英语 教师用书

四年级 上册

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欢迎广大师生来电来函指出教材的差错和不足，提出宝贵意见。出版社电话：021- 64083585。

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导　言

课程目标

本套教材按照《义务教育英语课程标准》(2011年版)（以下简称《课标》）编写而成，旨在通过选取符合学生生理特点和心理特点的素材，采用适当的表现形式，为学生提供具有生活性、时代性和文化性的课程内容，激发和培养他们学习英语的兴趣，增强他们的自信心和求知欲，使他们掌握一定的英语语音、词汇、句型等语言基础知识，发展听、说、读、写技能，从而初步形成用英语与他人交流的能力；掌握科学的学习方法，养成良好的学习习惯，树立团队合作的意识和乐于接受世界优秀文化的开放意识，促进心智发展。

教材编写思想

本套教材以"学习者为中心（learner-centred）"作为教材编写指导思想。教材设计充分考虑学生的心理特点、知识结构和已有经验，旨在激发他们的学习兴趣，调动他们的学习积极性，鼓励他们用所学语言分享个人的经历和观点，加深对自己、他人和周围世界的认知和了解。

本套教材采用"模块建筑式（building-blocks approach）"编写体系。模块建筑的理论基础是学生的学习过程和学习能力是不断发展的，即学生已知的语言知识和已获得的语言技能将成为他们进一步开展语言学习的基础。本套教材以模块（Module）为单位组织教学内容，模块内的语言材料围绕一个主题展开；各模块包含若干单元（Unit），每个单元集中讨论该主题下的一个具体话题。教材各模块之间互相补充，互相配合，保证语言知识和语言技能螺旋式上升；同一模块主题在不同年级循环出现，保证教学内容复现和循环。模块主题根据低年段和高年段学生的特点安排，其中三年级与四年级的模块主题相同，五年级与六年级的模块主题相同；五、六年级是在三、四年级基础上的提升和深化。

本套教材以"话题—功能—结构—任务"为主线，设计和安排大量形式多样、语境真实、趣味性强的语言实践活动，让学生在"用英语做事情"的过程中感知、实践和体验，采用参与、探究、合作等学习方式，学习和综合运用英语语言知识和语言技能。

教材编写理论依据

中外各种语言教学理论的研究成果是本套教材编写的理论依据。

首先，小学生的语言学习应注重直观、形象，激发学生的好奇心和兴趣，重视模仿，并利用学生爱表演、爱游戏的特点将娱乐、游戏和语言学习结合起来。本套教材充分考虑了这些特点，以学生熟悉的生活情境和经验为基础，突出语言学习的趣味性、直观性、实践性和灵活多样性，通过多种语言实践活动培养学生基本的语言实际运用能力。

其次，本套教材根据本年段学生学习语言的认知规律和《课标》提出的学习目标，在汲取了多种语言教学流派的有关理念的基础上，强调语言情境在语言学习中的作用，沿用以任务驱动为主要学习途径，通过不同层次、不同技能的实践、体验、交际活动，让学生在"做中学、用中学"的过程中学习语言、运用语言。

最后，本套教材还借鉴了多元智能理论。基于这种理论，语言教学不仅要教语言，而且要促进学生的全面发展。语言教材设计应该关注和利用不同学生的不同智能强项，设计不同

的教学活动，不仅"通过多元智能而教"，把多元智能作为工具，实现语言学习的目的，而且"为多元智能而教"，促进学生多元智能的发展。因此，本套教材的活动设计是通过听、说、演、唱、做、画、读、写等多种活动形式，发挥学生的不同特长，实现语言学习和学生多元智能发展的双重目的。

《学生用书》

整体结构

《学生用书》由内容独立但具有内在联系的四个模块构成。每个模块包含三个单元、一个复习板块（Revision）和一个课题（Project）。三个单元分别讨论该模块主题下的一个具体话题；复习板块是对该模块所学语言知识的回顾和总结，下册教材最后一个模块不安排新句型，因此不安排复习板块；课题鼓励学生进一步探究模块主题。

三、四年级的《学生用书》每单元四页，由六至七个栏目组成。所有栏目分成核心学习栏目和辅助学习栏目，前者为新语言知识的呈现部分，学生通过插图了解单词词义，通过插图、录音和文字所提供的简单语境感知新语言；后者为语言活动部分，学生通过听、说、读、写、玩、演、唱等多种方式巩固与拓展语言知识和技能并运用语言。详见下表：

	栏目功能	栏目名称
核心学习栏目	①核心句型学习	Listen and say
	②核心话题词汇学习	Look and learn
	③字母学习（三年级上册）	Learn the letters
辅助学习栏目	④语言知识和技能训练	Point/Colour and say; Read and circle/draw/answer; Ask and answer; Play a game; Do a survey; Draw and say/write; Think and write
	⑤语言运用	Say and act; Look and read; Enjoy/Read a story
	⑥语音学习	Learn the sounds
	⑦歌曲、儿歌欣赏	Listen and enjoy; Sing a song
	⑧文化了解	Culture corner
备注	下册教材的第四个模块不安排新句型。因此，这个模块中所有的学习内容都定位在"语言拓展学习"。	

主线人物介绍

为了让学生感受到所学语言的真实性，本套教材设计了四个与学生年龄相仿的主线人物：Kitty, Alice, Peter和Joe。四年级上册开始增加了新同学Jill。大部分栏目以主线人物贯穿始终，围绕主线人物和他们的老师、同学、家人和朋友等设置不同的场景。

主要栏目设计说明

- **Listen and say**：该栏目为主要学习内容，以活泼、生动的情景为依托，呈现了新授和复现的句型。这些基本句型（含新授内容）均列在栏目标题下方，其目的之一是提示学生学习重点，目的之二是供教师把握教学重点。建议教师合理安排新授内容的导入、学习与运用，帮助学生了解其含义和用法，并创造贴近学生生活的情景帮助学生活学活用。

- **Look and learn**：该栏目为主要学习内容，以呈现生词为主，辅之同类单词的复现与归纳。建议教师带领学生正确朗读这些单词，帮助他们理解其含义，并结合本单元的基本句型在实际交际情景中运用。

- **Say and act**：该栏目是在学习 Listen and say 的基础上，为语言学习提供新的情景，使学生通过角色扮演巩固所学知识，并适当拓展少量词汇和句型。如果时间和学生能力允许，教师可以利用这个活动，鼓励学生以对子活动、小组活动和表演等形式进行学习反馈。

- **Enjoy a story/Read a story**：该栏目是以配图小故事的形式进行语言学习的巩固和拓展。建议教师从激发学生的兴趣出发，帮助他们理解故事大意，进而体会到英语学习的乐趣。此部分出现的新句型只需让学生了解其大意即可。对于有需求的学生，也可以让他们通过角色扮演、故事讲述等活动促进语言能力的发展。

- **Look and read**：该栏目围绕单元主题，提供了综合的语言学习材料，复现本单元的核心单词和句型，并在此基础上进行一定的拓展。建议教师引导学生积极阅读并完成相关练习，帮助他们拓展语言知识，提高阅读能力。该栏目出现的新句型不要求学生掌握，教师只需让学生了解其大意即可。

- **Ask and answer**：该栏目为帮助学生巩固新学知识提供对话范例，让学生在互动的过程中操练单词和句型。教师应鼓励学生尽量使用已学的英语进行问答与描述，以便训练他们的会话技能。

- **Play a game**：该栏目让学生通过做游戏来操练和巩固本单元的单词和句型。建议教师在教学活动中充分调动学生的积极性，让他们在玩中学，学中玩，并感受语言。

- **Listen and enjoy/Sing a song**：该栏目的儿歌或歌曲都和本单元的话题有关，主要目的是希望学生通过视听、诵读儿歌或演唱歌曲等轻松愉快的活动活跃课堂气氛，同时再次感受英语语言。这部分的生词和句型不是主要学习内容，教师只需让学生了解歌词大意即可。

- **Do a survey**：该栏目以小组调查的形式为学生使用本单元单词和句型创设条件。建议教师在引导学生做调查的同时，也注重培养学生倾听他人的表述、礼貌待人等积极的情感态度。

- **Learn the sounds**：该栏目让学生初步了解英语字母在单词中的发音。教师应该帮助学生学习正确的读音，养成良好的发音习惯。该栏目所配单词和儿歌是为了让学生感受语音而安排的，只要求学生在教师的帮助下理解，不要求学生掌握。

- **Culture corner**：该栏目创设一些让学生能够感受到文化差异的语言情境，让学生在英语学习和日常交际中关注中外文化的异同。如：英语文化中收到礼物时的礼貌回应，西方国家母亲节的节日文化等。该栏目所出现的单词和句子不要求学生掌握。

    以上栏目根据各单元内容的不同灵活安排。教师应根据各栏目的功能，设计有针对性的教学活动，以完成各单元的教学任务。需要注意的是，核心学习栏目和辅助学习栏目应该穿插配合，不必按部就班按照教材的顺序完成。

    根据实际教学需要，教师可以对教材内容作适当的取舍和补充。例如，如果学生在上课之

前就能够掌握Listen and say的句型，教师就可以直接教学Say and act/Read a story/Enjoy a story/Look and read；如果学生学有余力，教师还可以补充相关话题的其他学习材料，如配套《练习册》中的拓展阅读材料（Let's learn more!）。

复习

每个模块后有一个复习板块(Revision)。该板块归纳和总结了本模块的学习内容。板块内的Let's revise部分归纳了模块各单元的核心句型，教学时应引导学生总结句型的结构，通过替换练习来进一步巩固对句型的理解，以便学生能够更好地运用句型。配套的练习可以作为学生自我评估的一部分留作作业。最后有一个自评栏目，让学生对每个模块的学习情况进行自我评价。

复习板块旨在让学生在读一读、想一想、做一做、评一评的过程中，了解自己的学习情况并做出阶段性评价，以此激发其后续学习的兴趣和信心。

课题

课题(Project)的目的是让学生综合运用在本模块中学到的语言知识与技能，提高他们的英语综合运用能力。因此，课题涉及了多种形式，其主题也与之前的学习内容有所联系。课题首先是个人活动，然后是对子活动或小组活动。学生要互相协作，一步步地完成课题中的每个任务。在完成课题的过程中，学生需要运用本模块学到的句型和听、说、读、写技能。课题的实施过程一般不占用常规教学时间，教师应根据课题的内容，将课题的活动拆分，结合单元教学，适时安排学生在课堂中完成，或将部分活动作为课外作业，让学生课后完成。但是成果展示环节应该在常规教学时间内完成。

生词表、日常用语和专有名词

《学生用书》的最后提供了两个生词表 (Word list 1&Word list 2)，包含本册教材的全部词汇，其中核心词汇以粗体标识，这些核心词汇与目录页的Key words一栏中的内容相同，需要学生识记和掌握。生词表后面是日常用语(Daily expressions)和专有名词 (Proper nouns)，配有中文翻译，供学生参考。

《练习册》

《练习册》为《学生用书》各单元的学习内容提供各种练习活动，以帮助学生巩固所学语言知识，并进一步操练语言技能。具体内容包括听力活动、句型提示、会话活动、阅读活动、书写活动和学习任务。

- 听力活动：这些活动都是以听录音并反馈为基本要求。教师可根据实际教学情况控制录音，延长语段录音的间隔时间，或用重复播放的方法让学生逐渐适应。
- 句型提示：这个板块以两个卡通形象(Spaceboy和Skygirl)贯穿始终，再现了各单元的核心句型，其位置一般在会话活动之前，用以提示学生正确运用本单元句型开展会话活动。
- 会话活动：这些活动提供了真实的场景，供学生口头操练。其中部分活动是看图说话，部分活动和阅读活动结合在一起作为综合训练活动。
- 读写活动：这些活动提供了更多的场景，让学生进一步操练和运用本单元的词汇和句型。
- 阅读活动：这些活动是为培养学生阅读能力而安排的活动。用图片设置一定的语境，学生在

图片的帮助下，阅读并理解对话或短文的内容，完成练习。

● **学习任务(Task)**：这些活动是在教师结束每个单元教学后为学生提供一个综合练习的机会，帮助学生操练所学语言，检验单元学习情况，培养学生综合语言运用能力。

建议教师根据课堂实际，把《练习册》中的部分练习作为教学活动适时安排学生在课堂中完成。如果学生独立完成有困难，教师应给予必要的帮助。《练习册》的最后提供了配合各单元话题的拓展阅读材料(Let's learn more!)。这部分是备选内容。如果学生学有余力，教师可指导他们在课内学习这部分内容并完成其后的练习；如果学生学得并不轻松，教师可以指导学生课外阅读甚至忽略不读。

音带

《学生用书》和《练习册》分别配有一盒音带*。本套教材的录音由以英语为母语的专业录音人员朗读，语音语调标准、地道。学生从初学英语开始就应该感受真实、地道的英语，并模仿正确的语音语调。因此，建议教师在课堂上使用音带，并要求学生尽量模仿。

《教师用书》

Overall plan

以一览表的形式列出了四个模块各单元的学习任务（Tasks），语言知识（Language focus），语言技能（Language skills）和教学材料（Materials）等。教师借助这个表格，可以全面把握整册教材的教学目标与任务，对单元教学目标、教学内容和语言技能要求形成整体认识。

模块纵览

包含课本四个模块的主题介绍和每个模块的单元话题介绍，教师根据模块纵览可以了解每个模块主题下的具体话题。

教材分析与教学建议

教学内容与目标

包括各单元的教学内容、教学目标、教学重点和难点。教师应该对这些内容了如指掌，这样才能把握单元教学的核心内容。

栏目介绍、教学提示与活动参考

为了帮助教师建立单元整体教学的意识，《教师用书》以"书中书"的形式提供了所有栏目的栏目介绍、教学提示与活动参考。"栏目介绍"帮助教师明确栏目要求，准确理解栏目意图；"教学提示"提供了一些关于灵活处理教材的小贴士；"活动参考"针对每个栏目的材料本身提供了若干活动建议。

参考教案

《教师用书》为每个单元提供了一份详细的参考教案。《课标》要求"课时安排应尽量体现短时高频的原则，保证每周三至四次教学活动，周课时总时间不少于80～90分钟"。根据这个要求，我们建议每个单元分三课时完成。《教师用书》中的参考教案按照三课时来设计，为每

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* 《练习册》的音带内容可以在http://bbs.kingsunsoft.com/showtopic-16938.aspx网页免费下载。

个课时分别提供了比较详尽的教学活动建议，根据其教学顺序和功能的不同分为：

- **导入活动 (Pre-task preparations)**：教师可以选用这些活动，创设适当的语境，或用挂图、玩偶等多种教具帮助学生复习前面学过的内容，为导入新单词和句型作准备。
- **新授活动 (While-task procedures)**：教师可以选用这些活动，帮助学生学习生词和句型，也可通过创设比较简单的语境，帮助他们体验和使用所学语言。为激发学生的学习积极性，教师应组织有效的活动，例如结对、小组或班级活动，让他们参与其中。
- **巩固活动 (Post-task activities)**：教师可以选用这些活动，帮助学生通过综合运用新旧语言知识来巩固所学单词和句型，达到提高学生语言运用能力的目的。同时，教师也可以参考使用《练习册》的内容，帮助学生巩固所学的语言知识和技能。课时三的第二个巩固活动通常是针对《练习册》的"学习任务(Task)"设计的。

  这些活动设置了丰富的情景，为学生提供了用不同方式操练语言的机会，同时也提示教师使用其他教学资源如挂图、玩偶、生词图片卡等完成教学任务。由于学校之间、教师之间及学生之间存在着具体差异，建议教师在教学中根据实际情况灵活开展这些活动。例如，虽然有些活动建议是以对子形式完成，但可以改为小组或男女生大组活动等等。另外，教师应该根据教学需要调整活动形式。例如，当教授新语言时，应该比较突出教师的主导作用，尽可能地为学生的学习过程创设合适、丰富的情景和愉快的学习环境，并提供多样化的活动；当进行语言操练时，应该更加突出学生的主体作用。

参考资料

  《教师用书》中还设有一个参考资料栏目。该栏目主要为教师提供了一些和教学相关的信息，包括与各单元相关的文化背景、语言背景、语言知识等方面的材料，供教师参考。

课题

  对于《学生用书》中的课题(Project)，《教师用书》提供了这些课题所涉及的具体单元的语言知识和语言技能，并对如何开展课题活动提出了具体建议。

  《教师用书》的最后是《练习册》听力文字及参考答案、《练习册》拓展阅读材料说明、生词表、学科学业质量评价标准和学生自我评价表。其中，生词表与课本中的生词表相同，但增加了音标，供教师参考。"学科学业质量评价标准"对相应学期的语言知识、语言技能、文化意识、情感态度和学习策略有总体要求说明，并对语言知识技能的测试与评价方式给出了建议。"学生自我评价表"可让学生自己填写，教师根据学生完成的评价，掌握学生的学习情况，从而调整教学方法，有针对性地帮助学生提高学习成效。

  《教师用书》中的具体指导意见旨在为教师提供有实际情景的教学活动指导。教师应依据教学需要，创造性地设计贴近学生实际的教学活动，吸引和组织他们积极参与，让学生通过体验、参与、实践、讨论、交流和合作等方式学习和使用英语，完成学习任务。如果教师认为某个活动太难，可以扩展活动的步骤，增加几个准备性或提示性的活动，以达到降低活动难度的目的。如果活动太容易，教师可以对原有的活动进行拓展。由于客观条件的差异、学生能力的差异以及具体教学实际情况的差异，教师要注意调整教学方法，采用最适合实际教学需要的方法和步骤。只有这样，才能达到因材施教的目的。

多媒体光盘

《教师用书》附有一张电子书光盘和一张教学课件光盘，供教师在课堂上使用。

电子书光盘实现了纸质教材的电子化，将课本用多媒体形式呈现出来，配有录音、动画、互动活动等；教学课件光盘按每个单元三课时的教学设计，为各课时提供了完整的教学课件(PPT)。

教师可依据教学需要使用电子书光盘来辅助教学，也可以利用教学课件的资源创造性地设计具有个人风格的教学课件。教师在使用多媒体光盘的过程中应始终把学生作为英语学习的主体，充分考虑学生的心理特点和语言学习规律，激发学生学习兴趣，调动他们学习的积极性，让他们积极参与学习，达到教学目的。

教学评价建议

教师应做好教学全过程的评价和反馈记录。教师的评价要关注学生语言综合运用能力的发展过程以及学习的效果，应采用形成性评价与终结性评价相结合的方式。要体现学生在评价中的主体地位，通过评价，使学生在英语学习过程中不断体验进步与成功，认识自我，建立自信，促进学生综合语言运用能力的全面发展。要注重形成性评价对学生发展的作用。形成性评价的任务是对学生日常学习过程中的表现、所取得的成绩以及所反应出的情感、态度、策略等方面的发展做出评价。其形式可以有多种，如课堂学习活动评比、学习效果自评、学习档案、问卷调查、访谈、家长对学生学习情况的反馈与评价、平时测验等。例如，学习档案可包含以下内容：（1）入学考试情况记录。（2）学生学习行为记录，如朗读课文、朗诵儿歌、把课文分角色演出等。（3）书写作业的样本，通常由学生自己决定收入自认为最满意的作品。（4）教师与家长对学生学习情况的观察评语。（5）平时测验，由教师评分或在教师指导下同学评分或自己评分。（6）自己或同学对其学习态度、方法与效果的评价意见。

另外，教师也应做好教与学过程的评价和反馈记录，掌握学生的进步和表现。例如，在认读单词方面可分为：反应迅速准确；独立准确；帮助后基本准确等几个等级。在使用日常用语方面可分为：习惯或善于用英语和他人对话；在适当引导下能用英语和他人对话。在使用所学句型方面可分为：能熟练运用所学句型，并能用连续的几句话表达自己的想法；能用所学句型表达自己的想法；能在老师或同学的引导或启发下用所学句型表达自己的想法等几个等级。教师要注意根据学生的年龄特征和学习风格的差异采用适当的评价方式，要根据评价结果与学生进行不同形式的交流，充分肯定学生的进步，鼓励学生自我反思、自我提高。同时教师也要注重评价结果对教学效果的反馈作用，要根据评价的反馈信息，及时调整教学计划和方法。

课堂教学环境创设建议

以下提供的三种方法能够起到增强学生学习兴趣的作用，并为他们提供富有乐趣的学习环境：

1. 标签

在教室里的课桌、黑板等用品上贴上书写清晰的标签，营造英语学习的气氛。学生可以在每堂课结束后揭去标签，供下次使用。

2. 图表

生日图表、天气和季节图表等可以帮助学生主动参与课堂活动，也可以在完成图表的过程中利用所学语言解决某个贴近学生生活的实际问题。此外通过更换教室中的图表内容，可以为学生创造更多说英语的机会。

3. 展示

在学生完成课内活动的基础上，确保学生的作业，无论是书面（听力解答，填表或写单词）还是画图，都能以不同方式展示出来，如在教室的壁板或走廊的橱窗中展示。同时，要保证学生的积极参与，并保证展出的作业是所有学生的而不仅仅是优秀学生的。定期更换展示内容能够使学生保持兴趣。根据教学内容定期展示与教学主题相关的内容。还可以鼓励学生从家里带一些物品参与展示，并且针对这些展示开展相关课堂讨论。为进一步提高学生参与度，教师还可让学生带一些英语杂志、图片、明信片、书及玩具。

课堂教学活动的组织建议

在课堂教学中应该有多种组织形式相配合。例如：结对活动，小组活动，班级活动。不同的组织形式各有特点：结对活动可以使学生在基本掌握语言的基础上，通过对话强化语言的操练；小组活动的特点在于学生的互动和互补。通过小组活动，能力强的学生可以带动能力较弱的学生参与语言活动；班级活动通常用于新授单词或句型，使学生在教师的引导下共同感受和学习语言知识。

课堂用语建议

学生在英语课中应尽可能地接触并使用英语。简单的课堂用语能扩大学生对英语的接触面，创造良好的使用英语的环境。以下课堂用语供教师参考使用。

—How are you doing, *Susan*?

—Not bad./Very well./Great!/... How about you?/What about you?

Is everybody ready for class?

Today, we are going to learn about "...".

Take out your ...

All books closed, please.

Turn to the next page.

Come and stand by the blackboard.

Come and write the word on the blackboard.

Everyone, look at the blackboard, please.

Read out the words and sentences on the blackboard.

Let's read the words on the blackboard together.

Let's read the text aloud.

Read the first sentence aloud.

Take/Copy this down in your notebooks.

Underline the new words.

Let's listen to the tape now.

Let's listen to it once more.

Listen again and say it after me.

Let's look at some pictures.

Come out and point to ... on the map.

Read the text by yourself.

I'll read it to you first.

Now let's role-play this dialogue.

Who wants to be *Peter*?

You are/will be *Miss Fang, Mary*.

Now you can change your role.

Please do *Exercise A*.

Answer the first four questions.

Mark the right answer.

Let's check the answers.

Now, let's play a guessing game.

Guess what this is.

Let's play a spelling/counting game.

Work in groups of three/four/five.

Well done, *Team 5*. You're the winners.

Do you want to sing now?

Say the words after me.

Let's sing together.

Sing along with the tape.

Let's take a break.

That's all for this morning/afternoon/class.

See you tomorrow/next week.

教材配套资源

1. 学生资源

- 学生用书
- 练习册
- 音带
- 生词图片卡（学生用）

2. 教师资源

- 教师用书（附 2 张多媒体光盘）
- 教学挂图
- 音带
- 生词图片卡（教师用）

Introduction

Description of materials

English (Oxford Edition) is a nine-year English course designed specifically for primary students, which comes with a rich package of teaching resources. The course reflects the current trends in language teaching and learning.

The course for primary level is based on a series of topics that are fun and familiar to primary students, covering themes from self, family and home, different places and activities, to broader and more challenging themes such as relationships and changes, arousing students' natural curiosity in things around them and from different cultures, enriching their cultural and social knowledge through the learning experience. The "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.

"Building-blocks" approach

The new primary English language syllabus has a clear, standardized aim, supported by a series of specific learning targets and language objectives which provide a benchmark for teaching and learning. These are embedded in **English (Oxford Edition)**, laying a firm foundation for language development through its carefully constructed content.

English (Oxford Edition) features a "building-blocks" approach to language learning within a framework of learner-centred themes. Students are encouraged to learn and make use of these new skills in language tasks and activities in a meaningful way, thus making language learning at each level stimulating, purposeful and communicative.

The "building-blocks" approach is based on the fact that learning and the capacity to learn are developmental; students learn by building on known language, concepts and activities, developing and expanding progressively.

The development of thematic content through related modules ensures the development of language by constantly revisiting and recycling, thus building from a strong base within levels, and from level to level. In the knowledge that language and content are developed and revisited progressively throughout the package, vocabulary and structures are introduced and practised through tasks at a controlled pace steady enough to involve students' interest while ensuring constant consolidation.

At lower levels, care has been taken to make sure that students can learn within familiar contexts so that the language is appropriate to their needs and interests. At higher levels, students' knowledge of the world is also taken into account. Student involvement is encouraged throughout **English (Oxford Edition)** with interactive tasks and activities involving the teacher and student(s), in groups and in pairs. This collaboration ensures communication and practical use of English.

Task-based learning

The best aspects of several methodologies that have proved successful in teaching English as a foreign language are incorporated in **English (Oxford Edition)** in addition to task-based learning.

The tasks suggested are activities which provide students with the opportunity to bring with them knowledge, skills and concepts already in place, for further development. Tasks provide students with experiential, concrete learning which is, by definition, appropriately contextualized,

purposeful and productive, while promoting communication, fluency and practice.

The course provides both teachers and students with a variety of resources, including multi-media materials to enable a fun and interactive learning experience:

Student's resources

- Student's Book
- Workbook
- Cassettes
- Flashcards (for students)

Teacher's resources

- Teacher's Book (CD-ROMs)
- Wall pictures
- Cassettes
- Flashcards (for teachers)

Student's Book

The *Student's Book* contains core language learning material, using a wide variety of text-types and activities to introduce language. Stories, cartoons, dialogues and practical tasks all engage the student at his/her personal level. The language skills that are progressively acquired enable students to further participate in subsequent learning tasks that are designed specifically to consolidate new skills, which are fully described in the *Teacher's Book*.

A lively group of characters: Kitty, Peter, Alice, Jill and Joe, their friends and parents, Miss Fang the teacher, all provide models to make language learning stimulating, enjoyable and relevant to students' lives.

Workbook

The *Workbook* provides further activities and exercises to consolidate the language skills acquired in the *Student's Book*. It comprises a variety of activities and exercises including listening, speaking, reading and writing as well as tasks.

The "Let's learn more!" section at the end of the *Workbook* provides students with supplementary reading materials related to the topics in the *Student's Book*.

Cassettes

The cassettes for the *Student's Book* and *Workbook* contain dialogues, short passages, stories, songs and rhymes, all spoken by native English speakers. The cassettes provide an authentic model of pronunciation, stress and intonation, whilst appealing to students' sense of enjoyment.

Teacher's Book

The *Teacher's Book* provides teachers with support and recommendations to make full use of the teaching resources. In this book, teachers will find:

1. An overall plan for each module in the *Student's Book*.
2. A unit overview that introduces the tasks, language focus and learning skills.
3. The organization of a unit plus teaching notes and suggested activities on a page-by-page basis.
4. A suggested teaching scheme with:
   a. suggested teaching periods
   b. grammar, expressions and new words and language patterns to be taught in each lesson
   c. teaching materials required for each period
5. Suggested activities for teachers' reference in each stage and period:
   a. Pre-task preparations: two activities are suggested for teachers' use and adaptation to review previous lessons, set the scene for the new unit or introduce new language targets.

b. While-task procedures: four activities are sugested for teachers to teach new words and patterns, and help students understand the meaning and the usage of the language through practice.

c. Post-task activities: two activities are suggested for teachers to help students consolidate their knowledge of the new language patterns learnt in this lesson, or to create a language environment in which students may use the language.

6. Notes that offer additional information or references.

There are two CD-ROMs that accompany the *Teacher's Book*.

CD-ROM 1 contains multimedia courseware designed to assist teachers in class. The courseware features dialogues, stories, games, songs and rhymes from the *Student's Book*, allowing students to learn in a fun and exciting way. The courseware includes animated scenes which allow them to practise and revise new expressions and sentence patterns. It also offers a rich database of pictures, text files and sound clips allowing teachers to personalize their lessons.

CD-ROM 2 are PPT files broken down into periods, or class times with illustrations and interactive activities outside of the *Student's Book*. The PPT files are designed to provide the materials required for teachers to put into use, while teachers can add materials of their own and use them at their own pace.

Using the Student's Book

The *Student's Book* is divided into four modules. Each module is organized around a basic theme and is divided into three related units which are thematically related; the themes and topics are further explored through tasks. Each unit is further divided into language preparation and/or task presentation, indicated by a cat icon. This icon indicates the activities and tasks within a unit, reflecting the integration of skills at each level.

The sections of a unit may include:

- **Listen and say** contains the key language patterns that students should learn.

- **Look and learn** introduces the key topic words of the unit.

- **Say and act** is a role-playing activity which reinforces the key patterns of the unit.

- **Enjoy/Read a story** has an illustrated story that encourages students to read more about the topic.

- **Look and read** provides a short passage that encourages students to read more about the topic.

- **Ask and answer** practises different types of questions and answers.

- **Play a game** helps students learn English while playing a fun game.

- **Listen and enjoy** has a rhyme reviewing the topic of the unit.

- **Sing a song** has a song reviewing the topic of the unit.

- **Do a survey** has students work in groups to ask questions and exchange ideas.

- **Learn the sounds** contains rhymes and examples to help students learn the pronunciation of letters in words.

- **Culture corner** introduces cultural practices in the West to enable students to make better sense of the English language, covering topics such as the proper responses to receiving

gifts from others. Students are required to understand the meaning rather than focusing on vocabulary and language patterns in this section.

The varied, integrated tasks contained in a unit, intended to keep the students motivated and stimulated, are carefully controlled to achieve a good balance between productive and receptive learning.

Revisions

There is a revision section after each module in the *Student's Book*. The revision section concludes the learning targets including the key sentence patterns of each module, and is accompanied by related exercises and a column for self-assessment. To arouse students' interest and confidence in learning English, it enables them to make a periodic assessment on how they have mastered the language through reading, thinking, doing and assessing. This section can be scheduled at the end of each module. In "Let's revise", the key sentence patterns of each unit are summarized. Teachers should guide the students to pay attention to the structure of the sentence patterns, and help them better understand the patterns by using them correctly in doing substitution drills. The related exercises can be used as homework for students' self-assessments.

Projects

There is a project at the end of each module in the *Student's Book,* in which students have to complete an integrated set of tasks surrounding the module theme. Projects require students to think and work both independently and in teams, giving them opportunities to further consolidate the language learnt through the tasks and more importantly help develop students' ability to

inquire, communicate, conceptualize, reason and solve problems, either individually or collaboratively.

These projects are designed for students to work at their own individual pace and illustrate the extent of interest in their own learning. However, these projects may be used at any time during the term. Full instructions are given to facilitate introducing projects into the classroom in the *Teacher's Book.*

The *Student's Book* provides two "Word lists", "Proper nouns" and "Daily expressions" at the end, which contain the key words (in bold), proper nouns and daily expressions of each unit.

Using the Teacher's Book

Comprehensive activities are provided in accordance with the teaching of the *Student's Book,* with reference to the relevant pages. This gives teachers a clear indication of how to progress through the *Student's Book* at a pace appropriate for the class in general and also for particular individuals. Each unit starts with a simple checklist containing the suggested number of periods for that unit, the language to be introduced and used, the targets covered by the lesson(s), what teachers should prepare, and materials required to carry out these tasks and/or activities.

The **Pre-task preparations** section includes a review of previous lessons and some warm-up activities. It sets the scene for the introduction of new language targets, helping students to acquire new knowledge on their own based on their existing skills.

The language preparation section demonstrates ways of introducing new materials using wall pictures, puppets or other suggested resources,

before students make use of the *Student's Book*. Teachers are given clear guidelines on language used passively and for students' production.

The **While-task procedures** section links 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.

Each learner progresses differently, therefore requiring different levels of support from the teacher. The teacher's intimate knowledge of each learner's ability will enable him/her to offer appropriate guidance.

In the **Post-task activities** section, the target vocabulary and structure(s) are recycled in a different context through lively follow-up tasks such as games, practical tasks all intended to stimulate the use of language in the classroom.

Assessment

Careful observation and simple record keeping by the teacher will ensure that each student's progress and performance is monitored, particularly with a view to solving recurring problems and extending ability.

Teachers may select tasks to provide informal assessment information, but day to day monitoring of students' performances will give the best results.

Also to be found at the end of the *Teacher's Book* are some self-assessment sheets, for students to record their own progress, as well as their strengths and weakness, likes and dislikes. These will give teachers additional information about students, and will provide teachers with a base from which to provide appropriate feedback to enable students to work towards and accomplish the learning targets.

Classroom techniques

For students to learn successfully, it is essential that they are motivated and stimulated. The classroom should provide students with a stimulating environment to learn in. There are many ways the teacher can ensure that students are provided with this "language-rich" environment.

1. Labelling

Attach large, clearly written labels to all classroom furniture. These can be attached as part of the daily routine and removed at the end of the lesson, if so required.

2. Charts

Birthday charts, weather and seasons charts, etc. are an excellent way of involving students actively in the classroom, and the daily updating of information will provide another opportunity for language use.

3. Displays

Ensure that students' work, both written and pictorial, is displayed in various ways: on classroom boards, in "big-books" for shared reading, and charts specific to the topic. It is important that students are active in compiling these items, and that all students' work should be represented, not just the more able students'. Displays should be changed frequently, to keep the students' interest.

Mount interesting displays from time to time