



义务教育教科书

# ENGLISH 英语

三年  
级

(一年级起点)

下册



清华大学出版社  
北京



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# 前 言

## ——致同学

同学们，欢迎你们使用由清华大学“大、中、小学一条龙英语教学”研究与实践项目组编写的《英语》课本！

我们为什么要学习英语呢？

你们肯定知道，这是因为英语很重要。英语像汉语一样，能够描述丰富多彩的世界，表达各种各样的思想。通过英语，我们可以更多地了解奇妙的世界，了解世界上更多的人，同时也可以把中国介绍给世界上更多的人，让世界上更多的人了解我们的祖国，了解我们自己。

在21世纪全球化的国际舞台上，英语已经成为国际交流中的一种重要工具，因此，我们都要学好英语。但是，学好一门语言却不是一朝一夕的事情，而是需要多年的努力。你们年纪小，模仿力强，记忆力好，正是学习英语的最佳时期。希望你们努力学好英语，为长大成材打下基础。

我们要学习英语还有另外一个原因，那就是英语非常有趣！英语可以像积木、玩具汽车、布娃娃、拼图、动画片一样，给我们带来无穷的乐趣！

翻开清华大学“大、中、小学一条龙英语教学”研究与实践项目组为你们编写的这套《英语》课本，你们肯定会被那令人赏心悦目的图画所吸引；听听课文录音，你们也一定会喜欢那纯正的英语和优美的歌曲。





这套教材以你们感兴趣的话题为中心，选取的是与你们日常生活息息相关的内容。教材中安排了你们喜欢的动物、食物以及你们喜欢的活动如游泳、踢足球等，还有许多生动有趣的故事，相信你们会喜欢这套教材。在老师的指导下，在听、说、唱、动、读、写中学会用英语说自己想说的话，写出自己的心声。

英语很重要！英语很有趣！让我们共同努力，把英语学好！

作者  
于清华园  
2012年12月



# CONTENTS

## UNIT 1

**MY FRIENDS AND ME ..... 1**

## UNIT 2

**INTERESTING OPPOSITES..... 17**

## UNIT 3

**SPECIAL DAYS ..... 33**

## UNIT 4

**WHAT ARE YOU DOING? ..... 49**

## FUN READING

**THE THREE LITTLE PIGS..... 65**

**VOCABULARY ..... 73**

**Do you want to know me?  
Do you want to know my friends?  
I'm sure you do.  
Come to meet us!**



# UNIT 1



## MY FRIENDS AND ME



# UNIT 1

# LESSON 1

## 1. Introduce yourself.



This is me!  
My name is Cathy.  
I'm nine years old.

## 2. Work in pairs.

**My name is Cathy.  
What's your name?**

**My name is David.**



**How old are you?**

**I'm nine. What about you?**

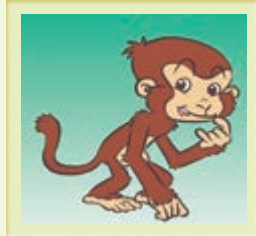


**I'm nine, too.**



**3. Finish the sentences with the words from the word box.**

Monkey  
three



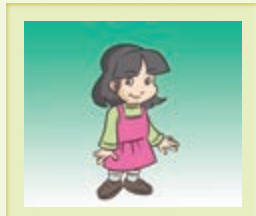
My name is \_\_\_\_\_.  
I'm \_\_\_\_\_ years old.

James  
ten



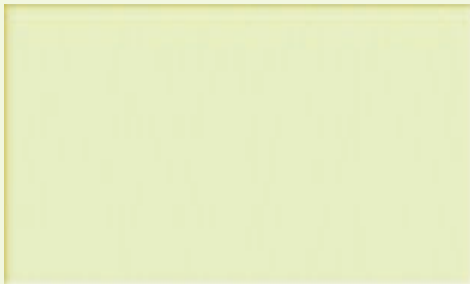
My name is \_\_\_\_\_.  
I'm \_\_\_\_\_ years old.

Cathy  
nine



My name is \_\_\_\_\_.  
I'm \_\_\_\_\_ years old.

**4. Stick your photo here and introduce yourself.**



This is me!  
My name is \_\_\_\_\_.  
I'm \_\_\_\_\_ years old.

**5. Let's sing!**



**Your left hand says,  
"How old are you?  
How old are you?" to you.  
Your right hand says,  
"I'm nine, I'm nine." to you.**

## 1. Introduce yourself.



My name is David.  
I'm a student.  
I'm in third grade.  
I like my drawing class.

## 2. Work in pairs.

Hi!

Hello! What grade are you in?



I'm in fourth grade.  
What about you?

I'm in third grade.

Do you like your  
drawing class?



Yes, I do.

**3. Finish the sentences with the words from the word box.**

teacher  
thin



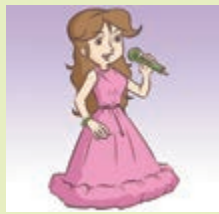
My grandma is a \_\_\_\_\_.  
She is \_\_\_\_\_.

doctor  
happy



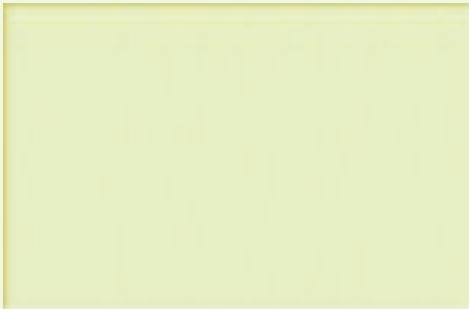
My grandpa is a \_\_\_\_\_.  
He is \_\_\_\_\_.

singer  
beautiful



My aunt is a \_\_\_\_\_.  
She is \_\_\_\_\_.

**4. Stick your photo here and introduce yourself.**



My name is \_\_\_\_\_.  
I'm a \_\_\_\_\_.  
I'm in \_\_\_\_\_ grade.  
I like my \_\_\_\_\_ class.

**5. Let's sing!**



**Your left hand says,  
"What grade are you in?  
What grade are you in?"  
Your right hand says,  
"I'm in third grade." to you.**

## 1. Introduce your friend.

This is my friend, Jane.  
She's ten years old.  
She's in fourth grade.  
She can play the piano very well.



## 2. Work in groups.

**Good morning, Cathy!**

**Good morning, David!  
This is my friend, Jane.**



**Hello, Jane. I'm David.  
It's nice to meet you.**

**Hi, David. It's nice  
to meet you, too.**

**What grade are you in?**

**I'm in fourth grade.**



**Oh, that's great!**

**Jane can play the  
piano very well.**

### 3. Look at the pictures. Finish the sentences.

(1) Jane can play the \_\_\_\_\_ well.



(2) David can play \_\_\_\_\_ very well.



(3) Peter can \_\_\_\_\_ well.



(4) Cathy can speak \_\_\_\_\_ very well.



(5) I can \_\_\_\_\_ very well.



### 4. Let's sing!



**Your left hand says,  
"This is my friend,  
This is my friend, Jane."  
Your right hand says,  
"It's nice, it's nice to meet you."**



# UNIT 1

# LESSON 4

## 1. Introduce your friends.

This is Peter and this is John.  
Peter and John are my friends.  
They can play football very well.



## 2. Work in groups.

**This is Peter and this is John.  
They are my good friends.**



**Hello, Peter. Hi, John.**

**Hi!**

**We like to play football.**

**Me, too. Shall we go play  
football together?**



**Good idea!  
Let's go.**

### 3. Finish the sentence with **is** or **are**.

(1) Peter \_\_\_\_\_ my friend.



(2) John \_\_\_\_\_ in third grade.



(3) Dai Li and Wu Yan \_\_\_\_\_ my friends.



(4) My mother and father \_\_\_\_\_ happy.



### 4. Read, look and match.

drawing

football

student

piano



### 5. Let's sing!



**Make new friends, but keep the old.  
One is silver, and the other's gold.  
A circle is round; it has no end.  
That is how long I will be your friend.**

## 1. Introduce your pet.



This is my pet, Kitty.  
She is nice and clever.  
She runs fast.  
I like her and she likes me.

## 2. Work in pairs.

**This is my pet cat, Kitty.**

**She's so nice. What's her favorite food?**

**Her favorite food is fish.**

**3. Write two sentences to tell about each picture. The first one is done for you.**

rabbit  
fast  
it



This is a rabbit.

It is fast.

bed  
tidy  
it



\_\_\_\_\_

\_\_\_\_\_

boy  
clever  
he



\_\_\_\_\_

\_\_\_\_\_

**4. Finish the story with the words from the word box.**

runs    fish    friend    pet    clever

This is my \_\_\_\_\_ cat, Lucy.  
She is \_\_\_\_\_. She \_\_\_\_\_ fast.  
She likes \_\_\_\_\_.  
Lucy is my good \_\_\_\_\_.



**5. Let's sing!**



**This is my friend,  
Kitty, Kitty, Kitty.  
This is my friend, Kitty.  
She's very nice and clever.**

## 1. Introduce your hobby.



I like to read.  
I like to play with toys.

## 2. Act it out.

I share my books and toys with my friends.



It's nice to have books and toys.  
It's nice to share them with friends!



**3. Look at the picture. Check the correct word. Write it on the line.**

(1) \_\_\_\_\_ (This, These) is a toy plane.  
\_\_\_\_\_ (They, It) can fly.



(2) \_\_\_\_\_ (This, These) are toy cars.  
I like to play with \_\_\_\_\_ (they, them).



**4. Write a sentence about each picture. The first one is done for you.**

toys  
my friends



I share my toys  
with my friends.

umbrella  
Li Ping



\_\_\_\_\_

bananas  
the bear



\_\_\_\_\_

**5. Let's sing!**



**I share my toys and my books,  
With my friends, with my friends.  
I share my toys and my books,  
With my friends.**

**1. Listen to the sentence. Check the missing word in the (     ).  
Write it on the line.**

- (1) I'm a \_\_\_\_\_ (student, teacher).
- (2) Children like to play with \_\_\_\_\_ (toys, planes).
- (3) I like to read \_\_\_\_\_ (stories, storybooks).
- (4) My grandpa has a \_\_\_\_\_ (toy, pet) dog.
- (5) I like my \_\_\_\_\_ (English, drawing) class.
- (6) My mother has \_\_\_\_\_ (black, long) hair.
- (7) I have an orange. Do you want to \_\_\_\_\_ (eat, share) it with me?
- (8) Look at the cat. She's so \_\_\_\_\_ (clever, nice).

**2. Answer the questions.**

(1) What's your name?

---

(2) How old are you?

---

(3) What grade are you in?

---

(4) What's your favorite toy?

---

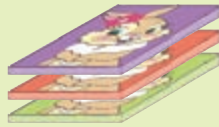
### 3. Use the words under pictures to finish the story.



car



plane



storybooks



sad



happy

I have a lot of toys and books.

Tom wants to play with my toy \_\_\_\_\_ . I say, "No."

Tom picks up my toy \_\_\_\_\_ . I say, "No."

"Can I read your \_\_\_\_\_ , please?" Tom asks me.

"No," I say.

Tom is \_\_\_\_\_. My mom says, "Please share your toys and books with Tom." I give Tom my toys and books. Tom is \_\_\_\_\_ now.

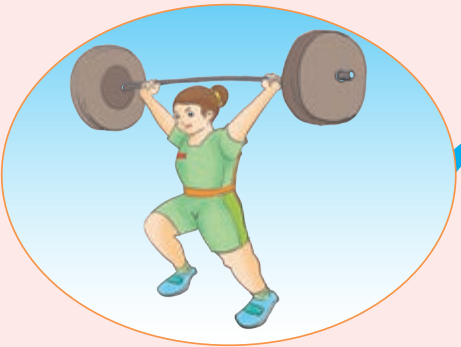
It's nice to share our toys and books with our friends.

### 4. Let's sing!



**The more we get together,  
Together, together.  
The more we get together,  
The happier we'll be.  
For your friends are my friends,  
And my friends are your friends.  
The more we get together,  
The happier we'll be.**

**Dry and wet; early and late.  
Light and dark; strong and weak.  
They are all fun opposites.  
Let's learn them!**



# UNIT 2



INTERESTING  
OPPOSITES



1. Listen, look and say.



room



dark



light

2. Work in pairs.

Mom, can I turn on the light?  
It's so dark in the room.



Please don't.

Look, it's light outside.



Great. Thank you, Mom.

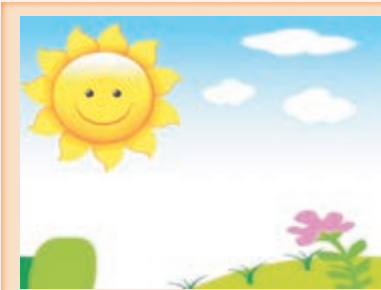
3. Draw a line to connect the sentences that have opposites. Circle the opposites. The first one is done for you.



The room is **tidy**.



The books are on the desk.



It's light.



The room is **messy**.



The shoes are under the desk.



It's dark.

4. Let's sing!

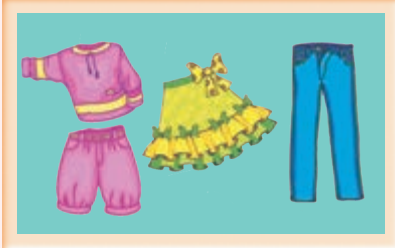


It is dark.  
It is dark in the room.  
I'm afraid. I'm afraid, very afraid.  
I will go. I will go open the curtains.  
It is light.  
It is light, light outside.

# UNIT 2

# LESSON 9

## 1. Listen, look and say.



clothes



wet



dry

## 2. Work in pairs.

Your clothes are so wet.



It's raining hard outside.

Put on these clothes. They are dry.



Thank you, Mom.

3. Draw a line to connect the sentences that have opposites. Circle the opposites. The first one is done for you.



The giraffe is **tall**.



The student is short.



The tiger is dry.



It's dark.



It's light.



The duck is **short**.



The teacher is tall.



The tiger is wet.

4. Let's sing!



**It's raining. It's raining, raining hard.  
My clothes, my clothes are very wet.  
Put on these clothes. They are dry.  
Put on these clothes. They are dry.**



# UNIT 2

# LESSON 10

## 1. Listen, look and say.



**basket**



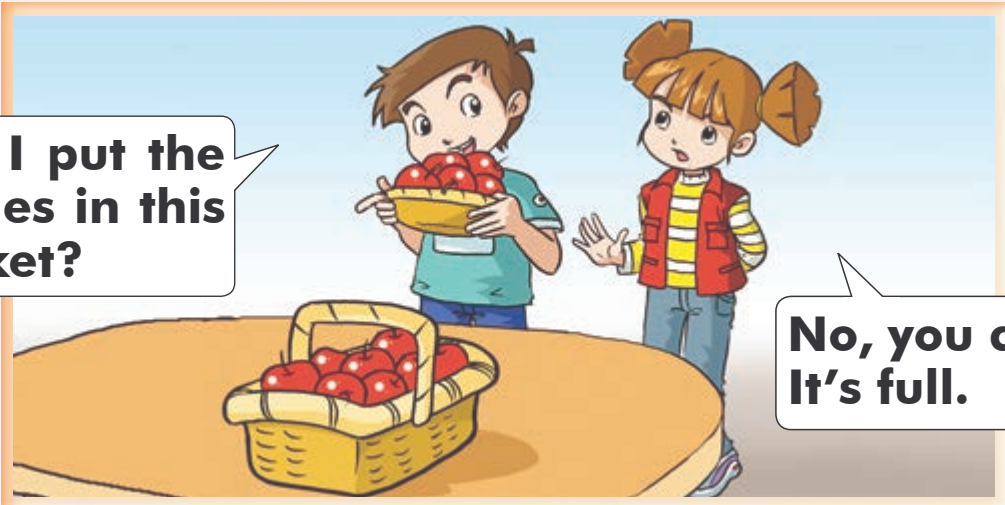
**full**



**empty**

## 2. Work in pairs.

**Can I put the apples in this basket?**



**No, you can't. It's full.**

**Put the apples in that basket. It's empty.**



**OK. Thank you.**



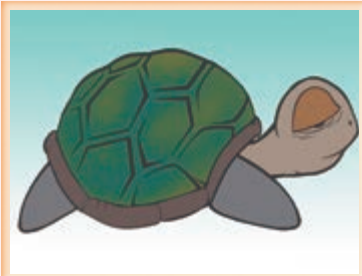
3. Draw a line to connect the sentences that have opposites. Circle the opposites. The first one is done for you.



The T-shirt is wet.



The schoolbag is full.



The turtle is slow.



The T-shirt is dry.



The schoolbag is empty.



The rabbit is fast.

4. Let's sing!



**Can I put the apples in this basket?**

**No, you can't. No, you can't.**

**It is full.**

**Can I put the apples in that basket?**

**Yes, you can. Yes, you can.**

**It's empty.**

1. Listen, look and say.



man



woman



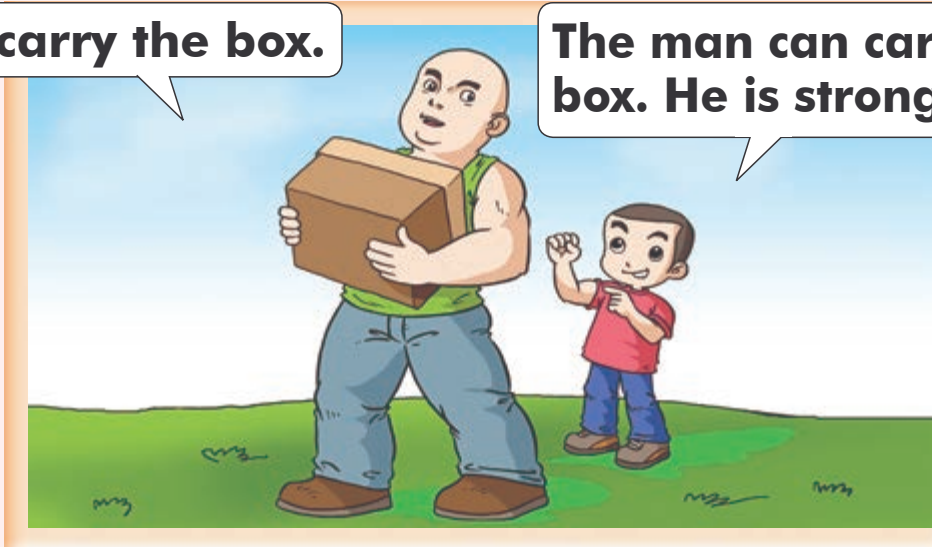
strong



weak

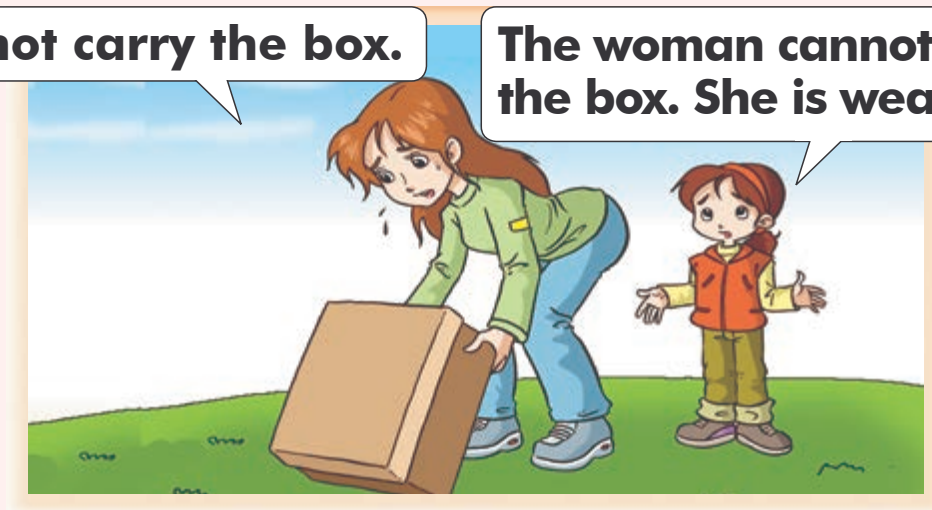
2. Act it out.

I can carry the box.



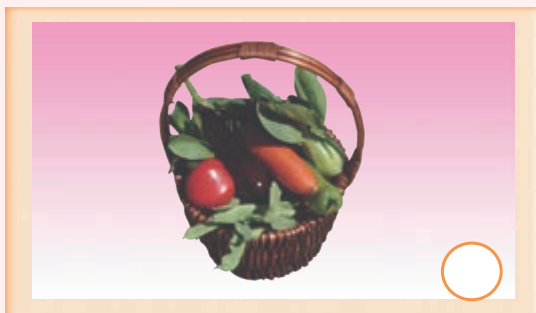
The man can carry the box. He is strong.

I cannot carry the box.



The woman cannot carry the box. She is weak.

3. Look and read. Draw 😊 or ☹️ .



The basket is full.



The glass is empty.



The mouse is big.



The giraffe is short.



The boy is weak.



The elephant is strong.

4. Let's sing!

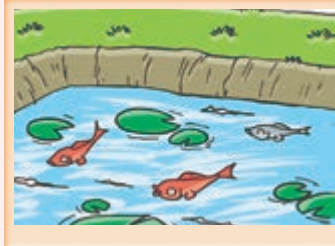


**I am strong. I am strong, very strong.  
I can carry, I can carry this heavy box.  
I am weak. I am weak, very weak.  
I cannot, I cannot carry this box.**

1. Listen, look and say.



pond



clean



dirty

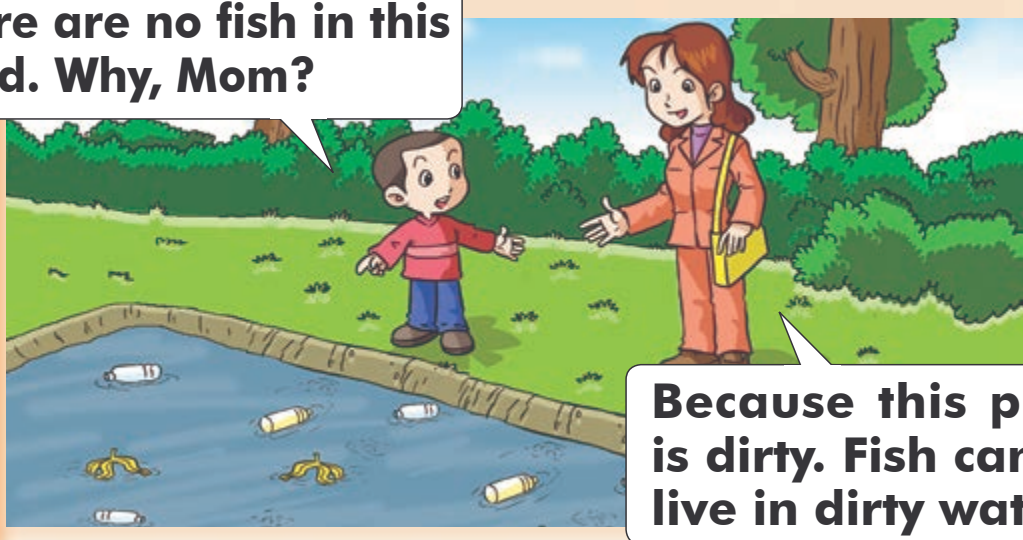
2. Work in pairs.

Look, there are so many fish in this pond.



Wonderful!

There are no fish in this pond. Why, Mom?



Because this pond is dirty. Fish cannot live in dirty water.

3. Look and read. Write **Yes** or **No** on the line.



(1) The water in the pond is clean. \_\_\_\_\_



(2) The river is dirty. \_\_\_\_\_



(3) The water in the lake is clean. \_\_\_\_\_



(4) The clouds in the sky are dark. \_\_\_\_\_



(5) My hands are dirty. \_\_\_\_\_

4. Let's sing!



**The water in this pond is very clean.  
There are many, many fish in this pond.  
The water in that pond is very dirty.  
There're no fish in that pond, in that pond.**



# UNIT 2

# LESSON 13

## 1. Listen, look and say.



early

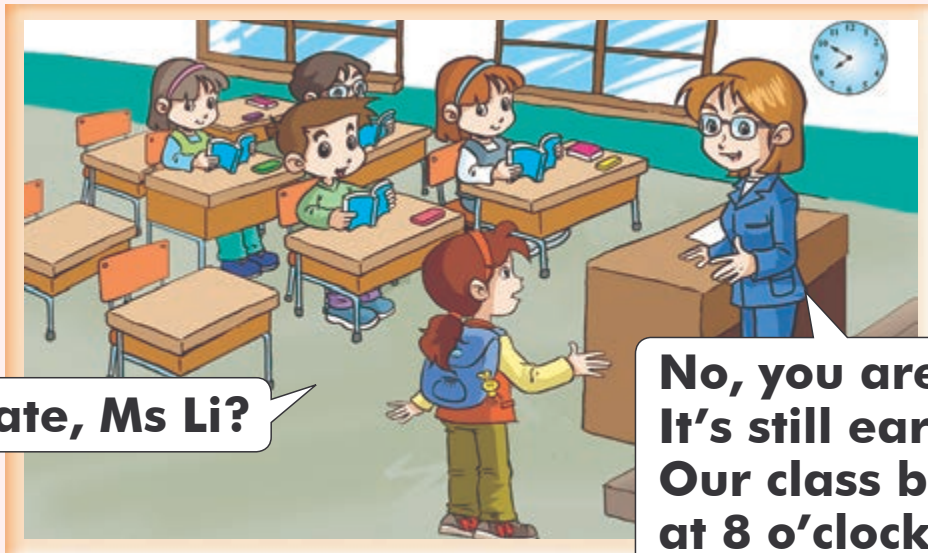


Class begins.



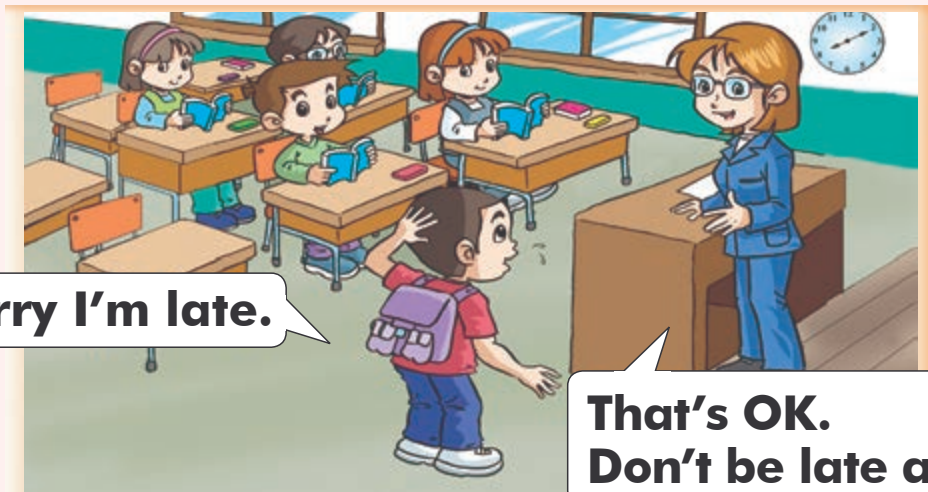
late

## 2. Work in groups.



Am I late, Ms Li?

No, you aren't.  
It's still early.  
Our class begins  
at 8 o'clock.



I'm sorry I'm late.

That's OK.  
Don't be late again.

**3. Look at the picture and read the sentences. Circle the opposites. Write them on the lines. The first one is done for you.**

(1) Take off your wet clothes.

Put on the dry clothes.      wet   dry



(2) My mother comes home early.

My father comes home late. \_\_\_\_\_



(3) The cat is on the desk.

The mouse is under the desk. \_\_\_\_\_



**4. Write a sentence about each class. The first one is done for you.**

|               |               |               |
|---------------|---------------|---------------|
| Chinese class | English class | drawing class |
| 8 o'clock     | 8:55 a.m.     | 9:50 a.m.     |

(1) Our Chinese class begins at 8 o'clock.

(2) \_\_\_\_\_

(3) \_\_\_\_\_

**5. Let's sing!**



**It's early. It's early, very early.**

**The girl is very early for her class.**

**It is late. It is late, very late.**

**The boy is late, very late for his class.**

1. Draw a line to match the opposites. Then read them.

dark

dry

full

strong

clean

late

early

light

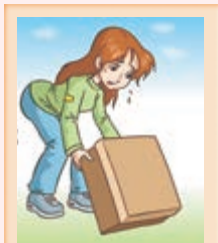
dirty

wet

empty

weak

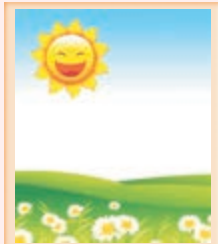
2. Look at the picture and read the sentences. Circle the incorrect word and write its opposite on the line. The first one is done for you.



I'm strong.

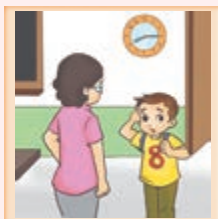
I cannot carry it.

weak



When it is dark,  
we get up.

\_\_\_\_\_



When we're early for class,  
our teacher is not happy.

\_\_\_\_\_



It's raining.  
I'm dry.

\_\_\_\_\_

### 3. Talk about it.



**This basket is empty.**



**That basket is full.**



### 4. Let's say it!



**If I say dark, you say light.  
If I say wrong, you say right.  
If I say wet, you say dry.  
If I say clean, you say dirty.  
If I say full, you say empty.  
If I say late, you say early.  
If I say sad, you say happy.**

**Opposites, opposites.  
I know many opposites.**

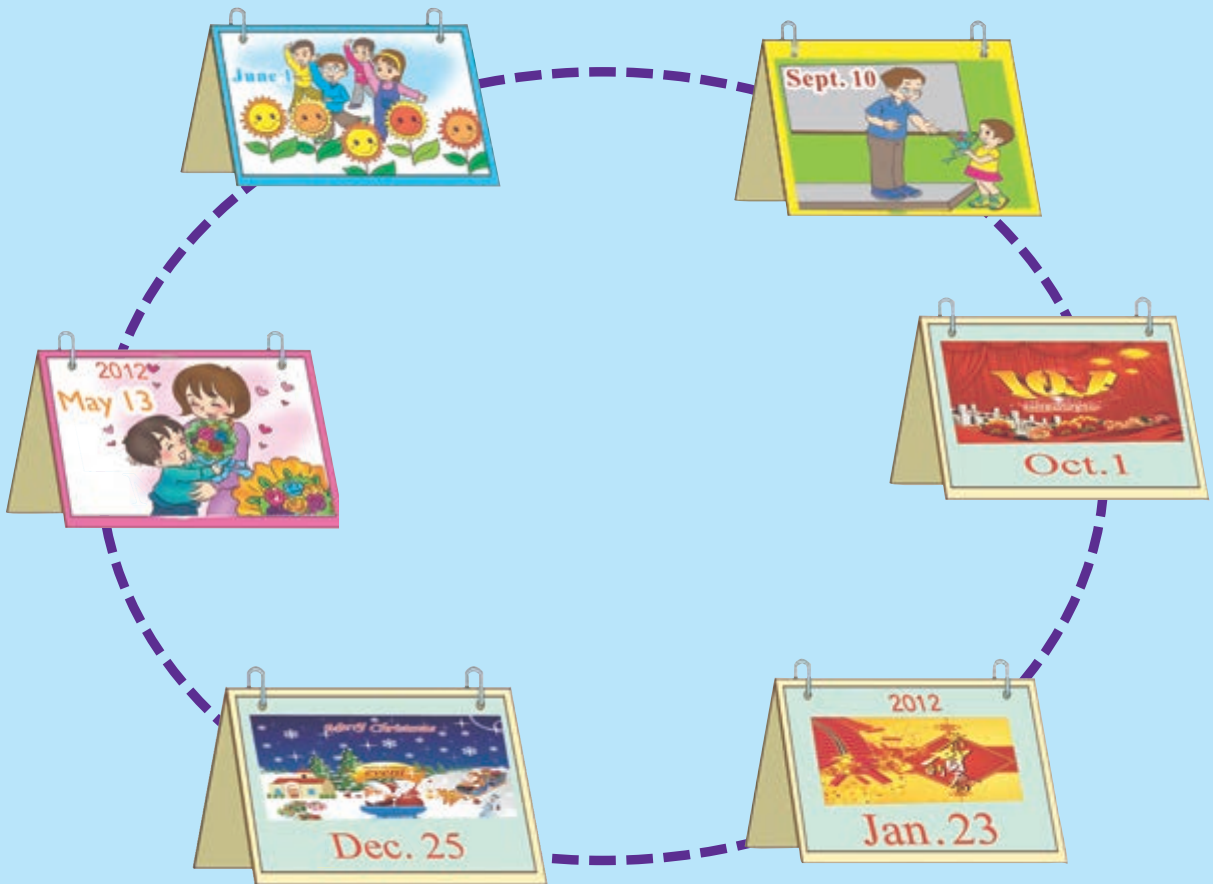


Holidays are special days.  
Adults do not go to work.  
Children do not go to school.  
I love to celebrate holidays.  
Do you?





# UNIT 3

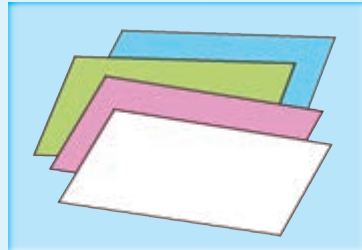


## SPECIAL DAYS

**1. Listen, look and say.**



**Children's Day**



**paper**

**2. Work in groups.**

**Today is Children's Day.  
We have no school.**



**Let's go to the  
Children's Park.**

**Let's make paper planes.**



**Let's fly the planes.**

**3. Finish the sentence with **some** or **no**.**

(1) There is \_\_\_\_\_ chocolate in the box.



(2) There are \_\_\_\_\_ books in the bag.



(3) There are \_\_\_\_\_ bananas on the tree.



**4. Ask and answer.**



**It's Sunday.**



**Let's go to the beach.**



**go to the beach**



**go to the zoo**



**fly kites**

**5. Let's sing!**

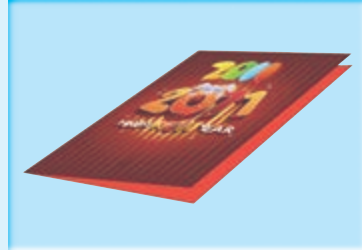


**Let's go to the Children's Park,  
The Children's Park, the Children's Park.  
Let's go to the Children's Park,  
On Children's Day.**

1. Listen, look and say.



Teacher's Day



card

2. Work in groups.

Happy Teacher's Day, Ms Li.



Thank you.

Here is a card for you, Mr Chen.



Thank you.

Here are some flowers for you, Ms Li.



What beautiful flowers!



**3. Draw a line from the sentence to the picture that tells about it.**



What beautiful flowers!

What beautiful hair!



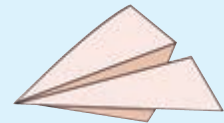
What a beautiful dress!



What a nice day!

**4. Finish the sentence with *is* or *are*.**

(1) Here \_\_\_\_\_ a paper plane for you.



(2) Here \_\_\_\_\_ some toys for you.



(3) Here \_\_\_\_\_ some pencils for you.



(4) Here \_\_\_\_\_ a card for you.



(5) Here \_\_\_\_\_ a hamburger for you.



**5. Let's sing!**



**Oh, today is Teacher's Day,  
Teacher's Day, Teacher's Day.  
We give teachers greeting cards.  
We give teachers flowers.**



**1. Listen, look and say.**



**Mother's Day**



**food**

**2. Work in groups.**

**Happy Mother's Day, Mom!**



**Thank you.**

**Dinner is ready!**



**You cooked so much food! Thank you.**

**The food is great!**



**3. Finish the sentence with **many** or **much**.**

(1) There are so \_\_\_\_\_ stars in the sky!



(2) There is so \_\_\_\_\_ snow this year!



(3) There is so \_\_\_\_\_ water in the pond.



(4) There are so \_\_\_\_\_ leaves on the ground.



**4. What do you say to your mother on Mother's Day? Write it on the card.**



**5. Let's sing!**



**Oh, today is Mother's Day,  
Mother's Day, Mother's Day.  
Daddy and I cook dinner,  
For my dear mother.**

1. Listen, look and say.



National Day



Tian'anmen Square



flag

2. Work in groups.



Today is our National Day.  
Let's go to Tian'anmen  
Square.

There are so many  
people! There are so  
many flowers!



Dad, look at the red flag.



Yes. That's our  
national flag.

**3. Finish the sentence with *my, your* or *our*.**

(1) This is \_\_\_\_\_ watch.



(2) Do \_\_\_\_\_ homework, Lily.



(3) That is \_\_\_\_\_ national flag.



**4. Listen to the riddle. Check the correct answer and write it on the line. Then draw the picture and color it.**

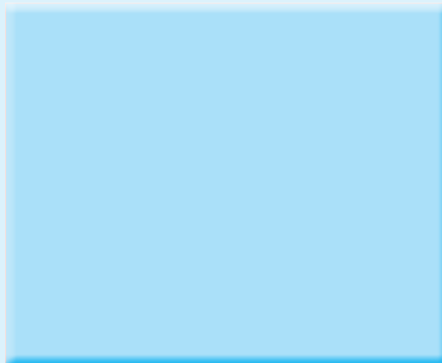
I am a rectangle. I am red.

I have five yellow stars on me.

What am I?

I am \_\_\_\_\_.

(China's national flag, the night sky)



**5. Let's sing!**



**Today is our National Day,  
National Day, National Day.  
We will go to Tian'anmen Square,  
To see our national flag.**



1. Listen, look and say.



Christmas



Santa Claus



Christmas tree

2. Work in groups.

Look at the Christmas tree!  
Look at Santa Claus, too!



Wonderful!

Merry Christmas!



Merry Christmas!

At Christmas, people say "Merry Christmas!"  
to each other.

### 3. Listen and number.

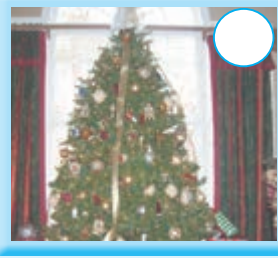
## Tian'anmen Square



flag



Santa Claus



Christmas tree



### 4. Look and read. Draw 😊 or ☹️.

(1) People say “Merry Christmas!”  
at Christmas.



(2) I say “Happy Mother’s Day!”  
to my mom on Mother’s Day.



(3) Today is our National Day.  
We go to school.



(4) We can see Christmas trees and  
Santa Claus at Christmas.



### 5. Let's sing!



**We wish you a Merry Christmas.  
We wish you a Merry Christmas.  
We wish you a Merry Christmas,  
And a Happy New Year!**

1. Listen, look and say.



Chinese New Year



house



dumpling

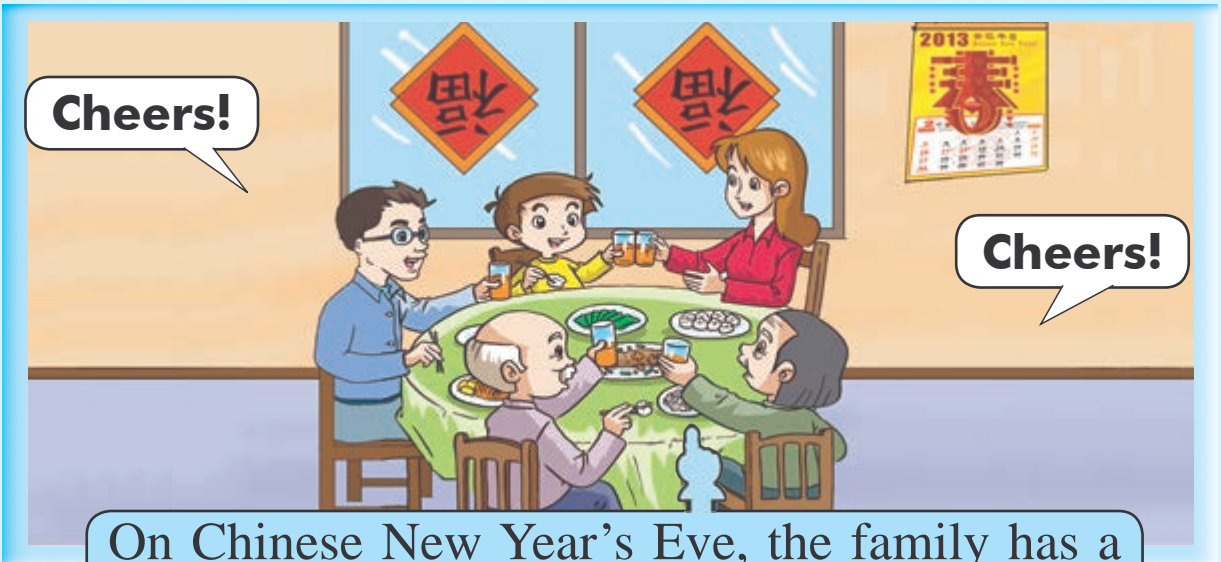
2. Work in groups.



We decorate our house.



We say "Happy New Year!"



On Chinese New Year's Eve, the family has a big dinner together. We eat dumplings and fish.

### 3. Listen and number.



house



dumpling



flag



clothes

### 4. Look at the picture. Finish the sentence.

(1) Our national \_\_\_\_\_ is red with five yellow stars.



(2) Children wear new \_\_\_\_\_ at the Chinese New Year.



(3) We decorate our \_\_\_\_\_ for the Chinese New Year.



(4) We eat \_\_\_\_\_ and fish on Chinese New Year's Eve.



### 5. Let's say it!



Five people sit at the table.  
Five people eat vegetables.  
Five people eat dumplings,  
One dumpling, two dumplings.



1. Read, look and match.



Children's Day

Teacher's Day



our National Day

Christmas



Chinese New Year's Day

Mother's Day



2. Write a sentence on each card.



**3. Listen to the dialogue. Fill in the missing word.**

(1) Jane: What do you do on Teacher's Day?

John: We give teachers \_\_\_\_\_.



(2) Lily: What do you do on your National Day?

Tod: We go to Tian'anmen \_\_\_\_\_.



(3) Tom: What do you do for Chinese New Year?

Lily: We decorate our \_\_\_\_\_.



**4. Listen to the text. Then write the correct words or phrases under each picture.**

Christmas Day is on December 25.

At Christmas, we see Christmas trees and Santa Claus. We sing Christmas songs. We give Christmas cards to our friends. We get Christmas gifts.

We say "Merry Christmas!" to each other at Christmas.



I do my homework.  
I read storybooks.  
I play with my friends.  
I help Mom with housework.  
I have a great life.  
Do you?





# UNIT 4



WHAT ARE  
YOU DOING?



# UNIT 4

# LESSON 22

## 1. Listen, look and say.

**My mother is cooking dinner.**



**My father is reading newspapers.**



**I'm doing my homework.**

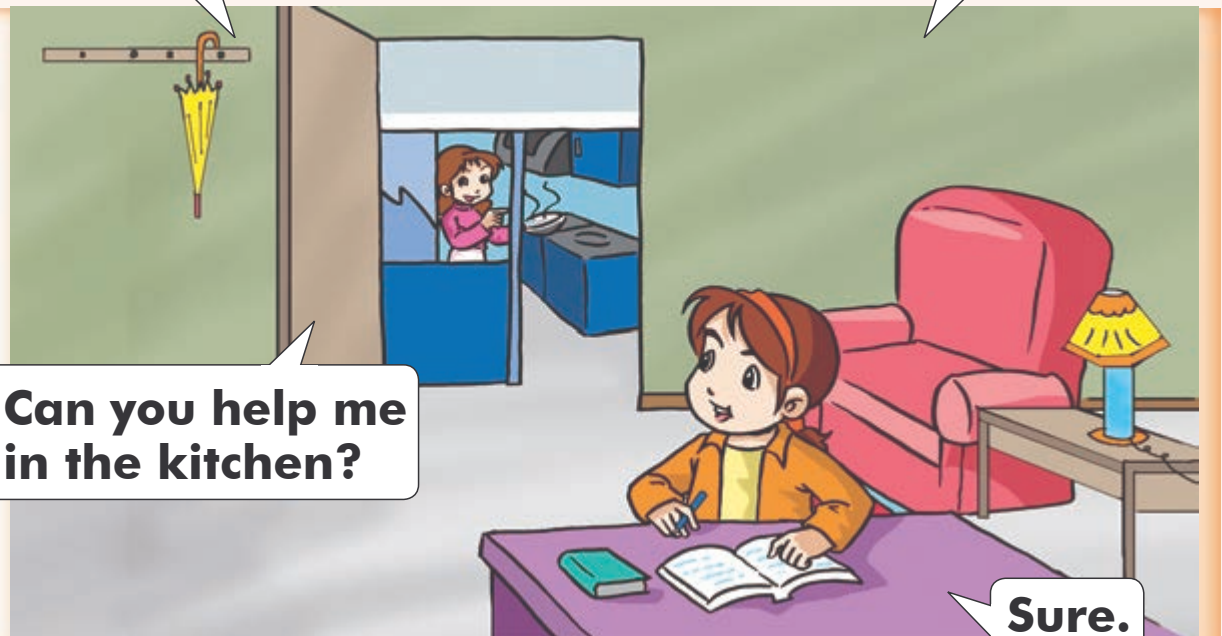
## 2. Work in pairs.

**What are you doing, Cathy?**

**I'm doing my homework, Mom.**

**Can you help me in the kitchen?**

**Sure.**



**3. Draw a line to match the words. Then read them.**

do      cook      read      sleep      snow      dance

sleeping    snowing    cooking    doing    dancing    reading

**4. Look and read. Draw 😊 or ☹️.**



The girl is sleeping.



My uncle is cooking.



I'm doing my homework.



The boy is reading.

**5. Let's say it!**



**Mother is cooking.  
Father is reading.  
Father is reading here.  
Father is reading there.**

1. Listen, look and say.

Peter is playing  
on the seesaw.



John is playing  
on the swing.



I'm reading my storybook.

2. Work in pairs.

What are you doing, Cathy?

I'm reading my  
storybook.



Do you want to  
play with me?

I'm sorry.

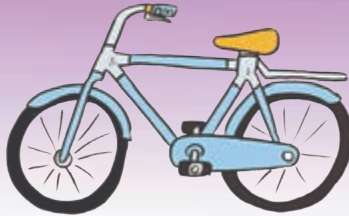
### 3. Use the words under the pictures to finish the story.



girl



boy



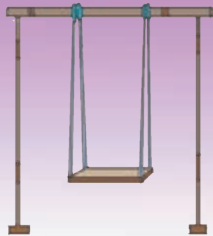
bike



bus



storybooks



swing



slide



seesaw

I am a happy \_\_\_\_\_. I ride a \_\_\_\_\_ to school in the morning. I like to read \_\_\_\_\_. I like to play on the \_\_\_\_\_. I like to play on the \_\_\_\_\_, too.

What do you like to do?

### 4. Let's say it!



**Peter is playing on the seesaw.**

**Peter is playing on the swing.**

**Peter is playing here.**

**Peter is playing there.**



1. Listen, look and say.



The girls are jumping rope.



Cathy is kicking the shuttlecock.

2. Work in pairs.



Sally, let's go jump rope.

I'm sorry. I want to kick the shuttlecock.

**3. Draw a line to connect the words. Then read the pairs.**

sing      jump      kick      go      dance      make

jumping    going    singing    making    kicking    dancing

**4. Finish the sentence with **is** or **are**.**

(1) The boy \_\_\_\_\_ jumping rope.



(2) The children \_\_\_\_\_ kicking the shuttlecock.



(3) Look, John \_\_\_\_\_ making a paper plane.



**5. Let's say it!**



**The girls are kicking the shuttlecock.  
The girls are jumping rope.  
The girls are jumping rope here.  
The girls are jumping rope there.**

1. Listen, look and say.



Cathy and her friends are singing.



Mike and his friends are playing with yo-yos.

2. Work in pairs.

Mary, let's go play with yo-yos.



I'm sorry.  
I want to sing.

### 3. About **we** and **they**.

(1) Read the word. Write it on the line.



**we**

\_\_\_\_\_

**they**



\_\_\_\_\_

(2) Finish the sentence with **We** or **They**.

\_\_\_\_\_ are playing football.



\_\_\_\_\_ are playing with yo-yos.



\_\_\_\_\_ are playing with our toys.



### 4. Let's say it!



**The boys are singing.**

**The boys are dancing.**

**The boys are playing with yo-yos here.**

**The boys are playing with yo-yos there.**



1. Work in groups.

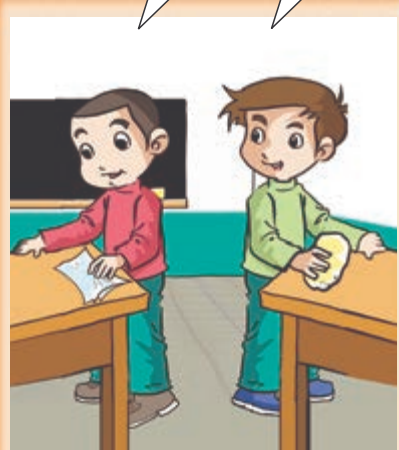


This is our classroom.  
We clean our classroom every day.

I'm cleaning  
the floor.



We're cleaning  
the desks.



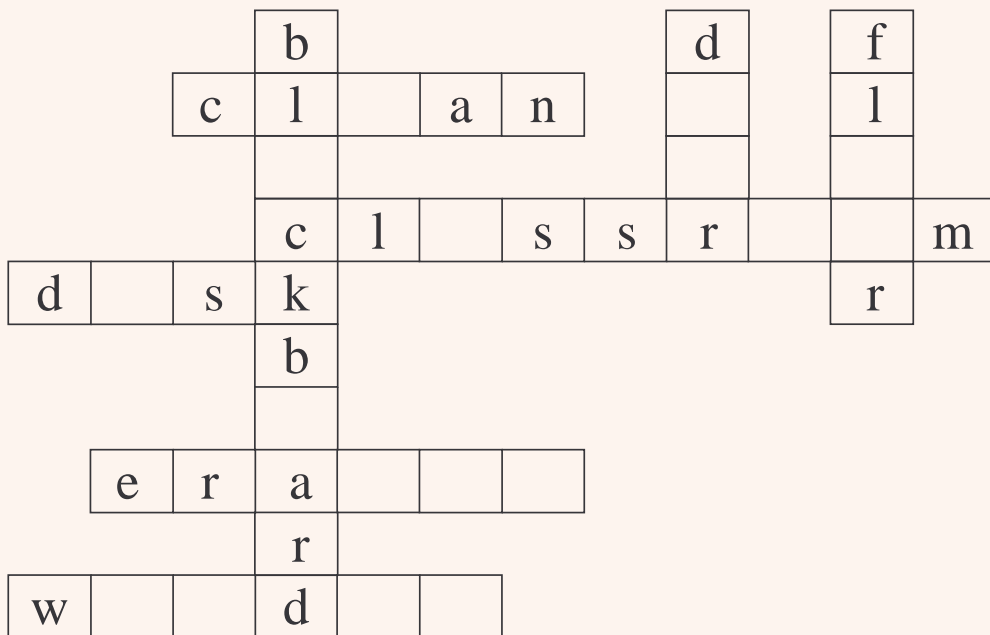
I'm cleaning the  
blackboard.



**2. Finish the puzzle with the words from the word box.**



floor      classroom      window      desk  
 clean      blackboard      door      eraser



**3. Let's say it!**



**Mike is cleaning the floor.  
 Mike is cleaning the blackboard.  
 Mike is cleaning here.  
 Mike is cleaning there.**

1. Listen, look and say.

School is over.



2. Act it out.



Jane is at the school gate.  
She is waiting for Cathy.



Cathy is running.  
She is running to Jane.



I'm sorry I'm late.

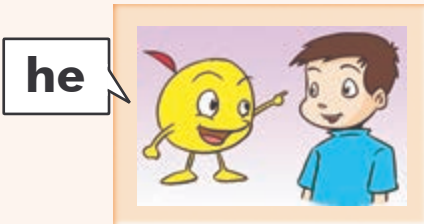
That's OK.  
Let's go.



Cathy and Jane are walking  
home together.

### 3. About **he** and **she**.

(1) Read the word. Write it on the line.



(2) Finish the sentence with **He** or **She**.

\_\_\_\_\_ is swimming.



\_\_\_\_\_ is playing with a yo-yo.



\_\_\_\_\_ is kicking the shuttlecock.



### 4. Let's say it!



**Two girls are waiting.  
Two girls are running.  
Two girls are running fast.  
Two girls are running slow.**



1. Write a sentence to tell about each picture. The first one is done for you.

(1) the girl, doing

The girl is doing her homework.



(2) the man, watching

\_\_\_\_\_



(3) the girl, cleaning

\_\_\_\_\_



(4) Mike, cleaning

\_\_\_\_\_



(5) The two girls, walking home

\_\_\_\_\_



2. Listen to the story. Check the missing word in the ( ). Then write it on the line.



It is \_\_\_\_\_ (rainy, sunny) today.

Cathy and her parents are in the \_\_\_\_\_ (park, zoo).

They are \_\_\_\_\_ (walking, running) on the path. One child

is playing on the \_\_\_\_\_ (slide, swing). Two children are

\_\_\_\_\_ (playing on the seesaw, kicking shuttlecocks). A

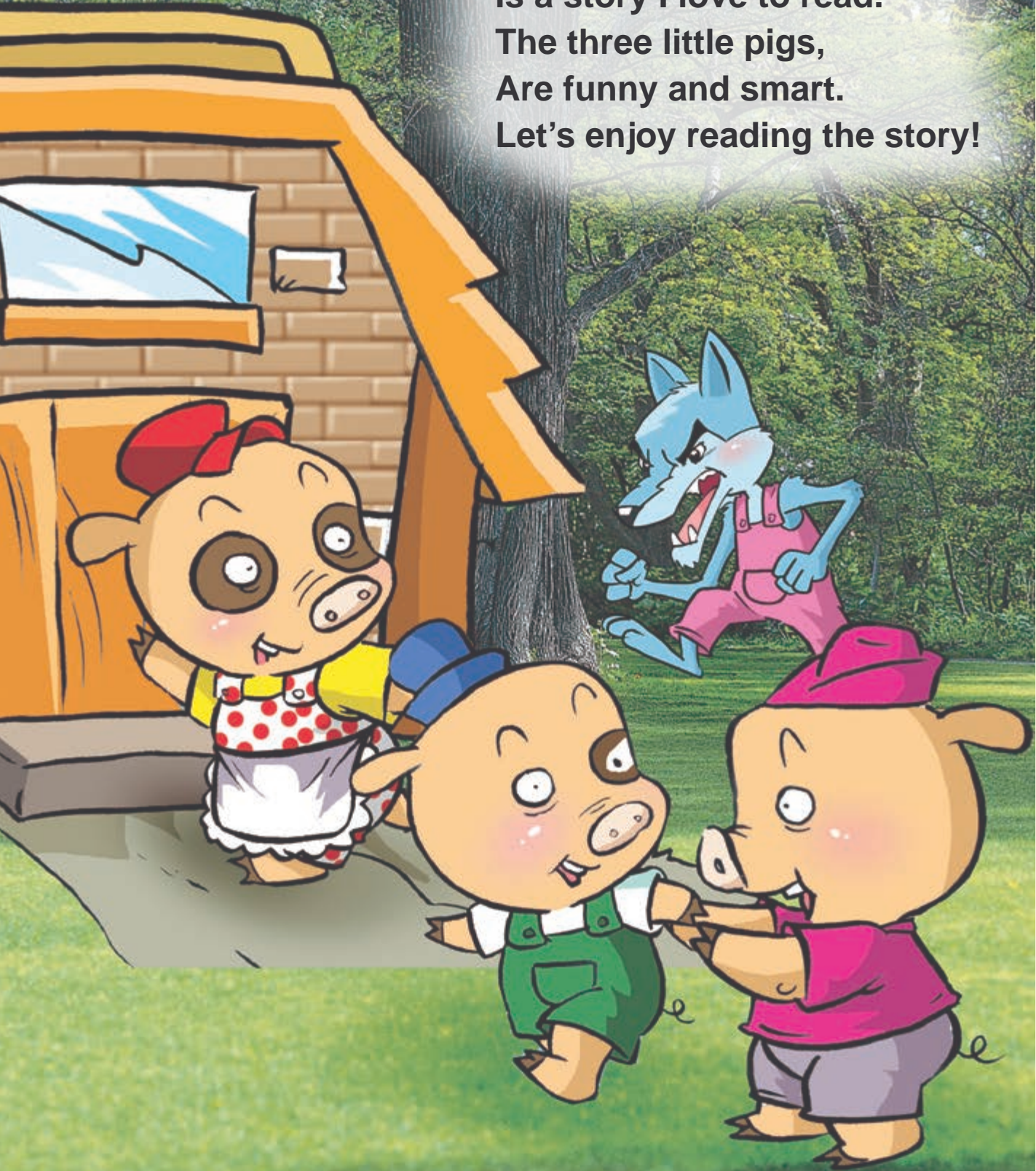
boy and his father are flying a \_\_\_\_\_ (kite, plane). A bird

is \_\_\_\_\_ (dancing, singing) in the tree.

What a nice day!

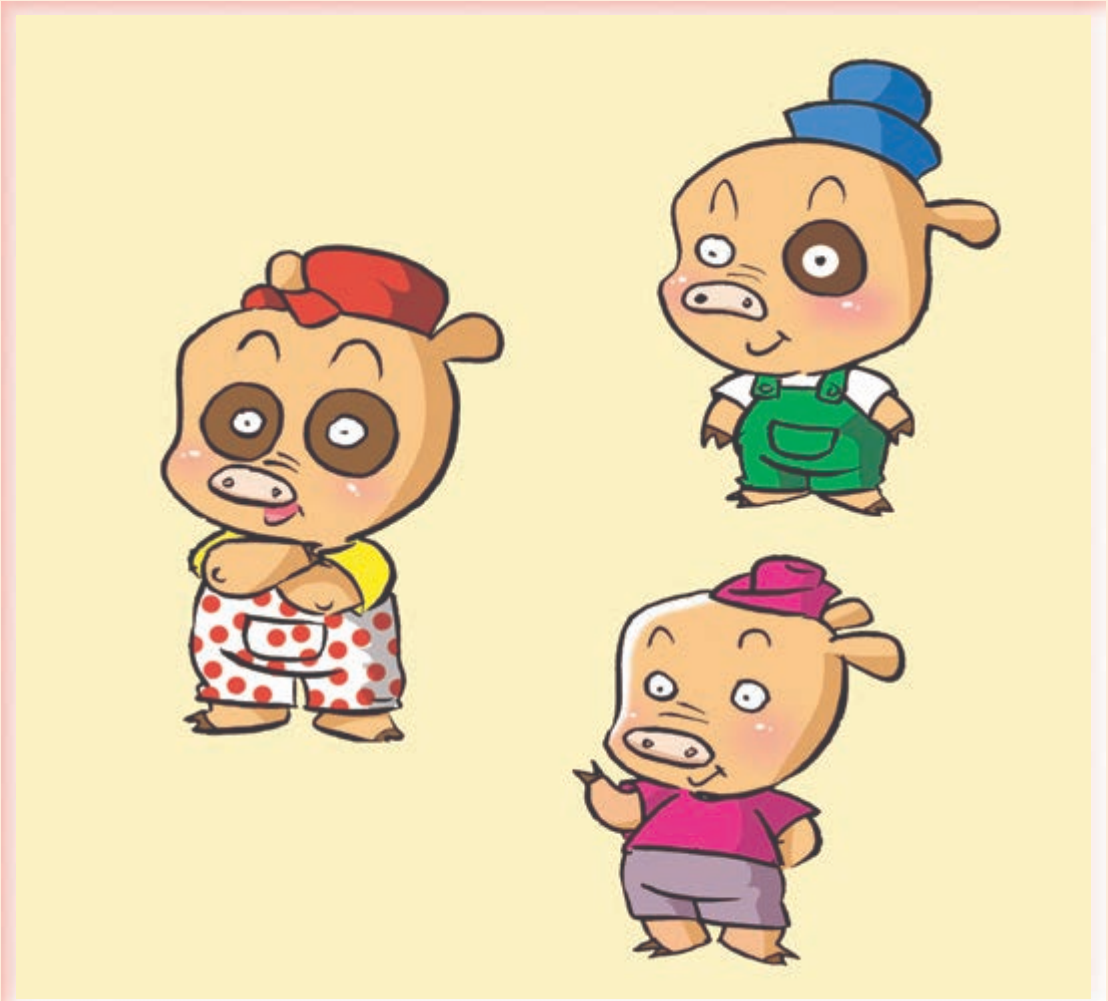


*The little pigs and the wolf,*  
Is a story I love to read.  
The three little pigs,  
Are funny and smart.  
Let's enjoy reading the story!





# FUN READING



## THE THREE LITTLE PIGS



Mother Pig has three little pigs.  
They live in a big house on the farm.



**My children, it's time for you to leave home.  
You need to build your own houses.**



Mother Pig tells the little pigs to leave home.

**I'm the first little pig.  
I live in the straw house.**



**Here comes the wolf.**

**Little pig, little pig, open  
the door and let me in.**



**No, I won't.**

**The wolf is angry.**

**Then I'll blow your  
house down.**



**Whoosh! The straw  
house falls down.**



I'm the second little pig.  
I live in the wood house.



Here comes the wolf.

Little pig, little pig, open  
the door and let me in.



No, I won't.

The wolf is angry.

I'll knock your  
house down.



Crash! The wood  
house falls down.



**I'm the third little pig. I live in the brick house.**



Here comes the wolf.

**Little pig, little pig, open the door and let me in.**



**No, I won't.**

**I'll push your house down.**

The wolf is angry.

**Oh, no. This house is too strong!**



The brick house does not fall.



I'm so hungry.

I'm hungry, too.



Let's cook dinner.

The three little pigs are all in the brick house now.



I'll get some wood.



I'll light the fire.



The third little pig is stirring the soup in the pot.



The wolf thinks hard.



The wolf sees a ladder. He is happy.



The wolf is climbing up the ladder.  
The three little pigs are afraid.

Look, the wolf is coming!

What can we do?

It's so hot!  
Help! Help!



Splash! The wolf  
lands in the soup.

Ha! Ha! Ha!  
That's fun!



The wolf runs away as fast as he can.

|            |     |      |
|------------|-----|------|
| as fast as | 尽快地 | (72) |
| blow       | 吹   | (67) |
| brick      | 砖   | (69) |
| chimney    | 烟筒  | (71) |
| crash      | 哗啦  | (68) |
| down       | 向下  | (67) |
| fire       | 火   | (70) |
| first      | 第一  | (67) |
| Ha!        | 哈   | (72) |

|        |        |      |
|--------|--------|------|
| knock  | 撞击, 敲打 | (68) |
| ladder | 梯子     | (71) |
| land   | 降落     | (72) |
| leave  | 离开     | (66) |
| light  | 点(火等)  | (70) |
| own    | 自己的    | (66) |
| pot    | 锅      | (70) |
| push   | 推      | (69) |
| roof   | 屋顶     | (71) |

|        |        |      |
|--------|--------|------|
| second | 第二     | (68) |
| splash | 扑通     | (72) |
| stir   | 搅拌     | (70) |
| straw  | 稻草     | (67) |
| then   | 那么     | (67) |
| think  | 想, 思考  | (71) |
| whoosh | 嗖(象声词) | (67) |
| won't  | 不愿意    | (67) |
| wood   | 木头     | (68) |

# VOCABULARY

|                          |      |               |      |
|--------------------------|------|---------------|------|
| <b>A</b>                 |      |               |      |
| again 再次                 | (28) | dry 干的        | (20) |
| ask 问                    | (15) | dumpling 饺子   | (44) |
| <b>B</b>                 |      | <b>E</b>      |      |
| basket 篮, 筐              | (22) | each 每个; 每个的  | (42) |
| because 因为               | (26) | each other 互相 | (42) |
| begin 开始                 | (28) | empty 空的      | (22) |
| blackboard 黑板            | (58) | *eve 前夜, 前夕   | (44) |
| <b>C</b>                 |      | <b>F</b>      |      |
| cannot = can not 不能, 不可以 | (24) | family 家, 家庭  | (44) |
| card 卡, 卡片               | (36) | flag 旗, 旗帜    | (40) |
| carry 搬, 提               | (24) | floor 地板, 楼层  | (58) |
| *Cheers! 干杯!             | (44) | fourth 第四     | (4)  |
| China 中国                 | (41) | full 满的       | (22) |
| Chinese New Year 春节      | (44) | <b>G</b>      |      |
| Christmas 圣诞节            | (42) | give 给        | (15) |
| class 课程, (一节) 课         | (4)  | grade 年级, 分数  | (4)  |
| classroom 教室             | (58) | <b>H</b>      |      |
| clever 聪明的               | (10) | hard 猛力地, 努力地 | (20) |
| clothes 衣服               | (20) | help 帮忙       | (50) |
| cook 做饭                  | (38) | her 她的        | (10) |
| <b>D</b>                 |      | his 他的        | (56) |
| dark 暗的, 黑暗的             | (18) | <b>I</b>      |      |
| day (一) 天, (一) 日         | (34) | idea 主意, 想法   | (8)  |
| *December (Dec.) 十二月     | (47) | <b>K</b>      |      |
| *decorate 装饰             | (44) | kick 踢        | (54) |
| dinner 正餐, 晚餐            | (38) | kitchen 厨房    | (50) |
| dirty 脏的                 | (26) | <b>L</b>      |      |
|                          |      | late 迟的       | (28) |



|                        |      |
|------------------------|------|
| light 明亮的              | (18) |
| live 生活, 居住            | (26) |
| <b>M</b>               |      |
| man (men) 男人           | (24) |
| meet 认识, 遇到            | (6)  |
| Merry Christmas! 圣诞快乐! | (42) |
| Mr (Mr.) 先生            | (36) |
| Ms 女士                  | (28) |
| <b>N</b>               |      |
| national 国家的           | (40) |
| National Day 国庆节       | (40) |
| national flag 国旗       | (40) |
| newspaper 报纸           | (50) |
| night 夜, 夜晚            | (41) |
| <b>O</b>               |      |
| oh 哦, 啊, 嗨             | (6)  |
| old ……岁的, 老的           | (2)  |
| How old ...? ……多大了?    | (2)  |
| other 其他的; 其余的人(或物)    | (42) |
| outside 外面, 外面的        | (18) |
| over 结束的, 越过           | (60) |
| <b>P</b>               |      |
| paper 纸                | (34) |
| people 人们              | (40) |
| pet 宠物                 | (10) |
| piano 钢琴               | (6)  |
| pond 池塘                | (26) |
| <b>R</b>               |      |
| rain 下雨                | (20) |
| ready 准备好的             | (38) |
| room 房间                | (18) |
| rope 绳子                | (54) |

|                         |      |
|-------------------------|------|
| <b>S</b>                |      |
| Santa Claus 圣诞老人        | (42) |
| schoolbag 书包            | (23) |
| seesaw 跷跷板              | (52) |
| shall ……好吗? 将           | (8)  |
| share 分享                | (12) |
| *shuttlecock 毽子         | (54) |
| still 仍然                | (28) |
| storybook 故事书           | (14) |
| strong 强壮的              | (24) |
| student 学生              | (4)  |
| <b>T</b>                |      |
| them 他们, 她们, 它们         | (12) |
| third 第三                | (4)  |
| Tian'anmen Square 天安门广场 | (40) |
| together 一起             | (8)  |
| turn 转动, 旋转             | (18) |
| turn on 开(电灯等)          | (18) |
| <b>W</b>                |      |
| weak 弱的                 | (24) |
| wet 湿的                  | (20) |
| woman (women) 女人        | (24) |
| wonderful 极好的           | (26) |
| <b>Y</b>                |      |
| year 年, 年纪, 岁数          | (2)  |
| yo-yo 溜溜球               | (56) |

注释: 带\*的单词不要求掌握, 只需要在上下文中理解。

## 后 记

清华版小学《英语》（一年级起点）教材是由清华大学大、中、小学“一条龙英语”项目组编写的。

清华大学大、中、小学“一条龙英语”教学研究与实践项目开始于1998年，至今已历时十多个年头。在这个项目的研究进程中，先后受到国家社会科学基金项目、教育部高教司英语教学改革项目和清华大学985项目等多个项目的支持。经过十多年的教学与研究，这个项目取得了许多重要成果，赢得了有关专家、教师、家长和学生们的广泛好评，在全国基础英语教育界享有很高的声誉。中央电视台、北京电视台、清华大学电视台、《北京日报》、*China Daily*、《外语教学与研究》《中小学外语教学》《人民教育》等多种媒体先后报道、刊登该项实验的有关成果，在社会上引起了较大反响。清华大学于2006年授予这个项目“清华大学教学成果奖”一等奖。清华版小学《英语》（一年级起点）教材是该项目的重要研究成果之一。

本套教材力求体现世界先进的教育思想、新的语言观和外语学习观，突出语言的交际功能及其人文性特点，以发展语言实践能力为主线，以培养学生用英语进行交际的能力为最终目标，同时注重培养学生的学习兴趣，提高学生的综合人文素养，从根本上体现了教育部制定的义务教育《英语课程标准》的基本教育理念和教育思想。过去十多年的英语教学实验证明，完成本教材学习的学生，能够对英语学习产生强烈的兴趣，习得良好的英语语感，具备较高的听、说能力和初步的读、写能力，进入中学后在英语学科上具有明显的优势。

本套教材的研究与实践，是在清华大学“一条龙英语”项目领导小组的领导下，在专家顾问委员会的指导下，在小学英语教材编写委员会全体成员的共同努力下完成的。参加本次义务教育教科书编写的人员，除主编和副主编外，还有清华附小的马艳红、范敏、王洁、陈新蕾、张美新、芦荣、俞琨、王奇志、黄耀华、蔡建敏、赵若冰、任丹，和北大附小的范冰、朱晓媛、李瑜、刘桂红。另外，国内外许多教育教学专家、学科专家、教研人员、一线教师，以及家长和学生，都对本套教材的编写与实践提出了许多宝贵的建议。特此一并致谢。

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