

Learning ENGLISH

义务教育教科书·英语

教师用书

(三年级起点)

Teacher's Guide

五年级下册



It's fun! It's easy!



河北教育出版社

附光盘

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教师用书 (三年级起点) Teacher's Guide

五年级下册

这套教材以学生为中心，以主要人物的活动为主线，围绕最常用、最基本的英语词汇、句型、交际会话，遵循语言学习的规律，具有很强的实用性。

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这套教材的语言信息含量大，贴近学生生活，又展现了中西方国家的不同文化背景。《活动手册》等配套材料设计巧妙，注重培养学生的语言运用能力，为学生知识、实践语言提供了广阔空间；录音带、多媒体资源为学生自主学习、提高学习效率提供了很大方便；《教师用书》为教师完成教学任务提供了先进的教学理念。

这套教材强调语言的学习以语言实践活动，使教学呈现出“学习—实践—应用”的过程，始终保持学习外语的兴趣和学好外语的信心。

国家教育部、河北省教育厅等有关领导给予了具体指导和大力支持，久负盛名的加拿大阿尔伯塔省教育委员会在教材设计、编写和师资培训等方面给予了大力帮助。本书的出版得到了广大老师和同学们一并表示衷心的感谢。

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出版者的话

亲爱的老师和同学们，您知道吗？这套小学《英语》是河北教育出版社和 DC 加拿大国际交流中心共同组织国内外基础英语教学和研究的专家、学者及优秀教师根据《英语课程标准》编写的，供义务教育六年制小学三年级至六年级使用的全新英语教材。这套教材包括《教科书》、《活动手册》、《基本功训练》、《同步练习册》、《教师用书》、录音带以及各种多媒体资源，可以满足师生在不同层次、场合的教学和学习使用。

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

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

这套教材的语言信息含量大，既贴近学生生活，又展现了中西方国家的不同文化背景。《活动手册》等配套材料设计了丰富多彩、新鲜活泼的练习形式，为学生巩固知识、实践语言提供了广阔空间；录音带、多媒体资源为学生的课堂学习，尤其是课外学习提供了很大方便；《教师用书》列举了翔实、具体的教学建议，为教师更好地完成教学任务提供了先进的教学理论和宝贵的教学实践资料。

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

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

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Language Map

| | | Vocabulary |
|--------|---------------------------|---|
| Unit | Topic | Students will be able to aurally understand, orally use, recognize and spell the following vocabulary: |
| Unit 1 | Going to Beijing | run, jump, sing, dance, sit, stand, draw, see, look, cry, talk, sleep boy, girl, woman, man, baby, picture, water, tea, candy now, sorry, down, up, who, hungry look out of, look at, sit down, stand up |
| Unit 2 | In Beijing | people, child, women, men say, help, worry, take, be, feel, stop, wait many, sad, tired, afraid, busy, for take a picture |
| Unit 3 | Writing Home | mum, dad, email, idea, computer use, write, turn much, dear, fine, left, right, kind, wrong, us |
| Unit 4 | Did You Have a Nice Trip? | story, photo yesterday, night did, had, went, saw, ate, were, was, bought happy, back |

| Functions and Structures | Phonetics | Songs & Chants |
|---|---|---|
| Students will be able to recognize, understand and use the following phrases and sentences: | Students will become familiar with liaison and stress: | Students will be able to sing the songs and recite the chants: |
| 国际标识 International symbol signs Don't... Please do... 现在进行时 The present continuous tense Who is doing... ? What is/are... doing? I am doing... He/She is doing... 谈论饮食 Talking about food and drinks Who is hungry/thirsty? What would you like? Would you like some...? Yes, please./No, thanks. | chicken doctor trousers subject science welcome thirteen Chinese | <i>Who's singing?</i> |
| 名词单复数形式 The singular and plural nouns child/children; woman/women; man/men 介绍名胜 Introducing places of interest It's about... years old. It's about... kilometres (long). 谈论拍照 Talking about taking pictures May I take your picture? Sure! Please say cheese! | family afternoon animal elephant banana vegetable library hospital | <i>Let's take a picture, you and me.</i> |
| 谈论联系方式 Talking about ways of communication A postcard has... on it. We write a letter on paper. An email is fast. 询问价钱 Asking the price How much is/are...? 谈论方向 Talking about the direction Where is...? Go straight. Turn left/right at... | an egg in front of get up look out an orange a map of China look at put on | <i>I write you a postcard.</i> <i>I write you the email.</i> |
| 一般过去时 The simple past tense I walked/went to... I saw/ate... He was.../They were... 送礼物和接受礼物 Giving and receiving gifts This... is for you. Do you like it? Yes, I do. Thanks. | I like it very much. Let's put it on the wall. Look at the picture. There are many tables in the room. | <i>What did you do?</i> |

How to Use This Teacher's Guide

The Guide and Its Companions

This guide covers the second semester of the Grade 5 level of the *Learning English* program.

You should also have:

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

Each student should have the companion:

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

Where to Start

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

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

Work through Each Lesson

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

如何使用 《教师用书》

《教师用书》及配套教材

本《教师用书》供义务教育小学五年级第二学期使用。

教师另需具备：

- 一套词汇大卡片。
- 录音带或教学光盘，每课的口语部分均已录入其中。

学生应备有：

- 《教科书》
- 《活动手册》
- 一套单词小卡片。

从何处着手

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

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

课文

本《教师用书》根据《教科书》编排，分4单元，共24课新授课和4课复习课。

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

Each lesson has the same format.

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

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

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

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

Refer to the Back of the Guide

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

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

The back of the guide also contains a section on games for quick reference. It also includes the vocabulary, the structures and expressions of this level, as well as some classroom English, some English names and evaluation sheets for teachers' reference.

Adapt It!

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

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

(每单元6个新授课和1个复习课)。每单元最后一课是复习课。

每课均遵循以下体例:

- 开始上课和复习
- 新概念
- 巩固检验
- 结束课堂教学

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

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

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

参考《教师用书》书末有关章节

教学一般都要用到《教师用书》书末所附的教学方法:

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

书末附游戏章节供快速查找,还附有本册词汇及短语、句型,以及一些课堂用语、常用英语名字和评价表供教师参考。

作适当调整

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

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

Philosophy of the *Learning English Program*

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

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

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

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

《学英语》 编写指导思想

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Overall Goals of the *Learning English* Program

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

Teaching with the *Learning English* Program

This program stresses:

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

The program provides:

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