

## Unit 1 Where's the post office?

单元主题: Ask for and give directions. 询问方位, 以及给出方位。

单元目标:

- (1) 学习并掌握一些表示方位的介词。
- (2) 学习并掌握一些形容词的用法。
- (3) 学习并掌握一些常见地方的名称。

主要句型和交际用语:

- (1) Where's the park?
- (2) It's on center street.
- (3) The supermarket is across from the bank.
- (4) The pay phone is next to the post office.
- (5) The library is between the video arcade and the supermarket.
- (6) Is there a pay phone in the neighborhood?
- (7) It's down the Bridge Street on the left.

主要词汇:

post office, Is there ...?, bank, near, here, center, street, bridge, hotel, video, arcade, supermarket, pay, pay phone, park, across, across from, next to, between, avenue, down, neighborhood, right, left, quiet, big, dirty, busy, false, welcome, garden, district, turn, off, enjoy, walk, take a walk, through, will, see, house, begin, beginning, tour, come, get, money, buy

二. 重点、难点分析:

1. across 介词“横过”

Be careful when you walk across the busy street.

当你穿过繁忙的街道时要小心。

The duck wants to swim across the river.

那只鸭子想游过这条小河。

2. across from 介词词组“在...对过”

The bank is across from KFC. 银行在肯德基的对面。

The restaurant is across from the National Library.

那家饭馆在国家图书馆的对面。

3. next to “在...旁边”

The supermarket is next to the flower shop.

超市在花店的旁边。

The small garden is next to our school.

4. on “在...”

The supermarket is on Fifth Avenue.

超市在第五大街。

The pay phone is on Bridge Street.

公用电话在桥街。

5. between 介词 “在两者之间”

The post office is between the library and the cinema.

邮局在图书馆和电影院之间。

The pay phone is between the supermarket and the bank on Center Street.

公用电话在中央大街上的超市和银行之间。

6. down 介词 “沿着；顺着”

The library is down this street on the right.

图书馆在这条街的右侧。

Go down this street, you' ll find the bank.

沿着这条街走，你就会找到那家银行。

7. on the left/ right “在左边/右边”

注意介词要用 on

8. Is there...?

Is there 是 There be 句型的一般疑问句，表示 “某处有某物吗？”

e. g. Is there a post office near here?

在这附近有一个邮局吗？

Is there a supermarket in your neighborhood?

在你们的社区有一个超市吗？

Are there many shops in this district?

这个区域内有很多商店吗？

注意：如果是 Is there...? 回答用 Yes, there is./ No, there isn' t.

如果是

### 教案示例

Unit 1 Where' s the post office? Period I

教学目标：

- 1、掌握表示地点的词汇；
- 2、掌握 where 引导的特殊疑问句；
- 3、能够简单地描述地点方位；
- 4、能够画出简单的示意图。

教学向导：

语言目标	学习策略与思维技巧	重点词汇
表示地点的词汇 where 引导的特殊疑问句	个体、群体思维； 看图作答； 交换信息；	Post office; library; hotel... Between; on; next to; across from...
语言结构	语言功能	跨学科学习
There be 句型 Where 句型的问答	询问路线 指出方位	通过绘画激发学生学习兴趣

教学过程设计：

Steps	Teacher' s activity	Students' activity	Preparation
Brain storm	Look at some pictures and know the words of	Look and read and learn	Ppt.

	these places		
Task I pair work: Is there ...			
Aim	Use 'there be' sentences, familiar with the new words		
1	Read and match the new words in 1a	Read and finish the work	Picture
2	Show the target language: Is there a bank near here?	Look at the sentence and the answer	
3	Ask Ss to talk about the places in the picture	Pair work to talk about the places and streets	Pair work
4	Move around the room and give support as needed	Talk to each other	
5	Ask pairs of students to show their works	Pairs of Ss show their works	Check out the conversations
Task II Listening comprehensions			
Aim	Familiar with the prepositions in the sentences		
1	Look at the picture in 2a and explain the prepositions	Look and learn	Write on the blackboard
2	Listen to the tape for two times	Fill in the blanks and know the meaning	Recorder
3	Move around the room and give support as needed	Write down the answer	
4	Check the answer and point out the mistakes	Check the answers	
Task III group work: our school			
Aim	Use the target language and familiar with our school and places		
1	Teach some more words to the Ss and read	Learn the new words	Pictures
2	Ask Ss to draw a picture of our school and to introduce it	Draw the picture	
3	Move around the room and give support as needed	Discuss in groups and finish the picture	
4	Ask Ss to show their works and talk about it	Introduce their works	
Task IV pair work: talk about the pictures			
Aim	Use 'where' question, and know how to answer it.		

1	Target language: where is the bank?	Learn the sentences	
2	Ask Ss to talk about the pictures	Pair work to talk about the places	Ss' pictures or the picture in 1a
3	Move around the room and give support as needed	Discuss in pairs and	
4	Ask Ss to show their works and perform it	Show the conversation with the picture	
Homework	Draw a picture of your neighborhood and write a short passage to introduce it		

### 教后一得:

本单元的主题是方位，地点名词是学生单词突破的重点，与学生的生活相结合，扩充一些词汇，明确的表述各个建筑所处的位置。围绕这几处设置了四个活动，利用多媒体素材，以任务型的教学模式来完成整个教学。其中图片的展示能给学生更立体的感受，更加明确空间位置关系。运用画图的辅助形式，激发学生的兴趣，能够达到更好的效果。

## UNIT 2 Why do you like koala bears?

Text analysis:

Topic: animals in the zoo

Functions (Teaching aims): 1. Describe animals 2. Express preferences and give reasons

Structures: 1. Why, What, Where questions 2. Because 3. Adjectives of quality

Target language: Why do they like koala bears? Because they're cute. They're kind of shy. They're very big.

Vocabulary: 1. zoo, animals, tiger, elephant, koala bears, dolphin, panda, lion, penguin, giraffe 2. smart, cute, fun, ugly, intelligent, friendly, shy, kind of 3. South Africa

Recycling: beautiful, small, quiet, scary, interesting, Australia, Japan, Brazil, China.

He is from— She's five years old.

Learning strategies: 1. Using what you know 2. Inferring content

Multi-intelligence: 1. Know the nature 2. Knowledge of places 3. logical expressions

Periods: six

Period 1 section A 1a 1b 1c

Period 2 section A 2a 2b 2c Grammar focus

Period 3 section A 3a 3b 4

Period 4 section B 1 2a 2b 3

Period 5 section B 3a 3b 3c 4

Period 6 self check

Period 1 Contents on p7

Teaching aims:

Learn new words: animals—tiger, koala bear, elephant, dolphin, panda, lion, penguin, giraffe description words—cute, fun, smart

Listen and check(✓) the animals.

Practice the conversation: describe animals

Teaching methods: listen and say, read and write

Teaching procedures:

Step 1 Presentation(1a)

We are going to learn the names of some more animals.

Show the animals on the map of the zoo → point to the animals and say the names → let students read the words → match the words with the animals in the picture → practice the words(read and write)

Step 2 Listening practice(1b)

Point to the animals in 1a and ask students to say the names → play the recording of the conversation twice → check(✓) the names of animals

Step 3 Pair work(1c)

Practice the conversations using the description words.

A: Let' s see the lions.

B: Why do you want to see the lions?

A: Because they' re cute.

Step 4 Consolidation: Free talk

Ask students to present their conversations to the class.

Step 5 Summary: words and conversations

Step 6 Homework: remember the words and conversations.

教后一得:

在课堂上，教师是参与者，帮助者，学生是活动的主体，学生的任务是开放的。学生以小组为单位进行活动，在较真实的语境中锻炼口头、笔头能力。有利于培养学生的合作精神，促进学科之间的渗透和交融。

Period 2 contents on p8

Teaching aims:

Listening practice: write the names of the animals

Oral practice: Ask and answer questions about animals.

Grammar focus

Teaching difficulty: difference between the words very and kind of.

Teaching methods: listen and say

Teaching procedures:

Step 1 Revision: Can you say the names of the animals? Ask some students to say and two students to write on the blackboard.

Step 2 Free talk: Making a conversation in pairs, talking about animals.

Step 3 Presentation(2a)

Do you want to go to the zoo? Julia and Henry are talking about the animals in the zoo. Let' s listen together.

Play the recording twice →students write in the names of the animals → draw a line between animals and adjectives

Step 4 Listening practice(2b)

Hear the recording again →complete the conversations with the words given →tell the words: very & kind of ( They always come just before the adjectives in the sentences. Look at the cartoons under 2b. We can make sure. Another example: if we are familiar with percentages, we might use the following scale to help explain their meaning:

0%	50%	95%
not	kind of	very)

Step 5 Pair work(2c)

Practice the target language.

Ask and answer questions with the given words.

Step 6 Consolidation: ask some pairs to act out the conversations.

Step 7 Summary: Grammar Focus

Step 8 homework: practice the target languages.

教后一得:

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Period 3 Contents on p9

Teaching aims:

Say the names of the countries on the maps.

Talk about where the animals come from.

Game: Bingo.

Key points:

Countries: China, Australia, South Africa, Japan, Brazil.

Animals: lions, pandas, koala bears, dolphins, elephants, giraffes.

Teaching methods: Use the geography knowledge to match the countries and animals; play the game—bingo.

Teaching aids: tape, recorder, maps, use coins, paper chips or scraps of paper as markers.

Teaching procedure:

Step 1 Revision: free talk

Work in pairs, describing the animals.

Step 2 Presentation

We have known many more animals. Do you want to know where the animals are from? Let's look at the maps and say the names of the countries (show the maps).

Point to the maps and ask students to say the names → point to the animals in 3a and ask students to name them → ask: Where are the animals from? → Let the students draw a line between each animal and the country.

Step 3 Pair work (3b)

Practice the conversation: Where are lions from? They're from Africa. (Use the animals and countries in activity 3a.)

Step 4 Game: Bingo (4)

Read the countries and the animals in the box → write nine words from the box on the bingo board → listen to the tape → cross out (X) the words you hear (You can place a marker on each word. → say "bingo" when you get

arrow of Xs or cover three boxes in a row.

According to the game, we can consolidate the animals and countries.

Step 5 Summary: We have practices where the animals are from. Remember the countries and their animals.

Step 6 Homework: ask and answer questions.

教后一得:

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Period 4 Contents on p10

Teaching aims:

Remember the description words: ugly, intelligent, friendly, cute, shy.

Listening practice

Oral practice: talk about animals.

Key points: intelligent, friendly, cute, shy

Teaching procedure:

Step 1 Revision: Why do you want to see lions? Because they' re cute.

Step 2 Presentation

We have learned some description words such as scary, interesting, small, cute, exciting. We' ll learn four description words this class: ugly, intelligent, friendly, shy.

Step 4 Match the words and the animals. (1)

Look the pictures in 1 →ask a student to say the names of animals → read the eight adjectives →match the adjectives with the animals in the picture →write the letter of the animals on the line

(Perhaps students have different opinions.)

Step 4 Listening practice 1 (2a)

Tony and Maria want to the zoo. What animals do they like and why? Let' s listen to the tape.

Play the recording twice →students circle the description words in 1 → correct the answers

Step 5 Listening practice 2 (2b)

Play the recording again →write the animals each person talks about and the words they say →check the answers

Step 6 Pair work (3)



Work in pairs →ask some pairs to act

Step 7 Summary: We' ve know more description words.

Step 8 Homework: Remember the adjectives.

教后一得:

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Period 5 Contents on p11

Teaching aims:

Remember the words and expressions: grass, sleep, during, at night, leaf, him, give, guess, meat, relax, lazy.

Be able to read and write about animals.

Theme task and teaching difficulty: write a description.

Teaching procedures:

Step 1 Revision: Ask some questions. Where are the lions from? Where are the pandas from? Where are the koala bears from? Where are the elephants from?

Step 2 Presentation: Can you describe the animals? Look at 3a.

Ask students to read the descriptions →match them with the animals → check the answers.

Step 3 Look at 3b.

Learn new words: grass, leaves, meat, sleep, relax, lazy →look at the animal lion in 3a →fill in the blanks →check the answers.

Step 4 Writing and reading practice (3c)

Write a description like the one in 3b →do a sample(Choose an animal' s name and write on the blackboard.): Koala bears →write about any animal →ask students to read in pairs.

Step 5 Group work: Guess

Ask students to get into groups of four →take turns reading from 3c → other students guess what animals.

Step 6 Summary: We' ve practiced reading and writing about animals.

Step 7 Homework: Recite some passages about animals.

教后一得:

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的积极性，锻炼学生独立或以合作形式收集资料、处理信息的能力。为学生提供实际运用英语的机会。

Period 6 Contents on p12

Teaching aims:

Have a revision about Unit 2, including words and target languages.

Teaching procedure:

Step 1 Key word check(1)

Read the words →check all the words

Step 2 Build vocabulary (2)

Ask students to enter five words in their vocab-builder on p108 →practice the words in pairs

Step 3 Writing practice (3)

Look at the example →let students read →write a similar description of the animal—koala bear, doing it individually →read it in groups.

Step 4 writing practice (4)

Tell students to draw two animals →write a description

Step 5 Just for fun: Practice the target language.

Ask two students to read the conversations →ask: Do you think the baby chimp is cute?

Step 6 Practice the target language.

Step 7 Summary

Step 8 Homework

教后一得:

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## Unit 3 I' d like a large pizza

The plan of the unit:

Topic : food

Functions : Order food

Structures : What questions , modal verb would

Target language :

1. What size pizza would you like ?

I' d like a large /medium / small pizza.

2 .What would you like on it ?

I' d like cheese , green peppers and mushrooms , please.

3. What' s your address?

My address is .....

Vocabulary : large , medium , small , pizza , pepperoni, green peppers , mushrooms , onions , Cheese , olives , hot dogs , soda , lemonade, iced tea , juice , would like , salad.

Learning Strategies : Role playing, listening for key words

跨学科学习: 学会与人交际

课时划分: 根据需要共用七课时完成本单元的教学任务。

Period One : Section A : 1a 1b 1c

Period Two : Section A : 2a 2b 2c Grammar Focus

Period Three : Section A : 3a 3b 4

Period Four : Section B 1a 1b 2a 2b 2c

Period Five : Section B 3a 3b 3c 4 Pairwork

Period Six : Self check 1, 2, 3 Just for fun

Period Seven: Test

Period 1

教学内容: 部分新单词 Section A 1a 1b 1c

教学目标: Learn all the new words by heart and copy the sentences according to the tape.

教学重点 : 单词的读写。

教学难点 : 认读、识记单词

教学方法 : 多听多练

Teaching steps :

利用实物或图片,认读单词。(large , pizza ,cheese, mushroom ,green pepper, pepperoni, onion, olive)

看课本图片,找出单词所对应物品的字母,继续学习单词。( Match the words with the foods )

(Look at the picture on Page 13 and finish 1a )

Here are the answers to 1a.

1. cheese c 2. mushrooms f 3. green peppers d

4. pepperoni a    5. onions            e    6. olives    b    7. tomatoes    g

3、听录音(Check the pizza that the person orders )

巩固单词，练习听力，并提醒学生注意听“怎样定餐”)

Step 4 : 1c Pairwork

(Practice the conversation below, Order the toppings you like.)

Ask two students to read the dialogue to the class.

Say the conversation with a student

Ask students to work in pairs.

(Have students take turns being the pizza maker and the person ordering the pizza Remind students to list the size and the toppings they really like .Students practice both roles.)

Ask some students to present their dialogues to the class.

Step 5. Look back.

Let the students sum up what we learned this class .

Step 6 Homework 1) Ask the students to remember the new words.

2) Practice the dialogue in pairs.

教后一得:

话题非常贴近学生的生活实际，学生能用英语进行简单的交流，充分体现了学以致用教学原则。学生的学习积极性大大提高，课堂气氛也更加活跃。课堂上把时间还给学生，让每个学生都动起来。

Period 2

教学范围: Section A 2a 2b 2c Grammar Focus .

教学内容: New words: express, special, drink, medium , size , juice, iced tea , lemonade , hot dogs, I' d , he' d , they' d .

Sentences : What kind of pizza would you like ?

I' d like a pepperoni pizza, please.

What size pizza would he like?

He' d like a small / medium / large pizza.

What would they like on their pizza?

They' d like mushrooms, tomatoes, and cheese.

教学目标: 1. Remember all the key words.

2. Grasp the structure.

What kind of pizza would you like ?

I' d like .....

What size pizza would he like ?

He' d like .....

What kind would they like ?

They' d like.....

教学重难点: 1、What 引导的特殊疑问句

2、情态动词 would 的用法

## 3. 区分可数和不可数名词

## 教学步骤

Step 1: Greetings

Step 2: 复习单词: cheese, mushrooms, green peppers, pepperoni, onions, olives, tomatoes

Ask some students to read them and say their Chinese meanings. (注意提醒学生注意区分可数名词和不可数名词)。

Step 3: 利用图片或实物学习单词。

express, special, drink, medium, size, he'd, they'd, juice, iced tea, lemonade, hot dogs.

Step 4: 听录音, 练习听力, 巩固单词。

2a. Listen and check (✓) the names of the foods you hear below.

- |                    |                   |
|--------------------|-------------------|
| 1. ✓ cheese        | 2. ✓ mushrooms    |
| 3. ✓ green peppers | 4. ____ pepperoni |
| 5. ✓ onions        | 6. ____ olives    |
| 7. ✓ tomatoes      |                   |

2b. Listen again and fill in the blanks below. Ask students to listen and write the missing word in each blank. And then check the answers by having students write the sentences on the board.

Keys: 1. I'd like a large pizza

2. I'd like mushrooms, green peppers, onions, and cheese, please

3. I'd like a medium.

4. I'd like onions and tomatoes, please.

让学生填好后, 读熟并同位之间互相练习。

Step 5. Pairwork.

Ask student to talk with you like this.

“What kind of pizza would you like?”

I'd like a pepperoni pizza, please.

What size pizza would you like?

I'd like a small / medium / large pizza.

What would you like on your pizza?

I'd like mushrooms, tomatoes and cheese.

According to the model, ask the students to practice in pairs.

Ask some students to present their dialogues to the class.

(Ask a boy) What size pizza would you like?

I'd like a small / medium / large pizza.

(Ask another student) What size pizza would he like?

He'd like a small / medium / large pizza.

Ask a girl the same question, and then ask another student:

What size pizza would she like?

She'd like a small / medium / large pizza.

(Ask some student.) What would you like on your pizza?

(Ask another student) What would they like on their pizza?

They' d like mushrooms, tomatoes and cheese .

Ask the students to practice in groups.

让学生在重复，模仿中学会对话。

Step 6: Let' s sum what we have learned this class .

Step 7 Homework 鼓励学生回家问日夜操劳的父母想吃什么？记述他们想预定的比萨饼，将它写在练习本上，下节课交流。

教后一得：

课堂上把时间还给学生，让每个学生都动起来。学生通过讨论交流和合作方式展示他们丰富的想象力和创造力。让每个孩子都说话，每个任务都有话说。

Period 3

教学内容: Section A 3a 3b 4

教学目标: 1、熟悉句型:What size pizza would you like?

What would you like on it?

2、熟练应用句型进行交际

语言目标: 1、What size pizza would you like?

2、What would you like on it?

3、What' s your phone number?

4、What' s your address?

学习策略: 分角色表演，联想

Teaching steps:

Step 1:Greetings.

Step 2:Practice dialogues like this:

Do you like pizza? Yes, I do.

What kind of pizza would you like?

I' d like a pepperoni pizza.

What would you like on it?

I' d like mushrooms, tomatoes and cheese.

Practice in groups. 然后再转到第三人称

Ask another student: What kind of pizza your father/mother would like?

He' d/she' d like...

Step 3: Match the questions and answers below and then practice the conversation.

Ask one student to read all the questions to the class. Ask another student to read all the answers.

Ask students to complete the exercise on their own..

Check the answers.

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

4)分角色朗读对话

Step 4:通过活动，复习、巩固对话。

活动一， One student is the pizza maker and asks the questions. The other is the customer and gives the response in the book.

活动二， 3b. Pairwork

Make your own conversations according to 3a.

Step5: Work in small groups. Ask and answer questions.

eg. What kind of pizza would you like?

I' d like a mushroom , tomato, and cheese pizza.

(让每个学生都参与到这个活动中来，人人都有表现的机会，并且做好记录，然后对照课本，将名字填到卡片上。)

Step6 : Look back

Let' s sum what we' ve learned this class. Then ask what they haven' t understood.

Step7: Homework

以小组为单位，记录每个人想吃的比萨饼将它写在练习本上，以备下节课相互交流。

教后一得：

学生已经从死背语法知识，机械模仿句型为主的学习方式过渡到“做中学”的活学活用阶段。学生的学习积极性大大提高，课堂气氛也更加活跃。课堂上把时间还给学生，让每个学生都动起来。

Period 4

教学内容： Section B 1a. 1b. 2a. 2b. 2c

教学重点： 1、 The words about food and drinks.

2、 句型： I want one medium pizza.

I like pizza, salad, juice, and iced tea.

I don' t like hamburgers, soda or lemonade .

教学目标： 让学生学会定餐或叫外卖。

Teaching steps:

1. Greetings:

2. 出示课本图片，复习单词。

(1a match the words with the pictures.)

keys: 1. g orange juice    2. c salad    3. e pizza    4. h iced tea    5. a hamburger    6. b soda    7. f lemonade    8. d hotdog

Read the words and ask students to repeat them.

3. 根据实际情况，表达自己的好恶，练习句型

(1b circle the things you like in the picture above, make an 'x' next to the things you don' t like Then tell your partner what you like and what you don' t like.)

eg: I like pizza, salad, juice, and iced tea .

I don' t like hamburgers, soda or lemonade.

What about you?

- 4、听力训练: 2a Listen and circle the words you hear in activity 1a.  
2b, Listen again and fill in the order form on page 82.  
听力题目在听完后, 将材料投放到屏幕上, 作为阅读材料练习。
5. 2c Pairwork. 复习句型, 练习对话  
eg: I want one medium pizza.  
What would you like on it?  
What's your address?  
What's your telephone number?
6. Look back. Let's sum what we've learned this class.
7. Homework. 试着自己定一份外卖。

教后一得:

学生通过讨论交流和合作方式展示他们丰富的想象力和创造力。教师应为学生创设宽松, 和谐, 民主的学习气氛, 设计多种合作方式或活动内容, 多思考导入的途径和技巧。让每个孩子都说话, 每个任务都有话说。

Period 5

教学范围: Section B 3a. 3b. 3c. 4

教学内容: 句型的实际应用 (阅读与书面写作)

教学目标: 能够熟练的读写。

教学重点: Write the newspaper ad.

教学难点: How to write the ad.

Teaching steps:

1. Greetings.
2. 3a read the newspaper ad. Use some of these words to fill in the blanks.  
large lemonade pizza salad have cheese  
Specials on pizza at Pizza Express!  
At pizza express! We have (1) some great specials. The Californian. pizza has olives and green peppers, and is just 2.75. The cheapie, for \$1.99, has (2) and tomatoes. (3) drinks are only 89¢. The pizza and (4) lunch special is \$ 3.50. Order a (5) today!
3. 3b Fill in the blanks below.
4. 3c Write your own ad. for pizza, drinks, and other foods you know.  
Pairwork, Read your partner's ad. Then order food and drink from your partner.  
eg: I'd like a medium pizza, please.  
What would you like on it?  
I'd like mushrooms, tomatoes and cheese.
6. Look back. Let's sum what we've learned this class.
7. Homework. 为理想中的比萨饼店写一份宣传广告。



教后一得:

新目标英语 Go for it 的教材选材非常贴近学生的生活实际。每学完一个单元学生就能用英语进行简单的交流。充分体现了学以致用教学原则。学生已经从死背语法知识,机械模仿句型为主的学习方式过渡到“做中学”的活学活用阶段。学生的学习积极性大大提高,课堂气氛也更加活跃。课堂上把时间还给学生,让每个学生都动起来。学生通过讨论交流和合作方式展示他们丰富的想象力和创造力。教师应为学生创设宽松,和谐,民主的学习气氛,设计多种合作方式或活动内容,多思考导入的途径和技巧。怎样让每个孩子都说话,每个任务都有话说。

教后一得:

学生已经从死背语法知识,机械模仿句型为主的学习方式过渡到“做中学”的活学活用阶段。学生通过讨论交流和合作方式展示他们丰富的想象力和创造力。教师应为学生创设宽松,和谐,民主的学习气氛,设计多种合作方式或活动内容,多思考导入的途径和技巧。

Period 6

教学范围: Self-check 1.2.3 just for fun

教学目标: 1、复习单词

2. 复习句型

Teaching steps:

Greetings.

出示图片,复习巩固单词

Do 1. key word check, ask the students to read them and say their Chinese meanings.

Write five new words in your Vocab-BUILDER.

Make a menu for the week and give reasons for your menu.

(填完后,利用目标语言,以小组为单位讨论)

eg: What would you like for breakfast on Monday?

I' d like bread, eggs and milk.

Just for fun.

I' d like a large pizza with mushrooms.

I' d like a small lemonade.

I' d like a vacation.

Ask students to read the cartoon to themselves, and then assign roles and ask three students to read the words. And ask, why is the pizza maker so tired? What does he want?

Do the exercises

一. 用横线标出下列句子中的错误,并在题前横线上改正。

1、 I want drink some milk for breakfast.

2、 Would you like come with me?

3、 What would you like with the pizza?

4、They' d like to a medium pizza.

5、Tomatos are my favorite food .

二. 根据句意写出单词, 首字母已给出。

1. Please give me some water to d .

2. I' d like a m pizza with green peppers.

3. “ What would you like on the pizza ?” “M , please.”

4.What s pizza would you like to eat?

5.My a is 223 Green Street .

教后一得:

学生通过讨论交流和合作方式展示他们丰富的想象力和创造力。教师应为学生创设宽松, 和谐, 民主的学习气氛, 设计多种合作方式或活动内容, 多思考导入的途径和技巧。

## Unit Four I want to be an actor.

执教人：葛艳霞 刘梅 张淑会 李松玲 杨金泉

单元教材分析：

本课包括三部分：Section A, Section B 和 Self-check.

主题：occupations

语言功能：Talk about jobs.

语言结构：What, Where questions; Present tense to want, to work;  
Affirmative and

语言目标：主要语法

What does he do?

He is a waiter.

What do you want to be?

I want to be an actor.

Where does she work?

She works at a bank.

Main vocabulary (词汇) : doctor, reporter, police, waiter, bank clerk,  
sales assistant, dangerous

品德：热爱本职工作，树立正确的职业观。

根据需要可以分为四课时来讲。

### 第一课时：

I. 教材分析：这是本单元的第一部分，生词比较多，但是涉及的都是自己所熟悉的职业，每个同学都有自己的兴趣和理想，学生比较感兴趣。

Language topic: What does she do?

She is a doctor ( reporter, waiter-----)

What do you want to be?

I want to be an actor.

Where does he work?

He works in a hospital.

Language strategies: Talk about occupations.

Main vocabulary: sales assistant, doctor, actor, reporter, police officer, waiter, bank clerk, student.

II. 语言结构: what questions and it' s answer.

III. 语言功能: ask occupation and it' s answer.

IV. 活动设计: 采访调查 What' s your ...? or what do (does)----do?

V. Teaching steps:

Step 1: Greetings.

Step 2: Words: (pictures)

Look at this picture. Do you know what this is? Yes, it' s a hospital.

This man is a doctor. That man is a police officer. What does he do? Who knows?

Very good, he is a reporter.

运用图片和对话教学单词: sales assistant, doctor, actor, reporter, police officer, waiter, bank clerk, student.

并运用这些单词进行对话: What does he (she) do? He (She) is a -----.

Step 3: 1a Match the words with the pictures. (P19)

Step 4: 1b Listen and number the people[1--3] in the picture above.

1. What does your father do?

He' s a reporter..

Really? That sounds really interesting.

2. What does your mother do, Kim?

She' s a doctor.

Really? I want to be a doctor.

3. What does your cousin do?

You mean my cousin Mike?

Yeah, Mike. What does he do?

He' s a sails assistant.

Step 5: Practice the conversations, and then make your own conversations with the sentences like the ones in 1b.

Step 6: 2a Listen again and number the pictures [1--3].

Step 7: Listen again and fill in the chart.

Name	Job	Wants to be
1. Ann' s mother	bank clerk	police officer
2. Tony' s father	waiter	actor
3. Susan' s brother	student	doctor

Step 8: Let' s sum what we have learned this class.

Words:

Sentences:

Something else:

Step 9: Homework

1. Remember the words in this class.
2. Practice the dialogue in pairs.

教后一得：教后一得：教完这节课，感慨颇多。以前经常埋怨学生厌学，没兴趣，从这节课来看，主要是教师没有认真的去备课，没有去从学生的角度去处理教材，学生当然没兴趣。这节课，以学生感兴趣的职业为话题，学生积极踊跃参加，效果很好，效果良好。

## 第二课时：

执教人：葛艳霞 刘梅 张淑会 李松玲 杨金泉

I. 教材分析：这是本单元的第二部分，生词也比较多。

Language topic: What do you do?

What do you want to be?

Language strategies: Talk about occupations.

Main vocabulary: show, star, nurse, money, dangerous, thief, station,

TV stations, police station, late, out, go out

II. 语言结构: what questions and it' s answer.

III. 语言功能:ask occupation and it' s answer.

IV. 活动设计: Guess the job

V. Teaching steps:

Step 1:Greetings.

Step 2: Words: (由对话引出)

(Ask a boy) What does your mother do?

She is a police officer

What do you want to be?

I want to be a -----.

(Ask another student) What does your father do?

He is a bank clerk.

What do you want to be?

I want to be a -----.

Step 3. Ask and answer questions about the pictures in activity 2a and the

the chart:

Name	Job	Wants to be
1. Ann' s mother	Bank clerk	Police officer
2. Tony' s father	waiter	actor
3. Susan' s brother	student	doctor

Work with their partner: What does she (he) do?

She (he) is a ----.

What does she (he) want to be?

She (he) wants to be a -----.

Step 4: 3a This activity introduces the places where people work, and gives reading practice using the target language.

ask students to read the name for each place.

write the names on the blackboard as they name each place.

write the number of each job in the square next to each workplace.

Step 5: Pairwork: practice the conversation use the jobs and the places in activity 3a.

Where does your sister work?

She works at a hospital.

What does she do?

She' s a doctor.

Step 6: Game: Guess the job

Ask a student to draw a picture of someone working. Ask another student to ask questions about the kind of job you are drawing.

Step 7: Let' s see what we' ve learned today.

Words:

Sentences:

Something else:

Questions:

Step 8: Homework.

1. Remember the words.
2. Practise the dialogue in pairs.

教后一得: 本课生词较多, 在具体的实施过程中, 教师有点急欲求成, 效果不是很好。导致课后学生的二次加工。

第三课时:

I. 教材分析:

Language topic: What do you want to be?

Why do you want to be ---?

Because it is -----.

Language strategies: describe jobs.

Main vocabulary: exciting busy, dangerous, difficult, fun, boring

II. 语言结构: Why do you want to be a ---?

Because it is -----.

III. 语言功能: 表达对不同职业的看法。

IV. Teaching steps:

Step 1: Greetings.

Step 2: Practise dialogue like this:

(1) Show a picture (picture one on page 22)

T: What does the man do?

S: He is a police officer.

T: It's an exciting job, isn't it?

S: Yes, I think so. ( I think it is dangerous.)

Ask the students to tell what they think of police officer.

(2) show the second picture of a doctor

T: What does he do?

S: He is doctor.

T :It is difficult to be a doctor.

(3) Ask the students to work in pairs about the pictures in 1a.

(4) Name some of the jobs from this unit on the blackboard, then ask students to make statement about jobs using the words in activity 1a.

Step 3: Listening practice.

So , Betty, what does your father do?

He is a police officer.

Do you want to be a police officer?

Oh, yes, Sometimes It's a little dangerous. But it's also an exciting job.

Jenny, your father is a bank clerk, right?



Yes, he is. DO you want to be a bank clerk too?

No, not, really, I want to be a reporter.

Oh, yeah, why?

It' s very busy, but it' s also fun, too. You meet so many interesting people. What about your father, Sam? What does he do?

He is a reporter at the TV studio. It' s an exciting job, but it' s also very difficult. He always has a lot of new things to learn. I want to be a reporter, too.

Step 4: 2a Listen and fill in the chart. (P34)

	wants to be	why
Betty		
Jenny		
Sam		

Step 5: Group work: What do you want to be? Tell your classmates about your ideal job and the reasons you want the job.

Step 6: (3a) reading practice: Read the newspaper want ads. Fill in the blanks with the correct answers.

Step 7: (3b) Write words for the pictures in the newspaper want ad.

Wanted: Do you want a \_\_\_\_\_but exciting job? Do you want to work with actors, \_\_\_\_\_ and other interesting people? We need a \_\_\_\_\_. Call the Evening \_\_\_\_\_ at 555-3256.

Step 8: Class practice Write your own newspaper want ad.

Wanted: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Step 9: Homework.

1. Ask the students to remember the new words.
2. Practice the dialogue in pairs.

### 3. Exercises.

教后一得：本单元主要学习如何表达喜欢的职业，对于这一话题，学生非常感兴趣，通过教给学生一些职业名称，让学生体会到学习英语的乐趣。

#### 第四课时

##### Self-check (Revision)

I. 教材分析:这是本单元的最后一部分: Self-check, 即本单元的复习部分。这一部分的课本是由以下几部分组成的。

- 1.Key word check. Check the words you know.
- 2.Add five new words to your Vocab-builder.
- 3.Complete the ad.
- 4.Writing practice.

II. 这一部分可分为如下几个步骤进行:

Step 1:Review words like this:

First, let the students check the words by themselves and circle any words that they don' t know.

Ask the students to remember them and check up.

Step: II. Practice the language topic (P20) Grammar Focus.

What does he do?

He' s a waiter.

What do you want to be?

I want to be an actor.

Where does he work?

She works at a bank.

Stop III. 3 Complete the ad.

Happy Children School

We are an international school for children of 5-12. We want a cook, a library assistant and a sports coach. You need :

Step IV. Write practice. Imagine you want one of the jobs at HCS. Write and explain why you are good person for the job.

Step V. Exercises:

一 根据句意填入所缺的单词，每空一词。

My uncle works in restaurant . He is a w\_\_\_\_\_.

The boy' s father is a doctor. He works in a h\_\_\_\_\_.

Miss Baker likes to sing and dance. She wants to be an a\_\_\_\_\_.

Do you go to school e\_\_\_\_\_ day?

----Is the book i\_\_\_\_\_ ?

----Yes, I like it very much.

二. 选择填空。

1. My mother works \_\_\_\_\_ every night because she has a lot of work to do.

late B. later C. latest D. latter

What does your sister do ?

She' s \_\_\_\_\_.She works for CCTV.

A. a shop assistant B. an English teacher  
C. a reporter D. a doctor

He bring us \_\_\_\_\_.

a piece of good news B .a good news  
C. a news D. a good piece of news

To be a policeman is a little\_\_\_\_\_ but quite \_\_\_\_\_.

A. interesting ,boring B. hard , dangerous  
C. dangerous ,exciting D. safe ,excited

Thieves are afraid \_\_\_\_\_ policeman .

- A. to            B. of            C. in            D. at

三. 完成句子:

1. 他的笔友来自韩国, 他会讲英语。

His pen pal is from Korea . He can speak English.

2. 她和她的父母一起住在美国。

She lives in the United States with her parents.

3. 艾米 18 岁, 来自澳大利亚。

Amy is eighteen years old and she comes from Australia .

4. 我的笔友是日本的, 但是我不讲日语。

My pen pal is from Japan . But I can't speak Japanese .

5. 你的笔友是哪国人? 墨西哥人。他住在哪里? 在墨西哥城。

Who is your pen pal ? He is from Mexico .

Where does he live ? He lives in Mexico city.

Step VI. : Sum what we have learned in Unit 4

Homework: 随堂练 Unit 4.

## Unit 5 How was your weekend?

本课教材分析:

**Title:** How was your weekend?

**Topic:** weekend activities

**Functions:** talk about recent past events

**Structures:** simple past of regular and irregular verbs, What questions, How was your weekend?

**Target Language (语言目标):** What did you do over the weekend? On Saturday evening ii went to the movies. On Saturday morning I cleaned my room. How was your weekend? It was great.

**Vocabulary:** played, went, did, was, cleaned, watched, visited, studied beach, geography

**Recycling**

Guitar, homework, library weekend, Saturday, morning, room, great, good soccer, tennis, movie, math test

**Learning strategies**

Inducing Cooperating

**重点词汇:** the past form of the verbs, beach, geography, project, test, have a party, do some reading, false, spend, change, go shopping.

**语言结构 (Structures):**

How was your weekend? It was great!

What did you do over the weekend? I played soccer.

What did he do over the weekend? He went to the movies.

### 跨学科学习

表演, 绘画, 猜谜

本单元可分为 4 课时 (four periods)

Period One Section A 1a 1b 1c 2a 2b 2c Grammar focus

Period Two 3a 3b 4 game

Period Three Section B 1a 1b 2a 2b 2c 3a 3b 3c 4

Period Four self check

### Period 1

教学范围: Section A 1a, 1b, 1c, 2a, 2b, 2c Grammar focus

教学内容: New words: was, did, went, beach, over, project, test, What about...? Have a party, do some reading

动词的过去式, What did you do over the weekend? I did my homework.

教学目标: Learn all the new words by heart, the past form of the verbs, the sentence talking about recent past events.

教学重点: 动词过去式的构成

教学难点: 规则动词的过去式

教学方法: 听说读写, 总结。

教学步骤:

**Step 1:** Greeting and sing an English song.

**Step 2:** Some new words: was, did, went, beach, over, project, test, What about...? Have a party, do some reading

对于 was, did, went 这三个过去式, 要和其他动词的过去式一并讲解。动词的过去式可分为三类: be 动词的过去式, 规则动词的过去式, 不规则动词的过去式。这节课可着重讲解规则动词和 be 动词的过去式。不规则动词的过去式可放在后面讲。

规则动词的过去式有以下四种构成方式:

一、一般情况下在动词词尾加 ed, 如: played, called, needed, wanted

二、词尾是 e 的动词加 d。如:

三、以一个辅音字母结尾的重读闭音节单词, 应双写这个辅音字母加 ed。如:

四、以辅音字母 y 加结尾的动词, 先将 y 变成 i, 再加 ed。

动词 be 的过去式是: am/is-- was ; are--were. 主语是 I, he, she, it 以及相当于第三人称单数的动词, 谓语动词用 was; 如果主语是 you, they, we 以及复数名词, 谓语动词一律用 were 。

在讲构成方式的同时讲解动词过去式的发音。

**Step 3.** look at 1a. Match the words with the pictures. Let the students remember the verb phrases.

**Step 4.** Let' s come to 1b. Listen and write the day and “morning”, “afternoon” or “night” below each picture.

**Step 5.** 1c Role play. Practice the dialogue: “ What did you do over the weekend? On Saturday morning, I played tennis.” Let two students ask and answer with the sentences. Pay attention to the past form of the verbs.

**Step 6.** Let' s come to 2a. Listen and underline the words you hear.

Keys: grandmother, homework, math, beach, tennis

Read the sentences after the recorder several times. Then ask :

“ What did you do?” Answer with the sentences.

**Step7** 2b Listen again

Keys: 1. E 2. E 3. B 4. C 5. C

**Step 8.** 2c Pairwork Practice the conversation below. Use the information in the box.

Read the conversation after the recorder and then let them make a new dialogue like this.

**Step 9.** 活动调查: 用对话的形式询问同学是怎样度过周末的, 比赛一下, 谁的周末过的更精彩, 更有意义。

**Step 10.** Form Exercises

一、写出下列动词的过去式

do \_\_\_\_ play \_\_\_\_ clean \_\_\_\_

study \_\_\_\_ go \_\_\_\_ stay \_\_\_\_

watch \_\_\_\_ have \_\_\_\_ read \_\_\_\_

二、用动词 be 的适当形式填空

1. \_\_\_\_ you at home last week?
2. \_\_\_\_ they away yesterday?
3. \_\_\_\_ Bill ill the day before yesterday?
4. Who \_\_\_\_ on duty last Friday, Lucy or Lily?
5. Everyone \_\_\_\_ here yesterday morning.
6. I \_\_\_\_ late for school yesterday.

**Step 11. Homework 调查:** 让学生做一个调查, 统计他们的父母是怎样度过周末的, 然后把它记录下来, 组成小短文。思考: 两代的周末为什么不一样, 我们该如何对待今天的好生活。

### Design of the blackboard

教后一得: 让学生仔细地反思自己父母的业余生活是怎样度过的, 从而体会到父母的坚信和生活的不容易。

How was your weekend?

#### 1. 动词的过去式

am(is)---was, are ---- were

规则动词的过去式

#### 2. What did you do over the weekend?

I played the computer games.

### Period 2

教学范围: 3a, 3b, 4 Game

教学内容: 不规则动词的过去式构成方法及读音

How was your weekend? It was great.



- 教学目标: 1. some past form of the irregular verbs
2. What did you do over the weekend? I played soccer.
  3. How was your weekend? It was great.

教学重点: How was your weekend? It was great.

教学难点: 不规则动词的过去式

教学方法: 听说读写

教学步骤:

**Step 1:** Greeting and sing an English song.

**Step 2.** 检查作业: 让学生把他们调查的结果读给大家听, 通过学生调查的结果, 向全班学生进行一次思想教育。

Check the new words we learned last class.

Write some past form of the regular verbs

Practice the sentence with: What did you do over the weekend?

**Step 3.** Show some irregular verbs. Tell the students the past form of the verbs. They are must be remembered by heart.

**Step 4.** 3a. Complete the conversations. Write numbers (1-3) in the blanks.

Keys: 3 2 1

Let the students read the conversations in pairs.

**Step 5.** 3b. Make a new dialogue according to the conversations. 提供材料: 可以想象一下, 那些贫困地区的孩子们, 他们的周末是怎样的。我们应该怎样去帮助他们。

**Step 6.** Game What did you do?

画一画, 把你在周末进行的活动用你手中的笔画出来, 然后让其他同学猜, 你在周末干什么了。这个活动学生很积极, 也很踊跃。充分把他们的积极性调动了起来, 这样还能把学过的动词短语用起来, 起到复习巩固的作用。

**Step 7.** Form exercises

写一封信, 告诉你远方的朋友, 你和你的家人是怎样度过周末的。如果写不完的话, 也可以作为课后作业。

**Design of the blackboard:**

## 一、不规则动词的过去式

did---- do          is/am---- was          are ---were  
go---- went          eat ---ate          break ----broke  
make---- made      have---- had      fly---- flew  
find---- found          lost ----lost

## 二、How was your weekend? It was great.

教后一得：采用一些旧照片或者竖壁画，用以调动形式的学习兴趣。说明，教师在课堂活动设计中，设计的活动不要脱离学生的生活

**Period 3**

教学范围： SectionB 1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 4 Game

教学内容： 动词短语的过去式

What did you do over the weekend?

教学目标： 1. some verb phrases

2. What did you do over the weekend? I played soccer.

3. write about what you did last weekend.

教学重点： What did you do last weekend?

教学难点： 动词短语的过去式

教学方法： 听说读写

教学步骤：

**Step 1:** Greeting and sing an English song.

**Step 2.** Go over some past form of the verb phrases, then lead to the new lesson.

**Step 3.** show the new word: geography, spend, week, most, mixture, go shopping, their, had, little, cook, read, saw, talk show, change  
要求学生读单词，并掌握其拼写、含义，复习其他科目单词。

**Step 4.** Do the exercises:

Section B 1a. (P 28) Match the words with the pictures.

Keys: 1. b 2. d 3. a 4. c

让学生填写后，读熟并同位之间用这些短语互相练习使用过去式。

1b (P28) Are these activities fun or not fun? Draw a happy face or an unhappy face under each picture.

让两个学生对话，练习句型。

Do another listening exercise

2a (P28) Listen. What did Sally and Jim do over the weekend? Complete the chart.

仔细听录音，填完之后，让同位之间练习句型：What did Sally do over the weekend? She cleaned the room.

2b Pairwork Have a conversation. talk about what Sally and Jim did over the weekend.

练习一、问对方，Jim 在上周干什么？

练习二、问对方在上周干什么？

通过反复练习，让学生熟悉掌握句型。

**Step 5.** Pairwork have a conversation. Ask what your partner did over the weekend.

先让学生口语练习，组织对话，然后将对话写在练习本上。

活动：学生先写出想采访同学的名字，并猜测他们的周末是怎样度过的，然后去采访那位同学，看自己的猜测是否准确。

Names	Activities you guess	Activities they do
Jack	Went to the movies	Watched TV at home

调查之后，口述一下被调查的人周末进行的活动。练习描述他人周末进行的动作。

**Step 6.** 3a. Read the article. Circle the activities you like. Underline the activities you don't like.

先放录音，让学生跟读。读熟之后，让学生找出他们喜欢的和不喜欢的活动。指出几组动词短语，让学生记住并会运用。

**Step 7.** 3b look at the pictures and fill in the blanks.

Keys: 1. cleaned my room 2. did my homework 3. visited my aunt 4. went to the library 5. played football. 6. watched TV.

**Step 8.** 3c write about what you did last weekend.

可以仿照 3a 短文，写一下自己上周的活动。注意，所用的动词短语要用过去式。尤其注意不规则动词的写法。

**Step 9.** Game Who am I?

让学生写关于自己在周末干的什么事情。然后让其他同学猜，他是谁，他是干什么的？

板书：

played the guitar

studied geography

did my homework

went to the library

What did you do last week?

**Step10.** look back

Let the students sum up what we have learned this class. Then ask what they haven' t understood.

Homework 以小组为单位，讲述自己印象最深刻的一个周末。然后将它写在练习本上，下节课互相交流。

教后一得：进一步设计活动来完成本单元的教学任务，但切忌避免机械地重复，活动应本着由简到繁的活动设计原则

#### Period 4. Self-check (Revision)

教材分析：这是第五单元的第三部分：Self-check, 即本单元的复习部分。这一部分的课本是由以下几部分组成的。

1. Key word check. Check the words you know.

2. Add five new words to your Vocab-builder.
3. Read the story about Old Henry. Imagine you work for the Heartwarming Project. Write a report about how you helped Old Henry last weekend.
4. Just for fun!

Language topic: talk about the recent past events

Main vocabulary: everyone, sit, sat, no, anything

II. 语言结构: 一般过去式的陈述句

语言功能: 如何表述自己在过去的某一时间干的事情。

跨学科学习: 热心帮助别人, 尤其是老人。

III. Teaching steps:

**Step 1:** Greetings and song: Fishes, fishes, where are you?

**Step 2:** check key words. Ask the students to check all the words they know.

You may wish to have students circle any words that they don't know.

老师可以把这些动词归类: 规则动词和不规则动词的过去式。

记忆之后, 组织学生用这些动词举例。特别是一些不规则动词的用法。

**Step 3:** Write five new words in your vocab-Builders.

This activity helps build vocabulary by providing a specific time and place for students to record new words. Ask students to enter five new words in their Vocab-builder on page 108. After students have recorded their new words, ask them to share their lists with other students. This can be done with the whole class or informally, in pairs or small groups. 发动学生扩充词汇量, 大胆阅读英文资料, 提高自己的阅读能力。

**Step 4:** Read the story about Old Henry. Imagine you work for the Heartwarming Project. Write a report about how you helped Old Henry last weekend.

Have a student read it out loud. Check that students understand the situation. Ask them, does Old Henry enjoy his weekends? Why not? What

happened to him? Do you think he needs friends?

Explain what the “Heartwarming Project” is. Tell them that they have to imagine that they went and helped Old Henry last weekend.

通过这个活动，教育学生能热心帮助别人，尤其是照顾好老人。培养学生的优良品德。

**Step 5:** Just for fun.

Ask students to read the cartoon to themselves. Ask the students what is funny about this cartoon?

**Step 6.** Do some exercises.

根据所给汉语完成句子，每空一词。

- 1 Yesterday I \_\_\_\_\_ (看望了王叔叔)。
- 2 Do you want to \_\_\_\_\_ (呆在家里)?
- 3 What did she do \_\_\_\_\_ (周末期间)?
- 4 The book is \_\_\_\_\_ (有点难)。
- 5 I like reading books \_\_\_\_\_ (关于历史)。
- 6 Do you like \_\_\_\_\_ (访谈节目)?
- 7 We went to the beach \_\_\_\_\_ (没有做任何事)。
- 8 He sat there and \_\_\_\_\_
- 9 Do you \_\_\_\_\_ in the morning? (起床早)
- 10 I didn't \_\_\_\_\_ that book. (想起)

阅读短文，用所给动词的正确时态填空。

Zhao Ming is a student. He \_\_\_\_\_ (study) at No. 1 Middle School.

Every day he \_\_\_\_\_ (get) up at six. Then he \_\_\_\_\_ (do) sports. He \_\_\_\_\_ (have) breakfast at six thirty. After that he \_\_\_\_\_ (go) to school.

But this morning he \_\_\_\_\_ (not get) up at six. He got up at seven. He \_\_\_\_\_ (have) breakfast quickly. He \_\_\_\_\_ (go) to school late. His teacher \_\_\_\_\_ (be) unhappy. He \_\_\_\_\_ (say) “sorry” to his teacher.

Step 7. Let's look at what we have learned in this unit. And we should learn the phrases by heart. We can say what we did in the past time.

Step 8. homework.

## Unit 6 Where are the jazz CDs?

教材分析:

Topic: Music

Functions : Ask for and give directions inside a building

Structures: Where What questions

Imperatives: turn left go upstairs turn right

Prepositions : next to between...and... behind in front of

Target language: Where are the rock CDs?

Go upstairs and turn left.

They' re behind the jazz CDs.

What' s your favorite kind of music?

My favorite kind of music is ...

Main Vocabulary: Names of musical styles: jazz、dance etc.

Description words: awful、terrible etc.

课时划分: period 1: Section A 1a 1b 1c

period 2: Section A 2a 2b 2c Grammar Focus

3 4

period 3: Section B 1a 1b 2a 2b 2c

period 4: Section B 3a 3b 3c 4

period 5: Self-check

Period 1

教学目标: 1、认知生词: classical dance pop country jazz upstairs (downstairs) video section group singer

2、运用 go straight go upstairs(downstairs) turn right/left 等指示方位

3、掌握句型:Where' s the classical music?

It' s ...

Where ' re the jazz CDs?

They' re ...

Teaching steps:

Step I: Lead in

Do you like music? What kind of music do you like? Now, let's look at the picture, and name the musical types. (show the new words)

Step II: Read the new words and ask them to repeat.

Step III: Learn the dialogues.

Learn: go upstairs (downstairs) turn right/left (ask someone to act out).

Review: go straight

Where's...

Ask students to read.

Step IV: Draw a map on the blackboard according to the text and ask them to work in pairs (ask and answer)

Step V: Listen to 1b

Step VI: Now please have conversations like the ones in the picture. Ask and answer questions about where to find all five kinds of music.

Step VII: Homework

memorize the new words.

review the kinds of the movies.

practice the dialogue in pairs.

教后一得:

教材非常贴近学生的生活实际, 学生就能用英语进行简单的交流。充分体现了学以致用教学原则。

Period 2

教学目标: 1. 练习用介词短语介绍方位: between... and...  
behind...

in front of...

next to

2. 巩固运用句型: Where's the dance music?

Where are the CDs?

What's Bob's favorite kind of music?

Who's Carla's favorite group?

Teaching Steps:

Step I. Lead in

The teacher takes out a pen, a pencil and an eraser.

Ask: where's the pen?

It's behind the pencil.

Where's the pencil?

It's between the pen and the eraser.

Where's the eraser?

It's next to the pen.



Where' s the pencil?

It' s in front of the pen.

Step II. Ask four students to come to the front, and ask students to describe their location using the words next to , behind, between...and, in front of.

Step III. 2a Match the sentences with the pictures.

Step IV. Now you' re going to hear some conversations. People are asking the clerk for different kinds of CDs. Listen to the conversations and write on the map where each music section is in the store.

Play the recording the first time. Students only listen.

Play the recording again.

Check the answers.

Step V. Make conversations with the map above. ( show the map)

Example: Where' s the pop music? Go upstairs and turn right.

It' s next to the dance music.

(1). The students work in pairs.

(2). Ask someone to act out.

Step VI. (1) Answer these questions.

What' s your favorite kind of music?

Who' s your favorite group?

(2)Pair work

Ask and answer the questions to fill in the chart.

Student A, look at Page 33

Student B, look at Page 84.

VII. Work in groups.

Read the conversation with a student.

The students ask their classmates about their favorite groups or singers. (set a time limit of ten minutes.)

Ask students to describe the musical tastes of the other students in their group.

Homework: make sentences with next to , between... and ... ,in front of, behind, across from.

教后一得:

学生已经从死背语法知识,机械模仿句型为主的学习方式过渡到“做中学”的活学活用阶段。学生的学习积极性大大提高,课堂气氛也更加活跃。课堂上把时间还给学生,让每个学生都动起来。

Period 3

教材目标: 1、认知生词: amazing awful bad terrible  
2、运用 What' s your favorite kind of music?  
Who' s your favorite singer? 等句式进行口语交际.

Teaching Steps:

Step I: Lead in

What' s your favorite kind of movies? ( action thriller comedy documentary)

Why ? (interesting, funny, scary, exciting)

We have learned so many description words, this class, we' ll learn some words that say how good or bad something is

Step II. show the new words:

read them and ask the students to repeat.

Fill in the blanks with amazing, awful or terrible. The Beatles were an\_\_\_\_\_ musical group, I like it very much.

I think country music is very\_\_\_\_\_. I never listen to it.

Step III. Do 1a.

Step IV. Pair work

A list of singers: Janet Jackson , Celine Dion , Garth Brooks, Kenny G.  
Make a dialogue with the words you learned just now.

Do you like...?

No ,I don' t, They' re ...

Do you like...?

Yes, I do. She' s ...

ask someone to act out.

Step V. 2a

Listen and write their favorite kinds of music.

Play the recording the first time students only listen.

Play the recording a second time.

Students write the names of each type of music.

Check the answers.

VI. 2b

Listen and write their favorite groups or singers and what they say about them.

play twice times.

Play a third time so students can complete any answers they missed or check their own work.

Step VII. Role play

You' re Mike and Judy from activity 2b.

Talk about music.

(提问对方) what' s your favorite kind of music ,Judy?

My favorite kind of music is...

Who' s your favorite singer?

My favorite singer is \_\_\_\_\_. She' s \_\_\_\_\_.

(2) (提问他人) What' s Tara' s favorite kind of music?

Her favorite kind of music is...

Who's her favorite singer?

Her favorite singer is \_\_\_\_\_. He's \_\_\_\_\_.

Step VIII. Homework.

Make a survey of your classmates' favorite singers or musical groups.

教后一得:

学生通过讨论交流和合作方式展示他们丰富的想象力和创造力。教师应为学生创设宽松, 和谐, 民主的学习气氛, 设计多种合作方式或活动内容, 多思考导入的途径和技巧。怎样让每个孩子都说话, 每个任务都有话说。

Period 4

教学目标: 1、能根据方位指示画出地图, 或根据地图进行方位指示。

2、设计出自己理想的商店方位图, 并进行描述。

Teaching Steps:

Step I: 3a (1) Read the directions.

(2) Draw a map of the store on their exercise--books.

(3) Ask someone to draw it on the blackboard.

(4) Ask some questions.

Where's the pop music?

Where's the dance music?

Step II 3b. (1) Look at the Big Sand music store map.

Work in pairs to ask and answer questions.

Where's the country music? etc.

(2) Fill in the blanks.

Step III. 3c Look at the map in the picture and write directions to the jazz section and the other sections in the music store.

Step IV. 4

Divide the class into small groups. Ask them to design their own floor plan of a department store as in activity 3b.

Ask the groups to write store directories to each other. One student reads and the other student draws the floor plan of the store.

教后一得:

学生已经从死背语法知识, 机械模仿句型为主的学习方式过渡到“做中学”的活学活用阶段。学生的学习积极性大大提高, 课堂气氛也更加活跃。课堂上把时间还给学生, 让每个学生都动起来。

Period 5

教学目标: 1. Review all words in unit 6.  
 2. Understand the article of exercise2.  
 3. Ask for or give directions inside a given building freely.

Teaching steps:

Step I. Key word check.

Give the students 5 minutes to prepare, then have a dictation.

Step II. Exercise 3.

New words: culture palace western eastern hall painting by  
 back gate

Phrases: welcome to... on the left/right and so on

Teach themselves.

(1). Work in groups to catch the meaning of the article.

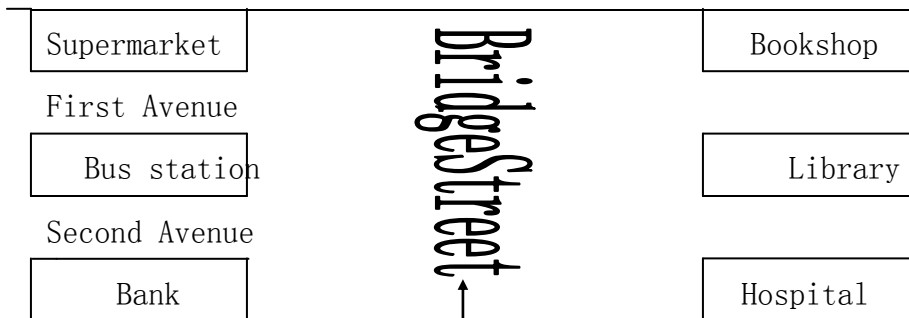
(2). Match the pictures with the map.

Step III. Fill in the blanks with the map.

Go along Bridge Street, then turn right. You can see \_\_\_\_\_ on your right.

Go along Bridge Street, take the second turning on the left, then walk  
 along First Avenue you' ll see\_\_\_\_\_ on your left.

Start from the supermarket, walk along First Avenue turn right, walk along  
 Bridge Street, then turn right again, you' ll see \_\_\_\_\_ on your left.



Step IV. Just for Fun.

Ask the students to act out. (Pay attention to the tone.)

教后一得:

学生通过讨论交流和合作方式展示他们丰富的想象力和创造力。教师应为学生创设宽松, 和谐, 民主的学习气氛, 设计多种合作方式或活动内容, 多思考导入的途径和技巧。怎样让每个孩子都说话, 每个任务都有话说。

## Unit 7 What does he look like?

taught by Zhang Shuhui Yang Jinquan Ge Yanxia

Li Songling Liu Mei

### I. Language goal:

Key words: short, curly, long, tall, straight hair, a medium build, thin, heavy, bald;

brown, blonde;

glasses, hair, beard, mustache.

### New language:

What do you look like? I' m short. And I have curly hair.

What do they look like? They' re medium height. And they have short hair.

What does he look like? He' s heavy and he wears glasses.

What does she look like? She' s thin and she has long hair.

II. Importance: Describing people. Such as tall or short... and who has long hair and short hair...

Difficulties: use the sentences correctly to describe the physical appearance.

### III. Teaching Steps:

#### *Section A*

#### Step 1 Greetings

Step 2 Ask some students to name some ways of describing people. Start students off with examples such as tall and short. Point out various students in the class and ask students to say if they are tall or short.

Step 3 Some new words about this part

(1a) This activity introduces the key vocabulary. Ask students to read the list of words. Point to the letters next to the people in the picture. Point out the sample answer. At last, check the answers.

(1b) This activity provides guided listening and writing practice the target language.

Play the recording the first time, then , play it again, this time, students fill in the blanks in the speech bubbles.

Correct the answers.

Language points: 1.He' s the tall boy with the curly hair.

(1c)This activity provides guided oral practice using the target language. Ask the students to ask and answer the questions. Then have students work in pairs. As they talk, move around the room monitoring their work.

Language points:

2.What does your friend look like?你的朋友长得什么样?

look like “看起来像, 看起来是……的样子” like 作介词, 意为“像…….”

eg. What' s he like?

Jack is very like his father.

look like 看起来像 The girl look like her mother.

look 看起来 后加形容词作表语 His sister looks happy.

look the same 看起来很像 The twins look the same.

(2a)This activity provides guided listening practice using the target language.

Point to the list of nice phrases and ask a students to read them to the class. Play the recording twice. And complete the answers. Then correct the answers.

(2b)Ask the students to listen to the descriptions and write the words in the correct column after each person' s name.

(3)Writing practice: Have students do the activity individually. Offer help as necessary.

(Grammar focus) Review the grammar box. Ask students to read the questions and answers. Point out: ①does, goes-----you, they do, go-----he, she.

②I' m, they' re, he' s and she' s -----height

(3a)This activity provides reading practice using the target language. Have a student read the first description. Check the answers.

Language points:

3.She has a medium build, and she has long hair. 她体格中等, 留着长发。

①medium ,adj. 中间的, 中等的, 普通的 a man of medium height medium size

②build 多用作动词, 但在句中是名词, 意为体格。

His uncle is a man of strong build.

They are building a new school.

③hair 常用作集合名词，“头发，毛发”

Mr Green has blond hair.

His mother's hair is turning gray.

如果侧重指（一根一根的）头发，有其复数形式 hairs.

My father has quite a few gray hairs.

4. She's good-looking but she's a little bit quiet. 她很漂亮，但是有点不大爱说话。

①a little bit 常用于口语中，“稍微，有些，少许”相当于副词。接近于 a little.

It's a little bit cold today.

I feel a little tired now.

This shirt is a little too large for me.

②quiet 是形容词，“寡言的，稳重的，温顺的”

His daughter is a quiet child.

③good-looking, beautiful, pretty 与 handsome

good-looking 常用于指容貌美，beautiful 表示接近和谐理想的美；pretty 并非表示完美无缺的意思，而是着重表示“可爱，令人怜爱”；handsome 指容貌端正英俊的，形容女性时，作“健美的”。他们常用于一些特定的人或事物。

项目—词汇	beautiful	pretty	good-looking	handsome
women(女性)	√	√	√	√
man (男性)	×	×	√	√
child(小孩)	√	√	√	×
bird (鸟)	√	√	×	×
flower(花)	√	√	×	×
village(村庄)	√	√	×	×
picture(画)	√	√	×	×
dress(服装)	√	√	×	×
voice(声音)	√	×	×	×

5. Xu Qian loves to tell jokes . 徐倩喜欢说笑话。

①love 在本句中为“喜欢，热爱”常可用于“love+doing/ to do”的结构中。

His brother loves jazz.

Miss Read loves her cat more than anything else.

They all love to dance .

love 作动词还常表示为“爱，疼爱，爱惜”

They both love each other.

②tell jokes 意思为“说笑话”，类似的短语还有 tell a story, tell a lie, tell the truth.

6. She never stops talking. 他从来都是喋喋不休的说。

①never 是副词，意思为“决不，永不，从未，一点也不”

never 通常置于一般动词之前，be 动词、助动词之后。

I never get up early Sunday morning.

She is never late for school.

有时置于句中特定词（短语）之前，以强调该词的否定意味。

They spoke never a word to each other.

never 可依置于命令动词之前。

Never eat too much.

②stop doing / stop to do

stop 后接动名词，表示停下动名词所指的动作； stop 后接不定式，表示停下其他事情，去做不定时所指的动作。

He stopped drinking water. 他停下（不再）喝水。

He stopped to drink water. 他停下（停下手）来喝水。

7. He likes reading and playing chess. 他喜欢读书下棋。

①read 多指看文字性的东西，“看”实际上就是“读”，作及物动词和不及物动词都可以。

Children usually like reading picture-books.

Don't read in the sun.

②look 为不及物动词，后面接宾语时，需用介词 at, 表示看的过程，强调有意识的动作，多用来唤起别人的注意。

Look! Who's the man under the tree?

③see 能用作及物动词后接宾语，也可用作不及物动词，着重于看的结果，“看到，看见”

但不一定是有意识的。由于 see 强调的是结果，所以一般不用于进行时态中。

Can you see the kite in the tree?

固定搭配: see a doctor see a film

④watch 为及物动词，用来指非常仔细的、有目的或特意的动作，表示“注视、观看、监视”。

My parents often watch me do my homework..

The teacher often watch them playing games.

注意：看电视，看比赛 习惯上多用 watch 表示，即：watch TV, watch a game.

⑤play chess 意思为下棋，play 常可作“比赛，竞赛”等，但要注意，play 与比赛、游戏用在一起时，比赛游戏前不加冠词。

Let's play football after school.

Look! They are playing cards under the tree.

(3b)Practice the target language.

Have two students read out the example dialogue in the speech bubbles. And then have several pairs present their dialogues to the class.

(4)Ask some students to describe a person while their classmates guess who it is.

Step 4 Do some exercises to practice.

Step 5 Blackboard design

Step 6. Homework.

① Read all the words and remember the key words and can use freely.

②Say some sentences about one person's appearance.



## Section B

Step 1 Greetings

Step 2 Some new words about this part

Step 3

(1a) Introduces the key vocabulary.

Write the letter next to the picture in front of the words. Point out the sample answer.

(1b) Oral and practice. Ask some students to read the sentences they completed. Have other students say whether the sentences are right or wrong.

(2a. 2b) Listening and writing.

Play the recording the first time, then, play it again, this time, students fill in the blanks in the chart.

(2c) Oral practice.

Ask students to work in small groups.

(3a) Reading and writing.

Read the magazine to the class. Point out the blanks in the chart.

(3b) Writing practice.

Ask the students to finish the activity on their own. Then, correct the answers.

(3c) Ask students to name their favorite actors or musicians. Ask each student to choose an actor or musician and write a short description of the person.

Read some of the completed description to the class and have students guess who the person is.

Language points:

8. He wears glasses. 他戴着眼镜。

wear 与 put on

wear 表示穿在身上的状态；而 put on 指穿戴的动作。

All the students must wear uniforms in our school.

It's cold outside. Put on your sweater.

wear 的进行时常用以表示暂时的状态。

She is wearing a white dress today.

9. He doesn't have long, curly hair. 他没有留着卷曲的长发。

句中的 have 表示特征、性质的，意思为“具有……；有……”

She has dark hair and blue eyes.

A giraffe has a long neck.

句中的 have 还有“持有拥有”的意思

I don't have any cash with me.

10. I don't think he's so great. 我认为没有那么棒。

“think + that 从句”，如果需要表示否定含义，通常否定前移。

I don't think it will rain tomorrow.

句中的 so 是副词，“那么，如此的”。通常置于所修饰的形容词或副词之前。

He is so young that he can't go to school.

Don't so fast. We can't follow you.

Step 4 Do some exercises to practice.

Step 5 Blackboard design

Step 6. Homework.

① Read all the words and remember the key words and can use freely.

② Writing. Write a short description of a person.

### ***self check***

(1) Comprehensive review of all key vocabulary presented in this unit. Ask students to check all the words they know. Ask students to find out the meaning of any words they don't know.

(2) Ask students to write five new words in their Vocab-builder.

After students have recorded their new words, ask them to share their lists with other students.

(3) This activity checks students' ability to write descriptions of people using the target language. Have students do the activity individually.

教后一得:

通过本单元的学习, 学生对人的外貌描写有了一个大致地了解, 可以说出一些描述性的句子, 比如说: What do you look like? I'm short. And I have curly hair. / I'm medium height. / I'm thin and I have long hair. 但是, 当给学生出示一篇写人物的作文时, 很多学生有点束手无措, 还是需要进一步加强写作训练。

## Unit 8 What is John like?

教学目标:

1. 学会描述人的性格特征
2. 学会简单表达人物关系
3. 学会较全面地介绍自己或他人
4. 谈论自己所喜欢的个性并说明原因

语言目标:

That' s Peter.

What' s he like?

He' s very funny.

Who' s the tall kid?

He' s Peter' s brother.

语言结构:

What, who 引导的特殊疑问句

表示性格特征的形容词

重点词汇:

serious, unfriendly, generous, outgoing, shy, funny, friendly, smart, interesting, easygoing, moody, very, kind of, really

学习策略与思维技巧: 反思, 重复练习

多元智能: 人际交往, 逻辑表述, 哲理认知, 自省智能

period 1

Step 1. Greeting: Good morning.

Step 2. In this unit, we' ll learn to talk about what people are like.

Ask the student:

Who is that? That' s Mike.

What' s he like? He' s shy.

What' s she like? She' s unfriendly.

Read the new words: serious, funny, smart, friendly, shy, unfriendly

Ask and answer like this :

What' s he like? He' s friendly.

What' s she like? She is smart.

Step 3. listen and find Billy, Angela, and Jane. Number them in the pictures(1-3)

Pairwork: A: What' s he like? B: He' s...

A: What' s Jane like? B: She' s...

Explain some words or some phrases:

1. 该句是询问“认识某人，知道某人”，know 作动词，意为：认识，知道  
如：Do you know her name?

你知道她的名字吗？

Do you know his phone number?

你知道他的电话号码吗？

如果要表示：了解某人的事情，可用句型：Know sth. About sb. 如： I know everything about her. 她的一切我都知道。

2. 该句是询问：某人是什么样的人“，问的是某人的内在性格。回答是常用句型：主语形容词。其中形容词用来描述该人的性格特征。

如：What' s he like?

他是个什么样的人？

He' s very naughty.

他很淘气。

Step 4. 自我评价

在纸上列出本单元所有表示性格的形容词（也可超出所学的范围），在每个词后标出 1-5 级，然后给自己做性格评估。

同学评价：

在另一张纸上，以同样的方式为其他同学（至少两位）做评估。

Step 5. Do some exercises

Step 6. Summary

教后一得：

本单元的主题是描述他人的性格特征，通过学习让学生意识到自己的性格，以及如何与同学搞好关系，要想成为理想中的人物，实现自己未来的目标，应该具备什么样的性格，这是对学生的情感态度方面的培养。

Period 2.

Step 1. Greeting: Good morning

Step 2. Go over some new words. And go on studying the following words: relationship, personality, sunglasses, hobby, easygoing, outgoing, generous, moody, appearance

Step 3. Let's introduce your family members. I'm sure you all have family photos. Let's work in group and investigate the personalities of your family members or your friends.

Step 4. Let's come to 2a. Listen and circle the words you hear.

2b. Listen again. draw lines to match the words in the chart above.

2c. pairwork. Look at the chart in activity and make your own conversations.

Then come to the grammar focus:

Who's that? That's Mike. He's Peter's brother.

What's he like? He's funny.

Who's that? That's Mary. She's my classmate.

What's she like? She's serious.

Step 5. 推选组长和班长的活动

以小组为单位，学生先在小组内选出本组组长并说明原因，然后推荐班长名单，说出作为一个班长应该具备怎样的性格。

Step 6 猜猜我是谁

让学生各人写出自己的性格和外貌特征，然后由老师朗读，让其他同学猜，这位同学是谁？看谁把自己的性格和外貌描写的特别好。

Step 7. Explain some uses of the words and phrases.

1. Peter's brother 中的 Peter's 是名词所有格形式。名词所有格是用来表示：某人的...，某事的...。某物的...，表示一种所属关系，构成方法主要可分为两种。

(1) 单数名词：一般在词尾加“s” 如：the boy's book 男孩的书 the student's room 学生的房间

如果单词最后的字母是“s”，在词尾加“s” 或 “' ”。

如：Engels' s/ Engels' works 恩格斯的著作。

Dickens' novels 狄更斯的小说

(2) 复数名词：以“s” 结尾的复数名词后加“' ”。

如：the students' reading room 学生阅览室

the Smiths' house 史密斯家的房子

一些不以“s” 结尾的复数名词应在其后加“s”。

如：children's readings 儿童读物

sheep's wool 羊毛

International Labour Women's Day

国际劳动妇女节

2. 当询问某人是谁时，用疑问代词 who 引出特殊疑问句。在这类的疑问句

中常用 this, that 等指示代词而少用 she 或 he 等人称代词。

当询问某时诗歌什么样的人时，常用 what 引出一个特殊疑问句。句中的 like 是介词，表示：象。。。一样的。这种句型与前面所学的 look like 的含义不同。Look like 是指某人外在的特征。而 be like 是指某人所有的性格以及一些内在的东西。

Step 8. summary.

教后一得：

本单元的主题是描述他人的性格特征，通过学习让学生意识到自己的性格，以及如何与同学搞好关系，要想成为理想中的人物，实现自己未来的目标，应该具备什么样的性格，这是对学生的情感态度方面的培养。

Period 3.

Step 1. greeting

Step 2. Go over the words and go on studying the following words: exchange, exchange student, the U.S, Los Angeles, application, form, Canadian, America, fifty, blackboard.

Step 3. read the following sentences:

What is John like ? Do you know Peter?

He' s very serious.

He' s the tall kid with short hair.

He looks so serious. He is very smart.

He can speak a little Chinese, such as...

Make a dialogue with the sentences.

Step 4. Let' s come to the text:

Look at the section B.

1. Match the words with the people in the pictures. (read them several times)

2a. Mary is an exchange student in Australia. Listen to her talk to a friend in Canada. What are Mary' s friends like? Fill in the chart under "personality".

2b. listen again. What do Mary' s friends look like? Fill in the chart under "appearance"

2c. pairwork. Take turns to ask and answer questions. Talk about Alan, Linda, and Alice.

For example: Who' s that? That' s Alan.

What' s he like? He' s funny and outgoing.

3a. Read the letter and fill in Amy' s application form.

3b. Read the information below. Then write a letter about Kim.

Step 5. Writing. Now write a letter about yourself.

Step 6. Explain some uses of the phrases

1. 此处的 like 作介词, 意为: 和... 一样, 象..... 一般地。常用来表示在作法上或在程度上象.....

如: I wish I could swim like a dolphin.

但愿我能游得象海豚一样。

His sister acts like a lady.

他姐姐举止象淑女。

2. 此处的 friendly 是形容词, 意为: 友好的。friendly to sb. 意为: 对... 友好。“to”介词也可写成“toward”。

如: People are usually friendly to foreign tourists.

人们对外国游客通常都很友善。

如果要表示: 与某人有着友好的关系, 可用 be friendly with sb.

如: I'm friendly with my workmates.

我与我的同事们的关系都很友好。

3. A little 是一短语, 意为: 一些的, 一点的, 置于不可数名词前。

如: Will you eat a little cake?

你要不要吃点蛋糕?

Be careful! There is a little water on the floor.

小心! 地板上有点水。

注意: little 可以单独使用, 但意思是: 几乎没有, 很少的。相当于否定, 置于不可数名词前。

如: I have little time for reading.

我几乎没有时间读书。

He has little patience.

他简直是没有耐心。

4. For example 是个介词短语, 意为: 例如。用于表示列举。

如: He is good at ball games, for example football, basketball and volleyball.

他擅长球类运动, 例如足球, 篮球和排球。

You can not smoke in some public places, for example in the hospital, in the library or on the plane.

在一些公共场所不允许吸烟, 例如在医院, 在图书馆或在飞机上。

Step 7. 选择适合自己的职业

以小组为一活动单位, 交流自己喜欢的职业, 和本职业所需要的性格特点, 并描述自己的性格, 看自己是否适合这个职业。

Step 8. Summary.

教后一得:

本单元的主题是描述他人的性格特征, 通过学习让学生意识到自己的性格, 以及如何与同学搞好关系, 要想成为理想中的人物, 实现自己未来的目标, 应该具备什么样的性格, 这是对学生的情感态度方面的培养。

Period 4.

Step 1. Greeting .

Step 2. Go over the words and sentences in this unit. Read the words in the box. And say out the meanings, then make sentences or dialogue with them.

Step 3. Let' s come to 3a. Read the article and fill in the form.

Name: Mr. Smith Age: Fifty Nationality: America Likes: Drawing

Appearance: short with long hair

Personality: friendly, smart

3b. Here is some information about another new foreign teacher at your school. write a paragraph about her.

Step 4. activity 成功的性格

小组活动，列举自己熟悉的古今中外名人以及他们所具有的共同个性，并总结出什么是成功的性格，思考怎样塑造自己的性格。

Step 5. 写出自己理想的性格特征。

Step 6. summary.

教后一得：

本单元的主题是描述他人的性格特征，通过学习让学生意识到自己的性格，以及如何与同学搞好关系，要想成为理想中的人物，实现自己未来的目标，应该具备什么样的性格，这是对学生的情感态度方面的培养。



## Unit 9 It' s raining!

教学目标:

1. 学会描述并谈论天气
2. 描述正在发生的事情-----学习现在进行时的用法
3. 学会描述在不同的天气背景下能做什么
4. 表达自己对天气的喜好并说明原因

语言功能:

描述天气, 描述正在发生的动作

语言目标: How' s the weather? It' s raining.

How' s it going? It' s great.

Is Aunt Sarah there? Yes, she is.

What' s she doing? She' s cooking.

语言结构: How 引导的特殊疑问句

Yes/ No 问句及简短回答

现在进行时的用法

重点词汇: raining, sunny, cloudy, snowing, windy, cold, hot, cool, warm,

humid, cooking, playing, watching, studying

学习策略与思维技巧: 言语配合, 调用已知信息

多元智能: 人际交往, 逻辑表述, 肢体表达能力

Period 1

Step 1. Greeting

Step 2. New words (生词):

1. Weather (有关天气): rain, snow, windy, cloudy, sunny, cold, cool, warm, humid

2. Seasons (季节): spring, summer, autumn (fall), winter

3. Countries and cities (国家和城市):

Beijing, Shanghai, Moscow, Toronto, Boston, Egypt, Cairo

Read them aloud and write on their notebooks.

Step 3. come to the text.

1a. match the words with the pictures.

看图听 1b 的录音, 把地名填入图中的方框里

自我练习 1c, 根据上边的每张图进行问答:

A: Hi! How's the weather in Beijing?

B: It's sunny.

Step 4. Explain some points.

在名词后加-y 变成形容词:

wind 风	windy 有风的
cloud 云	cloudy 多云的
rain 雨	rainy 下雨的
snow 雪	snowy 下雪的
shower 阵雨	showery 阵雨的
drizzle 蒙蒙细雨	drizzly (要去掉 e) 下毛毛雨的
sun 太阳	sunny (要双写 n) 阳光灿烂的
fog 雾	foggy (要双写 g) 多雾的
ice 冰	icy (要去掉 e) 冰冻的

Supplement (补充词汇)

close (闷)

clear (晴)

fine (晴)

foggy (有雾的)

overcast (阴)

wet (下雨的)

damp (潮湿的)

hot and close (闷热)

cool and fresh

(凉爽)

blow (刮风)

thunder (打雷)

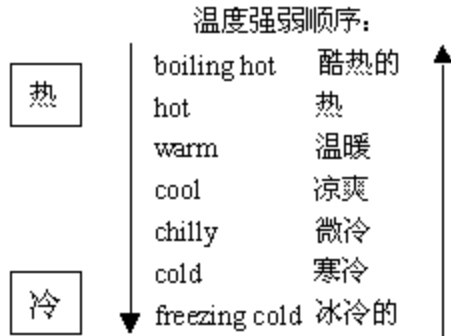
lighten (打闪)

good weather (好天气)

bad weather (坏天气)

heavy rain/snow (大雨/雪)

light rain/snow (小雨雪)



Step 5. 天气信息:

假设你是 1689988 信息台的话务员, 请为外出的客户提供城际天气信息。

Step 6. 我在干嘛?

学生轮流进行肢体表述, 其他学生猜他/她正在做什么?

Step 7. Do some exercises:

单词中英互译:

- |               |                  |                   |                  |
|---------------|------------------|-------------------|------------------|
| 1. rain _____ | 2. cloudy _____  | 3. windy _____    | 4. sunny _____   |
| 5. snow _____ | 6. weather _____ | 7. pretty _____   | 8. cold _____    |
| 9. warm _____ | 10. humid _____  | 11. program _____ | 12. desert _____ |

Step 8. summary

教后一得:

本单元的主题是描述天气, 通过学习, 学生可以用英语表达天气, 通过联系实际, 大大地提高了学生学习英语的兴趣, 增强了英语的实用性。

Period 2.

Step 1. Greeting

Step 2. Go over the words we learned last class.

Step 3. Ask and answer like the following:

A: How' s the weather today?

B: It' s windy.

A: What' s the weather like in Beijing?

B: It' s sunny.

Step 4. 基本句型

1. Describe the weather (描述天气):

Questions 1: “天气怎么样?” 有两种提问方法:

1) How' s the weather?

2) What's the weather like?

Answers: 用 It is... 句式 (it 表天气), 也有两种表述方式:

1) It's + 动词-ing (用现在进行时表示“天正在……”)

It's raining. (在下雨) / snowing (在下雪) / blowing (在刮风) / thundering and lightening (雷电交加)

2) It's + 形容词 (表示天气状况或温度)

It's sunny (晴朗) / windy (刮风) / cloudy (多云) / rainy (下雨) / snowy (下雪) / fine (晴朗) / overcast (阴).

It's cold (寒冷) / humid (潮湿) / warm (温暖) / hot (热) / chilly (微冷) / close (闷) / hot and close (闷热) / cool (凉爽).

**Question 2:** “你喜欢……样的天气吗?”

Do you like cold/hot weather? Yes, I do. No, I don't.

Step 5. **Grammar (语法):** The Present Continuous Tense (现在进行时)

1. 表示现在 (说话瞬间) 正在进行或发生的动作

2. 表示当前一段时间内的活动或现阶段正在进行的动作

现在进行时的动词形式是: 助动词 be (am/is/are) + 动词-ing

动词-ing 叫作现在分词, 其构成如下:

1. 一般在动词原形末尾加-ing: raining, asking, looking

2. 以不发音的字母 e 结尾的动词, 先去掉 e 再加-ing: writing, closing, taking

3. 以“元音字母+辅音字母”的重读音节结尾的动词, 先双写这个辅音字母, 再加-ing: getting, running, swimming, beginning

例句: 肯定句: I'm writing a book this month.

He is watching TV now.

The students are listening to the teacher.

It is raining.

否定句: 在助动词的后面加 not:

I'm not writing a book this month,

He isn't watching TV now.

The students aren't listening to the teacher.

It isn't raining.

疑问句和回答: 将助动词 be 提前到句首, 回答时亦用 be:

Are you writing a book this month? Yes, I am. No, I'm not.

Is he watching TV now? Yes, he is. No, he isn't.

Are the students listening to the teacher? Yes, they are. No, they aren't.

Is it raining? Yes, it is. No, it isn't.

Describe what people are doing (描述人们在做什么): 用现在进行时:

Questions	Answers
What are you doing?	I'm cooking.
What is he doing?	He is watching TV.
What is she doing?	She is doing her homework.
What are they doing?	They are playing football.

请同学们完成 2a, 听录音, 根据听到的活动顺序给图片编号, 从 1-4  
再听一遍录音, 完成 2b 把人物和活动连接起来  
自我练习 2c, 根据上边的图进行问答: What' s ... doing? He/She is...  
听录音、抄写并背诵 Grammar Focus

Step 6. Say your recent situation (说明近况):

Question: How' s it going? 情况怎么样? ( it 表示“情况”)  
这是一个新的表示问候的句型。

Answer: 用 It is...句型:

It' s great (很棒) / pretty good (相当好) / not bad (不坏) / terrible  
(很糟糕) / just so-so (马马虎虎) ...

请同学们完成 3a (match the words fill faces in the box)

打电话给几个朋友练习问答:

How' s it going? It' s...

How' s the weather there? It' s...

What are you doing? I' m...

Step 7. summary

教后一得:

结合学生的实际情况, 通过比较真实的任务 (问他/她正在干什么? 最近情况怎么样?), 帮助学生学习语言和运用语言, 并开展合作学习。

Period 3.

Step 1. Greeting

Step 2. Go over the content we learned last class.

Step 3. Section B 句型运用

1. 这部分是 Section A 中三个句型的综合练习, 同时扩展了词汇。

请同学们填写 1a (match the words with the pictures)

听磁带并试填写 2a 中的“How' s it going?”部分

再听一遍录音完成 2a 中的其他部分

上网或打电话和几个同学练习问答然后填写下面的表格:

How' s it going? It' s...

What are you doing? I' m...

How' s the weather? It' s...

Do you like ... weather? Yes, I do. No, I don' t.

Name	How' s it going?	What' s he/she doing?	How' s the weather?	Like it or dislike it

掌握本页的生词和句型

2. let's come to 3a. 这部分是阅读和写作训练。

下面是部分注释:

1) Thank you for +名词/动名词 (谢谢你...): Thank you for being with us.

2) CCTV's Around The World program (中央电视台环球节目)

3) right now (现在, 正当此时)

4) on vacation (在度假)

5) take photos of ... (给...照相)

6) a kind of scarf (一种围巾)

7) the city of Cairo (开罗城)

8) five thousand years of history (五千年的历史)

9) What (a/an) ...! (“多么...啊!” 感叹句型: What a cute animal! What good weather!)

10) have a good time (过得有意思, 玩得高兴)

11) the Eiffel Tower (埃菲尔铁塔)

下面是 3a 中的相关内容:

词汇	课文内容	补充内容
Egypt	desert pyramids hot camels	speak Arabic (讲阿拉伯语) in Africa the Great Pyramid of Khufu (胡夫大金字塔)
Egyptian	wearing scarf on their head	
Cairo	city—an interesting place five thousand years of history	capital

请同学们: 反复听磁带, 阅读 3a。在人们正在做的活动下面划线, 把描述天气的词圈起来。抄写并背诵课文。

看图完成 3b 填空。

小作文: 根据所给信息仿照 3a 写一篇你的见闻, 包含天气和人们的活动。

Place	Weather	People's activities
My hometown	Summer	Swimming
In a park	Sunny	Playing chess
	Hot	Flying kites
		Taking photos

掌握本页的生词和词组

Step 4. 儿童节快乐

Children's Day is coming. You all feel happy, don't you? Do you want to say "Happy Children's Day" to your friends? You can call them. Tell

him or her what the weather is like and what you are doing.

Step 5. summary

教后一得:

本课的活动能够调动学生课外英语学习的积极性, 锻炼学生独立或以合作形式收集资料、处理信息的能力。为学生提供实际运用英语的机会。

Period 4. SelfCheck (自我检测): 这部分是巩固生词, 句型和语法。

Step 1. Greeting

Step 2. 请同学们用 (1) 中的关键词和本单元所学句型造句。

Step 3. Key points for this unit (本单元要点):

1. The present continuous tense (现在进行时)
2. Ask and describe the weather (询问并描述天气)
3. Ask and describe what people are doing (询问并说明人们在做什么)
4. Ask and give your recent situation (询问并告知你的近况)

Step 4. Phrases and expressions (词组和表达):

How's it going?      right now      take photos of...      have a good time

in Toronto/Egypt      play computer games      play basketball

watch TV      not bad      pretty good      cold weather

visit my grandma      have a party      walk in the desert      on vacation

a sunny day      ride camels      a kind of...      the city of...

look at...      five hundred years of history

Step 5. Word-building (构词知识):

在国家名词后加-ian, -an, -n 表示其国家的人:

Egypt 埃及	Egyptian 埃及人
Europe 欧洲	European 欧洲人
Canada 加拿大	Canadian 加拿大人
Italy 意大利	Italian 意大利人
Australia 澳大利亚	Australian 澳大利亚人
America 美国	American 美国人

Step 6. 看图并填写 (3) 的表格。

Step 7. 用 4a 的纸画出你在春夏秋冬四季里最喜欢的活动并用几句话加以描述。如:

你画一张堆雪人的图并在图中写: I like winter because it often snows. I can make snowman with my friends. Look! I'm making a big snowman. He is heavy and funny... 这个作业留作档案, 要认真做呀。

掌握本页的生词和词组

Step 8. summary

教后一得:

所进行的活动非常贴近学生的生活实际,有助于增强学生的学习积极性。学生已经从死背语法知识,机械模仿句型为主的学习方式过渡到“做中学”的活学活用阶段。学生的学习积极性大大提高,课堂气氛也更加活跃。课堂上把时间还给学生,让每个学生都动起来。学生通过讨论交流和合作方式展示他们丰富的想象力和创造力。教师应为学生创设宽松,和谐,民主的学习气氛,设计多种合作方式或活动内容,多思考导入的途径和技巧。怎样让每个孩子都说话,每个任务都有话说。

## Unit 10 Where did you go on Vacation?

执教人 张淑会 刘梅 李松玲 葛艳霞 杨金泉

单元教材分析:

本课包括三部分: Section A, Section B 和 Self-check.

主题: Where did you go on vacations.



语言功能: Talk about Past events.

运用一般过去时态谈论过去发生的事情。

例如: Where did you go on Vacation?.

语言结构: Past tense to like Yes/No questions and short answers  
Affirmative and negative statements

go 的一般过去时, 疑问句及肯、否定回答; 肯定句和否定句以及在特殊疑问句中的用法

语言目标: 主要语法

Where did you go on vacation?

I went to the mountains.

Main vocabulary (词汇): Central Park, exam, were, rainy, delicious, expensive, Inexpensive, crowded, felt, corner, walk, questionnaire, discuss, sex

根据需要可以分为四课时来讲。

第一课时:

I. 教材分析: 这是本单元的第一部分, 生词比较多, 所涉及的是动词的一般过去时态, 包括动词过去式的规则变化和不规则变化, 但由于主要功能句子主要是谈论过去怎么过的假日, 学生都有自己的不同经历, 所以学生学习时会有兴趣去接受。

Language topic: Where did she go on vacation?

She went to the mountains.

Language strategies: Talk about the past events

Main vocabulary: Central Park, exam, were, rainy, delicious, expensive, Inexpensive, crowded, stayed at home, went to New York City.

II. 语言结构: like 的一般现在时的一般疑问句及回答。

III. 语言功能: 询问某人是否喜欢某物及怎样回答。

IV. 活动设计: 采访调查 How did you spend your holiday...?

V. Teaching steps:

Step 1: Greetings.

Step 2: Words: (pictures)

	Did you -----?	Yes, I did.	No, I didn' t.
Nancy			
Kevin			
Julie			

What' s this? (picture) It' s a park. Can you tell some names of park in Zhucheng? Yes, I can. /No, I can' t. Do you like it? Yes, I do. /No, I don' t.

What' s this? It' s the Great Wall. Do you like it? Yes, I do. No, I don' t.

What are these? They' re bananas. Do you like bananas? Are they expensive?

Yes, they are. No, they aren' t.

运用图片和对话教学单词：crowded, inexpensive, corner, walk, delicious, rainy, exam, were 并运用这些单词进行对话：Where did you go on vacation?

Step 3: 1a Match the words with the pictures.

Step 4: 1b Listen and number the conversations

Where did Tina go on vacation?

She went to the mountains.

Practice the conversations, and then make your own conversations.

Step 5: 2a Listen and circle the food you hear. (P32)

hamburgers tomatoes broccoli French fries oranges ice cream salad  
bananas

Step 6: 2b Listen .Where did Nancy, Kevin and Julie go on vacation .

Step 7: 2c. Talk about the activities in the chart and other activities.

Nancy, where did you go on vacation?

I went to New York.

Oh, really? Did you go to Central Park?

Yes, I did.

Step 8: Let' s sum what we have learned this class.

Words:

Sentences:

Something else:

Step 9: Homework

1. Remember the words in this class.
2. Practise the dialogue in pairs.

教后一得：学生初步接触一般过去时，对此感到理解起来容易，掌握起来难，尤其是对不规则的动词的过去式和规则动词的构成规则掌握很难。

## 第二课时：Where did you go on vacation?

执教人 杨金泉

I. 教材分析：这是本单元的第二部分，生词也比较多。

Language topic: How is (are) -----?

It' s -----.

Language strategies: Past tense of regular and irregular verbs was, were.

Main vocabulary: not bad, pretty, good, terrible, great, fun, beautiful--

II. 语言结构：How 引导的特殊疑问句及其回答(询问对某事的看法)。

IV. 活动设计：Guessing game

V. Teaching steps:

Step 1: Greetings.

Step 2: New teaching

Where did -----? 是一般过去时的一般疑问句, did 是助动词. 在一般疑问句中, 只要加了助动词, 或 didn' t 构成的否定句, 句子谓语动词变为原形.

例: What did you do yesterday?

昨天你做什么了?

Did they finish the work?

他们把工作完成了吗?

I didn' t ask him about his study.

我没有问他关于学习的事.

2. on vacation 在假期. Vacation 的同义词是 holiday,

例: We went to our hometown during the vacation.

假期我们回;老家了.

Where did you go for your vacation .

你去哪里度假了?

3. went 是 go 的过去式, go to the mountain 是去登山,

例: Why didn' t you go to the mountains with them?

问什么你不和他们一起去登山呢?

Go to 是固定词组, 后加名词做宾语, 若宾语是副词, 则 to 省略.

例:He went to school when he was five.

他五岁时上学.

Let' s go home together.

我们一起回家吧.

类似的词组还有: go to the beach, go to New York, go to summer camp.

2. It was sunny and hot all day.

全天阳光灿烂, 天气很热.

was 是 is 的过去式, 句子的主语是单数, 若主语是复数, 谓语动词的过去式则用 were.

I was at school yesterday. 昨天我在学校.

They were all here, 他们都在这里.

sunny 和 hot 在句子中做表语,

eg. It' s hot and wet today.

今天又热又湿.

all day, 是全天, 整天的意思, 可以直接修饰表示时间的单数词语, 来构成副词短语. 类似的词组还有 all night, all week, all summer, all year.

例: I lived in the seaside all summer.

整个夏天我住在海边.

It' s very cold all year.

整年都很冷.

3. We had great fun playing in the water.

我们在水中玩的开心.

fun 是不可数名词, 不可与冠词连用. 但可以和 a lot, some, much 等连用.

例: We had a lot of fun at the party.

have fun doing 是固定句式, 类似的句式还有 have a good time doing, have some question doing, .

例: It' s great fun playing golf.

打高尔夫球很有意思.

They had a good time swimming in the lake yesterday .

昨天下午他们在湖水里游地真开心.

Children had some trouble climbing the hill last week.

孩子们上周爬山时遇到了麻烦.

Step 7: Let' s see what we' ve learned today.

Words:

Sentences:

Something else:

Questions:

Step 9: Homework.

1. Remember the words.
2. Practice the dialogue in pairs.
3. Finish the workbook.

教后一得: 对与助动词 did 的用法, 非常难以理解。尤其是在句子:

I did homework last night. 改成一般疑问句时, 助动词 did 和动词 did 写法一样, 但意义不一样。

Did you do homework last night?

I didn' t do homework last night.

### 第三课时：Where did you go on vacation?

执教人 张淑会 刘梅 立松玲 葛艳霞 杨金泉

#### I. 教材分析：

Language topic: Can use the past tense freely..

Language strategies: Talk about past events.

Main vocabulary: discuss, walk, corner, crowded, expensive, delicious

II. 语言结构：do, go, be 的一般过去时态的用法。

III. 语言功能：运用一般过去时态进行交际。

#### IV. Teaching steps:

Step 1: Greetings.

Step 2: New teaching:

4. I found a little boy crying in the corner.

我发现一个小男孩在角落里哭。

found 是 find 的过去式，常使用的句型是 find sb. Doing 意思是发现某人在干某事。

例如：He found a dead dog lying on the road.

他发现一死狗躺在路上。

The teacher found some boys playing basketball on the playground .

老师发现几个男孩在操场打球。

(2) in the corner 在句子中指的是屋子内的角落，在 " 角落 " ，根据不同的位置，可以表达为：at the corner, un the corner

例如 .There is a post office at the corner of the street.

在街道拐角处有个邮局。

I saw a box on the corner of the desk.

我看见桌子角上有个盒子。

5. He was lost and I helped him find his father.

他走丢了，我帮助他找到了父亲。

lost 是过去分词， 在句子中充当形容词， 走丢的， 丢失的。 即可以做定语， 也可以做表语。

例如. My bike was lost last week.

我的自行车上周丢了。

Can we find the lost key?

我们能找到丢失的钥匙吗？

(3) help help sb. do 是固定句式。 意思是帮助做也可以写成 help sb. to do 例如：

Let me help you find him.

让我帮助你找到他。

We helped farmers to pick apples.

上周我们帮农民摘苹果。

6. That made feel very happy.

那使我感到非常高兴。

made 是 make 的过去式。 make sb. do 是固定词组。 意思是使某人做某事。 例如：

My father made me read English this morning.

今天上午父亲使我读英语。

I am feeling trouble now, 我现在感到很难受。

Feel 在句中是系动词， 后面通常跟形容词， 类似的还有 sound, look 等。

例如. That sounds wonderful.

那听起来棒极了。

He looks so cool .

他看起来是那么酷。

7. I didn' t have any money for a taxi ,so I walked back to the hotel .

我没有钱坐出租车。

have money for sth .是固定句式， 也可写成 have money to do sth . 意思是“有干某事的钱”或“有钱做某事”， 例如：

We don' t have money for a car .

我们没钱买车。

Li Lei has enough money to travel around the world .

李雷有足够的钱环游世界。

walk to sw . 意思是 “步行去某地” , 也可写成:go to sw. on foot , 某地是地方副词, 则 to 可以省略, 例如:

Let' s walk back home .

咱们步行回家吧

Shall we walk or ride a bike ?

我们是步行还是骑车?

类似的词组还有:welcome back to sw . 等, 例如:

Welcome back to school .

欢迎回到学校里来.

8. Today the weather was cool , so we decided to play tennis .

今天天气很凉快, 所以我们决定打网球.

cool 是形容词”凉快. 凉爽”的意思.

例如: In England, it' s neither too cold or too hot, It' s cool.

在英国, 天气不热也不冷, 是凉爽的.

decide to do, 是固定句式, 意思是决定干-----, 后面可以加特殊疑问句, 再加不定式.

例如: I decided not to go to school today.

我决定今天不去上学.

We decided where to go tomorrow.

我们决定了明天去哪里.

All 的用法.

(1)all 做形容词, 意思是 " 全部的, 所有的 " . 可以跟可数名词, 也可以跟不可数名词. 通常在 all 和名词之间加 the.

例如. All the student went hone on Sunday.

所有的学生星期天都回家了.

He drank all the wine in the house.



他把家中所有的白酒喝光了。

注意. all 修饰时间是名词时, 时间名词必须用单数, 且不加冠词.

例如: It was hot and sunny all day.

全天气温很高, 天气晴朗.

Some of the animals sleep all winter.

有些动物整个冬天都睡.

(2) all 作代词, 通常视为复数形式, 意思是全体人员, 所有东西, 作为代词的 all 若用 all of, 后面用宾格, all 做同位语时, 通常位于实意动词前, be 动词后.

(3) all 作 副词时, 意思是完全地.

例如: They left the boy all by himself.

他们把婴儿单独留下.

(4) all 的固定词组, 如: of all ----- 在所有的----当中, all together, 全部在一起, not at all 根本, 一点也不, all over 遍及 all right. 健康良好的.

例如: Of all the people, I only know him.

在所有人中, 我只认识他.

I am not hungry at all.

我根本不饿.

You look pale, are you all right?

你看起来苍白, 你好吗?

help 的用法:

(1) help 是及物动词, 后面直接跟宾语, 意思是帮助某人做----, 帮某人的忙.

例如: I will help you later.

以后我会帮助你的.

He helped the old man upstairs.

他帮助老人上楼.

(2) help sb. to do 帮助某人做----, 后面跟不定式, 也可以省 to. 例如:

Can you help me to learn English?

你能帮助我学习英语吗?

help to do 意思是帮忙做\_\_\_\_\_.

例如:Lin Tao helped to wash the car.

林涛帮助洗车.

help with 帮助做\_\_\_\_\_.

例如: Can you help me with my English?

你能帮助我学英语吗?

I often help mum with some housework.

我经常帮助妈妈做家务.

(5) help 常与 can' t 一起用,表示禁不住做\_\_\_\_\_.经常和反身代词或动名词一起用.

例如 She couldn' t help jumping when she heard the news.

当她听到这个消息时,忍不住跳了起来.

Step 8: Let' s see what we' ve learned today. (Ask the students to sum by themselves)

Words:

Sentences:

Something else:

Questions:

Step 8: Homework.

1. Ask the students to remember the new words.
2. Practise the dialogue in pairs.
3. Exercises.

教后一得: 本节课的重点是 find sb. doing, 类似的还有 hear sb. doing, see sb. doing, 意思是看到某人在干某事。应该区别与 find sb. do, see sb. do .hear sb. do

## 第四课时 : Where did you go on vacation?

## 执教人 张淑会 刘梅 立松玲 葛艳霞 杨金泉

## Self-check (Revision)

I. 教材分析:这是本单元的最后部分: Self-check, 即本单元的复习部分。这一部分的课本是由以下几部分组成的。

1. Key word check. Check the words you know.
2. Add five new words to your Vocab-builder.
3. Draw the food you like to eat for lunch.
4. Ask your classmates what they like to eat for lunch. Find someone who likes to eat the same lunch as you.

Just for fun! Do you like broccoli?

II. 这一部分可分为如下几个步骤进行:

Step 1: Review words

Step: II. Practise the language topic (P32) Grammar Focus.

Step III. Exercises

一. 完成单词 (10分)

- d\_\_sc\_\_ss    2. q\_\_est\_\_ \_\_na\_\_ire    3. c\_\_ \_\_n\_\_r    4. cr\_\_wded  
5. \_\_xp\_\_ns\_\_ve  
6. d\_\_l\_\_c\_\_ous    7. r\_\_ \_\_ny    8. \_\_x\_\_m    9. c\_\_ntr\_\_l    10. v\_\_c\_\_tion

二. 在下列横线上标出单词的重音位置 (10分)

1. questionnaire    \_\_\_\_    \_\_\_\_    \_\_\_\_    \_\_\_\_       2. corner    \_\_\_\_    \_\_\_\_  
3. inexpensive    \_\_\_\_    \_\_\_\_    \_\_\_\_    \_\_\_\_       4. crowded    \_\_\_\_    \_\_\_\_  
5. discuss    \_\_\_\_    \_\_\_\_                6. delicious    \_\_\_\_    \_\_\_\_    \_\_\_\_  
7. Egyptian    \_\_\_\_    \_\_\_\_                8. vacation    \_\_\_\_    \_\_\_\_    \_\_\_\_  
9. application    \_\_\_\_    \_\_\_\_    \_\_\_\_    \_\_\_\_       10. appearance    \_\_\_\_    -    \_\_\_\_    \_\_\_\_

三. 将下列词组译成英语或汉语 (10分)

1. Central Park    \_\_\_\_\_    2. visit a museum    \_\_\_\_\_  
3. New York City    \_\_\_\_\_    4. hot and humid    \_\_\_\_\_  
5. go to beach    \_\_\_\_\_    6. 在假期    \_\_\_\_\_  
7. 拥挤的公共汽车    \_\_\_\_\_    8. 相当好    \_\_\_\_\_

9. 玩得极高兴 \_\_\_\_\_ 10. 帮助某人做某事 \_\_\_\_\_

四. 写出下列动词的过去形式 (10分)

play \_\_\_\_\_ 2. clean \_\_\_\_\_ 3. break \_\_\_\_\_

4. feel \_\_\_\_\_ 5. do \_\_\_\_\_ 6. watch \_\_\_\_\_

7. come \_\_\_\_\_ 8. fly \_\_\_\_\_ 9. read \_\_\_\_\_ 10. study \_\_\_\_\_

五. 根据句意及首字母, 补全下列单词 (10分)

Where did you go on v\_\_\_\_\_.

---What' s the weather like today?

--- It' s r\_\_\_\_\_.

---How was the food?

--- It was d\_\_\_\_\_.

The car is very e\_\_\_\_\_, it' s not cheap.

They are h\_\_\_\_ fun playing in the water.

He often works u\_\_\_\_\_ 12 o' clock..

We' ll go to the beautiful b\_\_\_\_\_ this Sunday.

The bus is very c\_\_\_\_\_, we can' t get it on.

On Sunday Mary v\_\_\_\_\_ an old friend.

---Where did Sally go?

---She w\_\_\_\_\_ to New York City.

六. 选择填空 (15分)

The children played football \_\_\_\_\_ 6 o' clock in the afternoon.

until      B. at      C. to      D. from

Many people like playing \_\_\_\_\_ football.

/      B. a      C. the      D. an

There was \_\_\_\_\_ rain last year, so many farmers didn' t grow crops .

a little    B. little    C. many    D. much

I heard a little boy \_\_\_\_\_ English.

reading    B. read      C. to read    D. is reading

We flew kites \_\_\_\_\_ Sunday afternoon.

in            B. At            C. From            D. On

\_\_\_\_\_ was the weather like yesterday?

What    B. Where    C. How            D. What a

Did you go to Central Park yesterday?

Yes, I did    B. Yes, you did            C. Yes, I didn' t            D. No, I did.

When \_\_\_you \_\_\_ to China?

were, come            B. did, come            C. did, came            D. were come

Did you \_\_\_\_\_ your lost pen?

look for            B. find            C. looked for            D. found

You' d better \_\_\_\_\_ to Hainan on vacation.

A. travel            B. travels            C. to travel            D. travelled

### 七. 用所给词的适当形式填空 (10分)

Thank you for \_\_\_\_\_ (show) my family around Beijing.

It was \_\_\_\_\_ (real) fun.

I don' t like the movie. It' s boring.

There were many people in the museum. It was \_\_\_\_\_ (crowded)

I enjoy \_\_\_\_\_ (play )volleyball.

I help the old man \_\_\_\_\_ (find) his house.

His interesting words made us \_\_\_\_\_ (feel) happy.

He \_\_\_\_\_ (leave) his watch in the cinema.

She \_\_\_\_\_ (have) seafood for dinner yesterday.

Did you find him \_\_\_\_\_ (watch) TV.

### 八. 句型转换 (10分)

The weather was hot and humid yesterday. (划线部分提问)

\_\_\_\_\_ the weather yesterday?

We went to New York City last week. (划线部分提问)

\_\_\_\_\_ did you \_\_\_\_\_ last week?

He walked to the park yesterday. (改为同义句)

He went to the park \_\_\_\_\_ yesterday.

They had fun playing football. (变为否定句)

They \_\_\_\_\_ fun playing football.

He stayed at home yesterday. (变为一般疑问句)

\_\_\_\_\_ he \_\_\_\_\_ at home yesterday?

Homework: 1. Remember all the words in this Unit.

2. Practice the dialogue in pairs.

Finish the exercises about this unit.

教后一得：学生对基础知识掌握情况良好，但对句型转换等题形陌生，应加大练习力度。

## Unit 11 What do you think of game shows?

执教人 张淑会 刘梅 李松玲 葛艳霞 杨金泉

I 学习目标：

1. Ask for opinions. (询问他人对某事物的观点; )
2. Give opinions. (学会正确表达自己的看法; )
3. Talk about likes and dislikes. (能够自由地谈论个人好恶。)

## II 语言目标:

### 1. 重点词汇:

- 1) talk show (访谈节目, 脱口秀)      soap opera (肥皂剧, 连续剧)  
sports show (体育节目)      sitcom (情景喜剧)  
game show (游戏节目,)      TV show (电视节目)  
love (爱)      mind (介意)  
either (也, 用于否定句中)      stand (站立, 忍受)  
hair clip (发卡)      belt (腰带)      key ring (钥匙圈)  
sunglasses (太阳镜)      scarf (围巾)      wallet (钱包, 皮夹)
- 2) think of (认为)      in fact (实际上)      how about... (怎么样)

### 2. 目标语言:

1) What do you think of game shows?

-- I love / like / don' t mind / don' t like / can' t stand them.

What does your father/your mother/your friend/Mary think of Tom?

-- He/She loves / likes / doesn' t mind / doesn' t like /can' t stand him.

2) What do you think of it?

-- I love it.

-- I do, too.

What do you think of it?

-- I don' t like it.

-- I don' t, either.

## III 学习建议:

1st period: (Section A)

1. 掌握句型 What do you think of ...?
2. 学会表达观点、看法

Step 1: Do you like watching TV? There are many kinds of TV shows. Let's see them.

First, let's look at some new words. (p.73, Section A 1a, 1b, 1c)

Talk show: 访谈节目, 比如: 实话实说, (Tell it like it is.) 对话 (Dialogue);

Soap opera: 肥皂剧 (这类节目最早主要由肥皂生产商提供赞助), 连续剧, 或 TV series;

Sitcom: (situation + comedy) 情景喜剧, 如“我爱我家”, “闲人马大姐”等;

Game show: 游戏节目, 如“幸运 52”, “开心词典”等

Sports show: 体育节目, 如“足球之夜”

Step 2: Do Section A (1a).

If you want to know somebody's opinions, you can use this sentence.

“What do you think of ...?” 你认为...怎么样? (把你要问的事物放在 think of 的后面。)

And you can answer the question like these:

I love... 我非常喜爱...

I like... 我喜欢... (与 love 区别在程度上的不同)

I don't mind... 我无所谓 (mind 是介意的意思, don't mind 就是不介意, 无所谓)

I don't like... 我不喜欢...

I can't stand... 我不能忍受... (有两个意思: 1、表示站立, 如 stand up, 2、表示忍受, 多用于否定句, 如 can't stand 无法忍受)

练习: 你认为游戏节目怎么样? 我不喜欢他们。

--- What do you think of game shows?



--- I don' t like them.

你认为这本书怎么样? 我简直不能忍受它。

--- What do you think of the book?

--- I can' t stand it.

你认为Tom怎么样? 我非常喜欢他。

--- What do you think of Tom?

--- I love him.

Step 3: Do (1b), (1c)

Step 4: Do (2a). 按录音的顺序排列下列单词。

Do (2b). Fill in the blanks. (填空)

在这段对话中,有几个知识点要说明:

- 1、“Hilltop High”是一个电视节目的名字;
- 2、“How about...?” 是怎么样的意思,多用于口语中;
- 3、“in fact”, 实际上的意思,是插入语;

Step 5: Grammar Focus (语法要点)

What do you think of soap operas? I can' t stand them.

What do you think of sports shows? I don' t mind them.

What does she think of “Hilltop High”? She doesn' t like it.

What does Tony think of Tommy? He likes him.

What do they think of Adriana? They love her.

使用这些句式,需要注意两个问题:

第一:第三人称时,要注意动词变化和助动词的特殊性;

第二:注意跟在 think of 后面的名词,回答时要根据它而进行相应的变化。

Step 6: Do (3a), (3b)

可以通过电话或上网的方式进行对话练习,找出答案,并根据(3a)的答案,完成(3b)的一段对话。

Modern English: 洋话连篇                      Road to Health: 健康之路

Culture-Beijing: 文化北京                      Chinese Cooking: 中华烹饪

Man and Nature: 人与自然                      Weekend Chat: 周末聊天

\* welcome to: 欢迎…

例如: Welcome to my home. 欢迎到我家。

Welcome to Beijing. 欢迎来北京。

\* thanks for: 谢谢… , 后面需要加名词或 doing

例如: Thanks for joining the show. 谢谢你参加节目。

Thanks for your help. 感谢你的帮助。

\* I do too. I don't either.

too, either 的意思都是“也”,但用法上略有不同。另外,与之相似的词还有“also”

— also 用于肯定句,通常位于 be 动词、助动词和情态动词之后,实意动词前。

例如: I also want some tea. (我也要茶。)

— too 用于肯定句,比 also 更通俗,常放在句末。

例如: He loves Beijing Opera, and I love it too. 他喜欢京剧,我也喜欢。

— either 用于否定句,只放在句末。

例如: I can't speak French, he can't speak it either. 我不会讲法语,他也不会。

Step 7: Do Survey.

从 CCTV、BTV 频道中再找出一些节目的名称,写出自己的观点;并询问同学或家人,将与你意见一致的人的名字写在表格里。

Step 8:

Homework: 听录音并跟读;抄写新单词和语法要点;抄写 (2b) 和 (3b) 的短文。

教后一得: 这节课单词量大,学生掌握的不理想

## 第二课时 (Section B).

### Unit 11 What do you think of game shows?

## 执教人 张淑会 刘梅 李松玲 葛艳霞 杨金泉

1、熟练运用所学句型谈论本单元话题。

2、将知识点落实在写上。

3、检测与练习。

Step 1: Do (1a) (1b)

Step 2: Do (2a) (2b) 听录音，将听到的主要信息填在表格里。

Step 3: Do (3a) 读短文，将文章中不同学生的名字按他们的好恶填在书上 96 页的表格里。

What's cool? 什么是酷/流行/时尚?

Interview: 采访，

Thought about: think about 的过去式，与 think of 的意思相似。

如：你认为这个节目怎么样? (What do you think about the show?)

surprise: 在这里做动词用，表示使...感到惊奇

Step 4: Do (3b) 根据 (1a) 的内容，完成 (3b) 的短文。

enjoy: 喜欢做某事，后面跟名词或动词的 ing 形式 (enjoy doing something)

例如：我喜欢阅读。 I enjoy reading.

他喜欢这个聚会。/ 他在聚会上玩得很开心。He enjoys the party.

Step 5: 自我检测

Do Self-Check 1、2、3.

have right to do something: 有权利做某事 (have no right to do something 没有权利做...)

孩子有权利玩: Children have right to play.

他没有权利那样做。He doesn't have the right to do that. / He has no right to do that.

wear: 穿着，戴      praise: 赞赏，表扬      appearance: 外表，形象

Step 6:

Homework: 听录音并跟读；抄写新单词，抄写 (3a) 和 Self-Check (3) 的小短文并背诵；根据 Self-Check

(3)短文提供的信息,写一篇小文章来阐述自己的观点(opinion); 做 workbook 的练习。

Answer:

Section (A)

(1a): 1 e, 2 d, 3 a, 4 c, 5 b

(1b): 1 b, 2 a, 3 c, 4 d, 5 e

(2a): 1 2 4 5 3

(2b): 1 love, 2 like, 3 can' t stand, 4 don' t mind, 5 don' t like

(3b): 1 Yes, I do. 2 I like it. 3 I don' t like it. 4 Modern English  
5 I

like it.

ThingsJasmina...Evan...

watchlovesdoesn' t mind

sunglasseslikeslikes

scarfcan' t standdoesn' t like

walletloveslikes

(3a):

Things LovesLikesDoesn' t mindDoesn' t likeCan' t stand

hair clip Sonya Hary

watchGina Adrilles Sonya Hary

key ring Jodie Smith

sunglasses Jerry Green

scarf Jordan Smith

walletWilliam Ritchie

belt everyone

(3b): 答案随个人喜好可以有所不同。

教后一得:

学生对本节课很感兴趣,积极发表自己的观点和看法。

## 第三课时：Section B—2

## Unit 11 What do you think of game shows?

执教人 张淑会 刘梅 立松玲 葛艳霞 杨金泉

I. 教材分析：这是本单元的第二部分，生词也比较多。但重点在听力练习 section B 2a, 2b.

Language topic: What do you think of the watch?

I don't mind it.

Language strategies: Past tense of regular and irregular verbs was, were.

Main vocabulary: not bad, pretty, good, terrible, great, fun, beautiful--

II. 语言结构：How 引导的特殊疑问句及其回答(询问对某事的看法)。

IV. 活动设计：Guessing game

V. Teaching steps:

Step 1: Greetings.

Step 2: New teaching

Where did -----? 是一般过去时的一般疑问句, did 是助动词. 在一般疑问句中, 只要加了助动词, 或 didn't 构成的否定句, 句子谓语动词变为原形.

例: What did you do yesterday?

昨天你做什么了?

Did they finish the work?

他们把工作完成了吗?

I didn't ask him about his study.

我没有问他关于学习的事.

2. on vacation 在假期. Vacation 的同义词是 holiday,

例: We went to our hometown during the vacation.

假期我们回;老家了.

Where did you go for your vacation .

你去哪里度假了?

3. went 是 go 的过去式, go to the mountain 是去登山,

例: Why didn' t you go to the mountains with them?

问什么你不和他们一起去登山呢?

Go to 是固定词组, 后加名词做宾语, 若宾语是副词, 则 to 省略.

例:He went to school when he was five.

他五岁时上学.

Let' s go home together.

我们一起回家吧.

类似的词组还有: go to the beach, go to New York, go to summer camp.

2. It was sunny and hot all day.

全天阳光灿烂, 天气很热.

was 是 is 的过去式, 句子的主语是单数, 若主语是复数, 谓语动词的过去式则用 were.

I was at school yesterday. 昨天我在学校.\

They were all here, 他们都在这里.

sunny 和 hot 在句子中做表语,

eg. It' s hot and wet today.

今天又热又湿.

all day, 是全天, 整天的意思, 可以直接修饰表示时间的单数词语, 来构成副词短语. 类似的词组还有 all night, all week, all summer, all year.

例: I lived in the seaside all summer.

整个夏天我住在海边.

It' s very cold all year.

整年都很冷.

3. We had great fun playing in the water.

我们在水中玩的开心.

fun 是不可数名词, 不可与冠词连用. 但可以和 a lot, some, much 等连用.

例: We had a lot of fun at the party.

have fun doing 是固定句式, 类似的句式还有 have a good time doing, have some question doing, .

例: It' s great fun playing golf.

打高尔夫球很有意思.

They had a good time swimming in the lake yesterday .

昨天下午他们在湖水里游地真开心.

Children had some trouble climbing the hill last week.

孩子们上周爬山时遇到了麻烦.

Step 7: Let' s see what we' ve learned today.

Words:

Sentences:

Something else:

Questions:

Step 9: Homework.

1. Remember the words.
2. Practice the dialogue in pairs.
3. Finish the workbook.

教后一得: 一般过去时态掌握的还是不理想, 继续努力。

## 第四课时 Self check

执教人 张淑会 刘梅 李松玲 葛艳霞 杨金泉

### 【模拟试题】

#### 一. 单词、词组英汉互译

- |              |         |
|--------------|---------|
| 1. how about | 11. 连续剧 |
| 2. hair clip | 12. 主持人 |

- |                    |          |
|--------------------|----------|
| 3. yours sincerely | 13. 访谈节目 |
| 4. modern          | 14. 情景喜剧 |
| 5. nothing         | 15. 看电视  |
| 6. key ring        | 16. 音乐时光 |
| 7. don' t mind     | 17. 体育节目 |
| 8. can' t stand    | 18. 游戏节目 |
| 9. think of        | 19. 实际上  |
| 10. don' t like    | 20. 电视节目 |

## 二. 按要求选出相应的单词

### 1. 表示电视节目的词

wallet, sports show, report, sitcom

### 2. 表示首饰的词

scarf, bracelet, sunglasses, ring

### 3. 表示性格的词

generous, stand, fashion, moody

### 4. 表示国籍的词

Canadian, Spanish, Japan, Los Angeles

### 5. 表示颜色的词

beard, bald, brown, blonde

## 三. 连词成句

1. game, what, you, shows, think, do, of?

\_\_\_\_\_

2. can ' t, soap, stand, I, operas.

\_\_\_\_\_

3. reading, he, enjoyed, magazine, the, in, school, articles.

\_\_\_\_\_

4. mind, don' t, them, I. \_\_\_\_\_





- ( ) 10. Tom and Jimmy are \_\_\_\_\_. They're Mr Black's students, and Mr Black is their father's friend.  
A. twins    B. friends    C. classmates
- ( ) 11. I enjoy \_\_\_\_\_ TV on my vacation.  
A. to watch    B. watching    C. watch
- ( ) 12. The sports report is really boring. I can't \_\_\_\_\_ it.  
A. mind    B. like    C. stand
- ( ) 13. \_\_\_\_\_ student brings a book for me.  
A. Each    B. All    C. Both
- ( ) 14. My mother bought new earrings. She likes \_\_\_\_\_ very much.  
A. it    B. them    C. me
- ( ) 15. ---What do you \_\_\_\_\_ the ring?  
--- I like the ring.

Unit12 Don't eat in class.

taught by Zhang Shuhui Yang Jinqun Ge Yanxia

## Li Songling Liu Mei

## I. Language goal:

## Key words and phrases:

in class, classroom, hallway, gym, arrive, late, go out,  
practice, inside, outside, uniform, sneakers, fight;  
can, can' t, have to

## New language:

Don' t eat in class.

Can we wear hats in school? No, we can' t.

We don' t have to wear a school uniform.

We can eat in the cafeteria, but we can' t eat in the classrooms.

## II. Importance: Talking about the rules.

Difficulties: some points about the imperative sentence.

## III. Teaching Steps:

*Section A*

## Step 1 Greetings

Step 2 Bring some additional materials to class.

Step 3 Some new words about this part

(1a) Point out the students in the picture and the boxes next to them. Say, each of these students is breaking one of these rules. Write the number of the rule each student is breaking in the box next to him or her. Then, correct the answers.

(1b) This activity gives students practice in understanding the target language in spoken conversation..

Play the recording the first time, then , play it again, this time, students fill in the blanks in the speech bubbles.

Correct the answers.

Language points: 1. Don' t run in the hallways.

2. Don' t listen to music in class.

(1c) This activity provides guided oral practice using the target language. Ask the pairs to present one or more of their conversations to the class. As they talk, move around the room monitoring progress and offering help as needed.

Language points:

3.—What are the rules?

--- Well, we can' t arrive late for class.

(2a) This activity gives students practice in understanding the target language in spoken conversation.. Play the recording twice. Students put checkmarks next to the activity they hear. Then correct the answers.

(2b) This activity provides further listening practice using the target language. Point out the list of can and can' t in the chart in

activity 2a. Then, listen to the recording again. This time, circle can or can't to show which things Alex and Christina can and can't do at their school. Point out the sample answer for number 1. Play the recording and have students circle the answers. At last, correct the answers.

(2c) Oral practice.

Point out the sample conversation and have a pair of students read it to the class. Then, work with a partner. As students work in pairs, move around the room monitoring progress and offering assistance, if needed. Ask some pairs to present their conversations to the class.

(Grammar focus)

Review the grammar box.. Ask students to say the questions and answers.

Ask students to circle the words have to. Ask students what verb follows have to. Again, the simple form of the verb follows have to and it never has an-s at the end of it. Yes/No questions with have to have the same form as present simple Yes/ No questions.

(3a) This activity introduces more key vocabulary.

Say the words and ask students to repeat each one. After that, ask students to fill in the words from the box. (As students work, move around the room answering questions as needed.)

(3b) This activity provides oral practice using the target language.

Ask several pairs of students to read the conversation to the class. Then, ask and answer the questions about the rules of this school. Give true answers.

(4) This activity provides oral practice using the target language. (Ask some students to read their lists to the class.)

Language points:

4. Which rules are these students breaking? 这些学生违反了哪些规定?

①这是由疑问词 which 引导的特殊疑问句。Which 在本句中是疑问形容词，它还可以作疑问代词，“哪个，哪些”

Which do you like better, classical music or popular music?

Which sport is your favorite?

Which 用作疑问代词时可以独立使用，用作疑问形容词后面须接名词，两种情况经过变化后可以互换使用。

Which hat is your sister's?

=Which is your sister's hat?

②rule 在句中作名词，“规则，规定”

We must obey school rules.

常见的词组：

obey a rule 遵守规定 break a rule 违反规定

carry out a rule 执行规定 abolish a rule 废除规定

③break 是动词，“破坏，违反”，还可以表示“破坏，打破，打碎”。Break 作名词，“休息，中间，中断”。

The boy often breaks school rules.

Who broke the window of the classroom?

Let's take a ten-minute break.

5. Don't arrive late for class.

①本句是一个祈使句的否定句。祈使句是指动词原形开头，表达命令或者乞求的句子。其否定句是在句首加“Don't”构成。

Don't listen to music in class.

Don't play basketball in the classroom.

Don't run in the hallways.

②句中的 arrive 表示“到达，抵达”，为不及物动词，后面加宾语需加介词 at 或 in。at 后面为较小的场所，in 后面跟大地点。

When will he arrive at the airport?

I will call you as soon as I arrive in Beijing.

单词 get 和 reach 也有到达的意思，get 为不及物动词，后面跟地点名词需加介词 to，reach 为及物动词，直接跟地点名词作宾语，当 get 和 arrive 后接副词时，不用介词。

The train arrives in Beijing at 8 o'clock.

=The train gets to Beijing at 8 o'clock.

=The train reaches Beijing at 8 o'clock..

What time did your father arrive home last night?

③late 在句子中作副词，也可以作形容词，其反义词是 early，be late for + 名词表示“……迟到”。

He often comes to school late.

I do my homework until late at night.

Don't be late for school again.

Better late than ever.

6. Don't listen to music in the classroom or the hallways.

(1)句中的 listen 表示“(注意的)听，倾听”，为不及物动词，后面加介词 to 接宾语，即：listen to sb. /sth.

Do you like listening to classical music?

You should listen to your teacher carefully in class.

注意：listen 与 hear

①listen 表示“听”强调的是动作，hear 强调的是结果，意思为“听见，听到”。

I listened carefully but I heard nothing.

Can you hear someone singing in the next room?

②listen 可用于祈使句，但 hear 不可以。

Listen to me carefully.

Don't listen to music in class.

③listen 强调动作过程，故可以用进行时态，hear 不可以。

All the students are listening to the teacher carefully.

(2)本句中的 or 用在否定句中，表示“…或…都不”，在肯定句中表示“和，都”的 and 变为否定句时，一般变为 or。

I like rice and meat.

—I don't like rice or meat.

His father doesn't smoke or drink.

(His father smokes and drinks.)

7. Can we wear hats in school?

①can 是英语中最常用的情态动词之一，他本身不表示动作，只是说明“能不能”的意思，表示动作的是他后面的动词原形，can 没有人称和数的变化，其否定形式为 can't.

Can you fly a kite? Yes, I can.

Can we eat in the classroom? No, we can't.

②wear 作动词，“穿着，戴着”，表示状态。

She is wearing a white dress today.

My English teacher wear a pair of glasses.

The little girl wears a beautiful hat.

put on 和介词 in 都有穿的意思，be in + 衣服 / 颜色，表示状态，put on 指穿上，强调穿的动作。

It's cold outside, put on your coat .

He is in blue.

He is putting on his shoes.

③in school 在上学 go to school 去上学

leave school 毕业，离开学校 at school 在学校，在上学

enter school 入学 drop out of school 辍学

8. Do you have to wear a uniform? Yes, we do.

(1)have to 在本句中的意思是“必须，不得不”。

①have to 后接动词原形，当主语是第三人称单数时，用 has to.

I have to get up early every morning.

Tom has to stay at home to look after his sister.

We have to clean the classroom after school.

②当 have to 用于否定句或疑问句中时，要根据时态加助动词。

We don't have to finish our homework at school.

Does she have to go to school tomorrow? Yes, she does.

(2)must 与 have to 都有必须的意思，但 must 强调主观看法，have to 比较强调客观需要，must 则不能。

I have to go home early this afternoon.

We must clean our classroom every day.

## Section B

Step 1 Greetings

Step 2 Some new words about this part.

Step 3

(1a)Introduces the key vocabulary.

Write the letter of each picture on the blank line in front of the rules.

Point out the sample answer. Then check the answers.

(2a)This activity provides listening and reading practice using the target language.

(2b)Listening and writing.

Play the recording the first time, then , play it again, this time,

have students make check-marks. You may wish to play the tape more than once at this point.

(2c) Oral practice.

Ask students to work in small groups.

(3a) Reading.

Read the letter to the class or ask a student to do this. Have students read the letter and write the numbers 1 through 8 in front of the sentences that talk about rules. Then ask students to write the rules on the blank lines next to the letter.

(3b) This activity provides guided writing practice using the target language.

The students do the activity individually. As they work, move around the classroom monitoring progress and offer help as necessary. At last, check the answers.

(3c) This activity provides personalized writing practice using the target language.

Ask several students to read their letters to the class.

(4) Listening, speaking, reading and writing practice using the target language.

Ask students to make a list of the rules in their houses. Then, have some students read their lists to the class. Ask students to move around the room and ask each other questions. Their job is to find other students who have the same rules.

Language points:

9. Practice your guitar every day.

①本句是一个祈使句，祈使句通常以动词原形开头，用来表示命令，请求或劝告的句子。

Do your homework after school.

Come to school earlier next time.

Close the window, please.

祈使句的否定句在句首加 Don't 或 Do not.

Don't wear hats in class.

Don't be late for school again.

Don't watch TV in the evening.

以 let us 或 let's 开头的祈使句表示建议做某事。

Let's go to the mountains.

Let us help you.

有时为了强调，在肯定结构前加 do.

Do come on time tomorrow.

②practice 的用法，practice 在美式英语中既可作动词，又可作名词，practice 在英式英语中是名词，动词是 practise.

practice 作动词时，既可作及物动词，又可作不及物动词。意思是“练习，实践”，作及物动词时，后面可接名词，代词或动名词作宾语。

I have to practice playing the piano every day.

We must practice speaking English as often as we can.

practice 作名词时，意思是“练习，实践，训练”。

Practice makes perfect.

It takes a lot of practice to become a good swimmer.

注意：every day 和 everyday

every day 是名词短语，相当于副词，常用于作状语，意思是“每天”。everyday 是形容词，常放在名词前作定语，意思是“每天的，日常的”。

My father walks to work every day.

Do you have an English class every day?

The talk show is about everyday life.

We should practice everyday English every day.

10. I have too many rules in my home.

too 在本句中作副词，意思是“太，过于”，表示超出一定的限度。

The box is too small. I can't put all the things in it.

He arrived at school too late.

too 常用于 be too + 形容词 + (for sb.) to do 的结构中，表示“太……而不能”。

He is too young to go to school.

The problem is too difficult for me to work out.

too many 意思为“太多”，修饰可数名词复数形式，too much 意思为“太多”修饰不可数名词。

There are too many people in the bus.

Don't eat too much meat. It's bad for your health.

11. And I have to be in bed by ten o'clock.

①句中的 in bed 有“睡觉，在床上，卧床”表示抽象意义，通常不加冠词。

His mother is ill in bed.

It's too late. Why are you still in bed?

Don't read in bed. It's bad for your eyes.

不用冠词的词组：

in class 课堂上 after class 下课后 at school 在学校

in school 在上学 at work 在工作 be in hospital 生病住院

go to school 去上学 go to work 去上班 go to bed 上床睡觉

### **self check**

(1) Comprehensive review of all key vocabulary presented in this unit.

Ask students to check all the words they know. Ask students to find out the meaning of any words they don't know.

(2) Ask students to write five new words in their Vocab-builder.

After students have recorded their new words, ask them to share their lists with other students.

(3) This activity provides writing practice using the target language.

Draw attention to the pictures. Ask students to complete the list of rules.

At last, check the answers.

### **Some exercises:**



Part One: Choose the best answer:

- ( ) 1. Stop \_\_\_\_\_. Listen \_\_\_\_\_ me, please.  
A. talk, to                      B. to talk, at  
C. talking, to                    D. talking, at
- ( ) 2. We can't go \_\_\_\_\_ the classroom without the teacher.  
A. in                      B. to  
C. into                    D. to in
- ( ) 3. — \_\_\_\_\_ we eat in the cafeteria? —Yes, we \_\_\_\_\_.  
A. Do, do                      B. Can, do  
C. Do, can                      D. Can, can
- ( ) 4. We have \_\_\_\_\_ school uniforms in school.  
A. wear                      B. to wear  
C. wears                      D. wearing
- ( ) 5. I'm going to \_\_\_\_\_ for Teachers' Day.  
A. buy a present at my teacher  
B. buy my teacher a present  
C. buy my teacher of a present  
D. buy a present of my teacher
- ( ) 6. Tom has to wear sneakers \_\_\_\_\_ gym class.  
A. to                      B. by  
C. for                      D. with
- ( ) 7. You can't park your car \_\_\_\_\_ in First Avenue.  
A. somewhere                    B. anywhere  
C. nowhere                      D. no where
- ( ) 8. Don't \_\_\_\_\_ loudly in the classroom.  
A. talk                      B. talks  
C. talking                      D. to talk
- ( ) 9. We are happy \_\_\_\_\_ music in class.  
A. listen to                      B. to listen  
C. to listen to                    D. to listen to a
- ( ) 10. We \_\_\_\_\_ hang out after school, but our parents don't agree with us.  
A. can                      B. can't  
C. want                      D. want to
- ( ) 11. \_\_\_\_\_ you like watching TV at night?  
A. Do                      B. Don't  
C. Can                      D. Can't
- ( ) 12. Tom, you \_\_\_\_\_ finish your homework today. Tomorrow we'll be busy out.  
A. have to                      B. has to                      C. can                      D. can't
- ( ) 13. There are \_\_\_\_\_ rules here and there.  
A. too                      B. many too                      C. too many                      D. much
- ( ) 14. Ann \_\_\_\_\_ get home at five in the afternoon.  
A. have                      B. has                      C. have to                      D. has to

- ( ) 15. \_\_\_\_\_ TV too much is bad.  
A. Watch                      B. Watches  
C. Watching                    D. Watched

## Part Two: 连词成句

1. he, be, bed, has, in, by, o' clock, to , ten.  
\_\_\_\_\_
2. students, classroom, the, eat, in, mustn' t, the.  
\_\_\_\_\_
3. Tom, of, soap, does, think, operas, what?  
\_\_\_\_\_
4. magazine, you, put, next, my, month' s, can, opinions, in?  
\_\_\_\_\_
5. go, without, don' t, into, the, teachers, classroom, the.  
\_\_\_\_\_

## Part Three: Fill in the blanks.

1. Beckham usually \_\_\_\_\_ (wear) his hat in a strange way.
2. He \_\_\_\_\_ (do) his homework now.
3. Would you like \_\_\_\_\_ (stay) at home on vacation?
4. Don' t \_\_\_\_\_ (arrive) late for the meeting.
5. You have no right \_\_\_\_\_ (put) your bike here.
6. We can' t hang out on school \_\_\_\_\_ (night) .
7. Do you mind me \_\_\_\_\_ ( cut) trees here?
8. Tom is going to \_\_\_\_\_ (visit) his uncle in Australia.
9. Why not \_\_\_\_\_ (have) a good rest? We' re tired.
10. Where \_\_\_\_\_ your family \_\_\_\_\_ (go) last vacation?
11. Look! They are playing \_\_\_\_\_ (happy) under the tree.
12. We mustn' t \_\_\_\_\_ (turn) left here.

Part Four: Writing. 在你们家，父母给你制定的规定公平吗？你有过快乐的时光吗？写出你要遵守的规定，并以书信的形式描述出来

Yours rules
1
2
3
4
5

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

教后一得:

本单元是让学生学会谈论一些规章制度，比如说：--Can we eat in school?

- We can eat in the cafeteria, but we can' t eat in the classrooms. /  
--Can students wear hats in school? -Yes, we can. ?No, we can' t.  
重在对学生进行思想教育,让学生弄明白在什么地方该干什么,不该干什么。  
通过学习, 学生可以表达一些句子,但,要使学生在实际生活中真正做到,  
还需要日常学习生活中的灌输运用。