

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

4B

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

How much is it?

page 2

Words

thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, a bottle of water, a pair of chopsticks, a piece of cake, a cup of coffee, a bar of chocolate, a bowl of noodles

Grammar

-How **much** are those pink sunglasses?
-They're **fifty-six dollars**.
-How **much** is it?
-It's only **ninety cents**.

Could I please have a glass of orange juice and a piece of lemon cake?
Could I have a bowl of noodles and a bottle of water, **please**?

Phonics

ow: **cow**,
clown,
downstairs
ou: **round**,
count, **cloud**

Skills

- Read a diary about a shopping trip
- Listen to a dialog in a store
- Do a role-play in a store
- Complete a story about shopping online

Unit
2

What time is it?

page 10

Words

math, science, art, PE, computer science, recess, arrive at school, begin a lesson, finish school, get dressed, put on my shoes, take off my shoes

Grammar

-**What time** is it?
-It's **ten o'clock**. It's time for art.

It's only **half past seven**.
Our bus leaves at **five to eight**.
At **quarter to nine**.
At **twenty past eight**.

Phonics

ee: **cheetah**,
bee, **deep**
ea: **meal**, **team**,
seal

Skills

- Read a magazine article about life as a movie kid
- Listen to a dialog about a girl's life in a sports school
- Imagine and describe your perfect school day
- Write about your school day

Unit
3

Where's the library?

page 18

Words

movie theater, library, police station, train station, swimming pool, café, market, square, museum, shopping mall, bus stop, hospital

Grammar

His apartment is 97D, **near** the library.
Is it that building **opposite** the swimming pool, with the flag **above** it?
Charlie's waving from the window **below** those pretty flowers.

-Excuse me. Please could you tell me the way to the Space Museum?
-Go **along** this street. Go **across** the square. **Turn left** onto Bird Street. **Go straight on**. The museum's **on the left**.

Phonics

y: **sky**, **shy**, **spy**
igh: **frightened**,
light, **high**

Skills

- Read a webpage about a one-day sightseeing trip in London
- Listen to a dialog about asking the way
- Ask for and give directions in the town
- Complete a dialog and give directions for your friend

Review 1 page 26

See the world with Fred 1: Dinosaurs

page 28

Unit
4

Maybe all homes will have robots

page 30

Words

use gas, use solar power, take a pill, wash the dishes, move house, change, alien, human, planet, spaceship, Earth, Moon

Grammar

I'm sure I'll **have** a good idea for that soon.
Maybe people **won't eat** meals.

-Will the astronaut die on that planet?
-Yes, she **will**. / No, she **won't**.
How will she get home to Earth?

Phonics

air: up**stair**s,
airport,
re**pair**
are: **care**ful,
hare, **share**

Skills

- Read a letter about a girl's new home
- Listen to a radio program about the future life on Mars
- Do a role-play about your future life on Mars
- Write a letter to a friend about your future life in a new home

Unit
5

I won!

page 38

Words

tell a joke, spell a word, write a poem, win a competition, make a mistake, get a prize, hit a ball, throw a ball, catch a ball, join a team, score a goal, lose a game

Grammar

I **had to** play three tunes on my guitar.
I only **made** one small mistake.
I **couldn't** spell *kaleidoscope*.

When Fred threw the ball to Tom, the ball went really fast.

Phonics

oa: **goat**,
soap
ow: rain**ow**,
show
o: **coconu**t,
gold

Skills

- Read a passage: The marathon
- Listen to a radio interview about funny stories in competitions
- Talk about a competition you were in
- Complete a story about a dance competition

Unit
6

On November 9th

page 46

Words

January, February, March, April, May, June, July, August, September, October, November, December

Grammar

Let's go to the park **to visit** *Ice World*.

Can we have our birthday party here, on **November 1st**?

How about **October 31st**?

They asked about **November 2nd** and **3rd**.

What about **November 9th** or **10th**?

Phonics

oo: kangar**oo**,
boot
ue: **blue**,
stat**ue**
ew: **flew**,
drew

Skills

- Read a diary about living in Longyearbyen
- Listen to monologs about the climate of three cities
- Talk about the weather and your activities in different months
- Write a diary about your activities in your favorite time of year

Review 2 page 54

See the world with Fred 2: Festivals

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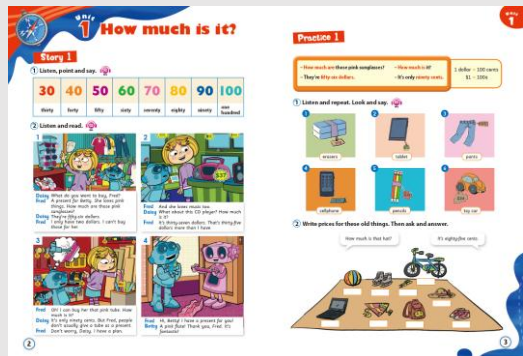
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Unit 1 How much is it?

多少钱?

Story 1 & Practice 1



教学目标

能够听懂、识别和表达“几十”及 100 的数字单词。

能够使用 How much...? 询问商品价格，并能准确使用数字单词进行回答。

目标语言

单词: thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

句型: -How much are those pink sunglasses?
-They're fifty-six dollars.
-How much is it?
-It's only ninety cents.

教具准备

教学卡片: Unit 1, 1—8

故事卡片: Unit 1 Story 1, 1—4

其他教具 (教师自备): PPT 课件, 磁条贴或蓝泥, 英文数字测试题, 一张 A4 纸, 若干张 A3 纸, 若干支水彩笔, 剪刀, 胶棒及超市促销宣传单

热身活动 Warmer

做活动: Review the numbers

- 教师播放学生用书 1A Unit 2 和 2A Unit 6 的歌曲音频和歌曲律动, 让学生跟唱。
- 教师在教学板上写下数字 1-20, 鼓励学生说出单词。

Story 1

词汇展示 Presentation: words

- 教师在 PPT 上展示几道加减乘除算术题, 让学生进行计算抢答, 算术题的答案为学过的单词和本课新授的数字单词 thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, 从而导出本课的新词。
- 教师将数字单词依次竖列写在教学板上 (见下列板书), 教师指着两列数字依次问学生: What is the difference between thirteen and thirty, fourteen and forty, etc.? 让学生关注两列数字的不同: “几十”数字均以字母组合“-ty”结尾; “十几”数字 (除数字 11, 12 之外) 均以字母组合“-teen”结尾。同时用红色的笔将 fourteen 的“four”和 forty 的“for”标红, 让学生注意到不同处。在一旁用另一颜色的笔写上 twelve—twenty, 让学生关注特殊数字情况。

-teen	-ty
thirteen	thirty
fourteen	forty
fifteen	fifty
sixteen	sixty
seventeen	seventy
eighteen	eighty
nineteen	ninety

- 教师带领学生读几遍单词, 并加入手势让学生关注并区分“-ty”中的元音“y”为短音 (一只手握拳并晃动一下的手势动作); “-teen”中的元音组合“ee”为长音 (一只手指做出在空中划出一条线的手势动作)。强调短音和长音的不同。

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文字, 并跟读。
- 学生两人一组, 一人说词, 一人听举卡片, 所有词都说完后, 两人互换角色。

SB CD1 02

thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

做活动: Boom!

- 教师告诉学生玩数数游戏, 需要全班同学参与。
- 教师说: Take turns. Let's count from one to one hundred. When the number is with "7" (e.g. "17", "27" and "37", etc.) or a multiple of "7" (e.g. 7, 14, 21, 28, etc.), you have to say "Boom" and clap your hands. Clear? 教师解释, 他/她会从 1 数到 100, 当数字含 7 或是 7 的倍数时, 学生需要说 "Boom" 并拍手。说错或做错的学生将被淘汰。
- 教师先开始说数字, 学生听数字、说 "Boom" 并拍手。活动进行到某一数字时, 教师可以指定学生代替教师角色, 继续说数字。
- 全班进行完一轮游戏后, 教师将全班学生分成若干组, 进行组内数 1-50 的 Boom 游戏。为增加游戏难度, 可以将数字换成 3, 6, 9 等。

故事教学 Story 1**做活动: Picture walk**

- 教师问学生是否收到和送出过生日礼物, 让学生展开讨论。
- 教师介绍文本背景: It's Betty's birthday. Fred wants to buy a present for Betty. 教师在 PPT 中呈现带包装的礼品的图片。
- 教师将学生用书第 2 页 Story 1 的故事卡片按顺序逐一贴到教学板上, 边贴边提问, 让学生根据图片猜测和回答。指向第一幅图, 问: Where are they? What are they pointing at? What color are these sunglasses?
- 指向第二幅图, 问: What are they looking at? What color is the CD player?
- 指向第三幅图, 问: What's this? 教师手指图中 Daisy 拿起的管子, 说: This is a tube. It's very long. 教师用 A4 纸折成管

子状, 指向中间空洞, 并解释: Small things can go through the tube. Does Fred want to buy it? 教师手指 Fred 的想象泡, 问学生: Guess, what does Fred want to do? If you were him, would you like to buy it as a present?

- 教师对故事情节暂时保密, 对于猜测的问题不要公布答案, 鼓励学生给出个性化猜测。

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, 检查之前的猜测是否正确。
- 让学生默读书上的文字, 从故事文本中找出刚学过的数字词组并用下划线画出。
- 继续提问下列细节问题让学生回答:
In picture 1, what does Fred want to buy? Why does Fred want to buy a pair of pink sunglasses? Can Fred buy it? Why?
In picture 2, what does Fred want to buy? Can Fred buy it? Why?
In picture 3, what does Fred want to buy? Can Fred buy it? Why?
In picture 4, what is Fred's plan? Does Betty like it? What does she say?
- 可以再根据故事内容提思维训练问题: What do you think of Fred's present?
- 再次播放录音, 每句后暂停, 让学生边听边在书上指出听到的句子, 并大声跟读。
- 将全班学生分成男女两组, 分别扮演 Fred 和 Daisy, 教师扮演 Betty。先播放录音, 让学生分角色跟读, 尽量模仿录音的语音语调。然后教师和学生分角色朗读故事。

SB CD1 03

Daisy: What do you want to buy, Fred?

Fred: A present for Betty. She loves pink things.
How much are those pink sunglasses?

Daisy: They're fifty-six dollars.

Fred: I only have two dollars. I can't buy those

for her.

Fred: And she loves music too.

Daisy: What about this CD player? How much is it?

Fred: It's thirty-seven dollars. That's thirty-five dollars more than I have.

Fred: Oh! I can buy her that pink tube. How much is it?

Daisy: It's only ninety cents. But Fred, people don't usually give a tube as a present.

Fred: Don't worry, Daisy. I have a plan.

Fred: Hi, Betty! I have a present for you!

Betty: A pink flute! Thank you, Fred. It's fantastic!

做活动: Story gallery

- 教师把故事卡片贴在教室墙上的四个不同位置。
- 教师将全班分成 4 至 5 组, 让每组派出一名学生代表本组参与游戏。
- 教师说: I will say some sentences about one of the story cards. Point to the card I'm talking about. Let's see who is faster.
- 教师说书上原句, 让学生判断。
- 让学生代表听教师说的句子和哪张故事卡片有关, 并快速指出该卡片和卡片中说话的人。

Practice 1

句型展示 Presentation: patterns

- 教师在 PPT 中向学生展示 1 美元纸币、1 美分硬币的图片。告诉学生: We can use them in the U.S. 如果老师准备了实物, 可以让学生之间相互传看。
- 教师在教学板上写下货币符号\$和¢并讲解 dollar 和 cent。
- 教师问学生: Do you know how many cents equal to one dollar? 在教学板上写下换算公式 1 dollar=100 cents.
- 让学生先关注学生用书第 3 页句型展示框中的句子, 再问: Who says it? 让学

生从 Story 1 中找到这四个句子画出来, 并说出说话人的名字。让学生在文中画出类似的句式。

- 引导学生结合上下文总结: 在询问物品价钱的时候, 要用 How much 句型。
- 让学生观察学生用书第 3 页句型展示框中的句子。继续引导学生总结: 当被询问物品为复数时, 用 How much are ...? 提问, 以 They're ...作答。当被询问物品为单数时, 用 How much is ...? 提问, 以 It's ...作答。

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。
- 让学生观察物品图片。教师问: Here are some goods in a shop. Imagine you are in the shop. What would you like to buy? Why? 引导学生作个性化的思考。
- 播放前三幅图的录音, 让学生边听边指图片, 并跟读句子。从第四幅图开始, 首先播放问句部分, 然后停顿, 鼓励学生说出答案, 然后继续播放录音, 重复答语。
- 让学生两人一组, 一人随机指图片并提问, 另一人回答。

SB CD1 04

1

Child A: How much are those erasers?

Child B: They're eighty-five cents.

2

Child A: How much is that tablet?

Child B: It's one hundred dollars.

3

Child A: How much are those pants?

Child B: They're forty-two dollars.

4

Child A: How much is that cell phone?

Child B: It's seventy-nine dollars.

5

Child A: How much are those pencils?

Child B: They're sixty-three cents.

6

Child A: How much is that toy car?

Child B: It's twenty-four dollars.

做活动: Write prices for these old things.**Then ask and answer.****SB P3**

- 教师让学生假设自己在跳蚤市场。让学生两人一组，一人扮演卖家，一人扮演顾客。
- 让学生将学生用书翻至第3页，活动2，观察图中物品。教师让扮演卖家的学生在图片旁空白处标注物品价格（以美元dollar为单位）。教师告诉扮演顾客的学生，每人只有100美元的预算。
- 教师说：Let's have a shopping race. Let's see who can buy more items in five minutes. 教师给学生5分钟时间，让学生进行角色扮演练习，并鼓励学生利用好预算买更多的东西。
- 教师提醒扮演卖家的学生每卖出一件商品，要在自己的书中对应图片旁边画个勾。扮演顾客的学生每买入一件商品，要在自己的书中对应图片旁边画个勾。
- 第一轮对话完成后，让学生交换角色身份，继续进行第二轮练习。
- 教师在全班中统计并评选出在限定时间内卖出商品总价最高的前三名卖家，即 Top 3 Best Sellers，以及用100美元买入商品数量最多的前三名顾客，即 Top 3 Best Customers。
- 教师问：What can we learn from this activity? 引导学生总结理智消费的生活方式。

补充活动**做活动: Let's do math!**

- 教师说：I will give you a quiz about counting money. 教师给每位学生一张测试卷，限时三分钟，让学生尽可能快速准确完成测试。
参考设计题型如下：
1. Amy has 50¢. Ben has 45¢. How much money do they have altogether?

_____ ¢

2. Olive has \$1.65. She buys a pen (\$0.88).

How much money does she still have?

\$ _____

3. Frank has \$10. He wants to buy a toy car (\$20.7). How much more money does he need?

\$ _____

4. Amanda wants to buy a book (\$5), and she doesn't have enough money. She still needs \$3. How much money does she have?

\$ _____

备注：教师可以参考以上题型及语言难度，设计更多的英文数学题。

- 教师和全班一起读题并检查答案。

结束本课 Ending the lesson**动手活动: Make a poster**

- 将全班分成4至5组，为每组发一张A3纸、若干支水彩笔、剪刀、胶棒及课前准备好的超市促销宣传单。
- 教师告诉学生，他们要为超市设计英文版的促销宣传单，目的是吸引更多顾客购买商品。内容需要有商品图片、原价和促销价。鼓励学生发挥自己的想象力，为宣传单增加更多内容。
- 学生以小组为单位做促销宣传单，做完后向全班进行展示。

家庭作业**活动用书第2页**

活动 1 Write and number. Then listen and check.

活动 2 Write these prices in words, in order from the lowest to the highest.

活动 3 Complete the questions. Then look and answer.

Story 2 & Practice 2



教学目标

能够识别、表达及运用不可数名词的计量方式。

能够运用本课所学句型 Could I have ...表达点餐的请求，能够理解相关点餐用语并做出应答。

目标语言

单词: a bottle of water, a pair of chopsticks, a piece of cake, a cup of coffee, a bar of chocolate, a bowl of noodles

句型: Could I please have a glass of orange juice and a piece of lemon cake?
Could I have a bowl of noodles and a bottle of water, please?
Here you are. That's eleven dollars and sixty-five cents, please.

教具准备

教学卡片: Unit 1, 9—14

故事卡片: Unit 1 Story 2, 5—6

其他教具(教师自备): 蓝泥或词条贴, 句子条, 从网上下载打印的餐厅菜单(教师或学生自备), 若干张 A3 纸, 若干支彩笔

热身活动 Warmer

做活动: Brainstorming

- 教师在教学板上画出以 food for party 主题为中心的思维导图。
- 教师说: Imagine we had a party, what kind of food or drink would you like to have? 让学生用英文说出并拼出一些聚会需要的食物和饮品, 为后面的单词呈现做准备。

Story 2

词汇展示 Presentation: words

- 教师向学生解释在英语里有些食物和饮料不可数, 不能在前面直接加上数字。
- 教师说: How to measure them? We can use container and amount words. 教师向学生展示水、咖啡、面条的教学卡片, 并问他们, 装载这些食物的容器各是什么, 引出 a bottle of water, a cup of coffee, a bowl of noodles.
- 教师继续向学生展示筷子、蛋糕、巧克力的教学卡片, 引出 a pair of chopsticks, a piece of cake, a bar of chocolate.

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, 并跟读。
- 听举: 让学生把自己的迷你单词卡图片面朝上摆在桌子上, 教师随机说出关于数量或容器的词, 如 a pair of, a bar of, 让学生举起相应的卡片, 并大声说出词组。
- 学生两人一组, 一人说词, 一人听举卡片, 所有词都说完后, 两人互换角色。

SB CD1 05

a bottle of water, a pair of chopsticks, a piece of cake, a cup of coffee, a bar of chocolate, a bowl of noodles

做活动: Container game

- 教师说: Now, I want you to draw a big plate, a big bowl, a big cup, a big glass and a big bottle on your notebook.
- 教师做示范, 在教学板上画出以上容器, 并在教学板一侧写下一组食物单词: milk, tea, salad, apple juice, pasta, soup.
- 教师说: Write the food and drink in the right container. For example, we put tea in a cup. 教师示范将 tea 写入容器图片中。

- 教师带领学生检查答案，一起大声说出词组：a cup/a bottle of milk, a cup of tea, a plate/a bowl of salad, a cup/a glass/a bottle of apple juice, a plate/a bowl of pasta, a bowl of soup, etc.
- 教师将学生分成两人一组，鼓励学生在相应的容器图片中写出更多的食物单词，如 a bowl of rice, a plate of vegetables, a glass of water.
- 学生进行小组汇报，教师将学生答案写在教学板上进行总结。

故事教学 Story 2

做活动：Picture walk

- 教师展示第一张故事卡片，引导学生仔细观察图片，问：Where are they? What kind of food can you see in this place? 引出 café. 教师问：What do they order? 引导学生观察图片，猜测食物。
- 教师展示第二张故事卡片，问：Look at Tom and Charlie. What are they looking at? 教师引导学生观察细节：Look at the man and the woman. What are they talking about? 鼓励学生大胆猜测故事情节，但先不要公布答案。

做活动：Listen and read.

SB P4

- 教师播放故事录音，让学生完整听一遍。问学生刚才的猜测是否正确，检测学生是否理解了故事大意。
- 教师在黑板上画一个托盘(如下图所示)，告诉学生：We can use a tray to carry food. 教师说：Now you draw a tray. 让学生在笔记本上画一个托盘。



- 让学生将学生用书翻至第 4 页，活动 2. 阅读故事第一部分，让学生根据故事细节信息判断 What do they order? 并从自己的迷你卡片中挑选卡片摆放到托盘中。
- 教师将教学卡片用蓝泥或磁铁贴在教学板上，手写补充其他信息，检查学生的

答案(如下图所示)。



- 教师说：What else did Charlie want? 学生说 A bar of chocolate. 教师追问：Did he buy it or not? Why? 引导学生说出 He didn't have enough money.
- 教师指着故事卡片里店员递给 Charlie 托盘中的食物，问学生：How much are they? 引导学生在故事中找到答案：Eleven dollars and sixty-five cents. 教师根据故事情节继续提问：Did they enjoy their meal? Why did Charlie say "Oh dear"? / What's wrong with the food? 引导学生在故事中找到答案。
- 教师接着问：Did they get the right food in the end? How did the man solve the problem? 引导学生思考后回答。
- 教师问学生，如果他们在用餐的时候遇到了这样的问题，他们会怎么做，鼓励学生尽量用英文作答。

SB CD1 06

Charlie and Tom went into a café.

"Hello. Can I help you?" said the man inside.

"Could I please have a glass of orange juice and a piece of lemon cake?" said Tom.

"And could I have a bowl of noodles and a bottle of water, please?" said Charlie. He wanted a bar of chocolate too, but it was two fifty and he didn't have enough money.

Soon the man had a tray of food for them.

"Here you are," he said. "That's eleven dollars and sixty-five cents, please."

"Thanks," they said. They paid, and took the food to a table.

"Oh dear!" said Charlie. "This is soup, not noodles."

"And this is apple cake, not lemon cake," said Tom.

"I asked for soup," a woman behind them said

loudly to the man. "Why do I have noodles? Where's my food?"

In the end, everyone had the right food. "And here are two bars of chocolate, to say sorry," said the man.

"Thank you!" said Charlie and Tom.

做活动: Mime and say.

- 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表演。
- 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: Order and retell.

- 将全班分成若干组, 每组 3 至 4 人。
- 教师将事先准备好的句子条打乱顺序发给每组, 让学生将句子条排序。句子条上的内容如下:

They went into a café.
Tom ordered food.
Charlie ordered food.
Charlie also wanted a bar of chocolate too.
The man had a tray of food for them.
They found that they got the wrong food.
The woman behind them said loudly to the man.
Everyone had the right food.
The man gave them two bars of chocolate.

- 教师带领全班检查排序是否正确。
- 教师在教学板上写: Beginning, Problem, Ending. 教师说: Try to retell the story with the help of these sentences. 引导学生利用句子信息梳理故事情节, 并根据板书信息复述内容。

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。然后让学生从 story 2 中画出这些句子, 并大声读出来。
- 教师在教学板上写出句型展示框中的句子, 并问学生: Who said each one, waiter or customer?
- 教师让学生观察前两个句子中标红部分, 问学生: When we order food, we should make a polite request. How to be polite? 引导学生观察并总结句型: Could I please ...? / Could I ..., please? 教师继续说: To be polite, we should say "Could I please ..." or "Could I ..., please?" Also, we can say "I'd like ..., please."
- 教师让学生观察第三个句子中标红的钱数的表达方式。告诉学生 11 美元 65 美分在英语中可以表达为 eleven dollars and sixty-five cents。
- 教师带领学生用礼貌的语气多读几遍句子, 加深学生对句子含义的理解。

做活动: Who said it?

- 教师在 PPT 上展示几个句子, 让学生判断句子的说话人是服务员还是顾客。参考句型如下:
Good morning, can I help you?
A coffee would be nice.
I am very sorry about that. Here is your food.
How was your food?
What would you like to eat?
Could I have a bowl of rice, please?
Thank you. The food was delicious.
Here you are. That's eight dollars.
I'd like a piece of lemon cake.
- 教师可以在课文原有句型基础上适当进行拓展, 旨在让学生了解更多在真实情境下可以使用的句型。

练习 Practice

做活动: Listen, match and say.

SB P5

- 让学生将学生用书翻至第5页,活动1。
- 让学生看图片1-6,并描述图片中的食物。
- 播放录音,让学生听对话,将六幅图片和对应价钱做匹配。
- 再次播放录音,鼓励学生边听边跟读,模仿语音语调。
- 让学生两人一组,一人扮演服务员提问,一人扮演顾客回答。
- 教师让学生将书合上,教师按照听力内容提出请求,学生回忆并说出答案。

SB CD1 07

1

Man: Could I please have a cup of coffee?

Woman: Here you are. That's two dollars and forty-nine cents, please.

2

Child: Could I have a piece of cake, please?

Woman: Here you are. That's three thirty-five, please.

3

Child: Could I please have a pair of chopsticks?

Woman: Here you are. You don't have to pay for them.

4

Man: Could I have a bottle of water, please?

Woman: Here you are. That's ninety-nine cents, please.

5

Child: Could I please have a bar of chocolate?

Woman: Here you are. That's two dollars and sixty cents, please.

6

Man: Could I please have a bowl of noodles?

Woman: Here you are. That's six eighty, please.

答案

1 \$2.49 2 \$3.35 3 \$0

4 99¢ 5 \$2.60 6 \$6.80

做活动: Do the role-play.

SB P5

- 让学生将学生用书翻至第5页,活动2。

- 教师让学生想象自己在一个咖啡店内,活动2中的图片是咖啡店的菜单。
- 教师带领学生朗读话泡中的内容,引导学生分析并总结对话用语,写在教学板上,参考板书如下:

Greetings: Hello / Good morning / Good evening ...

Waiter: Can I help you? / What would you like to eat/drink?

Customer: Could I have ..., please? / I'd like ...

Waiter: Here you are.

Customer: Thanks.

- 让学生两人一组,轮换角色任选图片进行对话练习。
- 拓展活动:教师拿出事先准备好的真实菜单(可以从网上下载打印),分给每组一份。
- 学生继续两人一组,根据菜单内容轮换角色进行对话练习。

结束本课 Ending the lesson

做活动: Eating habits

- 让学生两人一组,教师给每组发一张调查问卷,内容见下页。
 - 教师向学生说明游戏规则:学生先在调查表中写出自己对于问题的回答,然后在表格下方再提出两个问题。例如:How many cans of Coke do you drink every week? 用问卷中的问题询问小组伙伴,然后记录他/她的回答。
 - 让每组学生总结和汇报调查的结果,可以这样汇报: ... (name) has the same/almost the same habits as me. I eat ... (amount/containers), but she/he eats ...
- 调查问卷内容如下:

Questions	Me	My partner
How many cups/glasses of water do you drink a day?	<i>7 cups</i>	
How many bags of potato chips do you eat every month?		
What breakfast do you usually have?		
How many meals do you eat a day?		
<i>Your question 1:</i>		
<i>Your question 2:</i>		

家庭作业

活动用书第 3 页

活动 4 Match and write. Then listen and check.

活动 5 Read and order the conversations.

活动 6 Read, look and write.

Song & Phonics



教学目标

学会唱歌曲 *How much is all of this food?*

能够掌握字母组合 *ow, ou* 在单词中的发音。

目标语言

单词: *cow, clown, downstairs, round, count, cloud*

教具准备

教学卡片: Unit 1, 15—20

其他教具(教师自备): 小皮球, PPT 课件, 若干张 A3 纸, 若干支彩笔

Song

呈现歌曲 Presentation

- 教师在 PPT 上展示学生用书第 6 页的歌曲图片, 问学生: *What is the girl doing? What does she want?* 教师继续问: *Guess! What does the girl say?* 引导学生回答并引出歌曲标题: *How much is all of the food?* 最后教师说: *Let's enjoy this happy song first, and then find out the answers.*
- 教师播放歌曲录音, 让学生欣赏整首歌曲, 然后试着回答刚才提的问题。

做活动: Listen and write. Then sing.

SB P6

- 让学生将学生用书翻至第 6 页, 活动 1。
- 播放歌曲录音, 让学生边听边填写歌词, 然后全班核对答案。
- 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。
- 将全班分成四组, 每组唱一段, 然后四组交换继续演唱歌曲, 直到学生能独立唱完整首歌为止。

热身活动 Warmer

做游戏: Mr. Big Stomach's story

- 教师讲述大胃王 Mr. Big Stomach 故事的开头, 说: *Once upon a time, there was a man called Mr. Big Stomach. He could eat a lot. One day, he went to the supermarket.* 教师拿出事先准备好的小皮球, 告诉学生, 谁拿到小皮球, 谁就要继续往下编故事。
- 教师在班级中走动, 将皮球随意递给某个学生, 如学生 A。学生 A 接到皮球, 需要先重复 *One day, he went to the supermarket.* 然后自己编出下一句, 例如, 学生 A 可以接着说: *He bought a piece of cake.*
- 学生 A 说完拿起球, 模仿教师在班里走动, 并将皮球递给另外一名学生 B, 学生 B 将重复前面的句子并继续说出下一句: *One day, he went to supermarket, he bought a piece of cake and ...*

SB CD1 08

Could I please have a bottle of water?
 Could I please have a piece of pink cake?
 Could I please have a bowl of egg noodles,
 And a piece of fish on a plate?

How much? How much?
 How much is the food?
 How much? How much?
 How much is the yummy food?

It's ninety-five cents for a bottle of water,
 Two sixty-nine for a piece of pink cake,
 Five eighty-five for a bowl of egg noodles,
 And the fish is ten thirty-eight.

Thank you! Thank you!
 Thank you for the food.
 Thank you! Thank you!
 Thank you for the yummy food.

答案

1 bottle 2 piece 3 bowl 4 cents
5 sixty-nine 6 eighty-five 7 thirty-eight

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, 让学生跟随伴奏两人一组进行联唱, 每人扮演一个角色(服务员或者顾客), 同时做相应的动作, 每组演唱一段。

做活动: Look and match. Then ask and answer.**SB P6**

- 让学生将学生用书翻至第 6 页, 活动 2。
- 让学生观察左侧两列文字以及右边的图片, 然后根据图片, 将量词与对应的名词连线, 并在名词后面的方框中写出对应图片的序号, 组成几句短语。
- 教师带领学生读话泡中的对话。
- 让学生两人一组, 参考话泡中的对话, 用组成的短语进行对话练习。然后两人互换角色, 继续练习。

答案

two pieces of pizza (b)

two pieces of watermelon (h)

a bowl of rice (g)

a pair of socks (e)

a pair of jeans (a)

a bar of chocolate (f)

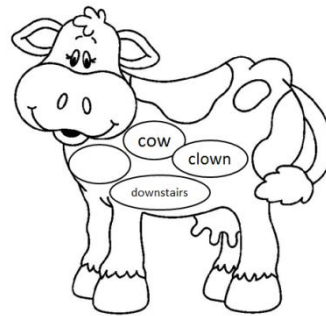
three cups of tea (d)

补充活动**做游戏: Create a new song.**

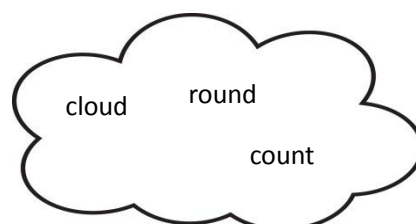
- 让学生两人一组, 从活动 2 中选择合适的短语代替活动 1 歌曲中的部分歌词, 进行试唱和练习。
- 小组练习结束后, 教师请各组学生站起来表演新的歌曲。

Phonics**呈现语音 Presentation****做活动: Listen, point and say.****SB P7**

- 教师依次展示三张含 ow 的教学卡片, 让学生观察 cow, clown 和 downstairs 这三个单词, 问: Can you find something in common? 让学生找出这三个单词的相似之处, 引导学生关注字母组合 ow。教师说: Today we are going to learn the sound of letter combination "ow".
- 让学生将学生用书翻至第 7 页, 活动 1。
- 教师在教学板上画一头奶牛, 或在 PPT 中呈现如下奶牛图片, 引导学生找出含有字母组合 ow 的单词, 并将其填入奶牛身上的斑点中。



- 教师播放前三幅图的录音, 让学生边听边指图片, 并大声跟读。
- 教师问学生: Do you know other words with "ow"?
- 将学生的答案填入剩余的牛身斑点中。
- 教师展示三张含 ou 的教学卡片, 让学生观察这三个单词, 问: Can you find something in common? 让学生找出这三个单词相似之处, 引导学生关注字母组合 ou。教师说: Now we are going to learn the sound of letter combination "ou".
- 教师在教学板上画一朵云彩, 引导学生从活动 1 中找出含有字母组合 ou 的单词, 并将其写入云彩中 (如下图所示)。



- 教师播放后三幅图的录音，让学生边听边指图片，并大声跟读。
- 教师问学生：Do you know other words with “ou”?
- 将学生的答案填入云彩的空余部分。

SB CD1 09

cow, c-ow, cow

clown, c-l-ow-n, clown

downstairs, d-ow-n-stairs, downstairs

round, r-ou-n-d, round

count, c-ou-n-t, count

cloud, c-l-ou-d, cloud

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。
- 让学生看两幅图，提问图片信息，从而导出句子中的名词和动词。关于图1提问：What can you see? What is it doing? Where does it go? 关于图2提问：What can you see? What is he doing?
- 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 ow 和 ou 的发音。
- 再次播放录音，让学生听录音并打着节拍跟读。读到包含本节课目标音的单词时，大声重读。
- 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速度来读，通过击掌来控制速度，看谁读得又快又有节奏感。

SB CD1 10

A loud brown mouse is bouncing to town.

A clown in a crown is counting the cows.

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

pound, crowd, owl, sound, couch, noun, drown, growl

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。
- 请学生说出所写的单词，全班一起核对答案。

SB CD1 12

1 cow 2 town 3 cloud 4 count

5 bounce 6 round 7 downstairs 8 clown

结束本课 Ending the lesson

做活动：Alien friends

- 教师在 PPT 上向学生展示 Alien friend 的信息（如下图所示），说：We are going to meet some alien friends. Now I will introduce one to you.



- 教师将全班学生分成两人一组，并给每组发一张 A3 纸和若干支彩笔。教师说：Work in pairs. Make a poster for your alien friend. 教师告诉学生可以参考 PPT 的信息。鼓励学生在海报上添加更多关于 alien friend 的信息，如爱好、特长等。
- 教师告诉学生，在创造信息时，要尽可能多地使用字母组合 ow 和 ou。
- 学生做完海报后，教师选几组向全班展示海报并做介绍，参考句型如下：This is my alien friend. She is a girl. Her name is Gowt. She is from Fown.

家庭作业

活动用书第 4 页

活动 7 Listen and write.

活动 8 Read and complete.

活动 9 Listen and tick.

参照歌曲 *How much is all of the food?* 写几个物品和价格，改编歌曲。

Skills



教学目标

能够读懂一篇日记，理解日记内容。

能够听懂一段商店对话录音，理解重要信息和主旨大意。

能够询问商品信息及价格并能做出准确回答。

能够根据文字和图片提示完成故事。

目标语言

本单元所学的词汇和句型。

教具准备

教师自备：若干张 A3 纸，若干支彩笔，A4 纸对折做的小组名牌，购物表格

SB CD1 13

Yesterday, I went to a clothes store with my dad. I found a nice pair of pants, but there wasn't a price on them.

We took them to the woman behind the desk.

"Excuse me. How much are these pants, please?" asked Dad.

The woman didn't hear because the store was very noisy. Dad asked again, and this time she told us the price.

"Eighty-four-nine," Dad said to me. "That's cheap! Let's buy them." He put ten dollars on the desk.

The woman didn't take the money. She smiled and waited.

"I think you need to give me a dollar fifty-one," said Dad.

The woman looked surprised. "No, you need to give me seventy dollars and forty-nine cents more. I said eighty-four-nine!"

The pants weren't cheap. They were very expensive!

热身活动 Warmer

做活动：Show time

- 让学生在全体面前把上节课布置的改编后的歌曲唱出来。
- 让学生投票选出他们最喜欢的歌曲。

Reading

做活动：Listen and read Stan's diary.

SB P8

- 让学生翻开学生用书第 8 页，活动 1。
- 让学生观察图片和版式设计，问：Guess! What is the text from? 引导学生猜测这篇短文是一篇日记。继续问：What is the diary about? 让学生看图片想象故事情节。如果学生猜到 shopping，教师问：Do you like go shopping? Why or why not?
- 教师播放录音，让学生完整听一遍，并验证猜测的情节是否准确。

做活动：What is Stan writing about? Circle the best answer.

SB P8

- 让学生将学生用书翻至第 8 页，活动 2。
- 让学生默读学生用书第 8 页活动 1 的日记，选出日记的主旨大意。
- 全班一起核对答案。

答案 b

做活动：Read again and answer.

SB P8

- 让学生将学生用书翻至第 8 页，活动 3。
- 再次播放录音，让学生默读日记，然后回答问题。
- 全班一起核对答案。在核对过程中，解释学生不理解的单词，如 clothes store, found, told, cheap, expensive 等。
- 备选活动建议：将活动 3 的 6 个问题打印出来，裁成小纸条。教师可将全班分成 5-6 人一组，每组给一叠小纸条。让

学生把问题纸条放到文本中答案出现的相应位置，看哪组完成得最快。然后全班一起核对答案。

答案

- 1 His dad.
- 2 A pair of pants.
- 3 Because they wanted to know the price of the pants.
- 4 No, it wasn't. It was very noisy.
- 5 \$8.49.
- 6 \$80.49.

Listening

做活动: Listen, match and write the number.

- 让学生将学生用书翻至第9页，活动4。
- 告诉学生，Mary 想买一个书包，有四款供她选择。让学生观察并猜测 Mary 最终选择了哪一个书包。
- 教师问：How much is each backpack? What does she think of each of them? 鼓励学生继续猜测。
- 教师播放录音，让学生听录音检查猜测，并将图片和价格标签做匹配，同时将图片序号填在对应的句子后面的方块内。
- 再次播放录音，全班一起核对答案。

SB CD1 14

Man: Hello. Can I help you?

Girl: Yes, please. I need a backpack for school.

Man: OK. We have this blue and pink one.

Girl: That's really nice. How much is it?

Man: It's forty-two dollars and fifty cents.

Girl: Wow! That's a lot! Are there any cheaper ones?

Man: Well, this gray one is only thirteen ninety-five.

Girl: That's cheap, but I'd like a more exciting color than gray.

Man: How about this purple one? It's twenty-one ninety.

Girl: Sorry, I'm afraid I don't like that one very much.

Man: What about this red one?

Girl: Yes, I like it. How much is it?

Man: It's twenty-four dollars and twenty-five cents.

Girl: Great! Could I have it, please?

答案

- 1 \$24.25 c 2 \$42.50 a
- 3 \$13.95 b 4 \$21.90 d

Speaking

做活动: Do the role-play in a sunglasses store.

- 让学生将学生用书翻至第9页，活动5。
- 让学生观察文字框和图片，解释 sunglasses store 是太阳镜店。
- 让学生两人一组，学生 A 扮演太阳镜店店员，学生 B 扮演顾客。让学生阅读所扮演角色的文字框中的句子，然后选择从图中太阳镜，用所给句型进行问答。学生也可以换其他词汇进行对话。
- 两人互换角色，继续进行对话。
- 教师在班级中巡视学生活动流程，必要时进行纠正。

补充活动

做活动: At the mall

- 将全班学生分组，每组 5-6 人，让每组学生围桌子坐一起。
- 教师告诉学生，假设班级是个小型购物中心，每个组代表一个商铺。教师给每组发一个准备好的小组名牌（A4 纸对折写好即可），如：Clothes Shop, Book Store, Fruit Shop, Toy shop 等，让每组自行给商店命名。
- 教师说：You are going to sell items. 教师告诉学生组员们将分别扮演店员，出售 6-7 件商品。教师继续说：You can draw items or use word cards. 学生可以画出商品或者用学生迷你单词卡片代替。You should write prices for your items. 让学生在商品旁标注价格。
- 教师告诉学生每组将依次派一人扮演顾客去其他组购物，购物的预算 budget 是 100 美元。

- 准备好之后，教师给每组发一张表格，建议在购物的时候进行记录，表格内容如下：

Items	Budget	Cost

- 教师告诉学生看哪组能在最短的时间内在预算之内，买到最多件商品。
- 注意：此活动过程中，教师要进行 5-7 轮的活动控制(如果每组有 5-7 名学生)，保证每位学生都有一次扮演顾客的机会。

Writing

做活动：Read and complete the story.

- 让学生将学生用书翻至第 9 页，活动 6。
- 教师先让学生看图片，让学生观察四幅图和图下词语，猜测故事情节。
- 让学生阅读图片右边的文字，根据图片和自己对故事的理解，使用图下的词语补全故事。
- 全班核对答案。如果时间允许，可以请学生分组讲故事。

结束本课 Ending the lesson

- 教师问学生：What did we learn?
- 带领学生复习回顾前三课学过的知识，并邀请学生将相关的单词和句型写在黑板上。

家庭作业

活动用书第 5 页

活动 10 Read and tick. What are Charlie and his grandmother talking about?

活动 11 Read again and complete the gaps with one or two words.

活动 12 Complete this conversation about your birthday. Use the conversation in activity 10 to help you.

阅读时间 Now, read!



Jack's Boat

重点词汇

cave, cliff, expensive, fancy, remote control, special, storm, suddenly, switch on

故事简介

Jack 买了一艘遥控玩具船，和他的姐姐 Jess 一起去河边玩。突然刮来一阵大风，船快速顺流而下，遥控也失灵了。最后玩具船漂进了一个山洞中。他们一路追赶，追进洞中，发现了一个受伤的男人。他们打电话寻求帮助，同时也找回了自己的玩具船。

练习答案

1

1. red, 17 2. river 3. strong, sea

4. cliff, cave 5. boat, young 6. storm, leg

2 略

3 略

Unit 2 What time is it?

几点了？

Story 1 & Practice 1



教学目标

能够听懂、识别和使用学科类的词汇。

能够使用特殊疑问句 What time is it? 询问整点时间，并使用 It's ... It's time for ... 表达时间和该做的事情。

目标语言

单词: math, science, art, PE, computer science, recess

句型: -What time is it?

-It's ten o'clock. It's time for art!

教具准备

教学卡片: Unit 2, 21—26

故事卡片: Unit 2 Story 1, 7—10

其他教具(教师自备): PPT 课件, 密码卡, 若干套骰子和棋子, 12 张卡片

热身活动 Warmer

做活动: What school subject is it?

- 教师先让学生说一说，他们都知道什么学科类词汇，学生可以说出 Chinese, English, music 等他们已经学过的词汇。在 PPT 上呈现一些不同学科课堂上常见的元素，比如方程式(math)，油彩(art)，计算机(computer science)，试管(science)等等，让学生说一说，他们都会在什么学科的课上见到这些物品。不会说英文的可以说中文。
- 通过这个活动可以复习以前学过的学科

类词汇，激活学生关于学科的背景知识。

Story 1

词汇展示 Presentation: words

- 教师给出前面活动的答案，在给答案的过程中，将单词卡片及对应词条一一贴在教学板上，呈现本单元的生词。
- 教师指着单词卡片 math，说：We learn about the numbers and how to count the numbers in the math class. 以同样的方式呈现 science, art, PE, computer science 和 recess。
- 教师呈现词汇发音，带读几遍，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。
- 听指：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。
- 拍单词：让学生两人一组，拿一套迷你单词卡图片，面朝上摆在桌子上，教师随机说出一个新学词汇，学生两人快速找到对应的卡片，用手拍，并大声说出单词，看谁拍得快、说得准。
- 老师举起单词卡片，让学生看到图片快速喊出相应单词。

SB CD1 15

math, science, art, PE, computer science, recess

做活动: Guess about the words

- 教师对学科科目词汇进行描述，让学生根据描述举手抢答。
- 教师说: I'm going to describe the subjects. You guess what it is. Let's see who is the fastest.
We draw pictures in this class. (art)
We use the computer in this class. (computer science)
We play basketball in this class. (PE)

We learn about the nature, the animals and the space in this class. (science)

We have a break during this time. (recess)

We add up numbers in this class. (math)

- 教师说完一轮后, 可以让学生两人一组, 每人仿照教师给出的例子在纸上写一句话, 然后与自己的同伴交换句子, 将猜出的答案写下来, 然后交还给同伴核对答案。

补充活动

做活动: The magic school

- 教师告诉学生, 他们今天来到了一所魔法学校, 学校的课程表是用密码写的, 让学生对照表格, 破解学校的课程表, 将它写成正常的英文, 记录在自己的笔记本上。
- 密码本如下:

a	b	c	d	e	f	g
3	\$	%	&	2	1	4
h	i	j	K	l	m	n
÷	?	5	6	!	9	7
o	p	q	r	s	t	u
+	=	±	*	8	~	^
v	w	x	y	z		
#	@	Δ	£	¥		

- 课程表如下:

	Monday	Tuesday
9:00-10:00	93~÷	%÷?7282
10:00-11:00	3*~	=2
13:00-14:00	%+9=^~2* 8%?27%2	*2%288
14:00-15:00	93~÷	8%?27%2

- 答案:

	Monday	Tuesday
9:00-10:00	math	Chinese
10:00-11:00	art	PE
13:00-14:00	computer science	recess
14:00-15:00	math	science

故事教学 Story 1

做活动: Picture walk

- 教师告诉学生, 今天故事里的小朋友们将迎来一位特殊的访客。简单讲解什么是 visitor。教师将 story 1 故事卡片按顺序逐一贴到教学板上, 边贴边提问, 让学生根据图片猜测和回答。
- 指向第一幅图, 问: Where are the children? What time is it now?
- 指向第二幅图, 问: What class are they having now? Look at the children's faces. Is Charlie happy? Do you think he likes this class or not?
- 指向第三幅图, 问: Where are they now? What are they doing?
- 指向第四幅图, 问: What class are they having now? How does Charlie look? Why do you think he looks excited? Guess, who is the visitor?
- 教师对故事情节暂时保密, 对于猜测的问题不要公布答案, 鼓励学生给出个性化猜测。

做活动: Listen and read.

SB P10

- 让学生将学生用书翻至第 10 页, 活动 2。
- 教师播放录音, 让学生完整听一遍, 回答 Who is the visitor?
- 全班一起核对答案。
- 再次播放录音, 让学生边听边默读书上的文字, 从故事文本中找出刚学的与学科有关的词汇并画出来。
- 继续提问下列细节问题让学生回答:
In picture 1: What class are they going to have at nine o'clock? What classes go after that?
In picture 2: What time is it now? Does Charlie like the art class?
In picture 3: Is it eleven o'clock? Does Charlie usually like the science class?
In picture 4: What time is it now? Who comes to the class? Why does the teacher invite Mr. Downs to teach a science class?
- 可以根据故事情节向学生提出拓展问题: If we could invite a visitor to teach a class, who would you like to invite? What class

would you like the visitor to teach? Why?
让学生讨论, 不会表达可以用中文辅助。

- 再次播放录音, 每句后暂停, 让学生边听边在书上指出听到的句子, 并大声跟读。
- 让学生 6 人一组, 分别扮演 teacher, Charlie, Daisy, Anna, Tom 和 Mr. Downs。先播放录音, 让学生跟读各自的部分, 尽量模仿录音的语音语调。然后让学生分组进行朗读练习。

SB CD1 16

Teacher: Good morning, children. We're going to be busy today! We're going to do math now, and art at ten o'clock. Then, at eleven o'clock, after recess, we're going to have an exciting visitor in our science lesson.

Charlie: What time is it?

Anna: It's ten o'clock.

Tom: It's time for art. Cool!

Charlie: Oh no! I don't like art.

Charlie: What time is it now? Is it eleven o'clock?

Anna: No, not yet. Why? Aren't you enjoying recess?

Charlie: Yes, but I can't wait for our science lesson!

Daisy: Really? You don't usually like science, Charlie.

Teacher: It's eleven o'clock – time for science. We're going to learn about space from our visitor, Mr. Downs. He helps to build spaceships!

Children: Wow!

Charlie: And he's my uncle. Hi, Uncle Peter!

Mr. Downs: Hello, Charlie.

做活动: Complete the class timetable and do a report.

- 教师让学生两人一组, 根据课文内容完

成下面 Charlie 的课程表。然后轮流模仿教师的语气, 向其他学生说明今天的课程安排。学生可以说: Good morning, children. We're going to be busy today. At 9 o'clock, we're going to have a math class ...

9:00	
10:00	
Recess	
11:00	

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, 这次把对白声音关闭, 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, 可以让学生分组分角色表演故事。

Practice 1

句型展示 Presentation: patterns

- 让学生将学生用书翻至第 11 页, 看句型展示框中的句子, 然后从前面 story 1 中找到相似的句型画出来: What time is it? It's ... It's time for ...
- 教师在教学板上画三个钟表, 分别为 9 点、10 点和 11 点, 然后带着学生回顾故事情节, 一边回顾一边把每个时间对应的课程的图片贴在钟表旁边。这一步旨在帮助学生理解 What time is it? 是对时间的询问, It's time for ... 表示该做什么事情了。
- 教师先指着 9 点的钟表问学生: What time is it? 引导学生回答 It's 9 o'clock. 教师接着问: What class are they going to have? Yes, math class. It's 9 o'clock. It's time for math. 教师将目标句型写在教学板上。然后用同样的方式依次对 art 和 science 进行询问, 所有句型都写在教学板上, 请学生找出句型中的规律。

练习 Practice**做活动: Listen and repeat. Look and say.****SB P11**

- 教师将活动 1 中的钟表图片呈现在 PPT 中, 随意指一张图片问学生 What time is it?, 带着学生快速说出每个钟表上的时间。然后播放录音, 让学生将钟表上的时间和对应科目进行连线。
- 全班一起检查答案, 检查答案的时候, 教师分别指图片问 What time is it? 引导学生使用目标句型 It's ... o'clock. It's time for ... 进行回答。
- 让学生两人一组轮流进行问答, 一人询问时间 What time ...? 一人说时间 It's ... o'clock, 并根据时间回答 It's time for ...

SB CD1 17**Listen match and say.**

1

Child A: What time is it?

Child B: It's nine o'clock. It's time for math.

2

Child A: What time is it?

Child B: It's ten o'clock. It's time for science.

3

Child A: What time is it?

Child B: It's eleven o'clock. It's time for recess.

4

Child A: What time is it?

Child B: It's twelve o'clock. It's time for computer science.

5

Child A: What time is it?

Child B: It's one o'clock. It's time for art.

6

Child A: What time is it?

Child B: It's two o'clock. It's time for PE.

答案

1 science 2 computer science 3 math

4 art 5 PE 6 recess

做活动: Play the game. Start from "recess".
Say the subjects.

SB P11

- 让学生将学生用书翻至第 11 页, 活动 2。
- 让学生看游戏盘中的图片。教师带着学生一起复习这些图片所代表的科目。
- 然后将学生分为 4 人小组, 每组发一个骰子和一个棋子。教师说明并示范游戏规则, 等学生理解规则之后开始游戏。
- 规则一: 学生将棋子放在游戏盘 Recess 图片里, 然后轮流开始掷骰子, 其他学生一起问 What time is it? 掷骰子的学生根据骰子上显示的数字使用 It's ... o'clock. 做出相应回答。
- 规则二: 掷骰子的学生将游戏盘上的棋子向前移动相应的步数, 最后棋子停在哪个图片上, 掷骰子的学生就使用 It's time for ... 描述现在该上什么科目的课, 并将该科目写在自己的笔记本上。
- 规则三: 如果骰子掷到了 Recess 的位置, 学生需要划掉写在笔记本上的全部科目, 重新开始。最后看哪一个学生最先在笔记本上写下三个不同的科目, 该学生即获胜。

做活动: Card game

- 教师准备 12 张卡片, 卡片上分别写着 8 o'clock, 9 o'clock, 10 o'clock, 11 o'clock, 14 o'clock, 15 o'clock 等等, 还有几张写上 "wild card"。将卡片背面朝上放在盒子里。
- 让学生 3 人一组, 轮流从盒子里抽取卡片, 每抽取一张, 另外两个学生要提问 What time is it? 抽到卡片的学生要根据卡片上的时间以及真实情况回答问题, 如: It's eight o'clock. It's time for school. It's ten o'clock. It's time for math. 如果抽到的卡片是 wild card, 则可随意说出任一时间以及他/她想做的事情。如果学生的回答属实, 可以保留卡片。如果不正确, 则需将卡片放回盒子。最后看谁手里的卡片多, 谁获胜。

结束本课 Ending the lesson**做活动: Draw your schedule on the clock.**

- 教师让每个学生在一张 A4 纸上画一个

大表盘，标上时间。然后让学生根据自己的日程安排，从早 8 点到晚 8 点在表盘的不同时间段标上不同的颜色，然后在时间旁边写上该时间段所做的事情，或通过图片来表示。做好以后，向同伴展示并作介绍：It's ... o'clock. It's time for ...

家庭作业

活动用书第 6 页

活动 1 Look at the pictures and complete the crossword. Then listen and check.

活动 2 Read and look. Complete the school timetable.

活动 3 Complete the conversations of children at the school in activity 2.

Story 2 & Practice 2



教学目标

听懂和识别有关日常行为动作的短语表达。
能够使用 at 和 past, to, half, quarter 等词语准确描述在某个非整点时间做某事。

目标语言

单词: arrive at school, begin a lesson, finish school, get dressed, put on my shoes, take off my shoes

句型: It's only half past seven.

Our bus leaves at five to eight.

What time is the next bus going to come?

At quarter to nine.

When do you begin your lessons?

At twenty past eight.

At quarter past eight they arrived at school and took off their skates.

教具准备

教学卡片: Unit 2, 27—32

故事卡片: Unit 2 Story 2, 11—12

其他教具(教师自备): PPT 课件, 圆形纸板制作的轮盘

热身活动 Warmer

做活动: Brainstorming

- 教师请学生头脑风暴一下, 他们每天都会做什么。在教学板上记录一些关键词。

Story 2

词汇展示 Presentation: words

- 教师在 PPT 上展示学生用书第 12 页活动 1 的单词图片, 询问学生, 他们每天会不会做这些事情。让学生将图片按照时

间顺序排序。在检查答案的过程中, 呈现词汇。教师说: Do you do these activities every day? Can you put these pictures in the time order? Before you go to school, you get dressed and put on your shoes, right? Then you arrive at school. You begin a lesson. In the afternoon, you finish school and say goodbye to the teacher. When you arrive at home, you take off your shoes.

- 呈现完词汇后让学生跟读几遍。

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。再次播放录音, 让学生边听边指图片, 并跟读。
- 听举: 让学生把自己的迷你单词卡图片面朝上摆在桌子上, 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。
- 学生两人一组, 一人说词, 一人听举卡片, 所有词都说完后, 两人互换角色。

SB CD1 18

arrive at school, begin a lesson, finish school, get dressed, put on my shoes, take off my shoes

做游戏: Spin the wheel!

- 教师用圆形纸板制作一个轮盘, 将轮盘分成均等的三份, 分别写上 school subject, food, daily activities。
- 教师将学生分成两大组。教师解释和示范规则, 然后开始游戏。
- 游戏规则如下: 教师旋转轮盘, 转到哪个类别, 两组要各自想出一个属于该类别的词汇, 不能重复之前说过的, 教师为每组分别计分。两组说完后, 教师再次旋转轮盘, 直到其中有一个组想不出来更多的新词为止。说出词多的一组获胜。

故事教学 Story 2

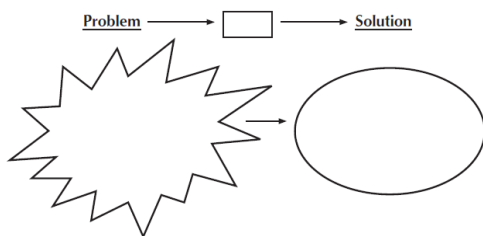
做活动: Picture walk

- 教师问学生: How do you usually go to school? 请学生分别回答。
- 教师展示第一张故事卡片, 让学生看一看发生了什么, 猜一猜接下来会发生什么。让学生为 Tom 和 Daisy 想想办法。将学生的猜测写在教学板上。教师说: Look at the first picture. What happened to Tom and Daisy? Yes, they missed the bus. What would happen next? Can you guess? Maybe they would be late for school. What would they do? Can you guess?
- 教师展示第二张故事卡片, 让学生看一看 Tom 和 Daisy 是怎么做的, 并让学生猜一猜, 他们最后有没有迟到。

做活动: Listen and read.

SB P12

- 让学生将学生用书翻至第 12 页, 活动 1。
- 让学生快速浏览故事。询问学生, 刚才的猜测是否正确, 检查学生是否理解了故事大意。然后让学生完成这个组织图。



- 教师播放录音, 让学生边听录音边默读, 画出故事中表示时间的短语。
- 教师将下列事件和时间点分两列或两行呈现在 PPT 上: Bus leaves (five to eight). The next bus comes (quarter to nine). Lesson begins (twenty past eight). Tom and Daisy arrive at school (quarter past eight). 时间不要和事件一一对应。让学生将时间与事件作匹配, 并按照时间顺序写成完整句子。
- 再次播放录音, 让学生跟读故事。
- 教师让学生参考刚才排列出的事件和组织图, 引导学生复述课文。

SB CD1 19

"Hurry up, children!" said Dad. "Don't be late for school."

Tom looked at the kitchen clock. "It's only half past seven," he said. "Our bus leaves at five to eight."

"No, that clock isn't working," said Dad. "It's ten to eight now!"

The children ran, but they didn't catch the bus. They ran home again and asked their dad for help. "What time is the next bus going to come?" he asked.

"At quarter to nine," said Daisy.

"And when do you begin your lessons?"

"At twenty past eight."

"Oh dear," said Dad. "I can't drive you to school. I have to go to work now."

"I know!" Dad said. "I made some new skates yesterday. You can go to school on those. But be careful!"

The kids put on the skates and began skating.

"We're going really fast," laughed Tom.

At quarter past eight they arrived at school and took off their skates. They weren't late.

"Let's skate to school every day!" said Daisy.

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旁白和主人公的语音语调进行配音表演。
- 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, 读出里面的句子。然后让学生到 story 2 中画出这些句子, 并大声读出来, 同时在语境中体会对于时间进行问答的几种表达法。
- 教师在 PPT 上呈现所有表达时间的例句,

并将相对应的时钟图片显示在句子旁边，请学生观察，从中找出规律。

- 教师在 PPT 上呈现一个表盘的图片，表盘右边一半涂成红色，左边一半涂成蓝色，告诉学生，当表示红色部分（半小时内）的时间时，使用 **past**，当表示蓝色部分（半小时之外）的时间时，使用 **to**。给学生更多例子，帮助学生理解。
- 然后再在表盘上标出 6，呈现并讲解 **half** 的用法，再标出 3 和 9，呈现并讲解 **quarter** 的用法。

做活动: Mime and guess

- 让学生四人一组，轮流用胳膊作为钟表的时针和分针模仿时间。其中一人表演完后，其他学生快速抢答，需要使用完整的句子进行描述，**It's ...** 第一个抢答对的学生成为下一个表演者。

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。
- 让学生观察第一幅图片。教师提问，引导学生观察图片：**Look at the clock on picture 1. What time was it? What did the boy do?**
- 其他五幅图也提同样的问题，让学生逐一仔细观察图片并回答问题。
- 教师播放录音，让学生听录音中的对话，在播放每个问题后按暂停键让学生根据图片中的时间回答录音中所提的问题。再听录音中的回答，检查自己的回答是否正确。
- 再次播放录音，鼓励学生边听边跟读，模仿语音语调。
- 学生两人一组，轮流就图片进行提问，请同伴回答。

SB CD1 20

1

Girl: What time did he get dressed?

Boy: At twenty-five to eight.

2

Girl: When did he put on his coat?

Boy: At five past eight.

3

Girl: What time did he take off his coat?

Boy: At quarter past eight.

4

Girl: When did he arrive at school?

Boy: At half past eight.

5

Girl: When did he begin lessons?

Boy: At quarter to nine.

6

Girl: What time did he finish school?

Boy: At quarter past three.

做活动: Work in pairs. Ask and answer about yesterday.

SB P13

- 让学生将学生用书翻至第 13 页，活动 2。
- 学生两人一组，仿照话泡中的对话向同伴提问，并将同伴的回答记录下来。教师可以先作示范，然后开始小组活动。
- 学生问答结束后，教师可以选取几位学生向全班同学汇报自己同伴昨天的活动情况。

游戏: Noughts and crosses

- 教师在教学板上画一个 3x3 的九宫格，每一个方格中有一个动词词组，如下所示：

Get up	Dress up	Arrive at school
Begin a lesson	Have recess	Take off my shoes
Have a math class	Put on my shoes	Have a science class

- 将学生分成两组，教师示范游戏规则后开始小组活动。
- 游戏规则如下：每个小组轮流选取代表使用表格中的动词词组造句，描述自己的日常生活。如 **I get up at 8 o'clock in the morning.** 如果句子是正确的，该组

可以赢得这一个方格。教师使用 O 和 X 分别表示两个小组。哪个小组赢得了一个方格，教师就将该小组的符号画入该方格中。先将自己的符号连成一条线的小组获胜。

结束本课 Ending the lesson

做活动: Review

- 教师选取具有代表性的钟表时间（如整点、半点、一刻钟等）的图片呈现在 PPT 上，引导学生一起回顾本节课学习时间表达法，让学生将时间表达的规律总结在自己的笔记本上，并在每一条规律旁写下几个例子。写完之后与同伴互相检查，互相补充。

家庭作业

活动用书第 7 页

活动 4 Write and number. Then listen and check.

活动 5 What time is it? Circle *a* or *b*.

活动 6 Complete the conversation. Use *past* and *to* in the times.

Song & Phonics



教学目标

学会唱歌曲 *It's time for math*

能够掌握字母组合 ee, ea 在单词中的发音。

目标语言

单词: cheetah, bee, deep, meal, team, seal

教具准备

教学卡片: Unit 2, 33—38

其他教具(教师自备): PPT 课件, 一个纸板制作的钟表, 若干套包含有目标音 /i:/, /au/, /ei/ 等的单词卡片和写着 Bang 的卡片

热身活动 Warmer

做活动: Review the time expression

- 教师准备一个纸板制作的钟表, 快速拨动表盘上的时针和分针, 让学生快速反应, 说出对应的时间, 带着学生复习上节课学过的时间的表达。

Song

呈现歌曲 Presentation

- 教师将学生用书第 14 页歌曲的 6 幅插图呈现在 PPT 上, 让学生读出三个表盘上的时间, 观察并猜测另外三幅图中学生都在上什么课。

做活动: Listen and match. Then sing.

SB P14

- 让学生将学生用书翻至第 14 页, 活动 1。
- 播放歌曲录音, 让学生边听歌曲边把每段歌曲的序号写在相应的图片旁的方块内。然后全班核对答案。
- 再次播放歌曲录音, 让学生边听歌曲边用手指划指歌词, 并跟唱。

- 将学生按照男生女生分成两组, 一组学生唱问句, 另一组学生唱答句, 然后轮换, 直到学生能独立唱完整首歌为止。

SB CD1 21

What time is it? It's quarter to nine.

Read the numbers. Draw the line.

What time is it? It's quarter to nine.

It's time for math.

What time is it? It's half past ten.

Where's your paintbrush? Where's your pen?

What time is it? It's half past ten.

It's time for art.

What time is it? It's twelve o'clock.

Throw and catch. Jump and hop.

What time is it? It's twelve o'clock.

It's time for PE.

答案

- 第 2 幅人物图, 第 2 幅钟表图
- 第 3 幅人物图, 第 3 幅钟表图
- 第 1 幅人物图, 第 1 幅钟表图

做活动: Create a new song

- 教师让学生两人一组, 改编歌曲中的一段, 可以根据自己学校的上课情况更改歌曲中的时间、科目和学生的活动。
- 创作完成后, 教师可以邀请几组学生向全班表演自己的歌曲。表演时可以加动作或分角色轮唱。全班评选出表演得最好的一组。

做活动: Be the teacher. Play the guessing game.

SB P14

- 让学生将学生用书翻至第 14 页, 活动 2。
- 让学生两人一组, 一人扮演教师, 选择时钟下面的短语, 使用完整句子下指令, 如 Now let's sing the song. 另一名学生根据该指令判断并说出所对应的时间, 并判断“教师”所上的科目, 使用句型 It's ... It's time for ... 做出回应。

- 然后两人交换角色，继续练习。

Phonics

呈现语音 Presentation

做活动: Listen, point and say.

SB P15

- 教师依次展示 cheetah, bee 和 deep 的教学卡片的图片面，向学生呈现这三个词。教师说: Look at these pictures. Do you know how to say this animal in English? It's cheetah, very strong and scaring. This little one is a bee. In the third picture, there is a sea animal in the deep sea.
- 教师将这三个词写在教学板上，让学生大声读出，找到三个词发音的共同点，即都含有 /i:/ 音，并让学生关注三个单词拼写的相似点，引导学生发现拼写规律，即都有字母组合 “ee”。
- 教师接着展示新单词 meal, team, seal 的教学卡片，引导学生以同样的方式找到三个单词发音和拼写的规律。教师最后总结，字母组合 ee 和 ea 都发 /i:/ 的音。并让学生将两手食指分别放在嘴角，强调 /i:/ 这个发音的口型是扁的。
- 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。
- 教师随机说六幅图片的单词，学生按顺序举起迷你卡片，全班核对答案。
- 教师随机拿出一张教学卡片，让学生大声拼读出单词。

SB CD1 22

cheetah, ch-ee-tah, cheetah

bee, b-ee, bee

deep, d-ee-p, deep

meal, m-ea-l, meal

team, t-ea-m, team

seal, s-ea-l, seal

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。

- 让学生看两幅图，提问图片信息，引导学生输出目标词汇。关于图 1 提问: How many seals can you find in the picture? Where are they? What are they doing? 关于图 2 提问: What animals are in the picture? What is the cheetah doing?
- 播放录音，让学生边听边指读图片下方的句子。让学生关注字母组合 ee 和 ea 的发音。
- 再次播放录音，让学生听录音并打着节拍跟读。读到包含本节课目标音的单词时，大声重读。
- 让学生 4 人一组练习读句子，每个人依次读一遍，读的时候其他人为他打节拍。

SB CD1 23

Three seals are swimming deep in the sea.

The cheetah's drinking tea with a bee.

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，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 25

mean, sweep, keen, cheat, speed, leak, weep, steal

补充活动

做游戏: Bang!

- 教师提前准备一些单词卡片，这些单词中包含有学生本单元和上单元学习的目标音（如: cow, clown, downstairs, round, count, cloud, cheetah, bee, deep, meal, team, seal 等），另外准备一些卡片，上面写着 Bang! 所有卡片放入小盒子。学生四人一组，轮流从盒子中抽取卡片，将卡片上的单词读出来。其他组员一起做裁判。如果该学生发音正确，就可以

保留抽到的卡片。如果发音不正确，需要将卡片放回盒子。如果抽到写有 Bang! 的卡片，则需要将手里已经拿到的卡片全部放回盒子。

- 教师给学生 5 分钟左右的时间自由练习，5 分钟后喊停，学生谁手中的卡片多，谁即为获胜者。

结束本课 Ending the lesson

做活动: Make it fun

- 让学生两人一组，用学生用书第 15 页活动 1 的 6 个目标词汇写两个有趣的句子，句子中要尽量多地包含目标词汇。
- 写完以后，教师找几组学生进行展示。
- 其他学生从展示的学生中选出他们最喜欢的一组，全班一起来说他们的句子。

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。
- 让学生说出所写的单词，全班一起核对答案。

SB CD1 25

1 bee 2 cheetah 3 team 4 sea
5 deep 6 meal 7 three 8 seal

家庭作业

活动用书第 8 页

活动 7 Listen and write.

活动 8 Read and complete.

活动 9 Listen and tick.

补充活动

做游戏: Treasure hunt

- 教师提前准备一些单词卡片，贴在教室一侧的墙上，卡片上的单词中包含有学生学过的目标音，如 /i:/, /au/, /ei/ 等。
- 将学生分成两个大组，面向贴着单词的墙面站成两竖排。教师开始说目标音，每组的第一个学生需要快速跑到墙边，从墙上的单词卡中找到含有目标音的单词，揭下来交给自己的组员，每一个组员都要读一遍这个单词，然后传给下一个组员。直到传到最后一个组员手里，该组员将单词卡贴在身后的墙上，然后跑到队伍的最前面，到墙上去拿一个新的符合要求的单词，继续往下传。学生拿完几轮之后，教师可以换一个目标音，重新开始。
- 学生一边进行游戏，教师一边为学生计分。最后哪一组拿到的正确单词多，哪一组即获胜。

Skills

Skills

1. Listen and read.

Read the dialogue and answer the questions. Then write the best title for the text.

2. Listen and circle.

Listen to the audio and circle the correct answer.

3. Write the lessons for your perfect school day, and draw the hours on the clock. Then ask and answer.

4. Read again and answer.

Read the text and answer the questions.

教学目标

能够读懂一篇关于童星日常生活安排的文章，理解文章主旨大意和细节信息。

能够听懂一段关于体校学生学习生活的对话，理解主旨大意和细节信息。

能够表达自己的日常生活时间安排。

能够根据文字提示描写自己的校园生活。

目标语言

本单元所学的词汇和句型。

教具准备

教师自备：PPT 课件，两种日常表若干套

热身活动 Warmer

做活动：Free talk: your dream school life

- 教师让学生自由讨论，他们梦想中的学校生活是什么样的，每天的时间是如何安排的。

Reading

做活动：Listen and read.

SB P16

- 教师告诉学生，他们今天将阅读一篇文章，关于一个很特别的男孩。这个男孩只有十岁，但是他不用每天都呆在学校，而且他经常旅行，有时候需要一边上课一边工作。让学生们猜一猜，为什么这个男孩这么特别。
- 让学生将学生用书翻至第 16 页，活动 1。
- 让学生快速浏览短文，检查自己的猜测是否正确。
- 教师播放录音，让学生一边听一边指读，圈出不认识的单词。全部听完以后，学生重读生词所在的句子，结合句子语境

理解词义。

- 学生两人一组，互相帮助，合作解决上一步没有解决的生词。对于两个人都无法理解的生词，可以向教师提问，并将生词写在自己的生词本上。

SB CD1 26

A lot of children would love to act in movies, but do movie kids really have a good life? We asked Jake Dunn, the ten-year-old boy in *Jungle Dance*.

"One of the best things is the travel," he says.

"I went to Brazil for sixteen weeks last year."

No school for sixteen weeks! What did his teachers say?

"They were OK about it, because I didn't stop doing school work. I arrived on the movie set every day at seven o'clock. I got dressed in my costume and people did my make-up. The acting began at quarter to nine and finished at half past two. Then a teacher arrived and we did three hours of lessons."

That was a long day. Was it difficult?

"Not really, because I love acting and I love math and science too."

做活动：Read and circle the best title.

SB P16

- 让学生将学生用书翻至第 16 页，活动 2。
- 教师再次播放录音，让学生默读短文，然后根据短文内容选择最佳题目。
- 全班一起核对答案。教师可以询问学生，如果选择了另外两个题目，短文内容应该如何展开。

答案 a

做活动：Read again and answer.

SB P16

- 让学生将学生用书翻至第 16 页，活动 3。
- 让学生再次仔细阅读短文，回答 6 个问题。
- 完成以后与自己的同伴比较答案，然后全班一起核对答案。

- 让学生依据问题和答案尝试复述故事。

答案

1. Yes, he does.
2. Because he made a movie there.
3. No, they weren't.
4. At quarter to nine.
5. On the movie set.
6. Because he loves acting and he loves math and science too.

做活动: Discussion: Do you want to be a movie kid?

- 让学生两人一组, 列出做童星的好处和坏处, 然后阐述自己是否想成为一个童星以及原因。

Listening

做活动: Listen and circle.

SB P17

- 让学生将学生用书翻至第 17 页, 活动 4。
- 让学生观察卡通画里的女孩在做什么。教师告诉学生, 女孩上的是体校, 接下来学生将听到一段关于女孩学校生活的对话。
- 教师先让学生快速默读活动 4 中的 4 个问题, 然后播放录音, 学生边听边圈出正确答案。
- 教师再次播放录音, 在关键处暂停, 全班一起核对答案。

SB CD1 27

Boy: Hi, Sally. Are you enjoying your new sports school?

Girl: Yes, thanks. It's great, because I play a lot of tennis there every day.

Boy: Do you learn school subjects like math, or do you only do sport?

Girl: I do math, science, reading and writing every morning. Then, at quarter to one, I put on my tennis clothes and play tennis for two or three hours.

Boy: Do you do any school work in the afternoon?

Girl: Yes, but I do it at home. I have to do a lot of homework because I don't have afternoon lessons.

Boy: Is it difficult?

Girl: It's OK. My dad's a teacher, and he often helps me.

答案

1 b 2 a 3 c 4 c

Speaking

做活动: Write the lessons for your perfect school day, and draw the hands on the clocks.

Then ask and answer.

SB P17

- 让学生将学生用书翻至第 17 页, 活动 5。
- 教师告诉学生, 他们可以根据自己的设想画出各项活动的时间安排, 使这天成为他们心目中一个完美的上学日。
- 让学生看活动 5 中的三条横线, 告诉他们, 他们可以从右下的科目表中选择三科他们最喜欢的课程填在横线上, 并画出上课时间。
- 学生完成后, 可在班级里自由行走, 向任意同学提问: What time do you ... What lessons do you have? And when? 如果找到和自己某一个行为时间一样的同学, 把这个同学的名字写在钟表旁边。看看谁能找到最多和自己时间一致的同学。
- 教师找几名同学向全班汇报自己的完美日程安排。

补充活动

做活动: Compare the schedules

- 学生两人一组, 教师将两个日程表分别发给每组的两个学生, 告诉他们这是 Mike 和 Cindy 的日程表。让学生互相提问, 弄清楚对方手中的日程安排, 看看是否在某个时间有一致的安排。学生可以问: What does Mike do at 9:00 on Monday? What does Cindy do at 11:00 on Monday?
- 两个日程表如下:

Mike's schedule

	Monday	Tuesday	Wednesday
9:00	Math	Music	PE
10:00	Recess	Read in the library	Science
11:00	Art	Dance	English
13:00	Play tennis	Math	Chinese

Cindy's schedule

	Monday	Tuesday	Wednesday
9:00	Music	Math	Science
10:00	Read in the library	PE	Recess
11:00	Chinese	Math	English
13:00	Play the piano	Play tennis	Chinese

- 答案

They both have an English class at 11:00 on Wednesday and a Chinese class at 13:00 on Wednesday.

Writing

做活动: Write about your school day.

SB P17

- 教师让学生回顾学生用书第 16 页活动 1 的短文,画出描述 Jake 的日常生活的语句。然后让学生对自己的一天进行梳理。完成活动 6 的写作任务。

结束本课 Ending the lesson

做分享: Share your writing

- 学生两人一组,交换作文互相阅读,画出其中的错误并写评语。写完之后交还给同伴,请同伴将错误修改完成后,两人再次交换,然后将同伴的作文以第三人称的语气改写成一篇新的短文。

家庭作业

活动用书第 9 页

活动 10 Read the email. Circle the activities Kate does NOT do in Act Camp.

活动 11 Read again and complete the advertisement.

活动 12 Imagine you are at the science camp below. Write about your week.

阅读时间 Now, read!



The School Play

重点词汇

accident, bus stop, cape, lock up, play, puncture, Superman, tail, Wonder Woman

故事简介

Wendy 和 Tom 要在今天的学校演出中扮演神奇女侠和超人。爸爸送他们去学校,路上却遇到各种状况,还碰到一位老奶奶丢了狗,虽然快迟到了,但大家还是一起帮她寻找,最终找到了狗。作为报答,老奶奶开车把他们及时送到了学校,赶上了演出。

练习答案

1 c, h, g, a, f, b, e, d

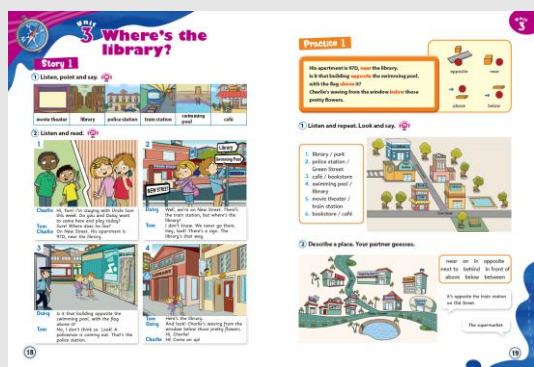
2 略

3 略

Unit 3 Where's the library?

图书馆在哪儿?

Story 1 & Practice 1



教学目标

能够听懂并识别方位介词在句子中的用法。

能够使用方位介词表示方位。

目标语言

单词: movie theater, library, police station, train station, swimming pool, cafe

句型: His apartment is 97D, near the library.

Is it that building opposite the swimming pool, with the flag above it?

Charlie's waving from the window below those pretty flowers.

教具准备

教学卡片: Unit 3, 39—44

故事卡片: Unit 3 Story 1, 13—16

其他教具(教师自备): 蓝泥/磁扣, 句子条, 若干张 A3 纸和 A4 纸

热身活动 Warmer

做活动: Word race

- 教师将全班分成若干组, 给每组一张 A3 纸。
- 教师在教学板上写 places in town, 让各组学生以此为主题, 在五分钟的时间内, 尽可能多地写下他们学过的单词。
- 小组进行汇报, 教师将学生答案写在教

学板上。

- 数一数每组拼写正确的单词, 最多的一组获胜。
- 注意: 在写词比赛中, 教师提醒学生不要查词典。

Story 1

词汇展示 Presentation: words

- 教师将全班分成若干组。
- 教师将本课教学单词卡片用蓝泥或磁扣贴在教学板上, 并在各图片旁边依次标号 1-6。
- 教师说: I will describe a word and you tell me which picture I am talking about. Just say the number. Clear? 教师告诉学生们通过听描述猜测单词并说出图片序号。参考描述如下:

It's a place where you go to watch movies. (movie theater)

It's a place where you can read or borrow books. (library)

It's a place where policeman works. (police station)

It's a place where trains stop for people to get on and off. (train station)

It's a place where you can swim. (swimming pool)

It's a place where you can buy drinks and meals. (café)

- 教师每描述一句, 让学生猜测, 猜对的一组获得一分。
- 教师每揭晓一个猜测答案, 教授该词或词组的发音和拼写。

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。
- 听指: 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。
- 看说: 教师翻动教学卡片, 让学生迅速说出相应单词。

SB CD1 28

movie theater, library, police station, train station, swimming pool, café

故事教学 Story 1**做活动: Picture walk**

- 教师将 Story 1 的故事卡片按顺序逐一贴到教学板上, 边贴边提问, 让学生根据图片猜测和回答。指向第一幅图, 问: Who can you see? Who is the man? What are they talking about?
- 指向第二幅图, 问: Where are they? Guess! Where are they going? What is Tom pointing at? 教师教授单词 sign。教师说: He is pointing at a board. It's a sign. What's on the sign? Can you read? 引导学生发现图中路标上的信息。教师说: Some information is on the sign. Do they know the way? Where is the library?
- 指向第三幅图, 问: Where are they now? 指向图片中的人物和标识, 让学生猜测人物所在地为警察局和游泳池旁。问: Where are they going?
- 教师对故事情节暂时保密, 对于猜测的问题不要公布答案, 鼓励学生给出个性化猜测。

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, 让学生完整听一遍, 检查刚才的猜测是否正确。
- 录音播放完后, 让学生默读书上的文字, 从故事文本中找出刚学过的词或词组并用下划线画出来。
- 教师继续提问下列细节问题让学生回答:
In picture 1: Who is staying with Uncle Sam this week? Where does he live?
In picture 2: Where are they? What does the sign tell them?
In picture 3: Is Uncle Sam's home opposite the swimming pool? What is that building?
In picture 4: Where is Charlie?

- 再次播放录音, 每句后暂停, 让学生边听边在书上指出听到的句子, 并大声跟读。
- 教师随机挑选句子朗读, 让学生快速读下一句。
- 将全班学生分成男女两组, 分别扮演 Tom 和 Daisy, 教师扮演 Charlie。先播放录音, 让学生跟读各自的部分, 尽量模仿录音的语调。然后教师和学生分角色朗读故事。

SB CD1 29

Charlie: Hi, Tom! I'm staying with Uncle Sam this week. Do you and Daisy want to come here and play today?

Tom: Sure! Where does he live?

Charlie: On New Street. His apartment is 97D, near the library.

Daisy: Well, we're on New Street. There's the train station, but where's the library?

Tom: I don't know. We never go there. Hey, look! There's a sign. The library's that way.

Daisy: Is it that building opposite the swimming pool, with the flag above it?

Tom: No, I don't think so. Look! A policeman is coming out. That's the police station.

Tom: Here's the library.

Daisy: And look! Charlie's waving from the window below those pretty flowers. Hi, Charlie!

Charlie: Hi! Come on up!

补充活动**做活动: Matching Game**

- 教师将学生用书第 18 页活动 2 听力部分文本打印出来, 将每一句都裁成一个句子条, 发给全班学生。
- 教师让学生拿着句子条在班级中走动, 并说出自己的句子。
- 让学生找到相邻的两个句子搭档, 即持

有前一句和后一句的学生，然后站在一起。

- 等全班学生都找到自己的搭档后，让他们依次读出句子。全班一起检查句子排序是否正确。
- 注意：在活动进行期间，注意班级纪律和管理问题。

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，这次把对白声音关闭，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，可以让学生分组分角色表演故事。

Practice 1

句型展示 Presentation: patterns

- 教师说：Today we are going to learn more prepositions of place. 教师依照学生用书第 19 页句型展示框右侧图示，在教学板上以简笔画方式依次画出四幅图（可以将书上的方块画成盒子，方便学生描述）。
- 让学生在笔记本上抄写并画出板书简笔画及对应标注。
- 让学生先关注学生用书第 19 页句型展示框中的句子，问：Who says each sentence? 让学生从前面 Story 1 中找到这四个句子画下来，并说出说话人的名字。
- 引导学生区分并总结 on 和 above, under 和 below 的区别：on 表示一物在另一物上面，强调两物相接触；above 表示一物位置高于另一物，但不一定在正上方，且互不接触；under 表示一物在另一物正下方，物体之间可以互相接触，也可以有一定空间；below 表示一物位置低于另一物，但不一定在正下方，且互不接触。
- 教师解释句型展示框中红色的词是用于表示方位的介词，教师带领学生大声朗读展示框中的句子，重读红色单词。

做活动：Chant

- 教师说：Show me your hands! Let's say a chant and do the actions. Follow me! 教师右手握拳，左手手背朝天置于右手下（不接触），边晃动右手边带有节奏地说：Above, above, above, my hand is above! 教师将右手置于左手之下，边晃动右手边带领全班说：Below, below, below, my hand is below! 教师先抬起双手，将手置于头两侧，代表 opposite，再将单手至于头一侧，代表 near，说：Opposite, near, opposite, near. Yearh, yeah, yeah! 最后双手比出剪刀手，结束歌谣。

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。
- 让学生观察活动 1 中的图片。教师问：Which places can you find in the town? 引导学生回答并巩固单词。
- 播放前两个地点信息的录音，让学生边听边指图并重复。从第三个地点信息开始，首先播放问句部分，然后停顿，鼓励学生说出答案，然后再播放录音，核对答案。
- 让学生两人一组，一人随机指图片并提问，另一人回答。然后互换角色继续练习。

SB CD1 30

- Child A: Where's the library?
Child B: It's opposite the park.
- Child A: Where's the police station?
Child B: It's on Green Street.
- Child A: Where's the café?
Child B: It's below the bookstore.
- Child A: Where's the swimming pool?
Child B: It's near the library.

5

Child A: Where's the movie theater?

Child B: It's opposite the train station.

6

Child A: Where's the bookstore?

Child B: It's above the café.

练习 Practice

做活动：Describe a place. Your partner guesses.

SB P19

- 让学生将学生用书翻至第 19 页，活动 2。
- 让学生观察图片，读单词框中的词语和话泡中的例句。
- 让学生两人一组，一人根据图片用单词框中的词语描述位置，另一人猜测地点。
- 然后让学生交换角色继续进行活动。

结束本课 Ending the lesson

做活动：Let's create!

- 给每人两张 A4 纸。
- 教师让相邻的学生两人一组，背靠背坐。
- 教师在教学板上画两条交叉的街道，让学生仿照画在一张 A4 纸上。
- 让学生写出两条街的名字并在地图上画出六个地方并注明地点名称。让学生在绘画过程中，背靠背，不让对方看到自己的画。
- 让学生轮流描述所画的街道和地点，让同伴在另一张 A4 纸上画出描述的内容。然后互相比对。

家庭作业

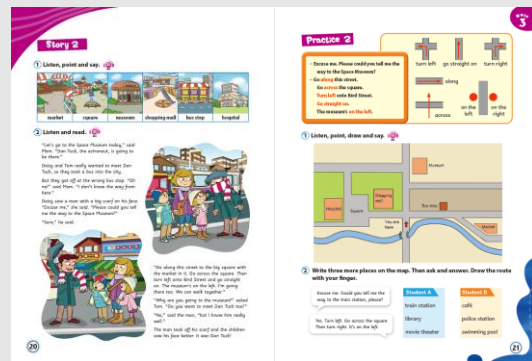
活动用书第 10 页

活动 1 Order the letters and write the places. Then listen and check.

活动 2 Look and read. Circle the correct words.

活动 3 Complete the sentences about the town above with these words, and with words from activity 1.

Story 2 & Practice 2



教学目标

掌握问路的表达方式。

能够使用表示方位的介词和词组描述动作方向和地点位置。

目标语言

单词: market, square, museum, shopping mall, bus stop, hospital

句型: -Excuse me. Please could you tell me the way to the Space Museum?

-Go along this street.

Go across the square.

Turn left onto Bird Street.

Go straight on.

The museum's on the left.

教具准备

教学卡片: Unit 3, 45—50

故事卡片: Unit 3 Story 2, 17—18

其他教具(教师自备): 毛线球, 硬纸板, PPT 课件

热身活动 Warmer

做游戏: Hot potato

- 教师将全班分成若干组。
- 教师准备一个毛线球, 递给一个学生。
- 教师说: Pass! 让学生将毛线球传给旁边的同学并继续将球在班级中传递。与此同时, 教师转过头用手敲讲台的桌子。
- 教师说: Stop! 暂停敲讲台桌子。
- 拿到球的学生需要回答教师的问题。教师会描述一个单词, 让学生在已有的单词卡中挑选正确的词卡代表这个单词。
- 回答正确的学生, 为小组获得一分。

Story 2

词汇展示 Presentation: words

- 教师课前准备好一张比词汇教学闪卡大的硬纸板, 并在纸板中央挖一个直径为 5cm 的圆孔。
- 教师将纸板放在要展示的教学闪卡前面, 露出部分图片信息, 依次问学生: Where can you catch a bus / do shopping / buy vegetables / see a doctor / learn about the past / sit and take a break? What can you see? 让学生依次根据每次教师所展示的部分闪卡图片, 进行猜测。
- 教师可慢慢移动硬纸板, 让学生看闪卡不同部分, 直至学生完全猜出闪卡信息, 引出本课所学词汇。

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。
- 听指: 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文字, 并跟读。
- 看说: 教师翻动教学卡片, 让学生迅速说出图片单词。

SB CD1 31

market, square, museum, shopping mall, bus stop, hospital

故事教学 Story 2

做活动: Picture walk

- 教师展示第一张故事卡片, 问: Who can you see in the picture? Who is the man with the scarf? 教师让学生仔细观察图片, 猜测对话内容。
- 教师展示第二张故事卡片, 鼓励学生进行大胆猜测, 但不公布答案。

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, 检测学生是

否理解了故事大意。同时让学生画出听到的地点词语。

- 让学生判断故事细节信息。教师在 PPT 上展示以下句子, 让学生选择正确的单词 (标红单词为正确答案, 教师不要展示给学生):

1. Daisy, Tom and Mom went to the **Space Station** / **Space Museum** today.

2. Daisy and Tom wanted to meet **Dan Tuck** / **Donald Tuck**.

3. Daisy said to the man: "Excuse me. Please **can** / **could** you tell me the way to Space Museum?"

4. The man said: "Go **along** / **on** this street to the big square with the **market** / **shopping mall** in it."

- 全班一起核对答案。

SB CD1 32

"Let's go to the Space Museum today," said Mom. "Dan Tuck, the astronaut, is going to be there."

Daisy and Tom really wanted to meet Dan Tuck, so they took a bus into the city.

But they got off at the wrong bus stop. "Oh no!" said Mom. "I don't know the way from here."

Daisy saw a man with a big scarf on his face. "Excuse me," she said. "Please could you tell me the way to the Space Museum?"

"Sure," he said.

"Go along this street to the big square with the market in it. Go across the square. Then turn left onto Bird Street and go straight on. The museum's on the left. I'm going there too. We can walk together."

"Why are you going to the museum?" asked Tom. "Do you want to meet Dan Tuck too?"

"No," said the man, "but I know him really well."

The man took off his scarf and the children saw his face better. It was Dan Tuck!

做活动: **Watch and say.**

- 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。
- 教师将学生分成若干组, 将动画片音频调至静音。让学生尝试以小组为单位进行故事接龙, 共同讲述故事。

做活动: Let's clap!

- 教师告诉学生, 他将根据 story 2 说几个句子, 让学生判断正误。如果认为句子正确, 则在自己身体左侧拍手。如果认为句子错误, 则在自己身体右侧拍手。
- 建议句型如下:
 1. Daisy and Tom took a train to the city.
 2. They got off at the wrong bus stop.
 3. They knew the way to the museum.
 4. The man was wearing a big scarf.
 5. The museum was on Bird Street.

Practice 2

句型展示 Presentation: patterns

- 教师依次在教学板上画出本部分方位词语的图 (可参照学生用书第 21 页绘制), 依次引出以下词语并配合动作, 让学生理解学习: turn left (手臂向左弯曲, 表示“左转”), turn right (手臂向右弯曲, 表示“右转”), go straight on (两臂向前伸直, 表示“直行”), along (单臂伸直, 另一臂顺着向往前, 表示“沿着”), across (单臂伸直, 另一臂弯曲从上绕过去, 表示“穿过”), on the left (手向左指, 表示“在左边”), on the right (手向右指, 表示“在右边”)。
- 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。

补充活动

做游戏: Traffic police officer

- 教师模仿交警指挥交通的动作, 做出指方向的动作, 让学生说出对应词语。
- 教师依次让不同学生上台扮演小交警指挥交通, 鼓励学生设计个性化动作, 让其他学生猜测。

练习 Practice**做活动: Listen, point, draw and say.****SB P21**

- 让学生将学生用书翻至第 21 页,活动 1。
- 让学生观察图片,教师告诉学生: This is a map of a town. Imagine you are in the town. You are here. 引导学生发现图中所在位置,让学生将手指放在图中“You are here”的地方。
- 依次播放前两组对话录音,让学生根据录音中的信息用手指在地图中画出路线,并跟着说。
- 依次播放其余录音内容,先播放每组对话的问题部分,之后暂停,让学生思考并说出。播放回答部分,让学生检查答案。
- 如果时间允许,可让学生两人一组。一名学生在图中指出一个地点作为出发点,并用 Excuse me. Please could you tell me the way to ...? 句型进行提问。另一名学生边在图中用手指画出路线边回答。
- 学生轮流进行问答练习。

SB CD1 33

1

Child: Excuse me. Please could you tell me the way to the hospital?

Woman: Sure. Turn left and go across the square.

2

Child: Excuse me. Could you tell me the way to the museum, please?

Woman: Sure. Go straight on and it's on the right.

3

Child: Excuse me. Could you tell me the way to the bus stop, please?

Woman: Sure. Turn right and it's on the left.

4

Child: Excuse me. Please could you tell me the way to the market?

Woman: Sure. Turn right and go along the river.

5

Child: Excuse me. Could you tell me the way to the shopping mall, please?

Woman: Sure. Turn left and it's on the right.

做活动: Write three more places on the map. Then ask and answer. Draw the route with your finger.

SB P21

- 让学生将学生用书翻至第 21 页,活动 2。
- 让学生两人一组,分别扮演学生 A 和学生 B。让学生读话泡中的对话以及学生 A 栏和学生 B 栏中的词语。
- 教师让学生 A 和学生 B 分别在自己的书第 21 页活动 1 的地图上添加地点。A 要添加的地点是 train station, library 和 movie theater, 学生 B 要添加的地点是 café, police station 和 swimming pool。
- 教师讲解活动规则。学生 A 问学生 B: Excuse me. Could you please tell me the way to the café/police station/swimming pool? 学生 B 根据自己的地图回答问题,学生 A 边听边用手指在自己的地图上画出路线。两人轮流问答并用手指画路线。

结束本课 Ending the lesson**做活动: My favorite place**

- 教师带领学生回顾本课中出现的地点词语。
- 教师问学生: What's your favorite place in the city? Why? 让学生自由讨论并汇报。
- 通过举手表决的方式,教师统计并评选出大家最喜欢的地方。

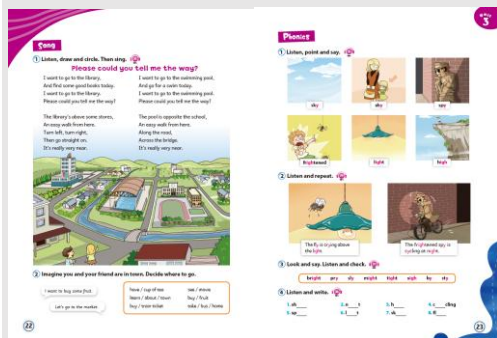
家庭作业**活动用书第 11 页**

活动 4 Read the clues and complete the crossword. Then listen and check.

活动 5 Look at the way to the hospital. Number the instructions. You don't need three of them.

活动 6 Look again at the map in activity 5. Read and complete each gap with one or two words.

Song & Phonics



教学目标

学会唱歌曲 *Please could you tell me the way?*
能够掌握字母 *y* 和字母组合 *igh* 在单词中的发音。

目标语言

单词: sky, shy, spy, frightened, light, high

教具准备

教学卡片: Unit 3, 51—56

其他教具(教师自备): 一个纸杯, PPT 课件,
若干写有活动信息的纸条, 两支塑料勺(勺面上分别写上 *y* 和 *igh*), 小纸团(纸团上有不同的辅音字母及辅音字母组合)

热身活动 Warmer

做游戏: Sorting game

- 教师带领学生复习本单元所学词语, 并写在教学板上。
- 教师在教学板上画四个框, 分别在每个框旁边写上 1, 2, 3, 4/4+。
- 让学生根据词语的音节, 对所学词语进行分类。引导学生将含有一个音节的词语写在标有 1 的框中, 将含有两个、三个、四个或更多音节的词语分别写在标有 2, 3, 4/4+ 的框中。
- 全班一起核对答案。教师带领学生朗读单词。

Song

呈现歌曲 Presentation

- 教师将学生用书第 22 页的歌曲插图呈现在 PPT 上, 让学生从图中找出以下地点: library, store, swimming pool, school。
- 让学生两人一组, 一名学生问: Where is

the ...? 另一名学生根据图片信息回答。

做活动: Listen, draw and circle. Then sing.

SB P22

- 让学生将学生用书翻至第 22 页, 活动 1。
- 播放歌曲录音, 鼓励学生一边听歌曲一边用手指划指歌词, 并跟唱。
- 再次播放歌曲录音, 让学生根据歌曲大意用手指在图中画出路线, 并圈出图书馆和游泳馆的位置。

SB CD1 34

I want to go to the library,
And find some good books today.
I want to go to the library.
Please could you tell me the way?

The library's above some stores,
An easy walk from here.
Turn left, turn right, then go straight on.
It's really very near.

I want to go to the swimming pool,
And go for a swim today.
I want to go to the swimming pool.
Please could you tell me the way?

The pool is opposite the school,
An easy walk from here,
Along the road, across the bridge.
It's really very near.

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。
- 将全班学生分为男生组和女生组。
- 播放本单元歌曲的卡拉 OK 模式, 让男生唱问路的部分, 女生唱回答的部分。

补充活动

做游戏: Create a new song

- 教师让学生根据歌曲配图替换原歌词中的地点、活动和位置, 创作新歌词。学生也可改变出发位置。

- 教师在 PPT 上示范如下修改方式, 让学生参考:
I want to go to the shopping mall.
And buy some clothes today.
I want to go to the shopping mall.
Please could you tell me the way?

The shopping mall is on this road.
An easy walk from here.
Go straight on, and turn left.
It's really very near.
- 创作完毕后, 鼓励学生进行演示。

做活动: Imagine you and your friend are in town. Decide where to go.

SB P22

- 让学生将学生用书翻至第 22 页, 活动 2。
- 教师说: Imagine you are in town. 让学生读话泡中的对话。
- 引导学生用 I want to / I have to ... 和 Let's go to the (place) 句型和单词框中的提示语造句。
- 教师将单词框中的六组提示语 (可适当添加其他提示语) 分别写在小纸条上, 并放在事先准备好的纸杯中。
- 将全班分成两组, 让两组学生派代表同时从纸杯中抽取纸条, 并根据提示语造句。
- 两组比赛, 说得又快又准的小组获得一分, 最后得分最高的那组获胜。

Phonics

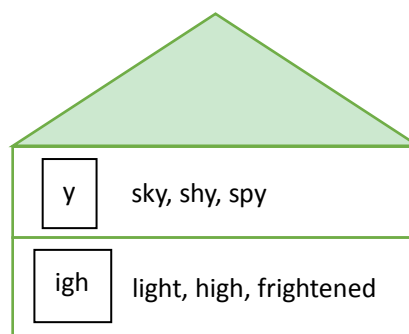
呈现语音 Presentation

做活动: Listen, point and say.

SB P23

- 教师同时展示教学卡片 sky 和 light 的图片面让学生观察, 问: What are they? 引出 sky 和 light。
- 教师展示教学卡片 sky 和 light 的文字面, 重复几次读这两个单词, 指着单词中的字母 y 和字母组合 igh 让学生观察, 问: Which sound do they have in common? 引导学生说 /ai/。

- 教师以同样的方式引出 shy, spy, frightened, high 的教学闪卡。遇到学生不容易理解的单词, 可以用动作或表情解释。
- 教师在教学板上以拼读小房子的方式总结字母 y 和 igh 的发音规则。
- 教师说: The house has got two rooms. Letter "y" and letter combination "igh" live in the house, and they have the same sound. 示意图如下:



- 教师告诉学生, 字母 y 大多出现在单词结尾, 字母组合 igh 通常出现在单词中间或单词结尾。它们都发 /ai/ 音, 都属于 /ai/ 家庭。
- 让学生将学生用书翻至第 23 页, 活动 1。
- 教师播放录音, 让学生边听边指图片, 并大声跟读。
- 教师随机拿出一张教学卡片, 让学生大声拼读出单词。

SB CD1 35

sky, s-k-y, sky

shy, sh-y, shy

spy, s-p-y, spy

frightend, f-r-igh-tened, frightened

light, l-igh-t, light

high, h-igh, high

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。
- 让学生看两幅图, 提问图片信息, 引导学生输出目标词汇。关于图 1 提问: What can you see? What is the fly doing? 关于

图 2 提问: Who can you see? What is he doing? How does he feel? Why? 鼓励学生大胆猜测。

- 播放录音, 让学生边听边指读图片下方的句子。让学生关注字母 y 和字母组合 igh 的发音。
- 再次播放录音, 让学生听录音并打着节拍跟读。还可以将学生分两组, 一组读前半句, 一组读后半句, 相互配合。
- 将学生分成 4 至 5 组, 给一分钟时间分组练习。
- 到时间后, 让每组派一名代表说句子, 说得又快又准确的学生为所在小组加一分。

SB CD1 36

The fly is crying above the light.

The frightened spy is cycling at night.

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, 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 37

bright, pry, sly, might, tight, sigh, by, sty

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或字母组合, 完成单词。
- 让学生说出所写的单词, 全班一起核对答案。

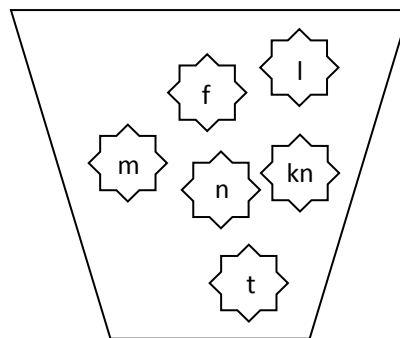
SB CD1 38

1 shy 2 night 3 high 4 cycling
5 spy 6 light 7 sky 8 fly

结束本课 Ending the lesson

做活动: Drink soup

- 教师拿出事先准备好的纸杯, 两支塑料勺 (勺面上分别写上 y 和 igh), 小纸团 (纸团上有不同的辅音字母及辅音字母组合), 教师可创意地加入更多纸团, 如下图所示:



- 教师将勺面写有 igh 和 y 的塑料勺子展示给全班学生。教师拿起杯子说: This is magic soup. There are many balls in the soup. Do you want to have a drink? You should use spoons.
- 教师做示范, 拿起一支勺子做出舀汤的动作, 舀出两个纸球, 并说: You can have two balls each time.
- 教师打开两个纸团, 带领学生用纸团信息和勺面信息拼读单词。例如, 教师用勺面带有字母组合 igh 的勺子舀出了纸团 n 和纸团 t, 引导学生拼出 night。
- 教师让几名同学上台尝试“舀汤”并将信息展示给全班, 让全班学生一起拼出单词。

家庭作业

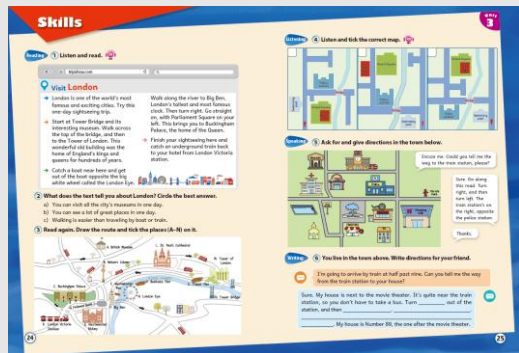
活动用书第 12 页

活动 7 Listen and write.

活动 8 Read and complete.

活动 9 Listen and tick.

Skills



教学目标

能够读懂一篇关于旅游路线的网页信息，理解网页内容。

能够听懂一段问路和指路的对话，理解主旨大意和细节信息。

能够正确运用本单元所学单词和句型描述地图路线信息。

能够根据文字提示书写路线信息。

目标语言

本单元所学的词汇和句型。

教具准备

教师自备：PPT 课件（学生用书第 24 页的阅读部分），若干张 A4 纸，若干张 worksheet，若干个胶水或胶棒，若干个骰子

热身活动 Warmer

做游戏：City game

- 教师说一些关于城市的提示句，例如：
This city is in Western China. It is a home of giant pandas. It is near Chongqing. (Chengdu) 让学生猜测这是哪个城市。
- 鼓励学生出谜题，让更多的学生参与游戏。

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。
- 让学生观察图片和版式设计，问：Guess! What is the text from? 引导学生猜测这是来自网站的网页信息。继续问：What is this text about? 让学生看网页内容标题，教师问：Do you know any places in

London? 鼓励学生思考并描述。

- 播放录音，让学生完整听一遍，并用下划线画出文中所提及的地点。
- 教师将 Tower Bridge, Tower of London, London Eye, Big Ben, Parliament Square, Buckingham Palace 写在教学板上或在 PPT 上配图展示。用简单释义和图片帮助学生理解 tower, palace 等生词。

SB CD1 39

London is one of the world's most famous and exciting cities. Try this one-day sightseeing trip. Start at Tower Bridge and its interesting museum. Walk across the top of the bridge, and then to the Tower of London. This wonderful old building was the home of England's kings and queens for hundreds of years.

Catch a boat near here and get out of the boat opposite the big white wheel called the London Eye.

Walk along the river to Big Ben, London's tallest and most famous clock. Then turn right. Go straight on, with Parliament Square on your left. This brings you to Buckingham Palace, the home of the Queen.

Finish your sightseeing here and catch an underground train back to your hotel from London Victoria station.

做活动：What does the text tell you about London? Circle the best answer.

SB P24

- 让学生将学生用书翻至第 24 页，活动 2。
- 教师再次播放录音，让学生默读短文，总结短文主旨大意。
- 让学生从活动 2 的三个选项中圈出正确的答案。

答案 b

做活动：Read again. Draw the route and tick the places (A-N) on it.

SB P24

- 让学生将学生用书翻至第 24 页, 活动 3。
- 让学生再次阅读网页内容, 在活动 3 的地图上按照文中的顺序绘制游览路线图, 并勾出短文中提到的景点。
- 让学生将学生用书翻至第 25 页, 活动 5。
- 让学生观察地图, 关注地图中的地点和人物所在位置, 并阅读话泡中的对话。
- 让学生两人一组, 从地图中选择地点, 仿照话泡中的句子, 轮流进行问答。

Listening

做活动: Listen and tick the correct map.

SB P25

- 让学生将学生用书翻至第 25 页, 活动 4。
- 告诉学生, 他们将听到一段询问路线的对话。
- 教师先让学生观察三幅地图中各地点的位置, 然后播放录音, 学生边听边画出对话中的路线。
- 教师再次播放录音, 让学生在正确的图片左上角的方块内打钩, 然后全班一起核对答案。

SB CD1 40

Girl: Excuse me. Is there a shopping mall near here?

Boy: Errmm, no, sorry, there isn't, but there's a very nice market in town. You can buy clothes and food there.

Girl: OK, great! Could you tell me the way there, please?

Boy: Sure. Go along this street. There's a swimming pool on the left. Turn left after the swimming pool.

Girl: OK.

Boy: Go across the bridge. There's a police station on the left. Turn right opposite that.

Girl: Right?

Boy: Yes. Then go straight on. The market is on the right, in Grand Square.

Girl: Thanks!

答案 图 3

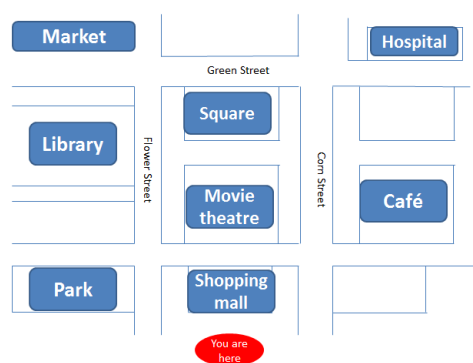
Speaking

做活动: Ask for and give directions in the town below.

SB P25**补充活动**

做游戏: What's missing?

- 教师说: Work in pairs. Sit back to back. 让学生两人一组, 背靠背坐好。
- 教师给每个学生 (学生 A 和学生 B) 一张 worksheet, 内容如下:

Worksheet for student A

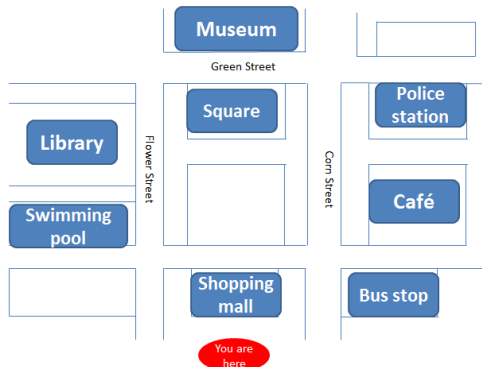
Ask your partner for directions to:

Museum

Police station

Swimming pool

Bus stop

Worksheet for student B

Ask your partner for directions to:

Hospital

Movie theatre

Market

Park

- 教师告诉学生, 他们的地图是相同的,

但缺失的地点不同。让学生互相提问，并在图中缺失部分注明地点名称。活动过程中，两人需要背对背坐，以防对方看到答案。

Writing

做活动: You live in the town above. Write directions for your friend.

SB P25

- 让学生将学生用书翻至第25页，活动6。
- 告诉学生：假设你和家人住在活动5的小镇中，你的朋友要来拜访你。
- 让学生先读第一条信息，问：What does your friend ask?
- 让学生先在活动5的地图上找到合适的路线，然后在第二条信息的横线上补充句子，完成短信回复。
- 告诉学生可以参考活动5的格式书写。
- 完成后，请几位学生向全班分享。

结束本课 Ending the lesson

做活动: Draw and write.

- 教师给每个学生一张 A4 纸。让学生在纸上画一张简易的城市地图，并画出从家到最喜欢的地方的路线。可以仿照学生用书第 25 页的图片。
- 让学生在标有路线的地图下方，写出路线指示。
- 完成后，请学生上台展示。如果时间不允许，可让学生回家完成，下节课展示。

家庭作业

活动用书第 13 页

活动 10 Read the text and draw the route in the picture.

活动 11 Read again. Write a-e in five of boxes A-H on the map above.

活动 12 Look at the map in activity 10 and write instructions for a walk from the school to the library, across the park.

阅读时间 Now, read!



The New Town

重点词汇

building, bus pass, bus stop, but, envelope, invention, museum, square, theme park, town center, treasure hunt

故事简介

Jenny 和 Alex 一家刚搬到一个新城市居住，兄妹俩不喜欢这座城市。有一天他们收到一封寻宝信，按照信中指示，他们先后去到市中心公交车站、博物馆和主题乐园。玩了一天，他们已经喜欢上了这座新城市。

练习答案

1

1. a new town

2. two bus passes

3. the town center

4. the Science Museum

5. a square, right

6. new inventions, go along Museum Street

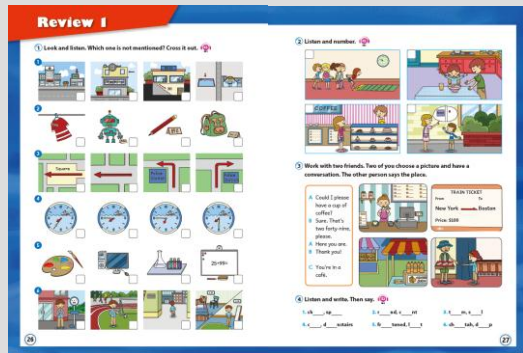
7. a theme park, two (happy)

8. not bad/good

2 略

3 略

Review 1 复习 1



教学目标

复习第 1—3 单元的词汇和句型

目标语言

单词：1—3 单元词汇

句型：1—3 单元句型

语音：4—6 单元语音

教具准备

单词卡片：1—56

其他教具（教师自备）：剪刀，胶棒，彩笔，若干张 A4 纸

热身活动 Warmer :

做活动：Who is faster?

- 教师将全班同学分成 A、B 两组。
- 每组派一个学生上台，教师说：Stand back to back. 让两个学生背靠背站立。将事先准备好的单词教学闪卡发给他们。示意他们将图片部分朝外，不要让对方看到。
- 教师说：I will say 1, 2, 3 and you should move forward three steps. 示意学生往前走三步。教师继续说：When I say “turn”, you should show your cards to your partner and say a word to identify the picture as fast as you can. 示意学生转身给对方看自己的图片，并快速说出对方图片代表的单词或词组。
- 教师为迅速并准确说出答案的同学所在组加分。
- 鼓励更多学生上台做游戏。得分最多的那组获胜。

复习单词 Review: words

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 1。
- 播放录音，在第一个题目之后暂停，让学生边听边指图片，然后在没有听到的图片右下角的方块中打叉。
- 继续播放录音，学生完成活动。
- 全班一起核对答案，让学生汇报答案，参考用语：I hear number 1, 3 and 4, but I don't hear number 2.

SB CD1 41

- It's above the shopping mall. It's near the hospital. It's below the library.
- It's forty thirty-five. It's eighty-nine cents. It's eight ninety.
- Turn left at the police station. Go across the square. Go straight on.
- It's quarter to seven. It's twenty-five to eight. It's half past seven.
- It's time for computer science. It's time for math. It's time for science.
- He got dressed quickly. He put on his scarf at the bus stop. He took off his scarf at recess.

答案

- 图 4 2. 图 2 3. 图 4
- 图 2 5. 图 1 6. 图 3

补充活动

做活动：Describe and guess

- 让学生两人一组。
- 一个学生描述活动 1 其中一张图片，另一个学生指出图片。
- 两人轮流描述。

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 2。
- 本活动重点复习第 1-3 单元重点句型的

听力理解和表达。让学生看图片，逐一说出图片上的人、物和地点，熟悉图片情景。

- 播放录音，让学生先听第一题做示范，在第一题后暂停，教师问：Which picture is it? Write 1 in the box. 让学生选出对应的图片并在方块中写上序号。继续播放录音，让学生完成其他题目。
- 全班一起核对答案。

SB CD1 41

1

Boy: Excuse me. Please could you tell me the way to the swimming pool?

Woman: Sure. Go along this road, and it's on the right, opposite the museum.

2

Girl: How much is a piece of chocolate cake, please?

Man: It's two fifty.

3

Girl: When's this PE lesson going to finish?

Boy: At eleven o'clock, and then we're going to begin our paintings in art.

4

Dad: Here's a bowl of noodles for your lunch.

Boy: Thanks, Dad! Yum! I'm going to eat them with my new chopsticks today.

答案

图 1—3, 图 2—4, 图 3—2, 图 4—1

做活动: Work with two friends. Two of you choose a picture and have a conversation. The other person says the place.

SB P27

- 将学生分成三人小组，进行对话练习。
- 先让其中两个人讨论后，选择一幅图，仿照左侧对话框中内容，进行对话练习。
- 第三个学生根据前两人对话内容，看图，说出对话发生地点。
- 交换角色，进行问答练习。

补充活动

做活动: Say and guess

- 教师让学生两人一组。仿照活动 3 练习内容，自编一段对话。
- 教师邀请几组学生上台表演，让其他学生猜测对话所在地点。

做活动: Make questions from these words. Then match with the answers.

WB P15

- 让学生将活动用书翻至第 15 页，活动 3。
- 这个活动在于训练重点句型的使用。
- 让学生看这五个问题，将单词按顺序排好组成问句，写在下方横线中。
- 教师先带领学生一起完成第一个句子。然后让学生独立完成其余的句子。
- 让学生读活动下方蓝色框中的答句，将问句和回答进行匹配，并将答句序号写在相应的方块内。
- 全班一起核对答案，教师也可以邀请学生上台将答案写在教学板上进行核对。

答案

1. Could you tell me the way to the police station? B
2. What time is it? E
3. How much are those pants? D
4. Could I have a pair of sunglasses? A
5. Why did you take off your sweater? (OR Why did you take your sweater off?) C

做活动: Look and read. Complete the gaps with one or two words.

WB P15

- 让学生将活动用书翻至第 15 页，活动 4。
- 这个活动重点复习问路。先以第一题为例，让学生读句子，根据图 1 填出正确的词语。
- 让学生独立完成其他句子。
- 全部一起核对答案。

答案

1 swimming 2 swimming pool 3 along

4 turn left 5 bus stop 6 the right
7 café 8 opposite

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 4。
- 让学生听并填写字母完成单词。本活动重点复习运用前三单元所学的拼读规则听词、写词。
- 播放录音, 让学生先听第一题做示范, 根据听到的单词填写相应的字母或字母组合, 补全单词。
- 继续播放录音, 让学生独立完成活动。
- 全班核对答案。
- 学生齐声朗读单词。

SB CD1 43

1. shy, spy 2. round, count
3. team, seal 4. cow, downstairs
5. frightened, light 6. cheetah, deep

结束本课 Ending the lesson

做游戏: Five in a row

- 将全班分成两组, 每组选择一个颜色代表本组(颜色A代表A组, 颜色B代表B组)。
- 教师在黑板上画5*5的格子, 如下图所示:

R	A	S	S	W
S	R	W	W	R
A	S	R	A	W
W	W	A	S	R
R	A	R	A	A

- 格子分别由四个大写字母S, R, A, W组成, 每个字母代表一个任务。教师告诉学生, “S”代表Spell, 即教师说中文, 学生拼写若干个单词; “R”代表Read, 即教师指定学生朗读某段内容; “A”代表Answer, 即学生回答教师指定问题; “W”代表Write, 即学生按教师要求书写句子。
- 让两组学生依次派代表选择任意一格进行游戏, 例如: A组学生选择第一行第三列的“S”, 那么他要在教学板上拼写教师说出的2-3个词。
- 如果该学生顺利准确完成任务, 那么教

师用代表该组颜色的粉笔在方格中涂色, 表示该方格归该组所有。

- 两组轮流做活动, 哪组能率先在横排/竖排/对角线占据五个格子, 连成一条线, 哪组获得胜利。

家庭作业

活动用书第 14—16 页

活动 1 Circle five more words and phrases for each column. Then write.

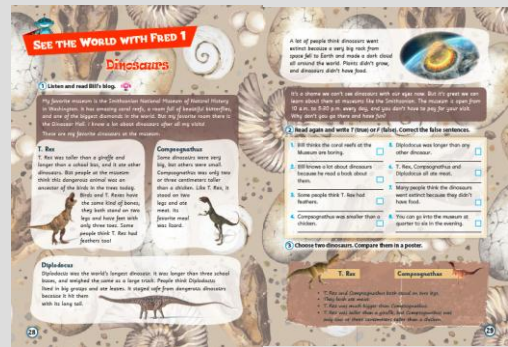
活动 2 Listen and write.

活动 5 What time did Jill do these things?

Look, match and answer.

活动 6 Listen and write.

See the world with Fred 1



教学目标

了解不同类型的恐龙特征。

比较不同类型的恐龙。

目标语言

单词: T. Rex, Compsognathus, Diplodocus,
Smithsonian National Museum of Natural
History

教具准备

教师自备: PPT 课件, 若干张 A4 纸

热身活动 Warmer

做活动: Meet the dinosaurs!

- 教师在 PPT 上展示一张恐龙的局部图片, 如眼睛、尾巴、爪子等, 让学生猜测 What's that? 引出主题 dinosaurs。
- 教师问学生: What do you know about dinosaurs? 引出单词 extinct。

知识激活 Activation

做活动: Guessing game

- 教师在 PPT 上展示学生用书第 28 页活动 1 中三种恐龙的图片, 问: Do you know them? 引出单词 T. Rex, Compsognathus, Diplodocus。
- 问学生: Do you know anything about them? 鼓励学生用英文作答。
- 教师说: Here is some information. 教师在 PPT 上依次展示以下信息, 告诉学生 ate 是 eat 的过去式, 这个过去式的变化是不规则的:

1. It ate other dinosaurs. (T. Rex)

2. It was very small. (Compsognathus)

3. It was the world's longest dinosaur.

(Diplodocus)

4. It was an ancestor of the birds in the tree. (T. Rex)

5. It ate leaves. (Diplodocus)

6. Its favorite meal was lizard.

(Compsognathus)

- 让学生以小组为单位, 讨论这些信息分别描述了哪种恐龙。
- 教师将各小组的猜测写在教学板上, 先不要公布答案。

知识学习 Knowledge

做活动: Listen and read Bill's blog.

SB P28-P29

- 让学生将学生用书翻至第 28 页, 活动 1。
- 播放录音, 让学生边听边读, 核对本小组的猜测。
- 全班核对答案并处理新词, 如 ancestor, butterfly, centimeter 等。

SB CD1 44

Dinosaurs

My favorite museum is the Smithsonian National Museum of Natural History in Washington. It has amazing coral reefs, a room full of beautiful butterflies, and one of the biggest diamonds in the world. But my favorite room there is the Dinosaur Hall. I know a lot about dinosaurs after all my visits!

These are my favorite dinosaurs at the museum:

T. Rex

T. Rex was taller than a giraffe and longer than a school bus, and it ate other dinosaurs. But people at the museum think this dangerous animal was an ancestor of the birds in the trees today. Birds and T. Rexes have the same kind of bones; they both stand on two legs and have feet with only three toes. Some people think T. Rex had feathers too!

Compsognathus

Some dinosaurs were very big, but others were

small. Compsognathus was only two or three centimeters taller than a chicken. Like T. Rex, it stood on two legs and ate meat. Its favorite meal was lizard.

Diplodocus

Diplodocus was the world's longest dinosaur. It was longer than three school buses, and weighed the same as a large truck. People think Diplodocus lived in big groups and ate leaves. It stayed safe from dangerous dinosaurs because it hit them with its long tail.

A lot of people think dinosaurs went extinct because a very big rock from space fell to Earth and made a dark cloud all around the world. Plants didn't grow, and dinosaurs didn't have food.

It's a shame we can't see dinosaurs with our eyes now. But it's great we can learn about them at museums like the Smithsonian. The museum is open from 10 a.m. to 5:30 p.m. every day, and you don't have to pay for your visit. Why don't you go there and have fun?

做活动: Read again and write T (true) or F (false). Correct the false sentences.

SB P29

- 让学生将学生用书翻至第 29 页,活动 2。
- 让学生再次阅读文章,根据文章内容,判断句子正误,并将错误的句子改正。
- 全班一起核对答案。

答案

1. F He thinks it's amazing.
2. F He learned about them at the museum.
3. T
4. F It was (two or three centimeters) taller than a chicken.
5. T
6. F T. Rex and Compsognathus ate meat, but Diplodocus didn't.
7. T

8. F The museum is closed from half past five in the evening.

知识运用 Project

做活动: Choose two dinosaurs. Compare them in a poster.

SB P29

- 让学生将学生用书翻至第 29 页,活动 3,看海报样例,阅读文字。告诉学生,这张海报对比了 T. Rex 和 Compsognathus 的几个相同点和不同点。
- 给每位学生发一张 A4 纸。
- 让学生从活动 1 的三个恐龙中选择两个进行比较,列出相同点和不同点,做一张类似的海报。
- 海报做好后,学生两人一组,向对方分享自己的海报。

结束本课 Ending the lesson

做活动: Dinosaur information

- 教师问学生,除了文中介绍的三种恐龙外,他们是否了解其他恐龙?让学生 3 至 4 人一组,在组内分享自己知道的恐龙相关知识,可复现文章中出现的词汇和句型。
- 教师找两组学生,每组派代表向全班分享本组所知道的知识。

家庭作业

活动用书第 17 页

活动 7 Read the text. Then answer the questions. Use words, not numbers.

活动 8 Read and complete.

Extinct



教学目标

视频教学 1 与 CLIL 1 Dinosaurs 的话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。让学生了解物种灭绝，并探讨物种灭绝对地球生物的影响，以及如何保护动植物。

目标语言

extinct, extinction, mammoth, species, fossil, remain, Caspian tigers, endangered

视频概要

本视频主要讲述物种濒危或灭绝的含义、原因，有哪些动物已经或濒临灭绝，并在视频最后引导学生思考物种灭绝对地球生物的影响

教具准备

教师自备：视频中提到的濒危或灭绝动物的图片

Before you watch 观看前

- 让学生将学生用书翻至第 28 页，回顾 CLIL 1 主题，问学生 Why can't we see dinosaurs now? 引导学生说出 extinct, 教师将 extinct 写在教学板上。
- 问学生是否知道哪些物种已灭绝或濒临灭绝，以及灭绝的原因。将学生的回答写在教学板上。
- 告诉学生他们将观看一个介绍物种灭绝的纪录片。让学生看一看自己的看法与纪录片中的看法是否一致。

While you watch 观看中

- 播放一遍纪录片，让学生完整观看一遍。观看时，鼓励学生做笔记，记下听到的

信息。观看后，让学生简单描述听到了哪些关于濒危或已灭绝物种的信息。

- 再次播放纪录片，鼓励学生做笔记。教师向学生展示视频中提到的濒危或灭绝动物的图片，并带领学生讨论以下两个问题：
 1. What do extinct and endangered species mean?
 2. What animals are extinct?
 3. What animals are endangered?
 教师将问题及学生的回答写在教学板上。
- 第三次播放纪录片，让学生总结造成物种濒危或灭绝的原因，以及如何了解已灭绝的物种。鼓励学生用所学词汇回答问题。

After you watch 观看后

- 教师在教学板上写以下问题：
 1. How does extinction affect life on Earth?
 2. What can we do to protect life on Earth?
- 将全班分成四人小组。告诉学生，接下来要以小组为单位进行讨论，每个小组选出一名学生做记录，鼓励学生给出尽可能多的回答。
- 选一个小组，向全班讲述他们的看法。
- 如有时间，可让学生以小组为单位，根据纪录片信息以及讨论结果，设计并制作 Life Protection 海报，贴在教室四周作为展示。

Unit 4 Maybe all homes will have robots

也许家家都会有机器人

Story 1 & Practice 1



教学目标

能够听懂、识别和使用与未来生活有关的单词和词组。

能够使用 **will** 表达对未来生活或未来行为的预测。

目标语言

单词: use gas, use solar power, take a pill, wash the dishes, move house, change

句型: I'm sure I'll have a good idea for that soon.

I think all our cars will use solar power in a hundred years.

Maybe people won't eat meals.

教具准备

教学卡片: Unit 4, 57—62

故事卡片: Unit 4 Story 1, 19—22

其他教具(教师自备): PPT 课件, 若干张 worksheet, 几套自制词卡(词汇来自于 1—4 单元, 一面为单词, 一面为空白)或空白词卡

热身活动 Warmer

自由讨论: **What is our life going to be in the future?**

- 教师让学生与自己的同伴讨论, 未来的生活可能是什么样子的, 将目标词汇“change”贴在黑板上。教师说: Our life

is changing fast. Maybe there will be a lot of new things in the future and we will live in a quite different world. Discuss with your partner, what is our life going to be in the future?

- 通过这个活动可以激活学生关于未来生活的背景知识, 鼓励学生想象, 为后面的讨论做好准备。

Story 1

词汇展示 Presentation: words

- 让几名同学分享他们的想法。
- 接下来, 教师在教学板上分出两栏内容, 左边是现在的生活, 右边是未来的生活, 教师一边引导学生思考未来生活会发生哪些变化, 一边呈现本节课的目标词汇。让学生把这些变化也写在自己的笔记本里。
- 教师通过提问和引导, 一一呈现本节课的目标词汇: In the future, there will be many changes in our life. It means the future life will be quite different from now. For example, now we use gas for the car. How about in the future? In the future we may use solar power, the energy from the sunlight for the car. Do you think we still need to eat food every day in the future? Maybe in the future we just need to take a pill when we're hungry. We need to do all the housework on our own now, but in the future, we may have robots to help us wash the dishes or move our house.
- 教师呈现词汇发音, 带读几遍, 学生大声跟读。

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。
- 听指: 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。
- 老师举起单词卡片, 让学生看到图片快速喊出相应单词。

SB CD2 02

use gas, use solar power, take a pill, wash the dishes, move house, change

做活动: Complete the sentences

- 教师将下面的句子做成 worksheet, 发给学生, 让学生完成, 然后和同伴一起检查答案, 最后全班一起检查答案。
- 1. If you are sick, you should _____. (take a pill)
- 2. After dinner, Jane helped her mom _____. (wash the dishes)
- 3. Our cars still _____ now, but in the future, we may use other energy. (use gas)
- 4. They don't live here anymore. I helped them _____ last week. (move house)
- 5. She _____ her hairstyle. She looks quite different today. (changed)
- 6. This robot can only work during the daytime, because it _____. (uses solar power)

补充活动**做活动: Guess the words**

- 教师将学生分成四人小组, 每组发一套自制词卡(词汇来自于 1—4 单元, 一面为单词, 一面为空白), 词卡空白面朝上放在桌上。
- 让学生轮流从卡片最上面抽一张, 为其他人描述卡片上的词汇, 或者表演出来, 请其他人猜。最先猜出词汇的学生可以保留这张卡片。
- 教师也可以把空白卡片发给学生, 让学生把学过的单词抄写在卡片上再进行游戏。

故事教学 Story 1**做活动: Picture walk**

- 教师告诉学生: Our friends are talking about the future life in the story. 然后教师将 story 1 的教学卡片按顺序逐一贴到

教学板上, 边贴边提问, 让学生根据图片猜测和回答。

- 指向第一幅图, 问: What is Fred doing? Have you ever seen this type of car before? Do you think it can work very well?
- 指向第二幅图, 问: What is Dad talking about? Can you guess?
- 指向第三幅图, 问: What are they doing now? What is Daisy's imagination about future?
- 指向第四幅图, 问: What is Fred doing? Do you think robots will be our friends?
- 教师对故事情节暂时保密, 对于猜测的问题不要公布答案, 鼓励学生给出个性化猜测。

做活动: Listen and read.**SB P30**

- 让学生将学生用书翻至第 30 页, 活动 2。
- 教师播放录音, 让学生边读边听, 并回答: What type of car are they talking about? Why does dad think people will use it in the future?
- 全班一起核对答案。
- 让学生默读书上的文字, 从故事文本中找到并画出故事中谈到的未来生活会发生的变化。
- 继续提问下列细节问题让学生回答:
In picture 1: When can the car work very well and when it can't? Why? Do you have any good ideas for that?
In picture 2: When does dad think our cars will use solar power? Do you agree with him? Why?
In picture 3: What will people take when they are hungry in the future? Do you think it is a good idea?
In picture 4: Will robots only do boring jobs according to Fred? Do you agree?
- 可以根据故事情节向学生提出拓展问题: Do you think the future will be like this as in the story? Do you like living in this way? 让学生讨论, 英文不会表达的内容可以用中文辅助。

- 再次播放录音，每句后暂停，让学生边听边在书上指出听到的句子，并大声跟读。
- 教师让学生把故事里提到的未来会发生的变化写在笔记本上，模仿教师在热身环节写在教学板上的现在与未来生活的对比。然后请学生和自己的同伴对照着笔记，尝试复述故事里提到的变化。

SB CD2 03

Daisy: Hi, Dad. Is that a solar car?

Dad: Yes, it is. It doesn't work very well at night, but I'm sure I'll have a good idea for that soon.

Dad: I think all our cars will use solar power in a hundred years.

Tom: Why?

Dad: Because there won't be much gas, and it'll be very expensive. Solar power will be cheaper.

Dad: I think food will change in the future too.

Daisy: Yes. Maybe people won't eat meals. They'll only take one pill a day, and they won't need anything else.

Tom: I like that idea! Then we won't have to wash the dishes!

Daisy: Maybe all homes will have robots for boring jobs like that.

Fred: Robots won't only be for boring jobs!

Tom: We know, Fred. Robots will be our friends.

做活动: Who said it?

- 教师读故事里的句子，让学生听到句子，快速看教学板上的故事卡片，指出句子对应的图片。然后告诉教师是谁说的这个句子。教师先说几个句子，然后可以让学生来说句子。

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

- 教师向学生说明，这个故事讨论了很多关于未来生活的事情，请学生关注学生用书第31页句型展示框中描述未来的句子，然后从前面story 1中找到相似的句型画下来。向学生解释，“in+时间”表示未来的某段时间内。
- 教师在教学板上写下：
I will→
it will→
they will→
will not→
- 让学生从画出的句子里找到对应的缩写，自己在笔记本上填写完整。

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

- 教师告诉学生: In this activity, we will talk more about the changes in the future. 将活动1中的第一幅图片呈现在PPT上，让学生观察图片，教师问: How old are they? What is in the old man's hand? Do people normally have such a long life now? What will make them live so long in the future? 然后教师带着学生一一读图，猜测未来会发生什么。
- 播放录音，让学生看着书上的提示词，尝试跟读。
- 让学生两人一组，轮流为同伴指图片，请同伴根据图片及录音内容描述未来生活。

SB CD2 04

1

Soon people won't die before the age of one hundred.

I think we'll all take long-life pills in the future.

2

In a hundred years, maybe people won't move house.

Maybe their houses will move.

3

I'm sure schools will change in the future.

Soon children won't need pens and pencils.

4

I'm sure buses won't use gas in fifty years.

I think they'll use solar power.

做活动: Think about the future. Tick and talk to your partner.

SB P31

- 让学生将学生用书翻至第 31 页, 活动 2
- 让学生看表格中列出的关于未来生活的变化。教师说: Look at the chart. There are some changes that may happen in the future. Will our life be more difficult? Will our body be taller? Go through each column and check the predictions you agree.
- 教师让学生勾出他们认同的选项, 然后参考下方对话泡中的句子和同伴分享自己的观点。

做活动: Two truths and a lie

- 教师让学生每人在纸上写下三句话, 这三句话都是关于自己未来会发生的事情。其中两项是真的计划, 一项是假的计划。
- 让学生四人一组, 写完以后在小组里分享自己的句子, 其他人猜哪一条是谎话。

结束本课 Ending the lesson

做活动: Review

- 教师使用教学板上呈现词汇时画出的两栏内容带着学生一起回忆现在的生活状况, 以及未来生活中可能发生的变化。然后让学生在自己笔记本中写好的现在和未来的对比中再补充一些新的想法。

家庭作业

活动用书第 18 页

活动 1 Look and complete. Then listen and check.

活动 2 Read these ideas about the future and complete.

活动 3 Imagine your future and complete the sentences.

- 呈现完词汇后让学生跟读几遍。

做活动: Listen, point and say.

- 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。再次播放录音,让学生边听边指图片,并跟读。
- 听举:让学生把自己的迷你单词卡图片面朝上摆在桌子上,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。
- 学生两人一组,一人说词,一人听举卡片,所有词都说完后,两人互换角色。

alien, human, planet, spaceship, Earth, Moon

- 教师让学生从第一节课和本节课学习的词或者短语中选择三个词造句。造句的时候遇到目标词汇时，就用单词 Cuckoo 代替，如 I can take a cuckoo to the moon.
“cuckoo”在这句话中代表“spaceship”。
- 让学生两人一组，写好之后把句子给自己的同伴，请同伴猜一猜，每句话里面的 cuckoo 都代表了什么词。看谁能把所有词都猜出来。

做活动: Picture walk

- 教师问学生是否看过和宇宙有关的电影。
- 教师展示故事中的第一幅插图，让学生看一看故事里的小朋友们正在做什么，

听懂和识别有关天文和太空的词汇。
能够使用一般疑问句和特殊疑问句就将来的事件进行提问。

单词: alien, human, planet, spaceship, Earth, Moon

句型: -Will the astronaut die in that planet?

-No, she won't.

-How will she get home to Earth?

-Maybe aliens will help here.

-Will other humans find her?

-Yes, they will.

教学卡片: Unit 4, 63—68

故事卡片: Unit 4 Story 2, 23—24

其他教具（教师自备）：PPT 课件，若干张表格

热身活动 Warmer

做活动: Brainstorming

- 教师把 **space** 写在教学板上, 告诉学生: **We are going to talk about space today.** 让学生头脑风暴一下, 关于这个话题他们都知道什么, 在教学板上记录下来, 如果学生说到了本节课的目标词汇, 教师可以把图片先贴在思维导图旁边。

Story 2

词汇展示 Presentation: words

- 教师通过提问和引导，一一呈现本节课的目标词汇：We are humans. Where do we humans live? We live on Earth. Earth

问: What are the kids doing? What are they watching?

- 教师让学生阅读故事的第一部分, 向学生提问: What's the name of the movie? Who has seen the movie? What happened to the astronaut in the movie? 然后教师问学生, 他们觉得这个电影后面会发生什么。关于这个电影他们想了解什么问题。教师把学生的问题写在教学板上。
- 让学生阅读剩下的段落, 看看故事里的小朋友都提出了什么问题, 哪些和班里同学提出的问题是同样的。然后问学生: Who will come to help the astronaut? When and how?

做活动: Listen and read.

SB P32

- 让学生将学生用书翻至第 32 页, 活动 2。
- 听录音跟读故事, 画出故事中对电影情节进行描述的句子。
- 教师将下列词汇呈现在 PPT 上: lost her way, on a planet, daughters, spaceship, 然后让学生向自己的同伴介绍这部电影的主要内容。

SB CD2 06

Charlie and Anna were at Tom and Daisy's house. "Let's watch our new DVD, *Planet Three*," said Daisy.

"Good idea," said Charlie. "I saw it last week and it was really good."

"Be careful, Charlie," said Daisy. "Don't tell us the story!"

The start of the movie was exciting. An astronaut lost her way in space, and soon she was on a planet with lots of strange purple rocks.

But then Mom came into the room. "Lunch time!" she said. "You can finish your movie after lunch."

At lunch, Tom asked, "Will the astronaut die on that planet?"

"No, she won't," said Daisy. "People never die in movies like that."

"But how will she get home to Earth?" asked Tom.

"I don't know," said Daisy. "Maybe aliens will help her."

"I don't think so," said Anna. "There aren't any aliens on the DVD box. Will other humans find her?"

"Yes, they will," said Charlie. "Her daughters will come for her in a spaceship in fifty years."

"Oh, Charlie!" said Anna. "Now we don't need to see the movie!"

做活动: Discussion

- 教师让学生和自己的同伴给这个电影编一个不一样的结局。可以围绕这样几个问题来想象: Will the astronaut die on that planet? Who will she meet on the planet? What will she do to live there? Will she go back to Earth? Who will help her?
- 教师可以选几个学生来分享他们的故事, 看学生们喜欢哪一个结尾。

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, 读出框中的句子。然后让学生从 story 2 中画出这些句子, 并大声读出来, 同时在语境中体会对于未来事件进行问答的表达方法。
- 教师在 PPT 上呈现所有文章中对于未来进行提问的表达, 让学生观察, 从中找出规律。

做活动: Find someone who ...

- 教师将下面的表格发给每位学生, 每人一张, 表格里写着未来发生的一些事件, 让学生在班级中自由走动, 随机询问身边的同学 Will you ...? 如果得到肯定答复, 将该学生的名字写在该方格中。
- 教师给学生 3 分钟时间, 最后看谁能在最多的方格中写上名字。

- 让学生回到座位，与自己的同伴进行分享。

Visit grandparents this weekend	Go for a picnic this weekend	Have a math class this afternoon
Watch TV tonight	Wash the dishes tomorrow	Wash the clothes this week
Have dinner with dad today	Go for a walk tonight	Play computer games at the weekend

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。
- 教师播放录音,让学生听录音中的对话,在播放每个问题后按暂停键,让学生根据自己的判断回答录音中所提的问题。再听录音中的回答,和自己的答案对比一下。
- 再次播放录音,鼓励学生边听边跟读,模仿语音语调。
- 学生两人一组,轮流使用书上的句子进行提问,请同伴回答。然后每人再问两个关于未来生活的问题,请同伴来回答。

SB CD1 30

1

Child 1: Will humans live on the Moon in five years?

Child 2: No, they won't.

2

Child 1: When will humans live on other planets?

Child 2: Maybe in fifty years.

3

Child 1: Will we go to the Moon on vacation soon?

Child 2: No, we won't.

4

Child 1: Will we find life on other planets?

Child 2: Yes, we will.

5

Child 1: Will aliens visit Earth in the future?

Child 2: Yes, they will.

6

Child 1: How will aliens travel to Earth?

Child 2: In a spaceship.

做活动: Throw two dice. Then ask and answer.

SB P33

- 让学生将学生用书翻至第 33 页,活动 2。
- 让学生两人一组,学生 A 先掷骰子,掷两次,根据得到的数字分别从两栏词组中各选一个,然后学生 B 使用选出的词组提问 Will you ...? 学生 A 根据自己的情况回答 Yes, I will.或 No, I won't. 然后两人交换角色。

做游戏: Hot seat

- 教师让学生计划一下假期要去哪里,要想清楚自己要谁去,什么时间去,带什么行李去,去了都要做什么等等细节问题,准备得越充分越好。
- 学生准备好之后,教师让一个学生坐到教室最前面,其他同学可以针对他的计划提问,尽可能提细节问题,坐着的学生要快速反应作答,如果其他学生没有问题了,可以再换几个学生上台作答。
- 让学生们选一选,谁的计划最好。

结束本课 Ending the lesson

做活动: Write a letter to your future self in the year of 2035.

- 教师告诉学生,他们对于未来会发生什么都很好奇,也许未来的自己可以解答这些问题。让学生给 2035 年的自己写一封信,在信里写下自己关于未来的问题。教师可以给学生提供一些关键词,如

work, energy, food, transport, technology, language 等。

- 如果这个任务学生在课上无法全部完成，可以留成家庭作业。完成后也可以让学生与自己的同伴交换作文，根据想象来回答信里的问题。

家庭作业

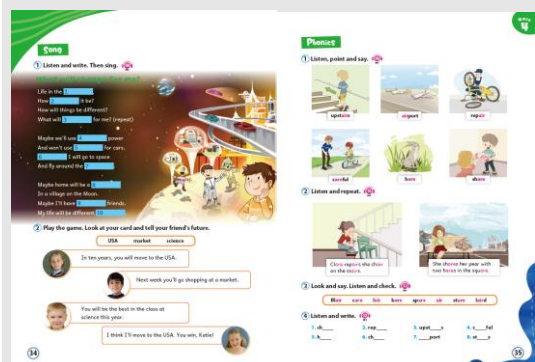
活动用书第 19 页

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

活动 5 Complete 1-4 with *will*. Then match 1-4 with a-d and complete.

活动 6 Ann is asking a magic mirror about the future. Look and write the mirror's answers.

Song & Phonics



教学目标

学会唱歌曲 *What will change for me?*

能够掌握字母组合 air 和 are 在单词中的发音。

目标语言

单词: upstairs, airport, repair, careful, hare, share

教具准备

教学卡片: Unit 4, 69—74

其他教具 (教师自备): PPT 课件, 若干套词汇卡片, 一些包含有目标音/eə/等的单词卡片

热身活动 Warmer

做活动: Share your ideas

- 教师让学生回忆上节课结束前学生给未来的自己写的信, 问学生关于未来都问了什么问题, 然后找几名学生向全班分享, 其他人尝试对未来进行预测, 并回答这些问题。

Song

呈现歌曲 Presentation

- 教师将学生用书第 34 页歌曲的配图呈现在 PPT 上, 告诉学生今天将一起学习一首关于未来生活的歌曲, 让学生们观察一下图片中的未来生活是什么样的。

做活动: Listen and write. Then sing.

SB P34

- 让学生将学生用书翻至第 34 页, 活动 1。
- 播放歌曲录音, 让学生一边听歌曲一边把歌词补充完整。
- 再次播放歌曲录音, 鼓励学生一边听歌

曲一边用手指划指歌词, 并跟唱。

- 将学生分为三组, 每组分别唱其中的一段歌词, 然后交换, 直到学生能独立唱完整首歌为止。

SB CD2 08

Life in the future,

How will it be?

How will things be different?

What will change for me? (repeat)

Maybe we'll use solar power

And won't use gas for cars.

Maybe I will go to space

And fly around the stars.

Maybe home will be a house

In a village on the Moon.

Maybe I'll have alien friends.

My life will be different soon.

答案

1 future 2 will 3 change 4 solar
5 gas 6 Maybe 7 stars 8 house
9 alien 10 soon

做活动: Create a new song

- 让学生两人一组, 根据自己对于未来的想象改编歌曲中的第二段和第三段。
- 创作完成后, 教师可以邀请两组学生向全班表演他们自己的歌曲。表演时可以加动作或分角色轮唱。看哪一组表演得最好。

做活动: Play the game. Look at your card and tell your friend's future.

SB P34

- 将学生分成四人小组。教师将学生已经学过的所有 4 级词汇制作成卡片, 每组发一套。
- 小组里的学生将卡面朝下放在桌子上, 学生 A 为学生 B, C, D 分别发一张卡片, 学生 B, C, D 要根据卡片上的内容, 使用将来时对学生 A 的未来做出预测。学生

A 判断哪一种预测最有可能发生，做出该预测的学生可以得到这一轮的所有卡片。然后由学生 B 再次发卡片，以此类推。最后赢得卡片最多的学生获胜。

Phonics

呈现语音 Presentation

做活动: Listen, point and say.

SB P35

- 教师依次展示教学卡片 upstairs, airport, repair 的图片，向学生呈现这三个词。教师可以这样展示目标词汇：Look at these pictures. Where is the boy going? He's going upstairs. What's this place? You can see planes. Here is an airport. Look! The bicycle is broken. The man is repairing it.
- 教师将这三个词写在教学板上，让学生大声读出，找到三个词发音的共同点，即都含有/eə/音。让学生关注三个单词拼写的相似点，引导学生发现拼写规律，即都包含字母组合 air。
- 教师接着展示新单词 careful, hare, share 的卡片，引导学生以同样的方式找到三个单词发音和拼写的规律。教师最后总结，字母组合 air 和 are 都发/eə/音。
- 让学生将学生用书翻至第 35 页，活动 1。
- 教师播放录音，让学生边听边指图片，并大声跟读。
- 教师随机说六个单词，学生依次举起迷你单词卡片，全班核对答案。
- 教师随机拿出一张教学卡片，让学生大声拼读出单词。

SB CD2 09

upstairs, up-st-air-s, upstairs
airport, air-port, airport
repair, re-p-air, repair
careful, c-are-ful, careful
hare, h-are, hare
share, sh-are, share

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。
- 让学生看两幅图，提问图片信息，引导学生输出目标词汇。关于图 1 提问：The girl's name is Clare. What does she do? Where is she? 关于图 2 提问：What does the girl eat? Who does she share the pear with? Where are they?
- 播放录音，让学生边听边指读图片下方的句子。让学生关注字母组合 air 和 are 的发音。
- 再次播放录音，让学生听录音并打着节拍跟读。读到包含本节课目标音的单词时，大声重读。
- 让学生 4 人一组练习读句子，每个人依次读一遍，读的时候其他人为他打节拍。

SB CD2 10

Clare repairs the chair on the stairs.

She shares her pear with two hares in the square.

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，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。
- 学生两人一组，一人随机说单词，另一人指向对应的单词，然后换角色继续练习。

SB CD2 11

Blair, care, lair, bare, spare, air, stare, laird

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，让学生听录音写出相应的字母组合，完成单词。
- 让学生说出所写的单词，全班一起核对答案。

SB CD2 12

1 share 2 repair 3 upstairs 4 careful
5 hare 6 chair 7 airport 8 stairs

做游戏: Snap!

- 教师让学生提前将书上 1—4 单元的所有拼读部分的词汇做成卡片，像书上一样将每个单词中的目标音标红。
- 让学生四人一组，每人将自己手里的卡片洗匀，背面朝上放在桌子上，然后依次从最上面拿一张，正面朝上放在桌子上，放的同时要读出这个词。如果一个学生放的词卡和上一个学生放的词卡里含有相同的目标音，组内各学生要迅速喊出 Snap! 谁先喊出，谁就可以把已经放在桌子中间的所有卡片拿走。最后谁收集的词卡最多，谁即为获胜者。

家庭作业

活动用书第 20 页

活动 7 Listen and write.

活动 8 Read and complete.

活动 9 Listen and tick.

让学生在自己的笔记本上总结本节课学的字母组合和对应的单词。

补充活动**做游戏: Beat the card**

- 学生可以使用上一个游戏中的词汇卡片，拿一套放在桌子上，卡片正面朝上铺开。教师说出 1—4 单元学过的目标音，然后倒数三下，学生在教师倒数结束之前快速反应哪一个单词里包含这个目标音，然后用手拍打这个卡片。第一个拍卡片的学生可以把卡片拿走。每一轮每个人最多只能拍一张卡片，倒数结束后不能再拍。最后学生谁手中的卡片最多，谁即为获胜者。

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

- 学生和自己的同伴一起，用学生用书第 35 页的 6 个目标词汇写两个有趣的句子，句子中要尽量多地包含目标词汇。
- 写完以后，两人一起读熟，教师找几组学生进行展示。
- 其他学生从展示的学生中选出他们最喜欢的一组，全班一起来说他们的句子。

Skills

教学目标

能够读懂一篇关于未来生活的信件，理解主旨大意和细节信息。

能够听懂一段关于未来生活的采访，理解主旨大意和细节信息。

能够询问并表达自己对未来生活的预测。

能够根据文字提示描写自己的未来生活。

目标语言

本单元所学的词汇和句型。

教具准备

教师自备：PPT 课件

热身活动 Warmer

做活动：Free talk: Have you ever moved house?

- 教师让学生自由分享，他们以前有没有搬过家，是从哪里搬到哪里。他们喜不喜欢搬家，为什么。

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。
- 教师告诉学生，Jill 即将搬到新的地方住，图片里的房子就是她的新家。让学生们看图片，描述一下她的新家是什么样子的，同时猜一猜，Jill 会不会喜欢她在这里的新生活。
- 播放录音，让学生一边听一边指读，圈出不认识的单词。全部听完以后，学生重读生词所在的句子，结合句子语境理解词义。
- 学生两人一组，互相帮助，合作解决上

一步没有解决的生词。

- 对于两个人都无法理解的生词，可以向教师提问，并将生词写在自己的生词本上。

SB CD2 13

Dear Sam,

We're going to move house tomorrow! I visited the new house last week and I loved it. I visited my new school too. I don't really want to change school, but I'm sure everyone will be friendly there.

The house is in the countryside. We'll have to drive everywhere because there won't be any buses or trains. We'll use a lot of gas! Or maybe we'll stay at home more, and play in the yard.

There won't be many lights around our house. That'll be great, because we'll see the night sky really well. Maybe Mom and Dad will buy me a telescope for my birthday, and then I can look at the stars and planets.

Life there will be very different from life in the city, but I think it will be fun.

Come visit soon!

Love from,

Jill

做活动：What is Jill's letter about? Circle the best answer.

SB P36

- 让学生将学生用书翻至第 36 页，活动 2。
- 让学生根据信件内容选择最佳题目。
- 全班一起核对答案。教师可以询问学生，如果选择了另外两个题目，信件内容应该如何展开。

答案 b

做活动：Read again and write T (true) or F (false). Correct the false sentences.

SB P36

- 让学生将学生用书翻至第 36 页，活动 3。
- 让学生再次仔细阅读信件，判断正误，

并将错误的部分改正。

- 答完以后与自己的同伴比较答案，然后全班一起检查答案。

答案

1. F. Jill is going to move house tomorrow.
2. F. She doesn't really want to change school.
3. F. She thinks they'll have to drive everywhere because there won't be any buses or trains.
4. T.
5. F. She's happy there won't be many lights around her house.
6. T.

做活动: Discussion: Will you choose to live in the city or live in the countryside in the future? Why?

- 教师问学生是否喜欢 Jill 那种乡村生活。
- 让学生与自己的同伴讨论，未来他们想选择住在城市还是住在乡村？为什么？

Listening

做活动: Listen and circle.

SB P37

- 让学生将学生用书翻至第 37 页，活动 4。
- 让学生观察图片中的人物，猜测他们在哪里。教师告诉学生，他们今天将听到一段采访，采访中讨论了关于未来生活的预测。教师先让学生快速默读活动 4 中的 6 个句子，然后播放录音，学生边听边圈出答案。
- 教师再次播放录音，在关键处暂停，全班一起核对答案。

SB CD2 14

Presenter: Today we're talking to Joe Neptune, from *Planet Magazine*. Will there be humans on Mars one day, Joe?

Joe: Yes, I'm sure there will, and quite soon. I think humans will visit Mars in ten years, and in twenty years there'll be a village there.

Presenter: Really?

Joe: Yes. It won't be a big village at the start, but every year more people will arrive by spaceship. The trip from Earth to Mars will take about twenty-nine weeks.

Presenter: What will they eat on Mars?

Joe: They'll take a lot of food with them, and they'll grow plants for food on Mars too.

Presenter: Will they try to find aliens?

Joe: Well, they'll look for life on Mars, but I don't think they'll make any alien friends!

答案

- | | | |
|--------|-------------|-------------|
| 1 Mars | 2 will live | 3 a village |
| 4 29 | 5 will grow | 6 life |

Speaking

做活动: Do the role-play with your partner. Imagine your future life on Mars. Then ask and answer.

SB P37

- 教师让学生两人一组，分别扮演孩子和家长。教师告诉学生，他们的家庭计划未来搬到火星去住，关于这个计划，孩子有很多问题想问父母。他们可以使用书中给出的提示进行问答，也可以自己再想一些问题。
- 小组讨论完毕后，教师找几组同学向全班展示，并且讨论一下，搬到火星去是不是一个好的选择。

Writing

做活动: Choose a new home and write a letter to a friend about your future life there.

SB P37

- 让学生回顾学生用书第 36 页的信件，画出描述 Jill 搬家之后生活的句子。然后让学生构思自己未来的生活，完成活动 6 的写作任务。

结束本课 Ending the lesson

做活动: Write an advertisement

- 让学生两人一组，选择一个理想的居住地，为这个地方制作一个广告。这个地

方可以是想象的，比如火星、月球，也可以是真实的，比如郊区、森林。学生可以发挥想象，画出心目中这个理想地方的样子，然后用一小段文字对这个地方进行描述，告诉其他人住在这里可以享受到什么，例如：You will enjoy the fresh air there. You will see a lot of animals there.

- 广告制作完成后，每个小组展示自己的作品，可以让其他学生投票，选出最理想的居住地。

家庭作业

活动用书第 21 页

活动 10 In three years, a company called In2Space is going to start something new. What is it? Read and circle.

活动 11 Read again. Imagine you work for FutureTravel. It is going to take people into space. Complete the chart for In2Space and FutureTravel.

活动 12 Read and complete the text of FutureTravel. Use the webpage in activity 10 and the chart in activity 11 to help you.

阅读时间 Now, read!



Schools of the Future

重点词汇

alien, communication, earphone, Earth, e-textbook, examiner, facility, geography, human, language, laptop, Moon, planet, refreshing, solar power, spaceship, translate, virtual reality, virus

故事简介

本书对未来学校进行了畅想，包括学校建筑、教学设施、学习工具、师资等方面。例如：教学楼将使用太阳能；教学楼内外会有很多植物；操场的玻璃顶可根据天气开合；教室墙壁将使用虚拟现实技术；学生可在科学课上“进入”身体内部；特殊耳机可直接翻译不同语言；学生将使用电子课本；学校会出现机器人教师和机器人护士，等。

练习答案

1

1. special glass 2. plants 3. roof
4. virtual reality 5. translate
6. e-textbooks 7. Robots

2

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

3 略

- 听指：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。

SB CD2 15

tell a joke, spell a word, write a poem, win a competition, make a mistake, get a prize

做活动：Boom game

- 教师告诉学生，将使用单词教学卡片进行游戏，其中有一张卡片代表地雷。教师任意选择一张卡片做地雷，如 tell a joke。当学生看到卡片时需要做出掩住耳朵的动作，并模仿爆炸声音说“Boom”。
- 教师依次轮流换其他卡片做地雷，考验学生的反应能力。

故事教学 Story 1**做活动：Picture walk**

- 教师将 story 1 故事卡片按顺序逐一贴到教学板上，边贴边提问，让学生根据图片猜测和回答。指向第一幅图，问：Who can you see? Guess! What are they talking about? What's in Anna's hands?
- 指向第二幅图，问：What is Tom talking about? Which competition? 指向 Daisy，问：What is Daisy looking at? What does she want?
- 指向第三幅图，问：Which competition does Charlie win?
- 指向第四幅图，问：What is Tom talking about? Which competition? Why are they laughing?
- 教师对故事情节暂时保密，对于猜测的问题不要公布答案，鼓励学生给出个性化猜测。

做活动：Listen and read.**SB P38**

- 播放录音，让学生先听故事，检查之前的猜测是否正确。
- 教师给每个学生发一张 worksheet，内容如下：

Listen and match.

<u>Names</u>	<u>Experiences</u>
Anna	won a joke competition
Daisy	won a spelling competition
Charlie	won a poem competition
Tom	won a guitar competition

- 教师再次播放录音，让学生将 worksheet 中的人名和对应经历做连线，完成 worksheet。
- 教师带领全班学生检查答案。
- 让学生将学生用书翻至第 38 页，活动 2。
- 再次播放录音，每句后暂停，让学生边听边在书上指出听到的句子，并大声跟读。

SB CD2 16

Daisy: Hi, Anna. How was the music competition?

Anna: Great, thanks. I had to play three tunes on my guitar, and I only made one small mistake. I won!

Tom: Wow! Well done!

Anna: Look! I got this prize.

Daisy: I want to get prizes.

Tom: You got one last year. You got a book of famous poems because you wrote the best poem in our class.

Daisy: But I want to get a prize like Anna's, not a book.

Charlie: I got a prize like Anna's in a spelling competition once.

Anna: Did you spell all the words right?

Charlie: No. I spelled most of them right, but I couldn't spell *kaleidoscope*.

Anna: What about you, Tom?

Tom: Well, I won a joke competition last year. I told my favorite joke.

Charlie: What was the joke?

Tom: Where do cows like going at the weekend? ... To a moo-vie theater!

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, 这次把对白声音关闭, 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, 可以让学生分组分角色表演故事。

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

- 教师在教学板上列出动词: make, win, write, get, tell, have to, can, 让学生猜测这些动词的过去式, 并和学生一起在故事中找到这七个动词的过去式, 核对答案。
- 让学生观察这些动词的现在式和过去式的区别, 并引导学生画出不同之处, 如 make—made, win—won 等。
- 让学生关注学生用书第 39 页句型展示框中的句子, 问: Who says it? 让学生从前面 story 1 中找到这三个句子画下来, 让学生熟悉当时的语境, 理解这个情景发生在过去。
- 教师带领学生大声朗读展示框中的句子, 并重读不规则动词过去式。

做活动: Hot potato

- 教师让学生在笔记本上抄写并快速记忆这七组单词和词组的现在式和对应的过去式。
- 教师拿出一个小皮球, 告诉学生: I've got a "hot potato". 教师播放一首课本中的歌曲, 将皮球传给一名学生, 并示意学生开始传球。音乐停止后, 拿到球的学生回答问题, 如说出 make 的过去式, 在教学板上拼写 can 的过去式等, 考察学生对不规则动词过去式的掌握情况。

练习 Practice**做活动: Listen and repeat. Look and say.****SB P39**

- 教师让学生观察图片, 告诉学生, 他们将听到四句话, 描述一个女孩上学期参

加的几项比赛。

- 播放录音, 让学生边听边指图片, 并跟读句子。
- 再次播放录音, 教师播放每个句子前按暂停, 等待学生根据图片和关键词说出句子, 再播放录音检查学生的回答。
- 让学生两人一组, 一人随机说图片序号, 另一人描述图片。

SB CD2 17

- 1 She had to write a poem. She wrote one about a zoo.
- 2 She told some funny jokes. Her friends couldn't stop laughing.
- 3 She made a lot of mistakes in the spelling competition. She spelled eight words wrong.
- 4 She won the running race. She got a prize.

做活动: Describe a person. Your partner guesses.**SB P39**

- 让学生将学生用书翻至第 39 页, 活动 2。
- 让学生观察表中内容, 告诉学生表格中展示了五名学生在这四项比赛中取得的成绩。不同的星号代表不同的表现程度, 金色奖杯代表在该比赛中获奖。
- 教师读表格下方话泡中的例句, 引导学生根据表格内容仿照例句说出更多的句子, 如:
This person won the cake competition. (Martha)
This person told a joke, but it was not very good. (Jake)
This person had to stay at home. (Peter)
This person came last in the spelling competition. (John)
This person made the worst cake. (Tilly)
This person wrote the best poem. (Tilly)
- 学生两人一组, 一人描述, 另一人说出对应人物。

结束本课 Ending the lesson**做活动: Joke competition**

- 教师将全班分为若干组。

- 让学生将学生用书翻至第 38 页，回顾 Tom 讲的笑话。
- 教师鼓励学生模仿 Tom 的笑话，以小组为单位，编一个笑话，笑话中用到动物的声音，可以是中文或英文。
- 每组派代表向全班讲笑话。
- 全班评选最好笑的笑话。

家庭作业

活动用书第 22 页

活动 1 Match and write. Then listen and check.

活动 2 Read and complete. Use the past form of the verbs.

活动 3 Read and complete with the correct verb form.

Story 2 & Practice 2



教学目标

能够听懂并识别不规则动词过去式在句子中的用法。

能够使用 when 引导的时间状语从句表达过去发生的事情。

目标语言

单词: hit a ball, throw a ball, catch a ball, join a team, score a goal, lose a game

句型: When Fred threw the ball to Tom, the ball went really fast.

"Ow, that hurt!" said Tom when he caught it in his glove.

教具准备

教学卡片: Unit 5, 81—86

故事卡片: Unit 5 Story 2, 29—30

其他教具(教师自备): 小皮球, 12 张自制词卡(一面有字, 一面空白)

热身活动 Warmer

做活动: Pass and say.

- 教师准备一个小皮球。
- 教师说一个动词(原形)并将小皮球传给学生 A, 拿到球的学生 A 需说出动词的过去式, 并再说一个动词(原形), 并将球传给学生 B。以此类推。
- 如果拿到球的学生不能够在 5 秒钟内说出动词的过去式, 将视为淘汰。

Story 2

词汇展示 Presentation: words

- 教师手拿刚才活动中使用的小皮球, 做出扔球的动作, 引出词组: throw a ball。随后将球轻轻地扔给一个学生, 并说

Catch! 学生拿到球后, 教师说: ... is catching a ball. 引出词组: catch a ball。

- 教师拿出单词教学卡片, 向学生依次展示 throw a ball 和 catch a ball。
- 让学生判断图片的情景, 问: What is he/she doing? 然后引出本课的新词组: hit a ball, join a team, score a goal, lose a game。
- 教师依次展示单词教学卡片, 带领学生跟读。
- 教师模仿动作, 学生说出相应词组。

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。再次播放录音, 让学生边听边指图片, 并跟读。
- 听举: 让学生把自己的单词迷你卡片图片面朝上摆在桌子上, 教师随机说出一个动词词组, 让学生举起相应的卡片, 并大声说出词组。
- 模仿与猜: 学生两人一组, 将单词迷你卡片文字面朝上摆在桌上。一人表演动作, 另一人指着卡片并说出词组, 所有词都说完后, 两人互换角色。

SB CD2 18

hit a ball, throw a ball, catch a ball, join a team, score a goal, lose a game

故事教学 Story 2

做活动: Picture walk

- 教师说: In today's story, Daisy, Tom and Fred are playing baseball. 展示 story 2 第一张故事卡片, 问: What's in Daisy's hands? 引出单词 bat。向学生解释: We use a bat to hit the ball. 教师继续问: What are Fred and Tom wearing? 引出单词 glove。教师继续问: Can Tom catch the ball? Why? 教师让学生仔细观察图片, 猜测故事内容, 鼓励学生进行大胆猜测, 但不公布答案。
- 教师再展示第二张故事卡片, 问: What are they doing? What's on the tree? 鼓励

学生大胆进行猜测，但不公布答案。

做活动: Listen and read.

SB P40

- 让学生将学生用书翻至第 40 页，活动 2。
- 教师播放故事录音，让学生完整听一遍。教师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。教师继续问：What is Fred's idea? 引导学生根据文章信息作答。
- 教师再次播放录音，让学生默读故事，并判断细节信息。教师在 PPT 上展示以下错误句子，让学生改错：
 1. Daisy, Tom and Fred watched an exciting football game on TV.
 2. The next day, they went to the garden.
 3. When Fred threw the ball to Tom, the ball went really slow.
 4. The ball went up and up, and then fell into a river.
 5. "I have a better idea," said Daisy.
 6. Fred threw the glove up and it hit the ball in the tree.
- 答案：
 1. Daisy, Tom and Fred watched an exciting baseball game on TV.
 2. The next day, they went to the park.
 3. When Fred threw the ball to Tom, the ball went really fast.
 4. The ball went up and up, and then fell into a big tree.
 5. "I have a better idea," said Fred.
 6. Fred threw the bat up and it hit the ball in the tree.
- 教师可以提思维训练问题：Do you have any other ideas? 引导学生思考是否还有其他方法可以把球从树上拿下来。
- 再次播放录音，让学生跟读故事。

SB CD2 19

Daisy, Tom and Fred watched an exciting baseball game on TV. When it finished, Fred said, "I want to join a baseball team!"

"I don't think there are any teams for robots," said Daisy, "but Tom and I can teach you baseball."

The next day, they went to the park. When Fred threw the ball to Tom, the ball went really fast. "Ow, that hurt!" said Tom when he caught it in his glove.

"Sorry, Tom!" said Fred.

Next Fred held the bat and Daisy threw the ball to him. He hit it really well. The ball went up and up, and then fell into a big tree. It didn't come down.

"Oh no!" said Daisy. "We'll have to climb the tree."

"I have a better idea," said Fred. "Come with me!"

Fred threw the bat up and it hit the ball in the tree. The bat and ball fell down. Tom caught the ball and Daisy caught the bat. "Well done, Fred!" said Tom.

做活动: Watch and say.

- 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。
- 教师将学生分成若干组，将动画片音频调至静音。让学生尝试以小组为单位进行故事接龙，共同讲述故事。

Practice 2

句型展示 Presentation: patterns

- 教师在教学板上写下 throw, hurt, catch, hold, hit, lose, 让学生在故事中圈出这些词的过去式并用下划线画出所在句子。
- 教师在教学板上写下以上单词的过去式，让学生观察并总结这些不规则动词过去式的变化规律，如 throw—threw, catch—caught 等。
- 教师强调 hit, hurt 的过去式形式没有变化，让学生特殊记忆。
- 让学生关注学生用书第 40 页句型展示框中的句子，问：Who says it? 让学生从前面 story 1 中找到这两个句子并画出来。

- 教师解释展示框中黑色字体的句子为主句，**when** 所在的句子为从句。两个动作同时发生，或主句动作发生在 **when** 从句动作之后时，我们用 **when** 来连接两句。让学生理解句子的语境。
- 教师带领学生大声朗读方框中的句子，并重读 **when** 所引导的从句部分。
- 教师引导学生关注 **when** 所引导的从句既可以放在主句前，也可以放在主句后。
- 教师让学生从两叠卡片中任意抽取两张，并用 **when** 连接两句话，组成一个新的句子。
- 其余学生判断句子是否正确合理。

做活动: Tell a chain story. Use *when* in every sentence.

SB P41

- 将全班分成 A, B 两组。
- 教师给出故事的开头: When the soccer game started, Katie kicked the ball.
- 让 A 组学生代表接龙, 续编故事情节。后面讲故事的学生要以前面学生讲过的句子的后半部分为第一句, 第一句变为一个以 **when** 引导的从句, 同时添加一个新的使用过去时的主句。例如, A 组学生接龙教师给的故事开头, 可以说 When Katie kicked the ball, it hit Sally's nose. B 组学生代表继续说: When it hit Sally's nose, she shouted "Ow!"
- 让两组学生依次派代表进行故事接龙, 每组限 10 秒钟想出接龙内容, 如果超过规定时间, 会被淘汰。
- 注意: 每组组员最好都参与, 这样保证更多的学生有练习的机会。

练习 Practice

做活动: Listen and repeat. Look and say.

SB P41

- 让学生将学生用书翻至第 41 页, 活动 1。
- 教师播放录音, 让学生边听边指图片, 并跟读句子。
- 再次播放录音, 教师播放每个句子前按暂停, 等待学生根据图片和关键词说出句子, 再播放录音检查学生的回答。
- 教师随机说图片序号, 让全体学生使用关键词说句子描述图片。
- 让学生两人一组, 一人随机说图片序号, 另一人描述图片。

SB CD2 20

- When she jumped, she caught the ball.
- He got a new hat when he joined the team.
- Everyone shouted when she scored a goal.
- The ball bounced very high when it hit the table.
- They were sad when they lost the game.
- When he fell, he threw the ball to his friend.

做活动: Card game

- 教师准备 12 张卡片, 将卡片文字面朝下放在桌上, 分成两叠 (一叠 6 张), 卡片内容如下:

eat lunch	make a mistake
drink coffee	catch a ball
build a cool sandcastle	tell a joke
take lots of photos	doesn't feel very happy
ride a bike	doesn't say a word
doesn't say hello	the bus goes fast

结束本课 Ending the lesson

做活动: Add more!

- 教师在教学板上写下两个句子, 鼓励学生用 **when** 引导的时间状语从句扩充句子内容, 如 I ate dinner.
- 要求学生造句符合语法规则, 符合真实情境, 如 When I watched TV, I ate dinner.

家庭作业

做活动: Show and tell

- 教师要求学生准备一分钟发言内容, 下节课向全班同学做介绍。
- 要求学生借助身边的物件 (如玩具、文具、奖状等), 内容关于曾经的经验或事件, 比如难忘的事情 (获奖经历、参赛经历)。
- 要求学生在别人汇报完后, 要就所听内容进行提问。

- 规定学生发言时间和问答时间各控制在
一分钟之内。

家庭作业

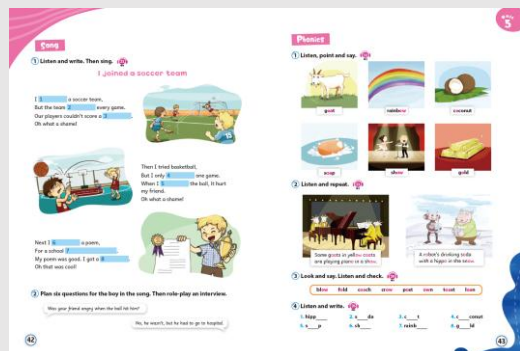
活动用书第 23 页

活动 4 Write and number. Then listen and check.

活动 5 Look and read. Complete the story with the past form of the verbs.

活动 6 Make one sentence for each pair of events. Use past tense.

Song & Phonics



教学目标

学会唱歌曲 *I joined a soccer team*

能够掌握字母组合 oa, ow 和字母 o 在单词中的发音。

目标语言

单词: goat, rainbow, coconut, soap, show, gold

教具准备

教学卡片: Unit 4, 87—92

其他教具(教师自备): PPT 课件

热身活动 Warmer

做活动: Show and tell

展示上节课的家庭作业。

Song

呈现歌曲 Presentation

- 教师将学生用书第 42 页歌曲的配图呈现在 PPT 上, 让学生观察第一幅图片(踢球图), 教师问: What is the boy doing? Is he good at it? 让学生观察第二幅图片(篮球图), 教师问: What is the boy doing? What happened? 让学生观察第三幅图片(奖杯图), 教师问: What did he get? In which competition? 鼓励学生大胆猜测并回答。
- 教师播放歌曲录音, 让学生欣赏整首歌曲, 然后回答刚才所提问题。

做活动: Listen and write. Then sing.

SB P42

- 让学生将学生用书翻至第 42 页, 活动 1。
- 播放歌曲录音, 让学生一边听歌曲一边把歌词补充完整。

- 再次播放歌曲录音, 鼓励学生一边听歌曲一边用手指划指歌词, 并跟唱。
- 将学生分为三组, 每组分别唱其中的一段歌词, 然后交换, 直到学生能独立唱完整首歌为止。

SB CD2 21

I joined a soccer team,
But the team lost every game.
Our players couldn't score a goal.
Oh what a shame!

Then I tried basketball,
But I only played one game.
When I threw the ball, it hurt my friend.
Oh what a shame!

Next I wrote a poem,
For a school competition.
My poem was good. I got a prize.
Oh that was cool!

答案

1 joined 2 lost 3 goal
4 played 5 threw 6 wrote
7 competition 8 prize

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, 让学生三人一组, 跟随伴奏进行联唱, 每人唱一段, 同时做相应的动作。

做活动: Plan six questions for the boy in the song. Then role-play an interview.

SB P42

- 教师将学生分成两人一组。
- 教师说: You are going to interview the boy in the song. Write out six questions for the interview. 鼓励学生在问题中用 when 引导的从句, 例如: Did the basketball game have to stop when the ball hurt your friend? When you wrote

your poem, did all the children in the school have to write one too?

- 准备好问题后, 学生两人一组进行角色扮演, 一人扮演歌曲中的男孩, 另一人扮演记者。
- 教师找几组学生上台进行角色扮演。

Phonics

呈现语音 Presentation

做活动: Listen, point and say.

SB P43

- 教师展示 goat 的教学卡片, 让学生观察图片, 问: What's this? 引出 goat。以同样的方式引出 rainbow, coconut, soap, show, gold。
- 教师翻动卡片, 依次领读六张卡片的单词, 问学生: Which sound do they have in common? 引导学生说出 /əʊ/。
- 教师在教学板上以拼读小房子的方式总结 /əʊ/, 告诉学生字母组合 oa, ow 和字母 o 都发这个音, 它们是 phonics family。



- 让学生将学生用书翻至第 43 页, 活动 1。
- 教师播放录音, 让学生边听边指图片, 并大声跟读。
- 教师随机拿出一张教学卡片, 让学生大声拼读出单词。

SB CD2 22

goat, g-oa-t, goat

rainbow, rain-b-ow, rainbow

coconut, c-o-co-nut, coconut

soap, s-oa-p, soap

show, sh-ow, show

gold, g-o-l-d, gold

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。
- 让学生看两幅图, 提问图片信息, 引导学生输出目标词汇。关于图 1 提问: What animals can you see? What are they wearing? What are they doing? 关于图 2 提问: What can you see? What are they doing? What's the weather like?
- 播放录音, 让学生边听边指读图片下方的句子。让学生关注字母组合 oa, ow 和字母 o 的发音。
- 再次播放录音, 让学生听录音并打着节拍跟读。还可以将学生分为两组, 一组读前半句, 一组读后半句, 相互配合。
- 将学生分成 4 至 5 组, 给一分钟时间分组练习说歌谣。
- 时间到后, 请每组派出一名代表说歌谣, 说得又快又准确的学生为所在小组得一分。

SB CD2 23

Some goats in yellow coats are playing piano in a show.

A robot's drinking soda with a hippo in the snow.

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, 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。
- 学生两人一组, 一人随机说单词, 另一人指向对应的单词, 然后换角色继续练习。

SB CD2 24

blow, fold, coach, crow, post, own, toast, loan

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或字母组合, 完成单词。
- 让学生说出所写的单词, 全班一起核对答案。

SB CD2 25

1 hippo 2 soda 3 coat 4 coconut
5 soap 6 show 7 rainbow 8 gold

结束本课 Ending the lesson

做活动: Rhyming sentence

- 让学生模仿第 43 页练习 2 的句子, 写 1 至 2 句元音押韵的句子, 例如: The hippo is wearing a yellow coat.
- 完成后, 让学生上台朗读句子。

家庭作业

活动用书第 24 页

活动 7 Listen and write.

活动 8 Read and complete.

活动 9 Listen and look. Complete the gaps with one letter or word.

Skills



教学目标

能够读懂一篇关于马拉松的短文，理解主旨大意和细节信息。

能够听懂一段关于比赛中的趣事的采访，理解重要信息和主旨大意。

能够询问并描述比赛经历。

能够根据文字和图片提示补全故事。

目标语言

本单元所学的词汇和句型。

教具准备

教师自备：骰子，两个不同颜色的教学板磁扣

热身活动 Warmer

做游戏：Bingo game

- 教师将全班学生分成男生组和女生组。
- 在教学板上画出 Bingo 图，将 9 个不规则动词的原形写入表中（以本单元出现的动词为主），如下图所示：

make	get	hurt
win	have to	catch
write	can	hold

- 让男女生两组分别派出一名学生，以表格中不同的动词为基础，变换为动词过去式并造句。比如，男生组代表说：I made a cake last Sunday. 教师将 make 这个单词用粉笔画叉。女生组代表说：I hurt my leg last year. 教师将 hurt 这个单词用粉笔画叉。
- 男生女生组依次派代表造句，最先完成

横向/纵向/对角方向中 3 个单词画叉的一组，获得加分。

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。
- 让学生看短文标题，教师问：What is the text about? 教师引出 Marathon。让学生看图片，然后问：What is the picture about? Let's listen and check if you're right.
- 教师播放录音，让学生完整听一遍，并验证猜测是否正确。

SB CD2 26

The marathon

About 2,500 years ago, there was an important battle in Greece, near the town of Marathon, and the Greek won. When the battle finished, a Greek man called Pheidippides ran about 40 kilometers from Marathon to Athens. He told everyone the good news, "We won!" But he couldn't say any more. He fell to the ground and died.

Maybe this story isn't true, but it was famous. When people made plans for the first Olympic Games, in Athens in 1896, they wanted a "marathon" race. The athletes had to run from Marathon to Athens, like Pheidippides.

At the Games, many of the best Greek athletes lost their competitions. Greece really wanted a Greek winner in the marathon, and most people in Athens came to watch the race.

Greek athlete Spyridon Louis began slowly, but in the last four kilometers he was in front. When he finished the race, 100,000 happy Greeks shouted and threw flowers to the athlete. Greece got the first prize!

做活动：Read and write S (Spyridon), P (Pheidippides) or B (both).

SB P44

- 让学生将学生用书翻至第 44 页，活动 2。

- 让学生根据短文内容选择对应的人物。
- 教师带领全班检查答案。

答案

a) P b) B c) P d) S

做活动: Read again and answer.**SB P44**

- 让学生将学生用书翻至第 44 页, 活动 3。
- 教师限定时间, 让学生默读短文, 然后完成活动 3 的问题。
- 在核对问题答案的过程中, 解释学生不理解的部分以及新词, 如 ago, battle, Greece/Greek, kilometer, Olympic Games, athlete, first 等。
- 教师让学生再默读一遍短文, 画出短文中 when 引导的时间状语从句。
- 全班一起核对答案。
- 再播放活动 1 的录音, 让学生边听边跟读。

答案

1. They won an important battle.
2. He ran about 40 kilometers.
3. They were in 1896.
4. It started in Marathon and finished in Athens.
5. They did badly. OR Many of them lost their competitions.
6. Greece won.
7. They shouted and threw flowers to the athlete.

Listening**做活动: Listen and circle.****SB P45**

- 让学生将学生用书翻至第 45 页, 活动 4。
- 教师告诉学生, 他们将听到一段采访, Amy 和 Bill 将讲述自己在比赛过程中发生的趣事。
- 教师播放录音, 让学生根据听力内容圈出对应图片。
- 全班一起核对答案。

SB CD2 27

Adult radio presenter: Today people are telling us their funny stories about competitions. Amy has one for us. Amy?

Girl: When I was in a basketball game, I jumped really high and caught the ball. But then I couldn't stay on my feet. I fell onto the people in the seats. One of them had a cup of coffee, and the coffee fell on me. I had to finish the game in dirty brown clothes.

Adult radio presenter: Oh dear! Thanks, Amy. Now Bill, what's your story?

Boy: I had a really bad cough when I was in a chess competition. In one game, my arm hit the table when I coughed. The chess pieces fell everywhere, and we had to start the game again. I felt really bad about it, but the day was better after that. I played well and won the competition!

Adult radio presenter: Well done! Great story, Bill.

答案

Amy: 2 Bill: 1

Speaking**做活动: Ask and answer about a competition you were in. Use these words to help you.****SB P45**

- 让学生将学生用书翻至第 45 页, 活动 5。
- 让学生看提示词, 教师带领学生朗读话泡里的例句。
- 教师引导学生利用提示词提问, 并找学生做答, 进行两轮问答练习。例如:
 - What did you have to do in the competition?
 - I had to play five table tennis games.
 - Did you do well in the games?
 - No, I didn't. I won one of the games, and lost the other four.
- 让学生两人一组, 一人提问, 一人作答。之后互换角色, 进行练习。

Writing

做活动: Read and complete the story.

SB P45

- 让学生将学生用书翻至第 45 页,活动 6。
- 让学生观察四幅图和图下词语,并阅读写作段落,问学生: What's this story about?
- 让学生根据每幅图片下的词语在文段横线上填充句子,完成故事内容。
- 找几个学生朗读分享故事内容。

结束本课 Ending the lesson

做活动: Board game

- 教师提前准备好骰子和两个不同颜色的教学板磁扣。教师在教学板上绘制一张图,内容如下:

S	W	W	S	地雷	S
地雷					W
S					W
S					FINISH
W					
START					

- 教师将全班分成两组。各组依次派出学生代表通过掷骰子挪动教学板磁贴,走完图上的格子。
- 图中“W”代表“Write”,如果走到这一格,学生要完成教师布置的写的任务,比如拼写词组、写句子等。图中“S”代表“Speak”,如果走到这一格,学生要完成教师布置的说的任务,比如口头造句、回答问题等。如果走到图中的地雷区域,需要暂停一次掷骰子机会。
- 最先走到终点的一组获胜。

家庭作业

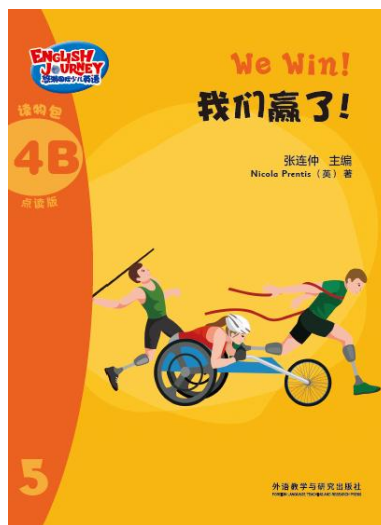
活动用书第 25 页

活动 10 Read the text. How did Luke feel about dancing in the show? Circle the best answer.

活动 11 Read again and complete the gaps with one or two words.

活动 12 Write about a time when you were in a show or sports game. Use the text in activity 10 to help you.

阅读时间 Now, read!



We Win!

重点词汇

able-bodied, athlete, blind, bronze medal, competition, disabilities, disabled, forearm, game, lose, medal, operation, Rome, the Olympic Games, the Paralympic Games, volleyball, wheelchair, win

故事简介

残疾人奥运会是为残疾人举办的奥运会。本书介绍了几位著名的残疾人运动员的故事,包括游泳运动员 Trischa Zorn, 网球运动员 Esther Vergeer 和乒乓球运动员 Natalia Partyka。

练习答案

1

Card 1: swimming, the most medals, 55, 7, blind, swimming, 10

Card 2: wheelchair tennis, 8, No.1, more than 400, couldn't walk, 8, tennis

Card 3: table tennis, youngest, 11, Olympics, right hand or forearm, 7, table tennis

2 略

3 略

Unit 6 On November 9th

在 11 月 9 日

Story 1 & Practice 1



教学目标

能够听懂、识别和使用表示 1—6 月的词汇。
能够理解并运用动词不定式表达目的。

目标语言

单词: January, February, March, April, May, June

句型: Let's go to the park to visit Ice World.

You need \$25 to go on a sleigh ride.

教具准备

教学卡片: Unit 6, 93—98

故事卡片: Unit 6 Story 1, 31—34

其他教具 (教师自备): PPT 课件, 若干个骰子, 装有纸条的信封 (纸条上写地点)

热身活动 Warmer

做活动: **Guessing: Can you guess about the month?**

- 教师将 1—6 月的单词教学卡片贴在教学板上, 图片面朝外, 让学生猜一猜这是哪个月份。
- 通过这个活动可以激活学生关于月份、季节以及节日的背景知识, 鼓励学生思考, 为后面的词汇呈现做好准备。

Story 1

词汇展示 Presentation: words

- 教师一边检查上个活动的答案, 一边把本单元的词汇写在图片旁边。
- 教师可用如下方式呈现词汇: In which

month can you make a snowman? Usually in January, right? In which month do we give chocolates to the one we love? It's the Valentine's Day. It's in February. Then it turns to spring. You can plant trees in March and fly kites in April. In May we have Mother's Day and you can send a gift to your dear mom. Children's Day is in June. We can celebrate it together!

- 教师呈现词汇发音, 带读几遍, 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。
- 听指: 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。
- 教师举起单词卡片, 让学生看到图片快速喊出相应单词。

SB CD2 28

January, February, March, April, May, June

做活动: **Scrambled words**

- 教师在 PPT 上呈现下列字母乱序排列的六个单词, 让学生在笔记本上写出正确的单词, 并将月份按照时间顺序排列。
1. Jaanuyr (January)
 2. Apilr (April)
 3. ayM (May)
 4. Jneu (June)
 5. Mchar (March)
 6. Fbryraeu (February)

补充活动

做活动: **Likes and dislikes**

- 教师让学生从学过的六个月份中写出一个最喜欢的月份和一个最不喜欢的月份, 并写下理由。然后和同伴互相分享。
- 教师可以找几个学生向全班做分享, 并请选择了相同月份的学生补充理由。

故事教学 Story 1**做活动: Picture walk**

- 教师问学生, 在上一个活动中, 有没有人喜欢 1 月, 请喜欢的学生分享原因。然后教师告诉学生: Our friends also like January, because in January they can have a lot of fun. Let's have a look at what they do in January. 然后教师将 story 1 故事卡片按顺序逐一贴到教学板上, 边贴边提问, 让学生根据图片猜测和回答。
- 指向第一幅图, 问: What are they talking about? Where are they planning to go?
- 指向第二幅图, 问: Where are they now? What are they doing there?
- 指向第三幅图, 问: What do they want to do now? Do you think they will do it?
- 指向第四幅图, 问: What happened to Fred?
- 教师对故事情节暂时保密, 对于猜测的问题不要公布答案, 鼓励学生给出个性化猜测。

做活动: Listen and read.**SB P46**

- 让学生将学生用书翻至第 46 页, 活动 2。
- 教师播放录音, 让学生边读边听, 并回答: Where did they go? What did they see at that place?
- 全班一起检查答案。
- 继续提问下列细节问题让学生回答:
In picture 1: Why do they want to go to the Ice World? Is it open earlier or later this year?
In picture 2: Which ice sculpture does Fred like?
In picture 3: How much is the sleigh ride? When was the small reindeer born?
In picture 4: Does the reindeer like Fred? What happened to the reindeer?
- 可以根据故事情节向学生提出拓展问题: Do you like the Ice World? Have you ever been any place like there? If you had your own Ice World, what ice sculptures would you make?

- 再次播放录音, 每句后暂停, 让学生边听边在书上指出听到的句子, 并大声跟读。

SB CD2 29

Anna: Let's go to the park to visit Ice World.
Last year its ice sculptures were fantastic.
Daisy: OK. But last year we went in February.
It's still January. Are you sure it's open today?
Anna: Yes. It's open earlier this year.
Fred: I like the robot sculpture.
Daisy: And it's a cool elephant.
Anna: Hey! There are sleigh rides too. Let's go see!
Anna: You need \$25 to go on a sleigh ride. I only have \$5.
Daisy: Me too. That's a shame! But we can look at the reindeer.
Fred: This one's very small.
Man: Yes. It's younger than the others. It was born last June.

Anna: It likes Fred.
Fred: Yuk! I don't want its tongue on me.
Daisy: Oh no! Fred's really cold, and the reindeer's tongue is stuck to him.
Fred: Help!

做活动: Who said it?

- 教师读故事里的句子, 让学生听到句子后, 快速看教学板上的故事卡片, 指出句子对应的图片。然后告诉教师是谁说的这个句子。教师说几个句子后可以让学生来说句子。

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

- 教师说: In this story, why did Anna invite Fred and Daisy to go to the park? Yes, they wanted to visit Ice World. She said "Let's go to the park to visit Ice World." In

Ice World, why did they need \$25? They needed it to go on a sleigh ride. Their purpose was to go on a sleigh ride. 通过这样的方式向学生解释, 可以使用动词不定式表达目的。

- 让学生从 story 1 中找到这两句话, 体会用法, 并把这两句话抄写在自己的本子上。

练习 Practice

做活动: Listen and repeat. Look and say.

SB P47

- 教师将六幅图片呈现在 PPT 上, 带着学生一一读图, 让学生猜测每幅图片中的人物在不同的月份都做了什么, 如第一幅图: It's January. Look at the boy in the picture. What did he do in January?
- 所有图片都猜测完后, 让学生将学生用书翻至第 47 页, 活动 1。
- 教师播放录音, 让学生看着书上的提示词, 尝试跟读。
- 让学生两人一组, 轮流向同伴提问, 如 What did the boy do in January? 同伴根据图片内容作答。

SB CD2 30

- 1 He went to the square in January to go skating.
- 2 She went to a museum in February to learn about old cars.
- 3 They went to a farm in March to see the baby animals.
- 4 They went to the USA in April to visit the Statue of Liberty.
- 5 He went to the market in May to buy a present for his mom.
- 6 She went to the sports center in June to play in a basketball game.

做活动: Throw two dice. Then ask and answer.

SB P47

- 让学生将学生用书翻至第 47 页, 活动 2。
- 让学生看两个方框中列出的地点和月份。

- 学生两人一组, 教师给每组发两个骰子, 让学生轮流掷骰子。学生 A 先扔两次, 根据第一次掷出的数字选择地点, 根据第二次掷出的数字选择月份。然后学生 B 据此提问: Why do people go to ... in ...? 学生 A 给出合理答案。然后学生交换身份, 继续问答。

做活动: Guess about the places

- 教师提前准备好一些纸条放入信封, 纸条上写有地点: library, park, hospital, zoo, supermarket, beach, shopping mall, mountains, countryside 等。
- 让学生两人一组, 每组一个信封。学生轮流从信封中抽取一个地点, 然后使用动词不定式为同伴描述这个地点, 如 We go to this place to buy clothes. 让同伴猜测这是哪个地点。如果同伴猜不出来, 可以多说一些句子给同伴更多提示。

结束本课 Ending the lesson

做活动: Review

- 教师通过描述不同月份可以做的事情, 带着学生一起复习本节课学习的词汇。如教师可以说: You can send a gift to your mother in this month. 学生要回答 May。然后教师带着学生一起拼写。

家庭作业

活动用书第 26 页

活动 1 Look at the pictures of Molly and write the months. Then listen and check.

活动 2 Look at the pictures in activity 1 and match.

活动 3 Why did Joe go to these places? Look and complete.

Story 2 & Practice 2

Story 2

1. Listen, point and say.

2. Listen and read.

3. Listen and repeat. Look and say.

4. Practice 2

教学目标

能够听懂、识别和使用表示 7—12 月的词汇。
能够分辨和使用序数词；能够用序数词表达日期。

目标语言

单词：July, August, September, October, November, December

句型：Can we have our birthday party here, on November 1st?

How about October 31st?

They asked about November 2nd and 3rd.

What about November 9th or 10th?

教具准备

教学卡片：Unit 6, 99—104

故事卡片：Unit 6 Story 1, 35—36

其他教具（教师自备）：PPT 课件，若干个骰子和棋子

热身活动 Warmer

做活动：Guessing: Can you guess about the month?

- 教师将 7—12 月的单词教学卡片贴在教学板上，图片面朝外，让学生猜一猜这是哪个月份。

Story 2

词汇展示 Presentation: words

- 教师一边检查上面活动的答案，一边把本单元的词汇写在卡片旁边。
- 教师可用如下方式呈现词汇：When is the best time to go to the beach? Maybe in July or in August, right? In the summer.

It's even hotter in August, and you can also go swimming. The Teacher's Day is in September. And the next month is October. Leaves start to fall. In November people celebrate Thanksgiving Day and in December people celebrate Christmas.

- 教师呈现词汇发音，带读几遍，学生大声跟读。

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。再次播放录音，让学生边听边指图片，并跟读。
- 听举：让学生把自己的单词迷你卡片图片面朝上摆在桌子上，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。
- 学生两人一组，一人说词，一人听举卡片，所有词都说完后，两人互换角色。

SB CD2 31

July, August, September, October, November, December

做游戏：When is your birthday?

- 教师让学生每人拿出一张纸，写下 12 个月份。教师给学生几分钟时间，让他们在教室里自由行走，询问同班同学 When is your birthday? 被询问的同学回答 My birthday is in ... (month). 询问者需把回答者的名字写在相应的月份旁边。
- 到时间后，教师问：Who's birthday is in September/ October/ ...? 让学生根据自己的调查做出回答。

故事教学 Story 2

做活动：Picture walk

- 教师问学生：Have you ever been to a go-karting place? 教师用图片向学生展示什么是卡丁车。
- 教师展示第一张故事卡片，让学生猜一猜故事里的小朋友正在做什么。教师说：Look at the first picture. The kids are at

the go-karting place. What are they doing here?

- 让学生阅读故事的第一部分，向学生提问：What are they planning to do here? Why can't they have the party on November 1st? When are they going to have the party? 然后教师将第二张故事卡片展示给学生，问：Who is talking to Daisy and Tom? What are they talking about? 学生猜测完之后继续阅读剩下的故事，回答问题：Where did Charlie invite Daisy and Tom to go? When and where was his birthday party?

做活动：Listen and read.

SB P48

- 让学生将学生用书翻至第 48 页，活动 2。
- 教师播放故事录音，让学生听录音跟读故事，画出故事中与日期相关的句子。

SB CD2 32

When a new go-karting place opened in September, Daisy and Tom went there with their mom.

"Can we have our birthday party here, on November 1st?" Daisy asked the man at the desk.

He looked at his computer. "Sorry," he said. "We're very busy that day. How about October 31st?"

Daisy and Tom didn't want a party before their birthday. They asked about November 2nd and 3rd, but those dates were busy too. "What about the 9th or 10th?" asked the man.

"November 10th is Charlie's birthday," said Tom. "Let's have our party on the 9th."

Mom paid for a party at three o'clock on November 9th, and then they went home. Charlie was outside their house. He gave them an invitation.

"It's for my birthday party," he said happily. "I'm going to be at my grandparents' house on my birthday, so my party for my friends is the

day before – one o'clock on November 9th. It'll be really cool. It's a go-karting party!"

做活动：Discussion

- 教师向学生提问：If you were Daisy or Tom, what would you do? 鼓励学生自由讨论，为这个故事想一个结局。

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，读出框中的句子。然后让学生在 story 2 中画出这些句子，并大声读出来，体会序数词的使用方法。教师告诉学生，对日期的描述要使用序数词。
- 教师在 PPT 上呈现句型展示框中的序数词，让学生观察，从中找出规律。然后教师带着学生总结规律，画出其中不符合一般规律的特殊单词，引起学生注意。

做活动：Decode the secret word

- 教师将 26 个英文字母呈现在 PPT 上，并按照顺序在每个字母旁标上对应的数字 1—26。
- 教师告诉学生，现在有一条秘密信息需要他们破解。教师说字母对应的数字，让学生依次写下字母，看最后能得到什么信息。例如，教师说：The 15th letter, the 11th letter. 即为单词 ok。教师说完之后，也可以让学生和自己的同伴一起做这个游戏。

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。
- 教师先带着学生一起读每幅图片右上角的日期，然后播放录音，请学生跟读。
- 学生两人一组，轮流向同伴提问，如：What did the boy do on June 1st? 同伴根据图片内容作答。

SB CD2 33

- 1 She went to the zoo on August 17th.

- 2 On October 11th they traveled by plane.
 3 He bought a kitten on July 1st.
 4 On December 3rd they went skating.
 5 He had a birthday party on November 22nd.
 6 On September 30th she caught a fish.

家庭作业

活动用书第 27 页

活动4 Write the months in full and in order.
 Then listen and check.

活动 5 Read and circle.

活动6 Look at the pictures of Ella last year
 and complete.

做活动: Throw two dice and move. Say the date.

SB P49

- 让学生将学生用书翻至第 49 页,活动 2。
- 让学生四人一组,把书放在小组中间,每人拿两个棋子放在棋盘上,分别放在自己生日月份和日期的格子里,然后轮流开始掷骰子,每人掷两次,根据两次得到的数字按顺时针方向分别移动棋子,并说出组合得到的日期,如 It's July 29th.
- 得分与失分的规则如下: 1) 如果棋子落入的两个格子颜色不同,说出正确日期可以获得 1 分; 2) 如果棋子落入的两个格子颜色相同,说出正确日期可以获得 2 分; 3) 如果没有正确说出日期,丢 1 分; 4) 如果棋子落入不存在的日期,失去所有的分数; 5) 如果棋子落入的日期是小组任一成员的生日,则需要将获得的所有分数都送给这个成员。
- 教师规定时间,到时间后看各组中谁获得最多分数,即为胜者。

做游戏: Famous "Firsts"

- 教师告诉学生,他们要一起列一个关于“第一”的单子。比如一月一日是一年中的第一天,字母 a 是字母表中的第一个字母。让学生每人再列出五个“第一”,然后与自己的同伴分享。

结束本课 Ending the lesson**做活动: Important dates**

- 教师告诉学生,世界上有很多很重要的日子,比如 1 月 1 日是元旦,6 月 1 日是儿童节。让学生写下三个重要的日期,与同伴分享。如果学生想不出世界上重要的日期,也可以写一写校园生活中的重要日期。

Song & Phonics



教学目标

学会唱歌曲 *There's a lot for us to do*

能够掌握字母组合 oo, ue 和 ew 在单词中的发音。

目标语言

单词: kangaroo, blue, flew, boot, statue, drew

教具准备

教学卡片: Unit 6, 105—110

其他教具 (教师自备): PPT 课件

热身活动 Warmer

做活动: Quick quiz

- 教师通过快速提问的方式, 给出学生线索, 让学生说出相应月份, 例如: This is the fifth month of the year. This is the first month of the year. This is the only month with letter "g" in it. This is the second month after May. 带领学生复习关于月份及序数词的说法。

Song

呈现歌曲 Presentation

- 教师将学生用书第 50 页歌曲的配图呈现在 PPT 上, 让学生观察图片, 教师问: What did they do? Can you guess in which month they did these things? 鼓励学生大胆猜测并回答。
- 教师播放歌曲录音, 让学生欣赏整首歌曲, 然后回答刚才所提问题。

做活动: Listen and write. Then sing.

SB P50

- 让学生将学生用书翻至第 50 页, 活动 1。

- 播放歌曲录音, 让学生一边听歌曲, 一边把歌词补充完整。
- 再次播放歌曲录音, 鼓励学生一边听歌曲一边用手指划指歌词, 并跟唱。
- 教师带着学生一起根据歌词编动作, 然后播放歌曲录音, 让学生一边做动作, 一边跟唱。

SB CD2 34

On April 3rd we went to the square

To buy some flowers at the market there.

On April 6th we went for a ride

To see the baby birds outside.

In April there's a lot for us to do.

On August 1st we went to the pool

To swim in the sun with friends from school.

On August 4th we went by plane

To the beach for a week, then home again.

In August there's a lot for us to do.

On October 5th we walked out of town

To see the trees, all orange and brown.

On October 9th, we went to the zoo

To see the lions and kangaroos.

In October there's a lot for us to do.

On December 8th we went to the lake

To walk on the ice, and then to skate.

On December 12th we met with Joe

To make a snowman in the snow.

In December there's a lot for us to do.

答案

1 3rd 2 6th 3 1st 4 4th
5 5th 6 9th 7 8th 8 12th

做活动: Create a new song

- 让学生两人一组, 改编歌词中某一段的时间、地点和活动, 进行试唱和练习, 并设计相应动作。
- 创作完成后, 教师可以邀请两组学生向全班表演他们自己的歌曲。看哪一组创作、表演得最好。

做活动: Talk about an event and show the date in numbers. Say it in words.

SB P50

- 让学生 4 人一组，每人在四张纸片上分别写下四个日期，日期使用数字形式，参考学生用书第 50 页活动 2。这四个日期可以是学生的生日，学生家人的生日，准备去度假的日期，或者是任意一个重要日期。
- 小组成员轮流说出省略日期后的不完整的句子，如 *My grandma is going to visit me on ...* 然后展示出相应日期的卡片，其他组员用英语快速说出这个日期，说的最快且正确的学生得一分。然后最开始说句子的学生再重复说一遍完整的句子。最后赢得分数最多的学生获胜。

Phonics

呈现语音 Presentation

做活动: Listen, point and say.

SB P51

- 教师展示 kangaroo 的教学卡片，让学生观察图片，问：What is this animal? It's a kangaroo.
- 教师展示 blue 的教学卡片，让学生观察图片，问：What's this color? It's blue.
- 教师展示 flew 的教学卡片，让学生观察图片，说：Where did the bird fly? Maybe it flew to the south.
- 教师展示 boot 的教学卡片，让学生观察图片，说：Look at the shoe. It is a boot. You can wear it.
- 教师展示 statue 的教学卡片，让学生观察图片，问：Do you know what it is? You can visit this place in the USA. It's a statue. It's Statue of Liberty.
- 教师展示 drew 的教学卡片，让学生观察图片，问：What did the boy do? He drew a beautiful picture.
- 教师将这六个单词写在教学板上，让学生大声读出，找到六个词发音的相似点，引导学生发现拼写规律。
- 让学生将学生用书翻至第 51 页，活动 1。

- 教师播放录音，让学生边听边指图片，并大声跟读。
- 教师随机说六幅图片的单词，学生按顺序举起对应的单词迷你卡片，全班核对答案。
- 教师随机拿出一张教学卡片，让学生大声拼读出单词。

SB CD2 35

kangaroo, blue, flew, boot, statue, drew

kangaroo, kanga-r-oo, kangaroo

boot, b-oo-t, frightened

blue, b-l-ue, blue

statue, sta-t-ue, statue

flew, fl-ew, flew

drew, dr-ew, drew

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。
- 让学生看两幅图，提问图片信息，引导学生输出目标词汇。关于图 1 提问：The boy's name was Andrew and the girl's name was Sue. What was Sue wearing? Sue was wearing a pair of boots. Andrew drew a picture of Sue. 关于图 2 提问：Who can you see in the picture? Where did they go?
- 播放录音，让学生边听边指读图片下方的句子。让学生关注字母组合 oo, ue 和 ew 的发音。
- 再次播放录音，让学生听录音并打着节拍跟读。读到包含本节课目标音的单词时，大声重读。
- 让学生 4 人一组，练习说歌谣，每人依次读一遍，读的时候其他人为他打节拍。

SB CD 23

Andrew drew Sue in boots at the zoo.

He flew to the Moon with a blue kangaroo.

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。
- 学生两人一组,一人随机说单词,另一人指向对应的单词,然后换角色继续练习。
- 其他学生从展示的学生中选出他们最喜欢的一组,全班一起来说他们的句子。

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 What did Mary do this year? Listen and match.

让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。

SB CD2 37

clue, crew, noon, grew, shoot, flue, root, blew

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,让学生听录音写出相应的字母组合,完成单词。
- 让学生说出所写的单词,全班一起核对答案。

SB CD2 38

1 blue 2 drew 3 Andrew 4 kangaroo
5 boot 6 flew 7 zoo 8 statue

补充活动

做游戏: Let's draw flowers

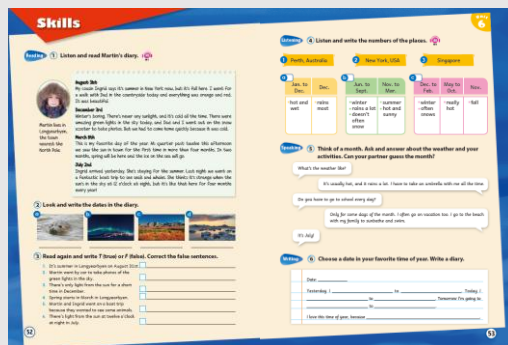
- 教师让学生两人一组,在一张大纸上画一朵花。学生可以任意选择 oo, ue 或 ew 其中一个字母组合,并写在花心中。然后想出包含有这个字母组合的单词,写在周围的花瓣中,每个花瓣中写一个单词。写好之后教师找一些小组在全班分享,看谁的花画得好看,单词拼写得对。

结束本课 Ending the lesson

做活动: Make it funny

- 学生和自己的同伴一起,使用学生用书第 51 页活动 1 的 6 个目标词汇,写两个好玩滑稽的句子,句子中要尽量多地包含目标词汇。
- 写完以后,两人一起读熟,教师找几组学生进行展示。

Skills



教学目标

能够读懂一篇关于北极地区生活的日记，理解文章主旨大意和细节信息。

能够听懂三段关于不同地区季节变化和生活的独白，理解主旨大意和细节信息。

能够询问并描述不同季节和活动。

能够写一篇日记，描述自己一年中最喜欢的季节。

目标语言

本单元所学的词汇和句型。

教具准备

教师自备：PPT 课件

热身活动 Warmer

做活动：Free talk: Which is your favorite season?

- 教师让学生自由分享，他们最喜欢什么季节，在这个季节他们都可以做什么。

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。
- 让学生看短文配图，教师说：Look at the boy in the picture. His name is Martin. Can you guess where he lives? 教师让学生猜测 Martin 住在什么地方。向学生讲解 North Pole。
- 教师告诉学生，他们将阅读 Martin 的日记，让学生找一找，Martin 的日记中都提到了哪些季节。教师播放录音，学生边听边指读。
- 录音播放完以后，教师带着学生回顾日

记都是在哪些日期写的，记录了哪些季节。

SB CD2 39

Martin lives in Longyearbyen, the town nearest the North Pole.

August 31st

My cousin Ingrid says it's summer in New York now, but it's fall here. I went for a walk with Dad in the countryside today and everything was orange and red. It was beautiful.

December 3rd

Winter's boring. There's never any sunlight, and it's cold all the time. There were amazing green lights in the sky today, and Dad and I went out on the snow scooter to take photos. But we had to come home quickly because it was cold.

March 8th

This is my favorite day of the year. At quarter past twelve this afternoon we saw the sun in town for the first time in more than four months. In two months, spring will be here and the ice on the sea will go.

July 2nd

Ingrid arrived yesterday. She's staying for the summer. Last night we went on a fantastic boat trip to see seals and whales. She thinks it's strange when the sun's in the sky at 12 o'clock at night, but it's like that here for four months every year!

做活动：Look and write the dates in the diary.

SB P52

- 让学生将学生用书翻至第 52 页，活动 2。
- 让学生再次阅读日记，将图片与日期相匹配，并画出日记中的相关语句。
- 全班一起核对答案，并读出日记中给出提示的语句。

答案

a July 2nd b December 3rd
c August 31st d March 8th

做活动: Read again and write T (true) or F (false). Correct the false sentences.

SB P52

- 让学生将学生用书翻至第 52 页, 活动 3。
- 让学生再次仔细阅读文章, 判断正误, 并将错误的部分改正。
- 学生答完以后与自己的同伴做比较, 然后全班一起检查答案。

答案

- 1 F It's fall.
- 2 F He went by snow scooter.
- 3 F There's no light from the sun.
- 4 F Spring starts in May (or two months after March).
- 5 T
- 6 T

做活动: Discussion: What would you like about living here in Longyearbyen? What wouldn't you like?

- 让学生两人一组, 讨论他们的生活和 Martin 的生活有什么不同, 他们是否愿意生活在 Longyearbyen, 对于那里的生活他们有哪些喜欢或不喜欢之处。
- 教师找几组学生向全班做分享。

Listening

做活动: Listen and write the numbers of the places.

SB P53

- 让学生将学生用书翻至第 45 页, 活动 4。
- 教师告诉学生, 他们今天将听到三个孩子谈论他们的家乡。让学生看活动 4 第一行的三个地点, 问: What do you know about these three places? How's the weather there? 然后让学生快速扫读三个表格中的信息。
- 教师播放录音, 学生边听边将地点与表格做匹配。

- 教师带着全班检查答案, 然后再次分段播放录音, 让学生在表格中补充更多相关信息。录音放完后, 学生与同伴一起, 根据表格信息对三个地方的天气状况进行描述。

SB CD2 40

1

Girl from Australia: I'm from Perth, Australia. Winter here is from June to September. It rains a lot then, but it doesn't often snow. We have hot, sunny summers from November to March. We sometimes go sailing on the river in summer.

2

Boy from New York: Winter here in New York is from December to February, and it often snows. It's really hot from May to October, but my favorite month is November. It's fall then, and I like going to the park to take photos of the yellow and orange leaves on the trees.

3

Girl from Singapore: I live in Singapore, and the weather here doesn't change much from one month to the next. December has the most rain, but it's hot and wet all year so I always carry an umbrella.

答案

1 b 2 c 3 a

Speaking

做活动: Think of a month. Ask and answer about the weather and your activities. Can your partner guess the month?

SB P53

- 让学生两人一组, 各自在笔记本上写一个月份。然后一人向另一人提出几个问题, 通过对方的回答猜测他/她写的是哪个月。提问的方式可以参考学生用书第 53 页活动 5 话泡中的问题。学生猜出正确月份后, 两人交换角色, 继续活动。

- 学生可以多进行几轮活动，直到老师喊停为止。

Writing

做活动： Choose a date in your favorite time of year. Write a diary.

SB P53

- 教师让学生回顾学生用书第 52 页活动 1 的日记，画出 Martin 在不同时间所做的活动。
- 让学生选择自己一年中最喜欢的时间，想象可以在这个时间做哪些活动。完成活动 6 的写作任务。
- 找几个学生朗读分享故事内容。

结束本课 Ending the lesson

做活动： Peer review

- 让学生两人一组，为同伴的作文打分，打分的标准有两个：一是作文的内容是否丰富，二是作文里是否有单词拼写或语法错误。作文满分为 10 分，每项标准 5 分。写完分数之后，要同时写下同伴的作文中你最喜欢的部分在哪里，然后与同伴分享讨论。

家庭作业

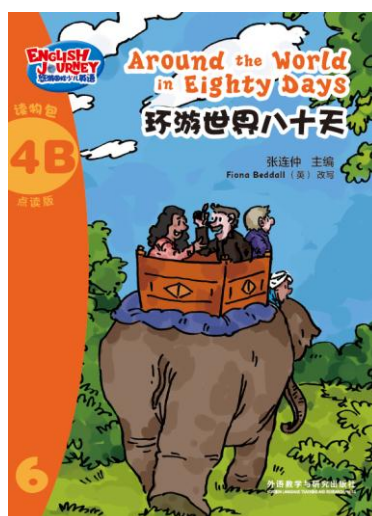
活动用书第 29 页

活动 10 Which activities can you do in Queenstown? Read the advertisement and tick.

活动 11 Read again and answer the questions.

活动 12 Choose a place for a vacation and write an advertisement for it. Use the advertisement in activity 10 to help you.

阅读时间 Now, read!



Around the World in Eighty Days

重点词汇

dead, December, east, fire, gentleman, hide, October, servant, sledge, terrible

故事简介

英国人福格先生与朋友打赌，能在 80 天内环游地球一周回到伦敦。虽克服种种困难，但到伦敦却迟了五分钟，自以为失败，却因他自西向东绕地球一周，正好节约了一天时间而意外获得胜利。

练习答案

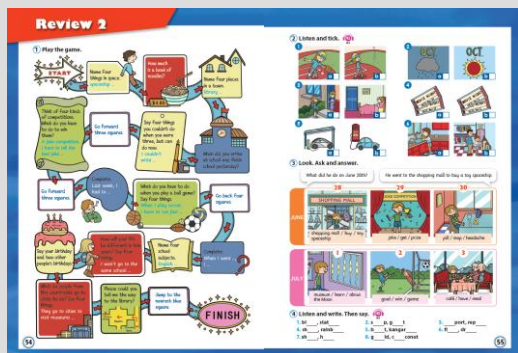
1

a, e, d, f, b, h, c, g

2 略

3 略

Review 2 复习 2



教学目标

复习第 4—6 单元的词汇和句型

目标语言

单词：4—6 单元词汇

句型：4—6 单元句型

语音：4—6 单元语音

教具准备

单词卡片：57—110

其他教具（教师自备）：PPT 课件，若干个骰子，若干组颜色不同的棋子，若干张白色卡片

热身活动 Warmer

做活动：Brainstorming

- 教师将 4—6 单元的标题写在教学板上，学生两人一组，随机分配一个单元，在一张大纸上写下关于本单元能想到的相关词汇和表达。写完之后，与相邻的小组分享。然后教师将三个单元中的重点词汇和句型呈现在 PPT 上，带着学生一起简单复习。

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。
- 教师告诉学生，他们将四人一组，一起玩一个棋盘游戏。教师给每组发一个骰子，每位学生一枚棋子（每个人的棋子颜色不同）。让学生将棋子放在“START”格子中，在小组里轮流掷骰子，根据骰子的点数向前移动棋子，棋子落到哪个格子里，学生就回答那个格子里的问题。

没有回答上来的同学，其他同学要帮他找到答案，但这名同学将失去一轮掷骰子的机会。小组里最先到达“FINISH”格子的学生获得胜利。如果最后一次掷出的点数超过了剩下的格子，学生需要将棋子向反方向移动。

- 在游戏开始之前，教师可以先为学生做示范——教师掷骰子，根据骰子上显示的数字向前行进，然后带着学生一起读相应格子里的问题，引导学生回答。
- 教师规定时间，时间结束后请获胜的学生举手。然后教师挑选游戏中的问题向全班同学提问，请学生在全班分享答案。

做游戏：Snap!

- 学生 4 人一组，每人一套 4—6 单元的单词卡片。学生将自己的卡片洗匀，背面朝上，按顺序轮流将最上面一张卡片翻过来，放在桌面中央，放的时候要同时说出卡片上的单词。如果学生放下的卡片与上一个学生放的卡片相同，大家要快速喊出 Snap! 并拍卡片，第一个喊出的学生可以将桌子中间的所有卡片都放入自己的卡堆，然后再开始新一轮游戏。规定时间内收集卡片最多的学生获胜。

复习句型 Review: patterns

做活动：Listen and tick.

SB P55

- 让学生将学生用书翻至第 55 页，活动 2。
- 教师告诉学生，他们将听到 6 段对话，对话的主题与 4-6 单元的主题一致。让学生观察图片，选择对话所对应的图片。
- 全班一起核对答案。

SB CD2 41

1

Boy: How was the baseball game?

Girl: We lost. I made a silly mistake and I didn't catch the ball when a girl hit it to me.

2

Girl: What will the weather be like there in October?

Boy: It'll be cold, but it won't rain. It'll be nice

and sunny.

3

Boy: Did you have fun with your aunt last weekend?

Girl: No. I couldn't visit her. We had to change our plans because she was sick.

Boy: What a shame!

4

Boy: Did you buy the movie tickets for March 29th?

Girl: No, they didn't have any. But I bought two for April 3rd.

5

Boy: Will our new car use solar power?

Mom: No, it'll still use gas.

6

Boy: I washed the dishes when you were at the store.

Dad: Well done! It's great when you do things to help around the house.

答案

1 a 2 b 3 b 4 b 5 b 6 a

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。
- 教师告诉学生, 他们要根据图片信息, 与同伴进行问答。一人就 June 一栏进行提问, 另一人就 July 一栏进行提问。教师先做示范, 问学生: What did he do on June 28th? 让学生看图片 1 回答: He went to the shopping mall to buy a toy spaceship. 教师将例句写在教学板上, 划出 to buy a toy spaceship, 提醒学生注意, 回答时需要使用动词不定式说明人物的目的。
- 学生两人一组练习对话。

做活动: Listen and write.

WB P30

- 让学生将活动用书翻至第 30 页, 活动 2。这个活动重点复习一般过去式与状语从句的用法。

- 教师带着学生依次看 6 幅图片, 让学生对图片内容进行简单预测。例如, 图片 1, 教师可以询问学生: Was the boy happy? What happened to him?
- 图片全部观察完以后, 教师播放录音, 让学生将相应句子的字母填入每幅图片下方的方框中。
- 全班一起核对答案。

WB CD 28

- a Tony wrote a fantastic poem, but it didn't get the first prize.
- b Sam made a mistake when he spelled the word *chair*.
- c Pat got a prize because he scored the most goals in soccer.
- d Nick used solar power when he went camping.
- e Peter stopped all the goals and his team won the game.
- f Billy drew an amazing picture of an alien.

答案

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

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, 根据录音将单词补充完整。本活动重点复习 4—6 单元所学的拼读规则, 训练学生听音能写的能力。
- 学生完成单词后, 全班核对答案, 学生齐声朗读单词。
- 学生将填写的字母或字母组合根据发音进行分类, ue, ew, oo 一组, oa, ow, o 一组, air, are 一组。然后让学生三人一组, 每人负责一组字母或字母组合, 补充更多包含该字母或字母组合的单词, 写完之后互相交换, 补充更多单词。最后老师让学生在全班进行分享。

SB CD2 42

1 blue, statue 2 soap, goat

3 airport, repair 4 show, rainbow

5 boot, kangaroo 6 flew, drew

7 share, hare 8 gold, coconut

答案

1. ue 2. oa 3. air 4. ow

5. oo 6. ew 7. are 8. o

结束本课 Ending the lesson

做游戏: Let's make phonics cards.

- 学生 4 人一组，每组发一沓白色卡片，教师让学生用红色的笔将以下字母或字母组合分别写在每张纸上: air, are, oa, o, oo, ow, ew. 然后换蓝色的笔将这些字母补充成完整的单词。写完之后让学生想出更多包含有这些字母或字母组合的单词，用同样的方式写在新的卡片上。写完之后，教师让各小组收集好自己的卡片，与相邻的小组互相交换，尝试读出其他小组卡片上的单词。

家庭作业

活动用书第 30—32 页

活动 1 Circle five more words for each column. Then write.

活动 3 What's next? Read and write.

活动 4 Look and write.

活动 5 Ellen is asking her mom about her new school. Look at the information and complete the conversation.

活动 6 Listen and write.

See the world with Fred 2



教学目标

了解复活节、万圣节、圣诞节等西方重要节日，并能介绍本国重要节日。

目标语言

单词：Easter, Halloween, Christmas

教具准备

教师自备：PPT 课件，若干张 A4 纸

热身活动 Warmer

做游戏：Brainstorming

- 教师告诉学生，今天他们将阅读一篇关于西方节日的短文，让学生头脑风暴一下，他们都知道哪些中外节日。教师可以适当补充一些节日的单词。

知识激活 Activation

做活动：Guess about the festivals

- 教师在 PPT 上展示学生用书第 56 页和 57 页活动 1 的六幅图片，引导学生观察，对图片做简单描述，让学生说一说，看到这些图片他们能想到什么节日。在描述图片的过程中，可以为学生扫除词汇障碍，如 stocking, competition, pumpkin, decorate, costume, Advent calendar 等。

知识学习 Knowledge

做活动：Listen and read. Match.

SB P56-P57

- 让学生将学生用书翻至第 56 页，活动 1。
- 教师播放录音，让学生边听边读短文，并将图片与三段文字做匹配。
- 全班一起核对答案。

SB CD2 43

Festivals

1

Easter is in the spring, on a Sunday in March or April. On Easter morning, my sister and I look for chocolate Easter eggs in the yard. Our parents say the Easter Bunny put them there! The next day, we decorate eggs at home and take them to a party for children in the park. There's a "Prettiest Egg" competition at the party, and then there's an egg race. We have to push an egg across the grass with a spoon!

Lucy, USA

2

Halloween is on October 31st, in the fall. We cut faces in pumpkins and put candles inside. Then we dress up in cool costumes. When it's dark, we go to our neighbors' houses and say "trick or treat" to ask for candy. Later, we eat barmbrack -- bread with fruit and other things in it. It's a fun game to show our good wishes! For example, a coin in my piece of barmbrack means I'll have a lot of money.

Shane, Ireland

3

Christmas is in the winter. Dad always buys an Advent calendar in November. It's a box with a Christmas picture on the front and 24 small doors. Every day from December 1st, I open a door and eat the chocolate behind it. Then, on December 24th, I put a stocking in front of the fire. I try to stay awake all night to see Santa and his reindeer, but they always come when I'm sleeping. When I wake up on December 25th, there are presents in the stocking, and more presents under our Christmas tree. It's my favorite day of the year!

Hannah, Britain

答案

1 C, E 2 B, D 3 A, F

做活动：Read again and answer.

SB P57

- 让学生将学生用书翻至第 57 页,活动 2。
- 让学生根据短文内容,将相应节日的名称写在横线上。
- 学生独立完成后,与同伴比较答案,然后全班一起核对答案。
- 教师让学生参考活动 2 的问题,根据短文内容总结每个节日的习俗,然后两人一组完成类似下图的思维导图。



答案

1. Halloween
2. Christmas
3. Halloween
4. Halloween
5. Easter
6. Easter
7. Christmas

知识运用 Project

做活动: Text to self

- 教师问学生,在本文提到的三个节日中,他们最喜欢的是哪一个。然后根据学生的选择,让喜欢同一个节日的学生四人一组,和小组成员一起介绍这个节日。需要介绍的内容包括:该节日的时间,他们需要为庆祝这个节日所做的准备,节日期间的活动,以及除文中内容之外他们对这个节日的其他了解等。学生可以边说边表演来呈现节日期间的活动。
- 学生在小组中分好角色,确定各自介绍和表演的部分,10 分钟的准备之后,教师选几个小组上台展示。

做活动: Make a poster about your favorite festival. Your partner guesses.

SB P57

- 让学生将学生用书翻至第 57 页,活动 3。
- 让学生看海报样例,阅读文字,观察图片,快速反应这是什么节日。
- 教师给学生每人一张 A4 纸,让他们选

择一个自己最喜欢的中外节日,仿照样例做一张海报,描述这个节日的时间,节日里人们所做的活动等,可以配一些插图。

- 做好以后,学生与自己的同伴交换海报,互相猜一猜对方描述了哪个节日。
- 课后学生可以将各自的海报贴在教室里,互相观赏,并猜测答案。

结束本课 Ending the lesson

做活动: What's this festival?

- 教师对节日进行描述,让学生快速反应是哪一个节日,带着学生回顾今天学习的主要内容。

家庭作业

活动用书第 33 页

活动 7 Read Jack's diary. Write T (true) or F (false).

活动 8 Read and complete with the correct form of the verbs.

Thanksgiving traditions



教学目标

本纪录片与 CLIL 2 Festivals 的话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。让学生了解美国人如何庆祝感恩节。

目标语言

pilgrim, unique, whopping, feast, parade, route, glimpse, matchup, volunteer, blessing

视频概要

本视频介绍了美国人感恩节的庆祝活动,包括准备感恩节晚宴,观看或参加感恩节大游行,观看橄榄球比赛,玩游戏,和亲朋好友聚会等。

教具准备

教师自备:若干张 A4 纸

Before you watch 观看前

- 让学生将学生用书翻至第 56 页,回顾 CLIL 2 主题,问学生最喜欢这三个节日中的哪个节日。
- 教师问学生: There's a traditional festival in November in the U.S. Do you know what it is? 引出视频主题感恩节 Thanksgiving。
- 问学生是否知道感恩节的具体时间,告诉学生: In the U.S. it's celebrated on the fourth Thursday in November. 教师继续问学生,对感恩节都有哪些了解,激活学生知识。引出感恩节的传统庆祝活动。教师将学生回答中的关键词写在教学板上。
- 告诉学生,他们将观看一个和感恩节庆祝活动有关的纪录片,让学生看一看自

己的看法与纪录片中的活动是否一致。

While you watch 观看中

- 播放一遍纪录片,先不要播放纪录片最后的问答部分。
- 再次播放纪录片,仍不播放最后的问答部分。鼓励学生做笔记,记下听到的信息。教师带领学生讨论以下问题:
What do the Americans do to celebrate Thanksgiving? 教师将问题及学生的回答写在教学板上。
- 第三次播放纪录片,并播放纪录片最后的问答部分,在播完每个问题后暂停,让学生回答,然后再播放答案,检查学生是否回答正确。

After you watch 观看后

- 教师带领学生回顾感恩节的庆祝活动。
- 让学生 4 人一组,教师给每组发一张 A4 纸,让学生讨论最感兴趣的感恩节活动,并将活动名称和理由写在 A4 纸上,理由越多越好。
- 教师找几组学生向全班讲述他们组最喜欢的活动以及理由,看哪组的理由最有趣。
- 如有时间,可让学生以小组为单位,设计并制作有关感恩节的海报,贴在教室四周作为展示。

English Journey 4B WB

录音文本/答案

Unit 1 How much is it?

1 Write and number. Then listen and check.

WB P2 CD 02

- 1 forty
- 2 sixty
- 3 one hundred
- 4 seventy
- 5 ninety
- 6 thirty
- 7 fifty
- 8 eighty

答案

- 1 **forty**
 - 2 **sixty**
 - 3 **one hundred**
 - 4 **seventy**
 - 5 **ninety**
 - 6 **thirty**
 - 7 **fifty**
 - 8 **eighty**
- a-2 b-4 c-1 d-3
e-8 f-7 g-5 h-6

2 Write these prices in words, in order from the lowest to the highest. WB P2

答案

- 1 twenty-three cents
- 2 seventy-five cents
- 3 ninety-one cents
- 4 forty-six dollars
- 5 eighty-four dollars
- 6 one hundred dollars

3 Complete the questions. Then look and answer. WB P2

答案

- 1 are, are eighty-eight cents

- 2 is, is sixty-seven dollars
- 3 is, is fifty-two cents
- 4 are, are seventy-four dollars
- 5 is that, is ninety-nine cents
- 6 are those, are thirty-six dollars

4 Match and write. Then listen and check.

WB P3 CD 03

- 1 a cup of coffee
- 2 a piece of cake
- 3 a bar of chocolate
- 4 a bowl of noodles
- 5 a bottle of water
- 6 a pair of chopsticks

答案

- 1 a cup of coffee
- 2 a piece of cake
- 3 a bar of chocolate
- 4 a bowl of noodles
- 5 a bottle of water
- 6 a pair of chopsticks

5 Read and order the conversation. WB P3

答案

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

6 Read, look and write. WB P3

答案

- 1 Could I have a bar of chocolate
- 2 Here you are. That's four eighty-five (OR four dollars and eighty-five cents), please.
- 3 Could I have a bottle of water
- 4 Here you are. That's five ninety-nine (OR five dollars and ninety-nine cents), please.
- 5 Here you are. That's four sixty (OR four dollars and sixty cents), please.
- 6 Could I have, pieces of cake, please (OR Could I please have, pieces of cake)

7 Listen and write. WB P4 CD 04

- 1 The clown is bouncing downstairs.
- 2 How many clouds can you count?
- 3 The cow in the town is loud and brown.

4 The mouse has a small, round crown.

答案

1 ow, ou, ow

2 ow, ou, ou

3 ow, ow, ou, ow

4 ou, ou, ow

8 Read and complete. WB P4

答案

1 Can 2 cup 3 much

4 cake 5 expensive 6 bar

7 Here 8 sixty-eight

9 Listen and tick. WB P4 CD 04

Woman: Can I help you?

Dad: Could I have a bowl of chicken noodles, please?

Woman: Sure. Here you are – noodles and chopsticks.

Dad: Thanks. And what do you want to eat, Lucy?

Girl: Some sandwiches, please.

Dad: What do you want in them?

Girl: Cheese, please!

Dad: Could I have a plate of cheese sandwiches for my daughter, please? What about you, Harry?

Boy: Is there any soup?

Woman: Yes, there is. There's fish soup today.

Boy: Oh, I don't like fish! Could I have a bar of chocolate, please?

Dad: No, you have to have lunch, Harry. Chocolate isn't a good lunch!

Boy: OK. Could I please have some chicken sandwiches?

Woman: Sure. And what about drinks?

Dad: Could we have three bottles of water, please?

Woman: OK. Here you are. That's twenty-four seventy, please.

答案

1 a 2 b 3 a 4 c

10 Read and tick. What are Charlie and his grandmother talking about? WP 05

答案

1, 3, 6

11 Read again and complete the gaps with one or two words. WP 05

答案

1 his grandmother 2 salad 3 ice cream

4 video camera 5 book, skates

12 Complete this conversation about your birthday. Use the conversation in activity 10 to help you. WP 05

答案 略。

Unit 2 What time is it?

1 Look at the pictures and complete the crossword. Then listen and check.

WB P6 CD 06

1 recess

2 PE

3 math

4 art

5 science

6 computer science

答案

1 recess

2 PE

3 math

4 art

5 science

6 computer science

2 Read and look. Complete the school timetable. WB P6

答案

1 math 2 PE 3 art 4 recess

5 computer science 6 science

3 Complete the conversations of children at

the school in activity 2. WB P6

答案

- 1 twelve o'clock
- 2 time, PE
- 3 is it, two o'clock
- 4 What time, It's nine, time for

4 Write and number. Then listen and check.

WB P7 CD 07

- 1 get dressed
- 2 put on my shoes
- 3 arrive at school
- 4 begin a lesson
- 5 finish school
- 6 take off my shoes

答案

- 1 get **dressed**
 - 2 **put** on my **shoes**
 - 3 **arrive** at **school**
 - 4 **begin** a **lesson**
 - 5 **finish** **school**
 - 6 **take off** my **shoes**
- a-3 b-2 c-1 d-5 e-6 f-4

5 What time is it? Circle a or b. WB P7

答案

- 1 b 2 a 3 a 4 a 5 b 6 b

6 Complete the conversation. Use *past* and *to* in the times. WB P7

答案

- 1 When does he leave
- 2 ten to seven
- 3 What time do you get up
- 4 half past seven
- 5 quarter to eight
- 6 When do you begin
- 7 quarter past eight

7 Listen and write. WB P8 CD 08

- 1 Can you see the bees in the tree?
- 2 The cheetahs are eating a meal of meat.
- 3 I need to speak to the team.

- 4 The seals are sleeping on the beach.

答案

- 1 ee, ee, ee
- 2 ee, ea, ea, ea
- 3 ee, ea, ea
- 4 ea, ee, ea

8 Read and complete. WB P8

答案

- 1 quarter 2 past 3 had 4 dressed
- 5 put 6 arrived 7 math 8 to

9 Listen and tick. WB P8 CD 09

1

Boy: Oh no! I can't find my science book.

Dad: Is it that big book under your math book?

Boy: No, that book is for English. Oh, there's my science book, on the floor, under my backpack.

2

Dad: Great picture! When did you paint that?

Girl: This morning, in art. But I don't like painting flowers. It was a really boring lesson.

Dad: Did you have any fun lessons?

Girl: Computer science was OK. And PE was fantastic!

3

Mom: You can't go out in those clothes today. It's not warm outside. Go put on a sweater!

Girl: I don't want to wear a sweater. This is my favorite t-shirt.

Mom: OK, then. Take off your skirt and put on some pants.

4

Teacher: What time is it?

Girl: It's ten to eleven.

Teacher: Why aren't you in class now? Recess usually finishes at quarter to eleven.

Girl: Yes, but it began late today. It's going to finish at 11 o'clock.

答案

1 b 2 a 3 c 4 c

10 Read the email. Circle the activities Kate does NOT do in Art Camp. WB P9

答案

c

11 Read again and complete the advertisement. WB P9

答案

1 10:30

2 12:15

3 forest/beach/farm

4 forest/beach/farm

5 forest/beach/farm

6 picnic

12 Imagine you are at the science camp below. Write about your week. WB P9

答案 略。

Unit 3 Where's the library?

1 Order the letters and write the places. Then listen and check. WB P10 CD 10

1 café

2 movie theater

3 swimming pool

4 train station

5 library

6 police station

答案

1 café

2 movie theater

3 swimming pool

4 train station

5 library

6 police station

2 Look and read. Circle the correct words.

WB P10

答案

1 on 2 opposite 3 above

4 near 5 below

3 Complete the sentences about the town above with these words, and with words from activity 1. WB P10

答案

1 movie theatre, above

2 train station, opposite

3 police station, next to

4 swimming pool, on

5 café, below

6 library, near

4 Read the clues and complete the crossword. Then listen and check.

WB P10 CD 11

1 bus stop

2 shopping mall

3 square

4 hospital

5 museum

6 market

答案

1 bus stop

2 shopping mall

3 square

4 hospital

5 museum

6 market

5 Look at the way to the hospital. Number the instructions. You don't need three of them. WB P10

答案

1 e 2 c 3 g 4 b 5 h

6 Look again at the map in activity 5. Read and complete each gap with one or two words. WB P10

答案

- 1 Excuse me 2 could you 3 the way
4 along 5 across 6 square
7 Turn right 8 straight 9 right

7 Listen and write. WB P12 CD 12

- 1 Why isn't the plane flying higher?
2 There are lights in the sky at night.
3 My shy friend Mike is crying.
4 The spy is frightened of cycling.

答案

- 1 y, y, igh
2 igh, y, igh
3 y, y, y
4 y, igh, y

8 Read and complete. WB P12

答案

- 1 Where 2 on 3 tell 4 along
5 turn 6 library 7 straight 8 opposite

9 Listen and tick. WB P12 CD 13

Clare: Hello?

Sally: Hi, Clare. It's Sally. Do you and Mark
want to play video games at my house
this afternoon?

Clare: OK. Where do you live?

Sally: 24 King Street. It's near the swimming
pool. Can you come here at 3 o'clock?

Clare: Sure. See you later.

Mark: Let's go!

Clare: OK. But where's King Street? We need
a map.

Mark: Don't worry. I have one on my
cellphone. Look!

Clare: Great!

Clare: Here's the swimming pool.

Mark: OK. So now we have to go along Queen
Street and turn left at the bus stop.

Mark: Now we're on King Street. But where's
number 24?

Clare: Here's number 23 on the left. So the
next house is Sally's.

Mark: No, the next house on the left is 25. I
think number 24's across the road. Yes!
Here it is!

答案

- 1 b 2 a 3 c 4 c

10 Read the text and draw the route in the picture. WB P13

答案

school — Mango Café — shopping mall —
museum — park — school

11 Read again. Write a-e in five of boxes A-H on the map above. WB P13

答案

- a-F b-C c-D d-G e-B

12 Look at the map in activity 10 and write instructions for a walk from the school to the library, across the park. WB P13

答案 略。

Review 1

1 Circle five more words and phrases for each column. Then write. WB P14

School: computer science, PE, recess, math,
science, art

Numbers: one hundred, thirty, forty, fifty,
sixty, eighty

Places in town: library, movie theater,
museum, hospital, square, market

2 Listen and write. WB P14 CD 14

a These beautiful chopsticks are only
eighty-nine cents at all our stores.

b You can't buy a cheaper TV. It's only
ninety-eight dollars!

c Our noodles are fantastic, and they're not
expensive — only nine dollars and eighty

- cents for a bowl!
- d The toy store's in the shopping mall on New Street, below the bookstore.
- e Go across the street at the train station. The toy store's there.
- f We have lots of trains in the store. They're on the left, above the books.

答案

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

3 Make questions from these words. Then match with the answers. WB P15

答案

- 1 Could you tell me the way to the police station? B
- 2 What time is it? E
- 3 How much are those pants? D
- 4 Could I have a pair of sunglasses? A
- 5 Why did you take off your sweater? (OR Why did you take your sweater off?) C

4 Look and read. Complete the gaps with one or two words. WB P15

答案

- 1 swimming 2 swimming pool
- 3 along 4 turn left
- 5 bus stop 6 the right
- 7 café 8 opposite

5 What time did she do these things? Look, match and answer. WB P16

答案

- 1 She arrived at school at quarter past eight. 图2
- 2 She went to the shopping mall at half past four. 图6
- 3 She got dressed at twenty to eight. 图1
- 4 She began her/the dancing class at twenty past three. 图5
- 5 She finished school at three o'clock. 图4
- 6 She had lunch at quarter to one. 图3

6 Listen and write. WB P16 CD 15

- 1 The spy is counting the clowns on the team.
- 2 The cow's in the clouds, up high in the sky.
- 3 The cheetah is frightened of sheep and bees.
- 4 The seal is happy deep down in the sea.

答案

- 1 y, ou, ow, ea
- 2 ow, ou, igh, y
- 3 ee, igh, ee, ee
- 4 ea, ee, ow, ea

7 Read the text. Then answer the questions.

Use words, not numbers. WB P17

答案

- 1 It talks about two new classes.
- 2 It begins at quarter past four.
- 3 You have to pay sixty-four dollars.
- 4 You have to be below four
- 5 It finishes at twenty past eleven.
- 6 You have to pay three dollars and fifty cents.
- 7 It's above the library.
- 8 It's on Dooley Street, in Janson City

8 Read and complete. WB P17

答案

- 1 kung fu class 2 twenty past three
- 3 twenty-five to four 4 arrived at
- 5 Can I help 6 a bar of
- 7 a bottle of 8 how much is
- 9 Could I have 10 Here you are

Unit 4 Maybe all homes will have robots

1 Look and complete. Then listen and check.

WB P18 CD 16

- 1 use gas
- 2 move house
- 3 use solar power
- 4 wash the dishes
- 5 change

6 take a pill

答案

1 use gas

2 move house

3 use solar power

4 wash the dishes

5 change

6 take a pill

2 Read these ideas about the future and complete. WB P18

答案

1 will never die

2 won't use, they'll (OR they will) use

3 will change, will wear, will be

4 will do

5 won't take, they'll (OR they will) never be sick

6 we won't have

3 Imagine your future and complete the sentences. WB P18

答案 略。

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

WB P19 CD 17

1 planet

2 human

3 alien

4 spaceship

5 Moon

6 Earth

答案

1 planet

2 human

3 alien

4 spaceship

5 Moon

6 Earth

5 Complete 1–4 with will. Then match 1–4

with a–d and complete. WB P19

答案

1 Will you finish – c, will, will finish

2 Will the spaceship go – a, won't, will fly

3 Will there be – d, will

4 Will they find – b, will try

6 Ann is asking a magic mirror about the future. Look and write the mirror's answers.

WB P19

答案

1 Yes, you will. You'll have lots of friends.

2 Yes, you will. You'll go (on vacation to) the beach.

3 No, you won't. You'll be a teacher.

4 Yes, you will. You'll go to the Moon.

7 Listen and write. WB P20 CD 18

1 Clare has long fair hair.

2 There's a hare with long ears in a chair in the square.

3 Go upstairs carefully at the airport.

4 Can you repair the pair of shoes on the stairs?

答案

1 are, air, air

2 are, air, are

3 air, are, air

4 air, air, air

10 In three years, a company called In2Space is going to start something new. What is it?

Read and circle. WB P21

答案

c

11 Read again. Imagine you work for FutureTravel. It is going to take people into space. Complete the chart for In2Space and FutureTravel. WB P21

答案 略。

12 Read and complete the text of

FutureTravel. Use the webpage in activity 10 and the chart in activity 11 to help you.

WB P21

答案 略。

Unit 5 I won!

1 Match and write. Then listen and check.

WB P22 CD 20

- 1 get a prize
- 2 make a mistake
- 3 tell a joke
- 4 spell a word
- 5 win a competition
- 6 write a poem

答案

- 1 get a prize
- 2 make a mistake
- 3 tell a joke
- 4 spell a word
- 5 win a competition
- 6 write a poem

2 Read and complete. Use the past form of the verbs. WB P22

答案

- 1 made 2 wrote 3 could 4 won
5 had 6 got 7 told 8 spelled

3 Read and complete with the correct verb form. WB P22

答案

- 1 start 2 had 3 wrote 4 couldn't
5 made 6 told 7 won 8 got

4 Write and number. Then listen and check.

WB P23 CD 21

- 1 score a goal
- 2 hit a ball
- 3 join a team
- 4 throw a ball
- 5 lose a game

- 6 catch a ball

答案

- 1 score a goal
- 2 hit a ball
- 3 join a team
- 4 throw a ball
- 5 lose a game
- 6 catch a ball

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

5 Look and read. Complete the story with the past form of the verbs. WB P23

答案

- 1 needed 2 had 3 saw 4 played
5 finished 6 went 7 was 8 arrived
9 couldn't 10 came 11 said 12 ate

6 Make one sentence for each pair of events.

Use past tense. WB P23

答案

- 1 I hurt my shoulder, I threw the ball
- 2 the teacher arrived, we began the lesson
- 3 He cried, he lost the game
- 4 I made new friends, I joined the soccer team
- 5 she hit the hockey ball, she scored a goal
- 6 I was very surprised, I caught the ball

7 Listen and write. WB P24 CD 22

- 1 Let's go to the motorbike show tomorrow.
- 2 The goat is gold and its coat is yellow.
- 3 The robot's holding coconut soap.
- 4 He told me about his rainbow photo.

答案

- 1 o, o, ow, ow
2 oa, o, oa, ow
3 o, o, o, oa
4 o, ow, o

8 Read and complete. WB P24

答案

- 1 weekend 2 had 3 couldn't

4 poem 5 wrote 6 When
7 lost 8 jokes 9 told

9 Listen and look. Complete the gaps with one letter or word. WB P24 CD 23

1

Headteacher: The winner of the star prize joined our soccer team earlier this year, and in eight games he scored twenty-two goals. The prize goes to ... Zack Downs.

2

Headteacher: This tall cup here is the prize for the "Best Poem" competition. The winner wrote a fantastic poem about her pets: Milly Dean. Great work, Milly!

3

Headteacher: Next, this Number 1 prize. It's for our art competition. The winner painted his grandpa, and it was a great painting. Well done, Josh Skinner.

4

Headteacher: The shorter cup is our science prize. The winner didn't make any mistakes in her science tests this year. Fantastic! The winner is ... Grace Dell!

5

Headteacher: And our last prize today is the music prize. The winner played beautifully in the school band all year: Tim Smith. Good job, Tim!

答案

- 1 d, twenty-two
- 2 e, pets
- 3 c, grandpa
- 4 a, science
- 5 b, band

10 Read the text. How did Luke feel about dancing in the show? Circle the best answer.

WB P25

答案

c

11 Read again and complete the gaps with one or two words. WB P25

答案

- 1 dance 2 girls
- 3 tell jokes, play music
- 4 happy 5 Luke's dance

12 Write about a time when you were in a show or sports game. Use the text in activity 10 to help you. WB P25

答案 略。

Unit 6 On November 9th

1 Look at the pictures of Molly and write the months. Then listen and check.

WB P26 CD 24

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June

答案

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June

2 Look at the pictures in activity 1 and match.

WB P26

答案

- 1 In February, she went to the square to see the ice sculptures.
- 2 In January, she went out in the snow to make a snowman.
- 3 In June, she went to the beach to sunbathe.
- 4 In March, she went to the mountains to plant a tree.
- 5 In May, she made a card to give to her mom.

6 In April, she went to the park to fly her kite.

3 Why did Joe go to these places? Look and complete. WB P26

答案

- 1 to ride his bike
- 2 to watch the boat races
- 3 to buy some bananas
- 4 to visit his grandma
- 5 to see some famous paintings
- 6 to find some interesting books

4 Write the months in full and in order. Then listen and check. WB P27 CD 25

July
August
September
October
November
December

答案

- 1 July
- 2 August
- 3 September
- 4 October
- 5 November
- 6 December

5 Read and circle. WB P27

答案

1 a 2 b 3 b 4 a 5 a

6 Look at the pictures of Ella last year and complete. WB P27

答案

- 1 moved house, twentieth
- 2 saw a bear, third
- 3 got a puppy, twenty-fifth
- 4 went fishing, second
- 5 won a competition, twelfth
- 6 climbed a mountain, eighteenth

7 Listen and write. WB P28 CD 26

1 There's a cool statue near the swimming pool.

2 The kangaroo is wearing blue boots.

3 I drew the Moon on Tuesday.

4 He flew a kite in the zoo this afternoon.

答案

- 1 oo, ue, oo
- 2 oo, ue, oo
- 3 ew, oo, ue
- 4 ew, oo, oo

8 Read and complete. WB P28

答案

1 in 2 November 3 on 4 to
5 ate 6 won 7 twenty-fourth
8 buy 9 told 10 when

9 What did Mary do this year? Listen and match. WB P28 CD 27

Boy: Hi, Mary. Did you have a good summer?

Girl: Yes, thanks. I was at my grandparents' house in July, and they took me to the beach every day to go surfing.

Boy: And what did you do in August?

Girl: Not much. I saw friends, and drew pictures in my yard.

Boy: Did you go camping this summer?

Girl: No, but I went with my parents earlier in the year. Camping in April was cold, but it was good fun!

Boy: Really? I don't like being outside in cold weather.

Girl: I love it! I was outside every day when there was snow in January. I built an igloo.

Boy: Cool!

Girl: And in February I went to a lake to play ice hockey with some friends.

Boy: Wow!

Girl: I love snow and ice, but I don't like rain. When it rained a lot in March, I played a lot of videogames at home, and I was really bored. What about you? How was

your summer?
Boy: Good, thanks. I went to ...

答案

1 August 2 January 3 April
4 February 5 March 6 July

10 Which activities can you do in Queenstown? Read the advertisement and tick. WB P29

答案

1, 2, 4, 5, 6

11 Read again and answer the questions.

WB P29

答案

- 1 It's in New Zealand.
- 2 You can see wonderful lakes, fantastic mountains and amazing waterfalls near the town.
- 3 It's winter.
- 4 It's the most famous snow sports center in New Zealand.
- 5 You can have a rest on one of the beautiful beaches next to the lake.
- 6 Because they can see seals, dolphins and penguins.

12 Choose a place for a vacation and write an advertisement for it. Use the advertisement in activity 10 to help you.

WB P29

答案 略。

Review 2

1 Circle five more words for each column. Then write. WB P30

答案

Past tense verbs: got, lost, threw, won, caught, made
Months: November, January, July, March, February, May

Space: human, moon, spaceship, planet, alien, Earth

2 Listen and write. WB P30 CD 28

- a Tony wrote a fantastic poem, but it didn't get the first prize.
- b Sam made a mistake when he spelled the word *chair*.
- c Pat got a prize because he scored the most goals in soccer.
- d Nick used solar power when he went camping.
- e Peter stopped all the goals and his team won the game.
- f Billy drew an amazing picture of an alien.

答案

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

3 What's next? Read and write. WB P31

答案

- 1 quarter to three, three o'clock
- 2 August second, August third
- 3 ninety cents, eighty cents
- 4 April, June
- 5 half past one, twenty-five to two
- 6 March twentieth, March nineteenth

4 Look and write. WB P31

答案

- 1 moved house
- 2 buy a bottle of soda
- 3 told a joke
- 4 clean her apartment
- 5 took a pill
- 6 wash the dishes

5 Ellen is asking her mom about her new school. Look at the information and complete the conversation. WB P32

答案

- 1 will I start
- 2 will be September fifth
- 3 will I have to

4 quarter past eight.

5 Will I need

6 No, you won't

7 will there be

8 will have

6 Listen and write. WB P32 CD 29

1 A kangaroo flew a gold plane to the Moon.

2 There was snow on the statue that cold afternoon.

3 A hippo drew boats and a rainbow upstairs.

4 At the airport, the goats shared their food with the hares.

答案

1 oo, ew, o, oo

2 ow, ue, o, oo

3 o, ew, oa, ow, air

4 air, oa, are, oo, are

7 Read Jack's diary. Write T (true) or F (false).

WB P33

答案

1 T 2 T 3 F 4 T 5 F 6 F

8 Read and complete with the correct form of the verbs. WB P33

答案

1 hit 2 couldn't 3 had 4 was

5 lost 6 will join 7 catch 8 won't be