

NEW

新英语 提高班

5 小学
年级

XIN YINGYU TIGAOBAN

浙江少年儿童出版社

新课标
新概念
新方法

作者绝对权威
题型绝对新颖
做题绝对快乐
能力绝对提高





编者的话

《新英语提高班》是一套崭新的课外助学读物，处处体现一个“新”字：以新课程改革理念为指导，以最新的教材为依据，提供最新的训练形式，体现最新的教学成果。

新课标倡导“自主、合作、探究”的学习方式，注重学生的自得与自悟。我们在编写这套丛书的过程中，极为注重学生的“主动学”和“在游戏中学”，引导学生主动参与、探究发现。

本丛书小学部分每年级一册，以义务教育课程标准实验教科书为依据，根据教材中的各个训练点，递进式地为学生提供学习与训练材料，既能巩固加强课堂知识，又能延伸扩展一些与之相关的课外知识，集巩固、提高、发展为一体。

根据教学进度，每本练习册分上、下两学期，每学期又分若干个单元。每个单元由“学习目标”、“难点点拨”、“巩固题”、“提高题”、“活用题”五个板块组成。前两个部分针对本单元的学习重点和难点，联系学生的学习实际进行适当的指导，告诉学生一些知识的内在规律，便于学生运用规律解答问题。“巩固题”、“提高题”、“活用题”是本单元由易到难的递进式测试卷，为学生精心设计了一定数量的习题，熔科学性、知识性、趣味性于一炉。每册中另有期末综合测试卷四套，并在书末附有部分参考答案。相信同学们在认真做完这些习题之后，学习成绩和智慧技能都能得到提高。

本册适合小学五年级学生使用，由张健主编，凌应强、李树编写，章磊插图，陈会勤设计版式。

2004年8月

BOOK FIVE

目 录

BOOK FIVE

Unit 1	My New Teachers	1
Unit 2	My Days of the Week	6
Unit 3	What's Your Favourite Food?	11
Recycle	1	16
Unit 4	What Can You Do?	21
Unit 5	My New Room	25
Unit 6	In a Nature Park	30
Recycle	2	35
Test	1	39
Test	2	45

BOOK SIX

Unit 1	This Is My Day	53
Unit 2	My Favourite Season	58
Unit 3	My Birthday	63
Recycle	1	68
Unit 4	What Are You Doing?	72
Unit 5	Look at the Monkeys	77
Unit 6	A Field Trip	82
Recycle	2	87
Test	1	91
Test	2	97

Keys	103
------	-----

Unit 1 My New Teachers

成绩 😊😊😊

学习目标



1. 能力目标:

- (1) 能够简单描述自己教师的体貌特征及性格特点,如: We have a new English teacher. He's tall and strong. He's very funny.
- (2) 能够询问并介绍学校里教师的情况,如: Who's your English teacher? Mr Carter. He's from Canada. What's he like? He's tall and strong.
- (3) 能够听懂一些描述人物特征的简单对话,完成学生用书中的 Let's try 部分。
- (4) 能够听懂、会唱歌曲“My New Teacher”。能够灵活替换歌词中的科目及表示人物特征的形容词。

2. 知识目标:

- (1) 理解A、B部分Read and write中的会话,并根据提示填充句子或回答问题。
- (2) 听、说、读、写A、B部分Let's learn和Read and write中的四会单词和句子。
- (3) 理解Let's start, Let's find out, Let's sing, Let's chant和Pair work等部分的内容。
- (4) 了解Pronunciation部分的字母组合在单词中的发音,并能熟练读出例词。
- (5) 了解Story time, Task time和Good to know等部分的内容。

3. 文化目标:

了解中西方国家在称呼人名上的不同习惯。

难点点拨



1. 新学年到了,我们肯定会见到很多新的人和事。和你的朋友们相互交流一下这些新教师的特点和模样,讲讲他们的喜好性情,这就是这个单元学习的主要任务了。

2. 在学习中我们会学到很多形容词,太多了,记不住了吧!这时候我们可以组成对子来记,如: young—old, strong—thin, tall—short等。把有联系的单词,或是相反关系,或是相近关系,放在一起记忆是很有用的。你还可以用一个小本子,把自己组成的对子单词抄在上面。慢慢地,你会发现,自己编写了一本很不错的小词典哦!



巩固题

成绩



1. Memory quiz. 记忆力测试。仔细看看、读读英语课本第5页下半部分的图片和人物名字,2分钟后合上书。试试看,能不能用完整的句子回答下面的问题。

(1) Mr Ma is an art teacher. What's he like? _____

(2) Miss Sun is an English teacher. Is she pretty? _____

(3) Who are the science teachers? They are _____ and _____

2. Look, read and judge. Tick or cross. 看图读句子,判断正误,并在括号里打✓或打×。



(1)



(2)



(3)



(4)

() (1) I have four new teachers.

() (2) Mr Carter is from Canada.

() (3) My Chinese teacher is very young. He's a university student.

() (4) His class is so much fun.

3. Listen and circle. 听音,圈出句子中的单词或词组。

(1) Mr Brown Mr Black math teacher science teacher

(2) SHE STRICT AND BUT KIND SMART

(3) ARM LOOK YOUNG OLD TEACHER

(4) What's Who's That's Chinese China

4. Look and circle. 看图,圈出与图有关的单词。

man woman boy girl
principal
kind
kite
old
classroom
teachers' office



grandpa grandma boy girl
football
strong
old
active
sports
playground



man woman boy girl
short
smart
old
funny
English
Japanese



提高题

成绩



1. Read and choose. 读答句,选择相应的问句。



(1) He's Mr Qian.

- A. What's your father?
B. Who's your Chinese teacher?



(2) She's nice and very pretty.

- A. Is she quiet?
B. What's she like?



(3) No, she isn't.

- A. Is she strict?
B. Who's that young lady?



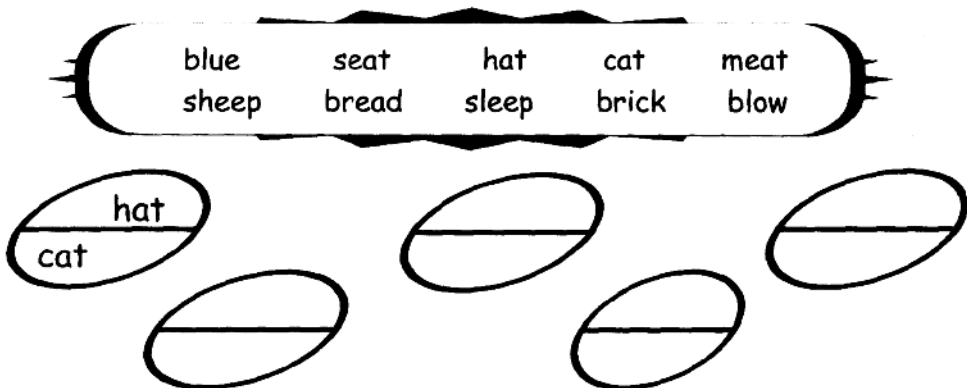
(4) A science teacher, an art teacher and an English teacher.

- A. Who are they?
B. Who's this woman?

2. Pronunciation. 语音练习。

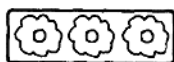
(1) Listen and repeat. 听课本第 11 页上的录音内容,跟读单词。

(2) Find the rhyming words and write. 仿照写出相应的同韵单词。



活用题

成绩



1. About you. 根据自己的实际情况回答问题。

(1) How many new teachers do you have? _____

(2) Who are they? _____

(3) What are they like? _____

(4) Where are they from? _____

2. Read, fill and tick. 读短文,填写完整左边的词组,在右边图表相应的格子中打✓。

Hello! My friends. I have some new teachers. They are all very nice. They help us learn and play. I love them. Our principal is Mr Lin. He's heavy and old. And he's strict. My math teacher is Mr Ma. He's thin and tall. And he's very smart. Miss Lee is my English teacher. She's young and pretty. We all like her. My P.E. teacher, Mr Cheng, is very strong and active. He often helps us play football. Our Science teacher, Mr He, is very young and very funny. And he's very heavy too. His science class is so much fun.

_____ teacher
 _____ teacher
 science teacher
 _____ teacher
 principal

NICE OLD THIN STRONG YOUNG TALL PRETTY STRICT ACTIVE HEAVY FUNNY SMART

Culture

在英语姓名中,一般名在前,姓在后。这与中国人的习惯恰好相反。

给子女命名是父母对子女、对家族的未来表达祝愿、寄托希望的一种方式。按照英语民族的习俗,一般在子女受洗礼时,由牧师、父母或亲朋好友为其命名,称为教名(given name / first name)。将母亲的娘家姓或亲属、世交之姓用作中间名(middle name)(常省略)。

如美国前总统里根的全名为 Ronald Wilson Reagan (罗纳德·威尔逊·里根), 其中 Ronald 为名, Wilson 是里根母亲的娘家姓, 最后就是姓(last name), 一般是父亲家族的姓, 里根(Reagan)就是姓。明白了吗? 请仿照第 1 题圈圈或画线:

1. Circle the first name. (圈出名)
2. Underline the last name. (画出姓)

- (1) Sally Ann Smith
- (2) Peg Carter
- (3) Joseph Bates
- (4) Bill Gates



English Names

学习目标



1. 能力目标:

(1) 能够简单描述一周内的学习和生活情况,如:We have English, P.E. and computer on Mondays. I often do my homework on Saturdays.

(2) 能够简单介绍学生的课程及个人的周末安排,如:What do we have on Mondays? Let me see. We have Chinese, English and math on Mondays. What do you do on Saturdays? I often do homework, read books and watch TV.

(3) 能够听懂相关的简单对话,完成学生用书中的 Let's try 部分。

(4) 能够听懂、会唱歌曲“My Days of the Week”。

2. 知识目标:

(1) 理解 A、B 部分 Read and write 中的会话,并根据提示填充句子或回答问题。

(2) 听、说、读、写 A、B 部分 Let's learn 和 Read and write 中的四会单词和句子。

(3) 理解 Let's start, Let's find out, Let's sing, Let's chant 和 Let's play 等部分的内容。

(4) 了解 Pronunciation 部分的字母组合在单词中的发音,并能熟练读出例词。

(5) 了解 Story time, Task time 和 Good to know 等部分的内容。

3. 文化目标:

了解英语国家的一些没有固定日期的节日,如母亲节、父亲节等。

难点点拨



1. 本单元里我们学习了很多问句,在理解它们的时候,关键在于明白中心词的意思(斜体为中心词)。

What *day* is it today? 今天星期几?

What do you *have* on Wednesdays? 星期三你有什么课/吃什么?

What do you *do* on Sundays? 星期日你通常做什么?

What *about* you? 你怎么样?

2. 一下子要记忆这么多星期单词!下面的方法可能对你会有用:

Monday到Sunday,每个单词的结尾都是-day,表示“天、日子”的意思。区别在前面的字母。在“Culture”部分,有关于星期单词的来历,你们可以根据这些有趣的传说来记忆。



成绩

1. Memory quiz. 记忆力测试。仔细看看、读读英语课本 16 页上半部分的 TIMETABLE(课程表)和对话,2 分钟后合上书。试试看,判断下面句子的正误,对的写 T,错的写 F。

- (1) Today is Monday. ()
 (2) They have Chinese, English, Science and Computer on Tuesdays. ()
 (3) On Mondays, Music class is at 9 : 50. ()

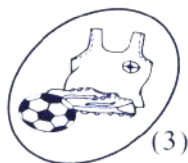
2. Look, read and number. 看图,在句子前的方框中填入编号。

☐ I often do homework in the evening.

☐ I often read books on Sundays.

☐ We have P.E. class today.

☐ I love Saturdays. I often watch TV.



3. Listen and choose. 听音,选择与听到的句子意思相近的一项。

- () (1) A. Today is Wednesday. B. It's Tuesday.
 () (2) A. I like Chinese. B. I like English.
 () (3) A. I go to school at 7:45. B. It's 7:45. It's time to go to bed.
 () (4) A. Hello, Uncle! B. Hello, Aunt!

4. Look and write. 看图写单词(一空一词),使句意完整。

(1) A: _____ is it today?

B: It's Wednesday.
 And tomorrow is _____.



(2) A: We have Chinese, math, English, P.E., _____ and music
 on _____. _____ you?

B: We have Chinese, math, English, science, music and computer.

	Mon.	Tue.	Wed.	Thu.	Fri.
1	语 文				
2	数 学				
3	英 语				
4	体 育				
5	美 术				
6	音 乐				

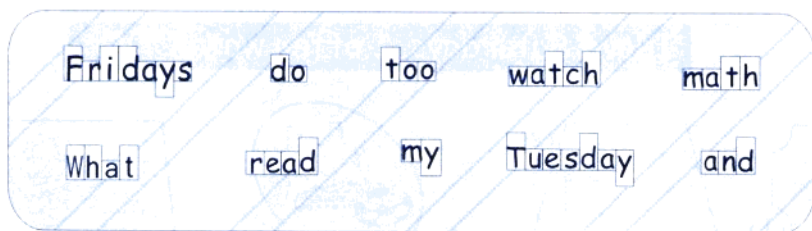


提高题

成绩



1. Look and write. 仔细读句子,对比小方格的形状。选择合适的一项抄写在横线上,使句意完整。



(1) What do you have on ?

(2) I my homework, .

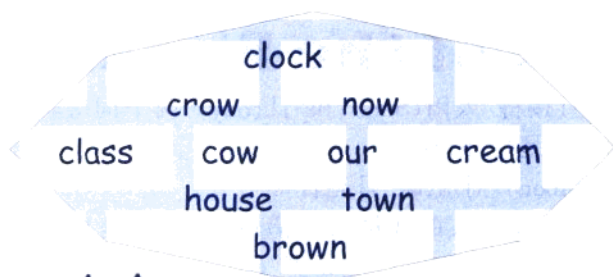
(3) do you do on Saturdays?

(4) I often books.

2. Pronunciation. 语音练习。

(1) Listen and repeat. 听课本第 23 页上的录音内容,跟读单词。

(2) Find the rhyming words and write. 仿照写出相应的某部分发音相同的单词。



活用题

成绩



1. About you. 根据自己的实际情况回答问题。

(1) What day is it today?

(2) What do you have on Mondays?

(3) Do you like Saturdays and Sundays?

(4) Do you often play sports?



2. Short forms. 写出下面单词的缩写形式。

(1) Canada →

(2) Wednesday →

(3) Monday →

(4) United Kingdom →

(5) Friday →

(6) Thursday →

(7) Sunday →

(8) Tuesday →

Days of the Week

Sunday: 这显然是直接将“太阳(Sun)”和“日(day)”两个词缀联起来的结果,意思就是“太阳日”。

Monday: 与“月亮(Moon)”对应,即“月亮日”。

Tuesday: 古代北欧日耳曼人的战神名叫梯乌(Tiw),于是星期二便是“梯乌之日(战神之日)”。

Wednesday: 在斯拉夫神话中,沃顿(Woden)是水星之神,星期三便是“沃顿之日(水星日)”。

Thursday: 在斯堪的纳维亚的古代神话中,Thor 主管木星,“托尔之日”也就是“木星日 Thursday”。

Friday: 在古老的萨克森民族中,爱与美的女神名叫弗雷雅(Freya)。Friday是爱神之日(金星日)。

Saturday: 是由“土星”(Saturn)与 day 合成的,即“土星日”。

Unit 3 What's Your Favourite Food? 成绩 😊😊😊

学习目标



1. 能力目标:

- (1) 能够提问并回答三餐所吃的食物,如:What do you have for lunch today? We have tomatoes, tofu and fish.
- (2) 能够简单描述一些食物的味道,如:The apples are sweet.
- (3) 能够提问并回答最喜欢吃的食物是什么,并说出原因,如:What's your favourite food? I like apples. They are sweet.
- (4) 能够听懂、会唱歌曲“What do You Have for Lunch?”和本单元的歌谣。

2. 知识目标:

- (1) 认读、理解 A、B 部分 Read and write 中的会话,并根据提示填充句子或回答问题。
- (2) 听、说、读、写 A、B 部分 Let's learn 和 Read and write 中的四会单词和句子。
- (3) 理解 Let's start, Let's find out, Let's sing, Let's chant 和 Let's play 等部分的内容。
- (4) 了解 Pronunciation 部分的字母组合在单词中的发音,并能熟练读出例词。
- (5) 了解 Story time, Task time 和 Good to know 等部分的内容。

3. 文化目标:

了解中国表示美好愿望的传统美食,知道它们的英语表达方式。

难点点拨



1. 在四年级上学期,我们曾学过如何为自己安排喜欢的饭菜。还记得怎样表达的吗?

A: What would you like (for dinner/lunch)?

晚饭/中饭你想吃什么?

B: I'd like.... 我想吃.....

在这个单元里,我们还要学习另一个表达方式:

A: What do you have for lunch today? 今天中午你吃什么?

B: I have.... 我吃.....

2. 在 B 部分,我们学习了很多描述味道的形容词。千万不要把意思搞乱了。下面的小窍门可能对你会有些帮助:

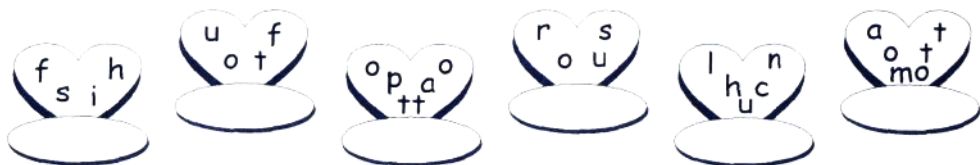
salty, tasty, healthy 都以-y 结尾,把-y 去掉,我们来做一个减法:

salty-y=salt(盐); tasty-y+e=taste(味道); healthy-y=health(健康)

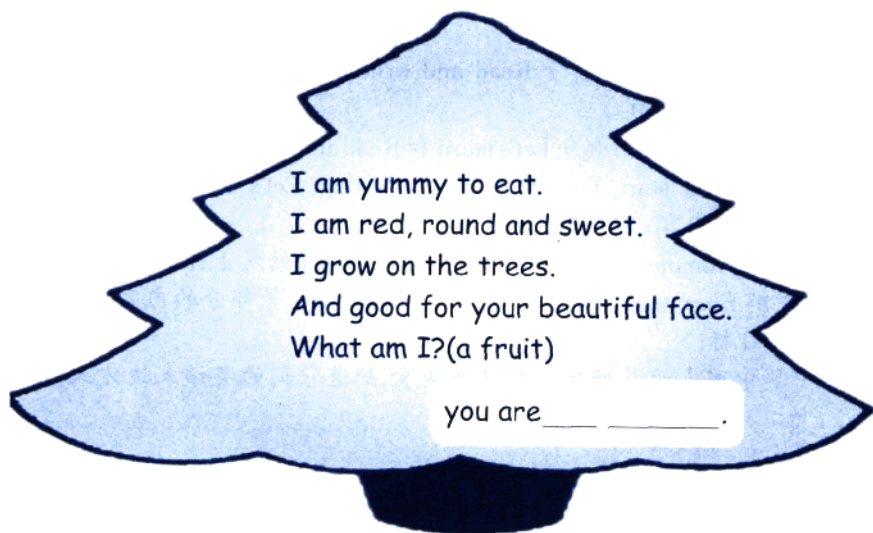
等式左右两边的单词意思都有联系。大家可以用联想法来记忆。



1. Scrambled words. 把所给的字母组成单词。



2. A riddle. 读一读,猜一猜。



3. Memory quiz. 记忆力测试。仔细看看、读读英语课本第 27 页上的内容,2 分钟后合上书。你能不能将下面的句子填充完整?(一空一词)

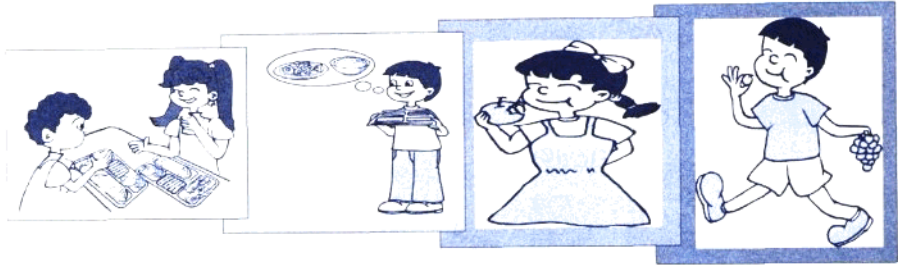
(1) Amy has eggplant. It's _____.

(2) The rabbit doesn't like _____. They're sour.

(3) The beef is too _____. Zoom doesn't like it.

(4) _____'s favourite food is mutton.

4. Listen and circle. 听音,圈出图上画错的地方。

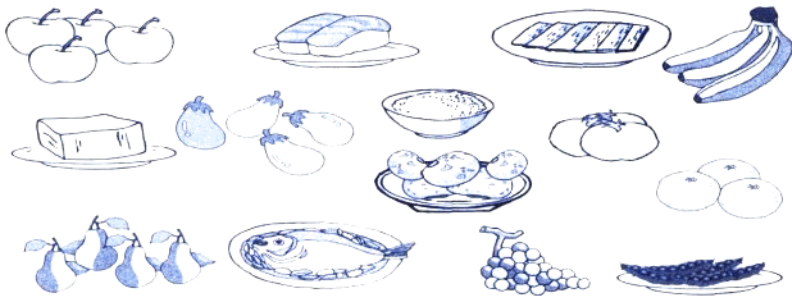


提高题

成绩



1. Food catalogue. 单词分类。把口味相同的食品写在横线上。



Something sweet _____

Something salty _____

Something sour _____

Something fresh _____

Something healthy _____

2. Pronunciation. 语音练习。

(1) Listen and repeat. 听课本第 35 页的录音内容,跟读单词。

(2) Find the rhyming words and write. 仿照写出相应的某部分发音相同的单词。