



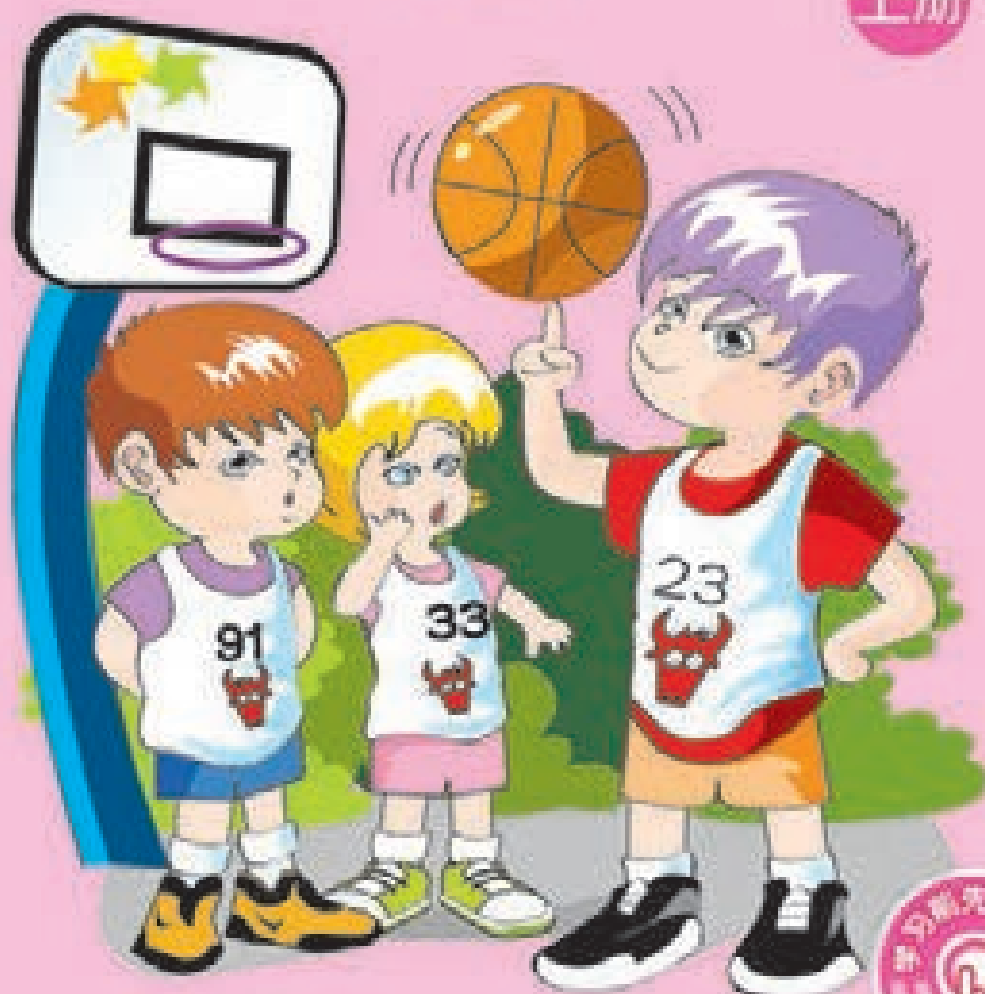
义务教育教科书

# ENGLISH 英语

四年级

(一年级起点)

上册



清华大学出版社



义务教育教科书

ENGLISH  
英语

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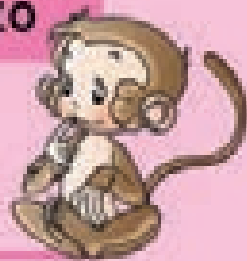
(一年级起点)

上册

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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。希望你们在老师的指导下，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  
2012年12月  
于清华园



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Pat is going to cut the cake.  
Pat is going to eat the cake.  
Pat is going to do this.  
Pat is going to do that.  
What is Pat going to do next?  
Let's read and find out.



# UNIT 1



**WHAT ARE YOU  
GOING TO DO?**



1. Act it out.

Today is my birthday.

Happy birthday!

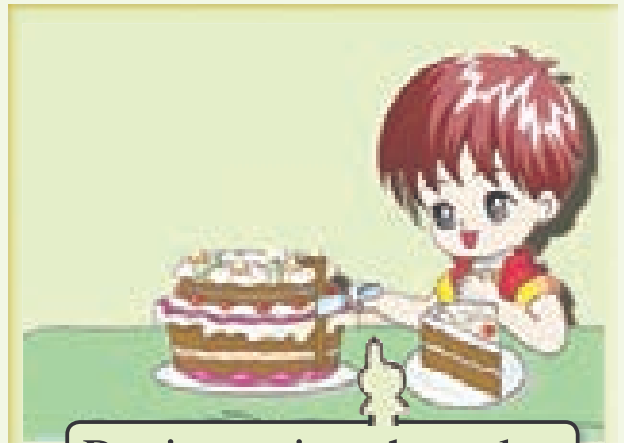


There is a birthday cake on the table.

What are you going to do, Pat?



I'm going to cut the cake.



Pat is cutting the cake.

2. Listen, look and say.



cake



table



birthday



cut

3. Read the words in the word box. Write them on the correct lines.

happy today birthday Pat make fat table

words with the short **a** sound  
like the **a** in **sad**

words with the long **a** sound  
like the **a** in **cake**

4. Look at the picture. Tick the correct answer.

(1) Lily \_\_\_\_\_ flowers.

- A. is picking
- B. is going to pick



(2) The ducks \_\_\_\_\_ in the pond.

- A. are swimming
- B. are going to swim



(3) The girl \_\_\_\_\_ the floor.

- A. is cleaning
- B. is going to clean



1. Act it out.



Jenny and her pet, Eva, are on the bed.

What are you going to do, Jenny?



I'm going to tie the bell on my pet, Eva.



Jenny is tying the bell on her pet, Eva.

## 2. Listen, look and say.



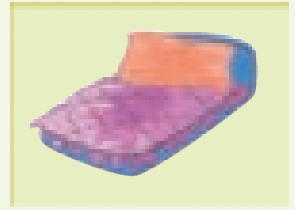
bell



tie



pets



bed

## 3. Read the words in the word box. Write them on the correct lines.

breakfast Jenny pen tree bell pet Eva we

words with the short **e** sound  
like the **e** in **bed**

words with the long **e** sound  
like the **e** in **bee**

## 4. Look at the picture. Tick the correct answer.

(1) I \_\_\_\_\_ an ice cream.

- A. am going to buy
- B. am buying



(2) I \_\_\_\_\_ the dog to the tree.

- A. am going to tie
- B. am tying



(3) The girls \_\_\_\_\_ on the seesaw.

- A. are going to play
- B. are playing



1. Act it out.



There is a bowl of rice on the dinner table.  
There is a dish of fish on the dinner table, too.

**What are you going to do, Mike?**



## 2. Listen, look and say.



rice



fish



bowl



dish



bottle

## 3. Read the words in the word box. Write them on the correct lines.

tie pig dinner Mike is nine this kite

words with the short **i** sound  
like the **i** in **fish**

words with the long **i** sound  
like the **i** in **rice**

## 4. Read, look and match.

a dinner table

a bowl of rice

a bowl of noodles

a bottle of juice

a glass of water

a dish of vegetables



1. Act it out.

Does the dog eat tomatoes?

No, it doesn't.  
It eats bones.



There are tomatoes and bones in the box.

What are you going to do, Dog?

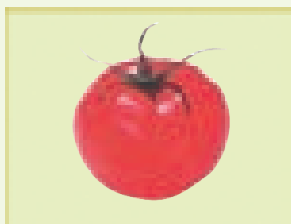


I'm going to eat the bones.

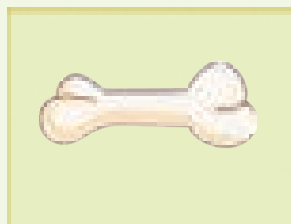


The dog is eating the bones.

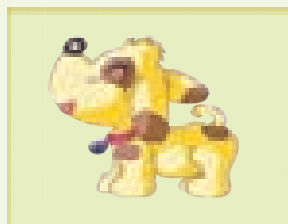
## 2. Listen, look and say.



tomato



bone



dog



box

## 3. Read the words in the word box. Write them on the correct lines.

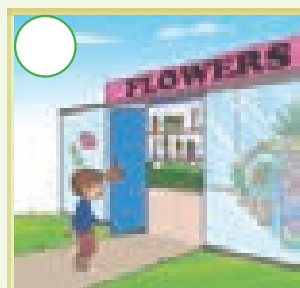
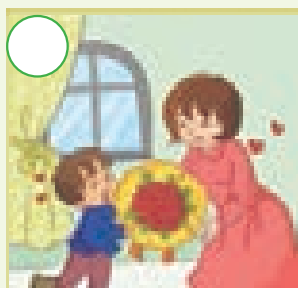
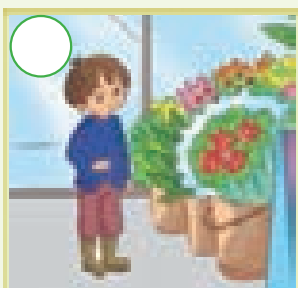
tomato bowl zero box home bottle go fox

words with the short **o** sound  
like the **o** in **dog**

words with the long **o** sound  
like the **o** in **bone**

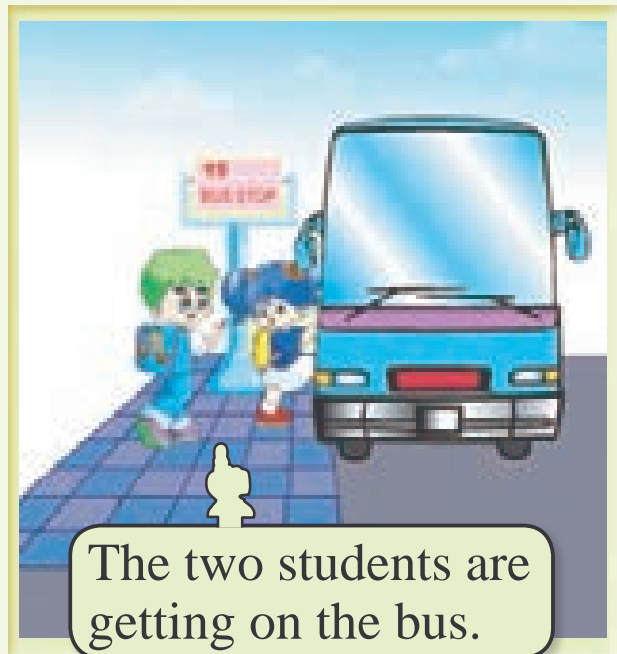
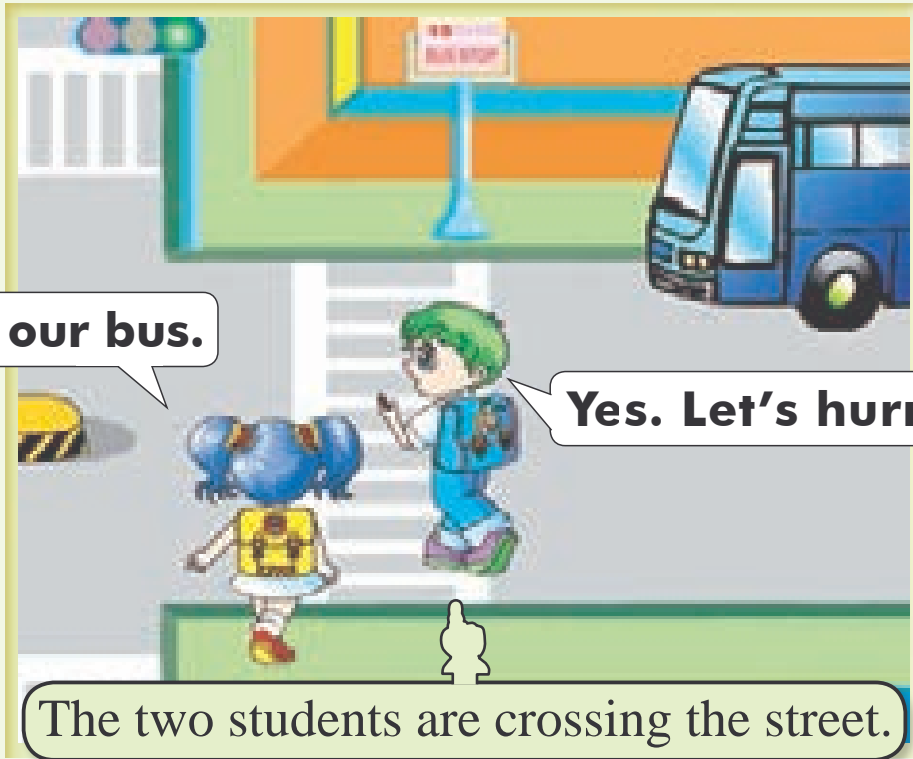
## 4. Read the story. Write the number in the correct circle to show the correct order of the story.

- (1) Tom is walking to a flower shop. He is going to buy some flowers for his mom.
- (2) Tom is looking at the flowers.
- (3) Tom is buying some flowers.
- (4) Tom is giving the flowers to his mom.

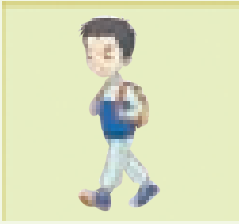




1. Act it out.



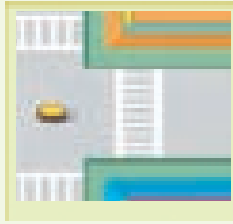
## 2. Listen, look and say.



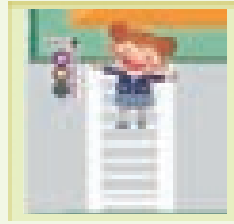
student



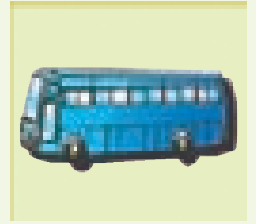
children



street



cross



bus

## 3. Read the words in the word box. Write them on the correct lines.

student cut use truck juice beautiful sun

words with the short **u** sound  
like the **u** in **bus**

words with the long **u** sound  
like the **u** in **music**

## 4. Read the story. Write the number in the correct circle to show the correct order of the story.

- (1) Jenny is doing her homework at home.
- (2) Jenny and her friend Andrew are going to play in the park. They are getting on the bus.
- (3) Jenny and Andrew are in the park. They are flying kites.
- (4) Jenny and Andrew are walking out of the park.



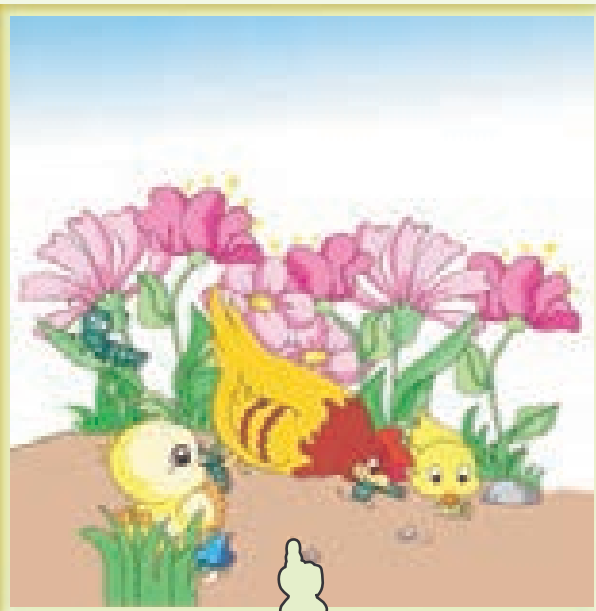
## 1. Act it out.



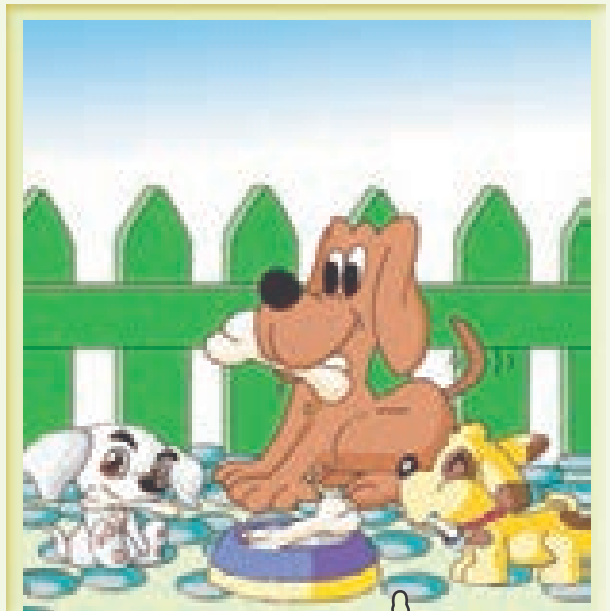
The cats are going to eat fish.



The sheep are going to eat grass.



The chickens are eating worms.



The dogs are eating bones.

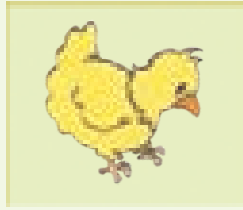
## 2. Listen, look and say.



cat



sheep



chicken



dog



worm

## 3. Listen to the story. Finish the sentences with words from the story.



Cats and dogs make good pets. Cats drink milk and they love to play. Dogs eat bones and they love to run. Sheep and chickens live on the farm. Sheep love to eat grass. Chickens love to eat worms.

- (1) Cats and dogs make good \_\_\_\_\_.
- (2) Cats drink \_\_\_\_\_ and love to \_\_\_\_\_.
- (3) Dogs eat \_\_\_\_\_ and love to \_\_\_\_\_.
- (4) Sheep and chickens live on the \_\_\_\_\_.

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

(1) Pat, cut the cake



Pat is going to cut the cake.



Pat is cutting the cake.

(2) Jenny, tie the bell on her pet



(3) Mike, have dinner



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



(1) bones in the dish, is going to

There are bones in the dish.

The dog is going to eat the bones.



(2) milk in the bowl, is going to

\_\_\_\_\_

\_\_\_\_\_



(3) fish in the dish, are going to

\_\_\_\_\_

\_\_\_\_\_



(4) worms on the ground, are eating

\_\_\_\_\_

\_\_\_\_\_

**3. Let's sing!**

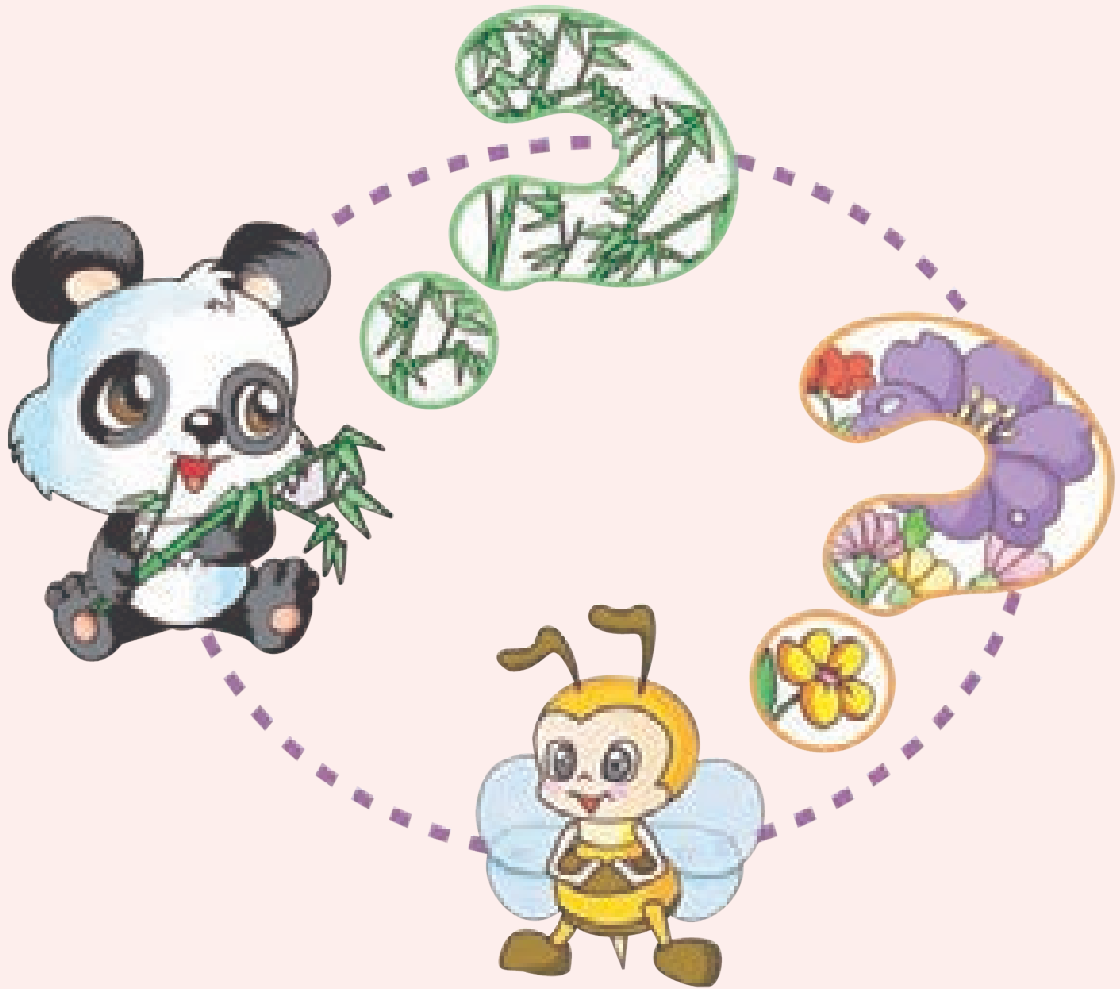


**Once a farmer had a dog,  
And Bingo was his name, Oh!  
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,  
And Bingo was his name, Oh!**

Where are the nuts?  
Where are the flowers?  
Where is the bamboo?  
Where is the meat?  
Let's find them.



# UNIT 2



WHERE ARE THEY?



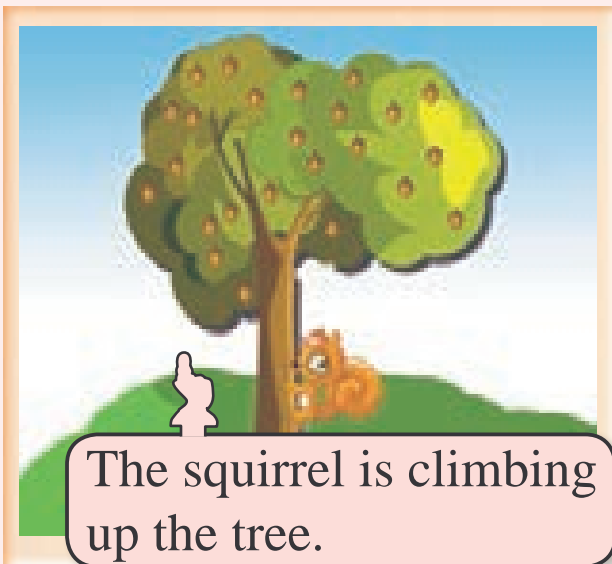
1. Work in groups.

Where can I find nuts, monkey?

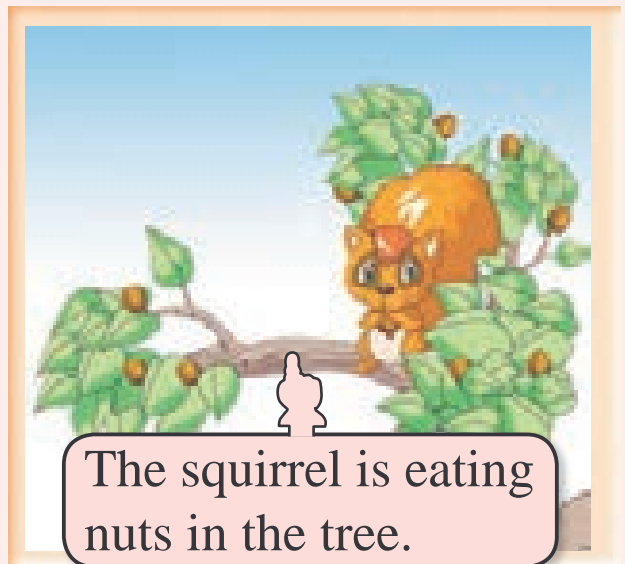
You can find nuts in the tree.



Great! I'll climb up the tree to find some nuts.



The squirrel is climbing up the tree.

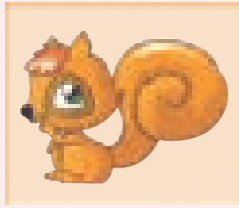


The squirrel is eating nuts in the tree.

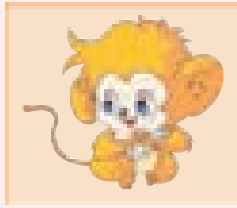
2. Listen, look and say.



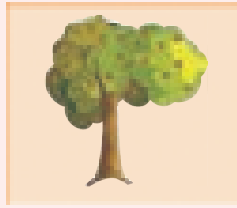
nuts



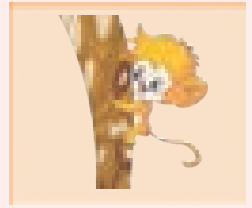
squirrel



monkey



tree



climb

3. About **where** and **what**: Finish the sentence with **Where** or **What**. Then answer the question. The first one is done for you.

(1) Where do you want to have dinner?  
I want to have dinner at home.



(2) \_\_\_\_\_ do you want to eat?  
\_\_\_\_\_



(3) \_\_\_\_\_ is your favorite color?  
\_\_\_\_\_



(4) \_\_\_\_\_ do you live?  
\_\_\_\_\_



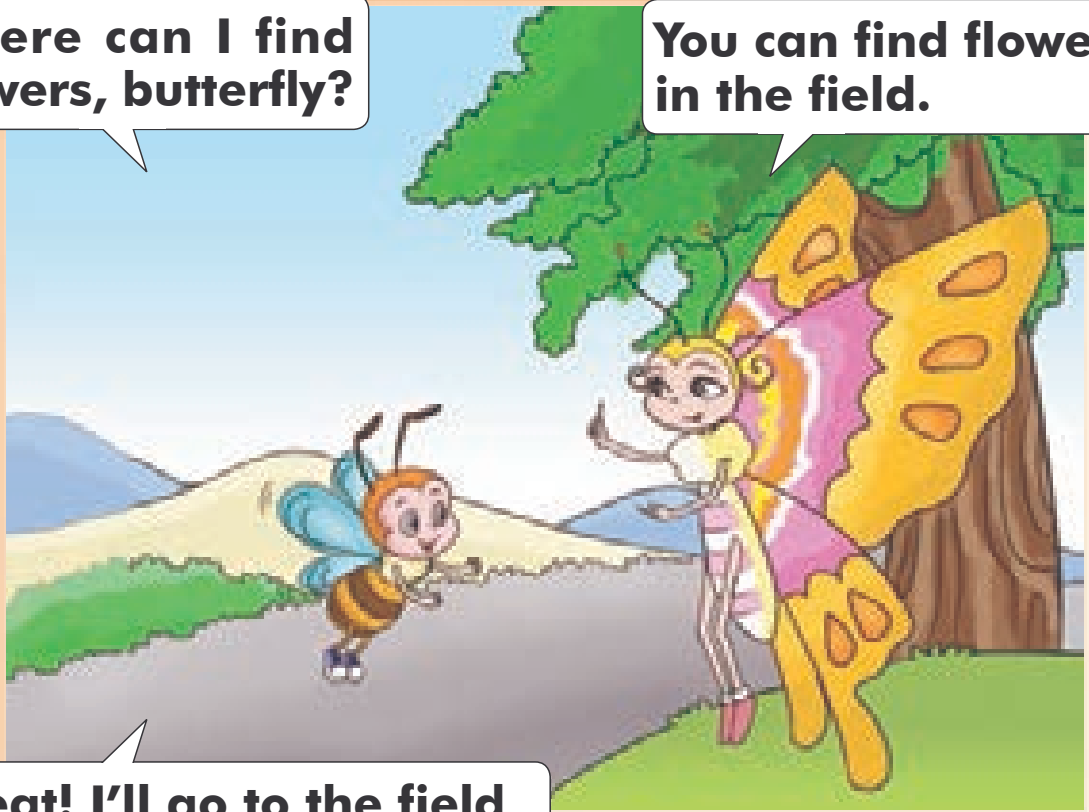
(5) \_\_\_\_\_ will Jane wait for you?  
\_\_\_\_\_



1. Work in groups.

Where can I find flowers, butterfly?

You can find flowers in the field.



Great! I'll go to the field to find some flowers.

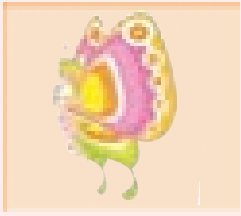


The bee is flying to the field.

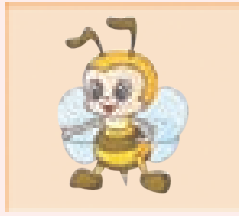


The bee is collecting nectar from flowers.

**2. Listen, look and say.**



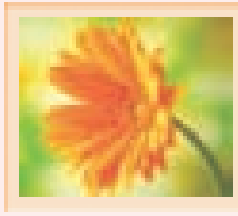
**butterfly**



**bee**



**field**

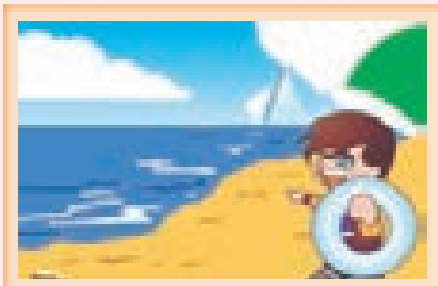


**flower**



**nectar**

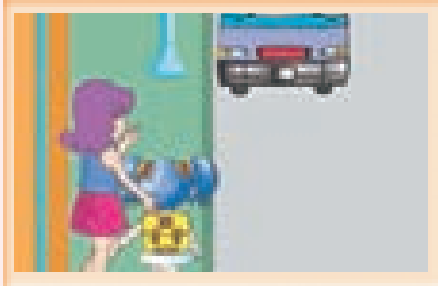
**3. Look at the picture. Tick the correct answer.**



- A. I'll go swimming.
- B. I'm swimming.



- A. The leaves will fall.
- B. The leaves are falling.



- A. We'll take a bus.
- B. We're on the bus.



- A. They will kick shuttlecocks.
- B. They are kicking shuttlecocks.

1. Work in groups.

Where is bamboo, deer?

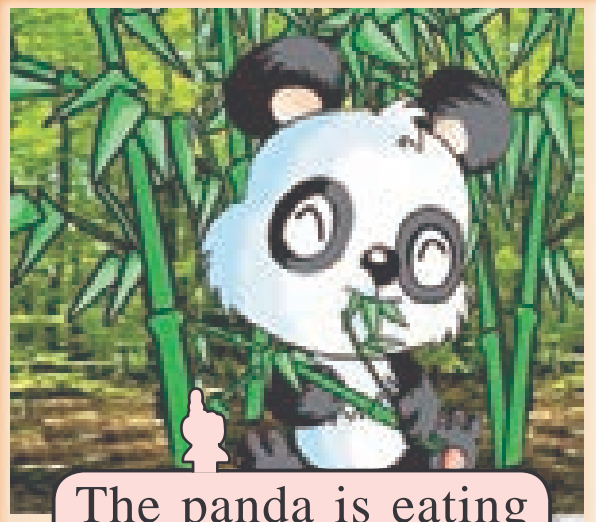
Bamboo is in the bamboo forest.



Great! I'll go to the forest to find some bamboo.



The panda is walking to the bamboo forest.



The panda is eating bamboo in the forest.

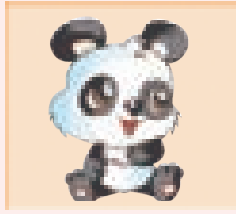
**2. Listen, look and say.**



**bamboo**



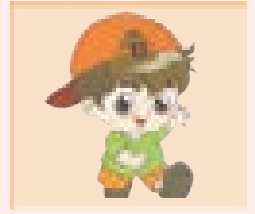
**forest**



**panda**



**deer**



**walk**

**3. Look at the picture. Read the sentence. Tick the correct word.  
Write it on the line.**



*Scott and Jenny are learning to color bamboo.*

- (1) Panda Scott wants to color the bamboo \_\_\_\_\_.  
(yellow, blue)
- (2) Panda Jenny wants to color the bamboo \_\_\_\_\_.  
(yellow, blue)
- (3) Mother Panda wants to color the bamboo \_\_\_\_\_.  
(yellow, blue, green)
- (4) Mother Panda uses \_\_\_\_\_ to color the bamboo green.  
(yellow and blue, brown)

1. Work in groups.

Where is meat, little boy?

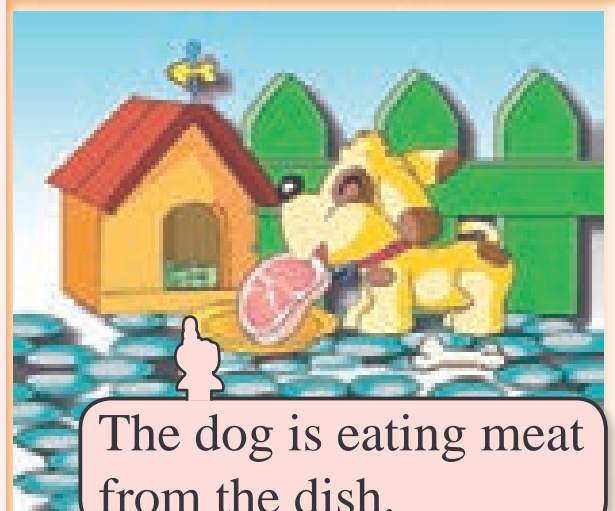
Meat is in  
the dish.



Great! I'll go eat meat from the dish.



The dog is running  
to the dish.

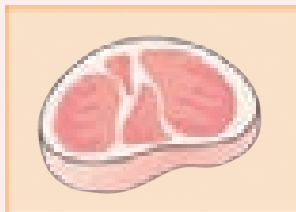


The dog is eating meat  
from the dish.

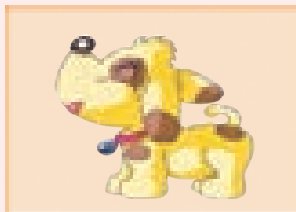
2. Listen, look and say.



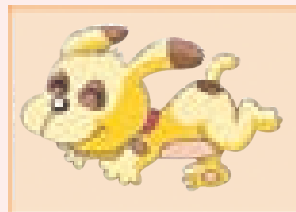
dish



meat



dog



run

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



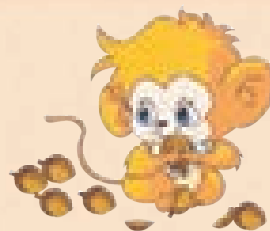
There \_\_\_\_\_ one  
pear in the tree.



Cathy and Jane \_\_\_\_\_  
walking to school.



Some boys \_\_\_\_\_  
playing football.



The monkey \_\_\_\_\_  
eating nuts.



Where \_\_\_\_\_  
my crayons?



Where \_\_\_\_\_ my pen?



1. Work in groups.

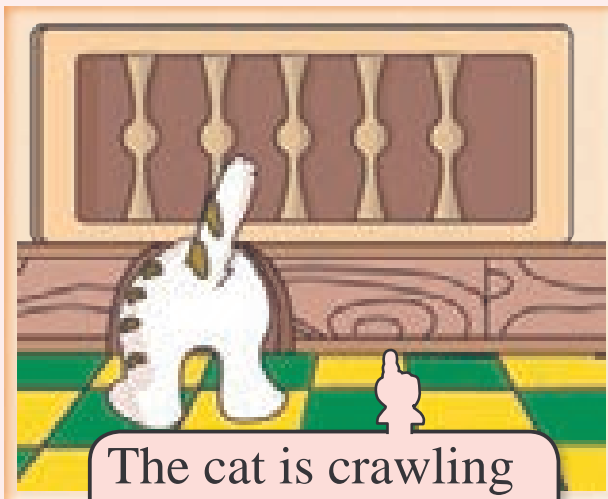
Where are you, mouse?

I'm in the hole.

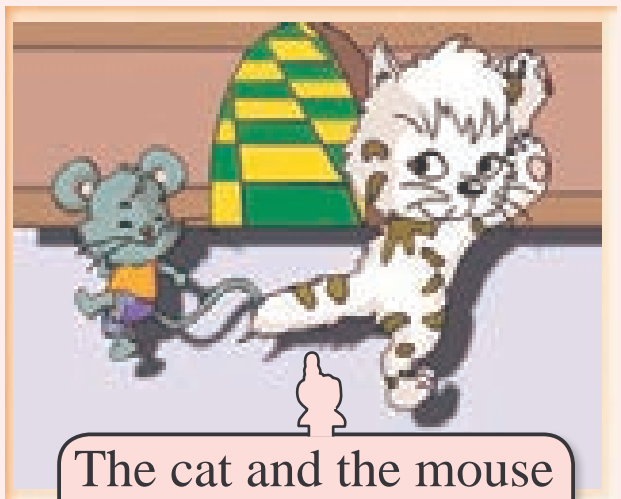


Can I play with you?

Sure. Come into the hole.

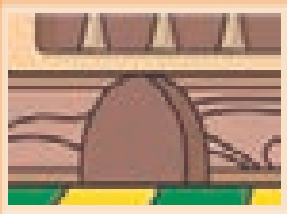


The cat is crawling into the hole.



The cat and the mouse are playing in the hole.

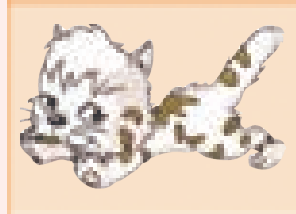
**2. Listen, look and say.**



**hole**



**mouse**



**cat**



**crawl**

**3. Listen to the story. Then follow the directions.**



There are many ways to play. We can jump rope. We can kick the shuttlecock. We can play football. We can fly kites. We can play games. We can play with teddy bears.

What do you like to play?

(1) Tick two ways you want to play with your friends.

A. Play a game.

B. Fly kites.

C. Jump rope.

D. Play football.

(2) What's your favorite way to play?

---

1. Work in groups.

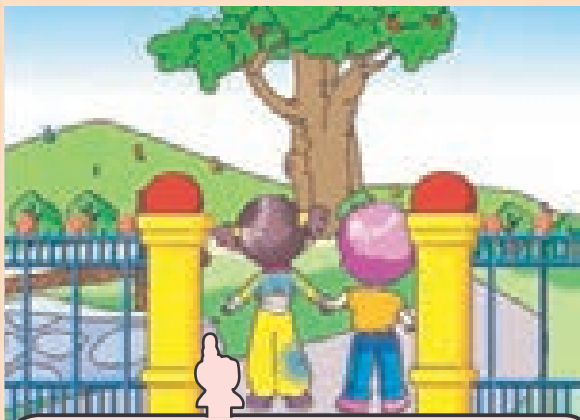
Where are you, Dale?

I'm behind the door.



Can we jump rope in the garden?

Sure. Let's go.



Tom and Dale are walking into the garden.



Tom and Dale are jumping rope in the garden.

**2. Listen, look and say.**



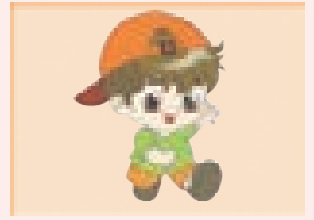
**rope**



**jump rope**



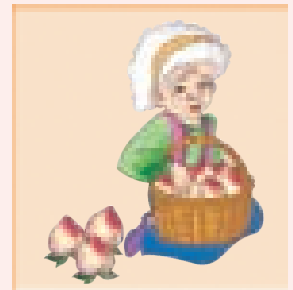
**garden**



**walk**

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

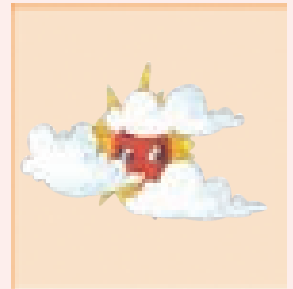
The sun is behind the clouds.



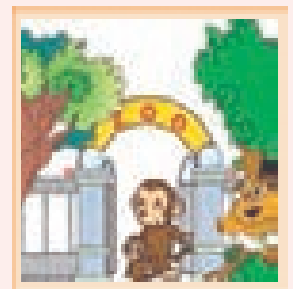
The monkeys are walking into the zoo.



My grandma is putting the peaches into the basket.



The peaches are in the basket.



1. Listen, look and say. Write the word on the line.



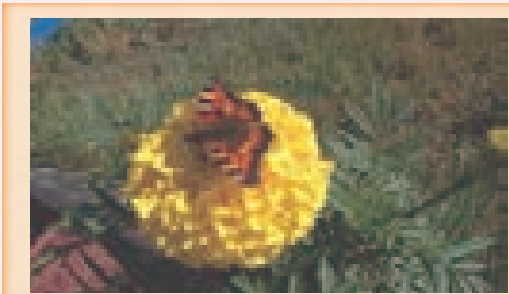
2. Write two sentences to tell about each picture. The first one is done for you.



(1) deer, apples and pears

I am a deer.

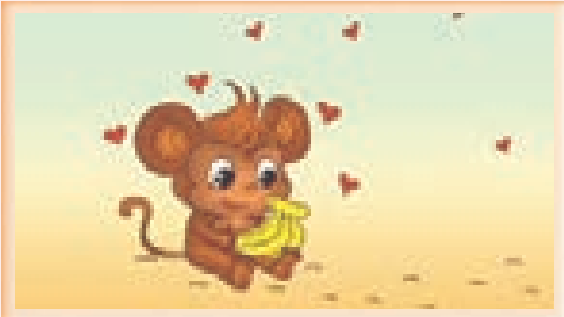
I love apples and pears.



(2) butterfly, flowers

\_\_\_\_\_

\_\_\_\_\_



(3) monkey, bananas

---

---

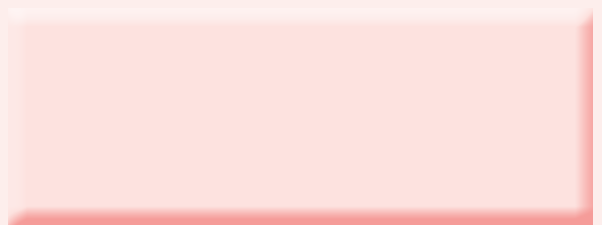


(4) cat, fish

---

---

**3. Write three kinds of food you like in the oval. Then draw the pictures of the food in the rectangle.**



**4. Work out the riddle. Tick the correct picture. Write the answer on the line.**

I'm a small animal. I have a big and long tail. I live in trees. My favorite food is nuts.

What am I?

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



I sing when I'm happy.  
I smile when I'm happy.  
What do you do  
When you are happy?



# UNIT 3



## FEELINGS AND REACTIONS



1. Work in pairs.

What do you do when you're happy?



I smile or dance.



What do you do when you're sad?



I cry or talk to my mother.

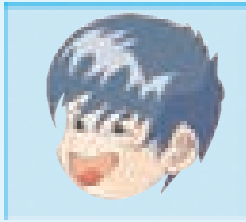
## 2. Listen, look and say.



smile



cry



happy

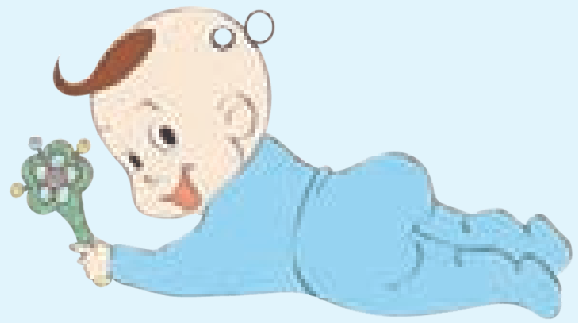


sad



dance

## 3. Listen to the story. Then answer the questions.



Babies are small. They cry a lot. They cry when they are hungry. They cry when they are thirsty. They cry when they are wet. They cry when they are sleepy.

Babies smile a lot, too. They smile when they see their mothers. They smile when their mothers feed them. They smile when they play with toys.

(1) When do babies cry?

---

(2) When do babies smile?

---

1. Work in pairs.



What do you do when you're angry?



I read a storybook.



I stamp my foot.



I yell or talk to my friend.

I pound the table.

**2. Listen, look and say.**



yell



pound



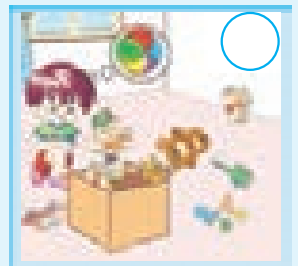
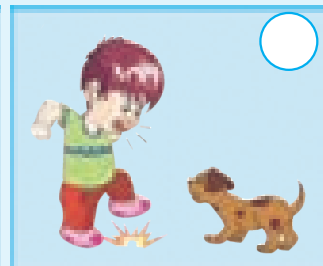
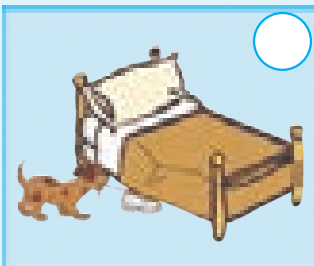
stamp



storybook

**3. Read the story. Write the number in the correct circle to show the correct order of the story.**

- (1) Tom wants to play ball, but he cannot find it.
- (2) His dog pulls his shoe out from under the bed.
- (3) Tom is angry. He stamps his foot and yells at his dog.
- (4) His dog pulls the ball out from under the bed.



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

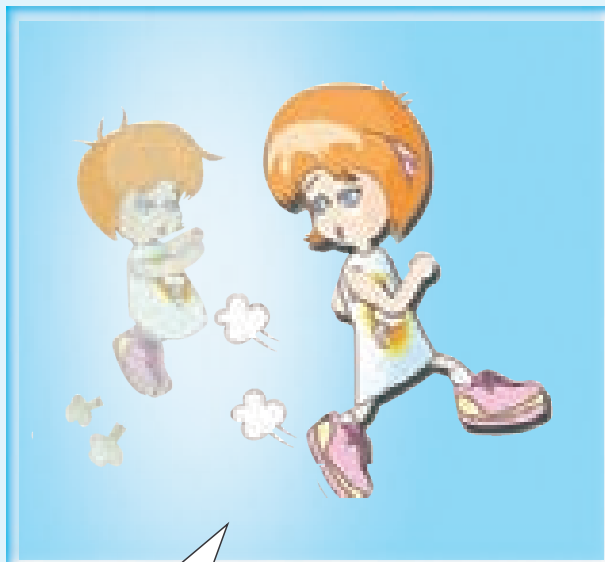
angry stamp ball bed foot pound yell

	f					b				
p			n	d		b	a			
					y					
s	t					d				

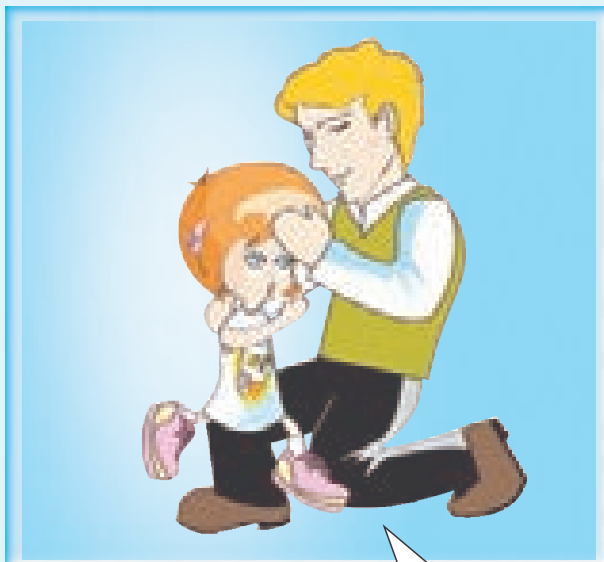
1. Work in pairs.



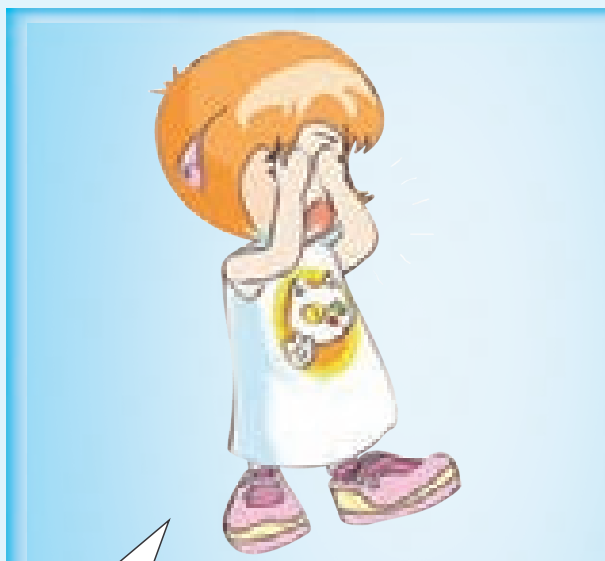
What do you do when you're afraid?



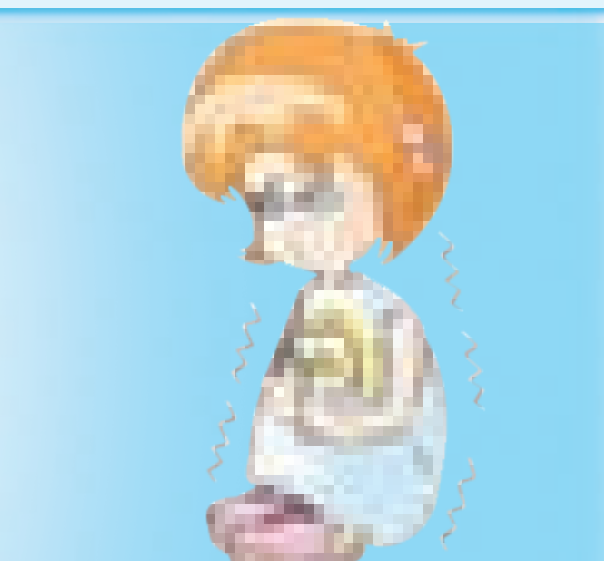
I jump up and run away.



I run to my father.

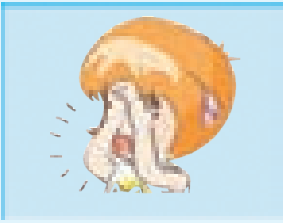


I cover my eyes and scream.

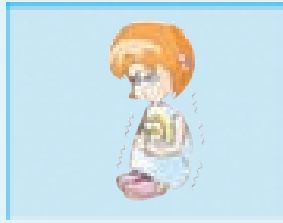


I sit on the floor and shiver.

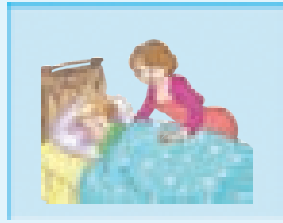
## 2. Listen, look and say.



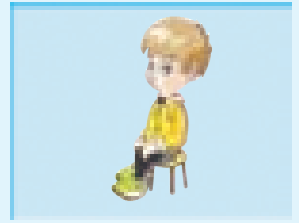
scream



shiver



cover



sit

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



The horse runs away when it sees a tiger.



The girl runs away when she sees a mouse.



The little duck shivers with cold.



The boy screams when the nurse cleans the cut on his leg.



The woman covers her ears with her hands.

1. Work in pairs.



What do you do when you're cold?

I put on my coat.



I drink warm water.



I stamp my feet.



What do you do when you're hot?

I turn on the fan.



I eat ice cream or have a cold drink.



## 2. Listen, look and say.



stamp



drink



drinks



fan

## 3. Look at the picture. Read the sentence. Tick the choice that can follow the sentence.



(1) It's so dark.

A. I'll turn on the TV.

B. I'll turn on the light.



(2) It's so hot.

A. I'll turn on the fan.

B. I'll drink some water.



(3) It's so cold.

A. I'm stamping my feet.

B. I'm clapping my hands.



(4) I'm so happy.

A. I'm crying.

B. I'm dancing.



1. Work in groups.



What do you do when you're hungry?



I eat a sandwich and a hot dog.



I eat noodles.



What do you do when you're thirsty?



I drink fruit juice.



I eat watermelon.

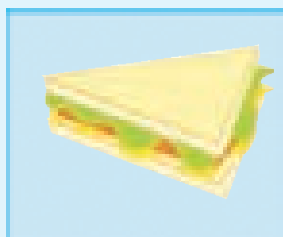
**2. Listen, look and say.**



**watermelon**



**hot dog**

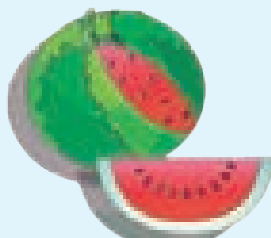


**sandwich**



**noodles**

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



The drink is cold. The tomato is big! The child is angry.

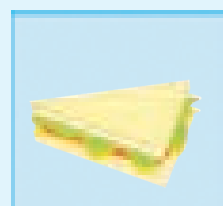
\_\_\_\_\_

\_\_\_\_\_

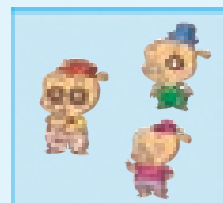
\_\_\_\_\_

**4. Look at the picture. Read the sentence. Tick the correct word. Write it on the line.**

- (1) Jane wants \_\_\_\_\_.  
(a sandwich, sandwiches)



- (2) I see three little \_\_\_\_\_.  
(pig, pigs)



- (3) I want \_\_\_\_\_.  
(a hot dog, hot dogs)



1. Work in groups.



What do you do when you're tired?



I listen to music.



I rest in the chair.



What do you do when you're sleepy?



I yawn.

I rub my eyes.

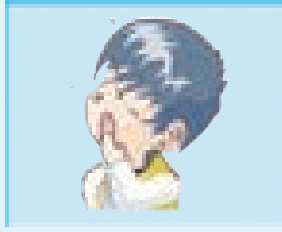


I sleep.

**2. Listen, look and say.**



**rest**



**yawn**



**rub**



**sleep**

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



The boy is sleepy. The boy is sleeping. The girl is hungry.

\_\_\_\_\_

\_\_\_\_\_

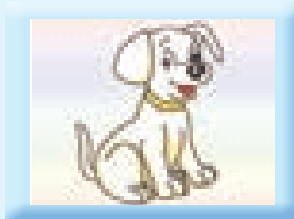
\_\_\_\_\_

**4. Listen to the story. Write the correct name under each dog.**

Spotty, Snowy and Blackie are three little dogs. Snowy is white. He is tired. He is sitting on the floor and resting. Blackie is black. He is sleepy. He is sleeping on the floor. Spotty is black and white. He is hungry. He is going to eat hot dogs!



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

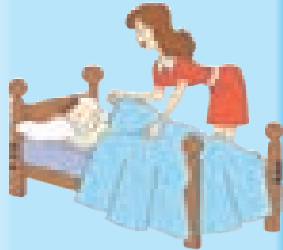
## 1. Listen, look and say. Fill in the missing letters.



sm \_ l \_



\_ ry



co \_ \_ \_



y \_ \_ n



p \_ \_ nd



st \_ \_ p



\_ \_ \_ ver



r \_ \_

## 2. Fun with words.

(1) Find a short word in the longer word. Then write it on the line. The first one is done for you.

stamp storybook sandwich hamburger watermelon  
 am \_\_\_\_\_

(2) Write the opposite of the word or words on the line. The first one is done for you.

happy smile sit hot take off  
 sad \_\_\_\_\_

3. Circle the word that does not tell about the picture. Then write the correct words on the lines. The first one is done for you.



(1) stamp, pound, feet

Please stamp your feet.



(2) smile, cry, play

Babies \_\_\_\_\_ when their mothers \_\_\_\_\_ with them.



(3) cold, shivering, screaming

It's so \_\_\_\_\_.

The little girl is \_\_\_\_\_.

4. Let's sing!



Head and shoulders, knees and toes,  
Knees and toes.

Head and shoulders, knees and toes,  
Knees and toes.

And eyes and ears, and mouth and nose.

Head and shoulders, knees and toes,  
Knees and toes.

Health is important for everyone.  
How can we keep healthy?  
Here is some good advice!



# UNIT 4



ADVICE ON HOW  
TO KEEP HEALTHY

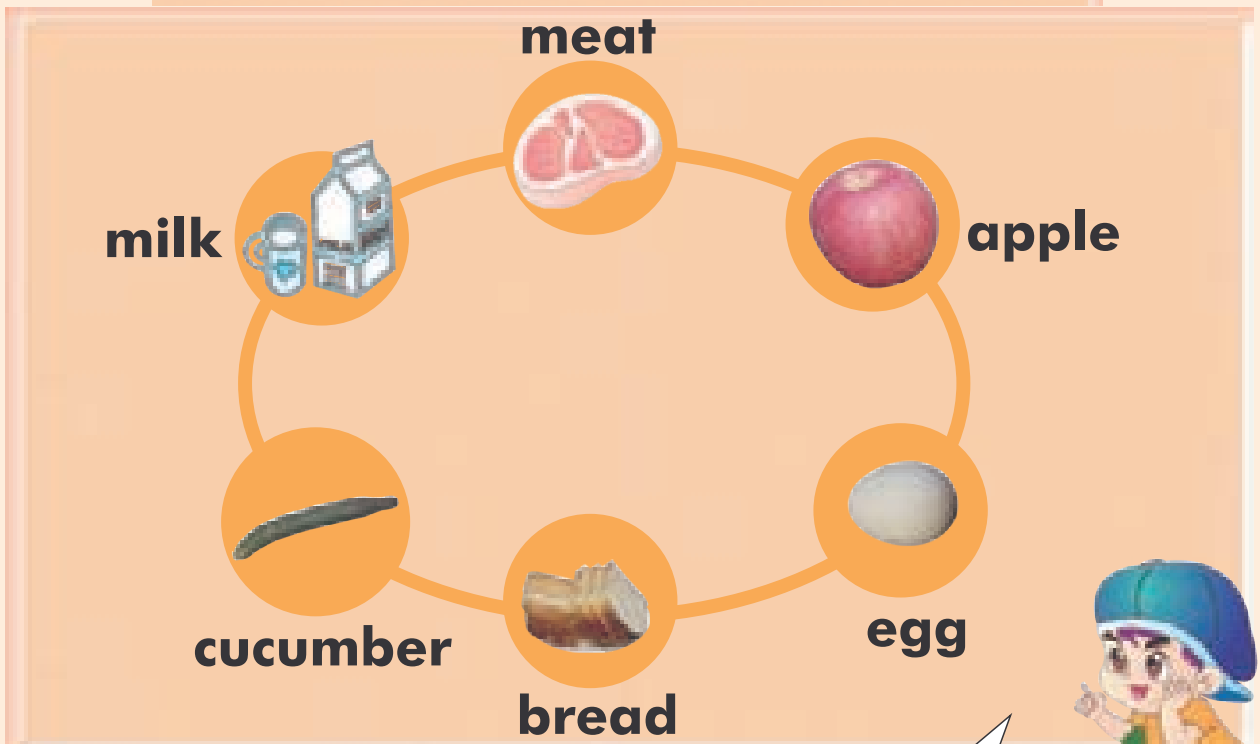


1. Tell your friends about it.



Our body needs food.  
With food, we can play  
and work.

There are different kinds of food:



What's your favorite food?



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



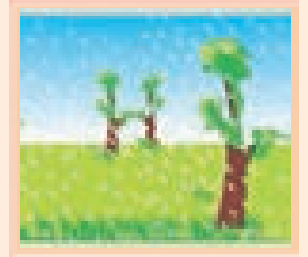
Kids need toys.

Plants need rain.



Animals need food.

People need food.



**3. Listen to the story. Write the missing food words.**

“Breakfast is ready,” says Mom.

There are vegetables, bread and



\_\_\_\_\_ in the dish.

“Do you want an \_\_\_\_\_



?” asks Mom.

“Yes, please,” says Jane. “Can I

have some \_\_\_\_\_?” asks Jane.



“OK,” says Mom.

“What about some ice cream and juice?” asks Jane.

“Not now,” says Mom. “Do you want an apple or an

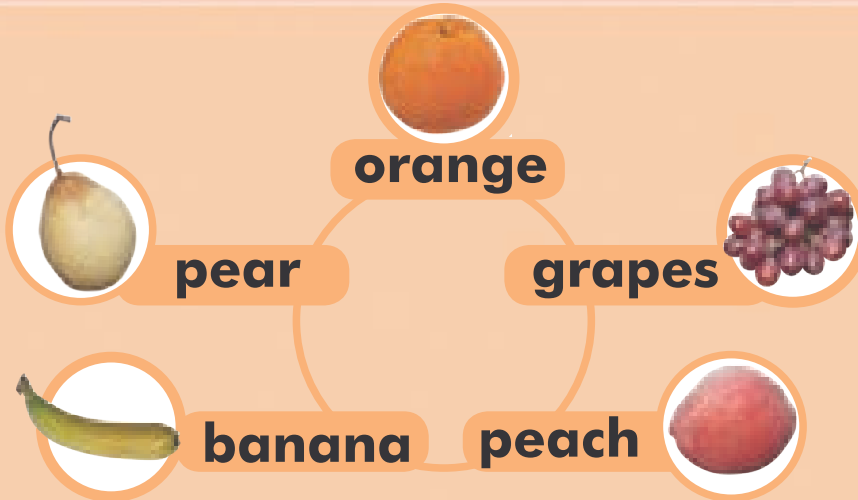
\_\_\_\_\_ ?”



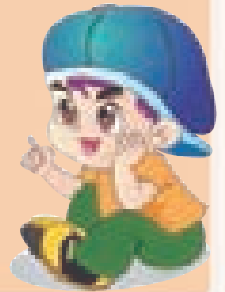
“I want an apple AND an orange!” says Jane.

1. Tell your friends about it.

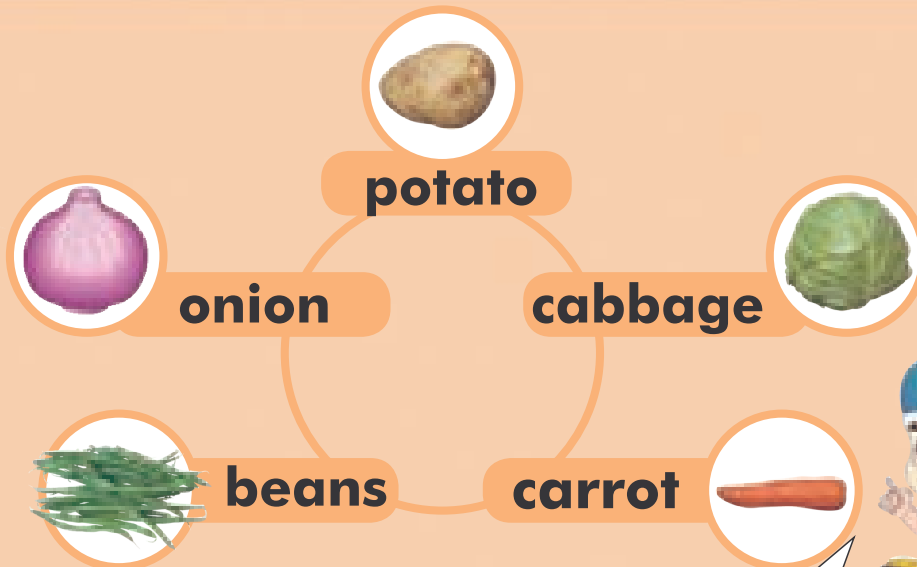
Fruits are healthy food. Here are some fruits:



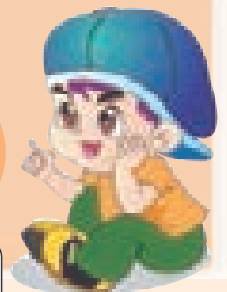
What's your favorite fruit?



Vegetables are also healthy food.  
Here are some vegetables:



What's your favorite vegetable?



**2. Draw a line from each word pair to its short form.**

I am  
you are  
do not  
what is  
there is  
that is  
I will

what's  
that's  
you're  
I'm  
I'll  
don't  
there's

**3. Tick the answer that can finish the sentence. Write the words on the line.**

(1) I \_\_\_\_\_ like the teddy bear.

A. don't

B. doesn't



(2) What do you do when \_\_\_\_\_ tired?

A. I'm

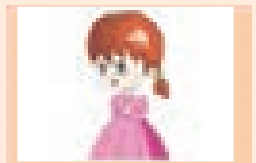
B. you're



(3) \_\_\_\_\_ a Chinese girl.

A. I'm

B. He's



(4) \_\_\_\_\_ take a bus to school.

A. Let's

B. We're



(5) \_\_\_\_\_ a chair behind the desk.

A. Here's

B. There's



1. Tell your friends about it.

Some foods help your teeth and bones grow strong.

A diagram with three orange circles connected by lines. The top circle contains a cup of yogurt and is labeled 'yogurt'. The bottom-left circle contains a block of cheese on a plate and is labeled 'cheese'. The bottom-right circle contains a carton of milk and a glass of milk and is labeled 'milk'. To the right of the diagram is a cartoon boy wearing a blue cap and green pants, sitting on the ground. Below the diagram is a speech bubble containing the text 'Do you like these foods?'.

Some foods are not good for health.

A diagram with four orange circles connected by lines. The top-left circle contains a round cake and is labeled 'cake'. The top-right circle contains several cookies and is labeled 'cookies'. The bottom-left circle contains various candies and is labeled 'candy'. The bottom-right circle contains an ice cream cone and is labeled 'ice cream'. To the right of the diagram is a cartoon girl with a yellow ponytail, wearing a blue top. Below the diagram is a speech bubble containing the text 'Don't eat too much of these kinds of food.'.

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

(1) There is too much water in the glass.

\_\_\_\_\_



(2) There is no meat in the dish.

\_\_\_\_\_



(3) There is not much rice in the bowl.

\_\_\_\_\_



**3. Listen to the story. Tick the correct picture. Write the answer on the line.**

Cats love fish. Mice love cheese. Tigers love meat. Monkeys love bananas. Kids like cake, candy, cookies and ice cream. What food do you like?

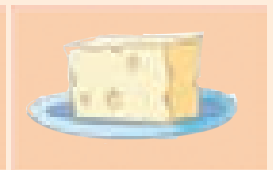
(1) What food will a cat eat?

A cat will eat \_\_\_\_\_.



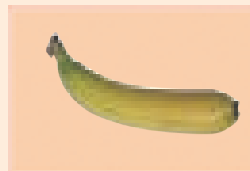
(2) What food will a mouse eat?

A mouse will eat \_\_\_\_\_.



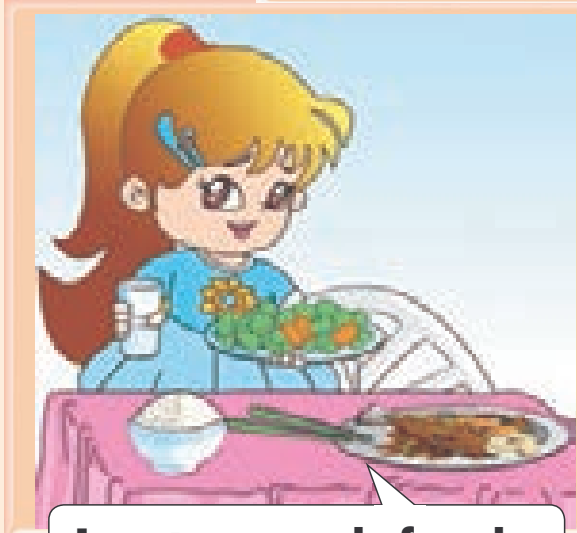
(3) What food will a tiger eat?

A tiger will eat \_\_\_\_\_.

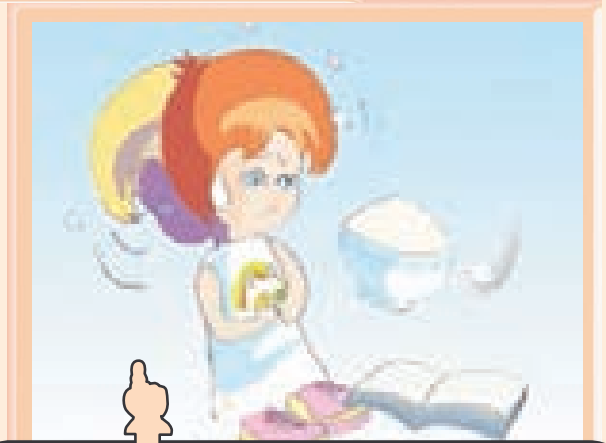


1. Tell your friends about it.

You need to eat enough food.

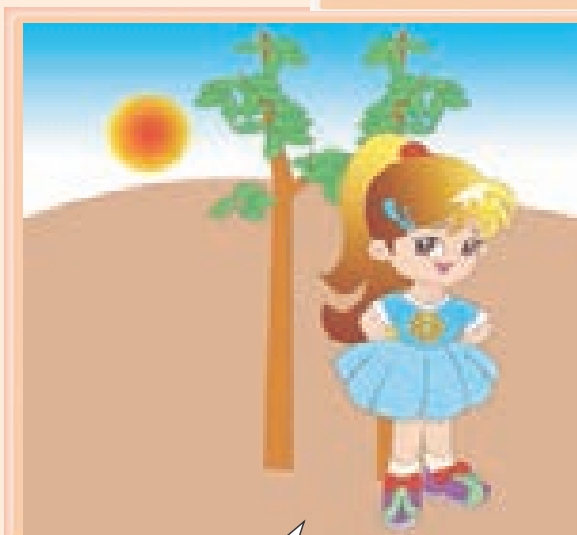


**I eat enough food.  
I'm tall and strong.**

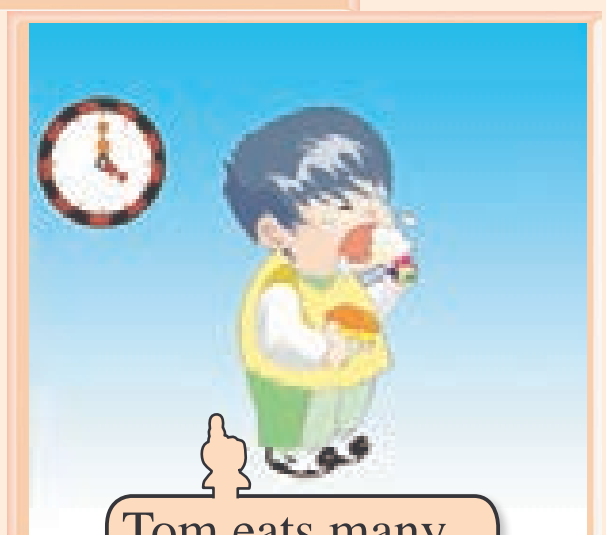


Jane does not eat enough food.  
She is too thin and weak.  
She is often ill.

Don't eat many snacks.



**I eat few snacks. I'm thin.**



Tom eats many  
snacks. He is fat.

**2. Draw a line to match the opposites.**

strong

tall

fat

many

healthy

good

thin

few

weak

short

bad

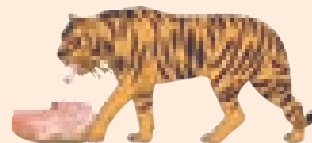
ill

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

(1) My father has \_\_\_\_\_ books.



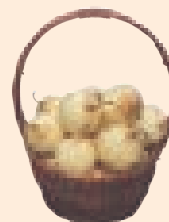
(2) How \_\_\_\_\_ meat does a tiger eat every day?



(3) Does a mouse eat \_\_\_\_\_ cheese?



(4) There're \_\_\_\_\_ pears in the basket.



(5) Don't eat \_\_\_\_\_ cookies.





## 1. Tell your friends about it.

Sports are good for your health. You need to play sports every day. Here are some interesting sports:



**play football**



**play table tennis**



**run**



**jump**



**swim**



**skate**



**play badminton**



**play basketball**

**What's your favorite sport?**



**2. Listen to the story. Then follow the directions.**



Children like to jump. They like to jump on beds. They jump when they dance. They jump when they play basketball. Many children love to jump rope!

Animals like to jump, too. Rabbits do not walk. They jump. Frogs jump, too. They jump out of water and into water. Dogs jump. They jump up for food.

(1) Finish the sentences with words from the text.

- a. Children like to jump on \_\_\_\_\_.
- b. Children jump when they \_\_\_\_\_.

(2) Finish the sentence with **Rabbits**, **Dogs** or **Frogs**.

- a. \_\_\_\_\_ can jump out of water.
- b. \_\_\_\_\_ jump up for food.
- c. \_\_\_\_\_ do not walk. They jump.

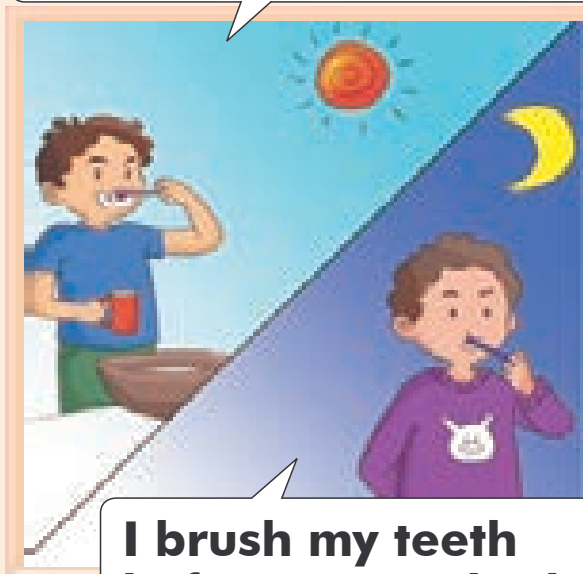
1. Tell your friends about it.

Teeth are important. How can I keep my teeth strong and healthy?



You need to brush your teeth well. You also need to see the dentist.

I brush my teeth in the morning.



I brush my teeth before I go to bed.



I often visit the dentist for a check-up.

**2. Look at the picture. Read the first part of the sentence. Tick the answer that can follow the first part of the sentence.**



(1) I brush my teeth \_\_\_\_\_.

- A. before I go to bed
- B. after I go to school



(2) I wash my hands \_\_\_\_\_.

- A. before I have dinner
- B. when I have dinner



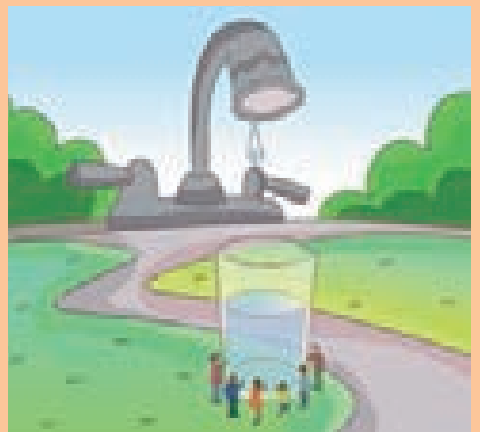
(3) The grass is wet \_\_\_\_\_.

- A. before it rains
- B. after it rains

**3. Listen to the text. Then write T or F after each sentence.**

Water is very important.

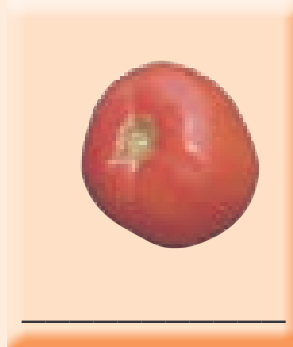
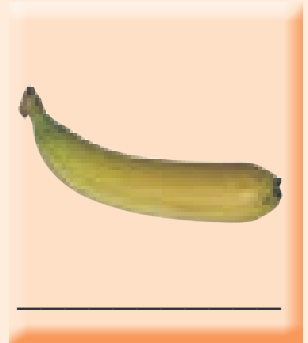
People need to drink water. If they do not drink enough water, they will get ill. Animals need to drink water, too. If they do not drink water, they will die.



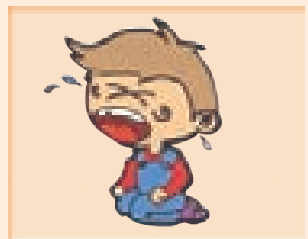
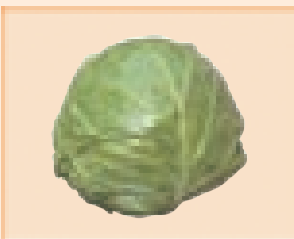
(1) Water is important for people. \_\_\_\_\_

(2) Animals can live if they do not drink water. \_\_\_\_\_

1. Listen, look and say. Write the word on the line.



2. Circle the word whose letter **c** does not sound like the **c** in carrot.



3. Circle the word in each group which does not belong.

(1) tomato

cookie

cake

ice cream

(2) bean

meat

cabbage

cucumber

(3) football

basketball

skating

table tennis

4. Look and read. Draw 😊 or 😞 .



These foods are healthy.  
Eat them when you want to.



These are snacks.  
Don't eat too many.



Brush your teeth well.  
Visit the dentist.



Eat enough vegetables.

5. Let's make a fruit salad: What fruits do you want to have in your salad? Circle them and write their names on the lines.



---

---

We give and we take.  
We are kind to others,  
And others are kind to us.  
Let's read the story  
*Give and Take.*



# FUN READING



**GIVE AND TAKE**



It was winter. It was snowing hard.

**I'm so hungry. I'll go out to find some food.**



Little Rabbit was looking for food. She dug in the earth and found two carrots.



**Yummy!**

Little Rabbit ate one carrot right away.



Little Rabbit wanted to eat the other carrot. Then she stopped. She thought of her friend, Little Donkey.

**Little Donkey may be hungry, too. I'll take this carrot to him.**

Little Rabbit took the carrot to Little Donkey's house, but Little Donkey was not at home.



**Where's Little Donkey? I'll leave the carrot at the door.**



Little Rabbit left the carrot at the door.

Little Donkey was looking for food. He dug in the earth and found two potatoes. He ate one right away.

Yummy!



He wanted to eat the other potato. Then he stopped. He thought of his friend, Little Sheep.



**Little Sheep may be hungry, too. I'll take this potato to her.**

Little Sheep was not at home.



**Where's Little Sheep? I'll leave the potato on the windowsill.**



Little Donkey left the potato on the windowsill.

**Yummy!**



Little Sheep was looking for food. She dug in the earth and found two cabbages. She ate one right away.

Little Sheep wanted to eat the other cabbage. Then she stopped. She thought of her friend, Little Deer.

**Little Deer may be hungry, too. I'll take this cabbage to him.**

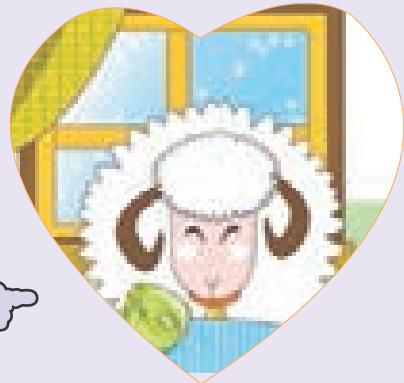


Little Deer was not at home.

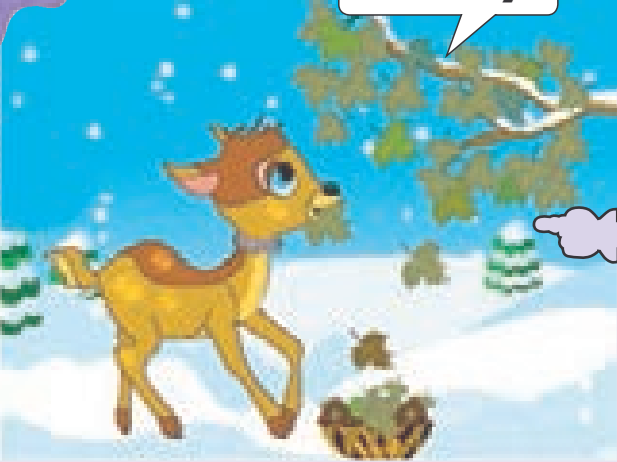


**Where's Little Deer? I'll leave the cabbage on the table.**

Little Sheep left the cabbage on the table.



**Yummy!**



Little Deer was looking for food. He picked leaves from the tree. He ate some right away.

He wanted to eat all the leaves. Then he stopped. He thought of his friend, Little Rabbit.

**Little Rabbit may be hungry, too. I'll take the leaves to her.**



Little Rabbit was not at home.

**Where's Little Rabbit? I'll leave the leaves in the basket.**

Little Deer left the leaves in the basket.





Little Rabbit came home. She saw some leaves in the basket.

**How kind of someone to give me the leaves!**



Little Rabbit ate the leaves. She felt very happy.

Little Donkey came home. He saw a carrot at the door.

**How kind of someone to give me the carrot!**

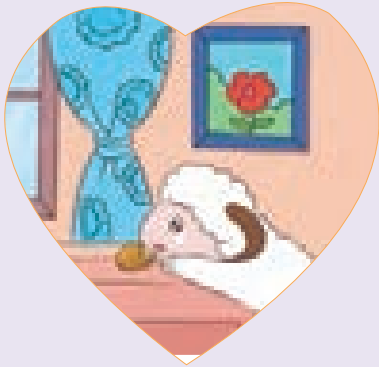


Little Donkey ate the carrot. He felt very happy.

Little Sheep came home.  
She saw a potato on the  
windowsill.



**How kind of someone  
to give me the potato!**



Little Sheep ate the potato.  
She felt very happy.

Little Deer came home.  
He saw a cabbage on the table.



**How kind of someone to  
give me the cabbage!**

Little Deer ate the cabbage.  
He felt very happy.



donkey	驴	(67)	leave (left)	把……留在	(67)	someone	某人	(71)
dug	挖	(66)	look for	寻找	(66)	then	然后	(67)
earth	土	(66)	may	可能	(67)	windowsill	窗台	(68)
hard	猛烈地	(66)	other	其他的	(67)	yummy	美味的	(66)
kind	友好的	(71)	right away	立刻	(66)			

# VOCABULARY

## A

after 在……之后 (61)  
also 也 (52)

## B

badminton 羽毛球 (58)  
bamboo 竹子 (22)  
bean 豆子, 蚕豆 (52)  
before 在……之前 (60)  
behind 在……后面 (28)  
bell 铃铛, 钟 (4)  
body 身体 (50)  
bottle 瓶 (7)  
bowl 碗 (6)  
but 但是 (37)  
butterfly 蝴蝶 (20)

## C

cabbage 卷心菜, 圆白菜 (52)  
carrot 胡萝卜 (52)  
chair 椅子 (44)  
check 检查, 核对 (60)  
    check-up 检查 (60)  
cheese 奶酪 (54)  
collect 采集 (20)  
cookie 饼干 (54)  
cover 盖, 覆盖 (38)  
crawl 爬, 爬行 (26)  
crayon 蜡笔 (25)

cry 哭, 大声喊叫 (34)  
cut 切(开), 伤口 (2)

## D

deer 鹿 (22)  
dentist 牙医 (60)  
die 死, 死亡 (61)  
different 不同的 (50)  
drink 饮料, 酒 (40)

## F

fan 风扇, 扇子 (40)  
farm 农场 (13)  
few 少数的, 不多的 (56)  
field 田地, 领域 (20)  
find 找到 (18)

## G

garden 花园 (28)  
grow 生长, 发育, 种植 (54)

## H

health 健康 (54)  
healthy 健康的 (52)  
hole 洞 (26)  
hot dog 热狗 (42)  
hurry up 赶紧 (10)

## I

if 如果 (61)  
ill 生病的 (56)  
important 重要的 (60)



interesting 有趣的	(58)
into 到……里面	(26)
<b>K</b>	
keep 保持, 保存	(60)
kid 小山羊, 小孩	(51)
kind 种类	(50)
<b>L</b>	
learn 学习, 学会	(23)
listen (to) 听, 收听	(44)
<b>N</b>	
*nectar 花蜜	(20)
*nut 坚果	(18)
<b>O</b>	
often 经常	(56)
onion 葱头	(52)
out 向外, 在外	(11)
<b>P</b>	
peach 桃子	(29)
pear 梨	(25)
potato 土豆	(52)
pound 连续重击	(36)
pull 拉, 拖	(37)
<b>R</b>	
rest 休息	(44)
*rub 揉擦	(44)
<b>S</b>	
*scream 尖叫	(38)
*shiver 哆嗦	(38)
shop 商店	(9)
sit 坐	(38)
sleepy 困的	(35)

smile 微笑	(34)
snack 小吃, 快餐	(56)
sport 运动	(58)
squirrel 松鼠	(18)
street 街道	(10)
<b>T</b>	
table 桌子	(2)
talk 谈话, 说话	(34)
teddy bear 玩具熊	(27)
tennis 网球	(58)
table tennis 乒乓球	(58)
their 他们的, 她们的, 它们的	(35)
tie (tying) 系	(4)
<b>V</b>	
visit 拜访, 参观	(60)
<b>W</b>	
watermelon 西瓜	(42)
way 方式, 路, 路线	(27)
will ('ll) 将要, 会	(19)
I'll = I will 我将要	(18)
work 工作, 工作成果	(50)
worm 虫子	(12)
<b>Y</b>	
*yawn 打哈欠	(44)
*yell 大叫	(36)

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、王浩、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。

清华大学大、中、小学“一条龙英语”项目组

2013年12月

于清华园

# ENGLISH



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