

义务教育课程标准实验教科书

英语 教师教学用书

TEACHER'S BOOK

五年级 下册
(供一年级起始用)



北京师范大学出版社

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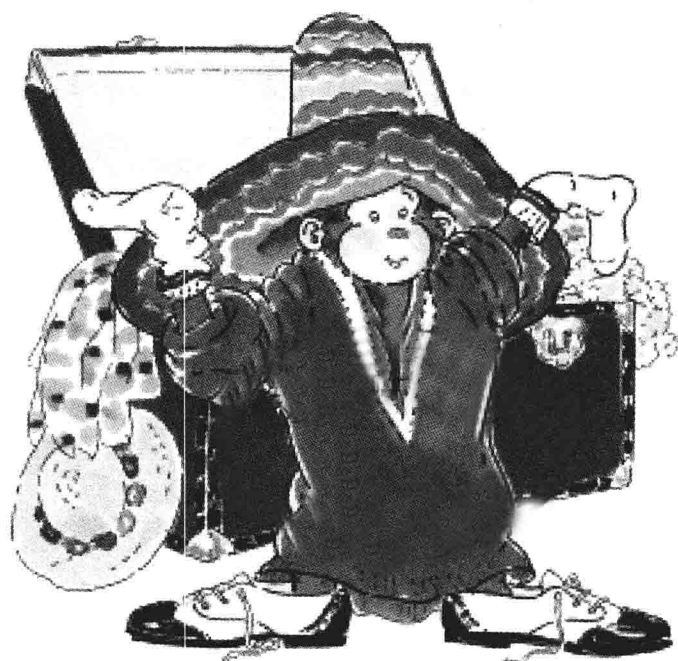
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主编 王蔷 Ken Methold



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Education

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致 教 师

欢迎您使用北京师范大学出版社出版的义务教育课程标准实验教科书《英语》(Primary English)。本套教材由中外英语教育专家和优秀英语教师编写,由北京师范大学出版社与麦格劳-希尔教育出版公司合作出版。

为了帮助您更好地了解和使用本套教材,我们以问答形式向您介绍教材的编写思路、教材的特点、教材处理方法和课堂教学中应注意的一些问题。

一、关于教材的编写

1. 本套教材遵循的英语教学理念是什么?

小学英语教学要遵循英语学习的客观规律,充分考虑儿童身心发展的特点和需求。小学英语课程的设计与实施要以小学生的生活经验和认知发展水平为基本出发点;要充分体现现代教育理念和素质教育的思想;要力求做到寓教于乐,寓学于做;要使学生积极尝试体验、实践、感悟、探究等学习方式,在培养语言能力的同时发展思维能力;要创造良好的语言学习环境,使学习情感、学习能力和跨文化交际意识渗透在语言学习的全过程之中,力求体现素质教育思想。

2. 本套教材的编写目的是什么?

本教材的编写目的是,使小学生通过这门课程的学习,培养英语学习的积极情感,通过大量的语言实践活动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,为中学阶段的英语学习打好基础。

3. 本套教材的编写原则是什么?

本套教材在编写过程中,力求遵守以下原则:

(1) 在总体目标上,注重培养兴趣和成就感,注重建立自信心

小学生学习英语能否取得成功,很大程度上取决于学习兴趣。本教材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。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,本套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,提倡体验、实践、参与、探究的学习方式

本套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。通过学生主动的积极体验、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,使学生培养兴趣、形成语感、发展思维和想象,从而促进语言学习。

(3) 在教学内容上,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。该教材注意创设交流的情景,使学生通过交际发展交流能力。

(4) 遵循语言学习的规律,习得与学习有机结合

本教材采用话题—功能—结构—任务有机结合的编写思路,入门阶段侧重听说,注重培养语感和情感,逐步发展读写能力和综合语言运用能力,在注重培养学生的语言运用能力的同时,注重采用多种方式帮助学生归纳和总结语言现象,特别重视思维能力和学习策略的培养,保证学习内容与其他学科知识之间的有机联系。

3. 本套教材的主要特点是什么?

(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学生年龄相仿的儿童,

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，能够激发学生的参与感，保持学习兴趣。

(2) 突出对初步英语交流能力的培养

教材突出各年龄段学生的学习特点，注重从孩子的生活经验出发，在内容的安排上注意由近及远、由表及里、由浅入深，以符合孩子的认知水平和情感的需求。教材每个单元的话题都与学生日常生活密切相关，通过情景引入，有利于学生即时练习和使用新学的语言知识。每个单元的故事都为学生提供了很好的机会，使学生在真实的情景下用英语进行交流。

(3) 提供配套资源，使教学内容丰富多样而且具有灵活性

本教材含有学生用书、教师用书、磁带、卡片、挂图、多媒体课件等配套教育资源。教材提供了很多选做的活动，使其充实而又有弹性。教师可根据实际情况使用教材的基本部分，也可以加上附加活动内容。附加活动主要以游戏的形式出现。每一单元最后都附有游戏的详细说明，进一步练习与本单元内容有关的语言知识。

(4) 注重评价对学生的激励作用

本套教材注意逐步培养学生的自我评价能力和自主学习的意识和能力。教材中设计了以学生为主体的“自我评价”项目。自我评价既体现了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。

4. 本套教材包括哪些组成部分？

(1) 学生用书：每学期1册，每册6个单元，每单元6课，每单元需要6课时。各单元的主要内容有讲故事、听故事、口语练习、听力练习、书写练习、句型归纳、故事阅读等，另外还有歌曲、歌谣、游戏等多种生动活泼的教学活动。

(2) 教师用书：教师用书为英汉对照，书中既有详细的教学步骤介绍，又有多种教学活动建议，并附有游戏、教具制作、句型板、游戏板等。

(3) 录音磁带：教学磁带采用地道纯正的英语，为学生模仿语音语调、提高听力水平、练习和欣赏歌谣及歌曲提供了方便。

(4) 学生卡片：专门为学生学习、复习和游戏时使用的单词小卡片。

(5) 教学卡片：专门为教师教学使用的单词大卡片，方便教师教学。

(6) 教学挂图：大的教学挂图为全班教学创设良好的情景，便于教师组织教学。

(7) 两个教学动物布偶（只配给一年级教材）：两个活泼可爱的教学布偶会给课堂教学带来许多欢乐，为教学提供更多的空间和情景。

(8) 多媒体教学课件：丰富生动的画面为语言学习创设了良好的语境，多种可选择的活动为学生提供全方位的帮助和指导，既有利于教师教学，又有利于学生学习。

(9) 配套分级阅读系列：与所学水平相当的英语趣味分级阅读系列，内容丰富，充满情趣，激发学生的想象和思维，促进语言知识的巩固与运用，培养阅读兴趣和良好的阅读习惯。

(10) 《英语伴你成长》与教材课时同步，旨在帮助学生更好地巩固、运用教材中所学的基础知识与基本技能，培养对英语学习的兴趣，形成良好的学习习惯，增加实践机会，开阔视野。

(11) 《新课程测试与评价》与教材单元同步，突出新课程评价的理念，首次将新课程的理念具体化，旨在检测学生综合语言运用能力，以及学生情感态度和学习习惯的养成等方面。

(12) 《英语寒（暑）假生活》旨在帮助学生回顾与思考一学期所学的主要内容，充实学生的假期生活，将英语的学习延伸到寒暑假当中。每个寒假配备一册《英语寒假生活》，每个暑假配备一册《暑假暑假生活》。

二、关于如何使用教材

5. 使用本套教材时，教师是否需要阅读教师用书？

在使用本套教材时，有些教师并不按照教师用书建议的步骤实施教学，有的教师干脆不阅读教师用书，完全根据自己对教材的理解和自己的教学经验来设计和实施课堂教学。那么教师是否需要阅读教师用书呢？我们的观点是，经验丰富的教师可以根据自己对课程目标要求的理解以及对教材的分析，按照自己的思路来设计和实施教学。

但是，对于新教师以及初次使用本套教材的教师，则需要认真阅读教师用书。教师用书不仅仅是提供教学建议和教学步骤，而且向教师介绍教材的编写思路、教学活动设计意图、教学重点以及教学中需要注意的一些问题。了解这些方面的内容，有利于教师更加合理、有效地使用教材。因此，我们强烈建议教师们阅读教师用书。

6. 教师是否可以调整教材内容和教学顺序？

《英语课程标准》以及根据课程标准编写的教材都鼓励教师根据教学的实际情况对教材进行灵活的取舍和调整，其中就包括调整教学顺序。因此，教师们在使用这套教材时也可以调整顺序。但调整顺序时，也要考虑教材编写的总体思路和教材的总体结构。

本套教材的重要编写思路是在学习故事的基础上学习语言知识和发展语言技能。所以每个单元以故事开始，其目的是使学生首先在一定的语境中接触、体验、理解真实的和有意义的语言，然后在此基础上重点学习语音、词汇、语法等语言知识，训练听、说、读、写等语言技能，并通过歌曲、歌谣、游戏以及补充的故事进一步巩固所学语言知识与技能。有些教师问，如果学生不先学习词汇和语法，怎么能理解故事呢？所以，这些教师先进行词汇和句型的教学，然后再回过头来学习故事。这样调整教学顺序不无道理，但原教材编写思路的意义就得不到充分体现。我们建议教师可以尝试不同的教学顺序，看看哪种顺序更加有利于提高教学效果。

关于字母认读和书写的教学，本册教材把这部分内容安排在两节课里，这种处理的意图是使字母认读和书写教学分散在两节课，而不是集中在一节课里。有的教师在调整教学顺序时，倾向于把字母认读和书写的教学集中安排在一节课。这样做容易使教学内容过于单一，学生也难以消化。

7. 如何处理歌曲和歌谣？

歌曲和歌谣的编写目的主要是使学生通过更加轻松有趣的方式来巩固所学语言知识，进一步提高听和说的能力。所有歌曲和歌谣都与单元的主题有关系，而且尽量使用本单元学习的字母、单词、句型等。

处理歌曲和歌谣时，教师可以简要解释歌曲和歌谣的大意，但不需要学生准确理解歌词的具体意思，更不能要求学生掌握歌曲和歌谣中的生词和句型。教学时，既要有领唱，也要让学生独立地唱。既要有全班合唱，也要有小组唱和个别学生唱环节。

由于节奏和韵律的需要，歌曲和歌谣有时不一定完全符合英语语法规则，有些句子也不是完整的句子。

8. 如何培养学生对话的能力？

本套教材的编写思路是在学故事的基础上学习英语，所以并不把较长的对话直接呈现在教材上。但是，本套教材并非不重视对话教学。录音中有很多对话，另外，在 TALK TOGETHER 我们安排了回合较多的对话，其目的是使学生能够使用所学重点句型在语境中进行有意义的表达。教材提供的是一个示范性对话。这个对话除了包含本单元的重点句型和表达法以外（黑体部分），还涉及一些过去学过的内容，甚至有一些没学过的内容，所以对话的轮回要稍微多一些。对于没学过的内容，教师不必过于担忧学生不理解。教师可以简单给予简单的提示。学生能了解即可。学生自己做对话练习时，不一定要用到这些语言项目。另外，学生做对话练习时，鼓励学生进行大胆地发挥，不要机械地模仿对话。

9. 如何处理补充故事？

教材各单元有一个补充故事，即 Uncle Booky's Storytime。这一部分主要是提供一个补充故事，其编写目的是为学生提供更多的有意义的语言材料。各单元的补充故事既照顾故事的趣味性，又考虑各单元的重点语言项目。补充故事与各单元的主故事的区别是：主故事既要给学生提供有意义的语言材料，同时也呈现主要的词汇、句型和日常表达法等重点学习内容，而补充故事则主要是使学生通过阅读更丰富的语言材料而复习和巩固所学语言项目，同时使学生体验阅读故事的乐趣。所以，教师在教授补充故事时，要灵活把握教学要求：以读懂故事为主，并在此基础上复习和巩固本单元的有关词汇、语法和表达法。总体来说，这一部分一般不作为重点学习内容。

10. 如何把握单词教学的要求和步骤？

现在很多小学英语教师反映，学生学单词和记单词时有很大的困难，很多学生总是记不住单词。其实，如果很多学生在某个方面有困难，那么教师就需要反思自己的教学要求和教学步骤的合理性。在过去很长一段时间里，人们提到单词学习时，往往要求根据音、形、义的要求和顺序来进行词汇教学，即从读音、拼写和意义这三个方面的进行词汇教学。很多教师先领读单词，解决读音；然后引导学生拼读单词（如，apple, a - p - p - l - e）；最后告诉学生单词的意思。其实，单词教学的要求和顺序应该从音、义、形来考虑。单词的书写（拼写）是最难记忆的，

而在听、说、读、写四项语言技能中，写也是最难的一项技能，是语言学习中发展最晚的技能。因此，在教授新词汇时，不要过早提出拼写的要求，不要过于追求拼写的准确性。我们建议，单词教学可以采取这样的层次：听单词、说单词（重复）、根据图片或实物说单词、认读单词（整体识别）、把单词与图片或实物对应起来，最后才进入拼写的教学。

11. 如何把握字母书写的要求？

近些年来出版的一些小学英语教材都有字母书写教学和练习部分，但教材介绍的书写形式与传统教材有所不同。一些教师认为一些引进教材中的单词书写形式和书写顺序不规范。其实，小学阶段不宜过分追求书写的规范性。只要书写基本正确、工整就可以。字母书写的重点是字母的形状、大小以及字母之间的距离和单词之间的距离。

三、关于小学英语教学的几个问题

12. 如何组织课堂活动形式？

小学英语课堂组织形式有全班活动、个人活动、两人活动、小组活动等。

(1) 全班活动

全班活动是小学英语教学最常用的活动形式。全班活动能使学生通过跟随全班活动增强自己学习运用英语的信心，不致于一开始就在全班同学面前显示出自己的不足。全班活动主要用于听和重复语言这类活动，也可用于听然后做活动或完成任务的活动。

(2) 个人活动

个人活动很适合学生开展单独语言学习，如阅读、书面练习、涂颜色、画画等。个人活动还有利于使课堂教学有动有静，同时为学生提供一个独立思考和学习的机会。

(3) 两人活动

两人活动是语言操练中最常见的活动形式。学生可以就某一话题、某一张图片、某一个人等进行一问一答形式的对话，也可要求学生开展一个发指令、另一个做的活动，还可以开展两人之间的讨论、辩论、商量等活动。

(4) 小组活动

小组活动中，学生根据课文中角色的数量分成小组进行课文对话训练活动，或者自编对话进行活动，也可进行讨论、辩论、商量等活动。在高年级，您可要求学生分小组进行笔头训练活动，或者口头与笔头相结合的训练，如分组听写竞赛、讨论语句选择、讨论写信、讨论改错等。

13. 课堂教学是否一定要用英语进行教学？

英语课堂教学中，教师尽量使用英语，有利于给学生提供更多的输入，使学生有更多的机会接触、理解和体验英语，同时如果学生使用英语，也能增加运用英语的机会。因此，我们提倡教师根据实际情况尽量使用英语。那么如何把握呢？我们认为，使用英语的程度以学生能否听懂或基本听懂为依据。如果学生根本听不懂或基本听不懂，教师则需要用中文。在下列情况下，教师可能需要使用中文：（1）说明语言运用背景和文化背景时（如在某种情况下应注意如何表达）；（2）需要解释抽象概念时；（3）需要解释比较复杂的词汇或语法现象时。有时可以先尝试用英语，然后再用中文解释。但是，我们不主张每说一句英文都要再说一遍中文。

需要特别指出的是，讲故事时，如果完全用英语，学生理解起来可能有困难，另外，他们也不可能完全用英语回答。我们的建议是，教师可以先尝试用英语讲，鼓励学生用英语回答。教师和学生都不必一定要用完整的句子。如果学生理解教师的问题有困难或用英语回答问题有困难，则可以适当使用中文。

14. 教学中如何把握整与零的问题？

语言教学中一直存在两种教学思路的争论，即究竟应该把语言作为整体来学习，还是应该把语言化整为零，逐个学习，逐步积累。根据整体语言学习的思想，教材编写者应该从一开始就向学生提供相对完整的、有语境的语言片段。学生的学习重点是语段的意思，而不是语段中出现的所有语法结构。当然，也可以选择语段中的一两个重要结构进行重点学习。根据化整为零的思想，首先把语言系统分割成无数个细小碎片，学生逐个学习，掌握一项内容之后再学习下一项内容。在教材编写中的表现是“字母—单词（音标）—句子—语段”逐步过渡的语言呈现模式。这种呈现方式往往不考虑单词和句子的语境。当然，字母和音标本身也没有语境的问题。本套教材倾向于前一种思

想,即把语言作为整体来学习。因为意义和语境有助于学生对语言的感悟,有助于培养学生的学习动机和积极性。而被分割为碎片且离开语境的字母、音标、单词甚至句子都不利于学习,尤其不利于小学生的学习心理。学生可能通过较强的记忆和模仿能力掌握字母、音标、单词等,但研究表明,这种学习结果没有长久效应,也不利于培养实际的语言运用能力。

15. 如何把握模仿与真实表达的关系?

小学生有较强的模仿能力,这是外语学习的有利条件之一。但是,语言学研究及语言习得研究表明,外语学习并不是单纯模仿的过程。语言学习者不仅可以通过自我探究、自我发现等方式来学习语言知识、培养语言技能,而且能够创造性地使用语言,而且这种方式的学习结果具有更好的持久性。实践证明,即使是低龄外语学习者,也具有较强的自我探究、自我发现的欲望和能力。因此,小学英语教学不能过于强调模仿的作用,而忽视学生的自我探究、自我发现的学习潜能。教学中应该适当设计一些探究性的学习活动,让学生体验、观察语言现象,探究语言规律。探究性语言学习不仅能够提高学习效果,而且有利于学生发展自主学习能力。

16. 如何把握直接教学与暗示教学的关系?

就语法结构的的教学而言,通常有两种方法,一种是直接教学,即直截了当地把语法知识呈现给学生,然后进行各种形式的操练和运用。另一种方法是暗示教学,即把重点语法知识和结构隐含在相对真实完整的语段中,让学生首先直接体验语言的意思和语言的运用。通过潜移默化的方式让学生接触、理解乃至掌握重点语法结构。大家知道,低龄外语学习者往往不善于理解和分析抽象的语法规则。因此,小学英语教学在处理语法问题时应偏重暗示教学。

17. 如何进行语音教学?

小学阶段英语教学的一个重要目标是培养语音语调基础,所以应该重视语音教学。语音学习最有效的方法是直接模仿正确的发音。所以,建议教师在课堂上让学生多听多模仿。既要模仿教师的语音,更应该模仿录音带中英语本族者的语音。

有的教师问,为什么现在小学英语教学不鼓励学生学习音标?其实,音标的作用不像有的教师想象的那样重要。过去很多人学习音标,是因为那时缺乏听说的机会,缺乏录音设备以及录音材料,只能根据音标去判断单词的读音。现在情况不一样了,现代化的音像设备和丰富多样的录音材料为学生模仿正确、自然的语音提供了很好的条件。另外,学习音标存在一些弊端:(1)如果学习音标,学生必须学会辨认一套新的书写符号,这势必给学生增加学习负担;(2)学习音标将注意力集中在视觉符号上,而视觉符号本身没有声音。即使掌握了音标,学生也不一定能够正确发音;(3)过早学习音标可能使学生混淆单词和音标。

我们鼓励教师学好音标,从而能懂得不同语音之间的相同与不同之处。这样,教师可以更好地发现学生发音的问题,帮助学生正确发音。

18. 如何对待学生的错误?

学生在英语学习过程中出现错误是非常正常的。实际上,我们每个人都需要从错误中学习。因此,学生出现错误时,不要批评和指责,而是要根据错误的具体情况给予指导和帮助。有的教师以为错误是难免的,所以对于学生的错误干脆不予理睬。有的教师则是逢错必纠。这两种做法都不利于学生的学习。

错误分为两种:一种是因为未掌握必要的知识而犯的错误,也就是说学生不知道正确的形式是什么,这是真正意义的错误;另外一种是因为疏忽而出现的错误,也就是说学生知道应该怎么说,但由于不小心或过于紧张而出现错误,这往往是笔误或口误。

教学中,教师可以更多地关注真正意义的错误,而对于笔误和口误不要过于追究。如果学生的笔误和口误太多,教师可以适当地提醒。

纠正学生错误时要讲究方式方法。应尽量采用委婉、间接的方式,如先表扬,再指出错误,或直接说出正确形式,让学生自己体会正确形式与错误形式区别。纠错时,一次纠正一个问题。主要纠正重要的错误。不要纠正学生说话过程中所犯的每个错误,否则会打击学生的积极性。如果某学生课堂回答问题不正确,可以让班上同学给予帮助。注意不要在众人面前令某个学生难堪。

我们对本册教师用书从内容到形式上都做了比较大的调整,把英语部分和汉语部分教学建议分开,分别呈现两

种不同的教学思路和处理方式，供教师参考。其中录音部分的文字内容放在英语部分。

参与本册教材编写的教师有尹宏，王建平，王曼怡，任军军，刘新杰，宋越美，张晓瀛，李栩，沈玲娣，陈立力，陈玉香，曾小燕，樊波。

编者
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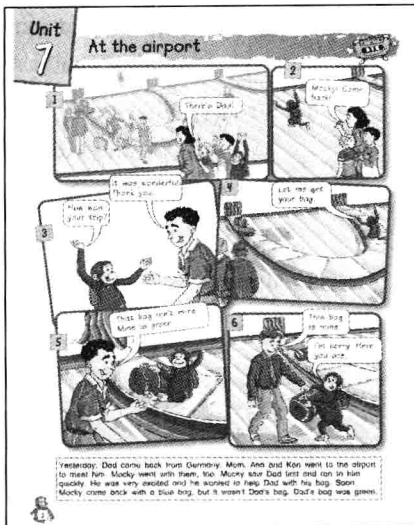
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UNIT 7

Lesson 1



Student Book page 2



Student Book page 3

1 Review

- Prepare songs and games from previous books and have the children settle down from their exciting vacation experiences and get ready for the new term.
- You can also have the children talk about their experiences of winter vacation. Ask them where they went and what they did etc. to review the key structures from the last book.
- As an alternative, have the children ask questions about your winter vacation.

2 Set the scene

- Ask the children if they have ever been to the airport. If they did, ask them what they went there for. If nobody has the experience, have the children talk about what they think the airport would be like.
- Tell the children that in this Unit's story Ann and Ken's father came back home, and Ann, Ken and Mocky went to the airport to meet him.
- Have the children look at the pictures for the story and compare how the airport looks different from their expectations.

3 *Pre-story activity*



- Have the children open their books to page 2 and 3. Tell them they are going to read the story about Ann, Ken and Mocky at the airport. Have them look at the pictures and read dialogs on the pages.
- Have the children look at the pictures and talk about what they can see in each picture and what they think is happening.
- Play the tape of the story for a few times. Have the children look at their books and listen to the tape. For the last time, you can stop the tape from time to time, asking questions about the pictures:

Picture 1 : Where are they now? What do you think they are doing? (They are at the airport to meet Ann and Ken's father.)

Picture 3: Who is that man? What do you think Mocky is talking with the man? (That's Ann and Ken's father. Mocky is greeting him.)

Picture 4: What does Mocky want to do? (He wants to get the bag for Ann and Ken's father.)

Picture 5: What color is the bag? Is this Ken's father's bag? (It's a blue bag. Ken's father's bag is green.)

Picture 6: Whose bag is this? (It's the man's bag.)

Picture 7: Whose bag do you think is it?

Picture 8: What do you think is Mocky talking with Ann and Ken's father? (Mocky is asking Ann and Ken's father for gifts.)

Picture 9: Is this Ken's father's bag? Why? (No, it isn't. Because there were only women's clothes.)

Picture 10: Whose bag is this? (It's the woman's bag.)

The children will need to use the key structures and sentences in this unit if they answer the questions in English. But you can ask some of the questions in Chinese if necessary, since the emphasis at this stage is on the comprehension of the whole story.

4 ***Tell the story***

- Now tell the children that you are going to tell the story. Put up the posters on the blackboard. Point to each picture and tell the story for the children, using the text at the bottom of the pages. Make sure you read them in a story-telling tone.
- Tell the story again. Stop at picture 5 and repeat the sentence “**That bag isn't mine. Mine is green.**” Help the children understand the meaning of the sentence. Repeat the key sentences in other pictures.
- Hold up a book and point to it. Say, “**This book is mine.**” Write the sentence on the blackboard. Read the sentence aloud, pointing to each word as you do so. Have the children repeat the sentence.
- Pick up a girl's book and say, “**This book is hers.**” Repeat the procedure used with the first sentence. Repeat with the words **yours**, **ours** and **his**. Make sure the children understand the meaning.

5 ***Read the story***

- Now draw the children's attention to the text at the bottom of the page. Ask the children, “In picture 10, why did Mocky give the bag to the woman?” Tell them that the text provides more details about the story and let them read the text to find out the answer.
- Now have the children read the text by themselves. When they finish, have them answer the question by themselves.
- Play the tape for the text. Have the children listen carefully while reading the text on their books. You can also stop the tape and ask comprehension questions about the story.

6 ***Extended activities***

- As an extended activity you can ask the children to dub the story.

Lesson 2

Words to Learn

Listen to This

Write the number:

Student Book page 4

Talk Together

Listen and Practice

Ken gets up at seven and goes to bed at ten.

Ken is writing a letter to his friend with his left hand.

Kate is painting her name on a board.

Jane's radio is on the table.

Student Book page 5

1 Review the story

- Tell the story with the children again. Elicit the story from the children with the questions **Where were they?** **What did Mocky want to do?** **Whose bag was that?** etc.
- You can also play the tape for the story. Stop the tape after several pictures and encourage the children to say what happens next.

2 Words to learn

- Have the children open their books to page 4. Draw the children's attention to the bag each figure is holding or pointing to. Point to each figure in turn and have the children predict what they are saying.
- Read aloud the sentences in each figure's speech bubble. Make sure they understand the meaning of each sentence. Have the children repeat after you.
- Play the tape for sentences and have the children repeat.
- Hold up the flashcard for **backpack**. Read aloud and then have the children find a **backpack** in the picture on the page. Repeat with the word **suitcase**.
- Have the children look at the story on page 2 and 3 and find out the word **trip**. Read the sentence **How was your trip?** and have the children repeat. Make sure they understand the meaning of the word **trip** in the sentence. Repeat with the other words in the word box.

3 Listen to this

- Have the children look at the pictures at the bottom of the page. Pointing to each picture and have the children talk about what they can see in each picture.

1. The bigger sweater is my mother's. The smaller one is mine.
2. This is Mr. Green's house. The next house is ours.
3. This red bag is mine. That blue one is yours.
4. This toy robot isn't mine. It's his.
5. This suitcase isn't ours. Ours is bigger.
6. The first prize is hers. The second is mine.



6,3,1,4,5,2

Don't ask the children to memorize the dialogs word for word. Encourage them to use the sentences to express their own ideas.

- Tell the children that they are going to hear six sentences on the tape. Each sentence describes a different picture. They must match each sentence to the correct picture.
- Play the tape, stopping after each sentence. Have the children repeat after the tape.
- Play the tape again. Now explain to the children that this time they need to write the corresponding sentence number in the box next to the matching picture. Make sure that you stop after each sentence to give the children time to write.
- When all the children finish, point to each picture and elicit the sentences from the children.

4 **Talk together**

- Have the children open their books to page 5 and look at the picture on top of the page. Have the children guess what the children in the picture are possibly talking about. Ask them whose watch it is in the boy's hand.
- Now tell the children to read the text on the right and answer your question. You can also ask more questions if you want them to read for a second time.
- Read the text aloud to the children. For the first time, have the children listen carefully. For the second time, ask the children to repeat after you.
- Divide the class into two groups and have the children repeat the dialog in a role-play. Then have the groups change roles.
- Put the children into pairs and have them practice the dialog. Encourage them to substitute the names and the objects in the text.

Extended activity:

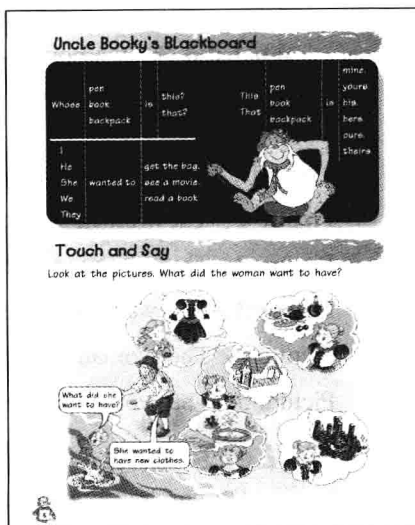
Have children work in groups and play the game "Find the owner": Have all the children in one group close their eyes. Pick up a book from a child and make sure the other children don't know whose book it is. Give the book to a child in the group and have the child find out the owner of the book by asking questions **Is it yours? No, it isn't. Is it hers? Yes, it is.**

5 **Listen and practice**

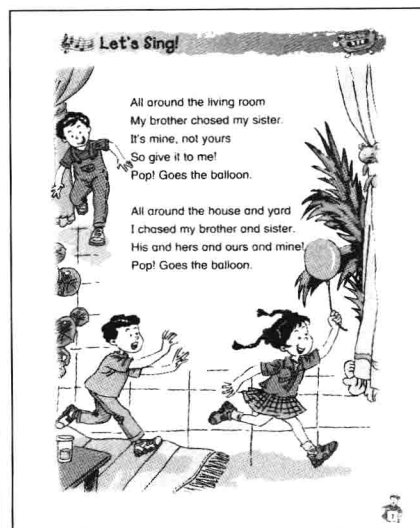


- Tell the children that they will practice reading aloud four sentences. Draw their attention to the pictures at the bottom of the page. Have them talk about the pictures and then practice reading the sentences by themselves.
- Explain that the first two sentences will have the /e/ sound in them, and two sentences will have words with the /ei/ sound. Play the tape and have the children listen to the difference between the two sounds carefully.
- Play the tape again and have the children repeat the sentences. You can stress or prolong the /e/ or /ei/ sound when you have the children repeat after you.
- To extend the activity, you can ask the children to brainstorm for more words with /e/ or /ei/ sound in them. Or they can make their own sentences with words that have the /e/ or /ei/ sound.

Lesson 3



Student Book page 6



Student Book page 7

1 Review

- Review the words with the flashcards for this Unit.

2 Model the structures

- Review the story and this time pay attention to the structures listed on Uncle Booky's blackboard on page 6. Have the children tell the story from their memory then have them open to the story pages and go over the story again.
- Point to picture 4 and ask, "What did Mocky want to do?" Elicit, "Mocky wanted to get the bag." Write the sentences on the board and have the children read the sentence.
- Point to a girl's bag and ask the other children, "Whose backpack is that?" Elicit, "That backpack is hers." Repeat with a boy's backpack.
- Write the sentences on the blackboard and have the children read the sentences.

3 Uncle Booky's Blackboard

- Tell the children to look at the blackboard on the top of page 6. Model the structures by reading them aloud to the class.
- Have the children repeat the structures in a class drill. Use all possible combinations.

4 Touch and say

- Draw the children's attention to the pictures at the bottom of the page. Ask the children if they still remember the story *The Fisherman and the Gold Fish*. Go over the story together with the children if it is necessary.

- Now have the children look at the speech bubble for the fish and read “**What did the woman want to have?**” ask the children to look at pictures and guess what the fisherman would answer. Elicit answers from the children.

The following is a possible version of the answers:

Picture 1 : The woman wanted to have some new clothes.

Picture 2 : The woman wanted to have lots of good food.

Picture 3 : The woman wanted to have a big house.

Picture 4 : The woman wanted to have a big garden.

Picture 5 : The woman wanted to have lots of money.

5 **Let's sing**



- Have the children open their books to page 7 and explain to the children that they are going to learn a song about balloons. Have them look at the picture. Ask what they can see in the picture.
- Have the children read the lyrics by themselves. Then ask them what the song is about.
- Play the tape and have the children listen to the song.
- Play the song again. Encourage them to clap in time to the music.
- Play the song and have the children sing along.

To extend the activity, you can have the children create their own lyrics for the song.

6 **Homework**

Ask the children to write out what the woman said in the pictures on page 6.

Lesson 4

Read and Circle

1. Read the dialogues and circle the correct word.

a. Micky: Hi, Ken. Hi, Ann. Is the classroom yours / mine?
Ken & Ann: No, it isn't. Mine / Ours is next to the teacher's office.

b. Micky: Is that desk yours / hers, Ken?
Ken: No, it isn't. It's Ann's.

c. Micky: Is that bag yours, Ann?
Ann: No, it isn't. Mine / Yours is green.

d. Miss Wang: Hi, Ken and Ann. Is this monkey yours / his?
Ken & Ann: Yes, he is ours / theirs. And we are going home now.

2. Look at the picture and circle the correct word.

Grandpa: Whose car is that? It's broken!
Grandpa: It's the policeman's / woman's.
Grandpa: Whose dog is that?
Grandpa: It's his / hers, too.

Policeman: Is this car yours / mine?
Woman: Yes, it's mine / theirs.
Policeman: Is this your house?
Woman: No, it isn't. It's theirs / hers.

Policeman: Is that cat yours / mine?
Woman: No, it isn't. But the dog is mine / ours.
Policeman: OK. Take care of your dog, please.

Student Book page 8

Listen and Match

Draw lines to match.

Let's Find out

Look at the picture and complete the sentences.

The kite is Jim's, but the camera isn't his.
The camera is Mary's, but the football isn't hers.

Student Book page 9



/pl/
plate
/pr/
prize

1 Special sounds



- Have the children open their books to page 76 and look at the pictures of the **plate** and the **prize**. Encourage them to read out the words.
- Play the tape and have the children listen carefully for the difference between the two sounds /pl/ and /pr/. Have the children repeat after the tape. Make sure the children can distinguish the sounds.

2 Read and circle

- Have the children open their books to page 8 and tell them that they are going to read some dialogs and they need to choose the right word for the sentence.
- Read the first sentence and have the children choose the right words for the sentence. Repeat with the other sentences.

3 Look and circle

- Have the children look at the picture at the bottom of the page. Ask them what they can see in the picture and what they think is happening.
- Point to the dialogs and explain to them that these are the dialogs between the characters in the picture. Tell the children that you want them to read the dialogs and choose the right word for each sentence.
- Put the children into pairs and have them choose the right words for the sentences.
- Ask the children to read the dialogs when they finish.