



义务教育教科书

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英语 English

三年级起点 三年级下册

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三年级起点 三年级下册



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编著 小学英语教科书编委会

主编 秦秀白

Name \_\_\_\_\_ Class \_\_\_\_\_ No. \_\_\_\_\_



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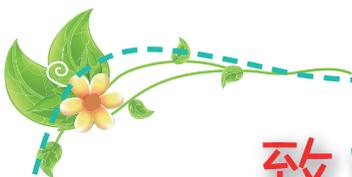
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# 致同学们的一封信

同学们，你们好！欢迎来到英语学习的新天地！从现在起你们将在老师的引导下，与 Wang Li、Zhou Lin、Li Xiao、Amy、Andy 及小乌龟 Ted 一道成长，一起学习、歌唱、游戏，逐步学会用英语进行交流、倾诉和分享；学会表演小故事和短剧，演唱简单的英语歌谣，观察和描述美丽的图片，了解国内外文化习俗和风情，阅读和认知更为广阔的世界。

本套教科书根据教育部 2011 年颁发的《义务教育英语课程标准》二级标准进行修订，以三年级为起点，按学期分为 8 册。三、四年级每册分 9 个学习单元和 3 个复习单元，五、六年级每册分 10 个学习单元和 2 个复习单元，建议每个单元用 4 学时学习；根据整体学习需要，各册有选择性地设置了总结学习规律、体验英语文化及拓展国际视野的开放性学习内容。

本套教科书根据“话题 + 功能 + 词汇 + 结构 + 活动”建构体系，按照“听说为先，读写跟上；点面结合，不断复现；循序渐进，螺旋上升”的原则编排内容，从学生熟悉的事物和生活确定单元话题，围绕话题选择素材、设计活动，强调综合语言运用能力，强调英语的工具性和人文性；学习单元分 A、B 两部分，通过活动将情景对话、单词学习、复习巩固和评价融为一体，强调在语境中学习和培养用英语做事情的综合实践能力及开放创新的思维方式；三、四年级的复习单元是总结学习内容，五、六年级的复习单元是先通过活动整理知识，再进行 Fun Reading 与 Culture Tips 阅读，逐步实现人文素养和文化意识的培养。

本套教科书力求体现以下特点：一、以学生为中心，强调自主学习，寓学于乐，通过听说、读写、游戏、吟唱、玩演等任务引领学习活动；二、与时俱进，强调学习情境的真实性和语言的自然流畅；三、协作学习，强调探究与创新，设计合作学习、评价和开放思维的空间，培养团结精神和自信心；四、渗透爱国主义教育，强调中华优秀传统文化传承；五、精选学习内容，强调教学资源的选择性和开放性，设计 Fun Time、Story Time、Game Time 等供选择和体验；六、注重整体学习，强调学习规律的归纳整理，除词汇表外各册还分别设计了 Phonics、日常用语等附录。

同学们，要学好英语，用英语做事，就要多听、多说、多读、多写，保持兴趣，充满自信，相信“I can do it！”只要通过反复实践，就能学好英语，用好英语，逐步提高综合语言运用的能力，为面向未来和走向世界打下坚实的基础。

同学们，让我们一起踏上英语学习的新航程吧！预祝你们成功！

你们的好朋友：小学英语教科书编委会



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Li Xiao

Amy

Zhou Lin

Andy

Ms Xu

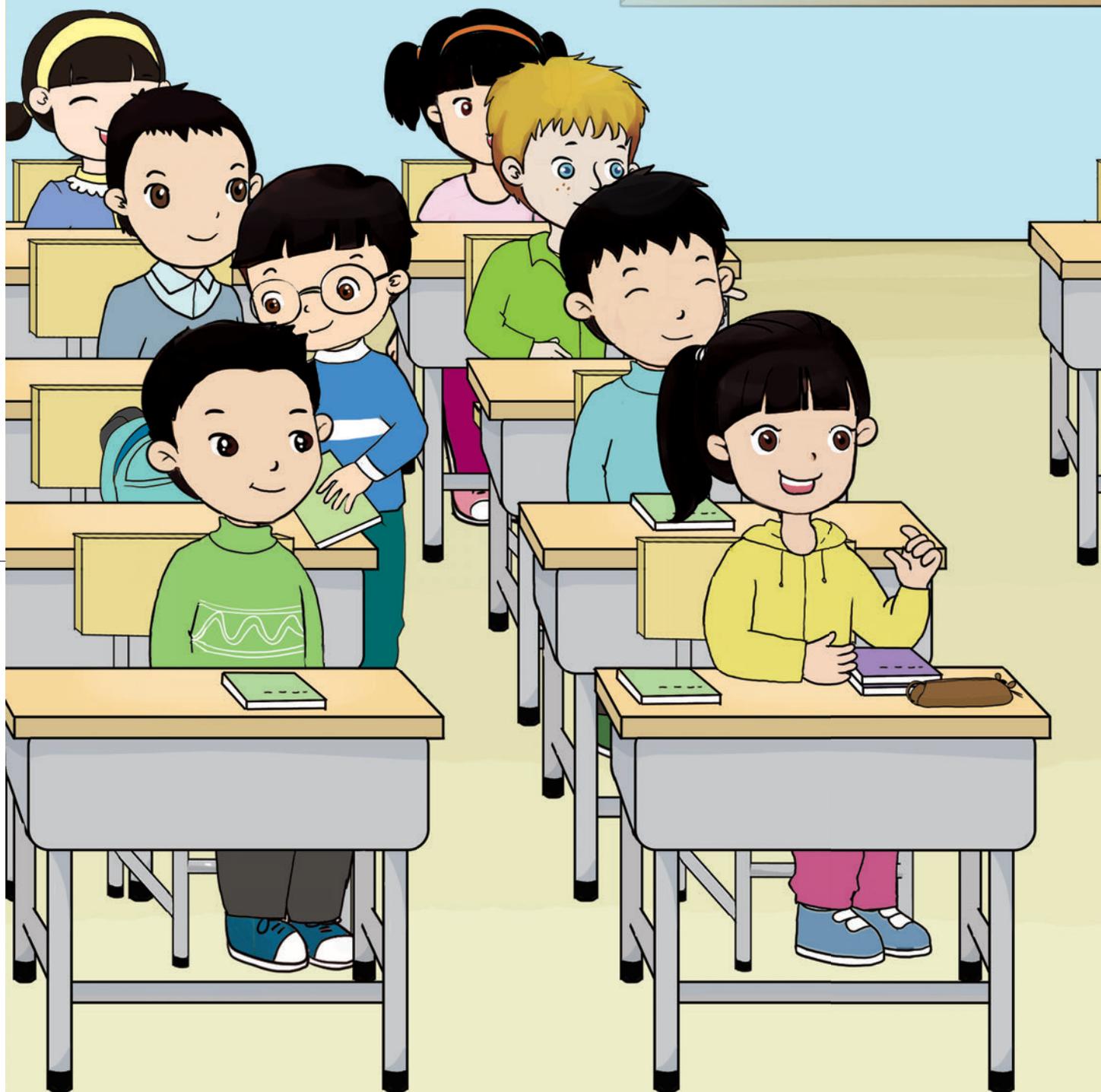
Wang Li

Ted

Unit

1

Welcome back!



# 新气象



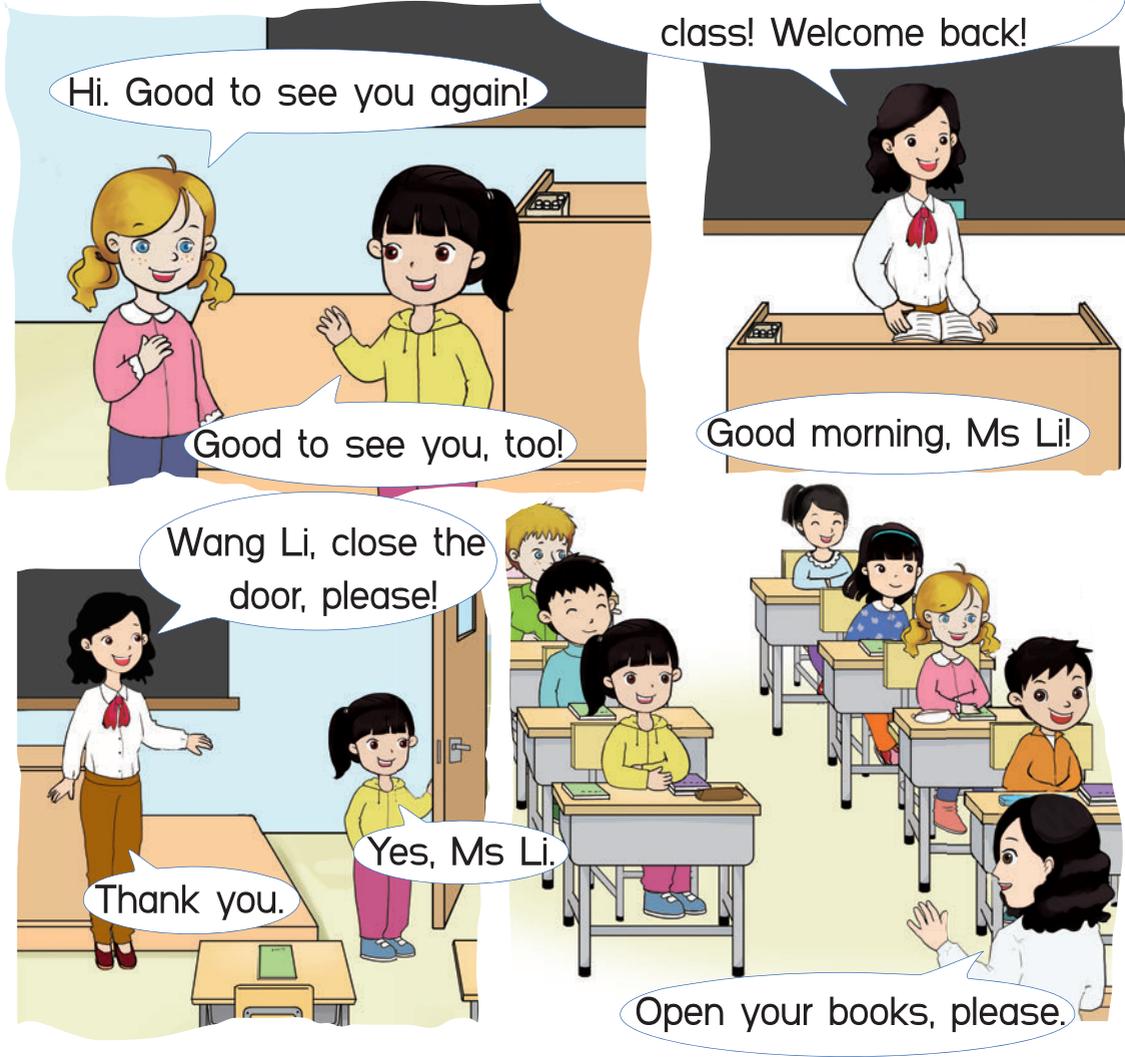
Please be quiet!  
Good morning, class!  
Welcome back!

Wang Li, close the door,  
please!



# Section A

## 1 Look and listen



## 2 Listen, circle and say



door



window



open



close



### ③ Look, listen and try



### ④ Listen and tick

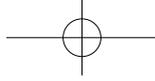
Zhou Lin is greeting his friends. Tick the right names.



### ⑤ Play a game

Walk around your class and greet five friends in different ways.





# Section B

## 6 Listen and number



One.  
Open the window, please.

( ) Close the door, please.  
 ( ) Be quiet, please.  
 ( ) Sit down, please.  
 ( 1 ) Open the window, please.

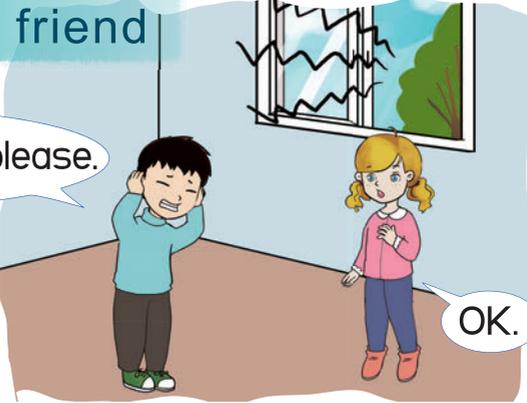
## 7 Look and match



- a. Nice to see you again!
- b. Shh, please be quiet.
- c. Open the door, please.

- d. Close the window, please.
- e. Open your books, please.
- f. Touch your nose!

 Try with your friend



Close the window, please.

OK.

## 8 Listen and sing



1=F $\frac{2}{4}$

### Good to see you!



3 5 • | 3 1 • | 1 5 1 3 | 5 - |  
Hel- lo! Hel-lo! Good to see you!

4 6 • | 4 2 • | 1 5 1 1 | 3 1 |  
Hel- lo! Hel-lo! Good to see you, too!



1 5 1 3 | 5 - | 1 5 1 1 | 3 1 ||  
Good to see you! Good to see you, too!



## 9 Things I can do

 *I can say:*

Good to see you again!

Welcome back!

Open/Close the ...

Please be quiet.

 *I can write and say:*

door

window

open

close

---



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# Unit 2

# She is a new pupil.



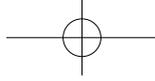
This is our classroom.  
Do you like it?

Yes, I do.



Who is she?

She is Luo Xiaomei.  
She is a new pupil.



# Section A

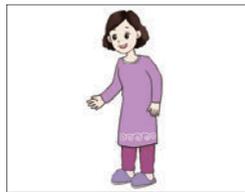
## 1 Look and listen



## 2 Listen, circle and say



pupil



mum



dad



friend(s)

### 3 Listen and try



### 4 Look and talk

Work in pairs. Take turns to ask each other questions.



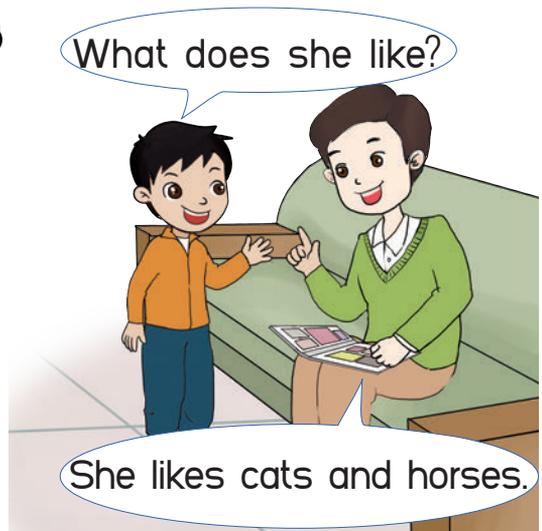
### 5 Listen and tick

What do the new pupils like?

	He Xiaojun	
	(    ) turtles	(    ) eggs
	(    ) pandas	(    ) apples
	(    ) cats	(    ) books
	(    ) dogs	(    ) erasers

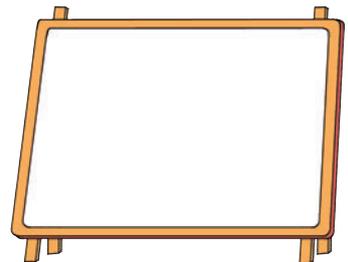
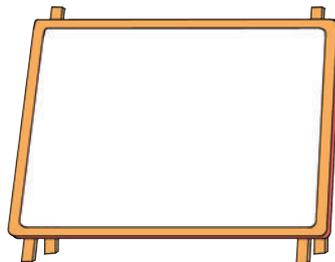
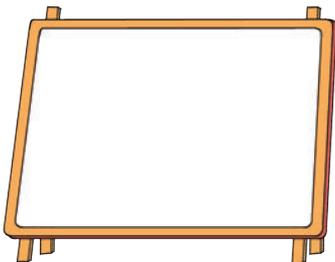
## Section B

### 6 Look, listen and try



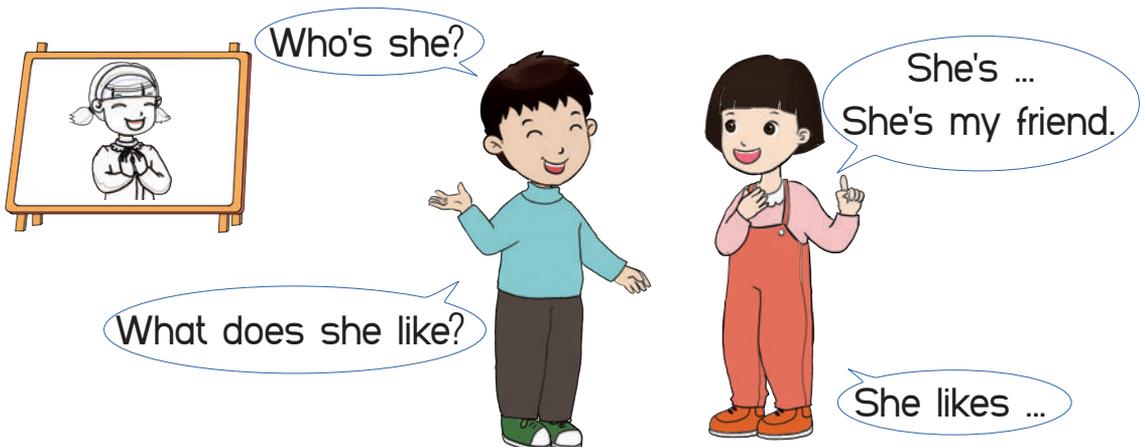
### 7 Draw, write and talk

Draw a friend here. Draw your dad here. Draw a teacher here.



What does he/she like? What does he like? What does he/she like?

\_\_\_\_\_



## 8 Listen and chant



### My new friend

*This is Xiaomei.  
She's my new friend.  
What does she like?  
She likes dogs, dogs, dogs.  
She likes cats, cats, cats.*

*This is Xiaomei.  
She's my new friend.  
Who does she like?  
She likes me, me, me.  
She likes me, me, me.*

## 9 Things I can do

 *I can say:*

What does he like?

He likes ...

What does she like?

She likes ...

 *I can write and say:*

pupil

mum

dad

friend

---

---

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# Unit 3 I like running.





What do you like to do?

I like to sleep.

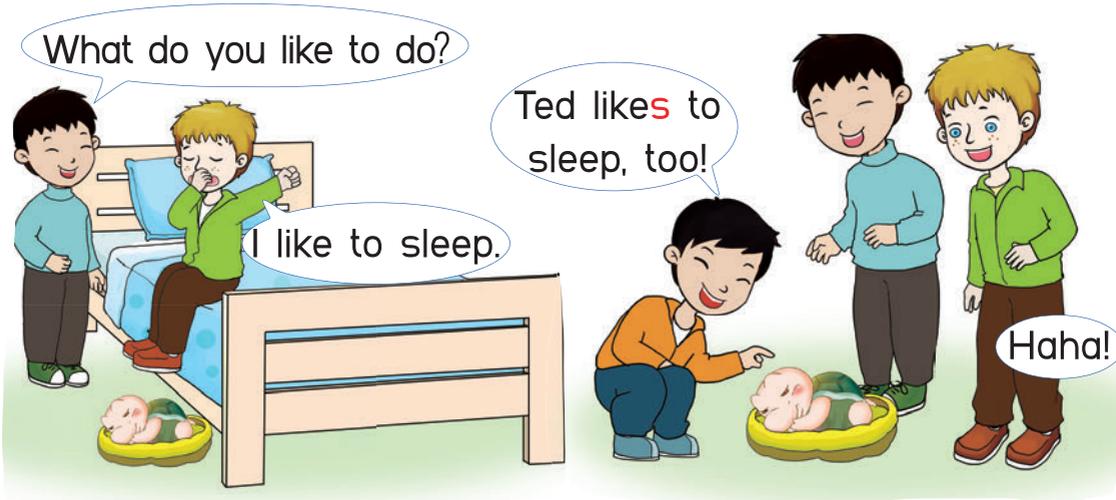
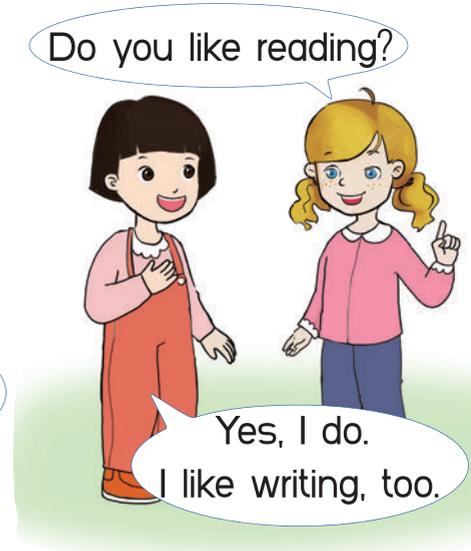
Do you like reading?

Yes, I do. I like writing, too.



# Section A

## 1 Look and listen



## 2 Listen, circle and say



read



write



jump



run



### 3 Listen and try



### 4 Listen and match

What do they like to do?



Ms Li



Amy

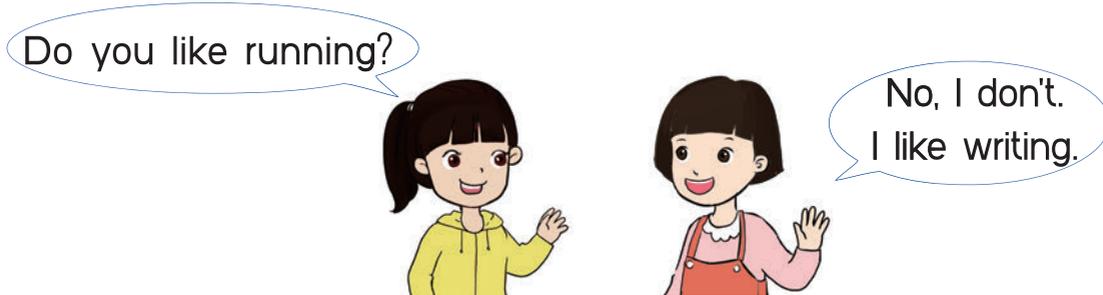


Zhou Lin

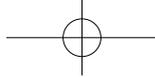
read	run	jump	write	sleep
------	-----	------	-------	-------

### 5 Talk and tick

Work in groups. Take turns to ask each other questions.



	running	jumping	writing	reading
Zhang Jia			✓	



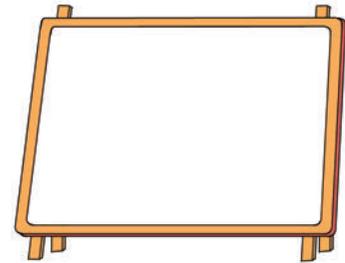
# Section B

## 6 Look, listen and try



## 7 Write and talk

Work with your partner. Write down what they like to do. Take turns to ask each other: What does he/she like to do?



Draw a friend here.

---



What does he like to do?

He likes to ...





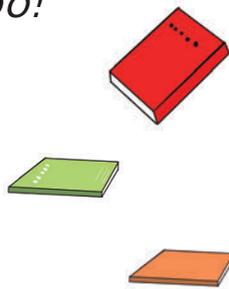
# 8 Listen and chant

## What do you like to do?

One, two, three,  
 What do you like to do?  
 What do you like to do?  
 I like to read!  
 I like to read!  
 Me, too! Me, too!



One, two, three,  
 What **does** he like to do?  
 What **does** he like to do?  
 He **likes** to run!  
 He **likes** to run!  
 Me, too! Me, too!



# 9 Things I can do

 I can say:

Do you like ...? Yes, I do./No, I don't.

What do you like to do? I like to ...

What **does** he/she like to do?

He/She **likes** to ...

 I can write and say:

read

write

jump

run

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# Review 1

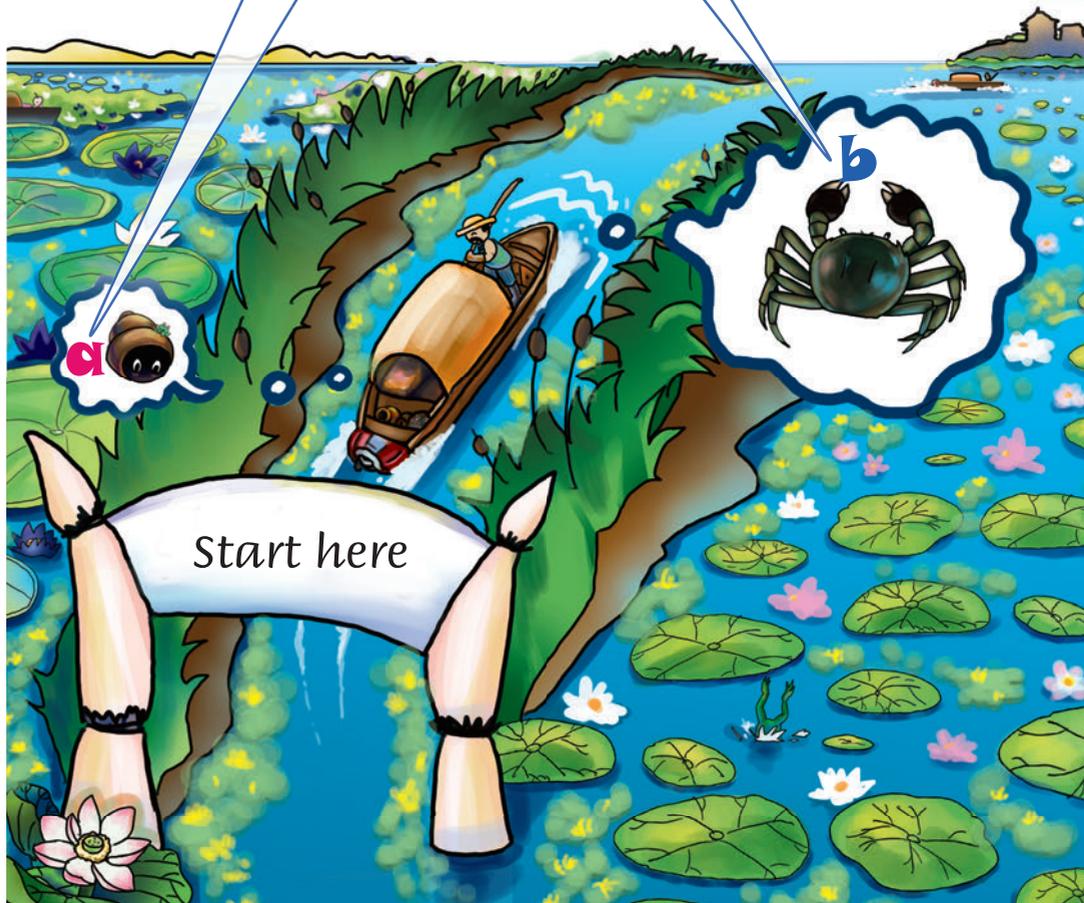
## Activity 1

Who are they?



## Activity 2

I know these words.



## Activity 4

I know these phrases and sentences.

Good to see you again!

Welcome back!

Open/Close the ...

Please be quiet.

What does he like?

He likes ...

What does she like?

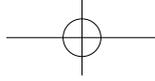
She likes ...

Do you like ...? Yes, I do./No, I don't.

What do you like to do? I like to ...

What does he/she like to do?

He/She likes to ...



door, window, open, close,  
pupil, mum, dad, friend,  
read, write, jump, run

### Activity 3

Put the words into groups.  
For example, *door* and *window*  
belong to one group.



Well done! Tick the box.	Activity 1	Activity 2	Activity 3	Activity 4
😊 Good				
😊 Very good				
😊 Excellent				

# Unit 4

# What's your favourite

What's your favourite food?

My favourite food is rice!

Wang Li

Amy

I like noodles!

food?

Mmmh! Yummy!

Andy

Ted!

Ted

Zhou Lin

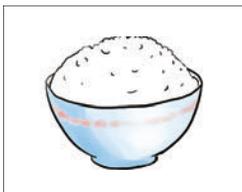


# Section A

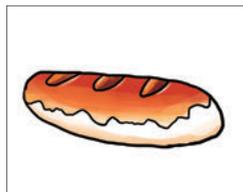
## 1 Look and listen



## 2 Listen, circle and say



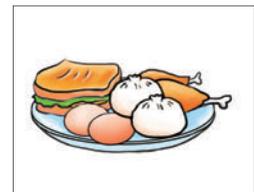
rice



bread

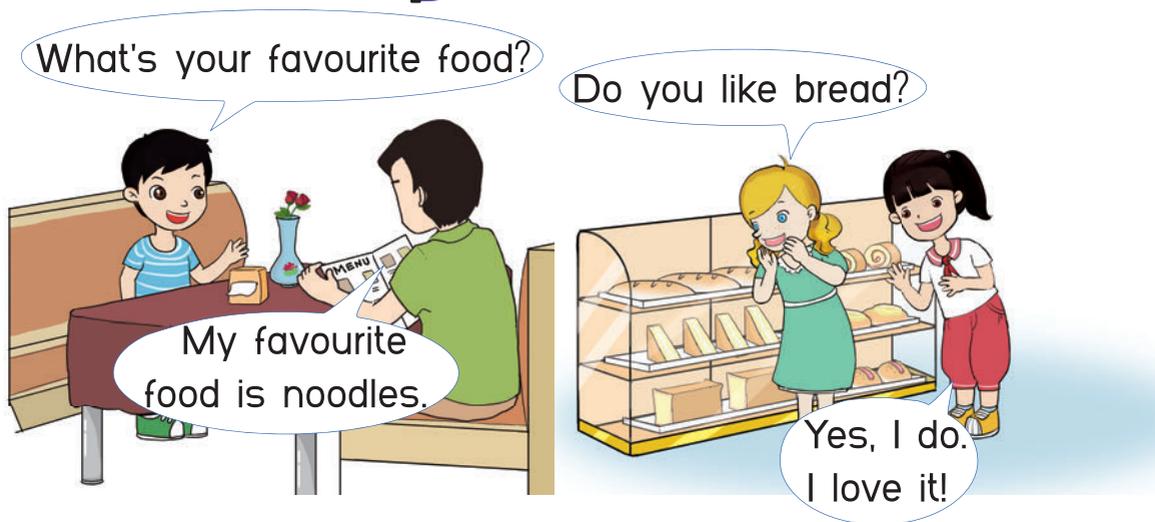


noodle (s)



food

### 3 Listen and try



### 4 Listen and match

What's his/her favourite food?



Zhou Lin



Amy



Ms Li



### 5 Tick and talk

Work in pairs. Tick your favourite food. Take turns to ask each other questions.

My favourite food

- ( ) rice
- ( ) bread
- ( ) noodles

My partner's favourite food

- ( ) rice
- ( ) bread
- ( ) noodles

**Pupil A:** What's your favourite food?

**Pupil B:** Rice!



## Section B

### ⑥ Look, listen and try



### ⑦ Write and talk

Work in pairs. Complete the shopping list. Take turns to ask each other questions.

**Shopping List**

rice	a bag
_____	two boxes
eggs	_____
bread	_____
_____	three
_____	five



two boxes of noodles	a bag of rice	three watermelons
four pieces of bread	six eggs	five apples

## 8 Listen and chant

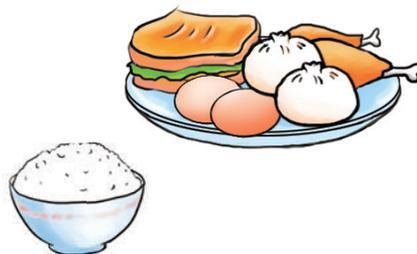
### What's your favourite food?

*Food, food! What's your favourite food?*

*Rice, rice! Mmmh, I like rice!*

*It's yummy, it's tasty, it's nice!*

*My favourite food is rice!*



*Food, food! What's your favourite food?*



*Noodles, noodles! Mmmh, I love noodles!*

*They're yummy, they're tasty, they're long!*

*My favourite food is noodles!*

## 9 Things I can do

 *I can say:*

What's your favourite food?

My favourite food is ...

A bag/box/piece of ...

I love it!

 *I can write and say:*

rice

bread

noodle

food

---

---

---

---

# Unit 5

# Pass me the milk,

Pass me the milk, please!

Here you are.

please!

Ms Li

Pass me the  
ice-cream, please.

It's in the box.

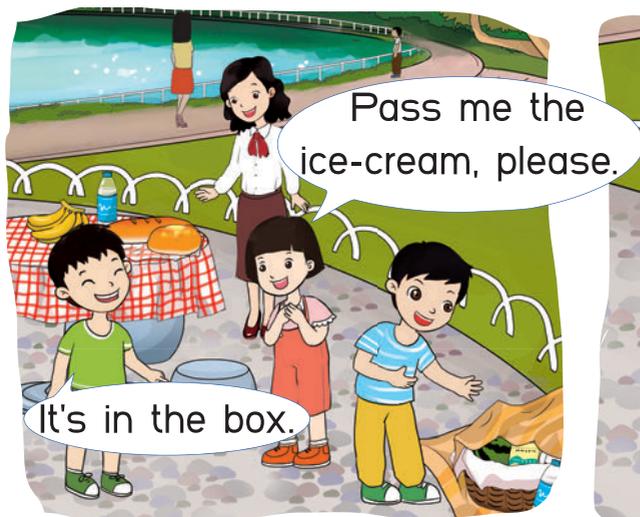
Li Xiao

Zhang Jia



# Section A

## 1 Look and listen



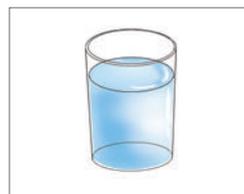
## 2 Listen, circle and say



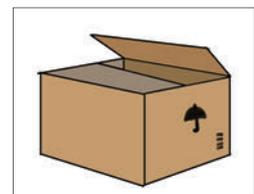
milk



ice-cream



water



box

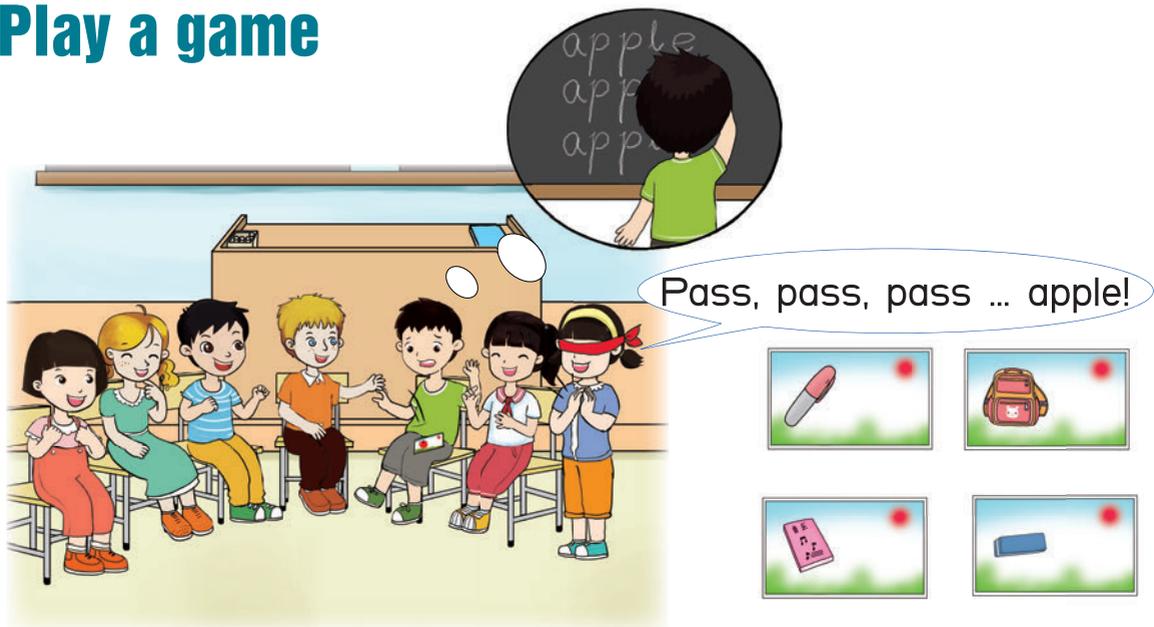
### 3 Listen and try



### 4 Listen and tick

	Zhou Lin		Wang Li
(    ) pen		(    ) candy	
(    ) cup		(    ) ice-cream	
(    ) book		(    ) milk	

### 5 Play a game



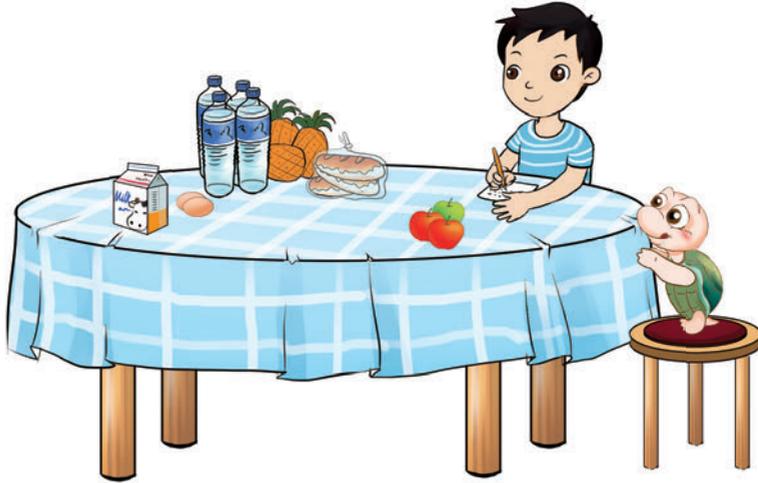


## Section B

### 6 Look, listen and tick

Listen and tick the things he wants.

- (     ) milk
- (     ) water
- (     ) ice-cream
- (     ) Ted
- (     ) bread
- (     ) eggs
- (     ) apples



### 7 Write and act

Work in pairs. Act out the situations.



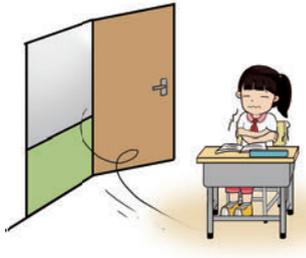
( **abc** f )



(     )



(     )



(     )

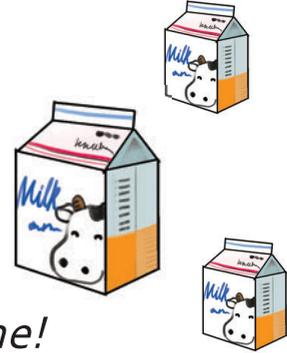
- a. Pass me the ..., please.
- b. Here you are.
- c. Thank you.
- d. Open/Close the ..., please.
- e. OK.
- f. You're welcome.



## 8 Listen and chant

**You're very, very welcome!**

*Pass me the milk, please, please, please!  
Here you are! Here you are!  
Thank you. Thank you very much.  
You're welcome. You're very, very welcome!*



*Pass me the ice-cream, please, please, please!  
Here you are! Here you are!  
Thank you. Thank you very much.  
You're welcome. You're very, very welcome!*



## 9 Things I can do

 *I can say:*

Pass me the ..., please.

Here you are.

Thank you.

You're welcome.

 *I can write and say:*

milk

ice-cream

water

box

---



---



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# Unit 6

# Let's draw a panda!



Let's draw a panda!  
Pass me the crayon, please.

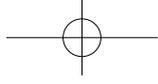
This one?



Where are the scissors?

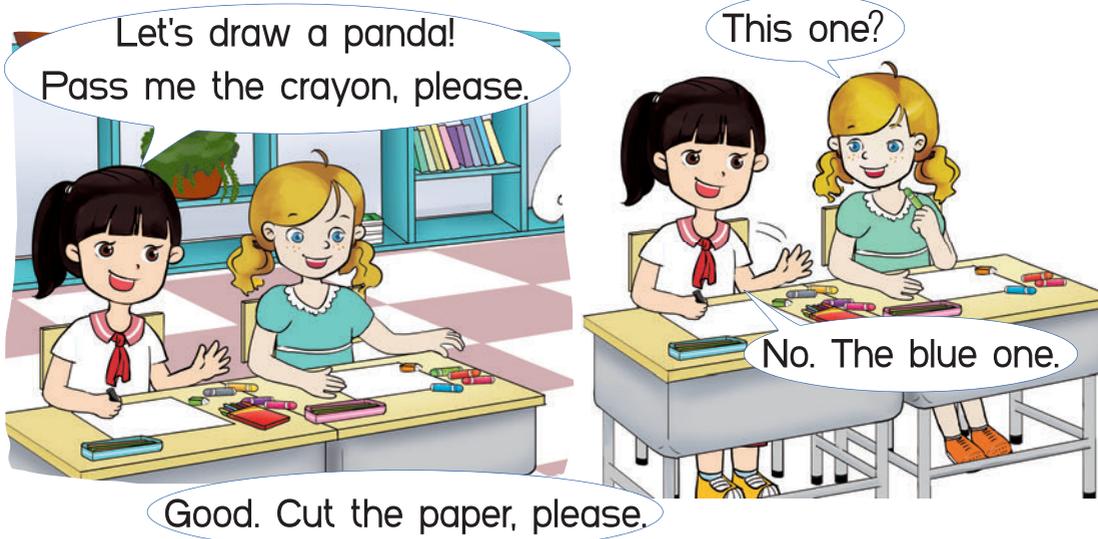
Here!

Ms Xu

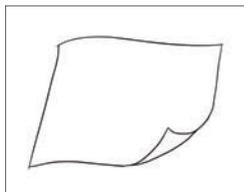


# Section A

## 1 Look and listen



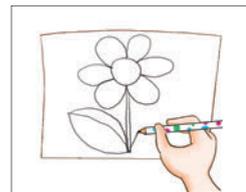
## 2 Listen, circle and say



paper



crayon

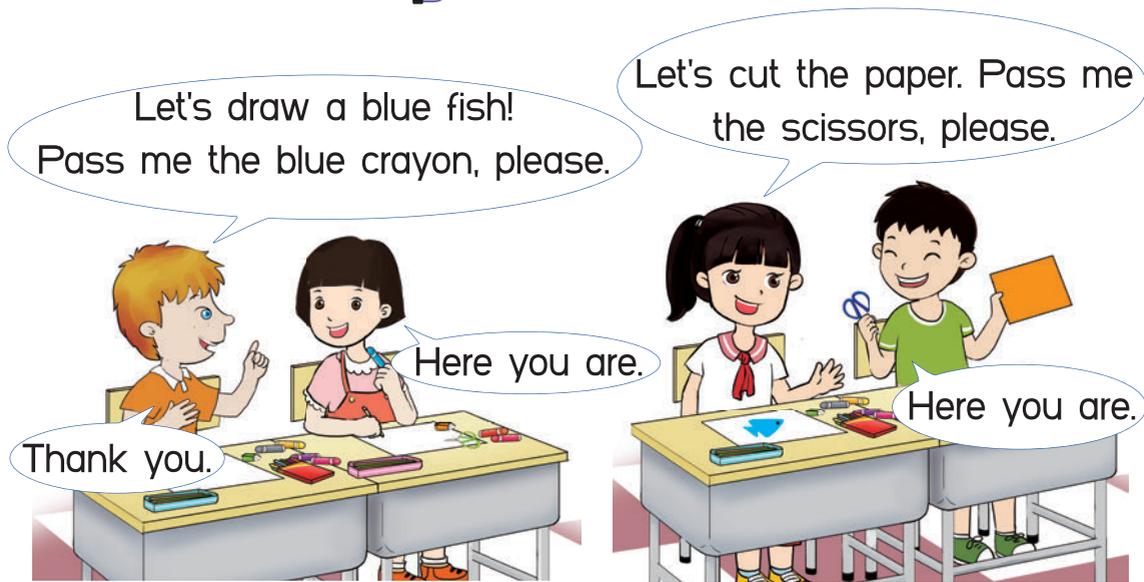


draw



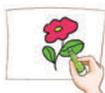
cut

### 3 Listen and try



### 4 Listen, tick and match

	( ) crayon	( ) blue crayon	
	( ) scissors	( ) red crayon	
Li Xiao	( ) cut	( ) write	Wang Li
	( ) draw	( ) draw	



### 5 Play a game





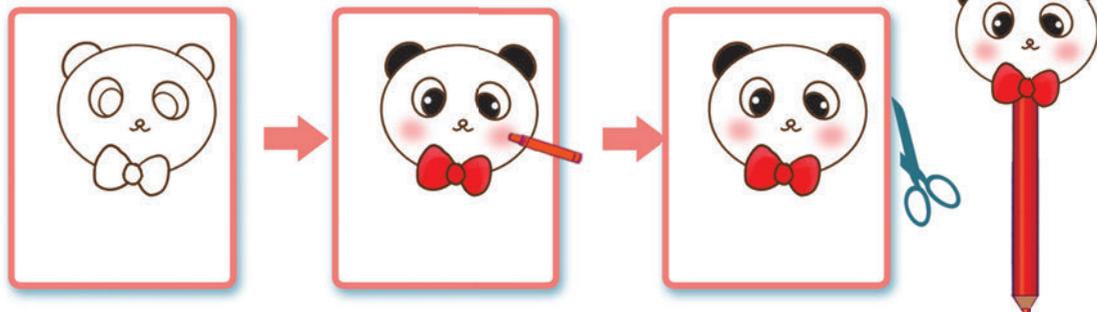
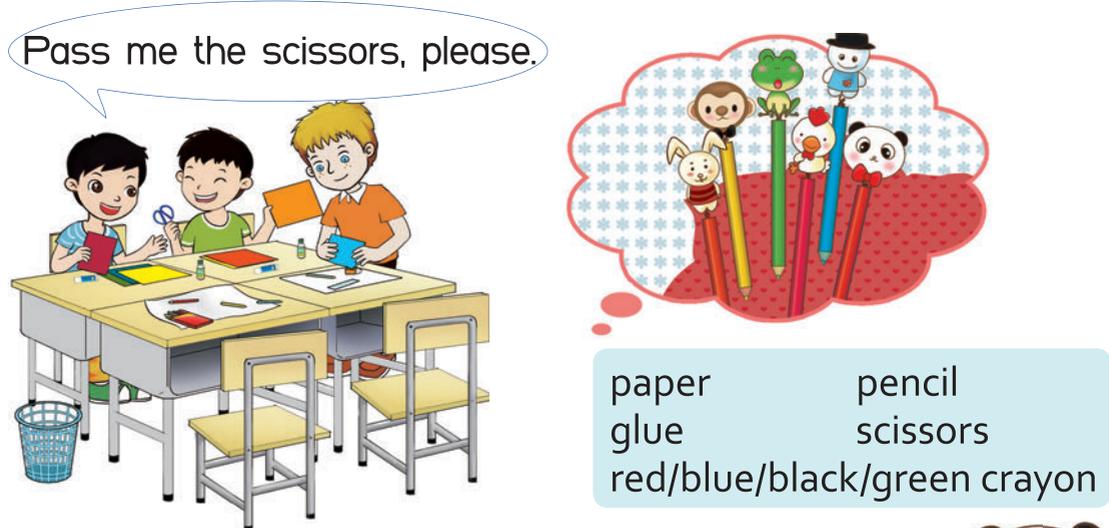
# Section B

## 6 Look, listen and try



## 7 Talk and draw

Work in groups. Make a pencil animal.



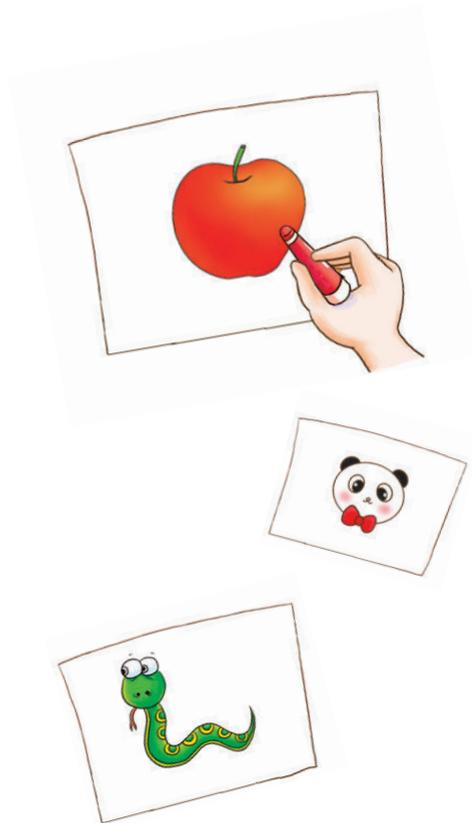
## 8 Listen and chant

### Let's draw!

*Let's draw an apple!  
A big, red apple!*

*Let's draw a panda!  
A cute, cute panda!*

*Let's draw a snake!  
A long, green snake!  
S-s-s-s-s-s-snake!*



## 9 Things I can do

 *I can say:*

Let me draw ...  
Where are the scissors?  
This one?  
The blue/green one.

 *I can write and say:*

paper

crayon

draw

cut

---

---

---

---

## Review 2

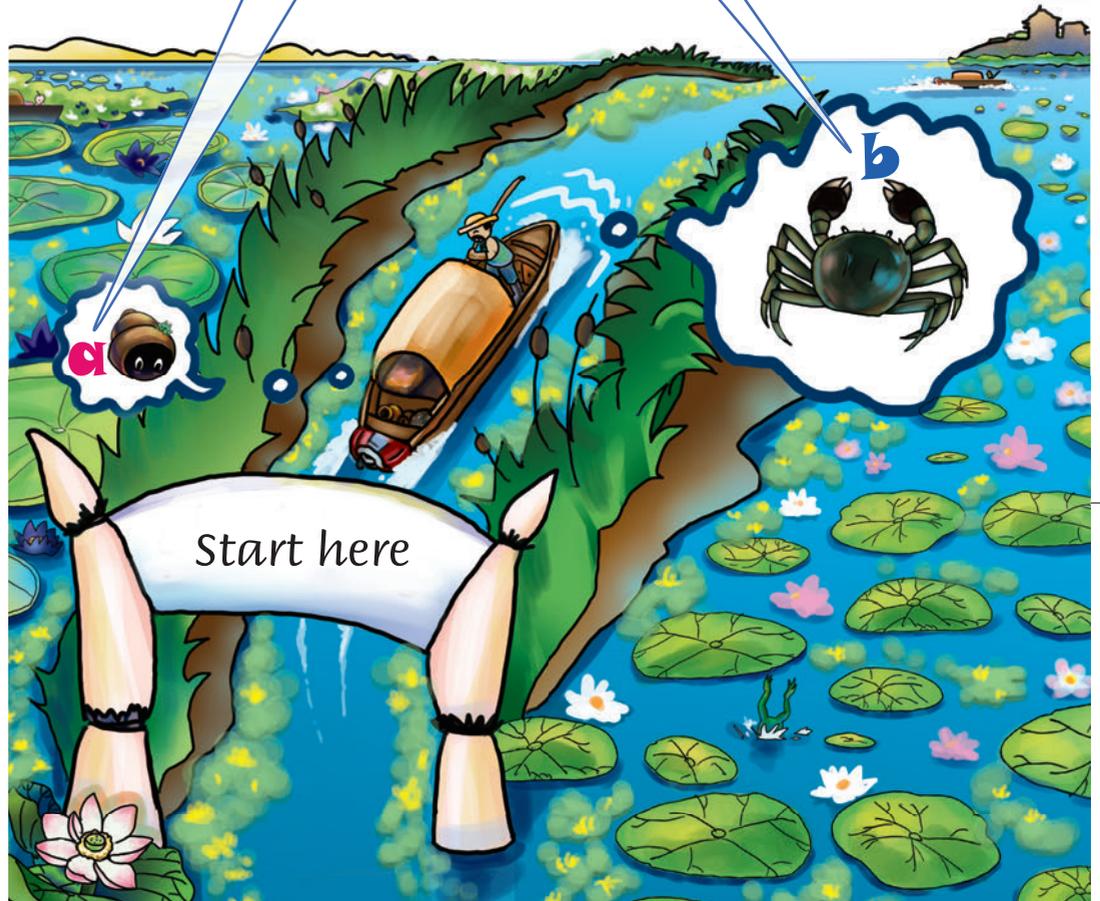
### Activity 1

Who are they?



### Activity 2

I know these words.



### Activity 4

I know these phrases and sentences.

What's your favourite food?

My favourite food is ...

A bag/box/piece of ...

I love it!

Pass me the ..., please.

Here you are.

Thank you.

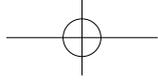
You're welcome.

Let me draw ...

Where are the scissors?

This one?

The blue/green one.



rice, bread, noodle, food,  
milk, ice-cream, water, box,  
paper, crayon, draw, cut

### Activity 3

Put the words into groups.  
For example, *draw* and *cut*  
belong to one group.



Well done! Tick the box.	Activity 1	Activity 2	Activity 3	Activity 4
😊 Good				
😊 Very good				
😊 Excellent				

# Unit 7

# Where are you?



Let's call Wang Li.

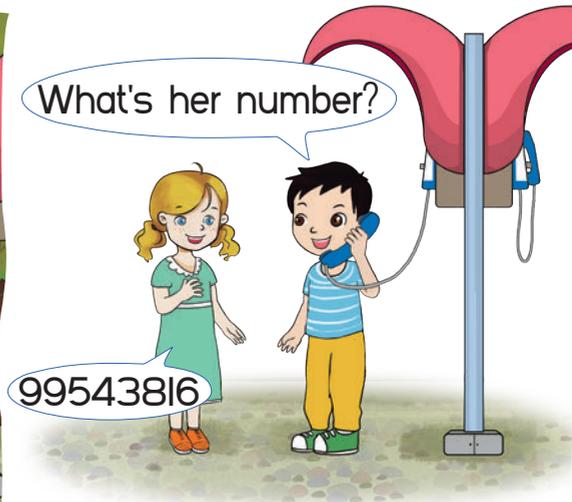
Hello. This is Zhou Lin.  
May I speak to Wang Li, please?





# Section A

## 1 Look and listen



## 2 Listen, circle and say



park



school



call



hello

### 3 Listen and try



### 4 Listen and tick

	Andy		Amy
( )	<b>at</b> school	( )	<b>in</b> the classroom
( )	<b>in</b> the park	( )	<b>at</b> home
( )	<b>at</b> home	( )	<b>in</b> the park

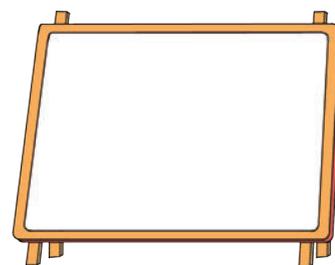
### 5 Write and talk

What's their number? Write down the names of the animals with numbers.

1	2 ABC	3 DEF
4 GHI	5 JKL	6 MNO
7 PQRS	8 TUV	9 WXYZ
*	0 +	#



364 \_\_\_\_\_



Draw an animal. Write down the name with numbers. Tell your partner the number. Ask him/her to guess the animal.



# Section B

## 6 Look, listen and try



## 7 Write, tick and talk

Work in pairs. Write down your number and tick where you are. Take turns to ask each other questions, then call each other.

**Pupil A:** What's your number?

**Pupil B:** ...

My number: _____ I am <b>at</b> school. (    ) <b>at</b> home. (    ) <b>in</b> the park. (    )	My partner's number: _____ He/She is <b>at</b> school. (    ) <b>at</b> home. (    ) <b>in</b> the park. (    )
--	---



- May I speak to ..., please?
- Speaking.
- Hello. This is ...
- I'm ...
- Where are you?

## 8 Listen and chant



### Where are you?

*Hello, Zhou Lin! Hello, Zhou Lin!  
I'm **at** school! I'm **at** school!  
Where are you? Where are you?*



*Hello, Wang Li! Hello, Wang Li!  
I'm **at** home! I'm **at** home!  
Where are you? Where are you?*

## 9 Things I can do

 *I can say:*

What's his/her number?

May I speak to ..., please? Speaking.

Where are you?

I'm **at** home/**in** the park/**at** school.

 *I can write and say:*

park

school

call

hello

---

---

---

# Unit 8

# Do you have a pet?



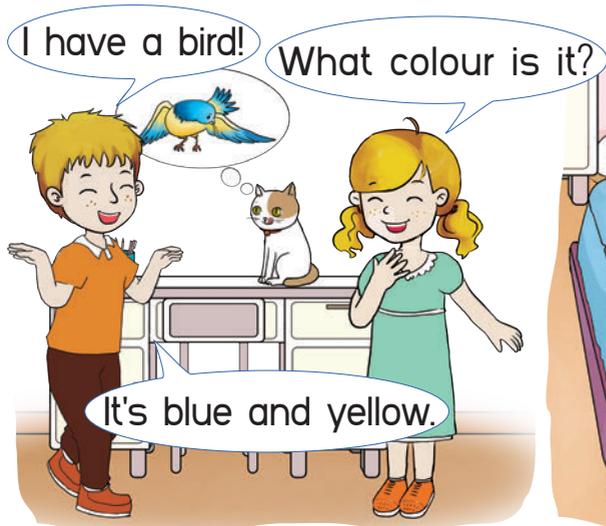
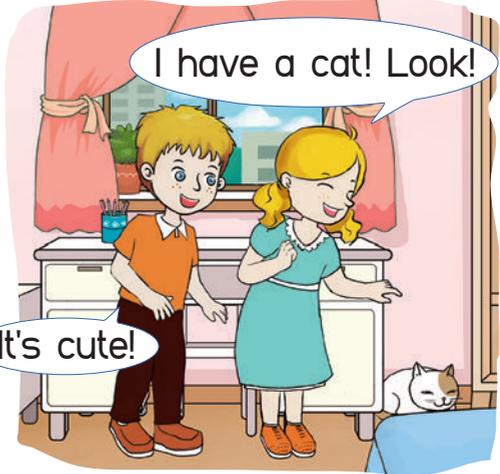


I have a snake!

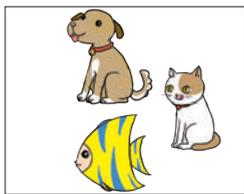


# Section A

## 1 Look and listen



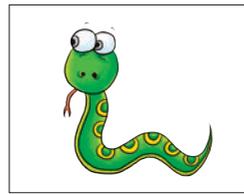
## 2 Listen, circle and say



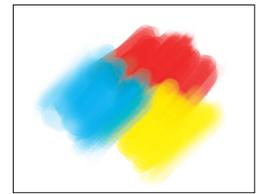
animal(s)



bird



snake



colour(s)

### ③ Look, listen and try



### ④ Listen, write and talk

Animal		How many ... are there?
turtle		There are _____ turtles.
dog		There are _____ dogs.
snake		There are _____ snakes.
bird		There are _____ birds.

**Pupil A:** How many ... are there?

**Pupil B:** There are ...

### ⑤ Spot the differences



fifty-one

51



# Section B

## 6 Listen, learn and write

cat		turtle		dog	
fish		duck		snake	
rabbit		bird		cow	

Do you like these pets?

I like ...	I don't like ...

## 7 Talk and write

Work in groups. Take turns to ask each other questions.



	Andy			
Do you have a pet?	bird			
What colour is it?	blue and yellow			

## 8 Listen and chant



### Two little monkeys

*Two little monkeys,  
Stamping on the bed.  
One is Bob, one is Brad.*

*Stop stamping, Bob.  
Stop stamping, Brad.*

*Stamp again, Bob.  
Stamp again, Brad.*

## 9 Things I can do

 *I can say:*

Do you have a/an ...?

Yes, I do. I have ...

What colour is it?

It's ...

 *I can write and say:*

animal

bird

snake

colour

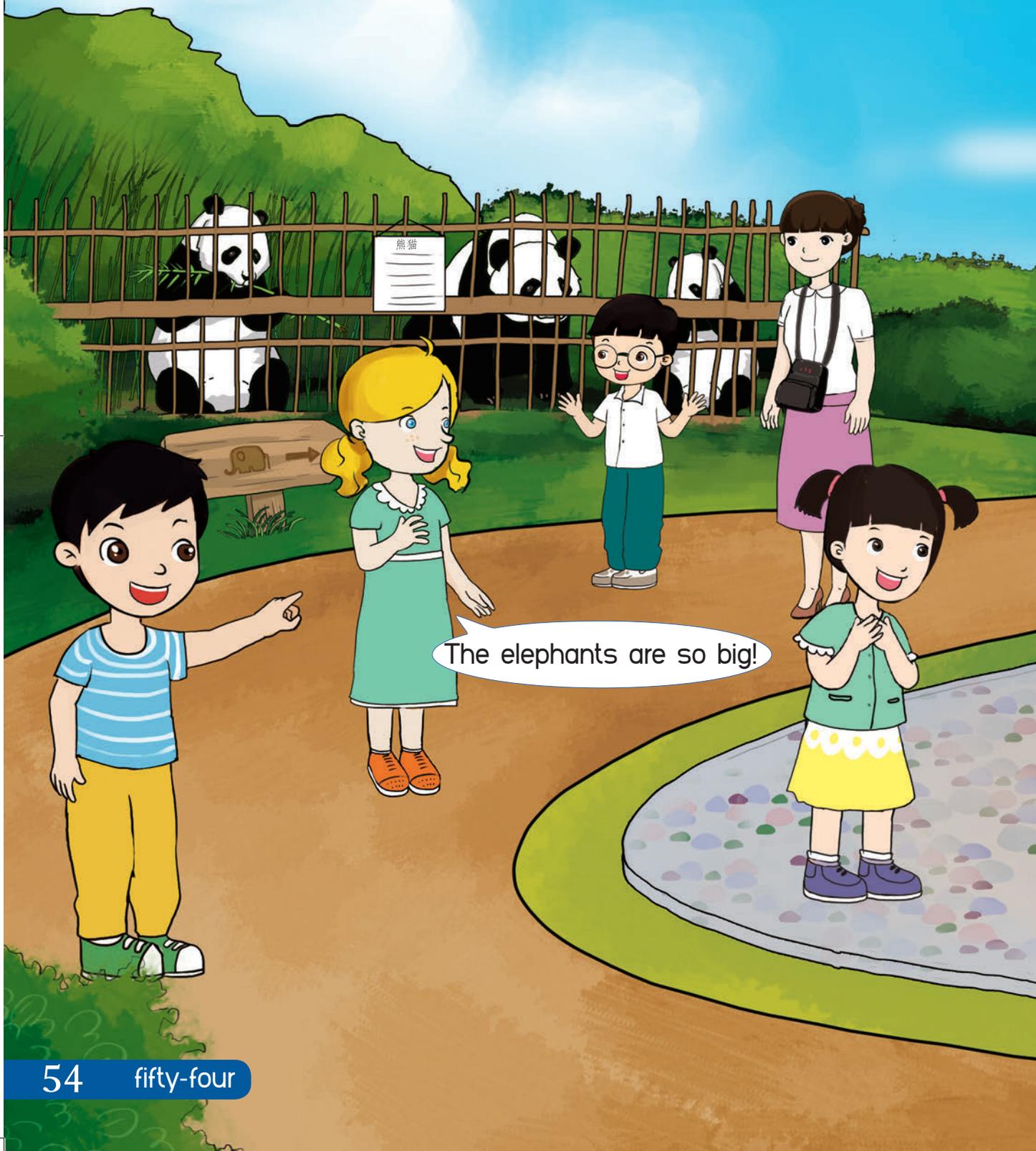
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# Unit 9

# Let's go to the zoo!



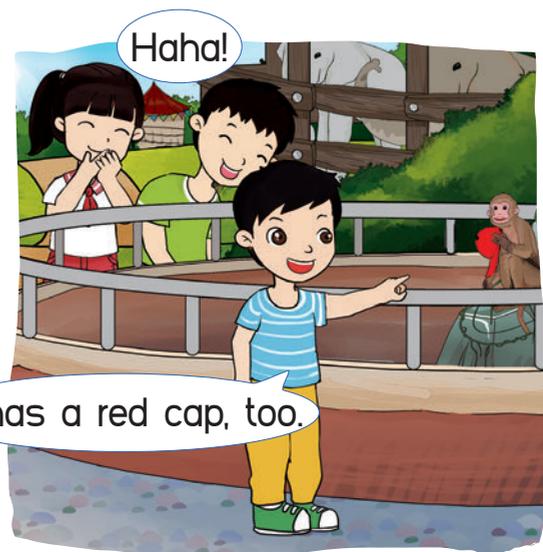


Look at the monkeys!



# Section A

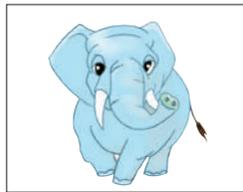
## 1 Look and listen



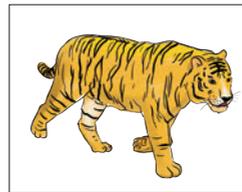
## 2 Listen, circle and say



zoo



elephant



tiger



cap

### 3 Listen and try



### 4 Listen, tick and group

What's his/her favourite animal?

 Andy	 Wang Li	 Amy
( ) tiger	( ) panda	( ) snake
( ) elephant	( ) dog	( ) monkey
( ) turtle	( ) monkey	( ) turtle

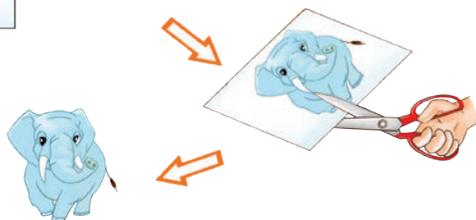
Write down two big animals and two small animals.

Big animals	Small animals

### 5 Draw and show



Draw your favourite animal.



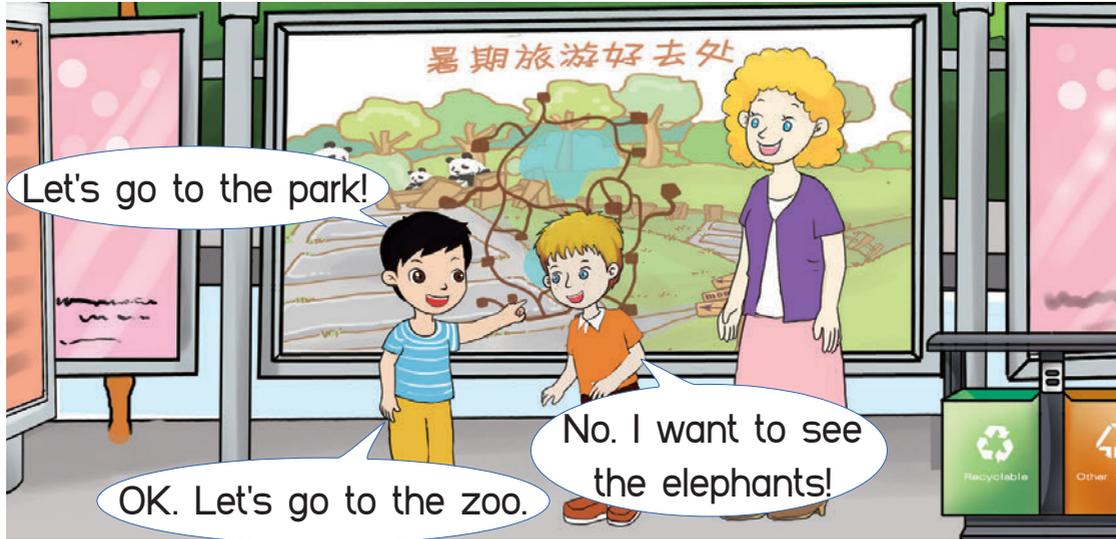
Make a card.

Show your card to the class.



# Section B

## ⑥ Look, listen and try



What do you want to see?



Try with your friend



## ⑦ Survey

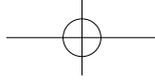
Work in groups. Ask your group members: What is your favourite animal? Fill in the form.

Name	Favourite animal
Sun Lin	cat

This is Sun Lin. Her favourite animal is the cat.

Tell the class





## 8 Listen and sing

### We're going to the zoo!

1=C  $\frac{2}{4}$

1 2 3 4 | 5 6 5 | 5 6 5 |

We're go-ing to the zoo, zoo, zoo!

4 3 2 7̣ | 1 3 5 |

How a- bout you, you, you?

1 2 3 4 | 5 6 5 |

You can come too, too, too.

4 3 2 1 | 2 3 2 | 7̣ 1 ||

We're go-ing to the zoo, zoo, zoo!



## 9 Things I can do

 *I can say:*

Look at ...

I want to see ...

It's so big/small.

His/Her favourite animal is ...

 *I can write and say:*

zoo

elephant

tiger

cap

---



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# Review 3

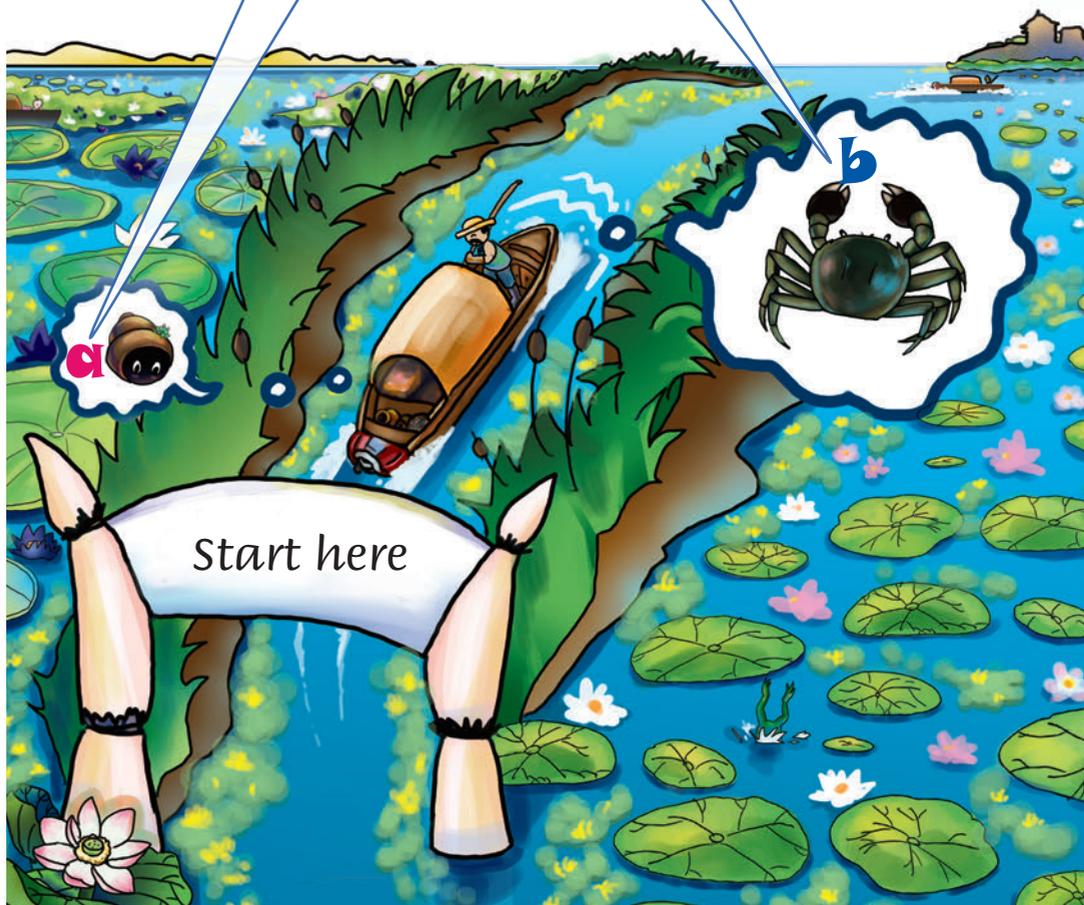
## Activity 1

Who are they?



## Activity 2

I know these words.

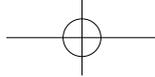


## Activity 4

I know these phrases and sentences.

What's his/her number?  
May I speak to ..., please? Speaking.  
Where are you?  
I'm at home/in the park/at school.  
Do you have a/an ...?  
Yes, I do. I have ...

What colour is it?  
It's ...  
Look at ...  
I want to see ...  
It's so big/small.  
His/Her favourite animal is ...



park, school, call, hello,  
animal, bird, snake, colour,  
zoo, elephant, tiger, cap

### Activity 3

Put the words into groups.  
For example, *elephant* and  
*tiger* belong to one group.



Well done! Tick the box.	Activity 1	Activity 2	Activity 3	Activity 4
😊 Good				
😊 Very good				
😊 Excellent				



# London Bridge Is Falling Down

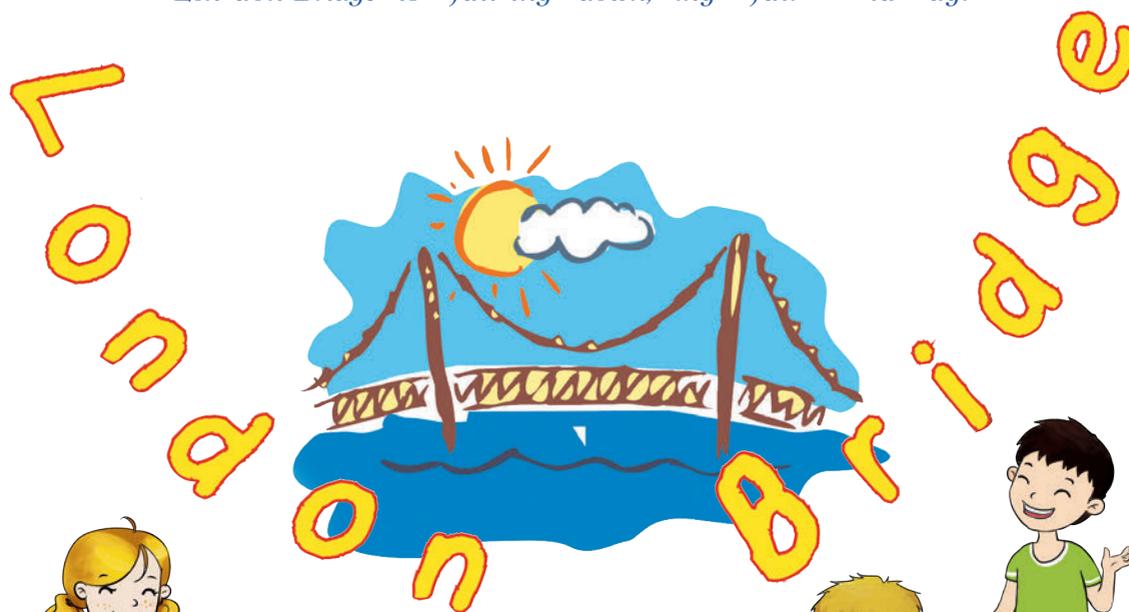
1=D<sub>4</sub>



5 • 6 5 4 | 3 4 5 - | 2 3 4 - | 3 4 5 - |  
*Lon-don Bridge is fall-ing down, fall-ing down, fall-ing down.*



5 • 6 5 4 | 3 4 5 - | 2 - 5 - | 3 1 0 0 ||  
*Lon-don Bridge is fall-ing down, my fair la - dy.*



# Head, Shoulders, Knees and Toes

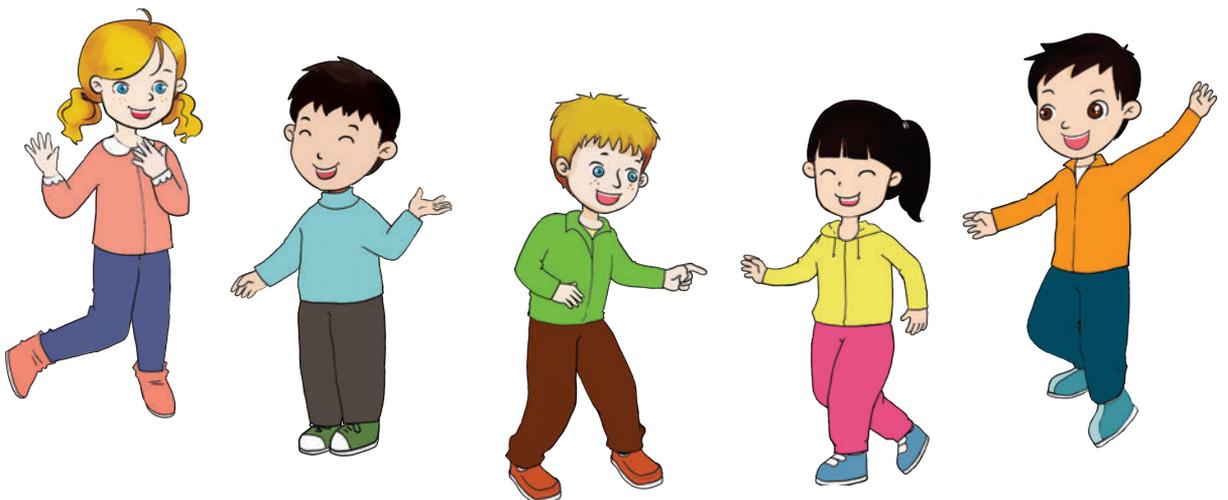
1=A $\frac{4}{4}$

Musical notation for the first line of the song. The staff is in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The notes are: G4 (quarter), A4-B4 (beamed eighth notes), C#5 (quarter), B4-A4 (beamed eighth notes), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). Below the staff are the lyrics: *Head, shoul - ders, knees and toes, knees and toes.* Fingerings are indicated by numbers 5, 6, 5, #4, 5, 3, 5, 5, 5.

Musical notation for the second line of the song. The staff is in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The notes are: G4 (quarter), A4-B4 (beamed eighth notes), C#5 (quarter), B4-A4 (beamed eighth notes), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter), C#4 (quarter), B3 (quarter), A3 (quarter), G3 (quarter). Below the staff are the lyrics: *Head, shoul - ders, knees and toes, knees and toes. And* Fingerings are indicated by numbers 5, 6, 5, #4, 5, 2, 5, 5, 5, 4, 3, 2.

Musical notation for the third line of the song. The staff is in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The notes are: G3 (quarter), F#3 (quarter), E3 (quarter), D3 (quarter), C#3 (quarter), B2 (quarter), A2 (quarter), G2 (quarter). Below the staff are the lyrics: *eyes and ears and mouth and nose,* Fingerings are indicated by numbers 1, 3, 5, 1, 2, 1, 6.

Musical notation for the fourth line of the song. The staff is in treble clef with a key signature of two sharps (F# and C#) and a 4/4 time signature. The notes are: G4 (quarter), A4-B4 (beamed eighth notes), C#5 (quarter), B4-A4 (beamed eighth notes), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter), C#4 (quarter), B3 (quarter), A3 (quarter), G3 (quarter). Below the staff are the lyrics: *Head, shoul - ders, knees and toes, knees and toes.* Fingerings are indicated by numbers 7, 7, 5, 6, 7, 1, 1, 1, 1.



### The Hen and the Swallow



A hen found the eggs of a snake. She kept them warm and waited. One day, a baby snake was hatched.

A swallow saw the hen.



If we nourish evil, it will sooner or later turn upon us.





## Read Aesop's Fables and Act

### The Fox and the Grapes

A hungry fox saw some grapes hanging from a tall vine.

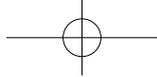


The fox tried all her tricks to get the grapes. She jumped. She climbed. She stretched. But she could not reach the grapes.



It is easy to scorn what you cannot get.





## 🎉 Read Aesop's Fables and Act 🎉

### The Fox and the Crow



A crow held a piece of meat in her mouth. A fox wanted to take the meat from her.

What a beautiful crow!  
Your voice must be beautiful,  
too. Can you sing for me?

The crow opened her mouth  
and cawed loudly. The meat  
fell off and the fox caught it  
deftly.



Haha, the meat is mine.



Flatters are not to be trusted.



🎈 Read Aesop's Fables and Act 🎈

## The Father and His Sons

A father had three sons. They always quarreled. The father determined to give them a lesson.



I make it. It's easy.

Sons, please break a faggot.

I can't make it. It's difficult.



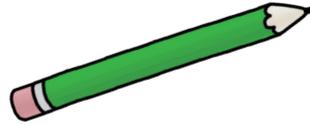
Then, the father told them to break a stick. This time, they broke them easily.

My sons, if you are divided, you will be broken as easily as these sticks.



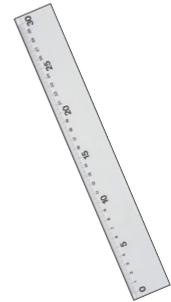
United we stand, divided we fall.



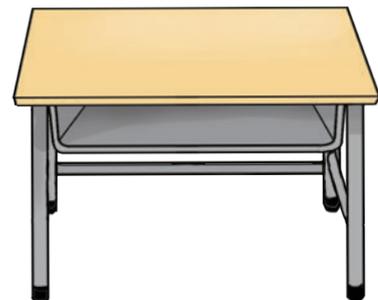
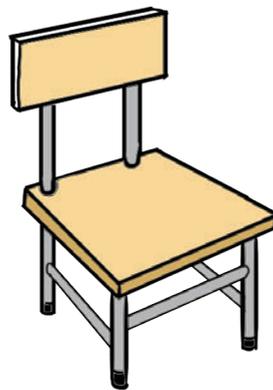


## This and That

This is my desk.  
 This is my chair.  
 That is my teacher.  
 Over there.



This is my pencil.  
 This is my pen.  
 That is my drawing.  
 I've done ten.





## Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!

When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, all the night.  
Twinkle, twinkle, little star,  
How I wonder what you are!

# Words and Expressions in Each Unit

## Unit 1

Good (Nice, Glad) to see  
you again! 很开心再次见到你!

Please be quiet! 请安静!

Welcome back! 欢迎回来!

close 关

door 门

open 开

window 窗户

sit down 坐下

## Unit 2

classroom 教室

great 好极了

friend 朋友

Good afternoon. 下午好。

Miss 小姐

horse 马

## Unit 3

run 跑

do 做, 干

jump 跳

read 读

write 写

to (动词不定式符号, 无实义)

sleep 睡觉

watch TV 看电视

sing 唱, 唱歌

## Unit 4

What's your favourite food?  
你最喜欢的食物是什么?

rice 米饭; 米

or 或者; 还是

noodle  
(常用复数形式 noodles) 面条

bread 面包

love 喜欢

partner 搭档

a box (bag, piece) of  
一盒(袋, 片)

watermelon 西瓜

## Unit 5

Pass me the milk, please!  
请把牛奶递给我!

Here you are. 给你。

You're welcome. 不用谢。

ice-cream 冰淇淋

water 水

cup 杯子

candy 糖果



## Unit 6

crayon	蜡笔
one	一(个, 只……)
cut	剪
paper	纸
scissors	剪刀
boy	男孩
together	一起
glue	胶水
black	黑色(的)

## Unit 7

call	给……打电话
her	她的
number	(电话)号码
May I speak to ..., please?	我能跟……说话吗?
in the park	在公园
school	学校
his	他的
at school	在学校
at home	在家
in the classroom	在教室

## Unit 8

pet	宠物
bird	鸟
animal	动物
snake	蛇
duck	鸭子
rabbit	兔子

cow

奶牛

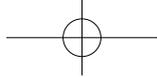
## Unit 9

elephant	象
so	这么, 那么
cap	帽子
zoo	动物园
tiger	老虎
go to the zoo	去动物园
want	想要
see	看, 看见
go to the park	去公园

## Short form and full form

who's = who is

you're = you are



# Vocabulary

## A

a box (bag, piece) of 一盒(袋, 片)	U-4
animal 动物	U-8
at home 在家	U-7
at school 在学校	U-7

## B

bird 鸟	U-8
black 黑色(的)	U-6
boy 男孩	U-6
bread 面包	U-4

## C

call 给……打电话	U-7
candy 糖果	U-5
cap 帽子	U-9
classroom 教室	U-2
close 关	U-1
cow 奶牛	U-8
crayon 蜡笔	U-6
cup 杯子	U-5
cut 剪	U-6

## D

door 门	U-1
duck 鸭子	U-8
do 做, 干	U-3

## E

elephant 象	U-9
------------	-----

## F

friend 朋友	U-2
-----------	-----

## G

glue 胶水	U-6
go to the park 去公园	U-9
go to the zoo 去动物园	U-9
Good afternoon. 下午好。	U-2
Good (Nice, Glad) to see you again! 很开心再次见到你!	U-1
great 好极了	U-2

## H

her 她的	U-7
Here you are. 给你。	U-5
his 他的	U-7
horse 马	U-2

## I

ice-cream 冰淇淋	U-5
in the classroom 在教室	U-7
in the park 在公园	U-7



## J

jump 跳 U-3

## L

love 喜欢 U-4

## M

May I speak to ..., please?  
我能跟……说话吗? U-7

Miss 小姐 U-2

## N

noodle  
(常用复数形式 noodles) 面条 U-4

number (电话) 号码 U-7

## O

one 一(个, 只……) U-6

open 开 U-1

or 或者; 还是 U-4

## P

paper 纸 U-6

partner 搭档 U-4

Pass me the milk, please!  
请把牛奶递给我! U-5

pet 宠物 U-8

Please be quiet! 请安静! U-1

## R

rabbit 兔子 U-8

read 读 U-3

rice 米饭; 米 U-4

run 跑 U-3

## S

school 学校 U-7

scissors 剪刀 U-6

see 看, 看见 U-9

sing 唱, 唱歌 U-3

sit down 坐下 U-1

sleep 睡觉 U-3

snake 蛇 U-8

so 这么, 那么 U-9

## T

tiger 老虎 U-9

to (动词不定式符号, 无实义) U-3

together 一起 U-6

## W

want 想要 U-9

watch TV 看电视 U-3

water 水 U-5

watermelon 西瓜 U-4

Welcome back! 欢迎回来! U-1

What's your favourite food?  
你最喜欢的食物是什么? U-4

window 窗户 U-1



write 写

U-3

## Numbers

### Y

You're welcome. 不用谢。

U-5

### Z

zoo 动物园

U-9

twenty-one

二十一

twenty-two

二十二

twenty-three

二十三

twenty-four

二十四

twenty-five

二十五

twenty-six

二十六

twenty-seven

二十七

twenty-eight

二十八

twenty-nine

二十九

thirty

三十

forty

四十

fifty

五十

sixty

六十

seventy

七十

eighty

八十

ninety

九十

one hundred

一百

## Phonics

a  
apple



b  
bag



c  
cat



d  
desk



e  
egg



f  
fish



g  
gift



h  
head



i  
ill



j  
jump



k  
kite



l  
leg



m  
mouth



n  
noodles



o  
open



p  
panda



q  
question

1+1=?

r  
rice



s  
snake



t  
teacher



u  
umbrella



v  
victory



w  
water



x  
box



y  
yellow



z  
zoo



I can read it!  
It's your turn!



# 日常用语

How do you do?

你好吗? (初次见面)

How are you?

你好吗? (熟人之间)

How is everything?

一切还好吗?

So long!/Farewell!

再会!

See you!/See you later.

回见!

I'll miss you!

我会想念你的!



Thanks a lot.

多谢。

Thank you very much.

非常感谢。

That's very kind of you.

你真好, 谢谢你。

Sorry!/I'm sorry./Excuse me!

对不起。

Please forgive me.

请原谅我。

I'm sorry for that.

我为此感到抱歉。

Can I help you?

我来帮你好吗?

What can I do for you?

我能为你做什么呢?

Let me do it for you.

让我来替你做吧。

Have a nice day!

祝你愉快!

Good luck!

祝你好运!

Say hello to Tom.

向汤姆问好。

Happy New Year!

新年好!

The same to you.

同样祝福你。

May I use your bike?

我可以用一下你的自行车吗?

Sure!/Certainly!/Of course!

当然可以!

I'm afraid you can't.

对不起, 恐怕不行。

Will you come to my birthday party?

你愿意参加我的生日聚会吗?

Sure! Why not?

好啊! 为什么不呢?

Yes, I'd love to.

好的, 非常愿意。

What's wrong?

怎么啦?

Oh, dear!/Dear, dear./Dear me!

哎呀! 天哪!

# 后 记

随着课程改革的进行，中小学教材呈现多样化，教材的功能定位也逐渐由规范教学转向服务教学。小学英语教材则注重设计与编排的丰富性和本土化，着重提高实际运用语言的能力，并有意为师生发展提供自主和创造的空间。

我们根据教育部义务教育课程改革的指导思想，在全面总结教材使用情况的基础上，立足国内小学英语教学一线的实际需求，以教育部2011年制定的《义务教育英语课程标准》为依据，遵循英语教学和儿童身心发展的双重规律，吸收课程改革及英语教育研究的最新成果，由中国专家主持，中外专家共同参与，修订了这套以三年级为起点的英语教材，力求符合四个基本要求：第一，符合国家政策法规；第二，符合国家课程标准；第三，符合学生的发展需求；第四，符合各地的教改实际。

本套教材旨在激发学生学习英语的兴趣，培养学习英语的积极态度，使他们初步建立学习英语的自信心；培养自主学习能力和合作精神，使他们形成一定的语感和良好的语音、语调、书写基础及良好的学习习惯，初步形成用英语交流的能力；同时，注重培养观察、记忆、思维、想象和创造能力，通过中西方文化比较，培养爱国主义精神，增强全球化意识，拓展国际视野，为他们终身学习和发展奠定良好的基础。

本套教材由秦秀白教授担任主编，组成了有外籍英语教材编写专家 Nils Olov Fors 参加的教材编委会，聘请了英语教育领域的资深专家担任编写顾问和审稿统筹；王佳、王伟静、王金洲、任晓庆、师学辉、张瑜、张艺琼、张淑平、荣光、徐沛、钱锋、黄永华、董奎兴和穆海迪等，在本套教材的内容呈现、版式设计、插图绘制、排版制作和编辑加工、结构优化过程中，积极努力，精益求精，付出了极大心智；此外，来自湖南、河南和山东教学一线的吴盛梅、李欢等老师，对教材内容的适应性提出了宝贵建议。在此一并鸣谢！

由于时间仓促、编者和编辑的水平有限，教材难免有不足之处，如果您有什么建议和想法，请通过版权页上的联系方式及时与我们取得联系，我们一定博采众长、尽力完善教材，并努力做好教材后续服务工作。

小学英语教科书编委会