义务教育课程标准实验教科书

《小学英语》教师教学用书

TEACHER'S BOOK

三年级 上册

（供三年级起始用）

主编　王　蕾
Ken Methold

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前　言

　　北京师范大学出版社小学教材《英语》根据教育部颁发的义务教育阶段《英语课程标准（实验稿)》的精神,遵循英语学习的规律和儿童心理生理发展的要求,以小学生的生活经验和认知发展水平为基本出发点,循序渐进地设计课程,充分体现现代教学理念和素质教育思想,寓教于乐,寓学于做,强调学生在学习过程中的感悟、体验、实践、参与以及思维能力的发展，在良好的语言环境中，融学习情感、学习能力和跨文化交际的意识的形成于语言学习的全过程，力求体现素质教育思想。

　　本教材的编写目的在于使小学生通过这门课程的学习，培养他们学习英语的积极情感，在大量的语言实践中，形成初步的英语语感、打好语音语调基础，具备用所学英语进行交流的能力，养成良好的学习习惯，为初级中学的进一步学习打好语言、情感和学习习惯的基础。

　　本教材的编写原则是：

　　1．在教材总体设计目标上，重兴趣、重成就感、重自信心的建立。

　　小学生学习英语能否取得成功，很大程度上取决于学习的兴趣，小学英语教材应采取一切可能的方法，激发学生对学习英语的强烈愿望，使他们喜欢学、乐于学。而学习兴趣的保持在很大程度上取决于学习效果，取决于他们能否获得成就感。因此，本教材通过设计多种富有情趣的活动，鼓励学生积极参与，大胆实践，体验成功，使学生产生成就感，从而具有自信心。

　　2．在教学方法上，重体验、重实践、重参与、重创造性思维的发展。

　　小学英语教学，要从儿童的心理和生理的发展特点出发，改变传统的学习方式，让学生在体验和实践中进行学习。通过学生主动地积极体验、参与、实践以及主动尝试与创造，从而获得认知能力和语言能力的发展。本教材从改变学生的学习方式入手，通过听做、说唱、玩演、读写和视听等多种活动方式，达到培养兴趣、形成语感、提高交流能力的目的。

　　3．在语言教学内容上，重语感、重语音语调基础、重交流能力的培养。

　　本教材提供大量的感知、体验、模仿等实践活动，帮助学生形成初步的语感。通过多听、多模仿，在有意义的语境中进行训练，奠定语音语调的基础。在丰富的交流情景中，培养和发展学生的交流能力。

　　本教材有如下特点：

　　1. 突出对学生学习兴趣的培养。 兴趣的培养主要通过教学内容的设计和教学活动的安排来体现。根据学生的年龄特点和认知规律，在教材中我们选用了小学生喜爱的童话故事为每一单元的课文，其主人公是活泼可爱的小动物和与学习者年龄相仿的儿童，每一单元都围绕主要人物的故事展开。书中安排的课堂活动以学生活动为主，采用听、说、唱、玩、演等活动形式，激发学生的参与感，保持学习兴趣。

　　2．采用话题 - 功能 - 结构 - 任务相结合的编写思路。 话题的选择与小学生日常生活紧密联系，并注意语言功能与结构的有机结合，采用任务的活动设计，让学生在完成任务的过程中，运用语言，发展思维，发挥想象，动口动手，合作参与，在实际交流中发展交流的能力。

　　3．在内容安排上注意由近及远，由表及里，由浅入深地逐步递进，同时提供丰富的情景设置，保证词汇的复现率。

4．教学活动丰富生动，游戏故事贯穿始终，歌曲歌谣每个单元都有，使学习过程变得轻松愉快。 更为重要的是，每个单元都设计了学生"自我评价"项目，既体现出对传统测试形式的改革，又突出了以学生为主体的教学思想，有利于培养学生的自主意识和学习能力。

5．本教材提供了许多选做的活动，使其充实而又有弹性。 教师可以根据实际使用教材的基本部分，也可以选用附加活动内容。附加活动主要以游戏的形式出现，每个单元都配有详细说明。

教材的组成包括学生用书、教师用书、录音磁带、学生学习卡片、教学卡片、两个动物小布偶、教学挂图以及多媒体教学课件。学生用书每册6个单元，每单元6课时。全套书在结构安排上都相同，以方便使用。教师用书用英汉两种语言编写。书中既有详细的教学步骤介绍，又有多种教学活动建议，并附有游戏、面具制作、句型卡片、游戏板等，方便教学。

教材的中方主编是北京师范大学外语学院王蔷教授，她是"国家英语课程标准"研制组副组长、教育部中小学英语教材评审组成员，现行"中小学英语教学大纲"的主要修订者、国家"小学英语课程教学基本要求"的起草者之一。美方主编 Ken Methold 先生，于1953年毕业于伦敦大学教育学院。毕业后致力于把英语作为外语教学的工作，先做了几年中学教师，后加入英国文化工作委员会，参与该委员会与泰国教育部的合作项目，编写英语教材。后来又成为朗文出版公司的成员，担任该公司亚洲地区英语教学顾问。作为职业英语教材编写专家，Methold 先生出版了多种教材和教参。

在中美主编的主持下，我社组织了一支由中美教材专家、一线小学英语教师、教研员构成的编写队伍。我们边编写，边实验，将不断跟踪使用情况，及时修改和调整，使教材在实际使用中得到完善。

Primary English Syllabus

Unit	Function	Structure	Vocabulary	Phonics
1 Hello!	Asking names and giving one's own	*Hello, my name's (Jane).* *Hello, my name's (Ken).* *What's your name?* *What is your name?*	**Core:** hello, what's, your, name, my, children, what, is, hi, good, morning, Good-bye **Phonics:** apple, ant, ball, baby, boy, cat, carrots, deer, dog, door **Contextual:** Let's go! Be careful.	Aa Bb Cc Dd
2 This is Danny Deer	Obeying class-room commands; stating someone's name	*This is (Danny Deer).* *This isn't (Lulu Leopard).* *This is not (Lulu Leopard).* *This is a (pen).* *This is an (eraser).* **Commands** *(classroom language)* *Show me a pencil.* *Stand up. Sit down.* *Open your books.*	**Core:** this, isn't, desk, book, pen, pencil, eraser, ruler, not, a, pencil box, pencil sharpener **Phonics:** eggs, elephant, fire, flowers, girl, goat, hat, hand, insect, ink **Cintextual:** Come on! Super!, Nice to meet you., What a lovely deer!	Ee Ff Gg Hh Ii
3 Who's that?	Indicating people; introducing people	*Who's that?* *Who is that?* *That's/ That is (Ben).* *That isn't/is not (Jane).* *He's from Canada.* *She is from Britain.*	**Core:** who's, that, who, America, Britain, Canada, China **Phonics:** jacket, jeep, kangaroo, kite, ladder, lemon, money, moon, noodles, nest **Contextual:** Join us!, Poor Mocky! Ouch!	Jj Kk Ll Mm Nn
4 Ann's family	Identifying family members	*Who's that?* *That's my (mother).* *Who is that?* *That is my (ant).*	**Core:** family, mother, father, sister, brother, aunt, uncle, grandfather, grandmother, me **Phonics:** octopus, orange, panda, peacock, puppet, rat, rabbit, rooster, queen **Contextual:** Ready? Smile!	Oo Pp Qq Rr Ss
5 He's my father	Identifying family members and their possessions	**Subject pronouns** *he, she* **Possessive pronouns** *my, his, her* *Who's she?* *She's my mother.* *This is her car.*	**Core:** her, car, his, boat, room, computer, he, she, lemon, mom, dad **Phonics:** snake, salad, sun, taxi, tea, turtle, umbrella, Uncle Booky, violin, video **Contextual:** come in	Tt Uu Vv Ww
6 Review	Review	*Review*	Review **Phonics:** watermelon, waterfall, watch, x-ray, yo-yo, yellow, yogurt, zebra, zoo, zipper	Xx Yy Zz

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UNIT 1 Hello!

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- ☐ Use English names
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- ☐ Talk together
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- ☐ My notes and teacher's notes

UNIT 1
Lesson 1

Structures

Hello! What's your name?
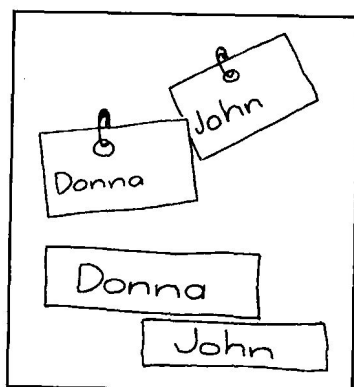**My name's (Mocky).**

Student Book page 2

Student Book page 3

Preparation

- For each child, write an English name on a light card tag, with a hole and pin. Also write each English name on a large flashcard.
- Photocopy, cut out, and color character masks of **Ann**, **Ken**, **Mocky**, and **Uncle Booky** (templates are provided on pages 158–161).

1 Give English names

- In Chinese, explain that you are going to give each child an English name to use in class.
- Give each child an English name tag to pin on. As each name tag is assigned, say the name and have the class repeat it after you.
- Hold up the flashcards one at a time. Ask the children to stand up when they see the flashcard that matches their name tag. For example:
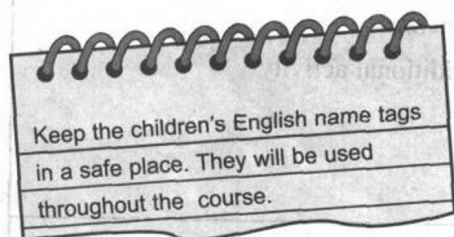
Girls		Boys	
Angela	Kathleen	Alan	Mark
Barbara	Lisa	Albert	Michael
Christine	Margaret	Andrew	Nigel
Diana	Mary	Anthony	Patrick
Donna	Michelle	Ben	Paul
Frances	Nancy	Bobby	Peter
Gladys	Peggy	Chris	Robert
Helen	Rose	David	Sam
Iris	Susan	Edmund	Tommy
Jane	Tessa	Edward	Tony
Jenny		James	William
Judy		John	
		Kevin	

Keep the children's English name tags in a safe place. They will be used throughout the course.

4

第一单元 你好!

第一课

1. 起英文名字

● 用汉语告诉学生,你要给每个同学起一个英文名字,以后在课堂上使用。
● 给每个学生发一个英文名字卡片,并用别针别在胸前。分发卡片时,教师要一边发一边说名字,并让全班学生重复(也可以让学生自己选择一个英文名字,已经有英文名字的同学可以让他们继续使用)。
● 教师一次举起一张卡片,卡片上写着哪个学生的名字,哪个学生就站起来。

保存好学生的英文名字卡片。本册书的整个学习过程中都会用到。

Character masks

Mocky:	Hello! Ken. Hello! Ann.
Wang Ling:	Hello! What's your name?
Mocky:	My name's Mocky. What's your name?
Wang Ling:	My name's Wang Ling.
Mocky:	What's your name?
Peter:	My name's Peter.
Mocky:	Let's go. Be careful.
Peter:	Good morning, Uncle Booky!
Uncle B:	Good morning, children!
Peter:	Hello! My name's Peter. What's your name?
Uncle B:	Hello! My name's Uncle Booky.
Mocky:	Good-bye.
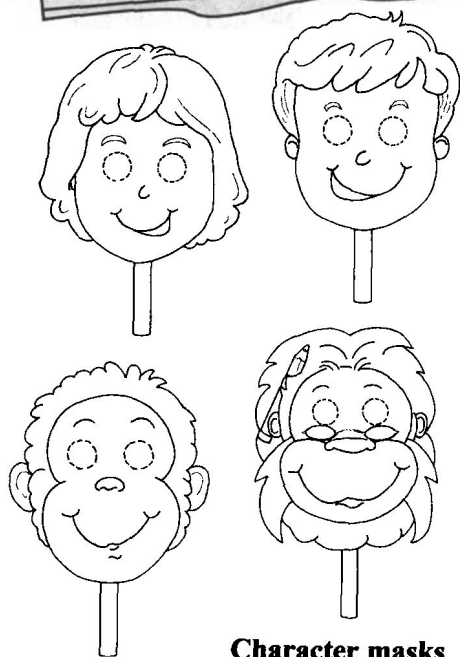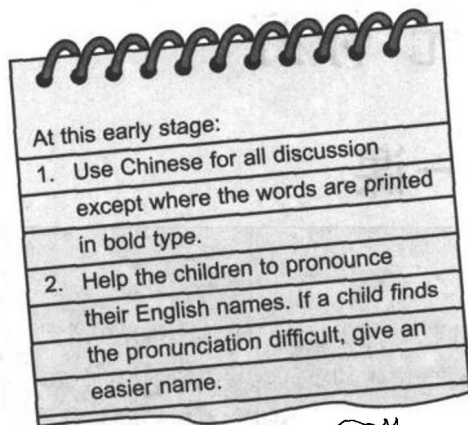
2 Use English names

- Choose one child. Ask, "What's your English name?" The child replies using the name on his or her card.
- If necessary, help with pronunciation. Repeat for the whole class.

3 Introduce the characters

- Tell the children that they are going to read some stories about these characters.
- Hold up the mask for **Ann**. Say, "Who's this?" Elicit the answer, "Ann."
- Repeat this for **Ken, Mocky,** and **Uncle Booky**.
- Tell the children that they are going to meet some new friends. Hold up the mask for **Peter**. Say, "This is **Peter**." The Children repeat, "Peter".
- Repeat this for **Wang Ling**.

4 Model the dialog

- Hold up the masks of **Wang Ling** and **Mocky**.
- Use **Wang Ling's** mask and say, **"Hello, what's your name?"**
- Use Mocky's mask and say, **"My name's Mocky."**
- Use any two of the masks. Use one mask and say, **"Hello, what's your name?"** Use the other mask and reply, **"My name's (Wang Ling)."**

5 Talk about the story

Student Book pages 2 and 3

Have the children open their books. Ask these questions.

Picture 1:	"Where are the children?"
Picture 2:	"Who sees them?"
Pictures 3/4/5:	"What is the monkey doing?" "What do you think they are saying?"
Picture 6:	"How are they getting across the river?"
Pictures 7/8:	"Where are they all going?"

6 Story

Student Book pages 2 and 3

- Have the class look at the pictures in their books as you play the tape.
- Play the tape again, and encourage the children to say the words.
- Choose four children. Give each a mask. As you play the tape, stand beside the child with the **Mocky** mask and say, **"Hello!"** Stop the tape and have the child repeat what you said.
- Repeat the procedure with the other characters.

7 Set homework

Encourage the children to practice greeting their family and friends in English, **"Hello, my name's (Jane). What's your name?"**

在初学阶段要注意两点: 第一, 授课时除黑体字部分外可以用中文解释或讨论; 第二, 帮助学生正确拼读自己的英文名字。如果某个学生觉得名字不容易读, 可以换一个容易读的。

2．使用英文名字

- 叫起一名学生, 问他(她):"What's your English name?" 学生根据自己卡片上的名字回答。
- 如有必要, 帮助学生纠正发音错误。重复说几遍, 让全班学生听清楚。

3．介绍本单元的主要人物

- 告诉学生, 接下来将要阅读关于这几个人物的故事。
- 教师举起 Ann 的面具, 问:"这是谁？" 引导学生回答 "Ann"。
- 用同样的方法复习 Ken, Mocky 和 Uncle Booky。
- 告诉学生接下来要认识两个新朋友。举起 Peter 的面具, 说: "这是 Peter。" 让学生重复。用同样的方法介绍王玲。

4．示范对话

- 教师举起王玲和 Mocky 的面具 (一手举一个)。
- 教师用王玲的面具遮住自己的脸, 说: "Hello, what's your name?"
- 然后用 Mocky 的面具遮住自己的脸, 说: "My name's Mocky."
- 举起四个面具中的任何两个。用一张面具说: "Hello, what's your name?" 用另一张面具回答: "My name's ..."

5．讲故事

学生用书第 2～3 页

让学生打开书, 并让他们回答下列问题 (可以用中文)。

图 1: "孩子们在哪里?"
图 2: "谁看到了他们?"
图 3、4、5: "猴子在做什么?", "你知道他们在说什么吗?"
图 6: "他们打算怎样过河?"
图 7、8: "他们要到哪里去?"

6．听故事

学生用书第 2～3 页

- 学生一边听录音一边看课本上的插图。
- 让学生再听一遍录音, 鼓励学生跟着录音说。
- 挑选 4 名学生, 给每人一个面具。教师播放录音时, 站在戴着 Mocky 面具的学生旁, 说: "Hello!" 暂停录音, 让学生重复刚才说的话。
- 用同样的方法练习其他人物说的话。

7．布置作业

鼓励学生用英语与家人和朋友打招呼, 比如 "Hello, my name's (Jane). What's your name?"

Lesson 2

Structures (Review)

Hello! What's your name?
My name's (Ken).

Student Book page 4

Student Book page 5

Preparation

You will need.

- name flashcards (from Lesson 1)
- crayons, glue, craft sticks for making masks as shown in Lesson 1
- teacher's set of character masks (from Lesson 1).

1 Review English names

- Have the children pin on their English name tags.
- Say, **"Hello! What's your name?"** Encourage children to reply in turn, **"My name's (Ben)."**
- Now hold up one of the name flashcards. Have the child wearing the matching name tag stand up. Say, **"Hello! What's your name?"** The child should reply, **"My name's (Diana)."**
- Continue the **"speech chain"** by having each child select a flashcard and direct the question to the child with the matching name tag.

2 Make masks

- Ask students to cut out mask outlines carefully and get materials ready for making the masks.
  (See masks pictures in Lesson 1.)
- Show the children how to color their masks, cut them out, and glue them on the craft stick handles.
- Children make their own masks.

第二课

教具准备：

● 第一课使用过的名字卡片
● 蜡笔、胶水、小木棍（供做面具用）
● 教师使用的一套人物面具（第一课使用过的）

1．复习英文名字

● 让学生佩戴英文姓名卡片。
● 教师说："Hello! What's your name?" 鼓励学生依次回答："My name's …"
● 教师举起任意一张名字卡片。让与卡片上名字相同的学生站起来。教师问："Hello! What's your name?" 学生回答说："My name's …"
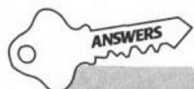● 继续做练习。让每个学生轮流挑选一张卡片，提问与卡片名字相同的学生。

2．做面具

● 让学生小心地剪下人物面具草图并准备好做面具所需材料(可以让学生自己事先准备这些材料)。
● 向学生演示如何给面具涂色、如何剪切以及怎样粘到小木棍上。
● 学生自己操作，制作面具。

Uncle B:	Hello! My name's Uncle Booky.
Mocky:	Hello! My name's Mocky.
Ann: Ann	Hello! My name's Ann.
Ken:	Good morning, Uncle Booky.
Ken:	Hello! My name's Ken.
Uncle B:	Good morning, children.

ANSWERS

***Student Book* page 4**

2, 1, 5, 3, 6, 4

My name's Cathy.
Cathy's my name.
My name's Ken.
Ken's my name.
My name's Ann.
Ann's my name.
What's your name?
My name's _____ .
_____ 's my name.

3 *Use the masks*

- Hold up one of your own masks. Say to the class, "Hold up your mask for this character."

- Ask, **"What's your name?"** The children reply, **"My name's (Mocky)."**

- Repeat with all the character masks.

4 *Learn to say*

***Student Book* page 4**

- Have the class look at the picture at the top of the page.

- As you play the tape, have the class point to the character that is speaking.

- Replay the tape while displaying your copy of the page.

- As the tape is played, point to the words one at a time.

- Without the tape, read the words together. Have the children touch each word as they say it.

5 *Listen to this*

***Student Book* page 4**

- Display your copy of the page. Point to the six pictures and say, "Look at the first picture. Who is talking?"

- The children should answer, **"Mocky."**

- Repeat for the other five pictures.

- Now have the children open their books. As you play the tape, have them touch each matching picture as they listen to the dialog.

- Play the tape again, stopping after each sentence. Have the children number each picture.

6 *Let's sing*

***Student Book* page 5**

- Have the children open their books at page 5. Say, "We are going to learn a song about our new friend."

- Read the words to the children, pointing to each word.

- Play the first six lines of the song several times, and encourage the children to join in by singing, humming, or clapping.

- Play the first six lines of the song again. Encourage the children touch the words in their books as their sing along.

- Play the first six lines of the tape again. Stop the tape. Ask the children to sing or say the next line, **What's your name?** You sing, **"My name's (Ken), (Ken's) my name."**

- Play the last two lines of the song. Ask the children to sing these lines using their own English names.

- Play the tape from the beginning. The children sing the first six lines together. For the last two lines, the children sing their English names.

- Have the children sing the song. Indicate a child and have him or her sing his or her English name in place of **Cathy.**

- Continue until all the children have sung their English names.

3．用面具，说英语

● 教师举起一个教学面具。对全班说："举起这个人物的面具。"
● 教师提问："What's your name?"学生应回答："My name's ..."
● 用其他人物面具重复上面的步骤。

4．学一学，说一说

学生用书第4页

● 让学生看着第4页上半部的插图。
● 教师一边放录音一边让学生在课本上指出说话的人物。
● 再放一遍录音，教师向学生展示自己的书。
● 教师一边放录音一边在自己的书上指出录音的文字内容(书要面向学生)。
● 停止播放录音。全班一起朗读插图中的句子。让学生一边读一边用手指每个句子。

5．听一听

学生用书第4页

● 教师向学生展示自己手中的书。指着6幅插图说："请看第一幅图。谁在说话呢?"
● 学生应回答："Mocky."
● 用同样的方法练习其他几幅插图。
● 放录音，让学生翻开书边听录音边用手指相应的图。
● 再放一遍录音。学生根据录音的顺序在对应插图左上角的小方格里写出数字。

6．唱一唱

学生用书第5页

● 让学生把书翻到第5页。教师说："我们要学一首关于我们新朋友的歌曲"。
● 教师一边用手指指着歌词一边朗读歌词。
● 把歌曲的前6行放几遍，鼓励学生跟着哼唱或拍手。
● 把歌曲的前6行再放一遍，鼓励学生用手指指着书上的歌词并跟着唱。
● 把歌曲的前6行再放一遍。然后暂停并让学生唱或说下一行："What's your name?"教师唱："My name's ..., ... 's my name."
● 放歌曲的最后两行。让学生用自己的英文名唱这两行。
● 重新完整地播放录音。学生一起唱前6行，把自己的英文名字填入最后两行。
● 让学生唱歌。叫一个学生用他（她）自己的英文名字代替歌词中的Cathy。
● 继续进行，直到所有学生都唱过自己的英文名字。