

义务教育课程标准实验教科书

英语 教师教学用书

TEACHER'S BOOK

24
五年级 上册

(供三年级起始用)



北京师范大学出版社

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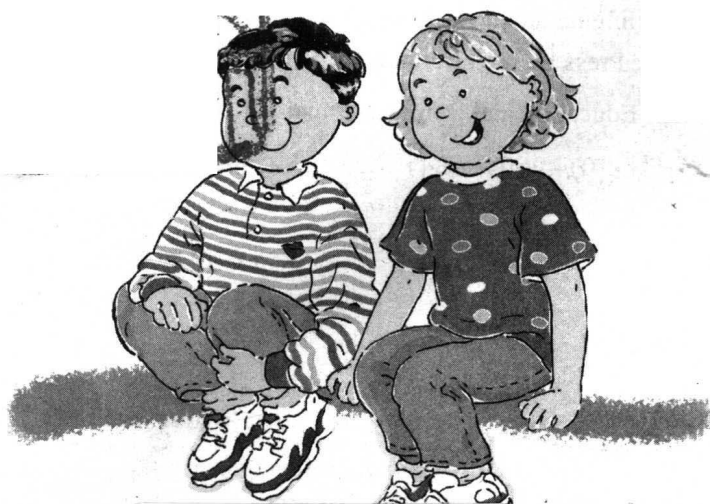
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教师教学用书

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主编 王蔷 Ken Methold



北京师范大学出版社

· 北 京 ·



Education

本册教材配套资源

- 录音带 (五年级上) (供三年级起始用)
- 英语伴你成长 (五年级上) (供三年级起始用)
- 教学挂图 (五年级上) (供三年级起始用)
- 寒假生活 (五年级) (供三年级起始用)
- 教学课件 (五年级上) (供三年级起始用)
- 教学卡片 (五年级上) (供三年级起始用)
- 学习卡片 (五年级上) (供三年级起始用)
- 国标小学英语分级阅读 第三级
- 国标小学英语分级阅读教师用书 (上册)

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前言

北京师范大学出版社出版的小学教材《英语》是根据教育部颁发的《英语课程标准（实验稿）》的精神，遵循英语学习的规律和儿童心理生理发展的需求，以小学生的生活经验和认知发展水平为基本出发点，循序渐进地设计课程，充分体现现代教学理念和素质教育思想，寓教于乐，寓学于做，强调学生在学习过程中的感悟、体验、实践、参与以及思维能力的发展，在良好的语言环境中，融学习情感、学习能力和跨文化交际的意识的形成于语言学习的全过程之中，力求体现素质教育思想。

本教材的编写目的在于使小学生通过这门课程的学习，培养他们学习英语的积极情感，通过大量的语言实践形成初步的英语语感、打好语音语调基础，具备用所学英语进行交流的能力，养成良好的学习习惯，为初级中学的进一步学习打好语音、情感和学习习惯的基础。

本教材的编写原则是：

1.在教材总体设计目标上，重兴趣、重成就感、重自信心的建立。

小学生学习英语能否取得成功，很大程度上取决于学习的兴趣，小学英语教材应该采取一切可能的方法，激发学生对学习英语的强烈愿望，使他们喜欢学、乐于学。而学习兴趣的保持在很大程度上取决于学习效果，取决于他们能否获得成就感。因此，本教材通过设计多种富有情趣的活动，鼓励学生积极参与，大胆实践，体验成功，使学生产生成就感并建立自信心。

2.在教学方法上，重体验、重实践、重参与、重创造性思维的发展。

本教材从儿童的心理和生理的发展特点出发，改变了传统的学习方式，让学生在体验和实践中进行学习。通过学生主动地积极体验、参与、实践以及主动地尝试与创造，而获得认知能力和语言能力的发展。该教材通过听做、说唱、玩演、读写和视听等多种活动方式，达到培养兴趣、形成语感、发展思维和想象、促进语言学习的目的。

3.在语言教学内容安排上，重语感、重语音语调基础、重交流能力的培养。

本教材通过提供大量的感知、体验、模仿等实践活动，帮助学生形成初步的语感。通过多听、多模仿，在有意义的语境中进行训练，奠定语音语调的基础。教材注意创设交流的情景，使学生通过交际发

展交流能力。

教材的主要特点：

1.突出对学生学习兴趣的培养。

兴趣的培养主要通过教学内容的设计和教学活动的安排来体现。根据学生的年龄特点和认知规律，本教材选用了小学生喜爱的童话故事的形式作为每一单元的课文，其主人公是活泼可爱的小动物和与小年龄相仿的儿童，每一单元都围绕主要人物的故事展开。课堂活动以学生活动为主，采用听、说、做、唱、玩、演等活动形式，激发学生的参与感，保持学习兴趣。

2.采用话题—功能—结构—任务相结合的编写思路。

话题的选择与小学生的日常生活紧密联系，并注意语言功能与结构的有机结合，采用任务型的活动设计，让学生在活动中运用语言、发展思维、发挥想象、合作参与，在交际中发展交流能力。

3.在内容安排上注意由近及远，由表及里，由浅入深地逐步递进，同时提供丰富的情景设置，保证词汇的复现率。

4.教学活动丰富生动，游戏故事贯穿始终，歌曲歌谣每个单元都有，使学习过程变得轻松愉快。

更为重要的是，每个单元都设计了学生“自我评价”项目，既体现出对传统测试形式的改革，又突出了以学生为主体的教学思想，有利于培养学生的自主意识和学习能力。

5.科学地把握学习难度，适当控制词汇量。

本教材出现的词汇的总量以及选择范围根据《英语课程标准（试验稿）》确定。本教材小学阶段总词汇量为1000—1200个。

6.教材提供了多种内容与资源，内容充实而又有弹性。

教师可根据教学实际情况使用教材的基本部分，也可以选用扩展活动内容。扩展活动主要以扩展阅读和游戏的形式出现。

本教材配有学生用书、教师用书、录音磁带、教学卡片、教学挂图、学习卡片、多媒体课件、英语分级阅读系列等配套教育资源。

在中美双方主编的主持下，我社组织了一支由中美教材专家、一线小学英语教师、教研员构成的编写队伍。我们边编写、边试验，将不断跟踪使用情况，及时修改和调整内容，使教材在实际使用中逐渐完善。

参与本教材编写的人员有王建平、王曼怡、沈玲娣、宋越美、晁霞、贾秋林等人。

北京师范大学出版社

2004年5月20日

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Syllabus

Unit	Function	Structure	Vocabulary	Phonics
1 Mocky the juggler	Talking about professions	<i>What does (she) do?</i> <i>(She) is a dancer.</i> <i>Is (he) a vet?</i> <i>Yes, he is.</i> <i>No, he isn't.</i> <i>Are you a teacher?</i> <i>Yes, I am.</i> <i>No, I'm not.</i>	Core: student, teacher, doctor, vet, nurse, policeman, pilot, juggler, dancer, juggle, help, call, teach Phonics: snake, three, flute, bike, nose Contextual: There's a (juggler)., We're going home now., Yes, of course., too, all right, very, telephone, ambulance, quickly	Review of vowels
2 I like Bobby	Asking and answering questions about likes and dislikes	<i>Do you know him?</i> <i>Yes, I do.</i> <i>No, I don't like him.</i> <i>Do you like strawberries?</i> <i>Yes, I like them a lot.</i>	Core: glasses, rabbit, fox, horse, lion, tiger, donkey, leopard, sheep, panda, goat, rabbit, frog, giraffe, a lot Phonics: thin, thief, thirteen, mouth, feather, mother, Contextual: Here come my friends., great, cute, wearing, too	/th/
3 It's too expensive!	Asking and answering questions about prices and size of clothing	<i>This cap is cheap.</i> <i>It's only \$5.</i> <i>These clothes are too expensive.</i> <i>These pants are too big.</i> <i>What size do you want?</i> <i>Do you have any shoes?</i> <i>Yes, we have some.</i> <i>No, we don't have any.</i>	Core: clothes, shorts, pants, shoes, socks, pajamas, tie, shirt, dress, sweater, coat, skirt, jacket, jeans, expensive, cheap, size, any, some, too, medium, large, thirty-ninety Phonics: wheel, whale, wheat, whistle, white Contextual: Let's go in here., iron, clean, only, The right size.	/wh/
4 Where is it?	Asking and answering questions about position and place	<i>Where is it?</i> <i>It's on the rock.</i>	Core: ground, where, on, under, in, behind, in front of, next to, squirrel, rock, desk, bed, sofa, floor, chair Phonics: arm, car, farm, park, star, shark, heart Contextual: I don't know, sad, now, looking, little, happy	/ar/
5 Our town	Asking and answering questions about location of a place	<i>Where is your house?</i> <i>It's near the train station.</i>	Core: map, town, near, between, train station, school, movie theater, supermarket, swimming pool, zoo, park, bank, bus stop, restaurant, post office, hospital, police station, library, fire station Phonics: circle, shirt, girl, bird, nurse, purse, turtle Contextual: of, cage, turn left/right, down by ..., early in the morning, little, Off they go., Off it goes., let's	/er/
6 Review	Review	Review	Review Contextual: still, only, river, turn left/right, I'm sorry, very cold	Review

UNIT 1 Mocky the juggler

Lesson 1

- ☐ Use greetings and polite expressions
- ☐ Set the scene
- ☐ Model the dialog
- ☐ Talk about the story
- ☐ Story 
- ☐ Set homework



Lesson 2

- ☐ Simon says
- ☐ Flashcard activity
- ☐ Words to learn 
- ☐ Listen to this 
- ☐ Let's sing 
- ☐ Set homework


Lesson 3

- ☐ Review
- ☐ Talk together
- ☐ Listen and match 
- ☐ Match and write
- ☐ Set homework


Lesson 4

- ☐ Sounds and letters 
- ☐ Match and say 
- ☐ Read with Uncle Booky
- ☐ Model the structures
- ☐ Uncle Booky's Blackboard
- ☐ Touch and say

Lesson 5

- ☐ Acting game
- ☐ Read and write
- ☐ Let's chant 
- ☐ Let's find out
- ☐ Set homework

Lesson 6

- ☐ Uncle Booky's Story time 
- ☐ Bingo
- ☐ Simon says
- ☐ Snap!
- ☐ Self-assessment
- ☐ Reflection

UNIT 1

Lesson 1

Structures (New)

What does (he) do?

(He's) a (doctor).

(He's) not a (vet).

Are you a (vet)?

Yes, I am./No, I'm not.

Structures (Review)

Hello! What's your name?

My name's (Tom).

This is (David).

What's (his) name?

(His) name is (David).

(I) can (juggle).

The (doctor) can't (help).

Vocabulary

Core

a student	a teacher
a juggler	a policeman
a vet	a doctor
a call	a farmer
help	a pilot
teach	a dancer

Contextual

There's (a juggler).

too

ambulance

quickly

all right

We're going home now.

Classroom

Good morning/afternoon.

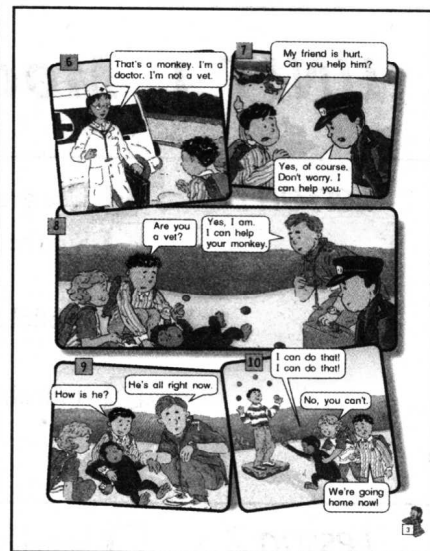
Goodbye Please

Thank you You're welcome

Excuse me Sorry



Student Book page 2



Student Book page 3

1 Use greetings and polite expressions

- Ask the children, "What do you say when you meet your teacher first thing in the morning?" Tell them that in English we say **Good morning**. Have the children repeat the expression after you.
- Repeat this procedure for the English terms, **Good afternoon**, **Goodbye**, **Please**, **Thank you**, **You're welcome**, **Excuse me**, and **Sorry**.
- Review the expressions in a class drill by asking the children what English term they need to use when:
 - a. they meet their teacher in the morning/afternoon
 - b. they leave a friend's house
 - c. they are asking for something
 - d. someone has given them something or has helped them
 - e. someone thanks them for something
 - f. they need to interrupt someone, or have bumped into someone
 - g. they want to apologize for doing something, for example, breaking a cup.

Encourage the use of polite terms in English, for example, at the beginning and end of each lesson, when the children want something, etc. Try to use children's English names when taking the class roll, and encourage them to say **Here** when their names are called.

第一单元

第一课

教学提示：

第一课是故事教学，教材在故事中自然呈现本单元主要语言知识与内容。教师可以采用使用教学挂图讲故事的形式呈现新课文。教师提问问题，例如：What can you see in the pictures? Who are they in the pictures? Where are they? What are they doing? What are they saying? 让学生试着用英语描述挂图的内容。学生通过看图说话，既锻炼口语表达能力，又预测了故事内容，为故事学习做了铺垫。在故事教学中，教师要先让学生听，然后模仿重复。在活动中，首先要求学生一起模仿重复，然后逐步发展为每个学生独立模仿重复。教师可以注意培养学生根据图片讲述故事的能力，也可以进行小组表演，或者利用本单元和以前学过的语言知识进行故事改编，培养学生的创造性和合作精神。

鼓励学生使用英语的礼貌用语，例如，开始上课和准备下课时，当学生要某个物品时。如果在上课前点名，试着用学生的英语名字，鼓励学生用“Here”回答。

1. 学习礼貌用语

- 提问学生，“早晨见到自己的老师你说什么？”告诉学生在英语中应该说 Good morning。教师示范，学生跟读。
- 用同样的方法呈现其他的礼貌用语：Good afternoon, Goodbye, Please, Thank you, You're welcome, Excuse me 和 Sorry。
- 全班一起复习这些用语，提问学生在以下情景中他们应该说什么：
 - a. 当他们早晨/下午见到老师的时候
 - b. 他们离开朋友家的时候
 - c. 向别人提问的时候
 - d. 得到别人帮助的时候
 - e. 别人向他们道谢的时候
 - f. 需要打扰别人，或碰了别人的时候
 - g. 道歉的时候，例如打碎了杯子



Mocky: What does she do?
Ann: She's a teacher.
 She's our teacher.
Ken: Good bye, Miss White.
Ann: Wow! There's a juggler.
Mocky: I can juggle, too!
Ken: No, Mocky! No!
 Ann, Mocky can't juggle!
Ann: Oh no! Get help, Ken! Go, quickly!
Ann: There's a telephone. Call an ambulance, Ken!
Doctor: That's a monkey. I'm a doctor. I'm not a vet.
Ken: My friend is hurt. Can you help him?
Policeman: Yes, of course. Don't worry. I can help you.
Ken: Are you a vet?
Vet: Yes, I am. I can help your monkey.
Ken: How is he?
Vet: He's all right now.
Mocky: I can do that! I can do that!

2 Set the scene

- Present the flashcards for a **student**, a **policeman**, a **doctor**, and a **vet**. Model the words and have the children repeat them after you.
- Hold up the flashcard for **doctor**. Say, "**He is a doctor.**" Have the children repeat the sentence after you. Repeat the procedure using the other flashcards.
- Ask the children who they go to see when they are really sick. Elicit the word **doctor**.
- Now ask the children who they go to for help when their pet is sick. Elicit the word **vet**.

3 Model the dialog

- Hold up the flashcard for **dancer**. Say, "**She is a dancer.**" Now say, "**She can dance.**" Have the children repeat both sentences after you.
- Repeat the procedure for **teacher**, substituting the words **He** for **She**, and **teach** for **dance**.
- Now review the word **can't**. Remind the children that **can't** is the opposite of **can**.
- Present the word **juggler**. Write the word on the board and explain its meaning. Have the children repeat the words after you. Repeat the procedure for the word **help**.
- Hold up the flashcard for **doctor**. Say, "**He is a doctor. He can't help animals.**"
- Hold up the flashcard for **vet**. Say, "**He is a vet. He can help animals.**"

4 Talk about the story

Student Book pages 2 and 3

Have the children open their books at pages 2 and 3. Ask these questions about the pictures:

- Picture 1: "Where are **Ann**, **Ken**, and **Mocky**?"
 Picture 2: "Who are **Ann**, **Ken**, and **Mocky** looking at?"
 Pictures 3/4: "What is happening now?"
 Picture 5: "What is Ann pointing to?"
 Picture 6/7: "Who comes to help?"
 Pictures 8: "Who is the man in the green shirt?"
 Pictures 9/10: "What is happening now?"

5 Story



Student Book pages 2 and 3

- Say, "Now we're going to hear what the characters said."
- Play the tape. Have the children look at the pictures as they listen.
- Play the tape again, pausing at each new picture. Have the children repeat the words before you move on to the next picture.

6 Set homework

Ask the children to tell the story to their families.

You will need to explain the meaning of **too** (Picture 2), **quickly** (Picture 4) and **all right** (Picture 9).

You will also need to explain the meaning of the sentences **Call an ambulance.** and **We're going home now.**

Note: The word **too** will be presented as core vocabulary in Unit 3, Lesson 2.

2. 情景引入

- 展示 a student, a teacher, a policeman, a doctor 和 a vet 的教学卡片。示范单词让学生跟读。
- 拿出教学卡片 a doctor, 说: “He is a doctor.” 让学生跟读句子。用同样的方法完成其他的教学卡片。
- 提问学生他们生病的时候需要谁的帮助。引导学生说出单词 a doctor。
- 再提问学生如果家里的宠物生病了需要找谁来帮忙。引出单词 a vet。

3. 示范句型

- 拿出教学卡片 a dancer。说: “She is a dancer.” 以及 “She can dance.” 让学生跟着教师重复。
- 用同样的方法练习 a teacher, 用 He、teacher 替换。
- 复习单词 can't。提醒学生 can't 是 can 的反义词。
- 呈现单词 a juggler, 写在黑板上, 给学生解释词汇的意思。示范单词让学生跟读。用同样的方法呈现单词 help。
- 拿出 a doctor 的教学卡片。说: “He is a doctor. He can't help animals.”
- 拿出 a vet 的教学卡片。说: “He is a vet. He can help animals.”

需要给学生解释图2中 too, 图4中 quickly, 图9中 all right 的意思。

还需要给学生解释 Call an ambulance, 和 We are going home now. 两个句子的意思。

注: 单词 too 将在第3单元正式学习。

4. 讲故事

学生用书 第2~3页

- 让学生翻开书, 看第2~3页。根据插图内容提问下列问题:

图1: Ann, Ken 和 Mocky 正在什么地方?

图2: Ann, Ken 和 Mocky 正在看什么?

图3/4: 发生了什么事情?

图5: Ann 指的是什么?

图6/7: 谁来帮忙了?

图8: 穿绿色衬衫的人是谁?

图9/10: 现在又发生了什么?

5. 听故事

学生用书 第2~3页

- 对学生说: “现在我们来听听他们都说了些什么。”
- 放录音, 让学生边看图边听录音。
- 再放一遍录音, 每次只放一幅插图的内容, 让学生跟读。

6. 家庭作业

让学生把故事讲给家长听。

Lesson 2

Structures (Review)

What does (she) do?

(She's) a (teacher).

Can (she) (sing)?

Yes, (she) can./No, (she) can't.

Vocabulary

Core

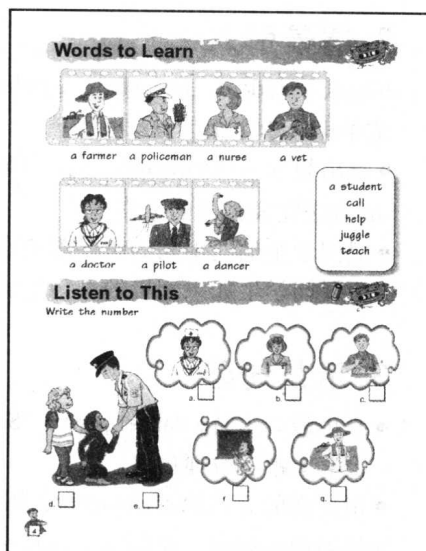
a student	a farmer
a juggler	a policeman
a vet	a doctor
a nurse	a dancer
help	a pilot
teach	juggle
call	

Classroom

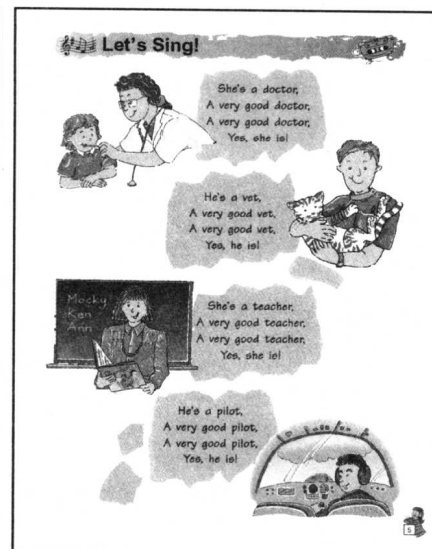
Stand up.

Sit down.

Open your books.



Student Book page 4



Student Book page 5

1 Simon says

Use this game to review classroom commands introduced before: **Stand up. Sit down. Open your books.** The game can also be used to review core vocabulary presented in early books, particularly body parts and verbs. See page 26 for the game's rules and procedure.

2 Flashcard activity

- Present the question form, "**What does (he) do?**" Write the question on the board and explain its meaning. Read the question aloud and point to each word as you do so. Have the children repeat the question.
- Now review the flashcards presented in Lesson 1. Hold up each flashcard in turn. Ask, "**What does (she) do?**" Elicit the answer, "**(She) is a (doctor).**"
- Present the flashcards for **nurse** and **pilot**. Model the words and have the children repeat them after you.
- Now repeat the procedure used to review the other jobs flashcards.

3 Words to learn

Student Book page 4

- Have the children look at the pictures at the top of the page. As you play the tape, have them touch the matching picture, or the word in the box on the side.
- Replay the tape while showing your copy of the page. Stop the tape after each word and have the children repeat the word.
- Play the tape again without stopping. Have the children say the words along with the tape.
- Without the tape, point to one of the pictures or words and elicit the word from the children.
- Repeat for all the other pictures.



a farmer
a policeman
a nurse
a vet
a doctor
a pilot
a dancer
a student
call
help
juggle
teach
an ambulance

第二课

教学提示:

第二课教学重点是Words to Learn部分, 主要学习几种职业的名称。Listen to This和Let's Sing是在此基础上的巩固和扩展。词汇的教学应当循序渐进, 从根据录音指认出相应的人物逐步过渡到要求学生根据图的提示说出单词。在学生形成一定的语言积累后, 再要求学生在无视觉提示的情况下, 能够认读单词。教师可以根据学生的特点灵活调整教学内容的安排, 例如可以将Let's Sing部分内容放在Words to Learn后面, 或者改编歌谣, 替换其他的职业名称。歌曲是练习新内容的有效方式, 节奏和韵律能有助于培养学生的对语言的敏感度和语言的流利性, 更有助于提高他们的记忆力。教师可以简单总结不定冠词a和an的用法, 对以前学过的某些词汇在次归纳总结, 例如: an apple, an ant。但要注意不能刻意讲解语法。

1. Simon说

用这个活动复习学过的课堂用语: Stand up. Sit down. Open your books. 也可以用来复习以前学过的核心词汇, 特别是身体部位名称和动词。游戏的方法和步骤参见第27页。

2. 卡片活动

- 呈现问句 “What does (he) do?” 把句子写在黑板上, 给学生解释句子的意思。朗读这个句子, 指每一个单词。让学生跟读。
- 复习第一课呈现的教学卡片。依次举起每个卡片, 提问: “What does (she) do?” 引导学生回答: “(She) is a (teacher).”
- 呈现教学卡片a nurse和a pilot。示范朗读, 让学生跟读。
- 用同样的方法学习其他职业的教学卡片。

3. 学单词

学生用书第4页

- 让学生看本页上半部分的插图。放录音, 让学生指对应的图, 或者方框内的单词。
- 教师把这一页给学生展示, 放录音。每次只放一个单词, 并让学生跟读。
- 完整地放一遍录音, 让学生重复。
- 不放录音, 指插图或者单词, 引导学生说出单词。
- 用同样的方法完成其他的图。

4 Listen to this

Student Book page 4



1. He is a vet.
2. She is a doctor.
3. She is a student.
4. She is a nurse.
5. He is a policeman.
6. He is a farmer.
7. She is a teacher.

- Have the children look at the picture at the bottom of page 4.
- Point to **Ann** and ask, “**What does she do?**” If necessary, have the children refer to the vocabulary at the top of the page for their answer.
- Repeat the procedure for all the people in the picture.
- Explain to the children that they will hear a sentence on the tape and they must match it to the correct person.
- Play the tape, stopping after each sentence, and have the children point to the corresponding person.
- Play the tape again. Explain that this time the children need to write the corresponding sentence number in the box below the matching person. Stop after each sentence to allow the children time to write.
- Have the children take turns to say the sentence for each of the seven people.

5 Let's sing

Student Book page 5



Student Book page 4

- | | |
|------|------|
| 1. c | 2. a |
| 3. d | 4. b |
| 5. e | 6. g |
| 7. f | |

- Have the children open their books at page 5. Show your copy of the page. Point to the picture of the **doctor**. Say, “**She’s a doctor.**” Have the children repeat the sentence as they point to the picture in their books.
- Repeat the procedure for **vet**, **teacher**, and **pilot**.
- Read the words of the first verse to the children, pointing to each word as you read.
- Have the children repeat the words, touching them in their books as they do so.
- Play the song without stopping. Have the children clap along.
- Now play the tape again, stopping after each line. Have the children sing each line after hearing it on the tape.
- Repeat for the remaining verses.
- Play the song again from the beginning. Encourage the children to touch the words in their books as they sing along.
- Divide the class into four groups. Play the tape again. Have each group sing a different verse.
- Have the groups change verses so that all the children have a chance to sing each verse.

6 Set homework

Explain to the children that you want them to sing the song to their families.

ANSWERS

She’s a doctor,
A very good doctor,
A very good doctor,
Yes, she is!

He’s a vet,
A very good vet,
A very good vet,
Yes, he is!

She’s a teacher,
A very good teacher,
A very good teacher,
Yes, she is!

He’s a pilot,
A very good pilot,
A very good pilot,
Yes, he is!

4. 听一听

学生用书第4页

- 让学生看本页底部的插图。
- 指着Ann提问：“What does she do?” 可以让学生参考本页上部的词汇回答问题。
- 用同样的方法完成其余的人物。
- 告诉学生接下来听一句话，并找出符合句子的人物。
- 放录音，每次放一句。让学生指出正确的人物。
- 再放一遍录音，告诉学生这一次把句子的序号写在相应人物下方的方格内。
每次放一句，给学生留出书写的时间。
- 让学生轮流说这七个人对应的句子。

5. 唱一唱

学生用书第5页

- 让学生翻开书第5页。把这一页给学生展示。指医生的插图，说：“She’s a doctor.” 让学生指着图，重复句子。
- 用同样的方法完成兽医、教师和飞行员的插图。
- 朗读第一段歌词，边读边指每一个单词。
- 让学生跟读，在书上指单词。
- 完整地放一遍歌曲，让学生跟着歌曲拍手。
- 再放一遍歌曲，每次放一句。让学生试着跟唱。
- 用同样的方法完成其余的歌词。
- 把歌曲再完整地放一遍。鼓励学生边唱边指书上的单词。
- 把全班学生分成四组，放录音，让每组学生唱一段歌曲。
- 让各组学生互换角色，使每个学生都能唱完整的歌曲。

6. 家庭作业

让学生把歌曲唱给家长听。