

Teacher's Book
教师用书

趣趣英语

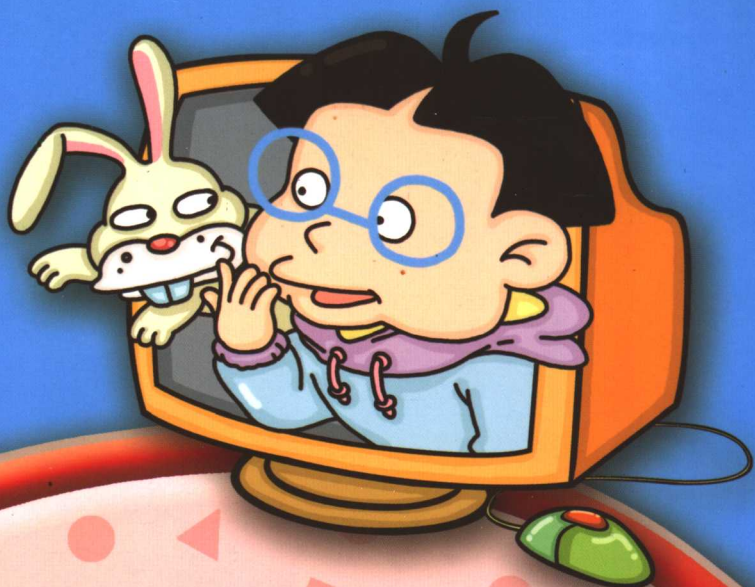
FUN FUN English

第四级



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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本套图书从韩国原版引进，共七册，含预备级、一级至六级七个级别。

每级都包括**学习用书**、**活动用书**、**教师用书**及**录音带**，还配有《趣趣英语 歌曲歌谣大家唱》四册（配VCD），除此之外，还配有一套**测试用书**，用来对学习者的学习效果进行评估。适合5岁~12岁的儿童学习使用。

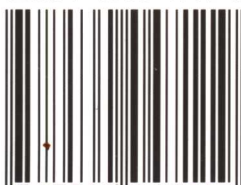
本套教材各单元都为学习者设计了几种不同形式的活动，其中看和说的部分以连环画的形式呈现对话，再以句型的方式加强训练。在此基础上，每单元又以歌曲或歌谣的形式进一步巩固所学词汇和句型。所有这些活动都可以全面提高学习者的听、说、读、写能力，可以让学习者在演唱歌曲和歌谣、进行角色表演、做趣味游戏的过程中练习所学知识，从而达到各个单元的学习目标。本套教材的主要特点为：

1. 寓教于乐，让学习者在说、唱、玩的过程中学习英语。
2. 教材的场景均来自学习者熟悉的生活环境，可以使学习者在活动中学习英语，在生活中使用英语。
3. 词汇量适中，选词符合国家《英语课程标准》的相应要求。
4. 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，可以使学习者随时检查自己的学习效果并巩固语言知识，配有测试用书一套。

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FUN FUN

English

第四级

Teacher's Book
教师用书

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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颁布的国家《英语课程标准》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》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颁布的国家《英语课程标准》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。

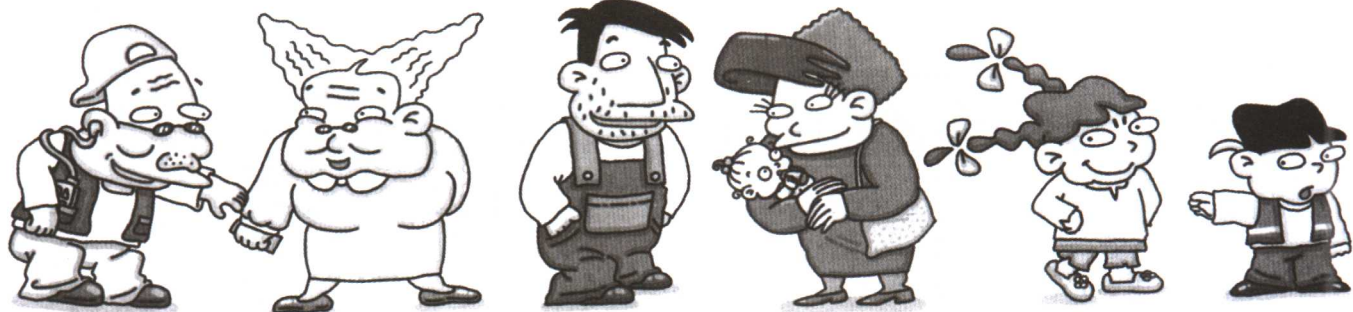
语言学习应该是一件有趣的事情。在语言学习的过程中,我们不仅能掌握一项技能,也能开阔视野,领略到另一种文化氛围、风土人情及社会习俗。本套教材的主题思想、编排形式、人物形象、音带质量及呈现方式都能充分激发学习者的学习兴趣。希望学习者、教师和家长能喜欢这套新教材。

首都师范大学外语学院英语教育系 邱耀德

Fun Fun English Level 4 Syllabus

| Unit | Title | Functions | Language Items |
|------|-------------------------|--|--|
| 1 | She's from Canada | Describing where people come from Expressing likes Describing the number of people in one's family | Where are you from? I'm from America. I like baseball and computer games. Do you have any brothers or sisters? Yes, I have a brother and a sister. |
| 2 | What's Wrong, Sim-soon? | Asking about a problem Expressing concern Asking about and expressing possessions | What's wrong? I can't find my pencil. Is this yours? Yes, it's mine. Whose book is this? It's mine. Whose blocks are these? They're his. |
| 3 | She Has a Fever | Asking about someone's health Expressing physical states Talking about common illnesses Commands | What's the matter with you? I have a fever. Do you have a runny nose? Yes, I do. Don't make a mess in your room. Cross the street at the crosswalk. |
| 4 | I Take Computer Lessons | Asking about daily routine Describing daily routine Asking about activities Describing activities | What do you do in the morning? I brush my teeth. Do you do your homework after school? Yes, I do. What does Dug-bo do in the evening? He eats dinner. Does she read a book at night? Yes, she does. |

| Unit | Title | Functions | Language Items |
|------|---------------------------|--|---|
| 5 | Can I Speak to Mrs. Song? | Talking to a person over the phone Asking what someone else is doing Describing what someone else is doing | Hello. May I speak to Ji-ho? You have the wrong number. Can I speak to Mrs. Song? Speaking. Who's this? This is Mr. Maeng. What time can we meet? Where can we meet? |
| 6 | What Are You Wearing? | Asking what someone is wearing Describing what someone is wearing | What are you wearing? I'm wearing a yellow shirt and blue pants. Are you wearing a hat and a coat? Yes, I am. What's Sim-toong wearing? He's wearing a red sweater. Is Mi-mi wearing a red sweater? No, she isn't. |
| 7 | Where Are You Going? | Asking about a destination Asking about the location of a place Describing the location of a place | Where are you going? I'm going to the library. Where's Dug-bo going? He's going to the hospital. Where's the post office? Go straight and turn left. It's next to the bank. |
| 8 | He Goes to School on Foot | Asking about the mode of transportation Describing the mode of transportation | How do you go to the park? I go to the park by bike. How does Mr. Choo go to the airport? He goes to the airport by car. How do they go to school? They go to school on foot. |



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

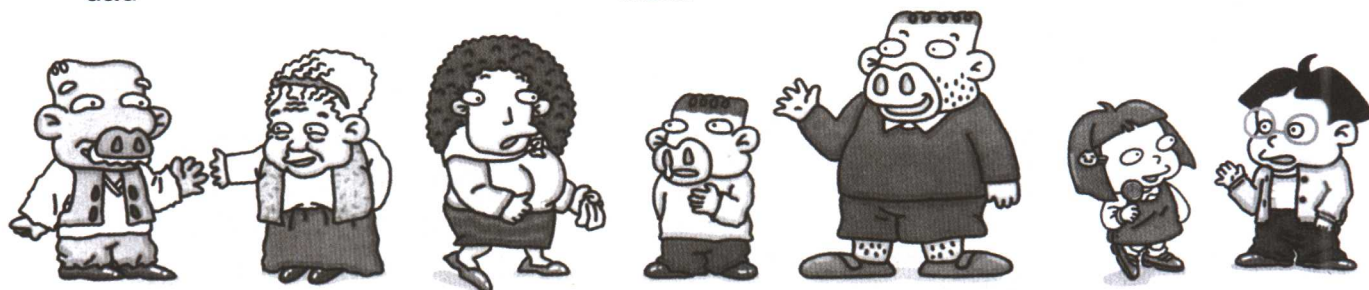
Mi-mi

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



趣趣家族的成员欢迎你!



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Unit 1

She's from Canada

学习目标

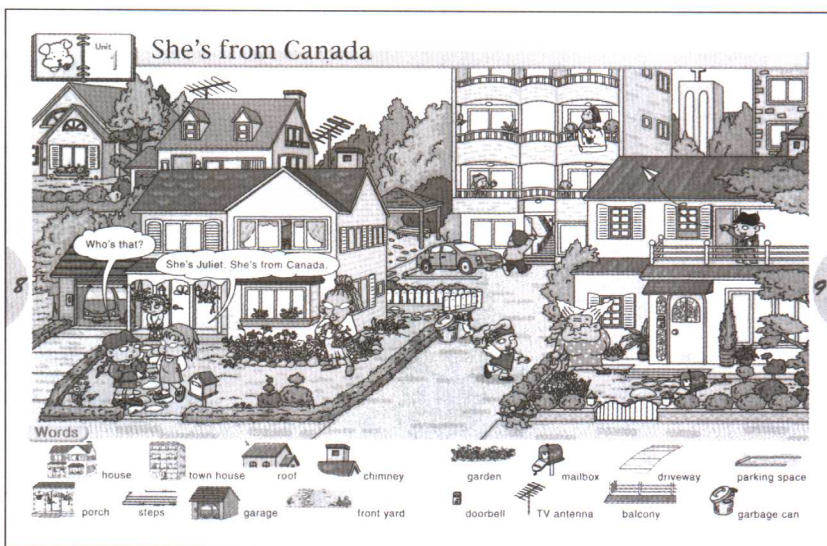
学习与房屋有关的各种事物的英语名称。

学习内容

house, town house, roof, chimney, porch, steps, garage, front yard, garden, mailbox, driveway, parking space, doorbell, TV antenna, balcony, garbage can

必备物品

学生用书、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 do you feel today?

S*: I feel good. How about you?

T: Great. Let's begin our class.

2. 诱发学习兴趣

- 和学生谈论在家里能看到哪些与房屋有关的事物，将学生逐步引入本节课的学习内容。

T: 在家里会看到哪些与房屋有关的事物?

S: 花园、台阶、阳台……

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与房屋有关的各种事物的英语名称。



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，确认图中人物。

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

S: Yal-mi, Sim-soon, Yal-mi's mom, Sim-soon's grandma...

- 让学生看图，描述图中人物都住着什么样的房子。

T: What kind of house do they live in?

S: 平房、楼房……

- 让学生看图，听录音，并跟读对话。



Look at the picture, listen carefully and repeat.



Sim-soon: Who's that? (她是谁?)

Yal-mi: She's Juliet. She's from Canada.

(她叫朱丽叶，她来自加拿大。)

2. 学习新单词



Let's learn the new words and expressions.

- 让学生看图，说出图中与房屋有关的各种事物的中文名称，并学习对应的英语单词和词组。

house (房屋), town house (联排别墅), roof (屋顶), chimney (烟囱), porch (门廊), steps (台阶), garage (汽车库), front yard (前院), garden (花园), mailbox (邮筒), driveway (私人车道), parking space (停车位), doorbell (门铃), TV antenna (电视天线), balcony (阳台), garbage can (垃圾桶)

3. 听录音



Look at the picture and listen carefully.



house, town house, roof, chimney, porch, steps, garage, front yard, garden, mailbox, driveway, parking space, doorbell, TV antenna, balcony, garbage can

- 再放一遍录音，让学生大声跟读。



Now, listen again and repeat loudly.

* T = Teacher S = Student



4. 做练习



Let's practice.

- 让学生在大幅图中找出与单词或词组相对应的图，并大声说出单词或词组。

T: Where's the garden?

S: Garden. (指着图中的花园说)

- 教师根据一些场所的特征提出问题，让学生在大幅图中指出教师所描述的场所，并说出相应的单词或词组。

T: When your dad arrives home, where does he park the car?

S: Garage. (指着图中的汽车库说)

- 告诉学生，“house”指“房屋、住宅”；要具体表示几层楼的房子用表示“层”的“story”，如“a two-story house (二层楼的房子)”。
- 向学生讲解单词或词组的构成，帮助学生理解单词的意思。
例如：

mailbox (邮筒) = mail (邮件) + box (盒子)

TV antenna (电视天线) = TV (电视) + antenna (天线)

5. 玩游戏，记单词

- 教师出示卡片，让学生说出相应的单词或词组。

T: What is this? (出示画有门廊的卡片问)

S: Porch.

- 教师出示一张卡片，并任意说出一个单词或词组。如果教师所说的单词或词组和出示的卡片一致，学生就拍一次手并跟读；如果不一致就拍两次手，然后说出正确的单词或词组。

T: Chimney. (出示画有烟囱的卡片说)

S: Chimney. (拍一次手说)

T: Garbage can. (出示画有汽车库的卡片说)

S: Garage. (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。
- 让学生两人一组，看卡片说单词或词组。



Workbook 活动用书

Open your workbook to page 4 and 5.

1. Read, match, and write. 读一读，连一连，写一写。

- 让学生按顺序大声朗读单词和词组。
 - 让学生按顺序看图，说出相应的单词或词组。
 - 让学生把单词或词组和相应的图连起来。
 - 让学生在横线上写出与图相对应的单词或词组。
- ① garden ② parking space ③ porch ④ front yard
⑤ driveway ⑥ garage ⑦ balcony ⑧ town house

Unit 1 She's from Canada

1. Read, match, and write.

① town house
② garage
③ garden
④ balcony
⑤ porch
⑥ driveway
⑦ front yard
⑧ parking space

garden
parking space
porch
front yard
driveway
garage
balcony
town house

2. Write, find, and color.

Word Bank

TV antenna mailbox steps house
garbage can doorbell roof chimney

① house ② roof ③ mailbox ④ steps ⑤ doorbell
⑥ garbage can ⑦ chimney ⑧ TV antenna

2. Write, find, and color. 写一写，找一找，涂一涂。

- 让学生大声朗读“Word Bank”里的单词和词组。
 - 让学生看图，按顺序说出相应的单词或词组。
 - 让学生从“Word Bank”里挑出与图相对应的单词或词组，并填写在横线上。
- ① house ② roof ③ mailbox ④ steps ⑤ doorbell
⑥ garbage can ⑦ chimney ⑧ TV antenna
- 让学生在下面的大幅图中圈出与上面这些单词或词组相对应的图。
 - 让学生用手指着圈出的图，大声说出相应的单词或词组。
 - 让学生给整幅图涂上漂亮的颜色。



Wrap-Up 总结

1. 总结



Let's review today's lesson.

- 教师出示卡片，让学生说出相应的单词或词组，了解学生对单词和词组的掌握情况。

T: What's this? (出示画有屋顶的卡片问)

S: Roof.

2. 结束语



Time's up! Let's learn some more next time. Bye!



Let's Look

学习目标

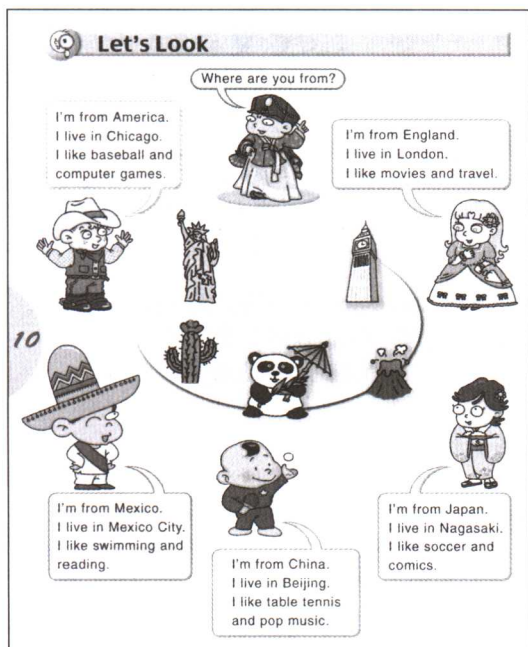
学习如何向别人介绍自己来自哪里、住在哪里，以及自己的喜好。

学习内容

Where are you from? I'm from America. I live in Chicago. I like baseball and computer games.

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, class. How are you today?

S: Fine, thanks. How about you?

T: Very well. Let's get started.

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和词组。

T: What is this? (出示画有烟囱的卡片问)

S: Chimney.

• 让学生两人一组，看卡片说单词或词组。

S1: 出示画有门廊的卡片。

S2: Porch.

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向别人介绍自己来自哪

里、住在哪里，以及自己的喜好。



Let's Look 看一看

Open your book to page 10.

1. 理解情景



Look at the picture. Where are they from?

• 让学生看图，确认图中人物，并说出他们分别来自哪里。

2. 听录音



Look at the picture and listen carefully.



Sim-son: Where are you from?

(你来自哪里?)

美国男孩儿: I'm from America. (我来自美国。)

I live in Chicago. (我住在芝加哥。)

I like baseball and computer games.

(我喜欢棒球和电脑游戏。)

英国女孩儿: I'm from England. (我来自英国。)

I live in London. (我住在伦敦。)

I like movies and travel.

(我喜欢电影和旅游。)

墨西哥男孩儿: I'm from Mexico. (我来自墨西哥。)

I live in Mexico City. (我住在墨西哥城。)

I like swimming and reading.

(我喜欢游泳和看书。)

中国男孩儿: I'm from China. (我来自中国。)

I live in Beijing. (我住在北京。)

I like table tennis and pop music.

(我喜欢乒乓球和流行音乐。)

日本女孩儿: I'm from Japan. (我来自日本。)

I live in Nagasaki. (我住在长崎。)

I like soccer and comics.

(我喜欢足球和连环漫画。)

• 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，“where”是表示地点的疑问词，有“在哪里、往哪里、从哪里”的意思。“Where are you from?”用于询问对方来自哪里，回答时用“I'm from + 国家名称”。

T: Where are you from?

S: I'm from Korea.

- 向学生说明,“Where do you come from?”与疑问句“Where are you from?”表示的意思相同,回答时用“I come from + 国家名称.”。

T: Where do you come from?

S: I come from China.

- 带领学生复习句型“Where do you live?”及其回答“I live in + 地方名称.”。

T: Where do you live?

S: I live in Beijing.

- 带领学生练习并巩固句型“I like...”,让学生说说自己喜欢什么。例如:

喜好: I like dancing / singing / video games / cooking...

运动: I like baseball / tennis / basketball / badminton...

食物: I like pizza / hamburger / chicken / chocolate...

4. 做练习



Ask and answer with your partners.

- 让学生六人一组,分角色练习对话。
- 让学生根据自己的实际情况练习对话。



Workbook 活动用书

Open your workbook to page 6.

Let's Look

1. Choose and write the country names.

Word Bank

Australia Russia Japan England
Korea France Egypt India China

①

Russia

②

Egypt

③

England

④

Australia

⑤

Korea

⑥

China

⑦

India

⑧

France

⑨

Japan

1. Choose and write the country names. 选一选,写国家名称。

- 让学生大声朗读“Word Bank”里的国家名称。
- 让学生看图,按顺序说出相应的国家名称。
- 让学生从“Word Bank”里选出相应的国家名称,并填写

在横线上。

- ① Russia ② Egypt ③ England ④ Australia
⑤ Korea ⑥ China ⑦ India ⑧ France ⑨ Japan

- 让学生按顺序大声朗读国家名称,教师检查答案是否正确。



Game 做游戏



找朋友

- 教师准备两套内容相同的卡片。卡片的内容参照学习用书第10页,例如:

I'm from America. I live in Chicago. I like baseball.

- 把全班学生分成A、B两组,每组一套卡片,每人一张。
- 从A组的第一名学生开始,先朗读自己手中卡片上的内容,然后通过提问的方式找到B组中与自己持有相同卡片的学生。告诉学生,每个人只能挑选另一组的三个同学进行提问。
- 如果这名学生找到持有相同卡片的学生,就把卡片交给对方,由对方朗读一遍卡片上的内容,同时A组得一分,并继续做游戏;如果没有找到持有相同卡片的学生,则不得分,然后由B组的第一名学生继续做游戏。

A组 S1: I'm from America. I live in Chicago. I like baseball.
(朗读手中卡片上的内容)

(S2), where are you from? (指着B组的S2问)

B组 S2: I'm from America.

A组 S1: Where do you live?

B组 S2: I live in Chicago.

A组 S1: What do you like?

B组 S2: I like baseball.

A组 S1: Here you are.

B组 S2: I'm from America. I live in Chicago. I like baseball.

——A组得1分



Wrap-Up 总结

1. 总结



Let's review today's lesson.

- 教师提问,让学生回答,复习这节课所学的内容。

T: Where are you from?

S: I'm from China.

2. 结束语



It's time to stop now. See you next time. Bye-bye.

Practice

学习目标

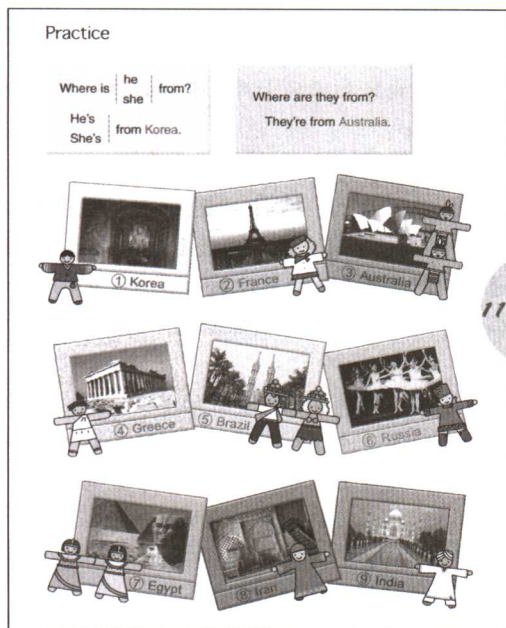
掌握如何询问某人来自哪里，以及如何作出相应的回答。

练习内容

Where is he / she from? He's / She's from...
Where are they from? They're from...

必备物品

学习用书、活动用书、录音带



Warm-Up 课前准备

1. 打招呼

T: Good morning / afternoon, everyone.

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

T: What's the date today?

S: It's March 6th.

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: Where are you from? (指着图中来自美国的男孩儿问)

S: I'm from America.

T: Where do you live? (指着图中来自墨西哥的男孩儿问)

S: I live in Mexico City.

T: What do you like? (指着图中来自日本的女孩儿问)

S: I like soccer and comics.

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询问某人来自哪里，以及如何作出相应的回答。



Practice 练习

Open your book to page 11.

1. 理解情景



Look at the picture. Tell me where they're from.

- 让学生按顺序看图，仔细观察图中的景色以及人物的服装特点，说出每幅图对应的国家名称。
- 教师提问，让学生按照图的顺序回答。

T: Where are you from?

S: I'm from Korea / France / Australia...

2. 听录音



Look at the picture and listen carefully.



- A: Where is he from? (他来自哪里?)
B: He's from Korea. (他来自韩国。)
- A: Where is she from? (她来自哪里?)
B: She's from France. (她来自法国。)
- A: Where are they from? (他们来自哪里?)
B: They're from Australia. (他们来自澳大利亚。)
- A: Where is he from? (他来自哪里?)
B: He's from Greece. (他来自希腊。)
- A: Where are they from? (他们来自哪里?)
B: They're from Brazil. (他们来自巴西。)
- A: Where is she from? (她来自哪里?)
B: She's from Russia. (她来自俄罗斯。)
- A: Where are they from? (他们来自哪里?)
B: They're from Egypt. (他们来自埃及。)
- A: Where is she from? (她来自哪里?)
B: She's from Iran. (她来自伊朗。)
- A: Where is he from? (他来自哪里?)
B: He's from India. (他来自印度。)

- 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，询问某人来自哪里时要注意区分被询问者的性别，要说 "Where is he / she from?", 回答时用 "He / She is from + 国家名称."

T: Where is he from? (指着一个男孩儿问)

S: He is from Korea.

- 提醒学生, 询问两个或两个以上的人来自哪里时要用 “Where are they from?”, 回答时用 “They are from + 国家名称.”。

T: Where are they from? (指着两名学生问)

S: They are from France.

4. 做练习



Ask and answer with your partners.

- 让学生两人一组, 看图练习对话。
- 让学生九人一组, 分别扮演来自九个不同国家的人, 练习对话。

S1: Where are you from?

S2: I'm from France.

S1: Where is he from? (指着 S2 问)

S3: He's from France.

- 下面的表格供教师教学参考:

| Nation (国家) | People (人) | Language (语言) |
|---------------|--------------|-------------------|
| America | American | American English |
| Australia | Australian | English |
| Brazil | Brazilian | 多语言 |
| Canada | Canadian | English French |
| China | Chinese | Chinese |
| Egypt | Egyptian | Egyptian |
| England | English | British English |
| France | the French | French |
| Germany | German | German |
| India | Indian | 多语言 |
| Japan | Japanese | Japanese |
| Korea | Korean | Korean |
| Russia | Russian | Russian |



Workbook 活动用书

Open your workbook to page 7.

2. Read and write. 读一读, 写一写。

- 让学生大声朗读话泡里的句子。
- 让学生大声朗读第①题~③题的问句, 然后根据话泡里的内容写出答句。

① He's from China.

He lives in Beijing.

He likes pop music.

② She's from England.

She lives in London.

She likes movies.

③ They're from Korea.

They live in Seoul.

They like cats.

- 与学生一起检查他们填写的答案是否正确。
- 提醒学生, 第①题和第②题的答句中要使用动词的第三人称单数形式 “lives” 和 “likes”。
- 让学生两人一组, 练习对话。

2. Read and write.



I'm from China. I live in Beijing.
I like pop music.

We are from Korea. We live in Seoul.
We like cats.



I'm from England. I live in London.
I like movies.

①

Where is he from? He's from China.

Where does he live? He lives in Beijing.

What does he like? He likes pop music.



②

Where is she from? She's from England.

Where does she live? She lives in London.

What does she like? She likes movies.



③

Where are they from? They're from Korea.

Where do they live? They live in Seoul.

What do they like? They like cats.



Wrap-Up 总结

1. 总结



Let's review today's lesson.

- 翻开学习用书第 11 页, 复习这节课所学的内容。

T: Where is she from? (指着图②问)

S: She's from France.

T: Where is he from? (指着图④问)

S: He's from Greece.

2. 结束语



Our time is up. See you on Tuesday. Bye-bye, class.



Let's Talk

学习目标

学习如何询问对方喜欢什么食物、有无兄弟姐妹，以及如何作出相应的回答。

学习内容

Do you have any brothers or sisters?
Yes, I have a brother and a sister. / No, I don't.

必备物品

学习用书、活动用书、录音带

Let's Talk

1 Who's that?
She's Juliet. She's from Canada.

3 Do you like Korean food?
Yes, I like Bulgogi and Kimchi. I can use chopsticks well.

5 Do you have any brothers or sisters?
No, I don't. How about you?
I have a brother and a sister.

2 Hi, Juliet. This is my friend, Sim-soon.
Hi, Sim-soon. Nice to meet you.
Hi, Juliet. Nice to meet you, too.

4 What's your favorite food?
My favorite food is pizza.
Me, too.

6 Do you have many friends here?
Not yet. So, I want to make friends with you.
Let's be good friends.

Key Expressions

Do you have any brothers or sisters? Yes, I have a brother and a sister. No, I don't.

Warm-Up 课前准备

1. 打招呼

T: Good morning, everyone.
S: Good morning, Mr. / Mrs. / Miss ().
T: Is everyone ready to begin?
S: Yes, sir / ma'am.

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。
- S1: Where is he from? (指着图①问)
- S2: He's from Korea. Where are they from? (指着图⑤问)
- S1: They are from Brazil.

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对方喜欢什么食物、有无兄弟姐妹，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。

- Sim-soon 指着朱丽叶问 Yal-mi 她是谁。
- Yal-mi 把 Sim-soon 和朱丽叶分别介绍给对方认识。
- Sim-soon 问朱丽叶是否喜欢韩国料理，朱丽叶回答说喜欢韩国的烤肉和泡菜。
- Yal-mi 问朱丽叶最喜欢吃什么，朱丽叶回答说喜欢比萨饼。
- Sim-soon 问朱丽叶有无兄弟姐妹，朱丽叶回答没有。
- Yal-mi、Sim-soon 和朱丽叶结为好朋友。

2. 听录音



Look at the picture and listen carefully.



- Sim-soon: Who's that? (她是谁?)
Yal-mi: She's Juliet. She's from Canada. (她叫朱丽叶，她来自加拿大。)
- Yal-mi: Hi, Juliet. This is my friend, Sim-soon. (嗨，朱丽叶。这是我的朋友 Sim-soon。)
朱丽叶: Hi, Sim-soon. Nice to meet you. (嗨，Sim-soon。很高兴认识你。)
Sim-soon: Hi, Juliet. Nice to meet you, too. (嗨，朱丽叶。我也很高兴认识你。)
- Sim-soon: Do you like Korean food? (你喜欢韩国料理吗?)
朱丽叶: Yes, I like bulgogi and kimchi. I can use chopsticks well. (是的，我喜欢烤肉和泡菜。筷子我也用得很好。)
- Yal-mi: What's your favorite food? (你最喜欢的食物是什么?)
朱丽叶: My favorite food is pizza. (我最喜欢的食物是比萨饼。)
Sim-soon: Me, too. (我也是。)
- Sim-soon: Do you have any brothers or sisters? (你有兄弟姐妹吗?)
朱丽叶: No, I don't. How about you? (我没有。你呢?)
Sim-soon: I have a brother and a sister. (我有一个弟弟和一个妹妹。)
- Sim-soon: Do you have many friends here? (你在这里有朋友吗?)

朱丽叶: Not yet. So, I want to make friends with you.

(没有。所以我想和你们成为朋友。)

Sim-soon 和 Yal-mi: Let's be good friends.

(让我们做好朋友吧!)

- 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, 用 “Who's that?” 提问。回答时要注意区分性别, 若是男性用 “He is + 名字 / 与某人的关系.” , 若是女性用 “She is + 名字 / 与某人的关系.”。
- 给学生讲解 “food (食物)” “Korean food (韩国料理)” “use (使用)” “chopsticks (筷子)” 等单词和词组的意思。向学生说明, 因为筷子是一双, 所以用复数形式。
- 告诉学生, 询问对方最喜欢什么食物时要说 “What's your favorite food?”, 回答是 “My favorite food is + 食物名称.”。
- “favorite” 是 “最喜欢” 的意思。
- 告诉学生, 询问对方有无兄弟姐妹时说 “Do you have any brothers or sisters?”. 回答时, 肯定回答为 “Yes, I do.”, 否定回答为 “No, I don't.”。肯定回答后还可以加具体说明。
- 向学生说明, “make friends with...” 是 “和……交朋友” 的意思。“Let's be good friends.” 就是 “让我们做好朋友吧。” 的意思。

4. 角色扮演



Let's role-play.

- 让学生三人一组, 分角色表演对话。
- 让学生熟悉对话后, 不看书进行表演。
- 让表演出色的一组给全班同学表演。



Workbook 活动用书

Open your workbook to page 8.

1. Fill in the blanks. 填空。

- 让学生看图, 按顺序说出图中人物有几个兄弟或姐妹。
- 让学生看图, 填写句子中所缺少的单词。
① have ② has ③ has ④ have
- 让学生看图, 大声朗读完成的句子。

2. Trace and write. 描一描, 写一写。

- 让学生大声朗读已经给出的问句和第①题的答句。
- 让学生描第①题答句中的单词。
- 让学生看第②题的图, 说出相应的答句。

- 让学生把第②题的答句写在横线上, 并大声朗读。

② Yes, I have two brothers.

Let's Talk

1. Fill in the blanks.

① I have a brother.

② He has a sister.

③ She has a brother.

④ They have a sister.

2. Trace and write.

Do you have any brothers or sisters?

① Yes, I have one brother and one sister.

② Yes, I have two brothers.



Game 做游戏



你有几个兄弟姐妹

- 教师准备一些空白的卡片, 用蓝色的笔在卡片上写上单词 “brother”, 并在单词后面加上一个小于5的数字, 表示数量, 如 “brother 1”; 用红色的笔写上单词 “sister”, 也在单词后面加一个数字, 如 “sister 2”。写好后把这些卡片扣在桌子上。
- 让学生两人一组, 每人挑选一张卡片。
- 让学生根据卡片上的内容练习对话。
(假设 S1 挑选的卡片上写有 “brother 1”, S2 挑选的卡片上写有 “sister 2”。)

S1: Do you have any brothers or sisters?

S2: Yes, I do. I have two sisters. Do you have any brothers or sisters?

S1: Yes, I do. I have a brother.



Wrap-Up 总结

1. 总结



Let's review today's lesson.

- 带领学生复习这节课所学的内容。

2. 结束语



It's time to stop. All of you did a good job. See you.