

ENGLISH JOURNEY



悠游国际少儿英语

张连仲 主编
郭楚鑫 江帆 著

TEACHER'S
BOOK
教师用书

5A

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目录

CONTENTS

<i>Unit 1 New friends</i> 新朋友	1
<i>Unit 2 Party time</i> 派对时间	20
<i>Unit 3 Let's make pancakes!</i> 一起做松饼吧!	42
<i>Review 1</i> 复习 1	62
<i>See the world with the magic wand 1: Delicious festivals</i>	67
美味的假期	
<i>Meal Planning</i> 拓展视频 1: 饮食规划	69
<i>Unit 4 We're all different!</i> 我们全部不一样!	72
<i>Unit 5 Trips and vacations</i> 旅行与假期	93
<i>Unit 6 Art and artists</i> 艺术与艺术家	114
<i>Review 2</i> 复习 2	133
<i>See the world with the magic wand 2: Self-portraits</i>	137
自画像	
<i>The Dance Class</i> 拓展视频 2: 《舞蹈课》	140
附录	
活动用书录音文本及答案	143

MAP OF THE BOOK

Unit
1

New friends

page 2

Words

invention, subject, play the drums, invent, play catch, club, volleyball practice, geography, amazing, pick up, chessboard, remote control, point, sneaker, bounce, hoop, ski, light, press a button, turn on, knock

Grammar

I **play** the drums.
Zach **invents** things.
Do you always **play** catch after school?
What **do** you **do** after school?

I go to the chess club **three times a week**.
I play basketball **twice a week**.
How often do you go skiing?
I go skiing **once a week**.

Pronunciation

- free, sneaker, me
- sit, in, him
- boy, backpack, bike
- park, push, paint

Skills

- Read an adventure story
- Listen to short dialogs on daily routine and hobbies
- Make a Friends' Free Time chart, talking about daily routine
- Write an email to describe your hobbies and daily routine

Unit
2

Party time

page 10

Words

lonely, captain, congratulations, come round, study, prepare for, test, a little, right now, change channels, program, circus, knock, barbecue, magician, magic trick, practice, pocket, disappear, garden, wet, remember

Grammar

I'm **watching** TV.
We **are making** something.
What **are** you **doing**?

I'm **phoning** his mom.
He's **coming** back in a minute.
We're **having** a barbecue party.

Pronunciation

- red, test, head
- can, exam, match
- take, test, time
- dance, disappear, do

Skills

- Read an email about the Thai Water Splashing Festival
- Listen to a dialog between two friends
- Find a day to go to the movies, talking about your weekly calendar
- Write an invitation card and a short reply

Unit
3

Let's make pancakes!

page 18

Words

pancake, recipe, flour, sugar, butter, jam, honey, secret, ingredient, heat, pan, add, mix, stove, oil, pour, taste delicious, lever, land, expect, embarrassed, excitedly, pepper

Grammar

There's only a little.
There's a lot of sugar.
There's some milk but **there isn't** any butter.
Is there any flour?
Are there any eggs?
I think **there are** a few.

First, heat the butter in a pan.
Next, mix the eggs and milk.
Then, add the eggs and milk to the flour.
Last, we need to cook the pancakes.

Pronunciation

- butter, honey, cut
- park, card, star
- cake, check, coat
- egg, go, gate

Skills

- Read an adventure story
- Listen to a dialog about making food
- Make a poster of your family recipe
- Write an email to describe your favorite food and how to cook it

Review 1 page 26

See the world with the magic wand 1: Delicious festivals page 28

Words

miss, peaceful,
relaxing, traffic, no
one, get to know,
farther, convenient,
health, argue,
prefer, nervous,
go wrong, popular,
character, serious,
lively, untidy, ninja,
brave, crazy

Grammar

It's **more** peaceful.
I like living in the city **much** better.
The city is **much** more convenient.
Cities are **far** more interesting.
There is **far** less traffic.

Rebecca is **the same** age **as** me.
They have **the same** color eyes.
Both of them are kind and friendly.
Sam isn't **as** tall **as** Jake.
She's the **smartest** in her class.
He's the **best** in the family at sports.
She's one of the **most** popular girls at school.

Pronunciation

- tailor, popular, farmer
- church, bird, worse
- city, serious, miss
- zoo, easy, girls

Skills

- Read an article about the strange towns
- Listen to a dialog about two movies
- Compare two movies in characters and stories
- Write a short description about your friend

Words

fly, airline, baggage,
blow away, break,
crowded, ago,
landscape, later,
steal, coach,
endangered, extinct,
hippopotamus,
brain, gorilla,
thousand, protect,
kill, million,
caveman, mammoth,
Stone Age, modern,
relative

Grammar

We came back **yesterday**.
They found them three days **later**.
I went on a Learn to Sail camp **last week**.
We went there two years **ago**.
I **didn't lose** anything.
Did you have a good vacation?
How **was** your cycling trip?

When the children found the gorillas,
they sat down and drew them.
Before they went into the museum,
the teacher gave each child a piece of paper.
After they drew the whales, they went
to the Dinosaurs Room.

Pronunciation

- book, could, put
- soon, June, soup
- friend, face, family
- visit, very, village
- walk, win, watch

Skills

- Read an adventure story
- Listen to a dialog about vacations
- Talk about your best or worst vacation
- Write a vacation postcard on what you did

Words

material, paper,
leather, wool,
metal, cloth, plastic,
background, wood,
kid, look like,
Switzerland, be made
of, upside down,
escape, giant, follow,
clue, try, voice,
hairy, sound, scary,
swing back, maze,
entrance, wolf,
cheer, flashlight,
make a noise

Grammar

Today we're **going to** make pictures.
We're **going to** make pictures of
vegetables.
What **are you going to** make?
I'm **going to** make a picture of a peacock.

I **look** small and I **look** thin.
The cat's nose **looks** like a button.
I **sound** scary.
This sausage **tastes** sweet.
It **smells** good.
It **feels** hard and it **feels** cold.

Pronunciation

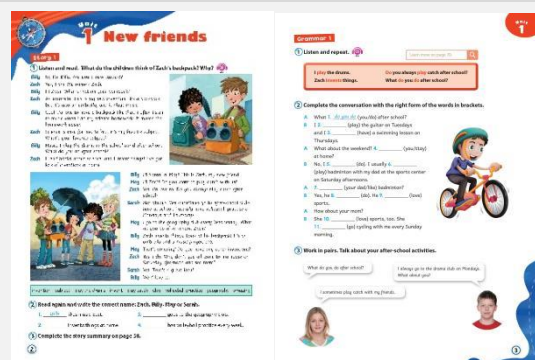
- man, make, metal
- nice, tune, knife
- song, looking, think
- hot, top, sock
- sport, torch, four

Skills

- Read an article about garbage
- Listen to an interview on an artist
- Talk about a plan of making pictures
- Describe a painting you like

Unit 1 New friends 新朋友

Story 1 & Grammar 1 (2 课时)



- **教学目标:**
 1. 学生能够通过听读故事, 理解主旨大意及细节信息, 能根据文本中提供的线索对情节进行合理预测和推理, 并与同伴进行分享。
 2. 理解一般现在时的用法, 并能在交际活动中准确运用。
- **目标语言:**
 1. **核心词汇:** invention, subject, play the drums, invent, play catch, club, volleyball practice, geography, amazing
 2. **语法句型:** 一般现在时
I play the drums.
Zach invents things.
Do you always play catch after school?
What do you do after school?

热身活动 Warmer

做活动: Meet our new friends!

- **目的:** 介绍本级别的主人公, 将学生引入课文故事情景。
- **步骤:**
 - 1) 教师展示本级别主人公 Billy, Zach, May 和 Sarah 的图片, 并逐一向学生介绍。
 - 2) 教师引导学生猜测主人公的爱好。

故事教学 Story 1

做活动: SB P2

Picture walk

- **目的:** 听读前把学生的注意力集中到故事上, 对故事做预测。
- **步骤:**
 - 1) 教师引导学生观察故事图片 1, 并提问: Who can you see in the picture? What's on their table?
 - 2) 教师引导学生观察故事图片 2, 并提问: Who can you see in the picture? What can you find in their hands? What do you think they usually do after school?
 - 3) 鼓励学生猜测并给出更多的答案。

做活动：SB P2 CD1 02

1a. Listen and read. What's on Zach's backpack? What is special about Zach's backpack?

- **目的：**听 Story 1 前半部分，理解主旨大意和获取细节信息。
- **步骤：**
 - 1) 教师提问：What's on Zach's backpack? What is special about Zach's backpack? 让学生带着问题听录音，然后播放 Story 1 前半部分的课文录音（至 Zach: ... I've got lots of inventions at home.处），学生听录音，验证自己的猜测。
 - 2) 教师在全班核对问题的答案。
- **处理课文新词：**在检查答案的过程中，引出 Zach likes inventing things. His new invention is his backpack. 在语境中重点讲解 invent 和 invention 的用法。

答案：There's an umbrella on Zach's backpack. It's special, because it's a backpack, but it's also an umbrella, and it plays music.

1b. Listen and read. What do the children think of Zach's backpack? Why?

- **目的：**听 Story 1 后半部分，理解主旨大意和获取细节信息。
- **步骤：**
 - 1) 教师提问：What do the children think of Zach's backpack? 让学生带着问题听录音，教师播放 Story 1 后半部分的课文录音，学生听录音，验证自己的猜测。
 - 2) 教师在全班核对答案。
- **处理课文新词：**教师在检查答案的过程中，引导学生关注 May 的想法，引出 amazing。

答案：They think it's cool and amazing. Because it's a backpack and an umbrella and it plays music.

做活动：SB P2

2. Read again and write the correct name: Zach, Billy, May or Sarah.

- **目的：**阅读故事，理解细节信息。
- **步骤：**
 - 1) 教师先让学生读题干，找出其中的关键词，在文中定位，找到答案并填空。
 - 2) 学生两人一组，检查答案。
 - 3) 教师在全班核对答案。
- **处理课文新词：**教师核对答案过程中，引出词汇 after-school clubs，讲解 club 的含义。教师提问：What does Billy do in the school band? 学生在文章中找到答案 play the drums，教师引导学生根据上下文猜测词组含义；教师在核对第 3 题时，讲解 geography。

答案：1. Billy 2. Zach 3. May 4. Sarah

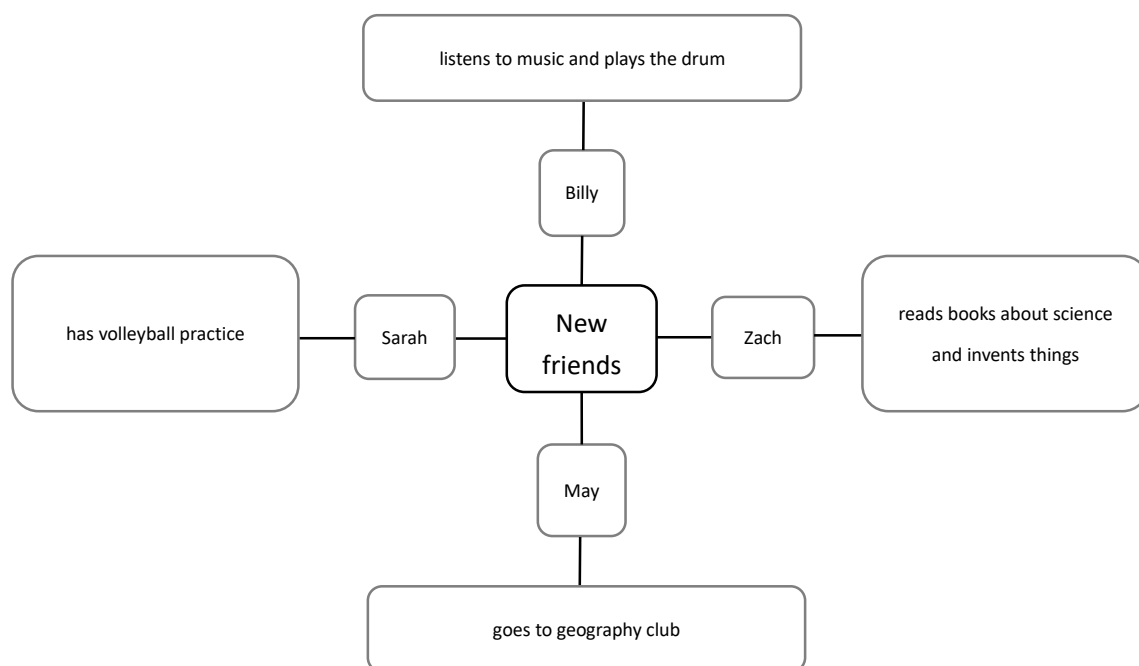
补充听读活动：Who said it?

- **目的：**帮助学生加强对故事的听读理解，提升朗读流利度。
- **步骤：**
 - 1) 教师将全班分成若干组。教师在 ppt 上依次展示 6 个 Story 1 故事对话中的句子。
 - 2) 教师让学生合上书，再次播放录音，让学生猜测这些句子分别是谁说的。
 - 3) 抢答正确的学生为本组获得积分。积分最高的小组在本轮活动中获胜。
 - 4) 教师再让学生两人一组。一个人模仿录音的语气朗读句子，另一个猜测是谁说的，然后两人交换角色，看看谁猜对得多。

做活动: **SB P2**

3. Complete the story summary on page 58.

- **目的:** 故事梗概梳理, 运用目标语言表达输出。
- **步骤:**
 - 1) 教师让学生完成学生用书第 58 页本课的故事总结, 帮助学生理清故事脉络和篇章结构。教师在全班核对答案。
 - 2) 教师也可以带学生制作 **story map**, 进一步帮助学生理解巩固故事的主要情节与基本结构。**story map** 的参考图如下:



- 3) 思辨活动: 教师提问: What do you think of Zach's backpack? Do you like inventing things? Have you ever invented anything? 让学生两人一组进行讨论, 然后在全班进行分享。(学生可以使用学过的单词和句型回答问题, 不会表达的地方可以借助中文)

答案: 1. subject 2. music 3. drums 4. invents 5. catch 6. clubs
7. volleyball 8. geography 9. invention 10. backpack 11. umbrella
12. music player 13. amazing

做活动: **WB P2**

1. Find ten words. Then complete the sentences with the right form of the words.

- **目的:** 复习巩固 Story 1 重点词汇的拼写。
- 答案:** (请见附录活动用书答案)

语法教学 Grammar 1

语法聚焦 Focus on Grammar

做活动: **SB P3 CD1 03**

1. Listen and repeat.

- **目的:** 聚焦本课语法重点——一般现在时, 让学生理解语法规则和用法。
- **步骤:**

- 1) 教师播放录音，让学生聚焦本活动语法框里的关键句型及句型中红色加粗的部分，并且跟读。
- 2) 教师让学生画出 Story 1 中和关键句型结构相同的句子，然后引导学生将句子按照肯定句、否定句、一般疑问句与回答进行分类，最后写入以下表格：

Positive	Negative	Questions	Short Answers

- 3) 教师让学生加粗表格中句子的动词部分。
- 4) 教师提醒学生，一般现在时的情况下，当主语是第三人称单数时，后面的动词需要加“-s”或“-es”。

补充语法详解：一般现在时动词第三人称的变化规则

- 1) 通常直接在动词结尾加-s，如：
like → likes
play → plays
- 2) 以-s, -x, -sh, -ch 结尾的动词加-es，如：
wash → washes
- 3) 以辅音-o 结尾的动词加-es，如：
go → goes
- 4) 以辅音字母+y 结尾的动词，变-y 为-i 加-es，如：
fly → flies

补充语法活动：Disappearing dialog

- 目的：聚焦本课语法重点，巩固运用语法知识，复习对话文本内容。
- 步骤：
 - 1) 教师将本节课学习的故事文本呈现在 ppt 上，将涉及目标语法点的文本部分挖空，让学生根据记忆补全文本。
 - 2) 学生补全文本之后，教师在第一次挖空的基础上将更多的文本隐去，让学生再一次补全文本。为增加趣味性，也可以将学生分组，轮流补全每一段，看哪一组的准确率更高。

语法练习 Grammar Practice

做活动：SB P3

2. Complete the conversation with the right form of the words in brackets.

- 目的：在对话语境中练习使用本课重点语法一般现在时。
- 步骤：
 - 1) 教师带学生看例题，告诉学生这道题要求用括号中动词的正确形式补全对话。
 - 2) 学生独立完成余下练习。
 - 3) 学生两人一组检查答案。
 - 4) 邀请一组学生读出对话，教师在全班核对答案。

答案：1 do you do 2 play 3 have 4 Do you stay 5 don't 6 play
7 Does your dad like 8 does 9 loves 10. loves 11. goes

做活动：WB P2

2. Complete the sentences with the right form of the verbs. Then put the frequency adverbs in the right place.

● **目的：**帮助学生巩固频率副词的用法。

● **步骤：**

- 1) 教师在黑板上画出频率副词的百分比轴，如下图所示，帮助学生复习频率副词的用法。

always	usually	often	sometimes	not often	never
100%	80%	50%	30%	10%	0%

- 2) 教师带学生看例题，告诉学生这道题要求他们使用动词的正确形式填空，并把频率副词写在句中正确的位置。学生独立完成余下练习，然后两人一组检查答案。教师在全班核对答案。

答案：（请见附录活动用书答案）

补充口语活动：Tick or Cross

● **目的：**帮助学生使用本课语法进行口语输出。

● **步骤：**

- 1) 教师让一名学生用频率副词造句，比如：I always get up at 7 o'clock. I sometimes go to school by bus.
- 2) 其他学生根据这名学生所说的句子与自己的实际情况，进行判断。如果所说句子与自己的实际情况符合，学生就张开双臂，做出打勾“tick”的动作；如果情况不符合，学生则交叉双臂，做出打叉“cross”的动作。

做活动：SB P3

3. Work in pairs. Talk about your after-school activities.

● **目的：**在真实情景中使用本课语法进行口语表达。

● **步骤：**

- 1) 教师让全班学生一起“头脑风暴”，说出他们参加过的课后活动，教师在黑板上写出来，记录各类活动的名称。
- 2) 学生两人一组，按照学生用书活动对话框中的内容进行问答。
- 3) 为了使游戏更加有趣，学生在回答问题的时候，可以加入一个“谎言”（即与真实的情况不符的活动）。另一个同学需要猜出哪个是“谎言”。

结束本课 Ending the lesson

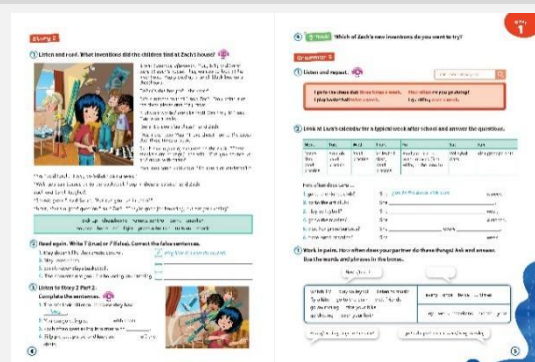
补充听说活动：Oops!

● **目的：**复习本课所学的词汇和语法。

● **步骤：**

- 1) 学生合上学生用书，教师朗读 Story 1 的对话，并在朗读时故意在新单词及本课重点句型上犯一些错误，比如念错单词，把 is 读成 are。
- 2) 学生听到错误的信息时，需要喊出 Oops! 并将句子修改正确。

Story 2 & Grammar 2 (2 课时)



● 教学目标:

1. 学生能够通过听读故事，理解主旨大意及细节信息，能根据文本中提供的线索对情节进行合理预测和推理，并与同伴进行分享。
2. 理解频率副词 *once, twice, three / four ... times* 与 *How often* 引导的特殊疑问句的用法，并能在交际活动中准确运用。

● 目标语言:

1. **核心词汇:** *pick up, chess board, remote control, point, sneaker, bounce, hoop, ski, light, press a button, turn on, knock*
2. **语法句型:** 频率副词 *once, twice, three / four ... times* 与 *How often* 引导的特殊疑问句
 I go to chess club **three times a week**.
 I play basketball **twice a week**.
How often do you go skiing?
 I go skiing **once a week**.

热身活动 Warmer

做活动: Review

- **目的:** 复习回顾上节课的故事内容。
- **步骤:**
 - 1) 教师在黑板上写出单词 *invention*，让学生说出词义。
 - 2) 教师提问: *Who are the students? Who's the new student? What do they usually do after school? What's Zach's invention?* 让学生回忆上一课的故事内容。

故事教学 Story 2

做活动: SB P4

Picture walk

- **目的:** 听读前把学生的注意力集中到故事上，对故事做预测。
- **步骤:**
 - 1) 教师引导学生观察故事图片，并提问: *Who can you see in the picture? Where are they? What is May picking up? What is Sarah looking at? What is Zach pointing at?*
 - 2) 鼓励学生猜测并给出更多的答案。
- **处理课文新词:** 在引导学生观察图片和回答问题的过程中，教师教授新词 *remote control, point, press a button*。

做活动: SB P4 CD1 04

1. Listen and read. What inventions did the children find at Zach's house?

- **目的：**听读 Story 2，理解主旨大意并验证推测。
- **步骤：**
 - 1) 教师提问：What inventions did the children find at Zach's house? 引导学生猜测，然后播放录音，学生听录音，写出答案。
 - 2) 教师让学生快速阅读 Story 2，检查自己的推测是否正确。教师在全班核对答案。
- **处理课文新词：**在观察图片和核对问题答案的过程中，教师教授 chessboard, sneaker。教师可以提问：Why are the sneakers strange? 引出 bounce, hoop。
答案：A remote control for a chessboard. A pair of sneaker that can bounce.

做活动：SB P4

2. Read again. Write T (true) or F (false). Correct the false sentences.

- **目的：**阅读故事，理解细节信息。
- **步骤：**
 - 1) 教师先带领学生一起读题干，找出句子的关键词。
 - 2) 让学生再次阅读故事文本，根据关键词在文章中定位，判断句子正误，如果句子中有错误，让学生改正错误，并在横线上写出正确的句子。
 - 3) 学生两人一组检查答案。
 - 4) 教师在全班核对答案。**答案：**1. F, May likes the remote control.
2. T
3. F, Sarah plays basketball twice a week.
4. F, The sneakers are good for bouncing, but not for running.

做活动：SB P4 CD1 05

3. Listen to Story 2 Part 2. Complete the sentences.

- **目的：**听后续故事，理解细节信息。
- **步骤：**
 - 1) 教师引导学生观察故事图片，并提问：What's the next invention? 鼓励学生猜测。
 - 2) 教师让学生阅读题干，做听前准备，引导学生找到每道题的关键词。
 - 3) 播放录音，让学生独立完成填空。
 - 4) 教师在全班核对答案。
- **处理课文新词：**教师在观察图片时引出新词 light，在核对答案时引出 knock。
答案：1. lights 2. night 3. his dad 4. the sneakers

做活动：SB P5

4. Think! Which of Zach's new inventions do you want to try?

- **目的：**培养学生的开放性思维的能力。
- **步骤：**
 - 1) 教师提问：What are Zach's inventions? 带学生回忆 Zach 的各项发明。教师提问：Which of Zach's new inventions do you want to try? What do you want to do with it?
 - 2) 学生两人一组进行讨论，解释选择原因。
 - 3) 教师请几名学生分享他们的想法。

做活动: **WB P2**

3. Complete the sentences with the right words or phrases. Use the pictures for help.

- 目的: 在新的语境中练习使用本课的目标词汇。

答案: (请见附录活动用书答案)

语法教学 Grammar 2

语法聚焦: Focus on Grammar

做活动: **SB P5 CD1 06**

1. Listen and repeat.

- 目的: 聚焦本课语法重——频率副词与 How often 特殊疑问句, 让学生理解语法规则和用法。
- 步骤:
 - 1) 教师播放录音, 让学生聚焦本活动语法框里的关键句型及句中红色加粗的单词, 然后跟读。
 - 2) 让学生画出 Story 2 中和关键句型结构相同的句子, 引导学生将句子按疑问句与答句分类并写入以下表格:

Questions	Answers

- 3) 教师利用表格信息, 总结本课语法重点和难点。教师告诉学生 How often 引导的特殊疑问句可以询问某动作发生的频率; 而 once a week, twice a week, three times a week 等表示频率的短语可以回答这类问题。

补充语法详解: 频率副词

- 1) once / twice / three ... several times + a day / week / month / year ..., 可以表示做某件事的频率, 如:
 - once a week 每周一次
 - twice a week 每周两次
 - three times a week 每周三次
 - four times a month 每月四次
 - five times a year 一年五次
- 2) every 表示“每”, 后面可以加 day / week / month ... 表示“每天, 每周, 每月……”; every 后面也可以加星期, 表示“每周几”, 如:
 - every week 每周
 - every year 每年
 - every Tuesday 每周二
 - every weekend 每周末

语法练习 Grammar Practice

做活动: **SB P5**

2. Look at Lara's calendar for a typical week after school and answer the questions.

- 目的: 在语境中练习使用频率副词。
- 步骤:
 - 1) 教师读第一个问题, 让学生看时间表, 数出 Lara 每周去舞蹈俱乐部的次数, 引导全班学生说出答案: She goes to the dance club once a week.
 - 2) 让学生独立完成余下练习, 然后两人一组检查答案。

3) 邀请几组学生读出句子并在全班核对答案。

- 答案:
1. She goes to the dance club once a week.
 2. She goes to the art club once a week.
 3. She plays volleyball twice a week.
 4. She goes to the movies once a month.
 5. She visits her grandparents every Sunday / weekend.
 6. She has band practice five times a week.

做活动: **WB P3**

4. Put the words in the right order.

- 目的: 在新的语境中练习巩固频率副词与 How often 引导的特殊疑问句的用法。

答案: (请见附录活动用书答案)

做活动: **SB P5**

3. Work in pairs. How often does your partner do these things? Ask and answer. Use the words and phrases in the boxes.

- 目的: 在交际活动中练习使用 How often 引导的特殊疑问句并用频率副词进行回答。
- 步骤:
 - 1) 教师示范问答, 提问一名学生: How often do you go to the park? 学生回答。
 - 2) 学生两人一组, 依据本活动词汇框中给出的活动与自己的真实情况问答。
 - 3) 教师请几组学生在全班展示。

补充口语活动: Find someone who

- 目的: 在真实情景中运用本课语法进行口语表达, 并完成任务。
- 步骤:
 - 1) 教师给每个同学发一张表格, 要求在规定时间内 (5 分钟) 之内, 学生通过在全班自由问答的方式, 找到符合条件的 5 个人。表格内容如下:

How often do you ...	Answers	Name
wash your hair?	Twice a week	Amy
go shopping?	Once a week	
call your best friends?	Everyday	
go to bed before 11 p.m.?	Everyday	
read newspaper / magazine in English?	Once a month	

- 2) 学生完成表格后, 用本课的目标句型进行汇报, 比如: Amy washes her hair twice a week.

结束本课 Ending the lesson

- 目的: 复习 Story 1 与 Story 2 中所学的词汇。
- 步骤:
 - 1) 教师让学生回顾 Story 1 和 Story 2 两课的核心词汇, 给学生 2 分钟时间记忆。
 - 2) 教师在前两课中选择 6 个核心词汇, 打乱每个词的字母顺序, 然后写在黑板上。
 - 3) 学生两人一组, 辨认单词, 说出正确的拼写, 用时最短且拼写准确的一组获胜。


Skills (3 课时)

Skills

1 Listen and read. What happened when the wand fell into the water?

The wand

Zach's parents found a magic wand in their back garden. They found it in a box that had been left by a friend. The wand was very old and had a small label on it that said 'Zach's Wand'. Zach's parents were very excited and decided to give it to him. Zach was very happy and decided to use it. He used it to make a small fish tank and a small crystal. He used it to make a small fish tank and a small crystal. He used it to make a small fish tank and a small crystal.



2 Read again and write. Use no more than three words in each gap to complete the sentences about the story.

1. Zach's parents found a magic wand in their back garden. It was very old and had a small label on it that said 'Zach's Wand'.

2. Zach's parents were very excited and decided to give it to him.

3. Zach was very happy and decided to use it.

4. He used it to make a small fish tank and a small crystal.

5. He used it to make a small fish tank and a small crystal.

3 Read the text from the story in the right order.

1. Zach's parents found a magic wand in their back garden. It was very old and had a small label on it that said 'Zach's Wand'.

2. Zach's parents were very excited and decided to give it to him.

3. Zach was very happy and decided to use it.

4. He used it to make a small fish tank and a small crystal.

5. He used it to make a small fish tank and a small crystal.

4 Listen and write. What do you think the words in the text mean?

1. Zach's parents found a magic wand in their back garden. It was very old and had a small label on it that said 'Zach's Wand'.

2. Zach's parents were very excited and decided to give it to him.

3. Zach was very happy and decided to use it.

4. He used it to make a small fish tank and a small crystal.

5. He used it to make a small fish tank and a small crystal.

5 Read the text again. Complete the outline with the words in the box.

after school home home garden school school

1st paragraph Write about your 1. ... and age your 2. ...

2nd paragraph Write about your 3. ... and your favorite 4. ...

3rd paragraph Write about your 5. ... and your 6. ...

4th paragraph Write about your 7. ... and your 8. ...

5th paragraph Write about your 9. ... and your 10. ...

6th paragraph Write about your 11. ... and your 12. ...

7th paragraph Write about your 13. ... and your 14. ...

8th paragraph Write about your 15. ... and your 16. ...

9th paragraph Write about your 17. ... and your 18. ...

10th paragraph Write about your 19. ... and your 20. ...

11th paragraph Write about your 21. ... and your 22. ...

12th paragraph Write about your 23. ... and your 24. ...

13th paragraph Write about your 25. ... and your 26. ...

14th paragraph Write about your 27. ... and your 28. ...

15th paragraph Write about your 29. ... and your 30. ...

16th paragraph Write about your 31. ... and your 32. ...

17th paragraph Write about your 33. ... and your 34. ...

18th paragraph Write about your 35. ... and your 36. ...

19th paragraph Write about your 37. ... and your 38. ...

20th paragraph Write about your 39. ... and your 40. ...

21st paragraph Write about your 41. ... and your 42. ...

22nd paragraph Write about your 43. ... and your 44. ...

23rd paragraph Write about your 45. ... and your 46. ...

24th paragraph Write about your 47. ... and your 48. ...

25th paragraph Write about your 49. ... and your 50. ...

26th paragraph Write about your 51. ... and your 52. ...

27th paragraph Write about your 53. ... and your 54. ...

28th paragraph Write about your 55. ... and your 56. ...

29th paragraph Write about your 57. ... and your 58. ...

30th paragraph Write about your 59. ... and your 60. ...

31st paragraph Write about your 61. ... and your 62. ...

32nd paragraph Write about your 63. ... and your 64. ...

33rd paragraph Write about your 65. ... and your 66. ...

34th paragraph Write about your 67. ... and your 68. ...

35th paragraph Write about your 69. ... and your 70. ...

36th paragraph Write about your 71. ... and your 72. ...

37th paragraph Write about your 73. ... and your 74. ...

38th paragraph Write about your 75. ... and your 76. ...

39th paragraph Write about your 77. ... and your 78. ...

40th paragraph Write about your 79. ... and your 80. ...

41st paragraph Write about your 81. ... and your 82. ...

42nd paragraph Write about your 83. ... and your 84. ...

43rd paragraph Write about your 85. ... and your 86. ...

44th paragraph Write about your 87. ... and your 88. ...

45th paragraph Write about your 89. ... and your 90. ...

46th paragraph Write about your 91. ... and your 92. ...

47th paragraph Write about your 93. ... and your 94. ...

48th paragraph Write about your 95. ... and your 96. ...

49th paragraph Write about your 97. ... and your 98. ...

50th paragraph Write about your 99. ... and your 100. ...

● 教学目标:

- 阅读:** 学生能够阅读一篇故事, 理解主旨大意和细节信息, 通过上下文猜测生词词义;
- 听力:** 能够听懂关于学生日常活动和爱好的对话, 理解主旨大意和细节信息;
- 写作:** 能够梳理电子邮件的范文结构, 模仿范文写一封介绍自己日常生活的邮件;
- 口语:** 能够使用 What do you do...? How often do you ...? 采访他人的日常活动, 完成调查表并做展示。

热身活动 Warmer

做活动: Guessing Game

- **目的:** 导入阅读主题, 引起学生的阅读兴趣。
- **步骤:**
 - 1) 教师在 ppt 上展示魔棒局部的图片/照片, 并提问 What is it? 鼓励学生进行猜测。
 - 2) 教师揭晓答案, 并告诉学生他们将会阅读一篇关于主人公和魔棒的故事。
- **处理课文新词:** 在揭晓答案的过程中, 引入生词 wand, 并提问: What powers does the wand have? What would you do if you have a magic wand?

阅读技能教学 Reading

做活动: SB P6

Picture Walk

- **目的:** 预测故事情节, 为阅读活动做准备。
- **步骤:**
 - 1) 教师引导学生观察故事图片 1, 并提问: Where are the children? What did they find in the store of Zach's parents? 学生独立完成余下练习。
 - 2) 鼓励学生猜测并给出答案。
- **处理课文新词:** 通过观察图片, 引出新词 fish tank, crystal。

做活动: SB P6 CD1 07

1. Listen and read. What happened when the wand fell into the water?

- **目的:** 快速浏览文本, 理解文章主旨大意。
 - **步骤:**
 - 1) 教师提问: What happened when the wand fell into the water?
 - 2) 教师让学生带着问题快速阅读故事, 找到问题答案。
- 答案:** Some words appeared on the wand.

做活动: **SB P7**

2. Read again and write. Use no more than three words in each gap to complete the sentences about the story.

- **目的:** 阅读故事, 获取文本细节信息。
- **步骤:**
 - 1) 教师带领学生通读题目, 引导学生找到关键词。
 - 2) 教师示范第一道题的做法, 让学生阅读文本, 根据关键词在文中定位, 联系上下文找到答案。
 - 3) 学生独立完成余下的习题。两人一组检查答案。
 - 4) 教师在全班核对答案。

答案: 1 Saturday afternoon 2 books and maps 3 back room 4 the fish tank
5 words

做活动: **SB P7**

3. Put these events from the story in the right order.

- **目的:** 梳理故事梗概, 检测学生是否理解全文内容。
- **步骤:**
 - 1) 教师让学生找到故事的开端: The children came to visit the store. 在原文中对应的句子并划下来。
 - 2) 让学生先通读题目句子, 试着排序。然后在文章中快速略读, 找到意思相同的句子并画下来以检测排序是否正确。
 - 3) 学生两人一组, 检查答案。
 - 4) 教师在全班检查答案。
- **拓展活动:** 让学生 4 人一组, 每人说一句, 尝试复述故事。如果无法复述, 可以建议学生背诵或复述排序的句子。

答案: 6 5 3 4 7 2 1

做活动: **SB P7**

4. Discuss! Work in groups. What do you think the words on the wand mean?

- **目的:** 训练学生的推理预测能力。
- **步骤:**
 - 1) 教师引导学生观察学生用书第 6 页 Reading 部分的故事图片 2, 让学生推测魔棒上缺失的信息。
 - 2) 教师可以设置问题, 用中文或英文提问: What do you think are the missing letters on the wand? What will happen if they follow the instructions on the wand? Do you think the children will get into danger? What kind of adventures would the children have?
 - 3) 鼓励学生大胆猜测, 教师记录下他们的预测。

做活动: **WB P4**

7. Reading

Read and complete the table.

- **目的:** 训练学生通过扫读快速获取信息的能力。
- **步骤:**

- 1) 教师告诉学生他们即将阅读一篇关于非洲女孩 Aisha 的学校生活的文章，让学生们预测：What do you think a child's day might be like in Africa?
- 2) 教师让学生阅读表格中的问题，然后带着问题快速略读文章并将文中关于 Aisha 的答案填写在表格中。
- 3) 教师将表格中的问题转化为第一人称，向学生提问，让学生在“Me”栏中按自己的情况填写英文信息。教师让学生两人一组，分享所填答案。
- 4) 教师引导学生比较非洲的学校生活与自己学校生活的异同，提问：What are the differences / similarities between the African school and your school? 鼓励学生用英文回答。

答案：（请见附录活动用书答案）

做活动：SB P7

Do you believe it?

- 目的：补充文化常识，引导学生探索其他国家学生的学校生活。
- 步骤：
 - 1) 教师提问：What is your school like? 邀请学生描述自己的学校。
 - 2) 教师展示孟加拉“漂浮学校”的照片，让学生观察图片，提问：Where are they? What are the children doing? What is their school like? 鼓励学生猜测。
 - 3) 教师让学生阅读 Do you believe it? 部分的文字，验证猜测。
 - 4) 教师还可以补充中国偏远山区孩子的学习照片，引导学生比较各地小学生学习环境的差异，引导学生珍惜学习机会，融入德育教育。
 - 5) 教师让学生下课之后搜集更多关于学校生活的有趣的介绍（包括有特色的学校环境与学校活动等），下节课可以和其他同学进行分享。

补充文化背景知识：

● 孟加拉的“漂浮学校”

由于气候变化，海平面上涨，每年雨季，位于恒河三角洲的孟加拉国很多城市和村庄会被洪水淹没。许多位于低洼地带的学校只能被迫停课。为此，当地人发明了一种“漂浮学校”，让成千上万的儿童能正常接受教育。建在小船上的移动学校可以就近在任意岸边接上学生，所以当雨季来临时孩子们也能照常上学。随着创意不断完善，“漂浮学校”还安上了桌椅和黑板，还有专门用于学生们活动的“漂浮操场”和“漂浮图书馆”。后来，船顶上又安装了太阳能板，可以为学校提供所需电力，这样一来学生们甚至可以在“漂浮学校”中看电视、用电脑。

听力技能教学 Listening

做活动：SB P7 CD1 08

5. Listen and tick.

- 目的：听录音，理解对话的主旨大意和细节信息。
- 步骤：
 - 1) 教师让学生阅读听力题目的题干，划出每道题目的关键词，观察选项图片，预测对话中可能会听到的单词。
 - 2) 教师播放录音，让学生作答。然后全班一起检查答案。

答案：1 B 2 C 3 B

SB P7 CD1 08

1

- Girl:** Hello Rick, have we got science this morning?
Boy: Yes, it's science and then history. Oh no, sorry, it's science and then geography.
Girl: What about math?
Boy: No, we don't have a math lesson on Tuesday.
Girl: OK, thanks.

2

- Girl:** Hey, I like your bike, Rick. It's amazing! Is it new?
Boy: Yes, it is. It's a birthday present from my uncle.
Girl: Do you ride your bike to school every day?
Boy: No, I take the bus twice a week because I go to after school clubs on those days.
Girl: So you ride your bike to school three times a week?
Boy: That's right.

3

- Girl:** Do you go to badminton club on Tuesday, Rick?
Boy: No. I don't like badminton. I go to the running club.
Girl: That's cool. Are you good at running?
Boy: I'm OK. But my favorite sport is basketball. I go to the basketball club on Friday.
Girl: I want to join that club, too, but I have a guitar lesson on Friday.

做活动: WB P3 CD 02

6. Listening

a. Listen and answer. Why do Australian children need the School of the Air? How do they have lessons?

- **目的:** 进一步提升学生听录音理解对话主旨大意的能力。
- **步骤:**
 - 1) 教师引导学生观察图片并提问: What can you see in the picture? Can you see any other houses? Would you like to live there? How do the children go to school? 鼓励学生作答。教师让学生猜测词组 School of the Air 的意思。
 - 2) 教师告诉学生, 他们将听到一条关于空中学校的采访, 告诉学生在做听力之前可以通过观察配图和审读题目预测将要听到的内容。
 - 3) 教师提问: Why do Australian children need the School of the Air? How do they have lessons? 让学生预测, 然后带着问题听录音。
 - 4) 教师播放录音中采访者的简介部分, 学生听录音, 找到答案。教师在全班核对答案。

答案: (请见附录活动用书答案)

b Listen again and write T (true) or F (false).

- **目的:** 进一步提升学生听录音理解对话细节信息的能力。
- **步骤:**
 - 1) 教师带着学生浏览题干。
 - 2) 教师播放录音, 学生根据对话内容, 完成判断句子正误。

3) 两人一组检查答案, 然后教师在全班核对答案。

4) 教师带学生将错误的句子修改正确。

答案: (请见附录活动用书答案)

补充文化背景知识:

● 澳大利亚空中学校 The School of Air

澳大利亚的空中学校由艾丽斯普林斯学校 (Alice Springs Higher Primary School) 的教师们创办于 1951 年 6 月 8 日, 最初通过广播为澳大利亚偏远地区儿童授课, 老师把课程内容和作业通过信件邮寄给学生, 学生完成后寄回。但随着科技的进步, 这所空中学校的远程授课手段也在不断升级。如今, 学校为散布在 130 万平方公里区域内的 119 名学生提供教学服务, 而这个覆盖范围比法国国土的两倍还多。

口语技能教学 Speaking

做活动: SB P8

6. Make a Friends' Free Time chart. Ask four friends about their free time. Make a chart with their replies.

- **目的:** 在采访活动中练习本单元的目标句型: What do you do ...? How often do you ...? 完成调查表并展示采访结果。
- **步骤:**
 - 1) 教师让学生五人一组。教师告诉学生, 假设他们要邀请同组的同学一起出去玩, 需要知道他们的时间安排。
 - 2) 教师布置任务: 在限定时间 (3 分钟) 内, 学生们需要采访组内的四个同学, 并填写 My Friends' Free Time Chart 表格。
 - 3) 教师在 ppt 上展示交谈中所需要的句型: What do you do after school? I often go swimming. How often do you go swimming? I usually go swimming twice a week on. 然后各组开始采访。
 - 4) 采访结束后, 教师让各小组派学生代表汇报采访结果。

写作技能教学 Writing

做活动: SB P8

7. Rachel is writing to her new pen friend. Read the email. Answer the questions.

- **目的:** 阅读邮件, 并理解邮件的要点。
- **步骤:**
 - 1) 教师向学生解释 pen friend 的含义, 让学生头脑风暴, 假设他们准备给新笔友写第一封信, 他们会在信中写什么。
 - 2) 教师让学生快速浏览书中的邮件, 并提问: Has Rachel written to Molly before? What is she talking about? 引导学生回答: No, she hasn't. We know this because she is giving very basic information in her letter. 教师告诉学生, 当他们想联系新朋友或新笔友的时候, 可以写一封这样的电子邮件。
 - 3) 教师让学生浏览方框中的问题, 并在邮件中快速找到答案。
 - 4) 教师让学生回答问题, 并在全班核对答案。
 - 5) 教师让学生简单讨论, 这封邮件中都包含哪些要素。

答案: 1. She is eleven years old.

2. She lives in Boston, Massachusetts.

3. Her favorite subject is history.
4. She plays basketball and she has badminton lessons. / She does a lot of sports.
5. She goes to book clubs with her friends and she goes swimming at the sports center. She goes to soccer practice and she does her homework.

做活动: **SB P9**

8. Read the email again. Complete the outline with words in the box.

- **目的:** 阅读邮件, 并分析邮件的框架结构。
 - **步骤:**
 - 1) 教师让学生关注邮件的框架结构、段落数量与每段的主要内容。
 - 2) 学生两人一组, 分析并讨论邮件框架。教师让学生借助方框中的单词提示补全段落框架。
 - 3) 教师在全班核对答案。
- 答案:** 1. name 2. home 3. school 4. subjects 5. after-school 6. questions

做活动: **SB P9**

9. Imagine you are Molly. Use the outline above to write an email to Rachel.

- **目的:** 范文仿写, 模仿邮件内容和框架, 练习给笔友写信介绍自己。
- **步骤:**
 - 1) 教师让学生假设自己是 Molly, 现在要给 Rachel 写一封回信介绍自己。教师带着学生复习邮件的结构框架, 鼓励学生使用本单元所学的频率副词描述自己参加的学校活动、团体组织或课外兴趣活动等, 模仿范文写回信, 信中还可以适当添加一些有意思的细节, 比如: 自己养的宠物, 喜欢阅读的书籍等。
 - 2) 学生写完邮件后, 两人一组互评批改对方的作文。教师提供一份写作互评表 (内容如下):

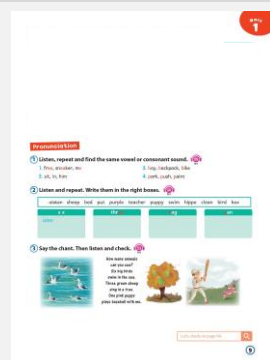
Peer Editing Checklist

Writer:

Editor:

I checked for ...	Done (划钩代表完成)
Punctuation (标点符号)	
Capital Letters (大写)	
Spelling (拼写)	
Grammar (语法)	
Organization (框架)	

Pronunciation & Let's check! (1 课时)



● 教学目标:

1. 学生能够掌握目标音 /i:/ /ɪ/ /p/ /b/ 的发音规则，能辨别其对应的字母组合。
2. 复习和检测本单元的重点词汇和语法。

● 目标语言:

本单元的目标音 /i:/ /ɪ/ /p/ /b/、本单元的重点词汇和语法

热身活动 Warmer

做活动: Show and Tell

- 目的: 拓展文化知识和训练口语表达能力。
- 步骤:
 - 1) 学生四人一组，小组内部分享上节课的活动 Do you believe it? 中留的课下任务，即自己搜集的有关学校生活的介绍。
 - 2) 教师邀请几组学生在全班进行分享。

发音教学 pronunciation

做活动: SB P9 CD1 09

1. Listen, repeat and find the same vowel or consonant sound.

- 目的: 呈现并练习目标音，掌握发音规则。
- 步骤:
 - 1) 教师按组播放含有目标音的词汇的录音，让学生听录音跟读。教师提问学生每组单词所包含的相同的音是什么。教师带学生总结目标音，讲解目标音的发音方式，总结目标音对应的字母组合。帮学生在字母组合与目标音之间建立联系。
 - 2) 教师从四组单词中任意读出几个单词，让学生说出单词中包含的本节课的目标音与对应的字母组合。
 - 3) 教师带学生朗读每组单词，练习目标音的发音。练习时可以将 /i:/ 和 /ɪ/ 放在一起，让学生感受这两个音的长短区别；然后将 /p/ 和 /b/ 放在一起，让学生把手放在咽喉处，感受两个目标音发音时声带处手感有什么区别——发 /p/ 音时声带不振动，发 /b/ 音时声带有振动。
 - 4) 教师让学生从本单元的课文或练习中找到所学目标音对应的单词，每个目标音找两个单词，然后和同伴进行分享，读出各自所找的单词，练习发音。

做活动: SB P9 CD1 10

2. Listen and repeat. Write them in the right boxes.

- **目的:** 练习辨析目标音, 并根据目标音对单词进行分类。

- **步骤:**

- 1) 学生听录音, 将包含目标音的单词写入相应的方框中。
- 2) 学生两人一组检查答案, 然后教师在全班核对答案。
- 3) 教师带学生再次练习朗读这些单词。

答案: six: sister, swim, hippo

three: sheep, teacher, clean

bag: bed, bird, box

pen: sheep, put, purple, puppy, hippo

做活动: SB P9 CD1 11

3. Say the chant. Then listen and check.

- **目的:** 在歌谣中练习目标音, 辨别区分不同的目标音。

- **步骤:**

- 1) 教学让学生尝试按照发音规则读歌谣。
- 2) 教师播放录音, 学生跟读, 核对发音是否正确。
- 3) 教师让学生在歌谣中圈出含有本单元目标音的单词, 教师在全班核对答案。
- 4) 教师带全班齐读歌谣, 在读到含有目标音的单词处重读, 强调目标音, 邀请几名学生上台朗读。

做活动: WB P5

9. Pronunciation

- **目的:** 进一步训练学生听音辨析目标音的能力, 并巩固练习发音规则。

- **步骤:**

- 1) 教师播放录音, 学生听录音, 根据发音规则完成 9a 活动中的绕口令, 和自己的同伴比较答案, 然后教师在全班核对答案。教师再次播放录音, 学生听录音练习跟读。
- 2) 教师再播放几遍录音, 学生完成 9b 活动, 跟着录音重复练习, 直到可以快速且有韵律地说出绕口令。
- 3) 教师让学生投票选出说的最快最好的三位同学。

答案: (请见附录活动用书答案)

单元检测 Let's check!

做活动: SB P64

1. Complete the sentences with the word and phrase in the box.

- **目的:** 复习本单元的重点词汇。
- **步骤:** 学生按照题目要求, 将方框中的词汇填入相应的句子中, 然后全班一起检查答案。

答案: 1. geography 2. sneakers 3. invention 4. drums 5. turn on 6. light
7. button 8. amazing 9. knock 10. points

做活动: SB P64

2. Circle the right word to complete this text.

- **目的:** 复习本单元的重点语法与句型。
- **步骤:** 学生按照题目要求, 勾选出动词的正确形式, 然后全班一起检查答案。

答案: 1. walk 2. every 3. doesn't 4. Twice 5. takes 6. don't

7. loves 8. often 9. go 10. does

结束本课 Ending the lesson

做活动: Review

- 目的: 复习本单元的目标词汇、句型及语音。
- 步骤:
 - 1) 教师让学生回忆, 本单元的主题是什么, 通过回顾主课文内容, 将学习重点词汇写在笔记本上。
 - 2) 教师让学生回忆本单元学习的目标句型是什么, 使用这个结构写两个句子, 和同伴互相检查。
 - 3) 教师让学生回忆本单元学习了哪些目标音, 并和自己的同伴一起想一想, 每个目标音对应哪些字母或字母组合。将这些字母或字母组合按目标音分类, 写在笔记本上, 并给每个字母组合写一个例词。

家庭作业 Homework

- 活动用书第 3 页活动 5 Fill in the gaps with the right form of the words and phrase in the box.
- 活动用书第 9 页活动 8 Writing
- 配套同步读物: Reader for this unit

阅读时间 Now, read!



Gina's Club

重点词汇

handcuff, inventor, jet pack, lever, pedal, rescue, roar, super boost, yikes

故事简介

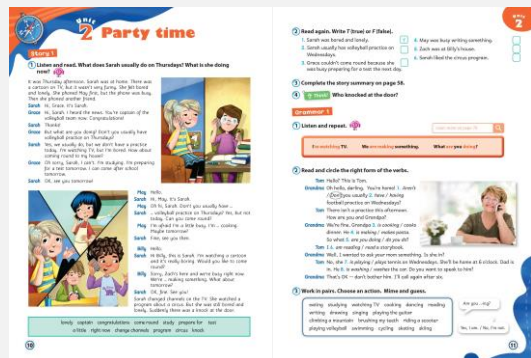
Gina 放学后从不参加学校的俱乐部, 但其实她和妈妈有一个发明家俱乐部。这天妈妈发明了喷气式飞行器。Gina 和妈妈戴上飞行器飞行, 路上帮助女孩捡气球, 还帮忙追小偷, 最终成功抓住了小偷。同学们知道后, 都来参加 Gina 的发明家俱乐部。

练习答案

- 一、
1. clubs, stays at home, bored
 2. Inventor's, jet packs, park, fly in the sky
 3. catch her balloon, thief, chase after him
 4. a woman's bag, bike, climbing net, catch the thief
 5. Inventor's Club, great
- 二、略。
- 三、略。

Unit 2 Party time 派对时间

Story 1 & Grammar 1 (2 课时)



● 教学目标:

1. 学生能够通过听读故事，理解对话主旨大意及细节信息，能根据文本中提供的线索对情节进行合理预测和推理，并与同伴进行分享。
2. 理解现在进行时的用法，并能在交际活动中准确运用。

● 目标语言:

1. **核心词汇:** lonely, captain, congratulations, come round, study, prepare for, test, a little, right now, change channels, program, circus, knock
2. **语法句型:** 现在进行时
I'm watching TV.
We are making something.
What are you doing?

热身活动 Warmer

做活动: Find your partner

- 目的: 复习一般现在时的用法以及课外活动的相关词汇，为课文学习做准备。
- 步骤:
 - 1) 教师提问: What do you usually do after school? 让几名学生在全班简单分享。
 - 2) 教师让全班学生在纸上用英文写下自己放学后经常做的两件事。
 - 3) 教师让学生离开座位，在全班范围内和任意同学进行问答，找到和自己做的两件事情完全一样的同学。
 - 4) 教师选几组同学进行分享: We usually ... after school.

故事教学 Story 1

做活动: SB P10

Picture walk

- 目的: 听读前把学生的注意力集中到故事上，对故事做预测。
- 步骤:
 - 1) 教师引导学生观察故事图片 1，并提问: What is Sarah doing? 教师告诉学生正在和 Sarah 打电话的女孩叫 Grace，然后让学生猜一猜: Why does Sarah call Grace?
 - 2) 教师引导学生观察故事图片 2，并提问: Who else does Sarah call? What are they doing?
 - 3) 教师鼓励学生猜测并给出更多的答案。

做活动： SB P10 CD1 12

1a. Listen and read. What does Sarah usually do on Thursdays? What is she doing now?

- **目的：**听 Story 1 前半部分，理解主旨大意和获取细节信息。
- **步骤：**
 - 1) 教师提问：What does Sarah usually do on Thursdays? What is she doing now? Why? 让学生带着问题听录音，教师播放 Story 1 前半部分的课文录音（至 Sarah: OK, see you tomorrow!处），学生听录音，验证自己的猜测。
 - 2) 教师在全班核对问题的答案。
- **处理课文新词：**

教师在核对答案的过程中，提问学生 How does Sarah feel? What does Sarah want Grace do? 引出词汇 lonely 和 come round, 适当举例解释新词，例如：When do you feel lonely? I feel lonely when I have no friends to talk to.

答案： Sarah usually has volleyball practice on Thursdays. She is phoning Grace. Sarah was lonely and bored. She wanted to invite Grace to come round to her house.

1b. Listen and answer. Who else did Sarah call? Would they come to Sarah's home?

- **目的：**听 Story 1 后半部分，理解主旨大意和获取细节信息。
- **步骤：**
 - 1) 教师提问：Who else did Sarah call? Would they come to Sarah's home? 让学生带着问题听录音，教师播放 Story 1 后半部分的课文录音，学生听录音，验证自己的猜测。
 - 2) 教师在全班核对答案。
- **处理课文新词：**在检查答案的过程中，教师可以通过回顾故事情节，引出词汇 a little, right now 等。

答案： Sarah called May and Billy. They wouldn't come, because they are all busy.

做活动： SB P11

2. Read again. Write T (true) or F (false).

- **目的：**阅读故事，理解细节信息。
- **步骤：**
 - 1) 教师先带着学生一起读题干，处理题干的生词：prepare for, test, circus, 确保学生理解每句话的含义。
 - 2) 教师让学生阅读故事文本，判断句子正误，并改正错误的句子。
 - 3) 完成练习后，学生两人一组检查答案。
 - 4) 教师在全班核对答案。

答案： 1. T 2. F 3. T 4. F 5. T 6. F

补充阅读活动： Read aloud

- **目的：**提升学生朗读流利度，进一步熟悉故事。
- **步骤：**
 - 1) 教师播放录音，让学生跟读。让学生关注不同人物的语音、语调和语气。在跟读过程中教师记录学生朗读不标准的部分，进行纠正。
 - 2) 学生读完之后，教师将全班分成五个大组，分别扮演故事中的五个角色，然后全班一起分角色朗读。

做活动: **SB P11**

3. Complete the story summary on page 58.

- **目的:** 梳理故事梗概, 运用目标语言表达输出。

- **步骤:**

- 1) 教师带着学生回顾 Story 1 的故事内容, 并提问: What does Sarah usually do on Thursdays? Why did Sarah call her friends this Thursday? Who did she call? Did her friend come to visit her? Why or why not? 让学生完成学生用书第 58 页本课的故事总结, 帮助学生理清故事脉络和篇章结构。教师在全班核对答案。
- 2) 教师也可以带学生制作 story map, 进一步帮助学生理解巩固故事的主要情节与基本结构。story map 的参考图如下:

Story Map		
Who: Sarah	When: Thursday afternoon	Where: At home
Beginning: Sarah didn't have volleyball practice today. She was watching TV and she felt bored and lonely.		
Event 1: Sarah called Grace and invited Grace to her house, but Grace was busy preparing for her test.		
Event 2: Sarah called May, but May was cooking.		
Event 3: Sarah called Billy, but he was busy making something.		
Ending: No one came and Sarah was still bored and lonely.		

答案: 1. captain 2. Thursdays 3. cartoon 4. preparing 5. test 6. come round
7. bored 8. lonely 9. program 10. circus

做活动: **SB P11**

4. Think! Who knocked at the door?

- **目的:** 根据文本内容进行推测, 为后文的阅读做准备。

- **步骤:**

- 1) 学生四人一组, 展开讨论: Who knocked at the door? 教师可以鼓励学生自由发挥想象, 也可以从 Story 1 的文本中找到线索进行推测。
- 2) 小组讨论结束后, 教师让几名学生在全班分享自己的观点, 并将学生的答案写在黑板上, 方便学生在完成 Story 2 的学习后检查自己的预测是否正确。

做活动: **WB P6**

1. Match the explanations with the words or phrases.

- 目的：复习巩固 Story 1 重点词汇的拼写。

答案：（请见附录活动用书答案）

语法教学 Grammar 1

语法聚焦 Focus on Grammar

做活动：SB P11 CD1 13

1. Listen and repeat.

- 目的：聚焦本课语法重点——现在进行时，让学生理解语法规则和用法。
- 步骤：
 - 1) 教师带着学生一起回顾 Story 1 的主要情节，并提问：Sarah usually has volleyball practice on Thursday, but what is she doing today? 引导学生回答：She is watching TV. 教师接着提问：How about her friends? What does Grace say? 引导学生回答：I'm studying. I'm preparing for a test tomorrow.
 - 2) 教师将句子写在黑板上，让学生抄写在笔记本上。然后让学生找到 May 和 Billy 分别在做什么，将 I'm cooking. We're making something. 分别写在黑板上。
 - 3) 教师引导学生梳理现在进行时的句子结构，完成下列表格，对照学生用书第 70 页语法附录检查答案，让学生重点关注现在进行时主语和 be 动词的一致性。

Positive	Negative	Questions	Short answers
I am _____.	I'm _____.	Are you _____?	Yes, _____ _____. No, _____.
You / We / They _____ _____.	You / We / They _____ _____.	_____ we / you / they _____? _____?	Yes, _____ _____. No, _____.
He / She / It _____ _____.	He / She / It _____ _____.	_____ he / she / it _____? _____?	Yes, _____ _____. No, _____.

- 4) 教师播放本活动的录音，让学生跟读。

补充语法详解：现在进行时动词的变化规则

- 1) 一般动词，在词尾加-ing，如：
 - paint → painting
 - walk → walking
- 2) 以辅音字母+ -e 结尾的动词，去掉-e，加-ing，如：
 - have → having
 - make → making
- 3) 以-ie 结尾的动词将-ie 改成-y，加-ing，如：
 - lie → lying
 - die → dying
- 4) 重读闭音节为末尾音节，且以单个辅音字母结尾的动词，双写词尾的辅音字母，再加-ing，如：
 - put → putting
 - begin → beginning

补充语法活动: Disappearing dialog

- 目的: 聚焦本课语法重点, 巩固运用语法知识, 复习对话文本内容。
- 步骤:
 - 1) 教师将本节课学习的故事文本呈现在 ppt 上, 将涉及目标语法点的文本部分挖空, 让学生根据记忆补全文本。
 - 2) 学生补全文本之后, 教师在第一次挖空的基础上将更多的文本隐去, 让学生再一次补全文本。为增加趣味性, 也可以将学生分组, 轮流补全每一段, 看哪一组的准确率更高。

语法练习 Grammar Practice

做活动: SB P11

2. Read and circle the right form of the verbs.

- 目的: 在对话语境中练习使用现在进行时。
 - 步骤:
 - 1) 教师带学生看例题, 告诉学生这道题要求圈出对话中动词的正确形式。
 - 2) 让学生独立完成余下练习。
 - 3) 学生两人一组检查答案。
 - 4) 教师在全班核对答案。
- 答案: 1. Don't 2. have 3. is cooking 4. is making 5. are you doing
6. am reading 7. plays 8. is washing

做活动: WB P6

2 a. Look at the picture and make questions.

b. Answer the questions. Make full sentences.

- 目的: 在新语境中练习使用现在进行时提问和回答。
- 答案: (请见附录活动用书答案)

做活动: SB P11

3. Work in pairs. Choose an action. Mime and guess.

- 目的: 在游戏中练习使用现在进行时进行问答。
- 步骤:
 - 1) 教师从本活动的词汇框里选择一个动作短语, 选择该动作具有代表性的瞬间进行表演, 让全班同学使用 Are you ... ing? 句型进行猜测, 教师用 Yes, I am. / No, I'm not. 做出简短回答。
 - 2) 教师让一名学生表演动作, 其他学生猜测, 直到学生熟悉游戏流程及目标句型。猜对的学生进行下一个动作的表演, 其余学生继续猜测, 直到词汇框中的词汇全部猜完。

补充口语活动: Make a phone dialog

- 目的: 在真实语境中练习使用现在进行时。
- 步骤:
 - 1) 教师让学生想象, 现在是放学后, 他们正在给自己的同伴打电话闲聊。
 - 2) 学生根据这个情境编对话, 询问同伴正在做什么, 他/她的家人正在做什么。要求使用目标句型: What are you doing ...? I am ... What is he / she ... doing? He / She is ...

结束本课 Ending the lesson

做活动: Review

- **目的:** 通过回顾故事情节, 复习本课所学的词汇与语法。
- **步骤:**
教师让学生合上书, 根据故事情节提问, 如: What is Sarah doing? What is Grace doing?
Who is studying for a test? 让学生根据记忆回答。

Story 2 & Grammar 2 (2 课时)

Story 2

1 Listen and read. What is the surprise?

Look! Opened the door. Outside were May, Billy and Jack.

"SURPRISE!" they shouted.

"What's going on?" Sarah asked and for her friends on "You have the party, three copies of the birthday cake!" said Billy. "Congratulations!"

"Thank you, you're great!" said Sarah happily.

"Happy birthday! Welcome to our party!" said Billy.

"Happy birthday!" said Billy happily. "You made it today!"

"Thank you for having a magician!" said May.

"He was the best!" said Billy. "He was a magician!"

"He was the best!" said Billy. "He was a magician!"

"He was the best!" said Billy. "He was a magician!"

"He was the best!" said Billy. "He was a magician!"

2 Read again and answer.

- What are the children planning tomorrow?
- What's the surprise?
- What is Billy doing on the party?
- What is the surprise?
- Why are Billy's friends surprised?

3 Listen to Story 2 Part 2. What's the surprise?

- When Billy came back there was a note.
- Billy went to the garden.
- Billy's birthday was not because it rained.
- The rain made Billy disappear.

4 Listen and repeat.

5 Write a story or poem.

6 Work in pairs. Ask and answer about the text. Find out the day you are doing the same thing.

● 教学目标:

1. 学生能够通过听读故事，理解主旨大意及细节信息，能根据文本中提供的线索对情节进行合理预测和推理，并与同伴进行分享。
2. 理解 be doing 表示将来的计划和安排，并能在交际活动中准确运用。

● 目标语言:

1. **核心词汇:** barbecue, magician, magic trick, practice, pocket, disappear, garden, wet, remember
2. **语法句型:** 现在进行时 be doing 表示将来的计划和安排。
I'm phoning his Mom.
He's coming back in a minute.
We're having a barbecue party.

热身活动 Warmer

做活动: Guessing game

- **目的:** 活跃课堂气氛，复习现在进行时的表达。
- **步骤:**
 - 1) 教师在 ppt 上依次呈现一些日常活动的图片，每张图片都遮住一部分内容，让学生猜图片里的人物在做什么。
 - 2) 将学生分成 A、B 两个大组，两组轮流提问: What is he / she doing? 另一组作答。

故事教学 Story 2

做活动: SB P12

Picture walk

- **目的:** 听读前把学生的注意力集中到故事上，对故事做预测。
- **步骤:**
 - 1) 教师引导学生回忆，第一节故事课结束后，他们对于故事结尾 Who knocked at the door? 做出了什么样的猜测，然后告诉学生，这节课他们将阅读故事的续集，看一看他们的预测是否正确。
 - 2) 教师引导学生观察故事图片 1，并提问: Who visited Sarah? What was in their hands? 鼓励学生猜测并给出更多的答案。
 - 3) 教师引导学生观察故事图片 2，并提问: What is in Billy's hand? What was Billy doing? 鼓励学生猜测并给出更多的答案。

做活动: SB P12 CD1 14

1. Listen and read. What is the surprise?

- **目的:** 听读 Story 2, 理解故事主旨大意并验证推测。
- **步骤:**
 - 1) 教师提问: Why did Sarah's friends say "congratulations"? What was the surprise for Sarah? 教师播放录音, 学生听录音, 写答案。
 - 2) 让学生快速阅读 Story 2, 核对答案。教师在全班核对答案。
- **处理课文新词:** 在检查答案的过程中, 教师引导学生根据上下文猜测词义: barbecue, magician, practice, 然后进行讲解。

答案: They said congratulations because Sarah was the captain of the volleyball team. The surprise was the barbecue party for Sarah tomorrow.

做活动: SB P12

2. Read again and answer.

- **目的:** 阅读文本, 理解细节信息。
- **步骤:**
 - 1) 教师带着学生一起读题干。
 - 2) 让学生再次阅读 Story 2 的故事文本, 回答练习中的问题。
 - 3) 学生两人一组, 检查答案。
 - 4) 教师在全班核对答案。

答案: 1. They're having a barbecue party.
2. May, Billy and Zach.
3. Billy is doing magic tricks.
4. It's from Thailand.
5. Because he disappeared.

做活动: SB P12 CD1 15

3. Listen to Story 2 Part 2. Write T (true) or F (false).

- **目的:** 听 Story 2 的后续故事, 理解细节信息。
- **步骤:**
 - 1) 教师引导学生观察故事图片, 呈现新词 wet, 教师提问: Why did Billy disappear? 让学生猜测 Billy 为什么会消失。教师播放录音, 验证学生的猜想。
 - 2) 教师让学生阅读题干, 做听前准备, 引导学生找到每道题的关键词。
 - 3) 教师再次播放录音, 让学生听录音, 判断句子正误, 检查答案时带着学生改正错误的句子。
 - 4) 教师在检查第 4 题时, 带着学生回顾 Story 2 中魔棒上写了什么。
- **处理课文新词:** 教师告诉学生: Remember the words on the wand. Don't forget them. These are important words. 讲解 remember 的含义, 为下一个思考活动做准备。

答案: Billy went to a funny party at a very hot place.
1. F 2. T 3. F 4. F

做活动: SB P13

4. Think! Where did Billy go?

- **目的:** 培养学生的开放性思维能力和推理能力。

- **步骤:**

- 1) 学生四人一组讨论 Billy 去哪儿了。教师鼓励学生从文本中找到相应的线索, 如: It was a very hot place. It was a fun party. Everyone threw water at each other. 让学生根据这些线索推测答案。
- 2) 每组选一名代表分享小组讨论的结果。

补充文化背景知识:

- **泼水节**

柬埔寨、泰国、缅甸、老挝等国都庆祝泼水节。其中泰国的泼水节, 又称“宋干节”, 在每年的 4 月 13 日, 历时三天, 是泰国的重要节日。泰国泼水节代表着清除所有的邪恶、不幸和罪恶, 并怀着一切美好和纯净开始新的一年。

中国傣族也有泼水节, 又名“浴佛节”, 傣语称为“桑堪比迈”(意为新年), 泼水节一般在傣历六月中旬(即农历清明前后十天左右)举行, 是西双版纳最隆重的传统节日之一。其内容包括民俗活动、艺术表演、经贸交流等类别, 具体节日活动有泼水、赶摆、赛龙舟、浴佛、诵经、章哈演唱和孔雀舞、白象舞表演等。

做活动: WB P6

3. Complete the sentences with the words in the box.

- **目的:** 在新的语境中巩固练习本课目标词汇。
- **答案:** (请见附录活动用书答案)

语法教学 Grammar 2

语法聚焦 Focus on Grammar

做活动: SB P13 CD1 16

1. Listen and repeat.

- **目的:** 聚焦本课语法重点——现在进行时 be doing 表示将来的计划和安排, 帮助学生理解语法规则和用法。
- **步骤:**
 - 1) 教师带学生回顾 Story 2 的主要情节, 并提问: When are they having a barbecue party? What are they preparing for the barbecue party? 将答案写在黑板上: They are having a barbecue party tomorrow. They are inviting all their friends. They are having cake. They are having a magician.
 - 2) 教师引导学生总结这些句子的功能, 即表示将来发生的事情, 让学生总结规律, 找到这些句子在结构上的相似点——句型结构都是 be doing。教师让学生在故事文本中找到更多使用 be doing 结构表示将来的句子, 写在笔记本上, 并画出其中的 be doing 结构。
 - 3) 教师播放本活动的录音, 让学生跟读。
 - 4) 教师将学生用书第 71 页本单元语法附录现在进行时表将来部分的两组句子呈现在 ppt 上, 让学生进行对比。组一: Sarah is at home. She is watching a cartoon. 组二: We're having a party tomorrow! 提问学生这两组句子分别表示现在还是将来。教师告诉学生 be + doing 结构既可以表达现在正在进行的动作或状态, 也可以表达将来的“计划”、“安排”或“打算”等, 其具体含义需要通过上下文语境和不同的时间状语来判断。

语法练习 Grammar Practice

做活动: **SB P13**

2. Write **NOW** or **SOON**.

- **目的:** 在不同的语境中辨别 be doing 的用法: 表示正在发生的事件还是表将来的计划与安排。
- **步骤:**
 - 1) 教师读第一个句子, 为学生做示范, 根据语境判断 be doing 所表达的是正在发生的事情, 所以写 NOW。
 - 2) 学生独立完成余下练习。两人一组检查答案。
 - 3) 教师在全班核对答案。

答案: 1. NOW 2. SOON 3. NOW 4. SOON 5. SOON 6. NOW

做活动: **SB P13**

3. Work in pairs. Ask and answer about the two calendars. Find out the day you are doing the same thing.

- **目的:** 在交际活动中练习使用 be doing 表示将来计划安排的事件。
- **步骤:**
 - 1) 教师在课前将本活动中的 A's calendar 和 B's calendar 制作成纸条, 让学生两人一组, 一人扮演 A, 一人扮演 B, 将准备好的纸条 A's calendar 和 B's calendar 发给学生, 扮演 A 的学生拿着 A's calendar, 扮演 B 的学生拿着 B's calendar。
 - 2) 两人互相提问: What are you doing on ...? 根据各自日程表中的信息进行回答, 看一看 A 和 B 的计划中有哪些相同的部分。
 - 3) 教师让几组学生在全班展示。

做活动: **WB P7**

4. Look at Maria's calendar for next week and complete conversation below.

- **目的:** 在新语境中巩固练习 be doing 表示将来计划安排的用法。

答案: (请见附录活动用书答案)

补充口语活动: Bingo game

- **目的:** 在趣味活动中, 练习使用 be doing 对未来生活的计划进行问答。
- **步骤:**
 - 1) 教师课前给每个学生准备一张 3*3 的表格。教师将动词短语和时间短语呈现在 PPT 上, 然后将表格发给学生, 让学生将 PPT 上的动词短语和时间短语进行组合, 在表格里写下自己的未来计划, 每个格子写一个, 如: I'm going to the park this Saturday. I'm phoning my friend today after school. 其中动词短语每个只能用一次, 时间短语可以多次使用, 如:

动词短语: read a book, do my homework, go to the park, phone my friend, brush my teeth, draw, watch TV, meet my friends, have an English lesson

时间短语: this Saturday, today after school, tonight, this weekend, tomorrow
 - 2) 表格写完后, 学生使用句型 Are you ...? 在班里和同学进行自由问答, 遇到和自己计划一样的同学就把他的名字写在相应的方格里, 看谁能先把横排、竖排或斜排的一行都写上名字, 谁就喊 bingo, 然后在全班进行分享。

结束本课 Ending the lesson

补充口语活动: Making sentences

- **目的:** 在趣味活动中, 复习 be doing 表示将来计划安排的句型。
- **步骤:**
 - 1) 教师将学生分成两队, 组织两队学生进行造句比赛。
 - 2) 教师在 PPT 上呈现句子的关键词, 包括一个动作短语和一个时间短语, 如: have a barbecue party, next weekend, 两队的第一个同学看到关键词迅速用 be doing 句型造句, 主语不限, 能又快又准确地造句的学生得分。
 - 3) 教师呈现下一个句子的关键词, 两队的下一名学生继续快速造句, 教师依次呈现句子的关键词, 直到造完所有句子。得分高的小组获胜。

[illegible]

阅读: 学生能够阅读一篇介绍泰国泼水节的电子邮件, 理解主旨大意和细节信息, 通过上下文猜测生词词义;

写作：能够梳理范文结构，模仿范文写一篇聚会邀请函，并做出回复；

口语：能够和同伴讨论自己未来的计划，并商量合适的约会时间。

做活动: Free talk

- **目的:** 讨论庆祝新年的相关话题, 引起学生阅读兴趣, 扫除学生的生词障碍, 为课文阅读做准备。
- **步骤:**
 - 1) 教师提问学生: **What do you usually do at New Year?** 让学生和同伴进行讨论, 然后请几位学生在全班简单分享。
 - 2) 教师告诉学生, 他们将会一起阅读一封电子邮件, 邮件中介绍了另外一个国家庆祝新年的方式。

做活动: **SB P14**

- ### Picture Walk
- **目的:** 预测故事情节, 为阅读活动做准备。
 - **步骤:**
 - 1) 教师引导学生观察图片, 让学生猜测这是哪个国家, 教师提问: What can you see in the picture? Where is this place? What are they doing? Why?
 - 2) 鼓励学生猜测并给出答案。
 - **处理课文新词:** 在引导学生回答的过程, 讲解新词: trunk, musicians, splash, pistol。

1. Listen and read. Why do people get wet at New Year in Thailand?

- **目的：**快速理解文本，理解文章主旨大意。
- **步骤：**
 - 1) 教师让学生快速浏览电子邮件，找到邮件是谁写给谁的（**Dao** 写给 **Susie**）。然后告诉学生，**Dao** 在邮件里介绍了他们是如何庆祝新年的。

- 2) 教师提问: Why do people get wet at New Year in Thailand? 让学生快速浏览文本, 找到问题的答案, 和自己的同伴进行分享, 然后全班一起检查答案。
- **处理课文新词:** 教师通过提问, 补全句子等方式带学生回顾文本内容, 处理其余新词: Water Splashing Festival, wash away, bad luck, lie, hurt, firework 等, 例如:
 - What is the name of the festival? (Water Splashing Festival)
 - Everyone wants to give each other best wishes at New Year. So they splash water to _____ (wash away bad luck). They think the water can clean everything and take away all the bad things from life.
- 答案:** People get wet because they splash each other with water at New Year.

做活动: SB P15

2. Read again and answer.

- **目的:** 阅读故事, 获取文本细节信息。
 - **步骤:**
 - 1) 教师带领学生通读题目, 确保学生理解所有问题, 引导学生找出关键词。
 - 2) 教师示范第一道题的做法, 让学生阅读文本, 根据关键词在文中定位, 联系上下文找到答案。
 - 3) 学生独立完成余下练习。两人一组检查答案。
 - 4) 教师在全班核对答案。
- 答案:** 1. Clean the house, make food, and wear colorful clothes.
 2. They got up early and cleaned the house.
 3. Because splashing water means washing away bad luck and sending good wishes.
 4. Everyone sang and danced. People carried water and threw it at each other.
 5. She didn't mind and she was happy to be cool.
 6. They are making food for the neighbors and taking it to their house. Then they are going to the Water Splashing Festival again.

做活动: SB P15

3. What do people do at Songkran in Thailand? Read and fill in the mind map.

- **目的:** 梳理故事梗概, 检测学生是否理解全文内容。
- **步骤:**
 - 1) 教师让学生再次阅读文本, 将思维导图补充完整。
 - 2) 学生两人一组核对答案。
 - 3) 教师在全班核对答案。
 - 4) 教师带着学生使用思维导图回顾泼水节的主要活动, 让学生找到这些活动都是在泼水节的第几天进行的, 然后和同伴进行分享。

答案: Activities at Songkran

1. Clean the house
2. Make food for neighbors
3. Wear colorful clothes
4. Go to the Water Splashing Festival
 - 1) Eat dumplings
 - 2) Sing and dance to the music
 - 3) Watch fireworks

4) Throw water and get wet

做活动: **SB P15**

4. Create! Make a poster to present Songkran or a festival from your country.

- **目的:** 鼓励学生进行知识迁移, 参考已有的思维导图框架介绍新的节日; 培养学生团队合作的意识和能力。
- **步骤:**
 - 1) 教师告诉学生, 他们将利用思维导图制作一张介绍泰国新年或者中国节日的海报。
 - 2) 学生四人一组开展讨论, 选择一个他们想介绍的节日。
 - 3) 选定节日之后, 教师让学生参考活动 3 中的思维导图, 列出该节日中人们会进行的活动; 鼓励学生补充节日的其他的信息, 比如日期、长度等。
 - 4) 教师也可以让学生课下搜集该节日活动的图片, 打印后贴在思维导图相应内容的旁边, 给海报加上标题和装饰等, 将海报制作得更加美观。
 - 5) 教师让学生按组上台展示本组海报, 并用英文介绍自己选择的节日; 其他同学根据海报内容的完整性、口头介绍语言的丰富性, 给展示的小组打分。

做活动: **SB P15**

Do you believe it?

- **目的:** 拓展文化知识, 引起学生探索其他国家节日文化的兴趣。
- **步骤:**
 - 1) 教师让学生想一想, 他们还知道哪些国家有趣的节日, 在全班进行分享。
 - 2) 教师展示西红柿大战的图片, 告诉学生这也是一个节日。然后让学生阅读 Do you believe it? 部分的文字, 向学生提问: What is the name of the festival? In which country do people celebrate this festival? What do they do at the festival?
 - 3) 教师让学生下课之后搜集更多有趣的节日介绍, 记录各种节日的名称、所在国家、主要活动等, 下节课可以在班上和其他同学分享。

补充文化背景知识: 世界上有趣的节日

- **西红柿大战 (La Tomatina):**

西红柿大战是西班牙布尼奥尔镇 (Buñol) 在每年 8 月的最后一个星期三举行的节日。数以万计的参与者从世界各地赶来参加一场不会造成伤害的混战, 在大街上投掷超过 160 吨熟透多汁的番茄。西红柿节起源于 1945 年, 经过 70 多年的发展, 它已经成为布尼奥尔镇的传统和城市特色。西红柿大战约有 22000 人参加, 数倍于布尼奥尔常住人口 9000 余人。
- **里约热内卢狂欢节 (Rio Carnival):**

狂欢节是巴西最大的节日, 其中里约热内卢的狂欢节最负盛名, 开始于每年 2 月 24 日开始, 持续 5 天。该市狂欢节参加桑巴舞大赛演员人数众多, 服装华丽, 持续时间很长, 场面相当壮观, 堪称世界之最。里约热内卢狂欢节开幕当天, 里约热内卢市市长会将代表城门的金银钥匙交给“狂欢国王 (King Momo)”, 象征着一年的狂欢节正式开始。自此, 在长达一周的狂欢节中, 整个里约热内卢城都要由“狂欢国王”“统治”, 全体市民将按照自己的方式尽情狂欢。
- **慕尼黑啤酒节 (Oktoberfest):**

啤酒节起源于 1810 年 10 月 12 日，于每年九月末到十月初在德国的慕尼黑举行，持续 17 天，到十月的第一个星期天为止，是慕尼黑一年中最盛大的民间活动。因为这个节日期间主要的饮料是啤酒，所以人们习惯性地称其为啤酒节。

● **美国火人节（Burning Man）：**

每年 8 月的最后一个周一开始到 9 月的第一个星期一结束，美国的火人节在内华达州的黑石沙漠举行。火人节是一个充满创意的节日，有着各种脑洞大开的艺术作品，吸引了成千上万的人参加。节日快接近尾声时，所有创意作品都将被点火烧毁，而后人们纷纷离开，不留一点痕迹。

做活动：WB P8

7. Reading

a. Read the posters and find these words. Write the numbers of the posters in the boxes.

- **目的：**训练学生通过扫读快速获取信息的能力。
- **步骤：**
 - 1) 教师带着学生依次看 A—E 五个选项，确认学生理解五个词汇的含义。
 - 2) 教师告诉学生，他们将读到与这五项活动相匹配的海报，让学生快速扫读五份海报，将海报编号与相应的活动做匹配。
 - 3) 完成之后，教师带着学生检查答案，并让学生说出每个海报中的关键信息。

答案：（请见附录活动用书答案）

b. Read again and answer the questions.

- **目的：**提升学生阅读文本获取细节信息的能力。
- **步骤：**
 - 1) 教师带学生审读题干。学生再次阅读海报信息，找到问题的答案。
 - 2) 教师在全班核对答案。

答案：（请见附录活动用书答案）

听力技能教学 Listening

做活动：SB P15 CD1 18

5. Listen and choose. It's Tuesday. Tom phones his friend Jake. When are Jake and Tom going to the movies?

- **目的：**听录音，理解对话的主旨大意。
- **步骤：**
 - 1) 教师提问：Do you like going to the movies? How often do you go to the movies? 让几名同学分享。
 - 2) 教师介绍听力背景：It's Tuesday. Tom phones his friend Jake. He is inviting Jake to a movie. 教师提问学生：When are they going to the movies? 播放录音，让学生找到答案。教师在全班核对答案。

答案： c

SB P15 CD1 18

Tom: Hi Jake. Tom here. Do you want to come to the movies tonight?

Jake: What's on?

Tom: *Robots 3.*

Jake: Oh, I'd love to see that! But I'm afraid I can't go tonight. I'm going to Sam's house.

Tom: How about tomorrow then?

Jake: I'm sorry, I'm playing football tomorrow. I'm free on Thursday.

Tom: Oh, Thursday is no good for me. We're visiting my aunt and uncle on Thursday.

Jake: What about Friday then?

Tom: I'm sorry but I can't go on Friday. I'm playing volleyball. How about Saturday?

Jake: Saturday...What time is the movie?

Tom: Let's see... Em... At 6.30.

Tom: Yes, I'm free after 5 on Saturday. Let's meet at 6 at the movie theatre.

Jake: Great! See you there!

做活动: **SB P15 CD1 18**

6. Listen again and fill in the table about Jake's and Tom's plans.

- **目的:** 听录音, 理解对话的细节信息。
- **步骤:**
 - 1) 教师带学生观察表格, 讨论其中应该填写什么内容, 即 Jake 与 Tom 每天的活动安排。
 - 2) 教师播放录音, 学生听录音, 将 Jake 和 Tom 每天的计划填入表格。
 - 3) 学生两人一组, 检查答案。
 - 4) 教师再次播放录音, 在涉及表格内容处暂停, 带着学生一起检查答案。

答案:

When	Jake's plan	Tom's plan
Tuesday	Going to Sam's house	Free
Wednesday	Playing football	Free
Thursday	Free	Visiting his uncle and aunt
Friday	Free	Playing volleyball
Saturday	Going to <i>Robots 3</i> , meeting at the movie theater at 6	Going to <i>Robots 3</i> , meeting at the movie theater at 6

做活动: **WB P7 CD 04**

6. Listening

a. Listen and answer. On which day next week is Tom not busy?

- **目的:** 进一步提升学生听录音理解对话主旨大意的能力。
- **步骤:**
 - 1) 教师提问学生: Are you busy next week? What are you doing? 教师告诉学生, 他们将听到一段对话, Tom 和 Lily 正在讨论 Tom 下周的计划, 教师提问: On which day next week is Tom not busy? 让学生带着问题听录音。
 - 2) 学生听录音, 找到答案, 然后教师在全班核对答案。

答案: (请见附录活动用书答案)

b. Listen again and write the day next to the activities.

- **目的:** 进一步提升学生听录音理解对话细节信息的能力。

- **步骤:**

- 1) 教师带着学生阅读题干, 熟悉各个活动。
- 2) 教师再次播放录音, 让学生将题目中活动所对应的日子记录下来。
- 3) 教师让不同的学生分享答案, 分享时尽量使用完整的句子。

答案: (请见附录活动用书答案)

口语技能教学 Speaking

做活动: SB P16

7. Find a day to go to the movies. Fill in the calendar. Leave two days free. Then work in a group.

Can you find a friend who can go to the movies on your free day?

- **目的:** 在交际对话中练习本单元的目标句型 be doing 表将来的计划与安排; 学生能通过和同伴讨论, 找到和自己时间一致, 可以一起去看电影的同学。

- **步骤:**

- 1) 教师告诉学生, 假设他们下周有一个一周的小长假, 让学生为自己的小长假做一个计划, 并将计划填入表格, 如: I'm having a party. I'm going to the park. 写计划的时候, 要留出两天的空余时间。
- 2) 教师告诉学生, 他们要邀请自己的同伴去看电影, 看电影的日子需要安排在空闲的两天中的任意一天。和同伴对话的时候, 不要把自己的计划给对方看, 需要通过提问, 了解对方的计划以及是否能够同行。教师把学生可能会用到的句型呈现在 ppt 上。教师可以先和一名学生做示范, 提问: Do you want to come to the movies on Monday? 让学生根据自己的计划表回答: I'm sorry. I can't. I'm... 或者 That's a great idea! I'm free on Monday. Let's go together.
- 3) 示范之后, 教师让学生在小组里开展对话。已经找到同伴同行的学生, 可以在小组里寻找更多可以同行的人, 没有找到同伴的学生, 要继续寻找同伴。
- 4) 大部分学生都找到同伴后, 教师邀请几对学生给全班同学做分享, 告诉大家他们决定在哪一天去看电影, 其余每天都有什么计划。

写作技能教学 Writing

做活动: SB P16

8. Lucy is having a party. Read the invitation and label the sentences.

- **目的:** 阅读邀请函, 并分析邀请函包含的信息要素。

- **步骤:**

- 1) 教师告诉学生, 他们想举派对的时候, 需要向朋友们发送邀请函, 让学生们头脑风暴, 想一想邀请函里应该包含哪些内容。
- 2) 教师告诉学生方框中列举了邀请函的要素, 让学生核对头脑风暴的答案。
- 3) 教师让学生看学生用书中本活动的邀请函, 将方框中的各个要素标记在文本的对应位置。学生俩人一组检查答案, 然后教师在全班核对答案。
- 4) 教师可以让学生简单讨论, 这个邀请函里提到的内容, 有哪些是他们之前没有想到的, 提醒学生重点关注。

答案: what is happening

invitation

the time of the party

the date of the party

the address of the party

name

how to reply

做活动: **SB P16**

9. Read the two replies. Who can come to Lucy's party?

- **目的:** 阅读回复邀请函的邮件, 并分析回复邮件的要素。
- **步骤:**
 - 1) 教师告诉学生, Lucy 邀请了她的朋友 Emma 和 Tom, 让学生阅读两人的回复, 看一看谁接受了 Lucy 的邀请, 并把其中表明是否参加派对的关键句子画出来。
 - 2) 教师带着学生一起检查答案, 同时将学生分成两个大组, 两组分别负责阅读 Emma 和 Tom 的回复, 分析其中包含哪些要素。
 - 3) 教师分别从两组中选几位代表, 在全班进行分享。
 - 4) 教师要提醒学生, 如果不能接受邀请, 需要礼貌地表达谢意, 同时说明自己不能接受邀请的原因。

做活动: **SB P16**

10. Write a party invitation card. Exchange invitations with a friend. Write a reply.

- **目的:** 范文仿写, 练习写聚会邀请函和回复邮件。
- **步骤:**
 - 1) 教师带学生复习邀请函中包含的要素, 让学生模仿 Lucy 的邀请函写一封邮件, 邀请朋友来参加自己的生日聚会。
 - 2) 学生写完以后, 教师把所有人的邀请函都收集起来, 打乱顺序再随机发给每位学生。学生给自己拿到的邀请函写一个回复。可以接受邀请, 也可以拒绝邀请。回复的方式参考 Emma 和 Tom 的回复。
 - 3) 写完之后, 教师将所有学生的邀请函和答复都贴在教室的墙壁上, 让学生看一看自己的邀请是谁回复的, 他/她是否接受了邀请。

Pronunciation & Let's check (1 课时)



● 教学目标:

1. 学生能够掌握目标音 /e/ /æ/ /t/ /d/ 的发音规则，能辨别其对应的字母组合。
2. 复习和检测本单元的单词和语法。

● 目标语言:

本课单元的目标音 /e/ /æ/ /t/ /d/、本单元的重点词汇和语法

热身活动 Warmer

做活动: Review

- 目的: 复习第一单元学习的语音知识。
- 步骤:
 - 1) 教师让学生回忆，上个单元都学习了哪些目标音。
 - 2) 教师为学生读单词，让学生说出听到的单词中包含哪些上节课学过的目标音。

单词实例: backpack, boy, little, prepare, trick, magic, sneaker, sheep, purple, clean, box, puppy, teacher

发音教学 pronunciation

做活动: SB P17 CD1 19

1. Listen, repeat and find the same vowel or consonant sound.

- 目的: 呈现并练习目标音，掌握发音规则。
- 步骤:
 - 1) 教师按组播放含有目标音的词汇的录音，让学生听录音跟读。教师提问学生每组单词所包含的相同的音是什么。教师带学生总结目标音，讲解目标音的发音方式，总结目标音对应的字母组合，帮学生在字母组合与目标音之间建立联系。
 - 2) 教师从四组单词中任意读出几个单词，让学生说出单词中包含的本节课的目标音与对应的字母组合。
 - 3) 教师带学生朗读每组单词，练习目标音的发音。练习时可以将 /e/ 和 /æ/ 放在一起，让学生感受发这两个目标音时口型的变化；然后将 /t/ 和 /d/ 放在一起，让学生把手放在咽喉处，感受两个目标音发音时声带处手感有什么区别——发 /t/ 音时声带不振动，发 /d/ 音时声带有振动。
 - 4) 教师让学生从本单元的课文或练习中找到所学目标音对应的单词，每个目标音找两个单词，然后和同伴进行分享，读出各自所找的单词，练习发音。

做活动: SB P17 CD1 20

2. Listen and repeat. Write them in the right boxes.

- 目的：练习辨析目标音，并根据目标音对单词进行分类。
 - 步骤：
 - 1) 学生听录音，将包含目标音的单词写入相应的方框中。
 - 2) 学生两人一组检查答案，然后教师在全班核对答案。
 - 3) 教师带学生再次练习朗读这些单词。
- 答案：bag: program, practice, captain
let: wet, website, elephant
duck: dinner, day, dollar
get: wet, practice, invent, website, toy, captain, elephant, tall

做活动：SB P17 CD1 21

3. Say the chants. Then listen and check.

- 目的：在歌谣中练习目标音，辨别区分不同的目标音。
- 步骤：
 - 1) 教学让学生尝试按照发音规则读歌谣。
 - 2) 教师播放录音，学生跟读，核对发音是否正确。
 - 3) 教师让学生在歌谣中圈出含有本单元目标音的单词，教师在全班核对答案。
 - 4) 教师带全班齐读歌谣，在读到含有目标音的单词处重读，强调目标音，邀请几名学生上台朗读。

做活动：WB P9

9. Pronunciation

- 目的：进一步训练学生听音辨析目标音的能力，并巩固练习发音规则。
 - 步骤：
 - 1) 教师播放录音，学生听录音，根据发音规则完成 9a 活动中的绕口令，和自己的同伴比较答案，然后教师在全班检查答案。教师再次播放录音，学生听录音练习跟读。
 - 2) 教师第三次播放录音，学生听录音，圈出 9b 活动中与第一个单词有相同元音的单词。
 - 3) 学生完成 9c 活动，将上个活动中圈出的单词与 9c 活动中所给出的单词编一个新的绕口令，然后和同伴进行分享。
 - 4) 教师在全班选出编得最好的绕口令，让全班同学一起练习。
- 答案：（请见附录活动用书答案）

单元检测 Let's check.

做活动：SB P65

1. Complete the conversations with the right form of the words and phrases in the box.

- 目的：复习本单元的重点词汇。
 - 步骤：学生按照题目要求，将方框中词汇的正确形式填入文本，然后全班一起检查答案。
- 答案：1. program 2. barbecue 3. studying, test 4. circus, preparing for
5. channels 6. come round, practicing 7. remember 8. worried, disappeared

做活动：SB P65

2. Circle the right form of the verbs.

- **目的:** 复习本单元的重点语法与句型。
- **步骤:** 学生按照题目要求, 勾选出动词的正确形式, 然后全班一起检查答案。
答案: 1. is playing 2. is watching 3. has 4. plays 5. is going out 6. is cooking
 7. is helping

结束本课 Ending the lesson

做活动: Review

- **目的:** 复习本单元的目标词汇、句型及语音。
- **步骤:**
 - 1) 教师让学生回忆, 本单元的主题是什么, 通过回顾主课文内容, 将学习的重点词汇写在笔记本上。
 - 2) 教师让学生回忆本单元学习的目标句型是什么, 使用 **be doing** 表示将来的计划与安排和使用 **be doing** 表示现在进行的动作有什么不同。然后使用这个结构写两个句子, 和同伴互相检查。
 - 3) 教师让学生回忆本单元学习了哪些目标音, 并和自己的同伴一起想一想, 每个目标音对应哪些字母或字母组合。将这些字母或字母组合按目标音分类, 写在笔记本上, 并给每个字母组合写一个例词。

家庭作业 Homework

- 活动用书第 7 页活动 5 Fill in the gaps with the right form of the words and phrase in the box.
- 活动用书第 9 页活动 8 Writing
- 配套同步读物: Reader for this unit

阅读时间 Now, read!



Practice Makes Perfect

重点词汇

blast, coach, defender, pay off, practice makes perfect, shot, tackle, thumbs-up, tryout

故事简介

放学后，Anne 想练习足球。但是朋友们无法陪她一起，她只好独自练习。期间，足球竟不小心击中了足球明星 Ricardo! Anne 又惊又喜，而 Ricardo 也被 Anne 的毅力吸引，提出一起练习，并且传授了很多技巧。在足球队选拔当天，Anne 完成了精彩的射门。朋友们惊叹不已，亲临现场的 Ricardo 也对她竖起了大拇指。

练习答案

一、1. practice soccer, school team, have time

2. the park, running

3. a man, soccer player, Super League

4. tips, kicking

5. tackle, the net

6. practice, perfect

7. goal, surprised

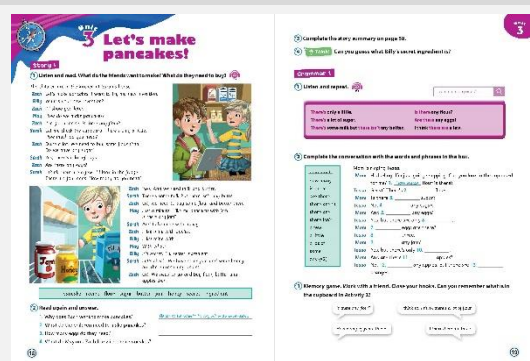
8. Ricardo, nice, paid off

二、略。

三、略。

Unit 3 Let's Make Pancakes! 一起做松饼吧!

Story 1 & Grammar 1 (2 课时)



● 教学目标:

1. 学生能够通过听读故事，理解主旨大意及细节信息，能根据文本中提供的线索对情节进行合理预测和推理，并与同伴进行分享。
2. 理解 There be 句型与量词的用法，并能在交际活动中准确运用。

● 目标语言:

1. 核心词汇: pancake, recipe, flour, sugar, butter, jam, honey, secret, ingredient
2. 语法句型: There be 句型与量词的用法

There's only a little.

There's a lot of sugar.

There's some milk but there isn't any butter.

Is there any flour?

Are there any eggs?

I think there are a few.

热身活动 Warmer

做活动: Free talk

- 目的: 导入本单元主题。
- 步骤:
 - 1) 教师提问: What's your favorite food? Can you cook? Do you like cooking? What kind of dish can you cook? 让几名学生在全班简单分享。
 - 2) 教师在黑板上记录学生们的答案。

故事教学 Story 1

做活动: SB P18

Picture walk

- 目的: 听读前把学生的注意力集中到故事上，对故事做预测。
- 步骤:
 - 1) 教师引导学生观察故事图片 1，并提问: What are the children doing? What do you think they are going to do? What's on the cupboard?
 - 2) 教师引导学生观察故事图片 2，并提问: What can you see in the fridge?
 - 3) 鼓励学生猜测并给出更多的答案。

- **处理课文新词：**在学生猜测橱柜里及冰箱里的物品时，在语境中引出新词 flour, sugar, honey, jam 等。

做活动：SB P18 CD1 22

1a. Listen and read. What do the friends want to make?

- **目的：**听 Story 1 前半部分，理解主旨大意和获取细节信息。
 - **步骤：**
 - 1) 教师提问：What do the friends want to make? 让学生带着问题听录音，然后播放 Story 1 前半部分的课文录音（至 Zach: Two. And we need milk and butter.处），学生听录音，验证自己的猜测。
 - 2) 教师在全班核对问题的答案。
 - 3) 教师提问：What do they need to make pancakes? 让学生根据记忆回答，看谁记得最准确。
 - **处理课文新词：**检查答案的过程中，引出新词 pancake 和 butter, 并在 ppt 上展示 pancake 和 butter 的照片。教师提问：How do they make pancake? 引出 Zach has got a recipe. 在语境中引导学生学习 recipe。
- 答案：**They want to make pancakes. They need flour, sugar, eggs, milk and butter.

1b. Listen and read. What do they need to buy?

- **目的：**听 Story 1 后半部分，理解主旨大意和获取细节信息。
 - **步骤：**
 - 1) 教师提问：What do they have for making pancakes? What do they need to buy? 让学生带着问题听录音，教师播放 Story 1 后半部分的课文录音，学生听录音，验证自己的猜测。
 - 2) 教师在全班核对答案。
- 答案：**They have jam and honey.
They need to buy flour, butter and apples.

做活动：SB P18

2. Read again and answer.

- **目的：**阅读故事，理解细节信息。
 - **步骤：**
 - 1) 教师带学生读题干，找出其中的关键词，在文中定位，找到答案，然后将答案写在横线上。
 - 2) 学生两人一组检查答案。
 - 3) 教师在全班核对答案。
 - **处理课文新词：**教师针对故事内容提问：What do Billy like with his pancakes? 检查答案的过程中，引出新词 secret 和 ingredient, 在语境中引导学生学习 secret ingredient, 然后让学生猜一猜 Billy 的 secret ingredient 是什么。
- 答案：**1. Because he wants to try his new invention.
2. Flour, sugar, eggs, milk and butter.
3. Two eggs.
4. May likes jam with her pancakes and Zach likes apples with his pancakes.

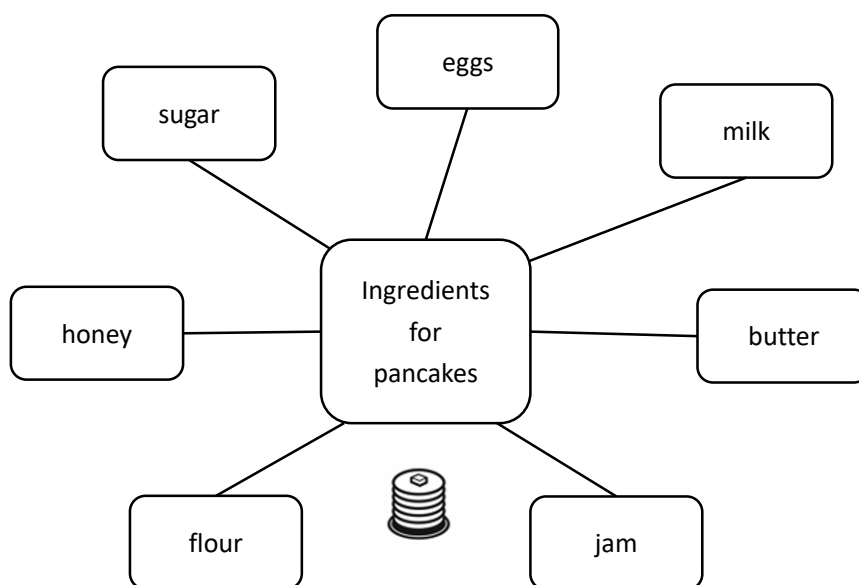
补充听读活动: Who said it?

- 目的: 帮助学生加强对故事的听读理解, 提升朗读流利度。
- 步骤:
 - 1) 教师将全班分成若干组。教师在 ppt 上依次展示 6 个 Story 1 对话中的句子。
 - 2) 教师让学生合上书, 再次播放录音, 让学生猜测这些句子分别是谁说的。
 - 3) 抢答正确的学生为本组获得积分。
 - 4) 教师让学生两人一组。一个人模仿录音语气朗读句子, 另一个猜测是谁说的并进行轮流替换练习。

做活动: SB P19

3. Complete the story summary on Page 58.

- 目的: 故事梗概梳理, 运用目标语言表达输出。
- 步骤:
 - 1) 教师让学生完成学生用书第 58 页本课的故事总结, 帮助学生理清故事脉络和篇章结构。教师在全班核对答案。
 - 2) 教师也可以带学生制作 story map, 进一步帮助学生理解巩固故事的主要情节与基本结构。story map 的参考图如下:



答案: 1. pancakes 2. recipe 3. sugar 4. eggs 5. milk 6. flour 7. butter
8. jam 9. honey 10. ingredient

做活动: SB P18

4. Think! Can you guess what Billy's secret ingredient is?

- 目的: 根据故事文本内容猜测细节信息, 锻炼学生的发散性思维。
- 步骤:
 - 1) 教师提问: What would you like to have with pancakes? What does Zach like to have with pancakes? What about Sarah and May? What about Billy? What's Billy's secret ingredient? 教师鼓励学生猜测, 并给出更多答案。
 - 2) 教师在黑板上记录学生的猜测, 然后在 Story 2 的听读活动中验证学生的猜想是否正确。

做活动: **WB P10**

1. Circle the odd one out. Use the clues for help.

- 目的: 巩固复习 Story 1 的重点词汇。

答案: (请见附录活动用书答案)

语法教学 Grammar 1

语法聚焦: Focus on Grammar

做活动: **SB P19 CD1 23**

1. Listen and repeat.

- 目的: 聚焦本课语法重点——there be 句型与量词, 让学生理解语法规则和用法。

- 步骤:

1) 教师在 PPT 上展示以下句子:

There's only a little.

There's a lot of sugar.

There's some milk but there isn't any butter.

Is there any flour?

Are there any eggs?

I think **there are** a few.

2) 教师让学生在 Story 1 中画出和关键句型结构相同的句子, 引导学生将句子按照肯定句、否定句与疑问句进行分类, 并写入以下表格:

Positive	Negative	Questions

3) 教师让学生把表格中的量词部分加粗。

4) 教师让学生用彩笔圈出学生用书活动语法框中句子的量词部分。

5) 教师播放录音, 带领学生跟读句子。

补充语法详解: **There be 句型与量词**

1. There be 句型: 表示某处存在某物或某人。

1) 肯定句结构: There is / are ... (+地点状语)

2) 否定句结构: There isn't / aren't ... (+地点状语)

3) 一般疑问句结构: Is there / Are there ... (+地点状语)?

4) How much 引导的特殊疑问句, 用来提问数量, 如:

How many + 复数可数名词 + are there (+地点状语)?

How much + 不可数名词 + is there (+地点状语)?

2. 量词 a few, a little, some, any, much, many, a lot of 修饰名词, 表示数量的多少。

1) a few, many 修饰可数名词复数, 如: There're many books in the cupboard.

2) a little, much 修饰不可数名词, 如: There's a little flour in the bowl.

3) some, any, a lot of 既可以修饰可数名词, 也可以修饰不可数名词, 如:

Is there any flour?
Are there any eggs?
There is some milk.
There are some apples.

补充语法活动: Listen and correct

- **目的:** 聚焦本课语法重点, 让学生理解语法规则和用法, 同时复习对话内容。
- **步骤:**
 - 1) 教师将全班分成若干组。教师朗读 Story 1 中出现的目标句型, 在重点语法点处犯错, 让学生及时改正句子, 如: **There is any butter in the fridge.**
 - 2) 抢答速度最快并能准确改正的小组获得积分。积分高的小组获胜。

语法练习 Grammar Practice

做活动: SB P19

2. Complete the conversation with the words and phrases in the box.

- **目的:** 在对话语境中练习使用量词、疑问代词以及 **there be** 句型的搭配。
 - **步骤:**
 - 1) 教师让学生用彩笔在学生用书第 19 页活动 1 语法框中圈出句子的主谓部分, 关注 **there be** 句型的用法。
 - 2) 教师带学生读对话的旁白与第一题, 引导全班学生一起填空。
 - 3) 学生独立完成余下练习。两人一组, 检查答案。
 - 4) 教师邀请一组学生读对话并在全班核对答案。
- 答案:** 1. How much 2. a lot of 3. any 4. there isn't 5. are there 6. a few
7. How many 8. There are 9. Is there 10. a little 11. any
12. there aren't 13. some


做活动: WB P10

2. Choose the right words to fill in the gaps.

- **目的:** 帮助学生巩固练习量词的用法。
- 答案:** (请见附录活动用书答案)

补充听说活动: Bingo Game

- **目的:** 帮助学生使用本课语法进行口头输出。
- **步骤:**
 - 1) 教师展示下图所示 **Bingo** 游戏方格, 将全班学生分为两组, 给每组起一个名字。
 - 2) 教师让两组轮流派一名代表选择一个方格, 使用方格中的关键词信息造句, 如果选择只有关键词或短语的方格, 该名学生则需要用该关键词或短语造句, 比如选择了 **a few**, 则需造句: **There are a few eggs in the fridge.** 如果选择了有关键词及括号说明的方格, 就要根据括号内的相应说明造句, 比如选择了: **a lot of (sth you eat or drink everyday)**, 则需造句: **I eat a lot of apples every day.**
 - 3) 教师 and 全班学生一起判断该名学生造句的准确性和合理性, 所造的句子合理无误即可占领该方格, 否则失去本次占领方格的机会。教师将占领了方格的小组组名标注在方格中, 然后进入下一轮, 两组继续派代表选方格造句。最先占领横向、纵向或对角线一排四个方格的小组获胜。

some	How much	a few (sth in the classroom)	any (sth you have in the kitchen)
a lot of (sth you eat or drink everyday)	a few	some	 some
some (sth you want in the future)	How many	a lot of	How many
How much	a little (sth you bought last week)	How much	a few (sth in the classroom)

做活动: **SB P19**

3. Memory Game. Work with a friend. Close your books. Can you remember what is in the cupboard in Activity 2?

- **目的:** 在真实情景中使用本课语法进行口语表达。
- **步骤:**
 - 1) 教师让全班学生合上书, 回忆故事中的信息, 即橱柜里放了什么, 教师提问: Is there any flour in the cupboard? How many eggs are there?
 - 2) 教师也可以让学生回忆冰箱里有什么或者活动用书第 10 页活动 2 的货架上有什么。回答最多且最准确的一组获胜。

结束本课 Ending the lesson

补充听说活动: Crazy Shopping

- **目的:** 复习本课所学词汇和语法。
- **步骤:**
 - 1) 教师将全班分成若干组, 4 至 6 人为一组。
 - 2) 教师说一个句子, 比如 Last week, I went to Walmart and bought ..., 让学生以小组为单位, 在现有句子的结构上, 应用本课学过的量词增加信息。比如小组中学生 A 说: Last week, I went to Walmart and bought a few apples. 下一个学生重复学生 A 的句子, 并添加新的信息, 如: Last week, I went to Walmart and bought a few apples and a little sugar. 后面的学生依次重复已有的句子并添加新的信息。
 - 3) 教师在教室中巡视, 检查各组活动进度。让小组代表在全班说出本组最终的句子, 看看每组都“买了哪些东西”, 哪组买的东西最“crazy”。

Story 2 & Grammar 2 (2 课时)

1 Listen and read. What do you know about?

1. The first person to put things in space was John De Witt.

2. The first person to put things in space was John De Witt.

3. The first person to put things in space was John De Witt.

4. The first person to put things in space was John De Witt.

5. The first person to put things in space was John De Witt.

6. The first person to put things in space was John De Witt.

7. The first person to put things in space was John De Witt.

8. The first person to put things in space was John De Witt.

9. The first person to put things in space was John De Witt.

10. The first person to put things in space was John De Witt.

2 Listen and repeat.

1. The first person to put things in space was John De Witt.

2. The first person to put things in space was John De Witt.

3. The first person to put things in space was John De Witt.

4. The first person to put things in space was John De Witt.

5. The first person to put things in space was John De Witt.

6. The first person to put things in space was John De Witt.

7. The first person to put things in space was John De Witt.

8. The first person to put things in space was John De Witt.

9. The first person to put things in space was John De Witt.

10. The first person to put things in space was John De Witt.

3 Read and answer. Read the text and answer the questions.

1. The first person to put things in space was John De Witt.

2. The first person to put things in space was John De Witt.

3. The first person to put things in space was John De Witt.

4. The first person to put things in space was John De Witt.

5. The first person to put things in space was John De Witt.

6. The first person to put things in space was John De Witt.

7. The first person to put things in space was John De Witt.

8. The first person to put things in space was John De Witt.

9. The first person to put things in space was John De Witt.

10. The first person to put things in space was John De Witt.

4 Listen to Part 2 and answer.

1. The first person to put things in space was John De Witt.

2. The first person to put things in space was John De Witt.

3. The first person to put things in space was John De Witt.

4. The first person to put things in space was John De Witt.

5. The first person to put things in space was John De Witt.

6. The first person to put things in space was John De Witt.

7. The first person to put things in space was John De Witt.

8. The first person to put things in space was John De Witt.

9. The first person to put things in space was John De Witt.

10. The first person to put things in space was John De Witt.

● 教学目标:

1. 学生能够通过听读故事，理解主旨大意及细节信息，能根据文本中提供的线索对情节进行合理预测和推理，并与同伴进行分享。
2. 理解顺序词 **first, next, then** 和 **last** 的用法，并能在交际活动中准确运用。

● 目标语言：

1. 核心词汇: heat, pan, add, mix, stove, oil, pour, taste delicious, lever, land, expect, embarrassed, excitedly, pepper
2. 语法句型: 顺序词的用法
First, heat the butter in a pan.
Next, mix the eggs and milk.
Then, add the eggs and milk to the flour.
Last, we need to cook the pancakes.

热身活动 Warmer

- **目的：**复习回顾上节课的故事内容。
- **步骤：**
 - 1) 教师在黑板上写出单词 **pancake**，让学生说出词义。
 - 2) 教师提问：**What do the children need to make pancakes? What is Billy's secret ingredient?** 让学生回忆上一课的故事内容。

故事教学 Story 2

做活动: **SB P20**

Picture walk

- **目的：**听读前把学生的注意力集中到故事上，对故事做预测。
- **步骤：**
 - 1) 教师引导学生观察故事图片 1，并提问：Who can you see? What are the children doing?
 - 2) 教师引导学生观察故事图片 2，并提问：What happened to the pancake? 鼓励学生思考。
- **处理课文新词：**在引导学生观察图片与预测的过程中，教师教授 pan 和 stove。

做活动: SB P20 CD1 24

1. Listen and read. What was Zach's invention?

- 目的：听读 Story 2，理解故事主旨大意并验证推测。
 - 步骤：
 - 1) 教师提问：What was Zach's invention? What did it do? 引导学生猜测，然后播放录音，学生听录音，写出答案。
 - 2) 教师让学生快速阅读 Story 2，验证自己的猜测是否准确。教师在全班核对答案。
- 答案：It was a pancake throwing pan. It turned pancakes over.

做活动：SB P20

2. Read again. Number the sentences in the right order to make a complete recipe.

- 目的：阅读故事，理解细节信息。
 - 步骤：
 - 1) 教师让学生再次阅读故事，按照故事情节给句子排序。
 - 2) 学生两人一组，核对答案。
 - 3) 教师在全班核对答案。
 - 处理课文新词：

教师在检查答案的过程中，在语境中引出新词 heat, pan, add, mix, oil, pour，条件允许的话，教师可在课前上网下载制作 pancake 的流程照片或视频，给学生展示，帮助学生更直观地理解词义。
- 答案：7 6 2 1 3 5 4

做活动：SB P20 CD1 25

3. Listen to Story 2 Part 2 and answer. What's Billy's secret ingredient?

- 目的：听后续故事，理解细节信息。
 - 步骤：
 - 1) 教师提问：What's Billy's secret ingredient? 引导学生回顾在学生用书第 19 页活动 4 中对 Billy 的秘密配方的猜测。
 - 2) 教师播放录音，学生听录音，验证自己的猜测是否正确，教师在全班核对答案。
 - 处理课文新词：

教师在核对答案时引出 pepper，并在 ppt 上展示 pepper 的图片。教师提问：How does Billy's pancake taste? 引导学生回忆各个角色及 Billy 自己对他做的 pancake 的看法，引出词组 taste delicious。
- 答案：The secret ingredient is pepper.

做活动：SB P21 CD1 25

4. Listen again. Match the pancakes with the places.

- 目的：听后续故事，理解故事细节信息。
 - 步骤：
 - 1) 教师让学生观察文字信息和图片，教师再次播放录音，让学生把文字与对应的图片连起来。
 - 2) 学生两人一组检查答案。教师在全班核对答案。
 - 处理课文新词：教师提问：Did the machine work well? Why? How did Zach feel? 引出新词 land 和 embarrassed。
- 答案：1. b 2. a 3. d 4. c

做活动: **WB P10**

3. Unscramble the words. Then write them under the pictures.

- **目的:** 在新的语境中巩固练习本科的目标词汇。

答案: (请见附录活动用书答案)

语法教学 Grammar 2

语法聚焦: **Focus on Grammar**

做活动: **SB P21 CD26**

1. Listen and repeat.

- **目的:** 聚焦本课语法重点——顺序词, 让学生理解语法规则和用法。
- **步骤:**
 - 1) 教师播放录音, 让学生聚焦语法框里的关键句型及句中紫色加粗的顺序词, 然后跟读。
 - 2) 教师让学生阅读学生用书第 71 页本单元的语法附录, 总结本课语法重点和难点。顺序词 **first, next, then, last** 可以用来描述某项活动的操作流程或顺序, 表示事情发生的先后顺序。
 - 3) 教师提醒学生, 以 **pour, take, mix, cut** 等实意动词开头的祈使句, 否定形式需要在句首加 **Don't**, 表示“不要做某事”。

语法练习 Grammar Practice

做活动: **SB P21**

2. Put the sentences in the right order. Then use the words in the box to describe how to make a fruit pizza.

- **目的:** 在语境中练习使用顺序词。
- **步骤:**
 - 1) 教师让学生根据图片展示的水果披萨的制作步骤给句子排序。
 - 2) 教师让学生两人一组, 运用方框中的顺序词描述制作水果披萨的方法。
 - 3) 教师邀请几组学生在全班进行展示, 并核对答案。

答案: 4 1 5 2 6 3

1. First, cut a slice of watermelon into six triangles.
2. Next / Then, pour yogurt into a bowl.
3. Next / Then, add a little honey.
4. Next / Then, mix the honey and yogurt together.
5. Next / Then, put the mixture on the watermelon.
6. Last, put fruit on the mixture.

做活动: **WB P11**

4. Fill in the gaps with the words in the box to complete the recipe. What are you making?

- **目的:** 在新语境中巩固练习顺序词与本课重点词汇的用法。

答案: (请见附录活动用书答案)

做活动: **SB P21**

3. Work in pairs. Choose one recipe. Tell your partner what to do.

- **目的：**在交际活动中使用本课语法句型进行口语表达。
- **步骤：**
 - 1) 教师鼓励学生学习一道菜肴的做法。
 - 2) 教师让学生两人一组，观察图片。两人分别从 omelet 和 cake 中选择一种食物，结合食谱，运用本课所学的顺序词，描述其制作过程。一人描述食物的制作过程，另一人表演，做出相应的动作。
 - 3) 教师让几组学生在全班描述并表演食物的制作过程。

做活动：Draw and tell.

- **目的：**在交际活动中使用本课语法进行口语表达，并完成任务。
- **步骤：**
 - 1) 教师将全班学生分成若干组，给每组发一张 A3 纸，一盒水彩笔。
 - 2) 让学生参考学生用书第 21 页中出现的烹饪步骤制作食谱，首先在 A3 纸上绘制制作 fruit pizza / omelet / cake 的烹饪流程图，然后设计并添加流程说明文字。
 - 3) 各小组完成绘制后，教师邀请小组成员上台展示并介绍自己的食谱。

结束本课 Ending the lesson

- **目的：**复习 Story 1 与 Story 2 中所学的词汇。
- **步骤：**
 - 1) 教师让学生回顾 Story 1 和 Story 2 两课的核心词汇，给学生 2 分钟时间记忆。
 - 2) 教师在前两课中选择 6 个核心词汇，打乱每个词的字母顺序，然后写在黑板上。
 - 3) 学生两人一组，辨认单词，说出正确的拼写，用时最短且拼写准确的一组获胜。

[illegible]

阅读: 学生能够阅读一篇故事, 理解主旨大意和细节信息, 通过上下文猜测生词词义;
听力: 能够听懂关于食物制作流程的对话, 理解主旨大意和细节信息;
写作: 能够梳理电子邮件的范文结构, 模仿范文写一封介绍自己最喜欢的食物的制作过程的邮件;
口语: 能够使用 first, next, then, last 等顺序词, 描述自己家人喜欢的一道菜肴的食谱。

做活动: Global Trip

- **目的：**导入主题，引起学生的阅读兴趣。
- **步骤：**
 - 1) 教师展示意大利威尼斯、巴西里约热内卢基督像、法国埃菲尔铁塔、日本富士山与中国长城的图片。
 - 2) 教师依次指着图片提问：**Where is this? What do you know about the country?** 鼓励学生进行头脑风暴，用英语输出。
- **处理课文新词：**教师在核对图片信息的时候，引出国家名：**Italy, Brazil, France, Japan**，引导学生观察图中标志性建筑物，引出 **canal, iron tower**。

做活动: SB P22 CD1 27

● **目的：**听读故事，理解文章主旨大意与关键信息。

- **步骤:**
 - 1) 教师播放录音, 在关键信息处暂停, 让学生根据录音内容, 在学生用书每张图片下的方框中写出对应的国家名称与来到该国家的孩子的名字。
 - 2) 教师让学生快速阅读文章, 核对答案。
 - 3) 教师在全班核对答案。

做活动: **SB P23**

52

- **目的：**阅读故事，获取文本细节信息。
 - **步骤：**
 - 1) 教师带领学生通读题目，确保学生理解所有问题，并引导学生找到关键词。
 - 2) 教师示范第一道题的做法，让学生阅读文本，根据关键词在文中定位，联系上下文找到答案，并将答案写在横线上。
 - 3) 学生独立完成余下练习，两人一组检查答案。
 - 4) 教师在全班核对答案。
- 答案：** 1. She saw a few boats on a canal.
 2. May saw Zach dancing.
 3. May found Sarah playing beach volleyball.
 4. They turned into Japanese money.
 5. Because the cook threw eggs in the air and caught them in his hat.
 6. He cooked the food on a barbecue.

做活动：SB P23

3. Think! You are alone in a strange country, like Zach. You have no money. What are you going to do?

- **目的：**培养学生的开放性思维的能力。
- **步骤：**
 - 1) 教师将全班分成若干组，让学生小组讨论如果他们独自来到了一个陌生的国度，身无分文，该如何生存。教师提问：What are you going to do to make some money? What would they do to go back home?
 - 2) 教师让每个小组派出一名代表汇报小组的讨论结果，鼓励学生尽量使用英文总结。
 - 3) 全班投票选出方案最好的一组。

做活动 SB P23:

4. Explore! What do you know about the food from France, Italy, Japan or Brazil? Explore the internet on the food from one country and present it in class.

- **目的：**培养学生的小组合作能力和探究能力。
- **步骤：**
 - 1) 教师将全班学生分成若干组。教师让每组学生选择一个国家，并记录下各组的选择，确保各组没有重复的研究对象。
 - 2) 教师让学生小组合作讨论探究所选国家的几种经典的食物与菜肴，课下检索、整理、总结相关图片与文字资料，最终做成一幅海报或一组幻灯片展示。
 - 3) 教师给学生充足的探究时间，结合课上讨论和课后检索资料的方式，鼓励学生借助网络、图书馆等方式探索各国的食物。
 - 4) 如果条件允许，可以让每组学生按照食谱的烹饪方式制作本组所选菜肴，课上与海报或幻灯片一起展示。所有小组用英文展示探究结果，介绍本组所选国家的经典菜肴。展示结束之后，大家一起品尝每组制作的美食。

做活动：WB P12

7. Reading

a. Read and do the quiz. Circle your answers.

- **目的：**在生活情境中提升学生阅读理解能力，引导学生对自己的生活习惯自省，形成评

价。

● **步骤:**

- 1) 教师问学生最喜欢吃什么食物, 哪些食物是健康的, 哪些食物是不健康的, 引导学生用英文作答。教师引出词汇: **fast food, snacks**。
- 2) 教师让学生快速浏览问题, 根据自己的生活习惯, 选择每个问题中符合自己的选项。
- 3) 学生两人一组, 交换测试后, 比较各自答案的异同。
- 4) 学生参照测试下方的评分标准, 根据问卷答案给同伴打分, 结合文章给出的建议用英文给对方提些关于健康饮食的建议。

b. Read again and put the food into the table.

- **目的:** 给健康食物与不健康食物分类, 巩固学生对食物词汇的理解。
- **步骤:** 让学生将问卷中提及的食物根据其是否健康进行分类并写入表格相应的位置。

听力技能教学 Listening

做活动: **SB P23 CD1 28**

5. Listen and number the pictures in the right order.

- **目的:** 听录音, 理解对话主旨大意。
- **步骤:**
 - 1) 教师问学生是否吃过意大利餐。教师引导学生观察图片, 引出词汇: **spaghetti, onion, meat, tomato, water, sauce**。
 - 2) 教师播放录音, 让学生根据听到的对话将图片排序。
 - 3) 学生两人一组, 检查答案。教师在全班核对答案。

答案: 2 4 5 1 3 7 8 6

SB P23 CD1 28

Mom: We're having spaghetti with meat sauce for dinner tonight!

Tom: I'll help!

Mom: OK. Can you get some spaghetti from the cupboard?

Tom: Here you are. Now what?

Mom: First, put some water in a pot and heat it, then put the spaghetti in. Next we need some onions.

Tom: How many?

Mom: Two. We need to cut them up.

Tom: I'll do that.

Mom: And I'll cut up some tomatoes.

Tom: What shall I do now?

Mom: Heat some oil in a pan and add the onions. Then put in the beef and mix it.

Tom: OK! Is that all?

Mom: Not yet. I need to add the tomatoes. Now the meat sauce is ready. How is the spaghetti?

Tom: I think it's ready, too.

Mom: OK. Put the spaghetti in a bowl and put the meat sauce on top.

Tom: Yum! I love spaghetti!

做活动: **WB P11 CD 06**

6. Listening

a. Listen and tick. What food does Sonia's family eat for Thanksgiving?

- **目的:** 进一步提升学生听录音理解对话主旨大意的能力。
- **步骤:**
 - 1) 教师提问: What do you know about Thanksgiving? When is Thanksgiving? How do people celebrate Thanksgiving? What do people eat on Thanksgiving Day? 鼓励学生用英文作答。
 - 2) 教师播放录音, 学生听录音, 听到 Sonia 一家感恩节吃的食物, 就在相应的框内打钩, 然后教师在全班核对答案。

答案: (请见附录活动用书答案)

b. Listen again and write *T* (true) or *F* (false).

- **目的:** 进一步提升学生听录音理解对话细节信息的能力。
- **步骤:**
 - 1) 教师带着学生浏览问题。
 - 2) 教师播放录音, 学生听录音, 完成选择。
 - 3) 学生两人一组, 检查答案。教师在全班核对答案。

答案: (请见附录活动用书答案)

口语技能教学 Speaking

做活动: **SB P24**

6. Choose one of your family's favorite recipes. Make a poster of the recipe. Present the poster and tell the class how to make the food. Collect all the recipes and make a big class recipe book.

- **目的:** 在海报制作过程中练习运用顺序词 first, next, then, last 描述自己家人喜欢菜肴的食谱。
- **步骤:**
 - 1) 教师将全班分成若干组, 给每人发一张 A4 纸与若干水彩笔。
 - 2) 教师让学生仿照学生用书第 21 页活动 3 中的烹饪步骤, 在 A4 纸上绘制各自家庭最喜爱的一道菜肴的烹饪步骤, 提示学生设计出烹饪流程图并给每个流程添加说明文字。
 - 3) 教师邀请部分学生上台展示并介绍自己的食谱。
 - 4) 展示完毕后, 教师收集学生们的食谱海报, 将所有海报装订成册, 制作成班级烹饪书。

写作技能教学 Writing

做活动: **SB P24**

7. Rachel is writing to her new pen friend about her favorite food. Read the email. What's Rachel's favorite food?

- **目的:** 阅读电子邮件, 并分析邮件的主要内容。
- **步骤:**
 - 1) 教师问学生是否吃过墨西哥菜肴: Have you ever tried any Mexican food? Do you know any Mexican dishes? 鼓励学生用英文作答。

- 2) 在学生回答问题的过程中,教师引出关于墨西哥菜肴烹饪原料的词汇: chicken, beef, flour, water, cucumber, tomato, cheese。
- 3) 教师让学生快速浏览学生用书上的邮件, 并找出 Rachel 最喜欢的事物。
- 4) 教师在全班核对答案。

答案: tacos

做活动: **SB P24**

8. Read the email again. Match the paragraphs with the contents.

- 目的: 阅读邮件, 并分析邮件的框架结构。
- 步骤:
 - 1) 教师告诉学生 Rachel 写的电子邮件一共有四段, 每段都有不同的功能。
 - 2) 学生两人一组, 分析并讨论邮件结构。匹配段落与其相应的功能。
 - 3) 教师在全班核对答案。

答案: 1. c 2. d 3. a 4. b

做活动: **SB P24**

9. Imagine you are Weiwei. Write an email to Rachel about your favorite food.

- 目的: 仿照范文的框架和内容写电子邮件, 介绍自己喜欢的食物。
- 步骤:
 - 1) 教师带着学生复习邮件中包含的要素(问候语, 主体段落, 祝福语与落款等)。
 - 2) 教师让学生假设自己是 Weiwei, 模仿范文给笔友 Rachel 回一封邮件, 介绍自己最喜欢的菜肴及其烹饪的步骤。鼓励学生使用本单元所学的量词与顺序词。
 - 3) 学生完成写作后, 两人一组互批改对方的作文。教师提供一份写作互评表(内容如下):

Peer Editing Checklist

Writer:

Editor:

I checked for ...	Done (划钩代表完成)
Punctuation (标点符号)	
Capital Letters (大写)	
Spelling (拼写)	
Grammar (语法)	
Organization (框架)	

做活动: **SB P24**

Do you believe it?

- 目的: 补充文化常识, 拓展食物主题的相关趣闻。
- 步骤:
 - 1) 教师展示蜜蜂、胡萝卜与苹果的图片, 并提问: How do bees make honey? How many colors of carrots are there in the world? How many kinds of apples are there in the world? 鼓励学生猜测。
 - 2) 教师让学生阅读 Do you believe it?部分的文字, 检验猜测是否正确。
 - 3) 教师让学生下课之后搜集更多关于食物的趣味知识, 从而了解食物的生长和制作过

程，体验其中艰辛，引导学生节约食物，避免铺张浪费。

补充文化背景知识：

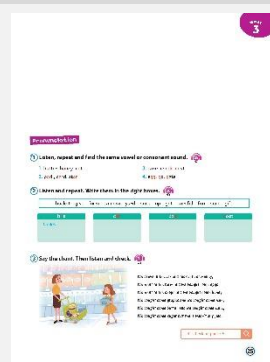
- **面条**

作为中国人喜爱的食物之一，面条已有四千多年的制作食用历史。面条是一种制作简单，食用方便，营养丰富，即可作为主食又可作为快餐的健康保健食品。面条是一种用谷物或豆类的面粉加水磨成面团，之后或者压或擀制或抻成片再切或压，或者使用搓、拉、捏等手段，制成条状（或窄或宽，或扁或圆）或小片状，最后经煮、炒、烩、炸而成的一种食品。花样繁多，品种多样。

- **意大利面**

意大利面，也被称为意粉，是西餐正餐中最接近中国人饮食习惯的面点。与中式面条不同的是，意大利面的原料是杜兰小麦，这种小麦是最硬质的小麦品种，具有高密度、高蛋白质、高筋度等特点，其制成的意大利面通体呈黄色，耐煮、口感好。意大利面根据种类形状也各不相同，还有螺丝型的、弯管型的、蝴蝶型的、空心型，贝壳型的，每种都有自己的名称，长短有差，其空心的种类被称为通心粉。

Pronunciation (1 课时)



● 教学目标:

1. 学生能够掌握目标音/a:/ /ʌ/ /k/ /g/的发音规则, 能辨别其对应的字母组合。
2. 复习和检测本单元的单词和语法。

● 目标语言:

本单元的目标音/a:/ /ʌ/ /k/ /g/, 本单元的重点词汇和语法

热身活动 Warmer

做活动: Review

- 目的: 复习第二单元学习的语音知识。
- 步骤:
 - 1) 教师让学生回忆, 上个单元都学习了哪些目标音。
 - 2) 教师为学生读单词, 让学生说出听到的单词中包含哪些上节课学过的目标音。

单词实例: head, match, time, disappear, practice, invent, dinner, website, day, toy

发音教学 pronunciation

做活动: SB P25 CD1 29

1. Listen, repeat and find the same vowel or consonant sound.

- 目的: 呈现并练习目标音, 掌握发音规则。
- 步骤:
 - 1) 教师按组播放含有目标音的词汇的录音, 让学生听录音跟读。教师提问学生每组单词所包含的相同的音是什么。教师带学生总结目标音, 讲解目标音的发音方式, 总结目标音对应的字母组合, 帮学生在字母组合与目标音之间建立联系
 - 2) 教师从四组单词中任意读出几个单词, 让学生说出单词中包含的本节课的目标音与对应的字母组合。
 - 3) 教师带学生朗读每组单词, 练习目标音的发音。练习时可以将/a:/和/ʌ/放在一起, 让学生感受这两个音长短的变化; 然后将/k/和/g/放在一起, 让学生把手放在咽喉处, 感受两个目标音发音时声带处手感有什么区别——发/k/音时声带不振动, 发/g/音时声带有振动。
 - 4) 教师让学生从本单元的课文或练习中找到所学目标音对应的单词, 每个目标音找两个单词, 然后和同伴进行分享, 读出各自所找的单词, 练习发音。

做活动: SB P25 CD1 30

2. Listen and repeat. Write them in the right boxes.

- 目的：练习辨析目标音，并根据目标音对单词进行分类。
- 步骤：
 - 1) 学生听录音，将包含目标音的单词写入相应的方框中。
 - 2) 学生两人一组检查答案，然后教师在全班核对答案。
 - 3) 教师带学生再次练习朗读这些单词。

答案：bus: bucket, duck, up, fun
car: farm, yard, dark
give, get, gift
coat: bucket, camera, duck, careful, dark

做活动：SB P25 CD1 31

3. Say the chant. Then listen and check.

- 目的：在歌谣中练习目标音，辨别区分不同的目标音。
- 步骤：
 - 1) 教学让学生尝试按照发音规则读歌谣。
 - 2) 教师播放录音，学生跟读，核对发音是否正确。
 - 3) 教师让学生在歌谣中圈出含有本单元目标音的单词，教师在全班核对答案。
 - 4) 教师带全班齐读歌谣，在读到含有目标音的单词处重读，强调目标音，邀请几名学生上台朗读。

做活动：WB P13

9. Pronunciation

- 目的：进一步训练学生听音辨析目标音的能力，并巩固练习发音规则。
 - 步骤：
 - 1) 教师播放录音，学生根据拼读规则完成 9a 活动中的绕口令，和自己的同伴比较答案，然后教师在全班检查答案。教师再次播放几遍录音，让学生跟着录音重复练习发音。
 - 2) 教师让学生完成 9b 活动，圈出与其他单词中字母组合发音不同的单词。
 - 3) 教师让学生完成 9c 活动，用所给出的单词与短语编一个新的绕口令。学生俩人一组，练习快速读出绕口令。
 - 4) 在全班选出读的最快最好的三组同学获得奖品或积分。
- 答案：（请见附录活动用书答案）

单元检测 Let's check!

做活动：SB P66

1. Circle the correct words to complete this recipe of chocolate chip cookies.

- 目的：复习本单元的重点词汇。
 - 步骤：学生按照题目要求，阅读食谱步骤，圈出正确的动词，然后教师在全班核对答案。
- 答案：1. put 2. add 3. mix 4. add 5. mix 6. cut, add

做活动：SB P66

2. Look at the picture and complete the sentences.

- 目的：复习本单元的重点语法。

- **步骤:** 学生按照题目要求, 将正确的量词填入句子中, 然后教师在全班核对答案。

答案: 1. any 2. a lot of 3. a lot of 4. any 5. a little 6. a few 7. a little

结束本课 Ending the lesson

做活动: Review

- **目的:** 复习本单元的目标词汇、句型及语音。
- **步骤:**
 - 1) 教师让学生回忆一下, 本单元的主题是什么, 通过回顾主课文内容, 将学习的重点词汇写在笔记本上。
 - 2) 教师让学生回忆本单元学习的目标句型是什么, 使用这个结构写两个句子, 和同伴互相检查。
 - 3) 教师让学生回忆本单元学习了哪些目标音, 并和自己的同伴一起想一想, 每个目标音对应哪些字母或字母组合。将这些字母或字母组合按目标音分类, 写在笔记本上, 并给每个字母组合写一个例词。

家庭作业 Homework

- 活动用书第 11 页活动 5 Fill in the gaps to complete the conversation.
- 活动用书第 13 页活动 8 Writing
- 配套同步读物: Reader for this unit
- 用手机录制做菜视频: 让学生在父母的帮助下制作这道菜, 并用手机录下全过程, 提示学生在制作的过程中, 运用本课学过的重点词汇与语法描述食物的制作过程。

阅读时间 Now, read!



The Super Baker

重点词汇

babysitter, baker, button, dial, flash, groan, grumble, ingredient, plug into, pour, rattle, recharge, recipe, shake, silver, super

故事简介

Noah 和 Eva 想着用 Super Baker 做一个蛋糕，等爸爸妈妈回家时，给他们一个惊喜。然而，因为不熟悉操作步骤以及食材用量，“惊喜”变成了“惊吓”。Super Baker 运转失灵，蛋糕混合物喷射到四处，一片狼藉。闻声赶来的 Mrs. Higgins 立刻停止了它的运转，并且安排了 Super Vacuum 来帮着 Noah 和 Eva 收拾残局。

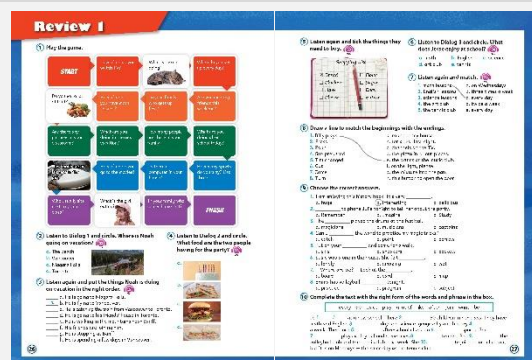
练习答案

一、f e a h c g d b

二、略。

三、略。

Review 1 (2 课时)



● 教学目标:

1. 学生能够通过趣味活动、听力及语法练习等,复习第一单元至第三单元的重点语言知识,提升获取听力文本主旨大意及细节信息的能力。
2. 学生能够培养自我检测与自主学习的能力。

● 目标语言:

第一单元至第三单元的重点词汇及语法知识。

热身活动 Warmer

做活动:

What do you remember about this unit?

- 目的: 回顾第一单元至第三单元的重点语言知识,为本节课的练习活动做准备。
- 步骤:
 - 1) 教师让学生围绕 after-school clubs, party time, pancake 制作相关词汇的思维导图,看谁回忆的单词最多。
 - 2) 学生两人一组,分享自己的思维导图。教师让几名学生在全班展示自己的思维导图。
 - 3) 教师在 ppt 上呈现学生用书第 70—71 页第一单元至第三单元的语法附录的表格,隐去其中语法重点,然后让学生回顾语法规则,将表格补充完整。

Review

做活动: SB P26

1. Play the game.

- 目的: 在趣味小组活动中,引导学生复习、运用并检测第一单元至第三单元重点语言知识。
- 步骤:
 - 1) 教师让学生四人一组,给每个学生发一张小纸条,让小组成员在纸条上写上自己的名字,代表自己。教师给每组发一枚一元硬币,让组员轮流抛硬币,如果硬币背面朝上,则将写有名字的纸条往前挪动一格;如果硬币正面朝上,则向前挪动两格。
 - 2) 纸条挪至哪一格,学生需要回答该格中的问题,回答正确的学生进入下一轮,回答错误的学生暂停一轮。
 - 3) 第一个到达 FINISH 的学生为该小组游戏的胜利者。

做活动: SB P26 CD1 32

2. Listen to Dialog 1 and circle. Where is Noah going on vacation?

- **目的:** 提升学生听录音获取对话主旨大意的能力, 在语境中复习第一单元至第三单元的重点语法结构。

- **步骤:**

- 1) 教师让学生观察图片, 并提问: **Would you like to take this train? Can you guess where it is going?** 让学生看问题的四个选项, 确保学生了解这些地方。教师可以展示这几个地点的图片或在地图上的位置, 帮助学生理解。
- 2) 教师播放录音, 让学生注意听 Noah 都去过哪些地方。
- 3) 学生两人一组检查答案。
- 4) 教师在全班核对答案。

答案: b c d

SB P26 CD1 32

Nina: What are you doing this vacation?

Noah: Well, we usually go to the beach, but this time we're visiting friends in Canada. They moved there last year.

Nina: Great! Where do they live?

Noah: Toronto.

Nina: So are you flying there?

Noah: No, first we're flying to Vancouver and spending a few days there to see the city. Then we're taking the train across the Rocky Mountains to Toronto. We're stopping in Banff on the way. Our friends are joining us there and we're all going walking in the mountains. Then we're all going to Niagara Falls and then to our friends' house in Toronto.

Nina: Oh cool! That sounds like a wonderful vacation!

做活动: SB P26 CD1 32

3. Listen again and put the things Noah is doing on vacation in the right order.

- **目的:** 提升学生听录音, 获取对话细节信息的能力。
- **步骤:**
 - 1) 教师再次播放录音, 让学生们一边听一边将 Noah 在假期间做的事情进行先后排序。
 - 2) 学生两人一组, 检查答案。
 - 3) 教师再次播放录音, 并在全班核对答案。

答案: 7 1 3 8 5 6 4 2

做活动: SB P26 CD1 33

4. Listen to Dialog 2 and circle: What food are the two people having for the party?

- **目的:** 提升学生听录音获取对话主旨大意的能力。
- **步骤:**
 - 1) 教师提问: **What food do you usually have at parties? Which do you like best?**
 - 2) 教师让学生观察食物图片, 并引出食物相关的词汇: **cake, cheese sandwiches, hamburger, chicken and ham sandwiches.** 提问学生最喜欢哪种食物。
 - 3) 教师播放录音, 让学生根据听力内容圈出对话中两人为派对所准备的食物。
 - 4) 学生两人一组, 检查答案。
 - 5) 教师在全班核查答案。

答案: a b d

SB P26 CD1 33

Anna: Let's make a shopping list for the party tomorrow! How many friends are coming?
Ben: Twenty.
Anna: We need to get a lot of food then! What food are we having?
Ben: How about chicken and ham sandwiches, and cake?
Anna: So we need a lot of bread, a chicken and some ham. Does everyone eat meat?
Ben: Oh, Sally and Peter don't eat meat.
Anna: We can make some more cheese sandwiches then. Is there any cheese in the fridge?
Ben: Yes, we've got some cheese.
Anna: What about the cake? We've got a lot of flour and sugar. Do we have any eggs and butter?
Ben: There are a few eggs in the fridge and only a little butter.
Anna: We need to buy more eggs and some butter. Let's go!

做活动: **SB P27 CD1 33**

5. Listen again and tick the things they need to buy.

- **目的:** 提升学生听录音获取对话细节信息的能力。
- **步骤:**
 - 1) 教师播放录音, 让学生根据听力内容勾选需要购买的食物。
 - 2) 学生两人一组, 检查答案。
 - 3) 教师再次播放录音, 在全班核对答案。

答案: Bread Chicken Ham Eggs Butter

做活动: **SB P27 CD1 34**

6. Listen to Dialogue 3 and circle. What does Jesse enjoy at school?

- **目的:** 提升学生听录音获取对话主旨大意的能力。
- **步骤:**
 - 1) 教师提问: What subjects do you have at school? Do you go to any after-school clubs? What do you enjoy at school?
 - 2) 教师播放录音, 让学生根据听力内容, 圈出 Jesse 喜欢的学科或俱乐部。
 - 3) 学生两人一组, 检查答案。
 - 4) 教师再次播放录音, 教师在全班核对答案。

答案: c d e

SB P27 CD1 34

Marie: What's your new timetable like?
Jesse: We have math and English every day.
Marie: How often do you have science?
Jesse: Three times a week. I love science!
Marie: How about after-school clubs? You usually go to the art club, don't you?
Jesse: Yes, I really enjoy it. It's on Wednesdays this year.
Marie: Any other clubs?

Jesse: Last year I played tennis with Sam sometimes, and I enjoyed it. So I'm joining the tennis club this year.

Marie: What day is that?

Jesse: They always practice after school on Mondays and Thursdays.

Marie: Wow! You're going to have a busy year!

做活动: **SB P27 CD1 34**

7. Listen again and match.

- **目的:** 提升学生听录音获取对话细节信息的能力。
 - **步骤:**
 - 1) 教师播放录音, 让学生根据听力内容, 将各个学科与其上课时间进行匹配。
 - 2) 学生两人一组, 检查答案。
 - 3) 教师再次播放录音, 教师在全班核对答案。
- 答案:** 1. c 2. e 3. b 4. a 5. d

Grammar

做活动: **SB P27**

8. Draw a line to match the beginnings with the endings.

- **目的:** 巩固练习动词与宾语的搭配。
 - **步骤:**
 - 1) 学生按照题目要求, 将左右两栏的内容进行匹配, 组成句子。
 - 2) 教师在全班核对答案。
- 答案:** 1. e 2. h 3. g 4. b 5. c 6. d 7. a 8. f

做活动: **SB P27**

9. Choose the correct answers.

- **目的:** 巩固复习重点词汇。
 - **步骤:**
 - 1) 学生按照题目要求, 圈出正确的选项补全句子。
 - 2) 教师在全班核对答案。选项中有意思不太确定的单词, 教师鼓励学生查字典, 自我检测, 查漏补缺。
- 答案:** 1. b 2. a 3. b 4. c 5. b 6. a 7. c 8. a

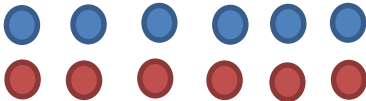
做活动: **SB P27**

10. Complete the text with the right form of the words and phrase in the box.

- **目的:** 在语境中运用重点词汇。
 - **步骤:**
 - 1) 学生按照题目要求, 用框中单词和短语的正确形式补全短文。
 - 2) 教师在全班核对答案。
- 答案:** 1. is 2. are 3. every 4. twice 5. a lot of 6. likes 7. often 8. plays
9. is joining 10. wants

结束本课

做活动: **Line Interview**

- **目的：**在趣味活动中运用第一单元至第三单元的词汇与重点句型。
- **步骤：**
 - 1) 教师将全班分成两大组，每组学生站起来，每组各组成一纵队，面对面站好。如下图所示（蓝色代表A组；红色代表B组）：

 - 2) 教师在 ppt 上给出第一到第三单元的重点句型与词汇，让 A 组学生先问 B 组学生两个问题，B 组学生回答；问答中需要用到第一到第三单元的重点句型，比如：How many oranges do you eat every day? Do you always go to school by bus?
 - 3) 回答完毕之后，教师喊“Move”，让 A 组队尾的一名同学跑到组的队首，其余同学依次往后挪动。这样 A 组每个同学将面对新的 B 组同学，开始新一轮问答（A 组问，B 组答）。以此类推，下一轮问答，仍然是让 A 组队尾的学生跑到队首，继续新一轮问答。
 - 4) A 组学生全部替换之后，A 组与 B 组交换角色，由 B 组学生轮流替换提问，A 组学生回答。

家庭作业 Homework

- 活动用书 Review 1 的活动练习
- 跟读第一单元至第三单元的配套读物的录音，复习故事。如有可能，课下和同伴互相用英文讲述故事内容。

See the World with the Magic Wand 1: Delicious festivals (2 课时)



● 教学目标:

1. 学生能够通过观察图片与阅读文本，理解主旨大意与细节信息，了解不同国家的美食文化节，以及与其相关的文化内涵。
2. 学生能够运用相关词汇与句型，参照课文的框架结构谈论自己国家的美食文化节。

● 目标语言:

第一单元至第三单元的重点词汇及语法知识。

知识激活 Activation

热身活动 Warmer

做活动: What can you see in these pictures?

- 目的: 激活学生背景知识，扫除生词障碍，引起学生的阅读兴趣。
- 步骤:
 - 1) 教师提问学生: What is your favorite festival? What food do you eat at that festival? 然后告诉学生，今天将带大家了解几个国家的美食文化节。
 - 2) 教师引导学生观察学生用书第 28 页的 4 张照片，并提问: What is happening in each picture? 让学生描述图片上的内容。
 - 3) 教师在学生描述图片的过程中，呈现可能会用到的词汇: fancy dress, race, toss the pancake, colored powder, lentil cakes。

知识学习 Knowledge

做活动: SB P29 CD1 35

1. Listen and read. Write the name of the festival and the country by the pictures.

- 目的: 训练学生通过扫读来获取文本关键信息的能力。
- 步骤:
 - 1) 教师让学生快速扫读文章，然后将节日名和国家名写在学生用书对应照片的方框中。
 - 2) 学生两人一组，检查答案。
 - 3) 教师在全班核对答案。

答案: Inti Raymi Pancake Day Shogatsu Holi

做活动: SB P29

2. Match the festivals with the food.

- 目的: 阅读故事，获取文本细节信息。

- **步骤:**

- 1) 教师让学生再次阅读文章, 将节日和食物匹配, 将食物对应的字母序号填入表格中。
- 2) 学生两人一组, 检查答案。
- 3) 教师在全班核对答案。

答案: 1. c 2. b, e, g, h 3. a, f 4. d, i

做活动: SB P29

3. Read again and answer.

- **目的:** 阅读故事, 进一步获取文本细节信息。

- **步骤:**

- 1) 教师带学生一起读问题, 找到每道题的关键词, 根据关键词在文章定位, 找到相应答案, 并将答案写在横线上。
- 2) 学生两人一组, 检查答案。
- 3) 教师在全班核对答案。

答案: 1. Holi is in spring, and the others are in winter.

2. They have to run with a pancake in a pan and toss it.

3. Because people throw colored powder at each other at Holi.

4. It means that different people can come together and be friends.

5. Noodles mean long life. Red and white are lucky colors and yellow means wealth.

知识运用 Project

做活动: SB P29

4. Find out about a festival you are interested in. Make a poster to describe that festival.

- **目的:** 鼓励学生进行知识迁移, 在生活场景中运用语言知识, 依据文本框架介绍新的节日; 培养学生团队合作的意识和能力。

- **步骤:**

- 1) 教师将学生分成若干组, 给每组发一张 A3 纸, 若干彩笔, 一支胶水/胶棒。
- 2) 教师让各小组分别选择一个他们感兴趣的节日进行调查 (如果教室配置电脑, 可以让学生上网搜索信息, 如无电脑也可以让学生课下检索)。
- 3) 教师让学生一起讨论, 参考书上的引导性问题, 汇总组员的答案。然后让学生模仿书上的海报文字模板, 将讨论汇总后的问题答案写入模板空白处, 设计到本组的海报中。
- 4) 各组制作完成后, 教师收集海报并把海报张贴在教室的墙上。
- 5) 教师给每个学生一张测验纸。测验可以设计以下问题: Which festival celebrate ...? Which festival is held in (country)? What do people eat at ...? (根据收集的海报内容, 做个性化的改编)。
- 6) 让全班学生在教室中走动并观察墙上海报, 回答测验上的问题。

拓展视频 教案 Meal Planning



● 教学目标:

1. 让学生利用视频了解有关健康饮食规划的基本信息。
2. 巩固语法点: 使用 **there be** 句型进行口语表达。
3. 锻炼学生从视频中获取信息的能力, 并将这些信息运用到自己的日常生活中。
4. 锻炼学生自主探索相关主题的能力。

● 目标语言:

diet, variety, pyramid, ounce, grain, snack, select, nutrient, gain, weight

● 视频概要:

介绍有关健康饮食规划的相关知识内容。

Before you watch 观看前

- 教师提问: What should we eat every day? What do you usually have for breakfast, lunch and dinner? Do you have any snacks during the meals? What did you eat yesterday? 教师让学生在笔记本上写出自己昨天吃的所有食物。
- 教师提问: Can you tell us which one is health and which one is unhealthy? 教师在黑板上画出 2*2 的表格, 左侧记录 healthy food, 右侧记录 unhealthy food。激活学生的背景知识, 将视频的内容与学生的生活联系起来。(可能的答案: healthy food: cabbages, parrots, tomatoes...; unhealthy food: burgers, sweets, French fries...)
- 教师让学生准备好纸和笔, 告诉学生, 现在要观看一个关于 Meal planning 的视频短片。教师展示并讲解视频中出现的生词, 在学生观看视频之前扫清生词障碍。
- 教师让学生在观看的过程中, 遇到任何感兴趣的内容可以记录下来。每人写 1-2 个兴趣点, 记录时可以使用中文。

While you watch 观看中

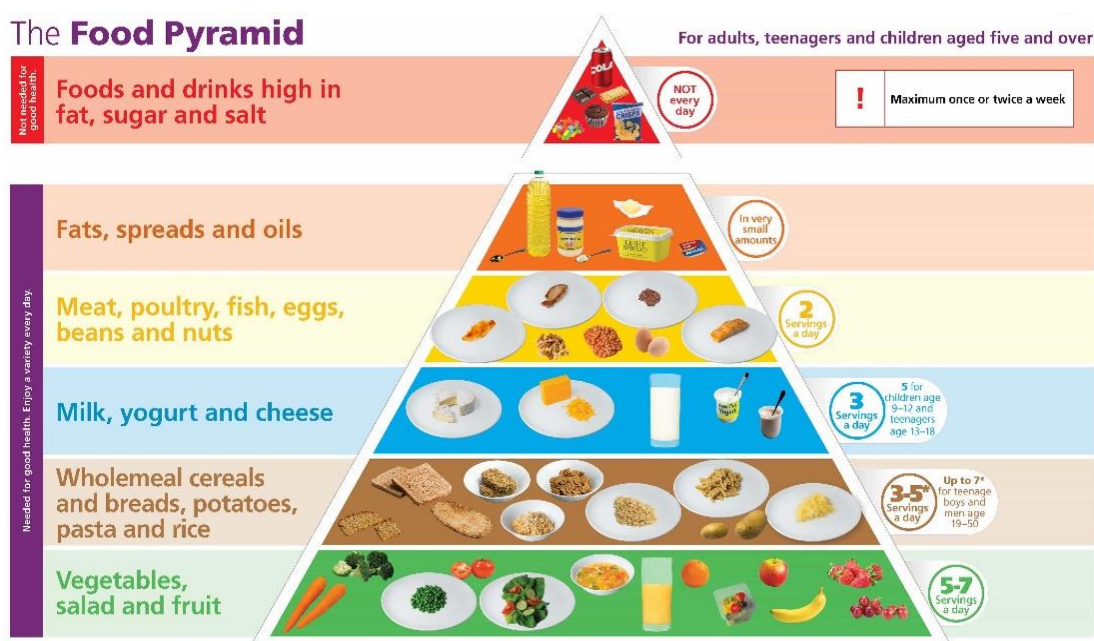
- 教师播放纪录片, 在 You predict 之后暂停, 提问学生: What would happen if you eat less food than you need? What might happen if you eat a lot more food than is suggested? 鼓励学生给出更多地答案, 教师在黑板上记录学生的答案。
- 教师继续播放视频, 直到结束, 让学生核对自己的答案与视频的答案, 看看是否一致。
- 视频播放完毕之后, 教师针对视频内容提出一些问题, 例如:
 1. What is a well-balanced diet?
 2. What are the major food groups?

3. What should an average thirteen-year-old boy who exercise regularly eat?

4. What is the key to having a well-balanced diet?

- 教师先让学生回忆视频内容，根据视频信息回答问题，可以使用中文回答。此时不要求学生回答出所有的问题。
- 教师让学生记录问题中的关键词，再次播放视频，让学生带着问题观看视频，在视频中找到相关信息，并用笔记录。
- 教师第三次播放视频，视频播放到问题的相应部分时，教师暂停视频，让学生回答问题，看看谁回答得最准确。
- 教师展示 The Food pyramid 的图片，补充不同食物的种类在 The Food Pyramid 中的位置，讲解各类食物在一日三餐中应该占据的比例。

The Food Pyramid



- 教师再次播放视频，全班一起完成以下练习。

Jack and Julia are 13 years old. Make a meal planning for them.

	Jack	Julia
Breakfast		
Lunch		
Dinner		
Snacks		

- 教师将学生分成若干组，给每组发一张 A4 纸，告诉学生，现在他们要给两个 13 岁的孩子 Jack 和 Julia 规划一天的健康食谱，根据视频与食物金字塔介绍的健康饮食规划原则分别设计两人的一日三餐与零食，写出需要采购的食材，然后画出一个菜篮子，把需要采买的食材画进菜篮子，制成一张海报。
- 小组完成海报后，教师邀请小组上台展示本组设计的一天食谱与采购的菜篮子。介绍时，要运用 there be 句型，如：There are three eggs in the basket.所有小组完成展示后，全班学生进行投票，选出食谱设计得最健康、最丰富的，展示语言表达最丰富、最准确的一组。

After you watch 观看后

- 教师让学生拿出观看视频前所写的昨天吃过的食物的清单，让学生判断一下，自己昨天吃的食物，是否符合健康饮食规划，如果不符合，该如何优化自己的食谱，想一想应该减少、增加哪些食物，然后用不同颜色的笔进行修改。教师邀请几名学生在全班分享自己优化后的食谱。
- 教师将全班分成四人小组，让学生给组内的另一位成员设计未来一周的饮食，然后在组内分享，看看能否获得组员的认可。

Extension activities 课后拓展

- 教师将学生分成若干组，给学生布置几个思考题，如：What else do you know about food? What's the most popular food in your hometown? Can you introduce them? More and more people choose takeout food in daily life. Would you choose take-away food? Why or why not? 邀请学生说出他们感兴趣的有关食物的问题，加入思考题。
- 教师让每组选择一个主题，课下借助网络检索相关资料，收集相关信息，做一组 PPT (10 张左右)，下次课在课堂上进行展示，展示时长为 5 分钟。

Unit 4 We're all different! 我们全部不一样!

Story 1 & Grammar 1 (2 课时)

[illegible]

● 教学目标:

1. 学生能够通过听读故事，理解主旨大意及细节信息，能对信息进行比较和梳理，能根据文本中提供的线索对情节进行合理预测和推理，与同伴进行分享。
2. 理解形容词比较级的用法，掌握形容词比较级变化的规则，并能在交际活动中准确运用。

● 目标语言:

1. **核心词汇:** miss, peaceful, relaxing, traffic, no one, get to know, farther, convenient, health, argue, prefer
2. **语法句型:** 形容词比较级的用法
It's **more** peaceful.
I like living in the city **much** better.
The city is **much** more convenient.
Cities are **far** more interesting.
There is **far** less traffic.

热身活动 Warmer

做活动: Free talk

- **目的：**复习城市生活和乡村生活相关的表达，激活学生的背景知识，提前教授目标词汇，为课文学习做准备。
- **步骤：**
 - 1) 教师向学生展示城市和乡村的两幅图片，并提问：Where does each of these pictures show? What can you see in the two pictures?
 - 2) 教师让学生和同伴讨论：What are the advantages and disadvantages of living in the country and in the city?
- **处理课文新词：**根据学生给出的答案，教师可以进行补充。处理部分词汇：peaceful, relaxing, traffic, health, farther, convenient 等。

故事教学 Story 1

做活动: **SB P30**

Picture walk

- **目的:** 听读前把学生的注意力集中到故事上, 对故事做预测。

- **步骤:**
 - 1) 教师引导学生观察故事图片，并提问: These children are talking about city life and country life now. Can you guess where May and Zach prefer to live?
 - 2) 鼓励学生猜测并给出更多的答案。
- **处理课文新词:** 教师解释生词 prefer 的含义: It means they love something more than others. If they prefer to live in the city, they like the city life better.

做活动: SB P30 CD2 02

1. Listen and read. Do May and Zach prefer city or country life?

- **目的:** 听 Story 1 的录音，理解故事的主旨大意。
- **步骤:**
 - 1) 教师提问: Which kind of life do May and Zach prefer? City life or country life? 让学生带着问题听录音，然后播放 Story 1 课文录音，学生听录音，验证自己的猜测。
 - 2) 教师在全班核对问题的答案。
- **处理课文新词:** 教师在检查答案的过程中，可以通过回顾故事情节，处理部分词汇，如: miss, argue 等。教师可以用英文解释: They are talking about their opinions and their reasons. They are **arguing** with each other. May **misses** the country life. It means she lived in the country before and she wants to have that kind of life again.
答案: Zach prefers the city life. May prefers the country life.

做活动: SB P30

2. What do Zach and May think about the city and the country? Read again and complete the table with the words and phrases in the box.

- **目的:** 阅读故事，理解并梳理细节信息。
- **步骤:**
 - 1) 教师讲解本活动词汇框中的短语，确保学生了解其含义。教师播放录音至“I think the country is really boring!”处，提问学生: What does Zach say about the country? 引导学生回答 boring，让学生将 boring 填写在表格的相应位置。
 - 2) 教师让学生阅读余下的对话，找到 Zach 和 May 对城市和乡村生活的不同看法，然后将词汇框中两人的观点分别填写至表格的相应位置。
 - 3) 学生两人一组，检查答案。教师在全班检查答案。

答案:

	City	Country
Zach	more interesting more things to do more convenient	boring no one to talk to
May	dirtier	more peaceful and relaxing friendlier people less traffic quieter healthier

补充阅读活动: Read aloud

- **目的:** 提升学生的朗读流利度，进一步熟悉故事。

- **步骤:**

- 1) 教师播放录音, 让学生跟读。让学生关注不同人物的语音、语调和语气。在跟读过程中教师记录学生朗读不标准的部分, 进行纠正。
- 2) 学生读完之后, 教师将全班分成四个大组, 分别扮演故事中的四个角色, 然后全班一起分角色朗读。

做活动: SB P31

3. Complete the story summary on Page 59.

- **目的:** 故事梗概梳理, 运用目标语言表达输出。

- **步骤:**

- 1) 教师带着学生一起回顾故事内容, 提问学生: Does May prefer city life or country life? Why? Do you remember her reasons? How about Zach? Which kind of life does he prefer? What are his reasons? 为活动 4 做准备。
- 2) 教师让学生完成学生用书第 59 页的故事总结, 帮助学生理清故事脉络和篇章结构。
- 3) 教师在全班核对答案。

答案: 1. country 2. prefers 3. peaceful 4. relaxing 5. traffic 6. friendlier
7. get to know 8. healthier 9. interesting 10. no one 11. convenient
12. farther

做活动: SB P31

4. Think! May thinks the country is better than cities. She gives examples for her points. Can you list her points and find the examples? Do you agree with her points?

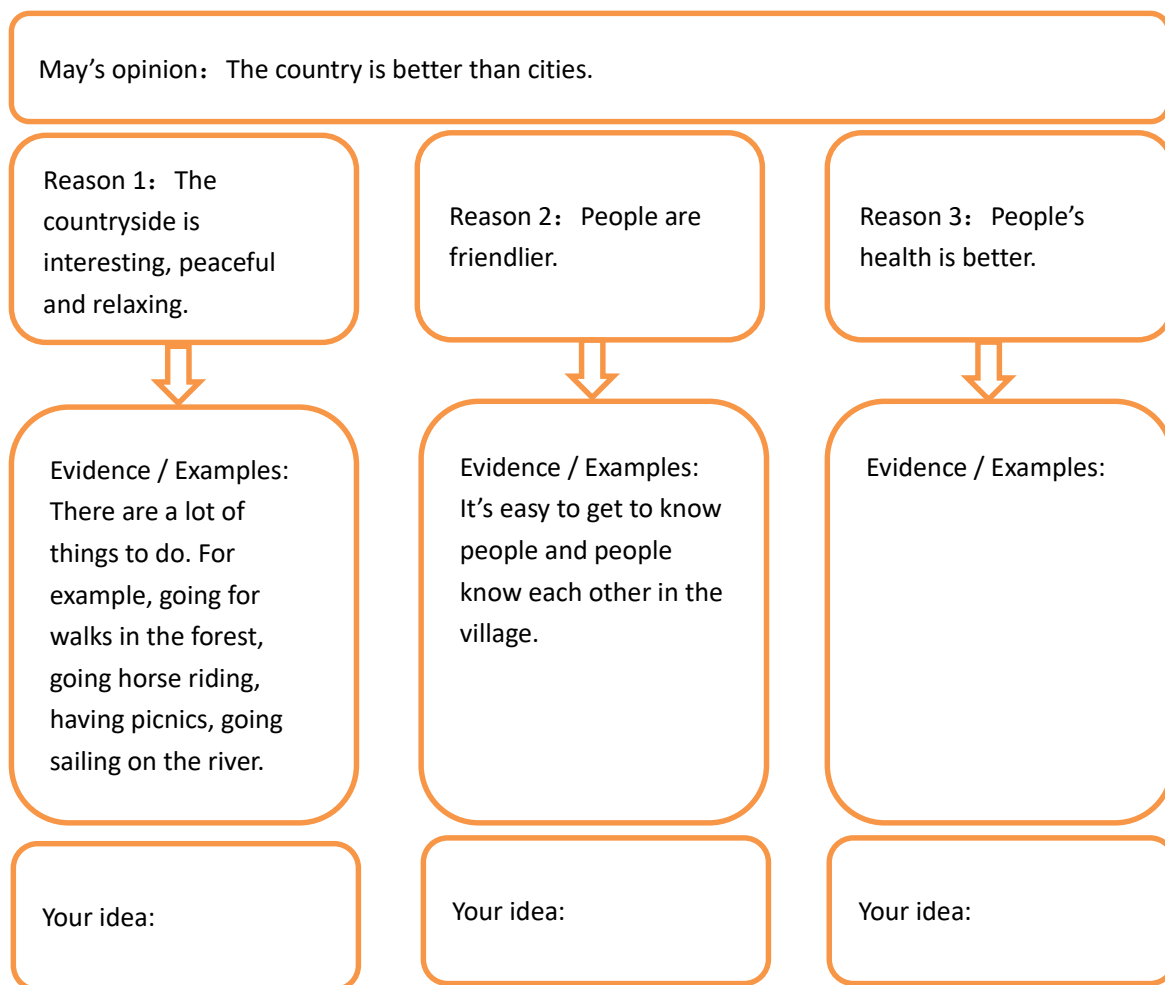
- **目的:** 引导学生使用组织图的方式梳理文本主要观点。

- **步骤:**

- 1) 教师将下方的信息组织图发给学生, 让学生梳理对话中 May 的观点及支撑观点的论据, 完成除最后一行 Your idea 之外的内容。教师可以向学生简单解释信息组织图的结构, 向学生示范如何在故事中找到 Reason 1, 然后将其填入表格。
- 2) 学生独立完成余下的表格, 两人一组检查答案, 教师在全班核对答案, 并提醒学生注意, 在表达个人观点的时候, 需要给出论据或者具体的例子进行阐释。
- 3) 教师向学生提问: Do you agree with May? What's your idea? 让学生先把自己的观点补充在表格里 Your idea 一栏, 然后和自己的同伴进行分享, 并列举证据进行阐释。

May's opinion:		
Reason 1:	Reason 2:	Reason 3:
↓	↓	↓
Evidence / Examples:	Evidence / Examples:	Evidence / Examples:
↓	↓	↓
Your idea:	Your idea:	Your idea:

答案:



做活动: **WB P18**

1. Fill in the gaps with the right form of the words in the box. Then create a song or rap.

- 目的: 在语境中练习使用本课重点词汇。
 - 步骤:
 - 1) 教师带着学生读第一段歌词, 让学生根据上下文含义用方框中的词汇补全这段歌词。
 - 2) 学生独立完成余下部分。
 - 3) 教师提问学生: Who prefer city life? Who prefer country life? 将学生按照喜欢城市生活的和喜欢乡村生活的分成两组。
 - 4) 两组同学试着给歌词配上曲调, 唱出来, 比比看哪组同学唱的更好。
 - 5) 补充活动: 学生熟悉歌词之后, 还可以小组为单位改编歌词, 然后在全班展示。
- 答案: (请见附录活动用书答案)

语法教学 Grammar 1

语法聚焦: Focus on Grammar

做活动: **SB P31 CD2 03**

1. Listen and repeat.

- 目的: 聚焦本课语法重点——形容词变比较级的规则, 以及程度副词修饰比较级的表达, 帮助学生理解该语法结构的功能和规则。

● **步骤:**

- 1) 教师带着学生一起回顾故事中的主要情节, 并提问: How are the people like in the country? 引导学生根据课文内容回答: They are friendlier. It's easier to get to know them. 教师将句子呈现在 ppt 上, 把 friendlier 的结尾字母-ier 加红。教师接着引导学生回顾课文内容: Compared with the city, the country is ... 引导学生回答: The country is more peaceful. The country is more relaxing. 教师把答句呈现在 ppt 上, 并把 more 加红。教师让学生将句子写在笔记本上, 提醒学生, 比较不同的事物的时候, 可以使用比较级, 让学生观察句子中的比较级是如何变化的。
- 2) 教师提问: How about the city life? 引导学生回答: Cities are far more interesting. The city is much more convenient. 教师圈出 far 和 much, 让学生感受这两个词带来的语气变化, 让学生将句子抄写在笔记本上。
- 3) 教师播放 Listen and repeat 部分的录音, 让学生跟读。

补充语法详解: 形容词比较级与程度副词

● **形容词变比较级的规则:**

- 1) 形容词词尾以-e 结尾的, 直接加-r, 如:
nice → nicer
white → whiter
- 2) 重读闭音节的形容词需双写词尾, 再加-er, 如:
hot → hotter
thin → thinner
- 3) 以-y 结尾的形容词需将-y 改成-i, 再加-er, 如:
easy → easier
lazy → lazier
- 4) 三个音节以上的长词需要在形容词前加 more, 如:
beautiful → more beautiful
careful → more careful

● **程度副词:**

much / far 修饰形容词的比较级, 表示程度很高。在 there be 句型中对物品的多少进行比较时, 遇到不可数名词, 需要用 less / more 来描述, 并使用 much / far 来修饰; 遇到可数名词, 需要用 fewer / more 来描述, 并使用 many / far 来修饰, 如:

There's much / far less traffic.

There are many / far fewer people.

这类修饰比较级表示程度高低的副词还有: a lot, a little, a bit, no 等。

补充语法活动: Disappearing dialog

● **目的:** 聚焦本课语法重点, 巩固运用语法知识, 复习对话文本内容。

● **步骤:**

- 1) 教师将本节课学习的故事文本呈现在 ppt 上, 将涉及目标语法点的文本部分挖空, 让学生根据记忆补全文本。
- 2) 学生补全文本之后, 教师在第一次挖空的基础上将更多的文本隐去, 让学生再一次补全文本。为增加趣味性, 也可以将学生分组, 轮流补全每一段, 看哪一组的准确率更高。

语法练习 Grammar Practice

做活动: **SB P31**

2. Fill in the gaps to complete the different ideas about the city and the country life.

- 目的: 在语境中练习使用形容词的比较级。
- 步骤: 学生独立完成练习, 和同伴互相检查答案。最后教师在全班检查答案。
答案: 1. prettier 2. more expensive 3. farther 4. more 5. more dangerous
6. noisier 7. better 8. more 9. less 10. worse

做活动: **WB P18**

2. Fill in the gaps with the comparative forms of the words in brackets. Do you agree with these opinions? Tick 'agree' or 'disagree'.

- 目的: 在语境中练习使用形容词的比较级。
- 答案: (请见附录活动用书答案)

做活动: **SB P31**

3. Work in pairs. Which do you prefer: city life or country life? Say why. Give examples.

- 目的: 在交际对话中练习使用比较级表达自己的偏好。
- 步骤:
 - 1) 教师让学生回顾学生用书第 31 页活动 4 中, 对 May 的观点进行梳理时使用的组织图, 引导学生回忆, 当他们表达观点的时候, 需要给出原因或论据, 来支持自己的观点, 让学生思考一下, 他们喜欢城市生活还是乡村生活, 原因是什么, 准备和同伴进行对话。
 - 2) 教师让学生阅读学生用书本活动话泡中的例句, 然后提问一名学生做对话示范。
 - 3) 学生两人一组, 仿照书中例句表达自己的观点, 同时需要记录同伴的观点和理由。
 - 4) 教师让几组学生在全班汇报自己同伴的观点和原因。

补充口语活动: Which one do you prefer?

- 目的: 在口语活动中进一步运用比较级表达观点。
- 步骤:
 - 1) 教师呈现两张图片, 一张是一栋乡村的房子, 房价便宜, 且面积比较大, 也很漂亮, 另一张是一间城市的公寓, 房价昂贵, 且空间面积比较小, 然后提问班级同学, 他们想住在哪里, 分别写出自己的理由。
 - 2) 学生可以从地理位置、价格、房屋情况等各方面进行比较, 教师可以给学生做示范, 如: I prefer the first house because it is much cheaper than the second one.
 - 3) 教师将学生按照选择乡村和选择城市公寓的方式分组, 两组学生进行辩论, 依次轮流给出自己的观点与原因。

结束本课 Ending the lesson

做活动: **Review**

- 目的: 通过回顾故事情节, 复习文本内容及目标句型。
- 步骤: 教师让学生合上书, 根据故事情节向学生提问, 如: Which kind of life does May prefer? What are her reasons? How about Zach? 让学生根据记忆回答, 回答时需要尽量使用课文中的目标语言

Story 2 & Grammar 2 (2 课时)

STORY 2

1 Listen and read. What are the names of Zach's cousins? Write them on the pictures.

It was Friday afternoon. The children sat together at lunchtime.

"What are you doing this weekend?" asked Billy.

"We haven't got anything to do," said Zach.

"Are you happy about that?" asked Billy.

"Yes, I'm happy," said Zach. "There aren't any plans. I have a lot of time and I can do anything I want to do."

"What are you doing?" asked Billy.

"Well, I'm going to the park on Saturday. It's very nice. I'll go with my friends."

"You like to go to the park?" asked Billy.

"Yes, I do. I like to go to the park every day. It's very nice. I'll go with my friends."

"What are you doing?" asked Billy.

"Well, I'm going to the park on Saturday. It's very nice. I'll go with my friends."

"You like to go to the park?" asked Billy.

"Yes, I do. I like to go to the park every day. It's very nice. I'll go with my friends."

2 Read again and fill in the table with the words in the box to compare the children's characters.

Character	Rebecca	Sam	Jake	Billy
nervous				
go wrong				
popular				
character				
serious				
lively				
untidy				
brave				
crazy				

3 Listen to Story 2 Part 2 and number the events.

Don't forget to look at the pictures.

1 Rebecca told and gave them food to look for her.

2 Rebecca and Zach went up to the bridge and saw Billy.

3 Billy told them about the bridge.

4 Billy told them about the bridge.

5 Billy told them about the bridge.

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100 Billy told them about the bridge.

● 教学目标:

- 学生能够通过听读故事，理解主旨大意及细节信息，梳理故事情节发展脉络，并能联系个人生活经历，和同学进行分享。
- 理解形容词同级比较和最高级比较的用法，并能在交际活动中准确运用该句型对事物的相似点和不同点进行比较。

● 目标语言:

- 核心词汇:** nervous, go wrong, popular, character, serious, lively, untidy, ninjas, brave, crazy
- 语法句型:** 使用形容词的同级比较与最高级。

Rebecca is **the same age as** me.

They have **the same color eyes**.

Both of them are kind and friendly.

Sam isn't **as tall as** Jake.

She's the **smartest** in her class.

He's the **best** in the family at sports.

She's one of the **most popular** girls at school.

热身活动 Warmer

做活动: Who am I talking about?

- 目的:** 活跃课堂气氛，复习关于人物性格特征的表达。
- 步骤:**
 - 教师使用学生学过的形容词（如: shy, kind, friendly）以及一些外部特征来描述班里的某位同学，让其他学生猜一猜自己描述的是谁。
 - 学生两人一组，各自选择班里的一位同学并用英文描述这名同学的特征，两人互相猜测所描述的是谁。

故事教学 Story 2

做活动: SB P32

Picture walk

- 目的:** 听读前把学生的注意力集中到故事上，对故事做预测。
- 步骤:**
 - 教师回顾上个活动，告诉学生，我们可以使用形容词来描述他人的外貌或性格。教师处理新词 character。教师提问学生他们还知道哪些可以描述性格特征的词汇，讲解生词 nervous, lively, serious, untidy, brave, crazy。

- 2) 教师带着学生观察故事图片，告诉学生图片中的人物都是 Zach 的表亲，让学生根据图片猜一猜这些人物的性格是什么样的，鼓励学生给出更多的形容词。

做活动：SB P32 CD2 04

1a. Read and answer. Zach's cousins were coming. How did Zach feel about it?

- **目的：**阅读故事，理解故事主旨大意并验证推测。
- **步骤：**
 - 1) 教师提问：Zach's cousins were coming. How did Zach feel about it? 鼓励学生给出更多的答案，然后让学生带着问题快速阅读 Story 2，验证自己的推测。
 - 2) 教师在全班核对答案。
- **处理课文新词：**在检查答案的过程中，教师引导学生根据上下文猜测词义：go wrong。
答案：Zach was happy, but he was a little worried because his cousins were noisy and things always went wrong.

做活动：SB P32 CD2 04

1b. Listen and read. What are the names of Zach's cousins? Write them down on the picture.

- **目的：**听 Story 2，获取故事细节信息。
 - **步骤：**
 - 1) 教师提问：What are the names of Zach's cousins? 然后播放录音，学生听录音，根据录音中对人物细节的描述将 Zach 表亲的名字分别填写到图片中对应人物的方框里。
 - 2) 让学生快速阅读 Story 2，检查自己的答案是否正确。
 - 3) 教师在全班核对答案。
- 答案：**1. Rebecca 2. Maisie 3. Sam 4. Jake

做活动：SB P32

2. Read again and fill in the table with the words in the box to compare the children's characters.

- **目的：**阅读文本，获取文本细节信息，练习使用表示性格的形容词。
- **步骤：**
 - 1) 教师让学生回顾，Zach 的表亲们都有什么性格特点，然后带学生看词汇框中的词汇，确保学生理解词汇的含义。
 - 2) 教师以 popular 为例提问：Which cousin of Zach is popular? 让学生回忆故事，Rebecca is popular，然后将 popular 填入 Rebecca 一栏。
 - 3) 学生独立完成余下练习，可以先根据记忆填写，记不清楚的再回到原文找答案。
 - 4) 学生两人一组检查答案，然后全班一起检查答案。

答案：

Rebecca	Maisie	Jake	Sam
popular smart funny	naughty	kind friendly taller more serious shyer tidier	kind friendly livelier

做活动: **SB P33 CD2 05**

3. Listen to Story 2 Part 2 and number the events.

- **目的:** 听后续故事, 梳理故事情节的发展脉络。
- **步骤:**
 - 1) 教师让学生猜测, Zach 的 cousin 到来之后, 是否一切顺利, 然后让学生观察图片中的人物都在做什么。
 - 2) 教师让学生阅读题目中的句子, 确保学生理解每句话的含义。
 - 3) 教师播放录音, 学生根据录音内容给句子排序。
 - 4) 全班一起检查答案。
- **处理课文新词:** 在阅读题目的过程中, 教师讲解词汇: hid, ninjas, ran after, hurt。
答案: 5 6 1 2 4 3

做活动: **SB P33**

4. Think! Do you know anyone like Rebecca, Sam, Jake or Maisie?

- **目的:** 将故事内容与学生个人生活建立联系, 学生能够使用目标语言描述身边的人物。
- **步骤:**
 - 1) 教师带学生回顾故事中四个人物的性格特点, 将描写性格的词汇列在 ppt 上, 供学生参考。
 - 2) 教师让学生想一想, 在他们的生活中, 是否有人和 Rebecca, Sam, Jake, Maisie 几个人性格相似, 让学生和自己的同伴进行分享。教师可以先为学生做示范: My friend Li is like Rebecca. She's smart and funny.

做活动: **WB P19**

3. Put the words into the table.

- **目的:** 提升学生辨别形容词褒贬含义的能力。
答案: (请见附录活动用书答案)

语法教学 Grammar 2

语法聚焦: Focus on Grammar

做活动: **SB P33 CD2 06**

1. Listen and repeat.

- **目的:** 聚焦本课语法重点——形容词同级比较与最高级, 比较事物的相同点与不同点。帮助学生理解语法规则和用法。
- **步骤:**
 - 1) 教师带学生回顾故事中的四个人物, 并提问: Zach has four cousins in total. What similarities and differences do they have?
 - 2) 教师带着学生一起读第一个句子, Rebecca is the same age as me. 然后提问学生: Rebecca and Zach have the same age. If Zach is 10, how old is Rebecca? 接着播放下面三个句子的录音, 让学生跟读。每读完一句, 教师提问: Are they the same? Are they different?
 - 3) 教师接着放后三个句子的录音, 让学生跟读。每读一句, 教师向学生提问, 如: Who is the smartest in Rebecca's class? Is anyone smarter than Rebecca in her class? No one is smarter than her. She's the smartest in her class. 确认学生理解句子的含义。
 - 4) 全部读完以后, 教师让学生自己总结规律, 当表达“两者一样或类似的”时候, 可

以使用“as ... as”，“the same ... as”，“both”的结构；当表达“最……”的时候，可以使用“the + 最高级”的结构。教师带学生阅读学生用书第 71 页语法附录中本课的表格，和自己总结的规律作对比。

语法练习 Grammar Practice

做活动：SB P33

2. Think of friends who you can describe with these sentences. Write their names on the lines.

Then tell a partner.

- **目的：**在真实语境中练习运用形容词的同级比较与最高级。
- **步骤：**
 - 1) 学生阅读句子，将符合条件的同学的名字写在横线上，然后和同伴进行分享。
 - 2) 教师在全班随机向同学提问，如：Who is the same age as you?

答案：略。

做活动：SB P33

3. Write five sentences to describe people in your family. Some sentences are true and some are false. Then work in pairs. Listen and guess the true sentences.

- **目的：**在交际活动中练习使用本节课目标词汇与语法。
- **步骤：**
 - 1) 教师先为学生做示范，运用形容词同级比较与最高级写两句话描述自己的家庭成员，一句话是真实的，一句话是编造的，让学生猜一猜哪个对，哪个错。
 - 2) 学生仿照教师的示范写 5 句话来描述自己的家庭成员，其中 3 句话是正确的，2 句话是错误的。
 - 3) 学生写好以后，与自己的同伴进行分享，让同伴猜一猜，哪些句子为真，哪些句子为假。
 - 4) 教师可以随机提问班里同学，让学生分享自己同伴的三条真实的表述。

做活动：WB P19

4. Make sentences about Ben, Cal and Alex.

- **目的：**在新语境中巩固练习使用形容词同级比较与最高级。
- **步骤：**
 - 1) 教师让学生观察图片，提问学生：Who is the tallest? Who is the best at sports? What similarities do they have?
 - 2) 教师使用第一个句子为学生做示范：Does Cal have the same color hair as Ben and Alex? Yes. So we can say Cal has the same color hair as Ben and Alex.
 - 3) 学生独立完成剩下的练习，和同伴一起检查答案。教师在全班核对答案。
 - 4) 学生仿照练习中的句子，使用形容词最高级写两句话描述自己的家庭成员。

答案：（请见附录活动用书答案）

补充口语活动：Create characters for your story

- **目的：**在口语活动中使用形容词同级、比较级及最高级描述人物。
- **步骤：**
 - 1) 教师告诉学生，在我们的课本中，有很多性格特征各异的角色，他们让课文故事更加丰富有趣。教师提问学生，如果他们要写一个故事，他们希望故事里的人物有什

么样的性格特点。

- 2) 教师让学生为自己的故事创造四个人物，使用本单元学习的词汇及语法知识，向同伴描述自己创造的人物。

结束本课 Ending the lesson

做活动：Draw a mind map

- **目的：**通过绘制思维导图，回顾本单元学习的形容词，及本节课的目标语法。
- **步骤：**
 - 1) 教师让学生回忆本单元都学习了哪些描述人物的形容词，带学生画一个思维导图。
 - 2) 思维导图画好以后，教师让学生使用其中三个形容词造句，描述班级里的一个同学，三句话需要使用形容词同级比较或最高级比较。学生将句子写在一张纸上，完成后，所有人将纸条贴在教室的墙面上，其他学生可以随意阅读，猜一猜这些句子描述的都是谁。

Skills (3 课时)

[illegible]

● 教学目标:

阅读：学生能够阅读一篇描述世界上奇特小镇的文章，理解主旨大意和细节信息，梳理文章组织结构：

听力: 能够听懂一段朋友之间比较两部电影与各自偏好的对话, 理解主旨大意和细节信息:

写作: 能够梳理范文结构, 模仿范文写一封描写人物的电子邮件;

口语: 能够和同伴讨论并比较几部电影的异同点。

● 目标语言：

认知词汇: southeast, golf course, gym, concert, normal, underground, church, decide, organized, fight

热身活动 Warmer

做活动: Free talk

- **目的:** 讨论世界上一些奇特的地方, 引起学生阅读兴趣。
- **步骤:**
 - 1) 教师提问: **Do you know any strange places around the world? How is it strange?** 让学生和同伴讨论。教师让几名学生在全班简单分享。
 - 2) 教师告诉学生, 他们今天将一起阅读三个世界上很奇特的小镇, 每个地方都有与众不同之处。

阅读技能教学 Reading

做活动: **SB P34**

Picture walk

- **目的:** 预测故事情节, 扫除学生的生词障碍, 为阅读活动做准备。
- **步骤:**
 - 1) 教师引导学生观察图片, 并提问: What can you see in these pictures? Can you guess why they are strange?
 - 2) 鼓励学生猜测并给出答案。
- **处理课文新词:** 在引导学生回答的过程, 教授课文新词: golf course, underground, organized, fight。

做活动: SB P34 CD2 07

1. Listen and read. Label the pictures with the names of the town.

- **目的：**快速阅读文本，理解文章主旨大意。
- **步骤：**
 - 1) 教师让学生快速跳读文本，根据小镇的特点，将小镇的名称写在相应图片下的方框中。
 - 2) 教师播放录音，播放至小镇名称与关键信息时暂停，全班一起检查答案。
- **处理课文新词：**在检查答案的过程中，教师回顾文本内容并教授新词：southeast, gym, concert, normal, church, decide, 例如：Where is the Villages? 教师展示地图：It's in the southeast of the USA.
答案：Coober Pedy The Villages

做活动：SB P35

2. Read again and match the sentences with the names of the towns.

- **目的：**阅读文本，获取文本细节信息，并对信息进行梳理。
 - **步骤：**
 - 1) 教师带领学生通读本活动中的句子，确保学生理解句子的含义。
 - 2) 让学生阅读文本，将句子和相应的小镇做匹配。
 - 3) 完成练习后，学生两人一组检查答案，教师在全班核对答案。
- 答案：**1. c 2. a 3. b 4. c 5. b 6. a 7. a 8. b

做活动：SB P35

3. Number the bubbles in the order they come in the descriptions of each town.

- **目的：**梳理文本信息的组织方式，引导学生关注说明类文章的结构框架。
 - **步骤：**
 - 1) 教师让学生观察 Reading 部分的三段文本，思考每段文本都介绍了小镇的哪些信息，列举出信息要点，然后看看这些要点是以什么样的顺序组织起来的。
 - 2) 教师让学生观察学生用书中的本活动的气泡图，和自己总结的要点进行比较，让学生将气泡图中的五个要点按照文中介绍的顺序排列。教师在全班核对答案。
 - 3) 教师带着学生按要点的顺序回顾第一篇文本中的关键信息，然后让学生和自己的同伴用同样的方式按要点介绍另外两个小镇。
 - 4) 教师进行总结，告诉学生在写说明类文章的时候，要注意逻辑顺序，这样能够更清晰地组织信息，帮助读者理解。
- 答案：**1. Where it is
2. Why it is special
3. How / why / when it was built
4. What you can see / do there
5. What people think about the town

做活动：SB P35

4. Create! Work in groups. Talk about the three towns. Where would you like to live? Why or why not?

- **目的：**鼓励学生对事物发表看法，结合自身经历进行知识的迁移和创新；通过项目任务培养学生团队合作的意识和能力。
- **步骤：**
 - 1) 教师让学生四人一组进行讨论，Reading 部分的三个小镇，他们想住在哪里，不想

居住在哪里，原因是什么。教师可以先做出示范：I would like to live in ... because ...
I wouldn't like to live in ... because ...

- 2) 教师让学生分享自己的观点，教师在全班随机提问学生，鼓励他们在分享的同时对前面同学的观点作出回应。
- 3) 教师让学生思考，他们梦想中的小镇是什么样的，并用思维导图组织自己的想法。
- 4) 学生继续四人一组，和同伴分享自己的观点，然后四个人一起创造一个符合组内所有人要求的梦想中的小镇，并把小镇画在海报上。
- 5) 教师让学生按组上台进行展示，介绍本组的小镇是什么样的，以及这样设计的原因。如：X would like to live in a town by the sea, so our town is by the sea.介绍完以后，其他学生可以投票，选择他们是否想要住在这里。

补充文化背景知识：世界上奇特的小镇

● 美国 The Villages

美国佛罗里达小镇 The Villages 常住人口超过 12 万，每个月新增住房 300 栋，成为近年美国人口增长最快的城市之一。The Villages 的居民都是退休老人，这个退休小镇只接受 55 岁以上的老年人购置房产。密歇根商人 Harold Schwartz 开发了这座小镇，他买下了 The Villages 大片的土地，并促使了小镇的繁荣发展。这座小镇拥有健全的基础设施，大到报社、广播站、电视台、银行，小及杂货店、啤酒馆一应俱全。这里所有的房子都盖得一模一样，连草地都被修整地如同从一个模子里刻出来的一样。

● 澳大利亚 Coober Pedy

Coober Pedy 是澳大利亚一个小镇，始建于 1915 年，位于维多利亚瀚海腹地，是澳大利亚最干旱的地方之一，这里原本是片不毛之地。1915 年，有人偶然在这里发现了蛋白石矿，因而世界各地的人都来到这里采矿。这些采矿人在此安家落户，因当地夏天地表温度总在 50 摄氏度以上，冬天又冰天雪地。于是有人想出将报废的矿洞改造成居室的想法。这么一来，独一无二的地下城就诞生了。

● 巴西 Noiva do Cordeiro

小镇 Noiva do Cordeiro 位于巴西南部，以居民几乎全部为女性而著称。这里没有暴力，没有教堂，也没有等级制度和特权，所有的冲突都不由法庭审判，而通过讨论解决，一切的权力都掌握在女性的手中。

做活动：WB P20

7. Reading

a. Read about three children talking about their favorite books. Then write the book name in the blanks.

- 目的：训练学生通过扫读快速获取信息与理解文章大意的能力。
- 步骤：
 - 1) 教师提问学生最喜欢哪本故事书，原因是什么。
 - 2) 教师告诉学生，他们将读到三段文字，分别是关于三本书的介绍，让学生快速扫读文章，将书的主题和三段文字做匹配。
 - 3) 学生完成之后，教师带着学生检查答案。

答案：（请见附录活动用书答案）

b. Read again and write T (true) or F (false).

- **目的：**进一步提升学生阅读文本获取细节信息的能力。
- **步骤：**学生再次阅读文本，判断给出的句子是否与文中的信息一致，在正确句子后的方框中写 T，在错误句子后的方框中写 F。全班一起检查答案，教师带学生改正句子中错误的信息。

答案：（请见附录活动用书答案）

听力技能教学 Listening

做活动：SB P35 CD2 08

5. Listen to Ellen and Tom talking about movies. Which movie does Ellen prefer, *Robots 1* or *Robots 2*?

- **目的：**听录音，理解对话主旨大意。
- **步骤：**
 - 1) 教师让学生观察图片中的海报上画了什么，询问学生是否看过关于机器人的电影。
 - 2) 教师为学生介绍对话发生的听力背景：Ellen and Tom are talking about movies about robots. 然后提问学生：Which movie does Ellen prefer: *Robots 1* or *Robots 2*?
 - 3) 教师播放录音，学生找到答案。然后全班一起检查答案。

答案：*Robots 1*

SB P35 CD2 08

Tom: What did you do last weekend, Ellen?

Ellen: We went to see the new movie, *Robots 2*.

Tom: Oh, I saw that last week! What did you think?

Ellen: I thought it wasn't as good as *Robots 1*.

Tom: Oh, I liked it better!

Ellen: Really? Why?

Tom: It was more exciting!

Ellen: Yes, but it wasn't as funny. I was a bit frightened.

Tom: What about the new characters? I thought Sam was the best new character in *Robots 2*! He was really funny.

Ellen: He wasn't as funny as Ben in *Robots 1*. Ben was the funniest character, and the other characters in *Robots 1* were good too.

Tom: Yes, you're right. The characters were better in *Robots 1*, but I thought the story in *Robots 2* was more interesting.

Ellen: The story is more important for you – but the characters are more important for me!

做活动：SB P35 CD2 08

6. Listen again and write T (True) or F (False).

- **目的：**听录音，理解细节信息。
- **步骤：**
 - 1) 教师让学生阅读题目，确保学生理解每个句子。播放录音，让学生根据对话内容判断句子正误。
 - 2) 学生两人一组检查答案，教师在全班核对答案。

答案：1. F 2. T 3. T 4. F 5. T 6. F 7. F

做活动: **WB P19 CD 12**

6. Listening.

a. Listen and answer. Who liked the game? Put a tick by their names.

- **目的:** 进一步提升学生听录音理解对话主旨大意的能力。
- **步骤:**
 - 1) 教师告诉学生, 他们会听到一段采访, 在采访中孩子们谈论了他们对于一部新电脑游戏的看法, 让学生回答: Who liked the game?
 - 2) 学生听录音, 找到答案。教师在全班检查答案。

答案: (请见附录活动用书答案)

b. Listen again and match the children and their opinions.

- **目的:** 进一步提升学生听录音理解对话细节信息的能力。
- **步骤:**
 - 1) 教师再次播放录音, 让学生选择采访中每个人对于电脑游戏的态度。
 - 2) 教师在全班检查答案。

答案: (请见附录活动用书答案)

口语技能教学 Speaking

做活动: **SB P36**

7. Compare two movies in groups and note down different opinions. Then present the result in class.

- **目的:** 在交际对话中练习本单元的目标句型, 比较事物之间的不同点。
- **步骤:**
 - 1) 教师提问学生, 他们最喜欢哪一部电影, 教师根据学生的回答, 在黑板上写出几部大部分同学都看过的电影。
 - 2) 学生四人一组, 从黑板上列出的电影中选择两部每个人都看过的 (如果没有, 也可以自己再补充)。
 - 3) 学生先自己对两部电影进行比较, 回答书中给出的 5 个问题, 并把自己对电影的看法记录下来。然后向其他小组成员提问, 并把每个人的答案记录下来。
 - 4) 小组内所有人表达完自己的看法之后, 组员一起总结每个人的观点。每个小组选出一名代表, 向全班同学分享组内同学对两部电影的看法。比如: In my group, we all thought Madagascar was funnier than Madagascar 2.

做活动: **SB P36**

Do you believe it?

- **目的:** 补充他人探索旅行的有趣事迹, 引起学生阅读兴趣。
- **步骤:**
 - 1) 教师提问: Do you like traveling? Where did you travel? Have you been abroad? How many different countries have you been to? 学生两人一组讨论。教师让几个学生在全班分享。
 - 2) 教师呈现文本中的关键信息, 如: 70 countries, 56 years old, walked, 让学生猜一猜这个人做了什么事情。
 - 3) 学生阅读文本, 检验自己的猜测。
 - 4) 教师询问学生, 对 Harry 的事迹有什么感想, 让学生分享, 他们是否知道其他探

险者的故事。

写作技能教学 Writing

做活动: **SB P36**

8. Grace is writing to her pen friend. Read the email and complete the table with words in the box.

- 目的: 阅读电子邮件, 梳理其中的关键信息。
- 步骤:
 - 1) 教师让学生快速阅读学生用书中的电子邮件, 并提问: Who is the email written to? Who is it from? What is it about? 让学生快速作答。
 - 2) 教师确保学生理解表格中 appearance 和 personality 的含义, 让学生独立阅读邮件, 填写表格。
 - 3) 学生两人一组检查答案, 教师在全班核对答案。

答案:

	Grace	Ella
Age	older	younger
Appearance	shorter brown hair brown eyes	taller brown hair brown eyes
Personality	shyer quieter	livelier funnier

做活动: **SB P37**

9. You are Amy. Write a reply about your friend.

- 目的: 仿照范文的框架和内容写电子邮件, 练习对人物特征的描述和比较。
- 步骤:
 - 1) 教师告诉学生, Grace 在写给 Amy 的电子邮件中询问了 Amy 的朋友, 让学生假设自己是 Amy, 给 Grace 回一封电子邮件, 在邮件中介绍一个朋友。
 - 2) 教师带着学生回顾电子邮件的构成部分, 以及描述朋友的三个要点: 年龄、长相、性格。
 - 3) 学生仿照范文完成写作练习, 然后自己检查一下格式是否正确, 三个要点是否完整。
 - 4) 学生完成写作后, 两人一组互评批改对方的作文。教师提供一份写作互评表 (内容如下):

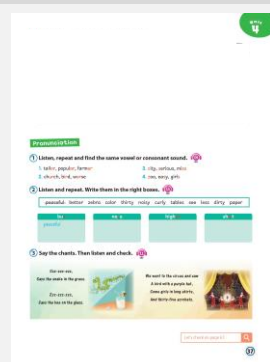
Peer Editing Checklist

Writer:

Editor:

I checked for ...	Done (划钩代表完成)
Punctuation (标点符号)	
Capital Letters (大写)	
Spelling (拼写)	
Grammar (语法)	
Organization (框架)	

Pronunciation & Let's check (1 课时)



● 教学目标:

1. 学生能够掌握目标音/əʊ//ɜ:/s//z/的发音规则，能辨别其对应的字母组合。
2. 复习和检测本单元的重点词汇和语法。

● 目标语言:

本单元的目标音/əʊ//ɜ:/s//z/，本单元的重点词汇和语法

热身活动 Warmer

做活动: Quick eyes

- 目的: 复习前面几个单元学习的语音知识。
- 步骤: 教师在 ppt 上快速滑过下面这些单词的动画，让学生快速拼读。

单词实例: bucket, give, farm, camera, duck, sneaker, sit, backpack, paint, test, match, take, disappear

发音教学 pronunciation

做活动: SB P37 CD2 09

1. Listen, repeat and find the same vowel or consonant sound.

- 目的: 呈现并练习目标音，掌握发音规则。
- 步骤:
 - 1) 教师按组播放含有目标音的词汇的录音，让学生听录音跟读。教师提问学生每组单词所包含的相同的音是什么。教师带学生总结目标音，讲解目标音的发音方式，总结目标音对应的字母组合，帮学生在字母组合与目标音之间建立联系。
 - 2) 教师从四组单词中任意读出几个单词，让学生说出单词中包含的本节课的目标音与对应的字母组合。
 - 3) 教师带学生朗读每组单词，练习目标音的发音。练习时可以将/əʊ/和/ɜ:/放在一起，让学生感受从/əʊ/到/ɜ:/口型和发音时长的变化；然后将/s/和/z/放在一起，让学生把手放在咽喉处，感受两个目标音发音时声带处手感有什么区别——发/s/音时声带不振动，发/z/音时声带有振动。教师可以带学生回顾前面两个单元中的/t/和/d/，/k/和/g/两组音，同样具有类似的区别。
 - 4) 教师让学生从本单元的课文或练习中找到所学目标音对应的单词，每个目标音找两个单词，然后和同伴进行分享，读出各自所找的单词，练习发音。

做活动: SB P37 CD2 10

2. Listen and repeat. Write them in the right boxes.

- 目的：练习辨析目标音，并根据目标音对单词进行分类。
- 步骤：
 - 1) 学生听录音，将包含目标音的单词写入相应的方框中。
 - 2) 学生两人一组检查答案，然后教师在全班核对答案。
 - 3) 教师带学生再次练习朗读这些单词。

答案：bus: peaceful, see, less
nose: zebra, noisy, tables
higher: better, color, paper
shirt: thirty, curly, dirty

做活动：SB P37 CD2 11

3. Say the chants. Then listen and check.

- 目的：在歌谣中练习目标音，辨别区分不同的目标音。
- 步骤：
 - 1) 教学让学生尝试按照发音规则读歌谣。
 - 2) 教师播放录音，学生跟读，核对发音是否正确。
 - 3) 教师让学生在歌谣中圈出含有本单元目标音的单词，教师在全班核对答案。
 - 4) 教师带全班齐读歌谣，在读到含有目标音的单词处重读，强调目标音，邀请几名学生上台朗读。

做活动：WB P21

9. Pronunciation

- 目的：进一步训练学生听音辨析目标音的能力，并巩固练习发音规则。
- 步骤：
 - 1) 教师播放录音，学生听录音，根据拼读发音规则完成 9a 活动中的绕口令，和自己的同伴比较答案，然后教师在全班检查答案。教师再次播放录音，学生听录音练习跟读。
 - 2) 学生完成 9b 活动，沿着包含相同元音或者辅音的单词找到迷宫的出口。
 - 3) 学生两人一组，尝试使用 9a 活动绕口令中的单词制作一个新的迷宫，让自己的同伴找到出口。

答案：（请见附录活动用书答案）

单元检测 Let's check!

做活动：SB P67

1. Fill in the gaps with the right form of the words and phrase in the box.

- 目的：复习本单元的重点词汇。
- 步骤：学生按照题目要求，将方框中词汇的正确形式填入句子，教师在全班检查答案。

答案：1. peaceful, relaxing 2. miss 3. got to know 4. popular 5. argued
6. prefer 7. serious 8. convenient 9. traffic 10. characters

做活动：SB P67

2. Complete the text on Jane's and Dan's vacation choices.

- 目的：复习本单元的重点语法与句型。

- **步骤:**

- 1) 教师引导学生阅读两张海报, 找到两个度假地点的特点, 询问他们想去哪里度假。
- 2) 学生阅读文本, 用括号中形容词的正确形式将文章补充完整。
- 3) 学生两人一组检查答案, 然后全班一起检查答案。
- 4) 教师可以提问一些附加问题, 检查学生对文本的理解程度, 如: Where does Jane want to go? Why? How about Dan?

答案: 1. most beautiful 2. more relaxing 3. more peaceful 4. healthier 5. best
6. oldest 7. more 8. more interesting 9. better 10. more exciting

结束本课 Ending the lesson

做活动: Review

- **目的:** 复习本单元的目标词汇、句型及语音。

- **步骤:**

- 1) 教师让学生回忆, 本单元讨论的城市生活和乡村生活各自有什么特点, 使用思维导图或者列表的方式将两者的特点写下来, 让学生说出两者特点, 复习形容词比较级的相关表达。
- 2) 教师让学生回忆对两个事物的相同点或不同点进行比较时, 有哪些表达, 然后使用形容词同级比较与最高级比较的结构写四个句子, 比较自己和自己的朋友, 写完以后和同伴互相检查。
- 3) 教师让学生回忆本单元学习了哪些目标音, 并和自己的同伴一起想一想, 每个目标音对应哪些字母或字母组合。将这些字母或字母组合按目标音分类, 写在笔记本上, 并给每个字母组合写一个例词。

家庭作业 Homework

- 活动用书第 19 页活动 5 Fill in the gaps with the right words or the right form of the words in the box.
- 活动用书第 21 页活动 8 Writing
- 配套同步读物: Reader for this unit

阅读时间 Now, read!



Throw, Chase, Grab!

重点词汇

apricot, Brazil, catcher, Ethiopia, fight, fresh, grab, handkerchief, India, Israel, Pakistan, popular, ripe, sender, swap over, tag, tag game, target

故事简介

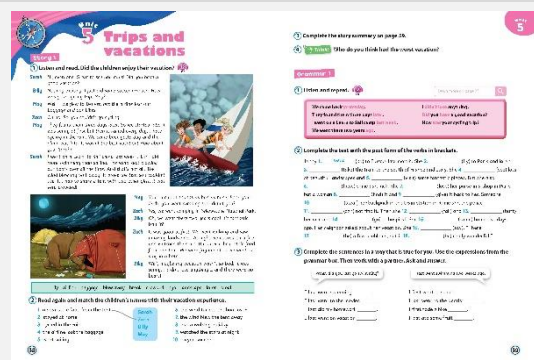
文章向我们展示了世界各地的代表性游戏。投掷类游戏有以色列的“Go Go Im”以及埃塞俄比亚的“Korbo”，追赶类游戏有在印度和巴基斯坦盛行的“Oonch Neech”，以及埃及的“the handkerchief game”，夺取类游戏则介绍了来自巴西的“fight of the roosters”。

练习答案

- 一、1. throw 2. chase 3. grab
- 二、1-d-E 2-c-D 3-a-B 4-e-A 5-b-C
- 三、略。

Unit 5 Trips and vacations 旅行与假期

Story 1 & Grammar 1 (2 课时)



● 教学目标:

1. 学生能够通过听读故事，理解主旨大意及细节信息，能根据文本中提供的线索对情节进行合理预测和推理，并与同伴进行分享。
2. 理解一般过去时的动词变化、时间状语与时间状语从句的用法，并能在交际活动中准确使用。

● 目标语言:

1. **核心词汇:** fly, airline, baggage, blow away, break, crowded, ago, landscape, later, steal
2. **语法句型:** 一般过去时的动词变化规则、时间状语与时间状语从句

We came back **yesterday**.

They found them three days **later**.

I went on a Learn to Sail camp **last week**.

We went there two years **ago**.

I **didn't lose** anything.

Did you have a good vacation?

How **was** your cycling trip?

热身活动 Warmer

做活动: Free talk

- **目的:** 导入本单元主题。
- **步骤:**
 - 1) 教师提问: What did you do in your last vacation? Did you stay at home? Did you go on a trip? 让几名学生在全班简单分享。
 - 2) 教师在黑板上记录学生们的答案。

故事教学 Story 1

做活动: SB P38

Picture walk

- **目的:** 听读前把学生的注意力集中到故事上，对故事做预测。
- **步骤:**
 - 1) 教师引导学生观察故事图片 1，并提问: What are the children doing? How is the weather?

- 2) 教师引导学生观察故事图片 2, 并提问: What can you see in the picture? What do you think the bear is doing? Why is the bear going into the tent?
- 3) 鼓励学生猜测并给出更多的答案。
- **处理课文新词:** 在学生观察故事图片中倾倒的船的时候, 引出短语 blow over, blow away。

做活动: SB P38 CD2 12

1a. Listen and read. Did May enjoy her vacation? Did Sarah enjoy her vacation?

- **目的:** 听 Story 1 前半部分, 理解主旨大意和获取细节信息。
 - **步骤:**
 - 1) 教师提问: Did May enjoy her vacation? Did Sarah enjoy her vacation? 让学生带着问题听录音, 然后播放 Story 1 前半部分的课文录音 (至 Sarah: It was very crowded!处), 学生听录音, 验证自己的猜测。
 - 2) 教师在全班核对问题的答案, 并提问原因: Why do you think so? 鼓励学生回忆更多的听力信息。
 - **处理课文新词:** 教师提问 What did May lose? 引出 May lost her baggage. 在语境中引导学生学习 baggage 和 airline。
- 答案:** No, they didn't. May lost her baggage and her bike. She didn't like cycling in the rain. Her plane was late. The wind kept blowing over Sarah's boat and blew away her tent.

1b. Listen and read. Did Zach enjoy his vacation? Why?

- **目的:** 听 Story 1 后半部分, 理解主旨大意和获取细节信息。
 - **步骤:**
 - 1) 教师提问: Did Zach enjoy his vacation? 让学生带着问题听录音, 教师播放 Story 1 后半部分的课文录音, 学生听录音, 验证自己的猜测。
 - 2) 教师在全班核对答案。
 - **处理课文新词:**
教师鼓励学生回忆故事内容, 并提问: What did Zach see? What did the bear do? 引出 Zach saw amazing landscapes. The bear stole food from their tent. 在语境中引导学生学习 landscape 和 steal。
- 答案:** No, he didn't. A bear stole food from Zach's tent.

做活动: SB P38

2. Read again and match the children's names with their vacation experience.

- **目的:** 阅读故事, 理解细节信息。
 - **步骤:**
 - 1) 教师带学生读第一题题干, 并提问: Whose vacation is this? 引出答案 Zach, 让学生们将人物的名字和假期的经历连线搭配。
 - 2) 学生再次阅读故事, 独立完成余下习题。
 - 3) 学生两人一组检查答案。教师在全班核对答案。
- 答案:** Sarah: 5, 6 Zach: 1, 7, 8, 9 Billy: 2, 10 May: 3, 4

补充听读活动: Role Play

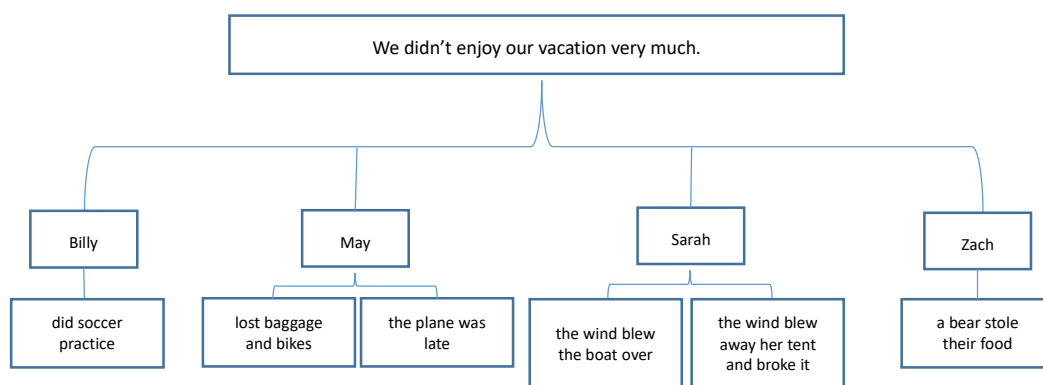
- **目的:** 帮助学生加强对故事的听读理解, 提升朗读流利度。
- **步骤:**

- 1) 学生四人一组，分配角色。
- 2) 教师播放录音，学生按角色跟读。
- 3) 学生以小组为单位练习分角色表演。鼓励学生模仿角色的语音、语调和语气。
- 4) 教师邀请几组学生在全班进行表演。

做活动: **SB P39**

3. Complete the story summary on page 59.

- 目的: 故事梗概梳理，运用目标语言表达输出。
- 步骤:
 - 1) 教师让学生完成学生用书第 59 页的故事总结，帮助学生理清故事脉络和篇章结构。教师在全班核对答案。
 - 2) 教师也可以带学生制作 **story map**，进一步帮助学生理解巩固故事的主要情节与基本结构。**story map** 的参考图如下:



答案: 1. cycling 2. baggage 3. found 4. flew 5. sailing 6. kept blowing
 7. blew away 8. broke 9. camping 10. went into 11. stole
 12. did some soccer practice 13. boring

做活动: **SB P39**

4. Think! Who do you think had the worst vacation?

- 目的: 培养学生思辨能力。
- 步骤:
 - 1) 教师把全班分成若干组，让学生小组讨论四个主人公，谁的假期最糟糕并给出原因。
 - 2) 小组所有成员都发表了看法之后，教师让各小组一半的组员和另外一个小组的组员互换座位（如 A 组一半的组员和 B 组一半的组员互换，C 组一半的组员和 D 组一半的组员互换）并交流看法和原因。教师监督各组活动进程并提供必要帮助。

做活动: **WB P22**

1. Unscramble the words. Then add them to the speech bubbles about people's vacations.

- 目的: 复习巩固 Story 1 重点词汇的拼写。

答案: （请见附录活动用书答案）

语法教学 Grammar 1

语法聚焦: Focus on Grammar

做活动: **SB P39 CD2 13**

1. Listen and repeat.

- **目的:** 聚焦本课语法重点——一般过去时, 让学生理解语法规则和用法。

- **步骤:**

- 1) 教师播放录音, 让学生跟读。

We came back **yesterday**.

They found them three days **later**.

I went on a Learn to Sail camp **last week**.

We went there two years **ago**.

I **didn't lose** anything.

Did you have a good vacation?

How **was** your cycling trip?

- 2) 教师在黑板上总结一般过去时的句型结构与时间状语, 板书可参照学生用书 75 页的语法附录。
- 3) 让学生到 **Story 1** 中寻找和关键句型结构相同的句子, 并画出来, 引导学生根据句子的时间状语将其分类, 写入以下表格的相应位置。

yesterday	last week / month / year	... ago	... later

补充语法详解: 一般过去时动词的变化规则

- 1) 直接在动词后加-ed, 如:

play → played

offer → offered

- 2) 在以字母-e 结尾的动词后, 只加-d, 如:

like → liked

- 3) 以辅音字母+ -y 结尾的动词, 变-y 为-i 加-ed, 如:

fly → flew

study → studied

- 4) 以单短元音的重读闭音节结尾且末尾只有一个辅音字母的动词后双写最后一个辅音字母, 再加-ed, 如:

plan → planned

- 5) 还有一部分动词为不规则变化, 如:

eat → ate

see → saw

go → went

补充语法活动: **Make sentences**

- **目的:** 聚焦本课语法重点, 让学生理解语法规则和用法, 同时复习对话内容。

- **步骤:**

- 1) 学生两人一组，写出四个与课文相关的句子。要求句子中要使用本次课语法学习的时间状语。
- 2) 鼓励学生使用自己的语言，而不要直接从课文中摘抄。如：Sarah went on a Learn to sail camp last week. Billy went camping in Yellowstone National Park two years ago.
- 3) 两人一组互相读出自己的句子并纠正错句。

语法练习 Grammar Practice

做活动：SB P39

2. Complete the text with the past form of the verbs in brackets.

- 目的：在语境中练习使用一般过去时及其时间状语。
- 步骤：
 - 1) 教师带领学生读第一句话，引导全班学生说出答案 went。
 - 2) 学生独立完成余下习题。两人一组，检查答案。
 - 3) 邀请一组学生读出短文。教师在全班核对答案。

答案：1. went 2. flew 3. took 4. saw 5. visited 6. had 7. lost 8. found
 9. gave 10. stole 11. could 12. fell 13. hurt 14. went 15. came
 16. said 17. were 18. was

做活动：WB P22

2. Complete the conversation with the past form of the verbs in brackets.

- 步骤：复习巩固一般过去时的用法。
- 答案：（请见附录活动用书答案）

补充口语活动：Ask and answer

- 目的：帮助学生使用本课语法进行口头输出。
- 步骤：
 - 1) 学生四人一组，参考学生用书第 39 页活动 2，假设自己是 Jenny 的朋友，聊天中想询问她的假期生活，每个人在纸条上写一个问题。比如：Where did you go last month?
 - 2) 教师将纸条收上来，把纸条背面朝上放在桌子上，打乱顺序，让学生合上学生用书。教师让学生逐个上台翻开纸条，念出问题并回答。
 - 3) 回答正确的学生为本组赢得积分，可以保存该纸条；如果回答错误，就将纸条再次背面朝下混入其他纸条，下一名学生继续翻开一张纸条并回答，直到答完所有问题。积分最高的小组获胜。

做活动：SB P39

3. Complete the sentences in a way that is true for you. Use the expressions from the grammar box. Then work with a partner. Ask and answer.

- 目的：在真实情景中使用本课语法进行口语表达。
- 步骤：
 - 1) 教师提问：When did you last go swimming? 引出含有不同时间状语的句子，并在黑板上记录学生的回答，如：I last went swimming yesterday / a week ago / last week.
 - 2) 让学生阅读学生用书上相应部分的句子并根据自己的真实情况补全句子。
 - 3) 学生两人一组，根据补全的句子，进行对话问答。

结束本课 Ending the lesson

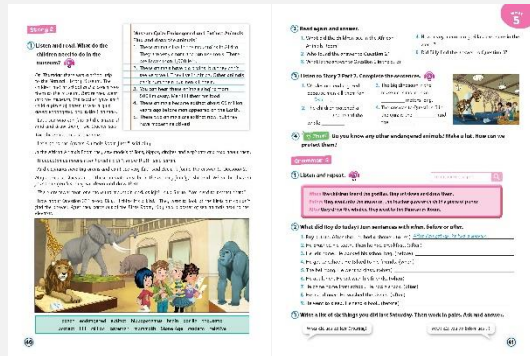
做活动: Our trips and vacations

- 目的: 复习本课语法。

- 步骤:

- 1) 学生四人一组, 教师引导学生回忆一次难忘的旅游或假期经历。教师做出示范: I went to the Yellow Mountain last year. I can never forget this trip. It was beautiful ...
- 2) 学生小组讨论自己难忘的旅游经历, 表达过程中注意使用一般过去时与相应的时间状语。
- 3) 教师在教室中巡视, 检查各组的活动进度。
- 4) 教师让几组同学在全班展示讨论结果。

Story 2 & Grammar 2 (2 课时)



● 教学目标：

1. 学生能够通过听读故事，理解主旨大意及细节信息，能根据文本中提供的线索对情节进行合理预测和推理，并与同伴进行分享。
2. 理解 when, before, after 引导的时间状语从句的用法，并能在交际活动中准确运用。

● 目标语言：

1. **核心词汇：** coach, endangered, extinct, hippopotamus, brain, gorilla, thousand, protect, kill, million, cavemen, mammoth, Stone Age, modern, relative
2. **语法句型：** 一般过去时 when, before, after 引导的时间状语从句
When the children found the gorillas, they sat down and drew them.
Before they went into the museum, the teacher gave each child a piece of paper.
After they drew the whales, they went to the Dinosaurs Room.

热身活动 Warmer

做活动：Brainstorm Activity

- **目的：** 导入故事主题，引起学生的阅读兴趣。
- **步骤：**
 - 1) 教师展示濒危保护动物与已经灭绝动物的视频或图片，引出 endangered animals 和 extinct animals。
 - 2) 教师提问学生知道哪些其他的濒危保护动物或已经灭绝的动物，鼓励学生用中文或英文作答。
- **处理课文新词：** 在展示濒危和已灭绝动物视频和图片的过程中，引导学生学习 endangered animals 和 extinct animals，注意两者区别。

故事教学 Story 2

做活动：Picture walk

- **目的：** 听读前把学生的注意力集中到故事上，对故事做预测。
- **步骤：**

教师引导学生观察故事图片，并提问：What can you see in the picture? Where did the children come to? What were they doing? 鼓励学生猜测并给出更多的答案。
- **处理课文新词：** 在观察图片和回答问题的过程中，教师教授新词：hippopotamus, gorilla, mammoth。

做活动：SB P40 CD2 14

1. Listen and read. What do the children need to do in the museum?

- **目的：**听读 Story 2，理解故事主旨大意并验证推测。
- **步骤：**
 - 1) 教师提问: What did the children need to do in the museum? 引导学生猜测。播放录音，学生听录音，写出答案。
 - 2) 教师让学生阅读 Museum Quiz，然后两人一组讨论 Quiz 前两项描述的是哪两种濒危动物，鼓励学生猜测并给出答案。
 - 3) 教师让学生阅读 Story 2 的余下部分，找出前两项所描述的濒危动物，验证自己的猜想是否正确。
 - 4) 教师在全班核对答案。
- **处理课文新词：**在引导学生阅读 Story 2 并验证推测的过程中，教师教授新词：coach, brains, kill。
答案：They need to find the answers to Museum Quiz. The answers to the first two questions are gorilla and elephant.

做活动：SB P41

2. Read again and answer.

- **目的：**阅读故事，理解细节信息。
- **步骤：**
 - 1) 教师带学生读问题一，带着学生定位文本中描述 African Animals Room 的部分，引导学生圈出答案。
 - 2) 学生按照教师示范的方式，读余下习题，找出关键词，在文中定位相关信息，找到答案。
 - 3) 学生两人一组，检查答案。教师在全班核对答案。
- **处理课文新词：**教师在检查答案的过程中，在语境中引出新词 thousand，帮助学生更好地理解词义。
答案：
 1. They saw models of lions, hippos, giraffes, elephants and gorillas.
 2. Zach.
 3. Mountain gorillas.
 4. Fewer than one thousand.
 5. No, he didn't.

做活动：SB P41 CD2 15

3. Listen to Story 2 Part 2. Complete the sentences.

- **目的：**听后续故事，获取故事情节发展的细节信息。
- **步骤：**
 - 1) 教师引导学生观察故事图片，并提问：Where do you think the children go next? 鼓励学生猜测。
 - 2) 学生两人一组阅读 Museum Quiz，讨论其中后三项指的是什么濒危或灭绝动物。
 - 3) 教师播放录音，验证学生的猜测是否正确。
 - 4) 教师带学生阅读题干，预测横线上应该填什么，再次播放录音，让学生将句子的信息补全。
 - 5) 学生两人一组，检查答案。教师在全班核对答案。

- **处理故事新词：**教师在核对答案时引出新词：million, mammoth, Stone Age, cavemen, modern, relative。

答案：1. food 2. movie, singing 3. 30 4. tiger, mammoth

做活动：SB P41

4. Think! Do you know any other endangered animals? Make a list. How can we protect them?

- **目的：**培养学生的思辨能力。
- **步骤：**
 - 1) 教师将全班分成若干组，并提问学生是否知道其他的 endangered animals，鼓励学生用英文或中文作答。教师收集学生答案并列在黑板上，如：chimpanzees, polar bear, zebras, some penguins。
 - 2) 教师在 PPT 上展示部分 endangered animals 的图片。教师问学生是否知道如何保护这类动物，让各小组讨论并列举一些方法。
 - 3) 教师收集学生的讨论结果，并介绍在世界自然基金会网站（WWF）上列举的保护动物的方法，如：protecting the animal's habitat, protecting the animals from men who try to kill them, trying to stop climate change etc. 教师可以介绍中国在大熊猫保护工作上取得的成功，告诉学生大熊猫濒临灭绝，但是因为近年来开展的科学保护工作，大熊猫数量逐渐增长，从而呼吁学生们提高动物保护的意识。
- **处理课文新词：**protect

做活动：WB P22

3. The children made a display of their trip to the museum. Put the verbs in the right form. Then match the pictures and the descriptions.

- **目的：**巩固练习动词一般过去时的用法。
- 答案：（请见附录活动用书答案）

语法教学 Grammar 2

语法聚焦：Focus on Grammar

做活动：SB P41 CD2 16

1. Listen and repeat.

- **目的：**聚焦本课语法重点——一般过去时 when, before, after 引导的时间状语从句，帮助学生理解语法规则和用法。
- **步骤：**
 - 1) 教师带学生回顾故事情节，并提问：When did they draw the animals? 引出：They found the gorillas. Just then they sat down and drew them. 教师绘制时间轴，并在轴上用不同颜色的笔标记这两个动作的位置，讲解这两个动作的时间间隔很短或几乎在同一时间发生。从而引出：When the children found the gorillas, they sat down and drew them.
 - 2) 教师继续提问：When did the teacher give each child a piece of paper? 引出：The teacher gave each child a piece of paper. Before that, they went into the museum. 教师在黑板上绘制时间轴，用不同颜色的笔标记不同动作在时间轴上的位置，帮助学生理解动作发生的先后顺序，从而引出：Before they went into the museum, the teacher gave each child a piece of paper.
 - 3) 教师让学生回顾学生用书第 41 页的故事图片，并提问：When did they go to the

Dinosaurs Room? 引出: They drew the whales. After that, they went to the Dinosaurs Room. 教师在黑板上绘制时间轴, 并在轴上用不同颜色的笔标记出这两个动作的位置, 讲解这两个动作发生的先后顺序, 从而引出: After they drew the whales, they went to the Dinosaurs Room.

- 4) 播放录音, 让学生聚焦关键句型并跟读。
- 5) 教师让学生翻到学生用书第 72 页本单元的语法附录部分, 带领学生读一般过去时时间状语从句部分, 让学生在笔记本上画出三个时间轴, 分别标出三个例句的动作在时间轴上的先后位置。

语法练习 Grammar Practice

做活动: **SB P41**

2. What did Roy do today? Join sentences with *when*, *before* or *after*.

- 目的: 在语境中练习一般过去时 *when*, *before*, *after* 引导的时间状语从句。
- 步骤:
 - 1) 教师带学生看第一题, 使用 *after* 将两个句子连接成一句。
 - 2) 学生独立完成余下的习题。
 - 3) 学生两人一组, 检查答案。
 - 4) 教师在全班核对答案。

答案: 1. After Roy got up, he had a shower.
2. After he brushed his teeth, he had breakfast.
3. Before he left home, he packed his school bag.
4. When he got to school, he talked to his friends.
5. When the bell rang, he went to class.
6. When he ate lunch, he sat with his friends.
7. After he came home from school, he had a snack.
8. After he had dinner, he washed the dishes.
9. Before he went to sleep, he read a book.

做活动: **WB P23**

4. Join the sentences with *before*, *after* or *when*.

- 目的: 帮助学生复习一般过去时 *when*, *before*, *after* 引导的时间状语从句的用法。
- 答案: (请见附录活动用书答案)

做活动: **SB P41**

3. Write a list of six things you did last Saturday. Then work in pairs. Ask and answer.

- 目的: 在真实情景中使用本课语法进行口语表达。
- 步骤:
 - 1) 教师在黑板上写出这个活动会用到的句型, 比如: What did you do last Saturday? What did you do before you ...? What did you do after you ...?
 - 2) 教师用目标句型提问一名学生上周六做了哪些事情, 将学生的回答写在黑板上, 直到写出 6 项活动。
 - 3) 学生两人一组, 按照教师的示范进行问答, 并记录下同伴上周六所做的事。
 - 4) 教师请几组学生在全班展示对话, 然后汇报同伴上周所做的事情, 注意汇报时要用时间状语从句。

补充口语活动: Description

- **目的:** 在真实情景中使用本课语法进行口语表达。
- **步骤:**
 - 1) 教师播放提前下载的憨豆先生或者其他哑剧演员的视频(选取视频时注意人物动作需明确、多样且有先后顺序), 让学生关注人物动作的先后顺序。
 - 2) 视频播放至某些行为或者动作时, 教师暂停视频并提问: What did he do before he ...? What did he do after ...? What did he do when ...?

结束本课 My own word search!

- **目的:** 复习 Story 1 与 Story 2 中所学的词汇。
- **步骤:**
 - 1) 学生两人一组, 在 Story 1 与 Story 2 两课中选择 10 个核心单词, 进行单词搜索游戏。
 - 2) 教师让学生绘制 10*10 的单词搜索表格, 将所选择的 10 个核心单词填入任意格子, 每个格子写一个单词, 把其余的格子也填上单词, 然后将这 10 个单词的字母打乱顺序, 写在表格的下方。
 - 3) 学生两人一组交换表格。拿到表格的学生, 首先还原单词的字母顺序, 然后在表格中圈出对应的单词。

[illegible]

阅读: 学生能够阅读一篇故事,理解主旨大意和细节信息,通过上下文猜测生词词义;
听力: 能够听懂关于学生假期经历的对话,理解主旨大意和细节信息;
写作: 能够梳理明信片的范文结构,模仿范文写一封旅游明信片;
口语: 能够使用一般过去时与表示过去的时间状语,描述自己最好的和最差的一次旅行经历。

做活动: Free Talk

- **步骤:**
 - 1) 教师提问: If you can travel in time, which age would you go? What would you do? 学生和同伴讨论。教师让几名学生在全班简单分享。
 - 2) 教师告诉学生, Zach, Billy, May, Sarah 今天将进行一场时空之旅, 让学生猜测他们到了哪个时代, 做了什么。

做活动: **SB P42**

- **目的:** 预测故事情节, 为阅读活动做准备。
- **步骤:**
 - 1) 教师引导学生观察故事图片 1, 并提问: Where were the children? What were they wearing? What were the clothes made of? What was on the wall of the cave?
 - 2) 教师引导学生观察故事图片 2, 并提问: What was happening? Was the boy saved?
 - 3) 鼓励学生猜测并给出答案。
- **处理课文新词:** 通过观察图片, 引出新词: adventure, scare。

1. Listen and read. Did the children save the boy?

- **步骤:**
 - 1) 教师提问: Did the children save the boy? How did they do that?
 - 2) 教师让学生带着问题快速阅读故事, 找到问题答案。

答案: Yes, they did. Zach used his new invention to scare the tiger away.

做活动 SB P43

2. Read again and answer.

- 目的: 阅读故事, 获取文本细节信息。
- 步骤:
 - 1) 教师带领学生通读题目, 引导学生找到问题的关键词。
 - 2) 教师示范第一道题的做法, 让学生阅读文本, 根据关键词在文中定位, 联系上下文找到题目的答案。
 - 3) 学生独立完成余下的习题, 两人一组检查答案。
 - 4) 教师在全班核对答案。
 - 5) 教师提问: Did men and woman have the same jobs in the Stone Age? What were their jobs? What about in modern times? 针对故事内容拓展讨论相关社会现象。

答案: 1. They saw paintings.
2. Because they saw a big mammoth.
3. Zach's invention made a noise and scared the tiger.
4. May made a necklace and Sarah picked fruits and nuts.
5. They went hunting and fishing.
6. He thought they were uncomfortable.

做活动 SB P43

3. Complete the story map.

- 目的: 梳理故事梗概, 运用目标语言表达输出。
- 步骤: 教师带学生回忆故事情节, 帮助学生理清故事脉络和篇章结构, 完成 story map。

答案: 1. the Stone Age 2. cave, paintings 3. a mammoth 4. Zach, an invention, a tiger
5. the boy's family

做活动 SB P43

4. Discuss! Imagine you are going to the Stone Age. You can take a suitcase of useful things. What are you going to take with you? Why?

- 目的: 培养学生的思辨能力。
- 步骤:
 - 1) 教师在黑板上画一个行李箱的轮廓图, 并在图里写单词 matches。教师告诉学生: I'm going to the Stone Age. Here's my suitcase. I can take something with me. I'm going to take matches so I can make a fire easily.
 - 2) 教师提问学生如果他们去石器时代, 会带什么物品, 引导学生给出意见并解释原因。例如: I'm going to take an umbrella so I don't get wet.
 - 3) 教师将全班分成若干组。学生以小组为单位在练习本上画出行李箱的轮廓图, 讨论想带的物品, 并将物品的英文名称写入行李箱的轮廓图中。
 - 4) 讨论结束后, 让每个小组派出一位学生代表汇报组员想携带的物品以及原因, 鼓励学生尽量用英文汇报。

做活动: WB P24

7. Reading

a. Read and answer the question. How is Ben travelling?

- **目的:** 阅读文章, 理解主旨大意, 快速获取文章的细节信息。
 - **步骤:**
 - 1) 教师让学生快速扫读日记, 并提问: How many places did Ben go to?
 - 2) 教师提问: How is Ben travelling? 提醒学生答案不止一个, 让学生阅读文章寻找答案。
 - 3) 学生两人一组, 核对答案。
 - 4) 教师在全班核对答案。
- 答案:** (请见附录活动用书答案)

b. Read again and number the pictures in order.

- **目的:** 考察学生的逻辑归纳能力。
 - **步骤:** 让学生阅读文章并将图片排序。
- 答案:** (请见附录活动用书答案)

听力技能教学 Listening

做活动: SB P43 CD2 18

5. Listen to Olivia and Sam talk about their vacations. Did they enjoy them?

- **目的:** 听对话, 理解对话的主旨大意。
 - **步骤:**
 - 1) 教师告诉学生他们将听到女孩 Olivia 和男孩 Sam 谈论他们的假期经历, 让学生预测两人之间会问什么问题以及会如何回复, 比如: Did you have a good vacation? Where did you go? What did you do? It was great / amazing / fantastic etc. We went to ... We went swimming / cycling / to a museum etc.)
 - 2) 教师播放录音, 让学生判断 Olivia 和 Sam 是否享受他们的假期。
 - 3) 教师在全班核对答案。
- 答案:** Yes. They both enjoyed their vacations.

SB P43 CD2 18

Sam: Oh hi Olivia. Did you have a good vacation?

Olivia: It was great!

Sam: What did you do?

Olivia: We went to Disneyworld for a week.

Sam: Cool! Did you do anything else?

Olivia: Yes – before we went to Disneyworld we stayed with my aunt and uncle in Miami for a week and then after Disneyworld we went to the beach for a week. What about you?

Sam: Well ... the first week of the holiday we went cycling in the mountains.

Olivia: Was that hard?

Sam: It was hard going up the mountains but it was good to get to the top and see the amazing views. I had a great time!

Olivia: Did you do anything else?

Sam: We came back home two weeks ago. Last week I stayed with friends. We went skating and swimming. This week I stayed at home, and Mom took me to the museum and a theme park.

做活动: **SB P43 CD2 18**

6. What did Olivia and Sam do in the vacations? Listen again and fill in the diaries.

- **目的:** 听录音, 理解对话的关键信息。
- **步骤:**
 - 1) 教师带着学生浏览 Olivia 与 Sam 的日记, 让学生回忆两个人在假期做了什么。
 - 2) 学生听录音, 根据录音补全日记。
 - 3) 两人一组检查答案, 教师在全班核对答案。

答案: Olivia:

stayed with my aunt and uncle in Miami

went to Disneyworld

went to the beach

Sam:

went cycling in the mountains

stayed with friends and went skating and swimming

stayed at home and went to the museum and a theme park

做活动: **WB P24 CD 14**

6. Listening

a. Listen and answer. What is Maria's favorite kind of vacation?

- **目的:** 进一步提升学生听录音理解对话主旨大意的能力。
- **步骤:**
 - 1) 教师让学生观察 6b 中的图片, 提问学生是否知道图上的地点, 是否去过这些地方, 是否喜欢这些地方。
 - 2) 教师收集学生的反馈并让学生投票选出最喜欢或最想去的度假地点。
 - 3) 教师告诉学生, 他们将会听到 Maria 的假期生活, 教师提问: What is Maria's favorite kind of vacation? 鼓励学生猜测。学生带着问题听录音并验证猜测。
 - 4) 教师在全班检查答案。

答案: (请见附录活动用书答案)

b. Listen again and tick or cross (✓ = likes, x = doesn't like). Then write the place and the time under the pictures.

- **目的:** 进一步提升学生听录音理解对话细节信息的能力。
- **步骤:**
 - 1) 教师带着学生浏览题干, 让学生写出图片对应的地点名称与 Maria 去旅行的时间, 然后在 Maria 喜欢的地点的方框中打钩, 在不喜欢的地点的方框中打叉。
 - 2) 学生听录音, 完成练习。
 - 3) 学生两人一组检查答案, 然后教师在全班核对答案。

答案: (请见附录活动用书答案)

口语技能教学 Speaking

做活动: **SB P44**

7. What was your best vacation? What was the worst vacation? Work in a group. Tell your classmates:

- **目的：**描述自己的假期，练习运用一般过去时。
- **步骤：**
 - 1) 教师让学生阅读学生用书本活动的对话范例，根据书中列出的关键信息，提问教师最好和最差的一次假期经验：Where did you go? When did you go there? How did you travel? What did you do? Why was it so good / bad? 教师示范如何讲述自己的假期。
 - 2) 教师让学生两人一组，参照书中的对话与教师的示范，一人提问，一人回答自己的假期经历，讲述自己最好的及最差的假期经历，回答完毕后互换角色。
 - 3) 教师让两至三组对话完成度较高的学生在全班展示。

写作技能教学 Writing

做活动：SB P44

8. This is a vacation postcard from Sam. Read the postcard and number the activities.

- **目的：**阅读明信片，并分析明信片的主要内容。
- **步骤：**
 - 1) 教师在 ppt 上展示新西兰奥克兰的照片。教师提问：What can you see? Do you know where it is? Would you like to go there? If you went there what would you like to do?
 - 2) 教师告诉学生，人们在旅途中通常会给亲朋好友寄明信片，内容大多是关于自己的旅行经历或表达祝福祝愿。
 - 3) 教师让学生阅读学生用书本活动中的明信片，并将其下方的句子按明信片中的顺序排序。教师在全班核对答案。

答案： 5 1 7 6 3 2 4

做活动：SB P45

9. Read the postcard again. Circle the time expressions. Underline the sentences about what Sam thought.

- **目的：**阅读明信片，并分析明信片的结构。
- **步骤：**
 - 1) 教师让学生再次阅读明信片，引导学生用笔圈出文中的时间表达，并在表示 Sam 想法的句子下面画横线。
 - 2) 教师在全班核对答案。

答案：Time expressions:

on Friday, When we arrived, After that, The next day, Before we left, Now

What Sam thought:

It was very exciting.

The view was amazing!

It was fantastic!

做活动：SB P45

10. Use this outline to write a vacation postcard.

- **目的：**模仿范文明信片的内容和框架，练习给朋友写明信片介绍自己的假期经历。
- **步骤：**
 - 1) 教师带着学生总结明信片所包含的要素（问候语、做过的事、自己的感受、落款与祝福），然后让学生模仿这篇明信片给自己的朋友写一封旅游明信片，介绍自己最喜欢的一次旅行经历。

- 2) 学生完成写作后，让学生两人一组互相评改对方的作文。教师提供一份写作互评表（内容如下）：

Peer Editing Checklist

Writer:

Editor:

I checked for ...	Done （划钩代表完成）
Punctuation（标点符号）	
Capital Letters（大写）	
Spelling（拼写）	
Grammar（语法）	
Organization（框架）	

Pronunciation (1 课时)



● 教学目标:

1. 学生能够掌握目标音/ʊ/ /u:/ /f/ /v/ /w/的发音规则，能辨别其对应的字母组合。
2. 复习和检测本单元的单词和语法。

● 目标语言:

本单元的目标音/ʊ/ /u:/ /f/ /v/ /w/、本单元的重点词汇和语法

热身活动 Warmer

做活动: Review

- 目的: 复习第四单元学习的语音知识。
- 步骤:
 - 1) 教师让学生回忆，上个单元都学习了哪些目标音。
 - 2) 教师为学生读单词，让学生说出听到的单词中包含哪些上节课学过的目标音。

单词实例: better, zebra, color, thirty, noisy, curly, tables, see, less, dirty, paper

发音教学 pronunciation

做活动: SB P45 CD2 19

1. Listen, repeat and find the same vowel or consonant sound.

- 目的: 呈现并练习目标音，掌握发音规则。
- 步骤:
 - 1) 教师按组播放含有目标音的词汇的录音，让学生听录音跟读。教师提问学生每组单词所包含的相同的音是什么。教师带学生总结目标音，讲解目标音的发音方式，总结目标音对应的字母组合，帮学生在字母组合与目标音之间建立联系。
 - 2) 教师从四组单词中任意读出几个单词，让学生说出单词中包含的本节课的目标音与对应的字母组合。
 - 3) 教师带学生朗读每组单词，练习目标音的发音。练习时可以将/ʊ/和/u:/放在一起，让学生感受这两个音长短的变化；然后将/f/和/v/放在一起，让学生把手放在咽喉处，感受两个目标音发音时声带处手感有什么区别——发/f/音时声带不振动，发/v/音时声带有振动；教师示范/v/和/w/的发音，让学生观察嘴型的变化——发/v/音时上牙要咬住下嘴唇，发/w/音时则无需咬唇。
 - 4) 教师让学生从本单元的课文或练习中找到所学目标音对应的单词，每个目标音找两

个单词，然后和同伴进行分享，读出各自所找的单词，练习发音。

做活动：SB P45 CD2 20

2. Listen and repeat. Write them in the right boxes.

- 目的：练习辨析目标音，并根据目标音对单词进行分类。

- 步骤：

- 1) 学生听录音，将包含目标音的单词写入相应的方框中。
- 2) 学生两人一组检查答案，然后教师在全班核对答案。
- 3) 教师带学生再次练习朗读这些单词。

答案：put: look, would, sugar
ruler: room, fruit, do, soup
face: fridge, fruit, funny
very: violin, van, voice
window: wait, would, week, wave

做活动：SB P45 CD2 21

3. Say the chants. Then listen and check.

- 目的：在歌谣中练习目标音，辨别区分不同的目标音。

- 步骤：

- 1) 教学让学生尝试按照发音规则读歌谣。
- 2) 教师播放录音，学生跟读，核对发音是否正确。
- 3) 教师让学生在歌谣中圈出含有本单元目标音的单词，教师在全班核对答案。
- 4) 教师带全班齐读歌谣，在读到含有目标音的单词处重读，强调目标音，邀请几名同学上台朗读。

做活动：WB P25

9. Pronunciation

- 目的：进一步训练学生听音辨析目标音的能力，并巩固练习发音规则。

- 步骤：

- 1) 教师播放录音，学生听录音，根据发音规则完成 9a 活动中的绕口令，和自己的同伴比较答案，然后教师在全班检查答案。教师再次播放录音，学生听录音练习跟读。
- 2) 教师播放活动 9b，让学生将方框中的单词填写到相应的表格。

答案：（请见附录活动用书答案）

单元检测 Let's check!

做活动：SB P68

1. Fill in the gaps with the right form of the words in the box.

- 目的：复习本单元重点词汇。

- 步骤：学生按照题目要求，用方框中单词的正确形式补全句子，然后全班一起检查答案。

答案：1. broke 2. found 3. drew 4. brought 5. stole
6. flew 7. sat 8. brought, blew 9. kept

做活动：SB P68

2. Complete the text with the words in the box.

- **目的：**复习本单元重点语法。
- **步骤：**学生按照题目要求，将正确的词填入文章中，然后全班一起检查答案。
答案：1. ago 2. Last 3. After 4. When 5. after 6. Before 7. yesterday

结束本课 Ending the lesson

做活动：Review

- **目的：**复习本单元的目标词汇、句型及语音。
- **步骤：**
 - 1) 教师让学生回忆一下，本单元的主题是什么，通过回顾主课文内容，将学习的重点词汇写在笔记本上。
 - 2) 教师让学生回忆本单元学习的目标句型是什么，使用这个结构写两个句子，和同伴互相检查。
 - 3) 教师让学生回忆本单元学习了哪些目标音，并和自己的同伴一起想一想，每个目标音对应哪些字母或字母组合。将这些字母或字母组合按目标音分类，写在笔记本上，并给每个字母组合写一个例词。

家庭作业 Homework

- 活动用书第 23 页活动 5 Fill in the gaps with the right form of the words in the box. Then match the questions with the answers.
- 活动用书第 24 页活动 8 Writing
- 配套同步读物：Reader for this unit

阅读时间 Now, read!



A Mammoth Trip

重点词汇

berry, calf, cave, caveman, cozy, creep, extinct, giant, growl, imagination, mammoth, spear, squeeze, stare, Stone Age, tremble, tusk, underneath

故事简介

开学第一天，老师让同学们讲讲自己暑假的经历。Finn 和爷爷暑假回到原始社会，遇到原始人一家，和他们一起回洞穴吃果子，还跟着他们去打猎猛犸象。Finn 和爷爷不忍猛犸象被捕，想办法救下了它们，却惹怒了原始人。他给同学们讲了这一经历，但大家都不相信。Finn 回到家，爷爷提议让大家一起坐时光机器亲身经历一下。

练习答案

一、1. Because they didn't believe Finn.

2. No, they still didn't.

3. Ms. Jones thought Finn had a very good imagination.

4. He suggested that they take his friends back to the Stone Age to see by themselves.

二、1. month, France

2. cavemen, picking berries, animal skin

3. the cave, fruit

4. hunt, scared, mammoths

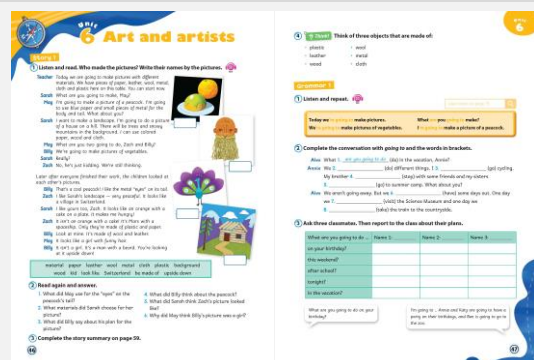
5. small mammoth, jumped up, shouted loudly

6. ran, annoyed, good

三、略。

Unit 6 Art and artists 艺术与艺术家

Story 1 & Grammar 1 (2 课时)



● 教学目标:

1. 学生能够通过听读故事，理解主旨大意及细节信息；能在教师的帮助下梳理文章脉络结构，并与同伴进行分享；能围绕文章相关主题进行拓展性的讨论。
2. 理解 be going to 表示一般将来时的用法，并能在交际活动中准确运用。

● 目标语言:

1. 核心词汇: material, paper, leather, wool, metal, cloth, plastic, background, wood, kid, look like, Switzerland, be made of, upside down
2. 语法句型: be going to 结构表示对未来进行计划、打算等。
Today we're going to make pictures.
We're going to make pictures of vegetables.
What are you going to make?
I'm going to make a picture of a peacock.

热身活动 Warmer

做活动: What materials can you find in our classroom?

- 目的: 学习与材料相关的主题词汇，为课文学习做准备。
- 步骤:
 - 1) 教师提前准备一些不同材质的物品，如皮手套、羊毛围巾、塑料袋等，告诉学生: They are made of different materials.
 - 2) 教师将 materials 写在黑板中间，画思维导图，呈现生词: leather, wool, plastic 等，然后让学生在教室里找一找这些材料。
- 处理课文新词: 教师提问学生，除了这些材料，他们还能在教室里找到什么材料，根据学生给出的答案，呈现余下的与材料相关的生词: wood, paper, metal, cloth 等。教师带读生词，并告诉学生: In this unit, we are going to talk about art and our friends are going to make pictures with all these different materials. Let's see what they are going to make.

故事教学 Story 1

做活动: SB P46

Picture walk

- 目的: 听读前把学生的注意力集中到故事上，对故事做预测。
- 步骤:

- 1) 教师引导学生观察故事图片，并提问：What can you see in these pictures? 教师引导学生用学过的词汇描述图片内容，例如：beard, house, mountain, tree 等。
- 2) 教师提问：What are they made of?
- 3) 教师引导学生使用刚刚学习的材料类词汇对图片进行猜测。

做活动：SB P46 CD2 22

1a. Listen and read. What are the children going to make?

- **目的：**听 Story 1 前半部分，理解主旨大意和获取细节信息。
 - **步骤：**
 - 1) 教师提问：What are they going to make? 让学生带着问题听录音，然后播放 Story 1 前半部分的课文录音（至 Zach: No, he's just kidding. We're still thinking. 处），学生听录音，验证自己的猜测。
 - 2) 教师在全班核对问题的答案。
- 答案：** May is going to make a picture of a peacock.
 Sarah is going to make a landscape.
 Zach and Billy are still thinking.

1b. Listen and read. Who made the pictures? Write their names by the pictures.

- **目的：**听 Story 1 后半部分，理解主旨大意和获取细节信息。
 - **步骤：**
 - 1) 教师提问：What did Zach and Billy make? 让学生带着问题听录音，教师播放 Story 1 后半部分的课文录音，学生听录音，验证自己的猜测。
 - 2) 教师在全班核对答案。
 - 3) 教师让学生根据记忆，在图片下方写上绘制图片的孩子的名字，然后快速阅读故事，核对答案。教师在全班核对答案。
 - **处理课文新词：**在核对答案的过程中，教师可以通过回顾故事情节，处理部分新词，如：upside down, look like.
- 答案：** Zach made Mars with a spaceship. Billy made a man with a beard.
 Zach Billy May Sarah

做活动：SB P46

2. Read again and answer.

- **目的：**阅读故事，理解细节信息。
 - **步骤：**
 - 1) 教师先与学生一起读问题一，带着学生定位文本中对 May 的作品进行描述的部分，引导学生圈出答案。
 - 2) 教师让学生按照示范的方式，读余下问题，在文中定位相关信息，圈出答案。
 - 3) 学生完成练习后，两人一组检查答案。教师在全班核对答案。
- 答案：** 1. May used metal for the “eyes” on the peacock’s tail.
 2. Sarah chose colored paper, wood and cloth.
 3. “We’re going to make pictures of vegetables.”
 4. Billy thought it was a cool peacock. He liked the metal “eyes” of the peacock.
 5. Sarah thought Zach’s picture looked like an orange with a cake on a plate.
 6. Because she looked at it upside down.

补充口语活动: Read aloud

- **目的:** 提升学生朗读流利度, 进一步熟悉故事。
- **步骤:**
 - 1) 教师播放录音, 让学生跟读, 让学生关注不同人物的语音、语调和语气。在跟读过程中教师记录学生朗读不标准的部分, 进行纠正。
 - 2) 学生读完之后, 教师将全班分成五个大组, 分别扮演故事中的五个角色, 然后全班一起分角色朗读。
 - 3) 朗读结束后, 教师随机点学生起来回答问题: Who are you in this story? What are you going to make? 让学生根据自己选择的角色进行回答, 引导学生使用 I'm going to ... 句型回答。

做活动: SB P46**3. Complete the story summary on page 59.**

- **目的:** 故事梗概梳理, 运用目标语言表达输出。
- **步骤:**
 - 1) 教师让学生完成学生用书第 59 页本课的故事总结, 帮助学生理清故事脉络和篇章结构。教师在全班核对答案。
 - 2) 教师也可以带学生制作 story map, 进一步帮助学生理解巩固故事的主要情节与基本结构。story map 的参考图如下:

Names	Pictures	What are the pictures made of?
May	A peacock	Blue paper and small pieces of medal
Sarah	A house on a hill	Colored paper, wood and cloth
Billy	A man with a beard	Wool and leather
Zach	Mars with a spaceship	Plastic and paper

- 4) 思辨活动: Which work is your favorite? 学生可以使用学过的单词句型回答问题, 不会表达的地方可以借助中文。

答案: 1. materials 2. peacock 3. metal 4. snowy mountains 5. (colored) paper
 6. wood 7. cloth 8. Mars with a spaceship 9. plastic
 10. an orange with a cake 11. wool 12. leather 13. upside down

做活动: **SB P47**

4. Think! Think of three objects that are made of:

- **目的:** 培养学生的发散性思维, 并进一步运用本节课的目标语言。
- **步骤:**
 - 1) 教师在黑板上画表格(分为 6 竖列), 让学生在笔记本上也画出同样的表格。每列的顶端填写学生用书中本活动所列出的一种材料。教师以 plastic 为例, 提问学生: What is made of plastic? 将学生的回答填入 plastic 列。
 - 2) 教师将全班分为六个小组, 进行头脑风暴, 让组员相互提问, 将不同材质的物品填写至表格对应的材料下。
 - 3) 小组完成表格后, 教师让六个小组各派一个代表, 分别到黑板上填写一行内容, 全部写完后, 可以询问全班是否还有补充答案。
 - 4) 针对学生填入的答案, 教师可以进一步引导学生发散思维, 比如学生将 shoes 填入 leather 一栏, 教师可以提问: Shoes are made of leather. What else can they be made of? Are there any other suggestions?

做活动: **WB P26**

1. Write a sentence for each picture.

- **目的:** 巩固复习本单元的重点词汇。
- **步骤:**
 - 1) 学生观察图片, 根据图片中物品的材质写句子: It's made of ... 教师先用第一张图片给学生做示范: It's made of metal.
 - 2) 学生完成后, 两人一组检查答案。
 - 3) 教师在全班核对答案。

答案: (请见附录活动用书答案)

语法教学 Grammar 1

语法聚焦: Focus on Grammar

做活动: **SB P47 CD2 23**

1. Listen and repeat.

- **目的:** 聚焦本课语法重点——be going to 表示对未来进行计划和打算; be going to 的肯定、否定及特殊疑问句形式。
- **步骤:**
 - 1) 教师带着学生一起回顾 Story 1 中的主要情节, 并提问: What are they going to do today? 然后将这个句子和答案都写在黑板上。教师接着提问: Are Zach and Billy going to make pictures of vegetables? 将答案写在黑板上: They are not going to make pictures of vegetables. 教师引导学生回忆, be going to 的结构可以表达对于未来的计划和安排。
 - 2) 学生从故事中找到所有带有 be going to 结构的句子, 教师引导学生关注其缩写形式: I'm going to do ... 和 They're going to do ..., 提醒学生注意, be going to 中的 to 要弱读。
 - 3) 教师引导学生复习并梳理 be going to 使用的规律, 完成下列表格, 对照学生用书第 73 页本单元语法附录检查答案, 让学生重点关注其中的缩写形式。

Positive	Negative	Questions
I _____ make ...	I'm not _____ make ...	What am I going to make?
You / We / They _____ _____ make ...	You / We / They _____ _____ make ...	What _____ you / we / they _____ make?
He / She / It _____ _____ make ...	He / She / It _____ _____ make ...	What _____ he / she / it _____ make?

4) 教师播放本活动的录音，让学生跟读。

补充语法活动: What are they going to do?

- 目的: 通过趣味活动巩固语法知识。
- 步骤:
 - 1) 教师提前准备一些有连续情节的图片，让学生根据图片进行推测，图中的人物下一步计划要做什么，使用 **be going to** 句型和自己的同伴进行猜测，教师可以给出后续图片证明学生的猜想是否正确。
 - 2) 教师可以准备一些前后活动出乎意料的图片，让学生在全班分享自己的猜测，看看谁猜得最有趣或最有道理。

语法练习 Grammar Practice

做活动: **SB P47**

2. Complete the conversation with **going to** and the words in brackets.

- 目的: 在对话语境中练习准确使用本课重点语法结构 **be going to**。
- 步骤:
 - 1) 教师告诉学生，Alex 和 Annie 正在讨论假期的计划，让学生完成对话练习。
 - 2) 学生两人一组检查答案。教师在全班核对答案。

答案: 1. are you going to do 2. are going to do 3. am going to go
 4. is going to stay 5. are going to go 6. are going to have
 7. are going to visit 8. are going to take

做活动: **WB P26**

2. Make questions and answers with **going to**. Then join the questions and answers.

- 目的: 练习使用 **be going to** 句型问答未来的计划。
- 答案: (请见附录活动用书答案)

做活动: **SB P47**

3. Ask three classmates. Then report to the class about their plans.

- 目的: 在口语活动中练习使用 **be going to** 句型问答未来的计划。
- 步骤:
 - 1) 教师带学生看对话框中的问答，确保学生知道如何运用 **be going to** 句型进行问答。教师可以先与一个学生一起示范问答。
 - 2) 教师让学生拿着自己的表格在班级里自由活动，任意找到三个同学，向他们提问表格里的问题，将答案记录下来。
 - 3) 学生回到自己的座位，向自己的同伴介绍采访到的内容。看看是否有计划一致的同学。

补充口语活动: What are you going to make?

- **目的:** 在真实语境中练习使用 **be going to** 句型, 同时复习本单元的词汇。
- **步骤:**
 - 1) 教师让学生回忆, 他们都学到了哪些不同的材料, 然后教师将各种材料的图片和词汇呈现在 ppt 上, 带着学生一起复习。
 - 2) 学生两人一组, 从这些材料中选择他们喜欢的, 讨论如果他们要做手工, 会选择什么材料, 制作什么, 使用 **I'm going to...** 与 **I'm not going to ...** 进行介绍。

结束本课 Ending the lesson

做活动: Review

- **目的:** 通过回顾故事情节, 复习文本内容及目标句型。
- **步骤:** 教师让学生合上书, 根据故事情节向学生提问, 如: **What is Sarah going to make? What is it made of? What is May going to make? What about Billy and Zach?** 让学生根据记忆回答。

they get out of the maze?

- **处理课文新词：**在引导学生观察故事图片和预测的过程中，呈现目标词汇：giant, maze, entrance, wolf。

做活动：SB P48 CD2 24

1. Listen and read. Where did they find the first three clues in the Escape Game?

- **目的：**听读 Story 2，理解故事主旨大意并验证推测。
- **步骤：**
 - 1) 教师提问：Where did they find the first three clues in the Escape game? What were they? 让学生带着问题听录音。教师播放录音，学生听录音，验证自己的推测。
 - 2) 教师让学生快速阅读 Story 2。教师在全班核对答案。
- **处理课文新词：**在检查答案的过程中，教师引导学生根据上下文猜测词义，如：voice, hairy, scary。

答案：May found the first clue on the wall. The clue was "I look small and I look thin. Now, which picture am I in?"

May pushed the cat's nose and they heard the second clue. The clue was "I'm big and hairy. And I sound scary."

They found the third clue at the door at the end of the maze. It read "This tastes sweet. But looks like meat."

做活动：SB P48

2. Read again. Number the sentences in the right order.

- **目的：**阅读文本，梳理细节信息。
- **步骤：**
 - 1) 教师让学生再次阅读文本，根据故事情节将句子排序。
 - 2) 学生两人一组，检查答案。教师在全班核对答案。

答案：5 1 4 3 2

做活动：SB P49 CD2 25

3. Listen to Story 2 Part 2. Complete the sentences.

- **目的：**听后续故事，获取细节信息。
- **步骤：**
 - 1) 教师引导学生观察故事图片，并提问：What can you find in this room? Why is everything so big? What can you see on the table? 鼓励学生猜测。
 - 2) 教师播放录音，让学生验证猜测是否正确。
 - 3) 教师再次播放录音，让学生根据故事情节将句子补充完整。教师在全班核对答案。

答案：1. huge 2. sweet 3. a piece of paper 4. his flashlight
5. behind, cupboard

做活动：SB P49

4. Think! Which room do you like best in the castle? Why?

- **目的：**培养学生的开放性思维和推理能力。
- **步骤：**
 - 1) 教师提问：Which room do you like best in the castle? Why? 学生分享他们喜欢的房

间以及原因。

- 2) 学生两人一组，仿照故事中给出的线索，写一个谜语，让同伴猜一猜是什么。
- 3) 教师选几位学生在全班分享自己的谜语，全班一起猜测。

做活动: **WB P27**

3. Fill in the gaps with the right form of the words in the box.

- **目的:** 在新的故事语境中巩固练习本课的目标词汇。

答案: (请见附录活动用书答案)

语法教学 Grammar 2

语法聚焦: Focus on Grammar

做活动: **SB P49 CD2 26**

1. Listen and repeat.

- **目的:** 聚焦本课语法重点——感官动词的功能和用法，学生理解语法规则和用法。
- **步骤:**
 - 1) 教师提前准备五个感官的图片(眼睛、舌头、鼻子、耳朵、手)和相应词卡(look, taste, smell, sound, feel)。
 - 2) 教师带着学生一起回顾 Story 2 中的主要情节，让学生回忆: What looks small and thin? What looks like a button? What sounds scary? What tastes sweet? What smells good? What feels hard and cold? 提问时，教师指向自己身体的相应部位，辅助学生理解。同时将准备好的图片和词卡对应起来，贴在黑板上。
 - 4) 全部问完之后，教师带着学生回顾黑板上的五种感官，然后指向自己身体的不同部位，让学生说出相应的感官动词，做几轮操练。
 - 5) 学生阅读书上的所有例句，教师引导学生总结发现这些句子的功能——都是使用感官动词来描述事物，让学生找到这些句子在结构上的相似点，带着学生一起总结规律，将其中的语法结构画出来，引导学生总结“感官动词 + adj.”的结构，及“感官动词 + like + n.”结构，写在笔记本上。
 - 6) 教师播放本活动的录音，让学生跟读。

补充语法详解: 感官动词的用法

- 1) 感官动词 look / sound / smell / taste / feel 后面可以接形容词作表语，说明主语所处的状态，意思分别为“看/听/闻/尝/摸起来……”

These flowers smell very sweet.
The sofa feels very soft.
The music sounds beautiful.
- 2) 感官动词后面可接介词 like, like 后面常用名词，意思为“看/听/闻/尝/摸起来像……”

He looks like his father.
That feels like a cat.
The voice of the cat sounds like a baby's cry.

语法练习 Grammar Practice

做活动: **SB P49**

2. Fill in the gaps with sense verbs and the words in the box.

- **目的：**在新语境中练习准确使用感官动词。
 - **步骤：**
 - 1) 教师带着学生一起读词汇框中的词汇，确保学生理解全部词汇的含义。
 - 2) 教师带学生看第一题，引导学生说出答案。学生独立完成余下的习题，学生两人一组检查答案。
 - 3) 教师在全班核对答案。
- 答案：** 1. looks, pretty 2. sounds, scary 3. smells, bad 4. feels, book
5. looks, younger 6. feels, cold 7. sounds, cat 8. tastes, delicious

做活动：SB P49

3. Work in pairs. Describe the things in the box. Use sense verbs. Your partner must guess.

- **目的：**在口语交际中练习使用感官动词。
- **步骤：**
 - 1) 教师从词汇框中给出的物品里选择一个，按照话泡给出的示范，使用感官动词进行描述，让学生猜一猜，描述的物品是什么。
 - 2) 学生两人一组，仿照教师做出的示范，轮流对物品进行描述，让对方猜一猜自己描述的是什么。教师选几名学生在全班进行描述，全班一起猜测。

做活动：WB P27

4. Write the answers to the clues in the puzzle.

- **目的：**在趣味活动中巩固练习感官动词。
 - **步骤：**学生根据句子提示和字谜猜词，有猜不出的，可以和自己的同伴讨论一下，最后全班检查答案。
- 答案：**（请见附录活动用书答案）

补充口语活动：Guessing game

- **目的：**在趣味活动中练习本课的目标句型。
- **步骤：**
 - 1) 教师准备一些图片，使用 ppt 动画将图片遮住一部分，让同学使用 It looks like + n. 猜测物品究竟是什么；准备一些动物或交通工具等的音效，让同学使用 It sounds like + n. 猜猜听到的是什么；还可以准备一些日常用品放在书包里，让学生摸一摸，使用 It feels like + n. 进行猜测。
 - 2) 教师示范之后，也可以让学生和自己的同伴一起，玩类似的游戏。

结束本课 Ending the lesson

做活动：Making sentences

- **目的：**回顾复习本节课语法知识。
- **步骤：**
 - 1) 教师先带着学生一起复习本节课的目标语法结构，回顾课文中的例句。
 - 2) 教师在 ppt 上展示一些形容词或名词，让学生迅速选择合适的感官动词造句，如：

形容词：scary, soft, cold, hard, beautiful, great, good, hairy, noisy
名词：an airplane, a girl, flashlight, pizza, socks, candy

Skills (3 课时)

[illegible]

● 教学目标:

阅读：学生能够阅读一篇说明类文章，理解主旨大意和细节信息，通过上下文猜测生词词义；

听力：能够听懂关于艺术家经历的对话，理解主旨大意和细节信息；

写作：能够梳理范文结构，并模仿范文写一篇描述类文章；

口语：能够使用 I'm going to 描述计划要做的事情。

● 目标语言：

认知词汇: garbage, throw away, average, person, produce, bury, pollute, problem, create, artist, object, sculpture, life-like recycle, furniture

热身活动 Warmer

做活动: **SB P50**

What is the statue made of?

- 目的：导入阅读主题，引起学生的阅读兴趣。
- 步骤：

- 1) 教师引导学生观察课文图片，并提问：What can you see in this picture? What is the statue made of?
- 2) 教师提问学生处理垃圾的方式，鼓励学生头脑风暴，用英语输出。

阅读技能教学 Reading

做活动: SB P50 CD2 27

1. Listen and read. Number the sculptures in the order they are discussed in the text.

- **目的:** 阅读故事, 并理解主旨大意。
- **步骤:**

- 1) 教师告诉学生他们将会在文中读到三种由不同垃圾制作成的雕塑，确认学生了解每种雕塑的材料是什么。
- 2) 教师让学生快速阅读文章，按照三种雕塑在文章中出现的顺序给它们排序。教师在全班核对答案。

答案: 3 1 2

做活动: **SB P51**

2. Read again and answer.

- **目的：** 阅读故事，并获取文本细节信息。

- **步骤:**

- 1) 教师带领学生通读题目, 引导学生找到题目中的关键词, 让学生在文章中扫读并锁定关键词, 联系关键词上下文找到题目答案。
- 2) 学生独立完成余下练习。两人一组检查答案。
- 3) 教师在全班核对答案。

答案: 1. One kilogram.
2. She feels sad.
3. It's made of plastic spoons, forks and knives.
4. They remember their old toys and games.
5. She used recycled garbage from one family.

做活动: SB P51

3. Match the topics with the paragraphs.

- **目的:** 阅读故事, 理清文章结构脉络。

- **步骤:**

- 1) 教师让学生再次阅读文章, 将标题和原文段落内容进行匹配, 在标题后的横线上写上段落序号。
- 2) 学生两人一组, 核对答案。
- 3) 教师在全班核对答案。

答案: Paragraph 3
Paragraph 2
Paragraph 1
Paragraph 4
Paragraph 5

做活动: SB P51

4. Think! Can you think of ways of using garbage to make something? Discuss in groups.

- **目的:** 培养学生的思辨能力。

- **步骤:**

- 1) 教师引导学生思考, 日常生活中通常都有哪些可以回收利用的垃圾, 学生给出答案后, 教师可以在黑板上列出来, 比如: paper, glass, plastic bag, cloth, metal 等。
- 2) 学生四人一组, 在小组里讨论, 可以怎样回收利用这些垃圾, 并记录下小组讨论的结果。
- 3) 每组选出一个代表, 在全班用英文汇报本组想出的回收方法。

做活动: WB P28

7. Reading

a. Read and write T (true) or F (false).

目的: 训练学生在阅读文本中获取细节信息或特定信息的能力。

- **步骤:**

- 1) 教师带着学生阅读题目中的句子, 确保学生理解。
- 2) 学生阅读文本, 判断句子正误。
- 3) 教师在全班核对答案, 让学生改正错误的表述。

b. Follow the instructions to make a cartoon sheep and a flip book.

目的：阅读与真实场景相结合，训练学生的动手能力。

● **步骤：**

- 1) 教师将第一段画绵羊的文本呈现在 PPT 上，让学生先不要看课本图示，按照文本的指示画图。
- 2) 学生画完后，和课本中的图片比较，检查自己对文本的理解是否正确。
- 3) 学生阅读第二段文本，课下根据兴趣完成翻页书的制作。

答案：（请见附录活动用书答案）

听力技能教学 Listening

做活动：SB P51 CD2 28

5. Listen. What kind of pictures does John Taylor paint?

● **目的：**听录音，理解的对话主旨大意。

● **步骤：**

- 1) 教师提问：Do you like drawing and painting? What kind of paintings do you like? Pictures of the countryside? Pictures of people? Pictures of animals?
- 2) 教师告诉学生他们将听到一段关于画家 John Taylor 的对话，并提问：What kind of pictures does John Taylor paint? 教师播放录音，学生找到答案。
- 3) 教师在全班核对答案。

答案：Pictures of landscapes and people.

SB P51 CD2 28

Teacher: Children, this is John Taylor, an artist from our town. He will answer your questions about painting.

Boy 1: When did you start painting?

John: Oh, I loved drawing when I was little. And at school art was my favorite subject.

Girl 1: Did you always want to be an artist?

John: I won a prize for my painting when I was 14. Then I decided I wanted to be an artist.

Boy 2: When did you become an artist?

John: After school, I went to Art School for 3 years. In my last year at Art School I had my first exhibition.

Girl 2: What kind of paintings do you paint?

John: I paint a lot of landscapes and I love painting the sea. It always looks different and I love the changing colors.

Boy 3: Do you paint pictures of people too?

John: Yes. I like trying to show a person's character in my paintings.

Teacher: Thank you very much for coming to talk to us today.

做活动：SB P51 CD2 28

6. Listen again and write T (true) or F (false).

● **目的：**进一步提升学生听对话理解细节信息的能力。

● **步骤：**

- 1) 教师带着学生浏览题目，确保学生理解每个句子的含义。
- 2) 教师播放录音，学生听录音，判断句子正误。

3) 学生两人一组, 核对答案。

4) 全班一起核对答案。

答案: 1. F 2. T 3. F 4. T 5. T 6. F

做活动: **WB P27 CD 17**

6. Listening

a. Maria and Tim won prizes in a wildlife photography competition. Listen to them talk about their photos. Write *Maria* or *Tim* by the descriptions of the photos.

- 目的: 进一步提升学生听对话理解主旨大意的能力。
- 步骤:
 - 1) 教师提问学生: Do you have cameras? Do you enjoy taking photos?
 - 2) 教师带着学生浏览题干, 确保学生理解每张照片的内容。
 - 3) 学生听录音, 将 Maria 与 Tim 的名字写在对应照片右侧的横线上, 然后教师在全班核对答案。

答案: (请见附录活动用书答案)

b. Listen again and fill in the Top Tips page.

- 目的: 进一步提升学生听对话理解细节信息的能力。
- 步骤:
 - 1) 教师带着学生浏览问题。
 - 2) 学生听录音, 完成填空。
 - 3) 学生两人一组检查答案, 然后教师在全班核对答案。

答案: (请见附录活动用书答案)

口语技能教学 Speaking

做活动: **SB P52**

7. Imagine you are going to make a picture with materials like the children in Story 1. What are you going to make? What materials are you going to use? Tell your partner.

- 目的: 在交际活动中练习本单元的目标句型 be going to。
- 步骤:
 - 1) 教师让学生思考, 如果让他们仿照故事中的人物, 用不同的材料制作手工制品, 他们计划制作什么。学生可以先在纸上画出艺术品的草图, 并在一旁标注需要的原料。
 - 2) 学生四人一组, 分别描述自己的作品, 教师提示学生要使用 be going to 句型。学生描述完之后, 每组选出代表, 在全班进行展示。

写作技能教学 Writing

做活动: **SB P52**

8. Read Anya's diary and answer the questions.

- 目的: 阅读日记, 分析文章的结构与其中对画作的描述。
- 步骤:
 - 1) 教师告诉学生这篇文章是一个学生的日记, 记录了画家来学校的事情。
 - 2) 教师带学生读问题, 确认学生理解问题的含义, 让学生阅读日记找到问题答案, 并将答案写在问题后的横线上。
 - 3) 学生两人一组检查答案。教师在全班核对答案。

- 4) 教师让学生思考各问题答案出自哪些段落，并引出各段大意。教师在黑板上列出问题序号、段落序号、段落结构，如：

1	paragraph 1	Introduction
2, 3, 4, 5, 6	paragraph 2	Description
7	paragraph 3	Conclusion

帮助学生理清这篇日记的段落结构，引导学生关注其中对画作的描述。

答案：1. It's called *Sun on the Sea*.

2. It showed a red sun in a blue sky shining on the sea.
3. A small boat was in the middle of the picture.
4. A beautiful white beach was in the front.
5. A man fishing was on the left.
6. A family having a picnic was on the right.
7. Because it looked beautiful and made her happy.

做活动： SB P52

9. Use the above questions to help you write a diary about a painting you like.

- **目的：** 范文仿写，模仿范文结构与范文中对画作的描述，练习写一篇日记。
- **步骤：**
 - 1) 教师带着学生回顾日记的结构：第一段介绍画作的绘者与名称，第二段描述画作的内容，第三段总结自己喜欢这幅画的原因。
 - 2) 教师让学生以上一个活动的问题为写作线索，按照总结的日记结构，写一篇日记，介绍自己最喜欢的一幅绘画作品，鼓励学生使用本单元所学的词汇与句型。

做活动： SB P52

10. Read your description to a classmate. Can he / she draw the picture?

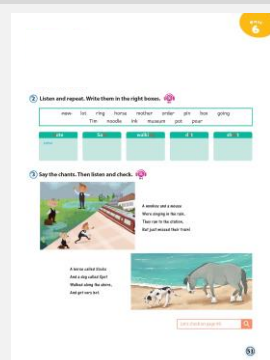
- **目的：** 学生互评作文。
- **步骤：**
 - 1) 学生完成写作后，两人一组互评批改对方的作文。教师提供一份写作互评表（内容如下）：

Peer Editing Checklist

Writer:	Editor:
I checked for ...	Done （划钩代表完成）
Punctuation （标点符号）	
Capital Letters （大写）	
Spelling （拼写）	
Grammar （语法）	
Organization （框架）	

- 2) 根据同伴的描述文字，学生尝试在本上画出一幅图。
- 3) 学生画完后，教师邀请几名学生在班级中展示。

Pronunciation & Let's check! (1 课时)



● 教学目标:

1. 学生能够掌握目标音/m/ /n/ /ŋ/ /ɒ/ /ɔ:/的发音规则，能辨别其对应的字母组合。
2. 复习和检测本课单词和语法。

● 目标语言:

本课新学的目标音/m/ /n/ /ŋ/ /ɒ/ /ɔ:/、本单元的重点词汇和语法

热身活动 Warmer

做活动: Review

- 目的: 复习第五单元学习的语音知识。
- 步骤:
 - 1) 教师让学生回忆, 上个单元都学习了哪些目标音。
 - 2) 教师为学生读单词, 让学生说出听到的单词中包含哪些上节课学过的目标音。

单词实例: violin, fridge, wait, room, van, would, sugar, week, voice, fruit, do, funny, soup

发音教学 pronunciation

做活动: SB P53 CD2 29

1. Listen, repeat and find the same vowel or consonant sound.

- 目的: 呈现并练习目标音, 掌握发音规则。
- 步骤:
 - 1) 教师按组播放含有目标音的词汇的录音, 让学生听录音跟读。教师提问学生每组单词所包含的相同的音是什么。教师带学生总结目标音, 讲解目标音的发音方式, 总结目标音对应的字母组合, 帮学生在字母组合与目标音之间建立联系。
 - 2) 教师从四组单词中任意读出几个单词, 让学生说出单词中包含的本节课的目标音与对应的字母组合。
 - 3) 教师带学生朗读每组单词, 练习目标音的发音。练习时可以将/ɒ/和/ɔ:/放在一起, 让学生感受这两个音的长短区别, 告诉学生/ɒ/是短音; /ɔ:/是长音, 口型是圆唇。然后将/m/, /n/和/ŋ/放在一起, 告诉学生发这三个音的时候, 声音只从鼻子里出来。口型方面, 发/m/音时, 双唇闭拢; 发/n/时, 舌尖抵住上齿龈; 发/ŋ/音时, 舌后部要抬起。
 - 4) 教师让学生从本单元的课文或练习中找到所学目标音对应的单词, 每个目标音找两个单词, 然后和同伴进行分享, 读出各自所找的单词, 练习发音。

做活动: **SB P53 CD2 30**

2. Listen and repeat. Write them in the right boxes.

- **目的:** 练习辨析目标音, 并根据目标音对单词进行分类。

- **步骤:**

- 1) 学生听录音, 将包含目标音的单词写入相应的方框中。
- 2) 学生两人一组检查答案, 然后教师在全班核对答案。
- 3) 教师带学生再次练习朗读这些单词。

答案: note: now, pin, noodle

Sam: mother, Tim, museum

walking: ring, going, ink

dot: lot, box, pot

short: horse, order, pour

做活动: **SB P53 CD2 31**

3. Say the chants. Then listen and check.

- **目的:** 在歌谣中练习目标音, 辨别区分不同的目标音。

- **步骤:**

- 1) 教学让学生尝试按照发音规则读歌谣。
- 2) 教师播放录音, 学生跟读, 核对发音是否正确。
- 3) 教师让学生在歌谣中圈出含有本单元目标音的单词, 教师在全班核对答案。
- 4) 教师带全班齐读歌谣, 在读到含有目标音的单词处重读, 强调目标音, 邀请几名学生上台朗读。

做活动: **WB P29**

9. Pronunciation

- **目的:** 进一步训练学生听音辨析目标音的能力, 并巩固练习发音规则。

- **步骤:**

- 1) 教师播放录音, 学生听录音, 补全 9a, 和自己的同伴比较答案, 然后教师在全班检查答案。教师再次播放录音, 学生听录音练习跟读绕口令。
- 2) 教师播放 9b 的录音, 学生听录音, 将 9b 词汇框中的单词填写到相应的表格中。
- 3) 教师播放 9c 的录音, 学生听录音, 将 9c 词汇框中的单词填写到相应的表格中。

答案: (请见附录活动用书答案)

单元检测 Let's check!

做活动: **SB P69**

1. Complete the sentences with the right form of the words and phrase in the box.

- **目的:** 复习本单元的重点词汇。
- **步骤:** 学生按照题目要求, 补全句子, 然后全班一起检查答案。

答案: 1. leather 2. clues 3. paper 4. entrance 5. wool 6. follow
7. made of 8. background 9. try 10. scary

做活动: **SB P69**

2. Reorder the words to make sentences. Then match questions and answers to make dialogs.

- **目的：**复习本单元的重点语法。
- **步骤：**学生按照题目要求，将单词重新排序，组成句子。然后将问题和答案进行搭配，组成对话。然后全班一起检查答案。

答案： 1. What are you going to do on your birthday?
 2. Does your sister look like you?
 3. Is Jan going to be here this weekend?
 4. What's that noise?
 5. What are Tom and Anna going to do in the vacation?
 6. How's the pasta?
 7. No, she's going to visit some friends in San Francisco.
 8. I'm going to have a party.
 9. It tastes delicious.
 10. No, she's tall and has long brown hair.
 11. It sounds like a cat.
 12. They're going to stay at home.

Questions and answers:

1 and 8 2 and 10 3 and 7 4 and 11 5 and 12 6 and 9

结束本课 **Ending the lesson**

做活动：Review

- **目的：**复习本单元的目标词汇、句型及语音。
- **步骤：**
 - 1) 教师让学生回忆一下，本单元的主题是什么，通过回顾主课文内容，将学习的重要词汇写在笔记本上。
 - 2) 教师让学生回忆本单元学习的目标句型是什么，使用这个结构写两个句子，和同伴互相检查。
 - 3) 教师让学生回忆本单元学习了哪些目标音，并和自己的同伴一起想一想，每个目标音对应哪些字母或字母组合。将这些字母或字母组合按目标音分类，写在笔记本上，并给每个字母组合写一个例词。

家庭作业 **Homework**

- 活动用书第 27 页活动 5 Some children are talking about pictures they made in the art club. Fill in the gaps with the right form of the words and phrase in the box.
- 活动用书第 29 页活动 8 Writing
- 配套同步读物：Reader for this unit

阅读时间 Now, read!



A Trick of the Eye

重点词汇

background, colleague, diagonal, festival, gap, illusion, material, measure, optical, outline, shade, stretch, three-dimensional, trick

故事简介

本文介绍了街头立体粉笔艺术画，称其为“视觉游戏”，画是平面的，但看起来却是立体的。文中介绍了画家们的作画过程，并通过介绍详细的步骤，带读者画一幅简单的三维立体图。

练习答案

- 一、1. eyes, three-D 2. stretch 3. plan, measure
4. outline 5. color, shadows 6. the right place
二、1. g 2. e 3. f 4. b 5. d 6. c 7. a
三、略。

Review 2 (2 课时)

Review 2

1. Play the game.

2. Listen to Dialog 1 and circle.

3. Listen again and write T (True) or F (False).

4. Listen to Dialog 2 and complete with Newton's or Newton's.

5. Listen again and complete the table.

6. Choose the correct answers.

7. Complete the sentences with the right form of the words in brackets.

● 教学目标:

1. 学生能够通过趣味活动、听力及语法练习等，复习四单元至第六单元的重点语言知识，提升获取听力文本主旨大意及细节信息的能力。
2. 学生能够培养自我检测与自主学习的能力。

● 目标语言:

第四单元至第六单元的重点词汇及语法知识。

热身活动 Warmer

做活动: What do you remember about this unit?

- 目的: 回顾第 4 单元至第 6 单元的重点语言知识，为本节课的练习活动做准备。
- 步骤:
 - 1) 教师让学生围绕 country and city, trips and vacations, materials 制作相关词汇的思维导图，看谁回忆的单词最多。
 - 2) 学生两人一组，分享自己的思维导图。教师让几名学生在全班展示自己的思维导图。
 - 3) 教师在 ppt 上呈现学生用书第 71—73 页第四单元至第六单元语法附录中的表格，隐去其中的语法重点，让学生回顾语法规则，将表格补充完整。

Review

做活动: SB P54

1. Play the game.

- 目的: 在趣味小组活动中，引导学生复习、运用与检测第四单元至第六单元的重点语言知识。
- 步骤:
 - 1) 教师让学生三人一组，给每个学生发一张纸条，让学生在纸条上写上名字，给每组学生发一张游戏表格，让学生把纸条放在 START 处，准备开始游戏。
 - 2) 学生轮流掷骰子（也可以用硬币代替，硬币正反面分别代表前进一步/两步），根据骰子上的数字决定向前移动几步。
 - 3) 如果移动到某个格子，刚好遇到梯子，则向上移动到相应位置，如果遇到蛇，则向下移动到相应位置。
 - 4) 学生根据自己的真实情况，将格子中的句子补充完整，其他学生检查句子是否正确。若学生无法完成句子，或句子有错误，向后移动一格。下一个学生继续以上步骤。
 - 5) 第一个到达 FINISH 的学生为该小组游戏的胜利者。

做活动：SB P54 CD2 32

2. Listen to Dialog 1 and circle.

- **目的：**提升学生听录音获取对话主旨大意的能力，在语境中复习第四单元至第六单元重点语法结构。
- **步骤：**
 - 1) 教师就学生的周末进行提问：How was your weekend? Where did you go? Did you have a good time?
 - 2) 教师展示表示交通与交通堵塞的图片，呈现新词汇：traffic 与 traffic jam，提问学生：Have you ever been in a traffic jam on holiday?
 - 3) 教师告诉学生，他们将听到一段 Tim 和 Anna 之间的对话，讨论他们的假期，让学生听完之后回答：Did Tim have a good weekend?
 - 4) 学生听对话，回答上述问题。教师在全班核对答案。
 - 5) 教师可以适当拓展，提问学生 Tim 在假期中遇到了什么，为什么他没有度过一个愉快的假期，带着学生简单回顾对话的主要内容。

答案：NO.

SB P54 CD2 32

- Anna:** Hi Tim, how was your weekend?
- Tim:** Well, we went to LA.
- Anna:** Oh, we went there last month. Did you have a good time?
- Tim:** Not so good ... The drive there was very long – longer than I expected! And my brother started arguing with my sister on the way!
- Anna:** Oh, that's annoying!
- Tim:** Then the traffic in LA was terrible! So we had a lot of time in the car.
- Anna:** What did you do when you got there?
- Tim:** On Saturday we went to Disneyland.
- Anna:** Cool! Did you like it?
- Tim:** There were a lot of lines. We had to wait for a long time for the rides. And then after we went to Disneyland we had dinner in a café – the food looked good but it tasted disgusting!
- Anna:** Oh ... So Saturday was no good! Was Sunday better?
- Tim:** Yes. It rained so we went to the art museum. That was great, but when we were there, someone stole my mom's purse.
- Anna:** Oh no!
- Tim:** So we had to go to the police station before we came home. Dad says we're not going to go to LA again! Next weekend, we're going to have a picnic and a walk in the country.
- Anna:** That sounds more relaxing!

做活动：SB P54 CD2 32

3. Listen again and write T (true) or F (false).

- **目的：**提升学生听录音获取对话细节信息的能力。
- **步骤：**
 - 1) 教师让学生快速浏览问题中的句子，再次播放录音，学生根据录音完成题目。
 - 2) 学生两人一组，检查答案。然后教师在全班核对答案。

3) 教师鼓励学生改正句子中错误的信息。

答案: 1. T 2. T 3. F 4. T 5. F 6. T 7. T 8. F

做活动: **SB P55 CD2 33**

4. Listen to Dialog 2 and complete with Newtown or Greenwood.

- **目的:** 提升学生听录音获取对话主旨大意的能力。
 - **步骤:**
 - 1) 教师提问学生: Have you ever moved to a new house? Did you like the new house? 找几位学生在全班做分享。
 - 2) 教师呈现课本上房子的图片, 提问学生: Would you like to live in this house? 让学生和同伴进行分享。
 - 3) 教师告诉学生, Molly 正在和 Sam 讨论自己的搬家经历, 让学生听对话, 判断 Molly 的旧家和新家分别在哪儿。教师在播放录音前带读词汇 Newtown 和 Greenwood, 确保学生熟悉两个词汇的发音。
 - 4) 学生听录音, 完成练习, 学生两人一组检查答案, 教师在全班核对答案。
- 答案: 1. Newtown 2. Greenwood

SB P55 CD2 33

Sam: You moved house last week, didn't you?
Molly: That's right. We moved last Saturday.
Sam: What's your new house like?
Molly: It's bigger than our old house, but the garden isn't as big as our old garden.
Sam: That's a pity!
Molly: Yes, I liked our big garden.
Sam: Where is the house? Are you still in Newtown?
Molly: No, in Greenwood.
Sam: Oh! That's one of the nicest places in town!
Molly: Yeah, it's far nicer than Newtown. Our house is near the beach!
Sam: Cool!
Molly: It's much farther from school though. The bus ride is far longer.
Sam: Oh. Not so cool!

做活动: **SB P55 CD2 33**

5. Listen again and complete the table.

- **目的:** 提升学生听录获取细节信息的能力。
- **步骤:**
 - 1) 教师让学生回忆, Molly 的新家和旧家有什么区别, 浏览表格中的内容, 根据记忆进行补充。
 - 2) 教师再次播放录音, 学生一边听一边完成表格。
 - 3) 学生两人一组检查答案, 然后教师在全班核对答案。

答案:

Good things about the new house	Bad things about the new house
The new house is <u>bigger</u> than the old house.	The garden isn't as <u>big</u> as the old garden
Greenwood is far <u>nicer</u> than Newtown.	The new house is much <u>farther</u> from school.
The new house is near <u>the beach</u> .	The bus ride to school is far <u>longer</u> .

Grammar

做活动: **SB P55**

6. Choose the correct answers.

- 目的: 巩固复习重点词汇。
- 步骤:
 - 1) 学生按照题目要求, 圈出正确的选项补全句子。
 - 2) 教师在全班核对答案。选项中有意思不太确定的单词, 教师鼓励学生查字典, 自我检测, 查漏补缺。

答案: 1. c 2. a 3. d 4. c 5. d 6. d 7. b 8. b

做活动: **SB P55**

7. Complete the sentences with the right form of the words in brackets.

- 目的: 巩固复习一般过去时与形容词比较级等语法知识。
- 步骤:
 - 1) 学生按照题目要求, 用单词正确形式填空。
 - 2) 教师在全班核对答案。
 - 3) 教师让学生回忆形容词变比较级与最高级的用法, 与自己的同伴一起复习, 有不确定的内容及时查阅或向教师寻求帮助。

答案: 1. nearer, more convenient 2. became 3. many 4. prettier 5. got to know
6. farther 7. had, read 8. am going 9. lost, found 10. met, brought, sat, ate

家庭作业 Homework

- 活动用书 Review 2 的活动练习
- 跟读第四单元至第六单元的配套读物的录音, 复习故事。如有可能, 课下和同伴互相用英文讲述故事内容。

See the World with the Magic Wand 2: Self-portrait (2 课时)

SEE THE WORLD WITH THE MAGIC WAND 2

Self-portraits

1. Listen and read the question sheet from an art gallery. Match the short descriptions with the paintings. Write a letter in each blank.

LOOK, FIND AND THINK!

1. The picture was hung high. It shows the artist sitting down. What can you see that is strange? What is he sitting on?

2. Artists often use self-portraits to tell us about themselves. In this picture the artist paints himself with a pencil and a mirror.

3. Sometimes artists use imagination to tell us about themselves. This is a brightly colored picture. It shows the artist painting a picture of a woman.

4. This is a picture of a princess with her servants. It is the artist painting the picture.

5. Can you see the artist? He is at the back of the picture.

Match the pictures to the questions.

1. Frida Kahlo was a Mexican painter. She was born in 1907 and died in 1955. Frida, like most artists, might imagine the life she drew and because I know myself better than other subjects. Frida loved to paint and her life, marriage and parents. She often painted herself with her animals. Frida was married to another artist, Diego Rivera and they had a very unhappy marriage. The picture shows her animals and her unhappy life.

2. Vincent van Gogh was a Dutch painter. He was born in 1853 and died in 1890. He was a very famous painter. He painted many pictures of the sky and the sea. He painted the artist's studio. The artist is at the back of the picture. He is painting the picture.

3. Diego Rivera was a 20th-century Mexican painter. He painted many strange and important things. In this picture he is sitting on the floor. He is painting the picture. He is painting the picture.

4. Pablo Picasso was a 20th-century Spanish painter. He painted many strange and important things. In this picture he is sitting on the floor. He is painting the picture. He is painting the picture.

5. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

6. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

7. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

8. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

9. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

10. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

11. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

12. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

13. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

14. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

15. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

16. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

17. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

18. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

19. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

20. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

21. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

22. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

23. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

24. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

25. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

26. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

27. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

28. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

29. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

30. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

31. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

32. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

33. The artist is at the back of the picture. He is painting the picture. He is painting the picture.

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● 教学目标：

1. 学生能够通过观察画面与阅读文本，理解主旨大意和细节信息，学习并总结与自画像相关的艺术知识。
2. 学生能够运用相关的艺术知识，画一幅自画像，并参照课文中的表达写一段描述性的文字。

● 目标语言：

复习第四单元至第六单元的重点词汇及语法知识。

知识激活 Activation

热身活动 Warmer

做活动: SB P56—57

What can you see in these pictures?

- 目的：激活学生的背景知识，扫除生词障碍，为课文学习做准备。
- 步骤：
 - 1) 教师展示画廊的图片，并提问：Have you ever been to an art gallery? 告诉学生，今天将带着大家一起来参观一间画廊。
 - 2) 教师引导学生观察学生用书中 56—57 页的 4 张画作，并提问：What can you see in each picture?
 - 3) 在学生分享的过程中，教师呈现生词：self-portrait, princess, servant, imagination。
 - 4) 教师让学生和自己的同伴分享：Which picture do you like best? Why?

知识学习 Knowledge

做活动: SB P56 CD2 34

1. Listen and read the question sheet from an art gallery. Match the short descriptions with the paintings. Write a letter in each blank.

- 目的：训练学生通过扫读来获取文本关键信息的能力。
- 步骤：
 - 1) 教师让学生阅读 Look, Find and Think! 中对图片的描述，圈出关键词，然后快速扫读四段文章，将图片的序号填写到相应描述性文字句尾的横线上。
 - 2) 学生两人一组检查答案。
 - 3) 教师在全班核对答案。

答案：1. d 2. b 3. c 4. a

做活动：SB P56

2. Discuss the answers to the question sheet.

- **目的：**培养学生的逻辑思维能力和推理能力，基于图片做出合理判断，并能展开相关讨论。
- **步骤：**
 - 1) 学生两人一组，讨论 *Look, Find and Think!* 中的问题。教师鼓励学生观察图片，分析图片，然后根据图片进行推理，让学生和自己的同伴讨论，四幅图片中最喜欢的一幅以及原因。
 - 2) 教师以第一个问题为示范，看图分析：The picture is strange, because the artist has 4 arms. It is not clear why he has four arms. Perhaps he enjoys food.
 - 3) 针对每幅作品，教师可以再提出一些思考题，例如作品 a: Who is being painted by the artist? 作品 b: Why is the artist unhappy? 作品 c: Why does the artist have 7 fingers? What does that tell us? 作品 d: Does he like food? Does he wish he had 4 arms because he is busy?
 - 4) 教师让学生将讨论结果记录下来，邀请几名学生在全班进行分享。

答案：1. The picture is strange, because the artist has 4 arms. It is not clear why he has four arms – perhaps he enjoys food.
2. She likes animals, because she is close to them. She looks unhappy because she had an unhappy marriage.
3. The picture was impossible because the man has seven fingers. He painted himself with seven fingers because he works hard and fast.
4. The artist is painting a picture. We can't see what he is painting. The mirror is behind the artist and you can see two people in it. The artist can't be painting the girls because he is behind them. He could be painting the people in the mirror because they would be in front of him.

做活动：SB P57

3. Read the notes next to the paintings. Match the sentences with the artists' names. One sentence has two answers.

- **目的：**阅读故事，进一步获取文本细节信息。
- **步骤：**
 - 1) 教师带着学生一起读题目中的句子，解决题目中的生词。
 - 2) 学生回到文本，圈出四位艺术家的名字，快速扫读文本，定位题目中句子的关键信息，完成练习。
 - 3) 学生两人一组检查答案，教师在全班核对答案。

答案：1. d 2. c 3. a 4. d 5. b, d 6. c 7. b 8. a

知识运用 Project

做活动：SB P57

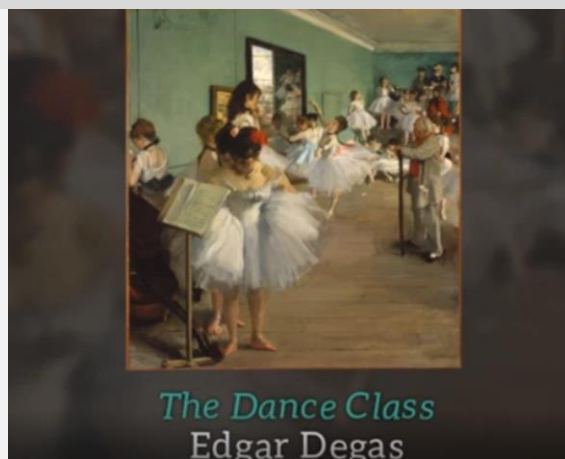
4. Imagine, then paint a self-portrait. Write a description about it.

- **目的：**根据文本和画作总结自画像的特点，学生能运用本节课学习到的艺术知识，完成自己的自画像，并写一段介绍。
- **步骤：**
 - 1) 教师带学生回顾今天的主题 self-portrait，让学生根据本节课的几幅画作，总结自画

像里都可以体现画家的什么特点（心情、喜好、个性、生活习惯等），这些特点是通过什么方式体现出来的（颜色、背景、图形元素等）。

- 2) 教师让学生思考 **Guiding questions** 中的问题，和自己的同伴进行讨论。
- 3) 教师让学生在画框中画一幅自己的自画像，并写一段文字介绍自己的自画像。
- 4) 学生将画作展示给同伴，让同伴根据图画猜测自己想表达的情感、个性、喜好等，然后用英文给同伴介绍自己的自画像，展示自己的文字介绍，让同伴看看自己的猜测是否正确，同时对文本中的错误进行改正。
- 5) 下课后教师可以让学生将自己的画作贴在教室的墙面上，制作一个小型“画廊”，全班同学互相观赏。

拓展视频 教案 *The Dance Class*



● 教学目标:

1. 让学生利用视频信息了解埃德加·德加的艺术作品《舞蹈课》的相关信息。
2. 巩固语法点: 复习现在进行时 be doing 的用法。
3. 锻炼学生从视频中获取信息的能力, 与整合归纳信息的能力。
4. 初步锻炼探究能力, 培养学生描述与欣赏艺术作品的能力。

● 目标语言:

ballet, perform, rehearsal, glimpse, foreground, composition, gaze, graceful, prepare

● 视频概要:

介绍法国画家埃德加·德加创作的一幅油画作品《舞蹈课》(*The Dance Class*)。

Before you watch 观看前

- 教师让学生回顾学生用书中的四幅自画像, 让学生回忆画作的作者、画作的相关背景与画面的内容。
- 教师提问: Do you know any other artists? What do you know about his or her life? Can you tell us some of his or her works? What's your favorite painting? Can you share your reasons with us? 让学生自由回答, 激活学生的相关背景知识。教师在黑板上记录学生提到的艺术家与艺术作品。
- 教师让学生准备好纸和笔, 并告诉学生, 现在要观看一个关于一幅画作的视频短片。观看时, 如果遇到任何感兴趣的内容, 都可以记录下来。每人写 1-2 个兴趣点, 记录时可以使用中文。教师展示并讲解视频中出现的生词, 在学生观看视频之前扫清生词障碍。

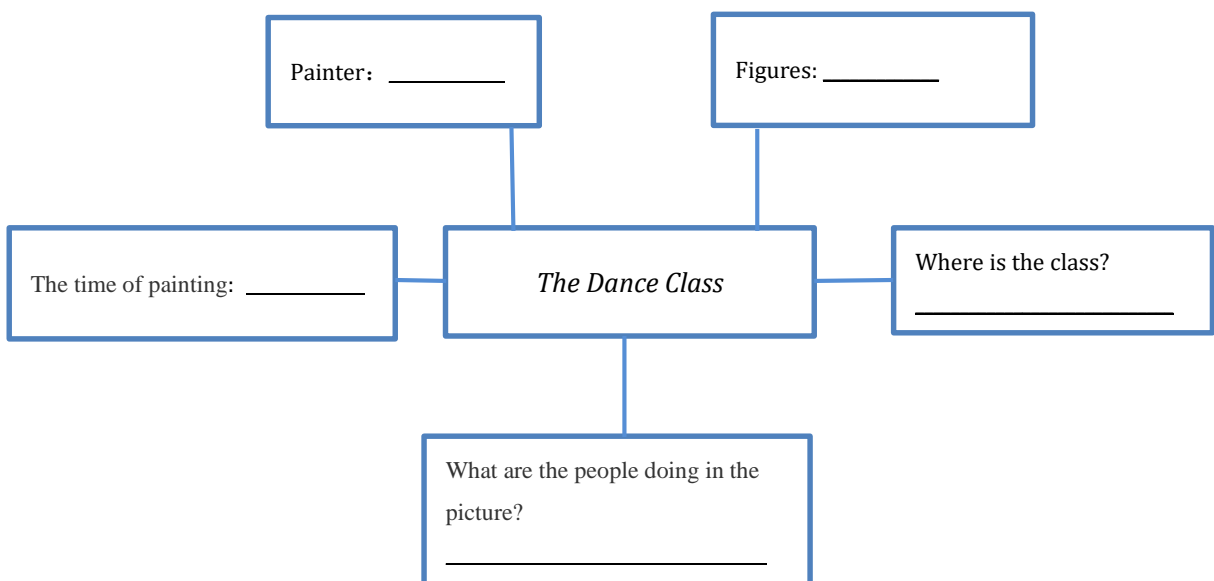
While you watch 观看中

- 教师播放纪录片, 在 There are so many dancers and yet the scene does not feel crowded. Why? 之后暂停, 提问学生: How many people are there in the picture? Do you think the scene was crowded? Why? 学生根据视频内容做出回答。

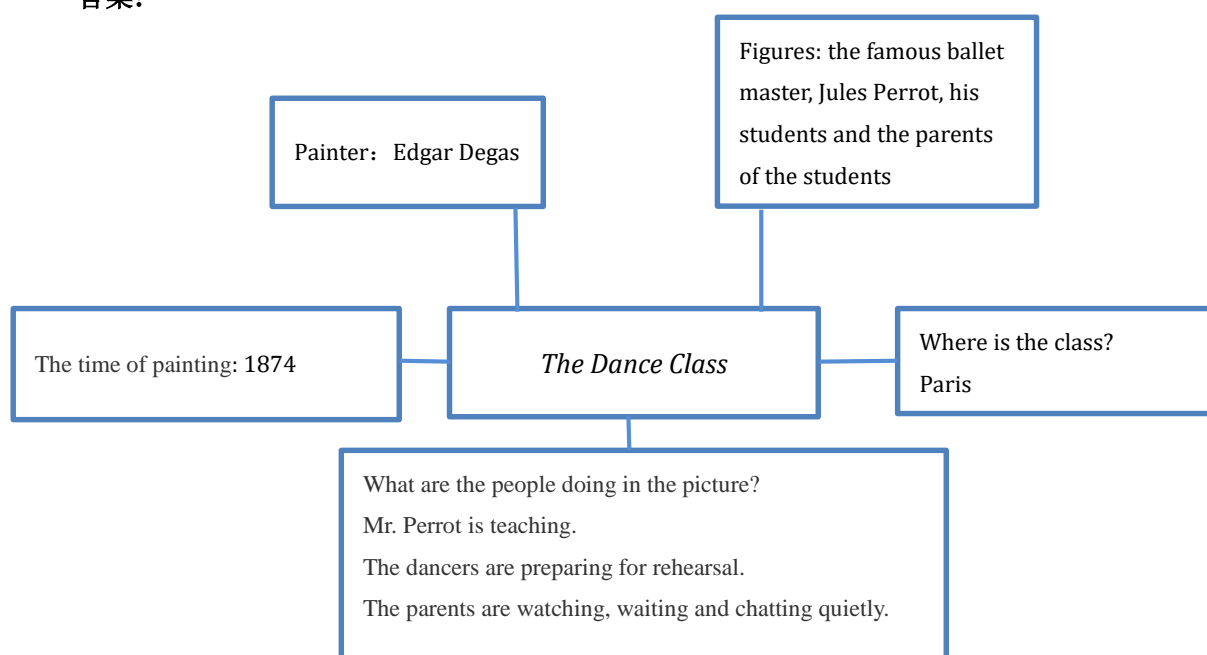


- 教师继续播放纪录片。播放完毕之后，教师让学生四人一组，讨论视频结束时的问題：
Does the scene seem real to you? Why do you think Degas shows this particular moment to paint rather than showing everyone dancing perfectly? 小组讨论完毕之后，教师让每个组总结自己的观点，用英文或中文在全班汇报本组组员的想法。
- 教师针对视频的细節信息与主旨大意提出一些问題，例如：
 1. Who is the painter?
 2. Who are the figures in the picture?
 3. What are the dancers doing in the picture?
 4. Where is the dancing class?
 5. What is the name of the girls' costume?
- 教师先让学生回忆视频内容，根据视频信息回答问题，可以使用中文回答。此时不要求学生回答出所有的问題。
- 教师让学生记录问題中的关键词，再次播放视频，让学生带着问題观看视频，在视频中找到相关信息，并用笔记录。
- 教师第三次播放视频，视频播放到问題的相应部分时，教师暂停视频，让学生回答问题，看看谁回答得最准确。
- 教师再次播放视频，全班一起完成以下练习。

Complete the mind map.



- 教师让学生根据记忆完成思维导图，然后根据思维导图，复述视频主要信息。此处无需逐字逐句复述，只需要概括大意，涵盖主要信息即可，教师提醒学生运用现在进行时描述画面中人物正在做什么。
- 答案：



教师向学生讲解如何看视频记笔记：

1. 看视频前首先了解视频的主题，思考一下自己是否熟悉视频的主题，了解哪些相关信息，针对这个主题自己的兴趣点在哪里。提出一些相关问题，看看是否能够在观看视频的过程中得到解答。
2. 观看第一遍视频，了解视频大意，找到自己感兴趣的内容。再观看几遍视频，着重留意与自己兴趣相关的部分，记录相关信息。因为视频内容比较丰富，记录的时候不用写完整的句子，只需要记录关键词即可。

After you watch 观看后

- 教师提问：Do you like Degas' picture? What do you think of his picture? What would you paint if you were asked to painter a group of dancers? 教师让学生头脑风暴，用英文或中文自由表达自己的想法。
- 如果时间允许，可以让学生以 dancers 为主题，创作出属于自己的艺术作品。

Extension activities 课后拓展

- 教师准备几张其他艺术家的画作，如：梵高的《星月夜》、毕加索的《格尔尼卡》、达利的《永恒的记忆》，蒙德里安的《格子》，莫奈的《日出印象》等各种风格与流派的画作。
- 教师将学生分成若干组，小组选择任意一幅画作，作为探索的主题，探索其作者、画面内容、特点等相关信息。学生也可以选择观看视频前，教师在黑板上记录的艺术家与艺术作品作为研究的主题。
- 学生借助网络搜索更多信息，可以是电视节目或是网络上的视频资料，或者报纸杂志上的材料，收集相关资料，制作简单的海报。下次上课在全班展示海报，并在 5 分钟内用简单的中文或英文简述海报内容。

English Journey 5A WB
录音文本/答案

U1 New friends

1. Find ten words. Then complete the sentences with the right form of the words. WB P2

答案

- | | | |
|-----------------------|-----------------------------------|------------------|
| 1. subject, geography | 2. drums, club | 3. Press, button |
| 4. catch | 5. inventing, amazing, inventions | |

2. Complete the sentences with the right form of the verbs. Then put the frequency adverbs in the right place. WB P2

答案

- Jo always catches the bus to school.
- Pat sometimes goes to the park after school. / Sometimes Pat goes to the park after school.
- I never eat meat.
- Tim and Sue often play tennis after school.
- We usually go shopping on Saturdays. / Usually we go shopping on Saturdays.
- Do you often watch TV in the evenings?
- When do you usually come home from school?
- Does your family often go to the movies?

3. Complete the sentences with the right words or phrases. Use the pictures for help. WB P2

答案

- | | | | |
|----------------------|-------------|------------|-------------------|
| 1. turn on the light | 2. sneakers | 3. hoop | 4. remote control |
| 5. skis | 6. knocked | 7. pointed | 8. chessboard |

4. Put the words in the right order. WB P3

答案

- How often do you play chess?
- She goes skiing three times a week.
- I play the piano once a day.
- How often does your sister go to math club?
- We play catch after school twice a week.
- They visit their grandparents every weekend.

5. Fill in the gaps with the right form of the words and phrases in the box. WB P3

答案

- | | | | |
|-------------------|----------|--------------|----------------|
| 1. live | 2. go | 3. subjects | 4. geography |
| 5. twice | 6. likes | 7. inventing | 8. clubs |
| 9. play the drums | 10. goes | 11. often | 12. play catch |

6. Listening

a. Listen and answer. Why do Australian children need the School of the Air? How do they have lessons? WB P3 CD 02

答案

Because they live a long way from a town and can't travel to school. They use computers and the internet.

录音文本

- Interviewer:** In Australia, many children live a long way from a town and can't travel to school. They need to have lessons at home. The School of the Air began in 1951 for these children. Then children had lessons by radio. Now, they have laptop computers and the internet. Today I am going to talk to two pupils from the school, Sam and Kate. Sam, how do you have lessons?
- Sam:** We learn at home. I can see and listen to my teacher on my laptop. I can talk to her and send her my homework by email.
- Interviewer:** Do you know your teacher? Does she come to your house?
- Kate:** Yes. Annie comes to our house twice a year and stays with us. It's nice to see her!
- Sam:** She drives for ten hours to get here!
- Interviewer:** How long does she stay with you?
- Kate:** Two days.
- Interviewer:** What do you do when she is here?
- Sam:** She talks to our parents, and checks our schoolwork.
- Kate:** And we do art and music with her at home.
- Interviewer:** Do you like having lessons in front of computers?
- Kate:** We can't see the other children in the school or play with them. I'd like more friends!
- Sam:** But we go to camp with the other children every year.

b. Listen again and write *T* (true) or *F* (false). **WB P3 CD 02**

答案

1. F 2. T 3. T 4. F 5. F 6. T 7. T 8. F

7. Reading

Read and complete the table. **WB P4**

答案

Aisha:
She gets up at 4 o'clock.
School starts at 7 o'clock.
She walks to school.
There are 63 children.
Math and science.
School finishes at 1 o'clock p.m.
She washes clothes, cooks food and cleans the house.
She studies in the evenings.

Me: 略。

8. Writing

Use your answers to the questions in Activity 7 to help you write about your school day. **WB P5**

答案 略。

9. Pronunciation

a. Listen and complete the tongue twisters. **WB P5 CD 03**

答案

A ship of sheep eating cheap chips.
A big bear with a backpack met a panda painting penguins.

b. Listen and repeat. WB P5 CD 03

答案 略。

U2 Party time

1. Match the explanations with the words or phrases. WB P6

答案

1. d 2. f 3. g 4. b 5. h 6. e 7. c 8. a

2. a. Look at the picture and make questions. WB P6

答案

1. Who is having a picnic?
2. Is a boy eating an ice cream?
3. How many people are playing soccer?
4. What is the dog doing?
5. Are two men swimming?
6. Is a girl riding a bike?
7. What is the woman on the bench doing?
8. Who is sleeping?

b. Answer the questions. Make full sentences. WB P6

答案

1. A family is having a picnic.
2. No, a girl is eating an ice cream.
3. Two boys are playing soccer.
4. The dog is swimming.
5. No, two men are running.
6. No, a boy is riding a bike.
7. The woman is reading a newspaper.
8. The man on the blanket is sleeping.

3. Complete the sentences with the words in the box. WB P6

答案

- | | | | |
|-------------|-------------|-----------|----------------|
| 1. barbecue | 2. Remember | 3. pocket | 4. disappeared |
| 5. worried | 6. garden | 7. wet | |

4. Look at Maria's calendar for next week and complete the conversation below. WB P7

答案

1. are you doing
2. am going to the movies / 'm going to the movies
3. am having / 'm having
4. going

5. I am not / I'm not
6. am playing volleyball / 'm playing volleyball
7. am meeting Tim at Black Cat café / 'm meeting Tim at Black Cat café
8. I am going to the chess club / I'm going to the chess club
9. studying for a test
10. am going to Sam's party / 'm going to Sam's party
11. going

3. Fill in the gaps with the right form of the words and phrase in the box. WB P7

答案

- | | | | |
|---------------|--------------|-------------|-----------|
| 1. come round | 2. studying | 3. barbecue | 4. Have |
| 5. practice | 6. preparing | 7. test | 8. circus |

6. Listening

a. Listen and answer. On which day next week is Tom not busy? WB P7 CD 04

答案

Sunday.

录音文本

- Lily:** What are you doing, Tom?
Tom: Checking my calendar. Next week is very busy!
Lily: What are you doing next week?
Tom: On Monday I'm meeting a friend at the movie theater. On Tuesday I'm visiting my cousins. And on Wednesday I'm practicing the drums for the concert.
Lily: Wow! You are busy.
Tom: That's not all!
 On Thursday I'm having dinner with friends. On Friday I'm playing badminton. And on Saturday Harry's having a party. You're going, aren't you?
Lily: Of course! What are you doing on Sunday?
Tom: I'm sleeping all day!

b. Listen again and write the day next to the activities. WB P7 CD 04

答案

- | | | | |
|------------|-------------|--------------|-----------|
| 1. Sunday | 2. Thursday | 3. Friday | 4. Monday |
| 5. Tuesday | 6. Saturday | 7. Wednesday | |

7. Reading

a. Read the posters and find these words. Write the numbers of the posters in the boxes. WB P8

答案

- A. 2 B. 1 C. 3 D. 5 E. 4

b. Read again and answer the questions. WB P8

答案

1. It is \$80.
2. The concert is at 7: 30 p.m. on Monday, June 10. It costs \$50.
3. It starts at 8 p.m.

4. The circus is in Central Park. It costs \$60.
5. It starts at 4:30 p.m.

8 Writing

- a. Ella wants to go to the concert with a friend. Read her email and Sonia's reply. Did Sonia accept the invitation? **WB P9**

答案 略。

- b. Choose one of the posters from Activity 7a. Write an email to invite a friend. Swap emails with your partner and write a reply. **WB P9**

答案 略。

9. Pronunciation

- a. Listen and complete the tongue twister. Then repeat. **WB P9 CD 05**

答案

Dan's fat black cat chased Ben's ten red hens.

- b. Circle the words that have the same vowel sound as the first word. **WB P9**

答案

dance angry ant

- c. Then put the circled words with these words below. Make a tongue twister! Swap tongue twisters with your friends. Can you say them? **WB P9**

答案

Dad's dirty dog met an angry ant.

An angry ant met Dad's dirty dog.

Dad's dog met a dirty angry ant.

Dad's dirty angry dog met an ant.

...

U3 Let's make pancakes!

1. Circle the odd one out. Use the clues for help. **WB P10**

答案

1. pancake 2. sugar 3. butter 4. flour 5. recipe 6. honey 7. jam

2. Choose the right words to fill in the gaps. **WB P10**

答案

1. a 2. b 3. c 4. a 5. c 6. c 7. b 8. c

3. Unscramble the words. Then write them under the pictures. **WB P10**

答案

pour add mix pan stove oil land taste

4. Fill in the gaps with the words in the box to complete the recipe. What are you making? WB

P11

答案

1. First, heat
 2. Next / then / after that, put
 3. Next / then / after that, add
 4. Next / then / after that, mix
 5. Next / then / after that, add mix
 6. Next / then / after that, heat
 7. Last, pour
 8. Eat
- I'm making a pancake.

5. Fill in the gaps to complete the conversation. WB P11

答案

- | | | | |
|-----------|----------|----------|------------|
| 1. First | 2. many | 3. Then | 4. much |
| 5. little | 6. add | 7. mix | 8. Heat |
| 9. stove | 10. pour | 11. Next | 12. tastes |

6. Listening

a. Listen and tick. What food does Sonia's family eat for Thanksgiving? WB P11 CD 06

答案

turkey stuffing corn potatoes pumpkin pie

录音文本

- Jin:** Hi Sonia, how are you?
Sonia: Good, but busy – it's the Thanksgiving vacation this week, so there is a lot to do.
Jin: What day is Thanksgiving?
Sonia: It's always on the last Thursday in November.
Jin: And what do you do?
Sonia: All the family get together. This year everyone is coming to our house. We are decorating the house and preparing the food.
Jin: What do you eat? Is there special food?
Sonia: Yes, everyone eats turkey for lunch. We eat it with potatoes and corn and stuffing.
Jin: What's stuffing?
Sonia: It's made of bread, onions and carrots. We add sausage and apples too. We put the stuffing inside the turkey and cook it in the oven.
Jin: Sounds nice! What else do you eat?
Sonia: There are a lot of pumpkins in the shops in fall so we have pumpkin pie.
Jin: And what else do you do?
Sonia: Before lunch we sit around the table and think about the last year and give thanks for the good things. Then we give each other presents. After lunch we watch the football game – there's always a big game on Thanksgiving.
Jin: Happy Thanksgiving! Have a great day!

b. Listen again and write T (true) or F (false). WB P11 CD 06

答案

1. T 2. T 3. F 4. F 5. T 6. F

7. Reading WB P12

a. Read and do the quiz. Circle your answers.

答案略。

b. Read again and put the food into the table.

Healthy Food	Unhealthy Food
white rice, brown rice, brown noodles, fruit, vegetables, water, nuts	fries, cookies, chips, burgers, pizza, fizzy drinks, drinks with sugar

8. Writing

You have to write a leaflet for Healthy Eating Week at your school. Use the food in the table on page 12 and write a Dos and Don'ts leaflet. WB P13

答案

DOS: You should eat more vegetables.
Drink water.

...

DON'TS: You shouldn't drink a lot of sugary drinks.
Don't eat chips.

...

9. Pronunciation

a. Listen and complete the tongue twister. Then repeat. WB P13 CD 07

答案

Carla's ugly car is colored green and gold.

b. Circle the odd one out. WB P13

答案

1) city 2) tune 3) day

c. Choose some words to make a tongue twister. Say it as quickly as possible! WB P13

答案

A lucky duck ate candy, cake and nuts in the car near the park.

Review 1

1. Play the game. Write down the words. WB P14

答案

- | | | | |
|--------------|---------------|--------------|-------------------|
| 1. geography | 2. pancake | 3. garden | 4. remote control |
| 5. sugar | 6. club | 7. cut | 8. circus |
| 9. delicious | 10. amazing | 11. drums | 12. remember |
| 13. recipe | 14. sneakers | 15. Barbecue | 16. program |
| 17. point | 18. worried | 19. pocket | 20. practice |
| 21. landed | 22. pan | 23. skis | 24. stove |
| 25. honey | 26. preparing | 27. study | 28. jam |

2. Choose the best answer. WB P14

答案

1. a, b 2. b, b 3. c, b 4. b, a 5. c, c

3. Look at the picture about Ella's holiday and read the description. Can you find six differences? Write them down. WB P15

答案

1. Ella's parents aren't drinking coffee. They are drinking water.
2. Ella isn't drinking orange juice. She is eating an ice cream.
3. There aren't a lot of people in the café. There are a few people in the café.
4. The children aren't playing catch. They are playing volleyball.
5. There isn't a boat in the water.
6. There aren't a lot of people swimming. One person is swimming.

4. Fill in the gaps with the right form of the words and phrases in the box. WB P15

答案

- | | | | |
|-------------|--------------|-----------|-------------|
| 1. usually | 2. a lot of | 3. a few | 4. playing |
| 5. barbecue | 6. plays | 7. club | 8. isn't |
| 9. prepare | 10. studying | 11. twice | 12. captain |
| 13. goes | 14. going | | |

5. Pronunciation

a. Listen and circle. WB P16 CD 08

答案

1. bit 2. deep 3. mat 4. sad 5. dark 6. bag

b. Listen and repeat the chants. WB P16 CD 09

答案 略。

6. Listening

a. Listen and answer. What do they both usually do on Saturdays? WB P16 CD 10

答案

They go shopping.

录音文本

Tom: No school tomorrow! What do you usually do on weekends?

Milly: On Saturdays we usually go into town and go shopping. Sometimes we have lunch in town. In the evening we often go to the movies or go to dinner with friends. Sunday is a family day. We often go for a walk or go cycling and we usually take a picnic. This Sunday there is a circus so we are going to that. What about you?

Tom: We usually go shopping on Saturdays too, but this weekend we're going away. First, we're driving to Maine and staying with some friends. They live near the beach so we're going swimming and sailing. Then on Sunday we're all going to a garden party at another friend's house. They're having a barbecue and a magician!

Milly: That sounds like a great weekend!

b. Listen again and fill in the chart. **WB P16 CD 10**

答案

	Usually on Saturdays	Usually on Sundays	This Saturday	This Sunday
Milly	Go <u>shopping</u> , go to the <u>movies</u> , go to <u>dinner</u> with friends	Go for a <u>walk</u> , go <u>cycling</u> , have a <u>picnic</u>		Going to the <u>circus</u>
Tom	Go <u>shopping</u>		<u>Driving</u> to Maine, staying with <u>friends</u>	Going to a <u>garden</u> party and having a <u>barbecue</u>

c. Listen to the sentences about the picture and write *yes* or *no*. **WB P16 CD 11**

答案

1. No 2. Yes 3. Yes 4. No 5. Yes 6. Yes
7. No 8. Yes 9. Yes 10. No 11. Yes 12. No

录音文本

- There are a lot of children in the kitchen.
- There is a table in the middle of the kitchen.
- One child is pouring milk into a bowl.
- One child is knocking at the door.
- One child is heating oil in a pan on the stove.
- One child is turning on the light.
- Two children are wearing sneakers.
- There are a lot of eggs on the table.
- There is a little sugar in the bowl.
- There are a few bananas on the table.
- There's some milk on the table.
- There isn't any pepper.

7. Reading

a. Look at the picture. What do you think is happening? Then read the email quickly and check.

WB P17

答案 略。

b. Read again and match the names with the people. **WB P17**

答案

Grandma – 3 Grandpa – 4 Mom – 11 Dad – 10 Liam – 8
Lucas – 6 Jack – 9 Ava – 5 Emma – 7 Aunt Jo – 2
Uncle Chris – 1

8. Writing

a. Find a photo of your family. Then write an email to a pen friend about it. **WB P17**

答案 略。

b. Give your photo and letter to a friend. Can he / she label the people in the photo? **WB P17**

答案 略。

U4 We're all different!

1. Fill in the gaps with the right form of the words in the box. Then create a song or rap. **WB P18**

答案

1. health 2. convenient 3. traffic 4. gets to know 5. farther 6. miss
7. prefer 8. peaceful 9. relaxing

2. Fill in the gaps with the comparative forms of the words in brackets. Do you agree with these opinions? Tick 'agree' or 'disagree'. **WB P18**

答案

1. more relaxing 2. healthier 3. more 4. quieter, more peaceful
5. more exciting 6. more interesting 7. more boring 8. better
9. more dangerous

3. Put the words into the table. **WB P19**

答案

good	can be good or bad	bad
<i>Popular, lively, brave, kind, friendly, smart</i>	<i>serious, shy</i>	<i>lazy, noisy, untidy, naughty</i>

4. Make sentences about Ben, Cal and Alex. **WB P19**

答案

1. Cal has the same color hair as Ben and Alex.
2. Alex is the tallest of the three boys.
3. Cal isn't as tall as Ben.
4. Alex has the longest hair.
5. Ben's hair isn't as long as Alex's.
6. Ben is the kindest of the three boys.
7. Alex is the best at sports.
8. Cal isn't as good at sports as Ben.
9. Cal is the funniest of the three boys.

5. Fill in the gaps with the right words or the right form of the words in brackets. **WB P19**

答案

1. as tall 2. same, as 3. funnier 4. most
5. better 6. Farther 7. Noisier 8. naughtier

6. Listening

a. Listen and answer. Who liked the game? Put a tick by their names. **WB P19 CD 12**

答案

Tom Maria

录音文本

- Interviewer:** In today's program I am going to ask children about the new computer game *Explore 2*. Hi, Tom. What did you think of the new game?
- Tom:** I liked it! It was more exciting than *Explore 1* and the pictures were more beautiful. I liked going to different places – the desert and the mountains were exciting. It's one of the best games I bought.
- Interviewer:** How about you, Poppy?
- Poppy:** I didn't like it as much as *Explore 1*. It isn't as interesting and the characters aren't as funny.
- Interviewer:** And what did you think of *Explore 2*, Maria?
- Maria:** I preferred it. The story was better and it was more fun to play. The new characters were more frightening!
- Interviewer:** Is that a good thing?
- Maria:** Yes! It makes the game exciting!
- Interviewer:** And what about you, Dan?
- Dan:** I didn't like it much. It was very difficult! Much more difficult than *Explore 1*. I was bad at it so my friend won.
- Interviewer:** So, some very different ideas about *Explore 2*! Thank you all very much for talking to me and sharing your ideas!

b. Listen again and match the children and their opinions. **WB P20 CD 12**

答案

- Tom:** b e h
Poppy: f i
Maria: c d g
Dan: a

7. Reading

a. Read about three children talking about their favorite books. Then write the book name in the blanks. **WB P20**

答案

- 1) *The Time Bus* 2) *Moving* 3) *Finding Star*

b. Read again and write *T* (true) or *F* (false). **WB P21**

答案

1. F 2. T 3. T 4. T 5. F 6. F 7. T 8. F 9. F 10. T 11. F

8. Writing

a. Look at the three story book reviews on page 20. Follow the plan below. Write the numbers by the sentences. **WB P21**

答案 略。

b. Write a review of your favorite story book. Use the plan above. **WB P21**

答案 略。

9. Pronunciation

a. Listen and complete the tongue twisters. Then repeat. **WB P21 CD 13**

答案

Thirty thirsty birds in dirty shirts are on the sairs.

Zoe's sister Sue saw a small zebra in the zoo.

b. Find your way through the puzzle. Follow the words with the same vowel or consonant sounds. You can go down or sideways. Draw your way out. **WB P21**

答案

seven America paper different shoulders

U5 Trips and vacations

1. Unscramble the words. Then add them to the speech bubbles about people's vacations.

WB P22

答案

1. landscape 2. found 3. flew 4. blew 5. stole 6. airline 7. baggage 8. kept

2. Complete the conversation with the past form of the verbs in brackets. **WB P22**

答案

1. was	2. Did	3. go	4. went	5. wanted	6. drove
7. had	8. Did	9. enjoy	10. was	11. sailed	12. saw
13. met	14. did	15. stay	16. slept	17. cooked	18. ate
19. did	20. get	21. left	22. got		

3. The children made a display of their trip to the museum. Put the verbs in the right form. Then match the pictures and the descriptions. **WB P22**

答案

1. took – f	2. brought, sat, ate – b	3. drew – e	4. saw – a
5. became – c	6. kill, protect – d		

4. Join the sentences with *before*, *after* or *when*. **WB P23**

答案

1. After Tom and his family had breakfast, they caught the coach to the airport.
2. Before they caught the plane, Tom bought a camera at the airport.
3. When they got on the plane, they saw some friends.
4. Before they landed at San Francisco, they had lunch on the plane.
5. After they got to the hotel, they went to a museum.
6. After they visited the museum, they went shopping.
7. When they got to the shops, they saw some musicians.
8. Before they went back to the hotel, they ate dinner at a restaurant.

5. Fill in the gaps with the right form of the words in the box. Then match the questions with the answers. **WB P23**

答案

1. last	2. after	3. brought	4. broke	5. sat
---------	----------	------------	----------	--------

6. drew 7. flew 8. coach 9. ago
a – i, b – f, c – j, d – h, e – g

6. Listening

a. Listen and answer. What is Maria's favorite kind of vacation? **WB P24 CD 14**

答案

Maria's favorite kind of vacation is camping on a farm by the beach.

录音文本

Interviewer: What do you like doing on vacation, Maria?

Maria: Mm ... I like the seaside. I like swimming and playing games on the beach. We went to Florida two years ago and there were some great beaches there. We played beach volleyball and went sailing. And em ... I like camping. It's fun being outdoors. This year we camped on a farm and that was fun because I like animals. I helped to feed them.

Interviewer: And what kind of vacation don't you like?

Maria: I don't like going to towns really. We went to New York last year but I didn't enjoy it. I don't like going to museums and shopping.

Interviewer: So you prefer the countryside and the beach then?

Maria: Yes. And ... em ... I don't really like theme parks. When we went to Florida, we went to Disneyworld. My little brother loved it, but I didn't like it so much. It was very crowded and there were long lines. I prefer real things!

Interviewer: So what is your favorite kind of vacation?

Maria: Um ... camping ... by the beach.

Interviewer: On a farm?

Maria: Yes! Camping on a farm by the beach!

b. Listen again and tick or cross (✓ = likes, ✗ = doesn't like). Then write the place and the time under the pictures. **WB P24 CD 14**

答案

- | | |
|-------------------------------|-------------------------------|
| 1. X – New York, last year | 2. X – Florida, two years ago |
| 3. ✓ – Florida, two years ago | 4. ✓ – Florida, two years ago |
| 5. ✓ – a farm, this year | 6. ✓ – a farm, this year |

7. Reading

a. Read and answer the question. How is Ben traveling? **WB P24**

答案

bus plane train ship

b. Read again and number the pictures in order. **WB P25**

答案

4 1 3 5 2

8 Writing

What did you do last vacation? Write a passage. **WB P25**

答案略。

9. Pronunciation

a. Listen and complete the tongue twisters. Then repeat. **WB P25 CD 15**

答案

Sue took off her shoe and put her foot in the cool blue pool.

While Wendy watched a funny video, Will walked to the village.

b. Listen and repeat. Write them in the right boxes. **WB P25 CD 16**

答案

could: good, put, wood, wool, sugar

cool: do, move, room, two

U6 Art and artists

1. Write a sentence for each picture. **WB P26**

答案

- | | | |
|------------------------|------------------------|--------------------------|
| 1. It's made of metal. | 2. It's made of cloth. | 3. It's made of paper. |
| 4. It made of leather. | 5. It's made of wood. | 6. It's made of plastic. |
| 7. It's made of wool. | 8. It's made of metal. | |

2. Make questions and answers with *going to*. Then join the questions and answers. **WB P26**

答案

1. What are you going to do on your birthday?
2. Are you going to the zoo on Saturday?
3. What is Harry going to do in the vacation?
4. What are you and your sister going to do this weekend?
5. When are Sam and Ben going to visit you?

- a. No, I'm not.
- b. I'm going to have a party.
- c. They're going to arrive on Saturday.
- d. He's going to stay with his cousins.
- e. We're going to have a picnic with friends.

1 – b 2 – a 3 – d 4 – e 5 – c

3. Fill in the gaps with the right form of the words in the box. **WB P27**

答案

- | | | | | |
|----------|-------------|----------|-----------|----------|
| 1. clue | 2. entrance | 3. maze | 4. voice | 5. giant |
| 6. hairy | 7. scary | 8. tried | 9. escape | |

4. Write the answers to the clues in the puzzle. **WB P27**

答案

1. ice cream 2. sea 3. spoon 4. music 5. cat 6. hat

5. Some children are talking about pictures they made in the art club. Fill in the gaps with the right form of the words and phrase in the box. **WB P27**

答案

- | | | | | |
|---------|-------------|--------------|-----------|----------|
| 1. wolf | 2. looks | 3. following | 4. trying | 5. metal |
| 6. hard | 7. escaping | 8. made of | 9. feels | |

6. Listening

a. Maria and Tim won prizes in a wildlife photography competition. Listen to them talk about their photos. Write *Maria* or *Tim* by the descriptions of the photos. **WB P27 CD 17**

答案

- 2) Tim 3) Maria

录音文本

- Interviewer:** So you two won prizes in the Under 18 Wildlife Photography Competition. Tim, what was your photo?
- Tim:** I took a photo of a bird catching a fly.
- Interviewer:** Wow! It's beautiful! How did you do that?
- Tim:** I took lots of photos of the bird. Then the fly came. I was lucky!
- Interviewer:** And Maria, what was your photo?
- Maria:** We were on vacation in Africa. I took a picture of a zebra jumping.
- Interviewer:** So, it must be very difficult to take such good photos. Have you any tips?
- Maria:** You have to wait a long time for the right photo.
- Tim:** Yes, and you have to take a lot of photos to get a good one.
- Tim:** Try to photograph the animals when they are moving.
- Maria:** Early in the morning or in the afternoon are the best times.
- Interviewer:** Why is that?
- Maria:** The light is better. It's too strong in the middle of the day.
- Tim:** Yes, light is very important.

b. Listen again and fill in the Top Tips page. **WB P27 CD 17**

答案

1. wait 2. a lot of 3. moving 4. morning, light, better

7. Reading

a. Read and write *T* (true) or *F* (false). **WB P28**

答案

1. F 2. F 3. T 4. T 5. F

b. Follow the instructions to make a cartoon sheep and a flip book.

答案略。

8 Writing

Write a description of this picture from a cartoon film called *The Brave Princess*. Use the questions to guide your writing. **WB P29**

答案略。

9. Pronunciation

a. Listen and complete the tongue twisters. Then repeat. **WB P29 CD18**

答案

Four hot horses in short socks.

A mouse sang a song with a nice tune.

b. Listen and repeat. Write them in the right boxes. WB P29 CD19

答案

dot: not, pot, hot, lot

north: sport, lord, port

c. Listen and repeat. Write them in the right boxes. WB P29 CD20

答案

mix: map, mouth, most

sing: thing, long, bring

note: nose, night, new

Review 2

1. Complete the crossword below. WB P30

答案

- | | | | | |
|-------------|--------------|--------------------------------|-------------|----------------|
| 1. brain | 2. Leather | 3. prefer | 4. giant | 5. upside down |
| 6. popular | 7. naughty | 8. extinction | 9. baggage | 10. peaceful |
| 11. cave | 12. metal | 13. thousand | 14. serious | 15. traffic |
| 16. gorilla | 17. entrance | 18. wood (across), wolf (down) | | |
| 19. wool | 20. million | | | |

2. Complete the sentences with the right form of the words in brackets. WB P30

答案

- | | | |
|--------------------------------------|---------------------------------------|---------------|
| 1. am going to travel / am traveling | 2. lost, found | 3. had, broke |
| 4. funniest, became, started | 5. stole, flew | 6. came, saw |
| 7. did, meet, met | 8. are, going to do, are going to see | |
| 9. kept | 10. brought, blew | |

3. Match the sentence halves and make comparatives with the words in brackets. WB P31

答案

- | | | | | | | | |
|-----------|-------------------|-----------|------------|-------|-------|-------|-------|
| a. older | b. colder | c. louder | d. better | | | | |
| e. softer | f. more delicious | g. bigger | h. sweeter | | | | |
| 1 - b | 2 - a | 3 - h | 4 - c | 5 - f | 6 - g | 7 - d | 8 - e |

4. Fill in the gaps with the right form of words in the box. WB P31

答案

- | | | | | |
|---------------------|-----------------|-------------|-------------------|-----------------|
| 1. lively | 2. more serious | 3. found | 4. wood | 5. looked |
| 6. became | 7. flew | 8. landed | 9. saw | 10. upside down |
| 11. is going to eat | 12. ran | 13. escaped | 14. most exciting | 15. scariest |

5. Pronunciation

Listen to the chants. Find the same vowel or consonant sounds and mark them like the examples. Then repeat the chants. WB P31 CD21

1. Zoe and Sam went to the sea.

They saw a girl in a skirt

And some birds in a tree.

2. Vera and Fran bought funny shoes.

Fran's shoes were white

And Vera's were blue.

3. Molly and Nat rode on a horse.

They sang a nice song.

And found a nice torch.

6. Listening

a. Listen and circle. What kind of day did Matt and Tom have? **WB P32 CD22**

答案

C

录音文本

Maisie: Hello. Tom.

Tom: Hi, Maisie. What a day!

Maisie: Why? What happened?

Tom: Well, I went into town with Matt. When we got off the bus, we saw a small boy crying. We stopped and said, "What's the matter? Where's your Mom?" and he said, "I'm lost!" So we took him to the police station. Later, his parents came and found him.

Maisie: That's great! I bet they were happy to see him!

Tom: Yes, they were the happiest parents in the world!

Maisie: What happened next?

Tom: Well, after we left the police station, we found a ring on the street. It looked really beautiful – it was made of gold and had a diamond. Then we saw a woman. She looked worried, so we said, "Did you lose something?" and she said, "Yes, a ring." She was very happy and bought us ice cream to say "thank you"!

Maisie: You did a lot of good things today!

Tom: Yes, but the next thing wasn't as good as those two.

Maisie: Oh no! What happened?

Tom: We went skating and Matt fell over and hurt his arm. We had to go to the doctor, but he was very brave.

Maisie: Poor Matt! Is he OK?

Tom: Yes, he's fine now.

Maisie: Your day was much more exciting than mine! What are you going to do tomorrow?

Tom: I'm going to have a much quieter day at home!

b. Listen again and number the sentences in the right order. **WB P32 CD22**

答案

7 1 6 2 4 3 5 8

7. Reading

a. Read paragraphs 1 and 10. What do you think will happen in the story?

答案 略。

b. Read again and number the other paragraphs in the right order. **WB P32**

答案

1 9 5 2 6 4 8 3 7 10

8. Writing

Use these pictures to write the story of *The Hare and the Tortoise*.

答案 略。