

义务教育教科书 (五·四学制)

英语

教师教学用书

六年级 下册

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》（六年级下册）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；注意吸收英语教育研究的最新研究成果；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》（六年级下册）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建议等方面做如下说明。

一、教材编写的指导思想

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

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

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

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

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

二、教材主要特点

(一)采用“话题、功能、结构、任务”相结合的编写思路。

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

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

（二）采用“任务链”式活动设计，小步推进，螺旋上升。

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

（三）单元教学结构层次分明、循环递进。

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

（四）题材广泛，内容丰富，语言真实、地道、鲜活。

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

（五）重视文化内容的渗透，开阔学生文化视野，提高学生人文素养。

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

（六）重视学习策略指导，培养学生自主探究和合作学习的能力。

本套教材重视学习策略的指导，在听、说、读、写各项技能训练和语

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自我评价。教师教学用书、教材配套的练习册等也为教师和学生提供了相应的评价建议、评价活动和评价工具等多方面的材料,旨在将形成性评价和终结性评价相结合,充分发挥评价的功能,促进学生的全面发展。

三、教材体系结构

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

(一) 学生用书

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

本套教材六年级下册有10个单元。每个单元分为Section A和Section B两部分,Section A是该单元基本的教学内容,包括词汇、语法、功能,以

听力输入和口语输出为主要教学形式，是体验和感知语言的阶段。Section B是在Section A的基础上对单元话题内容的进一步拓展，尤其是词汇拓展。本部分在进一步听说训练的基础上，重点发展学生的阅读技能和写作能力。Section B主要是语言的学习、巩固和运用阶段。

下面以六年级下册第六单元为例，具体说明每个页面教学内容的设计意图：

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

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

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

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

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

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

此外，教材附录部分还包括以下内容：

课文注释 (Notes on the Text) : 本部分主要对各单元重难点句式和所涉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10个单元所有听力活动的录音材料。供学生自学或深度挖掘听力材料时使用。

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

语法注释 (Grammar) : 本部分是对各单元语法聚焦部分 (Grammar Focus) 的补充说明, 语法聚焦部分通过例句呈现各单元重点语言现象, 本部分则综合地、系统地、深入地阐述语法概念和规则, 并通过例词、例句分条目或以表格的形式进行说明, 让学生对这些语法现象的理解由感性走向理性。本部分的例词、例句尽量选自本册, 便于学生从熟悉的语言中发现规律。

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

(二) 教师教学用书

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

教师教学用书主要包括四个方面的内容: 1. 前言。本部分介绍了教材编写的指导思想、教材特点、体系结构、教学方法建议 (包括如何使用教材, 如何进行语音、词汇、语法、听力、口语、阅读和写作教学, 以及如何开展评价等)。2. *How to teach with Students' Book* (如何使用本套教材进行教学)。本部分为英文, 针对本套教材教学中的常见问题提供了一些解决思路 and 教学建议。3. 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。4. 附录。本部分包括单元参考译文、常见英语人名表和教学示范课光盘。教学示范课光盘为音像教学资源，其中包括课堂教学录像及点评。

单元教学内容中汉语部分的编写结构如下：

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

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

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

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

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

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

7. **教学简笔画。**本部分为各单元中主要的而且能够形象呈现的词汇或场景提供了简笔画，目的是帮助教师掌握一种切实可行的教学技能，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，在前三册附录中单设语音栏目，一方面归纳常见的拼读规则，介绍本册重点朗读技巧，另一方面设计与各单元内容密

切相关的分单元语音练习。

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

1. 将音标教学和单词教学相结合。

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

2. 多听录音进行模仿。

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

3. 利用趣味性的活动进行语音训练。

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

（二）关于词汇教学

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

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

3. 培养词汇学习策略。

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

4. 分层次、分阶段处理生词。

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

(三) 关于语法教学

本套教材按照“话题—结构—功能—任务”的模式来安排教学内容,每个单元的语法结构服务于该单元话题的表达,语法学习的目的是为了语言运用。教材各单元的语法内容是按照“感知、发现、总结、练习、运用”

的程序来编排的，各单元语法页包括语言结构总结(Grammar Focus)和语法运用练习两个部分。语言结构总结是在前面听说训练的基础上进行归纳，并以表格的形式对比呈现。语法练习分层次设计，从控制性、半控制性练习过渡到开放性练习。在使用本套教材时，语法教学需要注意以下两个方面：

1. 在语境中教学语法。

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

2. 重视学生对语法学习过程的参与。

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

（四）关于听力教学

本套教材非常重视学生听说能力的培养，并在听说训练的基础上培养读写能力，帮助学生达到听、说、读、写四项技能的平衡发展。根据教材的单元编写结构，教材有三次听力输入。前两次是在Section A中，第三次是在Section B中出现。三次听力输入内容相互关联、层层递进、螺旋拓展。第一次听力输入要求学生简单处理信息并进行模仿性的口语输出。第二次听力输入是对第一次听力内容的拓展，听后要求学生对信息进行多层次的处理，然后进行控制性的口语输出。第三次听力输入是对单元话题的进一步拓展，并融入新的词汇和结构，要求学生对信息进行多层次的处理，然后进行不同形式的口笔头输出，尤其是在模仿性输出的基础上增加了创造性口语输出。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) 通过不同形式帮助学生口语操练,例如让学生以两人结对或小组活动的形式练习朗读对话;
- (5) 让学生以“角色扮演”的形式表演对话,鼓励学生使用恰当的动作、眼神,并拓展对话中的语言表达;
- (6) 对于程度较好的学生,可要求他们在模仿该对话的基础上编写并表演新的对话。

(六) 关于阅读教学

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

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

1. 重点培养学生的阅读技能。

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

2. 重视阅读与写作的结合。

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

3. 重视精读和泛读相结合。

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

（七）关于写作教学

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

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

1. 加强基础性写作训练。

学生在起始阶段应加强基础性写作训练，为今后写作能力的发展打下坚实的基础。在日常教学中，教师布置的写作任务不应局限于考试的形式，而应将写作教学整体布局，设计不同层次的写作活动。在低年级阶段，教师应特别加强学生组词成句、组句成段的训练，引导学生从词到句，从句到段再到篇，循序渐进地输出语言。例如：教师可以结合七年级上册教材，先让学生从写字母开始，逐渐过渡到写词和词组、写单句、写并列句、写段落，最

后到写便条、写邮件等。在起始阶段，教师还应引导学生建立良好的写作规范，养成良好的写作习惯，如让学生关注句子中的大小写、标点的正确使用，关注书写的规范和整洁等。

2. 加强写作任务的过程性指导。

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

3. 全面评价学生的写作成果。

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

五、教学评价建议

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

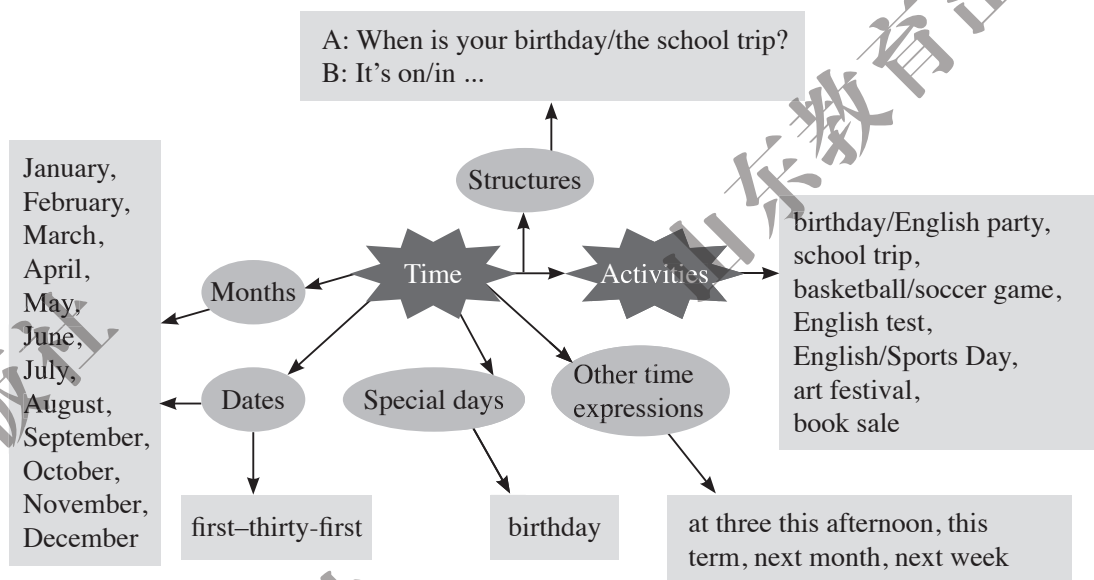
一、教学目标与要求

话 题 Topic	日期 (Dates)
功 能 Functions	1 能够表述自己或家人、朋友的生日日期 (Talking about birthdays) A: When is your birthday? B: It's on January 5th. A: When is your father's birthday? B: His birthday is on April 21st. A: When is Sally's birthday party? B: It's on October 5th. 2 能够表述年龄 (Talking about ages) A: How old are you? B: I'm thirteen.
语 法 Grammar	1 能够正确使用名词的所有格 (Possessive's) Alice's, father's, brother's, Jenny's, Tom's, Sally's 2 能够正确使用 when 和 how 引导的特殊疑问句 (Wh- questions and How questions) 询问生日或年龄 When is Sally's birthday party? How old are you?
词汇和常用表达 Words & expressions	1 能够正确使用下列词汇 (Core words) month, January, February, March, April, May, June, July, August, September, October, November, December, party, test, trip, art, festival, term, time, students, thing, old, happy, busy, dear, first, second, third, fifth, eighth, ninth, twelfth, twentieth, when, there 2 能够正确使用下列常用表达 (Useful expressions) happy birthday, how old, birthday party, see you, school trip, bring me, soccer game, bring me, English test, English party, English Day, Sports Day, art festival, books, holiday, a good time, this term, next week
语 音 Pronunciation	1 尝试归纳字母 i、y、x、c、g 及字母组合 ck、ch 的常见发音 2 能够正确朗读和区分所有格's 在不同单词中的发音 3 能够正确朗读学过的多音节单词, 准确把握重读、非重读音节
学习策略 Strategies	学会使用单词缩写、数字、符号等快速记录听力信息

文化知识
Cultural
knowledge

- 1 了解中、英文中关于日期表达的差异
- 2 了解中、西方国家的重要节日以及日期

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元话题贴近学生生活。Section A 部分主要通过听说活动让学生感知 when 和 how 引导的询问时间和年龄的特殊疑问句，并让他们尝试使用目标句型谈论自己、家人或朋友的生日。在谈论他人生日时，学生需要用到名词所有格，这一语言现象在前面单元零散出现过，在本单元可以加以归纳、强化。另外，学生还需要掌握日期的表达法。在上个单元，学生已经学会了基数词 1-31，本单元将在此基础上学习使用序数词 1st-31st。

1a-1c 部分通过图文及听力练习导入整个单元的语境、话题、基本词汇和目标语言。活动 1a 的主题图描绘的是几个孩子在教室里的大日历前互相询问生日日期的情景，该活

动让学生听录音并跟读12个月份的表达法。活动1b-1c以听力训练的方式呈现询问生日日期的核心句型,并让学生模仿听力录音进行控制性的口语输出。本页主要呈现序数词second, third和fifth。

2a-2e部分的重点是听说教学。本部分的听力材料拓展了第一页的语言输入。活动1a让学生通过听、读、找规律等方式,集中学习序数词1st-31st,掌握一个月中任何一天的表达法。活动2b和2c的听力材料引入了询问对方年龄和询问他人生日的语言结构,同时让学生巩固刚刚学习的日期表达法。其中2b让学生先关注所听日期,2c让学生对听力材料进一步挖掘,将人物与日期信息相匹配。活动2d引导学生转述前面听到的信息,并使用目标语言谈论家人的生日,为随后总结本单元语言结构打基础。活动2e为学生提供了完整的口语范例,该对话将打招呼、询问年龄、询问生日日期、祝贺生日、邀请对方参加生日聚会、询问活动具体时间等多项交际功能结合在一起,在真实语境中再现了目标语言的使用。

Section A部分的教学重点是月份和日期的表达法,学生在谈论家人或朋友的生日和年龄时,还涉及到目标句型中人称的转换。日期表达法中涉及到月份和序数词的使用,这是教学的难点。学生在第七单元刚刚学习了基数词,容易把基数词和序数词混为一谈,教师应引导学生区别两者写法与读法的不同,大量口头操练是化解这一难点的好办法。

SECTION A 教学建议

活动1a

1. 教师事先了解本班学生的生日分布,课上引导学生看主题图中的日历或自带日历,有针对性地问学生: When is your birthday, Li Ming? 学生在日历中指出自己的生日,教师引导其回答: My birthday is in July. 并板书单词July。依此模式教学表示12个月份的单词。
2. 让学生听录音并跟读,教师纠正12个月份的发音。这些单词多为双音节词和多音节词,教师可结合附录中的语音练习,让学生准确把握重读和非重读音节。
3. 教师再问学生: Do you know the first month of a year? 学生回答: It's January. 以此方法初步教学与月份相对应的序数词: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, 为下一步谈论生日日期作好铺垫。
4. 教师引导学生再次观察主题图,感知图中所呈现的谈论同学生日的语境。然后两人一组朗读图中对话。
5. 教师询问几个学生生日的具体日期,让他们体会基数词和序数词的区别,

并意识到表达日期时应使用序数词。

■ 拓展活动：猜月份游戏

活动形式：结对活动

活动目的：巩固 12 个月份的英文表达法，包括读音和写法。

活动步骤：让学生两人一组，轮流描述一个月份，让对方猜出这个月份并拼写出该单词。

范例提供：S1: Which month comes before February?

S2: January. J-A-N-U-A-R-Y. Which is the third month of a year?

...

活动 1b-1c

1. 让学生听第一遍录音，整体感知三组对话的语境，并完成 1b 的任务。学生完成后，请他们说出判断的依据（学生可以根据每组对话中人物的不同来判断其先后顺序）。此步骤可以培养学生抓关键词的策略。

2. 让学生合上书，听第二遍录音，记录更为具体的信息，即 Linda、Mary、Mike 三个人的生日，包括月份和具体日期。该任务要求学生在头脑中将月份及表示日期的序数词与对应的阿拉伯数字建立联系，并训练他们在听力中做笔记的技巧。

为了便于学生做记录，教师可教授 12 个月份的英文缩写形式，即：Jan., Feb., Mar., Apr., May, Jun., Jul., Aug., Sept., Oct., Nov., Dec.（注意：May 不需要缩写。）在记笔记时，学生只需写出月份的缩写形式，日期则可以直接用阿拉伯数字。

3. 让学生听录音并跟读对话，提醒学生模仿录音中的语音语调。教师板书句型：

When is your birthday, Linda? My birthday is on May 2nd.

When is your birthday, Mary? It's on January 5th.

When is your birthday, Mike? My birthday is on June 3rd.

通过下划线提示学生回答日期的两种方法。

4. 让学生两人一组练习 1b 中的对话，然后请两至三组学生在班上表演。本部分主要关注学生语言的准确性，因学生尚未掌握更多序数词，不必做过多拓展。

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活动 2a

1. 让学生听录音并跟读，初步掌握序数词 1st–31st 的读音。教师尤其要给学生示范字母组合 .th 的发音要领：伸出舌头，上下牙轻咬舌尖。
2. 和学生一起复习上个单元学过的基数词 1–31，引导他们结合基数词记忆序数词 1st–31st 的读音，并关注 2a 中序数词词缀的变化。
3. 让学生两人一组问答：A: When is your birthday? B: It's on ... 以此巩固序数词的使用。

活动 2b–2c

1. 教师设计听前游戏，帮助学生建立序数词音和形的联系：
 - 1) Who has good eyesight? 教师在大屏幕中闪现序数词，每次一个，每个停留一秒，学生快速说出该序数词。
 - 2) 我说你写：每个学生准备一张厚纸片，教师说出一个序数词，学生快速在纸上写出该词的简写形式并举牌。
2. 让学生听第一遍录音并完成 2b 的活动。听前教师引导学生看图并提示对话语境：教师在询问几个学生生日的日期。听后让学生说出 4 个序数词以核对答案。
3. 放第二遍录音，让学生完成活动 2c。听前教师提示学生：录音中与教师直接对话的只有 Alice 和 Eric，为什么会出现另外两个学生 Frank 和 Jane? 学生不仅要留意听 Alice 和 Eric 的生日，还要抓住不在场的两位同学 Frank 和 Jane 的生日信息，他们的信息也是通过 Alice 和 Eric 传达出来的，所以在听的过程中要特别关注代词 my, his 和 her 以及与它们对应的日期信息。
4. 教师板书：When is Alice's birthday? When is Frank's birthday? When is Eric's birthday? When is Jane's birthday? 让学生两人一组问答，以核对答案，并追问答案依据。
5. 听后拓展活动：
 - 1) 就听力内容，问学生一些问题：

Is Frank in the classroom?

Can you line up the children's birthdays from the youngest to the oldest?
 - 2) 让学生听录音并跟读，提示学生模仿录音中的语音语调，尤其要注意所有格's 的发音。教师可提示学生所有格的用法，以及's 的读音，并在黑板上标注's 的音标：Alice's /ɪz/, Frank's /s/, Eric's /s/, Jane's /z/。
 - 3) 让学生三人一组分角色表演听力对话，一人扮演老师，另外两人分别扮演 Alice 和 Eric。最后请几组学生为全班表演对话。

活动 2d

1. 教师与一位学生互动，为全班示范“询问他人生日日期”的方法。教师

可先问学生本人的生日: When is your birthday? 然后再问其父母的生日: When is your father's birthday? When is your mother's birthday? 其中 father's 和 mother's 的所有格要发得特别清晰响亮, 以给学生提醒和示范。教师还需注意学生在回答时人称代词的使用。

2. 让学生两人一组问答, 询问对方父母的生日日期并做记录。教师巡视全班, 并提醒学生在记录日期的时候使用序数词的缩略形式。最后请几组学生在全班表演对话, 以检查学生的掌握情况。
3. 根据学生情况做适当拓展, 让他们用 your friend, your grandparents, your uncle, your teacher 等关系密切的人替代对话中的 your mother/father, 进行开放的、创造性的、贴近实际生活的对话交流。教师巡视全班并提供必要的帮助, 最后请几组学生向全班同学展示。

活动 2e

1. 教师引导学生关注 2e 的图片, 让学生预测对话的语境(谈论生日), 然后围绕 birthday 设计一个头脑风暴活动, 让学生想出与之相关的词汇和表达法。这个环节让学生在语境中扩充词汇, 教师可教授生词 party 和 happy。
2. 让学生听录音, 教师提出如下问题, 帮助学生理解对话大意:
Who is celebrating a birthday today?
How old is Alan? How about Bill?
When is the party?
3. 请几个学生回答上述问题, 并追问答案的依据。学生可以在文中找出相应的句子, 支持自己的判断, 教师可以结合学生的回答讲解对话中的关键句型: 祝贺生日: Happy birthday! 询问对方年龄: How old are you? 邀请对方参加活动: Do you want to come to my ...? 询问具体时间及回答: A: When is it? B: At three this afternoon. 道别: See you! 其中询问对方年龄的句型是本单元的重点之一, 需要学生着重把握。最后, 让学生默读对话, 体会上述语言功能, 深入理解全文。
4. 让学生再听一遍录音并跟读, 提示学生关注对话中的语音语调和感情色彩, 如: Happy birthday! (真诚地) I'm thirteen. (自豪地) Do you want to come to my birthday party? (真诚地) Oh, yes. When is it? (兴奋地) 然后将全班分成两组, 分别扮演 Bill 和 Alan, 齐声朗读、操练对话。
5. 让学生两人一组分角色表演对话, 教师可对学生提出分层要求: 基础较差的学生只需要将 2e 中的对话朗读至熟练即可。中等学生可以替换对话中的一些信息, 如年龄、生日日期、具体时间等。基础较好的学生除了词语替换外, 还可以进一步拓展对话的内容和句式。最后, 请几组不同层次的学生为全班表演。

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 When 和 How 引导的特殊疑问句询问他人的生日及年龄并回答;

掌握序数词的构成规律、读音和简写形式;

学会使用名词的所有格's,并掌握其正确发音;

巩固形容词性物主代词 my, your, his, her 的用法;

掌握介词 in, on 在不同日期表达中的用法。

Grammar Focus 部分以表格形式汇总了询问他人(不同人称单数、复数)生日日期及其回答的典型句型,为学生操练这一语言功能提供了示范。该部分还呈现了序数词 1st-31st 的完整形式,供学生通过比较发现规律。活动 3a 通过问答匹配练习进一步巩固“就生日日期进行问答”的句型。该练习中还出现了询问生日的一般疑问句及回答,旨在通过两种疑问句的对比练习,让学生更好地掌握谈论生日这一交际功能。活动 3b 让学生补全对话,在新的语境中体会目标句型的使用。活动 3c 采用调查的方式,让学生运用谈论日期的句型解决真实的问题,从而更好地理解月份和序数词的意义。

在学习“谈论生日”的句型时,学生容易犯的错误是:1)当询问的对象是第三人称单数时,学生在回答时常常用 He birthday is ... She birthday is ... 主要原因是汉语中可以简短地说“他(她)生日是……”。人称的主格、宾格、所有格的区分和使用在整个初中阶段也是一个难点。2)在表达日期时,学生往往会将介词 in 和 on 混淆。教师可提示学生: date 前用 on, year/month 前用 in, 并让学生充分操练,形成语感。3)掌握序数词的拼写和读音对学生来说也是一个挑战,主要原因是词汇量较大,拼写规律相对复杂。教师可引导学生结合基数词学习序数词,并着重记忆一些特殊的序数词,如 twelve—twelfth。

语法部分具体教学建议如下:

1. 引导学生关注 Grammar Focus 表格,并区分左右两栏的功能,其中左栏为问句,右栏为答语。教师板书“询问他人生日日期”的基本句型: When is _____ birthday? 引导学生填出所缺部分,即形容词性物主代词或名词所有格。名词所有格在前面单元已出现,教师可在本单元引导学生总结,包括所有格的不同发音。最后,让学生试着用不同的物主代词或所有格补全上面的问句。
2. 让学生观察右栏的答语,并总结答语的基本句型: My/His/Her birthday is on/in ... 或 It's on/in ... 教师应引导学生理解 it 可以代替 my/his/her birthday, 更重要的是让他们通过比较例句,发现 in 和 on 的使用区别。

3. 教师板书序数词 1st–31st 的完整形式，然后请几个学生在每个序数词后写出其简写形式，以及对应的基数词。最后，教师通过歌谣和全班学生一起总结基数词变序数词的规律：

基变序，有规律，词尾加上 th；

1、2、3，特殊记；8 去 t，9 去 e，f 来把 ve 替；

整十位，y 变 i，th 前有小 e；

20 以上更容易，十位不变，只需来把个位变。

注意：虽然本单元学习的重点是序数词 1st–31st，教师可要求学生学到 39th，因为 32nd–39th 的构成规律与前面的序数词相同。教师可以根据学生的情况拓展序数词 40th, 50th, 60th, 70th, 80th, 90th 的学习。

活动 3a

1. 让学生独立完成 3a 的匹配练习。
2. 让学生两人一组问答，在小组内核对答案。
3. 全班核对答案，教师追问答案依据。

活动 3b

1. 让学生独立完成 3b 的补全对话练习。
2. 让学生两人一组结对问答，先在小组内核对答案，然后请一组学生站起来朗读对话，全班核对答案。
3. 让学生模仿 3b 的对话结构，两人一组结对活动，询问对方及其父母、朋友的生日。最后请几组学生为全班表演。

活动 3c

1. 为学生解释活动要求，然后板书：the youngest (最小的)，the oldest (最大的)，并在两个词中间画上箭头→。教师领读这两个词。
2. 先将学生按出生年份分组，再将相同年份出生的学生分成 5 至 6 人的若干小组，然后选出某组学生站在讲台，为全班示范活动的方式。教师先问第一个学生年龄和生日，然后询问第二个学生，如果该学生与第一个学生年龄相同，再问其生日，让他/她比较自己和前面学生的年龄，并确定自己的位置。以此方式，教师完成对其他学生的调查，帮助学生按照年龄大小排队。
3. 让学生分组活动，并为他们设定合理的时间限度。待各组基本完成后，请几组学生为全班展示，每组选一位主持人，仿照教师前面的示范调查本组同学，完成排队任务，最后主持人汇报调查结果：There are five students in my group. Jenny is the youngest. Her birthday is ... And then ...

■ 拓展活动：班级生日簿

活动形式：小组活动+全班活动

活动目的：巩固“询问生日”的问句及答语，同时赋予活动真实的交际目的，让学生最终建立一个班级生日簿。通过此活动，让学生体会学习本单元目标语言的意义。

材料准备：本年度大日历（可自制，同教材第43页主题图中的大日历）。

活动步骤：

1. 将全班分成10人左右的小组，然后让学生调查本组成员的生日，并按照月份列表。每组可选出一名主持人、一名记录员和一名汇报员。
2. 请几组学生汇报本组成员的生日分布情况，如：There are 10 students in my group. Two students' birthdays are in January. They are ... A's birthday is on ... 教师在全班选出一名学生做记录，在大日历中标出每个学生的名字。
3. 课下让几个学生继续收集其他小组的信息，并在大日历上标出班上所有学生的生日，然后根据日历上的标注，按照月份整理出全班学生的生日信息表。

SECTION B 内容介绍

本部分在Section A的基础上，从“谈论生日”的话题过渡到谈论“某项活动或事件的日期”。本部分呈现了一些有关事件的短语，并通过听、说、读、写活动，让学生学会谈论事件发生的日期，以及近期的活动安排。学生还将阅读到一篇学校活动安排的通知，并尝试撰写自己的活动安排，邀请他人参加某项活动。

1a-1d部分的作用是呈现新词汇，并通过听说活动拓展本单元话题，巩固目标语言的运用。活动1a呈现了4个有关学校活动的词汇，为1b-1c的听力活动作了铺垫，也为本单元目标语言的使用提供了更丰富的素材。活动1b-1c以听力训练的方式呈现了询问和告知事件发生日期的语言。活动1d是听力步骤的延续，让学生将听到的信息转述出来。

2a-2c部分以阅读为核心，进一步巩固本单元目标语言。活动2a拓展了更多有关校园活动的短语，为2b的阅读活动做准备。2b的语篇内容是一份学校学期活动安排的通知，要求学生列举文中活动及日期，以检测理解。活动2c是语篇阅读的延伸和拓展，开放性的问题引发学生的思考，学生需要在理解全文的基础上进行必要的分析，并运用所学知识表达自己的观点。

3a-3b部分是一个过程性写作训练板块，让学生在前面听、说、读的基础上，尝试简单的语言输出。3a是一个控制性的写作练习，该活动通过让学生补全便条，帮助他们整

体把握便条的格式，并复习相关词汇，为3b的独立写作做准备。3b让学生仿照3a的范例，给朋友写一则便条，邀请他/她参加学校里的某项活动。教材还通过问题的形式提示学生选取相关的写作信息。

Section B 部分的重点是学习一些有关活动和事件的短语，并学会使用目标语言谈论活动的安排。读写板块主要训练“谈论”事件发生“日期”的陈述句，并要求学生写一则便条，这是教学的难点。前几个单元主要要求学生写单句或段落，在本单元，学生第一次接触便条这一实用文体，除了需要综合运用前面学过的询问喜好、询问物品的所属关系、邀请对方参加活动以及道别的语言功能传达信息，还要把握便条的书写格式。

SECTION B 教学建议

活动 1a

1. 引导学生观察1a中的4幅图片，然后和全班一起描述每幅图片。教师可以通过问题提示学生：What can you see in the pictures? What are they doing?
2. 教师板书1a中的4个短语并带读，然后让学生完成匹配活动。教师需要提示学生：school trip指的是学校组织的外出游览活动，图片b呈现的是学生到博物馆参观的情景。学生容易产生思维定式，认为school trip一定是指到野外郊游。
3. 引导学生举一反三，仿照1a中有关学校活动的词汇生成新词，如birthday party, New Year's party, math test, soccer game, bus trip等，以巩固对这几个词汇的记忆，并拓展新词。

活动 1b-1d

1. 教师导入听力语境并布置听力任务，让学生带着目的去听。
2. 让学生听第一遍录音，在1a中圈出所听到的事件，学生需要建立上述短语音、形的联系。学生完成后，教师请一、两个学生回答问题：What activities does John have?以核对答案。
3. 教师播放第二遍录音，引导学生填写John的日历。在这个活动中，学生既要写出表示事件的短语，又要听清楚具体的日期，需要高度集中注意力。教师可以提示学生：John的4项活动都已在1a中用字母作了标记，在听记过程中可以用1a中标注的字母来代替事件，等听力全部结束后，再将字母转换成相应的短语。

在听力教学中，应有意识地培养学生巧记笔记。学生在做这类听力练习时，可能习惯在听到答案后立刻把全部内容写下来，其实这是不明智的，写的过程中会错过后一节的听力内容。教师可以有针对性地给学生一些建

议,如:通过字母、代号、标记等记录信息。

4. 让学生两人一组,就1c中的活动安排进行问答,以核对答案。如: S1: When is John's English test? S2: It's on September 29th.

.....

活动 2a

1. 运用课前收集的图片教授2a中的短语。教师需要特别介绍 School Day, English Day 和 Sports Day 的含义,因为这些表达法比较特殊。
2. 教师出示不同活动的图片,让学生一一说出活动名称。教师可将活动名称写在图片的背面,学生说完之后给他们展示出来,以核对答案。
3. 让学生在2a中勾出本学期自己学校组织的活动,然后两人一组交流答案,如:

S1: What activities do we have this term?

S2: We have ...

S1: When is ...

活动 2b

1. 教师以问题的方式导入2b的语境,让学生产生阅读期待: Now you will read a school notice. The students there have a lot of things to do this term. They are very busy. Let's see what activities they have this term. 在此阶段,教师可顺带解释语篇中的生词 thing, month, term, busy。
2. 让学生快速阅读短文并独立填写2b中的表格。由于这是一则学校活动安排通知,所以关键词是活动名称和日期。通过本步骤可以培养学生抓关键词的阅读技巧。
3. 教师与全班核对答案,先请几个学生说出文中的活动名称,再请他们说出每项活动的时间,教师将2b中的表格画在黑板上,分 Dates 和 Activities 两栏板书学生找出的信息。最后让学生复述上述信息,如: The school trip is on March 21st.
4. 教师设计问题,引导学生归纳语篇信息,同时巩固对生词 term, month, have a good time 的理解。
 - 1) How many activities do they have this term? (How many activities do they have in March? How many in April/May/June?)
 - 2) Which month has the most activities? Are the students busy?
 - 3) Do you think the students will have a good time this term?
5. 让学生关注语篇的第一行 Dear students, 体会本篇阅读形式与前面单元的不同,教师点拨“通知”这一实用文体的特征,并为学生说明:在写信、写

e-mail 以及后面写便条的时候，都常以 Dear ... 开头。

活动 2c

1. 让学生关注 2b 中完成的表格，并将左栏的 7 个活动按自己的喜好排序，1 为 most interesting (最喜欢)，7 为 least interesting (最不喜欢)。
2. 教师板书 2c 中的两个问题：What activities do you like? What other activities do you like? 让学生四人一组讨论，分享小组成员不同的观点。教师可鼓励基础好的学生给出简单的说明或理由。
3. 请几个学生和全班分享自己的观点。教师鼓励学生大胆地表达自己的观点，并提供必要的语言帮助。

■ 拓展活动：我的学校我做主

活动形式：小组活动

活动目的：复习活动名称及日期的表达法，并促进读后语言生成，同时提高学生的主人翁意识，培养合作精神。

活动步骤：让学生假设自己是某个学校的领导，根据 2c 中获得的学生反馈，为该校学生安排本学期的活动。学生先四人一组讨论方案，然后以 2b 的语篇为模板，写一份学校通知。最后请一个学生朗读，向全班发布。

范例提供：学生可先在组内完成如下的信息表，作为写作的提纲。表格中的活动可以激活学生的思维。

Activities	Months	Dates
Schol Day		
Art Festival		
English Party		
Sports Meet		
Basketball Game		
School Trip		
.		

Report:

Dear students,

We have many interesting and fun activities for you to do this term ...

.....

活动 3a-3b

1. 让学生快速阅读 3a 中的便条并回答两个问题: What activity is it? When is it? 以此检测学生对便条大意的理解, 引导学生在阅读中先关注整体, 再关注细节。
2. 让学生再读便条并完成 3a 的任务。教师可引导学生根据语义及空格处所缺单词的词性来做出判断。最后请一个学生朗读完整的便条, 全班核对答案。
3. 请全班齐读便条, 然后共同总结出 note 的写作格式, 即: 以“Dear + 收便条人的名字”开头, 中间是正文, 结尾是写便条人的名字。
4. 教师还可以让学生结合阅读部分的通知, 总结谈论活动安排和发出邀请的语言, 为后面的写作活动做准备, 如谈论活动安排: We have ... on ... /On ... we have ... /Next month, we have ... /... is on ... 发出邀请: Please come to ...? /Do you want to come to ...?
5. 为学生导入 3b 的语境, 即邀请朋友参加自己学校的某项活动。教师请学生思考便条中应包括哪些信息, 提示学生参考教材中提供的几个问题。
6. 让学生独立完成便条, 教师提醒学生注意便条的格式以及大小写、标点等书写规范。然后让学生两人一组交流, 互相纠错、修改。
7. 请几个学生在全班大声朗读自己的便条, 条件允许的话, 可以用实物投影仪展示不同层次学生的便条, 师生共同就写作内容及书写规范等进行评价。

SELF CHECK 内容介绍和教学建议

本部分主要引导学生自我检测对序数词 1st-31st 以及“谈论日期”的语言功能的掌握情况。活动 1 让学生完成基数词、序数词的填空练习, 引导学生通过比较巩固基数词和序数词的对应关系。活动 2 围绕学生熟悉的节日, 设计了补充问句答语的练习, 既拓展了知识面, 又检测了学生对 when 引导的特殊疑问句及答语的掌握情况。

活动 1

1. 让学生独立完成活动 1。学生完成后, 请他们在表格中找出自己掌握得尚不熟练的单词, 或通过查阅教材检查答案。最后, 请几个学生拼写出所填单词, 以核对答案, 并请全班学生一起回忆前面学过的基数词变序数词的歌谣。
2. 让学生四人一组“数数”比赛, 每个学生依次从 1 数到 39 (基数词), 谁在最短的时间内正确地数完谁获胜。该活动的目的是巩固对基数词的记忆。

3. 游戏：“基数词、序数词对对碰”：教师依次在屏幕上闪现基数词或序数词，当学生看到基数词时，马上说出对应的序数词，反之则说出基数词。该活动帮助学生成对记忆基数词和序数词。

活动2

1. 让学生独立完成活动2。此活动考查学生的背景知识和日期表达法的运用。教师应引导学生通过此活动了解自己对月份的拼写以及序数词简写形式的掌握情况。最后请几组学生在全班以对话的方式核对答案。
2. 根据学生的情况，将活动2稍稍拓展。让学生四人一组活动，列举熟悉的节日和日期，并完成下面的表格。教师巡查各组，提供必要的语言帮助，如拓展一些节日名称，但只要学生会读并理解其含义。

Months	Special days	Dates
January	New Year's Day	January 1st
February	Valentine's Day	February 14th
March	Women's Day	March 8th
April	April Fool's Day	April 1st
May	May Day/Labor Day	May 1st
	Mother's Day	the second Sunday in May
June	Children's Day	June 1st
	Father's Day	the third Sunday in June
July	Party's Day	July 1st
August	Army's Day	August 1st
September	Teachers' Day	September 10th
October	National Day	October 1st
November	Thanksgiving Day	The fourth Thursday in November
December	Christmas Day	December 25th

3. 请几个小组代表发言，按月份说出节日名称及具体日期，如：On January 1st, it's New Year's Day. 教师还可以让学生利用前面完成的“Months—Special days—Dates”的表格，两人一组问答。为了增加活动的挑战性，可以让回答的学生不看表格，提问的学生根据表格信息给予反馈。然后角色互换，看哪个学生说对的节日多。

四、语音教学建议

1. 看字母知发音——元音字母*i*及其字母组合的发音，常见辅音字母及其字母组合的发音

1) 复习元音字母*i*的发音

(1) 引导学生回顾预备篇中的相关内容，说出元音字母*i*在重读开、闭音节中的两种典型发音 /aɪ/ 和 /ɪ/。教师板书音标并领读，提示学生发音要点：/aɪ/ 是双元音，发音时要张大嘴巴，从 /a/ 平滑地过渡到 /ɪ/。/ɪ/ 是单元音，发音时舌尖轻抵下齿，要发得短促干脆，不要有拖音。

(2) 教师板书下列两组单词，让学生朗读并比较元音字母*i*的不同发音，师生共同回顾元音字母*i*在重读开、闭音节中的拼读规则。

ice time nice white nine price five

it is trip fifth milk this ring sister

(3) 教师呈现更多单词，让学生按照字母*i*的发音将其归类。

fine his six hi in pictu e tigl with

like dinner mil e big rice Bill white

发 /aɪ/ 的单词：_____

发 /ɪ/ 的单词：_____

2) 归纳字母*y*的三种发音 /aɪ/、/ɪ/ 和 /j/

(1) 教师板书单词 **my, why, July**，让学生体会字母*y*在这些单词中的发音，教师提示学生：这三个单词中*y*的发音和元音字母*i*在开音节中的发音一样，也读 /aɪ/。教师引导学生思考：字母*y*发 /aɪ/ 时，该单词有什么特点？可能有学生会这样回答：字母*y*位于单词末尾。教师暂不评价，继续板书单词 **happy, party, family**，再问学生：刚才的结论正确吗？教师引导学生对比、讨论：在第一组单词 **my, why, July** 和第二组单词 **happy, party, family** 中，字母*y*都在词末，可是发音不同，究竟有什么规律？最后师生共同总结：字母*y*在单词末尾且处于重读音节，则发 /aɪ/，否则就发 /ɪ/。这个 /ɪ/ 是 /aɪ/ 的一种变体，是一个弱元音，只出现在非重读音节。学生知道这是两个不同的音即可，不必要求他们了解 /ɪ/ 和 /aɪ/ 的区别。

(2) 教师提示学生：字母*y*除了位于词末，还常常位于词首，用作辅音字母。然后板书单词 **yes, your, yellow**，让学生朗读并归纳字母*y*的辅音发音 /j/。教师板书三个音标：/aɪ/、/ɪ/、/j/ 并领读，分别讲清发音要领和区别，让学生反复朗读，直至熟练。

(3) 教师设计练习, 让学生将下列单词按照字母y的发音归类。

you dictionary only really fly strawberry healthy,
sky twenty yellow very yourself easy shy January

发/aɪ/的单词: _____

发/i/的单词: _____

发/j/的单词: _____

- 3) 归纳辅音字母c及其字母组合ck和ch的发音, 以及辅音字母g和x的发音
辅音字母的发音相对于元音字母要简单得多。辅音字母有21个, 辅音音素有24个。一般情况下, 一个辅音字母发一个音, 如b发/b/, p发/p/, 且从字母本音上能推测出其发音。有些辅音字母(如c, g, x等)和辅音字母组合(如th, ch, ph等)的发音要复杂些, 但发音是有规律的, 知道这些辅音字母及辅音字母组合的拼读规则对于学生拼读和记忆单词非常有帮助。

本单元涉及的辅音字母及字母组合较多, 教师可根据实际情况确定教学的深度。本部分以字母g和c为例, 介绍这些字母及字母组合的教学方法。

- (1) 教师板书单词 **age, game, orange, vegetable, green, August**, 让学生根据字母g的发音将其归类。学生可能对g发/g/音比较熟悉, 容易将这组单词挑出来。教师在这组单词后板书音标 /g/, 然后让学生朗读剩下的单词, 体会字母g的发音。教师在剩下的单词后板书音标 /dʒ/, 并领读音标 /g/ 和 /dʒ/。注意这两个音都是浊辅音, 发音时声带震动, 音要发得短促。教师还要提醒学生不要在 /dʒ/ 后加 /ə/ 音。最后, 让学生再次朗读黑板上的两组单词, 通过比较进一步体会字母g在单词中的两种不同发音。教师也可引导学生发现g在字母e前发/dʒ/的规律。

- (2) 游戏: 给单词找家

教师板书下列单词, 让学生根据字母g的发音将它们写在相应的栏目中。
girl, orange, English, grandfather, vegetable, bag, good, great, age, egg, go, green, geography (第一个g发/dʒ/, 第二个g发/g/), **big, August, dog**。

发/g/的单词有 _____

发/dʒ/的单词: _____

- (3) 字母c的发音

字母c一般发/k/和/s/这两个音, 且比较有规律, 即: c在e, i(y)前发/s/, 特别是ce读作/s/的单词很常见, 如: **rice, nice, notice, ice, niece, race**等。另外, c在a, o, u前、在辅音字母前或在音节末尾时读/k/, 如: **call, come, cold, cut, clock, cloth, cry, act, picture, music, picnic**等。

- 4) 所有格's的发音

- (1) 本单元出现了不少名词所有格, 涉及到所有格's的读音。其实名词所有格读

音和名词复数读音规则一样（参见第六单元语音教学建议）。教师呈现以下两栏词汇，并告诉学生：左栏中的单词表示所有者，右栏中的单词表示所有物。师生共同归纳名词所有格的读音。

Alice Mike my sister David
Frank Gina Grace my parents
John Kate Eric his friend

name family classroom pencils
notebook watch cousins shoes
baseball uncle apples computer
birthday school party photos

/s/: Mike's, Eric's, Frank's;

/z/: my sister's, Gina's, John's;

/ɪz/: Alice's, Grace's;

/ts/: my parents', Kate's;

/dz/: David's, his friend's

- (2) 让学生将左右两栏单词组成词组，两人一组练习所有格的发音。教师还可呈现更多的短语让学生练习，强化上面总结的发音规律：Gina's first name, Jack's home, that girl's bag, Grace's birthday party, her grandparents' pet dog, David's photo, Tom's teacher, his aunt's car, Sally's age。

2. 朗读技巧——多音节词的重音

本单元是训练单词重音的第四个单元，学生已了解音节、重音等概念。

1) 复习多音节词

- (1) 教师板书单词 **telephone**, **January**, **festival** 以及它们的元音音标，并提问学生：这些单词有多少个音节？(How many syllables do these words have?) 引导学生根据元音音素判断出这三个单词都有三个音节。
- (2) 教师示范朗读，将重读音节故意读得用力些，让学生判断重音在哪个音节。教师在单词上标出重音符号，并用符号 ●●● 标示出这三个单词重读、非重读音节的分布情况。
- (3) 教师再板书单词 **September**, **October**, **November** 和 **December**，用上述方法引导学生判断出其重音在第二个音节上，并用符号 ●●● 来标示三个单词重读、非重读音节的分布情况。

2) 游戏：看谁找得多！

让学生两人一组，在教材后的词汇表中找出重音在第一个音节和重音在第二个音节的多音节单词，看谁找得多。最后，教师请学生大声朗读这些单词，指导他们将重音放在正确的音节上。

单词重音的训练要贯穿整个教学过程，教师在新授单词的时候要不断提醒学生关注单词重音。

3. 语音补充练习

1) 绕口令 (Tongue twister)

Jenny and Gina have a geography trip in July. /dʒ/ (spelling g, j)

Grace gets a big bag of gifts in August. /g/ (spelling g)

Eric has a pink jacket and a black cap. /k/ (spelling k, ck, c)

There are socks in the boxes next to the desks. /ks/ (spelling x, ks, cks)

2) 歌谣 (Chants)

(1) Which months do you like?	
I lik Janu ry Feb a ry i s nice. March is fine. Bu Janu ry i s festi a l time.	I lik Jue ! Ap il is nice. Mayi s fine. Bu Jue is bl id y ime.
I lik Sep emb r! Ju y i s nice. August is fine. Bu Sep emb r is b rth d y ime.	I lik Decemb r! Octob r is nice. November is fine. Bu Decemb r is p rty ime.

/aɪ/ (spelling i, i_e, y) I, like, nice, fine, time, July

/ɪ/ (spelling i) festival, April, holiday

/i/ (spelling y, ay) January, February, holiday, birthday, party

(2) Who's first?			
First is th worst.	Fon th i s th worst.	Seventh is the worst.	And, tenth is the child who the teacher thinks is best!
Second s th b st.	Fifth i s th b st.	Eigh h i s th b st.	
Third is the child wh t ries h r d st!	Sixth is the child wh i s smartest!	Ninth is the child wh i s h p est!	

/tʃ/ (spelling ch) child, teacher

/st/ (spelling st) first, worst, best, hardest, smartest, happiest

3) When's John's birthday?

John's birthday is in January.

January, January.

When's Mike's birthday?

Mike's birthday is in February.

February, February.

When is ...

五、课文注释

1. **birthday** *n.* 生日

birthday是由birth和day两部分组成的合成词,类似的单词我们还学过breakfast, basketball, classroom, schoolbag, grandparent, notebook, strawberry, everywhere等。

2. **My birthday is on June 3rd.** 我的生日是6月3日。

1) 在表述日期的时候,通常月份在前,日期在后。在英式英语中,日期前加定冠词the,如:April the fifth,还可以说the fifth of April,而美式英语则为April fifth。

2) 十二个月份可以用缩略形式表示:Jan. (January); Feb. (February); Mar. (March); Apr. (April); May; Jun. (June); Jul. (July); Aug. (August); Sept. (September); Oct. (October); Nov. (November); Dec. (December)。注意:May本身只有三个字母,没有缩略形式。

3) 在表述日期时,口语中常省略on,既可以说:My birthday is on June 3rd.也可以说:My birthday is June 3rd.

3. **See you.** 再见!

see you是与人道别时的常用表达法,相当于goodbye或bye,但后者不如see you正式。see you的后面常常加上later或soon,表示“随后见;不久以后见”,如:I have to go now, Ben. I'll see you later. 本,我得走了。再见!

4. **Do you want to come to my party?** 你愿意来参加我的聚会吗?

Do you want to ... 是本单元征求对方意见、向对方发出邀请的句式, want to在第六单元出现过(I don't want to be fat.),表示“想要……”。在本单元写作部分还出现发出邀请的另一句式Please come to my school next week.(下周请到我的学校来。)如果想更礼貌地发出邀请,可以使用句子Could you come to my party?或Would you like to come to my party?

5. **We have some interesting and fun things for you this term.** 这学期我们为你们安排了一些有趣又好玩的事情。

这句话中将interesting和fun放在了一起,两个词是近义词,但语义上还是稍有差别的。interesting的含义是attracting your attention or making you want to know more,即:有意思的,有吸引力的。例如:I saw an interesting program about dinosaurs yesterday.(昨天我看了一个关于恐龙的有趣的节目。)而fun的含义是amusing or enjoyable,即:逗乐的,有趣的,使人快乐的。例如:There are lots of fun things to do on the beach.在海滩上有很多好玩的事情可做。interesting侧重于所谈事物的内涵special, unusual, exciting, fun则侧重于所谈事物带给人们的感觉enjoyable, amusing。

六、文化注释

1. 中西方过生日的起源

西方人的生日日期相对来说比较简单，就是出生那一天的公历日期。根据西方的占星术和12星座理论，西方人的生日分成12星座，虽然也带有迷信的色彩，但是却有悠久的历史，是西方文化的体现。

生日聚会的习俗产生于很久以前的欧洲。人们认为在生日那一天，魔鬼会闻讯而来。为了使过生日的人免受伤害，朋友和家人会和他（她）共度危难，并带来礼物，表达良好的祝愿。这就是生日聚会的来源。

中国人新的一岁开始于农历新年的大年初一，就是说除夕过后，每个人都长了一岁。所以新年辞旧迎新的意味里面还有岁数增长的含义。很多人过生日习惯使用农历，所以每个人可以有两个生日，一个农历，一个公历。因为中国农历纪年法是一种经过修订的月历，是跟月亮的公转周期有关的，所以每一年农历生日对应的公历日期不一样。

按照中国民间的习俗，通常将四十岁以下的诞辰纪念称作“过生”，而过了这个界限就称作“做寿”。中国人过生日时，亲朋好友会聚在一起吃寿面、寿桃、鸡蛋等。对于中国生日文化的由来，人们一直众说纷纭。早在先秦《礼记·内则》中就有记载：子生：男子设弧于门左，女子设帨于门右。这里“弧”是指弓，“帨”是指佩戴在身上的帕子，意思是说孩子生下来时，如果是男孩子就在家门的左边挂一把弓，如果是女孩子就在门的右边挂手绢。从此以后，每年的这一天，人们都要设宴庆祝，也就是通常说的“过生日”。那么，人们为什么要过生日呢？第一种说法是庆祝生命的延续和兴旺，第二种说法是对母亲赋予生命的感激，还有一种说法是为了消灾驱邪。

2. 中、西方庆祝生日的不同方式

生日对于每个人来说都是比较重要的日子，它代表着年龄的增长和阅历的增加。中国旧时一般是为特别小的孩子或者年龄超过40岁以上的人庆祝生日。

孔子说：“三十而立，四十不惑，五十耳顺，六十知天命，七十古稀。”这些岁数对于中国人来说具有特别的含义。人到了80岁以后就是高寿了，中国人庆祝老人生日的传统方式一般是子女亲手为他们做长寿面。小朋友过生日时，父母多会为其做红鸡蛋，祝愿今后红红火火。

而在多数西方国家，人们在生日聚会上会为过生日的人唱生日歌Happy birthday to you!而且一般是有人捧出点燃生日蜡烛的生日蛋糕时，大家齐声歌唱（一般要关灯，保持房间黑暗）。生日蛋糕一般是一种装饰得非常漂亮的蛋糕，上面插上与寿星年龄一样多的蜡烛。寿星要手捧许愿石默默地许个愿望，然后吹灭蜡烛。这是因为古时候欧洲人相信烟是能升上天堂的，许愿后吹灭蜡烛，就代表愿望能随着烟传达到天空。而如果是一口气就吹灭了所有的蜡烛，那么愿望就可能实现。据说许愿石是一种有记忆并能帮助人实现愿望的石头。有种迷信的说法认为，如果把愿望说出来就不灵了。寿星一般要切蛋糕的第一

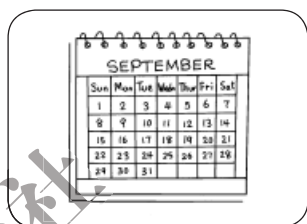
刀,除非是太小父母才可以代劳。

孩子的生日聚会一般比较有趣,还有许多有意思的游戏,例如老鹰抓小鸡、抢座位的游戏等。成年人的生日聚会就比较正式了,一般是在一家餐厅吃一顿丰盛的晚餐。不管是什么年龄,这些聚会的目的都是让过生日的人感到幸福快乐。

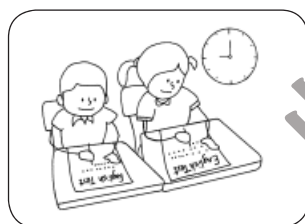
还有一个传统叫惊喜聚会。有时人们故意显得把某个人的生日忘记了,让要过生日的人感到自己被忽视了,而实际上大家都在暗中准备惊喜聚会,暂时对聚会守口如瓶是为了给过生日的人更大的惊喜。

七、教学简笔画

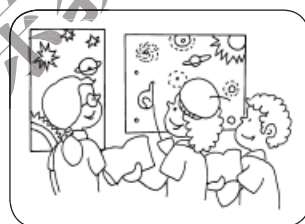
1. calendar



2. English test



3. school trip



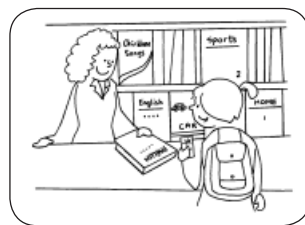
4. basketball game



5. birthday party



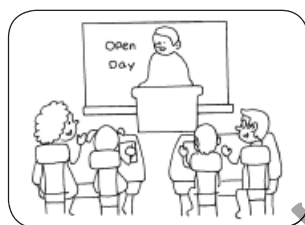
6. book sale



7. art festival



8. School Day



9. soccer game



10. English Day



Unit 1 When is your birthday?

SECTION A

1a

Purpose	To set the scene, test Ss' knowledge and increase their interest.
Picture	The picture shows Ss in a classroom looking at a large calendar on the wall. They are asking and answering questions about their birthdays. Ss give the months and days on which their birthdays fall (i. e. May 2nd, June 3rd or January 5th) but not the years or their ages.
Teaching Tip	Say It Backwards If Ss are already familiar with the months of the year, have them try and chant the months in reverse order. To make this more challenging, you can have Ss compete to see who can say it fastest.
Culture Focus	How Old Are You? In the US, people say they are 0 years at birth. They will be 1 year old on the first anniversary of their birth. Someone born on January 1st, 2001 would therefore be 10 years old on January 1st, 2011. I'm Almost 13. In the US, young people are usually referred to as children until they reach the age of 13, after which they will be known as teenagers. Young people might not tell you their current age. Instead they might tell you how old they will be on their next birthday. They might say "I'm almost 9" or "I'm nearly 11."

1b

Purpose	To help Ss recognize the target language in natural speech
Teaching Tip	Taking Notes As an alternative listening exercise, encourage Ss to take notes while they listen. Explain to Ss that when they take notes they should write down the most important pieces of information. Listen to the first conversation in 1b as a class and elicit the most important information. Write the words on the board. birthday, Linda, May 2nd Have Ss listen to the other conversations in 1b and take notes before checking answers as a class.

Teaching Tip	Answers: 1. birthday, Linda, May 2nd 2. birthday, Mary, January 5th 3. birthday, Mike, June 3rd
Answers	1, 2, 3

1c

Purpose	To help Ss see the target language in natural speech
Teaching Tip	Imitate the Speakers When listening to a recording, pause after each line (or short sentence clause) and have Ss repeat. Encourage Ss to imitate the speed, pronunciation, intonation, volume and word stress. To make this more interesting, have Ss vote on which of their classmates sounds the most similar to the speaker in the recording

2a

Purpose	To help Ss focus on the new vocabulary.
Teaching Tip	First, Second, Third Ss may have trouble saying the ordinal numbers (first, second, third, etc.). Write the numbers in full on the board: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, twenty-sixth, twenty-seventh, twenty-eighth, twenty-ninth, thirtieth, thirty-first Circle the endings of the numbers on the board. Encourage Ss to notice that ordinal numbers usually end as follows: 1st, 21st, 31st end in “st” 2nd, 22nd end in “nd” 3rd, 23rd end in “rd” All other numbers end in “th”. Explain that for many of the numbers there is a simple pattern as follows: 4th = four + “th”

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	Day and Month Poem In the US, most children are taught a traditional poem to help them remember how many days are in each month of the year. Here is one version of the poem: <i>Thirty days has September, April, June and November. The other months have thirty-one, except February. It has twenty-eight or twenty-nine.</i>
Answers	Circled: 4th, 5th, 17th, 22nd

2c

Purpose	To give Ss practice in listening for specific items in conversations.
Answers	Alice, September 5th Frank, July 4th Eric, January 17th Jane, August 22nd

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	Birthday Celebrations In the US, children often look forward to their birthdays as they are times of celebration. Their parents may host a birthday party at home. Invitations will be given in advance, and children will usually receive birthday cards and gifts from their friends and family. The gifts might include things such as books, computer games or clothes. At the party, the gifts are opened one at a time in view of everyone at the party. Therefore, selecting presents is important. Birthday Wishes It is common for a child to be given a birthday cake, usually with candles on top. Sometimes the number of candles represents the child's age (e.g. a child that is nine years old will have nine candles on his/her birthday cake). People usually sing the "Happy Birthday" song while the cake is being presented with the candles lit. Then the birthday boy/girl is usually asked to make a wish before blowing out the candles.

Teaching Tip	Sing Loud and Quiet Sing ng can b a god way to encon ag ŭ et Ss to sp akpŕ to teachl oŔ s to control th ōl m e of th ir ōi ce. Hæ Ss sing th “Hap Birthd ŷ song Use th name of a d fferent S in th class eacht ime ous ing Write th songn t h ba rd f necessary Happy birthday to you. Happy birthday to you. Happy birthday to <u>Mei Li</u>. Happy birthday to you! Sing the first line of the song very quietly. Then sing each of the following lines of th song a little loud r. Th n try it ag in in rœ rse (from lod o ŭ et).

2e

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	Across the Room If Ss speak too quietly, it may help to practice conversations with partners who are farther away (i.e. the two partners are on the opposite sides of the room, not standing next to one another). In this way, Ss have to speak up to make themselves heard. When trying this, have Ss switch partners each time they practice the conversation. A fun way to do this is to have Ss stand in opposing lines and have a S at the end of one of the lines run and join the opposite end of that line. As a result, the other Ss in the line will move one place over and face new partners.

GRAMMAR FOCUS

3a

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

3b

Answers	old, I'm (or I am), when, birthday, on, in

3c

Purpose	To provide speaking practice with the target language.
Teaching Tip	Age Before Birthday In regard to activity 3, it is important for Ss to first find out age before they find out birthdays in order to line up from the youngest to the oldest. In this case, the T may want to write the following conversation on the board and model it for Ss: A: How old are you? B: I'm _____. A: When's your birthday? B: It's (on) _____. A: So I'm older/younger.

■ Optional Activity 1: What Birthday Gift Do You Want?

Purpose	To help Ss use the target language correctly.

Procedure

1. On the board

Name	Birthday	Birthday Gift
John	June 26	a basketball

A: When is your birthday?
B: It's on _____.
A: What birthday gift do you want?
B: I want _____.

2. Have Ss copy the chart on the board.
3. Say the conversation. Have Ss repeat line by line.
T: When is your birthday? Gesture for Ss to repeat.
T: It's on _____. Gesture for Ss to repeat.
4. Tell Ss to move around the room asking and answering the questions with five classmates before returning to their seats. Have Ss record the answers in their charts.

- To finish, elicit the answers and write them in the chart on the board. Summarize the results. Say in which month most Ss' birthdays are. Say which birthday gift most Ss want.

■ Optional Activity 2: Is It Your Birthday?

Purpose	To help Ss master the target language and be able to use it.
Materials	A piece of paper for each S.
Required	

Procedure

- On the board

My birthday is on _____.

- Have Ss copy the sentence from the board onto a piece of paper. They should write their own birthday to complete the sentence.
- Collect and make the papers before redistributing them to Ss.
- Tell Ss to move around the room asking and answering questions with their classmates until they find the person with the birthday listed on the paper that they have.
- Tell Ss that when they find Ss to whom the slips of paper belong, they should return the slip of paper and sit down.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	Cover the Word Box An optional approach to 1a is to have Ss cover the words in the box and to only look at the pictures. The T reads aloud the numbers and the words and Ss write down the numbers and words next to the letter of each picture. Then Ss look at the word box and write the correct letter next to each number and word.
Culture Focus	School Dances In the US, schools will often host a party at the end of a term or in celebration of events such as graduation. Sometimes these parties will be called 'School Dances'. Ss really look forward to attending these dances and will often help to organize them. Ss may help select music or decorate the venue. This might be the school gymnasium, cafeteria or a similarly large room with a school.

Culture Focus	At the dance, Ss will dance with their friends, chat and possibly play games. They might even be given awards. The dances are usually quite informal, so Ss can wear party clothes (i.e. a pretty dress or smart shirt).
Answers	1. d, 2. c, 3. b, 4. a

1b	Purpose	To help Ss practice listening for specific items in conversations.
	Answers	Circled: party, basketball game, school trip, English test

1c	Purpose	To provide guided listening practice with the target language.
	Teaching Tip	Listen for Specific Details Set a task for Ss before a general listening or before the first time they listen to a recording. The task should focus Ss' attention on specific details or key information in the recording. Before dictating, write on the board: What <u>months</u> will you hear? What <u>dates</u> will you hear? What <u>events</u> will you hear? Ss are now aware that they need to listen for specific information about months, dates and events. They might even be predicting or thinking about possible answers or the timing of the events.
	Answers	September 26 and 27: school trip September 29: English test October 2: basketball game October 5: Sally's birthday party

1d	Purpose	To provide speaking practice with the target language.
	Teaching Tip	Memory Conversations As an alternative to 1d, have Ss look at the completed information in 1c for two minutes. Then ask Ss to close their books and silently answer questions from memory. To help them, you might want to write the events on the board:
	Culture Focus	school trip English test basketball game Sally's birthday party

2a

Purpose	To p rsonalize and p e re Ss for th sb eq nt read ng ctiv ty.
Culture Focus	Sports Day Also known as a “sports meet”, this is a day when Ss compete against one another to become the school champion at a p rticl ar spr t. Th re will s a lly b ath etics, swimming and many other sports competitions on this day. Sometimes parents are invited along o watch School Day Also known as an “Open House”, this is when Ss’ family members can attend the school to find out more about the kinds of things Ss are learning. Sometimes Ss will be asked to give talks or tours. Art Festival On th s d y, Ss’ artwork will b d sp ay d in th schol as if it were in a gallery. Family and friends of Ss can come to the school and view the artwork. This event can also include theatrical arts and s may v p rformances of a p ay.
Teaching Tip	Add Personal Words Wh n learning new g op of word or p ases, Ss may want to add items of vocabulary that are important to them. For 2a, Ss may want to kow how to say in Eng ish a certain ev nt or activ ty t h t h p ns at th ir schol .
Answers	Answers will vary.

2b

Purpose	To p ovid read ng p ctice with h targ t lang g .																
Culture Focus	School Trips Schools in the US will often organize educational excursions for Ss. These are usually related to a specific area of study (eg an ex n sion to an art g llery for th art class or an ex n sion to th local m s em for h story class). Ss will s a lly g on th se trip with th ir class or in small g op (ie . th whl e schol de s not g on ev ryt rip) .																
Answers	<table border="1"> <thead> <tr> <th>Dates</th><th>Activities</th></tr> </thead> <tbody> <tr> <td>March 21st</td><td>school trip</td></tr> <tr> <td>April 12th</td><td>soccer game</td></tr> <tr> <td>April 15th</td><td>volleyball game</td></tr> <tr> <td>April 22nd</td><td>School Day</td></tr> <tr> <td>May 3rd</td><td>art festival</td></tr> <tr> <td>May 30th</td><td>English party</td></tr> <tr> <td>June 3rd</td><td>book sale</td></tr> </tbody> </table>	Dates	Activities	March 21st	school trip	April 12th	soccer game	April 15th	volleyball game	April 22nd	School Day	May 3rd	art festival	May 30th	English party	June 3rd	book sale
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2c

Purpose	To provide speaking practice with the target language.						
Teaching Tip	Categorizing for Decision Making To help Ss make decisions about the activities that they do or do not like, encourage them to first list all the activities and categories. Illustrate on the board <table border="1"> <thead> <tr> <th>School Activities</th><th>Other Activities (e.g. things you do at home)</th></tr> </thead> <tbody> <tr> <td>Sports Day</td><td>going to movies</td></tr> <tr> <td>English Day</td><td>visiting family</td></tr> </tbody> </table> Have Ss work in groups to create lists under each category of activities. Then ask and invite Ss to check (✓) the things they like.	School Activities	Other Activities (e.g. things you do at home)	Sports Day	going to movies	English Day	visiting family
School Activities	Other Activities (e.g. things you do at home)						
Sports Day	going to movies						
English Day	visiting family						
Answers	Answers will vary.						

3a

Purpose	To provide reading and writing practice with the target language.
Culture Focus	Informal Writing When writing a note or an e-mail to a very close friend or family member, many people will not use the salutation “Dear”. They will often instead start with “Hey” or “Hi”.
Answers	like, basketball, my school, game, September

3b

Purpose	To let Ss use the target language to communicate their own ideas.
Culture Focus	Which School Do You Go To? In the US, families can sometimes choose the school that their children attend. Some schools have better sports facilities or science laboratories. Some schools offer extra art and music classes. Ss will rarely visit other schools, unless they are taking part in a regional competition such as a sports competition.
Answers	Answers will vary.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.
Culture Focus	Holidays In the US, there are official and unofficial holidays. Official Holidays On an official holiday people generally do not go to

Culture Focus

work or school. In the US, some official holidays are on the same date every year, for example: New Year's Day (always on January 1st); Independence Day (always on July 4th); Christmas Day (always on December 25th).

Other official holidays occur on the same day every year, for example: Thanksgiving (on the fourth Thursday in November).

Unofficial Holidays There are many holidays that are unofficial. This means that some people celebrate them but they will probably still have to go to work or school just like on any other normal day. Popular unofficial holidays include Valentine's Day (always on February 14th) and Halloween (always on October 31st).

Answers

1.

one	first	six	sixth	twelve	twelfth
two	second	seven	seventh	thirteen	thirteenth
three	third	eight	eighth	twenty	twentieth
four	fourth	nine	ninth	twenty-one	twenty-first
five	fifth	ten	tenth	thirty	thirtieth

2.

1. It's on June third/3rd.

2. It's on October first/1st.

3. It's on March eighth/8th.

4. It's on January first/1st.

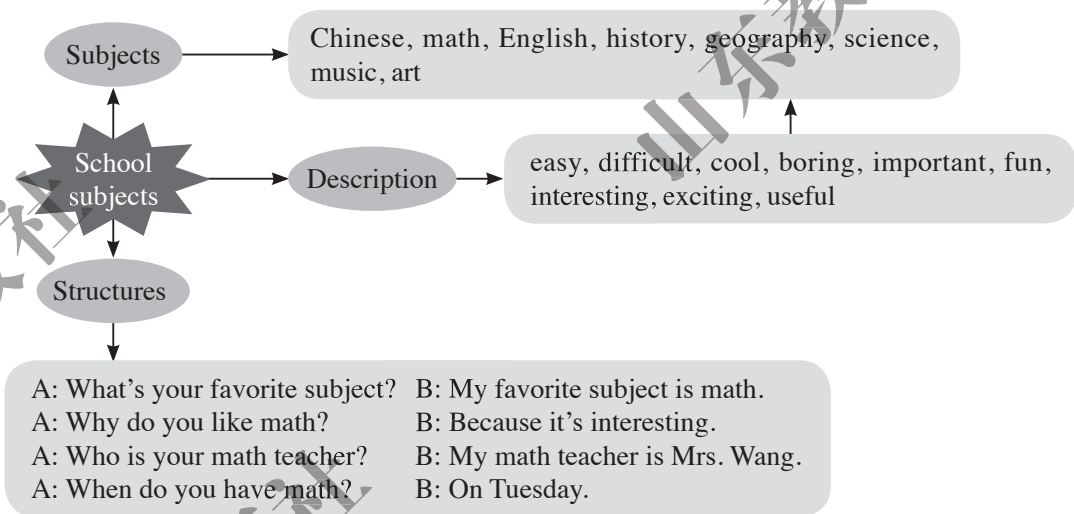
Unit 2 My favorite subject is science.

一、教学目标与要求

话 题 Topic	学校科目 (School subjects)
功 能 Functions	1 能够就喜欢的事物进行简单的问答 (Talking about preferences) A: What's your favorite subject/day? B: My favorite subject/day is . 2 能够询问并陈述喜欢某事物的原因 (Giving reasons) A: Why do you like it? B: Because it's fun/interesting
语 法 Grammar	能够正确使用下列 Wh 疑问句及回答 (Wh questions) A: What's your favorite subject? B: My favorite subject is math. A: Why do you like math? B: Because it's interesting. A: Who is your math teacher? B: My math teacher is Mrs. Wang. A: When do you have math? B: On Tuesday.
词汇和常用表达 Words & expressions	1 能够正确使用下列词汇 (Core rich in word) subject, P.E., science, music, math, Chinese, geography, history, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, lesson, hour, favorite, free, cool, useful, finish, why, from, because, Mrs. 2 能够正确使用下列常用表达 (Useful expressions) favorite subject, from . to , play games with sb How's your day? That's great! That's for sure. How about you? 3 能够认读下列词汇 (Non-core rich in word) A.M. (= am), P.M. (= pm)
语 音 Pronunciation	1 掌握元音字母 o 在单词中的 3 种不同发音: /əʊ/、/ɒ/ or /ɑ:/、/ɔ:/、/ʌ/ 2 掌握字母组合 oo、ou、ow 在单词中的常见发音 3 能够用正确语调朗读特殊疑问句和一般疑问句

学习策略 Strategies	1 进一步学习在听力和阅读过程中捕捉关键词：疑问词、学科名称等 2 能够通过总结 Wh 疑问句的用法，初步培养复习、归纳知识的意识，发展自主学习能力
文化知识 Cultural knowledge	1 了解中西方中学学制和学科设置的知识 2 了解星期的小常识

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本单元的主题图呈现的是两名学生在学校走廊里对话的场景，图中呈现了各个学科上课的场面。1a-1c通过图文及听力活动导入单元话题，是整个Section A的基础。这部分要求学生掌握各学科的英语名称P.E., art, science, music, math, Chinese, geography, history等，并学会使用重点句型What's your favorite subject? My favorite subject is ... 1a主要呈现话题词汇和基本句型，1b通过听力练习加深学生对单元重点句型和词汇的认知，1c则要求学生联系实际情况进行问答活动，完成简单的语言输出。

2a-2d以听说活动的方式巩固和拓展了本单元学习内容。2a-2c除了谈论自己最喜欢的科目之外,还呈现了用Why do you like ...? 追问原因以及用Because ... 说明原因的句式,并要求学生掌握描述学科特点的形容词。2d把话题内容从对学科的偏爱拓展到喜欢的日期和教师,还综合了以前学过的句型How about you? 等,使得语言信息更加丰富,语境也更加真实。2d是Section A的难点,既有对以前学过句型的整合,又有新词汇“星期几”的输入。

Section A部分的教学难点是生词,并且学科名称和星期名称等单词音节较多,发音较难,需要学生反复练习、巩固。

SECTION A 教学建议

活动 1a

教师课前收集不同学科上课场面的图片,也可参见本单元简笔画,引导学生借助图片的语境学习不同学科的英文单词,激发学生学习本单元话题的兴趣。

1. 教师用课件呈现各科学习的场面,让学生猜测学科名称并说出对应的英文单词。例如:教师展示历史课的图片,并提问:What class is this? Can you tell me? 在学生回答出history class之后,教师将history板书到黑板上。教师还可以告诉学生history是门有意思的学科,因为它是由his和(s)tory组成的,从而吸引学生对该学科的兴趣,并能记住该单词的拼写。每说出一个学科名称,教师应让学生跟读,并拼写该单词。
2. 引导学生说出各学科名称history, art, music, math, Chinese, geography, math, science, P.E., 并通过带读让学生熟悉生词。教师可以接着告诉学生:All of these are the subjects you are going to learn in middle school! 同时板书subject, 让学生猜测其汉语意思。
3. 教师自编句子,如:I like English. English is my favorite subject. 引导学生猜测favorite的含义,然后通过下面的对话巩固所学单词。
A: What's your favorite subject? B: My favorite subject is science.
A: How do you spell it/science? B: S-C-I-E-N-C-E.
4. 让学生两人一组就彼此喜欢的学科结对练习问答。

活动 1b

1. 播放录音,让学生圈出听到的学科名称,完成1b。此活动考查学生对重点信息的捕捉能力。
2. 让学生听第二遍录音,并检查1b的答案。

3. 播放第三遍录音，进一步训练学生捕捉关键信息的能力。听前教师先板书两个问题到黑板上：What's Anna's favorite subject? What's Linda's favorite subject? 让学生带着问题听录音。要得到正确答案，学生需要排除干扰项 art, math 并抓住表示转折的关键词 but。
4. 让学生再次听录音跟读，并模仿对话中的语音语调。教师还可让学生模仿句型 I like ... and ..., but my favorite subject is ... 造句。

活动 1c

1. 让学生两人一组分角色练习 1c 中的对话。
 2. 请几组学生为全班表演对话。
 3. 对部分学习能力较强的学生，可以鼓励他们利用 1b 中的句型完成下面的拓展对话：
A: What subjects do you like? What is your favorite subject?
B: I like art and music, but my favorite subject is history.
-

活动 2a

1. 让学生观察图片并读懂图中句子意思，先根据逻辑常识排序。教师可以引导学生比较图中的对话与第一页中对话有什么不同，多了什么内容。如：
Look at the picture. What are they talking about? What questions do they ask?
2. 播放第一遍录音，让学生检测之前的排序是否正确，完成 2a。
3. 播放第二遍录音，让学生大声跟读并模仿录音中的语音语调。

活动 2b

1. 让学生看 2b 方框中的学科名称和形容词，让他们先猜测录音中的人物对不同学科的喜好及原因，并试着连线。
2. 播放第一遍录音，让学生连线。对于基础较差的学生，可要求他们只勾出听到的科目，如：
Two students are talking about school subjects. You're going to listen and check the subjects they're talking about.
3. 播放第二遍录音，让学生一边听一边检查答案，提醒学生完成练习的关键是抓住听力中出现的 why 和 because。
4. 播放第三遍录音，并让学生小声跟读，注意模仿录音中的语音语调。

活动 2c

2c 是 2a、2b 听力活动后的口语输出活动。

1. 教师分别与两名学生就实际情况进行互动交流，为全班做示范，其中一组对话以 2c 提供的句型为范本，另一组对话在此基础上稍微提高难度，加上

下列句型:

How about you?

Me, too. I like ... because ...

Mmm. I don't like ... because ...

2. 让学生两人一组练习对话, 教师巡视并及时给予必要的帮助。
3. 请几组学生为全班学生表演对话。

活动 2d

1. 此对话中生词较多, 其中星期名称又是理解全文的关键信息。教师可提前教授生词 Monday、Friday、Saturday 等, 并要求学生掌握其发音和含义。
2. 教师提出问题 What day does Bob like? Why? 让学生听录音, 并回答问题。
3. 检查学生对对话内容的理解情况, 并解决学生理解上的疑难问题。

注意: 对话中复现了前面呈现的重点句式, 如: Why do you like ... ? What's your favorite ...? 还加入了一些尚未呈现的句式, 如: Who's your ...? I like ... because ... 该对话为下面 Grammar Focus 的学习做了铺垫, 上述句式可以整合到语法教学中。

4. 再次播放录音, 让学生分角色跟读和模仿录音。
5. 让学生两人一组分角色练习和表演对话。教师巡视, 鼓励学生把对话中的情感表现出来, 如: That's great! (高兴地) Why do you like ... (困惑地)
6. 请几组学生在全班表演对话。

■ 拓展活动: 自由问答练习

让学生根据自己的实际生活和学习情况替换 2d 对话中的学科、星期、人物及理由。建议教师在黑板上写下以下几组句子、短语和单词作为语言提示, 帮助学生运用这些语言来组织对话。

Questions	Answers	Adjectives, days
How are your classes today?	I like ... because we	interesting, boring, fun,
What's your favorite subject?	have ...	difficult, easy, relaxing,
Who's your favorite teacher?	I like ... because it's	Monday, Tuesday,
Why?	...	Wednesday, Thursday,
Why do you like ...	Because ...	Friday, Saturday, Sunday

基础较好的学生可以仿照 2d 的范例编新的对话, 基础较弱的学生能根据上面的语言提示完成一两个轮次的对话即可。最后请几组学生在全班展示。

语法板块以学习和巩固 Wh- 疑问句为主要内容。首先,语法聚焦栏目里呈现了 What's your/his favorite ... ? Why do you/does Bob like ...? Who is ...? When is ...? 这几组重点句型及其完整的答语。随后的语法活动 3a-3c 复习、巩固了这些特殊疑问句的用法。3a 是个控制性的语法练习,帮助学生辨别疑问词 what, who, why。3b 是半控制性的语法练习,也更有挑战性,要求学生根据所给语境(答语)写出对应的疑问句。3c 以小调查的形式完成,要求学生灵活运用单元句型进行语言实践活动,重点是正确使用 what、why、who 引导的特殊疑问句并作回答,同时巩固描述性形容词的使用。

本单元 Wh- 疑问句不是新学内容,作为本册教材的最后一个单元,本单元有机融入了前面单元学过的特殊疑问句。在教学中,教师除了继续要求学生注意观察语法现象、探索特殊疑问句的基本语法规律之外,还应该引导学生适时总结学过的特殊疑问句,培养他们及时总结知识的学习习惯和自主学习的能力。

语法部分具体教学建议如下:

1. 教师先将语法聚焦表格中的句子板书到黑板上,分为 what 疑问句、why 疑问句、who 疑问句和 when 疑问句四组。
2. 先让学生观察黑板上的各组疑问句,再让学生两人一组讨论各组疑问句的特点。
3. 帮助学生总结各组疑问句中动词的使用和句子语序。
 - 1) 首先让学生掌握疑问词的表意功能。教师可提问学生:询问某人喜欢的学科或星期应该用哪组句型?询问某人喜欢某事物的原因应用哪组句型?询问某人以及时间分别又用哪两组句型?(答案:what 问“什么”,why 问“为什么”,who 问“谁”,when 问“什么时间”)。
 - 2) 教师在黑板上的各组句型中再分别补充几个句子,让学生再次观察并讨论这几组句子,追问学生各组句型的主要结构是什么。

what 疑问句: What + be 动词 + 主语?

why 疑问句: Why + 助动词 do (does) + 主语 + 谓语?(回答用 Because ...)

who 疑问句: Who + be 动词 + 主语?

when 疑问句: When + be 动词 + 主语?
 - 3) 教师引导学生总结 Wh- 疑问句中助动词的使用规律:

应将特殊疑问词放在最前面,如果有动词 be,直接主谓倒装;如无动词 be,则要借助助动词 do 或 does。如:

What **is** your favorite subject?

What subjects **do** you like?

注意：如果学生基础较好，还可为他们呈现以前学过的其他句型，让他们学会用多种方法表达同一个意思，如：What's your favorite subject? What subject do you like best? What subject is your favorite?

活动 3a

1. 速答挑战小游戏。教师在课件中做一个25秒倒数计时器，让学生在25秒时间内快速完成这五个填空练习。做完的学生马上站起来向教师示意，教师记下在规定时间内完成练习的学生，并给予表扬。

注意：一般情况下，学生需要一分钟左右才能完成这个练习。这个小竞赛有助于训练学生的答题技巧，提示学生快速寻找每组对话的关键词。

2. 提示学生解题思路。等全班学生都完成练习之后，请前五名学生分别回答每个小题，并要求其说出解题的依据或思路。请其他学生对这个答案或思路做出点评。根据前面总结的规律，学生不用看完整个句子，直接根据各题关键信息即可作答。如第一小题答语用了Because，因而可判定答案是why。第二小题答语以Eric开头，因而可判定疑问词是who。
3. 朗读巩固。让男生、女生分角色朗读这五组对话，然后交换角色再练习一遍。（注意本单元语音练习训练的是why引导的特殊疑问句及回答，以及一般疑问句和简略回答中的重弱读，教师可结合本部分的五组对话渗透语音学习内容。）

活动 3b

1. 给学生三至四分钟时间，让他们自主完成3b。同时请三位学生到黑板上完成。（教师可选两名中等生和一名基础较差的学生来完成，这样在点评的时候更容易发现有代表性的错误。）
2. 全班一起检查、点评三位学生的答案。教师应对书写规范的学生提出表扬，还要关注句子的完整性。
3. 让学生两人一组分角色朗读对话。

活动 3c

1. 先让学生向任意三名同学提问，并将调查结果填在3c的表格里。
2. 将学生分为四人一组，让学生向其他成员汇报刚才获得的信息。
3. 抽几组学生向全班汇报结果。

注意：教师还可要求学生在课外进行更大范围的调查，评出学生心目中最喜欢的教师、最喜欢的学科、最难的学科等等。

SECTION B 内容介绍

Section B 提供了新的语境，拓展了本单元的语言知识和话题内容。1a-1d 的听说练习呈现了更多描述性形容词，话题也由学科拓展到其他校园活动。1a-1b 以学习、巩固描述性形容词为主。1c 则给学生提供了一份“周课表”，除了记录了课程安排，还增加了 lunch, soccer game, birthday party 等活动，并复现、强化了之前学过的有关时间、星期的词汇。活动 1d 要求学生在前面听力活动的基础上互动交流，也是对听力材料的再次挖掘，该活动要求学生就 David 最喜欢的学科、喜欢的原因以及上课时间等信息进行问答。

2a-2c 通过过程性的阅读训练帮助学生进一步巩固所学语言知识。2a 复现了学科及描述学科的形容词。2b-2c 训练了学生捕捉细节信息的能力。2b 要求学生找出 Yu Mei 喜欢和不喜欢的学科。2c 要求学生就信中 Yu Mei 的日程安排填写表格。阅读语篇将本单元所学内容有机结合起来，以信件形式叙述了一个学生一天中的学习和生活安排。该语篇不仅能让学生感知语言的综合运用，还能为后面 3a-3c 的语言输出积累相关信息，打好语言基础。

3a-3c 是从控制性过渡到开放性的写作输出练习。3a 要求学生将一段打乱顺序的短文重新排序，训练了学生对时间和逻辑顺序的把握，以及对信件类文章的整体结构的把握。3b 要求学生联系实际填写自己周五的课程安排，这两个练习为 3c 写电子邮件，介绍自己周五活动安排做了语言和内容上的铺垫。

在 Section B 的教学中，不仅要让学生完整地写出自己一天的学习和活动安排，还要帮助他们树立合理安排时间、平衡学习和课余爱好的自我管理意识。

SECTION B 教学建议

活动 1a

1. 教师分两栏板书 1a 中的形容词，让全班学生说出这些形容词的意思，并完成反义词的配对练习。
2. 让学生结合之前学过的知识说出各学科名称，并用黑板上的形容词表述自己对该学科的看法。

活动 1b-1c

这是听力练习的两个步骤，因此放在一起设计。听力教学有多种方法和形式，同阅读教学一样，教师可以根据情况采用自上而下 (top-down approach) 的听力模式，让学生从整体入手，先处理大意再听具体细节；也可以根据情况采取自下而上 (bottom-up approach) 的处理方法，让学生从细节入手，由局部到整体。因为本单元话题集中，听前在语言、背景和信息上铺

垫充分，学生不用听就能推测出听力内容与谈论学科喜好相关，因此这两个练习的设计采用的是局部到整体的办法。在日常教学中，还可以将两种方法结合起来使用。本部分教学建议如下：

1. 让学生读 1b、1c 的指示语，弄清听力活动的要求。1b、1c 都要求学生听具体信息（listening for specific information）。1b 要求学生捕捉描述学科的形容词，1c 要求学生听具体学科名称，并要求他们在一张看似复杂的时间表中将这些学科快速圈出来。听 1c 之前教师应给学生足够的时间，让他们先熟悉时间表中的内容。
2. 播放第一遍录音，让学生完成 1b 的练习，要求基础较好的学生用记笔记的方式写下听到的形容词，而不是在书上简单圈出单词。
速记策略提示：对于较长的多音节单词，先记下前三个字母即可，等听完再将其完整地拼写出来。
3. 播放第二遍录音，让学生试着完成 1c。如果学生词汇基础比较薄弱，教师可带领他们先阅读时间表（根据情况，教师可带读 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday），要求他们注意每天学习的科目。
4. 播放第三遍录音，让学生核对答案。

注意：为了训练学生记听力笔记的能力，可以让学生在听第二遍或第三遍录音时合上书，记下听力中出现的学科名称，并在听下一遍录音时核对 1c 中的时间表，圈出与日期相对应的学科名称即可。

活动 1d

1. 先提几个问题，引导学生回顾听力内容，如：What's David's favorite subject? Why? And when does he have it? 然后再播放一遍录音，要求学生边听边记下信息要点，完成 1d 的句子填空。
2. 让学生两人一组互相检查听力完成情况，然后用 what, why, when 等疑问词就自己的真实情况进行问答。可要求学生至少完成两个来回，然后交换角色。
3. 对基础较弱的学生，可以发放听力文本，让他们跟读录音，并模仿语音、语调。

■ 拓展活动：制作时间表

目的：复习和运用表示学科名称以及星期的词汇，并帮助学生树立合理

安排学习和课余活动时间的意识。

要求：让学生根据自己的实际学习情况，仿照1c中的时间表，制作一份属于自己的周课表，内容要包括学习的科目和课余活动，并具体到每个小时。

这个活动可作为家庭作业布置给学生，并可对学生进行分层次要求。除了完成上述基本要求外，基础较好的学生可以将内容拓展，设计一整天的时间安排，从早上起床开始到晚上睡觉。参见下表。

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00	get up				
6:30	breakfast				
7:00	go to school				
7:40-8:20	English reading				
8:30-9:15	Chinese				
...					

.....

活动 2a

1. 先让学生独立填写对每个学科的观点。
2. 让学生两人一组交流对不同学科的观点，学生可使用句型 Do you like ...? Why ...?
3. 教师提问几个学生对某些学科的看法，并用 why 进行追问原因。

这个活动要求学生实事求是地说出自己对某个学科的看法，这样既为回答 2b 中的问题 Are Yu Mei's ideas the same as yours? 做了铺垫，同时也是教师了解学生、引导学生正确看待不同学科的一个契机。

活动 2b-2c

从阅读教学的整体性考虑，建议教师先引导学生快速阅读全文，并把握文章体裁和大意，再完成寻找细节信息的任务。

1. 让学生快速浏览文章（skimming），然后确认文章的体裁和主要内容。
T: Please read the letter quickly and find the main idea.
Suggested answer: It's about a girl's school life.
如果学生用自己的话说出答案有难度，教师可以在黑板上写出下面的句子：
It is about _____. 让学生用关键词填空完成句子，掌握文章主要内容。
如果学生对归纳文章大意有难度，教师可提问以下细节问题，最后再引导

学生归纳大意。

Who writes the letter?

Who gets the letter?

Which day is she writing about?

Is she writing about her school life or life at home?

2. 让学生读第二遍文章，并思考信中提到了学校生活的哪些具体内容。教师可以提问学生：What subjects does Yu Mei like? Why? What subjects doesn't Yu Mei like? Why? 让学生带着问题再次阅读，并完成2b的练习。
3. 让学生思考 Yu Mei除了谈到喜欢的学科，还谈到哪些学校生活，这些活动是怎么安排的。让学生读第三遍文章，并完成2c。
4. 以2c表格内容为线索，让学生复述信件内容，如：
Yu Mei is very busy on Friday. At 8:00 she has math...

注意：教师可以继续利用文章录音引导学生进行朗读训练。这个阶段除了关注语音、语调以及标点符号应有的停顿以外，还应提示学生注意短语和句子意群的停顿。

■ 拓展活动：设计“理想的学校生活”(Our ideal school life)

本活动训练学生综合运用本单元语言知识，并帮助学生树立合理安排学习生活的意识以及对不同学科的积极态度。

1. 让学生四人一组讨论目前的学校生活状况，以及各自理想的学校生活，内容包括学习生活和课余活动的安排、喜欢和不喜欢的学科及原因。学生在讨论中随时用表格记下相关信息。
2. 小组内讨论产生“我们理想的学校生活”(Our ideal school life)的表格信息。因为大家的想法会有分歧，这个阶段的讨论要求小组协作，需要有人让步或被说服，最后达成一致。
3. 将上述两个阶段讨论的内容分别做成两个表格，即：Our present school life 和 Our ideal school life。
4. 让学生四人一组给全班做集体汇报。S1简述讨论情况，S2陈述Our present school life表格中相关信息，S3陈述Our ideal school life表格中相关信息，S4总结并提出希望。
5. 教师点评，可借此机会提示学生初中三年是成长的重要阶段，他们应该在这三年的时间里努力学习各科文化知识，享受到学习和求知带来的乐趣。

活动 3a

1. 让学生结合上一页的阅读文章总结信件的常用格式, 并将信件的格式板书到黑板上, 教师可补充信件末尾常见的祝福语。
2. 让学生看 3a 的指示语, 以明确题意, 并快速完成练习。
3. 让学生核对答案, 教师提示学生思考完成本练习的两个要点, 即: 信件格式和时间顺序。
4. 让学生按正确顺序朗读短文。

Dear/Hi ***,
...
...
...

Best wishes/Your
friend/Yours.

活动 3b

1. 让学生在两分钟内独立完成该练习。
2. 让学生两人一组交换答案, 检查拼写。

活动 3c

1. 明确写作要求。让学生在 15 至 20 分钟时间内完成 30 至 50 词左右的小短文。
2. 让学生两人一组交换作品互评。教师可提供如下评分表:

	内 容	评 分				
1	能够说清楚周五的课时安排。	1	2	3	4	5
2	信件格式正确, 具备称呼、正文、落款等基本要素。	1	2	3	4	5
3	拼写和语法正确。	1	2	3	4	5
4	书写规范, 标点、大小写正确。	1	2	3	4	5
5	至少写了 30 词。	1	2	3	4	5

3. 提示加分内容。除了以上要素外, 学生还可关注内容上的拓展以及对单元所学语言的综合运用, 例如是否能在信中与朋友互动, 是否谈论了自己喜欢的学科及原因, 并询问了对方喜欢的学科及原因, 以及在结尾处是否加上简单的祝福语等。

SELF CHECK 内容介绍和教学建议

活动 1

本活动主要帮助学生总结、巩固本单元所学的描述性形容词、以及相关学科名称和星期的重点词汇。

教师可以采取小组竞赛的方式, 将班上学生三人或六人分为一组, 并保证每小组分别有成员负责 description words, school subjects, days of the week 三类词汇。在限定时间内, 看哪组写出的单词多, 而且准确率高。

活动2

本活动是对Wh-疑问句的复习和总结,并让学生通过完成句子谈论自己的真实情况,再次巩固不同Wh-疑问句的功能以及正确的回答方式。

建议学生先根据自己学习的实际情况完成练习,再两人一组相互提问,完成语言输出活动。

本单元的Self Check部分也渗透了对语言学习内容进行分类和总结的学习策略。教师需要在教学中引导学生逐步培养这种意识和能力。作为本册教材的最后一个单元,教师可再补充两个课后练习,进一步训练学生对所学知识进行梳理的能力,加强学生的词类意识,并巩固他们对疑问句基本句型结构的认知。

1. 形容词、名词归类总结。让各小组对本册教材词汇表中所有单词(仅限于黑体部分重点词汇)进行分类和总结,看哪个小组总结得更好,更准确。建议此活动以学习小组为单位共同完成,教师应注意合理分工,鼓励学生互相帮助。

2. 特殊疑问句归类总结。让学生独立总结本册教材中学习的特殊疑问句,可提示学生参看目录页。

四、语音教学建议

1. 看字母知发音——元音字母o及其字母组合的发音

1) 复习元音字母o的三种不同发音

(1) 教师板书下列单词,并用彩色粉笔突出显示字母o。让学生大声读出每个单词,并根据字母o的发音将这些单词分为三组。

old some love home sofa long home clock color dollar

(2) 教师在每组单词后写出字母o的不同发音,并教读该音标。

第一组: old home sofa (o发 /əʊ/)

第二组: long clock dollar (o发 /ɒ/, 美式发音标注为 /ɑː/, /ɔː/)

第三组: love some color (o在m, n, v或th前发 /ʌ/)

2) 归纳字母组合oo, ou, ow在单词中的常见发音

教师板书下列单词,并写出音标,让学生一边朗读一边完成单词与音标的匹配练习。

food, cool, school
good, book, look

/aʊ/ (how, brown, now)
(found, sound, about)

found, sound, about
know, show, yellow
how, brown, now

/u:/ (food, cool, school)
/ʊ/ (good, book, look)
/əʊ/ (know, show, yellow)

3) 游戏：看谁找得多！

给学生三分钟时间，让他们从本册教材中找出含有元音字母o、字母组合oo, ou, ow的单词，并按不同发音分组写下来，看谁找得多。

2. 朗读技巧——句子重音

本册教材第五至第八单元介绍了单词重音的知识。一般来说，每个单词在单独读的时候，至少有一个音节需要重读，但在连贯语流中就不一定了，这就涉及到本单元要讲的句子重音。首先我们要弄清楚什么是句子重音，为什么有些词要重读，有些词要弱读。

1) 句子重音

在句子中，通常只有部分单词是重读的，其余的虽然在单独发音时有重音，但在句子中却不重读，这种现象叫句子重音。造成句子重音的主要因素有两个：一是并非所有的词在句子中都有同等的重要性，一般来说，动词、名词、形容词等表示实体意义的词要重读。二是英语是一种节奏性极强的语言，英语句子的节奏主要通过轻重音节的交替出现来表示。例如，在I 'wondered 'lonely as a 'cloud.这个句子中，轻重交替形成节奏。受母语影响，中国学生说英语时总想每个词都重读，而常常忽视弱读，导致语言失去抑扬顿挫的美感。在后面两册教材中，我们针对句子重音和弱读设计了更多练习。

2) 试一试

教师把语音练习中的小对话写在黑板上，要求学生合上书，试着标出句子重音。然后让学生听录音，检测重音标注得是否正确。最后让学生打开书核对。

3) 想一想

(1) 让学生朗读上述小对话，教师提出下列问题，引导学生思考：

对话中哪些词重读、哪些词弱读？

可以看出，实义词如名词math, art, English, 动词like, 形容词interesting, fun, 副词why一般要重读，而虚词如助动词do, does, 代词you, I, she一般要弱读。

(2) 让学生再读一遍对话，重点观察do和does的重弱读情况，教师提问学生：do和does在什么情况下弱读、在什么情况下重读？

可以看出，do和does在疑问句中起辅助作用，帮助构成疑问句，没有实际意义，不用重读。因此，助动词do在句首或句中弱读为/dʊ/或/də/, does在句首或句中弱读为/dəz/. 相反，在陈述句末尾时，do和does要重读，do读作/du:/, does读作/dʌz/. 另外，do和does的否定形式don't和doesn't一般要重读。

(3) 很多词有弱读式和强读式。例如，冠词、介词、连词、大多数人称代词、助

动词、情态动词，以及动词be和have都有两种读音形式，一种是保留完全元音的，即强读式（strong form），另一种是元音弱化的，即弱读式（weak form）。上述单词一般要弱读，因此通常用弱读式，如I am 'very 'well. 中am弱读成/əm/。但在作为一个单词朗读时，或在需强调的特殊情况下，上述单词也可用强读式，如I 'am /æm/ a student. (= I am really a student.) 以汉语为母语的中国学生要重视英语单词的弱读，慢慢培养正确的朗读习惯。在学生用书词汇表中，我们为这些单词标注了强读式和弱读式两种读音形式，目的即在于此。

(4) 练一练

让学生听录音并模仿朗读，教师提醒学生注意句子的重音。教师还可结合2d的示范对话巩固这一朗读技巧的学习。教师可让学生先在该对话中标注重读单词，然后听录音核对，并跟读模仿。

3. 语音补充练习

1) 绕口令 (Tongue twisters)

A: I don't **know** **how** to do it!

B: Let me **show** you **how** to do it. /əʊ/ and /aʊ/ (spelling **ow**, **o**)

A: That **book** **looks** **good**.

B: It is! It's **cool**. I got it at **school**. /u:/ and /ʊ/ (spelling **oo**)

2) 歌谣 (Chants)

(1) My teachers

Ms. Miller is a great teacher!

She loves math.

She loves to **teach** **math**.

She knows a lot **about** **math**.

Best of all,

Ms. Miller shows me how to do math.

Mr. Brown is a great teacher!

He loves science.

He loves to **teach** **science**.

He knows a lot **about** **science**.

Best of all,

Mr. Brown shows me how to do science.

/ʌ/ (spelling **o**) **love**

/aʊ/ (spelling **ou** and **ow**) **about**, **brown**, **how**

/əʊ/ (spelling **ow**) **show**, **know**

(2) My favorite class

Music is good.

Chinese is cool.

But ...

Science is my favorite

class when I go to school.

History is good.

Geography is cool.

But ...

P.E. is my favorite class

when I go to school.

Art is good.

Math is cool.

But ...

English is my favorite

class when I go to school.

/u:/ (spelling oo) cool, school

/ʊ/ (spelling oo) good

五、课文注释

1. **I like Monday because I have P.E. and history.** 我喜欢星期一，因为我要上体育
课和历史课。

I like ... because ... 表示“我喜欢……因为……”，用来说明对事物的喜好及原因，
在口语和书面表达中都常用到。如：

I like him because he always plays games with us. 我喜欢他，因为他总和我们做游戏。

注意：中英文表达因果关系时存在差异。在汉语里我们可以说“因为……所以……”但是在英语中because（因为）和so（所以）不能同时出现在一个句子中，而只能用一个，要么用so，要么用because。如：

Mr. Hu always plays games with us, so I like him. 胡老师经常和我们一起玩游戏，所以我喜欢他。

2. **I think history is interesting.** 我认为历史有趣。

这是个省略了that的宾语从句，完整的句子为：I think (that) history is interesting.
本单元一共出现了两个宾语从句。Section B 2b中出现了这句话：

The teacher says it is useful. 老师认为它（数学）很有趣。

在此阶段，教师不必从语法的角度深入分析宾语从句的用法，而应该让学生从理解句义出发，把I think ...（我想……）、He says ...（他说……）当作句型，知道后面可以接表达自己观点的完整句子即可。

3. **Lunch is from 12:00 to 1:00.** 午餐是从12点到1点。

from ... to ... 的意思是“从……到……”，多用来表示时间和距离。如：

We have classes from Monday to Friday. 我们周一至周五上课。

It is not far from my home to school. 我家到学校的距离不远。

I have English class from 3:00 to 3:40 this afternoon. 今天下午3:00至3:40，我上英语课。

4. **Let's meet on Saturday.** 我们周六见吧。

let sb. do sth. 表示“让某人做某事”，let's do sth. 表示“让我们一起做某事”，这些是常用来表示建议的祈使句。如：

周日我们去看电影吧。→ Let's watch a movie this Sunday.

让我试一试。

→ Let me try.

我们周五见吧。

→ Let's meet on Friday.

六、文化注释

1. 英语星期小常识

星期是一种以七天为周期循环的记日制度。在汉语中我们也称一星期为一周。

星期的由来和北欧神话有关。从其拼写我们可以看出星期日 Sunday 与太阳有关 (the day of the sun), 星期一与月亮 (the day of the moon) 有关。剩余的五天也分别有其对应的星辰和神氏。通常的说法是周日到周六分别对应日、月、火、水、金、木、金、土七星。在日语中从“星期日”到“星期六”也分别被叫做: 日曜日、月曜日、火曜日、水曜日、木曜日、金曜日、土曜日。

需要注意的是: 在不同地区, 一星期的开始时间并不完全一致。我们习惯上认为星期一是周一的开始, 而许多英语国家的人们会认为星期日是周一的开始。

2. 国外初中学生学习简介

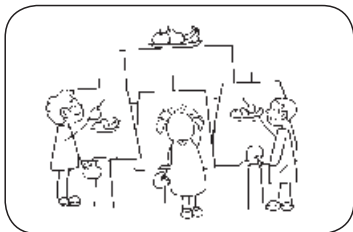
我国初中学生上课的班级基本上固定不变, 每个班级有自己固定的教室。初中多为三年制, 有统一学习的科目, 三年之后参加全省或全市统一中考, 至此完成了国家要求的九年义务教育, 之后进入高中学习。

国外的教育学制安排和我国相似, 但不同类型的学校学段划分会有所不同。比如, 美国有的小学是5年, 初中是3年, 而高中是4年; 也有的小学是6年, 初中是2年, 高中是4年。在学习内容上, 国外多实行学分制, 有必修和选修科目, 必修科目也叫核心课程, 一般包括英语、历史、外语、数学、科学 (生物、化学、环境科学) 等。与我国不同的是, 西方国家多实行走班制, 固定的是某学科的课堂, 如生物课总是固定在一个教室, 而上英语课时学生则到另外一个教室。这样教师可以根据学科特点布置教室, 创造适合该学科的学习氛围。学生选择要学习的科目和教师, 上课时只带该科的学习材料, 其他的书籍和衣物等物品则放在走廊专门的柜子里 (参见本单元主题图)。国外中学生的选修课非常丰富, 除了文化课外, 还有关于园艺、家政等方面的课程。学生的课外活动也丰富多彩, 如参加各种文体兴趣小组以及为社区服务等活动都是国外中学生学习生活中的重要内容, 并会和必修课内容一起纳入考评的范畴。

不管在国内还是国外, 要想取得优异的成绩都离不开刻苦学习。初中生正值身心发育的关键时期, 因此合理安排时间表非常重要。希望教师能在这方面多给学生指导, 帮助他们平衡学习和课余活动, 均衡发展。

七、教学简笔画

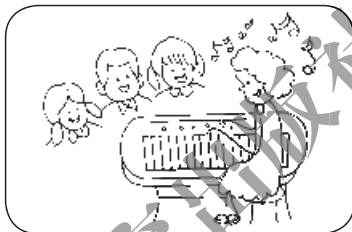
1. art



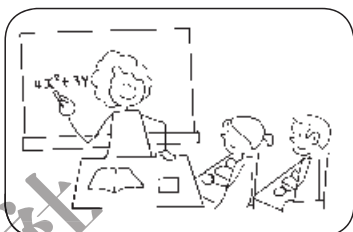
2. science



3. music



4. math



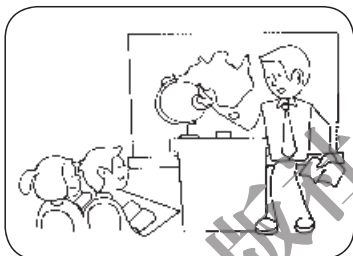
5. Chinese



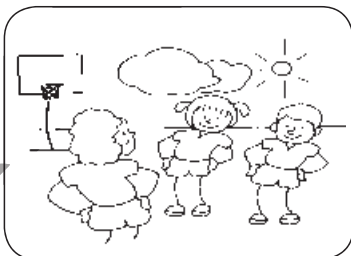
6. history



7. geography



8. P.E.



Unit 2 My favorite subject is science.

SECTION A

1a

Purpose	To give Ss an opportunity to increase their vocabulary and to introduce the target language.
Picture	The picture shows Ss in the hallway of a school building next to the lockers. They are talking about preferences. There are also several boxes/scenes showing subjects and school activities. The girl in the green shirt seems to be in two of the boxes: PE and science. The other school subjects shown are: math, music, art, geography, history and Chinese.
Culture Focus	Lockers In the US, schools may have lockers in various sizes and locations depending on the design of the campus. On many campuses, lockers may be located outside of the classrooms and Ss may be required to provide their own padlocks (key lock or combination lock). On campuses with large student populations, not every S may receive a locker and sometimes Ss must share lockers with others. The school administration may conduct inspections of lockers to ensure that nothing unsafe, unethical or illegal is being stored in the lockers. Ss usually store their books in their lockers, as books can be very heavy and difficult to carry all day long in backpacks.
Optional Approach	Related Words It can be helpful when learning new words to learn related words. Suggest and elicit words related to school subjects. For example: PE: + gymnastics, basketball Art: pottery, painting Science: chemistry, biology, physics, microscope Music: band, orchestra, musical instruments Math: add (+), subtract (-), multiply (×), divide (÷) Foreign languages: Chinese, Japanese, French Geography: continents, oceans, mountains, rivers History: historical, famous people, memorable events
Answers	1. c, 2. f, 3. b, 4. e, 5. h, 6. d, 7. a, 8. g

1b

Purpose	To help students recognize the target language in natural speech
Teaching Tip	Listening Clues It may help students better understand the recording if the Task asks to look at the conversation in the picture and elicits from students the words that they will hear before the subjects are mentioned
Answers	circled: science, art, math, music

1c

Purpose	To help students see the target language in natural speech
Culture Focus	Wh- Questions More and more cities are becoming multi-cultural (i.e. people who live in them come from all over the world and speak many different languages). English is often the language used by people for cross-cultural communication, even if it may not be their native language. If you are talking to someone in English and you don't understand what they are saying, you can ask a "Wh-" question. You can ask "What?" or "What did you say?" or "What was that?" to get someone to repeat what they said. If you'd need to ask someone to repeat what they said, be careful not to seem impolite; start by saying "Sorry" or "Excuse me."

2a

Purpose	To give students listening practice with the target language.
Teaching Tip	Logical Connections When students are asked to put a conversation in order, they are being asked to make logical connections (i.e. what is the likely response to a given question). For a more challenging ordering task, ask students to order text that has no accompanying visual aid (i.e. a comic strip with speech bubbles). Try the following procedure. - On the board Because it's fun. ____ My favorite subject is P.E. ____ What's your favorite subject? ____ Why do you like P.E.? ____ - Explain that the sentences on the board are part of a conversation between two speakers: A and B.

Teaching Tip	3 Tell Ss to write the names 1-4 to put the sentences into order to make a conversation. 4 Give Ss time to do the activity. 5 Elicit the order. Tell Ss that there are two acceptable answers: 4 2, 1, 3 or 2, 4, 1. Also give Ss tips to show them how to do this kind of task more quickly. Show them how to look for repeated words in both the sentence and answer.
Answers	What's your favorite subject? <u>1</u> My favorite subject is P.E. <u>2</u> Why do you like P.E.? <u>3</u> Because it's fun. <u>4</u>

2b

Purpose	To give Ss practice in listening for specific items in conversations.														
Teaching Tip	Say It in Many Ways To prepare Ss for what they might hear in a listening, you can raise their awareness that there are many different ways to say the same thing. Try this pre-listening activity. In activity 2b, the subject P.E. is matched with the description word "fun". On the board, write the following to show Ss some ways in which these two words could be used together in a conversation. <table border="1"> <tbody> <tr> <td>Why do you like P.E.?</td><td>P.E. is fun.</td></tr> <tr> <td>Do you think P.E. is fun?</td><td>Yes, I do.</td></tr> <tr> <td>What do you think of P.E.?</td><td>It's fun.</td></tr> <tr> <td>Is P.E. fun?</td><td>Yes!</td></tr> <tr> <td>What's your favorite subject?</td><td>P.E.</td></tr> <tr> <td>Why?</td><td>Because it's fun.</td></tr> <tr> <td>Do you like P.E.?</td><td>Yes! It's really fun.</td></tr> </tbody> </table> The T could also write the questions and answers above omitting the word "P.E." and "fun" and have Ss complete the sentences.	Why do you like P.E.?	P.E. is fun.	Do you think P.E. is fun?	Yes, I do.	What do you think of P.E.?	It's fun.	Is P.E. fun?	Yes!	What's your favorite subject?	P.E.	Why?	Because it's fun.	Do you like P.E.?	Yes! It's really fun.
Why do you like P.E.?	P.E. is fun.														
Do you think P.E. is fun?	Yes, I do.														
What do you think of P.E.?	It's fun.														
Is P.E. fun?	Yes!														
What's your favorite subject?	P.E.														
Why?	Because it's fun.														
Do you like P.E.?	Yes! It's really fun.														
Answers	4. P.E. (a. fun), 3. music (e. relaxing), 7. history (c. boring), 6. geography (d. difficult)														

2c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	<i>What's Your Favorite Sport?</i> As a way to review vocabulary from previous units, write the following on the board What's your favorite _____? Why? • subject • sport • TV program • movie • song • band • color • piece of clothing After Ss have done activity 2c, have them practice the same conversation with a word on the board
Answers	Answers will vary.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	<i>Enter Stage Right ...</i> In order to make the conversations feel more realistic, divide Ss into S1s and S2s. Have S1s stand in one part of the room. S2s should walk up to S1s and start the conversation. At the end of the conversation, S1s could say "See you Saturday" and S2s could say "Bye!" S1s would then walk to different S2s and start the conversation from the beginning. When the S1s have changed partners three times, they can sit down. When all S1s are seated, have S1s and S2s change roles and repeat the activity.

GRAMMAR FOCUS

3a

Answers	1. Why, 2. Who, 3. What, 4. Who, 5. Why

3b

Answers	Answers will vary. Sample answers: Why do you like history? What are your favorite subjects? When is his Chinese class? What is Mary's favorite subject? Who is your geography teacher?

3c

Purpose	To help Ss use the target language correctly.
Teaching Tip	Doing Research When doing an interview, survey or research activity the T may want to emphasize the following things: The S asking the questions should make eye contact and be friendly. The S should try to remember each question, not just read the questions. On hearing the answers, the S should take notes (i.e. not write complete sentences). The S answering the questions should use his/her textbook closed. To help Ss remember the questions, the T can have the whole class chant the questions before starting the activity. The T could also have Ss practice writing the question in their notebook before starting the activity. Many Ss find this a useful way to help them remember new words and phrases.
Culture Focus	Miss, Mrs. or Ms. The T may wish to make Ss aware of the differences between Miss, Mrs. and Ms. Miss - addressed to describe a single, unmarried woman Mrs. - addressed to describe a married woman Ms. - a neutral term to describe any woman.

■ Optional Activity 1: What Is Your Favorite Subject? Why?

Purpose	To help Ss use the target language correctly.
Teaching Tip	Substitution Chants Chanting is the repetition of a word and phrase; it can be a good way to help Ss remember new language. It gives them the opportunity to hear new words and phrases several times and it allows them time to practice their pronunciation. Substitution chants are a useful way to learn new sentence structures and to show Ss how to interchange key pieces of information within the sentence. Try this procedure: T: What is your favorite subject? Gesture for Ss to repeat. Call out the changing word and then chant the new sentence. T: Sport. What is your favorite sport? Gesture for Ss to repeat. Call out the changing word and then chant the new sentence.

Teaching Tip	T: TV Program. What is your favorite TV program? Gesture for Ss to repeat. To make this chant more challenging, the T can call out only the changing words. Have Ss chant the sentence themselves.
Materials Required	One piece of paper for every S in class.

Procedure

1. On the board:

My favorite _____ is _____. Because _____. • subject • sport • TV program • movie • song • band • color • piece of clothing

2. Pass out the slips of paper to Ss.
3. Have Ss complete the sentences on the board without showing any other Ss what they have written.
4. Collect the slips of paper and redistribute them so that each S has a slip of paper that is not his/her own.
5. Tell Ss the sentences on the slips of paper are answers to questions. Elicit and have Ss chant the questions as a class. *What's your favorite _____? Why?* (See the teaching tip.)
6. Have Ss stand and ask their classmates the questions (without showing the slips of paper) to find the owners of the slips of paper.
7. When Ss find the owners of the slips of paper, they should return the slips of paper to the owners and sit down.
8. Remind Ss who are standing that the owners of the slips of paper may be seated.
9. The first S to find the owner of his/her slip of paper is the winner.
10. The activity ends when all slips of paper have been returned to their owners.

■ Optional Activity 2: Guess My Favorite School Day!

Purpose	To help Ss master the target language and understand its vocabulary.
Materials Required	A piece of paper for every S in class.

Procedure

1. On the board:

A: What's your favorite school day?
 B: Guess!
 A: What do you do on that day?
 B: I have P.E. and music.
 A: Is it Thursday?
 B: No! I don't have P.E. on Thursday.
 A: Is it Wednesday?
 B: Yes! My favorite school day is Wednesday.

2. Tell Ss that they are going to try to guess the favorite school days of the other Ss in class.
3. Model the conversation on the board.
4. T: *What do you think? What's your favorite school day?* Have Ss work in pairs. Each S must ask and answer questions to guess their partner's favorite school day. Remind Ss to use the conversation on the board to help.
5. When they have guessed the favorite school days of their partners they should switch partners.
6. End the activity after Ss have switched partners a few times.

SECTION B

1a

Purpose	To help Ss recognize the target words and apply them in a different context.
Teaching Tip	<i>What's the Opposite?</i> When learning new words, it can be useful to learn words with opposite meanings (e.g. busy <> free). Try playing a fun word game using opposite words. Have all Ss stand up. Start the game by setting the challenge, give a word (e.g. hot) and nominate one S to give you the opposite word. If the S gives the correct opposite (e.g. cold), they can sit down, but not before setting the new challenge (i.e. they give a new word and nominate a classmate to give the opposite word). The game continues until all Ss are sitting down. If you have a large class, allow Ss to repeat words.
Answers	boring <> interesting, cool, fun; difficult <> easy; busy <> free

1b

Purpose	To give Ss practice recognizing target language in conversations.
Optional Approach	Listen for More Detail Try a more challenging listening activity after completing the following procedure: 1. Listen again and have Ss write what subjects David uses the checked words (i.e. difficult, interesting) to describe. 2. As Ss listen, have them write the subjects next to the checked word. 3. Elicit and check the answers, and then write them on the board. 4. Explain to Ss that they had to listen very carefully because David also talked about what his father thinks (i.e. His father thinks math is interesting, David does not). Answers: (difficult) math and Chinese, (interesting) Chinese
Answers	difficult, interesting

1c

Purpose	To give Ss practice in reading and listening for specific items in conversations.
Teaching Tip	Reading Aloud Before Listening In order to make it easier for Ss to do the activity, give them time to read and understand the schedule first. This can be done by having Ss read the schedule silently or aloud and answer the following questions on the board: T: Look at the schedule and answer the questions with a partner. 1. What <u>month</u> does the schedule show? 2. What <u>days</u> does the schedule show? 3. What <u>dates</u> does the schedule show? 4. What <u>times</u> does the schedule show? 5. What is a word that means <u>a.m.</u>? 6. What is a word that means <u>p.m.</u>? Answers: 1. December, 2. Monday to Sunday, 3. December 25th to December 31st, 4. 8:00 a.m. to 2:00 p.m., 5. morning, 6. afternoon
Answers	Circled: Monday: 10:00 Chinese Tuesday: 08:00 math, 09:00 math, 10:00 history, 11:00 science, 01:00 music

Answers	Wednesday: 08:00 Chinese Thursday: 09:00 Chinese, 10:00 Chinese Friday: 08:00 Chinese

1d

Purpose	To provide speaking practice with the target language.
Culture Focus	<i>What's Your Favorite Class?</i> When Ss in the US talk about school, they often refer to specific classes by the Ts rather than subjects because they have a high regard for the Ts. Ss often express a preference for a subject because they enjoy the way it is taught (i.e. the T is able to make the subject interesting).
Answers	A: What's David's favorite subject? B: <u>Chinese</u>. A: Why does he like <u>Chinese</u>? B: Because it's <u>interesting</u>. A: When is the class? B: It's on <u>Monday, Wednesday, Thursday and Friday</u>.

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Teaching Tip	<i>How Many Words Can You Come up With?</i> As a way to help Ss expand their vocabulary, have Ss compete in the following competition: 1. Have Ss work with partners. 2. Tell Ss that they will have 30 seconds to say as many description words as possible about the subject that you will tell them. 3. Model the activity with the subject “music” and the description word “relaxing”. Elicit other description words from Ss as a class. 4. Have Ss start the activity at the same time with the subject “music”. 5. At the end of 30 seconds, elicit from Ss who had the highest number of words. Record the number of words on the board. Remind Ss to keep track of their own scores. 6. Repeat the activity with the eight other subjects in activity 2a: history, P.E., art, science, math, English, Chinese, geography. Elicit from Ss which pair was able to generate the highest total number of description words.
Answers	Answers will vary.

2b

Purpose	To provide reading practice with the target language.
Optional Approach	Predict and Create Ss who can predict what is likely to follow in a reading passage will become more fluent (and faster) readers. One way to improve this skill is to ask Ss to look at a cloze passage and to predict the types of words that can fill each blank. For example: 1. On the board: Dear Jenny, I am very busy on Friday. At <u>1</u> I have <u>2</u>. It is not fun. The teacher says that it is <u>3</u>, but I think it is <u>4</u>. Then at <u>5</u> I have <u>6</u>. It's <u>7</u> but <u>8</u>. <u>9</u>, I have <u>10</u> <u>11</u>! After that, I have <u>12</u> at <u>13</u>. It is <u>14</u> and <u>15</u>. <u>16</u> is from <u>17</u> to <u>18</u>, and after that we have <u>19</u>. It's my favorite subject. Our Chinese teacher, Mrs. Wang, is great <u>20</u>. My classes finish at <u>21</u>, but after that, I have <u>22</u> lesson for two hours. It is really <u>23</u>! How about you? When are your classes? What is your favorite subject? Your friend, Yu Mei 2. Elicit from Ss the numbers of the words in the following categories: Subjects (Answers: 2, 6, 10, 12, 16, 19, 22) Times (Answers: 1, 5, 9, 13, 17, 18, 21) Description words (Answers: 3, 4, 7, 8, 11, 14, 15, 20, 23) 3. Have Ss work in small groups to fill in the blanks on their own with subjects, times and description words. Then have Ss read their creations to the class. 4. Finally, have Ss compare their compositions with the reading passage in 2b and do the activity.
Answers	Underlined (likes): science, P.E., Chinese, art lesson Circled (doesn't like): math Note: Yu Mei says she has history at 10:00 a.m. but she does not say if she does or doesn't like history.

2c

Purpose	To provide scanning and writing practice with the target language.																					
Teaching Tip	From Memory? Help Ss focus on remembering what they have read by having Ss answer questions without looking back at the passage. 1. Tell Ss to read the passage in 2b and to remember the contents because they will be asked questions about it. 2. Tell Ss to cover the passage after they have read it and to complete the schedule in 2c. 3. After Ss have tried to complete the schedule, have them cover the schedule and read the passage again. 4. Have Ss repeat the above until they can complete the schedule. 5. The key is for Ss not to look at both the reading passage and the schedule at the same time.																					
Answers	<table><tr><th>Time</th><th>Subjects/ Activities</th><th>Time</th><th>Subjects/ Activities</th></tr><tr><td>8:00 to 8:50</td><td>math</td><td>12:00 to 1:00</td><td>lunch</td></tr><tr><td>9:00 to 9:50</td><td>science</td><td>1:00 to 1:50</td><td>Chinese</td></tr><tr><td>10:00 to 10:50</td><td>history</td><td rowspan="2">2:00 to 4:00</td><td rowspan="2">art lesson</td></tr><tr><td>11:00 to 11:50</td><td>P.E.</td></tr></table>				Time	Subjects/ Activities	Time	Subjects/ Activities	8:00 to 8:50	math	12:00 to 1:00	lunch	9:00 to 9:50	science	1:00 to 1:50	Chinese	10:00 to 10:50	history	2:00 to 4:00	art lesson	11:00 to 11:50	P.E.
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3a

Purpose	To prepare Ss to write an e-mail using the target language.
Teaching Tip	E-mail Structure In order to prepare Ss for activity 3a, it may be helpful to review the parts of an e-mail with Ss. On the board: (1) <u>To</u>: _____@_____.com (2) <u>Subject</u>: _____ (3) <u>Message</u>: (3a) <u>Salutation</u>: Dear _____, Hi _____, etc. (3b) <u>Body</u>: Thank you for your e-mail, etc. (3c) <u>Closing and Signature</u>: See you later! Tom Remind Ss that if they are responding to an e-mail, they should usually write “Thank you for your e-mail” and then respond to the content of the previous e-mail.

Answers	<u>2</u> I have P.E. at ... <u>3</u> Let's meet on ... <u>1</u> Hi Mei Ling, ...

B

Purpose	To let Ss use the target language to write about themselves.
Teaching Tip	Interview Activity The T may wish for Ss to do activity 3b as an interview activity using the following procedure: - On the board: What is your first (second, etc.) subject? What time is it at? - Have Ss work in pairs and exchange textbooks. - Have Ss interview each other using the questions on the board and fill in the answers in their partners' textbooks. - S1 (with textbook open) should interview S2 (with textbook closed) and then change roles.
Answers	Answers will vary.

3

Purpose	To let Ss use the target language to write about themselves.
Teaching Tip	Paragraphs and Indentation It may be helpful to Ss to learn about paragraphs and indentation in an e-mail. The T can remind Ss to leave a space after the salutation and between different paragraphs and the signature. In most cases, the paragraphs of an e-mail are not indented.
Answers	Answers will vary.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in the unit.
Teaching Tip	Class Challenge If the T has a large class, then the T may wish to do the Self Check as a class activity. Try the following procedure:

Teaching Tip	1. On the board: Descriptions: School subjects: Days of the week: 2. Have all Ss stand. 3. Tell Ss that if they can tell you a word that can be placed under one of these titles, they can sit down. T: Raise your hand when you are ready to speak. A word can only be used by one person. The S who raises his or her hand first gets to speak first. 4. Write the words under the appropriate titles on the board. 5. Continue the activity until all Ss are seated if possible.
Answers	1. Answers will vary. 2. Answers will vary. Sample answers: 1. <u>What</u> is your favorite subject? <u>My favorite subject is Chinese.</u> 2. <u>Why</u> do you like it? <u>Because it is interesting.</u> 3. <u>Who</u> is your music teacher? <u>My music teacher is Mrs. Wang.</u> 4. <u>When</u> is your math class? <u>My math class is on Tuesday at 1:00 p.m.</u>

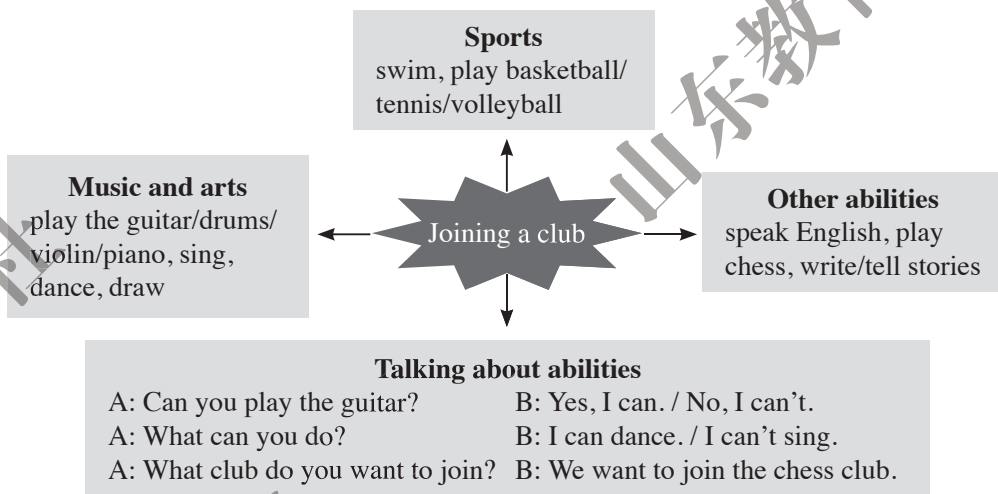
Unit 3 Can you play the guitar?

一、教学目标与要求

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

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

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分通过图文导入俱乐部招聘以及学生应聘的情境，并在此情境中输入谈论能力、介绍及选择俱乐部等相关句型和重点词汇，以及招聘海报的典型文本。

1a-1c是本单元的导入部分。1a通过主题图集中呈现有关才能及俱乐部名称的核心词汇和句型，主题图展现的是学校俱乐部招募新成员的场景，为本单元语言交流提供了一个真实的语境。1b以听力训练的方式呈现谈论才能以及选择加入俱乐部的核心句型。1c是一个控制性较强的两人小组活动，巩固1a和1b出现的词汇和句型。

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

听力活动也区分了层次。2a需要学生圈出关键俱乐部名称, 2b考查的内容更加具体。2c是针对听力内容的简单对话。2d以“加入俱乐部”为话题, 提供了一个语境完整、内容丰富的对话, 自然呈现本单元的核心句型, 为学生进一步输出语言提供了口语范例。

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

SECTION A 教学建议

活动1a

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

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

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

活动1b-1c

1. 听力教学也可以因材施教。对于基础较弱的学生, 完成1b的听力练习即可。学生听第一遍录音, 整体感知三组对话的语境, 并能区分其中一组与另外两组对话的明显差异, 完成1b的任务。请学生说出每组对话的编号, 以检查学生完成情况。通过追问, 让学生说出其判断的依据。A: Can you swim? B: No, I can't. 这组对话简短、清晰, 学生很容易听出来, 另外两组对话很相似, 容易混淆, 学生关键要听清楚club的类型: art和music, 或者听清楚两个动词draw和sing也可以。教师应引导学生运用抓关键词的学习策略完成听力任务。对于基础较好的学生, 可以训练学生听后做笔记。做笔记时要记下关键词, 教师可以给学生做一个示范, 如听完第一个短对话, 可以记下这些关键词: music, sing, yes。第二个对话的关键词有swim, no/can't。第三个对话的关键词有art, draw, yes/can。
2. 巩固听力内容。因排序活动比较简单, 学生的听说训练有限, 可以进一步设计几

个问题，让学生听第二遍录音后回答。如：

- 1) In Conversation 1, what club does the girl want to join? Can she sing?
- 2) In Conversation 2, can the boy swim?
- 3) In Conversation 3, what club does the girl want to join? Can she draw?

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

3. 听录音跟读，模仿语音语调。还要提醒学生注意哪些词重读，哪些词弱读。
 4. 学生两人一组练习 1b 中的对话。也可稍微扩展，让学生根据自己的情况选择适合的俱乐部。
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活动 2a-2c

1. 听前预热。在放录音前，让学生看图及活动要求，为后面有目的地听做准备。如：看图可以知道对话发生的场景，并且知道自己听后需要做什么。教师可问学生：What are the people probably talking about? 答案是：They're probably talking about what clubs they want to join.
2. 完成听力任务 2a。2a 中的选项都是以 club 结尾的短语，故学生只需听清 club 前的单词即可。招聘者询问爱好、才能时还会重复某些词汇，如 chess, music 等，故在完成此听力任务时要引导学生关注某些重复的关键信息。播放一遍录音，让学生独立核对答案。然后三人分别扮演 David, Lisa 和 John，开展小组对话活动。最后，请几组示范朗读。
3. 完成听力任务 2b。放第二遍录音前，也需让学生看清楚活动要求和所提供信息。有些空根据上下文大致能猜测出来，但需要听后才能准确判断。
4. 巩固听力内容。就第二个对话可设计一些问题，如：
 - 1) What club does Bob want to join at first?
 - 2) Can Mary sing and dance?
 - 3) Can Bob play chess?
 - 4) What club do Bob and Mary want to join at last?
5. 听录音并跟读模仿，然后可让学生分角色朗读、表演对话。
6. 通过变换人称进行输出训练。教师可把一些关键词写在黑板上，如：

Lisa chess can't play chess
Bob English likes English
Mary and Bob music like music

Mary can sing and dance

让学生根据这些关键词进行问答练习，如：

S1: What club does Lisa want to join?

S2: She wants to join the chess club.

S1: Can she play chess?

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

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

活动 2d

1. 理解对话大意。让学生读对话，或放录音让学生听对话，在学生读或听之前提几个关键问题以检测理解。
 - 1) What club does Bob want to join?
 - 2) What club does Jane want to join?
2. 理解对话细节。让学生再读或再听一遍对话，教师再提几个细节问题，如：
 - 1) What sports can Bob play?
 - 2) Can Jane tell stories well? How do you know?
 - 3) Does Jane like to draw?
3. 处理关键生词和短语。这个对话里包括两个生词 tell 和 stories，还有一个常用短语 be good at。教师可设计更多情境训练这些词和短语。T: Is Jane good at telling stories? S1: Yes, she is. T: "Jane is good at telling stories" means "She can tell stories well and her friends like to listen to the stories told by her." Are you good at telling stories? S1: No, I'm not. T: What are you good at? S1: I'm good at *sing*. T: You're good at SINGING. Good. What about you? Are you good at singing? What are you good at? S2: ...
4. 让学生听对话并跟读，模仿语音语调。
5. 操练对话。为了使操练更有趣味，可以采用游戏 (Disappearing dialog) 的形式。教师先把完整对话写在黑板上，让学生独立或分角色读两遍。然后每行擦掉一些关键词，让学生依次说出完整的句子。待学生能准确说出被擦掉的词后，再擦掉更多的词，看学生能否补回来。

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

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

语法内容介绍和活动建议

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

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

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

语法部分具体教学建议如下：

1. 让学生观察 Grammar Focus 表格，并提出下列问题让学生边观察边思考：

- 1) can 后的动词形式有什么特点？
- 2) can 随人称变化而变化吗？
- 3) can 的否定形式是什么样的？有缩略形式吗？
- 4) can 在一般疑问句和特殊疑问句中需要借助助动词吗？

2. 学生先自己观察，然后两人一组讨论上面的问题。

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

以操练。本册第四单元出现的情态动词 have to, must 也是一样，后面动词都接原形。

- 2) 情态动词 can 没有人称的变化，即：不管主语是什么人称，can 及后面动词不会变化。
 - 3) 情态动词 can 的否定式是在其后直接加 not，即：can not，可缩略成 can't 或 cannot。
 - 4) 情态动词 can 的疑问句不用借助助动词，应将 can 直接提前，变为疑问语序。
-

活动 3a

1. 学生独立完成 3a 的组句练习。让学生先口头把这些短语组成句子，然后再把完整的句子写下来。教师应提醒学生注意连接词 but 的用法，即：它表示前后两个句子的意义对比。学生还要注意句子的书写规范，句首第一个字母应大写，句末要用标点符号。
2. 为提高活动的挑战性，教师可读出这些短语，让学生听后两人一组编小对话。如：
T: Wu Jun / speak English / speak Chinese
S1: Can Wu Jun speak English?
S2: No, he can't, but he can speak Chinese.

活动 3b

1. 让学生看活动要求和招聘海报，并处理生词 wanted, show, or, talk。教师可以通过提问，让学生根据上下文猜测这些词的词义：这些词是什么词性？大概是什么意思？碰到生词，不要立即将中文词义告诉学生，而要先通过看上下文猜测词性和词义。教师还可提示学生，show 用作名词表示“表演”时，常与其他词连用，如：talent show 才艺表演，talk show 谈话节目，game show 游戏节目。
2. 广告填空。学生需要通过上下文填入合适的词语。请几个学生朗读海报，全班核对答案。教师可设计几个问题检测学生对海报内容的理解：
 - 1) What kind of show do they want to have?
 - 2) What kind of students do they need?
 - 3) If you want to join the show, who do you need to talk to?
3. 让学生大声朗读海报，引导学生归纳海报的基本要素，包括：标题、正文（活动名称、应聘者所需才能、活动联系人）、与之匹配的图片等。

活动 3c

1. 活动前预热。教师出示李连杰、成龙、甄子丹的图片并提问：Who are they? What can they do? 以教学短语 kung fu。教师再问：Can you do kung fu? Who can do kung fu? 让学生在回答中练习使用新短语。教师接着导入该活动：Li Xin can do kung fu,

so he can join the school show. Look at the poster. When is the school show? Where is it? 让学生阅读海报, 并回答问题。教师进一步提问: Do you want to join the school show? Ss: Yes! T: What can you do?

2. 小组调查。根据学生座位情况, 把学生分成3-6人小组, 每个小组选一名学生为调查者, 分别询问每个成员: What can you do? 再选一名学生为记录者, 写下调查结果, 完成表格。再选一名汇报员, 待调查结束后汇报结果。
3. 汇报结果。汇报员向全班汇报小组的调查结果, 如: In our group, Monica can dance. Paul can't dance but he can tell stories ... 为了让其他学生认真听, 教师可在汇报之前提出要求: What does your classmate say? I'll ask you some questions, or I'll ask you to retell what your classmate says.
4. 布置笔头作业。可让学生将本组调查内容写下来, 形成一个笔头汇报, 这样可以训练学生写作基本功, 加强单词拼写、句子书写规范和组织小语篇的能力。

SECTION B 内容介绍

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

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

2a-2c是一个阅读任务链活动。2a是一个读前活动, 有三个短小片段, 是关于三个学生对于自己能力的自我介绍, 与2b阅读文章紧密相关。2b是三则招聘广告, 阅读活动渗透了概括篇章大意的阅读策略。2c活动将读前活动与阅读文章联系起来, 让学生为招聘广告选择合适的招聘对象。

3a-3b是一个过程性写作训练板块, 在前面听、说、读的基础上, 让学生尝试简单的语言输出。3a是一个控制性写作练习, 要求学生用方框中所给的词汇完成学校音乐节招聘广告。3b要求学生为学校某项活动制作招聘广告或海报, 这不仅是一个开放性的写作, 也涉及到广告这一特殊文体的创作, 它包含该文体所需要的基本要素, 如: 应聘者能力要

求、联系方式,以及个性化的设计,如绘画、书法等其他元素。招聘广告或海报的制作是对学生综合能力的训练,也是对学生创新能力的实践。

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

SECTION B 教学建议

活动 1a-1c

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

活动 1d-1f

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

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

2. 听力训练。播放 1d 听力材料一遍，让学生圈出所听单词。请个别学生朗读所圈单词，给全班核对答案。
3. 引导学生理解 1e 任务，教师提示：The teacher is talking to three students, Bill, Cindy and Frank. What can Bill do? What can't he do? How about Cindy and Frank? 播放一遍录音，让学生听并填表。因为一个人物需听两项任务 can 与 can't，又因填的内容 play the guitar, play the drums, sing or dance 都较长，故该听力有一定难度，可再播放一遍录音。教师可提醒学生做此类听力练习时不必将较长答案完整地填入，只需做上自己清楚的标记即可，以免在写的过程中漏听后一段的听力内容。
4. 是 can 还是 can't? can 的肯定和否定形式在美音里差别很小，不仔细听很难听出区别。建议学生多听并感受区别，另外还可以根据上下文判断。教师可把这些句子写在黑板上，让学生选择肯定或否定形式。

1) A: Can you sing?

B: No, I _____. But I _____ play the guitar.

2) A: What can you do?

B: I _____ sing and I _____ play the drums.

3) A: Can you play the piano?

B: No, I _____. Frank _____ play the piano.

4) A: Frank, can you play the piano?

B: Yeah, I _____ play the piano, but I _____ sing or dance.

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

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

■ 拓展活动：小组造句竞赛

1. 教师呈现单词: can, can't, and, but, dance, swim, sing, play chess, paint, speak English, play the drums, play the piano, play the violin, play ping-pong, 并将班级分成男生、女生组或者四个大组, 开展造句竞赛。
 2. 让学生使用 and 或 but, 用所给词汇造句, 在规定时间内将所造句子写在纸片上, 写出正确句子多的小组获胜。如: Jill can dance, but she can't paint. Victor can speak English, and he can play the violin.
-

活动 2a-2c

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

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

2. 快速阅读, 抓关键词。限时阅读是培养学生快速阅读的有效方法。教师可给学生限定时间, 如 2-3 分钟, 让学生快速读完这三则招聘广告, 然后给广告选择适当的标题。这个阅读活动实际上训练了学生把握语篇主旨的能力, 尤其是抓住语篇关键词的能力。快速阅读全文, 并能通过关键词了解文章大意是比较重要的阅读技巧。关键词包含最重要的信息。可以先让学生找出关键词, 然后再跟同学讨论。教师可以第一个广告(左边)为例, 把这个广告的关键词板书到黑板上, 然后让学生快速读完后面两篇, 并说出关键词, 把这些关键词一并板书在黑板上的表格里。

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

学生可以通过这些关键词判断哪个是最合适的标题。

3. 再读三则广告, 着重细节理解。教师可充分利用这些教材资源, 精心设计一些阅读练习, 让学生细读、熟读这些广告, 并为后面的撰写广告、海报作铺垫。教师可设计如下问题:
 - 1) If you want to help old people, what telephone number can you call?
 - 2) If you want to help with sports for English-speaking students, who can you call?
 - 3) When does the school need people to help teach music to students?

4. 巩固语言知识。本单元阅读文章有不少常用词汇和短语，如：old people's home, be free, be good with old people, English-speaking students, help with 等，需引导学生去关注和学习。教师可让学生根据语境去猜测这些短语的意义，并用另一种表达法说出短语的意思，如：Are you free in July? 就相当于 Do you have time in July? 注意：be good at 与 be good with 的用法是有区别的。be good at 表示“擅长”（be able to do sth. well），后面可接名词或动词的-ing 形式。be good with 表示“善于”（deal well with），后面一般接名词。
 5. 读后配对。教师出示活动 2a 中 Peter, Alan, Ma Huan 的图片和自我介绍并提问：What can Peter do? Which ad is he interested in? 让学生再读广告和三人的介绍，为他们寻找适合的招聘广告，将广告标题的序号写在 2c 相应的人名后面。
 6. 教师组织学生三人小组讨论：What can you do? Which ad are you interested in? 最后，请学生给全班作简短汇报，如：I like playing chess very much and I'm good at talking. I think I can help old people, so I want to go to the old people's home.
-

活动 3a-3b

1. 写前预热——处理核心词并解释情境。教师出示 Jay Zhou 的照片并介绍：This is Jay Zhou. He's a good musician. 然后板书 music → musician 并教学该单词：T: Who's your favorite musician? S1: My favorite musician is ... S2: My favorite musician is ... 通过问答让学生理解该词汇的意思并在使用中巩固，最后导入 3a 语境：There's a music festival at a school. They want some musicians. Here's their ad.
2. 让学生阅读广告并用方框中的单词填空，然后请一个学生朗读完整的广告，并给全班核对答案。
3. 为学校某项活动设计一个宣传海报。可以采用小组活动形式，学生四人一组，先讨论要设计什么活动的海报。教师可提供一些选择，如：school trip, school art festival, English contest 等。这是一个融合英语、美术、语文等多学科的综合实践活动，它培养了学生收集信息、处理信息的能力，以及语言表达能力和美术编辑能力。
4. 海报制作完成后，让学生互相欣赏、评价，教师组织学生评选出最优秀的十张海报并张贴在墙报上。

SELF CHECK 内容介绍和活动建议

活动 1

1. 该活动将 abilities 分成四个类别，再按类别罗列出具体的各项能力，以此复习有关 abilities 的词汇。因为涉及 abilities 的词汇很多，完成整个列表需要花费很多的

时间,教师可以将全班分成四个组,每个小组分别以abilities的四个类别来分,如Music and Arts, Languages, Sports, Other Abilities。各小组成员讨论并填写所负责的能力类别的具体词汇。

2. 教师请四个小组的代表将所收集的词汇写在黑板上,其他同学将未收集的词汇转抄到课本上,其他小组补充。最后,教师领读,全班朗读记忆。
3. 教师设计游戏:两分钟时间内,说出有关abilities的词汇最多的同学获胜。因为全班游戏所需的时间较多,教师可以组织学生先在四人小组内做这个游戏,让全班学生都有参与的机会。

活动2

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

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

活动3

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

■ 拓展活动:我的表演,我能行!

活动目的:以英语学习为媒介,以英语课堂为舞台,给学生展示才能的机会。

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

活动步骤:1. 通过抽签,让学生到讲台前谈论自己的才能。

2. 让学生简单展示自己的才能。

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

4. 请表演的同学抽出下一位上台的学生。

活动简评:本活动将表示才能的语言与动作结合起来,通过组织生动活泼的表演,促进学生的英语学习,尤其是让学生更好地理解本单元最重要的词汇can的意思。同时,该活动能够营造宽松的学习氛围,提高学生的音乐素养和文化素养。

四、语音教学建议

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

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

1) 元音字母u的发音

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

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

2) 元音字母组合ar, er, ir, or, ur的发音

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

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

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

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

3) 字母组合ph, sh, th, tch, wh的读音

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

(1) 这些字母组合一般发什么音？

(2) 你还能想起哪些单词符合这些规则？

举一反三。让学生写出这些单词的发音。

physics fresh shake earth method than kitchen whatever everywhere

2. 朗读技巧——情态动词can, can't在句子中的重读及弱读

1) 看句子归纳。让学生朗读本单元语音部分的句子，注意情态动词can的重音标注，

并提两个问题让学生思考：can在什么情况下重读，在什么情况下弱读？可以看出，can的肯定式一般弱读，can的否定式can't一般要重读。注意：can的肯定式在强调的时候也可重读，如：He can't swim, but I can.

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

I _____ sing, but I _____ dance.

They _____ speak English, but they _____ speak Chinese.

- 3) 练一练。让学生试着朗读本单元中包含can的句子，看其重音是否读得正确。

3. 语音补充练习

- 1) 绕口令 (Tongue twisters)

(1) Can we **watch** the **chess match** on the first **Tuesday in March**?

/tʃ/ (spelling **ch, tch**)

(2) Can you **finish** writing a **short** story, and **then show** it to me?

/ʃ/ (spelling **sh**)

- 2) 歌谣 (Chants)

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

/w/ (spelling **wh**) **what**

/ju:/ (spelling **u**) **music**

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

/ð/ (spelling **th**) **they, them, another**

五、课文注释

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

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

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

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

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

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

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

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

- 1) 将词语直接合并, 连写成一体。如: classroom, weekend, notebook, basketball, homework, birthday 等;
- 2) 用连字符“-”连接, 使之形成一体。如: English-speaking, 10-year-old, clean-up 等;
- 3) 词语保持分离, 各自独立, 但计作一个独立的单词。如: family name, pencil case, computer game, school ID card, birthday cake, soccer ball 等。

许多学生无法分清合成词到底应当连写、使用连字符, 还是独立分写, 明智的办法是不断求证词典进行核实。但即便如此, 许多合成词还是有多种通用的形式, 例如, ice cream 就亦有 ice-cream 的形式见诸使用 (Leech et. 2001:96)。当代美语中使用连字符或将两词相连的情况要比英国英语少见得多 (Crystal 1995:129)。因

此，教师对合成词拼写结构的态度应在鼓励、坚持基本原则（典型词典拼写形式）的前提下具有接纳性眼光，持宽泛包容的态度。

六、文化注释

各种各样的学校社团和活动

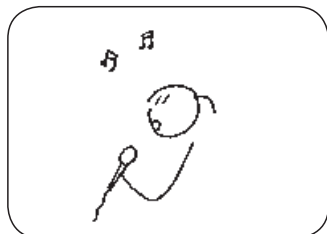
全球各地，无论政治体制、宗教信仰、文化理念等的区别，各类学校组建社团、兴趣小组，安排多彩活动来丰富学生们的学校生活是共通的，但在不同文化习惯下，名称取舍和用词方面有变化。因此，英语中某一词汇与我国学校中的组织或活动名称的字面意义未必对等，需要采取变通的方法翻译。例如：club一词在词典中的基本含义为“俱乐部”，英美中小学中就有名目繁多的clubs，实际上就相当于我国学校的各类“兴趣小组”。再如，我国学校每年一度的“运动会”就相当于英美学校中的Sports Day或Sports Meet（并非Sports Meeting）。

以下是中外学校中均常见的社团和活动表达法：

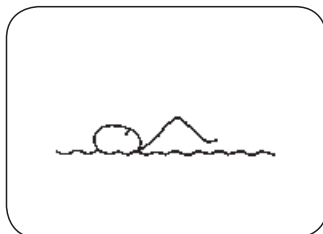
	英美国家表达方式	我国表达方式
学校社团	sports club soccer/basketball/... club art/music club Chinese/English/math/... club story telling club Student Sports Center dance/singing group school team	体育小组 足球/篮球……兴趣小组 美术/音乐兴趣小组 汉语/英语/数学/……兴趣社 故事会社 学生运动中心 舞蹈/合唱团 校队
学校活动	School Day Sports Day school/talent/talk show art/music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

七、教学简笔画

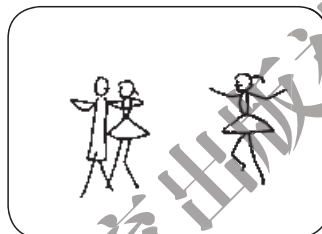
1. sing



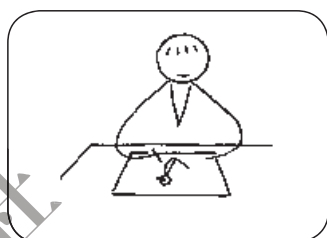
2. swim



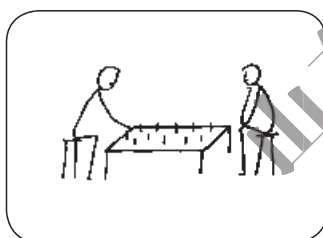
3. dance



4. draw



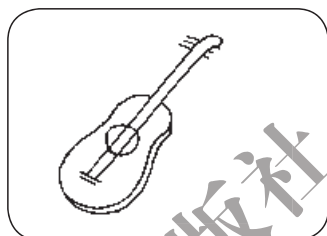
5. play chess



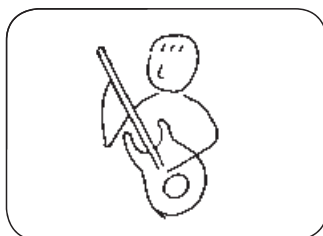
6. speak English



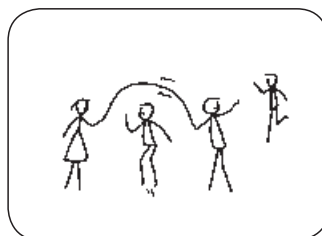
7. guitar



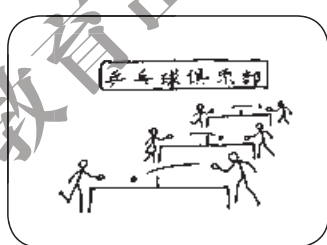
8. play the guitar



9. join



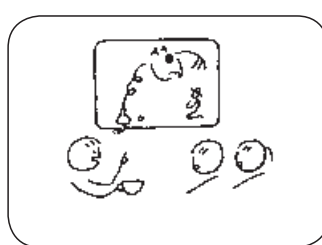
10. club



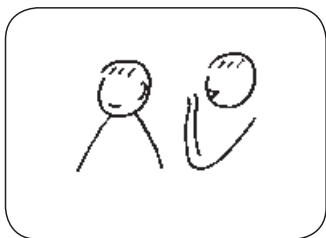
11. write



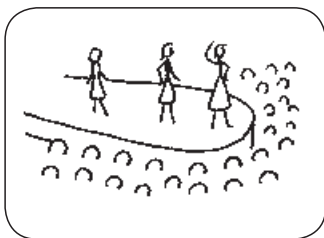
12. tell a story



13. tell



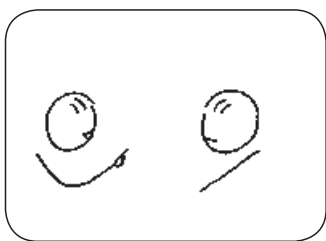
14. show



15. or



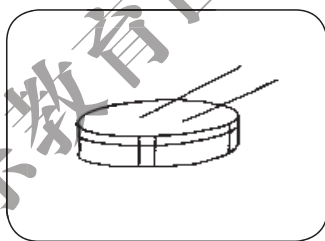
16. talk to



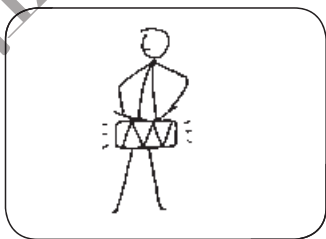
17. kung fu



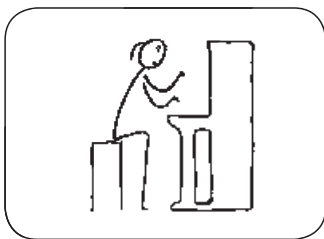
18. drum



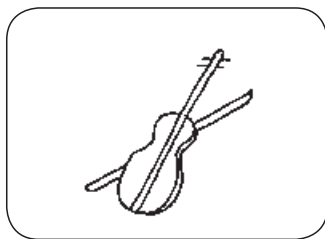
19. play the drum



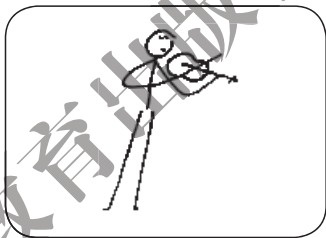
20. play the piano



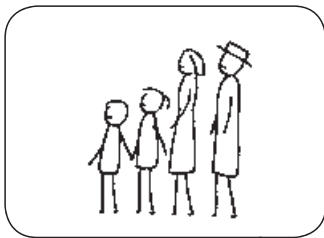
21. violin



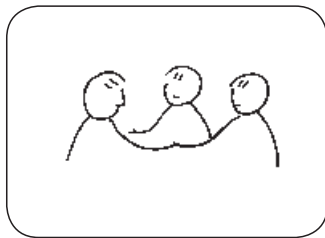
22. play the violin



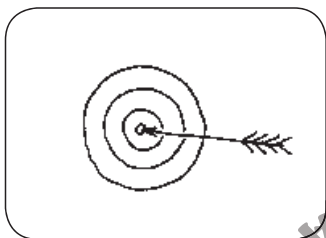
23. people



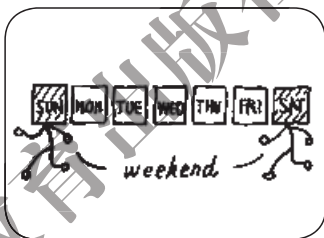
24. make friends



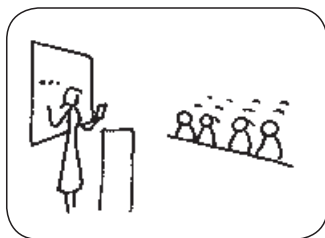
25. center



26. weekend



27. teach



Unit 3 Can you play the guitar?

SECTION A

1a

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

1b

Purpose	To help Ss recognize the target language in natural speech		
Optional Approach	Missing Words Challenge In 1b challenge Ss by rewriting similar conversations on the board, but leave out some words. Follow this procedure: 1. Choose two similar conversations from a listening <table><tr><td>A: I want to join the art club. B: Can you draw? A: Yes, I can.</td><td>A: I want to join the music club. B: Oh, are you singing? A: Yes, I can.</td></tr></table>	A: I want to join the art club. B: Can you draw? A: Yes, I can.	A: I want to join the music club. B: Oh, are you singing? A: Yes, I can.
A: I want to join the art club. B: Can you draw? A: Yes, I can.	A: I want to join the music club. B: Oh, are you singing? A: Yes, I can.		

Optional Approach	2. Write either option 1 or option 2 on the board Option 1. Some words missing <table border="1" data-bbox="501 272 1245 473"> <tr> <td> A: I want to join the _____ club. B: Can you _____? A: Yes, I can. </td><td> A: I want to join the _____ club. B: Oh, can you _____? A: Yes, I can. </td></tr> </table> Option 2. First letters of words <table border="1" data-bbox="501 534 1245 856"> <tr> <td> A: I w _____ t _____ j _____ t _____ a _____ c _____. B: C _____ y _____ d _____? A: Y _____, I c _____. </td><td> A: I w _____ t _____ j _____ t _____ m _____ c _____. B: O _____, c _____ y _____ s _____? A: Y _____, I c _____. </td></tr> </table> 3 Have Ss listen for differences in the recording to help them identify and match the incomplete conversations on the board. Also, have Ss listen and complete the conversations by filling in the blank.	A: I want to join the _____ club. B: Can you _____? A: Yes, I can.	A: I want to join the _____ club. B: Oh, can you _____? A: Yes, I can.	A: I w _____ t _____ j _____ t _____ a _____ c _____. B: C _____ y _____ d _____? A: Y _____, I c _____.	A: I w _____ t _____ j _____ t _____ m _____ c _____. B: O _____, c _____ y _____ s _____? A: Y _____, I c _____.
A: I want to join the _____ club. B: Can you _____? A: Yes, I can.	A: I want to join the _____ club. B: Oh, can you _____? A: Yes, I can.				
A: I w _____ t _____ j _____ t _____ a _____ c _____. B: C _____ y _____ d _____? A: Y _____, I c _____.	A: I w _____ t _____ j _____ t _____ m _____ c _____. B: O _____, c _____ y _____ s _____? A: Y _____, I c _____.				
Answers	2, 3, 1				

1c

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

2a

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

2b

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

2c

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

2d

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

GRAMMAR FOCUS

3a

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

3b

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

3c

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

■ Optional Activity: Find Someone Who Can

Purpose	To help Ss master the target language and present their ability.

Procedure

1. On the board

A: Can you _____?	
B: Yes, I can. / No, I can't.	
Find someone who can _____	
do kung fu	sing a pop song
tell a funny joke	speak three languages
perform a traditional dance	tell a scary story
sing a Chinese opera song	draw a picture of a dragon
make a paper airplane	_____

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

SECTION B

1a

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

1b

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

1c

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

1d

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

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

1e

Purpose	To give Ss practice in listening for specific items in conversations.												
Teaching Tip	Names, Gender and Voices Before 1e, have Ss predict whether the names of the speakers are male or female names, as knowing whether a speaker is male or female can make a listening activity easier. Write the three names of the speakers on the board and ask Ss to raise th ir h and if th ey th ink th ese names are male or female. Tell Ss th e correct answers b efore p laying a recording.												
Answers	<table><tr><td></td><td>can</td><td>can't</td></tr><tr><td>Bill</td><td>play the guitar</td><td>sing</td></tr><tr><td>Cindy</td><td>sing, play the drums</td><td>play the piano</td></tr><tr><td>Frank</td><td>play the piano</td><td>sing or dance</td></tr></table>		can	can't	Bill	play the guitar	sing	Cindy	sing, play the drums	play the piano	Frank	play the piano	sing or dance
	can	can't											
Bill	play the guitar	sing											
Cindy	sing, play the drums	play the piano											
Frank	play the piano	sing or dance											

1f

Purpose	To provide speaking practice with the target language.
Teaching Tip	Yes, but ... No, but ... Before 1f, teach Ss some useful sentence patterns. On the board Can he _____? He can _____, but he can't _____. Yes, he can, but he can't _____. He can't _____, but he can _____. No, he can't, but he can _____. Repeat each sentence pattern several times as a class, filling in the blank with different activities each time.

2a

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

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

2b

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

2c

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

3a

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

3b

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

SELF CHECK

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

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

■ Optional Activity : Review with a Lost and Found Scenario

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

Procedure

- Have Ss working in groups.
- On the board

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

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

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

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

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

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

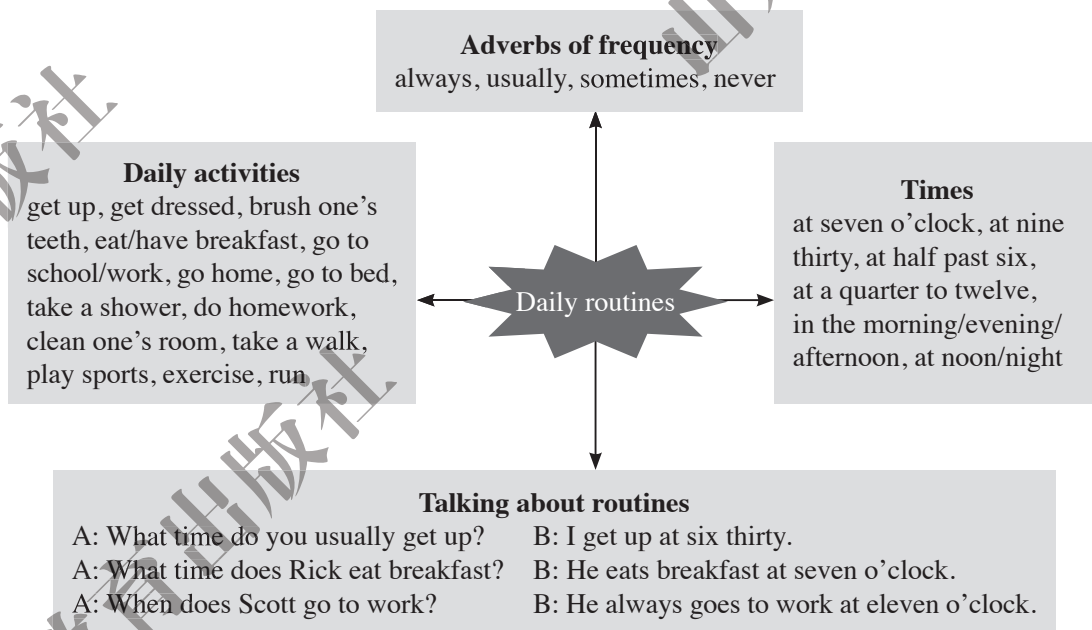
Unit 4 What time do you go to school?

一、教学目标与要求

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

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

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

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

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

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

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

SECTION A 教学建议

活动 1a-1c

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

1. 教师通过动作表演(自己表演或安排学生表演),口头呈现课本词汇并板书,如: Look! What am I doing? I'm going to school. I go to school in the morning.(然后板书 go to school)。1a中表动作的短语也可通过简笔画来呈现。
2. 要求学生打开书本,观察图画,并按书本要求完成1a活动。教师逐个出示图片,并带读这些短语。
3. 教师再次通过动作开展情景猜测游戏: Guess what I am doing?或Guess what she/he is doing?
4. 听前准备。在学生听简单对话前,需让学生了解英语时刻表达法。教师可利用教具,如时钟,向学生介绍英语时刻的表达方法,或通过画在黑板上画钟表来表达时间: What time is it? It's ...(主要教授小时加分钟的表达法,如: six thirty, five fifteen等,无需引入past, to的概念。)然后要求学生看课本图画,从12:00开始以顺时针方向读出时间。
5. 听力教学。听力教学不只是局限于完成书上听力活动,而是要切实提高学生的听力能力。建议教师让学生养成听后做笔记(note-taking)习惯。对于不同层次的学生,要求可不一样。对于基础好的学生,可让学生记下听力主要内容,如:

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

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

6. 听后问答。让学生两人一组就记下的信息进行问答。

S1: What time does Rick usually get up?

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

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

7. 试当小记者。教师安排学生结对活动，要求学生参考1a内容，完成1c活动。1c口语输出活动不宜花太长时间。对于基础好的学生，可以不拘泥于听力内容，创造性进行回答。

.....

活动 2a-2c

1. 听前预测。让学生观察2a的图画和2b表格，并就图画展开讨论，这本身就是真实的听说练习：
 - 1) How many children can you see in the picture?
 - 2) How many boys are there in the picture? And how many girls are there?
 - 3) What are the boys' names?
 - 4) What are the girls' names?
2. 教师播放第一遍录音，学生完成2a任务。最后，教师还可问几个问题：
 - 1) Does Jim have a big family? Why do you think so?
 - 2) Is it difficult for Jim's family to take showers? Why or why not?
 - 3) What does the word "schedule" mean?
3. 教师继续播放第二遍录音，学生完成2b任务。这个活动可以训练学生听关键信息和记笔记的技巧。在这段听力中，关键信息就是时间，写时间时只需写数字。数字听写对于中国学生是个难点，特别是整十和十几的数字学生容易弄混，如：thirty与thirteen, fifty与fifteen。教师在课堂上可多进行数字听写练习，让学生加强数字音形之间的联系。
4. 师生核对答案。

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

5. 让学生二人结对或多人组合，简单介绍自己的日常活动。教师可提供一些参考问

题，以缓解学生压力，加强活动的操控性：

- 1) What time do you usually get up?
- 2) Do you get dressed quickly?
- 3) Do you have breakfast at home or at school? What time do you have breakfast?
- 4) What time do you usually go to school?
- 5) When do you do your homework?

最后，教师选择一些学生向全班做汇报。

活动 2d

1. 处理生词。这个对话生词较多，建议教师先处理一些关键生词，如：job, work, station 等。处理生词时最好给出语境，例如：教授生词 station 时，教师可结合书上配图给出例句：Look at the picture. What does the man do? He works at a radio station. Perhaps he is a DJ. He plays music for people.
2. 理解对话大意。让学生读对话，或放录音让学生听对话，在学生读或听之前，教师可设计几个问题，检测学生对这个对话的理解：
 - 1) Does Scott have an interesting job? Why do you think so?
 - 2) When does he get up? Does he get up in the morning or at night?
 - 3) When does he eat breakfast? Why does the interviewer say that it is a funny time to eat breakfast?
3. 让学生听录音跟读，模仿对话语音语调。然后让学生分角色朗读。教师还可采用 Disappearing dialog 的操练形式，通过游戏让学生巩固对话内容。
4. 让学生自由结对表演对话。学生短时间内记住对话内容有困难，教师可在黑板上写下一些关键短语，以帮助学生，如：

has an interesting job

work at a radio station

get up

eat breakfast

exercise

go to work

be late for work

语法内容介绍和活动建议

这一部分是对本单元语法要点的梳理和巩固性训练。本单元重要语法点包括：

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

在以上内容中，掌握语序是学生正确运用所学语言现象的关键，它包括疑问语序（疑问倒装），以及频度副词在句中的位置。同时，一般现在时单数第三人称的动词词尾变化

是另一个难点。教师应鼓励学生探究、归纳，提升他们的语法意识。

Grammar Focus 列出本单元出现的关键句型，让学生根据例句归纳语言规律。3a 练习三个频度副词。3b 更加开放，要求学生笔头造句，灵活运用频度副词介绍自己的日常生活习惯。3c 是一个小组活动，练习本单元关键句型 What time do you ...? 及核心动词短语。

语法部分具体教学建议如下：

1. 教师可提出一些问题，让学生根据 Grammar Focus 中例句，有目的地发现规律。教师可板书或利用多媒体呈现表格中的关键语句，同时要求学生思考下列问题：
 - 1) what time 和 when 均就时间提问，它们的回答有何异同？
 - 2) 频度副词 (usually, always, never) 与动词的位置有何关系？
 - 3) 在特殊疑问句中，单数第三人称 (he, she) 和其他人称动词在形式上有什么差异？
 - 4) 在答语中，单数第三人称 (he, she) 和其他人称动词在形式上有什么差异？
2. 教师将全班学生分为四组，每一小组就以上一个问题进行重点研讨。最后，让学生汇报自己的发现，教师点评、补充，并归纳如下：

- 1) 对 what time 和 when 所提问题，均需回答是何时间，不同点是 what time 问题的回答仅仅为时刻，而 when 问题的回答还可以是更加笼统的时间，如：on Sundays, in the morning 等。

- 2) 频度副词常位于实义动词之前，be 动词之后。

- 3) 在问句中，单数第三人称 he, she, it 前用助动词 does，其他人称用 do。

- 4) 在答语中，单数第三人称动词后会加词尾 -s，而其他人称则用动词原形。

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

活动 3a

1. 学生独立完成活动 3a，然后两人一组读出对话，其他学生检查答案。
2. 为了帮助学生养成认真倾听的习惯，可让他们听后复述，待别人读完对话后就可问他们：What time does he/she get up? 或 What time does he/she have breakfast?

活动 3b

1. 教师用 always, usually 和 never 三词口头介绍自己的日常活动习惯，给学生提供更多输入和示范：Now, class, do you know what I always do at seven o'clock in the morning? Do you want to know what time I usually go to bed? Can you guess what I never do on school days? Okay, let me tell you. I **always** eat breakfast at seven o'clock in the morning. I **usually** go to bed at ten thirty at night. I **never** watch TV on school days, because I don't have time for that.

2. 要求学生完成 3c 任务: Now, I'd like to know about you. Can you write something you always do, something you usually do, and something you never do? Please finish Activity 3a. You have five minutes.
3. 让学生两人问答。

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

always usually often sometimes never



频度副词通常在语句的中位。如:

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

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

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

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

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

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

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

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

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

I feel depressed **sometimes**.

活动 3c

1. 教师提出要求并分组, 或让学生自己结成小组, 并选择采访对象。
2. 学生完成 3d 采访任务, 填表以获得书面结果。
3. 学生轮流汇报采访结果, 如: I asked three classmates about their daily activities. Zhao Wen gets up early on weekends. He gets up at seven. He often exercises at about eight in the evening ... 在活动中, 教师应提醒学生用完整的句子进行提问及回答。教师还可利用学生已填好的表格, 要求他们课后写一份“采访报告”, 作为书面作业交上来。

SECTION B 内容介绍

在知识层面上, Section B 是 Section A 的深化和拓展, 例如: 本部分介绍了更复杂的

时间表达法 (to 和 past); 在语言技能层面上, Section B 在进一步训练、发展听说技能的基础上, 重点转向读写技能及语言综合素养的培养及提升。

这一部分可分为两个板块, 第一板块 1a-1e 以听说为主, 1a 和 1b 拓展了时间表达法及日常活动词汇; 1c-1d 训练学生的听说技能。第二板块 2a-3b 以读写为主, 2b 和 3a 阅读材料进一步加大目标语言的输入量; 2c 和 3b 旨在发展学生笔头语言输出的水平。

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

活动 2a-2c 为阅读教学, 是本单元的重点。此部分采用“读前”、“读中”和“读后”设计。开展教学时, 教师应将它们作为一个整体, 由一个任务自然过渡到下一项任务, 一气呵成, 切忌将其逐一分裂开来。2a 是一项读前预热活动。2b 是读中活动, 包括两个层次不同的活动: 第一个问题检测文章的主旨大意, 第二个问题涉及文章的具体细节。2c 活动为读后任务, 其主题仍然为“健康生活习惯”, 但训练的侧重点由“读”过渡到“写”上。本篇阅读材料以第一人称描述兄妹两人的生活习惯, 情感目标明确, 教师应注意利用契机, 引导学生关注健康生活, 培养良好生活习惯。

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

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

SECTION B 教学建议

活动 1a-1b

在这一环节的教学中, 教师应当明确下面几点:

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

其二, 教师应注意引导学生观察、发现、总结英语时间的排列顺序, 培养学生的

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

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

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

活动 1c-1e

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

我们建议教师布置预习任务，让学生课前自主学习 1c 中的短语，并把有关日常活动的动宾短语总结在一张纸上，带到课堂备用。

1. 教师布置课前预习任务，让学生预习 1c 中的短语，并将本单元同类型表述书面总结出来。
2. 检查课前预习任务，让学生读出所总结的短语。

3. 填表归类。教师呈现如下表格, 要求学生将课前总结的短语再次分类。

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

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

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

- 1) Who is talking about his day?
- 2) Does Tom get up early? When does he get up?
- 3) When does he exercise, in the morning or in the evening?
- 4) What sports does he do every day?

教师播放第一遍录音, 学生带着问题去听, 听后简略回答问题。

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

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

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

活动 2a-2c

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

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

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

上述讨论交流渗透了阅读课文中的部分生词，为学生顺利阅读铺平道路。

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

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

阅读速度慢是中国学生常见的问题之一，读得慢并不意味着理解正确率高，反而说明未能理解，原因在于阅读速度快的学生有时间琢磨自己不懂的地方。造成读得慢的原因有：逐字默读；反复回读；没有养成按意群读的习惯。如：

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

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

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

如果逐词读，这两句话有 17 个词（缩略词 it's 算一个词），意味着眼睛视距为一个词，眼睛停顿 17 下。但如果按句子 B 中标注的意群读，眼睛只需停顿 7 下。待学生阅读能力提高后，还可让他们加大视距，按句子 C 标注的更大意群读。训练学生快速阅读是教师的首要任务之一。怎样训练学生快速阅读呢？教师可给学生限定时间，让学生限时阅读，多次阅读，每次阅读有不同的目的。

3. 快速阅读，抓关键信息。让学生读第一遍，限时 30 秒，读后回答两个问题：What are their names? Whose life do you think is healthy, and whose is unhealthy?
4. 再读短文，理解文章细节。让学生仔细读第二遍，给他们 2 分钟时间，让他们写下文中健康或不健康的生活习惯：

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

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

5. 复述课文。学生可以根据板书的关键信息复述文章内容。如: Tony doesn't have a healthy lifestyle. He gets up late. So he doesn't have time to eat breakfast and he eats very quickly ... Mary's lifestyle is very healthy. She gets up early and eats a good breakfast. She likes fruit and vegetables ...
6. 读后语音训练。学生对文章比较熟悉后,可让他们朗读文章,或听课文录音,跟读模仿。教师应提醒学生注意句子连读、意群停顿和不完全爆破等朗读技巧。
7. 当“健康顾问”。教师可将教材任务稍加修改,要求学生为 Tony Brown 当“健康顾问”,帮他重新设计“健康生活时间表”。该步骤使教学衔接更加紧密和顺畅。教师也可要求学生把对 Tony 的建议写出来,同时巡视指导,进行必要的帮助、点评及辅导。最后,教师安排结对或小组交流,如:一人扮演 Tony,另一人扮演健康顾问,进行问答,当面提出建议。教师也可将一部分优秀作业在班级中展示,起到示范交流的作用。
8. 关注语言。完成以上教学活动后,教师可将学生的注意力转移到语言知识的学习和记忆。教师可采用下列步骤:
 - 1) 在 Tony 的自我介绍中找出包含 either ... or ... 的句子;
 - 2) 找出课文中包含 after 和 before 的所有短语: after school, after dinner, after that, before afternoon classes;
 - 3) 关注介词 for 在课文中的使用: don't have much time for ..., eat ... for lunch 和 it's not good for me;
 - 4) 关注系动词 taste 的用法。系动词后一般接形容词,如: The apple tastes good/delicious/sweet. 与 taste 用法类似的还有 look, 意思是“看起来”,如: You look great today.

活动 3a-3b

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

1. 学生朗读 3a 语句,教师对个别词汇或句子进行讲解、指导,消除学生的语言障碍。
2. 学生独立排序,完成 3a 任务。
3. 全班核对答案,教师分析出错原因。

4. 如时间许可, 教师还可要求学生按正确的顺序另纸抄写 3a 中的句子, 使之连成一个小文段。这样做的好处在于: 1) 为学生创造更多抄写英语的机会; 2) 唤醒学生的语篇意识, 使学生意识到将这些散乱的句子进行有效编码并组合后就是一篇小短文, 为下一环节的仿写做好准备。

活动 3b

这一活动目的在于训练学生对本单元所学内容的笔头输出能力。教师应提醒学生参考 2b 和 3a 的内容, 并适当运用 *after that, then, so, but, it's good for me, it's not good for me* 等语言, 将自己的日常作息活动连接起来, 增强语篇的连贯性。

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

SELF CHECK 内容介绍和教学建议

活动 1

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

搭配是指词的伙伴关系, 从一个词可以预测到它前面或后面的词。例如: 从 *homework* 可以预测其前面的词通常都是 *do*。有的词搭配很受限制, 如: *blond* 或 *blonde* 只能与 *hair* 搭配, 但英语中多数词搭配比较灵活。有些词, 如: *have, take, get* 等非常活跃, 从单词本身无法看出其词义, 要根据后面搭配的词才知道整个短语要表达的意思, 如: *have a look, take a walk, take a shower*。

因此, 教师应提醒学生: 记单词不能只记单个词, 而要以词组或词块 (lexical chunks) 为单位, 如: *get dressed, dressed* 总与 *get* 在一起, 我们还可以将单词或短语放在句子里一块记, 如: *Go and get dressed!*

2. 让学生组完短语后, 根据上下文把短语放在句子里, 培养学生的语境意识。

活动 2

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

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

■ 拓展活动: 小调查: 我和同学们的业余生活

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

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

Name	After-school activity	Time

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

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

四、语音教学建议

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

本单元开始第三轮语音教学。

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

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

- 2) 放录音让学生跟读,提醒学生注意音素和单词的正确发音。
- 3) 看谁找的例词多。给学生3分钟时间,让他们找更多的例词,看谁找的例词多。
- 4) 试一试,练一练。给学生更多的例词,包括一些符合拼读规则的生词,看学生是否能读出来。

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

2. 朗读技巧——不完全爆破

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

- 1) 教师播放录音,要求学生体会括号中字母的读音特征。
- 2) 教师讲解不完全爆破的概念和特征,并做示范。
- 3) 教师再次播放录音,学生跟读练习。
- 4) 学生独立朗读教材中的例子,教师纠正读音。
- 5) 教师提供其他材料,学生进一步朗读训练,巩固不完全爆破的使用。

3. 语音补充练习

1) 绕口令 (Tongue Twisters)

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

/ɪ/ (spelling ee, e, e_e, ea)

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

/ɑ:/ (spelling a)

2) 歌谣 (Chants)

(1) Get Up!

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

/ɔ:/ (spelling ore, our) more, four

/e/ (spelling e) better, get, seven, ten

/ɒ/ or /ɑː/ (spelling o) o'clock

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

/ɔː(r)/ (spelling ore) more, before

/iː/ (spelling ea) please, read

五、课文注释

1. 关于 eat breakfast 和 have breakfast

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

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

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

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

除动词外, 英语一日三餐 (breakfast, lunch, supper/dinner) 可与某些介词搭配, 表达不同的意思, 值得关注, 如:

1) 与介词 for 搭配, 往往表示一餐所吃的食品。例如:

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

2) 与介词 at 搭配, 表示“就餐; 进餐; 用餐”等意思。例如:

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

3) 在三餐前加 before/after, 表示“饭前”、“饭后”。例如:

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

3. 英语钟点时刻的表达方式

在正式书面语中, 英语采用国际通用方式, 用阿拉伯数字表达钟点时刻, 分24小

时制和12小时制。在12小时制中，人们又用AM (a.m.)和PM (p.m.)区分上、半天，AM (a.m.)为ante meridian之缩写，意为“午前、上午”；PM (p.m.)为post meridian之缩写，意为“午后、下午”。

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

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

六、文化注释

不同文化背景下一日三餐名称的用词区别

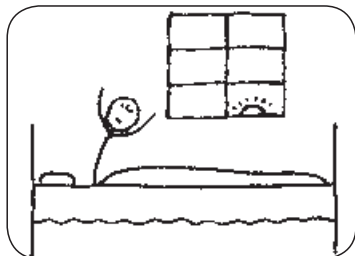
我们知道，中国和英、美等国分属东、西方，存在着较大的社会文化差异，这也同样表现在一日三餐的用词区别上。在我国，人们往往较为注重午餐，因此它成为许多家庭的“正餐”(dinner)，这样我们的晚餐就成了supper；在西方，人们中午大多就餐简便，而晚餐则绝不将就，是绝对的“正餐”。于是，在英语国家中，dinner就自然成了“晚餐”的代名词。可见，英美人士口中的dinner就相当于supper。有趣的是，若这些将dinner用作“晚餐”的人再说supper的话，supper就有点类似于我们的“夜宵”了！

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

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

七、教学简笔画

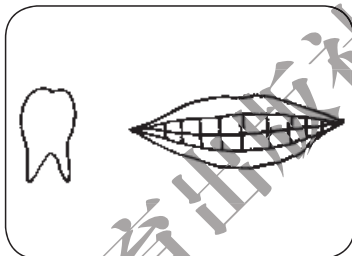
1. get up



2. get dressed



3. tooth (teeth)



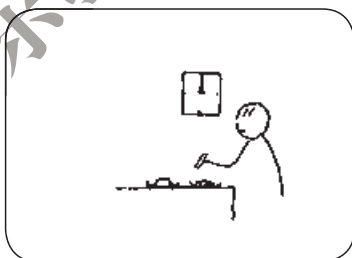
4. brush teeth



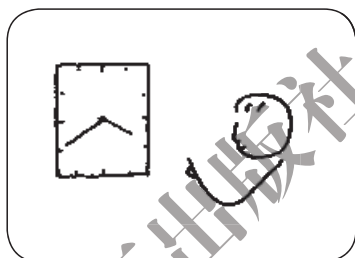
5. take a shower



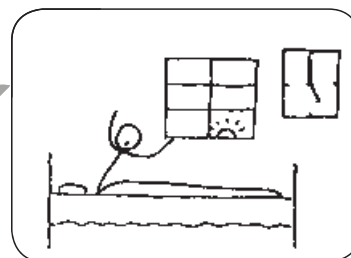
6. have lunch



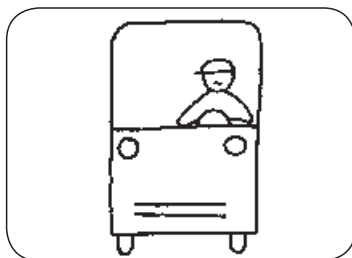
7. three forty



8. early



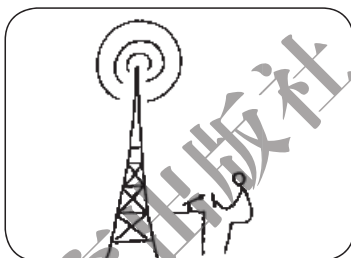
9. drive a bus



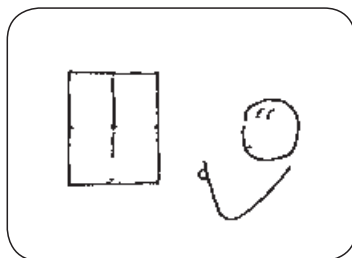
10. work



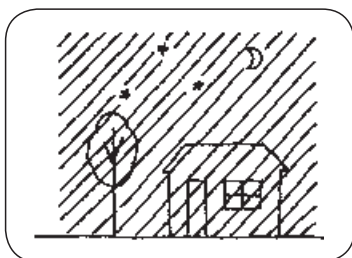
11. radio station



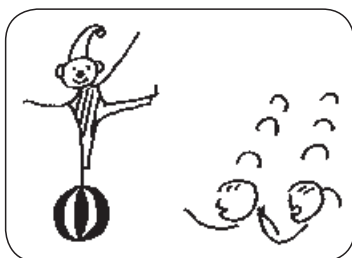
12. six o'clock



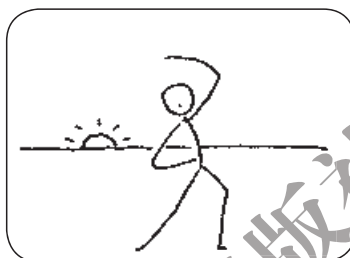
13. night



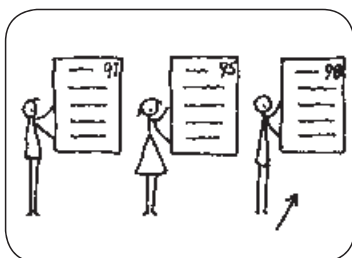
14. funny



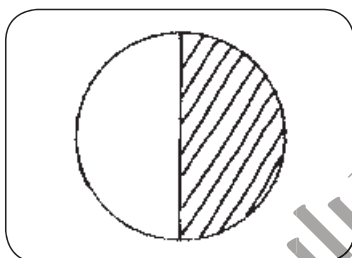
15. do morning exercises



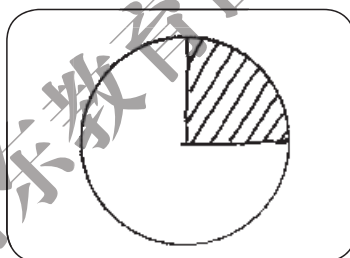
16. best



17. half



18. quarter



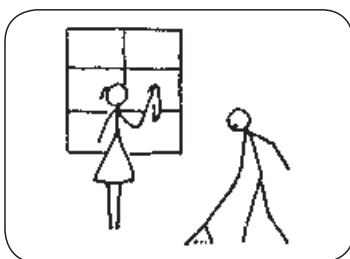
19. do homework



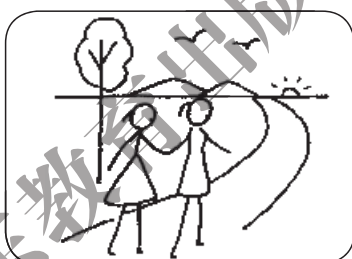
20. run



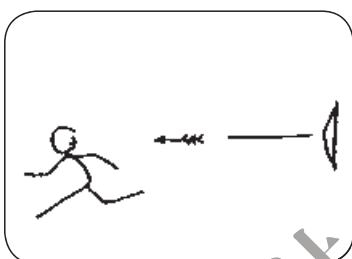
21. clean



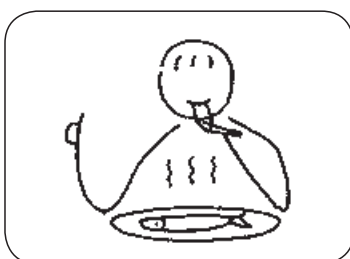
22. take a walk



23. quickly



24. taste



Unit 4 What time do you go to school?

SECTION A

1a

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

1b

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

1c

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

2a

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

2b

Purpose	To give Ss practice in listening for specific items in conversations.												
Teaching Tip	Matching Names and Faces After 2b ask Ss to match the names in 2b with the people in the picture. Also, have Ss try to rank the people in the picture from youngest to oldest, e.g. according to height.												
Answers	<table><tr><td>Name</td><td>Bob</td><td>Mary</td><td>Jack</td><td>Jim</td><td>Anna</td></tr><tr><td>Time</td><td>5:30</td><td>5:50</td><td>6:15</td><td>6:30</td><td>6:45</td></tr></table>	Name	Bob	Mary	Jack	Jim	Anna	Time	5:30	5:50	6:15	6:30	6:45
Name	Bob	Mary	Jack	Jim	Anna								
Time	5:30	5:50	6:15	6:30	6:45								

2c

Purpose	To give Ss the opportunity to use the target language in conversations.									
Teaching Tip	Talking About Frequency Before 2c, remind Ss of some frequency adverbs. Draw a chart on the board to confirm they understand the meaning of each frequency adverb on the board <table border="1"> <tr> <td>always</td> <td><u>every</u> day</td> <td>seven <u>times</u> a week</td> </tr> <tr> <td>usually</td> <td><u>most</u> days</td> <td>three or four <u>times</u> a week</td> </tr> <tr> <td>sometimes</td> <td><u>some</u> days</td> <td>one or two <u>times</u> a week</td> </tr> </table> Elicit examples of things the Ss always/usually/sometimes/never do. Expand vocabulary and consolidate understanding of adverbs of frequency by introducing the additional phrases "... times a week", "every day", "some days" and "most days".	always	<u>every</u> day	seven <u>times</u> a week	usually	<u>most</u> days	three or four <u>times</u> a week	sometimes	<u>some</u> days	one or two <u>times</u> a week
always	<u>every</u> day	seven <u>times</u> a week								
usually	<u>most</u> days	three or four <u>times</u> a week								
sometimes	<u>some</u> days	one or two <u>times</u> a week								

2d

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

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

GRAMMAR FOCUS

3a

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

3b

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

3c

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

Optional Activity 1: A Great Day

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

Procedure

- Have Ss compete to create a great day. They should be a day when they can do anything they want!
- On the board

Morning: I wake up at 9:30 in the morning.

From 9:30 to 10:30, I eat pancakes for my breakfast.

At 11:00 I meet my cousin and we play computer games.

Afternoon: At 12:30 I go to a fast-food restaurant for lunch. I get a free toy.

Then I go to a theme park from 2:30 to 4:30. I go on the rollercoaster many times.

Evening: In the evening, I have dinner with my family. My mom makes my favorite noodles.

After dinner, I watch a movie with my family. I get to pick the movie.

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

Optional Activity 2: Truth or Lie

Purpose	To help Ss master the target language and understand its use.
Materials Required	Pencils or pens; paper.

Procedure

- On the board

That's true. / That's a lie.

1. I always ... 2. I usually ... 3. I never ...

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

When Ss have finished they can switch partners.

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

SECTION B

1a

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

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

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

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

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

1e

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

2a

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

2b

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

Teaching Tip	1. Have Ss work individually to list three healthy habits and three unhealthy habits. 2. Elicit examples of healthy and unhealthy habits. Write these on the board. 3. For each habit take a poll to see how many Ss share the habit. Have Ss raise their hand if this is one of the habits on their list. 4. Finish by summarizing the results of the poll. What are the most common healthy and unhealthy habits in the class?											
Answers	Mary is healthier. <table><tr><th></th><th>Healthy habits (circled)</th><th>Unhealthy habits</th></tr><tr><td>Tony</td><td>... play basketball for half an hour ... brush my teeth</td><td>... don't like to get up early ... usually eat very quickly ... for lunch, I usually eat hamburgers ... watch TV or play computer games ... at ten thirty ... I go to bed</td></tr><tr><td>Mary</td><td>... usually gets up at six thirty ... always takes a shower and eats a good breakfast ... eats lots of fruit and vegetables for lunch ... sometimes plays volleyball ... usually swims or takes a walk ... at nine thirty, she goes to bed</td><td>... always eats ice-cream after dinner</td></tr></table>				Healthy habits (circled)	Unhealthy habits	Tony	... play basketball for half an hour ... brush my teeth	... don't like to get up early ... usually eat very quickly ... for lunch, I usually eat hamburgers ... watch TV or play computer games ... at ten thirty ... I go to bed	Mary	... usually gets up at six thirty ... always takes a shower and eats a good breakfast ... eats lots of fruit and vegetables for lunch ... sometimes plays volleyball ... usually swims or takes a walk ... at nine thirty, she goes to bed	... always eats ice-cream after dinner
	Healthy habits (circled)	Unhealthy habits										
Tony	... play basketball for half an hour ... brush my teeth	... don't like to get up early ... usually eat very quickly ... for lunch, I usually eat hamburgers ... watch TV or play computer games ... at ten thirty ... I go to bed										
Mary	... usually gets up at six thirty ... always takes a shower and eats a good breakfast ... eats lots of fruit and vegetables for lunch ... sometimes plays volleyball ... usually swims or takes a walk ... at nine thirty, she goes to bed	... always eats ice-cream after dinner										

2c Purpose	To provide scanning and writing practice with the target language.
Culture Focus	Healthy Lunchboxes Although many schools in the US are now offering a wide variety of healthy foods, some parents still feel it is better to provide their children with home-made food in a lunchbox. Parents will often pack a box or bag with healthy lunch foods, such as sandwiches, fruit, nuts and yoghurt. It can also be less expensive to bring lunchboxes than it would be for Ss to purchase lunch at the school canteen.

Teaching Tip	My Lunchbox After 2c, have Ss work in small groups to create a healthy lunchbox. Ask Ss to list the food items they would put in a lunchbox. Finish by having each group present their lunchbox to the class. Th class can th n ot e on th lnc bx th y wou d most lik to tak to schol !
Answers	unhealthy habits: Refer to 2b. Healthy activities: Answers will vary.

3a

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

3b

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

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

SELF CHECK

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

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

■ Optional Activity: My Partner's Routine

Purpose	To help Ss master the target language and understand its application.
Materials Required	Pencils or pens; paper.

Procedure

1. On the board

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

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

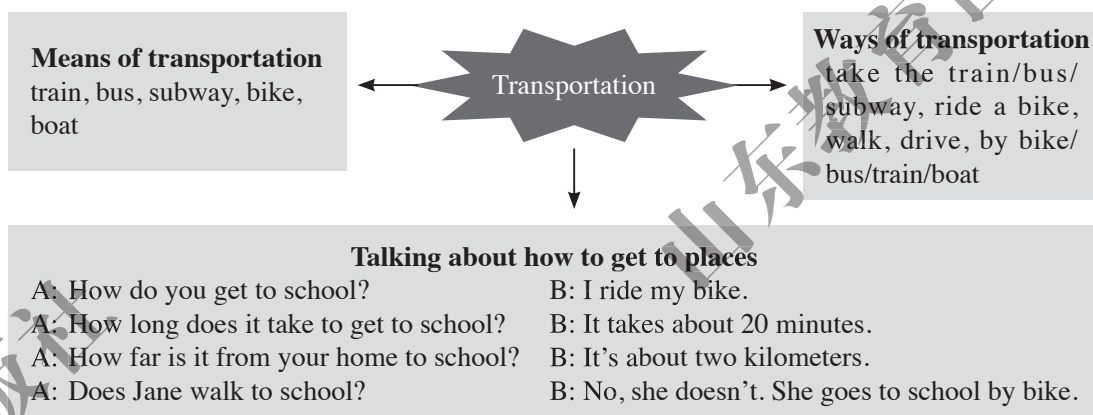
Unit 5 How do you get to school?

一、教学目标与要求

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

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

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

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

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

SECTION A 教学建议

活动 1a

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

活动 1b-1c

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

活动 2a

1. 教师利用电话号码、价格、时钟、数字卡片等引导学生回顾学过的基数词,然后呈现并带读本单元出现的基数词,如: sixty, seventy, eighty, ninety, hundred。
2. 教师提供更多的数字供学生操练,巩固学生对新词汇的记忆。
3. 让学生听录音,完成 2a 的任务,然后核对答案。
4. 教师可引导学生归纳英语数词的构成规律,将基数词分为四种情况:
 - 1) 1-12;
 - 2) 13-19;
 - 3) 20-90 的十位数;
 - 4) 十位数或百位数+个位。

活动 2b-2d

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

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

4. 让学生齐读 2d 对话, 然后让学生两人一组, 套用该对话进行口语交流。

活动 2e

1. 让学生默读 2e 对话, 并回答以下问题:

- 1) How does Jane get to school every day?
- 2) How does Lisa get to school?
- 3) How far is it from Lisa's home to school?
- 4) How long does the bus ride take?
- 5) How long does it take Jane to get to school?

这些问题将对话中的第一、二人称转化为第三人称单数, 能帮助学生进一步了解一般现在时的特殊疑问句的用法, 使其运用自如。

2. 让学生边听录音边跟读 2e 对话, 再自主朗读, 教师根据学生的朗读情况给予及时的指导, 使其语音正确、语句流畅。
3. 让学生找出对话中的 take 和 ride, 并根据上下文推测、判断它们的意思。这一活动能够帮助学生建立语篇中的语义意识, 学会从上下文观察、体会和判断词义, 进而最终正确理解语篇信息。
4. 让学生两人一组朗读或表演对话, 开展朗读竞赛活动, 最后评出表现优秀者。竞赛性质的活动能有效激发学生参与的积极性, 培养合作精神和集体荣誉感, 教师合理的评价更能激励学生, 提高他们学习英语的热情。
5. 启发学生开展探究式学习, 要求学生从对话中摘录新的表达方式, 并与小组同伴协商完善, 然后通过师生讨论列出对话中重要的表达方式, 如:

- How do you get to ...?
- How far is it from ... to ...?
- The bus ride takes about ... (*period of time*)
- How long does it take ... to ...

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

■ 拓展活动：学生调查

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

Who	How	How long	How far

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

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

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

■ 语法内容介绍和活动建议

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

语法部分具体教学建议如下：

1. 让学生朗读 Grammar Focus 中的句子，教师根据朗读情况校正读音、语调。
2. 将班级学生分为四组，布置探究任务：两组探究特殊疑问句的句式及答语，另外两组探究一般疑问句的句式及答语。让学生限时讨论，教师巡视引导。在学生活动前，教师可提出以下问题，引导学生根据 3a 的例句归纳语法规律：
 - 1) 不同的疑问词分别用于询问什么话题？
 - 2) 特殊疑问句和一般疑问句的语序有何异同？
 - 3) 不同的人称代词分别使用什么助动词？
 - 4) 特殊疑问句中使用了助动词后，实义动词的位置和形式有何变化？

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

特殊疑问句：

1	How	d	yu	g t	to schol ?
2	How	de s	h	g t	to h s ant 's hm e?
3	How long	de s	it	tak	to g t to schol ?
成分及词性	疑问词	助动词d/ de s	主语/人称代词	动词原形	其他部分

一般疑问句：

1	Does	Mary	walk	to work
2	Do	th y	tak	th h to schol ?
成分及词性	助动词d/ de s	主语/人称代词	动词原形	其他部分

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

A: Do you like watching TV?

B: No, I don't.

A: Does your father love pets?

B: Yes, he does.

A: Do your friends do housework at home?

B: Yes, they do.

教师也可直接利用本单元所学的动词短语，让学生套用一般疑问句进行对话，如：

A: Do you take the bus to school?

B: No, I don't.

A: Does your father drive to work?

B: Yes, he does.

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

活动 3a-3c

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

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

3. 让获胜者使用完整的句子进行汇报，教师给予评价和鼓励。

SECTION B 内容介绍

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

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

SECTION B 教学建议

活动 1a-1b

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

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

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

活动 1c-1e

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

活动 2a-2c

1. 教师采用多媒体、投影、板书等手段向学生呈现课文标题及图片, 引导学生预测文章的大体内容, 做好阅读铺垫。教师可利用读前阶段对文段标题及图片的讨论, 渗透一部分生词, 从而减轻读中阶段的生词压力, 如: cross the river, bridge, ropeway, dangerous, afraid 等。

2. 让学生朗读 2b 中的问题，带着问题阅读课文，完成 2b 任务。
 3. 让学生就 2b 所列问题与同伴讨论，然后教师核对答案。
 4. 教师还可给出中文意思，让学生在课文中找出相关词汇，如：实现他们的梦想 make their dream come true。
 5. 学生再次阅读课文，并摘录文中所有的“描述性词语”，练习识别形容词和副词。让学生大声说出答案，然后朗读含有该词语的句子。
 6. 让学生完成 2c 任务，然后核对答案。
 7. 让学生集体朗读课文。教师应注意发现学生中仍存在的难点和问题，如：哪些词汇仍然陌生、哪些读音发生错误等，并及时带读以校正。
 8. 如条件允许，让学生两人一组，分别扮演记者和乡村学生，根据课文内容进行对话交流，尽量使用课文中的新词汇或语言结构。
-

活动 3a-3b

1. 让学生阅读 3a 中的电子邮件，完成 3a 任务，必要时可就近寻求同伴帮助，或与同伴交流、讨论。
2. 全班核对答案，然后要求学生集体或分组朗读，进一步熟悉课文。
3. 要求学生合上书，听写或翻译以下内容：
 - get to school • leave my home
 - walk to the bus stop • 20 kilometers from my home
 - It takes about 40 minutes to get there by bus.
4. 让学生重新打开课本，以核对答案，然后集体朗读 3a 短文。
5. 教师可利用 3b 中的问题询问一个学生上学的情况，一边引导学生描述上学的过程，一边在黑板上画简要的示意图，展现从家门一直到学校的不同环节，同时在示意图中板书必要信息，为学生提供参照示例，便于学生模仿。
6. 让学生根据自己上学的过程画出示意图，然后根据示意图完成 3c 任务，教师巡视指导。
7. 学生完成写作后，与同伴交换作品，互相学习，并纠正其中的错误及不足。
8. 若教师在教学 Section A 时开展了“学生调查”的拓展活动，可以要求学生取出保存的记录表格，以 How do my classmates get to school? 为题，将表格信息转化为一个小文段。这样可以让学生在整个单元学习后期有效复习 Section A 的内容，并将其与 Section B 所学内容整合贯通。

SELF CHECK 内容介绍和活动建议

活动1

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

活动2

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

四、语音教学建议

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

1. 关于音素 /u:/, /ʊ/, /ɑ:/, /ʌ/, /ə:/ 和 /ə/ 的读音规则的教学

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

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

/ɑ:/ 和 /ʌ/: card, but; must, far ...

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

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

3) 学生分类完毕后, 请几个小组汇报分类结果, 其他小组补充或纠正。

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

5) 让学生边听录音, 边跟读语音练习中的词汇, 掌握正确的读音。

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

2. 关于语句重音

除词汇重音外，短语、句子中都会出现重读现象。正是这样有轻有重的读音特征才使得语言表现出强弱节拍。一般说来，一个句子中表达具体意思的实词多为重读，而虚词大多弱读，且一带而过。教师可告诉学生，以上是朗读英语语句的基本原则，但在实际口语交流中，情况会复杂得多。

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

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

○ ○ ○ ○ ○ ○ ○ ○ ○

- 1) 教师朗读语音练习或播放录音进行示范，让学生体会语句朗读时的轻重节拍。
- 2) 让学生熟悉教材中轻、重音的记号，然后集体模仿朗读。
- 3) 教师再次播放录音，学生纠正自己的语音、语调和重弱读。
- 4) 教师选择班级中语音、语调较好的学生进行个别演示，并加以点评。同时讲解语句重音的基本规则。
- 5) 教师提供补充材料，学生进一步朗读训练，以达到熟练运用重弱读的目的。

3. 语音补充练习

1) 绕口令 (Tongue Twisters)

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

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

/ʌ/ (spelling **u**) but

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

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

2) 歌谣 (Chants)

(1) Going to School!

I take the bus,
To go to school.
I think the bus,
Is pretty cool.

The bus is fast.
The bus is good.
The bus is fun.

I take the subway,
To go to school.
I think the subway,
Is pretty cool.

The subway is fast.
The subway is good.
The subway is fun.

/u:/ (spelling **o, oo**) cool, school, to

/ʊ/ (spelling **oo**) good

/ʌ/ (spelling **u**) fun, bus, subway

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

/i/ (spelling y) twenty, thirty, forty, really

/ɑ:/ (spelling ar) far, car

五、课文注释

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

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

2. one eleven-year-old boy 一个十一岁的男孩子

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

- 1) 当两个或多个词素复合，置于名词之前用作定语时，如：They were big-game hunters. (他们是猛兽猎杀比赛的猎手。)
- 2) 由 year 和 old 复合构成的合成词语：my nine-year-old daughter (我九岁大的女儿)；a group of twelve-year-olds (一群十二岁的孩子们)。

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

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

I'm not a doctor. 我不是大夫。

I'm no doctor. 我压根就不是个大夫。(我根本不懂医。)

若 no 用于复数，则相当于 not any。例如：

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

六、文化注释

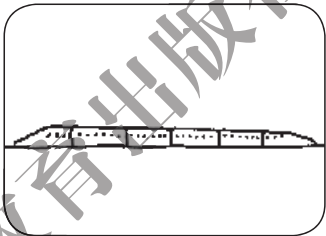
英国公交车文化和美国的校车文化

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

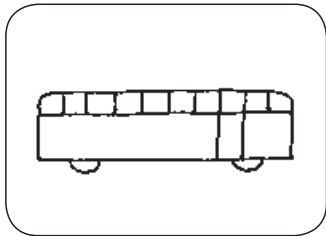
在美国，中小学生较少挤公交上学。大多数学校都安排有校车，按照一定的线路接送学生上下学。学生只需要按时到就近的校车乘车点候车即可。若条件许可，学生也可选择家长开车接送或步行、骑车等到校方式。美国校车为清一色黄色巴士，且以大鼻子巴士居多，结实强悍，老远就可识别。校车配有专职司乘老师，负责学生的行程安全。

七、教学简笔画

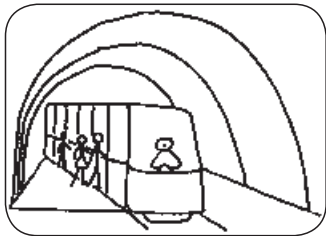
1. train



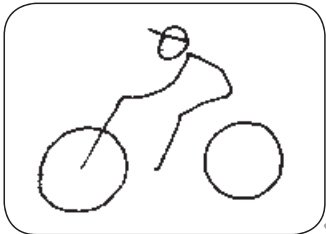
2. bus



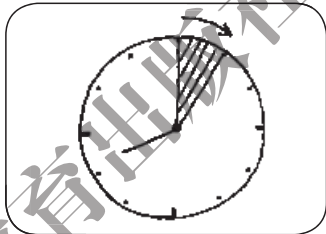
3. take the subway



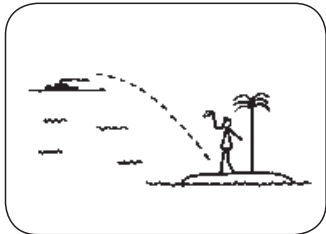
4. ride a bike



5. five minutes



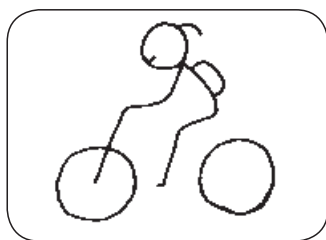
6. far



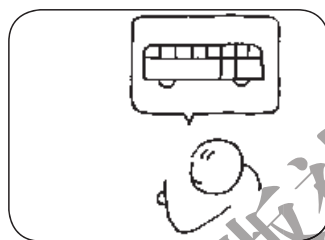
7. new



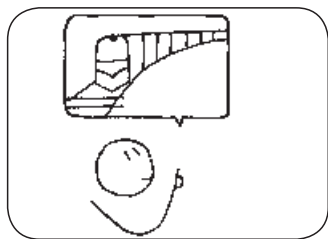
8. by bike



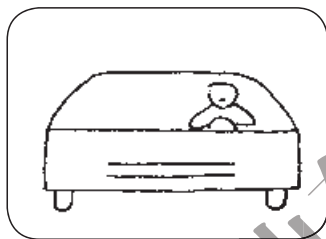
9. by bus



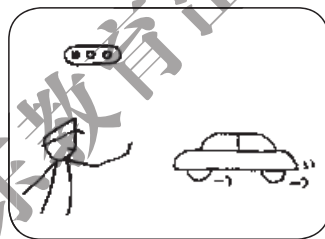
10. by train



11. drive a car



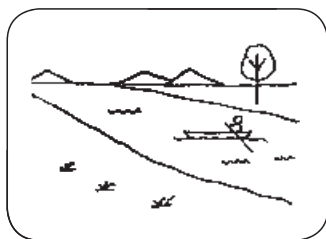
12. stop



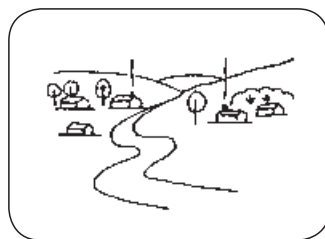
13. cross the street



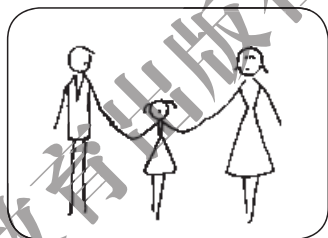
14. river



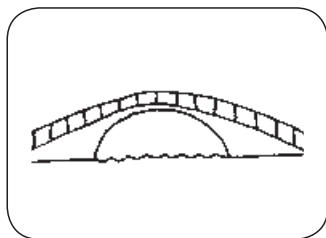
15. village



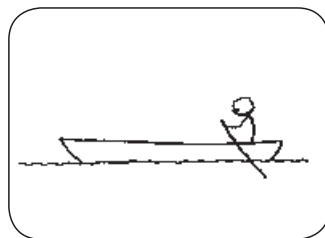
16. between Dad and Mom



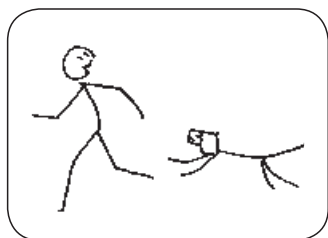
17. bridge



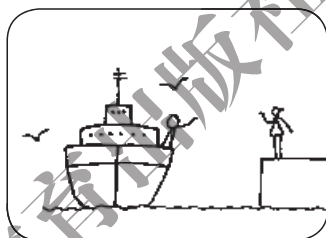
18. boat



19. afraid



20. leave



Unit 5 How do you get to school?

SECTION A

1a

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

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

1b

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

1c

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

2a

Purpose	To give Ss listening practice with the target language.
Teaching Tip	Number Review Before 2a, review numbers. Remember to review the numbers, eg 00, 0, 6, 6, 0, 0, 9, 100, 110. Remind Ss that people in the US might not say “and” after “hundred”. For example, 105 can be said as “one hundred five” or “one hundred and five”.
Optional Approach	Jump the Number In 2a, a fun way to practice saying a group of numbers is to have Ss play a counting game. Follow the procedure: - On the board: 84, 105, 99, 200, 72, 61, 84, 105, 99, 200, 72, 61, 84, 105, 99, 200, 72, 61 ... - First play the game as follows. Have all Ss in the class stand. Have one S at a time say a number following the sequence on the board. If a student makes a mistake, he/she must sit down. Finish the activity when all Ss have had an opportunity to participate, or continue the activity until there is only one S left standing. That S is announced the winner. - Next, have Ss repeat the game, but this time they must jump one number. That is to say they should read all the numbers in sequence apart from one number that they have been instructed to jump. They must identify the number to jump by underlining it on the board. 84, <u>105</u>, 99, 200, 72, 61, 84, <u>105</u>, 99, 200, 72, 61, 84, <u>105</u>, 99, 200, 72, 61 ...
Answers	sixty-one: 61, seventy-two: 72, eighty-four: 84, ninety-nine: 99, one hundred and five: 105, two hundred: 200

2b

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

Teaching Tip	“How long (minutes)” is probably a time.			
	“How far? (kilometers)” is probably distance.			
Answers		How?	How long?	How far?
	Tom	walks	20 min	2 km
	Jane	takes the bus	1 hr 30 min / 90 min	60 km

2c

Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	Easily Confused Numbers Before 2c, have Ss practice identifying numbers in speech by saying and listening to easily confused number pairs. Have Ss work in pairs to say and listen to pairs of easily confused numbers. Write the pairs of numbers in figures. On the board Thirteen/thirty 13/30 14/40 15/50 16/60 17/70 18/80 19/90

2d

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	Getting to School Poll After 2d, take a class poll. Ask Ss three questions and write the results in a chart on the board 1. How do you get to school? <u>bus</u> <u>walk</u> <u>taxi</u> <u>train</u> <u>other</u> 2. How long does it take? <u><15 min</u> <u>15 to 30 min</u> <u>30 to 60 min</u> <u>60 to 90 min</u> <u>>90 min</u> 3. How far is it? <u><1 km</u> <u>1 to 5 km</u> <u>5 to 10 km</u> <u>10 to 15 km</u> <u>>15 km</u> Have Ss summarize the results and then invite one or two Ss to present the results to the class. For example: • Most students <u>take the bus</u> to school. • It takes most students <u>0 to 6</u> minutes to get to school. • Most students live <u>1 to 5</u> kilometers from the school.

2e

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

GRAMMAR FOCUS

3a

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

3b

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

3c

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

■ Optional Activity 1: Picture Talks

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

Procedure

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

A: Who's this?

B: This is my father.

A: Where is he going?

B: He's going to work.

A: I see. How does he get to work?

B: He takes the subway to work.

A: When ...

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

■ Optional Activity 2: Dice Conversations

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

Procedure

1. On the board

A: How does _____ get to _____?		
B: He/She _____.		
A: Really? How long does it take?		
B: It takes about _____.		
<u>Who?</u>	<u>Where?</u>	<u>How?</u>
1. your father	1. school	1. takes a bus
2. your mother	2. work	2. travels by airplane
3. your best friend	3. the grocery store	3. takes a taxi
4. your teacher	4. the park	4. takes the subway
5. you	5. the cinema	5. walks
6. your grandmother	6. grandparents' house	6. rides a bike

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

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	Local Information After 1a, personalize the activity using real world contexts. Elicit the names of local bus stations, train stations or subway stations. Write them on the board. When asking directions people will usually say the location of a bus stop. For example: <i>Passenger:</i> Do you stop at Fengning Road? <i>Bus driver:</i> No, I don't. You can take the number 6. <i>Passenger:</i> OK. Thank!
Answers	1. b, 2. a, 3. c, 4. d

1b

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

1c

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

Teaching Tip	1. Describe Bob's home. 2. How far is Bob's home from his grandparents' home? 3. How does he get there? 4. How long does the train take? Elicit the correct answers, eg 1. It's big 2. About 60 km, 3. Take the train and then takes a bus from the train station, 4. About six hours.
Answers	Checked: how far he lives from his grandparents' home, how he gets to his grandparents' home, how long it takes to get to his grandparents' home

1d

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

1e

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

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

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Teaching Tip	Instruction Check Questions Before 2a, ask simple yes/no questions to confirm that Ss understand that they should only look at the picture and the title. Remind Ss that it is important to read the instructions to an activity. For example: T: <i>Will you look at the picture?</i> Ss: Yes. T: <i>Will you look at the title?</i> Ss: Yes. T: <i>Will you read the passage?</i> Ss: No.
Answers	Answers will vary. Sample answer: It's about how the children cross a river to get to school.

2b

Purpose	To provide reading practice with the target language.
Optional Approach	Questions First In 2b, have Ss read the questions first, and elicit possible answers and write these on the board. After Ss have read the passage, review the earlier answers on the board and see if any of them were correct. Reading questions first can help Ss predict what a passage might be about and in turn activate any knowledge or vocabulary that might help them better understand the passage.

Answers	Answers will vary. Sample answers: 1. They go on a ropeway to cross the river to school. 2. There is no bridge, and the river runs too quickly for boats. 3. Yes, he does. He loves to play with his classmates. He loves his teacher. 4. Their dream is to have a bridge. I think their dream can come true. Maybe the government can build a bridge for them.

2c

Purpose	To provide scanning and writing practice with the target language.
Teaching Tip	Guess First to Go Faster Before 2c, have Ss guess the missing word to complete the sentences. This will help them find the answers more quickly when scanning the passage. It will give them some idea about what word or types of word they are looking for.
Answers	1. difficult, 2. big, 3. quickly, 4. afraid, 5. true

3a

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

3b

Purpose	To let Ss use the target language to communicate about themselves.
Teaching Tip	My Own Fill-in-the-Blanks After 3b, have Ss create their own fill-in-the-blank activity for a classmate to complete. Follow the steps: 1. Have Ss copy their e-mail onto a new piece of paper. 2. Have Ss write six words from the e-mail at the top of their pieces of paper before erasing the words from the e-mail. The words should be nouns, adjectives or verbs. 3. Have Ss give their fill-in-the-blank activities to their partners. 4. Have Ss try to complete the e-mails before checking answers with their partners. Finish by asking two or three Ss to read out their partners' e-mails.
Answers	Answers will vary. Sample writing: Hi Tom, Thank you for your e-mail. Let me tell you how I get to school. I usually leave my home at 6:30. Then I take the subway to school. My school is about 30 kilometers from my home. It takes about 25 minutes to get there by subway. I like the subway ride because it is fast. Your friend, Meimei

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.
Teaching Tip	Question Recall After activities 1 and 2, test how much Ss can recall. Have Ss close their books before eliciting as many questions from the unit as possible. Have all the Ss stand. When they provide a question using target grammar or language from the unit they can sit down. For example: <u>Yes/No questions</u> Do you ask the bus to school? Do you ride your bicycle to school? <u>How questions</u> How do you get to school?

Teaching Tip	How far is your home from school? How long does it take you to get to school?																								
Answers	1. Answers will vary. Sample answers: <table border="1"> <tr><td>take</td><td>a/the bus, a/the train, a/the plane, the subway, a/the boat</td></tr> <tr><td>walk</td><td></td></tr> <tr><td>ride</td><td>a bike</td></tr> <tr><td>drive</td><td>a/the car, a/the bus, a/the train</td></tr> <tr><td>by</td><td>bus, train, plane, bike, subway, boat</td></tr> </table> 2. Answers will vary. Sample answers: <table border="1"> <tr> <th>Questions</th><th>Answers</th></tr> <tr> <td>1. How does Tony get to school?</td><td>He gets to school by bike.</td></tr> <tr> <td>2. How does Mary get from home to the library?</td><td>She gets to the library by bus.</td></tr> <tr> <td>3. How far is it from Tony's home to school?</td><td>It is 5 kilometers.</td></tr> <tr> <td>4. How far is it from Mary's home to the library?</td><td>It is 15 kilometers.</td></tr> <tr> <td>5. How long does it take Tony to get to school by bike?</td><td>It takes 20 minutes.</td></tr> <tr> <td>6. How long does it take Mary to get to the library by bus?</td><td>It takes 40 minutes.</td></tr> </table>	take	a/the bus, a/the train, a/the plane, the subway, a/the boat	walk		ride	a bike	drive	a/the car, a/the bus, a/the train	by	bus, train, plane, bike, subway, boat	Questions	Answers	1. How does Tony get to school?	He gets to school by bike.	2. How does Mary get from home to the library?	She gets to the library by bus.	3. How far is it from Tony's home to school?	It is 5 kilometers.	4. How far is it from Mary's home to the library?	It is 15 kilometers.	5. How long does it take Tony to get to school by bike?	It takes 20 minutes.	6. How long does it take Mary to get to the library by bus?	It takes 40 minutes.
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■ Optional Activity: Team Writing

Purpose	To help students master the target language and provide an opportunity.
Materials Required	Pencils or pens; paper.

Procedure

- Have students work in small groups of three or more.
- Ensure each student has a piece of paper and a pen.
- Write a model conversation on the board.

A: Hí, _____. How are you today?

B: I'm fine, thanks.

A: How do you get to school?

B: I ...

4 Tell Ss that they will write a similar conversation between two people, but it should have at least eight lines.

5 Tell them that each S in their group will write the first line in the conversation. For example:

A: Hí, _____. How are you today? (S1)

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

A: Hí, _____. How are you today? (S1)

B: I'm fine, thanks. (S2)

7. Repeat this several times, passing the paper to the classmate on the left who then adds one more line to each conversation until there are at least eight lines in each conversation.

8. Finish the activity by inviting a few pairs of Ss to role-play some of the conversations for the class.

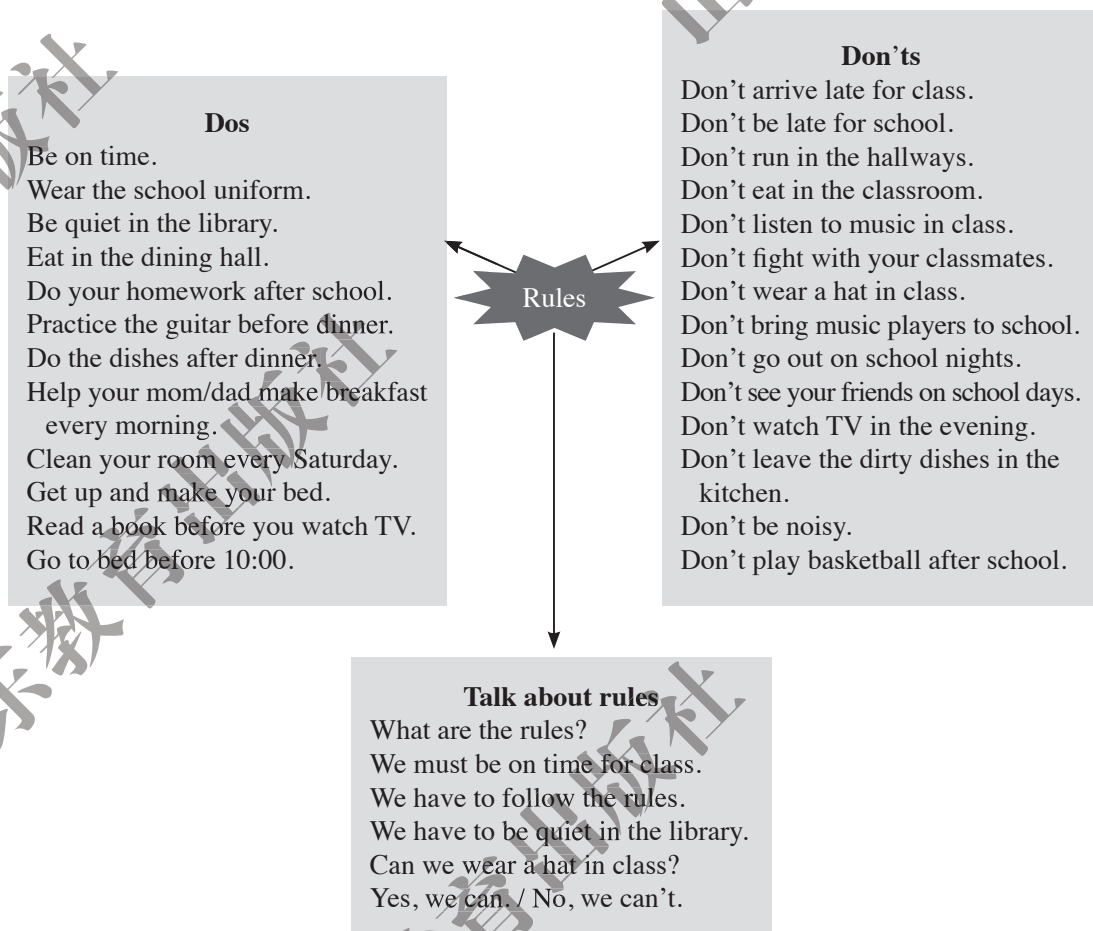
Unit 6 Don't eat in class.

一、教学目标与要求

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

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

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

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

1a-1c 导入本单元的话题和部分重要语言结构。1a 活动利用学生常见的班规、校规为线索介绍新语言，便于激活学生背景知识，使他们利用已有的经验进行学习建构。活动的目的一是让学生学习词汇、丰富语言表述，二是让他们接触、体会表示禁止的规章的表述方式。1b 活动是 1a 内容的自然延续，旨在通过“听”让学生体会教师对规章制度的口头陈述形式，让学生进一步熟悉祈使句结构。1c 是基于 1a 语言输入和 1b 听力输入的简单输出活动。这个结对活动旨在训练学生口头谈论规章要求，从中体会在谈论校规、班规时，书面语言、教师语言和学生语言三者间的不同特点，提升语言得体性意识。

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

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

SECTION A 教学建议

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

活动 1a-1c

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

T: What rule is Peter breaking?
Ss: He's running in the hallway.

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

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

8. 适度挖掘听力材料。完成听力 1b 活动后，还可问学生几个问题：

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

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

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

9. 口语训练。教师扮 Student A，选一名学生扮 Student B，仿照课本示例为全班示范：

T: What are the rules?

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

T: Can we run in the hallways?

S: No, we can’t.

T: Can we ...?

让全体学生明确做法后，两人一组自主进行对话练习。可叫两组学生进行课堂表演。

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活动 2a-2c

1. 听前预测。学生朗读 2a 表格中的活动内容，教师纠正读音并确认学生知晓其意思。教师可让学生根据自己常识预测哪些事可做，哪些事是禁止做的。

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

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

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

■ 拓展活动：我们的班规

1. 教师板书或利用媒体投影呈现若干学生在教室中的常见行为，例如：

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

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

2. 教师与学生互动交流，示范对话：

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

Ss: No, we can't.

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

3. 学生结对开展对话，讨论校规。请几组学生在课堂上表演对话。

活动 2d

1. 导入对话情境。教师创设情景：When you have to go to a new school, you want to be a good student so you may want to know about school rules. John is at a new school. Let's see what rules his new school has.

2. 理解对话大意。让学生读对话，或听对话，回答几个问题。

1) What are John and Alice talking about? (School rules.)

2) How many rules does Alice mention? (Four rules.)

3. 理解对话细节。让学生再读一遍对话，提一个关键的细节问题：What rules does the school have? 请几个学生问答，再将完整的祈使句板书在黑板上，分成两栏。

Dos

Wear the school uniform.

Be quiet in the library.

Don'ts

Don't be late for school.

Don't bring music players to school.

4. 语言探究及学习。让学生找出对话中的所有的情态动词并画线，与同伴核实自己的判断并讨论这些情态动词的意思。

5. 让学生听对话跟读，模仿语音语调和意群停顿。

6. 在班级中开展集体性的分角色对话朗读活动，如男生扮 John，女生扮 Alice；一半同学为 John，另一半为 Alice 等。这可为语言学习迟缓的学生提供更多的空间。也可采用“逐渐消失的对话”（Disappearing dialog）这一趣味方法，让语言操练变得更有趣味和更有意义。

7. 学生结伴，轮换角色朗读、表演对话。

语法内容介绍和活动建议

此部分是对本单元语法现象的梳理和巩固性训练，其要点包括：

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

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

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

语法部分具体教学建议如下：

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

We don't have to wear school uniforms every day.

He has to live at school because his home is far away from school.

关于have to与must的区别,可参看学生用书后面的语法附录部分。

语料库统计表明,现代英语运用中情态动词的口语运用频率明显强于其书面语使用频率,除一两个外,情态动词的口语使用频率是书面使用频率的一倍甚至更多。虽然情态动词在各种语域均常见,但其口语性表现得更为突出,这是情态动词的运用特征之一。情态动词的另一运用特征表现为每个情态动词功能多、意义多,给外语学习者带来一定的困难。

活动 3a-3b

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

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

the students / clean classroom / every day

she / be at home / at five o'clock

she / do morning reading / every day

活动 3c

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

SECTION B 内容介绍

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

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

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

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

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

SECTION B 教学建议

活动 1a-1d

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

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

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

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

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活动 2a-2c

1. 读前热身讨论。让学生两人一组讨论几个问题：What will you do if you are unhappy? Will you talk to your parents, talk to your good friends or write your feelings down in your diary? 学生讨论后顺势引导他们：Everyone feels unhappy sometimes, but we need to know how to deal with it. One girl called Molly feels unhappy. Let's see what she will do to make herself feel better.
2. 快速阅读，找家规。这是本节活动的重点，阅读任务的重点在于信息的筛选和分离。建议教师将两封书信分开阅读，分离成两项小任务：
 - 1) 让学生阅读 2b 中第一封信，圈出 Molly 的家规，然后再将圈出的内容转写出来，如下表：

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

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

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

- 2) 让学生阅读2b第二封信，找出Dr. Know的观点并画线，让学生与同伴相互交流各自的判断、观点，然后教师与全班学生核对答案。教师最后陈述文章核心：Teachers and parents make rules to help us. We have to follow them.
3. 再读信件，聚焦求助信特征和语言。教师要求学生快速浏览两封书信，让学生比较一般文章，找出信中有哪些特别之处。与学生共同讨论总结如下：

- 1) 书信称呼中所共有的词汇Dear ...。
- 2) 称呼后用逗号，不用冒号，这是中英文信件区别之处。
- 3) 求助信中第一句是核心句，即There are too many rules! 主题句后就是解释说明主题句的细节句。
- 4) 信件结束前一般会有明确求助的句子，即What can I do?

介绍Dr. Know的中文意思（“全知博士”或“万事通博士”）和结构特征（Dr. = doctor，博士。常使用缩写式）。此外，文章中还有不少很常用的短语语块。教师可让学生先猜猜这些短语的意思，如：make your bed, leave dirty dishes in the kitchen, don't be noisy, be strict, follow the rules。可以再给学生一些例句，让学生体会这些短语的意义和用法。如：

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

Don't leave your keys on the table.

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

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

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

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

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

活动 3a-3c

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

SELF CHECK 内容介绍和活动建议

活动1

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

活动2

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

四、语音教学建议

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

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

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

- 1) 在学生打开书本前，让他们思考这些问题：哪些字母或字母组合发双元音 /eɪ/？学生可能会知道元音字母 a 在重读开音节中发字母本音 /eɪ/。如果学生想不出哪些字母组合发 /eɪ/，可以给他们一些提示，如给几个例词：e-mail, afraid, play, day 等。学生根据提示能总结出发 /eɪ/ 的有字母 a，还有字母组合 ai 和 ay。
- 2) 看谁找的例词多。给学生三分钟时间，让他们想出或从书上找出更多例词，以小

组为单位，看哪组找的例词多。下面例词供参考：

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

ai brain daily fail main rain wait explain

ay day may pay way lay crayon

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

y try sky shy my July reply

igh bright fight light might

其他字母的例词可参见学生用书附录语音部分。

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

2. 朗读技巧——情态动词 **can** 在肯定和否定句中的弱读和重读现象

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

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

- 2) 学生集体朗读，教师获取反馈并适当讲评。

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

- 4) 教师为学生提供更多的例句进行巩固性操练。

can 和 **can't** 在口语运用中的语音区别

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

- 一般情况下，**can** 只在 (1) 作为独立的词汇被朗读时；(2) 其后失去行为动词时；(3) 对比强调时才读作强音 /kæn/。例如：

“Who **can**?” “I **can**.”

“You **can't** swim.” “I **can** swim.”

大多情况下，**can** 被发得很弱，作 /kən/。例如：

I c'n see (读作 /kənsi:/) what you mean.

Can you come?

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

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

3. 朗读技巧——通过歌谣练习重、弱读和节奏

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

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

- 1) 教师播放教学录音带，要求学生目视文字，认真听并用心体会。
- 2) 要求学生跟读录音，逐句模仿。
- 3) 播放录音，学生反复地跟随磁带同步诵读。
- 4) 让学生独立朗读歌谣，教师可有意识地选择部分学生为全班做诵读示范。

4. 语音补充练习

1) 绕口令 (Tongue twisters)

(1) You can climb the **stairs** but not in **pairs**. /eə/ (spelling **air**)

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

2) 歌谣 (Chants)

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

/eə/ (spelling **air, are**) unfair, care

/eɪ/ (spelling **ay, a**) says, always, play, games

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

/əʊ/ (spelling o) jokes

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

五、课文注释

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

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

He likes to talk in class. 他喜欢在上课时说话。

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

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

2. be on time; be late for school

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

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

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

They're in real danger. 他们面临险境。

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

3. must 和 have to 的用法区别

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

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

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

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

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

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

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

六、文化注释

一、关于规章

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

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

No smoking. (书面体，正式)

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

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

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

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

二、英文规章的几种表现形式

1. 图例形式

如人们在道路、公共场所常见的“禁左转弯”、“禁止吸烟”等各种图标。

2. 名词性结构

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

No smoking.

Smoking strictly prohibited.

Smoke Free Zone

3. 祈使句结构

多见于书面张贴，公众告知性的各类规章制度。如：

Arrive on time for school! 按时到校！

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

4. 情态动词结构

常见于正式或非正式的口语表达：

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

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

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

三、不同文化背景下的祈使句运用

祈使句又称“命令句”。无论英、汉何种语言，在书面语和口语中均有祈使句。但

是，由于汉语文化和英语文化及形态意识上的差别，国人与英语母语人士在祈使句的使用范围及频率上相去甚远，值得注意。

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

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

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

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

四、西方学生的求助信

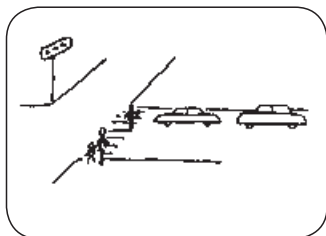
与我国相仿，西方国家的在校学生也有很多压力和烦恼，只不过由于国情和观念上的差异，我国学生在压力和烦恼的形成方面及内容与西方差距较大。

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

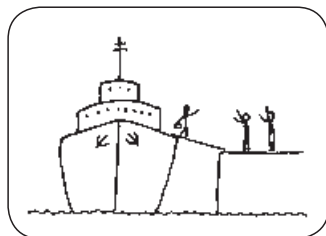
求助信是书信的一种，随着互联网的出现和电脑的普及，当今越来越多的学生选择更加便利的电邮形式通过网络进行救助咨询。但无论传统书信还是电子邮件，求助信属于较为正式的书信文体。

七、教学简笔画

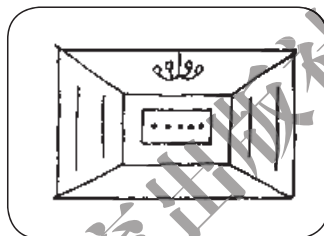
1. follow the rules



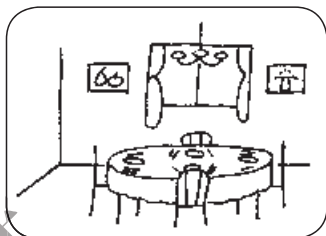
2. arrive



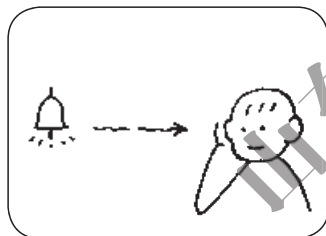
3. hallway



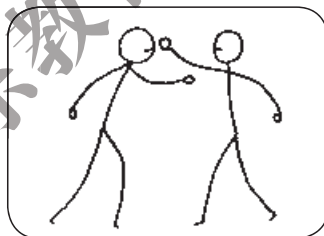
4. dining hall



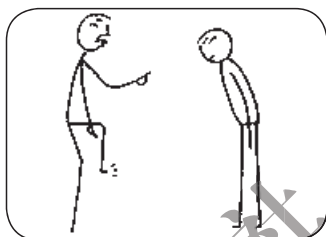
5. listen to



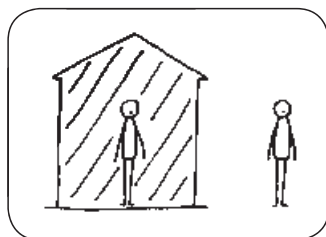
6. fight



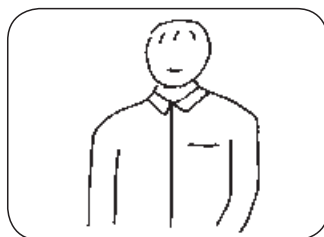
7. sorry



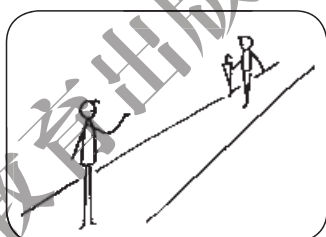
8. inside, outside



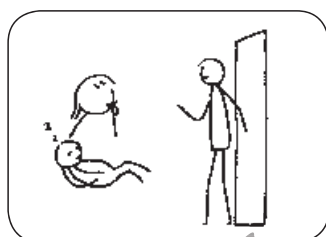
9. wear a shirt



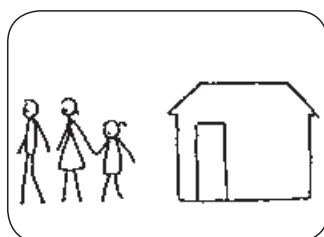
10. bring



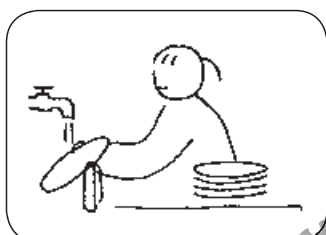
11. Be quiet.



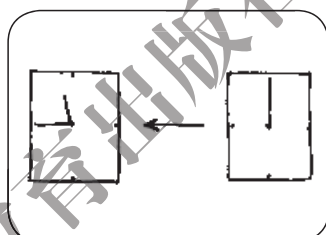
12. go out



13. do the dishes



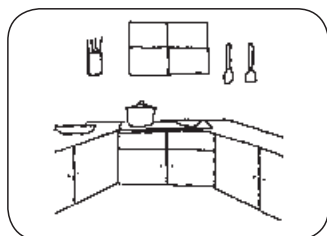
14. before noon



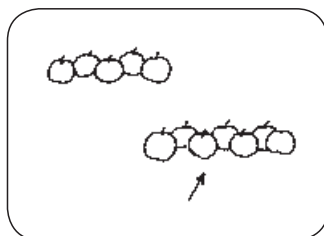
15. dirty



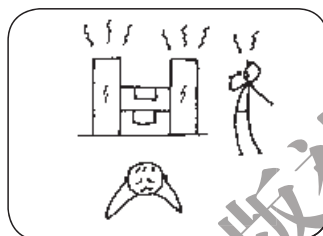
16. kitchen



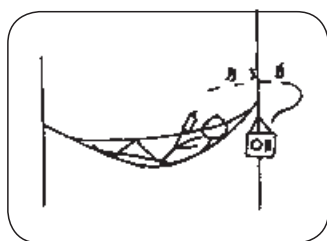
17. many, more



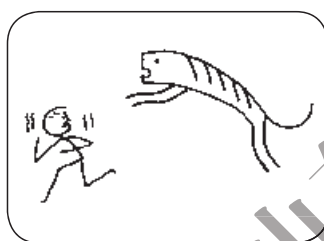
18. noisy



19. relax



20. terrible



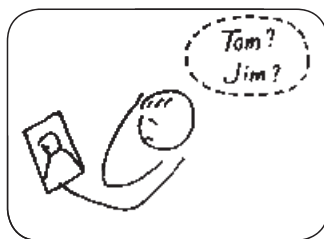
21. feel (sick)



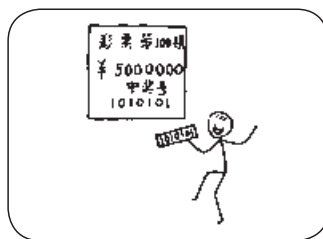
22. be strict with sb.



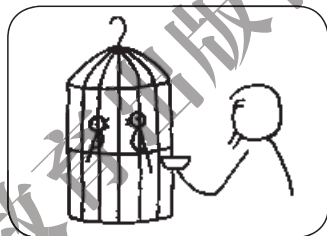
23. can't remember



24. (good) luck



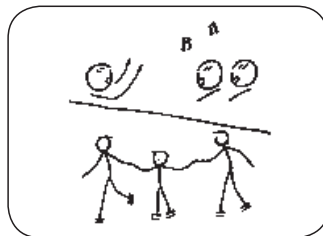
25. keep birds



26. long hair



27. learn (to skate, to sing)



Unit 6 Don't eat in class.

SECTION A

1a

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

1b

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

1c

Purpose	To help students see the target language in natural speech
Teaching Tip	Board the Grammar Before 1c, present Ss and enhance grammatical accuracy by demonstrating how to change the rules into sentences. 1. Write the rules on the board: Rules: 1. <u>Don't</u> arrive late for class. <u>You</u> must be on time. 2. <u>Don't</u> run in the hallways. 3. <u>Don't</u> eat in the classroom. <u>You</u> must eat in the dining hall. 4. <u>Don't</u> listen to music in the classroom. 5. <u>Don't</u> fight. 2. Elicit from Ss how to change the rules on the board into answers. 3. Write the sentences on the board.

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

2a

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

2b

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

2c

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

2d

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

GRAMMAR FOCUS

3a

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

3b

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

3c

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

■ Optional Activity 1: Obligation And Permission

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

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

Procedure

1. On the board

10 things we are allowed to do if we want to.

We can _____. / We don't have to _____.

10 things we must do.

We can't _____. / We have to _____. / We must _____.

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

■ Optional Activity 2: Top Classroom Rules

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

Procedure

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

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

SECTION B

1a

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

1b

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

1c

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

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

1d

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

2a

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

2b

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

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

2c

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

3a

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

3b

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

3c

Purpose	To let Ss see the target language to communicate about themselves.		
Teaching Tip	Outline Writing Before 3c, have Ss write outlines for their letters. Follow this procedure: 1. On the board: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> (1) <u>Salutation</u> (2) <u>Paragraph</u> (a) Main idea (b) Supporting details (c) Final sentence (3) <u>Sign off</u> </td><td style="width: 50%; vertical-align: top;"> (1) Dear _____, (2a) Can you help me? I'm not happy because there are too many rules: (2b) I have to/must _____. I can't _____. (2c) I never have fun. What can I do? (3) _____ </td></tr> </table>	(1) <u>Salutation</u> (2) <u>Paragraph</u> (a) Main idea (b) Supporting details (c) Final sentence (3) <u>Sign off</u>	(1) Dear _____, (2a) Can you help me? I'm not happy because there are too many rules: (2b) I have to/must _____. I can't _____. (2c) I never have fun. What can I do? (3) _____
(1) <u>Salutation</u> (2) <u>Paragraph</u> (a) Main idea (b) Supporting details (c) Final sentence (3) <u>Sign off</u>	(1) Dear _____, (2a) Can you help me? I'm not happy because there are too many rules: (2b) I have to/must _____. I can't _____. (2c) I never have fun. What can I do? (3) _____		
Teaching Tip	2. Introduce the different parts of the letter in the outline on the board. (1) the salutation; (2) the paragraph (3) the sign off. 3. Have Ss copy and complete the outline for their own letter, using the rules they listed in B.		
Answers	Answers will vary. Sample Writing: Dear Dr. Know, There are too many rules in my life! At home, I have to help my mom and dad do the dishes every day. And I have to clean my room on Saturdays. I can't go out with my friends on weekends.		

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

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.
Optional Approach	Counting Rules Encourage Ss to review the rules in the unit of the textbook by asking them to count the number of rules that are printed on each page. Follow the steps outlined: - Have Ss work in pairs. Ask them to count the rules on page 19 - Elicit that there are five rules. Have different pairs of Ss recite the rules. - Write the results in a chart on the board Page 19 Page 20 Page 21 Page 22 Page 23 Page 24 5 rules - Have Ss complete the chart on the board - Then tell them to work in pairs to complete the chart by counting the rules for pages 20-24 - After Ss have completed their charts, elicit the number of rules for each of the pages and complete the chart on the board e.g. p9 Have different pairs of Ss recite the rules.
Answers	- arrive late, be noisy, listen to, is strict, follow the rules - Answers will vary. Sample answers: - Don't arrive late for class. We can't arrive late for class. - Listen to the teacher. We must/have to listen to the teacher. - We must not be noisy in the library. We can't be noisy in the library. Don't be noisy in the library. - We must / have to speak English in English class. - Eat in the dining hall. We have to / must eat in the dining hall.

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

Purpose	To help students master the target language and find someone who has to/can/must ...
Materials Required	Pencils or pens; paper.

Procedure

1. On the board:

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

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

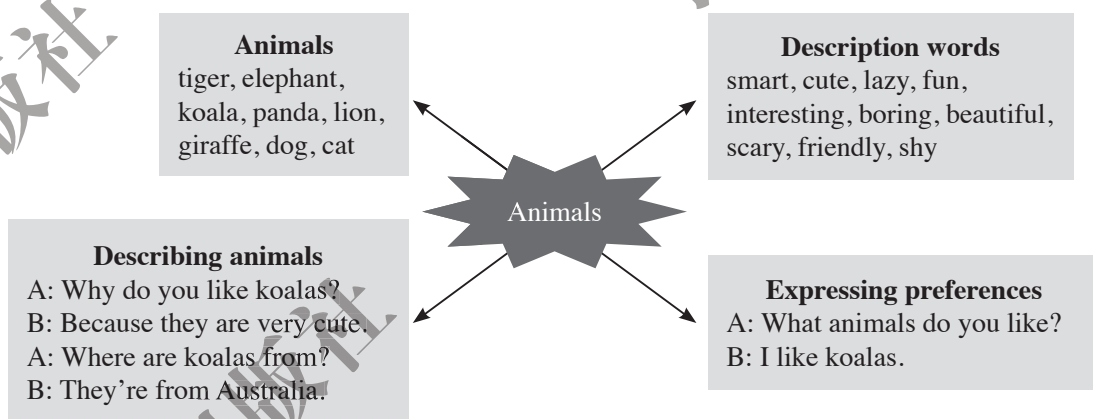
Unit 7 Why do you like pandas?

一、教学目标与要求

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

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

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

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

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

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

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

SECTION A 教学建议

活动 1a-1c

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

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

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

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

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

2) Does the boy like giraffes? Why?

3) What does the girl think of koalas? (此句可用中文解释)

7. 教师与学生互动, 询问学生喜爱的动物以及原因。如:

T: What kind of animal do you like?

S1: I like monkeys.

T: Why?

S1: Because they're cute.

此环节主要为了复习动物名称和描述性形容词, 互动过程中, 教师还可补充拓展更多的描述性形容词, 如 clever, lovely, large, heavy, scary 等。

8. 教师可展示自制的或真实的动物园地图 (最好列出每种动物相隔的距离或步行所需时间), 让学生结对谈论自己首先想要参观的动物, 模仿 1c 对话进行操练。
9. 如时间和条件允许, 教师还可让学生四人一组完成“任务型”活动: 小组四位成员都要谈论他们想参观的动物, 并且要根据组员的不同喜好最后达成共识, 选择出游玩动物园的最佳路线。示范对话如下:

S1: Let's see the koalas first.

S2: Why do you want to see the koalas?

S1: Because they're lovely.

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

S4: Why?

S3: Because they're very friendly.

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

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

活动 2a-2c

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

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

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

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

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

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

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

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

■ 拓展活动：猜猜这是什么动物

活动目的：巩固新词汇，训练学生正确拼读单词。

活动准备：教师在课前收集一些不同动物特征的信息并用表格形式罗列出来，如：

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

活动步骤：

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

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

活动 2d

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

让学生阅读完毕后，完成下面的表格：

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

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

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

语法内容介绍和活动建议

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

语法部分具体教学建议如下：

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

5. 让学生两人一组就他们填写的表格进行问答, 如:

S1: Do you like dogs?

S2: Yes, I do.

S1: Why?

S2: Because they're very interesting.

Which animals are from China?

S2: Pandas.

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

dog	interesting	China

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

活动 3a-3b

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

活动 3c

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

■ 拓展活动: I don't agree!

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

SECTION B 内容介绍

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

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

活动 1a-1d

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

T: Can you describe the tigers?

S1: Tigers are scary.

S2: Tigers are cool.

S3: Tigers are beautiful.

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

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

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

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

S2: Yes, but it's also cool!

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

S2: It's very old, I think.

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

活动 2a-2c

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

使学生的记忆更加牢固、准确，还有助于培养学生的观察力、想象力和创造力。

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

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

完成段落中心句的查找之后，教师让学生完成2b任务，为课文选择合适的标题。

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

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

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

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

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

活动 3a-3b

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

- What's her name?
- Where is she from?
- How old is she?
- Why does the writer like her?
- Where is she now?

这一活动能帮助学生了解范文内在的逻辑和条理，有助于学生理清思路，梳理出写作提纲，为下一步自己动笔写做好准备。

4. 让学生先阅读 3b 的写作要求，然后根据上一步骤总结的思路，充分利用教材提供的词汇独立完成写作。
5. 让学生先在小组内分享各自的作文，小组成员互相纠错、润色、修改。教师可以请部分同学朗读自己的作文，并挑选一些优秀作品张贴于墙报上。

SELF CHECK 内容介绍和活动建议

活动 1

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

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

2. 教师领读黑板上的词汇，复习巩固词汇。
3. 让学生轮流用黑板上的词汇造句，如果学生水平较高，可以让学生两人一组用词汇编对话，如：

S1: I like dolphins.

S2: Why do you like dolphins?

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

S2: I like tigers.

S1: Why?

...

■ 拓展活动：辨认小矮人

活动目的：进一步理解本单元所学描述性形容词的含义，并能熟练运用。

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

活动步骤：1. 组织学生观看影片片段。

2. 让学生将人物名字与一些刚学的描述性形容词配对。

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

A: Who do you like, Jim?

B: I like Snow White.

A: Why do you like her?

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

...

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

活动2

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

1. 让学生独立完成问答匹配任务。
2. 让学生两人一小组开展问答操练。
3. 让学生在限定时间内编自己的对话，然后请几组学生示范表演。
4. 最后将学生分为四人小组，开展调查并完成下列表格。学生完成调查报告后，用完整的句子向全班汇报调查情况。

Partner's name	What animals	Likes/Dislikes	Why

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

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

四、语音教学建议

1. 名词复数词尾辅音 /s/, /z/, /ɪz/, /ts/, /dz/

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

School things: book, ruler, pencil ...

Fruit: banana, apple, orange ...

Animals: cat, dog, panda ...

Furniture: bed, sofa, desk ...

请学生将想出的名词列在黑板上。

2) 让各组根据所列的词汇写出其复数形式, 并标出词尾辅音。

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

4) 请几个学生汇报自己的分类情况, 教师点评并纠错。

5) 教师带领学生朗读列出的所有名词复数。

2. 意群

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

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

否正确。最后教师进行点评和总结，并让学生边听录音边进行朗读训练。

3. 语音补充练习

1) 绕口令 (Tongue Twisters)

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

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

/ɪz/ (spelling **es**) hisses

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

(2) Spiders are scary but snakes are scarier.

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

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

2) 歌谣 (Chants)

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

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

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

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

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

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

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

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

五、课文注释

1. He can walk on two legs. 他会立着走路。

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

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

lie on one's back 平躺

lie on one's belly 趴着

stand on one's hands 倒立

stand on one's head and hands 头手倒立

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

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

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

reporters from CCTV 中央电视台的记者们

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

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

3. People say that “elephants never forget”. 人们说“大象从不忘事”。

大象拥有人类难及的非凡记忆力，因此英语有have a memory like an elephant (有像大象一样的记忆力) 这样的习语 (idiom)，用以形容、描述一个人的记忆力好。

英语有不少借用动物特征来进行比喻的习语，常见的还有drink like a fish (特别能够喝酒；见酒不要命)、eat like a horse (特别能吃；胃口大)、fight like cats and dogs (争吵不休)；be like a cat on hot bricks (如坐针毡；浑身不自在)；(be) like a bull in a china shop (非常鲁莽；笨手笨脚)等等。

六、文化注释

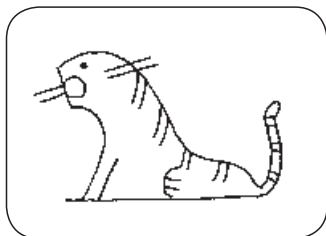
象与泰国

大象是泰国的象征。它在泰国人的心目中占有极为重要的地位——泰国的历史、文化、宗教、经济等都与象有密切的联系。在泰国，象的形象随处可见，上至国王下至百姓几乎人人爱象，对之情感深厚。

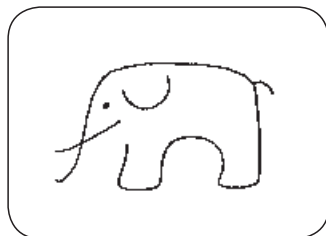
在古代，泰国人作战时，大象就如同战马一样。战将们以大象为坐骑冲锋陷阵，君主则以白象作为御骑以增神威。在宗教方面，泰国以佛教为国教，相传佛祖释迦牟尼是在其母亲梦见白象后诞生，因而古往今来白象成为泰国的镇国瑞兽，象征昌盛吉兆。这便是白象在泰国地位特殊，被视为珍贵之物的缘由。

七、教学简笔画

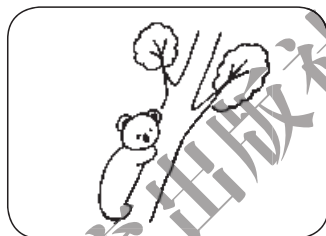
1. tiger



2. elephant



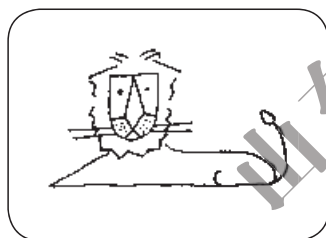
3. koala



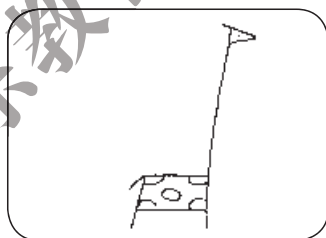
4. panda



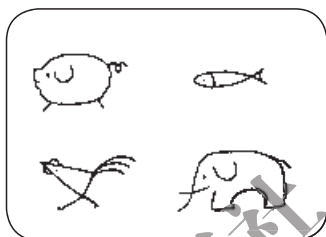
5. lion



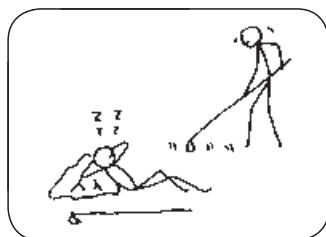
6. giraffe



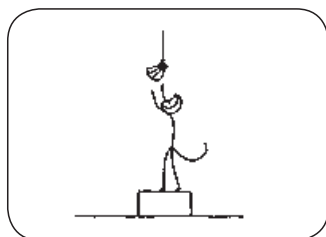
7. animals



8. lazy



9. smart



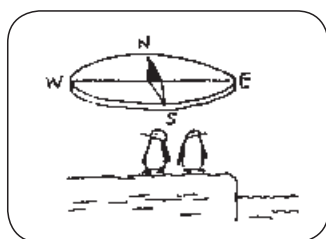
10. beautiful



11. scary



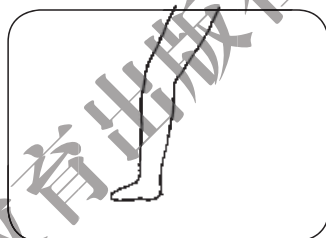
12. south



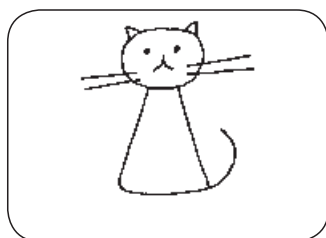
13. pet



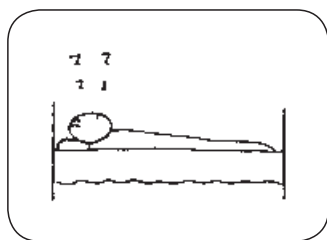
14. leg



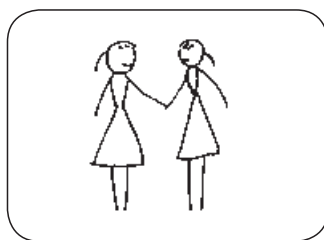
15. cat



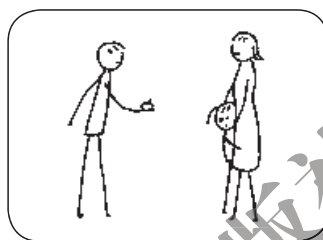
16. sleep



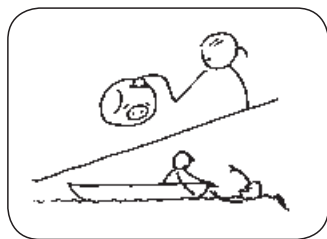
17. friendly



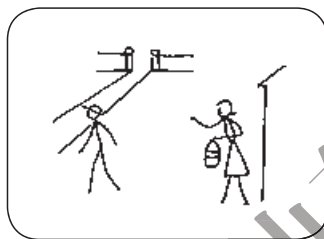
18. shy



19. save



20. forget



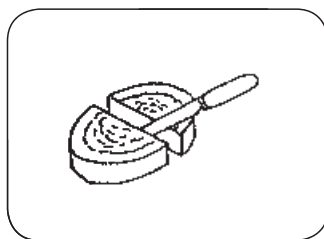
21. water



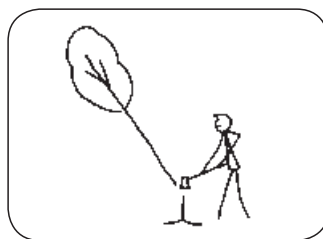
22. in danger



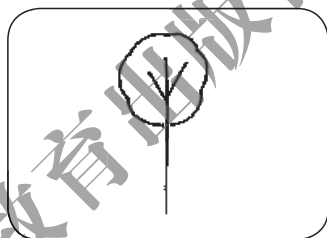
23. cut



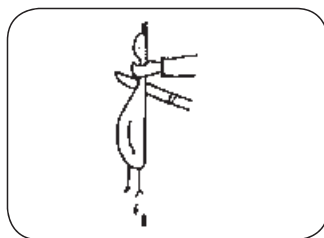
24. cut down



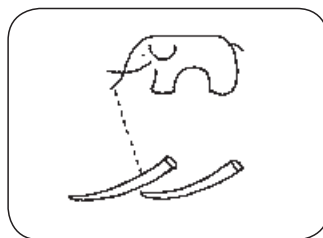
25. tree



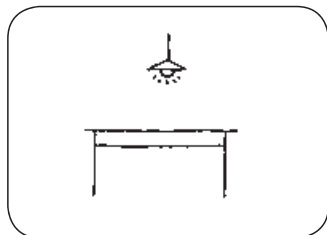
26. kill



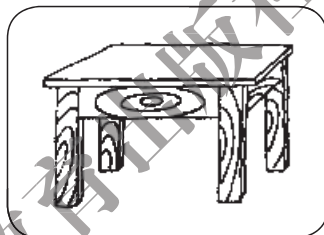
27. ivory



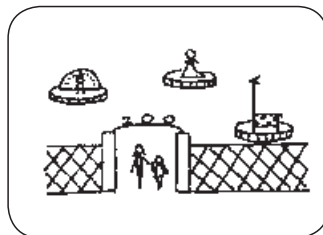
28. over the table



29. made of wood



30. zoo



Unit 7 Why do you like pandas?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: describe animals; express preferences. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows two Ss at a zoo. They are looking at a map of the zoo, showing where the animals are located. The map shows the following animals: a tiger, a lion, a bear, a giraffe, a panda, an elephant and a koala. The giraffe enclosure with two giraffes is behind the map. The girl says she would like to see the pandas first because she thinks they're cute.
Culture Focus	Zoos, Safari Parks, and Conservation In the US, there are many zoos and safari parks. In zoos, animals are kept in fenced enclosures. But in safari parks (also known as wildlife parks or animal parks) the animals are not enclosed; they are free to walk around. San Diego Zoo, in the US state of California, is one of the most famous zoos in the world and it is very big, about 40 hectares. Inside the zoo there are over 100 rare and endangered animals. There is also an institute for conservation research where the staff educates visitors about endangered animals. They also do research to help protect the animals and their natural habitats.
Teaching Tip	Animal Alphabet After 1a, have Ss list the animals that they know in English. Encourage them to use the letters of the alphabet. Follow the procedures: One letter, one word: - Have all Ss stand - Ask S1 to say an animal starting with letter "a" before sitting down, e.g. ant. - Ask S2 to say an animal starting with letter "b" before sitting down, e.g. bear. - Then go on until all Ss are seated

Teaching Tip	5 If a student cannot think of an animal, they miss a turn and remain standing (Sample responses: ant, bear, cat, dog, elephant, fish, giraffe, horse, iguana, jaguar, kangaroo, lion, mouse, nightingale, owl, penguin, quail, rabbit, snake, tiger, urchin, vulture, whale, x-ray fish, yak, zebra) One letter, many words: - Have all Ss stand. - Ask S1 to say an animal starting with letter "a" before sitting down. - Ask S2 to also say an animal starting with letter "a" before sitting down. - Then continue until all Ss are seated - If a S cannot think of an animal beginning with letter "a" they miss a turn and the next S is challenged to think of an animal beginning with letter "b" and so on. (Sample responses: alligator, ant, ape, anteater ...)
Answers	1. a, 2. f, 3. c, 4. e, 5. d, 6. b

1b

Purpose	To help Ss recognize the target language in natural speech
Teaching Tip	Animal Dictation After 1b, have Ss work in pairs to create and do a dictation activity. Follow the steps: - Have each S write the names of 10 different animals. Tell Ss not to show their lists to classmates. - Have Ss work in pairs. - Have Ss do the dictation. One S takes a turn to read out an item on his/her list. The other S listens and then writes down the item. - Finish by having Ss share their original lists to check answers.
Answers	Checked: panda, giraffe, koala

1c

Purpose	To help Ss see the target language in natural speech

Teaching Tip	Making Similes After 1c, explain to Ss that native English speakers often use animal similes to illustrate emotions or personal attributes. Remind Ss that similes compare one thing to another, and they often contain the words “as ... as”. Elicit suggestions from Ss for which animals they think best complete these common similes. On the board as strong as an _____ as greedy as a _____ as busy as a _____ as tall as a _____ as free as a _____ (Answers: as strong as an ox; as greedy as a pig; as busy as a bee; as tall as a giraffe; as free as a bird)

Purpose	To give Ss listening practice with the target language.												
Optional Approach	Predict Before You Listen In 2a, have Ss read the information in the chart and use it to make a prediction about which animals will feature in the recording. Elicit some ideas from Ss and write these on the board. After listening, review the list on the board to see if anyone made the correct prediction.												
Answers	<table><tr><th>Animals</th><th>Description words</th><th>Countries</th></tr><tr><td>1 pandas</td><td>kind of interesting</td><td>China</td></tr><tr><td>3 lions</td><td>really scary</td><td>South Africa</td></tr><tr><td>2 koalas</td><td>very cute</td><td>Australia</td></tr></table>	Animals	Description words	Countries	1 pandas	kind of interesting	China	3 lions	really scary	South Africa	2 koalas	very cute	Australia
Animals	Description words	Countries											
1 pandas	kind of interesting	China											
3 lions	really scary	South Africa											
2 koalas	very cute	Australia											

2b Purpose	To give Ss practice in listening for specific items in conversations.
Teaching Tip	Listening for Questions Before 2b, direct Ss' attention to the questions they must listen for in the recording. - Tell Ss to write down the first word of each question that they hear in the recording and compare their answers with a partner. - Have Ss listen to the recording with their textbooks closed. - Elicit the question words and write them on the board (why, where, how, when, how often).

Teaching Tip	4 Have Ss listen to the recording again, and write the rest of each question. 5 Finish by eliciting the full questions and write them on the board. (i.e. Why do you like pandas? Where are pandas from? Why do you like them? Why don't you like lions? Where are lions from?)
Answers	pandas, kind of, China

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Teaching Tip	Activate Vocabulary First Before 2c, have Ss think of any words they might need in their conversations. Write the Ss' suggestions on the board. Animals (nouns): elephant, giraffe Reasons to like / not like (adjectives): scary, interesting, smart

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	Types of Pets In the US, more than half of all homes have pets. Dogs and cats are the most popular pets in the US. There are over 80 million pet cats and over 100 million pet dogs. Other popular pets are small birds and fish. The most popular types of dogs are big dogs such as the Labrador (拉布拉多) and German Shepherd (德国牧羊犬). The Yorkshire Terrier (约克夏梗) as pictured in 2d is one of the most popular types of small dogs.
Teaching Tip	Visualizing Before Listening Before 2d, have Ss visualize the situation in which the conversation occurs. For example: - Have Ss close their eyes. T: Peter has a dog. What does the dog look like? Is the dog big or small? What color is the dog's fur? Does it have long fur or short fur? Is it a noisy dog? - Have Ss open their eyes. Elicit descriptions from Ss as to what they think Peter's dog looks like. - Finish by summarizing what most Ss in the class think. Write the most common description words that Ss see on the board.

GRAMMAR FOCUS

3a

Answers	where, They're, like, don't, why, because, do, cool

3b

Answers	Answers will vary. Sample answers: I like <u>koalas</u> because they're cute. I like <u>giraffes</u> because they're interesting. I like <u>elephants</u> because they're smart. I don't like <u>lions</u> because they're lazy.

3c

Purpose	To provide speaking practice with target language.														
Culture Focus	Animal Pronouns In the US, people often refer to pet animals with the male and female pronouns "he" and "she". This is because they know the gender of the animal. However, if you don't know the gender, or if you are talking about a wild animal, it is best to use the pronoun "it" instead. For example: He's a very cute dog. / It's a very cute dog.														
Optional Approach	Animal Yes/No Questions In 3c, have Ss only ask yes/no questions when trying to guess the animal their partner is thinking of. Elicit some possible questions and write them on the board. <table border="1"> <tr> <td>Can it <u>fly</u> (run fast, jump high, swim ...)?</td><td>Yes./No.</td></tr> <tr> <td>Does it live <u>underground</u> (in the jungle, in the ocean ...)?</td><td>Yes./No.</td></tr> <tr> <td>Is it <u>big</u> (small, fat, thin ...)?</td><td>Yes./No.</td></tr> <tr> <td>Is it from <u>China</u> (Australia, India ...)?</td><td>Yes./No.</td></tr> <tr> <td>Is it <u>black</u> (brown, white ...)?</td><td>Yes./No.</td></tr> <tr> <td>Is it an <u>insect</u> (a bird, a fish, a mammal, a reptile)?</td><td>Yes./No.</td></tr> <tr> <td>Is it a <u>pet</u>? (a wild animal)?</td><td>Yes./No.</td></tr> </table> How many questions did Ss need to ask before guessing their partner's animal?	Can it <u>fly</u> (run fast, jump high, swim ...)?	Yes./No.	Does it live <u>underground</u> (in the jungle, in the ocean ...)?	Yes./No.	Is it <u>big</u> (small, fat, thin ...)?	Yes./No.	Is it from <u>China</u> (Australia, India ...)?	Yes./No.	Is it <u>black</u> (brown, white ...)?	Yes./No.	Is it an <u>insect</u> (a bird, a fish, a mammal, a reptile)?	Yes./No.	Is it a <u>pet</u> ? (a wild animal)?	Yes./No.
Can it <u>fly</u> (run fast, jump high, swim ...)?	Yes./No.														
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Is it from <u>China</u> (Australia, India ...)?	Yes./No.														
Is it <u>black</u> (brown, white ...)?	Yes./No.														
Is it an <u>insect</u> (a bird, a fish, a mammal, a reptile)?	Yes./No.														
Is it a <u>pet</u> ? (a wild animal)?	Yes./No.														

Optional Activity 1: Smart Animal Charades

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

Procedure

1. Elicit a list of animals and a list of description words. Write these on the board.

<u>Animals</u>	<u>Description words</u>
bear, tiger, lion, giraffe, elephant, panda, koala, etc.	smart, friendly, beautiful, cute, lazy, big, scary, etc.

2. Divide Ss into small groups of four to six.
3. Have the Ss in each group take turns to select one animal and one description word. They should write these down but not show or tell anyone. Instead they must act out the word in silence using only gestures and expressions.
4. The classmates in the group must then guess which animal and which description word the Ss selected. The person who guesses correctly gets to nominate who goes next.
5. Have Ss repeat the activity until all Ss have had the opportunity to select words and act them out.

Optional Activity 2: Animal Riddles

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

Procedure

1. Tell Ss that they are going to write animal riddles.
2. On the board:

size (big)	Examples:
color (grey)	A: What's a <u>big</u> , <u>gray</u> , <u>slow</u> animal that <u>sings</u>
description word (slow)	and lives in the ocean?
activity (sings)	B: It's a _____.
place (lives in ocean)	

3. Model the sentences on the board. Elicit from Ss that the answer is a whale.
4. Give Ss time to write a riddle using a model on the board.
5. Have Ss work in small groups and take turns reading their riddles to each other and guessing the answers.
6. Have Ss choose the best riddles in each group to read to the class.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Optional Approach	Getting into Character Before 1a, have Ss act out different personality traits, e.g. smart, friendly, beautiful, small, lazy, cute, scary, and shy. Follow the steps: 1. Tell Ss you will face the board and you will list personality traits. If you turn around, the Ss should stand and act as if they were an animal with the trait. 2. Reinforce that they must not act out the trait unless you turn around. 3. Demonstrate by facing the board. T: Cute. Don't turn around. (Note that Ss should still be seated). T: Scary. Turn around. (Note all Ss should be standing and acting as a scary animal such as a lion roaring.) 4. Elicit from Ss what animals they think they can choose to act out. 5. Repeat the activity using different personality traits.
Answers	Answers will vary. Sample answers: 1. d, 2. f, 3. b, 4. e, 5. c, 6. a, 7. f, 8. e

1b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	Positive/Negative Challenge In 1b, have Ss decide whether they want to attempt a challenge! Giving Ss the option of whether they want to do a more challenging activity can empower them to work harder. After all it is an activity of their choice. The Challenge! Have Ss listen to the recording and write down the description words they hear. Then ask Ss to categorize the words by usage. Were the words used to describe something positive or something negative? Remind Ss to listen to the intonation of the speaker for clues. (positive: interesting, smart, cute, beautiful; negative: lazy, kind of shy)
Answers	Circled: smart, lazy, cute, beautiful, shy

1c

Purpose	To give Ss practice in listening for specific items in conversations.											
Teaching Tip	Words You Like After 1c, personalize by encouraging Ss to choose the words that they would use to talk about elephants and pandas. Have Ss choose from the words in 1c or look through the earlier pages in the unit for more description words.											
Answers	<table><tr><th>Animals</th><th>Mary's Words</th><th>Tony's Words</th></tr><tr><td>elephants</td><td>interesting, really smart</td><td>lazy</td></tr><tr><td>pandas</td><td>beautiful, kind of shy</td><td>kind of cute</td></tr></table>	Animals	Mary's Words	Tony's Words	elephants	interesting, really smart	lazy	pandas	beautiful, kind of shy	kind of cute		
Animals	Mary's Words	Tony's Words										
elephants	interesting, really smart	lazy										
pandas	beautiful, kind of shy	kind of cute										

1d

Purpose	To provide speaking practice with a target language.
Optional Approach	Substitution/Deletion in Model Conversations In 1d, support Ss by writing the model conversation on the board. Underline the words that can be substituted in the conversation. Elicit ideas from the class as to what words could be used instead. Follow this procedure: 1. On the board: A: What <u>animals</u> do you like? B: I like <u>elephants</u>. A: Why? B: Because they're <u>cute</u>. What animals do you like? A: I like dogs because they're <u>friendly</u> and <u>smart</u>. 2. Model the conversation. 3. Elicit words from Ss that can be used to change the underlined word. 4. Have Ss practice the conversation on the board using different words. 5. Then begin to erase parts of the conversation while Ss practice. Begin by erasing the underlined words; then erase the answers to the questions. Finally, erase the whole conversation. 6. Have Ss continue to practice, repeating the conversation but changing it each time.

2a

Purpose	To p rsonalize th targ t lang ag and p ep re Ss for th sb eq nt read ng ctiv ty.
Culture Focus	<i>Animals in Danger</i> Th World Wild life Fnd (WWF) tells s th t seer al animals are serio ly in d ng r. Th s incld s animals su h as tig rs, rh nos, gr illas, and tu tles. There are thg to b as few as 300 wild tig rs, 900 Asian rh nos, and 00 mont ain gr illas in the world. These wild animals might soon be extinct, because p op e are ht ing th m and d stroj ng th ir h b tat. It's impr tant th t we p oteet th se animals, and we can h lp p oteet th m b not b ngf oodr med cine th t is mad with nimal ing ed ents.
Answers	Answers will vary. Sample answers: The endangered animals are elephants, pandas and tigers.

2b

Purpose	To p ovid read ng p actice with h targ t lang g .
Optional Approach	<i>Predicting Content</i> In 2b h v Ss read th titles of th article and p ed ct th content. Follow th s p oced e: 1. Ask Ss to look t th fon titles in 2b 2. Ask Ss to predict the content of an article with each of the titles. For example, an article titled "Come to Thailand" would probably contain reasons why tourists should visit Thailand. It mig talka bu th b au ifu b ach s and licious food 3 Elicit id as from Ss andv rite th m on th ba rd 4 Hav Ss read h article to chos e th b st title. 5 Finish b comp ring th p ed ction on th ba rd with th acta l content of th article. D id nyof th p ed ctions match
Answers	Checked: Let's Save the Elephants

2c

Purpose	To p oiv d scanning andv riting p actice with h targ t lang ag .
Optional Approach	<i>Group Writing Switch</i> In 2c, have Ss work in small groups to copy ,c omp ete and ch ck h mindn apF ollow th s p oced e: 1. Hav Ss worki ng op of four. 2. Tell Ss th t each g op memb r ms t copy and comp ete one of th b s in th mind map Th y shld each write on a sep rate p ece of p p r.

	3. When a group is finished the activity they should stand up, each member holding a piece of paper containing one of the four parts of the mind map 4. When all Ss are standing, shout the word “switch” and instruct Ss to try and create new groups. Remind them that groups should only have four Ss and that they must contain all four parts of the mind map 5. Have Ss work with their new group members to review and correct one another’s answers. 6. Shout the word “switch” again. Once again Ss must form new groups and review answers. 7. Finish by eliciting the correct answers and writing these on the board
Answers	Importance in Thailand: a white elephant on it, good luck Abilities: soccer or music, draw well, remember Facts and figures: cut down, ivory, about 3,000 in Thailand, 100,000 How to save them: trees, buy, March 13th

3a

Purpose	To prepare Ss to write using a target language.
Optional Approach	<i>In Your Own Words</i> In 3a, challenge Ss to cover the words in the box and try to fill in the blanks with their own words. This will encourage Ss to focus more closely on the kinds of words that are needed to fill in the blanks (nouns, adjectives or verbs) as well as helping them to understand the meaning of the sentences. Finish by having Ss look at the words in the box and compare it to their own word choice for each blank. Did they guess any of the words correctly?
Answers	beautiful, Africa, years, like, because, lives

3b

Purpose	To prepare Ss to write using a target language.
Optional Approach	<i>Joining Words</i> In 3b, challenge Ss to join together short one-clause sentences using words such as “and”, “because” or “but”. Write examples on the board

Optional Approach	This is <u>Becky</u>, <u>and</u> she is twelve years old. She is from Africa, <u>but</u> she lives in Blackwood zoo. I like Becky <u>because</u> she is smart and friendly.
Answers	Answers will vary. Sample writing: My favorite animal is a tiger in the city zoo. I call him Super T. He is orange, black and white. He is very big, and he looks kind of scary. He can run fast and jump far. People and other animals are afraid of him. He sleeps in the daytime and walks around at night. I go to see him every weekend, and I have a photo of him on my bedroom wall.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.
Teaching Tip	Quantifiers Before activity 1, encourage Ss to review quantifier words. Write an example question and answer on the board. Then draw a scale from 0 percent to 100 percent and elicit or give a range of quantifiers. On the board: 0% ————— 100% not, not very/not really kind of/a little bit very/really A: How <u>scary</u> is it? B: It's <u>kind of</u> scary.
Answers	1. Answers will vary. Sample answers: I like <u>tigers</u> because they're <u>really scary</u>. I like <u>koalas</u> because they're <u>very cute</u>. I like <u>giraffes</u> because they're <u>kind of interesting</u>. I like <u>elephants</u> because they're <u>really smart</u>. I don't like <u>lions</u> because they're <u>kind of lazy</u>. 2. A: What animals do you like? B: I like lions. A: Why do you like lions? B: Because they're big and beautiful. A: Where are they from? B: They're from Africa.

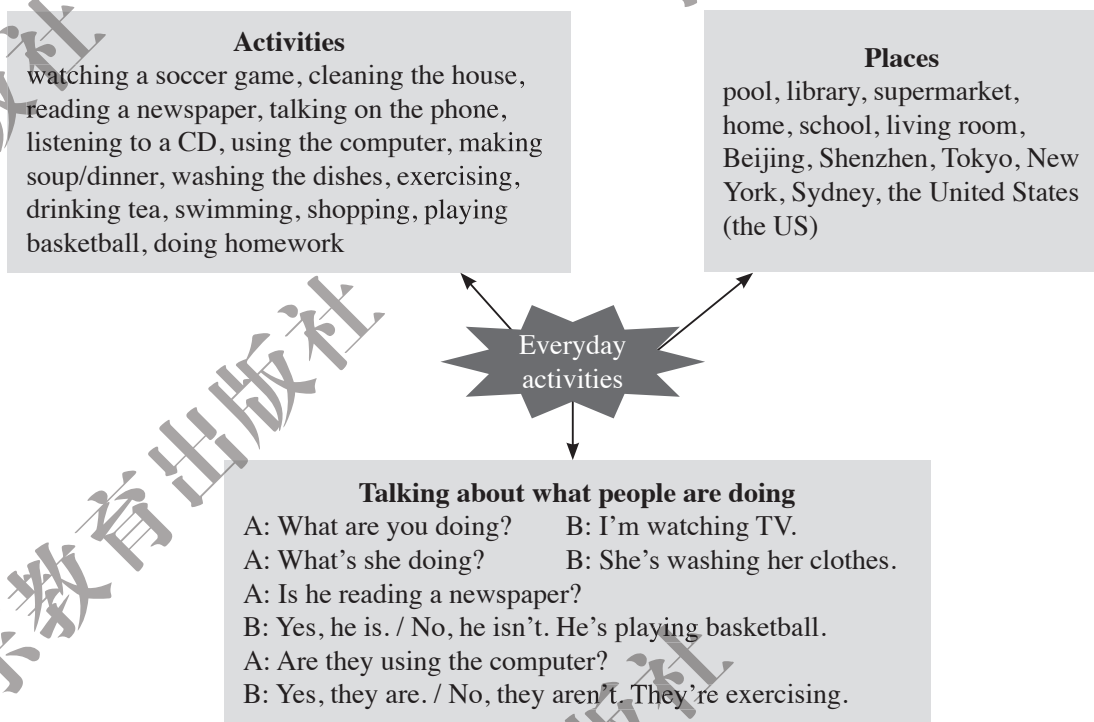
Unit 8 I'm watching TV.

一、教学目标与要求

话 题 Topic	日常活动 (Everyday activities)
功 能 Functions	能谈论人们正在做的事情 (Talk about what people are doing) What's he/she doing? He's/She's cleaning the room. What are they doing? They're listening to a CD. Is the man swimming in a river? No, he isn't. He's swimming in a pool.
语 法 Grammar	1 能正确使用现在进行时态陈述正在发生的事情并进行回答 (Present progressive tense) What are you doing? I'm watching TV. What's she doing? She's washing her clothes. Are you doing your homework? No, I'm not. I'm cleaning my room. Is he reading a newspaper? Yes, he is. 2 能根据语境使用一般现在时态与现在进行时态表述现在 (Compare the simple present tense and the present progressive tense) She's exercising (now). She exercises (on Mondays / every night / in the morning). 3 能根据动词的变化规律写出正确的现在分词形式 (The -ing form) play→playing make→making swim→swimming
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) newspaper, soup, movie, house, tea, pool, shop, supermarket, man, race, state, the United States, child, use, wash, drink, study, miss, wish, American, special, any, other, young, delicious, just, tomorrow, still 2 能正确使用下列常用表达 (Useful expressions) living room, read a newspaper, talk on the phone, make soup, TV show, eat out, make dinner, drink tea, on weekends, dragon boat race 3 能认读下列词汇 (Non-curriculum words) host, dragon

语 音 Pronunciation	1 能正确认读并掌握以下辅音连缀的发音: /bl/、/br/、/kl/、/kr/、 /gl/、/gr/、/fl/、/fr/、/pl/、/pr/、/sk/、/sl/、/sm/、/sn/、/sp/、 /st/、/str/、/sw/ 2 能分辨短语和句子中的重音, 并能在朗读中适度把握重音
学习策略 Strategies	1 学会边听边做笔记, 捕捉关键信息 2 能通过记忆和运用词块学习词汇
文化知识 Culture	1 了解世界各国存在的时差现象 2 了解电话会话中中英文表述的差异 3 了解中国传统节日中的端午节

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分主要围绕“日常活动”展开。主题图通过展现同一时间人们进行不同活动的场面，将学生带入到谈论日常活动的话题中。Section A 部分集中呈现了一些家庭日常活动的动词短语，并通过“打电话”的情景对话输入现在进行时的语言结构，训练学生运用该结构来表达和谈论正在发生的事情。

1a-1c 展示了日常活动的图片和大量的动作短语，通过创设“打电话”情景自然引出本单元的重点语法结构——现在进行时态，然后让学生根据图片内容尝试运用新的语言结构询问和回答对方正在做的事情。

2a-2c 部分延续了“打电话”的情景，不仅仅谈论现在进行的活动，还过渡到两人协商并提出建议一起去进行某些活动。话题更贴近生活实际，能让学生通过听和说感悟一般现在时态和现在进行时态的使用语境及其用法。2a、2b 主要训练学生通过听来获取细节的技巧，然后让学生通过分角色操练 2b 和 2c 的对话，亲身体验“打电话”，使其在真实的交际情景中初步运用所学语言结构。

该部分的教学重点是让学生在具体语境中感悟、理解和学习现在进行时的用法。教学难点是要让学生对一般现在时态和现在进行时态的概念有所区别，以及把握动词现在分词的构成方法。

SECTION A 教学建议

活动 1a-1c

1. 教师可以适当选取课外英语学习资源，如动画片、电影片段、图片或利用简笔画来呈现不同人物正在进行的动作。教师可先给学生做示范，提供一张男孩看电视的图片，先询问学生：What's Jim doing? 再描述图片内容：He's watching TV. 接着，教师借助动画片或其他图片提问：What's ... doing? 让学生模仿刚才的示范进行回答。回答完毕，教师可板书呈现完整的问句和答句。
2. 教师出示 1a 图片，按照图片内容依次提问学生：
Look at Picture b/c/e/g. What's he/she doing?
What are they doing in Picture h?
学生回答时，教师可呈现新词汇，板书或在图片下方显示相关动词短语并带读，

如: making soup, washing the dishes, using the computer, reading a newspaper 等。

3. 让学生独立完成 1a 动词短语与图片的匹配任务。通过提供示范, 让学生说出完整句子的方式来核对答案, 如: Picture b: He's making soup.

注意: 在运用现在进行时态表达时, 漏掉 be 动词是学生常犯的错误, 因此在操练过程中, 教师应尽量提供机会让学生说出现在进行时态的完整句子, 帮助他们掌握该时态的完整结构。

4. 让学生找出 1a 短语中的现在分词, 并将其对应的动词原形写下来, 如: watch→watching, clean→cleaning, read→reading, talk→talking, listen→listening, use→using, make→making, wash→washing, exercise→exercising。
5. 让学生阅读 1b 的活动要求, 再观察 1a 中的系列图片让学生猜测: Who's Bob? Who's Jenny? Who's John? Who are Dave and Mary? 教师先不提供答案, 这样让学生带着检验猜测的目的去听, 从而为下面的听力活动做好准备。
6. 提示学生看清 1b 的任务要求是将人物名字与 1a 的活动匹配, 然后播放录音, 学生边听边完成 1b 任务。
7. 让学生两人一组根据所填信息进行问答, 具体对话形式如下:
A: What's Jenny doing? B: She's watching TV.
A: What's John doing? B: ...
A: What are Dave and Mary doing? B: ...
然后让三组学生示范对话, 核对答案。
8. 呈现听力材料, 让学生分角色朗读并表演该对话。
9. 让学生结对根据 1a 图片中不同人物的活动, 根据 1c 的示范对话轮流问答, 如:

A: What's he doing in Picture a? B: He's talking on the phone.

A: What's he doing in Picture b? B: He's making soup.

.....

活动 2a-2c

1. 播放录音前, 教师呈现一些包含人物活动的图片, 让学生根据短时记忆, 两人一小组轮流问答, 如:
S1: What's Ann doing?
S2: She's talking on the phone.

注意：“挑战记忆力”的游戏可以充分调动学生的积极性，也更能激起学生的兴趣，帮助学生复习巩固现在进行时态的结构。

2. 让学生阅读 2a 的两个问题，教师播放一遍录音，学生独立完成 2a 任务，然后请两组学生进行问答，核对答案。
3. 让学生先阅读 2b 对话，预测空格中需要填写的信息，教师第二次播放录音，学生边听边记录。
4. 让学生再次听录音，检查 2b 填写的内容，然后全班核对答案。
5. 教师提出问题，让学生根据听力内容回答：
 - 1) What does Jack think of the CD? He thinks it's kind of boring.
 - 2) What does Steve want to do? He wants to go to the movies.
6. 让学生两人一组朗读并表演 2b 对话，完成 2c 任务。

活动 2d

1. 让学生阅读 2d 对话并回答以下问题：
 - 1) What's Laura doing? She's washing her clothes.
 - 2) What's Jenny doing? She's watching TV.
 - 3) What do they want to do? They want to eat out.
 - 4) What time do they meet? They meet at half past six.
2. 让学生再次阅读对话，找出文章中出现的电话用语或固定套语，并让学生说出它们在文中的含义，从而感悟中英文表达的异同。如：
 - This is ...
 - It's ... here.
 - I'm just ...
 - Do you want to ...?
 - I'd love to.
 - Let's meet at ...
 - Come at ...
3. 让学生分角色朗读对话，并请几组学生示范朗读或表演。
4. 如时间和条件允许，可要求学生两人一组模仿 2d 自编打电话的对话，并在课堂上进行表演。

注意：通过电话询问对方及他人在做什么，是生活中常见的交际活动。由于打电话的双方存在信息差（Information gap），不是明知故问，因此，通过这种方式练习现在进行时的结构是比较自然真实的。

语法内容介绍和活动建议

本单元主要学习现在进行时态，包括三方面的内容：现在进行时态中以 what 引导的特殊疑问句及其回答，现在进行时态的一般疑问句及其回答，现在进行时态与一般现在时态在结构与用法上的差异。Grammar Focus 部分罗列和梳理了现在进行时态的特殊疑问句、一般疑问句及其回答，兼顾了不同人称作主语时谓语动词的变化情况。此外，该部分还展示了现在进行时和一般现在时态中常见的时间状语，便于学生对比总结。3a 是控制性练习，让学生通过连词成句，观察和分辨一般现在时态与现在进行时态的句型结构及其相关时间状语。3b 的句子排序活动则再次创设情景，让学生熟悉在电话中如何谈论正在进行的活动，如何邀请对方，并通过操练领悟和学会正确运用现在进行时态和一般现在时态。3c 通过“动作表演”和竞猜相结合的游戏让学生操练和运用现在进行时态的一般疑问句进行回答。这个游戏有趣生动，可以充分发挥学生的想象力和创造力，锻炼学生的思维和肢体表现力。

语法部分具体教学建议如下：

1. 让学生默读 Grammar Focus 表格中的例句，如可能，教师还可提供更多的例句供学生观察并总结现在进行时态的特点。教师可列出以下要点，供学生进行观察和归纳：
 - 1) 现在进行时态中的谓语动词的构成；
 - 2) 现在进行时的肯定句、否定句句式；
 - 3) 现在进行时的一般疑问句、特殊疑问句的句式及其答语。

下表格供教师参考：

现在进行时 (Present Progressive Tense)	
用法	现在进行时表示现在正在进行或发生的动作。
构成	be (am/is/are)+ doing (动词 -ing 形式)
肯定式	I am + doing We/You/They are + doing He/She/It is + doing
否定式	I am not + doing We/You/They aren't + doing He/She/It isn't + doing

一般疑问句和简略答语	Am I doing ...?	Yes, you are. / No, you are not (aren't).
	Are you doing ...?	Yes, I am. / No, I am not.
	Is he/she/it doing ...?	Yes, he/she/it is. / No, he/she/it isn't.
	Are they doing ...?	Yes, they are. / No, they are not (aren't).
特殊疑问句和答语	What are you doing?	I'm doing ...
	What is he/she/it doing?	He/She/It is doing ...
	What are they doing?	They are doing ...

2. 教师可列举一些学生已学动词的现在分词, 先带读词汇, 然后启发学生思考: 动词原形如何变成现在分词? 有什么规律? 学生通过分析, 会发现现在分词的构成规律有: 1) 一般动词在原形末尾直接加 -ing; 2) 动词词尾包含不发音的 e 字母时, 去 e 加 -ing。

3. 让学生尝试写出下列动词的 -ing 形式:

sing → dance → study → play → write →
draw → take → get → paint →

4. 教师可提供以下两栏例句, 让学生注意观察并回答以下几个问题:

- 1) 左栏例句中谓语部分的结构与右栏例句的谓语结构有何不同?
- 2) 两栏例句中各使用的时间状语有何不同?
- 3) 这两栏例句各表达什么概念?

Simple Present Tense	Present Progressive Tense
I often watch TV.	I am watching TV now.
She often watches TV.	She is watching TV now.
They often watch TV.	They are watching TV now.
Do you often watch TV?	Are you watching TV now?

下表格供教师参考:

	现在进行时 (Present Progressive Tense)	一般现在时 (Simple Present Tense)
用法	现在进行时表示现在正在进行或发生的动作。	一般现在时表示现在的状态, 经常的或习惯性的动作。
构成	be (am/ is/ are) + doing (动词 -ing 形式)	do/does
时间状语	now	on Mondays, every day/night, in the morning/afternoon, after dinner/school, on weekends, usually, often, sometimes ...

5. 学生归纳完毕后, 教师可设计以下练习, 让学生独立完成。这一控制性练习的目的主要是帮助学生熟悉两个时态的构成形式, 让学生学会根据语境判断该使用什么时态。

1) Look! The boys _____ (play) basketball on the playground.

2) My father _____ (read) books after dinner.

3) In the morning, Mr. Smith _____ (get) up at seven o'clock.

4) Listen! Linda _____ (sing) in the next room.

5) His brother usually _____ (do) homework at school.

6) They _____ (go) shopping every Friday evening.

7) A: What's Granpa doing now?

B: He _____ (work) in the garden.

8) Her sister _____ (eat) dinner now.

9) Miss King often _____ (wash) dishes in the evening.

10) On weekends Aunt Beth _____ (walk) with her pet dog.

6. 请部分学生朗读自己填写完毕的句子, 核对答案, 并说出选择时态的理由。

活动 3a

1. 让学生独立完成 3a, 教师提醒学生找出每个句子的时间状语, 由时间状语判断时态, 由时态决定动词的形式。
2. 请几名同学依次朗读每一个完整的句子, 全班核对答案。
3. 教师选择一个学生进行示范对话, 根据 3a 的内容编成问答练习, 如:

T: What's Jenny doing now?

S1: Jenny is cleaning the house now.

4. 让学生两人一组根据示范利用 3a 的五个句子轮流进行问答, 如学生直接表达有困难, 可要求学生将问句先写下来再进行口头操练。

活动 3b

1. 教师通过描述第二天的课程或活动呈现生词 tomorrow, 比如: It's Tuesday today. Tomorrow is Wednesday. I want to go to a movie but I can't go today, because I have a lot of work to do. So I think I'll go to a movie tomorrow.
2. 学生独立完成排序任务, 两人一组分角色朗读对话, 请一个组朗读完整的对话, 全班核对答案。
3. 让学生两人一组仿照 3b 内容自编对话, 然后请几组在课堂上示范表演。

活动 3c

1. 游戏: 准备一个盒子和一些卡片, 卡片上写着表示各种动作的词汇, 如: cleaning one's desk, dancing, watering flowers, swimming, playing ping-pong, drinking water, eating noodles 等。请一个学生从盒中抽取卡片并根据提示词做动作, 不发出声音,

其他学生轮流猜测是什么动作: Are you singing? 猜对的同学再从盒中抽取卡片做动作, 让其他同学继续猜。

2. 将学生分成四人小组, 一个学生进行哑剧表演, 另外三个学生猜, 猜对的学生替换表演, 让其他学生再猜。提醒学生在猜测过程中使用以下句式:

Q: Are you (doing) ...?

A: Yes, you are right. / No, I'm not.

如学生对上述句式已熟练掌握, 可将游戏稍作改动, 一个学生表演, 另外两个学生谈论, 如:

A: Is he/she doing ...?

B: No, I don't think so. Is he/she ... ?

A: Maybe. Let's ask him/her.

最后 A、B 学生去问表演的同学。这样的对话可让学生熟练掌握现在进行时态中不同人称应搭配的 be 动词。

注意: 现在进行时态的情境创设容易陷入明知故问的虚假境地, 教材通过哑剧表演和猜测相结合的游戏创造了较为真实的语境, 不仅让学生有效地操练现在进行时态的一般疑问句及其简略回答, 还有利于学生未来在真实交际中自如运用该语言结构。

SECTION B 内容介绍

本部分 1a-1e 通过谈论活动发生的地点让学生巩固现在进行时态的一般疑问句及其回答, 同时呈现了以重读闭音节结尾的动词如何构成动词-ing 形式。2a-2c 的阅读教学部分通过时差问题引入世界各地不同人们同一时刻进行不同活动的话题, 2b 的语篇介绍了中国留学生朱辉的故事, 展现了他在中国的家和国外寄宿家庭的生活场面, 语篇创设的情境自然真实, 不仅介绍了中国传统节日——端午节, 还让学生领略到中西方不同的文化习俗。文章在最后还点明了主人公“每逢佳节倍思亲”的心态, 如: there is still no place like home。3a-3c 是过程性写作训练板块, 要求学生“描述照片”, 运用现在进行时态进行笔头表达。3a 是一个控制性写作练习, 学生只需根据图片人物活动写出相应的动词短语即可。而 3b 是一个开放的写作任务, 学生可以利用自己喜欢的照片或图片进行写作, 既可以写成单句, 也可以完成类似 3a 中的语篇。

SECTION B 教学建议

活动 1a-1b

1. 教师利用图片或简笔画展示各种活动场景, 呈现新词汇, 如: shop, supermarket, swimming, pool 等。
2. 让学生观察 1a 图片和表格, 读懂任务要求, 然后让学生独立完成 1a 表格。
3. 教师示范, 将表格中填写的词汇信息转换成完整的句子输出, 如: People are reading books in the library. 然后让学生根据所填信息进行表达, 全班核对答案。
4. 让学生注意观察 swimming 和 shopping 的特点, 教师可提供更多的例子 (如: put → putting, begin → beginning) 让学生归纳现在分词规则变化的第三种情况: 重读闭音节的动词要双写词尾字母再加 -ing。

■ 拓展活动: 趣味造句

活动目的: 帮助学生巩固和掌握现在进行时态

活动要求: 准备三叠空白卡片和三个分别标有 Names, Activities, Places 的纸盒。

- 活动设计: 1. 教师先把学生分成三大组, 给每个大组提供一个纸盒和许多空白的小纸条。第一组学生在纸条上写上各种人称代词或人名, 存放在 Names 盒中。第二组学生写现在分词短语, 如: eating an apple, 存放在 Activities 盒中。第三组学生写地点, 存放在 Places 盒中。
2. 然后将学生分为四人小组。请三位学生分别抽取表示 names, activities, places 的卡片, 第四位学生用现在进行时态说出完整的句子, 如: Linda is riding a bike outside. 小组成员轮换角色, 直到所有的卡片都被抽完为止。

在这个游戏中, 学生很可能组成许多滑稽的句子。这种寓教于乐的游戏能够充分激发学生的参与积极性和学习热情。

活动 1c-1e

1. 听前让学生观察 1c 表格, 要求学生边听边填写信息。播放第一遍录音, 学生独立完成表格。
2. 再次播放录音, 让学生检查所填内容是否正确。教师请几个学生向全班汇报并核对答案。
3. 教师呈现听力材料, 学生两人一组朗读对话, 然后请几组示范表演。
4. 让学生利用 1c 表格内容进行问答。对于程度好的学生, 可以另外提供任务, 如提供不完整表格给学生, 利用信息差来开展对话练习等, 参见下页表格:

Name	Activity	Place
Leo	painting	
Mary		in the living room
Simon	eating dinner	

信息不全的表格能提供语境让学生运用现在进行时态的一般疑问句进行问答,还可以给学生提供充分想像的空间,让学生输出更为真实、个性化的语言。

活动 2a-2c

1. 教师呈现对话引出时差的话题:

Maria: Hi, David! I'm calling from Sydney.

David: Sydney? What time is it there?

Maria: It's 10:00 p.m.

David: It's 4:00 a.m. here in Los Angeles!

Maria: Oh, I forgot about the time difference. Sorry. Go back to sleep! I'll e-mail you later.

学生朗读对话并回答问题: What time is it in Sydney? What about in Los Angeles?

2. 让学生看 2a 的钟表图片并回答: If it's 8:00 a.m. in Beijing, what time is it in Tokyo/New York/Sydney?
3. 如条件允许,可准备多个钟表,让学生根据所示时间轮流问答。如:

A: What time is it in Beijing? B: It's 4:00 in the afternoon.

A: What time is it in Tokyo? B: It's 5:00 in the afternoon.

然后教师引导学生猜测同一时间不同国家和地区的人们正在进行的活动,如:

T: It's 9:00 in the morning in Beijing. What are you doing?

Ss: We are having class.

T: What are students doing in New York? Can you guess?

S1: They are watching TV.

S2: They're playing computer games.

S3: They're sleeping ...

通过该活动,教师可适时将话题转移到谈论人们正在进行的活动,让学生猜测可以增加活动的趣味性,发展学生的想象力。

4. 教师介绍阅读篇章的背景,可出示 Zhu Hui 图片并介绍: This is Zhu Hui. He's from Shenzhen, but now he's studying in the United States. He's living with an American family in New York. 教师板书并教学生词 study, different, the United States, American, 让学生在语境中理解词汇的含义。

5. 教师让学生预览课文图片并回答:

- 1) What special day is it?
- 2) What do Chinese people do on this day?
- 3) What do eat on this day?

教师可通过这几个问题引出并呈现 dragon, celebrate, race, special 等新词汇。

6. 让学生带着问题快速阅读文章, 并回答以下问题:

- 1) Where is Zhu Hui now?
- 2) What time is it in New York?
- 3) What does “host family” mean?

7. 让学生再次阅读课文, 根据课文内容填写下列表格。学生完成后, 全班核对答案。

His family in China	Activities	His host family in New York	Activities
mom and aunt		the mother	
dad and uncle		the father	
cousin		Zhu Hui	

8. 让学生尝试翻译下列各句:

- 1) ... so it's like any other night for Zhu Hui and his host family.
- 2) Zhu Hui misses his family and wishes to have his mom's delicious *zongzi*.
- 3) ... but there's still “no place like home”.

教师在引导学生理解句子意思时, 可检测学生猜测生词的能力, 如 any, wish, delicious, still 等词在文中的含义。另外, 还可启发学生对 there's no place like home 这一说法表达自己的看法和态度。

9. 让学生独立完成 2c 匹配任务, 并从文中找出这些短语并画下划线, 再让学生用这些短语口头或笔头造句。最后全班核对答案。

10. 让学生运用上表中的信息或 2c 短语试着复述课文, 学生可先在四人小组内进行, 然后请部分小组面对全班复述。

.....

活动 3a-3b

1. 教师出示 3a 图片并提问: Can you find Jim in the picture? What is Jim doing? 请一名学生以完整的句子回答。
2. 让学生两人一组根据图片中人物的活动轮流进行问答, 如:
S1: What's Jim's sister doing?
S2: She's talking on the phone. What's Jim's grandfather doing?

S1: He's reading the newspaper.

然后请几组学生示范表演。

3. 让学生阅读 3a 中的信件，独立完成填写任务，并在组内核对答案。
4. 请几位学生示范朗读，全班集体朗读。
5. 让学生带一张家人的照片或画一幅家人的图片，学生先在四人小组内欣赏并自由谈论，如：
S1: Is this your family, S2? S2: Yes. We're all in a park.
S1: Oh, what's your mother doing? S2: She's eating snacks.
S3: Who's this man? S2: He's my uncle, my father's brother.
S4: What's he doing? S2: He's talking with my father.
6. 给学生一定时间，让他们对所带照片或图片进行书面描述，教师可以允许学生写成独立的单句也可以写成语篇。
7. 完成写作任务后，教师可请部分学生给全班一边展示图片一边朗读自己写的内容。教师给予适当点评。

SELF CHECK 内容介绍和活动建议

活动 1

该活动将动词的现在分词构成进行了归类整理，目的在于检测学生是否能正确运用动词的现在分词以及现在进行时态的结构。

1. 为了让学生全员参与，收集更多的动词，教师可以在课前布置任务，要求每个学生必须收集 10 个动词原形。请四个学生将自己收集的动词写在黑板上，让其他学生写出对应的现在分词。师生共同核对答案并总结现在分词的三种构成方式，即直接在动词后加 -ing，去掉动词后不发音的 e 再加 -ing 和双写最后一个字母再加 -ing。
2. 将学生分成四人小组，交换收集的动词并写出它们的现在分词并批改。然后让各小组依据现在分词的三种构成形式，将小组内搜集的动词进行归类。这样可让每个学生都参与活动并发挥作用，还可以分享更多的学习资源。
3. 学生将组内收集的动词按类别抄写下来，选择其中的词汇运用现在进行时态口头造句，然后将句子写在笔记本或练习本中。教师可请部分学生朗读自己造的句子。在这个环节，教师可以鼓励程度好的学生输出一个较为完整的语篇，如：It's ten o'clock in the morning. We are all in the classroom. Linda is drinking milk. Paul is talking with Bruce. Sharon is cleaning the blackboard. Liz and Ron are eating bread. I'm looking at Miss Chen.

活动2

这是个要求学生运用现在进行时态进行连词成句的练习，但它不是单句的扩充，而是在一个完整的对话中完成，所以扩充的内容要根据对话的上下语境运用逻辑推理等综合语言手段。

1. 教师先通过提问帮助学生根据已给信息推测大致内容：a. What's Bob doing? b. What does A want to do? c. Why doesn't Bob play with A? d. What's Tony doing? e. What about Steve?
2. 让学生独立完成对话填写任务。
3. 让学生两人一组朗读对话并相互核对答案。
4. 请几组学生示范朗读，全班核对答案。

■ 拓展活动1：Memory challenge

活动目的：帮助学生巩固现在进行时态句型的问答，加强对动词短语的记忆，培养学生快速记忆及句型运用能力。

活动准备：制作10~20张表示动作的动画图片。

活动步骤：1. 利用幻灯片呈现标上序号（1-20）表示动作的动画图片，闪现50秒让学生快速记忆。

2. 遮盖图片，呈现what引导的现在进行时态特殊疑问句的问答句型。

3. 学生两人一组根据记忆轮流进行问答，如：

S1: What's the boy doing in Picture 1? S2: He's swimming.

4. 答对图片最多者获胜。

活动简评：该活动既能训练学生的短时记忆力，也可以巩固现在进行时态的问答句式，两人一组还可以培养学生的合作能力。

■ 拓展活动2：Photo show

活动目的：培养学生运用现在进行时态描述图片的能力及语段组织能力，分享生活精彩片段，激发学生爱家人、朋友、同学的情感。

活动准备：学生自带家庭影集或朋友、同学的照片，实物投影仪。

活动步骤：1. 让学生四人小组内分享各自所带的照片，通过相互问答了解其他同学所带照片的内容。每个小组成员都要在组内描述自己所带照片。

2. 由小组派代表向全班同学描述本组成员所有的照片，如：Look! This is Paul and this is Paul's brother. Paul is playing soccer and his brother is riding a bike. They're in the garden of their house. 其他组内成员可配合该同学的描述，用实物投影展示照片。

活动简评：这一活动可以帮助学生进一步巩固现在进行时态的结构，提高学生综合运用本单元目标语言的能力。在该活动中，学生只需根据自己的英语实际水平对所带照片进行描述，每个同学都有话可说，而且英语程度好的学生也有了更大的自由发挥的空间。

四、语音教学建议

1. 音素发音——辅音连缀

在英语词汇中，如果有两个或两个以上的辅音音素结合在一起，这种语音现象称为辅音连缀。辅音连缀发生在词首，词中和词尾。如：

词首 blue /blu:/

词中 asleep /ə'sli:p/

词尾 desk /desk/

读辅音连缀时，两个辅音不能有停顿，几乎同时发音，前面的辅音必须读得轻一些，短促些，两个辅音之间不能加元音，尤其是元音 /ə/。

2. 朗读技巧——重读和弱读

1) 试一试。教师可先问学生：英语中什么词一般要重读？什么词一般要弱读？（英语中实义词如动词、名词、形容词等一般要重读，虚词如介词、代词或冠词等一般要弱读。）然后将这四种不同重读模式写在黑板上：

O O O o O (o) O o o O (o) O o o o O (o)

再从四种不同重读模式的例子中各挑一个短语写在黑板上，打乱顺序，如：talk on the phone, brush my teeth, get up, photos of my mother。让学生将短语与重读模式配对。末尾(o)表示结尾单词有的是单音节，即不需要这个弱读音节，但有的单词是双音节，并且是弱读音节，需要这个弱读音节符号o。

2) 练一练。教师把更多的短语写在黑板上，让学生按不同重读模式归类，然后对照课本语音活动2检查答案。

3) 听录音模仿。提醒学生注意重读音节应读得响亮而长久些，弱读音节应读得轻而且短些。

4) 打节奏感受不同重读模式。教师先做示范，可以通过拍桌子或拍手等形式，重读音节拍得重些，弱读音节拍得轻些，拍出某一短语的节奏，让学生说出对应该节奏的短语。然后学生可以两人一组玩这个打节奏游戏。

3. 语音补充练习

1) 绕口令 (Tongue Twisters)

1. Please **plan** your **projects** and **practice** your **presentations**.

/pl/ (spelling **pl**) **please, plan**

/pr/ (spelling **pr**) **practice, presentations, project**

2. I'm **glad** **geography** is after **English** as **geography** is **great**!

/gl/ (spelling **gl**) **glad, English**

/gr/ (spelling **gr**) **great, geography**

2) 歌谣 (Chants)

(1) Skateboarding Is Cool	
So hot. So cool.	Skateboarding is great. I want a go.
Watching the wheels spin and roll.	Go slow. Go fast.
Up high. Down low.	Now I'm skateboarding to class.

/sp/ (spelling **sp**) **spin**

/sk/ (spelling **sk**) **skateboarding**

/sl/ (spelling **sl**) **slow**

/st/ (spelling **st**) **fast**

/cl/ (spelling **cl**) **class**

/gr/ (spelling **gr**) **great**

(2) Why Are You Smiling?	
It's spring and I'm walking among sweet smelling flowers. It's cool outside. I'm smiling.	It's summer and I'm swimming in the outdoor pool. It's sunny outside. I'm smiling.
It's fall and I'm flying a brightly colored kite. It's breezy outside. I'm smiling.	It's winter and I'm baking a cake for my brother's birthday. It's snowy outside. I'm smiling.

/sp/ (spelling **sp**) **spring**

/sm/ (spelling **sm**) **smelling, smiling**

/sn/ (spelling **sn**) **snowy**

/sw/ (spelling **sw**) **sweet, swimming**

/fl/ (spelling **fl**) **flowers, flying**

/br/ (spelling **br**) **brightly, breezy, brother**

五、课文注释

1. This is Jenny. 我是珍妮。

这是英语中的一句电话套语。用英语打电话时，人们有用 This is... 的习惯，相当于汉语“我是某某”。同理，Is that ... 就相当于汉语“你是某某吗？”的意思。有时人们还会使用 It's ... 句子，如课本对话中的 It's Laura here。

需注意，日常接听电话时人们说法的方式和用词往往是多样化的。英语亦不例外，我们不可机械地套用。例如电话中问“你是某某吗”，现实生活中就有 Is that ...? Is this ...? 和 Is it ...? 等说法。

有关英语电话套语，请进一步参看下一单元的相关注释。

2. the Dragon Boat Festival 端午节

中国各种传统节日的英语译文并非都只有一种，如英语“春节”就有 Chinese New Year; Chinese New Year's Day 和 Spring Festival 等不同的说法。以下是一些常用的有关我国传统节日的英语表述，供参考：

春节：Spring Festival; Chinese New Year's Day

元宵节：Lantern Festival

清明节：Qingming Festival

端午节：Dragon Boat Festival

中秋节：Mid-Autumn Festival; Mid-Autumn Day

重阳节：Double Ninth Festival

六、文化注释

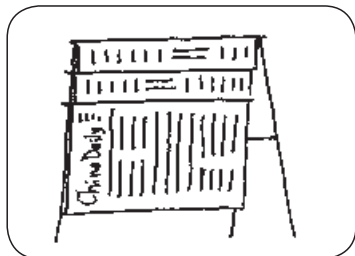
端午节

端午节为每年农历五月初五，是中国的传统节日，同时也是国家法定节假日之一。相传我国古代爱国诗人屈原，于公元前 278 年的五月初五，因楚国国都失陷，怀抱石头，投入汨罗江以身殉国。人们崇敬屈原，为了不让鱼鳖咬食屈原的遗体，就用粽子叶包上粮食，投入江中，以喂饱鱼鳖。为了表达对他的哀思，人们还在江上举行龙舟竞渡活动。于是，农历五月初五作为一个纪念性节日便流传了下来。现在每年的端午节，人们还保持着赛龙舟、吃粽子的习俗。

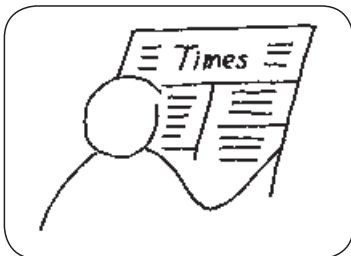
如今，端午节已跨越国界，成为诸如日本、韩国、新加坡、越南等许多东南亚国家的一个重要节日。作为亚洲文化的一个重要代表及组成部分，这一源于中国的传统节日已列入世界非物质文化遗产名录。

七、教学简笔画

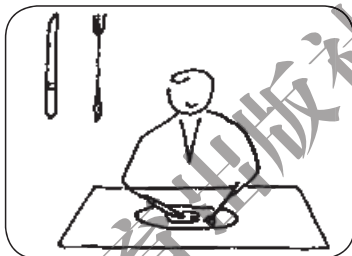
1. newspaper



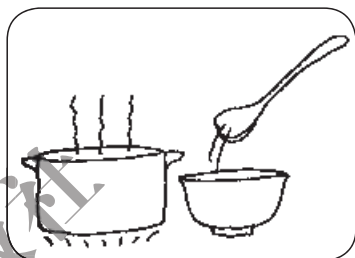
2. read a newspaper



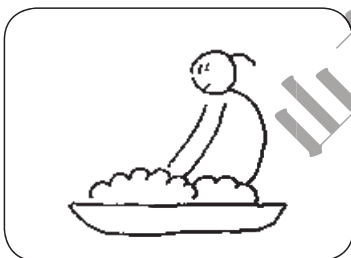
3. use



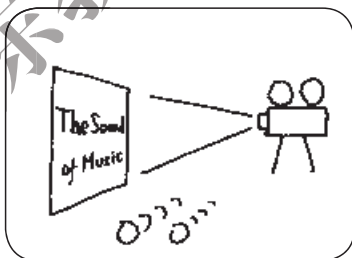
4. make soup



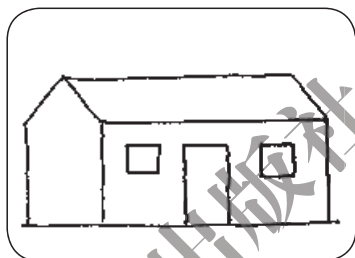
5. wash



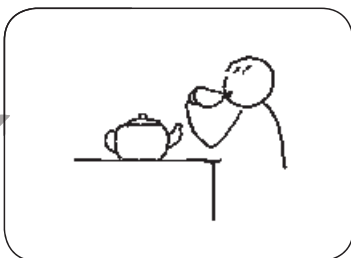
6. go to a movie



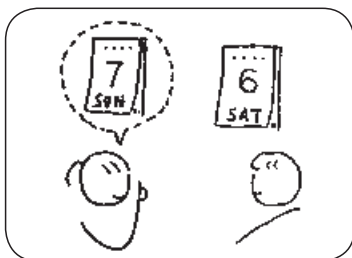
7. house



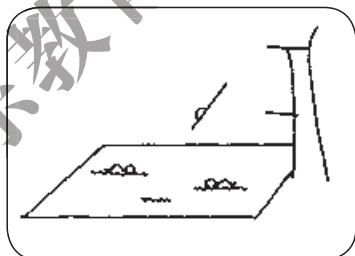
8. drink tea



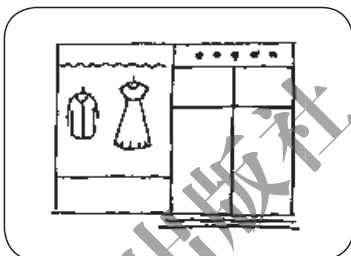
9. tomorrow



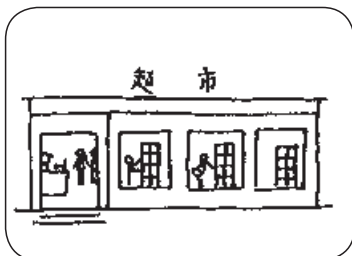
10. swimming pool



11. shop



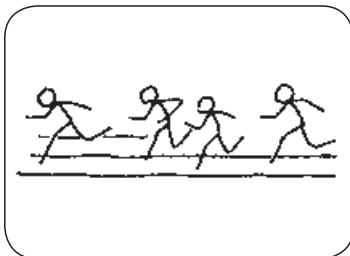
12. supermarket



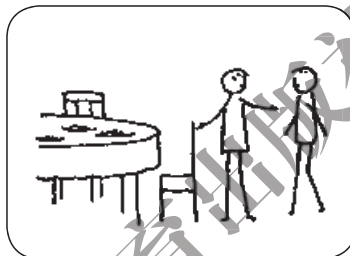
13. man



14. run a race



15. host



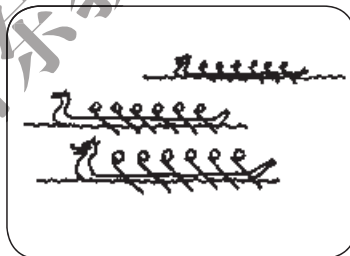
16. study



17. dragon



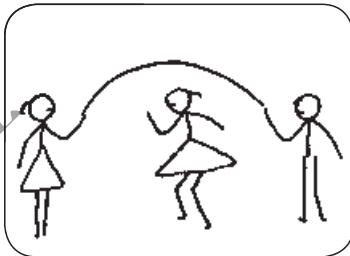
18. Dragon Boat Festival



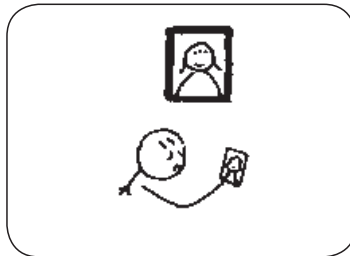
19. young



20. children (child)



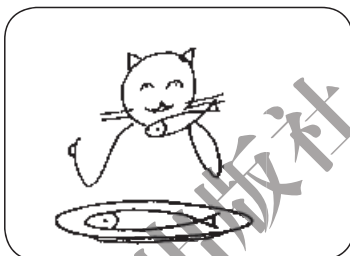
21. miss



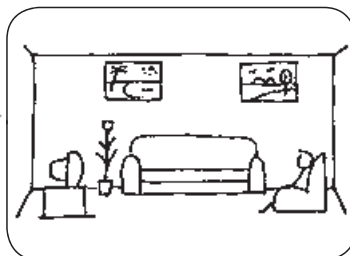
22. wish



23. delicious



24. living room



Unit 8 I'm watching TV.

SECTION A

1a

Purpose	To introduce Ss to the unit goal: talk about what people are doing. To set the scene, test Ss' knowledge and increase their vocabulary.
Picture	The picture shows a typical apartment block, with nine apartments labeled a-i. A car and a mailbox can be seen outside the apartment block. Inside each apartment, people are doing different things. The person in apartment a is talking on the telephone to the person in apartment i. He asks, "What are you doing?" and the person responds, "I'm watching TV." The people in the other apartments are cleaning, reading a newspaper, listening to a CD, using the computer, making soup, washing the dishes, and exercising.
Culture Focus	Neighbors In the US, especially in big cities, it is quite common for people to live in apartment blocks. Some apartment blocks are very large buildings with elevators, but others will be small, with only a few stories and perhaps less than 20 apartments. It is common for people to get to know their neighbors well. Adults will often welcome other families moving into the apartment building; they might even give them a gift or bake them cake. Children from neighboring apartments might spend time playing together.
Optional Approach	Adding Details In 1a, Ss are asked to match the words with the activities. Some Ss may want to add details. Elicit some examples and write them on the board. 1. watching (the news on) TV 2. cleaning (the floor) 3. reading (about sports) in a newspaper 4. talking (to a neighbor) on the phone 5. listening to a (Faye Wang) CD 6. using the computer (to do homework) 7. making (chicken) soup 8. washing the dishes (after dinner) 9. exercising (by jumping rope)

Answers	1. i, 2. d, 3. g, 4. a(i), 5. h, 6. e, 7. b, 8. c, 9. f

1b

Purpose	To help Ss recognize the target language in natural speech
Teaching Tip	Listening for Names Before 1b, have Ss close their textbooks and listen to the recording. Ask Ss to write down all the names they hear. This will make it easier when they open their books and listen again to try and identify each person is doing.
Answers	a. Jenny - 1 b. John - 8 c. Dave and Mary - 5

1c

Purpose	To help Ss use the target language in natural speech
Optional Approach	I Say, You See After 1c, try this challenging activity to test Ss' memories and question/answer skills. Follow the procedure: - Ask Ss to memorize the things that people are doing in the picture in 1a. After three minutes, have all Ss close their books. - In pairs, have one S open his/her book and look at the picture in 1a. The other S must keep his/her book closed. - The S with the open book asks questions. The other S must try to remember what is in the picture and give a yes/no answer. - Write some sample questions and answers on the board. Is somebody ... reading a book? No. (There is a person reading a newspaper.) talking on the phone? Yes. (Two people are talking on the phone.) cleaning the windows? No. (There is a person cleaning the floor.) 5 Then the Ss should exchange roles.

2a

Purpose	To give Ss listening practice with the target language.
Optional Approach	Imagine the Scene In 2a, have Ss try to imagine the scene for each conversation. This can help them better recall the conversation. This can be useful if Ss find it difficult to remember the content of a listening passage when required to answer questions about it afterward. Follow the procedure: - Have Ss close their eyes while they listen for the first time. - Play the recording.

Optional Approach	3 Ask Ss to open their eyes. Ask questions about the scene and elicit answers. T: Where do you think Steve and Jack are? What do you think Steve and Jack look like? 4 Compare answers as a class. Did any Ss imagine the scene to be the same place? Did any Ss describe Steve and Jack in a similar way? 5 Listen to the recording again. 6 Have Ss open their books and answer the questions in 2a.
Answers	1. Steve - a 2. Jack - b

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Culture Focus	<i>Hanging Out</i> In the US, Ss will often spend some time each week relaxing with friends. This will usually be in the evenings or at weekends. Most of the time Ss will “hang out” at a friend’s home, watching TV, playing computer games, or chatting. At other times, Ss might go to a cinema or shopping all together.
Answers	are, doing, watching TV, listening to a CD, boring, interesting, go to

2c

Purpose	To give Ss the opportunity to use the target language in conversations.
Optional Approach	<i>Telephoning Back to Back</i> In 2c, have Ss work in pairs to role-play the conversation. To make this feel like a more realistic telephone conversation, have the Ss in each pair stand with their backs to one another. Encourage Ss to hold one of their hands to one of their ears as if they were talking into a mobile telephone. Not being able to see the facial expressions of their partner will make this activity much more challenging a lot more fun.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Teaching Tip	<i>Answering the Telephone</i> In the US, when answering the telephone at home, it is common to say the telephone number or use short phrases, eg “820”, “Jenny here”, “Jenny speaking”, “Hi, this is Jenny”, or “John on family home”. Sometimes people will simply say “Hello?”

GRAMMAR FOCUS

3a

Answers	1. Jenny is cleaning the house now. 2. Bob makes dinner every Saturday. 3. Mary's parents drink tea after dinner. 4. Bill is talking on the phone now. 5. Becky and Bob watch TV on weekends.

3b

Answers	5, 8, 2, 7, 4, 1, 3, 6

3c

Purpose	To provide speaking practice with the target language.
Optional Approach	Expand Vocabulary In 3c, challenge Ss to think of 10 things to do that are not listed in the book. Remind Ss that these should be everyday things. Elicit these activities and write them on the board. playing mahjong with my grandmother taking a nap after lunch If Ss do not know how to say it in English, you can encourage them to mime the activity before offering them a translation. Alternatively, you can encourage classmates to look up the activity in a dictionary and suggest how it could be said in English.

■ Optional Activity 1: Simon Says

Purpose	To help Ss use the target language correctly.

Procedure

- Have all Ss stand.
- Tell Ss to listen to your instructions. Ss must only follow instructions that Simon says.
- Model the activity.

T: Simon says wash the dishes. Have Ss act as if they are washing dishes.

T: Simon says listen to a CD. Have Ss act as if they are listening to a CD.

T: Read a book. Check that Ss are not following his instruction.
- Have all the Ss stand up. Give more examples of things to do. Ensure there is a mix of instructions both from and not from Simon.

- 5 Have Ss sit down if they act out an instruction incorrectly or if they act out an instruction that is not from Simon.
- 6 The last S standing is the winner.

■ Optional Activity 2: Group Charades

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

Procedure

1. Divide Ss into groups of four to six.
2. Explain that one group will perform activities. The remaining groups must work together to write down which activities are being performed.
3. Have one group of students come to the front of the class. Tell them they must act out an activity. Quietly say an activity to each S, making sure no one else can hear or write down an activity and how it to each S, making sure no one else can see.
4. Have Ss all start miming their activities.
5. Have the remaining groups work together to write sentences about each of the activities that are being performed e.g. Zhang Hu is making soup. When they have completed all the sentences, the groups hold a dance.
6. The first group to stand up can read out the sentences. If all the sentences are correct this group goes to the front of the class and perform next.
7. Repeat the activity until all the groups have taken a turn.

SECTION B

1a

Purpose	To help Ss see the target language in a different context.
Teaching Tip	Original Drawings In 1a, expand vocabulary by having Ss draw some other places. Follow the procedure: 1. Have each S draw two pictures of places and two pictures of activities. 2. Have Ss show the pictures to a partner and elicit the names of the places and the activities. Encourage Ss to look up words they don't know in a dictionary.

Teaching Tip	3. Finish by having Ss label the pictures and display these on the walls of the classroom.																
Answers	<table border="1"> <thead> <tr> <th></th><th>Places</th><th>Activities</th></tr> </thead> <tbody> <tr> <td>1.</td><td>at school</td><td>playing basketball</td></tr> <tr> <td>2.</td><td>pool</td><td>swimming</td></tr> <tr> <td>3.</td><td>supermarket</td><td>shopping</td></tr> <tr> <td>4.</td><td>library</td><td>reading (books)</td></tr> </tbody> </table>			Places	Activities	1.	at school	playing basketball	2.	pool	swimming	3.	supermarket	shopping	4.	library	reading (books)
	Places	Activities															
1.	at school	playing basketball															
2.	pool	swimming															
3.	supermarket	shopping															
4.	library	reading (books)															

1b

Purpose	To give Ss practice using the target language in conversations.
Teaching Tip	Yes/No Questions Before 1b, review some typical yes/no question formats. Write some examples on the board. A: Is the man <u>swimming</u> in a <u>pool</u>? B: Yes, he is. A: Is the woman <u>reading books</u> in a <u>classroom</u>? B: No, she isn't. She is <u>reading books</u> in a <u>library</u>.

1c

Purpose	To give Ss practice in listening for specific items in conversations.												
Optional Approach	Oral Instructions In 1c, make the activity more challenging by having Ss listen and take notes without the support of their textbook. Tell them the instructions, but do not write the instructions on the board or give them any other visual aids for the activity. This encourages Ss to listen carefully to instructions. 1. Tell Ss to close their textbook and to take notes while listening. T: Listen and write the names of the speakers and the places you hear. 2. Play the recording. Elicit their answers and write them on the board.												
Answers	<table><tr><th>Names</th><th>Places</th><th>Activities</th></tr><tr><td>Alice</td><td>supermarket</td><td>shopping (buying milk and bread)</td></tr><tr><td>Mike</td><td>school</td><td>playing basketball</td></tr><tr><td>Lisa</td><td>library</td><td>reading</td></tr></table>	Names	Places	Activities	Alice	supermarket	shopping (buying milk and bread)	Mike	school	playing basketball	Lisa	library	reading
Names	Places	Activities											
Alice	supermarket	shopping (buying milk and bread)											
Mike	school	playing basketball											
Lisa	library	reading											

1d	Purpose	To give Ss practice in listening for specific items in conversations.
	Teaching Tip	Recorded Dictation After 1d, challenge Ss to complete a dictation activity. Play the recording of “Conversation 1” again, pausing after each sentence to give Ss a chance to write down what they hear. For example: A: Hello, is Alice there? (Pause the recording.) B: No, she isn't. (Pause the recording.) She's at the supermarket. (Pause the recording.) When the dictation is over, have Ss compare their writing with their partners.

1e	Purpose	To provide speaking practice with the target language.
	Teaching Tip	Reverse Questions After 1e, have Ss practice by making reverse questions and answers. For example: A: She's at the supermarket. She's shopping. B: Is it Lisa? A: No. B: Oh, it must be Alice!

2a	Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.			
	Optional Approach	Time Zones In 2a, have Ss discuss other places that share the time zones shown in the textbook, e.g. It is 8:00 a.m. in Beijing and it is also 8:00 a.m. in Hong Kong, Kuala Lumpur and Singapore.			
		8:00 a.m.	9:00 a.m.	10:00 a.m.	8:00 p.m.
		Beijing	Tokyo	Sydney	New York
		Hong Kong	Osaka	Melbourne	Miami
		Kuala Lumpur		Canberra	Toronto
		Singapore			
	Answers	Answers will vary. Sample answers: A: What time is it in Tokyo? B: It's nine o'clock in the morning.			

2b	Purpose	To provide reading practice with the target language.

Teaching Tip	Mind Map After 2b, have Ss make a mind map of the TV report. Div d th repr t into two p rts: 1.Z H u 's famili n Ch na. 2.Z H u 's bs t famili n th US.
Answers	Answers will vary. Sample answers: 1. Because today is the Dragon Boat Festival. 2. Yes, he does. But he misses his home in China very much.

2c

Purpose	To p oiv d oc ab aryp actice with h targ t lang g .
Optional Approach	Making Phrases In 2c, h e Ss comp te to mak as many p ases as th yc an with g e n e rb 1. Tell Ss you will give them a word and they must write down as many hr t p ases as ps sib e. Write some ex mp es on th ba rd living: in China in an apartment block with my grandparents reading: a book a magazine a story 2. Say a verb from 2c. Give Ss two minutes to write as many short p ases as th yc an. 3. Stop Ss and elicit hw many p ases they wrote. Hav th S with the most phrases read out his/her list. Encourage the S to put the p ases in whl e sentences wh n read ng th m ou , eg Li Ping is liv ng n Ch na.C orrect as necessary. 4 Rep at th actiiv tyw ith h oth r e rb in 2c.
Answers	Zhu Hui is <u>living</u> with a family in the US. The mother is <u>reading</u> a story to her young children. Zhu Hui's mother and aunt are <u>making</u> zongzi. Zhu Hui is <u>talking</u> on the phone to his cousin. Zhu Hui is <u>studying</u> in the US. Zhu Hui's father is <u>watching</u> the boat races on TV.

3a

Purpose	To p e p re Ss to write abt th mselv s and p o p e th y kow s ing th targ t lang g .
Teaching Tip	Cover the Picture In 3a, have Ss cover the picture and predict the words that should be written in the blanks. Encourage Ss to look for clues in the text instead. For example, Jim's parents are in the living room, so what kind of things are they likely to be doing? Finish by having Ss look at the picture and see if they predicted anything correctly.
Answers	are watching TV, is reading the newspaper, talking on the phone

3b

Purpose	To let Ss s e th targ t lang g to commu cate abt th mselv s.
Optional Approach	Family Collage In 3b, have Ss work together in groups to make family collage s. Ask S s to lab l th ir p ctu es with h d fferent actions of family memb rs. It may b easier for Ss to d aw p ctu es rath r th n use photographs. Remind Ss not to write on photographs or damage th m with g a or tap .
Answers	Answers will vary. Sample writing: These are photos of my family. This is my mother. She's using the computer. This is my father. He's watching TV. These are my sisters Jane and Lisa. Jane's doing her homework and Lisa's talking on the phone. This is my brother Bob. He's playing basketball. This is my dog Tina. She's sleeping. This is me. I'm playing the guitar.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions p esented n th ni t.
Optional Approach	Two Minutes Timed In activ ty 1, h v Ss comp te to write the most words they can in just two minutes. Ss can be instructed to compete with their classmates in pairs or in groups All Ss start the activity at th same time. After two minu es th T will say, "Stop " Th Ss with th most word win and t to readt th ir word ists.

Answers

1. Answers will vary. Sample answers:

play → playing	make → making	run → running
watching	using	swimming
talking	exercising	shopping
eating	living	

1. Jack is playing basketball now.

2. Bob is talking to his mother now.

3. Sam is swimming in the pool now.

4. Zhu Hui is living in New York now.

5. Jill is using the computer now.

2. What are you doing?

Do you want to play soccer?

What's Tony doing?

Is Steve studying for a test, too?

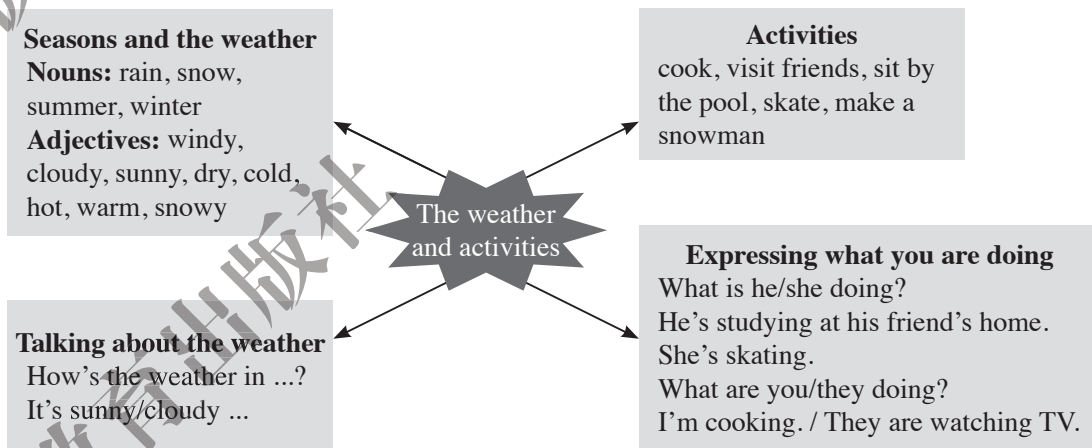
Unit 9 It's raining!

一、教学目标与要求

话 题 Topic	天气 (The weather)
功 能 Functions	1 能用所学语言谈论天气 (Describe the weather) A: How's the weather in Beijing? B: It's sunny/raining/windy/cloudy/cool/cold/warm/hot/dry. 2 能简单描述人们正在进行的活动 (Describe what people are doing) A: What are you doing? B: I'm watching TV. 3 能用更丰富的语言问候 (Greet people) A: How's it going? / How's your summer vacation going? B: Great! / Not bad. / Terrible!
语 法 Grammar	1 能正确使用现在进行时态 (Present progressive tense) I'm having a great time visiting my aunt in Canada. Are you studying hard, or are you having fun? A: What are you doing? B: I'm playing basketball with some friends at the park. A: What's he doing? B: He's studying at his friend's home. 2 能用 how 引导的问句表达问候 (How questions) A: How's the weather in Boston? B: It's windy. A: How's it going? B: Not bad, thanks. A: How's your summer vacation going? B: Great!
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) weather, rain, snow, park, message, problem, Canada, summer, juice, vacation, Europe, mountain, country, winter, cook, could, visit, sit, skate, windy, cloudy, sunny, snowy, rainy, bad, dry, cold, hot, warm, Russian, back, again, soon, hard, him

词汇和常用表达 Words & expressions	2 能正确使用下列常用表达 (Useful expressions) take a message, call sb. back, on vacation, right now, nothing much, say "hi" to 3 能认读下列词汇 (Non-curriculum words) snowman
语 音 Pronunciation	1 了解辅音 /h/, /w/, /θ/, /ð/, /k/, /kw/, /ʃ/, /ʒ/, /s/ 和 /z/ 的读音规则 2 了解不同句子类型要采用不同的升调或降调
学习策略 Strategies	1 看图预测听力内容 2 听时记录关键词
文化知识 Culture	1 初步了解谈论天气是“闲谈”(small talk)中的一项重要内容,“闲谈”是让交际顺利进行的一个重要策略 2 了解世界各地不同天气及人们进行的不同活动,感受地域差异

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

本部分的中心话题是谈论天气,涉及两个主要语言功能项目:一是运用How's the weather?及描述天气情况的形容词来谈论不同城市的天气状况;二是继续运用现在进行时态来描述人们的即时活动。

1a-1c是一个简单的听说任务链,是Section A的基础。1a主题图引出“谈论天气”的话题、询问天气的重要句式How's the weather?以及描述天气状况的形容词。1b创设了“打电话”的真实情境,在电话中,人们就各自所在城市的天气进行问答。该语境非常贴近生活实际,而四个电话片段所谈到的世界各大城市的天气状况在1a中能找到相应的图片。图片不仅显示不同天气图像,还巧妙地呈现了1b所涉及的五大城市的标志性建筑,这样有助于学生将城市与当地的天气情况对应,更好地理解听力材料,也为1c的操练提供了简易的素材。

2a-2c也是一个听说任务链。此部分听力输入比1b输入更加丰富,并增加了“正在做某事”的内容。2c依然是基于2a-2b的口语结对活动。2d的示范对话通过打电话的情景融入了How's it going? It's great.等常用于“打招呼”的交际用语,同时还谈论天气和人们正在从事的活动。该对话中谈论天气的用语与1a-1c不一样,因为1a-1c是在不同城市的人们谈论各自区域的天气,而2d对话中的两人是在相同城市,所以经历的天气也是一样的,对话给我们呈现了small talks,即“闲聊”中如何就天气话题进行交谈的技巧。

本部分教学重点是how引导的询问天气的特殊疑问句,描述天气状况的形容词,还有与天气相关的人们相应的即时活动。难点是现在进行时中助动词be和动词-ing的正确使用。涉及的文化背景知识主要有世界各地的气候差异,谈论天气是顺利进行交际的一个交际策略。

SECTION A 教学建议

活动 1a-1c

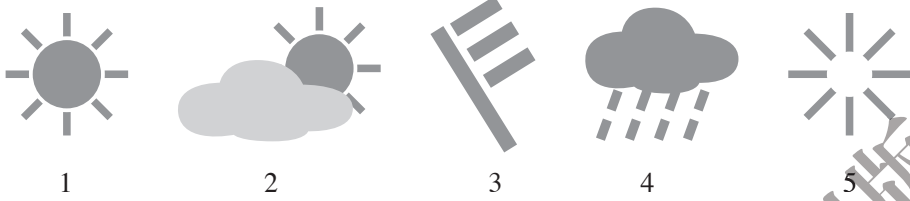
1. 导入话题和学习生词。教师可以从谈论日期引入天气的话题。

T: What's the date today?

S1: It's ...

T: Right. So it's late spring / early summer now. The weather is good/bad today. Look at

the sun/clouds/rain/wind! How's the weather today? It's sunny/cloudy/rainy/windy.
然后教师出示气象图标教学生词sunny, cloudy, windy, rainy/raining, snowy/snowing。



让学生两人一组轮流就以上图片进行问答，以帮助学生练习使用How's the weather?句型和描述天气的形容词，如：

S1: How's the weather in Picture 1?
S2: It's sunny. How's the weather in Picture 2?
S1: It's cloudy.

2. 学生独立完成1a匹配任务，请个别学生根据图片说出完整句子，如：It's raining in Picture a. In Picture b it's sunny. 全班核对答案。
3. 猜测游戏：How's the weather? 教师准备一些小卡片，卡片上写有描述天气情况的单词。请一个学生抽取一张卡片，根据上面的单词做出与之匹配的动作，如windy，学生做出站立不稳的样子等，其他学生进行猜测，如：

S1: How's the weather?
S2: Is it raining?
S1: No, it isn't.

设计这个游戏是为了让学生进一步掌握谈论天气的句型和单词，还可以活跃气氛，激发学习兴趣。

4. 创设语境导入听力内容。教师可设语境：Mr. Grey is a businessman. Next week he's traveling around the world for business. Which cities is he going to? 出示地球仪，教学地名：Moscow, Toronto, Boston。教师接着叙述：Mr. Grey is going to Beijing, Moscow, Toronto, Boston and Shanghai. What's the weather like there? Can you help him make notes?接着，让学生听录音，记笔记。教师播放1b录音，学生听并完成下表：

City	Beijing	Moscow	Toronto	Boston	Shanghai
Weather					

完成表格后，让学生将地名写入相应的1a图片中。这两个听力小任务都是训练学生将地方与天气匹配，教材中1b的任务是训练学生根据天气书写地名，而上表是训练学生书写描述天气的形容词的能力，帮助学生复习巩固词汇。

5. 口语训练。让学生两人一组利用1a图片或上表谈论各城市的天气，可参照1c的对话进行问答。教师可请几组学生在课堂上示范问答。

.....

活动 2a-2c

1. 听前活动——熟悉背景和语言。让学生看图片，问学生图片里的人分别在做什么。

T: Jim is calling his cousin Linda. He's asking about her family. Look at the pictures and answer the question: What is Linda's family doing in the pictures? 学生回答，教师将短语板书在黑板上：

- is calling
- is talking on the phone
- is playing computer games
- is cooking
- is watching TV
- is playing basketball

注意：听力内容如果与图片相关，可以让学生先熟悉图片，用英语将图片内容说出来。这种预热可以让学生熟悉听力情境，做好语言上的准备，减轻学生听时的负担和压力。

2. 听中活动——给图排序和配对活动。播放录音，让学生记录关键词。教师可做示范，以第一个人物为例，只要求学生记录人物名字和动作，如：

Uncle Joe play basketball

再放一遍录音，学生可以补全笔记。全班核对答案，让学生说出完整的句子。

S1: In picture 1 Uncle Joe is playing basketball.

S2: In picture 2 Aunt Sally is cooking.

S3: In picture 3 Mary is watching TV.

S4: In picture 4 Jeff is playing computer games.

注意：让学生边听边记笔记可以达到一箭多雕的训练目的：首先，学生需专心听；其次，可以训练学生的单词拼写能力；其三，还可以训练学生根据上下文捕捉关键词的能力。

3. 听后活动1。让学生两人一组根据2a的图片轮流问答，如：S1: What's Jeff doing? S2: He's playing computer games. What's Mary doing? S1: She's watching TV. 请几组示范问答。
4. 听后活动2。让学生两人一组分角色朗读2a听力材料，请几组示范表演。
5. 听后活动3。学生组成四人小组，先在小组内讲述Uncle Joe一家的活动（人物顺序可以调换），再请个别同学给全班讲述Uncle Joe一家的活动，如：This is Uncle Joe's family. It's 6:00 p.m. Uncle Joe's family are doing different things. Uncle Joe is ...

but Aunt Sally is ...

活动 2d

1. 理解对话大意。让学生读 2d 对话或播放录音让学生听，同时提几个问题让学生思考：
 - 1) Are they talking face to face or talking on the phone?
 - 2) Who does Steve want to talk to?
2. 理解对话细节。让学生再读一遍对话，思考这几个问题：
 - 1) How is the weather?
 - 2) What is Steve doing?
 - 3) What is Rick's brother doing?
 - 4) What does Steve want Rick to do?
3. 关注语言，总结打电话用语。对话中出现的打电话用语有：Rick speaking. 教师应向学生解释这是一个省略句，然后询问学生完整句子是什么。完整句子是 Rick is speaking. 或者 This is Rick speaking. 常用打电话用语可参见本单元课文注释。
4. 齐读对话。让学生听录音跟读对话，模仿语音语调，注意重弱读和意群停顿。
5. 表演对话。学生两人一组朗读 2d 对话，请几组同学示范朗读，可以要求英语能力较强的学生将对话表演出来。
6. 拓展对话。教师设置情境：Today is Sunday. Students are doing their favorite things. What are you doing? What's your friend doing? Make a telephone call to your friend! 让学生两人一组模仿 2d 对话或在此基础上编写对话，教师可巡视课堂，给予学生适当帮助，然后请几组学生示范表演。教师要注意让不同层次的学生展示，让不同程度的学生都有成功的体验。

语法内容介绍和活动建议

本单元的语法内容主要包括：现在进行时态和一般现在时的比较，以 how 引导的询问天气的特殊疑问句及其回答，打招呼用语的特殊疑问句和回答。

Grammar Focus 部分的表格归纳了以上三项语法内容。3a 是以填写小对话的方式将一般现在时态和现在进行时态进行了对比，使学生对这两种时态的用法、动词结构、常接的时间状语有更清晰的概念。3b 通过“采访不同地区的人们”这一活动，帮助学生复习描述天气状况的词汇以及由不同的天气引出的人们的活动。现在进行时和一般现在时的用法比较是本部分的重点，也是本部分的难点。

语法部分具体教学建议如下：

1. 让学生看表格，同时思考这些问题：
 - 1) 在英语中人们一般如何询问天气？
 - 2) 本单元描述天气的形容词在构成上有何特点？
 - 3) 现在进行时在句中的变化体现在哪个词上？
 - 4) 什么语境下用How's it going? 一般如何回答？
2. 组织学生先小组讨论这些问题，然后教师和学生一起回答：
 - 1) 人们常用How's the weather? 询问天气，另外还可用What's the weather like? 来询问。
 - 2) 描述天气的形容词有sunny, windy, cloudy, rainy, snowy等。这些词是在名词sun, wind, cloud, rain, snow后加后缀-y构成。raining和rainy是有区别的，回答How's the weather?一般用raining。rainy表示“多雨的”，如：
I don't like rainy weather.
Rainy season starts in July here.
 - 3) 现在进行时的变化体现在动词上。英语动词是句子的灵魂，英语的时态和语态都体现在动词上。
 - 4) How's it going?是人们打招呼或问候对方的常用寒暄语，意思是“一切可好？近来怎样？”类似的表达法还有How are things with you? How are you doing? How's everything? How are you getting on? 回答是表示状况的形容词，如Great! Pretty good! Not bad.或Terrible!

活动3a

1. 学生完成3a活动。这个活动要求学生选择正确的动词，然后确定用动词的哪个时态完成句子。让学生先独立完成3b，然后两人一组朗读核对答案。请几组学生示范朗读，全班核对答案。教师要特别提示学生第四小题的第二个空格前出现了情态动词can，所以后面的动词应是动词原形；第五小题的短语for three hours every day表示“每天三个小时”。
2. 比较两种时态。把下面的表格（除斜体内容外）画在黑板上，让学生思考表格里需填的内容。教师可提出问题帮助学生思考：
 - 1) 两种时态表达的意义有何区别？
 - 2) 两种时态常用的时间状语是哪些？
 - 3) 两种时态体现在动词上有哪些不同？

师生共同完成表格：

Tenses	主语为第三人称单数	主语为其他人称	常用的时间状语、频率副词
Simple present tense	<i>does</i>	<i>do</i>	<i>every day/evening/ Saturday, in the morning/ afternoon/evening, usually/ often/always/sometimes</i>
Present progressive tense	<i>be + doing</i>	<i>be + doing</i>	<i>now, right now</i>

活动 3b

1. 让学生独立填写 3b 表格。
2. 让学生两人一组就图片中的天气和人们在进行的活动问答，如：

S1: How's the weather?

S2: It's sunny.

S1: What's the boy doing?

S2: He's playing the guitar.

请几组示范问答，全班核对答案。图片 b、c、d 学生可能会有不同的答案，教师不必要求学生有整齐划一的答案，只要符合图意即可。

3. 请学生扮演中央电视台的天气预报员，对各地的天气和人们在进行的不同活动进行报导，让学生先在四人小组内汇报，等操练熟了，再请几个学生给全班示范报导。师生对报导的内容、语言准确性、语音语调、举止神态等作出评价。

SECTION B 内容介绍

Section B 是 Section A 的拓展和延伸。话题上，拓展了谈论天气的表达法；在技能方面，进一步深化听说技能，加强读写训练。

1a 图片呈现了描述天气的词汇 dry, cool, cold, warm 和 hot, 1b 要求学生两人一组根据 1a 各图中的天气状况进行问答并操练新学词汇。1c-1d 延续了“打电话”的情景，听力材料有些长，但输出的信息条理清晰：互致问候、谈论天气、询问正在进行的活动。2a-2c 部分从谈论 2a 图片中的天气及活动引导到 2b 明信片的阅读，将本单元的互致问候、谈论天气、询问正在进行的活动等单元重点功能结构以明信片的形式呈现，显得自然贴切，而且具有实用性。3a 是一个填写明信片的控制性练习，将描述天气、与天气有关的服饰穿

着及人们的活动以语篇的形式呈现, 3b以回答问题的形式介绍撰写明信片的要素, 为后面3c的开放性写作做好铺垫。

本部分教学重点是描述天气的词汇, 现在进行时的用法, 明信片的文体特点等, 难点是现在进行时的另一用法, 即表示一段时间内正在进行的动作或状态。

SECTION B 教学建议

活动 1a-1e

1. 听前词汇拓展。教师呈现1a图片并提问: Look at Picture a! How's the weather? 学生由图片a中人物厚实的穿着不难推导出天气很冷, 教师随即呈现生词cold。教师可以类似方法教学其他描述天气的生词dry, warm, hot, warm。教师要引导学生仔细观察图片的习惯, 如: 由图片c的人物的汗珠推导出hot, 由图片b中的风和日丽推导出warm, 由图片e中的落叶推导出cool, 由图片d中的骆驼、沙漠推导出dry等词汇。

2. 巩固生词。让学生两人一组就1a图片中的天气状况及人物活动进行问答。如:

S1: How's the weather in Picture a?

S2: It's cold.

S1: What's he doing?

S2: He's walking.

请几组学生示范表演。如果学生对于图片a, d, e中的人物活动不清楚, 教师可鼓励学生猜测, 只要他们能正确运用现在进行时态的结构即可。

3. 听中活动——听大意。听录音前, 教师可以设计下面几个问题, 让学生带着问题听:

1) Why does Mary call Eric?

2) Where is Mary?

3) What is Eric doing?

播放第一遍录音, 让学生试着回答这些问题。

4. 听中活动——听细节。再放一遍录音, 让学生边听边填1c的表格。教师应提醒学生填空时先写关键词或词的一部分, 听后有时间再补充完整。教师提问表中问题, 请个别学生回答, 全班核对答案。如:

T: How's it going with Mary?

S1: Not bad.

T: What's Mary doing?

S2: She's visiting her grandmother.

T: How's the weather?
S3: It's hot, dry and sunny.

注意：核对听力答案时，这种教师和学生，学生和学生的互动比让学生说出个别单词或短语要有意得多。这种互动是真实的交际，对于学生是有意义的输入，此外还可以加深学生对听力内容的理解，巩固所学语言。

5. 让学生两人一组分角色朗读听力材料，请几组示范表演或让基础比较好的学生转述对话内容。

活动 2a-2c

1. 读前情境和语言准备。师生根据 2a 图片展开问答，呈现新词汇，如：T: Look at Picture a. How's the weather? Ss: It's sunny. It's hot. T: Which season is it? 帮助学生回答 summer，板书并教学该单词。教师再问：What's she doing? S1: She's drinking something. T: Right. What is she drinking? S2: Water? S3: Green tea? S4: Coffee? S5: Orange juice? T: Yes, she's sitting by the pool and drinking juice. How relaxed she is! 教师板书并教学 sit, sitting 和 juice。

注意：通过谈论图片来呈现生词不仅更直观形象，能给学生留下深刻印象，还能适时巩固和复现单元的重点句型。师生以问答、猜测、讨论等多种方式分析图片内容，也为下面的语篇阅读做好语言铺垫。

让学生两人一组就 2a 图片中的天气和人物的活动进行问答，请几组示范问答。

注意：在学生练习时，教师不应追求答案的一致性，而应鼓励学生仔细观察和大胆想象。如关于 Picture c 的回答可能有：S1: He's doing homework. S2: He's drawing a picture. S3: He's writing something. 教师应鼓励学生有自己的见解，学生对图片信息的争论更能激发学生对 2b 语篇的阅读积极性。

2. 快速阅读，获取关键信息。教师先导入明信片内容。T: When I travel, I like to buy some beautiful postcards. I often write what I see and hear on the postcards and then I mail them to my friends. What about you? Do you like sending postcards to your friends? Here are two guys who also send postcards to their friends. 然后要求学生快速阅读这两个明信片，完成活动 2b，同时回答这个问题：Who is writing to whom? 学

生将明信片与2a图片配对后,让他们说出文章中有哪些关键词与图的信息是匹配的。

3. 再读获取细节信息。让学生再次读明信片,完成2c活动。师生核对答案,要求学生用完整的句子回答。

S1: Where is Su Lin?

S2: She is in Canada.

S1: How's the weather in Canada?

S2: It's warm and sunny.

S1: What's she doing?

S2: She's visiting her aunt in Canada. Right now she's sitting by the pool and drinking orange juice.

4. 关注文章中现在进行时态的句子。让学生在进行时态的句子下画线,然后体会这些句子的用法。注意提醒学生现在进行时态还可以表示在某一时间段内发生的动作,让学生说出是哪些句子。
5. 关注明信片文体。让学生四人小组根据2b的两张明信片,归纳明信片的书写要素、正文部分的内容要点等,教师可以提供几个问题帮助学生去思考,如:明信片包含哪些内容?开头先写什么?……请几组派代表发言,最后师生共同总结:明信片一般包含三个方面内容:

- Greeting
- Main part (what you are doing and how you feel)
- Closing

明信片正文的格式与书信差不多,因版面限制故内容主要是问候、谈论现在的情况等,语言需简练,右边需写上收信人的名字及地址。

6. 读后情景对话。让学生设想自己是Su Lin或Dave,正要打电话给国内自己的好友或亲戚,根据2b课文内容编一个对话。如:

Su Lin: Hi, Mary! This is Su Lin.

Mary: Hi, Su Lin. Where are you?

Su Lin: I'm in Canada.

Mary: Canada? What are you doing there?

...

.....

活动3a-3c

1. 写前语境和语言准备。教师复习前面所学知识并引导: Kim is on vacation in Canada and James is in Europe for vacation. Do you know where Kate is? 让学生阅读3a语篇

并完成填词练习。然后请一个学生朗读语篇，全班核对答案。教师出示课前准备好的图片，学生再次阅读语篇并寻找与语篇内容匹配的图片。利用图片教学 winter, scarf (scarves/scarfs), sausages, skating, snowy 等生词。

2. 熟悉明信片内容。教师提问：What kind of information is mentioned in the passage? 学生再次阅读，师生共同讨论答案。文中信息包括 weather, clothes, people, special food, activities, feelings 等方面内容，这种讨论为随后让学生完成开放性的写作任务埋下伏笔。
3. 教师创设语境：Imagine it's May Day. You're on vacation. 让学生两人一组就 3b 的问题写出自己的答案并进行问答，请几组学生示范对话。
4. 教师给每个学生发一张白纸，学生自制简易明信片，并根据 3a 与 3b 所提供的要点完成 1c 写作任务。如时间允许，请几个学生朗读自己的文章。教师课后可挑选一些优秀的明信片作品（制作精美、文章写得好）张贴在墙报上供大家欣赏学习。

SELF CHECK 内容介绍和教学建议

活动 1

1. 看谁想的词最多。该活动的设计目的是让学生把本单元所学重点词汇按语义场组织起来。这个语义场分为三个小项，即 feelings, weather, activities。让学生说出这三类词，看谁说得多。也可采取竞赛形式，各派一名男生和女生将有关 feelings, weather 或 activities 的单词或短语写到黑板上，在规定时间内写出正确单词多的同学获胜。
2. 编对话。教师先用这些词编一个示范对话，如：

T: Hi, Li Ping! Where are you?

S1: I'm in Harbin.

T: How's it going?

S1: Pretty good.

T: What are you doing there?

S1: I'm learning to ski.

T: How's the weather there?

S1: It's sunny but cold.

让学生用想到的词或短语编对话，再请几组学生表演对话。

活动 2

该活动以对话匹配的形式检测学生对打电话用语的掌握情况。教师引导学生读懂活动 2 的要求，让学生独立完成排序任务，然后两人一组练习会话。再请几组学生示

范朗读或表演，全班核对答案。关于打电话用语详见本单元后“课文注释”部分。

教师还可提些问题检测学生对对话的理解，如：Who does Nicole want to speak to?

Where is she? What's Nicole's telephone number?

活动3

该活动是通过排序复习关于问候、谈论天气及人们即时活动的表达用语。教师引导学生读懂活动要求，让学生独立完成排序任务，再让学生两人一组练习会话，然后请几组示范朗读或表演，全班核对答案。

如时间和条件允许，可让学生两人一组模仿活动1或活动2自编对话内容，请几组示范表演。

■ 拓展活动：Look look What are they doing?

活动目的：帮助学生熟练运用现在进行时态来描述人们的即时活动。

活动准备：将全班同学分成男女两队（或以座位分成四个大组），在每个组中再分成4-5人规模的小组。

活动步骤：1. 选出一个男生小组，要求小组每个成员表演一个哑剧场景，每个成员只能做一个动作；
2. 选出一个女生小组，要求根据男生小组的表演编对话，由男生队打分；
3. 选出一个女生小组，要求小组每个成员表演一个哑剧场景，每个成员只能做一个动作；
4. 选出一个男生小组，要求根据女生小组的表演编对话，由女生队打分；

活动简评：该活动形式新颖，采取有声配无声的方式让男女生分别为对方编对话，能引起学生极大的兴趣，也可以发挥学生的想象力，同时，小组活动还增进学生之间的沟通能力和合作能力。

四、语音教学建议

本部分主要总结归纳变化比较多的辅音音素的拼读规则，复习和巩固陈述句和疑问句的重弱读和语调。

1. 看音知字母——/h/, /w/, /θ/, /ð/, /k/, /kw/, /ʃ/, /ʒ/, /s/, /z/的读音规则

以/k/为例，可以这样设计以下教学步骤：

1) 先让学生思考这些问题：哪些字母或字母组合发/k/？一般来说，学生知道字母k可以发/k/，教师可给学生一些例词，如clean, cute, luck, socks。这样，学生会发

现, 字母c和字母组合ck也可以发/k/。

2) 看谁找的例词多。给学生两分钟时间, 找出字母c, k, ck发/k/的单词, 特别是字母c和ck发/k/的单词, 看谁找的单词多。

3) 试一试。给学生一些符合拼读规则的生词, 让学生先试着自己拼读, 然后全班进行拼读检查。如:

cat cast basic fiction brick lack block attack track

4) 让学生听录音朗读单元语音练习1, 进一步加深对这些音和拼读规则的印象。

其他辅音教学可参照上述步骤。

2. 朗读技巧——陈述句和疑问句的重弱读和语调

前面单元已介绍过一些基本的句子重弱读规则和语调规律。关于句子中单词重弱读, 学生大致可能知道一些重要的实义词要重读, 虚词一般弱读。关于语调, 学生可能了解陈述句和特殊疑问句一般读降调, 一般疑问句读升调。对于此部分教学, 下面活动供参考:

1) 学生试读。在黑板上板书两个对话, 如:

(1) A: How's it going?

B: Not bad.

(2) A: Is your brother at home? May I speak to him?

B: Yes, I'll get him.

让学生说出这些句子应该读什么语调, 哪些单词应该重读。可以请一个学生在黑板上标出来。然后和学生讨论是否标记正确。

2) 核对。学生打开书核对标记是否正确。

3) 听录音模仿。播放录音, 让学生模仿朗读。学生模仿时, 要注意提醒重读的单词要读得响亮而清楚, 弱读的单词读得轻而快速。另外, 语调读得要自然。

另外, 关于附加问句(反义疑问句)的语调, 需要根据具体语境确定是升调还是降调。如果说说话人自己不确定而问对方, 一般用升调, 如:

He's your math teacher, / isn't he?

It's hot there, / isn't it?

如果说说话人知道是什么情况, 只是出于礼貌或寒暄的目的问对方, 此时一般用降调:

The weather is great, \ isn't it?

It's a fine day, \ isn't it?

3. 语音补充练习

1) 绕口令(Tongue twisters)

She usually shops for fashionable shoes in Shanghai.

/ʃ/ (spelling sh) she, shops, fashionable, shoes, Shanghai

/z/ (spelling s) usually

How will the **weather** be on the twelfth of the month?

/ð/ (spelling **th**) **weather**

/θ/ (spelling **th**) **month, twelfth**

2) 歌谣 (Chants)

(1) The Country You Like Best			
North, south east, west.	<u>China</u> ! It's quite nice there in winter.	<u>France</u> ! It's quite nice there in spring.	<u>America</u> ! It's quite nice there in summer.
Where's the country you like best?	The city of <u>Beijing</u> is <u>quiet</u> and <u>snowy</u> .	The city of <u>Paris</u> is <u>cool</u> and <u>clean</u> .	The city of <u>New York</u> is <u>hot</u> and <u>sunny</u> .

/kw/ (spelling **qu**) **quite, quiet**

/k/ (spelling **k, c**) **like, New York, country, cool, clean**

(2) People Always Ask Me		
People always ask me, How's it going?	People always ask me, What are you doing?	People always ask me, Where are you going?
So I tell them, I'm just fine. I'm really great.	So I tell them, I'm just hanging out. I'm having fun.	So I tell them, I just finished school. I'm going home!
Then they tell me, They're really great, too!	Then they tell me, They're having fun, too!	Then they tell me, They're going home, too!

/h/ (spelling **h**) **how, home, having, hanging out**

/w/ (spelling **w, wh**) **always, what, where**

五、课文注释

1. 谈论天气

谈论天气是英语国家人们的日常话题，尤其在一年多雨、天气变化多端的英国，

天气更成为人们见面寒暄、没话找话时的好话题。在这一话题中，英语有一些很有意思的语言现象值得关注。表现在以下几点：

- 1) weather 意为“天气；气象”。当用于询问或谈论天气时，往往与定冠词 the 搭配使用。例如：

How's the weather? (今天) 天气怎样? (= What's the weather like?)

The weather is getting hot. 天开始热起来了。

- 2) weather 一词前若有形容词限定或修饰时，不再与 the 搭配使用。例如：

We often have bad weather there. 我们那儿常常天气不好。(试比较：The weather is often bad there.)

I don't like going to school on my bike in wet weather — I take the bus. 我不喜欢雨天骑自行车上学——我乘公交。

- 3) 谈论及描述具体的天气现象时，人们多用 it 指代天气：

“Hello, Jane. What's the weather like up there?” “It's nice and sunny.” “喂，简。你那儿天气如何？” “是个大晴天。”

What a day! It's raining again. 什么破天！又下雨了。

It often rains in England. 英国（天）经常下雨。

2. 电话交际套语

- 1) 向外拨打电话：

May I speak to ..., please? 我可以和……通话吗？

Is that/this/it ... (speaking)? 你是……吗？

- 2) 接听电话：

This/It is ... (speaking). 我是……。

This is he/she. 我就是。

This is the wrong number. / You got the wrong number. 你打错了。

- 3) 表现线路故障或听不清：

The line's bad. 线路不好，听不清。

Would you speak up, please? 你能大点儿声吗？

- 4) 其他

Hold on. I'll get him/her (for you). 别挂，我给你叫他（她）去。

May/Should I take a message? 需要留言吗？

I'll pass on the message. 我会代为转告的。

3. How's it going? 近来可好？

这是一句寒暄问候的套话，意义相类似的还包括：

How are you?

How're you getting on?

How're things going?

How's everything?

What's up?

4. 英文明信片写法

英文明信片属英文书信的一个分支，是一种非正式书信交流方式。英文明信片的格式基本遵循英文书信文体（参看七年级上册的相关注释），只是在书写和用词上表现更加灵活、随意。例如，称谓语除了常使用 Dear ... 外，也偶见直接用 Hi, ... 来称呼的现象。结尾签名前也有 Love, With love from, Best wishes, From, 等多种形式。

六、文化注释

英语国家中学生的假日生活

由于理念上的一些差异，西方国家中学生的假期生活往往丰富多彩。除学校、社区组织的假期社会活动外，往往家长也鼓励孩子外出，以此来培养、锻炼孩子的意志和独立生活的能力。常见的活动有：

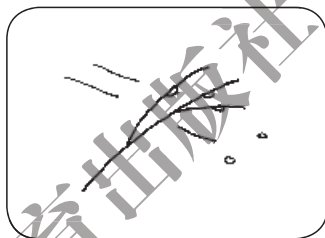
- 1) 勤工俭学：学生靠自己的能力自食其力，为自己的学业做一些经济和物质上的准备；
- 2) 外出旅游：以增长见识、陶冶情操；
- 3) 参加“童子军”（boy scout）活动：培养集体观念、发展交往能力，学习如何保持强健的体魄、为将来的职业做准备、承担公民责任；
- 4) 野营：锻炼独立性、户外生存能力和克服困难、吃苦耐劳的精神品质；
- 5) 参加 summer school，学习一技之长。

七、教学简笔画

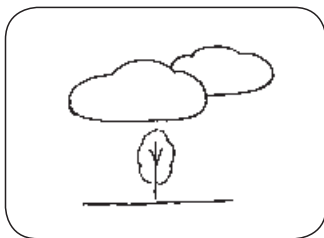
1. rain, rainy



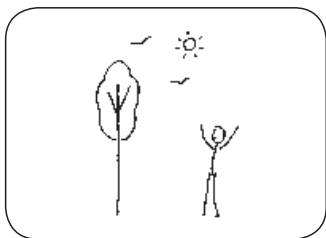
2. windy



3. cloudy



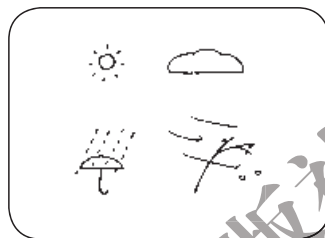
4. sunny



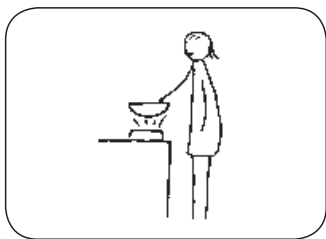
5. snow, snowy



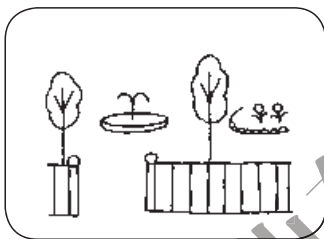
6. weather



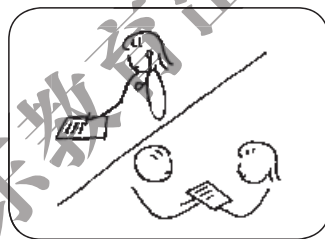
7. cook



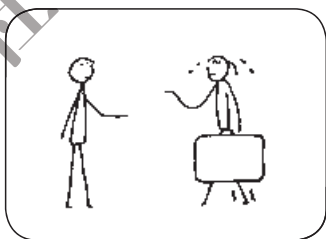
8. park



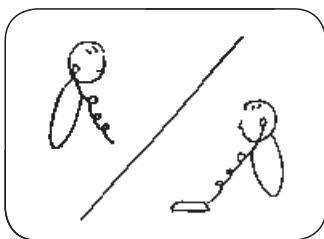
9. take a message



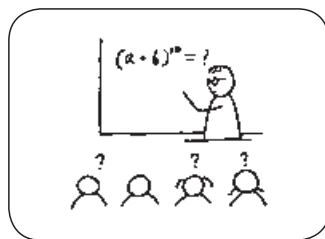
10. Could you help me?



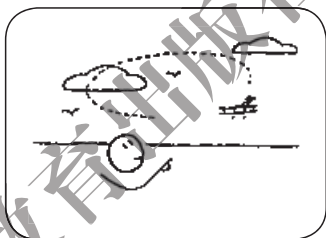
11. call sb. back



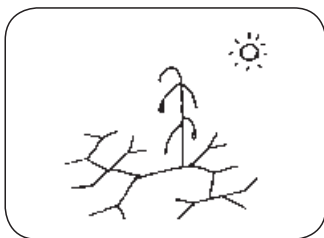
12. problem



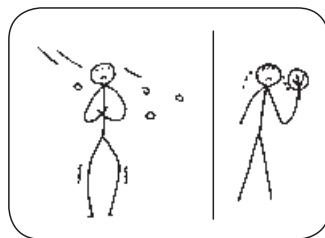
13. The plane comes back again.



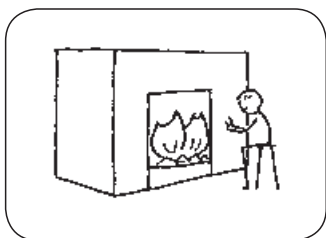
14. dry



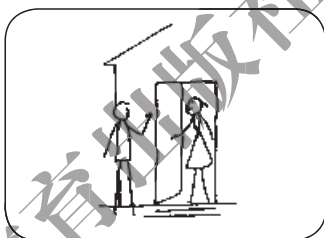
15. cold/hot



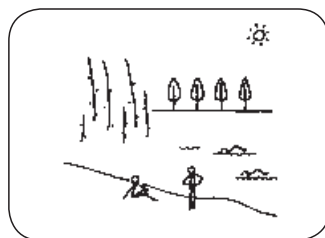
16. warm



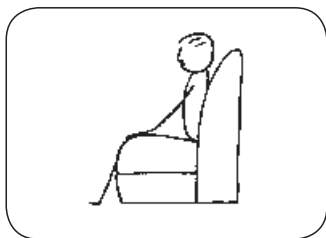
17. visit



18. summer



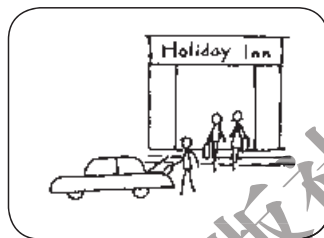
19. sit



20. juice



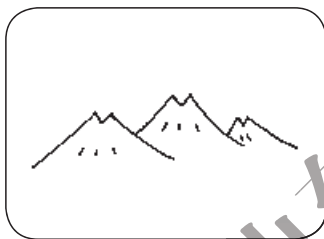
21. on a vacation



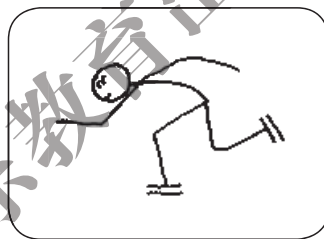
22. hard



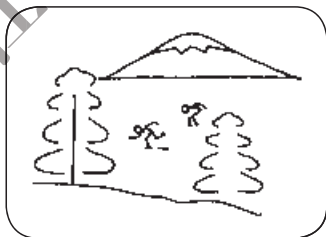
23. mountains



24. skate



25. winter



26. snowman



Unit 9 It's raining!

SECTION A

1a

Purpose	To give Ss an opportunity to increase their vocabulary and to introduce the target language.
Picture	The picture shows five famous places. The weather in each place is very different (a. raining, b. windy, c. sunny, d. snowing, e. cloudy). The picture also shows two people talking on the phone. The boy in Shanghai, Peter, is calling his relatives in different parts of the world. First he calls Tom who lives in Moscow. They are talking about the weather.
Culture Focus	Famous Landmarks Most cities in the world have famous landmarks. These might be remarkable buildings or historical places. In the picture in 1a, Ss can see: a. CN Tower in Toronto (Canada) b. Old South Church in Boston (US) c. Temple of Heaven in Beijing (China) d. St. Basil's Cathedral in Moscow (Russia) e. Oriental Pearl Tower in Shanghai (China)
Teaching Tip	Brainstorming Vocabulary Before 1a, have Ss brainstorm vocabulary items for each of the places shown in 1a. 1. Have Ss cover the words in 1a. 2. Have Ss work in pairs to generate the vocabulary words for each of the pictures. 3. Elicit the words from some of the Ss, and write them on the board. 4. Have Ss do the activity.
Answers	1. a, 2. b, 3. e, 4. c, 5. d

1b

Purpose	To help Ss recognize the target language in natural speech
Teaching Tip	Growing Sentences After 1b, challenge Ss to play a sentence creation game that practices city names and weather vocabulary. Follow the procedure: - Have Ss work in groups of six or ten. - Explain the game. S1 says a place and a weather condition. S2 says another place and weather condition before recalling what the others said. On the board: S1: It's raining in Toronto. S2: It's windy in Boston, and it's raining in Toronto. S3: It's sunny in Beijing, it's windy in Boston, and it's raining Toronto. S4: It's ... - Continue to grow the sentence by adding place names and weather conditions. - After five minutes stop the activity. Nominate a few groups to present their long sentence to the class.
Answers	a. Toronto, b. Boston, c. Beijing, d. Moscow, e. Shanghai

1c

Purpose	To help Ss see the target language in natural speech
Optional Approach	How's the Weather? In 1c, test Ss' memory by having them do the activity without looking at their textbook. Follow the procedure: - Have Ss close their textbook and stand. - Ask Ss questions about the weather in each picture. If Ss answer correctly, they can sit down. - The T can ask different types of questions. For example: T: How's the weather in Beijing? T: Where is it sunny? T: Beijing is ...

2a

Purpose	To give Ss listening practice with the target language.
Culture Focus	Family Members In the US, children usually just live with their mother and father. Other relatives such as grandparents usually live in a different house. Some families can be quite large, with lots of aunts, uncles and cousins. Not all families spend time together. Some children won't really know their cousins, or their aunts and uncles.
Answers	From left to right: 2, 3, 4, 1

2b

Purpose	To give Ss practice in listening for specific items in conversations.
Optional Approach	Details In 2b, support weaker Ss by listening to the recording several times. Each time they listen, ask Ss to pay attention to different details. Follow the procedure: 1. Have Ss close their books and listen, writing only the people's names they hear, i.e. Jim, Uncle Joe, Aunt Sally, Mary and Jeff. 2. Have Ss listen again, writing only the activities they hear, i.e. playing basketball, cooking, playing computer games, watching TV. 3. Have Ss open their books and check their answers against the chart in 2b. 4. Have Ss listen again and complete 2c.
Answers	1. c, 2. a, 3. d, 4. b

2c

Purpose

To give Ss the opportunity to use the target language in conversations.

Optional Approach

Connect Three Questions and Answers In 2c, have Ss practice the target language by playing a game. Follow the procedure:

1. On the board

What ...?	Jeff	What ...?
Aunt Sally	Uncle Joe	Jim
What ...?	Mary	What ...?

2. Have Ss work in pairs. Tell each pair to copy the chart on the board.

3. Model the activity. Tell Ss they must take turns to select a square in the chart.

Optional Approach	• If the square contains “What?..” the S must ask his/her partner a question about someone in 2a, eg What is Jim doing? The partner should read and answer. • If the square contains a person’s name, the S must make a statement about someone in 2a, eg Jim is talking on the phone. 4 When a S correctly asks a question or makes a statement he/she can write his/her initial in the corresponding square in the grid. 5 The first S to initial three connected squares in the grid is the winner. The squares can be connected horizontally, diagonally or vertically. 6. Give Ss five minutes to play the game as many times as they can.

2d	Purpose	To give Ss the opportunity to use the target language in a controlled manner.
	Culture Focus	<i>He’s Not Available</i> In the US, if someone calls you home and asks for someone that is not available, you will usually offer to take a message by saying “Can I take a message?”. You might also offer to have the person call the caller back by saying “I’ll tell him to call you back.” When taking a message, you should always remember to get the name and telephone number of the caller, as well as note the time that the person called.

GRAMMAR FOCUS

3a	Answers	1. am doing, do 3. Is ... studying, is studying 5. Is ... talking, talks	2. is playing, plays 4. are making, make

3b	Answers	<table border="1"> <thead> <tr> <th></th><th>How’s the weather?</th><th>What are they doing?</th></tr> </thead> <tbody> <tr> <td>a</td><td>It’s sunny and warm.</td><td>He’s playing the guitar.</td></tr> <tr> <td>b</td><td>It’s windy.</td><td>They’re hiking.</td></tr> <tr> <td>c</td><td>It’s snowing.</td><td>They’re cooking.</td></tr> <tr> <td>d</td><td>It’s hot and humid.</td><td>He’s writing.</td></tr> <tr> <td>e</td><td>It’s raining.</td><td>They’re playing soccer.</td></tr> </tbody> </table>		How’s the weather?	What are they doing?	a	It’s sunny and warm.	He’s playing the guitar.	b	It’s windy.	They’re hiking.	c	It’s snowing.	They’re cooking.	d	It’s hot and humid.	He’s writing.	e	It’s raining.	They’re playing soccer.
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c	It’s snowing.	They’re cooking.																		
d	It’s hot and humid.	He’s writing.																		
e	It’s raining.	They’re playing soccer.																		

■ Optional Activity 1: Guess Where I Am!

Purpose	To help Ss use the target language correctly.

Procedure

1. Tell Ss that they are going to have conversations on the telephone.
2. One S is on vacation, and calls another S on the phone, who will try and guess where the person is on vacation.
3. When the S guesses correctly, the two Ss should change roles and repeat the activity.
5. Sample conversation:

A: Hello.	A: Are you in a hotel?
B: Hello. This is Jim.	B: Yes.
A: Hi, Jim!	A: Where?
B: Hi, Mike. You will never guess where I am.	B: Guess.
A: Just tell me.	A: How's the weather?
B: No, you have to guess.	B: It's snowing.
A: OK. What are you doing?	A: Snowing?
B: I'm watching TV.	B: Yes, and I will go skiing tomorrow.
A: You're at home.	A: Are you on a mountain?
B: No, I'm on vacation!	B: Yes!

■ Optional Activity 2: Draw Where I Am!

Purpose	To help Ss master the target language and understand their vocabulary.
Materials Required	Pens or pencils; paper.

Procedure

1. Have Ss work in pairs.
2. One S is going to describe an action and the place it is being done. They must use between five and ten sentences.
3. The other S draws the scene on a piece of paper.
4. Finally, the S shows his/her picture to his/her partner who will judge whether it matches the description or not.

5. The Ss then switch roles and perform the activity again.

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	Weather Activities Before 1a, have Ss think about different types of activities that are suitable for different weather. Follow the procedure: - On the board hot and sunny: sunbathing, picnic cold and snowy: skiing cool and dry: jogging, hiking - Direct Ss' attention to the weather word on the board - Have Ss work in pairs or small groups. Ask them to list activities for each type of weather. - Finish by eliciting the activities and writing them on the board
Answers	1. d, 2. a, 3. e, 4. b, 5. c

1b

Purpose	To give Ss practice using the target language in conversations.
Optional Approach	Vocabulary And Details In 1b, challenge Ss to add details to their answers. Give an example: T: How's the weather in picture d? S: It's dry and very hot, because it is a desert! You may give Ss some extra vocabulary to help them add details about the scenes in the pictures. Write on the board - winter, outside, snowing, icy, wear a hat and scarf, ... - spring, outside, lake, mountains, very comfortable, wear a T-shirt, ... - summer, inside, humid, sticky, fan, not comfortable, ... - daytime, desert, sand, camels, very hot, sunny, ... - outside, autumn, golden leaves on the trees, wear a sweater, ...

1c

Purpose

To give Ss practice in listening for specific items in conversations.

1d

Culture Focus

How's It Going? In the US, there are many informal ways to answer the question "How's it going?". Often the reply to this question is not a full sentence but just a few words. If things are going well, you might say "pretty good" or "great". If things are not going so well, you might say "fine" or "not too bad". If things are going badly you might say "not good at all".

Optional Approach

No Chart Challenge In 1c, make the activity more challenging by having Ss do the activity without any visual aids. Follow this procedure:

1. Tell Ss to close their textbooks and take notes.
2. Play the recording.
3. Have Ss open their textbooks and try to complete the chart using only their notes.

Pause or Repeat In 1d, you may wish to pause the recording after each answer is heard to give Ss time to write it down. Alternatively, you can play the whole recording several times, giving Ss several opportunities to hear the answers.

Answers

	How's it going?	What are you doing?	How's the weather?
Mary	not bad	I'm visiting my grandmother.	hot, dry, sunny
Eric	great	I'm having a party.	terrible, cold, raining

1e

Purpose

To provide speaking practice with the target language.

Optional Approach

Line Please In 1e, encourage Ss to memorize the conversation. Then have them act out the conversation without looking at their book. To support weaker Ss, have them work in groups of three. Two Ss will act out the conversation without looking at their textbook. If they forget a line, they can say, "Line please", and the remaining S will look at his/her textbook and tell them what to say.

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	From Words to Sentences In 2a, have Ss first list as many words as they can to describe each picture. Then have them form sentences using these words.
Answers	Answers will vary. Sample answers: a. It's warm and sunny. She is sitting by the pool and drinking orange juice. b. It's cool and cloudy. They are climbing the mountains. c. It's raining. She is writing a letter in her room.

2b

Purpose	To provide reading practice with the target language.
Teaching Tip	Writing Postcards Before 2b, have Ss review the content of the postcards. Discuss the structure of the text and notable text items such as: (i) the salutation, i.e. Dear. (ii) the sign-off, i.e. See you soon. (iii) the informal style of writing, etc. How's it going? Have Ss talk about what kind of things people usually write in postcards. Note that they usually comment on the weather and activities that they have been doing. Note that Dave's postcard is unusual because, unlike in a letter, a postcard doesn't usually ask questions as the writer is not really expecting a reply to a postcard.
Answers	Top postcard: Picture a Bottom postcard: Picture b

2c

Purpose	To provide scanning and writing practice with the target language.
Optional Approach	No Looking! In 2c, challenge Ss to complete the chart from memory. Give Ss a few minutes to read and memorize the content of the postcard in 2b. Then have Ss cover the texts and try to complete the chart in 2c.

Answers	Name	Where are they?	How's the weather?	What are they doing?
	Stu	Canada	warm and sunny	is sitting at a restaurant, studying English, is sitting on the sofa with friends, sitting at the pool
	Dave	Europe	cool and cloudy	walking in the mountains, writing to Jane

3a

Purpose	To prepare Ss to write about their vacations using the target language.
Optional Approach	What Do I Know In 3a, have Ss cover the words in the box and try to fill in the blanks with suitable words. Encourage Ss to use their existing knowledge to help them predict the most suitable word. For example, they can say "It's winter in Harbin". Have Ss tell you where Harbin is (in the far north of China). Have Ss tell you what the weather is like there (very cold, snowy and icy). Encourage Ss to pick two of these words to fill in the blanks.
Answers	snowy/windy, windy/snowy, buying, playing, skating, taking

3b

Purpose	To let Ss use the target language to communicate about themselves.
Teaching Tip	Exercising Your Imagination In 3b, help Ss to imagine a vacation scenario. Do this by asking them to visualize the scenario in their mind. Then ask them leading questions to help them build details into what they are imagining. Follow the steps: 1. Have Ss close their eyes. T: Imagine you are on vacation. T: Where are you? T: What's the weather like? T: Who are you with? T: What are you doing? T: Are you having a good time?

Teaching Tip	2. Have Ss open their eyes and describe their imaginary scenario to a friend. 3. Finally, have Ss open their textbooks and do B.
Answers	Answers will vary.

3c

Purpose	To let Ss see the target language to communicate about themselves.
Culture Focus	E-mail and Mobile Messaging Postcards are becoming less and less common as people are choosing to send their vacation messages by e-mail or mobile phone. In this way, people can share a vacation experience as it happens. They can take a photo, record a video clip, or write a short message and quickly send it to their loved ones. Many people find this less expensive and more efficient than purchasing a postcard, purchasing a stamp, and going to the post office or post box.
Answers	Answers will vary. Sample writing: Dear John, How's it going? Are you still busy with school or are you on vacation now? I'm visiting my cousins in Sydney and having a wonderful time here. Australia is a beautiful country and right now the weather is warm and sunny. There are many things to do here. Right now I'm swimming with my family at the beach. Ann

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.
Optional Approach	Listing Words In activity 1, have Ss work in pairs or small groups and compete against one another to create the longest list of words and phrases in each category.

Answers	1. Answers will vary. Sample answers: <table border="1" data-bbox="488 231 1249 459"> <tr> <td>Feelings</td><td>great, fine, not bad, terrible, pretty good, happy</td></tr> <tr> <td>Weather</td><td>cool, rainy, windy, cloudy, snowy, hot, warm, cold</td></tr> <tr> <td>Activities</td><td>playing ping-pong, visiting friends, studying English, sitting by the pool, relaxing, writing a letter, walking in the mountains.</td></tr> </table> 2. A: Hello? Jenny speaking. B: Hi, Jenny. It's Steve here. May I speak to Laura, please? A: Sorry, she's not at home. Can I take a message? B: Yes. Could you ask her to call me at 8765-4321? A: Sure, no problem. B: Thank you. Bye. 3. <u>1.</u> Hi, Jill! How's it going? <u>2.</u> Not too bad. <u>3.</u> How's the weather in Nanjing? <u>4.</u> It's raining and very cool. <u>5.</u> What are you doing in the rainy weather? <u>6.</u> I'm reading a book in my room.	Feelings	great, fine, not bad, terrible, pretty good, happy	Weather	cool, rainy, windy, cloudy, snowy, hot, warm, cold	Activities	playing ping-pong, visiting friends, studying English, sitting by the pool, relaxing, writing a letter, walking in the mountains.
Feelings	great, fine, not bad, terrible, pretty good, happy						
Weather	cool, rainy, windy, cloudy, snowy, hot, warm, cold						
Activities	playing ping-pong, visiting friends, studying English, sitting by the pool, relaxing, writing a letter, walking in the mountains.						

■ Optional Activity 3: Weather and Action Charades

Purpose	To help Ss master the target language and understand its use.

Procedure

1. Have Ss work in small groups.
2. Tell Ss that they are going to play action/weather charades.
3. Elicit five examples of action words and weather words and write these on the board:

Action words Are you _____? playing tennis playing basketball listening to music talking to friends studying English	Weather words Is it _____ outside? sunny snowing raining cold windy

- 4 Tell the group that they have to successfully act out each of the ten items on the board. The first group to successfully complete charades for all items is the winner.
- 5 Model the activity. Have all Ss stand up. Have one S in each group choose an action word or a weather word and perform associated actions. Remind the performing S that he/she cannot speak. The other Ss in the group must guess which of the items on the board is being performed. They can guess by saying "Are you _____?" or "Is it _____ outside?". When they guess correctly, another S may start to perform a different item on the board. Have all the Ss in the group sit down when all ten items have been performed and correctly guessed.
6. The group that sits down first is the winner. Wait until all the groups are seated, and then have the winning group perform the actions for all ten items on the board for the class.

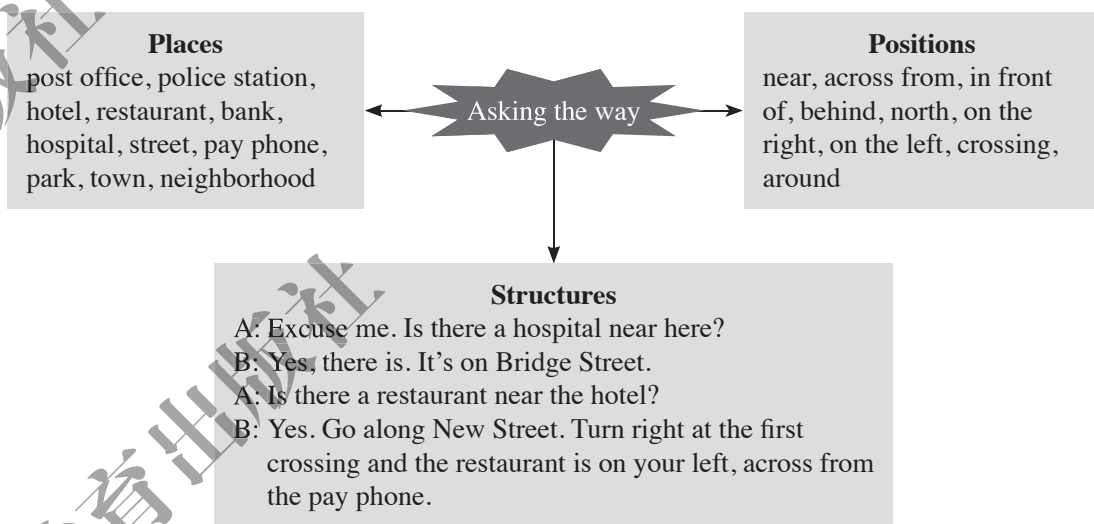
Unit 10 Is there a post office near here?

一、教学目标与要求

话 题 Topic	街坊邻里 (The neighborhood)
功 能 Functions	能在街上问路并为他人指路 (Ask for and give directions on the street) A: Excuse me. Is there a hotel near here? B: Yes, there is. Just go along Bridge Street and turn left when you see the library. Go along Long Street and it's on the right. It's next to the supermarket and across from the bank. A: Is there a restaurant near here? B: Yes. Go along New Street. Turn right at the first crossing and the restaurant is on your left, across from the pay phone.
语 法 Grammar	1 能正确使用 there be 句型询问或描述事物的所在位置 A: Is there a hospital near here? B: Yes, there is. It's on Bridge Street. A: Are there any restaurants near here? B: Yes, there's one in front of the post office. There is a zoo in my neighborhood. There is a post office between my house and a clothes store. 2 能正确使用 where 引导的特殊疑问句询问事物的具体位置 Where's the post office? Where are the pay phones? 3 能正确使用各种方位介词表述事物的地理位置 (Prepositions of place) near, next to, in front of , between ... and ..., behind, across from, on
词汇和常用表达 Words & expressions	1 能正确使用下列词汇 (Curriculum words) post, office, police, hotel, restaurant, bank, hospital, street, town, front, crossing, road, north, air, money, near, across, behind, around, along, pay, turn, spend, climb, enjoy, free, right, left, easily 2 能正确使用下列常用表达 (Useful expressions) post office, police station, pay phone, across from, between ... and ..., in front of, turn right, turn left, in the neighborhood

词汇和常用表达 Words & expressions	3 能认读下列词汇 (Non-curriculum words) neighborhood, sunshine
语 音 Pronunciation	1 能掌握辅音发音 /n/, /ŋ/, /ŋg/, /ŋk/, /tʃ/, /dʒ/, /f/, /r/ 的常见字母组合, 并能正确朗读相关词汇 2 能有节奏地朗读句子
学习策略 Strategies	1 能在听的过程中将所获取的路线指引信息转换为视觉图形 2 能通过快速浏览将图文信息进行匹配
文化知识 Culture	了解在日常交际中如何得体地运用英语语言向别人问路

二、话题思维导图



三、内容介绍和教学建议

SECTION A 内容介绍

Section A 部分的 1a 首先通过主题图展示了各种社区设施和街区环境, 呈现相关的词

汇, 如post office, police station, restaurant等, 很自然地将学生引入到问路的情景中。1b设计了三个简短的对话, 让学生通过听来了解如何询问和描述各种地区设施的地理位置, 同时呈现there be句型。1c则要求学生模仿对话中的there be句型和答语进行问答训练, 加强对该结构的感性认识。2a-2c提供了六段听力小对话, 对话中不仅重现了there be句型, 力图加深学生的印象, 还呈现了一些新的方位介词及短语, 如: near, across from, in front of, behind等, 这些语言的输入是为后面的训练输出做铺垫。2d所提供的示范对话则呈现了一个相对完整的问路情景, 学生通过练习对话, 不仅能够巩固1a-2c所学的词汇和重点句型结构, 同时也了解真实交际中如何有礼貌地进行交流和表达。

该部分的教学重点是与社区环境和设施相关的词汇、方位介词短语以及there be句型的一般疑问句及其回答。该部分的教学难点是要让学生运用正确的方位介词来描述各种社区设施的地理位置。

SECTION A 教学建议

活动1a-1c

1. 课前, 教师可以“我生活的地方”为主题, 让学生搜集各种图片或亲自拍摄照片, 展示自己的家乡、居住的社区、学校、最喜欢去的地方等等。让学生将这些图片和照片带到课堂上, 教师可引导学生谈论自己的图片, 也可提供一些自己拍摄的照片向学生提问, 同时呈现本单元的生词。如: 教师出示一张北海公园的照片, 然后与学生进行互动:

T: Do you know the name of this park?

S1: Yes, it's Beihai Park.

T: That's right. Is there a restaurant near the park?

S2: Yes.

T: Good. Do you know the name of the restaurant? Where is it?

S3: It's ... Restaurant. It's on Ping'an Street.

...

在互动过程中, 教师可将there be句型和生词板书在黑板上。

2. 教师继续展示图片或幻灯片, 呈现其他生词, 如post office, police station, hotel, bank, hospital, pay phone, street等, 然后带领学生朗读生词。
3. 让学生观察1a的主题图和活动要求, 要求独立完成匹配练习。全班核对答案。
4. 播放第一遍录音, 学生完成1b活动, 找出录音中所提到的地点。
5. 播放第二遍录音, 让学生边听边尝试跟读。这样做的目的是为了训练学生听辨词汇和句子的能力。

6. 教师将听力材料中的对话板书在黑板上或呈现在课件中, 让学生核对自己的跟读内容是否正确, 然后全班分男女生齐声朗读。
7. 让学生两人一组根据 1a 图片中的不同地点以及 1c 的对话示范互相问答。请几组学生示范表演。

.....

活动 2a

1. 教师可引导学生回顾 1a 的主题图, 并根据图片内容与学生进行互动问答, 适时增加信息, 描述各种设施、建筑物以及物品的地理位置。在描述过程中, 教师可复现前面所学的词汇和句型, 又可呈现本单元需要学习的方位介词及短语, 如: across from, in front of, behind, between ... and ..., next to 等。参考对话如下:

T: Where is the police station?

S1: It's on Bridge Street.

T: Yes. The police station is on Bridge Street. It's between the restaurant and the hospital.

随即教师将 between ... and ... 板书在黑板上, 然后继续提问。

T: Is there a bank near here?

S2: Yes, there is. It's on Long Street.

T: That's right. The bank is across from the park.

教师板书 across from, 并通过手势或设置更多情景帮助学生理解其含义。然后继续呈现新词汇:

T: Is there a hotel near the park?

S3: Yes, there is.

T: You're right. The hotel is next to the park.

...

2. 教师将呈现的介词或介词短语板书在黑板上, 必要时可让学生说出其中文意思。
3. 教师带读黑板上所列的词汇, 再通过看图提问的方式检测学生是否理解这些词汇和短语的含义, 如:

T: Is the pay phone next to the hotel?

S1: No, it isn't. The pay phone is next to the post office.

T: What's in front of the post office?

S2: A car is in front of the post office.

4. 让学生观察 2a 的图片和句子, 将正确的序号填入图上方的空格中。
5. 请几个学生朗读 2a 中的句子, 全班核对答案。

活动 2b-2c

1. 听前先让学生齐读 2b 左栏的介词和介词短语, 为接下来的听做好准备。同时, 教师应提醒学生边听边记录, 记录时若无法写完整个单词, 可以只记录该词的前几个字母。这样做的好处是, 学生不会由于记录速度慢而影响信息获取。
2. 播放第一遍录音, 让学生填写 2b 的句子。
3. 再播放一遍录音, 让学生核对所填信息, 将答案补充完整。
4. 教师与学生针对 2b 各句中的地点进行互动问答, 全班核对答案。参考对话如下:

T: Where's the park?

S1: The park is across from the bank.

5. 教师提供听力材料, 让学生听录音并跟读, 模仿其语音语调。
6. 让学生两人一组根据 1a 主题图内容, 模仿 2c 的示范内容编对话。
7. 选取几组学生在课堂上表演自编的对话。

活动 2d

1. 让学生带着问题阅读 2d 的对话, 问题如下:

1) Where does Tony want to go?

He wants to go to the bank.

2) Who is new in town?

Tony is new in town.

3) Where is the bank?

It's on Center Street.

4) Is there a park near the bank?

Yes, the park is across from the bank.

学生阅读完毕后, 请几个学生回答上述问题, 要求用完整的句子回答。

2. 教师引导学生从对话中找出一些日常交际的表达用语, 并尝试说出其中文意思, 并解释在什么情形下使用这些表达。如:

Excuse me

打扰别人或请求帮助时

How can I help you?

主动提供帮助时

Oh, that's great.

表扬别人或赞同别人时

No problem.

回答别人的请求, 乐意帮助别人时

3. 播放 2d 对话录音, 学生跟读。
4. 让学生两人一组根据 2d 内容进行对话练习。
5. 请几个小组在课堂上进行角色表演, 教师给予适当点评。

语法内容介绍和活动建议

本部分的 Grammar Focus 表格呈现了单元重点语法功能结构, 包括 there be 结构、where 引导的特殊疑问句、描述某个场所或建筑物位置关系的方位介词及短语。活动 3a 是一个控制性练习, 要求学生观察地图, 并根据图中建筑物的位置回答相关问题。3b 是一

个半控制性练习,要求学生根据3a图片内容造句,描述各种建筑物的位置关系。3c是一个游戏,具有一定的开放性,要求学生利用课本第43页的单元主题图询问和猜测同伴所选择的地点,不仅训练学生在真实语境中使用方位介词的能力,也使得语言学习活动充满趣味性。

语法部分具体教学建议如下:

1. 教师可给学生提供更多的there be结构的例句,让学生翻译成中文,并从中感悟there be结构的用法以及表达含义。如:

There is a sofa in the sitting room. 客厅里有一张沙发。

There are twenty-two boys in our class. 我们班有22名男生。

There is some cheese on the plate. 盘子里有一些奶酪。

There is a lamp, a clock and some books on the desk. 书桌上有一盏台灯,一个闹钟和一些书。

There isn't a telephone in the house. 这房子里没有电话。

There isn't any water in the bottle. 瓶子里没有水。

There aren't any English books on the shelf. 书架上没有英文书。

A: Is there a computer room in your school? 你学校有计算机机房吗?

B: Yes, there is. / No, there isn't. 有。/ 没有。

A: Are there any free tickets for us? 有免费票给我们吗?

B: Yes, there are. / No, there aren't. 有的。/ 没有。

2. 让学生观察这些例句,然后回答下列问题:

1) there be 结构一般用来表示什么含义? there be 结构的句子的主语是什么?

2) 含有there be 结构的句子,一般什么时候用动词is,什么时候用are?

3) 如果there be 结构的句子的主语由几个并列的名词构成时,动词用is还是are?

学生通过观察,可以得出以下结论:

1) there be 结构一般用来表示“某地存在某物或某人”。

2) 当句子的主语是单数可数名词或不可数名词时,动词用is; 句子的主语是复数名词时,动词用are。

3) 当句子的主语是由几个并列的名词构成时,动词be由第一个名词确定,即“就近原则”。

3. 提供一些简单的练习,让学生选择正确的be动词填空。如:

It's a beautiful Sunday morning. There (1) _____ lots of people in the park. They are playing happily. A boy is playing a guitar under a tree. He is playing wonderfully.

On the square, there (2) _____ many people dancing. (3) _____ there any kids in the park? Yes, they are running and playing here and there. How happy they are!

There (4) _____ a lake in the park. There (5) _____ lots of fish in it. But there (6) _____ (not) any people swimming in it.

Answer key: (1) are (2) are (3) Are (4) is (5) are (6) aren't

学生完成练习后，请几个学生按顺序朗读文中句子，全班核对答案。

活动 3a

1. 让学生两人一组根据 3a 的图片 and 所列问题，轮换角色进行问答，然后将答案写在横线上。
2. 教师选取几个小组朗读完整的问句和答句，全班核对答案。

活动 3b

1. 给予学生一定的时间根据 3a 图片内容写出完整的三句话，句中要使用本单元所学的介词短语。
2. 让学生与同桌交换各自写出的句子，互相交流，及时修改。
3. 选择几个学生大声朗读自己写的句子。

活动 3c

1. 教师可以先从本单元主题图中选择一个地点，然后与几个学生互动问答，做出示范。
2. 让学生四人小组开展猜测游戏，三个学生问，一个学生回答。猜中地点后，小组内成员再进行角色轮换。教师巡视，为各小组提供必要指导。

■ 拓展活动 1：听句子绘图

教师可将学生分成小组，开展听句子绘图的游戏，具体实施步骤如下：

1. 教师朗读几个句子，描述某个社区或场所里各种建筑物的位置，各小组成员边听边记录。
2. 小组成员核对所记录的内容，互相补充完整。然后根据记录信息共同合作绘制一幅地图。
3. 学生绘制完毕后，教师请几个小组展示自己的地图，用英语描述各种建筑物的位置关系。
4. 师生根据各组的绘图成果，评选出各具特色的优胜者，如：最快完成的小组，信息最详尽的小组，地图绘制最精美的小组等。

■ 拓展活动 2：说说你居住的社区

教师引导学生谈论自己所居住的社区环境，利用“信息差”完成真实的交际任务。具体操作步骤如下：

1. 先请一个学生说出自己所居住的街道, 然后教师提问学生家庭的周边环境, 如:

S1: My home is on Beijing Road.

T: Is there a supermarket near your home?

S1: Yes, there is. It's on ...

T: Are there any restaurants near your home?

S1: No, there aren't. But there is a café ...

2. 让学生两人或四人一组根据示范内容进行问答。

3. 最后选取几个小组在课堂上表演对话。

SECTION B 内容介绍

本部分在 Section A 的基础上进一步拓展话题, 同样围绕邻里社区的各种设施和场所位置, 让学生通过各种相关活动, 了解如何用英语问路和指路, 最后学会用文字描述自己的街坊邻里。1a-1d 呈现了现实生活中常见的问路情景, 学生通过听说活动的训练, 了解为他人指路时常用的词汇和表达用语。2a-2c 是阅读教学部分, 这一部分图文并茂, 展现了三个学生所居住的社区环境状况, 阅读材料再现了本单元的重点词汇、语法、功能项目, 内容丰富, 便于帮助学生巩固本单元所学知识。3a-3c 的写作训练提供了地图和范文, 要求学生自己绘制社区地图并进行仿写。这一写作任务与前面的阅读部分联系紧密, 教师同样可以引导学生从 2b 的阅读篇章选取有用的句型和表达, 丰富自己的写作内容。

本部分的教学重点是帮他人指路时使用的常见词汇和表达用语, 如: go along, turn left/right, on the/your left/right, at the first crossing 等。教学难点是要让学生将指路信息串连起来, 形成完整的描述, 并以口头或笔头方式表达出来。

SECTION B 教学建议

活动 1a-1d

1. 教师出示一些常见的交通标志图片, 引导学生说出这些标志的含义, 同时呈现相关的单词或短语, 如: go along, turn right/left, crossing。教师带读单词和短词, 然后让学生完成 1a 练习。如学生英语能力较强, 教师还可增加其他交通标志, 输入更多新词汇和表达用语, 如: No parking.(禁止停车) No turning around.(严禁掉头) 等。
2. 让学生观察 1b 插图, 找到说话者的地理位置, 引导学生用自己的话描述从说话者所在位置如何走到 A 或 B 处。这样做是为了下一步的听做好准备。

3. 播放第一遍录音, 让学生填写A和B分别是什么地方, 全班核对答案。
4. 让学生先阅读1c的对话, 并根据1b插图内容预测对话中所缺信息。
5. 播放第二遍录音, 学生将1c对话内容补充完整。教师还可播放第三次录音供学生检查所填信息是否正确无误。
6. 选两个学生朗读对话, 全班核对答案。
7. 让学生再次听录音, 齐读对话, 然后两人一组分角色朗读或表演。
8. 如果时间或条件允许, 教师也可让学生根据1b图片和1d的要求, 选择别的地点两人一组编新对话, 并在课堂上进行表演。

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活动 2a-2c

1. 让学生两人一组针对2a中所列的不同地点根据个人情况进行问与答, 参考对话如下:
A: Is there a clothes store near your home?
B: Yes, there is. Go along ...
双方交换角色回答完毕后, 根据实际情况勾出自家附近有的地点, 同时可用△符号标出同伴家附近有的地点。
2. 让学生先观察2b三幅图片, 然后快速浏览2b三篇短文中的第一、二句和最后一句, 完成2b的图文匹配任务。全班核对答案。
3. 让学生仔细阅读三篇小短文和相关图片, 然后分小组讨论, 根据Anna, John, Lisa的居住环境分别设计三至四个问题。各小组进行竞赛, 比一比哪个小组设计的问题最多、最好。教师可先根据Anna的描述做出示范, 如:
1) Is there a zoo in Anna's neighborhood?
2) Where does Anna like to go on weekends?
3) How does Anna go to the zoo?

注意: 让学生根据所读篇章自主设计问题, 不仅能激发学生的活动热情, 锻炼其逆向思维, 更能有效地促使学生关注篇章细节信息, 深入理解篇章内容。对于英语能力较弱的学生, 教师可启发他们参考2c的问题来进行设计。

4. 教师将各组设计的问题板书在黑板上, 然后进行抢答比赛, 看哪个组答题又快又好。
5. 让学生再次阅读课文, 从阅读篇章中找出描述路线的语句, 然后根据文章中的描述, 在插图中将路线标出来。全班核对答案。

6. 播放录音, 让学生听录音并跟读, 注意句子的重音和停顿。
7. 如时间和条件允许, 教师可让学生选取三篇小短文中的一篇, 用第三人称转述该人物所在社区的情况。

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活动 3a-3c

1. 教师指导学生观察 3a 地图, 鼓励学生运用适当的方位介词或短语来描述不同地点的具体位置。教师可在黑板上列出示范句, 启发学生用不同的句子来描述, 如:
There is a supermarket on New Street.
The supermarket is between the post office and the library.
The supermarket is next to the library.
2. 选几个同学到黑板上写句子, 为避免重复, 教师可为不同学生指定不同的地方。其他学生写在练习本上。
3. 教师先就黑板上的句子进行点评, 纠正错误, 强调书写的规范性, 并鼓励其他学生读出自己所写的句子, 教师板书在黑板上。
4. 让学生看图并阅读 3a 中的短文, 将缺少的信息补充完整。请学生朗读完整的短文, 全班核对答案。
5. 布置写作任务, 让学生先画一张自己家附近的社区环境图, 标出各种建筑物。
6. 画完图以后, 让学生根据图片内容写出 3b 三个问题的答案, 然后模仿 3a 的短文进行仿写。
7. 如时间和条件允许, 教师可选取几个学生的文章进行点评。

SELF CHECK 内容介绍和教学建议

活动 1

该活动检测学生的阅读理解能力和在语篇中合理运用词汇的能力。教师可让学生先阅读短文, 确定空缺处应填写的单词, 然后根据上下文语境决定使用什么时态或是否需要变化。

活动 2

该活动检测学生对 there be 结构的掌握情况, 让学生根据自己熟悉的学校环境运用 there be 结构造句。教师可让学生以小组为单位, 共同合作完成一份关于校园一景的简介或手抄报, 要求图文并茂, 设计新颖。优秀的学生作品可粘贴在墙报上供大家欣赏学习。

活动3

该活动要求学生根据课本所提供的图片和设置情景，写出一个完整的对话。该活动是对本单元话题、重点语言结构与功能方面的综合性测评。教师需要给予学生一定的时间编对话，可鼓励学生进行小组合作。完成对话编写后，可让学生在课堂上进行角色表演。

四、语音教学建议

1. 看音知字母——/n/, /ŋ/, /tʃ/, /dʒ/, /f/ 和 /r/ 的读音规则

1) 试一试。教师可问学生：哪些字母或字母组合发 /n/, /ŋ/, /tʃ/, /dʒ/, /f/ 或 /r/ ? 让学生先归纳，如归纳不全，教师可以提供一些例词，最后补全这些音的读音规则：

关于 /n/ 音，字母 n 发 /n/，字母组合 kn 也发 /n/，这里字母 k 不发音。

关于 /ŋ/ 音，字母组合 ng 常发 /ŋ/，字母 n 在 k 或 g 前时会受其影响而变成 /ŋ/。

关于 /tʃ/ 音，字母组合 ch 和 tch 一般发 /tʃ/。

关于 /dʒ/ 音，字母 j 发 /dʒ/，字母组合 ge 也常发 /dʒ/。

关于 /f/ 音，字母 f 发 /f/，辅音字母组合 ph 也常发 /f/。

关于 /r/ 音，字母 r 发 /r/，辅音字母组合 wr 也常发 /r/，这里字母 w 不发音。

2) 听录音模仿。播放录音，学生跟读。

3) 练一练。提供一些符合拼读规则的生词，让学生试着读一读。

ge	cabbage	cage	change	huge	range	
ng	along	ending	strong	swing	lung	king
ch	speech	rich	peach	coach	church	charge
tch	scratch	Dutch	fetch	hatch	switch	
ph	graph	nephew	paragraph	phrase	typhoon	alphabet
wr	wrist	wrestle	wrinkle	typewriter	handwriting	
kn	knock	knowledge				

2. 朗读技巧——童谣节奏

1) 体验感受。先放录音，让学生完整听一遍，感受童谣节奏。

2) 试一试。把童谣第一个句子写在黑板上，让学生标出重读音节。如：

In a 'dark, 'dark 'woods, there's a 'dark, 'dark 'house.

然后让学生思考：为什么要重读 dark, woods, house 而弱读 in, a 和 there's ? 不难看出，dark, woods 和 house 都是实义动词，它们表达了童谣的重要意思，因而需重读，而 in, a, there's 是虚词，主要传递句子的语法信息，一般不需重读。

3) 跟读模仿。教师再放录音, 学生跟读模仿, 再次感受童谣节奏和韵律。

3. 语音补充练习

1) 绕口令 (Tongue twisters)

Singing in English is an exciting way of learning the language.

/ŋg/ or /ŋ/ (spelling **ng**) **singing**, English, exciting, learning, language

I **think** the **bank** is next to the ice **rink**.

/ŋk/ (spelling **nk**) **think**, **bank**, **rink**

2) 歌谣 (Chants)

Which Way?	
Which way do I go?	Which way do I go?
Right or left?	Through or around?
Over or under?	Behind or between?
I don't want to go the wrong way!	I want to go the right way!

/r/ (spelling **r**, **wr**) **right**, **wrong**, **around**, **through**, **under**

Where I Live	
First, turn right at the hotel.	First, go along the road.
Next, turn left at the school.	Next, go through the park.
Finally, go around the library.	Finally, go under the bridge.
Now you know where I live.	Now you know where I live.

/dʒ/ (spelling **ge**) **bridge**

/f/ (spelling **f**) **first**, **finally**

/r/ (spelling **r**) **turn**, **right**, **around**, **library**, **road**, **through**

/n/ (spelling **n**, **kn**) **turn**, **next**, **finally**, **now**, **know**, **under**

五、课文注释

1. I'm new in town. 我初到城里。

town 表示“所居住的地方”或城市里的“闹市区; 城里”, 英语释义为: main center, 即 the business or shopping center of a town。这时, town 系不可数名词, 前面往往不与限定词 the 连用。例如:

We're going into town tonight to see a film. 我们今晚要去城里看一场电影。

They have a small apartment in town. 他们在城里有一套小公寓。

当town为“小镇；镇子”时，系可数名词，往往与a, the等限定词连用。例如：

a town of about 35,000 people 一个约有35,000人口的镇子

The town is situated some 23 miles north of London. 这个镇子位于伦敦以北大约23英里处。

2. **“Thanks so much.” “No problem.”** “真是太感谢了。” “这不算什么。”

从No problem.的应答方式可看出，在英语中，对致谢的应答是十分灵活、丰富多样的，并不拘泥于You're welcome. It's my pleasure. 等常见的习惯说法。有关英语的致谢及应答请进一步参看本单元“文化注释”部分。

3. **To get to the park, you just have to cross Center Street.** 要去公园的话，你只要穿过中心街就到了。

此处情态动词have to表达的是“需要”的意思，副词just起加强语气的作用，因此，just have to相当于“只要；仅需”。又如：

Do I just have to finish this piece of homework? 我只需要做完这个作业吗？

You don't have to do it now. 你不需要现在（就）做的。

现代英语中，用just have to和don't have to替代need来表达“需要”的意思已是十分常见的现象了。

六、文化注释

英语语言中致谢及应答的文化特点

致谢是世界各国人民都遵循的礼仪规范。在英美等英语国家里，人们对他人给予的巨大帮助要表示感谢，对举手之劳的小事，如扶门、指路、找钱、回答询问、传递东西等等，也要表达谢意。别人应邀参加了你的宴请或聚会，你要表示感谢；别人为你让路，你要表示感谢；别人称赞你，你要表示感谢；别人给你来信，你也要表达谢意。

致谢主要有口头感谢和书面感谢两种形式。经常使用的套语是Thank you! 由于感谢的程度不同，Thank you便衍生出若干变体，比如，Thank you very much, Thank you very much indeed, Thanks, Many thanks, Thanks a lot, Thank you ever so much, I really don't know how to thank you enough等等。说话人还可根据情况选用其他适当的套语来表达自己的谢意，如It's very kind/nice of you to ..., You're certainly most helpful.等。

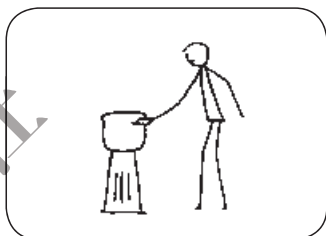
值得注意的是，英美人士表达谢意时大都注意言辞适度。一句话能表达的意思不要用两句话；一般的感谢不要夸大为特别的感谢。致谢言辞过分会使被感谢的一方不自在，同时也会给人留下不真诚的印象。所以，无论致谢还是应答，选词的得体性十分重要。

对致谢的回应，最常用的是 You're welcome. 除此以外，我们经常听到的还包括：Not at all, Don't mention it, It's a/my pleasure, My pleasure, That's all right, That's okay 等等。其中 It's a/my pleasure. 稍微正式一些。

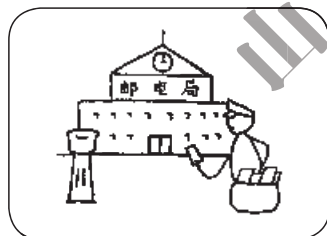
书面致谢是十分认真的正式致谢方式。如果觉得别人对自己有很大的帮助，口头致谢还不够正式或庄重，人们则往往写一封信表示谢意。英美等西方国家的一个惯常做法是在应邀参加一次宴会或其他较为重要的社交活动之后用明信片、书信或电子邮件表示感谢。由于电话及手机的普及，客人事后通过电话或短信息向主人致谢也已是普遍现象。

七、教学简笔画

1. post



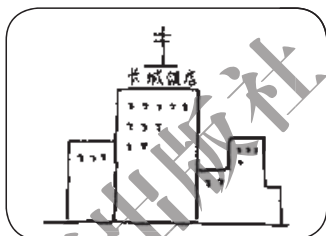
2. post office



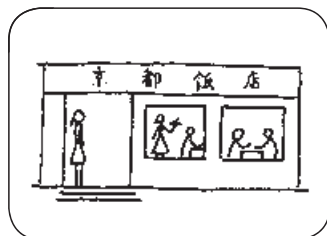
3. police station



4. hotel



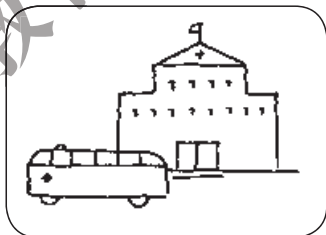
5. restaurant



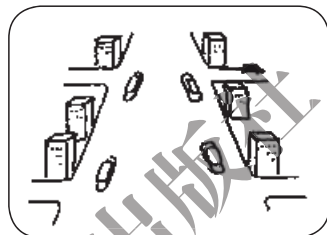
6. bank



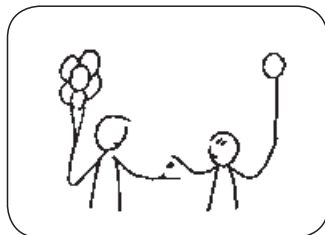
7. hospital



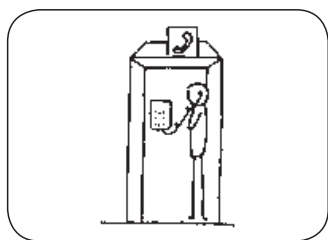
8. street



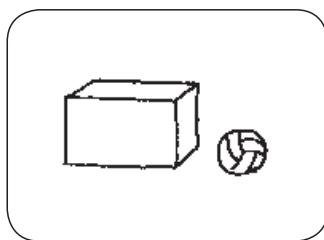
9. pay



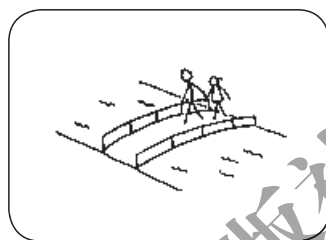
10. pay phone



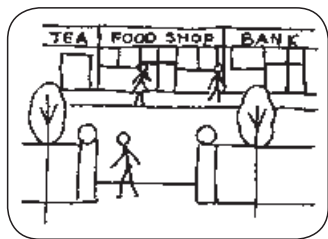
11. near



12. a bridge across the river



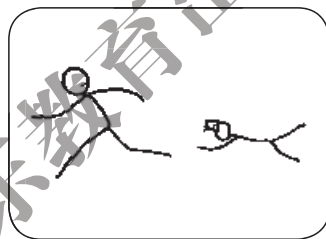
13. The shop is across from the school.



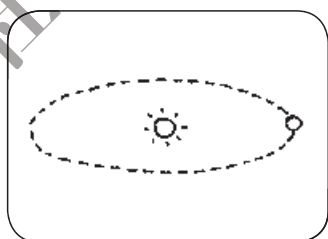
14. in front of



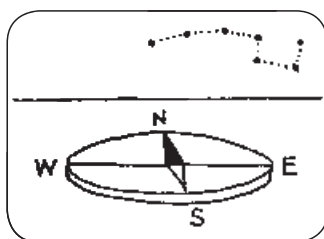
15. behind



16. around



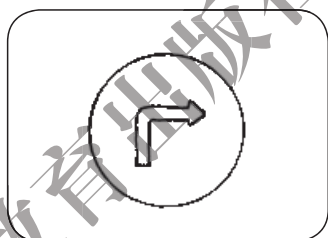
17. north



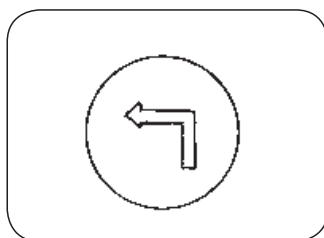
18. go along the street



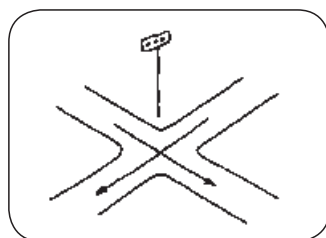
19. turn right



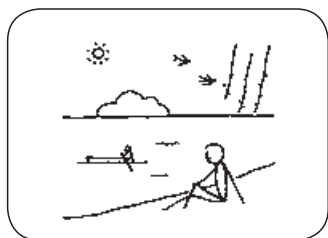
20. turn left



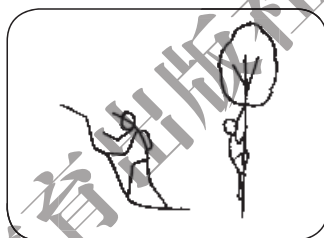
21. crossing



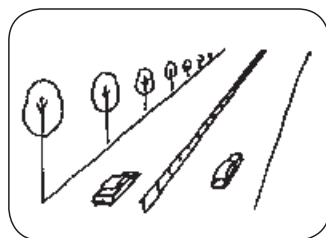
22. spend time



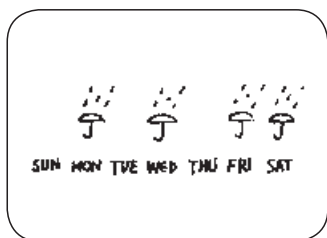
23. climb



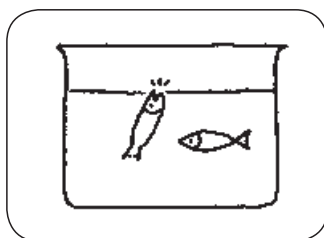
24. road



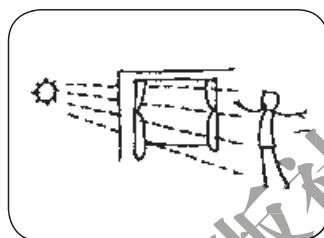
25. It often rains.



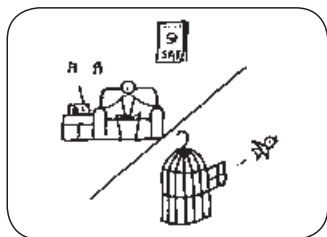
26. All living things need air.



27. sunshine



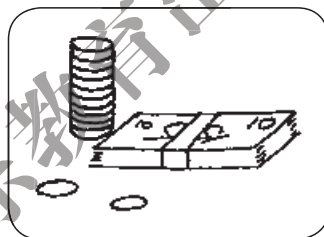
28. free



29. enjoy reading



30. money



Unit 10 Is there a post office near here?

SECTION A

1a

Purpose	To introduce Ss to the unit goal: ask for and give directions on the street. To set the scene, test Ss' know ledge and increase their vocabulary.
Picture	The picture shows a map of a typical US town. There are three streets: Bridge Street, Center Street and Long Street. There are several buildings, including a hospital, a restaurant, a police station, a bank, a hotel and a post office. A yellow car/taxi and an ambulance can also be seen. In the picture, one boy is asking for directions to a hospital and another boy is giving directions.
Culture Focus	By Car, by Bus, on Foot In the US, in many small towns, people may be able to cross the whole town on foot, and if they ask for directions, they will be given walking directions. However, in bigger towns or cities, people will often need to drive a car or take public transport such as a bus or train to get around. If they ask for directions, it will usually involve some additional information such as which bus to take.
Answers	1. f, 2. a, 3. e, 4. i, 5. c, 6. b, 7. h, 8. g, 9. d

1b

Purpose	To help Ss recognize the target language in natural speech
Optional Approach	Street Names In 1b, have Ss listen for street names, e.g. Bridge Street as well as places, e.g. restaurant. Have Ss listen to the recording twice. First have Ss listen and write places. Next, have Ss listen and write street names.
Answers	Circled: restaurant, post office, hospital

1c	Purpose	To help students use the target language in natural speech.
	Optional Approach	Here I Am In 1c, have the pairs of Ss agree where “here” refers to by drawing a circle on the map. Then have Ss practice asking for and giving directions.

2a	Purpose	To give Ss practice with the target language.
	Teaching Tip	Where Is It? Before 2a, have Ss look at the pictures and describe the location of the pay phone. You may want to review some of the prepositions of place on the board. next to across from between on in front of behind
	Answers	From left to right: 4, 6, 2, 3, 5, 1.

2b	Purpose	To give Ss practice in listening for specific items in conversations.
	Teaching Tip	Map It After 2b, encourage Ss to quickly draw a map showing the places in 2b. Afterwards, Ss should compare their maps with their partners'. Are the maps similar?
	Answers	1. between, 2. across from, 3. on, 4. next to, 5. in front of, 6. behind

2c	Purpose	To give Ss the opportunity to use the target language in conversations.
	Optional Approach	Map Directions In 2c, have Ss work in pairs to ask and give directions using the maps they drew for the teaching tip in 2b rather than referring to their textbooks. Model the conversation on the board: A: Where's the hospital? B: It's next to the police station. A: Thank you.

2d

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Culture Focus	Stranger Danger In the US, children are often taught to be very cautious of strangers. Children are instructed to never approach strangers, and if they are approached by a stranger, they are told not to take anything that is offered to them, such as candies or toys. They must never get into a stranger's car. If a child gets lost and needs to ask for directions, they are taught that it is safest to find and ask an official person or worker, such as a police officer, a traffic warden or a shopkeeper.

GRAMMAR FOCUS

3a

Answers	1. It's between the hospital and the post office. 2. Yes, there's one across from the police station. 3. It's on North Street next to the police station. 4. It's on New Street next to the bank. 5. No, there isn't. There's one on New Street.

3b

Answers	Answers will vary. Sample answers: 1. The bank is between the hospital and the post office on New Street. 2. The park is between Center Street and New Street. 3. There is a restaurant on North Street.

3c

Purpose	To give Ss the opportunity to use the target language in a controlled manner.
Optional Approach	Yes/No Questions In 3d, have Ss ask only yes/no questions. Elicit examples of yes/no questions and write them on the board. Further help by asking some ones: • Ask about the street first. • Next, ask about the location on the street. • Finally, ask about the name of the place.

■ Optional Activity 1: Is There a Post Office near Here?

Purpose	To help students set the target language correctly.
Materials	Pencils or pens; paper.
Required	

Procedure

1. On the board

1.	West Street	2.	East Street	HOSPITAL
		North Street		
3.		PARK		4.
		South Street		

A: Is there a bookstore near here?
 B: No, there isn't.
 A: Is there a library near here?
 B: Yes, it's on West Street, next to the park.
 A: Is number 3 a library?
 B: Yes!

2. Have Ss copy the map on the board. Ask them to add four places to the map. Tell Ss not to show their map to classmates.
3. Have Ss work in pairs. One S asks questions and tries to establish what places are at numbers 1-4 on their partner's map.
4. When the Ss have guessed the correct places and locations for 1-4 they should look at their partner's map to check and then change roles.

■ Optional Activity 2: Our Neighborhood

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

Procedure

1. On the board

A: Is there a _____ near here? B: Yes, there is a _____ near here./No, there is no _____ near here. <u>Near here:</u> supermarket, ... <u>Not near here:</u> bus station, ...

- Have Ss work in pairs, taking turns to ask and answer questions about places in their local neighborhood.
- For each place that Ss talk about, ask them to categorize it in lists titled “near here” or “not near here”.
- After five minutes stop the activity. Elicit places and list these on the board. If something is nearby, then have Ss say where exactly it is. For example:

T: What is near here? Elicit “There is a supermarket near to here.”

T: Where is it? Elicit “It’s on Nanjing East Road.”

SECTION B

1a

Purpose	To help Ss use the target language in a different context.
Teaching Tip	Street Signs After 1a, explain that most cities will have street signs to give drivers information, instructions or warnings. Draw some simple street signs on the board. Have Ss explain what the street signs on the board mean, i.e. from left to right: cars cannot turn right; the speed limit is 70; be careful as there is possible danger ahead. Explain to Ss that in the US, warnings are often given in diamond-shaped signs, instructions are usually in circular signs and if there is a line through it, it means an instruction not to do something. Information signs are often rectangular signs. Finish by having Ss create some street signs of their own and explain these to a partner.

Answers	1. a, 2. c, 3. b

1b	Purpose	To give Ss practice listening to the target language in conversations.
	Teaching Tip	<i>Where Are the Speakers?</i> Before 1b, ensure Ss understand where the speakers are located on the map before listening to the recording. Have Ss find and point to the person circled in red.
	Answers	A. restaurant, B. hotel

1c	Purpose	To give Ss practice in listening for specific items in conversations.
	Teaching Tip	<i>Before You Listen</i> Before 1c, have Ss review the map and their answers from 1b, and then try to fill in the blanks. Then play the recording of the chance check their answers.
	Answers	hotel, along, left, right, next to, bank, hotel, Go, Turn, across from

1d	Purpose	To provide speaking practice with the target language.
	Teaching Tip	<i>Got It!</i> Before 1d, remind Ss that when they are given instructions they should repeat or confirm directions. Write an example on the board A: Is there a supermarket near here? B: Yes, there is. Go along Bridge Street and turn left when you see the library. A: <u>Got it!</u> I go along Bridge Street and turn left when I see the library. Tell Ss that they can ask people to repeat directions or speak more slowly if they didn't understand or can't remember. For example: T: Please, can you repeat that. T: Please, can you say that more slowly.

2a

Purpose	To personalize the target language and prepare Ss for the subsequent reading activity.
Optional Approach	Get on, Get off In 2a, Ss may need to talk about using public transport to get to the destinations listed in the textbook. Elicit some different forms of public transport and provide a model conversation on the board. <u>Public Transport</u>: the bus / bus 331 / the subway / the train A: How do I get to the bookstore? B: <u>Get on bus 331</u> at the university. <u>Get off the bus</u> at the bookstore on Xneyuan Road! A: Thanks! Remind Ss not to use “get on/get off” for taxis. Instead they should say “get in a taxi/get out of the taxi”.
Answers	Answers will vary.

2b

Purpose	To provide reading practice with the target language.
Teaching Tip	Who Wrote It? After 2b, have Ss revise the language in the passage. Follow the steps: 1. Have Ss work in pairs. 2. S1 closes the textbook. S2 reads aloud a sentence from one of the passages and asks, “Who wrote it?” If S1 answers correctly, the Ss switch roles. 3. Stop the activity after five minutes.
Answers	1. Lisa, 2. Anna, 3. John

2c

Purpose	To provide scanning and writing practice with the target language.
Teaching Tip	True, True, False After 2c, have Ss reread the passages and form one sentence about each person. Two of the sentences should be true and one should be false. The Ss then tell their sentences to a partner who will read the passages again in order to determine which of the three sentences is false. Provide a model on the board.

Teaching Tip	A: Which sentence is false? 1. Lisa lives in a noisy place. 2. John likes exercising in the park. 3. Anna lives in a zoo. B: That's easy! The third sentence is false. Anna doesn't live in a zoo. She lives near a zoo.
Answers	Answers will vary. Sample answers: 1. Anna likes watching the monkeys climbing around. 2. Yes. Anna thinks that when the monkeys are fighting, they look like her friends fighting. 3. John likes to exercise at the park. 4. Answers will vary. 5. Lisa walks to the library. She goes down North Road and then turns left. The library is across from the park.

3a

Purpose	To prepare Ss to use the target language to write about themselves.
Optional Approach	Cover the Map In 3a, challenge Ss by having them cover the map and try to complete the passage based on what they remember. If Ss need to look at the map again, give them a time limit, e.g. 10 seconds to scan the map for the answers they need.
Answers	library, supermarket, post office, library, park, hotel

3b

Purpose	To let Ss use the target language to communicate about themselves.
Optional Approach	Instruction Check In 3b, Ss are asked to describe their things. To help them clarify what they must do, and to give them some guidance on how long to spend doing each thing, write some instructions and give time limits on the board.

Optional Approach	1. Draw a map (5 minutes). 2. Write a description (10 minutes). a. Where do you live (what are the street names and places)? b. What is your favorite place in the neighborhood? c. How do you get to your favorite place?
Answers	Answers will vary. Sample writing: I live in a very nice neighborhood. There is a big park across the street from my home. It is my favorite place in the neighborhood because it is relaxing and quiet. It takes me only five minutes to walk there every morning. I like to exercise there. There is also a big supermarket near the park. The supermarket is between a flower shop and a bookstore. There is a coffee shop next to the bookstore, too.

SELF CHECK

Purpose	To provide a comprehensive review of key vocabulary and functions presented in this unit.
Teaching Tip	Question Competition Before activity 2, have Ss work in small groups to make as many yes-no questions and wh- questions as possible. Give teams five minutes and then elicit questions and write on the board. Award one point for each question. Only give points for grammatically accurate questions. The group with the most points is the winner.
Answers	1. free, enjoy, climbing, spend 2. Answers will vary. Sample answers: There are some trees in my school. There is a library in my school. There are many students at my school. There is a park next to my school. There are many classrooms in my school.

Answers	3. Answers will vary. Sample dialog: A: Is there a supermarket near here? B: Yes, there is. Go along Bridge Street and turn left at the library. The supermarket is on the right. A: So I go along Bridge Street and turn left at the library. B: Yes! A: Got it! Thanks.

■ Optional Activity 3: That's Not Right!

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

Procedure

1. On the board

S1: Is there a hospital near here?

S2: Yes, there is. Go along Long Street and then turn left on Center Street. The hospital is on the right.

S3: No, that's not right. Go along Long Street and then turn left on Bridge Street. The hospital is on the right.

S1: Got it! Thanks.

S2/S3: No problem.

2. Have Ss work in groups of three and have all Ss look at the map on page 43 of the textbook.
3. Give the Ss instructions. S1 is going to ask for directions to a place on the map. S2 is going to give some directions but they are going to be incorrect. S3 is going to give the correct directions.
4. Model the conversation on the board. Practice the underlined phrase "No, that's not right."
5. Have Ss take turns being S1, S2 and S3 (one or more times). Encourage them to ask the directions to a different place each time.
6. Finish the activity after Ss have practiced the conversation several times. Invite one or two groups to present their conversations to the class.

附录：单元参考译文 (Translation of the Text)

Unit 1 When is your birthday?

Section A, 2d

比尔：嗨，艾伦。生日快乐！

艾伦：谢谢你，比尔。

比尔：那你多大了，艾伦？

艾伦：我十二岁，你呢？

比尔：我十三岁。

艾伦：你的生日是什么时候？

比尔：我的生日在八月份。

艾伦：哦，你能来参加我的生日聚会吗？

比尔：嗯，可以。聚会是在什么时候？

艾伦：今天下午三点钟。

比尔：哦，太好了。再见！

Section B, 2b

亲爱的同学们：

这学期我们为你们安排了一些有趣又好玩的事情。3月21日下午我们有一次校外活动。四月份的活动很丰富。12日和15日我们各举办一场球赛，一场是足球，一场是排球。学校开放日定在4月22日。你们的父母可以来我们学校参观。接下来的这个月我们有一个艺术节，时间是5月3日。我们的英语晚会是在5月30日。另外，6月3日我们将在学校图书馆举办一个图书特卖活动。

这个学期真是很繁忙！祝你们过得愉快！

Unit 2 My favorite subject is science.

Section A, 2d

弗兰克：嗨，鲍勃。今天过得怎样？

鲍勃：挺好的。我喜欢星期一，因为有体育和历史课。它们是我最喜欢的学科。

弗兰克：谁是你的体育老师？

鲍勃：胡老师。他常常和我们一起玩游戏。

弗兰克：真棒！但是你为什么喜欢历史呢？挺枯燥的。

鲍勃：噢，我认为历史很有意思呢。你最喜欢哪天？

弗兰克：星期五。

鲍勃：为什么？

弗兰克：因为第二天就是周六了呀。

鲍勃：哈哈！那当然啦。我也喜欢星期五。

Section B, 2b

亲爱的珍妮：

周五我非常忙。我早上8点上数学课，数学课不太有意思。老师说它非常有用，但我认为它很难。然后9点我上科学课。它虽然难但却很有趣。我10点上历史课。之后是11点的体育课，体育课轻松又有趣。午饭时间是从12点到下午1点。饭后我们上语文课，那是我最喜欢的学科。我们的语文老师——王老师是个很有趣的人。1点50我就上完所有的课了，不过之后还有两个小时的艺术班的课。这课是很轻松的！

你呢？你什么时候上课？你最喜欢的学科是什么？

你的朋友，

于梅

Unit 3 Can you play the guitar?

Section A, 2d

简：鲍勃，你好。你想参加哪个兴趣小组？

鲍勃：我想参加一个体育小组。

简：太好了！你会什么体育运动？

鲍勃：足球。

简：那你可以加入足球兴趣小组。

鲍勃：你呢？你很擅长讲故事，可以加入讲故事小组。

简：听起来不错，但我也喜欢画画。

鲍勃：那么就美术小组和讲故事小组两个都参加！

简：好吧，我们现在就参加。

Section B, 2b

- A. 扶助老人
- B. 招聘音乐教师
- C. 体育英语小助手

你放学后忙吗？不忙？你会说英语吗？会说？那么我们需要你来帮助母语为英语的学生开展体育活动。这既轻松又简单！敬请来到学生体育活动中心。拨打293-7742与布朗先生联系。

我们老年之家需要助手。你六月有空闲吗？你善于与老人打交道吗？你能够陪他们说话、和他们做游戏吗？他们会给你讲故事，你们会成为朋友。这既有趣又有意思！请于今天拨打电话689-7729联系我们！

你会弹钢琴或拉小提琴吗？你周末有时间吗？学校需要人帮忙教音乐。这并不难做！敬请拨打555-3721垂询米勒夫人。

Unit 4 What time do you go to school?

Section A, 2d

采访记者：斯科特从事一份有趣的职业。他在一家广播电台工作。斯科特，你的广播节目是几点（播出）？

斯科特：从夜里12点到早上6点。

采访记者：你通常几点起床呢？

斯科特：晚上8点半。然后我9点吃早饭。

采访记者：对吃早饭来说，那可是个滑稽的时间哟！

斯科特：是的。在那之后，我通常在10:20锻炼身体。

采访记者：你什么时候上班呢？

斯科特：11点，所以我上班从不迟到。

Section B, 2b

你好！我是托尼。我不喜欢早起。早晨我八点起床，然后八点半上学。我没有太多时间吃早饭，所以我通常吃得很快。午饭我通常吃汉堡。放学后，我有时打上半小时的篮球。当我回到家里，我总是先做作业。晚上，我要么看电视，要么打电脑游戏。我十点半刷牙、睡觉。

玛丽是我的姐姐。她通常六点半起床，随后总是冲个澡，好好吃顿早餐。在此之后，她八点半去上学。十二点午饭，她吃许多的水果和蔬菜。午饭后，她有时打排球。晚饭后她总是吃冰激凌。她知道那对她身体不好，但冰激凌太好吃了！晚上她做作业，通常还游泳或散步。她九点半睡觉。

Unit 5 How do you get to school?

Section A, 2e

莉萨：嘿，简。这是你的新自行车吗？

简：对，我每天骑着它上学。你是怎么到学校的呢？

莉萨：我通常坐公交。

简：你家离学校有多远？

莉萨：我说不好……大约10公里？坐公交得花大概20分钟。你到校要用多长时间呢？

简：骑车大约15分钟，这是不错的运动。

莉萨：是啊。那么，祝你今天在学校过得愉快。

简：你也一样哟。

Section B, 2b

过河上学

你怎样去上学？步行还是骑车？坐公交还是乘火车？对许多学生来说，到校上学实属易事。但对中国一个小村庄的学生来说，却是困难的。在他们村子和学校之间有一条很大的河，河上没有桥，而且河水湍急，不宜划小船摆渡，所以这些学生靠滑铁索来过河上学。

亮亮，一个11岁男孩，每天过河上学，但他并不害怕。“我爱跟我的同学们玩耍，而且我爱我的老师。他待我就像父亲一样。”

许多村民和学生从未离开过这个村子。他们的梦想就是能有一座桥。他们的梦想能够得以实现吗？

Unit 6 Don't eat in class.

Section A, 2d

约翰：嗨，我叫约翰。今天是我来校的第一天。

艾丽斯：嗨，约翰。我是艾丽斯。这是一所很棒的学校，但有好多校规。

约翰：真的吗？有些什么校规呢？

艾丽斯：呃，上课不许迟到，这点十分重要。

约翰：好吧，所以我们必须守时。我们可以把音乐播放器带到学校吗？

艾丽斯：不，不可以的。并且我们总是得穿校服（上学）。

约翰：我知道了。

艾丽斯：噢，我们还必须在图书馆保持安静。

Section B, 2b

亲爱的全知博士：

（我这儿）规矩太多啦！早上6点，我妈妈说：“现在起床，叠好被子！”吃罢早饭，我妈妈总是说：“别把脏碗筷留在厨房里面！”然后我就得跑去上学，因为我不能迟到。在学校，我们还有更多的规矩——不能大声喧哗，不能上课吃东西，……

我老爸说因为我得做作业，所以放学后不能打篮球。我只能在周末玩。晚饭后我也轻松不下来，我必须看上一本书，然后才能看电视。但我10点前就得上床睡觉。规矩，规矩，规矩！这太可怕了！全知博士，我该这么办呢？

纽约：莫莉·布朗

亲爱的莫莉：

我了解你的感受。人们总是告诉我们：“不许做这（事）！”或者“你不可以干那（事）！”但是，莫莉，好好想一下，有许多你可以做的事情：你可以在每个周末打篮球，你可以在读完书后看电视。家长和校方有时（要求）严格，但是记住：他们制定规矩是为了帮助我们。我们得遵守这些规章要求。

希望你好运常驻！

全知博士

Unit 7 Why do you like pandas?

Section A, 2d

珍妮：彼得，你的狗真可爱呀！

彼得：他是我新养的宠物，丁丁。他可聪明呢。

珍妮：真的吗？他会干什么呢？

彼得：他会立着走路，他还会跳舞。

珍妮：哇！

彼得：你家有宠物吗？

珍妮：我妈妈养了一只大猫，但我不喜欢她。

彼得：为什么你不喜欢那只猫呢？

珍妮：这个，因为她有点儿无聊。她整天酣睡，她的名字叫“懒妞”。

彼得：哈哈，这么说那倒是个好名字耶！

Section B, 2b

大家好。我们是来自泰国的学生，我们想要拯救大象。大象是泰国的象征之一，我们的第一面国旗上就有一头白象，这是好运的象征。

大象是聪明的动物。它们能够踢足球或演奏音乐。它们还是绘画高手。人们说“大象从不忘事”。大象能够长时间行走而且从不迷路。它们还能记住那些有食物和

水的地方。这有助于它们生存。

但是大象正面临巨大危险。由于人类大量砍伐树木，大象正在失去它们的家园。人类也为象牙而猎杀大象。当今仅有大约3,000头大象（过去曾超过100,000头）。我们必须拯救树木，拒买象牙制品。记住，3月13日是“泰国大象节”。

Unit 8 I'm watching TV.

Section A, 2d

珍妮：喂，我是珍妮。

劳拉：嗨，珍妮，我是劳拉。

珍妮：哦，你好，劳拉。你在干什么？

劳拉：没干什么。我只不过在洗我的衣服，你呢？

珍妮：我正在看电视。你来跟我一起吃晚饭好吗？我爸妈不在家，我们可以出去吃。

劳拉：嗯，我很乐意。

珍妮：咱们先在我家见面，六点半来吧。

劳拉：行呀，到时见。

Section B, 2b

今天讲的是朱辉的故事。他是深圳的一名学生。他目前在美国读书，住在纽约的一个美国家庭中。今天是端午节。现在是早上9点，朱辉的家人都在家中，他妈妈和婶婶在包粽子，他爸爸和叔叔在看电视上的龙舟比赛。

朱辉也在看龙舟赛、吃粽子吗？是这样的，现在纽约是晚上9点，还是端午节的前一天夜里。可是在美国没有端午节，所以对于朱辉和他的寄宿家庭来说，就和任何一个平常的夜晚一样。这个寄宿家庭的母亲在给她幼小的孩子们读故事，父亲在看电视里的足球比赛。那么朱辉在干什么呢？他正在跟他在深圳的表弟通电话。朱辉十分思念他的家人，并且渴望吃上他妈妈（做）的美味粽子。朱辉非常喜欢纽约和他的寄宿家庭，但是依然（觉得）“没有地方像家一样”。

Unit 9 It's raining!

Section A, 2d

里克：喂，我是里克。

史蒂夫：你好，里克。我是史蒂夫。近来可好？

里克：不错，谢谢。天气真棒，你在干什么呢？

史蒂夫：我与一些朋友正在公园打篮球。

里克：听起来你玩得好开心嘛。

史蒂夫：是的。你兄弟在家吗？

里克： 喔，他不在家。他正在（他）朋友家中学习呢。要我给（他）捎个话吗？

史蒂夫：好的。你能否叫他给我回个电话？

里克： 当然啦，不成问题。

Section B, 2b

亲爱的简：

近来可好？我正在加拿大探望我姑姑，过得十分惬意。她在这里上班，而我要上暑期学习班。我在学英语，并且学了不少。我还要拜访一些我的老友，真高兴与他们再次见面。这会儿是下午，我正坐在泳池边喝着橙汁。天气晴朗暖和，这里十分休闲。

不久再见！

苏琳

亲爱的简：

暑假你过得可好？你现在正刻苦学习还是高兴玩耍？我在欧洲玩得正开心呢！我跟我们全家在山里度假。我想给你打电话，但我的电话不好用，所以我就给你写明信片了。你们国家现在很热，对吧？这里的天气阴凉宜人，正适合漫步远足。

下个月再见啦。

戴夫

Unit 10 Is there a post office near here?

Section A, 2d

托尼：你好，打扰了。

琳达：你好，我可以帮你做些什么吗？

托尼：是这样，我初到城里。这附近有银行吗？

琳达：有的。就在中心街上，公园的对面。

托尼：哦……中心街在哪里？

琳达：它离这儿不远。我可以陪你走过去。

托尼：哦，太棒啦！真是太感谢了。

琳达：这不算什么。

Section B, 2b

安娜

我家附近有一个动物园，我喜欢周末时去那看看。我喜欢看着猴子们爬来爬去。猴子们有时打闹，看起来就像我跟我的朋友们打闹时一样！

要去动物园的话，我通常步行外出，在大桥路向右拐，然后（我）沿着大桥路走，动物园就在右边。

约翰

我（家）住在超市附近，我父母通常在那儿购物。超市的对面有个大公园，我经常在公园锻炼，因为我喜欢阳光和清新的空气。生活中最好的东西是免费的呀！要去公园的话，你只要穿过中心街就到了。

莉萨

我居住在一个喧闹的街区。在我家和服装店之间有一个邮局，但我最喜欢的地方是图书馆。那儿十分安静，我喜欢在那里读书。当我读起书来，时间就过得飞快！

要去图书馆很容易。（你）只要沿着北街而下然后左拐，它在公园的对面。

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