*T: Please listen again and check your answers. / Do you know the sequence? Are they right? Please listen to the recording again and check.*
- Invite the students to play the role of Shenshen and describe the five pictures.  
*T: Can you act as Shenshen and say something about the pictures? / Shenshen can feel the things around her with her five senses. Can you act as Shenshen and introduce what she feels? Please have a try.*

### 听力文本 ( Audio script )

**Shenshen:** What a nice day! Miaow! Miaow! I hear a cat. I see the blue sky. I smell the flowers. They are very nice! I taste a sweet apple under the tree. And I touch the grass. It's very soft. How wonderful!

### 参考答案 ( Answers )

(从左到右, 从上到下) 2—1—3—5—4

### Rhyme time

#### C. Think and speak.

### 基础活动 ( Activity )

借助图片和实物, 组织学生分组进行表演, 并尝试运用核心语言介绍自己感受到的世界。

- Show the picture on Pages 58 and 59. Divide the students into groups of five and ask them to act the role of Shenshen.  
*T: Look at the picture. Can you act as Shenshen? / What do you do in the park, Shenshen? Who can act as Shenshen?*
- Provide the students with all kinds of things, such as toys, books, fruit and so on. Take out one thing and ask the students to answer the question.  
*T: Today I bring some things to the classroom. Let's feel them and talk about them with our five senses. Now, close your eyes. What do you smell? / Children, look around. I bring some*

*things for you to explore today. Let's touch, smell, listen, taste and see them.*

## 进阶活动 (Challenge)

### Play a card game.

借助图片卡，组织学生开展“看一看、说一说”游戏，帮助学生巩固表达感官的语言。

- Divide the students into pairs. Give each pair some flashcards with different things on them.

*T: Now let's play a game. Look! I have some flashcards with different things on them. You are going to play in pairs. / Now it's game time! Let's play a game in pairs.*

- Ask each student to pick up half of the flashcards and play games.

*T: Each of you can get half of the flashcards. One of you shows the flashcard to the other and asks a question such as "What do you see/smell/...?" and the other one answers. If he/she answers correctly, the other one takes the flashcard. If the answer is not correct, he/she should take the flashcard. The one gives away all their flashcards 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“Look, listen and number.”活动辅助教学。

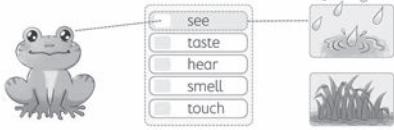
*Optional activity resources-2A-Unit 9-Rhyme time.*

## Fun in the rain



A Look and listen.

B Look and match.



[60]



C Act the role of the little frog.

I see / taste / hear /  
smell / touch ...

[61]

## 热身活动 ( Warm-up )

借助音频和图片，组织学生演绎第一课时的韵文，帮助学生巩固已学内容，激发他们学习本课时内容的热情。

- Play the recording and ask the students to read the rhyme "In the park".

T: Let's say the rhyme together while using our body language. / Boys and girls, let's read the rhyme aloud together. Remember, body language can help you say it better.

- Play the recording of the song about raindrops and ask the students to enjoy the song together.

T: Here is a beautiful song for you. Please enjoy it and then tell me what it is about. / I have a song for you. What do you hear in this song? Please listen and enjoy.

## Story time

- A. Look and listen.

## 基础活动 ( Activity )

借助图片和视频，引导学生理解故事内容并获取关键信息，体会小青蛙在雨天里的感受。

- Show the pictures on Pages 60 and 61. Ask the students to look at the pictures carefully.

*T: Here are four pictures about the story. Who can you see in the pictures? Where are they? Can you take a guess? / Look at the pictures about the story. What can you learn from the pictures?*

- Play the video. Ask the students to watch the video.

*T: Let's watch the video. / Boys and girls, let's watch the video. Who can tell us what they are doing?*

- Ask the students to act as the little frog and say what he does in the rain.

*T: Little Frog is in the rain. What do you do, Little Frog? / Can you act as the little frog and tell us what he feels in the rain?*

- Show the flashcards and ask the students to read the words "raindrops" and "falling".

*T: In the rain, the little frog hears raindrops. Raindrops. Follow me. Raindrops. They are falling from the sky. Falling. Falling.*

- Play the recording and ask the students to listen and repeat.

*T: Now please listen to the story again and read the story aloud. / Can you try to read the story aloud? Please listen and read.*

## 进阶活动 (Challenge)

### Watch, order and speak.

借助图片卡、音频和视频，引导学生根据故事发生的顺序给图片排序，了解故事大意。

- Show the pictures on Pages 60 and 61 randomly. Ask the students to look at the pictures carefully.

*T: We are going to enjoy a story today. Here are four pictures. Please take a close look at the pictures. / I'm going to show you some pictures of a story. But I'll show them to you randomly. Please keep your eyes wide open and look at every detail carefully.*

- Play the recording of the story and ask the students to order the pictures.

*T: Now please listen to the recording of the story and try to put these pictures in the correct order. / Now we're going to listen to the recording of the story. As you listen, please arrange the pictures in the order that the story happens. Are you ready? Let's listen!*

- Play the video and ask the students to check their answers.

*T: Now please watch the video again and check your answers. / Great! Now, let's watch the video of the story to see if your answer is correct. Let's start!*

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

*T: Please enjoy the story again and try to repeat it. / Let's watch the story one more time.*

- Show the flashcards and ask the students to read the words "raindrops" and "falling".

*T: Look, "raindrops"! Raindrops are the tiny water drops that come from the sky when it's raining. Let's say it aloud: raindrops! Next, "falling". Ready to say it? Falling! It means things are going down, like leaves from a tree. Let's say "falling" together.*

- Divide the whole class into two groups. Ask the students to read the story aloud in roles.

*T: Now, let's read the story aloud. Boys, you're the little frog. Girls, you're Mama Frog. / Now, let's read the story aloud together in two groups.*

## Story time

### B. Look and match.

#### 基础活动 (Activity)

引导学生观察图片获取信息，将小青蛙的身体部位与动词和对应物品配对。

- Show the pictures in Part B and ask the students to look at the pictures and words carefully.

T: Look at the pictures. They are the little frog, raindrops and grass. What do you see in the rain, Little Frog?

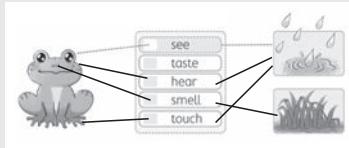
- Ask the students to match the pictures with words.

T: Now please read the story again and finish Part B. / Now it's your turn to match the pictures with the words. Please read the story again and have a try.

- Check the answers. Invite one student to come to the front and show the answers. Ask the other students to check the answers with him/her.

T: Who would like to share the answers with us? Right! Now all of you have the right answers.

#### 参考答案 (Answers)



#### 进阶活动 (Challenge)

### Circle, draw and speak.

组织学生圈一圈、画一画，帮助学生进一步了解小青蛙在雨中用到的感官，并鼓励学生角色扮演，尝试模仿所学核心语言进行描述。

- Show the whole story. Ask the students to read the story and think how many senses the little frog uses in the rain.

T: In the story, how many senses does the little frog use to feel the world? Please read the story and find out. Let's try. / Today, let's read the story and find out how the little frog experiences the world around him using his senses.

- Ask the students to circle what the little frog does in the rain in the story. Invite one student to come to the front and circle the body parts that the little frog uses.

T: Boys and girls, how many body parts does the little frog use in the rain? Who can come to the front and circle them? / Boys and girls, now it's time to find out what the little frog does when it's raining. I want one of you to circle the body parts that the little frog uses in the rain.

- Ask the students to read the story again and find out what the little frog sees/smells in the rain. Invite one student to come to the front and draw the things.

T: What does the little frog see and smell in the rain? Now we're going to read the story again.

*After reading the story, please draw the things on the board. / Let's focus on what the little frog does in the rain. I'd like one of you to draw the things that the little frog sees and smells in the rain on the board.*

- **Invite some students to come to the front and act as the little frog.**

*T: The little frog has so much fun in the rain. Can you act as the little frog and tell us what he does in the rain? / What are the fun things the little frog does in the rain? Who can act as the little frog and tell us?*

### **Story time**

#### **C. Act the role of the little frog.**

#### **基础活动（Activity）**

借助图片和音频，组织学生扮演小青蛙，以小青蛙的视角讲述对周边事物的不同感受。

- Show the picture in Part C and play the recording of the sounds of some things in the picture, such as the bee and the water.

*T: Look at the picture. So many nice things. Listen! What can you hear? / Wow, what can you see in this picture? Can you hear the beautiful sounds?*

- Divide the students into groups. Encourage them to act the role of the little frog and discuss what he sees/tastes/hears/smells/touches.

*T: You may work in groups of three and act as the little frog. Tell us what he does and what he feels in the pond. / Could you act as the little frog and share with us what he does in the beautiful pond? You may try in groups of three first.*

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

*T: Which group would like to come to the front and share with us? / I'd like to invite a group to come to the front and share with us. Any volunteers?*

#### **进阶活动（Challenge）**

#### **Play a game — “I can say more”.**

借助图片和音频，组织学生玩“句子叠加”游戏，鼓励学生用更多的语言进行表达。

- Show the picture in Part C and play some sounds of the things in the picture.

*T: Look at the picture in Part C. I'm going to play some sounds, and you need to listen carefully. Okay? / Children, we're going to play a game! Check out this picture in Part C. What do you see? I'll also play some sounds, so listen carefully.*

- Invite one student to describe one thing in the picture.

*T: Can you tell us about one thing in the picture? Describe what it looks like, please. / You first. Pick one thing from the picture and tell us what it is.*

- Invite the second student to repeat. Ask him/her to describe one more thing in the picture.

*T: Now, you, please repeat what he/she said and then tell us one more thing in the picture.*

*Remember, it's like you're telling a story. / Now, your turn. Repeat what your friend said, and then add another detail from the picture.*

- Invite the third student to repeat the former two students' description and add one more thing.

*T: You're the next. I want you to repeat what they both said and then add one more thing you see in the picture. Give it a try. / You're next. Repeat everything you've heard so far, and then share something new in the picture. Let's make this story work!*

- The one who can stay in wins the game.

*T: Now, let's see who can say more. / This game is about continuing the story, building on each other's ideas. The one who can add the most will be the champion!*

*—I hear the bee.*

*—I hear the bee. I see the fish.*

*—I hear the bee. I see the fish. I smell the flowers.*

*—I hear the bee. I see the fish. I smell the flowers. ...*

### 选择性活动 ( Optional activity )

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

*Optional activity resources-2A-Unit 9-Story time.*

## Mini-project

### Talking about the five senses

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤 1：引导学生思考自己想谈论的一种水果。

步骤 2：引导学生画一画自己想谈论的水果，并勾选出可以用到的感官。  
鼓励学生使用尽可能多的感官。

步骤 3：鼓励学生向全班展示并介绍某种水果给人的不同感受。

- 引导学生利用课本第 91 页的空白纸页完成项目。

#### 语言示例 (Demo)

I see a banana. It's yellow.

I touch a banana. It's soft.

I smell a banana. It's nice.

I taste a banana. It's sweet.

Mini-project

Talking about the five senses

Step 1 Think and choose.

Step 2 Draw the fruit. Tick the senses you use.

hear      see      touch      smell      taste

Step 3 Show and tell.

I see ... It's / They're ...  
I touch ... It's / They're ...  
...  
Well done!

162

#### 小妙招 (More tips)

- 指导一名学生先完成一个示范视频，供学生参考。
- 将选择同一种水果的学生分为一组，鼓励他们共同思考，一起练习。
- 鼓励学生表达选择这种水果的理由。
- 组织学生从绘图、语言表达等方面对同学的表现进行评价。

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)

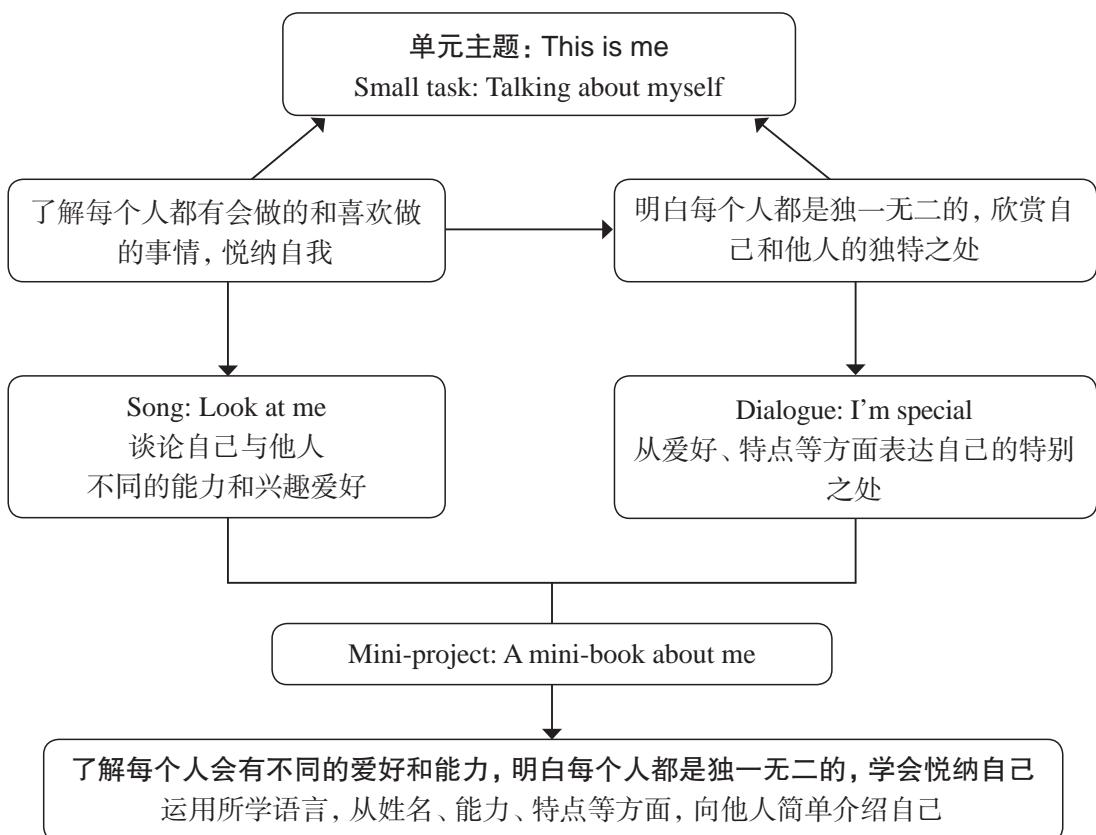
- What did your students enjoy doing most in class for this unit? Why?
- What didn't your students do well in class for this unit? Why?
- How could you improve your teaching for the next unit?

# Unit 10 This is me

## 单元目标 ( Unit objectives )

- ▶ 了解每个人都有不同的能力和兴趣爱好，尊重个体之间的差异。
- ▶ 从能力、爱好等方面介绍自己，发现并欣赏自己及他人的独特之处。
- ▶ 独立完成简单的自我介绍，了解自己的独特之处，激发悦纳自我的积极情感。

## 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“个人喜好与情感表达”子主题内容，通过任务“Talking about myself”引导，帮助学生了解每个人都有擅长和喜爱的事情，明白每个人都是独一无二的，从而尊重个体差异，树立自信心，悦纳自我。		
语篇	Song time	歌曲	自己可以做和喜欢做的事情
	Talking time	对话	在采访中谈论自己擅长做的事情
	Mini-project	人物介绍	用图画和简单的句子介绍自己
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	理解关于自己会做的事情的主题词汇	
	语法	关注情态动词 can 的用法	
	语篇	知道语篇有不同类型，如歌曲、采访	
	语用	在与他人交谈的过程中，恰当并真诚地赞扬他人	
文化知识	认识自我，尊重个体差异，悦纳自我		
语言技能	Song time	理解性技能：在听、唱歌曲“Look at me”的过程中，有目的地从歌曲中提取自己会做和喜欢做的事情的相关信息 表达性技能：演唱英语歌曲“Look at me”	
	Talking time	理解性技能：在听、读、看语篇“I'm special”的过程中，理解采访的主要内容以及如何谈论自己擅长做的事情 表达性技能：回应记者提问，简单交流自己的独特之处	
	Mini-project	表达性技能：画自画像并简单介绍自己	
学习策略	Study skill	积极运用所学英语与他人共同完成采访任务	

The girl looks confident.  
She is showing a thumb up and a big smile.



### Small task

#### Talking about myself

Everyone is special. What's your name? What can you do? What are you good at? What do you think of yourself? Can you draw a picture of yourself and introduce yourself to us?



## 热身活动 ( Warm-up )

借助歌曲视频和图片，组织学生边做动作边跟唱歌曲，帮助学生激活关于表示自己会做的事的词汇旧知，激发学习本单元的兴趣。

- Play the song about abilities. Encourage the students to sing along with the music and do the actions in the song.

*T: Let's start our class with a fun song! It's about abilities. Listen carefully and sing along with me. Let's also do the actions together as we sing! / Join in the chorus and do the actions.*

- Invite the students to say "I can ..." with the actions one by one.

*T: Now, I want each of you to take turns. Say "I can ..." with an action you hear in the song.*

*Who wants to go first? / Next, it's your turn to shine. One by one, say "I can ..." and show us your action. Who wants to start?*

- Ask the students to talk about what they can do and introduce the topic of this unit.

*T: So many things you can do. What else can you do? Let's share our abilities. I'll start: I can read books. We'll discover more about our abilities in this unit. / We've got a list of skills. What other talents do you have? Share them with us.*

## Song time

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

#### 基础活动（Activity）

借助歌曲音频，组织学生通过听音频跟唱歌曲感知歌曲的节奏，帮助学生理解表示会做的事的词汇的音、形、义。

- Play the song “Look at me” and ask the students to listen carefully.

*T: Time to listen to a fun song! It's “Look at me”. Listen carefully, children. / Let's listen to a catchy tune! It's called “Look at me”.*

- Show the lyrics of the song to the students and ask them to listen to the song and read the lines aloud.

*T: Here are the words of the song. Let's listen and read the words aloud together. / Now, I'll show you the lyrics. Let's listen to the song again and try to read the words aloud.*

- Invite one student to stand up and say “Look at me. I can ... I love ...” to another student. Then encourage the second student to stand up and say the sentences to another student.

*T: Now, I need one student to stand up, walk around and say “Look at me. I can ...” and “I love ...” to another student. Who wants to try? Now, it's your turn. Please stand up and do the same with someone else. Keep it going.*

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

*T: We're going to sing the song all together. Ready? Sing with me! / Alright, everyone, it's time to sing “Look at me” together as a class.*

#### 进阶活动（Challenge）

##### Sing and make a dialogue.

借助卡片和歌曲音频，引导学生用动作辅助演唱歌曲，结对利用图片和短语进行问答，帮助学生理解核心语言。

- Encourage the students to listen and read the lyrics of the song “Look at me”. Ask the students to sing it together as a class and use actions to help them understand the words.

*T: Let's listen to the song “Look at me” carefully. Sing with me, and remember to use your body language. / Let's learn the lyrics of the song “Look at me”. When we sing together, use actions to show what the words mean.*

- Divide the class into pairs and give each pair a set of flashcards with different words and phrases, such as “draw a picture”, “read a book”, “make breakfast” and so on.

*T: Now, we'll work in pairs. Each pair will get some flashcards with pictures and words on them. Find your partner and look at your flashcards. / Now, we're going to work in pairs. Each pair will get some flashcards with different phrases.*

- Ask the students to take turns to ask and answer the question “What can you do?” using the words and phrases on their flashcards.

*T: It's time to play! One of you asks “What can you do?” and the other says “I can ...” using*

*the words on your flashcards. / It's time to talk with your partner. One of you will ask "What can you do?" and the other will answer the question using the words on the flashcards.*

- Encourage the students to change partners and repeat the activity with new flashcards.  
*T: Let's change partners and get new flashcards. We'll play again with someone else. / Change partners and get new flashcards. It's a great way to learn and make friends!*

## Song time

### B. Listen and match.

#### 基础活动（Activity）

借助图片和音频，引导学生获取关键信息，完成图片连线配对活动，并通过角色扮演巩固语言。

- Show the pictures in Part B and ask the students to look at the pictures carefully.  
*T: Look carefully at the pictures and tell me who you see and what you think is happening. / Let's look at the pictures closely. Can you tell me who is in the pictures and what you think they're doing?*
- Play the two recordings and ask the students to listen carefully and match the pictures.  
*T: Now, I'm going to play two different recordings. Listen carefully and then match the pictures. / I'll play two audio clips. Listen closely and match the pictures.*
- Encourage the students to act the roles of Shenshen and Xinxin. Ask the other students to listen and check their answers.  
*T: Who wants to act as Shenshen and Xinxin? You can tell us what they love doing. The rest of you listen and see if they're right. / Next, let's role-play. Some of you will act as Shenshen and some will act as Xinxin. The rest of you listen and help check if their ideas are correct.*
- Divide the students into pairs and ask them to act as Shenshen or Xinxin.  
*T: We're going to work in pairs. You and your partner can decide who will act as Shenshen and who will act as Xinxin. Then you can take turns to ask and answer questions. / Now, pair up with a friend. Decide who will act as Shenshen and who will act as Xinxin. Practise asking and answering questions with your partner.*  
— What do you love doing, Shenshen?  
— I love making breakfast. I love drawing pictures. I love reading books.  
What do you love doing, Xinxin?  
— I love drawing pictures.

#### 听力文本（Audio script）

**Mum:** Good morning, Shenshen.

**Shenshen:** Good morning, Mum. I'm making breakfast.

**Mum:** Thank you!

**Shenshen:** You're welcome. I love making breakfast for the family.

.....

**Xinxin:** Look, Shenshen, I'm drawing a bee. I love drawing pictures.

**Shenshen:** How nice! I love drawing too. And I love reading books too.

### 参考答案 ( Answers )



### 进阶活动 ( Challenge )

Listen, act and guess.

借助录音和图片，引导学生根据关键信息勾选图片，并根据图片运用所学核心语言进行表达。

- Show different pictures with Shenshen and Xinxin doing different things. For example, Shenshen is making breakfast. Shenshen is drawing a butterfly. Shenshen is reading a book. Xinxin is taking a photo. Xinxin is drawing a bee. Play the two recordings and ask the students to listen and tick the correct pictures.

T: Look at the pictures of Shenshen and Xinxin. Listen carefully and tick the pictures that match what you hear. / We have some pictures of Shenshen and Xinxin. I'll play two recordings. Listen and tick the correct pictures.

- Ask the students to check the answers.

T: After listening, I want you to check your answers with me. / Once you've marked the pictures, I'll come around to check your work.

- Invite some students to act as Shenshen or Xinxin and ask the other students to guess which character the student is acting.

T: Next, let's play a guessing game. Some of you will act as Shenshen or Xinxin. You can do some actions. The rest of the class, you are detectives! Try to guess who they are, based on their actions. / You can play the role of Shenshen or Xinxin and act out the scenes. The rest of you, use your detective skills to find out who's who.

### 参考答案 (Answers)



## Song time

### C. Talk about yourself.

#### 基础活动（Activity）

组织学生开展“我能行！”的活动，鼓励学生用核心语言表达。

- Set a scene for the game “I can do!” in the class.

*T: Today, we're going to play a game called “I can do!” / Today, we're going to have a “I can do!” celebration in our classroom.*

- Guide the students to think what they can do and ask them to practise individually.

*T: Think about something you can do well. It could be a dance move, a hand clap, or even a funny face. Now, practise saying “Look at me. I can ...” and then show us. / Think about all the amazing things you can do. Now, take a moment to practise saying “Look at me. I can ...”.*

- Invite the students to come to the front one by one to talk about himself/herself. If he/she says the sentence and does the action correctly, he/she can get a sticker of “Good Show”.

*T: Who wants to be the first? Come to the front and tell us what you can do. Use “Look at me. I can ...” and then show us your action. If you do well in speaking and showing your action, you'll get a “Good Show” sticker. / I'll invite you one by one to come to the front. Tell us and show us what you can do with “Look at me. I can ...”.*

#### 进阶活动（Challenge）

##### Play a game—“Seat swap”.

借助“抢座位”游戏，引导学生进一步巩固运用关于会做的事的表达，激发学生的学习热情。

- Arrange the students to sit in a circle and introduce the game.

*T: Let's make a circle with our chairs. Sit down, everyone. Let's play a game. / Everyone, let's make a big circle with our chairs. Sit down and get ready for a fun game!*

- Invite one student to stand in the centre of the circle and say “Look at me. I can ...”. Ask the students who can do the same thing to stand up and change seats. Ask the one who doesn't get a seat to stand in the centre of the circle and say what he/she can do.

*T: Now let's play a game. / Do you want to play a game about abilities?*

- Ask the students to continue the game.

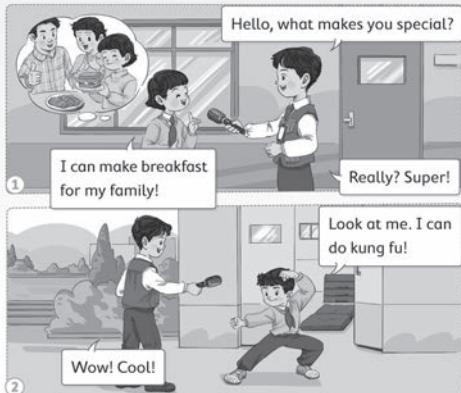
*T: Let's keep playing the game. Change chairs when you hear what the student in the centre can do. Ready? Go! / Let's keep playing! Remember, have fun and be ready to move!*

#### 选择性活动（Optional activity）

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

*Optional activity resources-2A-Unit 10-Song time.*

## I'm special



A Look and listen.

B Look and match.



make breakfast

take care of  
the dog

do kung fu



C Role-play.

What makes you special?

I can make breakfast.

Super! / Cool! / You  
are a great boy.

## 热身活动 ( Warm-up )

借助音频，组织学生运用第一课时所学内容演绎歌曲，进一步熟悉关于能做的事的表达，引出本课时的话题。

- Play the song "Look at me" and ask the students to sing the song together.

T: Let's sing the song "Look at me" together. Read the lyrics and sing! / Let's all join in singing "Look at me". Listen to the lyrics and sing along!

- Invite the students to come to the front and use some actions to show and tell what he/she can do to the class.

T: Can anyone come and show us what you can do? You can also use your hands and body to tell us. / Who would like to be our next performer? Please come to the front, and show us with actions what special things you can do.

- Introduce the topic "Everyone is special".

T: We all did very well showing what we can do. This game teaches us that everyone is special. We all have different talents and skills. / From this activity, we can see that everyone is special. Each of us has unique abilities and talents.

## Talking time

### A. Look and listen.

#### 基础活动 (Activity)

借助视频，帮助学生理解对话大意，了解不同人物的特别之处。

- Ask the students to watch the video carefully.

*T: Now, watch this video. How many students do you see? Are they special? / Boys and girls, now, watch the video very carefully. Can you count how many students are in the interview? Do you think they are special?*

- Show the flashcards and ask the students to read the words or phrases "special", "do kung fu" and "take care of the dog".

*T: I have some flashcards with words or phrases. Let's read them aloud: special, do kung fu, take care of the dog. / Here are some flashcards with words or phrases. Let's read them aloud together: special, do kung fu, take care of the dog.*

- Divide the students into groups of four and ask each group to read the dialogue aloud taking the roles of Xiaotian, Shenshen, Minmin and Xiaojiang.

*T: Let's work in groups of four. Each group will read the dialogue aloud taking the roles of Xiaotian, Shenshen, Minmin and Xiaojiang. Pick the character you will act and read your parts aloud. / We're going to work in groups of four now. Each group will read a dialogue aloud taking the roles of Xiaotian, Shenshen, Minmin and Xiaojiang. Choose your role and practise your lines.*

#### 进阶活动 (Challenge)

##### Make a new dialogue.

借助视频，引导学生两人一组创编对话，帮助学生加深对对话内容的理解。

- Ask the students to watch the video carefully and think about the questions.

*T: Watch the video, children. How are the students in the video? Why are they special? / Let's watch this video together. We'll talk about the students in the video. Why do you think they are special?*

- Play the video again and ask the students what Shenshen, Minmin and Xiaojiang can do.

*T: Let's watch again. What can Shenshen, Minmin and Xiaojiang do? / We're going to watch the video one more time. This time, listen for what Shenshen, Minmin and Xiaojiang can do. What special things do they tell us about themselves?*

- Divide the students into pairs and encourage them to make a short dialogue and show the dialogue to the class.

*T: Work with your partner. Talk about what you can do. After practising, I will invite some of you to come to the front. / Now, I want you to work with your partner. Make a dialogue about what you can do. After practising, don't be shy to show the dialogue to us.*

—Look at me! I can read a book.

—Wow! Cool! /Great! / Really? Super!

- Encourage the students to clap and say a chant.

*T: Clap your hands and let's say a fun chant together. / When we're done, we'll all clap our hands and say a fun chant together.*

*Look at Shenshen.*

*She can make breakfast.*

*Super, super, super!*

*Look at Minmin.*

*He can do kung fu.*

*Cool, cool, cool.*

*Look at Xiaojiang.*

*She can take care of the dog.*

*Great, great, great!*

## Talking time

- B. Look and match.

### 基础活动 (Activity)

借助视频和卡片，组织学生将人物与短语配对，帮助学生巩固语言。

- Show the flashcards with pictures and phrases "make breakfast", "take care of the dog" and "do kung fu". Ask the students to listen and repeat the phrases.

*T: Look at these flashcards. Listen to me and repeat these phrases: make breakfast, take care of the dog, do kung fu. / I'll say each phrase once. Listen carefully and then follow me: make breakfast, take care of the dog, do kung fu.*

- Show Part B and ask the students to match the pictures with the phrases.

*T: Let's draw lines between the pictures and the phrases. Please finish Part B by yourself. / It's time for you to give it a try. Work on Part B and show me what you can do.*

- Play the video again and ask the students to check the answers.

*T: Let's watch the video again. Please check if your answers for Part B are correct. / We'll play the video once more. Use this chance to check your responses to Part B.*

### 参考答案 (Answers)



## 进阶活动 (Challenge)

Read and stick.

借助表格，组织学生开展“读一读、贴一贴”活动，帮助学生了解对话中的人物及各自对应的能力和特点。

- Give each student a summary of “I’m special” and display one to the students on the board.

I’m special

Who	What	How

T: Look at this empty table. It’s a summary of “I’m special”. Look, we should think who Xiaotian interviewed, what they can do and how they are special. / Take a look at this blank table. It’s a summary of “I’m special”. We should pay attention to the interviewees, their abilities and how they are special. We’re going to fill it in together.

- Divide the students into pairs and provide each pair with some stickers. Ask the students to stick the stickers in the table to complete the summary.



make breakfast

do kung fu

take care of the dog

cool

super

great

T: You’ll work with a friend. Put the stickers on the table to make it complete. / Now, let’s pair up. We’re going to use these stickers to finish the summary. Stick them on the table where you think they belong.

- Invite some students to show their table and give a report.

T: I’ll ask some of you to show your table and tell us about it. / I’ll invite a few pairs to come and show us your work. You can tell the class about your “I’m special” summary.

## 参考答案 (Answers)

I’m special

Who	What	How
	make breakfast	super
	do kung fu	cool
	take care of the dog	great

## Talking time

### C. Role-play.

#### 基础活动（Activity）

借助对话视频，引导学生进行角色扮演，并结合自身实际创编对话，模拟开展采访。

- Play the video again. Then ask the students to read the dialogue by themselves.  
*T: Let's watch the video one more time. After that, you can read the dialogue by yourself. / We're going to watch the video again. Then try reading the dialogue on your own.*
- Show the interview question “What makes you special?” and ask the students to listen and repeat the question.  
*T: Now, I'm going to show you a question “What makes you special?” It's the interview question. Listen carefully and repeat after me. / I'll write the interview question “What makes you special?” Listen and read after me.*
- Set a scene for the school programme. Divide the students into groups. Invite them to make a short interview.  
*T: Imagine we're going to have some fun interviews in our school. We'll work in groups, and one student is the reporter. Let's have a go. / Let's pretend we're making a school programme. We'll form groups, and one student will be the reporter. Please start your interview.*
- Invite some groups of students to perform in front of the class.  
*T: When you're ready, some groups will come to the front and show us your interview. Be brave and have fun! / A few groups will come to the front and act out your interviews. Show us what you've prepared.*

#### 进阶活动（Challenge）

##### Make an interview.

组织学生在全班范围内模拟完成“ I'm special!”采访活动。

- Show the interview question “What makes you special?” to the students and ask the students to listen and repeat it.  
*T: Let's make our programme “I'm special!”. The interview question is “What makes you special?”. Listen to me and say it with me. / Let's talk about our programme “I'm special!”. Here's an important interview question: What makes you special? Listen with your ears and repeat it after me.*
- Ask some students to act as the reporter and conduct an interview. Encourage them to interview as many classmates as possible.  
*T: Go and interview your friends. Ask them “What makes you special?”. Talk to different classmates. / Now, it's time to walk around and find your interviewees. Try to talk with as many friends as you can.*
- Invite the interviewers to give a report in the class.  
*T: When you finish interviewing, the reporters will tell us what they learned. Share your*

*interviews with the class. / After you've done your interviews, the reporters will share what they learned with the class. Tell us what you have found out.*

*... can clean the desk and the chair. He is a good boy. ... can make her bed. She's super.  
Everyone is special.*

### 选择性活动 ( Optional activity )

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

*Optional activity resources-2A-Unit 10-Talking time.*

## Mini-project

### A mini-book about me

#### 教学提示 (Teaching tips)

- 引导学生掌握完成项目的步骤。

步骤1：引导学生观察自我介绍的示范，请学生填写姓名，思考并画一画自己会做的事情。

步骤2：鼓励学生拿着自我介绍向全班同学口头介绍自己。

- 引导学生利用课本第93页的空白纸页完成项目。

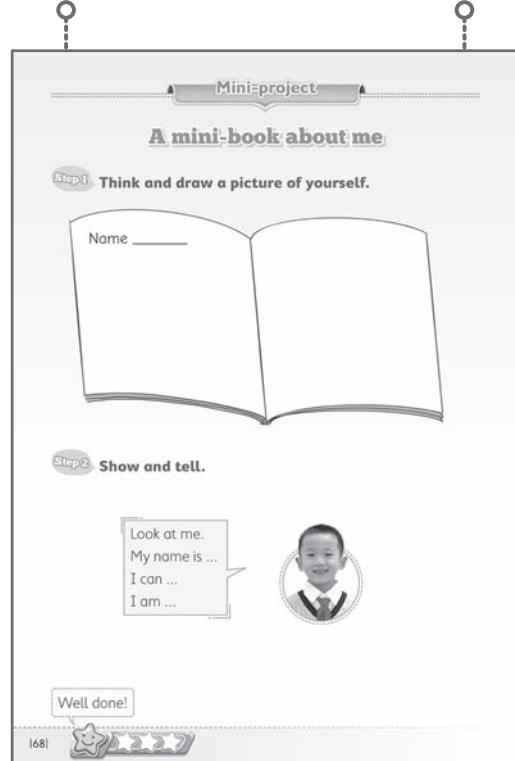
#### 语言示例 (Demo)

*Look at me.*

*My name is Lu Xiaofeng.*

*I can do kung fu.*

*I am cool.*



#### 小妙招 (More tips)

- 先展示一位学生的示范作品，帮助学生了解可以从哪几个方面介绍自己。再引导学生思考自己的能力，并鼓励他们画一画。请学生依次在班里进行介绍。
- 建议每位学生展示完成后，其他学生给予评价，如“Great!”“Super!”“You've done very well”等。
- 在教室里布置一个“I'm special”作业角，展示学生的作品。

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?

# Letter game 1 (Aa–Gg)

Find, point and say.

引导学生找出图中隐藏的字母，帮助学生正确识别大小写字母。

- Ask the students to look at the picture and find the letters.

T: Boys and girls, look at this picture. Who can find the letters in it? / Take a look at this picture. Can you find any letters in it?

- Check the answers with the students.

T: Who wants to tell us your answers? / Who would like to share your answers with us?

- Encourage the students to practise saying the letters with their deskmate.

T: You can say the letters with your deskmate. / It's your turn. Try to say the letters with your deskmate.

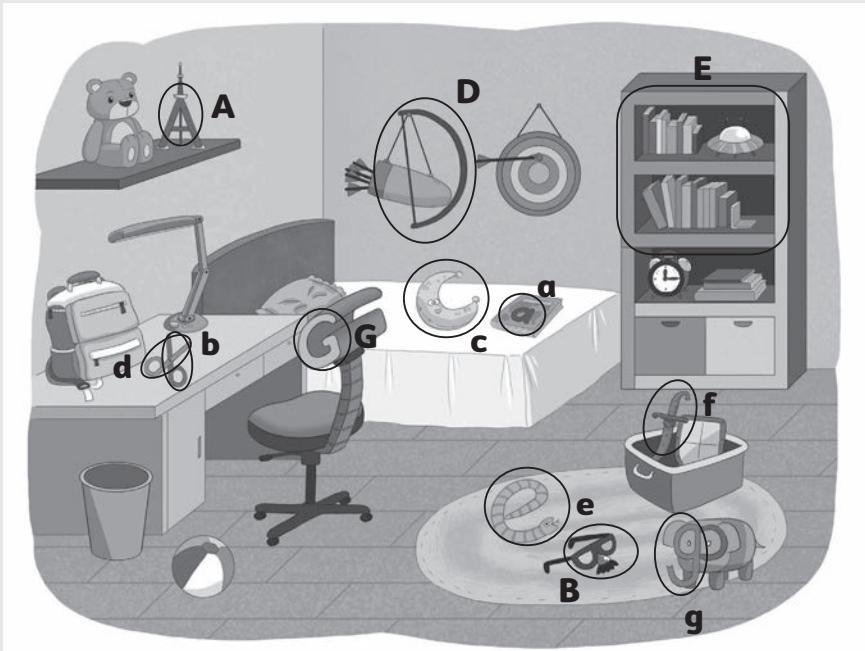
Letter game 1 (Aa–Gg)  
Find, point and say.

Aa Bb Cc

Dd Ee Ff Gg

1711

参考答案 ( Answers )



# Letter game 2 (Hh–Nn)

Colour and say.

引导学生按颜色提示给图片涂色，帮助学生正确识别大小写字母。

- Ask the students to look at the picture and say the letters.

T: Children, look at this picture. What letters do you see? Can you say them? / Take a look. What letters are there? Can you tell me the letters you see?

- Guide the students to colour the letter areas.

T: Let's colour with the right colours. Can you tell me what it is? / Shall we colour the letter areas with the right colours? Then see what they make.

- Check the answers with the students.

T: Look at your picture. What is it? / Who wants to tell us what the picture is?

- Encourage the students to say the letters.

T: It's your turn. Say the letters, and then tell us what the picture is. / First, say the letters. Next, tell us what the picture is.

Letter game 2 (Hh–Nn)  
Colour and say.

Hh Ii Jj Kk Ll Mm Nn

[72]

参考答案 ( Answers )



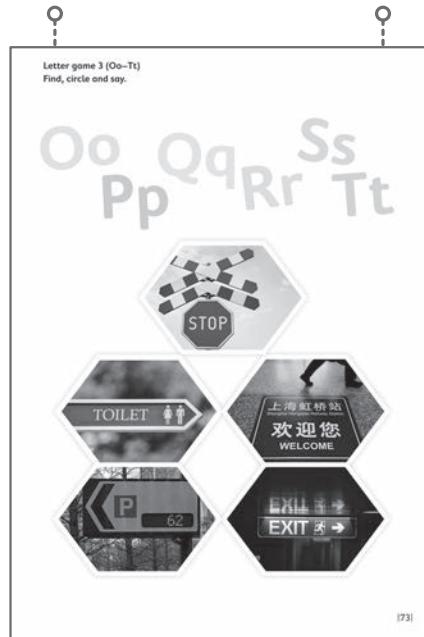
# Letter game 3 (Oo–Tt)

Find, circle and say.

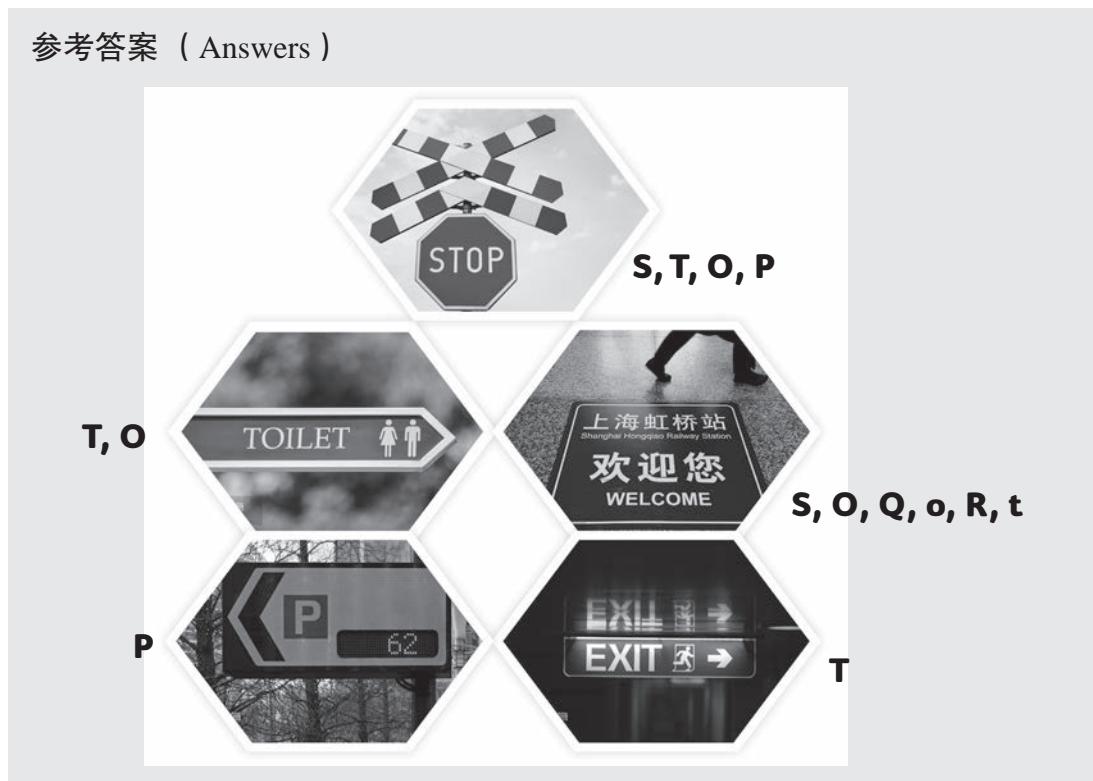
引导学生找出图中相应的字母，帮助学生正确认识大小写字母，了解更多标识、路标常识，培养学生主动观察的习惯。

- Ask the students to look at the pictures and describe them.  
*T: Please look at the pictures. What do you see? / What do you see in the pictures?*
- Encourage the students to find the letters in the pictures and show the letters to the class.  
*T: Can you find the letters “Oo, Pp, Qq, Rr, Ss, Tt” in the pictures? Please show us. / Who can point out the letters “Oo, Pp, Qq, Rr, Ss, Tt” in the pictures? Any volunteers?*
- Encourage the students to discuss where they can see English letters.

*T: Where do we see English letters? Let's talk about it! / Think about the places where you find English letters. Please share your ideas!*



参考答案 ( Answers )



# Letter game 4 (Uu–Zz)

Find the way and say.

引导学生按 U—Z 字母顺序画出路线，帮小青蛙到达对岸。帮助学生正确识别大小写字母，培养学生学习字母的兴趣。

- Ask the students to point to the letters and read the letters aloud.

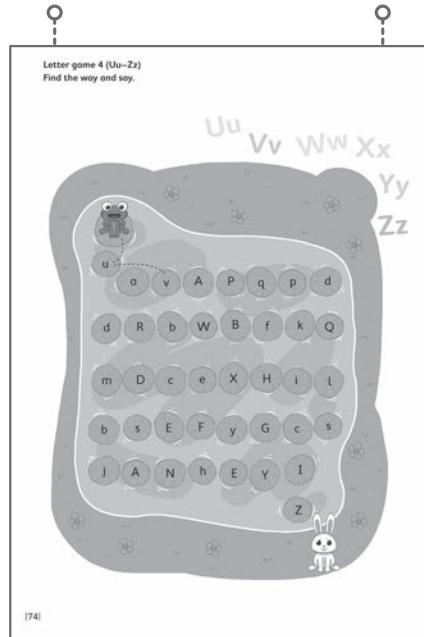
*T: Please point to the letters and read them aloud! You can practise with your deskmate. / Dear children, please choose the letters and read them aloud with your deskmate.*

- Ask the students to play a letter chain game.

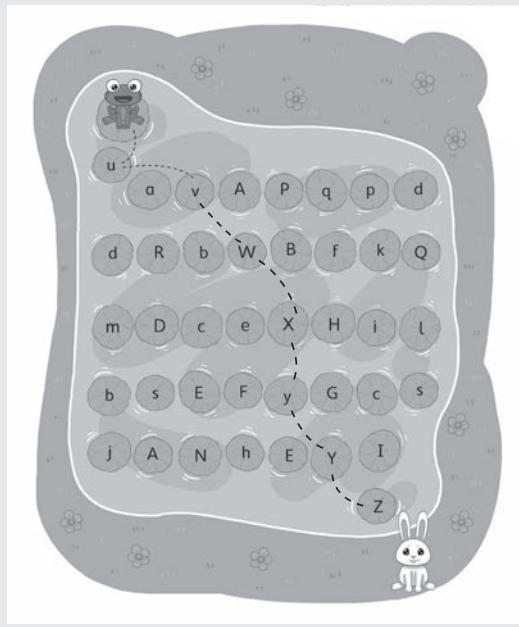
*T: One student shows a letter and says it. Then the next student shows the next letter and says it. / Let's play a letter chain game.*

- Encourage the students to help the frog find the way to the rabbit.

*T: Find the letters U to Z to help the little frog reach the rabbit. / Look at the picture. Help the little frog find its way to the rabbit.*



参考答案 ( Answers )







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JIAOXUE CANKAO ZILIAO

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