

SUCCESS WITH ENGLISH

义务教育课程标准实验教科书·英语

# 教师教学用书

## Teacher's Book

(供三年级起始用)

三年级 上册

广州市教育局教学研究室 合编  
英国利兹城市大学语言研究中心  
生活·读书·新知三联书店 出版

义务教育课程标准实验教科书  
英 语

# 教师教学用书

(供三年级起始用)  
三年级 上册

**Success with English**

*Teacher's Book*

广州市教育局教学研究室 合编  
英国利兹城市大学语言研究中心  
生活·读书·新知 三联书店 出版

**图书在版编目(CIP)数据**

英语教师教学用书：三年级上 / 广州市教育局教学  
研究室，英国利兹城市大学语言研究中心合编. —北京：  
生活·读书·新知三联书店，2003  
ISBN 7-108-01964-7

I. 英... II. ①广...②英... 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(2003)第063855号

生活·读书·新知 三联书店出版发行

广东江门市新会区教师进修学校印刷厂印装  
(新会区会城镇育才路)

787毫米×1092毫米 16开本 7.25印张 145千字

2003年8月第1版 2006年8月第4次印刷

ISBN 7-108-01964-7/H·61

定价：6.95元

如有印、装质量问题，影响阅读，请与承印厂(电话0750-6693045)联系调换。

# 说 明

义务教育课程标准实验教科书小学英语（英文名称：Success with English）是根据国家教育部 2001 年制订的全日制义务教育《英语课程标准》（实验稿）编写的，于 2003 年经全国中小学教材审定委员初审通过。本教科书与经全国中小学教材审定委员会于 2001 年审查通过的初中英语教科书 Success with English 相衔接。

本教科书共八册，供小学三至六年级使用，每学期一册。本系列教材除教科书外还有活动手册、教师教学用书、教学图片、字母卡片、幻灯投影片、录音带和教学光盘等供教师和学生使用的配套材料。

本教科书由广州市教育局教学研究室与英国利兹城市大学语言研究中心组成广州市小学英语教材编写委员会编写。

教师教学用书三年级上册由英方 Dr. Brian Tomlinson、Hitomi Masuhara、Carlos Islam、Heather Buchanan 和中方鲁宗干执笔。

编 者

2006 年 7 月

# Contents

<b>Preface</b> .....	(1)
<b>Part One: Introduction to Book 1</b> .....	(8)
I . VHP for Book 1 .....	(8)
II . Schedule for the First Term of the Year .....	(10)
III . Materials for Teaching and Learning .....	(11)
IV . Suggestions for the Teachers .....	(12)
V . The Symbols in the Textbook .....	(22)
VI . The Basic Steps for Class .....	(22)
<b>Part Two: Suggestions for Teaching Each Module</b> .....	(24)
Module 1 Greetings .....	(24)
Module 2 My Body .....	(31)
Module 3 Stationery .....	(38)
Module 4 Colours .....	(46)
Module 5 Transport .....	(53)
Module 6 Numbers and Shapes .....	(61)
Module 7 Revision .....	(68)
<b>Part Three: Appendices</b> .....	(71)
Appendix 1 Tape Scripts for Activity Book .....	(71)
Appendix 2 Vocabulary .....	(82)
Appendix 3 Classroom English .....	(89)
Appendix 4 Names .....	(95)
Appendix 5 Simple-line Drawing .....	(97)
Appendix 6 Songs for Book 1 .....	(102)

# Preface

With the advent of globalization and the information technology, English is becoming more and more important. As one the primary tools for communication, English is widely used in every field of the human life. In consideration of the developing strategy for basic education, many countries regard English education as the most vital part of civil quality education and place it in a prominent position.

At present, the innovation of English course emphasizes on changing the incorrect methods, such as paying too much attention to explanation and teaching the grammar and vocabulary and neglecting to foster students' actual ability in applying language. In The Standard of English Course of Common Senior Middle School for Full-Time Compulsory Education (Experimentation) issued recently, it is pointed out that the innovation of English course emphatic curriculum gets a start in students' learning interest, life experience and cognitive level, advocates studying through experience, practice, participation, cooperation and communication and teaching through allocating task so as to develop students' comprehensive competence for using language and to make students foster the active emotional attitude, think on their own initiative, practice boldly, improve the multi-cultural consciousness and learn on their own responsibility.

## Nature of the Curriculum

In the state Standard of English Course, it is pointed out that foreign language is the required course in the phase of basic education. While English is one of the most important languages in the foreign language course, the state English course standard demands that English class should begin from Grade 3 in primary schools.

## Basic Theory

Here are the contents of basic theory of the state English standard:

1. Face towards all students, pay attention to quality education;
2. Design the aim integrally, realize the characteristics of agility and openness;
3. Regard students as the main body, respect the individual difference;
4. Hold activities, advocate experiencing and participating;
5. Pay attention to the evaluation of the process, boost students' development
6. Exploit resources for the curriculum, expand channels for studying and using.

## Aim of the Course

In the Standard of English, which classifies the English course, it is pointed out that the overall objective of English course in the phase of elementary education is to foster students' comprehensive ability in applying language. The comprehensive ability in applying language is formed on the basis of the all-round development of students' language skill, language knowledge, affect, learning strategy and cultural consciousness. Language knowledge and language skill are the foundation of the comprehensive ability in applying language, and the cultural consciousness is the guarantee to use the language accurately. What's more, the affect is the main factor that influences students' study and development, and learning strategy is the guarantee to improve the learning efficiency and develop the independent learning ability. These five factors stimulate the formation of the comprehensive ability in applying language. The aim structure of the course is showed in the following figure.



## Suggestions for Teaching

### **1. Face towards all students, the foundation for students' overall and lifelong development.**

The teaching plan should be in accordance with students' physiological and psychological characteristics and follow the rules of learning language so as to satisfy students of different types and levels and let each student develop his body and soul healthily. When in teaching, teacher should:

- (1) Encourage students to use English boldly, despite errors and mistakes that students make in learning;
- (2) Provide students with opportunities to study independently, communicate with each other and offer space for students themselves to perform and develop;
- (3) Encourage students to develop the comprehensive language skills of listening, speaking, reading and writing by means of experience, practice, discussion, cooperation and exploration;
- (4) Create conditions for students to explore the problems that they are interested in and solve the problems on their own responsibility.

### **2. Pay attention to students' emotion, create a loose, democratic and harmonious teaching atmosphere.**

As long as students have positive emotion in themselves, English and its culture and learning English, students can keep learning English and make progress. The negative emotion will influence not only the English learning results but students' future development as well. Hence, teachers should pay attention to students' emotion all along when in teaching and try hard to create the loose, democratic and harmonious teaching atmosphere. English teachers should:

- (1) Respect every student, actively encourage them to try in study and protect their pride and enthusiasm;
- (2) Combine English teaching emotional education organically, create all kinds of activities to study in tandem and make students study and help each other, experience the collective glory and achievement, and develop the



team spirit;

- (3) Pay special attention to students who are introverted by nature and have difficulties in learning and create as many as possible chances for them to practise the language;
- (4) Build teamwork and democratic exchange channels between teachers and students, frequently think over the learning process and results together with students and encourage and help each other so as to make progress in both teaching and learning.

### **3. Advocate teaching through allocating tasks, foster students' comprehensive ability in applying language.**

The Standard sets the aim for each level on the condition that students "can do something". Teachers should avoid teaching language knowledge only, but to teach through allocating tasks.

According to the overall aim of the curriculum, teachers should, combining with the teaching contents, creatively plan some teaching activities close to students' level and interests, organize them to participate in actively. Students study and use English and finish the learning tasks through speculation, research, discussion, communication and cooperation.

When planning the learning activities relating to the tasks, teachers should know that:

- (1) The activities should have definite objectives and useable;
- (2) The activities should base on students' life experience and interests and whose contents and manners should be real;
- (3) The activities should be beneficial for students to learn English knowledge, and in developing language skill so that students can improve the actual ability in applying language;
- (4) The activities should actively facilitate English study penetrate and connect to other subjects so that students develop their comprehensive qualities, such as thought, imagination, aesthetic sentiment, artistic perception, cooperation and innovation spirit;
- (5) The activities can facilitate students to acquire, handle and use the

information, to use English to communicate with others and develop their ability in solving the actual problems through English;

- (6) The activities should not be held only in class but also extended to the study and life after school.

#### **4. Strengthen the instruction for students' learning strategy in the foundation for their lifelong study.**

One of the main tasks of English course is to make students form good learning habits and form effective learning strategies. Teachers should consciously strengthen the instruction the students' learning strategy and let them learn how to study step by step through learning and applying English. Teacher should;

- (1) Actively create conditions for students to take part in making staggered learning object and making ways to realized the objective;
- (2) Instruct students to study by means of supposition, consultation or inquiry and to combine with the context;
- (3) Make inquisitional learning activities, hasten to develop students' practical ability with the context;
- (4) Instruct students to learn the language knowledge and comprehend the language function through observation, discovery, conclusion and practice;
- (5) Instruct students to self-evaluate and adjust own learning objective and strategy according to the demand while learning.

#### **5. Expand students' cultural view. develop their consciousness and ability of multi-cultural exchange.**

Language is closely related to culture and is the primary carrier of culture. Teachers should deal with their relation well and try hard to let students understand the foreign culture, especially the culture of English countries. While learning English, to help them improve the ability in understanding and properly using English, expand the cultural view continuously. Further comprehend the native culture and develop the consciousness and ability of multi-cultural intercourse.

## **6. Make use of the modern educational technology, broaden the channels for students to learn and apply English.**

Teacher should fully use of the modern educational technology, exploit English teaching resource, broaden the learning channels for students, change students' learning methods and improve the learning results. Under certain circumstances, teachers should:

- (1) Make use of the audiovisuals and network resources, enrich the teaching contents and forms, improve the teaching results in class;
- (2) Make use of the computer and multimedia teaching software, quest for new teaching modes, facilitate the individual study;
- (3) Reasonably exploit and use all types of resources, like broadcast, TV, English newspapers, libraries, network, etc, and create conditions for students to study independently.

## **7. Organize lively extracurricular activities, boost students interest to learn English.**

According to students' age and interests, to actively hold all kinds of extracurricular activities if beneficial for students to increase the knowledge, expand the view, develop IQ and personality, show the aptness. Teachers should organize inclusive and various English extracurricular activities, like reciting, singing, telling stories, lecturing, acting, English corner, English wall newspaper, thematic class references, exhibitions, etc. Teacher should induce students, protect students' curiosity, and foster their autonomy and innovative sense.

## **8. Renovate the knowledge structure continuously, adapt to the requirements of English course for the development of modern society.**

Teachers should continuously renovate the knowledge structure and adapt to the requirements of English course for the development of modern society. So, teachers should:

- (1) Accurately master the idea, objective and content of the curriculum

- standard, use the theories of pedagogy and psychology, investigate the rules of language teaching, choose and adjust the English teaching strategy according to students' psychological characteristics;
- (2) Develop the regulating and organizational ability of teaching in class and flexibly exercise using all kinds of teaching skills and methods;
  - (3) Master the modern educational technology and apply it in your own further study and real teaching;
  - (4) Consciously strengthen the Chinese and foreign culture, broaden the knowledge;
  - (5) Actively and creatively quest for effective teaching methods according to the teaching aim, students' demands and local objective conditions;
  - (6) Continuously think over your own teaching conduct and try hard to become the teachers enjoy innovating and researching.

**9. Follow the principle of high frequency for class hour arrangement, assure the teaching quality and result.**

The English course begins from Grade 3. In order to assure the teaching quality and result, the English course for Grade 3-6 should follow the principle of high frequency and combining the long-period class with short-period class, and has at least 4 teaching activities per week. Grades 3, 4 should be based on the short-period class; Grades 5, 6 should have the class of long-period and short-period combining together. And the long one should not be less than 2 periods. In order to assure the teaching quality and result, each class should not have more than 40 people.

It is suggested that there should be at least 4 periods for the English course of Grades 7-9 and common high school.

In order that teachers can better understand the above-said teaching principle, the following teaching case is hereby offered for reference.

# Part One: Introduction to Book 1

## I . VHP for Book 1

Here is the VHP of Book 1. It shows the topics, sup-topics, main tasks, language focus and daily expressions in communication that are offered in this textbook.

Topic & Sub-Topic	Main Task	Language Focus	Daily Expressions in Communication
<b>Module 1</b> (Units 1-3) <b>Greetings</b> Unit 1: Hello! Unit 2: Good Morning! Unit 3: Let's Go Further	<ul style="list-style-type: none"> <li>• Can greet and introduce people in English;</li> <li>• Can read and write the English letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Hi/ Hello.</li> <li>• How are you? I'm fine/ OK.</li> <li>• Nice to meet you.</li> <li>• Good morning/ afternoon/evening.</li> <li>• I'm/ My name's...</li> <li>• This is...</li> <li>• Thank you/ Thanks.</li> <li>• And you?</li> </ul>
<b>Module 2</b> (Units 4-6) <b>My Body</b> Unit 4: Wash My Face Unit 5: Raise My Arms Unit 6: Let's Go Further	<ul style="list-style-type: none"> <li>• Can name body parts in English;</li> <li>• Can give instructions in English.</li> </ul>	<ul style="list-style-type: none"> <li>• This is...</li> <li>• That's...</li> </ul>	<ul style="list-style-type: none"> <li>• OK/ All right.</li> </ul>
<b>Module 3</b> (Units 7-9) <b>Stationery</b> Unit 7: Where Is My Pencil? Unit 8: Please Lend Me Your Ruler Unit 9: Let's Go Further	<ul style="list-style-type: none"> <li>• Can understand the instructions and do the actions;</li> <li>• Know the things I need for class;</li> <li>• Can tell where the thing is.</li> </ul>	<ul style="list-style-type: none"> <li>• Where is... ?</li> <li>• It's in/on...</li> <li>• The ... is in/ on the...</li> <li>• Is this/ it... ? Yes, it is.</li> <li>No, it isn't.</li> </ul>	<ul style="list-style-type: none"> <li>• Please lend me your...</li> <li>• Here it is!</li> <li>• Here you are!</li> <li>• That's OK.</li> <li>• Oh dear!</li> </ul>

Topic & Sub-Topic	Main Task	Language Focus	Daily Expressions in Communication
<b>Module 4</b> (Units 10-12) <b>Colours</b> Unit 10: Look at the Rainbow Unit 11: Draw a Picture Unit 12: Let's Go Further	<ul style="list-style-type: none"> <li>• Can tell the colours of the things;</li> <li>• Can name the colours;</li> <li>• Can listen to the instructions and colour pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• What colour is the... ?</li> <li>• Draw a/an...</li> <li>• Colour the...</li> <li>• What's this/that / it in English?</li> <li>It's...</li> </ul>	<ul style="list-style-type: none"> <li>• Let's...</li> <li>• I don't know.</li> <li>• That's good.</li> <li>• Right. /That's right.</li> </ul>
<b>Module 5</b> (Units 13-15) <b>Transport</b> Unit 13: It's a spaceship Unit 14: Is This a Car? Unit 15: Let's Go Further	<ul style="list-style-type: none"> <li>• Know in English the things we use for transport;</li> <li>• Can ask questions about transport in English.</li> </ul>	<ul style="list-style-type: none"> <li>• It isn't...</li> <li>• Is this ... ?</li> </ul>	<ul style="list-style-type: none"> <li>• Hurray!</li> </ul>
<b>Module 6</b> (Units 16-18) <b>Numbers and Shapes</b> Unit 16: What Shape Is This? Unit 17: How Many Squares Are There? Unit 18: Let's Go Further	<ul style="list-style-type: none"> <li>• Can count from 1 to 15;</li> <li>• Can ask and answer questions about how many there are and what shapes things are.</li> </ul>	<ul style="list-style-type: none"> <li>• What shape is this?</li> <li>It's...</li> <li>• What shapes are they?</li> <li>They're...</li> <li>• What are they?</li> <li>They're...</li> <li>• How many ... are there?</li> <li>There is...</li> <li>There are...</li> <li>• What's ... and ... ?</li> <li>It's...</li> </ul>	<ul style="list-style-type: none"> <li>• Good.</li> <li>• Very good.</li> <li>• Ha-ha!</li> </ul>

## II . Schedule for the First Term of the Year

We should follow the principle of high frequency for class hour arrangement; assure the teaching quality and result. The English course begins from Grade 3. In order to assure the teaching quality and result, students should have at least 5 short periods (20 to 30 minutes) or 3 long periods (40 minutes) in the English course for Grades 3 and 4. And each class should not have more than 40 students. In Book 1 there are 7 modules and there are 3 units in each module except for module 7.

Here is the suggestion for the schedule of the first term of the year. Long period here means the time of a class with 40 minutes and short one means the time of a class with 20-30 minutes.

Contents		The time teachers need
<b>Module 1</b>	Unit 1	3 long-periods or 6 short-periods
	Unit 2	3 long-periods or 6 short-periods
	Unit 3	2 long-periods or 4 short-periods
<b>Module 2</b>	Unit 4	3 long-periods or 6 short-periods
	Unit 5	3 long-periods or 6 short-periods
	Unit 6	2 long-periods or 4 short-periods
<b>Module 3</b>	Unit 7	3 long-periods or 6 short-periods
	Unit 8	3 long-periods or 6 short-periods
	Unit 9	2 long-periods or 4 short-periods
<b>Module 4</b>	Unit 10	3 long periods or 6 short-periods
	Unit 11	3 long periods or 6 short-periods
	Unit 12	2 long-periods or 4 short periods
<b>Module 5</b>	Unit 13	3 long-periods or 6 short-periods
	Unit 14	3 long-periods or 6 short-periods
	Unit 15	2 long-periods or 4 short-periods

Contents		The time teachers need
<b>Module 6</b>	Unit 16	3 long-periods or 6 short-periods
	Unit 17	3 long-periods or 6 short-periods
	Unit 18	2 long-periods or 4 short-periods
<b>Module 7</b>	Revision	4-6 long-periods or 8-12 short-periods
<b>Total</b>		18 weeks periods (about 51 long-periods or 102 short periods)

### III . Materials for Teaching and Learning

The teaching material means the textbook and its auxiliary materials, such as the exercise book, activity book, story book, self-educated manual, tape, video, wall chart, card, teaching object, computer software etc. that are used in English. The teaching material used for English course in the stage of basic education is the main content and means for students' learning and teachers' teaching.

Here are the teaching materials for Book 1:

Name	Contents	Who uses it?
Textbook	texts and exercises	pupils and teachers
Activity Book	exercise	pupils and teachers
Teachers' Guide	instruction and information for teachers	teachers
Tapes	1. recording of the textbook; 2. recording of the activity book; 3. recording of songs and rhymes	pupils and teachers
CD Rom	materials for textbook and exercises	pupils and teachers
VCD	materials for textbook and exercises	pupils and teachers
Word Card	pictures about some nouns and adjectives	teachers
Film for Reflector	materials for textbook and exercises	teachers



## IV. Suggestions for the Teachers

Welcome to Success with English for Primary Schools. We hope you'll enjoy teaching it and we hope your pupils will enjoy learning from it too.

### Principles

Success with English is based on a number of principles of language learning. These principles have been developed by our team of writers from their many years of teaching and their understanding of current research in language learning.

The principles on which the course is based:

#### 1. Explicit Learning

Learners can gain from being told about how the language works. They can develop explicit knowledge about language items and structures from being given rules, examples and advice. This knowledge can help them in particular when they have time to stop and think during language use (e. g. when they are reading a story or writing a letter). It can also help them eventually to be able to use some of the language items and structures in spontaneous use.

Be careful though. Explicit learning is never enough and some pupils gain a lot more from it than others.

#### 2. Implicit Learning

Learners can gain the ability to use language accurately, fluently, appropriately and effectively from motivated exposure to the language in use and from opportunities to use it. This is how babies acquire their first language and it is very important in foreign language learning too. It's not a magic process though. Learners don't gain the ability to use a sentence structure just because they've heard people using it and have been given a few opportunities to use it themselves. They need repeated exposure and repeated opportunities for using over a period of time in order for their brains to make the generalizations that are needed before successful language production is possible.