



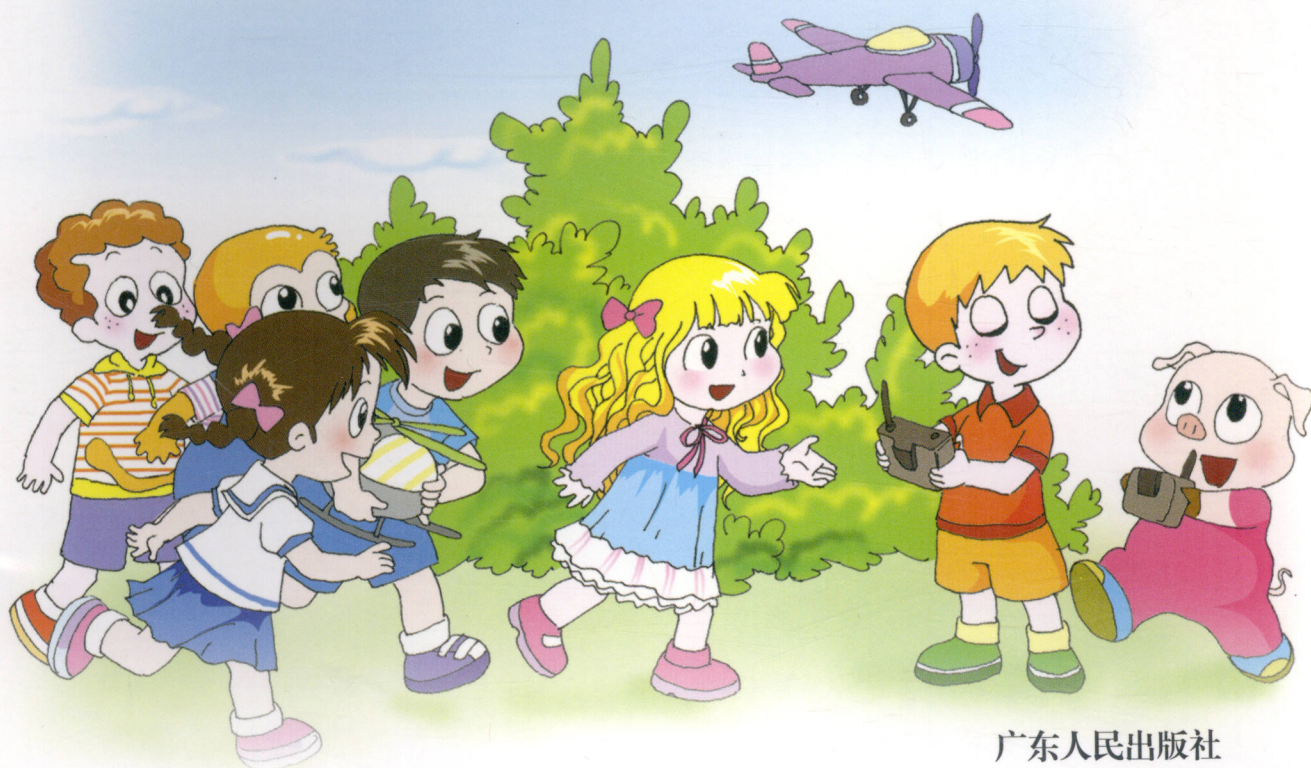
International Collaboration for Integrated English Program

国际合作综合英语教学实验项目

小学综合英语

Primary Integrated English

国际合作综合英语教学实验课题组 编写 学生用书 三年级 上册
Student's Book 3A



广东人民出版社



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广东人民出版社

图书在版编目 (CIP) 数据

小学综合英语 3A. 学生用书 活动手册 三年级 上册 /
国际合作综合英语教学实验课题组编写. —广州:
广东人民出版社, 2006. 7
ISBN 7-218-05308-4

I. 小... II. 国... III. 英语课—小学—教学参
考资料 IV. G623.313

中国版本图书馆 CIP 数据核字 (2006) 第 075842 号

出版发行	广东人民出版社
印 刷	广州市伟龙印刷有限公司
开 本	787 毫米×1092 毫米 1/16
印 张	6.25
字 数	140 千字
版 次	2006 年 7 月第 1 版 2006 年 7 月第 1 次印刷
印 数	8000 册
书 号	ISBN 7-218-05308-4/G·1353
定 价	26.00 元 (含活动手册、录音带)

如果发现印装质量问题,影响阅读,请与出版社(020-83795749)联系调换。

【出版社网址: <http://www.gdpph.com>

电子邮箱: sales@gdpph.com

图书营销中心: 020-83799710 (直销)

83790667

83780104 (分销)】

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出版说明

本套《综合英语》是“国际合作综合英语教学实验”专门用书,是该项目五年发展成果之一,由课题组组织编写,编写人员主要有王进军、罗丹、肖建芳、何艳铭、董华、程蕉、李珣馥、孔颂华、罗豫元、林冬华、唐娜、黄杉杉、叶贞珍、蔡军及罗爱梅和程莹等。

“国际合作综合英语教学实验”(International Collaboration for Integrated English Program),简称综合英语,是一项与美国、芬兰及香港相关单位合作的国际性研究课题,也是广东省教育科学规划教育厅重点项目以及全国教育科学规划项目和广东省哲学社会科学规划项目的重大研究成果。在五年实验中,综合英语教学实验成功地把国际外语教学经验与中国外语教学实际进行有机整合,实现了中国小学及幼儿园英语教学模式创新,取得了非常显著的实验成果,被各地实验学校及幼儿园所采纳。

英语是目前世界上使用最广泛的语言,也是一种优美的语言,学好英语必须从小开始,为此我国已在小学低年级开设英语课,但如果教学不得其法,或偏重应试背记,或片面强调语法把英语肢解成碎片喂给学生,则是对儿童的摧残,会影响他们的健康发展,乃至关系整个民族的未来。综合英语教学实验课题积极吸收国内外各种教育思想和外语教学经验,经历五年实验全面验证相关教学理论,在探索中国特色的儿童英语教学新模式上获得了重大的研究成果。综合英语积极倡导遵循人发展规律和语言发展规律以及外语教学规律的“三大规律”,在语言发展关键期发展语言,优化教学环境和教学方法,编制综合性教材,实施全息式英语教学,以最佳方式实施最完整性的英语以促进英语语言能力的最佳成长。实验证明,这种教学新模式有效地促进儿童的智力、英语和思维的“三个加速发展”,取得了显著的教学效果,较快地提高儿童的英语水平和促进儿童的健全发展。

综合英语倡导的新教学模式走出照搬某种国外名称或套用所谓双语教学的概念的做法,又走出传统英语课只强调应试的弊端,积极吸收国际双语教学的合理思想和遵循三大发展规律基础上,倡导一种应用英语学习知识中获得英语的新教学模式,致力于使英语学习以顺水推舟之势,取水到渠成、事半功倍之效。综合英语经数年研究编制这套实验用书之目的,正是要全面贯彻这种独特的崭新实验理念,营造自然态的全息性英语教学情境,使学生获得最佳的学习效果。

本套实验用书编写,一是考虑到本实验理念的独特性,这是目前各种小学英语教材均不能代替和体现这种理念而编写本套用书的,因此本实验不适宜使用其他教材;二是充分考虑为早期儿童英语的良好发展提供所需要的丰富语言量及素材;三是充分考虑实验教学中“听说读写做”的适当配合,对英语的运用和使儿童获得英语进行了新的安排;四是充分考虑儿童外语学习的特殊要求,特别强化主题活动性教学及综合化课程设计;五是充分考虑注重发展儿童语言能力的课程思路,努力构建一个结构整体、前后互动的知识体系和全息性语言教学情景。本套实验用书突出了主题活动性、趣味性、实用性以及调动师生主体积极性等实验原则,努力使学生在活动性教学中获得语言的全息性刺激,在把英语作为教学语言来学习自然、社会等学科知识中使用英语,习得英语,发展语言能力。本套用书强调把英语知识学习与生活活动及语言能力发展融合贯通,通过活动和运用把孤立消极的词汇转变成积极词汇,使新词汇得以内化并与原词汇结构合成转变为儿童的新语言认知结构,即语言能力。本套用书注重语言的扩展性,设置自由生成语言教学,并利用特有的编制技术使儿童在无意识中习得大量词汇。从提出这些新教学理念到建构如此完整的教学体系,目前国内外尚未见到。

本套用书是实验课题组根据五年来的实验经验和多次实验教材的编写经验,数易其稿而成,凝结着丰厚的实验思想和全体课题组成员的共同努力。本套用书分幼儿及小学两大学习部分;幼儿部分适用于实验性的幼儿园、学前班及小学非实验普通班作为实验用书;小学部分适用于小学阶段儿童使用,分6册,每一册适用一个年级,相当于本实验中一级的英语水平,而这一标准基本上参照新颁的国家课程标准依据小学儿童认知特点编制的。幼儿用书相当于一级,衔接于第二册。我们希望通过这套实验用书的编写和使用,能更好地体现本实验的教学理念,方便教师教学,使小学毕业的儿童就能讲一口较流利的英语。准确地说,获得一种类母语性的外语,为中学、乃至大学双语教学奠定基础,为人生展示美好前程。

冯增俊

国际合作综合英语教学实验课题组

2005年7月15日于华南师范大学国际与比较教育研究所

本册是“国际合作综合英语教学实验系列用书”第三册的上册(3A),适用于实验班三年级上学期。在数年实验中,我们深切地感受到系统地编制一套能充分体现本实验理念的教材对开展实验至关重要。本册用书正是我们根据六年来的实验成果,吸收多种现行教材优点,历经一年的时间,数易其稿而成。

作为“综合英语教学实验”的专门用书,本册秉承实验宗旨,摒弃传统过于注重词汇、语法教学的特点,而把培养学生语言能力放在第一位。“综合英语教学实验”教科书通过编写适合儿童年龄特征、生活化的内容,以容量的全英输入来增加学生对语言的接触量,扩大学生的语言量。在编写的过程中,综合英语强调通过创编相关的活动,整合同级教材中的相关内容,利用多种语言刺激,充分调动学生主动性和积极性,增强学生对语言的吸收效果,发展学生各种能力,使学生能较自由地表达自己的思想,达到知识、语言、能力“三个加速发展”的效果。

一、本册编写的主要特点

- 1、以主题为单元编写教材。注重从学生的生活中,从学生学习的其它科目中扩展和整合相关的知识,扩大学生的知识面。
- 2、注重课文内容呈现的情景性。每单元、每一课都以情景导入,课与课之间紧紧相扣,强调在情景中正确地习得语言。
- 3、注重学生的年龄特征。充分考虑学生的知识水平、理解能力,以学生的日常生活为基础,从学生的兴趣出发,编写具有本阶段儿童特点的内容。
- 4、注重活动性。教材编写强调学生从做中学,从玩中学,从用中学,设置了很多需要学生动手、动脑的活动,这在 Research and play 中体现得特别明显。既切合儿童好动的天性,又能加深学生对所学内容的印象,还可调动学生学习的积极性。
- 5、听、说、读、写四技并重。三年级是从听说为重点开始向读写过渡的时期。在此阶段,综合英语既要强调学生听说能力的培养,又要注意强调学生对句子和文章的认读与阅读,并且注重培养学生学写短语、简单的句子、甚至段落的能力。在 3A 的活动手册中,我们根据学生的水平,每单元都设置了适合学生难度的听、说、读、写的练习,既注重学生语言整体能力的培养,又对读和写有所强调。

二、本册使用说明

- 1、使用本书进行教学,教师要注意内容呈现的直观性、形象性、趣味性,要求多使用实物、图片、和多媒体教学手段。
- 2、使用本书进行教学,教师要以本书为基础,参考教师用书的建议,尽可能扩展学生感兴趣的相关内容,以丰富学生的学识,增强学生的学习兴趣。
- 3、使用本书进行教学,教师要想办法多开展各种形式的活动,让学生在活动中学习和使用语言,提高学习的效果,发展学生的各种能力。
- 4、使用本书进行教学,教师要注意内容呈现的情景性和整体性。不提倡传统式的孤立的字母或词汇教学,不提倡传统式的语法教学。
- 5、使用本书进行教学,要求教师在课堂上全英教学,以培养学生英语思维和表达能力。
- 6、为了更好地使用本册教材,请各位教师参考《双语教学与综合英语》、《小学综合英语教师手册》、《综合英语教学论》、《综合英语教学活动》等资源。如需要《3A 教师指导书》的教师请与课题组联系 Integratedenglish@126.com 或登陆我们的网站 www.integratedenglish.com 留言板留言。

本套用书由综合英语实验课题组成员共同研讨编写,3A 由孔颂华和蔡军负责统稿主编。3A 各单元的编写人员如下:Unit 1 罗豫元,Unit 2 林冬华,Unit 3 程蕉,Unit 4 李珣馥,Unit 5 王进军,Unit 6 罗丹,Unit 7 蔡军,Unit 8 黄杉杉,Unit 9 孔颂华,Unit 10 唐娜。此外,肖建芳、段晓明也参加了许多具体工作,来自加拿大的外籍教师 Harry 和 Lisa 对全书进行了校对并配音,在此表示衷心的感谢。鉴于这一项目是个崭新的研究领域,还在不断实验发展中,有些问题需要在实践中不断推进,因此诚挚地希望能够得到有关专家及实验学校广大师生的指正。

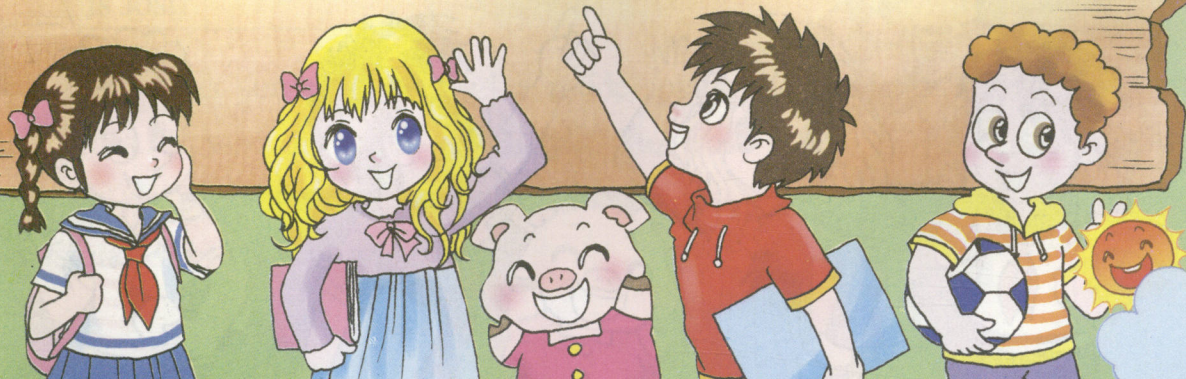
本册主编:孔颂华 蔡军

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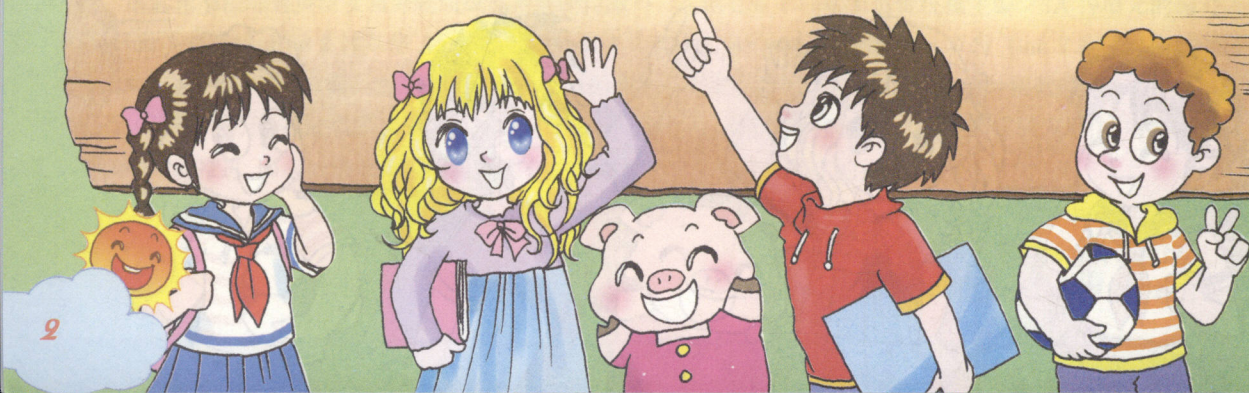
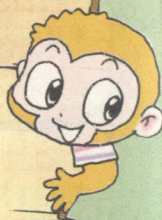
2006 年 6 月于华南师范大学国际与比较教育研究所

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Unit 1 Feelings

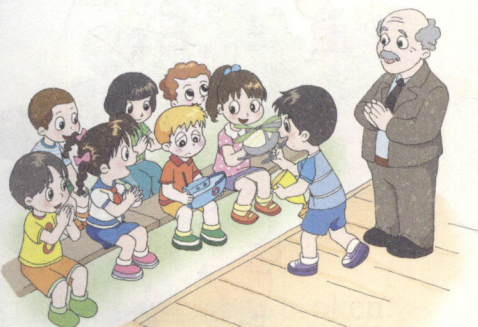
Lesson 1 Billy's model plane is lost

Principal: Billy got the first place in the model plane competition. Congratulations!

Billy: Thank you. I am so happy and excited.

Tommy: I didn't win in the competition. I am so sad.

Cathy: But you have tried your best. The prize is not so important.



① Hi, Tommy! Would you like to play with us?

② Let's play the model plane together.

① What's the matter? You look so worried.

③ No.

③ What? Lost? Let's look for it.

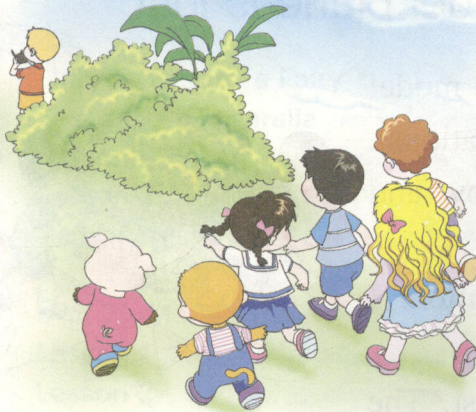
② My model plane is lost!

Is this Billy's model plane?

Tommy was surprised to find a model plane in the grass. It was the same as Billy's. He was very glad. He picked up the model plane. He was nervous and didn't know what to do.



Lesson 2 Tommy found the model plane



Cathy: Look at that model plane.

Lilly: It looks like Billy's.

Jimmy: Tommy is playing it now! I am surprised!

Billy: I can not believe my eyes.



All: Hi, Tommy!

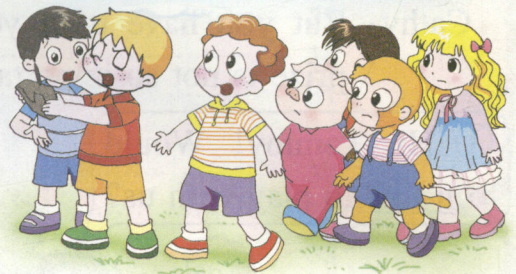
Tommy: Hello, everyone.

Billy: I lost my model plane several days ago. Have you seen it?

Tommy: No, I haven't.

Lily: Can we have a look at your model?

Tommy: Sorry, you can't.



Lily: Tommy, where did you get your model plane?

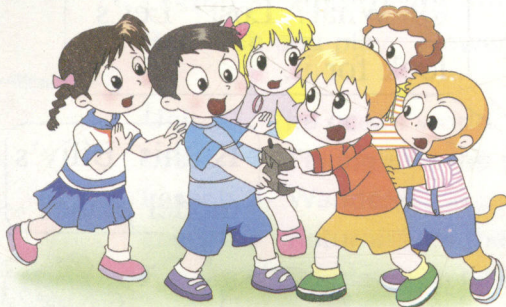
Tommy: I got it from my dad.

Billy: You are lying. This model is mine.

Tommy: How can you prove that model is yours?

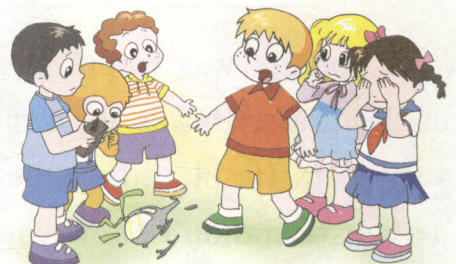
Lily: Let's be calm. Quarrelling won't solve the problem!

Jimmy: I am so angry!



Lily: Be careful! The model plane is falling down!

The model plane crashed. The wings were broken. Billy and Lily cried. Tommy was scared.



Lesson 3 Billy got a new model plane

Billy and Cathy are playing ping pong with their friends.



What's wrong with your model plane?



Tommy: The wings were broken.

Repairman: Let me have a look. I am sorry. It's hard to repair.

Tommy: Please try.

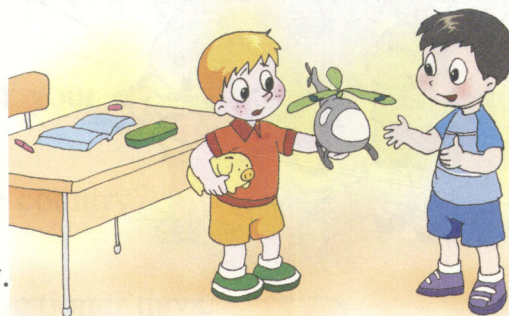
Tommy: Billy, this is your model plane. I am very sorry.

Billy: I was impatient yesterday. I am sorry, too.

Tommy: I had it repaired, but it looks ugly.

Billy: That's OK. Can it fly in the air?

Tommy: Yes, but... This is my piggy bank. You can use the money to buy a new one.



Billy: Don't worry, Tommy. My dad gave me a new one yesterday.





Research and play

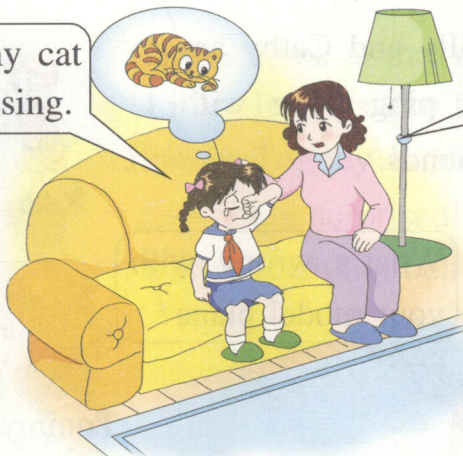
How to get rid of bad feelings?

① Mum, my cat Mimi is missing.



② Don't cry.
Don't be sad.

When you are sad, talk to your family members or good friends.



① Give me my model!

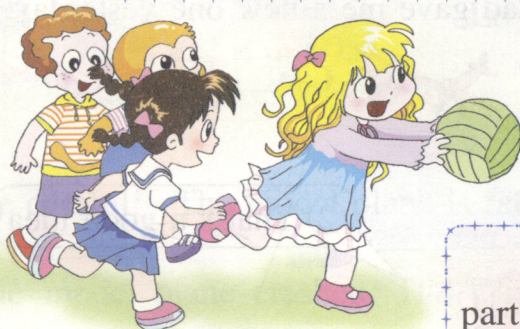
② No. You can't prove it is yours.

When you are angry with someone, try to control your anger by breathing deep.



I am so lonely. I can go for a jog.

When you feel unhappy or lonely, go outside to enjoy nature or take some exercise.



If you are a shy pupil, try to take part in more activities, then you will become braver and more confident.

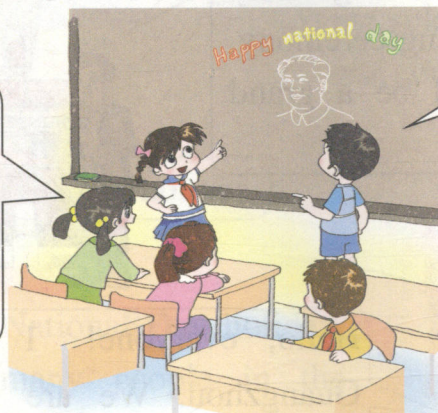


Unit 2 National Day

Lesson 1 National Day is coming

National Day is coming. Lily and Billy are designing the news bulletin.

① Billy, you are good at drawing. Would you like to draw a national flag here?



② Yes. I'd like to do it.

Jimmy: Who is that man?

Lily: Chairman Mao. He declared the founding of P.R.C on October 1st, 1949.

Cathy: Oh. October 1st is the birthday of your country.

Billy: When is the National Day of your country?

Jimmy: July 4th.

Lily: Different countries have different national days.



Cathy: What's the meaning of the five stars on the national flag?

Lily: The biggest star stands for our Party. The others stand for different social classes.

Cathy: I see.

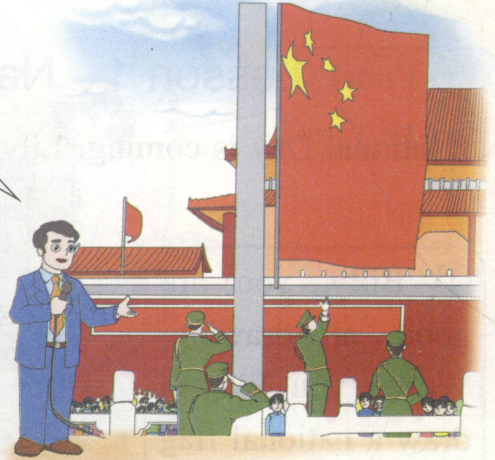
Cathy: Hi, Lily. What are you drawing now?

Lily: Our national emblem.



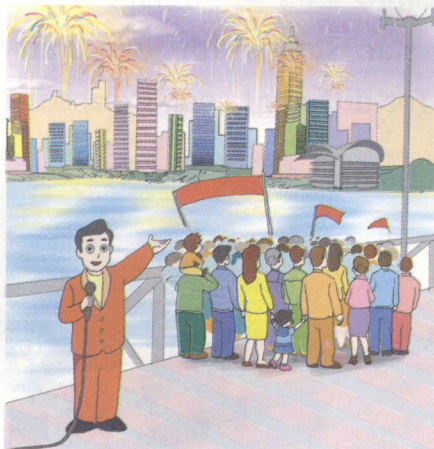
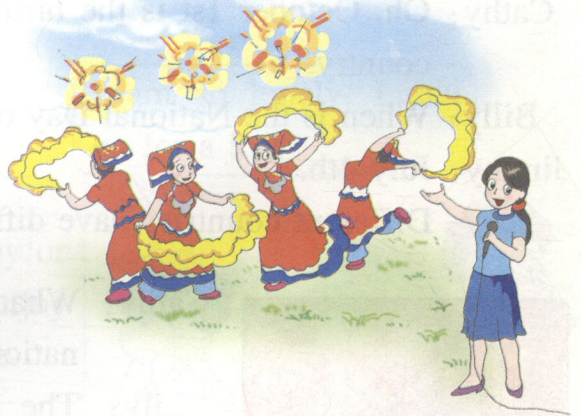
Lesson 2 Happy National Day!

Hello, everyone! Today is National Day. Lots of people have gathered in Tian'anmen Square this morning. They are watching the flag-raising ceremony. At 10 o'clock, there will be a grand military parade.



Hello, everyone! I am reporting in Guangzhou. We are enjoying a party tonight. Look! A group of students are singing the national anthem on the stage.

Reporter: There are 56 ethnic groups in China. The Zhuang people are wearing their traditional clothes today. They are singing and dancing happily.



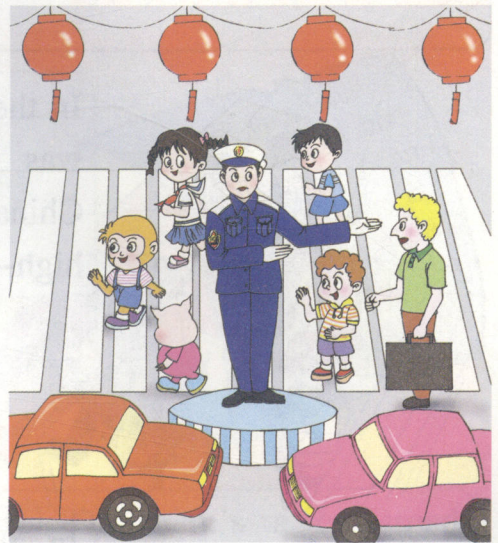
Reporter: Hello, everyone. I am reporting in Hong Kong. This is Victoria Harbor. How beautiful the sky is!

Lesson 3 National Day holiday

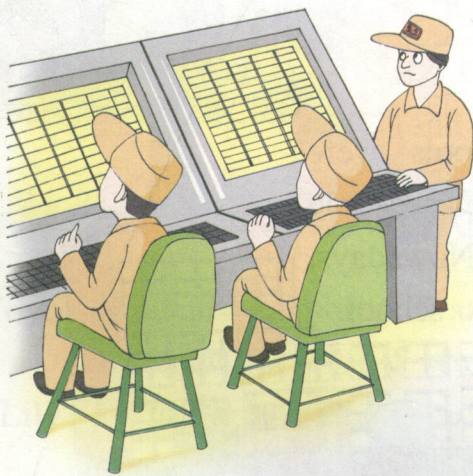


Reporter: Today we will continue our National Day report. Look at the soldiers! They are guarding our country as usual.

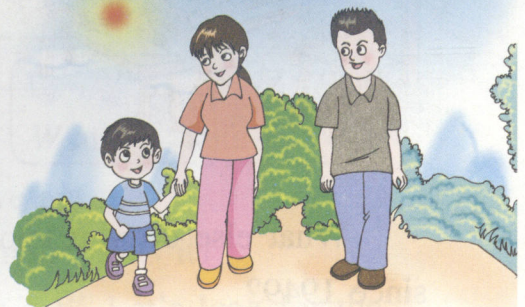
Reporter: During the National Day holiday, there are many people in the streets. Policemen and taxi drivers are much busier than usual.

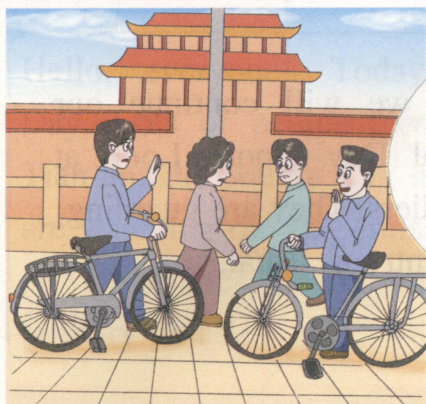


Reporter: During the National Day holiday, the workers in the power plant work as usual.

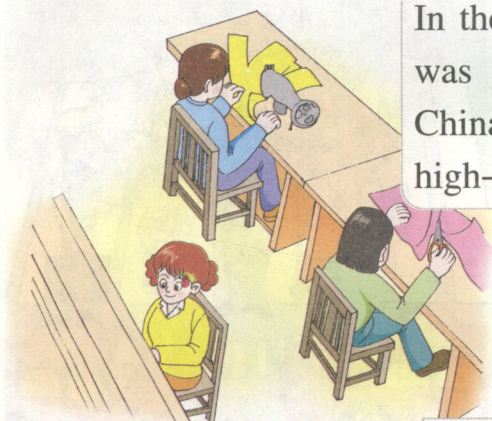
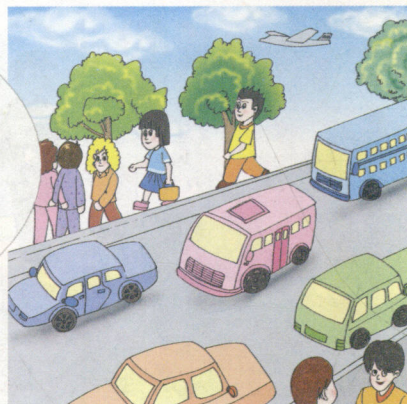


Reporter: During the National Day holiday, some people go travelling, some go shopping, some get together with their friends, some stay at home, and some still work.

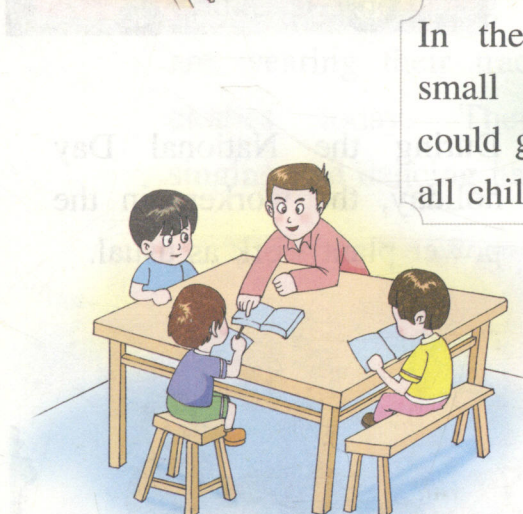
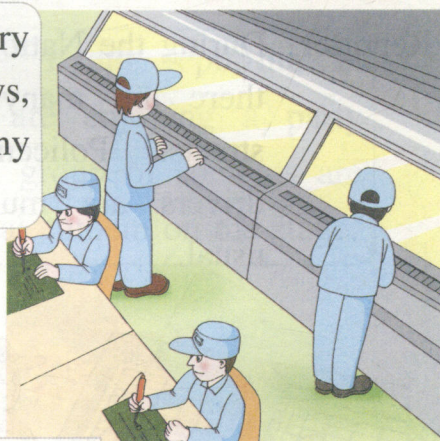




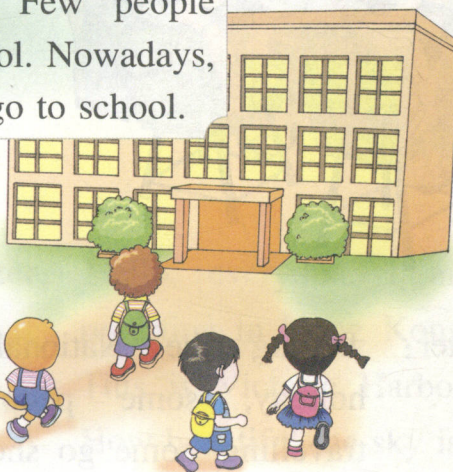
In the 1950s, bikes were rare. Nowadays, we can see many cars, buses, and planes in China.



In the 1950s, the industry was weak. Nowadays, China can produce many high-tech products.



In the 1950s, schools were small and old. Few people could go to school. Nowadays, all children can go to school.



What else do you know about the great changes in China since 1949?



Unit 3 Direction

Lesson 1 Finding a direction with a road sign

① Would you like to join an exploring game?



② Yes!

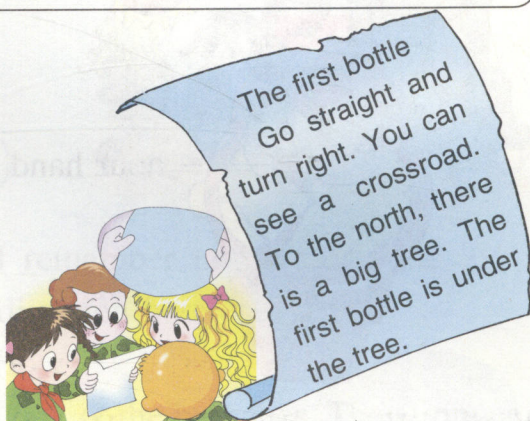
③ Three bottles are hidden in the forest. In each bottle, there is a letter card. You should find the three letters and tell me before sunset. Here is the map. Take care of yourself. If you meet some trouble, just call me.

③ Let's go this way.

① Which road should we take?

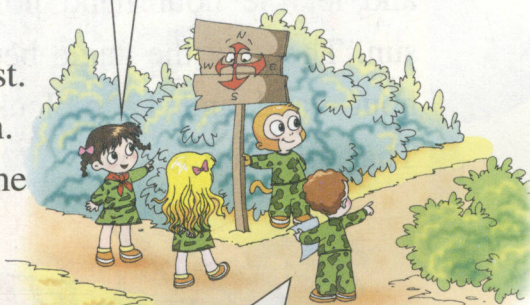


② Go straight and turn right.



The first bottle
Go straight and
turn right. You can
see a crossroad.
To the north, there
is a big tree. The
first bottle is under
the tree.

① Oh, here's a crossroad.
Look! There is a road sign.



② What do N, E,
W and S stand for?

Yoyo: *N* stands for north. *E* stands for east.
W stands for west. *S* stands for south.

Lily: In the north, there is a big tree. The
first bottle is under the tree.



Cathy: I've got it.

Yoyo: What letter is it?

Cathy: It's a *W*. Let's look for the
second bottle.

