

# 七年级英语下册教案 全集

### 1. 导入新课:

教师出示一副天安门广场的图片。

Ask: Do you know what its name is?

Help them to answer: It's Tian'anmen Square.

Teach: square

Ss repeat: square.

Ask: Do you know where it is?

Ss: It's in Beijing.

T: Beijing is the capital city of our country. Have you been to Beijing? (教师提示学生汉语)

S1: I have been to Beijing.

S2: I have never been to Beijing.

T: Li Ming is a student. He has never been to Beijing. He wants to go to Beijing very much. Now he is talking with his mother.

### 2. 介绍本课内容。

1) 教师讲解情态动词 may 的用法:

May I go to Beijing?

肯定回答: Yes, you may.

否定回答: No, you may not.

2) too...to 句型:

ZhaoYang is too young to go to school.

3) go+ ving go shopping, go boating, go skating

### 3. 表演

学生听两遍录音, 模仿录音, 朗读对话。首先教师扮演妈妈, 找一学生扮演李明, 进行表演。然后找三组学生到前面进行表演, 评出最佳表演小组。

### 4. 展示能力

教师提供词组: The Water Park, go boating, eat an ice-cream, go swimming. 学生两人一组编对话, 要求学生运用句型: May I ...? Yes, you may. No, you may not.

### 5. 总结拓展

总结本课重点短语和句型，要求学生记住谚语，“One is never too old to learn.”  
告诫学生“学无止境，积极进取”。

#### 6. 随堂测试

测试本课内容，结束本课。

### **Lesson 2 May I Invite Danny and Jenny?**

#### 1. 复习

- 1). 采用小组表演形式复习 Lesson 1
- 2) 复习打电话的日常用语。

A: Hello! 喂!

B: Hello! This is Ann speaking. Who's that?

喂! 我是安，你是谁?

#### 2. 导入新课

请一名学生来当记者，采访李明:

Journalist: I know you want to go on a trip to Beijing. Who are you going with?

Li Ming: I want Danny and Jenny to come on our trip to Beijing

Journalist: Does your mother agree with you?

Li Ming: I'm not sure. / I don't know.

#### 3. 听、读、操练

学生听一遍录音，回答教师的问题。“Does Li Ming's mother want to talk to Mrs. Smith?”

再放两遍录音，学生跟读。两人一组进行练习。

#### 4. 讲解本课内容

- 1) 教师讲解情态动词 can 的用法: can + 动词原型

Jenny can come.

She can sing English songs.

- 2) leave 与 leave for 辨析

We will leave Shanghai at 9:00.

我们将在 9 点离开上海。

They leave for Shanghai at 9:00.

他们在 9 点向上海出发。

- 3) arrive

When do you arrive in Beijing? 你们什么时候到达北京?

They will arrive at the hospital before six o'clock.

他们将在 6 点前到达医院。

#### 5. 打电话表演

四人小组表演对话。要求动作表情到位 (李明和詹尼的动作必须符合情节, 并且要表现出迫不及待的心情)。评出最佳表演小组。

## 6. 总结拓展

总结本课重点短语和句型。

## 7. 随堂测试

请试着翻译下列词组，看谁写得又快又准。

- |          |            |
|----------|------------|
| 1. 我们的旅行 | 2. 与格林夫人交谈 |
| 3. 去旅行   | 4. 在加拿大居住  |
| 5. 到达上海  | 6. 向天津出发   |

## Lesson 3 How Far Is Beijing?

### 1. 复习--导入新课

教师出示一小男孩数数字的图片。

教师：Look at the picture. What's the boy doing?

帮助学生回答：He is counting.

Ss repeat: count

教师：Can you count from one to one hundred?

抽取几个学生进行速诵数字的比赛。one, two, three, four...

教师：Can you count from one hundred to one thousand?

Can you count from one thousand to ten thousand?

### 2. 听，读数词。

放第一部分的录音，学生跟读三遍，教师纠正不正确的发音。

如: thousand。 让学生反复练习。

### 3. 数词读写比赛。

4. 四人小组用阿拉伯数字写出 20 个数词，请一位同学做评委,掌握好其他三人读完数字所需的时间，评出获胜者。教师在幻灯片上出示一系列数词，各小组评出的获胜者在班级进行决赛,评出速读冠军。

5. 教师在幻灯片上出示一系列数词，全体学生用英语写出数词，看谁写得又快有准确。

### 6. 听录音，找数词

教师放第二部分的录音，学生找出对话中出现的数词。

找三位同学回答所听到的数词。其他学生齐读数词，然后随录音模仿。

教师讲解距离的表达方法:

How far is it from your home to school?

It's two kilometres.

How far is it from China to Canada?

About eight thousand five hundred kilometres.

#### 7. 小组操练句型

教师给出关键词,学生两人一组进行练习。

1) Shijiazhuang      Qinghuangdao      600 kilometres

2) home                      factory                      5 kilometres

#### 8. 总结拓展

总结本课重点短语和句型。

### **Lesson 4 How Can We Go to Beijing?**

#### 1. 导入新课

教师播放一段飞机、公共汽车、火车的视频片断,播放同时教师介绍:

An airplane is fast.

A bus is slow.

A train is faster than a bus but slower than an airplane.

#### 2. 听录音,学新词

教师出示飞机、公共汽车、火车的图片,学生边看图片,边听课本录音第一部分,掌握新词 airplane, fast, slow 的读音。

#### 3. 讲解形容词的比较级

1) 教师出示自行车和公共汽车的图片,说: A bike is slower than a bus. A bus is faster than a bike.

2) 出示公共汽车和火车的图片,说: A bus is slower than a train. A train is faster than a bus.

教师讲解比较级的构成形式: A +is +形容词的比较级+than+ B.

3) 学生运用教师出示的交通工具图片进行模仿操练。

#### 4. 听,读,说

教师提问: How can Li Ming go to Beijing?

学生听一遍录音后,找到问题的答案。

学生跟读录音两遍,两人小组进行练习。

#### 5. let sb do sth 句型操练

Let's go to Beijing by plane.

Let's sing a song.

Let's take a train.

6. 唱歌。

教师讲解歌词，学生唱歌，巩固复习本课的重点句型。

7. 总结拓展

总结本课重点短语和句型。

8. 随堂测试

## **Lesson 5 Leaving and arriving**

1. 复习

请两组同学表演 Lesson 4 , Part2。

2. 导入新课

教师：We have known Jenny and Danny will come to China. They will go on a trip to Beijing. Now I have some questions to ask you.

Show flash cards, ask the students to answer the questions.

1) When do they leave Canada?

2) When do they arrive in China?

3) When do they leave for Beijing?

4) When do they arrive in Beijing?

3. 听，读，说

教师放两遍第一部分的录音，学生找到问题的答案。

学生以两人为小组，问答幻灯片上的问题。教师要求学生正确运用介词 in, on, at。

4. 介绍本课新内容

1) 教师出示写信、购物、天安门广场、故宫的图片，教学词组：write home, go shopping, go to Tan'anmen Square, go to the Palace Museum.

2) 生以四人小组为单位，拿出课前准备好的台历，听录音，读单词，掌握星期名称 Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

5. 根据表格内容，谈论旅行计划。

教师：Suppose we will have a three-day holiday. Here's what we want to do!

Look at the plan of our trip.

Day	Activities
Friday	do homework
	watch TV
Saturday	go to the Great Wall
	go to the Palace Museum
Sunday	the Museum of Natural History (自然博物馆)
	go shopping

6. 总结拓展

总结本课重点短语和句型。

7. 随堂测试

### Lesson 6 Li Ming Packs His Suitcase

1. 查作业，导入新课

教师预先向学生布置作业，让学生从家中带来一些水果。

Ask some students:

- 1) How many apples do you have?
- 2) How many pears do you have?
- 3) How many oranges do you have?

2. 教师讲解

How many + 可数名词复数+do you have?

教师出示服装类图片，利用图片上的服装，如：hat, sweater, gloves, coat, socks, trousers 进行操练。教学新单词 clothes, jacket.

How many hats do you have? Two.

How many coats do you have? One.

How many jackets do you have? Three.

学生需注意：socks, trousers

How many pairs of socks do you have? I have one pair of socks.

3. 操练句型

A: How many apples do you have?

B: I have three.

A: How many pens do you have?

B: One.

A: You need more pens, too!

4. 听，读，表演

教师放第一部分录音三遍，学生跟读录音，两人一组自由练习对话。让三组学生到前面表演。

5. 活动：打点行囊

四人小组为单位，模拟表演。要求旅行前准备食品、饮料和服装。

6. 唱歌

教师总结归纳指示代词，this, that, these, those. 学生做动作，复习身体部位名称。

7. 总结拓展

总结本课重点短语和句型。

8. 随堂测试

## Lesson 7 Buying Train Tickets

1. 复习-----导入新课

让学生复习指示代词，教师出示火车站和一张火车票的图片。教学新词：train station, ticket.

学生练习：This is a train station.

These are tickets.

2. 听，读，表演

学生听第一部分的录音，跟读录音。然后两人一组表演，要求学生动作表演到位。

3. 教师讲解

教师讲解询问价格的日常用语。

How much is the book?

It's 10 yuan.

How much for a ticket from Shijiazhuang to Beijing?

Forty yuan.

4. 语法精讲---祈使句

1) 教师做跑、跳的动作。学习表示动作的动词 run, jump.

2) 否定祈使句:

Don't run.

Don't jump on the train.

3) 肯定祈使句:

Sit down, please.

Stand up, please.



5. 三人小组表演。

学生以三人小组为单位，表演课本第二部分，要求语言、表情、动作到位。师生评出最佳表演小组。

6. 做游戏

将全班学生分成两大组，做如下游戏。

Stand up

Sit down and

Show us one

Look up

Look down and

Show us two

Reach up

Reach down and

Show us three

Jump up

Jump down and

Show us four

Point up

Point down and

Show us five

7. 总结拓展

总结本课重点短语和句型。

8. 随堂测试

## Lesson 8 What do you know?

1. 复习本单元的单词和词组

1) 两个学生在前面做动作，其他学生看动作，猜单词 eat, talk, count, walk, jump, run, sing, stand, sit 等。猜词组：go shopping, sit down, stand up.

2) 英汉互译有关星期名称的单词

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

3) 介词填空练习

4) 重点句型复习

3. 读写数词比赛

4. 能力展示

四人小组讨论如下问题，制成表格。

1) Can you say something about Beijing?

2) How can you go to Beijing?

3) What do you usually do before a trip?

### 5. 总结拓展

学生总结本单元重点短语和句型。

### 6. 随堂测试

## 三. 活动教室

### 1. 活动

活动 1、制作数字卡片

学生以四人小组为单位，分工制作数字卡片，要求正面写阿拉伯数字，背面写英文。小组成员间利用卡片进行英汉互译，并与其他小组进行交流。

活动 2、制订旅游计划

小组成员分别谈论自己的旅游计划，出行方式，日程安排。

活动 3、做游戏

将全班同学分成两组，一组说表示动作的祈使句，另一组做动作。然后交换。比一比哪组指令明确，动作整齐。

### 2. 快乐体验

1) 分组讨论对暑假旅游的畅想，然后记录下自己的想法并与同学交流座谈。

2) 你曾经去过什么旅游景点？将你的旅游照片带到学校或发送到好朋友的邮箱，与他们共享美好的回忆。

3) 用英语打电话邀请朋友一起出游，设计你们的旅游目的地、商量出行方式和日程安排。

## Lesson 9: Getting on the Train

### Teaching Aims:

1. words: get, get on, very, stop, onto, ready, stand, where, see, first, man, excuse, pardon, move, problem

2. sentences: Jenny and Mrs. Li are getting on the train.

Don't jump onto the train!

You are in my seat.

What did that man say?

You have to move.

**Teaching Resources:** audiotape, cards, pictures

**Language Points:** get on, jump onto, in my seat, have to

You have to move.

**Teaching Procedures:**

**Step 1: Greeting.**

**Step 2** Revise Unit 1

How far is it from China to Canada?

It is about eight thousand five hundred kilometers.

May I go on a trip to Beijing?

Yes, you may./No, you may not.

I want to go to the Great Wall.

Let us take a train.

**Step 3** Presentation

1. Ask the students to discuss the questions:

Do you argue with your friends? Why?

Do you have a friend who gets very excited? Who? Why?

2. Play the tape and get the students to answer the question:

Why is Jenny angry with Danny?

3. Teach the new words and expressions:

get on, jump onto, ready, beside, run onto, in the first/my seat, pardon, have to,  
move

Write them on the blackboard.

4. Explain the language points.

**Step 4** Play the tape again and get the students to read after the tape.

**Step 5 Work in pairs.** Ask the students to practice the dialogue.

**Step 6 present the dialogue.**

**Step 7 Homework.**

1 Finish off the activity book.

2. Recite the dialogue in this lesson.
3. Preview Lesson 10.

## **Lesson 10**

Class opening

1. Greeting.
2. Duty report.
3. Ask several volunteers to act out the dialogue in Lesson 9.
4. Sing "The trip song."
5. Sing "I walked to zoo."

Look out of , point to.

There is/are---

Can you see ---?

Step1: Presentation

Demonstrate there be with real objects.

Teacher: (holding a book) There is a book.

(Holding two books) There are two books.

Step2: Drill

Teacher Three books.

Students: There are three books.

Teacher: Many people.

Students: There are many people.

Teacher: I see a woman with a sheep. Can you see them?

Step3:Practice

1. Books closed! Ask this question: What do Danny and Jenny see outside? Play the audiotape.
2. Check the answers.
3. Play the audiotape again as the students follow in their student books.
4. Ask volunteers to read the dialogue.

5. Ask volunteers to present the dialogue.

Class closing

1. Finish off the activity book.
2. Sing the song “Who’s drawing.”
3. Practice the dialogue in this lesson.
4. Preview Lesson 11.

## **Lesson 11: Danny’s New Friend**

### **Teaching Aims:**

1. words: farm, suddenly, hear, voice, ah, scare, meet, course, of course, lot, a lot of, interest, hope, enjoy, well
2. sentences: He hears a voice.

There are a lot of places of interest in Beijing.

I hope you will enjoy your trip.

We are going on a trip to Beijing with Li Ming and his mother.

**Teaching Resources:** audiotape, cards, pictures

### **Language Points:**

### **Teaching Procedures:**

#### **Step 1: Greeting.**

#### **Step 2** Revise Lesson 9

语法: there be 结构

词汇: here and there

look out of

something/anything

far away

at the top of--

#### **Step 3** Presentation

1. Discuss the question

Do you like to make new friends? Why or why not?

Who is your newest friend? How do you meet?

Explain “make friends with” and “newest”

2. Play the tape and ask the students to answer the following questions:

What does Danny want to buy in Beijing?

Where is Wu Li from? Where does he live?

Are there many places of interest in Beijing?

**Step 4 check the answer.**

**Step 5 Teach the new words and Explain the language points**

farm, suddenly, hear, voice, ah, scare, meet, course, of course, lot, a lot of, interest, hope, enjoy, well

**Step 6 Play the tape again and get the students to read after the tape.**

**Step 7 Practise the dialogue in pairs.**

**Step 8 Present the dialogue**

**Step 9 Homework.**

- 1 Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 12.

## **Lesson 12: Lunch on the**

### **Train**

#### **Teaching Aims:**

1. words: wait, finally, cart, waitress, drink, fruit, some, grape, any, miss, snack, thirsty, bottle, nothing, own, bowl, anything, else, maybe
2. sentences: It's time for lunch.

Everyone is waiting for the food to come.

What would you like?

I would like a bottle of tea.

May I have some donuts, please?

We don't have any grapes.

Anything else?

**Teaching Resources:** audiotape, cards, pictures

**Language Points:** It's time for---

be waiting for—

What would you like? I would like---

We don't have any---.

Anything else?

**Teaching Procedures:**

**Step 1: Greeting.**

**Step 2** Revise Lesson 11

hear/listen to

places of interest

**Step 3** Presentation

1. Discuss the question

Do you like to eat lunch on the train or bus?

What do you like to eat when you travel?

2. Play the tape and ask the students to answer the following questions:

What do Danny, Jenny and Li Ming want to eat?

**Step 4 check the answer.**

**Step 5 Teach the new words and Explain the language points**

wait, finally, cart, waitress, drink, fruit, some, grape, any, miss, snack,

thirsty, bottle, nothing, own, bowl, anything, else, maybe

**Step 6 Play the tape again and get the students to read after the tape.**

**Step 7 Practise the dialogue in a small group. Make a menu for the train. Write the menu on a piece of paper. Practice using the menu with others.**

**Step 8 Present the dialogue**

**Step 9 Homework.**

- 1 Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 13.

### **Lesson 13**

Class opening

1. Greeting.
2. Duty report.
3. Play “Draw and guess”.
4. Watch and Guess.

The teacher does some actions (singing, talking, eating, drinking, crying ) and asks the students to guess what am I doing?

Quiet , play with, join

Step1: Presentation

Show a picture in which some children are playing games.

Teacher: What are the children doing now?

Students: They are playing games.

Teacher: Who are they playing with?

Students: With their friends.

Teacher: Do you want to join them?

Students: Yes, I do.

Step2: Practice

1. Drill

Teacher: Can I join you?



Students: Can I join you?

Teacher: Do you want to join the game?

Students: Do you want to join the game?

2. Books closed! Ask some questions : What is Danny doing? What is the baby doing? Listen to the audiotape.
3. Check the answers.
4. Play the audiotape again as the students follow in their books.
5. Practice the dialogue.
6. Make up a similar dialogue.

Class closing

1. Finish off the activity book.
2. Practice the dialogue in this lesson.
3. Preview Lesson 14.

## **Lesson 14**

Class opening

1. Greeting.
2. Duty report.
3. Act out the dialogue in Lesson 13.
4. Play “Who AM I?”
5. Play “Whisper”.

Loud, loudly.

Step1: Presentation

Talk about the pictures in this lesson.

What is Danny doing?

What is the man doing?

What is the baby doing?

Step2: practice

1.Drill

Teacher: He is very loud.

Students: He is very loud.

Teacher: He is snoring loudly.

Students: He snoring loudly.

Teacher: The salesman is too loud.

Students: The salesman is too loud.

2. Play the audiotape as the students follow in their books.

3. Practice in groups.

4. Ask several groups to act out the dialogue.

5. Make up a similar dialogue.

Divide the class into small groups . Ask each group to make up a dialogue about buying and selling things.

Class closing

1. Finish off the activity book.

2. Practice the dialogue in this lesson.

3. Preview Lesson 15.

## **Lesson 15**

Class opening

1. greeting

Teacher: Hello, class. How are you doing today? It's a lovely day, isn't it? Are you ready for the class?

2. Ask this question: Who's on duty? Then listen to the student's report.

Make sure the next student for "Who's on duty?" Knows who he or she is for next time.

From today on, you can arrange a student to give a duty report every day.

3. Ask volunteers to act out the dialogue in Lesson 4

4. Sing a song "A plane Is Fast."

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Make a plan.

What do you think of it?

Step 1: Presentation

1. Play "What Day is it?"

2. discuss: Do you like to make plans for your life?

Step 2: Drill

T: (Holding a book) What do you think of the book?

S: It's OK.

T: (Holding a pencil case) What do you think of the pencil case?

S: it's nice.

T: How about the picture?

### Step3: Practice

1. Books closed! Ask this question: What does Li Ming change in the plan? Play the audiotape.
2. Check the answer.
3. Play the audiotape as the students follow along in their student books.
4. Students listen and repeat.
5. Get the students to make up new dialogues in pairs.
6. Explain “ write home”. It means write a letter to family members.

### Plan of our trip

### Step4: Presentation

Show the students a calendar to review the words: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

### Step5: Practice

1. Play the audiotape as the students follow along in their student books.
2. Ask and answer.

Students A: What do they on Monday?

Student B: They leave Shijiazhuang and arrive in Beijing.

Student A: What do they do on Tuesday?

3. Explain that Danny and Jenny shop in Shijiazhuang means Danny and Jenny go shopping in Shijiazhuang.

### Class closing

Read the story “Li Ming Goes to the Airport” the reader in the activity book and audiotape.

## **Lesson 17 A Taxi to the Hotel**

Teaching content: 1. Mastery words: driver, drive, quickly, slowly  
2. The usage of adj. and adv.  
3. A dialogue about how to take a taxi

Teaching goals: 1: Remember the mastery words  
2. Learn the difference between slow and slowly; quick and quickly  
3. Understand the meaning of the text

Key points: The usage of slow and slowly; quick and quickly

Difficult points: The usage of adj. and adv.

Teaching aids: word cards, audiotape, flashcard, slide projector

Type: dialogue

Teaching procedure

1. Class Opening
  - 1) Greet the students in everyday English. Make sure they can response correctly.
  - 2) Duty report: They can say anything they like to say.
  - 3) Check the homework of last lesson. Explain if necessary.

## 2. Key Concepts

### Step 1 Presentation

Discuss the questions in “THINK ABOUT IT”:

Do you like to take taxi? Why or why not?

Have you ever stayed in a hotel? When? Where?

Maybe they have many different answers. Gather them and then say “Today, Li Ming and his friends get to Beijing. They want to go to a hotel by taxi. Danny has a dialogue with the driver. Let’s look at what he says to the driver.”

### Step 2 Listening

Listen to tape with the following questions:

Why is Danny scared?

Can Danny speak Chinese?

Can the driver speak English?

### Step 3 Answer and analyze

After listening to the text, discuss the questions with the students. Go through the dialogue at the same time. Deal with the language points. You can use the blackboard or the slide projector. Pay attention to the different usages between slow and slowly, quick and quickly.

### Step 4 Listen, read and act

Listen to the audiotape again and let the students read after it. Then have them read the text for a few minutes and ask them to act out the dialogue in roles. Correct their pronunciation if any.

### Step 5 Demonstration

Demonstrate quickly and slowly by performing an action quickly and slowly as you say the words. Point out the difference between “I am quick/slow.” and “I am \_\_\_ing quickly/slowly.”

Ask for volunteers to perform actions quickly and slowly. Describe the volunteers’ actions to the class. Then ask the class to describe the actions.

### Step 6 Practice

Divide the class into small groups. Ask each group to make a dialogue about taking a walk on a busy street in Beijing. Let them use slow and slowly, quick and quickly.

### Step 7 Deal with “LET’S DO IT”

Work in a small group. Imagine you are a tour guide. Your group members are on a trip to Beijing. Where do they want to go? Where do you take them?

### Step 8 Consolidation

Fill in the blanks with the correct forms of the given words.

- 1) They eat a lot of \_\_\_\_\_. (noodle)
- 2) Look! They are \_\_\_\_\_ over there. (help)
- 3) Be \_\_\_\_\_, or we will be late. (quickly)
- 4) The train is \_\_\_\_\_ tonight. (come)
- 5) Thank you for \_\_\_\_\_ me. (help)
- 6) They found that lost sheep \_\_\_\_\_. (quickly)
- 7) The bike is going \_\_\_\_\_. (fast)
- 8) That old man is walking \_\_\_\_\_. (slow)
- 9) That car is \_\_\_\_\_ (slowly), but this bus is \_\_\_\_\_. (fast)
- 10) \_\_\_\_\_, I can’t go down. (help)

Answers: 1) noodles 2) helping 3) quick 4) coming 5) helping 6) quickly 7) fast  
8) slowly 9) slow, fast 10) Help

### 3. Homework

- 1) Understand the meaning of the text
- 2) Remember the mastery words
- 3) Finish the exercise of the workbook
- 4) Preview the next lesson in the student book

## **Lesson 18 Tian’anmen Square**

Teaching content : 1. Mastery words: laugh, fly, hard, quietly, worry, put

2. Learn a dialogue about flying a kite

3. Some words such as *quiet* and *quietly*, *loud* and *loudly*

Teaching goals: 1. Understand the meaning of the text

2. Remember the mastery words

3. Learn some words of adj. and adv.

Key points: 1. there be...

2. the usage of adj. and adv.

### 3. some useful words and phrases

Difficult points: the usage of adj. and adv.

Teaching aids: audiotape, word cards, slide projector, a picture of Tian'anmen Square,  
a kite

Type: text

Teaching procedure

#### 1. Opening class

- 1) Greet the students in everyday English. Make sure they can response in correct way.
- 2) Duty report.
- 3) Check the homework.

#### 2. Key Concepts

##### Step 1 Presentation

Ask the students some questions :

Have you ever visited Tian'anmen Square? If yes, when? If no, why not?

Do you want to visit Tian'anmen Square? Why or why not?

You may give them some words to help them.

##### Step 2 Listen, answer and analyze

Listen to the tape with the following questions:

What happens to Danny?

Can Jenny fly a kite? Can Danny fly a kite?

Answer the questions together with the students and then discuss the text again. If they have any question, explain to them. Deal with the language points at the same time. Pay attention to the usage of *loud* and *loudly*, *quiet* and *quietly*.

##### Step 3 Listen, read and act

Listen to the audiotape again and let the students read after it. Give them a few minutes to practice the text. Correct the pronunciation when necessary. Then have them act out the text in roles.

##### Step 4 Practice

Divide the class into small groups. Ask each group to make up a dialogue about

walking on Tian'anmen Square. Encourage the students to use as much vocabulary as possible from this unit (easy, hard, loudly, quietly, many, men, women, children, people). Encourage the students to be active and praise them for talking risks with English! The more they experiment, the more they learn.

#### Step 5 Deal with "LET'S DO IT"

Work with a partner. Draw a map of Tian'anmen Square. Describe your maps to each other. What are the people doing? Try to use *loudly*, *quietly*, *slowly* and *quickly*.

#### Step 6 Consolidation

##### 1. Translation

- 1) 放风筝 \_\_\_\_\_
- 2) 玩得痛快 \_\_\_\_\_
- 3) 天安门 \_\_\_\_\_
- 4) 看见某人放风筝 \_\_\_\_\_
- 4) hurt one's arm \_\_\_\_\_
- 5) Let's do sth. \_\_\_\_\_
- 6) laugh at \_\_\_\_\_

##### 2. Fill in the blanks with the correct forms of the words given.

- 1) We often see boys \_\_\_\_\_ football. (play)
- 2) Tom is a \_\_\_\_\_ boy. He doesn't like to talk with others. (quietly)
- 3) The street is so busy, but the people walk \_\_\_\_\_ (happy)
- 4) I can't hear your words, will you please speak \_\_\_\_\_ (loud)?
- 5) Let's \_\_\_\_\_ the basket on the table. (put)

#### Step 7 If there is enough time, do the exercises in activity book.

#### Step 8 Summary

Today we learn a text about Li Ming and his friends. They are flying kites. There are so many people on Tian'anmen Square. Some people are loud and some are quiet. After class you should understand the meaning of the text and try to use *loud*, *loudly*, *quiet*, *quietly* correctly.

##### 3. Homework

- 1) Understand the meaning of the text
- 2) Remember the mastery words
- 3) Finish the activity book in lesson 18

### **Lesson 19 The Palace Museum**

Teaching content: 1. mastery words: sky, film, camera, picture, smile, break, tail

2. a dialogue about taking pictures
3. some useful words

Teaching goals: 1. understand the meaning of the text

2. remember the mastery words
3. master the usage of some words and phrases

Key points: 1. express taking a picture

2. ask permission to do sth.: May I ...?

Difficult points: 1. express what you see

2. express taking a picture

Preparations: a picture of the Palace Museum, a camera

Teaching aids: audiotape, pictures, a camera, flashcards and slide projector

Type: dialogue

Teaching procedure

1. Opening class
  - 1) Greet the students in everyday English and make sure they can respond correctly.
  - 2) Everyday report in English.
  - 3) Check the homework and explain if necessary.
2. New lesson

Step 1 Lead in

Discuss the questions in "THINK ABOUT IT"

Have you ever been to the Palace Museum? If yes, when?

What do you know about the Palace Museum?

Do you want to live there? Why or why not?

Today Li Ming and his friends go to the Palace Museum. The weather is fine. The palace is red and yellow. It's beautiful. They take some pictures there. Now let's join them.

Step 2 Listen to the tape of the text with the following questions:

What happens to Jenny?

What's wrong with Danny's nose?

What do they do for Danny's nose?

What's wrong with Danny's tail?



After listening, discuss the questions with the students. Make sure they understand the whole text. Deal with any language point at the same time. Pay attention to the usage of the following words: sunny, help sb. (to) do sth., careful, fall, break

Step 3 Listen to the audiotape again and let them read after it.

Step 4. Have them read the text for a few minutes and then ask some students to act out the dialogue in roles. Pay attention to their pronunciation.

Step 5 Practice

Divide the class into small groups. Ask them to make up a dialogue about visiting the Palace Museum. Encourage the students to use much new vocabulary as they can.

Divide the class into small groups. Ask each group to make up a dialogue about taking pictures. Encourage the students to use as much vocabulary from this unit as possible (camera, picture, easy, hard, help, hurt, loudly, quietly, many, everyone, men, women, children, people, quickly, slowly)

As the students work on this dialogue, take real pictures of each group with your camera. Later make a poster of these photos to put up in class. Do this as a class project! Help the students write English sentences under each photograph to describe the action.

Step 6 Deal with “LET’S DO IT”

In a small group, write a dialogue about taking pictures. Where are you taking pictures? What funny things happen?

Step 7 A test

根据首字母完成下列单词

- 1) Can you sing? Yes, it’s e\_\_\_\_\_. (容易)
- 2) Working out the problem is h\_\_\_\_\_. (难)
- 3) He b\_\_\_\_\_ that glass, look! He is crying. (打坏)
- 4) Don’t w\_\_\_\_\_, the classmates all help you. (着急)
- 5) Bad luck! He f\_\_\_\_\_ off his bike. (掉下来)
- 6) Now Tom is putting the f\_\_\_\_\_ in his c\_\_\_\_\_. (装胶卷)

Step 8 exercise

If time permits, do some exercises in activity book.

3. Homework

- 1) understand the meaning of the text
- 2) remember the mastery words
- 3) finish the activity book of lesson 19

read the next reading in lesson 20

## **Lesson 20 Let's Write Home**

Teaching content: 1. mastery words: letter, dear, dad, soon, bottom, address, stamp  
 2. a text about writing a letter  
 3. some useful expressions

Teaching goals: 1. understand the meaning of the text  
 2. remember the mastery words

Key points: learn how to write a postcard  
 Learn how to write an envelope

Difficult points: write a letter

Preparations: postcards, letters, envelopes

Teaching aids: audiotape, postcards, envelopes, letters

Type: text

Teaching procedure

1. Opening class
  - 1) Greet the students in English and make sure they can response correctly.
  - 2) Everyday report in English
  - 3) Check the homework and explain something when necessary.

### 2. Key Concepts

#### Step 1 Presentation

Ask the following questions: Have you ever write a letter in Chinese?

Do you know how to write a letter in English?

Where do you put the address?      Where do you put the stamp?

Today we will learn how to write an English letter.

#### Step 2 Listen and think

Listen to the tape of a letter. Then look through the text together with the students. Show the students some letters and envelopes and let them know how to write a letter. Learn the words: top, bottom, left and right. Show a letter to the students when explaining.

#### Step 4 Demonstration

Use objects in the classroom—such as the blackboard, a door or a window—to demonstrate **top, left, right, bottom** and **corner**. Ask the volunteers to show you the top, left, right and corner of objects in the classroom.

#### Step 5 practice

Divide the class into small groups. Ask each group to make up a dialogue about buying postcards.

Why are they buying postcards? Who do they buy them for? What pictures do the postcards have?

#### Step 6 Play a game

Play “Opposites” with the new words and the words they know.

Step 7 Deal with “LET’S DO IT”

Make a postcard. Draw a picture on it including a place for writing a note, a place for the address and a place for the stamp. Write to a classmate. Do you know his or her address? Ask !

Step 8 If time permits, do some exercises in the activity book.

3. Homework

- 1) Finish the remaining exercises in the activity book
- 2) Preview the next lesson in the student book

## Lesson 21: Sending an E-mail

### Teaching Aims:

1. words: send(sent, sent), e-mail, waiter, show, straight, ball, per, hour, welcome, paper, again, all, message, why
2. sentences: Go straight down this ball.

I send my friend an e-mail.

It is five yuan per hour.

How is the weather in Canada?

通过本课文的教学使学生学习运用本课词汇、句型、理解课文内容。

学习英文电子邮件的写法，提高英语运用能力。复习问路指示方向的语言，提高交际能力。

**Teaching Resources:** audiotape, cards, pictures

**Language Guide:**1. 重点词汇

Send, e-mail, show, straight, welcome, go straight down this ball, show sb sth, send sb. Sth.

2. 目标语言

I can show you.

Go straight down this ball.

Here it is!

You are welcome.

I am coming home to Canada on February 6<sup>th</sup>.

3. 学习策略

能初步利用网络上的学习资源。

4. 课前准备

布置学生了解发送 E-MAIL 的相关知识。

### Teaching Procedures:

### **Step 1: Greeting.**

### **Step 2** Revise Lesson 20

1. 复习有关英文信件和明信片的写法，特别注意时间和地址的写法。
2. 请一些学生展示、朗读自己写给亲友的明信片。

### **Step 3 Presentation**

#### **Task 1.Danny's e-mail.**

1. Ask the students how to send an e-mail.
2. Play the tape and get the students to answer the questions:
  - (1) Can Danny send an e-mail to his friend in the hotel?
  - (2) Who's the e-mail to?
  - (3) How's the weather in Beijing?
  - (4) When is Danny coming to Canada?

#### **Task 2. Let's sing a song!**

1. 了解歌词大意。
2. 放录音让学生跟着唱。
3. 进行歌唱竞赛。

### **Step 5 Homework.**

- 1 Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 22

## **Lesson 22: The Great Wall**

### **Teaching Aims:**

1. 学习运用本课词汇，理解课文内容。
2. 学习有关指路的语言，提高语言综合运用能力。
3. 能看懂地图，从中获得帮助。
4. 了解世界文化遗产，自觉珍惜、保护。

### **Teaching guide:**

### 1. 重点词汇

today, turn, traffic , light, a map of---, go down this street, turn left, at the bus station, get on, arrive at, stop doing sth, start doing sth, more than

### 2. 目标语言

We can take Bus 919 to the Great Wall.

We will go down this street and turn left at the traffic lights.

How long is the Great Wall?

It's more than 6500 kilometres long.

**Teaching Resources:** audiotape, cards, pictures

**Teaching Procedures:**

**Step 1: Greeting.**

**Step 2** Revise Lesson 20 and Lesson 21

**Step 3 Presentation**

**Task 1 How can we go to the Great Wall?**

1. 在黑板上写: A man who has not climbed the Great Wall is not a true man.  
叫学生猜是哪个中国谚语。

2. 看北京地图, 假设从不同地点(如北京西路, 王府井或天安门广场等),  
怎样到达长城?

3. 导入以下对话:

A: Excuse me. How can I go to the Great Wall?

B: Go down this street and turn left at the traffic lights. There is a bus station.

You can take a bus to the Great Wall.

A: Which number do I need?

B: You can take Bus 919.

A: Thank you very much.

B: You are welcome.

练习对话, 熟悉问路、指路语言。

## **Task 2. Listen , read and act**

1. Books closed! Play the audiotape and ask the students to answer the questions:
  - (1) How do they go to the Great Wall?
  - (2) Which bus do they take?
  - (3) How long is the Great Wall?
2. Books open! Get the students to read the text and find the answers.
3. Explain the main and difficult points
  - (1) We will go down this street and turn left at the traffic lights.  
Go/down/on/along this street.  
Turn left/right.
  - (2) Stop talking and start walking.  
stop doing sth.  
stop to do sth.
  - (3) A man who has not climbed the Great Wall is not a true man.

1. Read after the tape.
2. Practise the dialogue in pairs and then act it out.

## **Task 3 Let' s do it!**

1. 唱一首有关长城的歌或朗诵有关长城的诗。
2. 制作一份有关长城的海报。

## **Step 4 Homework.**

1. Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 23

## **Lesson 23: Shopping in Beijing**

**Teaching Aims:**

1. 学习运用本课词汇，理解课文内容。
2. 复习时间表达法，学习与购物相关的语言，提高口语交际能力。
3. 倡导理性消费，感受生活乐趣。

**Teaching guide:**

1. 重点词汇

chopsticks, gift, want to do sth, buy sth for sb.

2. 目标语言

What time is it? It's 2:30.

Who wants to go shopping today?

I don't want to walk.

She buys chopsticks for her mother.

You can't walk to the hotel with that!

**Teaching Resources:** audiotape, cards, pictures

**Teaching Procedures:****Step 1: Greeting.****Step 2** Revise Lesson 22**Step 3 Presentation****Task 1 Listen, read and act**

1. 问学生，去旅游有没有给家人朋友买什么纪念品。
2. 问学生，到北京旅游，可以去哪里购物。
3. Books closed! 放课文录音，回答问题：
  - (1) Who wants to go shopping?
  - (2) What does Jenny buy?
  - (3) What does Danny buy?
4. Books open! 阅读课文，找出答案。
5. 讨论思考题。

6. 重难点:

(1) My tail and feet hurt.

(2) buy sth. for sb.=buy sb. Sth.

(3) You can't walk to the hotel with that!

7. Read after the tape.

8. Practise the dialogue in pairs and then act it out.

**Task 2. Let's do it!**

(1) 写一段关于在北京购物的短文。

(2) 朗读短文。

**Step 4 Homework.**

1. Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 23

## **Lesson 24: Unit Review**

**Teaching Aims:**

1. 复习本单元词汇、句型。归纳总结本单元单元重点语法项目。  
检查掌握情况。
2. 提高语言综合运用能力和归纳总结能力。
3. 注音及时消化和理解各种英语知识，能做到及时记忆、不断积累。

**Teaching guide:**

1. 复习英文明信片、信件和电子邮件的写法。
2. 复习形容词和副词的用法。
3. 复习问路与指示方向的语言。
4. 复习 There be 句型。
5. 复习元音和辅音及拼读规则。



6. 学习策略：每一阶段都有明确的学习目标。学以致用。
7. 课前准备：布置学生自行归纳总结本单元重点语法项目和功能项目，重要词汇、句型。准备本单元单词卡片和音标卡片。

**Teaching Resources:** audiotape, cards, pictures

**Teaching Procedures:**

**Step 1: Greeting.**

**Step 2 Presentation**

1. 使用音讯卡片复习检查本单元单词。
2. 复习元音和辅音及拼读规则。
3. 复习英语明信片、信件和电子邮件的写法。
4. 请学生归纳总结本单元主要内容。
5. Go through Page 30 Do you know?

**Step 4 Homework.**

1. Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 25

## **Lesson 25 Good-bye, Beijing**

Teaching content: 1. mastery words: begin, never, every

2. a dialogue about leaving Beijing

3. It's time for sb. to do sth.

4. What about...?

Teaching goals: 1. understand the meaning of the text

2. remember the mastery words

3. learn the usage of some phrases

Key points: 1. how to say good-bye to sb.

2. the usage of useful patterns

Important points: 1. It's time for sb. to do sth.

2. Thank you for doing sth.

3. What about...?

Teaching aids: a picture of airport, a picture of Beijing, audiotape, flash cards, slide projector

Type: dialogue

Teaching procedure

1. Opening class

- 1) Greet the students in English and make sure they can response correctly.
- 2) Do the duty report: a student on duty can say whatever he/she likes to say.
- 3) Mainly revision about last unit.

2. New lesson

Step 1 Lead in

The teacher can ask some questions as following:

Have you ever said good-bye to a good friend? Where? When ?

How did you feel?

Today we will learn a dialogue about saying good-bye. Li Ming and his friends had a good time in Beijing and they will go home today. So they have to say good-bye to each other at the airport.

Step 2 Listen to the dialogue with the following questions:

What makes Danny sad?

What makes him happy?

What can you say if you want to say good-bye to a friend?

After listening answer the questions together. Discuss the dialogue again and make sure they can understand the meaning of the text. Deal with the language points at the same time. Pay attention to the usage of the following phrases: It's time for sb. to do sth./Thank sb. for doing sth./ What about doing sth../

You can use the slide projector during this period.

Step 3 Listen to audiotape again. Have them repeat the dialogue after it.

Step 4 Give them some time to read the text themselves. Then let them act out the dialogue in groups. Correct their pronunciation when necessary.

Step 5 Practice

Review the story so far. Li Ming, his mother, Danny and Jenny are in Beijing. Look at the pictures. What did they do in Beijing these days? Where did they do? What did they buy? How will they go home?

Divide the class into small groups. Ask each group to review the story. Then ask some

students to retell the story in class.

Step 6 Let's do it!

In a small group, make up a dialogue. You are at the train station or airport. One friend is leaving. The others are saying good-bye.

Step 7 A test

用所给单词适当形式填空

- 1) Jenny \_\_\_\_\_ (want) to visit her friends.
- 2) Did you \_\_\_\_\_ (go) there by train or by airplane?
- 3) She has to \_\_\_\_\_ (walk) to the park.
- 4) Thank you for \_\_\_\_\_ (help) me.
- 5) The boys ran out of the classroom \_\_\_\_\_ (quick).
- 6) My mother \_\_\_\_\_ (buy) some vegetables from the shop.
- 7) What did you \_\_\_\_\_ (have) for breakfast?
- 8) What about \_\_\_\_\_ (eat) donuts every day at home?
- 9) It's time for us \_\_\_\_\_ (meet) our teacher.
- 10) Do you often go \_\_\_\_\_ (shop) on weekends?

Step 7 Do some exercises in activity book.

3. Homework

- 1) the remaining activities in the activity book.
- 2) Understand the meaning of the text
- 3) Remember the words

The next reading in the student book.

## **Lesson 26 Li Ming Comes Home**

Teaching content: 1: mastery words: store, T-shirt

2. a dialogue between Li Ming and his father

The usage of the Past Indefinite

Teaching goals: 1. understand the meaning of the text

2. remember the mastery words

3. learn the usage of the Past Indefinite

Key points: 1. express the past experience

2. Did you have fun in Beijing?

Important points: the Past Indefinite

Teaching aids: two T-shirts or a picture of T-shirts, a picture of Wangfujing in Beijing

Teaching procedure

1. Class opening

1) greet the students in everyday English and make sure they can response correctly

2) duty report

3) review last lesson

2. New lesson

Step 1 Talk about the questions in “THINK ABOUT IN”

When you do on a trip, who misses you?

When you go home, who do you bring gifts for?

They must have different answers. Gather them and discuss them with the class.

Today Li Ming comes back home. He bought a gift for his father. Let's look at what it is.

Step 2 Listen to the tape with the following questions:

What did Li Ming buy for his father? Why?

Did Li Ming have a good time in Beijing?

Discuss the questions with the class. Deal with the language points at the same time.

Make sure they understand the meaning of the text.

Step 3 Listen to audiotape again and let them repeat the text after it.

Step 4 Have the students read the text for a few minutes and then have them act out the dialogue in roles.

Step 5 Practice

Divide the class into small groups. Ask each group to make up a dialogue about something that happened yesterday. Ask each group to use the phrase “What happened?” in their dialogues.

#### Step 6 Activity book

In Number 1, the students circle the correct match to review the past-tense verbs.

In Number 2, the students may practice the structure: “What happened?” “I...”

#### Step 7 A test

##### 句型转换

1. They went to Beijing by plane. (用 usually 改写)

\_\_\_\_\_

2. Jim walks to school every day. (用 yesterday 作时间状语)

\_\_\_\_\_.

3. She often looks at the map. (用 last week 替换 often)

\_\_\_\_\_.

#### Step 8 Summary

Today we learn a dialogue between Li Ming and his father. Li Ming went to Beijing for a few days. He came back from Beijing and bought some gift for his father and his friends. We learned the Past Indefinite in this lesson. So after class you must use some words to express your past experience.

#### 3.Homework

- 1) understand the meaning of the text
- 2) remember the mastery words
- 4) finish your activity book

### **Lesson 27 Jenny Comes Home**

Teaching content: 1. mastery words: second, third, homework

2. a dialogue between Jenny and her mother

3. Ordinal Numerals

4. see sb do sth. and see sb. doing sth.

Teaching goals: 1. understand the meaning of the text

2. master the mastery words

3. the ordinal numerals

Key points: 1. the ordinal numerals

2. the Past Indefinite Tense

3. the usage of every

Important points: the Ordinal Numerals

Teaching aids: chopsticks, audiotape, flash cards, slide projector

Type : dialogue

Teaching procedure

1. Opening class

1) Greet the students in English

2) Duty report

3) Review last lesson and deal with some exercises in activity book.

2. New lesson

Step 1 Talk about the questions in “THINK ABOUT IT”

What things do you do every day?

What did you do last week?

What things would you like to do differently?

Step 2 Listen to the tape of the text with the following questions:

Why did Jenny like Beijing?

What did Jenny buy for her mother?

Deal with any language points at the same time. Make sure they understand the meaning of the text. Pay attention to the word: every, first, second, third

Step 3 Listen to the audiotape again and let the students repeat the text after it.

Step 4 Give them some time to read the dialogue themselves. Then have them act out the dialogue in roles.

Step 5 Deal with the second part of lesson 27. Pay attention to the difference of the Present Indefinite and the Past Indefinite. Master the usage of every and last. You can make some other sentences using the word last. For example, last month, last year and so on.

Step 6 Practice

Divide the class into small groups. Ask each group to make up a dialogue about coming home from a trip. Encourage the students to talk about what they did on the trip.

Step 7 Deal with “LET’S DO IT”

Work with a partner and write a dialogue. Talk about what you do every day and what you did last week. Was last week the same or different?

3. Class closing

1) understand the meaning of the text

2) remember the mastery words

3) finish the activity book of lesson 27

the next reading of student book

## **Lesson 28    Danny Comes Home**

Teaching content:

1. mastery words: happen
2. a dialogue between Danny and Mr Wood
3. the Past Indefinite
4. the usage of fun and fall

Teaching goals

1. understand the meaning of the text
2. remember the mastery words
3. master past forms of some verbs

Key points

1. some past forms of verbs
2. the usage of word happen and fun

Difficult points: 1.the past forms of some verbs

2. I was taking a picture with Jenny's camera.

Type : dialogue

Teaching aids: some photos, audiotape

Teaching procedure

1. Opening class
  - 1) Greet the students in everyday English and make sure they can response correctly.
  - 2) Duty report
  - 3) Review lesson 27
2. New lesson



Step 1 lead in

Discuss the following questions: Do you have a favourite teacher?

Why is he or she your favourite?

Did you ever hurt yourself? How?

Gather different answers from the students.

Step 2 Listen to the tape of the text with the following questions:

Did Danny like his trip to China?

What happened to Danny's nose?

Deal with the language points at the same time. Pay attention to the word *happen* and *have fun*. Make some sentences to make the students understand the words.

Step 3 Listen to audiotape again and let the students read after it.

Step 4 Have them read the text for a few minutes. Then let them act out the dialogue in roles.

Step 5 Practice : Ask the students to pretend they have just visited a restaurant. Ask them to write some sentences about where they went, what they ate and what they saw.

Ask for volunteers to read their sentences to the class.

Step 6 a test

用所给单词的适当形式填空。

1. Danny fell off the bike and \_\_\_\_\_ (break ) his arm yesterday.
2. Mary was sorry. What \_\_\_\_\_ (happen) to her?
3. Jenny \_\_\_\_\_ (take) a picture when I saw her.
4. The boys planned \_\_\_\_\_ (fly) kites in the park.
5. Did you have \_\_\_\_\_ (funny) in Dalian?

Step 7 Deal with “LET’S DO IT”

Work in a small group. Talk about funny stories from your life. What happened to you?

Choose the best story and tell it to the whole class.

3. Class closing

- 1) understand the meaning of the text
- 2) remember the mastery words
- 3) finish the activity book of lesson 28

the next reading of student book

## **Lesson 29 Pictures and Gifts**

Teaching content:

1. a dialogue about what they did in Beijing
2. the Past Indefinite
3. some past forms of verb

Teaching goals:

1. understand the meaning of the whole text
2. master some words: near, fly, buy, welcome, put on
3. learn the Past Indefinite Tense

Key points: 1. some past forms of some verbs

2. the usage of some phrases

Difficult points: some past forms

Teaching aids: some pictures, a hat, a kite, audiotape

Type: dialogue

Teaching procedure

1. Class opening
  - 1) Greet the students in everyday English
  - 2) Do the everyday duty report
  - 3) Review lesson 28 and deal with some questions they have.
2. New lesson

Step 1 lead in

Talk about the following questions:

Are cameras easy or hard to use? Why?

Have you ever taken a picture? Where ? When?

Gather their different answers.

Today we will look at some pictures taken by Danny and Jenny.

Step 2 Listen to the audiotape with the following questions:

What's wrong with Kim's hat?

Where did they take their pictures?

What's their gift for Steven?

Answer the questions together and discuss the dialogue again. Make sure they understand the meaning of the text. Deal with any language points at the same time.

Step 3 Listen to the audiotape again and have them repeat the text after it.

Step 4 Give them some time to read the text. Walk around and correct their pronunciation when necessary. Then let them act out the dialogue in roles.

Step 5 Deal with "LET'S DO IT"

Imagine you want to study overseas. Write a letter to your partners to ask for their permission. Think about why they might say no. try convince them.

Step 6 Review regular and irregular past-tense verbs in these lessons with a chart you write on the blackboard, as below. Ask for volunteers to draw lines to match the verbs.

today	Yesterday
eat	saw
see	worked
go	helped
play	pointed
work	went
jump	ate
point	jumped
help	played
want	hurt
buy	did

hurt                      wanted

do                        bought

Step 7 If time permits, do the activity book.

3. Homework

- 1) understand the meaning of the text
- 2) remember some past forms of verbs
- 3) finish the activity book of lesson 29

the next reading in student book

### **Lesson Thirty    Li Ming Asks for Permission**

Teaching content:

1. mastery words: permission, receive, invite, month
2. a dialogue about asking for permission
3. the usage of ask for

Teaching goals:

1. understand the meaning of the text
2. remember the mastery words
3. learn how to ask for permission

Key points: 1. ask for permission

2. the pattern "How long...?"

Difficult points: how to ask for permission

Type : dialogue

Teaching procedure

1. Opening class
  - 1) Greet the students in everyday English.
  - 2) Duty report
  - 3) Review lesson 29

## 2. New lesson

### Step 1 lead in

Talk about the questions in “THINK ABOUT IT”

Do you know someone who has lived overseas?

Do you want to study overseas? Why or why not?

Encourage them to express themselves. Gather the different answers.

### Step 2 Listen to tape with the following questions:

What are Li Ming's parents worried about?

Do Li Ming's parents agree Li Ming to go to Canada?

How long will Li Ming stay in Canada?

Answer the questions together and discuss the whole text again and make sure they understand the meaning. Deal with the language points at the same time.

### Step 3 Listen to the audiotape again and have them repeat after it.

Step 4 Give the students some time to read the dialogue and then let them act out the dialogue in roles.

### Step 5 Practice

Divide the class into small groups. Ask each group to make a dialogue about asking for permission. Give them some guide if necessary. And then let each group act out their dialogue in the class.

### Step 6 Deal with “LET'S DO IT”

Imagine you want to study overseas. Write a letter to your parents to ask for their permission. Think about why they might say no. Try to convince them.

### Step 7 A test

下列句中各有一处错误，请找出并改正。

1. What happened with your arm?
2. Our classroom is very big than theirs.

3. You walk so slow. Be quick.
4. My mother let me opened the window.
5. Jimmy breaked the glass yesterday afternoon.
6. Thank you for show the picture to me.
7. The children wanted went swimming tomorrow.
8. When I passed by, I saw Jack do his homework.

#### Step 8 Homework

- 1) understand the meaning of the text
  - 2) remember the mastery words
  - 3) finish the activity book
- the next reading in student book

### **Lesson 31    An E-mail from Li Ming**

Teaching content:

1. mastery words: way, bedroom, yours, next
2. a dialogue about an e-mail from Li Ming
3. as soon as, send, soon
4. like doing and like

Teaching goals:

1. understand the meaning of the text
2. remember the mastery words
3. master the phrase: as soon as, like doing

Key points: how to send an e-mail

Some phrases above

Difficult points: master some phrases

Type : an e-mail

Teaching aids: a letter, slide projector, audiotape

## Teaching procedure

### 1. Opening class

- 1) Greetings in English
- 2) Everyday duty report
- 3) Review lesson 30

### 2. New lesson

Step 1 discuss some questions:

Would you like to live with your best friend? Why or why not?

Where would you live: at his/her home or yours? Why?

Encourage them to answer the questions.

Step 2 Listen to tape with the following questions:

Why is Danny excited?

Where will Li Ming live when he comes to Canada?

Answer the questions together and discuss the whole dialogue again. Make sure they understand the meaning of the text. Deal with any language points.

Step 3 Listen to audiotape again and have them repeat it.

Step 4 Give them some time to read the dialogue and then let them act it out in roles.

Step 5 Practice

Ask each student to pretend to be Danny or Jenny, and to write an e-mail to Li Ming, answering the questions in his e-mail in the student book. The students may make up any details they like. They should include "pictures" (pretend photographs that they draw) and explain the pictures in their letters.

Step 6 Deal with "LET'S DO IT"

Imagine you are Li Ming. Write a reply to Jenny's e-mail. Tell her when you will arrive in Canada. Tell her how you feel about your trip to Canada. Tell her what you

want to do there.

Step 7 Activity book lesson 31

Step 8 A test

汉译英

1. 一...就...\_\_\_\_\_
2. 顺便说\_\_\_\_\_
3. 过得愉快\_\_\_\_\_
4. 熊猫的照片\_\_\_\_\_
5. 北京之旅\_\_\_\_\_
6. 你忠实的\_\_\_\_\_
7. 在卧室里\_\_\_\_\_
8. 好消息\_\_\_\_\_ -

Step 9 Summary

Today we learn an e-mail from Li Ming to Danny and Jenny. Li Ming says he will go to Canada. He talks about something about their pictures. After class you should learn to write an e-mail to your friend.

3.Homework

- 1) understand the meaning of the text
- 2) remember the mastery words

### **Lesson 33**

Class opening

1. Greeting.
2. Duty report.
3. Sing “Find a friend.”
4. Play “The Story Game”.

Step1: Presentation

1). Discuss:

Where is Canada? (East of China.)

How far is Canada from China? (About 8500 kilometers.)

What do they speak in Canada?

Where do Jenny and Danny live?

2) Li Ming is coming to Canada to learn English.

How does he come? By train or by plane?

Who will come with him?

Where does he live?

Step2: Practice

1. Books closed! Ask some questions: Why is Li Ming coming to Canada? Who meets him at the airport? Play the audiotape.



2. Check the answer.
3. Play the audiotape as the students follow along in their student books.
4. Students listen and repeat.
5. Get some students to act out the dialogue.
6. Make up a dialogue about meeting someone at an airport.

Step3: Presentation

Show some pictures.

Teacher: What's this? It's a living room. What do you usually do in the living room?

Talk about the kitchen/bathroom/bedroom.

Step4: Drill

Teacher: Living room.

Students: Living room.

Teacher: This is the living room.

Students: This the living room.

Teacher: Kitchen.

Students: This is the living room

Teacher: Bathroom.

Students: This is the bathroom.

Step5: Practise.

1. Play the audiotape as the students follow along in their student books.
2. Students listen and repeat.
3. Talk about the pictures.

Class closing.

1. Finish off the activity book.
2. Practice the dialogues in this lesson.
3. Preview Lesson 34.

## **Lesson 34**

Class opening

1. Greeting.

Remember to greet your students with phrases they have learned.

2. Duty report.
3. Act out the dialogue in Lesson 33.
4. Sing "Find a Friend".

What would you like for breakfast/lunch/supper?

I would like \_\_\_\_ .

Mine, yours.

Step1: Presentation

Show some pictures.

Teacher: What's this? It's a stove. We cook on the stove.

Look at this picture. It's a refrigerator/sink.

Step 2: Drill

Teacher: Stove.

Students: Stove.

Teacher: This is the stove.

Students: This is the stove.

Teacher: Refrigerator.

Students: This is the refrigerator.

### Step3: Presentation

1. Draw a big clock on the blackboard.

Teacher: (Point to the clock.) What time is it now?

Students: It's seven o'clock.

Teacher: Right. It's seven in the morning. It's time for breakfast. I would like some bread and eggs for breakfast. What would you like for breakfast?

Student1: I would like some eggs, toast and jam.

Teacher: What would you like? (to student2)

Student2: I would like

2. Talk with a volunteer about mine and yours as follows:

Teacher: (Hold up your pencil.) This is my pencil.

This pencil is mine. It's mine.

Where is your pencil? (to the volunteer)

Volunteer: (Hold up his/her pencil.)

Teacher: (Point to your pencil.) This is my pencil.

That is your pencil. This is mine, That is yours.

### Step4: Practice.

1. Drill

1) Teacher: I would like some eggs. What would you like?

Student1: I would like some bread. What would you like?

Student2: I would like some bread. What would you like?

Student3: I would like some juice. What would you like?

2) Teacher: (to A) This is mine. That is yours.

Student A: (to B) This is mine. That is yours.

Student B: (to C) This is mine. That is yours.

2. Books closed! Ask this question: What would Li Ming like? Play the audiotape.

3. Check the answer.

4. Play the audiotape again as the students follow along in their student books.

5. Students listen and repeat.

6. Get some students to act out the dialogue.

7. Make up a similar dialogue then act it out in front of the class.

### Class closing

1. Finish off the activity book.

2. Practice the dialogue in this lesson.

## Lesson 35

### Class opening

1. Greeting.

2. Duty report.

3. Review the dialogue in Lesson 34. Get some students to act out the dialogue.

4. Sing the song "He's Wearing Red Pants".

5. Ask and answer.

Student A: (to B) Do you go to school by bus?

Student B: Yes, I go to school by bus. (to C) Do you go to school on foot?

Student C: No. I go to school by bike. (to D) Do you go to school by bike?

Student D: Yes.

Time to go to school.

Boots, mitten.

Always, usually, sometimes, often, never.

### Step1: Presentation.

Draw snow on the blackboard.

Teacher: What's the weather like today? It's snowy.

Wear your boots and mittens! (Draw a pair of boots and mittens on the blackboard.)

Teacher: I come to school by bike every day. I always come to school by bike.

Tom usually comes to school by bike.

Mike sometimes comes to school by bike.

Jim never comes to school by bike, He comes to school by bus.

Step 2: Practice

1. Play the audiotape as the students follow along in their student books.
2. Practice the dialogue.
3. Present. Ask some volunteers to come to the front and read sentences and dialogues.
4. Action chain.

Teacher: Do you usually go to school by bus?

Student1: Yes, But sometimes I walk. Do you usually go shopping by bike?

Student2: Yes, But sometimes I take a bus. Do you go to school on foot?

Student3: NO , I never walk . Do you ?

5. Chant " How Do you Go to School?"

Let's sing a song.

Step3: Practice

1. Listen to the audiotape.
2. Learn the song line by line.
3. Sing together.
4. Explain that gone and done mean over.

Class closing

1. Finish off the activity book.
2. Practice the dialogue in this lesson.
3. Preview Lesson 36.

## **Lesson 36**

Class opening

1. Greeting.
2. Duty report.
3. Ask volunteers to act out the dialogue in Lesson 38.
4. Chant "How Do you Go to school?"
5. Ask and answer.

Student A: (to B) Do you go to school by bus?

Student B: Yes, I go to school by bus. ( to C) Do you go to school on foot?

Student C: No, I go to school by bike. (to D) Do you go to school by bike?

Student D: Yes

Triangle, circle, square, line.

Always , usually , sometimes, never.

### Step1: Presentation

Draw the pictures to show shapes or use real objects.

### Step2: Practice

#### 1. Drill

1). Teacher: This is a triangle.

Students: This is a line.

Teacher: This is a line.

Students: This is a circle.

Teacher: Square.

2). Teacher: I always come to school by bike.

Students: I always come to school by bike.

Teacher: Sometimes.

Students: I sometimes come to school by bike.

Teacher: Usually.

3) Teacher: Let's put a circle for usually.

Students: Let's put a circle for usually.

Teacher: A square for sometimes.

Student: Let's put a square for sometimes.

Teacher: A triangle for always.

2. Play the audiotape as the students follow along in their student books.

3. Practice in groups, make a chart like this lesson and make a survey. Brainstorm some questions the students can use to make their charts and write the questions on the blackboard.

4. Play "Never never". Instead of check marks, ask the students to draw the shape you call out . For example: I sometimes walk to school. Circle! (The students draw a circle in fewer than half the boxes and Xs in the rest.)

### Class closing

1. Finish off the activity book.

2. Sing "The snow Is Falling".

3. Preview Lesson 39.

## **Lesson 43**

### Class opening

1. Greeting.

2. Duty report.

3. Play "What Day is it?" to review the days of the week, the months of the year and ordinal numbers.

4. Ask some volunteers to act out the dialogue in Lesson 42.
5. Play “spell It” to review gift. Ask a volunteer to draw a gift on the blackboard after the class has successfully spelled the word.

Christmas, spring Festival, holiday. Festival, special.

#### Step1: Presentation

Show some pictures or slides of Christmas, Easter, Spring Festival, Sun Dance, Talk about them.

#### Step2: Practice

1. Play the audiotape as the students follow along in their books.
2. Present. Ask for volunteers to read in front of the class.
3. Make up a new dialogue.

Divide the class into small groups. Ask each group to make up a dialogue about their favourite holiday.

4. Discuss.
5. Do you invite friends to your house on Christmas Day?

Do they bring gifts?

What do you do during Christmas Day?

What else do you know about Christmas?

5 Play “Go Fish” or “memory Card” to practice the key vocabulary in this lesson.

#### Class closing

1. Finish off the activity book.
2. Practice the dialogue in this lesson.
3. Preview Lesson 44.

## **Lesson 45**

#### Class opening

1. Greeting.
2. Duty report.

3. Play “I see Something” to review adjectives.

Shake , hang.

Funny, nervous.

Step1: Presentation.

Teacher: (shaking hands )My hands are shaking. I’m nervous.

Step2: Practice

1. Drill

1) Teacher: shaking./

students: Shaking.

Teacher: My hands are shaking.

Students: My hands are shaking.

Teacher: Nervous.

Students: Nervous.

2) Teacher: Can anyone guess what this is?

Student1: Can any one guess what this is?

Student2: Can anyone guess what this is?

Student3: Can anyone guess what this is?

2. Books closed! Ask some questions: What’s in Li Ming’s hand? What does Li Ming give to Lenny? Listen the audiotape.

3. Check the answers.

4. Play the audiotape again as the students follow in their books.

5. Practice the dialogue.

6. Make up a similar dialogue.

Divide the class into small groups. Ask each group to make up a dialogue about Spring Festival.

Class closing

1. Finish off the activity book.

2. Practice the dialogue in this lesson.

3. Preview Lesson 46.

## **Lesson 46**

Class opening

1. Greeting.
2. Duty report.
3. Act out the dialogue in Lesson 45
4. Play “Simmon Says.”

Season, umbrella, ground.

I love to play in puddles.

Step1: Presentation

Bring a picture to show what a puddle is.

Teacher: This is a puddle. I love to play in puddles.

How happy I am!

Step2: Practice

1. Drill.

1) Teacher: (Ask one student to come into the classroom. The student is singing and dancing.)

Students: She arrives.

Teacher: She arrives, dancing and singing.

Students: : She arrives, dancing and singing.

Teacher: She arrives, dancing and singing a happy song.

Students: She arrives, dancing and singing a happy song.

Teacher: Run away.

Students: She runs away, dancing and singing a happy song.

2). Teacher: I love to skate. I can skate.

Students: I love to skate, I can skate.

Teacher: Fly kites.

Students: I love to fly kites . I can fly kites.

2. books closed! Ask this question: Why is Danny sad?

Listen to the audiotape.

3. Check the answers.
4. Play the audiotape again as students follow along in their student books.
5. Practice in groups.
6. Ask several groups to act out the dialogue.
7. Make up a similar dialogue.

Class closing

1. Finish off the activity book.
2. Practice the dialogue in this lesson.

3. Preview Lesson 47.

**Lesson 49 At the Sports Store**

Teaching content: 1. mastery words: sports, basketball, ping-pong, any, dollar.

2.some words to know about: bored, best, runner, bargain.

3.some useful expressions such as: I do, but they are too old.

These are seventy dollars and those are thirty dollars.

Would you like to \_\_\_\_\_?

I'd love to.

Teaching objectives: 1.Understand the meaning of the dialogue

2. Remember the mastery words

3. Master the usage of some words and phrases, for example,  
teach would like to, etc.

Teaching aids: audiotape, a basketball, a ping-pong, flashcards of the clothes, and  
slide projector

Type: dialogue

Teaching procedure

Class Opening

Step1 Warming up

1.Greeting.

2.Duty report.

3. Chant “ The This That Chant”

4. Play “Charades” to review clothes vocabulary.

Step 2 Presentation

1. Show a basketball and a ping-pong.

At first, the teacher says, “ Basketball / Ping-pong is a sport. What is basketball  
/ping-pong? A sport. We play basketball and ping-pong. We play sports.”

2. Demonstrate runners and T-shirt with real clothes.

Step 3 Practice

1. Drill.

1) Teacher: Basketball.



Students: Basketball.

Teacher: I like basketball.

Students: I like basketball.

Teacher: I like basketball but I don't like ping-pong.

Students: I like basketball but I don't like ping-pong.

Teacher: Runners and T-shirt.

Students: I like runners but I don't like T-shirt.

.....

2) Teacher: Do you have any ping-pong balls?

Students: Do you have any ping-pong balls?

Teacher: Basketballs.

Students: Do you have any basketballs?

Teacher: Footballs.

.....

#### Step 4 Presentation

1) Talk about the pictures in this lesson.

Teacher: Who can you see? Where are they? What are they doing?

2) Teacher says, "Where is my pen? I can't find it. I am looking for it. Do you have any pens?" "Yes." answer the students. Teacher says with a smile, "Hmmm. I want this one. Thank you."

#### Step 5 Practice

1. Drill.

The students practice the sentences like "I am looking for it/runners..."

2. Books closed! Ask some questions. What did Jenny and Li Ming buy? How much are they? Listen to the audiotape.

3. Check the answers with the whole class.

4. Practice the dialogue in groups.

5. Present. Ask some volunteers to act out the dialogues.

6. Make up a new dialogue.

Divide the class into small groups. Ask each group to make up a dialogue about

buying sports clothes in a store.

#### Class Closing

1. Finish off the activity book.
2. Practice the dialogue in this lesson,

### **Lesson 50 Playing at the gym**

Teaching content: 1. mastery words: gym, catch, heavy, light, easily, hit

2.some useful sentences such as :

Are you ready to/for...?

Throw... at ...

3. To know the difference between heavy and light, etc.

Teaching objectives: 1. understand the meaning of the text

2. remember the mastery words

3.master the usage of some words and phrases

Teaching aids: audiotape, pictures, flashcards and slide projector

Type: dialogue

Teaching procedure

#### Class Opening

1. Greeting.
2. Duty report.
- 3.Act out the dialogue in Lesson 49/

#### Step 1 Presentation

Bring a ball to the class to demonstrate catch, hit and throw.

#### Step 2 Practice

1. Drill the words, light ,heavy, easily, hard with the ball.
2. Play the audiotape as the students follow along in their student books.
- 3.Practice in groups.
4. Make up a new dialogue.
5. Present their new dialogue.
6. Play “Question Toss” to review words in this lesson.

## Class Closing

1. Finish off the activity books.
2. Practice the dialogue in this lesson.
3. Play “Opposites” with your partner.
4. Preview Lesson 51.

## Lesson 51 Where Did They Go?

Teaching Objectives: 1. understand the meaning of the text  
2. remember the past-tense form of the words: teach, think, bring.

Key points: express how to talk about the things in the past.

Difficult points: express how to talk about the things in the past.

Teaching aids: audiotape, pictures, a ball, flashcards and slide projector

Type: dialogue

Teaching procedure

Class Opening

1. Greeting
  2. Duty report.
  3. Play “A Matching Game” to review past-time, present-tense and future-tense verbs.
- Show a slide as follows:

yesterday	today	tomorrow
worked	walk	be going to laugh
ate	go	be going to jump
laughed	jump	be going to play
jumped	skate	be going to help
went	work	be going to walk
saw	eat	be going to see
washed	play	be going to eat
helped	help	be going to skate
played	see	be going to wash
skated	laugh	be going to work
walked	wash	be going to go

As each student makes a match he or she says “ Yesterday I \_\_\_\_\_. Today I \_\_\_\_\_. Tomorrow I \_\_\_\_\_.”

4. Play “What’s wrong?” to review past-tense, present-tense and future-tense verbs.

Key Concepts

Bought, taught, thought.

Player

Step 1: Presentation

Bring a ball to the class.

Teacher: Look! This is a ball. I bought it at a store this morning. And I taught my friend to play with the ball. I thought it was easy, but it was hard.

Step 2: Practice

1. Drill.

Teacher: I bought a ball at the store. Bought.

Students : I bought a ball at the store. Bought.

Teacher: We taught each a sport other. Taught  
Students : We taught each a sport other. Taught  
Teacher: I thought I could hit the ball. Thought.  
Students: I thought I could hit the ball. Thought.

...

### Step 3: Practice

1. Books closed! Ask this question: Where did Jenny and Li Ming go this afternoon ?  
Listen to the audiotape.
  2. Check the answer.
  3. Play the audiotape again as the students follow along in their books.
  4. Play "Spelling Bee" to practice spelling any word in this lesson.
  5. Practice in groups.
  6. Ask some volunteers to act out the dialogue.
  7. Make up a new dialogue.
- Class Closing
1. Finish off the activity book.

## **Lesson 52 Bob's Basketball Game**

Team, score, win, lose

The Bulls, the Lakers, cheer, basket

Did you have fun watching?

What did you do?

Who won?

Did Bob's team play a game?

Class Opening

1. Greeting.
2. Duty report.
3. Play "Simon says" to review some verbs such as: play, throw, read, write, etc.
4. Play "Watch and Guess".

The teacher makes some actions and asks the class to guess what the teacher is doing.

Key Concepts

Player, team, game.

Win, lose.

Have fun watching the game.

What did you do?

Step 1: Presentation

Ask six volunteers to stand in front of the class . Divide the volunteers into two teams.

Give each player a sheet of colored paper to hold, the same for each team. Then

describe the teams with phrases such as:

Teacher: This is the \_\_\_\_\_ (color) team.

\_\_\_\_\_ (name) is player on the \_\_\_\_\_ team .

How many players does the \_\_\_\_\_ team have?

Now let's watch the \_\_\_\_\_ and \_\_\_\_\_ team play a game.

Let's see who will win and who will lose.

### Step 2 Practice

#### 1. Drill.

Teacher demonstrate some actions such as: to throws the ball, to catch the ball, to jump up and down, to put the ball in the net... saying the sentences: He throws the ball... Then have the students repeat the sentences.

### Step3 Presentation

At first, the teacher writes some words such as: morning, afternoon, evening, some verbs phrases such as play ping-pong, etc, while giving the students a dialogue.  
e.g.

Teacher: Now it is evening. What are you doing now?

Volunteer: I am washing the dishes.

Teacher: Yes! Great! This morning, you played ping-pong. What did you do this morning?

Volunteer: I played ping-pong.

Teacher: Right! Very good! What did you do this afternoon? Say it, please, class.

Class: What did you do?

Volunteer: I skated.

Teacher: Very good! What are you doing now?

Volunteer: I am washing the dishes.

### Step 4 Practice

#### 1. Drill.

Teacher: Bob's team won .

Students: Bob's team won .

Teacher: The Lakers lost.

Students: The Lakers lost.

...

2. Play the audiotape as the students follow along in their student books.

3. Practise by themselves.

4. Ask volunteers to read this lesson aloud.

5. Explain the sentences. Did you have fun watching the game?

6. Make a similar dialogue.

Class Closing

1. Finish off the activity book.

2. Read “ Jeff and David”

3. Preview Lesson 53.

## **Lesson 54 Get Some Exercise**

教学目标:

掌握词汇及短语: exercise, should, wake , minute, reach, touch, low

识别词汇及短语: few, bend

句型: Exercise helps make you body healthy and strong.

Riding a bike is exercise.

How much exercise do you need?

教学重点: 掌握词汇及短语和句型部分。

Class Opening

1. Greeting.

2. Duty report.

3. Demonstrate the dialogue in Lesson 53.

4. Play “ Mother, May I?” to review “ brush your teeth”, “comb your hair” and “ wash your face” and also other vocabulary.

Key Concepts

Low, few, minute.

Reach, touch, bend, exercise, wake.

### Step 1 Presentation

1. Ask for four or five volunteers. Ask each volunteer to perform an action.

Teacher: Look! They are exercise! (Point to each volunteer.)

Riding a bike is exercise.

Walking is exercise.

Running is exercise.

...

2. Show a clock to teach minute and hour.

### Step 2 Practice

1. Drill.

1) Back-chain drill.

Teacher: Healthy and strong.

Students: Healthy and strong.

Teacher: Make your body healthy and strong.

Students: Make your body healthy and strong.

Teacher: Exercise helps make your body healthy and strong.

Students: Exercise helps make your body healthy and strong.

2) Teacher: Riding a bike is exercise.

Students: Riding a bike is exercise.

Teacher: Walking.

Students: Walking.

Teacher: Walking is exercise.

Students: Walking is exercise.

Teacher: Running.

Students: Running.

Teacher: Running is exercise.

Students: Running is exercise.

...

### Step 3 Practice

1. Books closed!

2. Check the answer.

3. Play the audiotape again as the students follow along in their student books.
4. Practice in groups.
5. Act out the dialogue.
6. Make up a new dialogue.

Let's Chant.

Step 4 Practice

1. Perform actions:

Reach, touch, turn, around and bend.

2. Listen to the audiotape.
3. Learn the chant line by line.
4. Chant together.

Class closing

1. Finish off the activity book.
2. Practice the dialogue in this lesson.
3. Preview Lesson 55.

## **Lesson 57 Summer Is Here!**

- Teaching content:
1. mastery words: will, scared, pool, toward
  2. The words known: soccer, skip, already, yell
  3. some useful words

- Teaching goals:
1. understand the meaning of the text
  2. remember the mastery words
  3. master the usage of some words and phrases

Teaching aids: audiotape, pictures, flashcards and slide projector

Type: dialogue

Teaching procedure

Class Closing

1. Greeting.



2. Duty report.
3. Sing “ The Season Song”
4. Play “Dress up” to review seasons and clothes.
5. Play “ Simon says”.

#### Key Concepts

Enjoy, oneself, skip.

I like to\_\_\_\_\_.

#### Step 1.Presentation

Teacher: I like to wear blue jackets. I always wear my blue jackets .

I like to swim. I often go swimming.

I also like to skip.

#### Step 2: Practice

##### 1.Drill.

1) Teacher: I like winter.

Students: I like winter.

Teacher: I like summer.

Students: I like summer..

Teacher: Fall.

...

2) Teacher: I like to play soccer.

Students: I like to play soccer.

Teacher: I like to skip.

Students: I like to skip.

Teacher: ...

#### 2 talk about the pictures.

What does Li Ming like to do?

What does Jenny like to do ?

3. Chain-practice.

Teacher: I like summer. Which season do you like best? Why?

Student 1: I like winter. Because I like to ski on the ice. Which season do you like best? Why?

Student 2: I like summer. Because I like to swim. Which season do you like best? Why?

Student 3: ...

4. Book closed! Ask this question: Can Danny swim?

Listen to the audiotape.

5. Check the answer.

6. Play the audiotape again as the students follow along in their student books.

7. Practice in pairs,

8. present. Ask for volunteers to present the dialogue.

9. Make up a new dialogue.

Class Closing

1. Finish off the activity book.

2. Practice the dialogue in this lesson.

3. Preview Lesson 58.

### **Lesson 58 Let's Go the Park!**

Teaching content: 1. mastery words: into, lie, sadly

2. The words known: airplane, dragon, better

3. some useful sentences: I see a cloud that looks like a donut!

I like watching clouds better than flying kites!

Teaching objectives: 1. understand the meaning of the text

2. remember the mastery words

3. master the usage of some words and phrases

Teaching aids: audiotape, pictures, and slide projector

Type: dialogue

Teaching procedure

Class Opening

1. Greeting.
2. Duty report.
3. Act out the dialogue in Lesson 57.

Key Concepts

Fly, lie.

Sadly, better.

It looks like \_\_\_\_\_.

Step 1 Presentation

Show the three pictures in this lesson. Talk about the pictures.

Picture 1

Teacher: What is Danny doing?

Students: He is flying a kite. Look! He run into the tree.

Teacher: ( Perform the action “run into”. ) Run into.

Picture 2

Teacher: What is Danny doing now?

Students: He is lying on the grass.

Teacher: Yes. He is looking at the clouds in the sky.

Picture 3

Teacher: What are Danny and LI Ming doing?

Students: They are talking about the clouds.

Teacher: Yes. Look! This cloud looks like a plane. This looks like a dragon...

Step 2 Practice

1. Drill.

1) Teacher: lie.

Students: lie.

Teacher: I am lying.

Students: I am lying.

Teacher: He.

Students: He.

Teacher: He is lying.

Students: He is lying.

Teacher: He is lying on the grass.

Students: He is lying on the grass.

Teacher: Danny is going to lie on the grass.

Students: Danny is going to lie on the grass.

2) Teacher: It looks like a plane.

Students: It looks like a plane.

Teacher: Rabbit.

Students: It looks like a rabbit.

Teacher: Dragon.

Students: It looks like a dragon.

Teacher: A donut.

Students: It looks like a donut.

Teacher: I see a cloud that looks like a donut.

Students: I see a cloud that looks like a donut.

3) Teacher: I like watching clouds.

Students: I like watching clouds.

Teacher: I like watching clouds better than flying kites.

Students: I like watching clouds better than flying kites.

2. Work in small groups. Ask your students to look around in the classroom. They can talk like this: Look at that/ this. ( Point to an object.) It looks like a \_\_\_\_.

Encourage your students to be creative.

3. Play the audiotape as the students follow along in their student books.

4. Read aloud.

5. Practice by themselves.

6. Ask volunteers to retell the story.

Class Closing

1. Finish off the activity book.

2. Read the text.

3. Preview Lesson 59.

### **Lesson 59 Today, Work, Tomorrow. Play**

教学目标:

1.掌握词汇及短语: Worried

2.识别词汇及短语: Exam, math, science, Finish, everyday, cheat, page

3.语法: 一般将来时态

I will write three exams.

Everyone is going to be happy.

4. 了解本课中对话的意思。

教学重点：掌握词汇和对话的学习。

Class Opening

1. Greeting.
2. Duty report.
3. Sing “Stand up, Sit down”
4. Retell the story in Lesson 58.
5. Play “Why? Because\_\_\_\_\_.”

Key Concepts

Exam, math, science.

Finish, cheat.

Step 1 Presentation

Teacher: ( holding an English/Chinese/math/science book)

This is an English book. This is a Chinese book.

This is a math book and this is a science book.

We will have a math exam on Friday. When will we have an English exam? Are you doing well on the exam?

Step 2 Practice

1.Drill.

Teacher: Math.

Students: Math.

Teacher: We are going to have a math exam.

Students: We are going to have a math exam.

Teacher: Are you going to do well on the exam?

Students: Are you going to do well on the exam?

Teacher: Are you good at math?

Students: Are you good at math?

...

2. Books closed! Ask: this question: Why does Danny want to sit beside Jenny? Listen to the audiotape.

3.Check the answer.

4.Play the audiotape again as the students follow along in their student books.

5. Practice in groups.

6. Present. Ask for three volunteers to act out the dialogue.

7. Make up a new dialogue.

Class Closing

1. Finish off the activity book.
2. Practice the sentences in this lesson.

## **Lesson 60**

Teaching aims:

Mastery words and phrases: sand, animal, pick, visit, aunt, uncle, ocean, deep

Oral words and phrases: might, badminton, summertime, sandal.

To go on practicing and consolidating “be going to and will” by using the words and phrases above; To cultivate the students’ abilities of using the language synthetically; Teaching important points: Mastery words and phrases, cultivate the students’ abilities of using the language synthetically;

Teaching difficult points: Use the two forms of “be going to and will” freely and flexibly to talk about something what will happen in future.

Teaching procedure:

Class Opening:

1. Greetings
2. Duty report
3. Oral practice by talking about “What are you going to do in the summer holiday?” to revise “be going to” and get ready for Lesson 60.

New Class:

Step1. Ask some questions like the following:

1. What will Jenny do for the summer holiday?
2. What will Danny do for the summer holiday?
3. What will Li Ming do for the summer holiday?
4. What will you do for the summer holiday?

Go through the text quickly to find the answers to the questions.

Step2. Listen and repeat

Before listening, scan the text and underline the words that they can not read correctly, then listen and repeat sentence by sentence, meanwhile line out the words and phrases that they can’t understand. They can solve the problems by themselves or in groups.

Step3. Read the text to get ready to retell the text using the pivotal words and phrases from the text.

Names		What will you do for the summer holiday?			
Danny	swim in the sea	lie on the beach		make the sand animal	
Jenny		look at		pick	
Li	fly home	see his father and mother	visit his aunt and uncle	play	badminton and ping-pong
Ming					
I	...	...	...	...	...

Step4. let’s sing a summer song!

First go through the words of the song, solve the problems by themselves. I’ll help them if necessary. After that, listen to the song twice. And then learn to sing this song sentence by sentence.

Class Closing:

1. Finish off the Students’ Activity Book.
2. Do Excises II and III in Students’ Training step by step.
3. Be able to retell the text fluently, especially encourage them to retell the text in their own words.