义务教育教科书

教师教学用书

英语

七年级

下册



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说　明

本套教材是人民教育出版社和（美国）圣智学习集团合作，依据《义务教育英语课程标准》（2011年版）的基本理念、内容和要求，在2003年版《义务教育课程标准实验教科书 英语（新目标）》的基础上修订而成。在教材修订时，一方面我们力图保持教材原有的特色，比如采用任务型教学（Task-based Language Teaching）模式，融汇话题、交际功能和语言结构，帮助学生在实践中循序渐进地学习语言知识，发展语言运用能力。另一方面我们努力体现和落实课程标准的基本理念和教学要求，比如体现英语教育“工具性”和“人文性”相结合的要求，突出“以人为本”的教育思想，在培养学生综合语言运用能力的同时，培养学生的学习策略，丰富学生的思维方式，发展学生的合作能力和创新能力，提高学生的文化意识及人文素养，从而全面提高学生的综合素质。

本套教材共分为五册，七至八年级每学期一册，九年级为全一册。

《教师教学用书》是本套教材的重要组成部分，本册教材共有12个单元，供七年级下学期使用。

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目 录（Contents）

前言（Preface） …… 1

Unit 1 Can you play the guitar? …… 1

Unit 2 What time do you go to school? …… 31

Unit 3 How do you get to school? …… 63

Unit 4 Don't eat in class. …… 91

Unit 5 Why do you like pandas? …… 123

Unit 6 I'm watching TV. …… 152

Unit 7 It's raining! …… 181

Unit 8 Is there a post office near here? …… 212

Unit 9 What does he look like? …… 238

Unit 10 I'd like some noodles. …… 267

Unit 11 How was your school trip? …… 293

Unit 12 What did you do last weekend? …… 320

附录：单元参考译文（Translation of the text） …… 345

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前　言（Preface）

本套教材是依据《义务教育英语课程标准》（2011年版）的精神，根据国内外先进外语教学理念编写而成。它是一套能体现我国中学生心理和认知特点，满足广大中学生学习需求的英语教材。现针对本套教材编写的指导思想、主要特点、体系结构以及教学和评价建议等方面做如下说明。

一、教材编写的指导思想

（一）坚持外语教学“工具性”和“人文性”的统一，以发展学生的综合语言运用能力为目标，重视培养学生积极的学习态度和情感，并以发展跨文化意识、促进心智发展、增强爱国主义精神、提高综合人文素养为主要任务。

（二）充分体现“以人为本”的科学发展观，既面向全体学生，又关注并体现学生的个体差异。教材内容的安排符合学生的认知水平，联系学生的生活实际，注意激发学生的学习兴趣，促进学生综合平衡发展。

（三）强调学习过程，体现语言学习的渐进性、实践性和应用性。教材通过创设具体语境，设计循序渐进的语言实践活动，让学生在“用英语做事情”的过程中获得语言知识、发展语言运用能力。

（四）重视语言学习策略和教学策略的培养，帮助学生提高英语学习效率。首先，教材让学生通过体验、实践、参与、探究和合作等方式感悟、发现并总结语言规律，有效学习语言知识，培养语言学习的策略和能力。其次，教材编写有利于引导教师教育思想和教学方法的转变，有利于促进教师专业发展。

（五）体现时代发展新要求、社会新变化和科学技术新进展。教材内容的编写体现“贴近时代、贴近生活、贴近学生”的原则，密切联系我国初中学生的生活实际和语言学习特点，将趣味性和教育性相结合。

二、教材主要特点

（一）采用“话题、功能、结构、任务”相结合的编写思路。

教材编写从实际出发，兼收并蓄，集各种方法于一体，采取了“话题、功能、结构、任务”相结合的路子。教材以“话题”统领每个单元的教学内容，语法结构为表述话题内容和实现与话题内容相关的交际功能服务。为

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此，教材采用不同层次的“任务”的形式来组织教学活动，让学生通过“用语言做事情”来学习和使用英语。

（二）采用“任务链”式活动设计，小步推进，螺旋上升。

本套教材突出体现了“任务型语言教学思想”(Task-Based Language Teaching)，强调语言学习的实践性，重视学生对语言学习过程的参与和互动。教材充分考虑学生语言能力形成的过程性和渐进性，活动设计和内容安排采用“任务链”(task-chain)的形式，每一个独立板块的教学内容及教学活动环环相扣，小步推进，螺旋上升。“任务链”有助于降低语言学习的难度，帮助学生顺利达成语言目标，有利于激发学生的学习热情和学习动力。

（三）单元教学结构层次分明、循环递进。

本套教材单元内容的设计采用分层结构和循环递进的方式，每个单元主要分为Section A和Section B两部分。Section A是基本的教学内容，着重于听说训练，兼顾语法学习；Section B在Section A的基础上将话题进一步拓展，除听说外着重训练学生的阅读和写作技能，帮助学生灵活运用所学语言进行口、笔头输出。教材的单元结构体现了“先听说、后读写、再评价”的教学思路。

（四）题材广泛，内容丰富，语言真实、地道、鲜活。

本套教材题材广泛，内容贴近时代、贴近生活、贴近学生，符合我国初中学生的生理和心理发展需求。教材话题内容紧密联系中外学生的生活实际，从学生的家庭生活和学校生活开始，向社会生活拓展，为学生提供了鲜活生动的语言素材。此外，本套教材的编写采用中外合作的模式，外方作者深入教材编写，保证了语言的真实性和地道性。教材录音以美式英语为主，兼顾英式英语，特别是听力对话部分内容生动，为学生提供了原汁原味、真实地道的语言，保证了高质量的语言输入。

（五）重视文化内容的渗透，开阔学生文化视野，提高学生人文素养。

本套教材重视培养学生综合语言运用能力，不仅充分体现了英语学习的工具性，也非常重视文化内容的渗透和思想品德教育。教材既介绍了英语国家的文化，又介绍了我国民族文化，同时还介绍了其他非英语国家的文化，让学生通过英语学习扩大视野，了解世界文化的多元性，对世界文化形成开放、包容的心态，并培养跨文化交际能力。同时，教材力图增强学生对本民族文化的了解与热爱，培养学生用英语介绍我国文化的能力。此外，教材也体现了素质教育思想，特别是思想品德教育，注重对学生品格的培养，力求帮助学生形成正确的人生观与价值观。

（六）重视学习策略指导，培养学生自主探究和合作学习的能力。

本套教材重视学习策略的指导，在听、说、读、写各项技能训练和语

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言知识训练中都渗透了学习策略的培养，如听前、读前的预测，听中、读中的推理和判断、词汇猜测等。教材还优化了Self Check部分的活动，除了提供单元学习成果检测活动外，更侧重引导学生归纳所学知识，发展学生的自主学习能力。教材中设计了很多结对活动和小组活动，不仅让学生有更多机会操练新语言，还为学生提供了合作学习的平台，让学生使用所学语言交流信息、分享学习成果或共同解决某个问题，并在此过程中互相帮助，共同进步。

（七）重视教学资源建设，提供多媒体、立体化的教学服务。

本套教材在设计开发之初就考虑到教学资源的建设，除了学生用书、教师教学用书、录音磁带等最基本的教学材料之外，我们还配备了与教材内容同步的《练习册》《同步解析与测评》等。除纸质资源外，我们还开发了丰富的数字教学资源，如人教数字校园、教学示范录像课DVD，教学资源CD-ROM等。另外，“人教网”（http://www.pep.com.cn）为本套教材开辟了初中英语教学专栏，提供了丰富的教学资源，供教师和学生参考使用。

（八）建立系统的评价体系。

评价是英语课程的重要组成部分，其主要作用是使学生在英语学习过程中不断地体验到进步和成功，从而建立学习的自信，促进综合语言运用能力的提高。本套教材尤为重视学生在评价过程中的主体地位，注意引导学生进行自我评价和合作评价。教材在每单元最后的Self Check部分编写了检测活动，让学生在教师的指导下独立或合作完成对单元语言知识和语言运用能力的自我评价。教师教学用书、教材配套的练习册等也为教师和学生提供了相应的评价建议、评价活动和评价工具等多方面的材料，旨在将形成性评价和终结性评价相结合，充分发挥评价的功能，促进学生的全面发展。

三、教材体系结构

本套教材教学资源丰富，以下主要介绍学生用书和教师教学用书的编排体系及其特点：

（一）学生用书

学生用书的内容由致同学、目录、单元教学内容及附录组成，其中附录包括课文注释、听力活动录音材料、语音注释和练习、语法注释、分单元词汇表、总词汇表、人名表和不规则动词过去式表。

本套教材七年级下册有12个单元。每个单元分为Section A和Section B两部分，Section A是该单元基本的教学内容，包括词汇、语法、功能，以听力输入和口语输出为主要教学形式，是体验和感知语言的阶段。Section

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B是在Section A的基础上对单元话题内容的进一步拓展，尤其是词汇拓展。本部分在进一步听说训练的基础上，重点发展学生的阅读技能和写作能力。Section B主要是语言的学习、巩固和运用阶段。

下面以七年级下册第八单元为例，具体说明每个页面教学内容的设计意图：

第1页：1a中的图画为本单元目标语言提供了一个主题情境，1a中的词汇是本单元的基础词汇。1b是本单元基础的听力输入，内容浅显，让学生初步感知本单元所学的目标语言，包括词汇和结构。1c是在听力输入基础上控制性的口语输出。

第2页：2a–2c采用“任务链”的活动设计形式，为学生提供了进一步语言输入和语言输出的机会。2a–2b让学生再次感知本单元的目标语言，并完成相关的听力活动，2c引导学生根据听力内容完成控制性的口语输出，进行简单交流。2d为学生提供了一个完整的口语示范对话，这是一个综合的、具有真实语境的口语活动，它提供了丰富的语言素材，既是对前面所学语言结构的巩固和运用，同时也为后面理解和发现语言结构的特点和规律提供了语境。

第3页：本页是以语法内容为核心整体设计的页面。Grammar Focus部分以表格形式呈现本单元的目标语言结构，便于学生观察、对比、发现和归纳语言结构特点。3a–3c是依据上述目标结构而设计的不同形式、不同层次的语言练习和活动，从关注语言形式（focus on form)到关注语言意义(focus on meaning)，最后过渡到具有一定“信息差”（information gap）的口语交际活动，充分体现了从语言学习到语言运用的过程。

第4页：1a进一步拓展了本单元话题词汇。1b和1c是本单元第三次听力输入，在Section A的基础上，语言难度进一步加大，语言内容更加丰富。1d要求学生在新的语境中运用目标语言进行交流。

第5页：本页是以阅读为核心整体设计的页面。2a是阅读前的预热活动，2b是阅读中的理解活动，2c是阅读后的检测活动，从而形成阅读前、阅读中和阅读后的完整阅读教学过程。

第6页：本页分为写作和自我检测两个部分。3a–3b构成一个独立的写作板块，从控制性较强的补全短文过渡到半开放的仿写，体现了写作的过程性。自我检测部分主要包括词汇、结构、功能等方面的评价练习，旨在引发学生思考，引导学生自主归纳和总结本单元所学知识，培养学生的自主学习能力。

此外，教材附录部分还包括以下内容：

课文注释 (Notes on the Text)：本部分主要对各单元重难点句式和所涉

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及的重点文化现象做出说明和解释，帮助学生有效预习、复习，并培养他们自主学习的能力。

听力活动录音材料 (Tapescripts)：本部分提供了全书12个单元所有听力活动的录音材料。供学生自学或深度挖掘听力材料时使用。

语音注释和练习 (Pronunciation)：本部分归纳了常见的拼读规则，简单介绍了本册出现的基本朗读知识，还编写了与各单元内容密切相关的分单元语音练习，并配有录音。语音练习放置附录部分，便于教师根据实际情况灵活使用，既可以分单元进行教学，也可以相对集中教学。本册继续训练学生的拼读技能和进一步培养学生朗读技巧，包括句子重弱读、语调、失去爆破，意群停顿等。

语法注释(Grammar)：本部分是对各单元语法聚焦部分（Grammar Focus）的补充说明，语法聚焦部分通过例句呈现各单元重点语言现象，本部分则综合地、系统地、深入地阐述语法概念和规则，并通过例词、例句分条目或以表格的形式进行说明，让学生对这些语法现象的理解由感性走向理性。本部分的例词、例句尽量选自本册，便于学生从熟悉的语言中发现规律。本册教材主要涉及的语法项目包括情态动词（can, must, have to）、现在进行时、一般过去时、there be结构、地点介词、形容词、祈使句和选择疑问句等。

词汇表：本部分包括分单元词汇表(Words and Expressions in Each Unit)、按字母顺序排列的总词汇表(Vocabulary Index)和人名表(Name List)。分单元词汇表和总词汇表不仅包括单词，还有一些短语和常用表达法，重点词汇用黑体标出。关于发音，如果该词英美发音差别较大，则给出两种发音，第一个为英式发音，第二个为美式发音，如past /pɑːst/, /pæst/。还有一些单词给出了重、弱读的发音，如as /æz, əz/。分单元词汇表配有录音。

（二）教师教学用书

教师教学用书是教师进行课堂教学的重要资源，是本套教材的重要组成部分。教师教学用书的主要功能是：1.帮助教师理解教材的设计理念、教学内容、编排体系、采用的方法及呈现特点等；2.为教师提供教学方法和建议，不仅要帮助教师更好地使用本套教材，同时也要帮助教师更新教学观念、改进教学方法、促进专业发展；3.为教师提供拓展性教学资源，丰富教师的语言和文化知识，开阔教师的视野，提高教师教学技能和教学素养。

教师教学用书主要包括三个方面的内容：1.前言。本部分介绍了教材编写的指导思想、教材特点、体系结构、教学方法建议（包括如何使用教材，如何进行语音、词汇、语法、听力、口语、阅读和写作教学，以及如何开展评价等）。2. 单元教学内容分析和教学建议。本部分是教师教学用书的主体

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部分，每个单元分为汉语部分和英语部分，按照学生用书单元内容的顺序编写。英语部分主要提供了每个活动的教学目的和教学建议，同时针对具体活动提供了相关文化注释和拓展活动建议。此外，英语部分还提供了学生用书中练习的答案。3. 附录。本部分包括单元参考译文和教学示范课光盘。教学示范课光盘为音像教学资源，其中包括课堂教学录像及点评。

单元教学内容中汉语部分的编写结构如下：

1. 教学目标和要求。本部分用表格的形式归纳呈现了本单元的话题、功能、语法、词汇和常用表达、语音、文化知识和学习策略，便于教师整体了解和把握各单元的内容。

2. 话题思维导图。本部分用思维导图的形式归纳了单元话题词汇和功能结构，用话题统领单元主要词汇及结构。话题思维导图能帮助学生建立词汇与话题之间的语义联系，同时便于教师将这种词汇学习策略教给学生。

3. 内容介绍和教学建议。本部分是教师教学用书的核心部分，主要分为Section A 内容介绍、Section A 教学建议；语法内容介绍和教学建议；Section B 内容介绍、Section B 教学建议以及Self Check内容介绍和教学建议等板块。“内容介绍”部分主要分析教材的教学内容、设计意图，以及教学重难点。“教学建议”部分是针对每个教学活动给出的参考性的教学指导和具体操作步骤，同时还提供了一些拓展性的教学活动。

4. 语音教学建议。本部分主要针对学生用书附录中单元同步语音练习编写，包括拼读规则的教学方法、朗读技巧训练方法，以及补充的语音练习等。

5. 课文注释。本部分主要对单元中一些语言现象进行解释，一般不包括本单元的核心语法项目和文化现象（这两部分内容分别在“语法内容介绍和教学建议”及“文化注释”板块涉及）。

6. 文化注释。本部分对单元教学内容中所渗透的文化知识点给予注释，尤其关注中外文化差异。

7. 教学简笔画。本部分为各单元中主要的而且能够形象呈现的词汇或场景提供了简笔画，目的是帮助教师掌握一种切实可用的教学技能，学会用这种生动有趣的形式创造词汇教学语境。

另外，教师教学用书还配备了DVD或CD-ROM等视频资源，七年级下册教学示范光盘有四节示范课，这四节课分别是第九单元的听说课、第一单元的阅读课、第六单元的语法课和第十二单元的写作课，每节课包括课堂实录和专家点评，为教师提供了可供模仿的教学示范。

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四、教学方法建议

（一）关于语音教学

本套教材非常重视语音学习，在前三册附录中单设语音栏目，一方面归纳常见的拼读规则，介绍本册重点朗读技巧，另一方面设计与各单元内容密切相关的分单元语音练习。

朗读技巧训练包括单词重读、语调、连读、句子重读、弱读、失去爆破、停顿、节奏等，在前三册教材中完成。语音学习的目的是让学生拥有这两种能力：一是看其形能读其音，听其音能拼其形，牢固建立音和形之间的联系；二是能说比较标准和流利的英语。关于语音教学，需要注意以下几个方面：

1. 将音标教学和单词教学相结合。

在学习英语单词时，教师应引导学生将音、形、义相结合，而不应用记电话号码的方式死记单词的拼法。教师可以先让学生听一个单词的读音，然后想一想这个单词是由哪几个字母组成的，每个字母的读音是什么，进而思考单词读音和拼写的对应关系，逐渐掌握英语的拼读规则。在教学生词时，教师还可以将单词写在黑板上，先让学生自己试着按音节去读，然后教师带读。在初中阶段，要努力使学生做到“听音知形，见形知音”，这是学生在英语学习中必备的基本功。

2. 多听录音进行模仿。

语音学习的主要方法是模仿，因此应让学生多听录音磁带或光盘，有条件的可以观看难度适宜的英语电影，主要模仿本族语者的发音和语调。在模仿时，可以采取对比的方式，即让学生先听录音并模仿，然后把自己的音录下来，与磁带上的录音做对比，发现差距并改进。

3. 利用趣味性的活动进行语音训练。

为了让语音训练变得生动有趣，提高语音训练的效果，可以采用一些比较有意义而且有意思的活动，比如诗歌朗诵、绕口令、歌曲、歌谣、幽默对话、课文配音朗读、电影配音等形式。诗歌朗诵有利于培养学生的节奏感和语感；绕口令能帮助学生锻炼口腔肌肉，促进发音的清晰性和流畅性；歌曲有利于培养学生的节奏感和辨音能力；课文朗读能培养学生的语调、节奏、停顿和情感；电影配音能激发学生模仿纯正语音、语调的兴趣和热情。

（二）关于词汇教学

本套教材词汇的编排主要依据《义务教育英语课程标准》（2011年版）的要求。在编写过程中，特别注意了以下几个方面：1.平衡各册、各单元的词汇量；2.控制生词总量，减少非课标词汇和外国人名，全面覆盖课标五级

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词汇；3.通过不同形式增加课标词汇的复现率；4.将词汇学习融于语境，关注词汇在不同语境的含义和使用特征；5.关注“语块”（lexical chunks）的学习。

为了提高词汇教学效率，教师应注意以下几个方面：

1. 结合语境教学词汇。

在词汇教学中，教师应当利用实物、图片、简笔画、视频、动作等创设语境，让学生直观地理解单词的意思，通过建立语境与语义之间的关系，促进理解、加深记忆。在教学中，应尽量避免让学生直接读词汇表或孤立地理解和记忆词汇，应尽量减少学生对汉语的依赖，注意培养学生用英语思维的能力。

2. 利用语篇教学词汇。

词汇教学既不能仅停留在对单词意义和用法的解释和辨析上，也不应让学生仅停留在对单个词的记忆上，而应采用“词—句—文”的教学模式，让学生将单词运用到句子和语篇中，做到词不离句，句不离文。

3. 培养词汇学习策略。

词汇学习策略有很多种，不同学生适用的策略也不同。总体来讲，有几个具有普遍意义的词汇学习策略需要教师重点关注：1）在语境中猜测词汇的意义。教学中不是所有的生词都要教，有些生词可让学生通过上下文(context 或co-text)来猜测。2）根据构词法记忆单词的结构。英语词汇浩如烟海，但是词根(root word)是有限的，很多词都是通过附加词缀变化而来，因此根据词汇的构成特点（构词法）记忆词汇非常有效。3）根据读音拼写单词。英语是拼音文字，其读音和拼写有直接关系，建立单词音、形的对应关系有助于记忆单词。4）根据语义图(mind map 或 semantic map)记忆单词。大多数英语词汇都有其归属的语义场(semantic field)，这个“语义场”就像一张网，能够将不同的、零散的单词按语义归纳到一个系统里面，从而有助于学生进行联想记忆。5）查词典。查词典是一种自主学习能力，教师应教会学生一些查词典的方法与技巧，让他们在遇到生词障碍时能独立解决问题，成为独立的学习者(independent learner)。6）关注词的搭配(collocations)。7）使用对比、分类、联想等方法学习词汇。

4. 分层次、分阶段处理生词。

生词不宜集中呈现和教学，也不宜一次性深度挖掘，而应根据学生学习的需要分层次、分阶段教学。以听力和阅读教学为例：在听前和读前可先处理那些会造成严重理解障碍，而且无法通过语境来猜测的词汇。在处理时不宜深度拓展，让学生知道其在文中的意思，能听懂或读懂即可。在听中和读中，可以让学生通过上下文来猜测一些生词。在听后和读后再对一些内涵丰富、搭配能力强的词汇进行深度挖掘、讲解，并让学生通过练习运用和巩固

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这些词汇。

（三）关于语法教学

本套教材按照“话题—结构—功能—任务”的模式来安排教学内容，每个单元的语法结构服务于该单元话题的表达，语法学习的目的是为了语言运用。教材各单元的语法内容是按照“感知、发现、总结、练习、运用”的程序来编排的，各单元语法页包括语言结构总结(Grammar Focus)和语法运用练习两个部分。语言结构总结是在前面听说训练的基础上进行归纳，并以表格的形式对比呈现。语法练习分层次设计，从控制性、半控制性练习过渡到开放性练习。在使用本套教材时，语法教学需要注意以下两个方面：

1. 在语境中教学语法。

语法教学最好结合语境，比如语篇或交际活动，尽量避免使用孤立、没有意义的句子讲解语法。语法结构本身并没有意义，只有在一定的语境中才能表达真实意义，实现表意功能。

2. 重视学生对语法学习过程的参与。

在传统教学中，教师的主导性较强，学生只是被动地听讲和机械记忆，思维没有得到充分的激发和调动，因此语法学习的效率较低。要想提高语法教学的效率，就应重视学生对学习过程的参与。本套教材倡导的语法教学过程是“感知、发现、总结、练习、运用”。首先，教材让学生通过一定的语境（包括听力输入、口语范例、阅读语篇等）感知新语法项目，建立对“新朋友”的初步印象，并尝试在语境中理解新语法项目所表达的意义。其次，教材通过在不同语境中呈现新语法项目，引导学生发现其结构特征，并尝试总结语言规律。经过不同层次的练习后，最后让学生在新的语境中运用该语法项目或解决新的问题。因此，在语法教学中，教师应尽量避免“满堂灌”的做法，而应调动学生的思维，让他们积极参与语法学习过程。

（四）关于听力教学

本套教材非常重视学生听说能力的培养，并在听说训练的基础上培养读写能力，帮助学生达到听、说、读、写四项技能的平衡发展。根据教材的单元编写结构，教材有三次听力输入。前两次是在Section A 中，第三次是在Section B 中出现。三次听力输入内容相互关联、层层递进、螺旋拓展。第一次听力输入要求学生简单处理信息并进行模仿性的口语输出。第二次听力输入是对第一次听力内容的拓展，听后要求学生对信息进行多层次的处理，然后进行控制性的口语输出。第三次听力输入是对单元话题的进一步拓展，并融入新的词汇和结构，要求学生对信息进行多层次的处理，然后进行不同形式的口笔头输出，尤其是在模仿性输出的基础上增加了创造性口语输出。

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第二次和第三次听力活动都体现了听力教学的过程性，即采用听前、听中和听后的设计方式。在听力教学中，教师除了注意教材听力教学设计的特点外，还应注意以下几个问题：

1. 关注听力策略和技能的培养。

听力教学应加强对听力策略和技能的培养。听力策略主要包括：预测(predicting)、推理(inferencing)、选择注意力(selective attention)、监控(monitoring)、评价(evaluating)等。除听力策略外，教师应注意培养学生的听力微技能，包括：语音解码(sound discrimination)、大意理解(listening for gist)、细节理解(listening for details)、语义推测(drawing inference)、词义猜测(guessing new words)、记笔记(taking notes)等。

2. 加强听力的基础性训练。

从日常听力教学来看，不少教师按照考试的模式来训练学生的听力技能，听后活动或练习基本上都是考试的题型，比如多项选择、判断正误等。日常教学应当把听力考试和听力训练区分开来。考试是对听力能力的检测，是结果性的。日常听力教学是过程性的，应培养学生基本的听力技能，其训练形式应该丰富多样，并且应当从基础抓起。

3. 坚持精听与泛听相结合。

学生听力能力的培养不能仅仅依赖于教材中有限的听力材料，教师应当通过各种渠道帮助学生拓展听力资源，比如让学生看英文电影、听英语故事、听英语广播、看英文电视节目等，充分利用一切有声资料来提高学生的听力能力。

（五）关于口语教学

本套教材重视学生听说能力的培养。教材口语活动的设计往往与听力相结合，采用先输入后输出的模式，实现听和说的有机结合。本套教材在修订时特别增加了“示范对话”（各单元第二页听说活动后），要求学生模仿输出或分角色表演。在口语教学中，教师应注意以下几个方面：

1. 加强朗读训练，鼓励学生大胆与人交流，不怕犯错误。

在日常教学中，教师可引导学生大声朗读对话和课文。朗读不仅有助于练习发音，还有助于形成语感，并能培养学生开口说英语的勇气和自信。教师还应鼓励学生积极参与口语对话活动，并且在表达时不怕犯错误，要让学生意识到犯错误是英语学习的正常现象，并引导学生在犯错误、发现错误、改正错误的过程中学习语言。教师对待学生的口语错误也不应急躁，不要有错必究，尤其不要在学生表达时突然打断纠错，更不要挖苦、批评学生，而应保护其积极性，并让他们建立说英语的信心。

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2. 坚持“准确性”和“流利性”并重的原则。

在口语教学中，教师往往重视学生语言结构和语音语调的准确性(accuracy)。为了提高准确性，教师一方面应帮助学生扩大词汇量，尤其要让他们多储备一些“语块”，以便在表达时能够脱口而出，减少犯错误的概率。另一方面应鼓励他们多听录音，模仿录音，先听后说，听准了再说。除训练学生语言的“准确性”，教师还应注意训练学生语言的“流利性”(fluency)。教师应当鼓励学生积极主动地表达自己的思想，在用英语表达时，不要把精力过分集中在语言结构上，而应关注要表达的内容；不要仅关注语法的准确性，更要关注语义表达的真实性、丰富性和流畅性。此外，随着学生语言能力的提高，还应引导学生关注自己语言表达的复杂度(complexity)，教师可引导学生用一些复合句和从句来表达思想，不要一味地用简单句表达。

3.“示范对话”的教学可采用如下步骤：

1) 导入对话语境，处理一部分造成严重理解障碍的生词；

2) 设计练习，引导学生阅读对话并理解对话大意，必要时对其他生词及重难点句式进行点拨；

3) 让学生听录音并跟读，注意模仿语音、语调；

4) 通过不同形式帮助学生口语操练，例如让学生以两人结对或小组活动的形式练习朗读对话；

5) 让学生以“角色扮演”的形式表演对话，鼓励学生使用恰当的动作、眼神，并拓展对话中的语言表达；

6) 对于程度较好的学生，可要求他们在模仿该对话的基础上编写并表演新的对话。

（六）关于阅读教学

本套教材阅读材料的编写坚持“贴近时代、贴近生活、贴近学生”的原则，力求反映时代精神，体现时代进步，反映现实社会生活，符合学生的兴趣和要求。本套教材的阅读材料还渗透了丰富的文化内容和情感教育内容，力求实现英语学习工具性和人文性的统一。在高年级阅读语篇编写中，还特别关注了文学性和经典性，让学生体验文章的内容美和语言美。在阅读活动设计方面，为了体现阅读教学的过程性，我们设计了独立的阅读板块，主要分为“阅读前”“阅读中”和“阅读后”三部分。“阅读前”的活动通常围绕阅读主题激活学生的背景知识，引发学生对阅读内容的思考和预测，产生阅读期待。也有一些活动是为了帮助学生解决一些生词障碍，帮助学生顺利理解短文。“阅读中”设计了不同的活动或任务，旨在培养学生的阅读策略和技能，比如获取主旨大意、获取细节信息、猜测生词、分析推理、总结归

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纳、信息转换、语篇分析等。“阅读后”的活动主要让学生结合阅读材料进行拓展性语言训练和运用，包括小组讨论、解决问题、角色扮演、复述课文、读写结合等。

关于阅读教学，除了要把握教材中阅读教学设计的特点，教师还需关注以下几个方面，以帮助学生通过阅读有效获取信息，提高语言能力：

1. 重点培养学生的阅读技能。

阅读教学要培养学生的阅读能力，而阅读能力是由各种阅读微技能构成。教师应把握好阅读技能培养和语言学习的平衡，不能把阅读篇章的功能仅仅定位为语言知识的学习。教师可以根据每篇文章的特征，有针对性地设计阅读技能训练活动。

2. 重视阅读与写作的结合。

阅读和写作在语言特征和语篇特征上有很强的共性，阅读有助于写作。实际上，学生写作能力的发展在很大程度上有赖于阅读能力的发展。因此，在日常教学中，教师应当把阅读和写作结合起来，在引导学生通过阅读获取信息和处理信息的同时，还要帮助学生分析语篇结构，通过语篇分析来学习语篇的结构特点以及信息和思想的表现手法。

3. 重视精读和泛读相结合。

学生阅读能力的提高不能仅仅依赖于教材中有限的课文资源，教师还应为学生选择并提供更多的阅读材料。课程标准对五级阅读技能有明确的规定：学生的课外阅读量应累计达到15万词以上。丰富的英语图书、同步阅读材料、英语学习报刊杂志和网络资源为拓展学生的阅读资源、提高学生的阅读能力提供了可能。

（七）关于写作教学

写作是一种难度较高的语言输出活动。为了帮助学生较好地学习英语写作，本套教材的写作编排采用写前、写中、写后的过程性写作模式，不仅有助于学生用英语构思，从而形成合理的写作思路，顺利完成写作任务，并养成良好的写作习惯，还有利于教师为学生提供必要的写作“支架”，通过分解写作过程来降低写作任务的难度，减少学生在写作过程中的焦虑感，培养学生英语写作的自信心。教材重视学生在写作过程中的参与和写作技巧的训练，还渗透了写作策略的培养。

此外，虽然教材中的写作任务都自成体系，但是绝大多数与前面的阅读语篇相关，其写作话题和文体特征与阅读语篇类似，是模仿性写作。教师在写作教学中应注意以下几个方面：

1. 加强基础性写作训练。

学生在起始阶段应加强基础性写作训练，为今后写作能力的发展打下坚

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实的基础。在日常教学中，教师布置的写作任务不应局限于考试的形式，而应将写作教学整体布局，设计不同层次的写作活动。在低年级阶段，教师应特别加强学生组词成句、组句成段的训练，引导学生从词到句，从句到段再到篇，循序渐进地输出语言。例如：教师可以结合七年级上册教材，先让学生从写字母开始，逐渐过渡到写词和词组、写单句、写并列句、写段落，最后到写便条、写邮件等。在起始阶段，教师还应引导学生建立良好的写作规范，养成良好的写作习惯，如让学生关注句子中的大小写、标点的正确使用，关注书写的规范和整洁等。

2. 加强写作任务的过程性指导。

教师应对学生写作的全过程进行跟踪，在各个阶段给予有针对性的指导，帮助学生建立自信，一步步顺利完成写作任务。在“写作前”，教师可让学生通过各种活动进行写作构思，如就某一写作主题进行“头脑风暴”、阅读范文并分析其文体结构、讨论写作主题、回答问题、全班调查等，从而激活背景知识，收集写作信息，理清写作思路。在“写作中”，学生拟定提纲、起草初稿、校对并修改初稿。在此步骤，教师应引导学生关注篇章结构和语篇标记词汇，正确使用复杂句式，同时鼓励学生创新思维，丰富写作内涵。在“写作后”，教师可引导学生对照写作要求反思自己的作品，并进行修改、定稿，也可以让同伴互评并给予评价和改进建议，最后根据教师或同伴的意见进行修改，并誊清定稿。

3. 全面评价学生的写作成果。

教师应对学生的作品及时做出反馈。在低年级阶段，教师可着重关注学生语言表达的规范性。随着学生语言水平的不断提高，教师在评价时不应只关注语言错误，还应关注学生思想表达是否充分、丰富，是否有真情流露，段落结构安排是否合理。在批改学生作文时，教师应该带着欣赏的眼光，努力发现其中的“闪光点”，帮助学生建立自信。教师可让学生在全班朗读作品，并与学生共同点评，学习某一作品的优点，纠正共同的缺点。教师还可以将优秀作品展示出来，并让学生投票选出最佳作品，以鼓励学生写作的积极性。

五、教学评价建议

根据英语课程的评价理念，教学评价应对教学过程和教学结果进行监控和反馈，既反映学生学的结果，也反映教师教的结果，通过评价帮助学生提高学习能力，帮助教师改进教学策略。教学评价的主要目的不是将学生按分数排队，而是为了促进学生的发展，为了激发学生的学习兴趣和积极性。因

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此，教学评价应将终结性评价和形成性评价相结合，教师不仅要关注学生的试卷成绩，更要关注学生平时参与教学活动的表现。教师在对学生进行评价时应注意以下几个方面：

1. 全方位评价学生。

教师不应仅通过试卷单一地评价学生的学习状况，而应结合学生的课堂表现、合作能力、学习态度、学习习惯、作业情况等来综合评价学生，并通过评价跟踪学生的学习进展，不断给予学生鼓励。

2. 体现评价主体的多元化。

评价主体不应局限于教师一方，对学生的评价首先应体现学生的主体地位。在教学中，可以让学生自我评价，通过自评肯定学习中的进步，反思学习中的问题。教师可以让学生建立学习档案袋（portfolio），把自己的作品，例如试卷、作业、作文、学习笔记、日记、获奖材料等分类装入档案袋，定期翻阅并反思自己的学习情况，通过这种形式进行自我评价。另外，让学生建立错题本也是一个有效的办法。

除学生自评外，也可以让学生进行互评，学生互评是一种比较客观的评价形式。教师还可以让家长评价学生，把课内评价和课外评价结合起来。

3. 避免重知识、轻能力的考查。

对学生语言能力的评价应侧重语言运用，考查学生听、说、读、写等能力，采用口试、笔试相结合的形式，在重视基础知识考查的同时，侧重语言运用能力的考查。

4. 避免以考代练。

考试是对学生学习结果进行评价的一种常用手段，为了判分的可操作性和简便性，多采用客观选择的形式，而较少使用主观表达和互动交流的方式，但是客观选择的形式毕竟不太有利于学生语言运用能力的培养和发展，甚至在一定程度上会限制学生语言运用能力的发展。因此，教师应把语言的训练形式和考试形式区别开来，避免“以考代练”。日常语言练习不应仅仅局限于常规的考试形式，而应丰富多样，坚持由易到难、由浅入深的学习原则，通过不同的任务和活动帮助学生把语言知识转化为语言运用能力。

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Unit 1　Can you play the guitar?

一、教学目标与要求

话　题 **Topic**	加入俱乐部（Joining a club）
功　能 **Functions**	能谈论自己或他人的能力（Talk about abilities） A: Can you play the guitar? B: Yes, I can. / No, I can't. A: What can you do? B: I can do kung fu.
语　法 **Grammar**	1　能正确使用情态动词can（Modal verb *can*） I can play ping-pong and chess. She can sing and dance. 2　能正确使用包含can的一般疑问句并做简略回答（Yes/No questions and short answers） A: Can you dance? B: Yes, I can. / No, I can't. 3　能正确使用what引导的特殊疑问句询问某人的能力及加入俱乐部的倾向（*What* questions） A: What can you do? B: I can dance. A: What club do you want to join? B: I want to join a sports club.
词汇和常用表达 **Words & expressions**	1　能正确使用下列词汇（Curriculum words） guitar, chess, club, story, show, drum, violin, people, home, center, weekend, musician, sing, swim, dance, draw, speak, join, tell, write, talk, make, teach, or, also, today 2　能正确使用下列常用表达（Useful expressions） play chess, speak English, be good at, be good with, talk to, play the drums/piano/violin, be good with, make friends, help sb. with sth., on the weekend, sports/music/art/chess club, join a club, do kung fu 3　能认读下列词汇（Non-curriculum words） kung fu, piano
语　音 **Pronunciation**	1　掌握元音字母u在重读音节中的三种常见读音/ju:/, /u:/, /ʌ/ 2　掌握五个元音字母与r组合后的发音，即ar, er, ir, or, ur的发音 3　掌握字母组合ph, sh, th, tch, wh的发音 4　准确把握can的肯定句和否定句的重音变化

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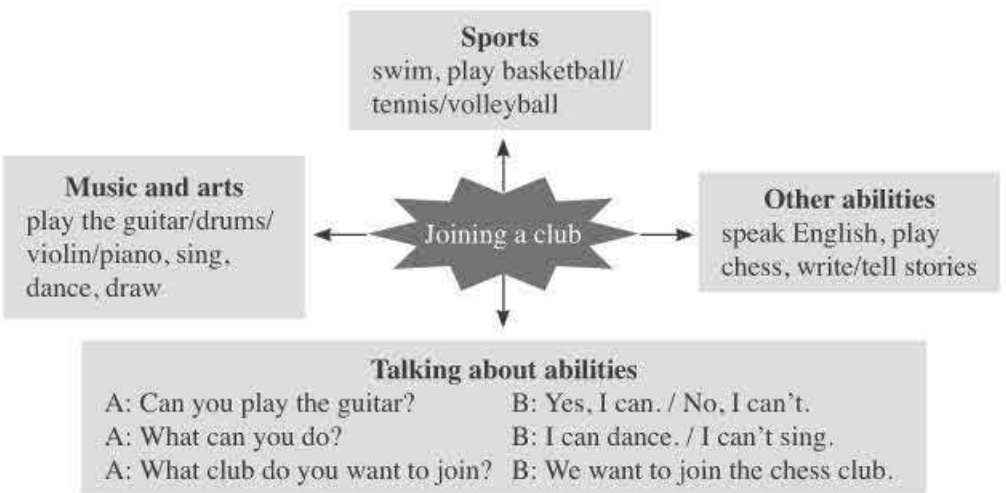
学习策略 Strategies	1 体会语块对于词汇学习的重要性 2 通过文章标题推测文章主题
文化知识 Culture	1 了解中外课外活动和社团活动的差异 2 了解招聘海报的特点

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分通过图文展现俱乐部招聘以及学生应聘的情境，并通过此情境呈现与谈论能力、介绍及选择俱乐部等相关的句型和重点词汇。

1a–1c是本单元的导入部分。1a通过主题图集中呈现有关才能及俱乐部名称的核心词汇和句型，主题图展现的是学校俱乐部招募新成员的场景，为本单元语言交流提供了一个真实的语境。1b通过听力输入介绍与谈论才能和加入俱乐部有关的核心句型。1c是一个控制性较强的两人小组活动，巩固1a和1b出现的词汇和句型。

2a–2d部分的重点是听说教学。此部分的语境更加丰富真实，听力内容也更加丰富，

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听力活动也区分了层次。2a需要学生圈出关键俱乐部名称，2b考查的内容更加具体，要求学生根据所听内容补全句子信息。2c要求学生根据听力内容进行简单对话。2d以“加入俱乐部”为话题，提供了一个语境完整、内容丰富的对话，自然呈现本单元的核心句型，为学生进一步输出语言提供了口语范例。

本部分的教学重点是一些动词和动词短语，难点是让学生学会分辨句子中肯定式can和否定式can't的读音，因为两者听起来很相近，教师应提醒学生通过上下文区分。

SECTION A 教学建议

活动1a

1. 预热。教师以“爱好和特长”为主题与学生展开自由谈话，通过设计“信息沟”，让学生询问各自的爱好，目的是复习巩固句型 Do you like ...? Yes, I do. / No, I don't.
2. 教授新词。教师出示与sing, swim, dance, draw, play chess, speak English, play the guitar等动作匹配的图片，与学生互动，通过图片或身体动作教授动词和动词短语。

> 注意：教单词时，建议教师在黑板上标注出单词的重音、元音字母或字母组合的发音，以及音节数量。这些发音信息可以帮助学生很好地记忆单词，如：guitar /ɑ:/, sing /ɪŋ/, swim /ɪ/。

3. 看看主题图中有什么。为了让学生仔细看图，教师可以设计几个问题：What can you see in the picture? What clubs can you see?讨论这两个问题后，让学生做1a活动，将活动与图中人物匹配。

活动1b-1c

1. 完成听力任务1b。听力教学也可以因材施教，对于基础较弱的学生，完成1b的练习即可。学生听第一遍录音，整体感知三组对话的语境，并能区分其中一组与另外两组对话的明显差异，完成1b的任务。教师请学生说出每组对话的编号，以检查学生完成情况。通过追问，让学生说出判断的依据。

> 注意：A: Can you swim? B: No, I can't.这组对话简短、清晰，学生很容易听出来，另外两组对话很相似，容易混淆，学生关键要听清楚club的类型：art和music，或者听清楚两个动词draw和sing也可以。教师应引导学生运用抓关键词的学习策略完成听力任务。对于基础较好的学生，可以训练学生听后做笔记，

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记下关键词。教师可以给学生做一个示范，如听完第一个短对话，可以记下这些关键词：music, sing, yes。第二个对话的关键词有 swim, no/can't。第三个对话的关键词有 art, draw, yes/can。

2. 巩固听力内容。因排序活动比较简单，学生的听说训练有限，可以进一步设计几个问题，让学生听第二遍录音后回答。如：

   1) In Conversation 1, what club does the girl want to join? Can she sing?

   2) In Conversation 2, can the boy swim?

   3) In Conversation 3, what club does the girl want to join? Can she draw?

注意：听后提问题是巩固听力内容的一种很好的互动方式，这些有意义的语言输入和输出可以帮助学生打好坚实的基础。

3. 听录音跟读，模仿语音语调。教师还要提醒学生注意哪些词重读，哪些词弱读。
4. 学生两人一组练习 1b 中的对话。教师也可稍微拓展，让学生根据自己的情况选择适合的俱乐部。

活动 2a–2c

1. 听前预热。播放录音前，让学生看图及活动要求，为听做准备。如：看图可以知道对话发生的场景，并且知道自己听后需要做什么。教师可问学生：What are the people probably talking about? 答案是：They're probably talking about what clubs they want to join.
2. 完成听力任务 2a。播放一遍录音，让学生独立核对答案。

注意：2a 中的选项都是以 club 结尾的短语，故学生只需听清 club 前的单词即可。招聘者询问爱好、才能时还会重复某些词汇，如 chess, music 等，故在完成此听力任务时，教师要引导学生关注某些重复的关键信息。

3. 完成听力任务 2b。放第二遍录音前，也需让学生看清楚活动要求和所提供的信息。有些需要填写的内容学生根据上下文大致能猜测出来，但需要听后才能准确判断。
4. 巩固听力内容。教师可根据第二个对话设计一些问题，如：

   1) What club does Bob want to join at first?

   2) Can Mary sing and dance?

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3) Can Bob play chess?

4) What club do Bob and Mary want to join at last?

5. 听录音并跟读模仿，然后可让学生分角色朗读、表演对话。

6. 通过变换人称进行输出训练。教师可把一些关键词写在黑板上，如：

Lisa　chess　can't play chess

Bob　English　likes English

Mary and Bob　music　like music

Mary　can sing and dance

让学生根据这些关键词进行问答练习，如：

S1: What club does Lisa want to join?

S2: She wants to join the chess club.

S1: Can she play chess?

S2: No, she can't, so she wants to learn to play it.

注意：一般现在时的第三人称单数的动词形式是中国学生的难点，也是他们容易出错的地方，教师应多给学生练习的机会，让他们在用中学，在用中掌握。

活动2d

1. 理解对话大意。让学生读对话，或放录音让学生听对话，在学生读或听之前提几个关键问题以检测理解。

1) What club does Bob want to join?

2) What club does Jane want to join?

2. 理解对话细节。让学生再读或再听一遍对话，教师再提几个细节问题，如：

1) What sports can Bob play?

2) Can Jane tell stories well? How do you know?

3) Does Jane like to draw?

3. 处理关键生词和短语。这个对话里包括tell和stories两个生词，还有一个常用短语be good at。教师可设计更多情境帮助学生理解这些词和短语。T: Is Jane good at telling stories? S1: Yes, she is. T: "Jane is good at telling stories" means "She can tell stories well and her friends like to listen to the stories told by her." Are you good at telling stories? S1: No, I'm not. T: What are you good at? S1: I'm good at *sing*. T: You're good at SINGING. Good. What about you? Are you good at singing? What are you good at? S2: ...

4. 让学生听对话并跟读，模仿语音语调。

5. 操练对话。为了使操练更有趣味，可以采用游戏（Disappearing dialog）的形式。

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教师先把完整对话写在黑板上，让学生独立或分角色读两遍。然后每行擦掉一些关键词，让学生依次说出完整的句子。待学生能准确说出被擦掉的词后，再擦掉更多的词，看学生能否补回来。

注意：逐渐消失的对话（Disappearing dialog）是学生喜爱的操练方法之一。这种操练方法比单纯的机械操练要有意义得多，可以训练学生的记忆能力和从上下文推测所缺单词的能力。

6. 学生两人一组就2d对话结对活动。程度好的学生可以根据自己的喜好编新对话，程度一般的学生可以朗读对话，程度较差的学生可以删减某些句子以缩短对话。最后，请不同程度的学生示范表演或朗读对话，师生共同就对话内容、语音语调、流利程度、表情动作等进行评价。

语法内容介绍和活动建议

本部分归纳、梳理了本单元的重要语言结构，并通过层次分明和循序渐进的活动，引导学生逐步掌握本单元主要语言知识，并培养学生在具体语境中运用语言知识进行交际的能力。学完本单元，学生应该：

- 掌握情态动词can的肯定句和一般疑问句及其肯定、否定回答；
- 学会灵活运用can的多种否定形式：can't, can not, cannot;
- 掌握can在what引导的特殊疑问句中的用法；
- 掌握实义动词want在一般现在时中的用法（这是复习内容）。

Grammar Focus部分归纳了情态动词can的各种人称的一般疑问句及其肯定、否定回答。本部分还涉及了询问对方才能的特殊疑问句及其回答，以及询问对方加入俱乐部的倾向的问句和回答。活动3a是控制性较强的组句活动，训练can在肯定句、一般疑问句的用法及其否定回答。活动3b通过填写海报让学生在真实语境中练习can的用法，同时让学生熟悉招聘海报这种实用文体，为后面的阅读和写作做铺垫。活动3c是一个较开放的口语活动，需要学生进行小组调查，然后汇报调查结果，让学生在真实语境中（学校表演秀）运用can表达自己所能做的事情。

语法部分具体教学建议如下：

1. 让学生观察Grammar Focus表格，并提出下列问题让学生边观察边思考：
   1）can后的动词形式有什么特点？
   2）can随人称变化而变化吗？

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3）can的否定形式是什么样的？有缩略形式吗？

4）can在一般疑问句和特殊疑问句中需要借助助动词吗？

2. 学生先自己观察，然后两人一组讨论上面的问题。

1）情态动词后一般用原形，can也不例外。但是由于受“第三人称单数”的影响，学生可能会出现这类错误：A: What can she do? B: She can *plays* basketball. 或 A: Can he swim? B: Yes, he *does*. 出现这类错误的原因主要是学生没有真正理解can的用法，即：它是一个情态动词，而不是普通实义动词，can后动词要用原形。教师需对实义动词和情态动词进行对比讲解，学生还需一定练习加以操练。本册第四单元出现的情态动词have to, must也是一样，后面都接动词原形。

2）情态动词can没有人称的变化，即：不管主语是什么人称，can及后面动词不会变化。

3）情态动词can的否定式是在其后直接加not，即：can not，可缩略成can't或cannot。

4）情态动词can的疑问句不用借助助动词，应将can直接提前，变为疑问语序。

活动3a

1. 学生独立完成3a的组句练习。让学生先口头把这些短语组成句子，再把完整的句子写下来。教师应提醒学生注意连接词but的用法，即：它表示前后两个句子的意义对比。还要提醒学生注意句子的书写规范，句首第一个字母应大写，句末要用标点符号。

2. 为提高活动的挑战性，教师可读出这些短语，让学生听后两人一组编小对话。如：

T: Wu Jun / speak English / speak Chinese

S1: Can Wu Jun speak English?

S2: No, he can't, but he can speak Chinese.

活动3b

1. 让学生看活动要求和招聘海报，并处理生词wanted, show, or, talk。教师可以通过提问，让学生根据上下文猜测这些词的词义：这些词是什么词性？大概是什么意思？碰到生词，不要立即将中文词义告诉学生，而要让学生通过看上下文猜测词性和词义。教师还可提示学生，show用作名词表示“表演”时，常与其他词连用，如：talent show 才艺表演，talk show 谈话节目，game show游戏节目。

2. 海报填空。学生需要根据上下文填入合适的词语。请几个学生朗读海报，全班核对答案。教师可设计几个问题检测学生对海报内容的理解：

1) What kind of show do they want to have?

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2) What kind of students do they need?

3) If you want to join the show, who do you need to talk to?

3. 让学生大声朗读海报，引导学生归纳海报的基本要素，包括：标题、正文（活动名称、应聘者所需才能、活动联系人）、与之匹配的图片等。

活动3c

1. 活动前预热。教师出示李连杰、成龙、甄子丹的图片并提问：Who are they? What can they do? 以教学短语 kung fu。教师再问：Can you do kung fu? Who can do kung fu? 让学生在回答中练习使用新短语。教师接着导入该活动：Li Xin can do kung fu, so he can join the school show. Look at the poster. When is the school show? Where is it? 让学生阅读海报，并回答问题。教师进一步提问：Do you want to join the school show? What can you do?
2. 小组调查。根据学生座位情况，把学生分成3～6人小组，每个小组选一名学生为调查者，分别询问每个成员：What can you do? 再选一名学生为记录者，写下调查结果，完成表格。再选一名汇报员，待调查结束后汇报结果。
3. 汇报结果。汇报员向全班汇报小组的调查结果，如：In our group, Monica can dance. Paul can't dance but he can tell stories ... 为了让其他学生认真听，教师可在汇报之前提出要求：What does your classmate say? I'll ask you some questions, or I'll ask you to retell what your classmate says.
4. 布置笔头作业。可让学生将本组调查内容写下来，形成一个笔头汇报，这样可以训练学生写作基本功，加强单词拼写、句子书写规范和组织小语篇的能力。

SECTION B 内容介绍

本部分在Section A的话题、词汇、语言结构和语言技能基础上都有所拓展。在话题方面，由简单的俱乐部招聘广告扩展到某些大型活动的人才招募海报。在词汇方面，呈现了关于乐器的新词汇。本部分听力输入也更加丰富。Section B的重点还在于发展阅读和写作技能，要求学生综合运用本单元所学知识介绍自己的才能、为活动设计创意海报或广告。

活动1a–1c是一个简单的任务链。活动1a是一个词汇扩展活动，同时为1b听力做好词汇上的铺垫。1b是一个简单的听力活动，让学生通过听声音判断是哪种乐器。1c让学生谈论上述乐器。活动1d–1f是另一个听说任务链，前面的任务链为这个听说任务链做铺垫。1d和1e的听力输入是关于学校音乐会，教师询问学生会哪种才艺。这两个听力活动各有侧重，1d侧重训练学生听关键词，1e侧重训练学生听更加具体的信息。1f是一个基于听力内容的口语输出活动。

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2a–2c是一个阅读任务链。2a是一个读前活动，有三个短小片段，是三个学生对于自己能力的介绍，与2b阅读文章紧密相关。2b是三则招聘广告，阅读活动渗透了概括篇章大意的阅读策略。2c活动将读前活动与阅读文章联系起来，让学生为招聘广告选择合适的招聘对象。

3a–3b是一个过程性写作训练板块，让学生尝试简单的语言输出。3a是一个控制性写作练习，要求学生用方框中所给的词汇完成学校音乐节招聘广告。3b要求学生为学校某项活动制作招聘广告或海报，这不仅是一个开放性的写作，也涉及广告这一特殊文体的创作，它包含该文体所需要的基本要素，如：应聘者能力要求、联系方式、个性化的设计等。招聘广告或海报的制作是对学生综合能力的训练，也是对学生创新能力的培养。

本部分有如下教学重点：在技能方面，一方面要巩固、拓展听说技能，另一方面要培养读写技能。在语言方面，因动词短语更加丰富，需要学生在语境中多使用。在听力中分辨can和can't是本部分的难点之一。另外，找出阅读文章关键词也是一个难点。

SECTION B 教学建议

活动1a–1c

1. 出示drums, piano, guitar, violin的图片并教学新单词。教师要提醒学生，piano和guitar这两个单词的重音都在第二个音节上，violin的重音在最后一个音节上。教师示范朗读，让全班跟读，然后再让个别学生朗读，教师纠正发音。教师可提问学生：Do you have a piano/violin at home? Do you have any drums at home? Can you play the piano/drums/violin? 让学生在听和运用中理解、掌握并习得这些新词汇。
2. 做猜词游戏（Guessing game），巩固生词。教师出示drums, piano, violin, guitar的图片，并将这些乐器部分遮盖起来，然后分别给它们标上序号，让学生猜测乐器名称，在轻松愉快的游戏中再次复习新词汇。
3. 完成1b活动。让学生读懂1b要求，并完成任务，让个别学生说出序号和与之对应的乐器，如：The first one is ... 然后全班核对答案。教师还可以利用网络资源，搜索关于乐器名词的歌曲，如：We can play the big bass drum. 然后放给学生听，让学生通过听歌曲学单词。
4. 示范对话。教师运用drums, piano, violin, guitar的图片，与一名学生示范对话：T: Can you play the drums? S1: No, I can't. What about you? T: Yes, I can. I can teach you. Do you want to learn? S1: Wow, you're great! I'd love to learn from you.该示范对话是在1c对话基础上的扩展，学生可以依据自己的实际水平自由发挥，围绕既定话题展开较为真实的交谈。
5. 学生两人一组结对完成1c活动，教师巡视并给学生提供语言上的帮助。最后，请

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几组学生给全班示范表演，师生共同对表演者的语音语调、肢体动作、拓展内容等进行评价。

活动1d–1f

1. 听前预测。让学生看1d的图片，教师说出具体情境：Look! A teacher wants some students for the school concert. She is asking some students what they can do.让学生预测哪些词可能会在对话中出现，哪些词不可能出现。学生可能会说出violin, sing, dance, drums, piano，理由是：教师在为the school concert招聘人才。

> 注意：听前预测是一个很重要的听力策略。预测时，学生会自然运用已有知识，根据线索猜测听力内容，教师应引导学生根据线索进行思考分析，对将要听到的内容产生预期，以减轻学生听的焦虑。另外，预测让学生产生一种很强的内驱力，所猜的答案愈是不一样，学生就愈有好奇心去听，以便证实他们各自的猜测。

2. 听力训练。播放一遍1d听力录音，让学生圈出所听内容。请个别学生朗读所圈单词或短语，全班核对答案。
3. 引导学生理解1e任务并完成表格。教师给出提示：The teacher is talking to three students, Bill, Cindy and Frank. What can Bill do? What can't he do? How about Cindy and Frank? 播放一遍录音，让学生听并填表。因为需听两项任务，又因填的内容play the guitar, play the drums, sing or dance都较长，故该活动有一定难度，教师可酌情再播放一遍录音。教师可提醒学生做记录时不必完整地填入答案，只需做上自己清楚的标记即可，以免在写的过程中漏听后一段的听力内容。
4. 辩音练习：是can还是can't？ can的肯定和否定形式在美音里差别很小，不仔细听很难听出区别。学生应多听并感受区别，另外还可以让学生根据上下文判断。教师可把这些句子写在黑板上，让学生选择肯定或否定形式。

   1) A: Can you sing?
      B: No, I _____. But I _____ play the guitar.
   2) A: What can you do?
      B: I _____ sing and I _____ play the drums.
   3) A: Can you play the piano?
      B: No, I _____. Frank _____ play the piano.
   4) A: Frank, can you play the piano?
      B: Yeah, I _____ play the piano, but I _____ sing or dance.

   可以看出，即使不听录音，学生通过上下文也能推断出所缺部分是肯定形式can还是否定形式can't。因此，听力训练不只是练耳的过程，更是需要动脑思考的过程。

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5. 核对答案。让学生两人一组就Bill, Cindy, Frank的才能进行问答，以核对答案，引导学生正确使用but，如：A: What can Bill do? What can't he do? B: He can play the guitar, but he can't sing. A: Can Cindy play the piano? B: No, she can't, but she can sing. 最后，请几组学生示范对话，全班核对答案。
6. 分角色表演对话。学生四人小组运用1e听力材料，开展角色朗读（One is the teacher, and the other three are students）。最后，请几组表演该对话。

■ 拓展活动：小组造句竞赛

1. 教师呈现单词：can, can't, and, but, dance, swim, sing, play chess, paint, speak English, play the drums, play the piano, play the violin, play ping-pong，将全班分成男生、女生组或者四个大组，开展造句竞赛。
2. 让学生利用连词and或but，用上述词汇造句，并在规定时间内将所造句子写下来，写出正确句子多的小组获胜。如：Jill can dance, but she can't paint. Victor can speak English, and he can play the violin.

活动2a–2c

1. 读三篇人物介绍，让学生在三人能做的事情上画线。为了让学生更直观地看到这三人的才能，教师可在黑板上列表，让学生将Peter, Alan和Ma Huan的才能和爱好写在相应的表格中。

	Can	Like
Peter	1. speak English 2. play soccer	
Ma Huan		
Alan		

2. 快速阅读，抓关键词。限时阅读是培养学生快速阅读的有效方法。教师可给学生限定时间，如2～3分钟，让学生快速读完这三则招聘广告，然后给广告选择适当的标题。这个阅读活动实际上训练了学生把握语篇主旨的能力，尤其是抓住语篇关键词的能力。快速阅读全文，并能通过关键词了解文章大意是比较重要的阅读技巧。关键词包含最重要的信息。教师可以先让学生找出关键词，然后再跟同学讨论。以第一个广告（左边）为例，教师可把这个广告的关键词板书到黑板上，然后让学生快速读完后面两篇广告，说出关键词，教师再把这些关键词板书在黑板上的表格里。

	Key words
Ad 1	need help, old people
Ad 2	speak English, help with sports for English-speaking students
Ad 3	play the piano or the violin, teach music

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学生可以通过这些关键词判断哪个是最合适的标题。

3. 再读三则广告，着重细节理解。教师可充分利用教材资源精心设计一些阅读练习，让学生细读、熟读这些广告，并为后面的撰写广告、海报做铺垫。教师可设计如下问题：
   1) If you want to help old people, what telephone number can you call?
   2) If you want to help with sports for English-speaking students, who can you call?
   3) When does the school need people to help teach music to students?
4. 巩固语言知识。本单元阅读文章有不少常用短语，如：old people's home, be free, be good with old people, English-speaking students, help with等，需要引导学生去关注和学习。教师可让学生根据语境去猜测这些短语的意义，用另一种表达法说出短语的意思，如：Are you free in July?就相当于Do you have time in July?

> 注意：be good at与be good with的用法是有区别的。be good at表示“擅长于……的”（be able to do sth. well），后面可接名词或动词的-ing形式。be good with表示“善于应付……的”（be able to use sth. or deal with people well），后面一般接名词。

5. 标题配对。教师出示活动2a中Peter, Alan, Ma Huan的图片和自我介绍并提问：What can Peter do? Which ad is he interested in? 让学生再读广告和三人的介绍，为他们寻找适合的招聘广告，将广告标题的序号写在2c相应的人名后面。
6. 教师组织学生三人小组讨论：What can you do? Which ad are you interested in? 最后，请小组代表向全班汇报，如：I like playing chess very much and I'm good at talking. I think I can help old people, so I want to go to the old people's home.

活动3a–3b

1. 写前预热——处理核心词并解释情境。教师出示Jay Zhou的照片并介绍：This is Jay Zhou. He's a good musician.然后板书music → musician并教学该单词。教师可通过问答让学生理解该词汇的意思并在使用中巩固，T: Who's your favorite musician? S1: My favorite musician is ... S2: My favorite musician is ... 最后导入3a语境：There's a music festival at a school. They want some musicians. Here's their ad.
2. 让学生阅读3a广告并用方框中的单词填空，然后请一个学生朗读完整的广告，全班核对答案。
3. 为学校某项活动设计一个宣传海报。让学生四人一组，先讨论要设计什么活动的海报。教师可提供一些选择，如：school trip, school art festival, English contest等。这是一个融合英语、美术、语文等多学科的综合实践活动，它培养了学生收集信息、处

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理信息的能力，以及语言表达能力和美术编辑能力。

4. 作品展示及评价。海报制作完成后，让学生互相欣赏、评价，教师组织学生评选出最优秀的十张海报并张贴在墙报上。

SELF CHECK 内容介绍和活动建议

活动1

1. 该活动将abilities分成四个类别，再按类别罗列出具体的各项能力，以此复习有关abilities的词汇。因为涉及abilities的词汇很多，完成整个列表需要花费很多的时间，教师可以将全班分成四个组，每个小组分别以abilities的一个类别来划分，如Music and Arts, Languages, Sports, Other Abilities。各小组成员讨论并填写所负责的能力类别的具体词汇。
2. 教师请四个小组的代表将所收集的词汇写在黑板上，其他同学将未收集的词汇转抄到课本上，其他小组补充。最后，教师领读所有词汇，全班朗读并记忆。
3. 游戏：两分钟时间内，说出有关abilities的词汇最多的同学获胜。因为全班游戏所需的时间较多，教师可以组织学生先在四人小组内做这个游戏，让全班学生都有参与的机会。

活动2

这个活动训练学生词汇搭配能力。学习词汇如果以语块（即短语）为单位要高效得多。教师平时要注意培养学生的语块意识，让学生以短语为单位去记单词。

让学生补充短语，看谁写出的短语多。在这个阶段，学生应该知道动词有及物动词和不及物动词之分，以及及物动词和不及物动词在用法上的区别，即：及物动词可以直接接宾语，不及物动词后面不带宾语，如果后面要接宾语，一般要接一个介词，如：talk to sb.。

活动3

教师导入活动：I know what you can do and what you can't do. But I don't know what your father can do or can't do. Can you tell us? 先组织学生在小组内口头谈论家人或朋友的才能，再请几个学生在班级内发言。最后让学生将他们的发言写成一篇短文。

■ 拓展活动：我的表演，我能行！

活动目的：以英语学习为媒介，以英语课堂为舞台，给学生展示才能的机会。

活动准备：了解学生的才艺，然后给这些学生布置一些表演任务。写有全班学生姓名的小纸条，以备抽签使用。

活动步骤：1. 通过抽签，让学生到讲台前谈论自己的才能。

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2. 让学生简单展示自己的才能。

3. 表演结束后，让全班同学评价，如：Chen Jie can sing, and he can sing well.

4. 请表演的同学抽出下一位上台的学生。

活动简评：本活动将表示才能的语言与动作结合起来，通过生动活泼的表演促进学生的英语学习，尤其是让学生更好地理解can的意义和用法。同时，该活动能够营造轻松的学习氛围，提高学生的音乐素养和文化素养。

四、语音教学建议

1. 看字母知发音——元音字母u的发音，元音字母组合ar，er，ir，or，ur的发音及其他字母组合的发音

本单元是第二轮语音教学（从发音到字母）的最后一个单元，主要归纳元音字母u在重读开闭音节中的发音，元音字母组合ar, er, ir, or, ur的发音以及常见辅音字母组合ph, sh, th, tch和wh的发音。

1）元音字母u的发音

因学生已学过五个元音字母在重读开、闭音节中的读音，教师可写几个单词作为示范，如：ex-'cuse, 'stu-dent, 'sun-ny, 'sub-ject，让学生说出元音字母u在重读开闭音节中的发音，学会举一反三。教师再给学生一些符合拼读规则的单词，有学过的，也有生词，让他们根据所学规则试着写出单词发音。

club　cute　'cul-ture　dis-'cuss　drum　duck　'fu-ture　glue　'hur-ry　fun

2）元音字母组合ar，er，ir，or，ur的发音

让学生看上述字母组合的发音及其例词，并提两个问题让学生思考：这些字母组合中的字母有什么特点？五个元音字母与r字母组合的发音有哪些？

字母r有些特殊，它能与五个元音字母组合，在重读音节中发不同的音，其中发/əː/最常见，有er, ir, or, ur等字母组合，ar一般发/ɑː/, or还常发/ɔː/。在美音里，r音节发音一般都有/r/音。

练一练。先让学生以小组为单位，找出符合r字母组合规则的单词，看哪组找得多。然后给出一些符合拼读规则的生词，让学生试着写出其读音。

large	market	pardon	certain	German	serve
circle	thirsty	birth	afford	born	horse
burn	hurt	church			

3）字母组合ph, sh, th, tch, wh的读音

这些辅音字母组合发音也很常见。知道这些常见字母组合发音，可以为以后的学习打好拼读基础，提高认读单词、记忆单词、听单词和拼写单词的效率。教师可

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以提几个问题让学生思考：

（1）这些字母组合一般发什么音？

（2）你还能想起哪些单词符合这些规则？

举一反三。让学生写出这些单词的发音。

physics fresh shake earth method than kitchen whatever everywhere

2. 朗读技巧——情态动词 can, can't 在句子中的重读及弱读

1）看句子归纳。让学生朗读本单元语音部分的句子，注意情态动词can的重音标注，并提两个问题让学生思考：can在什么情况下重读，在什么情况下弱读？可以看出，can的肯定式一般弱读，can的否定式can't一般要重读。注意：can的肯定式在强调的时候也可重读，如：He can't swim, but I can.

2）听句子判断。在美音中，can的肯定式和否定式听起来区别不大，给中国学生造成障碍。但仔细听还是有区别的。另外，上下文也可帮助学生确定是can的肯定式还是否定式。教师放录音，让学生合上书仔细听，然后说出用的是哪种形式。如：

I _____ sing, but I _____ dance.

They _____ speak English, but they _____ speak Chinese.

3）练一练。让学生试着朗读本单元中包含can的句子，看其重音是否读得正确。

3. 语音补充练习

1）绕口令（Tongue twisters）

（1）Can we **watch** the **ch**ess ma**tch** on the first Tuesday in Ma**rch**?

/tʃ/ (spelling **ch**, **tch**)

（2）Can you fini**sh** writing a **sh**ort story, and then **sh**ow it to me?

/ʃ/ (spelling **sh**)

2）歌谣（Chants）

(1) What Can You Play?	
I am the music man. I come from music land. And I can play ... What can you play? I play the piano. P, P, piano Piano, piano P, P, piano Piano!	I am the music man. I come from music land, And I can play ... What can you play? I play the violin. V, V, violin Violin, violin V, V, violin Violin!

/w/ (spelling **wh**) **wh**at

/ju:/ (spelling **u**) m**u**sic

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(2) Can They Do It?		
Can they do it? Yes, they can. Let's help them ... JUMP! Everybody jump! Another jump! One more JUMP!	Can they do it? Yes, they can. Let's help them ... SPIN! Everybody spin! Another spin! One more SPIN!	Can they do it? Yes, they can. Let's help them ... DANCE! Everybody dance! Another dance! One more DANCE!

/ð/ (spelling **th**) **th**ey, **th**em, an**th**er

五、课文注释

1. **Then we need you to help with sports for English-speaking students.** 那么我们需要你来帮助母语为英语的学生开展体育活动。

   help with在日常生活中用得较普遍，表示“在某一方面给予帮助”。例如：

   The school bought more brooms and mops to help with the clean-up. 学校购买了更多的扫帚和拖把来搞好大扫除。

   A 1998 Institute of Education study showed that most parents want to help with homework but many feel inadequate for the task. 一项1998年的教育学院的研究表明，大多数家长都想对孩子的作业给予帮助，但许多人觉得又无法胜任。

2. **English-speaking; spoken English和speaking skills**

   English-speaking属合成形容词，意为“说英语的”。再如：English-speaking countries（说英语的国家）; French-speaking area（说法语的地区；法语使用区）; Chinese-speaking people（汉语使用者；说中文的人）等。spoken English则为“英语口语”之意，过去分词spoken用作形容词，表示“口头的；口语的”。与spoken English相对的是written English（书面体英语）。speaking skills为“口语技巧”、“会话技能”的意思，其中speaking为名词，表示“口语会话；口语交流”的意思。

3. **英语合成词的三种基本结构：on the *weekend*; *English-speaking* students和*story telling* club**

   短语on the weekend中的weekend, English-speaking students中的English-speaking和story telling club中的story telling（亦可写成story-telling）的构词均属同类，语法上将这样由两个或多个单词组合而成的词汇称作“合成词”或“复合词”。英语合成词主要有以下三种构成形式：

   1）将词语直接合并，连写成一体。如：classroom, weekend, notebook, basketball,

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homework, birthday 等；

2）用连字符“-”连接，使之形成一体。如：English-speaking, 10-year-old, clean-up 等；

3）词语保持分离，各自独立，但计作一个独立的单词。如：family name, pencil case, computer game, school ID card, birthday cake, soccer ball 等。

许多学生无法分清合成词到底应当连写、使用连字符，还是独立分写，明智的办法是不断求证词典进行核实。但即便如此，许多合成词还是有多种通用的形式，例如，ice cream 就亦有 ice-cream 的形式见诸使用（Leech et. 2001:96）。当代美语中使用连字符或将两词相连的情况要比英国英语少见得多（Crystal 1995:129）。因此，教师对合成词拼写结构的态度应在鼓励、坚持基本原则（典型词典拼写形式）的前提下具有接纳性眼光，持宽泛包容的态度。

六、文化注释

各种各样的学校社团和活动

全球各地，无论政治体制、宗教信仰、文化理念等有何区别，各类学校组建社团、兴趣小组，安排多彩活动来丰富学生们的学校生活是共通的，但在不同文化习惯下，名称取舍和用词方面有变化。因此，英语中表达社团活动的某些词汇与我国学校中的组织或活动名称的字面意义未必对等，需要采取变通的方法翻译。例如：club 一词在词典中的基本含义为“俱乐部”，英美中小学中就有名目繁多的 clubs，实际上就相当于我国学校的各类“兴趣小组”。再如，我国学校每年一度的“运动会”就相当于英美学校中的 Sports Day 或 Sports Meet（并非 Sports Meeting）。

以下是中外学校中均常见的社团和活动表达法：

	英美国家表达方式	我国表达方式
学校社团	sports club soccer/basketball/... club art/music club Chinese/English/math/... club story telling club Student Sports Center dance/singing group school team	体育小组 足球/篮球……兴趣小组 美术/音乐兴趣小组 汉语/英语/数学/……兴趣社 故事会社 学生运动中心 舞蹈/合唱团 校队
学校活动	School Day Sports Day school/talent/talk show	校庆（纪念）日 校运会/体育节 校文艺汇演/学生才艺表演/口才展示

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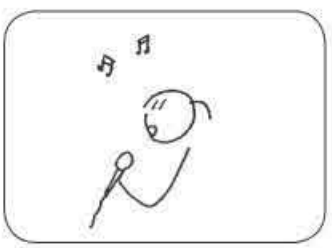
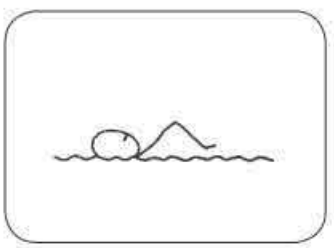
学校活动	art/music festival Chinese/English speech contest singing/dance/swimming competition	艺术/音乐节（周/月） 中文/英语演讲比赛 歌咏/舞蹈/游泳大赛

七、教学简笔画

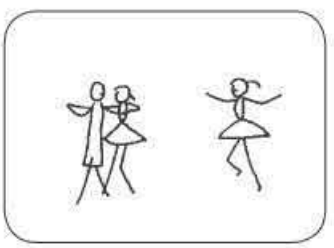
1. sing



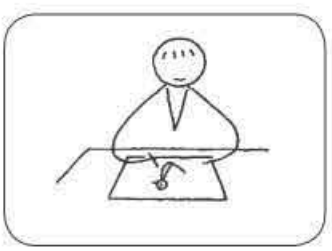
2. swim



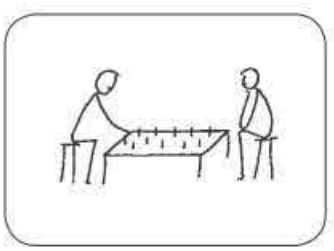
3. dance



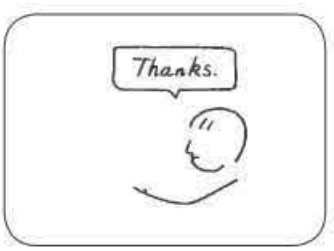
4. draw



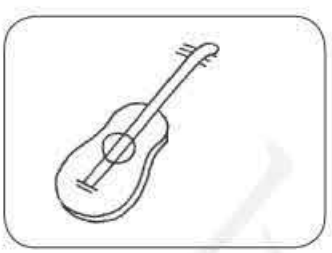
5. play chess



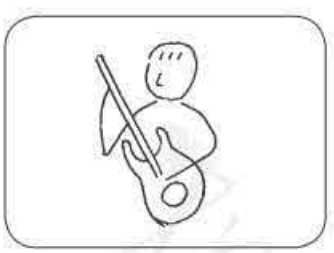
6. speak English



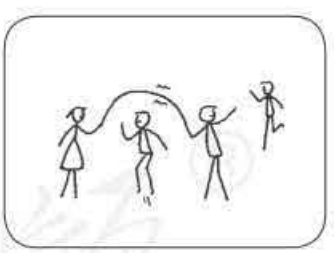
7. guitar



8. play the guitar



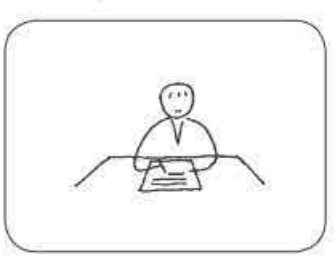
9. join



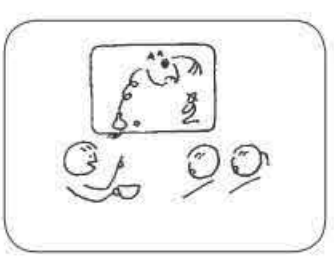
10. club



11. write



12. tell a story



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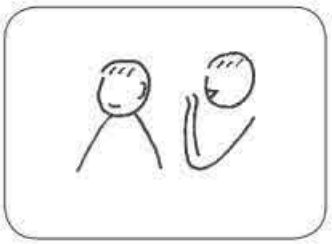
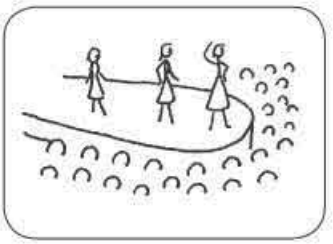
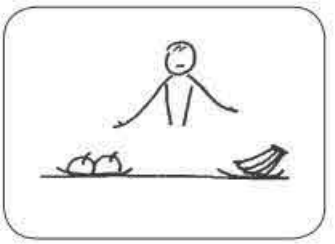
13. tell



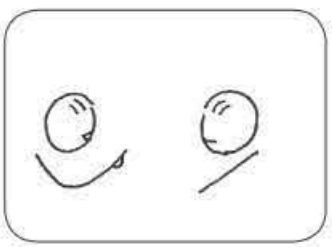
14. show



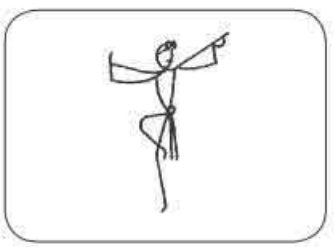
15. or



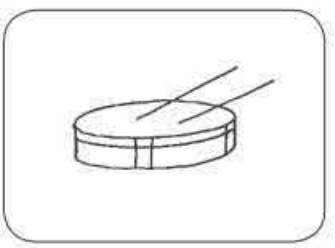
16. talk to



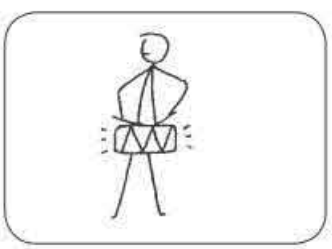
17. kung fu



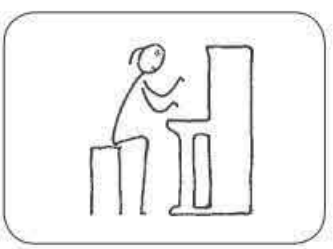
18. drum



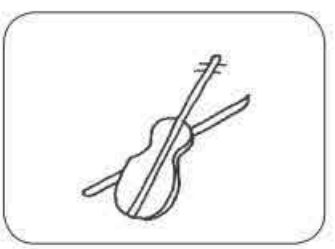
19. play the drum



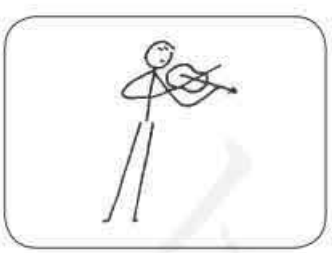
20. play the piano



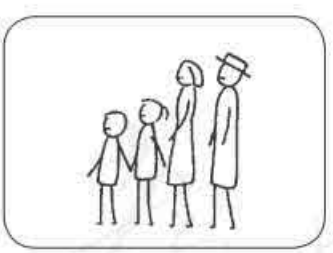
21. violin



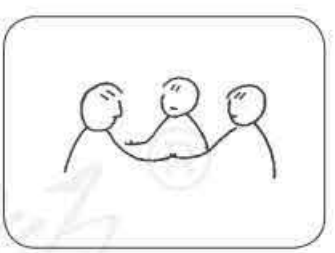
22. play the violin



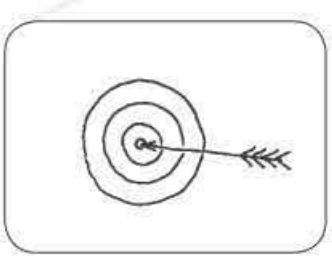
23. people



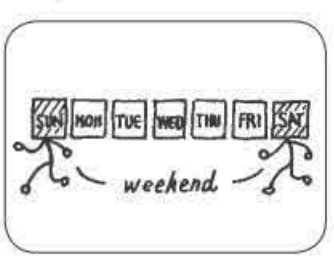
24. make friends



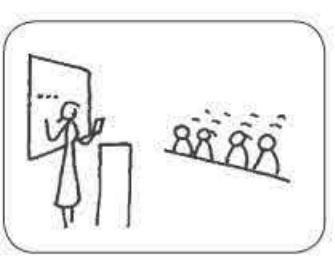
25. center



26. weekend



27. teach



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Unit 1 Can you play the guitar?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about abilities. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows Ss at a school fair where they can join after-school clubs. Each club has a table or stall. Ss that are interested in joining clubs can ask questions and sign up or become a member of the clubs.
Culture Focus	***After-school Activities*** In US high schools, Ss can sign up for special classes and after-school activities. This is considered an important part of high school education, because these activities help Ss develop skills and qualities such as teamwork, responsibility, and confidence. Some schools have both sports teams and sports clubs. Clubs usually offer recreational activities. They can also be a good place to learn how to do a new sport or activity. Teams tend to play competitively against other schools. Ss may be required to try out for sports teams.
Answers	1. e, 2. g, 3. d, 4. b, 5. c, 6. a, 7. f

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Missing Words Challenge*** In 1b, challenge Ss by rewriting similar conversations on the board, but leave out some words. Follow this procedure: 1. Choose two similar conversations from a listening.

A: I want to join the art club. *B:* Can you draw? *A:* Yes, I can.	*A:* I want to join the music club. *B:* Oh, can you sing? *A:* Yes, I can.

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Optional Approach	2. Write either option 1 or option 2 on the board: Option 1. Some words missing A: I want to join the _____ club. B: Can you _____? A: Yes, I can. A: I want to join the _____ club. B: Oh, can you _____? A: Yes, I can. Option 2. First letters of words A: I w_____ t_____ j_____ t_____ a_____ c_____. B: C_____ y_____ d_____? A: Y_____, I c_____. A: I w_____ t_____ j_____ t_____ m_____ c_____. B: O_____, c_____ y_____ s_____? A: Y_____, I c_____. 3. Have Ss listen for differences in the recording to help them identify and match the incomplete conversations on the board. Also, have Ss listen and complete the conversations by filling in the blanks.
Answers	2, 3, 1

1c

Purpose	To help Ss use the target language in natural speech.
Teaching Tip	***Speed Contest*** After 1c, have Ss practice saying the conversations in 1b as quickly as possible. Remind Ss during this fun activity that they must be both fast and accurate. This can be done in pairs or in small groups. Follow this procedure: 1. Assign roles: Student A and Student B. 2. Explain that Ss will practice each conversation in 1b. Then have them switch roles and practice again. 3. Have all Ss stand. Tell Ss that they can sit down when they finish. 4. The first pair of Ss to sit down is the winner.

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2a

Purpose	To give Ss listening practice in the target language.
Teaching Tip	***No Experience Needed*** Some Ss might not want to join a school club if they feel they are not skilled at the club's activity. Ss often need to be reminded that the most important thing is being willing to learn new skills and showing effort when participating. Ss will become more skilled over time if they practice the activity often.
Answers	Circled: chess club, English club, music club

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	***Positive Encouragement*** Sometimes Ss need some positive encouragement and guidance when picking activities that are best suited to their skills and future goals. In the US, parents will often encourage children to participate in after-school sports activities or in a band. Many universities will offer scholarships to Ss who are very good at sports or music.
Answers	1. chess, chess 2. English, English 3. sing, dance, music

2c

Purpose	To give Ss practice using the target language in conversations.
Optional Approach	***Conversation Poll*** In 1c, when Ss are asked to make their own conversations, it may help to make a model conversation as a class. Involving Ss in the creation of the model conversation will empower them and give them confidence. Follow this procedure: 1. Before writing each line of the conversation on the board, give Ss two or three correct options, e.g. Mary wants to join the music club/dance club/English club. 2. Ask Ss to take a class poll on which option you should write on the board. Ss can vote using a show of hands. 3. Write the chosen line of the conversation on the board. Repeat this process with each line of the conversation.

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2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Do You Want to Vs. Are You Going To*** Before 2d, remind Ss that when someone asks them, "Do you want to ... ?", they are being asked if they would like to do an activity. However, when someone asks them, "Are you going to ... ?", they are being asked if they intend to do an activity.

GRAMMAR FOCUS

3a

Answers	1. Can Mike play basketball? No, he can't, but he can play tennis. 2. Can Jane and Jill dance? No, they can't, but they can sing. 3. Can Grace play soccer? No, she can't, but she can play volleyball. 4. Can Bill write stories? No, he can't, but he can tell stories.

3b

Answers	sing/dance, dance/sing, play, tell

3c

Purpose	To provide speaking practice with the target language.
Optional Approach	***Confident Group Performances*** In 3d, Ss are encouraged to think of an activity they can do on their own. However, some Ss are nervous about performing on their own and they might be more willing and more confident when performing as part of a group. Follow this procedure: 1. Have Ss work in small groups of four to six. 2. Ask each group to agree on just one activity they can do together at the School Show. 3. Give each group a few minutes to plan a short demonstration or explanation of what they can do. 4. Finish by inviting a few groups to perform for the class.
Culture Focus	***Glee Clubs*** In the US, schools often have after-school glee clubs or show choirs. These clubs are for Ss to join together to practice popular songs and dances. They will often give performances at school shows. They may also enter competitions to perform against similar clubs from other schools.

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■ Optional Activity: Find Someone Who Can

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. On the board:

A: Can you _____?
B: Yes, I can. / No, I can't.
Find someone who can _____

do kung fu	sing a pop song
tell a funny joke	speak three languages
perform a traditional dance	tell a scary story
sing a Chinese opera song	draw a picture of a dragon
make a paper airplane	_____

2. Tell Ss to stand and find a classmate that can do each of the things on the board.
3. Tell Ss to write down the name of the classmate that can do each thing.
4. Model the questions and answers.
5. Elicit from Ss some of the names they have for each item, and write the names on the board.
6. Invite one or two Ss to show off their talents by performing for the class.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	***Musical Lists*** Before 1a, review Ss' knowledge of musical instruments in a fun way. Have Ss compete to list as many instruments as possible. Follow this procedure: 1. Have Ss work in pairs. 2. Ask Ss to work in pairs and give them two or three minutes to list as many musical instruments as they can. 3. Help Ss by suggesting categories of instruments and eliciting examples for each category, e.g. strings, wind, percussion. 4. After two or three minutes stop the Ss. The pair that has listed the most instruments is the winner. They must read out their list. If Ss cannot name any instruments in English, consider having the Ss name the instruments in Chinese and have classmates check a dictionary and provide the English translation.
Answers	Top left: piano, Bottom left: guitar, Top right: violin, Bottom right: drums

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1b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Human Instruments*** After 1b, have Ss compete to make sounds like instruments. 1. Divide Ss into groups. 2. Have groups take turns to choose and perform the sound of an instrument from 1a. 3. The class must guess which instrument each group is performing. 4. Finish by having the class vote for the group with the best human instrument.
Answers	1. guitar, 2. drums, 3. piano, 4. violin

1c

Purpose	To provide speaking practice with the target language.
Teaching Tip	***Find Someone Who Can't*** After 1c, you might want to have Ss find someone who can't play a certain instrument. 1. On the board: Find someone who can't play the _____. drums piano guitar violin 2. Direct Ss to the model question and response in 1c, i.e. Can you play the violin? No, I can't. 3. Tell Ss to ask the question to their classmates. If a S responds "No, I can't", then their name can be written down next to the instrument. 4. All the Ss should stand while they are doing the activity. When a S has written down the names of classmates for each of the instruments on the board, he or she can sit down. 5. The first S to sit down is the winner.

1d

Purpose	To provide listening practice with the target language.
Teaching Tip	***Repetition Counts*** After 1d, have Ss try a repetition listening challenge. Ask Ss to count how many times something was said in the recording. Ask Ss to listen to the recording and write the number of times they hear each of the selected words. On the board: sing play guitar drums piano dance can can't

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Answers	Circled: play the guitar, play the drums, play the piano, sing, dance

1e

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Names, Gender and Voices*** Before 1e, have Ss predict whether the names of the speakers are male or female, as knowing whether a speaker is male or female can make a listening activity easier. Write the three names of the speakers on the board and ask Ss to raise their hands if they think the names are male or female. Tell Ss the correct answers before playing the recording.
Answers	

	can	can't
Bill	play the guitar	sing
Cindy	sing, play the drums	play the piano
Frank	play the piano	sing or dance

1f

Purpose	To provide speaking practice with the target language.
Teaching Tip	***Yes, but … No, but …*** Before 1f, teach Ss some useful sentence patterns. Write on the board:

Can he _____?
He can _____, but he can't _____. /
Yes, he can, but he can't _____.
He can't _____, but he can _____. /
No, he can't, but he can _____.

Repeat each sentence pattern several times as a class, filling in the blanks with different activities each time.

2a

Purpose	To personalize and prepare Ss for the subsequent reading activity.
Optional Approach	***Read and Report*** In 2a, combine reading and speaking practice. Follow this procedure: 1. Have Ss work in groups of three. 2. Assign each S one picture/description to read silently. 3. Then have each S report what he/she has read so the other S can take notes.

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Optional Approach	4. Finally, have Ss compare their notes to the descriptions in the textbook.
Answers	Underlined: Peter: speak English, play soccer Alan: play the guitar and the piano, sing and dance Ma Huan: play ping-pong and chess

2b

Purpose	To provide reading practice with the target language.
Teaching Tip	***Predicting Titles*** Before 2b, have Ss try to predict the titles. There are several different ways to do this. For example: *Cover the Titles* Have Ss cover the titles and read the advertisements. The Ss can then try to write the best title for each passage. Finally they must check the actual titles before doing the activity as described in the textbook. *Speaking and Listening* Have Ss work with a partner. One S reads only the titles while the other S reads only the advertisements. Finally, the Ss work together to match the titles and the advertisements.
Answers	A. We need help at the old people's home ... B. Can you play the piano or the violin ... C. Are you busy after school ...

2c

Purpose	To provide reading practice with the target language.
Culture Focus	***Work Experience*** In the US, some Ss will do part-time jobs or volunteer work. Common part-time jobs for Ss include babysitting (caring for younger children for a few hours at a time) and delivering newspapers to houses in their local neighborhood. Part-time jobs are a good way to earn some pocket money; they are also a good way to gain work experience and demonstrate qualities such as responsibility and honesty. Helping out with a volunteer organization like the Red Cross is another way to gain work experience.
Answers	Peter: C, Alan: B, Ma Huan: A

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3a

Purpose	To provide reading and writing practice with the target language.
Optional Approach	***Class Board Completion*** In 3a, the activity can be completed as a class activity. Follow this procedure: 1. Tell Ss to close their books. 2. Write the incomplete advertisement on the board. 3. Elicit from Ss as many options as possible for the missing words in the advertisement, and write those words on the board next to each space. 4. Then have Ss open their textbooks and do the activity as instructed in the textbook. 5. Compare the word choices in the activity with the word choices on the board.
Answers	music, dance, play, guitar, can, call

3b

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	***Art as Homework*** In 3b, Ss may require a lot of time to complete the poster, so you may wish to set this or any other artwork-related assignments as homework. The completed posters can be displayed on the walls of the classroom.
Answers	Answers will vary. Sample writing: Students Wanted for Chess Day Do you have time after school on September 7th? Do you like to talk to other people? Do you like to play games with them? Can you play chess? Then you can take part in our school Chess Day! It is fun and interesting. You can make new friends, too! Please call Ms. Chen at 646-8734.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.

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Teaching Tip	***Unknown Words and Dictionaries*** Before activity 1, teach Ss how to use a dictionary effectively. Having Ss use dictionaries is one way to promote learner autonomy. Encourage Ss to read all the definitions for an unknown word. Which definition fits the original context best? Ask Ss to notice the parts of speech given for each definition, e.g. verb or noun, and to decide which fits the original sentence structure.
Answers	1. Answers will vary. Sample answers: Music and arts: play the violin, play the piano, sing, dance, act, draw Languages: speak English, speak Chinese, read English books, teach Chinese, write English letters Sports: swim, play basketball, play ping-pong, play volleyball Other abilities: tell stories/jokes, ride a bicycle, cook 2. Answers will vary. Sample answers: 1. play: the drums, football, computer games 2. speak: English, Chinese 3. help with: math, homework, chores 4. be good at: telling stories, sports 5. be good with: old people, children, animals 3. Answers will vary.

■ Optional Activity : Are you Good at ... ?

Purpose	To help Ss review the material they have studied.
Materials Required	Pencils or pens; paper.

Procedure

1. Have Ss work in groups.
2. Write on the board:

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Sports: tennis, football, ping-pong, etc.

Musical instruments: violin, piano, drums, guitar, etc.

School subjects: math, English, Chinese, P.E., science, etc.

Are you good at _____? √=Yes x=No					
	1. math	2. English	3. Chinese	4. P.E.	5. science
David	√	√	x	x	x
Mike	√	x	√	x	x
Lillian	√	x	√	x	x
Vivian	√	x	√	x	x

Results: Four people are good at math, one person is good at English, three people are good at Chinese, nobody is good at P.E., and nobody is good at science.

3. Tell Ss that they are going to make questionnaires and then survey the classmates in their group. Review the model questionnaire and the results on the board.
4. Have each S choose one of the topics on the board: sports, musical instruments, or school subjects.
5. Tell Ss they must copy the questionnaire chart on the board, but they should use their own chosen topics and five associated things.
6. When Ss are finished writing their questionnaires, give them five or more minutes to survey the other classmates in their groups.
7. Finally ask Ss to each write a sentence summarizing the results of the survey. Invite one or two Ss to present their results to the class.

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Unit 2 What time do you go to school?

一、教学目标与要求

话 题 **Topic**	日常作息习惯（Daily routines）
功 能 **Functions**	1 能简单谈论日常作息习惯（Talk about daily routines） I usually get up at six thirty. They always go to school at eight o'clock. 2 能就日常活动的时间进行问答（Ask about and say times） A: What time do you usually take a shower, Rick? B: I usually take a shower at six forty.
语 法 **Grammar**	1 能正确运用 what time 和 when 引导的特殊疑问句（*What time* and *when* questions） What time do you usually get up? When does Anna exercise? 2 掌握常见频度副词的基本用法（Adverbs of frequency） I *usually* get up at seven o'clock. They *always* go to school at eight o'clock. He's *never* late.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） tooth (teeth), shower, job, station, night, group, half, quarter, homework, life, lot, dress, brush, work, exercise, run, clean, walk, taste, funny, best, up, usually, never, early, o'clock, quickly, either, sometimes, forty, fifty, past 2 能正确使用下列常用表达（Useful expressions） get up, get dressed, take a shower, radio station, on weekends, do one's homework, take a walk, either ... or ... , lots of 3 能认读下列词汇（Non-curriculum words） wow

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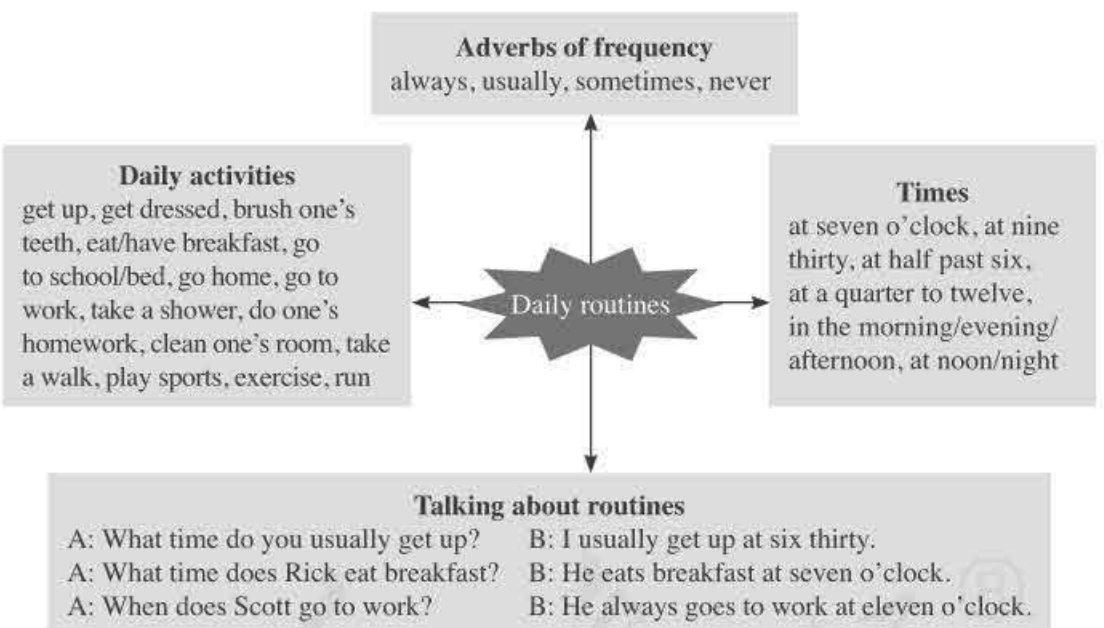
语　音 **Pronunciation**	1 能认读音素/iː/、/ɪ/、/æ/、/e/、/ɔː/和/ɒ/，并根据读音规则拼读含有这些音素的单词 2 初步了解不完全爆破现象
学习策略 **Strategies**	进一步加强听前预测意识，根据图和提示语句初步预测听力内容
文化知识 **Culture**	了解英语国家人们的日常生活习惯

二、话题思维导图



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三、内容介绍和教学建议

SECTION A 内容介绍

本部分以Rick和Jim兄妹的日常生活习惯，以及记者对Scott的采访为线索开展各项语言训练活动。在语言能力方面，侧重训练学生听别人谈论日常活动，并简单谈论自己一天的活动。在语言知识方面，则侧重词汇、习语的储备和语法训练，并学习询问时间的问句What time ...? When ...?以及时间的简单表达法（Section A部分只学习小时加分钟的表达法，Section B部分介绍to和past表示时间的用法）。

1a–1c导入本单元的话题，是Section A的基础，也是本单元后续学习内容的铺垫。1a是一个词汇活动，同时通过主题图导入本单元话题和基本结构What time do you ...? 另外，还引出时间表达法at six thirty。1b是基于1a语境的听力活动，1c是在1a和1b基础上开展的简单的口语输出活动。这部分有两个主要目标：一是学习本单元核心词汇，二是学习钟点时刻的表述。

2a–2c部分为听说教学，侧重发展学生的听说能力。2a–2c是一个听说任务链，听的是同一个对话，但活动目的不一样。2a检测对话的大意，要求学生写出Jim有多少兄弟姐妹、有几个淋浴设备。2b要求学生关注时刻，填写Jim及兄弟姐妹们的冲澡时间，旨在训练学生对数字和钟点时刻的捕捉和记录。要想较好地完成任务，学生应有一定的数字意识，应熟悉数字和时刻表达方式，建议教师在开展听力活动之前有意识地复习一下数字和时刻表述。2c是基于听力对话内容的口语输出活动，教师可让学生利用课本图画资源展开讨论。2d是本单元的口语范例，对话中采访了一名在电台上夜班的工作人员，他的上班时间正好与多数人相反。

本部分的教学重点包括：询问具体时刻的句型What time do you ...?表达时刻的简单方式，如：eleven o'clock, eight thirty等；表示日常活动的动词短语，如：get up, get dressed等；表示动作频度的副词always, usually和never等。本部分教学难点是时刻表达法，尽管英文和中文表达方式一样，先小时后分钟，但学生容易将数词混淆，听时间更是具有挑战性。询问时间的问句What time ...?和When ...?是有区别的，这对学生来说也是难点。

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SECTION A 教学建议

活动1a–1c

在词汇学习阶段，教师应注意让学生将所学的日常活动以短语的形式整体识记，而非过多关注其中的单词个体。以brush one's teeth为例，若我们将学生的目光引向单个的词语，独立教授tooth及其复数形式teeth，反而更容易引发诸如“brush tooth”这样的错误输出。再如，学习shower时，应提醒学生记住它的短语take a shower，而非独立的词。现在整体储存便于以后整体提取，这样，学习单词就会事半功倍。

1. 教师通过简笔画或动作表演（自己表演或安排学生表演），呈现课本词汇并板书。如：Look! What is he doing? He is brushing his teeth. He brushes his teeth every morning.（教师板书brush one's teeth。）
2. 要求学生翻开书本，观察主题图，并按书本要求完成1a活动。教师逐个出示图片，核对答案并带读这些短语。
3. 教师再次通过动作开展情景猜测游戏：Guess what I am doing?或Guess what she/he is doing?
4. 听前准备。在播放录音前，需要让学生了解英语时刻表达法。教师可利用教具（如时钟）向学生介绍英语时刻的表达方法，或在黑板上画钟表来介绍：What time is it? It's ...（主要教授小时加分钟的表达法，如：six thirty, five fifteen等，无须引入past, to的概念。）然后要求学生看主题图，从12:00开始以顺时针方向读出时间。
5. 听中活动。听力教学不只是局限于完成书上听力活动，而是要切实提高学生的听力水平。建议教师让学生养成听后做笔记（note-taking）的习惯。对于不同层次的学生，要求可不同。对于基础好的学生，可让学生记下听力主要内容，如：

Daily activities	Time
get up	6:30
brush one's teeth / take a shower	6:40
eat breakfast	7:00
get dressed	7:20
go to school	7:30

记录时间时，不用写下英语单词six thirty，只写数字6:30即可，这样可以节约时间，也是做笔记的技巧。对于基础薄弱的学生，教师可把活动表格列在黑板上，让他们只记下时间。如有必要，可再放录音，让学生核对自己的记录。

6. 听后问答。让学生两人一组就记下的信息进行问答。

S1: What time does Rick usually get up?

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S2: He usually gets up at six thirty. / At six thirty.

就听力内容进行问答能够锻炼学生的基本功，他们需转换人称，练习一般现在时的第三人称单数用法。同时，该步骤也巩固了对话中的基本句型、日常活动的词汇及时间表达法。

7. 试当小记者。教师安排学生结对活动，要求学生参考1a内容，完成1c活动。1c口语输出活动不宜花太长时间。对于基础好的学生，可以不拘泥于听力内容，鼓励他们自编对话。

活动2a–2c

1. 让学生观察2a的图画和2b表格，并就图画展开讨论，这本身就是真实的听说练习：

   1) How many children can you see in the picture?

   2) How many boys are there in the picture? And how many girls are there?

   3) What are the boys' names?

   4) What are the girls' names?

2. 教师播放第一遍录音，学生完成2a任务。教师还可问几个问题：

   1) Does Jim have a big family? Why do you think so?

   2) Is it difficult for Jim's family to take showers? Why or why not?

   3) What does the word "schedule" mean?

3. 教师继续播放第二遍录音，学生完成2b任务。这个活动可以训练学生听关键信息和记笔记的技巧。在这段听力中，关键信息就是时间，写时间时只需写数字。数字听写对于中国学生是个难点，特别是整十和十几的数字学生容易弄混，如：thirty与thirteen, fifty与fifteen。教师在课堂上可多进行数字听写练习，让学生加强数字音形之间的联系。

4. 师生核对答案。

文化提示：中西方某些生活习惯存在差异。例如：中国人大多习惯在晚上洗浴，西方人则大多有早上冲澡的习惯，许多人还早、晚洗澡。洗惯了脚的中国人初到英、美国家，入住房东家时，往往会为找脚盆洗脚发愁，因为他们家中根本就不备脸盆、脚盆。

5. 让学生二人结对或多人组合，简单介绍自己的日常活动。教师可提供一些参考问题，以缓解学生压力，加强活动的操控性：

   1) What time do you usually get up?

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2) Do you get dressed quickly?

3) Do you have breakfast at home or at school? What time do you have breakfast?

4) What time do you usually go to school?

5) When do you do your homework?

最后，教师选择一些学生向全班做汇报。

活动 2d

1. 处理生词。这个对话生词较多，建议教师先处理一些关键生词，如：job, work, station 等。处理生词时最好给出语境，例如：教授生词 station 时，教师可结合书上配图给出例句：Look at the picture. What does the man do? He works at a radio station. Perhaps he is a DJ. He plays music for people.
2. 理解对话大意。让学生读对话，或播放录音让学生听对话。在学生读或听之前，教师可设计几个问题，检测学生对这个对话的理解：

   1) Does Scott have an interesting job? Why do you think so?

   2) When does he get up? Does he get up in the morning or at night?

   3) When does he eat breakfast? Why does the interviewer say that it is a funny time to eat breakfast?
3. 让学生听录音跟读，模仿对话语音语调，然后让学生分角色朗读。教师还可采用 Disappearing dialog 的操练形式，通过游戏让学生巩固对话内容。
4. 让学生自由结对表演对话。学生短时间内记住对话内容有困难，教师可在黑板上写下一些关键短语，以帮助学生，如：

has an interesting job	work at a radio station	get up
eat breakfast	exercise	go to work
be late for work		

语法内容介绍和活动建议

这一部分是对本单元语法要点的梳理和巩固性训练。本单元重要语法点包括：

- what time 和 when 引导的特殊疑问句及回答；
- 频度副词的基本用法；
- 复习一般现在时。

在以上内容中，掌握语序是学生正确运用所学语言的关键，它包括疑问语序（疑问倒装），以及频度副词在句中的位置。同时，一般现在时单数第三人称的动词词尾变化是另一个难点。教师应鼓励学生探究、归纳，提升他们的语法意识。

Grammar Focus 列出本单元出现的关键句型，目的是让学生根据例句归纳语言规律。

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活动3a主要训练三个频度副词的使用。3b更加开放，要求学生笔头造句，灵活运用频度副词介绍自己的日常生活习惯。3c是一个小组活动，练习本单元关键句型What time do you ...? 及核心动词短语。

语法部分具体教学建议如下：

1. 教师可提出一些问题，让学生根据Grammar Focus中的例句，尝试发现其中规律。教师可板书或利用多媒体呈现表格中的关键语句，同时要求学生思考下列问题：
   1）what time和when都是就时间提问，它们的回答有何异同？
   2）频度副词（usually, always, never）与动词的位置有何关系？
   3）在特殊疑问句中，单数第三人称（he, she）和其他人称在动词形式上有什么差异？
   4）在答语中，单数第三人称（he, she）和其他人称在动词形式上有什么差异？
2. 教师将全班学生分为四组，每一小组就一个问题进行重点研讨。最后，让学生汇报自己的发现，教师点评、补充，并归纳要点如下：
   1）对于疑问词是what time和when的问题，均需回答是何时间，不同点是针对what time问题的回答仅仅为时刻，而针对when问题的回答还可以是更加笼统的时间，如：on Sundays, in the morning等。
   2）频度副词常位于实义动词之前，be动词之后。
   3）在问句中，单数第三人称（he, she, it）前用助动词does，其他人称用do。
   4）在陈述句或答语中，单数第三人称动词后会加词尾-s，而其他人称则用动词原形。

   教师可结合实际情况，在板书或投影中用色彩、下画线、字体等手段突出显示某些语言现象，如：单数第三人称动词词尾，从而更加明确地引导学生掌握语言。

活动3a

1. 学生独立完成活动3a，然后让两个学生读出对话，其他学生检查答案。
2. 为了帮助学生养成认真倾听的习惯，可让他们听后复述。读完对话后，可提问他们：What time does he/she get up? 或What time does he/she have breakfast?

活动3b

1. 教师用always, usually和never三词口头介绍自己的日常活动习惯，给学生提供更多输入和示范：I ***always*** eat breakfast at seven o'clock in the morning. I ***usually*** go to bed at ten thirty at night. I ***never*** watch TV on school days, because I don't have time for that.
2. 要求学生完成3c任务：Now, I'd like to know about you. Can you write something you always do, something you usually do, and something you never do? Please finish Activity 3a.

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3. 让学生两人一组进行问答。请几组学生展示他们的对话并给予适当评价。
4. 学生活动结束后，教师可板书或通过课件呈现更多带有频度副词的句子，引导学生总结归纳频度副词的用法。以下内容供参考：

频度副词（Adverbs of frequency）用法介绍：频度副词表示“多久一次”，是一种表示频繁程度的副词。较为常见的频度副词包括：

always usually often sometimes never

频度副词通常在语句的中位。如：

Mark is ***always*** in such a hurry.（在包含动词be的句子中）

I ***sometimes*** feel depressed.（在包含实义动词的肯定结构中）

They don't ***always*** believe what I say.（在包含实义动词的否定结构中）

I've ***often*** thought about getting married.（在含有助动词的句子中）

They would ***never*** have eaten before everyone arrived.（在含有两个助动词的句子中）

Do you ***usually*** work so hard?（在疑问结构中）

下列副词还可以在句子的前位和末位：usually, often, sometimes。如：

Sometimes he's late, but ***very often*** he doesn't come at all.

Why don't you come and visit us ***more often***?

I feel depressed ***sometimes***.

活动3c

1. 让学生浏览3c活动要求，明确任务目的。让学生分成四人小组，选择各自的角色。
2. 学生完成3d采访任务，填表以获得书面结果。
3. 学生轮流汇报采访结果，如：I asked three classmates about their daily activities. Zhao Wen gets up early on weekends. He gets up at seven. He often exercises at about eight in the evening ... 在活动中，教师应提醒学生用完整的句子进行提问及回答。
4. 教师还可利用学生已填好的表格，要求他们课后写一份“采访报告”，作为书面作业交上来。

SECTION B 内容介绍

在语言知识层面上，Section B是Section A的深化和拓展，例如：本部分介绍了更复杂的时间表达法（to和past）；在语言技能层面上，Section B进一步训练、发展听说技能

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的基础上，重点转向读写技能及语言综合素养的培养及提升。

活动1a–1e为听说教学，进一步巩固目标句型What time do you ...? 复习前面出现的日常活动短语，同时引入更高层次的时间表达法和更多的日常活动短语。1a和1b是听前预热活动，其中1a是语言输入，介绍past和to的用法，让学生接触更复杂的时间表达方式，丰富日常活动的表达内容；1b则通过结对活动对1a内容展开讨论，使学生进一步巩固前一活动中所学的目标语言。1c和1d围绕对Tom的访谈展开听力教学活动，除复习学生已学的日常活动表述外，增加了更多的新内容。1c侧重日常活动词汇考查；1d侧重日常活动的时间；1e是一个听后活动，要求以听力内容为线索展开对话，发展学生的口语能力。

活动2a–2c为阅读教学，是本单元的重点。此部分采用“读前”“读中”和“读后”设计。开展教学时，教师应将它们作为一个整体，由一个任务自然过渡到下一项任务，一气呵成，切忌将其逐一分裂开来。2a是一项读前预热活动。2b是读中活动，包括两个层次不同的活动：第一个问题检测文章的主旨大意，第二个问题涉及文章的具体细节。2c活动为读后任务，其主题仍然为“健康生活习惯”，但训练的侧重点由“读”过渡到“写”上。本篇阅读材料以第一人称描述姐弟两人的生活习惯，情感目标明确，教师应注意利用契机，引导学生关注健康生活，培养良好生活习惯。

活动3a–3b侧重点在“写”上，训练、发展学生的书面表达能力，3a是一个逻辑排序活动，同时为学生提供一个仿写的范文。3b让学生写自己一天的生活。

能用更丰富的语言描述自己或别人一天的活动是本部分的教学重点。用past和to来表达具体时刻是本部分的难点。表达英语时刻还会用到quarter，这个词对学生来说也有难度，需多提供机会让学生练习。

SECTION B 教学建议

活动1a–1b

在这一环节的教学中，教师应当明确下面几点：

其一，1a时钟所示时间和对应的文字表述实际上是书面语和口语的转换。换而言之，AM (a.m.)和PM (p.m.)表现出书面语特征，而half past six in the morning, a quarter to seven in the evening则是口语表达法。

其二，教师应注意引导学生观察、发现、总结英语时间的排列顺序，培养学生的语序意识：英语时间是按“由小到大”的顺序进行排列，与汉语“由大到小”的习惯不同。此处教师可适度做一些汉英双语对比，以帮助学生减轻母语的负迁移。例如：汉语说“早上六点半”，先说大的时间范围“早上”，再说小的时间范围“六点半”，而英语则先说half past six，然后再说in the morning。

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其三，教师可让学生关注英语时间状语在句中的位置。学生可就1a的内容做一些组句的练习，将它们写在纸上。这样一方面训练了学生的语句意识，另一方面为1b口语活动提供了参考资源，对那些“大脑视觉”（mind's eye）薄弱或外语学习困难的学生形成视觉上的帮助。

1. 学、练钟点时刻。教师借助图片或时钟教具复习时间的表达法，引入past和to的概念，引导学生观察、体会如何直接表达时刻（先说小时，再说分钟）以及half, quarter, past, to表达时刻的差异。然后，教师列举不同时刻，让学生用两种方式进行练习，达到熟练掌握的目的。在此基础上，教师引入AM和PM概念，进一步练习half past six in the morning的表达方式。
2. 连线匹配。教师通过提问引导学生完成1a任务：What do people usually do at half past six in the morning? What do people often do at a quarter past three in the afternoon?
3. 组句训练。师生核对答案，让学生以People usually ...开头，将1a图画上下的词语合理连接，组成四个句子，写在纸上。
4. 口语会话。让学生结对完成1b活动，必要时，学生可参考上一环节中自己写在纸上的句子进行对话。

活动1c–1e

注意：语言学习理论告诉我们，听者在消极心理暗示或心理压力大的状态下，对所听内容的正确解读会受到干扰，从而发生解码错误。这便是为什么越紧张越听不明白的道理。因此，开展听力活动之前，如何降低学生的心理负担和压力，如何将消极心理暗示调整为积极心理暗示，是教师在备课过程中必须思考的一个重要问题。对这些问题的思考直接决定了教师会如何开展听力活动，它们包括：选择何种教学方法、在授课过程中采取什么样的策略和技巧、决定播放听力录音的次数，以及如何看待和评价学生在听力活动中出现的错误等。

1. 课前教师布置课前预习任务，让学生预习1c中的短语，并将本单元同类型的表述书面总结出来。
2. 堂上检查课前预习任务，让学生读出所总结的短语。
3. 教师呈现如下表格，要求学生将课前总结的短语再次分类。

起居	饮食就餐	学习	家务	运动休闲
get up go to bed take a shower go to school go home	eat breakfast eat lunch eat dinner	do homework	clean my room	run take a walk

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这样做的好处在于：1）通过反复书写加强对短语的记忆，而非把眼光局限在单个词语上；2）训练学生对信息的筛选、归类能力；3）训练学生对学习内容的分类管理。利用表格将散乱的内容分类整理，使之条理化是一种重要的学习方法，它可以有效提高记忆速度和在大脑中的储存时长。

4. 在学生听录音之前，教师可提几个关键问题，以便检测学生对听力内容的理解，如：

   1) Who is talking about his day?

   2) Does Tom get up early? When does he get up?

   3) When does he exercise, in the morning or in the evening?

   4) What sports does he do every day?

   教师播放第一遍录音，学生带着问题去听，听后简略回答问题。

5. 教师播放第二遍录音，学生完成1c活动。基础好的学生听后也可做笔记，然后再根据笔记内容完成1c活动。

6. 再次播放录音，学生完成1d活动。然后请几个学生说出答案，注意要用完整句子，如：Tom gets up at 5:30.

7. 学生结伴进行口语会话，完成1e活动。注意：学生可以参考1c和1d的信息，但不能简单朗读录音文稿。另外，教师还可变化形式，让学生把Tom一天的生活复述出来：Tom gets up early. He gets up at half past five. Then at six he runs. He eats breakfast at seven ... 这种变换人称的复述练习可帮助学生打好坚实的语言基础。

活动2a–2c

在读前预热阶段，教师可巧妙设计活动，激活学生头脑中的“图式”（schema），帮助学生完成后续的阅读。针对本单元阅读文章，哪些日常习惯属“健康”的范畴，哪些“不健康”就是我们脑海中的图式。要确定这样的图式，首先我们应当知道“日常活动”的大致范围，这便是1a利用“头脑风暴”罗列健康活动的目的。

1. 教师要求学生拿出之前完成的“日常活动分类表”，让学生从中挑出“健康”的活动，集体或分组讨论。在此基础上，教师引出以下表达，同时板书：

   - get up early
   - go to bed late
   - eat very quickly
   - run in the morning
   - take a walk after dinner
   - eat ice-cream after dinner
   - don't brush teeth
   - brush teeth after dinner
   - sometimes plays sports
   - exercise before afternoon class

   上述讨论交流渗透了阅读课文中的部分生词，为学生顺利阅读铺平道路。

2. 读前阅读策略训练。关于阅读教学，教师的职责不是逐词逐句分析文章，而是培养学生的阅读习惯，阅读步骤可包括：

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- 先快读略读，后慢读细读；
- 先了解文章大意，后了解文章细节；
- 先默读，后朗读。

阅读速度慢是中国学生常见的问题之一，读得慢不意味着理解正确率高，反而说明未能理解。造成读得慢的原因有：逐字默读；反复回读；没有养成按意群读的习惯。如：

A. I always eat ice-cream after dinner. I know it's not good for me, but it tastes good!

B. I always | eat ice-cream |after dinner. | I know | it's not good | for me, | but it tastes good!

C. I always eat ice-cream | after dinner. | I know | it's not good for me, | but it tastes good!

如果逐词读，这两句话有17个词（缩略词it's算一个词），意味着眼睛视距为一个词，眼睛停顿17下。但如果按句子B中标注的意群读，眼睛只需停顿七下。待学生阅读能力提高后，还可让他们加大视距，按句子C标注的更大意群读。训练学生快速阅读是教师的首要任务之一。怎样训练学生快速阅读呢？教师可给学生限定时间，让学生限时阅读，多次阅读，每次阅读有不同的目的。

3. 快速阅读，抓关键信息。让学生读第一遍，限时30秒，读后回答两个问题：What are their names? Whose habits do you think are healthy, and whose are unhealthy?

4. 再读短文，理解文章细节。让学生仔细读第二遍，给他们两分钟时间，让他们写下文中健康或不健康的生活习惯：

☹	☺
gets up late	gets up early
eats quickly	eats a good breakfast
likes fast food	eats fruit and vegetables
eats ice-cream	brushes her teeth three times a day
does not exercise	likes exercising: playing volleyball, swimming, taking walks

建议教师板书动词短语时用动词第三人称单数形式，帮助学生克服动词形式这个难关。

5. 复述课文。学生可以根据板书的关键信息复述文章内容。如：Tony doesn't have a healthy lifestyle. He gets up late. So he doesn't have time to eat breakfast and he eats very quickly ... Mary's lifestyle is very healthy. She gets up early and eats a good breakfast. She likes fruit and vegetables ...

6. 读后语音训练。学生对文章比较熟悉后，可让他们朗读文章，或听课文录音，跟读模仿。教师应提醒学生注意句子连读、意群停顿和不完全爆破等朗读技巧。

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7. 当“健康顾问”。教师可将教材任务稍加修改，要求学生为Tony Brown当“健康顾问”，帮他重新设计“健康生活时间表”。该步骤使教学衔接更加紧密和顺畅。教师也可要求学生把对Tony的建议写出来，同时巡视指导，进行必要的帮助、点评及辅导。最后，教师安排结对或小组交流，如：一人扮演Tony，另一人扮演健康顾问，进行问答，当面提出建议。教师也可将一部分优秀作业在班级中展示，起到示范交流的作用。
8. 关注语言。完成以上教学活动后，教师可将学生的注意力转移到语言知识的学习和巩固。教师可采用下列步骤：

   1）让学生从Tony的自我介绍中找出包含either ... or ...的句子；

   2）找出课文中包含after和before的所有短语：after school, after dinner, after that, before afternoon classes;

   3）关注介词for在课文中的使用：don't have much time for ..., eat ... for lunch和it's not good for me;

   4）关注系动词taste的用法。系动词后一般接形容词，如：The apple tastes good/delicious/sweet. 与taste用法类似的还有look，意思是“看起来”，如：You look great today.

   如时间允许，可让学生在归纳和理解语言点的基础上做一些巩固练习。

活动3a–3b

这是一个逻辑排序任务。“写”是一项较为复杂的语言编码活动，而语段的编码更是以合理的逻辑和连贯的语言为基础的。这便是我们在教学中需要不断训练学生逻辑排序的原因。排序练习的完成情况不仅可以反映出学生对所学语言的掌握情况，还可反映出学生思维的成熟程度和思维特征。因此，教师应注意观察、收集这方面的反馈。

1. 学生朗读3a语句，教师对个别词汇或句子进行讲解、指导，消除学生的语言障碍。
2. 学生独立排序，完成3a任务。
3. 全班核对答案，教师分析出错原因。
4. 如时间许可，教师还可要求学生按正确的顺序抄写3a中的句子，使之连成一个小文段。这样做的好处在于：1）为学生创造更多抄写英语的机会；2）唤醒学生的语篇意识，使学生意识到将这些散乱的句子进行有效编码并组合后就是一篇小短文，为下一环节的仿写做好准备。

活动3b

这一活动目的在于训练学生对本单元所学内容的笔头输出能力。教师应提醒学生

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参考2b和3a的内容，并适当运用after that, then, so, but, it's good for me, it's not good for me等语言，将自己的日常作息活动连接起来，增强语篇的连贯性。

1. 让学生朗读3a语篇。
2. 布置3b任务，让学生进行仿写练习，教师巡视指导，并提示学生注意语言的正确性和语篇的连贯性（如：是否运用连接词语，是否用对了地方）。
3. 课堂点评及交流：教师应当注意对优秀作品的收集、点评，让学生向自己的同伴学习比教师演示和讲解书本范例要有效得多。

SELF CHECK 内容介绍和教学建议

活动1

1. 此活动旨在复习和巩固本单元出现的大量动宾短语。学生需要先组成短语，再根据语境填入合适的短语。教师可告诉学生一些搭配的知识。

> 搭配是指词的伙伴关系，从一个词可以预测到它前面或后面的词。例如：从homework可以预测其前面的词通常都是do。有的词搭配很受限制，如：blond或blonde只能与hair搭配，但英语中多数词搭配比较灵活。有些词，如：have，take，get等非常活跃，从单词本身无法看出其词义，要根据后面搭配的词才知道整个短语要表达的意思，如：have a look, take a walk, take a shower。因此，教师应提醒学生：记单词不能只记单个词，而要以词组或词块（lexical chunks）为单位，如：get dressed，dressed总与get在一起，我们还可以将单词或短语放在句子里一块记，如：Go and get dressed!

2. 让学生组完短语后，根据上下文把短语放在句子里，培养学生的语境意识。

活动2

此活动是一个控制性语句建构任务，旨在复习这一单元重点语言结构。同时，对话的形式还可培养学生的语境意识，教师可提醒学生注意上下文的连接关系和语篇的连贯性。此活动还复习了两种时间表达法。

1. 明确任务要求，让学生根据提示词写问句和答语。
2. 让学生两人或多人进行交流，互相检查答案，修正所写语句。
3. 让学生分角色朗读对话，然后互换角色再次朗读。

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■ 拓展活动：小调查：我和同学们的业余生活

活动目的：进一步复习、运用本单元所学目标语言，培养学生的交往技能，增进同学之间的了解。

活动步骤：1. 布置任务：1）完成调查列表（不少于5人）；2）完成文字报告。表格如下：

Name	After-school activity	Time

教师可给出文字报告开头：What activities do my classmates and I do after school? Here are the answers.

2. 学生课后完成调查任务。
3. 教师收取调查报告。
4. 教师在课堂上展示“优秀作品”。

四、语音教学建议

上册教参介绍过本套教材的读音规则分三轮介绍：第一轮介绍44个音素，重点在于音素的读音和书写；第二轮语音教学是从字母到音素的角度，介绍五个元音字母及其字母组合，以及其他常见辅音及其字母组合的发音；第三轮则是从音素到字母的角度，归纳哪些字母或字母组合发某个音。学生经过这三轮拼读训练，能够达到“看形知其音，听音知其形”，打好牢固的拼读基础。

本单元开始第三轮语音教学。

1. 看音知字母——/iː/, /ɪ/, /æ/, /e/, /ɔː(r)/ 和 /ɒ/ 的读音规则

1）以 /iː/ 为例，因学生对读音规则有一定了解，教师可以问学生：哪些字母或字母组合发 /iː/？如果他们想不起来，可以把例词板书到黑板上，如：week, clean 等，最后归纳：元音字母 e 和字母组合 ee, ea 都可以发长音 /iː/。以此类推，总结其他音的读音规则：元音字母 i 在重读闭音节中读 /ɪ/，元音字母 a 在重读闭音节中读 /æ/，元音字母 o 在重读闭音节中读 /ɒ/，发 /ɔː/ 的字母组合最多，有 or, ore, al, au 四种常见组合。另外，or 和 ore 在美音中读 /ɔːr/。

2）播放录音，让学生跟读，提醒学生注意音素和单词的正确发音。

3）看谁找的例词多。给学生3分钟时间，让他们找更多的例词，看谁找的例词多。

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4）试一试，练一练。给学生更多的例词，包括一些符合拼读规则的生词，看学生是否能读出来。

ee	agree	beef	sheep	deep	feed	freeze	greet	knee	wheel
ea	beach	bean	beat	cheat	cream	each	easy	dream	meat
	breath	dead	deaf	death	heavy	heaven	health	wealth	weather
or	afford	corn	dorm	force	important	north	order	pork	report
ore	explore	shore	wore	Singapore	score	ignore	forecast		
al	chalk	fall	false	walk	walnut	wall			

2. 朗读技巧——不完全爆破

不完全爆破是英语口语中一种重要的语音现象。教师有必要告诉学生，在实际交流中，人们不会把单词中的每个音都逐个清晰地发出。受语速等多种因素的影响，人们往往会有吞音或省音的现象，不完全爆破便是英语中一种非常独特的省音现象：当一个爆破音和另一个辅音相邻时，受后面辅音的影响，前面的爆破音在发音时形成发此音的口型但不送气，因此并未把音发出来。这种要发但未发出的音就是我们所说的“不完全爆破”。

1）教师播放录音，要求学生体会括号中字母的读音特征。

2）教师讲解不完全爆破的概念和特征，并做示范。

3）教师再次播放录音，学生跟读练习。

4）学生独立朗读教材中的例子，教师纠正读音。

5）教师提供其他材料，学生进一步朗读训练，巩固不完全爆破的使用。

3. 语音补充练习

1）绕口令（Tongue Twisters）

（1）She's our teacher for these three weeks.

/iː/ (spelling **ee**, **e**, **e_e**, **ea**)

（2）I want what you want but what do you want?

/ɑː/ (spelling **a**)

2）歌谣（Chants）

(1) Get Up!
One o'clock, two o'clock, three o'clock, four, Five o'clock, six o'clock, seven o'clock, more, Eight o'clock, nine o'clock, ten o'clock, no! I'm late. I'm late. I'd better get up and go.

/ɔː/ (spelling **ore**, **our**) m**ore**, f**our**

/e/ (spelling **e**) b**e**tter, g**e**t, s**e**ven, t**e**n

/ɒ/ or /ɑː/ (spelling **o**) o'clock

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(2) Just One More Minute!	
Just one more minute, please, Just one more minute to play computer games, Before I go to bed, Pretty please!	Just one more minute, please, Just one more minute to read my book, Before I go to bed, Pretty please!

/ɔ:(r)/ (spelling **ore**) m**ore**, b**ef**ore

/i:/ (spelling **ea**) pl**ea**se, r**ea**d

五、课文注释

1. 关于eat breakfast和have breakfast

有些人认为“吃早、午、晚饭”对应的英语表达是have breakfast/lunch/dinner，而一般不说eat breakfast/lunch/dinner。实际上这已是老皇历了。虽然用have搭配早、中、晚餐的说法依然广泛，但用eat表示“吃”一日三餐的现象已经越来越普遍，无论在英国还是美国。

2. That's a funny time for breakfast! 对吃早饭来说，那可是个滑稽的时间呦！

For lunch, I usually have hamburgers. 午饭呢，我通常吃汉堡。

After lunch, she sometimes plays volleyball. 午饭后，她有时打排球。

除动词外，英语中的一日三餐（breakfast, lunch, supper/dinner）可与某些介词搭配，表达不同的意思，值得关注，如：

1）与介词for搭配，往往表示一餐所吃的食品。例如：

What would you like to eat for lunch? 午饭你要吃些什么？

2）与介词at搭配，表示“就餐；进餐；用餐”等意思。例如：

She told me about her dream at breakfast the next morning. 她在第二天吃早饭时把她的梦告诉了我。

3）在三餐前加before/after，表示“饭前”“饭后”。例如：

After dinner, my parents usually go out for a walk. 晚饭后，我父母通常出去散会儿步。

3. 英语钟点时刻的表达方式

在正式书面语中，英语采用国际通用方式，用阿拉伯数字表达钟点时刻，分24小时制和12小时制。在12小时制中，人们又用AM (a.m.)和PM (p.m.)区分上、下

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半天，AM (a.m.)为ante meridian之缩写，意为“午前、上午”；PM (p.m.)为post meridian之缩写，意为“午后、下午”。

在英语口语和非正式书面语中，人们常用两种方法表达钟点时刻：一种是数字表达方式，即单纯利用数词进行陈述，如：six thirty（六点半）；eight fifteen（八点十五分）；nine fifty-five（九点五十五分）；另一种是文字表达方式，即利用文字quarter, half等，并借助介词past, to陈述时刻的方式。一般说来，前半小时多使用past，表达“几点过几分”的概念，后半小时多使用to，表达“差几分到几点”的概念，如：ten (minutes) past five（五点十分）；half past seven（七点半）；a quarter to nine（九点差一刻；八点四十五分）。

在美国，人们除用past和to表达时刻外，还常使用介词after和of，如：ten minutes past/after four（四点过十分）；a quarter to/of seven（差一刻七点）。这已成为美国英语的一种现象。

六、文化注释

不同文化背景下一日三餐名称的用词区别

我们知道，中国和英、美等国分属东、西方，存在着较大的社会文化差异，这也同样表现在一日三餐的用词区别上。在我国，人们往往较为注重午餐，因此它成为许多家庭的“正餐”(dinner)，这样我们的晚餐就成了supper；在西方，人们中午大多就餐简便，而晚餐则绝不将就，是绝对的“正餐”。于是，在英语国家中，dinner就自然成了“晚餐”的代名词。可见，英美人士口中的dinner就相当于supper。有趣的是，若这些将dinner用作“晚餐”的人再说supper的话，supper就有点类似于我们的“夜宵”了！

除此以外，英语中还有brunch一词，它是由breakfast和lunch截拼而成的“混拼词”。顾名思义，这是那些周末爱睡懒觉的人们吃的“早午饭”。

在英美国家，尤其是英国，人们还有喝“下午茶”（afternoon tea或tea break，在美国又称coffee break）的习惯。虽然名为“下午茶”，人们并非仅仅品茶、喝咖啡，往往会有一些饼干、糕点以供享用。所以，我们大可不必为英美人士午饭过于简单或吃不饱肚子而担忧，他们在下午茶时全都补上啦！

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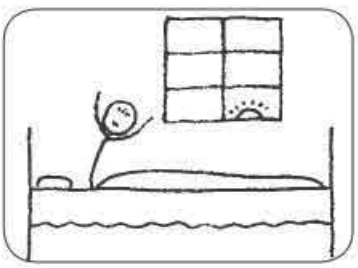
七、教学简笔画

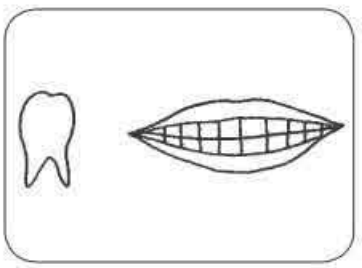
1. get up



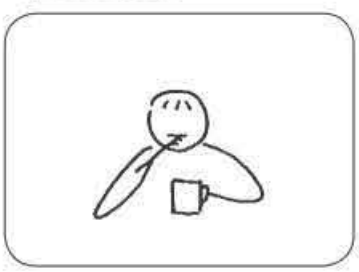
2. get dressed



3. tooth (teeth)



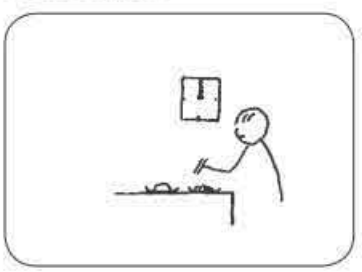
4. brush teeth



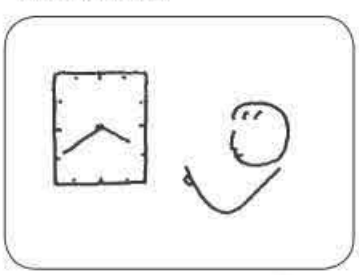
5. take a shower



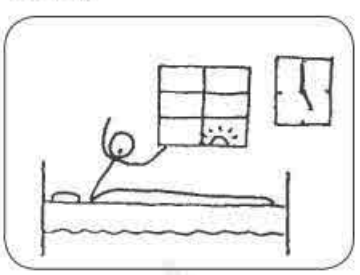
6. have lunch



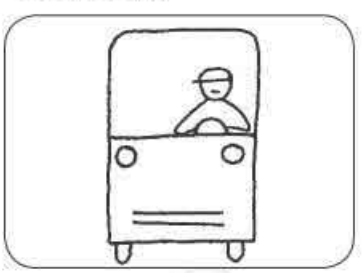
7. three forty



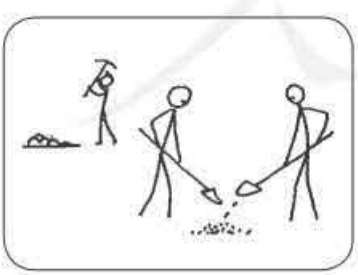
8. early



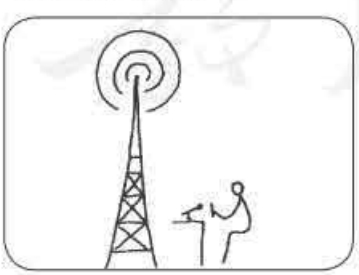
9. drive a bus



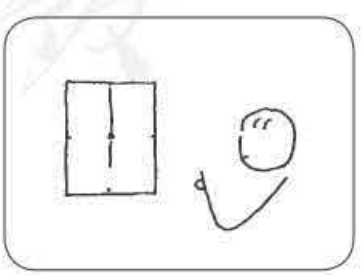
10. work



11. radio station



12. six o'clock



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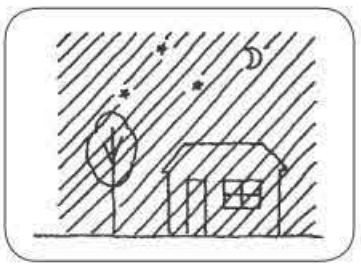
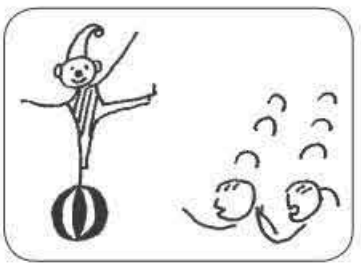
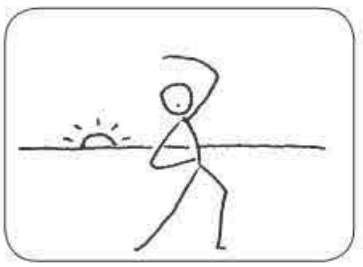
13. night



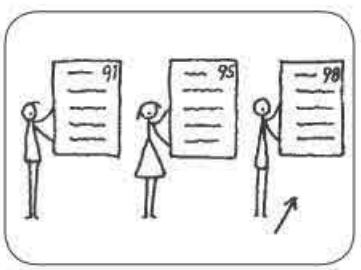
14. funny



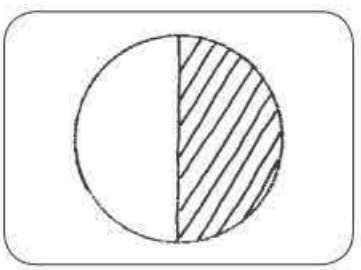
15. do morning exercises



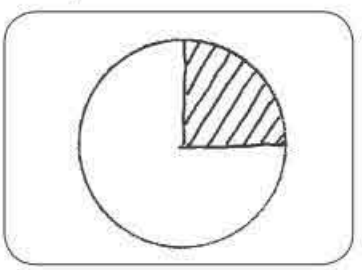
16. best



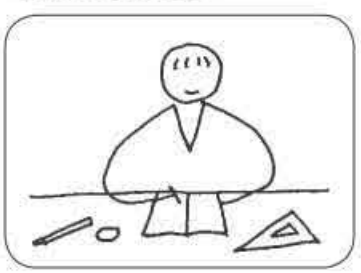
17. half



18. quarter



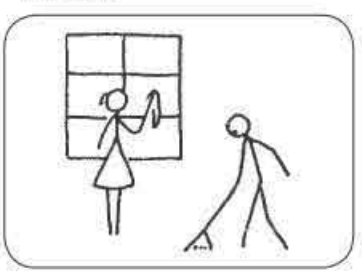
19. do homework



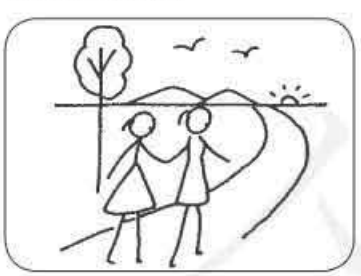
20. run



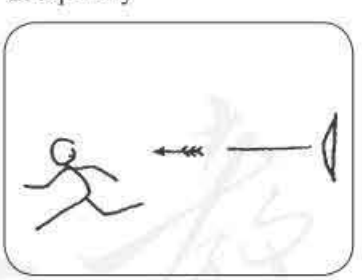
21. clean



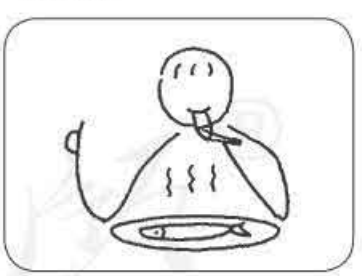
22. take a walk



23. quickly



24. taste



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Unit 2 What time do you go to school?

SECTION A

1a

Purpose	To introduce Ss to the unit goals: talk about routines, ask and say times. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows a male S named Rick being interviewed about his daily routine. Rick's daily activities are shown in pictures labeled a–f. Clocks display the different times at which he does these activities.
Culture Focus	***Different Country, Different Routine*** Daily routines will vary from country to country. For example, in some countries such as Germany, Ss finish school at lunch time. Classes also start very early. This means they will have to get up very early each day so that they can go to school.
Teaching Tip	***I Know These Words!*** Before 1a, elicit how many words Ss already know. List the words on the board under the categories of nouns, verbs and adjectives. Draw Ss' attention to the verbs in 1a, e.g. get, take, go, etc.
Answers	1. c, 2. d, 3. b, 4. f, 5. e, 6. a

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Ways to Tell Time*** After 1b, elicit from Ss the things or objects that can be used to tell the time. Write the Ss' suggestions on the board: clock wristwatch cell phone television computer alarm clock school bell
Answers	get up: six thirty, brush teeth and take a shower: six forty, eat breakfast: seven, get dressed: seven twenty, go to school: seven thirty

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1c

Purpose	To help Ss use the target language in natural speech.
Teaching Tip	***Interviews*** Before 1c, remind Ss that an interview is different than a conversation. In an interview the interviewer will be the only person asking questions. The interviewer will not react to the answers and will not share thoughts or opinions. The interviewer only asks questions and records the answers. In a conversation, both persons will ask and answer questions. To check that Ss understand the concept of an interview, you can ask them to suggest people that conduct interviews, e.g. a news reporter, a policeman, or a market researcher.

2a

Purpose	To give Ss listening practice with the target language.
Teaching Tip	***Picture Clues*** Before 2a, encourage Ss to use picture clues to predict the answers. Follow this procedure: 1. Direct Ss' attention to the picture in 2a. 2. Elicit how many boys and how many girls are standing in the line. 3. Elicit whether Ss think the person in the shower is a boy or girl. 4. Elicit why the boys and girls must form a line for the shower. Ask Ss to say how many showers are in the house. 5. Now ask Ss to predict the answers to 2a, and ask Ss to complete the sentences in the box. 6. Have the Ss listen to the recording to check their answers.
Answers	Jim has two brothers and two sisters. Jim's family has one shower.

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Matching Names and Faces*** After 2b, ask Ss to match the names in 2b with the people in the picture. Also, have Ss try to rank the people in the picture from youngest to oldest, e.g. according to height.
Answers	

Name	Bob	Mary	Jack	Jim	Anna
Time	5:30	5:50	6:15	6:30	6:45

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2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	***Talking About Frequency*** Before 2c, remind Ss of some frequency adverbs. Draw a chart on the board to confirm they understand the meaning of each frequency adverb. Write on the board: always every day seven times a week usually most days three or four times a week sometimes some days one or two times a week Elicit examples of things the Ss always/usually/sometimes/never do. Expand vocabulary and consolidate understanding of adverbs of frequency by introducing the additional phrases "… times a week", "every day", "some days" and "most days".

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***Sequencing in Scripts*** In 2d, direct Ss' attention to the sequencing words in the tapescript. Have Ss underline the sequencing words in the script, i.e. after that, then. Remind Ss that when talking about daily routines, people often use sequencing words to order activities. Elicit more examples of sequencing words and write them on the board.
Teaching Tip	***Interesting Job Routines*** After 2d, work as a class to create a daily routine for another interesting job. Follow this procedure: 1. Write on the board: Job: _____ Routine: Works from _____ to _____. Gets up at _____. Has breakfast at _____. Goes to work at _____. _____ at _____. _____ at _____. 2. Elicit suggestions of other unusual or interesting jobs. Take a poll to see which job the Ss think is most interesting and write the name of the job on the board.

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Teaching Tip	3. Elicit suggestions of the times at which the person in the job will perform the activities in his or her daily routine. 4. Have Ss suggest two more job related activities and the time at which these would be performed. 5. Have Ss work in pairs to prepare and role-play a conversation based on the information on the board.

GRAMMAR FOCUS

3a

Answers	Answers will vary. Sample answers: 1. I usually get up at 6:30. 2. What time does Rick usually get up? 3. I usually have breakfast at 6:45. 4. When/What time does Anna usually eat breakfast? 5. He/she always goes to school at 7:15.

3b

Answers	Answers will vary. Sample answers: I always go to school at 7:00. I usually go to bed at 9:30. I never exercise in the evenings.

3c

Purpose	To provide speaking practice with the target language.
Optional Approach	***Short Answers*** In 3c, remind Ss that in spoken conversation, short answers are quite common. For example: A: What time do you get up on weekends? B: Eight fifty. Have Ss do 3c using complete sentences and then repeat it again using only short responses.

■ Optional Activity 1: A Great Day

Purpose	To help Ss use the target language correctly.
Materials Required	Pencils or pens; paper.

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Procedure

1. Have Ss compete to create a great day. This should be a day when they can do anything they want!
2. Write on the board:

Morning:	I wake up at 9:30 in the morning. From 9:30 to 10:30, I eat pancakes for my breakfast. At 11:00 I meet my cousin and we play computer games.
Afternoon:	At 12:30 I go to a fast-food restaurant for lunch. I get a free toy. Then I go to a theme park from 2:30 to 4:30. I go on the rollercoaster many times.
Evening:	In the evening, I have dinner with my family. My mom makes my favorite noodles. After dinner, I watch a movie with my family. I get to pick the movie.

3. Tell Ss they must create a routine for a great day. This will be a day when they can do anything they want. They must write what activities they do, as well as where and when they do each activity.
4. Divide Ss into small groups, and have each S in the group tell the other Ss in the group about their great day. Then have Ss vote to decide whose day sounds the greatest.
5. Have the winners of each small group stand and share the greatest day.

■ Optional Activity 2: Truth or Lie

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens; paper.

Procedure

1. Write on the board:

That's true. / That's a lie.
1. I always ... 2. I usually ... 3. I never ...

2. Tell Ss that they are going to complete each sentence on the board. They can write a true sentence or they can write a lie. Give Ss time to write the three sentences.
3. Have Ss read their sentences to a partner, who must then guess if they are truths or lies.

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When Ss have finished they can switch partners.

4. Allow Ss time to work with several partners. Then finish the activity by eliciting whether anyone correctly guessed all three of a classmate's truths and lies.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	***Too Early, Too Late, OK*** After 1a, review the target language by taking a class poll. Ask Ss whether they think certain activity times are too early, too late or OK. Follow this procedure: 1. Write on the board: get up 5:00 a.m. eat breakfast 5:15 a.m. go to school 6:00 a.m. have lunch 2:30 p.m. do homework 9:00 p.m. go to bed 11:00 p.m. It's too early. / It's too late. / It's OK. Because ... 2. Direct Ss' attention to the routine on the board. 3. **T: *Get up at 5:00 a.m. Do you think it's too early? Raise your hands.*** Count the show of hands. ***Do you think it's too late?*** Count the show of hands. ***Do you think it's okay?*** Count the show of hands. 4. Elicit reasons for the Ss' opinions. ***T: Why is it too early?*** Allow Ss to explain in Chinese before translating their answers into English if necessary. 5. Repeat the process for each of the activities in the routine. 6. Finish the activity by having Ss write out a better routine.
Answers	1. do homework at a quarter past three in the afternoon, 2. eat dinner at a quarter to seven in the evening, 3. eat breakfast at half past six in the morning, 4. go to bed at a quarter to ten in the evening.

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1b

Purpose	To help Ss use the target language in a different context.
Optional Approach	***Agreeing and Disagreeing*** In 1b, challenge Ss to make their conversations more authentic using expressions of agreement and disagreement. Write a model conversation on the board: I agree. / I think so, too. I don't agree. / I don't think so. A: When do (you think that) people usually eat dinner? B: (I think that) people usually eat dinner at a quarter to seven in the evening. What do you think? A: I don't agree. I think that people usually eat dinner at six in the evening.

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Can You Repeat That?*** After 1c, have Ss listen again to identify which of the circled activities were repeated more than once in the conversation, e.g. get up, run, breakfast.
Answers	Circled: get up, run, eat breakfast, go to school, go home, do my homework, eat dinner, go to bed

1d

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Taking Quick Notes*** In 1d, make the activity more challenging by having Ss try the activity at first with their books closed. Encourage them to write some notes as they listen. Remind Ss when they are taking notes they don't always have to write every word as they listen. For example they can write *walk* rather than *take a walk*. This will save time while listening. They can also write the times in figures rather than words. For example, *6:00 a.m.* rather than *six in the morning*.
Answers	1. get up at about half past five/5:30 a.m. 2. run at six o'clock/six in the morning/6:00 a.m. 3. eat breakfast at about seven/7:00 a.m. 4. go to school at a quarter to eight/7:45 a.m.

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Answers	5. go home at a quarter past four in the afternoon/4:15 p.m. 6. do my homework at around five thirty/5:30 p.m. 7. eat dinner at seven fifteen/7:15 p.m. 8. go to bed at nine o'clock/9:00 p.m.

1e

Purpose	To provide speaking practice with the target language.
Teaching Tip	***Getting Up*** After 1e, have Ss repeat the activity in small groups. Join several pairs of Ss together and then have them ask their group members about the time they usually get up. Write on the board: Li Ming: When does David get up? Jenny: He gets up at six thirty. When does Tom get up? David: He gets up at a quarter to six. When does Jenny get up? Tom: She gets up at a quarter to six, too.

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	***Group Competition*** In 2a, motivate Ss using a group competition. Follow this procedure: 1. Have Ss work in small groups to write as many healthy activities as they can. 2. Stop after 60 seconds. Elicit from each group the number of activities they listed. 3. The group with the most activities must read out their list. Write the activities on the board. 4. Finish by having the other Ss in the class suggest additional activities to add to the list.
Answers	Checked: go to bed early, play sports, eat vegetables, take a walk

2b

Purpose	To provide reading practice with the target language.
Teaching Tip	***Healthy and Unhealthy Habits*** After 2b, find out more about your Ss' habits. Take a class poll to find the healthy and unhealthy habits shared by most Ss. Follow this procedure:

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Teaching Tip	1. Have Ss work individually to list three healthy habits and three unhealthy habits. 2. Elicit examples of healthy and unhealthy habits. Write these on the board. 3. For each habit take a poll to see how many Ss share the habit. Have Ss raise their hands if this is one of the habits on their list. 4. Finish by summarizing the results of the poll. What are the most common healthy and unhealthy habits in the class?
Answers	Mary is healthier.

	Healthy habits (circled)	Unhealthy habits
Tony	... play basketball for half an hour ... brush my teeth	... don't like to get up early ... usually eat very quickly ... for lunch, I usually eat hamburgers ... watch TV or play computer games ... at ten thirty ... I go to bed
Mary	... usually gets up at six thirty ... always takes a shower and eats a good breakfast ... eats lots of fruit and vegetables for lunch ... sometimes plays volleyball ... usually swims or takes a walk ... at nine thirty, she goes to bed	... always eats ice-cream after dinner

2c

Purpose	To provide scanning and writing practice with the target language.
Culture Focus	***Healthy Lunchboxes*** Although many schools in the US are now offering a wide variety of healthy foods, some parents still feel it is better to provide their children with home-made food in a lunchbox. Parents will often pack a box or bag with healthy lunch foods, such as sandwiches, fruit, nuts and yoghurt. It can also be less expensive to bring lunchboxes than it would be for Ss to purchase lunch at the school canteen.

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Teaching Tip	***My Lunchbox*** After 2c, have Ss work in small groups to create a healthy lunchbox. Ask Ss to list the food items they would put in a lunchbox. Finish by having each group present their lunchbox to the class. The class can then vote on the lunchbox they would most like to take to school!
Answers	Unhealthy habits: Refer to 2b. Healthy activities: Answers will vary.

3a

Purpose	To prepare Ss to write about their daily routines using the target language.
Answers	3 I usually exercise from six fifteen to seven. 2 I always get up at six. 5 After that, I always brush my teeth and go to school at eight. 4 Then I quickly have a shower and eat breakfast. 6 I have lunch at a quarter to twelve. 7 I get home from school at half past four and do my homework. 1 I have a very healthy life. 8 I have dinner at seven thirty. 9 I go to bed at ten.

3b

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	***Peer Correction*** In 3b, encourage Ss to correct their classmates' work. Have Ss work in small groups to correct their classmates' compositions. To help Ss know what to correct, write a correction guide on the board: Circle words that are misspelled. Underline mistakes. Draw stars (*) next to things you like. Write a question mark (?) next to things you don't understand. Write a positive comment (Good work!).

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Optional Approach	Remind Ss that their classmates have good intentions. Sometimes Ss might make the wrong correction. It is therefore a good idea to have two or three classmates correct each composition and see which corrections agree.
Answers	Answers will vary. Sample writing: I always get up at 6:00 and take a shower at 6:05. I get dressed at 6:20 and eat breakfast at 6:25. I brush my teeth at 6:50 and go to school at 7:00. I have lunch with my classmates at 12:00. I usually go home at 4:00 and do my homework from 4:15 to 6:45. I always have dinner at 7:00 and take a walk with my family at 7:45. I usually watch TV at 9:00 and go to bed at 10:00.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Word Partnerships*** Before activity 1, encourage Ss to recognize and learn common word partnerships. Follow this procedure: 1. Direct Ss' attention to the three verbs on the board: have/get/take | a bath a walk a job dressed a rest fun 2. Tell Ss you will give them a noun or phrase and they must vote for the best word partner from the three verbs on the board. 3. Give an example. **T:** ***Which word or words partner with a bath? Is it "have a bath", "get a bath" or "take a bath"?*** Ask for a show of hands for each option. 4. Count which option most Ss agree with before announcing the answer. ***T: The answer is "take/have a bath".*** 5. Write the answers on the board, i.e. take a bath / a walk, have fun / a rest / a bath, get dressed / a job. Explain the meaning of each phrase as necessary.
Answers	1. 1. tastes good, 2. take a walk, 3. brush your teeth, 4. has a good job, 5. get dressed, 6. clean my room

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Answers	2. Answers will vary. Sample answers: 1. A: What time does your mother usually get up? B: She usually gets up at 5:45 in the morning. A: Why does she get up so early? B: Because she always makes breakfast for me. 2. A: What time do you usually get to school? B: I usually get to school at 7:30 in the morning. A: What time does your class teacher usually get to school? B: I don't know. But he/she is never late for the first class in the morning.

■ Optional Activity: My Partner's Routine

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens; paper.

Procedure

1. Write on the board:

When do you usually ...

_____ get up	_____ eat breakfast	_____ brush your teeth
_____ get dressed	_____ start lessons	_____ eat lunch
_____ have a nap	_____ do your homework	_____ watch TV
_____ go to bed		

2. Have all Ss write out the ten activities shown on the board.
3. When all Ss have finished writing, have them stand up and face a partner.
4. Explain that each pair of Ss must successfully find out at what time their partner does each activity. When they find out, they should write the time beside the activity. When both Ss in a pair have acquired all the information, the pair should sit down.
5. The first pair to sit down is the winner. Have the winning Ss stand and report their partner's routine to the class.

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Unit 3 How do you get to school?

一、教学目标与要求

话 题 **Topic**	交通（Transportation）
功 能 **Functions**	能谈论出行方式（Talk about how to get to places） A: Does Jane walk to school? B: No, she doesn't. She goes by bike. A: Do they take the bus to school? B: No, they don't. They walk.
语 法 **Grammar**	能熟练运用how, how long, how far引导的特殊疑问句询问出行方式、所花费时间和两地之间的距离（*How* questions） A: How do you get to school? B: I ride my bike. A: How long does it take to get to school? B: It takes about 15 minutes. A: How far is it from your home to school? B: It's only about two kilometers.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） train, bus, subway, bike, boat, car, kilometer, minute, river, village, villager, bridge, year, dream, stop, ride, drive, live, cross, leave, far, many, new, every, afraid, true, sixty, seventy, eighty, ninety, hundred, by, between, like 2 能正确使用下列常用表达（Useful expressions） get to school, take the subway/bus/train, ride a bike, walk to school, by bike/bus/train, every day, bus stop, train/subway station, think of, come true 3 能认读下列词汇 (Non-curriculum words) ropeway
语 音 **Pronunciation**	1 能正确拼读带有音素/u:/, /ʊ/, /ɑ:/, /ʌ/, /ə:/的单词，并掌握相关读音规则 2 能正确拼读非重读音节中字母a, e, o, u, y及字母组合er 3 能分辨语句重音并能正确朗读

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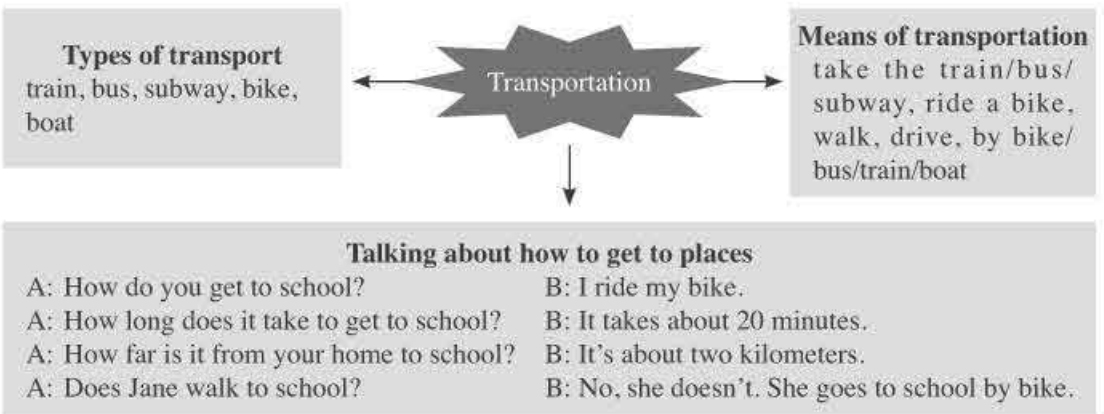
学习策略 **Strategies**	1 能记录听力对话中的数字 2 能根据词块记忆词汇
文化知识 **Culture**	了解因地域文化差别所造成的出行方式的差异

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元的话题涉及学生上学的交通方式，与上一个单元关于上学时间的话题紧密相连。Section A部分展现了学生以不同交通方式上学的场景，自然而然地将学生带入到有关彼此上学方式、出行花费的时间，以及家与学校之间的距离等问题的讨论中。1a–1c呈现了各种交通工具的名称，以及表达“使用某种交通工具”的动词搭配，如：take the bus, ride a bike等，还导入了谈论出行方式的句式。2a–2e部分进一步深化“出行”话题，先让学生学习并掌握英语十位数和百位数的表达方式，再让学生捕捉听力对话中的数字信息，然后训练学生询问和回答两地距离和出行花费时长。

Section A部分的教学重点是各种交通工具的英文名称、表达“乘坐某种交通工具”的动词短语，以及以how引导的一般现在时的特殊疑问句及简略回答。此部分教学难点是how引导的特殊疑问句中助动词的使用以及语序，how far, how long引导的特殊疑问句的回答。

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SECTION A 教学建议

活动1a

1. 教师可利用简笔画、教学图片或视频展示不同交通工具，呈现新词汇并带读，如：train, subway, bus, bike等，这样音、形、义相结合的方式便于学生记忆。教师还可结合学生生活实际，适当补充同类名词car, taxi, plane, ship, boat等，让学生有选择地识记。
2. 教师可出示课本1a主题图，并提问学生：What can you see in the picture? 待学生回答后，教师可介绍场景：Different students come to school using different means of transportation.
3. 教师凭借主题图对不同人物进行介绍，让学生感悟动词take, ride, walk的含义，然后要求学生完成1a的匹配任务并核对答案，最后带领学生朗读1a中的短语。

活动1b-1c

1. 听前，让学生认读1b中的人物名字，并说出性别。还可让学生通过观察1a主题图，尝试猜测或标出图中人物的名字，为下面的听力活动做好准备。
2. 让学生听一遍录音，完成1b任务，然后核对答案。
3. 教师呈现听力文稿，让学生集体朗读对话，并从中摘录重要表达方式加以提示。
4. 让学生以小组为单位分角色朗读对话，通过多次重复，达到语音正确、表达流畅。
5. 让学生再次齐读听力对话，鼓励学生不看原文，利用短期记忆及联想进行背诵。
6. 学生两人一组编对话，参照1c的对话形式，根据1a的图片信息和1b提供的人名进行问答。教师巡视，并及时加以指导、校正，确保学生语言运用的正确性。
7. 若时间许可，教师还可选择一些小组为全班表演对话。

活动2a

1. 教师利用电话号码、价格、时钟、数字卡片等引导学生回顾学过的基数词，然后呈现并带读本单元出现的基数词，如：sixty, seventy, eighty, ninety, hundred。
2. 教师提供更多的数字供学生操练，巩固学生对新词汇的记忆。
3. 让学生听录音，完成2a的任务，然后核对答案。
4. 教师可引导学生归纳英语数词的构成规律，将基数词分为四种情况：

   1）1~12;

   2）13~19;

   3）20~90的十位数;

   4）十位数或百位数+个位。

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活动 2b–2d

1. 让学生观察2b的表格，根据表头How? How long? How far?推测任务要求。
2. 播放录音，让学生根据所听内容填写信息。在听之前，教师应鼓励学生边听边简单记录，以便抓住关键信息。
3. 学生填写完毕后，再次播放录音，全班核对答案。

> 注意：对于听力水平一般的学生，教师可适当分解听力任务，降低听力难度。例如2b活动，教师可以让学生听第一遍时，填写第一栏，听第二遍时，填写第二栏和第三栏。听第三遍时，核对答案，完成整个表格的填写。

4. 让学生齐读2d对话，然后让学生两人一组，套用该对话进行交流。

活动 2e

1. 让学生默读2e对话，回答以下问题：
   1) How does Jane get to school every day?
   2) How does Lisa get to school?
   3) How far is it from Lisa's home to school?
   4) How long does the bus ride take?
   5) How long does it take Jane to get to school?

   这些问题将对话中的第一、二人称转化为第三人称单数，能帮助学生进一步了解一般现在时的特殊疑问句的用法，使其运用自如。
2. 让学生边听录音边跟读2e对话，再自主朗读，教师根据学生的朗读情况给予及时的指导，使其语音正确、语句流畅。
3. 让学生找出对话中的take和 ride，并根据上下文推测、判断它们的意思。这一活动能够帮助学生建立语篇中的语义意识，学会从上下文观察、体会和判断词义，进而最终正确理解语篇信息。
4. 让学生两人一组朗读或表演对话，开展朗读竞赛活动，最后评出表现优秀者。竞赛性质的活动能有效激发学生参与的积极性，培养合作精神和集体荣誉感，教师合理的评价更能激励学生，提高他们学习英语的热情。
5. 启发学生开展探究式学习，要求学生从对话中摘录新的表达方式，并与小组同伴协商完善，然后通过师生讨论列出对话中重要的表达方式，如：
   - How do you get to ...?
   - How far is it from ... to ...?
   - The bus ride takes about ... *(period of time)*
   - How long does it take ... to ...

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- About ... minutes by ...
- It's good exercise.
- Have a good day at school.
- You, too.

■ 拓展活动：学生调查

1. 让学生四人或六人一组，运用2d的句型互相询问彼此上学所用交通方式、耗时及路程距离，然后将调查结果填写在表格中。

Who	How	How long	How far

2. 各小组汇报本组同学的情况，其他小组做记录。
3. 全班统计讨论结果：有多少同学乘坐公交车上学？有多少骑自行车上学？有多少步行上学？……

	By bus	By taxi/car	By bike	On foot	By other means
Number of students					

4. 学生完成以上活动后，教师可要求学生保存好该表格，待学习Section B时可再次利用表格信息，以How do my classmates get to school?为题进行写作训练。

语法内容介绍和活动建议

Grammar Focus表格呈现了本单元的语法要点，包括：以how, how long和how far引导的特殊疑问句及其答语，用于谈论“方式”、“时长”和“距离”；一般现在时特殊疑问句和一般疑问句的句式及答语，用于复习和巩固。3a的问句和答句匹配练习让学生领悟、辨别正确的句型结构；3b要求学生在理解的基础上组句并回答问题，这是一个半控制、半开放性的练习，重点针对语言形式进行训练；3c则要求学生做调查，通过互动交流来巩固本单元所学语法项目，这个活动要求学生在具体情境中运用所学的语言结构，学生在活动中会更关注语义，而不仅是语言形式。

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语法部分具体教学建议如下：

1. 让学生朗读Grammar Focus中的句子，教师根据朗读情况校正读音、语调。
2. 将班级学生分为四组，布置探究任务：两组探究特殊疑问句的句式及答语，另外两组探究一般疑问句的句式及答语。让学生限时讨论，教师巡视引导。在学生活动前，教师可提出以下问题，引导学生根据3a的例句归纳语法规律：

   1）不同的疑问词分别用于询问什么话题？

   2）特殊疑问句和一般疑问句的语序有何异同？

   3）不同的人称代词分别使用什么助动词？

   4）特殊疑问句中使用了助动词后，实义动词的位置和形式有何变化？

   此外，教师还可让学生讨论Grammar Focus左边第三、四栏中两个特殊疑问句中it分别指代什么，具体有什么含义。若条件允许，教师也可在表格的基础上进行更细致的补充和划分，供学生发现和归纳本单元语言点的规律，如下表：

   特殊疑问句：

1	How	do	you	get	to school?
2	How	does	he	get	to his aunt's home?
3	How long	does	it	take	to get to school?
成分及词性	疑问词	助动词do/does	主语/人称代词	动词原形	其他部分

   一般疑问句：

1	Does	Mary	walk	to work?
2	Do	they	take	the bus to school?
成分及词性	助动词do/does	主语/人称代词	动词原形	其他部分

3. 各小组汇报，教师点评、补充。
4. 教师还可通过回顾以往所学的话题，根据实际情况，让学生对一般疑问句进行回答，如：

   A: Do you like watching TV? B: No, I don't.

   A: Does your father love pets? B: Yes, he does.

   A: Do your friends do housework at home? B: Yes, they do.

   教师也可直接利用本单元所学的动词短语，让学生套用一般疑问句进行对话，如：

   A: Do you take the bus to school? B: No, I don't.

   A: Does your father drive to work? B: Yes, he does.

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注意：教师应引导学生观察和了解一般现在时的特殊疑问句和一般疑问句在语序结构及应答方式上的区别，并关注学生运用目标语言的准确性。教师不妨在教学中开展一些机械的语言操练，提升学生的语言结构意识。

活动 3a–3c

1. 让学生自主完成3a和3b任务，教师巡视、指导，并及时纠错，最后核对答案。
2. 教师向学生说明3c活动要求及规则，并与几名学生示范如何口头完成调查，然后让学生展开活动，最快完成调查的学生获胜。

注意：竞争性的活动旨在鼓励学生流畅运用语言，但教师需要注意对学生的监控，要求学生用完整的问句和答语交流信息。建议教师视班级人数选取最快完成的三位或五位学生为获胜者，这样可以激励更多学生。

3. 让获胜者使用完整的句子进行汇报，教师给予评价和鼓励。

SECTION B 内容介绍

Section B 对出行交通方式这一话题进行更深入的探讨，语境更加复杂，呈现了“换乘”的概念。1a–1b旨在扩充本单元话题词汇，教授换乘交通工具的表达方式，并在听说活动中训练学生捕捉细节信息的能力和叙述较复杂事情的能力。1c–1e通过进一步的听力输入和口语输出帮助学生练习本单元的目标语言结构。2a–2c为阅读教学部分，介绍了一个偏远乡村孩子上学的故事。这一题材展现了偏远地区孩子上学的艰苦，目的是为了唤起城市孩子的关注，同时让他们懂得珍惜自己的生活和学习条件，从而更努力地学习。2a旨在培养学生的预测能力，2b侧重于语篇信息理解，2c活动则利用句子填空的方式来强化、巩固对阅读内容的理解，填空内容均为描述性词语，正是这些词语形成了对文段细节的描述。因此，这一读后任务也可视为语言知识的学习——对形容词、副词的学习与巩固。3a–3c写作训练部分让学生根据图片内容完成一篇写作示范，然后让学生仿照该范文写作。

Section B的教学重点是2a–2c的阅读教学，教学中教师要注重阅读策略的培养，包括预测语篇信息和获取具体信息、对信息进行加工的策略。另外，利用语境学习生词也是教学重点，需要教师合理开展词汇教学。本部分教学难点是熟练掌握本单元与交通出行相关的词汇和表达，以及描述较为复杂的“换乘”经过并实现笔头输出。

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SECTION B 教学建议

活动1a–1b

1. 教师利用图片、照片或简笔画介绍教材呈现的几种车站，让学生对其产生听觉意识，识别读音。教师还可结合实际情况补充以下词汇：taxi stand（的士停靠点；出租车站）、coach station（长途车站）、airport（飞机场）、ferry pier（轮渡码头）等。

> 注意：诸如bus stop、train station、taxi stand之类的合成名词并非词组，教学中不宜将它们拆开，孤立教授其中的个别词汇（如：stop、stand、station）。

2. 要求学生打开课本，朗读1a所列词汇，让学生建立音形联系。
3. 让学生完成1a任务，教师核对答案。
4. 教师在黑板上画一个简要的示意图，边画边将自己上班的路线讲述给学生，如：Every morning, I WALK to Jianguomen bus stop. Then I WAIT for a No. 43 bus and TAKE the bus to school. 确认学生听懂后，教师要求学生集体陈述教师由学校返家的过程。这时教师可利用手势等肢体语言，结合黑板上的示意图，甚至利用口形（小声或不出声），引导学生说出相关句子。
5. 学生能够基本模仿所学语言后，让他们结对完成1b任务。

活动1c–1e

1. 让学生用完整的句子（Mary wants to know...）朗读1c表格内容，熟悉对话语言。必要时可让学生翻译句子，说出中文含义。
2. 教师播放第一遍录音，学生完成1c任务。
3. 教师播放第二遍录音，要求学生完成1d任务。
4. 教师与学生核对1c听力任务的答案。
5. 让学生组成四人小组，完成1e的口语叙述，从而核对1d答案。教师可要求学生运用连词next、then，并及时巡视指导，最后让部分小组示范表演。

活动2a–2d

1. 读前预测。让学生观察文章版式和插图，教师可提出问题启发学生预测课文内容：
   - Who are they?
   - They're going to school on a ropeway. Do you think it is easy for them?
   - Where can you see the story, in a book or in a newspaper?

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2. 快速读文章，验证预测，完成活动2b。学生快速默读文章后可以得知，这是一篇过去的新闻报道，讲述偏远地区孩子辛苦上学路的故事。教师可引导学生讨论活动2b中标题的合理性，如How to Get to School比较宽泛，没有针对文章内容进行概括；第三个选项Going to School is Fun中的fun不符合文章原意。
3. 再次默读文章，抓关键细节信息，完成对话2c。让学生再次仔细读课文，同时让他们参照2c对话，查读关键信息，填写所需词语。然后学生分角色朗读对话和表演对话。教师可提醒学生注意正确的重音和语调。还可给前两句标上重音作为示范：
   Reporter: ˈHow do you ˈget/ˈgo to ˈschool, Liangliang?
   Liangliang: I go on a ˈropeway to ˈcross the ˈriver to school.
   让学生试着标出后面的句子重音，教师然后给出参考意见。
4. 朗读文章，注意语流中的语音特征。教师可以先让学生标注重音、连读或可停顿的地方，然后放录音，让学生跟读并模仿。
5. 关注词块。文章中的核心词、短语或表达法也是重要的学习内容，是语言学习的基础。教师应鼓励学生以词块为单位去记忆词汇。这篇文章比较重要的词块有：cross the river、ride a bike、(river) run quickly、go on a ropeway、play with my classmates、be like a father、leave the village、(dream) come true等。文中还有不少形容词，可让学生集中记忆和巩固，如be easy/difficult、a big river、be afraid等。
6. 读后扩展，创编对话。给学生解释2d的情境，让学生扮演记者和当地的学生，创编对话，并与2c对话进行比较，让学生体会滑铁索上学和过桥上学的不同感受，从而认识到现在的幸福生活来之不易，珍惜当前宝贵的读书时光。

活动3a–3b

1. 让学生阅读3a中的电子邮件，完成3a任务，必要时可就近寻求同伴帮助，或与同伴交流、讨论。教师可简要解释邮件中hi there表示打招呼功能，相当于hello, there, 在此没有实际意义。
2. 全班核对答案，然后要求学生集体或分组朗读，进一步熟悉课文。
3. 要求学生合上书，听写或翻译以下内容：
   - get to school
   - leave my home
   - walk to the bus stop
   - 20 kilometers from my home
   - It takes about 40 minutes to get there by bus.
4. 让学生重新打开课本，以核对答案，然后集体朗读3a短文。
5. 教师可利用3b中的问题询问一个学生上学的情况，一边引导学生描述上学的过程，一边在黑板上画简要的示意图，展现从家门一直到学校的不同环节，同时在示意图中板书必要信息，为学生提供参照示例，便于学生模仿。

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6. 让学生根据自己上学的过程画出示意图，然后根据示意图完成3c，教师巡视指导。
7. 学生完成写作后，与同伴交换作品，互相学习，并纠正其中的错误及不足。
8. 若教师在教学Section A时开展了“学生调查”的拓展活动，可以要求学生取出保存的记录表格，以How do my classmates get to school?为题，将表格信息转化为一个小文段。这样可以让学生在整个单元学习后期有效复习Section A的内容，并将其与Section B所学内容整合贯通。

SELF CHECK内容介绍和活动建议

活动1

1. 让学生从land transportation, air transportation, water transportation三个线索回顾所学或所知道的交通工具名词，然后分别与take和by搭配成词组，完成活动1。
2. 让学生两人一组，轮流朗读自己写出的短语，以核对答案并修正错误。

活动2

1. 让学生根据表格提供的信息，按要求在笔记本上写出疑问句。
2. 让学生两人一组，根据表格信息和所写疑问句进行口头问答。
3. 设置情景，让学生两人一组，分别扮演Tony和Mary，假设两人在路上相遇，互相询问彼此要去的地方、使用的交通方式、路途远近以及所花时长。
4. 选几个小组为全班表演，师生共同评价。

四、语音教学建议

本单元着重介绍和训练元音音素/uː/, /ʊ/, /ɑː/, /ʌ/, /əː/和/ə/及其相关字母或字母组合的发音特点，以及英语句子中的重音。

1. 关于音素/uː/, /ʊ/, /ɑː/, /ʌ/, /əː/和/ə/的读音规则的教学

1）教师可根据语音练习中的分类情况，将七年级上册词汇表以及七年级下册前三个单元的词汇表中对应的词挑出来，并成对写出三组词汇：/uː/和/ʊ/, /ɑː/和/ʌ/, /əː/和/ə/。如：

/uː/和/ʊ/: foot, afternoon; cook, moon ...

/ɑː/和/ʌ/: card, but; must, far ...

/əː/和/ə/: her, ruler; birthday, color ...

2）将学生分成小组，让小组成员互相合作，根据单词中元音的发音，将三个词汇列表中的单词分类归纳。

3）学生分类完毕后，请几个小组汇报分类结果，其他小组补充或纠正。

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4）让学生翻开课本，对照附录中的语音练习进行核对。教师对学生的分类归纳情况进行点评和解析。

5）让学生边听录音，边跟读语音练习中的词汇，掌握正确的读音。

6）教师还可在全班开展小组词汇竞赛：首先，教师出示一个元音，如/u:/，让不同小组的成员进行抢答，说出带有该元音的单词，要求正确拼读单词并说明其含义。根据本单元的元音音素，比赛可分为六轮。哪个小组说出的词汇多，哪个小组就获胜。

2. 关于语句重音

除词汇重音外，短语、句子中都存在重读现象。正是这样有轻有重的读音特征才使得语言表现出强弱节拍。一般说来，句子中表达具体意思的实词多为重读，而虚词大多弱读，且一带而过。以上是朗读英语语句的基本原则，但在实际口语交流中，情况会复杂得多。

练习语句重音，建议教师采用击掌或击案的方法，让学生随教师敲击的节拍朗读相应的句子。教师也可要求学生一起边击掌边朗读，以体会重读的节奏点。如：

A: How do you get to school?　　B: I ride my bike.

○ ◦ ◦ ○ ◦ ○　　◦ ○ ◦ ○

1）教师朗读语音练习或播放录音进行示范，让学生体会语句朗读时的轻重节拍。

2）让学生熟悉教材中轻、重音的记号，然后集体模仿朗读。

3）教师再次播放录音，学生纠正自己的语音、语调和重弱读。

4）教师选择班级中语音、语调较好的学生进行个别演示，并加以点评。同时，教师可适当讲解语句重音的基本规则。

5）教师提供补充材料，学生进一步朗读训练，以达到熟练运用重弱读的目的。

3. 语音补充练习

1）绕口令 (Tongue Twisters)

(1) School's cool but there are too many rules.

/u:/ (spelling **oo**, **u**) cool, school, rules, too

/ʌ/ (spelling **u**) but

(2) On Mondays and some other days, I must run to school.

/ʌ/ (spelling **o**, **u**) Monday, some, run, must, other

2）歌谣 (Chants)

(1) Going to School!	
I take the bus, To go to school. I think the bus, Is pretty cool. The bus is fast. The bus is good. The bus is fun.	I take the subway, To go to school. I think the subway, Is pretty cool. The subway is fast. The subway is good. The subway is fun.

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/uː/ (spelling **o**, **oo**) **c**o**ol**, sch**oo**l, t**o**

/ʊ/ (spelling **oo**) g**oo**d

/ʌ/ (spelling **u**) f**u**n, b**u**s, s**u**bway

(2) How Far Is It?		
It's not far away. It's really not far away. If you drive a car, It'll take only twenty minutes.	It's not far away. It's really not far away. If you ride your bike, It'll take only thirty minutes.	It's not far away. It's really not far away. If you take a bus, It'll take only forty minutes.

/i/ (spelling **y**) twen**ty**, thir**ty**, for**ty**, real**ly**

/ɑː/ (spelling **ar**) f**ar**, c**ar**

五、课文注释

1. **bus ride, ride the bus和take the bus**

以上三种表达方式都有“乘坐公交车”之意。其中bus ride为名词短语，此处的ride是“行程；车程”的意思。take the bus是英美国家最为普遍的说法，意思是“乘公交车”。ride the bus相当于take the bus，但这种说法多见于美国。在英国，人们则会说ride in the bus。

2. **one eleven-year-old boy** 一个十一岁的男孩子

eleven-year-old是由多个词汇构成的合成形容词，其中使用了连字符“-”。关于复合词中连字符的使用，英语没有固定的规则，但在以下两种情况下一般使用连字符：

1）当两个或多个词素复合，置于名词之前用作定语时，如：They were big-game hunters.（他们是猛兽猎杀比赛的猎手。）

2）由year和old复合构成的合成词语：my nine-year-old daughter（我九岁大的女儿）；a group of twelve-year-olds（一群十二岁的孩子们）。

3. **There is not a bridge … 和There is no bridge …**

以上两个句子都表示“没有桥”，但在语气上后者比前者要强。因此，There's no bridge ...更加接近中文的“根本没有桥”的意思。再如：

I'm not a doctor. 我不是大夫。

I'm no doctor. 我压根就不是个大夫。（我根本不懂医。）

若no用于复数，则相当于not any。例如：

There are no buses on Sundays. 周日没有公交车。(= There aren't any buses on Sundays.)

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六、文化注释

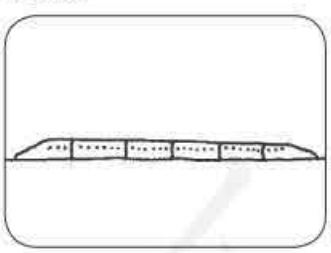
英国的公交车文化和美国的校车文化

红色双层巴士是英国的重要标志。在英国的许多城市，乘坐公交车是很愉悦的经历。首先，除少数几个人口稠密、交通拥堵相对严重的城市外，多数城市的公交站牌上会标有车次到达该站的具体时刻。想乘坐公交车的人们还可向城市公交服务中心索取印有不同线路、每班车次抵达沿线各站的时刻表。乘客只需根据时间略微提前到站等车即可，而且大多数时间公交车还颇为准时。其次，公交进站必然紧贴道沿停靠，人们先后依次排队上车，既无人走下道沿，更无人拥挤插队。第三，即便车上乘客不多，人们也会选择后排就座，把靠前及离车门较近的座位留给那些行动不便的人们。第四，在一些地区，人们有上车时与司机打招呼寒暄，然后再投币购票的习惯，下车也时常会听见有人向司机致谢道别。

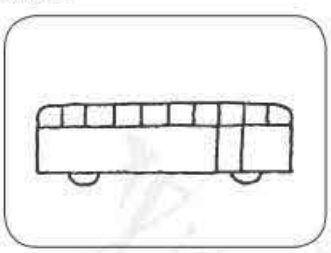
在美国，中小学生较少挤公交上学。大多数学校都安排有校车，按照一定的线路接送学生上下学。学生只需要按时到就近的校车乘车点候车即可。若条件许可，学生也可选择家长开车接送或步行、骑车等到校方式。美国校车为清一色黄色巴士，且以大鼻子巴士居多，结实强悍，老远就可识别。校车配有专职司乘老师，负责学生的行程安全。

七、教学简笔画

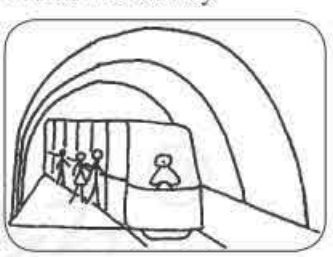
1. train



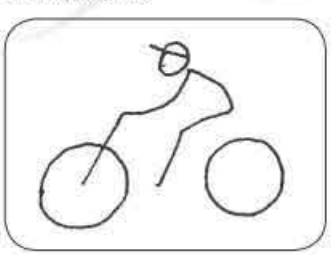
2. bus



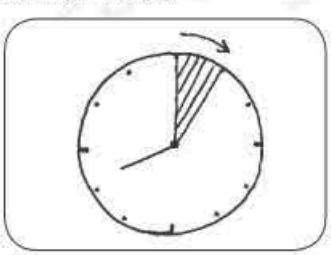
3. take the subway



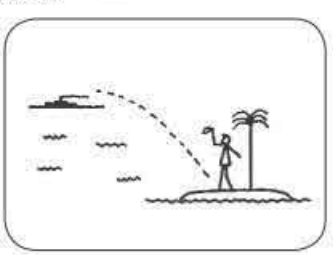
4. ride a bike



5. five minutes



6. far



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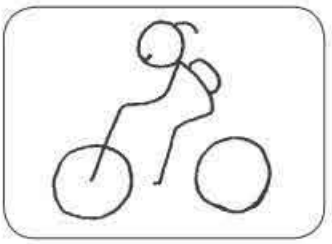
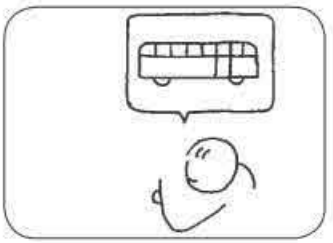
7. new



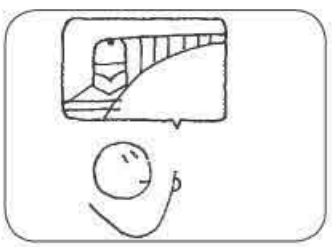
8. by bike



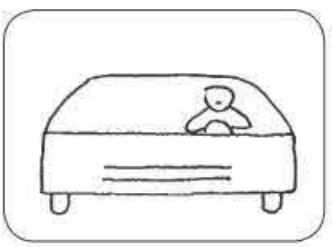
9. by bus



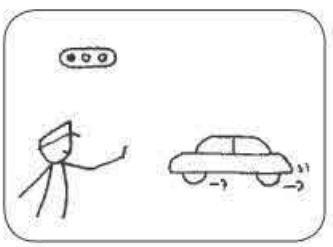
10. by train



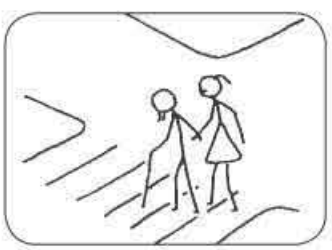
11. drive a car



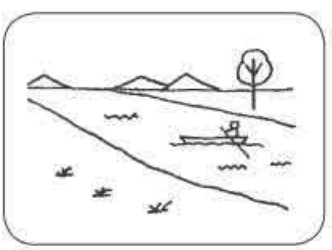
12. stop



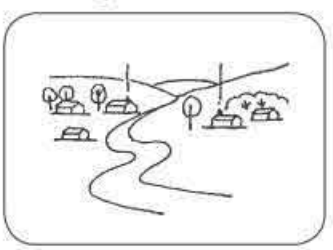
13. cross the street



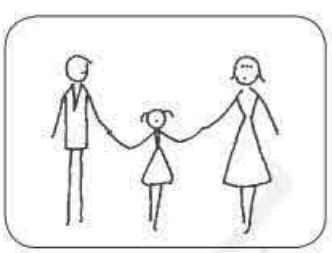
14. river



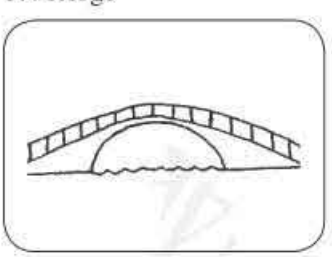
15. village



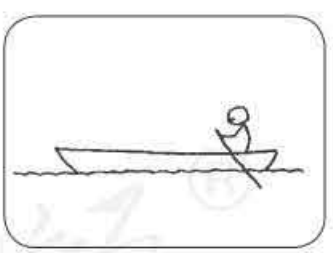
16. between Dad and Mom



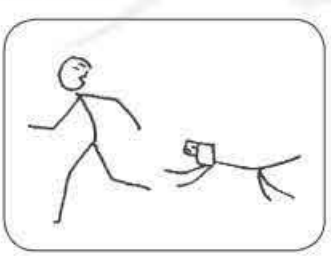
17. bridge



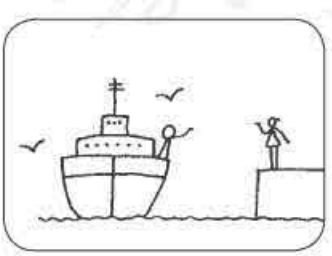
18. boat



19. afraid



20. leave



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Unit 3 How do you get to school?

SECTION A

1a

Purpose	To introduce Ss to the unit goals: talk about how to get places. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows two Ss, Sally and Dave. They are talking about how they travel to school. Sally rides her bike to school. Dave walks to school. Other Ss can be seen in the picture taking different methods of transport to get to school, e.g. the train, the bus, and the subway.
Culture Focus	**Getting to School** In the US, Ss that live near schools will often walk or ride bikes to get to school. A crossing guard often patrols the roads near the schools to help Ss safely cross the roads. For Ss that live further away, school buses might be provided. In the US, school buses are bright yellow so they can be seen easily! Some Ss will also be driven to school by their parents, as many families in the US have cars.
Teaching Tip	***Fun Ways to Get to School*** After 1a, elicit from Ss how they get to school. Then elicit from Ss what they think would be the most fun way to get to school. When eliciting ideas, encourage Ss to use full sentence answers. Follow this procedure: 1. Write on the board: 1) I _____ to school. 2) I'd like to _____ to school. take the train / take the bus / take the subway ride a bike / walk / skateboard rollerblade / ride in a car / take a taxi 2. Take a class poll. **T:** ***How many Ss get to school by …?*** Count the number of raised hands for each of the transport methods listed on the board. 3. Announce the results of the poll. How do most Ss get to school? 4. Take a class poll. **T:** ***How many Ss would most like to get to school by …?*** Count the number of raised hands for each of the

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Teaching Tip	transport methods listed on the board. 5. Tell Ss the results of the poll. How would most Ss like to get to school?
Answers	1. a, 2. d, 3. e, 4. b, 5. c

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Transport Verbs*** After 1b, have Ss listen and record the words used before each transport method. Write transport methods with blanks for the missing verbs on the board: 1. _____ the train 2. _____ the subway 3. _____ the bus 4. _____ his bike Elicit the transport methods that the verbs are most commonly used with. To make the activity easier, give Ss the answers as possible options for each blank, e.g. rides or takes. Explain to Ss that some transport methods can take more than one verb. For example, we can say "ride the subway" or "take the subway".
Answers	1. a - Bob takes the train, 2. e - Mary takes the subway, 3. d - John takes the bus, 4. c - Paul walks, 5. c - Yang Lan walks, 6. b - Jim rides his bike.

1c

Purpose	To help Ss use the target language in natural speech.
Teaching Tip	***Memory Challenge*** After 1c, challenge Ss to complete a fun memory activity. Follow this procedure: 1. Give all Ss three minutes to look at the picture in 1a. 2. Have Ss work in pairs. While one S closes his/her book, the other looks at the picture in his/her book and asks questions. 3. Write a model conversation on the board: A: How does _____ get to school? B: He/She _____ to school. A: Yes, that's right. / No, that's wrong.

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2a

Purpose	To give Ss listening practice with the target language.
Teaching Tip	***Number Review*** Before 2a, review numbers. Remember to review the numbers, e.g. 0–30, 40, 50, 60, 70, 80, 90, 100, 110. Remind Ss that people in the US might not say "and" after "hundred". For example, 105 can be said as "one hundred five" or "one hundred and five".
Optional Approach	***Jump the Number*** In 2a, a fun way to practice saying a group of numbers is to have Ss play a chanting game. Follow this procedure: 1. Write on the board: 84, 105, 99, 200, 72, 61, 84, 105, 99, 200, 72, 61, 84, 105, 99, 200, 72, 61 ... 2. First play the game as follows. Have all Ss in the class stand. Have one S at a time say a number following the sequence on the board. If a student makes a mistake, he/she must sit down. Finish the activity when all Ss have had an opportunity to participate, or continue the activity until there is only one S left standing. That S is announced the winner. 3. Next, have Ss repeat the game, but this time they must jump one number. That is to say they should read all the numbers in sequence apart from one number that they have been instructed to jump. The T must identify the number to jump by underlining it on the board: 84, 105, 99, 200, 72, 61, 84, 105, 99, 200, 72, 61, 84, 105, 99, 200, 72, 61 ...
Answers	sixty-one: 61, seventy-two: 72, eighty-four: 84, ninety-nine: 99, one hundred and five: 105, two hundred: 200

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Predicting*** Before 2b, have Ss predict what they might hear in the listening. Direct them to look at the information in the chart as a clue to what they might hear. Elicit the Ss' predictions. For example, "How?" is probably about a method of transport.

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Teaching Tip	"How long? (minutes)" is probably about a time. "How far? (kilometers)" is probably about distance.
Answers	

	How?	How long?	How far?
Tom	walks	20 min	2 km
Jane	takes the bus	1 hr 30 min / 90 min	60 km

2c

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Easily Confused Numbers*** Before 2c, have Ss practice identifying numbers in speech by saying and listening to easily confused number pairs. Have Ss work in pairs to say and listen to pairs of easily confused numbers. Write the pairs of numbers in figures. Write on the board:

Thirteen/thirty
13/30 14/40 15/50 16/60 17/70 18/80 19/90

2d

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	***Getting to School Poll*** After 2d, take a class poll. Ask Ss three questions and write the results in a chart on the board:

1. How do you get to school?
   bus walk taxi train other
2. How long does it take?
   <15 min 15 to 30 min 30 to 60 min
   60 to 90 min >90 min
3. How far is it?
   <1 km 1 to 5 km 5 to 10 km
   10 to 15 km >15 km

Have Ss summarize the results and then invite one or two Ss to present the results to the class. For example:

- Most students take the bus to school.
- It takes most students 30 to 60 minutes to get to school.
- Most students live about 1 to 5 kilometers from the school.

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2e

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***Setting the Scene*** In 2e, when role-playing conversations, it can be helpful to try and recreate the scene. Invite pairs or small groups of Ss to the front of the classroom where you have arranged some chairs in such a way as to help their performance. For example: Bus: Place three pairs of chairs in side-by-side rows, as if they were seats on a bus. Have Ss get on the bus and choose seats while performing the conversation. Bike: Place only two chairs at the front of the room. Have Ss sit on the chairs as if riding bikes. The Ss might even pretend to hold the handlebars of the bike while performing the conversation. Car/Taxi: Place four chairs as if they were the front and back seats of a car. Have one S assume the role of the driver. The other Ss can be the passengers. Have Ss get into the car and pretend to fasten their seatbelts while performing the conversation.

GRAMMAR FOCUS

3a

Answers	1. c, 2. e, 3. d, 4. a, 5. b

3b

Answers

Questions	Answers will vary. Sample answer:
1. How do you get to school?	I ride my bike.
2. How long does it take to get to school?	It takes about five minutes.
3. How far is it from your home to school?	It's about two kilometers.
4. Do you walk to school?	No, I don't. I always ride my bike.
5. Do your friends ride their bikes to school?	Yes, they do.

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3c

Purpose	To provide speaking practice with the target language.
Teaching Tip	***Who Knows Their Classmates Best?*** After 3c, challenge Ss to see how much they remember about their classmates. Follow this procedure: 1. Have Ss close their books and stand. 2. **T:** ***Who can tell me the name of one student that lives about five km from the school?*** 3. Ask Ss to raise their hands if they can answer a question. Confirm the answer is correct before telling the answering S to sit. 4. Continue, repeating questions as necessary, until all Ss are seated.

■ Optional Activity 1: Picture Talks

Purpose	To help Ss use the target language correctly.
Materials Required	Pencils or pens; paper.

Procedure

1. Have Ss quickly draw a picture of person they know, traveling by a specific type of transport to a specific place.
2. Give Ss a few minutes to quickly draw their pictures.
3. Have Ss work in pairs to ask and answer questions about their pictures. Write a model conversation on the board:

A: Who's this?
B: This is my father.
A: Where is he going?
B: He's going to work.
A: I see. How does he get to work?
B: He takes the subway to work.
A: When ...

Finish by inviting a few volunteers to present their conversation and their pictures to the class.

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■ Optional Activity 2: Dice Conversations

Purpose	To help Ss use the target language correctly.
Optional Approach	***Making Dice*** In optional activity 2, you can use a bag with pieces of paper inside instead of a die. Place 6 pieces of paper into a bag or box. Each paper must have one of the numbers 1–6 on it. Instead of rolling a die, select a piece of paper from the bag and read the number!
Materials Required	One die

Procedure

1. Write on the board:

A: How does _____ get to _____?
B: He/She _____.
A: Really? How long does it take?
B: It takes about _____.

Who?	Where?	How?
1. your father	1. school	1. takes a bus
2. your mother	2. work	2. travels by airplane
3. your best friend	3. the grocery store	3. takes a taxi
4. your teacher	4. the park	4. takes the subway
5. you	5. the cinema	5. walk
6. your grandmother	6. grandparents' house	6. rides a bike

2. First, model the activity. Roll the die three times. Each time you roll you will indicate some information for the conversation. The first time you roll select "who", the second time "where", and the third time "how". Underline the selected items on the board and model the conversation.
3. Next, have Ss try the activity. Roll the die again. Select three new conversation items. Highlight them on the board and ask Ss to work in pairs to create a conversation.
4. Invite or nominate one pair of Ss to demonstrate their conversation to the class. Reward them by allowing them to roll the die and select new items before doing the activity again.

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SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	***Local Information*** After 1a, personalize the activity using real world contexts. Elicit the names of local bus stations, train stations or subway stations. Write them on the board. When asking directions people will usually say the location of a bus stop. For example: *Passenger:* Do you stop at Fengyang Road? *Bus driver:* No, I don't. You can take bus number 46. *Passenger:* OK. Thanks!
Answers	1. b, 2. a, 3. c, 4. d

1b

Purpose	To help Ss use the target language in a different context.
Teaching Tip	**How We Get to School** After 1b, have Ss work in groups of four or more to play a fun memory game and practice the target language. 1. Model the activity for the class. 2. S1 says how he/she gets to school, e.g. "I ride my bike to the subway station and then I take the subway." 3. S2 then says how he/she gets to school before recalling what S1 said, e.g. "I walk to the bus stop and then I take the bus. He rides his bike to the subway station and then he takes the subway." 4. S3 then says how he/she gets to school before recalling what S1 and S2 said. The game continues. If a student makes a mistake or forgets the information that has been said, the group should start the activity again.

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Listening for Extra Details*** After 1c, have Ss listen for more detailed information. Write the following questions on the board and have Ss listen and write answers to the questions. Write on the board:

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Teaching Tip	1. Describe Bob's home. 2. How far is Bob's home from his grandparents' home? 3. How does he get there? 4. How long does the train take? Elicit the correct answers, e.g. 1. It's big, 2. About 500 km, 3. Takes the train and then takes a bus from the train station, 4. About six hours.
Answers	Checked: how far he lives from his grandparents' home, how he gets to his grandparents' home, how long it takes to get to his grandparents' home

1d

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Quick Note Taking*** In 1d, have Ss close their books and take notes while they listen. Encourage them to use abbreviations when taking notes. Remind Ss that when they are listening for details they often don't have time to write down full sentences or even words. It can therefore be quicker to take notes in abbreviated form during the listening. Write a model on the board: Abbreviations: T= train, TS = train station B = bus, BS = bus station Note form: B to TS, then T Sentence form: He takes the bus to the train station and then he takes a train to their home.
Answers	Checked: 1

1e

Purpose	To provide speaking practice with the target language.
Teaching Tip	***Corrections in Conversation*** After 1e, remind Ss that they may want to make corrections when their partners make a mistake. Help Ss practice correcting each other. Follow this procedure: 1. Tell Ss to do 1e again, but each speaker should make a mistake, and the other speakers should correct the mistake.

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Teaching Tip	2. Write on the board: A: How does Bob get to his grandparents' home? B: First, he takes the subway. A: No, he doesn't. He takes the train. B: Oh yes, that's right. He takes the train. Then he takes the bus to his grandparents' home. 3. Remind Ss that when we've been corrected, we often acknowledge the correction and repeat the information.
Answers	Answers will vary. Sample answers: A: How does Bob get to his grandparents' home? B: He goes to the train station. A: Then, he takes a train. B: Finally, he takes a bus from the train station to their home.

2a

Purpose	To get Ss to predict what they may possibly read in the passage.
Teaching Tip	***Focus on the picture*** The T can ask the Ss to keep their books closed first, while he/she shows just the picture. Then, the T can ask the Ss to guess the topic of the story.
Answers	Answers will vary. Sample answer: The story is about two children crossing a river.

2b

Purpose	To give Ss reading practice with the target language.
Optional Approach	***Let's read together*** For higher-ability classes, have Ss work in pairs and read the passage together. One way to do it would be to have S1 and S2 take turns to read to each other, sentence by sentence.
Culture Focus	Around the world, there are students who also face, or have faced, similar challenges in getting to school. ***Colombia*** Students who live in a village on the slopes of the Rio Negro valley, 60km south of Bogotá, travel along steel cables to cross the valley to get to school. Steel cables 800m in length are strung 400m above the canopy between the village and the slope opposite. A person would attach himself/herself to a pulley, knotting the ends of hemp rope to create a seat, then push off and zip down the cable. A branch in the

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Culture Focus	shape of a wishbone forms a simple brake, which slows the person to around 80km per hour. The entire journey takes 60 seconds. When it rains, the cables are too slippery to use, so students have to stay home and cannot go to school. ***Philippines*** Students living in a village in the Rizal province of the Philippines also have to cross a river to get to school, but they do this using inflated rubber tubes. Sometimes, to help themselves move across the river, students have to paddle with their hands. After crossing the river, the students still have to walk for around an hour to get to their school.
Answers	B. Crossing the River to School

2c

Purpose	To give Ss practice in using the target language.
Teaching Tip	***Which word fits*** For lower-ability classes, the T can provide Ss with the answers first by writing them in a random order on the board. Then, the T can go through the interview with the class and have Ss pick a word from the board for each blank.
Answers	get/go, cross, afraid, love, play, difficult, bridge, true

2d

Purpose	To give Ss practice in speaking during an interview.
Teaching Tip	***Extend the activity*** The T can call on a few pairs of students to go to the front of the class and role-play their conversations.
Answers	Sample conversation: Reporter: How do you get to school, Meiling? Meiling: I walk across the bridge and cross the river to get to school. Reporter: Does it take a long time? Meiling: No, it doesn't. Reporter: Do you know students had to use a ropeway to get to school 10 years ago? Meiling: Yes, I do! My father told me about it. Reporter: How do you feel about it? Meiling: I think our lives are much easier now!

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3a

Purpose	To prepare Ss to write about how to get to a place using the target language.
Teaching Tip	***Parts of Speech Clues*** Before 3a, have Ss consider the part of speech that best fits each blank, i.e. should the missing word be a noun, a verb or an adjective? Follow this procedure: 1. Elicit from Ss which of the words in the box are nouns, verbs and adjectives. Write on the board: nouns: kilometers verbs: get (to), takes, leave, walk adjectives: boring 2. Have Ss read the passage in 3a. Ask them to write "noun", "verb" or "adjective" in each blank. 3. Ask Ss to choose the correct word from those in that part of speech group as shown on the board. 4. Check answers as a class.
Answers	get to, leave, walk, kilometers, takes, boring

3b

Purpose	To let Ss use the target language to communicate about themselves.
Teaching Tip	***My Own Fill-in-the-Blanks*** After 3b, have Ss create their own fill-in-the-blanks activity for a classmate to complete.
Answers	Answers will vary. Sample writing: Hi Tom, Thank you for your e-mail. Let me tell you how I get to school. I usually leave my home at 6:30. Then I take the subway to school. My school is about 30 kilometers from my home. It takes
Answers	about 25 minutes to get there by subway. I like the subway ride because it is fast. Your friend, Meimei

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SELF CHECK

<table>
<tr><td>Purpose</td><td>To provide a comprehensive review of key vocabulary and functions presented in the unit.</td></tr>
<tr><td>Teaching Tip</td><td>Question Recall After activities 1 and 2, test how much Ss can recall. Have Ss close their books before eliciting as many questions from the unit as possible. Have all the Ss stand. When they provide a question using target grammar or language from the unit they can sit down. For example:
<u>Yes/No questions</u>
Do you take the bus to school?
Do you ride your bicycle to school?
<u>How questions</u>
How do you get to school?</td></tr>
<tr><td>Teaching Tip</td><td>How far is your home from school?
How long does it take you to get to school?</td></tr>
<tr><td>Answers</td><td>1. Answers will vary. Sample answers:
<table>
<tr><td>take</td><td>a/the bus, a/the train, a/the plane, the subway, a/the boat</td></tr>
<tr><td>walk</td><td></td></tr>
<tr><td>ride</td><td>a/the bus, a/the train, a car, a bike, a plane, a/the subway, a boat</td></tr>
<tr><td>drive</td><td>a/the car, a/the bus, a/the train</td></tr>
<tr><td>by</td><td>bus, train, plane, bike, subway, boat</td></tr>
</table>
2. Answers will vary. Sample answers:
<table>
<tr><td>Questions</td><td>Answers</td></tr>
<tr><td>1. How does Tony get to school?</td><td>He gets to school by bike.</td></tr>
<tr><td>2. How does Mary get from home to the library?</td><td>She gets to the library by bus.</td></tr>
<tr><td>3. How far is it from Tony's home to school?</td><td>It is 5 kilometers.</td></tr>
<tr><td>4. How far is it from Mary's home to the library?</td><td>It is 15 kilometers.</td></tr>
</table></td></tr>
</table>

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Answers	5. How long does it take Tony to get to school by bike?	It takes 20 minutes.
	6. How long does it take Mary to get to the library by bus?	It takes 40 minutes.

■ Optional Activity: Team Writing

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens; paper.

Procedure

1. Have Ss work in small groups of three or more.
2. Ensure each S has a piece of paper and a pen.
3. Write a model conversation on the board:

> A: Hi, _____. How are you today?
> B: I'm fine, thanks.
> A: How do you get to school?
> B: I ...

4. Tell Ss they will write a similar conversation between two people, but it should have at least eight lines.
5. Tell them that each S in their group will write the first line in the conversation. For example:

> A: Hi, _____. How are you today? (S1)

6. Then each S will pass his/her piece of paper to the classmate on the left. Everyone in the group will now write the second line of the conversations. For example:

> A: Hi, _____. How are you today? (S1)
> B: I'm fine, thanks. (S2)

7. Repeat this several times, passing the paper to the classmate on the left who then adds one more line to each conversation until there are at least eight lines in each conversation.
8. Finish the activity by inviting a few pairs of Ss to role-play some of the conversations for the class.

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Unit 4 Don't eat in class.

一、教学目标与要求

话 题 **Topic**	规章制度（Rules）
功 能 **Functions**	能简单谈论规章制度（Talk about rules） Don't eat in class. We can eat in the dining hall, but we can't eat in class. I can't go out on school days.
语 法 **Grammar**	1 能正确使用否定祈使句陈述规章要求（Imperatives *Don't* ...） Don't fight. Don't arrive late for class. 2 能使用情态动词can表示许可（*Can* for permission） A: Can we wear a hat in school? B: Yes, we can. / No, we can't. 3 能正确使用have to和must谈论规章制度（Modal verbs *have to, must*） A: Does he have to wear a uniform at school? B: Yes, he does. / No, he doesn't. We must be on time for class.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） rule, hall, dish, kitchen, luck, hair, arrive, listen, fight, wear, bring, practice, relax, read, feel, remember, follow, keep, learn, sorry, important, quiet, more, noisy, dirty, terrible, strict, outside, out, before 2 能正确使用下列常用表达（Useful expressions） (be) on time, dining hall, arrive late for class, listen to music, go out, do the dishes, make one's bed, be strict (with sb.), follow the rules, keep ... short, on school days 3 能认读下列词汇（Non-curriculum words） hallway, uniform

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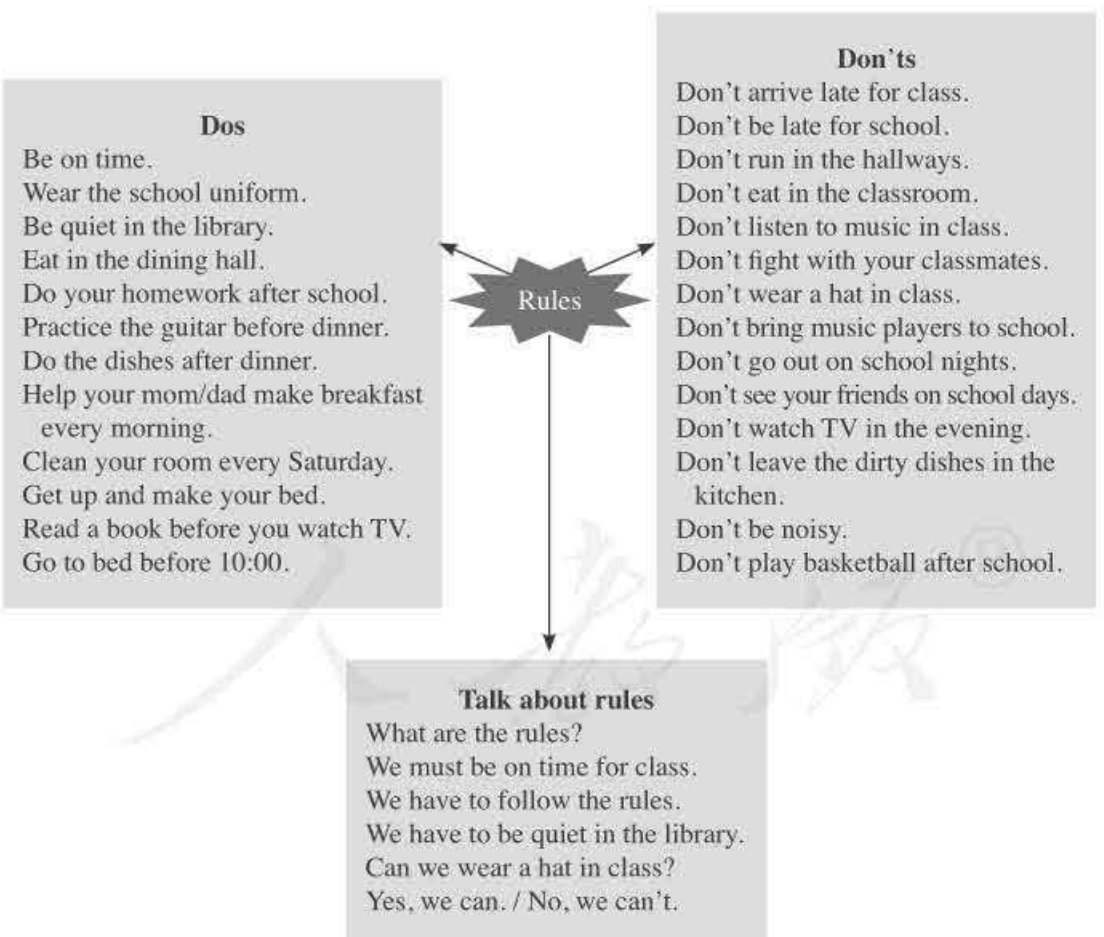
语　音 **Pronunciation**	1 了解双元音/eɪ/、/ɔɪ/、/aɪ/、/əʊ/、/aʊ/、/ɪə/、/eə/和/ʊə/的读音规则 2 掌握can在肯定句式和否定句式中的重弱读变化 3 初步体会英语歌谣的重读、弱读和节奏
学习策略 **Strategies**	1 能根据常识预测听力内容 2 能根据文章特点和活动要求使用寻读策略
文化知识 **Culture**	1 了解中外相同或不同的校规、班规及家规 2 了解西方孩子有烦恼时，更愿意向专业人士或机构求助

二、话题思维导图



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三、内容介绍和教学建议

SECTION A 内容介绍

本部分的单元主题图以教室外墙壁张贴校规的形式呈现书面语体的规章制度，再通过听说活动将学生引入谈论规章制度的情景中，让学生体会、学习不同语体中目标语言的表达。在此基础上，学生通过对语法的学习及操练进一步强化新的语言内容，为学习Section B打下基础。

1a–1c导入本单元的话题和部分重要的语言结构。1a活动利用常见的班规、校规为线索介绍新语言，便于激活学生背景知识，使他们利用已有的经验进行学习建构。这个活动一方面让学生学习词汇、丰富语言表述，另一方面让他们接触、体会关于规章制度的表述方式。1b活动是1a内容的自然延续，旨在通过“听”让学生体会各项规章制度的口头陈述形式，让学生进一步熟悉祈使句结构。1c是基于1a语言输入和1b听力输入的简单输出活动。这个结对活动旨在训练学生谈论规章要求，从中体会在谈论校规、班规时，书面语言、教师语言和学生语言三者的不同特点，提升语言得体性意识。

2a–2d重点学习如何运用情态动词谈论学校规章制度。其中2a、2b活动从“听”，2c从“说”的角度训练学生运用情态动词can和can't表达许可和禁止，2d则在此基础上又加入了must和have to结构，使得语言更加丰富、多样。

本部分教学重点是一些常见的短语和表达法，以及谈论规章制度需要的语言结构，包括：祈使句，尤其是祈使句否定形式的学习及运用；情态动词can表达“许可”（permission）；情态动词have to和must表达“义务”（obligation）。教学难点是不同情态动词表达的意义区别，如have to和must语义上的细微区别；can与can't表达“许可”的用法；can的肯定式和否定式的重弱读变化；如何礼貌回答别人善意提醒等。

SECTION A 教学建议

关于语言的得体性。就“规章制度”话题而言，英语表现出较强的语体差异——书面语及口语、正式与非正式场合中语言的使用是不完全相同的。具体说来，书面语及命令式的正式口语中，人们多用祈使句，而大多数口语交流中，人们则会有意回避祈使句结构，较多地使用相应的情态动词。这一点，英语和汉语的语言文化有所差异。值得注意的是，英语语言中，不合时宜地或生硬地使用祈使句，即便不被视为没有礼貌或缺乏教养，也会被认为不够友善。因此，在教授这一单元时，教师应把语言的运用得体性放在重要位置。

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活动1a-1c

1. 建议教师利用实物或图片，结合学生已较为熟悉的情态动词can的句型呈现生词及短语表达法，这样很容易把重点转到规章的文字表述上，让学生学习其书面表达。教师可指着自己的手表说：Hello, class. Our class starts at 8:30. Don't arrive late for class. 8:35 is late. 8:40 is late. If you come to class at 8:35, you are late for class — you are five minutes late for school. You're breaking the rules! If you come at 8:40, you are ten minutes late for school. (板书late for school) Can you read this, please? This rule says, "Don't arrive late for class." We can't arrive late for class. We must be on time. 我们必须守时、按时到校。(板书be on time) What is "守时；按时；准时" in English? 再如，教师拿起一个饭盒，说：Can we eat in the classroom? No, we can't. Can we eat in the dining hall? (板书eat in the dining hall) Yes, we can. This is another school rule. It says, "Don't eat in the classrooms. You must eat in the dining hall."
2. 让学生翻开课本，看主题图并读出图中墙上张贴的校规，然后说出其中文意思。这样，教师可以了解学生在读音和句意两方面的掌握情况，及时调整自己的教学策略。
3. 让学生按课本要求完成1a活动，随后课堂核对。处理生词时，教师可以将词汇渗透在语境之中，通过图片、照片、或汉语辅助进行教学。此外，让学生关注短语会比逐个学习单词来得更加有效，且更符合词汇运用的本质特征。语言运用中词汇很少单一地独立使用，而是多与其他词语结伴组成意义相对独立的短语。语言教学及研究中，人们把这样的内容有的称作"语块"(chunks)，有的称作"意群"(meaning groups或meaning units)。本部分这样的短语包括：
   - arrive late for class
   - must be on time
   - run in the hallways
   - eat in the dining hall
   - listen to music (in the classroom)
4. 听前准备。教师介绍听力情景和1b的要求，让学生明白听的目的：Well, now three students are breaking the rules. They're Peter, Amy and Mike. 教师将这三个名字板书到黑板上。
5. 听记关键词。播放录音，让学生记下关键词，可叫一个学生在黑板上写下关键词作为示范，例如：Peter: run。学生根据记下的关键词就能判断出他们破坏了哪些规矩。
6. 再放一遍录音，让学生检查答案。
7. 听后教师与学生交流，明确三位学生各自违反了哪条校规。核对答案时，要求学生使用完整的有意义的句子。例如：

   T: What rule is Peter breaking?

   Ss: He's running in the hallway.

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T: What about Amy? Is it OK to eat in the classroom?

这种师生间的英语交流实际上是最为真实、自然的听说活动，是有意义的输入，对于学生英语语感的培养有着潜移默化的作用。教师应当把握并学会尽可能多地创造这样的时机。

8. 适度挖掘听力材料。完成听力1b活动后，还可问学生几个问题：

   1) Are Peter and Amy polite to the teacher? Why do you think so? (They say "Sorry" to the teacher.)

   2) Does Mike say "Sorry" to the teacher? Why doesn't he say "Sorry"? (He is listening to music and he can't hear the teacher.)

   提醒学生注意言语礼貌：当别人提醒自己违反校规时，应对自己不当行为说Sorry。

9. 口语训练。教师扮演Student A，选一名学生扮演Student B，仿照课本示范进行问答：

   T: What are the rules?

   S: Well, we can't arrive late for class. We must be on time.

   T: Can we run in the hallways?

   S: No, we can't.

   T: Can we ...?

   让全体学生明确活动要求后，两人一组自主编演对话。最后请几组学生进行课堂表演。

活动2a–2c

1. 听前预测。学生朗读2a表格中的活动内容，教师纠正读音并确认学生知晓其意思。教师可让学生根据常识判断哪些事允许做，哪些事是禁止做的。

   T: Let's look at the table in 2a. There are eight activities. Students can do some of them in the classroom, and some they can't do. Can you read and guess what they can do and what they can't do?

2. 学生听录音验证预测。将2a和2b活动结合起来，播放录音，学生听后完成相关活动。在美国英语语音中，肯定式can和否定式can't听起来很像，但学生可根据常识判断出哪些活动符合或违反学生行为规范。

3. 口语活动。让学生结伴分别扮作Alan和Cindy，参照课本2c的示例进行对话。教师可结合学生的实际情况，开展以下口语拓展活动。

■ 拓展活动：我们的班规

1. 教师板书或利用课件呈现若干学生在教室中的行为，例如：

   - write or draw on the desks
   - write or draw on the wall

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- use mobile phones
- play ping-pong
- play with chalk
- speak or laugh loudly in the classroom
- read comic books or picture books in class or in the classroom
- sit on the desks
- chew gum
- run around in the classroom

2. 教师与学生互动交流，示范对话：

T: Can we write or draw on the desks, class?

Ss: No, we can't.

T: Right. We can't write or draw on the desks, but we can write or draw on paper or in notebooks.

3. 让学生结对展开对话，讨论校规。请几组学生在课堂上表演并给予评价。

活动2d

1. 导入对话情境。教师创设情景：When you have to go to a new school, you want to be a good student so you may want to know about school rules. John is at a new school. Let's see what rules his new school has.
2. 理解对话大意。让学生读对话或听对话，回答几个问题。
   1) What are John and Alice talking about? (School rules.)
   2) How many rules does Alice mention? (Four rules.)
3. 理解对话细节。让学生再读一遍对话，提一个关键的细节问题：What rules does the school have? 请几个学生问答，再将完整的祈使句板书在黑板上，分成两栏。

Dos	**Don'ts**
Wear the school uniform.	Don't be late for school.
Be quiet in the library.	Don't bring music players to school.

4. 语言探究及学习。让学生找出对话中所有的情态动词并画线，与同伴核实自己的判断并讨论这些情态动词的意思。
5. 让学生听对话跟读，模仿语音语调和意群停顿。
6. 在班级中开展集体性的分角色朗读活动，如男生扮John，女生扮Alice；一半同学为John，另一半为Alice等。这可为语言学习迟缓的学生提供更多的空间。也可采用“逐渐消失的对话”（Disappearing dialog）这一趣味方法，让语言操练变得更有趣味和更有意义。
7. 学生结伴，轮换角色朗读、表演对话。

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语法内容介绍和活动建议

此部分是对本单元语法现象的梳理和巩固性训练，其要点包括：

- 祈使句（重点为否定结构）
- 情态动词can表“许可”的用法（肯定及否定陈述，一般疑问句结构及肯定和否定回答）
- 情态动词must的句型结构（仅限肯定陈述）
- 情态动词have to的句型结构（肯定及否定陈述，一般疑问结构及肯定和否定回答）

Grammar Focus部分是对本单元所学语言结构的归纳总结，目的在于让学生有意识地关注本单元所学祈使句和相关情态动词的句型结构特征，进而模仿套用。3a提供具体语境，让学生根据图标提示为学校图书馆写规章制度，重点练习否定祈使句结构。3b提供提示词，让学生写出问句和回答，练习情态动词have to和can的一般疑问句及回答。3d活动让学生为自己的“梦想学校”制订规则，目的在于通过个性化学习激励学生，激发其运用语言的欲望，进而巩固所学的目标语言结构。

本部分的教学重点是学会使用祈使句书写书面的规章制度，掌握have to作为情态动词短语的用法。难点是have to的用法，它与其他情态动词不同，can与must的否定或疑问句式不用借助助动词，而have to需要借助助动词。

语法部分具体教学建议如下：

1. 让学生读Grammar Focus表格内的句子，同时思考以下问题：
   1）祈使句的否定句怎样构成？肯定句呢？一般在什么情况下会用祈使句？
   2）情态动词在用法上有什么共同点？
   3）can在本单元主要表示什么含义？它还可表达什么意思？
   4）have to在句法上与其他情态动词有何区别？
2. 引导学生看表格第一排的两个句子，可以发现第一个问题的答案：祈使句的否定句在动词原形前加don't，表示“不要做什么事”。祈使句的肯定句通常是以动词原形开头。祈使句一般用于上级对下级，长辈对晚辈之间，表示命令、劝说或警告，也可表示请求。例如：Please be quiet. The baby is sleeping.关于第二个问题，让学生看情态动词后的动词形式有什么特点。特点是：can, must, have to后接动词原形。关于第三个问题，从表格内包含can的句子可以看出can的意思是“能够，允许”，与前面can表示“能力”不同。关于have to的用法，have to与其他情态动词用法不同，有人称和数的变化。教师可以再补充句子帮助学生加深印象，如：
   We don't have to wear school uniforms every day.
   He has to live at school because his home is far away from school.

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关于have to与must的区别，可参见学生用书后面的语法附录部分。

语料库统计表明，现代英语语言运用中情态动词的口语运用频率明显强于其书面语使用频率，大部分情态动词的口语使用频率是书面使用频率的一倍甚至更多。虽然情态动词在各种语域均常见，但其口语性表现得更为突出，这是情态动词的运用特征之一。情态动词的另一运用特征表现为每个情态动词功能多、意义多，给外语学习者带来一定的困难。

活动3a–3b

1. 教师引导学生看3a图片，与学生展开问答讨论：Look at Picture 1 in Activity 3a. Can we talk loudly in the library? 教师还可换用以下问法，使语言结构更加丰富、逼真，也可为学生创造更多体会语言的机会：
   - What can't students do in Picture 2?
   - What about Picture 3?
   - Is there anything else students can't do in Picture 4?
2. 学生自主完成3a的“Library Rules”，随后继续完成3b练习，教师巡视指导。将两项练习连贯安排，可以使学生的思绪不被打断，教师也能更加从容地进行针对性的个体指导。
3. 学生完成练习后，就近结伴交换课本相互评判，也可让学生结对根据学校具体情况练习3b中的问答。教师可选择两三位学生，请他们把自己的答案板书到黑板上，然后点评。这样做能使写答案的学生得到鼓励，其他同学也有了更自然的参照对象，还可以节省时间。

注意：本单元中，have to表达义务时，意为“必须”；can/can't表示许可或禁止，意为“可以/不可”。have to用于第三人称单数时需借助助动词does。教师还可提供更多短语让学生用have to组成问句。例如：

the students / clean classroom / every day

she / be at home / at five o'clock

she / do morning reading / every day

活动3c

谈论“我理想中的学校”这一开放性活动虽然可以有效地调动起学生参与的积极性，但也较容易促成学生产生“我的理想学校就是我尽兴表达意愿、为所欲为的地方”这样的错觉。这极易导致学生误以为“cool rules”就可以为所欲为。因此，建议教师在操作此项任务活动时应持慎重的态度，可将练习布置成课后作业或一个合作项目，让学生提出一些得体、入理，且又面向学生的人文化校规。

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SECTION B 内容介绍

本单元Section B将规章制度出现的场所由Section A的“学校”转到“家庭”。语言技能层面上，Section B在深化训练听、说能力的基础上偏重读、写能力的训练和发展；在语言知识层面，除继续深化学习Section A所学句型结构外，词汇的滚动复现及学习是Section B的重要内容。

活动1a–1d是一个听说任务链。1a活动通过图片介绍、复习家庭活动语汇，为后续语言技能的训练做好语言上的准备。学生需清楚图片要表达的意思，然后将1b中的动词短语匹配。1b是一个听力活动，此部分听力内容比Section A部分的听力要丰富，信息更多，是两个学生谈论自己的家庭规矩。1b听力活动主要目的是训练学生根据上下文推断是否允许做某事。1c是另一个听力活动，此活动训练捕捉关键词的能力，即抓住关键信息when的能力。1d是基于听力输入的半控制性的结对合作活动，让学生谈论Dave家里有哪些规矩，旨在训练学生利用所学词汇及句型进行口语表达。

2a–2c的焦点是阅读教学。2a是一个读前预热活动，让学生讨论“如果有烦恼你会向谁倾诉”，这个问题自然会导入2b阅读文章。阅读的主题部分为Molly写给Dr. Know的求助信和Dr. Know给Molly的回信。Dr. Know的回信会帮助学生认识到遵守规定是一个学生应尽的义务。2b活动让学生找出Molly有哪些校规和家规。2c是一个读后活动，通过让学生用情态动词填空，旨在巩固、加强本单元情态动词在丰富语境中的运用，同时帮助学生回顾课文内容，加深印象。

3a–3c的重点是写作教学。3a活动设计有两个目的，一是进一步从笔头上帮助学生巩固、内化本单元所学的情态动词，二是作为3c任务的示范，供学生进行仿写。3b让学生先拟一个关于自己校规和家规的提纲，这个提纲为3c写作任务打好语言基础。3c是一个比较真实的写作任务，让学生模仿3a或阅读文章给Dr. Know写一封信。

语言技能方面，本部分的教学重点是在强化学生听说能力的基础上，培养学生阅读和写作能力。语言结构方面，本部分的重点还是情态动词的理解和使用。情感、态度和价值观方面，本部分应渗透做一个好学生的教育，如理解学校、理解家长，还有心理健康教育，如果心中有困惑或烦恼，应找合适途径释放出来，这样有助于自己做一个心智健康的人。本部分教学难点是几个情态动词在具体语境的得体使用。

SECTION B 教学建议

活动1a–1d

1. 听前语言准备。建议教师以图画问答与图画描述相结合的方式展开教学。教师可

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以课前将图画内容制作成媒体课件，也可直接利用课本图画以逐幅讨论的方法引导学生复习、学习相关的语言表述。教师呈现图画（以Picture a为例），向学生提问：Look at the boy in the picture. Is he out or is he at home? Do you think he often goes out? (板书go out) 或以故事描述的方式，向学生进行叙述：Look at the first picture. The boy's name is Wang Lei. He likes to go out. (板书go out) He sometimes goes out on school nights. Now he's not at home. He's out. His parents aren't happy with him.

如此进行词汇教学时，教师应注意对待各幅图画的详略比例，部分图画内容可让学生直接说出，一带而过，把重点放在学生较为生疏的表述上。

2. 让学生自主完成1a任务，然后与邻桌同学合作对照，自我纠正错误。
3. 教师播放第一遍录音，学生完成1b任务。在这一过程中，教师应注意提醒学生重点听"家规"的内容，而非时间。教师可说：Now let's listen to a conversation between Dave and Emily. Listen carefully to the rules. Focus on what Dave can't do, what he has to do or what he must do. The focus is not on when he can do, can't do or must do something. 课堂核对答案。
4. 学生朗读课本1c方框中所列内容，然后再以教师说中文、学生读英文的方式帮助学生明确意思。
5. 教师播放第二遍录音，学生完成1c任务，随后师生核对答案。
6. 听后口语活动。教师要求学生结对，根据1b表格中的信息谈论Dave的家规。然后请部分学生做示范表演。

活动2a–2c

1. 读前热身讨论。让学生两人一组讨论几个问题：What will you do if you are unhappy? Will you talk to your parents, talk to your good friends or write your feelings down in your diary? 学生讨论后可顺势引导他们：Everyone feels unhappy sometimes, but we need to know how to deal with it. One girl called Molly feels unhappy. Let's see what she will do to make herself feel better.
2. 快速阅读，找家规。这是本节活动的重点，阅读任务的重点在于信息的筛选和分离。建议教师将两封书信分开阅读，分离成两项小任务：

   1）让学生阅读2b中第一封信，圈出Molly的家规，然后再将圈出的内容写出来，如下表：

Molly's rules	**Fair (√) or unfair (×)**
1. She has to get up at six o'clock every morning.	

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2. She has to make her bed.	
3. She can't leave dirty dishes in the kitchen.	
4. She can't be late for school.	
5. She can't be noisy in class.	
6. She can't eat in class.	
7. She has to do her homework first.	
8. She can play basketball only on weekends.	
9. She has to read a book before she can watch TV.	
10. She has to go to bed before 10:00.	

注意：这样做的好处在于学生能多感官接受相关信息，有助于对分离出的信息进行反思及再判断，提高正确率。同时，抄写对学生练习英文书写及知识记忆也有好处。

2）让学生阅读2b第二封信，找出Dr. Know的观点并画线，让学生与同伴相互交流各自的判断、观点，然后教师与全班学生核对答案。教师最后陈述文章核心：Teachers and parents make rules to help us. We have to follow them.

3. 再读信件，聚焦求助信的特征和语言。教师要求学生快速浏览两封书信，让学生比较一般文章，找出信中有哪些特别之处。然后与学生共同讨论总结如下：

1）书信称呼中所共有的词汇Dear ...。

2）称呼后用逗号，不用冒号，这是中英文信件区别之处。

3）求助信中第一句是核心句，即There are too many rules! 主题句后就是解释说明主题句的细节句。

4）信件结束前一般会有明确求助的句子，即What can I do?

教师可简单介绍Dr. Know的中文意思（"全知博士"或"万事通博士"）和结构特征（Dr. = doctor，博士。常使用缩写式）。此外，文章中还有不少很常用的短语语块，教师可让学生先猜猜这些短语的意思，如：make your bed, leave dirty dishes in the kitchen, don't be noisy, be strict, follow the rules。教师可以再给学生列出一些例句，让学生体会这些短语的意义和用法。如：

It is a good habit to make your bed after you get up.

Don't leave your keys on the table.

I don't want to have lunch here. It's too noisy.

I have many rules at home. My parents are very strict with me.

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You have to follow the rules if you want to play the game.

4. 聚焦情态动词。让学生用情态动词填空，完成活动2c。这些句子已转换为第三人称，注意have to在第三人称单数时要用has to。另外，一般情况下，have to和must可以不要求区分。
5. 拓展讨论。让学生回顾Molly的校规和家规并思考问题：
   1) Which rules do you think are fair?
   2) Which rules do you think are unfair?
   3) If you were Dr. Know, what would you say to Molly?

注意：读后就课文内容开展讨论有不少优点。首先，可让学生加深对课文内容的理解；其次，可以培养学生的批判性思维能力，也可以培养学生口头表达能力。与学生讨论这些问题时，教师可顺势引导学生了解学校和家长的态度。老师、家长和学生应该多站在对方的角度考虑，那样才会互相理解，少些烦恼。

活动3a–3c

1. 写前准备，文段填空。学生按照书本要求自主完成3a任务，随后与同桌合作交流，修正错误。全班核对答案，然后集体朗读，教师根据情况，进行必要的讲解。学生再次朗读，进一步熟练文段。
2. 写前准备，先讨论后列提纲。教师与学生展开口头交流，谈论学生各自家庭中的规矩。教师可说：OK, now we know Zhao Pei isn't happy at home. Molly Brown from New York isn't happy, either. They have lots of rules at home. Do you have any rules at home? Can you write me a letter and tell me about your rules? Which rules do you think are fair or unfair? 交流中，建议教师全部或有选择性地板书学生所陈述的家规，以供班级学生集体参考。让学生填3b表格，对于基础薄弱的学生，教师可建议他们回顾或浏览本单元已学课文，适当选取与自己情况相似或自己有共鸣的规矩填表，以降低任务难度。教师巡视，适当纠错、指导。
3. 写求助信。教师要求学生将已填写的表格内容作为提纲，写一封给知心博士的求助信，完成3c任务。学生写作过程中，教师还可结合所教班级学生的实际情况，板书一些可供使用的“参考词汇”，如：fair, unfair, strict, easy, difficult, happy, unhappy, terrible, important等。教师点评并展示部分学生作品。

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SELF CHECK 内容介绍和活动建议

活动1

1. 该活动重点检测本单元比较重要的几个短语表达。记单词有两个比较重要的原则，一是按语块记忆；二是在语境中去运用单词或语块。本部分是关于一个小老鼠Timmy的故事，为复习这些语块提供了生动语境。教师提醒学生填空前要先通读一遍短文，大致了解故事内容，然后才能确定需要填什么。核对答案。让学生直接读整个故事，顺便把答案说出来。
2. 讲故事。转换人称讲故事对学生来说是很好的锻炼。对于一般学生，可要求只转换人称讲出故事，如：The mouse's name is Timmy. He must get up early every morning at 6:30 a.m., ... ；对于基础好的学生，可以要求他们只看提示的短语大致讲出小老鼠的故事。教师可问学生：Why does Timmy have to follow the rules? (The cat will get him if he doesn't follow the rules.) 最后引导学生知晓这个道理：We have to follow the rules because we need rules.

活动2

此活动通过连词组句的方式让学生自我检查对本单元所学情态动词的掌握情况。让学生先自己组句，然后将句子说出来。还可让学生说出更多关于学校规矩的句子。

四、语音教学建议

本单元的语音教学在读音规则方面涉及一系列双元音音素的字母读音规则，包括音素/eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/和/ʊə/；语音语调方面结合本单元语法，重点训练情态动词can在肯定和否定句中的弱读和重读现象，并通过歌谣练习重弱读和节奏。

1. 看音知字母——/eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/和/ʊə/的读音规则。

本单元归纳发双元音的字母或字母组合。与第一轮呈现这些双元音不一样，第一轮重点在于正确发音。这一轮的重点是归纳这些音的读音规则。以/eɪ/为例，可以按照以下步骤来设计教学。

1）在学生打开书本前，让他们思考这些问题：哪些字母或字母组合发双元音/eɪ/？学生可能会知道元音字母a在重读开音节中发字母本音/eɪ/。如果学生想不出哪些字母组合发/eɪ/，可以给他们一些提示，如给几个例词：e-mail, afraid, play, day等。学生根据提示能总结出发/eɪ/的有字母a，还有字母组合ai和ay。

2）看谁找的例词多。给学生三分钟时间，让他们想出或从书上找出更多例词，以小

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组为单位，看哪组找的例词多。下面例词供参考：

/eɪ/ a make late lazy brave date game place safe take nature

ai brain daily fail main rain wait explain

ay day may pay way lay crayon

/aɪ/ i knife line like mile nice price quite rice side smile excited

y try sky shy my July reply

igh bright fight light might

其他字母的例词可参见学生用书附录语音部分。

3）总结这些双元音读音规则后，给学生播放录音，让他们跟读，加深对这些音和读音规则的印象。

2. 朗读技巧——情态动词 can 在肯定和否定句中的弱读和重读现象

情态动词 can 在肯定和否定句中的弱读和重读现象是一个十分值得关注的内容。以往我国英语教学中师生双方往往忽略相关的训练，造成为数众多的学生过多地重读 can，从而导致听力上的错误或实际口语交流中的误解。

1）教师播放教学录音带，学生跟读，模仿、体会语句中 can 和 can't 的读音及整个句子的语调特征。

2）学生集体朗读，教师获取反馈并适当讲评。

3）教师介绍并讲解口语发音中 can 在肯定结构和否定结构中的读音区别，并示范。

4）教师为学生提供更多的例句进行巩固性操练。

can 和 can't 在口语运用中的语音区别

词典告诉我们，can 有强音 /kæn/ 和弱音 /kən/ 两种读法，这是常人所熟知的。但在实际口语交流中，can 的读音远非词典注音那么简单。教学中，师生双方若忽略 can 的正确读音特点，会给听力及交流带来困难。

一般来说，can 读作强音 /kæn/ 存在以下几种情况：（1）作为独立的词汇被朗读时；（2）其后失去行为动词时；（3）对比强调时。例如：

"Who ***can***?" "I ***can***."

"You can't swim." "I ***can*** swim."

大多情况下，can 被发得很弱，作 /kən/。例如：

I ***can*** see（读作 /kən si:/）what you mean.

Can you come?

can't 往往被重读作 /kɑ:nt/（英式发音）或 /kænt/（美式发音）。很多情况下，其结尾微弱的 /t/ 会失去爆破而不被念出。

很多情境中，重读与否是英语人士用来辨别 can（通常不重读）和 can't（通常重读）的最为重要的特征。若学生不合时宜地重读了本该弱读的 can，人们会误解为他们在说 can't。

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3. 朗读技巧——通过歌谣练习重、弱读和节奏

本部分歌谣“Rules, rules and rules”结合本单元主题及语言知识，不仅可以用来练习重弱读和节奏，还一并复习了前两个单元的语音、语调内容（语句重音及不完全爆破）。教师在指导学生朗读歌谣时应注意一点：英语的小诗、歌谣每行无论长短，其强弱节拍和朗读时长一般是大体一致的，不会差距过大。换而言之，一行若短，其中的单词就会被读得清楚和完整，相对地慢些；一行若长，在同等长度的时间和基本相同的节拍下，其中的词语就会被读得快些，便多有连音、省音和不完全爆破等语音现象。

练习朗读歌谣时，教师依然可参考上一单元练习语句重音的方式，采用击掌或击案的手段为学生提供节奏支持及提示。若教师觉得自己水平有限，不如多利用教学录音磁带让学生反复地跟随磁带同步诵读。

1）教师播放教学录音带，要求学生目视文字，认真听并用心体会。

2）要求学生跟读录音，逐句模仿。

3）播放录音，学生反复地跟随磁带同步诵读。

4）让学生独立朗读歌谣，教师可有意识地选择部分学生为全班做诵读示范。

4. 语音补充练习

1）绕口令（Tongue twisters）

（1）You can climb the st**airs** but not in p**airs**. /eə/ (spelling **air**)

（2）Why can't **I** fly my k**i**te at n**igh**t? /aɪ/ (spelling **i**, **y**, **igh**)

2）歌谣（Chants）

(1) It's So Unfair!		
It's so unfair! She doesn't care! My mom always says "No." "You can't play computer games before you go to bed!"	It's so unfair! He doesn't care! My dad always says "No." "You can't play computers games before you've done your homework!"	It's so unfair! He/She doesn't care! My teacher always says "No." "You can't play computer games in class!"

/eə/ (spelling **air**, **are**) unf**air**, c**are**

/eɪ/ (spelling **ay**, **a**) s**ay**s, alw**ay**s, pl**ay**, g**a**mes

(2) Rules for Life!
Don't be noisy! Don't shout! Don't tell lies or you'll get caught! Don't play jokes. Don't be a clown. Don't be mean or put others down. You must be friendly, you must be nice, And that's how you'll be happy in life.

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/əʊ/ (spelling **o**) jokes

/aʊ/ (spelling **ou, ow**) clown, shout, **out**, down

五、课文注释

1. in class; in the class 和 in the classroom

以上三种表述形式相近，但意思均不相同。in class 意为“上课；听课；在课堂上”，此处 class 为“课；课堂”之意；in the class 意为“在班上；在班级里”，这时 class 是“班级”的意思；in the classroom 则是“在教室里；在教室中”。试比较：

He likes to talk in class. 他喜欢在上课时说话。

He's the best student in the class. 他是班上最优秀的学生。

Don't play basketball in the classroom. 不要在教室里玩篮球。

2. be on time; be late for school

英语中，系动词 be 往往会与形容词、形容词短语和介词短语连用，形成相对固定的句型结构，来表达主语的存在关系或状态。此处，be on time（准时；守时）和 be late for ...（干……迟到）就是如此。再如：

She's always early for everything. 她干什么都早到。

This company is very strict about punctuality. 这家公司对守时要求特别严格。

They're in real danger. 他们面临险境。

If we're too noisy, people will complain. 如果我们过于喧闹，人们会提意见的。

3. must 和 have to 的用法区别

must 和 have to 意思基本一致，均有“必须；务必”之意。一般说来，must 更带有说话者本人的意志，主观性较强。例如：

I must be more careful — I have lost my keys. 我得更加小心——我已经把钥匙给丢了。

have to（英国英语还作 have got to）则更多地体现为外界对说话者的影响，客观性较强。例如：

“Do I have to sign this form?” “I'm afraid so.” “我必须在这份表格上签名吗？”“我想是的。”

以上的区别可能会对学生区分并选择词汇提供有用的帮助，但现实中许多英语人士并非如此，一些人绝少使用 must 表示“义务”，而仅将其用来表示“逻辑推断”或“建议”。例如：

It must be later than I thought. 那一定比我想象的要更晚一些。（逻辑推断）

It's a brilliant film. You must see it. 这是一部不错的电影，你一定要看看。（建议）

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六、文化注释

一、关于规章

规章即指规则章程，是制定出来供特定群体的人们共同遵守的制度或章程。语言文字中，规章随场合（正式或非正式）、人物对象、语体（口语或书面语）等不同表现出极强的得体性特征。另外，不同文化、阶层的人们对规章的认可也会产生较大的差异。因此，规章又表现出较强的地域性和文化性。

在英文中，规章在书面语体和口语语体的语言形式上存在着一定的差距，有时候这种差异还是显而易见的。试比较：

No smoking.（书面体，正式）

Don't smoke in this area.（书面及口语体，正式及命令）

You can't/mustn't smoke here, sir.（口语体，非正式）

You'd better not smoke here, sir.（口语体，非正式）

或：Would you mind not smoking here, sir?（口语体，正式且委婉，带有规劝性）

二、英文规章的几种表现形式

1. 图例形式

如人们在道路、公共场所常见的“禁止左转弯”、“禁止吸烟”等各种图标。

2. 名词性结构

大多由“no”“prohibited”“free”和“zone”等构成。如以下几种“请勿吸烟”的表达方式：

No smoking.

Smoking strictly prohibited.

Smoke Free Zone

3. 祈使句结构

多见于书面张贴，公众告知性的各类规章制度。如：

Arrive on time for school! 按时到校！

Don't run and play in the classroom. 禁止在教室内追逐、打闹。

4. 情态动词结构

常见于正式或非正式的口语表达：

You can't leave your bike here, sir. 先生，此处不可以停放自行车。

Would you move your bike and park it near the wall, please? 请您将自行车挪到墙那边（停放）好吗？

You must wear your school uniforms to school tomorrow. 明天大家务必穿校服到校。

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三、不同文化背景下的祈使句运用

祈使句又称“命令句”。无论是英语还是汉语，在书面语和口语中均有祈使句。但是，由于汉语文化和英语文化的差异以及意识形态上的差别，国人与英语母语人士在祈使句的使用范围及频率上相去甚远，值得注意。

中国人较为直接，长晚辈意识、上下级观念较西方人士更强，因此习惯在更多的场合，无论口头还是书面表达，都广泛地使用祈使句，且在祈使句前面使用一个“请”字就已经显得十分礼貌、客气。

英语国家则有所不同，谦让和礼貌是人们的基本礼仪，有时甚至会让初到这些国家的中国人感到不太适应。我国语言工作者沈瑛谈及其在英国的感悟时曾这样描述：“与我们想象不同，英国人指路时都习惯用if开头的语句，这样听起来更礼貌、更亲切，如：If you walk around the corner over there, you'll see a bridge. The station is not far from there. If you go upstairs to the second floor and turn left. The office is down the corridor on your left.他们还生怕你没领会，总要重复几遍直到放心为止。有时他们的热情相助简直让你感动。”

也有教师（曹国卿）指出“中国学生往往没有用比较客气委婉的语言请人做事的习惯，这不符合英语会话的基本规则。教师在课堂上要少用命令句，多用请求句，有助于培养学生这种语言习惯。”

可见，在日常口语交流中，英语中祈使句的使用量要较汉语低许多。本单元一个明显的特点就是在书面体的规章制度中无论英语、汉语，人们均使用祈使句；口语对话中当老师提出要求，制止学生不当行为时也使用了祈使句；而在其他场合的口语行为中，英语偏向用含有情态动词（如can, can't, must, have to等）的普通陈述句来取代祈使句的运用。

四、西方学生的求助信

与我国相仿，西方国家的在校学生也有很多压力和烦恼，只不过由于国情和观念上的差异，我国学生在压力和烦恼的形成方面及内容与西方差距较大。

在英、美等西方国家，当学生感受到精神压力增大或在家庭和学校遇有心情上不愉快的事情，同时又无法或不愿与家长、老师及好友交流来释放压力、调节情绪时，他们往往会选择写“求助信”的方式，向学校或公众媒体（如报刊、广播等）的相关心理辅导医生或专业人士倾诉自己的烦恼，以期得到解决问题的答案。在西方，学生向自己信赖的心理辅导专员写求助信是一种十分普遍的社会现象。由于观念上的不同，欧美国家无论学校还是政府及社会组织往往更加注重这方面的社会性心理疏导，如开设专门的心理医生或减压博士信箱来解答青少年面临的困难，对他们进行疏导及心理干预。除了引导他们从另一个视角来分析和看待所面临的问题，还会提供一些恰当、具体的建议，以减轻或化解他们的烦恼。

求助信是书信的一种，随着互联网的出现和电脑的普及，当今越来越多的学生选择更加便利的电邮形式通过网络进行救助咨询。但无论是传统书信还是电子邮件的形式，求助信都属于较为正式的书信文体。

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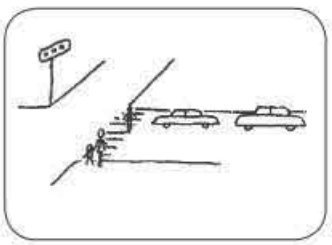
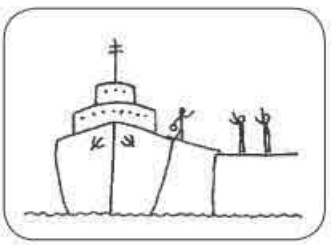
七、教学简笔画

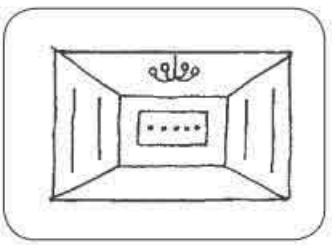
1. follow the rules



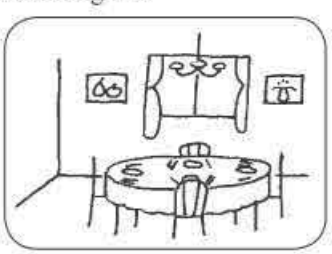
2. arrive



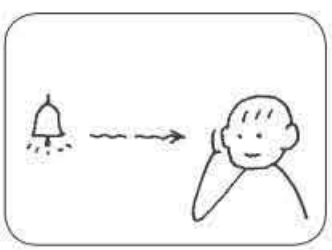
3. hallway



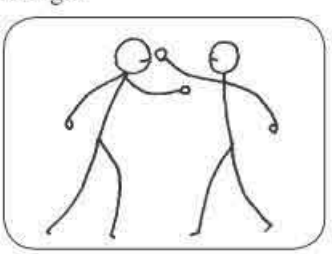
4. dining hall



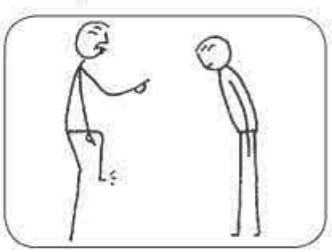
5. listen to



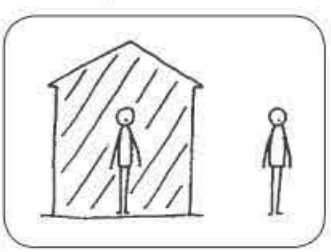
6. fight



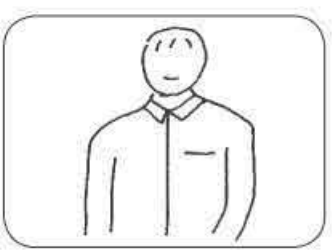
7. sorry



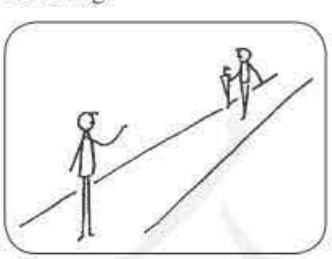
8. inside, outside



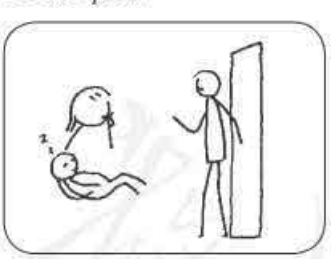
9. wear a shirt



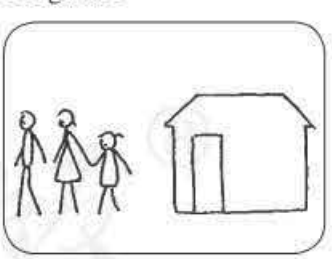
10. bring



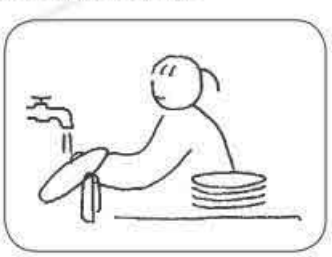
12. Be quiet.



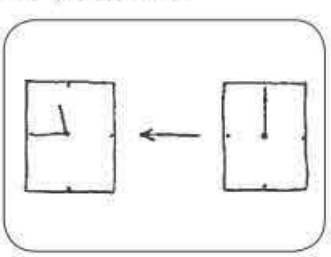
13. go out



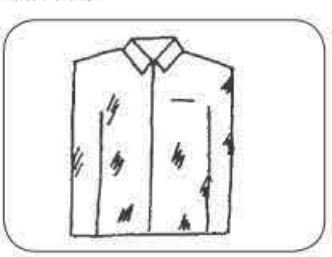
14. do the dishes



15. before noon



16. dirty



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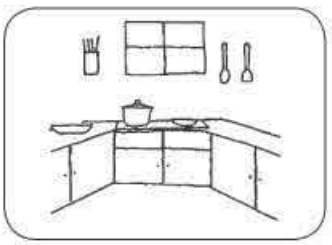
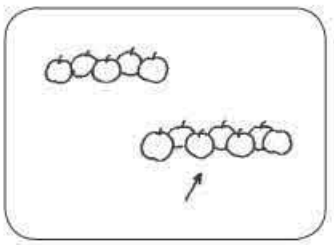
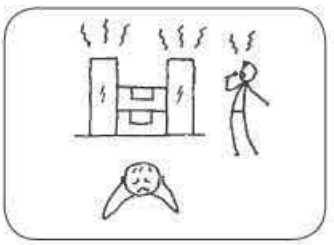
17. kitchen



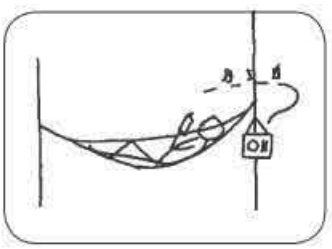
18. many, more



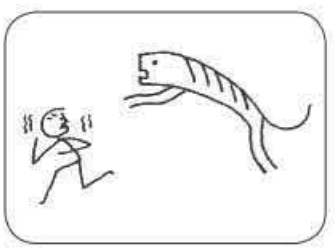
19. noisy



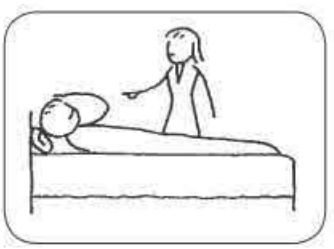
20. relax



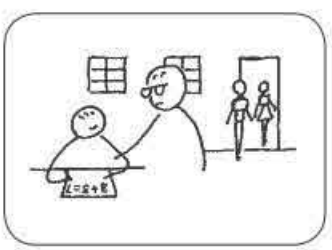
21. terrible



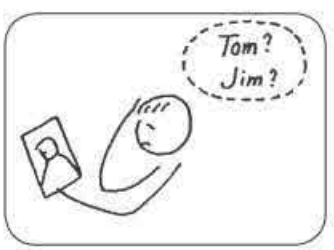
22. feel (sick)



23. be strict with sb.



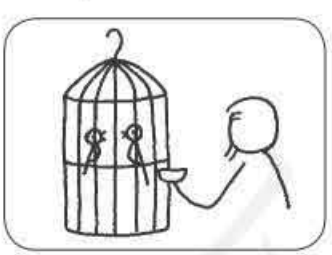
24. can't remember



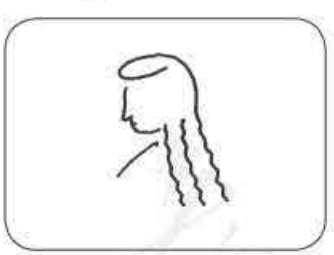
25. (good) luck



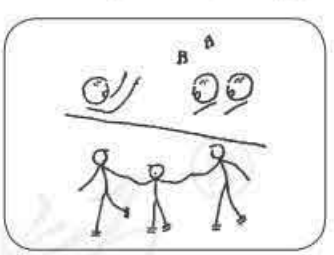
26. keep birds



27. long hair



28. learn (to skate, to sing)



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Unit 4 Don't eat in class.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about rules. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows a female T named Ms. Clark telling a male S not to run in the hallways. There is a poster on the wall with a list of school rules. The second rule in the list instructs Ss not to run in the hallways. In the classroom, almost all of the Ss are breaking school rules, although one S does appear to be paying attention to the male T in the classroom and taking notes.
Culture Focus	***Code of Conduct*** In the US, school rules are often written in a "code of conduct" document. Parents and Ss may be required to sign this to acknowledge that they have read, understood and agreed to follow the school rules. Usually there is information about what Ss can and can't do in different school situations. This might include rules about using technology (when and where Ss can use mobile phones, mp3 players, or laptops) or rules about how to dress (what the appropriate school uniform is). There will usually be information about the types of punishments that might be given for misbehavior or rule breaking (detention, suspension, or expulsion).
Teaching Tip	***Breaking Rules*** Before 1a, have Ss cover the school rules in the picture and the list of school rules. Elicit from Ss the answers to the following questions: **T:** ***Are any school rules being broken in the picture?*** Elicit: "*Yes.*" **T:** ***What school rules are being broken?*** Elicit: "Don't listen to music in class, don't run in the hallways, don't arrive late for class, don't eat in class, don't fight, etc."
Answers	1. boys running through door and looking at watch, 2. boy saying "Sorry, Ms. Clark", 3. girl eating an apple, 4. boy wearing headphones and listening to music, 5. two boys sitting nearest the teacher fighting

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1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Listening for Details*** After 1b, have Ss listen for specific words in the recording. Follow this procedure: 1. Write on the board: 1. You _____ the _____. _____ _____ in the _____. 2. Don't eat _____. 3. Don't _____ to music _____. 2. Tell Ss to listen and write down the missing words. 3. Play the recording and elicit the answers from Ss, e.g. "1. You know the rules. Don't run in the hallways. 2. Don't eat in class. 3. Don't listen to music in class."
Answers	Peter – 2, Amy – 3, Mike – 4

1c

Purpose	To help Ss use the target language in natural speech.
Teaching Tip	***Board the Grammar*** Before 1c, support Ss and enhance grammatical accuracy by demonstrating how to change the rules into sentences. 1. Write the rules on the board: Rules: 1. Don't arrive late for class. You must be on time. 2. Don't run in the hallways. 3. Don't eat in the classroom. You must eat in the dining hall. 4. Don't listen to music in the classroom. 5. Don't fight. 2. Elicit from Ss how to change the rules on the board into statements using "can", "can't", or "must". 3. Write the sentences on the board:

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Teaching Tip	Sentences: 1. We can't arrive late for class. We must be on time. 2. We can't run in the hallways. 3. We can't eat in the classroom. We must eat in the dining hall. 4. We can't listen to music in the classroom. 5. We can't fight.

2a

Purpose	To give Ss listening practice with the target language.
Teaching Tip	***Predicting Discussion Topics*** Before 2a, have Ss predict which activities Alan and Cindy will talk about and what they can or can't do at school. Ss can guess independently and then check their answers with a partner.
Answers	Checked: 1, 2, 3, 4, 5, 7, 8

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	***Uttering Yes and No*** English speakers often utter sounds instead of saying "yes" and "no" when talking informally. They might add some body actions, too. For example: Actions: Yes: nod head up and down No: turn head from side to side (left to right to ...) More words: Yes: uh-huh, mm-hmm No: uh-uh, mm-mm
Teaching Tip	***Uh-huh / Uh-uh*** After 2c, have Ss practice asking yes/no questions about Alan and Cindy. However, have them use utterances for "yes" ("uh-huh") and "no" ("uh-uh"). This will make their conversations more authentic and like those of native speakers. Write an example on the board: A: Can Alan fight? B: Uh-uh, he can't. A: Can Cindy listen to music outside? B: Uh-huh, she can.
Answers	1. can't, 2. can, 3. can, 4. can't, 5. can, 7. can't, 8. can't

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2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	***Say It in English*** Before 2c, ensure Ss are prepared to talk about the rules at their school. Provide some extra vocabulary on the board. You can do this in several ways. For example: Teacher Translation: Ss say a word or phrase in Chinese and the T translates and writes it on the board. Dictionary Races: Ss say a word or phrase in Chinese and the other Ss race to look it up in their dictionaries. When they are confident they have the correct definition they can stand up. The first S to stand up gets to read out the translation and definition for the word. The T should always write the helpful new words and phrases on the board. The Ss should also practice saying the words and phrases as well as using them in sentences.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***Pick a Rule*** In 2d, you may wish Ss to create and role-play their own conversations. Follow this procedure: 1. Have Ss write four school rules on pieces of paper. 2. Haves Ss work in pairs, and place their school rules face down in a pile on their desk. 3. Tell Ss they will create conversations drawing four rules from the pile on their desks. 4. Model the conversation on the board: A: What are some of the rules? B: Well, ___(1)___. That's very important. A: OK, so ___(2)___. Can we ___(3)___? B: No, we can't. And we ___(4)___. A: I see. B: Oh, and we also ___(5)___. 5. Have Ss practice their conversation several times and then invite one or two pairs of Ss to demonstrate their conversation in front of the class.

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GRAMMAR FOCUS

3a

Answers	Answers will vary. Sample answers: 1. Don't talk. 2. Don't eat in the library. 3. Don't listen to music in the library. 4. Don't take pictures/photos in the library.

3b

Answers	Answers will vary. Sample answers:	
	Be quiet?	Q: Does she have to be quiet in the library? A: Yes, she does.
	Eat?	Q: Does he have to eat in the dining hall? A: Yes, he does.
	Listen to music?	Q: Can we listen to music in the hallways? A: No, we can't.
	Wear a hat?	Q: Can we wear a hat in the classroom? A: No, we can't.

3c

Purpose	To provide speaking practice with the target language.
Optional Approach	***Dream School Presentation*** In 3c, when Ss are working in groups to create rules for a dream school, have them also describe other aspects of their dream school, such as its location, the classes, the teachers, the facilities (swimming pool, tennis courts, cinema, etc.), the dining hall and the food, after-school activities, and types of classmates (celebrities or famous people). Encourage Ss to give a description of their dream school as part of their presentation about school rules.

■ Optional Activity 1: Obligation And Permission

Purpose	To help Ss use the target language correctly.
Teaching Tip	***Obligation And Permission*** Before optional activity 1, you may want to present to Ss the different language we use for things we are obliged to do (i.e. we have to wear a school uniform; we can't eat in class) and

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Teaching Tip	things we are permitted to do (i.e. we can wear sneakers if we want to; we don't have to eat in the dinner hall if we don't want to).
Materials Required	Pencils or pens, and paper.

Procedure

1. Write on the board:

> 10 things we are allowed to do if we want to.
> We can _____. / We don't have to _____.
> 10 things we must do.
> We can't _____. / We have to _____. / We must _____.

2. Review the phrases on the board with the class. Practice saying each phrase one or two times, giving examples of school rules.
3. Divide Ss into small groups. Have each group nominate one person to take notes on a piece of paper.
4. Tell each group to write 10 things they are allowed to do at school if they want to. They must then write 10 more things that they have to do. When they have a total of 20 sentences on their list the group should stand up.
5. The first group to complete their list should read it to the class. The T should invite classmates to identify and correct any mistakes.
6. Finish by inviting some of the other groups to read out their sentences, too.

■ Optional Activity 2: Top Classroom Rules

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens and paper.

Procedure

1. Ask Ss to work in small groups of four to six.
2. Have groups discuss and agree on the three most important classroom rules. They must be able to provide a good reason for why they choose each rule.
3. Remind Ss that the rules must be classroom rules (not school rules).
4. Give Ss time to discuss and choose their top three classroom rules.

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5. Ask two or three groups to present their top three classroom rules.
6. Encourage classmates to ask why the rules were chosen and have the presenting group give the reasons why they think each rule is important.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Optional Approach	***Picture Detail Challenge*** In 1a, challenge Ss by having them work with a partner to guess the rules that might apply to each picture. Follow this procedure. 1. Have Ss work in pairs. S1 should look at the pictures in 1a and cover the rules listed in 1b. S2 should look at the rules in 1b and cover the pictures in 1a. 2. Then the pairs of Ss should try to match the pictures and the rules by working together. 3. Tell S1 to describe the picture before S2 says the rule. When the picture and rule match, S1 says the letter of the picture to S2.
Answers	a, h, c, e, b, g, d, f

1b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Note Taking Challenge*** In 1b, a more challenging approach can be taken if asking Ss to first listen and take notes with their textbooks closed. The notes can then be used help complete the activity in the textbook.
Answers	Refer to 1c.

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Can't See the Phrases*** In 1c, make the activity more challenging by having Ss try to do the activity before they see the phrases in the box. Follow this procedure: 1. Tell Ss to close their books and take notes about the times that they hear. 2. Play the recording. 3. Tell Ss to open their books and to cover the phrases in 1c. Have Ss try to complete the chart using only their notes.

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Optional Approach	4. Have Ss check their answers with a partner. 5. Have Ss uncover the box of phrases in 1c and check their answers.
Answers	a. go out - can't – on school nights h. see friends - can't – on school days c. do his homework - have to / must –after school e. practice the guitar - have to / must – before dinner b. do the dishes - have to / must – after dinner g. watch TV - can't – in the evening d. help his mom make breakfast - have to / must – every morning f. clean his room - have to / must – every Saturday

1d

Purpose	To provide speaking practice with the target language.
Teaching Tip	***I Have To*** After 1d, have Ss work in pairs to list rules for being in the house. Give Ss a time limit (about three minutes) and see which pair can list the most rules.

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Culture Focus	***Someone to Talk To*** In the US, many schools will have a specialist guidance counselor. This is a person that Ss can talk to about personal matters. The guidance counselor will usually try to be impartial. They will not take sides in an argument or be judgmental. They will usually give advice and offer support. Most guidance counselors will ensure discussions with Ss are confidential. They won't tell parents or other teachers what has been discussed. Common issues discussed with guidance counselors are things such as feeling stressed about tests or exams, being bullied or problems at home.

2b

Purpose	To provide reading practice with the target language.
Optional Approach	***Stand Until Finished*** You may want to make the reading more interactive by following this procedure: 1. Have Ss work in pairs. They should stand and take turns reading aloud the sentences in the letter, circling the rules when they have been read.

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Optional Approach	2. When Ss finish reading the letters and circling the rules they can sit. 3. Have Ss compare answers with other classmates before eliciting the answers and writing the correct answers on the board.
Answers	Underlined: Get up now and make your bed, don't leave the dirty dishes in the kitchen, can't be late, don't be noisy, don't eat in class, can't play basketball after school, must do my homework, I can only play on weekends, must read a book before I can watch TV, have to go to bed before ten

2c

Purpose	To provide scanning and writing practice with the target language.
Teaching Tip	***Fair or Unfair*** After 2c, have Ss express whether they think the rules in 2c are fair or unfair. Follow this procedure 1. Tell Ss you will read out the rules in 2c. Read out the first rule. 2. Ask Ss to raise their hands if they think the rule is fair. If they think it is unfair, they should keep their hands lowered. 3. Count the raised hands and announce the results. Do most Ss think the rule is fair or unfair? 4. Invite Ss to explain or give reasons why they think the rule is fair or unfair. 5. Repeat the activity for all of the rules in 2c.
Answers	1. can't, can; 2. has to / must; 3. has to / must, can; 4. can't; 5. have to / must

3a

Purpose	To prepare Ss to write about the rules in their lives using the target language.
Culture Focus	***Advice Columnist*** In the US, an advice columnist is a person that gives advice to the readers of an advice column in a newspaper or magazine. Readers will write letters about an issue or problem. The letters will be published along with a reply from the advice columnist. The person giving advice is usually an expert in a specific area, such as a doctor, a psychologist or a career counselor.
Answers	can, have to / must, have to / must, have to / must, can't, have to / must, can't, have to / must, can

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3b

Purpose	To let Ss use the target language to communicate about themselves.
Teaching Tip	1. Write on the board: Things I have to do: Tidy room (Mother/Father) Practice piano (Mother/Father) Things I can't do: Arrive late for class (Teacher) Stay up late (Mother/Father) 2. Have Ss do the activity. 3. Elicit responses from Ss and write them on the board.
Answers	Answers will vary. Refer to 3a.

3c

Purpose	To let Ss use the target language to communicate about themselves.
Teaching Tip	***Outline Writing*** Before 3c, have Ss write outlines for their letters. Follow this procedure: 1. Write on the board: (1) Salutation — (1) Dear _____, (2) Paragraph (a) Main idea — (2a) Can you help me? I'm not happy because there are too many rules: (b) Supporting details — (2b) I have to/must _____. I can't _____. (c) Final sentence — (2c) I never have fun. What can I do? (3) Closing — (3) _____
Teaching Tip	2: Introduce the different parts of the letter in the outline on the board, i.e. (1) the salutation; (2) the paragraph; (3) the closing. 3. Have Ss copy and complete the outline for their own letter, using the rules they listed in 3b.
Answers	Answers will vary. Sample Writing: Dear Dr. Know, There are too many rules in my life! At home, I have to help my mom and dad do the dishes every day. And I have to clean my room on Saturdays. I can't go out with my friends on weekends.

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Answers	At school, we can't eat in class. We have to wear a school uniform. And we can't be noisy in the hallways. How can I relax with so many rules? What should I do? Ken Li

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Optional Approach	***Counting Rules*** Encourage Ss to review the rules in the unit of the textbook by asking them to count the number of rules that are printed on each page. Follow this procedure: 1. Have Ss work in pairs. Ask them to count the rules on page 19. 2. Elicit that there are five rules. Have different pairs of Ss recite the rules. 3. Write the results in a chart on the board: Page 19 Page 20 Page 21 Page 22 Page 23 Page 24 5 rules 4. Have Ss copy the chart on the board. 5. Then tell them to work in pairs to complete the chart by counting the rules for pages 20–24. 6. After Ss have completed their charts, elicit the number of rules for each of the pages and complete the chart on the board, e.g. p.19: 5. Have different pairs of Ss recite the rules.
Answers	1. arrive late, be noisy, listen to, is strict, follow the rules 2. Answers will vary. Sample answers: 1. Don't arrive late for class. We can't arrive late for class. 2. Listen to the teacher. We must/have to listen to the teacher. 3. We must not be noisy in the library. We can't be noisy in the library. Don't be noisy in the library. 4. We must / have to speak English in English class. 5. Eat in the dining hall. We have to / must eat in the dining hall.

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■ Optional Activity: Find Someone Who Has to/Can/Must ...

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens; paper.

Procedure

1. Write on the board:

Do you have to ...	1. do homework before eating dinner?
	2. wash the dishes?
	3. clean your room?
Must you ...	4. help your mother make breakfast?
	5. practice playing a musical instrument at home?
	6. finish your homework before watching T.V.?
Can you ...	7. stay up past 10:00 p.m.?
	8. meet friends on school nights?
	9. play computer games at home?
	10. _____.

2. Tell Ss to think of an extra rule and fill in the blank in item 10.
3. Instruct Ss to move around the room asking and answering questions about the rules. Review the three questions: Do you have to ...? Must you ...? Can you ...?
4. For each rule, tell Ss to write the name of someone who answered "yes". When they have written a name for each rule they can sit down.
5. Once most Ss are seated, stop the activity. Elicit the names of Ss who answered "yes" to each of the rules on the board. Then elicit some of the extra rules and responses for item 10.

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Unit 5 Why do you like pandas?

一、教学目标与要求

话 题 **Topic**	动物园动物（Animals in a zoo）
功 能 **Functions**	1 能描述各种常见动物（Describe animals） Pandas are kind of interesting. Lions are scary. The dog is really cute. The cat is kind of boring. 2 能表达自己对动物的喜好（Express preferences） A: Why do you like tigers? B: Because they're really cool.
语 法 **Grammar**	1 能正确使用 why, what 和 where 引导的特殊疑问句进行回答（*Wh*-questions and answers） A: Why do you like pandas? B: Because they're kind of interesting. A: Where are lions from? B: They're from South Africa. A: Why don't you like tigers? B: Because they're scary. 2 能正确使用表示性质和品质的形容词（Adjectives of quality） Your dog is really cute. He is very smart. She's kind of boring.
词汇和常用表达 **Words & expressions**	1 能正确使用以下词汇（Curriculum words） panda, zoo, tiger, elephant, lion, giraffe, animal, kind, Australia, south, Africa, pet, leg, cat, flag, place, water, danger, tree, sleep, save, forget, cut, kill, cute, lazy, smart, beautiful, friendly, shy, down, over 2 能正确使用以下常用表达（Useful expressions） kind of, South Africa, get lost, one of, be in (great) danger, cut down, (be) made of 3 能认读下列词汇（Non-curriculum words） koala, scary, symbol, ivory, Thailand, Thai

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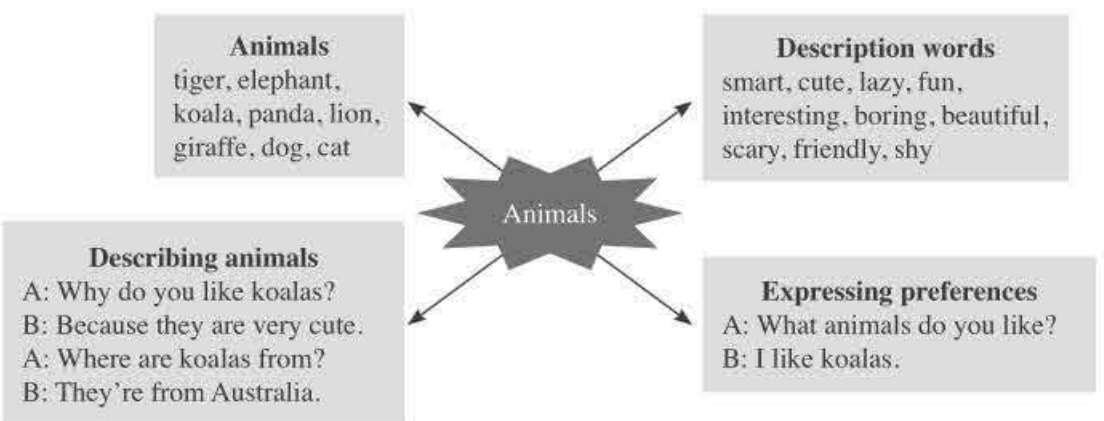
语　音 **Pronunciation**	1 掌握以下音素的发音：/s/和/z/，/ɪz/，/ts/和/dz/ 2 能划分句子的意群，并在朗读和表达时适当掌握停顿
学习策略 **Strategies**	1 能借助上下文语境猜出部分词汇的含义 2 能根据词汇的含义、性质、特点等分类记忆单元词汇 3 能根据阅读语篇内容构建思维导图 4 能通过各种方式搜集有关动物的信息和资料
文化知识 **Culture**	了解世界各地的典型动物

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

Section A部分通过图文观察和听说活动，引领学生进入“参观动物园”的情景，目的在于让学生了解各种动物的英文名称，以及它们生长的地方和习性，并能运用英语简单谈论对动物的喜好和原因。

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1a–1c展示了“参观动物园”的情境，集中呈现一些常见动物的名称和描述性形容词，听的活动介绍了两位参观者商讨先参观哪些动物的过程，并呈现了why引导的特殊疑问句及其答语，目的是为了让学生学会初步运用新词汇和句型来谈论对动物的喜好。

2a–2c延续了参观动物园的主题，但该部分在谈论对动物的喜好并陈述原因的基础上增加了谈论动物产地。三个听力任务层次清晰，先要求学生听取动物名称，而后关注描述这些动物的词汇以及动物产地，最后要求学生能够根据所听的内容进行问答。在关注培养学生听力策略的同时，还通过对话再现促使学生能通过模仿，转语言输入为语言输出。2d的示范对话谈论的是宠物，对话将1a–2c所学的主要语言知识进行集中复现，帮助学生巩固已学内容，另一方面还融入了许多生活化的语言，使对话更口语化，适合模仿表演或在此基础上进行灵活改编并表演。

该部分的教学重点是动物名称和描述动物特点的形容词，why引导的特殊疑问句及简要回答。教学难点是让学生学会运用描述性形容词并结合程度副词对事物进行描述。

SECTION A 教学建议

活动1a–1c

1. 播放歌曲“Old Macdonald had a farm”，让学生欣赏歌曲并通过问题引导学生说出歌曲中提到的动物，呈现其英文名称，如：
   1) How many kinds of animals are there on Old Macdonald's farm?
   2) Which animals have the “moo” sound?
   3) Where can we see more animals?
2. 教师在黑板上画一个圆圈，中间写上单词animals，然后一边展示生动具体的图片，一边引导学生说出其他常见动物的英文名称，将生词板书在黑板上，如：tiger, elephant, koala, panda, lion, giraffe等；然后教师可描述自己喜欢的各种动物以及喜欢的原因，顺便呈现描述动物特点的形容词，如：cute, interesting, fun, smart, lazy, beautiful等，这样能帮助学生构建动物名称和描述性词汇的思维导图。

> 注意：koala这个单词学生记忆有些困难，提示学生koala的重音在第二个音节，该单词中的两个a发不同的音。giraffe这个单词学生在拼写时很可能会漏掉一个f或尾字母e，教师在此环节要及时地提醒学生。

3. 游戏：教师播放tiger, elephant, lion, dog, cat, panda等的叫声，让学生猜出动物的名称。如果觉得该活动有一定难度，可呈现动物的半身图片，再让学生猜。声音和图片能刺激学生的感官，让他们在游戏中快乐地学习和巩固新单词。

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4. 播放1b录音前，指导学生读懂听力要求，提醒学生在听时主要关注有哪些动物。
5. 教师播放1b录音，学生边听边完成任务，然后核对答案。
6. 教师可让学生听第二遍录音，并设计以下问题供学生回答：

   1) What are the girl's favorite animals? Why?

   2) Does the boy like giraffes? Why?

   3) What does the girl think of koalas?（此句可用中文解释）
7. 教师与学生互动，询问学生喜好的动物以及原因。如：

   T: What kind of of animal do you like?　　S1: I like monkeys.

   T: Why?　　S1: Because they're cute.

   此环节主要为了复习动物名称和描述性形容词，互动过程中，教师还可补充拓展更多的描述性形容词，如clever, lovely, large, heavy, scary等。
8. 教师可展示自制的或真实的动物园地图（最好列出每种动物相隔的距离或步行所需时间），让学生结对谈论自己首先想要参观的动物，模仿1c对话进行操练。
9. 如时间和条件允许，教师还可让学生四人一组完成“任务型”活动：小组四位成员都要谈论他们想参观的动物，并且要根据组员的不同喜好最后达成共识，选择出游玩动物园的最佳路线。示范对话如下：

   S1: Let's see the koalas first.

   S2: Why do you want to see the koalas?

   S1: Because they're lovely.

   S3: I don't like koalas. I like giraffes. Let's see them first.

   S4: Why?

   S3: Because they're very friendly.

   最后，教师可选择几组在课堂上进行表演，教师在评价各组方案时，要鼓励学生表达自己对动物的喜好并给出原因。

注意：教师不应给动物加上固定的标签，如：pandas: cute/lovely, tigers: scary, elephants: lazy等，只要学生表达出各自对动物的感受即可，所以应接受学生们个性化的答案，如：I like tigers because they're beautiful. I don't like pandas because they're fat.等，这样可以让学生使用的语言更加丰富，也更具个性化。

活动2a–2c

1. 如条件允许，教师可播放迪士尼儿歌“My favorite animals”，引出“最喜爱的动物”这一话题。

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2. 教师通过谈论自己喜好的动物呈现kind of, very, really, so等程度副词，使学生初步了解其用法含义。如：My favorite animals are cats because they're very interesting. Dogs are not my favorite, but I like them a little. They're kind of interesting. 同时，教师在cats旁边画上五颗星，在cats下面写上very interesting，在dogs旁边画上两颗星，在dogs下面写上kind of interesting，让学生说出kind of的含义。接着教师再与学生进行问答互动：

1) What kind of animal do you like very much? Why?

2) What kind of animal do you like a little? Why?

注意：教师要提醒学生在运用程度副词时，very和really语气更强；kind of程度轻，相当于a little；而really语气较重，它还能表示说话者发自内心的感受，意思是"真正地"。如：I think tigers are really scary.我认为老虎真的很可怕。这句话不光指老虎可怕的程度深，还指说话者内心深处的感受。

3. 让学生两人一组谈论自己最喜爱的动物和较喜欢的动物及原因，帮助学生正确运用程度副词kind of, very, really, so等。
4. 先让小组表演对话，然后根据学生喜欢的动物引出动物的产地，如：Oh, you like pandas! Which country are pandas from? Do you know? 教师在问答时，可先列出各种动物名称，然后板书其来源国家。
5. 教师先介绍2a听力任务的语境，然后让学生浏览2a活动的要求，为接下来的听做好准备。播放录音，学生边听边记录，然后核对答案。

注意：播放第一遍录音前，教师可提示学生掌握边听边记录的技巧，比如当听到动物名称时，可只记录其单词首字母，如把pandas的p，koalas的k，lions的l记录下来，等所有内容听完后再补写完整的单词。教师可根据学生完成任务情况而决定是否需要再播放一遍录音。

6. 让学生阅读2b中的图片和文字信息，听前可提醒学生参照2a提供的信息，然后播放录音，学生填写对话，核对答案。
7. 听力任务完成后，呈现听力材料，让学生两人一组进行模仿朗读练习，或依据班级学生英语实际水平分层进行口语训练。如学生英语程度较好，可以模仿操练完整的对话，甚至可以自编对话；若学生英语程度较弱，则可将长对话分解成三个小对话，让学生自行操练，确保每个学生都能开口说英语。
8. 学生操练完毕后，请不同程度的几组学生示范朗读或表演。

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■ 拓展活动：猜猜这是什么动物

活动目的：巩固新词汇，训练学生正确拼读单词。

活动准备：教师在课前收集一些不同动物特征的信息并用表格形式罗列出来，如：

Features	Guess who I am
I have four legs.	
I have a tail.	
I have a long neck.	
I eat grass.	
I only like meat.	
I can run, but I can't swim.	
I'm a bird, but I can't fly.	

活动步骤：

1. 将全班分成小组开展动物竞猜比赛。
2. 让学生根据所提供的信息猜出哪些动物具有此特征，写下动物最多的小组获胜。

这一活动能帮助学生熟悉词汇，在游戏中了解各种动物的特征，同时锻炼了学生的口头表达和反应能力。具有类似特征的动物可能会有很多，词汇量较大的学生会尽可能地说出自己知道的单词，如：fox, wolf, kangaroo, cow, horse等，教师可借此活动让全班分享学习所得，并拓展词汇量。

活动2d

1. 采访几个学生，了解他们家中是否有宠物并引导他们描述自己的宠物。教师可问以下问题：Does your family have any pets? What pets? Can you describe them? 若学生在描述时有困难，教师可以问：What color is it? Is it a male or a female? What's his/her name? Can he/she run fast? Is he/she interesting? 等问题启发学生。
2. 让学生两人一组谈论自己、家人或朋友等拥有的宠物（如都没有宠物，也可以让学生描述自己想拥有的宠物）。教师巡视监督学生是否需要词汇和表达上的帮助，小组活动结束后，让学生表演对话。
3. 让学生带着问题阅读2d对话：

   1) Does Peter have a pet? What's his name? What can he do?

   2) Does Jenny's mother have a pet? What's her name? What can she do?

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让学生阅读完毕后，完成下面的表格：

	Animal	Name	Description	Can do
Peter's pet				
Jenny's mom's pet				

4. 核对答案，并在填写What can Jenny's mom's pet do?这一栏时，适时教授生词sleep。
5. 让学生分角色朗读对话，直到熟练流畅。如时间和条件允许，也可要求学生在2d对话的基础上进行创造性的改编并表演。

注意：学生在朗读时，教师要提醒学生注意语音、语调的自然准确，如：朗读The dog is really cute!语气应是赞美的，What can he do?语气是好奇的，He can get up and walk. He can dance, too.语气是自豪的，She sleeps all day, and her name is Lazy.语气是鄙视的，Haha, then that's a good name for her.语气应是搞笑的。

语法内容介绍和活动建议

本单元的重点语法项目是why、where引导的特殊疑问句及回答和程度副词。Grammar Focus归纳了本单元出现的典型例句，3a则通过对话填空练习再现如何谈论关于动物的喜好和原因的话题，该对话语言更丰富，重点突出，充分显示口语交际的随意和灵活性。3b是半开放的集笔头和口头一体的活动，其设计之巧妙在于由描述性形容词推导动物名称，培养学生的逆向思维能力。由3b的趣味练习顺利过渡到3c的猜测游戏，让学生充分运用已学的重要句式和词汇谈论动物，真正做到寓教于乐，玩中用，用中巩固。

语法部分具体教学建议如下：

1. 让学生四人一组，进行单词竞赛。教师提供animals, description words, countries为主题的三组卡片，每组学生根据主题在规定时间内尽可能地多写单词。
2. 小组交换卡片，互相批改，列出正确单词最多者为获胜组。
3. 单词竞赛结束后，教师请单项获胜组将单词写到黑板上，全班朗读分享词汇，也为下面的游戏作好铺垫。
4. Bingo游戏：教师发给每个学生一张九宫格纸片，学生从黑板上的三个主题中自由选取单词填入下表的九个空格中，教师朗读3a Grammar Focus中的对话，学生在听到的单词上画×，当他们得到一排×时就说Bingo。

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5. 让学生两人一组就他们填写的表格进行问答，如：

S1: Do you like dogs?

S2: Yes, I do.

S1: Why?

S2: Because they're very interesting.

Which animals are from China?

S2: Pandas.

由于表格是学生随意填写的，对话更具灵活性和趣味性。同时，这也是前一步骤游戏资源的再利用。各教学环节紧密相扣，也体现了教学各环节之间的逻辑联系。

dog	interesting	China

注意：在谈论一类动物时，学生常会误用单数形式，如：I like ~~a deer~~. 或在回答Why do you like koalas? 或Where are lions from? 等问题时，学生往往回答：Because it's ... 或It's from ...教师要提醒学生名词复数可表示种类，在表达中，要注意主谓的单复数形式前后一致。

活动3a–3b

1. 让学生阅读3a对话，完成填词练习。
2. 让学生两人一组操练对话，请一组同学给全班示范朗读以此核对答案。
3. 让学生思考对话最后一句They're really cool! 中的形容词cool的含义，让学生各抒己见，最后教师总结："cool" means nice, beautiful, interesting, fun, smart, cute, etc.
4. 让学生根据自己对动物的看法快速地在3b空格中写上自己的答案。

活动3c

1. 让学生课前准备一张动物图片或在白纸上写上某一种动物名称。
2. 将学生分成两人一组或四人一组。在课堂上，让学生模仿3c中的对话相互提问，猜出对方图片或纸片上的动物。若要增加难度，可以规定学生提问的数量，如只能提三个问题，这样学生提问前会思考哪些问题有助于猜出动物；若教师只是想通过该游戏让学生有更多的提问机会，那么就不必限定提问数量，让学生有多开口说英语的机会。
3. 教师还可准备几套动物图片，请同桌的两名学生上台表演。如：S1抽取图片，S2提问猜出图片中的动物名称，花时间最少的一对获最佳默契奖。

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■ **拓展活动：I don't agree!**

让一个学生先发表观点，如：I like giraffes because they're smart. 不同意此观点的同学可以反驳：I don't like giraffes because they're lazy. 这一轮结束后，另一个学生可说：I like cats because they're smart. 不同意此观点的另一个同学反驳：I don't like cats because they're lazy. 如此类推，这样的语言操练活动能鼓励学生勇于表达自己的观点，更有成就感。

SECTION B 内容介绍

Section B 中 1a–1d 的听说活动主要围绕 Tony and Mary 参观动物园的场景展开，先让学生通过解读图片，选择与动物的动作表情匹配的描述性形容词，使其更直观地领会词汇含义，再通过听训练学生捕捉描述性形容词，然后通过结对操练使其学会在真实情景中运用描述性形容词。2a–2c 则转向了对“濒危动物”的关注，2a 通过调查学生对濒危动物的了解引出保护濒危动物“大象”的语篇阅读。这样的选材旨在培养学生的动物保护意识和人文素养。2b 活动让学生进行整体阅读并选择最佳标题，意在培养学生快速阅读和归纳语篇中心的能力；2c 渗透了构建思维导图（Mind map）的阅读策略培养，帮助学生将抽象的零碎信息分类整理成与主体密切相关、又相对独立的块状知识。这不仅有助于学生深入理解语篇，抓住重要信息，而且能够增强学生的思维能力、提升注意力与记忆力、启发联想力和创造力。3a–3b 活动主要为学生笔头输出服务，从语篇填空过渡到语篇的撰写，旨在分解难点、降低难度。3a 的语篇也为学生提供了仿写的模版。

Section B 部分的教学重点是巩固 why 引导的特殊疑问句及其回答，并在 2a–2c 的阅读教学中对学生进行阅读技能培养。教学难点是让学生把关于动物喜好原因的口语化表达转化为描述性的语言，完成笔头输出。

活动 1a–1d

1. 教师创设语境，引导学生针对 1a 中的动物图片发表自己的看法，描述动物的特点。接着教师可出示图片，与学生进行互动交流：

   T: Can you describe tigers?

   S1: Tigers are scary.

   S2: Tigers are cool.

   S3: Tigers are beautiful.

   依此继续谈论图片 b, c, d, e, f，并可顺便教授生词 friendly。

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注意：此环节教师的任务是点拨引导，引导学生仔细观察图片，鼓励学生积极思考、大胆发表自己的观点，没有标准答案。

2. 让学生两人一组谈论图片中的动物，运用各种描述性形容词描述这些动物，如学生表达有困难，教师可提供示范性的对话供学生套用，如：

   S1: Look at the tiger! It's so scary.

   S2: Yes, but it's also cool!

   S1: Oh, look at the lion. It looks sad.

   S2: It's very old, I think.

3. 选择几个小组在课堂上进行表演。
4. 听录音前，教师介绍Tony和Mary在参观动物园，要求学生注意听他们用什么词来形容各种动物。
5. 教师播放录音，学生边听并在1a中圈出听到的形容词，然后全班核对答案。
6. 让学生先明确1c任务要求，要求学生注意听Tony和Mary关于大象和熊猫不同的描述词，然后再次播放录音，学生填写表格，全班核对答案。
7. 让学生用完整句子陈述和对比Tony 和Mary的不同观点，如：Tony thinks elephants are lazy, but Mary thinks elephants are interesting and smart.
8. 让学生分角色朗读1d对话，操练熟练后可请几组学生示范表演。
9. 学生以小组为单位，用开小火车的形式，即A→B→C→D→E→A的顺序，运用What animals do you like? 和What other animals do you like? 互相询问彼此喜欢的动物，一直问到没有其他动物为止。该活动主要让学生有更多的机会操练谈论动物的重要句型，复习巩固表示动物名称的单词。

活动2a–2c

1. 教师引导学生回顾Mary和Tony喜欢的动物名称，并指出其中的熊猫是濒危动物，呈现短语in great danger。
2. 让学生四人小组谈论2a所提供的六种动物哪些是濒危动物，然后请几个小组汇报讨论结果。如条件允许，教师可给学生播放或展示各种世界濒危动物的视频或图片资料，然后进行总结归纳。
3. 教师利用各种图片，如：泰国象的照片、泰国国旗、象牙制品等，介绍关于泰国象的背景知识，包括它们的才能、生活习性以及所面临的困境等，同时教师可呈现生词，带读新词汇，如：symbol, flag, place, water, cut down, trees, ivory等。这样的呈现词汇方式不仅能吸引学生的注意力，又可节约时间，让学生的多种感官参与学习，能

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使学生的记忆更加牢固、准确，还有助于培养学生的观察力、想象力和创造力。

注意：对于某些特定的词汇，教师可通过动作、表情、声音等肢体语言呈现词汇，表达词汇的含义，学生可以通过模仿老师的动作和读音学习词汇，进而可以自由发挥动作，用自己的方式向老师和同学表达词汇的意思。由于图片无法呈现每一个新词汇，教师可设计各类任务让学生通过语篇阅读带动词汇教学。

4. 让学生第一遍阅读课文，然后四人一组讨论并找出各段落的中心句。教师可提醒学生中心句是概括该段落主要内容的句子，有的段落可能不只一句。
5. 学生讨论完毕后，全班核对答案。必要时，教师可适当解释为什么这些句子为中心句：
   - The elephant is one of Thailand's symbols.
   - Elephants are smart animals.
   - But elephants are in great danger.
   - We must save the trees and not buy things made of ivory!

   完成段落中心句的查找之后，教师让学生完成2b任务，为课文选择合适的标题。
6. 让学生先阅读2c的任务要求，然后第二次阅读课文并独立完成思维导图。
7. 将学生分成四人小组，让他们互相核对思维导图中的信息，修正错漏。
8. 让学生再读课文，重点关注文章中的几个指代关系词（如：me, our, this, they, them, their等）。教师借助课文中的语句将这些词板书在黑板上或呈现在课件中，让学生思考它们所指代的内容，并鼓励小组进行交流讨论，最后全班核对答案。

注意：指代关系词在篇章结构中起着重要的作用。因此，引导学生理解指代关系词，理清逻辑关系，有利于培养学生深入理解语篇的能力。

9. 让学生进行小组合作，共同复述课文：小组的每个成员明确分工，各自负责思维导图中的一个分支内容，小组成员之间充分讨论，互相补充信息，将语篇的内容完整复述。这一活动既能降低学生复述整篇课文的难度，也可以让学生各自负责的复述内容更加精准，同时，在复述过程中的前后衔接、复述时使用的人称、语气、表情等等都需要小组成员共同探讨商榷，以使最后输出的内容基调一致。这种形式的复述活动可以使各个成员都有事做，小组负责人会根据学生不同的英语程度分配合理的任务，使组员在分享中相互学习并培养合作意识。

注意：思维导图是将语篇梳理成段落，并呈现部分关键词、关键短语或句子，学生由思维导图可以产生联想、唤起记忆。在学生填写思维导图信息时，教师

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可提醒学生应该使用较为简略的语言，但是在回答问题时，应尽量用完整的句子来表达输出。例如，学生可以写：first flag had a white elephant，但是表达的时候应说：The first flag had a white elephant on it.

活动 3a–3b

1. 让学生先观察3a活动中的图片，让学生回答：Who is Becky? 再让学生根据方框中的词汇，猜测短文主要写了哪些内容，如：Becky的外貌特征，生活的地点，作者喜欢她的原因等。
2. 让学生阅读3a短文，完成填词任务，全班核对答案并集体朗读短文。
3. 让学生仔细阅读3a短文，以特殊疑问句的形式按顺序列出短文具体描写了关于长颈鹿的哪些内容。如：
   - What's her name?
   - Where is she from?
   - How old is she?
   - Why does the writer like her?
   - Where is she now?

   这一活动能帮助学生了解范文内在的逻辑和条理，有助于学生理清思路，梳理出写作提纲，为下一步自己动笔写做好准备。
4. 让学生先阅读3b的写作要求，然后根据上一步骤总结的思路，充分利用教材提供的词汇独立完成写作。
5. 让学生先在小组内分享各自的作文，小组成员互相纠错、润色、修改。教师可以请部分同学朗读自己的作文，并挑选一些优秀作品张贴于墙报上。

SELF CHECK 内容介绍和活动建议

活动 1

该活动主要通过词汇归类梳理本单元的重点词汇，并通过用词造句让学生在使用中巩固词汇。

1. 让学生根据活动1的要求开展小组词汇竞赛活动，每个小组必须在规定时间内写出正确的相关词汇，多者获胜。汇报时，每组派一名代表到黑板上写词汇，小组其他成员可以补充。通过小组竞赛方式复现词汇，可以增加词汇记忆的趣味性，因为是竞赛，所以小组成员必然会增加一些自己课外学得的词汇，这又是全班互相分享的一个好机会，同时黑板上的词汇又为下一步造句提供了很好的素材。

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2. 教师领读黑板上的词汇，复习巩固词汇。

3. 让学生轮流用黑板上的词汇造句，如果学生水平较高，可以让学生两人一组用词汇编对话，如：

S1: I like dolphins.

S2: Why do you like dolphins?

S1: Because they're lovely. What about you?

S2: I like tigers.

S1: Why?

...

■ **拓展活动：辨认小矮人**

活动目的：进一步理解本单元所学描述性形容词的含义，并能熟练运用。

活动准备：教师截取影片The White Snow Princess中白雪公主和小矮人第一次见面时，白雪公主根据名字特征一一辨认小矮人的片段。

活动步骤：1. 组织学生观看影片片段。

2. 让学生将人物名字与一些刚学的描述性形容词配对。

3. 如时间和条件允许，可让学生在观看完整部影片后，互相询问彼此最喜欢的角色并解释原因。如：

A: Who do you like, Jim?

B: I like Snow White.

A: Why do you like her?

B: I like Snow White because she is beautiful and nice.

...

该活动是对新授单词shy, clever, cute, friendly, beautiful, ugly的巩固练习。通过观看原版影片训练了学生听的能力。白雪公主、小矮人都是学生较熟悉和喜爱的角色，描述小矮人的活动使形容词操练变得生动有趣，也给学生营造了良好的英语学习氛围。

活动2

该活动罗列了谈论动物产地、对动物爱憎及陈述理由的重要句型，本部分的四个问答看似独立，但连在一起是一个完整的会话，适合学生操练巩固单元重要话题。

1. 让学生独立完成问答匹配任务。

2. 让学生两人一小组开展问答操练。

3. 让学生在限定时间内编自己的对话，然后请几组学生示范表演。

4. 最后将学生分为四人小组，开展调查并完成下列表格。学生完成调查报告后，用完整的句子向全班汇报调查情况。

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Partner's name	What animals	Likes/Dislikes	Why

如：Max likes dogs very much because they're friendly and smart. He also likes pandas because they're so lovely. He doesn't like ... because ...

调查问答可让学生有更多语言操练的机会，将调查信息汇总为报告可以培养学生多种能力，如：信息归类整理的能力、上下句连接词的运用能力、口头概括归纳的能力等。

四、语音教学建议

1. 名词复数词尾辅音/s/, /z/, /ɪz/, /ts/, /dz/

1）将学生分成几个大组，开展头脑风暴活动。每组根据一个主题想出相关的名词，如：

School things: book, ruler, pencil ...

Fruit: banana, apple, orange ...

Animals: cat, dog, panda ...

Furniture: bed, sofa, desk ...

请学生将想出的名词列在黑板上。

2）让各组根据所列的词汇写出其复数形式，并标出词尾辅音。

3）学生两人一组互相检查彼此的完成情况，然后根据/s/、/z/、/ɪz/、/ts/、/dz/五个词尾辅音，将每组词汇进行分类，并朗读给同伴听。

4）请几个学生汇报自己的分类情况，教师点评并纠错。

5）教师带领学生朗读列出的所有名词复数。

2. 意群

一个句子可根据意思和语法结构分成若干小段，每一小段称之为一个意群。意群可以是一个词，一个词组或短语，也可以是并列句的一个分句或复合句的一个主句、从句等等。我们可用"/"来划分句子的意群。在朗读长句子时，必须注意意群，否则不仅阅读困难还会引起误解。意群内常有"连读"现象。意群之间不能有"连读"，但有"停顿"现象。

教师可从教材的示范对话和阅读篇章中选取几个较长的句子。让学生分小组进行讨论，尝试划分每个句子的意群，然后做好准备向全班汇报。小组内每个成员汇报一个句子意群的划分，汇报时要说出划分的依据。然后，教师播放录音，各小组核对自己的划分是

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否正确。最后教师进行点评和总结，并让学生边听录音边进行朗读训练。

3. 语音补充练习

1）绕口令（Tongue Twisters）

（1）This snake hisses but he's not so slippery.

/s/ (spelling **s**) this, snake, so, slippery

/ɪz/ (spelling **es**) hisses

/z/ (spelling **s**) he's

（2）Spiders are scary but snakes are scarier.

/s/ (spelling **s**) spiders, snakes, scarier

/z/ (spelling **s**) spiders

2）歌谣（Chants）

(1) Sounds of the Jungle		
Down in the jungle, where the monkeys play, They're making friends with parrots. Hear what they say: Oo-oo-e-e, We like to ssss, squawk. Oo-oo-e-e, We like to ssss, squawk.	Down in the jungle, where the monkeys play, They're making friends with snakes. Hear what they say: Oo-oo-e-e, We like to hiss, ssss! Oo-oo-e-e We like to hiss, ssss!	Down in the jungle, where the monkeys play, They're making friends with crocodiles. Hear what they say: Oo-oo-e-e, We like to ssss, snap! Oo-oo-e-e, We like to ssss, snap!

/s/ (spelling **s**) hiss, snap, squawk, snakes, say

/ts/ (spelling **ts**) parrots

/z/ (spelling **s**) crocodiles, monkeys

/dz/ (spelling **dz**) friends

(2) Please Help Us!	
We are sad sharks. We're in danger. Save us, please. Save us, please. They hunt us in the oceans. We've no safe place to live. Please help us. Please help us.	We're sad tigers. We're in danger. Save us, please. Save us, please. They hunt us in the jungles. We've no safe place to live. Please help us. Please help us.

/s/ (spelling **s**) sad, save, safe, place, sharks, us

/z/ (spelling **s**) please, trees, tigers

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五、课文注释

1. **He can walk on two legs.** 他会立着走路。

在西方国家，人们多有饲养宠物的习惯，尤以养猫、狗居多。他们往往将宠物视为家中成员，因此不用代词it指代宠物，而根据宠物性别用she或he。当泛指或不能确定性别时，英语中人们一般会用she来指代小猫，用he指代小狗。

walk, stand, lie等动词后可接“介词+身体部位”，用以描述行为姿态。如：

lie on one's back 平躺　　lie on one's belly 趴着

stand on one's hands 倒立　　stand on one's head and hands 头手倒立

walk on one's hands（用手）倒立行走　　walk on one's knees 跪着走；跪着向前挪动

2. **We are students from Thailand.** 我们是来自泰国的学生。

students from Thailand是“泰国学生”之意。其中介词from的运用是英语语言的一种习惯。再如：

reporters from CCTV 中央电视台的记者们

the teachers and students from No. 5 Middle School 第5中学的师生

the music from the movie *Titanic* 电影《泰坦尼克号》的音乐

3. **People say that "elephants never forget".** 人们说“大象从不忘事”。

大象拥有人类难及的非凡记忆力，因此英语有have a memory like an elephant（有像大象一样的记忆力）这样的习语（idiom），用以形容、描述一个人的记忆力好。

英语有不少借用动物特征来进行比喻的习语，常见的还有drink like a fish（特别能够喝酒；见酒不要命），eat like a horse（特别能吃；胃口大），fight like cats and dogs（争吵不休），be/like a cat on hot bricks（如坐针毡；浑身不自在），(be) like a bull in a china shop（非常鲁莽；笨手笨脚）等等。

六、文化注释

象与泰国

大象是泰国的象征。它在泰国人的心目中占有极为重要的地位——泰国的历史、文化、宗教、经济等都与象有密切的联系。在泰国，象的形象随处可见，上自国王下至百姓几乎人人爱象，对之情感深厚。

在古代，泰国人作战时，大象就如同战马一样。战将们以大象为坐骑冲锋陷阵，君主则以白象作为御骑以增神威。在宗教方面，泰国以佛教为国教，相传佛祖释迦牟尼是在其母亲梦见白象后诞生，因而古往今来白象成为泰国的镇国瑞兽，象征昌盛吉兆。这便是白象在泰国地位特殊，被视为珍贵之物的缘由。

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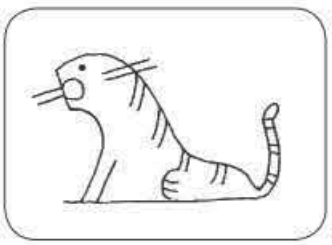
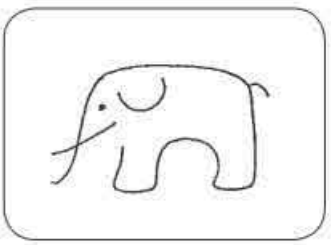
七、教学简笔画

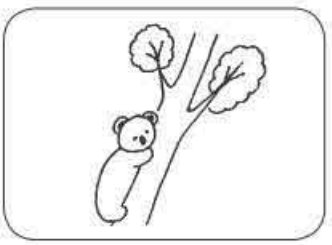
1. tiger



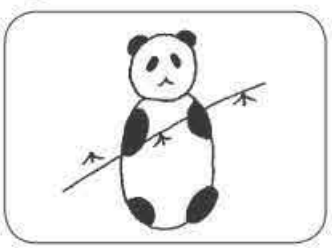
2. elephant



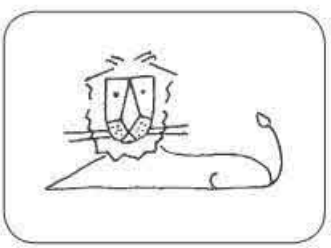
3. koala



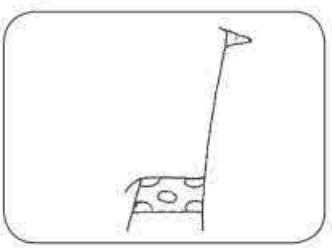
4. panda



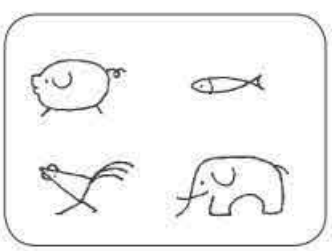
5. lion



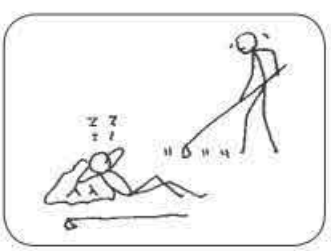
6. giraffe



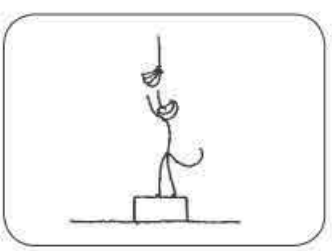
7. animals



8. lazy



9. smart



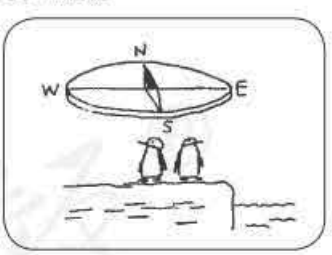
10. beautiful



11. scary



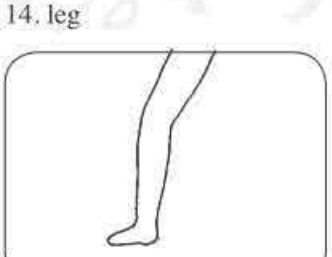
12. south



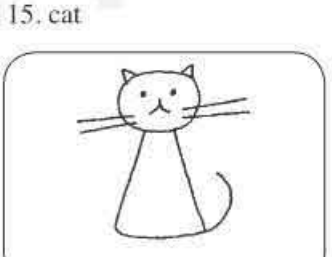
13. pet



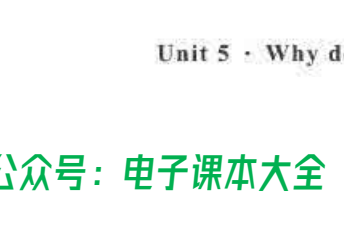
14. leg

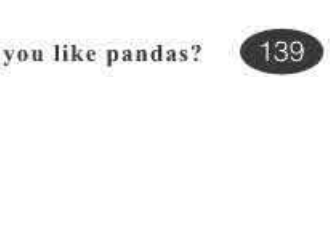


15. cat









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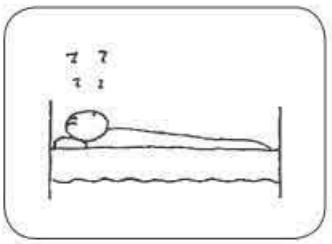
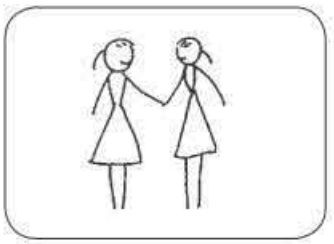
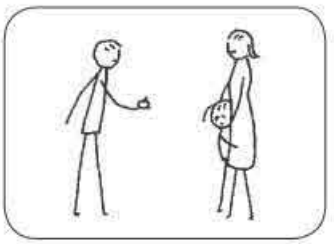
16. sleep



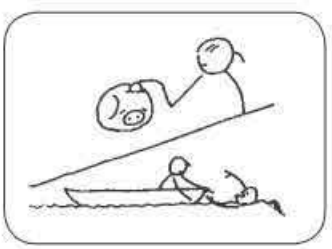
17. friendly



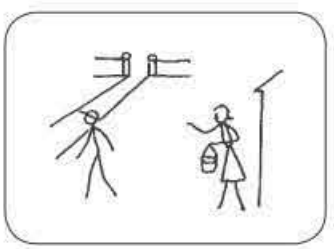
18. shy



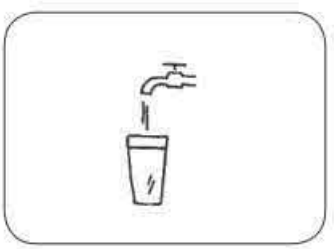
19. save



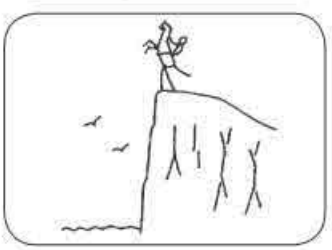
20. forget



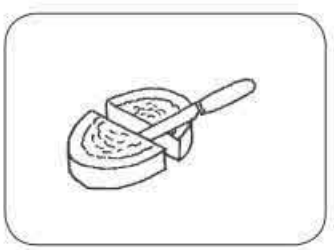
21. water



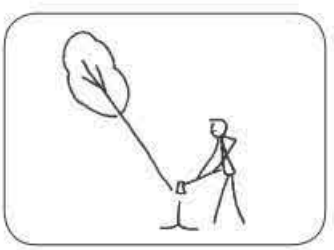
22. in danger



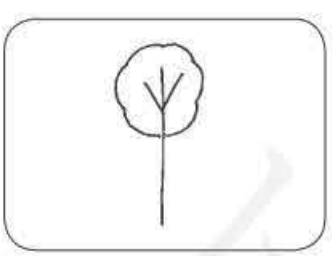
23. cut



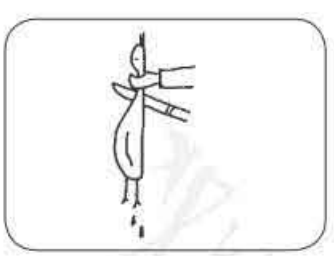
24. cut down



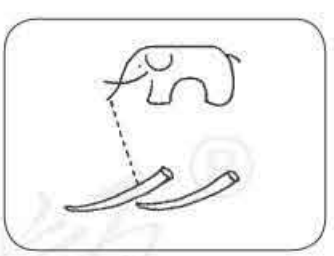
25. tree



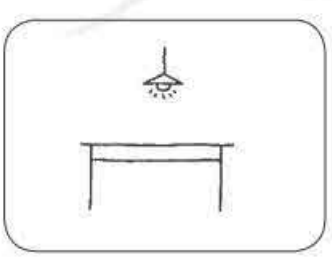
26. kill



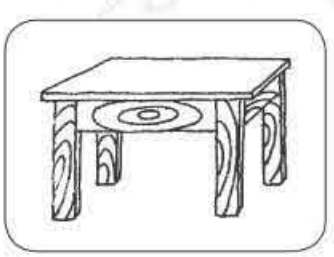
27. ivory



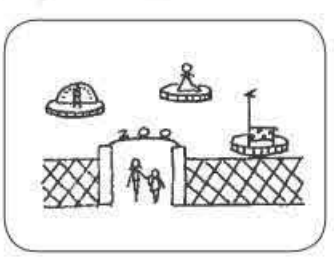
28. over the table



29. made of wood



30. zoo



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Unit 5 Why do you like pandas?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: describe animals; express preferences. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows two Ss at a zoo. They are looking at a map of the zoo, showing where the animals are located. The map shows the following animals: a tiger, a lion, a bear, a giraffe, a panda, an elephant and a koala. The giraffe enclosure with two giraffes is behind the map. The girl says she would like to see the pandas first because she thinks they're very cute.
Culture Focus	***Zoos, Safari Parks, and Conservation*** In the US, there are many zoos and safari parks. In zoos, animals are kept in fenced enclosures. But in safari parks (also known as wildlife parks or animal parks) the animals are not enclosed; they are free to walk around. San Diego Zoo, in the US state of California, is one of the most famous zoos in the world and it is very big, about 40 hectares. Inside the zoo there are over 3,700 rare and endangered animals. There is also an institute for conservation research where the staff educates visitors about endangered animals. They also do research to help protect the animals and their natural habitats.
Teaching Tip	***Animal Alphabet*** After 1a, have Ss list the animals that they know of in English. Encourage them to use the letters of the alphabet. Follow these procedures: One letter, one word: 1. Have all Ss stand. 2. Ask S1 to say an animal starting with letter "a" before sitting down, e.g. ant. 3. Ask S2 to say an animal starting with letter "b" before sitting down, e.g. bear. 4. The game continues until all Ss are seated.

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Teaching Tip	5. If a student cannot think of an animal, they miss a turn and remain standing. (Sample responses: ant, bear, cat, dog, elephant, fish, giraffe, horse, iguana, jaguar, kangaroo, lion, mouse, nightingale, owl, penguin, quail, rabbit, snake, tiger, urchin, vulture, whale, X-ray fish, yak, zebra) One letter, many words: 1. Have all Ss stand. 2. Ask S1 to say an animal starting with letter "a" before sitting down. 3. Ask S2 to also say an animal starting with letter "a" before sitting down. 4. The game continues until all Ss are seated. 5. If a S cannot think of an animal beginning with letter "a" they miss a turn and the next S is challenged to think of an animal beginning with letter "b", and so on. (Sample responses: alligator, ant, ape, anteater ...)
Answers	1. a, 2. f, 3. c, 4. e, 5. d, 6. b

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Animal Dictation*** After 1b, have Ss work in pairs to create and do a dictation activity. Follow this procedure: 1. Have each S write the names of 10 different animals. Tell Ss not to show their lists to classmates. 2. Have Ss work in pairs. 3. Have Ss do the dictation. One S takes a turn to read out an item on his/her list. The other S listens and then writes down the item. 4. Finish by having Ss share their original lists to check answers.
Answers	Checked: panda, giraffe, koala

1c

Purpose	To help Ss use the target language in natural speech.

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Teaching Tip	***Making Similes*** After 1c, explain to Ss that native English speakers often use animal similes to illustrate emotions or personal attributes. Remind Ss that similes compare one thing to another, and they often contain the words "as ... as". Elicit suggestions from Ss for which animals they think best complete these common similes. On the board: as strong as an _____ as greedy as a _____ as busy as a _____ as tall as a _____ as free as a _____ (Answers: as strong as an ox; as greedy as a pig; as busy as a bee; as tall as a giraffe; as free as a bird)

2a

Purpose	To give Ss listening practice with the target language.
Optional Approach	***Predict Before You Listen*** In 2a, have Ss read the information in the chart and use it to make a prediction about which animals will feature in the recording. Elicit some ideas from Ss and write these on the board. After listening, review the list on the board to see if anyone made the correct prediction.
Answers	Animals / Description words / Countries 1 pandas / kind of interesting / China 3 lions / really scary / South Africa 2 koalas / very cute / Australia

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Listening for Questions*** Before 2b, direct Ss' attention to the questions they must listen for in this recording. 1. Tell Ss to write down the first word of each question that they hear in the recording and compare their answers with another S. 2. Have Ss listen to the recording with their textbooks closed. 3. Elicit the question words and write them on the board (why, where, why, why, where).

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Teaching Tip	4. Have Ss listen to the recording again, and write the rest of each question. 5. Finish by eliciting the full questions and write them on the board. (i.e. Why do you like pandas? Where are pandas from? Why do you like them? Why don't you like lions? Where are lions from?)
Answers	pandas, kind of, China

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	***Activate Vocabulary First*** Before 2c, have Ss think of any words they might need in their conversations. Write the Ss' suggestions on the board: Animals (nouns): elephant, giraffe Reasons to like / not like (adjectives): scary, interesting, smart

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	***Types of Pets*** In the US, more than half of all homes have pets. Dogs and cats are the most popular pets in the US. There are over 80 million pet cats and over 70 million pet dogs. Other popular pets are small birds and fish. The most popular types of dogs are big dogs such as the Labrador (拉布拉多) and German Shepherd (德国牧羊犬). The Yorkshire Terrier (约克夏梗) as pictured in 2d is one of the most popular types of small dogs.
Teaching Tip	***Visualizing Before Listening*** Before 2d, have Ss visualize the situation in which the conversation occurs. For example: 1. Have Ss close their eyes. 2. **T:** ***Peter has a dog. What does the dog look like? Is the dog big or small? What color is the dog's fur? Does it have long fur or short fur? Is it a noisy dog?*** 3. Have Ss open their eyes. Elicit descriptions from Ss as to what they think Peter's dog looks like. 4. Finish by summarizing what most Ss in the class think. Write the most common description words that Ss use on the board.

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GRAMMAR FOCUS

3a

Answers	where, They're, like, don't, why, because, do, cool

3b

Answers	Answers will vary. Sample answers: I like koalas because they're cute. I like giraffes because they're interesting. I like elephants because they're smart. I don't like lions because they're lazy.

3c

Purpose	To provide speaking practice with the target language.
Culture Focus	***Animal Pronouns*** In the US, people often refer to pet animals with the male and female pronouns "he" and "she". This is because they know the gender of the animal. However, if you don't know the gender, or if you are talking about a wild animal, it is best to use the pronoun "it" instead. For example: He's a very cute dog. / It's a very cute dog.
Optional Approach	***Animal Yes/No Questions*** In 3c, have Ss only ask yes/no questions when trying to guess the animal their partner is thinking of. Elicit some possible questions and write them on the board: Can it fly (run fast, jump high, swim ...)? Yes./No. Does it live underground (in the jungle, in the ocean ...)? Yes./No. Is it big (small, fat, thin ...)? Yes./No. Is it from China (Australia, India ...)? Yes./No. Is it black (brown, white ...)? Yes./No. Is it an insect (a bird, a fish, a mammal, a reptile)? Yes./No. Is it a pet? (a wild animal)? Yes./No. How many questions did Ss need to ask before guessing their partner's animal?

■ Optional Activity 1: Smart Animal Charades

Purpose	To help Ss use the target language correctly.
Materials Required	Pencils or pens; paper.

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Procedure

1. Elicit a list of animals and a list of description words. Write these on the board:

Animals	Description words
bear, tiger, lion, giraffe, elephant, panda, koala, etc.	smart, friendly, beautiful, cute, lazy, big, scary, etc.

2. Divide Ss into small groups of four to six.
3. Have the Ss in each group take turns to select one animal and one description word. They should write these down but not show or tell anyone. Instead, they must act out the words in silence using only gestures and expressions.
4. The classmates in their group must then guess which animal and which description word the Ss selected. The person who guesses correctly gets to nominate who goes next.
5. Have Ss repeat the activity until all Ss have had the opportunity to select words and act them out.

■ Optional Activity 2: Animal Riddles

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens; paper.

Procedure

1. Tell Ss that they are going to write animal riddles.
2. On the board:

size (big) color (grey) description word (slow) activity (sings) place (lives in ocean)	Examples: A: What's a big, gray, slow animal that sings and lives in the ocean? B: It's a _____.

3. Model the sentences on the board. Elicit from Ss that the answer is a whale.
4. Give Ss time to write a riddle using the model on the board.
5. Have Ss work in small groups and take turns reading their riddles to each other and guessing the answers.
6. Have Ss choose the best riddles in each group to read to the class.

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SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Optional Approach	***Getting into Character*** Before 1a, have Ss act out different personality traits, e.g. smart, friendly, beautiful, small, lazy, cute, scary, and shy. Follow this procedure: 1. Tell Ss you will face the board and you will list personality traits. If you turn around, the Ss should stand and act as if they were an animal with this trait. 2. Reinforce that they must not act out the trait unless you turn around. 3. Demonstrate by facing the board. **T:** ***Cute.*** Don't turn around. (Note that Ss should still be seated). **T:** ***Scary.*** Turn around. (Note all Ss should be standing and acting as a scary animal such as a lion roaring.) 4. Elicit from Ss what animals that they have chosen to act out. 5. Repeat the activity using different personality traits.
Answers	Answers will vary. Sample answers: 1. d, 2. f, 3. b, 4. e, 5. c, 6. a, 7. f, 8. e

1b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Positive/Negative Challenge*** In 1b, have Ss decide whether they want to attempt a challenge! Giving Ss the option of whether they want to do a more challenging activity can empower them to work harder. After all it is an activity of their choice. The Challenge: Have Ss listen to the recording and write down the description words they hear. Then ask Ss to categorize the words by usage. Were the words used to describe something positive or something negative? Remind Ss to listen to the intonation of the speaker for clues. (positive: interesting, smart, cute, beautiful; negative: lazy, kind of shy)
Answers	Circled: smart, lazy, cute, beautiful, shy

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1c

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Words You Like*** After 1c, personalize by encouraging Ss to choose the words that they would use to talk about elephants and pandas. Have Ss choose from the words in 1c or look through the earlier pages in the unit for more description words.
Answers	

Animals	Mary's Words	Tony's Words
elephants	interesting, really smart	lazy
pandas	beautiful, kind of shy	kind of cute

1d

Purpose	To provide speaking practice with the target language.
Optional Approach	***Substitution/Deletion in Model Conversations*** In 1d, support Ss by writing the model conversation on the board. Underline the words that can be substituted in the conversation. Elicit ideas from the class as to what words could be used instead. Follow this procedure:

1. Write on the board:

> A: What animals do you like?
> B: I like elephants.
> A: Why?
> B: Because they're cute. What animals do you like?
> A: I like dogs because they're friendly and smart.

2. Model the conversation.
3. Elicit words from Ss that can be used to change the underlined words.
4. Have Ss practice the conversation on the board using different words.
5. Then begin to erase parts of the conversation while Ss practice. Begin by erasing the underlined words; then erase the answers but leave the questions. Finally erase the whole conversation.
6. Have Ss continue to practice, repeating the conversation but changing it each time.

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2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Culture Focus	***Animals in Danger*** The World Wildlife Fund (WWF) tells us that several animals are seriously in danger. This includes animals such as tigers, rhinos, gorillas, and turtles. There are thought to be as few as 3,200 wild tigers, 3,000 Asian rhinos, and 700 mountain gorillas in the world. These wild animals might soon be extinct, because people are hunting them and destroying their habitat. It's important that we protect these animals, and we can help protect them by not buying food or medicine that is made with animal ingredients.
Answers	Answers will vary. Sample answers: The endangered animals are elephants, pandas and tigers.

2b

Purpose	To provide reading practice with the target language.
Optional Approach	***Predicting Content*** In 2b, have Ss read the titles of the article and predict the content. Follow this procedure: 1. Ask Ss to look at the four titles in 2b. 2. Ask Ss to predict the content of an article with each of the titles. For example, an article titled "Come to Thailand" would probably contain reasons why tourists should visit Thailand. It might talk about the beautiful beaches and delicious food. 3. Elicit ideas from Ss and write them on the board. 4. Have Ss read the article to choose the best title. 5. Finish by comparing the prediction on the board with the actual content of the article. Did any of the predictions match?
Answers	Checked: Let's Save the Elephants

2c

Purpose	To provide scanning and writing practice with the target language.
Optional Approach	***Group Writing Switch*** In 2c, have Ss work in small groups to copy, complete and check the mind map. Follow this procedure: 1. Have Ss work in groups of four. 2. Tell Ss that each group member must copy and complete one of the boxes in the mind map. They should each write on a separate piece of paper.

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	3. When a group finishes the activity they should stand up, each member holding a piece of paper containing one of the four parts of the mind map. 4. When all Ss are standing, shout the word "switch" and instruct Ss to try and create new groups. Remind them that groups should only have four Ss and that they must contain all four parts of the mind map. 5. Have Ss work with their new group members to review and correct one another's answers. 6. Shout the word "switch" again. Once again Ss must form new groups and review answers. 7. Finish by eliciting the correct answers and writing these on the board.
Answers	Importance in Thailand: a white elephant on it, good luck Abilities: soccer or music, draw well, remember Facts and figures: cut down, ivory, about 3,000 in Thailand, 100,000 How to save them: trees, buy, March 13th

3a

Purpose	To prepare Ss to write using the target language.
Optional Approach	***In Your Own Words*** In 3a, challenge Ss to cover the words in the box and try to fill in the blanks with their own words. This will encourage Ss to focus more closely on the kinds of words that are needed to fill in the blanks (nouns, adjectives or verbs) as well as helping them to understand the meaning of the sentences. Finish by having Ss look at the words in the box and compare it to their own word choice for each blank. Did they guess any of the words correctly?
Answers	beautiful, Africa, years, like, because, lives

3b

Purpose	To prepare Ss to write using the target language.
Optional Approach	***Joining Words*** In 3b, challenge Ss to join together short one-clause sentences using words such as "and", "because" or " but". Write examples on the board:

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Optional Approach	This is Becky, and she is twelve years old. She is from Africa, but she lives in Blackwood zoo. I like Becky because she is smart and friendly.
Answers	Answers will vary. Sample writing: My favorite animal is a panda in Beijing Zoo. I call her Beibei. Isn't she cute? She is from China and she is five years old. She likes to eat and sleep a lot. I like Beibei because she is very friendly. she is not shy at all! Lots of people go to see her every day because she is so beautiful.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Quantifiers*** Before activity 1, encourage Ss to review quantifier words. Write an example question and answer on the board. Then draw a scale from 0 percent to 100 percent and elicit or give a range of quantifiers. Write on the board: 0% ——————————— 100% not not very/not really kind of/a little bit very/really A: How scary is it? B: It's kind of scary.
Answers	1. Answers will vary. Sample answers: I like tigers because they're really scary. I like koalas because they're very cute. I like giraffes because they're kind of interesting. I like elephants because they're really smart. I don't like lions because they're kind of lazy. 2. A: What animals do you like? B: I like lions. A: Why do you like lions? B: Because they're big and beautiful. A: Where are they from? B: They're from Africa.

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Unit 6　I'm watching TV.

一、教学目标与要求

话　题 **Topic**	日常活动（Everyday activities）
功　能 **Functions**	能谈论人们正在做的事情（Talk about what people are doing） What's he/she doing?　He's/She's cleaning the room. What are they doing?　They're listening to a CD. Is the man swimming in a river? No, he isn't. He's swimming in a pool.
语　法 **Grammar**	1 能正确使用现在进行时态陈述正在发生的事情并进行回答（Present progressive tense） What are you doing?　I'm watching TV. What's she doing?　She's washing her clothes. Are you doing your homework?　No, I'm not. I'm cleaning my room. Is he reading a newspaper?　Yes, he is. 2 能根据语境使用一般现在时态与现在进行时态表述现在（Compare the simple present tense and the present progressive tense） She's exercising (now). She exercises (on Mondays / every night / in the morning). 3 能根据动词的变化规律写出正确的现在分词形式（The *-ing* form） play→playing　make→making　swim→swimming
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） newspaper, soup, movie, house, tea, pool, shop, supermarket, man, race, state, the United States, child, use, wash, drink, study, miss, wish, American, any, other, young, delicious, just, tomorrow, still 2 能正确使用下列常用表达（Useful expressions） read a newspaper, talk on the phone, make soup, TV show, go to the movies, eat out, make dinner, drink tea, on weekends, dragon boat race, living room 3 能认读下列词汇（Non-curriculum words） host, dragon

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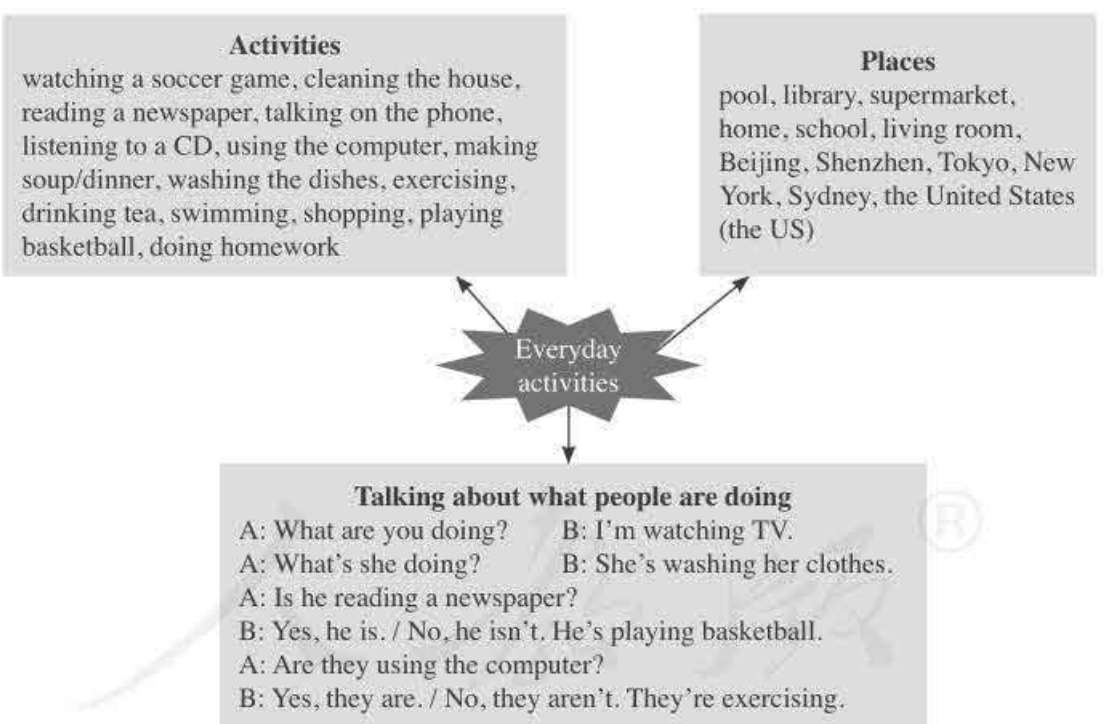
语　音 **Pronunciation**	1 能正确认读并掌握以下辅音连缀的发音：/bl/、/br/、/kl/、/kr/、/gl/、/gr/、/fl/、/fr/、/pl/、/pr/、/sk/、/sl/、/sm/、/sn/、/sp/、/st/、/str/、/sw/ 2 能分辨短语和句子中的重音，并能在朗读中适度把握重音
学习策略 **Strategies**	1 学会边听边做笔记，捕捉关键信息 2 能通过记忆和运用词块学习词汇
文化知识 **Culture**	1 了解世界各国存在的时差现象 2 了解电话会话中中英文表述的差异 3 了解中国传统节日中的端午节

二、话题思维导图



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三、内容介绍和教学建议

SECTION A 内容介绍

本部分主要围绕“日常活动”展开。主题图通过展现同一时间人们进行不同活动的场面，将学生带入到谈论日常活动的话题中。Section A部分集中呈现了一些家庭日常活动的动词短语，并通过“打电话”的情景对话输入现在进行时的语言结构，训练学生运用该结构来表达和谈论正在发生的事情。

1a–1c展示了日常活动的图片和大量的动作短语，通过创设“打电话”情景自然引出本单元的重点语法结构——现在进行时态，然后让学生根据图片内容尝试运用新的语言结构询问和回答对方正在做的事情。

2a–2c部分延续了“打电话”的情景，不仅仅谈论现在进行的活动，还过渡到两人协商并提出建议一起去进行某些活动。话题更贴近生活实际，能让学生通过听和说感悟一般现在时态和现在进行时态的使用语境及其用法。2a–2b主要训练学生通过听来获取细节的技巧，然后让学生通过分角色操练2b和2c的对话，亲身体验“打电话”，使其在真实的交际情景中初步运用所学语言结构。

该部分的教学重点是让学生在具体语境中感悟、理解和学习现在进行时的用法。教学难点是要让学生对一般现在时态和现在进行时态的概念有所区别，以及把握动词现在分词的构成方法。

SECTION A 教学建议

活动1a–1c

1. 教师可以适当选取课外英语学习资源，如动画片、电影片段、图片或利用简笔画来呈现不同人物正在进行的动作。教师可先给学生做示范，提供一张男孩看电视的图片，先询问学生：What's Jim doing? 再描述图片内容：He's watching TV. 接着，教师借助动画片或其他图片提问：What's ... doing? 让学生模仿刚才的示范进行回答。回答完毕，教师可板书呈现完整的问句和答句。
2. 教师出示1a图片，按照图片内容依次提问学生：

   Look at Picture b/c/e/g. What's he/she doing?

   What are they doing in Picture h?

   学生回答时，教师可呈现新词汇，板书或在图片下方显示相关动词短语并带读，

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如：making soup, washing the dishes, using the computer, reading a newspaper等。

3. 让学生独立完成1a动词短语与图片的匹配任务。通过提供示范，让学生说出完整句子的方式来核对答案，如：Picture b: He's making soup.

> 注意：在运用现在进行时态表达时，漏掉be动词是学生常犯的错误，因此在操练过程中，教师应尽量提供机会让学生说出现在进行时态的完整句子，帮助他们掌握该时态的完整结构。

4. 让学生找出1a短语中的现在分词，并将其对应的动词原形写下来，如：watch→watching, clean→cleaning, read→reading, talk→talking, listen→listening, use→using, make→making, wash→washing, exercise→exercising。
5. 让学生阅读1b的活动要求，再观察1a中的系列图片让学生猜测：Who's Bob? Who's Jenny? Who's John? Who are Dave and Mary? 教师先不提供答案，这样让学生带着检验猜测的目的去听，从而为下面的听力活动做好准备。
6. 提示学生看清1b的任务要求是将人物名字与1a的活动匹配，然后播放录音，学生边听边完成1b任务。
7. 让学生两人一组根据所填信息进行问答，具体对话形式如下：

   A: What's Jenny doing? B: She's watching TV.

   A: What's John doing? B: ...

   A: What are Dave and Mary doing? B: ...

   然后让三组学生示范对话，核对答案。
8. 呈现听力材料，让学生分角色朗读并表演该对话。
9. 让学生结对根据1a图片中不同人物的活动，根据1c的示范对话轮流问答，如：

   A: What's he doing in Picture a? B: He's talking on the phone.

   A: What's he doing in Picture b? B: He's making soup.

活动2a–2c

1. 播放录音前，教师呈现一些包含人物活动的图片，让学生根据短时记忆，两人一小组轮流问答，如：

   S1: What's Ann doing?

   S2: She's talking on the phone.

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注意："挑战记忆力"的游戏可以充分调动学生的积极性，也更能激起学生的兴趣，帮助学生复习巩固现在进行时态的结构。

2. 让学生阅读2a的两个问题，教师播放一遍录音，学生独立完成2a任务，然后请两组学生进行问答，核对答案。
3. 让学生先阅读2b对话，预测空格中需要填写的信息，教师第二次播放录音，学生边听边记录。
4. 让学生再次听录音，检查2b填写的内容，然后全班核对答案。
5. 教师提出问题，让学生根据听力内容回答：
   1) What does Jack think of the CD? He thinks it's kind of boring.
   2) What does Steve want to do? He wants to go to the movies.
6. 让学生两人一组朗读并表演2b对话，完成2c任务。

活动2d

1. 让学生阅读2d对话并回答以下问题：
   1) What's Laura doing? She's washing her clothes.
   2) What's Jenny doing? She's watching TV.
   3) What do they want to do? They want to eat out.
   4) What time are they meeting? They are meeting at half past six.
2. 让学生再次阅读对话，找出文章中出现的电话用语或固定套语，并让学生说出它们在文中的含义，从而感悟中英文表达的异同。如：
   - This is ...
   - It's ... here.
   - I'm just ...
   - Do you want to ...?
   - I'd love to.
   - Let's meet at ...
   - Come at ...
3. 让学生分角色朗读对话，并请几组学生示范朗读或表演。
4. 如时间和条件允许，可要求学生两人一组模仿2d自编打电话的对话，并在课堂上进行表演。

注意：通过打电话询问对方及他人在做什么是生活中常见的交际活动。由于打电话的双方存在信息差（Information gap），不是明知故问，因此，通过这种方式练习现在进行时的结构是比较自然真实的。

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语法内容介绍和活动建议

本单元主要学习现在进行时态，包括三个方面的内容：现在进行时态中以what引导的特殊疑问句及其回答，现在进行时态的一般疑问句及其回答，现在进行时态与一般现在时态在结构与用法上的差异。Grammar Focus部分罗列和梳理了现在进行时态的特殊疑问句、一般疑问句及其回答，兼顾了不同人称作主语时谓语动词的变化情况。此外，该部分还展示了现在进行时和一般现在时态中常见的时间状语，便于学生对比总结。3a是控制性练习，让学生通过连词成句，观察和分辨一般现在时态与现在进行时态的句型结构及其相关时间状语。3b的句子排序活动则再次创设情景，让学生熟悉在电话中如何谈论正在进行的活动，如何邀请对方，并通过操练领悟和学会正确运用现在进行时态和一般现在时态。3c通过“动作表演”和竞猜相结合的游戏让学生操练和运用现在进行时态的一般疑问句进行回答。这个游戏有趣生动，可以充分发挥学生的想象力和创造力，锻炼学生的思维和肢体表现力。

语法部分具体教学建议如下：

1. 让学生默读Grammar Focus表格中的例句，如可能，教师还可提供更多的例句供学生观察并总结现在进行时态的特点。教师可列出以下要点，供学生进行观察和归纳：

   1）现在进行时态中的谓语动词的构成；

   2）现在进行时的肯定句、否定句句式；

   3）现在进行时的一般疑问句、特殊疑问句的句式及其答语。

   下表格供教师参考：

现在进行时（Present Progressive Tense）	
用法	现在进行时表示现在正在进行或发生的动作。
构成	be (am/is/are)+ doing (动词-ing形式)
肯定式	I am + doing　　We/You/They are + doing He/She/It is + doing
否定式	I am not + doing　　We/You/They aren't + doing He/She/It isn't + doing

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一般疑问句和简略答语	Am I doing ...?	Yes, you are. / No, you are not (aren't).
	Are you doing ...?	Yes, I am. / No, I am not.
		Yes, we are. / No, we are not (aren't).
	Is he/she/it doing ...?	Yes, he/she/it is. / No, he/she/it isn't.
	Are they doing ...?	Yes, they are. / No, they are not (aren't).
特殊疑问句和答语	What are you doing?	I'm doing ...
	What is he/she/it doing?	He/She/It is doing ...
	What are they doing?	They are doing ...

2. 教师可列举一些学生已学动词的现在分词，先带读词汇，然后启发学生思考：动词原形如何变成现在分词？有什么规律？学生通过分析，会发现现在分词的构成规律有：1）一般动词在原形末尾直接加-ing；2）动词词尾包含不发音的e字母时，去e加-ing。

3. 让学生尝试写出下列动词的-ing形式：

sing→　　dance→　　study→　　play→　　write→

draw→　　take→　　get→　　paint→

4. 教师可提供以下两栏例句，让学生注意观察并回答以下几个问题：

1）左栏例句中谓语部分的结构与右栏例句的谓语结构有何不同？

2）两栏例句中各使用的时间状语有何不同？

3）这两栏例句各表达什么概念？

Simple Present Tense	Present Progressive Tense
I often watch TV.	I am watching TV now.
She often watches TV.	She is watching TV now.
They often watch TV.	They are watching TV now.
Do you often watch TV?	Are you watching TV now?

下表格供教师参考：

	现在进行时 （Present Progressive Tense）	一般现在时 （Simple Present Tense）
用法	现在进行时表示现在正在进行或发生的动作。	一般现在时表示现在的状态，经常的或习惯性的动作。
构成	be (am/ is/ are) + doing（动词-ing形式）	do/does
时间状语	now	on Mondays, every day/night, in the morning/afternoon, after dinner/school, on weekends, usually, often, sometimes ...

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5. 学生归纳完毕后，教师可设计以下练习，让学生独立完成。这一控制性练习的目的主要是帮助学生熟悉两个时态的构成形式，让学生学会根据语境判断该使用什么时态。

1) Look! The boys _____(play) basketball on the playground.

2) My father _____(read) books after dinner.

3) In the morning, Mr. Smith _____(get) up at seven o'clock.

4) Listen! Linda _____(sing) in the next room.

5) His brother usually _____(do) homework at school.

6) They _____(go) shopping every Friday evening.

7) A: What's Granpa doing now?

B: He _____(work) in the garden.

8) Her sister _____(eat) dinner now.

9) Miss King often _____(wash) dishes in the evening.

10) On weekends Aunt Beth _____(walk) with her pet dog.

6. 请部分学生朗读自己填写完毕的句子，核对答案，并说出选择时态的理由。

活动3a

1. 让学生独立完成3a，教师提醒学生找出每个句子的时间状语，由时间状语判断时态，由时态决定动词的形式。
2. 请几名同学依次朗读每一个完整的句子，全班核对答案。
3. 教师选择一个学生进行示范对话，根据3a的内容编成问答练习，如：

T: What's Jenny doing now?

S1: Jenny is cleaning the house now.

4. 让学生两人一组根据示范利用3a的五个句子轮流进行问答，如学生直接表达有困难，可要求学生将问句先写下来再进行口头操练。

活动3b

1. 教师通过描述第二天的课程或活动呈现生词tomorrow，比如：It's Tuesday today. Tomorrow is Wednesday. I want to go to a movie but I can't go today, because I have a lot of work to do. So I think I'll go to a movie tomorrow.
2. 学生独立完成排序任务，两人一组分角色朗读对话，请一个组朗读完整的对话，全班核对答案。
3. 让学生两人一组仿照3b内容自编对话，然后请几组在课堂上示范表演。

活动3c

1. 游戏：准备一个盒子和一些卡片，卡片上写着表示各种动作的词汇，如：cleaning one's desk, dancing, watering flowers, swimming, playing ping-pong, drinking water, eating noodles等。请一个学生从盒中抽取卡片并根据提示词做动作，不发出声音，

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其他学生轮流猜测是什么动作：Are you singing? 猜对的同学再从盒中抽取卡片做动作，让其他同学继续猜。

2. 将学生分成四人小组，一个学生进行哑剧表演，另外三个学生猜，猜对的学生替换表演，让其他学生再猜。提醒学生在猜测过程中使用以下句式：

Q: Are you (doing) ...?

A: Yes, you are right. / No, I'm not.

如学生对上述句式已熟练掌握，可将游戏稍作改动，一个学生表演，另外两个学生谈论，如：

A: Is he/she doing ...?

B: No, I don't think so. Is he/she ... ?

A: Maybe. Let's ask him/her.

最后A、B学生去问表演的同学。这样的对话可让学生熟练掌握现在进行时态中不同人称应搭配的be动词。

注意：现在进行时态的情境创设容易陷入明知故问的虚假境地，教材通过哑剧表演和猜测相结合的游戏创造了较为真实的语境，不仅能让学生有效地操练现在进行时态的一般疑问句及其简略回答，还有利于学生未来在真实交际中自如运用该语言结构。

SECTION B 内容介绍

本部分1a–1e通过谈论活动发生的地点让学生巩固现在进行时态的一般疑问句及其回答，同时呈现了以重读闭音节结尾的动词如何构成动词-ing形式。2a–2c的阅读教学部分通过时差问题引入世界各地不同人们同一时刻进行不同活动的话题，2b的语篇介绍了中国留学生朱辉的故事，展现了他在中国的家和国外寄宿家庭的生活场面，语篇创设的情境自然真实，不仅介绍了中国传统节日——端午节，还让学生领略到中西方不同的文化习俗。文章在最后还点明了主人公“每逢佳节倍思亲”的心态，如：there is still no place like home。3a–3c是过程性写作训练板块，要求学生“描述照片”，运用现在进行时态进行笔头表达。3a是一个控制性写作练习，学生只需根据图片人物活动写出相应的动词短语即可。而3b是一个开放的写作任务，学生可以利用自己喜欢的照片或图片进行写作，既可以写成单句，也可以完成类似3a中的语篇。

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SECTION B 教学建议

活动1a–1b

1. 教师利用图片或简笔画展示各种活动场景，呈现新词汇，如：shop, supermarket, swimming, pool等。
2. 让学生观察1a图片和表格，读懂任务要求，然后让学生独立完成1a表格。
3. 教师示范，将表格中填写的词汇信息转换成完整的句子输出，如：People are reading books in the library. 然后让学生根据所填信息进行表达，全班核对答案。
4. 让学生注意观察swimming和shopping的特点，教师可提供更多的例子（如：put→putting, begin→beginning）让学生归纳现在分词规则变化的第三种情况：重读闭音节的动词要双写词尾字母再加-ing。

■ 拓展活动：趣味造句

活动目的：帮助学生巩固和掌握现在进行时态。

活动要求：准备三叠空白卡片和三个分别标有Names, Activities, Places的纸盒。

活动设计：1. 教师先把学生分成三大组，给每个大组提供一个纸盒和许多空白的小纸条。第一组学生在纸条上写上各种人称代词或人名，存放在Names盒中。第二组学生写现在分词短语，如：eating an apple，存放在Activities盒中。第三组学生写地点，存放在Places盒中。

2. 然后将学生分为四人小组。请三位学生分别抽取表示names, activities, places的卡片，第四位学生用现在进行时态说出完整的句子，如：Linda is riding a bike outside. 小组成员轮换角色，直到所有的卡片都被抽完为止。

在这个游戏中，学生很可能组成许多滑稽的句子。这种寓教于乐的游戏能够充分激发学生的参与积极性和学习热情。

活动1c–1e

1. 听前让学生观察1c表格，要求学生边听边填写信息。播放第一遍录音，学生独立完成表格。
2. 再次播放录音，让学生检查所填内容是否正确。教师请几个学生向全班汇报并核对答案。
3. 教师呈现听力材料，学生两人一组朗读对话，然后请几组示范表演。
4. 让学生利用1c表格内容进行问答。对于程度好的学生，可以另外提供任务，如提供不完整表格给学生，利用信息差来开展对话练习等，参见下页表格：

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Name	Activity	Place
Leo	painting	
Mary		in the living room
Simon	eating dinner	

信息不全的表格能提供语境让学生运用现在进行时态的一般疑问句进行问答，还可以给学生提供充分想象的空间，让学生输出更为真实、个性化的语言。

活动 2a–2c

1. 教师呈现对话引出时差的话题：

Maria: Hi, David! I'm calling from Sydney.

David: Sydney? What time is it there?

Maria: It's 10:00 p.m.

David: It's 4:00 a.m. here in Los Angeles!

Maria: Oh, I forgot about the time difference. Sorry. Go back to sleep! I'll e-mail you later.

学生朗读对话并回答问题：What time is it in Sydney? What about in Los Angeles?

2. 让学生看2a的钟表图片并回答：If it's 8:00 a.m. in Beijing, what time is it in Tokyo/New York/Sydney?

3. 如条件允许，可准备多个钟表，让学生根据所示时间轮流问答。如：

A: What time is it in Beijing? B: It's 4:00 in the afternoon.

A: What time is it in Tokyo? B: It's 5:00 in the afternoon.

然后，教师引导学生猜测同一时间不同国家和地区的人们正在进行的活动，如：

T: It's 9:00 in the morning in Beijing. What are you doing?

Ss: We are having class.

T: What are students doing in New York? Can you guess?

S1: They are watching TV.

S2: They're playing computer games.

S3: They're sleeping ...

通过该活动，教师可适时将话题转移到谈论人们正在进行的活动，让学生猜测可以增加活动的趣味性，发展学生的想象力。

4. 教师介绍阅读篇章的背景，可出示Zhu Hui图片并介绍：This is Zhu Hui. He's from Shenzhen, but now he's studying in the United States. He's living with an American family in New York. 教师板书并教学生词study, different, the United States, American，让学生在语境中理解词汇的含义。

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5. 让学生预览课文图片并回答：

1) What special day is it?

2) What do Chinese people do on this day?

3) What do eat on this day?

教师可通过这几个问题引出并呈现dragon, celebrate, race, special等新词汇。

6. 让学生带着问题快速阅读文章，回答以下问题：

1) Where is Zhu Hui now?

2) What time is it in New York?

3) What does "host family" mean?

4) What time is it in Shenzhen?

深圳使用北京时间，纽约使用美国东部时间。美国东部时间与北京时间相差13个小时。文章中讲述的端午节正是美国使用夏令时期间（从每年三月的第二个周日开始，到十一月的第一个周日结束），因而和北京时间相差12个小时。

7. 让学生再次阅读课文，根据课文内容填写下列表格。学生完成后，全班核对答案。

His family in China	Activities	His host family in New York	Activities
mom and aunt		the mother	
dad and uncle		the father	
cousin		Zhu Hui	

8. 让学生尝试翻译下列各句：

1) ... so it's like any other night for Zhu Hui and his host family.

2) Zhu Hui misses his family and wishes to have some of his mom's delicious *zongzi*.

3) ... but there's still "no place like home".

教师在引导学生理解句子意思时，可检测学生猜测生词的能力，如any, wish, delicious, still等词在文中的含义。另外，还可启发学生对there's no place like home这一说法表达自己的看法和态度。

9. 让学生独立完成2c匹配任务，并从文中找出这些短语并画下划线，再让学生用这些短语口头或笔头造句。最后全班核对答案。

10. 让学生运用上表中的信息或2c短语试着复述课文，学生可先在四人小组内进行，然后请部分小组面对全班复述。

活动3a–3b

1. 教师出示3a图片并提问：Can you find Jim in the picture? What is Jim doing? 请一名学生以完整的句子回答。

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2. 让学生两人一组根据图片中人物的活动轮流进行问答，如：

S1: What's Jim's sister doing?

S2: She's talking on the phone. What's Jim's grandfather doing?

S1: He's reading the newspaper.

然后请几组学生示范表演。

3. 让学生阅读3a中的信件，独立完成填写任务，并在组内核对答案。
4. 请几位学生示范朗读，全班集体朗读。
5. 让学生带一张家人的照片或画一幅家人的图片，学生先在四人小组内欣赏并自由谈论，如：

S1: Is this your family, S2? S2: Yes. We're all at the park.

S1: Oh, what's your mother doing? S2: She's eating snacks.

S3: Who's this man? S2: He's my uncle, my father's brother.

S4: What's he doing? S2: He's talking with my father.

6. 给学生一定时间，让他们对所带照片或图片进行书面描述，教师可以允许学生写成独立的单句或完整的语篇。
7. 完成写作任务后，教师可请部分学生给全班一边展示图片一边朗读自己写的内容。教师给予适当点评。

SELF CHECK 内容介绍和活动建议

活动1

该活动将动词的现在分词构成进行了归类整理，目的在于检测学生是否能正确运用动词的现在分词以及现在进行时态的结构。

1. 为了让学生全员参与，收集更多的动词，教师可以在课前布置任务，要求每个学生必须收集10个动词原形。请四个学生将自己收集的动词写在黑板上，让其他学生写出对应的现在分词。师生共同核对答案并总结现在分词的三种构成方式，即直接在动词后加-ing，去掉动词后不发音的e再加-ing和双写最后一个字母再加-ing。
2. 将学生分成四人小组，交换收集的动词并写出它们的现在分词并批改。然后让各小组依据现在分词的三种构成形式，将小组内搜集的动词进行归类。这样可让每个学生都参与活动并发挥作用，还可以分享更多的学习资源。
3. 学生将组内收集的动词按类别抄写下来，选择其中的词汇运用现在进行时态口头造句，然后将句子写在笔记本或练习本中。教师可请部分学生朗读自己造的句子。在这个环节，教师可以鼓励程度好的学生输出一个较为完整的语篇，如：It's

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ten o'clock in the morning. We are all in the classroom. Linda is drinking milk. Paul is talking with Bruce. Sharon is cleaning the blackboard. Liz and Ron are eating bread. I'm looking at Miss Chen.

活动2

这是个要求学生运用现在进行时态进行连词成句的练习，但它不是单句的扩充，而是在一个完整的对话中完成，所以扩充的内容要根据对话的上下语境运用逻辑推理等综合语言手段。

1. 教师先通过提问帮助学生根据已给信息推测大致内容：a. What's Bob doing? b. What does A want to do? c. Why doesn't Bob play with A? d. What's Tony doing? e. What about Steve?
2. 让学生独立完成对话填写任务。
3. 让学生两人一组朗读对话并相互核对答案。
4. 请几组学生示范朗读，全班核对答案。

■ 拓展活动1：Memory challenge

活动目的：帮助学生巩固现在进行时态句型的问答，加强对动词短语的记忆，培养学生快速记忆及句型运用能力。

活动准备：制作10~20张表示动作的动画图片。

活动步骤：1. 利用幻灯片呈现标上序号（1-20）表示动作的动画图片，闪现50秒让学生快速记忆。

2. 遮盖图片，呈现what引导的现在进行时态特殊疑问句的问答句型。
3. 学生两人一组根据记忆轮流进行问答，如：

S1: What's the boy doing in Picture 1? S2: He's swimming.

4. 答对图片最多者获胜。

活动简评：该活动既能训练学生的短时记忆力，也可以巩固现在进行时态的问答句式，两人一组还可以培养学生的合作能力。

■ 拓展活动2：Photo show

活动目的：培养学生运用现在进行时态描述图片的能力及语段组织能力，分享生活精彩片段，激发学生爱家人、朋友、同学的情感。

活动准备：学生自带家庭影集或朋友、同学的照片，实物投影仪。

活动步骤：1. 让学生四人小组内分享各自所带的照片，通过相互问答了解其他同学所带照片的内容。每个小组成员都要在组内描述自己所带照片。

2. 由小组派代表向全班同学描述本组成员所有的照片，如：Look! This

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is Paul and this is Paul's brother. Paul is playing soccer and his brother is riding a bike. They're in the garden of their house. 其他组内成员可配合该同学的描述，用实物投影展示照片。

活动简评：这一活动可以帮助学生进一步巩固现在进行时态的结构，提高学生综合运用本单元目标语言的能力。在该活动中，学生只需根据自己的英语实际水平对所带照片进行描述，每个同学都有话可说，而且英语程度好的学生也有了更大的自由发挥的空间。

四、语音教学建议

1. 音素发音——辅音连缀

在英语词汇中，如果有两个或两个以上的辅音音素结合在一起，这种语音现象称为辅音连缀。辅音连缀发生在词首，词中和词尾。如：

词首　blue　/blu:/

词中　asleep　/ə'sli:p/

词尾　desk　/desk/

读辅音连缀时，两个辅音不能有停顿，几乎同时发音，前面的辅音必须读得轻一些，短促些，两个辅音之间不能加元音，尤其是元音/ə/。

2. 朗读技巧——重读和弱读

1）试一试。教师可先问学生：英语中什么词一般要重读？什么词一般要弱读？（英语中实义词如动词、名词、形容词等一般要重读，虚词如介词、代词或冠词等一般要弱读。）然后将这四种不同重读模式写在黑板上：

O O　　O o O (o)　　O o o O (o)　　O o o o O (o)

再从四种不同重读模式的例子中各挑一个短语写在黑板上，打乱顺序，如：talk on the phone, brush my teeth, get up, photos of my mother。让学生将短语与重读模式配对。末尾(o)表示结尾单词有的是单音节，即不需要这个弱读音节，但有的单词是双音节，并且是弱读音节，需要这个弱读音节符号o。

2）练一练。教师把更多的短语写在黑板上，让学生按不同重读模式归类，然后对照课本语音活动2检查答案。

3）听录音模仿。提醒学生注意重读音节应读得响亮而长久些，弱读音节应读得轻而且短些。

4）打节奏感受不同重读模式。教师先做示范，可以通过拍桌子或拍手等形式，重读音节拍得重些，弱读音节拍得轻些，拍出某一短语的节奏，让学生说出对应该节奏的短语。然后学生可以两人一组玩这个打节奏游戏。

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3. 语音补充练习

1）绕口令（Tongue Twisters）

1. **Pl**ease **pl**an your **pr**ojects and **pr**actice your **pr**esentations.

   /pl/ (spelling **pl**) **pl**ease, **pl**an

   /pr/ (spelling **pr**) **pr**actice, **pr**esentations, **pr**oject

2. I'm **gl**ad geo**gr**aphy is after Eng**l**ish as geo**gr**aphy is **gr**eat!

   /gl/ (spelling **gl**) **gl**ad, Eng**l**ish

   /gr/ (spelling **gr**) **gr**eat, geo**gr**aphy

2）歌谣（Chants）

(1) Skateboarding Is Cool	
So hot. So cool.	Skateboarding is great. I want a go.
Watching the wheels spin and roll.	Go slow. Go fast.
Up high. Down low.	Now I'm skateboarding to class.

/sp/ (spelling **sp**) **sp**in

/sk/ (spelling **sk**) **sk**ateboarding

/sl/ (spelling **sl**) **sl**ow

/st/ (spelling **st**) fa**st**

/kl/ (spelling **cl**) **cl**ass

/gr/ (spelling **gr**) **gr**eat

(2) Why Are You Smiling?	
It's spring and I'm walking among sweet smelling flowers. It's cool outside. I'm smiling.	It's summer and I'm swimming in the outdoor pool. It's sunny outside. I'm smiling.
It's fall and I'm a flying a brightly colored kite. It's breezy outside. I'm smiling.	It's winter and I'm baking a cake for my brother's birthday. It's snowy outside. I'm smiling.

/sp/ (spelling **sp**) **sp**ring

/sm/ (spelling **sm**) **sm**elling, **sm**iling

/sn/ (spelling **sn**) **sn**owy

/sw/ (spelling **sw**) **sw**eet, **sw**imming

/fl/ (spelling **fl**) **fl**owers, **fl**ying

/br/ (spelling **br**) **br**ightly, **br**eezy, **br**other

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五、课文注释

1. **This is Jenny.** 我是珍妮。

这是英语中的一句电话套语。用英语打电话时，人们有用This is...的习惯，相当于汉语“我是某某”。同理，Is that ...就相当于汉语“你是某某吗?”的意思。有时人们还会使用It's ...句子，如课本对话中的It's Laura here。

需注意，日常接听电话时人们说法的方式和用词往往是多样化的。英语亦不例外，我们不可机械地套用。例如电话中问“你是某某吗”，现实生活中就有Is that ...? Is this ...?和Is it...?等说法。

有关英语电话套语，请进一步参看下一单元的相关注释。

2. **the Dragon Boat Festival** 端午节

中国各种传统节日的英语译文并非都只有一种，如英语“春节”就有Chinese New Year; Chinese New Year's Day和Spring Festival等不同的说法。以下是一些常用的有关我国传统节日的英语表述，供参考：

春节：Spring Festival; Chinese New Year's Day

元宵节：Lantern Festival

清明节：Qingming Festival

端午节：Dragon Boat Festival

中秋节：Mid-Autumn Festival; Mid-Autumn Day

重阳节：Double Ninth Festival

六、文化注释

端午节

端午节为每年农历五月初五，是中国的传统节日，同时也是国家法定节假日之一。相传我国古代爱国诗人屈原，于公元前278年的五月初五，因楚国国都失陷，怀抱石头，投入汨罗江以身殉国。人们崇敬屈原，为了不让鱼鳖咬食屈原的遗体，就用粽子叶包上粮食，投入江中，以喂饱鱼鳖。为了表达对他的哀思，人们还在江上举行龙舟竞渡活动。于是，农历五月初五作为一个纪念性节日便流传了下来。现在每年的端午节，人们还保持着赛龙舟、吃粽子的习俗。

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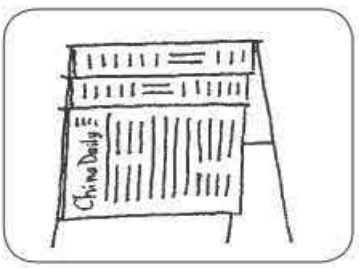
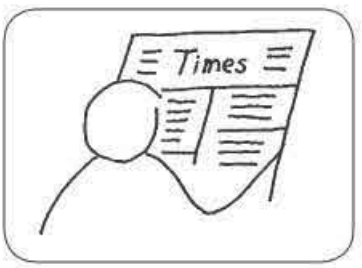
七、教学简笔画

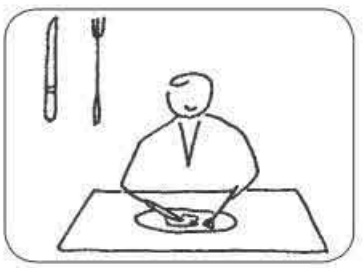
1. newspaper



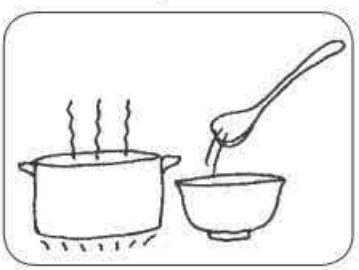
2. read a newspaper



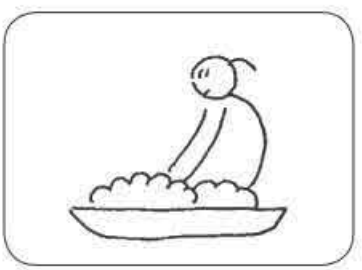
3. use



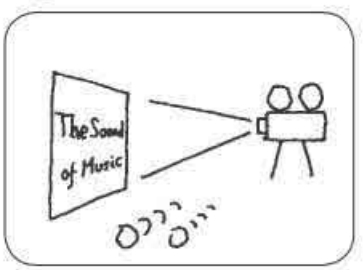
4. make soup



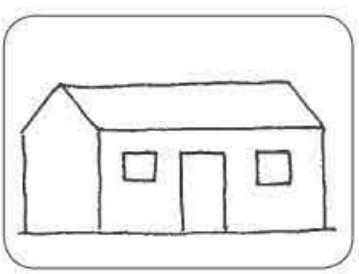
5. wash



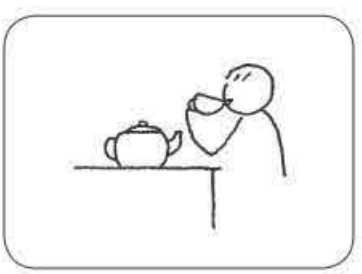
6. go to a movie



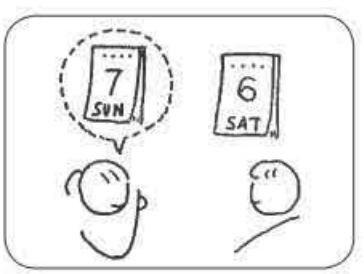
7. house



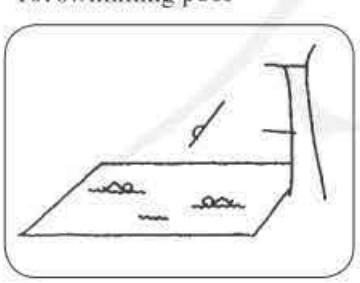
8. drink tea



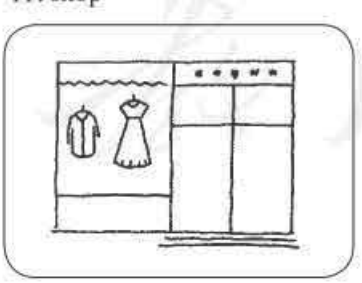
9. tomorrow



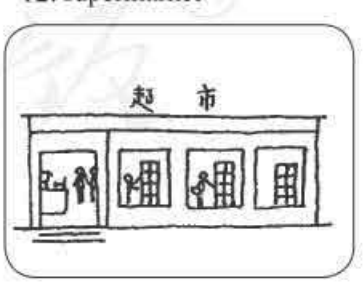
10. swimming pool



11. shop



12. supermarket



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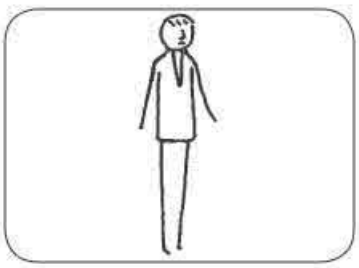
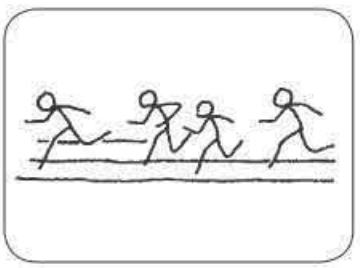
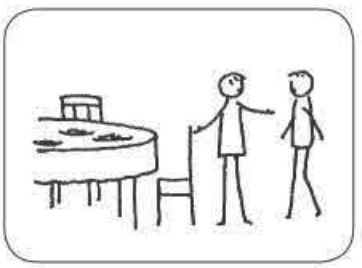
13. man



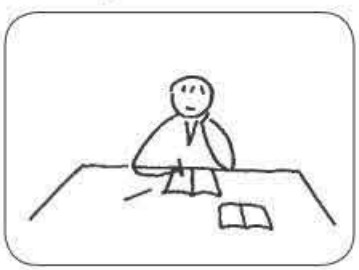
14. run a race



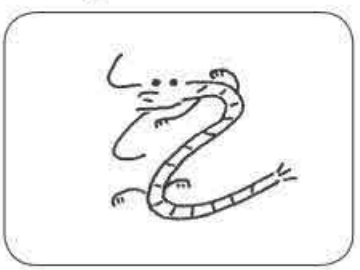
15. host



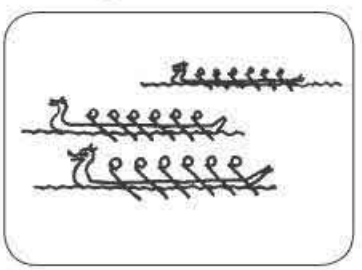
16. study



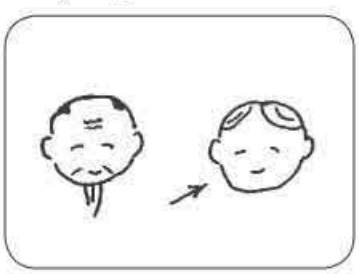
17. dragon



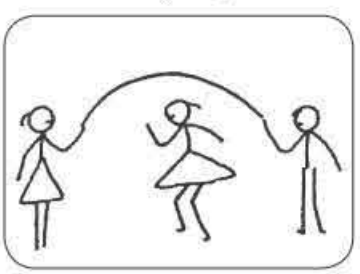
18. Dragon Boat Festival



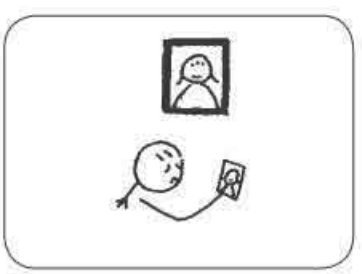
19. young



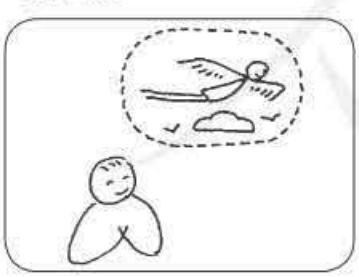
20. children (child)



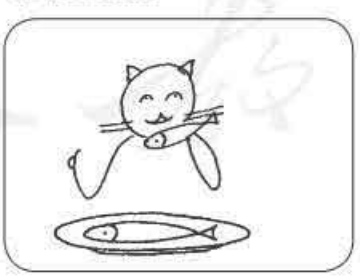
21. miss



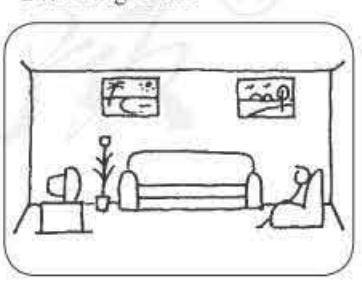
22. wish



23. delicious



24. living room



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Unit 6 I'm watching TV.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about what people are doing. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows a typical apartment building, with nine apartments labeled a–i. A car and a mailbox can be seen outside the apartment building. Inside each apartment, people are doing different things. The person in Apartment a is talking on the telephone to the person in Apartment i. He is asking, "What are you doing?" and the person responds, "I'm watching TV." The people in the other apartments are cleaning, reading a newspaper, listening to a CD, using the computer, making soup, washing the dishes, and exercising.
Culture Focus	***Neighbors*** In the US, especially in big cities, it is quite common for people to live in apartment buildings. Some apartment buildings are very large buildings with elevators, but others will be small, with only a few stories and perhaps less than 20 apartments. It is common for people to get to know their neighbors well. Adults will often welcome other families moving into the apartment building; they might even give them a gift or bake them cake. Children from neighboring apartments might spend time playing together.
Optional Approach	***Adding Details*** In 1a, Ss are asked to match the words with the activities. Some Ss may want to add details. Elicit some examples and write them on the board: 1. watching (the news on) TV 2. cleaning (the floor) 3. reading (about sports) in a newspaper 4. talking (to a neighbor) on the phone 5. listening to a (Faye Wang) CD 6. using the computer (to do homework) 7. making (chicken) soup 8. washing the dishes (after dinner) 9. exercising (by jumping rope)

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Answers	1. i, 2. d, 3. g, 4. a, 5. h, 6. e, 7. b, 8. c, 9. f

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	**Listening for Names** Before 1b, have Ss close their textbooks and listen to the recording. Ask Ss to write down all the names they hear. This will make it easier when they open their books and listen again to try and identify what each person is doing.
Answers	a. Jenny - 1 b. John - 8 c. Dave and Mary - 5

1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***I Say, You See*** After 1c, try this challenging activity to test Ss' memories and question/answer skills. Follow this procedure: 1. Ask Ss to memorize the things that people are doing in the picture in 1a. After three minutes, have all Ss close their books. 2. In pairs, have one S open his/her book and look at the picture in 1a. The other S must keep his/her book closed. 3. The S with the open book asks questions. The other S must try to remember what is in the picture and give a yes/no answer. 4. Write some sample questions and answers on the board: Is somebody ... reading a book? No. (There is a person reading a newspaper.) talking on the phone? Yes. (Two people are talking on the phone.) cleaning the windows? No. (There is a person cleaning the floor.) 5. Then the Ss should reverse roles.

2a

Purpose	To give Ss listening practice with the target language.
Optional Approach	***Imagine the Scene*** In 2a, have Ss try to imagine the scene for each conversation. This can help them better recall the conversation. This can be useful if Ss find it difficult to remember the content of a listening passage when required to answer questions about it afterwards. Follow this procedure: 1. Have Ss close their eyes while they listen for the first time. 2. Play the recording.

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Optional Approach	3. Ask Ss to open their eyes. Ask questions about the scene and elicit answers. **T:** ***Where do you think Steve and Jack are? What do you think Steve and Jack look like?*** 4. Compare answers as a class. Did any Ss imagine the scene to be the same place? Did any Ss describe Steve and Jack in a similar way? 5. Listen to the recording again. 6. Have Ss open their books and answer the questions in 2a.
Answers	1. Steve - a 2. Jack - b

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	***Hanging Out*** In the US, Ss will often spend some time each week relaxing with friends. This will usually be in the evenings or at weekends. Most of the time Ss will "hang out" at a friend's home, watching TV, playing computer games, or chatting. At other times, Ss might go to a cinema or shopping mall together.
Answers	are, doing, watching TV, listening to a CD, boring, interesting, go to

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Telephoning Back to Back*** In 2c, have Ss work in pairs to role-play the conversation. To make this feel like a more realistic telephone conversation, have the Ss in each pair stand with their backs to one another. Encourage Ss to hold one of their hands to one of their ears as if they were talking into a mobile telephone. Not being able to see the facial expressions of their partner will make this activity much more challenging but a lot more fun.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	***Answering the Telephone*** In the US, when answering the telephone at home, it is common to say the telephone number or use short phrases, e.g. "833-2880", "Jenny here", "Jenny speaking", "Hi, this is Jenny", or "Johnson family home". Sometimes people will simply say "Hello?"

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GRAMMAR FOCUS

3a

Answers	1. Jenny is cleaning the house now. 2. Bob makes dinner every Saturday. 3. Mary's parents drink tea after dinner. 4. Bill is talking on the phone now. 5. Becky and Bob watch TV on weekends.

3b

Answers	5, 8, 2, 7, 4, 1, 3, 6

3c

Purpose	To provide speaking practice with the target language.
Optional Approach	***Expand Vocabulary*** In 3c, challenge Ss to think of 10 things to do that are not listed in the book. Remind Ss that these should be everyday things. Elicit these activities and write them on the board: playing mahjong with my grandmother taking a nap after lunch If Ss do not know how to say it in English, you can encourage them to mime the activity before offering them a translation. Alternatively you can encourage classmates to look up the activity in a dictionary and suggest how it could be said in English.

■ Optional Activity 1: Simon Says

Purpose	To help Ss use the target language correctly.

Procedure

1. Have all Ss stand.
2. Tell Ss to listen to your instructions. Ss must only follow instructions that Simon says.
3. Model the activity:

   T: ***Simon says wash the dishes.*** Have Ss act as if they are washing dishes.

   T: ***Simon says listen to a CD.*** Have Ss act a if they are listening to CD.

   T: ***Read a book.*** Check that Ss are not following the instruction.
4. Have all the Ss stand up. Give more examples of things to do. Ensure there is a mix of instructions both from and not from Simon.

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5. Have Ss sit down if they act out an instruction incorrectly or if they act out an instruction that is not from Simon.
6. The last S standing is the winner.

■ Optional Activity 2: Group Charades

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens; paper.

Procedure

1. Divide Ss into groups of four to six.
2. Explain that one group will perform activities. The remaining groups must work together to write down which activities are being performed.
3. Have one group of students come to the front of the class. Tell them they must act out an activity. Quietly say an activity to each S, making sure no one else can hear or write down an activity and show it to each S, making sure no one else can see.
4. Have Ss all start miming their activities.
5. Have the remaining groups work together to write sentences about each of the activities that are being performed, e.g. "Zhu Hui is making soup." When they have completed all the sentences, the group should stand up.
6. The first group to stand up can read out the sentences. If all the sentences are correct this group can go to the front of the class and perform next.
7. Repeat the activity until all the groups have taken a turn.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	***Original Drawings*** In 1a, expand vocabulary by having Ss draw some other places. Follow this procedure: 1. Have each S draw two pictures of places and two pictures of activities. 2. Have Ss show the pictures to a partner and elicit the names of the places and the activities. Encourage Ss to look up words they don't know in a dictionary.

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Teaching Tip	3. Finish by having Ss label the pictures and display these on the walls of the classroom.
Answers	

	Places	Activities
1.	pool	swimming
2.	supermarket	shopping
3.	library	reading

1b

Purpose	To give Ss practice using the target language in conversations.
Teaching Tip	***Yes/No Questions*** Before 1b, review some typical yes/no questions and answers. Write some examples on the board:

A: Is the man swimming in a pool?
B: Yes, he is.
A: Is the woman reading books in a classroom?
B: No, she isn't. She is reading books in a library.

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Oral Instructions*** In 1c, make the activity more challenging by having Ss listen and take notes without the support of their textbooks. Tell them the instructions, but do not write the instructions on the board or give them any other visual aids for the activity. This encourages Ss to listen carefully to instructions. 1. Tell Ss to close their textbooks and to take notes while listening. **T: *Listen and write the names of the speakers and the places you hear.*** 2. Play the recording. 3. Elicit the answers and write them on the board.
Answers	

Names	Places	Activities
Alice	supermarket	shopping (buying milk and bread)
Mike	school	playing basketball
Lisa	library	reading

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1d

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Recorded Dictation*** After 1d, challenge Ss to complete a dictation activity. Play the recording of Conversation 1 again, pausing after each sentence to give Ss a chance to write down what they hear. For example: *A: Hello, is Alice there?* (Pause the recording.) *B: No, she isn't.* (Pause the recording.) *She's at the supermarket.* (Pause the recording.) When the dictation is over, have Ss compare their writing with their partners.

1e

Purpose	To provide speaking practice with the target language.
Teaching Tip	***Reverse Questions*** After 1e, have Ss practice by making reverse questions and answers. For example: *A: She's at the supermarket. She's shopping.* *B: Is it Lisa?* *A: No.* *B: Oh, it must be Alice!*

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	***Time Zones*** In 2a, have Ss discuss other places that share the time zones shown in the textbook, e.g. If it is 8:00 a.m. in Beijing, then it is also 8:00 a.m. in Hong Kong, Kuala Lumpur and Singapore.
Answers	Answers will vary. Sample answers: A: What time is it in Tokyo? B: It's nine o'clock in the morning.

8:00 a.m. Beijing	9:00 a.m. Tokyo	10:00 a.m. Sydney	8:00 p.m. New York
Hong Kong Kuala Lumpur Singapore	Osaka	Melbourne Canberra	Miami Toronto

2b

Purpose	To provide reading practice with the target language.

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Teaching Tip	***Mind Map*** After 2b, have Ss make a mind map of the TV report. Divide the report into two parts: 1. Zhu Hui's family in China. 2. Zhu Hui's host family in the US.
Answers	Answers will vary. Sample answers: 1. Because today is the Dragon Boat Festival. 2. Yes, he does. But he misses his home in China very much.

2c

Purpose	To provide vocabulary practice with the target language.
Optional Approach	***Making Phrases*** In 2c, have Ss compete to make as many phrases as they can with a given verb. 1. Tell Ss you will give them a word and they must write down as many short phrases as possible. Write some examples on the board: living: in China in an apartment building with my grandparents reading: a book a magazine a story 2. Say a verb from 2c. Give Ss two minutes to write as many short phrases as they can. 3. Stop Ss and elicit how many phrases they wrote. Have the S with the most phrases read out his/her list. Encourage the S to put the phrases in whole sentences when reading them out, e.g. "Li Ping is living in China." Correct as necessary. 4. Repeat the activity with the other verbs in 2c.
Answers	Zhu Hui is living with a family in the US. The mother is reading a story to her young children. Zhu Hui's mother and aunt are making food. Zhu Hui is talking on the phone to his cousin. Zhu Hui is studying in the US. Zhu Hui's father is watching a race on TV.

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3a

Purpose	To prepare Ss to write about themselves and people they know using the target language.
Teaching Tip	***Cover the Picture*** In 3a, have Ss cover the picture and predict the words that should be written in the blanks. Encourage Ss to look for clues in the text instead. For example, Jim's parents are in the living room, so what kind of things are they likely to be doing? Finish by having Ss look at the picture and see if they predicted anything correctly.
Answers	are watching TV, is reading the newspaper, talking on the phone

3b

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	***Family Collage*** In 3b, have Ss work together in groups to make family collages. Ask Ss to label their pictures with the different actions of family members. It may be easier for Ss to draw pictures rather than use photographs. Remind Ss not to write on photographs or damage them with glue or tape.
Answers	Answers will vary. Sample writing: These are photos of my family. This is my mother. She's using the computer. This is my father. He's watching TV. These are my sisters Jane and Lisa. Jane's doing her homework and Lisa's talking on the phone. This is my brother Bob. He's playing basketball. This is my dog Tina. She's sleeping. This is me. I'm playing the guitar.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Optional Approach	***Two Minutes Timed*** In activity 1, have Ss compete to write the most words they can in just two minutes. Ss can be instructed to compete with their classmates in pairs or in groups All Ss start the activity at the same time. After two minutes the T will say, "Stop!" The Ss with the most words win and get to read out their word lists.

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Answers

1. Answers will vary. Sample answers:

play → playing	make → making	run → running
watching talking eating	using exercising living	swimming shopping

1. Jack is playing basketball now.
2. Bob is talking to his mother now.
3. Sam is swimming in the pool now.
4. Zhu Hui is living in New York now.
5. Jill is using the computer now.

2. What are you doing?

Do you want to play soccer?

What's Tony doing?

Is Steve studying for a test, too?

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Unit 7 It's raining!

一、教学目标与要求

话 题 **Topic**	天气（The weather）
功 能 **Functions**	1 能用所学语言谈论天气（Describe the weather） A: How's the weather in Beijing? B: It's sunny/raining/windy/cloudy/cool/cold/warm/hot/dry. 2 能简单描述人们正在进行的活动（Describe what people are doing） A: What are you doing? B: I'm watching TV. 3 能用更丰富的语言问候（Greet people） A: How's it going? / How's your summer vacation going? B: Great! / Not bad. / Terrible!
语 法 **Grammar**	1 能正确使用现在进行时态（Present progressive tense） I'm having a great time visiting my aunt in Canada. Are you studying hard, or are you having fun? A: What are you doing? B: I'm playing basketball with some friends at the park. A: What's he doing? B: He's studying at his friend's home. 2 能用how引导的问句表达问候（*How* questions） A: How's the weather in Boston? B: It's windy. A: How's it going? B: Not bad, thanks. A: How's your summer vacation going? B: Great!
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） weather, rain, snow, park, message, problem, Canada, summer, juice, vacation, Europe, mountain, country, winter, cook, could, visit, sit, skate, windy, cloudy, sunny, snowy, rainy, bad, dry, cold, hot, warm, Russian, back, again, soon, hard, him

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词汇和常用表达 **Words & expressions**	2 能正确使用下列常用表达（Useful expressions） take a message, call sb. back, on vacation, right now, nothing much, say "hi" to 3 能认读下列词汇（Non-curriculum words） snowman
语　音 **Pronunciation**	1 了解/h/, /w/, /θ/, /ð/, /k/, /kw/, /ʃ/, /ʒ/, /s/和/z/的读音规则 2 了解不同句子类型要采用不同的升调或降调
学习策略 **Strategies**	1 看图预测听力内容 2 听时记录关键词
文化知识 **Culture**	1 初步了解谈论天气是"闲谈"（small talk）中的一项重要内容，"闲谈"是让交际顺利进行的一个重要策略 2 了解世界各地不同天气及人们进行的不同活动，感受地域差异

二、话题思维导图



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三、内容介绍和教学建议

SECTION A 内容介绍

本部分的中心话题是谈论天气，涉及两个主要语言功能项目：一是运用How's the weather?及描述天气情况的形容词来谈论不同城市的天气状况；二是继续运用现在进行时态来描述人们的即时活动。

1a–1c是一个简单的听说任务链，是Section A的基础。1a主题图引出“谈论天气”的话题、询问天气的重要句式How's the weather?以及描述天气状况的形容词。1b创设了“打电话”的真实情境，在电话中，人们就各自所在城市的天气进行问答。该语境非常贴近生活实际，而四个电话片段所谈到的世界各大城市的天气状况在1a中能找到相应的图片。图片不仅显示不同天气图像，还巧妙地呈现了1b所涉及的五大城市的标志性建筑，这样有助于学生将城市与当地的天气情况对应，更好地理解听力材料，也为1c的操练提供了简易的素材。

2a–2c也是一个听说任务链。此部分听力输入比1b输入更加丰富，并增加了“正在做某事”的内容。2c依然是基于2a–2b的口语结对活动。2d的示范对话通过打电话的情景融入了How's it going? It's great.等常用于“打招呼”的交际用语，同时还谈论天气和人们正在从事的活动。该对话中谈论天气的用语与1a–1c不一样，因为1a–1c是在不同城市的人们谈论各自区域的天气，而2d对话中的两人是在相同城市，所以天气也是一样的，对话给我们呈现了small talk，即“闲聊”中如何就天气话题进行交谈的技巧。

本部分教学重点是how引导的询问天气的特殊疑问句，描述天气状况的形容词，还有与天气相关的人们相应的即时活动。难点是现在进行时中助动词be和动词-ing的正确使用。涉及的文化背景知识主要有世界各地的气候差异，通过谈论天气来促进交际是本单元涉及的交际策略。

SECTION A 教学建议

活动1a–1c

1. 导入话题和学习生词。教师可以从谈论日期引入天气的话题。

T: What's the date today?

S1: It's ...

T: Right. So it's late spring / early summer now. The weather is good/bad today. Look at

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the sun/clouds/rain/wind! How's the weather today? It's sunny/cloudy/rainy/windy.

然后教师出示气象图标教学生词sunny, cloudy, windy, rainy/raining, snowy/snowing。



1 2 3 4 5

让学生两人一组轮流就以上图片进行问答，以帮助学生练习使用How's the weather?句型和描述天气的形容词，如：

S1: How's the weather in Picture 1?

S2: It's sunny. How's the weather in Picture 2?

S1: It's cloudy.

2. 学生独立完成1a匹配任务，请个别学生根据图片说出完整句子，如：It's raining in Picture a. In Picture b it's sunny. 全班核对答案。
3. 猜测游戏：How's the weather? 教师准备一些小卡片，卡片上写有描述天气情况的单词。请一个学生抽取一张卡片，根据上面的单词做出与之匹配的动作，如windy，学生做出站立不稳的样子等，其他学生进行猜测，如：

S1: How's the weather?

S2: Is it raining?

S1: No, it isn't.

设计这个游戏是为了让学生进一步掌握谈论天气的句型和单词，还可以活跃气氛，激发学习兴趣。

4. 创设语境导入听力内容。教师可设语境：Mr. Grey is a businessman. Next week he's traveling around the world on business. Which cities is he going to? 出示地球仪，教学地名：Moscow, Toronto, Boston。教师接着叙述：Mr. Grey is going to Beijing, Moscow, Toronto, Boston and Shanghai. What's the weather like there? Can you help him make notes?接着，让学生听录音，记笔记。教师播放1b录音，学生听并完成下表：

City	Beijing	Moscow	Toronto	Boston	Shanghai
Weather					

完成表格后，让学生将地名写入相应的1a图片中。这两个听力小任务都是训练学生将地方与天气匹配，教材中1b的任务是训练学生根据天气书写地名，而上表是训练学生书写描述天气的形容词的能力，帮助学生复习巩固词汇。听力对话中有这样一句话How's the weather down there in Shanghai?此句中的down意思是“向南方”，表明上海在说话者的南方。如：They flew down to Miami.他们乘飞机南下去了迈阿密。

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5. 口语训练。让学生两人一组利用1a图片或上表谈论各城市的天气，可参照1c的对话进行问答。教师可请几组学生在课堂上示范问答。

活动2a–2c

1. 听前活动——熟悉背景和语言。让学生看图片，问学生图片里的人分别在做什么。T: Jim is calling his cousin Linda. He's asking about her family. Look at the pictures and answer the question: What is Linda's family doing in the pictures? 学生回答，教师将短语板书在黑板上：

- is calling
- is cooking
- is talking on the phone
- is watching TV
- is playing computer games
- is playing basketball

注意：听力内容如果与图片相关，可以让学生先熟悉图片，用英语将图片内容说出来。这种预热可以让学生熟悉听力情境，做好语言上的准备，减轻学生听时的负担和压力。

2. 听中活动——给图排序和配对活动。播放录音，让学生记录关键词。教师可做示范，以第一个人物为例，只要求学生记录人物名字和动作，如：

Uncle Joe　　play basketball

再放一遍录音，学生可以补全笔记。全班核对答案，让学生说出完整的句子。

S1: In Picture 1 Uncle Joe is playing basketball.

S2: In Picture 2 Aunt Sally is cooking.

S3: In Picture 3 Mary is watching TV.

S4: In Picture 4 Jeff is playing computer games.

注意：让学生边听边记笔记可以达到一箭多雕的训练目的：首先，训练学生专心地听；其次，可以训练学生的单词拼写能力；最后，还可以训练学生根据上下文捕捉关键词的能力。

3. 听后活动1。让学生两人一组根据2a的图片轮流问答，如：S1: What's Jeff doing? S2: He's playing computer games. What's Mary doing? S1: She's watching TV. 请几组示范问答。
4. 听后活动2。让学生两人一组分角色朗读2a听力材料，请几组示范表演。
5. 听后活动3。学生组成四人小组，先在小组内讲述Uncle Joe一家的活动（人物顺序可以调换），再请个别同学给全班讲述Uncle Joe一家的活动，如：This is Uncle Joe's family. It's 6:00 p.m. Uncle Joe's family are doing different things. Uncle Joe is ...

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but Aunt Sally is ...

活动2d

1. 理解对话大意。让学生读2d对话或播放录音让学生听，同时提几个问题让学生思考：
   1) Are they talking face to face or talking on the phone?
   2) Who does Steve want to talk to?
2. 理解对话细节。让学生再读一遍对话，思考这几个问题：
   1) How is the weather?
   2) What is Steve doing?
   3) What is Rick's brother doing?
   4) What does Steve want Rick to do?
3. 关注语言，总结打电话用语。对话中出现的打电话用语有：Rick speaking. 教师应向学生解释这是一个省略句，然后询问学生完整句子是什么。给学生解释完整句子是Rick is speaking. 或者 This is Rick speaking. 常用打电话用语可参见本单元课文注释。
4. 齐读对话。让学生听录音跟读对话，模仿语音语调，注意重弱读和意群停顿。
5. 表演对话。学生两人一组朗读2d对话，请几组同学示范朗读，可以要求英语能力较强的学生将对话表演出来。
6. 拓展对话。教师设置情境：Today is Sunday. Students are doing their favorite things. What are you doing? What's your friend doing? Make a telephone call to your friend! 让学生两人一组模仿2d对话或在此基础上编写对话，教师可巡视课堂，给予学生适当帮助，然后请几组学生示范表演。教师要注意让不同层次的学生表演，让不同程度的学生都有成功的体验。

语法内容介绍和活动建议

本单元的语法内容主要包括：现在进行时态和一般现在时的比较，以how引导的询问天气的特殊疑问句及其回答，打招呼用语的特殊疑问句和回答。

Grammar Focus部分的表格归纳了以上三项语法内容。3a是以填写小对话的方式将一般现在时态和现在进行时态进行了对比，使学生对这两种时态的用法、动词结构、常接的时间状语有更清晰的概念。3b通过“采访不同地区的人们”这一活动，帮助学生复习描述天气状况的词汇以及由不同的天气引出的人们的活动。现在进行时和一般现在时的用法比较是本部分的重点，也是本部分的难点。

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语法部分具体教学建议如下：

1. 让学生看表格，同时思考这些问题：
   1) 在英语中人们一般如何询问天气？
   2) 本单元描述天气的形容词在构成上有何特点？
   3) 现在进行时在句中的变化体现在哪个词上？
   4) 什么语境下用How's it going? 一般如何回答？
2. 组织学生先小组讨论这些问题，然后教师和学生一起回答：
   1) 人们常用How's the weather? 询问天气，另外还可用What's the weather like? 来询问。
   2) 描述天气的形容词有 sunny, windy, cloudy, rainy, snowy 等。这些词是在名词 sun, wind, cloud, rain, snow 后加后缀 -y 构成。

注意：回答How's the weather? 可以是It's raining，也可以是It's rainy，但两者意义有区别：
A: How's the weather? 天气怎么样？
B: It's raining. 下着雨呢。/ It's rainy. 是个阴雨天。
It's raining 表示说话人说话的时候正在下雨，而It's rainy 表示某段时间是阴雨天气，说话的时候可能在下雨，也有可能没下雨。rainy 的意思是“多雨的”，如：
I don't like rainy weather. 我不喜欢阴雨天气。
The rainy season starts in July here. 这儿雨季从七月开始。

   3) 现在进行时的变化体现在动词上。英语动词是句子的灵魂，英语的时态和语态都体现在动词上。
   4) How's it going? 是人们打招呼或问候对方的常用寒暄语，意思是“一切可好？近来怎样？”类似的表达法还有How are things with you? How are you doing? How's everything? How are you getting on? 回答是表示状况的形容词，如Great! Pretty good! Not bad. 或Terrible!

活动3a

1. 学生完成3a活动。这个活动要求学生选择正确的动词，然后确定用动词的哪个时态完成句子。让学生先独立完成3b，然后两人一组朗读核对答案。请几组学生示范朗读，全班核对答案。教师要特别提示学生第四小题的第二个空格前出现了情态动词can，所以后面的动词应是动词原形；第五小题的短语for three hours every day 表示“每天三个小时”。
2. 比较两种时态。把下面的表格（除斜体内容外）画在黑板上，让学生思考表格里

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需填的内容。教师可提出问题让学生思考：

1) 两种时态表达的意义有何区别？

2) 两种时态常用的时间状语是哪些？

3) 两种时态体现在动词上有哪些不同？

师生共同完成表格：

Tenses	主语为第三人称单数	主语为其他人称	常用的时间状语、频率副词
Simple present tense	*does*	*do*	*every day/evening/ Saturday, in the morning/ afternoon/evening, usually/ often/always/sometimes*
Present progressive tense	*be + doing*	*be + doing*	*now, right now*

活动 3b

1. 让学生独立填写 3b 表格。
2. 让学生两人一组就图片中的天气和人们正在进行的活动问答，如：

   S1: How's the weather?

   S2: It's sunny.

   S1: What's the boy doing?

   S2: He's playing the guitar.

   请几组学生示范问答，全班核对答案。对于图片 b、c、d，学生可能会有不同的答案，教师不必要求学生给出完全一致的答案，只要符合图的意思即可。
3. 请学生扮演中央电视台的天气预报员，对各地的天气和人们在进行的不同活动进行报道，让学生先在四人小组内汇报，等操练熟了，再请几个学生给全班示范报导。师生对报道的内容、语言准确性、语音语调、举止神态等作出评价。

SECTION B 内容介绍

Section B 是 Section A 的拓展和延伸。话题上，拓展了谈论天气的表达法；在技能方面，进一步深化听说技能，加强读写训练。

1a 图片呈现了描述天气的词汇 dry, cool, cold, warm 和 hot，1b 要求学生两人一组根据 1a 各图中的天气状况进行问答并操练新学词汇。1c–1d 延续了“打电话”的情景，听力

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材料有些长，但输出的信息条理清晰，包括互致问候、谈论天气、询问正在进行的活动。2a–2c部分从谈论2a图片中的天气及活动引导到2b明信片的阅读，将本单元的互致问候、谈论天气、询问正在进行的活动等单元重点功能结构以明信片的形式呈现，显得自然贴切，而且具有实用性。3a是一个填写明信片的控制性练习，将描述天气、与天气有关的服饰穿着及人们的活动以语篇的形式呈现，3b以回答问题的形式介绍撰写明信片的要素，为后面3c的开放性写作做好铺垫。

本部分教学重点是描述天气的词汇、现在进行时的用法以及明信片的文体特点等，难点是现在进行时的另一用法，即表示一段时间内正在进行的动作或状态。

SECTION B 教学建议

活动1a–1e

1. 听前词汇拓展。教师呈现1a图片并提问：Look at Picture a! How's the weather?学生由图片a中人物厚实的穿着不难推断出天气很冷，教师随即呈现生词cold。教师可以类似方法教学其他描述天气的生词dry, warm, hot, warm。教师要引导学生仔细观察图片的习惯，如：由图片c的人物的汗珠推导出hot，由图片b中的风和日丽推导出warm，由图片e中的落叶推导出cool，由图片d中的骆驼、沙漠推导出dry等词汇。
2. 巩固生词。让学生两人一组就1a图片中的天气状况及人物活动进行问答。如：

   S1: How's the weather in Picture a?

   S2: It's cold.

   S1: What's he doing?

   S2: He's walking.

   请几组学生示范表演。如果学生对于图片a, d, e中的人物活动不清楚，教师可鼓励学生猜测，只要他们能正确运用现在进行时态的结构即可。
3. 听中活动——听大意。听录音前，教师可以设计下面几个问题，让学生带着问题听：

   1) Why is Mary calling Eric?

   2) Where is Mary?

   3) What is Eric doing?

   播放第一遍录音，让学生试着回答这些问题。
4. 听中活动——听细节。再放一遍录音，让学生边听边填1c的表格。教师应提醒学生填空时先写关键词或词的一部分，听后有时间再补充完整。教师提问表中问题，请个别学生回答，全班核对答案。如：

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T: How's it going with Mary?

S1: Not bad.

T: What's Mary doing?

S2: She's visiting her grandmother.

T: How's the weather?

S3: It's hot, dry and sunny.

注意：核对听力答案时，这种教师和学生、学生和学生的互动比让学生说出个别单词或短语要有意义得多。这种互动是真实的交际，对于学生是有意义的输入，此外还可以加深学生对听力内容的理解，巩固所学语言。

5. 让学生两人一组分角色朗读听力材料，请几组学生示范表演或让基础比较好的学生转述对话内容。

活动2a–2c

1. 读前情境和语言准备。师生根据2a图片展开问答，呈现新词汇，如：T: Look at Picture a. How's the weather? Ss: It's sunny. It's hot. T: Which season is it? 帮助学生回答summer，板书并教学该单词。教师再问：What's she doing? S1: She's drinking something. T: Right. What is she drinking? S2: Water? S3: Green tea? S4: Coffee? S5: Orange juice? T: Yes, she's sitting by the pool and drinking juice. How relaxed she is! 教师板书并教学sit, sitting和juice。

注意：通过谈论图片来呈现生词不仅更直观形象，能给学生留下深刻印象，还能适时巩固和复现单元的重点句型。师生以问答、猜测、讨论等多种方式分析图片内容，也为下面的语篇阅读做好语言铺垫。

让学生两人一组就2a图片中的天气和人物的活动进行问答，请几组示范问答。

注意：在学生练习时，教师不应追求答案的一致性，而应鼓励学生仔细观察和大胆想象。如关于Picture c的回答可能有：S1: She's doing homework. S2: She's drawing a picture. S3: She's writing something. 教师应鼓励学生有自己的见解，学生对图片信息的争论更能激发学生对2b语篇的阅读积极性。

2. 快速阅读，获取关键信息。教师先导入明信片内容。T: When I travel, I like to

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buy some beautiful postcards. I often write what I see and hear on the postcards and then I mail them to my friends. What about you? Do you like sending postcards to your friends? Here are two guys who also send postcards to their friends. 然后要求学生快速阅读这两个明信片，完成活动2b，同时回答这个问题：Who is writing to whom?学生将明信片与2a图片配对后，让他们说出文章中有哪些关键词与图的信息是匹配的。

3. 再读获取细节信息。让学生再次读明信片，完成2c活动。师生核对答案，要求学生用完整的句子回答。

S1: Where is Su Lin?

S2: She is in Canada.

S1: How's the weather in Canada?

S2: It's warm and sunny.

S1: What's she doing?

S2: She's visiting her aunt in Canada. Right now she's sitting by the pool and drinking orange juice.

4. 关注文章中现在进行时态的句子。让学生在进行时态的句子下画线，然后体会这些句子的用法。注意提醒学生现在进行时态还可以表示在某一时间段内发生的动作，让学生说出是哪些句子。

5. 关注明信片文体。让学生四人小组根据2b的两张明信片，归纳明信片的书写要素、正文部分的内容要点等，教师可以提供几个问题帮助学生去思考，如：明信片包含哪些内容？开头先写什么？……请几组派代表发言，最后师生共同总结：明信片一般包含三个方面内容：

- Greeting
- Main part (what you are doing and how you feel)
- Closing

明信片正文的格式与书信差不多，因版面限制内容不能太多，主要是问候、谈论现在的情况等，语言需简练，右边需写上收信人的名字及地址。

6. 读后情景对话。让学生设想自己是Su Lin或Dave，正要打电话给国内自己的好友或亲戚，根据2b课文内容编一个对话。如：

Su Lin: Hi, Mary! This is Su Lin.

Mary: Hi, Su Lin. Where are you?

Su Lin: I'm in Canada.

Mary: Canada? What are you doing there?

...

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活动3a–3c

1. 写前语境和语言准备。教师复习前面所学知识并引导：Su Lin is on vacation in Canada and Dave is in Europe on vacation. Do you know where Kate is? 让学生阅读3a语篇并完成填词练习。然后请一个学生朗读语篇，全班核对答案。教师出示课前准备好的图片，学生再次阅读语篇并寻找与语篇内容匹配的图片。利用图片教学winter, scarf (scarves/scarfs), sausages, skating, snowy等生词。
2. 熟悉明信片内容。教师提问：What kind of information is mentioned in the passage? 学生再次阅读，师生共同讨论答案。文中信息包括weather, clothes, people, special food, activities, feelings等方面内容，这种讨论为随后让学生完成开放性的写作任务埋下伏笔。
3. 教师创设语境：Imagine it's May Day. You're on vacation. 让学生两人一组就3b的问题写出自己的答案并进行问答，请几组学生示范对话。
4. 教师给每个学生发一张白纸，学生自制简易明信片，并根据3a与3b所提供的要点完成1c写作任务。如时间允许，请几个学生朗读自己的文章。教师课后可挑选一些优秀的明信片作品（有内容，且制作精美）张贴在墙报上供大家欣赏学习。

SELF CHECK 内容介绍和教学建议

活动1

1. 看谁想的词最多。该活动的设计目的是让学生把本单元所学重点词汇按语义场组织起来。这个语义场分为三个小项，即feelings, weather, activities。让学生说出这三类词，看谁说得多。也可采取竞赛形式，各派一名男生和女生将有关feelings, weather或activities的单词或短语写到黑板上，在规定时间内写出正确单词多的学生获胜。
2. 编对话。教师先用这些词编一个示范对话，如：

   T: Hi, Li Ping! Where are you?

   S1: I'm in Harbin.

   T: How's it going?

   S1: Pretty good.

   T: What are you doing there?

   S1: I'm learning to ski.

   T: How's the weather there?

   S1: It's sunny but cold.

   让学生用想到的词或短语编对话，再请几组学生表演对话。

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活动2

该活动以对话匹配的形式检测学生对打电话用语的掌握情况。教师引导学生读懂活动2的要求，让学生独立完成排序任务，然后两人一组练习会话。再请几组学生示范朗读或表演，全班核对答案。关于打电话用语详见本单元后“课文注释”部分。

教师还可提些问题检测学生对对话的理解，如：Who does Nicole want to speak to? Where is she? What's Nicole's telephone number?

活动3

该活动是通过排序复习关于问候、谈论天气及人们即时活动的表达用语。教师引导学生读懂活动要求，让学生独立完成排序任务，再让学生两人一组练习会话，然后请几组示范朗读或表演，全班核对答案。

如时间和条件允许，可让学生两人一组模仿活动1或活动2自编对话内容，请几组示范表演。

■ 拓展活动：Look, look! What are they doing?

活动目的：帮助学生熟练运用现在进行时态来描述人们的即时活动。

活动准备：将全班同学分成男女两队（或以座位分成四个大组），在每个组中再分成4-5人规模的小组。

活动步骤：1. 选出一个男生小组，要求小组每个成员表演一个哑剧场景，每个成员只能做一个动作；

2. 选出一个女生小组，要求根据男生小组的表演编对话，由男生队打分；

3. 选出一个女生小组，要求小组每个成员表演一个哑剧场景，每个成员只能做一个动作；

4. 选出一个男生小组，要求根据女生小组的表演编对话，由女生队打分；

活动简评：该活动形式新颖，采取有声配无声的方式让男女生分别为对方编对话，能引起学生极大的兴趣，也可以发挥学生的想象力，同时，小组活动还增进学生之间的沟通能力和合作能力。

四、语音教学建议

本部分主要总结归纳变化比较多的辅音音素的拼读规则，复习和巩固陈述句和疑问句的重弱读和语调。

1. 看音知字母——/h/, /w/, /θ/, /ð/, /k/, /kw/, /ʃ/, /ʒ/, /s/, /z/ 的读音规则

以/k/为例，可以这样设计以下教学步骤：

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1）先让学生思考这些问题：哪些字母或字母组合发/k/？一般来说，学生知道字母k可以发/k/。教师可给学生一些例词，如clean, cute, luck, socks。这样，学生会发现，字母c和字母组合ck也可以发/k/。

2）看谁找的例词多。给学生两分钟时间，找出c，k，ck发/k/的单词，特别是c和ck发/k/的单词，看谁找的单词多。

3）试一试。给学生一些符合拼读规则的生词，让学生先试着自己拼读，然后全班进行拼读检查。如：

cat　cast　basic　fiction　brick　lack　block　attack　track

4）让学生听录音朗读单元语音练习1，进一步加深对这些音和拼读规则的印象。

其他辅音教学可参照上述步骤。

2. 朗读技巧——陈述句和疑问句的重弱读和语调

前面单元已介绍过一些基本的句子重弱读规则和语调规律。关于句子中单词重弱读，学生可能知道一些重要的实义词要重读，虚词一般弱读。关于语调，学生可能了解陈述句和特殊疑问句一般读降调，一般疑问句读升调。对于此部分教学，下面活动供参考：

1）学生试读。在黑板上板书两个对话，如：

（1）A: How's it going?

B: Not bad.

（2）A: Is your brother at home? May I speak to him?

B: Yes, I'll get him.

让学生说出这些句子应该读什么语调，哪些单词应该重读。可以请一个学生在黑板上标出来。然后和学生讨论是否标记正确。

2）核对。学生打开书核对标记是否正确。

3）听录音模仿。播放录音，让学生模仿朗读。学生模仿时，要注意提醒重读的单词要读得响亮而清楚，弱读的单词读得轻而快速。另外，语调读得要自然。

另外，关于附加问句（反义疑问句）的语调，需要根据具体语境确定是升调还是降调。如果说话人自己不确定而问对方，一般用升调，如：

He's your math teacher, ↗ isn't he?

It's hot there, ↗ isn't it?

如果说话人知道是什么情况，只是出于礼貌或寒暄的目的问对方，此时一般用降调：

The weather is great, ↘ isn't it?

It's a fine day, ↘ isn't it?

3. 语音补充练习

1）绕口令（Tongue twisters）

She usually **sh**ops for fa**sh**ionable **sh**oes in **Sh**anghai.

/ʃ/ (spelling **sh**) **sh**e, **sh**ops, fa**sh**ionable, **sh**oes, **Sh**anghai

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/ʒ/ (spelling **s**) usually

How will the wea**th**er be on the twelf**th** of the mon**th**?

/θ/ (spelling **th**) mon**th**, twelf**th**

/ð/ (spelling **th**) wea**th**er

2）歌谣（Chants）

(1) The Country You Like Best			
North, south east, west. Where's the country you like best?	China! It's quite nice there in winter. The city of Beijing is quiet and snowy.	France! It's quite nice there in spring. The city of Paris is cool and clean.	America! It's quite nice there in summer. The city of New York is hot and sunny.

/k/ (spelling **k**, **c**) li**k**e, New Yor**k**, **c**ountry, **c**ool, **c**lean

/kw/ (spelling **qu**) **qu**ite, **qu**iet

(2) People Always Ask Me		
People always ask me, How's it going? So I tell them, I'm just fine. I'm really great. Then they tell me, They're really great, too!	People always ask me, What are you doing? So I tell them, I'm just hanging out. I'm having fun. Then they tell me, They're having fun, too!	People always ask me, Where are you going? So I tell them, I just finished school. I'm going home! Then they tell me, They're going home, too!

/h/ (selling **h**) **h**ow, **h**ome, **h**aving, **h**anging out

/w/ (spelling **w**, **wh**) **w**ays, **wh**at, **wh**ere

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五、课文注释

1. 谈论天气

谈论天气是英语国家人们的日常话题，尤其在一年多雨、天气变化多端的英国，天气更成为人们见面寒暄、没话找话时的好话题。在这一话题中，英语有一些很有意思的语言现象值得关注，表现在以下几点：

1）weather意为“天气；气象”。当用于询问或谈论天气时，往往与定冠词the搭配使用。例如：

How's the weather?（今天）天气怎样？（= What's the weather like?）

The weather is getting hot. 天开始热起来了。

2）weather一词前若有形容词限定或修饰时，不再与the搭配使用。例如：

We often have bad weather there. 我们那儿常常天气不好。（试比较：The weather is often bad there.）

I don't like going to school on my bike in wet weather — I take the bus. 我不喜欢雨天骑自行车上学——我乘公交。

3）谈论及描述具体的天气现象时，人们多用it指代天气。例如：

“Hello, Jane. What's the weather like up there?” “It's nice and sunny.” “喂，简。你那儿天气如何？”“是个大晴天。”

What a day! It's raining again. 什么破天！又下雨了。

It often rains in England. 英国（天）经常下雨。

2. 电话交际套语

1）向外拨打电话：

May I speak to ..., please? 我可以和……通话吗？

Is that/this/it ... (speaking)? 你是……吗？

2）接听电话：

This/It is ... (speaking). 我是……

This is he/she. 我就是。

This is the wrong number. / You got the wrong number. 你打错了。

3）表现线路故障或听不清：

The line's bad. 线路不好，听不清。

Would you speak up, please? 你能大点儿声吗？

4）其他：

Hold on. I'll get him/her (for you). 别挂，我给你叫他（她）去。

May/Should I take a message? 需要留言吗？

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I'll pass on the message. 我会代为转告的。

3. **How's it going?** 近来可好?

这是一句寒暄问候的套话，意义相类似的还包括：

How are you? How're you getting on?

How're things going? How's everything?

What's up?

4. **英文明信片写法**

英文明信片属英文书信的一个分支，是一种非正式书信交流方式。英文明信片的格式基本遵循英文书信文体（参看七年级上册的相关注释），只是在书写和用词上表现更加灵活、随意。例如，称谓语除了常使用Dear ...外，也偶见直接用Hi, ...来称呼的现象。结尾签名前也有Love, With love from, Best wishes, From, 等多种形式。

六、文化注释

英语国家中学生的假日生活

在西方国家，中学生的假期生活也是丰富多彩的。除学校、社区组织的假期社会活动外，往往家长也鼓励孩子外出，以此来培养、锻炼孩子的意志和独立生活的能力。常见的活动有：

1）勤工俭学：学生靠自己的能力自食其力，为自己的学业做一些经济和物质上的准备；

2）外出旅游：以增长见识、陶冶情操；

3）参加“童子军”（boy scout）活动：培养集体观念、发展交往能力，学习如何保持强健的体魄、为将来的职业做准备、承担公民责任；

4）野营：锻炼独立性、户外生存能力和克服困难、吃苦耐劳的精神品质；

5）参加暑期学校（summer school）举办的暑假班：学习一技之长。

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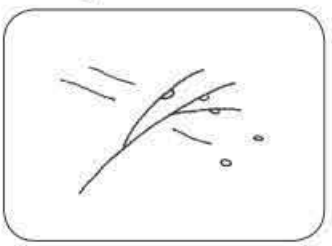
七、教学简笔画

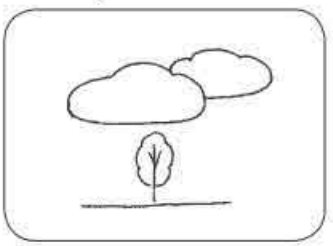
1. rain, rainy



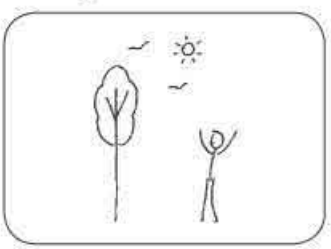
2. windy



3. cloudy



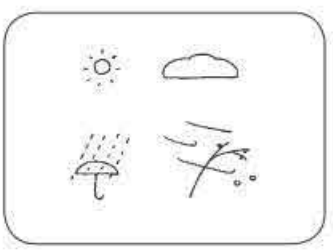
4. sunny



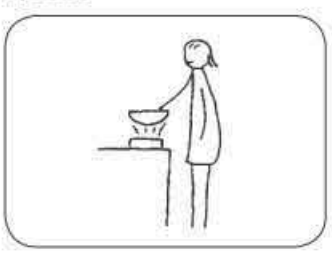
5. snow, snowy



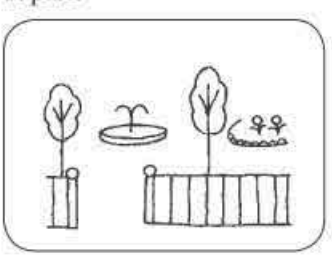
6. weather



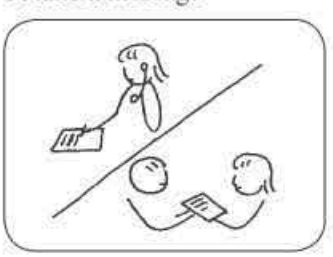
7. cook



8. park



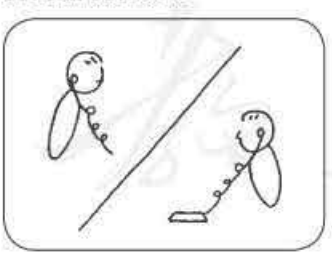
9. take a message



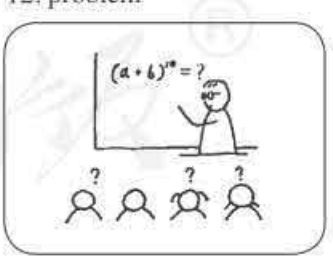
10. Could you help me?



11. call sb. back



12. problem



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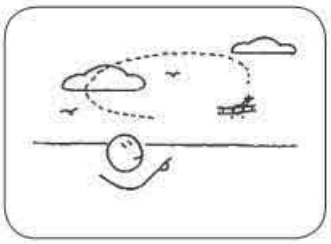
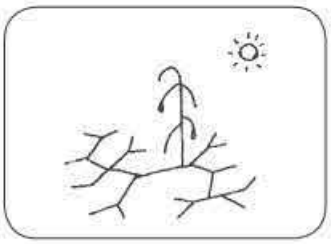
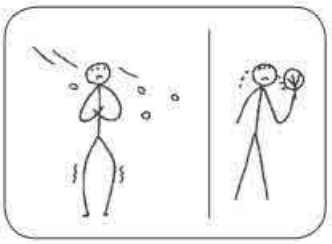
13. The plane comes back again.



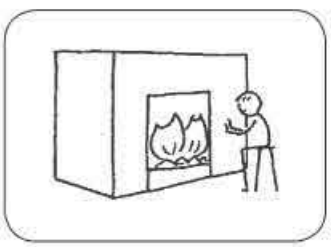
14. dry



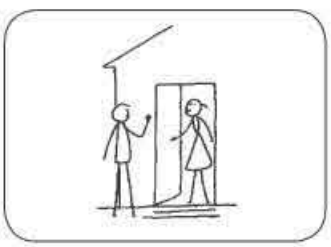
15. cold/hot



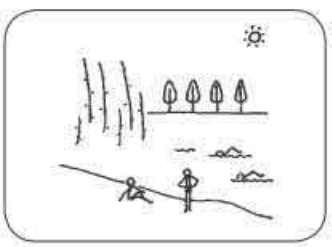
16. warm



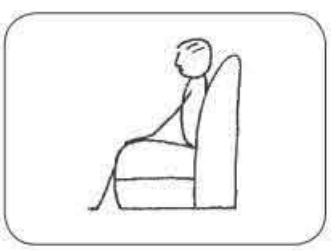
17. visit



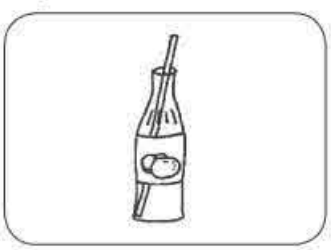
18. summer



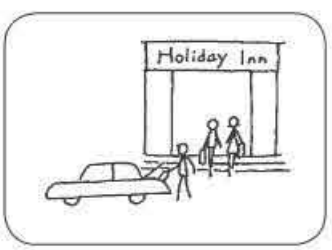
19. sit



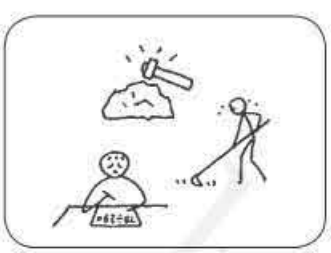
20. juice



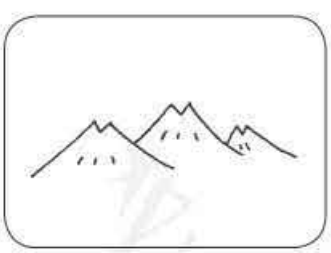
21. on a vacation



22. hard



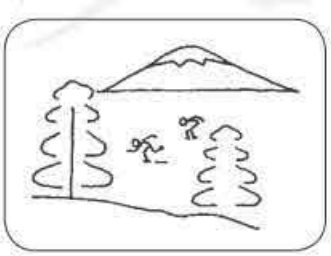
23. mountains



24. skate



25. winter



26. snowman



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Unit 7 It's raining!

SECTION A

1a

Purpose	To give Ss an opportunity to increase their vocabulary and to introduce the target language.
Picture	The picture shows five famous places. The weather in each place is very different (a. raining, b. windy, c. sunny, d. snowing, e. cloudy). The picture also shows two people talking on the phone. The boy in Shanghai, Peter, is calling his relatives in different parts of the world. First he calls Tom who lives in Moscow. They are talking about the weather.
Culture Focus	***Famous Landmarks*** Most cities in the world have famous landmarks. These might be remarkable buildings or historical places. In the picture in 1a, Ss can see: a. CN Tower in Toronto (Canada) b. Old South Church in Boston (US) c. Temple of Heaven in Beijing (China) d. St. Basil's Cathedral in Moscow (Russia) e. Oriental Pearl Tower in Shanghai (China)
Teaching Tip	***Brainstorming Vocabulary*** Before 1a, have Ss brainstorm vocabulary items for each of the places shown in 1a. 1. Have Ss cover the words in 1a. 2. Have Ss work in pairs to generate three vocabulary words for each of the pictures. 3. Elicit the words from some of the Ss, and write them on the board. 4. Have Ss do the activity.
Answers	1. a, 2. b, 3. e, 4. c, 5. d

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1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Growing Sentences*** After 1b, challenge Ss to play a sentence creation game that practices city names and weather vocabulary. Follow this procedure: 1. Have Ss work in groups of six to ten. 2. Explain the game. S1 says a place and a weather condition. S2 says another place and weather condition before recalling what the other Ss said. Write on the board: S1: It's raining in Toronto. S2: It's windy in Boston, and it's raining in Toronto. S3: It's sunny in Beijing, it's windy in Boston, and it's raining Toronto. S4: It's ... 3. Continue to grow the sentence by adding place names and weather conditions. 4. After five minutes stop the activity. Nominate a few groups to present their long sentence to the class.
Answers	a. Toronto, b. Boston, c. Beijing, d. Moscow, e. Shanghai

1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***How's the Weather?*** In 1c, test Ss' memory by having them do the activity without looking at their textbooks. Follow this procedure: 1. Have Ss close their textbooks and stand. 2. Ask Ss questions about the weather in each picture. If Ss answer correctly, they can sit down. 3. The T can ask different types of questions. For example: **T:** ***How's the weather in Beijing?*** **T:** ***Where is it sunny?*** **T:** ***Beijing is ...***

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2a

Purpose	To give Ss listening practice with the target language.
Culture Focus	***Family Members*** In the US, children usually just live with their mother and father. Other relatives such as grandparents usually live in a different house. Some families can be quite large, with lots of aunts, uncles and cousins. Not all families spend time together. Some children won't really know their cousins, or their aunts and uncles.
Answers	From left to right: 2, 3, 4, 1

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Details*** In 2b, support weaker Ss by listening to the recording several times. Each time they listen, ask Ss to pay attention to different details. Follow this procedure: 1. Have Ss close their books and listen, writing only the people's names they hear, i.e. Jim, Uncle Joe, Aunt Sally, Mary and Jeff. 2. Have Ss listen again, writing only the activities they hear, i.e. playing basketball, cooking, playing computer games, watching TV. 3. Have Ss open their books and check their answers against the chart in 2b. 4. Have Ss listen again and complete 2c.
Answers	1. c, 2. a, 3. d, 4. b

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Connect Three Questions and Answers*** In 2c, have Ss practice the target language by playing a fun game. Follow this procedure: 1. Write on the board:

What ...?	Jeff	What ...?
Aunt Sally	Uncle Joe	Jim
What ...?	Mary	What ...?

2. Have Ss work in pairs. Tell each pair to copy the chart on the board.
3. Model the activity. Tell Ss they must take turns to select a square in the chart.

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Optional Approach	• If the square contains "What…?" the S must ask his/her partner a question about someone in 2a, e.g. "What is Jim doing?" The partner should try and answer. • If the square contains a person's name, the S must make a statement about someone in 2a, e.g. "Jim is talking on the phone." 4. When a S correctly asks a question or makes a statement he/she can write his/her initial in the corresponding square in the grid. 5. The first S to initial three connected squares in the grid is the winner. The squares can be connected horizontally, diagonally or vertically. 6. Give Ss five minutes to play the game as many times as they can.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	***He's Not Available*** In the US, if someone calls your home and asks for someone that is not available, you will usually offer to take a message by saying "Can I take a message?" You might also offer to have the person call the caller back by saying, "I'll tell him to call you back." When taking a message, you should always remember to get the name and telephone number of the caller, as well as note the time that the person called.

GRAMMAR FOCUS

3a

Answers	1. am doing, do　　2. is playing, plays 3. Is … studying, is studying　　4. are making, make 5. Is … talking, talks

3b

Answers

	How's the weather?	What are they doing?
a	It's sunny and warm.	He's playing the guitar.
b	It's windy.	They're hiking.
c	It's snowing.	They're cooking.
d	It's hot and humid.	He's writing.
e	It's raining.	They're playing soccer.

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■ Optional Activity 1: Guess Where I Am!

Purpose	To help Ss use the target language correctly.

Procedure

1. Tell Ss that they are going to have conversations on the telephone.
2. One S is on vacation, and calls another S on the phone, who will try and guess where the person is on vacation.
3. When the S guesses correctly, the two Ss should change roles and repeat the activity.
5. Sample conversation:

A: Hello.	*A:* Are you in a hotel?
B: Hello. This is Jim.	*B:* Yes.
A: Hi, Jim!	*A:* Where?
B: Hi, Mike. You will never guess where I am.	*B:* Guess.
A: Just tell me.	*A:* How's the weather?
B: No, you have to guess.	*B:* It's snowing.
A: OK. What are you doing?	*A:* Snowing?
B: I'm watching TV.	*B:* Yes, and I will go skiing tomorrow.
A: You're at home.	*A:* Are you on a mountain?
B: No, I'm on vacation!	*B:* Yes!

■ Optional Activity 2: Draw Where I Am!

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pens or pencils; paper.

Procedure

1. Have Ss work in pairs.
2. One S is going to describe an action and the place it is being done. They must use between five and ten sentences.
3. The other S draws the scene on a piece of paper.
4. Finally, the S shows his/her picture to his/her partner who will judge whether it matches the description or not.

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5. The Ss then switch roles and perform the activity again.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	***Weather Activities*** Before 1a, have Ss think about different types of activities that are suitable for different weather. Follow this procedure: 1. Write on the board: hot and sunny: sunbathing, picnic cold and snowy: skiing cool and dry: jogging, hiking 2. Direct Ss' attention to the weather words on the board. 3. Have Ss work in pairs or small groups. Ask them to list activities for each type of weather. 4. Finish by eliciting the activities and writing them on the board.
Answers	1. d, 2. a, 3. e, 4. b, 5. c

1b

Purpose	To give Ss practice using the target language in conversations.
Optional Approach	***Vocabulary And Details*** In 1b, challenge Ss to add details to their answers. Give an example: **T: *How's the weather in picture d?*** **T: *It's dry and very hot, because it is a desert!*** You may give Ss some extra vocabulary to help them add details about the scenes in the pictures. Write on the board: a. winter, outside, snowing, icy, wear a hat and scarf, ... b. spring, outside, lake, mountains, very comfortable, wear a T-shirt, ... c. summer, inside, humid, sticky, fan, not comfortable, ... d. daytime, desert, sand, camels, very hot, sunny, ... e. outside, autumn, golden leaves on the trees, wear a sweater, ...

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1c
1d

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	***How's It Going?*** In the US, there are many informal ways to answer the question "How's it going?" Often the reply to this question is not a full sentence but just a few words. If things are going well, you might say "pretty good" or "great". If things are not going so well, you might say "fine" or "not too bad". If things are going badly you might say "not good at all".
Optional Approach	***No Chart Challenge*** In 1c, make the activity more challenging by having Ss do the activity without any visual aids. Follow this procedure: 1. Tell Ss to close their textbooks and to take notes. 2. Play the recording. 3. Have Ss open their textbooks and try to complete the chart using only their notes. ***Pause or Repeat*** In 1d, you may wish to pause the recording after each answer is heard to give Ss time to write it down. Alternatively, you can play the whole recording several times, giving Ss several opportunities to hear the answers.
Answers	

	How's it going?	**What are you doing?**	**How's the weather?**
Mary	not bad	I'm visiting my grandmother.	hot, dry, sunny
Eric	great	I'm having a party.	terrible, cold, raining

1e

Purpose	To provide speaking practice with the target language.
Optional Approach	***Line Please*** In 1e, encourage Ss to memorize the conversation. Then have them act out the conversation without looking at their books. To support weaker Ss, have them work in groups of three. Two Ss will act out the conversation without looking at their textbooks. If they forget a line, they can say, "Line please", and the remaining S will look at his/her textbook and tell them what to say.

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2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	***From Words to Sentences*** In 2a, have Ss first list as many words as they can to describe each picture. Then have them form sentences using those words.
Answers	Answers will vary. Sample answers: a. It's warm and sunny. She is sitting by the pool and drinking orange juice. b. It's cool and cloudy. They are climbing the mountains. c. It's raining. She is writing a letter in her room.

2b

Purpose	To provide reading practice with the target language.
Teaching Tip	***Writing Postcards*** Before 2b, have Ss review the content of the postcards. Discuss the structure of the text and notable text items such as: (i) the salutation, i.e. "Dear ..." (ii) the sign-off, i.e. "See you soon." (iii) the informal style of writing, i.e. "How's it going?" Have Ss talk about what kind of things people usually write in postcards. Note that they usually comment on the weather and activities that they have been doing. Note that Dave's postcard is unusual because, unlike in a letter, a postcard doesn't usually ask questions as the writer is not really expecting a reply to a postcard.
Answers	Top postcard: Picture a Bottom postcard: Picture b

2c

Purpose	To provide scanning and writing practice with the target language.
Optional Approach	***No Looking!*** In 2c, challenge Ss to complete the chart from memory. Give Ss a few minutes to read and memorize the content of the postcards in 2b. Then have Ss cover the texts and try to complete the chart in 2c.

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Answers

Name	Where are they?	How's the weather?	What are they doing?
Su Lin	Canada	warm and sunny	visiting her aunt, studying English, visiting old friends, sitting by the pool
Dave	Europe	cool and cloudy	walking in the mountains, writing to Jane

3a

Purpose	To prepare Ss to write about their vacations using the target language.
Optional Approach	***What Do I Know*** In 3a, have Ss cover the words in the box and try to fill in the blanks with suitable words. Encourage Ss to use their existing background knowledge to help them predict the most suitable words. For example, the text says "It's winter in Harbin". Have Ss tell you where Harbin is (in the far north of China). Have Ss tell you what the weather is like there (very cold, snowy and icy). Encourage Ss to pick two of these words to fill in the blanks.
Answers	snowy/windy, windy/snowy, buying, playing, skating, taking

3b

Purpose	To let Ss use the target language to communicate about themselves.
Teaching Tip	***Exercising Your Imagination*** In 3b, help Ss to imagine a vacation scenario. Do this by asking them to visualize the scenario in their mind. Then ask them leading questions to help them build details into what they are imagining. Follow this procedure: 1. Have Ss close their eyes. **T:** ***Imagine you are on vacation.*** **T:** ***Where are you?*** **T:** ***What's the weather like?*** **T:** ***Who are you with?*** **T:** ***What are you doing?*** **T:** ***Are you having a good time?***

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Teaching Tip	2. Have Ss open their eyes and describe their imaginary scenario to a friend. 3. Finally, have Ss open their textbooks and do 3b.
Answers	Answers will vary.

3c

Purpose	To let Ss use the target language to communicate about themselves.
Culture Focus	***E-mail and Mobile Messaging*** Postcards are becoming less and less common as people are choosing to send their vacation messages by e-mail or mobile phone. In this way, people can share a vacation experience as it happens. They can take a photo, record a video clip, or write a short message and quickly send it to their loved ones. Many people find this less expensive and more efficient than purchasing a postcard, purchasing a stamp, and going to the post office or post box.
Answers	Answers will vary. Sample writing: Dear John, How's it going? Are you still busy with school or are you on vacation now? I'm visiting my cousins in Sydney and having a wonderful time here. Australia is a beautiful country and right now the weather is warm and sunny. There are many things to do here. Right now I'm swimming with my family at the beach. Ann

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Optional Approach	***Listing Words*** In activity 1, have Ss work in pairs or small groups and compete against one another to create the longest list of words and phrases in each category.

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Answers	1. Answers will vary. Sample answers:

Feelings	great, fine, not bad, terrible, pretty good, happy
Weather	cool, rainy, windy, cloudy, snowy, hot, warm, cold
Activities	playing ping-pong, visiting friends, studying English, sitting by the pool, relaxing, writing a letter, walking in the mountains.

2. A: Hello? Jenny speaking.
B: Hi, Jenny. It's Steve here. May I speak to Laura, please?
A: Sorry, she's not at home. Can I take a message?
B: Yes. Could you ask her to call me at 8765-4321?
A: Sure, no problem.
B: Thank you. Bye.

3. 1. Hi, Jill! How's it going?
2. Not too bad.
3. How's the weather in Nanjing?
4. It's raining and very cool.
5. What are you doing in the rainy weather?
6. I'm reading a book in my room.

■ Optional Activity 3: Weather and Action Charades

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. Have Ss work in small groups.
2. Tell Ss that they are going to play action/weather charades.
3. Elicit five examples of action words and weather words and write these on the board:

Action words	Weather words
Are you _____?	Is it _____ outside?
playing tennis	sunny
playing basketball	snowing
listening to music	raining
talking to friends	cold
studying English	windy

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4. Tell the groups that they have to successfully act out each of the ten items on the board. The first group to successfully complete charades for all items is the winner.
5. Model the activity. Have all Ss stand up. Have one S in each group choose an action word or a weather word and perform associated actions. Remind the performing S that he/she cannot speak. The other Ss in the group must guess which of the items on the board is being performed. They can guess by saying "Are you _____?" or "Is it _____ outside?" When they guess correctly, another S may start to perform a different item on the board. Have all the Ss in the group sit down when all ten items have been performed and correctly guessed.
6. The group that sits down first is the winner. Wait until all the groups are seated, and then have the winning group perform the actions for all ten items on the board for the class.

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Unit 8 Is there a post office near here?

一、教学目标与要求

话 题 **Topic**	街坊邻里（The neighborhood）
功 能 **Functions**	能在街上问路并为他人指路（Ask for and give directions on the street） A: Excuse me. Is there a hotel near here? B: Yes, there is. Just go along Bridge Street and turn left when you see the library. Go along Long Street and it's on the right. It's next to the supermarket and across from the bank. A: Is there a restaurant near here? B: Yes. Go along New Street. Turn right at the first crossing and the restaurant is on your left, across from the pay phone.
语 法 **Grammar**	1 能正确使用 there be 句型询问或描述事物的所在位置 A: Is there a hospital near here? B: Yes, there is. It's on Bridge Street. A: Are there any restaurants near here? B: Yes, there's one in front of the post office. There is a zoo in my neighborhood. There is a post office between my house and a clothes store. 2 能正确使用 where 引导的特殊疑问句询问事物的具体位置 Where's the post office? Where are the pay phones? 3 能正确使用各种方位介词表述事物的地理位置（Prepositions of place） near, next to, in front of , between ... and ..., behind, across from, on
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） post, office, police, hotel, restaurant, bank, hospital, street, town, front, crossing, road, north, air, money, near, across, behind, around, along, pay, turn, spend, climb, enjoy, free, right, left, easily 2 能正确使用下列常用表达（Useful expressions） post office, police station, pay phone, across from, between ... and ..., in front of, turn right, turn left, in the neighborhood

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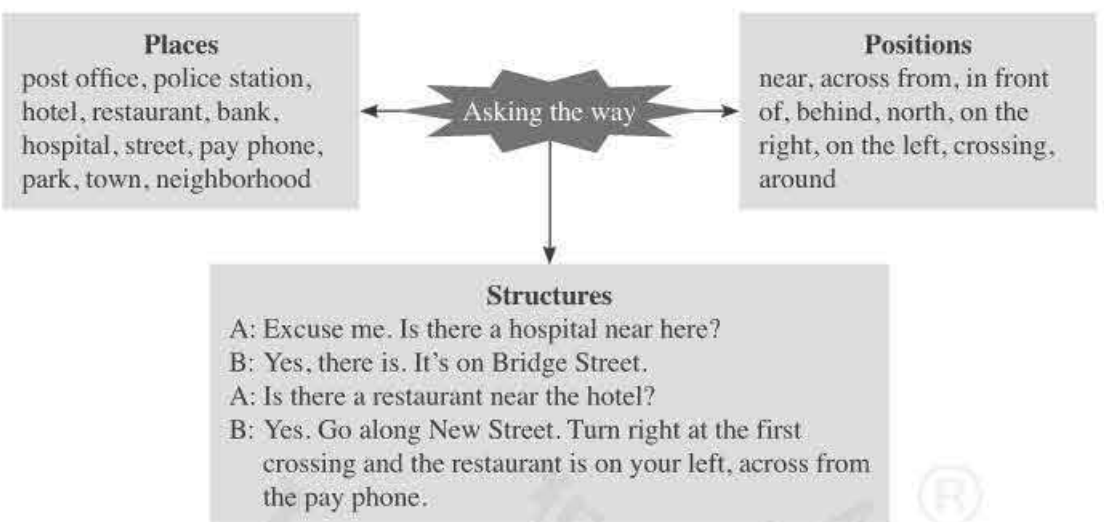
词汇和常用表达 **Words & expressions**	3 能认读下列词汇（Non-curriculum words） neighborhood, sunshine
语　音 **Pronunciation**	1 能掌握辅音/n/, /ŋ/, /ŋg/, /ŋk/, /tʃ/, /dʒ/, /f/, /r/的常见字母组合，并能正确朗读相关词汇 2 能有节奏地朗读句子
学习策略 **Strategies**	1 能在听的过程中将所获取的路线指引信息转换为视觉图形 2 能通过快速浏览将图文信息进行匹配
文化知识 **Culture**	了解在日常交际中如何得体地运用英语语言向别人问路

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

Section A部分的1a首先通过主题图展示了各种社区设施和街区环境，呈现相关的词

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汇，如post office, police station, restaurant等，很自然地将学生引入到问路的情景中。1b设计了三个简短的对话，让学生通过听来了解如何询问和描述各种地区设施的地理位置，同时呈现there be句型。1c则要求学生模仿对话中的there be句型和答语进行问答训练，加强对该结构的感性认识。2a–2c提供了六段听力小对话，对话中不仅重现了there be 句型，力图加深学生的印象，还呈现了一些新的方位介词及短语，如：near, across from, in front of, behind等，这些语言的输入是为后面的训练输出做铺垫。2d所提供的示范对话则呈现了一个相对完整的问路情景，学生通过练习对话，不仅能够巩固1a–2c所学的词汇和重点句型结构，同时也了解真实交际中如何有礼貌地进行交流和表达。

该部分的教学重点是与社区环境和设施相关的词汇、方位介词短语以及there be句型的一般疑问句及其回答。该部分的教学难点是要让学生运用正确的方位介词来描述各种社区设施的地理位置。

SECTION A 教学建议

活动1a–1c

1. 课前，教师可以“我生活的地方”为主题，让学生搜集各种图片或亲自拍摄照片，展示自己的家乡、居住的社区、学校、最喜欢去的地方，等等。让学生将这些图片和照片带到课堂上，教师可引导学生谈论自己的图片，也可提供一些自己拍摄的照片向学生提问，同时呈现本单元的生词。如：教师出示一张北海公园的照片，然后与学生进行互动：

   T: Do you know the name of this park?

   S1: Yes, it's Beihai Park.

   T: That's right. Is there a restaurant near the park?

   S2: Yes.

   T: Good. Do you know the name of the restaurant? Where is it?

   S3: It's ... Restaurant. It's on Ping'an Street.

   ...

   在互动过程中，教师可将there be句型和生词板书在黑板上。
2. 教师继续展示图片或幻灯片，呈现其他生词，如：post office, police station, hotel, bank, hospital, pay phone, street等，然后带领学生朗读生词。
3. 让学生观察1a的主题图和活动要求，要求独立完成匹配练习。全班核对答案。
4. 播放第一遍录音，学生完成1b活动，找出录音中所提到的地点。
5. 播放第二遍录音，让学生边听边尝试跟读。这样做的目的是为了训练学生听辨词汇和句子的能力。

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6. 教师将听力材料中的对话板书在黑板上或呈现在课件中，让学生核对自己的跟读内容是否正确，然后全班分男女生齐声朗读。
7. 让学生两人一组根据1a图片中的不同地点以及1c的对话示范互相问答。请几组学生示范表演。

活动2a

1. 教师可引导学生回顾1a的主题图，并根据图片内容与学生进行互动问答，适时增加信息，描述各种设施、建筑物以及物品的地理位置。在描述过程中，教师可复现前面所学的词汇和句型，又可呈现本单元需要学习的方位介词及短语，如：across from, in front of, behind, between ... and ..., next to等。参考对话如下：

   T: Where is the police station?

   S1: It's on Bridge Street.

   T: Yes. The police station is on Bridge Street. It's between the restaurant and the hospital.

   随即教师将between ... and ... 板书在黑板上，然后继续提问。

   T: Is there a bank near here?

   S2: Yes, there is. It's on Long Street.

   T: That's right. The bank is across from the park.

   教师板书across from，并通过手势或设置更多情景帮助学生理解其含义。然后继续呈现新词汇：

   T: Is there a hotel near the park?

   S3: Yes, there is.

   T: You're right. The hotel is next to the park.

   ...

2. 教师将呈现的介词或介词短语板书在黑板上，必要时可让学生说出其中文意思。
3. 教师带读黑板上所列的词汇，再通过看图提问的方式检测学生是否理解这些词汇和短语的含义，如：

   T: Is the pay phone next to the hotel?

   S1: No, it isn't. The pay phone is next to the post office.

   T: What's in front of the post office?

   S2: A car is in front of the post office.
4. 让学生观察2a的图片和句子，将正确的序号填入图上方的空格中。
5. 请几个学生朗读2a中的句子，全班核对答案。

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活动 2b–2c

1. 听前先让学生齐读2b左栏的介词和介词短语，为接下来的听做好准备。同时，教师应提醒学生边听边记录，记录时若无法写完整个单词，可以只记录该词的前几个字母。这样做的好处是，学生不会由于记录速度慢而影响信息获取。
2. 播放第一遍录音，让学生填写2b的句子。
3. 再播放一遍录音，让学生核对所填信息，将答案补充完整。
4. 教师与学生针对2b各句中的地点进行互动问答，全班核对答案。参考对话如下：

   T: Where's the park?

   S1: The park is across from the bank.
5. 教师提供听力材料，让学生听录音并跟读，模仿其语音语调。
6. 让学生两人一组根据1a主题图内容，模仿2c的示范内容编对话。
7. 选取几组学生在课堂上表演自编的对话。

活动 2d

1. 让学生带着问题阅读2d的对话，问题如下：

   1）Where does Tony want to go? He wants to go to the bank.

   2）Who is new in town? Tony is new in town.

   3）Where is the bank? It's on Center Street.

   4）Is there a park near the bank? Yes, the park is across from the bank.

   学生阅读完毕后，请几个学生回答上述问题，要求用完整的句子回答。
2. 教师引导学生从对话中找出一些日常交际的表达用语，并尝试说出其中文意思，并解释在什么情形下使用这些表达。如：

   Excuse me　　打扰别人或请求帮助时

   How can I help you?　　主动提供帮助时

   Oh, that's great.　　表扬别人或赞同别人时

   No problem.　　回答别人的请求、乐意帮助别人时
3. 播放2d对话录音，学生跟读。
4. 让学生两人一组根据2d内容进行对话练习。
5. 请几个小组在课堂上进行角色表演，教师给予适当点评。

语法内容介绍和活动建议

本部分的Grammar Focus表格呈现了单元重点语法功能结构，包括there be结构、where引导的特殊疑问句、描述某个场所或建筑物位置关系的方位介词及短语。活动3a是一个控制性练习，要求学生观察地图，并根据图中建筑物的位置回答相关问题。3b是一

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个半控制性练习，要求学生根据3a图片内容造句，描述各种建筑物的位置关系。3c是一个游戏，具有一定的开放性，要求学生利用课本第43页的单元主题图询问和猜测同伴所选择的地点，不仅训练学生在真实语境中使用方位介词的能力，也使得语言学习活动充满趣味性。

语法部分具体教学建议如下：

1. 教师可给学生提供更多的there be结构的例句，让学生翻译成中文，并从中感悟there be结构的用法以及表达含义。如：

   There is a sofa in the sitting room. 客厅里有一张沙发。

   There are twenty-two boys in our class. 我们班有22名男生。

   There is some cheese on the plate. 盘子里有一些奶酪。

   There is a lamp, a clock and some books on the desk. 书桌上有一盏台灯，一个闹钟和一些书。

   There isn't a telephone in the house. 这房子里没有电话。

   There isn't any water in the bottle. 瓶子里没有水。

   There aren't any English books on the shelf. 书架上没有英文书。

   A: Is there a computer room in your school? 你学校有计算机机房吗？

   B: Yes, there is. / No, there isn't. 有。/ 没有。

   A: Are there any free tickets for us? 有免费票给我们吗？

   B: Yes, there are. / No, there aren't. 有的。/ 没有。

2. 让学生观察这些例句，然后回答下列问题：

   1）there be 结构一般用来表示什么含义？ there be结构的句子的主语是什么？

   2）含有there be结构的句子，一般什么时候用动词is，什么时候用are？

   3）如果there be结构的句子的主语由几个并列的名词构成时，动词用is还是are？

   学生通过观察，可以得出以下结论：

   1）there be结构一般用来表示“某地存在某物或某人”。

   2）当句子的主语是单数可数名词或不可数名词时，动词用is；句子的主语是复数名词时，动词用are。

   3）当句子的主语是由几个并列的名词构成时，动词be由第一个名词确定，即“就近原则”。

3. 提供一些简单的练习，让学生选择正确的be动词填空。如：

   It's a beautiful Sunday morning. There (1) _____ lots of people in the park. They are playing happily. A boy is playing a guitar under a tree. He is playing wonderfully. On the square, there (2) _____ many people dancing. (3) _____ there any kids in the park? Yes, they are running and playing here and there. How happy they are!

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There (4) _____ a lake in the park. There (5) _____ lots of fish in it. But there (6) _____(not) any people swimming in it.

Answer key: (1) are (2) are (3) Are (4) is (5) are (6) aren't

学生完成练习后，请几个学生按顺序朗读文中句子，全班核对答案。

活动3a

1. 让学生两人一组根据3a的图片和所列问题，轮换角色进行问答，然后将答案写在横线上。
2. 教师选取几个小组朗读完整的问句和答句，全班核对答案。

活动3b

1. 给予学生一定的时间根据3a图片内容写出完整的三句话，句中要使用本单元所学的介词短语。
2. 让学生与同桌交换各自写出的句子，互相交流，及时修改。
3. 选择几个学生大声朗读自己写的句子。

活动3c

1. 教师可以先从本单元主题图中选择一个地点，然后与几个学生互动问答，做出示范。
2. 让学生四人小组开展猜测游戏，三个学生问，一个学生回答。猜中地点后，小组内成员再进行角色轮换。教师巡视，为各小组提供必要指导。

■ 拓展活动1：听句子绘图

教师可将学生分成小组，开展听句子绘图的游戏，具体实施步骤如下：

1. 教师朗读几个句子，描述某个社区或场所里各种建筑物的位置，各小组成员边听边记录。
2. 小组成员核对所记录的内容，互相补充完整。然后根据记录信息共同合作绘制一幅地图。
3. 学生绘制完毕后，教师请几个小组展示自己的地图，用英语描述各种建筑物的位置关系。
4. 师生根据各组的绘图成果，评选出各具特色的优胜者，如：最快完成的小组，信息最详尽的小组，地图绘制最精美的小组等。

■ 拓展活动2：说说你居住的社区

教师引导学生谈论自己所居住的社区环境，利用“信息差”完成真实的交际任务。具体操作步骤如下：

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1. 先请一个学生说出自己所居住的街道，然后教师提问学生家庭的周边环境，如：

   S1: My home is on Beijing Road.

   T: Is there a supermarket near your home?

   S1: Yes, there is. It's on ...

   T: Are there any restaurants near your home?

   S1: No, there aren't. But there is a café ...

2. 让学生两人或四人一组根据示范内容进行问答。
3. 最后选取几个小组在课堂上表演对话。

SECTION B 内容介绍

本部分在Section A的基础上进一步拓展话题，同样围绕邻里社区的各种设施和场所位置，让学生通过各种相关活动，了解如何用英语问路和指路，最后学会用文字描述自己的街坊邻里。1a–1d呈现了现实生活中常见的问路情景，学生通过听说活动的训练，了解为他人指路时常用的词汇和表达用语。2a–2c是阅读教学部分，这一部分图文并茂，展现了三个学生所居住的社区环境状况，阅读材料再现了本单元的重点词汇、语法、功能项目，内容丰富，便于帮助学生巩固本单元所学知识。3a–3c的写作训练提供了地图和范文，要求学生自己绘制社区地图并进行仿写。这一写作任务与前面的阅读部分联系紧密，教师同样可以引导学生从2b的阅读篇章选取有用的句型和表达，丰富自己的写作内容。

本部分的教学重点是帮他人指路时使用的常见词汇和表达用语，如：go along, turn left/right, on the/your left/right, at the first crossing等。教学难点是要让学生将指路信息串联起来，形成完整的描述，并以口头或笔头方式表达出来。

SECTION B 教学建议

活动1a–1d

1. 教师出示一些常见的交通标志图片，引导学生说出这些标志的含义，同时呈现相关的单词或短语，如：go along, turn right/left, crossing。教师带读单词和短词，然后让学生完成1a练习。如学生英语能力较强，教师还可增加其他交通标志，输入更多新词汇和表达用语，如：No parking.（禁止停车！）No turning around.（严禁掉头！）等。
2. 让学生观察1b插图，找到说话者的地理位置，引导学生用自己的话描述从说话者所在位置如何走到A或B处。这样做是为了下一步的听做好准备。

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3. 播放第一遍录音，让学生填写A和B分别是什么地方，全班核对答案。
4. 让学生先阅读1c的对话，并根据1b插图内容预测对话中所缺信息。
5. 播放第二遍录音，学生将1c对话内容补充完整。教师还可播放第三次录音供学生检查所填信息是否正确无误。
6. 选两个学生朗读对话，全班核对答案。
7. 让学生再次听录音，齐读对话，然后两人一组分角色朗读或表演。
8. 如果时间或条件允许，教师也可让学生根据1b图片和1d的要求，选择别的地点两人一组编新对话，并在课堂上进行表演。

活动2a–2c

1. 让学生两人一组针对2a中所列的不同地点根据个人情况进行问与答，参考对话如下：

   A: Is there a clothes store near your home?

   B: Yes, there is. Go along ...

   双方交换角色回答完毕后，根据实际情况勾出自家附近有的地点，同时可用△符号标出同伴家附近有的地点。
2. 让学生先观察2b三幅图片，然后快速浏览2b三篇短文中的第一、二句和最后一句，完成2b的图文匹配任务。全班核对答案。
3. 让学生仔细阅读三篇小短文和相关图片，然后分小组讨论，根据Anna, John, Lisa的居住环境分别设计三至四个问题。各小组进行竞赛，比一比哪个小组设计的问题最多、最好。教师可先根据Anna的描述做出示范，如：

   1) Is there a zoo in Anna's neighborhood?

   2) Where does Anna like to go on weekends?

   3) How does Anna go to the zoo?

   注意：让学生根据所读篇章自主设计问题，不仅能激发学生的活动热情，锻炼其逆向思维，更能有效地促使学生关注篇章细节信息，深入理解篇章内容。对于英语能力较弱的学生，教师可启发他们参考2c的问题来进行设计。
4. 教师将各组设计的问题板书在黑板上，然后进行抢答比赛，看哪个组答题又快又好。
5. 让学生再次阅读课文，从阅读篇章中找出描述路线的语句，然后根据文章中的描述，在插图中将路线标出来。全班核对答案。

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6. 播放录音，让学生听录音并跟读，注意句子的重音和停顿。
7. 如时间和条件允许，教师可让学生选取三篇小短文中的一篇，用第三人称转述该人物所在社区的情况。

活动3a-3c

1. 教师指导学生观察3a地图，鼓励学生运用适当的方位介词或短语来描述不同地点的具体位置。教师可在黑板上列出示范句，启发学生用不同的句子来描述，如：

   There is a supermarket on New Street.

   The supermarket is between the post office and the library.

   The supermarket is next to the library.
2. 选几个同学到黑板上写句子，为避免重复，教师可为不同学生指定不同的地方。其他学生写在练习本上。
3. 教师先就黑板上的句子进行点评，纠正错误，强调书写的规范性，并鼓励其他学生读出自己所写的句子，教师板书在黑板上。
4. 让学生看图并阅读3a中的短文，将缺少的信息补充完整。请学生朗读完整的短文，全班核对答案。
5. 布置写作任务，让学生先画一张自己家附近的社区环境图，标出各种建筑物。
6. 画完图以后，让学生根据图片内容写出3b三个问题的答案，然后模仿3a的短文进行仿写。
7. 如时间和条件允许，教师可选取几个学生的文章进行点评。

SELF CHECK 内容介绍和教学建议

活动1

该活动检测学生的阅读理解能力和在语篇中合理运用词汇的能力。教师可让学生先阅读短文，确定空缺处应填写的单词，然后根据上下文语境决定使用什么时态或是否需要变化。

活动2

该活动检测学生对there be结构的掌握情况，让学生根据自己熟悉的学校环境运用there be结构造句。教师可让学生以小组为单位，共同合作完成一份关于校园一景的简介或手抄报，要求图文并茂，设计新颖。优秀的学生作品可粘贴在墙报上供大家欣赏学习。

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活动3

该活动要求学生根据课本所提供的图片和设置情景，写出一个完整的对话。该活动是对本单元话题、重点语言结构与功能方面的综合性测评。教师需要给予学生一定的时间编对话，可鼓励学生进行小组合作。完成对话编写后，可让学生在课堂上进行角色表演。

四、语音教学建议

1. 看音知字母——/n/, /ŋ/, /tʃ/, /dʒ/, /f/和/r/的读音规则

1）试一试。教师可问学生：哪些字母或字母组合发/n/, /ŋ/, /tʃ/, /dʒ/, /f/或/r/？让学生先归纳，如归纳不全，教师可以提供一些例词，最后补全这些音的读音规则：

辅音/n/：字母n发/n/，字母组合kn也发/n/，这里字母k不发音。

辅音/ŋ/：字母组合ng常发/ŋ/，字母n在k或g前时会受其影响而变成/ŋ/。

辅音/tʃ/：字母组合ch和tch一般发/tʃ/。

辅音/dʒ/：字母j发/dʒ/，字母组合ge也常发/dʒ/。

辅音/f/：字母f发/f/，辅音字母组合ph也常发/f/。

辅音/r/：字母r发/r/，辅音字母组合wr也常发/r/，这里字母w不发音。

2）听录音模仿。播放录音，学生跟读。

3）练一练。提供一些符合拼读规则的生词，让学生试着读一读。

ge	cabbage	cage	change	huge	range	
ng	along	ending	strong	swing	lung	king
ch	speech	rich	peach	coach	church	charge
tch	scratch	Dutch	fetch	hatch	switch	
ph	graph	nephew	paragraph	phrase	typhoon	alphabet
wr	wrist	wrestle	wrinkle	typewriter	handwriting	
kn	knock	knowledge				

2. 朗读技巧——童谣节奏

1）体验感受。先放录音，让学生完整听一遍，感受童谣节奏。

2）试一试。把童谣第一个句子写在黑板上，让学生标出重读音节。如：

In a 'dark, 'dark 'woods, there's a 'dark, 'dark 'house.

然后让学生思考：为什么要重读dark, woods, house而弱读in, a和there's？不难看出，dark, woods和house都是实义动词，它们表达了童谣的重要意思，因而需重读，而in, a, there's是虚词，主要传递句子的语法信息，一般不需重读。

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3）跟读模仿。教师再放录音，学生跟读模仿，再次感受童谣节奏和韵律。

3. 语音补充练习

1）绕口令（Tongue twisters）

Sing**ing** in Eng**l**ish is an excit**ing** way of learn**ing** the lan**g**uage.

/ŋ/ or /ŋg/ (spelling **ng**) sing**ing**, Eng**l**ish, excit**ing**, learn**ing**, lan**g**uage

I thi**nk** the ba**nk** is next to the ice ri**nk**.

/ŋk/ (spelling **nk**) thi**nk**, ba**nk**, ri**nk**

2）歌谣（Chants）

Which Way?	
Which way do I go?	Which way do I go?
Right or left?	Through or around?
Over or under?	Behind or between?
I don't want to go the wrong way!	I want to go the right way!

/r/（spelling **r**, **wr**）**r**ight, **wr**ong, a**r**ound, th**r**ough, unde**r**

Where I Live	
First, turn right at the hotel.	First, go along the road.
Next, turn left at the school.	Next, go through the park.
Finally, go around the library.	Finally, go under the bridge.
Now you know where I live.	Now you know where I live.

/dʒ/ (spelling **ge**) bri**dge**

/f/ (spelling **f**) **f**irst, **f**inally

/r/ (spelling **r**) tu**r**n, **r**ight, a**r**ound, libra**r**y, **r**oad, th**r**ough

/n/ (spelling **n**, **kn**) tu**rn**, **n**ext, fi**n**ally, **n**ow, **kn**ow, u**n**der

五、课文注释

1. I'm new in town. 我初到城里。

town表示“所居住的地方”或城市里的“闹市区；城里”，英语释义为：main center，即the business or shopping center of a town。这时，town系不可数名词，前面往往不与限定词the连用。例如：

We're going into town tonight to see a film. 我们今晚要去城里看一场电影。

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They have a small apartment in town. 他们在城里有一套小公寓。

当town为“小镇；镇子”时，是可数名词，往往与a, the等限定词连用。例如：

a town of about 35,000 people 一个约有35,000人口的镇子

The town is situated some 23 miles north of London. 这个镇子位于伦敦以北大约23英里处。

2. **“Thanks so much.” “No problem.”** “真是太感谢了。”“这不算什么。”

从No problem.的应答方式可看出，在英语中，对致谢的应答是十分灵活、丰富多样的，并不拘泥于You're welcome. It's my pleasure. 等常见的习惯说法。有关英语的致谢及应答请进一步参看本单元“文化注释”部分。

3. **To get to the park, you just have to cross Center Street.** 要去公园的话，你只要穿过中心街就到了。

此处情态动词have to表达的是“需要”的意思，副词just起加强语气的作用，因此，just have to相当于“只要；仅需”。又如：

Do I just have to finish this piece of homework? 我只需要做完这个作业吗？

You don't have to do it now. 你不需要现在（就）做的。

现代英语中，用just have to和don't have to替代need来表达“需要”的意思已是十分常见的现象了。

六、文化注释

英语语言中致谢及应答的文化特点

致谢是世界各国人民都遵循的礼仪规范。在英美等英语国家里，人们对他人给予的巨大帮助要表示感谢，对举手之劳的小事，如扶门、指路、找钱、回答询问、传递东西等，也要表达谢意。别人应邀参加了你的宴请或聚会，你要表示感谢；别人为你让路，你要表示感谢；别人称赞你，你要表示感谢；别人给你来信，你也要表达谢意。

致谢主要有口头感谢和书面感谢两种形式。经常使用的套语是Thank you! 由于感谢的程度不同，Thank you便衍生出若干变体，比如，Thank you very much. / Thank you very much indeed. / Thanks. / Many thanks. / Thanks a lot. / Thank you ever so much. / I really don't know how to thank you enough. 等。说话人还可根据情况选用其他适当的套语来表达自己的谢意，如It's very kind/nice of you to ... / You're certainly most helpful. 等。

值得注意的是，英美人士表达谢意时大都注意言辞适度。一句话能表达的意思不要用两句话；一般的感谢不要夸大为特别的感谢。致谢言辞过分会使被感谢的一方不自在，同时也会给人留下不真诚的印象。所以，无论致谢还是应答，选词的得体性十分重要。

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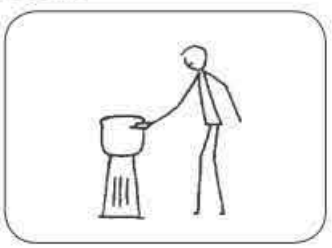
对致谢的回应，最常用的是You're welcome. 除此以外，我们经常听到的还包括：Not at all. / Don't mention it. / It's a/my pleasure. / My pleasure. / That's all right. / That's okay. 等等。其中It's a/my pleasure.稍微正式一些。

书面致谢是十分认真的正式致谢方式。如果觉得别人对自己有很大的帮助，口头致谢还不够正式或庄重，人们则往往写一封信表示谢意。英美等西方国家的一个惯常做法是在应邀参加一次宴会或其他较为重要的社交活动之后用明信片、书信或电子邮件表示感谢。由于电话及手机的普及，客人事后通过电话或短信息向主人致谢也已是普遍现象。

七、教学简笔画

1. post



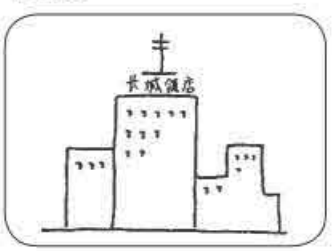
2. post office



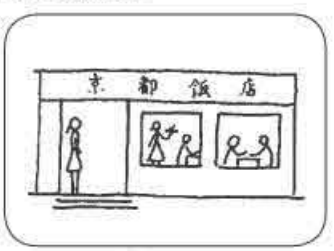
3. police station



4. hotel



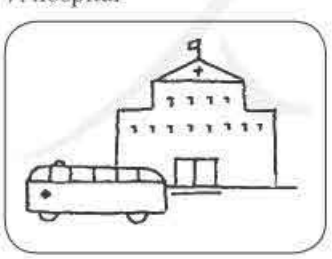
5. restaurant



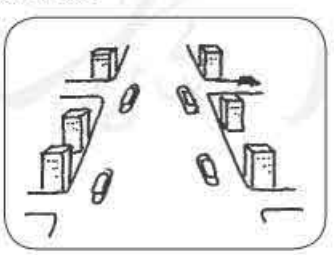
6. bank



7. hospital



8. street



9. pay



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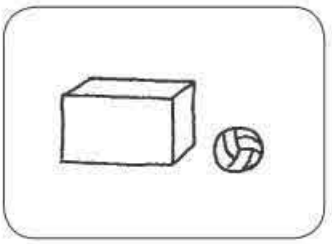
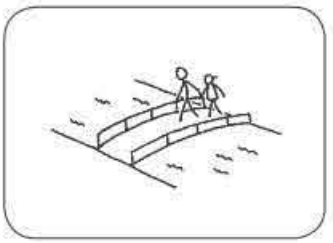
10. pay phone



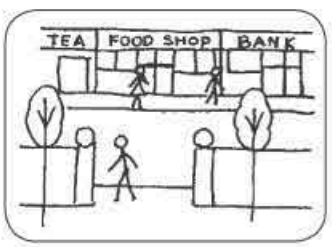
11. near



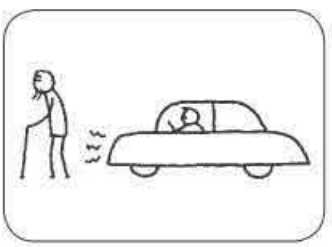
12. a bridge across the river



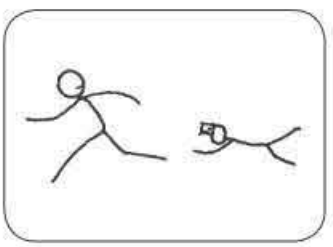
13. The shop is across from the school.



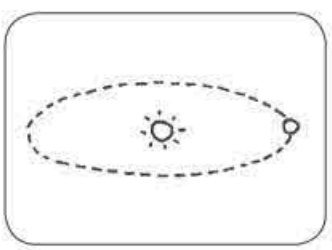
14. in front of



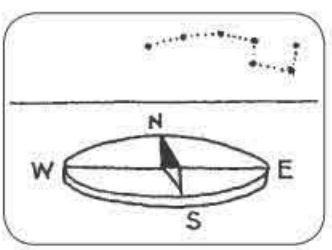
15. behind



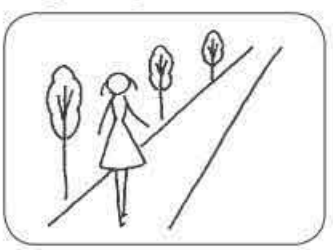
16. around



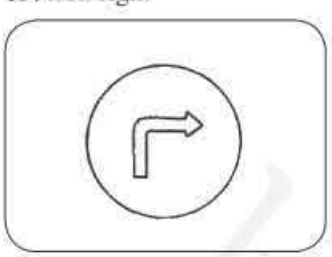
17. north



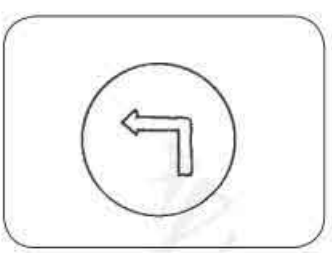
18. go along the street



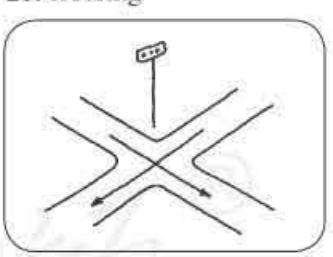
19. turn right



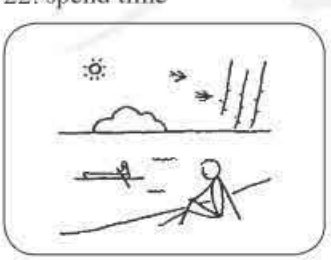
20. turn left



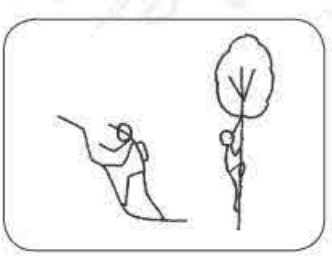
21. crossing



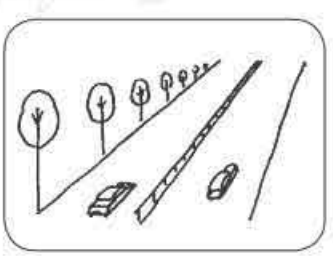
22. spend time



23. climb



24. road



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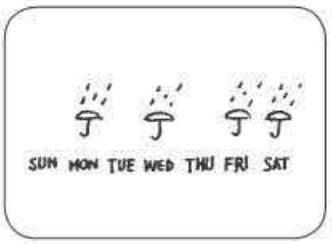
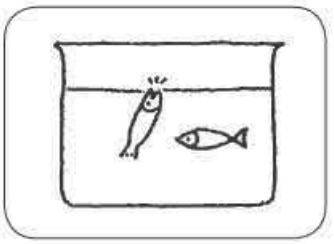
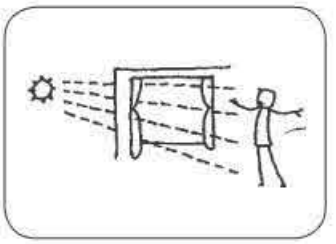
25. It often rains.



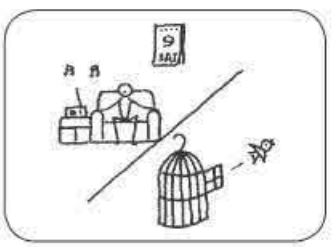
26. All living things need air.



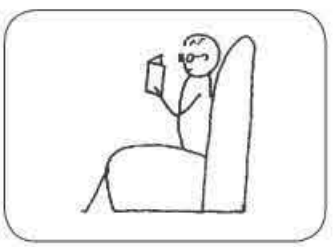
27. sunshine



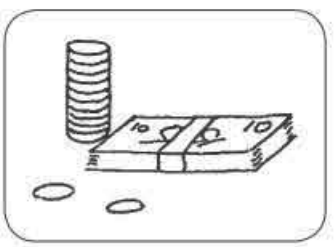
28. free



29. enjoy reading



30. money



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Unit 8 Is there a post office near here?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: ask for and give directions on the street. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows a map of a typical US town. There are three streets: Bridge Street, Center Street and Long Street. There are several buildings, including a hospital, a restaurant, a police station, a bank, a hotel and a post office. A yellow car/taxi and an ambulance can also be seen. In the picture, one boy is asking for directions to a hospital and another boy is giving directions.
Culture Focus	***By Car, by Bus, on Foot*** In the US, in many small towns, people may be able to cross the whole town on foot, and if they ask for directions, they will be given walking directions. However, in bigger towns or cities, people will often need to drive a car or take public transport such as a bus or train to get around. If they ask for directions, it will usually involve some additional information such as which bus to take.
Answers	1. f, 2. a, 3. e, 4. i, 5. c, 6. b, 7. h, 8. g, 9. d

1b

Purpose	To help Ss recognize the target language in natural speech.
Optional Approach	***Street Names*** In 1b, have Ss listen for street names, e.g. "Bridge Street" as well as places, e.g. "restaurant." Have Ss listen to the recording twice. First have Ss listen and write places. Next, have Ss listen and write street names.
Answers	Circled: restaurant, post office, hospital

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1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***Here I Am*** In 1c, have the pairs of Ss agree where "here" refers to by drawing a circle on the map. Then have Ss practice asking for and giving directions.

2a

Purpose	To give Ss practice with the target language.
Teaching Tip	***Where Is It?*** Before 2a, have Ss look at the pictures and describe the location of the pay phone. You may want to review some of the prepositions of place on the board: next to　across from　between on　in front of　behind
Answers	From left to right: 4, 6, 2, 3, 5, 1

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Map It*** After 2b, encourage Ss to quickly draw a map showing the places in 2b. Afterwards, Ss should compare their maps with their partners'. Are the maps similar?
Answers	1. between, 2. across from, 3. on, 4. next to, 5. in front of, 6. behind

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Map Directions*** In 2c, have Ss work in pairs to ask and give directions using the maps they drew for the teaching tip in 2b rather than referring to their textbooks. Model the conversation on the board: A: Where's the hospital? B: It's next to the police station. A: Thank you.

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2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	***Stranger Danger*** In the US, children are often taught to be very cautious of strangers. Children are instructed to never approach strangers, and if they are approached by a stranger, they are told not to take anything that is offered to them, such as candies or toys. They must never ever get into a stranger's car. If a child gets lost and needs to ask for directions, they are taught that it is safest to find and ask an official person or worker, such as a police officer or a shopkeeper.

GRAMMAR FOCUS

3a

Answers	1. It's between the hospital and the post office. 2. Yes, there's one next to the police station. 3. It's on North Street next to / in front of the police station. 4. It's on New Street next to the bank. 5. No, there isn't. There's one on New Street.

3b

Answers	Answers will vary. Sample answers: 1. The bank is between the hospital and the post office on New Street. 2. The park is between Center Street and New Street. 3. There is a restaurant on North Street.

3c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***Yes/No Questions*** In 3d, have Ss ask only yes/no questions. Elicit examples of yes/no questions and write them on the board. Further help Ss by adding some rules: • Ask about the street first. • Next, ask about the location on the street. • Finally, ask about the name of the place.

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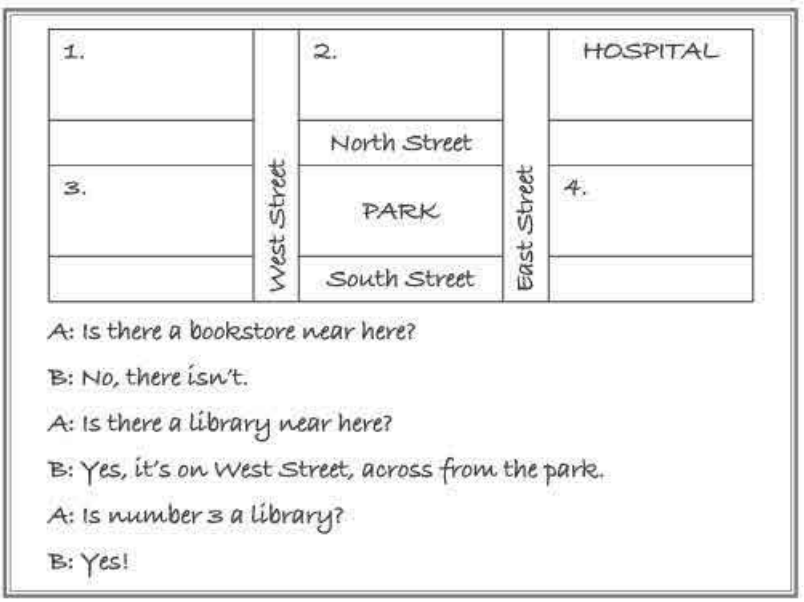
■ Optional Activity 1: Is There a Post Office near Here?

Purpose	To help Ss use the target language correctly.
Materials Required	Pencils or pens; paper.

Procedure

1. Write on the board:



2. Have Ss copy the map on the board. Ask them to add four places to the map. Tell Ss not to show their maps to classmates.
3. Have Ss work in pairs. One S asks questions and tries to establish what places are at numbers 1-4 on their partner's map.
4. When the S has guessed the correct places and locations for 1-4 they should look at their partner's map to check, and then change roles.

■ Optional Activity 2: Our Neighborhood

Purpose	To help Ss master the target language and expand their vocabulary.

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Procedure

1. Write on the board:

> A: Is there a _____ near here?
>
> B: Yes, there is a _____ near here./No, there is no _____ near here.
>
> Near here: supermarket, ...
>
> Not near here: bus station, ...

2. Have Ss work in pairs, taking turns to ask and answer questions about places in their local neighborhood.
3. For each place that Ss talk about, ask them to categorize it in lists titled "near here" or "not near here".
4. After five minutes stop the activity. Elicit places and list these on the board. If something is nearby, then have Ss say where exactly it is. For example:
   T: ***What is near here?*** Elicit "There is a supermarket near to here."
   T: ***Where is it?*** Elicit "It's on Nanjing East Road."

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	***Street Signs*** After 1a, explain that most cities will have street signs to give drivers information, instructions or warnings. Draw some simple street signs on the board:  Have Ss explain what the street signs on the board mean, i.e. from left to right: cars cannot turn right; the speed limit is 70; be careful as there is possible danger ahead. Explain to Ss that in the US, warnings are often given in diamond-shaped signs, instructions are usually in circular signs, and if there is a line through it, it means an instruction not to do something. Information signs are often rectangular signs. Finish by having Ss create some street signs of their own and explain these to a partner.

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Answers	1. a, 2. c, 3. b

1b

Purpose	To give Ss practice listening to the target language in conversations.
Teaching Tip	***Where Are the Speakers?*** Before 1b, ensure Ss understand where the speakers are located on the map before listening to the recording. Have Ss find and point to the person circled in red.
Answers	A. restaurant, B. hotel

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Before You Listen*** Before 1c, have Ss review the map and their answers from 1b, and then try to fill in the blanks. Then play the recording so they can check their answers.
Answers	hotel, along, left, right, next to, bank, hotel, Go, Turn, across from

1d

Purpose	To provide speaking practice with the target language.
Teaching Tip	***Got It!*** Before 1d, remind Ss that when they are given instructions they should repeat or confirm directions. Write an example on the board: A: Is there a supermarket near here? B: Yes, there is. Go along Bridge Street and turn left when you see the library. A: Got it! I go along Bridge Street and turn left when I see the library. Tell Ss that they can ask people to repeat directions or speak more slowly if they didn't understand or can't remember. For example: **T: *Please, can you repeat that.*** **T: *Please, can you say that more slowly.***

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2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	***Get on, Get off*** In 2a, Ss may need to talk about using public transport to get to the destinations listed in the textbook. Elicit some different forms of public transport and provide a model conversation on the board: Public Transport: the bus / bus 331 / the subway / the train A: How do I get to the bookstore? B: Get on bus 331 at the university. Get off the bus at the bookstore on Xueyuan Road! A: Thanks! Remind Ss not to use "get on/get off" for taxis. Instead they should say "get in a taxi/get out of the taxi".
Answers	Answers will vary.

2b

Purpose	To provide reading practice with the target language.
Teaching Tip	***Who Wrote It?*** After 2b, have Ss revise the language in the passage. Follow this procedure: 1. Have Ss work in pairs. 2. S1 closes the textbook. S2 reads aloud a sentence from one of the passages and asks, "Who wrote it?" If S1 answers correctly, the Ss switch roles. 3. Stop the activity after five minutes.
Answers	1. Lisa, 2. Anna, 3. John

2c

Purpose	To provide scanning and writing practice with the target language.
Teaching Tip	***True, True, False*** After 2c, have Ss reread the passages and form one sentence about each person. Two of the sentences should be true and one should be false. The Ss then tell their sentences to a partner who will read the passages again in order to determine which of the three sentences is false. Provide a model on the board:

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Teaching Tip	A: Which sentence is false? 1. Lisa lives in a noisy place. 2. John likes exercising in the park. 3. Anna lives in a zoo. B: That's easy! The third sentence is false. Anna doesn't live in a zoo. She lives near a zoo.
Answers	Answers will vary. Sample answers: 1. Anna likes watching the monkeys climbing around. 2. Yes. Anna thinks that when the monkeys are fighting, they look like her friends fighting. 3. John likes to exercise at the park. 4. Answers will vary. 5. Lisa walks to the library. She goes down North Road and then turns left. The library is across from the park.

3a

Purpose	To prepare Ss to use the target language to write about themselves.
Optional Approach	***Cover the Map*** In 3a, challenge Ss by having them cover the map and try to complete the passage based on what they remember. If Ss need to look at the map again, give them a time limit, e.g. 30 seconds to scan the map for the answers they need.
Answers	library, supermarket, post office, library, park, hotel

3b

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	***Instruction Check*** In 3b, Ss are asked to do several things. To help them clarify what they must do, and to give them some guidance on how long to spend doing each thing, write some instructions and give time limits on the board:

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Optional Approach	1. Draw a map (5 minutes). 2. Write a description (10 minutes). a. Where do you live (what are the street names and places)? b. What is your favorite place in the neighborhood? c. How do you get to your favorite place?
Answers	Answers will vary. Sample writing: I live in a very nice neighborhood. There is a big park across the street from my home. It is my favorite place in the neighborhood because it is relaxing and quiet. It takes me only five minutes to walk there every morning. I like to exercise there. There is also a big supermarket near the park. The supermarket is between a flower shop and a bookstore. There is a coffee shop next to the bookstore, too.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	***Question Competition*** Before activity 2, have Ss work in small groups to make as many yes/no questions and wh- questions as possible. Give teams five minutes and then elicit questions and write on the board. Award one point for each question. Only give points for grammatically accurate questions. The group with the most points is the winner.
Answers	1. free, enjoy, climbing/climb, spend 2. Answers will vary. Sample answers: There are some trees in my school. There is a library in my school. There are many students at my school. There is a park next to my school. There are many classrooms in my school.

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Answers	3. Answers will vary. Sample dialog: A: Is there a supermarket near here? B: Yes, there is. Go along Bridge Street and turn left at the library. The supermarket is on the right. A: So I go along Bridge Street and turn left at the library. B: Yes! A: Got it! Thanks.

■ Optional Activity 3: That's Not Right!

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. Write on the board:

> S1: Is there a hospital near here?
> S2: Yes, there is. Go along Long Street and then turn left on Center Street. The hospital is on the right.
> S3: No, that's not right. Go along Long Street and then turn left on Bridge Street. The hospital is on the right.
> S1: Got it! Thanks.
> S2/S3: No problem.

2. Have Ss work in groups of three and have all Ss look at the map on page 43 of the textbook.
3. Give the Ss instructions. S1 is going to ask for directions to a place on the map. S2 is going to give some directions but they are going to be incorrect. S3 is going to give the correct directions.
4. Model the conversation on the board. Practice the underlined phrase "No, that's not right."
5. Have Ss take turns being S1, S2 and S3 (one or more times). Encourage them to ask the directions to a different place each time.
6. Finish the activity after Ss have practiced the conversation several times. Invite one or two groups to present their conversations to the class.

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Unit 9 What does he look like?

一、教学目标与要求

话 题 **Topic**	外貌（Physical appearance）
功 能 **Functions**	能够询问并描述人的外貌（Describe people's looks） What does he/she look like? He's really tall. / She has long straight hair. I'm short/tall/of medium height. He's thin/heavy. She has straight/curly hair. They wear glasses. He's a short and heavy old man.
语 法 **Grammar**	能正确使用选择疑问句询问人的外貌并进行简单回答（Alternative questions） A: Is he tall or short? B: He's tall. A: Do they have straight or curly hair? B: They have curly hair.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） height, cinema, glasses, actor, actress, person, nose, mouth, face, eye, singer, artist, way, end, put, describe, straight, tall, thin, heavy, little, handsome, round, real, each, tonight, another, later, differently 2 能正确使用下列常用表达（Useful expressions） be of medium height, go to the movie, a little, see you later, in the end, first of all 3 能认读下列词汇（Non-curriculum words） jeans, curly, medium, blonde, crime, criminal
语 音 **Pronunciation**	1 掌握辅音/θ/和/ð/的发音，并能辨别不同词汇中字母组合th的发音 2 掌握单词、短语以及句子中的句子重音，并能正确朗读

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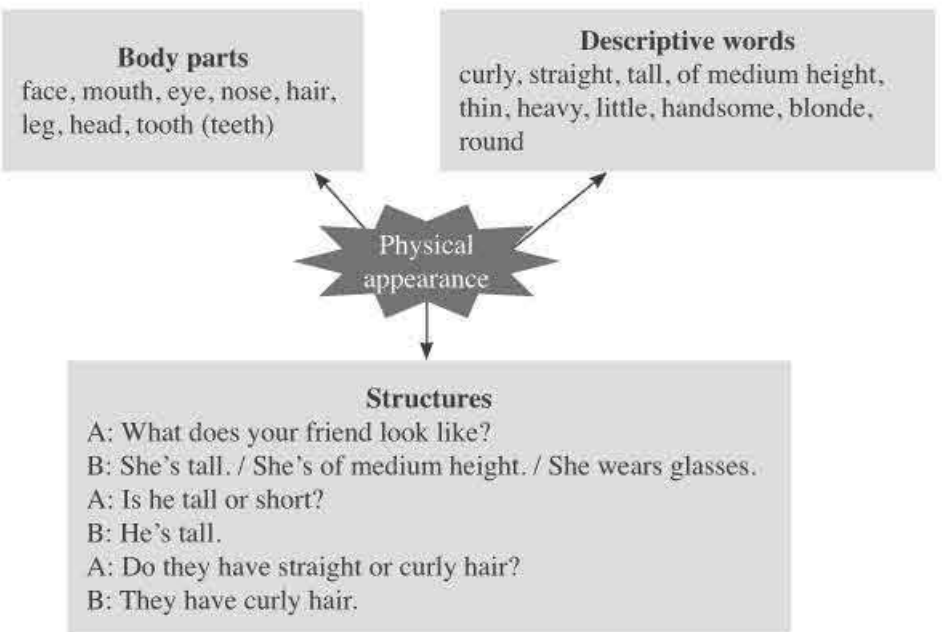
学习策略 **Strategies**	1 能通过上下文确定阅读篇章中的指代关系 2 能根据所听或所读内容中人物的外貌描述推断出正确的形象
文化知识 **Culture**	了解中西方文化中描述人物外貌特征的不同

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分的主题图呈现了在地铁站接朋友的场景，自然地引入了询问和简单描述人物外貌的典型句型和重点词汇，然后通过听力活动的输入和针对性的对话训练，让学生先学会如何用简单的句型和词汇描述人的外貌，再了解如何运用选择疑问句询问他人的外貌特征。

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1a–1c通过图文及听力练习导入整个单元的语境、话题，是整个Section A的基础，重点是呈现描述人的外貌的基本词汇和询问人物外貌的句型。2a–2d提供了更为丰富的语境，教材通过听取信息的任务引导学生关注和区分描述人物外貌的两个不同句型：sb. is ...和sb. has ...，同时在听力和口语活动中增加了选择疑问句的输入和训练，穿插巩固前面所学的描述外貌的词汇，让学生能在相应的语境中综合运用核心句型和重点词汇，达到初步的语言输出。

本部分的教学重点是有关外貌描述的词汇以及相关句型，难点是学生在运用功能句型描述人物外貌时需要分清何时用is，何时用has。

SECTION A 教学建议

活动1a–1c

1. 教师通过提问引导学生看1a主题图并感知语境：

   1) How many people are there in the picture?

   2)Where are they?

   3) What are the two girls doing?

   4) Can you describe the people in the picture?

   当学生说出图片所呈现的是两位女士在地铁站指认朋友的场景后，要求学生仔细观察图中每个人物的外貌。同时，教师可利用挂图、图片或简笔画的人物形象对比来呈现与外貌相关的词汇，如：描述身高的词汇tall, short, of medium height; 描述体格的词汇thin, heavy; 描述头发的词汇short/long hair, straight/curly hair。

   注意：教师在呈现与外貌相关的词汇时，可在教材词汇的基础上稍加拓展，让学生了解一些描述略为复杂的短语，如short curly hair, long straight hair。教师在教学这些词汇的过程中要有意识地按身高、体格、头发三个栏目进行板书。

2. 生词呈现完毕后，带领学生朗读新词汇。教师还可让学生一边做手势一边朗读这些词汇，通过生动形象的辅助动作加深词汇记忆。
3. 让学生独立完成1a的任务。教师通过提问与学生互动，共同核对答案。如：

   T: Who has curly hair?

   S1: Person b has curly hair.
4. 引导学生再次观察图片，预测图中人物在地铁站所寻找的朋友是男还是女。然后让学生找出询问外貌时所使用的表达用语，并尝试说出其含义，为下面的听做好

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准备：What does he look like? Is he tall or short?

5. 播放第一遍录音，让学生完成1b的任务。核对答案后，让学生在图中找出Amy's friend，并说出其判断的依据。
6. 再放一遍录音，启发学生关注对话中的两人是从哪些方面描述人物外貌的。教师根据学生的回答将相关句子写在黑板上，分身高、体格、头发三栏：He's tall / of medium height / ...; He's thin ...; He has ... hair.
7. 让学生听录音并跟读对话，然后两人一组练习对话。
8. 让学生选择1a图片中的某一人物当作是自己的朋友，两人一组轮流询问对方所选朋友的外貌，猜出图中哪一位是对方的朋友。
9. 请几组学生在班上表演对话，全班认真听并说出各组同学描述的是图中哪几位朋友。

注意：如果学生口语能力较强，建议让学生在对话中增加在1a或1b中出现过的问句，如：A: Is that your friend? B: No, it isn't. A: Is he tall or short? B: Is he thin or heavy?

活动2a–2c

1. 让学生阅读2a的三个问题，检测学生是否理解选择疑问句所表达的含义。
2. 教师播放第一遍录音，提醒学生边听录音边在问句中圈出正确的描述。然后让学生用完整的句子回答2a的问题。
3. 让学生观察2b表格，预测表格第一排和第二排需要填写的是什么外貌特征。播放第二遍录音，让学生完成2b任务。
4. 让学生听第三遍录音，检测表格中的内容是否填写正确，然后根据表格内容用完整的句子描述David, Sally, Peter的外貌特征。教师将这些句子板书在黑板上。如：
   1) David is heavy and tall. He has curly hair.
   2) Sally is thin and of medium height. She has long straight hair.
   3) Peter is short. He has short hair.
5. 让学生观察黑板上的句子，引导学生简单总结描述人物外貌特征时所用的句型，弄清何时用is，何时用has。
6. 教师提供听力材料，让学生跟着录音朗读，模仿其语音语调，注意停顿。
7. 教师可与一名学生根据听力材料或2b表格内容进行对话，对话中使用选择疑问句，具体示范如下：
   T: What does David look like? Is he short or tall?

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S: He's tall.

T: Is he heavy or thin?

S: He's heavy.

T: Does he have straight hair or curly hair?

S: He has curly hair.

教师边问边根据这名学生的描述在黑板上画出David的形象。

8. 让学生两人一组练习对话，并画出Sally和Peter的形象。教师巡视并及时给予必要的帮助。
9. 请两组学生在课堂上表演对话，并在黑板上画出Sally和Peter的形象。

活动2d

1. 教师可让学生带着一些问题阅读2d对话，如：

   1) What are Mike and Tony doing later this evening? (Seeing a movie.)

   2) When are they meeting? (At seven.)

   3) Who is going with them? (Mike's friend David.)

   4) Where are they meeting? (In front of the cinema.)

   5) Why does Tony want to know what David looks like? (Because Mike may be a little late and Tony doesn't know David.)

   6) What does David look like? (David has brown hair and wears glasses. He's of medium height.) Can you draw a picture of David?

2. 阅读完毕后，请学生回答以上问题。在引导学生回答问题的过程中，教师可讲解该部分出现的新的语言点，如：tonight, cinema, I might be a little late, see you later, wear glasses。
3. 让学生听录音，全班齐读对话，模仿其语音语调及句中停顿，然后分角色朗读对话，再请几组学生示范朗读，并根据朗读中出现的问题加以纠正。
4. 让学生进行角色扮演，仿照2d的对话情景编对话，引导学生发挥想象，尽可能运用所学的词汇和句型。教师可与一名学生共同示范，再让学生两人一组进行模仿性的对话练习，教师则巡视全班并提供必要的帮助，最后请几组学生向全班同学展示。

注意：对话中出现的现在进行时表示将来的用法不是本单元的重点用法，是出于语境的需要而出现的，因此，教师不需要针对这一现象进行过多讲解和开展语法练习。

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语法内容介绍和教学建议

本部分的Grammar Focus表格总结了询问和描述人物外貌的功能句型以及相应回答，包括以what引导的一般现在时态的特殊疑问句、一般现在时态的选择疑问句以及相应的回答，分别表达“某人是什么模样？”“某人是……还是……？”“某人身高/体型/头发怎么样？”。教材中3a–3d的活动编排体现了从易到难的层次性。3a主要让学生观察框格中描述人物外貌特征的词汇，分辨在使用或表达时应使用什么谓语动词（is还是has），该活动主要关注的是目标结构形式；3b提供了有语境的句子，要求学生根据句子所描述的人物外貌特征选择正确的谓语动词，这一活动让学生进一步感知目标语法结构的形式和表达意义；3c是控制性的输出练习，要求学生运用本单元所学的语法结构来描述自己最喜欢的影星或老师的外貌特征，尝试写出完整的句子；3d则是开放性的输出活动，带有游戏性质，要求学生运用本单元所学语言来描述班上的一位同学，然后让其他人猜出是谁，该任务紧扣学生生活实际，使学生表达的内容更加丰富，语言也更加复杂。

语法部分具体教学建议如下：

1. 让学生朗读Grammar Focus中的句子，找出在语言结构或语义上自己存在的疑问。
2. 教师引导学生梳理和总结本单元的语法结构：

   1）教师可让学生回顾Section A部分所学的内容，让学生自主梳理和总结描述人物哪些外貌特征时用is，哪些外貌特征用has。例如：教师可利用2a的听力内容，要求学生针对不同人物的外貌特征进行总结：

	身高(Height)	体格(Build)	头发(Hair)
David	He's tall.	He's heavy.	He **has** curly hair.
Sally	She's of medium height.	She's thin.	She **has** long straight hair.
Peter	He's short.		He **has** short hair.
Sentence pattern (句型)	He/She **is** tall/short. He/She **is** of ...	He/She **is** heavy/thin. He/She **is** of ...	He/She **has** ... hair.

此外，教师还可提供更多的有关外貌描述的句子以加深学生的印象，开阔学生的视野。如：

Scarlette has green eyes.

Tom has a round face.

John has a big nose.

...

然后让学生再次进行自主探究，梳理is和has的不同用法：is后多接形容词，用于

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描述身高、体格；has后一般接名词短语，用于描述头发、脸型、五官等。wear一般用作及物动词，可直接接名词，用于描述眼镜、配饰、衣着等。

注意：描述人物穿戴时，学生常会忘记在第三人称单数的动词wear后加s，否定式会误写成not wear。教师可在点评学生活动时重点提醒，并要求学生重读纠错，以避免发生类似的错误。

2）教师还要重点引导学生观察选择疑问句的特点，懂得区别一般疑问句和选择疑问句。例如，让学生比较下列表格中两栏例句：

A: Is he tall? B: Yes, he is.	A: Is he tall or short? B: He's tall.
A: Is she short? B: No, she isn't.	A: Is she heavy or thin? B: She's heavy.
A: Does she have curly hair? B: Yes, she does.	A: Does he have curly hair or straight hair? B: He has curly hair.
A: Does he have a big nose? B: No, he doesn't.	A: Does she have big eyes or small eyes? B: She has big eyes.

通过对比，学生会发现，选择疑问句中的两个选择项用or连接，回答时不能用yes或no回答，而是根据实际情况选择符合事实的陈述句。

活动3a

1. 让学生尝试独立完成3a，教师提醒有困难的学生参考前面的归纳总结。全班核对答案。
2. 若学生英语基础较好，可适当添加a big nose, big eyes, a long face, short straight brown/black hair等短语让学生选择该使用什么谓语动词。

活动3b

1. 让学生自主完成3b活动。
2. 检查、点评学生完成情况。引导学生关注最后一句话：And he is really handsome. 此时，教师可呈现一些帅气的男明星图片，引导学生猜测handsome的含义。
3. 让学生先分男女两组齐声朗读，再两人一组分角色朗读对话，培养语感。

活动3c

1. 教师可将3c的话题范围扩大，让学生描述自己最喜欢的影星、歌手或老师等，分别从身高、体型、头发、给人的整体主观印象等角度进行描写。如学生能力较强，可增加有关脸型、五官、眼镜的细节。

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2. 学生写出描述的句子后，让他们两人一组轮流进行问答，如：

S1: What does your favorite actor look like?

S2: He is quite short and thin. He has curly brown hair. He's handsome.

S1: Does he wear glasses?

S2: No, he doesn't.

如学生表达水平较强，回答者可在对话中增加与人物有关的真实细节，询问者可以猜测所描述的是哪个人物，如：

S1: How old is he?

S2: He's more than 50 years old.

S1: Is it Tom Cruise?

S2: Yes, you are right. / No, it isn't. My favorite actor is ...

3. 选取几组学生在课堂上表演对话，然后让其他同学提问或猜测各组同学描述的是哪些明星、老师。这样不仅能让其他学生专心听对话，还可以让他们积极参与到表演中来，提供更多的机会训练学生的口头表达，培养其综合语言运用能力。

活动3d

1. 教师与两名学生示范如何完成此项活动：先选定班上的一名同学作为描述对象，每个人根据这位同学的外貌特征或其他特点写一句话，再轮流向全班汇报，其他同学猜测描述的是谁。
2. 让学生以组为单位开展活动，做好汇报准备。教师可将该活动作为一项游戏竞赛进行，比一比哪一组描述最贴切、最易于猜出。
3. 各组汇报完毕后，选出获胜的三个小组，全班同学鼓掌祝贺获胜的小组。

SECTION B 内容介绍

本部分在Section A所学知识的基础上，仍旧围绕人物外貌描述展开活动，并进一步拓展话题内容。1a–1e的看图造句和听说活动，目的是为了让学生学会从其他角度（头发、脸型、五官、眼镜、胡子、职业等）描述人物外貌。2a–2c以阅读活动为主。2a的读前活动帮助学生回顾和复习关于外貌的形容词。2b的阅读语篇介绍了刑侦画像师的职业和经历，让学生能真切地感受到外貌描述在生活中的实际用途，巩固关于人物描述的语言结构，同时通过阅读进行思维构图的训练，要求学生在理解语篇的基础上选出符合描述的人物形象。2c的读后活动则要求学生根据上下文分析句子的逻辑关系，推测不同代词的指代对象，不仅能考查学生对细节的理解，还培养了学生的语篇分析能力。3a–3b的两个写作任务分层次编排，3a的短文填空活动为学生下一步的写作提供了可模仿的范文，而3b的写作任务则列出了几个问题，同时也是写作要点，这样便于学生在课堂上进行过程性写作训练。

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Section B部分的教学重点是描述人物外貌的词汇，包含多个描述形容词的短语与句型，教学难点是让学生通过阅读上下文，对篇章中的指代关系进行逻辑分析，确保准确理解文章内容。

SECTION B 教学建议

活动1a–1b

1. 教师可利用简笔画或图片呈现各种人物外貌特点，启发学生描述图片，并在黑板上逐个呈现生词，如blonde hair, big eyes, a big nose, a small mouth, a long face, wear glasses, a round face。然后教师带读单词。
2. 让学生完成1a任务，鼓励其将图片和文字进行多角度搭配。
3. 教师检查学生完成任务情况，引导学生用完整句子描述人物。如果学生语言能力较强，可让他们对人物进行更细致的描述。如：The woman in Picture a has short curly blonde hair. She has a round face. She has a small mouth and big eyes. She doesn't wear glasses. She's beautiful. 如果学生语言能力较弱，只需要求他们分别用句子来描述1a人物特征即可。
4. 教师出示明星图片，让学生仿照1b的句型结构用完整的句子描述人物的外貌特点。同样，该活动可根据学生英语水平层次提出不同要求，表达能力强的学生可用一段话多角度描述，表达能力弱的学生可只要求写一句完整的话。

活动1c–1e

1. 让学生观察1c图片和表格内容，猜测电视中两个人物的身份和名字，并尝试描述他们的外貌特征。
2. 让学生听第一遍录音，着重听电视中人物的职业，检查自己的预测是否正确。
3. 让学生听第二遍录音，关注人物外貌的描写，完成1c表格。
4. 选两组学生进行问答，如：

   S1: What does Johnny do?

   S2: He's a singer.

   S1: What does Johnny look like?

   S2: He's really tall and thin. He has curly hair. He wears funny glasses.
5. 教师提供听力材料，学生听第三遍录音，要求学生边听边朗读，模仿录音中语音、语调和语气。
6. 让学生两人一组互相询问和介绍所喜爱的歌手或运动明星，描述其外貌特征。参考对话如下：

   S1: Who's your favorite singer?

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S2: My favorite singer is ...

S1: What does he/she look like?

S2: He/she is ... He/She has ...

活动2a–2c

1. 让学生独立填写2a表格中形容词的反义词，然后全班核对答案。
2. 教师分别出示课文中三幅人物图片，引导学生描述图中人物的外貌特征。
3. 引导学生读2b的活动要求和课文标题，预测文章的大致内容。
4. 让学生快速阅读课文，找出文章所谈到的主人公的名字和职业。
5. 让学生仔细阅读课文，并回答以下问题：

   1) What does Joe Brown do?

   2) Do you think Joe Brown's job is interesting? Do you think it's difficult?

   3) What does the real criminal look like? Which picture shows the real criminal?
6. 教师先给学生示范如何根据上下文确定代词具体所指内容，如：文章第一句Joe Brown has a very interesting job.讲述了Joe有一份有趣的工作，第二句讲述的是他的具体工作：He is a police artist，因此he指的就是Joe.
7. 让学生再次阅读课文，完成2c的任务。
8. 让学生两人一组互相核对答案，并尝试说出推理依据。
9. 请几位学生说出2c所列代词和含有代词的名词词组的含义，并解释推理依据。教师给予适当帮助和点评。
10. 让学生听录音，朗读课文。

■ 拓展活动：画像

1. 将学生分为四人一组，分别扮演警察、Joe Brown和两个目击者。小组的两位目击者会得到同一张嫌疑人的照片。要求四位成员先介绍自己的身份，互相问好，然后由警察向目击者询问嫌疑人的外貌，目击者通过短时记忆轮流描述嫌疑人的外貌特征，最后由扮演Joe Brown的同学根据描述进行画像。
2. 各组画像完毕，教师将各组的照片和画像进行对比，画得最像的小组获胜。

活动3a–3b

1. 让学生阅读3a活动要求和短文，独立完成填写。全班核对答案。
2. 教师可引导学生从文中挖掘可用于写作的句型和表达用语，如：

   • My best friend is ... Let me tell you what he/she looks like.

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- First of all, ...
- He/She usually wears ...
- I like him/her because ...
- He/She is good at ...

3. 让学生两人一组根据3b所提供的问句进行对话，鼓励能力较强的学生在对话中增加选择疑问句。
4. 给学生一定的时间模仿3a的范文进行写作，要求作文中必须囊括3b所提供的要点，并适当运用刚才找出的句型和表达用语。
5. 学生完成写作后，可让学生互相交流批改，然后选个别同学的作品进行点评。

SELF CHECK 内容介绍和活动建议

活动1

本活动是以分类的方式对学生掌握的有关人物外貌的词汇进行总结与评测，other features一栏主要让学生多掌握一些有关脸型、五官、眼镜、胡子、服饰、职业等的词汇。

1. 将全班学生分四组比赛，请小组成员在黑板上写出各类描述人物外貌的词汇（height, size, hair, other features），比比看哪组写得又快又多而且拼写正确。

> 注意：height, size两组简单任务可分配给学习有困难的学生完成，以增强他们与hair, other features两组学生比赛的竞争力，使他们有成功感。

2. 让全班学生朗读黑板上的词汇，核对拼写，全班纠错。

活动2

该活动要求学生描写自己最熟悉的人——父母，目的是为了评测学生是否掌握本单元最重要的语言结构与功能项目：描述人物外貌。

1. 教师可通过提问部分学生来启发他们回顾和总结描述人物外貌的表达，可从身高、体格、头发、脸型、五官、眼镜、配饰、衣着、给人的整体主观印象、职业等方面进行问与答。如学生能力较强，还可增加一些新的词汇供学生进行对话，如：dress, suit, coat, shoulder等。参照对话如下：

T: What does your father look like? Is he tall or short?

S1: He is of medium height.

T: What does your mother look like? Does she have a round face or a thin face?

S2: She has a round face.

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T: What does your mother like to wear?

S3: She likes to wear dresses.

...

同时，教师可将各种询问外貌特征的问句板书在黑板上或呈现在课件中。

2. 让学生两人一组对话，轮流询问和介绍自己父母的外貌特征。然后请几组同学表演对话。
3. 让学生根据实情描写自己的父母亲。学生完成写作后，可请几位同学朗读自己的作品，教师和其他同学给予评价或提出修改建议。

■ 拓展活动：形象设计

活动目的：让学生以小组为单位进行对话，互相询问和描述为自己、同学或老师设计的新形象，以听、说、画三者结合的方式帮助学生巩固本单元重点语言结构与功能项目，发挥学生的想象力和创造性。

活动步骤：1. 将学生分成四人一组，其中一个形象设计师，一个询问者，一个绘画者，一个记录者。询问者询问设计师关于新形象的各种问题，设计师负责回答，而绘画者负责画像，记录者负责记录要点并向全班汇报。

2. 让各小组进行对话交流，画出设计的新形象。
3. 最后让各组的记录者代表小组向全班口头汇报小组设计的新形象。
4. 课后将各组的新形象设计收集起来，贴在班级的板报或墙上，这样既是对学生活动的鼓励也可以作为班级文化的一部分内容。

四、语音教学建议

1. 关于/θ/及/ð/的教学

1）让学生听附录部分本单元配套的语音活动1并关注黑体字母组合th发什么音。

2）播放第二次录音，让学生跟读活动1中的三个句子。

3）让学生观察并说出三个句子中黑体字母组合th的发音。

4）启发学生开展“头脑风暴”，让学生以小组为单位进行竞赛，共同回顾并列出所学过的包含th的词汇，并根据/θ/和/ð/的读音进行分类，如：

/θ/: **th**ank, **th**ing, **th**in, mon**th**, hea**lthy**, every**th**ing ...

/ð/: **th**is, **th**at, **th**ese, **th**ose, **th**ere, **th**en ...

5）教师对各小组的词汇分类表进行评价总结，在总结时，教师可提醒学生指示代词

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this, that, these, those和冠词the中的th都发/ð/，然后带领学生朗读所列出的所有词汇。

6）教师可提供更多供学生进行朗读训练的句子或对话供学生进行操练，先让学生试读，再听录音，以便纠正自己的发音错误，然后再跟读并反复模仿。对于英语基础稍弱的学生可只要求其会读，发音准确，语速流畅，对于学有余力的学生，可让他们背诵一些谚语或尝试朗读绕口令。这样可以使得不同层次的学生都有所收获。

2. 关于短语和句子重音的教学

1）教师板书以下两个单词：hair, eyes。请学生朗读，再依次分别在前面添加形容词，请学生再读，最后读句子。如：

hair

straight hair

short straight hair

He has short straight hair.

2）请学生仔细听录音，分辨单词、词组或句子的重音位置。

3）请学生体会句子的重音一般应放在哪里。最后在老师的引导下得出结论：句子的重音一般放在需要强调的词汇上。

4）学生再跟录音朗读，模仿录音。教师应该提醒学生在发音时要注意重音的读法，发音要饱满、强劲。

3. 语音补充练习

1）绕口令（Tongue twisters）

Those **th**ree girls are **th**in and **th**e boys **th**ey're wi**th** are **th**in, too.

/θ/ (spelling **th**) **th**in, wi**th**, **th**ree

/ð/ (spelling **th**) **th**em, **th**ey're

That's the six**th** sweater **sh**e's tried on.

/θ/ (spelling **th**) six**th**

/ð/ (spelling **th**) **th**at's, **th**e

/ʃ/ (spelling **sh**) **sh**e's

2）歌谣（Chants）

(1) Like and Don't Like	
She has hair as black as the night.	She has hair as black as coal.
She has eyes as blue as the sky.	She has eyes as blue as the ocean.
Her smile is as warm as the sun.	Her smile is as cold as ice.
I like her.	I don't like her!

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/aɪ/ (spelling **ey**, **igh**, **y**, **i_e**, **I**) eyes, night, sky, smile, like, ice, I

/əʊ/ (spelling **oa**, **o**) coal, ocean, cold, don't

(2) We're All Beautiful		
Heavy or slim, Fat or thin, We're all the same. We're all beautiful.	Blonde or brown, Straight or curly, We're all the same. We're all beautiful.	Tall or short, Big or small, We're all the same. We're all beautiful.

/ɔ:/ (spelling **al**) all, tall

/ɔ:(r)/ (spelling **or**) or, short

/ɜ:(r)/ (spelling **ur**) curly

五、课文注释

1. **We're meeting at seven, right?** 我们七点见面，对吧？

right在此句中是一种典型的非正式口语用法，表示对此前陈述内容进行确认或核实。完整的表达是Is it right? 类似这种用法的常见词语还有OK等。例如：

Don't interrupt while I'm speaking, OK? 我说话的时候别打断我，可否？

So please let us know what you want, OK? 那么拜托了，请告诉我们你想要什么，好吗？

这种以right、OK等单个词语进行附加提问的方式也是“附加疑问句”（我国多数老师及一部分语法书籍将之称作“反意疑问句”），属附加疑问句中的一个分支。

2. **He isn't tall or short.** 他不高也不矮。

英语在受到否定概念限定的部分中一般不用and，而用or。再如：

I don't have any brothers or sisters. 我没有兄弟和姐妹。

在以上这种用法中，or相当于and not。试比较：

Sophie never cleans or even offers to wash the dishes. = Sophie never cleans and does not even offer to wash the dishes. 索菲从不打扫房间，甚至也不主动地洗碗。

3. **... and the police put it in newspapers and on television to find him.** 警方将其（指画像）放到报纸和电视上来寻找此人。

police意为“警察；警方”，与people（人；人们）用法相类似，为集合名词。例如：

The police were called. 有人报警。

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Several police were injured during the rioting. 数名警察在暴动中负伤。

在表述“一名警察”时，要用a police officer或a policeman/policewoman。

在英语中，要表达“在报纸上”必须用in newspapers，而不用on。而“在电视里”则用on television，而不是in television。

六、文化注释

描述人物相貌时应注意的文化障碍问题

一般说来，世界各地人们无论使用何种语言，在进行相貌描述时文化差异并不太大。但就中西方文化而言，还是有个别值得注意的地方，主要体现在：

1）关于肥胖

在我国文化中，人们并不忌讳肥胖。汉语言中就有“富态”“发福”“胖墩墩”“心宽体胖”等许多与肥胖相联系的褒义词，虽然也有一些含有贬义的词汇（如“臃肿”“大腹便便”等），但为数不多。

在英美等西方国家，人们认为肥胖有损形象，甚至在潜意识里有歧视胖人的倾向，认为他们缺乏控制自己的能力、比较愚笨等。许多人，尤其是妇女，担心自己过胖，常采取种种措施以减轻体重。

fat作为形容词，描述人时意义趋于消极，因此人们在交往中多会回避使用，描述人体相貌时，往往会使用一些意义中性（如heavy）或委婉的词语（如heavy-set等）。甚至人们会说She's on a diet. 来暗指某人体胖。此外，如果描述某人很瘦，也不宜使用skinny，而用slim显得更为礼貌。

2）有关年龄

在我国，人们对于年龄的敏感度较英美等西方国家要低许多。甚至我国有些地区的人们还颇爱以“老”相称，例如：“老张”“老李”“姜是老的辣”“发挥余热”“资历老”等都是些颇具积极意义的词汇。描述某人是个“五六十岁的老人”，我们不会觉得有什么不妥。

在西方，人们认为年龄是一种私密，尤其是成年妇女，不希望他人了解自己的真实年龄。同样，人们也不希望他人描述自己时把自己说老了。在描述人们相貌时，人们很少直接陈述某人的年龄。谈到“老”时，也不仅仅只用old, aged等形容词。例如在交谈中，有人会用She's not so young. He's not young any more这样的话语来说一个人“老”。把老人称作senior citizens也是常有的事情。

3）成年人“男”“女”用词的得体性

在英语口语交际中，在描述人物相貌涉及性别时，男女用词的得体性也颇有讲究。

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一般说来，描述男孩用boy，描述女孩用girl。若不区分性别，较正式的场合人们多用child，非正式或熟人之间会更多地使用kid。在描述成年男女时，人们用lady指代女士、用gentleman指代男士，并非只是直接使用woman和man。相对而言，lady和gentleman较woman和man更加礼貌、委婉，常用于正式场合。例如：

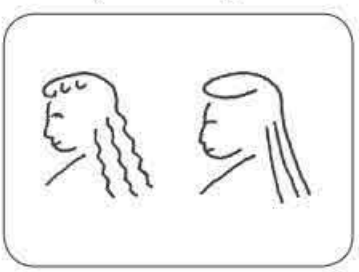
Who's that gentleman over there with grey hair? 那边那位头发灰白的男子是谁呢？

The lady you're going to meet at the airport is of medium height, with curly blonde hair. 你要在机场接的那位女士中等身高，长着卷曲的黄头发。

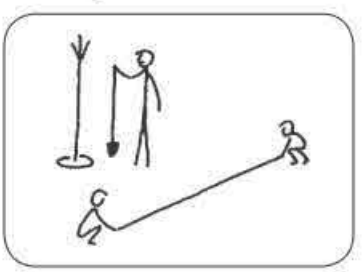
另外，英语中通常使用beautiful, pretty来描述女人，而用handsome描述男人。然而，男人相互之间也不常用handsome来描述对方。

七、教学简笔画

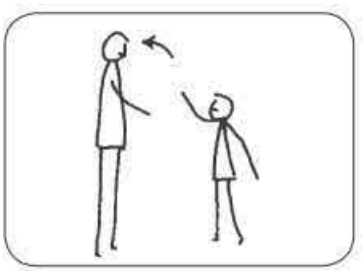
1. curly hair / straight hair



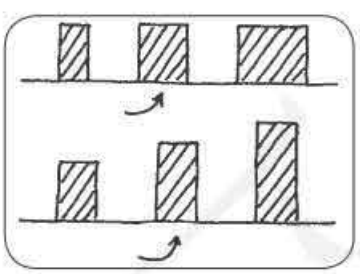
2. straight



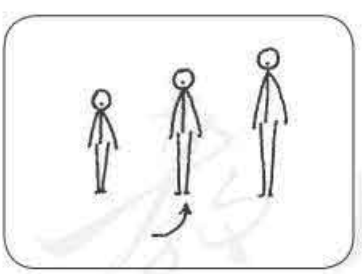
3. tall



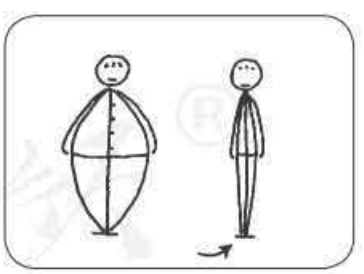
4. medium



5. be of medium height



6. thin



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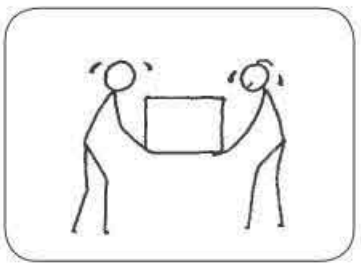
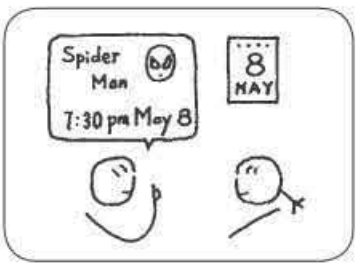
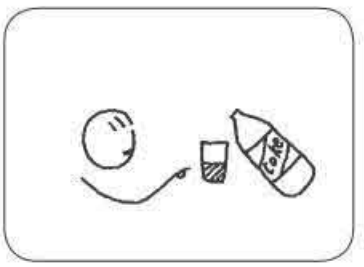
7. heavy



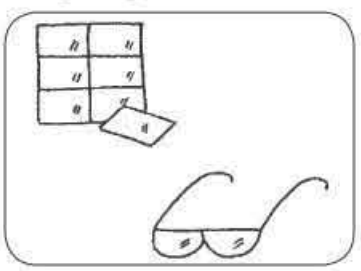
8. There is a new film tonight.



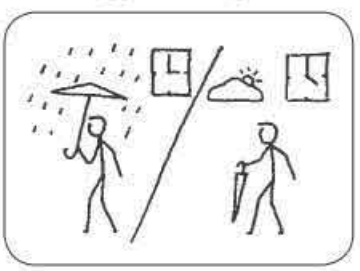
9. little, a little



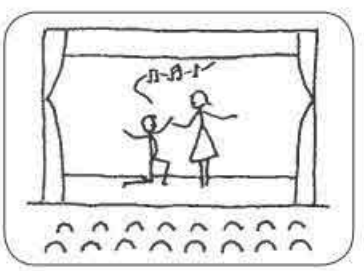
10. glass, glasses



11. It stopped raining later.



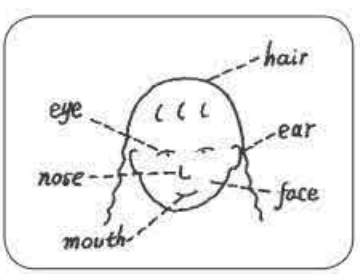
12. actor, actress



13. a nice person



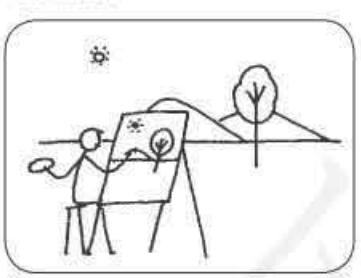
14. face



15. singer



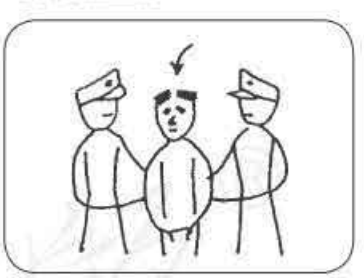
16. artist



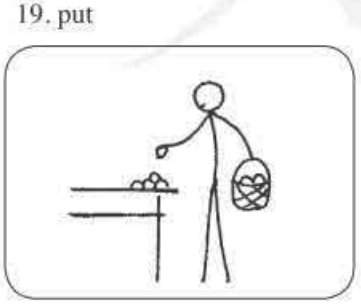
17. crime



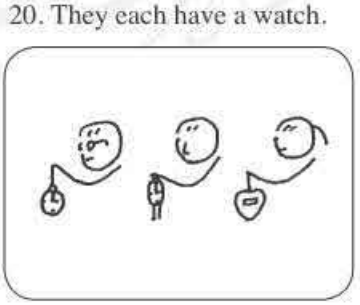
18. criminal



19. put



20. They each have a watch.



21. way



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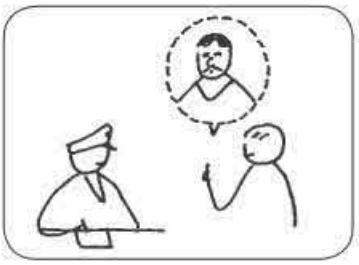
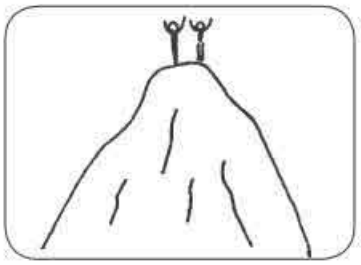
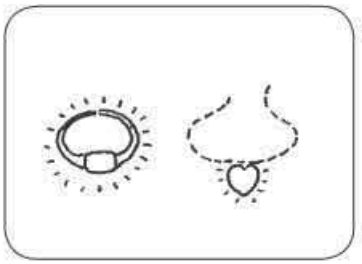
22. describe



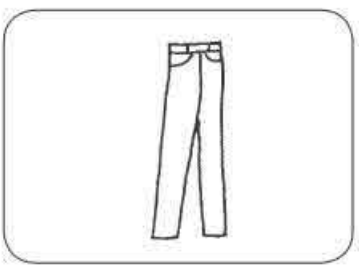
23. We reached the top in the end.



24. made of real gold



25. jeans



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Unit 9 What does he look like?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: describe people's looks. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows two girls inside a subway station. They are watching passengers exiting a train as they are waiting for a friend. To help her spot the friend, one girl asks what he looks like. The other girl gives a description. In the picture, there is also a street performer playing the violin. Street performers are not paid to play, but listeners often tip the performer by placing money in a cup or in an open instrument case.
Culture Focus	***Polite Descriptions*** In the US, when describing someone's appearance it is important to be as polite as possible. Some adjectives such as "fat" or "skinny" can be considered rude and will most likely cause offense. It is best not to talk about negative aspects of someone's appearance. However, if it is unavoidable, then "heavy-set" is a politer way to say "fat" and "slim" is a nicer way to say "thin".
Answers	Answers will vary. Sample answers: 1. e,f, 2. b,h, 3. a, 4. a,e,f, 5. h, 6. f, 7. g, 8. c, 9. d

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Picture It*** After 1b, have Ss point to which of the passengers in the picture matches the girl's description, i.e. the passenger labeled h is really tall and has curly hair. Have Ss describe other features of this passenger's appearance, i.e. he has a big nose, he is wearing a red t-shirt and blue jeans, and he is slim.
Answers	Well, he's really tall. And he has curly hair.

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1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***Real People*** In 1c, Ss are asked to imagine that someone in 1a is their friend. Instead, tell them to pick a friend or classmate in the classroom. Their partner can easily identify the person by looking around the classroom and finding someone that fits the description.

2a

Purpose	To give Ss listening practice with the target language.
Optional Approach	***Record Answers Quickly*** In 2a, have Ss circle the word in the sentence rather than writing the word out in full while listening to the recording. Remind Ss that when they listen they might not have a lot of time to write out things in full, so it can be helpful to take notes or make a drawing on the question paper. After the recording they can go back to their notes and write out the answer more fully.
Answers	1. He is tall. 2. She has long hair. 3. He is short.

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Names and Adjectives*** In 2b, challenge Ss to complete the chart without looking at their textbooks. Encourage them to copy and complete the chart on the board.
Answers	

	David	Sally	Peter
is	heavy, tall	of medium height, thin	short
has	curly hair	long straight hair	short hair

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Add More Detail*** In 2c, challenge Ss to add detail to their conversation. Provide some usage notes: • Always ask how tall someone is, but never ask how short someone is. • Always ask how old someone is, but never ask how young someone is. • Ask how long or how short a person's hair is. • Out of politeness, never ask how heavy or thin someone is. Many people, especially women, don't like to discuss their exact weight. Write some model conversations on the board:

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Optional Approach	A: What does Peter look like? B: He's tall. A: How tall? B: He's 194 cm. A: What does Sally look like? B: She has long straight hair. A: How long? B: It's shoulder length.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	***Describing Hair*** In the US, people usually describe hair color as red, brown, black or blonde. They also describe the shade of the color, e.g. light brown or dark brown. The most common words for describing the style of hair are straight, curly, and wavy. When describing the length of someone's hair, you can say it is long, short, or shoulder length. Women with long hair might tie it up in a ponytail. Younger girls sometimes tie up their hair in two pigtails. People with no hair are bald.

GRAMMAR FOCUS

3a

Answers	is	heavy, thin, tall, short, of medium height, young
	has	short hair , curly hair, straight hair, long hair

3b

Answers	does, is, has, Is, isn't, is, have, has, is

3c

Answers	Answers will vary.

3d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.

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Teaching Tip	***Don't Look*** In 3d, remind Ss not to look at the classmate they are describing as it might make it too obvious who is being described. Instead, give Ss two or three minutes before starting the activity in which they can look around the room and memorize the appearance of just one classmate.

■ Optional Activity 1: A Description of Me!

Purpose	To help Ss use the target language correctly.
Materials Required	Pencils or pens, and paper.

Procedure

1. Split the class into two groups, group A and group B.
2. Give Ss three minutes to write 10 descriptive words about themselves on a piece of paper. Give an example on the board:

shoulder-length	straight hair	really tall
blue glasses	slim	pretty

3. Collect the pieces of paper from group A and give one to each S in group B. Collect the pieces of paper from group B and give one to each S in group A.
4. Have Ss stand and each finds the person who wrote the description on the pieces of paper they are holding. Write a model conversation on the board:

S1: Lily, is it you? You have shoulder-length straight hair. You're really tall. You wear blue glasses. You're slim and pretty.
S2: No, it's not me. I'm tall, but I'm not really tall.
S1: Mei, is it you? You have shoulder-length straight hair. You're really tall. You wear blue glasses. You're slim and pretty.
S3: Yes, it's me.

5. When Ss find the correct person, they should write the person's name on the paper and sit down.
6. Finish when all Ss are seated. Elicit one or two of the descriptions and present to the class.

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■ Optional Activity 2: Describing Boys and Girls

Purpose	To help Ss master the target language and expand their vocabulary.
Teaching Tip	***Describing Boys and Girls*** Before optional activity 2, review the description words in the "looks" list on the board. Remind Ss that some words are traditionally used to describe boys (handsome), some are more often used to describe girls (pretty and beautiful), and others can be used to describe boys or girls (cute, cool, and good-looking).
Materials Required	One die

Procedure

1. Write on the board:

A: What does he/she look like?
B: He/She is/has_____, and _____ and _____.

Looks	Height and Weight	Hair
1. handsome	1. tall and slim	1. long straight black hair
2. pretty	2. short and heavy	2. short curly red hair
3. beautiful	3. really tall and a little heavy	3. shoulder-length brown hair
4. cute	4. medium height and medium weight	4. wavy black hair
5. cool	5. really short and really slim	5. long blonde curly hair
6. good-looking	6. medium height and slim	6. short black hair

2. Rolls the die three times and write the results on the board, e.g. 3, 6, 1. Each time the number on the die will indicate some information to add to the sentence. The first roll indicates an item from the "looks" list, the second roll indicates an item from the "height and weight" list, and the third roll indicates an item from the "hair" list.
3. Have all Ss in the class compete to write down a sentence that uses the cues suggested by the die and then stand up.
4. The first S to stand up gets to read out the sentence. If it is correct, he/she is the winner and gets to roll the die next. When checking that sentences are correct, ensure that Ss use the correct pronoun ("he" or "she") for the given words, e.g. "He is handsome", "She is pretty."
5. Finish when all Ss have taken a turn to roll the die.

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SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Optional Approach	***Drawing Dictation*** After 1a, have Ss close their textbooks. Then read out each word and have Ss quickly draw a picture. For example, say "a big nose" and then give Ss time to draw a picture of someone with a big nose. When you have read out all eight words, give Ss extra time to label their drawings. Allow them to look at the words in the textbook if necessary. Finish by having Ss compare their drawings with a partner.
Answers	1. d, 2. a, 3. c, 4. b, 5. c, 6. a, 7. c/b, 8. b

1b

Purpose	To give Ss practice learning the target language using their background knowledge.
Teaching Tip	***Make The Longest List*** After 1b, have Ss work in pairs to list as many people for each descriptive sentence in 1b. Give pairs 60 seconds to write a list for each of the four descriptions in 1b. The pair with the most names on their list can stand up and read out the list. Encourage the class to agree or disagree as to whether each name from the list correctly fits the description.
Answers	Answers will vary. Sample answers: 1. Jackie Chan, 2. Renée Zellweger, 3. Harry Potter, 4. Justin Beiber

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Notes Not Charts*** In 1c, challenge Ss to listen and take notes with their textbooks closed. Don't give them a chart or any visual clues. After they have listened, elicit answers and write them on the board. Then open textbooks and complete 1c using the given chart. Compare the answers on the board with the answers Ss have recorded in their textbooks. Are they the same?
Answers	

	Johnny Dean	Tina Brown
Job	singer	movie actress

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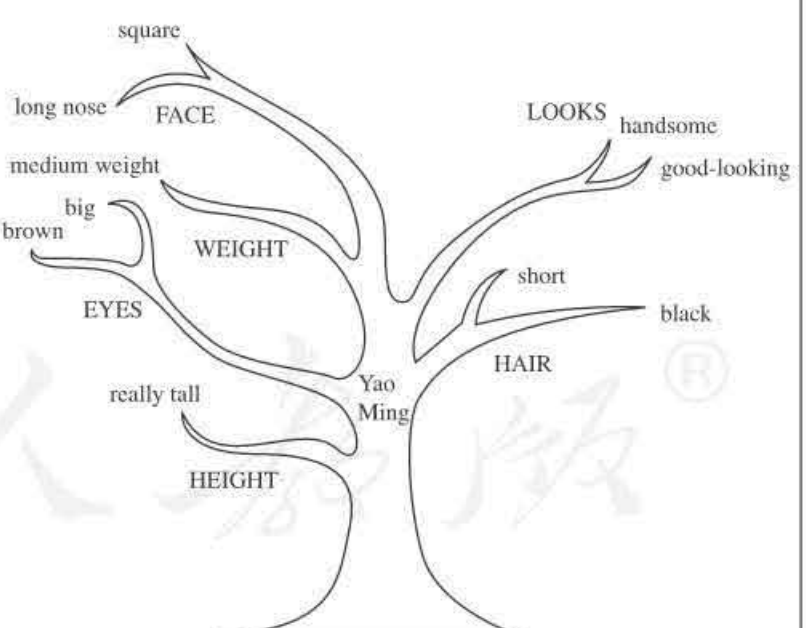
1d

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	***Everyone's Got Talent*** In the US, television talent shows are very popular. Every year, thousands of people audition for these shows. This usually involves singing, dancing or performing for a panel of celebrity judges. Each week one unlucky performer will be voted off the show. The winner usually receives impressive prizes such as millions of dollars or a recording contract.
Answers	

	Johnny Dean	Tina Brown
Looks like	really tall, really thin, curly hair, funny glasses	long blonde hair, medium height, beautiful

1e

Purpose	To provide speaking practice with the target language.
Teaching Tip	***Word Tree*** Before 1e, have Ss create a word tree with lots of adjectives to help them describe the appearance of their favorite singer or athlete. Explain to Ss that word trees can be a useful way to record and categorize new words they have learned. Give an example on the board:



2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.

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Optional Approach	***Shout It Out*** In 2a, encourage Ss to shout out answers by doing a fun group activity. This group activity is especially useful for getting quieter Ss to speak up. Follow this procedure: • Have Ss work in small groups of four or five. • S1 says a word in the chart in 2a. • The other Ss compete to be the first S to shout out the opposite word. • The first S to shout out the correct answer gets to choose the next word to say from the chart. The game continues for three to five minutes.
Answers	young-old, heavy/fat-thin, tall-short, short-long, curly-straight

2b

Purpose	To provide reading practice with the target language.
Teaching Tip	***Picture Clues*** Before 2b, encourage Ss to build reading comprehension by looking at picture clues. Have Ss work in pairs, taking turns to describe the people in the pictures in 2b. Finish by eliciting a description for the people in each picture and writing it on the board. Give an example on the board: S1: He is of medium height and medium weight. He has long brown hair. He has big eyes. S2: It's the man in the top picture.
Answers	Bottom picture

2c

Purpose	To provide scanning and writing practice with the target language.
Teaching Tip	***Using Pronouns*** Before 2c, review the use of pronouns. Explain that these always refer to an earlier noun in the passage. Give an example on the board:

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	Do you know Johnny Dean? He is famous. I really like him. Noun — Subject — Object Johnny Dean — he — him Tina Brown — she — her the celebrities — they — them the song — it — it Elicit sentences from the Ss making use of the other pronouns.
Answers	1. Joe Brown, 2. the picture of the criminal, 3. the criminal, 4. drawing a good picture, 5. many people (who see and describe the criminals), 6. the criminal

3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***What's He/She Wearing?*** Before 3a, review items of clothing with Ss. You can also use the correct adjective order. Follow this procedure: 1. Review the model conversation and the adjectives on the board: A: She's wearing a plain pink T-shirt and blue trousers. B: Is it Person a? A: Yes, it is. Size: long, short Pattern: plain, striped Color: red, green, yellow, white, blue, pink, purple Items: T-shirt, shirt, hat, trousers, tie, sneakers 2. Have Ss work in pairs to describe and identify people in the picture on page 49 of the textbook. 3. After three to five minutes, stop the Ss and elicit some examples to write on the board. Ensure that Ss use the correct adjective order.
Answers	looks, handsome, straight, glasses, shoes

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3b

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	***Timed Writing*** In 3c, have Ss write the passage in a given time. Follow this procedure: 1. Have Ss write the passage in Chinese. Ask Ss to raise their hands when they are finished. When at least half the class is finished and have raised hands, stop everyone and make a note of the time, e.g. five minutes. 2. Challenge Ss to write the English passage in the same time, e.g. five minutes. 3. After five minutes ask for volunteers to read out their passage. Did anyone finish writing the passage in English? 4. Encourage all Ss to review or finish the passage as homework.
Answers	Answers will vary. Sample writing: My best friend is Xiu Wei. She is of medium height and she is thin. She has long straight hair. She wears glasses, but not all the time. She only wears them to read. She likes to wear skirts and dresses to school, but she usually wears T-shirts and shorts on weekends. We like the same music and movies. I like her because she listens to me and we have fun talking together.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Optional Approach	***Reach The Target*** In activity 1, give Ss a target number of words to write in each box. For example, ask Ss to write two words for "height", three words for "build", four words for "hair" and five "words" in the other features box. Encourage Ss to scan their textbook for ideas and examples.

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<table>
<tr><td>Answers</td><td>1. Answers will vary. Sample answers:
<table>
<tr><th>Height</th><th>Size</th><th>Hair</th><th>Other features</th></tr>
<tr><td>tall,
short</td><td>thin, heavy</td><td>long, short,
curly,
straight</td><td>glasses, beautiful,
handsome, cute,
good-looking</td></tr>
</table>
2. Answers will vary.</td></tr>
</table>

■ Optional Activity 3: Twenty Questions About Appearance

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. Model the activity with one S in the class. Have the S think of a celebrity or athlete. Tell him/her not to say the person's name. Then start to ask yes/no questions about that person's appearance.

   T: ***Question 1. Are you handsome?*** Elicit "Yes."

   T: ***Question 2. Are you short?*** Elicit "No."

   T: ***Question 3. Are you Yao Ming?*** Elicit "Yes."
2. Explain that because you asked three questions you score three points.
3. Have Ss work in pairs, taking turns to ask and answer questions. Remind Ss they can only ask questions about a person's appearance. Remind Ss they can only ask yes/no questions.
4. Finish the activity after five minutes. Ask Ss to total their points. Explain that the person with the lowest number of points is the winner. This is the person who asked the least number of questions.

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Unit 10　I'd like some noodles.

一、教学目标与要求

话　题 **Topic**	食物（Food）
功　能 **Functions**	能就食物进行询问并点餐（Order food） A: What would you like? B: I'd like some dumplings. A: What kind of noodles would you like? B: I'd like beef noodles, please. A: What size would you like? B: I'd like a small bowl. A: Is there any cabbage in the noodles? B: Yes, there is. / No, there isn't. / No, there is no cabbage.
语　法 **Grammar**	1 能正确使用 would like A: What would you like? B: I'd like some soup. A: Would you like any drinks? B: Yes, please. / No, thanks. 2 能正确使用不定代词 some, any There are some tomatoes in the beef noodles. A: Is there any cabbage in the noodles? B: No, there isn't. / No, there's no cabbage. 3 能分辨并能正确使用可数名词和不可数名词（Countable/ uncountable nouns） Countable nouns: bowls, dumplings, apples, strawberries, oranges, carrots Uncountable nouns: beef, meat, milk, mutton, water Countable and uncountable nouns: chicken, salad, ice-cream, cabbage, onion 4 能正确使用 what 引导的特殊疑问句（*Wh*-questions） What kind of noodles would you like? What size would you like?
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） beef, noodle, potato, meat, dumpling, fish, pancake, cake, candy, size, bowl, world, candle, age, idea, the UK, would, order, answer,

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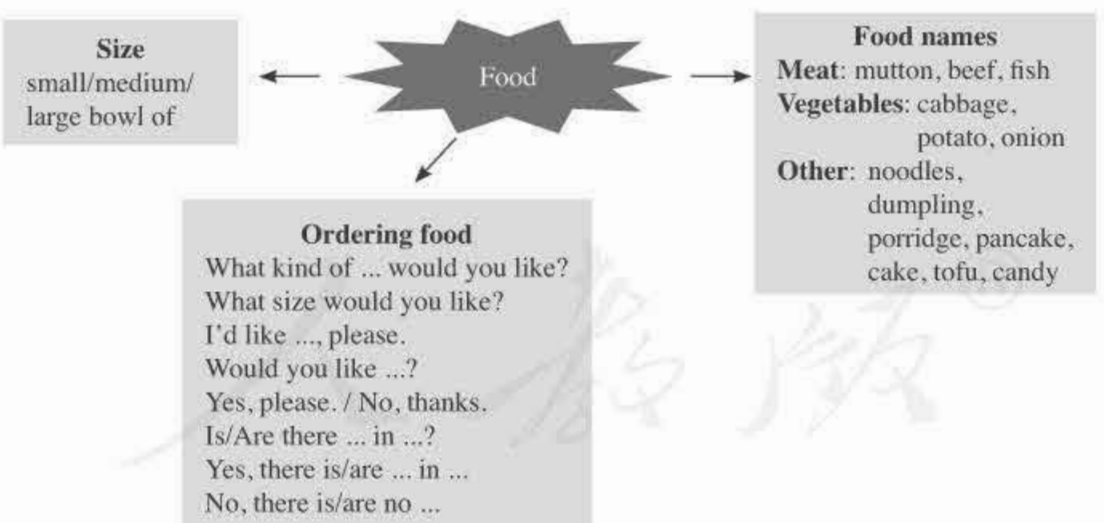
词汇和常用表达 **Words & expressions**	blow, will, special, large, different, lucky, popular, yet, if 2 能正确使用下列常用表达（Useful expressions） would like, come with, take one's order, one bowl of, green tea, orange juice, around the world, make a wish, blow out, in one go, get popular, come true, cut up, a symbol of, such as 3 能正确认读下列词汇（Non-curriculum words） mutton, cabbage, tofu, porridge, onion
语　音 **Pronunciation**	1 能掌握辅音+/l/或/n/构成的成音节读音 2 能使用正确的语音语调朗读一般疑问句、选择疑问句和事物的列举
学习策略 **Strategies**	1 学会分类归纳可数名词和不可数名词 2 学会根据所听或所读内容整理表格信息 3 能将所学的食物名称进行分类
文化知识 **Culture**	不同国家的生日饮食习俗

二、话题思维导图



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三、内容介绍和教学建议

SECTION A 内容介绍

本部分主要学习各种食物名称和点餐的基本表达。1a–1c部分首先通过图文展现了在餐馆里点餐的场景，并根据这一场景的特点呈现各种常见的食物名称，输入与点餐相关的核心句型。2a–2d则在巩固1a–1c的词汇和句型基础上，增加了更为丰富的语言输入，不仅谈论食物种类，还涉及中餐里常见的“大份、中份、小份”的词汇和语言表达等。通过这些听说活动，学生要学会在相应的语境中运用核心句型和重点词汇进行初步的口头语言输出。

本部分的教学重点是与食物相关的各种词汇，还有点餐时常用的功能句型和不定代词some和any在不同句式中的用法。教学难点是让学生区分食物名称的可数与不可数，学会关于食物名称的不同表达法以及食物份量的表达法，如beef and carrot noodles, beef noodles with carrots, two bowls of beef noodles，等等。

活动1a–1c

1. 让学生观察单元标题，猜测单元的主要话题。当学生说出是食物时，教师可问学生这两个问题：What kind of food do you like? What's your favorite food?教师可根据学生的回答，一边展示食物图片或简笔画，一边呈现食物的名称，尤其是本单元的生词，如mutton, beef, noodles, cabbage, potato, tofu, meat等，然后教师带读所列出的食物词汇。

> 注意：教师在呈现与食物相关的词汇时，不必拘泥于教材1a部分中出现的生词，可根据所设置的情境适当增加Section B的食物词汇或其他生活中常见的食物词汇，这样做并不是要求学生立即掌握，而是为了拓宽他们视野，帮助他们在脑海中构建起与食物相关的词汇体系，激发其学习和记忆词汇的主动性，使其能在日常交际中更加自如地运用英语进行表达。

2. 教师可以问学生：Do you like noodles? What kind of noodles would you like?然后引导学生关注1a主题图中三种特色面条的构成，让学生完成图文匹配。全班核对答案。
3. 要求学生关注1a所列词汇的词尾，说出哪些词有复数形式，哪些没有复数形式。

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注意：1a所列的词汇中mutton, beef, chicken, cabbage没有复数形式，noodles, potatoes, tomatoes, carrots用的就是复数形式。这里只要求学生注意到这种现象，不宜对语法进行教学。

4. 学生两人一组就图中的食物互问互答，进一步熟悉生词，如：A: What does Special 1 have? B: It has beef and tomatoes.
5. 让学生观察主题图中的人物，感知语境，并回答以下问题，教师可根据学生的反馈回答，适时呈现与情景相关的词汇，如：order food, take one's order。
   1) Where are the woman and the man? (They're in a noodle restaurant.)
   2) Who are they? What are they doing? (The man is a customer and the woman is a waitress. The man is ordering food. The woman is taking his order.)
   3) What kinds of noodles does the noodle restaurant have? (Beef noodles, chicken noodles and mutton noodles.)
   4) What does the man want? (Beef noodles.)
6. 让学生听第一遍录音，完成1b的听力任务，然后全班核对答案，通过追问，让学生说出其判断依据（beef noodles，tomatoes），引导学生学会捕捉关键词。
7. 让学生听录音跟读，并模仿对话，然后结合1a主题图中人物对话找出点餐的核心句型，教师板书核心句型：
   - What would you like?
   - Are there any ... in the ...?
   - I'd like ...
8. 引导学生根据语境和上下文猜测I'm not sure yet的意思，教师进行适当讲解。
9. 让学生两人一组分角色扮演1a中的对话。如时间和条件允许，让学生根据图片中的Special 2和Special 3两种面条信息仿照1a的情景自编点餐对话。
10. 请两至三组学生在班上表演对话，并提醒学生模仿1b中的语音语调。

活动2a–2c

1. 让学生看2a的图片，师生互动谈论图中食物，复习巩固已学的食物词汇，然后根据图文谈论食物的大、中、小份，教师可问这些问题：
   1) Are there any vegetables in the picture? What are they?
   2) What size bowl of noodles do you see in the picture?

   教师板书bowl, small, medium和large，引导学生依据图例猜出单词的意思，然后引导学生读懂2a的任务要求，清楚完成该任务需抓住关键词——食物名词。

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2. 播放第一遍录音，学生完成2a活动。
3. 检查学生的答案，然后让学生朗读2a中的单词，引导学生进一步加深对名词可数和不可数的概念的理解。
4. 让学生先了解2b任务要求，阅读2b中不完整的句子，预测需要填写的内容。
5. 再次播放录音，让学生完成2b。如学生存在困难，教师可停顿回放录音。
6. 让学生再听一篇录音，师生核对答案。
7. 最后播放一遍录音，让学生跟读和模仿。引导学生关注听力材料中的一些常用表达法，如：one bowl of, a small/medium/large bowl (of); What size would you like?
8. 若时间和条件允许，教师还可设计点餐情景，和一名学生进行互动交流作为示范，如：

   T: What kind of noodles would you like?

   S1: I'd like beef noodles, please.

   T: What size would you like?

   S1: I'd like a medium bowl, please.

   T: What kind of vegetables would you like?

   S1: I'd like some tomatoes, please.
9. 让学生两人一组根据教师的示范进行对话，教师巡视并及时给予必要的帮助。
10. 请几组学生在课堂上表演对话。

活动2d

1. 让学生带着下面问题朗读对话：

   1) What would Sally and Tom like to eat?

   2) How many bowls of soup would Sally and Tom like to have?

   3) What size would they like?

   引导学生回答问题的过程中，教师需要讲解对话中出现的新的常用表达，如：May I take your order? 等。
2. 请两名学生朗读对话，然后对其语音语调及意群停顿等朗读技巧加以纠正或强调，如有必要，教师应领读对话中的长句和疑问句，比如waitress所说的最后一句：One large bowl of beef ↗ soup, one *gongbao* ↗ chicken, and one *mapo* tofu with ↘ rice. 教师需跟学生解释：列举事物时，一般用升调，最后一个被列举的事物用降调。
3. 全班齐读对话，然后让学生三人一组分角色（waitress, Sally和Tom）朗读表演对话，教师则巡视全班并提供必要的帮助，最后请几组学生向全班同学展示。
4. 教师提供一些常见的中餐菜名，让各小组模仿2d内容自编对话，可替换对话中的菜名，进行创造性的和贴近实际生活的对话交流。教师可先与两名学生共同示范，然后学生三人一组进行模仿对话，教师则巡视全班并提供必要的帮助，最后请几

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组学生向全班同学展示。

语法内容介绍和活动建议

本部分的Grammar Focus梳理了Section A所学的语言结构，主要包括would like用法，不定代词some和any以及可数、不可数名词的用法。3a的对话练习要求学生先根据上下文选择符合每项内容的问句或答语，然后将所有句子衔接起来形成一个完整的对话。该练习不仅考查学生对核心语法项目的熟悉程度，还提供了新的语境和更为丰富的语言输入。3b则要求学生用所给词汇造句，训练他们初步运用语法结构进行表达的能力。3c是一个开放性的小组活动，让学生讨论自己的饮食喜好，提供了真实的情景让学生运用本单元所学句型和词汇。

本单元语法教学的难点在于让学生分辨英语中名词的可数和不可数及其组成规律。

语法部分具体教学建议如下：

1. 让学生认真朗读Grammar Focus表格中的句子，然后提供一些相关例句，让学生将所有句子进行分类整理，并归纳出不同句式的结构特点，如：

I'd like a bowl of mutton soup, please.

I'd like a cup of tea, please.

We'd like *gongbao* chicken and *mapo* tofu.

A:Would you like a sandwich? B:Yes, please.

A:Would you like some coffee? B:No, thanks.

句式	肯定句	一般疑问句	特殊疑问句
结构	I'd like + sth.	Would you like + sth.?	疑问词 + would you like + sth.?
例句	I'd like a bowl of mutton soup, please. I'd like a cup of tea, please. We'd like *gongbao* chicken and *mapo* tofu.	Would you like a large bowl? Would you like a sandwich? Would you like some coffee?	What kind of noodles would you like? What size would you like? What would you like to have?

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		一般疑问句的回答	特殊疑问句的回答
		Yes, please. No, thanks.	I'd like beef noodles, please. I'd like a medium bowl, please. I'd like a hamburger and a Coke.

注意：教师可提醒学生would like在用法上与情态动词一样，没有人称变化，各种句式变化直接由would的变化来体现（如位置变化），不需要借助其他助动词。另外，还要让学生了解I'd是I would的缩略形式，We'd是We would的缩略形式。

2. 关于不定代词some/any的用法归纳，教师可让学生从本单元已学的1a–2d部分中找出所有包含some/any的句子，在some/any下画线。教师还可提供更多包含some/any的例句，既可以板书在黑板上，也可呈现在课件中。如：

There's **some** milk in the fridge.
There are **some** eggs in the fridge.
There are **some** tomatoes in the beef soup.

There isn't **any** milk in the fridge.
We don't have **any** shirts in your size.
There aren't **any** sweets in the box.

Are there **any** vegetables in the beef soup?
Is there **any** news from Harry?
Would you like **some** coffee?

然后让学生观察并回答问题：

1) some/any通常用在什么句式中？表达什么含义？

2) some/any通常可以用来修饰或限定什么词？

由此，学生能得出基本的结论：some/any 通常接可数名词复数和不可数名词，表示不确定的数量。some常译作“一些”，多用于肯定句，也用在疑问句中，表示期望对方肯定的答复，以示礼貌；any表示“任何”，通常用于否定句和疑问句中。

注意：some和any用法非常广泛，建议教师不要在本单元教学过程中将其拓展太深，也不必面面俱到，只需让学生掌握最基本的用法规律即可，过多的拓展和延伸往往会混淆初学者对新语言点的认识，对其长远的学习反而不利。

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3. 要求学生观察Grammar Focus中关于可数名词和不可数名词的归纳表格，让他们尝试说出英语名词中可数和不可数概念的区别。针对既能作可数也能作不可数的少数名词，教师可提供带有语境的句子让学生通过翻译句子去分辨，如：

He is running around like a headless chicken.

Would you like some chicken?

There are three cabbages in the kitchen.

There is no cabbage in the soup.

最后教师可针对食物名词进行总结：可数名词有复数形式，大多数水果、蔬菜属于可数名词；不可数名词没有复数形式，主食、肉类、饮料多属于不可数名词；还有少数名词既可能是可数名词也可能是不可数名词，但词义不同，如chicken，作“鸡肉”讲时是不可数名词，作“小鸡”讲时是可数名词。

活动3a

1. 将学生分为两个大组，让他们分别假设自己是waiter或customer，思考并说出在点餐的语境下可能要说或问的话，教师按角色分两栏板书学生的答案。
2. 让学生朗读3a中左右两栏句子，判断它们分别是顾客还是服务员所说的话。
3. 学生自主完成3b，教师检查和点评学生完成情况，并与黑板上学生先前预测的句子进行对比，引导学生理解这一用法：顾客也可以通过提问的方式来表达自己的意愿，如句子a，d和f。
4. 让学生齐读或分角色朗读对话。

活动3b

1. 让学生浏览3b活动要求，然后教师以3b第一组句子为例，提供具体示范，让学生了解如何根据关键词造句。
2. 让学生自主完成3b练习。
3. 在班上展示部分学生所造的句子（通过投影、学生板书或者朗读等方式），全班一起检查和点评。

注意：3b的造句练习并没有固定唯一的答案，学生所造的句子只要在语言结构上规范正确，语境真实有意义，教师都应当给予鼓励和正面评价。

活动3c

1. 教师引导学生读懂3c任务要求，可将学生分为四人小组，让各小组进行角色分工，确定汇报人和记录者。
2. 让学生进行小组对话，教师巡视并提供必要的帮助。
3. 请三至四个小组的汇报人向全班汇报本小组成员的选择，如：Sally and Tom would like some hamburgers. Anna and Jim would like tomato and egg rice. Nobody would

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like potato salad.

SECTION B 内容介绍

本部分在Section A的基础上，进一步深化关于点餐的主题内容和语言表达。1a–1e的听说活动不仅增加了词汇的输入，让学生熟悉更多的食物名称，还创设了生活中常见的打电话点餐的情境，通过真实的语言交际让学生感悟本单元的功能项目，丰富语言输入的内容，同时，教材中根据所听内容完成表格的任务还有助于训练学生通过听来提取信息的能力。2a–2c的阅读部分介绍了世界各地的人们庆祝生日时不同的饮食文化，内容紧扣单元话题，开阔了学生的视野，还渗透了文化意识的培养。3a–3c的写作部分要求学生为自己的餐馆设计菜单并撰写广告，这一任务的设置有助于激发学生的主动参与意识，让学生发挥其独特创意，同时这一任务也使得学生能够在较为真实的语境中运用本单元所学的重点语言结构和词汇。另外，教材不仅提供了仿写的模板，还给予了词汇和句型表达方面的支持，这样便于教师在课堂上进行过程性写作训练。

本部分的教学重点是巩固学生对单元功能和语法结构的理解，通过阅读短文了解不同国家的饮食文化。教学难点是阅读语篇教学，教师不仅要让学生抓住文章的大意和细节信息，讲解文章中一些常见又实用的词汇和短语，同时，在教学中还需要渗透中西方文化比较和跨文化理解的内容。

SECTION B 教学建议

活动1a–1b

1. 教师可创设情境，通过呈现一份自制的餐馆菜单，图文并茂地呈现各种食物，这样既能帮助学生回顾复习已学词汇，又能呈现新词汇，如：tofu, dumpling, porridge, onion, fish, pancake, cake等。然后教师领读、学生齐读生词。
2. 让学生自主完成1a任务，将词汇和图片正确匹配。教师检查学生完成任务情况。
3. 教师可先采访几个学生，让学生讲述1a图中自己喜欢和不喜欢的食物，然后让学生独立完成1b。
4. 让学生两人一组互相交流自己喜欢和不喜欢的食物，然后请几位学生向全班分别汇报自己和同伴喜欢和不喜欢的食物，如：My partner likes dumplings, fish and orange juice, but he doesn't like onions, green tea or porridge.

活动1c–1d

1. 教师引导学生阅读1c的表格，了解任务要求，根据表格预测需要填写的项目，以

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增强听录音时的针对性。

2. 让学生听第一遍录音，整体感知对话呈现语境，并回答：What's the relationship（关系）between the two speakers? What are they talking about?此处，教师只要求学生说出对话所呈现的是打电话点餐的场景即可。
3. 让学生听第二遍录音，提醒学生先关注点餐内容，再关注地址和电话信息。若听力内容对于学生来说难度较大，可将录音分成两部分先后播放，这样可以降低任务难度；或者根据学生听取信息有困难的地方，重新播放录音，以便学生准确把握信息。
4. 学生填写表格完毕后，再次播放录音，让学生检查自己填写内容是否正确，然后全班核对答案。
5. 教师提供听力录音材料，让学生边听录音边跟读。
6. 让学生两人一组练习对话，然后请几组学生表演对话。

活动2a–2c

1. 师生互动，讨论生日时会做什么及吃什么等相关话题。如可以问学生：When is your birthday? What do you do on your birthday? What do you eat on your birthday? 在谈论过程中，教师可适当呈现部分生词，如：birthday cake, candle, age等。
2. 教师通过设问引出与阅读语篇相关的话题，如：What do people like to eat on their birthday in other countries? 让学生尝试回答这个问题，回答是否正确并不重要，目的是为了让他们做好阅读的心理准备。
3. 让学生观察插图、文章标题和2b表格预测短文可能谈及的内容。
4. 让学生快速阅读文章，检查自己的预测是否正确。
5. 引导学生读懂2b任务，明确表格填写的要求，尤其是special meaning一项的意思。然后让学生快速阅读课文，让学生通过搜索关键词找到所需信息，并填写到表格中，并提醒学生有的空格不只填写一项内容。
6. 让学生两人一组核对答案，然后全班核对答案。
7. 让学生先阅读2c的四个问题，然后仔细阅读课文，找出相关语句并加下画线。然后全班核对答案。
8. 让学生再读短文，提出自己在词汇、语言结构或文章内容在理解上有困难的地方，然后请其他学生发表自己的看法和见解，必要时，教师可以给予解析和帮助。在解析过程中，教师应适当关注一些重要短语搭配如cakes with candles, make a wish, blow out, in one go, come true, get popular, cut up, a symbol of long life, bring good luck to等。教师尤其要有意识地培养学生根据上下文猜测词义、根据拼读规则拼读和记忆生词等学习策略。

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9. 让学生听录音朗读课文。
10. 如时间和条件允许，教师可列出文章中的一些重要词汇和短语，供学生尝试复述文章的主要内容。

活动3a–3c

1. 让学生根据3a短文标题和插图预测短文的主要内容。
2. 让学生自主完成3a的填写任务，然后全班核对答案。
3. 让学生仔细阅读短文，并说出餐馆广告具备哪些要点，行文上有什么特点。教师可让学生先小组讨论交流，然后请小组代表发表看法，教师适当给予点评，并总结归纳出以下要点：1) 标题。2) 起始句使用问句来抓住读者的注意力：Would you like to eat ...? 3) 依次介绍餐馆所卖食品、甜点、饮料的种类和价格。4) 结尾可增加欢迎词或地址电话，如：Welcome to ... 或Please call us at ...
4. 将学生分为四人一组，要求每个小组成员共同合作设计自己的餐馆菜单，并以表格的形式完成，表格中应包括餐馆名（以确定餐馆的类别，如The Noodle House, The Dumpling House等）、菜品名及价格等信息。
5. 各小组完成菜单设计后，教师可请几个小组的代表向全班展示并介绍自己的菜单。
6. 让学生根据已总结的广告写作的要点，模仿3a的范文为自己的餐馆编写广告，完成3c任务。
7. 让学生两人一组互相批改作文，教师巡视并提醒学生注意广告的要素和书写规范等。
8. 教师展示不同学生的餐馆广告，并就写作内容及书写规范等进行评价。

SELF CHECK 内容介绍和活动建议

活动1

该活动主要引导学生对所学的食物、饮料和其他词汇进行分类总结与评测，以帮助学生掌握分类记忆单词的策略。

1. 让学生独立完成活动1，然后请五位学生说出各组例词。
2. 让学生依据每一组的类别，列出学过的更多同类别的单词，然后朗读这些单词。

活动2

1. 该活动是练习与评测there be句型，包含了几则幽默对话，目的是让学生享受学习英语和阅读的乐趣。引导学生读懂任务要求，然后让学生独立完成。
2. 让学生两人一组采取角色扮演的方式朗读对话，体会对话的幽默。

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3. 请三组学生分别朗读对话，要求尽可能通过语音语调表现出对话的幽默。
4. 教师引导学生观察三组对话中需要填写的内容，总结归纳there be句型的用法，即要依据该结构之后的名词的单复数来确定be动词用is还是are。

活动3

该活动是关于本单元核心目标——“点餐”的总结梳理与评测，要求学生能根据语境自如运用相关的句型结构。

1. 教师指导学生读懂任务要求，理解提供的语境和线索。
2. 让学生两人一组，以在餐馆点餐为任务背景，综合运用本单元所学的重点词汇和句型编写对话，然后分角色操练对话。教师巡视并提供必要的帮助或指导。
3. 请几组学生表演对话。
4. 教师引导学生按照活动3所列的四条线索，归纳总结每条线索所对应的问和答的重点句型。

四、语音教学建议

1. **成音节的读音规则**

1) 解释成音节。前面已介绍一个响亮的元音可构成一个音节，但有时特殊的两个辅音也可构成一个音节，这就是成音节。成音节的后一个辅音相当于一个元音，读起来比较响亮。英语中常见成音节的构成是由辅音与/l/或/n/构成的。

2) 找规律。让学生读课本提供的例词，同时思考这两个问题：

(1) 这些成音节一般出现在单词的什么位置？

(2) /-pl/和/pl/,/-bl/和/bl/，/-kl/和/kl/，/-sn/和/sn/有什么区别？

可以看出，这些成音节的音多数出现在单词末尾，偶尔也在单词中。如果出现在单词开头，那就不是成节音，而是辅音连缀。

3) 跟读模仿。让学生听录音并模仿朗读，注意成音节的读音和单词重读音节。

4) 练一练。给学生提供一些成音节的单词，让他们先试着自己朗读，然后在班上大声读出来。

/-pl/ example	maple	simple	temple	
/-bl/ marble	noble	double	horrible	trouble
/-tl/ settle	battle	gentle	title	kettle
/-dl/ handle	paddle	needle	riddle	
/-kl/,/-zn/,/-vn/	article	cycle	poison	prison
	even	heaven	given	

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2. **朗读技巧——语调**

前面讲过降调和升调是英语最基本的两种语调。降调表示“肯定”或“完结”的意义，而升调表示“不确定”或“未完结”的意义。

1) 试一试。把课本例句板书在黑板上，让学生先试试标出语调。

2) 听录音核对。播放录音，学生听后核对自己标的语调是否正确。

3) 总结规律。让学生思考这两个问题：哪些句子类型读升调？哪些句子类型读降调？先让学生讨论，然后总结语调规律：一般来说，一般疑问句、选择疑问句or之前的选择部分、表示疑问的反义疑问句和列举事物时读升调，陈述句和特殊疑问句一般读降调。

4) 跟读模仿。让学生听录音，跟读模仿语调，注意读升调时要自然地把元音升上去。

3. **语音补充练习**

1) 绕口令（Tongue twisters）

1. The peo**ple** at that ta**ble** are eating pur**ple** vegeta**ble**s.

/-pl/ (spelling **pl**) peo**ple**, pur**ple**,

/-bl/ (spelling **bl**) vegeta**ble**s, ta**ble**

2. The se**ven**th and ele**ven**th dishes have vegeta**ble**s.

/-vn/ (spelling **ven**) se**ven**th, ele**ven**th

/-bl/ (spelling **bl**) vegeta**ble**s

2) 歌谣（Chants）

(1) Dinner's on the Table.	
Pancakes are fluffy and tea is green.	The vegetables are hot.
Dumplings are fatter than any I've seen.	The apples are sweet.
Noodles are long. Tofu is white.	Dinner's on the table.
They all taste yummy day and night.	And we're ready to eat.

/-dl/ (spelling **dl**) noo**dl**es

/-bl/ (spelling **bl**) ta**bl**e, vegeta**bl**es

/-pl/ (spelling **pl**) a**ppl**es

(2) Let's Eat to the Beat.
Beef noodles, beef noodles, some spicy fried chicken, and some hot green tea.
Some hot green tea. Some hot green tea. I'd like a bottle of hot green tea.
Beef noodles, beef noodles, some spicy fried chicken, and some hot green tea.
Some hot green tea. Some hot green tea. I'd like a bottle of hot green tea.

/-dl/ (spelling **dl**) noo**dl**es　　/-tl/ (spelling **tl**) bo**ttl**e

/fr/ (spelling **fr**) **fr**ied　　/gr/ (spelling **gr**) **gr**een

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五、课文注释

1. **May I take your order?** 可以点餐了吗？
这是英语中餐馆服务员经常使用的一句表达法，还可说成：Are you ready to order?
在英语中，除以上两句外，点餐时服务员常用的表达法还有：
Here's a menu. 给您菜单。
What would you like? 您想吃些什么？（您想点些什么？）
Let me repeat your order. 让我重复一下您（们）点的菜品。
May I show you to your table? 请跟我来，我领您（们）去餐桌。
顾客常用的套语有：
May I/we have the menu, please? 我（们）可以看一下菜单吗？
I'd like to order ... 我想点……（具体食品名称）
2. **One large green tea and two small orange juices.** 一大份绿茶和两小份橙汁。
tea和juice一般用作不可数名词，但在此句中，这两个词都用作可数名词。当用作可数名词时，tea的意思是"……杯（份）茶"，juice的意思是"……杯（份）果汁或菜汁"。例如：
Two teas, please. 请来两杯茶。
I'd like two tomato juices, please. 我想要两杯番茄汁。
3. **birthday food**（生日食品）和**birthday foods**（各种各样的生日食品）
作为不可数名词，food意为"食物；食品"，故birthday food为"生日食品"；在birthday foods这个表达法中，food系可数名词，这时相当于汉语"各种各样食品"的意思，表示食品、食物种类的多样。再如：
To lose weight, you should cut down on sweet and fatty foods. 要减肥的话，你应当少吃各种甜食和多脂食品。
4. **birthday person** 寿星；过生日的人
此处birthday person是一个合成词。当代英语中，人们为回避语言中的性别歧视或性别化现象，越来越多地使用person这个中性词来合成相关词汇，如：chairperson（主持人）；sportsperson（运动员）；salesperson（售货员；销售员）；spokesperson（发言人）；business person（商业人士；商人）等。

六、文化注释

西餐菜单及点餐

在英语国家餐馆用餐，点餐和看菜单是必不可少的事情。一份标准的餐馆菜单一般由四部分构成，首先是Appetizers（开胃汤羹；开胃小菜），其次是Entrées（主食；主餐），接下来为Side Dishes（佐餐菜肴），最后为Desserts（甜点）。酒水饮品往往有另单备选，

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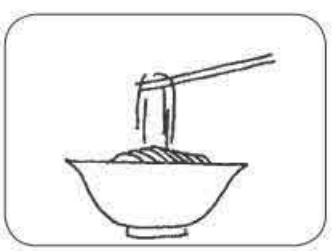
称作List of Drinks and Beverages（酒水饮品点单）或Wine List（红酒单）之类。点餐时，服务员和顾客也往往会以菜单的顺序依次进行。

由于文化习俗的差异，中国人传统概念中“主食”的米饭（steamed rice）、炒面（fried noodles）等在西方饮食观念中是“副食”，要在菜单的Side Dishes中方能找到，而像炒菜（stir-fried vegetables）、鱼或肉等则成了“主食”。因此，习惯了我国餐馆菜单文化的国人初到英美国家餐馆就餐，翻阅菜单点餐多有头痛伤神的感觉。

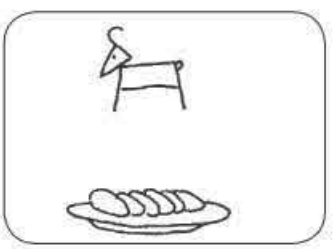
西方餐馆文化中，一份“主食”（Entrée，又称Main Course），很多时候就相当于中国的一道“菜”，但量足份大，胃口小的顾客已无需再点开胃、佐餐或甜点食品了。一般说来，一位顾客会点一道“主食”，然后再在菜单其他三部分中选一、两样自己喜爱的“菜”品，并不是菜单四个部分的东西样样都要点到的。若不点主食光点“佐餐菜肴”，或一人点几道不同“主食”都会令服务员感到非常奇怪。

七、教学简笔画

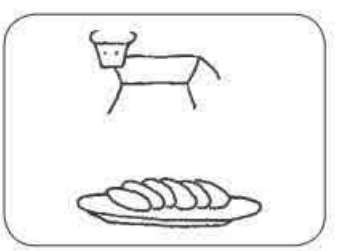
1. noodles



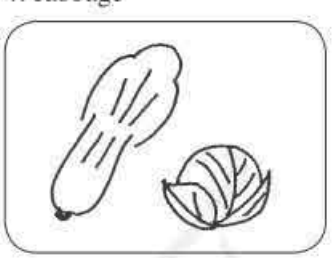
2. mutton



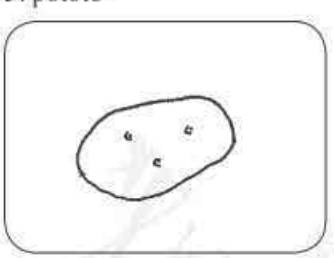
3. beef



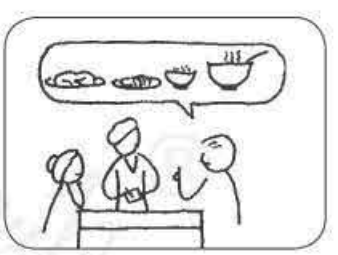
4. cabbage



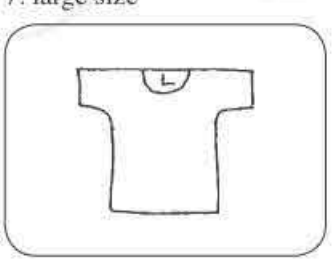
5. pototo



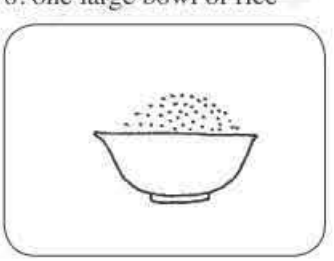
6. take one's order



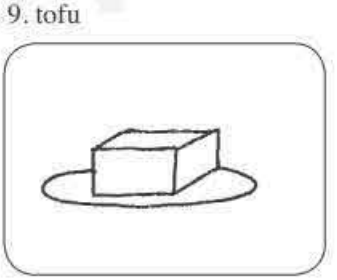
7. large size



8. one large bowl of rice



9. tofu



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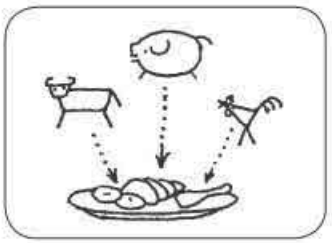
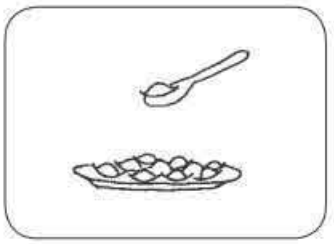
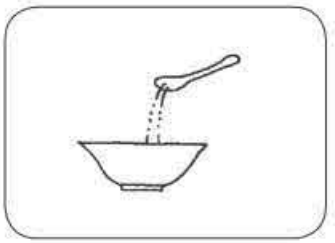
10. meat



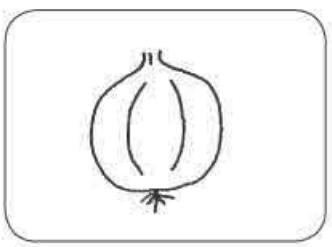
11. dumplings



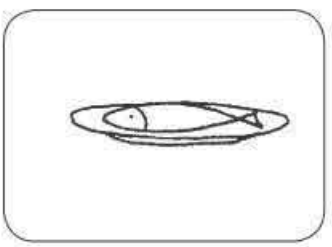
12. porridge



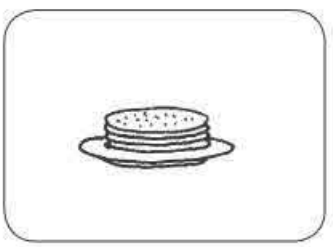
13. onion



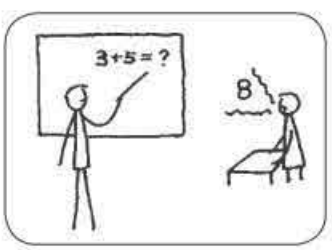
14. fish



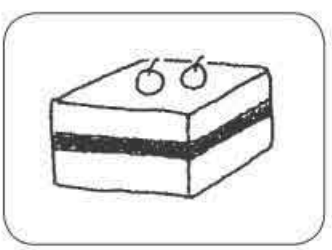
15. pancake



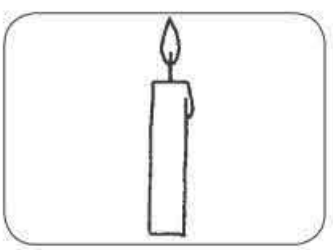
16. answer



17. cake



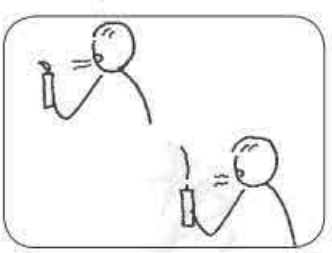
18. candle



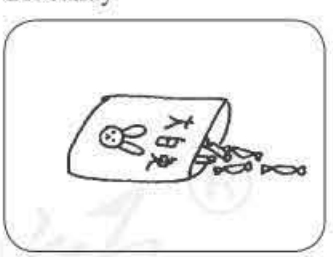
19. age



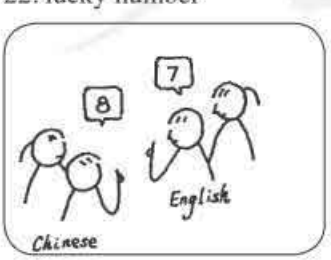
20. blow, blow out



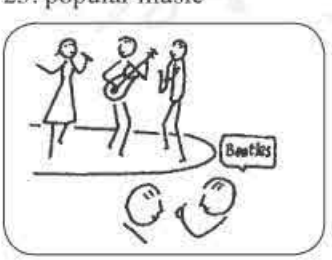
21. candy



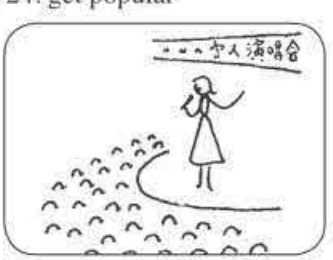
22. lucky number



23. popular music



24. get popular



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Unit 10 I'd like some noodles.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: order food. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows a male customer and a female waitress in a traditional Chinese restaurant. The waitress is taking the customer's order. At the top of the picture are displayed three different bowls of noodles with different ingredients. The prices of the dishes are not indicated. The customer asks the waitress a question about the ingredients of the beef noodle dish before choosing that dish.
Culture Focus	***Chinese Food Around the World*** In the US and all around the world, Chinese food is one of the most popular kinds of international cuisines. But outside China, restaurants will often serve very different dishes than those in China. One of the most popular Chinese dishes in America is *gongbao* chicken (the American version of 宫保鸡丁). The American version of this dish is sweeter and less spicy than in China. That's because it and many other international dishes have been adapted to make them more popular with Americans.
Answers	1. g, 2. b, 3. c, 4. d, 5. e, 6. f, 7. a, 8. h

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Can I See the Menu?*** Before 1b, have Ss review the three menu items. This will activate vocabulary and get them ready to listen. The menu in 1a has pictures but no words. Explain that a "special" is a dish that restaurant think is one of their best dishes. Have Ss work in pairs to describe the three special dishes in the pictures. Remind them to use the words from 1a. Give an example on the board: A: What's Special 1? B: It's a bowl of beef noodles. There are tomatoes in it.
Answers	Checked: Special 1

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1c

Purpose	To help Ss use the target language in natural speech.
Teaching Tip	***Speak Clearly*** Before 1c, have Ss try to speak clearly. Some voiced consonant sounds such as /b/, /g/ and /d/ are tricky for Ss to pronounce and differentiate from one another. So encourage Ss to speak slowly and clearly, and to focus on their pronunciation. Tongue twisters can help Ss practice. Follow this procedure: 1. Write on the board: I'll Buy a BiG Bowl of Beef and tomato nooDles. 2. Have Ss repeat the tongue twister several times. 3. Have Ss really focus on their pronunciation of the voiced consonants /b/, /g/ and /d/. Capitalize these letters on the board to bring them to Ss' attention.

2a

Purpose	To give Ss practice with the target language.
Optional Approach	***I Point, You Say*** In 2a, have Ss work in pairs taking turns. One S points at one of the foods in the picture and the other S says the associated name of the food.
Answers	Checked: 1. noodles, 2. beef, 4. chicken, 5. tomatoes, 6. cabbage, 7. potatoes, 8. vegetables

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	***American Cuisine*** In the US, there are lots of different kinds of regional cuisine, just like in China, which has, for example, Sichuan or Dongbei style cuisines. In the Deep South of America, in states such as Alabama or Mississippi, you can enjoy the country's best fried chicken dishes. They also have a delicious dessert known as key lime pie. In the northern states of Connecticut, Massachusetts and Maine, you can enjoy America's best boiled lobsters and a famous type of seafood soup known as clam chowder.
Answers	1. large, 2. chicken, 3. potato, 4. cabbage, 5. medium, 6. beef, 7. tomato

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2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Noodle Challenge*** In 2c, have Ss practice using the new vocabulary by role-playing a restaurant scene in groups. Follow this procedure: 1. Write on the board: S1: What would you like? S2: I'd like a bowl of beef noodles, please. S3: I'd like a bowl of chicken noodles, please. S4: I'd like a bowl of mutton noodles, please. S5: I'd like a bowl of beef noodles, please. S1: So that's two bowls of beef noodles, one bowl of chicken noodles and one bowl of mutton noodles. S2/S3/S4/S5: Yes! 2. Have Ss work in groups of four to six. 3. Have one S in each group take the role of the waiter/waitress. The S must ask for and write down the orders of the other Ss (the customers) in the group. 4. When everyone has ordered, the waiter/waitress must repeat the order back to the customers. 5. The group can sit down after every S has taken a turn as the waiter/waitress. 6. Finish by asking some of the Ss to read out to the class the orders that they wrote down.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	***Portion Sizes*** In the US, people are often given the choice of what portion size they would like, e.g. a small bowl or a large bowl of noodles. In fast-food restaurants people will be asked if they would like to "upsize". This is the action of paying a little extra money to get more to eat and drink. Common words for describing portion sizes include: S, small, regular, standard M, medium, middle, mid L, large, big, tall XL, extra-large, super

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GRAMMAR FOCUS

3a

Answers	1. d, 2. a, 3. f, 4. c, 5. e, 6. b

3b

Answers	Answers will vary. Sample answers: 1. What kind of noodles would you like? I'd like chicken and beef noodles with tomatoes. 2. What size would you like? I'd like a medium bowl, please. 3. Is there any cabbage in the beef noodles? No, there isn't any.

3c

Purpose	To give Ss the opportunity to use the target language.
Optional Approach	***I'd Like That Because ...*** In 3c, challenge Ss to work in groups to discuss and write down what each group member would like to order, and why they would like to order it. Follow this procedure: 1. Have Ss work in groups of four. 2. Write on the board: S1: Let me see ... I'd like the beef and carrot noodles because I love noodles. S2: Well, I'd like the hamburger because I hate vegetables. S3: Oh, I'd like the tomato and egg rice because it looks delicious. S4: Well, I'd like the potato salad because I want healthy food. 3. Tell Ss to discuss the four food options shown in 3c. They should say which dish they would like to order in a restaurant. Encourage them to give a reason. Review some of the reasons on the board and elicit some additional examples. 4. After a few minutes of discussion, nominate one or two Ss to present their food choices and reasons to the class.

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■ Optional Activity: Counting Orders

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens; paper.

Procedure

1. Write on the board:

Size	Measure/ Container	Food/Drink
small, medium, big/large	bowl	noodles
	slice	cake
	plate	vegetables
	cup	tea
	bottle	cake

A: What would you like?

B: I'd like a small slice of cake, please.

A: Is that all?

B: No, I'd also like a big bottle of Coke, please.

A: OK. So that's a small slice of cake and a big bottle of Coke.

2. Review the measure/container words on the board. Draw quick sketches of each item or translate into Chinese for Ss to help them fully understand each word.
3. Have Ss work in pairs to add more foods to the chart on the board. Remind Ss that each item should be compatible with the measures/containers shown. For example, "plate of soup" is wrong, but "bowl of soup" is correct.
4. Stop after three minutes and have the pair with the most items for each measure/container add the items in their list to the board. Elicit additional words from the other pairs.
5. Give pairs five minutes to role-play a conversation between a waitress and a customer in a restaurant using some of the size, measure/container and food words on the board.
6. Finish by nominating pairs to perform their role-play in front of the class.

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SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Culture Focus	***Party Food Buffet*** In the US, it is common to have a buffet at parties. This is a big table with a selection of foods on it. People don't sit around the table and there are no waiters or waitresses. At a buffet people help themselves. They start with an empty plate and walk around the table choosing different items of food to put on their plate. Typical buffet foods at an American party might be pizza, sandwiches, hot dogs, fruit, and cakes.
Answers	1. b, 2. g, 3. a, 4. h, 5. c, 6. e, 7. i, 8. d, 9. f

1b

Purpose	To give Ss practice using the target language in conversations.
Teaching Tip	***Foods I Like/Don't Like*** After 1b, have Ss work in pairs to discuss the foods they like and don't like. Encourage them to "grow" their sentences. Follow this procedure: 1. Write on the board: S1: I like dumplings. S2: I like orange juice. S1: I like dumplings, but I don't like onions. S2: I like orange juice, but I don't like green tea. S1: I like dumplings and cake, but I don't like noodles. S2: I like orange juice and bananas, but I don't like green tea. 2. Have Ss take turns naming the foods that they like and dislike until both Ss cannot grow their sentences any further. 3. Finish by eliciting some long sentences about likes and dislikes.
Answers	Answers will vary.

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1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Stop to Help*** In 1c, you may want to stop or pause the recording after hearing each item that needs to be written down in the order form. Some Ss will find it very difficult to record their answers and listen at the same time.
Answers	Address: 15 North Street Telephone number: 398-2845 Order: Dishes: chicken, fish and cabbage Dumplings: 12 beef and carrot Soup: one tomato soup Drinks: one large green tea and two small orange juices.

1d

Purpose	To provide speaking practice with the target language.
Optional Approach	***Classmate Correction*** In 1d, have Ss switch their textbooks with a classmate. Encourage Ss to listen and tick their classmates' work if they think it is correct. If they think their classmates' work is incorrect, have them correct it by writing the answer.

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	***Do You Eat Birthday Cake?*** In 2a, elicit the things that Ss normally eat on their birthday. Do they eat special food on their birthday? If so, what do they eat? Write the birthday foods on the board. Then take a quick poll to see which of the foods on the board most Ss would most like to eat on their birthday.
Answers	Answers will vary.

2b

Purpose	To provide reading practice with the target language.
Teaching Tip	***Quick Scan*** Before 2b, have Ss practice their scanning skills. Follow this procedure: 1. Have Ss cover the passage. 2. Tell Ss you are going to give them three things to find in the passage.

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Teaching Tip	They will have 10 seconds to scan the passage for the answer before they must cover it again. **T: *Find three foods.*** (*cake, eggs, noodles*) 3. Make sure everyone has covered the passage again and elicit the answers. 4. Repeat the activity with more questions. **T: Find *two countries.*** (*China and UK*)
Answers	

Country	Food	Special meaning
UK	birthday cake	Blowing out candles on a cake makes a wish come true. It is lucky to find a candy in a cake.
China	long noodles, eggs	Long noodles mean long life. Eggs mean life and good luck.

2c

Purpose	To provide scanning and writing practice with the target language.
Culture Focus	***Birthday Cakes*** In the US, people often are given a birthday cake on their birthday. Someone will usually bake or buy the cake for them. Birthday cakes are usually sponge cakes and have beautiful decoration. People usually put candles on birthday cakes, one candle for each year of the birthday person's life. When the birthday person is presented with their cake, everyone sings the traditional "Happy Birthday" song: Happy Birthday to you. Happy Birthday to you. Happy Birthday dear Lucy. Happy Birthday to you! The birthday person then blows out the candles which have been placed on top of the birthday cake. He/She should blow out all of the candles in one blow.
Answers	1. He or she can blow out all of the birthday candles in one blow. 2. They put a candy in a birthday cake. 3 Because long noodles mean long life. 4. They eat special foods for good luck.

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3a

Purpose	To prepare Ss to write using the target language.
Optional Approach	***Try Each Word*** In 3a, have Ss try each word from the box in each of the blanks. Encourage Ss to read the whole sentence out loud trying each of the words in the blank. Which word sounds best?
Answers	specials, kinds, strawberry, bowl, order

3b

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	***Pairs and Teams*** In 3b, have Ss decide first which type of restaurant they would like to open, i.e. a Chinese restaurant, a fast-food restaurant, or a pizza restaurant. Then encourage Ss to partner with someone that wants to open the same kind of restaurant. Then have each pair of Ss plan a menu together. Encourage them to reach an agreement through discussion. They should give reasons why each food should be on the menu.
Answers	Answers will vary.

3c

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	***Television Commercial*** In 3c, have Ss create a 30-second TV commercial for their restaurant in addition to a written ad. Give Ss time to develop a script for their TV commercial. Finish by having Ss present their TV commercial to the class and having the class vote on which restaurant they would most like to eat at.
Answers	Answers will vary. Sample writing: Noodle Heaven Do you like noodles? Would you like to try the delicious noodles at Noodle Heaven? We have all kinds of noodles. We have vegetable noodles for only five yuan. You can also try our noodles with meat for only eight yuan. Our noodles with dumplings are also very good. Our waiters and waitresses are very friendly, too. Come to Noodle Heaven today!

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SELF CHECK

Purpose

To provide a comprehensive review of key vocabulary and functions presented in the unit.

Optional Approach

Create a Test After activity 1, have Ss create their own "odd one out" tests. Then ask them to exchange the test with their classmate. How many questions can their classmate get correct? Give a model on the board:

> What word doesn't belong?
> 1. apples, carrots, oranges, strawberries _____
> 2. water, orange juice, green tea, beef _____

Elicit the model answers: 1. carrots, 2. beef.

Answers

1. Answers will vary. Sample answers:

Foods			Drinks	Other
Meat	Vegetable	Fruit		
beef chicken mutton	carrot tomato onion	orange strawberry apple	green tea orange juice water	pancakes dumplings porridge

2. 1. there is, 2. There are, 3. there isn't

3. Answers will vary. Sample dialog:

Waiter: What would you like?
Customer: Let me think about it. Are there any vegetables in the beef noodles?
Waiter: Yes, there are some carrots and tomatoes.
Customer: OK. I'll have the beef noodles.
Waiter: What size would you like?
Customer: I'll just have a small bowl, please.
Waiter: OK. So that's one small bowl of beef noodles.
Customer: Thank you.

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Unit 11 How was your school trip?

一、教学目标与要求

话 题 **Topic**	学校组织的游览活动（School trips）
功 能 **Functions**	能描述过去发生的事情（Talk about past events） A: How was your school trip? B: It was excellent. A: Did you go to the zoo? B: No, I didn't. I went to a farm.
语 法 **Grammar**	1 能正确使用be动词的一般过去时描述或询问过去的状态（Yes/No questions and short answers） The stars were so beautiful. A: Were the strawberries good? B: Yes, they were sweet and delicious. A: How was the weather there? B: It was great and the air was so clean. 2 能正确使用实义动词的一般过去时描述或询问过去发生的事情 I visited my grandparents in the countryside. I didn't know they could play chess with us. A: Did you ask him any questions? B: Yes, I did. 3 能归纳规则动词过去式的变化规律并写出部分规则动词和不规则动词的过去式（Simple past of regular and irregular verbs） 规则动词： played, visited, climbed; arrived; studied, worried; stopped 不规则动词： am/is→was, are→were, buy→bought, feel→felt, give→gave, get→got, have/has→had, meet→met, ride→rode, see→saw, teach→taught, go→went, take→took

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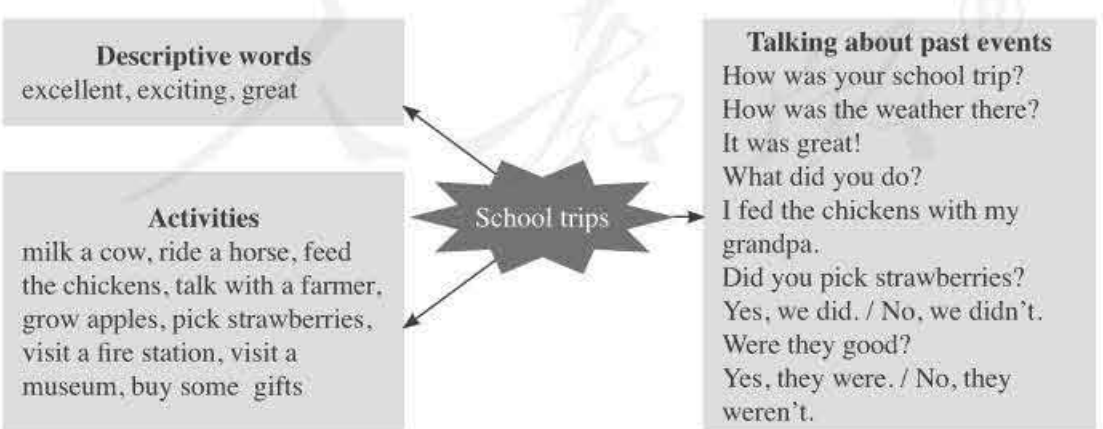
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） cow, horse, farmer, farm, countryside, yesterday, flower, sun, museum, fire, painting, robot, guide, gift, milk, feed, grow, pick, worry, hear, excellent, exciting, lovely, expensive, cheap, slow, fast, interested, dark, quite, luckily, anything, everything 2 能正确使用下列常用表达（Useful expressions） go for a walk, milk a cow, ride a horse, feed chickens, talk with, take photos, show ... around, in the countryside, go fishing, at night, climb a mountain, a fire station, go on a trip, along the way, play chess, a lot of, all in all, on the train, be interested in, it is difficult to do sth., not ... at all
语　音 **Pronunciation**	1 能归纳规则动词的过去式发音规律，正确读出规则动词的过去式词尾发音/t/, /d/, /ɪd/ 2 了解would you, did you, can't you的变音情况并能正确朗读
学习策略 **Strategies**	1 能通过记忆词块来学习词汇 2 能根据动词过去式推测动词原形，尝试归纳规则动词的过去式的特点及变化规律 3 能通过阅读本单元两篇日记理解不同人对待同一事物的不同感受
文化知识 **Culture**	了解国内外学校组织的各种游览活动

二、话题思维导图



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三、内容介绍和教学建议

SECTION A 内容介绍

本单元以“学校旅行”为主题，以同学之间谈论各自的游览经历为背景，展开多种形式的语言训练活动，目的是让学生逐步学会运用一般过去时态叙述和询问过去的活动经历。

本单元Section A部分围绕着学校组织的农场之行展开，着重描述了乡村生活。这些内容对于城市学生来说会显得陌生而有趣。1a–1c先通过主题图呈现了两个学生谈论学校组织的农场之行，介绍了农场的各类活动，呈现相关动词短语，如：fed chickens, milked a cow, rode a horse等。接下来的听力活动则是为了让学生感知如何就过去发生的事情进行谈论，对话中呈现一般过去时的一般疑问句及答语，以便于学生在口语活动中进行模仿。2a–2c拓展了关于农场和乡村生活的话题，围绕学生的所见所闻开展听说活动，呈现一般过去时的陈述句、一般疑问句、特殊疑问句和相关答语等。2d的示范对话谈论的是乡村旅行，对话中提供了更为丰富的生活信息以及表达用语供学生模仿输出。

本部分的教学重点是与农场和乡村活动相关的动词短语，还有be动词和实义动词的一般过去时句式。教学难点是实义动词一般过去时的疑问句正确语序，另外，不规则动词的过去式对中国学生来说也是一个难点。

SECTION A 教学建议

活动1a–1c

1. 课前教师可让学生协助搜集与农场或农村生活相关的图片或照片，在课堂上进行展示。让学生观察图片并尝试描述图片内容，教师根据学生的描述呈现相应的动词短语并教学新词汇，如milk, feed, farmer等。

> 注意：学生可能会使用现在进行时来描述图片，教师不必急于纠正学生的语言，但可以通过解释图片拍摄的时间来说明那些是发生在过去的事情，进而引出动词过去时的概念。

2. 教师引导学生观察1a单元主题图，浏览单元标题和图片文字，猜测图中人物正在谈论什么内容，教师可提出以下问题：
   1) Where are they?
   2) What are they talking about?

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3) Did the girl see any cows?

4) Did she ride a horse?

3. 教师启发学生思考六幅小图中行为所发生的时间是过去还是现在，然后以图e为例子，板书图中对应动词短语的过去式，即went for a walk，并指出went是go的过去式。
4. 让学生阅读1a活动要求，独立完成1a，并将短语中的动词过去式画线，尝试写出其动词原形。这样做主要是为了发挥学生的自主学习意识，鼓励他们发现动词原形和过去式之间区别，为后面的归纳做好铺垫。
5. 请几位学生说出他们画线的动词过去式及其原形，教师将过去式及其原形分别板书在黑板上，有意识地将规则动词和不规则动词分为两栏，让学生初步感知其异同。
6. 教师还可在动词过去式后标注音标，然后在课堂上带读这些动词及其过去式，再让学生齐读1a中带有过去式的动词短语，教师要注意及时纠正学生的读音错误。
7. 播放第一遍1b录音，让学生回答问题：

   Where did Carol go on her school trip? (She went to a farm.)
8. 让学生听第二遍录音，完成1b的任务。教师可在听前提醒学生关注对话中的动词过去式，这样能够通过抓住关键词有效地听取信息。
9. 全班核对答案，要求学生读出所选出的动词短语。
10. 让学生看听力材料，再放一边录音，让学生听录音跟读对话，并模仿录音中的语音语调。
11. 让学生两人一组分角色练习1b对话，选几个小组在课堂上表演。
12. 让学生根据1c中的示范对话两人一组谈论Carol's school trip，教师需要提醒学生：该活动是练习用第三人称提问，然后做出相应回答。练习完毕后可请学生进行角色表演。

活动2a–2c

1. 听前，教师介绍听力背景：Carol参加了学校组织的农场之行，让学生根据这一情景尝试提出一些问题，询问她在农场的活动情况。教师可提供范例，让学生使用前面所学的一般过去时的一般疑问句以及动词短语来提问，如：

   1) Did she have a good time?

   2) Was she happy?

   3) What did she see?

   4) Did she ride a horse?

   教师启发学生提问的同时，可将疑问句板书在黑板上，同时呈现本部分一些生词，如grow, pick, farm等。

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注意：学生提问时有可能会用现在时态，此时教师可用正确的过去时句子重复一遍学生的问题，并在黑板上用不同颜色或强调符号突出出来。另外，教师要尊重学生的独立思考能力，不必拘泥于教材所提供的问句，只要问题真实有趣、句式规范，都应当给予表扬和鼓励。

2. 教师带读黑板上所列的问句，并提醒学生注意一般疑问句和特殊疑问句语调的不同。
3. 让学生朗读2a的问句，启发他们思考这两个问题：Do they grow apples? 为什么用一般现在时态？这句话所表达的内容与其他句子有什么不同？教师可根据学生的回答稍作归纳：Do they grow apples? 这句话问的是“农民是否通常种植苹果”，这属于经常性的情况，而其他问句都是问发生在过去的农场之行中的所见所闻。
4. 让学生听第一遍录音，从2a所列的问句中找出与所听内容相符的问题。全班核对答案。
5. 让学生先阅读2b的句子，教师提供部分短语的中文意思，要求学生找出这些短语及其短语中相关动词的过去式，如：带……四周转转 show (showed) sb. around，种草莓 grow (grew) strawberries，从……到…… from ... to ...，摘草莓 pick (picked) strawberries，带……回家 take (took) sth. home。全班核对答案。
6. 教师启发学生猜测2b五个句子考察的听力细节。以第一句为例，要判断第一句 The farmer showed Carol round the farm. 的正误，就相当于要回答 Did the farmer show Carol around the farm? 这个一般疑问句。让学生尝试将其他的句子转化为一般疑问句，为接下来的第二次听做好准备。
7. 让学生听第二遍录音，完成2b的任务。若学生有困难，教师可再次播放录音或在关键信息出现前后按暂停键。
8. 全班核对答案。教师在核对句子正误时，可针对听力相关内容用一般疑问句或特殊疑问句来提问，如：
   1) Was the farmer friendly?
   2) What did Carol see?
   3) Do they grow apples?
   4) When do they pick apples?
   5) What did Carol pick on the farm? Apples or strawberries? Were they delicious?
9. 让学生看录音材料，听录音跟读，模仿录音的语音语调。
10. 让学生两人一组针对听力材料内容进行问答训练，请几个小组在课堂上展示对话。

活动2d

1. 教师展示一些关于乡村的图片，并通过一些问题来启发学生从不同角度谈论对乡村的印象，同时呈现生词 countryside 和 clean，也可复现前面所学的新单词或短

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语。以下问题供教师参考：

1) What do you like about country life?
2) What can you do in the countryside?
3) How is the air in the countryside?
4) What do you usually see in the countryside?

注意：在教学本单元时，教师尤其要启发农村地区的学生大胆描述自己的生活场景，将他们对生活的热爱之情激发出来。对于城市学生，教师应鼓励他们多了解乡村，启发他们客观地看待乡村生活，培养他们要尊重劳动者和热爱自然的良好品质。

2. 教师介绍2d的对话背景：Eric和Peter在谈论乡村旅行的经历。让学生朗读对话，然后回答以下问题：

1) Where did Eric go last weekend?
2) Why did he go there?
3) What did he do?
4) How was the weather there?
5) What did he do at night?
6) How did Eric feel about the trip?

教师要注意让学生用完整的句子回答上述问题，当学生遇到不熟悉的动词过去式，教师可适当给予语音上的帮助。

3. 请两名学生示范朗读2d对话，并对其语音、语调及句中停顿加以提示和纠正。然后让全班学生齐读对话或让男女生分角色朗读对话。
4. 让学生两人一组演练对话，最后请几组学生在课堂上表演。

注意：在教学2d时，教师可根据学生英语能力水平，分层次设计角色扮演活动。对于英语能力较好的学生，可让他们用真实的名字替换对话中的人名，结合本单元前面所学的词汇和句型，根据自身经历或想象力编出内容更加丰富的对话。对学习有一定困难的学生，要求其能流利朗读2d对话并能正确理解对话内容即可。

语法内容介绍和活动建议

本部分的Grammar Focus梳理了一般过去时态的用法，包括谓语动词分别为be动词和

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实义动词的一般过去时的陈述句、一般疑问句及其回答，还展示了部分规则动词和不规则动词的过去式形式。3a提供了两封信，要求学生根据信件内容用括号内动词的适当形式填空并完成信件，这一活动既关注语言形式，也关注语言形式在特定语境中的意义，能有效加强学生实际运用动词过去式的能力。3b则以游戏的形式让学生运用目标语言，让学生充分发挥自己的想象力，使得语法学习充满趣味性。

语法部分具体教学建议如下：

1. 让学生认真朗读Grammar Focus表格中的句子。
2. 教师可呈现更多的一般过去时的例句，让学生分小组进行观察和讨论，启发学生归纳一般过去时的用法。如：

   How was your weekend?

   My grandpa was sick last week.

   We were very interested in art and music at that time.

   We visited the museum one year ago.

   He went to Shanghai last winter.

   Lin Shuhao did very well in the match last week.

   My mother didn't go shopping last weekend.

   The boy didn't do much homework last night.

   Did you go to see the movie last month?

   How did you get home on such a snowy day?

   以下启发性问题供教师参考：

   1）一般过去时的陈述句中动词有什么特点？（要用动词的过去式形式）

   2）一般过去时的一般疑问句有哪两种不同的结构？（句首是was/were和did两种结构）

   3）带be动词的一般疑问句的句式结构是什么？（句首是was/were）如何进行简短回答？（用Yes或No回答，句末用was或were）

   4）带be动词的特殊疑问句的句式结构是什么？（疑问词后接was或were）如何回答？（根据特殊疑问词询问的信息回答）

   5）带实义动词的一般疑问句的句式结构是什么？（句首是助动词did，句中动词用原形）如何回答？（用Yes或No回答，句末用did）
3. 让学生分小组观察课本表格中的规则动词的过去式，如有必要，教师可提供更多常见的动词过去式供学生自主发现和归纳规则动词的变化规律。各小组得出结论后，教师可请几个小组的学生分享自己的发现，教师适当总结。接着，教师可引导学生感知规则动词变为过去式后的读音变化规律：在清辅音后读/t/；在浊辅音或元音后读/d/；在/t/或/d/后读/ɪd/。

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4. 教师可通过短时记忆游戏帮助学生记忆本单元所涉及的不规则动词的过去式（如 did, was, were, had, ate, bought, went, saw, came, rode, fed, took 等）。具体操作办法如下：

1）教师可先在黑板上列出或通过单词卡片呈现学生需要记忆的不规则动词及其过去式（包括音标），先带读，再让学生根据音标朗读或默念一两分钟。

2）教师擦去动词过去式，让学生根据动词原形和过去式的音标口头拼写出这些动词的过去式。如：

have → _____ /hæd/　　buy → _____ /bɔːt/

3）教师可去除音标，将动词原形顺序打乱，让学生写出每个动词的过去式，或者反过来，提供动词过去式，让学生写出动词原形。如：

went → _____　　see → _____

visited → _____　　eat → _____

4）最后，教师可提供一些句子填空练习，让学生学会在语境中使用这些不规则动词的过去式。如：

I _____ (go) to the countryside last weekend.

David _____ (have) a great time during the summer holiday.

活动 3a

1. 让学生快速浏览 3a 的两封信件，说出两封信的大致内容。教师可呈现以下问题和回答来帮助学生组织语言归纳大意。

Letter 1:

1) Who wrote the first letter? (It was a letter from Jim. / Jim did.)

2) Why did he write the letter? (He wanted to know about Bill's school trip.)

Letter 2:

1) Who wrote the second letter? (It was a letter from Bill. / Bill did.)

2) What did he write about? (He wrote about his school trip to Green Park.)

注意：在初中阶段，教师要注意培养学生用自己的语言归纳大意的能力，所以无论是在阅读教学部分还是在其他部分，只要语篇材料合适，教师应适时地给予学生指导和帮助。以上问题的设置就是为了提供语言支持，让学生通过回答问题将信息有机组织起来，最终形成语篇的大意。另外，这些问题也可强化学生对一般过去时的认识，并让学生初步感知一般过去时特殊疑问句的句式，为下一单元的重点语言项目的学习做铺垫。

2. 让学生再次阅读两封信件，独立完成信息填写。填写完毕后，让学生两人一组核对答案。

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3. 请几个学生朗读信件内容，全班核对答案。

> 注意：教师在核对答案时，应要求学生朗读完整的句子，而不是读出空格中需要填写的独立词汇。这样做的好处在于：能让学生在语境中体会一般过去时的用法，也便于教师了解学生的语音、语调和意群划分是否准确；此外，针对信件中出现的新词汇，如flower, worry, luckily, sun，教师还可让学生通过阅读上下文猜测其含义。

4. 让学生从信件中找出理解有困难的句子，供全班同学讨论。如有必要，教师可给予适当解析。
5. 全班齐读信件内容。

活动3b

1. 让学生阅读3b活动指令，明确任务要求。启发学生思考故事的要点，如：时间、地点、天气、人物、活动等。教师可先让几位学生配合完成一段叙述作为示范，如：

   T: Last week I visited a museum.

   S1: It was a sunny day.

   S2: I saw my friend Sally at the museum.

   ...

2. 将学生分为四人一组，并进行角色分工，包括主持者、记录者、汇报者等，小组成员轮流发言，合作完成故事接龙，记录者将所有人说的句子记录下来，由汇报者向全班汇报。小组活动过程中，教师在全班巡视，并给予必要的帮助。
3. 教师请各小组的汇报者讲述各组所编的故事，然后全班进行投票，根据故事的趣味性、语言运用的准确性和丰富性评出优胜者。

SECTION B 内容介绍

本部分在Section A所学知识的基础上，围绕单元话题进一步丰富“学校旅行”的内容，增加目标语言的输入。1a–1d的听说活动首先提供了许多真实的图片，展现了西方国家常见的学校旅行活动以及相关的动词短语，然后通过听Jane和Tony谈论各自的学校旅行经历，使学生进一步感知一般过去时在口头交际中的语用功能，随后1d说的任务主要为了实现语言输出，让学生在与同学进行真实交流的过程中能够正确运用所学的目标语言。2a至2c是阅读教学部分，该部分先让学生熟悉一些描述性的形容词，分辨它们带有褒义还是贬义，然后让学生阅读两篇关于学校旅行的日记，找出日记中的描述性形容词，并通过对比来总结两位作者关于同一旅行经历的不同态度，不仅考查学生对篇章的理解和

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培养阅读策略，还训练学生对比分析能力，3a–3c的写作部分为三步，3a不仅提供句子框架，还有图片提示，3b只提供句子框架，3c的任务要求学生写日记，描述自己曾经经历的学校旅行，而且要对其进行评价并简述原因。这一任务不仅能让学生有意识地运用目标语言进行输出，同时还启发了学生从所学的阅读篇章中吸取供模仿写作的句型和表达，进而提高自己的语言表达能力。

该部分的教学重点是让学生掌握与旅行活动相关的动词短语和描述性形容词，理解阅读篇章中的关于过去经历的叙述。教学难点是让学生运用一般过去时态完成笔头输出任务。

SECTION B 教学建议

活动1a–1d

1. 让学生两人一组或四人一组，回顾曾经历过的学校旅行活动和本单元所学过的内容，列出与各类活动相关的动词短语，然后向全班汇报。
2. 让每个小组汇报各自所列的活动，教师板书在黑板上，然后让学生尝试说出或写出动词短语中动词的过去式。
3. 让学生阅读1a活动要求，独立完成图片和短语的匹配任务，全班核对答案。
4. 请几位学生说出1a所列的动词短语中动词的过去式，然后教师带读这些动词短语。
5. 播放第一遍录音，要求学生注意听Jane和Tony的学校旅行分别去了哪里，然后分别用一个形容词来形容他们各自的学校旅行。或者，教师也可结合1b活动直接问学生以下问题：
   1) Where did Jane go on her school trip? (She went to the countryside.)
   2) How was Jane's trip? (It was terrible / very bad.)
   3) Where did Tony go on his school trip? (Tony went to an art museum.)
   4) How was Tony's trip? (It was great/excellent.)
6. 让学生阅读1c活动要求后听第二遍录音，从表格中选择Tony和Jane各自的活动。
7. 让学生听第三遍录音，核对1c的完成情况，并适当记下对话中的重要信息，然后全班核对答案。
8. 教师再次播放一遍录音，让学生看录音材料，听录音并跟读对话。
9. 让学生从录音材料中找出Jane和Tony对旅行活动进行评价的描述性的语句，教师将这些句子板书在黑板上，为下面说的活动做好准备。如：Oh, it was terrible. Oh, that's too bad. There were so many interesting things to see. The food was really delicious. It was so much fun. Sounds like you had a great school trip.
10. 让学生两人一组，互相描述自己过去亲历的学校旅行，自编对话。教师可提醒学

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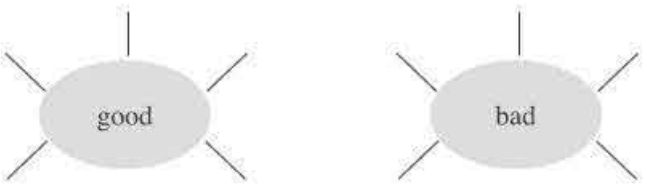
生注意使用一般过去时态和黑板上列出的描述性语句。

11. 最后请几组学生在课堂上展示自己的对话。

活动2a–2c

1. 让学生开展“头脑风暴”活动，列举可以用来评价学校旅行的描述性形容词，并将这些词汇分为两类板书在黑板上。如：



2. 教师在此基础上可补充和呈现2a和2b中出现的生词。教师可以通过描述一段自己的经历或借助图片来呈现词汇。如：

   Last summer I took my son back to my hometown. It was an **exciting** trip for him and he was so excited. First, we had to fly to ... The plane tickets were really **expensive** ... Later, we took the train to ... The train tickets were **cheap**. They were ...

   叙述结束后，教师带领学生朗读所呈现的生词。

3. 让学生阅读2a的活动要求，明确活动目的，然后让学生尝试找出褒义、贬义或中性的形容词。全班核对答案。

4. 让学生先观察阅读语篇的体例，说出语篇体裁，然后再观察日记的日期，快速浏览两篇日记的前两句和最后一句，预测两篇日记的大致内容。

5. 让学生仔细阅读两篇日记，验证自己的猜测是否正确，并找出两篇日记的中心句。然后回答2b的两个问题。

> 注意：能够归纳文章或段落大意的句子叫做中心句(key sentence)或主题句(topic sentence)，通常出现在文章或段落的首句或末尾，找到文章中心句或主题句有助于理解文章大意。但有的文章和段落并没有中心句，那就需要读者根据内容自行归纳大意。

6. 让学生再次阅读课文，并从日记中找出所有描述性形容词，分辨其褒或贬义，然后将相应的形容词填入2c的表格中。全班核对答案，核对答案时，教师应要求学生说出答案并解释理由。

7. 教师提出问题让学生讨论：Why did Helen and Jim have different opinions about the same trip? 教师要注意鼓励学生根据自己的理解发表不同的看法。

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8. 让学生分小组讨论阅读语篇中理解有困难的词组或句型，如小组内解决不了，教师在课堂上进行必要的讲解。
9. 播放录音，让学生跟读课文，模仿其语音语调。
10. 如时间和条件允许，可将学生分为三人小组，小组内三人分别扮演采访者、Helen和Jim，要求他们根据2b的日记内容编对话，对话中要注意使用一般过去时态和描述性形容词。最后请几个小组在课堂上进行角色表演。

活动3a–3b

1. 教师引导学生阅读3a活动要求，观察三幅插图，了解Bob的学校旅行，并根据每幅插图内容写出相应的动词短语，如take a bus, take photos, buy gifts。
2. 让学生根据所列的动词短语和图片信息，用自己的话简单叙述图片内容。教师可提以下问题帮助学生：
   1) Where did Bob go? (Bob went to a zoo.)
   2) How did he go there? (He took a bus to go there.)
   3) What did he see? (He saw many animals.)
   4) What did he do there? (He took some photos and bought some gifts.)
3. 让学生阅读3a的日记内容，并将信息补充完整，然后核对答案。
4. 让学生先阅读3b的活动要求和内容，说出作者对这次旅行的总体感受，并从文中找出线索，如：I didn't like them. It was a boring day.然后鼓励学生发挥想象，将Bob的日记补充完整。
5. 请一两个学生朗读自己填写完整的日记内容，并给予适当评价。
6. 让学生观察3a和3b两篇日记，总结旅行日记应该包括的要点。学生归纳时，教师可允许学生使用中文，然后把学生所叙述的要点转化为一般过去时的疑问句，并将其板书在黑板上，如：
   1) What was the date?
   2) Where did you go?
   3) How was the trip?
   4) How did you go there?
   5) What did you see? / What did you do?
   6) Did you like it? / Did you have a good time? / Did you enjoy yourself?
7. 给予学生充分的时间在课堂上写作，教师巡视课堂并及时为学生提供语言上的帮助和支持。
8. 学生完成写作后，让学生与同伴依据以上要点互相批改，纠正错误。
9. 教师选择几个学生的范文在课堂上进行展示、批改和评价。

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SELF CHECK 内容介绍和活动建议

活动1

该活动以表格的形式让学生对所学过的规则动词和不规则动词进行总结和评测。

1. 让学生开展小组活动，回顾以往所学动词，写出其过去式，并列入相应的空格中。
2. 让各小组轮流将所填写的动词和过去式根据类别写在黑板上。完成后，教师检查并纠正拼写错误，并请几位学生分别复述规则动词和不规则动词过去式的构成规律。
3. 教师带读黑板上的所有动词和其过去式，再让全班齐读。

活动2

该活动是通过一段交际情景对话来巩固和测评学生是否能正确运用一般过去式来描述和谈论过去的经历。

1. 让学生默读两个小对话，明确对话中所谈论事件发生的时间，它们分别是this summer和last weekend，表明都是过去时间。
2. 让学生关注方框中的七个动词，写出它们的过去式。
3. 让学生独立完成对话填空活动，然后与同伴互相核对答案。
4. 请两个小组朗读对话，全班核对答案。

四、语音教学建议

1. 动词过去式词尾发音

1）教师可将课本附录语音活动1中的规则动词打乱顺序板书在黑板上或呈现在课件中，让学生分小组讨论，根据过去式词尾的发音/t/，/d/，/ɪd/进行分类。

2）请几个小组的学生汇报分类情况，并总结规则动词加-ed的发音规则，即：清音后发/t/，浊音（包括浊辅音和元音）之后发/d/，辅音/t/，/d/后发/ɪd/。

3）让学生听录音，模仿朗读。

2. 缩略形式的发音

1）解释音节数区别。教师在黑板上板书isn't和aren't，然后问学生这个问题：它们的音节数各是多少？如这个问题对学生有难度，教师可把音标写在单词旁，即：isn't /ˈɪzənt/，aren't /ɑːnt/。可以看出，isn't有两个音节，aren't只有一个音节。

2）一个音节或两个音节？教师说出其他缩略形式，如weren't，学生应很快说出它有一个或两个音节。然后学生之间玩这个游戏。

3）让学生仔细听录音，然后跟读，分辨所读动词否定形式的音节数量，总结发音规则：is, was, did, could, have, has的尾辅音和n't共同构成一个新的音节。

4）再次播放录音，学生跟读。

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3. 朗读技巧——音的同化

1）教师把 Would you ...? Did you ...? 等几个句子板书在黑板上。先让学生按自己的习惯朗读，然后让学生听录音，看自己的发音和录音有何区别。

2）教师介绍英语中的同化现象，并解释这是英语连贯说话时产生的一种自然变化。提醒学生可参见学生用书附录语音部分关于同化的介绍。

3）让学生再次听录音，模仿朗读。

4）另外，教师还可以利用本单元的听力材料和录音进行更多的语音练习。

4. 语音补充练习

1）绕口令（Tongue twisters）

（1）On our **tr**ip we **tr**ave**led** on the **tr**ain and talk**ed** to the **tr**ain driver.

/t/ (spelling **ed**) talk**ed**

/d/ (spelling **ed**) trave**led**

/tr/ (spelling **tr**) **tr**avelled, **tr**ain, **tr**ip

（2）I **ph**otograph**ed** the **f**arm animals and **f**ollow**ed** the **f**armer.

/t/ (spelling **ed**) photograph**ed**

/d/ (spelling **ed**) follow**ed**

/f/ (spelling **f**, **ph**) **ph**otographed, **f**arm, **f**ollowed, **f**armer

2）歌谣（Chants）

(1) Say, Tell Me		
Did you visit the zoo? Yes, I visited the zoo. Say, tell me with who? Well, I visited the zoo with my class!	Did you learn a lot? Yes, I learned a lot. Say, tell me what? Well, I learned a lot about farm animals!	Did you milk a cow? Yes, I milked a cow. Say, tell me how? Well, I milked the cow like this!

/t/ (spelling **ed**) milk**ed**

/d/ (spelling **ed**) learn**ed**

/ɪd/ (spelling **ed**) visit**ed**

(2) They All Went to the Zoo!
The animals climbed in one by one, hurrah, hurrah! (x2) The animals climbed in one by one. The monkeys played and had good fun. They all went to the zoo. The animals hopped in two by two, hurrah, hurrah! (x2) The animals hopped in two by two. They bounced so high those kangaroos. They all went to the zoo. The animals flew in three by three, hurrah, hurrah!(x2) The animals flew in three by three. They zipped and zoomed those bumble bees. They all went to the zoo.

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The animals crawled in four by four, hurrah, hurrah! (x2)
The animals crawled in four by four. The snakes wiggled across the floor.
They all went to the zoo.

The animals swam in five by five, hurrah, hurrah! (x2)
The animals swam in five by five. The sharks and dolphins dipped and dived.
They all went to the zoo.

/t/ (spelling **ed**) hopp**ed**, bounc**ed**, zipp**ed**, dipp**ed**

/d/ (spelling **ed**) climb**ed**, play**ed**, zoom**ed**, crawl**ed**, wiggl**ed**, div**ed**

五、课文注释

1. **I visited my grandparents in the countryside.** 我看望了乡下的爷爷奶奶。

名词country和countryside均有“乡下；农村”的意思，往往与限定词the搭配连用，country尤为如此。例如：

We spent a pleasant day in the country. 我们在乡下度过了快乐的一天。(= We spent a pleasant day in the countryside.)

但country可用作形容词，置于名词前做定语，而countryside则一般不这么用。可以用country music“乡村音乐”，却不说countryside music; 可以用country road(s)和country lane(s)来表示“乡下的路”，却不说countryside road(s)或countryside lane(s)。

2. **It was so hot on the slow train.** 慢车上是那么的热。

英语“慢车”为slow train，还可说stopping train。与之相对应的“快车”，英语是fast train，却不是quick train!

英语中一些事物的表述有着习惯的固定表达方式，如“快车，慢车”的说法。这种构成结构看上去像一个词组或短语，但从意义上看已经偏向于或完全成为一个固定词汇。对于英语语言中这类由特定搭配所形成的固有表述，我们学习时需要整体记忆，不可自行建构。英语其他一些与火车有关的表述还有：

passenger train 旅客列车　　freight train 货物列车
electric train 电气化列车　　express train 直达列车
high-speed train 快速列车；高铁　　maglev train 磁悬浮列车

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六、文化注释

英语国家学校的school trips

若查词典，trip为“旅行；行程；旅游”之意。在汉语言文化背景下的我们看来，trip仅与户外游览相关，实则不然。英美等国的中小学校每学期都会组织大量的校外游览和体验等活动，他们把所有走出校外的活动统称为school trips。这些校外活动或远或近，时而徒步，时而借助交通工具前往目的地，有些在室外，有些在室内。纵观这些活动，大致可分为以下三类：

1）郊游观光

这种活动接近我国中小学校组织的“春游”或“秋游”，师生到郊外或景区、公园等地亲近自然、放松身心，调剂学校学习所带来的压力。

2）参观各类博物馆

英美等发达国家各个城市，无论大小，都有许多各类国立或地区性博物馆、科技馆、展览馆，且所有这些公立机构均实行免费参观制度，这就成为学校对学生进行各类文化和科学教育的好场所，因此学校会有计划地安排学生大量参加这样的“校外课堂”活动。

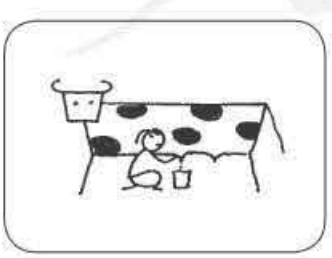
当今，许多发达城市的私立博物馆、展览馆及音乐厅也愈来愈多地参加到学校社会教育的行列中来，免费或以低廉的学生集体票价位配合学校开展这样的校外活动。例如美国波士顿音乐厅每一学期及音乐演出季就推出若干学生专场音乐会，向学校提供更多组织校外活动的机会，以此来推动古典音乐在青少年中的普及。

3）参加社会实践活动

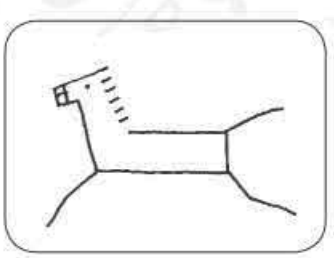
组织学生参加社会实践活动也是中小学校校外活动的重头戏。这些活动包括访问养老院、参与公益或慈善机构的活动、参观大学或研究机构、参加街道宣传等。

七、教学简笔画

1. cow, milk a cow



2. horse



3. ride a horse



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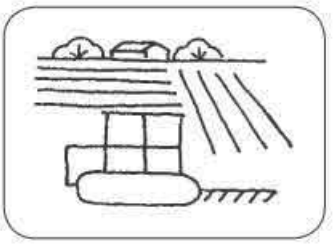
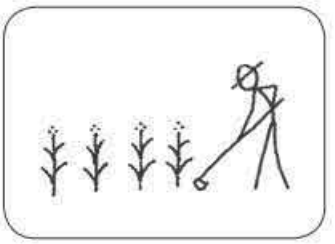
4. feed chickens



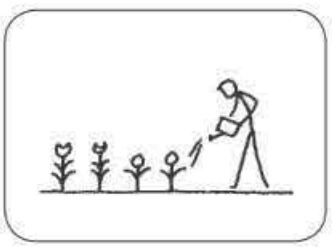
5. farm



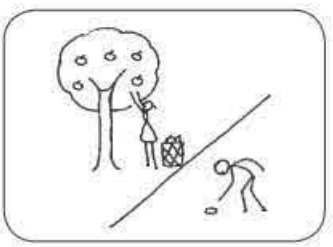
6. farmer, farming



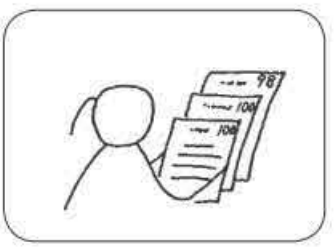
7. grow



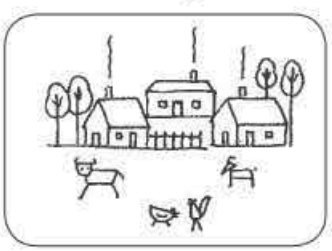
8. pick



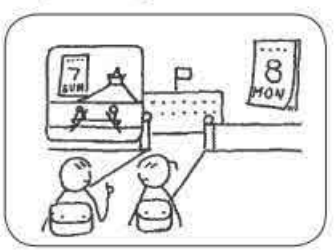
9. excellent



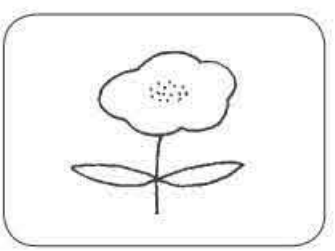
10. in the countryside



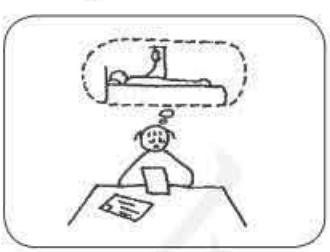
11. yesterday



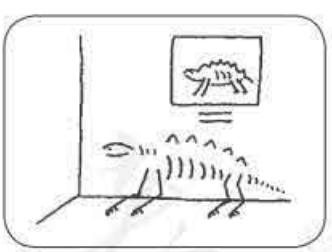
12. flower



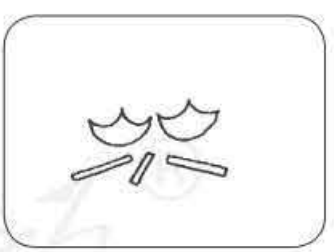
13. worry



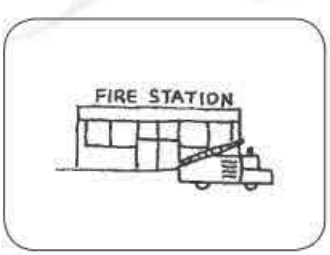
14. museum



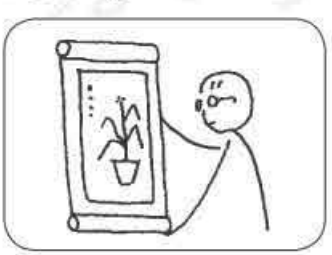
15. fire



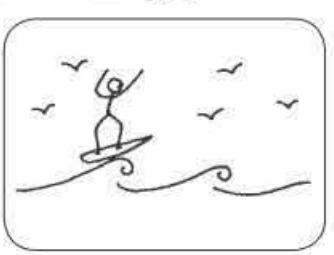
16. a fire station



17. painting



18. an exciting sport



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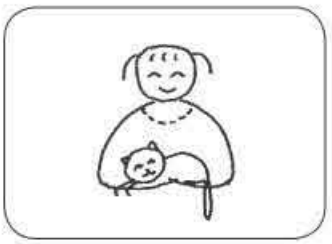
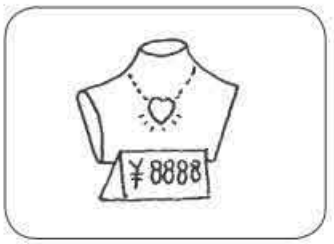
19. a lovely cat



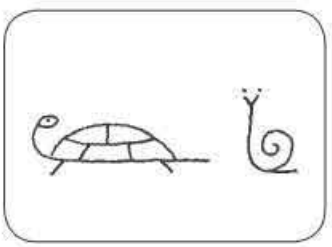
20. expensive



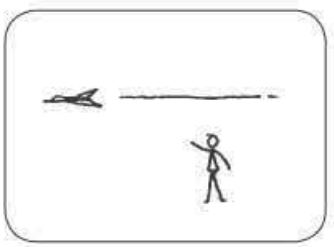
21. cheap



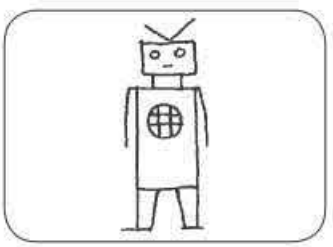
22. slow



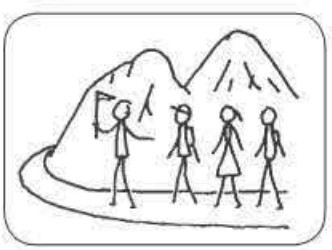
23. fast



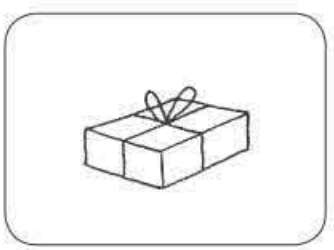
24. robot



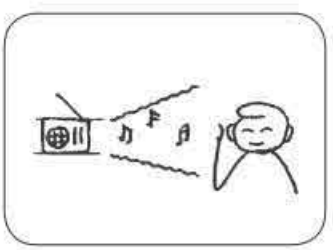
25. guide



26. gift



27. hear



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Unit 11 How was your school trip?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about past events. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows a boy and a girl talking. The boy is asking the girl questions about her recent school trip to a farm. The six smaller drawings show what the girl did at the farm (she rode a horse, went for a walk, milked a cow, fed chickens, talked with a farmer, and took some photos).
Culture Focus	***Farms*** In the US, many children will never have visited a farm. This is especially true if they are from a large city. Although city farms are becoming more common, they usually just have a few animals such as chickens and pigs. There are many different types of farms across the US. For example: • dairy farms where cows produce milk • cattle farms where cows are farmed for their meat (beef) • sheep farms where sheep are farmed for their wool and for their meat (mutton) • grain farms where crops such as wheat are grown to make bread • fruit and vegetable farms where fruit such as apples and oranges are grown
Teaching Tip	***Point and Say*** Before 1a, have Ss work in pairs, taking turns to point at things in the pictures while their partners name the things. Ask Ss to count the number of items they named in English. How many things did they name?
Answers	1. e, 2. b, 3. a, 4. c, 5. f, 6. d

1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***What "Did" She Do?*** Before 1b, remind Ss that they are only listening for the things that Carol "did" do. Explain that there may be pictures in 1a with things she "didn't" do.
Answers	Circled: milked a cow, went for a walk, talked with a farmer

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1c

Purpose	To help Ss use the target language in natural speech.
Teaching Tip	***Yes/No Questions*** In 1c, remind Ss to ask only yes/no questions. Write a model on the board: A: Did Carol ...? B: Yes, she did. / No, she didn't.

2a

Purpose	To give Ss listening practice with the target language.
Optional Approach	***Read Out Loud*** Before 2a, have Ss read the question out loud. This helps you ensure that they have fully read the question and answer options. Choose one of these methods: 1. Ss repeat after the T as a class. 2. Ss take turns reading to a partner.
Answers	Checked: What did you see? Did you ask him any questions? Do they grow apples? Were they good?

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Listening or Reading*** In 2b, you can easily adapt the listening activity to become a reading activity. This is a useful technique if you do not have an audio player. Follow this procedure: 1. Write the script for the recording in 1a on the board. 2. Have Ss read and answer the five statements in 2b, using the script on the board. 3. Compare answers as a class.
Answers	1. T, 2. T, 3. T, 4. F, 5. T

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	***What / Carol / Do?*** In 2c, support Ss by writing question parts on the board: 1. What / Carol / do? 2. What / farmer / grow? 3. Farmer / grow / apples? Elicit how to say each question.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.

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Culture Focus	***Language to Fit In*** In the US, young people will often speak very informally to each other, often using colloquial phrases or slang. Textbooks usually show the correct way to speak. To get a feel for real language use, encourage Ss to watch Western TV shows or movies, or listen to Western music. This can often be accessed legally and for free on the Internet. You may wish to recommend some suitable programs, songs or websites.

GRAMMAR FOCUS

3a

Answers	Letter 1 was, Did, go, Did, Did, see, went, was Letter 2 was, had, went, climbed, saw, ate, played, got, worried, did not, came

3b

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***Growing a Story*** In 3d, you can do the activity in small groups or as a class. Try it first as a class. Follow this procedure: 1. To help Ss think of something to say, provide a setting, characters sand storyline on the board: Setting: It's winter in Beijing. Characters: A boy, his aunt, his uncle Storyline: A boy visits his aunt, they go fishing, they catch something, and they cook it. 1. Start the story by giving the first sentence. **T: *Last week I visited my aunt's house.*** 2. Elicit the next sentence from the first S in the front row of the class, e.g. "The weather was beautiful." 3. Elicit the next sentence from the S to his/her left, e.g. "We went fishing." 4. Continue the story until everyone has added a sentence.

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■ Optional Activity: Truth or Lie

Purpose	To help Ss master the target language and expand their vocabulary.

Procedure

1. Have Ss work in small groups. Ask the groups to stand.
2. Tell Ss they must talk about a trip they have taken in the past. They can say a truth (something they did do) or a lie (something they did not do). Give an example:
   T: ***I talked with President Obama when I went to America.*** Elicit that this is a lie.
   T: ***I visited the Great Wall of China when I went to Beijing.*** Elicit that this is a truth.
3. Instruct S1 to say a sentence about a past trip. Instruct the other Ss in the group to decide if the sentence is a truth or a lie by taking a vote.
4. If the group correctly identifies the truth or lie, then S2 takes a turn to say a sentence about a past trip, and the game continues. If the group does not correctly identify the truth or lie, S1 gets to say another sentence.
5. Have the groups sit when everyone has had at least one truth/lie correctly identified by group members.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Optional Approach	***Choose the Activity*** After 1a, have the Ss vote for which activity they would most like to do on a class trip. Have Ss raise their hands for one activity only. Count the raised hands for each activity. How many Ss want to do each thing?
Answers	1. a, 2. c, 3. b, 4. e, 5. d, 6. f

1b

Purpose	To give Ss practice using the target language in conversations.
Teaching Tip	***Intonation Clues*** Before 1b, have Ss listen not for specific words but to the intonation of the speakers. Do they sound happy, i.e. louder, speaking faster, and higher-pitched? Do they sound sad, i.e. quieter, speaking slower, taking breaths or pausing, and lower-pitched?
Answers	1. It was terrible. 2. It was great.

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1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Detail by Detail*** In 1c, Ss have to listen for multiple details. Have them listen several times, each time listening for different details. Follow this procedure: 1. Play the recording. Have Ss listen for the names of the speakers. 2. Play the recording again. Have Ss listen for the activities mentioned. 3. Play the recording again. Have Ss check the activities against the names of the speakers in the chart in 1c.
Answers	

	went to the countryside	climbed a mountain	went to an art museum	saw some paintings	drew pictures
Tony			√	√	√
Jane	√	√			

1d

Purpose	To provide speaking practice with the target language.
Teaching Tip	***Write Then Erase*** Before 1d, support Ss by offering key expressions and a model conversation on the board. Follow this procedure: 1. Elicit expressions that should be included in the conversation. Encourage Ss to scan through the unit in the textbook for ideas. Write these expressions on the board. 2. Elicit a model conversation from Ss. Elicit the conversation line by line. Make sure it contains all the key expressions on the board. 3. Erase the conversation but not the key expressions from the board. 4 Have Ss work in pairs to create original conversations using the key expressions that remain on the board.

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	***What It Means to You*** In 2a, explain to Ss that words might mean different things to different people, and that's fine. Give some examples:

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Optional Approach	**T: *hot*** Elicit that this can be good, i.e. it's sunny and warm. Elicit that this can be bad, i.e. it's too sunny and warm. **T: *cheap*** Elicit that this can be good, i.e. it's not expensive. Elicit that this can be bad, i.e. it's probably bad quality.
Answers	Answers may vary. Sample answers: Checked: interesting, lovely, exciting, cool, lucky, delicious, great Crossed: difficult, boring, slow, terrible Both: hot, fast, cheap, large, expensive

2b

Purpose	To provide reading practice with the target language.
Teaching Tip	***Paired Scanning*** After 2b, have Ss work in pairs. S1 must scan for positive adjectives and S2 must scan for negative adjectives. After they are finished, they should switch roles, i.e. S1 now scans for negative adjectives and S2 now scans for positive adjectives. Finally they should compare answers. Remind Ss that scanning is reading quickly and searching for something in particular. They should not take a long time to read the passages.
Answers	1. Yes, Helen and Jim went on the same trip. 2. Helen thought the trip was great, but Jim didn't like the trip at all.

2c

Purpose	To provide scanning and writing practice with the target language.
Optional Approach	***What Helen Thought*** In 2c, have Ss work in pairs to discuss their answers. Help them to do this in English by writing a model conversation on the board: A: What did Helen think of the trip? B: She thought it was exciting. What did Jim think of the trip? A: He thought it was terrible.

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Answers			
		Helen	Jim
	the trip	exciting	terrible
	the train	fast	slow
	the museum	really interesting	big, boring, dark, too many people
	the gift shop and gifts	lovely, not expensive	so expensive

3a

Purpose	To prepare Ss to write using the target language.
Culture Focus	***Keeping a Diary*** In the US, it is common for many young people to keep a diary. They may have a traditional paper diary which no one else can read (a secret or private diary). However, more and more young people are writing online diaries (posting entries in a blog or writing on a diary website). People who keep diaries often write about their feelings and emotions. They don't simply keep a record of events or activities. That is why many people would prefer their diaries to be private. They often do not want others to read about their personal thoughts or feelings.
Answers	Answers may vary. Sample answers: interesting, animals, gift shop, gifts

3b

Purpose	To prepare Ss to write using the target language.
Culture Focus	***Expressing Opinions*** In 3b, the writer expresses a negative opinion about a school trip. Remind Ss that it is not very polite to say negative things, especially if they are criticizing the hard work or efforts of others. School trips are often seen as a special treat for Ss. They are intended to be enjoyable as well as educational.
Answers	Answers may vary. Sample answers: boring, saw many animals, the gift shop, they were so expensive

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3c

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	***The Good and the Bad*** After 3c, have Ss rewrite their diary entries with the opposite opinion. For example, if they wrote a positive review of a school trip, have them write a negative review.
Answers	Answers may vary. Sample writing: Yesterday we went on a school trip to a bicycle museum. My friend Bill liked it a lot. He really liked looking at the old bikes. But I did not enjoy the museum very much. I am not really interested in bicycles. I like computers more. Also, there were too many people at the museum, and they were very noisy. The museum restaurant was expensive, too. I hope we can go to a computer museum next year.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Optional Approach	***Board Test*** After activity 2, have Ss try to complete conversation 1 without using the words in the box. Write the conversation on the board and have Ss copy it down, filling in each blank with the correct verb.
Answers	1. Answers will vary. 2. Dialog 1 was, was, did, do, fed, swam Dialog 2 Did, have, Did, go, went, was, saw

■ Optional Activity: My Family Trip

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens; paper.

Procedure

1. Tell Ss that they are going to ask questions about family trips.

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2. Write on the board:

Find someone who ...	
1. took photos	2. visited a museum
3. visited a farm	4. climbed a mountain
5. rode a horse	6. went fishing
7. _____	8. _____
9. _____	10. _____

A. Did you take photos on a family trip last year?

B. Yes, I did. / No, I didn't.

3. Refer Ss to the board, and tell them to fill in the blanks for items 7-10 with their own ideas.
4. Model the questions and answers on the board.
5. Tell Ss to find other Ss who have done the same ten items by asking questions. If a S answers "yes", the name of the S should be written down.
6. Give Ss a fixed time period in which to do the activity. At the end of the time period, elicit which S was able to obtain the most names.

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Unit 12 What did you do last weekend?

一、教学目标与要求

话　题 **Topic**	周末活动（Weekend activities）
功　能 **Functions**	能用所学语言谈论过去发生的事情（Talk about past events） I worked as a guide at the Natural History Museum. I stayed up late to watch the soccer game. A: What did you do last weekend? B: I played soccer. A: Where did he go last weekend? B: He went to the cinema.
语　法 **Grammar**	1 能正确运用一般过去时态（Simple past tense） On Saturday morning, I cleaned my room. A: Did you do anything interesting last weekend? B: Not really. I just visited my sister. A: What did you do last weekend? B: I played badminton on Saturday morning. 2 能正确使用一般过去时态的特殊疑问句询问信息（*Wh*-questions） A: What did you do last weekend? B: I played soccer. A: Who went to the library? B: Sally did. A: Where did she go last weekend? B: She went to a farm.
词汇和常用表达 **Words & expressions**	1 能正确使用下列词汇（Curriculum words） camp, lake, beach, sheep, visitor, mouse, baby, language, kite, India, moon, surprise, snake, forest, ear, stay, shout, fly, move, start, jump, wake, natural, tired, high, as, away, ago, into 2 能正确使用下列常用表达（Useful expressions） stay up late, run away, shout at, fly a kite, put up, get a surprise, shout to, up and down, wake ... up, do homework, do some sports, study for a test, feed cows, go camping, go to the beach, fly a kite, have dinner with friends, swim in the river, put up a tent, make a fire, each other, last weekend 3 能认读下列词汇（Non-curriculum words） badminton, butterfly, woof, tent, scared

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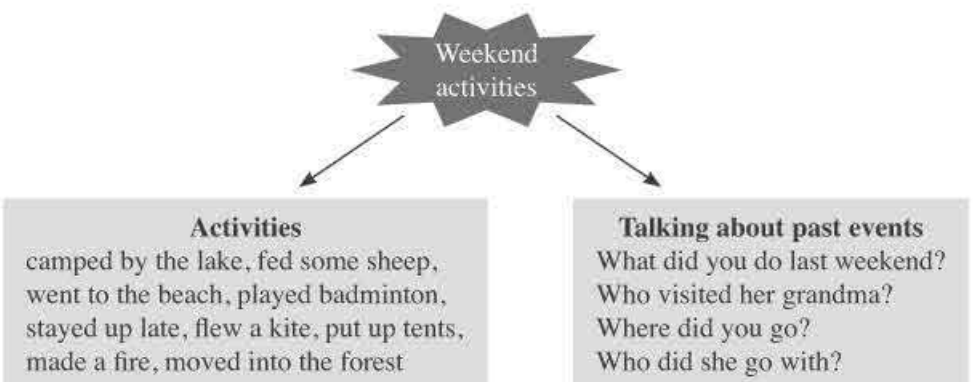
语　音 **Pronunciation**	1 能正确读出常见不规则动词 2 能大致体会和读出诗歌的重读和节奏
学习策略 **Strategies**	1 能根据标题和插图预测短文主要内容 2 了解时间顺序是讲述故事的主线
文化知识 **Culture**	1 了解国外学生的周末生活 2 初步了解印度的蛇文化

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分以周末活动为主线，功能是运用一般过去时谈论刚刚过去的一些常见周末活动。

1a–1c通过Lucy的周末活动和听力输入导入本单元的话题和本部分的关键句型。1a活动引出“谈论周末活动”的话题及所要用到的What did you do last weekend? 这个重要句式，同时复习一些表示周末活动的动词短语，学习一些新短语，如camp by the lake, go

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to the beach, play badminton。1b是一个听力输入活动，Lucy向Bob介绍自己上个周末是怎么度过的，让学生对1a谈到的句型和短语建立音义之间的联系。1c是基于听力内容的控制性口语操练活动。

2a–2c是基于1a–1c活动上的另一个听说任务链活动。本部分在学习了1a–1c内容的基础上，给出了更为丰富的语言运用环境，即教师询问学生周末活动，以听力的形式对单元重点词汇进行了复习，拓展了单元重点句型，包括：Did you have a good weekend? Where did you go? Who did you visit? I visited my grandma. I studied for the math test. 等。同时呈现更多的动词过去式。2a和2b是两个焦点不同的听力活动，2a的焦点是让学生捕捉“周末活动”这个行为，2b的焦点是让学生抓住“是谁做的那些事”这一信息。2c训练学生问问题的能力，就听力内容进行问答。2d对话活动集中呈现1a–2c部分所涵盖的主要内容，引导学生在相应的语境中进行相对综合的语言输出，对后面语法归纳和操练及Section B部分起着承上启下的作用。对话里还出现了新的语言输入，包括生词natural, butterfly, visitor, tired, stay up late和评价周末生活的句子I had a nice weekend。

本部分的重点是表示周末活动的动词短语和一般过去时的特殊疑问句。难点是一般过去时的特殊疑问句，学生容易忘记要借助助动词did；不规则动词的过去式形式与动词原形差别很大，对于学生来说也是一个难点。

SECTION A 教学建议

活动1a–1c

1. 导入话题。教师告诉学生上个周末自己所做的一些事情：I cleaned my room on Saturday morning. I played sports on Saturday afternoon. 可以用动作或简笔画帮助学生理解。然后问学生：What did you do last weekend?
2. 请学生看1a的图片，提问：What can you see in the pictures? What did Lucy do? 建议教师把这些短语板书在黑板上：
   camped by the lake /eɪ/ went to the beach /iː/ played ˈbadminton /æ, ɪ, ə/
   do→did camp→camped go→went play→played
   对于生词lake, beach, badminton，可以标注音节（用下画线表示）和重音，还可写出单词核心部分元音字母的读音。另外，教师还可以把动词的原形和过去式形式板书在黑板上，学生可以加深对不规则动词过去式的认识。让学生进行图文配对，然后核对答案。核对答案时尽量让学生说完整句子，如：Lucy did her homework in Picture a. She went to the beach in Picture b. 等等。
3. 游戏：看谁说得快！教师说出一个动词，或原形，或过去式形式，学生说出相应的形式。如老师说go，学生需说出went，老师说did，学生需说出do，看谁说

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得快。然后让学生两人一组做这个游戏。这个游戏的目的是训练动词的过去式形式。

4. 听前准备。先要求学生看图和听力要求，学生根据听力内容和图的提示写出动作发生的时间。由于听力对话信息比较集中，提醒学生先记下关键词的前几个字母，听完后再补充完整。
5. 学生听第一遍录音，听时按教师提示先写下关键部分，否则瞬间无法写下那些完整的词。或者教师可提供表格让学生填写。

Time	Activities
on Saturday morning	
in the afternoon	
at night	
on Sunday morning	
in the afternoon	
at night	

6. 学生听第二遍录音，查漏补缺，完成1b任务。教师可用提问的方式检查答案：
   1) What did Lucy do on Saturday morning/afternoon/night?
   2) What did Lucy do on Sunday morning/afternoon/night?
   教师要求学生完整回答：On Saturday morning, she played badminton ...
7. 学生听录音跟读并模仿对话，注意句子重读和意群停顿，还有动词过去式的读音。
8. 听后口语输出活动。学生假设自己是图片中的Lucy和她的朋友，两人一组分角色练习1b中的对话。然后请几组学生展示对话。

活动2a–2c

1. 听前语境和词汇准备。让学生看图片，教师可问学生：Who are they? (They're a group of students and their teacher.) Where are they? (They're in the classroom.) 然后让学生读活动2a中出现的句子，复习前面学过的动词的过去式，特别是不规则动词的过去式do→did, go→went, feed→fed。
2. 听中活动。为了让学生把精力集中到关键信息上，即“谁周末做了什么”，可以把听力内容设计成如下表格供学生填写。

Who	Weekend activities
Becky	visited her grandma, did her homework
Carol	stayed at home, studied for the English test
Jack	went to a farm, fed some cows

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播放第一遍录音，学生听后写下关键词或关键词的部分字母。再放一遍录音，学生补全需填信息。学生根据表格内容就能轻松完成活动2a和2b。提醒学生注意画线动词的过去式形式。

注意：本单元动词短语很丰富，教师可以提醒学生按语块来整个存储动词短语。另外，根据语言的搭配规律，我们一般能预见某个词之前和之后的词，如：我们能预测visit后面一般会接somebody，homework前的动词常常是do等。学生需了解词的搭配规律，这样可以大大减轻自己的记忆负担。

3. 听后巩固。教师提问，学生可根据内容提示进行问答。

T: What did Becky do last weekend?

S1: She visited her grandma and did her homework.

然后学生之间进行问答练习。

4. 听后巩固游戏——看谁的记性好！将全班分为两大组，Question组和Answer组。Question组提问题，Answer组回答，提醒学生可以用各种问句，包括一般疑问句和不同疑问词引导的特殊疑问句。如：

1) How many students talked about their weekend?
2) Who visited her grandma?
3) Who studied at home?
4) Who went to a farm?
5) Did Carol study for the math test?

活动2d

1. 理解对话意思和处理语言。学生读对话或听录音，然后回答下面的问题：

1) How was Lisa's weekend? (It was pretty good.)
2) What did she do? (She went to the Natural History Museum and worked as a guide.)
3) How many kinds of butterflies do they have? (Over 200.)
4) What did Lisa tell the visitors? (She told the visitors about the living habits of the butterflies.)
5) Why is Paul tired? What did he do? (He stayed up late to watch the soccer game.)

在引导学生回答问题的过程中，教师可顺带讲解本部分出现的新单词和表达法，如：Natural History Museum, butterfly, visitor, tired, stayed up all night。注意要尽量提供语境，如：I feel tired after that one-day train trip. Are you tired after four classes in the morning? 关于stay up，可设置这样的语境：I went to bed at 11:30 last night. I stayed up late last night. The children can go to bed at 10:00 on Friday. Their mom lets them stay up late on Fridays.

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2. 操练对话。让学生听对话模仿语音语调，然后分角色齐读对话（男、女生各扮演一个角色），然后学生两人一组分角色朗读对话，教师巡视全班并提供必要的帮助，最后请几组学生示范朗读，以检查学生掌握对话的情况。
3. 巩固过去式的用法。将对话板书在黑板上，在有动词过去式的地方留空，让学生根据上下文填写动词。教师还可以提高活动的难度，把更多的关键词擦掉，让学生补全对话。

语法内容介绍和活动建议

本部分在梳理Section A中所学的语言结构的基础上，通过问答练习带领学生进行自主探究性的语法学习、发现并巩固本单元目标语言的主要语法知识。本单元语法内容主要包括：

1）学会使用规则和不规则动词的一般过去式

2）能用带有who, where, what等特殊疑问词的一般过去时句子询问信息并能做出正确回答

Grammar Focus部分归纳了以上两项语法内容。3a是一个控制性较强的活动，让学生填合适的疑问词，训练学生根据上下文推断所缺信息的能力。活动3b是一个小故事，学生根据丰富语境用动词的适当形式填空，这个故事里面还包含着一个大道理：It's important to learn a second language. 活动3c是一个较为开放的猜测游戏，一名学生画能表现出周末活动的两个提示，其他学生根据提示猜其周末活动。

语法部分具体教学建议如下：

1. 学生看表格，同时思考以下问题：
   1）这些特殊疑问词分别表示什么意思？
   2）这些问句的过去时态一般要借助哪个助动词？句子中的实义动词要用什么形式？
   3）这两个带who的问句为何一个需助动词，一个不需要助动词？
2. 学生先自己观察，然后让他们两人一组讨论上面的问题。讨论后让学生说出自己的想法，教师引导并归纳：在过去时态的特殊疑问句中，一般要借助助动词did，而句子中的实义动词要用原形。但who问句需区别对待：当who在句子中做主语时，不需借助助动词did，而直接用实义动词的过去式，如Who visited her grandma?当who在句子中做宾语时，则和其他问句一样，要借助助动词。
3. 练一练。提醒学生：上面谈到的规则不要死记硬背，关键要多用。教师应多设计不同情境训练学生使用一般过去时的特殊疑问句。下面练习供参考：
   You want the missing information (×××). Ask questions.

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1) My parents bought me ××× for my birthday last year. (What did your parents buy you for your birthday last year?)
2) ××× phoned him last Saturday. They played badminton ×××. (Who phoned him last Saturday? Where did they play badminton?)
3) Paul and Steve went to the cinema ×××. After that, they ×××. (When did Paul and Steve go to the cinema? What did they do after that?)

活动 3a

1. 学生独立完成3a活动，然后两人一组读出对话。其他学生核对答案。
2. 巩固训练活动。教师把问答对话中的回答写在黑板上，把关键信息抹掉，让学生说出整个问句。
   1) I ××× on Saturday.
   2) I played badminton ×××.
   3) I played badminton with ×××.
   4) I went to ××× with my parents last weekend.
   5) He lost ××× yesterday.
   6) He lost his keys ×××.
   7) ××× lost his keys yesterday.

活动 3b

1. 处理生词。这个小故事里有几个生词，即mice, baby, shout, woof和language。让学生先看故事猜测生词的大概意思。如猜不出，教师给一些提示，如mouse: This animal is afraid of cats. It likes to stay in a place where there is food to eat. 再如shout: Some people like to shout at others when they get angry. Do you shout at your parents? It's not good if you do.
2. 学生读故事填词。这个活动有两个层次，首先需确定要填哪个词，然后再确定用该词的哪个形式。第一个层次很关键，提醒学生读完整个故事后再填空，因为读完故事才会大致了解故事内容，然后根据故事内容再确定需填的词，这样会更有效更准确。还要注意要用动词的过去式形式。这几个动词，除climb是规则动词加-ed外，其他都是不规则动词，say→said, be→was/were, see→saw, run→ran。英语中很多动词的过去式都是不规则的，这些不规则动词一般短小精悍，且非常活跃，提醒学生一定要牢牢记住它们。
3. 学生表演故事。可以让学生先朗读故事，提醒学生朗读时注意句子重弱读，还有语气变化。然后让学生表演这个故事，一个当narrator（叙述者），一个扮Father Mouse，一个扮Baby Mouse，一个扮猫。给学生创造发挥的机会，学生会回馈教

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师以惊喜。学生表演完后，教师应多鼓励他们。

活动3c

1. 学生读要求，然后老师先在黑板上画自己周末做的事情，学生猜。
2. 让学生到黑板上画自己的周末活动，其他学生猜。

SECTION B 内容介绍

本部分是前面Section A的拓展，学生要进一步学习更多动词的过去式，通过1a–1e的词汇及听力教学，2a–2c的阅读教学，3a–3c的写作教学进一步巩固所学语言，并完成从读的输入到写的输出。此部分更加强调语言的运用，要注意发展学生的语言流利性。

活动1a–1e是一个完整的听说任务链。1a呈现更多关于周末活动的短语表达法和更多不规则动词的过去式，如sing→sang, fly→flew, have→had, swim→swam等。1b是一个询问学生观点的开放活动，目的是巩固1a的语言。1c是一个听力活动，两个学生Sally和Jim谈论自己的周末活动，信息量比较大，内容也较丰富。1d是一个半控制性口语输出活动。学生用1c的信息，谈论Sally和Jim的周末。1e是一个开放性口语输出活动，学生两人一组谈论自己的周末。

2a–2c以阅读活动为主，通过阅读进一步巩固所学语言，并从读的输入过渡到写的输出。2a是一个读前活动，学生通过该活动复习学过的动物名称和描述动物的形容词，激活学生与文章有关的背景知识，为后面的阅读做好准备。2b活动让学生读故事后回答问题，检测学生对关键信息的理解。通过这个在印度遭遇蛇的故事，进一步输入本单元的目标语言和动词的过去式形式，既巩固学生的语言基础，也让学生增长了知识，开阔了视野。2c是读后活动，目的是通过复述来实现语言输出。

3a–3b是写作训练板块。在前面听、说、读的基础上，学生尝试简单的语言输出。3a是一个控制性较强的写作活动，学生根据图片提示完成短文，这篇短文还可作为3b的写作范文。3b则是一个相对开放的写作，学生根据3a梳理出的写作结构，写出自己的周末。

本部分重点是一般过去时态在听、说、读、写各技能的运用。难点是正确使用一般过去时，特别是不规则动词的过去式。

SECTION B 教学建议

活动1a–1b

1. 学生试读1a中的短语，注意动词过去式的读音。有些不规则动词过去式，变化的只是元音，如sing→sang, swim→swam, 读的时候注意元音的变化。关于不规则

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动词过去式的变化，可提醒学生参见学生用书附录语音部分本单元第一个语音活动，该活动对此有详细归纳。

2. 通过游戏巩固语言。先训练动词的过去式。教师做示范，说出动词原形，如sing，学生说出其过去式形式sang。然后让学生两人一组玩这个游戏。再巩固动词短语。教师说出动词，学生说出其后的搭配，如：

T: play Ss: the guitar/piano/violin

教师说出动词后的名词或其他部分，学生说出这个动词，如：

T: a kite Ss: fly a kite T: in a swimming pool Ss: swim in a swimming pool

3. 讨论：周末活动是否有趣？ 1b这种表达观点的活动可以训练学生的开放性思维。教师提问：What do you think of these activities? Are they fun or not? Why do or don't you think they are fun? 让几个学生谈谈他们的观点。

活动1c–1e

1. 听前准备。学生读1c的要求，并看下面的表格，教师可提问：What did Sally do last weekend? 学生回答：She did her homework. 教师继续提问：What else did she do? Let's listen to the tape. 通过这种简短交流自然过渡到听力训练。
2. 听时做笔记。学生听录音，填1c表格。填这个表格相当于做笔记，把关键信息即周末活动记下来。这个对话信息比较集中，学生听一次就完整写下整个短语会比较困难，告诉学生不要焦虑，可先写下关键词，或关键词的关键字母（括号内为第一次听写时省略部分），听后再补全所缺内容。如下所示：

Sally	Jim
did home(work) stu(died for a) test went (to the) lib(rary)	sang (& played) guitar (flew a) kite (had) dinner (with) friends

注意：如何边听边做笔记是一项非常重要的听力技能，教师首先示范如何做，然后多提供机会训练学生这一技能。

再放一遍录音，学生检查自己所记要点。

3. 关注听力细节。教师设计几个问题让学生思考并回答：

1) What kind of weekend did Sally have?

2) What did Jim think of Sally's weekend?

3) How was Jim's weekend?

4) Why did he say "so school this morning wasn't fun"?

4. 听录音训练朗读技巧。播放录音，学生边听边模仿语音语调，注意动词过去式的读音。

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5. 听后口语活动，巩固听力内容。教师和一位学生先做示范，然后学生两人一组用where, when, what 引导的特殊疑问句或其他问句进行问答。
6. 活学活用。先让学生两人一组就自己的周末活动进行对话，然后请几组学生在班上表演对话。教师对学生表现做出积极而适当的评价。

活动 2a–2c

1. 读前“头脑风暴”活动。让学生说出大家一般都害怕的动物名称，复习词汇。例如：学生可能会说到 tiger, lion, bear, 还有学生可能会说到 snake，教师顺势用简笔画或图片呈现这个生词并板书 snake，让学生运用拼读规则试读这个生词。教师追问：Why are you afraid of them? 学生可能会说 Because they look scary. 这样就复习前面学过的单词 scary。
2. 读前预测。引导学生读标题，预测将要读到的内容（有关周末）。然后引导学生看图，预测将要读到的内容（周末活动也许与蛇有关）。
3. 快速阅读，抓主要信息。给学生限时，如在两分钟之内读完，先回答 1b 中第 1、第 2 和第 6 个问题。提醒学生要想快速阅读，一是要以意群为单位去读，二是要默读。
4. 以正常速度阅读课文，理解文章细节。学生回答 2b 剩下的问题，教师还可设计更多细节问题检测理解：

   1) When did Lisa's sister finish high school?

   2) How did they go there?

   3) Why did Lisa go to sleep early?

   4) Why did they get a terrible surprise?

   5) Were Sarah and her sister scared?

   在学生回答问题的过程中，教师可运用动作、图片或上下文帮助学生理解词义，学习 ago, tent, move, start, jump, wake, forest 等生词。
5. 关注语言。鼓励学生提出自己在词汇、语言结构或篇章理解上的问题，教师适时给予帮助和指导。提醒学生注意本篇文章里出现的一些重要短语及句型，如 put up, made a fire, each other, jump up and down, woke the snake up, move into the forest, feel things moving 等。另外，句型 It is important (not) to do sth. 也很常用，教师可以多给语境训练这些短语和句型的用法。
6. 将事件排序。一般来说，故事都是根据事件发生的先后顺序写的。让学生按要求自主完成排序，然后检查学生完成情况。
7. 复述课文。学生根据排序复述课文，或四人一组复述课文。

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■ 读后拓展活动

1. 小组活动

活动目的：帮助学生进行读后的语言输出，综合运用所学语言。

活动要求：学生四人一组，需要教材的支撑。

活动步骤：四名学生中，一名学生扮演记者，其他三名学生扮演Lisa, Lisa's father and her sister，记者采访Lisa, Lisa's father and her sister。

2. 全班活动

活动目的：帮助学生综合运用所言，联系实际，进行语言输出。

活动要求：学生根据时间的先后顺序画出Lisa的周末，然后根据所画系列图画复述课文。

活动步骤：学生先画图，然后向全班展示系列图画并复述。

活动3a–3b

1. 学生根据图片完成短文。请一个学生读短文，其他学生检查答案。引导学生小结：1）要按活动发生的时间先后顺序去描述周末活动；2）要用过去时态。
2. 关注短文结构。把短文结构板书在黑板上，如下所示：

I had a _____ weekend. On Saturday morning, _____

In the afternoon, _____

On Saturday night, _____

On Sunday morning, _____

In the afternoon, _____

On Sunday night, _____

教师可以问学生：哪句是主题句？哪些是细节句？ (The topic sentence gives the main idea of a paragraph. Other sentences give details.)可以看出，I had a busy weekend就是短文的主题句，后面的句子都是细节句。

3. 口头讨论。写作前可先口头谈论周末活动，为后面写作做准备。可采取小组讨论形式，教师提供讨论问题：

1) How was your weekend?

2) What did you do on Saturday morning/afternoon/night?

3) What did you do on Sunday ...?

4. 写短文，然后互评。学生独立完成短文，写完后和同桌互换互评。学生互评时可参照下表：

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Checklist:

1) Did he/she write in a timeline?
2) Did he/she use the past tense?
3) Did he/she use the past forms of the verbs correctly?
4) Did he/she write about his/her feelings?
5) Is there a topic sentence?
6) Are there any spelling mistakes?
7) Is his/her handwriting good?

互评后学生根据对方所给意见和评价表修改自己的短文。

SELF CHECK 内容介绍和活动建议

活动1的设计目的是让学生自我评测本单元出现的重点短语。

活动2的设计目的是让学生练习与评测本单元的重点语言项目：动词的一般过去时态和what, how, where 引导的特殊疑问句。

活动1

1. 此活动复习本单元的重点短语，训练学生的词汇搭配能力。学生独立做题，然后请几个学生说出动词短语。注意有的词搭配比较活跃，如apples 前可用不同动词，即pick apples, wash apples, eat apples 等。
2. 编故事。学生四人一组用活动1中所有或部分短语编一个故事，并且要用动词的过去时态。然后选几组讲给全班听，看哪一组的故事编得最精彩。
3. 把编的故事写在家庭作业本上。

活动2

1. 学生先独自完成对话。
2. 两人一组检查答案并练习对话。

■ 拓展活动：

活动目的：帮助学生更好地掌握动词的一般过去时的用法。

活动要求：需要事先准备图片或画图片。

活动步骤：1. 教师可在课前请学生准备图画或由教师本人画简笔画。

2. 学生四人一组根据图片讲故事。

3. 课后将故事写在作业本上。

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四、语音教学建议

1. 归纳不规则动词过去式的读音

1）学生先仔细听录音，然后跟读。提醒学生注意不规则动词过去式中的元音字母及字母组合的读音。

2）归纳不规则动词读音。让学生观察这五组动词，提两个问题让他们思考：这些动词原形变为过去式时有什么规律？读音变化有什么规律？可以让学生分组讨论，然后再做总结：

第一组，动词原形中的元音字母i在过去式中都变成了字母a（come除外），读音由/ɪ/变成了/æ/；come的过去式came中的a读/ei/。

第二组，动词原形中的元音字母变成ew，ew字母组合读/uː/；knew读/njuː/。

第三组，动词过去式中都包含ough或augh，读/ɔː/。

第四组，元音字母i在过去式中都变成了字母o，读音由/aɪ/变成了/əʊ/

第五组，动词原形和过去式形式相同，put与其过去式读音也一样，但read过去式读音发生变化，读/red/。

3）这些动词及其过去式很常见，一定要通过各种方式训练不规则动词过去式，让学生一看到原形或过去式就知道是什么意思，扩大自己“一见就识”（即sight words）的词汇储备。

2. 朗读技巧——练习重读和节奏

1）学生默读，了解小诗大意，为准确把握重读和节奏做准备。

2）学生仔细听录音，跟读第一段小诗，注意重读的地方，然后引导学生体会韵脚。

3）按上述步骤，跟读第二段小诗。学生标注出要重读的地方。

4）学生再听录音，跟读小诗，注意模仿，有感情地朗读小诗。

3. 语音补充练习

1）绕口令（Tongue twisters）

1. **S**he sang a song. Suddenly **sh**e stopped. **S**he said it was too sad.

/s/ (spelling **s**) sang, song, suddenly, stopped, said, sad

/ʃ/ (spelling **sh**) **sh**e

/z/ (spelling **s**) was

2. They **l**ay by the **l**ake and **l**ooked at the **l**ights.

/l/ (spelling **l**) **l**ay, **l**ake, **l**ooked, **l**ights.

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2）歌谣（Chants）

(1) Last Weekend	
On Saturday, I rode a bike in the park *(I like to ride bikes),* And then I swam in the lake *(I like to swim in lakes),* La - la - la, Last weekend.	On Sunday, I flew a kite in the park *(I like to fly kites),* And then I sat by the lake *(I like to sit by lakes),* la - la - la Last weekend.

ride→rode, swim→swam, sit→sat, fly→flew

(2) She Sang a Song.		
She sings a song. She plays guitar. Her voice is sweet. We feel joyful.	Then suddenly The song, it ends. I try to remember. It was beautiful.	She sang a song. She played guitar. Her voice was sweet. We felt joyful.

sing→sang, play→played, feel→felt, is→was

五、课文注释

1. **I stayed up late to watch the soccer game.** 我熬夜到很晚看足球比赛。

英语stay up意思相当于汉语的“熬夜”，语法上称作“短语动词”（phrasal verb）。stay up之后还时常与late, long或all night进行搭配，表现更加丰富的语义。例如：

If you stay up late too often, it's not good for your health. 如果你经常熬夜的话，对你健康很不利的。

You mustn't stay up long. 你一定不可以熬夜熬得太久。

He says he can stay up all night playing computer games. 他说他能够通宵熬夜打电脑游戏。

2. **Well, son, that's why it's important to learn a second language.** 所以嘛，儿子，这就是为什么学习外语重要啦。

英语中second language不总是表达字面上的“第二语言”，而是常常表达“外语”的意思（特别是与不定冠词“a”连用）。在有关外语教学的学术专著中，许多时候second language teaching即指“外语教学”，first language teaching指“母语教学”。在一些应用语言学及语言教学书籍中，也时常见L1和L2这样的缩略，即表示“母语”和“外语”。

在课本这段幽默对话中，老鼠爸爸居然精通外语（狗的语言），这是第一层幽默；不仅如此，他还会择机教育孩子学习外语的重要性，这是第二层幽默所在！

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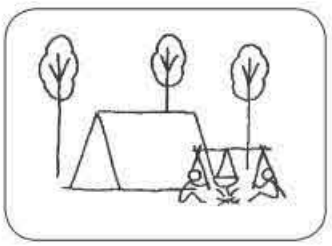
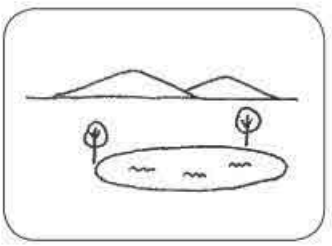
六、教学简笔画

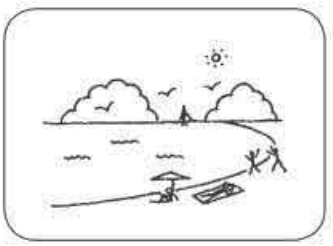
1. camp



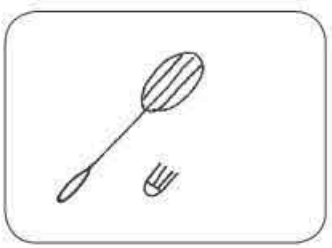
2. lake



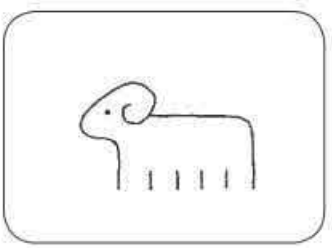
3. beach



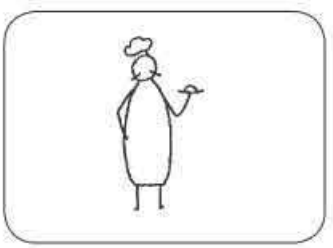
4. badminton



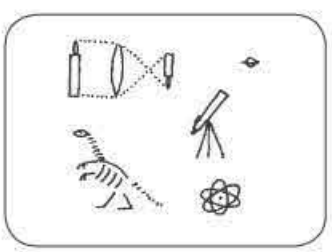
5. sheep



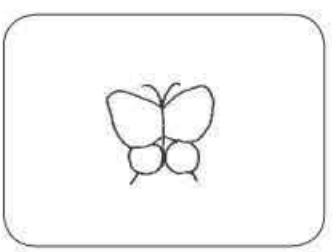
6. work as a cook



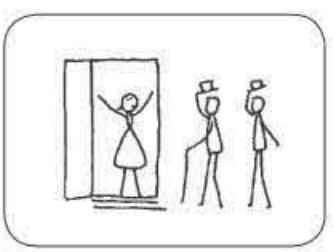
7. natural science



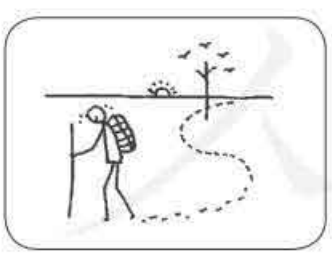
8. butterfly



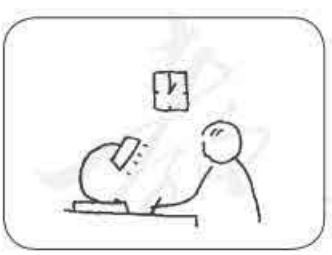
9. visitor



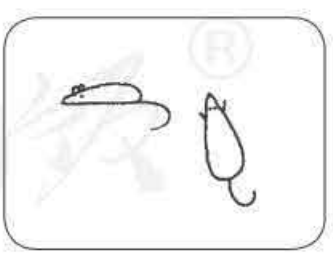
10. tired



11. stay up



12. mouse, mice



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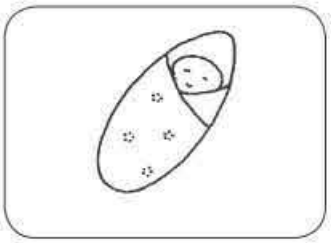
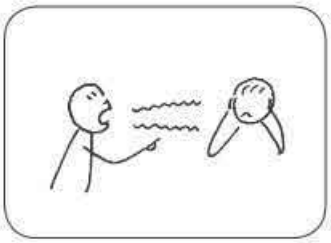
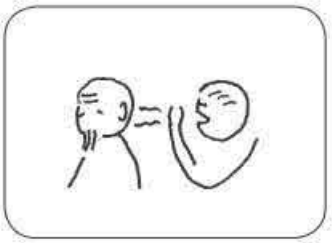
13. baby



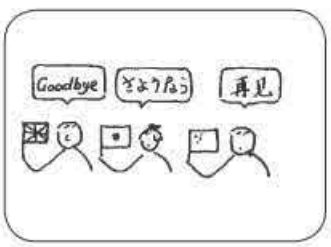
14. shout at



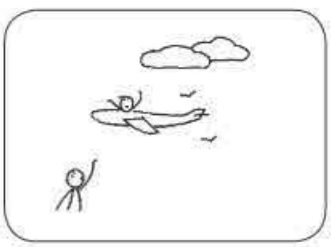
15. shout to



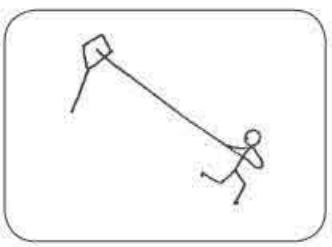
16. different languages



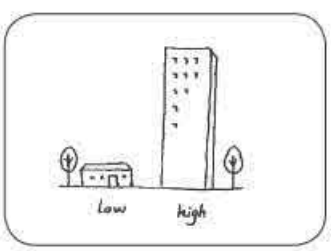
17. fly



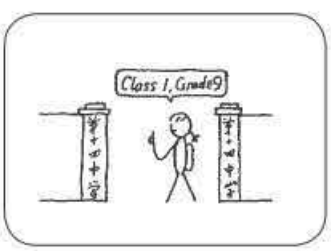
18. fly a kite



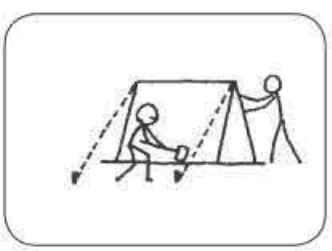
19. high



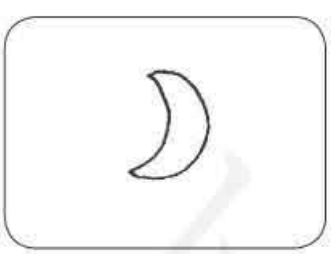
20. high school



21. put up a tent



22. moon



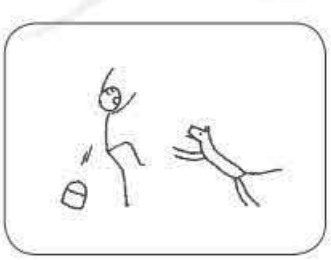
23. get a surprise



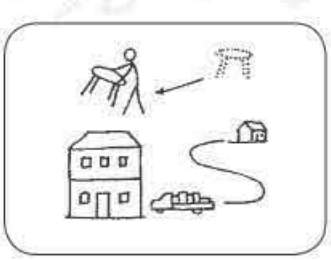
24. snake



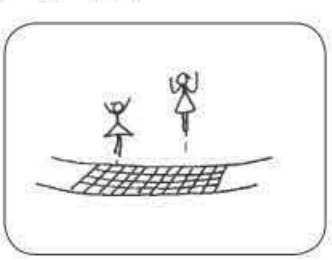
25. scared



26. move



27. jump up and down



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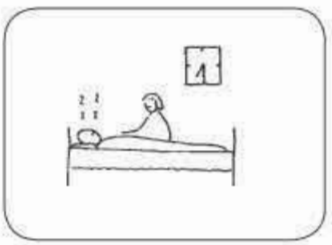
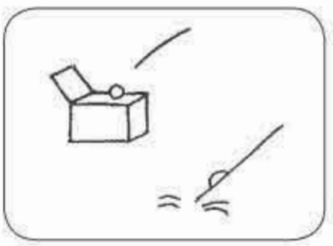
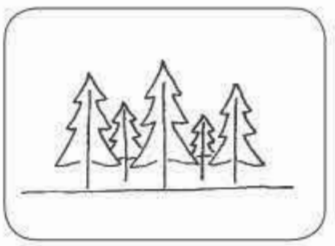
28. wake sb. up



29. into



30. forest



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Unit 12 What did you do last weekend?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about past events. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows a boy and a girl outside their school talking about their weekend. The smaller pictures show what the girl did on the weekend. She did her homework, went to the cinema, went boating, camped by the lake, went to the beach and played badminton.
Culture Focus	***Weekend Activities*** In the US, Ss will often do fun or recreational activities at the weekend, e.g. play soccer or go to the movies. They won't usually have to do lots of homework over the weekend, and it is not common for them to go for extra tutoring or classes. It is also common in the US for adults not to work on weekends, and so many parents often want to spend quality time with their children on weekends.
Teaching Tip	***Same or Different*** After 1a, have Ss compare and contrast the activities they normally do on weekends with the activities of the girl in 1a. Follow this procedure: 1. Have Ss work in small groups to create a list of activities or things they normally do on weekends. 2. Encourage them to look up unknown words in a dictionary or to raise their hands and ask for help by asking, "How do I say ... in English?" 3. Elicit suggestions from each group and write the activities on the board. Provide correct vocabulary for activities where necessary. 4. Have Ss discuss any similarities or differences between the list of activities on the board and the activities of the girl in 1a. 5. Have Ss vote to say which activities they would rather do, those in 1a or those on the board.
Answers	1. a, 2. d, 3. e, 4. f, 5. b, 6. c

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1b

Purpose	To help Ss recognize the target language in natural speech.
Teaching Tip	***Picture Clues*** Before 1b, have Ss work in pairs to look at the pictures in 1a and say whether they think the activities are taking place in the morning, in the afternoon or at night. Encourage Ss to notice things in the pictures such as the color of the sky, which might be light or dark. Also, is it a sunny day or a starry night?
Answers	a. Sunday night, b. Saturday afternoon, c. Saturday morning, d. Saturday night, e. Sunday afternoon, f. Sunday morning

1c

Purpose	To help Ss use the target language in natural speech.
Optional Approach	***Well*** In 1c, remind Ss that the word "well" is used as a device to give the speaker time to think. Tell Ss some other words or phrases they can say, such as "Let's see".

2a

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	***Last Weekend*** Before 2b, you may want to review some time phrases for talking about the past with Ss. Write on the board: What did you do... yesterday? last weekend (Saturday/week/month/year)? over the weekend? Have Ss work in pairs to practice asking questions using the structures on the board.
Answers	Underlined: grandma, homework, English, farm, cows

2b

Purpose	To give Ss the opportunity to use the target language in conversations.
Culture Focus	***Boy/Girl*** Before 2b, have Ss predict that Becky and Carol are girls' names and Jack is a boy's name. This will help them identify the speakers in the recording.
Answers	1. B, 2. B, 3. C, 4. J, 5. J

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2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	***Wh Question Review*** In 2c, Ss are asked to ask *wh*-questions. Have Ss suggest some appropriate *wh*-questions for the activity and write these on the board: WHO ... WHAT ... WHERE ...

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***Emotions and Expressions*** In 2d, remind Ss to make appropriate facial expressions when role-playing the conversation. Explain that emotions such as happiness, excitement and sadness are often conveyed not only in words but by the expressions on our faces.

GRAMMAR FOCUS

3a

Answers	1. What, Who 2. How, Where 3. What, When

3b

Answers	saw, was, climbed, ran away, said

3c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	***Group Drawing*** In 3c, you may want to have Ss complete the activity in small groups. Follow this procedure: 1. Divide Ss into small groups. 2. Have one S from each group draw on a piece of paper two things that he/she did last weekend. Tell Ss they only have 10 seconds to draw. 3. The other Ss in the group must look at the drawings and say what the person did last weekend. 4. The S that guesses correctly gets to draw next. 5. Finish the activity after everyone has taken a turn to draw.

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■ Optional Activity: Find Someone Who Did It!

Purpose	To help Ss master the target language and expand their vocabulary.
Materials Required	Pencils or pens; paper.

Procedure

1. Tell Ss that they are going to ask questions about their weekends.
2. Write on the board:

Find someone who ...
1. did homework on Saturday
2. played sports on Sunday
3. met his or her friends last weekend
4. watched TV last Saturday night
5. went to the cinema on Saturday
6. listened to music on Sunday
7. _____
8. _____
9. _____
10. _____

A. Did you do homework on Saturday?
B. Yes, I did. / No, I didn't.

3. Model the questions and answers on the board.
4. Tell Ss to fill in the blanks for items 7–10 with their own ideas.
5. Tell Ss to find other Ss who have done the same ten items by asking questions. If a S answers "yes", the name of the S should be written down.
6. After five minutes, elicit which S was able to obtain the most names. Elicit the names of Ss who answered "yes" to each activity listed on the board.

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SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Optional Approach	***Dictate and Draw*** In 1a, have Ss close their books. Dictate each of the activities in the box and have Ss quickly draw an image to match. Then have Ss open their books and compare their images to the ones in the books. Are any similar? Finish by having Ss label their drawings. Allow them to use the words in the box for support.
Answers	1. d, 2. c, 3. f, 4. e, 5. a, 6. b

1b

Purpose	To help Ss use the target language in a different context.
Teaching Tip	***Class Poll*** After 1b, elicit how many Ss liked and disliked each of the activities. Write the results of this poll on the board. Have Ss summarize the results. They should say which activity was the most popular, which activities were quite popular, and which activities did not seem popular at all.
Answers	Answers will vary.

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	***Listen and Remember*** In 1c, have Ss listen and try to remember the answers, writing only after the recording is finished. This will challenge Ss to memorize only the most important details.
Answers	Sally: did her homework; studied for a test; went to the library Jim: sang and played the guitar; flew a kite in the park; had dinner with his friends

1d

Purpose	To provide speaking practice with the target language.
Optional Approach	***Script Writing Goals*** In 1d, give Ss specific goals to accomplish when developing the script for their conversation. Write the goals on the board: GOAL 1. at least 5 questions GOAL 2. use "Well" when answering.

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1c

Purpose	To provide speaking practice with the target language.
Optional Approach	***React and Exchange*** In 1c, remind Ss that they should make their conversations as realistic as possible by both asking and answering questions. Ss should also react and show interest or surprise at what their partner is saying. They can interject as their parther is speaking some phrases. Give some examples on the boardi Wow! Cool! No way! Really? Oh!

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	***Scariest Animal*** In 1a, encourage Ss to express opinions and give supporting information. Follow this procedure: 1. Have Ss work in small groups of four to six. 2. Each S in the group must say which animal he/she thinks is scariest. He/She must give at least one reason for his/her opinion. S1: I think spiders are scary because some of them are poisonous. S2: Well, I think sharks are scary because they can bite and kill people. S3: I think snakes are scary because they look horrible. 3. Have the group agree on the scariest animal. 4. Have each group present the animal they think is scariest. Have them also give supporting information (reason for their opinion). 5. Finish by having the whole class agree on the scariest animal.
Answers	Answers will vary.

2b

Purpose	To provide scanning and writing practice with the target language.
Optional Approach	***Scan and Write Short Answers*** In 2b, have Ss scan the passage for the answers to each sentence. As they scan have Ss think about key words or phrases that will tell them when they have found the answers. For example, for question 1 Ss should know that they are looking for the phrase "last weekend" and the answers will most likely be in the same or next sentence. Tell Ss to write short answers to the questions at first, i.e. they do not need to write whole sentences.

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Answers	1. It was interesting but scary. 2 They went to a small village in India. 3. She was so scared that she couldn't move. 4. They shouted to their parents. 5. Her father jumped up and down to scare the snake. 6. Don't go near snakes. / Snakes can't hear but they can feel movements.

2c

Purpose	To provide comprehension and reading practice with the target language.
Teaching Tip	***Fast/Slow Storytelling*** In 2c, have Ss practice speaking more quickly and more slowly when storytelling for greater dramatic effect. Tell Ss to speak more quickly when something exciting or frightening is happening. Tell Ss to speak more slowly when building up to a scary event.
Answers	6, 2, 8, 4, 7, 5, 1, 3

3a

Purpose	To prepare Ss to write using the target language.
Teaching Tip	***Expressions*** Before 3a, prepare Ss by having them form common expressions using verbs in the simple past tense. Write on the board: _____ homework _____ shopping _____ to the library _____ computer games _____ a movie _____ at home _____ TV _____ friends _____ their rooms _____ sports Elicit and write possible answers on the board, e.g. did homework, went to the library, watched a movie, watched TV, cleaned their rooms, went shopping, played computer games, stayed at home, talked with/met friends and played sports.
Answers	did (my) homework, helped my mom, went to the library, played soccer, watched TV

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3b

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	***Make Notes First*** In 3c, have Ss use the notes they made for optional activity 1 or ask them to create a new chart outlining the activities they did last weekend. Write on the board: Saturday Sunday morning afternoon evening
Answers	Answers will vary. Sample writing: Last weekend was fun. On Saturday morning, I went shopping at the supermarket with my mother and then we had lunch at home. After lunch, I helped my father with some housework. Later in the afternoon, I played volleyball with my friends at the park. On Sunday morning, I wrote a letter in English to my pen pal. Then I had lunch with my friends at a restaurant near our home. In the evening, I watched a movie with my parents.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Optional Approach	***No Clues Completion*** In activity 2, challenge Ss by writing the conversation on the board without the verbs in parentheses. After Ss have completed the conversation on the board, the T can refer Ss to the conversation in the textbook.
Answers	1. go out with friends / go for a walk / eat apples / take photos / fly a kite / milk a cow / camp by the lake / study for a test 2. Where did you go? Who did you go with? What did you do? Did you learn anything?

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附录：单元参考译文（Translation of the text）

Unit 1　Can you play the guitar?

Section A, 2d

简：　鲍勃，你好。你想参加哪个兴趣小组？

鲍勃：我想参加一个体育小组。

简：　太好了！你会什么体育运动？

鲍勃：足球。

简：　那你可以加入足球兴趣小组。

鲍勃：你呢？你很擅长讲故事，可以加入讲故事小组。

简：　听起来不错，但我也喜欢画画。

鲍勃：那么就美术小组和讲故事小组两个都参加！

简：　好吧，我们现在就参加。

Section B, 2b

A. 扶助老人

B. 招聘音乐教师

C. 体育英语小助手

你放学后忙吗？不忙？你会说英语吗？会说？那么我们需要你来帮助母语为英语的学生开展体育活动。这既轻松又简单！敬请来到学生体育活动中心。拨打293-7742与布朗先生联系。

我们老年之家需要助手。你六月有空闲吗？你善于与老人打交道吗？你能够陪他们说话、和他们做游戏吗？他们会给你讲故事，你们会成为朋友。这既有趣又有意思！请于今天拨打电话689-7729联系我们！

你会弹钢琴或拉小提琴吗？你周末有时间吗？学校需要人帮忙教音乐。这并不难做！敬请拨打555-3721垂询米勒夫人。

Unit 2　What time do you go to school?

Section A, 2d

采访记者：斯科特从事一份有趣的职业。他在一家广播电台工作。斯科特，你的广播节目是几点（播出）？

斯科特：　从夜里12点到早上6点。

采访记者：你通常几点起床呢？

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斯科特：　晚上8点半。然后我9点吃早饭。
采访记者：对吃早饭来说，那可是个滑稽的时间呦！
斯科特：　是的。在那之后，我通常在10:20锻炼身体。
采访记者：你什么时候上班呢？
斯科特：　11点，所以我上班从不迟到。

Section B, 2b

你好！我是托尼。我不喜欢早起。早晨我八点起床，然后八点半上学。我没有太多时间吃早饭，所以我通常吃得很快。午饭我通常吃汉堡。放学后，我有时打上半小时的篮球。当我回到家里，我总是先做作业。晚上，我要么看电视，要么打电脑游戏。我十点半刷牙、睡觉。

玛丽是我的姐姐。她通常六点半起床，随后总是冲个澡，好好吃顿早餐。在此之后，她八点半去上学。十二点午饭，她吃好多的水果和蔬菜。午饭后，她有时打排球。晚饭后她总是吃冰激凌。她知道那对她身体不好，但冰激凌太好吃了！晚上她做作业，通常还游泳或散步。她九点半睡觉。

Unit 3　How do you get to school?

Section A, 2e

莉萨：嘿，简。这是你的新自行车吗？
简：　对，我每天骑着它上学。你是怎么到学校的呢？
莉萨：我通常坐公交。
简：　你家离学校有多远？
莉萨：我说不好……大约10公里？坐公交得花大概20分钟。你到校要用多长时间呢？
简：　骑车大约15分钟，这是不错的运动。
莉萨：是啊。那么，祝你今天在学校过得愉快。
简：　你也一样呦。

Section B, 2b

过河上学

你怎样去上学？步行还是骑车？坐公交车还是乘火车？对许多学生来说，到校上学实属易事。但对中国一个小村庄的学生来说，却是困难的。在他们村子和学校之间有一条很大的河，河上没有桥，而且河水湍急，不宜划小船摆渡，所以这些学生靠滑铁索来过河上学。

亮亮，一个11岁男孩，每天过河上学，但他并不害怕。“我爱跟我的同学们玩

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要，而且我爱我的老师。他待我就像父亲一样。”

许多村民和学生从未离开过这个村子。他们的梦想就是能有一座桥。他们的梦想能够得以实现吗？

Unit 4　Don't eat in class.

Section A, 2d

约翰：　嗨，我叫约翰。今天是我来校的第一天。

艾丽斯：嗨，约翰。我是艾丽斯。这是一所很棒的学校，但有好多校规。

约翰：　真的吗？有些什么校规呢？

艾丽斯：呃，上课不许迟到，这点十分重要。

约翰：　好吧，所以我们必须守时。我们可以把音乐播放器带到学校吗？

艾丽斯：不，不可以的。并且我们总是得穿校服（上学）。

约翰：　我知道了。

艾丽斯：噢，我们还必须在图书馆保持安静。

Section B, 2b

亲爱的全知博士：

（我这儿）规矩太多啦！早上6点，我妈妈说：“现在起床，叠好被子！”吃罢早饭，我妈妈总是说：“别把脏碗筷留在厨房里面！”然后我就得跑去上学，因为我不能迟到。在学校，我们还有更多的规矩——不能大声喧哗，不能上课吃东西，……

我老爸说因为我得做作业，所以放学后不能打篮球。我只能在周末玩。晚饭后我也轻松不下来，我必须看上一本书，然后才能看电视。但我10点前就得上床睡觉。规矩，规矩，规矩！这太可怕了！全知博士，我该这么办呢？

纽约：莫莉·布朗

亲爱的莫莉：

我了解你的感受。人们总是告诉我们：“不许做这（事）！”或者“你不可以干那（事）！”但是，莫莉，好好想一下，有许多你可以做的事情：你可以在每个周末打篮球，你可以在读完书后看电视。家长和校方有时（要求）严格，但是记住：他们制定规矩是为了帮助我们。我们得遵守这些规章要求。

希望你好运常驻！

全知博士

Unit 5　Why do you like pandas?

Section A, 2d

珍妮：彼得，你的狗真可爱呀！

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彼得：他是我新养的宠物，丁丁。他可聪明呢。
珍妮：真的吗？他会干什么呢？
彼得：他会立着走路，他还会跳舞。
珍妮：哇！
彼得：你家有宠物吗？
珍妮：我妈妈养了一只大猫，但我不喜欢她。
彼得：为什么你不喜欢那只猫呢？
珍妮：这个，因为她有点儿无聊。她整天酣睡，她的名字叫“懒妞”。
彼得：哈哈，这么说那倒是个好名字耶！

Section B, 2b

大家好。我们是来自泰国的学生，我们想要拯救大象。大象是泰国的象征之一，我们的第一面国旗上就有一头白象，这是好运的象征。

大象是聪明的动物。它们能够踢足球或演奏音乐。它们还是绘画高手。人们说“大象从不忘事”。大象能够长时间行走而且从不迷路。它们还能记住那些有食物和水的地方。这有助于它们生存。

但是大象正面临巨大危险。由于人类大量砍伐树木，大象正在失去它们的家园。人类也为象牙而猎杀大象。当今仅有大约3 000头大象（过去曾超过100 000头）。我们必须拯救树木，拒买象牙制品。记住，3月13日是“泰国大象节”。

Unit 6　I'm watching TV.

Section A, 2d

珍妮：喂，我是珍妮。
劳拉：嗨，珍妮，我是劳拉。
珍妮：哦，你好，劳拉。你在干什么？
劳拉：没干什么。我只不过在洗我的衣服，你呢？
珍妮：我正在看电视。你来跟我一起吃晚饭好吗？我爸妈不在家，我们可以出去吃。
劳拉：嗯，我很乐意。
珍妮：咱们先在我家见面，六点半来吧。
劳拉：行呀，到时见。

Section B, 2b

今天讲的是朱辉的故事。他是深圳的一名学生。他目前在美国读书，住在纽约的一个美国家庭中。今天是端午节。现在是早上9点，朱辉的家人都在家中，他妈妈和婶婶在包粽子，他爸爸和叔叔在看电视上的龙舟比赛。

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朱辉也在看龙舟赛、吃粽子吗？是这样的，现在纽约是晚上9点，还是端午节的前一天夜里。可是在美国没有端午节，所以对于朱辉和他的寄宿家庭来说，就和任何一个平常的夜晚一样。这个寄宿家庭的母亲在给她幼小的孩子们读故事，父亲在看电视里的足球比赛。那么朱辉在干什么呢？他正在跟他在深圳的表弟通电话。朱辉十分思念他的家人，并且渴望吃上他妈妈（做）的美味粽子。朱辉非常喜欢纽约和他的寄宿家庭，但是依然（觉得）“没有地方像家一样”。

Unit 7　It's raining!

Section A, 2d

里克：　喂，我是里克。

史蒂夫：你好，里克，我是史蒂夫。近来可好？

里克：　不错，谢谢。天气真棒，你在干什么呢？

史蒂夫：我和一些朋友正在公园打篮球。

里克：　听起来你玩得好开心嘛。

史蒂夫：是的。你兄弟在家吗？

里克：　喔，他不在家。他正在（他）朋友家中学习呢。要我给（他）捎个话吗？

史蒂夫：好的。你能否叫他给我回个电话？

里克：　当然啦，不成问题。

Section B, 2b

亲爱的简：

近来可好？我正在加拿大探望我姑姑，过得十分惬意。她在这里上班，而我要上暑期学习班。我在学英语，并且学了不少。我还要拜访一些我的老友，真高兴与他们再次见面。这会儿是下午，我正坐在泳池边喝着橙汁。天气晴朗暖和，这里十分休闲。

不久再见！

苏琳

亲爱的简：

暑假过得可好？你现在正刻苦学习还是高兴玩耍？我在欧洲玩得正开心呢！我跟我们全家在山里度假。我想给你打电话，但我的电话不好用，所以我就给你写明信片了。你们国家现在很热，对吧？这里的天气阴凉宜人，正适合漫步远足。

下个月再见啦。

戴夫

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Unit 8　Is there a post office near here?

Section A, 2d

托尼：你好，打扰了。

琳达：你好，我可以帮你做什么吗？

托尼：是这样，我初到城里，这附近有银行吗？

琳达：有的。就在中心街上，公园的对面。

托尼：哦……中心街在哪里？

琳达：离这儿不远。我可以陪你走过去。

托尼：哦，太棒啦！真是太感谢了。

琳达：这不算什么。

Section B, 2b

安娜

我家附近有一个动物园，我喜欢周末时去那看看。我喜欢看着猴子们爬来爬去。猴子们有时打闹，看起来就像我跟我的朋友们打闹时一样！

要去动物园的话，我通常步行外出，在大桥路向右拐，然后（我）沿着大桥路走，动物园就在右边。

约翰

我（家）住在超市附近，我父母通常在那儿购物。超市的对面有个大公园，我经常在公园锻炼，因为我喜欢阳光和清新的空气。生活中最好的东西是免费的呀！要去公园的话，你只要穿过中心街就到了。

莉萨

我居住在一个喧闹的街区。在我家和服装店之间有一个邮局，但我最喜欢的地方是图书馆。那儿十分安静，我喜欢在那里读书。当我读起书来，时间就过得飞快！

要去图书馆很容易。（你）只要沿着北街而下然后左拐，它在公园的对面。

Unit 9　What does he look like?

Section A, 2d

迈克：嗨，托尼。你今天晚上去看那场电影吗？

托尼：去啊。我们七点见面，对吧？

迈克：对，但是我也许会迟到一小会儿。我的朋友戴维也来，（你）先在电影院前面跟他碰头吧。

托尼：哦，但我不认识他啊。他长什么样？

迈克：噢，他长着棕褐色的头发，戴着眼镜。

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托尼：好的，他个儿高还是矮？

迈克：他不高也不矮，是个中等个头。

托尼：行，知道了。那咱们回头见。

Section B, 2b

一个有趣的职业（一份有意思的工作）

乔·布朗干着一份有意思的工作。他是一名警局绘画师。一些人目睹犯罪，然后向乔描述。他们告诉乔罪犯的长相，随后乔画出罪犯的画像，警方将其放到报纸和电视上来寻找此人。

他想把每一个罪犯的画像都画好，但这项工作有时颇为困难。人们并非总是以同样的方式看待事物，所以他们会将同一个人描述得不一样。而且，他们的记性并不总是牢靠。“罪犯年轻，中等个头。他有长长的褐色直发和大眼睛。”一位女子说道。另一位妇女说：“他又高又瘦，（他）长着卷曲的黄头发，约莫有三十岁。”而最终，真正的罪犯是个又矮又胖的老头，还留有黑色的短发！

Unit 10　I'd like some noodles.

Section A, 2d

服务员：下午好。可以点餐了吗？

萨莉：　可以了。牛肉汤里有蔬菜吗？

服务员：有的，有一些西红柿。

萨莉：　好的。我们来一碗牛肉汤。

服务员：没问题。你们要多大碗的？

萨莉：　大碗吧。

汤姆：　我们还要宫保鸡丁，麻婆豆腐外带米饭。

服务员：好的。一份大碗牛肉汤，一份宫保鸡丁，一份麻婆豆腐外带米饭。

汤姆：　对，完全正确。

Section B, 2b

世界各地的生日食品

人们喜欢在生日吃什么？不同的国家会有不同的答案。

在许多国家，人们吃插着蜡烛的生日蛋糕，蜡烛的数量便是过生日人的年龄。寿星必须许个愿望并吹灭蜡烛，如果他（她）一口气把蜡烛全部吹灭的话，许的愿望便会成真。在英国，人们有时在生日蛋糕里放一块糖，吃到糖的那个孩子就是幸运星。

在中国，生日吃蛋糕日渐流行，但许多人在过生日时依然吃长寿面。他们从不

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把面条切断，因为长长的面条是长寿的象征。在一些地区，中国人还在生日时吃鸡蛋，鸡蛋是生命和福运的象征。

虽然所有这些生日食品可能会有所不同，但其蕴含的意义是一样的：它们把好运带给过生日的寿星。

Unit 11 How was your school trip?

Section A, 2d

彼得： 你好，埃里克。你上星期的旅行如何？

埃里克：特棒。我探望了乡下的爷爷奶奶。

彼得： 喔，很好嘛。你都干什么了？

埃里克：我每天去钓鱼，和我爷爷一道喂鸡。那真是蛮好玩的。

彼得： 听起来真好。那边的天气如何？

埃里克：天气好极了，空气是那么清新。夜晚我会看星星，它们是那么美丽。

彼得： 你真幸运。

Section B, 2b

6月15日

今天我参加了校外郊游。我们参观了科学博物馆，真是太有意思了。我们坐火车很快就到达了那里，一路上我们看到了一些农场和村庄。在博物馆，我了解了很多关于机器人的事情。我以前并不知道它们可以同我们人类下棋。这实在是太酷了！随后，解说员教我们如何制作机器人模型。我也拍了许多很棒的照片。之后我去了礼品店，给我爸妈买了一些可爱的礼品，东西不贵。总的说来，这是令人兴奋的一天。

6月15日

我认为今天的学校郊游糟透了。我们乘火车去博物馆，慢车上热死人了。博物馆又大又无聊，所有一切说的都是关于机器人的事情，我对那个没有兴趣。房子里真的很暗，拍照都难，于是我一张都没拍。而且人太多了，我真的是看不见讲解员，也听不清讲解员的解说。礼品商店的东西实在是贵，我一点儿都不喜欢这次郊游。

Unit 12 What did you do last weekend?

Section A, 2d

保罗：莉萨，你好。你周末过得可好？

莉萨：挺好的，谢谢。

保罗：你做什么啦？

莉萨：我在自然历史博物馆里当解说员。

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保罗：真的吗？多有意思啊！

莉萨：是啊，很有意思。他们有一间蝴蝶馆，共有两百多种蝴蝶呢！我给游客讲解这些蝴蝶以及它们的习性。你周末过得好吗？

保罗：好，挺好的，但是我现在有点儿累，我熬夜看了足球赛。

Section B, 2b

一个值得牢记的周末

我姐姐两周前中学毕业。作为一份特殊的礼物，我爸妈带着我们去了印度。上个周末挺有趣，但也挺吓人的。

我们去印度的一个小村庄野营。首先，我们乘大巴花了好长的时间来到乡间的一个湖泊，在那里我们架起帐篷，生火取暖并做饭。在第一天夜里，我们坐在一轮明月下互相讲故事。但是我太累了，所以早早就睡着了。

第二天早上，我和姐姐大吃一惊。我们向帐篷外望去，看见一条大蛇正在篝火附近睡觉，我是那么害怕，一动都不敢动。我们大声喊叫我们的父母，想让他们知道危险所在。爸爸在他们的帐篷里上下来回地跳，唤醒了大蛇，它爬进了湖边的树林中。后来爸爸告诉我，蛇没有耳朵，但却能够感知移动的物体。他还告诉我，重要的是不要靠近蛇。这对我来说是非常有用的一课。

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