

OXFORD ENGLISH

牛津英语

教学参考

上海版 Shanghai Edition

二年级
第一学期

2A

上海教育出版社



说 明

本套教材根据牛津英语教材 English First!, On Target! 和 Oxford English, 由上海市中小学(幼儿园)课程改革委员会和牛津大学出版社(中国)有限公司合作改编, 供部分中、小学的有关年级试用。

本册教材供二年级第一学期试用。

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牛津英语(上海版) Oxford English (Shanghai Edition)

二年级第一学期(教学参考) Teacher's Book 2A

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Introduction

Description of the materials

Oxford English (Shanghai Edition) is a 12 year package of student and teacher resource materials, especially designed for use in Shanghai primary and secondary schools.

The **Oxford English (Shanghai Edition)** learning material is based on a series of topics universal to all students, developing from the comfortable themes of self, family and home, into the student's gradually developing and expanding experience. A 'building-blocks' approach links content and skills, whereby each aspect, both linguistic and conceptual, is introduced, integrated, revisited and developed within each level and from level to level.

Oxford English (Shanghai Edition) 2A presents the following materials:

Student's resources

- Student's Book 2A
- Workbook 2A
- Cassette 2A

Teacher's resources

- Teacher's Book 2A
- Wallcharts 2A
- Word and Picture Cards 2A (to be made by teachers)

Student's Book 2A

The *Student's Book* makes use of a wide variety of carefully graded activities, including composite pictures, stories, songs, rhymes and games, to keep students interested. A *Revision* unit at the end of the book reinforces and consolidates key language items taught. Two main characters, Sam and May, motivate students to have fun while learning.

Workbook 2A

The *Workbook* reinforces what has been taught in the *Student's Book* through a diverse selection of interesting exercises. The *Workbook* is primarily intended for use in the classroom, but may be used for homework as well.

Cassette 2A

The *Cassette* gives clear and accurate models of materials from the *Student's Book*. These include simple instructions, dialogues, key words, songs, rhymes and stories. It also includes listening exercises in the *Workbook*. Where necessary, items are repeated several times and are recorded at a speed appropriate to young first-time learners of English.

Teacher's Book 2A

With trends in teaching and learning changing fast in China's primary education, the *Teacher's Book* aims to provide teachers with full support to use this material successfully. Easy-to-use and comprehensive, teachers will find:

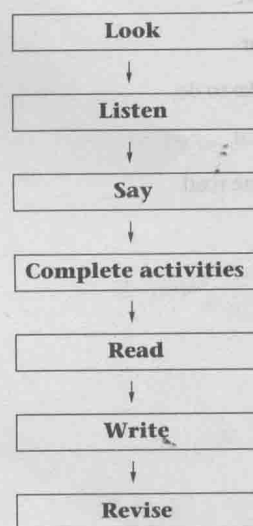
- 1 Full, easily accessed language targets and objectives.
- 2 An introduction that describes:
 - a the organization and rationale of the learning package
 - b its general objectives

Teacher's Book ii

- 3 The organization of a unit; plus full language preparation and activity procedure notes on a page-by-page basis, providing an easily accessible resource for teaching which links the **Oxford English (Shanghai Edition)** and supplementary support materials into a comprehensive English teaching package.
- 4 Suggestions for classroom management; ways of organizing activities and facilitating language learning and use in typical teaching environments in primary schools.
- 5 Simple suggested allocation of time to help individual teachers to plan effectively.

The approach

Introducing new language items



Begin by showing students *Wallcharts*, *Picture Cards*, muppets, paper cut-outs or real objects. Discuss with them that they can *see*, and then tell them (students *listen*) what the objects are. Let them try *saying*, by themselves, the names of these objects. Start with the whole class and end with individual students.

Reinforce the target language by having students *complete activities* such as singing songs, saying rhymes, reading stories and playing games. Follow these up by actual reading from the *Student's Book*.

Activity-based teaching

Songs — Singing adds fun to the English class while reinforcing the pronunciation of words and language structures. By listening to the *Cassette* in advance, teachers learn the songs first and can then teach the class. Another way is to let students listen together in class and sing with the *Cassette*. On the *Cassette* the lyrics are read out first, followed by the song sung by a solo voice and then a group of children.

Rhymes — Rhymes make learning vocabulary easier and help students retain the language better because of the rhythm.

Students are not expected to learn every single word in the rhymes. Teachers can either play the *Cassette*, or read the rhymes themselves slowly to the class, repeating until students are able to read in chorus and then individually. Teachers are advised to devise actions to go with the rhymes, which will make learning more fun.

Stories — All the stories are recorded on the *Cassette*, but teachers have the option of using the recordings only as a model and then reading the stories to the class themselves. When using the *Student's Book* at the tables, students should be encouraged to follow the story sequence by pointing to the numbered pictures. To get students more involved and to reinforce the target language, consider asking them to act out the stories. Rehearse with some students and let them perform in front of the class.

How a unit is organized

Materials in *Student's Book 2A* is organized under thematically based topics or units. Each unit is further divided into five sections: **Let's act** introduces simple instructions and involves students in a Total Physical Response learning environment; **Let's talk** presents dialogues and target language structures; **Let's learn** introduces vocabulary; **Let's play** reinforces the target language by having students play games. **Let's enjoy** provides students with enjoyable activity materials such as songs, rhymes, stories, tongue-twisters, etc.

Using the Teacher's Book

Comprehensive lesson notes give teachers a clear indication of how to progress through the *Student's Book* at a pace appropriate to the class in general and to particular individuals. Each page starts with a simple checklist containing the language to be introduced and used, what the teacher should prepare in order to teach successfully, and the materials required to carry out the tasks and/or activities.

There is firstly a **Pre-task preparation** section; this will include a review of previous lessons, but more importantly it aims to set the scene; to give the students a content framework to which they bring some knowledge.

The language preparation section demonstrates ways of introducing new material using the *Wallcharts*, *Picture and Word Cards*, dolls, puppets or other suggested resources, before the students are exposed to the *Student's Book*. Teachers are given clear guidelines on language used passively and for students' production.

The **While-task procedure** section links the language preparation which familiarizes students with the language necessary for the learning task, and the learning task itself. The task(s) ensure:

- progress towards the learning targets for English
- opportunities for interaction, particularly among students
- natural use of language in a wide variety of activities.

Depending on the maturity of each learner, a degree of teacher support will be required during a task. The teacher's intimate knowledge of each learner's ability will enable him/her to offer appropriate guidance.

In the **Post-task** section, the vocabulary and structure(s) learned already in this lesson are re-cycled by the students in a different context in lively follow-up activities, all intended to

stimulate the use of language in the classroom.

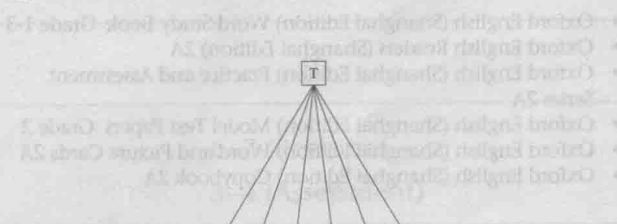
Classroom language

Start giving simple instructions such as '*Point to ...*' or asking simple questions such as '*What is this?*' in English at the early stages so that students become familiar with this language. Simple 'Yes/No' questions are a good start, too. At later stages, introduce a variety of questions, e.g. '*What colour?*' / '*How many?*' At times, it will be necessary to use the students' mother tongue when discussing a picture or explaining an activity. Remember the rule: the more English that is heard, the better. If students realize that everything will be translated immediately, they will not concentrate on understanding the meaning of the English.

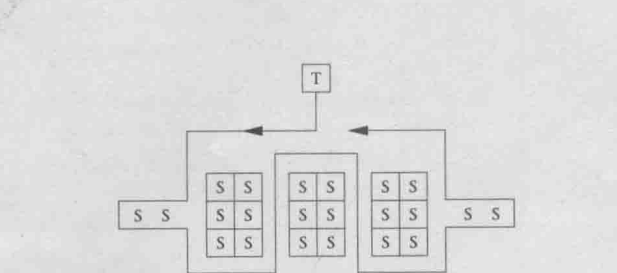
Classroom organization

The materials in **Oxford English (Shanghai Edition)** are intended for flexible use in the classroom; that is, while pair and group work are suggested and encouraged, it is equally feasible to exploit the activities, tasks and exercises as a class. However, it is widely recognized that a variety of practice modes stimulates young learners best, and teachers will wish to vary the way the students interact.

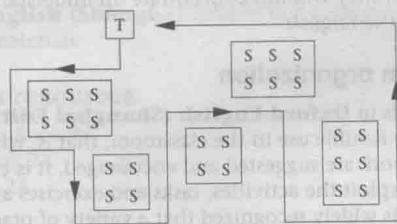
For example, when preparing a language structure, the approach may be teacher directed.



The language focus (and its development) may best be practised in pairs. In this case the teacher can direct the students to interact with a partner, generally the person sitting next to the student. While role-play is ongoing, the teacher should circulate around the classroom, listening, correcting, encouraging and praising.



For practical and/or extended tasks and activities, where group interaction and collaboration are vital, groups of five to six are considered optimum. With practice, students can easily and with the minimum of fuss or disruption, move their desks and chairs into a group configuration. Task-based work in the classroom, by its very requirement for group collaboration, would always be most successful carried out in groups. Indeed, some teachers may wish to teach using a true activity approach, whereby each group may be occupied on a different task or part of a task. During the course of an activity, the teacher should again closely monitor progress by walking around each group, assisting where necessary. Encourage students to ask for assistance when they need it.



Supplementary Materials

- Oxford English (Shanghai Edition) Word Study Book Grade 1-3
- Oxford English Readers (Shanghai Edition) 2A
- Oxford English (Shanghai Edition) Practice and Assessment Series 2A
- Oxford English (Shanghai Edition) Model Test Papers Grade 2
- Oxford English (Shanghai Edition) Word and Picture Cards 2A
- Oxford English (Shanghai Edition) Copybook 2A

Finally, students react in the classroom as individuals. After adequate class, pair and group practice, individuals may be invited to feed back to the class, in the context of a game or role play or a shared activity. Some students, however, will not be ready to display their learning, and it is important that they are not required to do so prematurely, though of course, encouragement and praise should be given to all students.

供选用的补充教学材料

- 牛津英语（上海版）词汇学习手册 一—三年级
- 牛津英语阅读系列（上海版）2A（配1盒磁带）
- 牛津英语（上海版）实践与评估 2A（配1盒磁带）
- 标准试卷 配合牛津英语（上海版）二年级（配1盒磁带）
- 牛津英语（上海版）单词图片卡 2A
- 牛津英语（上海版）同步抄写本 2A

Teacher's Book 2A

With trends in teaching and learning, the focus of the Teacher's Book has shifted from a traditional approach to a more modern, student-centered approach. The book is designed to provide teachers with a variety of resources and activities to support their teaching.

1. An introduction to the book
2. The organization of the book
3. The general objectives

Allocation of time

Year level: Grade 2

Term: First Term

| Unit | Suggested time (lesson) |
|-----------------------|------------------------------------|
| 1 Where I live | 10 |
| 2 A snack bar | 10 |
| 3 Things I like to do | 10 |
| 4 Going about | 10 |
| 5 Crossing the road | 10 |
| 6 Christmas | 10 |
| 7 Weather | 10 |
| 8 Clothes | 10 |
| 9 Revision | 6-7 (Revision) 3-4 (Assessment) |

CONTENTS

| Unit | Pages | Theme | Sub-topic | Let's act |
|------|-------|--------------------------|---------------------|---|
| 1 | 2-6 | My living place and area | Where I live | Clean the desk, please. Sweep the floor, please. |
| 2 | 7-11 | | A snack bar | Have some noodles. Have some soup. |
| 3 | 12-16 | | Things I like to do | Come and play with me. Come and sing with me. |
| 4 | 17-21 | Transport | Going about | Get in the car. Get off the bus. |
| 5 | 22-26 | | Crossing the road | Red light. Stop! Yellow light. Wait! Green light. Go! |
| 6 | 27-31 | Winter | Christmas | Put the tree in the room. Put the star on the tree. Put the present under the tree. |
| 7 | 32-36 | | Weather | Look at the clock. Listen to the clock. Look at the snow. Listen to the wind. |
| 8 | 37-41 | | Clothes | Put on your coat. Take off your shoes. |
| 9 | 42-45 | | Revision | |
| | 46-48 | | Picture dictionary | |

| Let's talk | Let's learn | Letter(s) | Let's play | Let's enjoy |
|---|--|------------------------------|---|-------------|
| I live in Shanghai. I love Shanghai. | bin, park, road, building, Shanghai | Aa (apple) Bb (bird) | Point to your home - Where do you live? - I live in Pudong. I love Pudong. | Rhyme |
| May I have a hot dog? May I have a pizza? | pizza, biscuit, hot dog, juice, water | Cc (cat) Dd (dog) | A shopping game - May I have ...? | Story |
| I like to play. I like to write. | play, run, sleep, swim | Ee (egg) Ff (fish) | Guess - I like to ... | Song |
| - How do you go to the park? - We go to the park by taxi. - We go to the park by bus. - Goodbye. | plane, ferry, train, taxi, car, bus, van | Gg (girl) Hh (hand) | Follow the road - I go to ... by ... | Song |
| - Look at the light. - It's red. - Look! The car is fast. | stop, light, go, fast, slow | Ii (ice-cream) Jj (jelly) | Cross the road - Look at the light. - It's ... - Go/Stop/Wait! | Rhyme |
| - Merry Christmas! - Merry Christmas! - Here are your presents. - Thank you. | in, on, under, bell, star, present, tree | Kk (kite) | Tell a story - Merry Christmas. - Find ... - Is it in/on/under ...? | Rhyme |
| - Do you like winter? - No, I don't. - Do you like the snowman? - Yes, I do. | hats, gloves, scarfs, winter, cold, wind, snow | Ll (light) | A miming game - The wind blows. - It blows on ... | Rhyme |
| need a new belt. need a new dress. | tie, belt, socks, shirt, dress, coat | Mm (moon) | Boys and girls - Boys/Girls, put on/ take off ... | Story |
| | | | | |
| | | | | |

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Unit 1 Where I live

Let's act

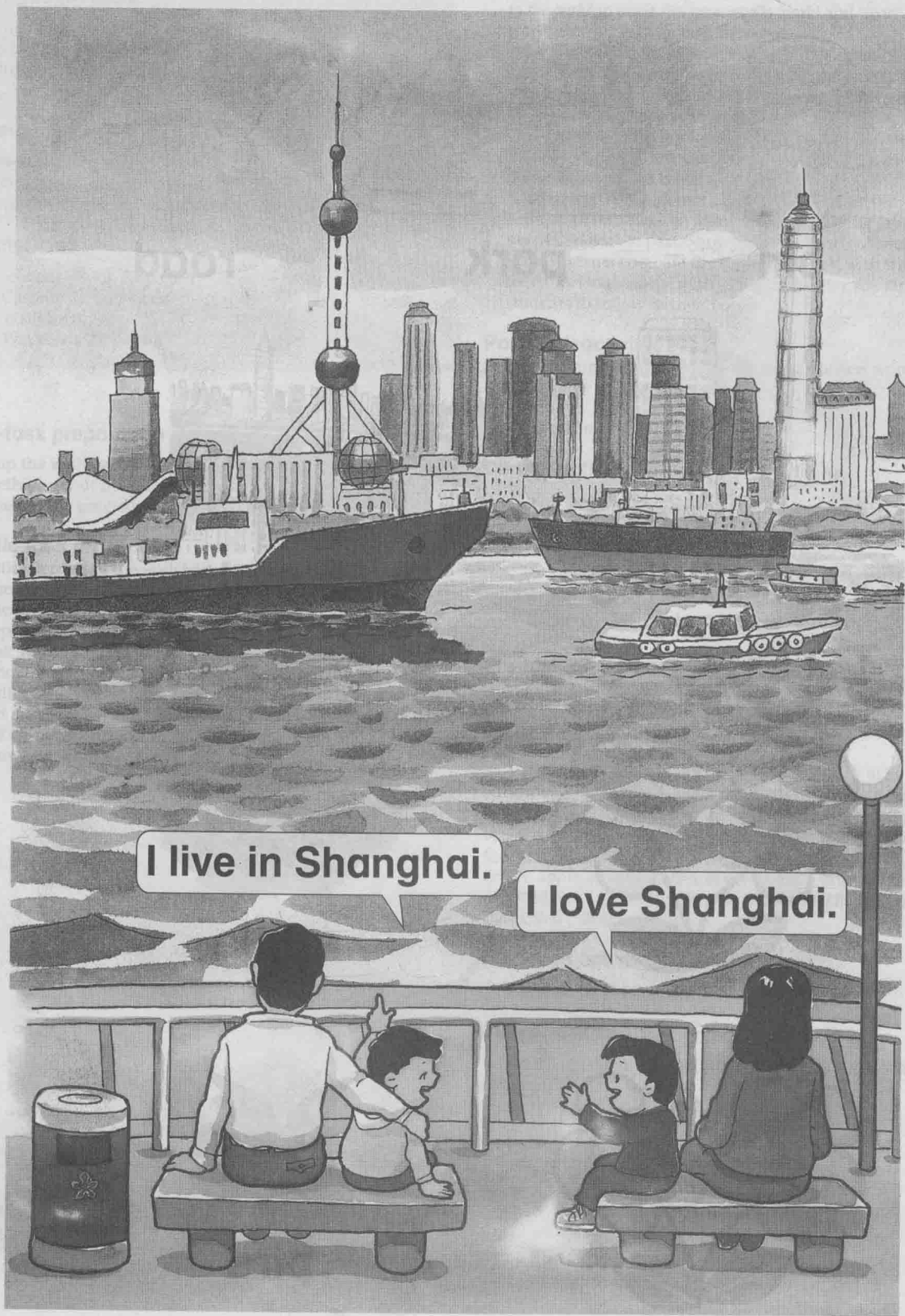
Clean the desk, please.



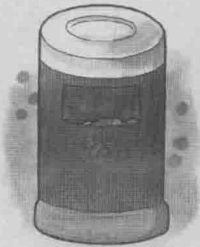
Sweep the floor, please.



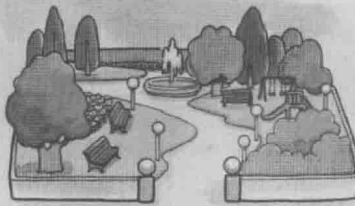
Let's talk



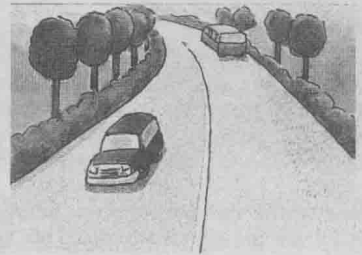
Let's learn



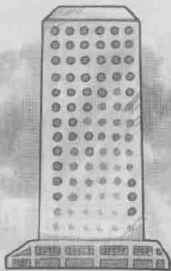
bin



park



road

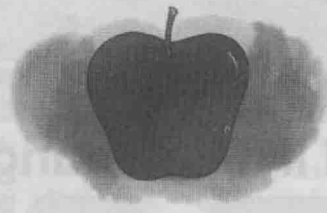
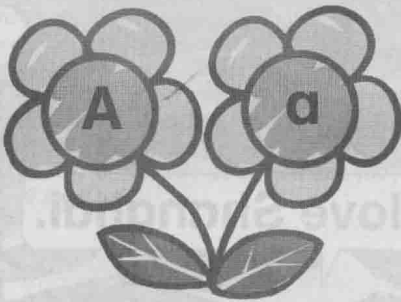


building

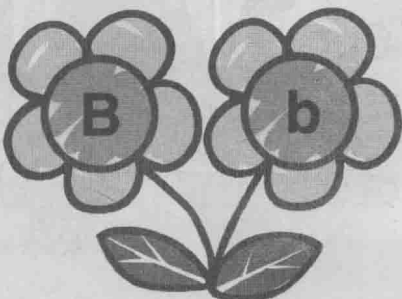


Shanghai

Letters



apple



bird

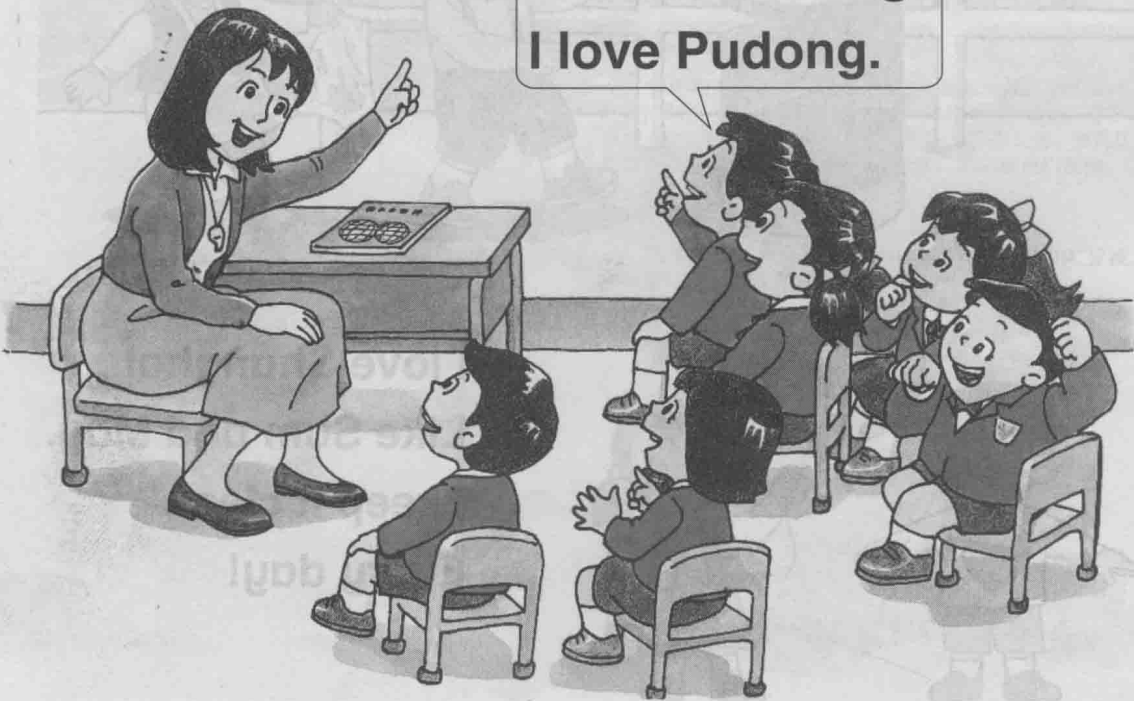
Let's play

Point to your home



Where do you live?

I live in Pudong.
I love Pudong.



Let's enjoy

Rhyme

**I love Shanghai
Like Sam and May.
I use the bin
Every day!**



**I love Shanghai
Like Sam and May.
I keep it clean
Every day!**

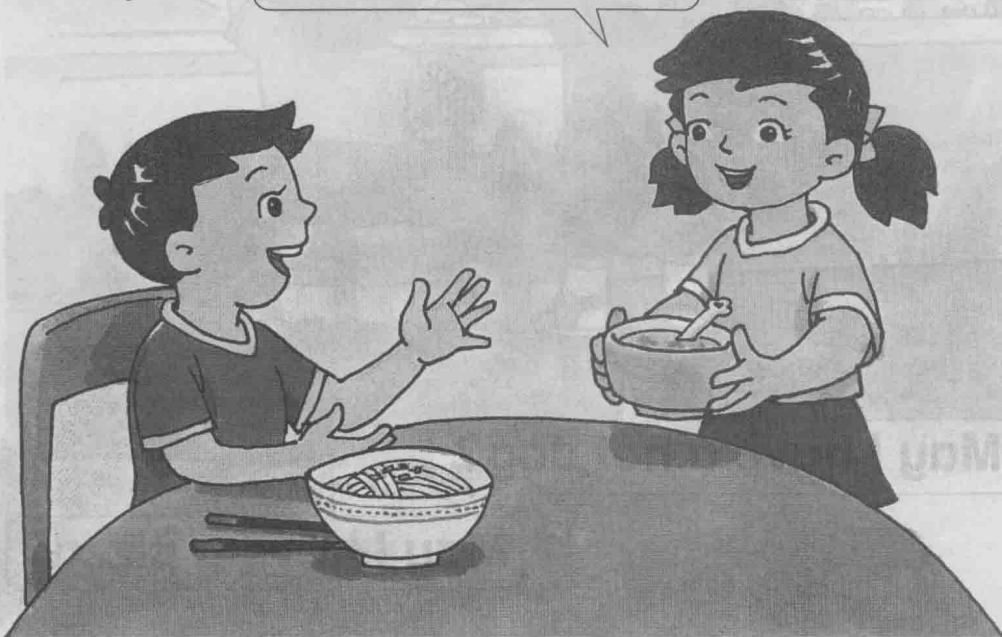
Unit 2 A snack bar

Let's act

Have some noodles.



Have some soup.



Let's talk

