

Teacher's Book
教师用书

趣趣英语

FUN FUN English

第二级



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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Teacher's Book 教师用书

美)

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

京权图字: 01 - 2003 - 2810

Original English title: Fun Fun English 2 Teacher's Book

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This edition is published by arrangement with VITSAEM Press. It is for sale in the mainland territory of the People's Republic of China only.

本书由韩国 VITSAEM 出版公司授权外语教学与研究出版社出版发行。

图书在版编目(CIP)数据

趣趣英语 第二级 教师用书/(韩)郑正镐等编著;赵贵梅等翻译. —北京:外语教学与研究出版社,2004.10
ISBN 7-5600-4536-7

I. 趣… II. ①郑… ②赵… III. 英语—儿童英语—教材 IV. H31

中国版本图书馆 CIP 数据核字(2004)第 113469 号

出 版 人: 李朋义

责任编辑: 王佳如

封面设计: 震 宇

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京大学印刷厂

开 本: 889×1194 1/16

印 张: 8.5

版 次: 2005 年 1 月第 1 版 2005 年 1 月第 1 次印刷

书 号: ISBN 7-5600-4536-7

定 价: 19.90 元

* * *

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前言

目前,很多英语学习者都面临着一个困难,即,英语的听、说、读、写不能全面发展,然而听、说、读、写四项技能环环相扣,一环脱节势必会影响到其他的环节。为了帮助广大儿童英语学习者从小打下良好的基础,外语教学与研究出版社特从韩国引进了一套英语学习教材《趣趣英语》(Fun Fun English)。本套教材将看、听、读、说、写、唱及游戏等教学活动贯穿始终,全面发展儿童的英语技能,很好地体现了“玩中学,学中玩”的教学理念。

本套教材在韩国一经推出,就获得了广大教师、家长和儿童的广泛欢迎。同为亚洲国家,中国和韩国在英语学习方面有着很多的经验可以互相借鉴。正是基于这一点,外语教学与研究出版社从韩国引进了这套教材。这套教材的设计思路基本符合我国教育部新颁布的国家《英语课程标准》(实验稿)的要求,适合5岁~12岁的儿童学习使用。本套教材的突出特点在于:

1. 教材用大量的活动来激发学习者的学习兴趣。教材在每个单元的学习活动前为学习者呈现了一幅学习场景图。图中出现的人物生动活泼、语言妙趣横生,很好地突出了语言交际中所用到的词汇和句型。各单元都为学习者设计了几种不同形式的活动,其中看和说的部分以连环画的形式呈现对话,再以句型的方式加强训练。在此基础上,每单元又以歌曲或歌谣的形式进一步巩固学习者所学的词汇和句型。歌曲及歌谣的韵律简单有趣,符合学习者的心理特点。
2. 全套教材的词汇量适中,选词符合国家《英语课程标准》(实验稿)的相应要求。全套教材分为七个级别,其中预备级共收入单词和词组315个,一级351个,二级370个,三级511个,四级706个,五级740个,六级946个。其中90%以上的词汇与我国教育部新颁布的国家《英语课程标准》(实验稿)词汇相吻合。词汇的编排遵循人脑的记忆规律,采取逐级增加,反复出现的原则,为学习者加深和巩固所学知识提供了有利条件。
3. 教材的场景均来自学习者熟悉的生活环境。既有起居室、厨房、卧室等生活场所,又有快餐店、博物馆、海滩、港口、医院、动物园、游乐场、车站、商店、街道等公共场所,使学习者在活动中学习英语,在生活中使用英语。
4. 全套教材配有录音带,语言地道,语音纯正。不同角色的配音为学习者学习英语、模仿朗读提供了真实的语言素材。
5. 全套教材设计了自评体系。该自评体系使学习者能随时检查自己的学习效果并重温语言知识。
6. 全套教材分级明确,方便学习者循序渐进地学习英语。本套教材共分为七个级别,各级既相互联系又自成体系,为学习者提供了多种选择。
7. 教材配套产品丰富。教材配备了教师用书,能指导教师的课堂教学。同时,也为学习者设计了活动用书和录音带,使学习者能将课内及课外学习有机地结合起来。另外,该教材还配有《趣趣英语 歌曲歌谣大家唱》四册,并配有VCD光盘。

语言学习应该是一件有趣的事情。在语言学习的过程中,我们不仅能掌握一项技能,也能开阔视野,领略到另一种文化氛围、风土人情及社会习俗。本套教材的主题思想、编排形式、人物形象、音带质量及呈现方式都能充分激发学习者的学习兴趣。希望学习者、教师和家长能喜欢这套新教材。

Fun Fun English Level 2 Syllabus

Unit	Title	Functions	Language Items
1	He's a Cook	Greetings Asking someone else's name Asking about professions Describing someone's appearance	He is fat / thin. She is old / young. What's he? He's a cook. Is she a nurse? Yes, she is. / No, she isn't.
2	They're Ducks	Asking about objects (singular and plural) Identifying objects (singular and plural)	What are these / those? They're oranges. Are these / those pigs? Yes, they are. / No, they aren't.
3	How Many Monkeys Are There?	Asking about numbers Counting Describing a situation	How many tigers are there? There are two tigers. There are three balls under the desk. Are there monkeys in the cage? Yes, there are. / No, there aren't.
4	They're next to the Sink	Identifying rooms in a house Asking about the location of household objects Describing the location of household objects	Where is the television? It's in the living room. Where is the lamp? It's in front of the sofa.

Unit	Title	Functions	Language Items
5	Can You Play the Violin?	Asking about ability Expressing ability / inability Describing ability / inability	What can Sim-soon do? She can play the piano. Can Dol-dol swim? Yes, he can. / No, he can't.
6	What Do You Have in Your Bag?	Asking about possession Expressing possession	What do you have in your bag? I have a notebook. Do you have a key in your bag? Yes, I do. / No, I don't. What does Mi-mi have in her hand? She has a comic book. Does Dol-dol have a coin in his bag? Yes, he does. / No, he doesn't.
7	I Like Pandas	Asking about wants / likes Expressing wants / likes Describing wants / likes of others	What does Sim-soon like? She likes monkeys and pandas. Does Dol-dol like pandas? Yes, he does. / No, he doesn't. What does Dug-bo want? He wants a hot dog. Does Yal-mi want a hamburger? Yes, she does. / No, she doesn't.
8	What Time Is It Now?	Asking about and stating the time Describing what you are doing Asking what someone else is doing Describing what someone else is doing	What time is it? It's eight o'clock. What are you doing? I'm sleeping. What's Sim-soon doing? She's dancing.



Sim-soon's
grandpa



Sim-soon's
grandma



Sim-soon's
dad



Sim-soon's
mom



Sim-soon



Sim-toong



Yal-mi's
dad



Yal-mi



Mi-mi



Yal-mi's
mom



Ar-chi



Miss Choi



Mr. Choo



Dug-bo's
grandpa



Dug-bo's
grandma



Dug-bo's
mom



Dug-bo



Dug-bo's
dad



Do-ri



Dol-dol



apartment guard



Sam-son



Too-dul



friends



salesclerk



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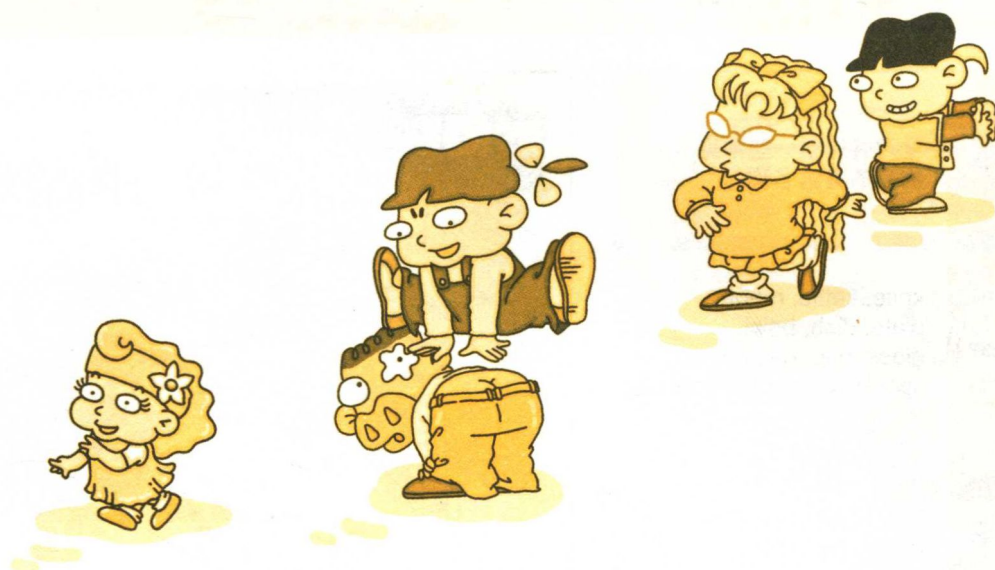


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Unit 1

He's a Cook

学习目标

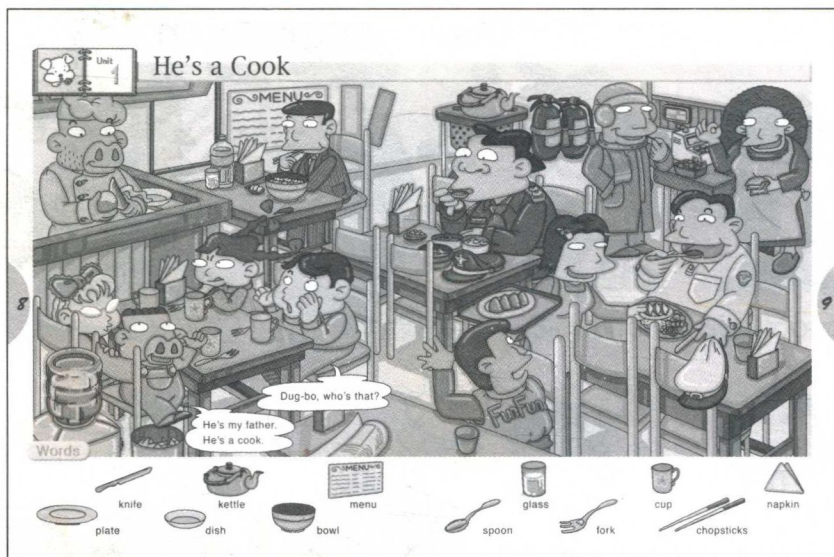
学习餐厅里一些常见物品的英语名称。

学习内容

knife, kettle, menu, plate, dish, bowl, glass, cup, napkin, spoon, fork, chopsticks

必备物品

学习用书、活动用书、教学卡片、录音带



Warm-Up 课前准备

1. 打招呼

T*: Hi, everyone. How are you today?

S*: I'm fine.

T: Tell me what day it is today.

S: Monday / Tuesday...

2. 诱发学习兴趣

- 和学生谈论在餐厅里可以见到哪些物品，将学生逐步引入本节课的学习内容。

T: 在餐厅里可以见到哪些物品?

S: 菜单、盘子、筷子……

3. 确认学习目标



Let's start today's lesson.

T: 今天这一节课我们要学习餐厅里一些常见物品的英语名称。



Words 学单词

Open your book to page 8 and 9.

1. 熟悉情景



Look at the picture and talk about the picture.

- 让学生看图，确认图中的人物。

T: Look at the picture. Do you know who they are?

S: Yal-mi, Sim-soon, Dug-bo and Man-bo...

- 让学生发挥想象力，描述图中的情景。

* T = Teacher S = Student

T: Let's talk about what they are doing.

S: Yal-mi 和几个朋友在餐厅等待用餐。餐厅里有很多人，有的在用餐，有的在点菜。

- 让学生看图听录音，并跟读对话。



Look at the picture, listen carefully and repeat.



Man-bo: Dug-bo, who's that?

(Dug-bo, 那是谁?)

Dug-bo: He's my father. He's a cook.

(他是我爸爸，他是一名厨师。)

2. 学习新单词



Let's learn the new words.

- 让学生看图，说出图中物品的中文名称，并学习对应的英语单词。

knife (刀), kettle (水壶), menu (菜单), plate (盘子), dish (碟子), bowl (碗), glass (玻璃杯), cup (杯子), napkin (餐巾纸), spoon (匙), fork (餐叉), chopsticks (筷子)

3. 听录音



Look at the picture and listen carefully.



knife, kettle, menu, plate, dish, bowl, glass, cup, napkin, spoon, fork, chopsticks

- 再放一遍录音，让学生大声跟读。



Listen again and repeat loudly.



4. 做练习



Let's practice.

- 让学生在大图中找出与单词相对应的图，并大声说出单词。

T: Where is the plate? Point to the picture and say the word.

S: Plate. (指着图中的盘子回答)

- 教师依次点名，让学生在大图中找出与教师所说单词相对应的图，并说出单词。

T: (S1), where is the dish?

S1: Dish. (指着图中的碟子回答)

- 注意提醒学生，“plate”指表面较平整的盘子，“dish”指有凹度的碟子；因为筷子是成双的，所以要用复数形式“chopsticks”；“glass”一般指没有把儿的玻璃杯，而“cup”常指有把儿的透明的杯子。

Unit 1 He's a Cook

1. Match and trace.

2. Trace, find, and color.

WORD BANK

① knife ② bowl ③ cup
④ spoon ⑤ fork ⑥ plate

5. 玩游戏，记单词

- 教师把卡片分发给学生，让学生根据教师所说的单词找出相应的卡片，并大声读出单词。

T: Knife / Kettle / Menu / Plate / Dish / Bowl...

S: Knife / Kettle / Menu / Plate / Dish / Bowl... (拿出相应的卡片说)

- 让学生两人一组，看卡片说单词。

S1: What's this? (出示画有碗的卡片问)

S2: Bowl. What's this? (出示画有玻璃杯的卡片问)

S1: Glass.

- 教师随意出示某张卡片，同时说出一个单词。如果教师所说的单词与手中卡片上的图一致，学生就拍一次手，并跟读单词；如果教师所说的单词与手中卡片上的图不一致，学生就拍两次手，并说出正确的单词。

T: Kettle. (出示画有水壶的卡片说)

S: Kettle. (拍一次手说)

T: Cup. (出示画有玻璃杯的卡片说)

S: Glass. (拍两次手说)

- 指定某个学生代替教师的角色，带领全班学生继续这项活动。

- 让学生把单词和相对应的图连起来，并练习描单词。
- 让学生大声朗读单词。
- 让学生两人一组，看图练习对话。

S1: What's this?

S2: It's a kettle.

2. Trace, find, and color. 描一描，找一找，涂一涂。

- 让学生看图，按顺序大声朗读“WORD BANK”里的单词，并练习描单词。
- 让学生在下面的大图中圈出与上面这些单词相对应的图。
- 让学生指着圈出的图，大声说出相对应的英语单词。
- 让学生为整幅图涂上漂亮的颜色。



Wrap-Up 总结

1. 总结



Let's review today's lesson.

- 让学生根据教师出示的卡片说出相应的单词，了解学生对单词的掌握情况。

T: Look at the card. What's this? (出示画有刀的卡片问)

S: Knife.

2. 结束语



That's all for today. Good-bye, everyone.



Workbook 活动用书

Open your workbook to page 6 and 7.

1. Match and trace. 连一连，描一描。



Let's Look

学习目标 学习如何描述他人的特征。

学习内容 She's so pretty.
He's so fat.

必备物品 学习用书、活动用书、录音带

Let's Look

1 Hi, Dug-bo.
Hi, Sim-soon. Hi, Yal-mi.

2 This is my friend, Man-bo.
Hi, I'm Sim-soon.
I'm Yal-mi.
Oh, she's so pretty.

3 Nice to meet you.
Hi, Sim-soon and Yal-mi.
Nice to meet you, too.

4 He's so fat.

5 It's time for lunch.
Will you come with us?
Sure.

Key Expressions

She's so pretty.
He's so fat.

I'm = I am
She's = She is
He's = He is
It's = It is



Warm-Up 课前准备

1. 打招呼

T: Hi, everybody.

S: Hi, Mr. / Mrs. / Miss ().

T: How do you feel today?

S: I feel great / fine...

2. 复习



Let's review the last lesson.

• 翻开学习用书第8页~9页, 复习上节课学过的单词。

T: Look at the picture. What's this?

S: Spoon / Fork / Chopsticks...

3. 确认学习目标



Let's start today's lesson.

T: 今天这一节课我们要学习如何描述他人的特征。



Let's Look 看一看

Open your book to page 10.

1. 理解情景



Look at the picture. What are they talking about?

• 让学生看图, 确认图中人物, 并描述图中的情景。

- 1 Sim-soon 和 Yal-mi 在路上遇到了 Dug-bo 和 Man-bo, 他们在互相打招呼。
- 2 Dug-bo 把朋友 Man-bo 介绍给 Sim-soon 和 Yal-mi。Man-bo 想, Yal-mi 长得真漂亮。
- 3 Sim-soon 和 Yal-mi 在同 Man-bo 互相打招呼。
- 4 Yal-mi 悄悄地告诉 Sim-soon, Man-bo 长得很胖。
- 5 Dug-bo 建议大家一起去吃午饭, Yal-mi 和 Sim-soon 同意了。

2. 听录音



Look at the picture and listen carefully.



- 1 Sim-soon: Hi, Dug-bo. (你好, Dug-bo!)
Dug-bo: Hi, Sim-soon. Hi, Yal-mi.
(你好, Sim-soon! 你好, Yal-mi!)
- 2 Dug-bo: This is my friend, Man-bo.
(这是我的朋友 Man-bo.)
Sim-soon: Hi, I'm Sim-soon.
(你好, 我是 Sim-soon.)
Yal-mi: I'm Yal-mi. (我是 Yal-mi.)
Man-bo: Oh, she's so pretty.
(哦, 她真漂亮!)
- 3 Sim-soon 和 Yal-mi: Nice to meet you.
(很高兴见到你.)
Man-bo: Hi, Sim-soon and Yal-mi.
(Sim-soon, Yal-mi, 你们好!)
Nice to meet you, too.
(我也很高兴见到你们。)
- 4 Yal-mi: He's so fat. (他真胖。)
- 5 Dug-bo: It's time for lunch. (该吃午饭了。)
Will you come with us?
(你们愿意和我们一起去吗?)
Sim-soon 和 Yal-mi: Sure. (当然啦!)

• 再放一遍录音, 让学生大声跟读。



Listen to the tape again and repeat loudly.

3. 讲解知识点

- 告诉学生，向对方介绍第三方时，要在“This is”后加上第三方的名字或说出第三方与自己的关系。如：

This is Dug-bo. / This is my father.

- 告诉学生，介绍他人或描述他人的特征时，可在“He / She is”后加形容词，如“pretty”“beautiful”“handsome”“thin”“fat”等等。如：

He / She is pretty / thin / fat...

- 告诉学生，表示强调的副词有“so”“very”等，用于修饰形容词，相当于“很，非常”。如：

He's so fat. / She's so thin.

- 向学生说明下列缩写形式的意义：

I'm = I am She's = She is He's = He is It's = It is

4. 做练习



Ask and answer with your partners.

- 让学生四人一组，分别扮演 Yal-mi, Dug-bo, Sim-soon 和 Man-bo，看图练习对话。

- 让学生用自己的名字进行对话练习。

S1: Hi, (S2).

S2: Hi, (S1). Hi, (S3). This is my friend, (S4).

S1: Hi, I'm (S1).

S3: I'm (S3).

S4: She's so pretty. / He's so fat.

S1 和 S3: Nice to meet you.

S4: Hi, (S1) and (S3). Nice to meet you, too.

S3: She's so pretty. / He's so fat.

S2: It's time for lunch. Will you come with us?

S1 和 S3: Sure.

- 让表演出色的小组给全班同学表演。

Let's Look

1. Find and circle the words.

2. Choose.

☐ he
☒ she

☒ he
☐ she

☐ he
☒ she

☒ he
☐ she

Game 做游戏



接力游戏

- 把全班学生分组，每4名~5名学生为一组，每组站成一列，进行这个游戏。游戏规则是：各组站在最前面的学生说出自己的名字。接着，第二名学生先介绍前面学生的名字并描述其特征，然后说出自己的名字。然后，后面的学生按顺序介绍前面所有的学生并描述他们的特征，最后说出自己的名字。依此类推，直到最后一名学生介绍完，游戏结束。

S1: Hi, I'm (S1).

S2: This is (S1). He / She is thin / fat... Hi, I'm (S2).

S3: This is (S1). He / She is thin / fat... This is (S2). He / She is handsome / pretty... I'm (S3).

Workbook 活动用书

Open your workbook to page 8.

1. Find and circle the words. 找一找，圈一圈。

- 让学生在方框中找单词，并圈出来。
- 让学生大声朗读圈出的单词。

2. Choose. 选一选。

- 让学生看图，按顺序确认图中人物。

T: Who's this?

S: Yal-mi's mother / Yal-mi's father / Yal-mi / Sim-toong.

- 让学生注意区分性别，按顺序选出正确的答案。指导学生正确使用指代男性的代词“he”和指代女性的代词“she”。

① she ② he ③ she ④ he

Wrap-Up 总结

1. 总结



Let's review today's lesson.

- 翻开学习用书第10页，复习本节课学过的内容。

T: Who's this? (指着 Man-bo 问)

S: He's Man-bo. He is so fat.

T: Who's this? (指着 Yal-mi 问)

S: She's Yal-mi. She is so pretty.

- 教师指定一名学生，让其他学生说出他的名字并描述其特征。

2. 结束语



That's all for today. You did a good job. See you next class. Bye!

Practice

学习目标 掌握如何描述他人的特征。

练习内容 He / She is tall / short / young / old / thin / fat / pretty / ugly.
Who is he / she?

必备物品 学习用书、活动用书、录音带

Practice

tall short young old thin fat pretty ugly

① He is old.
He is fat.
Who is he?
He is Dug-bo's father.

② She is young.
She is pretty.
Who is she?
She is _____.

③ He is tall.
He is thin.
Who is he?
He is _____.

④ She is young.
She is short.
Who is she?
She is _____.

Warm-Up 课前准备

1. 打招呼

T: How are you all today?

S: Fine, thank you, Mr. / Mrs. / Miss ().

T: It's time to start now.

2. 复习



Let's review the last lesson.

• 翻开学习用书第 10 页，复习上节课学过的内容。

T: Who's this? (指着 Man-bo 问)

S: He's Man-bo. He's so fat.

T: Who's this? (指着 Yal-mi 问)

S: She's Yal-mi. She's so pretty.

3. 确认学习目标



Let's start today's lesson.

T: 今天这一节课我们要练习如何描述他人的特征。



Practice 练习

Open your book to page 11.

1. 理解情景



Look at the picture. Say how they look.

• 让学生看图，确认图中人物，按顺序描述每个人物的特征。

• 教师朗读书上的单词，让学生大声跟读。

T: Tall, short, young, old, thin, fat, pretty, ugly.

S: Tall, short, young, old, thin, fat, pretty, ugly.

2. 听录音



Look at the picture and listen carefully.



① A: He is old. (他年龄大。)

He is fat. (他很胖。)

Who is he? (他是谁?)

B: He is Dug-bo's father. (他是 Dug-bo 的爸爸。)

② A: She is young. (她年龄小。)

She is pretty. (她漂亮。)

Who is she? (她是谁?)

B: She is Sim-soon. (她是 Sim-soon。)

③ A: He is tall. (他个子高。)

He is thin. (他很瘦。)

Who is he? (他是谁?)

B: He is Sim-soon's grandfather.
(他是 Sim-soon 的爷爷。)

④ A: She is young. (她年龄小。)

She is short. (她个子矮。)

Who is she? (她是谁?)

B: She is Mi-mi. (她是 Mi-mi。)

• 再放一遍录音，让学生大声跟读。



Now, listen again and repeat loudly.

3. 讲解知识点

• 告诉学生，“tall (高的)”和“short (矮的)”是反义词；“young (年轻的)”和“old (年老的)”是反义词；“thin (瘦的)”和“fat (胖的)”是反义词；“pretty (漂亮的)”和“ugly (丑陋的)”是反义词。

• 告诉学生，将反义词放在一起学习有助于记忆。可以结合图片帮助学生了解单词的具体含义。

T: Tall, short. (指着第一幅图说)

S: Tall, short.

• 提醒学生，描述他人特征时，应在“He / She is”后加上相应的形容词，如“tall”“short”等。

4. 做练习



Let's practice.

- 和学生一起用前面学过的句型练习对话。以图①为例：

T: He is old. He is fat. Who is he? (指着 Dug-bo 的爸爸问)

S: He is Dug-bo's father.

② She is Sim-soon.

③ He is Sim-soon's grandpa.

④ She is Mi-mi.

- 让学生两人一组，练习对话。
- 让学生把句子遮住，看图说出图中人物是谁，并描述人物特征。
- 让学生各自准备一些照片，和同组的同学一起练习对话。

S1: Who's this? (出示某个学生的弟弟的照片问)

S2: He's young.

S3: He's short.

S4: He's handsome.

S5: He's cute.

S6: He's (S1)'s brother.

S7: His name is ().

③ old, young

④ ugly, pretty

- 让学生大声朗读完成的句子。
- 教师检查学生写的句子是否正确，发现错误要及时纠正。



Wrap-Up 总结

1. 总结



Let's review today's lesson.

- 让学生看学习用书第 11 页的图，练习这节课学过的内容。

T: He is old. He is fat. Who is he? (指着 Dug-bo 的爸爸问)

S: He is Dug-bo's father.

T: She is old. She is fat. Who is she? (指着 Sim-soon 的奶奶问)

S: She is Sim-soon's grandma.

2. 结束语



That's all for today. Let's learn some more next time. See you, everyone!



Workbook 活动用书

3. Choose and write.

① tall short He is tall She is short	② fat thin He is thin She is fat
③ young old He is old She is young	④ pretty ugly He is ugly She is pretty

Open your workbook to page 9.

3. Choose and write. 选一选，写一写。

- 让学生看图，填写句子中所缺少的单词。

① tall, short

② thin, fat



Let's Talk

学习目标

学习如何询问他人的职业，以及如何作出相应的回答。

学习内容

What's he?
He's a police officer.

必备物品

学习用书、活动用书、教学卡片、录音带

Let's Talk

1 Mom! This is my friend, Man-bo.
Man-bo, this is my mother.

2 Glad to meet you.

3 What do you want?
I want spaghetti. Me, too.

4 Dug-bo, who's that?
He's my father.
He's a cook.

5 Look! Your father is over there.

6 What's he?
He's a police officer.

Key Expressions

What's he?
He's a police officer.

Who's = Who is
He's = He is
What's = What is



Warm-Up 课前准备

1. 打招呼

T: Good morning, everyone.

S: Good morning, Mr. / Mrs. / Miss ().

T: How is the weather today?

S: It's fine / cloudy / rainy...

2. 复习



Let's review the last lesson.

• 翻开学习用书第11页，复习上节课学过的内容。

T: He is tall. He is thin. Who is he? (指着Choo先生问)

S: He is Mr. Choo.

3. 确认学习目标



Let's start today's lesson.

T: 今天这一节课我们要学习如何询问他人的职业，以及如何作出相应的回答。



Let's Talk 说一说

Open your book to page 12.

1. 理解情景



Look at the picture. What are they talking about?

• 让学生看图，确认图中人物，并描述图中的情景。

- 1 Dug-bo和朋友们来到餐厅，Dug-bo向妈妈介绍自己的朋友。
- 2 Man-bo同Dug-bo的妈妈打招呼。
- 3 Dug-bo和朋友们在商量吃什么东西。
- 4 Man-bo指着厨师向Dug-bo打听他是谁。
- 5 Dug-bo指着远处的警察叔叔(Yal-mi的父亲)跟Yal-mi说话。
- 6 Man-bo想知道Yal-mi的爸爸的职业是什么。

2. 听录音



Look at the picture and listen carefully.



- 1 Dug-bo: Mom! This is my friend, Man-bo.
(妈妈! 这是我的朋友Man-bo.)
Man-bo, this is my mother.
(Man-bo, 这是我的妈妈。)
- 2 Man-bo: Glad to meet you. (很高兴见到您。)
Dug-bo的妈妈: Glad to meet you, too, Man-bo.
(Man-bo, 我也很高兴见到你。)
- 3 Dug-bo: What do you want? (你们想吃点儿什么?)
Yal-mi: I want spaghetti. (我想吃意大利细面。)
Sim-soon和Man-bo: Me, too. (我也是。)
- 4 Man-bo: Dug-bo, who's that? (Dug-bo, 那是谁?)
Dug-bo: He's my father. He's a cook.
(他是我爸爸, 他是厨师。)
- 5 Dug-bo: Look! Your father is over there.
(看! 你爸爸在那儿。)
Yal-mi: Really? (真的吗?)
- 6 Man-bo: What's he? (他是做什么的?)
Yal-mi: He's a police officer. (他是警察。)

• 再放一遍录音，让学生大声跟读。



Now, listen again and repeat loudly.

3. 讲解知识点

• 告诉学生，询问远处的某人是谁时，不论什么性别都用

“Who's that?” 进行提问。回答时，若是男性要用 “He is + 名字/与某人的关系。”，若是女性则要用 “She is + 名字/与某人的关系。”。

T: Who's that? (指着 Dug-bo 的爸爸问)

S: He's Dug-bo's father.

- 告诉学生，句子 “What is he / she?” 用于询问他人的职业，可用句型 “He / She is...” 来回答。

T: What is he? (指着 Yal-mi 的爸爸问)

S: He's a police officer.

- 向学生说明下列缩写形式的意义：

Who's = Who is He's = He is What's = What is

4. 角色扮演



Let's role-play.

- 让 3 名 ~4 名学生组成一组，分角色表演对话。
- 让各组学生熟悉对话后，不看书进行表演。
- 让学生将名字、食物名称、人物关系、职业等进行相应的替换，进行表演。
- 让表演出色的小组给全班同学表演。

横向: ① student ③ police officer ⑧ teacher

纵向: ② taxi driver ④ doctor ⑤ cook ⑥ farmer

⑦ nurse

- 让学生按顺序填写单词或词组。

- 与学生一起查看他们填写的单词或词组是否正确。

T: 横向① 应该填什么单词? 怎样拼写?

S: Student. S-t-u-d-e-n-t.



Game 做游戏



猜职业

- 把全班学生分成 A、B 两组。教师先出示有关职业的卡片，让学生熟悉卡片上的单词，然后将卡片倒扣在桌子上。
- 每组各派一名学生来抽一张卡片，抽取后不要让小组的其他学生看到。
- 小组内的其他学生通过提问来猜测卡片上所画人物的职业。
- 抽卡片的学生根据卡片内容用 “Yes / No.” 来回答。
- 问题限于 5 个 ~10 个。问题全部提完之后，抽卡片的学生问 “What's he / she?”, 让其他的学生猜一猜究竟是什么职业。
- 以 A 组为例：

S1: 走到前面，抽出一张卡片。

S2: Is he a man?

S1: Yes.

S3: Is he tall?

S1: Yes.

S4: Does he have chalk in his hand?

S1: Yes.

S5: Does he wear a hat?

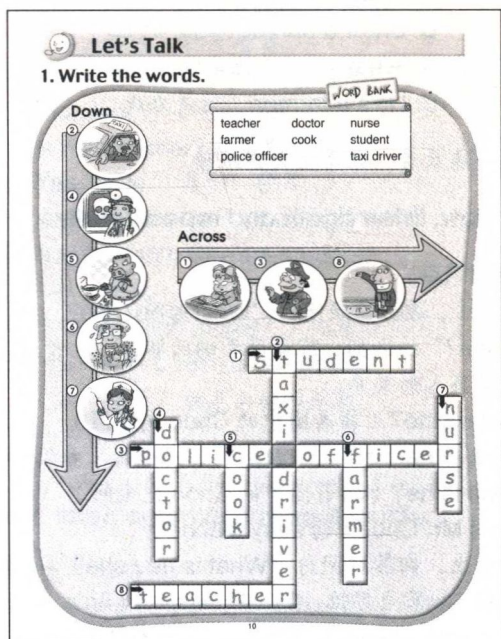
S1: No. What is he?

S: He is a teacher.

S1: Yes!



Workbook 活动用书



Open your workbook to page 10.

1. Write the words. 写单词。

- 让学生大声朗读 “WORD BANK” 里的单词和词组。
- 让学生按顺序观察横向 (Across) 和纵向 (Down) 的人物，并用英语说出他们的职业。



Wrap-Up 总结

1. 总结



Let's review today's lesson.

- 让学生翻开学习用书第 12 页，看图回答教师的问题，了解学生对这一节课内容的掌握情况。

T: What's he? (指着 Dug-bo 的爸爸问)

S: He is a cook.

T: What's he? (指着 Yal-mi 的爸爸问)

S: He's a police officer.

2. 结束语



Time's up. Did you have fun today? See you next time.

Practice

学习目标

掌握如何询问他人的职业，以及如何作出相应的回答。

练习内容

What's he / she?
He / she is...
Is he / she...
Yes, he / she is.
No, he / she isn't.
He's / She's...

必备物品

学习用书、活动用书、录音带

Practice 1

What's he? He's a teacher.
What's she? She's a doctor.

① teacher ② doctor ③ nurse ④ farmer

Practice 2

Is he a cook? Yes, he is. No, he isn't. He's a teacher.
Is she a nurse? Yes, she is. No, she isn't. She's a doctor.

① cook ② nurse ③ teacher ④ police officer
⑤ doctor ⑥ farmer ⑦ student ⑧ taxi driver

T: 今天这一节课我们要练习如何询问他人的职业，以及如何作出相应的回答。



Practice 1 练习 1

Open your book to page 13.

1. 理解情景



Look at the picture. Listen and answer the question.

- 让学生看图，按顺序说出图中人物的职业。
- 让学生看图，回答教师的问题。

T: What's he / she?

S: He's a teacher. / She's a doctor.

2. 听录音



Look at the picture and listen carefully.



- ① A: What's he? (他是做什么的?)
B: He's a teacher. (他是教师。)
- ② A: What's she? (她是做什么的?)
B: She's a doctor. (她是医生。)
- ③ A: What's she? (她是做什么的?)
B: She's a nurse. (她是护士。)
- ④ A: What's he? (他是做什么的?)
B: He's a farmer. (他是农民。)

- 再放一遍录音，让学生大声跟读。



Now, listen again and repeat loudly.

3. 讲解知识点。

- 告诉学生，要注意疑问句“What is he / she?”和“Who is he / she?”的区别，前者用于询问职业，后者用于询问姓名或与某人的关系。

T: What's he? (指着图中的 Choo 先生问)

S: He's a teacher.

T: Who is he? (指着图中的 Choo 先生问)

S: He's Mr. Choo. He's my teacher.

- 告诉学生，回答疑问句“What is he / she?”时应注意区分性别。如果是男性，要用“He is + a / an + 职业名称.”；如果是女性，则要用“She is + a / an + 职业名称.”。如：
He is a farmer. She is a doctor.

4. 做练习



Let's practice.

- 让学生两人一组，用前面学过的句型练习对话。
- 让学生熟悉内容之后，重新组成小组练习对话。



Warm-Up 课前准备

1. 打招呼

T: Hi, everyone. How are you today?

S: Fine, thanks. And you?

T: I'm fine, too. What day is it today?

T: It's Monday / Tuesday...

2. 复习



Let's review the last lesson.

- 翻开学习用书第 12 页，复习上节课学过的内容。

T: Who's that? (指着 Dug-bo 的爸爸问)

S: He is Dug-bo's father.

T: What's he? (指着 Yal-mi 的爸爸问)

S: He's a police officer.

3. 确认学习目标



Let's start today's lesson.