

义务教育教科书 (五·四学制)

英语

七年级 下册

教师教学用书

山东教育出版社



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出版说明

为了更好地满足义务教育教学的需求，山东教育出版社等单位受山东省教育厅委托，以教育部审查通过的义务教育教科书为基础，改编出版了一套适合五四分段教学使用的义务教育教科书。本书依据《义务教育英语课程标准（2011年版）》，配合山东教育出版社《义务教育教科书（五·四学制）·英语》（七年级下册）编写而成，供教师教学时参考使用。

本书力求体现义务教育课程标准精神和教科书的编写意图；从教师教学实际出发，既有利于教师更好地把握教科书的内容，解决备课中的实际困难，又留给教师一定独立发挥、独立钻研教科书的个性空间；根据素质教育的要求，在每一教学环节都注重体现对学生进行知识与能力、思想与方法、情感态度与价值观的培养；注意吸收英语教育教学的最新研究成果；符合五四分段教学实际，体现五四学制教育特色。

本书是在人民教育出版社出版的《义务教育教科书·英语教师教学用书》（八年级上册）的基础上改编而成的。参加本书改编的人员有刘道义、吴欣、刘倩、宋纯杰、肖宁、林常青、高钧、曹凤华、周飞宇、常晶晶，由刘道义、刘倩统稿主编。

欢迎广大教师在使用过程中提出修改意见和建议，以利于本书的不断改进和完善。

山东教育出版社

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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

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”（Task-Based Language Teaching）思想，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

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《配套练习册》、《基础训练》、《试卷》、《阅读》等。除纸质资源外,我们还开发了丰富的数字教学资源,如教学示范录像课DVD,教学资源CD-ROM等。另外,“山东教育出版社”网站(<http://www.sjs.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表等。

本套教材七年级下册有8个单元,每个单元有8页,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 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一单元为例,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,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更多的语言素材。

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典型例句,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),从笔头训练过渡到具有一定交际目的的口头训练,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是控制性口语输出活动,要求学生就所听内容与同伴进行交流。

第5-6页:这两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-2c是读中理解活动。2b让学生阅读文章并整理出时间线索,2c让学生细读文章并获取细节信息,2d是阅读后的检测活动,让学生将所读信息转化成对话讨论的内容。2e是对阅读文章的拓展,让学生读后关注语言的使用。2a-2e的活动设计体现了阅读前、阅读中和阅读后的完整阅读教学过程。

第7页:3a-3c构成一个独立的写作板块,3a的补全短文练习旨在激发学生的兴趣,并提供写作范文,3b引导学生整理写作信息,3c让学生独立完成写作任务,本页设计体现了写作的过程性。

第8页:本页包括一个综合性的口语任务和一个自我检测板块。活动4为学生提供了较为真实的语境,让学生综合运用本单元目标语言与同伴一起

完成一个交际任务。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8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。

语音练习 (Pronunciation)：本部分编写了与单元内容同步的语音练习，主要包括句子重音、节奏、连读、弱读、不完全爆破、语调、停顿等朗读技巧。语音练习配有录音，放置附录部分，便于教师根据实际情况灵活教学。

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、例句尽量选自本册教学内容，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冠词、不定代词、频度副词、形容词和副词的比较级和最高级、一般过去时、句子的成分等。

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) 和不规则动词表 (Irregular Verbs)。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：hobby /'hɒbi/, /'hɑ:bi/。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。

本册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. **教学目标与要求。**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、学习策略和文化知识，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行的教学技能，学会用这种生动有趣的形式创造词汇教学语境。

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，在前四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，在前四册教材中完成。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。

词汇教学不能仅关注对单词意义和用法的解释和辨析，也不应让学生仅停留在对单个词的记忆上，而应采用“词一句一文”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。语言结构总结以前面的听说训练为基础，以表格的形式对比呈现各单元目标语言。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。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 (note taking) 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。

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

的几率，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) 让学生通过不同形式进行口语操练，例如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。高年级的阅读语篇还特别关注了文学性和经典性，让学生体会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”设计了不同层次的活动或任务，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关系，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。

阅读和写作在语言使用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. 重视精读和泛读的结合。

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。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、标点的使用，关注书写的规范和整洁等。在后续册次中，教材在听力和阅读活动中加大了让学生写句子的比重，教师可以利用这些练习，帮助学生为写更长的段落做准备。八年级上册稍后单元要求学生完成包括几个段落的完整语篇，难度进一步提高。

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，例如就某一写作主题进行“头脑风暴”、分析范文文体结构、讨论写作主题、就写作话题展开调查等，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等等。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 and 积极性。因此，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。

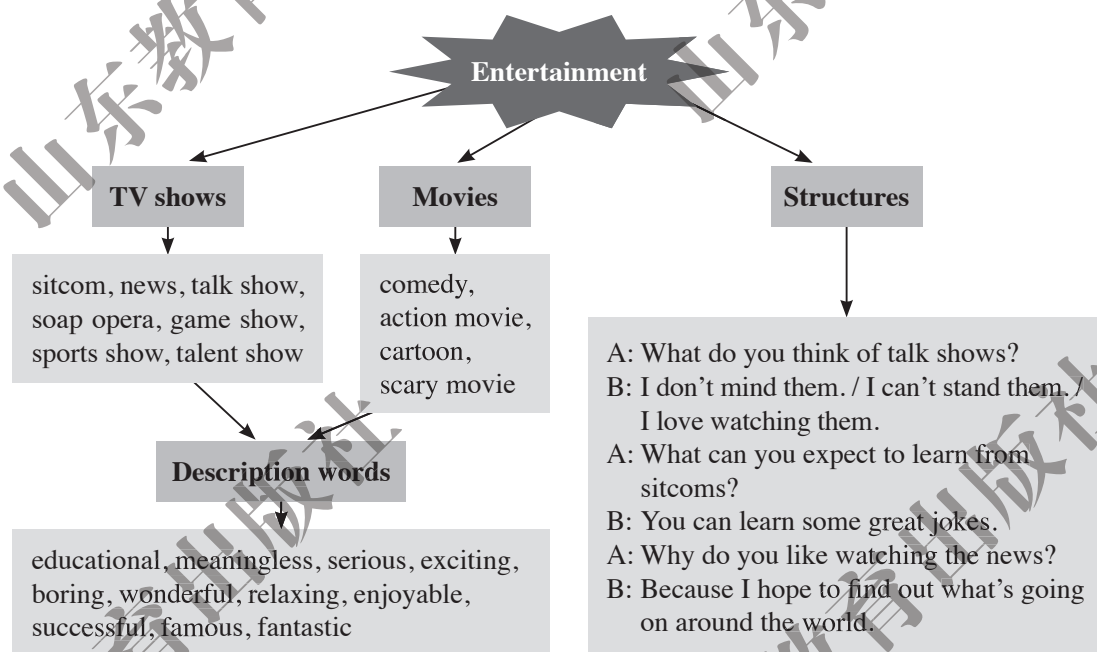
Unit 1 Do you want to watch a game show?

一、教学目标与要求

话 题 Topic	娱乐活动 (Entertainment)
功 能 Functions	1 谈论对不同类型的电视节目或电影的看法与偏好 (Talk about preferences) A: What do you think of talk shows? B: I don't mind them. / I can't stand them! / I love watching them! A: Why do you like watching the news? B: Because I hope to find out what's going on around the world. I don't mind soap operas. But my favorite TV shows are the news and talk shows. 2 制定计划 (Make plans) A: Do you want to watch the news? B: Yes, I do. / No, I don't. A: What do you plan to watch on TV tonight? B: I plan to watch <i>Days of Our Past</i> .
语 法 Grammar	不定式作宾语 (Infinitives used as object: <i>to do</i>) A: What do you plan to watch tonight? B: I plan to watch <i>Days of Our Past</i> . What can you expect to learn from sitcoms? Do you want to watch the news? I hope to find out what's going on around the world.
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) news, discussion, joke, action, cartoon, culture, reason, film, army, plan, hope, stand, happen, expect, appear, become, lose, may, might, educational, meaningless, famous, rich, successful, main, common, unlucky, ready, simple 2 能正确使用下列常用表达 (Useful expressions) soap opera, find out, action movie, be ready to, dress up, take sb's place, do a good job 3 能认读下列词汇 (Non-curriculum words) sitcom, comedy, girlfriend, character

语 音 Pronunciation	能在朗读或对话中正确使用连读
学习策略 Strategies	1 在语言学习中把握文字传递的感情色彩, 例如: love, like, don't mind, don't like, can't stand 等 2 在阅读中把握信息呈现的时间线索
文化知识 Culture	了解卡通片在美国文化中的作用, 以及美国著名卡通片和米老鼠等卡通形象

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分通过图文将学生带入“谈论电视节目”的语境中, 并呈现了不同电视节目类型

的表达方式, 以及句型 A: What do you think of ...? B: I don't mind them. / I can't stand them. / I love watching them. 用来表达对各类电视节目的偏好。本部分还呈现了谈论计划和安排的句型, 如: A: Do you want to watch the news? B: Yes, I do. / No, I don't. A: What do you plan to watch on TV tonight? B: I plan to watch *Days of Our Past*. 主要学习不定式作宾语的用法, 本部分出现的几个不定式有: want to do, plan to do, expect to do, hope to do 等。

1a 的主题图呈现了两个孩子手拿遥控器选电视节目的情景, 他们在谈论自己喜欢哪种电视节目, 图中呈现了七种不同的电视节目类型。活动 1b 以听力对话的形式再现了表达对不同电视节目类型的偏好的句式, 还呈现了谈论计划和安排的句型 I plan/want to ... Do you want to join me? What do you want to watch? 让学生初步感知不定式的使用。活动 1c 主要让学生模仿输出询问偏好的句型 What do you think of ...? 以及几个表达喜好程度的短语。

活动 2a-2c 进一步巩固不同电视节目类型的名称。2a-2b 的听力对话对电视节目的讨论更加深入, 主人公在表达自己的观点时陈述了喜欢某种电视节目的原因, 其中还呈现了不定式作宾语的更多实例, 如: expect to do, like to do, try to do, plan to do 等。活动 2c 让学生继续谈论听力中涉及的几种节目类型, 但要使用自己的真实信息, 也就是尝试用所学语言表达自己的真实想法, 逐渐从模仿语言过渡到运用语言。2d 示范对话的语境仍然是两个孩子讨论不同电视节目类型, 但它综合运用了前面出现的谈论喜好和表述原因的句型。本页还通过 2b 练习和 2d 对话呈现了描述他人喜好的句型, 如: Sally likes ... Lin Hui thinks ... My classmates like ... 2d 对话让学生体会所学语言在真实语境中的使用情况, 并为学生模仿语言和进一步拓展该话题提供了示范。

Section A 部分的重点是学习几种电视节目类型的名称, 掌握谈论喜好的句型 A: What do you think of ...? B: I like ... / I don't like ... / I don't mind ... / I can't stand ..., 以及初步建立动词不定式的意识。其中, 学生学习的难点是动词不定式, 因为在汉语中, 两个动词可以直接放在一起, 英语中则需要根据动词在句中所起的作用, 采用不同的动词形式。在教学中, 可以先让学生从感知几个常见的动词不定式入手, 慢慢体会其用法, 如: want to do, hope to do, like to do, plan to do, expect to do 等。

SECTION A 教学建议

活动 1a-1c

1. 通过询问 How was your weekend? 引导学生说出常见的课余活动方式, 复习第一单元学过的动词短语。如果学生说出 watch TV, 就可以自然地将话题引导到“讨论电视节目类型”上来。教师可以提出一个新的问题: What kinds of TV shows do you know? 并让学生以自由谈话 (free talk) 的形式说出知道的电视节目类型, 教师再做补充。

注意：如果学生说出不同电视节目类型有困难，教师可以提供一些他们熟悉的电视节目名称，并在黑板上板书1a中的七种电视节目类型，让学生将其一一匹配。在完成活动的过程中，学生还可以展开讨论，表达自己的不同观点。通过讨论可以加深学生对这些词汇的理解。

2. 板书之后，教师带领学生朗读上述节目类型，然后引导学生完成1a的练习。最后，教师与全班一起检查答案。学生在说出答案时，还需要说明理由。例如，他们可以通过描述主题图中不同电视节目的具体内容说明自己的判断。
3. 教师通过问题 **What are the two boys doing in the picture?** 引导学生观察主题图，讨论主题图中呈现的语境，从而引出表达对各类电视节目的喜好的句式 **A: What do you think of talk shows? B: I don't mind them.** 并板书、带读。
4. 教师在黑板上写出更多表达喜好的语言：**love, like, don't mind, don't like, can't stand**，并在词语后画笑脸和哭脸，让学生直观地了解它们表达的意义。
教师也可以将这些表达法写在黑板上，让学生按照“喜爱”到“讨厌”的顺序将它们排序，或让学生自己在每个表达方式的后面画笑脸或哭脸。

5. 让学生听一遍录音，完成1b中的练习。然后师生一起核对答案。
6. 教师提出下列问题，让学生再听一遍录音，并做记录：

- 1) What does Mark plan to do later?
- 2) What does Jack think of talk shows?
- 3) Does Jack like the news?
- 4) What does Jack think of talent shows?
- 5) Does Mark want to watch the soccer game at 5:00? How about Jack?

教师可先让学生齐读这五个问题，并准备好纸和笔，然后边听边记录，以培养他们记笔记的能力。这个步骤是对1b练习的拓展和延伸，能够帮助学生深入理解对话内容。

7. 让学生四人一组讨论上面的问题，然后请几个学生在全班回答，并利用前面记录的信息，通过复述对话中的句子说出理由。教师对学生的回答进行评价和总结。
8. 让学生听录音并跟读、模仿对话，提示学生注意使用正确的语音、语调，并体会 **What do you think of ...** 中 **think** 和 **of** 的连读，以及其他需要连读的地方。
9. 让学生两人一组练习1b的对话，教师可提示学生参考前面所做的笔记，还可通过板书或多媒体呈现对话中需要使用的核心句型，并将可替换的部分画线，在旁边给出可替换的词汇。接下来，让学生在对话中加入自己的真实信息。最后，请几组学生为全班展示对话。

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活动 2a-2c

1. 引导学生关注 2a 中的图片，以及 2a 和 2b 中提供的信息，通过这些已知内容预测听力对话发生的场景和对话的内容。教师可以提出下列问题，引导学生思考：
 - 1) How many people are there in the picture? (two) What are their names? (Sally and Lin Hui)
 - 2) Where are they? (at home) What are they doing? (watching TV)
 - 3) What are they probably talking about? (TV shows: sitcoms, game shows, soap operas, news, talk shows)
2. 教师带着学生复习前面学过的谈论喜好的句型 A: What do you think of ...? B: I like / don't like / don't mind / can't stand ... I think it's / they're ... 并将其板书在黑板上。
3. 让学生听第一遍录音，完成活动 2a，然后全班核对答案。
4. 让学生再听一遍录音，完成活动 2b。学生在听的过程中可以记录一些关键信息，这些信息包括：人物、节目类型和对这些节目的评价。对话中较多地出现了一些动词不定式的用法，可以先让学生感知，在此阶段暂不点破。另外，需要提醒学生的是：对话中信息是通过第一、第二人称表述的，而 2b 的活动要求学生将其转化成第三人称。师生核对答案后，可让学生齐读 2b 中的四个句子。
5. 教师可以让学生再听第三遍录音，并提出几个问题，帮助学生深入理解对话内容：
 - 1) What does Lin Hui think of sitcoms?
 - 2) Does Sally like sitcoms? Why?
 - 3) What kind of TV shows does Sally like?
 - 4) What does Sally think of game shows?
 - 5) What does Sally think of soap operas?
 - 6) What does Sally plan to watch tonight?
6. 请两个学生朗读 2c 的示范对话，该对话引导学生深入讨论彼此喜欢的电视节目类型，并说明理由。然后，让学生两人一组对话，就彼此喜欢的节目类型进行交流。教师应鼓励学生进一步追问信息，拓展对该话题的讨论，并谈论自己的真实想法，这样可以增加学生的口语输出量，促进学生更多的语言生成。最后，请几组学生为全班表演对话。

活动 2d

1. 让学生快速阅读对话并理解其大意，然后根据对话内容写出几个问题。
2. 请几个学生说出自己的问题，请全班学生回答。学生可以对自己不理解的地方提出问题，也可以对对话中的关键信息提出问题。通过学生之间的提问和回答，他们可以交换意见，加深对对话内容的理解。学生可以提出下列问题，如有必要，教师也可以做出补充：

- 1) What are Grace and Sarah talking about?
- 2) What kind of TV shows do Sarah's classmates like?
- 3) What does Grace think of game shows and sports shows?
- 4) What does Grace think of soap operas? What does Sarah think of them?
- 5) What are Sarah's favorite TV shows? Why does she like them? What does Grace think of them?

注意：在教学中，除了教师提出问题，也可以鼓励学生提出问题，让学生由被动地回答到主动地思维，以激发学生学习的主动性。学会发问也是学习能力的一种体现，说明学生对所学内容进行了更加深入的思考。

3. 教师播放录音，让学生跟读对话，模仿对话中的语音、语调。
4. 让学生两人一组分角色练习对话。基础好的学生可以在2d对话的基础上进行拓展，加入自己的真实信息，对常见电视节目类型发表自己的观点，也可以举些具体的例子来说明理由。
5. 请几组学生为全班表演对话。每组对话结束后，教师可以询问听的学生：What do they think of ...? Do you agree with them? Why? 这样也为听的学生布置了任务，指导他们带着目的，有针对性地听，并在听后表达自己的不同观点。
6. 如果条件许可，可以要求学生将对话内容转述成一段话，这样的活动对学生来说是一个挑战，有利于学生写作能力的提高。一方面，教材提供了学生熟悉的语境和语言，另一方面，学生仍需要概括对话中的信息，并在人称、句式等方面做出转换。随着英语水平的提高，可以要求学生用自己的语言复述对话中的信息，而不必再简单地转换对话中的句子。

语法内容介绍和教学建议

本部分首先通过 Grammar Focus 表格归纳了本单元的目标语言，从语言功能上可以分为以下四种：

- 谈论计划：

A: Do you want to watch the news?

B: Yes, I do. / No, I don't.

A: What do you plan to watch tonight?

B: I plan to watch *Days of Our Past*.

- 谈论对某种电视节目的看法：

A: What do you think of talk shows?

B: I don't mind them. / I can't stand them. / I love watching them.

- 询问及说明原因:

A: Why do you like watching the news?

B: Because I hope to find out what's going on around the world.

- 深入谈论电视节目:

A: What can you expect to learn from sitcoms?

B: You can learn some great jokes.

从语言点上看, 本单元的学习重点是不定式作宾语, 主要出现了以下几个动词不定式: want to do, plan to do, expect to do, hope to do。这也是本部分的学习难点。在此阶段, 可以先让学生建立动词不定式的意识, 知道在英语中, 两个动词连接时, 可以在第二个动词前加to, to do可以作前面动词的宾语。教师可以以本单元的几个动词不定式为例, 让学生体会和感知。动词不定式作其他成分的用法暂时不用涉及。

本页接下来的三个语法练习帮助学生通过不同方式巩固上述语法知识, 从笔头练习过渡到口头练习, 同时, 开放性也逐步加强。活动3a通过补全对话练习巩固“谈论计划”的句型, 要求学生在语境中运用动词不定式, 但该练习的答案并不唯一。活动3b要求学生围绕“电视节目类型”的话题回答几个问题, 根据自己的实际情况写出完整的句子, 也是一个开放性练习。活动3c采用find someone who ...的小调查形式对目标语言进行实践训练。该活动让学生反复运用目标句型(含动词不定式)进行问答, 收集并整理信息。

语法部分具体教学建议如下:

1. 让学生两人一组朗读 Grammar Focus 表格中左右两栏的问题和回答。
2. 在黑板上写出几个语言功能, 如: 谈论计划、谈论对某种电视节目的看法、询问及说明原因、深入谈论电视节目, 让学生从 Grammar Focus 表格中选择正确的问答题, 写在对应的语言功能旁边。
3. 让学生在 Grammar Focus 表格呈现的例句中画出动词不定式 to do, 并体会其用法。在此阶段, 学生可以以本单元出现的不定式为学习重点。不定式的结构并不复杂, 但学生需要关注不定式前的动词, 这些动词是使用不定式的显著标志。在此基础上, 教师可以引导学生体会不定式短语与前面动词的关系, 即: 作前面动词的宾语。
4. 教师板书下面的对话, 让学生通过补全对话巩固上述语言功能, 也可以让学生以 Grammar Focus 中的句子为基础, 自己编写小对话:

A: What do you think of _____? (game shows / sports shows / sitcoms ...)

B: I _____ them. (like / don't like / don't mind / can't stand)

A: Why do you _____?

B: Because _____.

活动 3a

1. 让学生两人一组完成 3a, 一人扮演角色 A, 一人扮演角色 B, 分别补全自己的句子。学生可以先口头完成对话, 然后再把所缺内容写下来。该活动主要考查动词不定式的使用。如果学生完成活动有难度, 教师可提供所缺语言(如: watch a talk show, watch a game show, want to watch, a game show, watch a game show), 让学生根据上下文选出适当的词语, 补全对话, 然后再模仿该对话与同伴编新对话, 并加入自己的信息。
2. 请几组学生读出自己的对话, 并说出答题思路和要点, 师生共同评判。核对答案之后, 教师指导学生圈出 hope to, plan to, want to 三个词组, 让学生了解这三个词组表达的意思和语言功能。
3. 让学生两人一组, 进一步拓展 3a 的对话。学生可以先和同伴一起在笔记本上把对话写出来, 再分角色练习。最后, 请几组学生为全班表演对话。

活动 3b

1. 让学生四人一组回答问题, 一个学生负责提问和记录, 其他学生做出回答。此步骤让小组成员分享对每个问题的不同回答。
2. 如果时间许可, 请提问的学生就每个问题中提到的电视节目类型(game shows, comedy shows, sports shows, news)提出更多问题, 收集有关该电视节目类型的更多信息。
3. 请几个小组长分别汇报本组同学对上述一个电视节目类型的讨论情况。

活动 3c

1. 让学生关注 3c, 读懂教材所提供的表格和该活动的要求。这实际上是一个小调查活动, 通过询问同伴近期是否打算看某种电视节目, 巩固动词不定式的使用。教师可以先为该调查设定一个语境: You have been working very hard recently. So our school plans to show a movie or let you watch a TV show together to relax. But first they want to know what kind of TV program you would like to watch, or if you'd rather watch a movie. Let's do a survey now.
2. 让学生在全班范围内展开调查, 并把调查的结果, 即同学的名字记录在表格中。教师可提醒学生使用下列句型进行提问: Do you want to watch a movie? Do you hope to watch a sitcom? Do you expect to watch the news? Do you plan to watch a sports show? Do you never want to watch a game show?
为了提高活动的效率, 教师可以为学生限时, 或将该活动设计成一场比赛, 最先完成的学生获胜。该活动不要求学生深入展开讨论, 他们在获得调查结果后立即转入对另一位同学的调查。

3. 教师记录最先完成的几个学生并提出表扬。待全体学生基本完成后, 请几个学生汇报调查的结果, 并提醒他们在汇报的时候把第二人称 (Do you ...?) 转换成第三人称 (He / She ...)。

SECTION B 内容介绍

Section A 的话题主要围绕电视节目 (TV shows) 展开, Section B 在此基础上拓展了电影 (movies) 这个话题。

1a-1d 以听说训练为主。活动 1a 以 Section A 中学习的几种电视节目为基础, 补充了四种电影类型, 即: comedy, action movie, cartoon, scary movie, 还呈现了描述这些电视节目和电影类型的形容词, 这些词汇将在随后的听力对话中出现, 因此, 1a 便是听前的词汇准备阶段。1b-1c 的听力对话将“电视节目”和“电影”两个话题融合, 再现了谈论计划和谈论对上述事物的喜好的语言功能, 并使用 1a 中的形容词进一步深入讨论不同的电视节目和电影类型, 从而让学生体会目标语言在真实语境中的综合运用。1b 先让学生关注对话中出现的形容词, 1c 再让学生判断对话中这些形容词描述的是哪种电视节目或电影类型, 两步任务链的设计分解了听力活动的难度。1d 要求学生把听力信息转换成语段信息, 然后尝试谈论自己喜欢的电视节目或电影类型, 并陈述原因。

2a-2e 是一个完整的阅读板块, 仍然采用读前、读中、读后的设计思路。本单元的阅读语篇围绕卡通片 (cartoons) 这一电影类型展开, 主要谈论一个为学生熟知的美国卡通形象——米老鼠 (Mickey Mouse), 让学生通过阅读了解卡通片在美国文化中的地位, 特别是米老鼠的诞生和成名过程、以及人们喜欢它的原因。2a 的读前活动旨在通过问题的方式激活学生的背景知识。2b 为第一遍阅读, 要求学生把握文章的时间线索, 通过快速阅读培养寻读的策略。2c 要求学生再次细读文章, 将文章的重要信息整理在表格中。2d 要求学生第三遍阅读文章, 并结合文章内容回答问题。值得注意的是, 有些问题要求学生在深刻理解文章的基础上进行推理和综合, 并联系自己的真实情况或我国的相关信息。该步骤是对文章内容的拓展和对文章信息的运用阶段。2e 引导学生关注文章中出现的几个常用搭配, 是读后的语言学习阶段。学生不仅要体会这些语言在课文语境中的使用, 还要尝试使用它们写出自己的句子。

3a-3c 是一个过程性写作训练板块, 在前面听、说、读的基础上, 让学生尝试写一段影评。活动 3a 要求学生使用所给词语补全一段影评, 该语篇也为学生后面的写作提供了示范。活动 3b 通过小标题的方式提示学生分析 3a 范例中的信息, 同时帮助学生整理自己的写作信息, 为后面介绍电影打开思路。本部分从 3a 填词补全范文, 到 3b 列提纲整理信息, 写句子或语段, 再到 3c 完整地输出语篇, 由易到难, 循序渐

进,符合学生的认知规律。

活动4是一个较综合的口语任务,让学生与同伴交流对不同类型的电影和电视节目的喜好,主要巩固句型 What do you think of ...? 和本单元出现的几个描述性形容词的使用。此活动鼓励学生使用所学语言表达自己的观点,并就该话题展开深入讨论。

Section B 的重点是学习和运用恰当的形容词进一步表述喜欢或不喜欢某种电视节目和电影的原因。本部分的难点是阅读和写作。阅读语篇中涉及一些美国文化,还涉及一些长句以及语义的深层表达,需要学生具备一定的文化知识,并在文章上下文语境中体会语言表达的真实含义。本单元写作内容为影评,学生在使用本单元目标语言的基础上,还需要一些语言储备。在介绍电影情节、演员等信息时,需要教师给予更多的语言帮助。

SECTION B 教学建议

活动 1a

1. 教师通过思维导图 (mind map) 的方式引导学生按照语义学习和记忆本单元词汇。教师可从本单元的话题词 **entertainment** 入手,让学生进行头脑风暴,并按照不同的类别将学生说出的词汇与话题词 **entertainment** 建立联系,例如: watch TV (talk shows, soap operas, sports shows, game shows, news, talent shows), movie (comedies, action movies, cartoons, scary movies, documentaries, romance, tragedies), music (pop music, country music, rock music), reading (stories, novels, poems, jokes), 然后再让学生说出描述各类娱乐方式的形容词,如: educational, serious, wonderful, relaxing, meaningless, enjoyable, exciting, boring, fun。这样不仅可以将本部分有关电影的生词和描述电视和电影的形容词教给学生,还可以帮助学生在原来的基础上拓展更多词汇,并且可以教给学生一种记忆词汇的策略。

注意: 思维导图 (mind map) 既是一种发散性的图形思维工具,又是一种可视的知识表征工具,它用相关的层级结构将新旧知识建立起记忆链接,形成完整的信息系统。它可以帮助学生明确词汇的各种语义和形式联系,形成意义组块,构建词汇心智图,合理、系统地将新知识融入已有的认知结构,从而习得词汇并形成长时记忆。

2. 引导学生关注 1a 中有关电影类型的词汇和描述性形容词。通过多媒体或平时收集的电影海报引发学生讨论: What kind of movie is it? What do you think of it? 教师也可以说出某种电视或电影类型,让学生说出看过的相关电视节目或电影的

名称, 然后谈谈对它的看法, 例如: action movie – *Shaolin Temple* – exciting。

3. 让学生独立完成活动 1a, 然后请几个学生说说自己的观点, 并通过追问引导学生说出理由。学生在回答时可以使用句型 I think ... is/are ... I love / can't stand / don't mind ... I like watching ... because ... I never watch ... because ...

活动 1b-1d

1. 教师导入 1b 和 1c 的听力语境, 引导学生通过指示语和所给表格判断出录音中是 John 和 Mary 的对话, 他们在谈论一些电视节目和电影类型。由于该对话较长, 其中包含的信息较多, 在教学中可以通过让学生多次听, 并且每次有针对性地关注不同的信息来将难度分解。
2. 给学生提出该对话的一个关键问题: What did John and Mary decide to watch finally? 教师播放第一遍录音, 让他们带着问题去听。最后, 教师和学生一起核对答案, 并猜学生说出对话中给出的线索。
3. 让学生听第二遍录音, 关注 John 和 Mary 用来描述电视节目和电影类型的形容词。教师可以引导学生在听的时候做记录, 先不关注说话的人, 而是将电视节目和电影的类型与对应的形容词匹配。
4. 让学生听第三遍录音, 重点关注做出上述评价的人是 John 还是 Mary。学生可以在前面所做笔记的基础上进一步完善, 这样就可以顺利完成 1c 的练习。
5. 给学生提出几个问题, 让他们根据 1c 表格中所填的信息回答:
 - 1) What does Mary want to watch at the beginning? Did they decide to watch a movie? Why?
 - 2) What kind of movies does John like? Why? What does Mary think of them?
 - 3) What kind of TV shows does Mary like? Does John like them? Why?
 - 4) What kind of TV shows do John and Mary both like? What do Mary and John think of them?
6. 上面的铺垫可以帮助学生顺利开展 1d 的口语活动。教师可以引导学生模仿教材中提供的示范, 先复述对话中的信息, 然后在此基础上发表自己的观点。学生可以参考 1c 表格中记录的信息, 以及上个步骤中回答问题时记录的信息。教师还可以帮助学生归纳一些语言, 如:

John thinks ... but I don't agree.
I think ...
I like to watch ...
I can't stand ... because ...

该活动要求学生尝试说出一段文字, 而不是做简单的问答。随着年级的升高, 应该要求学生输出更多的语言, 此处引导学生在别人陈述的基础上表达自己的观点,

并说明原因，对学生来说是一次挑战。

活动 2a-2d

1. 让学生关注 2b 中的图片，并说出图片展示的是哪种电影类型 (cartoons)，图片中的卡通形象是谁 (Mickey Mouse)。然后让学生分组讨论下列问题：

- 1) Do you like to watch cartoons? Why or why not?
- 2) What's your favorite cartoon? Why do you like it? What are some characters in the cartoon?
- 3) What do you think of Mickey Mouse? Can you think of some stories with Mickey Mouse?

由于阅读文章是以一个广为人知的卡通形象 Mickey Mouse 为核心的，此处将 2a 的读前活动稍作调整，先让学生观察图片，通过图片引发一系列有关卡通片，特别是有关 Mickey Mouse 的问题，从而充分激活学生的背景知识，为后面的阅读活动做准备。

2. 让学生再次关注 2b 中的图片，并给出几个选项，让学生预测哪一个是本篇文章的大意：

- 1) Mickey Mouse, a famous symbol in American culture
- 2) Some cartoons with Mickey Mouse
- 3) Disney theme parks around the world
- 4) What people think of cartoons

该步骤旨在调动学生阅读的积极性和主动性，让他们带着期待去阅读，并在阅读中检测和不断修正自己的预测，这种交互性阅读能够促进学生对文章内容的深刻理解。

3. 为学生限时，让他们快速阅读文章，并判断自己的预测是否正确。该步骤训练学生的略读技巧，旨在获取文章的大意，不要求学生获取所有细节信息。为了提高阅读的速度，教师平时可以有意识地培养学生划分意群，让他们在阅读中养成按照意群读的习惯，而不是一个字一个字地去读。按照意群读不仅能提高速度，而且能帮助学生正确把握语言所表达的意义。
4. 让学生再次快速通读全文，并搜索 2b 的时间轴上提供的几个信息，完成该活动。该步骤的目的是培养学生寻读的策略。寻读一般要求搜索一些特殊的细节信息，此练习中提供的信息是一个动画片的名字和两个时间，这些信息在文字形式上有特点，比较容易搜索，学生甚至不需要一字一句地阅读文章就能够发现。
5. 让学生放慢速度，再次阅读文章，并补全 2c 的表格信息。此处涉及到文章中的一些细节信息，学生需要理解文章传递的基本信息和深层含义。文章中包含一些较

为复杂的句式，还有些句子需要结合语境理解，教师可以先让学生试着完成 2c 的练习，然后在核对答案时通过追问了解学生对文章内容的理解情况，并结合实际情况作必要的解释。文章中较难的句子有：

- The man behind Mickey was Walt Disney ...
- One of the main reasons is that Mickey was like a common man, but he always tried to face any danger ...
- People went to the cinema to see the “little man” win ...
- Who has a pair of ears more famous than Mickey’s?

教师可以先让学生试着说说它们的含义，然后帮助他们解决理解上的难点。

6. 2d 是一个读后口语活动，旨在巩固对文章的理解，将课文内容与学生的生活联系起来，并让学生谈论自己的真实信息。这里的问题从课文出发，并要求学生对文章内容进行概括，或者表达自己的观点，然后谈论身边的相关情况，该活动是对文章主题的拓展。教师可要求学生先分组讨论，再向全班汇报，也可以让学生将讨论结果整理成文字材料，与全班分享。

活动 2e

1. 教师播放课文录音，让学生跟着录音默读，再一次体会作者如何通过文字传递丰富的信息。
2. 让学生再默读一遍文章，并在文中画出 2e 中的六个表达法。教师在黑板上列出这些表达法，并将其中文意思打乱，让学生完成配对练习。

think of
come out
one of the main reasons
such as
was ready to
more than just

出现
最主要的原因之一
想到；认为
准备着去……
例如
不仅仅是

教师也可以将文中包含上述表达法的句子提取出来，空出这些表达法，让学生补全句子。

3. 让学生仿照文章中的句子，运用这些表达法造句。教师可以让学生在笔记本上写出句子，然后通过投影仪与全班分享。教师根据情况对学生的句子作必要的纠正，但应更重视上述表达法在语境中的使用是否恰当，并鼓励学生用英语表达自己的真实想法。

.....

活动 3a-3c

1. 让学生关注 3a 的图片，并思考这张图片可能出现在哪里（电影海报上），从而引出本单元的写作内容——影评。教师对影评这一实用文体的作用和特点进行简要的介绍。
 2. 让学生独立完成 3a 的任务，引导他们先通读短文并掌握其大意，再根据上下文及所缺部分在句子中所作的成分判断选填哪个词。学生完成后，让他们四人一组核对答案。然后请几个学生朗读短文，全班核对答案。
 3. 教师提出下列问题，帮助学生理清文章脉络，为后续写作打下基础：
 - 1) What is the name of the movie?
 - 2) What kind of movie is it?
 - 3) What is the movie about?
 - 4) What does the writer think of the movie? Do you want to watch it?
 4. 学生回答上述问题后，请他们思考：写一篇影评应该包括哪些部分，引导学生关注 3b 中列出的内容。教师还可启发学生在此基础上做些补充。
 5. 让学生根据 3b 的提纲确定自己的写作内容，引导他们在每项内容后写出短语或句子，整理相关信息，为后续的写作做准备。
 6. 让学生独立完成 3c 的写作任务。该写作任务的难度在于学生在介绍影片时语言储备不足，教师有必要及时提供帮助，并引导学生尽量用简单的语言表达思想。为了降低难度，还可以让学生结伴或分组完成写作任务，学生先一起选定某部影片，再通过讨论确定写作的具体内容，然后通过合作、协商和互助，共同完成写作任务。
 7. 如果时间允许，请几个学生朗读他们的文章。教师还可以通过投影展示有代表性的文章，师生共同阅读、修改、润色。
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活动 4

1. 让学生先在表格中填出自己的信息，然后两人一组对话，轮流询问同伴对每种电视节目和电影类型的看法，并做记录。教师可提醒学生使用下列句型以及学过的描述性形容词，并鼓励学生说出自己的理由。学生也可以把自己或同伴表述的理由记录下来。

What do you think of ...?

I think ... because ...

I love watching ... / I can't stand ... / I don't mind ...

I can expect to ...

I hope to ...

2. 让学生归纳自己和同伴相同的观点和不同的观点,并据此写一段话,向全班汇报。
3. 请几个学生汇报调查的结果,看看哪组学生的观点最相似,哪组学生的观点最不同。

SELF CHECK 内容介绍和教学建议

本部分主要检测学生对谈论计划和安排的句型(含不定式 want to do, expect to do, hope to do, plan to do)以及谈论喜好的句型(A: What do you think of ...? B: I can't stand / I don't mind / I love ... I think ...)的掌握情况。活动1让学生利用所给词语编小对话,学生需要注意句子中的词序,并根据需要补充单词。活动2让学生读五句话,并判断自己是否赞同这些观点,然后用所学语言表达自己的观点,并说明理由。

活动1

1. 让学生独立完成练习1,利用所给词语编写小对话。其中,前四个问题都是特殊疑问句,最后一个要求学生写一般疑问句;除第一组对话练习“谈论对事物的看法”的句型,后面四组都侧重不定式的使用,分别是 want to watch, expect to learn, hope to watch, plan to watch。
2. 学生完成后,请几组学生朗读每组对话,以核对答案。该练习考查问句和答语中的词序,学生还需要根据情况补充人称代词和助动词等。

活动2

1. 让学生独立完成活动2,先阅读每一句表述,然后确定自己的观点,并分别写出理由。
2. 让学生按照每一条表述一一陈述自己的观点。教师统计支持或反对某一观点的人数,以及支持和反对的理由。学生可以使用下列句式表达自己的观点: I agree/ disagree with this statement, because ...
3. 如果时间许可,教师可以与学生选出一个话题,组织一场辩论。学生在准备材料和辩论的过程中将会有更多收获。

拓展活动: The most / least popular movies / TV shows

活动目的: 围绕“电视节目”或“电影”的话题在班上展开调查,评出最受欢迎和

最不受欢迎的电视节目或电影类型。此活动让学生综合运用本单元所学的表达喜好和说明原因的语言，旨在促进学生的语言输出。

活动形式：先小组活动，后全班活动。

活动步骤：

1. 教师给出一些电影或电视节目类型，如：news, talk shows, talent shows, game shows, soap operas, sitcoms, sports shows; comedies, action movies, cartoons, scary movies，让学生说出相关的电影或电视节目名称。教师可以在黑板上分组写出这些名称，为后续的讨论做好语言准备。
2. 让学生十人一组活动，每组选出一名学生，调查组内其他学生，并在表格中记录组员提供的信息。最后，在小组内选出最受欢迎和最不受欢迎的电视节目或电影类型，以及具体节目名称。

调查员问题提示（以电视节目为例）：

- 1) What's your favorite kind of TV shows?
 - 2) Why do you like them?
 - 3) Can you name one of this kind of TV shows that you like best?
 - 4) What kind of TV shows do you dislike most?
 - 5) Why do you dislike them?
 - 6) Can you name one of this kind of TV shows that you dislike most?
3. 请每组负责调查的学生向全班汇报调查结果，协助教师在黑板上进行投票，选出全班最喜欢和最不喜欢的电影或电视节目类型。

下表以电视节目为例：

	The most popular kind of TV shows	Example of this kind of TV shows	The least popular kind of TV shows	Example of this kind of TV shows
Group 1				
Group 2				
Group 3				

四、语音教学建议

1. 连读

- 1) 和学生一起复习连读 (linking) 的语音知识。教师可以先给学生一些例句, 让学生试着朗读, 并体会黑体部分使用的朗读技巧。

I have **lots of** apples.

There are four of us to do the job.

Would you like to go?

The shopping **center is** just across the road.

在英语口语表达中, 不同单词的音节有时会跨越单词与单词的界限从而连结起来, 或者组成新的音节, 或者互相紧密依靠, 使原有的发音产生某些新的特征, 这种现象就是连读。

注意: 连读是造成学生听力障碍的一个重要原因, 因为在真实交际中, 他们听到的不再是词汇表中呈现的一个个独立的单词, 而是根据表达需要将它们组合起来, 连成短语, 或者称作意群。在意群中, 我们自然、流畅地将前一个单词的尾音和后一个单词的首音连起来说, 而不是在中间停顿。有时这些单词组合起来还要发生音变。因此, 培养学生的连读技巧有利于提高他们的听力水平。

- 2) 和学生一起总结几类连读现象。在七年级, 学生主要接触到前三种连读情况, 教师可以结合例句给学生介绍后面几种情况。

(1) “辅音+元音”型连读

相邻两个单词中前一个单词以辅音结尾, 后一个单词以元音开头, 需要将辅音与元音拼起来连读。如: We have an English friend. 这个句子中有两处连读: 前一处是 have 的尾辅音 /v/ 与 an 开头的元音 /æ/ 连读为 /væn/; 后一处是 an 的尾辅音 /n/ 与 English 开头的音素 /ɪ/ 连读为 /nɪ/。

(2) “r/re+元音”型连读

在短语或句子中, 前一单词以 -r 或 -re 结尾, 后一单词以元音开头时, 可将 /r/ 与后面的元音拼读。例如: there are 可读作 /ðeərə/。再如: They looked for it here and there. 这个句子中也有两处连读: 前一处是 for it 连读为 /fɔːrɪt/, 后一处是 here and 连读为 /hɪrænd/。

(3) “辅音+半元音”型连读

英语语音中的 /j/ 和 /w/ 是半元音, 如果前一个单词是以辅音结尾, 后一个单词

是以半元音，特别是/j/开头，此时也要连读。如：Thank you. Nice to meet you.

(4) “元音+元音”型连读

元音音素与元音音素的连读发生的情况比较少，一般是/i:/或/u:/和其他元音音素的连读，同时伴随着音变。如果前一个单词以元音结尾，后一个单词以元音开头，这两个音往往也要自然而不间断地连到一起读，产生近似于/j/和/w/那样的音质。如：a new experience /ə 'nju: (w)ɪks'piəriəns/, terribly expensive /'terɪbli (j)ɪk'spensɪv/。

(5) “辅音+辅音”型连读

如果前一个单词的尾辅音与后一个单词的首辅音正好是同一个音，那么这两个音只发一个即可，但该音素需发得稍长一些。例如：Miss Smith /mɪs 'smɪθ/; I got two tickets. /aɪ 'ɡɒt 'tu: 'tɪkɪts/。

(6) 轻辅音/h/的连读

如果前一个单词以辅音音素结尾，后一个单词以轻辅音音素/h/开头，语速较快时，直接与/h/后面的元音音素发生连读。如：For him，这两个单词的连读听起来和forum很相似。

3) 模仿感知

(1) 教师首先让学生关注本单元语音部分的第一个练习。此处是从单元中选取的对话和句子。教师可以把这些语言材料呈现在黑板或屏幕上，但不加连读符号，让学生回忆之前的听力录音，并使用必要的连读技巧试读。最后，请学生说说哪些地方用了连读。学生可以回顾学过的连读知识，也可以根据语感判断。

(2) 为学生呈现语音部分第二个练习中提供的材料，但不标连读符号，让他们试读，然后跟着录音朗读，从而判断其中哪些部分用了连读，并在文字中标出。最后，让学生把自己的标注与教材中的标注作比较。

(3) 让学生熟读第二个练习中的笑话，并与同学分享其中的幽默之处。

(4) 教师也可以让学生从本单元中找出其他可以使用连读的句子，与全班学生一起分享，然后全班一起朗读。

3. 语音补充练习

1) 让学生大声朗读下列每个词组或短句，由慢到快，逐渐把前面单词的尾辅音与后面单词开头的元音连读起来。

- give up → gi-vup
- check in → che-kin
- stop it → sto-pit
- keep up → kee-pup

- cleanup → clea-nup
- What'ss up? → What-sup?
- Come in. → Co-min.
- Hold on! → Hol-don!

2) 让学生朗读下面的句子, 并体会画线部分前一个单词的尾辅音与后一个单词的首辅音的连读。

- My father drinks black coffee.
- At times during the movie she felt like crying.
- Andy speaks spanish and English.
- I went to the nearest bus stop.

五、课文注释

1. 英语形容词形式上的某些特征

形容词在英语词汇中占有很大比重, 是英语中一种常用的词性。除语用特征外, 其形式主要有如下三个较为突出的特征:

- 1) 最为常用的一类形容词往往没有特定的词尾。例如: warm, young, large, thick, wild 等等;
- 2) 许多形容词可以成双结对, 构成对应的反义词。例如: good – bad; new – old; cold – hot; black – white; rich – poor; long – short 等等;
- 3) 许多形容词可以通过词尾进行辨识。以下是 Leech 等编著的《朗文英语语法及用法解析》中所罗列的常见形容词后缀 (使用频率由上至下依次递减):
 - al: actual, educational, final, general, physical, special
 - ed: bored, confused, excited, limited, surprised, tired
 - ic: basic, electric, historic, scientific, sympathetic
 - ent: ancient, convenient, different, excellent, frequent, urgent
 - ble: enjoyable, fashionable, possible, reasonable, sensible
 - ing: amusing, boring, exciting, relaxing, surprising, willing
 - ive: active, attractive, expensive, native, sensitive
 - (l)y: angry, dirty, funny, guilty, healthy, hungry, icy, lovely
 - an: American, Christian, German, human, Indian, Russian
 - ous: anxious, delicious, famous, serious, various
 - ar: familiar, particular, popular, regular, similar

-ful: beautiful, careful, faithful, grateful, skillful, wonderful

-less: careless, helpless, homeless, meaningless, thankless, voiceless

除此之外, 形容词还有一些其他的词尾形式, 如: childlike, foolish, wooden 等。

2. **In the 1930s, he made 87 cartoons with Mickey.** 在20世纪30年代, 他制作了87部米老鼠卡通片。

- 1) in the 1930s指的是“在20世纪30年代”。英语年份后若加复数词尾-s, 则表示“年代”, 如: 1980s表示“20世纪80年代”。
- 2) 此句介词with表示“具有; 带有”, 而非“使用; 利用”之意, 应注意区分。此句中with Mickey是cartoons的后置定语, 即: 87 cartoons with Mickey (87部带有米老鼠形象的动画片), 不应误解为he made ... with Mickey (他利用米老鼠制作了……)。动词make并无这种用法。

3. **One of the main reasons is that Mickey was like a common man, but he always tried to face any danger.** 其中一个主要原因是米老鼠就像一个普通人, 但他在面对各种危险时总是想尽一切办法。

- 1) 这是一个由that引导的表语从句。整句话的主语是one of the main reasons (why Mickey became famous), 谓语动词是is, 表语是Mickey was like a common man, but he always tried to face any danger. 由于米老鼠出名的原因说起来比较复杂, 不能用一个单词或短语表示, 这里使用了一句话, 翻译成中文就是: 米老鼠就像一个普通人, 但他在面对各种危险时总是想尽一切办法。这句话也可以改为: Mickey was like a common man, but he always tried to face any danger. This is one of the reasons why he became famous.
- 2) 短语one of the main reasons表示“其中一个主要原因”, 因此one of后面用复数形式。再如: One of the main reasons why he didn't go abroad is that he doesn't have enough money. 他没出国的一个主要原因是他没有钱。

4. **Who has a pair of ears more famous than Mickey's?** 谁还有一对比米老鼠更著名的耳朵呢?

许多学生会受汉语语言习惯的影响, 将此句误作Who has a pair of ears more famous than Mickey? 注意: 这里比较的对象是ears, 而非Mickey。句子中Mickey's后面省略了ears。再如: My eyes are bigger than his. (我的眼睛比他的大。) Her hair is longer than mine. (她的头发比我的长)。教师应保持警惕, 及时指导、纠正这类错误。

六、文化注释

1. 肥皂剧 (soap opera)

肥皂剧又称“泡沫剧”，是西方广播及电视节目的一种形式。之所以称作“肥皂剧”，是因为最早这类广播节目的商业赞助者大多为肥皂制造商，后来电视业兴起后亦沿用了这个名字。最早的肥皂剧为1930年广播播出的《绘制的梦想》(*Painted Dreams*)，由于过多的广告插播并不十分成功，但后来的《后台妻娘》(*Backstage Wife*)、《海伦·奎特罗曼史》(*The Romance of Helen Trent*)等长篇广播连播成就了这一文化艺术形式。20世纪50年代，电视肥皂剧很快取代了广播肥皂剧的地位，以致当今许多对西方文化了解不多的人误以为肥皂剧仅为电视节目。第一部大型电视肥皂剧为1951年开播的《寻找明日》(*Search for Tomorrow*)。

肥皂剧的特点在于投资成本低、内容轻松诙谐、剧情拖沓、集数多、时间持续长，是一种休闲消遣或消磨时光的好方式。在英美等西方发达国家，每周都会有固定的时间播放几部持续几年甚至数十年热播的肥皂剧，其中影响力较大的肥皂剧包括《老友记》(*Friends*)、《欲望城市》(*Sex & the City*)、《加冕街》(*Coronation Street*)等。

肥皂剧这一电视形式曾一度被西方学术界和舆论认为是低级的电视节目，是社会层次和文化层次不高的观众群体的一种消遣方式。自1930年肥皂剧现身广播，在随后的40多年时间里，这一节目形式仅仅局限在日间的广播及电视节目中，直到70年代后期才被晚间电视节目所接纳。这说明肥皂剧作为一种公众文化形式为上流社会所接受经过了漫长的时间。由于其广大的受众面，近20年来肥皂剧已为社会接纳和认可，并打上了“美国元素”的烙印。

2. 沃尔特·迪斯尼 (Walt Disney)

沃尔特·迪斯尼(1901—1966)的全名为Walter Elias Disney，是美国著名动画大师、企业家、导演及电影制片人。他创作的米老鼠成为全世界家喻户晓的卡通形象。他与其兄洛伊·迪斯尼(Roy O. Disney)共同创办了世界著名的“迪斯尼公司”，该公司制作出诸如《白雪公主和七个小矮人》、《灰姑娘》、《小鹿斑比》等大量优秀动画影片，创造了许许多多受世人喜爱的卡通角色。影视事业成功后，他又创建了家喻户晓的“迪斯尼乐园”。如今，迪斯尼乐园遍布世界，给各地人民带来了无尽的欢乐。

3. 《威利号汽船》(*Steamboat Willie*)

这是美国1928年出品的一部著名动画短片，由沃尔特·迪斯尼和乌布·伊沃克斯(Ub Iwerks)联合执导。在该片中，著名卡通人物米老鼠(Mickey)以轮船舵手的身份首次出现在公开发行的影片中，并立刻受到观众的追捧和欢迎。与米老鼠同时在该片中亮相的还包括他的女朋友米妮(Minnie)。此片也是世界上最早使用同期配音技术的影片之一。在美国乃至世界动画电影历史上，《威利号汽船》均有着非凡的意义。在美国动画电影界

1994年出版的《50部最伟大的卡通影片》(The 50 Greatest Cartoons)中, 该片榜上有名, 列第13位。

4. 好莱坞 (Hollywood)

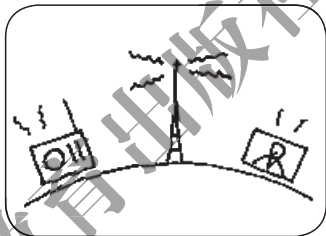
好莱坞本是美国加州洛杉矶郊外的一个地名, 这里依山傍水, 四季如春, 景色宜人。20世纪初叶, 随着新兴的电影事业蓬勃发展, 美国影片制作人士发现这里有理想的自然环境, 可用来进行电影外景拍摄。于是, 从1911年第一个摄影棚在此搭建后, 好莱坞逐步发展为一个庞大的电影城, “好莱坞”也无形中成为美国电影的代名词。实际上, 好莱坞不仅仅是一个电影王国, 也是美国电视、广播、音乐等文化艺术产业中心, 同时还是旅游胜地。好莱坞自诞生至今, 孕育出无数世界顶级电影导演和明星, 在美国乃至国际电影业中起着倡导先行的作用, 在世界电影史上书写了光辉的一页。

5. 好莱坞星光大道 (Hollywood Walk of Fame)

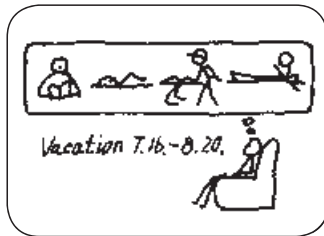
好莱坞星光大道建于1958年, 是美国好莱坞影城中的一条人行道, 上面镶有2,000多个带有名人姓名的星形奖章, 以纪念他们对娱乐业的贡献。第一颗星于1960年2月9日颁赠予琼安·伍德沃德 (Joanne Woodward)。在星光大道上拥有星星的虚构角色有米老鼠、小熊维尼、唐老鸭、白雪公主等。华人名星李小龙和成龙也分别在星光大道上拥有一颗星。

七、教学简笔画

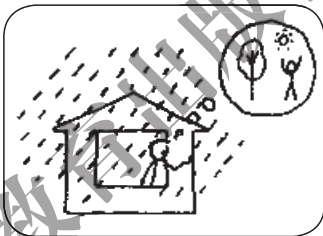
1. news



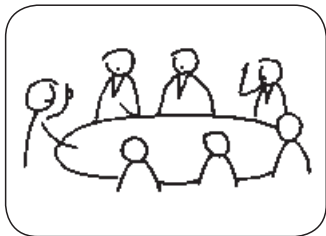
2. plan



3. hope it will be fine



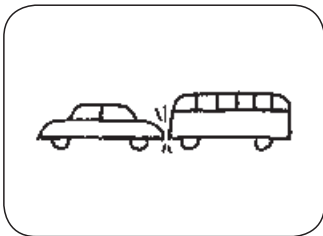
4. discussion



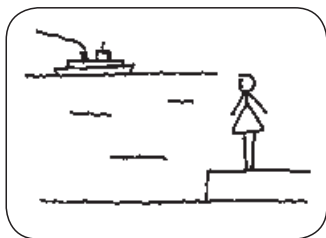
5. stand, can't stand hot weather



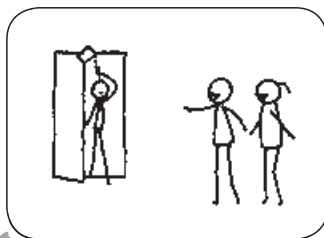
6. A traffic accident happened.



7. expect



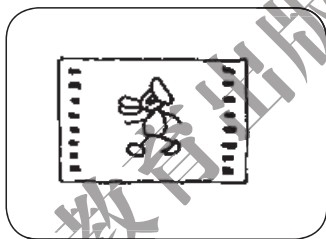
8. joke



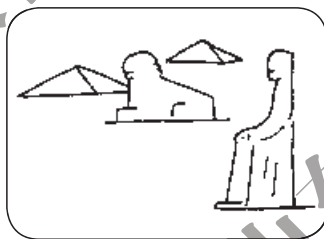
9. an action movie



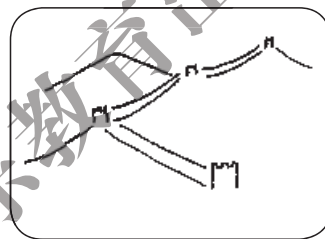
10. cartoon



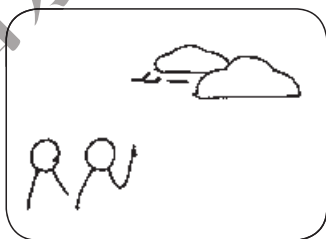
11. culture



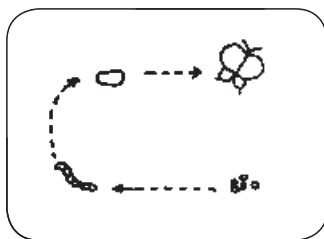
12. famous in the world



13. A plane appears.



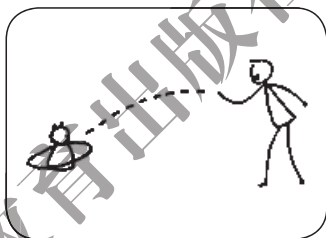
14. become



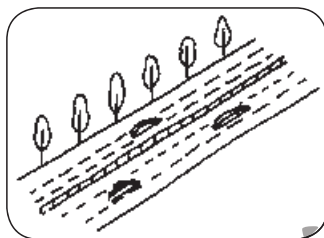
15. rich



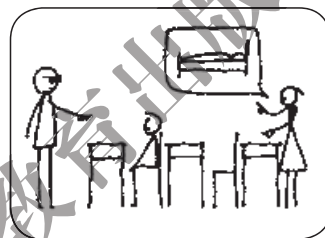
16. successful



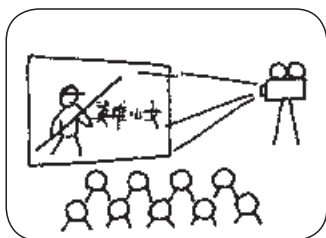
17. a main road



18. reason



19. film



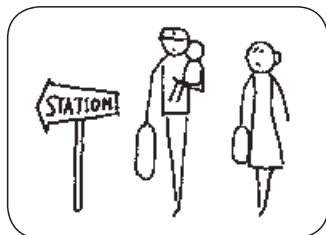
20. unlucky



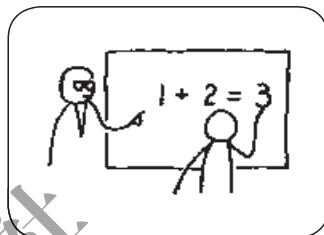
21. lose



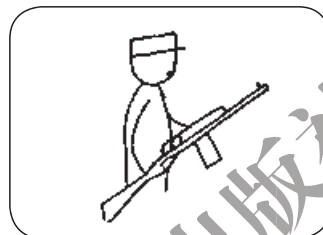
22. be ready to help others



23. simple



24. in the army



Unit 1 Do you want to watch a game show?

SECTION A

1a

Purpose	<p>To help students learn to talk about preferences; make plans.</p> <p>To set the scene, increase Ss' vocabulary and introduce the target language.</p>
Picture	<p>The picture shows two people deciding what to watch on television. One person (on the left) asks what the other (on the right) thinks about talk shows, and that person answers that they don't mind them. The person on the left seems to be looking at a TV guide while the person on the right is holding a remote control (a device used to change channels on the TV, control the volume, turn the power off/on, etc.) and is changing channels in order to find an interesting TV program. The two people seem to be seated on a sofa with a pet cat, which is sleeping between them. In the bubbles are pictures of different types of TV programs.</p>
Culture Focus	<p>Soap operas Many soap operas appeal mainly to adults because they often include characters involved in complicated personal relationships on which they are based. Viewers can closely identify with the characters. Viewers anxiously wait to see what will happen to the characters in the next episode of the show. Soap operas are still popular in many countries, but they have become much less popular over the years. They have been replaced by other types of shows that combine more exciting and interesting settings with the same interpersonal relationships that made soap operas so exciting (e.g. <i>Crime Scene Investigation (CSI)</i>; <i>Bones</i>, <i>Fringe</i>, etc.). In addition, reality programs (including <i>American Idol</i> and <i>Dancing with the Stars</i>) have made it possible for the audience to closely identify with the people on the show and interact with them by voting what they want to keep them on the show.</p>

Optional Approach	Give an example of ... After Ss have done activity 1a, the T may want to elicit from Ss examples of each vocabulary item and write the examples on the board. Personalizing the vocabulary items with real examples will make it easier for Ss to remember the words.
Answers	1. e 2. d 3. b 4. c 5. a 6. g 7. f

1b

Purpose	The help Ss recognize target language in authentic speech.
Culture Focus	Know your TV shows In the US, watching television shows and movies, listening to music, and surfing the Internet are popular pastimes of young people. Having knowledge of popular TV programs, YouTube videos, songs and websites facilitates conversation. In fact, knowledge of these things can often separate one generation from another or one group of students from another group of students. Therefore, keeping up with the latest TV shows, movies and music may be considered very important for young people because all of their friends are talking about them, and they don't want to be left out of the conversation. Moreover, as the years pass, people may refer to TV programs in a way that is different from the original.
Answers	3 talent show 1 talk show 4 soccer game 2 news

1c

Purpose	The help Ss understand target language in authentic speech.
Culture Focus	TV networks One possible reason for the large number of different TV shows in the US is that there is no single national network that provides most of the TV news and entertainment for the country. Instead there are three national networks – NBC, CBS and ABC – that compete with each other for audiences and advertising dollars. In order to attract viewers and sponsors, they need to keep producing new, entertaining and informative programs, so there is always a wide variety of programs to choose from.

2a

Purpose	To help Ss listen practice with target language.
Optional Approach	Levels of difficulty The T can make activity 2a easier or more difficult in the following ways: 1. Listen with textbooks closed; no note-taking allowed; do the activity (difficult)

Optional Approach	2. Listen with textbooks closed; note-taking allowed; do the activity (less difficult) 3. Listen with textbooks open (least difficult)
Answers	1. sitcoms 4. game shows 5. soap operas 2. news 3. talk shows

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	Think about it first Ss may be able to perform better in activity 2b if they have the chance to read the sentences and try to guess what kind of word might be used to complete the sentences. This type of preparation is a good idea daily prior to a class.
Answers	1. the news or talk shows 2. some great jokes 3. game shows 4. soap operas, tonight

2c

Purpose	To give Ss the opportunity to personalize the target language in conversations.
Optional Approach	<p>Putting some correct responses on the board The T may want to elicit from Ss a classmate's correct statement and answer in order to facilitate a response to each of the TVs in 2a:</p> <p>On the board</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A: Do you plan to watch _____ (a sitcom, a soap opera, a game show, a talk show, the news) tonight?</p> <p>B: Yes, I like watching _____ (sitcoms, soap operas, game shows, talk shows, the news). I watch _____ (them, it) every night.</p> <p>A: Why?</p> <p>B: Because _____ (they're funny, I want to know what happens next, it's a great way to relax, they're interesting, I can learn something). How about you?</p> <p>A: I like watching _____ because _____.</p> </div>

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
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Optional Approach	Class poll Before Ss practice the conversation in activity 2d, the T may want to conduct a poll in class to find out what Ss' favorite TV shows are and why. These should be written on the board. Then scaffold the dialogue as in the information on the Ss.
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GRAMMAR FOCUS

3a	Answers	Answers will vary.
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3b	Answers	Answers will vary.
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3c	Purpose	To give Ss the opportunity to use the target language in a controlled manner.
	Teaching Tip	<p>Eye contact It can be very tempting for Ss to read from the textbook to their partners and to also look at the textbook while listening to their partners. In order to help break this habit, the T might want to draw on the board faces of two students (S1 and S2) facing each other as follows:</p> <p>1. S1 looks at the textbook. S2 looks at the textbook.</p> <p>2. S1 looks at the textbook. S2 looks at S1.</p> <p>3. S1 looks at S2. S2 looks at the textbook.</p> <p>4. S1 looks at the ceiling. The teacher helps pack.</p> <p>S2 looks at S1.</p> <p>5. S1 looks at S2. S2 looks at S1. The teacher is listening.</p> <p>The T should tell Ss that picture 5 is what Ss should be doing. Also, when Ss in the class begin to act like the Ss in the pictures, the T can remind Ss to act like the Ss in picture 5 while paying attention at the picture on the board.</p>

Optional Activity: Write it out

Purpose	To help Ss master the target language and provide an activity.
Materials Required	Shets for each pair of Ss.

Procedure

1. Have Ss work in pairs.
2. Tell Ss that they are going to compete to write as many sentences as possible about TV shows with their themes.
3. Explain that one S in a pair should start a sentence and the other S should finish. Then the two Ss should reverse roles taking turns to start and finish sentences.
4. The pair of Ss who can write the most sentences on their sheets of paper in three minutes is the winner.
5. On the board

I love ... I don't mind ... I can't stand ... I want to watch ... I plan to watch ... I hope to watch ... My favorite TV show is ... I never want to watch ... I expect to watch ...

6. Tell Ss that the first part of each sentence should begin with a phrase from the board.
7. Model the activity.
8. Have Ss do the activity.
9. Elicit which pairs of Ss wrote the most sentences. Check the sentences together as a class and make any necessary corrections on the board.
10. Consider giving points for the most interesting sentences.

SECTION B

1a

Purpose	The class seeks to let argue the advantages and disadvantages of watching TV (activities).
Optional Approach	<i>Give me some examples</i> Before Ss do activity 1a, the T may want to make sure Ss really understand the descriptive words in the box by writing each of the words on the board and eliciting from Ss an activity that matches each of the words.

Optional Approach	Description word	Activity (Examples – The T should elicit original examples from Ss)
	educational	reading books, internet
	serious	listening to, participating
	wonderful	going to the park
	relaxing	listening to music
	meaningless	partying, party games
	enjoyable	partying, parties
	exciting	watching a cartoon, video
	boring	sleeping all day
Answers	Answers will vary.	

1b Purpose	The teacher should listen to the target language in a conversational
Teaching Tip	What are “description words”? Ss may not always understand the meaning of the instructions for an activity. Therefore, it is important for the T to always confirm that Ss do understand. In activity 1b, the Ss may not understand the meaning of “description words” and think they have decided that TVs are listed activities.
Answers	exciting, meaningless, relaxing, boring, enjoyable, wonderful

1c Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	Description words for generations Each generation seems to have its own vocabulary and description words that are used by members of that generation to describe things. Many description words used by previous generations have come from the lines of characters in popular TV shows and movies. However, the secret language of teenagers today often comes from its use in Internet messaging or short forms used by texters and social media users like: <ul style="list-style-type: none"> • LOL – laugh out loud (meaning that something is funny) • gr8 – great

Culture Focus	<ul style="list-style-type: none">• GFN – good for nothing• fanC – fancy• BTW – by the way• CUL8R – see you later• BRB – be right back• ATM – at the moment• TTYL – talk to you later																							
Answers	<table><tr><th></th><th>Action movie</th><th>Scary movie</th><th>Game show</th><th>Sitcom</th><th>Talk show</th></tr><tr><td>John</td><td>ex itig</td><td>ex itig</td><td>b ig</td><td>b ig</td><td>ejn y b e</td></tr><tr><td>Mary</td><td>mean h ess</td><td>mean h ess</td><td>relax g</td><td>relax g</td><td>w d rflu</td></tr></table>							Action movie	Scary movie	Game show	Sitcom	Talk show	John	ex itig	ex itig	b ig	b ig	ejn y b e	Mary	mean h ess	mean h ess	relax g	relax g	w d rflu
	Action movie	Scary movie	Game show	Sitcom	Talk show																			
John	ex itig	ex itig	b ig	b ig	ejn y b e																			
Mary	mean h ess	mean h ess	relax g	relax g	w d rflu																			

1d

Purpose	Teachers should speak actively with their target language.
Optional Approach	<p>I'll give you three guesses In order to make the activity more exciting, the T may want to have Ss practice the following type of conversation</p> <p>A: I like to watch action movies. B: Why? A: I'll give you three guesses. B: Because they're exciting. A: No. Try again. B: Because they're interesting. A: No. You have one more guess. B: I give up. A: OK. Because they're free! B: Free? A: Yes. My dad loves action movies so he always takes me to the movie theater to see them. I don't pay anything.</p>

2a

Purpose	To personalize the target language and prepare students for the substitution reading activity.
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Culture Focus	Cartoon Network For many years, cartoons would be shown on Saturday morning in the US. On Saturdays, children would wake up early to watch cartoons, and their parents would sleep until late in the morning. Many people think parents should not let their children watch cartoons on TV because they are not educational and they sometimes show violence. But this is hard to monitor as some TV channels show cartoons 24 hours a day, every day or they can be watched on computers.
Answers	Answers will vary.

2b

Purpose	To introduce reading practice with the target language.		
Culture Focus	Cartoon appeal One reason why cartoons became so popular in the United States in the 1930s may be that they provided a welcome break from the country's very painful experiences during the economic depression at that time. Businesses were closing, people could not find jobs and it was very easy to become worried about the future. Cartoon heroes were energetic, honest, creative, courageous, resourceful and humorous. These values and characteristics were quickly recognized and respected by the average person as the same qualities they needed to get through those difficult times and into a brighter future someday.		
Answers	<i>Steamboat Willie</i> came out in New York	Walt Disney made 87 cartoons with Mickey Mouse.	Mickey became the first cartoon character to have a star on the Hollywood Walk of Fame.
	November 18, 1928	1930s	November 18, 1938

2c

Purpose	To introduce reading and writing practice with the target language.
Optional Approach	<p>Who is your favorite Disney character? The T may want to take a class poll to determine the most popular Disney character among Ss.</p> <p>1. Elicit from Ss the names of Disney characters and write them on the board. The T may first want to ask Ss to state their favorite Disney movies.</p>

Optional Approach	<ul style="list-style-type: none"> • Mickey Mouse • Minnie Mouse • Donald Duck • Cinderella • Mulan <p>2. Have Ss vote for their favorite character (or top three characters), and write them on the board.</p> <p>3. Elicit from Ss why they select these characters and present their answers.</p>
Answers	<p>What does he look like? He is a black mouse with two large round ears.</p> <p>Who created him? Walt Disney.</p> <p>What is his first cartoon? <i>Steamboat Willie</i>.</p> <p>Who is his girlfriend? Minnie.</p> <p>Why is he popular? Answers will vary: He is like a common man, but always tried to face any danger. He was always ready to try his best. People want to see the "little man" win. People want to be like him.</p>

2d

Purpose	<p>To provide speaking practice with the target language.</p>
Teaching Tip	<p>Model expanding the conversation Ss often have trouble expanding conversations because they are not sure how to express themselves. The T may want to elicit from Ss some key expressions that can be used to expand the conversations using the questions in activity 2d. For example:</p> <ol style="list-style-type: none"> 1. It's like the Mickey Mouse character. What do you think? 2. I think Walt Disney was ... because ... How about you? 3. It's the top player and he's like Mickey Mouse. As for me, I ... Do you want to be like Mickey? 4. I think that ... is as famous as Mickey. Many people like ... because ... Can you think of another famous cartoon character?
Answers	<p>Answers will vary.</p>

2e	Purpose Tp ildspakg ad ritig acticew ith h t arg tlag g .
	Answers Answers will vary.

3a	Purpose Tp epares td n stw rites ig h t arg tlag g .
Optional Approach	Does this fit? The T may want to have Ss cover the box with the words and try to fill in the blanks with their own words. After that, Ss should be instructed to try to fill in the blanks with the words in the box. Finally, the T can elicit from Ss their original words to determine whether they could also be used to fill the blanks.
	Answers exciting, action, comes from, about, played, fantastic, like, shows, plan, want

3b	Purpose Tb etS sn et h t arg tlag giw ritig
Optional Approach	Speaking from notes The T may want to have Ss practice giving a movie review aloud using only their notes before writing the movie review in activity 3c. The T can encourage Ss to speak as a movie critic t h h e s e e n T V a t t b h t t h c a m e r a w h l e s p a k g
	Answers Answers will vary.

3c	Purpose Tb etS sn et h t arg tlag giw ritig
Optional Approach	Five-star radio broadcast After Ss have written their reviews, the T may want to have Ss practice reading the reviews as if they were making a radio broadcast. <ol style="list-style-type: none"> 1. Divide Ss into groups of three or four. 2. On S sh d read in rad o b o d aster sty e wh le th b h r Ss sit facing the opposite direction so that they can hear but not see the speaker. 3 EacS s h t ak a t n m ak g h rad b o d ast.

Answers	<p>Answers will vary. Sample writing:</p> <p><i>Red Cliff</i> is an exciting historical movie. The movie is about a famous battle that took place in southern China in 208 AD. The Prime Minister Cao Cao forces the Emperor Han to go to war with the kingdoms of Shu and East Wu. To protect themselves, the kingdoms of Shu and East Wu decide to form a partnership to fight against Cao Cao and his army. I enjoyed the movie very much. I think it is a great movie with a lot of good action scenes and strong characters. If you like history, you should watch <i>Red Cliff</i>!</p>
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4

Purpose	To let Ss set a target and go to a movie to relax themselves.
Teaching Tip	<p>Yes is positive In activity 4, the T may need to remind Ss that when they answer “yes”, they should add a positive comment, and when they answer “no”, they should add a negative comment. In real life, however, this is not always the case. For example:</p> <p>A: <i>Do you want to watch the news?</i></p> <p>B: <i>No, thanks.</i></p> <p>A: <i>Why not? Do you think it's boring?</i></p> <p>B: <i>No, not at all. I really think the news is interesting.</i></p> <p>A: <i>Then why don't you want to watch it?</i></p> <p>B: <i>I have to finish my homework.</i></p> <p>A: <i>Oh, OK.</i></p>

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in Unit 1.
Teaching Tip	<p>How do young people really talk? The T may want to remind Ss that language is constantly changing and that people actually speak may be different from what they learn in a textbook or see on TV or in the movies. The T may want to encourage Ss to make contact with the speakers and learn the real meaning from them directly.</p>

Answers

1.

1. A: What do you think of soap operas?

B: I can't stand them.

2. A: What show do you want to watch tonight?

B: I want to watch a talent show.

3. A: What do you expect to learn from a game show?

B: I expect to learn some interesting information.

4. A: What do you hope to watch tomorrow?

B: I hope to watch the news.

5. A: Do you plan to watch an action movie?

B: No, I plan to watch a comedy.

2. Answers will vary.

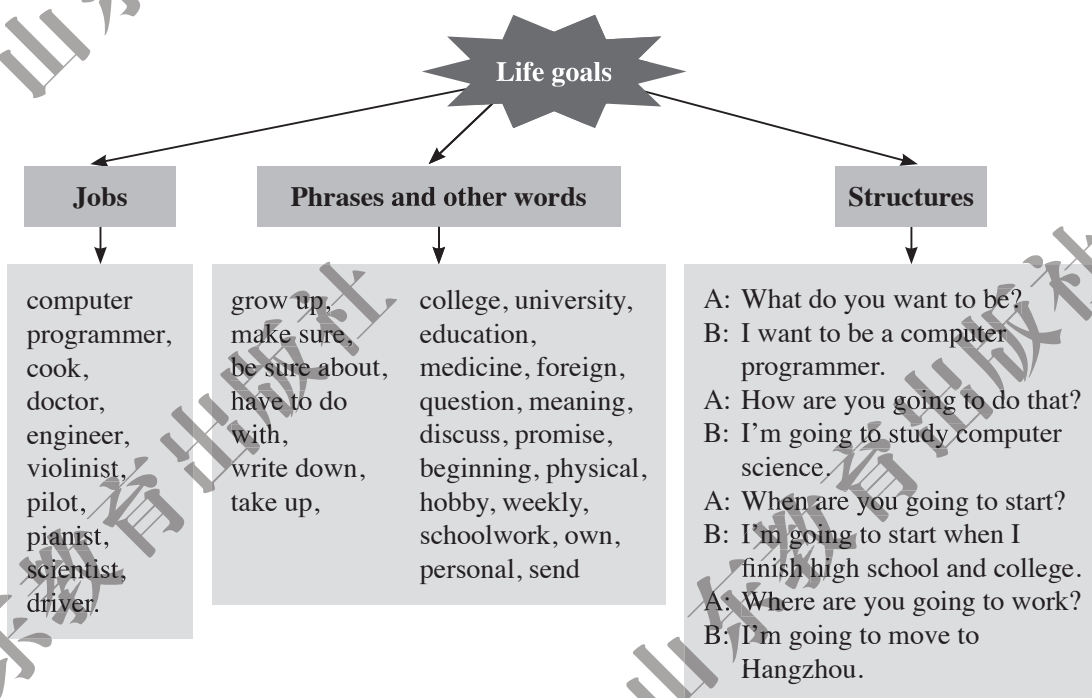
Unit 2 I'm going to study computer science.

一、教学目标与要求

话 题 Topic	生活目标 (Life goals)
功 能 Functions	能简单谈论对未来的打算 (Talk about future intentions) A: What do you want to be when you grow up? B: I want to be an engineer. A: How are you going to do that? B: I'm going to study math really hard.
语 法 Grammar	1 能正确使用 <i>be going to</i> 结构表示将来 (Future with <i>be going to</i>) A: When are you going to start? B: I'm going to start when I finish high school and college. A: Where are you going to work? B: I'm going to move to Hangzhou. A: How are you going to do that? B: I'm going to study computer science. 2 能正确使用 <i>want to be</i> 谈论未来的理想 (<i>want to be</i>) A: What do you want to be when you grow up? B: I want to be a computer programmer.
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) cook, doctor, engineer, violinist, driver, pilot, pianist, scientist, college, education, medicine, university, article, team, meaning, beginning, hobby, schoolwork, relationship, send, question, discuss, promise, improve, agree, foreign, able, physical, weekly, own, personal, London 2 能正确使用下列常用表达 (Useful expressions) grow up, be sure about, make sure, be able to, at the beginning of, lots of, have to do with, write down, take up 3 能认读下列词汇 (Non-curriculum words) computer programmer, resolution, self-improvement

语 音 Pronunciation	能够辨识并正确读出语句中需要弱读的词汇
学习策略 Strategies	1 能综合运用看、听、说和讨论等有效手段来获取信息 2 能借小组活动的机会，积极用英语与其他同学交流，谈论未来的理想职业 3 能通过对谈论未来话题的讨论，树立自己的生活目标和制订相应学习计划
文化知识 Culture	1 初步了解中外学生的择业观，树立健康积极的生活目标 2 初步了解美国著名现代作家海明威及其代表作

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分首先通过主题图中关于未来职业的谈论，以及几幅职业场景的图片将学生带入 my dream job 话题。1a 中罗列了学生之前学过的以及本单元新学的职业词汇，如：computer programmer, engineer, driver, pilot 等，通过问题 What do you want to be when you grow up? How are you going to do that? 导入对话，呈现了本单元 want to be 和 be going to 的重点句型，并由此引入学生对自己理想职业的打算和思考。1a-1c 通过按个人兴趣为职业排序、听力练习及对话训练，以 my dream job 为话题学习相关生词和基本句型，并进而引出本单元的重要话题——生活目标（life goals）。

2a-2b 以听力活动的形式对单元话题和句型进行了拓展，对如何实现理想的打算也进行了扩充，使新句型 Are you going to move to Beijing? When are you going to start? 得以呈现。2c 以问答的形式帮助学生回忆、复习 2a-2b 听力材料中的内容，它不仅加强了学生对听力材料的巩固，而且问答形式给了学生更多表达的机会。2d 是让学生在较为真实的情境中，运用之前学过的现在进行时以及本单元的核心句型 be going to 和 want to be，进行初步的模仿输出和语言交流活动。2d 在原来话题的基础上设置了更为真实的情境——与他人交流自己未来的职业。该对话中的 Ken 谈到自己正在拜读海明威的作品，打算坚持写故事，实现未来成为一名作家的梦想。对话内容贴近学生的生活，能激发学生对未来的美好憧憬。建议教师借此机会鼓励学生树立为实现人生理想而努力的决心和信心。

Section A 部分难点在于学生对未来理想的憧憬多种多样，表达时会受到词汇的限制。教师应该提前做好准备，帮助学生能正确运用相关职业的词汇来谈论自己的理想职业。运用 be going to, want to be 结构，谈论理想的内容和实现理想的举措是本部分的教学重点。建议加强师生、生生之间的对话互动，在激发学生英语学习兴趣的同时，增进相互间的了解，提高运用英语的交际能力。

SECTION A 教学建议

活动 1a

教师可以通过“以旧引新”的方法呈现目标语言，用 want to be 结构复习已经学过的职业并引出本单元新的职业词汇。用 How are you going to do that? 让学生来设计、谈论人生目标，为后面 Section B 中的 New Year's resolutions 话题的谈论做好语

言铺垫。

1. 复习预热。教师请一位学生到讲台上，轻声耳语告诉他（她）某个职业，要求该学生用动作表现出来，教师使用 **What does he/she do?** 向其他学生提问，让学生猜测台上学生所表演的职业，用以复习以前所学职业名称，如：singer, actor, dentist, basketball player, doctor 等。在复习与本单元的教学内容有关的职业名称和句型的同时，可以用到以下语言结构：

Is he/she a (an) ...

What does he/she do?

He/She is a (an) ...

2. 生词呈现。教师通过呈现名人照片，提问 **Who is he/she?** 或 **What does he/she do?** 利用学生熟悉的人物工作或身份，以旧带新，在复习学过职业名称同时，呈现新单词 computer programmer, cook, engineer, violinist, pilot, pianist, scientist, driver 等。通过这个环节，学生进一步学习、谈论与职业和人生理想相关的新单词，为后面谈论理想做好铺垫。
3. 词汇巩固竞赛。教师根据班内的自然组分组，要求各组集体讨论并在黑板上写出他们所知道的职业，各小组所写内容不能重复，比一比，看哪个小组写得最多、最快。通过比赛，进一步激发学生谈论未来职业的兴趣。
4. 教师一边与学生自由交流谈论他们的理想，一边设置问题，用以呈现新句型 **be going to + do**，操练完成任务所需的语言结构，如：
T: Of all the jobs, which one is the most/least interesting?
S1: I think pilot is the most interesting ...
5. 让学生根据自己的喜好完成 1a 的排序活动，然后抽同学回答问题 **What do you want to be when you grow up?** 以此练习和巩固 **be going to** 句型。随后让学生两人一组练习对话。

注意：本部分教学从学生表演开始，由单词到对话，逐步推进，让学生更容易接受新知识，不会觉得有难度。这样把句型教学置于自然的语境中，学生会主动地表达、谈论自己的人生目标。当学生交流如何做的时候，教师倾听，同时可以补充和归纳所说内容。教师还要注意发现学生表述中的闪光点，及时鼓励，让他们充分谈论对未来的美好向往。

活动 1b

1. 教师呈现课本 41 页上四个人物的图片，让学生带着问题 **What do they want to be when they grow up? How are they going to do that?** 听课文录音并完成人物与职业理想的匹配练习。

2. 以师生对话的形式校对答案。如：

T: In conversation 1, what does Tina want to be?

Ss: She wants to be a computer programmer.

T: How is she going to do that?

Ss: She is going to study computer science.

3. 让学生听录音跟读并模仿对话。

活动 1c

1. 学生两人一组分角色模仿、演练 1c 中的对话。
2. 教师设计如下表格，要求学生四人一组谈论他们的理想职业和实现自己理想要做的准备，做好记录，请几组学生在班内作报告。

Name	What does he/she wants to be when he/she grows up?	How is he/she going to do that?

注意：本活动是半控制（话题固定）半开放（人物不同，理想不同）的口语活动。小组讨论的形式能让教师尽量保证学生参与度，同时也给了学生更多发挥的空间。

.....

活动 2a-2c

1. 听前预热——情景导入。教师设置情境，展示 2a 图片，并让学生猜测 Cheng Han 的职业理想是什么。

T: Look at this picture. Here's a boy named **Cheng Han**. Can you tell me what he is doing?

Ss: Dreaming/Thinking about his future.

T: Yes, can you guess what he wants to be?

Ss: ... (doctor, actor, teacher ...)

T: OK, let's listen to a conversation about his dream job. Listen and check if you are the lucky one who got the correct answer.

2. 听课文录音，完成2a, 然后请一名学生给全班核对答案。
3. 教师呈现2b中的表格，并简要介绍一下情况，让学生先熟悉听力任务中将要出现的句子。例如：

After listening, all of us know that Cheng Han wants to be a teacher. But he has other plans for the future. **Where** is he going to move? **How** is he going to become a teacher? And **when** is he going to start? Please listen to the tape again and fill in the chart in 2b.

注意：教师在提出问题的同时，对听力任务作了解释，目的是让学生先明确所要完成的听力任务要求，并熟悉接下来在做听力时所要重点把握的句型和内容。

4. 教师播放录音，学生独立完成2b。
5. 让学生结合2c中的句型，两人一组，用对话的形式核对2b中的答案。如：
S1: What does Cheng Han want to be?
S2: He wants to be a teacher.
S1: Where is he going to move?
S2: He is going to move to Shanghai.
S1: How is he going to become a teacher?
S2: He is going to learn how to teach children.
S1: When is he going to start?
S2: He is going to finish high school and college first.
6. 再次播放2b录音，学生听并跟读。然后学生两人一组，分角色表演对话。因2b对话较重要但不难，可以要求学生脱稿表演对话。为使对话更具个性，也可让学生围绕关键信息点新编对话。此时可允许学生将关键词写在小纸片上，仅供需要时使用。
7. 让学生根据自己的情况，两人一组谈谈对未来工作的理想，用what, where, how, when相互提问。

活动 2d

1. 教师提问是否有学生喜欢看文学作品或小说、故事书，是否有学生愿意以后当一名作家。以此引出对话内容的关注，然后让学生带着What book is Ken reading? Who is the author? What does Ken want to be? 阅读2d对话，并回答这三个问题。
2. 学生对Hemingway 和 *The Old Man and the Sea* 肯定会比较好奇。教师简要介绍一下Hemingway的文学成就和地位，以及《老人与海》的故事梗概。
3. 教师让学生再次阅读对话，并回答问题What does Andy want to be? 对话中，这个问题并没有完整的答案。其实学生大多数和Andy一样，不知道自己未来会做什么。

么，甚至认为自己学习是因为父母的命令和期望而学。教师应该以此为契机，让学生明白学习是为了自己，并且能够理解和赞同对话中Ken最后提出的Just make sure you try your best. Then you can be anything you want!的建议。

4. 让学生反复大声读出Ken最后给Andy的建议，甚至可以背诵下来，暗示学生要为自己的未来努力学习。
5. 教师提问学生Ken和Andy如何才能实现自己的理想How are they going to do that?然后播放录音。让学生跟读对话并思考该问题的答案。
6. 学生两人一组，轮流交换角色演练对话，要求表情自然，并尽力模仿录音中的语音、语调。
7. 教师请几对同学展示、表演对话。
8. 视学生情况，让他们以2d对话为模板编制自己的对话。教师可展示各种职业，如：singer, actor, dentist, basketball player, doctor, computer programmer, cook, engineer, violinist, pilot, pianist, scientist, driver等，拓宽学生思路。让学生两人一组，以问答的形式谈论将来的理想。最后请几组学生在班上展示、表演对话。

语法内容介绍和教学建议

Grammar Focus的表格将单元重点语法结构want to be和be going to放在对未来的职业理想和打算怎么做的语境中自然呈现，并以what, how, where, when引导的特殊疑问句来展开对话。3a-3c在创设语境，帮助学生巩固重要语法结构的同时，自然完成对谈论未来功能结构的掌握。3a主要帮助学生理解并学习多种实现理想所要采取的措施，重点巩固be going to结构。3b以半开放的练习形式要求学生再一次使用what, how, where, when引导的特殊疑问句谈论对未来打算。3c则以完全开放的形式让学生从what, how, where, when四个因素放开对未来打算的讨论。语法活动从固定到半开放再到完全开放，层层递进，由易到难，给各个程度的学生都提供了开口说的锻炼机会。

语法部分具体教学建议如下：

1. 教师将Grammar Focus的内容以对话形式写在黑板上，如：

A: What do you want to be when you grow up?

B: I want to be an engineer.

A: How are you going to do that?

B: I'm going to study math and science really hard.

A: When are you going to start that?

B: I'm going to start when I finish high school and college.

A: Where are you going to work?

B: I'm going to move to Shanghai.

2. 教师提问学生在这个对话中有几个 be going to 结构, 并请一名学生到黑板上用彩笔标出。

3. 教师提问学生每一个 be going to 所表达的意思, 然后引导学生总结出这个语境中 be going to 结构的表意功能: 表示即将或打算做的事情。

4. 教师将上面对话拓展, 加上两句话:

B: Are you going to be an engineer too?

A: No. I'm not. I'm going to be ...

5. 让学生根据黑板上的示范对话总结 be going to 结构在肯定句、疑问句以及否定句中的变化情况。

6. 学生两人一组模仿对话进行练习。

注意: 以对话语篇的形式呈现 Grammar Focus 中的句子, 创造了语境, 是语法要点在一定语境中的有意义的呈现。这样能帮助学生在有意义的语言表达中观察、发现语法要点, 理解语义并能总结其用法结构, 符合探究式语法学习过程。

活动 3a

1. 让学生先独立完成练习, 然后以师生对答的方式核对答案。
2. 男女生分角色朗读。男生读左边栏, 女生配对右边栏, 第二轮进行角色对换。视学生情况, 教师也可以在黑板上写下要点, 如: practice, take singing lessons, study education 等, 要求能力较好的同学不看书, 直接根据要点回答。这样设置既可以培养学生团队合作和竞争的意识, 又能让学生巩固 want to be, be going to 结构以及实现理想所要采取的措施。

注意: 在此环节教学中, 由于学生对 education, fast car, singing lesson, cooking school 不是太熟悉, 所以教师要注意领读, 通过板书强调等手段帮助学生巩固。

活动 3b

1. 学生根据 3b 要求, 独立完成对话。然后两人一组分角色练习对话, 同时检查答案。
2. 教师邀请几组学生以对话操练的形式表演对话, 同时核对答案。
3. 让学生熟读对话, 并标注出重难点。教师对学生所标注的重难点进行讲解。
4. 以 3b 为模板让学生编写对话, 并允许学生参看编写好的对话与同桌操练。

活动 3c

1. 学生以 what, how, where, when 为提纲, 口头与同桌编对话。在学生自由编对话的过程中, 教师通过语言引导来拓宽学生思路。
2. 请几组同学课堂表演对话, 让其他同学做评委, 根据每组学生的表现(语音, 内容, 默契度等)评选出最佳组合。

■ 拓展活动: 句子竞赛

活动目的: 情景中运用 be going to 结构, 看谁能用 be going to 说的句子最多而且正确。

活动步骤:

1. 教师先简要总结 be going to 结构用来表示即将做的事情, 生活中也常常用到这个结构。告诉学生根据老师说的情景, 用 be going to 句子抢答下面半句话。看谁的句子最多而且正确。教师先示范一个句子。如:

In our last section, we learned about future plans. And we practiced the structure “be going to”. Now let’s have a competition: Make sentences after the model, using “be going to”. For example: I’m thirsty. I’m going to drink some water. Or, I’m going to ...

2. 教师说出下面句子, 让学生抢答。成绩计入各自所在的自然小组。

- a. I’m hungry.
- b. I’m sleepy.
- c. I’m not feeling well.
- d. The classroom is dirty.
- e. Tomorrow is my mother’s birthday.
- f. My English is not good.
- g. I’m going to be a Chinese teacher.
- h. I want to be a good student.

...

这个句子竞赛要求学生在模仿成句的基础上, 联系生活实际, 表达真实的意义。它实现了学生灵活掌握语言的目的, 学生的思维层次也能得到发展。分组进行比赛还能活跃课堂气氛, 让学生进入积极地课堂学习状态。

SECTION B 内容介绍

Section B 围绕“新年计划(New Year’s resolutions)”话题展开, 语言输入量多。它是

学生对 Section A 中所学知识的巩固、拓展与提升运用。1a-1b 通过图文匹配和对话练习帮助学生复习谈论自己将来的打算。1a 中出现的短语是 Section A 中未出现过的，它们为后面 1c-1d 的听力材料的呈现提供了词汇储备。1c-1d 以“谈论新年计划”为话题展开听力练习，自然贴切地运用了 1a 中刚学的词组，能让学生进一步体会目标语言在真实语境中的运用。1e 是一个两人问答活动，学生可以自行组织对话，灵活度较大。但学生谈论的焦点必需是将来理想的职业和实现理想所采取的措施。这个活动也可以用来培养学生从听力材料中提取单元目标语言或重要信息的能力。学习进度稍慢的学生可以让他们借助 1a 中的内容自编对话操练。

2a-2e 以 New Year's resolutions 为主线，以贴近现实生活的 resolutions 为话题展开阅读活动，阅读语篇介绍了 resolutions 的定义、种类、特性等，读后设计了匹配段落大意、将句子放回原文、根据短文内容回答问题、用文中出现的重点词组造句等任务链活动，旨在帮助学生在掌握语篇信息的同时，发展相应的阅读技能，提升阅读策略。

3a-3c 是一个过程性写作训练板块，在前面听、说、读的基础上，要求学生能尝试写作语言输出。3a 的填词练习可以提高学生对文章的理解和对重点动词的运用，3a 的语篇也是 3c 写作的开头。3b 则是为 3c 提供了提纲挈领的框架，也为学生介绍自己的计划打开了思路。从 3a 填词到 3b 写句子，再到 3c 完整语篇输出的活动设计，由易到难、循序渐进，符合学生写作发展和对事物的认知规律。最后的口语活动 4 把学生对自我的认知拓展到对社会环境的设想和规划上。该活动要求学生尝试制定规划使自己生活的城市更整洁美丽的措施。它能拓宽学生的视野，在对学生语言综合运用能力提出了更高要求的同时，还要求学生勾画心目中理想城市的蓝图，增进他们对自己所居住的城市的了解，培养了学生了解家乡、热爱家乡的情感。

Section B 部分的重点是学习、运用动词的将来时描述未来的打算，学习难点主要在对阅读语篇出现的多重阅读策略的领会和掌握上。教师必须给学生足够时间阅读并完成阅读后的各项任务，让学生在语篇中真正理解将来时的含义，以便能在后续的写作中能准确、灵活地运用该时态。在情感态度上，教师要实时通过学生描述自己对将来的打算，帮助学生制订计划，树立健康、积极的生活目标。

SECTION B 教学建议

活动 1a-1b

1. 听前准备——猜猜看。教师结合新年即将来临的实际情况，引入对 resolution 单词的讲解。在学生明白什么是 resolution 之后，利用 1a 图片，让学生结合图片猜测自己的新年打算。如：

Today is ... (date). A new year is coming. A year's plan starts with spring (一年之计在

于春)。What are you going to do next year? The plans you make for yourself on New Year's Day are called New Year's **resolutions**. What are your New Year's **resolutions**? 教师板书 resolution, 并且带领学生根据音节拼读这个单词, 反复几次, 让学生的短时记忆中储备这个单词。

S1: I am going to ...

S2: I am going to ...

T: Well, your **resolutions** sound interesting. All of you have your New Year's resolutions. So do I. I also have some New Year's resolutions. Do you want to know my New Year's resolutions?

Ss: Yes, of course.

T: OK, please guess. (展示图片, 让学生猜测自己的新年计划。)

学生通过猜教师的新年计划复习 Section A 所学的词组, 同时学习 1a 中新词组的内容。通过对教师的新年计划的了解, 让学生了解本节课的话题。

2. 教师呈现 1a 中的图画, 让学生将图和词组进行匹配。此任务较简单, 可直接让学生用以下对话模板核对答案:

A: What are you going to do next year?

B: I am going to ...

教师也可将此简短对话板书于黑板上。

3. 教师引导学生完成 1b 对话练习。先让学生将自己的新年计划写下来, 然后以 1b 为模板, 跟同桌结伴对话。
4. 请几组同学在班内展示对话。视学生情况, 可要求部分学生不看 1b 对话范例。这样对不同层次的学生提出不同要求, 有利于培养学生的能力。

活动 1c-1e

1. 教师呈现 1d 中的图片并提问: Look at the picture, what are they doing? (Ss: They are talking.) Right, they are talking about their New Year's resolutions. Next let's listen to the tape! You will hear Lucy, Kim and Mike talking about their New Year's resolutions. Circle the resolutions you hear from the list of things in activity 1a.
2. 学生听一遍录音, 独立完成 1c 匹配任务。教师全班核对答案。
3. 教师让学生看 1d 要求, 让学生再听一至两遍录音, 独立完成 1d 的填空任务。如: Lucy, Kim and Mike all made their New Year's resolutions. How are they going to make their resolutions work? Listen and write what they are going to do in the chart in 1b.
4. 教师请几名学生以说短句的形式给全班核对答案。
5. 听后输出, 教师引导学生利用表格信息复述听力内容, 并以此引出 1e 任务要求。如: Three students made their New Year's resolutions. Kim is going to get good grades. To

make her New Year's resolutions work, she is going to study hard and of course do her homework every day. Lucy is going to ...

Now we know what Lucy, Kim and Mike are going to do. How about you? What other things are you going to do? How are you going to do that? Please make a conversation like the one in 1e, and then practice with your partner.

6. 学生两人一组模仿 1e 进行对话练习。教师请几组学生展示对话。

注意：教师在听后帮助学生听力材料进行简单地复述，既是对学习内容进行的阶段性总结，又能加深学生对听力材料的理解，有助于他们对听力材料的消化使用。

活动 2a

1. 教师展示以下表格：

Last year's resolutions	Kept or not

教师与学生自由交谈，教师可以提问学生：Did you make any resolutions last year? What were they? ... Well, good plans. But were you able to keep them? Why or why not?

2. 师生对话后要求学生将去年的计划填入教师出示的表格中，并以四人小组为单位，调查询问组内成员的情况。此环节不仅可以增进同学间对计划内容的了解，也有助于对计划实施情况的了解。但操作过程中，学生对 was/were going to 结构的正确使用以及原因描述的表达可能会存在一些困难，教师可提供合理的语言提示来帮助学生完成任务。

活动 2b-2d

1. 读前导入。教师与学生谈论自己上一年的计划以及实施情况。如：

I believe every one has his resolutions. That's to say, resolutions are here and there in

our life. Now we will do some reading to understand resolutions better.

注意：此环节一方面帮助学生了解本节阅读课的主题，为2b语篇的阅读作好准备，另一方面教师谈论自己的计划，也有助于增进师生间的沟通 and 了解。

2. 第一遍快速阅读。学生快速阅读一遍2b文章，为教材提供的三个主题句找到对应的段落。任务开始前，教师先领读三个主题句，可简单解释帮助学生理解。在为每个段落找到主题句后，追问学生判断的理由。
3. 第二遍细读。学生仔细研读文章，将2c中的句子放到文章中。教师请几位同学说出他们的选择并核对答案。
4. 学生第三遍阅读全文，读后思考并回答2d中的问题。由于第6、第7两小题是开放性问题，学生只要回答合理即可。其他题的答案可直接在文章中找到，相对容易，建议让基础不太好的学生回答，以提高他们的自信。后两题答案是开放的，且有一定难度，可给英语基础好的学生一个展示的机会，同时锻炼他们的英语思维和口头表达能力。
5. 教师播放课文录音，让学生跟读，然后请几位同学示范朗读。朗读前，教师提示部分新单词、词组的发音，如：promise, tidy my room, physical health, self-improvement等。

活动 2e

1. 学生两人一组，找出2e中词组所在的句子，并把句子翻译成中文。此环节旨在帮助学生准确理解词组在语境中的含义。
2. 学生四人一组讨论，尝试用英语解释2e中的词组，并写下来。请一组同学表演，教师检查学生完成任务的情况，并提供各个词组准确的英语解释。

注意：这里采用小组合作的方式不仅能培养学生的合作意识，还能检验学生语言输出的能力。要求学生用已有的语言储备来输出，用旧知识来帮助新知识的理解，使之成为知识链。学生在讨论过程中，最好要求全英文表达，个别同学有困难时，教师自己或鼓励小组其他成员以适时提供帮助。

.....

活动 3a-3c

1. 教师先与学生自由谈论resolution的话题，然后让学生自由谈论自己的观点。如：
We know resolutions are very important to us. From the article in 2b, we got the

meaning of *resolution*, different kinds of resolutions and the problems in keeping resolutions. What's your opinion about resolutions?

因为整个单元都在谈论计划，学生已经有了关于此话题一定的语言输入量，每个学生都多少能说出一些自己对 *resolution* 的看法。这里先口头输出，为后面笔头输出打下基础。

2. 学生先独立完成 3a 的填词任务，然后四人小组校对答案。教师让几个学生朗读文章，全班核对答案。同时还可设计两个问题，让学生带着问题阅读。如：

1) Why are resolutions so important?

2) What is the writer's first resolution?

(Resolutions help to make you a better person and to make your life easier.

The writer is going to learn to sing.)

提问设计能帮助学生理清文章脉络，为后续写作打下基础。

3. 教师提示学生并让他们找到 3a 中出现的重点动词词组，如：help to, make a resolution, take up, learn to do, listen to music 等。
4. 让学生根据 3b 的要求列出三项计划。学生所列计划须满足这些条件：第 1 项计划关于身体健康；第 2 项计划关于人际交往；第 3 项关于提升学习。
5. 教师以问答的形式了解学生所列的计划内容，如：

T: What are your first/second/third resolutions?

S1: I am going to ...

T: How are you going to do that?

S1: I am going to ...

教师在检验学生任务完成情况的同时，也完成了对下面写作任务的铺垫。

6. 学生四人一组，根据之前所列的计划，将自己的计划内容以及为了实现计划将采取的措施给组员听，其他组员听后提建议。

注意：此处设计四人小组分享信息，主要是让学生可以借鉴同伴资源，帮助学生打开描述计划以及如何实现计划的思路。

7. 学生以 3a 语篇为文章开头，根据 3b 所罗列的计划和组内讨论的实现计划措施，完成 3c 的写作。如果是课堂完成写作，教师还可请几位学生朗读他们的文章。也可以安排四人小组分享、修改文章。以实物投影有代表性的（优秀、良好、及格、较差）的文章，师生共同阅读、修改、润色。

活动4

1. 教师设置语境, 先简要介绍并通过提问引入理想城市(dream city)话题, 如: I have a dream that one day our city will be cleaner and greener. As the people who live in this city, we should do something. Do you agree with me? If you do, then what are we going to do?
2. 让学生积极思考、举手发言。教师板书学生所说的举措, 最好还能鼓励、引导学生说出原因。
3. 教师整理黑板上的举措, 和学生一起评出最佳措施。教师可对学生的回答进行润色, 同时鼓励学生尽可能多想一些办法增添新的举措。

SELF CHECK 内容介绍和活动建议

活动1

本活动旨在帮学生理清职业与所学科目之间的联系, 将未来的理想职业与目前所学科目联系起来, 让学生理解不同职业的特征, 促进他们树立为实现未来理想从现在开始努力的决心。

1. 小组竞赛。教师将写有职业名称的小纸片放进抽奖盒, 让学生随意抽一张展开, 并大声告知全班所抽到职业的名称, 接着教师提问 To be a/an ..., which school subject is the most important? 请学生举手竞猜, 回答正确者所在组加1分, 得分最多的小组获胜。
2. 学生独立完成活动1, 并以教师提供的句子为模板来回答: To be a/an _____ (jobs), we should learn _____ (subjects) well. 教师板书该句子模板。

活动2

本活动以对话形式, 复习巩固用 want to be, be going to 结构以及用 what, how, where, when 引导的特殊疑问句来谈论未来的计划。

1. 请两位口语好的学生现场完成对话。因对话内容之前均已涉及过, 对学生来说难度并不大。
2. 教师再请几组同学表演对话, 加深对 be going to 和 want to be 结构印象。

活动3

本活动是开放式的句子练习, 要求用 be going to 结构描述未来某个时间将要做或打算做的事。

1. 学生先独立续写活动3中的句子。

2. 完成后学生四人小组共享组员间的信息，同时相互纠错、订正所写句子。

注意：小组分享这一环节可以让学生体验到合作与分享的喜悦。小组讨论纠错，使得任务完成的精准性更高，在培养学生检查的意识同时可满足学生的成就感。

3. 请小组派代表将续写的句子写在黑板上，与全班共同分享。

四、语音教学建议

1. 弱读

1) 单词弱读的意义

中国人学英语大多都有过这样的感觉，能听懂中国人说的英语，但是英美人士说同样的内容，便觉得很难跟上。这主要是因为受母语影响，中国人在说英语时，通常把每个单词都发音清晰，并且词与词之间有明显的停顿，但是英美人士的口语中会有很多音变。这些音变使得原本熟悉的单词发音变得陌生、难懂，给听力造成了困难。因此了解并使用各音变规则有助于提高听力，也能使英语发音更加自然。其中，弱读就是音变的主要形式。

单词在句中可以强读，也可以弱读，主要取决于上下文所表达的意思。有些英语单词本身具有两种或两种以上不同发音。以单词 some 为例，该词在重读或单独出现时，其元音的发音与单词 sum 完全一样。但是，当 some 在句子中作为非重读单词时，其元音就显得短而模糊。弱读音节在句子中变短，元音往往变为 /ə/，或者省略不读。单词弱读是帮助我们掌握英语韵律、正确表达思想的语音基本功之一。一个单词在强读或弱读具有不同（两种或两种以上）发音时，这些不同的形式就叫词的强读式或弱读式。英语单词中有强读式和弱读式的单词大约有 50 多个，而且它们多出现在句子的非重读音节里。从词性上看，它们大多为单音节的限定词、助动词、动词 be、介词、关联词和人称代词等虚词。

2) 模仿感知

- (1) 先让学生反复跟读录音中的词组，先全班再小组最后到个别学生一一朗读，进行模仿训练。
- (2) 让学生找出词组中弱读的词，这些弱读的单词分别是什么词性，让学生能理解一般是哪些词需要弱读。
- (3) 学生四人一组，每个组员在本单元中找出一个句子，给此句子中弱读的单词标上记号，并在组内朗读。评选出组内读得最棒的的学生，让她（他）给全

班示范朗读。

- (4) 教师指定以课本 Section B 2b 中文章的第一段为素材, 以班级自然组为单位, 每组找出文中需要弱读的单词, 并派一代表进行领读, 读得最接近课文录音的组获胜。

注意: 每组学生领读后, 教师最好播放课文录音进行对比打分, 在学生感知的同时, 体现比赛的公正性。

3) 趣味练习

教师事先准备一些句子打印在小纸片上, 让学生抽签, 将自己所抽到的句子进行对比朗读。一遍弱读, 另一遍没有弱读, 并让同桌猜哪一遍存在弱读。这样设计既增加了趣味性, 又锻炼了学生的听力和判断力。

2. 语音补充练习

1) 朗读下列句子, 注意其中弱读单词的发音。

- I need a room for two nights. = I need a room /fɔː/ two nights.
- I want a bag of carrots. = I want a bag /ə/ carrots.*
- All of us gave the right answer. = All /əv/ us gave the right answer.*
- I'll have the sandwich and soup. = I'll have the sandwich /n/ (or /ən/) soup.
- Can you tell him to call Mr Brown? = /kən/ /yə/ tell /əm/ /tə/ call Mr Brown?

[*Note: Use /əv/ before words that begin with vowel sounds. Use /ə/ before words that begin with consonant sounds. When the function words *her, he, him, his, have, has, or had* occur in the middle of a phrase, the "h" usually disappears.]

2) 朗读下面句子, 试写出它们弱读后的形式。

- Send her an email. → Sender an email.
- Will he go to the party? → Willy go to the party.

3) 尝试表演下列小笑话, 体会其中弱读单词带来的幽默效果。

(1) A: Knock, knock!

B: Who's there?

A: Lettuce.

B: Lettuce who?

A: Lettuce in. It's cold out here.

[Let us in. It's cold out here.]

(2) A: *Knock, knock!*

B: Who's there?

A: Justin.

B: Justin who?

A: Justin case you forgot me out here.

[Just in case you forgot me out here.]

(3) A: *Knock, knock!*

B: Who's there?

A: Dozen.

B: Dozen who?

A: Dozen anyone want to let me in?

[Doesn't anyone want to let me in?]

(4) A: *Knock, knock!*

B: Who's there?

A: Kenya.

B: Kenya who?

A: Kenya get me a soda? I'm thirsty!

[Can you get me a soda? I'm thirsty.]

[*Knock, knock!* jokes are often based on reduced words. These jokes are one way students learning English can learn about reduced speech while having fun.]

五、课文注释

1. I'm going to study computer science. 我打算学计算机科学。

be going to 句型是英语将来时态中的一个重要表达方式，有以下几种用法：

1) 这种句型结构主要用来表达已经决定要做某事（即一种计划或打算），通常译作“计划；打算；准备”等。例如：

They're going to spend the weekend with us. 他们计划与我们一起过周末。

I'm going to help him out with his studies. 我打算在学习上帮他一把。

2) 当看到某事将要发生时，可以根据已知的现象或状况用 be going to 结构做出预言。如当某人站在梯子上已感到梯子的晃动或自己失去平衡，即可能会说：

Oh no! I'm going to fall! 天呀! 我要掉下来了!

再如:

It's nearly eight now. We're going to be late. 快要到8点了, 我们要迟到了。

3) not going to 可用于表示不愿意或拒绝, 例如:

I'm not going to help him. You can try the others. 我不会帮他的, 你可以找别人试试。

We're not going to pay for it. 我们拒绝负担这笔费用。

若主语是“you”, 则表示不可以或禁止。例如:

You're not going to bring her, and that's final. 你不可以把她带来, 就这样定了。

2. I'm going to keep on writing stories. 我会继续坚持写故事。

keep on doing 表示“一直做某事”(to continue doing something)或“反复地作某事”(to do the same thing repeatedly)。这一结构亦可说成keep doing, 两者并无明显的区别。例如:

I keep forgetting it's December. 我老是忘记现在已是十二月了。

She keeps making the same mistake over and over. 她不断地犯同样的错误。

Did he give up or keep on trying? 他是放弃了, 还是在继续尝试?

3. Sometimes people just forget about them. 有时人们干脆把它们抛在脑后。(有时人们会忘掉它们。)

此处forget被用作不及物动词, 用介词about接入宾语。也可以把forget about视为一个固定的结构, 表示“忘记; 忘掉; 将事情抛之脑后”。例如:

Once they're busy, people may sometimes forget about their birthdays. 一旦人们忙起来, 有时会忘记自己的生日(会把生日撇在脑后)。

I'd completely forgotten about our bet until Bill reminded me. 我完全忘掉了我们所打的赌, 直到比尔提醒才想起来。

He said he'd call me, but he forgot about it. 他说他会打电话给我, 但是他却忘掉了。

六、文化注释

1. 海明威(Hemingway)

全名为Ernest Miller Hemingway(1899—1961), 美国著名现代作家, 1953年普利策奖、1954年诺贝尔文学奖获得者。海明威被誉为美利坚民族的精神丰碑, 并且是“新闻体”小说的创始人。其写作风格简洁、硬朗, 有“文坛硬汉”之称, 对美国文学及20世纪世界文学的发展有极深远的影响, 代表作包括《老人与海》、《永别了, 武器》、《太阳照常升起》等。

2. 《老人与海》(The Old Man and the Sea)

中篇小说《老人与海》是海明威著名的代表作之一，1951年创作于古巴，1952年问世，发表于美国《生活》杂志。故事讲述了古巴老渔夫桑提亚哥在海上独自钓到一条巨大的马林鱼并与之周旋、搏斗，历经三天最终捕获大鱼，在返航途中却又遭受鲨鱼袭击的经历。故事弘扬了人类迎接挑战及勇敢面对失败的无谓气概。此书的出版给海明威带来了极大的荣誉：1953年海明威获得普利策奖，以及美国文学院小说金质奖章。1954年，“因为精通于叙事艺术，突出地表现在其近著《老人与海》之中；同时也因为对当代文体风格之影响”而获得诺贝尔文学奖。该书成为经久不衰的畅销书，并且世界各地的许多教师都把此书作为英雄主义教育的教材，推荐给广大学生。

七、教学简笔画

1. cook



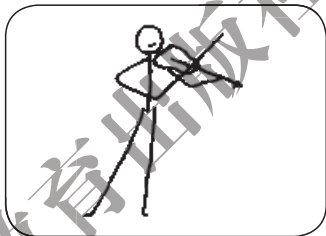
2. doctor



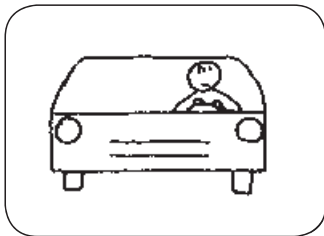
3. engineer



4. violinist



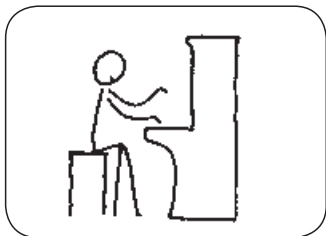
5. driver



6. pilot



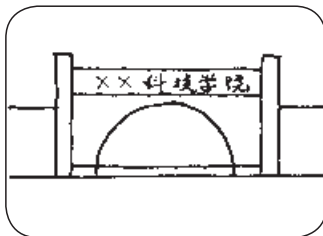
7. pianist



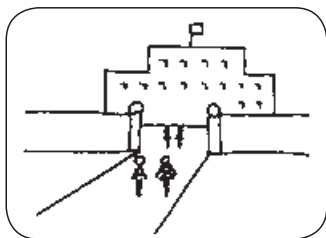
8. scientist



9. college



10. school education



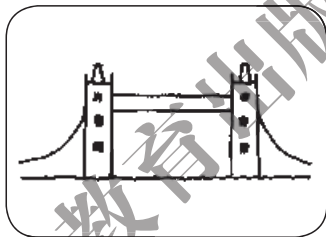
11. medicine



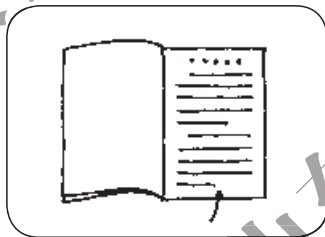
12. university



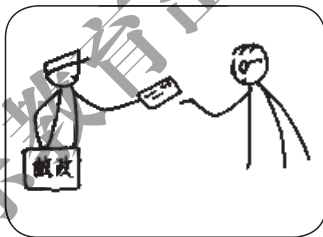
13. London Bridge



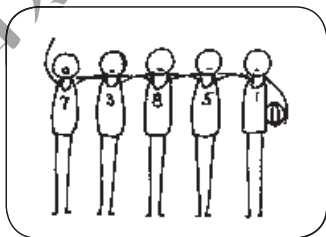
14. article



15. send



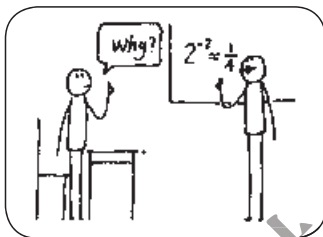
16. team



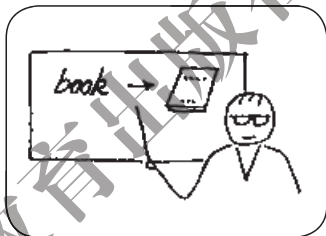
17. foreign languages



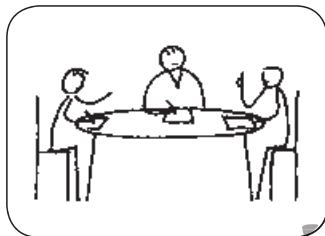
18. question



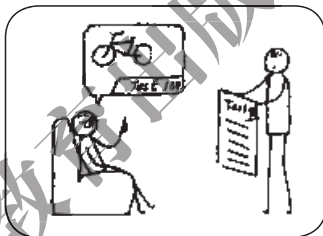
19. meaning



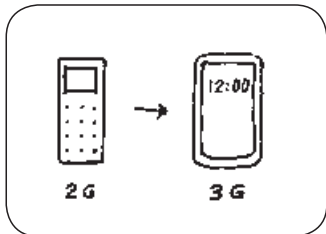
20. discuss



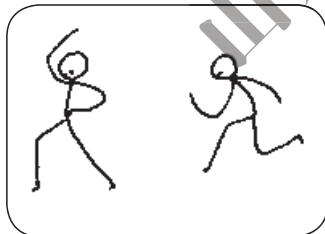
21. promise



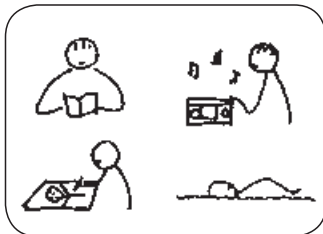
22. improve



23. physical exercises



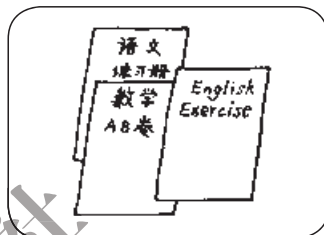
24. hobby



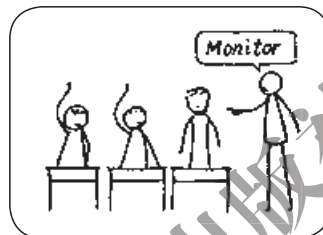
25. weekly (n.)



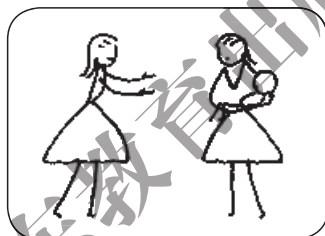
26. schoolwork



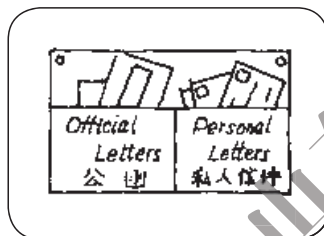
27. agree



28. my own baby



29. personal letters



Unit 2 I'm going to study computer science.

SECTION A

1a

Purpose	<p>To help students learn to talk about future plans.</p> <p>To set the scene, increase Ss' vocabulary and introduce the target language.</p>
Picture	<p>The picture shows students talking about the jobs that they are going to have in the future. The teacher asks the students what they want to be and how she is going to achieve her goal, and she tells them the jobs she wants and the subjects she is going to study in order to get the job.</p>
Culture Focus	<p>Gender roles In many countries it is illegal to advertise a job on whether someone based on whether they are male or female. Some jobs used to be considered only for men or only for women, but now men and women compete for jobs equally. Many job titles have also changed, so we say <i>police officer</i> instead of <i>policeman</i> or <i>policewoman</i>. Sometimes a new term is used so we say <i>server</i> instead of <i>waiter</i> or <i>waitress</i>, and other times the male form is always used, e.g. <i>actor</i> is used instead of <i>male actor</i> and <i>actress</i> is rarely used for women.</p>
Optional Approach	<p>Class poll After students have done activity 1a, the teacher may want to conduct a poll to find out how Ss ranked the jobs. Ask the following question: <i>Raise your hand if your ranking for computer programmer was _____ (1-5).</i></p> <p>Record the number of Ss in each box and calculate the average score for each job.</p>

Optional Approach													average score
	1	2	3	4	5	6	7	8	9	10	11	12	
cm p er													
p g ammer													
eg a er													
b d ier													
b sk th ll													
p ay r													
cb													
teach r													
p lb													
scieh ist													
d to													
v b in st													
p an st													
acto													
Answers	Answers will vary												

1b

Purpose	Th lp Ssr ecg zet h t arg tl ag g i a tn als p ech
Optional Approach	<p>Reading or listening? It is possible for Ss to do the second part (matching) of this activity without listening to the recording and only looking at the information in the textbook. Therefore, the T may have Ss close their textbooks and answer the following the questions on the board:</p> <div> <p>1. What names do you hear?</p> <p>2. What jobs do you hear?</p> <p>3. How are the speakers going to get the jobs they want?</p> <p>What are they going to do?</p> </div> <p>Th Tm ay an t p lay h r eco d g o et h a t ime ad p s e th record g at th ap p iate times in th co rsatio to g v Ss timet w rited n heirr esp es.</p>

Answers	1. computer programmer: b. study computer science 2. basketball player: c. practice basketball every day 3. engineer: d. study math really hard 4. actor: a. take acting lessons
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1c

Purpose	To let Ss set a target and give an oral speech
Teaching Tip	Show passion The T may want to encourage Ss to project enthusiasm when they talk about what they want to be in the future. If the speaker doesn't show any excitement at all, then the listener may not believe that he/she is really serious.

2a

Purpose	To let Ss listen and act with a target and give an oral speech.
Optional Approach	What is he doing? The T may want to preview as a class the bubbles in activity 2a before Ss listen to the recording. Ask Ss: <i>What is he doing?</i> Elicit from Ss that he is going to teach and act. He is a student who wants to be a teacher and an actor.
Answers	Checked: the box on the left (finish high school and college) and the box in the middle (want to be a teacher)

2b

Purpose	To give Ss practice in listening for specific items in conversations.								
Teaching Tip	What does “what” mean? In activity 2b, Ss may not understand what they are supposed to do when they see the words in the chart. Therefore, the T may want to write the words on the board and elicit from Ss the following questions that they should answer: <ul style="list-style-type: none"> • What does he want to be when he grows up? • Where is he going to work? • How is he going to get his dream job? • When is he going to start his dream job? 								
Answers	<table border="1"> <tr> <td>What</td><td>Chen Jia wants to be a teacher.</td></tr> <tr> <td>Where</td><td>He is going to work in the middle school.</td></tr> <tr> <td>How</td><td>He is going to be a teacher to teach children.</td></tr> <tr> <td>When</td><td>He is going to finish high school and college first.</td></tr> </table>	What	Chen Jia wants to be a teacher.	Where	He is going to work in the middle school.	How	He is going to be a teacher to teach children.	When	He is going to finish high school and college first.
What	Chen Jia wants to be a teacher.								
Where	He is going to work in the middle school.								
How	He is going to be a teacher to teach children.								
When	He is going to finish high school and college first.								

2c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	<p>Where is Cheng Han going to move? New York! In order to make activity 2c more exciting for Ss, the T may want to have Ss do the following:</p> <ol style="list-style-type: none"> 1. Give Ss three minutes to think of original answers for each question (what, where, how, when). For example: What: scientist, lawyer, dentist, taxi driver, baker, farmer, astronaut, etc. Where: New York, London, Mexico, Sydney, etc. How: work, read, travel, etc. When: in 10 years, in 2014, etc. 2. Have Ss practice the conversation one time with three different partners. 3. Elicit from Ss the most interesting answers to the questions and write them on the board.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	<p>My parents want me to be ... Apparently, the world seems to be their parents' expectations for them. Many young people are not clear about what they really want to do in life, which makes it easy for parents to persuade their children to pursue career goals that they want but may not be the best choices for the child. How can children stand up to their parents? As the conversation in activity 2d points out, it is very important to stand up to get good grades because that will give the young person more career opportunities in the future. At the same time, it is important to grow in self-awareness and maturity through self-reflection. If a young person knows his or her interests, strengths and weaknesses, the young person can more confidently persuade his or her parents about what career goals he or she should set.</p>

GRAMMAR FOCUS

3a	Answers	1. e 2. h 3. f 4. d 5. a 6. c 7. g 8. b
3b	Answers	when; want; How; going; Where, going; study; when; start
3c	Purpose	To give Ss the opportunity to use the target language in a controlled manner.
	Answers	Answers will vary.

■ Optional Activity 1: Do you want to be a doctor?

Purpose	To help Ss set a target language correctly.
Materials Required	Sheet of paper for each S.

Procedure

1. Tell Ss that they are going to try to find different Ss in class.
2. Refer Ss to activity 2b.
3. Distribute a sheet of paper to each S.
4. Tell Ss to make a chart on the sheet of paper to write their names on the chart. Tell Ss to be careful to write the names correctly.

What	An animal to
Where	Africa
How	By leg or by hand
When	After finishing college

5. Collect the papers from Ss and read them aloud in class.
6. Tell Ss to identify the words of the papers by walking around the class and asking *what, where, how and when* questions.
7. When a S finds the S for whom he or she has been searching, the paper should be returned.
8. The activity is then completed by all papers being returned.

■ Optional Activity 2: What do your parents want you to be?

Purpose	To help Ss start to target language and predict answers.
Materials Required	Sheet for pre-activity.

Procedure

1. Distribute the sheets of paper to Ss.
2. Tell Ss that they are going to interview other Ss to find out what their parents want them to be.
3. On the board:

What do your parents want you to be? They want me to be a/an _____ . / They don't have an opinion.

	Name	They want me to be a/an _____ .
1		
2		
3		
4		
5		
...		

4. Have Ss stop to check the board.
5. Have Ss walk around the room or work in large groups and interview 10 different Ss, recording the answers each interviewed.
6. Elicit the responses from Ss to find out what most parents want Ss to be.

SECTION B

1a	Purpose	To help Ss start to target language in different contexts.
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Optional Approach	<p>Could you repeat that please? The T may want to introduce the activity like this:</p> <ol style="list-style-type: none">Have Ss listen to the recording.Tell Ss to listen very carefully and afterwards write down what they hear.Say very quickly: <i>Next year, I'm going to learn to play the piano, make the soccer team, get good grades, eat healthier food, and get lots of exercise.</i>Have Ss write down what they heard and compare their answers with partners.Repeat the process.The teacher and Ss do the activity again.						
Answers	<p>Picture (far left): 5 Picture (top middle): 1 Picture (top right): 2 Picture (bottom middle): 4 Picture (bottom right): 3</p> <table><tr><td></td><td>1</td><td>2</td></tr><tr><td>5</td><td>4</td><td>3</td></tr></table>		1	2	5	4	3
	1	2					
5	4	3					

1b

Purpose	The teacher should act as a target language guide.
Optional Approach	<p>Ask for details The T may want to encourage Ss to ask for details during the conversation in activity 1b. For example:</p> <p>A: What are you going to do next year? B: Well, I'm going to take guitar lessons. I really love music. A: What kind of music? Classical? B: No, I really like country music. A: Really? What is your favorite country song? B: I like ... Do you like country music? A: It's OK. B: What are you going to do next year? A: Me? I'm going to ...</p>

1c

Purpose	The teacher should act as a target language guide.
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Optional Approach	Count the number of times you hear ... Before students read, the teacher can circle the specific resolutions in activity 1c, the T might want to ask Ss to listen to the recording and count the number of times that they hear “get good grades” in the conversation. After that, the T should remind Ss that the result will probably be stated after “get good grades”.
Answers	Circled (in order heard): 1. learn to play the piano 3. get good grades 2. make the soccer team

1d

Purpose	To give Ss practice in listening for specific items in conversations.						
Teaching Tip	Remember to listen for ... The T may want to remind Ss to listen for “get good grades” when they record in activity 1d. Kim, Lucy and Mike are going to accomplish their goals.						
Answers	<table border="1"> <tr> <td>Lucy</td><td>She’s going to ask for a job.</td></tr> <tr> <td>Kim</td><td>She’s going to study hard and do her homework every day.</td></tr> <tr> <td>Mike</td><td>He’s going to practice really hard this summer. He’s going to join the soccer team.</td></tr> </table>	Lucy	She’s going to ask for a job.	Kim	She’s going to study hard and do her homework every day.	Mike	He’s going to practice really hard this summer. He’s going to join the soccer team.
Lucy	She’s going to ask for a job.						
Kim	She’s going to study hard and do her homework every day.						
Mike	He’s going to practice really hard this summer. He’s going to join the soccer team.						

1e

Purpose	To give Ss practice with target language.
Optional Approach	Five resolutions The T may want to have Ss write down five resolutions each. While Ss are discussing their five resolutions together, they should be instructed to identify how many of the resolutions are shared by two or more of the Ss in the group. The T may want to elicit these resolutions in order to identify the most popular resolutions of the class.

2a

Purpose	To personalize the target language and prepare students for the self-reflection activity.
Optional Approach	Let’s pick up the speed The T may want to focus on asking and answering questions. 1. One S should interview another S, and then they should reverse roles.

Optional Approach	2. The two Ss should be instructed to ask and answer the questions quickly to improve fluency.
Answers	Answers will vary.

2b

Purpose	To provide reading practice with the target language, and consider the structure of a paragraph.						
Optional Approach	Cover the statements The T may want to do activity 2b in the following way 1. Have Ss sort the three statements. 2. Have Ss quickly read each paragraph and write down one or two words describing the key idea of each paragraph. 3. Have Ss uncover the three statements and try to match the statements with the paragraphs based on the key ideas recorded.						
Answers	<table border="1"> <tr> <td>Paragraph</td><td>The station is designed to make settlements</td></tr> <tr> <td>Paragraph</td><td>The government is working on the resolution</td></tr> <tr> <td>Paragraph</td><td>The scientists are looking for a better resolution</td></tr> </table>	Paragraph	The station is designed to make settlements	Paragraph	The government is working on the resolution	Paragraph	The scientists are looking for a better resolution
Paragraph	The station is designed to make settlements						
Paragraph	The government is working on the resolution						
Paragraph	The scientists are looking for a better resolution						

2c

Purpose	To provide reading practice with the target language.
Optional Approach	Predicting The T may want to have Ss think of their own sentences to elicit ideas from each author. 1. Divide Ss into groups. 2. Have Ss predict the main idea of each paragraph. 3. Tell Ss that they should read the first paragraph. They should consider the main idea for the paragraph, and then read the sentences that come before and after each author. 4. Consider the main idea of each author and write a sentence. 5. Repeat for paragraphs 2 and 3. 6. Elicit answers as a class. Then compare Ss' ideas with the sentences in the text.
Answers	D, A, B, C

2d

Purpose	To provide reading practice with the target language.
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Optional Approach	<p>Scanning competition The T may want to have Ss do activity 2d as as can competition in the following way</p> <ol style="list-style-type: none"> 1. Divide Ss into groups. 2. Have Ss prepare their text to be passed. 3. Tell Ss that they will all be asked questions. If the question is answered in the text, Ss have to find the words in the text that provide the answer. If the answer is not in the text, then Ss must answer using their own ideas. If a S is able to answer the question asked, he or she should raise his or her hand. If the S answers the question correctly, so he or she gets a reward point. 4. Ask Ss the questions in activity 2d and award points to the group. The T may also want to ask Ss questions not in the textbook in order to encourage their activity.
Answers	<ol style="list-style-type: none"> 1. It's a kind of promise that you make to yourself. 2. People often make resolutions at the beginning of the year. 3. They hope that they are going to improve their lives. 4. Some people write down their resolutions and plans. Some people tell their family and friends about their wishes and plans. 5. The writer talks about three different kinds of resolutions: physical health, self-improvement (which includes taking up a hobby) and better planning 6. Answers will vary. 7. Answers will vary.

2e

Purpose Optional Approach	<p>The T should write activities with the target language.</p> <p>Continue the scanning competition from 2d The T may want to continue the scanning competition from 2d using the statements in activity 2d. Two possible questions can be asked for each item:</p> <ol style="list-style-type: none"> 1. Find a sentence in the passage with the phrase "make promises to". 2. Complete the following sentence about yourself "I usually make promises to"
Answers	<p>Answers will vary.</p>

3a

Purpose	To express their own ideas in writing about a target language.
Optional Approach	<p>Guess the words in pairs In activity A, the T may want to have Ss guess the words in pairs for each blank in the paragraph.</p> <ol style="list-style-type: none"> Have Ss sort the words into the paragraph. Have the pairs of Ss stand and take a possible word for each blank. Have Ss uncover the box and fill in the blanks. After they have finished, a pair of Ss may be seated.
Answers	are, help, make, take, is, learn, listen

3b

Purpose	To let Ss express their target language to communicate themselves.
Optional Approach	<p>Brainstorm ideas as a class In activity B, the T may want to elicit from Ss a class discussion about the heading.</p> <ol style="list-style-type: none"> On the board: <div data-bbox="498 862 1115 1100" data-label="Text"> <p>A: Ideas for improving my physical health B: Ideas for improving my relationships with family and friends C: Ideas for doing better at school</p> </div> The T may want to have all Ss in the class stand. Tell Ss to raise their hand if they agree and at the end of the heading. Call on Ss as they raise their hands, and write the ideas on the board accurately. After the board is filled, erase the ideas. Check in the activity to let all Ss have a good idea so that a certain period of time has passed.
Answers	Answers will vary.

3c

Purpose	To let Ss express their target language to communicate themselves.
Teaching Tip	<p>Model for subsequent paragraphs The T may want to remind Ss that they should use the paragraph about the first resolution in activity 3a as a model for their paragraphs about the second, third and last resolution.</p>

Answers	<p>Answers will vary. Sample writing:</p> <p>The second resolution is about improving my physical health. I am going to try a new sport such as ping pong and play it two or three times a week. Playing more sports will help me to become healthier and I will not fall ill so often.</p> <p>The third resolution is about improving my relationships with my family and friends. I am going to spend more time with my family. Maybe we can take up a new hobby together! Doing more things together with my family will make my family happy. I am also going to help my friends more. For example, I can help them with their English homework if there is anything they don't understand. Helping my friends will show them that I care about them and that they are important to me.</p> <p>The last resolution is about how to do better at school. I am going to read more books in English. That is going to help me learn more English words. I know I can keep this resolution because reading is fun.</p>
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4	Purpose	To establish target language to communicate themselves.
	Optional Approach	Make a poster and give a presentation The T may want to take advantage of the content of activity 4 to have each group of Ss make a poster showing their six-point plan. The T can correct the English of Ss before it appears in their posters. Finally, each group of Ss can be asked to give a presentation on their plan using the poster as a visual aid.
	Answers	Answers will vary.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.
Optional Approach	Expand the list as a class The T may want to work together with the Ss to expand as a class on the list in activity 1 of the Self Check section. The T should elicit ten jobs from Ss to add to the list in activity 1 of the Self Check section.

Answers	1.		
	1	computer programmer	computer science
	2	engineer	math
	3	doctor	medicine
	4	basketball player	PE (physical education)
	5	scientist	science
	2.	want; to be; How, going; going; where, going; going; to be, going	
	3.	Answers will vary.	

■ Optional Activity: What are three things that you are going to do before you become old?

Purpose	To help students start the argument about what they are going to do before they become old.
Materials	Sheets of paper for each student.
Required	

Procedure

1. Distribute the sheets of paper to Ss.
2. Tell Ss that they are going to interview other Ss to find out three things that they want to do before they become old.
3. On the board:

A: What are three things that you are going to do before you become old?

B: I'm going to _____, _____ and _____.

	Name	1st thing	2nd thing	3rd thing
1				
2				
3				
4				
5				
6				

	Name	1st thing	2nd thing	3rd thing
7				
8				
9				
10				

4 Have Ss prepare a chart to be filled in.

5 Model the question.

6 Have Ss walk around the room or work in large groups and interview 10 different Ss, recording the answers to each question.

7. Elicit the responses from Ss to find out what most Ss are going to do before they become a doctor.

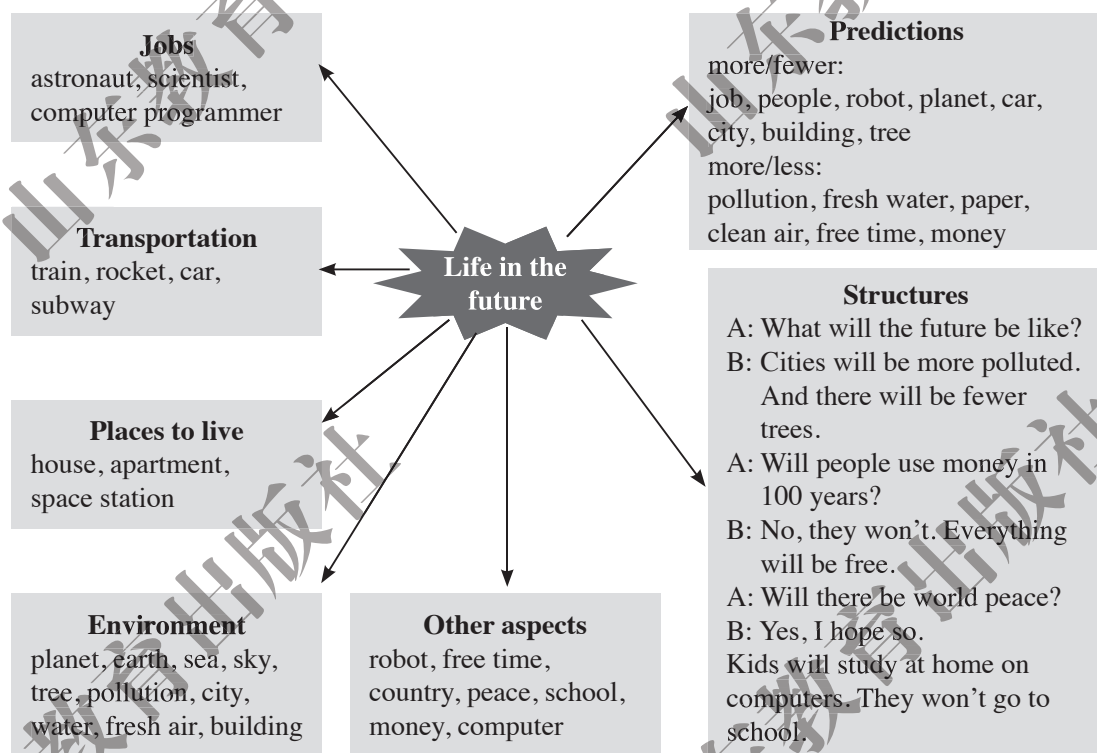
Unit 3 Will people have robots?

一、教学目标与要求

话 题 Topic	未来的生活 (Life in the future)
功 能 Functions	能谈论对未来的预测 (Make predictions) A: What will the future be like? B: Cities will be more polluted. Air will be fewer trees. A: Will there be world peace? B: Yes, I hope so.
语 法 Grammar	1 能正确使用一般将来时谈论对未来的预测 (Future with will) A: Will people send a journey to Mars? B: No, they won't. Kids will tell their mothers. They won't get so close. 2 能正确使用 more, less, fewer 表示数量 (Quantities with more, less, fewer) There will be more pollution. There will be less free time. There will be fewer cars than now. We can't live without them. 3 能正确使用下列词汇 (Common rich words) paper, pollution, future, environment, planet, earth, part, peace, sea, sky, apartment, space, human, factory, shape, side, holiday, word, polite, path, believe, disagree, fall, danger, possible, impossible, already, expect, busy, idea, dig 4 能正确使用下列常用表达 (Useful expressions) pay a part, space station, road, racing, end, fall down, lead to 5 能认读下列词汇 (New rich words) prediction, structure, objects, era
词汇和常用表达 Words & expressions	

语 音 Pronunciation	1 通过朗读训练继续巩固对句子重音的把握 2 通过跟读模仿感知、学习使用不完全爆破
学习策略 Strategies	1 通过与一般现在时、一般过去时的对比学习一般将来时 2 学习使用归类的方法记忆词汇 3 在阅读中尝试概括段落大意，加强篇章的整体理解
文化知识 Culture	1 了解当今世界环境污染问题 2 了解未来机器人的发展趋势

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 主要围绕“未来的世界”这一话题，呈现了“运用一般将来时谈论对未来

的预测”的语言功能，本部分呈现了一般将来时（will）的肯定句、否定句、一般疑问句和 what 引导的特殊疑问句，其中包括 there be 结构在一般将来时中的用法。

1a-1c 是本单元的导入部分。1a 主题图中的对话内容是两个男孩对人类未来生活的预测，将学生引入本单元“谈论对未来的预测”的话题语境中。活动 1a 中的六个表述均是对未来的预测，呈现了本单元的核心语法句型（一般将来时的肯定句、否定句），要求学生判断自己是否同意这些观点。活动 1b 以听力训练的形式再现上述句型，让学生进一步体会一般将来时对未来进行预测的语言功能。活动 1c 让学生就 1a 活动中的预测进行问答，尝试把一般将来时的陈述句改成一般疑问句，并学会作肯定或否定回答。

2a-2d 以听说教学为主。本部分的听力材料拓展了第一页的语言输入：第一页以呈现基本的一般将来时句式为主，即：主语（people/everything/kids/they）+ 谓语（will do）+ 其他，还包含几个 There will be ... 的句子，本页则以学习 there be 结构在一般将来时中的用法为主。活动 2a 让学生通过听、读、讨论等方式关注和体会 There will be ... 句型以及 more, less 和 fewer 的用法，为后面的语法归纳做铺垫。2b 的听力训练综合了基本的一般将来时陈述句和 There will be ... 句型，让学生找出听力中的几个对未来的预测，从而进一步巩固对一般将来时的理解。活动 2c 让学生利用听力中的信息两两对话，并谈论自己对未来的预测，口头练习一般将来时表预测的句型。活动 2d 为学生提供了完整的口语示范，其内容是两个孩子基于一本书谈论对未来世界的预测，在真实的语境中再现了目标语言的使用。

Section A 的学习重点是掌握一般将来时的表意功能和语言形式（包括 there be 结构在一般将来时中的用法），学习难点是 more, fewer 和 less 表示数量的用法，涉及到 more, less 和 fewer 对可数名词和不可数名词的修饰，而 more, less 和 fewer 本身又是 many/much, little 和 few 的比较级。该知识点比较抽象，学生需要了解它们所接名词是否可数，并根据上下文语境做出判断，才能正确使用它们。

SECTION A 教学建议

活动 1a

1. 通过问题引导学生描述主题图，导入本单元“谈论未来的生活”的话题，如：

- 1) Where are the two boys?
- 2) What are they talking about?
- 3) Can you describe the two small pictures?
- 4) Do you think these situations (robot helping us at home; studying math on computer) are happening now or will happen in the future?

2. 引导学生朗读主题图中的对话，让他们感知“一般将来时对未来进行预测”的表

意功能。

3. 利用图片列举一些有关未来生活的内容，如：robot / paper money / computer / tree / free time / housework 等，这些也是谈论该话题需要具备的词汇知识。然后，教师跟学生一起预测 100 年后人类的生活。例如，教师可以提问学生：How will the world be different 100 years from now? Will people have robots in their homes? Will we use paper money? Will students only study on computers? 等等。
4. 让学生朗读 1a 中关于未来的几个表述，巩固上述词汇和句型，然后判断自己是否同意这些观点。通过该活动，学生继续体会一般将来时的陈述句形式，理解如何运用该时态谈论未来生活。
5. 通过举手等方式统计出每个句子同意和不同意的人数，并根据学生的回答情况追问原因。教师可引导学生使用 I agree that ... 或者 I disagree that ... 来阐述自己对这几个预测的看法，同时尝试模仿使用一般将来时表达对未来的预测。

活动 1b-1c

由于本单元是学生正式学习一般将来时的第一个单元，一开始应该尽量让学生接触丰富的语言材料，先感知、体会目标语言的运用，并在理性归纳句子结构之前充分模仿输出，而不要过早对各种句式进行点拨、梳理。1b 实际上是要求学生整体理解语言，而不是一开始就将语言肢解。根据学生情况，还可以在完成 1b 之前做些铺垫，如下面的做法：

1. 教师播放听力录音，听前提出一个问题：What are the people talking about in the conversation? 让学生先了解对话的大意和谈论的问题。听后可以让学生说出一些关键词，如：robots, money, country, peace, school, computer。此步骤考查学生对重点信息的捕捉能力。
2. 让学生了解 1b 的活动要求，然后播放录音，让学生圈出听到的有关未来的预测。需要说明的是，在听力对话中，这些句子是以一般疑问句或宾语从句的形式出现的，因此，学生在完成练习的时候需要将信息转换。在核对答案的时候，教师可以说出对话中的相关句子，一方面让学生确认 1b 的答案，另一方面让学生通过对比体会句式的变化，加深对一般将来时句式的认识。
3. 将 1b 的听力材料呈现给学生，让学生分角色朗读，加深对听力内容的理解。
4. 让学生先默读 1c 中的对话，然后模仿 1c 的对话，尝试把 1a 中对未来的预测的肯定句转换成一般疑问句，并与同伴结对回答。对于同伴的预测，教师可引导学生模仿听力对话中的语言做出反馈，如：I hope so. / Yeah, probably. / Well, I don't think ... / Oh, I disagree. / You do? I think ... 并鼓励学生使用一般将来时说出自己对未来的预测。

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活动 2a-2c

1. 引导学生描述 2a 中的插图，图片中的下列信息对学生预测听力内容有帮助：There are five people (one teacher, two boy students, and two girl students) in the picture. There is a city and probably some planets and two spaceships in the thought bubble. There are some pictures of robots and a spaceship on the classroom wall.
2. 让学生听第一遍录音，并在 2a 列出的五个句子中圈出 more, less 或 fewer。此活动训练学生在听力中抓取关键词。教师可以提示学生注意听 people, free time, cars, pollution, trees 这几个词，并关注它们前面用的是 more, less，还是 fewer。
3. 和学生一起核对 2a 的答案。教师可让他们读出完整的句子。学生读完之后，引导他们先观察这五个句子在结构上的特点，即：它们是 there be 结构在一般将来时中的运用，由 “There will be + more/less/fewer + 名词” 构成。然后，再请学生观察 more, less 和 fewer 与后面的名词构成的名词短语，分别说出与 more, less 和 fewer 搭配的名词有什么特点，即：more 的后面接可数名词或不可数名词，less 的后面接不可数名词，fewer 的后面接可数名词。more, less 和 fewer 都表示同类事物之间的比较，例如：There will be more people. 表示 “将来与现在比人会更多。”
4. 引导学生读懂 2b 的活动要求，即：从所给的五个句子中选出对话中提到的几个预测。教师可以先让学生画出每句话中的核心名词 people, free time, subways, pollution, cities，以便在听力过程中有意识地搜索它们。
5. 教师播放录音，让学生关注 2b 中画出的关键词，搜索涉及这些词语的完整句子，从而判断出 2b 中的表述是否与听力内容完全吻合。这里给出的五个句子既包括一般将来时的基本结构，又包括 there be 结构在一般将来时中的用法。
6. 教师与学生核对答案。2b 中的五个方面对话中都谈到了，但在这些预测未来的句子中，部分关键词 more, less 和 fewer 发生了变化，例如：对话中谈到 I think there will be more people. 而 2b 中给出的句子是 There will be fewer people. 此活动仍然让学生关注 more, less 和 fewer 的使用，但是从关注其形式过渡到关注其意义。
7. 请两个学生朗读 2c 的对话范例，然后让学生两人一组对话，就听力对话中谈到的内容展开讨论，畅谈自己对未来的预测。

活动 2d

1. 教师引入 “环境污染” 的话题，并结合 2d 的图片，在该话题语境中自然引入生词 polluted, environment, planet, earth, plant, play a part 等，部分词汇是理解对话的关键信息。该步骤让学生在阅读 2d 对话前做好话题和词汇方面的准备。
2. 教师提出下列问题，让学生快速阅读对话并回答：
 - 1) What will the future be like according to the book about the future?
 - 2) What can people do to save the earth?

3. 让学生回答读前提出的问题，通过学生之间互相补充，不断完善学生对对话内容的理解。在学生回答的过程中，教师可以随时发现他们理解上的障碍，并及时帮助他们消除障碍。上面两个问题的答案是：

1) Cities will be more crowded and polluted. There will be fewer trees and the environment will be in great danger. Maybe people will have to move to other planets.

2) We can use less water and plant more trees. We should all play a part in saving the earth.

通过回答这两个问题，学生基本上理解了对话的内容。

4. 让学生关注对话中的一些口语表达形式，如：Sounds cool. Maybe. Me, too. 还有一些语气词，如：well 等。在实际交流中，人们会使用省略形式来表达思想，而不总是使用结构完整的句子。在教学中，教师应引导学生关注英语使用中口语和书面语的区别。

5. 教师播放录音，让学生跟读、模仿，特别是要关注对话中新学的生词，确保学生能够在语境中理解它们的含义，并读准它们的发音。

6. 让学生两人一组分角色练习对话。教师巡视，并提醒学生注意对句子重音的把握。当学生能够熟练朗读对话时，还要让他们尝试使用连读、不完全爆破等朗读技巧。最后，请几组学生在全班表演对话。

语法内容介绍和教学建议

Grammar Focus 部分通过表格呈现了前面出现的典型例句，帮助学生归纳、梳理本单元的重要句式结构和语言点，即：

- 一般将来时的基本句型（will + 动词原形）：

肯定句：Cities will be more polluted.

Everything will be free.

Kids will study at home on computers.

否定句：They won't go to school.

一般疑问句：Will people use money in 100 years?

what 引导的特殊疑问句：What will the future be like?

- there be 结构在一般将来时中的用法：

There will be fewer trees.

Will there be world peace?

- more, less 和 fewer 表示数量：

There will be more people. There will be more pollution.

There will be fewer trees. There will be less free time.

接下来,教材通过一系列层层递进的练习和活动,帮助学生巩固和熟练运用本单元目标语言,并将其逐渐内化。3a中每道小题给出简单的语境,均是运用一般将来时谈论对未来的预测,但关注的焦点是more, less和fewer的使用。3b为半开放的笔头练习,前半句话给出语境,让学生补全后面的句子;前面呈现的是对现在状态的描述,后面要求学生对未来进行预测。该活动让学生体会一般现在时和一般将来时的差别,并能够激发学生的想象力。3c是较综合的口语任务,学生需要先画出心目中未来城市的样子,然后口头描述给同学听,相互分享。该活动让学生灵活运用所学语言,体现了本页活动从控制性到开放性的过渡。

语法部分具体教学建议如下:

1. 教师将本单元出现的一般将来时的句子加以整理,并根据需要补充少量课外的例句,分组呈现给学生,让学生通过观察和对比,总结一般将来时的用法。使用教材中熟悉的例句,学生不必因为不理解句子意思而分散注意力。同时,学生的心理压力也会相对减轻。

教师可以让学生朗读这些句子,并在句中画出一般将来时的标志性助动词will,以及其后的动词。

肯定句:

I will fly rockets to the moon when I grow up.

We will have robots in our homes in 100 years.

My uncle will come to Beijing next week.

They will study at home on computers in the future.

The environment will be in great danger.

Cities will be very big and crowded.

否定句:

We won't use money in 100 years.

Kids won't go to school in the future.

一般疑问句:

A: Will people live to be 200 years old?

B: Yes, they will.

A: Will they use money in 100 years?

B: No, they won't.

A: Will we have to move to other planets?

B: Yes, maybe we will.

A: Will you go out tomorrow?

B: No, I ll not.

特殊疑问句:

A: What will the future be like?

B: Cities will be more crowded and polluted.

A: What will your life be like in ten years?

B: I think I ll be an astronaut.

A: Where will you live?

B: I ll live on a space station.

A: When will she **leave** for London?

B: She 'll **leave** next Sunday.

2. 教师提出下列问题, 帮助学生归纳一般将来时的用法:

- 1) 我们在什么情况下使用一般将来时?
- 2) 一般将来时中标志性的助动词是什么?
- 3) 助动词 will 后的动词形式是什么?
- 4) 助动词 will 与不同人称的主语搭配时是否需要改变形式?
- 5) 一般将来时肯定句、否定句和一般疑问句的句子构成各是怎样的?
- 6) 与一般将来时连用的时间状语有什么?

3. 给学生呈现下面的例句, 引导学生归纳 there be 结构在一般将来时的用法:

肯定句:

There will **always be** schools.

There will **be less** free time.

There will **be** only one country.

There will **be more** pollution.

There will **be** a lot more people.

There will **be fewer** trees.

一般疑问句:

A: Will there **be** world peace?

B: I hope so.

4. 引导学生关注上面包含 more, less 和 fewer 的句子。根据前面的点拨, 学生不难归纳出与这三个词搭配的名词的特点。教师还可以进一步提示学生, 这三个词实际上是特殊的形容词比较级, 表示“与……相比更多或更少”。教师可以接着提问学生: more, less 和 fewer 各是哪些形容词的比较级?
5. 让学生模仿上述例句造句, 谈论未来将要发生的事情。教师可以请几个学生将自己的句子写在黑板上(最好分类写出不同句式), 并指导全班学生改错、改写扩充并朗读这些句子。

注意: 在上个单元中, 学生学习了表示将来的 be going to 结构。教师可以对 be going to 结构表将来和一般将来时(will)的用法区别进行点拨, 特别是让学生通过对比发现两者的表意差别, 即: 一般将来时(will)常用来客观陈述将来某个时间要发生的动作或存在的状态(当然, will 作为情态动词也常表示意愿, 如: I will do anything for my mom. 此时 will 并不表示将来。), 而 be going to 结构表示将要发生的动作或安排, 特别是打算、计划、决定要做的事。例如:

I'm going to learn another foreign language next year.

We are going to make the subway better.

My sister wants to be a school teacher. She's going to study education.

活动 3a

1. 让学生独立完成 3a 的填空任务。该练习聚焦 more, less 和 fewer 的用法, 每个小题

给出简单的语境，暗含着因果逻辑关系（because），主句和从句的数量可能是正比关系，也可能是反比关系。因此学生不仅要考虑 more, less 和 fewer 的语法搭配，还要使其符合语义。

2. 全班一起核对答案，教师追问答案依据，引导学生根据语境分析所需单词的语义，即：需要表示“更多”还是“更少”的意思，再根据后面名词的种类确定符合语法规则的形容词，即：需要修饰可数名词还是不可数名词。
3. 教师带领学生朗读完整的句子，进一步帮助学生形成良好的语感。

活动 3b

1. 该活动让学生根据现在的情形预测未来会发生的事情，每个小题通过一般现在时提供简单语境，中间以 but 转折，形成现在和未来的对比，要求学生根据语境写出一一般将来时的句子，从而将两个时态的表意功能和结构进行对比，巩固一般将来时的用法。教师可以先让学生独立补全每句话，再与同伴交流。
2. 全班一起核对答案。教师应鼓励学生说出不同的句子，让学生互相分享彼此的看法，并进一步追问原因。

注意：对于学生说出的句子，教师不应仅从语法的准确性方面评价，还要关注思想的表达是否清晰，逻辑是否合理，想象力是否丰富。另外，对于学生的表现，教师不可仅给予简单的反馈，如：Good! Well done! OK, next one. 最好对学生表达的内容进行必要的追问，从而促进师生之间真实的交流，促进课堂更多的语言生成。教师可以使用下列句子拓展师生对话：Really? Why do you think so? Oh, I disagree. I think ...

3. 让学生关注句子中有关现在和未来的时间状语和频度副词，如：一般现在时中出现了 now, on weekends, sometimes, usually，一般将来时中出现了 in 100 years, in the future, in 200 years。教师还可让学生补充更多一般现在时和一般将来时的标志词。

活动 3c

1. 让学生发挥想象，画出自己心目中的未来城市。如有必要，教师可通过问题引导学生预测未来城市的样子，以激活学生的想象力，如：Will there be more pollution? Will the air be cleaner? Will there be more animals in the zoo? Will our city become more crowded? Will more people drive their cars to work? 为了节省时间，教师也可以让学生课下完成绘画的步骤。
2. 让学生为自己的图画配一段文字，介绍自己心目中未来城市的样子。这是一个简单的写作步骤，教师应及时为学生提供一些语言帮助，并提醒学生在描述的时候

注意按照一定的逻辑顺序。学生可以使用下列句型: This is our city in 50 years. I think there will be more ... and there will be fewer ...

3. 请几个学生向全班展示自己的图画, 并描述所画的内容。如果条件许可, 可以结合该活动办一个展览。教师引导学生扩充自己的短文, 完善自己的绘图, 并结合短文的内容提出一个倡议(如环境保护), 从而做出一张海报。

SECTION B 内容介绍

Section B 部分将 Section A 部分“谈论未来的世界”的话题拓展到“谈论个人的未来生活”的话题。1a-1e 是听说拓展板块。1a-1b 是听前活动, 目的是复习和学习一些关于职业、交通和居住场所的词汇。1c-1d 是听力步骤, 听力材料的内容是两人的闲聊, 男孩向女孩介绍自己现在和过去的生活, 并预测未来的生活。对话中复现了 1a 中呈现的词汇, 该听力材料分现在、过去和将来三段, 旨在让学生复习一般过去时和一般现在时, 并通过对比的方式进一步学习一般将来时的使用。1c 让学生将三幅图与三段对话匹配, 是通过听获取听力内容大意。1d 让学生补全听力中出现的八个句子, 分别是主人公对现在和过去的陈述, 以及对未来的预测, 是通过听获取细节信息。该活动通过让学生填出句子中的关键动词, 引导他们对比三种时态中最关键的部分。1e 是听后口语输出活动, 要求学生两人一组分角色表演听力对话, 将三种时态的问句和答语融会贯通, 达到灵活运用, 例如: Where do you live? Where did you live? Where will you live?

2a-2e 是一个整体的阅读板块。该单元阅读语篇谈论的是未来机器人的发展的话题, 其中涉及到机器人过去和现在的状况, 并主要介绍了两派科学家对未来机器人的发展的不同预测。2a 是读前活动, 通过问题激活学生的背景知识。2b-2d 是阅读理解活动, 2b 旨在让学生通过略读判断各段段落大意, 以获得对文章的整体理解。2c 旨在让学生通过细读摘取文中有关机器人的现在状况的细节信息。2d 的文段是对阅读语篇的缩写, 通过填词帮助学生转换文章信息, 加深对文章的理解。该活动既关注信息, 又关注语言, 让学生在已经熟悉的语境中练习语言。2e 是读后讨论拓展活动, 让学生在课文内容的基础上发挥自己的想象, 对机器人的未来发展情况进行预测, 并与同伴分享观点。

活动 3a-3c 是本单元的写作教学环节, 旨在训练学生对本单元目标语言的运用。3a 让学生补全一段“预测个人未来生活”的短文, 为后面的语言输出做示范和铺垫。3b 让学生结合自身的实际情况, 用表格的方式整理信息, 预测自己 20 年后的生活, 为后续写作活动做好内容方面的准备。3c 要求学生仿照 3a 的短文, 使用本单元目标语言, 将 3b 表格中整理的信息写成一篇短文, 对自己 20 年后的生活进行预测。

活动 4 是一个综合性的口语交际任务, 让学生与同伴讨论并预测未来机器人将如何帮助学生学习, 然后综合组员的观点设计出未来机器人的样子。

本部分的学习重点是通过与一般现在时、一般过去时的对比,加深对一般将来时表意功能和句子结构的理解,最终能够在语篇中理解一般将来时的使用,并尝试使用该时态谈论自己对未来生活的预测。

SECTION B 教学建议

活动 1a-1b

1. 将 1a 中三个标题 job, transportation, places to live 写在黑板上,并通过问题引导学生从这三方面预测自己未来的生活,如: What will you do in the future? How will you travel? Where will you live? 此处旨在将单元话题过渡到对个人未来生活的预测,并引出本部分生词,因此仅作简单的问答即可。
2. 通过图片、简笔画等方式展示 1a 中的七个词汇。本部分出现了几个生词 astronaut, apartment, rocket, space station, 教师应首先让学生把握它们的含义和发音,再进一步学会其拼写。

注意:在教学中,教师应始终有意识地贯彻语音教学,特别是在学习生词的时候,可引导学生关注音节的划分、重音的位置、元音的发音等,利用所学的发音规则学会拼写和记忆单词。这样不仅可以提高单词的学习效果,还教会学生一种学习词汇的方法。

3. 让学生将 1a 中的单词按照语义分类并填表。该步骤旨在教会学生一种通过分类记忆单词的方法。
4. 教师设计一个头脑风暴 (brainstorming) 活动,让学生在规定的时间内,以小组为单位,写出知道的关于职业、交通方式和居住场所的单词。最后,教师从各个小组中收集单词,在黑板上的相关栏目下归纳学生写出的词汇。
5. 趣味连句活动。让学生使用黑板上的三类单词造句,以巩固对这些单词的记忆。教师可以给出例句: The computer programmer lives in an apartment. He usually goes to work by bus. 学生可能会说出一些有趣的句子,在轻松愉快的氛围中,学生会更加主动地使用语言,积极表达自己的思想,自然地学习语言。

活动 1c-1d

1. 教师通过下列问题引导学生观察 1c 的图片,预测即将听到的听力内容:
 - 1) Where are the two people in each picture?
(Left: in the boy's house; Middle: maybe in a park; Right: maybe at their friend's

party)

2) What are they doing in each picture?

(Left: maybe talking about the photo of the boy when he was young; Middle: maybe talking about the future; Right: maybe introducing themselves.)

3) What do you think they are saying to each other?

(Left: Is this you when you were young? Middle: What will your life be like in the future? Right: Hello, my name's ...)

2. 有了前面的铺垫，学生对听力的内容会产生一个预期。教师播放录音，让学生按照听到的顺序为三幅图片排序，完成1c。最后，全班一起核对答案。教师可以让学生说出排序的依据，即：听到的三段对话分别是关于男孩Joe过去、现在和将来的生活，三幅图中两个孩子谈论的内容也是Joe的过去、现在和将来。
3. 再次播放录音之前，让学生看懂1d的要求，并熟悉题目中的八个句子和右侧的备选动词。从右侧备选动词看，这些句子包括一般现在时、一般过去时和一般将来时，谈论的分别是过去、现在和将来的职业、交通方式和居住场所。教师可让学生听前试填，进一步领会录音中的情景和语言，从而更有针对性地完成后面的听力任务。
4. 播放1d录音，让学生边听边核对答案，看试填是否正确。教师在黑板或屏幕上给出答案，让学生一起朗读这八个句子，为1e做准备。
5. 让学生跟读录音，提醒学生体会句子重音和不完全爆破等朗读技巧的运用。教师还可对对话中较难的句子进行讲解，如：It's kind of boring. That's pretty far from here. Are you kidding? No, I'm serious.等，并提醒学生运用这些常用而地道的口语表达方式，发表对事物的看法，为完成1e做好准备。

活动 1e

1. 教师可与一名学生示范1e的对话，然后让学生说出完成1e的分角色对话需要使用核心句型，如：Where do you live? Where did you live? Where will you live? Do you live ...? Did you live ...? How did you go to school? What do you think your life will be like in 10 years? I think I'll be ... 等，并在黑板上板书出来。
2. 让学生根据黑板上的提示及1c、1d中的信息，两人一组编小对话。学生可根据之前分析的三段对话的语境补充信息，适当拓展听力对话的内容。最后，请几组学生展示对话，提醒学生注意时态的正确使用和动词的相应变化。
3. 根据1c的图片和听力内容，引导学生用自己的话复述三段对话的内容，即：用三种时态谈论Joe现在、十年前以及十年后的生活。如：Joe is a computer programmer now. He lives in an apartment in Highville. He thinks his job is kind of boring because he does the same thing every day. Ten years ago ... 该步骤与1e的口语活动不同，学生不

再假设自己是对话中的人物，而是作为第三者转述、概况听力中的信息，并以小语段的形式输出。学生在课堂上口头完成复述后，课后还可将其写下来，作为家庭作业，从而充分理解和掌握一般现在时、一般过去时和一般将来时的用法。

活动 2a

1. 教师通过 2b 中的图片，以及更多不同形状、不同功能的机器人的图片，引发学生兴趣，激活学生的思维，让学生在头脑中搜索自己所了解的有关机器人的信息。
2. 教师在黑板上将 2a 中的问题列表如下，引导学生自由讨论，并将学生的信息填入表格。

What do robots look like?	What can robots do?

注意：教材设计的读前活动能够激活学生的背景知识，激发学生的兴趣，帮助学生事先熟悉阅读的主题。在教学中，教师激活学生背景知识的策略有很多种，如：通过图片预测文章大意，利用图片、音频或视频激发学生讨论，读前讨论与阅读主题相关的问题，文化背景铺垫等。

活动 2b-2d

1. 让学生看文章标题和插图，预测文章大意 (predicting)。从标题中 will 一词可以推断，文章谈论的是机器人未来的情况。其次，从标题可以看出，文章中涉及到一种观点：You will have your own robot. 作者希望与读者交流，询问读者是否同意这一观点。
2. 让学生快速阅读文章，验证自己的预测。教师可以给学生限时，提醒学生不要一个字一个字地阅读，而是通过训练逐渐扩大自己的视距，养成按照意群阅读的习惯。这不仅可以提高阅读的速度，还可提高理解的效果。学生读完之后，请他们交流一下还获取了文章中的哪些信息，他们可能会谈到：The passage tells us what robots can do now. It talks about robots in Japan and India. It also mentions two different opinions from scientists.
3. 让学生快速阅读文章，并完成 2b (skimming)，将各段序号与其所谈论的问题匹

配。该活动实际上是要求学生概括各段大意，考查了学生对信息的综合加工能力。在核对答案时，教师可以追问学生判断的依据，通过让学生复述文章中的信息，帮助学生完善对文章内容的理解。

4. 让学生再次快速阅读文章，并补全2c中的句子（scanning），这里考查的是学生对一些细节信息的理解。读前教师可引导学生思考：应该在哪些部分去寻找答案？这些句子谈论的都是机器人现在能做的事情，此题关键在于找到与这些关键词相关的句子：can build, can do, can, can help 和 in factories, jobs, many times and never get bored, people under。通过这些读前准备，学生可以带着目的去读，从而大大提高阅读的效率。
5. 教师设计一个表格，将学生找到的2c的答案填入左栏，并让学生再次细读课文，找出机器人将来可能做的事情，将答案写在右栏，通过表格将文中两类信息整理出来，加深对文章的理解。

What can robots do now?	What will robots be able to do in the future?

6. 阅读语篇中涉及到两派科学家的观点，这是文章的主线。教师可以设计问题，帮助学生理解文章中陈述的事实和观点；同时，在学生回答问题的时候，可以随时发现他们在理解上存在的困难，帮助他们消除语言障碍：
 - 1) Which two paragraphs talk about the different opinions from scientists?
 - 2) What are the two different views regarding the development of robots?
 - 3) What are the reasons behind these two views?
 - 4) Which side does the writer take? Why?
 - 5) What do you think robots will be like in the future?
7. 让学生在深入理解文章内容的基础上，利用黑板上记录的信息，尝试用自己的话概括文章大意。然后，让学生通读2d的短文，并从文中寻找合适的单词，补全这段缩写。

活动 2e

1. 让学生两人一组，根据自己从阅读语篇中获取的信息分角色表演对话，一个学生扮演科学家 James White，另一个学生扮演与其观点不同的另一位科学家 Thomas Black。两人将就机器人的现状进行交流，并对机器人未来发展的情况进行预测，

还会有不同观点的碰撞。教师可以提示学生使用前面学过的语言，如：I agree with you that ... / I hope so. / Yeah, probably. / Well, I don't think ... / Oh, I disagree. / You do? I think ...

- 2. 上述对话主要基于阅读文章，学生需要将读到的信息转化为口头语言。如果学生有余力，可以让他们适度发挥，拓展谈论的内容，并加入自己的观点，如：What will robots look like in the future? What will robots be able to do? When will robots be available to average people? Who will be the people to use the robots the most?
- 3. 请学生以科学家的身份写出自己在讨论中的观点。最后，请几个学生朗读自己的短文，与班上其他同学分享。

.....

活动 3a-3c

- 1. 教师导入 3a 的语境，即：Jill's predictions about her life in 20 years，让学生先通读短文，了解短文大意，再选择恰当的单词填空。这些单词都是文中的关键词，能帮助学生理解短文内容。
- 2. 核对答案后，教师引导学生分析 3a 的篇章结构。教师可引导学生思考 Jill 的短文中包含了哪几方面的信息，然后仿照 3b 设计表格如下，让学生将 3a 中的信息整理到表格中，从而理解 3a 范文的写作思路。

What will Jill's life be like in 20 years?	
job	
places to live	
friends and pets	
dressing	
free time activities	

- 3. 教师围绕未来个人生活（life in the future）的话题，在黑板上呈现思维导图，让学生思考关于该话题还可以写哪些内容（如：transportation, hobby, appearance ...），进一步拓展 3b 中的项目。
- 4. 让学生将自己感兴趣的几个方面补充在 3b 的表格中，然后从这些方面对自己未来的生活进行预测，并在表格中以单词或短语的方式记录下来。
- 5. 教师引导学生仿照 3a 的范例，根据 3b 中记录的信息写一篇短文，设想自己 20 年后的生活。教师还应提醒学生正确使用含 will 的一般将来时和 There will be ... 句型，并根据语境正确使用 more, less 和 fewer。
- 6. 学生完成写作后，可先让他们与同伴互评，然后根据同伴的建议修改、完善初稿。

教师巡视全班，选出一些有代表性的文章，在班上展示和讲评，进一步提供写作指导。

活动4

1. 让学生四人一组活动，就“未来机器人如何为学生提供学业帮助”的话题展开讨论，并记录本组一些好的想法。
2. 各组讨论并评选出本组最有创意的机器人，并选出一名学生画出本组设计的机器人，其他组员共同完成对该机器人外貌、功能等方面的描述和介绍。全组合作完成一份海报。
3. 教师选几个小组的发言人向全班汇报。一组汇报时，请其他小组代表根据所汇报的信息，在黑板上画出该机器人的样子，然后与汇报组画出的机器人的原图做对比，看谁画得最接近原图。
4. 教师结合该活动，在情感、态度、价值观方面给学生一些正面引导：未来生活是不可预测的，不过可以肯定的是未来的生活会越来越方便，越来越智能化，但是要实现预想的生活，还有赖于每个人的努力。教师借此鼓励学生不断努力，学好基础知识，拓宽视野，培养创新思维能力，为建设更加美好的未来而共同努力。

SELF CHECK 内容介绍和教学建议

本部分通过练习帮助学生复习、巩固 more, less 和 fewer 表示数量的用法，以及用一般将来时谈论对未来的预测的语言功能。活动1要求学生思考名词与 more, less 和 fewer 的搭配，根据词汇的语法搭配将本单元出现的一些名词和名词短语分类，即：可数名词前用 more/fewer，不可数名词前用 more/less。活动2要求学生在对话语境中使用一般将来时，补充对话中一般将来时的句子，主要是关注助动词 will 及后面的动词形式。

活动1

1. 让学生独立将方框中单词进行归类。核对答案时，让他们回顾 more, less 和 fewer 的用法，提示学生不仅要学习单词的发音、拼写和词义，还要关注其语法搭配，这样才能更好地运用它们。
2. 让学生与同伴使用 more, less, fewer，以及方框中单词造句。本单元 more, less 和 fewer 均用在一般将来时中，此处教师可以让学生尝试在其他时态中使用这几个词，感受它们表示比较的功能。例如：You have more free time than me. They got less money from their work last year than they do now.

活动2

1. 让学生先通读整个对话，然后填入所缺单词，补全对话。
2. 请几个学生与同伴分角色表演对话，以核对答案。
3. 该对话改编自一首经典的英文歌曲 *Que Sera, Sera (Whatever Will be, Will be)*。教师可以提供该歌曲的歌词，请学生画出歌词中含有一般将来时的句子，并学习唱这首歌。

■ 拓展活动：连词成句游戏 (Who has the most creative imagination?)

1. 将学生分成四个大组，每个同学准备一张小纸条。
2. 为每个大组分派一项任务：第一大组在纸条上写人或物；第二大组写地点名词；第三大组写与将来时搭配的时间状语；第四大组负责组句。
3. 开始活动时，在第一、二、三大组中分别抽选一位学生读出自己纸条上的单词，在第四大组中选择一位学生，用一般将来时将前面三个同学读出的单词连成一句话，如：

S1: people

S2: classroom

S3: tomorrow

S4: I think there will be many people in our classroom tomorrow.

在此活动中，教师应提示学生正确使用一般将来时句式 *There will be ... / There won't be ...* 以及“主语 + *will/won't + do + 其他*”，还应鼓励学生在造句时发挥想象力，并根据需要补充正确的动词。

四、语音教学建议

1. 句子重音

七年级上册和下册已对句子重音 (stress) 做了详细的注解。在本单元，教师无需再做过多介绍，而应引导学生对句子重读的技巧稍作回顾。另外，建议教师让学生多做模仿练习，在语句朗读中体会轻重节拍的变化。

- 1) 教师将课本第109页语音练习1中的句子写在黑板上，让学生试着标出句子的重音。在前面的单元和册次中，我们介绍了句子重音的基本原则，一般来说，实词重读，虚词弱读。此处结合本单元语言学习内容，让学生对比一般将来时的肯定句和否定句的重音区别。需要注意的是，作为虚词的助动词 *will* 在肯定句中不重读，而由于需要强调否定意义，*won't* 需要重读。情态动词 *should* 也一样。

- 2) 教师播放录音, 让学生检测自己标注的句子重音是否正确。
- 3) 教师再次播放录音, 让学生跟读, 纠正自己的语音、语调和重弱读。最后, 教师抽查学生的掌握情况。
- 4) 让学生为本单元 Section A, 2d 的对话标注句子重音, 然后听录音核对。最后, 让他们与同伴进行朗读训练, 互相提醒和纠正。如有必要, 教师可以请几个学生在班上朗读并作点评。

2. 不完全爆破

- 1) 与学生回顾以前学过的不完全爆破 (incomplete explosion) 的知识。教师可分组给出一些范例, 让学生结合范例归纳几种不完全爆破的情况。

(1) 在单词或语句中, 遇到 /p/, /b/, /t/, /d/, /k/, /g/ 之中任何一个爆破音, 而其后紧接着又有一个爆破音时, 前者只按发音部位做出发音状, 但不发生爆破, 稍后即发出后一个爆破音, 这种现象称为不完全爆破。例如:

a do(c)tor an ol(d) cat si(t) down
a bi(g) bla(ck) board Goo(d)bye Sto(p) talking

(2) 如果爆破音后面紧跟的是破擦音或摩擦音, 虽然前者有爆破, 但很轻微, 随即发出后面的破擦音或摩擦音, 这种现象也是不完全爆破。例如:

a le(c)ture a bi(g) shop the firs(t) thing a re(d) flower

(3) 若爆破音后面紧跟的是鼻音 /m/, /n/ 或舌侧音 /l/, 则形成鼻腔爆破或舌侧爆破, 这种现象也属于不完全爆破。例如:

no(t) now Goo(d) morning mi(dd)le school a(t) last

- 2) 教师播放课本第 109 页语音练习 2 的录音, 让学生体会括号中字母的读音特点。
- 3) 教师边做朗读示范, 边讲解不完全爆破的发音特点。
- 4) 教师再次播放录音, 让学生跟读。然后让学生和同伴一起练习这两段文字。教师巡视全班, 对学生的发音做必要的纠正。
- 5) 教师提供更多语音材料, 强化不完全爆破的正确使用。教师可以先和学生一起标出语音材料中使用不完全爆破的地方, 再让学生练习朗读。

3. 语音补充练习

让学生朗读下面的句子, 并注意句子重音。

- You can TRUST her.
You CAN'T TRUST her.
- You must SPEAK SOFTLY.
You MUSTN'T SPEAK SOFTLY.
- He would GET ANGRY.
He WOULDN'T GET ANGRY.

五、课文注释

1. Will people use money in 100 years? 一百年以后人们还会使用钱吗?

- 1) will 常用来表示单纯的将来事实, 涉及未来行为的时间可远可近, 是表达将来概念的一种最常见的形式。一般说来, 句中含有某些人们不能控制的情况时 (通常附带 if 或 when 引导的从句), 常用 will 表示将来; 假如表示主观打算 (personal intentions) 或强调可能性 (strong probability), 常用 be going to 结构。试比较下面每组句子:

If you are willing to listen, I'll give you some advice. 假如你愿意听, 我就给你提些建议。

I'm going to give you some advice. 我打算给你提些建议。

With good luck, he will finish his book this year. 如果顺利的话, 他今年就可以写完这本书。

He's going to finish his book this year. 他计划今年写完这本书。

此外, will 还用来表示瞬间的决定, 即: 几乎在说话的同时决定或同意做某事。例如:

I'm thirsty. I think I'll make some tea. 我渴了, 我想我得泡些茶水喝。

A: You've left your computer on. 你电脑还开着呢。

B: Thank you. I'll go and switch it off. 多谢 (提醒)。我去把它给关了。

- 2) in 100 years 指 “一百年以后”。此处介词 in 与一段时间连用, 表示 “在……之后”, 是一个未来的概念。例如:

I'll have some breakfast ready in a few minutes. 几分钟后我可以做出些早饭来。

The results will be announced in two weeks' time. 结果将于两周后宣布。

介词 after 虽然也有 “在……之后” 的意思, 并且也常与时间段连用, 但通常表示 “在过去的一段时间之后”。试比较:

He tried, but after a few minutes he stopped and said it didn't work for him. 他试了一下, 但几分钟后便停了下来, 说不适合他。

Most pigeons returned after two weeks. 大部分鸽子两周后都返巢了。

2. There will be fewer trees and the environment will be in great danger. 树木将会更少, 环境将极其危险。

- 1) fewer trees 的意思是 “更少的树木”。

- 2) in danger 表示 “有危险; 处于危险之中”。在此, in 表示一种处境或状态。虽然 at 和 on 等介词也有类似的功能, 但具体使用哪个却是由词与词之间的伙伴关系所决定的, 即所谓的 “搭配”。常与 in 搭配表达状态的名词除 danger

外，还有 anger, condition, excitement, harmony, hurry, love, need, order, peace, surprise, trouble, use, wonder 等。

3. Fewer people will do such jobs in the future ... 将来做这样的工作的人会更少……

in the future 是一种固定表达结构，表示“(在)将来；(在)未来”。在这种用法中，future 还可用于 near, immediate (立即的), foreseeable (可预见到的), distant (遥远的), remote (遥远的) 等形容词修饰，表示“不远”或“遥远”的将来。例如：

This may not happen in the **near future**. 近期这可能不会发生。

英语另有 in future 结构，多用于英国英语，意为“今后；从现在起”(from now on)。在美国，表达这一含义时人们则更偏爱使用 in the future。例如：

In future, students **will have to wear ID badges at all times once in school**. 今后学生到校必须佩戴校牌。

I asked her to be more careful in future. 我叫她今后多加小心。

In the future, Mr. Fernandes says, he won't rely on others to handle this. 佛楠得斯先生说他从今往后将不再依靠他人处理此事了。

4. For example, scientist James White thinks that robots will never be able to wake up and know where they are. 例如，科学家詹姆斯·怀特认为机器人永远不可能(像人一样)醒来后知道自己在哪里。

be able to do something 结构表示能力，相当于汉语“能够；可以；会”的意思，和 can 常常可以互换，如：I'm able to come. 就相当于 I can come. 但在表达“会做”(know how to do something) 这层概念，特别是视听等能力 (can see, can hear, etc.) 时，人们更加趋向于使用 can。例如：

Can you knit? 你会织毛线吗？(比 Are you able to knit? 要自然得多)

I can hear you. 我听到你的说话声了。(比 I'm able to hear you. 要更加自然)

Can you speak English? 你会说英语吗？(一般不说 Are you able to speak English?)

但是，can 一般表示现在的能力，be able to 则可以用于各种时态。例如：can 没有将来时态和完成时态，因此在这些时态中若涉及能力，就得请 be able to 来帮忙。例如：I've not been able to work for three days already. 我已经三天没能去上班了。

另外，can 本身没有不定式、分词、动名词形式，在需要使用这些形式的场合，也只能由 be able to 来承担。例如：

He seems to be able to give up his bad habits, though “old habits die hard”. 虽然积习难改，但看来他还是能够改掉坏习惯。

I must say I enjoy being able to have a good seat in the stalls now. 说实在的，我为现在能在(音乐厅)正厅搞到一个好座位而感到高兴。

Being able to run 10 miles in an hour, he finished the race with ease. 他一小时能跑10英里，所以轻松地跑完了比赛。

六、文化注释

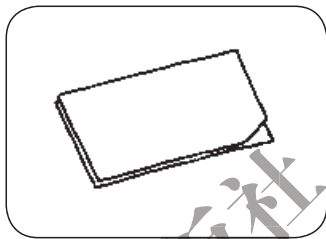
机器人

机器人 (Robot) 是自动控制机器的俗称, 它是人类利用现代科学技术制造或装配的能够执行某一工作的自动化机器装置。与一般自动化机器所不同的是, 这种装置具备一些与人或生物相似的智能, 如感知能力、规划能力、动作能力和协同能力, 是一种具有高度灵活性的自动化机器。

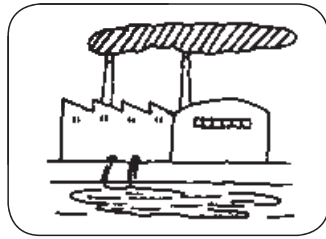
机器人可以大幅减轻人类工作强度, 提高生产效率, 代替人类从事某些有危险的或人类自身无法完成的工作 (如深海作业等)。目前, 机器人除了被广泛地运用于工业自动流水生产线外, 在建筑业、石油钻探、矿石开采、太空探索、水下探索、毒害物质清理、搜救、医学、军事甚至娱乐等领域均有重要用途。

七、教学简笔画

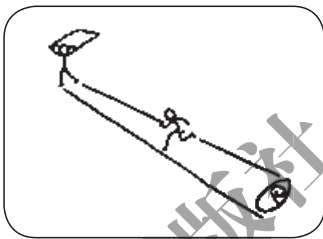
1. paper



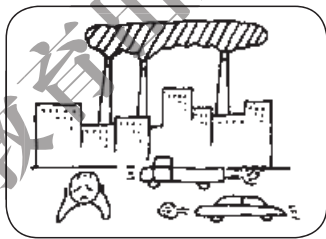
2. pollute, pollution



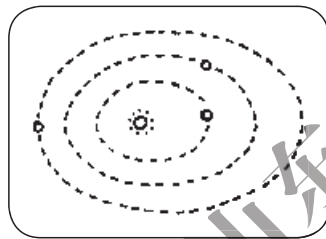
3. future



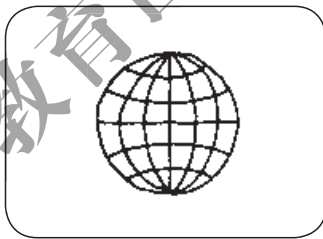
4. bad environment



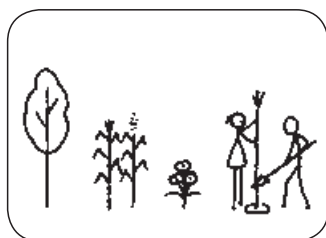
5. planet



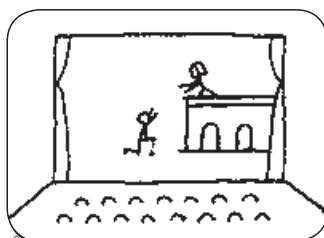
6. earth



7. plant, plant a tree



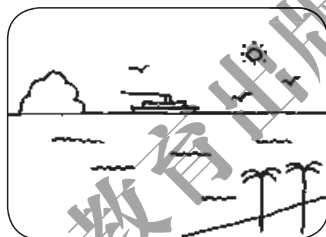
8. play the part of Romeo



9. peace



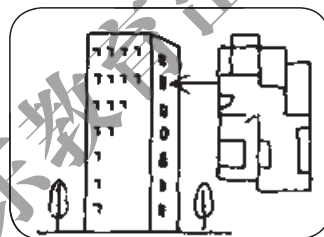
10. sea



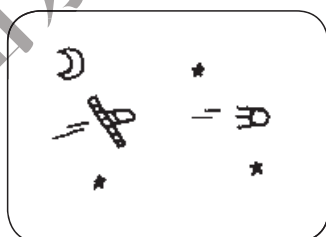
11. sky



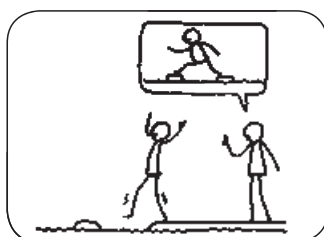
12. apartment



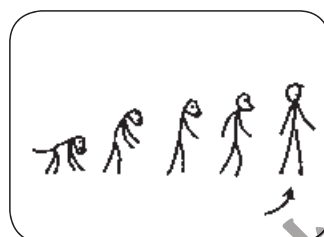
13. space



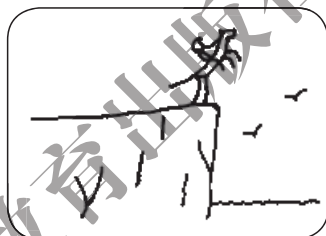
14. Even a boy can do that.



15. human



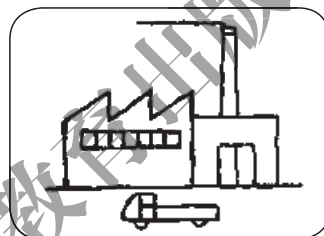
16. dangerous



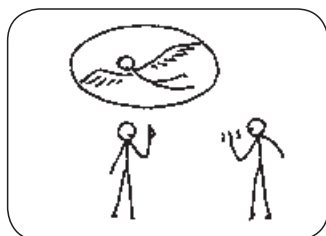
17. already 7:55



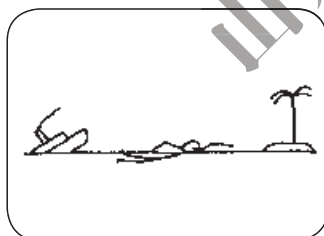
18. factory



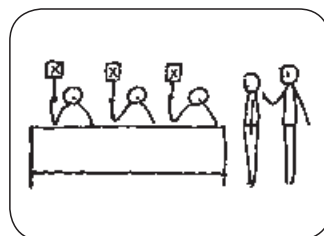
19. don't believe



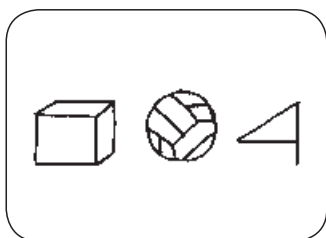
20. be able to swim



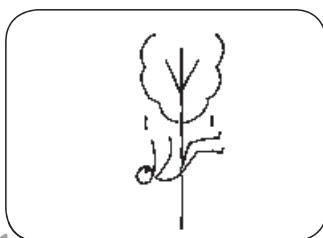
21. disagree



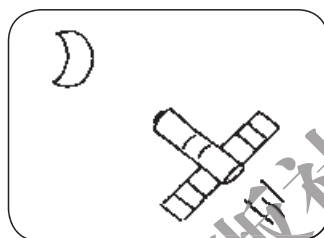
22. shape



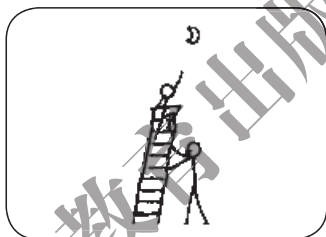
23. fall



24. possible



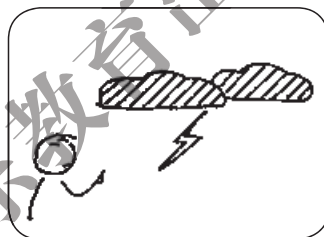
25. impossible



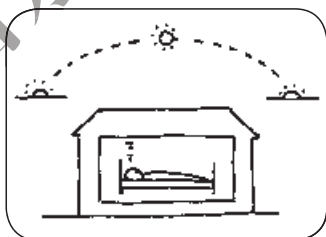
26. by the side of the river



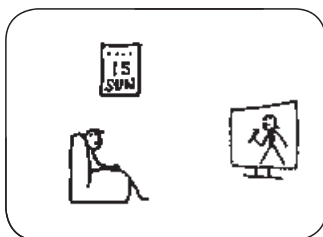
27. It will probably rain.



28. sleep during the day



29. holiday



Unit 3 Will people have robots?

SECTION A

1a

Purpose	<p>To introduce students to the topic: make predictions.</p> <p>To set the scene, increase Ss' vocabulary and introduce the target language.</p>																								
Picture	<p>The picture shows two boys sitting on the steps outside of the home of a friend and making predictions. The teacher asks the students what the boys are thinking as they talk about the future. The pictures in the textbook show the boys are interested, i.e. the robot seems to react emotionally when it spills the milk, and the student in the future is wearing unusual clothing/high-tech devices. The teacher may want to ask Ss what they think the clothing/devices of the future will be able to do.</p>																								
Optional Approach	<p>Class poll After Ss have done activity 1a, the teacher may want to conduct a poll to find out the predictions of Ss.</p> <table><tr><th></th><th>No. of Ss who agree</th><th>No. of Ss who disagree</th></tr><tr><td>People will have robots in their homes.</td><td></td><td></td></tr><tr><td>People will travel on a flying car.</td><td></td><td></td></tr><tr><td>Everyone will be free.</td><td></td><td></td></tr><tr><td>Boys will be able to communicate with people.</td><td></td><td></td></tr><tr><td>Kids will go to school. They will study the same subjects.</td><td></td><td></td></tr><tr><td>There will be a country.</td><td></td><td></td></tr><tr><td>People will live to be 200 years old.</td><td></td><td></td></tr></table>		No. of Ss who agree	No. of Ss who disagree	People will have robots in their homes.			People will travel on a flying car.			Everyone will be free.			Boys will be able to communicate with people.			Kids will go to school. They will study the same subjects.			There will be a country.			People will live to be 200 years old.		
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Boys will be able to communicate with people.																									
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There will be a country.																									
People will live to be 200 years old.																									
Answers	Answers will vary.																								

1b

Purpose	The T sets a target language in the class.
Optional Approach	<i>Predict the predictions</i> Ask Ss to predict the predictions that they will hear in the conversation. The T should elicit Ss: 1. List the predicted predictions in activity 1a. 2. Which of these predicted predictions will be heard in the recording? After Ss have listened to the recording, ask which S(s) had the greatest number of correct predictions.
Answers	Circled (in order heard): 1, 2, 5, 4

1c

Purpose	The T sets a target language in the class.
Optional Approach	<i>Elicit predictions in advance</i> The T may want to elicit from Ss 10 or more predictions that are different from those in the textbook and write the predictions on the board. Ss should be encouraged to make the predictions in the textbook (i.e. activity 1a) and on the board when the predicted conversation is played.

2a

Purpose	The T sets a listening activity with a target language.
Optional Approach	<i>Check the grammar first and make a prediction</i> The T may want to preview as a class the possible responses in activity 2a before Ss listen to the recording. In this way, Ss will consider the grammatically correct options. Then the T should have Ss predict which of the responses they will hear in the recording. After Ss have listened to the recording, the T can elicit which of the S(s) predicted the greatest number of responses correctly.
Answers	Circled: 1. more 2. less 3. fewer 4. less 5. fewer

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	<i>Write the predictions</i> The T may want to have Ss close their textbooks and write down the predictions that they hear. Then the T should have Ss predict the items that are heard in the conversation.
Answers	Checked: 2, 5

2c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	<p>Stand on the left side of the room if you agree The T may want to have Ss play a feedback game:</p> <ol style="list-style-type: none"> The T selects a student from the class to stand at the front of the class with some feedback to the class. The T reads a prediction (from 1a, 2a and 2b) and an original prediction. The S at the front writes down whether he or she agrees or disagrees with the prediction. The other Ss move to a different side of the room. Ss who predict the S is going to agree with the prediction stand on the left. Ss who predict the S is going to disagree with the prediction stand on the right. The T should ask the S at the front to reveal his or her answer. Ss will then correctly predict the answer to the question. The student says the answer to the question. The T should repeat the process until there is only one S left standing in the original prediction.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	<p>Change the conversation The T may want to have Ss change the conversation after they have practiced a dialogue conversation.</p> <ol style="list-style-type: none"> On the board: <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>A: So what will the future be like?</p> <p>B:</p> <p>A: What will happen?</p> <p>B:</p> <p>A: What can we do?</p> <p>B:</p> </div> Elicit from Ss some possible answers for speaker B and write the answers on the board. The answers should include a mix of positive and negative ideas. Have Ss practice the conversation in activity 2d, adapting it to utilize the ideas on the board.

GRAMMAR FOCUS

3a

Answers	1. less, more 2. more, more 3. fewer, more 4. more, more 5. less, more (or "more", "fewer")
---------	--

3b

Answers	Answers will vary.
---------	--------------------

3c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	<i>Find the 10 predictions in my picture</i> The T can make activity 3c more challenging by asking Ss to include 10 different predictions in their pictures without labeling them. After Ss have finished their pictures, instruct Ss to work in pairs and exchange pictures. Each of the Ss in the pair has to find the 10 predictions in the picture.

Optional Activity 1: Survey on predictions

Purpose	To let Ss set the target language correctly.
Materials Required	Set of prediction cards.

Procedure

1. Tell Ss that they're going to set the target language.
2. Distribute the set of prediction cards.
3. On a board

	Name	Prediction
1		
2		
3		
4		
5		
6		
7		
8		

9		
10		

- Refer Ss to the board and tell them that they should speak to 10 different Ss and write down their predictions for the future. Tell them that they should predict so K.
- Give Ss time to collect their predictions.
- After Ss have collected their predictions, the Teacher should begin to elicit their predictions and group them into categories of the board predictions about the world's future, predictions about the environment, predictions about China, predictions about technology, etc.
- Then the Teacher should elicit from Ss what predictions fall under each category.
- The Teacher should allow writing paragraphs setting their results.

■ Optional Activity 2: Predicting what the class will say about predictions

Purpose	To help Ss master the target language and predict the future.
Materials	Sheet for prediction.
Required	

Procedure

- Distribute sheets for predictions.
- Tell Ss that they are going to predict what the other Ss will answer and then interview the other Ss to find out if the predictions were correct.
- On the board

	I think that other Ss will agree with the following predictions.	The number of Ss in class that agree	The number of Ss in class that disagree
1			
2			
3			
4			
5			

- Refers Ss to the chart on the board. Tell Ss to write on their sheets of paper five predictions that they think will be a serious problem in the future.
- Give an example: In 2030, global warming will be a more serious problem than now.

6. Have Ss walk around the room or work in large groups and interview five different Ss, record the results.
7. After Ss have finished the activity, elicit from Ss the results of their predictions about the future.
8. Elicit the main idea of the activity from the class.

SECTION B

1a

Purpose	To let students target language in a different context.								
Optional Approach	<p><i>Divide the words into categories</i> The T may want to have Ss do the activity in a different way.</p> <ol style="list-style-type: none">Have Ss select the relevant words.Write the following words on the board: astronaut, house, apartment, train, rocket, space station, computer programmerHave Ss work in pairs to divide the words into categories but do not say what they are – T may tell Ss how many categories there are if they wish.After Ss have had time to work in pairs, elicit from Ss that there are three categories, and elicit from Ss the names of the categories and the words that belong to each category.								
Answers	<table><tr><th>Jobs</th><th>Transportation</th><th>Places to live</th></tr><tr><td>astronaut, computer programmer</td><td>train, rocket</td><td>house, apartment, space station</td></tr></table>	Jobs	Transportation	Places to live	astronaut, computer programmer	train, rocket	house, apartment, space station		
Jobs	Transportation	Places to live							
astronaut, computer programmer	train, rocket	house, apartment, space station							

1b

Purpose	The T practices the target language in a different situation.
Optional Approach	<p><i>Add more words to each column</i> The T may want to have Ss work in pairs or small groups to add more words to each column. In order to make the activity more exciting, the T can tell Ss that the first pair or group to finish the activity is the winner! Encourage Ss to use their dictionaries and to ask the T questions when they need help in a migration or transportation project.</p>

1c	Purpose	To give Ss practice in listening to the target language in a conversation.
	Optional Approach	Look or listen but not both The T may want to have Ss do activity 1c in a follow-up way. 1. Have Ss work in pairs. 2. One S in the pair should close his or her textbook, listen to the recording and take notes. 3. The other S in the pair should cover his or her ears while the recording is played and then repeat the notes. 4. Ss should then try to match the conversation with the pictures in the textbook. However, the S who listened to the recording cannot show the other S the notes, and the S who did not listen cannot show the other S the pictures in the textbook.
	Answers	Left to right: 2, 3, 1

1d	Purpose	To give Ss practice in listening for specific items in conversations.
	Optional Approach	Fill in the blanks first The T may want to have Ss try to fill in the blanks first and then listen to the recording again to check their answers.
	Answers	1. live 2. work 3. am 4. lived 5. took 6. will be 7. will fly 8. will live

1e	Purpose	To give Ss practice with the target language.
	Optional Approach	The son of a rich man The T may want to have Ss take different roles when they perform the conversation in activity 1e. For example, in the conversation, each has: 1. a person from a very wealthy family. 2. a person who is very intelligent. 3. a person who is very kind. 4. a person who is very rich. 5. a person who is very old. 6. a person who is very lazy. 7. a person who is very crazy.

Optional Approach	Write the description (1-7) on the board. Have Ss write the numbers 1 to 7 on slips of paper. Ss should take turns drawing the slips of paper and acting out the selected robot in a conversation. They also act out the robots in front of a board prepared with materials for the robot. Take turns acting and singing.
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2a

Purpose	To personalize the target language and prepare students for the self-reading activity.
Optional Approach	Robots in movies, TV programs, cartoons and books The T may want to have Ss work in pairs (for the 10 minutes) to generate examples for each of the following categories: 1. Movies 2. TV programs 3. Cartoons 4. Books The T should then elicit from Ss the names, features and abilities of the robots in each of the categories above, and write the information on the board.
Answers	Answers will vary.

2b

Purpose	To provide practice in identifying the main ideas.
Optional Approach	Main ideas The T may want to have Ss first identify the main ideas for each paragraph and consider what questions are answered by each paragraph. The main idea of each paragraph.
Answers	Paragraph 1: What are robots like in movies? Paragraph 2: What can robots do today? Paragraph 3: Will robots think like humans in the future? Paragraph 4: What will robots be like in the future?

2c

Purpose	To provide reading practice with the target language.
Optional Approach	Predicting the answers 1. Elicit from Ss answers to these questions to help them consider possible answers to the prediction questions.

Optional Approach	<p>What do you think robots will do?</p> <p>What type of jobs can robots do that people find boring?</p> <p>What unusual things can robots do? What are the robots doing in the picture?</p> <p>What can robots do in dangerous places e.g. in areas hit by an earthquake?</p> <p>2. The teacher should prepare a list of jobs and check the predictions.</p>
Answers	1. cars 2. simple 3. walk, dance 4. look for, buildings

2d

Purpose	<p>To provide students with practice with the target language.</p>
Optional Approach	<p>Listening activity The T may want to have Ss do activity 2c as a listening activity in the following way.</p> <ol style="list-style-type: none"> Have Ss look at the picture. Tell Ss that they will read six statements related to the picture and that Ss should write T for true if they think that the statement is true and F for false if they think that the statement is false. Read each statement in activity 2c one by one, giving Ss time to write T or F. Have Ss open their books, read the statements and decide if they want to agree or disagree with the statements. Have Ss scan the passage to find support for their answers. Elicit the correct answers from Ss and where in the passage they can find support for their answers.
Answers	<p>dance, make, happen, talk, disagree, same, never, agree</p>

2e

Purpose	<p>To provide students with practice with the target language.</p>
Optional Approach	<p>I think ... and ... The T may want to have Ss do activity 2e in the following way.</p> <ol style="list-style-type: none"> Have Ss work in groups. Tell the groups that they are going to make long sentences about the robot's characteristics. On the board:

Optional Approach	<p>A: I think we will have robots for cleaning the house.</p> <p>B: I think we will have robots for cleaning the house and washing the car.</p> <p>C: I think we will have robots for cleaning the house, washing the car and doing the shopping.</p> <p>D: I think we will have robots for...</p> <p>A: I think we will have robots for...</p>
	<p>4. Have Ss continue the activity for a fixed time limit. The winner is the team with the most things that the robot will do.</p> <p>5. Then ask Ss to consider which animal shape or movement would be able to do each task eg a robot should like a giraffe can reach tall objects a robot with a long neck can reach an elephant.</p>
Answers	Answers will vary.

3a Purpose	To represent the story written in the target language.
Optional Approach	<p>Look at the words or the passage – not both In activity 3a, the T may want to have Ss work in pairs to do the activity in the following way:</p> <ol style="list-style-type: none"> One S in the pair should cover the passage and only look at the words in the box. The other S in the pair should cover the box and only look at the passage. Have the pairs of Ss take turns to read the story on the target language. After they have finished, the pair of Ss may be asked to write a story.
Answers	live, more, meet, fewer, less, keep, wear, look, work, take

3b Purpose	To have Ss set the target language to communicate about themselves.
Optional Approach	<p>Mind map as a class In activity 3b, the T may want to elicit from Ss a class mind map about the target language.</p> <ol style="list-style-type: none"> Draw a circle and write the word 'me' in the circle.

Optional Approach	<p>2. Draw four more circles around the first circle. Write one of the words or phrases from the chart in each of the four circles: job, money, recreation, hobbies.</p> <p>3. Elicit from Ss three predictions for each of the four circles, and write the predictions on the board. The T may also want to elicit some details for each prediction.</p> <p>4. Have Ss fill in the chart in activity 3b in the book with predictions about themselves.</p>
Answers	Answers will vary.

3c

Purpose	The T sets the target language to communicate about themselves.
Teaching Tip	Positive thinking The T may want to encourage Ss to have highly successful expectations for themselves when they think about their futures and to have big goals because many people achieve what they set out to do in life.
Answers	<p>Answers will vary. Sample writing:</p> <p>In 20 years, I think I'll be a teacher. I'll live in Xi'an, because it's a wonderful city. Lots of people from China and other countries visit that city, so I'll meet lots of interesting people. I'll live in an apartment near my school so I don't have to travel much. I may have more free time, so I'll spend more time with my friends. I'll see them on the weekend and we'll play soccer every Saturday. We'll also do some other interesting activities together, such as hiking in the national parks.</p>

4

Purpose	The T sets the target language to communicate about themselves.
Optional Approach	Needs of my family The T may want to have Ss first brainstorm a list of the needs/problems that they face before they do activity 4. This will help Ss to have a better idea of how their needs/problems will help them in the future.
Answers	Answers will vary.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and grammar for this presentation.				
Optional Approach	<i>Imagining my positive future</i> The T may want to have Ss draw a picture of 10 positive things about their future. Ss could then work in pairs and explain their predictions.				
Answers	<p>1.</p> <table><tr><th>more/fewer</th><th>more/less</th></tr><tr><td>job, people, robot, planet, car, city, building, tree</td><td>pollution, fresh water, paper, clean air, free time, money</td></tr></table> <p>2.</p> <div><p>Girl: Mom, what will the future <u>be</u> like?</p><p>Mom: Well, no one knows what the future will <u>be</u> like.</p><p>Girl: But <u>will</u> I be beautiful like you? <u>Will</u> I be a pilot? I want to fly up into the sky.</p><p>Mom: You're already beautiful. And you should study hard. Then you <u>can</u> be a pilot.</p><p>Girl: OK, I must study harder then.</p><p>Mom: But you should also remember that <u>there</u> will <u>be</u> both good and bad things in life.</p><p>Girl: Oh, but I'm not scared, Mom, because you <u>will</u> help me!</p></div>	more/fewer	more/less	job, people, robot, planet, car, city, building, tree	pollution, fresh water, paper, clean air, free time, money
more/fewer	more/less				
job, people, robot, planet, car, city, building, tree	pollution, fresh water, paper, clean air, free time, money				

■ Optional Activity: Design a robot (individually and as a group) to replace the teacher

Purpose	To help students understand the advantages and disadvantages of robots.
Materials Required	Sheets of paper, pencils.

Procedure

1. Distribute sheets of paper.
2. Tell students they are going to design a robot that will help to solve a problem.
3. Give Ss five minutes to work alone to design their robots.

4. Next, have Ss work together in groups of five and share the designs of their robots.
5. Tell the groups that they now have to design one robot as a group that will help students learn English and be able to replace/help the teacher. The design should include the best ideas and features of all the robots in the group. One picture should be drawn of the new robot.
6. Give Ss time to do the activity.
7. Have Ss stand and show the pictures of their robots to the class and explain the design of the robots.

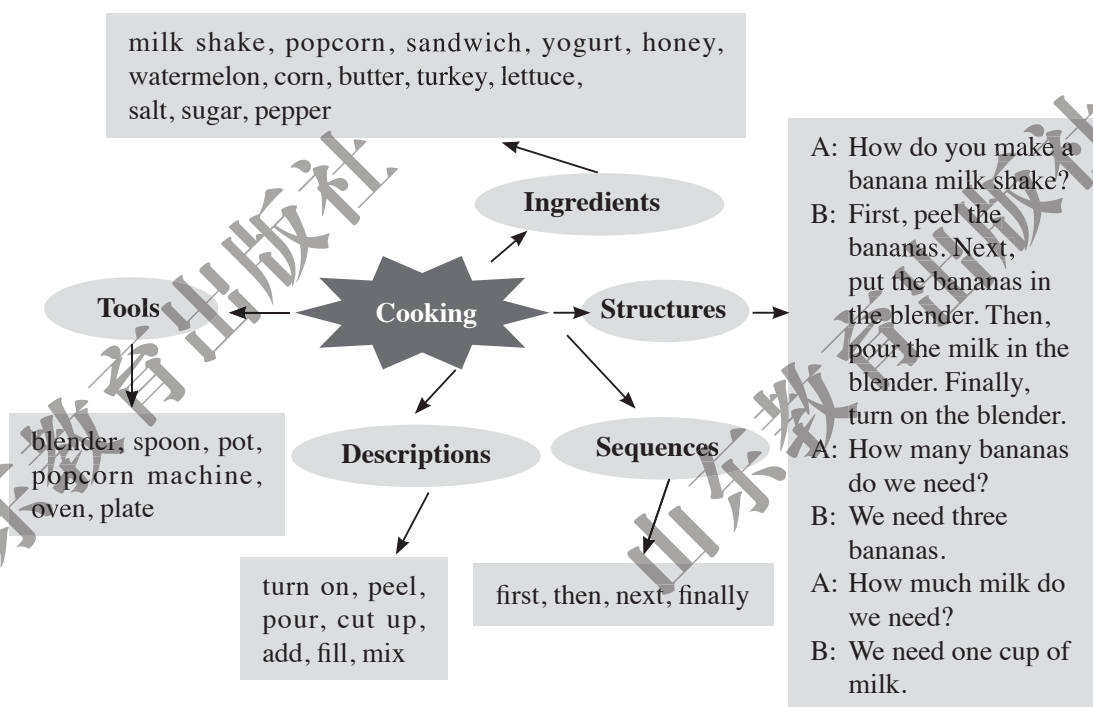
Unit 4 How do you make a banana milk shake?

一、教学目标与要求

话 题 Topic	食物制作 (Cooking)
功 能 Functions	<p>能正确描述制作步骤并依照指示语完成步骤 (Describe a process & Follow instructions)</p> <p>First, peel the bananas.</p> <p>Next, put the bananas in the blender.</p> <p>Then, pour the milk in the blender.</p> <p>Finally, turn on the blender.</p>
语 法 Grammar	<p>1 能掌握并使用祈使句 (Imperatives)</p> <p>Cut up the bananas.</p> <p>2 能正确区分可数名词与不可数名词 (Countable/uncountable nouns)</p> <p>We need three bananas.</p> <p>I need some yogurt. They need two cups of yogurt.</p> <p>3 能熟练运用句型 How much / How many 提问 (How much / How many questions)</p> <p>How much yogurt do we need?</p> <p>How many bananas do we need?</p> <p>4 能正确使用表示序列的副词 (Adverbs of sequence)</p> <p>First ... Next ... Then ... Finally ...</p>
词汇和常用表达 Words & expressions	<p>1 能正确使用下列词汇 (Curriculum words)</p> <p>shake, yogurt, honey, watermelon, spoon, salt, sugar, cheese, corn, machine, hole, sandwich, butter, piece, autumn, traveler, pepper, plate, temperature, England, pour, add, dig, celebrate, mix, fill, cover, serve, traditional, finally</p>

词汇和常用表达 Words & expressions	2 能够正确使用下列常用表达 (Useful expressions) cut up, mix up, put ... into, pour ... into, turn on, a piece of, two cups of, three spoons of 3 能够认读下列词汇 (Non-curriculum words) milk shake, blender, pot, popcorn, turkey, lettuce, peel, Thanksgiving, oven, gravy
语 音 Pronunciation	1 能正确朗读较长句子, 学会意群的停顿 2 能正确使用升降调朗读句子并表达不同的情感
学习策略 Strategies	1 能通过分类的方法, 掌握并正确运用可数与不可数名词 2 能通过体验, 掌握按顺序表达食物制作过程的方法
文化知识 Culture	1 了解中西方饮食文化的基本差异 2 了解美国的感恩节 3 了解中国传统节日的饮食习俗以及地方风味小吃

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 主要围绕“食物制作”这一话题展开,呈现了食物制作的动词及短语(turn on, pour ... into, put .. in, cook for)、食物名词(milk shake, ice-cream, yogurt, watermelon, honey, cabbage, carrots, potatoes)、调味品名词(salt, suger)、容器或器材的名词(blender, pot)以及表示制作顺序的副词(first, then, next, finally)等。其中有部分是以前学过的与食物制作相关的名词、动词及动词短语,如: banana, wash, drink, cut up等。本部分的核心句型是描述食物制作顺序的祈使句以及用How many / How much ...?提问的句型。要求学生能够听懂关于食物制作的对话,能够按照指示语做事情,并获取关于食物的原材料和量的相关信息,还要求学生能模仿输入的语言,围绕食物的原材料、需要的量以及制作过程生成并输出自己的语言。

1a-1c 为本单元的导入部分。1a 主题图呈现了香蕉奶昔(banana milk shake)的制作步骤,从而引出该部分的重点——祈使句,重点突出了动词及动词短语的使用,这也是本部分的难点。学生需要通过读图来选择恰当的动词或动词短语填空,初步感知这些词汇以及祈使句。活动1b以听力的形式再现这些句子,让学生通过听后排序进一步熟悉 banana milk shake 的制作过程。活动1c让学生结对操练,尝试运用关于食物制作过程的表述进行控制性的语言输出。

2a-2d 部分的重点是听说教学,通过针对水果沙拉制作所需食材与数量的对话,将学生带入食物制作的语境中。听力活动按梯度设计,2a部分引导学生关注可数与不可数名词的区分,2b部分引导学生关注食材分别需要多少量。2c部分是基于听力内容的语言输出,让学生进一步巩固运用How many / How much ...?句型对可数名词和不可数名词的提问。活动2d为学生呈现了一个真实语境中关于罗宋汤制作的对话范例,供学生参照模仿。

Section A 重点是学习祈使句以及用How many / How much ...?句型,其中还涉及动词和动词短语的使用、量词的表达等。本部分难点是表示制作程序的动词和动词短语的表述,如turn on, peel, pour等,另一个难点是量词的准确表达,如a cup of, three pieces of, two spoons of等。学生需要通过大量的口头练习,才能达到对目标语言的准确、熟练运用。

SECTION A 教学建议

活动 1a

1. 教师通过与学生谈论 What's your favorite food/drink/fruit? 复习以前学过的有关食物的词汇。谈论对水果的喜好, 可借助 An apple a day keeps the doctor away. 这句谚语, 引出对吃苹果相关问题的讨论。如教师可以通过询问学生 Do you often eat apples? How do you eat the apple? How do we share the apple with other people? How can we make it differently? 等一系列问题教授 1a 中的 peel, cut up, pour ... in, put, add 等动词和动词短语。
2. 教师通过问题 What's my favorite drink? 引出并学习 banana milk shake。通过问题 Do you know how to make a banana milk shake? 引导学生关注 1a 的主题图, 将动词或动词短语填入恰当的空格中。教师分步呈现六个步骤的图, 引导学生熟练说出这六个祈使句。

活动 1b-1c

1. 听录音材料之前, 教师首先让学生做一下预测, 根据自己的想法为香蕉奶昔 (banana milk shake) 的制作排序。
 2. 教师播放录音, 让学生根据录音检测听力中香蕉奶昔的步骤是否和自己猜测的一致, 完成 1b。
 3. 教师再次播放录音, 学生集体跟读, 分角色模仿朗读听力材料, 注意句子的停顿和升降调。
 4. 学生两人一组, 通过对话回忆制作奶昔步骤, 完成 1c 活动要求, 巩固目标语言的运用。教师让几组学生在全班展示并点评, 还可以利用听力对话中的音效部分给予学生一定的提示。教学过程中要引导学生注意祈使句的结构以及动词或动词短语的正确表达。
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活动 2a-2c

1. 听前准备 1。教师提问 What did you have for breakfast? 导入有关食物的话题, 并展开师生问答。教师追问 How much / How many did you eat/drink? 引出所吃食物的量, 并学习 a cup of, two spoons of, three pieces of 等表示数量的短语。教师通过 Is it your favorite food? What's your favorite food/drink? 引导学生说出各种食物的名称, 进行词汇复习。教师将学生说到的食物名称板书到黑板上备用。
2. 听前准备 2。教师引导学生看图, 熟悉图中的食品名称, 看学生是否能够正确区

分其中可数与不可数名词，让学生根据图片问答：How many bananas can you see? I can see five. How much honey can you see? I can see a bottle. 然后引导学生试着将食品名称分别填入 how much 或 how many 表格中，提醒学生 how many 后面要用复数形式。

3. 教师播放 2a 录音，学生根据听到的对话核对分类是否正确。
4. 让学生看 2b 题示，明确该活动要求。教师再次播放录音，学生根据所听内容完成 2b 表格。
5. 学生两人一组，根据 2c 示范和听力内容就 How to make fruit salad 进行问答，如：How many watermelons do we need? We need one watermelon. 同时核对 2b 的答案。
6. 学生听对话录音，模仿跟读。教师邀请部分学生为全班表演对话，确认学生通过以上环节的操练能够恰当运用和表达食物制作所需食材、需要量以及制作过程的有关语言。
7. 听后拓展活动。教师利用步骤 1 中板书的食物名称，让学生两人一组讨论哪些是人们每天需要的食物，吃多少的量比较合适，以此巩固 How many / How much ...? 句型，以及对生活中常见食物名词可数和不可数的区分。例如：

Which of the following do we need every day?		
Foods	Drinks	Fruits
rice	tea	apples
bread	coffee	oranges
hamburgers	milk	...
tomatoes	...	
...		

S1: What food do you need every day?

S2: I think I need rice every day.

S1: How much do you need?

S2: I think I need three bowls of rice.

S1: What fruit do you need every day?

S2: I think I need apples every day.

S1: How many do you need?

S2: Let me think ... I need one apple.

活动 2d

1. 教师事先对 2d 对话中的信息进行梳理，整理出表格和罗宋汤（Russian soup）制作信息。如：

How to make _____		
Ingredients		Amount
How many	Cabbages	one
How much		

让学生观察图片，首先明确图片展示的食物是什么。教师可对 Russian soup 作为西餐中一道常见的汤菜进行简要介绍。

2. 学生阅读对话并填写以上食物制作表格，以检测理解。
3. 学生再次阅读对话，完成填写下列制作 Russian Soup 步骤表，然后梳理较难的句子。教师可引导学生对食物制作过程的描述做一总结，如所需物品和数量、制作步骤的表达等。教师也可视学情，在表示食物及其制作、调味品等方面的词汇做一定的拓展。

Steps: First, _____
 Then, _____
 Next, _____
 After that, _____
 Then, _____
 Finally, _____

4. 学生集体听录音并跟读，然后两人一组操练并表演对话。

注意：此处教师可以结合后面的语音部分的要求进行教学，鼓励学生关注停顿、升降调的朗读技巧，深情并茂地表演对话。

语法内容介绍和教学建议

本部分梳理、归纳了本单元的重要句式结构，通过一系列的活动，引导学生自主进行语法学习。本单元的语法知识要点主要包括：

- 能正确使用祈使句发布制作步骤的指令；
- 能恰当运用表示顺序的副词表达制作步骤的先后顺序；
- 能区分可数名词和不可数名词，并能借助量词表达食物的数量；
- 能运用How many / How much对可数名词或不可数名词的量进行提问。

Grammar Focus 表格呈现了如何询问及表达食物制作程序的典型句型，为学生操练提供了示范。该部分还呈现了对名词的量进行问答的句型，旨在通过How many与How much两个句型的对比练习，让学生更好地掌握可数名词与不可数名词的使用，以及量词的表达方法。活动3a通过many/much的选择进一步巩固many和much分别搭配可数名词和不可数名词的用法，是主要关注语言形式的练习。活动3b是一个半控制性的语法练习，有一定的挑战性。它以爆米花的制作为题材，重点复习疑问词、动词短语以及表示顺序的副词，该活动既关注语言形式又关注语言意义，要求学生根据所给语境将问题和回答补充完整，并做匹配。3c设计的是一个开放性活动，让学生选择一项自己会做的事情，如种树、做牛肉面等，写下其制作步骤并向同伴说出。该活动为真实、有意义的语言运用活动，重点关注语义表达。

语法部分具体教学建议如下：

可数名词和不可数名词

1. 教师借助黑板或屏幕呈现一些水果、蔬菜、饮料、调味品等食品词汇，让学生按照可数与不可数名词进行分类。例如：

watermelon yogurt salt honey bread egg meat sugar
tomato honey milk water apple beef juice strawberry

Countable nouns	Uncountable nouns

2. 给出多个动词或动词短语，要求学生尽可能多地利用第一步中的食物与这些动词或动词短语完成祈使句。提示学生仔细观察方框中的名词和动词，选用适当的动词与食品进行匹配，并注意单词形式的变化。例如：

Drink the milk ...

Cut up the watermelon ...

Pour some water ...

Put some water in/into ...

Peel the apple ...

Cook the meat for ...

本环节可以以小组造句比赛的形式开展活动。

描述食物制作步骤

1. 教师展示可乐冰淇淋 (cola float) 图片, 提供制作 cola float 的指令, 要求学生运用表示顺序的副词 First, Next, Then 和 Finally 排序:

Add the ice-cream.

Drink the cola float.

Pour some cola into the glass.

Get the ice-cream and cola ready.

2. 学生讨论 How much cola/ice-cream do we need to make the cola float? 引导学生正确使用量词。

活动 3a

1. 为了让单纯的单词匹配变得更有趣。教师可以设计一个为“美食节”做准备的活动。例如, 教师首先引入话题: **We are going to have a food festival this weekend. Please make a list of the food you want to buy and the amount you need.**
2. 学生四人一组讨论列出所要的食品和量。
3. 小组向全班同学汇报有关食物清单的内容, 其他小组成员做信息记录。该小组根据汇报内容向全班进行追问: How many bananas do we need? How much yogurt do we need? How many kinds of food do we need? 等。此项活动的目的在于鼓励学生相互倾听, 形成共同参与的意识。
4. 让学生在口头充分操练的基础上完成 3a 的选择。请学生朗读句子校对答案, 从口头表达转化到笔头上的落实。

Shopping list	
yogurt	10 cups
apples	5
_____	_____
_____	_____
_____	_____

活动 3b

1. 在 3a 活动的基础上, 引入 3b 活动的环节。师生间问答: What do we need to make popcorn? 引导学生说出 popcorn machine, corn, popcorn 和 salt 等四个词汇, 通过 Do you know how to make popcorn? 要求学生领会上下文的意思, 完成填空并进行问答匹配。

2. 学生两人一组进行问答练习，核对答案。为加深学生对此部分语言的运用，可针对爆米花的制作方法由教师或学生进行提问，引导学生正确回答。例如：

- 1) What do we do first to make popcorn?
- 2) What do we do after we put the corn into the popcorn machine?
- 3) When do we add the salt?
- 4) How much corn do we need?
- 5) What do we do before/after we turn on the machine?

活动 3c

1. 教师在黑板上写下 3c 所列各种活动，并追问学生 What else do you know how to do? 鼓励学生说出更多他们会做的事情。
2. 学生从所列活动中选择一个自己会做的事情，独立写下完成该事情的简要步骤。教师巡视，给予适当帮助。
3. 学生两人一组分享各自所写的活动步骤，并向对方描述具体步骤。
4. 教师请几名学生上台表演，鼓励他们配合适当的肢体语言进行表达。

■ 拓展活动：美食节菜谱

活动说明：要求学生四人一组，分条写出一道菜的制作程序。然后将各步骤以及表示顺序的副词都撕开，交由另一组根据制作顺序将其复原。

活动目的：这是一个以 JIGSAW 模式进行的小组合作活动，它着重训练学生处理信息的能力，同时需要团队合作学习，并能让学生在新颖的模式中再次操练、巩固核心语言。

活动步骤：

1. 借助话题 Food Festival，教师提出 Let's make a recipe for the food festival! 的活动要求。让学生四人一组，每个小组写一份表达清晰、可操作的菜谱。
2. 将菜谱的各个步骤以及表示顺序的副词撕开，与别的小组互换菜谱，并将其他组的菜谱按步骤还原。
3. 邀请几个小组朗读还原后的菜谱，其他同学一起评判步骤是否合理、菜谱是否美味有趣。

SECTION B 内容介绍

本部分在 Section A 的基础上，从三明治到谈论美国感恩节大餐所吃的传统食物——火鸡的制作。Section B 呈现了与三明治制作以及感恩节相关的词汇，让学生通过听、说、

读、写活动，进一步巩固食物制作过程的表达，并了解与美国感恩节有关的文化背景和风俗习惯，同时引导学生用英语正确表达中国的传统节日和食品名称。

1a-1e部分主要包含两个任务，一是学习更多有关食物的名词，二是拓展前面的听力输入和口语输出内容。活动1a通过让学生为自己喜爱的三明治列一份个性化食材清单，学习生词 sandwich, butter, turkey, lettuce 和 piece。活动1b的对话复习 Do you like ...? 的一般疑问句形式及回答，为下面食物制作相关的听说活动做铺垫。1c-1d的听力内容主要是针对 cheese sandwich 的制作，在增加语言输入的同时，巩固生词以及有关食物制作的句型和对话。

2a-2e为本单元阅读板块。2a的读前活动让学生先谈一谈中国人在特殊假日所吃的传统食物，再引入到美国传统节日的典型食物。本单元的阅读材料是关于美国的感恩节以及感恩节的传统食物——火鸡制作的内容。阅读语篇分为两个主要构成部分，一是美国感恩节由来的小短文，二是火鸡的制作过程和方法。阅读材料内容丰富，包含了历史文化方面的内容，并涉及到有关食物制作步骤的拓展，如：mix, fill ... with, cover，呈现了表示食物以及器材的名词 pepper, oven, plate 和短语 celebrate ... by, give thanks to, give thanks for 等。这些词汇不仅是对单元语言目标的进一步拓展，还为后面的书面表达提供了参考词汇。2b的活动要求学生先阅读文章，根据文章的描述为五幅火鸡制作过程的图片标上序号，需要学生抓住关键信息与图片匹配。2c的读后活动让学生借助 where, why, when, how, what 等问句关注文章细节，做出针对性回答，加深对文章的理解。2d是火鸡做法的另一种表达方式，要求学生把打乱顺序的制作过程重新排列，拓展学生的表达能力。2e是个开放性的读后讨论题，由火鸡制作引出更多中国传统节日及食物制作。这个活动也能加深学生对中国传统节日的了解，如：表达方法、节日的由来、节日的风俗、传统食物名称及制作方法等。该活动也为本单元后面的写作提供了丰富的话题和信息储备。

3a-3c是本单元的写作板块。活动3a是有关云南（过桥）米线的填空练习，同时可作为写作范例。活动3b是写前准备，先让学生思考，想出一种最喜爱的家乡特色食物，列出食材。活动3c要求学生为最喜爱的家乡特色食物写一份菜谱。3a提供范文，3b要求学生准备材料，3c落实到写，整个流程体现了学生在写作训练中需要进行锻炼的相关过程。

Section B 部分的重点是巩固食物制作的相关描述。本部分的学习难点是了解阅读材料中关于美国感恩节历史文化的相关内容。在情感态度和跨文化交际方面，让学生通过学习了解美国特定节日的传统食物，引发学生联想中国节日以及家乡的风味小吃，在语言能力上要求学生能尝试用英语介绍相关内容，旨在激发学生对家乡的热爱之情，同时体验中西方饮食文化的差异。

SECTION B 教学建议

活动 1a-1b

1. 词汇复现和学习。教师展示一副三明治图片，通过图片教学 sandwich，还可询问学生：Do you like sandwiches? What kind of sandwiches do you know? What can we put in a sandwich? 回顾已学过的部分食物名称并补充学习 butter, lettuce 和 turkey。通过 What do you like to put in your sandwich? 引导学生写出自己喜爱的三明治食材，本环节教师还要根据学生所说的食物适时教学 piece, a piece of, three pieces of bread, three bread pieces 等表达。

如果学生没有见过三明治，教师也可以指着图片问学生 Do you know what is this? (Sandwich) Have you ever tried one? Can you see what is in the sandwich? Can you guess what else we can put in a sandwich? 鼓励学生发挥想象说出更多的食材名称。

注意：这一步骤主要目的是让学生能够将 1a 图片中三明治的各种食材名称与食物匹配，熟悉单词。

2. 学生两人一组模仿 1b 对话，询问同伴所喜爱的三明治食材。教师通过问题：What do I like in a sandwich? 让学生猜猜教师所喜爱的三明治。要求学生通过一般疑问句：Do you like ... in your sandwich? 询问教师，并通过老师的回答，了解到老师最喜爱的三明治，如听力材料将出现的 cheese sandwich，并作简要汇报。

活动 1c-1e

1. 教师以 I like cheese sandwiches. 导入听力语境。通过提问：How to make a cheese sandwich? 引出听力部分 1c，完成 1c 听力任务，并核对答案。
2. 教师播放第二遍录音，要求学生按顺序记录每个步骤的食材，此环节教师可以引导学生关注听力中的表示顺序的关键词：first, next, then, finally。
3. 核对答案。为了避免单纯的核对答案，教师可以通过 What do we need to make a cheese sandwich? 和 How do we make a cheese sandwich? 引导学生说出制作芝士三明治所需的材料和量，以及具体的制作步骤来检查学生听力完成情况。
4. 学生两人一组，模仿 1e 的对话，对自己最喜爱的三明治及其制作过程进行问答。

.....

活动 2a

1. 教师通过询问 What's the date today/tomorrow ...? 复习日期的表达方法。通过对话

导入话题语境并逐渐引出本课的主要词汇及句型:

T: It's a special day to ... Do you know why?

S: Because it's ...'s birthday/holiday ...

T: What day is a special day to you? Why? How do you celebrate it?

S: ... I eat noodles to celebrate my birthday. / I have a party ... to celebrate ...

教师引导学生用完整句子回答庆祝的方式, 口头训练celebrate这个词的用法。接着教师以What days are special to us Chinese? Can you name some? 这两个问题引导学生说一说中国的节日。并用Why are these days special to us? 引导学生回答时说出traditional holidays或It's a time to ...的句型。

2. 教师根据学生列举的特殊节日, 用2a的问题What kind of traditional food do people eat on special holidays in China? 引导学生思考特殊节日中的传统食物名称。例如:

Dragon Boat Festival: zongzi

Mid-Autumn Festival: mooncakes

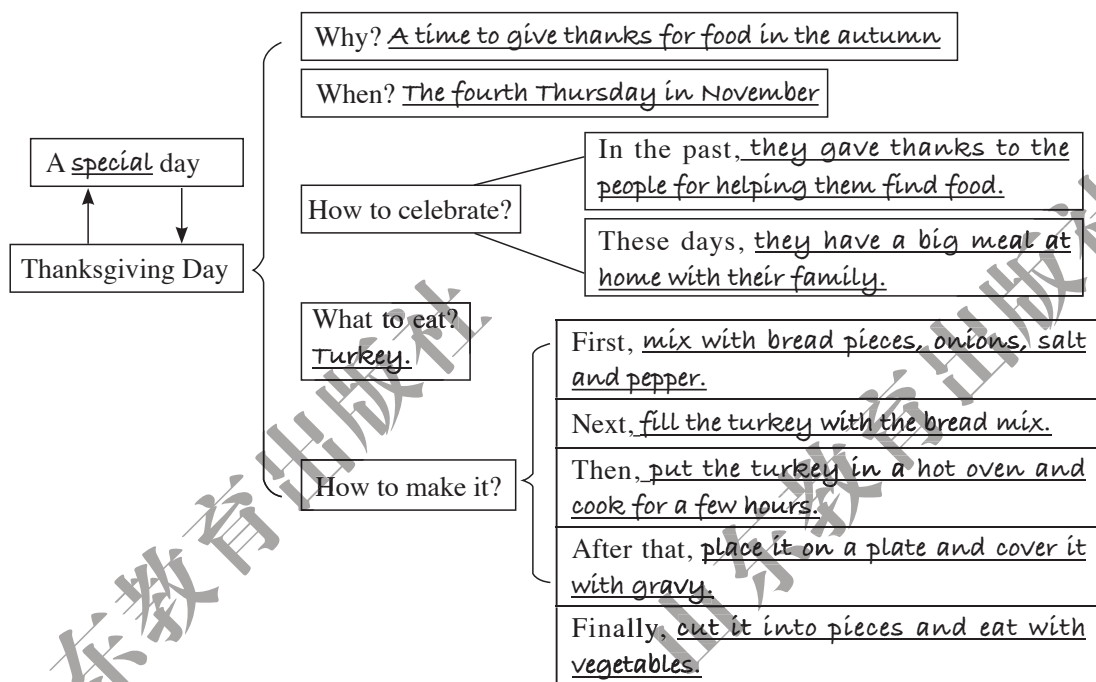
Spring Festival: dumplings

Lantern Festival: Sweet dumplings

注意: 作为读前导入的热身活动, 教师注意把握度。这个问题可作为读后2e开放性活动的基础, 在这里点到为止即可, 不必过多讨论。

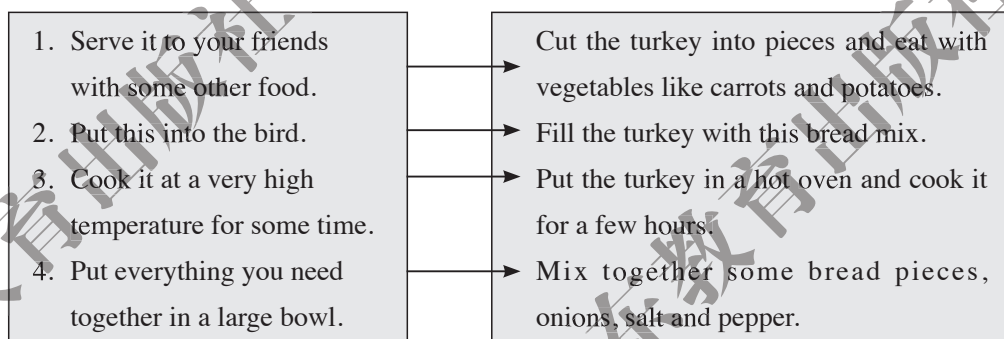
活动 2b-2c

1. 教师引导学生读图, 提问: What kind of food are they making? On which special day do Americans eat turkey? 引出文章的话题Thanksgiving Day。要求学生快速阅读文章第一部分, 首先回答When is Thanksgiving Day in the United States every year?
2. 学生阅读文章第二部分, 根据火鸡的制作步骤将图片标上序号。
3. 学生细读文章, 回答2c的五个问题, 更全面地了解文章脉络。
4. 教师播放录音, 让学生再次熟悉课文, 并自主完成下面思维导图, 尝试复述课文, 引导学生根据流程图结合图片以及某几个关键词的提示口头表述制作过程。



活动 2d-2e

1. 学生阅读 2d 的句子，根据制作步骤的先后，填写 First, Next, Then 和 Finally，朗读并核对答案。
2. 让学生根据左栏句意在 2b 文章找出类似的表达。



3. 教师让学生回忆读前讨论中说过的中国传统节日，也可通过问题 What do you think is the most special day in China? 引导学生回答并复习相关的中国节日。
4. 学生四人一组，从 2e 图中选择一个节日，针对 2e 中的五个问题进行讨论，选择使用文本中的词汇和句型。

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活动 3a-4

1. 教师提问: What do we usually eat on birthdays? 引出词汇 noodles, 再通过 There is a very special kind of rice noodles in Yunnan. Do you know the name of it? 自然导入云南米线的话题。
2. 学生阅读 3a 的文章, 根据上下文语境完成词语填空。建议教师引导学生根据上下文推测 (第一空的 have 就可以根据后面括号中句子的相同句式来推断), 并核对答案。
3. 学生朗读 3a 文章, 教师可就文章内容和基本结构与学生进行问答。
4. 教师通过 Can you think of a favorite food in your hometown? 引导学生写出家乡的特色食物名称, 完成 3b 任务。
5. 学生利用 3a 和 3b 训练积累的语言素材, 完成 3c 写作。根据学生的语言基础, 教师可酌情给出一定的语言支架或帮助, 有能力的学生可以利用 2e 的问题作为提纲展开描写。
6. 教师根据课时安排和学情选择部分学生呈现、朗读、描述各自所写短文。其他同学参与评价。
7. 教师对写作部分进行总结并导入到下一环节活动 4——创作疯狂菜谱, 如: Now we have learned much about the favorite food of your hometown. It's time to make your own special food. Use your imagination wildly, it can be crazy!
8. 教师给出一个 crazy food 的范例, 供学生参考, 让学生两人一组创作自己的疯狂菜谱并和其他组分享。最后让各组在全班介绍自己组疯狂菜肴的制作过程, 其他组用适当的方式记录, 评选出描述最清楚, 记录得最完整的优胜小组。这个环节不仅激发兴趣, 在锻炼学生口头表达能力的同时也提升了学生听的能力。

SELF CHECK 内容介绍和教学建议

本部分检测学生对食物制作过程的描述能力, 包括对正确使用表示序列的副词, 区分可数名词和不可数名词, 运用 How many / How much... 句型; 以及用祈使句发布指令等内容的综合考查。

活动 1

本活动要求学生对番茄蛋花汤的制作过程进行排序, 并填写表示顺序的副词。

1. 教师呈现一幅番茄蛋花汤的图, 让学生思考和讨论各自的制作方法。
2. 学生阅读菜谱, 了解文本提供的制作方法, 将四个步骤排序并填上 First, Next, Then 和 Finally。

活动2

本活动要求学生用文本中所给的词组完成问句和答句，涉及How many, How much的特殊疑问句，也有选择问句。。

1. 建议教师先借助问答总结食物制作所需食材。
2. 学生首先根据括号中的提示词写出完整的问句和答句，并核对答案，然后两人一组自由对话。

■ 拓展活动：制作班级菜谱 (Create our class cookbook)

活动形式：合作活动

活动目的：巩固How many / How much问句的正确使用以及食物制作程序的表达，促进语言生成，培养合作精神。

活动步骤：

1. 教师提出制作班级菜谱的提议，两至三人一组，结合活动4，讨论自己组的创意菜名称、所需食材和需要量，再写出制作方法。
2. 每组展示自己的创作，师生共同评出最佳菜谱。教师可奖励获胜组每个组员一顶自己事先制作好的厨师帽。
3. 最后将所有作品集结成册，作为班级菜谱 (class cookbook)。

活动前，教师可准备一些制作精美的菜谱给学生参考相关内容，如：如何写菜谱，菜谱的设计、排版等。活动中教师提醒学生记充分发挥自己的创意设计菜谱。学生可以画出或者拍摄自己创意菜谱的照片，放入自己的设计中，学生甚至可以画出自己创意菜的创作过程。

参考范例：学生小组讨论自己的创意菜谱名称时，可仿照下面对话范例运用目标语言讨论所需食材和需要的量，并填写创意菜谱的表格：

A: What are we making?

B: I think we can make ...

C: I think ...

A: What do we need?

B: I think we need some ...

C: ...

A: How many/much do we need?

B: We need ...

C: ...

...

Recipe How to make _____

Created By _____

Ingredients	Amount	Process

四、语音教学建议

1. 意群停顿

所谓意群 (sense group / thought group)，就是一个句子中表达某一个相关含义的前后相连的一个词 (组)、一个短语、一个分句、一个主句或一个从句。说英语时要想英语表达流畅、有意义，需要按意群进行停顿，而不是一个单词一个单词的讲英语。根据不同的意义和情况，不同的英语说话者停顿也有所不同。意群体现了英语所特有的节奏和韵律，通常用符号 | 将意群分开，在一个意群中不可再停顿。长句一般要划分成两个或两个以上的意群，也就是说中间至少停顿一次。停顿错误会影响句子正确意思的传递。

朗读长句时停顿的技巧：标点符号、从句一般都做停顿，如果句子比较长，根据句子的具体情况，在作主语的短语、介词短语、副词短语、动词不定式短语等处都可以停顿。如：在 In most countries, people usually eat traditional food on special days. 句子中，首先应在逗号处停顿，还可以在 on special days 前停顿。因此，这个句子的停顿我们可以这样划分：In most countries, | people usually eat traditional food | on special days.

2. 语调

以前已经学过语调的相关知识，教师可在此进行总结。语调通常在每个短语的关键词开始上升 (rise ↗) 或下降 (fall ↘)。语调能够体现说话者不同的情感，如激动、不满、失望等。同一个句子还可以通过不同的语调来表达不同的情感。

1) 升调

升调多用来表示“不肯定”或“不完结”的意思，即讲话人对所讲内容不肯定、所表达的含义不完整或语法结构不独立。常用于下列句式：

➤ 一般疑问句用升调，表示疑问。例如：

May I help ↗ you?

- 位于句首的状语或状语从句用升调，表示含义不完整。例如：

↗ Next, fill the turkey with this bread mix.

- 选择疑问句的前半部用升调，表示含义不完整、结构不独立。例如：

Would you like a ↗ sandwich or a hamburger?

- 列举事物时，除最后一项以外的其他项用升调，用于区别语意。例如：

My daughter has a lot of toys: building ↗ blocks, toy ↗ cars and Barbie dolls.

- 问候、打招呼、提醒对方时用升调。例如：

Have a nice ↗ dream.

- 陈述句用升调可表示说话人的不肯定、怀疑、安慰、道歉、不耐烦等多种感情。例如：

I can't wait that ↗ long. (不耐烦)

2) 降调

降调表示“肯定”或“完结”，即讲话人对所讲内容肯定无疑，认为所表达的含义完整、语法结构独立，常用于下列句式之中：

- 肯定或否定的陈述句、特殊疑问句用降调。例如：

I'm glad to ↘ meet you.

What shall we do ↘ now?

- 感叹句用降调，表示感叹。例如：

Oh, my ↘ God!

- 选择疑问句的最后一个选择项用降调，表示选项结束。例如：

Would you like a sandwich or a ↘ hamburger?

My daughter has a lot of toys: building blocks, toy cars and Barbie ↘ dolls.

3. 尝试练习

1) 让学生看教材58页，将2d中的小对话根据停顿的技巧进行意群的划分，然后根据语调的技巧标出升降调。全班学生完成后分小组讨论，参看教材110页练习1核对，听录音跟读。教师让学生在跟读模仿的基础上自己再试着角色扮演。

2) 如果教师有条件，可以进行配音练习。教师选取英语电影，最好是学生喜爱的英语动画片中的一小段视频，让学生观看、聆听并模仿一段有特色的人物间的对话。

4. 欣赏感悟

教师播放教材110页歌谣 *London Bridge is Falling Down* 的录音，要求学生感悟同一文本可以用不同语调朗读，表达不同的情感。

学生听录音，关注语调、意群的停顿，并模仿表演。

5. 补充语音练习

1) 朗读下列句子, 并根据正确的意群划分选择问题答案。

(1) A. Those who went quickly | won a prize.

B. Those who went | quickly won a prize. ✓

In which sentence is a prize won quickly by those who went?

(2) A. We're going to eat Tim. ✓

B. We're going to eat | Tim.

In which sentence should Tim be afraid?

(3) A. The student | said the teacher | was late. ✓

B. The student said | the teacher was late.

In which sentence is the student late?

2) 朗读下列句子, 体会句子的升降调及其需要重读的词汇。

1. I'm LOOKING for a BOOK. ↘

2. WHERE'S the DOG? ↘

3. Did you CLOSE the DOOR? ↗

4. You can GO by ↗ BUS or ↘ TAXI.

5. Would you LIKE a ↗ SODA or ↗ JUICE?

3) 尝试用不同的语音、语调来提问: What's your name? 并表达出表格中列举的情感态度。

Question: What's your name?

Bored	Worried
Pleased	Upset
Angry	In a hurry
Surprised	Afraid
Disappointed	Irritated

五、课文注释

1. **Pour the milk in the blender.** 把牛奶倒进搅拌器里。

这是一个祈使句。在英语中, 用于表达命令、请求、劝告、警告、禁止等的句子叫作祈使句, 通常都省略主语 (you), 句首动词用原形。祈使句在朗读时通常使用降调, 否定句则在动词前加 don't。例如:

Peel the banana. 给香蕉剥皮。

Don't peel the apple. 不要给苹果削皮。

2. Turn on the blender. 启动搅拌器。

turn on 表示“开”，它的反义词为 turn off “关”。本单元学习了很多动词短语，例如：

add ... to ... 给……加点……

pour ... into ... 将……倒进……

fill ... with ... 在……里填满……

cover ... with ... 用……覆盖……

put ... into ... 将……放入……

3. Then, add the cabbage, tomatoes and onion and cook for another 10 minutes. 然后，加入卷心菜、西红柿和洋葱，再煮上十分钟。

1) 在这个句子中，another 是形容词，表示“又，再”。例如：

A: Do you have enough students to clean the classroom? 打扫教室的学生够吗？

B: No. I think we need another two students. 不，我还想再增加两个。

2) 此句中的 another 10 minutes 也可以用 10 more minutes 来表达。

4. How much yogurt do we need? 我们需要多少酸奶？

1) yogurt 意为“酸奶”，还可写作 yoghurt 和 yoghourt，是一个可数和不可数兼类名词，且其可数和不可数间的转换看其具体的语境而定。一般说来在购买、食用中表现个体数量及商品概念的“酸奶”时多用作可数名词，例如：

There's a yogurt left if you're still hungry. 如果你还饿的话，还剩有一个酸奶。

Most low-fat yogurts are about 40 calories per 100g. 大多数低脂酸奶约是每百克 40 卡路里。

2) 更多的时候，当谈及酸奶自身的量或酸奶本身时，yogurt 被用作不可数名词，此处即是如此。再如：

We don't need much yogurt for the dessert. 我们不需要多少酸奶做甜点。

Add the yogurt and the vanilla and beat until smooth. 加入酸奶和香草，然后将其打匀。

Stir in the yogurt and honey together in a bowl until they are thoroughly mixed. 在碗中倒入酸奶和蜂蜜进行搅拌，直到它们完全混合。

3) 英语中 ice cream, coffee, coke, tea, salad, soda, sugar, pizza, cabbage 等词也有诸如 yogurt 一词相类似的用法，值得注意。试体会：

A: Want a coffee? 要来杯咖啡吗？

B: Yes, please. No milk, one sugar. 好的，不要奶，一袋糖。

5. These days, most Americans still celebrate this idea of giving thanks by having a big meal at home with their family. 现在，大多数美国人依然通过和家人团聚吃大餐的方式来纪念这种感恩的思想。

- 1) give thanks (to sb.) 表示对某人表示感谢; give thanks (for sth.) 表示为某事而感谢。例如:

They give thanks to God on Thanksgiving Day. 他们在感恩节感谢上帝。

I'd like to give thanks for your help. 对你的帮助我深表谢意。

- 2) by 在这里是介词, 表示“通过……方式”, 例如:

We can make fruit salad by mixing the fruit with honey and yogurt. 我们可以通过将水果和蜂蜜酸奶混合来制作水果沙拉。

- 3) 句中的 family 指“家人”。例如:

He spends a lot of time with his family. 他很多时间都和家人在一起。

六、文化注释

1. 感恩节 (Thanksgiving Day)

感恩节是北美地区庆祝丰收、增进团结的节日。这是北美特有的传统习俗节日, 特别在美国更为盛行。

1620年9月, 102人为了寻求自由、摆脱宗教与政治上的迫害, 乘一艘名叫“五月花”号的木船从英格兰来到美国, 最终于当年冬天抵达普利茅斯安家落户。由于环境恶劣他们在建立家园的过程中遇到了极大的困难, 到来年严冬结束时, 只有50多人生存了下来。所幸的是, 这时他们结识了当地的印第安人, 并得到了他们的悉心指导和热情帮助, 从而迎来了秋天的大丰收。为了感激上帝恩赐的丰收和答谢印第安人的真诚帮助, 移民们在1621年11月下旬的星期四举行了感恩庆典。1941年美国总统罗斯福批准了一项国会决议, 规定每年11月的第四个星期四为感恩节延续至今。

感恩节期间美国城乡都要举行化装游行、戏剧表演、射击、打靶等体育比赛。晚上一家人围坐在一起吃传统的有烤火鸡和南瓜馅饼的感恩宴。火鸡是感恩节的传统主菜。它原是栖息于北美洲的野禽, 后经人们大批饲养, 成为美味家禽, 每只可重达四五十磅。按照食谱, 一只20磅左右的火鸡要烤上4个小时, 直到火鸡完全熟烂了。它需要整只烤出, 鸡皮烤成深棕色, 肚子里还要塞上许多拌好的食物, 如碎面包等。烧火鸡的汁, 会被用来制成黏稠的肉酱, 伴上甜甜的果酱作为火鸡的调料。

火鸡的吃法也有一定讲究。端上桌后, 由男主人用刀切成薄片分给大家。然后由各人自己浇上卤汁, 洒上盐, 味道十分鲜美。感恩节的食物除火鸡外, 还有红莓苔子果酱、甜山芋、玉蜀黍、南瓜饼、沙拉、自己烘烤的面包及各种蔬菜和水果等。这些东西都是感恩节的传统食品。

美国最著名的感恩节庆典是梅西感恩节大游行 (Macy's Thanksgiving Day Parade), 该活动始于1924年, 游行在感恩节上午九时开始, 持续三个小时, 声势浩大能吸引数十万民众现场观看。

2. 奶昔 (milk shake)

奶昔是一种清凉的甜食饮品, 原料包括鲜奶或酸奶、冰激凌、果味糖浆或新鲜水果、冰块等, 利用搅拌机器或手工将其混合搅拌而成。按制作方式分类, 奶昔有“机打奶昔”和“手摇奶昔”两种; 从添加的水果原料及口味上分, 奶昔主要有草莓、香蕉、芒果、巧克力及香草奶昔等。

由于制作方法简便易学, 口感清凉爽滑, 牛奶和水果的营养价值等因素, 奶昔成为一种世界性的普及饮品, 受到大众、尤其是青年人的喜爱。英语中, 奶昔除milk shake外, 还有thickshake或thick milkshake等别名。

3. 云南米线 (Yunnan rice noodles)

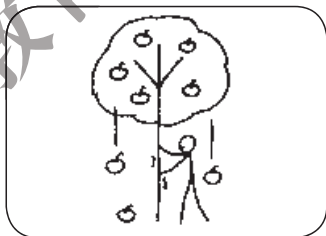
米线将大米经过发酵、磨浆、澄滤、蒸粉、挤压、煮制等工序而制成的一种线状米食品, 烹饪方法可以凉、烫、卤、炒, 有多种吃法, 是我国云南一带的地区风味美食。

云南米线按其制作方法可分两大类, 一类是利用传统手段将大米发酵后磨制而成的“酸浆米线”; 另一类是将碾磨的米粉利用米线制作机器糊化成型, 称作“干浆米线”。后者经烘干、晾晒手段即制成便于携带贮藏的“干米线”, 待食用时再涨发蒸煮。干浆米线筋骨硬、咬口、线长, 但香味不及酸浆米线。

在形形色色的云南米线中尤以过桥米线最为著名。将沸鸡汤先盛入碗内, 把生肉片等不易速熟的食物投入汤中稍作涮烫, 再下全生或半生的蔬菜及配料, 然后掺入米线而成。

七、教学简笔画

1. shake



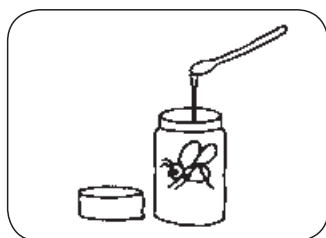
2. pour



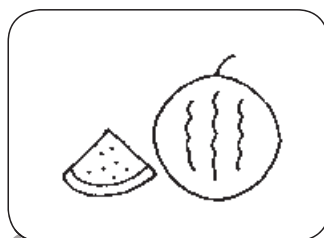
3. yogurt



4. honey



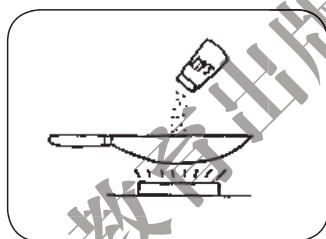
5. watermelon



6. spoon



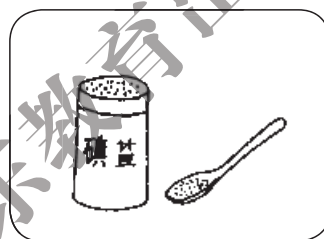
7. add salt



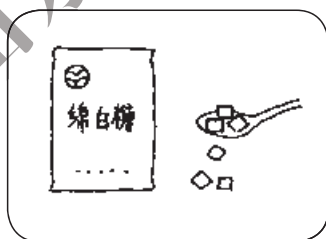
8. finally find the house



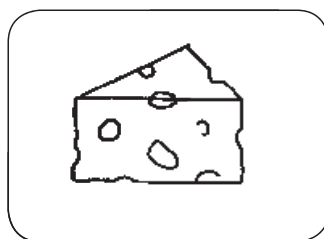
9. salt



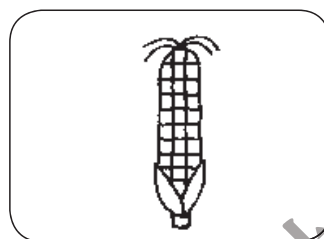
10. sugar



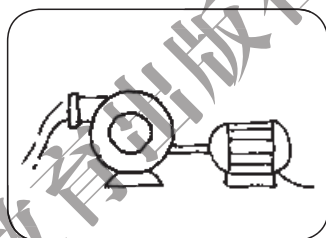
11. cheese



12. corn



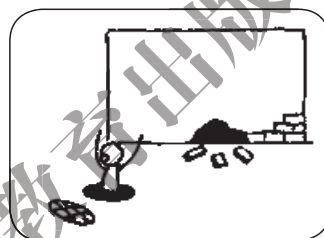
13. machine



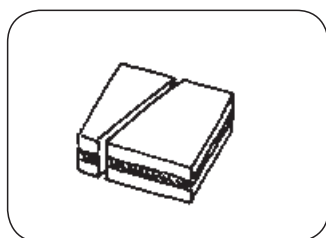
14. dig



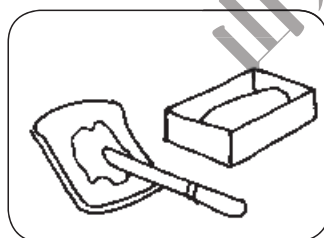
15. hole



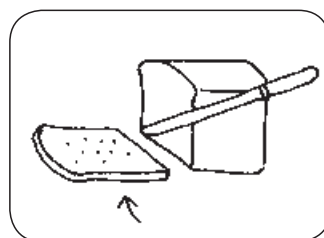
16. sandwich



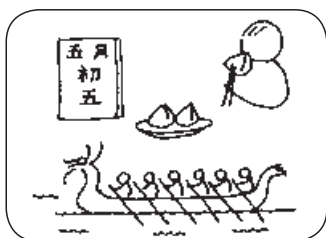
17. butter



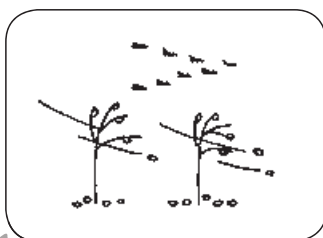
18. a piece of bread



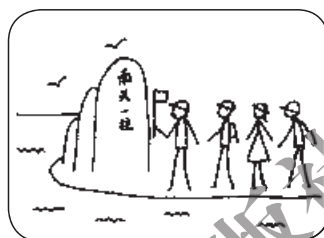
19. a traditional festival



20. autumn



21. traveler



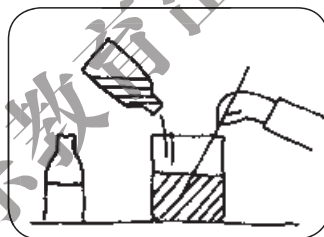
22. England



23. celebrate her birthday



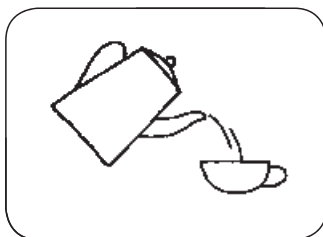
24. mix



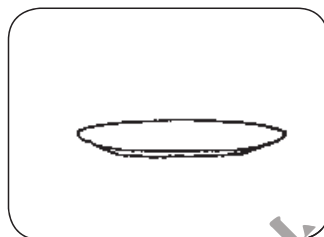
25. pepper



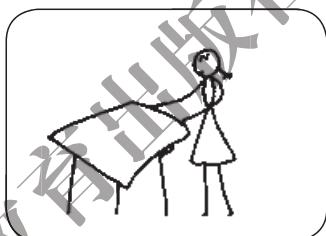
26. fill with tea



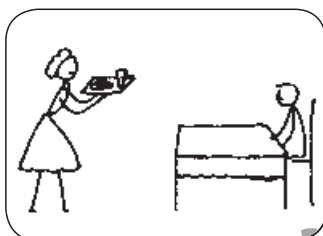
27. plate



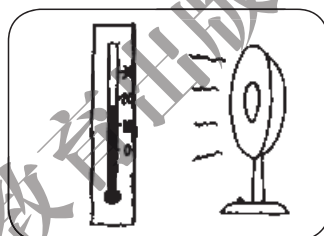
28. cover



29. serve



30. temperature



Unit 4 How do you make a banana milk shake?

SECTION A

1a

Purpose	To introduce Ss to the unit goals: describe a process; follow instructions. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows two boys in the process of making a banana milk shake. They seem to be in the kitchen and on the counter are the things necessary to make, serve and consume the banana milk shake: a blender, a knife, bananas, ice cream, milk and cups. One of the boys is holding a spoon, which will be used to scoop ice-cream to be then added to put it into the blender. The other boy has lifted the lid of the blender and is looking into the blender. In the six boxes are the steps (activities) described in the instruction for making the banana milk shake. The wording used to describe each step activity appears below the boxes.
Optional Approach	Teacher charades The T may want to use gestures to elicit the words in the box from Ss before they start the activity. 1. Have Ss select the correct box. 2. Use gestures to elicit the words (turn, cut, pour, etc) from Ss and write the words in the box. 3. Have Ss perform the correct box and start the activity.
Culture Focus	Milk shakes In many countries, milk shakes are very popular. Milk shakes may be ordered at fast food restaurants and consumed with hamburgers. The most popular flavors are chocolate, vanilla and strawberry. Milk shakes are also a popular snack food at home, and they can be made in a variety of ways. Chocolate milk shakes made with chocolate syrup or powder, ice-cream and milk are very common. Students who are on sports teams may make protein shakes by blending protein powder with milk, ice-cream and chocolate flavoring. When fruit, yogurt and juice are blended together, a drink called a smoothie is created. Crushed ice can also be added to the smoothie.

Answers	<p>top row (from left to right): <u>drink</u> the milk shake, <u>pour</u> the milk into the blender</p> <p>middle row: <u>cut up</u> the bananas, <u>peel</u> the bananas</p> <p>bottom row: <u>turn on</u> the blender, <u>put</u> the bananas and ice-cream in the blender</p>
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1b

Purpose	<p>To help Ss recognize target language in natural speech</p>
Optional Approach	<p>Piece together the process The T may want to make the activity more interesting by dividing Ss into groups of six.</p> <ol style="list-style-type: none"> Have Ss select their textbook. Give each a slip of paper with 6 tasks/instructions. Have Ss read the instructions aloud to each other (but not show each other's slip of paper). Have Ss stand and arrange themselves in a line in order so that the S with the first instruction is first, etc. The first group of Ss standing in line in the correct order is the winner.
Answers	<ol style="list-style-type: none"> Turn on the blender. Cut up the bananas. Drink the milk shake. Pour the milk into the blender. Put the bananas and ice-cream in the blender. Peel three bananas.

1c

Purpose	<p>To help Ss understand target language in natural speech</p>
Teaching Tip	<p>Be strict The T may want to encourage Ss to be strict in their roles as Spakers. For example:</p> <p>A: How much banana milk shake? B: Peel banana.</p> <p>A: Peel banana. B: Peel banana.</p> <p>A: Right. B: Cut banana.</p> <p>A: Cut banana. B: Cut banana.</p> <p>A: Right. etc.</p>

2a

Purpose	To give Ss listening practice with the target language.				
Optional Approach	Cover the picture The T can make activity 2a more difficult by having Ss cover the picture in the textbook and try to do the activity. Then the T should have Ss look at the picture and listen to the recording again.				
Answers	How many	bananas	watermelons	apples	oranges
	How much	yogurt	honey		

2b

Purpose	To give Ss practice in listening for specific items in conversations.				
Optional Approach	<p>It's only logical The T may want to elicit from Ss as a class the possibilities for each amount. For example, the T could ask Ss if it is OK to say</p> <ul style="list-style-type: none"> • One cup of watermelon juice. • Two spoons of watermelon juice. • Etc. <p>Then the T could play the recording for Ss and have them do the activity.</p>				
Answers	one	two	three	one cup	two spoons
	watermelon, orange	apples	bananas	yogurt	honey

2c

Purpose	To give Ss step-by-step instructions for making a banana milk shake.				
Optional Approach	<p>Let's make a banana milk shake, too! The T may want to have Ss work in pairs to compete to have conversations to make as many things as possible within a fixed time period (e.g. five minutes). This would allow them to follow the instructions.</p> <ol style="list-style-type: none"> 1. Let's make fruit salad 2. Let's make a banana milk shake. 3. Etc. <p>Have Ss start at the same time. After the time period has ended, elicit from Ss which pair was able to make the most things. Record the most interesting ones, and what was made in addition to fruit salad and a banana milk shake.</p>				

2d	Purpose	To give Ss the opportunity to use the target language in a controlled manner.
	Optional Approach	<i>Just add gestures</i> In order to make the conversation more fun to practice, the T may want to go through the conversation line-by-line with the class to figure out where to add gestures. For example, the speaker can hold up the number of fingers when saying one, four, three, five and one. The speaker can also add gestures to the following words: <i>cup</i> , <i>tea</i> , <i>spoon</i> , <i>salt</i> , <i>machine</i> .

GRAMMAR FOCUS

3a	Answers	1. many 2. much 3. much 4. many 5. much
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3b	Answers		
		1. <u>How</u> do you make popcorn?	b. <u>First</u> , put the corn into the popcorn machine.
		2. <u>How much</u> corn do we need?	a. Half a cup.
		3. <u>What</u> do we do next?	d. Next, <u>turn</u> on the machine. <u>Finally</u> , add the salt.
		4. <u>How much</u> salt do we need?	e. Just one spoon.
		5. Now can we eat it?	c. Yes, we can!

3c	Purpose	To give Ss the opportunity to use the target language in a controlled manner.
	Optional Approach	<i>Four recipes</i> The T may want to have one group of Ss create instructions on how to do four different things or four recipes. Then cut them up and mix them up. The slips of paper should then be exchanged with the slips of paper of another group of Ss. The groups of Ss now have to put the four different instructions (that they have received) in the correct order. The T may need to explain to Ss that they should cut up the instructions so that each step of the instruction is on a separate slip of paper. (Ss should not cut up the instructions like a picture puzzle.) Moreover, the instructions should not be numbered.

■ Optional Activity 1: The Cooking Show

Purpose	To let students target language correctly.
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Procedure

1. Tell students they're going to take a walk.
2. Refer students to conversation activity 2d.
3. Tell students that during the class, they must talk to each other as they go to the room, and they must talk to the audience.
4. Have one student come to the front of the class. Take the role of Sam, and model the conversation with the student for two weeks on TV.
5. Have students work in pairs to adapt the conversation in 2d to make an original class show script.
6. Have students work in pairs and act out the script for one week.
7. Walk around the room, paying attention to the students.

■ Optional Activity 2: How Much or How Many

Purpose	To let students start to target language and put it into practice.
Materials Required	18 lipsticks for each pair of students.

Procedure

1. Put students in pairs and distribute 18 lipsticks to each pair.
2. Tell students they're going to play "How much" and "How many" game.
3. On the board:

How much _____ do we need?	How many _____ do we need?
1. yogurt	10. vegetable
2. banana	11. cabbage
3. apple	12. beef
4. watermelon	13. ice-cream
5. milk	14. honey
6. carrot	15. sugar
7. potato	16. bread
8. salt	17. meat
9. tomato	18. fruit

- 4 Elicit from Ss whether the words should be pronounced by mouth or "by hand".
- 5 Have each pair of Ss write the number on the paper rates slip of paper.
- 6 Have the pairs of Ss mix the slip of paper and then face down on the desk.
- 7 Have one of the Ss in each pair stand. Start the game with a countdown: 5, 4, 3, 2, 1, Start!
- 8 The seated S in each pair should draw a slip of paper from the pile and read the number aloud to the S who is standing.
- 9 The S who is standing should read the word on the board (that corresponds to the number) and correctly ask the question "How much ... do we need?" or "How many ... do we need?"
(e.g. How much butter do we need? or How many eggs do we need?)
10. The S who is standing should read the word on the board (that corresponds to the number) and correctly ask the question "How much ... do we need?" or "How many ... do we need?"
11. The pair of Ss who is standing should read the word on the board (that corresponds to the number) and correctly ask the question "How much ... do we need?" or "How many ... do we need?"
12. The first pair of Ss to finish the activity is the winning pair.

SECTION B

1a

Purpose	The Ss should be able to target the given differences.
Optional Approach	<i>What else do you like?</i> The T may want to expand (with Ss as a class) the target to include other items. Examples: pork, beef, mutton, chicken, turkey, chicken, tuna fish, egg, peanut, butter, etc.
Cultural note	A spoon of butter is just the amount of butter required. It doesn't mean a spoon to spread the butter. You are expected to spread it with a knife.
Answers	Answers will vary.

1b

Purpose	The Ss should be able to target the given differences.
Optional Approach	<i>Care to comment?</i> The T may want to encourage Ss to comment on the preferences of the other students. T: Do you like lettuce? S: Yes/No. T: Do you like tomatoes? S: No/Yes.

Optional Approach	T: Really I love tomatoes. What about you? Do you like tomatoes?
	S: I don't like them.
	T: How about onions? Do you like onions?
	S: No, I don't like them.
	T: Neither radishes nor carrots? Do you like them? etc.

1c

Purpose	To give Ss practice in listening to a target language in a conversation.
Teaching Tip	A bigger challenge Have Ss do the activity with books closed and try to remember the words that they hear. Then have Ss open their books and circle the words. As a way to check answers, the T may want to play the recording after telling Ss to raise their hands when they hear a word.
Answers	Circled (in order heard): butter, bread, tomato, onion, lettuce

1d

Purpose	To give Ss practice in listening for specific items in conversations.																
Optional Approach	<p>How many? The T may want to have Ss count the number of words in each category before they write down the specific words:</p> <ol style="list-style-type: none">1. How many ingredients should be listed under each of the words (first, next, then, finally)?2. Which ingredients should be listed under each of the words (first, next, then, finally)?																
Answers	<table><tr><th>First</th><th>Next</th><th>Then</th><th>Finally</th></tr><tr><td>butter</td><td>tomatoes</td><td>lettuce</td><td>bread</td></tr><tr><td>bread</td><td>onion</td><td></td><td></td></tr><tr><td></td><td>cheese</td><td></td><td></td></tr></table>	First	Next	Then	Finally	butter	tomatoes	lettuce	bread	bread	onion				cheese		
First	Next	Then	Finally														
butter	tomatoes	lettuce	bread														
bread	onion																
	cheese																

1e

Purpose	To give Ss practice in listening to a target language in a conversation.
Optional Approach	Say that again The T may want to have S2 take notes on the instructions for making a sandwich given by S1. Then the T can have S2 use his or her notes to give the instructions to S3, who should also take notes and tell the instructions to S1, who can comment on whether or not the instructions were the same as the original instructions.

2a

Purpose	To personalize the target language and prepare students for the speaking activity.
Optional Approach	<i>What happens on January 1</i> The T may want to do activity 2a in the following way 1. Write the birth dates of special holidays in a column. 2. Have Ss stand together in pairs to quickly match the dates and the corresponding holidays. When a pair of Ss has finished, the two Ss are seated. 3. After all the pairs are seated, elicit from the class the holiday that matches the date and special day. Answers Answers will vary.

2b

Purpose	To provide reading practice with the target language.
Culture Focus	Many countries around the world celebrate the same holidays, but Thanksgiving is special to the US and it shows how the kids of the people originally living in North America helped the people who helped them to help them. Thanksgiving was celebrated on various dates throughout history. Every year, the President had to proclaim the date of Thanksgiving. In 1941, President Franklin Roosevelt proclaimed the fourth Thursday of November as the national Thanksgiving Day. Thanksgiving is closely connected with America's history, and it is a time for tradition and sharing. It is a day for family members, no matter how far away they are, to get together for a reunion and give thanks for the blessings they have enjoyed in their life. Turkey, corn, pumpkin pie and cranberry are recommended. Answers From top to bottom: 3, 2, 4, 1, 5

2c

Purpose	To provide scanning and writing practice with the target language.
Optional Approach	<i>Read the questions first</i> The T may want to have the Ss work in pairs to try to answer the questions (based on their own knowledge) before reading the passage in activity 2b.

Culture Focus	<p>Thanksgiving in other countries Thanksgiving is also celebrated in Canada. However, Thanksgiving is celebrated on a different day – the second Monday in October. As Thanksgiving is a celebration that is related to giving thanks towards the end of the harvest season (i.e. autumn), one of the reasons given for the earlier date for Thanksgiving in Canada is that winter arrives earlier in Canada, which is earlier than in the U.S.</p> <p>There are other countries in the world where versions of Thanksgiving are celebrated, e.g. Germany has <i>Erntedankfest</i>, and Korea has <i>Chuseok</i>.</p>
Answers	<ol style="list-style-type: none"> 1. In the United States. 2. It is always on the fourth Thursday in November in the United States. 3. For some people, it is a time to give thanks for life and food. 4. These days, most Americans celebrate by having a big meal at home with their family. 5. The main dish of this meal is almost always turkey.

2d

Purpose	<p>To provide writing practice with the target language.</p>								
Optional Approach	<p>As a class Before Ss do activity 2d, the T may first want to have Ss close their textbooks, and as a class the T can elicit from Ss the various instructions for making a turkey dinner. These instructions should be written on the board. Then the T can have Ss memorize this information so that they are in the correct order. Finally, the T can reinforce this activity by having Ss open their textbooks and do the activity.</p>								
Answers	<table> <tr> <td>4</td><td>Finally, we will fry the turkey with meat and vegetables.</td></tr> <tr> <td>2</td><td>Next, put the turkey in the oven.</td></tr> <tr> <td>3</td><td>Then, let it cook for a long time.</td></tr> <tr> <td>1</td><td>First, preheat the oven.</td></tr> </table>	4	Finally, we will fry the turkey with meat and vegetables.	2	Next, put the turkey in the oven.	3	Then, let it cook for a long time.	1	First, preheat the oven.
4	Finally, we will fry the turkey with meat and vegetables.								
2	Next, put the turkey in the oven.								
3	Then, let it cook for a long time.								
1	First, preheat the oven.								

2e

Purpose	Tip: Use word writing practice with the target language.
Optional Approach	Interview Ask students to work in groups to present a TV show about <i>The Most Special Day</i> . Students should assign and prepare roles of interviewer and interviewees to discuss the questions in activity 2e. Each group should prepare presentation for the class.
Answers	Answers will vary.

3a

Purpose	Tip: Prepare the student worksheet in the target language.
Optional Approach	Guess the words as a class In activity 3a, the Teacher wants to have Ss guess the words as a class before they do the word in the box. 1. Have Ss sort the words into the passage. 2. Elicit from Ss as a class the possible words for each of the blanks, and write them down. 3. Write the words on the board and explain to Ss why their guesses could be correct or would be incorrect from a grammatical point of view. 4. Have Ss uncover the box and fill in the blanks.
Answers	have, First, wash, Next, cut, cook, Finally, enjoy

3b

Purpose	Tip: Let Ss use the target language in writing.
Optional Approach	Show me how Ss may perform better when they are shown how to do an activity by the T. In activity 3b, the T may want to elicit from Ss a classmate's favorite food and the corresponding ingredients. The T may also want to write the following on the board and have Ss guess the parts of food. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • Two beef patties • Special sauce • Lettuce • Cheese • Pickles • Onions • One sesame seed bun </div> The sea restaurant is a hamburger. Answers Answers will vary.

3c

Purpose	Tb etS ssa et h t arg tlag gei w ritig
Optional Approach	<p>Guess the food Tb T may wan to h v Ss write th recip with th a me6 t h f d tselfa d h d h f b l w ig</p> <ol style="list-style-type: none"> 1. Hav S sw o k a mallg u p . 2. Have the Ss in each group take turns reading the recipes of the t h rS si t h g p 3 Th S ss h g sst h f d t h tw illr esl tfr m e ach ecip .
Answers	<p>Answers will vary. Sample writing:</p> <p>It is very easy to make your own delicious burger. You need beef, bread buns, lettuce, onions and sauce. First, cut the bread bun and cook it. Next, cut the lettuce and onion. Put some lettuce and onion on the bun and add some sauce. Then, use your hands to shape the beef into a ball. Next, flatten the ball of beef to form a beef patty. Then, cook the patty on both sides. Finally, put the patty on the bottom half of the bun, add more lettuce, onion and sauce, and put the other half of the bun on top. Enjoy your burger!</p>

4

Purpose	Tb etS ssa et h t arg tlag get o m mi cate.
Culture Focus	<p>Food around the world Sm e ch ries h v certain fd wh ch is considered “crazy” or “strange” by visitors to those countries. Here are a few examples:</p> <ul style="list-style-type: none"> • Mexico has a dish called <i>escamoles</i>. It is a dish that looks like white beans, but the “white beans” are actually the eggs of giant black ants. The dish is said to have the texture of cottage cheese, and is a bit bitter in taste. • In Sardinia, Italy, there is a kind of cheese made from sheep milk. It is called <i>casu marzu</i>. What is different about this cheese is that it contains live insect larvae. The larvae help in softening the texture of the cheese. The larvae may be about 8 millimeters long each but it is said that they can jump about 15 centimeters (in other words they are really strong!).

Culture Focus	<ul style="list-style-type: none"> • Another strange dish is <i>haggis</i>, which is a traditional Scottish dish. It is a kind of pudding which contains the heart, liver and lungs of a sheep. It is minced with other ingredients like onion, oatmeal, spices, and salt, and stuffed in a casing that is made from sheep's stomach. • Scandinavia (which is made up of Norway, Sweden, Denmark, and Finland) has a dish called <i>lutefisk</i>. It is made from dried white fish. The dried fish is placed in water for several days. Next, it is placed in a lye solution for a few more days, until the flesh of the fish turns to jelly. Lye is a poisonous liquid and a person can die after drinking it. Because of this, the fish then has to be soaked in water (which is changed daily) for about a week until most of the lye is gone. The fish will then be safe for eating.
Optional Approach	<p>Vote for the craziest food After Ss have completed their drawing, the T may ask the following questions:</p> <ol style="list-style-type: none"> 1. Show pictures to Ss and have them try to guess the ingredients from the pictures. 2. Have Ss nominate “crazy foods” for the following categories (in Chinese if necessary): <ul style="list-style-type: none"> • Most popular • Cheapest • Most delicious • Worst-tasting • Most beautiful • Ugliest • Best-smelling • Worst-smelling • Messiest • Least messy <p>The T may also want to inform Ss of these categories before they create their food. The negative categories are only meant to be fun. They are not meant to be taken seriously.</p>

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.								
Culture Focus	<p>S'more A s'more is a popular camping food in the US. The name seems to mean "Give me something to eat!"</p> <ol style="list-style-type: none"> 1. Cook a marshmallow on a skewer over an open fire. 2. Make a sandwich consisting of two cookies on the outside and the marshmallow and pieces of chocolate in the middle. 3. The marshmallow melts the chocolate and the sandwich together. 								
Answers	<p>1.</p> <table border="1"> <tr> <td>4</td><td>Finally, it's ready to eat.</td></tr> <tr> <td>3</td><td>Then, cook for five minutes and add two eggs.</td></tr> <tr> <td>1</td><td>First, put the eggs in a pot of water.</td></tr> <tr> <td>2</td><td>Next, add the water to the pot.</td></tr> </table> <p>2.</p> <ol style="list-style-type: none"> 1. A: How many eggs do we need to make a cake? B: We need two eggs. 2. A: How much milk do we need? B: We need three cups of milk. 3. A: Do we have to add sugar or honey? B: Yes, we can add two spoons of honey. 	4	Finally, it's ready to eat.	3	Then, cook for five minutes and add two eggs.	1	First, put the eggs in a pot of water.	2	Next, add the water to the pot.
4	Finally, it's ready to eat.								
3	Then, cook for five minutes and add two eggs.								
1	First, put the eggs in a pot of water.								
2	Next, add the water to the pot.								

Optional Activity: Real food!

Purpose	To help students target language and vocabulary.
Materials Required	Real food for a practical demonstration.

Procedure

1. Select a dish that students can make at home with fruits and vegetables.
2. Prepare the ingredients for the dish in advance and bring them to class. (If the class is big, assign some students to help.)

3. In last ellS st h ty reg g m ak t h d sh
4. Elicitf rm S st h i g ed en sf o t h d sh w ritet h m b b rd
5. Elicitf rm S st h i s tru tin in h recip f o t h d sh
6. Ch eS st h lp tt h fr b o th c lass.
7. Ask Ss in the audience to say aloud the first instruction, and have the Ss in the front of th c lass p rfo mt h i s tru tin
8. Rep att h p o esstn ilt h d sh s b em ad .
9. Rewar s sw h e m ad t h d sh ith h p tn ty b astei t.

Unit 5 Can you come to my party?

一、教学目标与要求

话 题 Topic	邀请 (Invitations)
功 能 Functions	<p>1 能发出、接受或拒绝邀请 (Make, accept and decline invitations)</p> <p>A: Can you come to my party on Saturday? B: Sure, I'd love to. / Sorry, I must study for a math test.</p> <p>2 能使用 have to, must 来谈论职责和义务 (Talk about obligations)</p> <p>A: Can you come to my party on Saturday afternoon? B: Sorry, I can't. I have to prepare for an exam. C: I'm sorry, too. I must go to the doctor.</p>
语 法 Grammar	<p>1 能正确使用 <i>can</i> 引导的句子表达邀请 (Can for invitations)</p> <p>A: Can you play tennis with me? B: Sure, I'd love to. A: Can you go to the movies tomorrow night? B: Sure. That sounds great. / I'm afraid not. I have the flu.</p>
词汇和常用表达 Words & expressions	<p>1 能正确使用下列词汇 (Curriculum words)</p> <p>exam, flu, weekday, invitation, preparation, glue, opening, concert, event, guest, calendar, daytime, prepare, hang, catch, invite, accept, refuse, reply, forward, delete, print, available, sad, glad, surprised, smartly, without, until, goodbye</p> <p>2 能正确使用下列常用表达 (Useful expressions)</p> <p>prepare for, hang out, look after, look forward to, another time, not ... until, the day before yesterday, the day after tomorrow, turn down, take a trip, hear from</p> <p>3 能认读下列词汇 (Non-curriculum words)</p> <p>delete, housewarming, headmaster</p>
语 音 Pronunciation	能正确读出句子重音, 并能运用词汇重读表达不同的句子意思。

学习策略 Strategies	1 通过体验学会用得体的语言发出、接受或拒绝别人的邀请，并能陈述自己的理由，监控交际语言运用的得体性 2 在阅读中，掌握通过对比分析等手段分析和解决问题
文化知识 Culture	1 了解国外聚会的基本知识，以及出席各类聚会的基本常识 2 了解有关聚会邀请的礼仪及如何接受邀请和委婉拒绝邀请

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 主要围绕“邀请”这一交际功能展开。主题图呈现了接受或拒绝邀请的各种场面及与话题相关的词汇和短语: invite, accept, refuse, prepare for, have the flu, hang out, available 等, 以及以前学过的 come to the party, go to the movies, play tennis, go to the doctor,

study for a test, help my parents, meet my friends, do homework, visit grandparents 等动词短语。这部分的核心是发出、接受或拒绝邀请的相关句型。要求学生能够听懂关于邀请的对话,并能按照对话中的相关信息做出判断、说明原因,重在模仿运用语言。

1a-1c 为本单元的导入部分,主要通过邀请别人参加聚会的图文及听力活动导入单元话题,要求学生掌握 prepare for an exam, have the flu, help my parents, go to the doctor, meet my friend, hang out with us 等短语,学会使用 Can you come to ...? Sure, I'd love to. / Sorry, I can't. I have to / must ... 等句型进行有效交际。这些语言是整个单元话题展开的基础。活动 1a 主要呈现话题词汇短语和基本句型, 1b 通过听力练习加深学生对单元重点句型和词汇短语的认知, 1c 则要求学生结合主题图内容展开问答活动, 完成简单的语言输出。

2a-2c 部分是听说教学。本部分的听力材料巩固和拓展了 1a-1c 的语言输入, 增加了 I'm not free. / I'm not available. / I'm afraid not. 等委婉拒绝对方的表达方式, 拓展了关于邀请的内容, 使交际更真实。听力活动按梯度设计, 2a 部分引导学生关注五位人物是否能参加聚会, 2b 部分再引导学生关注不能参加的学生姓名及原因。2c 部分是基于听力内容的口语输出活动, 让学生进一步巩固发出邀请、接受邀请、拒绝邀请的核心句型。2d 部分呈现了真实语境中有关邀请的对话范例, 丰富了地道的口语表达, 如: Catch you on Monday! 等供学生参照模仿。

Section A 的重点是复习、巩固学生日常生活常见活动内容的动词短语, 运用 Can you come to ...? 句式进行问答。学习难点是运用得体的语言对接受或拒绝邀请进行合理的表达并能陈述原因。教师在教学中应注意尽量创设较为真实的语言环境, 让学生的对话尽可能地贴近生活实际。

SECTION A 教学建议

活动 1a

教师创设情景, 首先复习并呈现已学过的一些常见动词短语, 自然引入对话的讨论。

T: I'm really busy on weekdays. I need to relax on weekends. What can I do to relax?

S: You can go shopping.

S: You can go to the movies.

S: You can ...

T: New Year's Day is coming. I'm going to have a New Year's Party at home. Can you come to my party?

S: Yes, I'd love to. / Sorry, I have to ...

教师利用主题图的活动, 一一呈现 a 至 e 五个活动场景, 引导学生关注图中信息, 表达自己的观点, 操练句式 Sorry, I have to ... 以及短语 prepare for an exam / go to the

doctor / help my parents / meet my friend / have the flu 等。

注意: prepare, exam, flu 是本单元生词。教师应将以上短语作为固定短语或语块 (chunk) 要求学生学习, 其效果要胜于孤立地讲解和记忆生词。

活动 1b-1c

1. 学生关注 1b 的活动要求, 引导学生明确将要提取的关键信息——人名。
2. 学生听第一遍录音, 在相应的图片旁写上人名。本环节要求学生在头脑中快速建立活动图片和对话间的联系。
3. 学生再听一遍录音, 跟读对话, 提示学生模仿录音中的语音语调。教师板书:
A: Can you come to my party?
B1: Yes, I'd love to.
B2: Sorry, I can't. I have the flu.
 Sorry, I can't. I have to ...
4. 引导学生关注板书的句型及答语, 让学生用主题图中的其他信息或自己的生活实际进行问答, 巩固目标句型。若时间许可, 教师可请几组学生在全班展示并点评。

.....

活动 2a-2c

1. 教师创设情境, 周末邀请朋友来家聚会, 利用图片复习 1a 中的短语和句子结构, 教授新短语 hang out。让学生尝试运用 I'm sorry, I'm not available. I have to ... 来合理表达不参加聚会的原因。
2. 学生观察 2a 中的四幅图, 阅读相关的 5 个句子, 为听力活动做准备。
3. 学生听对话, 完成 2a 并核对答案, 教师可作适当板书:

How to refuse invitations

I'm sorry, I'm not free then.
I'm afraid not. I have the flu.
Sorry, but I'm not available.

How to accept invitations

Sure. It sounds great.
I'd love to.

本活动难度不大, 教师可针对学生学情做不同要求。

4. 学生再听一遍录音并完成 2b 的任务, 列出 2a 中所不能参加聚会的人名, 并写出原因。此项任务的难点是快速记录原因, 学生要写完整的句子较困难, 所以教师可以引导学生借此机会训练做听力笔记时抓关键词或重点短语的速记策略。
5. 针对活动 2b 记录的原因, 学生两两对话, 或拓展话题对伙伴发出邀请。例如:

A: Hey, Dave. Can you go to the movies on Saturday?

B: I'm sorry, I'm not available. I have too much homework this weekend.

A: That's too bad. Maybe another time.

B: Sure, Joe. Thanks for asking.

活动 2d

本部分既是对前面所学的主要语言知识的集中呈现，又是一个完整的口语对话范例，对话中自然地融入了地道的口语表达（Catch you on Monday!）。教师可引导学生在语境中进行相对综合的语言输出，为随后 Grammar Focus 的教学打下基础。

1. 教师先简单导入对话语境：Jeff is also having a party on Saturday. 然后追问：

1) Why is he having the party?

2) Is his friend Nick coming to the party?

3) Why or why not?

4) What is he doing then?

接着要求学生默读、细读对话，回答以上问题。

2. 学生听录音并跟读模仿，同时关注句子的重音。

3. 学生两人一组分角色演绎对话。

教师视学情可分层次对学生提出以下不同要求：

- 熟练朗读对话；
- 适当替换对话中的一些信息，如地点、时间、活动等；
- 进一步拓展对话的内容和句式，进行开放的、创造性的、贴近实际生活的对话交流。

语法内容介绍和教学建议

本部分归纳、梳理了本单元的重要句式结构，并通过一系列层层递进的活动，引导学生自主地进行探究性的语法学习，巩固本单元的主要语法知识：

- 能用 can 发出邀请；
- 能用 can 打听第三方是否能参加聚会，表示一种可能性；
- 能用不同的方式来接受或拒绝邀请，并说明原因；
- 能就已有的计划或安排进行简要讨论；
- 情态动词 might 表示推测和可能性。

Grammar Focus 部分以表格的形式汇总了发出、接受和拒绝邀请的句型 Can you come to / go to ...? Sure, I'd love to. / Sorry, ... / I'm afraid not ..., 为学生操练这一语言功能提供了示范。此外，表格中还列举了 can 用于打听第三方能否参加某项活动，以及用 might 表示

可能性的句型，如 Can he/she/they go to ...? He/She/They might ... 等。活动 3a 通过问答匹配练习，进一步强化情态动词 might 表示推测在对话中的运用。活动 3b 要求学生补全对话，在新的语境中体验目标句型的使用。活动 3c 借助时间表，让学生练习安排活动并对他人发出邀请，在真实语境中熟练运用有关发出邀请、接受邀请、拒绝邀请的句型。

语法部分具体教学建议如下：

1. 学生默读 Grammar Focus 表格中的句子，观察并总结接受和拒绝邀请的不同方式，教师板书如下：
- Accept invitations: Sure, I'd love to.
Sure. It sounds great.
- Decline invitations: Sorry, I must study for a math test.
I'm afraid not. I have the flu.
No, she is not available. She must go to the doctor.
No, they are not free then. They might have to meet their friends.
2. 让学生两人一组借助 Grammar Focus 表格中的问句，相互提问操练用 Can 表示邀请和打听第三方能否参加某项活动的句型。

语法拓展活动

1. 教师提供表格，并提问学生本周末的活动安排，如：

Saturday morning	
Saturday afternoon	
Sunday morning	
Sunday afternoon	
...	

T: What are you planning to do this weekend?

S: I am playing basketball.

T: Who are you playing with?

S: I am playing basketball with my friends.

让学生各自写下自己的周末安排，如：

Saturday morning	have a piano lesson
Saturday afternoon	do homework
Sunday morning	hang out with friends
Sunday afternoon	be free
.	.

2. 教师引出话题: This Saturday afternoon, I am having a (New Year's) party at home.
Can you come to my party? Who will come? How many of you can come? 让学生根据自己表格中写下的安排回答是否接受邀请。
3. 学生六人一组。一人发出邀请, 其他成员根据自己的周末安排选择回答, 并做信息记录。如:
S1: ..., can you go to our English teacher's party this Saturday afternoon?
S2: Sure. It sounds great.
S1: How about you?
S3: I'd love to go, but I'm not available. I have to help my parents with shopping.
S1: Can you go?
S4: Sorry, I am not free then. I might have to do my homework.
...
4. 全班分小组依次展示对话。对话完毕之后, 展示小组派一名同学向全班进行追问, 如: How many students are going to our English teacher's party? Who is not going? Why not? 等。

注意: 此项活动的目的在于操练本单元的核心目标语言, 展示中要求追问全班同学相关内容, 旨在鼓励学生相互倾听, 形成共同参与的意识。

活动 3a

1. 教师让学生读题和方框中的短语, 明确题意。提醒学生本题不是简单的短语填空。要根据情景, 补充相关信息才能给出完整的回答。
2. 学生先独立完成活动 3a, 进一步明确情态动词 might 在对话中的语用。
3. 学生两人一组进行对话展示。

教师提醒学生注意 be going to do 和 be planning to do 都用于表示将要做的事情或打算做的事情, 但 be plan to do 有更强的目的和计划性。视学生情况, 教师还可以此为例引导学生关注句子重音的朗读。

活动 3b

本题旨在训练学生的思维能力和在新的语境中体验目标句型的使用。

1. 让学生明确题意之后, 根据括号中的活动提示独立完成 3b 的补全对话练习。
2. 学生两人一组结对问答, 先在小组内核对答案, 然后分别邀请几组学生展示对话。

活动 3c

1. 学生先独立完成3c表格，写下一周的安排，选择某个特定时间举行派对。
2. 教师为学生提供信息记录表格，让学生进行自主活动，去邀请自己的朋友参加派对。每位学生邀请5位，看看有几位同学能参加，如有不参加的，了解原因，完成下表。

Name	Accept	Refuse (Reason)

3. 学生利用下面语言结构，向全班汇报自己的邀请结果：

I'm having a party on ... I'm glad ... is/are coming to my party, but ... can't come because he/she/they ...

SECTION B 内容介绍

Section B是在Section A的基础上，借助日历引出日期的表达方式，呈现相关词汇和句式，依据时间表对活动安排进行细化。在形式上从口头对话发出邀请、接受邀请和拒绝邀请，逐步过渡到邀请函的写作。邀请的内容也从聚会拓展到学生日常生活中的其他常见活动。要求学生学会使用not ... until, the day after tomorrow等表示时间的短语，并能通过听、说、读、写活动，进一步巩固和细化有关邀请话题的表达，学会用邀请函的方式有礼貌地发出邀请、接受邀请或拒绝邀请。

1a-1f部分通过听说活动拓展单元话题，巩固目标语言的运用。活动1a 要求写出了一周对应的日期，活动1b复习 weekend, today, yesterday, the day before yesterday, 拓展 weekday, tomorrow, the day after tomorrow 等新词汇。活动1c借用1a和1b的信息操练对日期提问的句型What's today? It's ...。活动1d-1e是结合日期等相关信息进行的听力检测。活动1f是听力的延续，让学生将听到的信息用角色扮演的方式进行语言输出。

2a-2e为本单元阅读板块。读前活动2a从学生的已有认知出发，要求列出各种已知派对名称，为2b的阅读活动做准备。2b以电子邮件的形式，为即将回美国的Ms. Steen举办惊喜派对一事，提供发出邀请、拒绝邀请和接受邀请的阅读文本。在语言知识上，阅读文本拓展了常用词汇：sad, glad, surprised和短语help out with, the party preparations, plan the games, invite ... to, by Friday, look forward to等，不仅是对单元语言目标的进一步拓

展,更为后面的书面表达提供了参考词汇。2c部分通过问题的形式加深对文本的理解和巩固。活动2d是语篇阅读知识的迁移和延伸,需要学生运用阅读语篇中的词汇完成一个housewarming派对的新邀请函。2e是读后拓展活动,是对阅读信息的迁移运用。让学生假设自己喜爱的老师即将离开,为此策划一个送别会的活动。学生需要通过回答问题,思考并运用所学知识表达自己的观点。

3a-3b部分是一个模仿性写作训练模块,让学生在听、说、读的基础上,尝试简单的语言输出。3a是一个写作练习模板,该活动通过回答问题,让学生整体把握邀请函的格式、内容等,并复习相关短语,为后面的写作做准备。3b重点训练邀请函的书写格式,以及礼貌地接受邀请或拒绝邀请。

活动4是个综合性任务,要求学生在讨论的基础上,用本单元所学语言围绕邀请这一话题就学习和生活中的一系列活动进行自由问答。

Section B 部分的重点是学生要学会用书面的方式提出邀请、接受邀请或拒绝邀请并说明原因。难点是在真实交际中,能真正做到得体发出、接受或拒绝邀请。

SECTION B 教学建议

活动 1a-1c

1. 教师出示本周日历(a calendar)表,就日期进行师生问答,并记录入表格中。如:

December						
Sunday the _____	Monday the _____	Tuesday the _____	Wednesday the _____	Thursday the _____	Friday the _____	Saturday the _____

T: What day is (it) today?

S: It's Monday.

T: What's the date today?

S: It's December 23rd.

T: What's today?

S: It's Monday the 14th.

...

2. 根据第一步的操练,教师引出并教授tomorrow, the day after tomorrow, yesterday, the day before yesterday, weekday, weekend 等相关词汇,完成1b的日期匹配任务。
3. 学生两人一组模仿1c对话,对日期提问句型进行操练。

A: What's today?

B: It's Monday the 23rd.

A: What was yesterday?
B: It was Sunday the 22nd.
...

活动 1d-1f

1. 教师引导学生观察 1d 图片，利用图片信息预测听力内容。教师提问：
What kind of activities does he like?
Why is he making a telephone call?
 2. 学生听录音并回答：
Can Vince play tennis with Andy?
 3. 学生再听一遍录音，完成 1e，把活动与相应的日期连线，要求学生用完整的形式进行表达，如：Vince can't play tennis with Andy. He has to go to the doctor today.
 3. 教师再次播放录音，学生跟读模仿听力对话，关注句子重音。
 4. 学生两人一组，就 1d 中的活动安排进行问答。例如：
A: Hi ... can you play tennis with me? B: When?
A: Today. B: Sorry, I can't. I have to ...
A: How about tomorrow? B: Sorry, tomorrow I ...
A: Oh, I see. B: I'm sorry...
...
-

活动 2a

1. 读前教师开展头脑风暴活动，让学生根据自己已有的派对经验，说出各种派对名称，如：birthday party, New Year's party, wedding party, housewarming party 等。
2. 教师继续提问：If we have a party at home, what preparations do we have to make? Do we need to make invitations?
这两个问题，主要用于读前引出 2b 中的词汇重要词汇，如 prepare ... for, preparation, invitation 等，并为 2b 的教学做铺垫。
3. 教师继续追问发起聚会的相关内容，引出阅读任务。如：
We need to make invitations if we want to have a party. Do you know how to make an invitation? How to accept an invitation? How to turn down an invitation politely?

活动 2b-2e

1. 让学生根据之前的提问，快速阅读 2b 中的三个语篇，首先完成信息匹配任务，了解每个语篇的功能分别是发出、拒绝或接受邀请。

2. 学生细读文本，回答2c中关于语篇具体信息和细节方面的问题。也可视学情追问更多的细节问题。如：

Why are they having the party?

What can Jake do for the party?

...

3. 教师再次布置阅读任务，让学生细读邀请函语篇，关注该文本结构，了解邀请函的格式（称呼、正文、落款）和应该具备的基本内容（who, when, why, where, how, etc.）。
4. 词汇学习。在处理完语篇的相关信息之后，完成2d之前，教师视学生情况，对部分重难点语言点进行讲解，要求学生学习。例如，教师可以板书语篇中出现的print, reply, delete。然后说：We get messages every day. Some of them are important and we may need to **print** them or **reply** at once. However, some are unimportant and then we **can delete** them.

让学生结合这个句子上下文猜测 print, reply, delete 生词词义。

5. 学生阅读2d，根据提示完成半开放式的邀请函填空，全班核对答案。
6. 学生针对2e问题，两人一组先讨论，然后教师抽同学用访谈的方法问答相关问题。如果学生有能力，还可要求学生根据2b和2d所提供的邀请函范本，尝试写出完整的邀请函。

学生完成邀请函后，教师点评，提问引导学生关注邀请函的格式及内容，如：

What is the invitation for?

When is it for?

...

.....

活动3a-3b

1. 学生阅读3a，回答问题。教师可对文本中新的词汇、短语进行适当解释。如：invite ... to ... 等。
2. 学生模仿跟读，关注邀请函中的时间、地点、活动等的表达方式。例如：
时间：(The opening will be) on the morning of Wednesday, January 8th at nine.
地点：(I would like to invite you to the opening of our new library) at No. 9 High School.
活动：After this you can enjoy our school concert. Then ...
3. 教师讲解3b要求，让学生明确题意。先各自根据3a以及之前积累的相关知识完成邀请函。
4. 学生完成邀请函之后，教师可以打破常规的同桌结伴方式，利用学号的奇偶数让学生结对，交换并答复同伴的邀请函。

.....

活动4

1. 学生两人一组,分角色按要求分别看72页和81页的时间表。
2. 教师给学生几分钟时间,让他们仿照对话范例进行对话练习。教师提示学生注意时间表中的时间状语,根据各自时间表的特点才能提出有意义的问题。
3. 请几组学生表演对话,教师点评是否做到了语言流畅正确、语音语调自然的要求。
4. 让学生仿照书上时间表写出自己的一周时间安排。
5. 教师随机抽取两位学生进行自由问答。
6. 展示几位学生的时间表,启发学生思考如何制订计划,合理安排自己一周的学习和生活。

SELF CHECK 内容介绍和教学建议

本部分借用练习形式巩固本单元的重点词汇及句式,进一步明确发出邀请、接受或拒绝邀请的恰当表达。在完成活动内容之前,建议教师先带领全班学生一起复习总结本单元学习的发出、接受和拒绝邀请的相关句型。

1. 学生一起回顾发出邀请的不同方式,教师板书:

Can you come to my party on Saturday?

Let's go to the movies tomorrow.

Do you want to go shopping with me tonight?

Are you free to come to my party on Saturday?

2. 教师追问学生对以上问题的回答:

T: Can you come to my party on Saturday? S1: ...

T: How about you ...? Can you come ...? S2: ...

3. 在学生回答问题之后,教师板书并归纳不同的回答方式:

肯定回答:

Sure, I'd love to.

Sure. It sounds great.

Sure. Catch you on Saturday!

...

否定回答:

I'd love to come, but I'm afraid I can't. I have an exam ...

I'm sorry, I'm not available ...

Sorry, I must study for a math test.

...

活动1

1. 学生独立完成对话内容,然后两人一组交换检查答案。
2. 学生两两对话,教师请一对同学表演对话,并核对答案。

活动2

本活动目的在于培养学生形成思维重组能力,激励学生综合运用所学的语言知识,主要训练学生能根据语境,合理、委婉拒绝对方发出的邀请。教师注意帮助学生书面落实答案。

1. 学生先独立完成答案。
2. 教师请几名同学在黑板上写下他们自己的回答,并全班点评。

四、语音教学建议

1. 句子重音

句子重音可以分为三类:表意重音,逻辑重音和感情重音。我们在朗读英语或用英语交谈时,并不是句子中的每个词都读得一样响亮、一样清楚,而是有些词读得或说得又轻又快,而且较为含糊,有些词则读得或说得又重又慢,而且较为清晰。那些读得或说得响亮而清晰的词就是句子重音所在。句子重音的功能主要有两种:

- 体现句子的节奏感和韵律感;
- 突出重点,使听者更容易理解。

1) 表意重音 表意重音是一种非常普遍的现象。一般来说,在句子中需重读的词都是实词,不重读的多为虚词或结构词。

- 名词

'Ben is a 'teacher from A'merica. (重读 Ben, teacher, America, 而 is, a, from 不重读。)

- 动词

I'll 'wear my 'skirt to 'school. (重读 wear, skirt, school, 而 I'll, my, to 不重读。)

- 形容词

What a 'beautiful 'sight! (重读 beautiful, sight, 而 What, a 不重读。)

- 副词

I 'seldom 'see him 'lately. (重读 seldom, see, lately, 而 I, him 不重读。)

- 数词

'Two plus 'three 'equals 'five.

His ad'dress is 'forty-'five 'Linden Street. (重读 (ad)dress, forty-five, Linden, 而 His, ad-, Street 不重读。)

2) 逻辑重音 逻辑重音的作用是表达说话者的意愿,说话者可以把重音放在想要强调的任何单词上。例如:

We 'heard 'Mary 'singing up'stairs. (对事实的一般陈述)

We 'heard Mary singing upstairs. (不是看到)

We heard 'Mary singing upstairs. (我们没有听到其他人)

We 'heard Mary singing 'upstairs. (我们没有听到玛丽在楼下唱歌)

'We 'heard Mary singing upstairs. (不是别人听到)

- 3) 感情重音 感情重音是一种特殊的重音。在口语中,当说话者想要表达强烈的情感时,他会把强重音放在他想要强调的词上。例如:

It's 'wonderful!

'We 'succeeded!

2. 欣赏感悟

教师播放教材110~111页录音,要求学生感悟同一句子的句重音可以放在不同的词上,表达朗读者不同的情感。学生听录音,关注重音,选择某种情绪进行模仿。

3. 尝试练习

让学生参看教材66页,尝试标出2d中小对话中的句子重音。学生完成后,进行小组讨论,听录音跟读。教师让学生在跟读模仿的基础上自己再试着角色扮演。

4. 语音补充练习

- 1) 用不同的方式朗读下面句子,看看能通过重音的不同表达出多少种不同的句子意思。

I did not say you ate the last pie.

- 'I did not say you ate the last pie. → Someone else said it, not me.
- I 'did not say you ate the last pie. → I am angry and denying that I said it.
- I did not 'say you ate the last pie. → I only implied that you ate the last pie.
(imply = 暗示)
- I did not say 'you ate the last pie. → I didn't say you were the one who ate it.
Someone else did.
- I did not say you 'ate the last pie. → I said that you did something else with it.
- I did not say you ate 'the last pie. → I said that you ate one of the last pies.
- I did not say you ate the 'last pie. → I said that you ate the second or third pie.
- I did not say you ate the last 'pie. → I said that you ate the last cookie.

- 2) 根据句子重音朗读下列句子,试体会为什么需要重读这些词汇。

(1) A: Mei Ling's house is the third one on the RIGHT.

B: I thought it was the FOURTH one.

(2) A: That's a cute little BOY!

B: That's a GIRL!

(3) A: Wen Xin is the one with SHORT, CURLY hair.

B: No, she's the one with LONG, STRAIGHT hair.

[之前学习过在特殊情况下，句子重音可以不落在最后一个实词，而是根据情况转移到其他重要词汇上。除了回答提问这种情况外，也适用于说话者想进行两个事物间的对比，表示不同意见或更正对方所说内容时，根据意义重读相应词汇。]

五、课文注释

1. **Can you come to my party on Saturday afternoon?** 你能来参加我周六下午的派对吗?

Can you come to ...? 是本单元发出邀请的重点句式。如果想更礼貌地发出邀请，还可以使用:

Could you come to my party?

Would you like to come to my party?

...

接受邀请:

Sure, I'd love to.

Sure. It sounds great.

...

委婉拒绝邀请:

Sorry, I can't. I have to prepare for an exam.

I'm sorry. I must go to the doctor.

I'm sorry, I'm not available. I have too much homework this weekend.

I'd love to come, but I'm afraid I can't. I have an exam on Monday.

...

2. **I remember we went bike riding together last fall when he visited you.** 我记得去年秋天他来你家的时候我们一起骑自行车去玩呢。

1) 这句话的主句用了一般现在时 I remember, 表示现在还记得, 从句用了一般过去时, 表示骑车和拜访两个动作均发生在过去。教师让学生明白句子意思即可, 不用给过多讲解从句知识。

2) go bike riding 意为“去骑自行车”。注意这一结构中 bike riding 的说法, 而非 riding a bike 或 riding bikes。这说明此处 bike riding 为一个名词, 相当于 cycling, 因此, go bike riding 还可说成“go cycling”。例如:

It was fine, so they went cycling. 天气不错, 所以他们便骑车出去了。

3) 英语“go + -ing 名词”这种结构多用来表示“去进行户外的某一活动”，且大多为娱乐放松或锻炼。其他常与go相配合的-ing名词有：camping, boating, fishing, golfing, hiking, hunting, rock/mountain climbing, roller skating, shopping, skating, skateboarding, skiing, surfing, swimming等。

3. I'd love to come, but ... 我特别愿意来，但是……

这是英语礼貌地拒绝邀请时的一个套语。其中would love to do和would like to do用法类似，只是语气更强。would like to do意为“想要做；想干（某事）”，而would love to do则相当于汉语“渴望做；极其想干（某事）”。例如：

How I'd love to go with him to the bird island! - I'm a bird lover, you know. 我多么渴望跟他去鸟岛看看！——我是个鸟类爱好者，这你是知道的。

4. Sam isn't leaving until next Wednesday. 萨姆要到下周三才会离开。

not ... until 表示“直到……才……”。例如：

She isn't going to bed until she finishes her homework. 她要直到完成回家作业才会去睡觉。

We aren't having lunch until Father comes back. 我们直到爸爸回家才会吃饭。

The shop doesn't open until late in the morning. 那家店直到早上很晚才开门。

5. Catch you on Monday! 周一见！（那周一见啦！）

这是一句很地道的口语，与See you on Monday! 意思类似，但是表达更地道。

6. I look forward to hearing from you all. 期待你们大家的回复。

1) look forward to为英语的一个短语动词，意为“期盼；期待”。这一结构中，to是介词，后面如跟动词须使用动名词形式。再如：

I look forward to being invited here again. 我期待着再次应邀来此。

教学中教师应注意提示学生不要将to误作不定式符号，这是学生常见错误之一。类似情况的短语还有：be/get used to（习惯于）；be/get accustomed to（习惯于）；be opposed to（反对）；be addicted to（对……上瘾）；have an/no objection to（反对/不反对）；pay attention to（注意）等。

2) I look forward to hearing from you是一个固定的句子，意为“我期盼着收到你/您的消息”（hope to receive news from you），其后可进一步接所想了解的具体内容或细节。例如：

I look forward to hearing from you to confirm the meeting date.（我）期盼着您确认会议日期的回复。

I look forward to hearing from you with your agreement to the above after you have discussed the matter with your colleagues. 期待你与同事们就此事商量后，同意上述内容的消息。（望你能与同事们讨论此事，同意上述内容。我期盼你的好消息！）

I look forward to hearing from you soon and, if possible, by the 11th of this month.
我期盼尽早得到你的回复, 若可能的话, 请于本月 11 日前回函。

- 3) 在语用方面, I look forward to hearing from you 是一种较为正式的用法, 若在关系密切的朋友间使用会使得对方产生你有意疏远的感觉, 引起误会。朋友间会更常使用如 Please write soon. / Hope to hear from you soon. 等其他的非正式表达法。

六、文化注释

西方国家的“派对”(I)

派对是英文 Party 的音译, 其含义为 get together by invitation for pleasure。聚会通常是人们聚在一起进行庆祝和休闲的一种方式, 旨在联络情感、交谈和放松。聚会的典型特征包括饮食、音乐歌舞及娱乐。派对文化能体现人与人之间积极沟通和交往的态度, 但国与国之间、区域与区域之间不完全相同, 具有各自特点。派对的历史可以追溯到远古时代, 当时人们聚集在一起观看有表演性质的宗教仪式, 或者在分食兽肉之前围着篝火高高兴兴地唱歌跳舞, 这就是派对的前身。法国路易十四时期的宫廷舞会, 以及从此开始风靡各种聚会, 使奢华派对达到了一个高峰, 而现在派对则走向了大众。

西方英语国家的聚会五花八门、名目繁多。从类型上看, 许多聚会关乎社交, 如: birthday party, surprise party, dinner party, cocktail party, tea party, showers(洗礼), housewarming party, fundraising party, welcome party, farewell party, end-of-term school party 等; 也有一些聚会涉及节日或宗教文化, 如: New Year party, Christmas caroling party, St. Patrick's Day party, Easter party 等。从参加者的年龄及性别特点着眼, 聚会的形式包括 parties for teenagers and young adults, hen party(只有女性参加的聚会)及 stag party(只有男性参加的聚会)等。从地点上看, 除个人在家庭中举办的聚会外, 还有学校、机构在单位举办的联谊、庆祝活动, 以及在宾馆、饭店、酒吧举办的正式及休闲派对, 如 dances and balls(社交舞会), block party(社区或街区欢聚), costume or fancy dress party(化妆舞会)。还有一些聚会专门设在户外举办, 例如 sea shore party, bonfire(篝火联欢会)。甚至有些派对主办者会收取门票费。

一般派对有正式和非正式之分, 大致可分成三种类型: 聚集式、家庭式和宴会式。

聚集式: 一种很随意的聚会, 只要主办人提前发个邀请, 说明派对的时间地点就行了。到了派对那天, 各人带上自己做的饭菜或买来的食品, 包括点心、饮料、水果等, 放在一起, 供来者分享。

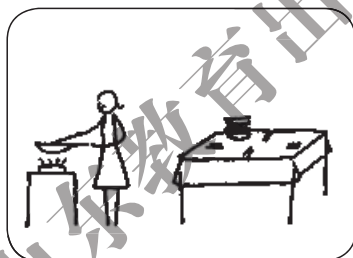
家庭式: 以节日或其他理由邀请客人前来参加的派对。通常都是主人款待一切, 来客

多为熟人，也就无须过于拘礼。但美国人常常还延续一些欧洲人的习惯，给主人家带上一点小礼品，如鲜花、小工艺品、水果、点心等以示友好，增添欢喜。

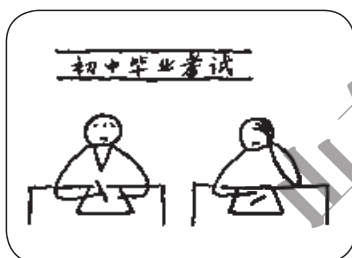
宴会式：最正式的派对，多为鸡尾酒会形式。会场内没有椅子，大家站着随意交流，吃的也是简单但却精致的自助餐。

七 教学简笔画

1. prepare dinner



2. exam



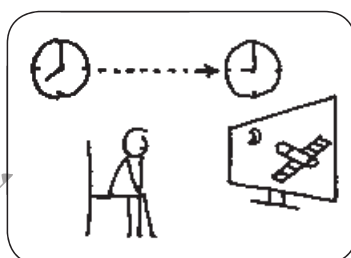
3. flu



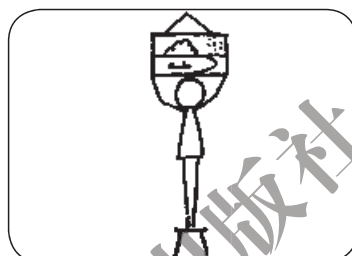
4. Food is available here.



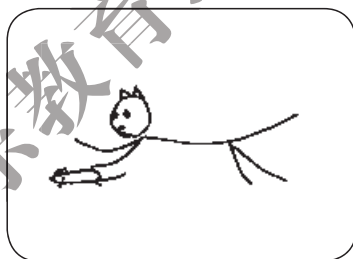
5. watch TV until 9 o'clock



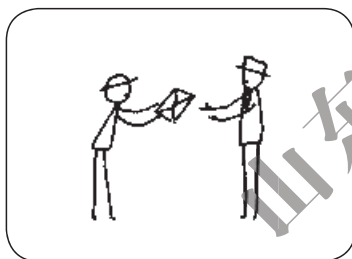
6. hang



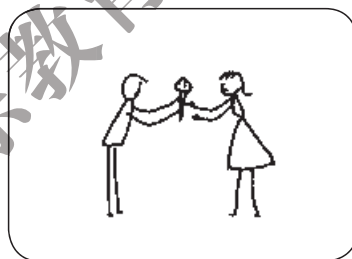
7. catch



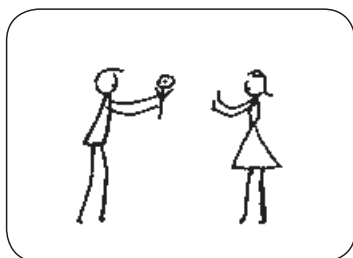
8. invite



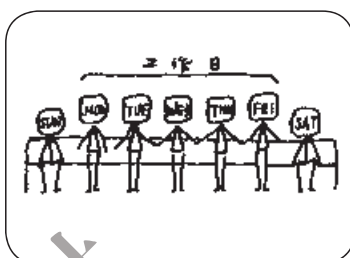
9. accept



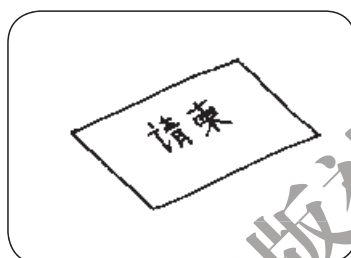
10. refuse



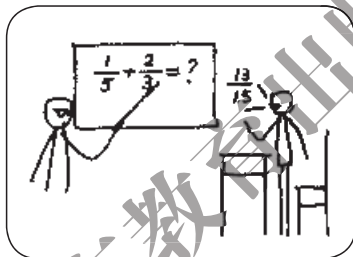
11. weekdays



12. invitation



13. reply



14. walk forward



15. delete



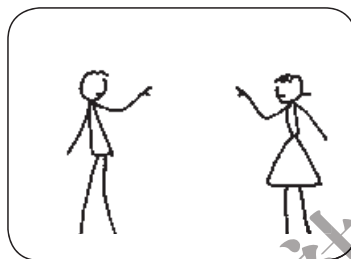
16. print



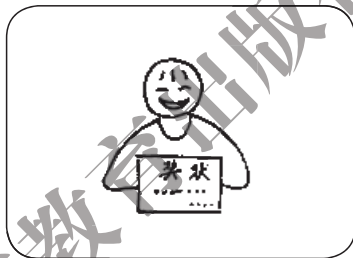
17. sad



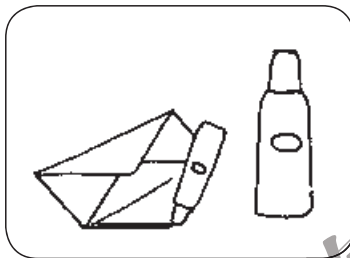
18. goodbye



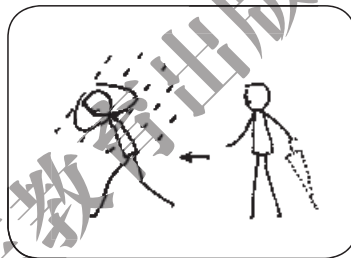
19. glad



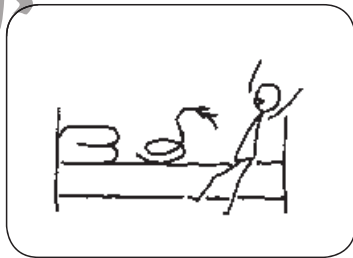
20. glue



21. without an umbrella



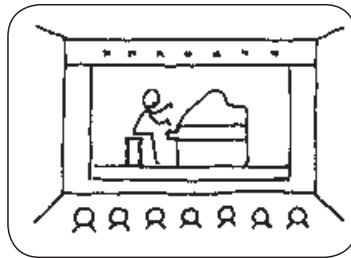
22. surprised



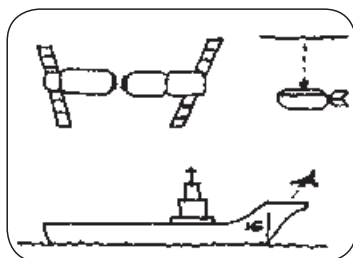
23. opening of a shop



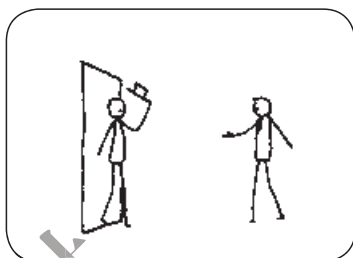
24. concert



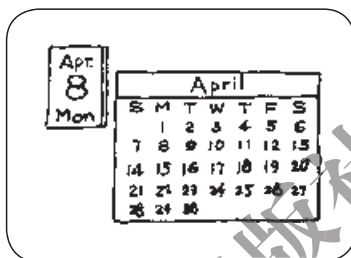
25. event



26. guest



27. calendar



Unit 5 Can you come to my party?

SECTION A

1a

Purpose	To introduce Ss to the target language: make, accept and decline invitations; talk about invitation. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture shows a male student standing in a school hallway next to the lockers. He is passing out to other students invitations for a party that he is having. In addition to distributing the invitations, he is telling the students about the party and asking them if they can come. One female student, Jenny, responds that she can't because a male student, Ted, says he can't because he has to help his parents. Many of the other students are also about to go to the party. The reason why they can't attend the party is their speechless.
Culture Focus	Parental permission and supervision for parties Students usually need to receive permission from their parents to have a party at home. A parent will be present at the party to make sure that the young people do not do anything foolish or dangerous. In addition, the parent can help to ensure that only those students who were invited to the party attend it.
Culture Focus	White lie A white lie has been defined as a harmless lie told in order to protect someone's feelings. The common white lies often represent "goodness", and a white lie is a lie that is told for a good reason. For example, the students in the picture in the textbook may not all want to go to the party and therefore make excuses (i.e. "white lies") for not going. "White lies" are taken to be the truth so an embarrassing and embarrassing position arises if the white lie is exposed for what it actually is. I imagine afterwards well-intentioned.
Answers	1. a 2. e 3. d 4. b 5. c

1b

Purpose	To help Ss recognize the target language in the actual speech.
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Optional Approach	Listen and take notes Before Ss open their textbooks and look at the instructions for activity 1b, the T may want to have Ss listen and take notes. Thereafter, the T can have Ss open their textbooks, look at the names, and write the names next to the correct pictures based on the notes that have been taken. If necessary, the T can also play the recording again.
Answers	a. Tim b. Anna c. Kay d. Wilson e. Ted

1c

Purpose	The T sets the target language in the class.
Teaching Tip	Make sure that excuses match the time of the party Ss should be reminded that it is very important, especially when telling a white lie, that the excuse for not attending a party matches the time of the party. For example, the following could be a potentially embarrassing situation: A: Can I meet you on Wednesday? B: Sorry, I can't. I have to go to a meeting. A: But we were talking about Friday.

2a

Purpose	The T sets listening activities with the target language.
Optional Approach	Who is invited? The T may want to have Ss close their textbooks and listen to the recording before they look at the instructions for activity 2a. Ss should try to identify the name of the person being invited in each conversation. Ss can first check their answers with a partner and then open their textbooks to see if their answers were correct. Thereafter, Ss can be instructed to circle the correct word (can/can't), and the recording can be played again if necessary.
Answers	Circled: 1. can't 2. can 3. can't 4. can't 5. can

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	Listen carefully and remember Ss sometimes become too accustomed to taking notes and cannot remember what was said without checking their notes. In activity 2b, the T may want to encourage Ss to listen carefully without taking notes. This approach can help students develop the skill of listening.

Answers		
	Names	Reasons
	1. Jeff	1. He might have to meet his friend.
	2. May	2. She has the flu.
	3. Mei Ling	3. She must study for a math test.

2c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	<i>Just say “no”</i> Before Ss start activity 2c, the T may want to first elicit from Ss various examples of “saying no” and write these examples on the board in order to make it easier for Ss to do the activity.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	<i>Colloquial language</i> In activity 2d, two male speakers are talking. The following expressions are used: Jeff: Catch up with each other. Nick: “Catch up” These are commonly used terms in everyday spoken English between friends. They are not used here with their literal meanings. To “hang out” with someone means to spend time with them. To “catch up” means to meet someone.

GRAMMAR FOCUS

3a

Answers	Answers will vary. Sample responses: 1. visit my grandparents. 2. I might watch TV. 3. I don't know. I might finish it on the weekend. 4. I'm not sure. I might go with my cousin. 5. I'm not sure, I might have to practice the violin.
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3b

Answers	<p>Answers will vary. Sample responses:</p> <p>1. Inviting: Can you play tennis on Saturday? Accepting: Sure. That sounds great.</p> <p>2. Inviting: Would you like to go to the movies on Friday? Refusing: Sorry, I can't. Reason: I might have to go out with my parents.</p> <p>3. Inviting: Can you hang out with us tonight? Refusing: Sorry, I'm not free. Reason: I must study for a test.</p> <p>4. Inviting: Would you like to come to my birthday party? Accepting: Sure. I'd love to.</p>
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3c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.																																
Optional Approach	<p>Block out 10 time periods To make activity 3c more interesting, the T may want to have Ss make the following chart, block out 10 of the 21 time periods and provide reasons for being busy during those blocked periods.</p> <table><tr><th></th><th>Morning</th><th>Afternoon</th><th>Evening</th></tr><tr><td>Monday</td><td></td><td></td><td></td></tr><tr><td>Tuesday</td><td></td><td></td><td></td></tr><tr><td>Wednesday</td><td></td><td></td><td></td></tr><tr><td>Thursday</td><td></td><td></td><td></td></tr><tr><td>Friday</td><td></td><td></td><td></td></tr><tr><td>Saturday</td><td></td><td></td><td></td></tr><tr><td>Sunday</td><td></td><td></td><td></td></tr></table>		Morning	Afternoon	Evening	Monday				Tuesday				Wednesday				Thursday				Friday				Saturday				Sunday			
	Morning	Afternoon	Evening																														
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■ Optional Activity 1: A Pile of Excuses

Purpose	To let students use the target language correctly.
Materials Required	Slips of paper for each of Ss.

Procedure

- Elicit from Ss 15 or more excuses for not going to a party. Write each excuse on the board in brackets.

- ### ■ Optional Activity 2: Find Someone Who Can Go Fishing on Saturday!

Procedure

- | I plan to ... | Mon. | Tue. | Wed. | Thu. | Fri. | Sat. | Sun. | Name of person(s)
who can go with you |
|--------------------|------|------|------|------|------|------|------|--|
| go fishing | | | | | | | | |
| go seback id g | | | | | | | | |
| iv sita a rtm s em | | | | | | | | |
| g b h l ib ary | | | | | | | | |
| ex rcise | | | | | | | | |
| stff ng ish | | | | | | | | |
| seea m v ie | | | | | | | | |
| g p g | | | | | | | | |

B: Yes I c a n . N o c a n t .

4. Refer Ss to the chart on the board. Tell Ss to copy the chart on their sheets of paper, and check the day that they plan to do the activity (each activity must be done at least once; moreover, a activity should be done at least once).
5. Model the chart to Ss.
6. Give Ss time to do the activity. A S is finished when he or she has found at least one person for each activity.
7. After the Ss have finished, elicit from Ss who was able to find the most companions for their activities.

SECTION B

1a

Purpose	To let students target language in a different context.
Optional Approach	<i>Review 1st to 31st</i> The T may want to have Ss review the ordinal numbers from 1st to 31st before the activity.
Answers	Answers will vary.

1b

Purpose	To let Ss practice using target language in a different context.																												
Culture Focus	<p><i>This Sunday or next Sunday?</i> The expressions “this” and “next” can be used to identify the following situation. Monday:</p> <p>A: Do you have any plans for Saturday?</p> <p>B: Do you have plans for next Saturday?</p> <p>A: I mean this Saturday.</p> <p>On Monday when the speakers are having the conversation above, Saturday seems far away so Speaker A uses the word “next”. However, Speaker B wants to make sure that Speaker A doesn’t mean “a week from this Saturday” by using the word “next”. It is a good idea to always confirm the specific dates when making plans.</p>																												
Answers	<p>Answers will vary. Sample answer assuming the lesson is on a Tuesday:</p> <table><tr><th>Sun.</th><th>Mon.</th><th>Tue.</th><th>Wed.</th><th>Thu.</th><th>Fri.</th><th>Sat.</th></tr><tr><td>the day before yesterday,</td><td>yesterday,</td><td>today,</td><td>tomorrow,</td><td>the day after tomorrow,</td><td>weekday</td><td>weekend</td></tr><tr><td>yesterday,</td><td>weekday</td><td>weekday</td><td>weekday</td><td>tomorrow,</td><td></td><td></td></tr><tr><td>weekend</td><td></td><td></td><td></td><td>weekday</td><td></td><td></td></tr></table>	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	the day before yesterday,	yesterday,	today,	tomorrow,	the day after tomorrow,	weekday	weekend	yesterday,	weekday	weekday	weekday	tomorrow,			weekend				weekday		
Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.																							
the day before yesterday,	yesterday,	today,	tomorrow,	the day after tomorrow,	weekday	weekend																							
yesterday,	weekday	weekday	weekday	tomorrow,																									
weekend				weekday																									

1c	Purpose	To give Ss practice with the target language.
	Optional Approach	<p>Do it fast! The T may want to have Ss do activity 1c in the following way:</p> <ol style="list-style-type: none"> Have Ss work in pairs. Tell the pairs of Ss that they are going to compete to ask and answer as many questions as possible within a minute. Explain that the pairs of Ss get a point for each question that is asked and answered. If the question is asked but not answered, no point is awarded. Tell Ss that they should take turns asking and answering the questions. Have all Ss stand and have them do the activity at the same time. At the end of the one-minute time period, elicit which of the Ss had the greatest number of points. The winning pair(s) can be seated. Repeat the activity here for a few times.

1d	Purpose	To give Ss practice in listening to the target language in a conversation.
	Culture Focus	<p>No balls in the house In the picture in activity 2a, the boy is kicking a soccer ball while talking on the phone in the house. But many parents may not allow their children to play with balls in the house due to the danger that children could be caused from a ball hitting a TV, lamp, etc. The T may want to ask Ss if they kick soccer balls in their homes and if they are allowed to do so.</p>
	Answers	Circled: No

1e	Purpose	To give Ss practice in listening for specific items in conversations.
	Culture Focus	<p>Babysitting In activity 2a and 2b, the recording refers to an older brother having to look after a younger sister, i.e. he is babysitting his younger sister while his parents are out of the house. In some countries, babysitting has been a traditional part-time job of teenagers who may look after the children in the neighborhood. In the news, there sometimes appear stories about a child who has been injured while in the care of a young, inexperienced babysitter. It's important for parents to provide supervision and guidance to teenagers who babysit their children.</p>

Answers		Vince's Activities
	b	play soccer
	a	go to the doctor
	a	study for a test
	b	have a piano lesson
	c	look after his sister

1f

Purpose	Tip: World Spelling activities with target language.
Culture Focus	<p>Help to find free time In the conversation in activity 2c, Ss practice giving and refusing invitations. However, in real life situations, if a S wants to accept an invitation but can't do so, it is important to take the initiative to propose an alternative time. For example:</p> <p>A: Hi, Vince. Are you busy on Saturday?</p> <p>B: Yeah.</p> <p>A: That's okay.</p> <p>B: Sorry! I can't. I'm really busy. I have to work on Saturday.</p> <p>A: That's too bad. Let's eat!</p>

2a

Purpose	To personalize the target language and prepare students for the Share Your Reading activity.
Culture Focus	<p>Potluck party In the US, a potluck party is quite common. At a potluck party, each of the guests brings a dish that is to be shared by the guests at the party. Sometimes, a potluck party is organized so that a fixed number of the guests is assigned to bring one of the following: main dishes, salads, desserts, and drinks. The dishes may be cooked.</p>
Answers	Answers will vary.

2b

Purpose	Tip: World Spelling activities with target language.
Teaching Tip	<p>RSVP The T may want to explain to Ss the meaning of RSVP. At the end of an invitation to a formal party may appear the following letters, RSVP. These letters stand for the French phrase (<i>répondez s'il vous plaît</i>) meaning "please respond". The person giving the invitation is asking the recipient of the invitation to respond whether or not he or she can attend.</p>
Answers	Top message: 1 Middle message: 3 Bottom message: 2

2c

Purpose	Tip to do reading practice with the target language.
Optional Approach	<p>Guess the questions The T may want to have Ss try to guess the questions for activity 2c before answering the questions.</p> <ol style="list-style-type: none"> 1. On the board <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>_____ kind of _____ is it?</p> <p>_____ is the _____ for?</p> <p>_____ is the _____?</p> <p>_____ did David invite to the _____?</p> <p>_____ can people do at the _____?</p> </div> <ol style="list-style-type: none"> 2. Refer Ss to the board. Tell Ss that the questions are about the party in the messages. 3. Have Ss work in pairs to fill in the blanks. 4. Have the pairs check their answers in the textbook. 5. Have Ss answer the questions.
Answers	<ol style="list-style-type: none"> 1. It is a surprise party. 2. It is for Ms. Steen. 3. It is on Friday the 28th. 4. David invited his classmates to the party. 5. They can eat, drink and play games at the party.

2d

Purpose	Tip to do writing practice with the target language.
Optional Approach	<p>Don't look back The T may want to ask Ss to try to do activity 2d in the following way</p> <ol style="list-style-type: none"> 1. Don't look back at the messages. 2. Try to fill in the blanks. 3. Look back at the messages to check answers.
Answers	party, come, food, drinks, bring, fun, know, if

2e

Purpose	Tip to do practice with the target language.
Optional Approach	<p>What do we need? The T may want to have Ss first try to plan the party with looking at the questions in the textbook. In groups, get Ss to consider who the party is for and then list things they need to do to make sure the party is successful. Then compare their questions with the questions in activity 2e.</p>

Answers	Answers will vary.
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3a

Purpose	To represent the school in writing the target language.
Culture Focus	Smart dress The T may want to explain that some invitations include a dress code, which is used to show what type of clothes people should wear e.g. formal or casual. The term “smart dress” is often used to suggest people wear semi-formal clothes. Sometimes the dress code may be stated more fully. Dresscode: On the back
Answers	<ol style="list-style-type: none"> 1. Mr. Smith, the headmaster is making the invitation. 2. It is for the opening of the new library. 3. It will happen on Wednesday, January 8th at 9:00. 4. After this, parents can enjoy the school concert and have lunch in the school hall at 12:00. 5. They have to bring one book as a gift for the new library. 6. They should reply to this invitation in writing by Friday, December 20th.

3b

Purpose	To establish the target language to communicate themselves.		
Optional Approach	E-mail or ... In activity B Ss are asked to write an invitation. This would be a good opportunity to talk with Ss about the options for inviting people to a party and for writing an invitation. The T may want to do the following classwork in the second lesson.		
	What is your preferred method to ...	invite people to a party?	reply to a party invitation?
	1. e-mail		
	2. writing a letter		
	3. telephone call		
	4. accept the invitation		
	5. accept the invitation		
	The teacher should be asked to show the preferences.		

Answers	<p>Answers will vary. Sample writing:</p> <p>Dear Huang Lei,</p> <p>I would like to invite you to a going away party for my brother. He is going to university in Wuhan.</p> <p>The party will be at my house on Saturday, August 15th. You do not need to bring anything. My parents are serving food and drinks from 7:30 p.m. After the meal, everyone can dance.</p> <p>Please reply by next Monday. You can send me an e-mail to let me know if you can come. I hope you can make it!</p> <p>Guo Yu</p>
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4

Purpose	To establish a good relationship between the two students.
Teaching Tip	<p>Rules The teacher should establish a good relationship between the two students.</p> <p>1. The teacher should establish a good relationship between the two students.</p> <p>2. The teacher should establish a good relationship between the two students.</p> <p>3. The teacher should establish a good relationship between the two students.</p> <p>4. The teacher should establish a good relationship between the two students.</p>
Answers	They can both go shopping on Sunday afternoon.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.
Teaching Tip	<p>Be specific The teacher may want to remind students to be specific when giving information. In the conversation in activity 16, the Self Check, Pete is invited to a party on the weekend. In that particular situation, maybe Pete already knows about the party and which day it'll be on. But if the person is re-invited, the student should be able to give more specific information.</p>

Answers	<p>1.</p> <p>A: Hi, Peter. <u>Can</u> you come to my party <u>on</u> the weekend?</p> <p>B: Sure, I'd love to.</p> <p>A: How about <u>you</u>, Jenny?</p> <p>C: I'm afraid I <u>can't</u>. I <u>have</u> to look after my little cousin.</p> <p>A: <u>Can</u> you come, Jeff?</p> <p>D: I <u>might</u> be able to, but I'm not sure. I'll let you know tomorrow.</p> <p>2. Answers will vary.</p>
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■ Optional Activity: The Class Party

Purpose	To let students start the argument about going to a party.
Materials Required	Students perform acts.

Procedure

1. Distribute sheets of paper.
2. On the board

Message

	Morning	Afternoon	Evening
Sun.			
Mon.			
Tue.			
Wed.			
Thu.			
Fri.			
Sat.			

A: Can you go to class parties after school?

B: Yes, I can.

C: I'm busy after school. What about Saturday morning?

A: I can go on Saturday morning.

B: Meet me.

D: I'm busy on Saturday morning.

- 3 Tell the Ss to copy the chart on the board on their sheets of paper and to put Xs in 10 boxes. The Xs mean that the Ss are going to be late.
- 4 Divide Ss into groups. Tell Ss to debate and see which group has the most.
- 5 Model the exercise to the class.
- 6 Tell Ss that they have to find a time that they can all come to a class party.
- 7 Give Ss time to do the activity.

Unit 6 If you go to the party,you 'll have a great time!

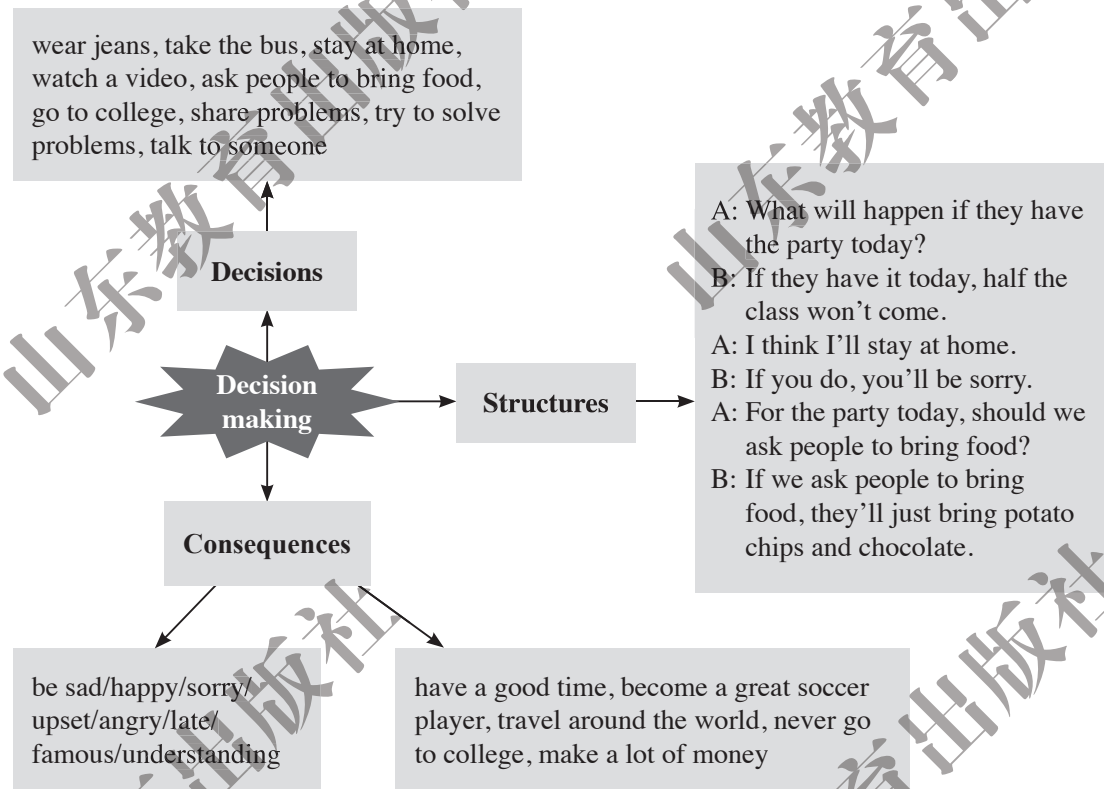
一、教学目标与要求

话 题 Topic	做决定 (Decision making)
功 能 Functions	能简单谈论事情的结果 (Talk about consequences) A: I think I'll go to the party. B: If you do, you'll have a great time. A: What will happen if they have the party today? B: If they have it today, half the class won't come.
语 法 Grammar	1 能正确使用第一条件句谈论事情的结果 (First conditional <i>if + will</i>) A: What will happen if they watch a video at the party? B: If they watch a video at the party, some students will be bored. If I go to college, I'll never become a great soccer player. 2 能正确使用情态动词 <i>should</i> 提出建议 (Modal verb <i>should</i>) I think you should go to college. Should we ask people to bring food?
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) meeting, video, chocolate, taxi, advice, teenager, wallet, mile, mistake, step, experience, organize, travel, advise, solve, trust, upset, normal, angry, understanding, careless, careful, certainly, else, himself, unless 2 能正确使用下列常用表达 (Useful expressions) potato chips, keep ... to oneself, in half 3 能认读下列词汇 (Non-curriculum words) agent, expert, halfway
语 音 Pronunciation	1 能在朗读中正确把握句子重音 2 能朗读小段落, 综合使用连读、重读、语调、停顿等朗读技巧
学习策略 Strategies	1 能通过推理演绎, 判断 <i>if</i> 条件句引出的对事情结果的预测 2 能利用略读策略 (skimming) 快速获取文章大意

文化知识
Culture

- 1 进一步了解西方派对文化，如：派对的形式、礼仪等
- 2 了解中西方青少年生活中常见问题，以及心理咨询机构如何提供有效的帮助

二 话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分围绕派对 (party) 的话题展开，集中呈现了有关假设或推论的词汇和句型，并继续巩固多个动词短语以及 be going to 和 will 表达将来时的用法。本部分的核心句型是

第一条件句If ... will ...。此外, Section A部分通过对班级聚会(class party)的讨论, 要求学生听懂对话主旨大意及细节信息, 并能够模仿输入的语言, 围绕假设与推论, 尝试做简单的语言输出, 为Section B部分对假设与建议的讨论奠定语言基础。

1a-1c为本单元的导入部分。活动1a的主题图呈现了与聚会(party)相关的四个假设, 重点突出核心句型If ... will ...。该活动让学生通过读图, 将不同假设的陈述与对方的应答相匹配。活动1b以听力对话的方式呈现有关聚会的假设与推论, 让学生进一步体会第一条件句If ... will ... 的使用。活动1c让学生结对操练, 尝试运用第一条件句进行控制性的语言表达。

2a-2d部分的重点是听说教学。活动2a通过一段长对话, 引导学生关注谈话的主题以及活动举办的时间。2a和2b的听力材料不仅涉及到班级聚会(class party)的举办时间, 还讨论了活动内容、组织形式, 内容更加丰富。听力活动分步设计, 降低了难度, 引导学生带着不同的问题去听, 分层次把握对话内容: 2a让学生听后确定对话中谈论的主题和活动举办时间。2b让学生听懂对话中其他的细节。2c部分是基于听力内容的口语输出活动, 让学生进一步巩固核心句型If ... will ...。2d部分为学生呈现了一个更加真实的对话范例, 补充了情态动词should的使用范例: Should we ask people to bring food? Do you think we should give people some small gifts if they win? 为Section B部分使用should给他人提出建议做铺垫。

Section A的重点是学习运用第一条件句If ... will ..., 对未来事件进行假设和推断。在使用If ... will ... 这一句型时, 要特别注意if后的条件句要用一般现在时表示将来, 而主句则需运用一般将来时态。本部分还涉及到情态动词should的使用、一般将来时的运用等。学生需要做大量的口头练习, 才能对目标语言达到熟练运用。

SECTION A 教学建议

活动 1a

1. 教师通过播放歌曲*If You Are Happy*, 带领学生轻松地进入本单元的学习, 并有意地感受if条件句的使用。教师可以进一步追问学生: If you're happy/sad, what will you do? 引导学生使用本单元目标句型I'll ... if I'm happy/sad. 做出回答。
2. 教师导入聚会(party)的语境, 并展示一幅比较夸张的服装图片, 如芭蕾舞裙, 通过下面的问题引导学生开展相关讨论: What will happen if I wear this ballet skirt to the party? 让学生尝试用目标句型做出回答。教师可以把学生说出的不同句型板书下来, 以便做些必要的点拨。如:

If I go to the party,	{ you will ... your friends will ... we will ... your parents will
If I don't go to the party,	
If I go to the party,	
If I don't go to the party,	

注意：教师应尽可能让学生发挥想象，对结果做出不同的预测，并对学生的回答适当做出点评，引导他们正确使用第一条件句 If ... will ... 表达自己的思想。

3. 让学生将 1a 中的陈述 (statements) 与不同场景的图片匹配，并借助图片理解句子的意思，然后对四种假设可能产生的结果进行讨论和预测，为下一步听力活动做好热身。

活动 1b-1c

1. 教师播放 1b 录音，让学生补全 1a 表格中 Responses 一栏的句子，学生可结合之前的预测核对答案。
2. 让学生根据 1a 中的图片，模仿 1c 的范例两人一组编对话。教师可先将对话中可替换部分用不同颜色标出，引导学生用第一条件句 If ... will ... 进行充分表达。
3. 句子接龙。教师给出范例，引导学生用目标句型连句，表达各种推断。如：

If I go to the party, I will come back home late.

If I come back home late, I won't finish my homework.

If I don't finish my homework, I will ... / my teacher will ... / my parents will ...

If I / my teacher / my parents ...

.....

活动 2a-2c

1. 引导学生通过 2a 的图片和题目所提供的信息，对听力材料的内容进行预测。从上述非听力因素可以获得的信息包括：对话中的人物可能是一个男孩和一个女孩；对话的主题有关 party 或 meeting；该活动举办的时间可能是周五晚上、周六下午或周六晚上。
2. 播放第一遍录音，指导学生关注听力中的两个关键问题，即：对话的主题和活动举办的时间，完成活动 2a。
3. 教师与全班核对 2a 的答案，并请几个学生说出答案依据。第一个问题的答案在对话一开头就提到了：I want to have a class party. 教师可让学生回忆并说出这个句子。第二个问题中涉及三个选项，对话中提到三个时间，today 不对，对话中提到：

If we have it today, half the class won't come. tomorrow 也不对，原因是：Students will leave early to study for the test. Mark 建议周末举办聚会：Why not have it on the weekend? Nelly 表示赞同：... let's have it on Saturday afternoon. 通过让学生重复这些重要的信息点，可以发现学生听力中的障碍所在，也可以增加学生的语言输出量，为后续的活动做准备。

- 4. 让学生阅读 2b 的问题，以及给出的简短回答。再次播放录音，让学生将问题和答案匹配。最后，引导学生用完整句来回答这五个问题，以核对答案，并巩固第一条件句 If ... will ... 和一般将来时的运用。
- 5. 教师第三次播放录音，让学生跟读模仿，体会对话中的重音、停顿、连读等朗读技巧。在充分理解听力文本的基础上，让学生模仿 2c 的示范，两人一组进行角色扮演，进一步巩固目标语言在语境中的运用。

活动 2d

- 1. 教师继续拓展 2a 和 2b 听力材料中的讨论，引导学生思考：关于聚会的准备工作，Mark 和 Nelly 还需要考虑什么问题？教师在下面的表格中记录学生的回答。

Place	Food	Activities	Other: _____
Where shall we have the party?			

- 2. 教师导入活动 2d，要求学生阅读 Jeff 和 Ben 关于如何准备聚会的对话，并回答问题：What are the two things Jeff and Ben talk about, regarding the party preparations? (food, games)
- 3. 教师通过进一步追问帮助学生深入理解对话，并巩固第一条件句 If ... will ... 和一般将来时的运用。下列问题供教师们参考：
 - 1) Will they make food at home?
 - 2) Will they ask people to bring food?
 - 3) Will they order food from a restaurant? Why?
 - 4) Will they play games at the party?
 - 5) Will they give people small gifts if they win the games?
- 4. 教师播放 2d 的录音，让学生模仿、跟读，关注对话中重音、停顿、连读等朗读技巧的使用，体会目标句型在真实语境中的使用。
- 5. 让学生两人一组，利用黑板上表格中记录的信息，模仿 2d 的对话，继续拓展 2a 和 2b 的听力录音中 Mark 和 Nelly 的对话。

本单元的重要语言功能是“对事情的结果进行预测”。语法聚焦部分通过呈现学生熟悉的句子，归纳、梳理了使用第一条件句If ... will ... 谈论事情结果的不同句式：

- If you do, you'll be sorry. (主句、从句均为第二人称)
- If we ask people to bring food, they'll just bring potato chips and chocolate. (从句为第一人称复数、主句为第三人称复数)
- If they have it today, half the class won't come. (从句为否定句)
- What will happen if they have the party today? (主句为特殊疑问句)

本单元还复习、巩固了上一个单元学过的一般将来时(will)的用法。

练习3a-3c从语言形式、语言意义及语言运用多方面引导学生巩固对本单元重点语言项目的理解。3a为补全短文练习，引导学生在语境中体会英语中动词因表意不同而采用不同形式，学生应根据需要选用不同的动词时态，特别是要注意在使用第一条件句If ... will ... 时，主句用一般将来时，从句用一般现在时。3b的练习要求学生补全If ... will ... 句式的从句或主句部分，具有一定的开放性，学生可以发挥自己的想象力，对所给事情的结果做出预测，只要逻辑合理即可。活动3c是开放性的写作练习，要求学生灵活运用本单元的目标语言，合作讲述一个故事(chain story)。

本部分的学习重点是第一条件句If ... will ... 的使用。该句式是复合句中的一种，复合句是在简单句的基础上构成的，对学生来说有一定难度。在前面的册次中，虽然也出现了一些复合句，但尚未为学生系统地归纳，学习内容以简单句为主。在本单元的学习中，应该让学生体会主句与从句之间的关系，抓住句中关键的从属连词if，并掌握主句与从句中时态的区别，特别是当从句主语是第三人称单数时动词词形的变化。

语法部分具体教学建议如下：

1. 引导学生关注Grammar Focus表格，启发学生找出含有If ... will ... 的句子，师生共同总结这些句子的表意功能，即：对事情的结果进行预测。
2. 让学生说出这些句子中用来连接主句和从句的连词是什么，以及它的含义是什么，并提示学生观察每句话中逗号前后的两个简单句，让他们分析主句和从句中各使用了什么时态。
3. 让学生体会If you do, you'll be late/sorry. 中do代替的动词，让他们将代替的内容说出来，改写这个句子，即：If you take the bus to the party, you'll be late. If you stay at home, you'll be sorry.
4. 教师给出话题或学生自己设计话题，如带手机到学校(bring a cell phone to school)，引导学生模仿上述句式造句，例如：

I think I'll bring a cell phone to school.

Should I bring a cell phone to school?

What will happen if I bring a cell phone to school?

学生说出上述句子后，教师可引导其他学生做出回答，用第一条件句对事情的结果进行预测，并注意使用动词的正确形式。

活动 3a

1. 让学生快速阅读 3a 的短文，并掌握文章大意。教师可以提出几个问题，帮助学生理解，如：

- 1) Who wrote this letter?
- 2) Who is this letter for?
- 3) Why does the person write the letter?
- 4) What are some worries the person have?

注意：在完成此类补全短文练习之前，建议教师引导学生先通读短文，了解文章大意。文章中已有的片段性信息可以帮助学生建构对文章内容的预测，通过问题的提示，以及学生之间的讨论，文章的轮廓也会由模糊逐步走向清晰，帮助学生建立所涉及话题的较完整语境，这比学生看一句话填一个词要有效得多。

2. 提示学生分析括号中动词所在的语境，用正确形式填空。该短文中涉及到动词不定式、一般现在时、一般过去时等语言现象，并以第一条件句 If ... will ... 为主。
3. 师生共同核对答案，教师可要求学生读出完整的句子。对于有歧义的地方，引导学生思考上下文所提供的语境。
4. 让学生默读全文，然后与同伴归纳出 Tina 的几点担忧，即：to go or not to go, what to wear, how to get there。教师引导学生对这些事情不同做法的后果进行预测，学生可以找出文中的句子，也可以说出新的句子，给 Tina 提出一些建议。

活动 3b

1. 让学生独立完成 3b 补全句子的练习，提示学生分清主句和从句，使用正确的动词形式。
2. 让学生和同伴交流彼此的句子，然后请几个学生为全班朗读自己的句子，教师从语言准确性、逻辑的合理性等方面进行评价。
3. 造句练习。请学生仿照 3b 说出更多的主句或从句，让班上其他学生补全该句子，看看哪个学生最有想象力。该环节可以帮助学生加深理解 If ... will ... 从句的结构，并能激发学生的想象力和创造力，同时为 3c 更为开放的写作活动做准备。

活动 3c

1. 将学生分为若干小组，分组开展故事接龙 (chain story) 活动。教师应鼓励学生发挥想象力，并提醒他们在对事情的结果进行推测时，要注意逻辑的合理性。为了激活学生的思维，可以先让他们口头完成故事接龙。

注意：小组活动可以培养学生的合作学习能力。在完成上述连句子的活动中，学生需要协商说话的先后顺序，并且要仔细听前面的学生所说的信息，并顺着前面的内容进行拓展，这样才能产出一段逻辑合理的小故事，而且这个故事集合了小组内所有学生的智慧。

2. 学生口头完成故事接龙后，再把这个故事写出来。每个学生可轮流写出自己的部分。最后，选一个学生朗读完整的故事，其他学生对故事的语言和内容进行调整和完善。
3. 请几个学生朗读自己小组的故事，与全班分享。最后，可以让学生谈谈最喜欢哪个小组的故事，并陈述原因，从而促进学生更多的语言生成。
4. 如果条件许可，将各个小组的故事张贴在教室的墙上，供学生课下交流。

■ 拓展活动：故事接龙 (The Dreamy Milkmaid)

活动目的：该活动要求学生合作讲述一个经典英文故事——The Dreamy Milkmaid (挤牛奶的姑娘)，从而巩固 If ... will ... 条件句的使用。在接龙游戏中，学生的想象力和创造性得到发挥，学生积极运用英语表达自己的想法。该故事还能够情感态度和价值观方面给学生一些启示。

活动形式：全班活动。

活动步骤：

1. 教师可以通过简笔画呈现词汇 milkmaid, a pail of milk, cream, butter, hatch, spill out 等，并导入故事语境：Once upon a time, there was a country girl. One morning, she went out to milk her cow. When she finished, she picked up the pail of milk and walked back to the farmhouse. On her way, she started daydreaming.
2. 教师提出一个条件从句，让学生顺着前面的思路补充主句，对该假设的结果进行预测。例如，教师可接着前面导入的故事说出：If I make cream and butter out of this milk, ... 然后引导学生补出主句。学生可以说出这样的句子：If I make cream and butter out of this milk, I'll give some to my neighbors. 教师请几个学生说出自己的推测，然后再给出正确的句子：If I make cream and butter out of this milk, I can sell it. 并让学生将这个句子作为后面新的条件从句，继续推测故事的发展：If I can

sell the cream and butter, ... 以此类推, 直到讲完整个故事。黑板上的简笔画可以帮助学生推测故事的发展。

教师也可以通过一系列图片呈现故事发展的过程, 让学生看图连句讲故事, 或者在充分导入语境之后, 让学生自由发挥挤牛奶的姑娘做白日梦的部分, 最后教师讲出故事原来的版本。

3. 教师请几个学生复述完整的故事, 正确使用 If ... will ... 句式拓展故事的主体部分。
4. 教师和学生一起讨论该故事给人们的启示, 鼓励学生表达自己的不同观点, 并适时给学生正面的引导。

故事素材:

The Dreamy Milkmaid

Once upon a time, there was a country girl. One morning, she went out as usual to milk her cow. When she finished, she picked up the pail of milk and began to walk back to the farmhouse. As she walked, she started daydreaming.

"If I make cream and butter out of this milk, I can sell it," she thought. "If I can sell the cream and butter, I will buy some eggs."

As she walked along, she became more excited. "If my eggs hatch, then I will start a chicken farm. Then if I have a chicken farm, I can sell some of the chickens. If I can sell enough chickens, I will buy a beautiful dress."

Lost in her dreams, she began to walk more quickly and swing her arms. "If I buy a beautiful dress, all the boys will admire me. But if any of them ask me to dance, I will just turn away!"

As she imagined all the boys admiring her, she swung her arms out wide and turned around. The pail of milk flew out of her hand and all the milk spilled out.

"Oh, no!" she cried. "There go all my dreams!"

SECTION B 内容介绍

本部分在 Section A 的基础上, 围绕青少年生活中的问题, 进一步谈论对事情结果的预测。本部分通过听、说、读、写活动拓展相关语言表达, 巩固 if 引导的第一条件句, 并引导学生正视困难, 学会与人沟通, 寻求帮助, 解决问题。

1a-1d 部分包含两个任务, 一是导入青少年面临的选择未来职业的话题, 并进一步拓展相关语言表达; 二是通过听说活动, 让学生在新的语境中继续巩固第一条件句 If ... will ... 的使用。活动 1a 让学生思考生活中最重要的事情, 学习六个短语, 为下面的听说活动做铺垫。1b-1c 的听力活动分步设计, 听力材料有关男孩 Michael 加入足球俱乐部的问题, 通

过俱乐部经纪人和Michael的父母对各种选择的结果的预测，融入了if条件句的使用。1d的口语活动让学生分别扮演Michael和他的朋友，从而进一步拓展了听力对话的内容。

2a-2e部分为本单元的阅读板块。2a的读前活动引导学生讨论生活中的问题和解决方式，从而激活他们的背景知识，帮助他们熟悉阅读的主题。本单元的阅读语篇通过女孩Laura的故事，探讨了青少年如何解决生活中的问题，并给出了相关专家的建议。活动2b要求学生运用略读（skimming）的策略，概括文章的大意。2c的读后活动让学生通过回答问题把握语篇细节。2d让学生用所给短语完成对阅读文章的缩写，该活动一方面加深学生对课文内容的理解，另一方面让他们在熟悉的课文语境中巩固和使用几个重点短语。2e让学生讨论自己生活中的问题，拓展了文章主题，同时为后面的写作练习做准备。本单元阅读板块的设计思路是：读前激活学生的背景知识，通过略读获取文章大意，通过细读获取文章细节信息，基于课文语境进行语言训练，让学生将课文内容与生活相关联，即：遵循了“语境导入—语篇输入—阅读理解—语言内化—口语输出”的过程。

活动3a-3c一步一步地为写作任务搭建支架。3a让学生讨论朋友遇到的三个问题并给出建议，并通过填表整理信息。3b给出了段落的框架，让学生用前面的信息填空，完成文章的第一段。3c让学生仿照第一段的框架继续完成文章的第二段和第三段。

活动4为学生创设了新的话题，让他们综合运用所学语言，谈论自己参与志愿者活动的计划。

Section B部分的重点是通过更多的听、说、读、写活动，结合更丰富的语言输入，让学生自如地对不同事件的结果进行预测，巩固第一条件句If ... will ... 的使用。本部分的难点是让学生在教材所提供的支架的帮助下，合理地布局谋篇，正确使用所学语言谈论朋友遇到的问题，并用if条件句给朋友提出建议，写出一篇语言流畅、内容充实的短文。

SECTION B 教学建议

活动 1a

1. 教师课前可收集一些图片，这些图片应该能够直接说明1a中的六个短语的意思，并且尽量不包含多余的信息，以免学生在讨论时跑题。
2. 教师提出一些问题，通过图片引导学生说出1a中的六个短语。对于学生感到陌生的短语，教师可结合图片内容，与学生展开更加深入的讨论，尽量多地重复这些短语。最后，教师板书所有短语。
3. 教师提出问题：What is important to you? 让学生说出自己认为重要的事情，巩固上面的短语。教师也可以让学生按照重要性将这些短语排序。
4. 教师可以将该话题进一步拓展，让学生讨论生活中还有哪些事情比较重要，并通过追问原因，让学生输出更多语言。

注意：上述步骤体现了对教材内容的补充和拓展。教师可以根据实际需要，对教材环节进行扩充，给学生搭建更多支架，通过提供更多的语言输入，并让学生尽可能多地输出语言，促进更多教学生成，让学生在潜移默化中更有效地掌握目标语言。

活动 1c-1d

1. 让学生仔细观察 1a 的图片，并通过对图片的讨论，对将要听到的内容进行预测。以左边的图片为例，教师可以提出下列问题，引导学生搜索图片所提供的信息：
 - 1) What can you see in the picture on the left?
 - 2) Where is it?
 - 3) Who are the two people? (What's their relationship?)
 - 4) What do you think they're talking about?

注意：agent（经纪人）一词对学生预测听力内容来说是个关键词，许多中国学生可能不太了解这一职业，教师可以适当做些介绍，丰富学生的背景知识。另外，The Lions（狮子队）是一个足球俱乐部及该俱乐部球队的名称，所以对话中有这样的句子：If you become a Lion ... 这个信息对学生理解听力材料会有帮助。

2. 让学生首先明确 1b 的听力任务，即：判断 1a 中的六个信息是谁说的。这是对话中需要把握的关键问题，因为 Michael 的父母和足球俱乐部经纪人的立场不同，一方支持他加入俱乐部，另一方反对。
3. 教师播放第一遍录音，让学生完成 1b，判断 1c 的五句话中哪些是父母的建议，哪些是足球俱乐部经纪人的建议，然后引导学生讨论自己支持哪一方的观点。
4. 教师播放第二遍录音，让学生完成 1c 的信息匹配活动。在核对答案的时候，可以让学生说出完整的句子。如果把句中的人称 you 和 I 换成具体的人，不仅能巩固 if 条件句的使用，而且对听力内容的理解更深刻了，如：If Michael joins the Lions, he'll become a great soccer player.
5. 如果时间许可，可以结合该听力活动再设计一个听后写作活动，让学生假设自己是 Michael 或 Michael 的朋友，用 If ... will ... 写几个句子，对加入足球俱乐部的各种情况进行预测，如：If I join the Lions, I'll have less free time. 或 If you become a famous soccer player, your friends won't see you as often as they do now. 这样可以让学生在熟悉的语境中练习不同人称在 If ... will ... 句型中的使用。
6. 让学生两人一组，分别扮演 Michael 和他的朋友，就 Michael 所面临的问题展开讨论。最后，请几组学生展示他们的对话。教师借此机会做些价值观的引导，

帮助学生正视名望、财富、幸福、学识等，以便在遇到类似情况时做出正确的选择。

活动 2a-2e

1. 读前热身讨论。教师从 Michael 所面临的问题导入，启发学生思考生活中还有哪些常见问题，以及如何解决这些问题。教师可以根据学生的回答将问题和相关建议板书出来，并用 If ... will ... 句型对学生的建议简单评价。
2. 教师先让学生阅读文章的前三句话，并预测本文会讲到什么内容。学生很容易通过 worries, problems, what can they do 等关键词，在读前建立对文章大意的预期。
3. 为学生限时，让他们快速阅读全文，确定文章的主旨大意。此次阅读让学生修正并进一步完善前面的预测。教师可先让学生用自己的话说出文章大意，再在三个选项选出正确的一个。如果选项中有学生不理解的表达法，教师需要做些解释，如：keep to oneself, get advice from an expert。

注意：为了帮助学生不断提高阅读的速度，教师可以给他们限定时间，并让他们反复阅读，每次关注不同的内容，并引导学生纠正逐字阅读、出声阅读、反复回读的习惯。随着阅读量的增加，学生的语感会不断增强，教师可以训练学生有意识地关注更大意群，尤其是一些短语和固定搭配，从而获得更完整的信息，而不是通过逐字阅读获得支离破碎的信息。

4. 让学生细读文章，回答 2c 的四个问题，更全面地把握文章信息。教师还可以进一步让学生分辨文章中的观点和事实。例如，教师可以从文中抽取下列句子让学生判断，然后让他们在文中找出更多的事实和观点，从而加深对文章的理解：
 - 1) Students these days often have a lot of worries. (fact)
 - 2) Problems and worries are normal in life. (opinion)
 - 3) Laura once lost her wallet, and worried for days. (fact)
 - 4) Robert Hunt advises students about common problems. (fact)
 - 5) It's best not to run away from our problems. (opinion)
 - 6) Students always forget that their parents have more experience. (fact)
 - 7) You're halfway to solving a problem just by talking to someone about it! (opinion)
5. 教师通过以下问题帮助学生进一步梳理文章内容：
 - 1) What does the writer talk about in the passage?
 - 2) What's Laura Mill's opinion about how to deal with problems?
 - 3) What's Laura's story and what did she learn from it?

4) How does Robert Hunt think we should solve our problems?

5) What advice does he give teenagers?

学生首先逐一回答上述问题，然后再把这几个问题的回答连起来，口头复述文章内容，为2d的活动做准备。

6. 让学生独立完成2d的补全短文活动。该短文是对阅读文章的缩写，概括了文章的大意，上面的复述环节有利于学生顺利完成该任务。如有必要，与学生先回顾这些短语的意思。教师可以让学生在文章找出这些短语，或用这些短语造句。教师也可以让学生先说说文章的大意，然后试填这些短语，最后再和全班一起回顾这些短语。
7. 先请几个学生朗读2e中的五个问题，然后让他们四人一组开展调查，一个学生负责提问，其他学生分别对这五个问题进行回答，提问的学生将调查的结果记录在下面的表格中：

Names	Question 1	Question 2	Question 3	Question 4	Question 5

最后，请每组调查的学生选择一个问题，汇报自己的调查结果，其他组员做必要的补充。

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活动 3a-3c

1. 活动3a可以独立完成。给学生几分钟时间，让他们思考熟悉的某个人遇到的三个问题，以及应该如何解决这三个问题，并把相关信息记录在表格中。
该活动也可以分组完成。每个成员分别说出自己列举的三个问题，全组讨论解决这些问题的最佳方案。学生把收集的建议记录在自己的表格中。小组讨论能充分激活学生的思维和兴趣。
2. 让学生关注3b的框架，请几个学生根据前面表格所填的信息，试着口头叙述朋友的第一个问题以及自己给出的建议，教师适时给予指导。教师有必要提示学生：在3b的框架中，第一句是对朋友的介绍，第二句写朋友的问题，第三句给出建议，第四句说明这样做的结果（需使用if条件句）。
3. 让学生仿照3b的框架和3a表格中所填的信息写一段话，谈论朋友的第一个问题和建议。
4. 让学生关注3c中给出的段落开头，并理解这句话的承上启下作用，即：从这段开始写朋友的第二、三个问题及相关建议。让学生模仿3b的框架，把3a表格中记录

的第二、三行信息表述出来。

注意：根据学生的情况，在写第二、三条问题和建议时，可以引导他们对3b中的框架进行调整和拓展，如：可以补充句型If he/she doesn't ... he/she will ...; 也可以替换段落的开头：My friend ... also has a problem with his/her schoolwork. 还可以引导学生给这三段话加一个结尾。通过这样的提示，可以帮助有余力的学生进一步变化句式、丰富表述。

5. 请部分学生把自己完成的三段话连起来朗读给全班学生，师生共同点评，并帮助他们进一步完善作文。

.....

活动4

1. 教师导入活动主题，即：志愿者活动，让学生通过头脑风暴（brainstorm）列举生活中有哪些地方需要志愿者，在学生的帮助下完善教材中列举的活动项目。通过这个步骤，可以帮助学生巩固一些短语。教师还可以将教材中的名词短语改成动词短语，如：visit an old people's home, clean up our school, visit a children's hospital, 并拓展这些动词短语。
2. 让学生分组讨论，询问彼此准备参加什么活动，并鼓励学生进一步拓展示范对话，如：Which activity would you like to do to help? Why? What will you do if you ...? Why don't you ...? 教师应引导学生多提出问题，促进学生之间更多语言生成的产生。
3. 请几组学生展示自己的对话，全班学生进行交流。教师可以引导听的学生说出每组的关键信息，并在黑板上以mind map的方式板书这些具体的志愿者活动，如：old people's home visit: bring the old people some flowers; sing for the old people; play games with the old people ... 最后，教师引导学生思考志愿者活动的意义，鼓励学生积极参与到社会实践中，为社会文明和进步贡献自己的力量。

SELF CHECK 内容介绍和教学建议

本部分主要检测第一条件句If ... will ...的运用。活动1通过补全单句的练习让学生回顾if从句的结构和语义功能。活动2给出更完整的对话语境，让学生在更丰富的语境中理解和使用if从句，并根据上下文补全对话中的其他成分。活动3要求学生在预设的情景下充分发挥想象力，进行if条件句的创作，以达到熟练运用该句型的目的。

活动1

1. 让学生独立完成该活动，用方框中的单词补全四个句子。
2. 让学生两人一组核对答案。
3. 教师带着全班学生改写第一、三、四句话。教师可以锁定从句部分或主句部分，让学生补全句子的另一部分，看看学生能说出多少种不同的句子，如：If my family travels to a new country this summer, I'll take a lot of photos there. / I'll buy a present for you. / We will spend a lot of money. 对于该活动中第二个句子，可以让学生给出不同的回答。此步骤不仅可以巩固if条件句的掌握，还可以激活学生的创造力。

活动2

1. 让学生先通读对话，掌握大意，然后独立完成填词练习。
2. 让学生两人一组朗读对话，以核对答案。
3. 请几个学生复述对话，以检测学生是否理解对话内容，同时培养学生灵活运用所学语言进行信息转换的能力。教师平时应有意识地给学生创造这样的机会，促进学生语言能力的发展。

活动3

1. 教师引导学生完整说出每道小题中的问句，理解句子所创设的语境。
2. 让学生用完整的第一条件句If ... will ...写出每个问句的答案，预测每种情况下会发生的事情。
3. 让学生分享彼此写出的句子，看看全班有多少种不同的想法，谁的想法最与众不同。注意：学生对事情结果的推测需合乎逻辑。

四、语音教学建议

1. 连读、重读、语调和停顿

- 1) 教师带领学生回顾学过的朗读技巧，包括连读、重读、语调和停顿（linking, stress, intonation and pauses）等，并让他们说说在使用这些朗读技巧时，分别需要注意什么。例如：在连读时，音节一般不重读，只需顺其自然地一带而过，听起来就像是一个单词。
- 2) 在黑板上给学生呈现一些例句，让他们分组练习，并讨论在朗读中运用了哪些朗读技巧。然后，请几个学生在黑板上的句子中标出朗读符号，教师带领其他学生做出点评。最后，教师领读这些句子。

注意：教师可以充分利用教材中的现有材料，引导学生进行语音训练。虽然教材的语音学习内容已经结束，在平时的教学中，教师仍需结合教材内容，让学生多跟读、多模仿，继续巩固前面学过的朗读知识，并在不同语境中综合地、灵活地运用多种朗读技巧。

3) 段落朗读练习：

让学生独立朗读第 77 页 2b 语篇的第三段，综合运用连读、重读、语调、停顿等技巧，并试着在段落中标出语音符号。然后，让学生分组讨论，修正自己标注的语音符号。最后，让学生翻到第 111 页进行核对，并听录音跟读。在跟读模仿的基础上，教师再让学生试着自己朗读。

该语音练习也可以这样完成：教师将文段呈现在黑板上，并播放课文录音，请一个学生根据录音在黑板上标出连读、重读、语调、停顿等符号，其他学生在第 77 页的课文中标注。然后，让学生翻到第 111 页的语音练习，将自己的标注与教材中的标注做对比。最后，让学生跟着录音一起朗读这段文字，正确使用上述朗读技巧。

4) 欣赏感悟：

教师播放第 111 页第二个练习的录音，让学生体会句子重音的使用。然后，教师再次播放录音，让学生听录音模仿。最后，教师和学生一起讨论每个谚语的含义，以及蕴含了什么哲理，学生还可以结合相关谚语，谈谈自己的故事。教师应为学生创造机会，激发学生积极地表达自己的观点，让他们尽量多地使用语言，输出语言。

2. 语音补充练习

1) 让学生朗读下面的谚语，并注意停顿和重读。

- The EARLY BIRD | CATCHES the WORM. 早起的鸟儿有虫吃。
- ACTIONS | SPEAK LOUDER than WORDS. 行动胜于雄辩。
- BIRDS of a FEATHER | FLOCK TOGETHER. 物以类聚。
- All GOOD THINGS | must COME to an END. 天下无不散之筵席。
- You can't JUDGE a BOOK | by its COVER. 人不可貌相。
- PRACTICE | MAKES PERFECT. 熟能生巧。

2) 让学生朗读童谣 *Jack and Jill*，注意把握重读的单词。

JACK and JILL went UP the HILL,
To FETCH a PAIL of WATER,
JACK fell DOWN and BROKE his CROWN,
And JILL came TUMbling AFter.

注意：童谣是训练英语语音的有效方式，原因有三：

- 一、我们可以运用童谣来训练单词重音、句子重音和口语语言的语调。
- 二、童谣有重复的特点，可以帮助学生感受英语语言的韵律，这对学生模仿自然的语音语调非常重要。
- 三、童谣中出现的短语可以用来训练连读和弱读技巧。

另外，在上面的童谣中，*went up* 和 *fell down* 可看作合成动词。在合成动词中，尽管两个成分都要重读，但第二个成分相对读得更重些。

- 3) 让学生再次朗读童谣 *Jack and Jill*，体会弱读音节中的 /ə/ (schwa vowel sound)。

JACK /ən/ JILL went UP /də/ HILL,
/tə/ FETCH /ə/ PAIL /ə/ WATER,
JACK fell DOWN /ən/ BROKE his CROWN,
/ən/ JILL came TUMbling AftEr.

五、课文注释

1. Who will you go with? 你将跟谁去?

在 *who*, *what*, *where*, *which* 这几个疑问词引导的特殊疑问句中，介词（如：*to*, *from*, *with* 等）通常置于句尾。例如：

A: Where are you *from*? 你从哪里来?

B: I'm from Thailand. 我来自泰国。

A: Our teacher's in the hospital. 我们老师住院了。

B: Really? Which hospital is she *in*? 是吗？她住哪家医院？

A: I need to talk to you, Jack. 杰克，我需要跟你谈谈。

B: Okay. What *about*? 可以，谈什么呢？（此处 *What about*? 相当于 *What do you need to talk to me about?*）

2. Unless we talk to someone, we'll certainly feel worse. 如果我们不找人聊聊，肯定会感觉更糟。

unless 是连词，意思是“除非”，相当于 *If ... not ...*。本句相当于 *If we don't talk to someone, we'll certainly feel worse.* 再如：

I sleep with the window open *unless* it's really cold. 天气若不很冷，我就开着窗睡觉。

Unless something unexpected happens, I will see you tomorrow. 如果不出意外，我明天去看你。

3. **Can you give me some advice please?** 能请你给我一些建议吗?

Robert Hunt advises students about common problems. 罗伯特·亨特就一些常见问题给学生提供建议。

英语 advice 和 advise 是同源的一对名词和动词。

- 1) 作为名词, advice 不可数, 其后往往搭配介词 about 或 on 来表述建议的相关方面, 搭配介词 from 表述建议的提供者, 搭配介词 to 表述建议的对象。表示“一条建议”用 a piece of advice, advice 构成的其他短语还有 get advice from (从……得到建议), give advice to (给某人建议), take/follow one's advice (接受某人的建议)。例如:

The booklet provides our tourists with helpful advice on where to go. 这本小册子为我们的游客提供了去哪里观光的有用建议。

The article can give you general advice about AIDS and the HIV virus. 这篇文章可以向你提供一些有关艾滋病及艾滋病毒的一般性建议。

My advice to you is to go home now and have a good sleep. 我对你的忠告是现在就回家并好好睡上一觉。

- 2) 作为动词, advise 后可接介词 on 或 about, 构成 advise somebody on/about something 结构, 表示“在……方面提供建议”, 或接介词 against, 构成 advise somebody against something 结构, 表示“建议不要做某事”。例如:

She advises the government on environment issues. 她是政府的环境问题顾问。

As a friend, he said, he would advise against this. 他说, 作为一个朋友他不建议这样做。

I'd strongly advise her against making quick decisions. 我极力劝告她不要草率做出决定。

4. **It's best not to run away from our problems.** 最好不要逃避我们的问题。

- 1) It's best (not) to do something 是英语中一种劝告、告诫及陈述观点的方式, 表示“最好(不要)做某事”。例如:

It's best to quit smoking. 最好把烟戒掉。

Unless you speak French yourself, it's best to tour France with someone who can translate things for you. 除非你自己能说法语, 否则游法国时最好跟一个能给你翻译的人同行。

It's best to go later in fall – for all the maples have turned red then. 在晚秋去是最好的——因为那时所有的枫树都变红了。

上述句型中的 best 还可换用 better, better 后还时常跟着 than 引入的相比较的内容。例如:

When materials finally degrade, resources are lost forever, so it is better to reuse them.

当材料最终降解掉时，资源也就永远失去了。所以最好是将它们重复利用。

类似的结构还有：

It's better to do something. 做某件事更好。

It's better not to do something. 不做某件事更好。

You'd better do something. 你做某事要更好些（表示建议）。

You'd better not do something. 你不做某事更好些（表示建议）。

- 2) run away from 是一个短语动词，此处指“逃避；回避”某种困难（to try to avoid dealing with a problem or difficult situation）。例如：

You can't just run away from your responsibilities. 你不可以就这样逃避你的责任。

He had no intention of trying to run away from anything. 他一点儿都不想试图回避掉任何东西。

5. **In English, we say that sharing a problem is like cutting it in half.** 在英语中，我们说与人分担一个烦恼就像把麻烦分成两半。

- 1) sharing a problem 是动名词做主语。又如：

Doing some running every day is good for one's health. 每天跑跑步有益健康。

Helping others is helping ourselves. 帮助他人就是帮助我们自己。

- 2) like 在这句话中用作介词，表示“像；好像”，常构成短语 look like（看起来像），sound like（听起来像），例如：

She's wearing a dress like mine. 她穿的连衣裙和我的一样。

6. **So you're halfway to solving a problem just by talking to someone about it!** 因此，你只要跟人聊聊这个问题，你就已经解决了问题的一半！

halfway to (doing) something 表示“部分地解决问题”。在这个短语中，to 是介词。to 用作介词构成的搭配还有 a solution to a problem, the key to the door 等。halfway 表示“部分地做到或达到”，再如：

This only goes halfway in explaining what really happened. 这只是部分地解释了实际发生的事。

六、文化注释

1. 西方国家的“派对”（II）

在西方，许多聚会是以宴请的形式举办的，除典型的招待晚宴（dinner party）外，还包括鸡尾酒会（cocktail party）和茶会（tea party）等。鸡尾酒会的形式比较活泼，便于来宾广泛接触和交谈，饮品以酒水为主，略备小吃，不设座椅，仅置几张小桌或茶几，以便

客人随意走动。鸡尾酒是用多种酒配成的混合饮料。鸡尾酒会的食品多为三明治、面包、小香肠等小吃。上述饮料和食品由招待员用托盘端送或置于小桌上。很多社交晚会都是以鸡尾酒会的形式举办的。茶会则是人们借下午茶时间举办的一种更为简便的招待形式，大多在下午4时左右举办。家庭茶会一般设在客厅，主人备好红茶、点心和风味小吃，也有用咖啡替代红茶的，取名为 coffee party。

还有一些聚会以欢庆、娱乐等形式举行，包括生日聚会 (birthday party)、年终聚会 (end-of-year party)、新年聚会 (New Year party) 等。惊喜聚会 (surprise party) 是一种特殊的欢聚方式，大家如约来到聚会，方才知聚会的目的，比如意外地发现彼此都是多年未见的好友，久别重逢不亦乐乎！

总之，在西方，人们喜欢利用各种机会举办派对。例如，人们搬家后，可能会在新家举办一个“新居派对”(housewarming party)，一来让好友前来认认门，二来邀请邻里，结识新朋友；当朋友、同事离去，大家也不免张罗一个“惜别聚会”(farewell party)，叙叙旧情、嘱托一番，依依惜别。

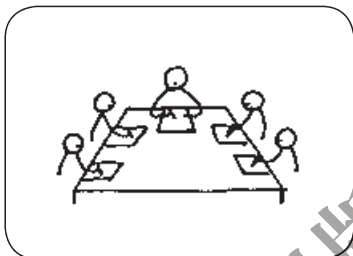
2. 宣泄压力及烦恼的方法

在生活、学习和工作中，人们时常会遭遇来自各方面的压力和烦恼，这些压力和烦恼常常在精神上给我们造成负担，让我们的情绪变得波动不定。因此，了解一些简单的心理调节方式十分重要。下面是一些公认的有效释放压力及消除烦恼的方法：

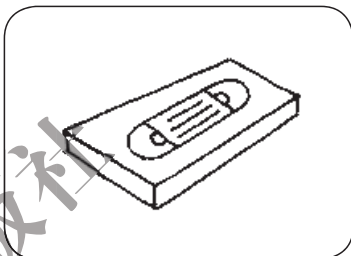
- 1) 写信或拨打电话求助：通过向广播、报刊等媒体专栏或专业的心理机构咨询，倾听专业的建议；
- 2) 与伙伴交流，向他人倾诉：将自己的压力和烦恼向朋友或信任的人倾诉，获得他们的建议及安慰。将烦恼说出来本身就是一种减压的方式；
- 3) 自我释放：利用哭泣、吼叫、击打异物等方式来释放自己的压力和愤怒；
- 4) 聆听音乐：根据自己的喜好选择音乐的类型及内容，通过音乐来调节情绪。一些医疗及心理机构建议使用舒缓、悠扬、动听的音乐作品。研究证明，巴洛克时期的音乐 (Baroque) 和新世纪音乐风格 (New Age) 对缓解压力和调节情绪有明显的作用；
- 5) 做自己喜欢的事情：通过做自己喜欢的事情来体会快乐，使得不良情绪得以转移。那种自我隐藏、默默承受压力和烦恼、“喜怒不形于色”的做法不仅会加重不良情绪的困扰，还会导致某些身心疾病。因此，对不良情绪进行疏导和宣泄十分重要，不过宣泄的方式应当是恰当的。

七、教学简笔画

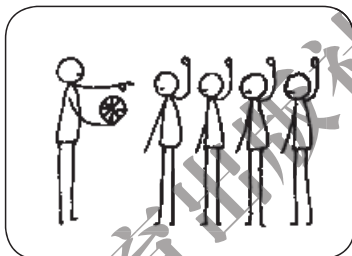
1. meeting



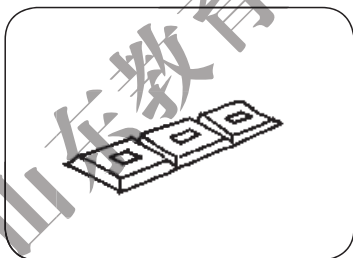
2. video



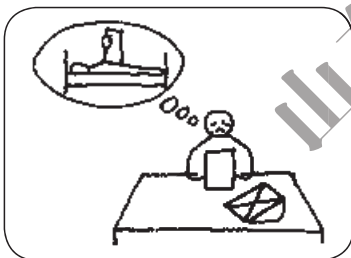
3. organize a team



4. chocolate



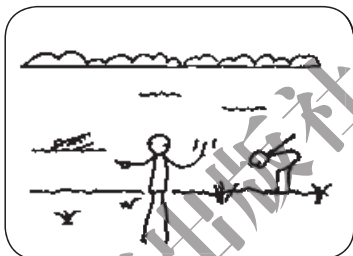
5. upset



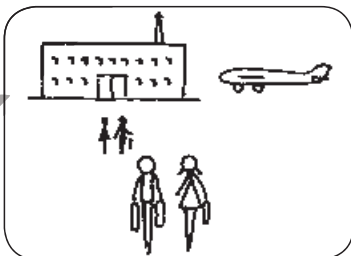
6. taxi



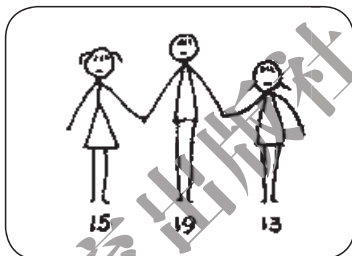
7. advise, advice



8. travel



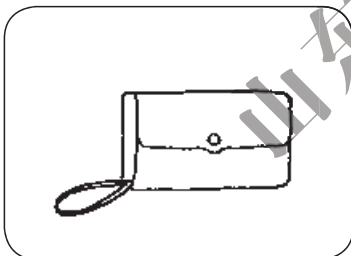
9. teenager



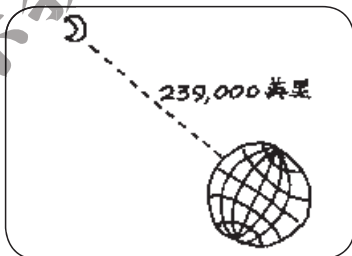
10. normal body temperature



11. wallet



12. mile



13. angry



14. careless



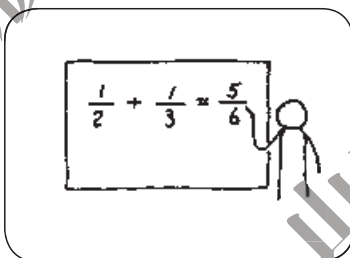
15. a spelling mistake



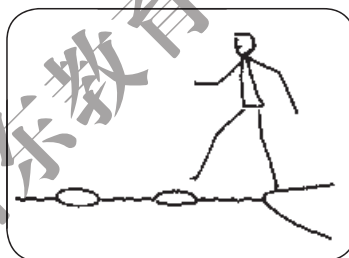
16. careful



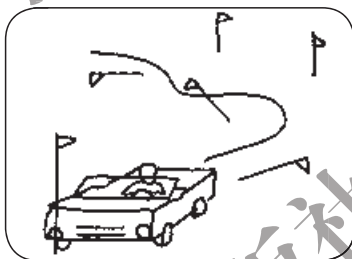
17. solve a problem



18. step



19. have no experience in driving



Unit 6 If you go to the party, you'll have a great time!

SECTION A

1a

Purpose	To introduce students to the topic of social activities. To set the scene, increase Ss' vocabulary and introduce the target language.
Picture	The picture is divided into four sections. In each section, there are two people talking about a school party that will take place in the near future. The top left section of the picture shows a girl telling another girl that she is thinking about going to the party with two of her friends, Karen and Ann. The other three sections show two people talking about the party. In each of the three sections, the two people are talking about what they are going to do with regard to the party. In the first activity Ss find out what the second person in each section thinks will be the possible positive or negative consequences of the action.
Culture Focus	School parties There are several types of school-related parties popular in US high schools. For example, there may be a party held in a particular class, and students in the class may be responsible for bringing food and drink to the class. At such a class party, dancing would probably not occur. Dancing, however, does occur at two different types of events. First, a high school may hold school dances after sports games. Students usually pay to attend the dances, and attendance is often limited to the students of that high school. The dances are choreographed by teachers, and DJs or bands may perform. A second event is the high school prom. This is a formal dance for which male students usually rent formal clothes, tuxedos, and purchase flowers, corsages, for their female dates, who will usually wear formal dresses.

Teaching Tip	<p><i>You'll be sorry</i> Ss may not be familiar with the expression "You'll be sorry." It means that a person will wish that he or she hadn't done something because unpleasant consequences will occur. On the other hand, the following expressions can be used to encourage someone to do something by implying that positive results will occur from an action.</p> <ol style="list-style-type: none"> You'll be regretting it. You'll be glad he did it. You'll be sorry.
Answers	1. c 2. d 3. b 4. a

1b

Purpose	<p>To help Ss recognize the target language in natural speech.</p>
Optional Approach	<p><i>That's good</i> After Ss have listened to the recording to check their answers, the T may want to instruct Ss to listen for the sentences spoken immediately before the "If ..." sentences. To help Ss, the T can write the following on the board.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Conversation 1: _____ . If ...</p> <p>Conversation 2: _____ ? If ...</p> <p>Conversation 3: _____ ? If ...</p> <p>Conversation 4: _____ . If ...</p> </div>
Answers	1. let you in 2. be sorry 3. be late 4. have a great time

1c

Purpose	<p>To help Ss set the target language in natural speech.</p>
Optional Approach	<p><i>Acting coach</i> The T may want to have Ss working in pairs to do the activity. The teacher should write the following on the board:</p> <ol style="list-style-type: none"> Speaker A Speaker B Acting coach <p>Speaker A and Speaker B should stand. The acting coach should sit. The job of the acting coach is to comment on what the performers do that he or she likes or dislikes.</p> <ul style="list-style-type: none"> Keep eye contact

	<ul style="list-style-type: none"> • No reading from the textbook • Facial expressions • Tone of voice • Rate of speech • Gestures <p>The Ss should ask the speaker for more information about the other ones.</p>
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2a

Purpose	To give Ss listening practice with the target language.
Culture Focus	<i>When are class parties?</i> In many schools, class parties are usually held during class time or straight after school. School dances, which are relatively informal, are usually held in the school on a Friday evening. School proms are more formal and may be held at a hotel on a Saturday evening.
Answers	Circled: 1. a class party 2. Saturday afternoon

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	<i>Cover the phrases</i> The T may want to have Ss initially cover the phrases in the box in activity 2b and then look at the questions. After listening again to the recording and trying to answer the questions, Ss can be given permission by the T to answer the phrases and try to answer the questions.
Answers	1. Half the class won't come. 2. Students will leave early. 3. Some students will be bored. 4. The party games. 5. Make some food.

2c

Purpose	To give Ss the opportunity to use the target language in a conversation.
Culture Focus	<i>Planning a party</i> In the US, the teacher is usually the one who schedules the class party at the high school level. School dances and school proms are scheduled by school administration. The students, however, may have various levels of input in the planning of the food and activities of a class party depending on the teacher.

2d	Purpose	To give Ss the opportunity to use the target language in a controlled manner.
	Culture Focus	<i>What will we do?</i> In the US, the activities of a high school party will most likely be connected to the kind of class in which the party is held. For example, a foreign language class would hold a party in which Ss bring traditional dishes from a country or region that speak that foreign language. For example, if the language is Spanish, Ss may bring to class food or drink that is popular in Mexico, Argentina or Spain and the teacher may require Ss to conduct research on the food in order to prepare it, as the authentic dishes may be very different from Americanized dishes.

GRAMMAR FOCUS

3a	Answers	know, do, think, go, will be, told, have, wear, will look, go, walk, will take, take, will be
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3b	Answers	Answers will vary.
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3c	Purpose	To give Ss the opportunity to use the target language in a controlled manner.
	Optional Approach	<i>I want to read my part</i> In activity 3c, the T may want to have one or more groups write their stories on the board while the other groups write their stories on paper. In this way, the T can correct the stories on the board as a class before they are read. In addition, the T can have a S in each group read aloud the group's story and each S in the group ask to be read aloud so he or she is.

Optional Activity 1: Class Party

Purpose	To help Ss set the target language correctly.
Materials Required	Set of paper for each group Ss.

Procedure

1. Tell Ss that they are going to compete in a class party.
2. Elicit from Ss the things that they need to decide for a class party and write them on the board.

Date
Time
Location
Transportation to location
Theme (optional)
Activities
Dress code (formal or informal, uniform or own clothes)
Cost per person
What to bring
Other

3. Put Ss into groups of five or six, and distribute the sheets of paper to each group of Ss.
4. Give Ss a fixed time to come up with an idea for a class party. Encourage them to be creative.
5. Have the groups of Ss take turns presenting their ideas to the class. Give Ss the opportunity to ask and answer questions about their plans.
6. Have Ss vote for the best party plan. (The school deal with school funds.)

■ Optional Activity 2: Fortune telling

Purpose	To help students get started and get a good idea of the activity.
Materials Required	Slips of paper for each of Ss.

Procedure

1. Put Ss in groups and distribute the slips of paper to each of Ss.
2. Tell Ss that they are going to write “if” parts of sentences and the “result” parts of sentences.
3. On the board:

Question: What will happen to me in the future?

Answer:

If you ...

get married at the age of 25

become an English teacher

work for a big company

work for a small company

work for the government

move to a foreign country

always live in China

become a soccer player

you will ...

be happy

be unhappy

become rich

become poor

live a long life

know many people

become famous

never become famous

4 Refer Ss to the chart on the board. Tell Ss to write each “If you ...” phrase on a different slip of paper and to write each “you will ...” sentence on a different slip of paper. Ss should also be instructed to write two additional “If you ...” phrases and “you will ...” sentences.

5 Have Ss put the slips of paper in two separate labeled boxes.

6 Ss should ask the following questions:

1) Ask a question: What will happen to me in the future?

2) Draw a slip of paper from each box.

3) Read aloud to the group the sentences made by the two slips of paper.

- 4 Return the slips to the participants (mix them).
- 7 The activity should be continued until each S has had the chance to draw two slips of paper from the pile at least once.

SECTION B

1a

Purpose	To let Ss set the target language in a different context.
Culture Focus	Values National values are important in all countries. In many countries, the state has a role in education and health care. <ul style="list-style-type: none"> • Independence (freedom to live life in the way I want) • Choice in education (and opportunities to achieve success) • Family • Privacy
Answers	Answers will vary.

1b

Purpose	To give Ss practice in listening to the target language in a conversation.															
Culture Focus	Advice for success In activity 1b, a man is giving advice by asking questions. His responses emphasize the value of a balanced attitude to success in life.															
Answers	<table><tr><td>P</td><td>be happy</td><td>A</td><td>travel around the world</td></tr><tr><td>P</td><td>go to college</td><td>P</td><td>make a lot of money</td></tr><tr><td>A</td><td>be famous</td><td>P</td><td>get an education</td></tr></table>				P	be happy	A	travel around the world	P	go to college	P	make a lot of money	A	be famous	P	get an education
P	be happy	A	travel around the world													
P	go to college	P	make a lot of money													
A	be famous	P	get an education													

1c

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	Cover half-Fill in half <ol style="list-style-type: none"> 1. The T may want to have half of the Ss cover the parts of the sentences numbered 1 to 5 and look at the parts of the sentences marked a to e. 2. The other half of the Ss should be instructed to look at the parts of the sentences numbered 1 to 5 and to cover the parts of the sentences marked a to e. 3. The T should play the recording and have Ss try to complete the sentences. 4. Ss can also be assigned to work in pairs. The partners should help each other to complete the sentences without giving away the content of the sentences (by).

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

Purpose	To provide speaking practice with the target language.
Optional Approach	<p>Give reasons The T may want to encourage Ss to provide reasons for their opinion. For example:</p> <p>B: I think you should go to college.</p> <p>A: Why?</p> <p>B: Because if you go to college, you'll get a good education.</p> <p>A: Why is a good education important?</p> <p>B: If you get a good education, you can get a good job.</p> <p>A: But being a soccer player is a great job. And if I go to college, I'll never become a great soccer player.</p> <p>B: But if you go to college, you can get a good education and play soccer on the school team.</p> <p>A: But if I play on the school team, I won't develop professional skills, and I won't earn money.</p>

2a

Purpose	To personalize the target language and prepare students for the subsequent reading activity.
Optional Approach	If this activity is to personalize for some Ss, the T can ask Ss to respond generally by changing the question to ask what kinds of things students worry about in their daily lives.
Answers	Answers will vary.

2b

Purpose	To provide reading practice with the target language.
Optional Approach	<p>Guess from the first sentence The T may want to have Ss try to deduce the correct answer by following the steps:</p> <ol style="list-style-type: none"> 1. Have Ss read only the first paragraph and try to guess the correct answer: a, b or c. 2. Have Ss skim the rest of the passage to determine whether a, b or c is the correct answer.
Answers	b

2c

Purpose	Top students can give writing activities with the target language.
Optional Approach	<p>Do you agree? The T may want to have Ss discuss whether they agree or disagree with the opinion in the passage.</p> <ol style="list-style-type: none"> The T should elicit from Ss the opinions reflected in the answers to the questions in activity 2c. Have Ss work in pairs to share whether they agree or disagree with the opinions. Have a class discussion in which the T elicits the opinions of Ss and writes the opinion on the board. The T may also want to ask Ss to support their opinion with personal examples of themselves or someone they know.
Answers	<ol style="list-style-type: none"> The worst thing to do if you have a problem is to do nothing. She was afraid they would be angry. The first step is to find someone we trust to talk to. Our parents can give us good advice about our problems because they have more experience than us, and are always there to help us.

2d

Purpose	Top students can give writing activities with the target language.
Optional Approach	<p>An extra challenge The T may want to have Ss do activity 2d in the following way</p> <ol style="list-style-type: none"> Try to memorize the expression in the box with the gap at the passage. Cover the box and look at the passage. Try to fill in the blanks with the expression that you memorized. Repeat the process, alternating between memorization of expressions and filling in the blanks.
Answers	to do nothing, talk to someone, tell her parents, unless you talk, share her problems, run away from, discuss your problems

2e

Purpose	To have Ss use the target language to talk about problems with each other.
Optional Approach	<p><i>Look on the bright side</i></p> <ol style="list-style-type: none"> 1. Divide the board into two halves by drawing a vertical line down the middle. 2. Divide the class into two groups and assign Group 1 the left-hand side of the board and assign Group 2 the right-hand side of the board. 3. Have individual members of each group come to the front and write a problem on the board. 4. Read one of the problems on the board out loud to the class. If you read a Group 1 problem from the left-hand side of the board, choose a student from Group 2 to find something positive to say about the problem. 5. For example, if the problem is: "Nobody is interested in my hobby," the "bright side" might be: "If you spend some quiet time away from other people, you can always spend time on your hobby." 6. Or if the problem is: "I don't have much money," the "bright side" might be: "So you won't get into debt like you because of your debt card."
Answers	Answers will vary.

3a

Purpose	To provide writing practice with the target language.
Optional Approach	<p><i>Get the details</i> In activity 3, the T may want to have Ss get details about the problems before writing about them.</p> <p>A: What are your three biggest worries? B: I worry about my grades. A: In all of your classes? B: Yes, but especially English. A: Do you study with anyone else now? B: No, I study alone. A: Do you have a private tutor? B: No, I don't. A: Why not? B: Private tutors are expensive, and I don't have much money.</p>
Answers	Answers will vary.

3b

Purpose	Th e S s s e t h t a r g t l a g g i n g i t i g
Optional Approach	<i>Model the activity for the class</i> In activity 3b, Ss may need assistance in writing the story. In this case, the T may want to model the activity for the class to facilitate the writing.
Answers	Answers will vary. Sample writing: My friend Jenny has a problem. She has too much homework and she doesn't know how to plan her time well. I think she should make a plan for doing her homework every day. If she can use some free time between classes and if she works on her homework as soon as she gets home, I think she will be able to deal with her heavy homework load.

3c

Purpose	Th e t S s s e t h t a r g t l a g g i n g i t i g
Culture Focus	<i>Advice columnist</i> In the US, the advice column in a magazine or newspaper is traditionally been written by an advice columnist. The advice columnist can be male or female. In the UK, a female advice columnist is referred to as an “agony aunt” whereas a male is an “agony uncle”. These days, talk show hosts have been filling the role of the advice columnist with Dr. Phil and Oprah Winfrey in the US as good examples.
Answers	Answers will vary. Sample writing: My friend also has two other problems. To begin with, her parents are very busy and they are always too tired to spend time with her. I think she should try to help out at home more. If she does some of the housework and cooking, her parents will not be so tired. If her parents are not so tired, they will spend more time with her, and everyone will be happy. The other problem is she quarreled with her best friend a few days ago. Since it was a misunderstanding, I think she should have a talk with her best friend and try to work things out. If they can get over their quarrel, they will not be angry with each other anymore.

4

Purpose	To let students target language to communicate themselves.
Culture Focus	Volunteer projects In the US, many high school students try to acquire volunteer experience to include in a resume or a college application. Additionally, the skills and experience acquired in a volunteer capacity may qualify a job applicant to obtain the position they desire.
Answers	Answers will vary.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.
Culture Focus	House or apartment In the US in 1960, almost 69% of Americans lived in a house, but in the year 2000, that percentage had dropped to 60% as apartments have become more popular and more people live alone.
Answers	<p>1.</p> <p>1. experience 2. video 3. teenagers 4. meeting</p> <p>2.</p> <p>A: Hi, Sally. <u>Are you going</u> to the party tomorrow?</p> <p>B: I <u>want</u> to, but I can't.</p> <p>A: Oh! But <u>if</u> you don't go to the party, you <u>will</u> miss all the fun!</p> <p>B: I know, but I got into a <u>fight</u> with my parents.</p> <p>A: Hmm ... then you should just say <u>sorry</u> to your parents.</p> <p>B: I guess you're right. I <u>will</u> talk to them tonight.</p> <p>3. Answers will vary.</p>

Optional Activity: Who gives the best advice?

Purpose	To help students target language and provide a bibliography.
Materials Required	Topic forms for the topic reading to be class.

Procedure

1. Elicit 10 problems to solve.
2. Divide students into small groups.
3. Tell students they are going to compete with the teacher for each problem.
4. The Teacher reads one of the problems to the class, and gives time for the groups to come up with solutions.
5. The Teacher then solicits solutions from each group.
6. The group that gives the best solution is the award given.
7. The Teacher continues the activity until the 10 problems have been read and the 10 best solutions have been chosen.

Note: The Teacher may also want to assign a group of students to act as judges of the solutions provided by each group.

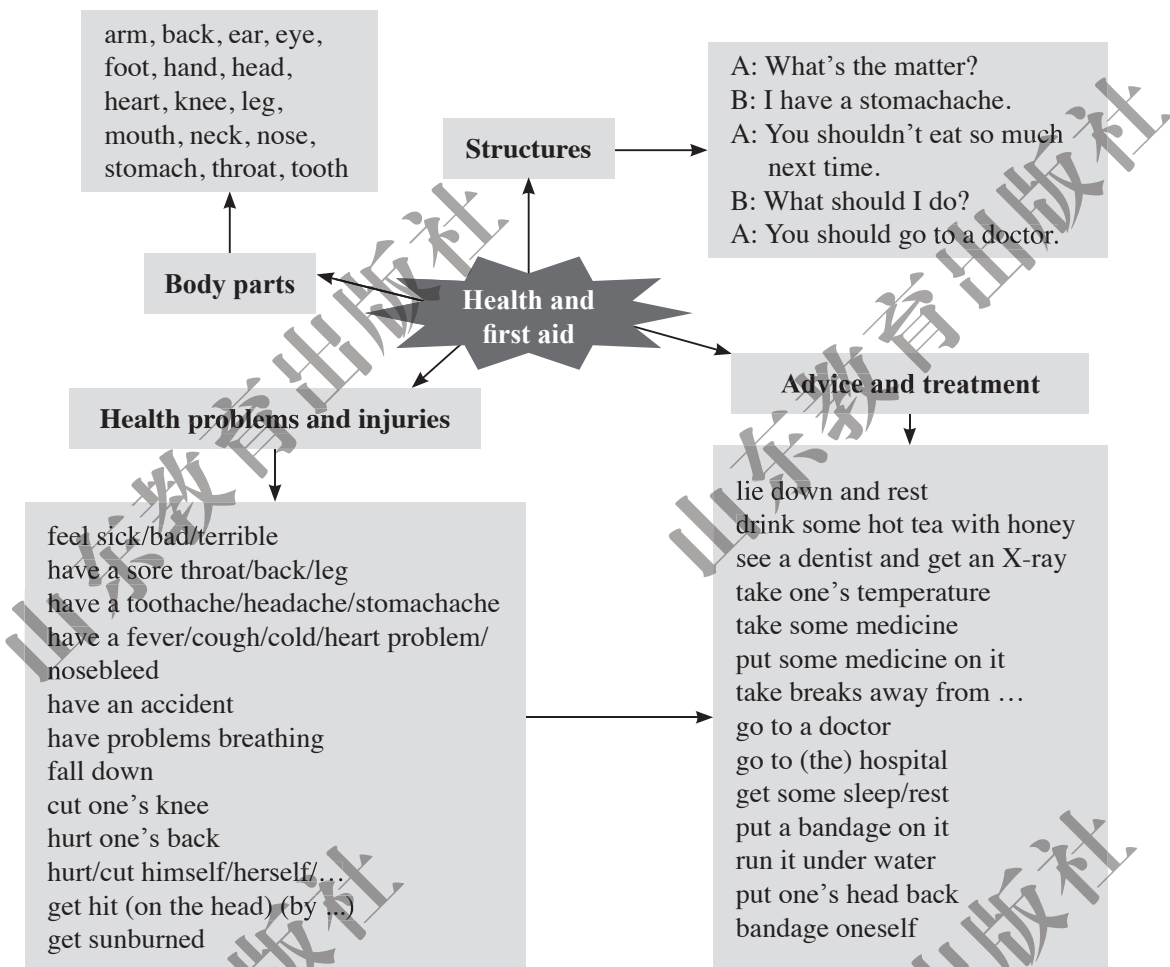
Unit 7 What's the matter?

一、教学目标与要求

话 题 Topic	健康与急救 (Health and first aid)
功 能 Functions	1 能简单谈论健康问题与事故 (Talk about health problems and accidents) A: What's the matter? B: I have a stomachache. A: What's the matter with Ben? B: He hurt himself. A: Does he have a toothache? B: Yes, he does. 2 能就健康与安全问题提出简单的建议 A: What should she do? B: She should take her temperature. A: Should I put some medicine on it? B: Yes, you should. / No, you shouldn't.
语 法 Grammar	1 能正确使用询问健康的句型结构 (Asking about one's health conditions) A: What's the matter with Ben? B: He hurt himself. He has a sore back. A: Do you have a fever? B: Yes, I do. (No, I don't) 2 能正确使用情态动词 should 提出恰当的建议 (Model verb <i>should</i> for suggestions) He should lie down and rest. You shouldn't eat so much next time.

词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) matter, back, throat, stomachache, foot, neck, stomach, fever, lie, rest, cough, X-ray, toothache, headache, herself, knee, hurt, hit, ourselves, risk, situation, kilo, rock, knife, off, blood, mean, importance, decision, control, spirit, death, trouble, nurse 2 能正确使用下列常用表达 (Useful expressions) have a stomachache, have a cold, lie down, take one's temperature, have a fever, go to a doctor, hurt oneself, fall down, put on, get hit on, be used to, take risks (take a risk), run out (of), cut off, get out of, be in control of, keep on (doing sth.), give up, feel like, stay in bed, take some medicine 3 能认读下列词汇 (Non-curriculum words) sore, bandage, nosebleed, breathing, sunburned
学习策略 Strategies	1 利用事件的顺序性来辅助理解所阅读的材料 2 根据情景及上下文推测词性及词义, 从词典中判断合理的词义
文化知识 Culture	了解阿伦·罗尔斯顿 (Aron Ralston) 的经历及其回忆录《生死两难》(<i>Between a Rock and a Hard Place</i>)

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元的话题是健康与急救，主要学习有关伤病及处理建议的表达方式。Section A 侧重健康问题及提出相关建议，借此学习、训练相关的语言结构。在教材编写和呈现方面，以下内容十分突出，属于本阶段教学结束时学生们应当重点掌握并能够正确表达的内容：

- 功能及句型结构方面：What's the matter (with ...)? I have a cold. (He/She has a fever.)

- 词汇方面：包括身体部位名称、伤病名称及与动词搭配后形成的表达；关于就医或救治建议的表达。
- 语法方面：用于表述身体不适的句型结构；情态动词 should 表述建议的用法。

从编排上看，活动 1a 旨在介绍身体各部位的词汇，1b 和 1c 通过简单的听说活动向学生输入并操练有关询问及陈述疾病及不适的基本词汇和表达方式；2a-2d 侧重听说技能训练，并加入了医治及处理建议，综合性地训练学生在该话题下的语言输入及输出水平。

在本阶段的教学过程中，教师应多想办法引导学生注意如何用英语叙述身体不适，学会使用含有动词 have 及 hurt 的表达方式。若学生能顺利掌握这一部分内容，无疑会给后续 Grammar Focus 和 Section B 两部分的学习带来极大的便利。

SECTION A 教学建议

活动 1a

1. 此活动中相当一部分身体各部位词汇为 2 级目标词汇，一些学生可能在小学阶段接触、学习过部分身体部位词汇，有一定的基础和印象，因此，教师可考虑采用直观的教学手段（如利用自己或学生、图片等），用 What's this? 或 This is ... 简单的语言引导学生口头叙述不同身体部位的词汇，同时纠正学生的发音问题。
2. 要求学生翻开课本，观察主题图，并按要求完成 1a 活动，确认学生对这些词汇的掌握情况。
3. 核对答案，如果确实有学生觉得生疏的词汇，板书教授这些新词。

活动 1b-1c

1. 引导学生观察主题图中的人物，教师利用以下问题与学生进行初步交流：
 - How many people can you see in the picture?
 - How many of them are students?
 - How many students are not feeling well?
 - How many of them are boys and how many are girls?
 - What are their names? And how did you get their names?

注意：通过上述引导方式，一可帮助学生养成观察、利用主题图的习惯，培养他们对细节的观察能力；二则增加师生使用英语的问答机会，促进英语听说交流；三能较为自然地将学生的注意力由图引向活动 1b 所罗列的人名，为听力活动做好铺垫。

- 在水平较高的班级中，教师可随即播放听力录音，要求学生完成1b活动。但在语言水平薄弱的班级中，建议教师在播放录音前，先结合主题图口头叙述一遍五位学生的不适，如果有可能，再辅之以肢体语言帮助学生更好地理解：Now let's look at the big picture once again. We know Sarah has a cold. And a boy has a stomachache. Maybe this boy is David, or maybe this boy is Ben. We don't know yet. If Ben has a stomachache, then David has a sore back. For the other two girls, one has a bad toothache, and one has a very sore throat. But who has a stomachache? Who has a sore back? Who has a bad toothache? And who has a very sore throat? Let's listen to the tape to find out the answers. 如此可在一定程度上减轻学生的听力压力。
- 师生核对答案。随后教师板书或利用多媒体课件呈现五个学生的名字，要求学生拿出练习本，在五人名字后边用have或hurt写出他们各自的身体不适。如：
Nancy: has ... Sarah: has ... Ben: hurt ... David: ... Judy: ...
如此可检查出学生对听力内容是否真正理解，并训练学生的短期记忆能力。
- 教师再次播放听力录音，要求学生核对、修正答案，并在上一步骤所完成的内容的下方听写出身体不适的起因或所造成的结果（在学习基础薄弱的班级中，教师可直接呈现第5步所提供的内容，然后进入第6步）。例如：

Sarah: has a cold

didn't put on her jacket (when it got windy)

- 教师板书或以课件形式呈现答案，与学生核对，并添加框线将这些内容构成如下表格：

Name	Problem	Reason
Sarah	has a cold	didn't put on her jacket (when it got windy)
David	got a stomachache last night	ate too much food at his friend's birthday party
Ben	has a (really) sore back	hurt himself (when) playing soccer
Nancy	has a toothache	didn't sleep well last night; it hurts a lot
Judy	has a very sore throat	talked too much yesterday and didn't drink enough water

表格中的信息为学生开展1c对话活动提供了语言帮助，成为该活动的重要支架（scaffold）。

- 学生结伴并按照1c要求开展对话活动，教师巡视指导，可视时间情况适当安排若干学生进行课堂示范。

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活动 2a-2c

1. 学生观察教材图片，思考各幅图画所表现的身体不适，并通过口头陈述、讨论，为听力活动进行预期准备。

注意：在听前帮助学生解读内容性插图是一种有效的听前准备活动，让学生做有准备的语言输入，降低听力的焦虑情绪，提高听的效果。

2. 播放第一遍录音，完成2a的图片排序活动。学生在前面步骤的铺垫下应该能很轻松完成该任务。
3. 以 What should this person do? 为思考线索，让学生口头对2a中的人物给出建议（允许学生直接重复教材2b活动中给出的文字内容，但更应对学生自己提出的合乎情理的独特见解提出表扬）。
4. 引导学生朗读2b活动右栏的5条建议，纠正学生读音，并可适当要求学生记忆这些表述。
5. 播放第二遍录音，完成2b的匹配活动。核对答案时，要注意引导学生用完整的句子陈述各种建议。
6. 学生两人一组，利用书本2a、2b活动的图文信息仿照2c示范开展口语对话活动。教师巡视指导并及时给予评价。

活动 2d

本活动是对此前所学内容的口头输出训练，但综合性较强，其中 ... are you OK? What should I do? ... it doesn't sound like you have a fever. That's probably why. You need to take breaks away from the computer. ... I sat in the same way for too long without moving. 等都是相对固定的表述或套语，应鼓励学生将其整体记忆并套用，而不必讲解、分析其中语言点。

1. 让学生先默读对话，了解对话的大意。
2. 就对话内容提问，检查学生的理解情况。以下问题供参考：
 - What's the matter with Lisa?
 - Did she have a fever?
 - What did she do the night before?
 - What does she need to do?
 - What should she do for now?
 - What should she do if things don't get better?
3. 教师将全班分作 Mandy 和 Lisa 两人，分角色齐读对话。
4. 纠正学生朗读中的不足，让学生交换角色再次朗读，进一步熟悉对话内容。

5. 引导学生摘录出其中的语言内容进行学习。这些内容包括:

- 固定套语: Are you OK? What should I do? It doesn't sound like ... That's probably why. 等
- 相对固定的表达方式: can't move my neck; all weekend; take breaks away from the computer; sit in the same way for too long without moving 等

6. 学生结对活动, 套用对话结构进行口语交流并将其表演出来。

7. 教师点评, 若时间许可, 还可让几组学生进行示范性表演。

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语法内容介绍和教学建议

此部分是对本单元重点语言点的总结、训练和巩固。“语法聚焦”部分传递出两层信息: 其一是对疾病及事故伤害的询问及应答, 其二是利用情态动词 should 询问及陈述建议, 说明这是本单元要求学生重点学习并掌握的两项内容。就本单元功能及主题而言, 语句结构相对固定(见以下“用于表述疾病及事故伤害的语言特征”)。因此建议教师在教学过程中多注意引导学生关注语句的整体学习及套用, 尽量不要把这些语言拆开来讲解和分析。

用于表述疾病及事故伤害的语言特征

对疾病及伤害的询问, 英语多为一些极为固定的套语(formulaic patterns), 具体内容请参看本单元第四部分“课文注释1”, 此处着重讨论有关疾病、伤害及救治表达中英语语言的用词特点。

- 用“have/get a(n) + 疾病名称”表示患病, 且以 have 更为常见: have a cold, have a fever, have a cough, get a stomachache, get a toothache 等。某些搭配中还会使用“catch”, 如 catch a cold 等。
- 用“be/feel + 形容词”表示不适: be/feel tired, be/feel sick, be/feel hot on the head, be/feel dizzy 等; 或用“get + 动词的过去分词形式”表示受伤: get hurt, get cut in the hand, get hit by a ball 等。
- 用动词“hurt/cut/break + 具体部位”等表示伤害: hurt my leg, cut her finger, break his arm 等; hurt/cut 等动词还可接用反身代词进行反指, 表示“伤着自己了”: hurt myself, cut himself 等。
- 用动词 take/get (以 take 更为常见) 表达诊治: take one's temperature, take some medicine, take an injection, take/get an X-ray (picture)

- 用 see 或 go to ... 表达就医: see the dentist/doctor, go to a doctor, go to (the) hospital 等。
- 用情态动词 should 或 had better 表达建议: You should lie down and have a rest. He'd better go to a doctor 等。

语法部分具体教学建议如下:

1. 学生首先朗读“语法聚焦”的内容,随后结对总结表中 have, hurt, take, get, see, put 六个动词之后的名词搭配。教师巡视,待班级基本得出结论后进行课堂交流,教师点评总结,注意强调搭配中的语法性词语(如冠词、物主代词等)。
2. 在此基础上教师再补充 cut 和 go to,要求学生按以上方式继续添加名词搭配。学生完成之后,教师可就所有的八个动词引导学生说出更多的示例(如 put 之后就可先行教授 Section B 中的生词 bandage 等)。
3. 再次要求学生朗读“语法聚焦”的全部内容,教师确认学生熟练掌握后转入 3a-3c 训练活动。

活动 3a-3c

这三项活动看似互不相关,但实际上是按“用词→造句→交流”的过程来引导学生逐步掌握本单元的语法内容。因此建议教师将它们连贯开展。

1. 要求学生独立按照书本要求完成练习,然后与周围同学核对答案并互相纠错。随后集体分角色朗读,教师确认学生熟练之后就转入下一活动。
2. 首先要求学生大声读出 3b 活动要求,确认学生准确理解活动要求,然后再要求他们独立完成活动,教师巡视指导,同时获取反馈,可将班级同学中的一些典型错句及时板书出来(注意不要让出错者上黑板书写,以免给其带来心理压力),然后集体或另请学生修改出正确的语句,教师做必要的分析。随后学生结对活动,将自己写出的建议读给同伴听,相互轮换。
3. 开展 3c 活动前,教师务必先解释活动要求(必要时可采用肢体示范),确认学生理解后给他们分组,由组里每人设想一种不适或伤害,并以哑剧进行肢体表演,其他同学逐一就如何不适、如何引起以及对应的建议等内容与表演者进行交流。
4. 教师在巡视指导的过程中应注意观察,在心中就各组表现做出评价。活动后期对表现优秀的小组或个人给予表扬肯定,并可请一、两组登台,进行汇报表演,供其他学生学习借鉴。

SECTION B 内容介绍

Section B 是 Section A 主题的继续和延伸。在话题上，这一部分由 Section A 侧重谈论疾病及不适转向对事故伤害、急救 (first aid) 的讨论；语言上，除进一步综合训练、巩固 Section A 所学重点语言内容外，词汇及表述更加丰富，有意突出对步骤顺序的表达；技能上，侧重综合性的听、读、写的训练，尤其突出阅读；策略上，引导学生利用作者对事件描写的先后顺序来促进语篇理解；情感上，教育学生树立顽强的意志品质和果敢独立的的精神，学习课文中主人翁热爱生活、珍惜生命，只要有一线希望就不会放弃的优良品质。

活动 1a 把单元的话题引入事故伤害与简单的急救措施上，是听力任务前的词汇铺垫。学生通过看图理解语境，在经验与常识的帮助下完成任务并达到学习语言的目的。活动 1b 和 1c 是一个任务链的听力设计：活动 1b 要求学生集中精力听清所发生的事故，而活动 1c 要求学生仔细听懂每个事故对应的处理方式。活动 1d 需要学生在充分熟悉听力材料的基础上结合活动 1b 和 1c 的语言提示以角色扮演的方式完成所听到的对话信息的复述。活动 2a—2e 是以阅读语篇为核心的整体设计。活动 2a 是阅读前的铺垫，激活学生的背景知识，熟悉词汇。活动 2b 是核心的阅读语篇，讲述的是美国一位名叫阿伦·罗尔斯顿的登山家真实的经历，一方面语篇反映的积极向上、顽强坚韧的精神意志，另一方面也通过活动设计培养学生一边阅读一边记录生词进行后续语言学习的习惯。活动 2c 是以判断题的形式对文章细节信息的检测。活动 2d 通过提问，引导学生提炼文章的信息回答问题。活动 2e 本身是一个复述文章的练习，但是呼应了本单元重点突出的把握故事性文章的先后顺序这一阅读策略，使学生学会通过事件发展的时间顺序去梳理文章的脉络，并进一步锻炼复述故事的能力。活动 3a 是补全对话训练，通过医生和女孩 Helen 的对话熟悉巩固有关询问及陈述症状及病症的基本词汇和表达方式，同时加入了医治及处理建议，综合性地训练学生的语言输入及输出能力。3b, 3c 和 4 是写作板块，先通过 3b 列举健康问题和建议，再完成 3c 的对话编写，最后观察 4 的四幅图片并描述病人的不同问题和医生应该提出的治疗措施和合理化建议，几个活动前后相连，构成过程性写作的指导。

SECTION B 教学建议

活动 1a

1. 引导学生首先观察书本插图（建议事先扫描插图，并将其制作成教学课件），讨论图中人物所出现的伤害，复习、学习 cut oneself, cut one's hand/finger, fall down, cut one's knee, have a nosebleed 等词汇。
2. 学生独立按照书本要求完成 1a 活动，然后与周围同学进行交流，核实、反思自己判断的合理性。

3. 要求学生将处理过程连续陈述, 补充 *first, next, then* 等词来突出过程性。若有必要, 教师还可要求学生依据书本插图及文字把每幅画用一个英文小段落描写出来。

活动 1b-1d

其中 1b 和 1c 两项活动共用一个表格, 但侧重点不同。因此教师有必要在开展活动之前先向学生明确一些听力应答策略, 如应对播放两遍的录音材料时, 每遍应有所侧重: 第一遍利用关键词或词频抓住主题, 第二遍提取具体细节等。这样有可能会让那些性急的学生、或总想一次什么都做的学生、或听力欠缺办法及对策的学生意识到听力过程中有侧重地听的重要性。具体教学步骤如下:

1. 要求学生读出表格中 “Problems (问题)” 栏罗列的内容, 摘录出各项中的关键词或身体部位 (每项中的最后一词, 依次为: *sick, knee, fever, nosebleed, back, head*)。明确这是正确完成本活动的重要依据, 但在连贯的语流中还应辅助听取其周边的词汇, 作为支撑判断的信息, 即 *felt sick, cut his knee, had a fever, had a nosebleed, hurt his back, got hit on the head*。
2. 播放第一遍录音, 学生完成 1b 活动, 随即师生核对答案, 之后转入活动 1c。
3. 学生依次读出 1c 方框中罗列的处理建议, 教师注意纠正学生的读音等问题, 必要时可采用英汉对译的办法确认他们看懂了句意。
4. 播放第二遍录音, 学生按照书本要求填表完成 1c 活动。
5. 师生核对答案: 切忌教师简单地通过读字母的方式与学生核对答案, 应当将这一轮对答案的过程变成师生对话交流或语句陈述的过程 (见下面的示例)。仅仅核对字母虽然快捷便利, 但由于缺少足够的语句层面的练习不足以支持 1d 活动学生间的口语交流。字母代码只告知教师 “学生是否将题目做对” 这一结果, 但对语言的实际运用性操练却并无帮助。在语言课堂上, 学生更需要的是语句层面的操练及运用——如果师生在 1c 答案核对阶段语言交流越多、内容越丰富、语言结构越多样化, 学生完成 1d 活动时就越得心应手、教师也会感觉越轻松、口语对话的效果也就越好。

● 师生对话交流示例:

T: We know that a boy felt sick in P.E. class. What did the nurse do?

S1: She took his temperature.

T: Good. It was important to take his temperature to see if he had a fever. What else did the nurse do? Did she take him to the hospital to get an X-ray, S2?

S2: Yes, she did.

T: T: Really? But the nurse told me she didn't. Did you agree with S2, S3?

S3: No.

T: What did the nurse do if she didn't take the boy to hospital?

S3: She ...

- 语句陈述示例:

T: When someone felt sick, the nurse ... You tell me the whole sentence, please.

Ss: The nurse took his temperature and told him to rest.

- 对语言程度较高的学生的语句陈述示例:

T: If someone feels sick, as a nurse we should ... Now would you give me your answer in a sentence, please?

Ss: We should take his temperature and tell him to rest.

6. 要求学生两人一组, 一人当护士、一人扮老师, 仿照示范按照 4d 要求开展口语对话, 教师巡视指导, 适时选择学生上台示范表演, 以供大家借鉴学习。活动结束后教师点评, 对表现突出者给予表扬, 对积极参与者做出肯定, 对有欠缺者提出希望。

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活动 2a

这个读前活动有双重意图: 一是通过活动激活学生脑海中的图式, 使学生对即将阅读的材料有所准备(预期); 二是通过语块(chunks)向学生呈现不同运动伤害的表述, 拓展学生的词汇量, 为后续的阅读做准备。因此建议教师在处理完此活动的教材所列表述后, 追加教授“登山冒险”、“被一块360公斤的岩石压住”、“(岩石)落向某人; 砸向某人”、“发现自己处在十分危险的境地中”、“从困难的境地中摆脱出来”、“自我包扎”、“失血过多”、“失去了一半右臂”、“继续去登山”等表述, 然后再转入书本的阅读活动部分(2b-2d)。这样可以有效地削减“读中”过多的生词给学生带来的阅读压力, 尤其是活动2b中学生查阅词典确定生词词义的数量和难度, 从而使该活动更有所侧重。

1. 教师课前收集本活动中三项运动的图片, 课堂呈现图片, 学生说出这些运动的英文表述。
2. 在学生掌握三种运动的正确表述后, 让他们翻开课本, 默读2a活动要求。教师可以让学生关注其中“each”的运用。
3. 学生独立完成活动后师生交流, 确认答案。
4. 教师板书或利用其他媒介呈现以下表述, 学生判断意思, 学习其中生词: take risks, caught under a 360-kilo rock, (rock) fell on somebody, find yourself in a very dangerous situation, get out of a difficult situation, bandage yourself, lose too much blood, lose half of his right arm, kept on climbing mountains.
5. 学生朗读课本2a中及补充的表述以达到流畅。

活动 2b-2d

这三项为读中活动，建议连贯进行。其中2b活动在经过上述建议教学步骤后（前提是教师采纳前面建议的方案），剩下的生词已相对较少了，但建议教师开展这一活动时将学生自己划线和教师限定要求相结合——既有学生自己做主判断查询的个性化内容，又有教师认定具有训练价值的词汇。另外，或许一些教师也愿意采取2c和2b活动顺序对调的教学步骤，即先让学生在有部分生词存在的状态下先读懂文章大意（此处表现为正误判断），然后再进一步通过查阅词典“精读”理解细节。这可避免由于查词典判断词义及师生核实结论造成耗时过长而导致学生淡忘前期阅读所获得的细节而不得不重复阅读的现象。

1. 事先通知学生带词典进课堂，为查阅生词做好准备（教师应建议学生不要使用过于简易的词典，亦不要局限于纸质词典，应该鼓励学生多使用词义解释充分、例句丰富的词典）。
2. 开展活动2b：学生先按照2b要求划线确定自己需查词汇（建议不多于三个，它们极可能是mean, importance, decision, control, spirit, death中的某几个），教师再要求学生划出希望他们查找的词汇，比如be used to, free (in “free his arm”), run out (in “his water ran out”)和keep on。之后给学生留出充足的时间，允许并鼓励相互间的讨论。待学生形成初步结果后师生共同核实词义，确认答案，注意达成以下共识：（1）词意的判断不可脱离语句及上下文，应结合语境确定词性；（2）在此基础上学会从词典罗列的意思中挑选合理的意思；（3）有些时候我们需要结合具体语境根据词典的某一意思选择更为恰当的措辞。
3. 开展活动2c：首先要求学生大声读出本活动的5个语句，纠正读音，对障碍性词汇（包括生词和学生可能淡忘的词汇，如almost, serious, run out of, still等）进行必要的解释；之后学生按照书本要求独立阅读判断，做出自己的选择；第三步，鼓励学生之间的核对与讨论；最后师生核对答案，教师点评。

注意：（1）师生核对答案时，对于错误的陈述教师应当引导学生说出正确内容：If it's false, what is the truth? （2）对于课文未提供信息的判断（DON'T KNOW），教师应引导学生说出课文就相近内容所提供的信息：What does the text tell us about...? 或 What does the text tell us about...?

4. 开展活动2d：学生再次细读课文，按照书本要求写出问题的回答，教师巡视并指导。教师引导学生集体依次读出5个问题的回答，此时教师可以从回答人数的多少，声音的洪亮及整齐程度等获取反馈，找到薄弱点所在；就薄弱问题，教师请不同学生分别陈述自己的回答，再与班级学生一起讨论确定答案。

活动 2e

这一活动旨在突出本课所设计的一个阅读策略,即把握事件发生的顺序(sequencing),同时训练学生读后对所读故事性材料的复述能力。通过练习,学生应该领悟到两个层面的内容:一是清晰、合理的逻辑顺序对故事讲述和理解所带来的帮助,二是适当地添加细节会使故事更加饱满并吸引听众及读者。

1. 学生先阅读 2e 活动中所呈现的 5 个句子,理解句子的意思。随后再阅读 2e 的活动要求,然后独立排序,做出自己的判断。
2. 师生核对答案后要求学生按照合理的顺序将 5 个句子连贯读出。之后教师提出思考问题: Now the story is complete. But is it a good one, do you think? Why or why not? 引导学生达成这样的共识: The story is OK but not yet good enough, because it doesn't have details. An interesting story needs details.
3. 安排学生结伴复述故事。期间教师巡视,注意引导、鼓励学生适当添加具体细节,并注意监控自己的语言——用自己有把握的句型结构去说。学生应当建立起这样的意识: 复述课文不是背诵。

■ 拓展活动 1: 角色扮演

学生两人一组,其中一人扮演阿伦·罗尔斯顿,另一人扮演报社记者。学生可根据阅读文章的内容,并结合课外所能搜集到的有关材料创编访谈对话。教师可引导学生注意访谈过程中的细节,注意设计合理的过渡性语言和提问。

■ 拓展活动 2: 发表演讲

学生以阿伦·罗尔斯顿的身份受邀前往一所初中进行事迹报告演讲。教师可启发学生注意演讲的对象和目的,根据文章的内容和相关资料做好演讲准备,写出演讲稿,先在小组内试讲,互相评价并提出修改意见。每组推选一位学生代表在全班进行演讲,比一比哪一组的准备最充分、演讲效果最好。教师可给予口头评价与表扬。

活动 3a-4

这几个活动实际是相互联系的一个整体写作过程。3a 的目的是给学生提供一个对话实例,为后面的对话写作做铺垫,通过补全医生和女孩 Helen 的就诊对话,让学生在具体的语境中进一步复习巩固问诊和治疗的常用词和基本句式。3b 的目的在于帮助学生创设场景,列出关键的语言内容,引导学生写出健康问题及相应建议的要点,为 3c 和 4 的活动做好准备。3c 的目的是通过语言提示,鼓励、训练学生编写对话。4 则是通过观察和描述不同的就诊场景图片,综合性地训练学生的语言输出能力。具体教学步骤如下:

活动 3a

1. 活动前热身：教师课前收集一些患者看病就医的视频片段或图片，做成课件，课上播放，全班一起巩固各类病症和医生建议的短语和句子。然后回忆自己某一次生病就医的经历，可以 What's the matter? How did I feel? What did I do? What did the doctor do? What was the doctor's advice? 等问题做线索，与同伴交流自己的生病就医经历。
2. 观察插图和表格，巩固就诊的常用词和短语。教师要注意让学生区分开症状用语（have a headache, cough）和病症用语（have a cold），并能识别给病人提供建议的用语（stay in bed, drink lots of water, take the medicine）。
3. 学生阅读并补全对话，教师提醒学生注意上下句子的逻辑关系，准确选择合理的单词和短语，并根据具体时间状语使用动词的正确形式。
4. 订正答案，可以通过下面的逻辑线帮助学生矫正。

Helen goes to see a doctor.

① Helen's symptoms

feeling very tired

had a headache last night

not feel like eating

coughed all day yesterday

② Illness

have a cold

③ The doctor's advice

stay in bed for one or two days

drink lots of water

take this medicine three times a day

5. 学生朗读对话以达到流畅，然后可以进行同伴对话表演。

拓展活动：我的就医经历

学生两人一组，其中一人扮演医生，另一人扮演生病时的自己。学生可根据 3a 的对话实例的内容，并结合自己的经历创编对话。教师可引导学生注意就医过程中的细节，如医患的不同动作和表情，注意设计合理的过渡性语言和提问。

活动3b

1. 首先让学生表演校医和学生之间的对话。两同学表演时,教师要求其余同学认真观看、仔细听并记录“生病学生”的问题和“校医”的建议。
2. 再次播放教师课前收集的那些患者看病就医的视频片段或图片,学生把病人的问题和医生的建议写下来。
3. 小组讨论,然后全班交流。
4. 教师把学生讨论中的相关词汇、句型放到板书中,给学生提供参考,再要求学生按照课本3b要求填表。

活动3c

1. 教师课前截取课本3c活动的插图,制成教学课件。通过课堂呈现,引导学生就插图展开简单讨论: What's the matter with the student in the picture? What is the school nurse doing in the picture? What should the student do after the treatment? What shouldn't she do? What other accidents or health problems do we often have in school?
2. 导入3c活动,要求学生读题并且朗读教材方框中的参考用语。告诉学生他们在3b活动表格中所填的内容也是编写对话的依据。建议他们将3c方框所列的参考用语和3b表格的内容综合思考,进行写作规划。
3. 学生独立或结伴合作编写对话,教师巡视指导。
4. 展示学生的对话,表扬写得好的学生,帮助那些需要帮助的学生。

活动4

1. 观察四幅图片,一一描述病人的问题和应该得到的合理建议。
2. 若教学时间有限,亦可将此编写任务作为作业,让学生课外完成。

SELF CHECK 内容介绍和教学建议

此部分各项活动均为对本单元所学要点内容及能力的总结及反馈性检查。活动1侧重词汇的掌握情况,活动2为所学内容的交际能力自查,活动3通过书写建议检查学生是否能够恰当使用情态动词 should。建议将这三项活动连贯进行。

活动1-3

1. 教师课前可将本单元各种身体不适的图片,或自己教学中使用的图片制成教学课件,集中于一幅画面呈现给学生。
2. 要求学生独立、连贯地完成书本1-3活动,发现自己的学习收获及不足。教师巡

视, 获取反馈。

3. 待学生完成, 可与同伴核对交流, 找出问题。
4. 学生集体朗读活动2中排列后的对话, 教师进行讲评。
5. 请不同学生读出活动3所写的建议, 教师点评、总结。

四、课文注释

1. What's the matter? 怎么了?(哪儿不舒服?)

这是一个功能性十分强的疑问句, 用于询问某人发生了什么不愉快的事情、周边发生了什么事情等等。用于健康话题时, 则旨在询问某人哪里不适, 其中 matter 之后还可由介词 “with” 引出具体的询问对象。例如:

What's the matter? (你) 哪里不舒服?

What's the matter with Jack's grandpa? 杰克的爷爷得了什么病?

需要注意的是, 当你只是想表示关心, 询问对方的身体情况时, 最好不要在 What's the matter 之后加上 with you, 因为 What's the matter with you? 也可以表示带有责怪或者不理解之意, 可能会引起误解。除本句外, 人们还常用以下结构询问疾病、不适及突发情况:

What's wrong (with ...)?

What's the trouble (with ...)?

What happened (to ...)?

Is there anything wrong (with ...)?

Do you have a(n) + 疾病名称? (英式英语为: Have you got a(n) + 疾病名称?)

Did you catch/get ...? (如: Did you catch a cold?)

2. You need to take breaks away from the computer. 你需要远离电脑进行休息。

英语副词结构 away from 属一种固定搭配, 其原始语义为 “离开……(某处); 与……(某处) 有一定的距离”, 与不同动词配合使用时, 具体意思往往会受上下文的用词影响。此处 “take breaks away from the computer” 即指 “停止玩电脑进行休息; 远离电脑进行休息”。试体会以下句子中 “away from ...” 的意思及翻译:

In spring or autumn, my parents usually take their annual vacation away from home. 我父母通常在春季或秋季离家去外地休他们的年假。

I'll be away from school for a week. 我将离校一周。

They live away from us. 他们不和我们住在一起。

3. As a mountain climber, Aron is used to taking risks. 作为一位登山者, 阿伦已习惯了冒险。

- 1) 此句中“is used to”意为“习惯于……”，其中to为介词，其后接名词或动名词短语。又如：

He's used to falling asleep in such noises. 他已习惯在这样的吵杂声中入睡了。

Are you used to the life here? 你对这里的生活习惯吗？

- 2) 英语还有“used to”，表示“过去常常”，需要特别区分。有关used to结构，请参看本书下一单元课文注释3。

4. On that day, Aron's arm was caught under a 360-kilo rock that fell on him ... 那一

天，阿伦的一条胳膊被压在了一块落向他的360公斤的石头下面……

在这个句子，be caught (get caught) 的意思相当于 get stuck (被卡住而不得动弹)。例如：

Her microphone was forever getting caught on her clothes. 她的麦克风老是被卡在衣服上取不下来。

5. Because he could not free his arm, he stayed there for five days ... 因为无法使自己的胳膊挣脱开来，他在那儿呆了五天……

此句中动词free相当于release，意思是to move someone or something so that they are no longer held, fixed, or trapped，在本句中可被译作“挣脱（束缚）”。又如：

He struggled to free himself, but the ropes were too tight. 他拼命用力想挣脱束缚，但绳子捆得太结实了。

五、文化注释

阿伦·罗尔斯顿和他的回忆录《生死两难》

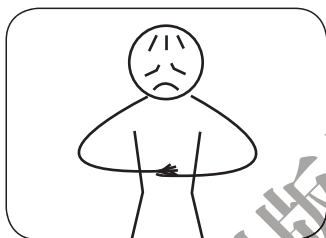
阿伦·罗尔斯顿 (Aron Ralston, 1975年生)，也译作阿伦·罗斯顿，是一位美国登山家与演讲者。毕业于卡内基梅隆大学机械工程系，曾服务于英特尔公司。2002年他辞去工作，立志在冬季登遍科罗拉多州的高山，并成功攀登了58座高峰。一年后，他在犹他州攀登大峡谷时发生意外，其右手前臂被巨石压住而动弹不得，不得已只好用一把小刀断臂求生。

伤愈之后阿伦决定将他这次非同寻常的经历用文字记录下来，着手构思回忆录的写作，取名《生死两难》(Between a Rock and a Hard Place)。该书于2004年正式出版，详尽描绘了阿伦自己断臂求生的真实经历，启迪读者思索人生中我们应当勇于面对困难的态度，揭示逆境中所需的勇气与果敢。

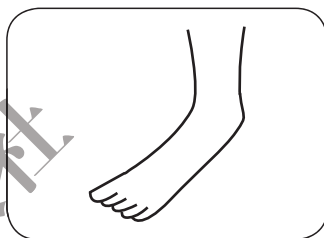
2010年，英国导演丹尼·鲍伊将阿伦的探险经历搬上银幕，取名《127小时》(127 Hours)，通过影像向世人述说了这段惊心动魄的经历。

六、教学简笔画

1. stomachache



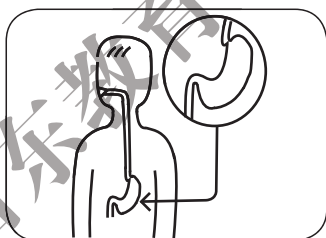
2. foot



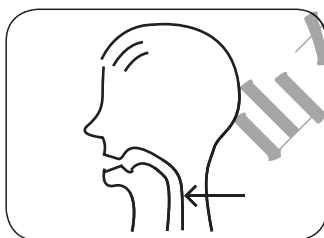
3. neck



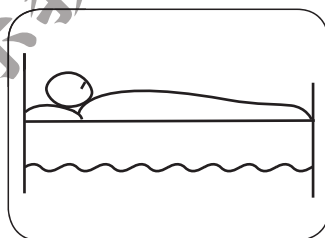
4. stomach



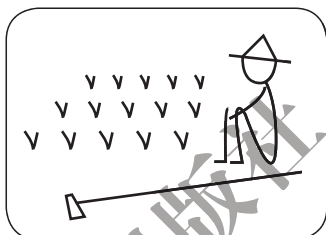
5. throat



6. lie in bed



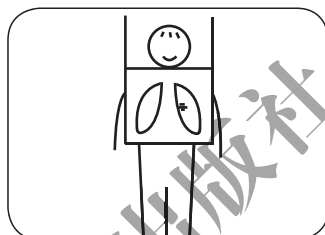
7. rest



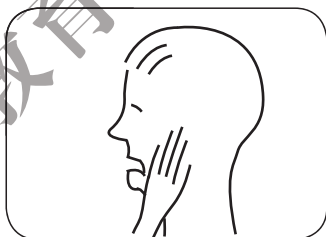
8. cough



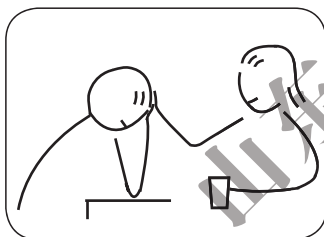
9. X-ray



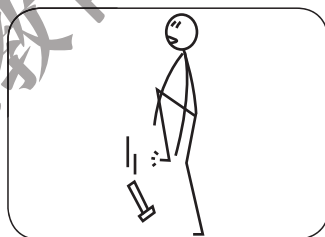
10. toothache



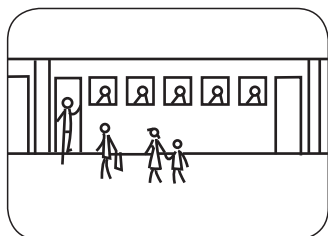
11. headache



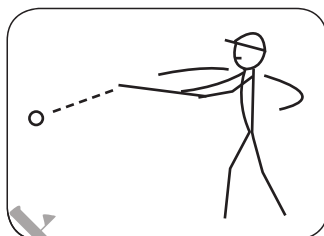
12. hurt



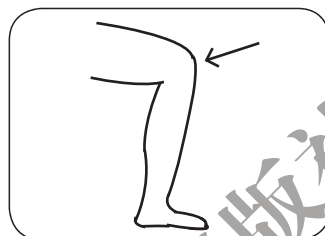
13. passengers



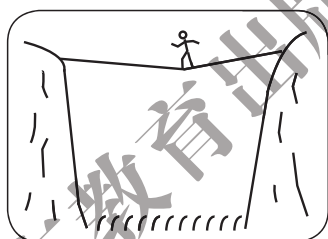
14. hit



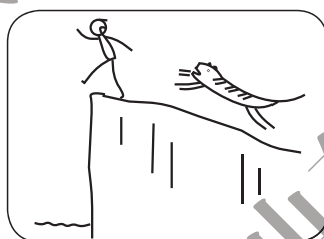
15. knee



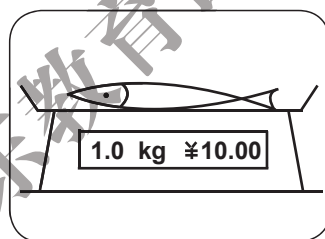
16. risk



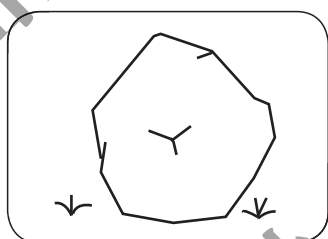
17. dangerous situation



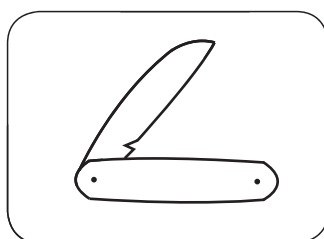
18. kilo



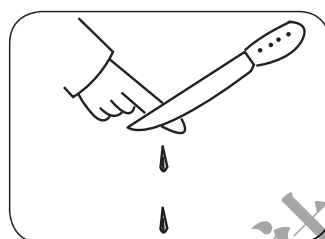
19. rock



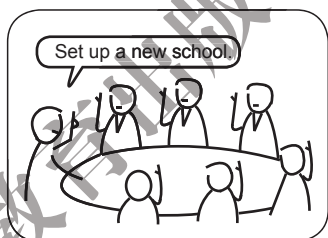
20. knife



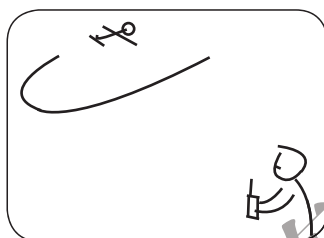
21. blood



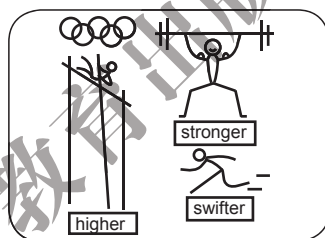
22. make a decision



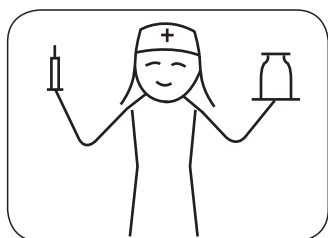
23. control



24. Olympic spirit



25. nurse



Unit 7 What's the matter?

SECTION A

1a

Purpose	<p>To introduce Ss to the unit goals: talk about health problems and accidents; give advice.</p> <p>To set the scene, increase Ss' vocabulary and introduce the target language.</p>
Picture	<p>The picture shows a room in a medical clinic or hospital. There is an eye chart on the wall and a doctor in a white coat is talking to a female patient. Another woman in white is asking some patients what is wrong with them, and the patients are telling her and the doctor (the man in the blue shirt) what is wrong with them. Patient #1 is holding a handkerchief to her nose because she is sneezing and has a runny nose. Patient #2 is holding his stomach because it is hurting. Patient #3 is holding the side of his face because he is tooth-aching. Patient #4 is holding her back because she has a sore throat. Patient #5 is holding his back because he has a sore back.</p>
Culture Focus	<p>Student patients and student doctors In the US, medical students are often involved in running medical clinics even before they graduate from medical school. Students volunteer in clinics which serve thousands of people who might normally have trouble getting access to regular care. Clinics may be held in churches or homeless shelters, or even in mobile vans. These clinics provide services such as basic health advice, vaccinations, medications, and even minor surgery. Volunteering helps the students develop their clinical skills, improve their ability to deal with patients, and foster goodwill in the community. It also gives non-native students an opportunity to show their ability to perform their duties and speak with patients and staff in English.</p>
Teaching Tip	<p>Peer correcting Many simple activities can be peer corrected with Ss exchanging roles. One person acts as a patient and the other as a doctor. The teacher watches and gives advice when necessary. The teacher can also act as a patient and the students as doctors. The teacher can also act as a patient and the students as doctors. The teacher can also act as a patient and the students as doctors.</p>

Answers	a. hand, b. foot, c. mouth, d. neck, e. back, f. tooth, g. ear, h. arm, i. eye, j. head, k. stomach, l. leg, m. nose
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1b

Purpose	To give Ss practice in listening to and understanding short conversations using target language.
Teaching Tip	Picture talk Before Ss do this activity, they should work in pairs or small groups and look at the five numbered characters and agree on what they think is wrong with them. This is especially helpful for #4 and #5. It can be helpful for the next activity (1c) to write or project answers for Ss.
Answers	Nancy 3, Sarah 1, David 2, Ben 5, Judy 4

1c

Purpose	To give Ss practice in using target language to create simple conversations.
Teaching Tip	Let's start talking Ss can work with one or two partners to make two or three simple conversations. If Ss need help, have Ss listen again to the audio and write down the cause of each patient's problem, eg <i>Sarah played outside without her jacket.</i>
Optional Approach	Pairs of three Pair work activities that are designed to be done by two Ss working together can actually be done by "pairs of three". Ss can work in "pairs of three" to practice speaking the conversations they have written. Divide Ss into groups of three. (this can work across three adjacent desks, or by having Ss turn around in their seats.) Ss take turns performing each role in the activity, while one S observes: Student A work with Student B Student C observes. Student B work with Student C Student A observes. Student C work with Student A Student B observes. This gives each S a chance to observe the activity, as well as to participate twice. Ensure that Ss know it is acceptable to help or feedback.

2a	Purpose	To give Ss practice in listening for specific information.
	Teaching Tip	<i>Pair work</i> For weaker classes, the T can allow Ss to work in pairs to complete the activity. Before playing the recording, the T can
	Teaching Tip	sg st th t each p ir d Ss q etly d sca s with each o b r wh t th y think is happening in each picture. In this way, Ss will have a better understanding of the scene shown in each picture, and this will help th mi n d n ify g th c o r c t o d r a s t h y isten t h r e c o d i g
	Answers	top row: 2, 4; bottom row: 3, 1, 5

2b	Purpose	Tg e S sp acticei h listen g o t arg t l a g g i n o e k .
	Teaching Tip	<i>Picture matching</i> Ss can match th p o b l e m s with th p c t u r e s in 2a to e i f i o c e c m p e h n i n
	Answers	1. d, 2. a, 3. b, 4. c, 5. e

2c	Purpose	To give Ss practice in making simple conversations using the target language.
	Optional Approach	<i>What else can you think of?</i> The T can ask Ss to think of more h a l t h p o b l e m s a d a p p r i a t e a d v i c e (i n a d d i t i o n t o t h i f o r m a t i o n i n 2a and 2b) s o t h a t t h e y c a n h a v e m o r e e x p r i a t i o n i n t h e c o n v e r s a t i o n t h e y m a k e . T h e T c a n w r i t e t h e s e a d d i t i o n a l p r o b l e m s a n d a d v i c e o n t h e b o a r d t o h a t S s a n e f e r t o h a m e a s i l y f r o m e d o

2d	Purpose	To give Ss the opportunity to use the target language in a controlled manner.
	Teaching Tip	<i>Preparation at home</i> The T may want to have Ss spend time at home to study the conversation before they practice it in class. If Ss are familiar with the words, they can focus on d i l i v e r y a d t o b e a s p e c t s o f i n e p r s o n a l c o m m u n i c a t i o n . T h e f o c u s s h o u l d b e o n g t t i n g S s t o s e t h e l a g g e r a t h e r t h a n t o b e c o n t r o l l e d b y i t . T h e m o r e f a m i l i a r S s a r e w i t h t h e e x p r e s s i o n s a n d t h e m o r e d e e p l y t h e y u n d e r s t a n d t h e m e a n i n g t h e e a s i e r i t w i l l b e f o r S s t o s e t h e l a g g e r .
	Optional Approach	<i>More variety</i> Ss can e x p r e s s t h e i r c o n v e r s a t i o n b y i n v e n t i n g t o b e r v a t i o n s o f t h e i r o w n e x p e r i e n c e s o f t h e p r o b l e m s o f t h e r a t i o n a l c e .

GRAMMAR FOCUS

3a

Purpose	To give Ss practice in using grammar in an unstructured situation.
Teaching Tip	Lead in Ss can read the grammar table in pairs to become more comfortable with the pronunciation and structure. As an alternative, the teacher can read to the Ss. After the lead in, Ss can work with a partner to answer the questions and help each other.
Answers	1. A: myself/my arm/my leg/my back; should B: should 2. A: What's B: have; Should
Answers	A: shouldn't A: Does; have 3. B: doesn't; has A: should

3b

Purpose	To give Ss practice in reading for comprehension and writing target language.
Optional Approach	Giving reasons Ss can explain to their partner why the advice they did <i>not</i> circle is not as good. What do they think will happen if the writer's advice is followed?
Answers	1. put medicine on the cut; 2. see a dentist; 3. exercise; 4. lie down and rest

3c

Purpose	To give Ss practice in using target language in an unstructured situation.
Teaching Tip	Alternative remedies The T can encourage Ss to think about alternative remedies that they know of for the health problems mentioned in the activity, e.g. remedies based on Chinese medicine.

Culture Focus	<p>Traditional Chinese medicine goes abroad Traditional Chinese medicine is, of course, well-known and popular in China, but it has also become increasingly well-known in the rest of the world. In recent years, medical scientists in the North America and Europe have been investigating how traditional Chinese medicine (often called “TCM” in medical schools and medical books) might help patients to feel better. Acupuncture, for example, has been shown to help many patients who are suffering from pain and nausea, and may be recommended for patients who want to avoid drugs or other treatments. The National Health Service (NHS) in the UK has officially approved the use of acupuncture to treat lower back pain. Even veterinarians—doctors who treat animals—are finding that acupuncture can be useful in treating their animal patients. Some veterinary universities even teach courses in veterinary acupuncture.</p>
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■ Optional Activity 1: Graphic dictionary – body map

Purpose	To encourage Ss to create their own dictionaries which can help with their recall.
Materials	Notebooks (normally used by Ss in school).
Required	

Procedure

1. Draw a pictorial map of a human body.
2. Introduce standard words for parts of a human body.
3. Ask Ss to label the body with all of the vocabulary terms (e.g. head, back, etc) they know.
4. Direct Ss to add health problems and link them to the body parts (e.g. head – headache; back – tight back).
5. Finally, ask Ss to add health advice and link them to the health problems (head – headache – sprain back – tight back – ice/heat).

Tip Encourage Ss to be creative in their drawings. The T should explain that this is just one way to record vocabulary, but should encourage Ss to create their own record of vocabulary items; a list, grid, or location map.

■ Optional Activity 2: Telephone role-play

Purpose	To give Ss practice in listening carefully and speaking clearly in a realistic conversation
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Procedure

- Organize Ss in pairs.
- Assign a Student to be a *Nurse* and a Doctor at a medical clinic.
- Assign the other Student to be a *Student With a Problem*.
- Instruct the Ss to sit facing away from each other. (If there are three Ss, the third is an observer who may catch both roles).
- The *Student With a Problem* is to role-play telephoning the clinic for advice about a health problem.
- The *Nurse* or *Doctor* should be playing a waiting help giving advice.
- After they finish, Ss should switch roles and repeat the activity until each S has had a chance to perform each role.

SECTION B

1a

Purpose	To give Ss the opportunity to show reading comprehension of target vocabulary.
Teaching Tip	<i>Let's talk about it</i> Get Ss to work in pairs or small groups to look at the three pictures and decide together what is happening in each. Check answers as a class to ensure Ss understand the pictures, e.g. <i>The person accidentally cut their finger with a knife (possibly while sharpening the pencil).</i> (top right picture); <i>He fell down on the road (possibly while running).</i> (middle left picture); <i>Her nose is bleeding.</i> (bottom center picture)

Culture Focus

Emergency numbers to call Many countries have a single, short telephone number to be used always as an emergency.

- This system was first used in London, UK in 1937. People could dial 9-9-9 in an emergency to quickly reach the fire department. Before this, people had to call the telephone switchboard and ask the switchboard operator to connect them to an emergency service. When the telephone switchboard was busy, the person calling would have to wait since the operator had no way to know which calls were emergencies.
- Later, they expanded the system to include other cities, and eventually the whole country, and the number was also expanded to include the police and ambulance services. The number 9-9-9 was chosen because the telephone company could make it free to dial “9” on a public payphone, but still make people pay when dialing normal numbers. This system was copied in many countries, including related Malaysia and Singapore.
- In North America, the first city to use a central emergency number was the Canadian city of Winnipeg. In 1959, the city started using 9-9-9 as the central emergency number. However, this number was changed to 9-1-1 after 9-1-1 became the national emergency number for the US. The conversion from 9-9-9 to 9-1-1 in Canada began in 1972, and now, almost all areas (except for some rural areas) use 9-1-1 as the emergency number.
- 9-1-1 became the national emergency number for the US in 1968. The number was chosen because it was short, easy to remember, easily dialed and worked well with the telephone systems being used at that time. This single number 9-1-1 provides a caller with access to police, fire and ambulance services.
- In much of Europe, the number 1-1-2 is used. It is easy to dial quickly, but some people think it is too easy to dial, which causes many accidental “emergency” calls. The 1-1-2 number is also used in the UK.

- When you call an emergency number, it is important to say your name, what the problem is and where you are. This helps the person answering the call to know which emergency service to send. If you can't answer, they will try to send fire, police, and ambulance.
- It is important to remember that these numbers might not work when you are in a different country.

First aid The most common minor health problems are things like burns, cuts, and choking; many times these problems can be dealt with at home using “first aid” – the help or treatment that you can give someone right away, before going to a medical clinic or hospital. Other health problems like severe allergic reactions, heart attack, and strokes can be more serious and professional medical help should be found quickly.

- Minor burns should be cooled with cool running water, and any clothes or other things touching the burn should be carefully removed. If the burn is very minor and only affects the skin on the surface, there may be some redness and soreness – these burns are called “first degree burns” and should be left alone. More serious burns which seriously damage the skin (called “second degree burns”), or even the flesh under the skin (called “third degree burns”), should be covered with a clean dressing and the person taken to a medical clinic or hospital.
- Minor cuts should be cleaned with cool running water and then pressure should be applied with a clean cloth or dressing to slow and stop the bleeding. If there is a lot of bleeding, or if the bleeding is slow but does not stop after 20 minutes, the injured person should be taken to a medical clinic or hospital.

	<ul style="list-style-type: none"> Choking can quickly become serious if it is not handled quickly and correctly. If striking the choking person on the back between the shoulders does not help after 10 or 20 seconds, someone may need to do something called a Heimlich Maneuver (named after Henry Heimlich, a surgeon from the US). The person who is helping should stand behind the person who is choking, and then place their arms around the person's belly. They should make a fist with one hand and place it just under the choking person's breastbone (the bone in the middle of the ribs). They should then use the other hand to cover their fist and then pull their fist backwards quickly, squeezing the choking person's stomach. This should force air from the choking person's abdomen up into their throat to help bring the item causing the blockage out.
Answers	<p>Top right: Run it under water; Put some medicine on it; Put a bandage on it</p> <p>Middle left: Go to the hospital; Get an X-ray; Rest for a few days</p> <p>Bottom right: Put your head back; Clean your face; Put on a clean T-shirt</p>

1b

Purpose	To give Ss practice in listening for specific information.
Optional Approach	Linked activities For stronger classes, the T can get Ss to read the treatments mentioned in 1c first, then play the recording and ask Ss to fill in the answers for both 1b and 1c as they listen.
Answers	Checked: Someone felt sick.; Someone cut his knee.; Someone had a nosebleed.; Someone got hit on the head.

1c

Purpose	To give Ss practice in listening for target language information.
Teaching Tip	Key words Before playing the recording again, the T can ask Ss to read through the list of treatments first to familiarize themselves with the treatment represented by each letter (a–f). The T can then suggest to Ss that they can underline key words of each treatment so that they can easily identify the treatment mentioned when they listen to the recording again. For example, e. took him to the <u>hospital</u> to get an <u>X-ray</u> .

Answers	Someone felt sick. b, c; Someone had a nosebleed. f; Someone cut his knee. a, d; Someone got hit on the head. e
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1d	Purpose	To give Ss practice in using the target language in actual speech
	Optional Approach	Sample conversations The T may want to make it easier for Ss to do the activity and enhance their conversations by eliciting the use of different sample conversations from Ss and writing them on the board. In this way, the T can include expressions that Ss can use as they make their own conversations.

2a	Purpose	To introduce the topic of accidents.
	Teaching Tip	Topic discussion Ss can work in pairs or small groups to discuss accidents. The T should make sure Ss understand that more than one accident could occur in each sport. Check answers as a class, and then focus attention on the main limb hurt to introduce the reading about
	Answers	A, B fall down; B, C have breathing problems; A get hit by a ball; A, B, C get sunburned; A, B cut ourselves; A, B, C hurt our back or arm (Note: Other answers are possible, but these are the most likely)

2b	Purpose	To give Ss practice in using dictionaries to define unknown words.
	Teaching Tip	Working together Ss can work together to look up words and share information. As the students suggest, it is useful to draw attention to words which suggest a sequence of events (ie. On April 26, 2003, for five days, when, Then, After that, After losing his arm).
	Optional Approach	Word prediction and discussion Ask Ss to work in pairs or small groups to try and infer the meaning of the unknown words before checking them in the dictionary. Ss can then check meaning in their dictionaries.

Culture Focus	<p>Rock climbing Rock climbing is a popular hobby in the many countries enjoyed by people of all ages. Most people who rock climb do it with friends or clubs. They use special safety equipment, including ropes and helmets, to climb rocks, cliffs, and mountains. In cities, people go to indoor climbing centers where they climb walls that are built with handholds and footholds just like the ones they would find on a real cliff.</p> <p>Aron Ralston Aron Ralston was born in the US state of Ohio in 1975. He graduated from Carnegie Mellon University with a degree in Mechanical Engineering and French. He is best known for his activities as an outdoorsman (someone who enjoys activities like hiking, fishing, climbing, and camping in the countryside, far from cities and towns), and especially as a mountain climber. Unlike the people who climb mountains like Queen Mary with teams of people, Aron is the kind of climber who likes to challenge himself by climbing cliffs and mountains alone. He had a goal: to climb all of Colorado's "fourteeners" (mountain peaks which are above 14,000 feet, which is about 40 meters). He wanted to do this alone and dig winners. Colorado has more than 50 "fourteeners" and is the state with the most number of them in North America. Despite his accident in Utah in 2003 (in which he had to cut off half his right arm), Aron, who now has an artificial right arm, still continued climbing mountains, and he eventually achieved his goal of climbing all of Colorado's "fourteeners" in 2005. In 2010, a movie about Aron's accident in Utah was made — <i>12 Hours</i>. The movie was very well-received and it was nominated for numerous awards in the Golden Globe Awards, the 83rd Academy Awards, the British Film Academy Film Awards, etc. Now, besides climbing mountains, Aron Ralston also works as a public speaker, sharing his experiences of overcoming difficult challenges.</p>
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2c

Purpose	To understand the truth about rock climbing in
Optional Approach	<p>Correct the statement As Ss do this activity, the T can ask Ss to correct the statements that are false. For example, "Aron wrote his book about his accident" is false, so Ss should correct the statement by saying "Aron wrote his book after his accident".</p>

Answers	1. Don't know 2. True 3. False (5 days) 4. False (after) 5. True
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2d

Purpose	To give Ss practice in reading for specific information.
Teaching Tip	Understanding the idiom The T should ensure that Ss understand that the idiom “between a rock and a hard place” can refer to situations that do not involve mountain climbing. (e.g. <i>If I take the bus to the cinema, I'll be late for the film, but if I drive, I'll have no place to park. I'm really caught between a rock and a hard place.</i>)
Answers	1. Utah, U.S.A. 2. A 360-kilo rock fell on his right arm and trapped it. 3. He cut off part of his right arm. 4. He wrote a book and continues to climb mountains. 5. It means being in a difficult situation in which all of the choices are bad.

2e

Purpose	To give Ss the opportunity to check reading comprehension and practice reading
Teaching Tip	Do you remember what happened? For weaker classes, before Ss attempt this activity on their own, the T may want to do a quick recap of the story by asking Ss as a class to verbally re-tell the story to her so that the T can check and confirm that the Ss are clear about the order of events in the story.
Answers	2, 1, 5, 4, 3

3a

Purpose	To give Ss practice in using target grammar in a practical situation.
Optional Approach	Go to see a doctor Before Ss do this activity, they should work in pairs or in small groups. Ss may remember the time when they went to see a doctor. They can talk about what happened in the doctor's. Then ask Ss to look at the information in the chart and complete the conversation. After that, Ss can work in pairs to practice the conversation. This can make Ss become more comfortable with the pronunciation of the words.
Answers	had a headache; cough; have a cold; stay in bed; drink lots of water; take this medicine

3b

Purpose	To evaluate and practice writing arguments in English.
Optional Approach	Brainstorm Ask Ss to brainstorm health problems that Ss might encounter. Elicit and write on project answers on the board. Ask Ss to imagine a health problem (they can refer to the information from the brainstorm, if it was used), how the problem might have happened, and the consequences. <i>Answers will vary.</i>
Answers	

3c

Purpose	To encourage Ss to practice writing conversations in English.
Optional Approach	Extend the conversation For stronger classes, the T can encourage Ss to let the conversation between the Nurse and the Student. Ss can work in pairs, and to increase Ss' level of engagement, the T can select a few different pairs of Ss to role-play the conversations they have written.
Answers	<i>Answers will vary. Sample writing:</i> Nurse: Are you OK? Student: No, I don't feel well. I have a bad headache. What should I do? Nurse: You have a fever. You have a bad cold. Student: What should I do now? Should I take some medicine tonight? Nurse: You shouldn't be in school today. You should go home now, take this medicine, and get some rest. Student: Thank you. I'll go home right now.

4

Purpose	To evaluate and practice writing arguments in English.
Optional Approach	Act it out Ask Ss to observe the pictures carefully, describe the health problems that Ss might notice in the pictures. Then ask what the consequences might be and write down the consequences. Then encourage Ss to act out the situation with a partner.

Answers	<p>Answers will vary. Sample writing:</p> <p>Picture 1 She has a sore throat. She should drink some warm water with honey. She shouldn't talk too much.</p> <p>Picture 2 He has a fever. He should take his temperature and have a rest. He shouldn't work too hard.</p> <p>Picture 3 He has a nose bleed. He should put his head back. He shouldn't play sports.</p> <p>Picture 4 She has a toothache. She should go to see a dentist. She shouldn't eat anything today.</p>
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SELF CHECK

Purpose	To consolidate vocabulary, check comprehension of conversation strategies and activities.
Procedure	<ol style="list-style-type: none"> Have students do the self-check activities. Read the prompts and discuss the words in bold. Model the activities if necessary. Give students time to do the activities and compare their work with a partner. Elicit answers from the students and write them on the board.
Answers	<ol style="list-style-type: none"> headache; sore back, backache; sore throat; toothache; stomachache; (answers will vary.) The order of the conversation is as follows: A: What's the matter? B: I hurt myself playing soccer. I have a sore leg. A: Oh, that doesn't sound good. B: What should I do? A: I think you should see a doctor and get an X-ray. B: OK, thanks. I'll do that now. Answers will vary.

■ Optional Activity: Survey

Purpose	To consolidate target vocabulary by using it in the context of the Ss' tables.
Materials	Students perform in class.
Required	

Procedure

1. Instruct Ss that they will perform a survey of their classmates to find out what illnesses they had encountered.
2. Each Ss should make a table which includes the following column headings: Name; Illness/Injury Treatment

Name	Illnesses / Injury	Treatment

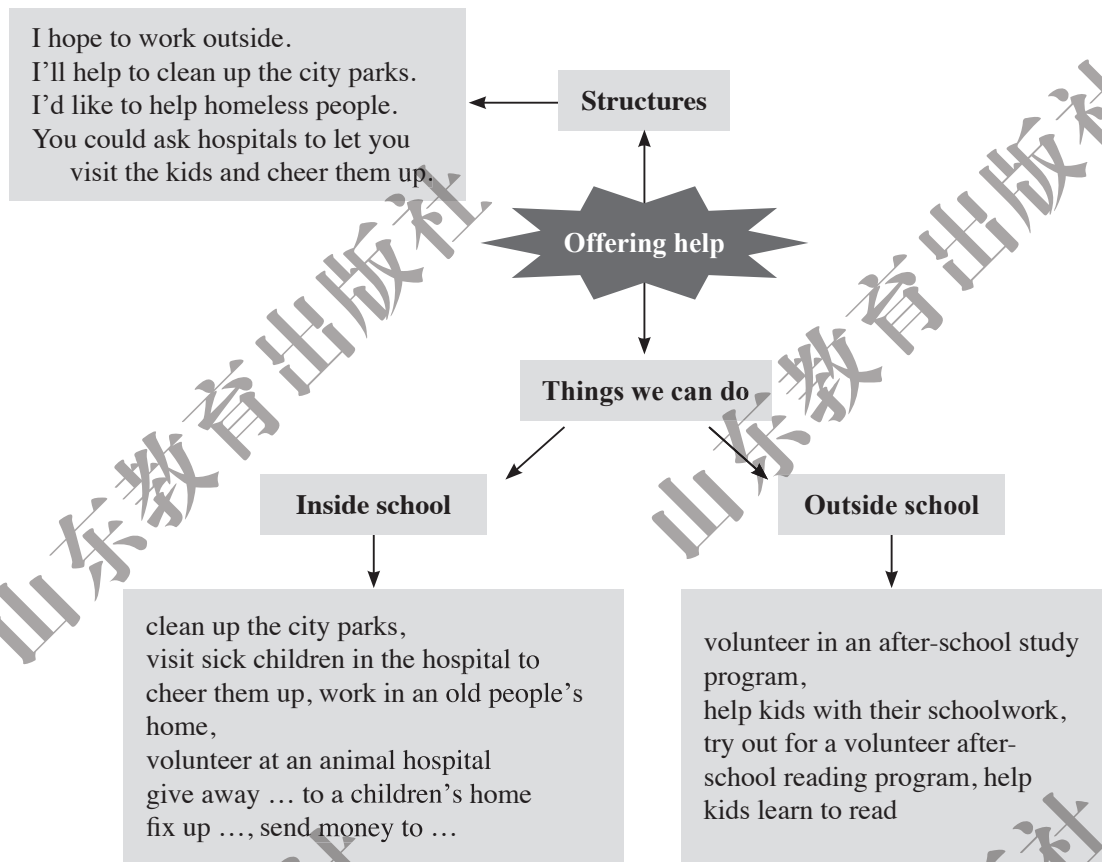
3. The table should include at least two or three rows for information from each S they survey.
4. Ss should then ask two or three Ss about the illnesses or injuries they had and how it was treated. (Tip: If Ss are shy or uncomfortable talking about personal health, they can ask about things that they heard about and what treatment was used.)
5. Each S should now talk to at least two other classmates.

Unit 8 I'll help to clean up the city parks.

一、教学目标与要求

话 题 Topic	志愿服务及慈善活动 (Volunteering and charity)
功 能 Functions	能向别人提供帮助或提出如何帮助他人的建议 (Offer help) I'd like to help homeless people. You could help to clean up the city parks.
语 法 Grammar	1 能分辨动词不定式在句中作宾语、宾补和状语时的作用和意义, 并能正确使用动词不定式 (Infinitives as object, adverbial and object complement) I'd like to help homeless people. She volunteers there once a week to help kids learn to read. I'm making some signs to put up around the school. 2 能使用情态动词 could 表达建议 (Modal verb <i>could</i> for suggestions) You could ask hospitals to let you visit the kids and cheer them up.
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) city, volunteer, cheer, notice, lonely, sick, raise, alone, repair, fix, wheel, letter, miss, difficulty, blind, deaf, imagine, difficulty, open, door, carry, train, excited, training, kindness, clever, understand, change, disabled, several, feeling, satisfaction, joy, owner, journey, strong, sir, madam, project, coach 2 能正确使用下列常用表达 (Useful expressions) clean up, cheer up give out, used to, fix up, give away, set up, make a difference 3 能认读下列词汇 (Non-curriculum words) sign
学习策略 Strategies	1 快速阅读课文并理解课文大意 2 理解词语的词性, 并利用词性解读词汇意思
文化知识 Culture	1 志愿服务、慈善行动及志愿者 2 援救动物

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题涉及援助与关爱，因而教材的语言材料渗透了相互关爱及施助的价值和意义方面的内容。从编排设计上看，1a-1c活动旨在呈现、学习不同援助方式的英语表述，为词汇输入阶段，2a-2d活动通过听、说练习此前所学的词汇表述，并在听说训练过程中体会动词不定式和短语动词的用法。

Section A 部分的教学重点是学习用情态动词could表达建议，正确使用有关援助的表述、短语动词以及相关表达中的动词不定式。本部分的学习难点是动词不定式在英语句子中的成分与作用，以及不同短语动词的含义与搭配。

SECTION A 教学建议

活动 1a

1. 引导学生观察单元主题图，读出图中公告栏所列的英文内容，学习相关生词及表述：notice board, Volunteer Today, help clean up the city parks, visit sick children in the hospital, help stop hunger。
2. 开展“头脑风暴”(Brainstorm)活动：引导学生从校外(Outside school)和校内(At school)两方面思考可以助人的方式，建议学生讨论并在纸上写出他们的想法。活动可依据班级学生具体情况安排小组合作、两人结对或个人自主完成，教师巡视中应注意向学生提供词汇及语法上的援助，注意收集(甚至可以直接板书)学生所写的优秀的及值得学习的表述。
3. 学生汇报自己的想法，教师有选择地进行板书，再让学生将其摘抄于书本上进行学习、备用。以下内容供参考：

- | | |
|--------------------|--|
| • Outside school : | help the traffic police
work as a part-time
clean the streets
clean the children's park |
| • At school : | help learn to be a leader
help to teach or to be a teacher
help to be a classmate or to be a volunteer |

4. 学生朗读摘抄的各种表述，进一步积累巩固。

活动 1b-1c

1. 学生朗读1b的四个句子，教师纠正读音，解答学生所存在的语言障碍，同时可借助图片或课件设置情景呈现相关词汇：cheer ... up, give out。
2. 学生听录音，按照课本活动要求完成1b。随后课堂师生核对答案，学生再次朗读各句，教师获取反馈，解决学生的存留障碍。
3. 开展听力游戏：教师告诉学生将再次播放对话，但在播放四段小对话的甲方的话语后，学生要扮演乙方给出建议，看看是否能与录音中乙方话语表达保持一致(若说得完全一致，说明学生有良好的注意力和较强的短期记忆力)。游戏中，教师待甲方话语结束后使用暂停功能，等学生说出乙方话语之后再释放暂停，与学生们一起判断回答是否一致或存在不妥的地方。

注意：若操作得当，这个游戏极易调动学生的参与热情。但由于听第一遍录音时，学生的注意力集中在如何排序，而教师又未事先提示学生后续的游戏，学生不一定能马上正确说出答案。因此，许多学生会输得并不甘心，或许部分学生会要求再来一遍。此时，教师应注意迎合学生的要求，因为在这样的重复过程中，学生会对语言结构有很强的关注力，并努力去记忆、回想自己所扮演的角色要说的建议话语。这也正是游戏的目的所在。此外，这样的重复和记忆又为随后的1c活动奠定了良好的基础。

4. 教师启发学生关注乙方的回答中情态动词could的作用，此处could用来表示建议。如时间允许，教师可提供更多的情景，让学生操练用could提出建议。
5. 学生结伴完成1c活动。教师要求学生读出活动要求，明确任务之后与同伴操练对话。由于此前的听力游戏活动已在一定程度上操练了对话，教师可以建议或要求学生利用1a活动中自己写出或摘抄的内容进行对话创编，给予学生一定的时间进行角色表演，并对编排优秀或有创意的学生及时肯定、表扬，并可请他们为班集体做出示范等。

活动2a-2c

1. 教师板书或通过教学课件呈现以下短语，然后引导学生大声朗读，并将其与课本2a活动插图进行匹配，以此来检验、反馈、修正学生对插图的理解：

call~~l~~ r~~i~~ed

g~~e~~ u th ices

p a n a d t h a w s p r

p a n a d TV

p p s m e s i g

注意：由于该部分听力内容中有较多的短语动词，可能会在听时对学生形成困扰，加大理解的难度。因此，教师应当在听前阶段充分利用课本插图或其他手段有效输入相关词汇，以减轻学生在听力活动过程中因词汇而产生的焦虑和压力。

2. 教师引导学生看图，提出问题What can we do on City Park Clean-Up Day?就此可利用先前所列短语在师生间开展简单的问答对话，进一步强化记忆。
3. 让学生读出2a活动要求，明确任务，然后播放第一遍录音，学生按照要求完成并作答，随后导入活动2b。

4. 教师播放第二遍录音，学生按照书本要求完成2b。随后师生课堂核对2a、2b两项活动的答案。
5. 学生朗读2b中的句子，教师再将每一句包含的短语动词通过板书或教学幻灯片加以呈现。然后要求学生合上书本，观察所呈现的这些短语并在教师的帮助下共同总结它们的共性。这些短语动词的共性包括：(1) 均表达一个独立完整的意思，相当于一个动词；(2) 由两个或三个词合作，形成一个像短语一样的结构。帮助学生建立这样的概念：这些内容各自均为一个短语式的动词，因此语法将其称作“短语动词”(phrasal verbs)，而非“动词短语”(verb phrases)。
学生理解“短语动词”的概念之后，可让回顾书本及听力内容，在短语动词后添加搭配的宾语，如：come up with a plan; put off making a plan; put up signs; give out notices or give them out (after school); call up ten students，然后要求学生将之整体朗读、记忆。
6. 学生两人结对，仿造书本2c活动示例开展对话操练，教师巡视评价、指导。

活动2d

1. 学生朗读对话，教师获取反馈，发现对话中学生生疏的词汇（朗读中声音突然下降或中断的地方）或难点所在（朗读中声音突然不齐或变得含混的地方）。
2. 教师提出以下问题，学生依据对话内容进行回答：
 - Who worked at the old people's home last summer?
 - Who's going to help the old people there this summer?
 - What can we help them out with? (What can we do for the old people?)
 - What can we ask them to tell us?
 - Why do old people need help?
 - Do you think we have to care for the old? Why or why not?

在问答交流过程中，教师还可随时要求学生画线摘录出书本对话中值得学习的语言现象。

3. 教师借助语境支持启发学生理解和学习对话中的新词汇，教师可以这样提出问题：Now we know there's an old people's home this summer. What is an old people's home in Chinese? What can we do at an old people's home? 接着师生共同讨论可为老人所做的事情，教师逐条板书，引导学生学习相关表述以及生词，为后面的对话活动做好准备。例如：
 - read the newspaper to the old people
 - talk to/with them
 - let them tell their stories about the past and how things used to be
 - listen to them

- care for them
- help them clean their rooms
- write for them to their friends or family

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4. 学生分角色朗读对话，教师纠正语音、语调。然后确认学生理解对话后，先让全班集体朗读，然后过渡到学生结对或小组分角色朗读对话，达到基本熟练、流畅。
5. 请几组学生在课堂上表演对话，并给予适当评价。

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语法内容介绍和教学建议

本单元的“语法聚焦”部分传递出三个层面的多样化内容：

1. “提供帮助及志愿服务”主题下的句型结构，尤其是用情态动词 could 表达如何为他人提供帮助。在这样的用法中，could 含有建议的口吻。
2. 相关短语动词（phrasal verb）的学习及运用。短语动词语义丰富、多变，有较强的习语特性，用法上又有其自身的语法特性，是学生学习的难点之一，也同样成为各类考试的高频考点。

3. 动词不定式：本单元涉及不定式用作宾语（hope to do）、状语（visit the sick kids in hospital to cheer them up）、宾语补语（ask them to come）、对疑问词的限定（how to care for animals）及形容词后的不定式结构（be able to do）。但重点应帮助学生建立动词不定式的结构意识以及不定式用作宾语和状语，尤其是用作宾语时与谓语动词的搭配模式。

由于本单元的重点语法结构较为繁杂，教学压力比较大，因此，建议教师在教学要整体规划，紧密结合学生实际，将重点的语言结构分散到本单元不同的部分进行教学。例如，在先前的Section A部分的1a-1c的教学建议提及了could表示建议的功能，2a-2c活动的教学建议已囊括了短语动词的初步介绍。

语法部分具体教学建议如下：

1. 观察“语法聚焦”。学生朗读“语法聚焦”的内容，待熟练后要求他们用笔画出其中的动词不定式结构和短语动词。然后师生讨论，将句型结构或短语等归纳在表格中，例如：

GrammarFocus 中的不定式结构	GrammarFocus 中的短语动词
I'd like to do ... ask to do ... lets do. be interested in doing ... learn to do. decide to do. help do. make to do	cherry. try p p

2. 小组合作学习任务：完成不定式用法的归纳。教师先根据 Grammar Focus 中的例句简单介绍不定式结构在句中可担当的几种成分和用法，然后让学生以小组为单位，互相合作和讨论，从前面的 Section A 部分搜寻包含不定式结构的句子，并根据不定式的成分和用法将所有句子进行分类，并尝试归纳其用法要点，完成小组语法学习笔记，做好向全班汇报的准备。例如：

动词不定式的用法：

- 1) 动词不定式作宾语：主语 + 谓语动词 + to do

I hope **to work outside**.

You could help **to clean up the city parks**.

We need **to come up with a plan** for the City Park Clean-Up Day.

Mario wants **to be an animal doctor**.

- 2) 动词不定式作宾语补足语：主语 + 谓语动词 + sb. + to do

What did they ask you **to help out with**?

It can help him **to get his future dream job**.

- 3) 动词不定式作状语：主语 + 谓语 + (宾语) + (状语) + to do

The girl could visit the sick kids in the hospital **to cheer them up**.

She still works there once a week **to help kids learn to read**.

注意：随着语言学习内容的拓展和加深，学生很容易对一些语言现象产生概念混淆或辨析困难的情况，这在语言学习过程中也是不可避免的。教师一方面要帮助学生树立自信，消除畏难情绪，另一方面要培养学生良好的学习习惯，尤其是课堂上做课堂笔记的习惯，将重难点进行归纳并摘录典型例句，既动脑又动手，不仅能加深记忆，还便于学生课后复习巩固，是非常有效的一种学习方法。

各组完成笔记后，师生核对答案。如条件允许，可将归纳较为完整的小组笔记展

现给全班学生，给予评价和鼓励。

3. 学习短语动词。由于在 2a-2c 部分学生已经接触了部分短语动词，如 cheer up, give out, clean up, give up, care for, try out，教师可直接选用本单元的句子，让学生用相关的短语动词补充完整，一方面考查学生的记忆、巩固所学，另一方面也便于导入后续的其他短语动词的学习，如由“动词+up”构成的 call up, fix up; “动词+out”构成的 hand out 等。在导入时，教师可利用图片或提供语境呈现带有短语动词的典型句型。然后，教师再对短语动词的结构特征和语义特点向学生做出必要的解释。

如学生学有余力，教师还可将本单元出现的个别常用动词（可搭配不同副词或介词）构成短语动词的情况进行罗列、举例和辨析。如：give: give away, give in, give off, give out, give up。

注意：短语动词是需要学生通过日积月累的学习才能逐渐掌握并达到一定效果的，教师在本单元教学中切忌贪多求全，盲目地、大量地“灌”给学生，而是应该根据各单元的词汇特点，有重点地选择一两个动词进行渗透，否则，过多的输入不仅容易导致“消化不良”，还容易挫伤学生的学习积极性，使学生产生反感情绪。

另外，我们建议将“语法聚焦”的后续学习与活动 3a-3c 相互结合，滚动进行。

活动 3a

1. 完成上面的“学习短语动词”环节之后，要求学生朗读 3a 活动左栏所罗列的短语动词，并在其旁边写出汉语意思。
2. 学生按照书本要求完成 3a 活动，教师巡视，获取反馈，鼓励学生相互核对协商。课堂核对答案后，集体逐句朗读。

活动 3b-3c

1. 学生完成上面的“小组合作学习活动”后，按照书本要求开展 3b 活动，待初步完成后，学生就近结伴将自己的语篇读给对方听，相互探讨不一致的答案，修改完善。最后课堂集体朗读，明确答案。若时间许可，教师还可引导学生就语篇内容展开讨论。
2. 学生就 3c 活动所列各句进行简短讨论，开展“头脑风暴”活动，让学生就各句内容提出一些切实可行的想法，教师可选择板书，为 3c 活动的开展提供参考。
3. 学生独立按照书本要求完成 3c 活动，补全各句。若受课堂教学时间限制，可将此

活动安排为课后作业，第二天课堂交流。

SECTION B 内容介绍

本单元的 Section B 部分侧重同情和关爱。语言方面除进一步学习短语动词和不定式结构外，文段中的表述及结构更加丰富；技能方面，通过“听说入手→突出阅读→创写语篇”这样的过程训练、发展学生的综合语言技能；策略上，强调外语学习中理解、识辨词性的重要性，引导学生在语言运用中通过词性判断及理解词义；情感上，教育、培养学生对他人及社会的同情及关爱——教师可引导学生讨论如何将废旧物品修理、改装，提供给其他需要帮助的人们，使得“物尽其用”，保护环境、服务他人；通过“小狗 Lucky”教师可引导学生讨论关心、帮助残疾人的不同办法、手段，向社会施以爱心。

Section B 部分的 1a-1e 活动侧重于短语动词的学习和听说技能的训练。1a-1b 活动不仅输入了新的短语动词，还通过比较句意相同的句子来训练学生的推理能力，让他们读懂新词汇并能运用已知的英语语言来解释新词汇。1c-1d 活动的目的在于让学生通过听来获取信息，随后，学生要在此基础上进行信息加工，完成 1e 的语言输出活动。

2a-2e 是阅读教学部分。2a 为读前热身活动，活动目的在于激活学生思维，诱发学生的阅读欲望及学生脑海中的图式。活动 2b 阅读策略和文意理解兼容，是对文章的初读；活动 2c 侧重阅读策略及语言细节的挖掘；活动 2d 侧重文章的细节理解；2e 则是典型的读后活动，要求学生根据课文引申出的话题，结合已有的背景知识发表自己的观点。在本单元阅读教学过程中，教师应注意突出词性对词义的影响，引导学生尝试利用词性推导词义。

3a-4 是本单元的写作部分，要求学生通过完成 3a 短文填空的文章，结合自身特点，思考并尝试参与到志愿者行动中，随后完成一篇成为志愿者的自荐信，最后再通过活动 4 不同学生的不同兴趣的比较，为他们提出合理化的志愿工作建议。这四项活动是连贯的书写训练，活动 3a 为短文填空的综合训练，所选短文描写两位中学生参加志愿服务以及各自对志愿服务的感受和看法。该部分的设计目的在于通过短文填空强化学生对单元主题内容及动词和短语动词的理解和运用。活动 3b 旨在激活学生思维，为后续的写作提供更加丰富的线索和思维空间；活动 3c 则旨在训练学生利用信息构建自己的语篇、文段，发展书面表达的能力。活动 4 旨在培养学生依据个人兴趣特点选择合适的志愿工作的能力，通过彼此征询意见和提出建议增强决策的针对性和有效性。

该部分的教学重点是加强对短语动词和不定式结构的学习，同时在 2a-2c 的阅读教学中培养学生在语境中理解词汇含义和功能的能力。该部分的教学难点是要让学生学会使用不定式结构及相关短语动词来表述自己的能力和优势，以及为他人提供帮助和服务的想法和愿望。

SECTION B 教学建议

活动 1a-1b

1. 教师呈现词汇 repair, not any more, similar, keep (something), 要求学生说出它们的意思, 帮助他们复习这些词汇。
2. 学生独立按照书本要求完成 1a 活动, 并与同伴进行交流, 反思自己判断的合理性。
3. 集体核对答案, 导入 1b 活动。如果教师还希望进一步操练, 复习及巩固更多的已学词汇, 我们建议可以呈现以下释义, 让学生写出相关的短语动词:
 - to give something to other people, such as a notice, an exercise book, etc.
 - to give a phone call to somebody
 - to make other people happy
 - to think of an idea, answer etc.
 - to try to join and be a member or part of a team, a play, a group etc
 - to decide to do something at a later time or date because you can't or don't want to do it now
4. 学生完成活动 1b 要求中的词语匹配活动, 师生核对答案, 找到合理搭配。此后再用所构建的短语造句, 教师巡视, 然后选取部分学生朗读所造的语句进行示范。

活动 1c-1e

1. 读图, 理解书本活动配图的含义: 利用问答对话的方式, 教师引导学生读懂 1c 的四幅配图, 教授听力中可能导致障碍的生词 (如 wheel, broken, proud of 等), 为顺利开展听力活动铺平道路。以下问题供参考:

Picture a: Does this boy have any money in his pocket?
What problem does he have, do you think?

Picture b: Is the bike in the picture new or old?
What's the boy doing?

Picture c: What does the boy find?
Does the bike have a broken wheel?
Why doesn't the owner want it any longer?

Picture d: How does the bike look in this picture?
What does the boy do with the bike?
Do you think your parents will be proud of you if you do this?
2. 确认学生理解四幅图画的意思后, 播放第一遍听力, 学生独立按照书本要求给图

画排序，随后学生之间核对答案，教师最终确认正确顺序。

3. 播放第二遍录音，学生按照书本要求完成1d活动，随后师生集体核对答案。核对答案时，教师应注意要求学生先读出该小题的句子，然后大声说出他们的判断。对于错误的陈述，教师应引导他们继续说出正确的事实，并将之写在题目的旁边。
4. 引导学生结伴合作，利用1c活动排出的图画顺序和1d活动的文字内容，先口头复述故事，有了初步轮廓后再将复述内容书写下来，这样可以为1e活动的顺利开展做准备。
5. 让学生与同伴将复述内容改写为一个小对话，然后按照1e活动要求操练、表演。

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活动 2a

由于学生所要阅读的材料为书信文体，所以在读前阶段引导学生在脑海中呈现英文书信的图式是十分重要的，这会有利于2b训练学生阅读策略活动的开展。建议教师要求学生在闭合课本的环境下开展以下教学步骤：

1. 学生就近组成四人小组，教师根据学情以适当方式呈现书本2a活动的要求，让学生们展开讨论，看看获得帮助后应该如何感谢提供帮助的人们。教师巡视，获取学生的观点，并有选择地加以板书。一些可能的做法包括：
 - Call them and thank them
 - Do something for them in the future
 - Write a thank-you letter to let them know how you feel
 - etc.
2. 从写感谢信的角度引导学生回顾并说出英文书信的基本格式，以及书信和其他文体的区别。教师可用以下的问题引发思考及讨论：
 - When we write a letter in English, what do we have to write at the beginning and what do we have to write at the end?
 - How is a letter different from an article?
3. 利用插图引导学生进行预测：教师课前截取书本的课文配图，课堂上呈现该图片，同时提出问题：Where is it? Who are in the picture? What do you think they are doing? 引发学生猜想答案，然后再让学生翻开书本进入阅读环节。

活动 2b-2d

1. 学生阅读活动2b要求，然后限时阅读，找出两个问题的答案。建议教师要求学生用完整的句子写出回答，这样可以训练学生截取课文信息构建自己的语句。考虑到学生书写问题答语所需的时间，教师可根据学生实际将阅读限时控制在30~50秒的时间内。学生完成活动后，师生共同核对答案，建议教师将完整的答案板书

或呈现在课件中，以便于学生修正自己所写文本的细节内容：

- Ben Smith wrote the letter. Because this name is at the end and also because of the words “Best wishes”.
- She helped to make it possible for Ben to have Lucky by sending money to Animal Helpers.

2. 教师先呈现以下词汇（可纵列板书，也可使用多媒体教学课件呈现）：1) disabled; 2) difference; 3) difficulties; 4) opening; 5) trained; 6) Lucky; 7) lucky，然后要求学生再次阅读课文，从文中找出这些词汇并标出词性。学生活动完毕，师生集体核对答案，确认词性。在核对答案时，要主要请不同的学生说出他们的判断理由，教师在用英语进行转述。
3. 在确认所列各词的词性之后，教师可呈现以下选项（可用多媒体课件排列在先前呈现的各词之后；若板书，则可事先将这些内容写在小黑板上，以节约课堂时间），要求学生首先依据词性初次判断各词词义，然后再阅读课文，根据上下文确认或修正自己的判断，最后师生共同核对答案。

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|---------------|--------------|----------------|
| 1) A. 残疾人；伤残者 | B. 致残；变成残疾 | C. 残疾的；有残疾的 |
| 2) A. 区别；不同点 | B. 不同的；有区别的 | C. 区分开来；使……有区别 |
| 3) A. 难的；困难的 | B. 困难；难处 | C. 变难；使……难起来 |
| 4) A. 开幕式 | B. 开；打开 | C. 开放的；开着的 |
| 5) A. 火车的 | B. 训练；调教 | C. 经过训练的 |
| 6) A. 幸运儿 | B. 运气；福运 | C. 有运气的；好运的 |
| 7) A. 运气；福运 | B. 有运气的；有福气的 | C. 交运；走运 |
- Answer key: 1) C 2) A 3) B 4) B 5) C 6) A 7) B

4. 学生朗读课文，教师获取反馈，纠正学生读音方面的错误。之后呈现下表，给出指令：Find one example of each part of speech in the reading.

PART OF SPEECH	EXAMPLE FROM TEXT	PART OF SPEECH	EXAMPLE FROM TEXT
1) a noun	money	5) an adverb	
2) a pronoun		6) a preposition	
3) a verb		7) a conjunction	
4) an adjective			

学生自主完成表格后与周边同学交流，教师做适当点评。

5. 学生课堂完成2c活动，若时间有限，可将其布置为课后作业，由学生课外造句完成。第二天进行班级间的小组交流——学生在小组中朗读所造句子，评出优秀者

进行班级交流。

6. 学生再次集体朗读课文，练习朗读技巧。之后按照书本要求完成2d活动，课堂核对答案，教师适当介绍 subject 和 object 之涵义。

活动 2e

此为阅读后回答问题的任务型活动。教师可让学生先读一读六个问题，然后就 2e 活动的问题进行 1~2 分钟讨论，教师巡视指导。然后学生再重新读一遍书信，根据问题和书信内容，找到正确答案。小组讨论这些回答这些问题的关键词，训练任务型问题阅读的答题策略。

.....

活动 3a

1. 准备活动：教师课前收集一些中学生或大学生志愿者的活动图片或视频片段，课上播放，让学生进一步了解一些适合学生的志愿活动，为后面的学习做好铺垫。
2. 填空训练：首先教师引导学生观察方框内所给的单词和短语，明确词义，再引导确定其词性皆为动词和短语动词。然后让学生通读短文，了解短文大意，根据短文意思和前后句联系选择合适的动词或短语动词，并依据语境选用正确的动词形式。最后小组讨论，教师巡回指导，集体纠正答案。
3. 阅读训练：短文填空后文章完整了，教师可以利用短文对学生再进行阅读寻读策略训练。教师板书或利用媒体课件呈现下表，要求学生整体浏览课文并快速搜出表格各栏的答案：

Person's full name	From (school name)	Volunteer work

核对表格答案之后，还可以让学生再次阅读，回答深层问题：

(1) Why do Mario and Mary volunteer to help others?

(2) What do they say about volunteering?

注意：这一活动实际上是扩充了的 3a 活动，目的在于使学生通过浏览及寻读，对文章内容有进一步的理解。

4. 篇章结构学习：这篇小短文脉络清晰，层次分明。首段陈述主题，后两段分别举例展开主题。在人物描述段落中，依次按照“简单的人物介绍（兴趣）→所从事的志愿服务工作→自我评述（观点及感受）”逐层推进。学生阅读短文后，教师引

导他们再体会篇章结构，为后面的写作训练打好基础。

5. 复习动词不定式：若课堂时间许可，教师还可引导学生从课文中寻找动词不定式结构，并将它们摘录出来，以语块的形式学习、记忆。课文中可引导学生重点学习的含有动词不定式的语块包括：

- give up several hours each week to help others
- want to be an animal doctor
- help him to get his future dream job
- want to learn more about sth.
- how to care for animals
- decide to try out for sth.
- work there once a week to help kids do sth.
- learn to read
- love to do sth.

6. 课文朗读：学生朗读课文，教师纠正语音语调，提升课文朗读技巧。

活动 3b-3c

1. 回放志愿活动的图片，引导学生回想并巩固志愿活动的英语表达方式，然后让他们完成 3b 活动，并把自己所写的内容读给周围同伴听，互通有无。
2. 学生阅读 3c 活动左栏所列问题，然后根据右栏所提供的参考语句结构逐个做出回答，写出完整的句子。之后结合下面的书信格式，将自己所写的内容按照一定的逻辑顺序衔接起来，完成 3c 任务。在此期间，教师巡视，给予指导及点拨。教师可要求学生将此信写在作业本上，写作结束时老师收集学生习作，课后批阅评改。

活动 4

1. 示范举例，教师可以请一位学生一起示范对话。谈论爱好或感兴趣的事情，给出合理的志愿者工作建议。
2. 小组活动，表演对话。教师注意学生所给的建议是否合理，并纠正语音语调。

SELF CHECK 内容介绍和教学建议

此部分两项活动为对本单元所学语言要点内容反馈性检测，活动 1 针对短语动词的识记，活动 2 则通过对语篇的阅读理解，从语篇的角度让学生检查反馈自己对短语动词和动词不定式的掌握及运用情况。

活动1-2

1. 学生按照书本要求独立开展第1项活动，填写短语动词。这一活动有一定的开放性，学生有可能会写出不同答案，因此，教师可要求他们在填写短语动词时，将其汉语词义一并写在旁边，以确认学生确实知晓该词汇。教师也可将几个介词写在黑板上，比如up, off, away等，让学生尽可能多地写出与这些介词搭配的不同的短语动词。
2. 播放 Section B 活动 1c/1d 录音，帮助学生回想所学过的内容，师生一起回忆、复述“Jimmy: the Bike Boy”，唤醒学生脑海中 Jimmy 的故事情节，这样可以减轻第2项活动的难度，缓解给学生带来的心理压力。
3. 学生阅读第2项活动的要求，确认他们明确要求之后再开展阅读填词活动。由于该文段挖空较多，且部分空距间隔较密，难度较大，会给学生带来一定的压力。教师可鼓励学生注意参考自己在第1项活动中所填出的词语，并注意提醒学生观察语篇时态，填空中选用正确的动词形式。对于语言基础较差及学习能力薄弱的学生群体，建议教师将填空所需词语打乱顺序后板书或以多媒体课件提供，将书本活动调整为“选择适当的词语并结合所读内容的上下文用适当的形式填空”这一形式来开展此项活动。
4. 师生核实答案，学生修改后朗读该短文。若有必要，甚至可以借助此文引导学生对尚未完全掌握的内容进行弥补性学习、强化。

四、课文注释

1. Visit sick children in the hospital 看望生病住院的孩子们

- 1) sick 和 ill 两个形容词均有“生病的”意思，在用法上虽有一些相同的地方，有时可以互换，但仍有许多不同之处。两者最大的区别在于当 ill 作“生病的”之意解时，多与系动词 be, feel, become, fall, get, be taken 等搭配，用作表语，较少用在名词前面作定语。例如：

Dave was so ill that he had to stay in bed for a month at least. 戴夫病得厉害，至少需要卧床一个月。

Sofia was suddenly taken ill (=became ill suddenly) while on holiday. 索菲亚在度假期间突然病倒了。

但这并不等于说 ill 就不可用作定语表达“生病的”之意。试看以下《朗文当代英语词典》中的例子：

Mentally ill patients have the same rights as anyone else. 患有精神疾病的病人和其他任何人一样享有同样的权利。

值得注意的是, ill 这样的用法十分有限, 且多与 patient, health 等少数名词搭配使用。当用在名词前作定语表达“生病的”意思时, 人们更多地使用 sick。此处 sick children 便是一例。再如:

Diana spent months looking after her sick mother. 戴安娜花数月照顾她生病的母亲。

sick 也可用作表语, 但在英国和美国英语中的语义是有差别的: 在英国, sick 为“呕吐”之意, 例如:

I ate so much of ice cream one day I was violently sick and that cured me of my addiction. 我一天里吃了太多的冰淇淋, 突然吐得一塌糊涂。那却治了我贪吃的毛病。

He dashed to the bathroom and was sick again. 他冲向厕所, 又吐了。

在美国, sick 则是“生病的”之意。例如:

Maria can't come in today because she's sick. 玛利亚因为生病, 今天来不了。

2) 此处 in the hospital 意为“住院”, 系美语用法。在英国, 人们则多说“in hospital”。与之相类似的还有: go to the hospital (【美】去看病; 上医院) 和 go to hospital (【英】去看病; 上医院)。具体还可参见《牛津活用英语语法》附录部分有关“美国英语”的介绍。

2. They told me stories about the past and how things used to be. 他们给我讲昔日的往事和过去常见的情况。

used to 为情态动词, 多用于两种情况的表述。其一, 表现一种过去一度存在但现在已经消逝的某一特定的情形 (used to say that a particular situation existed for a period of time in the past, but does not exist now)。此处便是如此。这一用法下, used to 常与 be, have, live, stay, like, love 等词连用, 表示“曾; 曾经”:

I used to live in London. 我曾住在伦敦。

We used to be very good friends when we were at school. 我们在上学得时候曾是十分要好的朋友。

第二, used to 还可用来表示“过去常做”的某件事情或某种行为 (used to say that something happened frequently or all the time during a period in the past)。例如:

We're eating out more often than we used to. 我们最近外出吃饭的次数比以前要高出许多。

You used to see a lot of her, didn't you? 你以前时常见她, 对吧?

used to 的否定结构多为 didn't use to。例如:

I didn't use to like him much when we were young. 小时候, 我并不曾多么喜欢他。

但旧式或极为正式用法中, 人们也说 used not to (缩写形式为 usedn't to):

He used not to smoke. 他过去并不吸烟。

我们也可使用“never”来强调否定used to。例如：

They never used to ask where I'd been. 他们过去对我去了哪里从不过问。

在问句中，人们已习惯使用did someone use to结构。例如：

Did you use to study in this building? 你过去就曾在这栋楼中学习吗？

Where did you use to live before you moved here? 你在搬来之前曾住在哪里呢？

注意：由于used to (do) 是九年级第四单元的重点语法项目，教师不必在教学本单元时给予过多过细致的讲解，只需让学生理解这一结构所能表达的含义即可。

3. Mario Green and Mary Brown ... give up several hours each week to help others.

马里奥·格林和玛丽·布朗每一周都腾出几个小时来帮助他人。

He volunteers at an animal hospital every Saturday morning. 他每周六上午在一家动物医院做义工。

以上两句中的each和every是一对近义词，但各自的侧重点不同，值得关注。

- 1) 从语义上看，两词均可表示“每一”、“每个”、“一切的”。《朗文当代英语词典》(Longman Dictionary of Contemporary English) 在两词的用法区别上这样描述：很多时候，两词可以互换使用，但意思上略有差别 (It is often correct to use either *each* or *every*, but they have slightly different meanings) :

each 强调个性，着眼于整体中的个体 (Use “*each*” when you are thinking about the people or things in a group separately, one by one)。例如：

Each man has his own name. 每个人都有自己的名字。

Each time you exercise, you get a little stronger. 每一次你进行锻炼，你就会变得壮实一点。

every 强调共性，着眼于整体 (Use “*every*” when you are thinking about the whole group of people or things together, with no exceptions)。例如：

Every one of them is wrong. 他们全错了。

Warm up first every time you exercise. 每次你锻炼，先热一下身。

- 2) 从语法上看，*each* 可用作形容词和代词，而*every* 只用作形容词：

He gave two to each. 他给每人两个。

Each school has its own library. 每一所学校都有图书馆。

We have every reason to believe that the operation will be a success. 我们完全有理由相信手术会取得成功。

each 和 *every* 用于主语时，谓语均要求单数匹配：

Each item has been checked. 每项都检查了。

Every member wears a uniform. 所有成员均着工服。

3) 两种不可使用each的场合:

- 切勿将each与almost, nearly及not搭配使用, 应用every:

Almost every window was broken. 几乎所有的窗户的玻璃都碎了。(不说:
Almost each window was broken.)

Not every child enjoyed the party. 并非每个孩子都喜欢这个聚会。(不说:
Not each child enjoyed the party.)

- 切勿在否定结构中使用each, 应用none:

None of the answers were correct. 没有一个答案是对的。(不说: Each of
the answers were not correct.)

4. **Last year, she decided to try out for a volunteer after-school reading program.** 去年她决定参加一个课外阅读项目志愿者的选拔。

句中try out for系一个短语动词, 意为“报名参加选拔; 申请参选(某项活动)为其中一员”(to try to be chosen as a member of a team, for a part in a play etc.). 例如:

Why did you decide to try out for the Olympics? 你为什么要报名参选奥运会?

Would you try out for the school soccer team? 你会申请参加校足球队的选拔吗?

英语另有短语动词try out, 意为“(彻底)试验; 尝试检验(某种方法或仪器设备的实用性或运作是否正常)”(to test something such as a method or a piece of equipment to see if it is effective or works properly)。例如:

They're trying out a new farming method. 他们正在试验一种新的耕作法。

She enjoys trying out new ways of doing things. 她喜欢试用各种新的办法来做事情。

五、文化注释

1. 志愿服务及志愿者 (volunteering and volunteers)

“志愿者”(volunteer)也叫“义工”、“义务工作者”或“志工”, 他们致力于免费、无偿地为社会进步贡献自己的力量。联合国将其定义为“不以利益、金钱、扬名为目的, 而是为了近邻乃至世界进行贡献活动的成员”。“志愿服务”(volunteer service或volunteering)是一种具有组织性的助人及基于社会公益责任的参与行为, 指人们在不为物质报酬的前提下为推动人类发展、社会进步和社会福利事业而提供的服务。

支援者和志愿服务的一个显著特点是不分种族、信仰和跨国界, 其口号“奉献、

友爱、互助、进步”表达出人类关爱和服务的最高境界。志愿服务有多种分类，主要常见的领域包括：基于技能培养的志愿服务（Skills-based volunteering）、对发展中国家的志愿援助（Volunteering in developing countries）、电子志愿服务（virtual volunteering, 又称 e-volunteering 或 online volunteering）、自然及环境保护志愿服务（Environmental volunteering）、救灾志愿服务（Volunteering in an emergency）、教育教学志愿服务（Volunteering in schools）、社区志愿服务（Community volunteering, 又称 Community voluntary work）等等。

志愿者服务教育在西方国家学校里比较受重视，许多中学生都有到社区服务的经历。通过这些活动，学生不仅能够获得一些社会经验、动手能力，而且发展了友谊，提高了为别人服务的意识和为社会服务的精神。

2. 慈善及慈善商店（charity and charity shops）

慈善是人类最悠久的社会传统之一，它是人们在慈悲的心理驱动下的善举，表现为通过金钱或实物的捐助以及其他服务，来救助接济他人、弘扬关爱，推动社会的文明进步。真正意义的慈善行为应是一种不附加要求的施舍。世界各国均有大量的政府及民间机构从事慈善事业，每年亦有大量的志愿者参与、从事各种各样慈善福利活动。以美国为例，美国捐赠基金会曾估计，78—80%的美国人每年向至少一个慈善机构提供捐助。美国已故著名流行歌坛巨星迈克尔·杰克逊是个人捐款最多的吉尼斯纪录保持者，捐有3亿多美金，一人便支持了世界上诸如洛杉矶艾滋病防治计划、美国防癌协会、资助美国儿童慈善会、青少年糖尿病基金会、“改变非洲”组织、红十字协会等39个慈善救助基金。

在英、美等西方国家，人们可以看到各种各样的慈善商店（charity shop），成为一种文化现象。英语中，charity shop 又称 thrift shop, thrift store, hospice shop（美国/加拿大）及 op shop（澳大利亚/新西兰）。这类商店是将人们捐赠的物品经过分类、清理消毒后，以低廉的价格再次销售，用所得款项来捐助、支持相关的福利事业。商店销售物品多为服装、书籍、影碟光盘、生活小家电及日用品等，门店的销售服务人员也常为志愿者。英国最早的慈善商店出现于上世纪四十年代的伦敦，随后遍布各主要城市。如今，英国有 Oxfam, YMCA, British Heart Foundation, Cancer Research UK, Shelter, Age UK（前身为 Age Concern 和 Help the Aged), Save the Children 等十多家全国性慈善商店。美国的全国性慈善商店则有 Arc Thrift Stores, Goodwill Industries, Salvation Army, St. Vincent de Paul Thrift Stores, ReStore 和 Value Village 等。从这些门店的名字我们不难看出西方的慈善商店致力于服务于疾病救治、社会安置、孤儿儿童、宗教、环保等领域。

3. 动物帮手（animal helpers）

“动物帮手”又称“动物助手”，指人们驯化、训练不同的动物，利用它们的能力及特长优势为人类提供服务。传统意义上，牛、马、骆驼等大型动物被人们广为

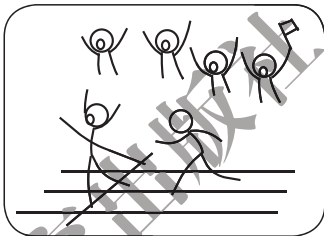
用于农业、运输等，就是最为原始及常见的动物帮手。再如人们训练猎犬捕猎、用信鸽传递信息、养猫捕鼠等，也是大家所熟悉的动物作为人类助手，服务于人类的现象。不同国家和地区，作为服务于人的动物会有所差异，如在沙漠地区骆驼成为人类的贴心助手及伙伴；在泰国，人们驯化大象服务于日常劳作。

在科学研究领域，许多人类无法完成的工作都是交由动物来完成的。在人类对太空探寻的冲击中，第一个进入太空的高等级生命是一位名叫莱卡的流浪狗。后来，猪、猴子以及多种昆虫等动物被送入太空，成为科学家研究太空的重要帮手。世界各地的医学机构也使用无数动物作为实验或教学用帮手进行医学实验及教学。可见，对于人类来说，动物从来就是我们重要的帮手和伙伴。

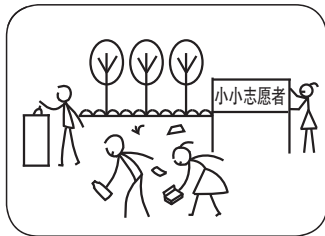
当代社会，在一些国家中人们成立“动物帮手机构”、创办“动物学校”等，训练更多类别及数量的动物用于服务不同的领域及人群。美国《读者文摘》就曾报道过猴子经过特殊培训后用来对病人及残疾人士进行生活辅助护理的故事；2012年1月美国邮政部发行一套四方连邮票，介绍狗作为人类的重要帮手所从事服务的不同领域，来宣传、普及动物帮手理念，阐述人与动物的伙伴关系，表达对那些为人类默默服务的动物的敬意及感谢。

六、教学简笔画

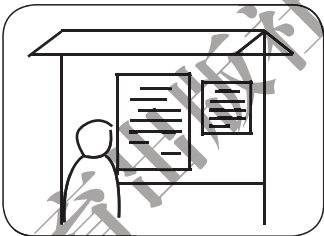
1. cheer



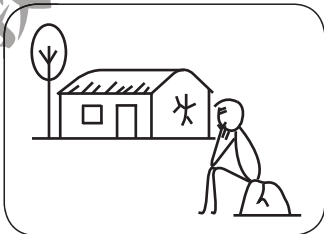
2. volunteer



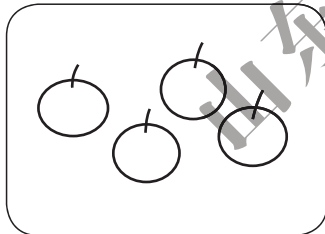
3. notice



4. a lonely old man



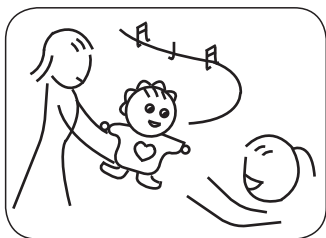
5. several apples



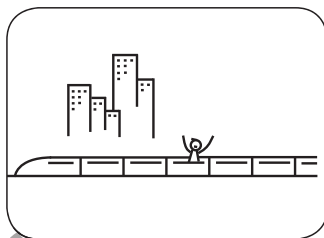
6. a feeling of cold



7. joy



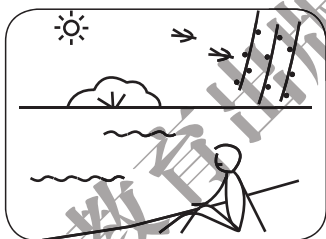
8. journey



9. raise money



10. sit alone



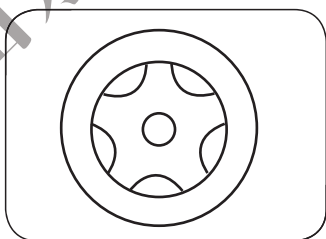
11. repair



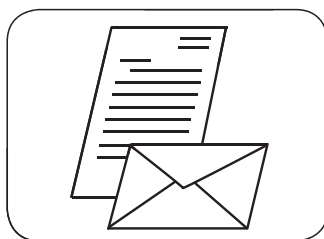
12. fix a pen



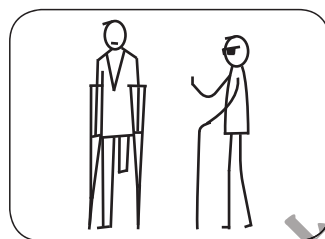
13. wheel



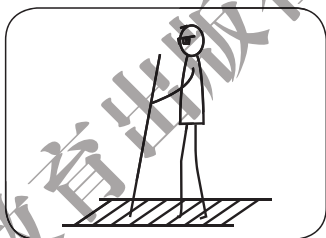
14. letter



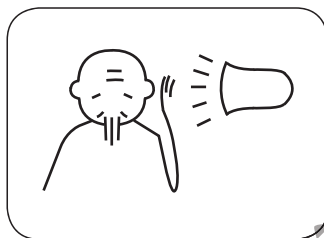
15. disabled



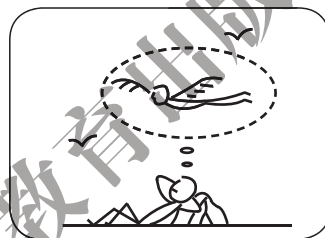
16. blind



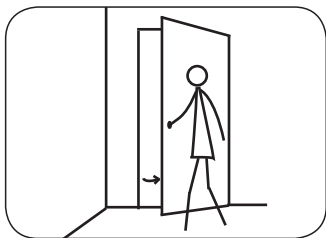
17. deaf



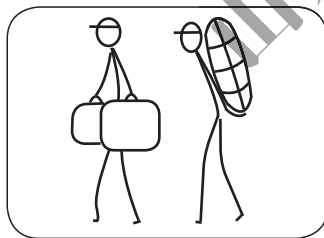
18. imagine



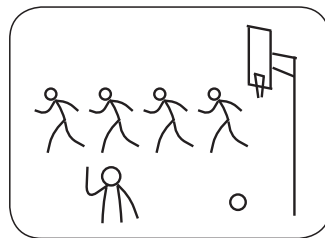
19. open the door



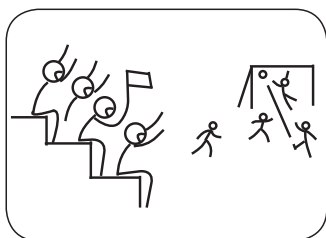
20. carry



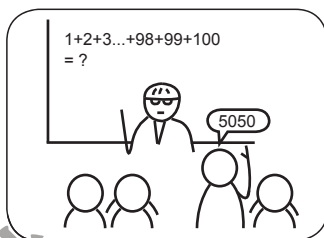
21. train, training



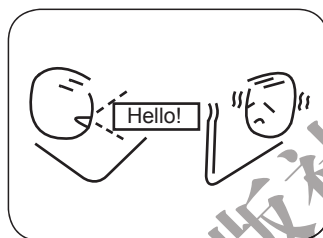
22. excited



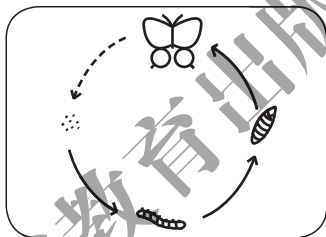
23. clever



24. don't understand



25. change



Unit 8 I'll help to clean up the city parks.

SECTION A

1a

Purpose	To introduce students to the topic of helping. To set the scene, increase students' vocabulary and introduce the target language.
Picture	The picture shows a young man and a young woman looking at a notice board on a wall. There are posters on the notice board which show different ways people can volunteer: helping to clean city parks by picking up litter, visiting sick children in the hospital, or helping to give food to the homeless. The young man wants to work outside, so the young woman suggests that he could help to clean up the city parks.
Culture Focus	Volunteering in the US and the UK People around the world believe it is important to help others by volunteering. People volunteer in many different ways – many people help friends, neighbors, or strangers they happen to meet, but others want to help in a more organized way. In the US, many people volunteer through their churches, though their activities are not necessarily religious in nature. Others volunteer with local charities which help people, animals, the community, or the environment. These local charities often put up posters to let people know about what they are doing. In the UK, there are volunteer centers in most cities and large towns, and these centers help people to find volunteer opportunities. In both countries, some people choose to volunteer overseas, where they may share their skills or help develop people in each country.
Optional Approach	Can you guess what we're miming? The teacher can pick a little bit of this activity by asking students to work in small groups to mime (instead of simply saying) their group's suggestion for one way to help people. The groups should have a quick discussion to decide on what they're going to mime (not too loudly, so that their idea isn't heard by other groups). Once they're ready, each group should take turns to go to

	<p>the first of the class and mime the interesting activities. The teacher will then give students what it is they are miming. For weaker classes, the teacher can prepare slips of paper with the suggestions and distribute one slip of paper to each group. The groups will then take turns to mime the activities they received from the T, and the teacher will mark the suggestions.</p>
Answers	<p>Answers will vary. Sample answers:</p> <p>coaching/teaching kids in a sport or hobby; donating clothes/toys/food to people who need them; helping disabled/elderly people with chores/shopping; teaching the elderly to use computers/e-mail, etc.</p>

1b

Purpose	To give Ss practice in listening for information.
Teaching Tip	<p>Take notes The T can encourage Ss to take notes as they listen to the recording. The teacher should help them with the activity if necessary later.</p>
Optional Approach	<p>Do this as a class The T can get the Ss to do this activity as a class. On the board, the T can write out each of the four sentences listed in the activity. The T then instructs Ss to listen to the recording first, with writing after hearing in their texts. After the recording ends, the T can help elicit the answers from the Ss.</p>
Answers	3, 2, 4, 1

1c

Purpose	To give Ss practice in writing and packaging information.
Teaching Tip	<p>Use notes Ss can use the ideas from 1b to create conversations. Ss can help act out the conversations in pairs.</p>

2a

Purpose	To give Ss practice in listening for specific information.
Optional Approach	<p>Picture talk To help Ss have a clear idea about what is shown in the pictures, the T can elicit ideas about each picture from the class and record ideas on the board before playing the recording. The pictures show the following actions: a. put an ad on TV; b. put a sign; c. call up students; d. put an advertisement in the newspaper; e. hand out notices.</p>

Answers	Checked: b, c, e
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2b

Purpose	To give Ss practice in listening to arguments in a natural context.
Optional Approach	Listen For weaker classes, before the T plays the tape a second time, the T can ask the Ss to read through each sentence first and get an idea of what they need to listen for in the recording. For stronger classes, the T can raise the level of difficulty for the Ss by asking them to put down their pens or pencils first, and close their eyes as they listen to the recording the second time. Even then the Ss are not writing anything as they listen. After listening, Ss can then open their eyes and fill in the blanks in each sentence which they had recalled.
Answers	1. come up with, 2. put off, 3. put up, 4. hand out, 5. call up

2c

Purpose	To give Ss practice in writing arguments in an impersonal situation.
Optional Approach	More ideas As an extension of the activity, the T can ask Ss to also use the ideas in 2a that were not used in the listening (i.e. ads on TV and in the newspaper) to make their conversations. The T can then elicit sample answers (one for each idea in 2a) from different pairs of Ss.

2d

Purpose	To give Ss practice in using the target language in a controlled manner.
Optional Approach	Class poll For stronger classes, before Ss practice the conversation in activity 2d, the T may want to conduct a poll in class to find out what the Ss' most popular choice for volunteer work is and why. The T should also elicit from the Ss what they think the first choice of volunteer work requires them to do. The T can write these on the board. Ss can rewrite the conversation according to the points on the board and then practice the conversation.

GRAMMAR FOCUS

3a

Purpose	To give Ss practice in using the target language in a practical context.
Answers	1. put off, 2. call up, 3. come up with; cheer up, 4. put up; hand out; give out

3b

Purpose	To give Ss practice in using infinitive forms of verbs.
Answers	to make, to do, to help, to spend, to visit, to move

3c

Purpose	To give Ss practice in writing arguments in English sentences.
Teaching Tip	Share your answers The T can elicit sample answers from the Ss and write them on the board for the benefit of the class.
Answers	Answers will vary. Sample answers: 1. I'd like to volunteer at the food bank and help to give out food to the homeless people. 2. At 12:00 a.m., I called my friend to ask him an important question. 3. I'm very busy but I could help to paint the house for a few hours tomorrow. 4. Summer vacation is coming, and I want to visit my grandparents in Hunan. 5. I want to travel alone. My parents told me (not) to do that because I am too young and it is not safe.

■ Optional Activity 1: Poster Project

Purpose	To give Ss the opportunity to practice using target language in a realistic context.
Materials Required	Sheet of paper for each pair of Ss or group, and colored pencils or pens (if available).

Procedure

1. Divide Ss into pairs or small groups.
2. Get Ss to refer to the signs in the picture on page 9 of the Student Book.
3. Instruct Ss to decide on a volunteer activity to make a sign for. (It doesn't need to be really helpful to the community.)
4. Instruct Ss to work together to write a large heading for their poster, and include a short description of the volunteer work and what kind of person would enjoy the work. Remind students to illustrate their poster.
5. Share the completed signs with the class by putting them on the board for everyone to enjoy.

■ Optional Activity 2: Word web

Purpose	To provide students with a chance to recall phrasal verbs.
Materials	None (orally).
Required	

Procedure

- Divide students into small groups.
- Write prepositions on the board:

up down in out on off away back
- Draw a large circle on the board.
- Instruct Ss to write as many phrasal verbs as they can, using these words. Ss should write them in a circle like this:

up down in out on off away back

fix up
 break down
 turn on
 turn off
 go away
 come back
- Give the Ss a fixed amount of time (from one to about five minutes).
- Get the groups with the largest number of phrasal verbs to write them on the board or read them to the class.
- Invite the groups to challenge any proposed phrasal verbs which they think is incorrect.
- After the winning pair or group has finished going through their list of phrasal verbs, get the groups to add any words to the board which were missed by the winning group.
- At the end of the activity, encourage all Ss to record all of the words produced.

SECTION B

1a

Purpose	To check students' understanding of phrasal verbs.
Teaching Tip	<p>Explaining the phrasal verb fix up The teacher may want to explain to Ss that the phrasal verb <i>fix up</i> has two meanings:</p> <ol style="list-style-type: none"> 1) to fix sth. up: to repair sth. 2) to fix sth. up: to do extra work that is needed to make sth. more suitable. <p>3) to fix sb. up with sth.: to provide sb. with sth.</p> <p>If the intended meaning is "repair", it is not necessary to use <i>fix up</i>. Simply using the verb <i>fix</i> is sufficient.</p>
Answers	1.b, 2.c, 3.a, 4.d

1b

Purpose	To reinforce vocabulary and give Ss practice in writing target language in imperative sentences.
Teaching Tip	Multiple answers More than one combination could be acceptable. Ss can be encouraged to be creative, e.g. <i>We ran out of ideas/We ran out of money; I gave away my bike/all of my old clothes/some of my money.</i>
Optional Approach	Vocabulary race Ss can work in small groups to make as many different sentences as possible within a fixed time. The group with the most sentences can write them on the board. The T can elicit other examples from the groups.
Answers	Sentence answers will vary. Sample answers: <ul style="list-style-type: none"> I was worried that I would run out of money before the end of my vacation. My brother takes after my father as they are both very quiet people. I fixed up my bike during the weekend. My sister and I decided to give away our old clothes to the children's home.

1c

Purpose	To give Ss practice in listening to arguments in English.
Teaching Tip	Challenge For stronger classes, the T can ask the Ss to complete both 1c and 1d after listening the first time. After completing both activities, Ss can do peer correction and then check answers as a class by listening again.
Optional Approach	What do you see in the pictures? Before Ss do the activity, the T can ask Ss as a class to describe what they see in each picture and what they think each picture is saying. By familiarizing themselves with the scenes shown in the pictures, it will be easier for Ss to identify the order the pictures describe correctly when they listen to the recording.
Answers	a.4, b.2, c.1, d.3

1d

Purpose	To give Ss practice in listening for specific information.
Optional Approach	Linked activities For stronger classes, if Ss seem comfortable enough with 1c and can remember well what they heard in the recording the first time, the T can ask Ss to attempt this activity before listening to the recording again.
Answers	1.T, 2.F, 3.F, 4.T

1e	Purpose	To give Ss practice in acting out a role-play.
	Teaching Tip	Additional help Before Ss start on the activity, the T can elicit key words and phrases related to the conversation from the Ss and write them on the board for Ss to use as a reference, e.g. <i>bikes, fix up, run out (of)</i> , etc.
	Optional Approach	Act it out Encourage Ss to act out the role-play. For example, the S who is role-playing the reporter can use a pen to represent a microphone and thus control the conversation by holding it front of themselves to speak and in front of the other S (who is role-playing Jimmy) to elicit answers.

2a	Purpose	To introduce the topic of saying 'hello' after receiving a letter.
	Optional Approach	Will you say it the same way? The T can suggest that Ss consider the different ways they might thank someone in different situations, e.g. <i>thank you, family member, friend, stranger, etc.</i>

2b	Purpose	To give Ss practice in skimming for specific information.
	Teaching Tip	Time limit To help Ss to skim effectively, the T can set a reasonable time limit for the task. The T should draw attention to the questions before Ss start reading.
	Culture Focus	Animal helpers Dogs are used to assist people who have many different kinds of disabilities. The most common assistance dogs are the guide dogs who help blind people, helping them to travel safely and busy cities. Other dogs help deaf people by letting them know when the phone is ringing or when someone is knocking at the door. Other dogs help by picking up things or carrying things that their human partners can't pick up or carry. While dogs are the most common assistance animals, monkeys and even miniature horses have also sometimes been used.
	Answers	<ol style="list-style-type: none"> Ben Smith wrote the letter to Miss Li. He wanted to thank her for sending money to Animal Helpers and to tell her how Animal Helpers helped him. She sent money to Animal Helpers, a group that was set up to help disabled people.

2c

Purpose	To give Ss practice in identifying parts of speech and to reinforce v ab arly ritig p p iates en es.
Optional Approach	Work together Allow Ss to work in pairs to identify the part of sp ech fo each wo d th n cm e p with sen es fo th wo d . Th T can in te d fferen p irs f Ss to sh re th ir sen es fo d fferen wo d with h r esto ft h c lass.
Answers	1.n., 2.adj., 3.n., 4.v., 5.n., 6.adj., 7.n., 8.n.

2d

Purpose	To h ck s' read g m p eh n in
Teaching Tip	Levels of difficulty For stronger classes, Ss can attempt this activity without reference to the reading. For weaker classes, if Ss seem to be having difficulty with the reading, they can work in pairs to complete the activity.
Answers	<ul style="list-style-type: none"> • Miss Li sent money to Animal Helpers. • Ben Smith is unable to move well. • Lucky can get things for disabled people. • Animal Helpers trains animals like Lucky.

2e

Purpose	Tg v S sp actice i n ead g o d tailed fi o matio
Teaching Tip	Read and answer Ask Ss to read the questions in 2e and then read the letter again to find the answers. Get Ss to discuss the answers in groups. Go around the class helping students. Encourage Ss to take n esd ig sca sin
Answers	<p>Answers will vary. Sample answers:</p> <ol style="list-style-type: none"> 1. Because he wants to thank Miss Li for giving money to Animal Helpers. 2. He can't use his arms or legs well, so normal things like answering the phone, opening and closing doors, or carrying things are difficult for him. 3. Miss Li sent money to Animal Helpers, so they have enough money to train dogs to help the disabled. 4. He can understand Ben's orders and get things to him. 5. Monkeys, pigeons, etc. 6. I can donate money to Animal Helpers or help the disabled.

3a

Purpose	To give Ss practice in using the target language in context.
Teaching Tip	<p>Look at the context Get Ss to read the words and phrases in the box. Make sure they understand their meaning. Ask them to read the article and complete it using the correct forms of the right words and phrases according to context. As they work, move around the room offering help and answering questions as needed. Give time for group discussion and then ask some students to read the completed article to the class. Correct the answers.</p> <p>For weaker classes, the T can help the Ss by writing the answers for them and then ask them to read the completed article to the class. Ask students to read the article aloud.</p>
Culture Focus	<p>Student volunteers In Canada, the UK, and the US, many high school students volunteer as a way to find out what kind of work they might enjoy doing as a career. In the UK, high schools help to arrange formal volunteer opportunities for students in companies – having appropriate “work experience” activities can help students get attached to university programs.</p>
Optional Approach	<p>What do you think about volunteering? As an extension of the activity, the T can ask Ss whether any of them volunteer, and if there are any Ss who do, the T can ask those Ss to share with the class the following:</p> <ul style="list-style-type: none"> • What do you volunteer to do? • Why do you want to volunteer? • What are the benefits/feelings about volunteering? <p>If none of the Ss in class do any volunteer work, the T can still carry out this extended activity by asking Ss what they would choose to volunteer for, and their reasons for wanting to volunteer at that place or for that particular purpose.</p>
Answers	loves; believes; to care for; get; to try out; are sitting; to come true

3b

Purpose	To elicit discussion about the topic of volunteer work and provide ideas for B.
Optional Approach	<p>Discuss examples Discuss the three examples as a class to give Ss some ideas about the issues they might discuss. For example, ask Ss if they would now be likely to get the set of glasses and then return them to the shop where they were bought, or if they would be so busy that they cannot find time.</p>

3b

Purpose	To give Ss practice in using target language in writing and reinforce formal letter writing
Culture Focus	Closing a letter There are many ways to end a letter, but not all of them are appropriate all of the time. In a formal letter to a company or other organization like this, you might use “Kind regards” (or just “Regards”), “Respectfully yours” or “Sincerely yours” (or just “Sincerely”), “Best wishes”, or even just “Thank you”. In a more informal letter, it is just “Thanks” or “Cheers” (in the UK).
Answers	<p>Answers will vary. Sample writing:</p> <p>Dear Sir or Madam,</p> <p>I am writing to you about volunteering at the library. I’m interested in computers and teaching, and I want to volunteer as a computer teacher for people who lack computer skills.</p> <p>I love working with computers and I’m good at explaining how to use new software to younger students at my school. I’ve taught my grandparents how to use e-mail and word processing software.</p> <p>I like to help people to enjoy computers as much as I do, so I think I’d be good at this job.</p> <p>I want to help out as a volunteer at your library because I know that many people go there to use your computers.</p> <p>I’m free to help on weekends and sometimes in the evenings.</p> <p>Yours truly, Jiang Hua</p>

4

Purpose	To give Ss practice in using the target language in listening and speaking
Teaching Tip	Follow the sample Have Ss examine the table and the sample. Draw their attention to the word “could”, which is used to give suggestions in a polite way. Then demonstrate a conversation with a more able student, talking about his/her interest and suggesting a volunteer job. Next, ask the Ss to complete the table. Then ask Ss to make conversations in small groups. Invite a few Ss to share their conversations with the class.

Answers	<p>Answers will vary. Sample answers:</p> <p>Wang Hui help coach a football team for little kids; teach kids to play football in the orphanage</p> <p>Xiao Tang write more stories of volunteers and volunteer project; tell stories in the old people's home</p> <p>Joy tell some interesting stories to the blind; play movies in poor mountain villages</p> <p>Wei Dong sing or dance for sick people at the city hospitals to cheer them up; have a music concert to raise money for charity</p>
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SELF CHECK

Purpose	To consolidate vocabulary, check comprehension, and practice using infinitives and phrasal verbs in context.
Procedure	<ol style="list-style-type: none"> 1. Have Ss list the activities. 2. Read aloud the phrasal verbs and the words in the sentences. 3. Match the activities for each phrasal verb. 4. Give Ss time to do the activities and compare their work with a partner. 5. Elicit answers from the Ss and write them on the board.
Answers	<ol style="list-style-type: none"> 1. Answers will vary. Sample answers: 1. fix up, 2. put off, 3. give away, 4. run out of, 5. take after, 6. come up with 2. to cheer, ran out, to buy, put up, called up, to tell, handed out; set up, came up, to fix, give away

■ Optional Activity: Thank you letter

Purpose	To give Ss practice in writing a thank-you letter.
Materials	Sheet of paper for each pair of Ss.
Required	

Procedure

1. Ask Ss to find a partner to do this activity with.
2. Get Ss to begin the activity.

- 3 Instruct Ss to think about how people would have come to volunteer for the City Park Clean up
- 4 Instruct Ss to plan and write a thank-you letter to thank the people who came out to volunteer for the City Park Clean up
- 5 Remind Ss to describe what the volunteers helped to do and what the volunteers helped achieve.
6. Suggest that Ss use the letter on page 14 (“I’ll Send You a Photo of Lucky”) as a model.

附录：单元参考译文 (Translation of the text)

Unit 1 Do you want to watch a game show?

Section A, 2d

格雷丝：今天你们课上做什么了，萨拉？

萨拉： 我们进行了一次关于电视节目的讨论。我的同学们喜欢游戏类节目和体育类节目。

格雷丝：噢，我受不了这些节目。我爱看肥皂剧。我喜欢追剧情，看看下一集会生什么。

萨拉： 嗯，我不介意看肥皂剧。但是我最喜欢的电视节目是新闻节目和访谈节目。

格雷丝：它们太无聊了吧！

萨拉： 嗯，可能它们不那么让人兴奋，但是你可以从这些节目中学到很多。我希望有一天成为一名电视台记者。

Section B, 2b

当人们说起“文化”这个词，我们（通常）会想到艺术和历史。但是在美国文化中有一个非常著名的象征，那就是“卡通片”。我们都知道并喜爱那只长着一对又大又圆的耳朵的黑色老鼠——米老鼠。80多年前，他第一次出现在卡通片《威利号汽船》中。这部卡通片1928年11月18日在纽约上映，成为第一部带有配音和音乐的卡通片。米老鼠的幕后之人便是沃尔特·迪斯尼。后来他变得非常富有和成功。在20世纪30年代，他制作了87部米老鼠卡通片。

有些人可能会问：为什么这个卡通动物形象如此受欢迎。其中一个主要原因是米老鼠就像一个普通人，但他在面对各种危险时总是想尽一切办法。在他早期的影片中，米老鼠没有那么幸运，总是遇到各种问题，比如失去房子或者女朋友——米妮。然而，他总是准备好去尽其所能。人们去电影院看这个“小人物”如何获胜。很多人都想成为米老鼠那样的人。

1978年11月18日，米老鼠成为在好莱坞星光大道上拥有一颗星星的第一个卡通形象。现在的卡通片通常不再像米老鼠那样简单，但大家依然知道并喜爱米老鼠。谁还有一对比米老鼠更著名的耳朵呢？

Unit 2 I'm going to study computer science.

Section A, 2d

安迪：肯，你在看什么书啊？

肯：海明威的《老人与海》。

安迪：哦，我现在终于明白你为什么这么会写故事了。

肯：是的，我想成为一名作家。

安迪：真的？那你打算怎么成为一名作家呢？

肯：嗯，当然我会继续坚持写故事。那你想要成为什么呢？

安迪：我父母希望我成为一名医生，但我自己还不确定。

肯：嗯，不用担心，并非每个人都清楚自己想做什么。只要你努力，那么你就能成为你想做的人了。

安迪：是的，你说得有道理。

Section B, 2b

你知道决心是什么吗？决心就是一种承诺。很多时候，我们对他人许下承诺。（“妈妈，我保证我从学校回来后立即整理自己的房间。”）然而，你對自己许下的承诺就叫做决心。其中最常见的一种就是新年计划。一年的开始常常是制订计划的时候。我们在新年伊始制订计划时，希望使我们的生活变得更好。有人把他们来年的打算和计划写下来。这能帮助他们记住自己的计划。其他的人则把他们的愿望和计划告诉家人和朋友。

决心有很多种。其中一些与身体健康有关。例如，有些人跟自己承诺，他们将开始某种锻炼或少吃快餐。很多决心是关于自我提升的。这些决心是为了让自己成为一个更优秀的人。有些人可能会说，他们将开始培养某种兴趣爱好，比如画画、摄影、学弹吉他。还有些决心与合理的时间规划相关，比如制订一周学习计划。例如，一个学生可能需要安排更多的时间用来学习。

尽管决心各种各样，但它们大多数拥有一个共同的特点：那就是人们很少能够遵守它们！这其中还有很充分的原因。有时是因为决心太难而无法实施，有时人们干脆把它们抛在脑后。因此有人就说，没计划就是最好的计划。那你呢？来年你会制订计划吗？

Unit 3 Will people have robots?

Section A, 2d

尼克：你在读什么书，吉尔？

吉尔：一本关于未来的书。

尼克：听起来好酷。那么未来会是什么样子呢？

吉尔：嗯，城市将更加拥挤，污染将更加严重。树木将会更少，环境将极其危险。

尼克：听起来真糟糕！那我们得搬到其他行星上去吗？

吉尔：或许吧。但是我想住在地球上。

尼克：我也是。那么我们能做些什么呢？

吉尔：我们可以节约用水，还可以种更多的树。每一个人都应当尽一份力来拯救地球。

Section B, 2b

你认为你将会拥有自己的机器人吗？

在观看关于未来的电影时，我们有时会看见机器人。通常它们像人类的佣人。它们帮忙做家务，或者在肮脏或危险的地方干活。

现在已经有机器人在工厂里干活了。有些机器人能帮我们制造汽车，并且它们反复地干着简单的工作。将来做这样的工作的人会更少，因为它们很枯燥，但是机器人永远不会感到厌烦。

科学家们正在努力使得机器人看上去像人，并且与我们做同样的事情。在日本，有些机器人会走路、跳舞。这种机器人看起来很有趣。但是，一些科学家认为，尽管我们能够让机器人像人一样活动，却很难让它们真的像人类那样思考。例如，科学家詹姆斯·怀特认为，机器人永远不可能（像人一样）醒来后知道自己在哪里。但是，很多科学家们不同意怀特先生的观点。他们认为在25到50年之后，机器人甚至能够像人类那样说话。

一些科学家相信，未来会有更多的机器人。然而，他们认为这可能需要数百年的时间。这些新型机器人将会有很多不同的形状，有的会看起来像真人，其他的可能看起来像动物。比如，在印度，科学家们已经制造出像蛇一样的机器人。如果建筑物倒塌了，并且还有人在里面，这些蛇形机器人能够帮助搜寻埋在建筑物下面的人。这在20年前还是不可能的事，不过在100年以前，电脑、火箭看上去似乎也是不可能的。我们永远不知道未来会发生什么事！

Unit 4 How do you make a banana milk shake?

Section A, 2d

安娜：萨姆，我想在周六的聚会上做份罗宋汤，你能告诉我怎么做吗？

萨姆：当然可以。首先买些牛肉，买一颗卷心菜、四根胡萝卜、三个土豆、五个西红柿和一个洋葱。然后把蔬菜切碎。

安娜：接下来呢？

萨姆：接下来把牛肉、胡萝卜和土豆放入锅里加水。之后呢，把它们煮上30分钟。然后加入卷心菜、西红柿和洋葱，再煮上10分钟。

安娜：好的，这就完了吗？

萨姆：不，还有一点。最后别忘了放点盐。

Section B, 2b

美国的感恩节

在大多数国家，人们通常在特殊的节日里吃传统食物。在美国，感恩节就是这样一个特殊的日子。感恩节总是在（每年）十一月份的第四个周四，这也是人们感谢秋季所获得的食物时刻。此时，人们也回忆起约400年前从英国迁来美国生活的首批旅行者。这些

旅行者度过了一个漫长而又艰难的冬季，他们中很多人死去了。在接下来的那个秋天，他们为在新的家园能够活下来并且获得了食物而感恩。现在，大多数美国人依然通过和家人团聚吃大餐的方式来纪念这种感恩的思想。（感恩节）大餐中的主菜几乎总是火鸡（一种大型的禽类）。

做火鸡

下面是感恩节大餐中火鸡的一种烹饪方法：

- 首先，将一些面包屑、洋葱、盐和胡椒粉混合在一起。
- 接着，将上述含有面包屑的混合物放入火鸡肚子里。
- 然后，将火鸡放到热烤箱中烹制数小时。
- 火鸡熟后，把火鸡放到一个大盘子上，浇上肉汁。
- 最后，将火鸡切成薄片，就着胡萝卜和土豆之类的蔬菜吃肉。

Unit 5 Can you come to my party?

Section A, 2d

杰夫：嘿，尼克。你周六能来我家吗？我表哥萨姆会从西安过来呢。

尼克：哦，萨姆啊！我还记得去年秋天他来你家的时候我们一起骑自行车去玩呢。

杰夫：是的，就是他。

尼克：我特别愿意来，但恐怕还真不行呢。我周一有考试，我必须得好好准备。

杰夫：那太糟了！对了，萨姆要到下周三才会离开。你周一晚上能和我们一起玩吗？

尼克：当然行。那周一见啦！

Section B, 2b

你好，戴维：

好主意！我真的特别喜欢斯蒂恩小姐。她帮我把英语提高了那么多。她要离开我很难过。这个送别会的确是表达“感谢”和说“再见”的最好办法。我可以帮忙买些食物和饮料。我还可以帮忙把斯蒂恩小姐带到欢送会，至于怎么做我已经有个好办法啦。😊

何薇

嗨，戴维，

非常感谢你策划这个欢送会。我很愿意参加，但是我那天没有时间。这个月底我们全家要去武汉看我的叔叔和婶婶。不过我很乐意帮忙，为聚会做些准备，比如设计些小游戏。如果需要我帮忙，就告诉我吧。

杰克

亲爱的同学们：

我相信你们现在都知道这个消息了，那就是我们最喜爱的老师——斯蒂恩小姐很快就要离开回美国去了。她要走我们都很难过，因为她实在是一位有趣的老师。为了表达我们将会非常想念她，让我们下周五28号为她举办一个惊喜派对吧。

你们能来吗？如果能来，是否能帮忙做下面的事情呢？

- 1) 买食物和饮料。
- 2) 策划一些小游戏。
- 3) 准备游戏需要的用品（胶水、纸、钢笔等……）
- 4) 将斯蒂恩小姐带到欢送会，但事先不要告诉她，这样她才能感到惊喜。

期待你们大家的回复。

戴维

Unit 6 If you go to the party, you'll have a great time!

Section A, 2d

杰夫：嘿，本。下周的聚会我们让大家带食物好吗？

本：不，我们还是从饭店订餐吧。如果我们让大家带食物，他们只会带薯片和巧克力，因为大家都太懒了，不愿意做饭。

杰夫：那好吧。（那）游戏呢，如果有人赢了，你认为我们该给他们一些小礼物吗？

本：我觉得这个主意很棒！如果我们那样做的话，会有更多人愿意参加游戏。

杰夫：对，（那样的话）游戏也会更加有趣。

Section B, 2b

如今的学生经常有很多烦恼。有时他们的问题与学习有关，有时与朋友有关。面对这些问题，他们能做什么呢？有人认为最糟糕的是什么也不做。来自伦敦的女孩劳拉·米勒就同意这一观点。“生活中的问题和烦恼是正常的，”劳拉说：“但我认为找人倾诉很有帮助。如果我们不找人聊聊，肯定会感觉更糟。”

有一次劳拉把钱包丢了，好几天心神不安。她不敢告诉父母这件事。她甚至每天步行三英里到学校，因为她没有钱（乘车）。她一直在想：如果我告诉父母，他们会生气的！最后，她告诉了父母这件事，他们非常理解。她爸爸说，他自己有时也因为粗心犯错误。他们给她买了一个新钱包，还让她再小心些。“我会永远记得以后与人分享自己的问题。”劳拉说。

罗伯特·亨特就一些常见问题给学生提供建议。他与劳拉有同感。“最好不要逃避我们的问题。我们总是应该想办法解决它们。”他认为第一步是找个信任的人倾诉。这个人不必是像他这样的专家。学生们经常会忘记，他们的父母有更多经验，并且总是乐于帮助他们。在英语中，我们说与人分担一个烦恼就像把麻烦分成两半。因此，你只要跟人聊聊

这个问题，你就已经解决了问题的一半！

Unit 7 What's the matter?

Section A, 2d

曼迪：莉萨，你没事吧？

莉萨：我头痛，脖子动弹不得。我该怎么办？我应当量下体温吗？

曼迪：不必，听起来你不像发烧。你周末都干什么了？

莉萨：我整个周末都在玩电脑游戏。

曼迪：可能那就是原因了。你需要离开电脑休息一下了。

莉萨：是的，我想我以同样的姿势一动不动地坐得太久了。

曼迪：我觉得你应当躺下休息。如果明天你的头和脖子依旧疼的话，那就去看看大夫吧。

莉萨：好的。谢谢你，曼迪。

Section B, 2b

他失去了胳膊却依然在登山

阿伦·罗尔斯顿是一位喜欢登山的美国人。作为一位登山者，阿伦已习惯冒险，这是从事危险运动令人刺激的一面。有很多次，阿伦都因为事故命悬一线。2003年4月26日，他在犹他州登山时，发现自己处在了非常危险的境地中。

那一天，当阿伦独自在大山间攀爬时，一块360公斤的大石头朝他落下来，他的一条胳膊被压在了石头下面。因为无法使自己的胳膊挣脱开来，他在那里待了五天，（一直）希望有人能发现他。但是，当他的水喝光之后，他明白必须要做些什么来拯救自己了。他并不想那天就死！于是他用刀子切断了自己半条右臂，然后用左手包扎了伤口，这样不至于失血过多。随后他下山求救。

在失去胳膊后，他写了一本名为《生死两难》的书，书名的意思是一个人身陷似乎无法解脱的困境之中。在这本书里，阿伦讲述了正确抉择以及自我掌控命运的重要性。他对登山极度热爱，甚至在此次断臂经历之后他依然继续攀爬。

我们有阿伦那样的精神吗？在发现自己处于生死两难的境地及面对生死抉择之前，让我们先思考一下吧！

Unit 8 I'll help to clean up the city parks.

Section A, 2d

海伦：嗨，汤姆。我正在制定今年夏天去老年之家的计划。

汤姆：是吗？我去年夏天就去帮助过老人们。

海伦：噢，那他们都让你帮忙做了些什么？

汤姆：嗯……像给老人们读报，或陪他们说说话这样的事情。他们给我讲了昔日的往事和过去的生活。

海伦：那听上去蛮有趣的。

汤姆：是啊，许多老人都很孤独。我们应当倾听他们，照顾他们。

海伦：你说得对。我的意思是，我们所有人总有一天也会变老。

Section B, 2b

亲爱的李小姐：

我要感谢你捐钱给“动物帮手”。我相信你知道这个组织是为像我这样的残疾人而成立的。你的帮助使得我能够拥有“幸运儿”。“幸运儿”令我的生活发生了极大的改变。现在让我给你讲讲我的故事。

人要是眼睛或耳聋会怎样？或者想象一下你无法走路或不能自如地使用双手。大多数人永远不用考虑这些，但不少人却有这些困难。我无法自如地使用我的手脚，所以像诸如接听电话、开关门、扛（拿）东西这样普通的事情对我来说都是困难的。后来，去年的某一天，我的一个朋友给了我帮助。她与“动物帮手”洽谈，给我找一条经过特别训练的狗狗。她还认为狗狗会让我高兴起来。我爱动物，对能拥有狗狗的想法兴奋不已。

在“动物帮手”与一条狗狗经过六个月的训练后，我可以领着他回家了。我的狗狗名叫“幸运儿”——对他来说是个不错的名字，因为我感觉能够拥有他，我确实极为幸运。你瞧，因为有了你的善心，才使我能够拥有一位“狗狗帮手”呀！“幸运儿”非常聪明，懂得许多英文词语，每当我给出指令，他都能明白。例如，我说，“幸运儿！拿本书给我。”他便会立刻拿来。

“幸运儿”是一条无与伦比的狗狗。如果你喜欢，我会给你寄一张他的照片，让你看看他是怎样帮我的。再次感谢你改变了我的生活。

祝好！

本·史密斯

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