

电子图书



信息技术的结晶

人类文明的载体

网络的基本资源

教师教学用书

第一单元

第 1 课

教学目的与要求

- 1.能听懂会说本课的会话，并能就会话的内容进行简单的问答。
- 2.能够就 Let's practise 一项下面的图对本课句式中的黑体部分 (books) 进行替换练习。
- 3.能听说读写单词 on, lake, they 和句式 What are they?

教学步骤与方法

一、复习

- 1.组织学生唱唱前面学过的英文歌曲。
- 2.复习数词 1—15, 口头数数 0—100, 小组竞赛数等。
- 3.会话练习。新学期开始, 师生间, 学生间再次见面相互打招呼、问候 Hello/Hi! Nice to see you again. 或 Glad to see you again. 等先活跃一下气氛。

二、介绍新语言项目与教学方法

1. 会话教学

A. 带领学生唱唱上学期学的英文歌 Where is Peter? 唱完后教师说 Very good! Where is Betty? 学生答 She is in the park. 教师说 Right. 接着教师指着事先准备好的图 (公园的一角) 或剪贴画或者书上的图问 What is this? 学生回答 A park. 或教师帮助回答, 并说 Right, a park. It's a picture of a park. 接着指着图说 Look at the man and the boy. The man is the boy's father. And the boy is the man's son. They are in the park. The boy is looking at the white birds on the lake with a telescope. 然后演示对话:

Son: Dad!

Dad: Yes?

Son: Come and look! What are those?

Dad: What?

Son: There, on the lake. Are they ducks? 然后将此对话再演示一遍。

B. 在学生边听边猜, 似懂非懂时, 教师再重复几遍 What are those? Are they ducks? 并复习前一册所学句式 What is that? (指其中一只天鹅) is that a duck? (指两三只一起问) Are those ducks? (指一个) What is that? (再指两三个一起问) What are those? 重复几遍 that 和 those, 不必强要学生记忆, 只需他们能理解对话大意, 猜出 that 和 those 的意思, 对比其意思就可以了, 因为下一课还会重复学习的。这里给学生一个初步印象。指近处 what is this? This is tree. These are trees. What is that? That is a swan. Those are swans. Are they ducks? No. Are they geese? No. What are they, then? They're swans. 把 swans 重复读两遍。Swans are white, too. What are swans in Chinese? (学生猜不出时告诉他们) Swans in Chinese are “天鹅”。

再回到看图问 What is this in English? (指湖并帮学生答) It is a lake. 再用手指着图说 This is a lake. What is this on the lake? It is a boat. What is that on the lake? That is a boat, too. Those are boats. What are these by the lake? These are trees. Those are boats. What is that on the lake? That is a swan. Those are swans. Oh, how beautiful! 边说边将 on, lake, on the lake 等分别写在黑板上事先画好的四线格中。并在写之前, 可先让学生试拼一下 on 和 lake 两个单词。由单词 the 引出单词 they (加 y) 的拼写形式。接着看图与学生一起再问答一遍:

T: Now, look at this picture and answer my questions. (手指着图) what's this?

Ss: It's a park.

T: Right. What are these (by the lake)?

Ss: They're trees.

T: What is this (指湖)?

Ss: It's a lake.

T: Good! What are these on the lake? Are they ships?

Ss: No, they aren't. (帮学生一起答。)

T: Are they boats?

Ss: Yes, they are.

T: Look at those birds on the lake. What are they? Are they ducks?

Ss: No, they aren't.

T: Are they geese? (可先数数 one goose two...)

Ss: No, they aren't.

T: What are they, then?

Ss: They're swans.

T: Oh, swans! How beautiful (they are)!

C. 紧接着说 Now let's listen to the recording. 让学生先静听一遍, 然后问问学生 Understand? 看看学生没问题了, 再跟着模仿读 2—3 遍。如果有问题, 先解答问题, 然后再读。可半班对半班扮角色读。

D. 让两人小组进行 pairwork 再读, 跟着模仿。

E. 再找一两组学生跟读一遍, 看看是否读熟了。

F. 接着脱离开课文的角色, 让两个学生用自己的姓名就课文的图进行对话。

G. 如果时间允许, 可让学生表演一下会话的内容。可以扮演 Dad 和 son, 也可以是两个或 3 个学生间在公园边游览边会话。

2. 词汇与句型教学

A. 课前准备几本书 (图画、英语、语文等), 几个钟表、鸭子、课桌、自行车、糕点等的模型、玩具、图片等。

名词单复数形式前面已有所接触, 如老师上课时常说 Hello boys and girls. 从第 1 册书一开始, 老师就不断重复此句, 后来又学了 a boy, a girl 等。游戏中老师也常说 Draw a face. 和 Draw two eyes. Write down the/these numbers, please. A good cook cooks good food for the

students.

第2册中的 Show me your Pencils , please. Look at the pictures. Show me your cards. Write down the words. Read these numbers, quickly. We are neighbours. We look like twins now.

第3册中的 We're friends. I have no arms and no hands. But I have four legs.出现了复数人称代词 we , our , their 等及复数句型 We look the same. We are in the same row/class/grade. Is it our flag? 歌词 We all lap hands together.等等。因此,到第4册学习复数形时,学生已不会感到生疏了。教师不必专门讲单数、复数等语法术语,只需多作些单复数的对比练习,让学生在用中体会其用法。

B.借助上述所准备的材料,如图或玩具或模型等,来做第2项 Let's practise 中的句型替换练习:

What are they? They're books.

What are they? They're clocks.

What are they? They're ducks.

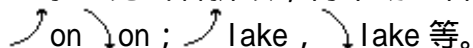
What are they? They're desks.

What are they? They're bikes.

What are they? They're cakes.

这里既练习了句型,又练习了名词的复数形式,并将词尾发音相同的词归纳安排在一起,以便于学习、记忆及掌握。注意词尾加 s 后的读音 [ks],不要加音读成 [k+s],边练习边将该句型 What are they? 写在黑板上的四线格中。

C.本课要求 4 会掌握的单词和句型是 on, lake, they 和 What are they? 在教学会话时,已将这些单词和句型写在了黑板上。这里只需再印证一下发音及拼写形式、笔顺、格式、句式的大小写及标点符号即可。

D.教学词汇时,也可以让学生先试读符合读音规则的词 on, lake, 没学过的或不符合读音规则的词如 they [Jei]可以先把音标写在旁边,让学生先试着拼读,再帮助正音,练习拼读时最好是升降调一起读如  on \on ; /lake , \lake 等。

E.练习发音时,最好照顾到后面的学生,多给他们一些机会,不要总是叫一些学生而冷落了另外一些学生,不要留死角,使他们失去参与活动的积极性。

F.在教学 on 时,可以和 in 作比较进行练习 on the desk, in the desk, on the box, in the box 等,这样有助于学生理解,也便于记忆。然后听录音让学生看图跟读。

G.练习后,可让学生按笔顺书写单词。可边做示范边让学生跟着书空。然后再写在练习本上。从本学期开始,让学生每人准备一个抄写本或练习本,用于练习抄写 4 会掌握的单词、句式和写练习用。抄写单词,注意中间词距相隔一个字母的距离。抄写句子时,注意提醒学生别忘记开头第一个词的第一个字母要大写,结尾要有标点符号,句号或问号、叹号等。

H.如果时间允许,可将本课会话及 practise 部分的录音再全部听一遍,以加深印象。

三、娱乐时间 (Fun time)

本课新学期刚开始学习名词复数，内容需要时间练习，因此没有安排其它游戏活动。教师可根据学生练习的情况，灵活处理，当学生有些疲倦时，可穿插一些游戏或歌曲，轻松一下再继续练习，效果会更好一些。可以用学生熟悉的曲调，如“两只老虎”，配上新词练习本课的句型 What are they? They are books/cakes/ducks/bikes 等。

本课只安排了一条谚语 Time is money. (时间就是金钱) 让学生珍惜时间，好好学习，天天向上。

Time 一词符合读音规则，可让学生试读，money 一词可把音标写在旁边 [> m) ni] 让学生先读，再稍纠正一下。然后再读全句 Time is money [taim iz > m) ni] .

四、课堂练习与家庭作业

1. 听录音完成单词

录音内容：

1 lake may they

2 she tree please 3 dress head friend

2. 听录音选择正确答案

录音内容：

1 A: What's the boy's name?

B: His name is Li Ming.

2 A: What's seven and five?

B: Twelve.

3 A: What are they, Li Yan?

B: They're cakes.

4 A: What colour is that bag?

B: It's orange.

3. 看图仿照示例写出词组

答案： five ducks , four cakes , three bikes , six desks , seven

books

4. 看图仿照示例回答问题

答案：

1 A: What are they?

B: They're toy balls.

2 A: What are they?

B: They're rulers.

3 A: What are they?

B: They're pictures.

4 A: What are they?

B: They're apples.

第一单元

第 2 课

教学目的与要求

- 1.能听懂会说本课的会话，并能就课文内容进行简单的问答。
- 2.能就 Let's Practise 一项中的图对 What are these/those? They're maps/stamps... 进行正确回答（或替换练习）。
- 3.能够听说读写单词 these, those 和句型 What are these/those? They're maps.

教学步骤与方法

一、复习

- 1.组织学生唱唱英文歌曲，特别是在第 2 册书中学过的 What is this? What is that? 歌曲，待学本课句型时，还可借用此曲换上新句式。
- 2.复习第 1 课的会话内容，可以老师提问，学生回答，也可以找两组学生在前面表演一下会话内容，还可以让学生自己加些内容。
- 3.可做一下小听写，听写上一课及前面所学的单词和句型，如：in、on、park、lake 及 What are they?
- 4.还可做一下数字听写练习如 0, 12, 23, 34, 55, 66, 73, 88, 99, 100 等。然后互相验证一下答案。

二、介绍新语言项目与教学方法

小资料：

汉堡包 (hamburger) 和热狗 (hot dog) 是欧美国家人民喜欢吃的快餐。

汉堡包是圆面包中间切开两个扁片，中间夹一片牛肉馅加盐做成的圆肉饼，加些西红柿酱。有的还加些元白菜形的莴苣菜或叫生菜、酸黄瓜等。

热狗是长圆形面包夹一根小火腿肠。顾客吃时，可以根据自己的口味加些酸黄瓜、辣酱等。

1. 会话教学

A. 准备两幅或一幅母女俩在快餐店买汉堡包和热狗的图，图中柜台后站着一个服务员，如果可能，也可画一位男人站在母亲的旁边，表示一家 3 口人出来旅游或购物。注意汉堡包画成圆形面包，热狗要画成长圆形的。

B. 为教学方便，也可以把 4 会掌握的单词和句型写在画有四线格的纸条上。

C. 找一个学生帮忙，也可以教师自己扮演服务员和小姑娘，将课文对话内容表演出来。如服务员 W (Waiter)，小姑娘 G (girl)：

W: Hello! Can I help you?

G: Yes, sir. What are these, please?

W: They're hot dogs.

G: Thanks. What are those?

W: Hamburgers. They're hamburgers.

G: Thank you. Can I have a hamburger and two hot dogs, please?

W: Sure. Here you are.

G: Thank you./Thanks.

紧接着教师手拿汉堡包和热狗的图片边说边问答 Now, look at these. Which is a hamburger and which is a hot dog? (指圆的) This is a hamburger and this (长圆的) is a hot dog. 再指着事先准备好的图说 Look at these What are they? 帮学生一起答 They're hamburgers. What are those? They're hot dogs. 再指班中一些女孩说 These are girls. Those are boys. These are chairs. Those are desks. These are English books. Those are Chinese books. (再拿些钢笔、铅笔) These are pens. Those are pencils. 让学生理解 these 和 those 的意思。

D. 听录音, 让学生先静听一遍, 第 2 遍再跟着模仿。把全班学生分成两组扮角色跟录音模仿。再交换角色读 1—2 遍。

E. Pairwork: 两人小组跟录音交换角色读两遍。

F. 教师带领学生脱离开书分别换角色练习两遍。

G. 可让学生用 pens 和 pencils 代替 hamburgers 和 hot dogs, 两人小组练习。what are these? They're pens. What are those? They're pencils. Thank you. Can I have a pen and two pencils, Please? Sure. Here you are.

H. 小组活动后, 可找 1—2 组到前边表演一下买东西, 可以是吃的, 也可以是用的, 只要练习本课句型就行。

1. 边练习, 边将 4 会掌握的单词及句型写在黑板上。边写边说。

2. 词汇与句型教学

本课句型从第 1 课就已接触并练习过, 对学生已很熟悉了。本课要求 4 会掌握的单词是 these 和 those 以及 What are these/those? They're maps. 两个句型。

A. 先让学生自己试读一下 these, those 两个单词, th 读 [I] 或 [J], 学生已熟悉这两词的读音, 选第 2 个读音 [J], 后面是符合拼读规则的开音节词, 只要老师稍稍指点即可。但要注意听清, 避免和防止学生把 [J] 读成 [L] 音。然后再试读句型 1—2 遍。

B. 先带学生试读 maps 和 ships 的读音, 防止加音读成 [$m\text{\\$}p+s$] 和 [>Mip+s]。然后让学生两人一组进行看图练习, 一问一答, 再交换, 一答一问。然后找两组学生检验一下。

C. 听录音, 注意模仿音调。

D. 书写单词、句型, 方法同前。可先让学生用手指书空, 再下笔写。

三、娱乐时间 (Fun time)

Fun time 为娱乐时间, 在本册安排了一些常见的或通用的标志语, 以便学生在商店、公园等公共场所见到此标志时知道是什么意思, 应该怎么做。如本课 OPEN [>+up+n] 意为“开门”或“营业”而 CLOSED 意为“关门”或“不营业”或“停业”, 读作 [kl+uzd]。

PUSH [puM] 意思是“推”, PULL [pul] 意为“拉”。不要让学生写或硬记住。只要他们知道意思即可。

四、课堂练习与家庭作业

1.听音标号

录音内容：

1 those 2 look 3 cups
 these lake caps
 there cake maps

根据录音顺序，在每组单词后面的括号内分别写上序号。

2.听音标号

录音内容：

1 What are these? They're eggs.
2 What are those? They're caps.
3 What are these? They're English books.
4 What are they? They're cups.
5 What are those? They're bananas
6 What are they? They're maps.

根据录音顺序，在相应图旁边的括号内分别写上序号。

3.朗读并抄写本课课堂练习册中的内容。

4.看图仿照示例写出问句和答语

答案：

图 2 What are these? They're caps.

 What are those? They're caps.

图 3 What are these? They're dogs.

 What are those? They're ducks.

第一单元

第3课

教学目的与要求

- 1.能听懂会说本课的会话，并能就会话内容进行简单的问答。
- 2.能就 Let's practice 中句型里的黑体部分 (Pigs) 根据下面的图画进行替换练习。
- 3.能够听说读写单词 star, hill 和句型 Are these/those pigs? Yes, they are./No, they aren't.等。

教学步骤与方法

一、复习

- 1.先让学生唱唱英语歌曲或做做游戏。
- 2.借助前两课练习过的图问学生一些问题，或让学生互相提问 What are these/those/they? 等。
- 3.复习前面的会话内容，可让学生表演或看图相互对话。
- 4.可做做小听写 these、 those 和 What are these? What are those? 两个句型，或找一两位学生到前面去写，并帮助学生纠正错误。另外，还可以听写一些数字。

二、介绍新语言项目与教学方法

1.会话教学

- A.准备一张与课文内容大致相似的图画。
- B.向学生说 Hello, class(boys and girls)!What are you doing? 帮助学生回答 You're learning English. What am I doing? I'm teaching you English.再重复一遍 What are you doing(你们在干什么?) You're learning English. (你们在学英语。) I'm teaching you English. (我在教你们英语。) I'm standing. You're sitting. (我站着，你们坐着。) 然后走到一位学生旁边说 Hello, (姓名).What are you doing? 帮该生说 I'm learning English.教师再重复一下 You are learning English.并说 Go to the blackboard, please. And draw a face.面对全班问 What is he/she doing? 帮助学生回答 He's drawing./She's drawing.再转向该生问 What are you doing, (姓名)? 启发该生答 I'm drawing a face.教师接着说 Oh, good! Are you cleaning the blackboard? 帮助学生回答 No, I'm not. I'm drawing a face.老师顺手在脸面两边画两个半圆，问 Are these eyes? 帮助学生回答 No, they aren't.再问 Are these ears? 答 Yes, they are.再在面部上方画两个眼睛问 Are these eyes? Yes, they are.老师马上鼓励说 Very good!
- C.接着拿出事先准备好的图说 Now, class. Look at this picture. What is the boy doing? He's drawing a picture. Oh, how beautiful! Look at these. Are they trees? Yes, they are. (边问边帮助回答) The trees are on the hills, aren't they? Yes, they are.用手在那些山峰上比划一下山形并说 These are hills.圈一个山峰说 This is a hill.边说边把 hill 写在黑板上画好的四线格中。边写边说 hill, H, I, L, L, hill, This is a hill. These are hills. Now, say after me.

hill, hill. 找几位学生再重复几遍。如果发音没问题，再指上面的星星问 Now, look at those. Are they birds? 摇头说 No, they aren't. Are they stars? 点头 Yes, they are. Are those planes? No, they aren't. What are they? They're spaceships. (宇宙飞船)

D. 让学生静听一遍录音，再放录音 A 部分停下来让学生答 B 部分。这样听答一遍后再从头全部听一遍。把学生分成 AB 两大组再跟录音模仿一遍，最后再交换一遍。

E. Pairwork, 让学生两人一组对话。学生较熟悉句型之后，可让他们就 What are these/those? They are... Are these/those...? Yes, they are./No, they aren't. They are.... 两人就自己身边所有的文具用品及周围的桌椅门窗等进行自由对话。再找几组同学给全班表演一下，做得好的要给予鼓励。

二、词汇与句型教学

A. 参照书中 Let's Practise 一项下面的图，准备 6 组图或玩具模型或是简笔画；并把 Are these dogs? Are those pigs? Yes, they are. No, they aren't. 4 个句式分别写在划好 4 线格的纸条上，或连同两个单词 hill, star 等应 4 会掌握的内容全都分写在画好 4 线格的黑板上。

B. 就所有准备好的图与学生分别进行问答：

Now, look at these pictures. What is this? is it a pig? Yes, it is. Are these pigs? Yes, they are. Are those pigs? No, they aren't, Are those dogs? Yes, they are. 按图所示或根据录音进行替换练习。eggs, bags, mugs, flags 等直接加 s 构成复数。注意词尾读音 [-gz] 不要加音读成 [-g+z]。

C. 听录音：让学生先静听 1—2 遍，然后模仿两遍。

D. 语音语调正确之后，再练习写，书写时随时提醒学生注意标点、格式。可让学生边写边拼读，如 S—T—A—R, star; H—I—L—L, hill 等。

三、娱乐时间

图中小男孩横穿马路，不注意后面行驶过来的车辆，十分危险。旁边行人提醒他 Be careful (小心)! Be careful [ˌkæʃəfəl] 使用的范围很广，只要需小心的地方均可使用，如地不平有坑洼提醒对方别摔倒或扭脚；过门槛，下楼，屋里黑看不清，或外面天黑看不清路等类似情形均可说此话提醒。

四、课堂练习与家庭作业

1. 听音，标号，连线

录音内容：

- | | |
|-------------|-----------|
| 1 [hɪl] | 2 [egz] |
| 3 [hɪt dɪg] | 4 [keɪks] |
| 5 [ɪz] | |

根据录音顺序，在每个单词左边的括号内写上序号，然后与右边的图连接起来。

2. 听音，打勾或划叉

录音内容与答案：

1 Are they pigs? ()

2 Are these dogs? (×)

3 Are those ducks? (×)

4 Are these hens? (×)

5 Are those pandas? ()

根据录音内容，在相应图旁的括号内打勾或划叉。

3. 朗读并抄写本课课堂练习册中的内容。

4. 仿照示例变换句子（答案略）

第一单元

第 4 课

教学目的与要求

1.能听懂会说本课的会话，并能就本课的会话内容进行简单的问答。

2.能够就 Let's practise 一项下面的图，用句型 These are hens. Those are pencils. 中的黑体部分进行替换练习。

3.能听说读写单词 have, like 和句型 These are Chinese stamps. Those are English Stamps.

教学步骤与方法

一、复习

1.唱唱英文歌曲或做做游戏。

2.数数游戏，从全班第 1 位学生数起直到最后一位学生，然后再从第一位学生接着数至 100 为止。数数时全班学生必须高度集中注意力，才可快速准确地进行。

3.听写练习。前一课的生词及句子，可再加上几个数字，0, 11, 21, 31, 41, 51, 61, 71, 81, 91, 100 等，可选一半 0—50，下次再 50—100 均可。总之“细水长流”经常不断地进行。另外听写也是训练学生听力、理解能力及反应能力的有效方法之一，应该经常进行，每次 1—2 分钟即可。

二、介绍新语言项目与教学方法

1.会话教学

A.准备 1—2 本集邮册，并画两个外国孩子，一男孩，一女孩的图画。

B.事先了解一下有集邮爱好的学生，可让他（她）们把集邮册带到学校来，上课练习时用。

C.先向有集邮册的学生打招呼 Hi/Hello, 姓名. Do you have any new stamps? (你有新邮票吗?) 帮助该生回答 Yes. I have many new stamps. 教师接着说 Oh, really? You have many [>meni] new stamps! May I have a look? 学生回答 Sure. Come and look. They're here. 教师接着说 Wow! How beautiful! What are these stamps? 学生答 They're English stamps 或 American 或 Japanese stamps 等。可根据实际情况说，不一定一字不差完全背诵课文，只要把文中主要内容表达出来就行。可随着谈话的情绪和气氛自然地加进一些学过的内容，如 Good 和 How nice! These are new stamps. Those are old stamps. 等等。也可说（根据自己的爱好）I like English/Chinese/Australian stamps very much.

D.会话中最后一句 Me, too 意思是“我也喜欢” I like Chinese stamps, too. 这是缩略语，并且是习惯说法，因此通常不说 I, too. 而是 Me, too.

E.扮演两个学生角色将会话内容再演示一遍，并边说边将 4 会掌握的单词及句型写在黑板上的 4 线格中。

F.听录音，方法步骤同前，可以全班、半班、行（排）两人小组等形式进行。

G. 两人小组相互交换角色读、练习，最好看一下书后就有意地记住对话的内容，逐渐脱离开书练习。会话可以适当调整，只要主要内容不变就行。重点掌握 I have/like....These/Those are Chinese/English stamps.

H. 如果时间允许，可选 1—2 组到前面给大家表演一下。

2. 词汇与句型教学

A. 按书上 Let's Practise 一项中的图示准备 6 幅类似的图或玩具模型。

B. 两人一组就句型中的黑体部分看图进行替换练习， These/Those are apples/pens/arms/girls. 让学生注意词尾的发音。

C. 让学生抄写词汇与句型，方法步骤同前。

三、娱乐时间

公园草坪供游人欣赏，一般草坪旁边都有个标牌，上面写着 Keep off the grass! 意思是“勿踏草坪”，领学生读两遍，有个印象，以后见到同样的标志语就知道是什么意思，不会乱踏草坪了。

四、课堂练习与家庭作业

1. 听录音圈答案

录音内容：

1 like 2 hen 3 Rose 4 look

根据录音内容，在每组单词中圈出相应的单词。

2. 听音标号

录音答案：

1 These are boys and those are girls.

2 These are stamps and those are pictures.

3 These are cups and those are mugs.

4 These are chairs and those are desks.

根据录音顺序，在相应图旁边的括号内分别写上序号。

3. 朗读并抄写本课课堂练习册中的内容。

4. 仿照示例造句

答案：

1 I have five apples.

2 I have five bananas.

3 I have six eggs.

4 I have three pens.

5 I have seven pencils.

第一单元

第 5 课

教学目的与要求

- 1.能听懂会说本课课文，并能就课文内容进行简单的问答。
- 2.能够就 Let's practise 一项中的图对句型中的黑体部分进行替换练习。
- 3.能听说读写单词 work, worker, happy 和句子 They're workers.

教学步骤与方法

一、复习

- 1.组织学生唱唱前面所学的歌曲。
- 2.找 2—3 组学生演示一下前面所学的会话或让学生自由会话。
- 3.让值日生或一位学生先提一个问题，找一个学生回答，答对后再提个问题让另一个学生回答，如此练习，谁答错或不会答就罚唱一首歌或背一首谚语、小诗等。
- 4.听写前面所学的词汇、句型等。

二、介绍新语言项目与教学方法

1.课文教学

A.仿照课文中的插图绘制一幅图或简笔画。

B.教师先向学生介绍自己的家庭，可以根据自己的实际情况说，也可以就课文内容变换一下姓名、人称，如：

Hello, boys and girls! My name is (自己名字). I am a Chinese (woman/man/boy/girl). My father is a worker. My mother is a worker, too. They both work hard. They are good workers.边说边将 work, worker 写在黑板上的 4 线格中。

My brother's name is (B). He is 28/34.... And I are teachers. But he is a middle school teacher. I am a primary school teacher. We both work hard, too. My little sister is twelve/14/16.... Her name is (C). She is a middle school student. And Care in the same school. We all work hard. We have a very happy family.并将 happy 写在黑板上。

叙述 2—3 遍，速度稍慢一些，如学生没听懂可适当用中文解释一下。

B.对上述内容基本熟悉后，让学生听 1—2 遍录音，就可简单提几个问题，如：What's the boy's name? Is he an English/a Chinese boy? What's his brother's name? How old is he? What is he? is he a teacher/student/a middle school student? What's his sister's name? How old is she? What is she? Is she a primary school student? What is Bob? Is Bob a primary school student, too? Are Bob and Ann In the same school? Are they good students? What's Bob's father? Is he a teacher? (学生回答后老师说) Oh, he's a worker. What's Bob's mother? Is she a worker, too? Are they good workers? Yes, they are good workers. They both work hard. Do they have a very happy family? (帮助学生回答) Yes, they do. They have a very

happy family. 上述问题有些学生可能记不清, 答不出, 但这不要紧, 可让学生带着这些问题再听一遍录音。如果还有问题, 可再听一遍。这样每听一遍就熟悉一些内容, 直至全部听懂。这样既训练了听说的能力, 也提高了理解的能力。

C. 听懂之后, 让学生跟着模仿几遍。熟悉主要内容, 主要句式后, 分成两人小组进行练习, 仿照课文叙述自己的家庭。

D. 选几个学生分别到讲台前向全班同学介绍自己及自己的家庭。然后进行评比。本课课文的最终目的是训练学生能够简单介绍自己及自己的家庭。

2. 词汇与句型教学

A. 准备一些与 Let's practise 一项中的图画类似的图或简笔画。也可把 4 会掌握的单词及句型, 甚至单数变复数的形式及读音等分别写在纸条上, 以方便教学。

B. 本课的句型已很熟悉, 只需练习替换词, 并注意变成复数后词尾的发音。workers [>w : k+z], doctors, teachers. 等。右下图是一些女孩似教师, 又似歌手, 可让学生随自己的想像说 teachers/singers 或 girls 等。让每人说一遍。

C. 两人小组就 What are they? They're workers. 句型看图互相交换问答练习。

D. 听录音, 模仿说。

E. 书写单词与句型时的方法同前。在帮助学生记忆单词时, 可以归纳一些在发音或拼写形式上相似的单词, 如 work-worker; teach—teacher; sing—singer; write—writer; dance—dancer 等。还可以联系 father, mother, sister, brother 等词尾的拼法及发音。

三、娱乐时间

本课 Don't read in bed. 一句是日常生活中常遇到的一些劝人“不要做什么”的话。后面第 20 课将学到 Don't read in the sun. 意思是“不要在阳光下读(看)书”“in the sun”不要译成“在太阳里”, 此处为“在阳光下”之意。这里先见一见 Don't read in bed. 先打个埋伏, 有个印象。还可劝人 Don't play in the streets. Don't draw on the wall. Don't talk in class. Don't spit (吐痰) on the floor. 等。don't 读 [D+(QC)] 不要读成 [D(:QC)]。

还可以让学生自己仿造一句劝人的话, 如 Don't write on the desk/on the wall/on the chair, Don't draw on the blackboard 等。

四、课堂练习与家庭作业

1. 听音标号

录音内容:

1 game	2 school	3 brother
name	two	mother
same	zoo	colour

根据录音顺序, 在每组单词后面的括号内分别写上序号。

2. 听录音圈出正确的答案录音内容与答案:

1 A: What are they? Are they teachers?

- B: No. They're workers. (a)
- 2 A: Who are those boys?
B: Bob and Jack. (c)
- 3 A: Are these pens?
B: No, they're pencils. (b)
- 4 A: What are these?
B: They're stamps. (c)
- 5 A: What are those?
B: They're my books. (b)

3. 朗读并抄写本课课堂练习册中的内容。4. 仿照示例变换句子 (答案略)