

1A

学科 · 英语整合课程

# Light Up 科学 Science

教师用书

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外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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Light Up Science  
科学  
1A 教师用书

外研社

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# Scope and Sequence

Unit	Lesson	Science
		Key Concepts
1. Our Senses (4 class hours)	1. I Can See 2. I Can Hear and Feel 3. I Can Smell and Taste	<ul style="list-style-type: none"> <li>● I use my eyes to see. I can see the colour, shape and size of objects.</li> <li>● I use my ears to hear. I use my skin to feel.</li> <li>● I use my nose to smell. I use my tongue to taste.</li> </ul>
2. Animals (4 class hours)	1. Kinds of Animals 2. Goldfish 3. Cats and Humans	<ul style="list-style-type: none"> <li>● There are different kinds of animals. They live in different places. Some animals have common features.</li> <li>● A goldfish is an animal. It uses its tail and its fins to move.</li> <li>● Cats and humans are animals. Their body parts are not all the same. They walk, eat and can have babies.</li> </ul>
3. Day and Night (4 class hours)	1. Day and Night Sky 2. Moon and Stars 3. Night, Day and Animals	<ul style="list-style-type: none"> <li>● In the day, I can see the sun and clouds. At night, I can see the moon, clouds and stars.</li> <li>● The moon changes its shape. Stars can form shapes in the sky. One of the shapes is the Big Dipper.</li> <li>● Some animals sleep at night. Some animals sleep in the day. We study in the day and sleep at night.</li> </ul>
4. Water and Air (4 class hours)	1. Water 2. Air 3. Water, Air and Us	<ul style="list-style-type: none"> <li>● Water has no colour, no smell and no taste. It changes its shape. It flows.</li> <li>● Air has no colour, no smell and no taste. It changes its shape. It flows.</li> <li>● We need water and air. We should keep them clean.</li> </ul>

Science		Language	
Inquiry and Design Process Skills	Attitudes and Values	Key Words	Sentence Structures
<ul style="list-style-type: none"> <li>● Observe</li> <li>● Compare</li> </ul>	<ul style="list-style-type: none"> <li>● Be receptive to using their five senses to gather information about the world</li> </ul>	ear, eye, feel, hear, nose, see, skin, smell, taste, tongue	<ul style="list-style-type: none"> <li>● (Apples/Cups) are (round/hard).</li> </ul>
<ul style="list-style-type: none"> <li>● Observe</li> <li>● Compare</li> <li>● Group</li> </ul>	<ul style="list-style-type: none"> <li>● Care for animals</li> <li>● Be curious about animals</li> </ul>	animal, body, cat, goldfish, human, move	<ul style="list-style-type: none"> <li>● I can see (goldfish/butterflies/lions) (in water/in the air/on the ground).</li> <li>● (Cats/Humans) have (heads/eyes).</li> <li>● (Cats/Humans) (walk/eat/can have babies).</li> </ul>
<ul style="list-style-type: none"> <li>● Observe</li> <li>● Compare</li> <li>● Group</li> </ul>	<ul style="list-style-type: none"> <li>● Be patient and attentive in observing the moon for a short period of time</li> <li>● Be curious about the sky</li> </ul>	the Big Dipper, day, moon, night, shape, sky, sleep, star	<ul style="list-style-type: none"> <li>● I can see (the sun/the moon).</li> <li>● (Owls/Dogs) sleep (in the day/at night).</li> </ul>
<ul style="list-style-type: none"> <li>● Observe</li> <li>● Compare</li> <li>● Conduct simple experiments</li> </ul>	<ul style="list-style-type: none"> <li>● Appreciate the importance of clean water and clean air</li> <li>● Care for the environment</li> <li>● Be keen to do experiments</li> </ul>	air, colour, clean, shape, smell, taste, water	<ul style="list-style-type: none"> <li>● (Water/Air) has no (colour/smell/taste).</li> </ul>

## UNIT 2

# ANIMALS

### SCIENCE OBJECTIVES

By the end of this unit, students will be able to:

- Understand that there is a variety of animals.
- State where they can see different animals, and the common features of some animals.
- Identify the body parts of a goldfish, a cat and a human.
- State the differences and similarities between a cat and a human.

### LANGUAGE OBJECTIVES

In this unit, students will have opportunities to use:

- Words relating to animals.
- The sentence structures:
  - “I can see (goldfish/butterflies/lions) (in water/in the air/on the ground).” to describe where they can see animals.
  - “(Cats/Humans) have (heads/eyes).” to describe the body parts of animals.
  - “(Cats/Humans) (walk/eat/can have babies).” to describe some features of animals.

### UNIT OVERVIEW

Children usually have a special affinity with animals. Most of them enjoy a visit to a farm or a zoo, and some of them have pets at home. In this unit, we use this natural curiosity to help students establish simple ideas about classification (grouping) and the characteristics of living things. Also appearing in the unit is the ongoing message of responsibility: our responsibility to care for living things.

The riddle on the unit cover page invites students to guess which animal it is describing (a cat). After spending some time on the riddle, encourage students to talk about their favourite animals (e.g. what they look like and why they like them). The main idea is to help students focus on thinking and speaking about the features of animals. Lesson 1 aims at broadening students' appreciation of the variety of animals. Lesson 2 looks more closely at one particular type of animal, a goldfish. In Lesson 3, we want students to identify similarities and differences between cats and humans, and help students establish appreciation and respect for other creatures.

# Lesson 1 Kinds of Animals

## Objectives

By the end of this lesson, students will be able to:

- Distinguish animals from non-animals.
- Classify animals into groups according to their habitats and common features.

## Overview

This lesson aims to broaden students' appreciation of the variety of animals. Not only do we want students to distinguish animals from non-animals, we also want them to describe where they can find animals and what common features some of them share. This lesson also includes an early introduction to animal classification, looking at animals' habitats and physical features.

## Stimulus Activity

The stimulus activity invites students to consider an image of a snail, and then think and talk about animals. You might ask students to draw some images of animals and briefly describe their features (in Chinese first if they do not know the English words). Through their drawings and discussions, you will be able to assess their prior ideas about animals, and also help extend their appreciation of just what animals might be. It is unlikely, for example, that any student will draw an insect as their first choice of animal. You could then ask them what they think insects are.

## Activity 1

This activity shows a range of images, some of which are animals while some are not. It makes a start at the important science skill of classification. After identifying those which are animals, you could extend this activity by first asking students to name all the

### Lesson 1 Kinds of Animals

A snail (蜗牛) is an animal. Do you know other (其他的) animals?



**Key Word**  
animal (动物)

### Activity 1

Which are animals? Circle them.

1 

2 

3 

4 

5 

6 

How do you know they are animals?



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## Activity 2

Where can you see the animals? Write the numbers.



In water (在水中)	In the air (在空中)	On the ground (在陆地上)
7, 8	1, 4	2, 3, 4, 5, 6



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animals (again, in Chinese first if they do not know the English words), and then asking them which of the animals they have seen, and finally inviting them to tell you something about the animals. The pear and bottle are not animals, but the pear was at least once a living thing, part of a plant. These ideas may emerge from your discussion.

You could also extend this activity by asking students to talk about living and breathing, and movement and eating. Tell them that animals are not just of the furry kind (e.g. hamsters, kittens and puppies). Broaden their definition of animals to include insects, fish, amphibians and birds. Eventually, the class of creatures called animals will include us, humans.

## Activity 2

This activity considers where some animals are commonly seen. Some animals might belong to more than one group. For example, parrots enjoy both air and land. You could extend this activity by asking students to suggest other ways of grouping the animals. (e.g. How many legs do these animals have? Which animals do people keep as pets? Which animals can you see in the zoo? Which animals can you find on a farm? Which animals eat meat?)

# Lesson 1

## Activity 3

This activity places nine animals into three groups and invites students to link a feature to each of the groups. You could ask students to cover up the features on the right first and invite them to say something about each animal. Any opportunity to encourage the use of language is a learning opportunity. Once the animals have been identified, invite students to guess why the three animals belong to a particular group. You could offer extra support to students by asking them questions to guide their thinking. (e.g. Animals in Group 1 have legs, but animals in Group 2 also have legs. So what is special about each group?) After some discussion, ask students to look at the three features (i.e. shells, feathers and hair) and decide which feature belongs to each group. The important idea here is that some animals share similar physical features. This helps us group them together.

## Now I Know ...

动物多种多样。它们生活在不同的地方。  
有些动物具有一些共同的特征。

Unit 2  
Lesson 1

## Activity 3

What are the common features (共同特征) of the animals? Draw lines.

**Group 1**



**Group 2**



**Group 3**



shells (壳)

feathers (羽毛)

hair (毛)

The diagram shows three groups of animals on the left and three features on the right. Lines connect Group 1 (owl, rooster, parrot) to 'feathers', Group 2 (rabbit, sheep, lion) to 'hair', and Group 3 (turtle, nut, snail) to 'shells'.

## Now I Know ...

There are different kinds of (不同种类的) animals. They live (生活) in different places (地方).  
Some animals have common features (共同特征).

## Lesson 2 Goldfish

Where do goldfish live (生活)?

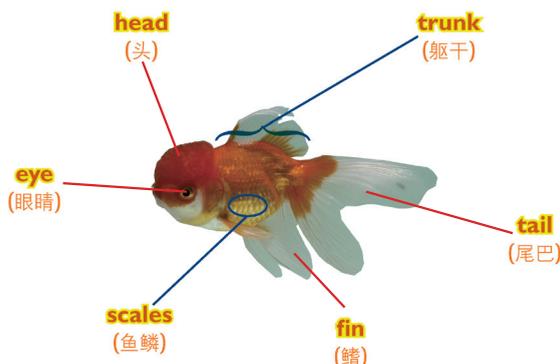


### Key Words

body (身体)  
goldfish (金鱼)  
move (运动)

### Activity 1

What are the body parts (部位) of a goldfish? Draw lines.



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## Objectives

By the end of this lesson, students will be able to:

- Identify the main body parts of a goldfish.
- Understand that fish move by using their tails and fins.

## Overview

This lesson looks more closely at one particular type of animal, a goldfish. Of all the animals which are eaten as food, perhaps the fish is the easiest to identify when it appears on a plate. Goldfish are common pets in schools and homes. Therefore, many students should be rather familiar with them. Goldfish are also slow-moving animals. That makes observation easier. (Language tip: The plural form of “goldfish” is “goldfish”.)

## Stimulus Activity

The stimulus activity invites students to think about the habitats of goldfish. Goldfish can live in small, round bowls, larger, square fish tanks or in ponds. The key message is that goldfish need to live in fresh water. You could extend this activity by asking students what else lives in fresh water (e.g. plants, other fish, newts). Crabs, turtles and shellfish live in sea water.

## Activity 1

The best way to start this activity is to encourage students to look at goldfish in a bowl or a tank. You can also see fish in a pond, but close observation is harder, and there are risks associated with young children going near ponds.

The task in this activity will help extend students' vocabulary. It is likely that words such as “scales”, “trunk” and “fin” will be new words to many. Allow students time to say and repeat these words and use them in context as they look at goldfish.

# Lesson 2

## Activity 2

This activity looks at one of the characteristic features of all animals — the ability to move. By watching goldfish in a controlled environment, students will notice that their fins flap and their tails wiggle as they move. You could invite students to imitate the movement of a goldfish as a drama activity: Let's imagine we are goldfish in a tank!

Here is an opportunity for students to use the new words, "fin" and "tail". The fins and tail help with direction as goldfish move. You could also extend students' knowledge by telling them that the trunk and the tail contain the muscles which propel the fish forward.

## Now I Know ...

金鱼是一种动物。金鱼的尾巴和鳍帮助它运动。

## Let's Practise!

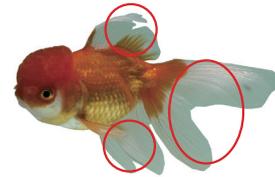
This is a hands-on, practical task which encourages observation, and the motor skills of drawing, colouring and then cutting out. The drawing is best made on thin card. The completed fish could be folded at the tail to show that the tail wags from side to side. The fish could be stuck onto a wall display against a background of blue paper. Allow for other underwater creatures (e.g. newts and plants) to be added to create a model of an underwater world.

Students should be encouraged to describe their fish using the vocabulary of colours. You could finish with a game where a student describes a fish while the others have to identify which fish is being described.

Unit 2  
Lesson 2

## Activity 2

Which body parts (部位) help (帮助) a goldfish move? Circle them.

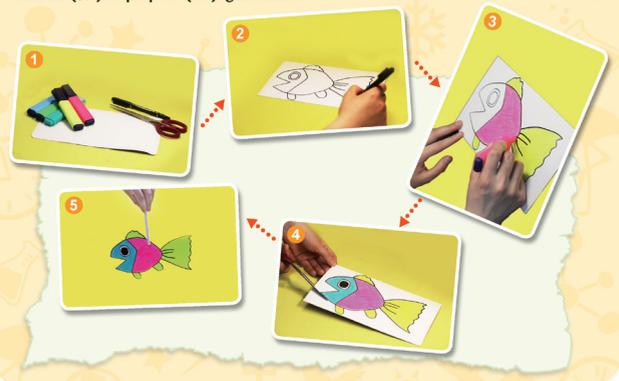


## Now I Know ...

A goldfish is an animal. It uses its tail (尾巴) and its fins (鳍) to move.

## Let's Practise!

Make (做) a paper (纸) goldfish.



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# Lesson 3 Cats and Humans

## Objectives

By the end of this lesson, students will be able to:

- Identify the main body parts of a cat and a human.
- State some differences and similarities between cats and humans.

## Overview

This lesson invites students to identify similarities and differences between cats and humans, by looking at their body parts, and their ability to move, eat and have babies.

## Stimulus Activity

This lesson starts with a stimulus activity which draws on characteristic features of cats and humans. You could start with a comparison between Mary and Bob to help students identify some features of humans. In what ways are they the same? In what ways are they different?

Then you can extend the comparison to the cat.

## Activity 1

This is a labelling task which extends students' vocabulary. It is likely that some words will be known by all students (e.g. "eye", "head", "mouth" and "leg"), while others (e.g. "whiskers" and "paw") might be new words. As with all new vocabulary, you should encourage students to say and repeat the words, and use them in an appropriate context.

**Lesson 3**  
**Cats and Humans**

Are you and a cat the same (相同的)?

We have eyes. And cats have eyes.

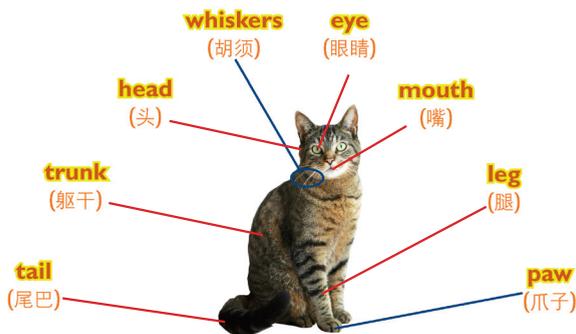
Cats have tails (尾巴), but we do not.

**Key Words**

body (身体)  
cat (猫)  
human (人)

## Activity 1

What are the body parts (部位) of a cat? Draw lines.



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# Lesson 3

## Activity 2

This is also a labelling activity, but this time students label the body parts of a human. The activity then asks students to compare themselves with a cat and find out what differences there are.

You can facilitate students' answers by asking questions such as: Which body parts only belong to a cat? Which body parts only belong to a human? To extend this activity, you could move from the physical features of cats and humans to other features (e.g. where they live and what they eat).

## Activity 3

Cats and humans are rather different animals, but they do share some common features. It is important for students to identify their differences, as well as similarities. This helps students appreciate that we are all members of the animal kingdom.

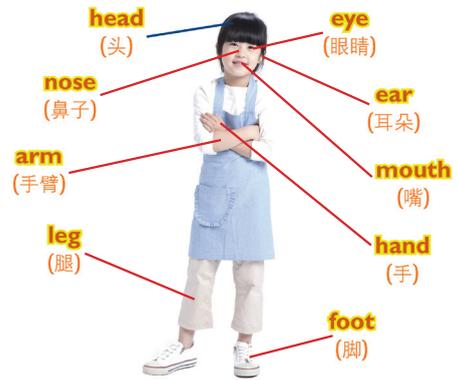
Noticing how a cat walks depends on students having seen a cat in motion. Perhaps not every student will have had this experience. This is where a visiting cat or a video could be helpful. But do make sure that none of your students is allergic to cats before bringing one into the classroom.

Cats use four legs to walk and can walk with great balance and very quietly (to creep up on their prey). Humans walk on two legs. These are some of the features which you can explore with students. Asking students to talk about their movements is an important dimension to this task. Once again, this activity can be developed into a drama activity, where students become cats looking for prey.

Unit 2  
Lesson 3

## Activity 2

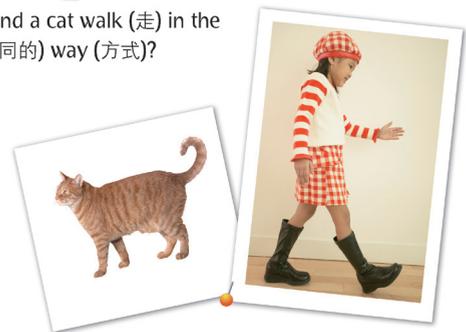
What are the body parts (部位) of a human? Draw lines.



How are you and a cat different (不同的)?

## Activity 3

Do you and a cat walk (走) in the same (相同的) way (方式)?



Cats eat (吃东西). Humans eat too.



Cats can have babies (幼崽). Humans can have babies (婴儿) too.



### Now I Know ...



Cats and humans are animals. Their (他们的) body parts (部位) are not all the same (不尽相同). They walk (走), eat (吃东西) and can have babies (幼崽/婴儿).

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Both cats and humans need to eat. We prepare our food and often cook it. Cats may find food prepared at home, but in the wild cats will be hunters and eat raw food, like mice.

The final comparison in this activity takes us in a new direction. This task is exploratory and lays the foundations for later work on life cycles (Book 2A, Unit 1). You could guide students to appreciate the fact that having offspring is indeed a feature of all animals.

### Now I Know ...

猫和人都是动物。他们的身体部位并不全部相同。他们都能走，吃东西，繁殖后代。

# Lesson 3

## Let's Practise!

This task compares the body parts and characteristics of cats and humans.

Unit 2  
Lesson 3

## Let's Practise!

How are cats and humans different (不同的)? Tick (✓) or cross (×).



	A head (头)	A tail (尾巴)	Legs (腿)	Ears (耳朵)	Hands (手)	Paws (爪子)
Cats have ...	✓	✓	✓	✓	×	✓
Humans have ...	✓	×	✓	✓	✓	×

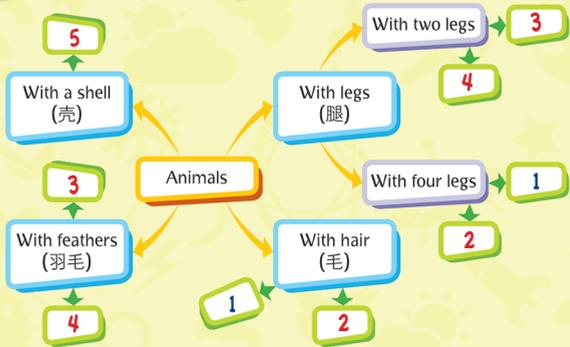
	Walk (走)	Eat (吃东西)	Can have babies (幼崽/婴儿)
Cats	✓	✓	✓
Humans	✓	✓	✓

# Unit Review

## Unit Review



1 What are the animals? Write the numbers.



2 Tick (✓) or cross (×).

	Goldfish	Cats	Humans
They are animals.	✓	✓	✓
They walk (走).	×	✓	✓
They live (生活) in water (在水中).	✓	×	×
They live on the ground (在陆地上).	×	✓	✓

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1 This question shows a simple mind map. Guide students to work from the centre box, “Animals”, and follow the arrows.

2 This task invites students to compare the three creatures which have appeared in the unit.



## Notes

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# 第二单元 动物

## 科学目标

通过本单元的学习，学生将能够：

- 理解动物是多种多样的。
- 说出在哪里可以看到不同的动物以及某些动物的共同特征。
- 识别金鱼、猫和人主要的身体结构。
- 说出猫与人的异同点。

## 语言目标

在本单元中，学生将有机会使用：

- 与动物相关的词汇。
- 句型：

“I can see (goldfish/butterflies/lions) (in water/in the air/on the ground).”

来描述动物活动的地方。

“(Cats/Humans) have (heads/eyes).” 来描述动物的身体结构。

“(Cats/Humans) (walk/eat/can have babies).” 来描述动物的一些特征。

## 单元概述

儿童通常对动物有特殊的亲近感。大多数学生喜欢去农场和动物园，有些学生家里还养着宠物。在本单元中，我们要利用学生天生的好奇心帮助他们建立关于分类和生物特征的基本概念。同时，本单元还将向学生传递关爱生命的责任意识。

首先，让学生猜一猜篇章页上的谜语描述的是哪种动物（答案是猫）。然后，鼓励学生说一说他们喜爱的动物，比如它们长什么样，为什么喜欢它们。重点是帮助学生集中精力思考和谈论动物的特征。第一课旨在拓宽学生对于动物多样性的认识。在第二课中，学生将细致观察金鱼这种动物。在第三课中，我们希望学生识别猫和人的异同点，并帮助他们树立认同和尊重其他生物的意识。

# 第一课 各种各样的动物

## 教学目标

通过本课的学习，学生将能够：

- 区分动物与非动物。
- 根据动物的栖息地或其他共同特征将动物进行分类。

## 概述

本课旨在拓宽学生对动物多样性的认识。我们希望学生不仅能够区分动物与非动物，而且能够描述在哪里可以找到动物以及部分动物的共同特征。本课还将从动物的栖息地和身体特征两个方面初步引入动物分类的知识。

## 导入活动

在导入活动中，学生将观察一幅蜗牛的图片，继而展开对动物的思考和讨论。教师可以让学生画出一些动物并简单地描述它们的特征（如果他们不知道相应的英语单词，可以先用汉语来表达）。通过查看他们的绘画，聆听他们的讨论，教师可以了解学生关于动物的初步想法，并帮助他们拓展对动物的认识。比如，学生在画动物时，如果不太可能将昆虫作为首选，这时教师就可以问问学生他们认为昆虫是什么。

## 活动一

活动一中展示了一些图片，其中有些是动物，有些不是。在这个活动中，学生开始学习分类这一重要的科学技能。在学生识别出动物和非动物之后，教师可以拓展这个活动：首先，让学生说出图片中动物的名称（同样地，如果他们不知道相应的英语单词，可以先让他们说出汉语名称）；然后，询问他们见过其中的哪些动物；最后，让他们谈论一下这些动物。梨和瓶子都不是动物，但梨作为植物的一部分曾经有过生命。通过讨论，你可以引导学生理解这些想法。

作为拓展，教师也可以让学生讨论动物的生存与呼吸、运动与饮食。教师要帮助学生拓宽对动物的定义，使学生认识到动物不仅仅是像仓鼠、小猫和小狗这样毛茸茸的动物，还包括昆虫、鱼、两栖动物、鸟以及我们人类。

## 活动二

活动二聚焦于通常在哪里可以看到一些动物。有些动物可能属于不止一个组。比如，鸚鵡既可以在空中活动，又可以在陆地上活动。作为拓展，教师可以让学生根据其他的标准对动物进行分类。比如，动物有几条腿？哪些动物可以养为宠物？哪些动物可以在动物园中看到？哪些动物可以在农场中看到？哪些动物吃肉？

## 活动三

在活动三中，我们将九种动物分成了三组，学生要把每组动物与其对应的特征用线连接起来。教师可以让学生先把右侧的特征遮住，然后谈论一下左侧的每种动物。这是鼓励学生说英语的一个很好的学习机会。学生识别出各种动物后，让他们来猜一猜为什么将动物分为这样的三组。教师可以通过提问来引导学生思考：比如，第一组的动物有腿，第二组的动物也同样有腿，那么各组有什么特别之处呢？讨论完之后，让学生看看这三项特征——有壳、有羽毛和有毛，确定它们分别是哪一组动物的特征。这里重要的思想是有些动物具有相似的身体特征，这样我们就能把它们归为一类。

## 现在我知道……

动物多种多样。它们生活在不同的地方。

有些动物具有一些共同的特征。

# 第二课 金鱼

## 教学目标

通过本课的学习，学生将能够：

- 识别金鱼主要的身体结构。
- 理解鱼通过摆动尾巴和鳍来游动。

## 概述

在本课中，学生将仔细观察金鱼。在所有可食用的动物中，餐盘中的鱼也许是最容易被辨认出的。无论在学校还是在家里，金鱼都是很常见的宠物。因此，多数学生应该对金鱼有所了解。金鱼游动得较慢，观察起来比较容易。（语言小贴士：“goldfish”的复

数形式是“goldfish”。)

## 导入活动

在导入活动中，学生将思考金鱼的栖息地。金鱼可以生活在圆形小鱼缸里、方形大鱼缸里或者池塘里。关键信息是金鱼需要生活在淡水中。作为拓展，教师可以问学生还有哪些生物生活在淡水中。鱼、蝾螈和一些植物生活在淡水中，螃蟹、海龟和贝类生活在海水中。

## 活动一

开展此活动的最佳方式是鼓励学生观察鱼缸里的金鱼。教师也可以把学生带到池塘边观察，但是这样不太容易进行近距离观察，而且学生靠近池塘容易发生危险。

此活动可以帮助学生扩展词汇。“scales（鱼鳞）”、“trunk（躯干）”和“fin（鳍）”对许多学生来说都是新单词。教师要给学生一些时间来反复朗读这些单词，并鼓励学生在观察金鱼时运用它们。

## 活动二

活动二着眼于动物的一个显著特征——能够运动。通过观察在受控环境中的金鱼，学生会注意到金鱼在游动时会摆动鳍和尾巴。教师可以组织一个表演活动，让学生把自己想象成鱼缸中的金鱼，模仿金鱼游动。

在此活动中，学生将有机会练习使用“fin（鳍）”和“tail（尾巴）”这两个新单词。金鱼游动时，鳍和尾巴帮助它控制方向。作为知识拓展，教师可以告诉学生鱼的躯干和尾巴上都有肌肉，为鱼向前游动提供动力。

## 现在我知道……

金鱼是一种动物。金鱼的尾巴和鳍帮助它运动。

## 让我们练习吧！

这是一项动手实践活动，鼓励学生进行观察，并练习绘画、着色和剪纸的操作技能。最好让学生将鱼画在薄的卡片上，这样就可以把鱼的尾巴折起来，从而模拟出鱼尾的来回摆动。将制作好的鱼贴在蓝色背景纸的展示墙上，还可以加入其他水下生物（如蝾螈和植物）来制作一个水底世界的模型。

鼓励学生用有关颜色的词汇来描述他们制作的鱼。教师可以以游戏的形式来结束这

个活动：让一个学生描述一条鱼，请其他学生猜测描述的是哪条鱼。

## 第三课 猫和人

### 教学目标

通过本课的学习，学生将能够：

- 识别猫和人主要的身体结构。
- 说出猫和人的异同点。

### 概述

在本课中，学生将比较猫和人在身体结构、运动、吃东西以及繁殖后代能力方面的异同点。

### 导入活动

在导入活动中，学生将关注猫和人的身体特征。教师可以首先让学生比较玛丽和鲍勃，帮助他们认识人类的特征。他们有哪些相同点？又有哪些不同点？随后拓展到人与猫的比较。

### 活动一

活动一是一个贴标签活动，旨在扩展学生的词汇。对于有些单词，如“eye（眼睛）”、“head（头）”、“mouth（嘴）”和“leg（腿）”，学生可能都认识，而有些单词，如“whiskers（胡须）”和“paw（爪子）”对学生来说可能是新单词。像所有遇到新单词的时候一样，教师应该鼓励学生说出并且重复朗读新单词，并在适当的语境下运用它们。

### 活动二

活动二也是一个贴标签活动，但这次学生要给人的身体部位贴标签。学生贴完标签后，教师可以让学生比较人和猫的不同之处。教师可以通过提问促使学生找到答案，比如，哪些身体部位是猫特有的？哪些身体部位是人特有的？作为拓展，教师可以将学生的注意力从猫和人的身体特征转向其他特征，如各自的栖息地和食物。

### 活动三

猫和人的差异很大，但是他们也有一些共同特征。识别出他们的不同点很重要，认识到他们的共同点也同样重要，这有助于学生认识到人类和猫都是动物王国的一分子。

要想了解猫是如何行走的，学生们需要观察行走中的猫。然而，可能不是所有学生都有这样的经历。因此，教师带只猫到课堂或者播放关于猫的视频会对学生有所帮助。但是在把猫带进教室前，必须确认没有学生对猫过敏。

猫用四条腿走路，行走非常平稳且无声，能悄悄靠近猎物；而人类用两条腿走路。教师可以和学生一起探究这些特征。让学生讨论猫和人的运动方式是此活动的一个重要方面。教师也可将此活动拓展为表演活动，让学生扮演猫寻找猎物。

猫和人都需要进食。人类可以自己准备并且烹饪食物。在家里，猫可以食用人们给它们准备好的食物；但是在野外，猫要自己猎食，并且食用生食（比如老鼠）。

最后一个比较的方面将带领学生进入一个新领域。它将为后面学习生命周期（学生用书 2A 的第一单元）打下基础。教师可以引导学生认识到繁殖后代是所有动物的一个特征。

### 现在我知道……

猫和人都是动物。他们的身体部位并不全部相同。他们都能走，吃东西，繁殖后代。

### 让我们练习吧！

这一活动要求学生从身体部位、运动、吃东西和繁殖后代的能力方面进行比较。

## 单元复习

1. 这个问题展示了一幅简单的思维导图。教师可以指导学生从中间的框“Animals（动物）”开始，沿着箭头完成任务。
2. 这个任务要求学生比较这个单元中出现的三种动物。

## 教学反思

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# A Dog's Sense of Smell

Dogs (狗) are helpful (有用的) animals (动物). They can smell well (好). They can find (找到) people (人) by (通过) smell. When do we use dogs to find people?



Possible answer:  
We use dogs to find lost people. We use dogs to find people after earthquakes.

## UNIT 2 ANIMALS



### Lesson 1 Kinds of Animals

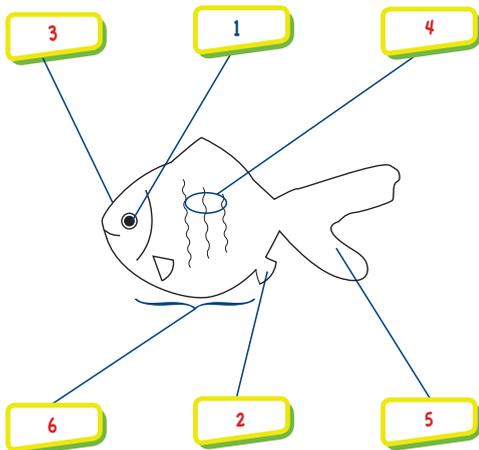
Where do the animals live (生活)? Draw lines.



### Lesson 2 Goldfish

Colour (给……着色) the goldfish. Write the numbers.

- 1 eye (眼睛)
- 2 fin (鳍)
- 3 head (头)
- 4 scales (鱼鳞)
- 5 tail (尾巴)
- 6 trunk (躯干)



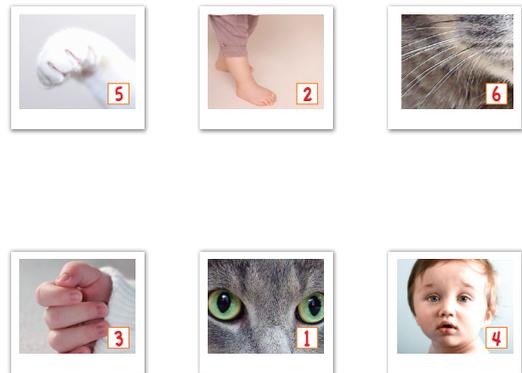
Unit 2



### Lesson 3 Cats and Humans

What are the body parts (部位)? Write the numbers.

- 1 eyes (眼睛)
- 2 foot (脚)
- 3 hand (手)
- 4 head (头)
- 5 paw (爪子)
- 6 whiskers (胡须)



Who do the body parts belong to (属于)?

5, 6 and 1 belong to cats. 2, 3 and 4 belong to humans.



# Practise the Words!

1 What are the animals? Draw lines.



cat

goldfish

human

2 What does Tom say? Write the letters.

A move

B animal

C body



I am an B.

I have a C.

I can A.

## Big Cats

Possible answer:  
It is like a tiger. It has four legs. It has paws. It has a head and a tail. It is smaller than a tiger. It is not the same colour.



Tigers (老虎) are big (大的) animals. They are called (被称为) "big cats". Look at a cat. Is it like a tiger? What is the same (相同的)? What is different (不同的)?

## UNIT 3 DAY AND NIGHT



### Lesson 1 Day and Night Sky

Circle the words.



I see the sun (太阳).  
It is (day) / night.



I see the moon (月亮).  
It is (day) / (night).



I see the clouds (云).  
It is (day) / night.

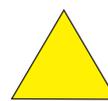
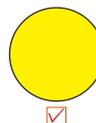


I see the stars (星星).  
It is (day) / (night).

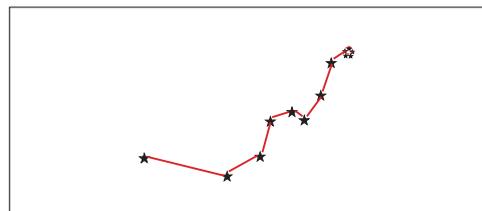


### Lesson 2 Moon and Stars

1 Which shapes can the moon be? Tick (✓).



2 Draw lines to join (连接) the stars. What shape do they form (组成)? Tick (✓).



# A bright future with

## Light Up Science

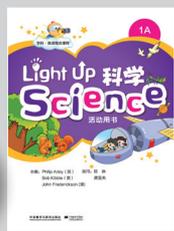


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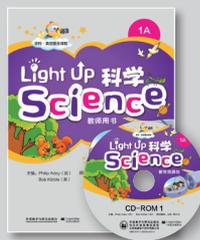
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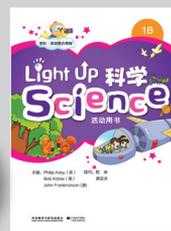
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