

# ENGLISH JOURNEY



## 悠游国际少儿英语

张连仲 主编

江帆 郭楚鑫 著

TEACHER'S  
BOOK  
教师用书

4A

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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北京 BEIJING



# MAP OF THE BOOK

Unit  
1

## Happy days

page 2

### Words

go on vacation, take a photo, travel by plane, visit friends, have fun, build a sandcastle, drive a go-kart, ride a scooter, go fast, fall off, feel bad, say hello

### Grammar

Tom **rode** his scooter.  
He **didn't ride** it for long.

### Phonics

ar: **farm**, **party**,  
**shark**  
or: **corn**, **story**,  
**storm**

### Skills

- Read an email about happy days
- Listen to a dialogue about activities at a theme park
- Describe activities in the past
- Complete an email about a happy day

Unit  
2

## On the roof

page 10

### Words

toothbrush, mirror, towel, seat, painting, fan, garage, basement, stairs, balcony, roof, elevator

### Grammar

–Did you **have** it after breakfast?  
–Yes, I **did**. / No, I **didn't**.

How **did** it **get** on the roof?

### Phonics

ir: **girl**, **birthday**,  
**circle**  
ur: **burger**, **surf**,  
**turtle**

### Skills

- Read a magazine interview: Lisa Miller: My favorite place
- Listen to a dialogue about a favorite place at home
- Ask and answer about past activities
- Complete a diary about your favorite place at home

Unit  
3

## What do you want to be?

page 18

### Words

astronaut, farmer, doctor, singer, nurse, bus driver, clown, boring, exciting, easy, difficult, safe, dangerous

### Grammar

–What **do** you **want to** be?  
–I **want to** be an astronaut one day.

What **do** you **have to** do?  
**Do** you **have to** do any difficult things?  
I **have to** ride this bike.

### Phonics

oo: **foot**, **cook**,  
**cookie**  
u: **pull**, **bush**, **full**

### Skills

- Read a diary: My dream job
- Listen to a dialogue about being a farmer
- Describe a job
- Complete a diary about your dream job

**Review 1** page 26

**See the world with Fred 1: Walt Disney** page 28

Unit  
4

## Around the lake

page 30

## Words

forest, lake, waterfall,  
river, jungle, island,  
go cycling, go shopping,  
go sailing, go fishing,  
go skating,  
go swimming

## Grammar

You have to run in  
pairs, **out of** this  
forest, **up** a mountain  
and **around** a lake.

Sailing is **more difficult**  
than cycling.

## Phonics

e: **p**enguin, **sh**elf,  
**ch**ess  
ea: **br**ead, **fe**ather,  
**tr**asure

## Skills

- Read a postcard about a vacation
- Listen to a discussion about a plan
- Discuss a vacation plan
- Complete a postcard about your family vacation

Unit  
5

## He's the best

page 38

## Words

aunt, uncle,  
grandparents,  
grandchildren,  
grandson,  
granddaughter,  
strange, helpful,  
intelligent, handsome,  
pretty, friendly

## Grammar

My **coolest** uncle is  
Uncle Joe.  
You're **the most helpful**  
robot in the family.  
He's **the best** of all my  
uncles at soccer.  
Uncle Tim is **the worst**  
of all my uncles at  
sports.

## Phonics

ai: **tail**, **afraid**,  
**rainy**  
ay: **gray**, **pay**, **tray**

## Skills

- Read a diary about neighbors
- Listen to a dialogue about family members
- Use superlative adjectives to describe people
- Describe someone in your family or your class

Unit  
6

## Around the world

page 46

## Words

the world, Brazil,  
Australia, China,  
the USA, India, Britain,  
go sightseeing, camp,  
sunbathe, leave,  
come back,  
meet friends

## Grammar

I'm **going to** visit Australia.  
I'm **not going to** dance.  
–Are you **going to** go  
sightseeing?  
–Yes, we **are**. / No, we  
**aren't**.  
How **are you going to**  
walk with that big  
backpack?

## Phonics

oy: **enjoy**, **cowboy**,  
**annoy**  
oi: **coin**, **noisy**,  
**point**

## Skills

- Read an email about a vacation plan
- Listen to a dialogue about a vacation plan
- Do a survey and talk about vacation plans
- Complete an email about your plan for your friend's stay

Review 2 page 54

See the world with Fred 2: Amazing Places page 56

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## Unit 1 Happy days

## 快乐时光

## Story 1 &amp; Practice 1



## 教学目标

能够听懂、识别和表达有关日常活动的英文短语

能够使用不规则动词过去式描述过去发生的事情

## 目标语言

单词: go on vacation, take a photo, travel by plane, visit friends, have fun, build a sandcastle

句型: We went on vacation last week.

Dad took lots of photos.

Tom and I had a lot of fun.

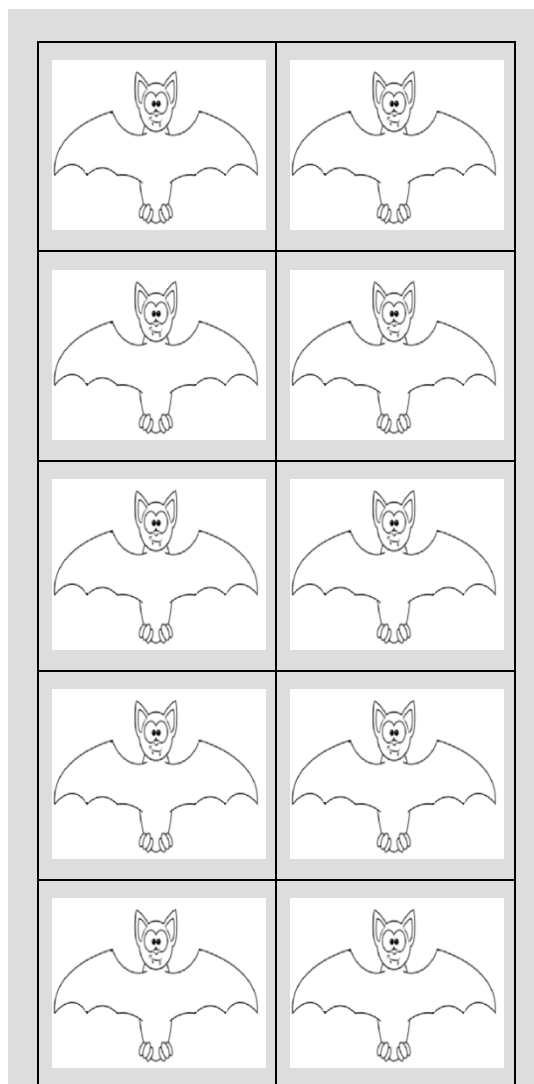
He built a cool sandcastle.

## 教具准备

单词卡片: 1—6

故事卡片: 1—4

其他教具(教师自备): 教师的假期旅游明信片、纪念品、照片等; 写有以下单词及短语的单词条一套(vacation, a photo, by plane, friends, fun, a sandcastle); 写有以下单词及短语的单词条一套(go on, take, travel, visit, have, build), 如果条件允许, 也可以做成 PPT, 每张 PPT 上写一个单词或短语; 给每名学生准备一张如下所示的表格:

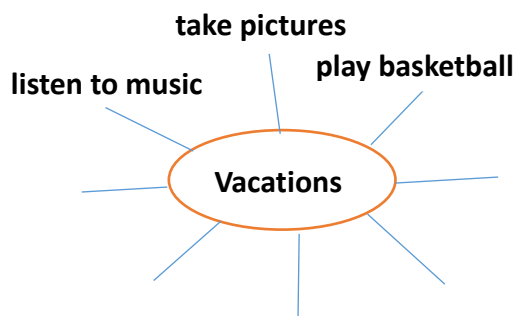


## 热身活动 Warmer

## 做活动: Talk about your vacations

- 拿出事先准备好的旅游明信片、纪念品、照片, 向全班讲述教师的假期旅游经历, 尽量使用学生学过的单词或短语, 例如: go on a trip, catch a bus, wait at the bus stop, buy a ticket, go for a swim, go for a ride 等。
- 问学生: What about your vacations? What did you do? 告诉学生可以用一般现在时进行回答。鼓励学生使用学过的动词短语, 例如: play basketball, take pictures, listen to music 等。教师将学生

所说的短语在教学板上以思维导图的形式呈现，如下图所示：



### Story 1

#### 词汇展示 Presentation: words

- 出示单词卡片 go on vacation，请学生观察卡片上的内容。教师说：Look, there's a car and four people. What are they doing? 学生可能会说：They are traveling. 教师说：Yes, they are going on vacation. 然后带读短语 go on vacation。
- 将单词卡片 take a photo 贴在教学板上，如果有学生可以正确读出短语，则予以肯定并鼓励其他学生跟读。
- 用同样的方式依次呈现单词卡片 travel by plane, visit friends, have fun, build a sandcastle，直到本课所有的短语都呈现在教学板上。
- 带领全班学生依次读出教学板上的短语。

#### 练习 Practice

##### 做活动：Listen, point and say.

#### SB P2

- 让学生将学生用书翻至第 2 页，活动 1。
- 播放录音，让学生先听一遍，并指图片。再次播放录音，让学生边听边指图片下方的文字，并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上，教师随机说出一个有关日常

活动的短语，让学生举起相应的卡片，并大声说出短语。也可以让程度较好的学生到教室前面说短语，其他学生举卡片。

- 在全班任选六名学生，给每人准备一张单词卡片，让他们按照任意顺序从左至右在教室前面排成一行，并将自己手中的单词卡片有图的一面朝外，然后依次说出单词卡片对应的短语。
- 将全班分成六人小组，给每组准备一套迷你单词卡，每人一张卡片，六人围坐成一圈，继续进行上述说短语的活动。可以采取计时比赛的形式，最先正确说出全部短语的小组获胜。

#### SB CD1 02

go on vacation, take a photo, travel by plane, visit friends, have fun, build a sandcastle

##### 做活动：Grab the word

- 将全班分成六组，拿出事先准备好的单词条 (vacation, a photo, by plane, friends, fun, a sandcastle)，给每组任意发一张单词条。
- 拿出准备事先准备好的单词条 (go on, take, travel, visit, have, build)，将单词条打乱顺序后依次展示给全班学生（如果条件允许，也可以以 PPT 形式呈现）。告诉学生，如果教师展示的单词条上的单词或短语与自己所在小组分得的单词条可以搭配成本课所学的短语，该小组的所有成员就要迅速起立并大声说出该短语。
- 哪个小组的全部成员反应迅速并正确说出短语，哪个小组得一分。
- 一轮活动结束后教师重新给各组准备单词条，继续进行以上活动。两轮活动结束后得分最多的小组获胜。

**补充活动****做活动: What's missing?**

- 将单词卡片 (go on vacation, take a photo, travel by plane, visit friends, have fun, build a sandcastle) 按任意顺序贴在教学板上, 写有短语的一面朝外。
- 让学生闭上眼睛, 然后将其中一张或几张单词卡片拿走, 然后让学生通过观察教学板上剩余的单词卡片来猜测少了哪几张单词卡片, 并说出卡片对应的短语。
- 为了增加趣味性, 也可以以小组竞赛的形式进行, 将全班分成两组, 每次两组各选一人回答, 猜对的得 1 分, 猜错的不得分, 最后得分较高的一组获胜。

**小贴士:** 建议不要将认读相对困难的短语拿出去, 这样可以让学生在活动中反复认读并掌握所有短语。

**故事教学 Story****做活动: Picture walk**

- 让学生看学生用书第 2 页 Story 1 的图片, 说一说图片中有哪些人物, 他们在哪里。教师可以问: Who are talking in the story? (Daisy and Anna.) What are they talking about? (They are talking about vacations.)
- 将故事卡片按顺序贴到教学板上。指向第一幅图, 问: Who can you see? (I can see Daisy and Anna.) Where are they? (They are maybe in the park or at school.) What's in Daisy's hands? (A tablet.)
- 指向第二幅图, 问: Look at the photo on Daisy's tablet. Who are in the photo? (I

can see Daisy, Tom and Fred.) Where are they? (They are in California.) What are they doing? (They are going on their vacation.)

- 指向第三幅图, 问: Who else can you see in the photo? (I can see Fred, Daisy, Tom and their friends.) Is Fred happy? (No, he isn't.) Why? (Because he doesn't like the hot weather.)
- 指向第四幅图, 让学生仔细观察故事中人物的动作和表情, 问: Is Fred happy now? (Yes, he is.) What does he do on the beach? (He builds a cool sandcastle.)
- 对于学生的回答给予鼓励, 先不要给出明确答案。

**做活动: Listen and read.****SB P2**

- 让学生将学生用书翻至第 2 页, 活动 2。
- 播放录音, 让学生先听故事, 检查对教师问题的回答是否正确。
- 再次播放录音, 让学生边听边在书上指出听到的句子, 并大声跟读。
- 将学生两人一组, 分别扮演 Daisy 和 Anna。播放录音, 让学生分角色跟读, 尽量模仿录音的语音语调。然后, 将全班分成两组分角色朗读故事, 两组分饰 Daisy 和 Anna。
- 如果时间允许, 可以交换角色再次练习。

**SB CD1 03**

**Anna:** Hi, Daisy. How are you?

**Daisy:** Great, thanks! We went on vacation last week.

**Anna:** Where were you?

**Daisy:** In California. Dad took lots of photos. Look! We traveled there by plane.

**Daisy:** We visited friends at their beach house. Tom and I had a lot of fun,



but Fred was sad.

**Anna:** Why?

**Daisy:** He wanted a city vacation, not a beach vacation, and he didn't like the hot weather.

**Daisy:** Later, he was happy again. He built a cool sandcastle. Look!

**Anna:** That's bigger than a sandcastle. It's a sand city!

### 补充活动

#### 做活动: Act it out!

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许, 可以让学生以小组为单位, 分角色表演故事。

### Practice 1

#### 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 3 页, 看句型展示框, 读出里面的句子。
- 让学生从 Story 1 中找到这几个句子画出来, 并大声读出来。这个环节让学生能够回顾故事中出现的 key 句型, 从而引出句型的学习。
- 将动词 go, take, travel, visit, have, want, build 依次写在教学板上, 让学生试着说出并写下动词对应的过去式形式。然后让学生在 Story 1 中找到动词对应的过去式形式并核对自己所写的答案。
- 让学生观察 go, take, have, build 与 travel, visit, want 这两组动词过去式有何不同。向学生讲解动词过去式的变化规

则: 英语中, 大部分动词为规则动词, 在变为动词过去式时, 只需在动词原形后面加 ed, 例如: visit, want, travel。不符合上述规则的动词为不规则动词, 例如: go, take, have, build。这些不规则动词的动词过去式需要学生单独记忆。告诉学生: 动词过去式用来描述过去发生的动作。

- 带领学生大声读出句型展示框中的句子, 提醒学生注意动词过去式的发音及拼写。

#### 做活动: Hearing mistakes

- 教师朗读本课的故事, 但是故意出一些发音或语法上的错误, 让学生辨识出错误, 并加以改正。告诉学生, 发现错误的时候可以举手, 也可以和学生约定一个代号, 例如大声说: Oops! 然后改正。
- 教师可以重点考查学生对于动词过去式的掌握程度, 多出一些语法方面的错误。例如: 教师可将 We went on vacation last weekend. 故意读成 We go on vacation last weekend. 学生听到错误, 说: Oops! We went on vacation last weekend.

### 练习 Practice

#### 做活动: Listen and repeat. Look and say.

#### SB P3

- 让学生将学生用书翻至第 3 页, 活动 1。
- 让学生观察图片, 并读出图片下方的关键词。
- 播放录音, 让学生边听边指图片, 并跟读句子。
- 再次播放录音, 鼓励学生边听边跟读。
- 教师随机指向一幅图片, 让学生根据图片内容及图片下方的关键词说句子。

- 让学生两人一组，一名学生随机指向一幅图片，另一名学生说句子。所有句子都说完后，两人交换角色再次进行活动。

and I visited some friends. 学生可以先讲与小组其他成员的相同点，再讲不同点。

### SB CD1 04

**Boy:** Yesterday I visited Paul. We built a truck. We had fun. Last week Paul went on vacation. He traveled by plane. He took a lot of photos.

**做活动: Last week you went on vacation. Choose and say. Find who went on the same vacation.**

### SB P3

- 让学生将学生用书翻至第 3 页，活动 2。
- 让学生看行程表，并读出表中的单词及短语。教师告诉学生，行程表的四栏分别表示度假目的地、度假出行方式、假期具体活动安排和假期拜访对象。
- 让学生读出话泡中的例句，然后让学生设想自己“上周的度假活动”，并从行程表的四栏中依次勾选出自己“上一周”的度假目的地、度假出行方式、假期具体活动安排和假期拜访对象。
- 让学生四人一组，根据话泡中的例句及自己在勾选完的行程表依次说句子。如果说出的句子中存在至少一处相同的度假信息，则具有相同度假信息的人就可以组成“度假出行”小伙伴。
- 如果时间允许，平均每组的“度假出行”小伙伴人数，组成“度假小组”，小组一同制作度假海报，以简单绘画的形式共同完成海报。
- 每个小组选一名代表或每组每位成员依次介绍小组出行情况。如该组共同信息为: a big city 和 train。小组成员可以说: We all went to a big city and we went there by train. But I took my dog with me

### 做活动: Clap and say

- 教师带领学生拍手打节拍，教师边拍手边说一个本课所学短语，让学生听到短语后说出短语对应的过去式。例如，教师边拍手边说: take photo，学生听到后要边拍手边说: took photo。
- 待教师说完本课所学的全部短语后，教师与学生交换角色。教师边拍手边说短语的过去式，让学生边拍手边说出短语的现在时。

### 结束本课 Ending the lesson

#### 做活动: Make it funny

- 在教学板上依次写出动词 go, take, have, build。让学生回顾上述动词的过去式形式并说出来。教师在教学板上写出过去式形式。
- 将全班分为 A、B 两组。让 A、B 两组学生依次用教学板上的动词过去式说句子。要求学生说出的句子内容要符合学生的真实情况。
- 每说出一个正确的句子的学生为所在小组赢得一分。最后得分较多的小组获胜。

### 家庭作业

#### 活动用书第 2 页

**活动 1 Write and number. Then listen and check.**

**活动 2 Complete the sentences with the words in the box in their correct forms.**

**活动 3 Complete the text with the verbs from activity 2.**

## Story 2 &amp; Practice 2



## 教学目标

能够听懂、识别和表达有关日常活动的英文短语

能够使用不规则动词过去式的肯定式和否定式描述过去发生的事情

## 目标语言

单词: drive a go-kart, ride a scooter, go fast, fall off, feel bad, say hello

句型: Daisy drove her go-kart in the yard.

The twins didn't drive the go-kart.

Tom rode his scooter.

He didn't ride it for long.

## 教具准备

单词卡片: 7—12

故事卡片: 5—6

其他教具(教师自备): 为每名学生准备一张 A4 纸; 写有以下短语的单词条一套, 每张单词条上写一个 (go on vacation, take a photo, travel by plane, visit friends, have fun, build a sandcastle, drive a go-kart, ride a scooter, go fast, fall off, feel bad, say hello); 一个纸盒; 一张写有以下句子的 PPT (1. Daisy drove her go-kart in the yard. 2. Tom rode his scooter for a long time. 3. The twins rode the go-kart. 4. Tom felt bad because a wheel fell off. 5. Dad worked on the go-kart. 6. Dad was angry and said something to the twins. 7. The twins rode the go-kart again the next day.) 若条件不允

许, 也可将句子板书在教学板上; 若干份印有蝙蝠的表格; 三个纸杯; 若干张彩纸; 一支彩笔

## 热身活动 Warmer

## 做游戏: Bingo Game

- 让学生回忆 Story 1 中学过的动词及其过去式, 并且大声拼读出来。教师将学生读出的单词板书在教学板上。
- 全班一起核查单词是否正确, 并且核对是否全部单词都呈现在教学板上 (are, were, go, went, take, took, travel, traveled, visit, visited, have, had, is, was, want, wanted, do, did, build, built)。
- 给每名学生准备一张 A4 纸, 让学生在 A4 纸上画两个九宫格。然后让学生从教学板上的单词中选择单词, 并按任意顺序填入九宫格中, 每格填一个。
- 教师按任意顺序读出教学板上的单词, 让学生在九宫格中圈出听到的单词。当学生所圈的单词在九宫格上能够连成一条直线(横行、竖行、斜行均可), 就举手大声说 Bingo! 谁最先说出第二次 Bingo 谁就获胜。

## 词汇展示 Presentation: words

- 说: Today we will learn some new phrases for activities.
- 出示单词卡片 drive a go-kart, 问: What is the boy doing? (He is driving a car.) 指着单词卡片上的车问: What's this? Do you know? (It's a go-kart.) 并大声带读短语 drive a go-kart.
- 出示单词卡片 ride a scooter, 问: What is the girl doing now? (She is riding a scooter.) 指着单词卡片上女孩的车说: This is a scooter. 并大声带读短语 ride a scooter.

- 出示单词卡片 **go fast**, 教师一边双手做开车的动作, 一边快速移动双腿, 问: What am I doing? (学生可能回答 You are driving a car.) 教师继续问: Am I slow or fast? (Fast.) 指着单词卡片大声带读短语 **go fast**。
- 出示单词卡片 **fall off**, 问: What's happening? (The boy is falling off the bike.) 指着单词卡片大声带读短语 **fall off**。
- 出示单词卡片 **feel bad**, 问: What's happening? (The girl is breaking something.) How does the girl feel? (She's sad.) 指着单词卡片大声带读短语 **feel bad**。
- 出示单词卡片 **say hello**, 问: Look the picture. What is the boy doing? (He's waving his hand and smiling.) What might he say? (学生可能回答 hello, hi.) 指着单词卡片大声带读短语 **say hello**。

### 练习 Practice

做活动: Listen, point and say.

#### SB P4

- 让学生将学生用书翻至第 4 页, 活动 1。
- 播放录音, 让学生先听一遍, 并看图片。再次播放录音, 让学生边听边指图片下方的文字, 并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上, 教师随机说出一个日常活动短语, 让学生举起相应的卡片, 并大声说出短语。也可以让程度较好的学生到教室前面说短语, 其他学生举卡片。

#### SB CD1 05

drive a go-kart, ride a scooter, go fast, fall off, feel bad, say hello

### 做游戏: Act and guess

- 将事先准备好的单词条 (go on vacation, take a photo, travel by plane, visit friends, have fun, build a sandcastle, drive a go-kart, ride a scooter, go fast, fall off, feel bad, say hello) 放在纸盒里, 将纸盒放在教室前面的讲台上。请一名学生在纸盒里任意抽取一张单词条, 然后根据单词条内容做动作, 请其他学生猜测单词条上的短语。
- 例如: 学生抽到单词条 **fall off** 则做出摔落在地的动作, 其他学生举手来猜, 直到猜出 **fall off** 为止。
- 猜对的学生可以成为下一个抽取单词条并做动作的人, 其他学生举手猜词条, 直到全部单词条被抽完为止。

### 故事教学 Story

#### 做活动: Picture walk

- 出示故事卡片 5, 让学生仔细观察图片, 问: What can you see in the picture? (Daisy and Tom.) What are they doing? (They are driving a go-kart in the yard.) Does the go-cart go fast? (No, it doesn't.) Why? 让学生仔细观察图片, 引导学生进行猜测。问: Is Tom happy? Can you guess why? 让学生观察 Tom 的表情, 鼓励学生大胆猜测。
- 出示故事卡片 6, 问: Who else can you see in the picture? (Dad and Fred.) Does the go-kart go fast? (Yes, it does.) Why? (Because Fred has repaired it.) Is Dad happy? (No, he doesn't.) Why? Can you guess?
- 学生猜测后, 教师予以鼓励并引导学生读故事, 说: Good guess! Now let's read the story and find out if you're right.

**做活动: Listen and read.****SB P4**

- 让学生将学生用书翻至第 4 页, 活动 2。
- 播放故事录音, 让学生完整听一遍, 问学生刚才的猜测是否正确, 检查学生是否了解了故事大意。
- 再次播放录音, 这一次让学生注意听故事中的活动短语, 并画出这些短语。
- 教师向学生展示写有以下句子的 PPT, 请七名学生根据故事内容依次判断句子正误:

1. Daisy drove her go-kart in the yard.
2. Tom rode his scooter for a long time.
3. The twins rode the go-kart.
4. Tom felt bad because a wheel fell off.
5. Dad worked on the go-kart.
6. Dad was angry and said something to the twins.
7. The twins rode the go-cart again the next day.

告诉学生如果句子正确, 则说 Yes。如果错误, 则说 No, 并说出正确的句子。

- 待学生回答完所有问题后, 教师可以提出一些拓展性问题, 例如: Do you want a go-cart like the one in the story? Why?
- 第三次播放录音, 让学生跟读故事。
- 让学生五人一组, 分别扮演 Tom, Daisy, Fred, Dad 和旁白, 让学生分角色朗读, 尽量模仿录音的语音语调。如果时间允许, 可以交换角色多读几遍。

**SB CD1 06**

Daisy drove her go-kart in the yard. It was fun! Tom rode his scooter, but he didn't ride it for long. He was bored.

"Come in the go-kart with me," said Daisy.

They drove the go-kart together, but it didn't

go very fast. Then a wheel fell off. Tome felt really bad.

Tom went to Fred. "Please can you help us?" Tom asked.

Fred worked on the go-kart. After that, the wheels didn't fall off and the go-kart went really fast.

"This is cool!" they shouted.

But the go-kart was very hot, and the grass under it wasn't green now. It was black! Dad didn't say a word, but he wasn't happy. The day after that, the twins didn't drive the go-kart. They planted some new grass.

**做活动: Act it out!**

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许, 可以让学生以小组为单位, 分角色表演故事。

**Practice 2****句型展示 Presentation: patterns**

- 让学生将学生用书翻至第 5 页, 看句型展示框, 读出里面的句子。
- 让学生从 Story 2 中找出这些句子, 并大声读出来。
- 将动词 drive, fall, ride, go, say, feel 从上至下依次板书在教学板上, 让学生在 Story 2 中找到这些动词对应的过去式圈出来, 并大声读出单词所在的句子。
- 教师将动词 drive, fall, ride, go, say, feel

对应的过去式从上至下依次板书在教学板上，并让学生观察和记忆不规则动词过去式的变化。例如：drive-drove, fall-fell。

- 教师在教学板上板书助动词 **don't** 的过去式 **didn't**，并让学生在 Story 2 中找出含有 **didn't** 的句子。教师向学生讲解：**didn't** 用于一般过去式的否定句中，表示过去未发生的事情，其后的动词需要使用动词原形。

### 练习 Practice

做活动：Listen and repeat. Look and say.

#### SB P5

- 让学生将学生用书翻至第 5 页，活动 1。
- 播放录音，让学生边听边指向对应的图片并跟读。
- 再次播放录音，在每幅图的第一句听完之后暂停，让学生根据图片与关键词说出下一句。然后播放录音检查学生的句子是否正确。提醒学生注意 **didn't** 后面的动词要用动词原形。
- 教师随机说出图片对应的序号，请全班根据图片内容和关键词说句子。
- 让学生两人一组，一个人随机说图片序号，另一个人根据图片内容和关键词说句子。

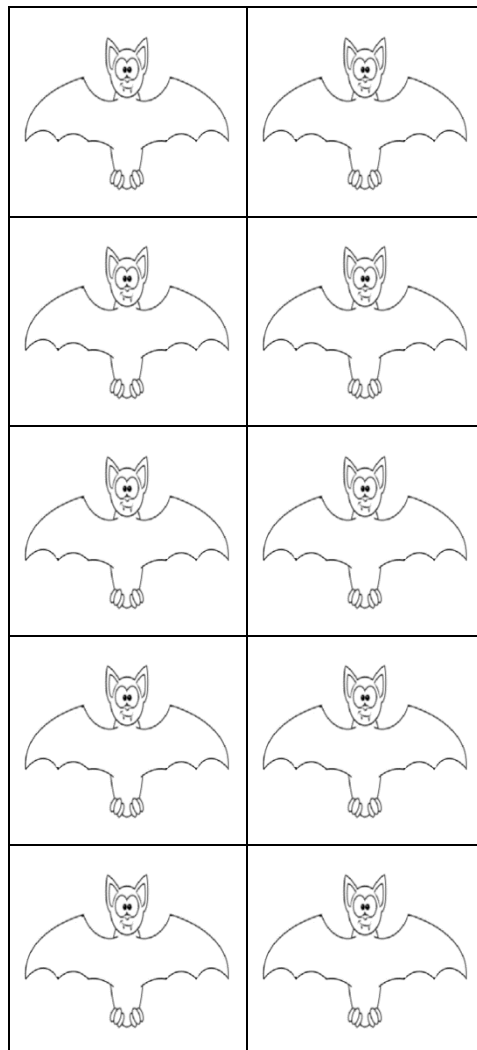
#### SB CD1 07

- She didn't say hello in English yesterday. She said hello in Chinese.
- They didn't ride scooters yesterday. They rode bikes.
- He didn't fall off a bike yesterday. He fell off a horse.
- He didn't drive a go-kart yesterday. He drove a truck.
- She didn't feel bad yesterday. She felt great.
- They didn't go very fast yesterday. They

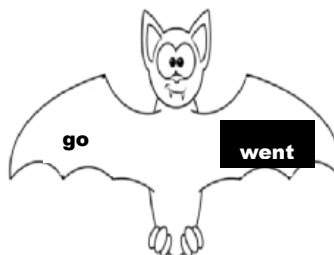
went slowly.

做活动：Batty words

- 为每名同学准备一张印有蝙蝠的表格，如下图所示：



- 教师在教学板上板书以下单词：**go, take, have, build, drive, fall, ride, go, say, feel**。
- 让学生按任意顺序将教学板上的单词写在蝙蝠的左翅膀上，每个蝙蝠上写一个单词。然后在每个蝙蝠的右翅膀上写出该单词的过去式。如下图：





- 如果时间允许，可以鼓励学生画出自己喜欢的动物或植物，然后仿照上述步骤制作自己的不规则动词过去式图表。

### 做活动：Magic Cups

- 将事先准备好的三个纸杯放在教室前面，在三个纸杯外侧用彩笔依次写上：**Name, Activity, Time**。
- 给每名学生准备一张彩纸，让学生将彩纸手工裁成三张纸条。然后让学生在每张纸条上分别写上自己的英文名、一个本课所学的活动短语（提醒学生将短语中的动词改成相应的过去式形式）和一个表示过去时间的时间副词，例如：**Lily, visited friends, yesterday**。然后让学生将纸条揉成团，依次到教室前面将纸条放到对应的纸杯里。
- 教师晃动纸杯将纸条打乱顺序，然后将纸杯放在教室前面。请任意一名学生到教室前面的纸杯中抽取纸条，每个纸杯中抽取一个，然后将纸条上的单词或短语组成句子，并大声说出句子。例如：**Mary drove a go-kart last Friday**。然后由这名学生选出下一名到教室前面抽取纸条并说句子的学生，依此类推，直到纸杯中的纸条全部抽完。

### 做活动：Play the game.

#### SB P5

- 让学生将学生用书翻至第 5 页，活动 2。
- 让学生两人一组，拿出自己的迷你单词卡，打乱顺序拿在手中，注意不要让对方看到自己卡片的排放顺序。
- 让学生 A 从手中任意抽取一张迷你单词卡，例如：**drive a go-kart**，然后用一般过去时描述卡片内容，如：**I drove a go-kart yesterday**。
- 让学生 B 在自己手中抽取一张迷你单词

卡，如果学生 B 抽到与学生 A 相同的卡片，就说：**I drove a go-kart too**。并赢得学生 A 的卡片。如果学生 B 抽到的卡片与学生 A 的卡片不同，则说：**I didn't drive a go-kart yesterday**。Let's try again. 然后 A、B 两人将各自的卡片放在桌子一侧。

- 当学生 A 手中的卡片全部抽完后，两人交换角色，由学生 B 组先抽卡片，继续重复以上活动。
- 两轮过后，拥有卡片较多的一方获胜。

### 结束本课 Ending the lesson

#### 做活动：句子接龙

- 将全班分成若干组，每组四至六人。
- 让学生围坐成一圈，用本课所学的重点单词及短语轮流说句子，串联成一个完整的小故事。教师给出故事的开头：**Last week, Daisy and Tom went to Africa**。要求每组的学生先重复前一位学生说的句子，再说一个新的句子。提醒学生注意动词过去式的用法。
- 依次请各组学生到教室前面进行展示，鼓励学生边说句子边做动作。
- 全班选出最有趣的故事。
- 可以安排程度较好的学生在队尾接龙，承担较难的任务。

### 家庭作业

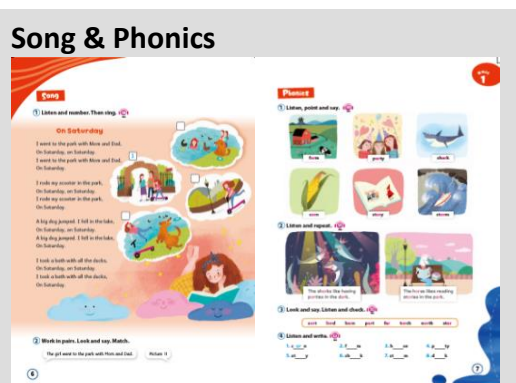
#### 活动用书第 3 页

活动 4 Match and write. Then listen and check.

活动 5 Look and read. Circle the correct words.

活动 6 Look, read and correct.

让学生下次课带一张自己做某项日常活动的相片。



### 教学目标

学会唱歌曲 *On Saturday*

能够掌握字母组合 *ar, or* 在单词中的发音

### 目标语言

单词: *farm, party, shark, corn, story, storm*

### 教具准备

单词卡片: 1—18

其他教具(教师自备): 将学生用书第6页歌曲中的四幅图片复印制成4幅单独的图片(如果条件允许,也可做成PPT); 两个字母组合 *ar, or* 的单词条; 除 *a, e, i, o, u* 之外的21个小写英文字母的单词卡片

### 热身活动 Warmer

#### 做游戏: Whisper game

- 将全班分成若干组, 每组六到八人。让学生以组为单位站成一排, 让每组第一名学生面向教学板站立, 本组其余学生背向教学板站立。
- 将单词卡片(1—12)打乱顺序放在教室前面, 让每组第一名学生到教室前面随机抽取一张单词卡片, 看到卡片上的内容后迅速回到自己原来的位置站立。
- 待各组的第一名学生全部抽取卡片, 并返回原位后, 教师发出口令: **Start!** 让每组第一名学生将看到的短语轻声告诉该组下一名学生。
- 待各组都传完以后, 让每组的最后一名学生大声说出句子。哪组传得又快又准确, 哪组就赢得1分。

- 每轮游戏结束后, 每组学生调整站队顺序, 更换一名学生到教室前面抽取卡片。继续游戏, 最后得分最多的小组获胜。

### Song

#### 呈现歌曲 Presentation

- 让学生将学生用书翻至6页, 活动1。
- 教师让学生回忆自己上个周末做了哪些事情, 问: **What did you do last weekend?** 并将学生提到的活动短语写在教学板上。
- 把事先准备好的学生用书第6页歌曲中的四幅图片(如果条件允许, 也可做成PPT)打乱顺序出示给全班, 教师边问问题, 例如: **What is the girl doing? Who are the man and woman? What animals can you see in these pictures?** 边引导学生观察图片内容, 引导学生说出这首歌的主题(一个女孩上周六做过的事情)。
- 播放歌曲录音, 让学生先欣赏一遍。再次播放歌曲, 让学生核对自己之前的回答是否正确。提醒学生注意听歌曲中出现的有关日常活动的短语。

#### 做活动: Listen and number. Then sing.

#### SB P6

- 播放歌曲录音, 让学生边听边给图片排序, 并在方框内写出序号。全班一起核对答案。
- 再次播放歌曲, 让学生一边听歌曲一边用手指划指歌词, 并跟唱。
- 将全班分成四组, 每组唱一段, 然后四组交换角色继续演唱歌曲, 直到学生能够独立唱完整首歌为止。

#### 答案

(从上至下, 从左至右) 1, 3, 4, 2

#### SB CD1 08

I went to the park with Mom and Dad,  
On Saturday, on Saturday.

I went to the park with Mom and Dad,  
On Saturday.

I rode my scooter in the park.  
On Saturday, on Saturday.  
I rode my scooter in the park,  
On Saturday.

A big dog jumped. I fell in the lake,  
On Saturday, on Saturday.  
A big dog jumped. I fell in the lake,  
On Saturday.

I took a bath with all the ducks,  
On Saturday, on Saturday.  
I took a bath with all the ducks,  
On Saturday.

#### 做活动: Sing and act

- 播放本单元 DVD 歌曲动画, 让学生先看一遍, 鼓励学生跟唱。
- 播放歌曲的卡拉 OK 模式, 让学生跟随伴奏一起唱, 同时边唱边举起与歌词对应的迷你单词卡。

#### 做活动: Work in pairs. Look and say. Match.

##### SB P6

- 让学生两人一组, 一名学生用一般过去时描述歌曲中的某幅图片, 另一个学生根据描述找到对应的图片并说出图片编号, 例如, 学生 A: The girl went to the park with Mom and Dad. 学生 B: Picture 1!
- 然后两人互换角色, 继续练习。

#### 补充活动

##### 做游戏: Create a new song.

- 让学生两人一组, 拿出自带的日常活动相片, 根据相片内容改编课本的歌曲。
- 引导学生将歌词中的日常活动短语及时间短语画出来, 提醒学生根据自己的相片内容替换这些短语。若学生所带相片内容与歌曲歌词相似或一致, 还可以鼓励学生使用本单元的重点短语改编歌曲。如:

I visited friends with my brother,  
On Tuesday, on Tuesday.  
I visited friends with my brother,  
On Tuesday.

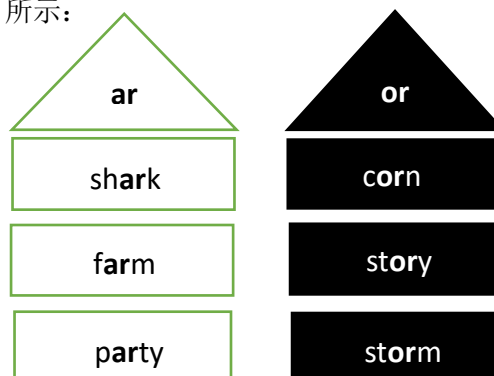
#### Phonics

##### 呈现语音 Presentation

##### 做活动: Listen, point and say.

##### SB P7

- 出示单词卡片 farm, 在教学板上板书单并在单词下方写出音标, 引导学生拼读出整个单词/fɑ:m/。
- 学生读出后, 教师问字母组合 ar 的发音是什么, 引导学生说出/ɑ:/。
- 用同样的方式先后呈现单词 party, shark, corn, story, storm 以及音标, 引导学生拼读单词。
- 在教学板上以“拼读小屋”的形式总结字母组合 ar 和 or 的发音规律, 如下图所示:



- 让学生将学生用书翻至第 7 页，活动 1。播放录音，让学生边听边指图片，并大声跟读。
- 让学生观察图片的内容，猜一猜单词对应的中文含义。学生猜测后，教师给出正确答案。
- 按任意顺序说出六幅图片的单词，让学生在图片下方标出序号。全班一起核对答案。
- 随机拿出一张单词卡片，让学生大声拼读出单词。

**SB CD1 09**

farm, f-ar-m, farm  
party, p-ar-ty, party  
shark, sh-ar-k, shark  
corn, c-or-n, corn  
story, st-or-y, story  
storm, st-or-m, storm

**练习 Practice****做活动: Listen and repeat.****SB P7**

- 让学生将学生用书翻至第 7 页，活动 2。让学生看图，说一说图片上的内容，鼓励学生尽量用学过的单词来描述图片。
- 播放录音，让学生边听边指向图片下方的句子。让学生关注字母组合 ar 和 or 的发音。
- 再次播放录音，让学生听录音并打着节拍跟读。
- 让学生自己练习打着节拍说句子。
- 请几名学生在全班面前打着节拍读句子。如果时间允许，也可以将全班分成两组朗读句子。一组读一句，然后交换角色继续读。

**SB CD1 10**

The horse likes reading stories in the park.

The sharks like having parties in the dark.

**做活动: Look and say. Listen and check.****SB P7**

- 让学生将学生用书翻至第 7 页，活动 3。让学生看单词，试着拼读出来。
- 播放录音，让学生边听边跟读，检查自己的拼读得是否正确。
- 学生两人一组，一人随机说单词，另一人指向对应的单词，然后交换角色继续练习。

**SB CD1 11**

sort, lord, barn, part, far, torch, north, star

**补充活动****做游戏: Card game**

- 拿出准备好的两个字母组合 ar 和 or 的单词条，以及 21 个小写英文字母的卡片。将两个字母组合的单词条从上到下依次贴在教学板上，把 21 张卡片随机分成两摞放在教室前面。
- 教室从两摞卡片中分别抽取一张，跟教学板上的单词条放在一排，让学生根据发音规则拼读字母组合。
- 如果时间允许，可以将全班分组，比赛玩游戏。看谁说得快，其所在小组得分。

**做活动: Listen and write.****SB P7**

- 让学生将学生用书翻至第 7 页，活动 4。
- 播放录音，让学生听录音写出相应的字母组合，完成单词。
- 请学生说出完成后的单词，全班一起核对答案。

**SB CD1 12**

1. corn    2. farm    3. horse    4. party

5. story      6. shark      7. storm      8. dark

### 结束本课 Ending the lesson

#### 做活动: Make it funny

- 让学生将学生用书翻至第 7 页, 活动 2。  
播放录音, 让学生边听边跟读。
- 让学生从学生用书第 7 页, 活动 1 中挑选单词并造句, 也可以鼓励学生编写歌谣或小故事。
- 学生可以单独完成, 也可以 2-3 人合作完成。
- 让学生在全班面前朗读自己编写的句子、歌谣或小故事。全班选出最有趣的句子、歌谣或小故事。

### 家庭作业

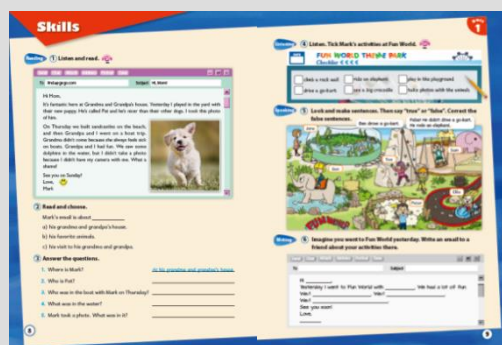
活动用书第 4 页

活动 7 Listen and write.

活动 8 Read and complete the text.

活动 9 Listen and tick.

## Skills



## 教学目标

能够读懂一封描述假期日常活动的电子邮件，理解重要细节信息

能够听懂一段父子之间的对话，识别不同的人物活动、地点等细节信息

能够正确运用动词过去式描述图片信息

能够根据文字提示写一封关于假期活动的电子邮件

## 目标语言

本单元所学的单词和句型

## 教具准备

单词卡片：1—12

其他教具（教师自备）：若干张 A4 纸

## 热身活动 Warmer

## 做游戏：Bingo!

- 教师在教学板左右两侧各画一个九宫格。然后带领学生回忆本单元所学的重点单词及短语，并将其中的动词原形写在教学板上（go, visit, take, travel, build, have, drive, ride, fall, feel, say）。
- 教师从教学板上的动词中随机挑选九个按任意顺序填入表格中，每格填写一个动词。如下图所示：

go	build	have
visit	take	travel
drive	ride	fall

- 将全班分成两组，每组分别派出一名学生，用表格中动词的过去式说句子。例

如，A 组学生：I went to the zoo last Sunday. 教师就将动词 go 用线划掉。B 组学生：I had a lot of fun yesterday. 教师就将动词 have 划掉。

- 依此类推，每组轮流派学生从表格中选词说句子。哪组划掉的动词在表格中能够连成一条直线（横行、竖行、斜行均可），哪组就齐声说 Bingo，获得胜利。
- 如果时间允许，教师重新画一张九宫格，重新填写动词，继续进行游戏。

## Reading

## 做活动：Listen and read.

## SB P8

- 让学生将学生用书翻至第 8 页，活动 1。让学生观察活动 1 中文文章的版式和配图，说一说文章的体裁。告诉学生这是一封电子邮件，所以文章体裁是书信。邮件中的称呼是 Mom，落款是 Mark，所以这是一封 Mark 写给妈妈的邮件。
- 让学生读一读邮件并讨论邮件的内容，然后思考以下问题：What is the email about? (Mark's daily activities at Grandma and Grandpa's house.) What's in the picture? (A dog.)
- 教师通过提问引导学生预测，激发学生的阅读兴趣：Where's Mark? What did he do there?
- 播放录音，让学生完整听一遍，然后根据录音内容回答教师的问题。教师引导学生回顾邮件内容并让学生回答之前的问题。

## SB CD1 13

Hi Mom,

It's fantastic here at Grandma and Grandpa's house. Yesterday I played in the yard with their new puppy. He's called Pat and he's nicer than



their other dogs. I took this photo of him.

On Thursday we built sandcastles on the beach, and then Grandpa and I went on a boat trip. Grandma didn't come because she always feels sick on boats. Grandpa and I had fun. We saw some dolphins in the water, but I didn't take a photo because I didn't have my camera with me. What a shame!

See you on Sunday!

Love,

Mark

**做活动: Read and choose.**

#### SB P8

- 让学生将学生用书翻至第 8 页, 活动 2。
- 先让学生读一遍题目, 理解题目含义。然后让学生独立阅读邮件, 根据自己对邮件内容的理解选出能够表达邮件主题的选项, 并将序号写在题目中的横线上。
- 让学生两人一组核对并讨论答案, 然后教师带领全班学生讨论答案, 并选出正确的答案。
- 邮件中出现的新词或句型, 如 fantastic, other, dolphin, What a shame! 可能会成为学生阅读的障碍。在阅读过程中, 若学生提出疑问, 教师可适当做出解释, 帮助学生理解。

**答案 c**

**做活动: Answer the questions.**

#### SB P8

- 让学生将学生用书翻至第 8 页, 活动 3。
- 让学生默读学生用书第 8 页, 活动 1 的文章, 然后完成活动 3 的问题。
- 让学生两人一组核对答案。

- 教师带领全班一起核对答案, 在核对答案的过程中, 如果学生遇到不理解的单词或句子, 教师可适当予以解释。

#### 答案

1. At his grandma and grandpa's house.
2. Grandma and grandpa's new puppy.
3. Grandpa.
4. Some dolphins.
5. Pat, the puppy.

#### Listening

**做活动: Listen. Tick Mark's activities at Fun World.**

#### SB P9

- 让学生将学生用书翻至第 9 页, 活动 4。让学生读出题目列出的六个活动短语, 说一说短语对应的中文含义。
- 教师告诉学生, 下面要听一段关于 Mark 在 Fun World 游玩的录音。让学生根据录音内容勾选答案。教师提醒学生注意听 Mark 在 Fun World 做了哪些活动。
- 播放录音, 让学生完整听一遍。再次播放录音, 让学生勾选答案。
- 全班一起核对答案。
- 如果时间允许, 教师可以让学生再听一遍录音, 这次要求学生根据录音为勾选出的活动排序。

#### 答案

- ✓ drive a go-kart
- climb a rock wall
- ✓ ride an elephant
- see a big crocodile
- ✓ play in the playground
- take photos with the animals

## SB CD1 14

**Dad:** Hello?

**Mark:** Hi, Dad!

**Dad:** Mark, hi. How was your day?

**Mark:** Great, thanks. We went to Fun World.

**Dad:** Cool! I love Fun World.

**Mark:** Me too. I played in the playground and I drove a go-kart. Grandpa took a cool photo of me in it. I saw a crocodile too. It was on the rocks.

**Dad:** Was it big?

**Mark:** No, it was only a baby. There was a big crocodile there, but we didn't see it.

**Dad:** Did you see any other animals?

**Mark:** Yes, lots, and I rode an elephant. It was great!

## Speaking

**做活动:** Look and make sentences. Then say "true" or "false". Correct the false sentences.

## SB P9

- 让学生将学生用书翻至第9页，活动5。
- 让学生两人一组，根据图片内容描述图中人物的活动，进行对话。学生可以正确描述图中的人物活动，也可以故意说错人物活动，请另一名学生根据图片做出判断。例如，学生A: Ben drove a go-kart. 学生B: False! He didn't drive a go-kart. He rode an elephant.
- 让学生两人一组进行对话练习。一人描述人物活动，另一人判断描述是否准确，若不准确则予以改正。然后两人互换角色，继续进行对话。

## 补充活动

**做游戏:** Act and guess!

- 将单词卡片(1—12)打乱顺序放在教室前面，任意请一名学生到教室前面抽取一张单词卡片，注意不要让其他学生看到卡片上的内容。然后让该学生做动作表演出卡片上的内容。
- 教师问其他学生: What did he / she do? 让其他学生观察表演后猜测并回答，提醒学生使用动词过去式。
- 最先答对的学生成为下一个到教室前面抽取卡片并做动作表演的学生，其他学生继续猜测并回答。
- 继续进行游戏，直至教室前面的单词卡片全部抽完。

## Writing

**做活动:** Imagine you went to Fun World yesterday. Write an email to a friend about your activities there.

## SB P9

- 让学生将学生用书翻至第9页，活动6。让学生想象自己昨天去 Fun World 游玩了一天，然后给朋友写一封邮件，描述自己在 Fun World 游玩时做了哪些活动。
- 让学生先读一读题目中给出的文字，问学生: Whom do you want to write to? Who were with you at Fun World? What did you do at the Fun World? 帮助学生理解电子邮件中 To 和 Subject 所表达的含义，然后让学生在横线上填写相应的人称及活动内容，将邮件补充完整。
- 请几名学生在全班面前朗读写完的邮件。

## 结束本课 Ending the lesson

## 做活动: Make a Poster

- 让学生将学生用书翻至第 8 页, 活动 1。让学生再读一遍活动 1 的文章, 提醒学生注意文章中的日常活动短语及动词过去式的用法及拼写。
- 给每名学生准备一张 A4 纸, 让学生将自带的假期生活照片贴在上面。在照片下面写一段话描述照片上的假期生活。提醒学生可以参照学生用书第 8 页, 活动 1 文章中的句型。
- 在教室一面墙上开辟一个区域作为海报展示区, 鼓励学生把自己的海报展示给大家并介绍海报内容。

## 家庭作业

活动用书第 5 页

活动 10 Read Annie and Bill's reviews. Who liked their time at Treely Beach?

活动 11 Read the reviews again. Complete the sentences.

活动 12 Write a review of a place. Use the reviews in activity 10 to help you.

## 阅读时间 Now, read!



## Jess and the Statue

## 重点词汇

build a sandcastle, feel bad, go on vacation, have fun, statue, take a photo

## 故事简介

Jess 和父母去海边度假, 她在海边拍了许多照片。一天, Jess 在海边堆沙堡时, 她的小狗挖出了一个雕像。Jess 的爸爸告诉 Jess, 这个雕像是博物馆失窃的文物。在 Jess 的帮助下, 警察很快抓到了罪犯, 并且顺利地追回了文物。

## 练习答案

一、1. the beach, of the sea, the sand, and people on the beach. 2. a (red) statue, a museum 3. was gone, very bad, Ditto/the dog 4. the police, Jess's photos  
二、略。

## Unit 2 On the roof

## 在屋顶上

## Story 1 &amp; Practice 1



## 教学目标

能够听懂、识别和表达家庭常见的生活用品的英文单词

能够对过去发生的事情进行提问和回答

## 目标语言

单词: toothbrush, mirror, towel, seat, painting, fan

句型: —Did you have it after breakfast?  
—Yes, I did.  
—Did it fall on the floor?  
—No, it didn't.

## 教具准备

单词卡片: 19—24

故事卡片: 7—10

其他教具(教师自备): 将本课所学的重点单词和单词对应的图片按任意顺序做成PPT, 每张PPT上一个单词或图片; 给每名學生准备一张A4纸; 若干张便利贴纸

## 热身活动 Warmer

## 做活动: Brainstorming

- 让学生两人一组, 一起回想学过的生活用品单词, 把所有能想到的生活用品单词都列出来, 如果遇到不会拼写的单词可以画图代替。
- 教师请一个小组汇报他们列出的单词, 请其他小组注意听, 并在自己列出的单

词中勾出听到的单词。教师把听到的生活用品单词写在教学板上, 然后请其他小组补充漏写的单词。

## Story 1

## 词汇展示 Presentation: words

- 说: Today we're going to learn more words for daily necessities.
- 出示单词卡片 toothbrush, 教师边做刷牙的动作边带读单词, 引导学生理解单词的含义。
- 出示单词卡片 mirror, 教师边做照镜子的动作边问学生: What's this? 待学生回答后, 教师带读单词, 让学生大声跟读。
- 出示单词卡片 towel, 问学生: What's this? Where can you find it? 待学生回答后, 教师带读单词, 让学生大声跟读。
- 出示单词卡片 seat, 问学生: What's this? Where can you find it? 待学生回答后, 教师带读单词, 让学生大声跟读。
- 出示单词卡片 painting, 问学生: What's this? 待学生回答后, 教师带读单词, 让学生大声跟读。
- 出示单词卡片 fan, 问学生: What's this? What is it used for? 待学生回答后, 教师带读单词, 让学生大声跟读。

## 练习 Practice

## 做活动: Listen, point and say.

## SB P10

- 让学生将学生用书翻至第10页, 活动1。
- 播放录音, 让学生先听一遍, 并指图片。再次播放录音, 让学生边听边指图片下方的文字, 并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上, 教师随机说出一个有关生活用品的单词, 让学生举起相应的卡片, 并大声说出单词。也可以让程度较好的

学生到教室前面说单词，其他学生举卡片。

- 让学生两人一组，一人说单词，另一人举卡片，所有单词都说完后，两人交换角色再次进行活动。

- 最先正确喊出单词的学生为所在小组赢得一分。然后教师继续抽取单词卡片或播放 PPT，每组换下一名学生继续做活动。

### SB CD1 15

toothbrush, mirror, towel, seat, painting, fan

#### 做活动: Act and guess.

- 让学生两人一组，将一套本课的迷你单词卡擦成一摞放在桌子上。
- 学生 A 抽取一张卡片，根据卡片内容做出相应的动作，学生 B 根据动作提问：Is it a toothbrush? 如果猜对了，学生 A 回答：Yes, it is. 如果猜错了，学生 A 回答：No, it isn't. 学生 B 继续猜测，直至猜对为止。
- 将学生分成两组，每组依次派一名学生做活动。一组的学生抽卡片做动作，另一组的学生根据动作猜卡片。猜对的学生可为本组赢得这张卡片，猜错的学生则不能得到卡片。直到每组的所有学生都被轮到，活动结束。
- 两组交换角色继续进行活动，最后赢得卡片数量较多的小组获胜。

#### 补充活动

##### 做活动: Look and say.

- 将全班分成两组，让两组学生分列两队站在教学板两侧。
- 教师将本课单词卡片打乱顺序放在手中，随机抽取一张单词卡片出示给全班（如果条件允许，也可以用 PPT 展示），让每组第一名学生看到单词卡片（或 PPT 上呈现的单词或图片）后，快速用手拍（卡片或 PPT 上的）单词或图片，同时喊出单词。

### 故事教学 Story

#### 做活动: Picture walk

- 让学生看学生用书第 10 页 Story 1 的图片，说一说图片中有哪些人物，他们在哪里。教师可以问：Who do you see in the story? (Tom, Daisy, Mom and Fred.) Where are they? (They are at home.)
- 将故事卡片按顺序贴到教学板上。指向第一幅图，问：Who can you see in the picture? (Tom, Daisy and Mom.) Where are they? (They are at home, maybe in the living room.) What does Mom ask them to do? Can you guess? (Mom asks them to go to bed.)
- 指向第二幅图，问：Look at Tom. Where is he? (He's in the bathroom.) What is he doing? (He's asking Mom something.) Can you guess what he is asking about?
- 指向第三幅图，问：Who are in the picture? (Tom and Fred.) What's in Fred's hand? (A green towel.) Does Tom need the towel? (No, he doesn't.)
- 指向第四幅图，让学生仔细观察图中人物的动作和表情，问：Why does Tom look so surprised? (Because Daisy has made his toothbrush into a robot without telling him.) What are Daisy and Tom saying? Can you guess?
- 学生猜测之后，教师予以鼓励并引导学生读故事，说：Good guess! Let's read the story and find out if your guess is right.

**做活动: Listen and read.**

**SB P10**

- 让学生将学生用书翻至第 10 页,活动 2。
- 播放录音, 让学生完整听一遍, 问学生刚才的猜测是否正确, 检查学生是否了解故事大意。
- 再次播放录音, 这一次让学生注意听故事中的生活用品单词、地点单词及活动短语, 并画出这些单词和短语。听完后, 让学生回答下列问题: 1. Does Daisy want to go to bed now? 2. What is Tom looking for? 3. Where was his toothbrush after breakfast? 4. Did Fred clean the bathroom earlier? 5. What was Daisy's robot made of? 检查学生是否理解故事细节。
- 根据故事内容挖掘价值观问题, 告诉学生不可以擅自使用他人物品, 需要提前获得他人同意才可以使用, 引导学生进行独立思考: Daisy took Tom's toothbrush but she didn't tell him. Do you think she's right? What should we do if we want to borrow something from other people? 鼓励学生畅所欲言, 尽量用英语回答问题, 如果学生不会用英文表达也可以说中文。
- 将全班分成 4 组, 分别扮演 Mom, Daisy, Tom 和 Fred。播放录音, 让学生分角色跟读, 尽量模仿录音的语音语调。如果时间允许, 可以交换角色多读几遍。

**SB CD1 16**

**Mom:** Right, kids. It's time for bed.

**Daisy:** But Mom, I'm making a robot. Can I go to bed after that?

**Mom:** OK.

**Tom:** Where's my toothbrush? I can't find

it.

**Mom:** Did you have it after breakfast?

**Tom:** Yes, I did. It was in the cupboard next to the mirror.

**Mom:** Did it fall on the floor?

**Tom:** No, it didn't.

**Tom:** Fred, did you clean the bathroom earlier?

**Fred:** Yes, I did.

**Tom:** Did you see my green toothbrush?

**Fred:** No, I didn't. The only green thing in there was this towel.

**Daisy:** Do you like my robot?

**Fred:** Cool!

**Tom:** Daisy, that was my toothbrush!

**Daisy:** Sorry, Tom.

**做活动: Act it out!**

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许, 可以让学生以小组为单位, 分角色表演故事。

**补充活动**

**做活动: Who said it?**

- 教师从学生用书第 10 页 Story 1 中随机选取一些句子并读出来, 让学生根据自己对课文的记忆辨别句子是故事中哪位角色说的。
- 让学生两人一组, 一人说句子, 另一人猜角色。然后两人互换, 继续进行活动。



- 如果时间允许,可以随机请几名学生在全班面前说句子,其他学生猜角色。

### Practice 1

#### 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 11 页,看句型展示框,读出里面的句子。
- 让学生从 Story 1 中找到这几个句子画出来,并大声读出来。这个环节让学生能够回顾故事中出现的关键句型,从而引出句型的学习。
- 教师带读句型展示框里的句子,向学生讲解: did 是动词 do 的过去式,用在疑问句中,表示对过去发生的事情的询问。在一般疑问句中, did 要置于句首,其后的动词要用动词原形。
- 教师让学生在 Story 1 中找出全部含有 did 的一般疑问句,大声读出句子,体会句子在语境中的含义,了解和掌握一般过去时在一般疑问句中的用法。

### SB CD1 17

**Man:** Jake had a bad day yesterday.

1.

**Woman:** Did he drop his towel on the floor?

**Man:** Yes, he did.

2.

**Woman:** Did he put his toothbrush in the cupboard?

**Man:** No, he didn't.

3.

**Woman:** Did he see his face in the mirror?

**Man:** No, he didn't.

4.

**Woman:** Did he put his foot on the painting?

**Man:** Yes, he did.

5.

**Woman:** Did he have a seat on the bus?

**Man:** No, he didn't.

6.

**Woman:** Did he do his homework next to the fan?

**Man:** Yes, he did.

### 练习 Practice

**做活动: Listen and repeat. Look and say.**

### SB P11

- 让学生将学生用书翻至第 11 页,活动 1。让学生看活动 1 中的六幅图片,告诉学生,图片中穿红色上衣的男孩名叫 Jake,他昨天一天过得非常糟糕,引导学生猜测发生了什么事情,导致他的一天很糟糕。
- 播放录音,让学生边听边指向对应的图片。
- 再次播放录音,鼓励学生边听边跟读。
- 教师随机指向某幅图片提问: Did he...?, 让学生根据图片内容回答 "Yes, he did."或"No, he didn't."
- 请学生两人一组,一人随机指向某幅图片并用 Did he ...?句型进行提问,另一人根据图片内容回答。三轮对话结束后交换角色,进行另外三轮对话。

**做活动: Ask and answer**

- 让学生两人一组,每组将一套本课的迷你单词卡打乱顺序放在桌上,背面朝上。
- 学生 A 先问: Did you have a good day yesterday? 学生 B 根据自己的实际情况回答: Yes, I did. / No, I didn't.然后学生 A 从桌上的迷你单词卡中任意抽取一张后,用卡片上的单词和句型 Did you...? 提问,例如: Did you put your toothbrush in the cupboard? 学生 B 根据自己的实

际情况回答: Yes, I did. / No, I didn't. 依此类推, 直到桌上的卡片全部抽完, 两人交换角色, 继续进行问答活动。

**做活动: What did they bring? Look, ask and answer.**

### SB P11

- 让学生将学生用书翻至第 11 页, 活动 2。
- 教师带领学生看图, 让学生说一说图片里都有哪些人物和物品。教师指向图中的 Holly 问: Did Holly bring a towel? 请任意一名学生根据图片回答: Yes, she did.
- 让学生两人一组, 一人使用活动 2 单词框中的单词和句型 Did ... bring ...? 进行提问, 一人根据图片内容回答: Yes, she did. / No, she didn't.
- 两人交换角色继续进行问答活动。

**做活动: Bingo!**

- 给每名学生准备一张 A4 纸, 让学生在纸上画一个 2×2 的表格 (如下图所示)。


- 教师问: What did you do last week? 让学生用学过的活动短语回答问题, 教师将学生说出的活动短语写在教学板上。鼓励学生使用本册学生用书中刚刚学过的活动短语, 也可以使用其他学过的活动短语。
- 让学生从教学板上的活动短语中任意选择四个写在 A4 纸上的表格里, 每格写一个短语。

- 让学生拿着自己填完的表格在班里随意走动, 然后使用自己所填的活动短语和句型 Did you... last week? 提问其他学生。如果学生提出的问题得到对方肯定的回答, 则该学生就在对应的活动短语上打钩, 并把给出肯定回答的学生姓名写在方格里。如果学生提出的问题没有得到肯定回答, 则继续向其他学生提问。最先在四个活动短语上都打钩并写上了姓名的学生大声喊出 Bingo, 成为游戏的获胜者。
- 教师请 5 名最先喊出 Bingo 的学生向全班展示自己的 A4 纸, 并用 A4 纸上的学生姓名和对应的活动短语说句子, 例如: Joe went to the park last week.

### 结束本课 Ending the lesson

**做总结: What did we learn today?**

- 给每名学生准备一张便利贴纸, 让学生根据实际情况在便利贴纸上画上自己在上周做的一项日常活动, 并写一句话: I ... last week. 让学生把便利贴纸贴在墙上。
- 让学生分别在全班面前说出自己的句子, 问其他学生: What did ... do last week? 请全班一起回答。

### 家庭作业

活动用书第 6 页

**活动 1 Write and number. Then listen and check.**

**活动 2 Circle the correct words in the questions and choose the correct answers from the box.**

**活动 3 Look and write the questions and answers.**

## Story 2 &amp; Practice 2



## 教学目标

能够听懂并识别与住所相关的英文单词  
能够使用特殊疑问词 **Why** 和 **How** 询问过去发生的事情并做出相应回答

## 目标语言

单词: **garage, basement, stairs, balcony, roof, elevator**

句型: **Why did the kitten go under the car?**  
**Because it was cold outside.**  
**How did it get on the roof?**  
**I think it climbed the plants.**

## 教具准备

单词卡片: 25—30

故事卡片: 11—12

其他教具(教师自备): 将学生用书 2B 第 38 页上方的七张图片复印在七张 A4 纸上, 每张纸上复印一张图片; 一把剪刀; 11 个信封; 一张遮图板(在一张 A4 纸上挖一个直径两厘米的圆孔); 将下列句子做成一张 PPT(如果条件不允许, 也可在教学板上板书): 1. Anna didn't buy the cat. 2. The cat was on the car in Anna's garage. 3. They looked for the kitten in the kitchen, on the balcony, and in the bedroom. 4. Anna put the cat on the roof. 5. Anna thought the kitten climbed the plants. 将本课 Story 2 中的特殊疑问句及对应答句以对话的形式呈现在教学板上, 并且把问句中的特殊疑问词、助动词 **did**、动词原形及答句中的动词过去式标红(如果条件

不允许, 也可以在教学板上板书); 将下列句子中的单词打乱顺序写在单词条上, 每张纸条上写一个单词(Why did the kitten go under the car? Where did Anna buy it? Where did Anna find the kitten? How did the kitten get on the roof?); 给每名學生准备一张 A4 纸

## 热身活动 Warmer

## 做活动: Puzzle game

- 将事前复印好的学生用书 2B 第 38 页上方的七张图片用剪刀任意裁剪, 每张图片裁剪成六部分。然后将裁剪完的七张图片放入信封中, 每个信封中放入一张图片。
- 将全班分成七组, 给每组准备一个信封。告诉学生, 信封中是一张图片的拼图。请小组学生一起完成拼图, 然后说出图片对应的英文单词。
- 待学生完成后, 教师将学生说出的单词板书在教学板上并带读单词, 带领全班一起回顾学过的房间单词。教师告诉学生, 本节课还要学习一些与住所相关的英文单词。

## 词汇展示 Presentation: words

- 说: Today we will learn some new words for houses.
- 出示单词卡片 **garage**, 让学生观察卡片上的内容, 教师问: Look at the picture. What can you see? Where can you find the car in your house? 学生可能会说: There's a car. I can find the car in the garage. 如果有学生能够正确读出单词 **garage**, 则教师将单词卡片 **garage** 递给该学生, 请他带领全班大声读出单词。如果没有学生能够正确读出单词, 则教师带读单词。

- 用同样的方式依次呈现单词卡片 basement, stairs, balcony, roof, elevator. 然后教师带读本课六个重点单词。

### 练习 Practice

做活动: Listen, point and say.

#### SB P12

- 让学生将学生用书翻至第 12 页,活动 1。
- 播放录音, 让学生先听一遍并指图片。再次播放录音, 让学生边听边指图片下方的文字, 并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上, 教师随机说出一个本课重点单词, 让学生举起相应的卡片, 并大声说出单词。也可以让程度较好的学生到教室前面说单词, 其他学生举卡片。
- 让学生两人一组, 一人说单词, 一人举卡片。所有单词都说完后, 两人交换角色, 继续进行活动。

#### SB CD1 18

garage, basement, stairs,  
balcony, roof, elevator

做游戏: Look and guess.

- 将本课的单词卡片打乱顺序拿在手上, 然后将遮图板放在单词卡片上, 让学生透过遮图板上的圆孔看到卡片的一部分, 并猜出卡片上对应的单词。教师将学生猜对的单词卡片收起。
- 如果学生猜不出来, 教师可以移动遮图板, 露出卡片其他部分, 帮助学生识别卡片。
- 依次猜测, 直至所有单词卡片上的短语都被猜出来。全班再把全部单词卡片齐读一遍。

### 故事教学 Story

做活动: Picture walk

- 出示故事卡片 11, 让学生仔细观察图片, 问: Who can you see in the picture? (Daisy, Anna and a kitten.) Where are they now? (They are in the basement.) Where did she get the kitten? Can you guess? (In her garage.)
- 出示故事卡片 12, 说: The cat is very naughty. Look! 让学生仔细观察图片, 问: Where is it now? (It is on the roof.) How did it get there? (It climbed the plants.) 引导学生猜测故事内容。
- 学生猜测之后, 教师予以鼓励并引导学生读故事, 说: Good guess! Now let's read the story and find out if you're right.

做活动: Listen and read.

#### SB P12

- 让学生将学生用书翻至第 12 页,活动 2。
- 播放故事录音, 让学生完整听一遍。问学生刚才的猜测是否正确, 检查学生是否理解故事大意。
- 再次播放录音, 让学生跟读故事, 并用线画出故事中与住所相关的单词。
- 教师将下列句子呈现在教学板上(如果条件允许, 也可以以 PPT 的形式呈现):
  1. Anna didn't buy the cat.
  2. The cat was on the car in Anna's garage.
  3. They looked for the kitten in the kitchen, on the balcony, and in the bedroom.
  4. Anna put the cat on the roof.
  5. Anna thought the kitten climbed the plants.
- 让学生根据故事内容判断以上句子的正

误。告诉学生，如果正确，则向上竖大拇指；如果错误，则向下竖大拇指，并且说出正确的句子。

- 根据故事内容挖掘价值观问题，培养学生的爱护动物的意识，引导学生进行独立思考：If a dog or a cat can't find its home, what can you do to help? 鼓励学生畅所欲言，尽量用英语回答问题，如果学生不会用英文表达也可以说中文。
- 将学生分成三组，分别扮演 Anna, Daisy 和旁白。播放录音，让学生分角色跟读，尽量模仿录音的语音语调。如果时间允许，可以交换角色多读几遍。

### SB CD1 19

Anna was very happy. She had a new kitten.

"Where did you buy it?" asked Daisy.

"We didn't buy it," said Anna. "It was under the car in our garage. It didn't have a home."

"Why did the kitten go under the car?" asked Daisy.

"Because it was cold outside. It's in the basement now. Come see!"

Anna opened the basement door. The kitten ran up the stairs.

"Oh no! Where is it going?" she cried.

They looked for the kitten in the kitchen, on the balcony, and in the yard.

Then Daisy saw it on the roof. "How did it get there?" she asked.

"I think it climbed the plants," said Anna.

"Come here, kitten!"

The kitten jumped. It fell on the ground.

"Oh no! Is it hurt?" asked Daisy.

It climbed Anna's leg. "No, it's OK!" Anna laughed.

**做活动：Act it out!**

- 播放故事 DVD，让学生观看动画片。
- 再次播放故事 DVD，让学生边看边跟读。
- 第三次播放故事 DVD，这次把声音关闭，让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许，可以让学生以小组为单位，分角色表演故事。

### Practice 2

#### 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 13 页，看句型展示框，读出里面的对话。
- 让学生从 Story 2 中找出包含这两组对话的句子，并大声读出来。请学生仔细观察这两个疑问句的句首单词，向学生讲解：why, how, where 称作特殊疑问词，用于特殊疑问句句首，分别用于提问原因、方式及地点。
- 让学生在 Story 2 中找出所有包含特殊疑问词的句子，体会句子在语境中的含义。
- 教师将本课故事中所有的特殊疑问句呈现在教学板上（如果条件允许，也可以用 PPT 呈现），并将问句中的特殊疑问词和 did 标红，将答句中的动词一般过去式标红。教师告诉学生，本课故事中的特殊疑问句均为一般过去时，即对过去事情的原因、方式及地点进行的提问，引导学生根据标红的单词总结过去时特殊疑问句的句型结构：特殊疑问词+did+主语+动词原形，答句中的动词要用过去式。

#### 做活动：Jumbled sentences

- 拿出事先准备好的写有下列四个句子（Why did the kitten go under the car? Where did Anna buy it? Where did Anna find the kitten? How did the kitten get on the roof?）中单词的单词条，将同一个

句子的全部单词放入同一个信封中。

- 将全班分成四组，给每组准备一个信封。让小组成员将信封中的单词按照正确顺序排列出来，然后根据本课故事内容说出答句。
- 完成后，教师请每组的一名学生大声读出本组的问句，然后说出答句。
- 为了增加活动的趣味性，可以以小组竞赛的形式进行活动，最先举手正确说出问句及答句的学生为本组赢得一分。最后得分较高的小组获胜。

### 练习 Practice

做活动：Listen and repeat. Look and say.

#### SB P13

- 让学生将学生用书翻至第 13 页，活动 1。让学生观察六幅图片，说出图中场所对应的英文单词，然后读出图片下方的文字。
- 播放录音，让学生边听边指向对应的图片。
- 再次播放录音，鼓励学生边听边跟读。
- 教师随机说出某个图片对应问题的答案，让学生说出对应的图片，并根据图片说出答案所对应的问题。例如，教师说：It had a rest in an elevator. 学生说：Picture 2. Where did it have a rest?
- 让学生两人一组，一人根据图片和图片下方的文字说出问句，另一人根据图片内容回答。两人交换角色，继续进行对话。

#### SB CD1 20

1.

**Woman:** What did it see in the garage?

**Man:** It saw a mouse.

2.

**Woman:** Where did it have a rest?

**Man:** It had a rest in an elevator.

3.

**Woman:** What did it play on the stairs?

**Man:** It played soccer.

4.

**Woman:** Why did it go on the balcony?

**Man:** Because it was hungry.

5.

**Woman:** How did it get to the basement?

**Man:** Anna carried it.

6.

**Woman:** When did it run on the roof?

**Man:** It ran on the roof at night.

做活动：Play Deaf Grandma. Make a sentence.

Then ask and answer.

#### SB P13

- 让学生将学生用书翻至第 13 页，活动 2。
- 教师带领学生读出表格中的文字，然后告诉学生表格第一列的时间短语（及单词）可以任意选用，后面三列中的内容每行一一对应。要求学生仿照表格下方的例句从表格中选词说句子，例如，教师说：Last week she built a sandcastle. 然后请一名学生扮演 Deaf Grandma（听不清声音的老奶奶），用表格第四列中对应的特殊疑问词提问：What did she build? 教师回答：A sandcastle.
- 待学生明白活动要求后，让学生两人一组，一人说答句，一人扮演 Deaf Grandma 说问句。要求学生边说句子边仿照课本上的示例图片做动作。
- 两人交换角色，继续进行游戏。

做游戏：Alibi

- 让学生四人一组，两人扮演嫌疑人，两人扮演警察。教师向学生讲述游戏背景：昨晚公园里发生了一起谋杀，办案的两名“警察”侦查后确定了两名“嫌疑人”，



但是两名“嫌疑人”说他们两人昨晚一直在一起，并且两人没有去过公园。两名“警察”决定对两名“嫌疑人”进行隔离审问。每名“警察”审问一名“嫌疑人”，若两名“嫌疑人”的回答完全一致，则“嫌疑人”成功洗脱罪名，获得游戏胜利。若两名“嫌疑人”的回答不一致，则“警察”成功破案，获得游戏胜利。

- 教师带领学生回忆学过的特殊疑问词（who, whose, what, where, when, why, how），让学生说一说特殊疑问词的提问对象。根据学生的回答，教师依次带领学生回忆学过的活动短语、地点短语（或单词）、时间短语、交通方式短语，并将学生说出的单词或短语分组板书在教学板上。
- 让两名扮演“警察”的学生根据教学板上的七个特殊疑问词讨论并提出七个审问“嫌疑人”昨晚活动细节的问题。让两名扮演“嫌疑人”的学生从教学板上的单词或短语中任选若干个，讨论确定两人“昨晚”的活动时间、地点、内容、方式等细节内容，确保两人讨论的内容能够回答教学板上七个特殊疑问词提出的问题。

### 结束本课 Ending the lesson

#### 做活动：Draw and talk

- 给每名学生准备一张 A4 纸，让学生根据自己的日常生活习惯，画一幅自己的生活情境图。可以画自己卧室的一角，并写一句话。例如：I always put my mirror on the desk.
- 请学生展示自己画好的情境图，并说出自己的句子。如果其他学生画的情境图或写的句子与该学生一致，就起立展示自己的情境图，并大声说：Me, too!
- 如果课堂时间紧张，可以让学生课后继续完善尚未完成的情境图。

### 家庭作业

#### 活动用书第 7 页

活动 4 Look and write. Then listen and check.

活动 5 Match.

活动 6 Look and write.

## Song &amp; Phonics



## 教学目标

学会唱歌曲 *Did you see?*能够掌握字母组合 *ir* 和 *ur* 在单词中的发音

## 目标语言

单词: *girl, birthday, circle, burger, surf, turtle*

## 教具准备

单词卡片: 19—36

其他教具（教师自备）：如果条件允许，可将本课歌曲的歌词做成一张 PPT，并将 *mouse, on the balcony, in the basement, on the roof, on the stairs, bread and cheese and a big green pear* 用下画线标出来（如果条件不允许，也可以在教学板上板书歌词）；为每两名学生准备一套写有字母组合 *ar, or, ir, ur* 的卡片

## 热身活动 Warmer

## 做游戏: What's missing?

- 将单词卡片 (*toothbrush, mirror, towel, seat, painting, fan, garage, basement, stairs, balcony, roof, elevator*) 按任意顺序贴在教学板上，让学生大声读出教学板上的单词并限时记忆单词，然后让学生闭上眼睛。教师将其中一张或几张单词卡片藏起来，让学生通过观察教学板上剩余的单词卡片来猜测少了哪几张单词卡片，并说出相应的单词。
- 为了增加游戏的趣味性，也可以以小组竞赛的形式进行，将全班分成两组，每

次两组各选一人回答，猜对的得一分，猜错的不得分，最后得分较高的一组获胜。

## Song

## 呈现歌曲 Presentation

- 让学生将学生用书翻至第 14 页，活动 1。观察歌词旁边的四幅图片，让学生说一说这些图片的内容，教师引导学生说出这首歌的主题（寻找一只小老鼠）。
- 播放歌曲录音，让学生先欣赏一遍。再次播放歌曲，提醒学生注意听歌曲中出现的有关地点的短语并指出书上对应的图片。也可以请学生尝试边听边在歌词中画出与地点相关的短语。

## 做活动: Listen and tick. Then sing.

## SB P14

- 播放歌曲录音，让学生边听边找到歌词对应的图片，并在图片旁的方框里打钩。全班一起核对答案。
- 再次播放歌曲，让学生一边听歌曲一边用手指划指歌词，并跟唱。
- 将全班分成三组，每组分别唱其中的一段歌词。然后交换角色继续演唱歌曲，直到学生能独立唱完整首歌为止。

## SB CD1 21

Did you see?

Did you see?

Did you see that mouse

On the balcony?

Where did it go?

Where did it go?

In the basement?

On the roof?

I don't know!

Look, it's there!

On the stairs!

Eating bread and cheese

And a big green pear.

### 做活动: Sing and act.

- 播放本单元 DVD 歌曲动画, 让学生先看一遍, 鼓励学生跟唱。
- 播放本单元歌曲的卡拉 OK 模式, 让学生跟随伴奏一起唱, 同时举起歌词中单词对应的迷你单词卡。

### 做活动: Create a new song.

- 教师把本课歌曲的歌词呈现在教学板上。播放歌曲录音, 让学生边听边看歌词。教师将歌词中的 mouse, on the balcony, in the basement, on the roof, on the stairs, bread and cheese and a big green pear 用下画线标出来 (如果条件允许, 也可以用 PPT 呈现)。
- 让学生四人一组, 用学过的动物单词、地点单词或短语、食物单词依次替换画线的歌词, 改编歌曲。
- 改编完成后, 可以请几组学生在全班面前演唱改编的歌曲。

### 做活动: Look, ask and answer. Use these words.

#### SB P14

- 让学生将学生用书翻至第 14 页, 活动 2。让学生仔细观察四幅图片, 说说图片中的老鼠穿着什么, 在哪里, 做什么。
- 教师从四幅图片中任意选定一幅, 不要告诉学生。然后请一名学生仿照例句, 用表格中的单词或短语进行提问, 教师根据自己选定的图片内容进行回答。学生根据教师的回答判断教师选定的是哪幅图片。例如: 教师选定了第二幅图片,

然后请一名学生提问: Did it wear a coat?

教师: No, it didn't. 学生可以排除第三幅

图片, 继续问: Did it look in the mirror?

教师: No, it didn't. 学生可以排除第四幅

图, 继续问: Where did it go? 教师: It

went on the painting. 学生: Picture 2!

- 让学生两人一组, 一人提问, 一人回答, 找出选定的图片。然后交换角色, 继续进行问答。

### Phonics

#### 呈现语音 Presentation

#### 做活动: Listen, point and say.

#### SB P15

- 出示单词卡片 girl, 让学生读出单词。问学生 ir 的发音是什么, 引导学生说出 /ɜ:/。
- 出示单词卡片 birthday, 在教学板上板书单词并在单词下方写出音标 /'bɜ:θdeɪ/, 教师带读音标, 让学生自己拼读单词。
- 用同样的方式先后呈现单词 circle, burger, surf, turtle 及其音标, 引导学生拼读单词。教师提醒学生关注字母组合 ir 和 ur 在单词中的发音, 并向学生讲解: 字母组合 ir 和 ur 在单词中的发音一样, 都发 /ɜ:/ 的音, 然后教师大声带读单词。
- 让学生将学生用书翻至第 15 页, 活动 1。教师播放录音, 让学生边听边指图片, 并大声跟读。
- 让学生观察图片内容, 猜一猜单词对应的中文含义。学生猜测后, 教师给出正确答案。
- 教师按任意顺序说出六幅图片的单词, 让学生听到单词后举起相应的迷你单词卡。
- 教师随机拿出一张单词卡片, 让学生大声拼读出单词。

**SB CD1 22**

girl, g-ir-l, girl  
birthday, b-ir-th-day, birthday  
circle, c-ir-cle, circle  
burger, b-ur-ger, burger  
surf, s-ur-f, surf  
turtle, t-ur-tle, turtle

**练习 Practice**

**做活动: Listen and repeat.**

**SB P15**

- 让学生将学生用书翻至第 15 页, 活动 2。让学生看图, 说一说图片的内容。
- 播放录音, 让学生边听边指向图片下方的句子。让学生关注字母组合 **ir** 和 **ur** 的发音。
- 再次播放录音, 让学生听录音并打着节拍跟读。
- 让学生自己练习打着节拍说句子。为了增加趣味性, 教师可以鼓励学生用不同节奏来读, 通过拍手来控制语速, 看谁读得又快又有节奏感。
- 请几名学生在全班面前打着节拍读句子。如果时间允许, 也可以将全班分成两组朗读句子, 一组读一句。然后交换角色继续读。

**SB CD1 23**

The purple birds are flying in a circle.

The thirsty girl is surfing with a turtle.

**做活动: Look and say. Listen and check.**

**SB P15**

- 让学生将学生用书翻至第 15 页, 活动 3。让学生看单词, 并试着拼读。
- 播放录音, 让学生边听边跟读, 检查自己刚才拼读得是否正确。
- 让学生两人一组, 一人说单词, 另一人

指单词, 然后交换角色。

**SB CD1 24**

first, turn, purse, stir, church, fur, third, firm

**补充活动**

**做游戏: Beat the sound**

- 拿出提前准备好的两套字母组合卡片 (**ar, or, ir, ur**), 将教学板分成左右两个区域, 将每套字母组合卡片按任意顺序依次贴在教学板的左右两个区域中, 每个区域贴一套。
- 将全班分成两组, 每组各派一名学生到教室前面进行游戏。两人分别面向教学板上的左右两个区域, 教师任意说出含有字母组合 (**ar, or, ir, ur**) 的单词, 让两名学生听到单词后, 从教学板上自己对应的区域找到单词中含有的字母组合, 并迅速击打字母组合卡片。
- 最先争取击打字母组合卡片的学生为自己所在小组赢得一分, 然后两组选出下一名学生继续到教室前面听单词并击打卡片。最后得分较高的一组获胜。
- 如果时间允许, 也可以让学生两人一组, 给每组准备一套字母组合卡片, 让学生一人说单词一人击打卡片, 然后交换角色, 继续游戏。教师在全班巡视, 并随时解答学生提出的问题。

**做活动: Listen and write.**

**SB P15**

- 让学生将学生用书翻至第 15 页, 活动 4。
- 播放录音, 让学生听录音写出相应的字母组合, 完成单词。
- 请学生说出完成后的单词, 全班一起核对答案。

**SB CD1 25**

1. turtle      2. girl      3. surf      4. burger  
5. birthday    6. circle    7. bird      8. purple

**结束本课 Ending the lesson**

**做活动: Make it funny**

- 让学生将学生用书翻至第 15 页, 活动 2。播放录音, 让学生边听边跟读。
- 让学生在学生用书第 15 页, 活动 1 中挑选单词并造句, 也可以鼓励学生编写歌谣或小故事。
- 学生可以单独完成, 也可以 2-3 人合作完成。
- 让学生在全班面前朗读自己编写的句子、歌谣或小故事。全班选出最有趣的句子、歌谣或小故事。

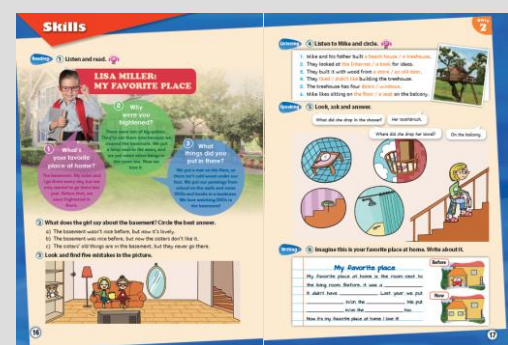
**家庭作业**

活动用书第 8 页

活动 7 Listen and write.

参照 “Make it funny” 活动写几个句子、一个歌谣或一个小故事。

## Skills



## 教学目标

能够读懂一篇人物的采访文章，理解重要细节信息

能够听懂一段关于建造房屋的对话，理解对话的重要信息和主旨大意

能够根据图文提示谈论物品及其所处的位置

能够根据图文提示完成一篇描述自己最喜欢的场所的日记

## 目标语言

本单元所学的词汇和句型

## 教具准备

其他教具（教师自备）：若干张 A3 纸；若干支彩笔

访文章，文章主要介绍了采访人物最喜欢的地方。

- 教师让学生看文章中的图片，指着女孩的图片说：这个女孩叫 Lisa Miller，她在向我们讲述自己最喜欢的地方。请学生猜一猜 Lisa Miller 最喜欢的地方是哪里。
- 播放第一个采访问题的录音后暂停，让学生听录音，检查自己的猜测是否正确。
- 教师继续问：为什么 Lisa 以前害怕去地下室？让学生猜测原因。
- 播放第二个采访问题的录音后暂停，让学生边听边检查自己的猜测是否正确。
- 教师引导学生猜一猜 Lisa 在地下室里放了哪些东西。然后播放第三个采访问题的录音，让学生检查自己的猜测是否正确。
- 完整播放录音，让学生边听录音边跟读。然后全班一起讨论并核对教师所提问题的答案。

## SB CD1 26

## LISA MILLER: MY FAVORITE PLACE

**Woman:** What's your favorite place at home?

**Girl:** The basement. My sister and I go there every day, but we only started to go there last year. Before that, we were frightened in there.

**Woman:** Why were you frightened?

**Girl:** There were lots of big spiders. They're not there now because we cleaned the basement. We put a lamp next to the stairs, and we put some other things in the room, too. Now we love it.

**Woman:** What things did you put in there?

## 热身活动 Warmer

## 做活动：Show time

- 让学生在全班面前把上节课布置写的句子或小故事大声读出来。如果有选择编写歌谣的学生，请他在全班面前把歌谣唱出来。
- 让学生投票选出他们最喜欢的句子、歌谣或小故事。

## Reading

## 做活动：Listen and read.

## SB P16

- 让学生将学生用书翻至第 16 页，活动 1。教师向学生介绍一下这是一篇人物的采



**Girl:** We put a mat on the floor, so there isn't cold wood under our feet. We put our paintings from school on the walls and some DVDs and books in a bookcase. We love watching DVDs in the basement!

**做活动: What does the girl say about the basement? Circle the best answer.**

**SB P16**

- 让学生将学生用书翻至第 16 页, 活动 2。
- 教师对文章中可能会出现的新单词进行讲解, 再让学生独立阅读活动 1 中的文章, 然后读出活动 2 的三个句子, 根据文章内容从中选出正确的句子, 然后圈出正确句子对应的序号。
- 教师带领全班一起核对答案, 并引导学生将错误的信息改正。
- 如果时间允许, 教师可以引导学生发散思维, 让学生思考如下问题: Do you like Lisa's basement? Can you make it even better? 鼓励学生自由发表观点, 也可以分组讨论, 最后每组派出代表在全班面前发表小组的观点。

**答案**

a

**做活动: Look and find five mistakes in the picture.**

**SB P16**

- 让学生将学生用书翻至第 16 页, 活动 3。让学生看图, 告诉学生 Lisa 和她的姐姐正在地下室。让学生仔细观察图片, 根据文章内容在图片中找出与文章内容不符的五处错误, 并且在文章中画出相应的句子。

- 让学生两人一组核对答案, 然后全班一起核对答案。

**答案**

- We put a mat on the floor.
- We put some DVDs and books in a bookcase.
- There aren't any spiders now.
- We put our paintings on the walls.
- We put a lamp next to the stairs.

**Listening**

**做活动: Listen to Mike and circle.**

**SB P17**

- 让学生将学生用书翻至第 17 页, 活动 4。让学生观察活动 4 中的图片, 说一说图片中的内容。
- 教师告诉学生, 图片中的树屋是 Mike 的家。一名记者正在采访 Mike, 询问他的树屋是怎么建起来的。教师带领学生读出活动 4 中的 6 个句子, 然后告诉学生接下来将听到一段关于 Mike 树屋的采访录音, 让学生根据录音圈出正确的单词或短语。
- 播放录音, 让学生边听边圈出正确的单词或短语。
- 再次播放录音, 在六句话对应的录音处暂停, 全班一起核对答案。
- 如果时间允许, 教师可以引导学生发散思维, 提出如下问题让学生自由讨论: Do you like living in a treehouse? Why or why not? 鼓励学生自由发表观点, 最后每组派出代表在全班面前发表小组的观点。

**SB CD1 27**

**Man (the interviewer):** Hi, Mike. What's your favorite place

**Boy:** at home?  
My treehouse. I built it with my dad last year.

5. windows
6. a seat

### Speaking

做活动: Look, ask and answer.

#### SB P17

**Man (the interviewer):** How did you build it?

**Boy:** We visited some websites for ideas. Then we went to a store for the wood and started work.

**Man (the interviewer):** How many days did it take?

**Boy:** Twelve. We had a lot of fun with it. We started with the floor. Then we built the walls. We put the roof on it after that.

- 让学生将学生用书翻至第 17 页, 活动 5。让学生看图, 告诉学生图片右侧的女孩将自己的一些日常用品遗落在了住所中的某些地方。让学生说出图片中的日常用品及日常用品所在地对应的短语。然后教师指着图片问: Where did she drop in the shower? 请一名学生根据图片回答: Her toothbrush.
- 待学生明白活动要求后, 让学生两人一组, 根据图片内容, 用示例句型进行对话。一人提问, 一人回答。然后交换角色, 继续进行对话。
- 请两至三组学生在全班面前进行对话。

### Writing

做活动: Imagine this is your favorite place at home. Write about it.

#### SB P17

**Man (the interviewer):** Did you put any windows in the walls?

**Boy:** Yes, we did. There are four windows and a door. There's a balcony, too, with a seat on it. I love sitting on the seat on sunny days.

- 让学生将学生用书翻至第 17 页, 看活动 1 的文章。回顾 Lisa 是如何把地下室变成自己最喜欢的地方的, 以及 Lisa 把哪些东西放在了地下室。
- 让学生将学生用书翻至第 17 页, 活动 6。让学生观察活动 6 的两幅图片, 告诉学生, 这两幅图是同一个地方, 以前是一个车库, 现在变成了学生最喜欢的地方。请学生根据自身喜好, 想象一下现在这里面都有什么。
- 让学生根据自己的想象, 仿照学生用书第 17 页活动 1 的文章完成写作练习。待学生完成写作后, 让学生两人一组, 交

### 答案

1. a treehouse
2. the Internet
3. a store
4. liked

换写完的文章，互相检查是否存在拼写及语法错误。

- 请几名学生在全班面前读一读自己写完的文章，全班评选出最具有创意的文章。

### 结束本课 Ending the lesson

#### 做活动：Make a poster.

- 将全班分成四人小组，给每组准备一张 A3 纸和若干支彩笔。让每组的成员讨论一下，怎样把教室变成小组成员最喜欢的地方。然后在 A3 纸上画出小组成员最喜欢的教室，并在图片下方写一小段文字描述图片内容。如：We put some books and DVDs in a bookcase. We put our paintings on the walls.
- 在教室一面墙上开辟一个区域作为海报展示区，鼓励学生把自己的海报展示给大家并介绍海报内容。
- 全班投票选出最喜欢的海报。

### 家庭作业

#### 活动用书第 8-9 页

活动 8 Look and read. Complete the text.

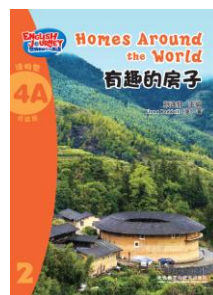
活动 9 Ellie cleaned her room. Where did she put things a-f? Listen and write.

活动 10 Read. Then circle the correct sentence.

活动 11 Read again and answer.

活动 12 Think of your last visit to a hotel, or imagine one. Answer the hotel's questions.

### 阅读时间 Now, read!



#### Homes Around the World

##### 重点词汇

balcony, basement, fan, flag, float, Greece, Indonesia, inside, island, ladder, Netherlands, Norway, outside, roof, South Africa, stairs, stilt

##### 故事简介

祖母热爱旅行，她在旅行中见到了很多别具一格的房子，拍了许多房子的照片。祖母喜欢风格不同的房子，但是她最喜爱的还是她自己住的房子。

##### 练习答案

一、1. dry grass, beautiful colors 2. underground/in the basement, very hot 3. big circle, walls, small, balconies, big yard 4. blue, desert, roof 5. small island (in Greece), white, blue, flag 6. water, dry ground 7. stilts, sea water 8. tree houses, safer, ladders

二、略。

Unit 3 What do you want to be?

你的理想是什么？

Story 1 & Practice 1



教学目标

能够听懂、识别和表达与工作相关的英文单词

能够使用 want to do 结构对某人的计划、意愿进行询问，并做出回答

目标语言

单词：astronaut, farmer, doctor, singer, nurse, bus driver, clown

句型：What do you want to be?

I want to be an astronaut one day. I want to travel in space.

教具准备

教学卡片：37—43

故事卡片：13—16

其他教具（教师自备）：与 astronaut, farmer, doctor, singer, nurse, bus driver, clown 七种工作相关的物品的图片（白大褂、听诊器、宇航服、锄头、镰刀、麦克风、音箱、护士帽、医院、手术刀、药品、公共汽车、方向盘、小丑服、马戏团、杂技表演、舞台、宇宙飞船、载人火箭等），如果条件允许，也可以将图片以 PPT 的形式呈现，每张 PPT 上放一张图片；为每名学生准备一张写有如下内容的 A4 纸：

Match the names with the jobs.

Charlie

Daisy

Tom

Anna

singer

farmer

nurse

bus driver

astronaut

doctor

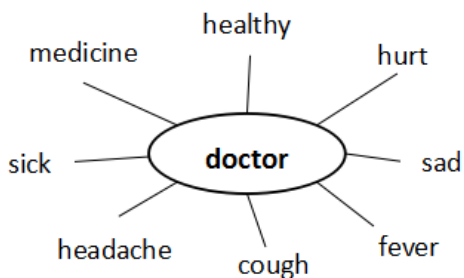
Charlie, Daisy, Tom, Anna 四位主人公的教学卡片（见《悠游国际少儿英语教学卡片 3A》（1—4））；为每名学生准备一张内容如下的表格：

Name	wants to do	wants to be

热身活动 Warmer

做活动: Brainstorming

- 请学生回忆学过的与工作相关的单词，并举手说出单词。如：teacher, farmer, clown, doctor, lifeguard. 然后请学生说出与这些工作相关的单词，教师将学生所说的单词在教学板上以思维导图的形式呈现，如下图所示：



- 为增加趣味性，也可以将全班分组做活动。说出正确单词的学生为所在小组赢得一分，最后得分最高的小组获胜。
- 教师说: Today we are going to learn more words about jobs.

### 词汇展示 Presentation: words

- 出示单词卡片 astronaut，请学生观察卡片上的内容。教师说: Look, what is the man doing? Where is he? 学生可能会说: He is saying hi to us. He's in space. 教师让学生观察人物的着装，说出人物从事的工作或人物的身份（宇航员），然后大声带读单词 astronaut。
- 将单词卡片 farmer 贴在教学板上，如果有学生可以正确读出单词，则予以肯定并鼓励其他学生跟读。
- 用同样的方式依次呈现单词卡片 doctor, singer, nurse, bus driver, clown，直到本课所有的单词都呈现在教学板上。
- 教师带读教学板上的单词，让学生大声跟读。

### 练习 Practice

做活动: Listen, point and say.

#### SB P18

- 让学生将学生用书翻至第 18 页，活动 1。
- 播放录音，让学生先听一遍，并指图片。再次播放录音，让学生边听边指图片下方的文字，并跟读。
- 让学生把自己的迷你单词卡正面朝上摆

在桌子上，教师随机说出一个有关工作的单词，让学生举起相应的卡片，并大声说出单词。也可以让程度较好的学生到教室前面说单词，其他学生举卡片。

#### SB CD1 28

astronaut, farmer, doctor, singer, nurse, bus driver, clown

### 补充活动

做活动: Matching game.

将事先准备好的与 astronaut, farmer, doctor, singer, nurse, bus driver, clown 七种工作相关的物品的图片打乱顺序放在一起，随机抽取一张图片出示给学生(如果条件允许，也可以以 PPT 形式呈现)，让学生看到图片后大声说出与图片对应的工作单词。例如：学生看到宇航服的图片后，大声说出 astronaut；看到医院的图片后，说出 doctor 或 nurse 都正确。

- 为增加活动的趣味性，可以将全班分组，以小组抢答的形式继续进行游戏。最先说出正确答案的学生为所在小组赢得一分，最后得分最高的小组获得胜利。

### 故事教学 Story

做活动: Picture walk

- 让学生看学生用书第 18 页 Story 1 的图片，说一说图片中有哪些人物，他们在做什么。教师可以问: Who can you see in the story? (Daisy, Tom, Charlie, Anna, Fred, Betty and a boy.)
- 将故事卡片按顺序贴在教学板上。指向第一幅图，问: Who can you see? (Daisy, Tom, Charlie, Anna, Fred and Betty.)



Where are they? (They are in the yard.)

What are Charlie and Daisy looking at?

(They are looking at the sky.)

- 指向第二幅图, 问: In the bubbles, what is Tom doing? (He's feeding animals. He's helping sick people.) What are Tom, Daisy and Anna talking about? (They are talking about what Tom wants to be.)
- 指向第三幅图, 问: Who can you see in the picture? (Charlie, Anna, Fred and Betty.) What is Anna talking about? (She's talking about what she wants to be.)
- 指向第四幅图, 问: Who are in the bubble? (Ann, Fred and Betty.) What are they doing? (They are playing in a band.)
- 对于学生的回答给予鼓励, 先不要给出明确答案。教师说: Now let's listen to the story and check your answers.

**做活动: Listen and read.**

#### SB P18

- 让学生将学生用书翻至第 18 页, 活动 2。
- 播放录音, 让学生先听故事, 检查自己的回答是否正确。
- 给每名学生准备好一张写有如下内容的 A4 纸。

**Match the names with the jobs.**

Charlie	singer
Daisy	farmer
Tom	nurse
Anna	bus driver
	astronaut
	doctor

- 再次播放录音, 在每段对话后暂停, 让

学生根据录音进行连线, 完成 A4 纸上的题目。

- 全班一起核对答案。教师可以和学生一起边听边检查答案。教师带领全班一起说句子, 如: Charlie wants to be a(n) ..., 教师故意空出句子的最后一个单词, 让全班一起说出单词。

#### SB CD1 29

**Charlie:** Wow! Look at those stars. I want to be an astronaut one day. I want to travel in space.

**Daisy:** Me too! It's a great job.

**Daisy:** Tom wants to be a farmer.

**Tom:** I wanted to be a farmer before, but now I have a new plan. I want to be a doctor and help sick people.

**Anna:** Cool!

**Charlie:** What do you want to be, Anna?

**Anna:** I want to be a singer in a famous band.

**Fred:** Can Betty and I play in your band, Anna?

**Betty:** We love music!

**Anna:** OK. Let's call our band "Anna and the Robots".

**Charlie:** Fantastic! Daisy and I can play your CDs in space.

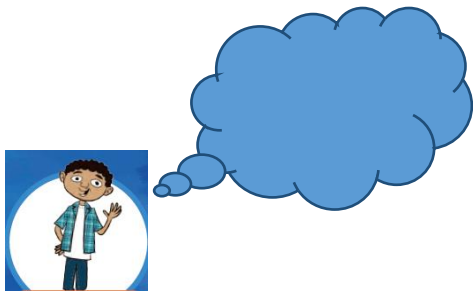
**做活动: Act it out!**

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生模仿动画片中人物的语音语调进行配音。

- 如果时间允许, 可以让学生以小组为单位, 分角色表演故事。

**Practice 1****句型展示 Presentation: patterns**

- 让学生将学生用书翻至第 19 页, 看句型展示框, 读出里面的句子。
- 让学生从 Story 1 中找到这三个句子画出来, 并大声朗读。这个环节让学生能够回顾故事中出现的 key 句型, 并且明确这些句子的含义, 从而引出句型的学习。
- 教师将故事中四位主人公的教学卡片按任意顺序贴在教学板上, 然后在每张教学卡片旁边画一个气泡, 如下图所示:



- 教师让学生回忆 Story 1 的内容, 然后问学生 What does Charlie / Tom / Daisy / Anna want to be? What does she / he want to do? 教师引导学生说出答案, 并将学生说出的句子写在教学板上对应人物的气泡中。
- 教师带领全班一起读出教学板上的句子。
- 教师向学生解释本课 key 句型 I want to be ... / I want to do ... 的含义, 告诉学生 want to 表示某人的意愿、想法和计划。

**练习 Practice**

做活动: Listen and repeat. Look and say.

**SB P19**

- 让学生将学生用书翻至第 19 页, 活动 1。
- 播放录音, 让学生边听边指向对应的图片。

- 再次播放录音, 鼓励学生边听边跟读。
- 教师随机指向某幅图片提问: What does she / he want to be? What does she / he want to do? 请全体学生根据图文提示回答: She / he wants to be ..., she / he wants to ...
- 让学生两人一组, 一人随机指向某幅图片并提问, 另一人根据图文提示回答。两人交换角色继续进行问答。

**SB CD1 30**

1.

Girl: I want to be a nurse.

Boy: Why?

Girl: Because I want to help sick people.

2.

Boy: I want to be a singer.

Girl: Why?

Boy: Because I want to sing to lots of people.

3.

Boy: I want to be a farmer.

Girl: Why?

Boy: Because I want to grow food.

4.

Girl: I want to be an astronaut.

Boy: Why?

Girl: Because I want to travel in space.

5.

Boy: I want to be a bus driver.

Girl: Why?

Boy: Because I want to drive buses!

6.

Girl: I want to be a clown.

Boy: Why?

Girl: Because I want to do funny things.

**做活动: Choose a work activity. Then ask and answer.**

**SB P19**

- 给每名学生准备一张内容如下的表格:

Name	wants to do	wants to be

- 让学生六人一组, 仿照学生用书第 19 页活动 2 右侧的对话进行问答, 并将结果记录在表格中。例如, 学生 A 问: What do you want to do? 学生 B 可以使用活动 2 表格中的短语进行回答, 也可以根据自身情况回答: I want to do funny things. 学生 A 继续问: How about being a clown? 学生 B: Yes, good idea! 然后学生 A 将学生 B 的姓名及想要做的事情和想要从事的工作依次记录在表格中。
- 依此类推, 让小组成员之间轮流进行对话, 完成自己的表格。
- 请几名学生在全班面前读出自己的表格, 如: Mike wants to work in the fields. Mike wants to be a farmer. 让其他学生检查读出的句子是否存在语法错误。
- 如果时间允许, 请全班学生依次读出自己的表格, 然后全班选出最受学生喜爱的三种工作。

猜测: Do you want to ...? 若学生 A 的回答与学生 B 抽取的卡片一致, 则学生 B 回答: Yes! And I want to be ... 若不一致, 则学生 B 回答: No. 然后继续做动作, 直到学生 A 猜对为止。例如, 学生 A: What do you want to do? 学生 B 抽到了 farmer 的卡片后做动作表演农民擦汗、耕地等动作。学生 A 看完表演后问: Do you want to work in the fields? 学生 B 回答: Yes! And I want to be a farmer.

**家庭作业**

活动用书第 10 页

活动 1 Order the letters and write the jobs.

Then listen and check.

活动 2 Unjumble, and match questions 1-3 with answers a-c.

活动 3 Complete the conversation.

**结束本课 Ending the lesson**

**做游戏: Act and guess.**

- 让学生两人一组, 将一套本课的迷你单词卡摞成一摞放在桌子上。
- 学生 A 问: What do you want to do? 学生 B 抽取一张卡片, 根据卡片内容做出相应的动作, 学生 A 根据学生 B 的动作

## Story 2 &amp; Practice 2



## 教学目标

能够听懂并识别描述事物特征及人物情绪的形容词

能够使用正确的形容词描述事物特征及个人情绪

## 目标语言

单词: boring, exciting, easy, difficult, safe, dangerous

句型: What do you have to do?

Do you have to do any difficult things?

I have to ride this bike.

He has to be very careful.

He doesn't have to hold the bike with his hands.

## 教具准备

单词卡片: 44—49

故事卡片: 17—18

其他教具(教师自备): 一张彩色硬纸

## 热身活动 Warmer

做活动: I spy ...

- 将单词卡片(boring, exciting, easy, difficult, safe, dangerous)按任意顺序贴在教学板上。
- 用一张彩色硬纸卷成圆筒当作望远镜。教师透过“望远镜”看到某一单词,比

如 difficult, 说: I spy with my little eye. There is a word. It begins with the letter d.

It ends with the letter t. What is it? 让学生从自己的迷你单词卡中找到该单词,并举起单词卡,然后大声说: I got it!

- 最先找到正确单词卡并大声说出 I got it! 的学生成为下一个手持“望远镜”并说 I spy ... with my little eye 的人,其他学生举卡片,依此继续游戏。

## 词汇展示 Presentation: words

- 教师说: Today we will learn some new words describing things or people's feelings.
- 将单词卡片(boring, exciting, easy, difficult, safe, dangerous)依次贴在教学板上,鼓励学生拼读单词。学生拼读后,教师带读单词。
- 让学生观察单词卡片 boring 中人物的动作和表情,问: How does the boy feel? 引导学生用卡片上的单词回答: He feels boring. 让学生根据图片猜测 boring 的中文含义。
- 用同样的方式向学生讲解 exciting, easy, difficult, safe, dangerous 五个单词的含义。

## 练习 Practice

做活动: Listen, point and say.

## SB P20

- 让学生将学生用书翻至第 20 页,活动 1。
- 播放录音,让学生先听一遍,并指图片。再次播放录音,让学生边听边指图片下方的文字,并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上,教师随机说出一个单词,让学生举起相应的卡片,并大声说出单词。也可以让程度较好的学生到教室前面说单词,其他学生举卡片。

**SB CD1 31**

boring, exciting, easy, difficult, safe, dangerous

**做游戏: Act and say.**

- 让学生两人一组, 把自己的迷你单词卡正面朝下摆在桌子上。学生 A 任意抽取一张卡片, 根据卡片内容做出相应的动作和表情。学生 B 根据动作和表情猜测单词。如, 学生 A 抽到 boring, 可以做出翻开一本书, 看了两页便合上并打起哈欠的动作。学生 B 根据动作和表情提问: Is the book boring? 如果学生 B 正确猜出单词, 则学生 A 回答: Yes, it is. 如果学生 B 没有正确猜出单词, 则学生 A 回答: It isn't boring. 学生 B 继续猜测, 直至猜对为止。
- 如果时间允许, 可将全班分成两组。A 组学生轮流抽取卡片, 并做动作及表情。B 组学生轮流猜测, 如果 B 组学生正确猜出单词, 就将卡片拿走。如果没有正确猜出单词, 就将卡片还给 A 组。两组均换下一名学生继续做游戏, 直至全部学生都被轮到后, 游戏结束。两组交换角色继续游戏。最后获得卡片较多的小组获胜。

**故事教学 Story****做活动: Picture walk**

- 出示故事卡片 17, 让学生仔细观察图片, 问: Who can you see in the picture? (Tom, Charlie and a clown.) What is Charlie doing? (He is riding a bicycle.) What are they talking about? Can you guess? 鼓励学生猜测人物对话。
- 出示故事卡片 18, 让学生仔细观察图片, 问: What else can you see in the picture? (Some children or people.) What is the clown doing? (The clown is riding a

bicycle on a rope.) Is it an exciting job? (Yes, it is.) 鼓励学生根据图片回答问题, 猜测故事内容。

- 学生猜测之后, 教师予以鼓励并引导学生读故事, 说: Good guess! Now let's listen to the story and check your answer.

**做活动: Listen and read.****SB P20**

- 让学生将学生用书翻至第 20 页, 活动 2。
- 播放故事录音, 让学生完整听一遍, 问学生刚才的猜测是否正确, 检查学生是否了解故事大意。
- 再次播放录音, 这一次让学生注意听故事中描述事物特征及人物情绪的形容词, 并画出这些单词。听完后, 让学生回答下列问题: 1. Can Charlie ride the bicycle? How does he feel about it? 2. What does the clown do? How does Tom feel about riding a bike on a rope? 3. How does Charlie feel about the clown's job? 检查学生是否理解故事细节。
- 将全班分成三组, 分别扮演 Tom, Charlie, Clown 和旁白, 让学生分角色朗读, 尽量模仿录音的语音语调。如果时间允许, 可以交换角色多读几遍。

**SB CD1 32**

Charlie and Tom were in town. They saw a clown with a big smile on his face.

"He's very happy!" said Charlie.

"That smile is only face paint, Charlie," said Tom.

"I'm smiling under my face paint too," laughed the clown. "I love my job!"

"What do you have to do?" asked Tom.

"I have to ride this bike," said the clown. "Do you want to ride it?"



Charlie said yes, and he rode the bike well.

"That's easy!" he said. "Do you have to do any difficult things?"

"Yes, I do," said the clown. "Watch!"

The clown rode his bike on a rope.

"Wow!" Charlie said to Tom. "He doesn't have to hold the bike with his hands!"

"It's very dangerous," said Tom.

"Yes," said Charlie. "He has to be very careful, but what an exciting job!"

### 做活动: Act it out!

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许, 可以让学生以小组为单位, 分角色表演故事。

### Practice 2

#### 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 21 页, 看句型展示框, 读出里面的句子。
- 让学生从 Story 2 中找到这些句子, 并大声读出来。引导学生根据图片和上下文说出句子含义。教师向学生解释 have to 的用法: have to / don't have to 后面加动词原形, 表示说话者的客观需要, 不得不做某事或不用非做某事不可。
- 带领学生发散思维, 进行口语练习。教师问: What do you have to do at home? 让学生根据自身实际情况回答。也可以让学生分组活动, 小组成员之间互相对话, 进行口语练习。

### 练习 Practice

做活动: Listen and repeat. Look and say.

### SB P21

- 让学生将学生用书翻至第 21 页, 活动 1。
- 播放录音, 让学生边听边指向对应的图片并跟读。
- 教师再次播放录音, 让学生边听边跟读。
- 教师随机说某幅图片对应的序号, 请全班根据图文提示说句子。
- 让学生两人一组, 一人指图片, 一人说句子。两人交换角色, 继续进行活动。

### SB CD1 33

1

**Woman:** I don't have to help sick people. I have to help sick animals. It's difficult.

2

**Man:** They have to fly between cities. They don't have to fly in space. It's safe.

3

**Woman:** She doesn't have to cook the food. She has to clean the kitchen. It's boring.

4

**Man:** They have to catch fish. They have to work on a boat. It's dangerous.

5

**Woman:** He doesn't have to ride bikes in dangerous places. He has to do silly things. It's easy.

6

**Man:** She has to meet famous people. She has to take photos. It's exciting.

做活动: Choose an activity. Then ask, answer and give your opinion.

### SB P21

- 让学生将学生用书翻至第 21 页, 活动 2。
- 教师带领学生读出表格中的短语及单词, 然后用表格右侧的例句与学生进行对话。

教师问: What do you have to do at work?

请任意一名学生从表格第一列中选择活动短语, 在表格第二列中选择能够描述该活动的单词进行回答, 如: I have to fly helicopters. It's difficult. 教师根据学生的回答从表格第二列选择形容词进行评价, 如: Yes, but it's exciting too. 也可以鼓励学生使用学过的单词替换表格中的短语或单词, 然后进行对话。

- 待学生明白活动要求后, 让学生两人一组, 从表格中任选单词及短语进行对话。
- 两人交换角色, 继续进行对话。

### 结束本课 Ending the lesson

#### 做活动: Watch and say.

- 让学生四人一组, 四人分饰 Tom, Charlie, Clown 和旁白。
- 播放本课故事 DVD, 把声音关闭。让学生根据动画练习给 DVD 配音。
- 请几组学生在全班面前展示配音, 全班投票选出配音最好的一组。

### 家庭作业

#### 活动用书第 11 页

活动 4 Complete the adjectives and match the opposites. Then listen and check the words.

活动 5 Look and complete the sentences. Use these words.

活动 6 Complete with the correct form of "have to" or "don't have to" and the verb in brackets.

## Song &amp; Phonics



## 教学目标

学会唱歌曲 *I want to be a doctor*

能够掌握字母组合 oo 和字母 u 在单词中的发音

## 目标语言

单词: foot, cook, cookie, pull, bush, full

## 教具准备

单词卡片: 50—55

其他教具(教师自备): 写有 21 个小写的辅音字母卡片, 每张卡片写一个字母

说指令。

- 如果时间允许, 可以请一名学生到教室前面说指令, 其他学生根据指令做动作。

## Song

## 呈现歌曲 Presentation

- 让学生将学生用书翻至第 22 页, 活动 1。
- 让学生观察歌词右边的图片, 教师问: What are they doing? Who are they? 学生可能回答: The man is traveling in space / feeding animals / helping sick people. He is an astronaut / a farmer / a doctor. 待学生回答后, 教师引出歌曲的主题, 告诉学生这是一首关于未来从事何种工作的歌曲。
- 播放歌曲录音, 让学生先欣赏一遍。再次播放歌曲, 提醒学生注意听歌曲中出现的有关工作的短语。

做活动: Listen and match. Then sing.

## SB P22

- 播放歌曲录音, 让学生将歌词和图片匹配, 并将歌词对应的序号写在相应图片旁的方框中。全班一起核对答案。
- 再次播放歌曲录音, 让学生一边听歌曲一边用手指划指歌词, 并跟唱。
- 将全班分成三组, 一组唱一段。交换角色继续唱, 直到学生能独立唱完整首歌为止。

## SB CD1 34

I want to be a doctor,  
I want to be a doctor.  
I want to be a doctor or a nurse  
And help the sick.  
I want to help the sick,  
I want to help the sick.  
I want to be a doctor or a nurse

## 热身活动 Warmer

做活动: Simon says ...

- 将全班分成七组, 每组分饰 astronaut, farmer, doctor, singer, nurse, bus driver, 和 clown。教师发指令, 学生做动作。带领学生再次复习与工作相关的英文单词。例如, 教师说 Bus drivers, touch your eyes. 扮演 bus driver 的小组成员要做出用手摸眼睛的动作。
- 告诉学生 Simon says ... 的游戏规则, 说: 如果教师在指令前加了 Simon says, 学生就要按指令完成动作。如果没有加 Simon says, 学生就要原地不动。比如, 教师说: Simon says, astronauts jump! 扮演 astronaut 的一组学生就要根据指令跳起来。教师说: Astronauts jump! 扮演 astronaut 的一组学生就不用做动作。
- 待学生熟悉游戏规则后, 可以加快速度

And help the sick.

I want to be an astronaut,

I want to be an astronaut.

I want to be an astronaut

And travel into space.

Travel into space,

Travel into space.

I want to be an astronaut

And travel into space.

I want to be a farmer,

I want to be a farmer.

I want to be a farmer

With some chickens and some sheep.

Some chickens and some sheep,

Some chickens and some sheep.

I want to be a farmer

With some chickens and some sheep.

### 答案

2, 3, 1 (从上到下)

### 做活动: Sing and act.

- 播放本单元 DVD 歌曲动画, 让学生先看一遍, 鼓励学生跟唱。
- 播放本单元歌曲的卡拉 OK 模式, 让学生跟随伴奏一起唱, 同时举起歌词对应的迷你单词卡。

### 做活动: Choose, ask and answer. Then match.

#### SB P22

- 让学生将学生用书翻至第 22 页, 活动 2。
- 教师带领学生看图, 然后根据图片和图片旁边的例句进行对话。例如, 教师问: What do you want to be? 请任意一名学生从活动 2 的图片中选定一幅, 并根据图片内容回答, 如: I want to be a clown. 教师根据学生的回答说出学生所选的图

片: Picture 4!

- 待学生明白活动规则后, 让学生两人一组, 根据图片和例句进行对话。交换角色继续进行游戏。

### Phonics

#### 呈现语音 Presentation

#### 做活动: Listen, point and say.

#### SB P23

- 出示单词卡片 foot, 在教学板上板书单词并在单词下方写出音标, 引导学生拼读出单词。
- 学生读出后, 教师问 oo 字母组合的发音是什么, 引导学生说出 /ʊ/。
- 用同样的方式先后呈现单词 cook, cookie, pull, bush, full 及其音标, 引导学生拼读单词。
- 让学生将学生用书翻至第 23 页, 活动 1。
- 播放录音, 让学生边听边指图片, 并大声跟读。
- 让学生观察图片内容, 猜一猜单词对应的中文含义。学生猜测后, 教师给出正确答案。
- 按任意顺序说出六幅图片对应的单词, 让学生在图片下方标出序号。全班一起核对答案。
- 教师随机拿出一张单词卡片, 让学生大声拼读出单词。

#### SB CD1 35

foot, f-oo-t, foot

cook, c-oo-k, cook

cookie, c-oo-kie, cookie

pull, p-u-ll, pull

bush, b-u-sh, bush

full, f-u-ll, full

**练习 Practice****做活动: Listen and repeat.****SB P23**

- 让学生将学生用书翻至第 23 页,活动 2。让学生看图,说一说图片的内容。
- 播放录音,让学生边听边指向图片下方的句子。让学生关注字母组合 oo 和字母 u 的发音。
- 再次播放录音,让学生听录音并打着节拍跟读。
- 让学生自己练习打着节拍说句子。为增加趣味性,教师可以鼓励学生用不同节奏来读,通过拍手来控制语速,看谁读得又快又有节奏感。
- 请几名学生在全班面前打着节拍读句子。如果时间允许,也可以将全班分成两组朗读句子,一组读一句。然后交换角色继续朗读。

**SB CD1 36**

The bushes are full of cookies and books.

The cookhouse is full of wood and cooks.

**做活动 Look and say. Listen and check.****SB P23**

- 让学生将学生用书翻至第 23 页,活动 3。让学生看单词,并试着拼读。
- 播放录音,让学生边听边跟读,检查自己刚才拼读得是否正确。
- 让学生两人一组,一人说单词,另一人指单词,然后交换角色继续进行活动。

**SB CD1 37**

shook, bull, wool, hood, push, stood, pudding, hook

**补充活动****做游戏: Card game**

- 拿出准备好的 21 个辅音小写字母的卡片,打乱顺序放一摞。
- 教师在教学板左右两侧分别写上字母组合 oo 和字母 u。
- 教师从 21 个小写字母卡片中任意抽取两张,并跟教学板上的任意一个字母(组合)放在一排,让学生根据发音规则拼读。
- 如果时间允许,可以将全班分组进行比赛。最快拼读出单词的学生为自己所在的小组赢得一分,最后得分最高的小组获胜。

**做活动: Listen and write.****SB P23**

- 让学生将学生用书翻至第 23 页,活动 4。
- 播放录音,让学生听录音写出相应的字母组合,完成单词。
- 请学生说出完成后的单词,全班一起核对答案。

**SB CD1 38**

1. foot 2. book 3. full 4. cookie  
5. cook 6. bush 7. wood 8. pull

**结束本课 Ending the lesson****做活动: Make it funny!**

- 让学生将学生用书翻至第 23 页,活动 2。播放录音,让学生边听边跟读。
- 让学生在学生用书第 23 页,活动 1 中挑选单词并造句,也可以鼓励学生编写歌谣或小故事。
- 学生可以单独完成,也可以 2-3 人合作完成。
- 让学生在全班面前朗读自己编写的句子、歌谣或小故事。全班选出最有趣的句子、歌谣或小故事。



**家庭作业**

活动用书第 12 页

活动 7 Listen and write.

活动 8 Complete the conversation with these words.

活动 9 It's Saturday, and Bill is at his friend Sally's house for lunch. Listen and complete the sentences.

## Skills

**Skills**

**Listen and read**

**My dream job**

I want to be an astronaut and live at the International Space Station. It isn't an easy job, but it's very exciting.

At the Space Station, astronauts have to do experiments and work on computers. They sometimes need to go on space walks outside the Space Station too. That's dangerous, but it's exciting too!

They don't have to work all day. They can have fun with the other astronauts at the Space Station, and they can take beautiful photos of the Earth. They can't visit their family, but they can talk to them on the phone and make video calls. It's a fantastic job!

**What does David think of an astronaut's job? Circle the best answer.**

a. It's dangerous and boring.  
b. It's easy and fun.  
c. It's dangerous but exciting.

**Read again and answer.**

1. Where does David want to live?  
2. Do astronauts at the Space Station have to work on computers?  
3. What dangerous thing do they sometimes do?  
4. What do astronauts do when they're bored?  
5. How can astronauts at the Space Station see their family?

**Listen and think**

1. Why does Lorna want to be an astronaut?  
2. Why does she want to live at the Space Station?  
3. Why does she want to go on space walks?  
4. Why does she want to take photos of the Earth?  
5. Why does she want to talk to her family?

**Write about your dream job.**

**My dream job**

I want to be \_\_\_\_\_.

I'll work \_\_\_\_\_.

I'll live \_\_\_\_\_.

I'll have \_\_\_\_\_.

I'll do \_\_\_\_\_.

## 教学目标

能够读懂一篇关于未来职业规划的日记，理解重要细节信息

能够听懂一段关于某种工作的对话，理解与工作相关的重要信息

能够正确表达自己未来从事某种工作的意愿

能够正确运用 **have to do** 句型描述某种工作的工作内容

能够根据文字提示完成一篇关于自己理想工作的日记

## 目标语言

本单元所学的单词和句型

教具准备

五张 A4 纸

## 热身活动 Warmer

## 做游戏: Show time.

- 让学生在全班面前把上节课布置写的句子或小故事大声读出来。
- 如果有学生选择写歌谣，让学生在全班面前把歌谣唱出来。
- 让学生投票选出他们最喜欢的句子、歌谣或小故事。

## Reading

## 做活动: Listen and read.

## SB P24

- 让学生将学生用书翻至第 24 页，活动 1。让学生观察活动 1 的内容和版式设计，

说一说活动 1 中文章的体裁。告诉学生这是一篇日记，文章体裁是记叙文。继续问: Who wrote this diary? (Lorna Patel) What did she draw? (She drew an astronaut, a telescope, a space station, a rocket, etc.)

- 让学生根据图片猜测日记内容，然后问: What is Lorna's dream job?
- 播放录音，让学生完整听一遍，然后根据录音内容回答教师的问题。教师引导学生回顾日记内容，并让学生回答之前的问题。

## SB CD1 39

## My dream job

Lorna Patel

I want to be an astronaut and live at the International Space Station. It isn't an easy job, but it's very exciting.

At the Space Station, astronauts have to do experiments and work on computers. They sometimes need to go on space walks outside the Space Station too. That's dangerous, but it's exciting too!

They don't have to work all day. They can have fun with the other astronauts at the Space Station, and they can take beautiful photos of the Earth. They can't visit their family, but they can talk to them on the phone and make video calls. It's a fantastic job!

做活动: What does Lorna think of an astronaut's job? Circle the best answer.

## SB P24

- 让学生将学生用书翻至第 24 页，活动 2。
- 让学生独立阅读日记，选择正确的答案

完成练习。

- 让学生两人一组核对答案，然后全班一起核对答案，并读出正确的句子。
- 日记中出现的新词，如 experiments, International Space Station, the Earth, fantastic 可能会成为学生阅读的障碍。在阅读过程汇总，若学生提出疑问，教师可适当做出解释，帮助学生理解。

### 答案

c

做活动: Read again and answer.

### SB P24

- 让学生将学生用书翻至第 24 页，活动 3。
- 教师带领学生读出活动 3 的问题，然后让学生默读活动 1 中的日记，根据日记完成活动 3 的问题。
- 让学生两人一组核对答案。
- 播放活动 1 的录音，让学生边听边跟读。全班一起核对答案。

### 答案

1. At the International Space Station.
2. Yes, they do.
3. They sometimes go on space walks outside the Space Station.
4. Photos of the Earth.
5. They can make video calls.

### Listening

做活动: Listen and tick.

### SB P25

- 让学生将学生用书翻至第 25 页，活动 4。
- 让学生仔细观察图片，说一说图片描述的人物、地点等内容。告诉学生 Lucy 的爸爸是一个农场主，他每天要做很多事情。接下来将要听到一段关于 Lucy

爸爸工作的对话，让学生根据对话选择正确的图片，并在图片下方的方框里打钩。

- 播放录音，让学生根据录音选择正确的图片，并在图片下方的方框里打钩。
- 全班一起核对答案。

### 答案

1 右图 2 右图 3 右图 4 左图

### SB CD1 40

**Boy:** Hi, Lucy. Do you want to come to the playground?

**Girl:** Sorry, Paul, I can't. I need to help my father on our farm. There are lots of baby animals there!

**Boy:** That's exciting.

**Girl:** Yes, but it's difficult for Dad. He loves being a farmer, but he sometimes has to work all day and all night. Some of our babies are weak and sick, and I have to give them milk. Do you want to help me?

**Boy:** Is it safe?

**Girl:** Yes, and it's fun too.

### Speaking

做活动: Play What's my job?

### SB P25

- 让学生将学生用书翻至第 25 页，活动 5。
- 让学生两人一组，仿照活动 5 的例句，用本单元所学的句型和单词进行对话。例如，学生 A: I have a fun job. I have to feed animals. 学生 B 根据学生 A 的描述猜测: Are you a farmer? 学生 A: Yes, I am. 然后两人交换角色，继续对话。
- 请几名学生在全班面前进行对话。

## Writing

做活动: Write about your dream job.

## SB P25

- 让学生将学生用书翻至第 25 页,活动 6。
- 让学生读出题目 My dream job, 告诉学生写出自己理想中的工作。教师可以引导学生构思写作内容,问: What do you want to be? How do you feel about your job? What do you have to do? What don't you have to do? 让学生思考后回答问题,并根据自己的回答完成写作练习。
- 如果学生不能独立完成写作任务,也可以鼓励学生根据学生用书第 24 页活动 1 的文章进行仿写。
- 完成后,请几名学生在全班面前读出自己的文章。

## 结束本课 Ending the lesson

做活动: Three things

- 将全班分成五组,给每组准备一张 A4 纸。
- 说: Write down three things you want to do and three things you have to do. 让每组的学生依次在 A4 纸上写下三件自己不得不做的事情和三件自己想要做的事情。
- 写完后,选出本组出现频率最高的事情在全班面前读出来。待五组学生读完后,选出全班出现频率最高的一件事。

## 家庭作业

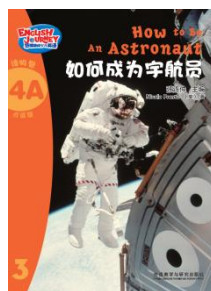
活动用书第 13 页

活动 10 Read the advertisement. What is it about? Circle the best answer.

活动 11 Read again. True or false? Write T or F.

活动 12 Choose one of these after-school activities and write an advertisement.

阅读时间 Now, read!



How to Be An Astronaut

重点词汇

astronaut, dangerous, difficult, Earth, easy, exciting, eyesight, match, science, space station

故事简介

宇航员是一份挑战与荣耀并存的职业。成为一名宇航员不仅需要具备过人的脑力和强大的心智,还要具备非凡的身体素质和生理机能。同时,宇航员还是一份具有危险性的工作,需要付出很多艰辛,甚至会牺牲自己的健康。

练习答案

一、

1. science, match
2. good eyesight, strong heart, strong mind
3. 26, 46
4. space, water

二、

1. Because the water floats in the air.
2. They sleep in a bag.
3. Because they need to keep their body strong.
4. They have to wear special clothes because it's very cold and there is no air in space.

三、略。

## Review 1 复习 1



## 教学目标

复习第 1-3 单元的单词和句型

## 目标语言

单词：1-3 单元词汇

句型：1-3 单元句型

## 教具准备

单词卡片：1—55

其他教具（教师自备）：五张和单词卡片尺寸一样的 bomb 图片；准备如下所示的表格一张：

1	2	3	4	5	6
travel by plane	travel by train	travel by plane	travel by train	travel by train	travel by plane
drive a go-kart	ride a scooter	drive a go-kart	drive a go-kart	ride a scooter	ride a scooter
take a photo	take a photo	visit friends	visit friends	take a photo	visit friends
build a sand-castle	build a beach house	build a sand-castle	build a beach house	build a sand-castle	build a beach house

## 热身活动 Warmer

## 做活动：Bomb game

- 教师将单词卡片（1-55）打乱顺序摆在一起，每隔几张插放一张 bomb 图片。

- 教师按顺序出示单词卡片，并要求学生读出单词卡片上的单词，如果看到 bomb 图片则抱头，以此来复习学过的单词。

## 复习单词 Review: words

做活动：Listen, point and say.

## SB P26

- 让学生将学生用书翻至第 26 页，活动 1。让学生看图片，教师问：What can you see in the picture? Where are they? What are they doing? 引导学生描述图片。
- 播放录音，让学生在图片上圈出录音中提到的内容。
- 再次播放录音，让学生边指边跟读。
- 将学生分成两人小组，一人描述图片中涉及到的短语，另一人快速指向图片中对应的位置。哪个小组说出并指出得最多，哪个小组获胜。

## SB CD1 41

build a sandcastle, take a photo, ride a scooter, fall off, clown, nurse, singer, roof, balcony, seat, towel, painting

做活动：Look and listen. Which one is not mentioned? Cross it out.

## SB P26

- 让学生将学生用书翻至第 26 页，活动 2。
- 播放录音，在第一个题目后暂停，让学生边听边指图片，然后圈出与录音内容不相关的那张图片。
- 继续播放录音，学生完成活动。
- 全班一起核对答案，引导学生用 I hear ..., but I don't hear ... 来汇报答案。

## SB CD1 42

- She's on the stairs. She's in the garage. She's in the elevator.

2. He traveled by plane. He visited friends.

He said hello.

3. She felt bad. She went fast. She had fun.

4. It was difficult. It was easy. It was boring.

### 答案

1. Picture1. She's in the basement.

2. Picture1. He drove a go-kart.

3. Picture4. She went on vacation.

4. Picture4. It was dangerous.

### 做游戏: Little detectives

- 告诉学生昨天晚上学校失窃，现在已经锁定六名“嫌疑犯”，并初步汇总了六人昨天行踪的相关信息，如下表所示：

1	2	3	4	5	6
drive a car	ride a bike	drive a car	drive a car	ride a bike	ride a bike
take a photo	take a photo	visit a friend	visit a friend	take a photo	visit a friend
play soccer	play guitar	play soccer	play guitar	play soccer	play soccer

告诉学生“小偷”的真实身份只有“目击者”知道。任意选出一名学生扮演“目击者”，其他学生分成三组扮演“侦探”。

- 教师将代表“小偷”的序号小声传达给“目击者”，给“目击者”一分钟时间，迅速记忆“小偷”信息，然后面向全班站立。
- 让扮演“侦探”的学生每组派出一名学生，用句型Did he / she ...? 和what / where / why / how句型向“目击者”提问。例如:Did he/she drive a car yesterday? What did he / she play yesterday?
- 每名“侦探”每次只能提问一个问题。“侦

探”根据“目击者”的回答找到“小偷”。最先找到“小偷”的“侦探”为自己所在小组赢得一分。

- 每轮游戏过后，教师从学生所学的单词和短语中替换表格内容，依此继续游戏，最后得分最高的一组获胜。

### 复习句型 Review: patterns

#### 做活动: Listen and number.

#### SB P27

- 让学生将学生用书翻至第 27 页，活动 3。让学生看图片，说一说图片上人物的活动及人物情绪。
- 播放录音，让学生根据录音给图片排序并标明序号。
- 再次播放录音，让学生尝试在图片旁边写出图片对应的活动短语及情绪单词。若学生写不出完整的短语或单词，也可以写出短语或单词的首字母。
- 全班一起核对答案。
- 教师随机指向某幅图片并提问，让学生快速回答。教师说: Picture 1. What does the girl want to be? What does the girl have to do? 学生回答: She wants to be a farmer. She has to work from early in the morning to late in the evening.
- 如果时间允许，可以进行问答接龙游戏。请学生 A 就某幅图片进行提问，然后邀请学生 B 回答；学生 B 回答后指向另一幅图片继续提问，请学生 C 回答，依此类推，直到所有图片问答完毕。

#### SB CD1 43

1

Boy: Do you want to be a farmer?

Girl: Yes, I do, but it isn't an easy job. You have to work from early in the morning to late in the evening.



2

Girl: Oh no!

Boy: What's the matter?

Girl: The mirror fell off the wall last night.  
Look!

3

Boy: Astronauts sometimes have to go  
outside their spaceship.Girl: Yes. It isn't a safe job, but it's very  
exciting.

4

Boy: Did you bring your toothbrush?

Girl: Yes, I did. Look! It's here.

**答案**

(从左到右, 从上到下) 2, 3, 4, 1

**做活动: Ask questions. Your friend gives two true answers and one false answer. Guess the false one.****SB P27**

- 让学生将学生用书翻至第 27 页, 活动 4。
- 让学生两人一组, 仿照示例进行对话。
- 学生 A 从表格第一行选择一个句型, 然后从第二行对应的表格中选择一个时间短语或状语组成问句, 如: What do you want to do as a grown-up? 学生 B 根据自己的实际情况说出三个答句, 如: I want to live in the countryside. I want to be a nurse. I want to have two children. 学生 A 根据自己对学生 B 的了解, 从学生 B 说出的三个答句中判断哪两句是真话, 哪句话是假话, 并说出假话的句子。如: You don't want to be a nurse! 如果学生 A 猜对了, 则学生 B 回答: Yes! That wasn't true. 如果学生 A 猜错了, 则学生 B 回答: No, guess again! 依此类推, 直至学生 A 猜出正确的答案。换用其他句型,

依此继续进行对话。

- 两人交换角色, 继续进行对话。

**做活动: Look and write. Use the past tense of the correct verb pair.****WB P15**

- 让学生将活动用书翻至第 15 页, 活动 3。
- 带领学生读出单词框中的单词, 然后带领学生看第一幅图片, 教师问: What did he do? Did he fall? 引导学生说出图片中的人物活动, 然后读出图片下方的句子。提醒学生注意动词过去式及其否定形式的用法。
- 让学生观察剩余五幅图片, 根据图片内容从单词框中选择相应的单词, 并将单词的正确形式填在对应的横线上, 补全句子。
- 全班一起核对答案。

**答案**

1. rode, didn't fall off
2. saw, said
3. looked, didn't like
4. felt, didn't work
5. drove, didn't go
6. went, didn't have

**做活动: Complete with the correct verb form.****WB P15**

- 让学生将活动用书翻至第 15 页, 活动 4。
- 带领学生读出第一个句子, 让学生根据上下文内容, 使用括号中所给单词的正确形式填空, 补全句子。
- 让学生独立完成其他句子。
- 全班一起核对答案。

**答案**

1. Did you visit

2. had
3. went
4. saw
5. didn't have
6. Did Kath take
7. took
8. didn't go
9. did you do
10. watched

**家庭作业**

活动用书第 14 页

活动 1 Circle five more words for each column.

Then write.

活动 2 Listen and write.

**复习语音 Review: phonics**

做活动: Listen and write. Then say.

**SB P27**

- 让学生将学生用书翻至第 27 页, 活动 5。
- 播放录音, 让学生先听第一题并看示范答案。
- 继续播放录音, 让学生根据听到的单词填写相应的字母组合, 补全单词。
- 请学生说出填写的单词, 全班一起核对答案。

**SB CD1 44**

- |                 |                     |
|-----------------|---------------------|
| 1. surf, burger | 2. pull, bush       |
| 2. shark, party | 4. storm, corn      |
| 5. cook, cookie | 6. circle, birthday |

**结束本课 Ending the lesson**

做游戏: Let's sing together!

- 依次播放第 1-3 单元的歌曲录音, 让学生跟唱。
- 将全班分成三组, 一组负责表演一首歌曲。给学生排练的时间, 然后轮流向全班展示。

## See the world with Fred 1



## 教学目标

了解华特·迪士尼的生平事迹及其代表作品

## 目标语言

单词: theme park, newspaper, advertisement, instead, animated, dwarf

## 教具准备

其他教具(教师自备): 一张遮图板(在一张空白 A4 纸上挖一个直径两厘米的圆孔); Mickey Mouse 和 Donald Duck 的图片(将 Mickey Mouse 和 Donald Duck 的图片打印在一张 A4 纸上); Mickey Mouse 动画片视频; Walt Disney 的人物照片(可做成 PPT, 也可以打印在 A4 纸上呈现。); 一套写有以下句子的纸条, 每张纸条上写一个句子(1. In 1937, Walt made a long movie about Snow White and the Seven Dwarfs. 2. He made advertisements. 3. Young Walt liked drawing the horses in the fields. 4. He made short animated movies about Mickey Mouse and Donald Duck. 5. In 1955, he opened an exciting theme park: Disneyland.); 一个纸杯; 给每名学生准备一张印有如下表格的 A4 纸:

Questions	Answers
Q1	
Q2	
Q3	

## 热身活动 Warmer

## 做游戏: Meet our friends!

- 将 Mickey Mouse 和 Donald Duck 的图片拿在手上, 然后将遮图板放在图片上面, 让学生透过遮图板上的圆孔看到卡片的一部分, 教师问: Who's that? 让学生猜测图片内容。若学生猜不出来, 教师可以移动遮图板, 露出图片其他部分, 帮助学生识别图片。待学生猜出 Mickey Mouse 和 Donald Duck 后, 教师向学生呈现完整的图片。
- 播放 Mickey Mouse 的动画片视频, 让学生观看视频, 然后引出本课内容: Walt Disney。告诉学生, 这节课将要学习和了解华特·迪士尼的生平事迹及其代表作品。

## 知识激活 Activation

## 做活动: DIY questions

- 出示 Walt Disney 的照片, 问: Who's this man? Do you know him? 让学生进行猜测, 如果没有学生能够说出正确答案, 教师可以给出答案。
- 继续问: Do you know anything about Walt Disney? 鼓励学生回答问题, 如果学生不能用英语表达, 也可以允许学生用中文回答问题。教师也可以在教学板上写下含有特殊疑问词 who, what, how, where, when 的问句, 如: What jobs did Walt Disney have? Where did Walt Disney live? 让学生分组讨论问题。
- 待学生讨论完毕, 教师说: Now let's listen, read and find out the answers.

## 知识学习 Knowledge

## 做活动: Listen and read.

**SB P28-29**

- 让学生将学生用书翻至第 28 页,活动 1。让学生观察学生用书第 28 页、29 页上的图片,说一说每幅图片的内容。教师将活动中出现的有关 Walt Disney 的单词 (theme park, newspaper, advertisement, instead, animated, dwarf) 依次写在教学板上。教师带读单词,让学生跟读,然后向学生解释单词含义。
- 播放录音,让学生听一遍,边听边指向对应的图片。
- 教师让学生大声读出每段文字开始的问题,然后说出问题的中文含义。
- 再次播放录音,这次让学生边听,边画出问题对应的答案。
- 让学生两人一组,相互核对自己所画的答案。全班一起读出每个问题对应的答案。

**SB CD1 45****Walt Disney**

Today, there are lots of famous Disney movies and theme parks, but they all started with the ideas of one man: Walt Disney.

**Where did Walt Disney live?**

In the USA, and he made animated movies there.

**Did he learn to make movies at school?**

No, he didn't, but he always loved drawing. His father was a farmer, and young Walt liked drawing the horses in the fields.

**What jobs did he have?**

He wanted to draw pictures for newspapers, but the newspapers didn't like his work. So he made advertisements instead. After that, he

made short animated movies about Mickey Mouse and Donald Duck. The idea for Mickey came from his pet mouse.

**Were all his movies short?**

In the early days, all animated movies were very short, but in 1937 Walt made a long movie about Snow White and the Seven Dwarfs. It was a very difficult job! The movie was fantastic and won an Oscar.

**What did he do after that?**

He made other animated movies and they won more than twenty Oscars. In 1955, he opened an exciting theme park: Disneyland. Children have a lot of fun today because of Walt Disney's fantastic ideas.

**做活动: Read again and answer the questions.**

**SB P29**

- 让学生将学生用书翻至第 29 页,活动 2。
- 带领学生读出活动 2 中的问题,教师问: What job did Walt's father do? 让学生回忆学生用书第 28 页活动 1 的文章内容,并从文章中找到问题的答案: He was a farmer. 并将答案写在相应的横线上。
- 让学生独立完成其余的问题。
- 全班一起核对答案。
- 让学生在课文中找到 make 和 win 的过去式并用线画出来。教师告诉学生这两个动词是不规则动词,他们的动词过去式形式是不规则变化,需要学生单独记忆。
- 如果时间允许,教师可以提出问题,引导学生发散思维,如: What do you learn from Walt Disney's life? 鼓励学生

用英语互相讨论，如果学生不能用英语表达，也可以让学生用中文阐述。

### 答案

1. He was a farmer.
2. He liked drawing horses.
3. He didn't work for them because they didn't like his work.
4. They were short.
5. He won an Oscar.
6. It's a theme park. (OR It's an exciting theme park.)

### 补充活动

做活动: Order the sentences.

- 拿出事先准备好的写有以下句子的纸条 (1. In 1937, Walt made a long movie about Snow White and the Seven Dwarfs. 2. He made advertisements. 3. Young Walt liked drawing the horses in the fields. 4. He made short animated movies about Mickey Mouse and Donald Duck. 5. In 1955, he opened an exciting theme park: Disneyland.), 每张纸条上写一个句子。将纸条打乱顺序放在纸杯里。
- 将全班分成五组，每组选出一名学生到教室前面来做活动。让五名学生每人从纸杯里抽取一张纸条，让学生依次读出自己纸条上的句子，并将句子出示给其他学生。然后让五名学生根据学生用书第 28 页活动 1 的文章将五张纸条进行排序。
- 限时 1 分钟，让五名学生在教室前面站定位置。

- 全班一起核对答案。正确站定位置的学生为自己所在小组赢得一分。然后每组选择下一名学生到教室前面，继续进行活动。最后得分最高的小组获胜。

### 知识运用 Project

做活动: Work in pairs. Imagine Walt Disney is alive. Plan an interview with him for a TV show. Then do the interview.

### SB P29

- 让学生将学生用书翻至第 29 页，活动 3。
- 让学生两人一组，给每名学生准备一张印有如下表格的 A4 纸：

Questions	Answers
Q1	
Q2	
Q3	

让学生假设 Walt Disney 仍然在世，自己将要采访 Walt Disney 进行一次采访。想出三个自己想要提问 Walt Disney 的问题，并将问题写在表格第一列中。

- 让学生两人一组，一人扮演采访者，一人扮演 Walt Disney。扮演采访者的学生提出自己表格中的问题，扮演 Walt Disney 的学生根据自己对 Walt Disney 的了解回答问题。采访者将“Walt Disney”的回答记录在相应的表格中。两人交换角色，互相进行采访。
- 请几组学生在全班面前进行对话，表演采访过程。

**家庭作业**

活动用书第 16-17 页

活动 5 Make sentences from these words. Then put them in the conversation.

活动 6 Listen and write. Then match.

活动 7 Read the interview with Tony Duke. Match the questions with the answers.

活动 8 Read and complete.



## Engineers



### 教学目标

视频教学 1 与第 3 单元 *What do you want to be?* 的主题及语言知识衔接紧密, 可供教师用于本单元课堂拓展活动或复习。了解工程师这个职业的特点, 练习如何谈论职业和梦想。

### 目标语言

单词: engineer, toaster, toilet paper, shampoo, smart, creative, problem-solving, curiosity, stereotype, nerdy, thirst, concept, genius, invent, Jupiter, explore, galaxy

### 视频概要

通过采访, 简述工程学涉及领域, 介绍工程师的职业特征、成为工程师需要具备的条件以及工程师对社会做出的贡献。

### 教具准备

其他教具 (教师自备): 给每五名学生准备一张 A4 纸、一张 A3 纸和一支彩笔

### Before you watch 观看前

- 让学生将学生用书翻至第 24 页, 回顾第 3 单元的主题, 让学生说一说自己知道的职业名称, 鼓励学生用英文表达, 如果学生不知道英文单词, 也可以用中文。教师将学生说出的英文单词写在教学板上。
- 如果没有学生说出工程师或单词 engineer, 则教师在教学板中央写出单词 engineer, 并向学生解释单词含义。然后, 教师将纪录片中出现的两个问题写在教学板上:
  1. What is engineering?

2. What do you think it takes to be an engineer?

3. Why do you want to be an engineer?

让学生说一说, 工程师要做哪些工作, 以及成为一名工程师需要具备哪些条件。将学生的回答写在教学板上。

- 告诉学生接下来将要观看一个与工程师这一职业相关的短视频。让学生看一看自己对工程师的看法与纪录片中受访者的看法是否一致。

### When you watch 观看时

- 播放短视频, 让学生完整观看一遍。
- 再次播放短视频, 鼓励学生边看边做笔记, 记下与工程设计领域及工程师职业相关的信息。观看后, 让学生读出自己所做的笔记, 教师将学生的答案板书在教学板上。
- 第三次播放短视频, 在第一个问题采访结束后暂停 (01:00), 带领学生回顾视频内容, 讨论并回答: What is engineering? (Engineering is making things for the better. Things made by engineers are everywhere. Engineers are all around you, they are everywhere.) 继续播放视频, 在第二个问题采访结束后暂停 (01:57), 带领学生回顾视频内容, 讨论并回答: What do you think it takes to be an engineer? (You have to be smart, creative, and you should have problem-solving skills. Everyone can be an engineer. A good engineer has to come up with creative solutions to problems, he / she has to have the thirst for knowledge and be able to understand the concepts of it.) 继续播放视频至第三个问题结束后 (02:19), 教师带领学生回顾视频内容, 讨论并回答: Why do you want to become an engineer? (An engineer can help people, improve people's lives or save their lives.) 播放最后一段视频, 教师带领学生回顾视频内容, 讨论并回答: How would you change the world? (By making more robots

everywhere, by inventing a machine that takes people to Jupiter to help explore the galaxy.)

鼓励学生用所学单词及自己所做的笔记回答问题。

- 视频中出现的生词 (engineer, toaster, toilet paper, shampoo, smart, creative, problem-solving skill, curiosity, stereotype, nerdy, thirst, concept, genius, invent, Jupiter, explore, galaxy)。
- 如果成为学生理解视频内容的障碍, 教师可以予以适当解释, 帮助学生理解视频内容。

#### After you watch 观看后

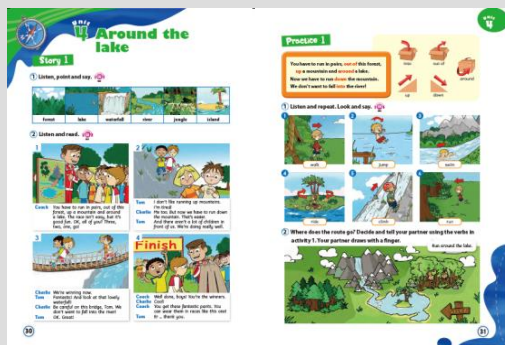
- 教师在教学板上板书下列问题:  
1. How would you change the world?  
2. What's your dream job?

- 将全班分成五人小组。给每组准备一张 A4 纸。让学生以小组为单位进行采访。每个小组选出一名学生将采访内容记录在纸上, 一名学生作为记者采访其他三名学生。教师告诉学生回答问题时可以选择任何职业单词, 鼓励学生使用 want to... / have to... 句型。
- 请几个小组在全班面前示范采访过程。
- 如果时间允许, 可让学生以小组为单位, 给每组发一张 A3 纸和一只彩笔, 让学生根据之前的采访结果用 I want to be .../ because .../ have to ... 等句型简单描述自己将来想要从事的职业, 并用彩笔在句子旁边绘制简单的图画, 制作完成本组的 *My dream job* 海报。
- 让每组依次展示本组完成的海报, 全班投票选出制作最精美的海报。

## Unit 4 Around the lake

## 在湖边

## Story 1 &amp; Practice 1



## 教学目标

能够听懂和识别常见自然景观或旅行景点的单词

能够使用介词（短语）描述位置移动及动作变化

## 目标语言

单词: forest, lake, waterfall, river, jungle, island

句型: You have to run in pairs, out of this forest, up a mountain and around a lake.

Now we have to run down the mountain.

We don't want to fall into the river.

## 教具准备

单词卡片: 56—61

故事卡片: 19—22

其他教具（教师自备）: 写有介词（短语）（into, out of, around, up, down）的卡片（可将介词（短语）打印在 A4 纸上，每张纸上写一个介词（短语））；一张如下图所示的火情标志：



## 热身活动 Warmer

## 做活动: Free talk

- 教师随机询问 3—4 名学生，问：Where do you live?
- 教师继续询问 2—3 名学生，问：What places do you want to go for vacations? 如果学生的回答涉及本课新单词，教师可以顺带引出新单词。
- 鼓励学生用英语对话，也可以允许学生说中文。

## Story 1

## 词汇展示 Presentation: words

- 出示单词卡片 forest，问学生：Where is it? Have you ever been there? 如果有学生能够正确说出 forest，就将单词卡片递给该学生，请他大声带读单词。如果没有学生说出正确单词，则教师大声带读单词，并向学生讲解单词对应的中文含义。然后将单词卡片贴在教学板上。
- 用同样的方式先后呈现 lake, waterfall, river, jungle, island。
- 教师带读教学板上的全部单词，学生大声跟读单词。

## 练习 Practice

## 做活动: Listen, point and say.

## SB P30

- 让学生将学生用书翻至第 30 页,活动 1。
- 播放录音,让学生先听一遍,并指图片。再次播放录音,让学生边听边指图片下方的文字,并跟读。
- 将本课单词卡片按任意顺序贴在教学板上。教师随机指向一张单词卡片,让学生说出卡片上的短语,看谁说得又快又准确。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上,教师随机说出一个有关自然景观或旅行景点的单词,让学生举起相应的卡片,并大声说出单词。也可以让程度较好的学生到教室前面说单词,其他学生举卡片。

## SB CD2 02

forest, lake, waterfall, river, jungle, island

## 补充活动

## 做活动: Cowboy

- 教师将全班分成两组,每组派一名学生到教室前面做活动。让两名学生背靠背站好,从本课单词卡片中任意抽取两张,分别给两名学生一张单词卡片,让学生将单词卡片放在胸前,有单词的一面朝外。
- 教师说: Three, two, one 两个学生背对着往前走,当教师说 Turn 的时候,两名学生需要转身看对方手持的单词卡片,并快速说出对方单词卡片上的单词。
- 较快说出正确单词的学生为自己所在小组赢得一分。每组换下一名学生到教室前面来,教师换用其他单词卡片,依次继续游戏。最后得分较高的一组获胜。

## 故事教学 Story 1

## 做活动: Picture walk

- 让学生看学生用书第 30 页, Story 1 的图片,说一说图片中有哪些人物,他们在做什么。教师可以问: Who do you see in the picture? (Tom, Charlie, some other children and a man.) Where are they? (They are in a forest.) What are they doing? (The man is pointing at a map and talking and the children are listening to him.)
- 教师将故事卡片(19—22)按顺序贴在教学板上,指向第一幅图,问: Who can you see in the picture? (Tom, Charlie, some other children and a man.) Who is the man? (He's the coach.) 向学生解释 coach 含义并带读单词。Where are they? (They are outdoors.) What's the coach doing? (He is pointing at a map and talking to the children.) What is the coach talking about? (The race route.) Guess! 向学生解释 race route 的含义。
- 指向第二幅图,问: Who are in the picture? (Tom, Charlie and two other children.) What are they doing? (They are running in pairs.) Where are they now? (They are on the mountain.) Who are running faster? (The other two children are running faster now.)s
- 指向第三幅图,问: Where are they now? (They are on the bridge.) Who are running faster? (Tom and Charlie are faster now.) Guess who will be the winners? (Tom and Charlie will be the winners.)
- 指向第四幅图,问: Where are they? (They are at the finish line.) What's happening? (Tom and Charlie win the race.)

The coach gives them the fantastic pants as a prize.)

- 对于学生的回答给予鼓励，先不要给出明确答案。

**做活动：Listen and read.**

### SB P30

- 让学生将学生用书翻至第 30 页，活动 2。
- 播放录音，让学生先听故事，检查之前的猜测是否正确。然后问：  
In picture 1, where do they have to run?  
In picture 2, how do Tom and Charlie feel?  
What are Tom and Charlie doing?  
In picture 3, how is the waterfall? What's under the bridge?  
In picture 4, What are the prizes for the winners? Does Tom like them?
- 再次播放录音，让学生边听边在书上指出听到的句子，并大声跟读。
- 将全班分成三组，分别扮演 Coach, Charlie 和 Tom。播放录音，让学生分角色跟读，尽量模仿录音的语音语调。如果时间允许，可以交换角色多读几遍。

### SB CD2 03

**Coach:** You have to run in pairs, out of this forest, up a mountain and around a lake. The race isn't easy, but it's good fun. OK, all of you? Three, two, one, go!

**Tom:** I don't like running up mountains. I'm tired!

**Charlie:** Me too. But now we have to run down the mountain. That's easier.

**Tom:** And there aren't a lot of children in front of us. We're doing really well.

**Charlie:** We're winning now.

**Tom:** Fantastic! And look at that lovely waterfall!

**Charlie:** Be careful on this bridge, Tom. We don't want to fall into the river!

**Tom:** OK. Great!

**Coach:** Well done, boys! You're the winners.

**Charlie:** Cool!

**Coach:** You get these fantastic pants. You can wear them in races like this one!

**Tom:** Er ... thank you.

**做活动：Act it out!**

- 播放故事 DVD，让学生观看动画片。
- 再次播放故事 DVD，让学生边看边跟读。
- 第三次播放故事 DVD，这次把声音关闭，让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许，可以让学生以小组为单位，分角色表演故事。

### Practice 1

#### 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 31 页，看句型展示框，读出里面的句子。
- 让学生从 Story 1 中找到这几个句子，用线画出来，然后大声读出句子。
- 带领学生看句型展示框中的句子，提醒学生注意标红的英文单词。教师向学生讲解：out of, up, around, down, into 都是介词，其中 out of 是介词短语，由介词 out 和 of 组合而成。介词一般用在名词前面，表示位置的变化。
- 带领学生看句型展示框右侧的示意图，带领学生大声读出单词，并解释单词含义。

**做活动: I say you do.**

- 让学生两人一组，一名学生发指令，另一名学生做动作。例如，学生 A: Walk around the classroom! 学生 B 要绕着教室走一圈。学生 A: Swim down the river! 学生 B 做出游泳的动作，然后身体重心不断下降，以此表达 down 的变化。学生 A 换用其他介词（短语）来说指令，学生 B 根据指令来做动作。两人交换角色，继续进行活动。
- 教师在教室中划定三个区域，分别命名为 river, mountain 和 forest。让学生根据区域的地域特征发出含有不同介词（短语）的指令，如: Jump into the river! Run up the mountain! Go into the forest!
- 请几组学生在全班面前进行发指令做动作的活动。请其他学生判断学生说的指令及做的动作是否正确。

**练习 Practice****做活动: Listen and repeat. Look and say.****SB P31**

- 让学生将学生用书翻至第 31 页，活动 1。
- 播放录音，让学生边听边指向对应的图片。
- 再次播放录音，鼓励学生边听边跟读。
- 让学生两人一组，一人随机说出某幅图片对应的序号，另一人描述图片内容。两人交换角色，继续进行游戏。

**SB CD2 04**

1. Walk out of the jungle.
2. Jump into the lake.
3. Swim down the river.
4. Ride around the island.
5. Climb up the waterfall.
6. Run into the forest.

**做活动: Where does the route go? Decide and tell your partner using the verbs in activity 1. Your partner draws with a finger.****SB P31**

- 让学生将学生用书翻至第 31 页，活动 2。
- 教师带领学看活动 2 的图片，说一说图片中的内容。
- 让学生两人一组，观察图片，找到图片右下角的起点 Start，讨论并制定出适用于图片的跑步路线，然后用活动 1 中的介词（短语）描述出完整的跑步路线。
- 教师问: Where does the route go? 请任意几名学生在全班面前回答问题，说出本组制定的跑步路线。
- 全班投票选出最有趣的跑步路线。

**结束本课 Ending the lesson****做活动: Let's escape!**

- 将全班分成三组，每组任意选派两名学生在全班面前做活动。
- 教师将事先准备好的火情标识放在教室后面一角，然后从本课单词卡片中任意抽取五张，从教室后面往教室前面随机放置五张单词卡片。然后将准备好的五张介词（短语）卡片随机放在单词卡片旁边，每张单词卡片旁边放一张。
- 告诉学生，现在放有火情标识的地方发生了“火灾”，身处“火灾”现场的人员看不清逃生路线，需要由远处的“救援人员”发布“逃生指令”帮助逃生。让每组的两名学生一人站在教室后面的火情标识旁扮演“被困人员”，另一名学生站在教室前面扮演“救援人员”。教室前面的学生根据教室中放置的单词卡片及介词（短语）卡片发指令，如: go into the forest, ride around the island, 教室后面的学生根据指令做动作。直至教室后面的学生走到教室前面与发指令



的学生汇合，活动结束。

- 教师重新放置单词卡片及介词（短语）卡片，换下一组的两名学生继续做活动。
- 教师计时，看哪组的活动用时最短，最后用时最短的一组获胜。

### 家庭作业

活动用书 第 18 页

活动 1 Unjumble the words. Then listen and check.

活动 2 Match and number.

活动 3 Look and complete. Use words from activity 1 or 2.

## Story 2 &amp; Practice 2



## 教学目标

能够听懂和识别表示体育运动或娱乐活动的短语结构

能够听懂和识别句子中的形容词比较级

能够使用形容词比较级比较两种事物在某方面的特征

## 目标语言

单词: go cycling, go shopping, go sailing, go fishing, go skating, go swimming

句型: Fishing is more boring than shopping.

Sailing is more difficult than cycling.

And it's more dangerous.

## 教具准备

单词卡片: 62—67

故事卡片: 23—24

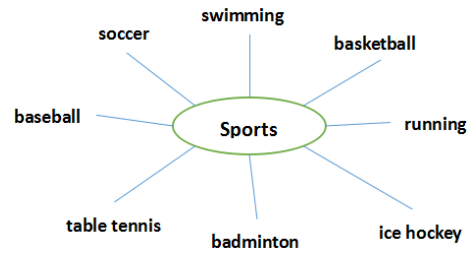
其他教具(教师自备): 准备写有以下句子的卡片(或用 PPT 展示): 1. Charlie wanted to go cycling. 2. Tom liked shopping. 3. Daisy caught a small fish. 4. The children were stronger than the fish. 5. Together the children didn't pull the fish out of the water. 将全班分成若干个两人小组, 给每组准备两张印有五个句子的 A4 纸; 一张写有动物单词 tiger 的 A4 纸

## 热身活动 Warmer

## 做游戏: Brainstorming

- 请学生回忆学过的运动单词, 并举手说出单词。教师将学生所说单词在教学板上

上以思维导图的形式呈现, 如下图所示:



- 为增加趣味性, 也可以将全班分组做活动。说出正确单词的学生为所在小组赢得一分, 最后得分最高的小组获胜。

## 词汇展示 Presentation: words

- 教师说: Today we're going to learn some sports activities.
- 出示单词卡片 go cycling, 让学生观察单词卡片上面的图片, 问: What is the girl doing? 学生可能回答: She's riding a bike. 教师继续问: Do you like riding a bike? 待学生回答后, 教师说: Let's go cycling! 然后将单词卡片贴在教学板上, 并大声带读单词。然后向学生解释 go cycling 的中文含义。
- 将单词卡片 go shopping 贴在教学板上, 如果有学生可以正确读出短语, 则予以肯定并鼓励其他学生跟读。
- 用同样的方式呈现单词卡片 go sailing, go fishing, go skating, go swimming, 直到本课所有的短语都呈现在教学板上。

## 练习 Practice

做活动: Listen, point and say.

## SB P32

- 让学生将学生用书翻至第 32 页, 活动 1。
- 播放录音, 让学生先听一遍并指图片。再次播放录音, 让学生边听边指图片下方文字, 并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上, 教师随机说出一个与体育运动或娱乐活动相关的短语, 让学生举起

相应的卡片，并大声说出短语。也可以让程度较好的学生到教室前面说短语，其他学生举卡片。

**SB CD2 05**

go cycling, go shopping, go sailing, go fishing,  
go skating, go swimming

**故事教学 Story 2****做活动: Picture walk**

- 出示故事卡片 23，让学生仔细观察图片，问：Who can you see in the picture? (Charlie, Anna, Tom and Daisy.) Where are they? (They are at a dock by the river.) What are they doing? (They are fishing.) 让学生仔细观察人物的表情，猜测对话内容，问：Are they happy? (No, they aren't.) Do they like fishing? (Maybe they don't.)
- 出示故事卡片 24，让学生观察图片中人物的肢体动作和面部表情，问：What do they get? (They get a big fish.) How is the fish? (It's very big.) Can they catch the fish? (Yes, they can.)
- 学生猜测之后，教室进行鼓励并引导学生读故事，说：Good guess! Now let's read the story and find out if you're right.

**做活动: Listen and read.****SB P32**

- 让学生将学生用书翻至第 32 页，活动 2。
  - 播放故事录音，让学生完整听一遍。问学生刚才的猜测是否正确，检查学生是否理解了故事大意。
  - 再次播放录音，让学生默读故事，注意故事细节信息。教师向学生展示写有以下句子的卡片（或用 PPT 展示）：
- Charlie wanted to go cycling.

- Tom liked shopping.
- Daisy caught a small fish.
- The children were stronger than the fish.
- Together the children didn't pull the fish out of the water.

让学生判断正误，如果句子正确，则让学生说：Yes。如果句子错误，则让学生说：No，并说出正确的句子，以此检查学生是否理解故事细节。

**SB CD2 06**

"Let's go cycling," said Charlie.

"I'm tired today," said Anna. "Let's do something easier. How about going shopping?"

"I don't like shopping," said Tom. "Let's go sailing."

"But that's more difficult than cycling!" said Daisy. "And it's more dangerous."

"OK, then," said Charlie. "Let's go fishing."

"Good idea!" said his friends.

They went fishing, but they didn't catch any fish.

"Fishing is more boring than shopping!" said Tom.

"Let's go home."

Just then Daisy caught a big fish! She was very happy. But the fish was strong, and it started to pull her into the water.

"Help!" she cried.

The children pulled Daisy, and the fish pulled Daisy too. The children were stronger than the fish, and together they pulled it out of the water.

"We can have fish for dinner," said Charlie.

"Yum!"

## 做活动: Act it out!

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许, 可以让学生以小组为单位, 分角色表演故事。

## Practice 2

## 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 33 页, 看句型展示框, 读出里面的句子。
- 让学生在 Story 2 中找到这几个句子, 并用线画出来。教师提醒学生关注句子中标红的文字, 向学生讲解形容词比较级的结构和用法: 就两种事物某方面特征进行比较时可以使用比较级。双音节(不以 y 结尾)的形容词比较级结构是: more+形容词原形+than+比较对象。
- 教师带领学生朗读学生用书第 33 页句型展示框中句子和单词, 提醒学生注意辨识和记忆双音节(不以 y 结尾)的形容词的比较级形式。

## 练习 Practice

## 做活动: Listen and repeat. Look and say.

## SB P33

- 让学生将学生用书翻至第 33 页, 活动 1。
- 播放录音, 让学生边听边指向对应的图片。
- 再次播放录音, 鼓励学生边听边跟读。
- 教师随机说某幅图片对应的序号, 让学生根据图文提示说句子。
- 让学生两人一组, 一人随机指向某幅图片, 另一人根据图文提示说句子。

## SB CD2 07

1

Boy: I don't want to go shopping. It's more boring than fishing.

2

Girl: I don't want to go skating. It's more difficult than cycling.

3

Boy: I don't want to go cycling. It's more dangerous than running.

4

Girl: I want to go fishing. It's safer than sailing.

5

Boy: I want to go sailing. It's more exciting than swimming.

6

Girl: I want to go skating. It's easier than swimming.

## 做活动: Funny facts

- 让学生两人一组, 背靠背坐好。
- 给每组的两名学生准备一张写有五个句子的 A4 纸, 但是两人拿到的 A4 纸不完全相同, 如下所示:

## Student A

1. In winter, Harbin is \_\_\_\_\_ than Guangzhou.
2. The sun is **bigger** than the moon.
3. A kangaroo is \_\_\_\_\_ than a wolf.
4. The Yangtze River is **longer** than the Mississippi River.
5. The tiger is \_\_\_\_\_ than a leopard.
6. In Britain, soccer is **more popular** than volleyball.

## Student B

1. In winter, Harbin is **colder** than Guangzhou.
2. The sun is \_\_\_\_\_ than the moon.
3. A kangaroo is **faster** than a wolf.
4. The Yangtze River is \_\_\_\_\_ than the Mississippi River.
5. The tiger is slower than the leopard.
6. In Britain, soccer is \_\_\_\_\_ than volleyball.

- 告诉每组的两名学生，两人 A4 纸上的句子相同，但是句子中的填空不完全一样。先让学生默读句子，试着猜出填空处的单词。
- 教师让学生 A 依次读出 A4 纸上需要填空的句子，并读出自己猜测的填空处的单词。学生 B 根据自己 A4 纸上的句子判断学生 A 的猜测是否正确。如果学生 A 猜测正确，则赢得一分并将答案写在 A4 纸上。如果学生 A 没有猜对，则学生 A 不得分，由学生 B 公布答案。
- 两人交换角色，继续做活动。最后得分较高的一人获胜。

**做活动: Choose pairs of activities and give your opinion.**

## SB P33

- 让学生将学生用书翻至第 33 页，活动 2。
- 教师带领学生读出学生用书第 33 页，活动 2 的表格，告诉学生表格第一列是活动单词，第二列是描述活动的形容词。
- 让学生两人一组，仿照表格右侧的例句，从表格中选择活动单词和形容词进行对话。
- 请几组学生在全班面前展示对话。让其他学生判断对话内容是否合理，然后全班投票选出最受欢迎的活动。

## 结束本课 Ending the lesson

## 做活动: 句子接龙

- 将全班分成 A、B 两组。两组竞赛做句子接龙的活动。
- 让 A 组的学生到教室前面排成一排，面前全班站立。然后教师向第一名学生出示写有动物单词 **tiger** 的 A4 纸，让队首的学生用该单词说一个含有比较级的句子，如学生 A: A tiger is faster than a lion. 然后第二名学生继续用上一名学生句末的单词做开头，说句子，如: A lion is stronger than a horse. 下一名学生继续用 horse 说句子，依此类推，直到本组最后一名学生说出正确的句子，活动结束。
- 然后让 B 组学生到教室前面排成一排，继续做活动。教师向 B 组的第一名学生出示单词卡片 **skating**，依此继续活动。
- 教师计时，看哪组学生完成活动的时间更短，用时较短的一组获得胜利。

## 家庭作业

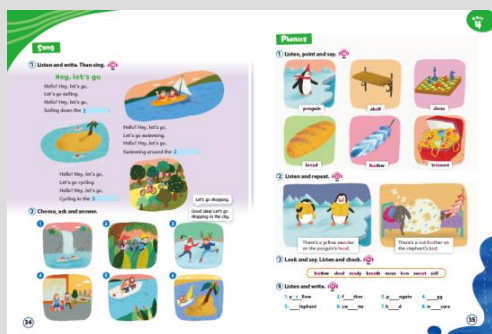
## 活动用书 第 19 页

**活动 4** Look at the pictures and complete the crossword. Then listen and check.

**活动 5** Look, read and complete.

**活动 6** Complete. Use the **-er** or **more** form of the adjective.

## Song &amp; Phonics



## 教学目标

学会唱歌曲 *Hey, let's go*

能够掌握字母组合 e, ea 在单词中的发音

## 目标语言

单词: penguin, shelf, chess  
bread, feather, treasure

## 教具准备

单词卡片: 68—73

## 热身活动 Warmer

## 做游戏: Brainstorming

- 请学生回忆学过的体育运动短语（或单词），并举手说出短语（或单词）。教师将学生所说的短语（或单词）记录在教学板上。
- 让学生大声朗读教学板上的短语（或单词），然后引出本课歌曲的主题 **sports activities**，说: Now we are going to listen to a song about sports activities.
- 为了增加趣味性，也可以将全班分组做活动。每说出一个正确的短语（或单词）的学生为自己所在小组赢得一分，最后得分最高的小组获胜。

## Song

## 呈现歌曲 Presentation

- 让学生将学生用书翻至第 34 页，活动 1。
- 让学生读一读歌词并观察图片，说一说图片上的内容，问: What are they doing? Where are they?
- 播放歌曲录音，让学生先欣赏一遍。再

次播放歌曲，提醒学生注意听歌曲中出现的有关体育运动及自然景观的单词及短语。

## 做活动: Listen and write. Then sing.

## SB P34

- 播放歌曲录音，让学生边听边补全歌词中缺少的单词，并将单词写在对应的横线上。全班一起核对答案。
- 再次播放歌曲，让学生一边听歌曲一边用手指划指歌词，并跟唱。
- 将全班分成三组，每组唱一段。交换角色继续唱，直到学生能独立唱完整首歌为止。

## SB CD2 08

## Hey, let's go

Hello! Hey, let's go,

Let's go sailing.

Hello! Hey, let's go,

Sailing down the river.

Hello! Hey, let's go,

Let's go swimming.

Hello! Hey, let's go,

Swimming around the island.

Hello! Hey, let's go,

Let's go cycling.

Hello! Hey, let's go,

Cycling in the forest.

## 答案

river, island, forest（从上到下）

## 做活动: Sing and act.

- 播放本单元 DVD 歌曲动画，让学生先看一遍，鼓励学生跟唱。



- 播放本单元歌曲的卡拉 OK 模式，让学生跟随伴奏一起唱，同时边唱边举起与单词对应的迷你单词卡。

**做活动：Choose, ask and answer.**

#### SB P34

- 让学生将学生用书翻至第 34 页，活动 2。
- 让学生两人一组，仔细观察图片，说出图片中的人物活动和活动地点。然后仿照例句，进行对话。让一名学生随机选定一幅图片，用图片中的人物活动说句子，如：Let's go shopping! 另一名学生根据同伴所说的句子找到相应的图片，然后根据图片回应：Good idea! Let's go shopping in the city. 换用其他图片，继续进行对话，直至六幅图片全部说完，活动结束。
- 两人交换角色，继续对话。请几组学生在全班面前对话，其他学生判断对话是否正确。
- 全班一起核对答案。

#### 答案

1. Let's go swimming at the waterfall.
2. Let's go walking in the jungle.
3. Let's go skating on the lake.
4. Let's go shopping in the city.
5. Let's go fishing on the river.
6. Let's go sailing around the island.

#### 补充活动

**做活动：Create a new song.**

将全班学生分成三人小组，从学过的日常活动（包括体育运动）短语及地点名词中任选三个改编课本上的歌曲。如：

Hello! Hey, let's go,  
Let's go skating.

Hello! Hey, let's go,  
Skating in the mountain.

- 让学生根据自身喜好替换歌词中的活动短语或地点名词，表达出自己的真实喜好。
- 如果时间允许，可以请几组学生在全班面前演唱改编的歌曲。

#### Phonics

#### 呈现语音 Presentation

**做活动：Listen, point and say.**

#### SB P35

- 出示单词卡片 penguin，让学生读出单词。问学生字母 e 的发音是什么，引导学生说出/e/。
- 出示单词卡片 shelf，在教学板上板书单词并在单词下方写出音标/ʃelf/，教师带读单词，让学生自己拼读单词。
- 用同样的方式先后呈现单词 cheese, bread, feather, treasure 及其音标，引导学生拼读单词。
- 让学生将学生用书翻至第 35 页，活动 1。
- 播放录音，让学生边听边指图片，并大声跟读。
- 让学生观察图片内容，猜一猜单词对应的中文含义。学生猜测后，教师给出正确答案。
- 按任意顺序说出六幅图片的单词，让学生在图片下方标出序号。全班一起核对答案。
- 随机拿出一张单词卡片，让学生大声拼读出单词。

#### SB CD2 09

penguin, p, e, n, guin, penguin

shelf, sh, e, lf, shelf

chess, ch, e, ss, chess

bread, br, ea, d, bread  
feather, f, ea, ther, feather  
treasure, tr, ea, sure, treasure

### 练习 Practice

做活动: Listen and repeat.

#### SB P35

- 让学生将学生用书翻至第 35 页, 活动 2。让学生看图, 说一说图片上的内容。指着第一幅图, 问: What can you see in the picture? (Two penguins.) What are they wearing? (They are wearing sweaters.) What color are the sweaters? (They are yellow.)
- 让学生观察第二幅图, 说一说图片上的内容。指着第二幅图, 问: What can you see in the picture? (An elephant and a bed.) What is the elephant doing? (It's sleeping in the bed.) What can you see on the bed? (An elephant and a big red feather.)
- 播放录音, 让学生边听边指向图片下方的句子。让学生关注字母 (组合) e, ea 的发音。
- 再次播放录音, 让学生听录音并打着节拍跟读。
- 让学生自己练习打着节拍读句子。
- 请几名学生在全班面前打着节拍读句子。如果时间允许, 也可以将全班分成两组朗读句子, 一组读一句, 然后交换角色读。

#### SB CD2 10

There's a yellow sweater on the penguin's head.  
There's a red feather on the elephant's bed.

做活动 Look and say. Listen and check.

#### SB P35

- 让学生将学生用书翻至第 35 页, 活动 3。让学生看单词, 并试着拼读。
- 播放录音, 让学生边听边跟读, 检查自己刚才拼读得是否正确。
- 将全班分成两人小组, 一人指单词, 另一人拼读单词。然后交换角色继续进行活动。

#### SB CD2 11

leather, shed, ready, breath, mess, hen, sweat, sell

做活动: Listen and write.

#### SB P35

- 让学生将学生用书翻至第 35 页, 活动 4。
- 播放录音, 让学生听录音并写出相应的字母组合, 完成单词。
- 请学生说出完成后的单词, 全班一起核对答案。

#### SB CD2 12

- |           |             |            |
|-----------|-------------|------------|
| 1. yellow | 2. feather  | 3. penguin |
| 4. egg    | 5. elephant | 6. sweater |
| 7. head   | 8. treasure |            |

### 结束本课 Ending the lesson

做活动: Listen and act.

- 将全班分为 A、B 两组。
- 教师告诉 A 组的学生, 如果听到含有字母 e 的单词, 则需要拍一下手。告诉 B 组的学生, 如果听到含有字母组合 ea 的单词, 需要跺一下脚。
- 教师按任意顺序读出学生用书第 35 页上面含有字母 e 和字母组合 ea 的单词。
- 为增加活动的趣味性, 教师可以加快读单词的速度, 看哪组反应最快。

家庭作业

活动用书 第 20 页

活动 7 Listen and write.

活动 8 Read and complete the conversation.

活动 9 Listen and match.

准备一张与家人外出旅行的相片(相片需体现人物活动或参观景点)，下次课带回。

## Skills

## 教学目标

能够读懂一封关于旅行中活动日程及见闻的明信片，理解重要细节信息

能够听懂一段关于日常活动安排的对话，识别对话中的细节信息

能够正确运用比较级描述某项日常活动的特征，表达个人对该项活动的喜好

能够根据文字提示书写一封描述个人旅行经历的明信片

## 目标语言

本单元所学的词汇和句型

## 教具准备

单词卡片：58、62

其他教具（教师自备）：一张彩色硬纸；彩虹图片（在 A4 纸上手绘或打印彩虹的图片）；准备一条蛇和一只蜘蛛的玩偶（或在 A4 纸上手绘或打印蛇和蜘蛛的图片）；为每两名学生准备一个骰子；给每名学生准备一张印有明信片模板的 A4 纸

## 热身活动 Warmer

## 做游戏：I spy ...

- 将单词卡片（forest, lake, waterfall, river, jungle, island）按任意顺序贴在教学板上。
- 用一张彩色硬纸卷成圆筒当作望远镜。教师透过“望远镜”看到某一单词，比如 waterfall，说：I spy with my little eye. There is a word. It begins with the letter w.

It ends with the letter l. What is it? 让学生从自己的迷你单词卡中找到该单词，并举起单词卡，然后大声说：I got it!

- 最先找到正确单词卡并大声说出 I got it! 的学生成为下一个手持“望远镜”选择单词并说 I spy with my little eye ... 的人，其他学生举卡片，依此继续游戏。

## Reading

## 做活动：Listen and read.

## SB P36

- 让学生将学生用书翻至第 36 页，活动 1。让学生观察活动 1 中的图片和版式，说一说文章的体裁。告诉学生这是一封明信片，所以文章体裁是书信。明信片中的称呼是 Lucy，落款是 Tara，所以这是一封 Tara 寄给 Lucy 的明信片。
- 让学生读一读明信片并讨论邮件的内容，然后思考以下问题：What's the letter about? (Vacation.) What can you see in the picture? (A beautiful waterfall, a lake and a rainbow.)
- 教师通过提问引导学预测，激发学生阅读兴趣：Where did Tara go? (She went to Argentina.) Where did she visit? (She visited the Iguazu River.)
- 教师播放录音，让学生完整听一遍，然后根据录音内容回答教师的问题。教师引导学生回顾邮件内容并让学生回答之前的问题。

## SB CD2 13

Hi Lucy,

We're staying in a great place in Argentina. On Saturday we went to the Iguazu River and saw the waterfall in this photo. It was bigger and

more beautiful than any waterfall in the USA, and there was a rainbow like the one in the picture. It was fantastic!

On Sunday we drove into the jungle and saw a snake and some funny monkeys. My little brother Mick was frightened of the snake. Then a big spider walked up his arm and he was more frightened!

Yesterday, I went cycling. Mom came with me, and we rode around a lake. It was more exciting than cycling at home. We had great fun.

Love from,  
Tara

**做活动: What does the postcard tell us about Tara? Circle the best answer.**

#### SB P36

- 让学生将学生用书翻至第 36 页, 活动 2。
- 让学生独立阅读明信片, 圈出正确的答案, 完成练习。
- 让学生两人一组核对答案, 然后全班一起核对答案, 并读出正确的句子。
- 明信片中出现的新词, 如 Argentina, Iguazu River, rainbow, spider 可能会成为学生阅读的障碍。在阅读过程中, 若学生提出疑问, 教师可适当做出解释, 帮助学生理解。

#### 答案

a

**做活动: Read again and circle True or False.**

#### SB P36

- 让学生将学生用书翻至第 36 页, 活动 3。
- 让学生独立阅读明信片, 然后判断活动

3 中六个句子是否与明信片内容相符, 并圈出正确的答案, 完成练习。

- 全班一起核对答案。

#### 答案

- 1 True      2 False      3 True  
4 True      5 False      6 True

#### 补充活动

##### 做活动: Act and retell

- 播放录音, 让学生大声跟读, 并提醒学生注意模仿录音的语音语调。
- 将明信片内容分成三个主要情景, 例如:  
情景 1: at the Iguaza River.  
情景 2: in the jungle  
情景 3: around a lake
- 将全班分成两组, 一组学生分角色表演三个故事情景; 另一组学生根据表演内容复述明信片内容。
- 将准备好的道具(彩虹图片、waterfall 单词卡片、蛇和蜘蛛的玩偶或图片、go cycling 单词卡片)发给表演组的学生。给两组学生充足的准备时间。
- 准备完毕后, 请两个小组分别表演和复述明信片内容。

#### Listening

**做活动: Listen to Tara and Mick. Match.**

#### SB P37

- 让学生将学生用书翻至第 37 页, 活动 4。
- 教师简单介绍要听的内容, 说: We are going to listen to a dialogue between Tara and her little brother.
- 让学生读一读活动 4 左右两栏中的句子, 让学生根据录音, 将左右两栏的内容进行匹配并连线。

- 播放录音，让学生根据录音内容选择进行连线。
- 全班一起核对答案。

**答案**

1-c 2-d 3-g 4-f 5-b 6-a 7-e

**SB CD2 14**

**Boy:** Hey, Tara. What do you want to do this afternoon?

**Girl:** Let's go swimming in the lake. I want to swim to the island.

**Boy:** Oh, no! I don't like swimming!

**Girl:** Well, what do you want to do, Mick?

**Boy:** Let's walk into town and go shopping. Shopping's more exciting than swimming, and I need some postcards.

**Girl:** But shopping in this town's boring, and the countryside here is lovely. It's more beautiful than the town. Let's go into the countryside. Please!

**Boy:** OK, but I don't want to go swimming. How about going sailing on the lake?

**Girl:** OK, good idea.

**Speaking**

**做活动:** You are on vacation with a friend. Throw a dice to choose two activities. Discuss which activity is better, and agree to do one of them this afternoon.

**SB P37**

- 让学生将学生用书翻至第 37 页，活动 5。
- 带领学生读出活动 5 方框中的短语，然后让学生两人一组，给每组准备一枚骰子。让每组的一名学生先掷骰子，然后用骰子朝上面和落地面上的数字对应的活动进行对话，讨论决定进行哪项活动。如，学生

投出 1 和 6，则需用方框中数字 1 对应的 skating in town 和数字 6 对应的 fishing in the river 进行讨论，使用所学的比较级句型分析两项活动的优缺点，然后达成结论。

学生 A: Let's go fishing. Skating is more difficult, and it's more dangerous too. 学生 B: But skating is more exciting than fishing, and it isn't very dangerous. I can teach you!

- 请几组学生在全班面前进行讨论。其他学生判断讨论中所用的句型及语法是否正确。

**Writing**

**做活动:** Imagine you're on vacation with your family. Write a postcard to a friend.

**SB P37**

- 让学生将学生用书翻至第 37 页，活动 6。
- 告诉学生想象自己和家人去某处旅行，然后将自己旅行中的见闻和经历写成一张明信片，寄给自己的一位朋友。
- 让学生先读一读明信片上的内容，通过提问引导学生整理写作思路：Who do you like to write to? What are you going to talk about? What did you do on Saturday?
- 让学生思考以上问题后补全明信片上的内容，完成写作任务。
- 如果学生不能独立完成写作任务，教师也可以让学生参照学生用书第 36 页，活动 1 的明信片内容，完成写作任务。
- 完成后，请几名学生在全班面前读出自己的明信片。

**参考答案**

Hi John,

I'm having a lot of fun on vacation with my family. On Saturday, we went cycling in a forest,



and we rode around a lake. It was more exciting than cycling in the park. On Sunday we walked up a mountain. It was great! Yesterday, we went shopping but the shops were more boring than the shops at home.

See you soon!

Love from,

Kim

John Barns

Apartment 12

130 Green Street

Bay Lake

Texas

USA

### 结束本课 Ending the lesson

#### 做活动: Write a postcard to your friend

- 教师给每名学生准备一张印有明信片模板的 A4 纸, 引导学生在邮件模板的空白处填写称呼及收件人地址。
- 学生将自己与家人一起外出旅行的相片贴在明信片的一角, 然后参照学生用书第 36 页活动 1 的内容, 写一张明信片。
- 请几名学生在全班面前展示自己写完的明信片并朗读明信片。

### 家庭作业

活动用书 第 21 页

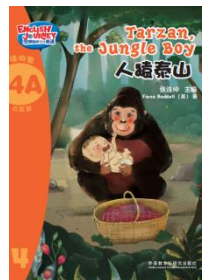
活动 10 Which activities did Luke do? Read his diary and tick.

活动 11 Read the diary again and answer the questions.

活动 12 Imagine you are on vacation. Write in your diary about your day. Use the diary in activities 10 to help you.

教师自备一张自己的小时候拍的全家福相片, 下次课使用。

### 阅读时间 Now, read!



#### Tarzan, the Jungle Boy

#### 重点词汇

go swimming, gorilla, jungle, lake, leopard, river, waterfall

#### 故事简介

Tarzan 从小被遗弃在丛林中, 被母猩猩 Kala 收养后逐渐长大成一名人猿。一天, Tarzan 发现自己会游泳, 还学会的其他一些大猩猩不会做的事情, 这让大猩猩们逐渐与他疏远。最终, Tarzan 用计谋制服了豹子 Sabor, 重新得到了大猩猩们的认可, 并且成为了他们的大王。

#### 练习答案

- a, i, f, c, d, j, g, b, h, e
- 略。
- 略。

## Unit 5 He's the best

## 他是最棒的

## Story 1 &amp; Practice 1



## 教学目标

能够听懂并识别与家庭成员相关的词汇  
能够使用形容词最高级描述人或物的属性特征

## 目标语言

单词: aunt, uncle, grandparents, grandchildren, grandson, granddaughter

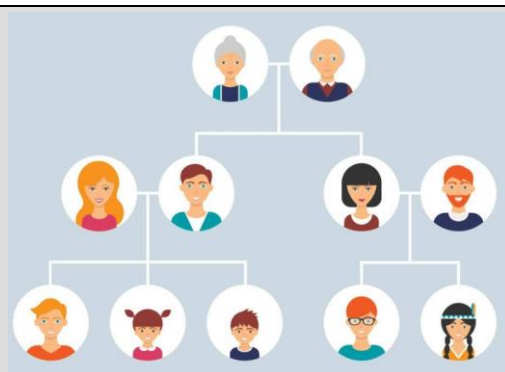
句型: My coolest uncle is Uncle Joe.  
Uncle Sam makes the nicest cookies.  
He always gives me the biggest one.  
He's the funniest.  
He's the best of all my uncles at soccer.  
Uncle Tim is the worst of all my uncles at sports.

## 教具准备

单词卡片: 74—79

故事卡片: 25—28

其他教具(教师自备): 教师自己小时候拍的一张全家福相片(可将相片拍照做成PPT呈现); 给教师自己和每名学生准备一张如下图所示的family tree图片(可将下图扩印在A4纸上, 教师自己的那张图可扩印在A3纸上。):



给每名学生准备一套写有以下单词的单词条, 每张纸条上写一个单词 (grandpa, grandma, father, mother, sister, brother, uncle, aunt, grandparents, grandchildren, grandson, granddaughter); 教师为自己准备一套大的写有以下单词的单词条, 每张纸条上写一个单词 (grandpa, grandma, father, mother, sister, brother, uncle, aunt, grandparents, grandchildren, grandson, granddaughter); 若干支胶棒; 写有以下单词的单词条 (aunt, uncle, grandparents, cousins, parents, mother's sister, father's brother, mother's brother, father's sister, grandpa, grandma, sister, brother, father, mother); 学生用书第39页活动1的两幅图片扩印在A4纸上, 每张纸上一幅图, 然后用白色纸条遮挡图片上的文字(如果条件允许, 也可以做成PPT展示); 三个软皮球

## 热身活动 Warmer

## 做活动: Who are they?

- 教师出示事先准备好的全家福相片(也可以做成PPT呈现), 让学生观察相片, 问: Can you find me in this picture? 待学生找到后, 教师继续说: Yes, it's me. Can you guess who they are? 引导学生看相片, 猜测相片上其他人与教师的关系, 以此带领学生回忆学过的家庭成员单词。

- 如果学生没有在相片中找到教师，则由教师公布答案。
- 如果时间允许，可以让学生用学过的过去时句型描述相片上的人物特征，如：  
You were young. Your hair was short then.

### Story 1

#### 词汇展示 Presentation: words

- 出示单词卡片 **aunt**，让学生观察卡片上的图片，问：Who's this woman? 如果有学生能够正确读出单词 **aunt**，教师就将单词卡片递给该学生，并让他高高举起单词卡片，大声带读该单词。
- 以同样的方式呈现单词卡片 **uncle, grandparents, grandchildren, grandson, granddaughter**。
- 教师将全部单词卡片贴在教学板上，大声带读全部单词，然后向学生讲解单词对应的中文含义。

### 练习 Practice

#### 做活动：Listen, point and say.

#### SB P38

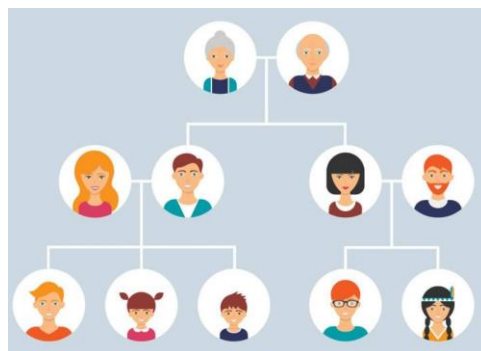
- 让学生将学生用书翻至第 38 页，活动 1。
- 播放录音，让学生先听一遍，并指图片。再次播放录音，让学生边听边指图片下方的文字，并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上，教师随机说出一个与家庭成员相关的单词，让学生举起相应的卡片，并大声说出单词。也可以让程度较好的学生到教室前面说单词，其他学生举卡片。
- 让学生两人一组，一人说单词，一人举卡片，所有单词都说完后，两人交换角色再次进行活动。

#### SB CD2 15

aunt, uncle, grandparents,  
grandchildren, grandson, granddaughter

#### 做活动：Make a family tree.

- 让学生四人一组，给每组准备一个胶棒、一套写有以下单词的单词条，每张纸条上写一个单词 (**grandpa, grandma, father, mother, sister, brother, uncle, aunt, grandparents, grandchildren, grandson, granddaughter**) 和一张如下图所示的 **family tree** 图片 (可将下图扩印在 A4 纸上)：



- 让学生将本组的单词条依次贴在图片上对应的人物头像旁边。
- 完成后，让学生四人一组，检查单词条贴得是否准确。
- 教师将自己的那张印有图片的 A3 纸贴在教学板上，然后拿出自己那套大单词条，带领全班一起边贴单词条，边核对答案。
- 问：**grandson** 和 **granddaughter** 合称为什么；**grandma** 和 **grandpa** 可以合称为什么。引导学生说出 **grandchildren, grandparents** 这两个集合名词。如果有小组已经正确地将 **grandchildren** 和 **grandparents** 两个单词条贴在本组的图片上，则请该小组的学生到教室前面展示本组的 **family tree** 图片，并带领全班读出图片上的单词。

**补充活动****做游戏: We are family!**

将事先准备好的写有以下两组单词的单词条 (1 组: aunt, uncle, grandparents, cousins, parents) (2 组: mother's sister, father's brother, mother's brother, father's sister, grandpa, grandma, sister, brother, father, mother) 随机发给学生, 每名同学发一张。然后让拿到 1 组单词的五名同学到教室前面, 站成一排。

- 让教室前面排头的同学大声读出自己单词条上的单词, 然后让拿到第 2 组单词条的同学判断自己拿到的单词是否与该同学的读出的单词含义相同。如果相同, 则走到该同学旁边组成一组, 并大声读出自己单词条上的单词, 然后全组大声说: **We are family!** 如: 排头的同学读出的单词是 aunt, 则 2 组中拿到 your mother's sister 和 your father's sister 的两名同学需要走到该同学旁边, 大声读出自己手中的单词, 然后三人大声说: **We are family!**
- 教室前面的下一名同学读出自己的单词, 依次类推, 直到全部同学都说出 **We are family** 后, 游戏结束。

**故事教学 Story****做活动: Picture walk**

- 让学生看学生用书第 38 页 Story 1 的图片, 说一说图片中有哪些人物, 他们在做什么。教师可以问: **Who and what do you see in the picture?** (Daisy, Tom, Charlie and a photo.) **What are they talking about? Can you guess?** (They are talking about the photo.)
- 将故事卡片按顺序贴在教学板上。教师指向第一幅图片告诉学生, 图中照片上的人物都是 Charlie 的家人, Charlie 正在

向 Daisy 和 Tom 介绍他们。让学生观察照片上的人物, 猜测他们与 Charlie 的关系。

- 指向第二幅图, 让学生观察图片内容, 猜一猜气泡里的人与 Charlie 的关系, 并说一说他在做什么。**Who's he? What's he doing?** (He's Charlie's uncle. He's singing and kicking the soccer ball.) **Is he cool?**
- 指向第三幅图, 继续让学生观察图片内容, 说: **Look at the man in the bubble.** **Can you guess who he is?** (He's Charlie's uncle.) **What is he doing?** (He's doing funny things.) **Do you think he's cool?**
- 指向第四幅图, 让学生观察图片, 问: **Who's the man in the bubble?** (He's Charlie's uncle.) **What's in his hand?** (It's a plate of cookies.)
- 对于学生的回答予以鼓励, 先不要给出明确答案。

**做活动: Listen and read.****SB P38**

- 让学生将学生用书翻至第 38 页, 活动 2。
- 播放录音, 让学生先听故事, 检查自己之前的猜测是否正确。
- 再次播放录音, 让学生边听边在书上指出听到的句子, 并大声跟读。
- 让学生三人一组, 分角色朗读 Daisy, Charlie 和 Tom 的话。播放录音, 让学生分角色跟读各自的部分, 尽量模仿录音的语调。如果时间允许, 可以交换角色多读几遍。

**SB CD2 16**

**Daisy:** Who are those people with your parents, Charlie?

**Charlie:** They're my grandparents, my aunt and my uncles.

**Tom:** You have a lot of uncles! Do you like them all?

**Charlie:** Yes, I do

**Charlie:** My coolest uncle is Uncle Joe. He's a singer in a band. He's the best of all my uncles at soccer too. I like playing with him in the park.

**Charlie:** Uncle Tim is the worst of all my uncles at sports, but he's the funniest.

**Charlie:** Uncle Sam isn't very funny, but he's my favorite uncle.

**Daisy:** Why?

**Charlie:** Because he makes the nicest cookies, and he always gives me the biggest one. Yum!

#### 做活动: Act it out!

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许, 可以让学生以小组为单位, 分角色表演故事。

#### 补充活动

##### 做活动: Oops!

- 教师朗读本课的故事, 但是故意出一些语音或者语法上的错误, 让学生辨识出错误, 并加以改正。让学生发现错误时举手, 教师也可以和学生约定一个代号, 比如大声说: Oops! 然后改正。

- 如果时间允许, 可以让最先发现错误并改正的学生继续朗读故事, 并故意出一些错误, 让其他学生听并改错。

#### Practice 1

##### 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 39 页, 看句型展示框, 读出里面的句子。
- 让学生在 Story 1 中找到这几个句子画出来, 并大声朗读。
- 教师引导学生回顾 Story 1 的故事情节, 并向学生解释句型展示框中句子的含义, 从而引出新句型的学习——形容词最高级。向学生讲解形容词最高级的使用规则及书写形式: 形容词最高级用于描述和比较三者或三者以上人或事物的某种属性, 表明某物或某人在某方面最……。单音节形容词最高级形式为 the+单音节词-est; 双音节(以 y 结尾)的形容词最高级形式为 the+双音节形容词(以 y 结尾)把 y 变为 i 再加上 est。
- 教师提醒学生注意不规则形容词 good 和 bad 的最高级形式分别为 the best 和 the worst, 告诉学生这类不规则形容词的最高级形式需要单独记忆。

#### 练习 Practice

做活动: Listen and repeat. Look and say.

##### SB P39

- 拿出事先准备好的活动 1 的两幅图片(可以用 PPT 呈现), 先向学生呈现活动 1 的第一幅图片, 教师带领学生看图, 说一说图片上的内容。教师可以通过提问引导学生观察图片细节: Look at the picture. There are three kids. Who is the tallest? Point to the kid. Look at their cakes. Whose cakes are the best?



- 教师告诉学生，下面将听到一段描述图中人物的录音，根据录音内容判断图中的人物分别叫什么。播放第一段录音后暂停，让学生根据录音说出第一幅图中的人物分别叫什么。检查学生是否听懂了录音。
- 向学生呈现活动 1 的第二幅图片，让学生观察图片，说一说图片上的内容。教师可以通过提问引导学生观察图片细节：They're Charlie's aunt and uncles. Who is the happiest? Who has the shortest hair? Who has the biggest glass?
- 播放第二段录音，请学生听录音，将录音中出现的人名与图片中的人物进行匹配。检查学生是否听懂了录音。
- 让学生将学生用书翻至第 39 页，看活动 1 的图片然后自己核对答案。
- 完整播放录音，让学生边看图片边跟读。

**SB CD2 17****1**

These are my grandchildren.

My grandson Alex is the oldest.

My grandson Charlie is the tallest.

My granddaughter Jane makes the best cakes.

**2**

These are my uncles and aunt.

My aunt Kate is the happiest.

My uncle Jim has the shortest hair.

My uncle Peter has the biggest glass.

**做活动：Hearing mistakes**

- 让学生看学生用书第 39 页，活动 1 的图片。教师随机说一个描述图片中某个人物的句子，但是故意出一些事实性的错误，让学生辨识出错误，并加以改正。让学生发现错误时举手，教师也可以和学生约定一个代号，比如大声说：Apple!

然后改正。如，教师说：Jane is the oldest. 学生听到后可以大声说出：Apple! 然后说出正确的句子 Alex is the oldest.

- 如果时间允许，可以让最先发现错误并改正的学生继续朗读故事，并故意出一些错误，让其他学生听并改错。

**做活动：Ask and answer about your family and friends. Use the superlatives of these adjectives.****SB P39**

- 让学生将学生用书翻至第 39 页，活动 2。
- 教师带领学生读出右侧方框中的单词，然后让学生从方框中任选一个单词并将其最高级形式填在左侧句子的横线上，补全句子。然后用该句子进行提问。如，教师问：Who's the tallest of all your friends? 请任意一名学生根据自己的实际情况回答问题。
- 让学生两人一组，轮流使用方框里的单词补全问句，然后用问句询问同伴自己家人或朋友的相关情况。
- 请两至三组在全班面前展示对话，其他学生判断对话是否存在语法问题。
- 教师向全班学生提问：Who's the tallest in our class? Who's the best at sports in our class? 带领全班学生参与对话并回答问题。

**做活动：Hot potato**

- 将全班分成三组，为每组准备一个软皮球。告诉学生这个软皮球是一个“炸弹”，如果在手中停留超过 10 秒钟就会“爆炸”。只有正确使用形容词最高级提出一个与本组学生相关的问题才能将“炸弹”传给其他人，接到“炸弹”的学生必须正确回答问题并提出新的问题才能继续向下传递“炸弹”。如：



Who has the longest hair? Who has the biggest smile? Who is the best at sports?

- 如果有学生没能在规定时间内将“炸弹”传递出去，则淘汰出局。其余学生继续做活动。在规定时间内，剩余成员最多的小组获胜。

### 结束本课 Ending the lesson

**做活动：Finish your family tree.**

- 让学生拿出自己课上做的 family tree，然后从学生用书第39页活动2的单词框中选择合适的单词，用包含该单词最高级的句子来描述 family tree 上自己的家人，并将句子写在 family tree 旁边。
- 每人写三句，完成后，让学生两人一组，互相展示自己的 family tree 并向同伴介绍自己的家人。

### 家庭作业

活动用书第22页

**活动 1 Circle five more family words and write. Then listen and check.**

**活动 2 Look and read. Complete the text.**

**活动 3 Look again at the picture in activity**

**2. Write sentences with the -est form of these adjectives.**

## Story 2 &amp; Practice 2



## 教学目标

能够听懂并识别描述人物某方面特征的形容词

能够运用形容词最高级描述人物特征

## 目标语言

单词: strange, helpful, intelligent,

handsome, pretty, friendly

句型: You're the most helpful robot in the family.

You're the most handsome robot too.

You're our friendliest and most intelligent robot.

You're the prettiest.

## 教具准备

单词卡片: 80—85

故事卡片: 29—30

其他教具(教师自备): 一套能够体现以下人物特征的图片, 可将图片打印在 A4 纸上或用 PPT 呈现, 每张纸上印一幅图片(fat, thin, tall, short, smart, silly, cool, funny, naughty); 将下面一段小诗打印在 A4 纸或者做成一页 PPT:

Jacky Chan, Jacky Chan,

We are happy to know you.

Friendly and kind,

Tall and handsome,

We are happy to know you.

准备歌曲《雪绒花》的伴奏曲; 准备一套下列动物的图片(如果条件允许, 也可以

做成PPT)(蚂蚁、熊、大象、狐狸、长颈鹿、老鼠、熊猫、孔雀、兔子、蛇、老虎、猎豹、恐龙、鲸鱼、鳄鱼、骆驼、狮子、鹦鹉); 给每四名同学准备一张A4纸; 给每两名同学准备一张如下所示的表格:

Two-syllable adjectives (ending in y)	Two-syllable adjectives (not ending in y)	Three-syllable adjectives or longer
pretty, prettier, the prettiest		

## 热身活动 Warmer

## 做活动: Guess my friends.

- 将事前准备好的一套能够体现以下人物特征的图片, 可将图片打印在 A4 纸上或用 PPT 呈现(fat, thin, tall, short, smart, silly, cool, funny, naughty)。教师告诉学生, 图片中的人物都是自己的朋友。
- 让学生观察图片上的人物特征, 说出相应的形容词。如果学生说不出对应的英文单词, 也可以说中文。教师可以把单词的首字母告诉学生, 提示学生。
- 这个活动旨在引导学生复习学过的形容词, 为后面的生词学习做铺垫。

## 词汇展示 Presentation: words

- 教师告诉学生, 今天会带领学生认识一些新朋友, 他们也有各自的特征。教师引导学生观察图片, 同时向学生提问, 引导学生理解目标词汇。如教师可以说: Today we'll meet some new friends. They have different features.
- 出示单词卡片 strange, 说: Look at the

first man. He's wearing a tall hat and his hair is quite different from others'. Can you always see people like him? He's very strange, very unusual. 引导学生理解单词含义，然后大声带读单词。

- 出示单词卡片 **helpful**，说：Look at the second picture. What is the tall boy doing? 让学生观察图片内容，并回答问题。然后说：Yes, he's taking a book for the short boy. He is helping others. So we say he's very nice and helpful. 引导学生理解单词含义，然后大声带读单词。
- 出示单词卡片 **intelligent**，说：Look at the third picture. What does the man do? 让学生观察图片并回答问题。学生回答后，教师继续说：Maybe he's a teacher, right? He's teaching others. So we say he's smart and intelligent. 引导学生理解单词含义，然后大声带读单词。
- 依此类推，向学生呈现本课全部六个新单词。然后教师带读单词，让学生大声跟读。

### 练习 Practice

做活动：Listen, point and say.

#### SB P40

- 让学生将学生用书翻至第 40 页，活动 1。
- 播放录音，让学生先听一遍，并指图片。再次播放录音，让学生边听边指图片下方的文字，并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上，教师随机说出一个描述人物特征的形容词，让学生举起相应的卡片，并大声说出单词。也可以让程度较好的学生到教室前面说单词，其他学生举卡片。

#### SB CD2 18

strange, helpful, intelligent, handsome  
pretty, friendly

做游戏：Sing about your classmates.

- 将事先准备好的写有下面一段小诗的 A4 纸呈现给全班（也可以用 PPT 呈现），教师告诉学生这是自己为朋友 Jacky Chan 写的一首小诗：

Jacky Chan, Jacky Chan,  
We are happy to know you.  
Friendly and kind,  
Tall and handsome,  
We are happy to know you.

教师带领全班大声读一遍小诗。

- 让学生以小组为单位，每组讨论并选定班级里的一名学生（或教师），用其名字替换小诗中的人名，然后用学过的描述人物特征的形容词替换小诗中的形容词，为本组选定的学生（或教师）编一首小诗。
- 完成后，请两组学生到教室前面展示本组的小诗。让其他学生评价内容是否属实，并投票表决。
- 教师可以播放《雪绒花》的伴奏曲，让学生把小诗作为歌词，配合曲调一起演唱。给学生准备时间，然后请几组在全班面前演唱。全班投票选出唱得最好的小组。

### 故事教学 Story 2

做活动：Picture walk

- 出示故事卡片 29，让学生自己观察图片，说：Look at the picture. Who can you see in the picture? (Dad, Tom, Daisy, Fred and two robots.) Where are they? (They are in the kitchen.) How many robots are there in their home? (Three.) What are the robots doing? (The tall robot is

cooking, the small robot is cleaning the floor and Fred is watching them.) 引导学生猜测故事内容。

- 出示故事卡片 30, 让学生观察人物表情, 问: How does Fred look? (He looks very sad.) Why is he crying? (He thinks the family doesn't need him now.) Can you guess what happened? 让学生猜测故事结局。
- 学生猜测后, 教师予以鼓励并引导学生读故事, 说: Good guess! Now let's read the story and find out if your guess is right.

**做活动: Listen and read.**

#### SB P40

- 让学生将学生用书翻至第 40 页, 活动 2。
- 播放故事录音, 让学生完整听一遍, 问学生刚才的猜测是否正确, 检查学生是否理解了故事大意。
- 再次播放录音, 这一次让学生注意听故事中描述人物特征的形容词, 并画出这些单词。听完后, 让学生回答下列问题:
  1. What can the small robot do?
  2. What can the tall robot do?
  3. Who is the most helpful robot in the family?
  4. Who is the prettiest robot?
  5. Who's the friendliest and most intelligent robot?
  6. Who's the most handsome robot?
- 让学生六人一组, 六人分饰 Daisy, Dad, Tom, Fred, Betty 和旁白朗读课文, 尽量模仿录音的语音语调。如果时间允许, 可以交换角色多读几遍。

#### SB CD2 19

Tom and Daisy's father made two new robots

for the family.

"They're very strange," said Daisy. "What can they do?"

"The small one can clean floors," said Dad, "and the tall one can cook food. They can do those jobs really quickly, so Fred can have a rest."

Fred was sad. "Your family doesn't need me now," he said to Daisy, Tom and Betty.

"Don't be silly, Fred," said Daisy. "The new robots can't work in the yard, and they can't buy things at the supermarket. You're the most helpful robot in the family."

"And the new robots can't talk," said Tom.

"You're our friendliest and most intelligent robot."

"You're the most handsome robot too," said Betty.

Fred's face was red. "And you're the prettiest," he said to Betty.

**做活动: Act it out!**

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许, 可以让学生以小组为单位, 分角色表演故事。

#### Practice 2

##### 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 41 页, 看句型展示框, 读出里面的句子。
- 让学生从 Story 2 中找到这四个句子, 并大声读出来, 理解句子在语境中的含义, 回顾故事内容。教师引导学生观察句子

中的标红文字，复习和巩固形容词最高级的形式。

- 让学生继续观察句型展示框中的句子，说一说句子中的形容词最高级形式有什么区别。引导学生总结形容词最高级形式的变化规律。
- 教师在教学板上从左至右依次板书 **big, pretty, helpful, intelligent**。告诉学生这些单词包含的音节数量是不同的。教师一边带读单词音节，一边在单词下方用短线划分单词，带领学生一起数出每个单词的音节。然后让学生看学生用书第 41 页句型展示框中形容词最高级的书写形式，告诉学生：形容词最高级的变化形式取决于该形容词的音节数量。双音节以 **y** 结尾的形容词把 **y** 变成 **i**，再加上 **est**；三音节及三个以上音节的形容词在单词前加 **the most**；一些特殊的双音节词前面也需要加 **the most**，如 **helpful**。

### 练习 Practice

**做活动：Look and write the number. Then listen, check and say.**

#### SB P41

- 让学生将学生用书翻至第 41 页，活动 1。让学生读出图片上方单词框中的形容词，然后观察图片中的六个机器人，并试着读出它们的名字。让学生根据图片推测六个机器人分别对应哪个形容词。
- 教师带读一遍六个机器人的名字，然后告诉学生，接下来将会听到一段描述图片中机器人功能及特点的录音。
- 播放录音，让学生根据录音，从单词框中选择单词，并将单词对应的序号填在机器人旁边的方框中。
- 全班一起检查答案。
- 再次播放录音，鼓励学生边听边跟读，尽量模仿录音中的语音语调。

- 教师通过提问，检查学生是否理解录音内容，如：**Who is the prettiest robot? Who is the most intelligent robot? Who is the most helpful robot?** 让学生快速找到对应的机器人，喊出它们的名字。

#### SB CD2 20

1

**Girl:** Newton is the most intelligent robot.

2

**Boy:** Ava is the prettiest robot.

3

**Girl:** Robodog is the friendliest robot.

4

**Boy:** Aquabot is the strangest robot.

5

**Boy:** Tad is the most handsome robot.

6

**Girl:** D5 is the most helpful robot.

**做活动：Talk about these things. Use comparatives and superlatives.**

#### SB P41

- 让学生将学生用书翻至第 41 页，活动 2。
- 让学生读出列表中的单词及短语，告诉学生表格每列代表了不同的话题，分别是 **animals**, **people in the world** 和 **people in your family**。
- 让学生两人一组，任意选择表格中的一个话题，然后仿照例句，用表格中该话题下的形容词进行对话。如，学生 A: **I think dogs are the most intelligent animals.** 学生 B: **Really? I think dolphins are more intelligent than dogs.**
- 请几组学生在全班面前进行对话，其他学生可以对 **animals** 和 **people in the world** 两个话题相关的对话做出评价，看看对话是否准确、合理。

**做游戏: What's the order?**

- 将事先准备好的下列动物的图片呈现给学生（或用 PPT 展示）（蚂蚁、熊、大象、狐狸、长颈鹿、老鼠、熊猫、孔雀、兔子、蛇、老虎、猎豹、恐龙、鲸鱼、鳄鱼、骆驼、狮子、鹦鹉），让学生看到图片后说出对应的动物单词。教师将学生说出的单词写在教学板上。如果学生说不出正确的单词，教师可以适当给予提示，或允许学生用中文表达。
- 让学生任选一个动物单词，然后用学过的形容词进行描述。如：The cheetah is very fast. The peacock is very pretty.
- 让学生四人一组，从教学板上的动物单词中任选三个单词，然后根据某种标准将三种动物进行比较，并用比较级和最高级句型进行描述。如：The fox is faster than the mouse. The tiger is the fastest. 并将句子写在本组的 A4 纸上。
- 让每组选出一名学生在全班面前读出本组所写的句子，全班一起评价句子是否准确、合理。
- 教师提出拓展性问题，引导学生思考和运用比较级与最高级句型。教师可以问：Do you know what is the fastest animal in the world? And what is the slowest animal? What's the smallest animal? 让学生小组讨论并猜测答案。如果有学生说出正确答案，则让其大声说出完整的句子，如：The cheetah is the fastest animal in the world. 让全班一起大声跟读。如果没有学生说出正确答案，则让学生课后独自查找答案。然后将答案写下来，下次课与全班学生分享。教师可以鼓励学生查找动物界里面所有的“世界之最”，扩大自己的知识面。

**结束本课 Ending the lesson****做活动: Where does it go?**

- 让学生两人一组，给每组准备一张如下所示的表格：

Two-syllable adjectives (ending in y)	Two-syllable adjectives (not ending in y)	Three-syllable adjectives or longer
pretty, prettier, the prettiest		

- 让学生按照表格分类并参照示例把本课所学的形容词的原形、比较级和最高级形式填写在表格里。
- 限定时间，看看哪一组写得又多又正确。
- 请几组学生在全班面前展示本组的表格，其他学生判断书写是否正确。

**家庭作业****活动用书第 23 页**

**活动 4 Write and number. Then listen and check.**

**活动 5 Look and number. Complete the sentences with the -est or most form of the adjectives.**

**活动 6 Complete. Use -er, -est, more or most form of the adjectives.**

课后完成查找“世界之最”的作业，并将查找结果写下来，下次课带回。



## Song &amp; Phonics



## 教学目标

学会唱歌曲 *The best in the world*

能够掌握字母组合 ai 和 ay 在单词中的发音

## 目标语言

单词: tail, afraid, rainy, gray, pay, tray

## 教具准备

单词卡片: 86—91

其他教具（教师自备）：写有以下单词的便利贴若干张，每张便利贴上面写一个单词（tail, afraid, rainy, gray, pay, tray, penguin, shelf, chess, bread, feather, treasure, yellow, sweater, red, elephant, bed, leather, shed, ready, breath, mess, hen, sweat, sell, way, main, stay, aim, lay, fail, waist, clay）

## 热身活动 Warmer

## 做活动: The best in the world.

- 将全班分成若干个五人小组，拿出自带的“世界之最”查找结果，小组成员轮流汇报自己的查找结果。如果出现不一致的结果，则将该结果在全班进行汇报，请教师及全班其他小组一起讨论并找到正确答案。
- 请每组选出一名学生在全班面前汇报本组的查找结果。

## Song

## 呈现歌曲 Presentation

- 让学生将学生用书翻至第 42 页，活动 1。
- 让学生观察歌曲配图，说一说图片中有什么人，猜测两人之间的关系。告诉学生，图片中的男士是小女孩的叔叔。由此引出歌曲的主题。
- 让学生两人一组，根据歌词和图片信息，讨论并猜测歌词空白处应该填什么单词。
- 请几组学生把本组猜测的结果向全班汇报，教师把学生说出的单词写在教学板上。对于学生的猜测予以鼓励，但不公布答案。

## 做活动: Listen and write. Then sing.

## SB P42

- 播放歌曲录音，让学生边听歌曲边在歌词空白处填写单词，将歌词补充完整，全班一起核对答案。
- 再次播放歌曲录音，让学生一边听歌曲一边用手指划指歌词，并跟唱。
- 将全班分成三组，每组唱一段。交换角色继续唱，直到学生能独立唱完整首歌曲为止。

## SB CD2 21

My uncle's not the coolest man

In the world, the world.

My uncle's not the most famous man

In the world, the world.

But he has the friendliest smile,

And he does the funniest things.

He's the best, best, best, best

Uncle in all the world.

This kid is not the most helpful girl

In the world, the world.

This kid is not the best at sports

In the world, the world.

But she has the friendliest smile,  
And she does the funniest things.  
She's the best, best, best, best  
Kid in all the world.

**答案**

- |                    |                   |
|--------------------|-------------------|
| 1 the coolest      | 2 the most famous |
| 3 the friendliest  | 4 the funniest    |
| 5 the most helpful | 6 the best        |
| 7 the friendliest  | 8 the funniest    |

**做活动: Sing and act.**

- 播放本单元 DVD 歌曲动画, 让学生先看一遍, 鼓励学生跟唱。
- 播放本单元歌曲的卡拉 OK 模式, 让学生跟随伴奏一起唱, 同时边唱边举起与歌词对应的迷你单词卡。

**做活动: Write names. Then ask and answer in pairs. Can you find a friend with the same answer as you?**

**SB P42**

- 让学生将学生用书翻至 P42, 活动 2。
- 让学生阅读四个问题, 然后根据自己的实际情况把自己认为的答案写在问题后面对应的横线上。
- 学生写完答案后, 将全班分成 A、B 两组, 让两组学生面对面站成 A、B 两排, 然后让面对面的两名学生用这四个问题互相提问, 并将对方的答案写下来。然后教师喊 Move, 让 A 排学生不动, B 排学生迅速向右移动一个人, 最右侧的学生跑回到 B 排最左侧补齐。然后学生继续面对面互相问答, 并把答案写下来。
- 依此类推, 活动可以进行 4-5 轮。最后全班统计出四个问题出现频率最多的答案。

**Phonics****呈现语音 Presentation****做活动: Listen, point and say.****SB P43**

- 出示单词卡片 tail, 在教学板上板书单词并在单词下方写出音标, 引导学生拼读出单词/teɪl/。
- 出示单词卡片 gray, 让学生观察图片中的颜色, 问: What color is it? (It's gray.) 待学生回答后, 教师将单词 gray 板书在教学板上并在单词下方写出音标, 引导学生拼读出单词/ɡreɪ/。
- 用同样的方式先后呈现单词 afraid, pay, rainy, tray 及其音标, 引导学生拼读单词。然后根据图片提示, 向学生讲解单词对应的中文含义。
- 让学生将学生用书翻至第 43 页, 活动 1。
- 播放录音, 让学生边听边指图片, 并大声跟读。
- 按任意顺序说出六幅图片对应的单词, 让学生在图片下方标出序号。全班一起核对答案。
- 随机拿出一张单词卡片, 让学生大声拼读出单词。

**SB CD2 22**

tail, t, ai, l, tail

afraid, afr, ai, d, afraid

rain, r, ai, ny, rainy

gray, gr, ay, gray

pay, p, ay, pay

tray, tr, ay, tray

**练习 Practice****做活动: Listen and repeat.****SB P43**

- 让学生将学生用书翻至第 43 页,活动 2。让学生看图,说一说图片上的内容。
- 播放录音,让学生边听边指向图片下方的句子。
- 再次播放录音,让学生听录音并打着节拍跟读。
- 让学生自己练习打着节拍说句子。为增加趣味性,教师可以鼓励学生用不同的节奏来读,通过拍手来控制语速,看谁读得又快又有节奏感。
- 请几名学生在全班面前打着节拍读句子。如果时间允许,也可以将全班分成两组朗读句子,一组读一句。最后交换角色继续读。
- 利贴随机贴在教室不同位置的墙面上。
- 将全班分成三组,每组选出一名学生参与“寻宝”的游戏。教师随机从/e//ei/两个发音中选一个大声说出来,让学生从教室墙面上的单词中找出含有该发音的单词,并将写有该单词的便利贴揭下来拿在手中。限时 30 秒,拿到最多正确单词的学生为自己所在小组赢得一分。
- 然后将便利贴重新贴到墙面上的不同位置,教师重新说发音,每组选派新的学生继续参与游戏。最后得分最高的小组获胜。

**做活动: Listen and write.**

#### SB P43

- 让学生将学生用书翻至第 43 页,活动 4。
- 播放录音,让学生听录音写出相应的字母组合,完成单词。
- 请学生说出完成后的单词,全班一起核对答案。

#### SB CD2 23

Kay is sailing on a rainy day.

May is painting her brown tail gray.

**做活动: Look and say. Listen and check.**

#### SB P43

- 让学生将学生用书翻至第 43 页,活动 3。让学生看单词,并试着拼读。
- 播放录音,让学生边听边跟读,检查自己刚才拼读得是否正确。
- 让学生两人一组,一人说单词,另一人指单词,然后交换角色。

#### SB CD2 25

1. tail
2. day
3. sailing
4. gray
5. afraid
6. tray
7. rainy
8. pay

#### SB CD2 24

way, main, stay, aim, lay, fail, waist, clay

**做游戏: Treasure hunt**

- 将事先准备好的写有以下单词 (tail, afraid, rainy, gray, pay, tray, penguin, shelf, chess, bread, feather, treasure, yellow, sweater, red, elephant, bed, leather, shed, ready, breath, mess, hen, sweat, sell, way, main, stay, aim, lay, fail, waist, clay) 的便

#### 补充活动

**做游戏: Just dance**

- 教师为/u//e//ei/ 3 个发音各自设定一个动作。如:发/u/时举左手,发/e/时跺脚,发/ei/时鼓掌。然后教师带领学生一边发音一边做动作,多练习几次,帮助学生熟悉动作。
- 教师随机说出一个包含/u//e//ei/ 3 个发音中某一个发音的单词,请学生听到单词后,根据发音做出相应的动作。

- 为增加活动的趣味性,教师可以加快说单词的速度,考验学生对单词拼写的掌握程度和学生发现单词的反应速度。
- 如果时间允许,可以请学生到教室前面说单词,其他学生听单词做动作。反应最快的学生成为下一名到教室前面说单词的学生。

### 家庭作业

活动用书第 24 页

活动 7 Listen and complete.

活动 8 Read and complete.

活动 9 Listen and circle.

请学生在自己的笔记本上总结本节课学习的字母组合和对应的单词。

### 结束本课 Ending the lesson

#### 做活动: Make it funny

- 让学生将学生用书翻至第 43 页,活动 2。播放录音,让学生边听边跟读。
- 让学生在学生用书第 43 页挑选任意单词并造句,也可以鼓励学生编写歌谣或小故事。
- 学生可以单独完成,也可以 2-3 人合作完成。
- 让学生在全班面前朗读自己编写的句子、歌谣或小故事。
- 全班选出最有趣的句子、歌谣或小故事。

## Skills

**Skills**

**1 Listen and read.**

**2 Listen and write the number.**

**3 Read and circle the best title.**

**4 Read again and circle True or False.**

**5 Write about people in your family or your class. Use superlative adjectives.**

## 教学目标

能够读懂一篇介绍描述人物的文章，理解文章中的细节信息

能够听懂一段有关家人介绍的对话，识别对话中描述人物特征的重要信息

能够使用形容词最高级描述人物的典型特征

能够根据文字提示使用形容词最高级写一篇短文，描述自己家人的典型特征

## 目标语言

本单元所学的词汇和句型

## 教具准备

其他教具（教师自备）：将学生用书第 44 页活动 1 中的插图扩印在一张 A3 纸上（如果条件允许，也可以将图片做成一张 PPT）

## 热身活动 Warmer

## 做活动：Show time

- 让学生在全体面前把上节课布置写的句子或小故事大声读出来。
- 如果有学生选择写歌谣，让学生在全体面前把歌谣唱出来。
- 让学生投票选出他们最喜欢的句子、歌谣或小故事。

## Reading

## 做活动：Listen and read.

## SB P44

- 让学生将学生用书翻至第 44 页，活动 1。将事先准备好的印有学生用书活动 1 中插图的 A3 纸（如果条件允许，也可以用 PPT 呈现）呈现给学生，让学生看图，说一说图片内容。
- 教师告诉学生这些图片出自 Ed 写的一篇文章关于 Mr. Gating 和 Mrs. Gating 的文章。让学生根据图片描述 Gating 夫妇的外貌，并猜测 Ed 与 Gating 夫妇的关系。教师可以通过提问引导学生猜测文章内容，说：Look at the old man and the old lady. Can you describe them? Ed's story is about them. Can you guess who they are? What do they like? What are they good at?
- 播放录音，让学生完整听一遍。
- 再次提问相同的问题，让学生看一看之前的猜测是否正确，全班一起核对答案。

## 做活动：Read and circle the best title.

## SB P44

- 让学生将学生用书翻至第 44 页，活动 2。让学生根据活动 1 文章的内容，选择最合适的文章标题并圈出来。
- 全班一起核对答案。
- 教师请几名同学起来回答自己是否选择了正确的标题并向大家解释选择依据。引导学生理解文章梗概：文章围绕作者的邻居 Mr. Gating 和 Mrs. Gating 展开，向读者介绍了邻居 Gating 夫妇的外貌、工作及性格特点。因此，标题应为 My favorite neighbors。

## SB CD2 26

Mr. and Mrs. Gating live on our street. Mr. Gating has a curly mustache, and Mrs. Gating always wears purple glasses. They look quite strange, but they're our most helpful

neighbors, and the friendliest too. They often invite my sister and me to their house for cookies and a drink. We love visiting them because Mrs. Gatting makes the best lemonade in the world! Mr. Gatting is very intelligent. He doesn't have a job now, but in his younger years he built racing cars. Some of the world's most famous racing drivers drove them, and Mr. Gatting tells very exciting stories about their races.

My sister and I don't have any grandparents, but Mr. and Mrs. Gatting are like grandparents to us. They make our street a happier place.

### 答案

c

做活动: Read again and circle *True* or *False*.

### SB P44

- 让学生将学生用书翻至第 44 页,活动 3。读出活动 3 中的六个句子,然后再次阅读活动 1 的文章,并根据文章内容判断句子对错,然后圈出答案。
- 全班一起核对答案。并让学生改正错误的句子。

### 答案

1. F Mrs. Gatting wears glasses.
2. T
3. F Mrs. Gatting cooks nice food for Ed and his sister.
4. T
5. F Mr. Gatting built racing cars.
6. F We can't tell from the article.

### Listening

做活动: Listen and write the number.

### SB P45

- 让学生将学生用书翻至第 45 页,活动 4。让学生观察图片,说一说图片内容。然后让学生读出图片右侧贴纸上的单词。教师告诉学生,图片是一个男孩家人的照片,照片中的五个人物分别是男孩的爷爷,两位叔叔 John、Paul 及三位表兄妹 Luke、Mary 和 Polly。告诉学生,接下来将会听到一段关于照片中人物介绍的录音。
- 播放录音,让学生根据录音,将人物名字的序号依次写到图片中对应的方框中。
- 全班一起核对答案。

### SB CD2 27

- Girl:** Did you have a good weekend?
- Boy:** Yes, thanks. I was at my grandparents' house. Do you want to see a photo?
- Girl:** Sure! Is the man with the mustache your grandpa?
- Boy:** Yes, that's right! And the tallest man with dark hair is Uncle John. He's my dad's older brother.
- Girl:** Who's the handsome man with fair hair?
- Boy:** That's Uncle Paul. He's my youngest uncle. And he's really cool.
- Girl:** And who are the kids?
- Boy:** The tallest kid is my cousin Luke. The smallest one is my cousin Mary. And the girl with dark hair is my cousin Polly. She's the most intelligent of all my cousins.

答案 (从左至右,从上至下)

1, 2, 3, 5, 4, 6



**Speaking**

**做活动: Describe a famous person or a person in your class. Your partner guesses the name. Use the superlatives of these adjectives.**

**SB P45**

- 教师带领学生回顾学过的可以描述人物特征的形容词，并将学生说出的形容词依次写在教学板上。
- 让学生将学生用书翻至第 45 页，活动 5。让学生读出单词框中的形容词，然后逐一说出单词对应的中文含义。
- 让学生两人一组，一人使用方框中任意形容词的最高级描述某一名人或班级中的某名学生，另一人根据描述猜测描述对象。如，学生 A 说：He's the tallest boy in the class and he's one of the funniest too. 学生 B 根据描述猜测答案：Mick! 如果回答正确，则学生 A 说：Yes, that's right. 如果回答错误，则让学生 B 继续猜测，若再次猜错，则由学生 A 公布正确答案。
- 两人交换角色，继续进行对话。

**Writing**

**做活动: Write about people in your family or your class. Use superlative adjectives.**

**SB P45**

- 让学生将学生用书翻至第 45 页，活动 6。让学生根据文字提示，完成一篇描述自己一位家庭成员的短文。
- 先让学生自己头脑风暴一下，想一想文章的主角选择谁，该家庭成员有哪些显著的特点。然后使用恰当的形容词最高级描述该家庭成员，完成写作任务。

- 请一两名学生在全班面前朗读自己的文章。请其他学生对文章进行评价，并检查文章中是否存在语法错误。
- 让学生两人一组，互相检查文章中是否存在语法及拼写错误。

**结束本课 Ending the lesson**

**做活动: Talk about your favorite stars.**

- 让学生四人一组，每人选一位自己最喜欢的明星，使用形容词最高级向小组成员介绍这位明星，告诉大家自己为什么喜欢他。
- 每组选出一名学生在全班面前介绍自己最喜爱的明星。

**家庭作业**

活动用书第 25 页

**活动 10 Read the text. Does Jim like Tony and his family?**

**活动 11 Read the text again and answer the questions.**

**活动 12 Write about a friend. Use the text in activity 10 to help you.**

阅读时间 Now, read!



*The Best Present*

重点词汇

ant, friendly, helpful, intelligent, lick,  
neighbor, pretty, uncle

故事简介

Joe 是家里的独生子，有时候感觉有点孤独。为此，他的舅舅和舅妈送给他一只小狗当作生日礼物。Joe 每天牵着小狗到外面散步，感觉很开心。有时，Joe 能看到他的邻居 Mrs. May 老奶奶孤独得坐在门外。为了让老奶奶开心，Joe 把自己的小狗送给了她。第二天，老奶奶把小狗还给了 Joe，两人约定每天都一起牵着小狗去散步，两人都很开心。

练习答案

一、

- |                 |                   |
|-----------------|-------------------|
| 1 dog           | 2 lonely          |
| 3 brown         | 4 the friendliest |
| 5 walked        | 6 neighbor        |
| 7 lonely        | 8 Nick            |
| 9 Nick          | 10 talked         |
| 11 walk the dog |                   |

二、 略

三、 略

## Unit 6 Around the world

## 环游世界

## Story 1 &amp; Practice 1



## 教学目标

能够听懂、识别和表达不同国家名称的英文单词

能够使用 **be going to...** 句型表达将要发生的事情、计划、安排

## 目标语言

单词: the world, Brazil, Australia, China, the USA, India, Britain

句型: I'm going to visit Australia.

I'm not going to dance.

It's going to start next week.

You're going to stay at Anna's house.

## 教具准备

单词卡片: 92—98

故事卡片: 31—34

其他教具(教师自备): 一张世界地图(如果条件允许,也可以做成 PPT); 一套与巴西、澳大利亚、中国、美国、印度、英国六个国家相关的图片(如果条件允许,也可以用 PPT 呈现)(足球运动员罗纳尔多、袋鼠、长城、自由女神像、泰姬陵、伊丽莎白塔); 为每两名学生准备一套印有以下图片的小卡片(足球运动员罗纳尔多、袋鼠、长城、自由女神像、泰姬陵、伊丽莎白塔), 每张卡片上面印一张图片; 为每两名学生准备一套写有下面单词的小

卡片(the world, Brazil, Australia, China, the USA, India, Britain), 每张卡片上写一个单词(可将一张 A4 纸裁成八等份, 每份作为一张卡片); 给每名学生准备一张 A4 纸

## 热身活动 Warmer

做活动: How much do you know about the world?

- 向学生呈现事先准备好的世界地图(如果条件允许,也可以做成 PPT), 告诉学生这个单元他们将和教材中的主人公一起去探索世界, 了解不同国家的特色。
- 依次呈现与巴西、澳大利亚、中国、美国、印度、英国六个国家相关的图片(如果条件允许,也可以用 PPT 呈现)(足球运动员罗纳尔多、袋鼠、长城、自由女神像、泰姬陵、伊丽莎白塔), 看看学生对于其他国家了解多少。让学生看图片, 说出图片分别与哪个国家有关。说: We are going to travel around the world in this unit. How much do you know about the world? Look at these pictures. What countries can you think of? 鼓励学生说出国家对应的英文单词, 如果学生不知道英文单词, 也可以鼓励学生说中文。
- 通过这个活动激活学生已知的关于世界文化的知识, 激发学生对本单元的学习兴趣。

## Story 1

## 词汇展示 Presentation: words

- 再次呈现世界地图及与巴西、澳大利亚、中国、美国、印度、英国六个国家相关的图片, 每出示一张图片就将该图片对应的单词卡片出示给学生, 然后带读单词。

- 教师说: Look at the map. What can we call it? We call it 'the world'. Look at this picture. Where does this great soccer player come from? Yes, it's Brazil. This is the national flag of Brazil. 以同样的方式呈现 Australia, China, the USA, India, Britain 五个新单词。
- 教师带读本课七个新单词, 让学生大声跟读。

### 练习 Practice

做活动: Listen, point and say.

#### SB P46

- 让学生将学生用书翻至第 46 页, 活动 1。
- 播放录音, 让学生先听一遍, 并指图片。再次播放录音, 让学生边听边指图片下方的单词, 并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上, 教师随机说出一个国家单词, 让学生举起相应的卡片, 并大声说出单词。也可以让程度较好的学生到教室前面说单词, 其他学生举卡片。
- 让学生两人一组, 一人说单词, 另一人举卡片, 所有单词都说完后, 两人交换角色再次进行活动。

#### SB CD2 28

the world, Brazil, Australia, China  
the USA, India, Britain

做活动: Find a pair.

- 让学生两人一组, 给每组准备一套印有以下图片的小卡片(足球运动员罗纳尔多、袋鼠、长城、自由女神像、泰姬陵、伊丽莎白塔)以及一套写有下面单词的小卡片(the world, Brazil, Australia, China, the USA, India, Britain)。
- 让学生一人拿印有图片的小卡片, 一人

拿写有单词的小卡片, 然后将各自手中的卡片打乱顺序放在手中。

- 让两人同时从各自手中的卡片中抽取一张, 然后两人互相出示自己抽取的卡片并同时读出卡片对应的英文单词。如果两人抽取的卡片对应同一个英文单词, 则两人大喊: We are a pair! 然后将两人手中的卡片放在桌子一侧。继续从手中抽卡片, 说单词。如果两人抽取的卡片对应的不是同一个单词, 则将卡片放回手中, 重新抽取, 依此类推。

### 故事教学 Story 1

做活动: Picture walk

- 让学生看学生用书第 46 页 Story 1 的图片, 说一说图片中有哪些人物, 他们在做什么, 并预测故事内容。
- 将故事卡片 31 贴到教学板上, 问: Who can you see in the picture? (Anna, her grandpa and a puppy.) Can you see the blue bag? (Yes, I can.) Look at the bubble, what is he doing? (He's seeing birds.) Where is he? Can you guess? (He's in the jungle in Brazil.)
- 将故事卡片 32 贴到教学板上, 让学生观察图片内容, 问: What animals can you see in the bubble? (I can see two kangaroos.) Where is grandpa now? (He's in Australia.)
- 将故事卡片 33 贴到教学板上, 让学生观察图片内容, 问: What can you see in the bubble? (I can see two pandas.) What is grandpa doing in the bubble? (Grandpa is taking photos of the two pandas.) Where's he now? Can you guess? (He's in China.)
- 将故事卡片 34 贴到教学板上, 让学生仔细观察图片, 通过提问引导学生猜测故

事结局。问: Where is Biff, the puppy? (It's in the blue bag.) Why is he in the bag? (He wants to go with grandpa.) Look at the bubble. Where are grandpa and Biff? (They are on the plane.)

- 对于学生的回答予以鼓励, 先不要给出明确答案。

**做活动: Listen and read.**

### SB P46

- 让学生将学生用书翻至第 46 页, 活动 2
- 播放录音, 让学生先听故事, 检查自己之前的回答是否正确。
- 再次播放录音, 让学生边听边在书上指出听到的句子, 并大声跟读。
- 让学生默读故事, 找出表示国家的英文单词并画下来。
- 教师通过提问下列问题, 考查学生是否理解了故事:
  1. Where is Grandpa's trip going to start? (In Brazil.) What is he going to do in Brazil? (He's going to see birds in the jungle.)
  2. Is Grandpa going to go surfing in Australia? (No, he won't.) What's he going to do? (He's going to sail to Kangaroo Island.)
  3. What is he going to do in China? (He's going to take photos of baby pandas.) How is he going to go back home? (He's going to fly home.)
  4. What does Biff want to do? (He wants to go with grandpa.) What is Biff going to do? (He's going to stay at Anna's house.)
- 教师可以提出问题, 引导学生发散思维, 如: Among all the countries in the story, which one do you like best? Why? What are you going to do there? 让学生分组讨论, 请几名学生在全班面前分享自己

的观点。如果学生不能用英语表达, 也可以鼓励学生说中文。

- 将学生分成两人小组, 分别朗读 Grandpa 和 Anna 的角色。先播放录音, 让学生跟读各自的部分, 尽量模仿录音的语调; 然后学生分组进行朗读练习。

### SB CD2 29

**Anna:** Hi, Biff! Hi, Grandpa! That's a big bag.

**Grandpa:** It's for my trip around the world. It's going to start next week, in Brazil.

**Anna:** You can dance in the streets there!

**Grandpa:** I'm not going to dance. I'm going to see birds in the jungle.

**Grandpa:** Then I'm going to visit Australia.

**Anna:** You can go surfing!

**Grandpa:** An old man like me? No thanks! But I'm going to sail to Kangaroo Island.

**Grandpa:** After that, I'm going to take photos of baby pandas in China.

**Anna:** Cool!

**Grandpa:** And then I'm going to fly home to the USA.

**Anna:** Hey! What's in your bag? It's moving!

**Anna:** It's Biff! He wants to go on the trip with you.

**Grandpa:** Sorry, Biff. You can't. You're going to stay at Anna's house.

**做活动: Act it out!**

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生分组模仿动画片中人物的语音语

调进行配音。

- 如果时间允许，可以让学生以小组为单位，分角色表演故事。

#### 做活动: Be a tour guide.

- 让学生三人一组，分别扮演 Brazil, Australia, China 三个国家旅游路线的导游。让学生在学生用书第 46 页 Story 1 中找到去自己所属国家旅行可以做哪些事情，也可以根据自己的课外知识进行补充。然后让学生在小组内轮流介绍自己负责的旅行路线中有哪些活动。
- 请几名学生在教室前面向全班介绍自己负责的旅行路线。教师可以将学生可能使用到的句型板书在教学板上，如：Welcome to .../You can dance/see birds/take photos ... in ...

做成 PPT），让学生观察图片，说一说女孩会去哪些国家，分别要做什么事情。引导学生使用 She's going to ... in ... 回答。待学生猜测后，教师告诉学生下面要听一段关于女孩旅行计划的录音。

- 让学生将学生用书翻至第 47 页，活动 1。
- 播放录音，让学生边听边指向对应的图片，并跟读句子。
- 教师随机指向一幅图片，让学生根据图文提示，使用句型 She's going to ... in ... 说出女孩将要在哪个国家做什么事情。
- 让学生两人一组，一人指图片，一人根据图文提示使用 She's going to ... in ... 说句子，描述女孩的计划。两人交换角色，继续进行活动。

#### Practice 1

##### 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 47 页，看句型展示框，读出里面的句子。
- 让学生从 Story 1 中找到这些句子，并大声朗读，然后让学生给句子排序，引导学生回顾故事内容。
- 让学生观察展示框中标红的部分，告诉学生 be (am/is/are) going to ... 的句型为一般将来时，用于描述将要发生的事情、计划、安排。
- 让学生从 Story 1 中找出所有包含 be (am/is/are) going to ... 的句型，体会句子在语境中的含义，理解句型的作用。

#### 练习 Practice

##### 做活动: Listen and repeat. Look and say.

##### SB P47

- 教师告诉学生，一个女孩正在计划她的环球旅行，请学生猜一猜她准备去哪些国家。然后教师将学生用书第 47 页活动 1 的六幅图片依次呈现给学生（也可以

#### SB CD2 30

##### 1

**Woman:** She's going to eat a burger in the USA.

##### 2

**Man:** She's going to ride an elephant in India.

##### 3

**Woman:** She's going to take a big, red bus in Britain.

##### 4

**Man:** She's going to walk on the Great Wall in China.

##### 5

**Woman:** She's going to take photos of kangaroos in Australia.

##### 6

**Man:** She's going to dance in the street in Brazil.

**做活动: You're going to travel around the world. Choose an activity in each country.**



**Find who is going to go on the same trip.****SB P47**

- 让学生将学生用书翻至第 47 页,活动 2。
- 带领学生读出表格每列的国家单词及活动短语。让学生从表格中选择喜欢的国家及在该国家想做的事情,为自己的假期做一个旅行计划。
- 让学生根据个人喜好在表格里勾选出自己想做的事情。然后使用一般将来时句型 *I'm going to ... in ...* 和自己勾选的活动短语描述自己的旅行计划。如: *I'm going to visit Disneyland in the USA. I'm going to walk in the jungle in Brazil. I'm going to go surfing in Australia, and I'm going to ride an elephant in India.*
- 让学生制定完自己的旅行计划后在教室里自由走动,然后互相介绍自己的旅行计划,看哪位学生的旅行计划与自己的旅行计划一模一样。如果计划相同,则两人举手向老师示意,然后使用 *We're going to ... in ...* 句型向全班汇报两人共同的旅行计划。如果计划不同,再转向下一名学生,继续寻找与自己旅行计划相同的学生。

**做活动: Mime and guess.**

- 让学生从学过的活动短语中任意选定一个,将其作为自己下周打算要做的事情,并将该活动短语写在自己的 A4 纸上。
- 教师任意选定一名学生拿着自己的 A4 纸到教室前面来,注意不要让其他学生看到自己 A4 纸上的内容。该名学生表演出自己所写的活动短语,请其他学生猜测,并用句型 *He / She's going to ... next week.* 说句子。如果有学生猜出正确的活动,则表演的学生出示自己的 A4 纸,并大声说句子描述自己的活动计划,如: *I'm going to go to the park next week.* 教

师让第一个猜出正确活动的学生继续到教室前面来表演动作,请其他学生继续猜测。如果没有学生能够猜出正确的活动,则请表演的学生揭示答案,并说句子描述自己的活动计划。

**结束本课 Ending the lesson****做活动: Make a plan for your winter vacation.**

- 给每名学生准备一张 A4 纸,让学生为自己制定寒假计划,使用 *I'm going to ... in ...* 写两句话,描述自己的假期计划。
- 让学生四人一组,小组成员轮流展示自己的假期计划。
- 请几名学生在全班介绍自己的假期计划,全班投票选出最有趣的假期计划。如果有学生的假期计划一样,教师可以建议学生组成假期活动小组,一起完成假期计划。

**家庭作业****活动用书第 26 页**

**活动 1** Write and number. Then listen and check.

**活动 2** What are their travel plans? Complete the sentences.

**活动 3** Look at the pictures and correct the sentences in activity 2. Use these words.

## Story 2 &amp; Practice 2



## 教学目标

能够听懂、识别和表达与出行相关的单词及短语

能够使用一般疑问句和特殊疑问句对将来的计划、安排等进行提问，并做出相应的回答

## 目标语言

单词: go sightseeing, camp, sunbathe, leave, come back, meet friends

句型: -Are you going to go sightseeing?

-No, we aren't.

-Is it going to be sunny this weekend?

-Yes, it is.

-How are you going to walk with that big backpack?

## 教具准备

单词卡片: 99—104

故事卡片: 35—36

其他教具: 如果条件允许, 可以将单词及短语 (go sightseeing, camp, sunbathe, leave, come back, meet friends) 对应的图片做成 PPT, 每张 PPT 上放一幅图片; 如果条件允许, 将下列句子做成一张 PPT:

1. Charlie is going to see his cousin this weekend.
2. Charlie is going to camp at Mia's house.
3. It's going to be rainy this weekend.
4. They are going to drive to the river.
5. Charlie's backpack is too heavy.

准备一套写有以下单词或短语的词条, 每张词条上写一个单词或短语 (see his cousin, go sightseeing, camp in the countryside, swim and sunbathe, sunny, leave home, meet Mia, walk to the river);

一套印有下列图片的小卡片: 英国国旗、美国国旗、印度国旗、中国国旗、澳大利亚国旗、宇航员、护士、教师、医生、歌手, 每张卡片上印一幅图片 (可将一张 A4 纸裁成八等份, 每份作为一张小卡片); 一个信封; 给每名学生准备一张如下所示的表格:

Name	What are you going to do on winter holiday?	Where are you going to go on winter holiday?

## 热身活动 Warmer

## 做活动: Brainstorming

- 让学生两人一组, 一起回想学过的活动短语, 把所有能想到的活动短语都列出来, 如果遇到不会拼写的短语可以画图代替。
- 教师请一个小组汇报他们列出的短语, 让其他小组注意听, 并在自己列出的短语上勾出听到的短语。教师把听到的活动短语写在教学板上, 然后请其他小组补充漏写的短语。

## 词汇展示 Presentation: words

- 说: Today, we will learn some new words and phrases for activities.

- 出示单词卡片 go sightseeing, 让学生观察图片, 说一说图片上的内容。教师通过提问, 帮助学生理解词义。问: What do you like to do when you are traveling in a new place? 待学生回答后, 教师说: You can go to the places of interest and see around. You can go sightseeing. 然后大声带读单词 go sightseeing。
- 用同样的方式依次呈现 camp, sunbathe, leave, come back, meet friend, 直到本课所有的单词及短语都呈现在教学板上。

### 练习 Practice

做活动: Listen, point and say.

#### SB P48

- 让学生将学生用书翻至第 48 页, 活动 1。
- 播放录音, 让学生先听一遍并指图片。再次播放录音, 让学生边听边指图片下方的文字, 并跟读。
- 让学生把自己的迷你单词卡正面朝上摆在桌子上, 教师随机说出一个活动单词或短语, 让学生举起相应的卡片, 并大声说出单词或短语。也可以让程度较好的学生到教室前面说单词或短语, 其他学生举卡片。
- 让学生两人一组, 一人说单词或短语, 一人举卡片。然后两人交换角色, 继续进行活动。
- 如果时间允许, 也可以将本课六个单词对应的单词卡片随机放在教室的不同位置。教师任意选择一名学生, 然后用上节课学过的 be going to ... 句型发指令, 让学生根据教师说出的指令跑到对应的单词卡片旁。为增加活动的趣味性, 教师可以加快说指令, 看看学生的反应速度。也可以请一名学生到教室前面发指令, 让另一名学生根据指令跑到相应的单词卡片旁边。

#### SB CD2 31

go sightseeing, camp, sunbathe,  
leave, come back, meet friends

### 做游戏: Memory game

- 教师按任意顺序将单词卡片 (go sightseeing, camp, sunbathe, leave, come back, meet friends) 贴在教学板上 (如果条件允许也可以将单词及短语对应的图片做成 PPT, 每张 PPT 上放一幅图片), 有图的一面朝外。让学生说出图片对应的单词及短语并按顺序记忆。然后将图片收起来 (或将 PPT 上面的图片隐去), 让学生按照教师呈现的顺序依次说出图片对应的单词或短语, 看谁说得又快又准确。
- 为增加活动趣味性, 教师呈现图片数量可以逐渐增多, 逐渐增加活动难度, 考查学生的记忆力。

### 故事教学 Story

#### 做活动: Picture walk

- 出示故事卡片 35, 让学生仔细观察图片, 说一说图片中有哪些人物, 他们在做什么。问: Who can you see in the picture? (Tom and Charlie.) What are they doing? (They are reading a magazine.) What are they talking about? Can you guess? (They are talking about Charlie's trip to New York.)
- 出示故事卡片 36, 让学生观察图片上的人物表情及肢体动作, 问: What's wrong with Charlie? (He's falling on the ground.) Why did he fall over? (Because he's carrying a big heavy backpack.)
- 学生猜测之后, 教师予以鼓励并引导学生读故事, 说: Good guess! Let's read the story and find out if your guess is right.

**做活动: Listen and read.****SB P48**

- 让学生将学生用书翻至第 48 页,活动 2。
- 播放故事录音, 让学生完整听一遍。问学生刚才的猜测是否正确, 检查学生是否理解故事大意。
- 再次播放录音, 让学生小声跟读录音, 并画出 Charlie 在旅行中计划做的事情。
- 将下列句子板书在教学板上(如果条件允许, 也可以做成 PPT), 让学生判断句子正误, 并将错误的句子改正, 看看学生是否理解了故事细节:

Charlie is going to see his cousin this weekend. (True.)

Charlie is going to camp at Mia's house. (False. They're going to camp in the countryside.)

It's going to be rainy this weekend. (False.

It's going to be sunny this weekend.)

They are going to drive to the river. (False.

They're going to walk to the river.)

Charlie's backpack is too heavy. (True.)

告诉学生, 如果句子正确, 则向上竖大拇指; 如果句子错误, 则将大拇指朝下, 并说出正确的句子。

- 第三次播放录音, 让学生跟读故事。
- 让学生四人一组, 给每组准备一套写有以下单词或短语的词条, 每张词条上写一个单词或短语 (see his cousin, go sightseeing, camp in the countryside, swim and sunbathe, sunny, leave home, meet Mia, walk to the river), 让学生根据故事内容及单词条上的文字提示汇总 Charlie 的出行计划, 并给单词条排序。完成后, 让每组选出一名学生在全班面前展示本组的排序结果, 并根据排序复述 Charlie 的出行计划。看看哪些组的排序准确, 哪组说得最流利。

**SB CD2 32**

Charlie is going to see his cousin Mia this weekend. Mia lives in New York.

"Are you going to go sightseeing?" Tom asks.

"No, we aren't," says Charlie. "We're going to camp in the countryside with our parents. There's a beautiful river there. Mia and I are going to swim and sunbathe all day."

"Cool! Is it going to be sunny this weekend?" asks Tom.

"Yes, it is," says Charlie. "I'm going to leave home early with Mom and Dad. We're going to meet Mia at her house, and then walk to the river."

"How are you going to walk with that big backpack?" asks Tom.

"I'm very strong," says Charlie. "Look!"

Charlie starts to walk with the backpack, but he falls.

"I think I'm going to take a smaller bag!" he laughs.

**做活动: Act it out!**

- 播放故事 DVD, 让学生观看动画片。
- 再次播放故事 DVD, 让学生边看边跟读。
- 第三次播放故事 DVD, 这次把声音关闭, 让学生模仿动画片中人物的语音语调进行配音。
- 如果时间允许, 可以让学生以小组为单位分角色表演故事。

## Practice 2

## 句型展示 Presentation: patterns

- 让学生将学生用书翻至第 49 页, 看句型展示框, 读出里面的句子。
- 让学生从 Story 2 中找到这几个句子, 并大声读出来。让学生关注展示框中标红部分的文字, 带领学生回顾一般将来时句型 **be going to ...**, 告诉学生对 **be going to ...** 句型进行提问时, 一般疑问句句型需要将 **be** 动词提到主语前面, 后面语序不变, 即 **be+主语+going to ...**; 特殊疑问句句型为特殊疑问词 (**what/which/when/where/why/how**)+**be+主语+going to ...** 两种句型均用于对提问将来发生的事情进行提问。
- 教师带领学生找出 Story 2 中所有含有一般将来时 **be going to ...** 结构的句子, 让学生体会句子在语境中的含义, 进一步理解 **be going to ...** 的一般疑问句和特殊疑问句的含义。

## 练习 Practice

做活动: Listen and repeat. Look and say.

## SB P49

- 让学生将学生用书翻至第 49 页, 活动 1。让学生观察六幅图片, 说一说每幅图中的人物做了哪些事情, 教师通过提问引导学生理解图片内容, 说: Two kids are going to travel in London. Look at the six pictures. When are they going to leave? (They are going to leave on Tuesday.) What are they going to do in London? (They are going to go sightseeing. They are going to meet friends. They are going to sunbathe.) Who are they going to meet in London? (Lily.) When are they going to come back? (They are going to come back on Saturday.) How are they going to go

back home? (They are going to fly home.)

对于学生的回答予以鼓励, 告诉学生下面将听一段录音, 让学生根据录音检查自己的回答是否正确。

- 播放录音, 让学生听录音中的对话, 检查自己之前的回答是否正确。
- 再次播放录音, 鼓励学生边听边跟读, 注意模仿录音的语音语调。
- 让学生两人一组, 一人根据图文提示提问问题, 另一人根据图片进行回答。两人交换角色, 继续对话。
- 教师提问与图片相关的问题, 请任意一名学生根据图片内容回答问题, 检查学生是否理解图片及录音内容。

## SB CD2 33

1

**Woman:** When are they going to leave?

**Man:** On Tuesday.

2

**Woman:** Are they going to camp?

**Man:** No, they aren't.

3

**Woman:** Are they going to go sightseeing?

**Man:** Yes, they are.

4

**Woman:** Who are they going to meet?

**Man:** Lily.

5

**Woman:** Are they going to sunbathe?

**Man:** Yes, they are.

6

**Woman:** When are they going to come back?

**Man:** On Saturday.

做活动: Choose your next vacation, then talk to a friend. Ask, answer and guess.

## SB P49

- 让学生将学生用书翻至第 49 页,活动 2。
- 教师带领学生读出三幅图片中的文字,告诉学生图片分别是印度、美国和澳大利亚三个国家的旅游宣传海报。
- 让学生两人一组,一人任选一个国家作为自己的出行目的地,但是不要告诉同伴自己选择的是哪个国家。另一人使用学过的句型 *Are you going to ... / How are you going to ... / When are you going to leave?* 等进行提问,让选择国家的学生根据海报上的内容回答问题,让对方猜测自己选择的是哪一个国家。如果猜对了,则两人交换角色,继续对话。如果没有猜对,则继续提问问题,直到猜对为止。

## 做游戏: Fortune cookies

- 拿出事先准备好的印有下列图片的小卡片: 英国国旗、美国国旗、印度国旗、中国国旗、澳大利亚国旗、宇航员、护士、教师、医生、歌手,将卡片打乱顺序放到一个信封里面。
- 教师告诉学生,美国的中餐馆一般会有一道餐后甜品,叫作 *fortune cookie*,中文名称叫作幸运饼干。幸运饼干里面包有类似箴言或者预言的字条,表达对未来的美好愿望。
- 教师告诉学生信封里的小卡片就是在 *fortune cookie* 里找到的,让学生反问自己: *What am I going to do in the future?* 然后到教室前面从信封里抽取卡片,并根据卡片内容解答自己的问题,如:学生抽到了印有美国国旗的图片,可以说: *I'm going to study in the USA.*
- 请几名同学轮流到教室前面抽卡片并解答自己,抽出的卡片要接着放回信封中。

## 结束本课 Ending the lesson

## 做活动: Class survey

- 给每名同学准备一张如下所示的表格:

Name	What are you going to do on winter holiday?	Where are you going to go on winter holiday?

- 让学生在教室自由走动,然后任意选择三名学生,用表格上的两个问题向对方进行提问,了解班级其他学生的寒假计划,并将对方的姓名及回答依次记录在表格中。
- 限时十分钟,然后请几名同学在全班面前汇报自己的调查结果。

## 家庭作业

## 活动用书第 27 页

## 活动 4 Which city is the boy going to visit?

Complete the crossword and find the answer.

Then listen and check.

## 活动 5 Unjumble the questions and write the answers.

## 活动 6 Complete the questions. Use these words.



## Song &amp; Phonics



## 教学目标

学会唱歌曲 *What's he going to do?*

能够掌握字母组合 oy 和 oi 在单词中的发音

## 目标语言

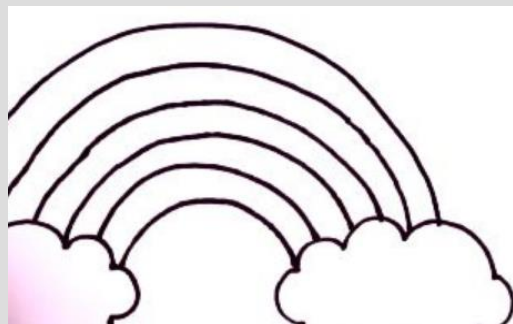
单词: enjoy, cowboy, annoy

coin, noisy, point

## 教具准备

教学卡片: 105—110

其他教具（教师自备）：教师在 A4 纸上写一份包含一般将来时的出行计划，计划中需要包含一些常识性错误（如：I'm going to take photos of the Great Wall in the USA. I'm going to visit the White House in Brazil.）；写有小写英文字母 b, c, i, j, l, n, o, p, s, y 的卡片，每张卡片上写一个字母（可以将一张 A4 纸裁成八等份，每份作为一张小卡片）；三张画有彩虹简笔画的 A4 纸（如下图所示）：



准备红、黄、蓝、绿、紫五种颜色的彩笔各三支

## 热身活动 Warmer

做活动: Help check my plan.

- 说: I've made a plan for my trip, but there are some problems with my plan. Can you help check it? How to make it right? 教师告诉学生自己制定了一个旅行计划，请学生根据常识判断教师的计划能否实现。如果不能实现，则请学生提出可行的修改意见。
- 教师的旅行计划中可以故意设计一些常识性错误，如: I'm going to take photos of the Great Wall in the USA. I'm going to visit the White House in Brazil. 让学生发现问题时举手示意，然后帮助教师修改旅行计划，说出正确的句子。
- 教师大声朗读自己的旅行计划，看看哪名学生发现的错误最多，并且能说出正确的句子。

## Song

## 呈现歌曲 Presentation

- 让学生将学生用书翻至第 50 页，活动 1。让学生阅读歌曲题目并仔细观察歌曲中的 3 幅图片，说一说图片内容，并说出与图片内容相关的国家单词。教师告诉学生，这是一首关于旅行计划的歌曲，让学生根据图片猜测歌曲的主人公计划做些什么事情。
- 说: The boy in the song has made a plan for his trip. Can you guess what he is going to do? You can find out answers from these pictures.

做活动: Listen and match. Then sing.

## SB P50

- 播放歌曲录音，让学生边听边把歌词与

对应的图片配对，并将每段歌词对应的序号填在图片旁边的方框中。

- 全班一起核对答案。
- 再次播放歌曲录音，让学生一边听歌曲一边用手指划指歌词，并跟唱。
- 将全班分成三组，一组唱一段。交换顺序继续唱，直到学生能独立将整首歌唱完为止。

### SB CD2 34

What's he going to do on Monday? (x3)

What's he going to do?

He's going to go to Britain

And he's going to meet the Queen. (x3)

He's going to meet the Queen.

What's he going to do on Wednesday? (x3)

What's he going to do?

He's going to go to India

And see the Taj Mahal. (x3)

See the Taj Mahal.

What's he going to do on Friday? (x3)

What's he going to do?

He's going to go to China

And climb on the Great Wall. (x3)

Climb on the Great Wall.

### 答案

(从上至下) 3, 2, 1

**做活动: Create a new song.**

- 让学生三人一组，从学过的星期单词、日常活动短语及国家单词中每类任选三个改编课本上的歌曲。例如：What's he going to do on Tuesday? (x3) What's he going to do? He's going to go to the USA And see the White House. (x3) See the White House.

- 让学生根据个人实际喜好替换歌词中的国家单词及活动短语。
- 完成后，请两组学生在全班面前展示他们改编的歌曲。表演时可以做出适当的动作或分角色唱。全班投票选出改编最有趣的歌曲和表演最出色的一组。

**做活动: You're going to be on vacation for a week. What are you going to do each day? Write, then ask and answer.**

### SB P50

- 让学生将学生用书翻至第 50 页，活动 2。让学生读出单词框中的单词和短语，说一说单词及短语的含义。
- 让学生将单词框中的单词及短语按照自己的喜好分别填在下方星期单词旁的横线上，设计自己的一周活动计划。
- 完成后，让学生在教室里自由走动，并用句型 What are you going to do on ...? 向其他学生进行提问，询问他们的一周活动计划。被提问的学生用句型 I'm going to ...进行回答。提问的学生将与自己一周某天活动计划相同的学生姓名写在对应的星期单词旁边。
- 教师请几名学生向全班汇报自己的一周活动计划，并把与自己活动计划相同的学生姓名告诉大家。

### Phonics

#### 呈现语音 Presentation

**做活动: Listen, point and say.**

### SB P51

- 出示单词卡片 enjoy，让学生观察图片，问：What is the boy doing? (He's listening to music.) Does he like listening to the music? (Yes, he does.) How do you know that? (Because he's smiling.) 待学生回答后，教师说：Yes, the boy likes listening to

the music very. He's enjoying the music. 教师在教学板上板书单词 **enjoy** 并在单词下方写出音标，让学生体会字母组合 **oy** 的发音 /ɔɪ/，然后带读单词，并解释单词含义。

- 用同样的方式先后呈现单词 **cowboy**, **annoy**, **coin**, **noisy**, **point** 及其音标，引导学生拼读单词。
- 让学生将学生用书翻至第 51 页，活动 1。
- 播放录音，让学生边听边指图片，并大声跟读。
- 随机说出活动 1 中的单词，让学生举起相应的迷你单词卡片，全班一起核对答案。
- 随机拿出一张单词卡片，让学生大声拼读出单词。

### SB CD2 35

enjoy, en, j, oy, enjoy

cowboy, cow, b, oy, cowboy

annoy, a, nnoy, annoy

coin, c, oi, n, coin

noisy, n, oi, sy, noisy

point, p, oi, nt, point

### 练习 Practice

做活动: **Listen and repeat.**

### SB P51

- 让学生将学生用书翻至第 51 页，活动 2。让学生观察图片，说一说图片中的内容，鼓励学生尽量用学过的单词来描述图片。教师可以通过提问引导学生理解图片内容，以第一幅图片为例，教师可以问: How many boys are there in the first picture? (There are three boys.) The little boy's name is Roy. What is he doing? (Roy is pointing at the other two boys.) Are these two boys noisy or quiet? (They are

noisy.) 教师继续说: Look at the second picture. The girl's name is Joy. What is Joy doing? (Joy is playing with her toys.) Who is on the horse? (A cowboy.)

- 播放录音，让学生边听边指向图片下方的句子。让学生关注字母组合 **oy** 和 **oi** 在单词中的发音。
- 再次播放录音，让学生听录音并打着节拍跟读。
- 让学生自己练习打着节拍说句子。
- 请几名学生在全班面前打着节拍读句子。如果时间允许，也可以将全班分成两组朗读句子。一组读一句，然后交换角色继续读。

### SB CD2 36

Roy is pointing at the noisy boys.

Joy is playing with the cowboy toys.

做活动 **Look and say. Listen and check.**

### SB P51

- 让学生将学生用书翻至第 51 页，活动 3。让学生看单词，试着拼读出来。
- 播放录音，让学生边听边跟读，检查自己刚才拼读得是否正确。
- 让学生两人一组，一人指单词，另一人读单词。交换角色，继续读单词。

### SB CD2 37

coy, soil, oil, soy, spoil, ploy, join, boil

### 补充活动

做游戏: **Walking sounds**

- 拿出事先准备好的写有小写英文字母 **b, c, i, j, l, n, o, p, s, y** 的卡片，将卡片随机分给 10 名学生，每名学生分一张。

- 教师从学生用书第 51 页活动 3 中任选一个单词并大声读出来, 让拿到单词中所包含的字母的学生迅速跑到教室前面, 并按单词拼写顺序排成一排, 然后大声拼读出单词。
- 全班一起核对答案。
- 也可以请没有拿到字母卡片的学生到教室前面说单词, 其他学生拼单词, 并一起核对答案是否正确。

**做活动: Listen and write.**

#### SB P51

- 让学生将学生用书翻至第 51 页, 活动 4。
- 播放录音, 让学生根据录音写出相应的字母组合, 完成单词。
- 请学生说出完成后的单词, 全班一起核对答案。

#### SB CD2 38

1. annoy    2. coin    3. joy    4. toy  
5. noisy    6. cowboy    7. enjoy    8. point

#### 补充活动

##### 做游戏: Rainbow game

- 将全班分成三组, 给每组准备一张画有彩虹线图的 A4 纸和五支颜色不同的彩笔(红、黄、蓝、绿、紫)。
- 让学生分别使用五支彩笔将以下五个单词从上至下填在彩虹每两条弧线之间: girl, book, chess, pay, coin。每两条弧线中间填一个单词。
- 然后教师按照任意顺序读出下面单词, 每个单词读完后停顿五秒(circle, burger, birthday, cook, foot, pull, bread, feather, shelf, gray, tail, tray, noisy, enjoy, point), 让学生听到单词后在小组内讨论单词发音中含有的元音与彩虹上面填写的哪一个单词发音的元音一致, 然后用相同颜色

的彩笔将该单词填在元音一致的单词所在的那条彩虹上面。如: 教师读出 gray, 则学生需用与 pay 颜色一致的彩笔将 gray 写在 pay 所在的那条彩虹上面。

- 全班一起核对答案。

#### 结束本课 Ending the lesson

##### 做活动: Make it funny

- 让学生在学生用书第 51 页的单词中任意挑选单词, 然后仿照活动 2 的句子造句, 也可以鼓励学生编写歌谣或小故事。
- 学生可以单独完成, 也可以 2-3 人合作完成。
- 让学生在全班面前朗读自己编写的句子、歌谣或小故事。全班选出最有趣的句子、歌谣或小故事。

#### 家庭作业

活动用书第 28 页

活动 7 Listen and write.

活动 8 Read and complete.

活动 9 Listen and tick the correct picture.

## Skills

**Skills**

**Listen and read.**

Hi Marcos,

The really happy event going to stay with us next week. I hope you are going to enjoy it. I hope you like going sightseeing. Because New York has some of the most famous sights in the USA!

On Tuesday, we're going to have home really early and we want to be in the heart of the city. The Statue of Liberty is on the island. There are many great things to see and you can take a boat trip to see it. It's great!

On Wednesday, we're going to go to the park. It's going to be nice, so you're going to see a lot of trees and flowers. There are many great things to see and you can take a boat trip to see it. It's great!

On Thursday, we're going to travel around the city by bus and see some of the famous sights.

See you next week.

Love Ed

**Order the pictures.**

**Read again and answer the questions.**

1. What is Marcos going to do next week?
2. When are they going to leave for New York?
3. What are they going to see in New York?
4. What is Marcos going to do in the park?
5. How are they going to travel around New York on Thursday?

**What are Ed and Marcos going to do in Brazil? Listen and read.**

☐ go sightseeing  
☐ play in the jungle  
☐ see dancing in the streets  
☐ camp  
☐ go surfing  
☐ go swimming  
☐ sunbath  
☐ go fishing

**Imagine you're going to visit another country. Complete the information about you. Then ask a friend and complete the information about his/her too.**

Where are you going to go?  In Brazil

**Imagine a friend from another country is going to stay with you next week. What are you going to do with him/her each day? Write an email to your friend about your plans.**

To:

Hi \_\_\_\_\_,

I'm really happy you're going to stay with us next week.

On \_\_\_\_\_, we're \_\_\_\_\_.

On \_\_\_\_\_, we're \_\_\_\_\_.

On \_\_\_\_\_, we're \_\_\_\_\_.

See you next week.

Love Ed

## 教学目标

能够读懂一封关于旅行计划的邮件，理解重要细节信息

能够听懂一段关于旅行计划的对话，识别对话中的人物活动，理解重要细节信息

能够使用 **be going to ...** 句型向别人描述自己的旅行计划，并且能够使用 **be going to ...** 的特殊疑问句和一般疑问句对他人的旅行计划进行提问

能够根据文字提示写出一封向对方介绍自己旅行计划的邮件

## 目标语言

本单元所学的单词和句型

## 教具准备

其他教具（教师自备）：为每名学生准备一张 A4 纸和一支彩笔

## 热身活动 Warmer

## 做活动：Free talk

- 教师随机询问 3-4 名学生，问：What are you going to do after school?
- 教师让学生想象自己去美国旅行的场景，继续问：What are you going to do in the USA? 鼓励学生使用学过的一般疑问句及活动短语回答问题。
- 学生回答后，教师分享自己的答案。全班投票选出最有趣的答案。

## Reading

## 做活动：Listen and read.

## SB P52

- 让学生将学生用书翻至第 52 页，活动 1。让学生说一说活动 1 中文的体裁。告诉学生这是一封邮件，所以文章体裁是书信。

- 让学生读一读邮件的开头和结尾，说一说发件人和收件人分别是谁。学生回答后，教师说：这是一封 Ed 写给 Marcos 的邮件。Marcos 下周要去纽约拜访 Ed，两人约定一起旅行。让学生观察邮件中的三幅图片，说一说图片内容，并根据图片推测两人将要在旅行中做些什么。教师说：Look at the three pictures. Where are these places? What can you see in these pictures? (A skating rink in a park. A double-decker in the street of New York. The Statue of Liberty.) What are Ed and Marcos going to do in New York?

- 播放录音，让学生完整听一遍，圈出不认识的单词。然后根据录音回答教师的问题。
- 让学生读出生词所在的句子，结合句子语境理解词义。邮件中出现的生词 sight, the Statue of Liberty, stair, travel around 如果影响学生阅读，教师可以适当解释单词及短语含义。
- 再次播放录音，让学生跟读。

## SB CD2 39

Hi Marcos,

I'm really happy you're going to stay with us next week. I hope you like going sightseeing, because New York has some of the most famous sights in the USA!

On Tuesday, we're going to leave home really early and travel by boat to the Statue of Liberty.

The statue's on an island. There are stairs inside it and you can climb to the top of its head. It's great!

On Wednesday, we're going to go skating in the park. It's going to be cold, so you're going to need a hat and scarf.

On Thursday, we're going to travel around the city by bus and see lots of other fantastic places.

See you next week.

Love from,  
Ed

**做活动: Order the pictures.**

#### SB P52

- 让学生将学生用书翻至第 52 页, 活动 2。让学生再次阅读活动 1 的邮件, 然后根据邮件内容将邮件中的三幅图片排序, 并将序号写在图片左上角的方框中。
- 全班一起核对答案。

#### 答案

(从上至下) 2, 3, 1

**做活动: Read again and answer the questions.**

#### SB P52

- 让学生将学生用书翻至第 52 页, 活动 3。让学生读出活动 3 的六个问题, 然后阅读活动 1 的邮件, 根据邮件内容回答问题, 并将答案写在问题后面对应的横线上。
- 让学生两人一组互相核对答案, 然后全

班一起核对答案。

#### 答案

1. Marcos is going to visit Ed next week.
2. They're going to leave home really early on Tuesday.
3. They're going to travel to the Statue of Liberty by boat.
4. They can climb to the top of the statue's head.
5. He's going to need a hat and scarf.
6. They're going to travel around the city by bus.

**做活动: Learn about an email.**

- 让学生仔细观察学生用书第 52 页活动 1 文章的版式, 引导学生观察电子邮件的格式。让学生说一说这封邮件是谁写给谁的, 主题是什么。电子邮件有哪些部分。待学生回答后, 教师说: We sometimes need to write emails in our daily life. When we write an email, we need to write the addressee and the subject. This is an email that Ed writes to Marcos. The subject of the email is See you next week! 提醒学生注意电子邮件包含哪些部分, 如收件人、主题、邮件抬头、落款等。说: Pay attention to the different parts of an email. For example, the addressee, the subject, greetings, and the ending.

#### Listening

**做活动: What are Ed and Marcos going to do in Brazil? Listen and tick.**

#### SB P53



- 说: Marcos 和 Ed 在纽约玩得很开心, 两人意犹未尽, 所以 Ed 计划再去巴西拜访 Marcos, 两人顺道一起旅行。
- 让学生将学生用书翻至第 53 页, 活动 4。读出活动 4 中的单词及短语, 说一说单词及短语的含义。告诉学生, 下面将会听到一段 Marcos 和 Ed 的通话录音, 他们正在讨论在巴西的旅行计划。请学生猜一猜, 他们都准备做什么。
- 播放录音, 让学生根据录音选择两人计划在旅行中要做的事情, 并在相应的单词及短语前的方框中打钩。
- 再次播放录音, 让学生自己核对答案。
- 全班一起核对答案。

**SB CD2 40**

**Marcos:** Hi Ed. We're really excited about your visit next week.

**Ed:** Me too. What are we going to do in Brazil?

**Marcos:** We're going to visit the most famous statue in my city, and we're going to go for a drive in the jungle, too.

**Ed:** Fantastic! Are we going to see any dancing in the streets?

**Marcos:** I'm afraid not. There isn't any dancing at this time of year. But the weather's going to be nice, so we're going to camp at the beach.

**Ed:** Great! Are we going to go surfing there?

**Marcos:** No, we aren't. Surfing is dangerous. But we're going to swim and sunbathe, and we're going to have sailing lessons, too.

**Ed:** Sailing? Cool!

go sightseeing  
drive into the jungle  
camp  
go swimming  
sunbathe  
go sailing

**Speaking**

**做活动:** Imagine you're going to visit another country. Complete the information about you. Then ask a friend and complete the information about him/her too.

**SB P53**

- 让学生将学生用书翻至第 53 页, 活动 5。
- 教师引导学生思考以下问题: 如果可以出国旅行, 你想要去哪个国家? 在那里待多久? 在这个国家旅行计划做哪些事情? 会去参观这个国家的哪些事物? 让学生将自己想出的答案依次写在表格第二行的空格中。
- 完成后, 教师指向任意一名学生问: Where are you going to go? 让该名根据自己所填的表格回答, 如: I'm going to go to Britain.
- 让学生两人一组, 两人轮流使用表格第一行中的问题相互提问, 然后使用自己表格所填的信息回答问题, 并将对方的回答依次记录在自己表格第二行的空格中。
- 教师请几名学生在全班面前分享自己及同伴的旅行计划。

**补充活动**

**做活动:** Make a plan for your trip.

- 让学生在教室自由走动, 然后使用学生用书第 53 页活动 5 表格中的问题向任意学生提问, 了解对方的出

**答案**

国旅行计划。如果对方与自己计划去的国家一致，则与对方组成一个小组。

- 让每组的成员互相讨论，通过回答表格第一行提出的四个问题制定出一个本组成员的旅行计划，并将计划写在表格下方。
- 限时五分钟，让每组选出一名代表向全班介绍本组的旅行计划，全班投票选出最有趣的旅行计划。

### Writing

**做活动：**Imagine a friend from another country is going to stay with you next week. What are you going to do with him/her each day? Write an email to your friend about your plans.

### SB P53

- 让学生假设自己的一名外国朋友下周要来拜访自己。让学生头脑风暴，想想他们将会带外国朋友去哪些地方，做些什么。
- 让学生将学生用书翻至 53 页，活动 6。让学生根据自己的思考和活动 6 中的文字提示给自己的外国朋友写一封电子邮件，向他介绍自己的活动计划。
- 完成后，让学生两人一组，轮流读出自己的邮件，检查是否存在语法及拼写错误。
- 请几名学生在全班面前读出自己的邮件，让其他学生检查邮件中是否存在语法错误。
- 教师引导学生回忆电子邮件的书写格式，提醒学生注意在邮件的正确位置填写收件人和邮件主题。

### 结束本课 Ending the lesson

**做活动：**My travel plan.

- 给每名学生准备一张 A4 纸和一支彩笔，

告诉学生每人要写一个不少于五句话的出国旅行计划。然后用彩笔在句子旁边画上相应的插图，做成自己的旅行计划表。

- 完成后，让学生在全班展示自己的旅行计划表，介绍自己的旅行计划。全班投票选出制作最精美的旅行计划表。

### 阅读时间 Now, read!



### A Magic Map

#### 重点词汇

Australia, China, come back, France, frightened, go sightseeing, guard, leave, meet friends, Paris, the Eiffel Tower, the Seine River, the world

#### 故事简介

周末外面下着雨，Chen Li 不能出去玩，只能待在家里。她看着手里的世界地图，想象自己去世界各地游玩。她闭上眼睛用手一指地图上的澳大利亚，然后睁开眼睛，结果自己来到了澳大利亚的沙滩上。Chen Li 十分惊喜，她发现自己有一张魔法地图。然后她又去了法国参观了埃菲尔铁塔和塞纳河，还去了博物馆。但是她在博物馆里弄丢了地图没办法回家了，Chen Li 大哭起来。哭着哭着，Chen Li 醒了。原来这是她自己做的一场梦。

#### 练习答案

- 一、 c, e, h, d, i, g, a, j, f, b
- 二、 略
- 三、 略

**家庭作业**

活动用书第 29 页

活动 10 Read the email. Where is Roz going to go?

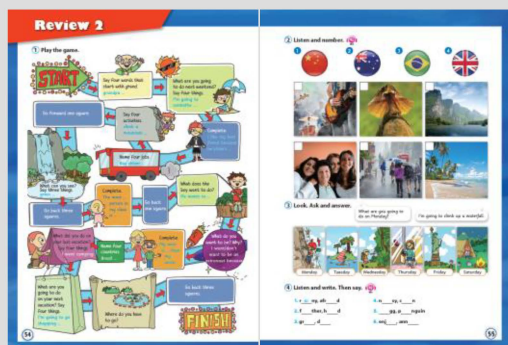
活动 11 Read again and complete the answers.

Use only ONE word.

活动 12 Imagine you win a fantastic trip to a different country. Write an email to your grandparents or a friend about it. Use the email in activity 10 to help you.

下课前，将全班分为三组，把第 4 至第 6 单元的三首歌曲随机分配给三个组，每组分配一首。让每个小组课下自行组织练习排演歌曲，下次上课时三组进行表演。

## Review 2 复习 2



## 教学目标

复习第 4—6 单元的单词和句型

## 目标语言

单词：4—6 单元词汇

句型：4—6 单元句型

## 教具准备

其他教具（教师自备）：写有数字 1、2、3 的三张纸条，每张纸条上写一个数字；给每四名同学准备一个骰子；给每四名同学准备红、黄、蓝、绿四种颜色的跳棋各一枚；写有以下六个字母（组合）（e, ea, ai, ay, oy, oi）的纸杯，每个纸杯上写一个字母（组合）；准备三个信封，每个信封中随机放入印有第 4 至第 6 单元拼读单词（penguin, shelf, chess, bread, feather, treasure, tail, afraid, rainy, gray, pay, tray, enjoy, cowboy, annoy, coin, noisy, point）图片的小卡片，每张小卡片上印一张图片

## 热身活动 Warmer

## 做活动：Singing competition

- 拿出事先准备好的写有数字 1、2、3 的三张纸条，打乱顺序放在教室前面。让学生按照上节课课后的分组，每组选择一名学生到教室前面抽签。然后按照抽签顺序依次到教室前面演唱歌曲，进行卡拉OK比赛。
- 教师逐一播放每首歌曲的卡拉OK，让学生跟随音乐合唱。

- 全班投票选出表演最好的一组。

## 复习单词 Review: words

## 做活动：Play the game.

## SB P54

- 让学生将学生用书翻至第 54 页，活动 1。
- 将全班分成四人小组，每组准备一个骰子和红、黄、蓝、绿四种颜色的跳棋各一枚。让学生分组做掷骰子走迷宫的游戏。
- 教师向学生讲述游戏规则：每组的四名同学每人选择一个颜色的跳棋，四人均将跳棋放在迷宫的起始位置 START，然后四人轮流掷骰子，根据骰子朝上面上的数字，沿箭头方向挪动相应步数的跳棋，每个写有文字的图片代表一步，然后读出跳棋停止时所处图片中的问题，让学生回答出问题。如果学生答对问题，则继续参与下一轮掷骰子。如果学生没有正确答出问题，则本组其他同学帮助他回答问题，则该同学失去下一次掷骰子的机会，需再等一轮后才能继续掷骰子。每人轮流掷骰子，重复上述步骤，直至学生的跳棋移至 FINISH 处，该同学获胜。其他同学继续游戏，直至本组四名同学的跳棋全部移至 FINISH 处，游戏结束。
- 限时十分钟，让学生以小组为单位做游戏，教师在教室中巡视，看看学生是否都听懂了游戏规则。时间结束后，获胜的学生举手。看看哪组获胜的学生人数最多。
- 教师随机挑选活动 1 中的问题向全班学生提问，随机请几名学生起来回答问题。

## 做游戏：Clap in rhythm

- 让学生四人一组，让四人围坐成一圈，有节奏地拍两次手，再拍两次腿。然后

从小组中的一名学生开始，在拍打节拍的时候任意说一个第4至第6单元的核心单词，如：forest，让小组内的下一名学生听到单词后，边打节拍边说一个与该学生所说单词属于一类的单词，如：island。下一名学生继续边拍打节拍边说单词。要求学生在说单词的同时，要一直拍打节拍。看看哪位学生没有在规定的节拍中说出正确的单词，或者在说单词的同时拍错了节拍。如果出现错误，则从出错的学生开始，重新开始做游戏。

- 每组选出一名学生到教室前面与教师一起做游戏，出错的学生淘汰，留到最后的学生为所在小组赢得一分，最后得分最高的小组获胜。

### 复习句型 Review: patterns

做活动：Listen and number.

#### SB P55

- 让学生将学生用书翻至第55页，活动2。让学生看四个国旗，说一说国旗对应的国家单词。然后让学生观察下面6幅图片，说一说图片中的内容，然后猜一猜图片分别对应上面的哪个国家。
- 告诉学生，接下来将要听到一段与四个国家人文及景观相关的对话。
- 播放录音，让学生根据录音将代表国家的国旗与下面的六幅图片进行匹配，并将国旗序号填在图片左上角的方框中。
- 全班一起核对答案。

#### SB CD2 41

Girl: Where are you going to go on your next vacation?

Boy: Around the world! I'm really excited.

Girl: Which is the most exciting country on your trip?

Boy: I don't know. Australia has the

strangest animals. Brazil has the friendliest people. And it has the most famous beaches too. China has the most beautiful mountains. Oh, and I'm going to see my favorite band in Britain. Britain has the best bands. But it has the worst weather!

答案（从左至右，从上至下）

4, 2, 1, 3, 4, 3

做活动：Look. Ask and answer.

#### SB P55

- 让学生将学生用书翻至第55页，活动3。让学生观察活动3的六幅图片，说一说图片内容并读出图片下方的星期单词。然后教师问：What are you going to do on Monday? 然后请任意一名学生找到活动3中Monday对应的图片，并根据图片内容回答：I'm going to climb up a waterfall.
- 待学生明白活动要求后，让学生两人一组，根据图片内容仿照例句进行对话。一人用What are you going to do on ...?句型进行提问，另一人根据图片内容回答。两人交换角色继续进行对话。
- 请几组学生在全班面前进行对话。

做活动：Listen and write.

#### WB P30

- 让学生将活动用书翻至第30页，活动2。让学生观察六幅图片，说一说图片中的人物活动。告诉学生接下来将会听到六段与图片人物活动相关的录音。
- 播放录音，让学生根据录音将录音与图片配对，并将每段录音对应的字母填到相应图片下方的方框中。
- 全班一起核对答案。

## WB CD 28

- a Daisy usually loves camping, but she isn't enjoying it today.
- b Paddy and Sue are sunbathing, and later they're going to go swimming.
- c Jill's going to meet her friend Jake in New York and go skating with him.
- d David is the most intelligent boy in the class.
- e Dan's leaving the house now. He's going to go fishing.
- f Tony likes sailing with his grandchildren, but his grandson is more helpful on the boat than his granddaughter.

**答案** (从左至右, 从上至下)

e, d, c, b, a, f

## 复习语音 Review: phonics

**做活动: Listen and write. Then say.**

## SB P55

- 让学生将学生用书翻至第 55 页, 活动 4。播放录音, 让学生先听第一题, 并看示范答案。
- 继续播放录音, 让学生根据听到的单词填写相应的字母组合, 补全单词。
- 请学生说出填写的单词, 全班一起核对答案。

## SB CD2 42

- rainy, afraid
- feather, head
- gray, day
- noisy, coin
- egg, penguin
- enjoy, annoy

## 答案

- ai
- ea
- ay
- oi
- e
- oy

## 结束本课 Ending the lesson

## 做游戏: Cup game

- 将事先准备好的写有以下六个字母(组合)(e, ea, ai, ay, oy, oi)的纸杯放在教室前面排成一排。
- 将全班分成三组, 给每组准备一个信封, 每个信封中随机放入印有第 4 至第 6 单元拼读单词(penguin, shelf, chess, bread, feather, treasure, tail, afraid, rainy, gray, pay, tray, enjoy, cowboy, annoy, coin, noisy, point)图片的小卡片, 每张小卡片上印一张图片。
- 让学生拿出本组信封中的小卡片, 根据卡片上的图片推测出相应的单词, 然后将卡片放入写有对应字母(组合)的纸杯中。
- 让每组轮流到教室前面放卡片, 待三组都放完后, 教师依次拿出每个纸杯中的小卡片, 请全班一起读出卡片对应的单词并检查卡片是否投入了正确的纸杯。

## 家庭作业

活动用书第 30-31 页

活动 1 Circle five more words for each column.

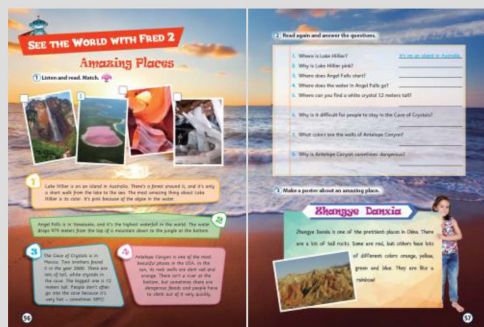
Then write.

活动 3 Look, read and write.

活动 4 Complete with the comparative or superlative form.



## See the world with Fred 2



## 教学目标

了解世界上不同的地貌特征

## 目标语言

单词: algae, canyon, cave, crystal

## 教具准备

其他教具（教师自备）：将学生用书第 56 页活动 1 的四张照片扩印在 A4 纸上，每张纸上印一张照片（如果条件允许，也可以用 PPT 呈现）；准备一张世界地图（或做成 PPT 呈现）；给每四名同学准备一张 A3 纸和一支彩笔；为学生准备一些世界地理奇观的图片，如：云南石林、美国黄石公园等，并在教学板或 PPT 上呈现图片和与图片相关的关键词，如：Shilin Geo-park, tall rock, Yellowstone National Park, Great Canyon, Old Faithful, geyser

## 热身活动 Warmer

## 做游戏: Free talk

- 教师告诉学生，今天的课程将带领大家一起去探索世界上几个神奇的地方。让学生分享自己知道的神奇的地方。教师说: Today we're going to read about some very amazing places around the world. You can't even imagine. Do you know any amazing places? I think the Dead Sea is quite an amazing place. You can float there because it is the saltiest water body around the world. Anyone would like to

share with us some other amazing places?

- 鼓励学生用学过的单词和句型表达，如 river, mountain, waterfall 等。如果学生不会说英文，也可以用中文表达。

## 知识激活 Activation

## 做活动: Let's talk!

- 将准备好的学生用书第 56 页活动 1 的四张照片展示给学生（如果条件允许，也可以用 PPT 呈现），让学生观察四张照片，说一说照片内容。引导学生用学过的单词描述照片，如 river, waterfall, mountain, lake, beach, sea。并为学生扫除词汇障碍: algae, canyon, cave, crystal.
- 教师通过提问，引导学生理解照片。如，教师指着希利尔湖的照片问: Look at this picture. What can you see in the picture? (There's a lake.) What's next to the lake? (It's a sea.) What color is the lake? (It's pink.) Why is it pink? Can you guess? (Because of the algae in the water.) 指向安赫尔瀑布的照片问: What can you see in the picture? (A waterfall.) 指向羚羊峡谷的照片问: What's in the picture? (It's a canyon.) What color are the walls in the canyon? (They are dark red and orange.) 指向水晶洞的照片问: What's in the picture? (It's a cave.) What are these in the cave? (They are crystals. Very clear, look like ice.)
- 让学生两人一组观察照片并讨论问题，然后将讨论结果写下来。
- 请几名同学向全班汇报他们讨论的结果，鼓励学生尽量用英文表达。教师可以根据学生的回答适时引出本课文章中的一些生词: algae, canyon, cave, crystal，并适当解释单词含义。

## 知识学习 Knowledge

做活动: Listen and read. Match.

## SB P56

- 让学生将学生用书翻至第 56 页,活动 1。请学生观察照片,说一说照片中的内容。教师将活动中出现的有关地貌特征的单词 (algae, canyon, cave, crystal) 依次写在教学板上,并带读单词。
- 播放录音,让学生听一遍,边听边指向文章中对应的单词。
- 再次播放录音,让学生检查自己之前的猜测是否正确。然后将照片与文字段落进行匹配,并将段落对应的序号填到照片左上角的方框中。
- 全班一起核对答案。

## SB CD2 43

Lake Hillier is on an island in Australia. There's a forest around it, and it's only a short walk from the lake to the sea. The most amazing thing about Lake Hillier is its color. It's pink because of the algae in the water.

Angel Falls is in Venezuela, and it's the highest waterfall in the world. The water drops 979 meters from the top of a mountain down to the jungle at the bottom.

The Cave of Crystals is in Mexico. Two brothers found it in the year 2000. There are lots of tall, white crystals in the cave. The biggest one is 12 meters tall. People don't often go into the cave because it's very hot – sometimes 58°C!

Antelope Canyon is one of the most beautiful places in the USA. In the sun, its rock walls are dark red and orange. There isn't a river at the bottom, but sometimes there are dangerous

floods and people have to climb out of it very quickly.

答案 (从左至右)

2, 1, 4, 3

做活动: Read again and answer the questions.

## SB P57

- 让学生将学生用书翻至第 57 页,活动 2。让学生读出活动 2 的八个题目,然后再次阅读学生用书第 56 页活动 1 的文章。根据文章内容回答问题,并将答案写在问题后面对应的横线上。
- 全班一起核对答案。

答案

- 1 It's on an island in Australia.
- 2 It's pink because of the algae in the water.
- 3 It starts from the top of a mountain.
- 4 It goes into the jungle.
- 5 You can find the crystals in the Cave of Crystals in Mexico.
- 6 Because it's very hot.
- 7 They're dark red and orange.
- 8 Because sometimes there are dangerous floods.

## 知识运用 Project

做活动: Text to self

- 让学生四人一组,分组讨论希利尔湖、安赫尔瀑布、羚羊峡谷、水晶洞四个景点的景区特色,让学生在小组内自由发表意见并选出最神奇的景点和最想去的景点。
- 让每组为旅客设计一个游览四个景点的旅行路线,并且依据学生用书 56 页活

动 1 的文章内容为旅客介绍四个景点的景区特色。

- 教师将一张世界地图贴在教学板上，让每组选出一名学生依次到教室前面展示本组设计的旅行路线，同时介绍四个景点的景区特色。
- 全班投票选出路线设计最合理的小组和景点特色介绍得最好的小组。

**做活动: Make a poster about an amazing place.**

#### SB P57

- 将学生用书第 57 页活动 3 的照片呈现给学生（如果条件允许，也可以做成 PPT），让学生观察照片，说一说照片内容。教师问: Do you know where it is in the picture? 看看是否有学生知道照片中是什么地方。如果有学生能够说出照片中的地貌景观或景观地点，则请该学生到教室前面向全班介绍该地的地貌特色或其他相关信息。
- 让学生将学生用书翻至第 57 页，活动 3。让学生读出海报上的文字，了解照片中的地理奇观。
- 让学生四人一组，给每组准备一张 A3 纸和一支彩笔，让每组讨论并选定一处具有奇特地貌特征的景点。选定之后，让学生上网搜索景点的相关信息，然后仿照活动 3 的内容及版式制作一张海报。
- 教师可以为学生准备一些世界地理奇观的图片，如：云南石林、美国黄石公园等，并在教学板或 PPT 上呈现图片和与图片相关的关键词，如: She Lin Geo-park, tall rock, Yellowstone National Park, Great Canyon, Old Faithful, geyser。
- 请每组将完成后的海报贴在教学板上，向全班介绍本组的景点。

- 全班投票选出最有趣的景点和制作最精美的一幅海报。

#### 结束本课 Ending the lesson

**做活动: What did we learn today?**

- 问: What did we learn today? 引导学生说出: I learned about four amazing places around the world. I also made a poster about an amazing place with my group members.

#### 家庭作业

活动用书第 32-33 页

活动 5 Write questions about these people's plans. Then answer them.

活动 6 Listen and write. Then match.

活动 7 Read the letter and answer the questions.

活动 8 Complete the conversation with the words in the box.



### 教学目标

视频教学 2 与第 4 单元 *Around the lake* 以及 *See the world with Fred 2* 的主题及语言知识衔接紧密，可供教师用于相应单元课堂拓展活动或复习。

初步了解什么是生态系统，练习绘制思维导图并借助思维导图做简单的英文陈述。

### 目标语言

单词：ecosystem, ecological system, living organism, environment, mineral, eco-philosopher, depend on, successfully, oxygen, carbon dioxide, sunlight, temperature, living beings, amazingly, energy, collect, soil, chemical, organism, waste, decompose, atmosphere, pond, biome

### 视频概要

介绍“生态系统”的概念，以及生态系统中的有机物和无机物如何相互作用与共生。

### 教具准备

其他教具（教师自备）：给每四名同学准备一张 A3 纸和一支彩笔

### Before you watch 观看前

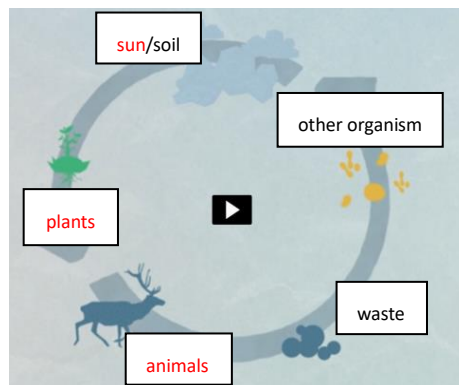
- 让学生将学生用书翻至第 56 页，看活动 1，回顾文章内容。问：Why is Lake Hillier pink? (It's pink because of the algae in the water.)
- 向学生解释 algae 的中文含义是海藻，告诉学生海藻是一种微生物。希利尔湖的湖水含盐量很高，湖水中有一种适宜在高盐度水中生活的海藻，这种海藻能释放出胡萝卜素，胡萝卜素让湖水变成

粉色。告诉学生，希利尔湖和生活在湖中的海藻构成一个生态系统，借此引出视频主题——ecosystem。

- 让学生看学生用书第 56 页，活动 1 中安赫尔瀑布的照片，说一说照片中有什么（waterfall, forest, river）以及在该环境下可能生存的动物（fish, birds, monkeys, etc.）告诉学生，照片中的瀑布也可以构成一个生态系统。
- 将单词 ecosystem 写在教学板中间，让学生进行头脑风暴，想想日常生活中还存在哪些生态系统。教师将学生说出的答案写在 ecosystem 旁边。如果学生想不出更多的生态系统，教师可以让学生回忆第 4 单元 Story 1 中所学的重点单词，说一说单词对应的中文含义，教师告诉学生：岛屿、湖泊、瀑布、河流等自然景观都可以构成一个生态系统。
- 告诉学生接下来将要观看一个有关生态系统的短视频。看完短视频以后，学生能够了解什么是生态系统，以及生态系统的特征。

### When you watch 观看时

- 播放短视频，让学生完整观看一遍。
- 再次播放短视频，鼓励学生边看边做笔记，将短视频中提到的生态系统记录下来。看完后，让几名学生读出自己记录的生态系统。
- 教师仿照下图在教学板上画出维导图（标红的文字不要写出来，留给学生填空）：



第三次播放纪录片，让学生完成思维导图并鼓励学生根据思维导图，解释太阳、

- 土地、植物、动物和微生物之间的关系。
- 视频中出现的生词（ecosystem, ecological system, living organism, environment, mineral, eco-philosopher, depend on, successfully, oxygen, carbon dioxide, sunlight, temperature, living beings, amazingly, energy, collect, soil, chemical, organism, waste, decompose, atmosphere, pond, biome）如果成为学生理解视频的障碍，教师可以予以适当解释，帮助学生理解视频内容。
- After you watch 观看后**
- 将全班分成四人小组，给每组准备一张A3纸和一支彩笔。
  - 教师带领学生回顾生态系统的定义（Ecosystem means all the living organisms in a place along with all the other things that make up their environment.）
  - 让学生以小组为单位讨论并选定一个生态系统，然后思维导图画出生态系统中动物、植物、微生物及无机物之间的关系。
  - 让每组轮流在全班展示本组的思维导图，讲解该生态系统的特征。
  - 全班投票选出制作最精美的思维导图。

## English Journey 4A WB

### 录音文本/答案

#### Unit 1 Happy days

##### 1. Write and number. Then listen and check.

WB P2 CD 02

1. have fun
2. go on vacation
3. build a sandcastle
4. visit friends
5. travel by plane
6. take a photo

#### 答案

1. have fun
2. go on vacation
3. build a sandcastle
4. visit friends
5. travel by plane
6. take a photo

a-2, b-4, c-5, d-3, e-6, f-1

##### 2. Complete the sentences with the words in the box in their correct forms. WB P2

#### 答案

1. traveled
2. went
3. built
4. took
5. visited
6. had

##### 3. Complete the text with the verbs from activity 2. WB P2

#### 答案

1. went
2. took
3. built
4. visited
5. had
6. traveled

##### 4. Match and write. Then listen and check.

WB P3 CD 03

1. drive a go-kart
2. ride a scooter
3. say hello
4. go fast
5. fall off
6. feel bad

#### 答案

1. drive a go-kart
2. ride a scooter
3. say hello
4. go fast
5. fall off
6. feel bad

##### 5. Look and read. Circle the correct words.

WB P3

#### 答案

1. rode
2. fell
3. didn't cry
4. didn't ride

##### 6. Look, read and correct. WB P3

#### 答案

1. They didn't play on the beach.  
They played in the park.
2. Ben didn't ride a scooter.  
Ben rode a bike.
3. Martha didn't drive a car.  
Martha drove a go-kart.
4. Martha didn't go slowly.  
Martha went fast.
5. Nick didn't say hello to Martha.  
Nick said hello to Ben.
6. Mike didn't fall off his horse.  
Mike fell off his scooter.
7. Sally didn't feel great.  
Sally felt bad.



**7. Listen and write. WB P4 CD 04**

1. There's a short horse at the farm.
2. There's a party in the dark yard.
3. They're doing sports in the park this morning.
4. They're reading a story about sharks in the car.

**答案**

1. or or ar
2. ar ar ar
3. or ar or
4. or ar ar

**8. Read and complete the text. WB P4**

**答案**

1. friends
2. go-karts
3. had
5. went
5. said
6. photo
7. have

**9. Listen and tick. WB P4 CD 09**

**1**

**Jill:** Hi, Tony! Where were you on Saturday?

**Tony:** I went to the beach with my cousins. We built a really big sandcastle. Look! I took this photo of my cousin Sarah next to it.

**Jill:** Cool!

**2**

**Clare:** I had a lot of fun at my friend's party. We didn't play games. We drove go-karts. We went really fast!

**Grandpa:** That's nice, Clare. Was there any food at the party?

**Clare:** Yes, there were sandwiches and a big cake. I didn't have any cake, but the sandwiches were lovely.

**3**

**Lily:** I feel really bad about my brother!

**Mike:** Why, Lily?

**Lily:** I rode my bike with no hands earlier, and I fell off. My brother was on his scooter, and I fell on him. Now he's at the doctor's because his leg really hurts.

**Mike:** Oh...

**答案**

1. c
2. b
3. b

**10. Read Annie and Bill's review. Who liked their time at Treely Beach? WB P5**

**答案**

Annie

**11. Read the reviews again. Complete the sentences. WB P5**

**答案**

1. vacation
2. clean
3. horse
4. family
5. sea/beach
6. Jumped

**12. Write a review of a place. Use the reviews in activity 10 to help you.**

**答案** 略。

**Unit 2 On the roof**

**1. Write and number. Then listen and check. WB P6 CD 06**

1. mirror
2. fan
3. towel
4. toothbrush
5. seat
6. painting

**答案**

1. mirror
2. fan
3. towel
4. toothbrush
5. seat
6. painting

a-4, b-1, c-3, d-5, e-6, f-2

**2. Circle the correct words in the questions and choose the correct answers. WB P6**

**答案**

1. go
2. Yes, I did.
3. visit
4. No, he didn't.
5. take
6. No, I didn't.
7. have
8. Yes, they did.

**3. Look and write the questions and answers. WB P6**

**答案**

1. Did Jack drop, Yes, he did.
2. Did it fall, No, it didn't.
3. Did he pick, No, he didn't.
4. Did the boys paint, No, they didn't.
5. Did they speak, Yes, they did.
6. Did they like, Yes, they did.

**4. Look and write. Then listen and check. WB P7 CD 07**

1. garage
2. basement
3. elevator
4. stairs
5. balcony
6. roof

**答案**

1. garage
2. basement
3. elevator
4. stairs
5. balcony
6. roof

**5. Match. WB P7**

**答案**

- 1-f, 2-b, 3-a, 4-e, 5-c, 6-d

**6. Look and write. WB P7**

**答案**

1. When did he go, went
2. What did he have, had
3. How did he get, climbed
4. What did he see
5. Where did he fall?, fell
6. Did he go, No, didn't

**7. Listen and write. WB P8 CD 08**

1. The bird likes surfing on Thursdays.
2. Her skirt and shirt are dirty.
3. It's the purple turtle's birthday.
4. The girl with curly hair is thirsty.

**答案**

1. The bird likes surfing on Thursdays.
2. Her skirt and shirt are dirty.
3. It's the purple turtle's birthday.
4. The girl with curly hair is thirsty.

**8. Look and read. Complete the text. WB P8**

**答案**

1. seat
2. painting
3. paint
4. didn't
5. painted

6. did
7. towel
8. mirror

9. Ellie cleaned her room. Where did she put things a-f? Listen and write. **WB P8 CD 09**

- Dad:** Well done, Ellie! Your room is better now. Where did you put your dirty clothes?
- Ellie:** In the box under the window, and my books are on the desk.
- Dad:** Did you put your towel in the bathroom?
- Ellie:** No, it's on the back of my chair.
- Dad:** But Ellie, it always falls on the floor. Put it in the bathroom after your shower.
- Ellie:** OK, Dad. And did you see? I put some of my paintings on the walls.
- Dad:** Well done! I like the picture of mountains next to the mirror. Did you paint it at school?
- Ellie:** Yes, I did. Do you like that painting next to the fan? I painted that horse at grandma's house.
- Dad:** It's great! But Ellie, [curiously and humorously] why is there a toothbrush on your bed?
- Ellie:** [laugh] Well, it was under my bed before! I must put it in the bathroom.

**答案** 略。

10. Read. Then circle the correct sentence. **WB P9**

**答案**  
a

11. Read again and answer. **WB P9**

**答案** 略。

12. Think of your last visit to a hotel, or imagine one. Answer the hotel's questions.

**答案** 略。

**Unit 3 What do you want to be?**

1. Order the letters and write the jobs. Then listen and check. **WB P10 CD 10**

1. clown.
2. farmer.
3. astronaut
4. bus driver
5. nurse
6. singer

**答案**

1. clown
2. farmer
3. astronaut
4. bus driver
5. nurse
6. singer

2. Unjumble, and match questions 1-3 with answers a-c. **WB P10**

**答案**

1. Do you want to work with animals?  
Yes, I do. I want to be a farmer.
2. Does she want to be a doctor?  
Yes, she does. She wants to help sick people.
3. Why do you want to be a singer?  
Because I want to be famous.

3. Complete the conversation. **WB P10**

**答案**

1. want to be
2. want to work
3. does she want to do
4. wants to be
5. don't want to have

6. don't want to travel

**4. Complete the adjectives and match the opposites. Then listen and check the words.**

**WB P11 CD 11**

1-5 boring, exciting

2-6 easy, difficult

3-4 dangerous, safe

**答案**

1. boring–5. exciting

2. easy–6. difficult

3. dangerous–4. safe

**5. Look and complete the sentences. Use the words. WB P11**

**答案**

1. The farmers have to work with dangerous animals.
2. The astronaut has to eat boring food.
3. The singers don't have to play the piano.
4. The nurse doesn't have to clean the floor.

**6. Complete with the correct form of *have to* or *don't have to* and the verb in brackets.**

**WB P11**

**答案**

1. have to do
2. has to make
3. have to help
4. doesn't have to go
5. has to travel
6. doesn't have to get up
7. don't have to cook

**7. Listen and write. WB P12 CD 12**

1. The cook's cooking cookies.
2. That's good! The bag is full of wood.
3. Put that bush in the yard, not the cookhouse!

4. Look! She's pulling his foot.

**答案**

1. The cook's cooking cookies.
2. That's good! The bag is full of wood.
3. Put that bush in the yard, not the cookhouse!
4. Look! She's pulling his foot.

**8. Complete the conversation with these words. WB P12**

**答案**

1. want
2. to
3. has
4. difficult
5. does
6. bus driver
7. have

**9. It's Saturday, and Bill is at his friend Sally's house for lunch. Listen and complete the sentences. WB P12 CD 13**

**Bill:** This fish is fantastic. Thank you!

**Sally's Dad:** Sally's mom cooked it this morning, before work.

**Bill:** Work? On a Saturday? What does she do?

**Sally's Dad:** She's a cook. She works in a café in town.

**Sally:** She loves cooking, but she wants to find a new job.

**Bill:** Why?

**Sally:** Because the café is very busy on weekends. She always has to work on Saturdays and Sundays, but she wants to be with me and Dad then. She wants to work from Monday to Friday, but not on weekends.

**Bill:** Well, our school is looking for a new cook. I saw an advert on the school website.

**Sally:** Let's tell Mom about it, Dad!

**Sally's Dad:** Yes, good idea! School cooks only have to work from Monday to Friday.

**Bill:** And she can cook lovely fish like this for us. Yum!

**答案**

1. mom
2. cook
3. café
4. Saturdays, Sundays
5. Monday, Friday
6. school

**10. Read the advertisement. What is it about? Circle the best answer.**

**WB P13**

**答案**

b

**11. Read again. True or false? Write T or F.**

**WB P13**

**答案**

1. T
2. T
3. F
4. F
5. T
6. F

**12. Choose one of these after-school activities and write an advertisement.**

**WB P13**

**答案** 略。

**Review 1**

**1. Circle five more words for each column. Then write. WB P14**

**答案**

**Jobs:** clown, bus driver, nurse, singer, farmer, astronaut

**Words to describe jobs:** exciting, easy, difficult, dangerous, safe, boring

**Parts of a building:** balcony, roof, garage, stairs, basement, elevator

**2. Listen and write. WB P14 CD 14**

- a. The go-kart didn't go very fast, but Tilly had fun in it.
- b. Paul didn't have his towel. It was in his bedroom.
- c. Mary drove because her children didn't want to travel by plane.
- d. Jane liked having a seat next to the window.
- e. Sally didn't bring her toothbrush.
- f. David felt really bad about the mirror.

**答案**

1-b, 2-e, 3-f, 4-c, 5-a, 6-d

**3. Look and write. Use the past tense of the correct verb pair. WB P15**

**答案**

1. rode, didn't fall off
2. saw, said
3. looked, didn't like
4. felt, didn't work
5. drove, didn't go
6. went, didn't have

**4. Complete with the correct verb form. WB P15**

**答案**

1. Did you visit
2. had
3. went
4. saw
5. didn't have
6. Did Kath take
7. took
8. didn't go
9. did you do
10. watched

**5. Make sentences from these words. Then put them in the conversation. WB P16**

**答案**

1. my sister has to clean the hall
2. I want to be a cook
3. I have to make dinner with Mom
4. What do you want to be
5. Do you have to help at home
6. I don't want to work in a kitchen

A-1, B-5, C-3, D-2, E-6, F-4

**6. Listen and write. Then match. WB P16 CD 15**

1. The girl with curly hair is good at sport.
2. Her skirt is long but her shirt is dirty and short.
3. The farmer's horse is pulling the wood in the yard.
4. The turtle is having a party with the sharks.

**答案**

1. The **girl** with **curly** hair is **good** at sport.
2. Her **skirt** is long but her **shirt** is **dirty** and **short**.
3. The **farmer's** **horse** is **pulling** the **wood** in the **yard**.
4. The **turtle** is having a **party** with the **sharks**.

(从左至右) 3, 1, 2, 4

**7. Read the interview with Tony Duke. Match the questions with the answers. WB P17**

**答案**

1. C
2. A
3. E
4. D
5. B

**8. Read and complete. WB P17**

**答案**

1. don't
2. balcony
3. bikes
4. built
5. clown
6. want
7. exciting
8. didn't
9. fell off
10. has

**Unit 4 Around the lake**

**1. Unjumble the words. Then listen and check. WB P18 CD 16**

1. lake
2. river
3. forest
4. waterfall
5. jungle
6. island

**答案**

1. lake
2. river
3. forest
4. waterfall
5. jungle
6. island



**2. Match and number. WB P18**

**答案**

1. jump into the river
2. walk out of the jungle
3. swim around the island
4. ride down the mountain
5. climb up the waterfall

(从左至右, 从上至下) 4, 2, 1, 3, 5

**3. Look and complete. Use words from activity 1 or 2. WB P18**

**答案**

1. river
2. around
3. waterfall
4. out of
5. into
6. up
7. down

**4. Look at the pictures and complete the crossword. Then listen and check. WB P19 CD 17**

1. fishing
2. skating
3. sailing
4. swimming
5. cycling
6. shopping

**答案**

1. fishing
2. skating
3. sailing
4. swimming
5. cycling
6. shopping

**5. Look, read and complete. WB P19**

**答案**

1. fishing, shopping, shopping, fishing
2. skating, cycling, cycling, skating
3. sailing, swimming, swimming, sailing

**6. Complete. Use the -er or more form of the adjective. WB P19**

**答案**

1. faster, more exciting
2. bigger, more famous, dirtier, nicer
3. stronger, more careful, more dangerous

**7. Listen and write. WB P20 CD 18**

1. The yellow penguin's standing on its head.
2. The red elephants are playing chess.
3. There's a feather in the bread on the shelf.
4. There's a sweater and some treasure on the bed.

**答案**

1. The yellow penguin's standing on its head.
2. The red elephants are playing chess.
3. There's a feather in the bread on the shelf.
4. There's a sweater and some treasure on the bed.

**8. Read and complete the conversation. WB P20**

**答案**

1. swimming
2. lake
3. island
4. out
5. cycling
6. than
7. more
8. down

**9. Listen and match. WB P20 CD 19**

**Sue:** Hi, Grace. Did you have a good

vacation last week?

**Grace:** Great, thanks! Do you want to see my photos?

**Sue:** Yeah, of course.

**Grace:** On Monday we went fishing on a lake.

**Sue:** What a beautiful lake!

**Grace:** Yes, it was lovely. We went there again on Tuesday for a swim. Then on Wednesday we went shopping in town.

**Sue:** What did you buy?

**Grace:** A toy elephant. And the day after that, we saw some real elephants at the zoo. Look!

**Sue:** That's a great photo!

**Grace:** Thanks! On Friday we wanted to go sailing, but there weren't any boats that day so we went cycling.

**Sue:** Did you go sailing another day?

**Grace:** Yes, we went the day after that, and I loved it! Saturday was my favorite day of the vacation.

**答案**

(从上至下) 5, 2, 6, 3, 1, 4

**10. Which activities did Luke do? Read his diary and tick. WB P21**

**答案**

1, 2, 3

**11. Read the diary again and answer the questions.**

**答案**

1. A waterfall.
2. It was more beautiful than all the other places on his trip.
3. A lake, forests and mountains.
4. They went shopping.
5. They went around an island in the lake.
6. Because he wants to go skating on the lake.

**12. Imagine you are on vacation. Write in your diary about your day. Use the diary in activity 10 to help you.**

**答案** 略。

## **Unit 5 He's the best**

**1. Circle five more family words and write. Then listen and check.**

**WB P22 CD 20**

**A boy or man can be:**

An uncle

A grandson

A grandparent

A grandchild

**A girl or woman can be:**

An aunt

A granddaughter.

A grandparent.

A grandchild.

**答案**

**A boy or man can be:**

An uncle

A grandson

A grandparent

a grandchild

**A girl or woman can be:**

An aunt

A granddaughter.

A grandparent.

A grandchild.

**2. Look and read. Complete the text. WB P22**

**答案**

1. The smallest
2. the quietest
3. The noisiest
4. The biggest
5. the nicest
6. the best

3. Look again at the picture in activity 2. Write sentences with the *-est* form of these adjectives. **WB P22**

答案

1. the tallest
2. the curliest
3. the oldest
4. the shortest
5. the whitest
6. the smallest

4. Write and number. Then listen and check. **WB P23 CD 21**

1. pretty
2. intelligent
3. strange
4. handsome
5. helpful
6. friendly

答案

1. pretty
2. intelligent
3. strange
4. handsome
5. helpful
6. friendly

a-3, b-5, c-2, d-4, e-1, f-6

5. Look and number. Complete the sentences with the *-est* or *most* form of the adjectives. **WB P23**

答案

1. the most handsome
2. the most intelligent
3. the prettiest
4. the most helpful
5. the strangest
6. the friendliest

6. Complete. Use *-er*, *-est*, *more* or *most* form of the adjectives. **WB P23**

答案

1. younger, the most boring
2. the strangest, prettier
3. the most helpful, more difficult

7. Listen and complete. **WB P24 CD 22**

1. She's painting a snail today.
2. You have to pay for that gray tray.
3. I'm afraid of sailing on rainy days.
4. They say I mustn't play with the dog's tail.

答案

1. She's painting a snail today.
2. You have to pay for that gray tray.
3. I'm afraid of sailing on rainy days.
4. They say I mustn't play with the dog's tail.

8. Read and complete. **WB P24**

答案

1. movie
2. best
3. most
4. exciting
5. strange
6. helpful

9. Listen and circle. **WB P24 CD 23**

**Kate:** So Joe, what's your favorite thing on TV?

**Joe:** It's a cartoon about aliens.

**Kate:** Really? My best friend at school loves aliens. Can you tell me about the cartoon?

**Joe:** Well, it's called Space Car, and it's the funniest thing on TV. The aliens live in a car.

**Kate:** A car, not a spaceship? That's strange!

**Joe:** Well, the aliens like their car. But they aren't very intelligent, and they make a lot of silly mistakes. They're the worst drivers in space, so their car is very dangerous! Hey, do you want to watch Space Car with me this afternoon?

**Kate:** OK, good idea. And I must tell my friend about it too!

**答案**

1. aliens
2. funny
3. car
4. aren't
5. bad
6. want

**10. Read the text. Does Jim like Tony and his family. WB P25**

**答案** 略。

**11. Read the text again and answer the questions. WB P25**

**答案**

1. They're in the same class.
2. They go climbing in the mountains.
3. He has/eats supper.
4. Three (2 parents, Tony).
5. Space.
6. He helps him with his bike.

**12. Write about a friend. Use the text in activity 10 to help you.**

**答案** 略。

## Unit 6 Around the world

**1. Write and number. Then listen and check. WB P26 CD 24**

1. China
2. Britain
3. Australia
4. the world
5. India
6. the USA
7. Brazil

**答案**

1. China
2. Britain
3. Australia
4. the world
5. India
6. the USA
7. Brazil

a-4, b-7, c-3, d-1, e-6, f-5, g-2

**2. What are their travel plans? Complete the sentences. WB P26**

**答案**

1. is going to look
2. are going to go
3. is going to climb
4. are going to visit
5. is going to play
6. is going to travel

**3. Look at the pictures and complete the sentences in activity 2. Use these words. WB P26**

**答案**

1. Linda isn't going to look for bears. She's going to look for tigers.
2. Bill and Sam aren't going to go fishing. They're going to go surfing.
3. Clare isn't going to climb the Great Wall. She's going to climb mountains.
4. Dan and Lucy aren't going to visit their uncle. They're going to visit their aunt.
5. Robert isn't going to play soccer. He's

- going to play the violin.
6. Daisy isn't going to travel by boat. She's going to travel by helicopter.

**4. Which city is the boy going to visit?**

**Complete the crossword and find the answer.**

**Then listen and check. WB P27 CD 25**

1. camp
  2. sunbathe
  3. meet friends
  4. come back
  5. leave
  6. go sightseeing
- I'm going to visit Mumbai.

**答案**

1. camp
  2. sunbathe
  3. meet friends
  4. come back
  5. leave
  6. go sightseeing
- I'm going to visit Mumbai.

**5. Unjumble the questions and write the answers. WB P27**

**答案**

1. Are you going to go to China this year?  
Yes, I am.
2. Is your mom going to travel with you?  
No, she isn't.
3. Are you going to sleep on the plane?  
No, I'm not.
4. Are you going to meet your cousin there?  
Yes, I am.

**6. Complete the questions. Use these words.**

**WB P27**

**答案**

1. Where are you going to leave
2. Where are you going to go

3. What are you going to do
4. Why are you going to go
5. How many, are you going to stay

**7. Listen and write.**

**WB P28 CD 26**

1. Don't annoy the cowboy.
2. The boys enjoy noisy games.
3. Point to your favorite toy.
4. Joy has lots of coins.

**答案**

1. Don't annoy the cowboy.
2. The boys enjoy noisy games.
3. Point to your favorite toy.
4. Joy has lots of coins.

**8. Read and complete. WB P28**

**答案**

1. D    2. E    3. A    4. C    5. B

**9. Listen and tick the correct picture.**

**WB P28 CD 27**

**1**

**Dad:** We're going to go to the mountains next weekend, Mick.

**Mick:** [excitingly] Cool, Dad! Are we going to camp or stay in a hotel?

**Dad:** We're going to stay at my friend's house. It's next to a lake, and it's really nice.

**2**

**Girl:** Hey, Carl, are you going to go surfing on your vacation?

**Carl:** No, I'm going to go sightseeing. I can't go surfing or sailing because we're going to be in a big city. There's no beach.

**3**

**Bella:** I'm going to ride my bike to Denver next week.

**Man:** Really? It's easier by car, you know, Bella!

**Bella:** Yeah, but I don't like cars or trains. Cycling's going to be fun!

**答案**

1. c 2. b 3. a

**10. Read the email. Where is Roz going to go?**  
**WB P29**

**答案**

2

**11. Read again and complete the answers.**  
**Use only ONE word. WB P29**

**答案**

1. painted
2. dad/father
3. fly
4. sightseeing
5. Four
6. home

**12. Imagine you win a fantastic trip to a different country. Write an email to your grandparents or a friend about it. Use the email in activity 10 to help you.**

**答案** 略。

## **Review 2**

**1. Circle five more words for each column.**  
**Then write. WB P30**

**答案**

**Family:** aunt, uncle, grandparent(s), grandson, granddaughter, grandchildren

**Words to describe people:** friendly, helpful, handsome, intelligent, strange, pretty

**Countries:** India, Australia, China, Brazil, the USA, Britain

**2. Listen and write. WB P30 CD 28**

- a Daisy usually loves camping, but she isn't enjoying it today.
- b Paddy and Sue are sunbathing, and later they're going to go swimming.
- c Jill's going to meet her friend Jake in New York and go skating with him.
- d David is the most intelligent boy in the class.
- e Dan's leaving the house now. He's going to go fishing.
- f Tony likes sailing with his grandchildren, but his grandson is more helpful on the boat than his granddaughter.

**答案**

1-e, 2-d, 3-c, 4-b, 5-a, 6-f

**3. Look, read and write. WB P31**

**答案**

- |           |              |           |
|-----------|--------------|-----------|
| 1. Brazil | 2. waterfall | 3. up     |
| 4. lake   | 5. into      | 6. up     |
| 7. down   | 8. river     | 9. out of |

**4. Complete with the comparative or superlative form. WB P31**

**答案**

1. the biggest, the most famous, smaller
2. the best, the worst
3. more dangerous, safer, the most dangerous
4. the prettiest, more beautiful, friendlier

**5. Write questions about these people's plans.**  
**Then answer them. WB P32**

**答案**

1. Where is John going to go?  
He's going to go to Britain.
2. Who is John going to meet?  
He's going to meet his cousin/Bill.
3. Is Kate going to go on vacation?



- No, she isn't.
4. Are Dan and Sue going to stay in a hotel?  
No, they aren't.
5. What are Dan and Sue going to do?  
They're going to camp in a forest.
6. Is Milly going to sunbathe?  
Yes, she is.
- 6. Listen and write. Then match.**  
**WB P32 CD 29**
1. There's an egg on her sweater and red feathers in her tail.
  2. There's a cowboy with paintings of treasure and a snail.
  3. The noisy gray penguin's annoying the hen.
  4. He's paying ten coins for the toy and the pen.

**答案**

1. going
2. are
3. island
4. most
5. we're
6. go
7. more
8. meet
9. cycling
10. aren't
11. have
12. grandmother

**答案**

1. There's an **egg** on her **sweater** and **red** **feathers** in her **tail**.
2. There's a **cowboy** with **paintings** of **treasure** and a **snail**.
3. The **noisy gray** penguin's **annoying** the **hen**.
4. He's **paying** **ten coins** for the **toy** and the **pen**.

(从左至右) 2, 1, 4, 3

**7. Read the letters and answer the questions.**

**WB P33**

**答案**

1. By train.
2. The early days of the USA.
3. In a park.
4. No, they aren't.
5. A raincoat and a sunhat.
6. No, they aren't.

**8. Complete the conversation with the words in the box. WB P33**