

教育部考试中心中英教育测量学术交流中心

剑桥少儿英语

Cambridge Young Learners English

第二级

教师及家长用书



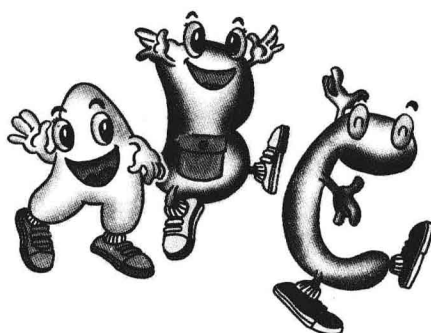
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教育部考试中心中英教育测量学术交流中心
北京新知堂教育网络技术有限公司



西安交通大学出版社

·西安·

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序 言

语言是人类沟通思想最直接的工具,是人类相互交流的必要手段。而英语,因其应用的普遍性,成为国际上最通用的语言。在世界经济全球化和信息化时代,英语的学习就显得更为重要。

许多儿童教育家和心理学家经过多年的潜心研究后,普遍认为英语学习的最佳时机是在儿童阶段,特别是6~12岁。在这一阶段开始学习英语,若能选择理想的教材并使用科学合理的学习方法,就可以收到事半功倍的效果。但如何组织这一年龄段的少儿学好英语,长时间来一直是困扰教育工作者和广大家长的难题。英国剑桥大学的语言专家,经过长时间的广泛调查和研究,专门为非英语国家的少年儿童学习英语设计出了新的学习系统——“剑桥少儿英语”。

目前,“剑桥少儿英语”遍布全世界50多个国家和地区,进入中国大陆也4年有余。4年来,剑桥少儿英语得到了广大学生、家长和各级教育管理部门的重视。到现在为止,我国已有上百万少年儿童在全国20多个省份的5000多个培训机构参加第二课堂的英语学习,是全世界参加人数最多的国家。

为了保证“剑桥少儿英语”的教学质量,教育部考试中心中英教育测量学术交流中心和北京新知堂教育网络技术有限公司共同开发了这套《剑桥少儿英语》的新版教材。国内相关专家经过评审后一致认为,新版教材在教学内容上更加贴近“剑桥少儿英语”的培养目标,教学方式更加灵活,符合儿童的心理特点,整个教学过程更能激发儿童学习英语的兴趣,并为他们今后的继续提高打下坚实的基础。

希望这套教材将有助于提高我国少年儿童的英语水平,增强他们在未来社会中的竞争能力。

中华人民共和国教育部部长

陈至立

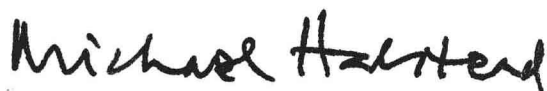
University of Cambridge Local Examination Syndicate:

For some years now there has been a movement in many countries around the world towards teaching English as a Foreign Language to children of primary school age, rather than waiting, as was traditional, until they begin their secondary education. In response to this trend and to the demand for suitable assessment for child language learners, UCLES began development work in 1993 on a series of English tests for children aged between seven and twelve. These became known as the Cambridge Young Learners English Tests, with three levels, Starters, Movers and Flyers.

These tests first became available in 1997, and rapidly became popular, with candidates in over 50 countries and areas. In the People's Republic of China they are taken by large numbers of elementary schoolchildren each year, and candidate numbers are also particularly high in Argentina, Spain, Brazil, Italy, Thailand, Greece and Turkey.

As they are taken by children in such a large number of countries throughout the world, we are particularly concerned that the influence these tests have on the way teachers prepare children for them should be beneficial to teaching and learning. The tests are designed to give children an enjoyable and positive introduction to international testing, and to test language as it is used in natural communication.

We hope that preparing children for this kind of test will encourage teachers to adopt a communicative mode of teaching, which will lead to success in language learning for the children they teach, and make their lessons a pleasant experience. The production in many countries of new course books such as this one, which prepare children for the Cambridge Young Learners English Tests, is a welcome development, and one which I am very pleased to note. I hope that the teachers will enjoy using it in their lessons, and I would like to wish all the children in their classes every success in their English lessons.



Dr Michale Halstead
Group Chief Executive

英国剑桥大学考试委员会致《剑桥少儿英语》读者:

近些年来,世界上很多国家在小学就开始了讲授英语的外语教学活动,而不再像传统教育那样直到中学才开始。为配合此趋势,适应对少儿外语学习者进行适当评估测试的需要,UCLES在1993年开始开发了一系列适合7~12岁孩子的英语测试。这便是后来众所周知的剑桥少儿英语等级考试,共分3个级别。

这套测试系统从1997年开始实施,并迅速普及到50多个国家和地区。在中国,目前每年有大量少年儿童参加这一系统。此项考试同时吸引了来自阿根廷、西班牙、巴西、意大利、泰国、希腊和土耳其的大量考生。

由于考试在世界各地都有为数众多的孩子参加,所以我们尤为关注测试对教学方式所带来的影响,希望它对教和学都有益处。这些测试的设计旨在向孩子们引荐一种愉快的、积极的国际化考试,并可以很好地检测他们在自然交流环境下的语言能力。

我们希望帮助孩子准备此测试会激发教师采取交际式教学法,这将有利于提高孩子学习语言的能力,并使上课成为一种愉悦的经历。正如这本我们想着重介绍的教材一样,很多国家都出版了剑桥少儿英语等级考试的教材,这是个令人欣喜的新发展。我希望教师们在课堂上能乐于使用本教材,并祝愿所有的孩子在英语课上取得成功!

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编者说明

“剑桥少儿英语”是英国剑桥大学考试委员会专门为英语为非母语国家的少年儿童设计的学习系统。目前,几百万适龄儿童在全世界 50 多个国家和地区进行学习。1997 年,教育部考试中心中英教育测量学术交流中心开始在中国大陆推广该项目,短短几年,全国各地 100 多万学生相继学习和使用了剑桥少儿英语。

《剑桥少儿英语》专为我国 6~12 岁年龄段的少年儿童学习英语而设计。本教材不仅完全符合剑桥少儿英语大纲的教学要求,而且参照了《英语教学大纲》(教育部制定的九年义务教育全日制初级中学教学大纲,人民教育出版社出版)及国内外比较有代表性的儿童英语教学的标准,在内容和形式上反映了少儿的认识能力和心理特征,突出了“活泼、有趣、轻松、连续”的特色。

本教材分预备级、第一级、第二级、第三级共 4 个级别,均配套发行。每级包括上、下两册图书、四盒听力磁带和一张介绍“剑桥少儿英语”学习系统的 VCD 光盘,便于读者了解剑桥少儿英语学习系统及其全国统一考试形式及过程。

作为“剑桥少儿英语”学习系统唯一指定的培训版教材,《剑桥少儿英语》还为广大学生、教师和家长提供了实用方便、丰富多彩的教学配套品。同期出版的除教材外,还有录音磁带、教师及家长用书、教学挂图和单词卡片等等。

《剑桥少儿英语》由教育部考试中心中英教育测量学术交流中心和英国剑桥大学考试委员会共同委任的中国剑桥少儿英语高级培训官邱耀德先生、剑桥少儿英语师资培训基地王同、梁清女士等执笔,除经“剑桥少儿英语专家委员会”统一评审外,还先后经过剑桥大学考试委员会专家 Melanie Williams 女士、澳大利亚专家 Marilyn Burke 女士和人民教育出版社外语室主任龚亚夫先生等审定。此《教师及家长用书》由首都师范大学外国语学院常务副院长英语教育系杨阳教授审定。

教育部部长陈至立同志特为本书撰写了序言,国家总督学柳斌同志题写了书名,英国剑桥大学考试委员会总裁米歇尔·霍尔斯特德先生专门审阅了本书并致辞《剑桥少儿英语》读者,编者在此一并表示感谢。

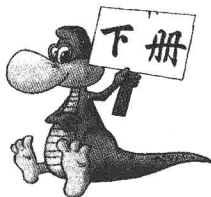
教育部考试中心中英教育测量学术交流中心

2001 年 7 月

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Unit 1 Where are you going?

教学目的和要求(Teaching aims and demands):

- * 使学生掌握本单元的重点句型
- * 使学生初步学会并掌握有关地点的名称
- * 使学生能用所学的句型、所学的地点名称做替换练习

交际句型: Where are you going?

I'm going to school.

交际词汇: post office, market, zoo, park, bus station, cafe, supermarket, hospital, cinema, bank, library, shop

复习内容: 物主代词 my, your, his, her, their, our, its

教学用具: 各种地点名称的图片、字母卡片等

具体教学方式:

上课时,教师首先让大家看自己手中的图片,并对大家说:Hi, everyone, I've got many pictures. They are places. Do you know what they are? Now, look at this one. (教师拿出一个大家较熟悉的地点——医院) This is a hospital. This is a hospital. Do you know this one? (拿学校给学生看,肯定有学生能说出该单词)教师应说:Very good. It's a school. It's a school. We are now in the school. 按照此种方法,教师可以把单词一一介绍给大家。介绍时要注意与学生在情感上的交流。如: This is a supermarket. Have you ever been to a supermarket? What can you buy in the supermarket? Is it far from your home? 等。语言要尽量简练,否则学生会有很多的听觉障碍。

学生把所有的地点学说几遍之后,教师说:Now, I put these pictures in different places. And I'm going to ask you a question. Where are you going? You tell me, "I'm going to the bank." Then you go and stand near the bank. Let's see which place has more people. Do you understand?

Who wants to try first? OK, come here please. Everybody, listen! "Where are you going, Lin Feng?" "I'm going to the zoo." Very good. Now you can go to the zoo and stand there. Do you under-

stand us now?

教师带领学生做几个示范之后,可以让某个学生到前面来做同样的练习。待大家都理解了意思之后,教师应给学生一些时间做小组练习,然后再进行抽查。教师可以对学生说:Now I want you to work in pairs. One of you may ask questions and the other answer questions with these words. Let's see who can answer more questions. 这样通过大量的练习,学生就能进一步掌握该课的句型和单词。最后,教师可以让学生两人一组迅速到前面表演一下。

在大量的句型练习之后,教师就可以让学生来做本单元的其他练习。如:Let's chant. Let's sing. Read and guess 等。

教学活动 1



Dialogue making and acting.

Now I want you and your friend, i. e. two pupils together to make a dialogue with the new sentences. You can use the sentences on the blackboard.

Hi, Tom!

Where are you going?

Why do you want to go there?

I want to ... Do you want to go, too?

Sorry. / Yes, let's go.

教师事先将几个句子写好,然后让学生在编对话时参照这些句子,使其对话内容更加完整。教师先让学生自己练,然后再叫学生一对一对地到前面进行表演。

教学活动 2



Find your way!

教师将各种地点用透明胶带粘贴在黑板上,然后叫全班学生站起来跟着自己做动作。教师给学生发出指令,Turn left, turn right, go straight, make a left / right turn. 等学生对这些指令比较熟悉之后,教师找一个学生问:Where are you going? 另一个学生回答:I'm going to the hospital. 这时,教师让学生到黑板前来,并让学生用英语告诉大家应该怎么去。教师可以这样说:OK, XXX, please come here. Tell us how you can get to the hospital. 学生可以说:You go straight, turn right and then go straight, turn left and go straight again. The hospital is there.

第一个学生做完之后,教师可以根据时间再叫几个学生来说。

教学活动 3



Build a new place.

教师对学生说:Now everyone, we are going to play a game. Listen, this is a new place. We are going to build many new places here. This is our school. (指讲台前面) This is a new street. Who can come here and tell us? Where do you want to put all these places? And tell us why.

学生可以用简单的词汇说:I want the library here because I like to read books. So I can go to the

library every day. I want the bus station here because I can come to school by bus easily every day. 等。

教学活动 4



Flip pictures and answer questions.

教师将所有的图片打乱顺序翻过来放在黑板上,然后按小组进行竞赛。第一组的学生上来一个人随意翻一张,教师就可以问他(她)问题。如:Have you ever been to the post office? Do you often write letters? What can you buy in the post office? 等。如果该学生能回答上来这些问题,就可以给该组记上 10 分,然后再请第二组的学生到前面来继续进行。这样依次类推,最后看总分,决定胜负。

类似的问题有:

Zoo. Do you often go to the zoo? Do you like animals? What's your favourite animal?

School. Do you go to school every day? When do you usually go to school? Do you like your school?

Library. Do you often read in the library? Do you often go to the library? Do you often borrow books?

Park. Do you often go to parks on Sundays? Which is your favourite park? Is the park near your home?

Shop. Do you often go to shops? Are they near your home? What can you buy in the shops?

Bus station. Do you often take a bus? Is the bus very crowded? Is it very expensive?

Cinema. Do you like to go to movies? Is the cinema near your home? Whom do you often go with?

Supermarket. Do you like to go to the supermarket? Is it big or small? Are there many things in the supermarket?

Hospital. Do you often go to the hospital? Do you like to go to the hospital? Is it very far from your home?

Cafe. Do you like to drink coffee? Is there a cafe near your home? Are there many people in it?

Key:

8. Ben

Exercises

- | | | | | | | |
|-------------|----------|---------|--------|---------|----------|---------------|
| 1. 1) opial | 2) inma | 3) irry | 4) ake | 5) o | 6) ak | 7) a |
| 8) he | 9) urake | 10) bn | 11) r | 12) hol | 13) stin | 14) stce |
| 2. 1) C | 2) A | 3) B | 4) C | | | |
| 3. 1) Yes | 2) No | 3) No | 4) Yes | 5) No | 6) No | 7) Yes 8) Yes |
| 4. 1) C | 2) B | 3) B | 4) C | | | |

Tapescript



1. Listen, point and say.

Girl: Hi, Bob! Where are you going? Do you want to see animals?

Boy1: Yes, I do. But I can't. I'm going to school.

Boy2: Where are you going, Zhang Nan?

Boy3: I'm going to school. It's the first day of school this term.

2. Let's talk.

Mr. Li: Good morning, everyone! Welcome back!

Children: Good morning! Mr. Li!

Mr. Li: This is our new friend.

John: Hi, I'm John. Nice to meet you.

Children: Nice to meet you too.

Mr. Li: Where are you going?

Children: We're going to our new classroom.

Mr. Li: Please take John with you.

Children: OK, John. Let's go.

4. Ask and answer.

(1) Woman teacher: Where are you going?

Boy: I'm going to the school library.

(2) John: Where are you going?

Boys: We're going to the playground.

(3) Boy1: Where are you going?

Boy2: I'm going to the school shop.

(4) Man teacher: Where are you going?

Girls: We are going to the school garden.

6. Let's chant.

Where are you going?

We're going to school.

Where's he going?

He's going to school.
Where's she going?
She's going to school.
Where are they going?
They're going to school.
School, school.
We're all going to school.

7. Let's sing.

Where are you going? Where are you going?
I'm going to school.
Today is the first day. We are very happy.
New classroom, new playground, new school, new faces.
Nice to meet you. Nice to meet you!
We are very happy.

8. Read and guess.

There's a boy. He's nine years old. Today he's going to school. He's going to paint a picture. He's going to eat some ice cream. He's going to talk with his friends. He's going to eat some apples. He's going to ride a bike home.

Exercises

2. Listen and tick.

(1) Where is Tom going?

Tom: Where are you going, Fred?

Fred: I'm going to school. Are you going to school, Tom?

Tom: No, I'm not going to school. I'm going to the hospital.

(2) Where are they going?

Daisy: I like reading books. Let's go to the library, Jane!

Jane: But I'm not going to the library. I'm going to the zoo. I like watching animals. Let's go to the zoo, Daisy. You can read books there and I can watch animals.

Daisy: Good. Let's go.

(3)Where is Ben going?

John: Jim is going to the post office and Sam is going to the cinema, and where are you going, Ben?

Ben: I'm going to the supermarket. Where are you going, John?

John: I'm going to the library.

(4)Where is Jill's brother now?

Daisy: Where is Jill going, Mary?

Mary: She is going to the bus station. She's going to meet her brother there.

Daisy: But her brother is at school now. Let's go and tell Jill now.

Mary: OK. Let's go.

课后作业:



1. Find out:

(1)How long will it take to go to your home by bike?

(2)Which is the shortest way to go home?

(3)Which is the quickest way to go home?

2. Everybody prepares some cards. Write a word of a place on each card and bring them to the class next time. 每人回家做一些卡片,将所涉及到的地点分别写在每一张卡上,下次带到课堂上来。

Unit 2 What's the weather like today?

教学目的和要求(Teaching aims and demands):

- * 要求学生通过学习本单元掌握询问天气的基本问句
- * 要求学生熟读和掌握有关描述天气的词汇
- * 看懂有关天气的小短文
- * 练习和掌握字母组合 ai 的读音

交际句型: What's the weather like today?

It's cloudy and windy.

It's going to rain.

How is the weather on Monday?

交际词汇: weather, cloudy, rainy, sunny, snowy, rainbow, wet, cold, hot, sky, away, always, laugh, sing, shout, cry, heavy, light

字母组合: ai

教学用具: 教学图片, 挂图, 自制的红太阳、黄太阳、黑云和白云、火车和小人图(追赶火车)

具体教学方式:

教师上课时, 首先拿一张适合当天天气的图, 如刮风、下雨或晴天等, 然后问学生: What's the weather like today? What's the weather like today? 边说边指着外面的天气, 然后再指自己手里的晴天图说: It's sunny. It's sunny. Now answer my question all together. What's the weather like today? 教师讲的时候要注意用手势引发学生回答问题。学生熟悉几遍以后, 教师让学生看另外一张图并对学生说: Look, it's windy. 说话的同时做出刮风的姿势。然后教师将图贴在黑板上, 并在旁边写上“上海”, 再问学生, What's the weather like in Shanghai?

教师边说边启发大家用刚才学过的句型, It's windy. 用这样的方法还可以把其他的单词一一介绍出来。(注意: 在讲解过程中, 教师要带领学生用问答的方式或带读的方式“消化”这些单词。)

介绍出每个单词之后,教师对学生说:OK, everyone, please open your books and turn to Page XX. Look at Part II, Listen, point and say. Now point at the picture and say it after the tape. (做第二部分的听、指认和跟读练习) 在第二部分完成的基础上,教师让学生看第一部分的内容。教师首先说:Oh, we have nice pictures here. Look at the first part. There is a boy playing on the sand near the sea, right? What's the weather like here? 问完之后,教师期待着学生回答 It's sunny. 教师应用快慢结合的问句来问学生。紧接着,教师可结合当日上课的天气,指着窗户外问:What's the weather like outside today? 然后再指图片:What's the weather like here? What is the boy doing? Good. Who is in the clouds? (It's an angel.) Do you know angel? Good. What is she doing? Yes, she is playing the harp. What's the weather like? (It's cloudy.) Can you see a big cloud? (Yes.) Oh, look here. What's this? Yes. It's a snowman. And what are these? Do you know? 停顿一下说:Listen, they are "snowflakes". 教师说得慢一点,期待着学生能跟读几遍。教师接着问:What's the weather like here? Good. It's snowy. 教师可以用类似的方法让学生练习 windy 和 rainy. 在与学生交流中,教师可以问:How do you know that it's windy? (I can see the boys holding their hats tightly. I can see the wind blowing hard.) 涉及到雨的时候,教师可以问:Is the boy happy? (Yes, he is.) How do you know that? (He is jumping in the water.) Yes, he is wet all over the body. Oh, there is a beautiful rainbow. Have you found it? Yes, here. Do you like rainbows? Good, I like rainbows too.

第一部分完成之后,教师可以对学生说:Now let's play a game. Word-touching game. Three pupils are in one group. One person says "Cloudy", the other two pupils touch the word quickly. Let's see who is the first and how many times each person wins. OK, let's start.

学生做完之后,教师可以询问一下结果:Who wins eight times? Seven times? Six times? 以此类推,并给予一定的奖励。

在学习第四部分的内容时,教师可以先让学生自己读该部分的内容,并把生词划出来。教师说:Now let's look at Part 4. It's a story about the sun, the clouds, the wind and the rain. Please read it by yourselves. If you have some new words, underline them first. OK, start. 学生读了1~2分钟之后,教师可让学生听录音并找出这些单词的发音。然后教师把几个词写到黑板上问大家:Who can read this word? 比如:laugh, shout, cry, stop, always, away, feel, sky, above等。如果某个学生读得很好,就让该生带领大家一起读这些单词。Good. You read it one by one. Everybody reads after him/ her please.

在教 chant 的时候,可以让学生跟录音读几遍,然后让几个人在一起练习一会儿,并按照练习的组到前面来说一遍。最后,给最好的组一定的奖励。

本单元第六部分的内容可以让学生自己学习,然后做对话表演,因为本部分是进一步复习前面的内容。

在做练习一和练习四的时候,一定要让学生到前面,将答案写在黑板上。教师要进行核对,以保证学生写的每个词是正确的。特别是 rain, rainy, snow, snowy. 一般来说尽量不要去解释,必要的时候只说:There is rain on rainy days. (在多雨的天气里常常有雨)强调重读 rain 和 rainy,不必说明哪个是名词,哪个是形容词。

在语音部分,教师一定要反复带大家读字母 a 的音,要稍长一些,要有滑动,然后再把每个词读出来。