

福尼斯英语

学生用书 5(A)
Workbook 5(A)



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中国对外翻译出版公司

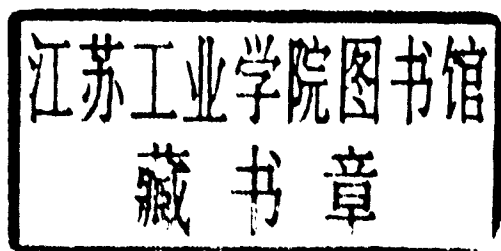
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Students' Book 5A

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Goals for Workbooks 5A and 5B

1. To learn new words.
2. To read stories and answer questions.
3. To listen to stories and answer questions.
4. To learn to speak with classmates and known adults in informal situations.
5. To write simple texts to convey an idea or message.
6. To learn basic grammar and punctuation needed to write simple texts.

Unit 1 - Animals

Goals:

In this unit, you will:

- Learn the successive phonogram 'si'.
- Learn the names of some common animals.
- Learn that animals have feelings, and we must be kind to animals.
- Learn about an animal called the walrus.
- Learn the first 2 rules of breaking words into syllables.
- Learn to distinguish between a phrase and a sentence.

Lesson 1 - The Brave Mice

A. New phonogram: si

1. Listen and write other phonograms with the same sound.

¹
si = _____

2. Underline "si". Listen and mark the stress. Read the words.

mis-sion	ses-sion	ex-pres-sion	per-mis-sion
de-ci-sion	oc-ca-sion	ex-plo-sion	in-va-sion
A-sian	e-ro-sion	con-clu-sion	tel-e-vi-sion

B. New Words

Write the words as the teacher dictates them.

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | | |

C. Read the sentences.

1. Cats like to eat mice.
2. A mouse is afraid of a cat.
3. We store hay in the barn.
4. We hang our clothes on hangers.
5. Please ring the bell at lunch time.
6. The children scampered into the garden.



D. Unscramble the words and then match each word to the correct sentence and picture.

1. A place where animals can live is called a _____.

gahn



2. A small animal that eats cheese is a _____.

rpcmesa



3. _____ can mean that same as run.

semuo



4. Tom likes to _____ his coat on a hook.

nbra



E. Use the words from the box to complete the sentences.

hang	ring	bell	mice	scamper
------	------	------	------	---------

Everyday, the school _____ will _____ many times. When we hear the _____, we _____ to class. We can _____ our bags and coats on the hooks in our classroom. In our classroom, we have 3 pet _____. They are very cute.

Lesson 2 - Reading and Comprehension

A. Read the passage:

The Brave Mice

Aesop

An old cat was catching all the mice in the barn. One day, the mice met to talk about the problem. Each one told of some plan by which to keep out of her way.

"Do as I say," said an old grey mouse who was very wise. "Do as I say. Hang a bell on the cat's neck. Then, when we hear it ring, we shall know that she is coming, and can run away."

"Good! Good!" said all the other mice, and one ran to get the bell.

"Now, which one of you will hang this bell on the cat's neck?" said the old grey mouse.

And all the mice kept silent and they scampered away to their holes.

Moral: Real bravery is shown by what we do, not what we say.

B. Review the passage and answer the following questions:

1. What was the old cat doing in the barn?

- | | |
|-------------------|---------------------------|
| (a) Sleeping | (b) Talking with the mice |
| (c) Catching mice | (d) Ringing a bell |

2. Did the mice like the cat?

- | | |
|----------|---------|
| (a) Yes. | (b) No. |
|----------|---------|

3. What did the mice do?

- | | |
|--|-------------------------|
| (a) They put a bell on the cat's neck. | (b) They had a meeting. |
| (c) Some went shopping. | (d) They rang a bell. |

4. How many mice went to get a bell?

- | | |
|----------|---------------|
| (a) None | (b) Three |
| (c) One | (d) Not sure. |

5. What did the mice do with the bell?

(a) They hung it on the cat's neck

(b) They used it as a lunch bell

(c) They played with it

(d) They did nothing.

6. Do cats like to eat mice?

(a) Yes

(b) No

(c) Not sure.

7. Is a mouse afraid of a cat?

(a) Yes

(b) No

(c) Sometimes

C. More New Words:



pain



feel



robin



hare



lair



lark

crea-ture



D. Make sentences using the new words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

E. Poem – Kindness to Animals.

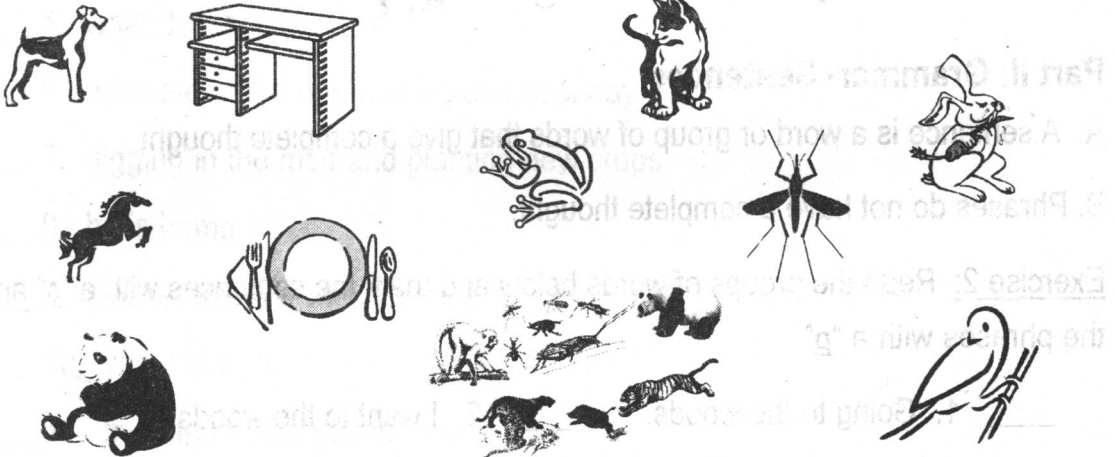
1. Listen for the rhythm and the rhyme. Practice reading with rhythm and expression.

Little children, never give pain to things that feel and live;
Let the gentle robin come for the crumbs you save at home;
As his meat you throw along, he'll repay you with a song.
Never hurt the timid hare peeping from her green grass lair,
Let her come and sport and play on the lawn at close of day.
The little lark goes soaring high to the bright windows of the sky,
Singing as if 'twere always spring, and fluttering on an untired wing –
Oh! Let him sing his happy song, nor do these gentle creatures wrong.

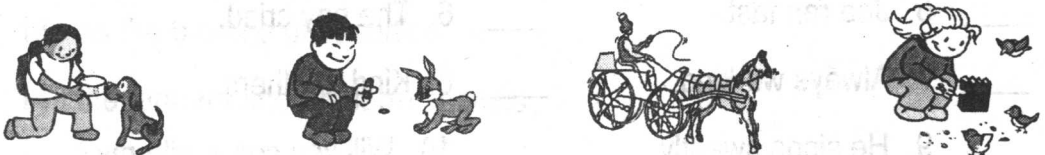
Moral: Compassion may be first learned through kindness to all creatures great and small.

2. Circle the correct answer to these questions about the poem.

(i) What things must we learn to be kind to?



(ii) What can we do to be kind to animals?



Lesson 3 - Grammar

Part 1 - Syllabication I

A. To be able to break the words into syllables when you look at them.

Rule 1: A one-syllable word is NEVER divided: bug, fell, walk, through.

Rule 2: A compound word is divided between the words which make up the compound word: in-to, class-room, work-horse, by-way.

Exercise 1: Underline the vowel sounds in the words, place a dash (-) between the syllables and join the words to the correct picture.

1. child



2. schoolbag

3. hotdog



4. twist

5. snowman



6. dress

7. four

8. housework

9. ballbat



10. brush

Part II: Grammar- Sentences

A. A sentence is a word or group of words that give a complete thought.

B. Phrases do not have a complete thought.

Exercise 2: Read the groups of words below and mark the sentences with a "s" and the phrases with a "p".

___ 1. Going to the woods.

___ 2. I went to the woods.

___ 3. John and Bill.

___ 4. Play and run with Spot.

___ 5. Joe ran fast.

___ 6. The boy cried.

___ 7. Always working.

___ 8. Kind to others.

___ 9. He sings sweetly.

___ 10. Will you come with me?

C. The first word of a sentence must begin with a capital letter and end with a full stop (period [.], exclamation point [!], or question mark [?]).

The first word of a phrase does not begin with a capital letter or end with a full stop.

D. Some sentences can tell us something. These sentences end with a period. Sentences can command us to do something. These sentences end with a period. Sentences can ask us something. These sentences end with a question mark. Sentences can show strong feelings. These sentences end in an exclamation point.

Exercise 3: Remove the capital letters and full stops from the phrases in exercise 2. Remember names of people must be capitalized.

Exercise 4: Put capitals and full stops on the sentences only.

- ___ 1. bill and mary like to play together
- ___ 2. the boys are working in the field
- ___ 3. walking in the morning sunlight
- ___ 4. come into the house
- ___ 5. what day is it
- ___ 6. because of the bright skies and cool day
- ___ 7. digging in the mud and planting new crops
- ___ 8. he is home
- ___ 9. please help me with the rope
- ___ 10. yes, I like pie
- ___ 11. the wind in the young trees
- ___ 12. how old are you
- ___ 13. as the blowing dust settled
- ___ 14. the farmers and the farm animals

Lesson 4 - Dialogue & Listening Exercises

Words and Expressions:

The Walrus



North Pole



fat



dog



metres

horse



kilos



tusks



frog



Dialogue:

Miss Brown: Welcome to the walrus pool boys and girls!

Boys and girls: Good morning, Miss Brown!

Miss Brown: Today we will see our new walrus. Where does a walrus live?

Boy: Walruses live at the North Pole.

Miss Brown: That's right! They live at the North Pole where it is very cold. The walrus has a thick layer of fat under his skin to keep him warm.

Girl: How big does a walrus grow?

Miss Brown: A walrus can grow up to 4 metres long and can weigh up to 1400 kilos.

Boys and Girls: Wow!

Boy: How long can a walrus live?

Miss Brown: A walrus can live for up to 40 years. Can you see those two long spiky things coming out of his mouth? They are called tusks.

Boy: What does he use his tusks for?

Miss Brown: He uses them to fight and also as hooks to help him climb out of the water onto ice.

Girl: The walrus is so big!

Boy: The walrus is a funny looking animal!

Practice:

Look at the pictures. Practice asking and answering the question:

"What is this animal?"



Q: What is this animal?

A: This is a _____.



Q: What is that animal?

A: That is a _____.



Q: What is this animal?

A: This is a _____.



Q: What is that animal?

A: That is a _____.

Unit 2 - Asking Directions

Goals:

In this unit you will:

- Learn the phonogram sc.
- Learn to ask for simple directions.
- Learn to listen to simple instructions and directions using the terms "left", "right", and "straight ahead".
- Write sentences to express pictures to other people.
- Learn how to break words with prefixes and suffixes.

Lesson 1 - Our Friend The Policeman

A. New phonogram: sc

1. Listen and write other phonograms with the same sound.

sc = _____

*sc can only be used if 'e', 'i' or 'y' follow. Otherwise it is 's' + 'c'.

2. Do all the words contain 'sc'? Underline "sc" and read the words.

scene scis-sors sci-ence de-scend scone scum scam

B. New Words

Write the words as the teacher dictates them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C. Read the sentences:

1. Police make sure people obey the law.
2. A true friend is closer than a brother.
3. People need to help each other.
4. Turn left at the next light.
5. Please walk straight ahead.
6. There are policemen in the police station.



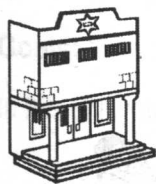
D. Make sentences using the new words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

E. Write True or False next to each sentence.

1. A friend is a person that we like. _____
2. The opposite of left is straight. _____
3. Mice are not animals, and children are people. _____
4. If we need help, we can ask the police. _____

F. Use the picture and the new words to complete the sentences.



To get to the _____, Grace will first walk _____
_____ and then go _____.

Jack wants to go to school. Write how Jack can get there in the space provided.