

ENGLISH JOURNEY



悠游国际少儿英语

张连仲 主编
郭楚鑫 程爱茜 著

TEACHER'S
BOOK
教师用书

5B

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MAP OF THE BOOK

Unit
1

Helping out

page 2

Words

plan, list, banner, bake, decide, Spanish, meatball, pie, spicy, order

drive off, dry the dishes, vacuum the carpet, dust the bookshelf, empty the trash can, polish the table, set the table, hang up, news, disappointedly, had better, each other, grin

Grammar

I've **asked** people to bring salads.
They've **invited** her to Book Club.
I **haven't decided** everything.

—Have you **cleaned** the kitchen?
—Yes, I **have**. / **Not yet**.
Dad has **already** baked the cake, but we haven't decorated it **yet**.

Pronunciation

- **made, eight, rain, great, play**
- **boy, annoy, coin, noise, boil**
- **bike, nine, sky, try, island**

Skills

- Read an adventure story
- Listen to an interview with a boy living in Nigeria
- Do a survey on housework
- Send messages to a friend about a busy day

Unit
2

Life stories

page 10

Words

introduce, explorer, experience, probably, special, anywhere, hang glider, get out of

water-bike, dog-feeder, afterwards, awesome, one-hundred-year-old egg, try, find out, mysteriously

Grammar

—Have you **ever** flown a plane by yourself?
—No, I've **never** flown a plane by myself.

I've **met** a lot of new people.
I've **run** a 10K race.

Pronunciation

- **here, ear, volunteer, deer**
- **air, there, bear, careful**
- **hat, head, hello, who**
- **red, prepare, rabbit, rat**

Skills

- Read a magazine article about young volunteers on projects abroad
- Listen to a girl's travel story
- Do a survey on things one has done
- Write a biography of a famous living person

Unit
3

How long have you been here?

page 18

Words

language, difference, notice, colorful, bright, another, chili, take a long time, popular with, traditional

project, semester, fire station, firefighter, enjoy working, though, rewarding, get into, ask for help, save, librarian, be glad to, get tired of, important, in the opposite way to

Grammar

—How long have you learned English?
—I've learned English **for** five years.

I've only been in this town **since** last Friday.

I've seen a lot of changes **since** I came here.

Pronunciation

- **cow, found, south, brown**
- **she, ship, finish, fishing**
- **go, slow, toe, boat**
- **television, usually, pleasure, decision**

Skills

- Read an adventure story
- Listen to an interview about one's jobs
- Do a survey on hobbies
- Write an email about oneself

Review 1 page 26

See the world with the magic wand 1: Wonders of the ancient world

page 28

Unit 4

My amazing aunt

page 30

Words

sporty, such, last, give up, keep doing something, afraid to do, once

automatic, ball-thrower, spring, steal, Could you possibly ...?, back garden, send, jump up, instead of, bring back, have time to do something, run back, design, fly up into the air, return, as well as, gloomily

Grammar

I **can** do it.
I **couldn't** speak very well.
She's **able to** speak five languages.
I **was able to** run much faster when I was younger.

—**Could** you **possibly** come round and help me?
—Sure. / Of course.
—But I'm afraid Sarah **can't** because she's at a volleyball match.

—**Can** you stop Buster from stealing the ball?
—No problem.

Pronunciation

- beach, watch, chair, Charlie
- giraffe, jam, jump, project
- thing, teeth, both, theater
- this, father, these, the

Skills

- Read an article about Africa's amazing animals
- Listen to phone conversations
- Do a survey on special abilities or talents
- Write text messages to request and reply

Unit 5

Accidents and adventures

page 38

Words

whole, in the middle, free, fall over, fill, spill, step, all over, anyway

start out, trouble, chase, luckily, go back to sleep, not ... anymore, thick, pack up, walk round in circles, it takes someone (time) to do something

Grammar

My mom **was cooking** and I **was helping** her in the kitchen.

—What **were** you **doing**?
—We **were watching** a movie.

—**Were** you **cooking** too?
—No, I **wasn't**.

When she **was crossing** on the stones, Ella **fell** in.

Pronunciation

- light, long, full, small
- yes, yellow, canyon, year

Skills

- Read an adventure story
- Listen to a conversation between friends
- Play a board game in groups
- Write a dream story

Unit 6

Looking into the future

page 46

Words

cure, disease, driverless, accident, VR technology, control, from a distance, traffic jam, time travel

look into the future, several, resource, private, explain, pollution, come up, unhealthy, groceries

Grammar

People **will live** longer.
There **won't be** so many accidents.
Will robots always **be** a good thing?
What **will** the world **be** like in 50 years?

If I get a 3D printer one day, I'll print a spaceship.
What **will** happen **if** some bad guys get this invention?

Pronunciation

- me, his, joke
- re·peat, lis·ten, mat·ter
- an·i·mal, fes·ti·val, dis·ap·pear
- ad·ver·tise·ment, A·mer·i·can, ex·per·i·ment

Skills

- Read an article about the future of food
- Listen to a TV interview about trip to Mars
- Group work: design an invention to make life better
- Write an article to predict your job in 20 years

Review 2 page 54

See the world with the magic wand 2: Survival!

page 56

Story plus

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Unit 1 Helping out 来帮忙吧!

Story 1 & Grammar 1 (2 课时)

1

1 Helping out

Story 1

1 Listen and read. What are Billy and his dad planning?

Did Dad, Saturday is Mom's birthday. What are you planning?

Did I'm planning a surprise party. I've invited your mum's friends to the party. They can't all come. Let's make a list of things to do. We need to clean the kitchen. We also need to buy and decorate the living room. We can make a Happy Birthday banner and get some flowers on Saturday.

Did And we need to bake a birthday cake and decorate it. What about food?

Did I haven't decided everything, but I've asked people to bring salads, and I'm planning to cook a ham. Another idea. Mom loves Spanish food. There's a very good tapas restaurant in town. They do Spanish snacks like meatballs, little pies and sangria potones. We can order some food for a first course. What do you think?

Did Great idea! But how can we keep it a surprise?

Did I've phoned some of Mom's friends. They've invited her to Book Club on Saturday afternoon.

Did So we can get everything ready when she is out.

Did There's a lot to do on this day!

Did I have an idea! Maybe my friends can come and help! I can phone them now!

plan list banner bake decide Spanish meatball pie sticky order

2 Read again and fill in the table. Tick *Finished* or *To do*.

Job list	Finished	To do	Job list	Finished	To do
Invite Mom's friends	<input checked="" type="checkbox"/>		Decorate the cake		
Clean the kitchen			Ask Mom's friends to bring salads		
Buy and decorate the living room			Cook a ham		
Make a Happy Birthday banner			Order food		
Get some flowers			Phone Mom's friends for help		
Bake a cake			Invite Mom to Book Club		

3 Complete the story summary on page 58.

4 *g* **Think!** How can Billy's friends help him prepare for the party?

Grammar 1

1 Listen and repeat.

*I've asked people to bring salads.
They've invited her to book club.
I haven't decided everything.*

2 Write sentences about the family's to-do lists.

John and Tom's to-do list

Clean the kitchen ✓
Wash the dishes ✓
Tidy the living room ✓
Dry the clothes

Mom's to-do list

Phone friends ✓
Bake a cake ✓
Decorate the cake ✓
Cook the dinner

1 *John and Tom have cleaned the kitchen.* **2** _____

2 _____ **3** _____

3 _____ **4** _____

4 _____ **5** _____

5 Write sentences about your week. Use the ideas in the box. Then tell a friend. How many things have you or haven't you both done?

visit relatives paint a picture watch a movie

bake a cake phone a friend

invite a friend to your home for dinner

write a friend to your home or your cell phone

post a picture on your diary

share a photo on the Internet

I've watched a movie this week. Have you?

I haven't baked a cake this week. Have you?

Yes, I have.

No, I haven't.

2
3

● 教学目标

1. 学生能够通过听、读，理解对话文本大意及细节信息，能根据文本内容提取故事主线并对故事情节进行合理预测和推理；
2. 理解现在完成时的用法，并能准确运用于交际活动中。

- 目标语言

1. 核心词汇

plan, list, banner, bake, decide, Spanish, meatball, pie, spicy, order

2. 语法

现在完成时的肯定句与否定句；规则动词的过去分词

✚ I've asked people to bring salads.

They've invited her to Book Club.

 I haven't decided everything.

热身活动 Warmer

做活动: Design your to-do list

- 目的：熟悉 to-do list 的概念，结合实际生活复习与日常活动相关的常用表达，为课文学习做好准备。

- 步骤：
 - 1) 教师展示一个自己的 to-do list (部分活动标记√表示已完成；部分活动不标记表示未完成)，并向学生分享：This is my to-do list. I have washed the dishes. I have ordered some food. But I haven't phoned my parents. How about you? What have / haven't you done today?
 - 2) 请学生结合自己的实际生活仿照教师的 to-do list，用英文短语写下当天要做的事，并用√标记已完成的事情。
 - 3) 请两位学生分享各自的 to-do list，说一说自己当天的日常活动和已完成的事情。

故事教学 Story 1

做活动：Picture walk

- 目的：根据图片对故事进行预测，引起学生的阅读兴趣，并导入课文主题。
- 步骤：
 - 1) 教师带着学生读图，问学生：Who are there in the picture? What are they doing? 引导学生观察图中细节，注意到Billy 的爸爸拿着一个 to-do list。
 - 2) 引导学生：Guess! What is Billy's dad going to do with the to-do list? What are they thinking of?

做活动：SB P2 CD1 02

1. Listen and answer. What are Billy and his dad planning?

- 目的：听 Story 1 前半部分录音，了解主旨大意。
- 步骤：
 - 1) 教师播放Story 1 前半部分课文录音（从对话开始至 Dad: ... a Happy Birthday banner and get some flowers on Saturday.），请学生回答：What are Billy and his dad planning?
 - 2) 检查学生的回答是否正确。
 - 3) 处理新词：plan, list, banner, bake, decide, Spanish, meatball, pie, spicy, order, 让学生在语境中感受词义并识记。

答案：They are planning a surprise birthday party for Billy's mom.

补充活动：Listen and answer. What are Billy and his dad planning for food?

How can they keep the party a surprise?

- 目的：听 Story 1 后半部分录音，了解主旨大意，获取重要信息。
- 步骤：
 - 1) 教师播放 Story 1 后半部分课文录音（可在 Dad: ... What do you think? 暂停，降低活动难度），请学生回答：What are Billy and his dad planning for food?
 - 2) 学生试着说出对话提到的食物，教师引出新词并讲一讲什么是 Spanish food。教师在PPT上展示meatballs, little pies, spicy potatoes 的图片和单词，帮助学生理解新词。
 - 3) 教师继续播放课文录音，并请学生听后回答：How can they keep it a surprise?
 - 4) 检查学生的回答是否正确。

答案:

1. Salads, ham, Spanish food: meatballs, little pies, and spicy potatoes.
2. They can get everything ready when Mom is out.

做活动: SB P2

2 Read again and fill in the table. Tick *Finished* or *To do*.

- 目的: 再次阅读 Story 1, 理解细节信息。
- 步骤:
 - 1) 教师带着学生一起读表格中的信息, 熟悉 Job List 列出的活动, 理解 Finished 和 To do 的意思。
 - 2) 教师让学生再阅读一遍故事, 然后完成表格, 在对应的空格里打勾。阅读前, 教师给予简单提示学生: 对话中 I've ... 提到的活动表示已完成 (Finished); I haven't ... 提到的活动表示未完成 (To do)。
 - 3) 完成练习后, 请学生先和同伴一起检查答案, 然后教师在全班检查答案。教师在检查 Finished 一栏答案时, 可引导学生用 have done something 造句。

答案:

Job List	Finished	To do	Job List	Finished	To do
Invite Mom's friends	√		Decorate the cake		√
Clean the kitchen		√	Ask Mom's friends to bring salad	√	
Tidy and decorate the living room		√	Cook a ham		√
Make a Happy Birthday banner		√	Order food		√
Get some flowers		√	Phone Mom's friends for help	√	
Bake a cake		√	Invite Mom to Book Club	√	

补充听力活动: Think aloud.

- 目的: 巩固新词, 并熟悉故事。
- 步骤: 教师播放课文录音, 并在每项活动 (例如: ...I've invited your mom's friends ...) 后暂停, 请学生抢答该项活动是 Finished 还是 To do。

补充阅读活动: Read aloud.

- 目的: 提升学生朗读流利度, 规范语音语调。
- 步骤:
 - 1) 教师再次播放 Story 1, 请学生跟读。在朗读过程中, 请学生注意疑问句、陈述句、感叹句等不同句式的语调和说话人的语气。学生朗读时, 教师记录学生朗读不准确的部分并

适时纠正。

2) 学生完成跟读之后, 教师请学生分角色朗读, 然后请几组学生在全班展示。

做活动: **SB P3**

3. Complete the story summary on Page 58.

- 目的: 梳理故事梗概, 运用目标语言输出。
- 步骤:
 - 1) 教师带着学生一起回顾故事内容, 向学生提问: What are Billy and his dad planning? What have they finished? What haven't they finished yet? How are they going to prepare for the party?
 - 2) 请学生独立完成学生用书 58 页本单元的 Story summary。
 - 3) 先请学生与同伴互相检查答案, 然后教师在全班检查答案。

答案:

2 the living room 3 banner 4 flowers 5 birthday cake 6 ham 7 salads
8 Spanish 9 order 10 meatballs 11 spicy 12 Book Club 13 Saturday

做活动: **SB P3**

4. Think! How can Billy's friends help him prepare for the party?

- 目的: 鼓励学生根据 Story 1 的内容进行推测, 并为 Story 2 的阅读做准备。
- 步骤:
 - 1) 学生在四人小组里开展讨论: How can Billy's friends help him prepare for the party?
 - 2) 教师可以鼓励学生从文本中找到线索进行推测或是自由发挥想象。
 - 3) 小组讨论结束后, 教师请学生在全班进行分享, 并将学生的推测展示在黑板/PPT上, 以便在完成 Story 2 的学习后, 看看学生的推测是否正确。
 - 4) 补充思辨问题: What problems might they have? Why do you think so? 教师鼓励学生根据文本内容进行推测, 锻炼想象力和表达能力。

补充词汇活动: **WB P2.**

1. Unscramble the words. Then match them to the meanings.

- 目的: 巩固、复习本单元的重点词汇。
- 步骤:
 - 1) 教师先带领学生将decided正序为decide, 让学生说出词义并在下面的释义中找到对应的内容: choose to do something
 - 2) 请学生独立完成剩余的词汇练习。教师提醒学生, 如有词义不确定的, 可回到学生用书Story 1结合上下文回顾词汇。

- 3) 学生完成后，先和同伴一起检查答案，然后教师再在全班检查答案。

答案

1. bake 2. decide 3. plan 4. spicy
5. order 6. tidy 7. pie 8. Spanish

语法教学 Grammar 1

做活动: SB P3 CD1 03

1. Listen and repeat.

- 目的: 聚焦本课语法重点: 现在完成时的肯定句和否定句, 让学生理解现在完成时的基本用法及规则动词的过去分词变化。
- 步骤:
 - 1) 播放录音, 让学生聚焦语法框里的关键句及句中红色内容。
 - 2) 请学生返回 Story 1 定位并划出语法框里的关键句, 并将句子分别填入以下表格。

Positive	Negative

- 3) 教师引导学生根据故事上下文, 理解 I have ... 和 I haven't ... 的含义, 让学生说一说现在完成时表达的是什么时候发生的事, 与一般过去时有何不同 (现在完成时强调过去发生或未曾发生的事情对现在的影响, 而一般过去时只是陈述过去发生的事情) 检查学生的理解是否正确。

- 4) 教师引导学生总结现在完成时的结构, 如下表所示;

Have / has + 过去分词 (past participle)

提示学生注意 have / has 需要与句子主语单复数搭配一致。

Positive	Negative
I/you/we/they have phoned ...	I/you/we/they haven't phoned ...
He/She has phoned ...	He/She hasn't phoned ...

- 5) 教师引导学生观察书上规则动词的过去分词, 重点关注动词过去分词的构成, 然后引导学生总结其构成规则。

补充语法详解:

1. 现在完成时: have/has + 过去分词 (past participle)
2. 规则动词的过去分词变化:
 - 1) 一般情况下, 动词词尾加-ed
如: ask → asked
 - 2) 双写词尾辅音字母, 再加-ed
如: plan → planned
 - 3) 以不发音的-e 结尾的动词, 动词词尾加-d
如: invite → invited
phone → phoned
 - 4) 以辅音字母+y 结尾的动词, 把-y 变为-i, 再加-ed
如: tidy → tidied

补充语法活动: Fairytale dominoes

- 目的: 复习故事内容, 巩固语法知识。
- 步骤:
 - 1) 教师将学生用书 P2活动2的to-do list内容打乱顺序呈现在PPT中, 请学生用 have/haven't done something 补全句子, 并将句子按照文中出现的顺序排列。学生可以四人为小组合作完成。教师提醒学生, 如有顺序不确定的, 可重新阅读故事文本。
 - 2) 为增加趣味性, 学生可在每张纸条上写出一个补全后的信息, 并将纸条排成放倒的多米诺骨牌状。看哪一组排出的句子又多又准确。

语法练习 Grammar practice

做活动: **SB P3**

2. Write sentences about the family's to-do list.

- 目的: 在新语境中练习准确使用现在完成时描述活动完成的情况。
- 步骤:
 - 1) 请学生看Jane and Tom's to-do list, 说: This is Jane and Tom's to-do list. What have they done? What haven't they done? Work in pairs and describe this list. There's an example. 引导学生读出书上给的例子。

- 2) 引导学生看 Mom's do-do list, 并提问: What has Mom done? 请学生注意现在完成时第三人称单数 has/hasn't 的用法。
- 3) 请学生两人一组, 用 They have/haven't 描述 Jane and Tom's to-do list并写下来。用 She has/hasn't 句型描述 Mom's to-do list并写下来。
- 4) 教师在全班检查答案。

答案:

1. They have cleaned the kitchen.
2. They have washed the dishes.
3. They haven't tidied the living room.
4. They haven't dried the dishes.
5. Mom has phoned friends.
6. Mom hasn't baked a cake.
7. Mom hasn't decorated the cake.
8. Mom hasn't cooked the dinner.

补充语法活动: WB P2

2. Look at the Brown family's calendars for this week. It is Friday now. What have they done? What haven't they done? Write sentences.

- 目的: 在语境中练习使用现在完成时的肯定句和否定句。
- 步骤:
 - 1) 教师请学生看两组日历, 上面分别记录了Jack and Lucy以及妈妈的日程安排。问学生: What have Jack and Lucy done on Monday? What has Mom done on Saturday? 请学生示范回答。
 - 2) 请学生两人一组进行口头练习, 一问一答, 继而互换问答。
 - 3) 教师请几组学生展示对话练习。
 - 4) 请学生完成句子书写练习, 并在全班检查答案。

备选活动: 学生同伴之间轮流看日历说句子, 故意在句子中加入一些细节错误, 请同伴根据日历上的信息作出更正。

答案

1. Jack and Lucy have invited friends to the party.
They have visited Auntie Sue.
They have watched movies with Ally.
They have played the violin in the school concert.
2. Jack and Lucy haven't helped Mom and Dad to prepare for the party.
They haven't helped Mom to clean the house.
3. Mom has phoned friends from Book Club.
She has visited Auntie Sue.

She has shopped for food.

She has watched Jack and Lucy in the school concert.

4. Mom hasn't ordered food for the party.

She hasn't baked a cake.

She hasn't cleaned the house.

补充口语活动 Cup game

- 目的：在真实语境中练习使用现在完成时表达已完成或未发生的事情。
- 步骤：
 - 1) 提前准备两个纸杯及纸条若干。在两个纸杯上分别写下 Somebody 和 Done。在 Somebody 的纸杯中放若干纸条，每张纸条写有一个人名，可以是班上学生的名字或与学生相关的人的名字：如 I, My friend XX, Jack 等。在 Done 纸杯中放若干纸条，每张纸条写有一项活动，如 clean the room, walk the dog 等。
 - 2) 请一位学生在两个纸杯中分别抽取一张纸条，并用现在完成时的肯定或否定造句，内容需要符合真实情况。
 - 3) 全班学生听句子，并判断句子的表述是否准确。

做活动：SB P3

3. Write sentences about your week. Use the ideas in the box. Then tell a friend. How many things have you or haven't you both done?

- 目的：在真实语境中使用 I have/haven't done ... 表达自己已完成和未完成的事情，并能够正确书写。
- 步骤：
 - 1) 请学生用书中给出的提示短语根据自己真实情况，独立写出本周已完成和未完成的事情。要求使用目标语言：I have/haven't done ...。比如：I've watched a movie this week.
 - 2) 将学生分成四人小组，用对话模板进行对话，了解各自情况。通过对话找出小组内都完成的以及都未完成的事。
 - 3) 教师请几个小组做展示，请学生使用句型：We have/haven't done ... 描述全组的情况。

结束本课 Ending the lesson

做活动：Review

- 目的：通过回顾 Story 1 故事情节，复习文本内容及目标句型。
- 步骤：请学生合上书，向学生提问故事情节，如：What are Billy and his dad planning? What have they done? What haven't they done? Who can come and help? 请学生根据记忆回答。

Story 2 & Grammar 2 (2 学时)

Story 2

1 Listen and read. Which jobs did Billy and his dad do before Billy's friends arrived?

It was Saturday afternoon. Billy's mum drove off for the Book Club. Billy and his dad started work. Billy cleaned the kitchen and his dad made the birthday cake. Then there was a knock on the door. Billy opened it and there were all his friends.

"Hi," they said. "We're really for work! What can we do?" "We have a lot here," said Billy. "Have you cleaned the kitchen?" asked May. "Yes, I have. And I've washed and dried the dishes. Dad has already baked the cake, but we haven't decorated it yet!" "Have you tidied the living room yet?" asked May. "Not yet," said Billy. "And I haven't cooked the ham yet," said Billy's dad. "Let's tidy the living room then," said May to her friends.

The children tidied the living room. Dad vacuumed the carpet. May dusted the bookshelves and emptied the trash can, and Sarah polished the table and then sat it in the kitchen. Billy decorated the cake and his dad started to cook the ham. After half an hour, they finished the work in the kitchen and came into the living room.

"That looks great! Good work, kids!" said Billy's dad. "We've finished the cleaning and the cooking! Now, what is there still to do?"

drive off dry the dishes vacuum the carpet dust the bookshelf
empty the trash can polish the table set the table hang up news
disappointedly had better each other grin

2 Read again and match. Who did what?

Job	Who	When	How
a. emptied the trash can			
b. cleaned the kitchen			
c. washed the dishes			
d. vacuumed the carpet			
e. dried the dishes			
f. baked the cake			
g. dusted the bookshelves			
h. polished the table			
i. decorated the cake			
j. cooked the ham			
k. set the table			

3 Listen to Story 2 Part 2. Why was Dad disappointed?

4 Listen again and number the events in order.

5 Think! What was Billy's idea? Why did his friends grin?

Grammar 2

1 Listen and repeat.

2 Fill in the gaps with the right form of the words in the box.

phone empty invite (x2) tidy decorate have yet (x3)
already wash finish cook order decide haven't

3 Work in pairs. Tell your partner what Sally and Henry have already done and what they haven't done yet. How many differences can you find?

● 教学目标

1. 学生能够通过听、读，理解故事文本大意及细节信息，能够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分享。
2. 现在完成时的一般疑问句及 *already* / *yet* 的用法。

● 目标语言

1. 核心词汇

drive off, dry the dishes, vacuum the carpet, dust the bookshelf, empty the trash can, polish the table, set the table, hang up, news, disappointedly, had better, each other, grin

2. 语法

现在完成时一般疑问句的提问与回答

Have you cleaned the kitchen?

Yes, I have. / Not yet.

already / *yet*

Dad has already baked the cake, but we haven't decorated it yet.

故事教学 Story 2

做活动：Picture walk

- 目的：根据图片对 Story 2 做预测，引起学生的阅读兴趣。
- 步骤：
 - 1) 引导学生回忆在第一节课他们对 Story 1 后续情节的猜测，问学生：How can Billy's friends help him prepare for the party?
 - 2) 让学生阅读 Story 2，看看猜测是否正确：Let's read Story 2 and check if you are right.
 - 3) 带领学生读图，问学生：What is Billy doing? How about his dad? Where are Billy's friends? What are they doing? Did you guess right?

做活动：SB P4 CD1 04

1. Listen and read. Which jobs did Billy and his dad do before Billy's friends arrived?

- 目的：听 Story 2 录音，理解故事主旨大意并回答问题。
- 步骤：
 - 1) 播放录音，请学生听并回答：What jobs did Billy and his dad do before Billy's friends arrived?
 - 2) 检查学生的回答是否正确。
 - 3) 检查学生回答后，处理新词：drive off, dry the dishes, vacuum the carpet, dust the bookshelf, empty the trash can, polish the table, set the table。让学生在语境中感受词义并识记。
 - 4) 再次播放录音，带领学生在故事中理解生词含义，处理生词：hang up, news, disappointedly, had better, each other, grin。

做活动：SB P4

2. Read again and match. Who did what?

- 目的：阅读 Story 2 文本，获取细节信息。
- 步骤：
 - 1) 带领学生阅读词汇框中的短语，借助故事及图片理解新词。
 - 2) 请学生再次阅读故事文本，关注每个人做的事情，回答：Who did what? 将字母写在表格里对应人物一栏。
 - 3) 学生完成练习后，先和同伴核对答案，教师再在全班检查答案。

答案：

Dad: f, j

Billy: b, c, e, i

Sarah: h, k

Zach: d

May: a, g

做活动：SB P5 CD1 05

3. Listen to the Story 2 Part 2. Why was Dad disappointed?

- 目的：听 Story 2 的后续故事，获取主旨大意。
- 步骤：
 - 1) 请学生猜测：What jobs do they still need to do?
 - 2) 带着学生一起看图，观察人物的表情，引出 disappointed 的含义，请学生猜测爸爸失望的原因。
 - 3) 播放录音，请学生听录音后回答问题。

答案：He was disappointed because the restaurant has closed.

做活动：SB P5 CD1 05

4. Listen again and number the events in order.

- 目的：听 Story 2 的后续故事，获取文本细节信息。
- 步骤：
 - 1) 再次播放录音，请学生完成排序。检查答案时先请学生与同伴之间检查，再由教师在全班检查。
 - 2) 检查完最后一句，提问学生：What was Billy's idea? Can you guess? 为下一个思考活动做准备。

答案：4, 3, 2, 1, 5

做活动：SB P5

5. Think! What was Billy's idea? Why did his friends grin?

- 目的：培养学生的推理能力和开放性思维。
- 步骤：
 - 1) 教师请学生四人小组内讨论 What was Billy's idea? 鼓励学生从文本中找到相应线索进行推测，尽可能发挥想象。
 - 2) 请学生在全班范围内进行分享。

补充词汇活动：WB P3

3. Complete Mr. Brown's to-do list with the help of the first letters.

- 目的：巩固练习本课 Story 2 的目标词汇。
- 步骤：
- 目的：巩固、复习本单元的重点词汇与表达。
- 步骤：
 - 1) 教师先使用第一个题目为学生做示范，然后学生独立完成余下题目。
 - 2) 学生独立完成其余的练习。完成后可先同伴之间比对答案，教师再在全班检查答案。

答案

1. Tidy the living room
2. Vacuum the carpet
3. Cook the ham
4. Polish and set the table
5. Dry the dishes

6. Dust the bookshelves
7. Decorate the cake
8. Hang up a banner

语法教学 Grammar 2

做活动: SB P5 CD1 06

1. Listen and repeat.

- 目的: 聚焦本课语法重点——现在完成时的一般疑问句; *already* / *yet* 的用法。
- 步骤:
 - 1) 播放录音, 让学生聚焦语法框里的关键句及句中红色内容。
 - 2) 请学生返回 Story 2 文本 (听力部分的文本见学生用书P60)。找到并标出现在完成时的一般疑问句及回答, 并将句子分别填入下面的表格:

Questions	Short answers

- 3) 引导学生关注现在完成时一般疑问句的提问和回答的句型, 注意现在完成时第三人称单数 *has* / *hasn't* 的用法

Grammar 2 Present perfect (2): questions and short answers	
Questions	Short answers
Have I/you/we/they decided ?	Yes, I/you/we/they have . No, I/you/we/they haven't .
Has he/she decided ?	Yes, he/she has . No, he/she hasn't .

- 4) 请学生重新回到 Story 2, 找到并标出带有 *already* 和 *yet* 的句子。并试着补全下面的表格:

I've/You've/We've/They've		cleaned the kitchen.
He's/She's		
I/You/We/They haven't	cleaned the kitchen	
He/She hasn't		
Have I/you/we/they	cleaned the kitchen	
Has he/she		

- 5) 引导学生根据故事上下文理解 *already* 和 *yet* 的含义 (*already* 表示已完成的事, *yet* 表示未完成且还需要做的事), 教师将表格信息补全如下:

I've/You've/We've/They've	<u>already</u>	cleaned the kitchen.
He's/She's		

I/You/We/They haven't	cleaned the kitchen	<u>yet.</u>
He/She hasn't		
Have I/you/we/they	cleaned the kitchen	<u>yet?</u>
Has he/she		

- 6) 引导学生注意现在完成时中 **already** 和 **yet** 在用法上的区别: **already** 用于肯定句; **yet** 用于否定句或疑问句。

语法练习 Grammar Practice

做活动: **SB P5**

2. Fill in the gaps with the right form of the words in the box.

- 目的: 在不同的语境中正确使用现在完成时的肯定句、否定句、疑问句及回答; 巩固 **already** 和 **yet** 的用法。
- 步骤:
 - 1) 教师完成第一个对话的填空, 为学生做示范。
 - 2) 学生独立完成其余练习。
 - 3) 学生完成练习后先和同伴比对答案, 再由教师在全班检查答案。

答案:

- 1 yet
- 2 phoned, ordered, haven't
- 3 already decorated
- 4 decided, yet
- 5 invited, invited
- 6 Have, finished; emptied, washed, tidied, yet

做活动: **SB P5**

3. Work in pairs. Tell your partner what Sally and Henry have already done and what they haven't done yet. How many differences can you find?

- 目的: 比较两幅图的异同, 在交际语境中练习使用现在完成时进行提问和回答。
- 步骤:
 - 1) 教师说明活动规则: Student A focuses on Sally, and student B focuses on Henry. A tells what Sally has done, and then ask B about Henry. B gives the answers. Then switch. 根据学生的能力, 教师在解释时可适当使用中文。
 - 2) 请一位学生与教师共同做示范。教师是 Student A, 学生是 Student B。
Teacher: Sally has already baked the cake. Has Henry baked the cake yet?
Student: No, he hasn't. But he has dried the dishes. Has Sally dried the dishes yet?

3) 教师将提示词写在黑板上:

Questions: <ul style="list-style-type: none"> • Washed/plates/yet • Emptied/trash can/yet • Baked/cake/yet • Tidied/living room/yet • Vacuumed/carpet/yet • Dusted/bookshelves/yet • Polished/table/yet • Set/table/yet 	Answers: <ul style="list-style-type: none"> • Yes, he/she has already ... it. • No, he/she hasn't ... it yet.
--	--

4) 请学生两人小组开始练习, 并在练习结束后回答问题: How many differences can you find between the two pictures?

5) 请几组学生在全班展示对话。

补充语法活动: WB P3

5. Complete the conversation with the words from the box.

- 目的: 在新的语境中巩固现在完成时的用法。
- 步骤:
 - 1) 老师先带学生看几张伦敦著名建筑的图片 (如大英博物馆等) 带入情境。
 - 2) 然后带着学生读对话部分, 了解这是 Jake 和 Alice 之间的对话, 让学生说出大意, 并带着学生完成第一个填空。
 - 3) 请学生独立完成其余的练习, 待学生完成后, 请学生同伴之间先比对答案, 教师再在全班检查答案。

答案

1. 's 2. Has 3. 's 4. Has 5. yet
6. 's 7. already 8. hasn't 9. yet

补充口语活动: Mingle Bingo

- 目的: 通过趣味活动, 让学生在真实交际情景中练习使用现在完成时进行提问与回答。
- 步骤:
 - 1) 教师将 3*3 的空白表格发给学生, 请学生在表格里用现在完成时写下自己本周已做过的和未做的事, 如: I've cleaned my bedroom. / I haven't helped my mom wash the dishes yet., 每个格子里写一句。
 - 2) 全班学生自由组合进行问答, 询问彼此在本周完成事项的情况。教师要求学生在提问时, 必须使用现在完成时 Have you ...? 要求学生在问答时, 如果对方与自己完成事项情况相同, 就把对方的名字写在对应格子里, 并在那个格子上画×。

- 3) 如果连续的三个格子均有一个×, 就喊 *Bingo*, 该学生获胜。其他同学继续问答游戏, 直到有 3 位学生喊出 *Bingo*, 游戏结束。请这 3 位学生在全班分享, 用现在完成时描述同伴与自己完成事项的情况, 例如: Mary and I have cleaned our bedrooms. John and I haven't helped our moms wash the dishes yet.

结束本课 **Ending the lesson**

做活动: **Review**

- 目的: 通过回顾故事情节, 复习 Story 1 和 Story 2 文本内容及目标句型。
- 步骤:

教师请学生合上书回忆 Story 1 和 Story 2 的故事情节, 并根据故事情节向学生提问, 如:

What are Billy and his dad planning? What have Billy and his dad done before Billy's friends arrived? What problem did they have? How did they solve the problem? 请学生回忆并回答。

[illegible]

阅读：学生能够读懂一个在西班牙的冒险故事，理解主旨大意和细节信息，运用目标语言输出。

听力：学生能够听懂关于一个孩子日常生活的访谈，理解主旨大意和细节信息。

口语：学生能够在社会调查中使用现在完成时提问和回答，调查并了解同龄人做家务的情况。

写作：学生能够用英文编写短消息，进行实时远程交流。

做活动：Picture walk

目的：讨论与嘉年华相关的话题，引起学生阅读兴趣，扫除生词障碍，为阅读故事做准备。

● 步骤:

- 1) 请学生回忆Story 1和Story 2, 提问: What are Billy and his father planning? What does Billy's mother like? 引导学生回答, 为接下来的故事阅读做好铺垫。
- 2) 在 PPT 上展示 Spanish fiesta 的图片, 请学生看图。提问: What are people doing? What can you see in the picture? 在引导学生回答的过程中引出课文新词: brightly-colored, flamenco; 教师在 PPT 上展示 flamenco 的照片或短视频, 向学生们简单介绍弗拉门戈舞蹈: Flamenco is a Spanish dance. The dancers usually dance with the sounds of castanets. 教授新词 castanets, clapping.

- 3) 继续引导提问: Why are people so happy? Why do they dress so nice? 展示两到三张 Spanish fiesta 的照片, 请学生联想并猜测词义。教师讲解: A fiesta is a Spanish festival. In a fiesta, people get together. They sing and dance with music.
- 4) 展示页面右上方故事插图, 请学生观察并提问: What can you tell from the picture? Who are in the picture? How do they feel? 学生可观察出大部分人的表情是喜悦的, 只有图上右下角的小男孩不开心。教师继续提问: Why does the boy look worried and unhappy? 请学生速读故事并找到答案。

补充文化背景知识

西班牙狂欢节 (Spanish fiesta)

嘉年华是一个欧洲的传统节日, 最早起源于古埃及, 后来成为古罗马农神节的庆祝活动。多年来, 嘉年华逐渐从一个传统节日变成了今天的包括大型游乐设施在内、同时辅以各种文化艺术活动形式的公众娱乐盛会。西班牙的嘉年华一般从每年 1 月 29 日开始, 至 3 月 10 日结束。不同城市的庆典活动各有特色, 但主要内容大致相似。每日的庆典一般从早晨的宣言开始, 由当地名人发表演讲。随后, 街上就开始了游行、化妆比赛、街头戏剧、舞蹈等各种艺术形式。嘉年华期间, 当地民众、外地游客都能参加这一盛会, 感受快乐的氛围。

弗拉门戈 (Flamenco)

弗拉门戈是最具西班牙特色和代表性的艺术之一, 是一种综合性表演艺术。它融舞蹈、歌唱、器乐于一体, 多流行于西班牙南部地区。弗拉门戈起源于吉普赛、安达卢西亚、阿拉伯和西班牙犹太人的民间歌舞。14-15 世纪传入西班牙, 19 世纪起, 在吉普赛人的舞蹈中开始慢慢盛行。弗拉门戈舞蹈表演的三大要素即伴奏、伴唱和舞蹈。表演者需要做到全身各部位动作充分协调, 同时用脚踏击, 或捻动手指发出响声, 或手持响板 (castanets) 敲击而舞。

阅读技能教学

做活动: **SB P6 CD1 07**

1. Listen and read. Why was the boy worried and unhappy?

- 目的: 快速浏览文本, 了解文章主旨大意。
- 步骤:
 - 1) 请学生快速浏览文本, 阅读故事梗概, 找到问题答案, 和自己的同伴分享, 然后教师播放录音, 全班一起检查答案。

- 2) 处理课文新词: 教师通过回顾课文内容, 处理 Reading 里出现的其余新词: hold, add, themselves, crowded, belong to, missing, seen (pp of see), look for, patch, corner, heart shape, amazed。 教师将新词带入课文原句, 请学生朗读, 并让学生联系上下文对新词词义进行猜测, 教师提问: Read the sentence. Can you guess what the meaning of this word is?

答案: Because his dog was missing.

做活动: SB P7

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

- 目的: 阅读故事, 理解文本细节信息。
- 步骤:
 - 1) 教师先带学生一起读练习中的句子, 确保学生能够理解所有问题。
 - 2) 请学生阅读文本, 判断练习中的句子是否正确, 并改正错误信息。
 - 3) 完成练习后, 请学生先和自己的同伴一起检查答案, 然后全班一起检查答案。

答案:

2. T 3. T 4. F(a puppy) 5. F (white hair with a brown patch)
6.F(a pet store) 7. T 8. F (got)

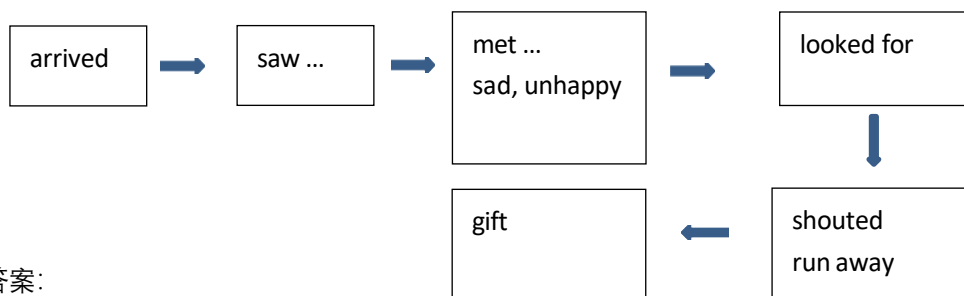




做活动： **SB P7**

3. Read and complete the story map.

- 目的：梳理故事梗概，检测学生是否理解全文。
- 步骤：
 - 1) 请学生将 Story map 补充完整，和同伴比较答案，最后全班一起检查答案。
 - 2) 教师在 PPT 简化 Story map，直到简化为几个关键词。学生与同伴互相根据关键词叙述故事。请 2—3 个学生在全班叙述故事。简化版示范如下：



答案：

1. tents
2. party, dancing
3. Mateo, missing, worried
4. Pablo / puppy, man, puppy
5. pet store, sell, shouted the puppy's name
6. tapas, decorations

做活动：SB P7

4. Create! Work in groups. Write a play script for the story. Then act it out.

- 目的：内化文本语言，运用目标语言表达输出。
- 步骤：
 - 1) 先将故事分为四个部分，再将全班分为四个大组，抽签决定各组需要创作哪一部分故事。每组成员根据抽到的故事内容和角色编写剧本。

Part 1: 第一段和第二段

Part 2: 第三段

Part 3: 第四段和第五段

Part 4: 第六段和第七段
 - 2) 请各组学生在给定时间内编排故事情节和台词，然后各小组做表演；其他同学根据他们的表演内容是否完整、语言表达是否丰富和正确，给表演的小组打分。评出：
The Best Story (最佳故事) The Best Acting (最佳表演) The Best Lines (最佳台词) The Best Cooperation (最佳小组合作) 等奖项。

补充阅读活动：WB P4

7a. Read and choose. How did the family's life change?

- 目的：训练学生进行扫读，快速获取信息的能力。
- 步骤：
 - 1) 带着学生浏览 a—c 三个选项，理解选项含义。
 - 2) 请学生在规定时间内快速扫读，找到问题 (How did the family's life change?) 的答案。请学生先和自己的同伴比对答案，再由教师在全班检查答案。

答案：b

7b. Read again and answer.

- 目的：进一步提升阅读中获取细节信息的能力。
- 步骤：学生再次阅读文本，完成细节问题。全班一起检查答案。

答案：

1. Electricity, central heating and indoor toilets.
2. Three months.
3. To light fires to do the cooking and heat water for washing.
4. The children all helped with cleaning the house. They grew vegetables and collected eggs from the hens in the garden. The older children did the shopping.
5. The children played ball games outside.
6. He didn't like the food and missed fast food.
7. There was no shampoo.
8. Their friends, music, sweets and fast food.

9. The family spent more —family time together without TV or computers. At the end of the three months, the family were much closer, happier with themselves and were kinder to other people.
10. Student's own answer.

听力技能教学 Listening

做活动: **SB P8 CD1 08**

5 Ayo lives in Nigeria. He is one of five children. Listen and answer. What do they do before school?

- 目的: 听访谈, 理解对话主旨大意。
- 步骤:
 - 1) 提问学生: Do you do household chores /housework? What housework do you do at home? 请几位学生分享答案。
 - 2) 为学生介绍这个采访的背景: Ayo lives in Nigeria in Africa. He is one of five children in the family. Children in Ayo's family help with the housework. 然后提问学生: What activities do they do before school? Listen and find out.
 - 3) 为学生播放录音, 请学生找到答案, 全班一起检查答案。

答案: Fetch wood for the fire; fetch water; help Mom cook breakfast; help little brother get dressed; take the goats to the field.

听力文本

Interviewer: Hi Ayo. Nice to meet you! Could you tell me a bit about your day? Your parents have a small farm, haven't they?

Ayo: Yes, we have a few animals.

Interviewer: And how many brothers and sisters do you have?

Ayo: I have two older sisters and two younger brothers.

Interviewer: So could you tell us a little about you all? Do you all go to school?

Ayo: All of us, except my youngest brother. He is too young and stays at home.

Interviewer: And do you have to do some work before school?

Ayo: Yes. Before school we help our parents with breakfast and with the animals.

Interviewer: It's nearly time for the first class now—what have you done this morning?

Ayo: This morning I have fetched some wood for the fire and taken the goats to the field. My older sister has fetched water and my younger sister has looked after my little brother and helped him get dressed. My other brother has helped my mom cook breakfast.

Interviewer: Wow — you are all so busy! Ayo, your name means Happy. What job makes you happy? Which is your favorite job?

Ayo: Looking after the goats!

做活动: **SB P8 CD1 08**

6. Listen again and match people and the jobs they have done.

- 目的: 听访谈, 理解细节信息。
- 步骤:

- 1) 提问: Who are the five children in Ayo's family? 学生再次听这段访谈, 自行完成活动6, 将人物、活动和图片连线匹配。
- 2) 学生和同伴一起比对答案, 然后教师再次播放录音, 在涉及题目的部分暂停, 带着学生一起检查答案。
- 3) **思维训练:** 引导学生根据访谈信息, 对比Ayo的一家人与自己和家人日常生活方式的异同, 提问: Can you find any differences between Ayo's family and your family? What are these differences? 可以启发学生针对某个细节进行比较, 例如: How many brothers and sisters do you have? What do you do before school? 请学生与同伴分享。教师请几位学生在全班分享。

答案:

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

补充听力活动： WB P3 CD02

6a. Listen and answer. Why is Mom not at home?

- 目的：进一步提升学生听对话理解主旨大意的能力。
- 步骤：
 - 1) 听录音之前提示学生： You are going to listen to a conversation between Mom and Tania. Listen and answer. Why is Mom not at home?
 - 2) 学生听录音并回答问题，教师在全班检查答案。

答案

She is looking after Auntie Bella who is sick.

听力文本

Mom: Hi, Tania!

Tania: Oh hi Mom! How's Auntie Bella? Is she still sick?

Mom: She's a lot better today. I've cleaned the house for her and I've cooked a nice lunch. So I think I'll come home tomorrow. How's your day so far? Have you had a good day?

Tania: Not bad. I watched a funny cartoon this morning.

Mom: Have you finished your homework?

Tania: Yes, of course.

Mom: Have you three finished all your chores yet?

Tania: Yes, I've already tidied my room, but I haven't vacuumed the carpet yet.

Mom: Has Dan finished his chores yet?

Tania: Oh, yes. He's walked the dog and emptied the trash can.

Mom: What about the dishes?

Tania: He's already washed them but he hasn't dried them yet.

Mom: What about Tom? Has he cleaned the kitchen?

Tania: No, he hasn't started yet! He's watched a lot of TV though!

6b. Listen again and fill in the to-do list with numbers. Then put a ✓ or a ✗.

(✓ = finished; ✗ = not finished)

- 目的：进一步提升学生听对话、理解细节信息的能力。
- 步骤：
 - 1) 再次播放录音，请学生将10件家务填入对应人物的清单中，并标记出已完成和未完成的家务。（提示：根据学生情况，可以播放两遍录音。）
 - 2) 请学生分享答案，分享时请学生尽量使用完整句。

答案

Mom	1	✓	4	✓				
Tania	6	✓	7	✓	9	✗		
Dan	8	✓	3	✓	5	✓	10	✗
Tom	2	✗						

口语技能教学 Speaking

做活动： **SB P8**

7. Complete the questionnaire with the right form of the verbs in the box.

8. Work in groups. Ask and answer. Who has done the most housework this week? Find the most helpful person in your group.

- 目的：在班级调查中使用现在完成时提问和回答；学生互相了解做家务的情况，并选出班里最能干的学生。
- 步骤：
 - 1) 告诉学生本活动帮助学生了解彼此做家务的情况，最后全班要选出最能干的同学。首先请学生使用单词框中的动词补全表格第一列的问句，将恰当的动词和家务活匹配。例如：washed the dishes，并在Me栏中用✓和✗标注自己一周中家务完成的情况。
 - 2) 教师使用表格信息演示如何做调查：This week, have you washed the dishes? 请学生们根据自己的实际情况回答：Yes, I have. / No, I haven't yet. 如学生给出否定回答，需要在回答后展开。如：
—This week, have you washed the dishes?
—No, I haven't yet. But my father has done it. I will do it next week.
如学生无法独立展开回答，教师在学生给出否定回答后进行引导，如：Then who has

done that in your family?

- 3) 将学生分成 3—4人小组, 每组内两两组合进行访问调查, 然后再换人继续。在表格的空格中写出被调查学生的姓名, 并标出他们家务完成的情况。访问调查结束后, 请每位学生找出调研对象中做家务最多的人。
- 4) 教师请几组学生展示调查结果。

答案: washed, dried, tidied, helped, cooked,
vacuumed, polished, set, dusted, emptied

做活动: **SB P8 Do you believe it?**

- 目的: 了解西方国家孩子做家务的情况, 培养学生在家勤动手做家务的观念。
- 步骤:
 - 1) 请学生根据口语活动中全班学生家务完成情况进行分析, 评估自己是否是“家庭小帮手”。
 - 2) 教师请学生阅读 Do you believe it? 适当提问, 检查学生是否理解大意。
 - 3) **思维训练和价值观讨论:** 向学生提问: Are there anything you find surprising in this short article? What do you think about doing housework? 请学生说出他们如何看待做家务。(讨论问题提示: What are your favorite chores? What are your least favorite chores? How old were you when you started to do housework? Is it okay not to do any housework? Why?)
 - 4) 请学生为接下来的一周制定家务计划, 下节课可以分享自己的完成情况。

写作技能教学 **Writing**

做活动: **SB P9**

9 Here is a chat between Lucy in Australia and her pen pal Kyoko in Japan. Tick the things that Kyoko has done today.

- 目的: 阅读聊天记录, 理解主旨大意和主要信息。
- 步骤:
 - 1) 教师请学生阅读Lucy和 Kyoko 两位笔友的聊天记录并勾选出Kyoko 已完成的事务。
 - 2) 请学生先和同伴比对答案, 再由教师在全班一起检查答案。

答案:

Finished her homework √ Tidied her room √ Helped her mom √ Played
chess √ Practiced the piano √

做活动 SB P9

10 Work with a partner. Take turns writing messages in the chat below about your day so far.

- 目的：模仿即时通讯对话范文，运用目标语言编写对话，讲述自己一天做的事。
- 步骤：
 - 1) 告诉学生，就像 Lucy 和 Kyoko 两位笔友一样，他们现在将模仿即时通讯对话范文和同伴进行书面对话。请每组两人共用一本书或一张白纸，商量确定谁先问谁先答。
 - 2) 教师提问，请一位同学回答，作为示范。教师写出第一个对话框（Hi, Yingying. How is your day? ），请同学写出回答（Very busy so far! I've read some books and I've also walked my dog. How about you?）教师继续回答。
 - 3) 请学生与同伴使用书上的对话框和提示语开始写对话。教师提示学生，有 I have ... 的句子必须使用现在完成时。
 - 4) 请几组学生展示聊天记录，让学生大声读出来，其他学生注意听并检查语言是否正确。

补充写作活动：WB P4 Writing

8a. Read the postcard from Alice's brother Tom. What has Tom done in London?

- 目的：阅读明信片，并分析明信片的内容要点。
- 步骤：
 - 1) 展示一些伦敦的照片（包括 Westminster Abbey, British Museum, National Gallery, Tower Bridge, London Eye, etc.）和几个城市的名字（例如：New York, Tokyo, Beijing, London, Paris 等）请学生观察图片并说出这些建筑物属于哪个城市（London）。
 - 2) 请学生阅读 Tom 的明信片，并回答 What has Tom done in London?
 - 3) 学生先和同伴比对答案，教师再在全班一起检查答案。

答案

visited Westminster Abbey

visited the British Museum

looked at paintings in the National Gallery

started to draw and paint pictures of the city

talked to some interesting people

8b. Imagine you are visiting New York. Look at the list below for things to do there. Choose three things and write a postcard to your friend, saying what you have done.

- 目的：模仿范文，练习用现在完成时给朋友写明信片，描述旅行经历。
- 步骤：
 - 1) 请学生看图并提问 What can you do if you are visiting New York? 请学生自由讨论。
 - 2) 告诉学生，有以下几项旅游活动供参考（Sail round Manhattan Island, walk in Central Park, try the local food, visit the Empire State Building, Climb the Statue of Liberty, visit the Modern Art Museum）请学生任选三项活动，设计一天的游玩计划。假设自己是游客，游玩结束后给朋友写一封明信片，告知一天完成的事。可参考上文Tom明信片的格式。
 - 3) 写完之后，学生两人一组交换批改。
 - 4) 活动结束后，教师可将学生的作品贴在墙壁上展示出来，请学生相互阅读欣赏。

Pronunciation & Let's check (1 学时)

15 Work with a partner. Take turns to write messages in the chat below about your day so far.

Hi, _____ How _____?

_____ we just I have _____

I've also _____

That sounds _____

How about you? What _____?

I haven't _____

I have _____

Pronunciation

1 Listen, repeat and find the same vowel sound.

1. middle, night, coin, great, play
2. boy, army, coin, mean, boil
3. bike, nine, sky, try, island

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

asko right like toy gray neighbor
join my enjoy day fly point

m d	b	k
asko	join	asko

3 Say the chant. Then listen and check.

What do you like? What do you like?
I like to play and I like to play.

What do you like? What do you like?
I like to play and I like to play.

What do you like? What do you like?
I like to play and I like to play.

Let's check on page 16

Let's check!

Unit 1

1. Jan and her son _____, helped _____

2. Jan _____, decided _____

3. Jan's dad _____, cooked _____

4. Jan's mom _____, vacuumed _____

5. Jan's mom _____, cleaned _____

6. Jan's two cousins _____, emptied _____

7. Jan _____, set _____

8. Jan and Tom _____, washed and dried _____

9. the breakfast _____

10. the trash can _____

11. a table for a party _____

12. the dishes _____

13. the table _____

14. spray mouthwash for dinner _____

15. the carpets _____

16. the kitchen _____

Complete the conversations with the right form of the words in the box.

decide get order phone invite already finish tidy

1. —Where are you going on vacation this summer?
—We haven't _____ yet. We're still thinking about it.
2. —What are your weekend plans?
—I've _____ some friends and _____ them to have a picnic with us.
3. —What's for dinner tonight?
—I've _____ some pizza from the restaurant.
4. —Have you _____ your room?
—No, I've started, but I haven't _____ yet.
5. —Can I help you? Would you like me to wash the dishes?
—I've _____ washed them, but you can dry them for me.

● 教学目标

1. 学生能够识别/ei/、/ɔi/、/ai/的发音，并了解对应发音的不同字母组合规律。
2. 复习和检测本课语言知识

● 目标语言

本单元的目标音 /ei/、/ɔi/、/ai/

热身活动 Warmer

做活动：Hiccups – A Silly Dictation

- 目的：活跃气氛，在练习听力中复习本单元的语言点、活跃思考。
- 步骤：
 - 1) 教师告诉学生，自己有点打嗝，但还是要听写。如果学生没听清某个单词，需要自己猜并补全信息。
 - 2) 教师读句子，在需要学生补全的单词处空开（假装打嗝）例如：
Billy has already *hiccup* the kitchen. He *hiccup* tidied the living room yet.
(Billy has already *cleaned* the kitchen. He *hasn't* tidied the living room yet.)
学生听句子、猜单词并补全信息。
 - 3) 听写结束后，学生同伴之间讨论答案，教师请几位学生在全班分享。

发音教学 Pronunciation

做活动：SB P9 CD1 09

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

- 目的：呈现并练习目标音：双元音/ei/、/oi/、/ai/的发音。
- 步骤：
 - 1) 教师一组一组地播放目标词汇，请学生听并跟读。问学生每组单词中包含的相同音是什么。
 - 2) 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。
 - 3) 任意读几个单词，让学生判断是否包含目标音。
 - 4) 带学生朗读每组单词，练习目标音的发音。告诉学生，每个音标都是由两个音组成（例如 /ei/ 是由 /e/ 和 /i/）。教师缓慢读，让学生感受到发音从 /e/ 到 /i/ 的变化。用同样步骤，练习 /ai/、/oi/ 的发音。
 - 5) 如有时间，可让学生从本单元中找2—3个包含目标音的单词，读给同伴听。

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框。
- 2) 学生两人一组检查答案，然后教师在全班核对答案。
- 3) 教师带学生反复朗读单词。

答案:

made	boy	bike
cake grey neighbor day	night like my fly	toy join enjoy point

做活动 SB P9 CD1 11

3. Say the chant. Then listen and check.

- 目的: 辨别区分不同的目标音, 在歌谣中练习目标音。
- 步骤:
 - 1) 学生自己尝试朗读歌谣, 然后教师放录音, 学生跟读, 核对发音是否正确。如果发现学生读错单词, 再带着学生朗读几遍。
 - 2) 请学生自己练习朗读, 试着以不同语速、声调来朗读, 增加趣味性。
 - 3) 学生两人一组, 互相听对方朗读, 看谁读的又快又准。

补充口语活动: 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) 播放录音, 学生根据发音规则完成 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。再次播放录音, 学生听录音练习跟读。
 - 2) 第三次播放录音, 学生完成 9b 活动
 - 3) 学生完成 9c 活动, 将单词分类填写到相应的目标音栏;
 - 4) 学生完成 9d 活动, 使用上个活动中圈出的单词再编一个绕口令, 和同伴进行分享。
请几个学生在全班分享, 全班学生跟读。看谁的绕口令更有趣。

答案: (请见附录活动用书答案)

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) 请学生回忆本单元的主题, 通过回顾主课文内容, 将学习的重点词汇写在笔记本上。
 - 2) 请学生回忆本单元学习的目标句型, 如何使用现在完成时表达已完成和未完成的事情、第三人称单数时 has/hasn't 的变化, 以及 already 和 yet 在语境中有何不同等。然后让学生根据自己真实情况造句, 写在笔记本上, 并和同伴分享。

- 3) 请学生回忆本单元学习了哪些目标音, 并和自己的同伴一起回忆, 目标音分别对哪些字母组合。将目标音写在笔记本上, 为每个目标音写出 3 个单词。

培养学生整理笔记、及时复习的意识

可以和学生讲解有关记忆曲线的知识。告诉学生, 及时复习可以事半功倍。不仅对英语学习有效, 任何学科都可以运用。

提议学生尝试 Early-birdie 挑战

- ☐ 晚上临睡前将笔记放在床头
- ☐ 第二天早晨起床, 第一时间拿出笔记
- ☐ 用 5 分钟时间阅读笔记, 记住关键内容
- ☐ 连续坚持 7 天

以上任务看谁都能完成。全部完成打√的学生奖励 Early-birdie Hero 勋章

单元检测答案 Let's check

做活动: **SB P64**

1. Fill in the gaps with the right form of have. Then match.

- 目的: 复习本单元重点词汇。
- 步骤: 学生按照题目要求, 使用 have 正确的形式填空, 完成连线。然后全班一起检查答案。

答案:

1 have c 2 has a 3 has f 4 has g 5 has h 6 have b 7 has e 8 have d

做活动: **SB P64**

2. Complete the conversations with the right form of 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, 填写出动词的正确形式, 然后全班一起检查答案。

答案:

1. Decided
2. Phoned invited
3. Ordered
4. Tidied, yet, finished
5. Already

家庭作业 Homework

- 完成活动用书本单元所有练习



- 阅读配套同步读物: 《露营小插

Unit 2 Life stories 生活的故事

Story 1 & Grammar 1 (2学时)

Unit 2 Life stories

Story 1

1 Listen and read. Label the pictures: Egypt, Madagascar, Peru.

Teacher Hello, everyone. I'd like to introduce Anna Miller, the explorer and travel writer. She has had a lot of interesting experiences. I hope you have a lot of questions to ask her!

Anna Hi, Mr Anna. Nice to meet you. Tell me, what would you like to know?

Bill How many countries have you been to?

Anna Oh, probably 12 or so, but I've only written books about 10 of them: Egypt, China, Peru, for example.

May Which were the most interesting places?

Anna Madagascar was one of them. Some of the animals there are very special. You can't find them anywhere else in the world. I loved the lemurs, for example – some of them can dance when they walk.

Zach How have you flown a plane by yourself?

Anna Yes, the first time I flew a plane by myself, but I've flown a hang glider. I've seen the pyramids in Egypt from the air!

Bill Have you ever been in danger? And have you ever got frightened?

Anna Oh, I've got frightened a lot of times! Let me see... I've lost my way in the jungle... I've almost been one of the world's most dangerous roads in the mountains... Probably the jungle in Peru was the scariest.

May How did you get out of the jungle?

Anna I went over and followed it. Then I saw two men with a boat and they took me out of the jungle to their village. Their family gave me some food – I was very hungry! Then I caught a bus to the nearest town.

Samah Wow, you have done so many amazing things!

introduce explore experience probably special anywhere hang glider get out of

2 Read again and write T (True) or F (False). Correct the false sentences.

- Anna has been to more than 10 countries. ☐ T ☐ F
- She has written travel books about 10 countries. ☐ T ☐ F
- She liked Madagascar because of the animals. ☐ T ☐ F
- She has flown a plane by herself. ☐ T ☐ F
- She has seen the pyramids from a hang glider. ☐ T ☐ F
- She felt scared in the jungle. ☐ T ☐ F
- She followed a road to get out of the jungle. ☐ T ☐ F
- She caught a train to get to the town. ☐ T ☐ F

3 Complete the story summary on page 58.

4 Which travel experience would you like best?

- Visiting the jungle
- Visiting Antarctica
- Chasing a mountain
- Sailing around the world
- Going hang gliding

Grammar 1

1 Listen and repeat.

Have you ever flown a plane by yourself?

No, I've never flown a plane by myself.

2 Complete the questions with the right form of the words in the box. Then answer the questions in a way that is true for you. Ask and answer with a partner.

see write fly be have lose drive feel do

- Have you ever seen the Big Ben Clock in China?
- Have you ever written your way in a big city?
- Have you ever been a hang glider?
- Has your family ever lost across your country in a car?
- Have you ever been a star?
- Have you ever been to another country?
- Have you ever been a frightening experience?
- Have you ever been something stupid?
- Have you ever been in a movie?

3 Go round the class. Ask and answer. Fill in the names.

Have you ever been to the world?	Have you ever been to the world?
Has been to the world	Has been to the world
Has flown in a plane	Has flown in a plane
Has written to a pen pal	Has written to a pen pal
Has lost some money	Has lost some money
Has felt very happy	Has felt very happy
Has had a birthday party	Has had a birthday party
Has done something exciting	Has done something exciting
Has seen a circus show	Has seen a circus show

Have you ever been to the world?

Yes, I have.

● 教学目标

- 学生能够通过听、读，理解对话文本大意及细节信息；能在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。
- 理解 never 和 ever 在现在完成时的意义和用法，并能在交际活动中准确运用；学习不规则动词的过去分词。

● 目标语言

1. 核心词汇：

introduce, explore, experience, special, anywhere, hang glider, probably, get out of

2. 语法：

现在完成时与副词 ever/never 的用法；不规则动词的过去分词

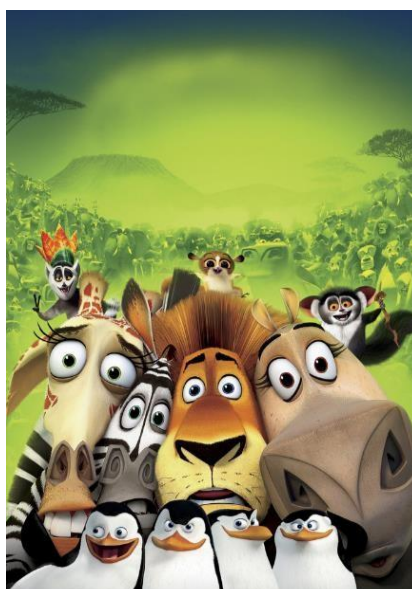
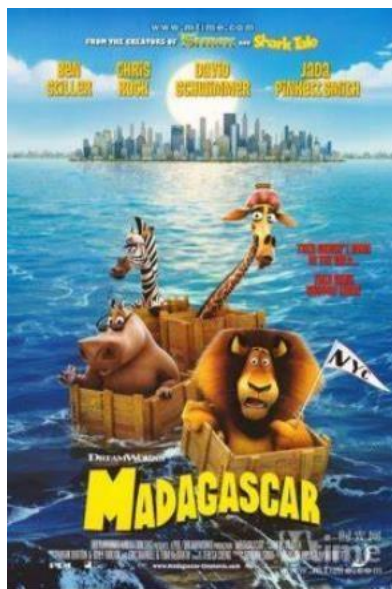
- Have you ever flown a plane by yourself?
- No, I've never flown a plane by myself.

热身活动 Warmer

做活动: Have you ever watched the movie *Madagascar*?

- 目的：通过观看视频，为学生激活与探险旅行相关的背景知识，激发学生的阅读兴趣。
- 步骤：
 - 教师展示《马达加斯加》电影海报，询问学生是否看过这个电影，请看过的学生简单分享电影内容。
 - 教师播放电影片段，问学生：Which country did they go at last? (Madagascar) Was the trip dangerous? Was it exciting? Do you want to have a trip like that?

- 3) 学生回答后，教师引出课文故事，说：Now, Let's read something about an explorer.
She travelled around the world and had some experiences that were awesome and scary!
Let's read the story. 呈现新词：explorer。



故事教学 Story 1

做活动：Picture walk

- 目的：通过观察图片，对故事内容做预测，引起学生的阅读兴趣，同时处理课文中的部分新词。
- 步骤：
 - 1) 教师告诉学生，三幅图中呈现的是主人公 Anna 去过的三个地方。教师带着学生读图，请学生观察图片里都有什么，呈现新词：lemur, pyramid, jungle, hang glider。
 - 2) 教师用一张世界地图标记出 Egypt, Madagascar 以及 Peru 在地图上的大概位置，请学生猜一猜，三幅图分别对应哪个国家。

做活动：SB P10 CD1 12

1a. Listen and read. Label the pictures: Egypt, Madagascar, Peru.

- 目的：听 Story 1，理解主旨大意。
- 步骤：
 - 1) 教师播放 Story 1 课文录音，请学生将三幅图和三个国家分别对应。
 - 2) 全班一起检查答案。
 - 3) 处理新词：introduce, explorer, experience, probably, special, anywhere, hang glider, get out of 让学生在语境中感受词义并识记。

答案：1. Madagascar 2. Egypt 3. Peru

做活动：SB P10

2. Read again and write T (True) or F (False). Correct the false sentences.

- 目的：再次阅读 Story 1，获取文本细节信息。
- 步骤：
 - 1) 学生阅读 Story 1 故事文本，判断句子正误。划出表述错误的内容并改正。
 - 2) 学生和同伴检查答案，不能确定答案的题目。
 - 3) 如果学生需要，教师再次播放录音，学生关注不能确定答案的题目。然后全班一起检查答案。

答案：

1 T 3 T 4 F has never 5 T
6 T 7 F a river 8 F a bus

补充阅读活动: Make a dialog

- 目的: 将文中对话进行改编, 帮助学生进一步熟悉故事情节, 练习口语交际。
- 步骤:
 - 1) 教师请学生两人一组, 一人扮演 Anna, 另一人扮演 Interviewer, 使用文中的问答编一个采访对话。
 - 2) 学生先在小组里练习对话, 然后教师选几组学生, 在全班进行展示。

做活动: SB P11

3. Complete the story summary on Page 58.

- 目的: 梳理故事梗概, 运用目标语言输出。
- 步骤:
 - 1) 学生独立完成学生用书 58 页本单元的 Story summary。
 - 2) 先请学生与同伴互相检查答案, 然后教师在全班检查答案。
 - 3) 学生在课余可以借助 Story summary, 互相复述故事。

答案:

2 experiences 3 ten 4 animals 5 special 6 pyramids
7 jungle 8 river 9 boat 10 bus

做活动: SB P11

4. Think! Which travel experience would you like best?

- 目的: 学生在文本内容基础上进行迁移和讨论, 提升思维技能与口语交际能力。
- 步骤:
 - 1) 教师先就题目所给的几项旅行经历, 分享自己的感受, 例如: I would like to visit the jungle best because I would love to see the animals and birds.
I wouldn't like to sail around the world because I may get seasick. I wouldn't like to go hang gliding because it's scary!
 - 2) 学生四人一组, 和小组成员分享几项旅行经历中他们最喜欢哪项, 同时要给出原因。
 - 3) 教师请几组学生在全班进行分享, 看哪项旅行经历在全班最受欢迎。

补充词汇活动: WB P6.

1. Circle the correct words.

- 目的: 巩固、复习本单元的重点词汇与表达。
- 步骤:
 - 1) 教师先使用第一个题目为学生做示范, 然后学生独立完成余下题目。
 - 2) 学生和同伴一起比较答案, 全班一起检查答案。

答案

1. a
2. b
3. c
4. b
5. a
6. b
7. c

语法教学 Grammar 1

做活动: SB P11 CD1 13

1. Listen and repeat.

- 目的: 聚焦本课语法重点: 副词 ever 和 never 在现在完成时中的用法; 不规则动词的过去分词。
- 步骤:
 - 1) 请学生回忆 Anna 的旅行经历。学生扮演 Anna, 教师扮演 Interviewer。教师提问, 使用 Have you ever ...? 句型。例如: Have you ever flown a plane by yourself? Have you ever been to Egypt? Have you ever been in danger? 学生根据 Anna 的经历回答。同时, 教师将目标句型 Have you ever ... ? 及 I've never ... 写在黑板上。
 - 2) 让学生打开书, 在 Story 1 的文本中划出所有使用副词 ever 和 never 的现在完成时句子。
 - 3) 告诉学生, 副词 ever 和 never 在现在完成时中, 可以表达截止到此刻经历过的或从未经历的事情, 引导学生总结 ever 和 never 的使用规则: ever 在现在完成时的疑问句中使用; never 在现在完成时的陈述句中使用, 表示否定。
 - 4) 播放录音, 请学生跟读。
 - 5) 告诉学生, 语法框右侧是一些不规则动词的过去分词列表。让学生在文本中划出这些动词的过去分词, 并将对应的动词原形写在旁边。
 - 6) 如有时间, 请学生将自己不熟悉的不规则动词过去分词写在笔记本上, 以便记忆。

补充语法活动: Something is wrong here.

- 目的: 通过趣味活动练习在现在完成时中准确使用动词的过去分词。
- 步骤:
 - 1) 告诉学生, 教师要描述过往的一些经历, 请学生仔细听, 并指出描述中的语法错误。
 - 2) 教师使用本课学习的动词, 用现在完成时造句, 并故意说错句中动词的过去分词, 让学生注意听并改正, 例如: I have never **be** to the Great Wall. 学生改正: You have never **been** to the Great Wall.

语法练习 Grammar Practice

做活动: SB P11

2. Complete the questions with the right form of the words in the box. Then answer the questions in a way that is true for you. Ask and answer with a partner.

- 目的: 通过句子练习巩固本单元重点语言结构现在完成时的用法, 以及不规则动词的过去分词。
- 步骤:
 - 1) 学生从单词框中选择合适的动词, 完成句子。
 - 2) 教师带着学生一起检查答案。
 - 3) 学生根据自己的实际情况, 回答所有问题, 并将回答写在问题后面。然后和同伴一起互相问答。看看哪组学生有最相似的经历。

答案:

- 2 lost
- 3 flown
- 4 driven
- 5 written
- 6 been
- 7 had
- 8 done
- 9 felt

补充语法活动: WB P6

2. Complete the sentences with the right form of the verbs in brackets. Then match the questions with the answers.

- 目的: 练习现在完成时中动词过去分词的使用, 练习用现在完成时问答。
- 步骤:
 - 1) 教师用第一个句子作为示例, 带着学生一起完成, 匹配相应的答句, 并将答句补充

完整。

2) 学生完成其余练习。

3) 全班一起检查答案。

答案

- | | | |
|----|------------------|-------------------|
| c | 1. have been | have/'ve ...been |
| a | 2. have flown | have/'ve flown |
| f | 3. Have ... seen | have/'ve seen |
| i | 4. Have ...lost | have/'ve ... lost |
| d | 5. Have ...done | have/'ve flown |
| g | 6. Has driven | has/'s driven |
| b. | 7. Have written | have/'ve written |
| e | 8. Have felt | have/'ve felt |
| h | 9. Has had | has/'s had |

做活动: **SB P11**

3. Go round the class. Ask and answer. Fill in the names.

- 目的: 在趣味活动中练习使用现在完成时及副词 ever/never 进行问答。
- 步骤:
 - 1) 带学生一起看表格所列的问题, 确认学生可以理解pen pal、circus show 等词汇。然后引导学生看对话泡中的句型。请学生配合做示范。教师问: Have you ever been to the seaside? 学生答: Yes, I have. / No, I've never been to the seaside.
 - 2) 学生拿着各自的表格在班级里自由找同伴做调查, 依次提问同伴是否有过表格中的经历, 如果有, 就写上该同伴的名字。
 - 3) 最先将表格补充完整的学生说: Bingo!
 - 4) 教师请几位学生在全班分享他们的调查结果。

补充口语活动: **Two truths and a lie**

- 目的: 通过趣味活动再次练习使用现在完成时描述个人经历。
- 步骤:
 - 1) 教师让学生准备一起玩一个游戏: Two truths and a lie. 每个人都要使用现在完成时描述自己的经历, 其中有两个描述是真, 一个描述是假。请其他人猜真假。
 - 2) 教师可以先描述自身经历, 请学生猜, 然后学生在四人小组里玩这个游戏。
 - 3) 小组游戏之后, 教师从每组请一位学生在全班转述其他三位组员经历, 让全班学生猜真假。注意学生是否正确使用 have/has。

结束本课 Ending the lesson

做活动：Review

- 目的：通过回顾 Story 1 故事情节，复习文本内容及目标句型。
- 步骤：请学生合上书，向学生提问故事情节，例如：Has Anna been to Egypt? Has Anna ever flown in a plane? Has Anna lost her way in a jungle? 请学生根据记忆回答。

Story 2 & Grammar 2 (2 学时)

Story 2

1 Listen and read. Why is Billy asking Zach so many questions?

In the afternoon, Billy went to Zach's house.

"Who are you going to interview for the Class Yearbook?" asked Zach. "I've thought of you," said Billy. "Could you answer some questions?" "Sure!" said Zach. "You prepared a list of questions," said Billy. "The first one is: What has made you proud this year?"

Zach thought hard.

"Well," he said, "I've met a lot of new people. I've run a 10K race. I've won two science competitions. I've sung in the school concert. And I've invented three new things!" "Wow!" said Billy. "What are they?"

"A water-bike, a dog-feeder and ski with lights so you can ski in the dark."

Billy wrote down his answers. "The next question is: What have you done to help other people this year?" "Ah, that's easy," said Zach. "I've given all my old toys to the Children's Hospital. And I've worked with people from Green Earth. We've planted 1,000 trees this year!" "What do you need to do for Green Earth?" asked Billy. "We go once a month in a big group. We plant trees all morning and have a big picnic afterwards." "That's awesome!" said Billy. "Maybe I can work for them too!" "It's hard work," said Zach. "But it's a lot of fun too!"

water-bike dog-feeder afterwards awesome
one-hundred-year-old egg try find out mysteriously

2 Read again. Fill in the gaps in Zach's page in the Class Yearbook.

QUESTIONS WHO

Doing well

- He's met a lot of new 1. people.
- He's run a 2. 10K race.
- He's won 3. two science competitions.
- He's sung in the school 4. concert.
- He's invented 5. three new things.

Helping others

- He's given all his old 6. toys to the hospital.
- He's helped to 7. plant 1,000 trees.

3 Listen to Story 2 Part 2. What other questions did Billy ask Zach?

4 Listen again. Fill in the rest of the Class Yearbook page for Zach.

Feeling sorry that ...

- He's said he 1. is a 10K runner.
- His uncle has taken him 2. to three times this year but he's never caught a 3. fish.

Surprising facts

- He's scored with 4. 100 points.
- He's eaten a one-hundred-year-old 5. egg.

GRAMMAR 2

1 Listen and repeat.

I've met a lot of new people.
I've run a 10K race.

2 These are the Class Yearbook pages for Sarah, May and Billy. Fill in the gaps with the right form of the words in the box. Can you guess who is who?

help swim (-2) win (-2) run give look write meet make see be (-2) sing win

GUESS WHO

Doing well

- Her team has 1. won 32 volleyball matches.
- She's 2. run 4 km across a lake.

Helping others

- She's 3. given half of her pocket money to charity this year.

Feeling sorry that ...

- Her team has 4. lost the tennis match.

Surprising fact

- She's 5. met a lot of people like a sports, generous and adventurous.

GUESS WHO

Doing well

- He's danced in the School Talent Competition and 6. won the first prize.
- He's 7. run in a concert with the school choir!

Helping others

- He's 8. met a lot of people like a sports, generous and adventurous.

Feeling sorry that ...

- He hasn't 9. run in the sea this year.

Surprising fact

- He's 10. met a lot of people like a sports, generous and adventurous.

GUESS WHO

Doing well

- She's 11. run five miles for good work in school this year.
- She's 12. met a 10K race.

Helping others

- She's 13. met a lot of people like a sports, generous and adventurous.

Feeling sorry that ...

- She hasn't 14. run in the sea this year.

Surprising fact

- She's 15. met a lot of people like a sports, generous and adventurous.

3 Interview a friend with the four questions in Story 2. Write their answers. Then, write a class yearbook page for them.

● 教学目标

- 学生能够通过听、读，理解故事文本大意及细节信息，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。
- 学习并理解更多现在完成时不规则动词的过去分词，并能在交际活动中准确运用。

● 目标语言

1. 核心词汇：

water-bike, dog-feeder, afterwards, awesome, one-hundred-year-old egg, try, find out, mysteriously

2. 语法：

更多不规则动词的过去分词

I've met a lot of new people.

I've run a 10K race.

热身活动 Warmer

做活动: Free talk

- 目的：引入本节课主题，复习用现在完成时描述个人经历。
- 步骤：

- 教师请学生思考并和同伴分享：What is the most interesting thing you've done this year? What has made you proud this year?

- 2) 教师请几位学生在全班进行分享。

故事教学 Story 2

做活动：Picture walk

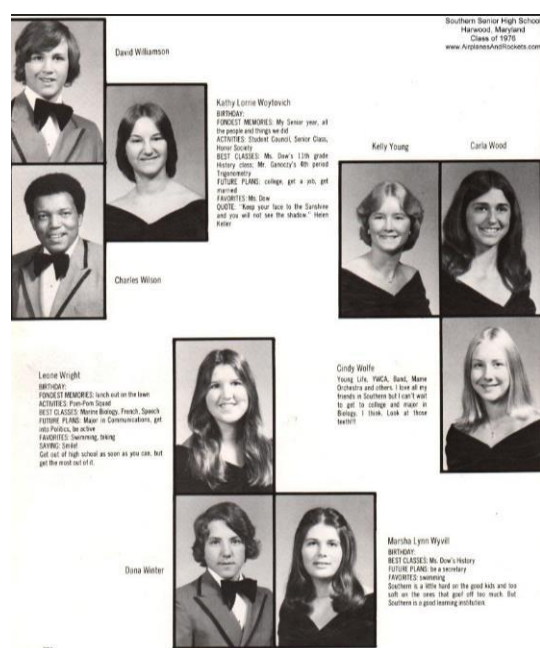
- 目的：根据图片对 Story 2 做预测，引起学生的阅读兴趣。
- 步骤：
教师带着学生一起读图，向学生提问：Who can you see in this picture? What are they doing?
Can you guess?

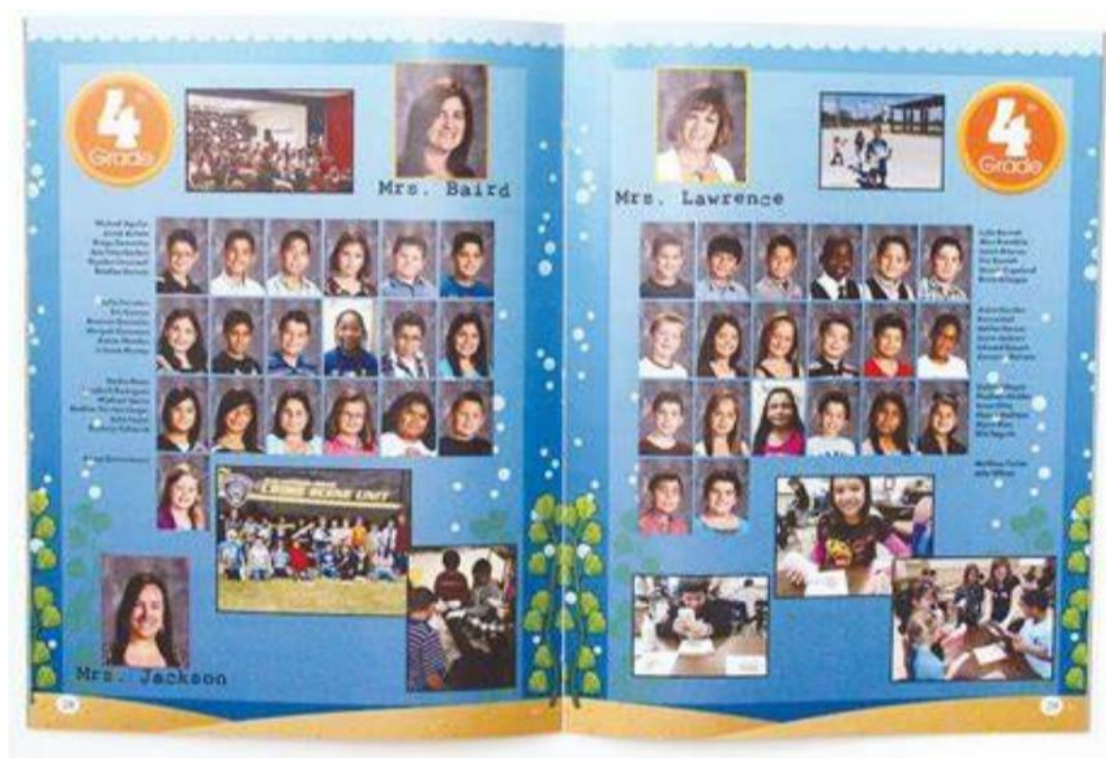
做活动：SB P12 CD1 14

1. Listen and read. Why is Billy asking Zach so many questions?

- 目的：阅读 Story 2，获取文本主旨大意。
- 步骤：
 - 1) 教师请学生阅读 Story 2，请学生回答，Why is Billy asking Zach so many questions?
 - 2) 教师播放听力录音，在全班检查答案，同时提问学生是否知道什么是 *Class Yearbook*，可以为学生展示一些 *Class Yearbook* 的图片，告诉学生：We use a yearbook to record what has happened in our class during the year. Everyone in the class can have a column about themselves in the *Class Yearbook*.
 - 3) 教师通过提问检验学生对故事的理解：What new things has Zach invented this year?
在问答的过程中，学习新词：water-bike, dog-feeder, afterwards, awesome。

答案: He is interviewing Zach for the *Class Yearbook*.





做活动： **SB P12 CD1 14**

2. Read again. Fill the gaps in Zach's page in the *Class Yearbook*.

- 目的：阅读文本，对细节信息和文本主要脉络进行梳理。
- 步骤：
 - 1) 告诉学生，这是 *Class Yearbook* 里 Zach 的个人主页。带着学生阅读文字内容，确认学生能够读懂句子，辨识句中不规则动词的过去分词。
 - 2) 学生独立阅读 Story 2，完成细节信息。
 - 3) 与同伴一起检查答案。对于不确定的信息，学生再次阅读故事确认答案。最后教师在 全班检查答案。

答案：

2 10K 3 two 4 concert 5 three
6 toys 7 plant trees

做活动： **SB P12 CD1 15**

3. Listen to Story 2 Part 2. What other questions did Billy ask Zach?

- 目的：听 Story 2 后续故事，获取主旨大意。
- 步骤：
 - 1) 请学生预测 Billy 还会问哪些问题，提示学生：Billy had two more questions for Zach.
What do you think they were?
 - 2) 学生和同伴讨论，写出各自想到的问题，看看谁的想法更有趣。

- 3) 教师播放录音，学生检查自己的预测是否正确，然后教师在全班检查答案。
- 4) 对于程度较好的班级，教师可以进一步提问：What were Zach's answers to these two questions? 请学生根据记忆简单复述。
- 5) 再次播放录音，带领学生在故事中理解生词含义，处理生词：one-hundred-year-old egg, try, find out, mysteriously。

答案：

1. Has anything made you feel sorry?
2. What surprising things have you done this year?

做活动： **SB P13 CD1 15**

4. Listen again. Fill in the rest of the *Class Yearbook* page for Zach.

- 目的：再次听录音，获取细节信息。
- 步骤：
 - 1) 告诉学生，这是 Zach 个人主页的后半部分。带着学生阅读文字内容，确认学生能够读懂句子，辨识句中不规则动词的过去分词。
 - 2) 再次播放录音，学生根据录音将信息补充完整。
 - 3) 学生和同伴核对答案，最后教师在全班检查答案。

答案：

2 fishing 3 fish 4 dolphins 5 egg

补充词汇活动： **WB P6**

3 Fill in the gaps with the right form of words in the box.

- 目的：学生巩固练习本单元的重点词汇。
- 步骤：
 - 1) 教师用第一个句子作为示例，带着学生一起完成。
 - 2) 学生完成其余练习。
 - 3) 全班一起检查答案。

答案

1. missed
2. afterwards
3. sold
4. awesome
5. Try
6. find out

语法教学 Grammar 2

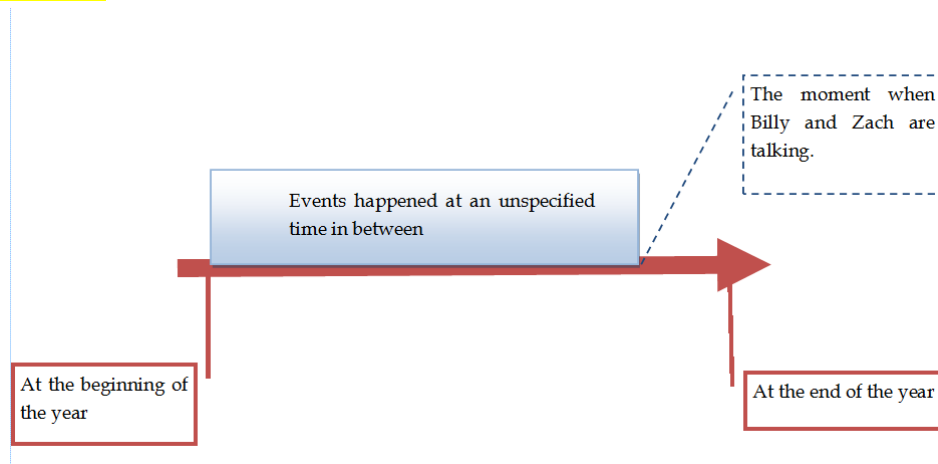
做活动: **SB P13 CD1 16**

1. Listen and repeat.

- 目的: 聚焦本课语法重点: 现在完成时不规则动词的过去分词。

- 步骤:

板书示范



- 1) 在黑板上写出 Billy 的问题: What has made you proud this year?
- 2) 带着学生回忆 Zach 是如何回答的, 然后将 Zach 的回答写在黑板上: I've met a lot of new people. I've run a 10K race.
- 3) 教师在黑板上画一条时间轴, 告诉学生: This is the timeline for the whole year. Now it's at the end of this year, and Billy and Zach are looking back. (教师在时间轴上画出 Billy 与 Zach 所处于的时间点) They are talking about what they have done, and these activities have been finished. (教师在时间轴上标出事件发生的时间段)。
- 4) 请学生思考现在完成时描述的动作有什么特点, 引导学生理解现在完成时的用法: We use the present perfect to talk about actions that happened sometime up to now. 教师解释, 现在完成时用于强调造成现时后果或现时状态的, 在过去所发生的动作。
- 5) 播放录音, 请学生跟读。
- 6) 请学生划出本课出现的所有不规则动词的过去分词, 将动词原形和过去分词一一对应, 写在笔记本上。

语法练习 Grammar practice

做活动: **SB P13**

2. These are the *Class Yearbook* pages for Sarah, May and Billy. Fill in the gaps with the right form of the words in the box. Can you guess who is who?

- 目的: 在新语境中练习现在完成时的表达。
- 步骤:
 - 1) 告诉学生, 这是 *Class Yearbook* 里面 Sarah, May 和 Billy 的个人主页, 请学生使用单词框中的词汇将内容补充完整。
 - 2) 学生独立完成练习, 先和同伴核对答案, 然后教师带着学生在全班检查答案。最后请学生猜一猜, 这三个分别是谁的个人主页。

答案:

Sarah: 2 swum 3 given 4 lost 5 written

Billy: 6 won 7 sung 8 helped 9 been 10 swum 11 seen

May: 12 won 13 run 14 made 15 been 16 met

补充语法活动：WB P7

4. Put the words in the right order to make sentences.

- 目的：通过句子排序练习，巩固现在完成时的用法。
- 步骤：教师使用第一个句子为学生做示范，然后学生独立完成余下句子，和同伴检查答案。最后全班一起检查答案。

答案

1. We've made a chocolate cake for tea.
2. I haven't caught any fish yet.
3. Have you ever eaten Mexican food?
4. I've already finished my homework.
5. Have you ever swum in the sea?
6. They have given a lot of money to charity this year.
7. My friend has run in ten marathons.
8. She's sung in two concerts this week.
9. I've never met a famous person.
10. Have you sold your bike yet?

补充语法活动：WB P7

5. Fill in the gaps in the song lyrics. Then make a song or rap with answers to the questions.

- 目的：在新语境中复习巩固现在完成时及动词过去分词的不规则用法。
- 步骤：
 - 1) 教师使用 Verse 1 和 Verse 2 的第一行为学生做示范，然后学生独立完成余下内容，和同伴核对答案。最后全班一起检查答案。
 - 2) 教师带着学生一起，有节奏地朗读这段韵文。

答案

Verse 3

met, made, slept, caught

Verse 5





been, sung, flown, run

Verse 4 & 6

Student's own answer.

做活动：SB P13

3. Interview a friend with the four questions in Story 2. Write their answers. Then, write a *Class Yearbook* page for them.

- 目的：通过趣味活动，在真实交际中练习使用现在完成时。
- 步骤：
 - 1) 请学生回忆，故事主人公为了制作 *Class Yearbook* 都问了哪些问题，将问题依次写在黑板上。
 -  What has made you proud this year?
 -  What have you done to help other people this year?
 -  Has anything made you feel sorry?
 -  What surprising things have you done this year?
 - 2) 请学生根据自己的经历，独立思考四个问题的答案，然后与同伴相互问答。
 - 3) 学生记录同伴的答案，为同伴制作 *Class Yearbook* 的个人主页。
 - 4) 课下，全班将所有制作好的页面贴在教室墙上，但不要写姓名。学生互相猜一猜分别是谁的个人主页。
 - 5) 最后，教师可以收集所有页面，为全班制作一本真正的 *Class Yearbook*。

补充口语活动：Only I have ...

- 目的：通过趣味活动，巩固现在完成时动词过去分词的使用，提高目标语言输出的准确性。
- 步骤：
 - 1) 学生四人一组，每人伸出五个手指。学生描述曾经做过的一件事。如果其他三个学生都没做过这件事，描述的学生就可以收回一个手指。如果有人做过这件事，则描述的学生手指保持不动。描述时要求学生使用现在完成时。
 - 2) 教师可以先说一个例子，为学生做示范。例如：I've walked my cat three times in the park. I've helped old people by reading them stories. 告诉学生，尽量说出与众不同的经历，这样更容易获胜。
 - 3) 学生依次说出过往经历，谁先收回所有手指，谁就是获胜者。
 - 4) 游戏的过程中，教师在班级走动。注意学生是否准确使用现在完成时。学生有不熟悉的表达，可以随时提供帮助。

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) 教师将本节课学习的动词的原形和过去分词呈现在PPT，带着学生一起复习。
 - 2) 学生从这些动词中选择三个造句，和同伴进行分享。

Skills (3学时)

Skills

1. Listen and read. Where do the young volunteers work? Draw lines to match names, interests and places.

Names	Interests	Places
James	reading	in the jungle
Maya	building a school	in Thailand
Sam	working with elephants	in Zambia

Young volunteers

James is 17 and comes from New York. He is working on a project in Thailand. The project, Elephant Park, uses old and sick elephants to help people.

Maya is 16 and comes from New York. She is working on a project in Thailand. The project, Elephant Park, uses old and sick elephants to help people.

Sam is 17 and comes from New York. He is working on a project in Thailand. The project, Elephant Park, uses old and sick elephants to help people.

2. Read again and complete the table. What have the volunteers done?

Volunteer work	James has ...	Maya has ...	Sam has ...
Volunteer work	walked in the jungle	learned to ride a horse	taken poetry classes
Free time	helped to build a school	helped to build a school	helped to build a school

3. What do the volunteers think about their work?

4. Listen to Amy's travel story. Match the places she's been to with the photos.

5. Listen to Amy's travel story. Match the places she's been to with the photos.

6. Listen again and answer.

7. Work in groups. Take one questionnaire each and do a survey.

Questionnaire 1	Questionnaire 2	Questionnaire 3
1. How many people do you know who are volunteers?	1. How many people do you know who are volunteers?	1. How many people do you know who are volunteers?
2. How many people do you know who are volunteers?	2. How many people do you know who are volunteers?	2. How many people do you know who are volunteers?
3. How many people do you know who are volunteers?	3. How many people do you know who are volunteers?	3. How many people do you know who are volunteers?

8. In your group, compare the numbers and note down the person with the biggest and the smallest number. Make a poster.

9. Read about a famous man. Match the topics with the paragraphs.

10. Read about a famous man. Match the topics with the paragraphs.

● 教学目标

阅读：学生能够阅读一篇关于三位志愿者的采访稿，理解主旨大意和细节信息，通过上下文猜测生词词义，并树立对志愿者工作的积极价值观。

听力：能够听懂一段关于旅行经历的访谈，理解主旨大意和细节信息。

口语：能够完成调查问卷，对他人的经历进行总结和描述。

写作：能够梳理范文结构，并根据范文模仿写一篇人物传记。

热身活动 Warmer

做活动: Free talk

- 目的：引入主题，激活学生背景知识，引起学生阅读兴趣，扫除学生生词障碍，为课文学习做好准备。
- 步骤：
 - 1) 教师进行提问：Do you know anything about volunteer work? 进而继续提问：Do you have any experiences of being a volunteer? 学生回答过程中引出目标语言：volunteer, volunteer work, help with 等。
 - 2) 教师展示不同志愿者工作图片，提问学生还了解哪些志愿者工作？



阅读技能教学

做活动： **SB P14 CD1 17**

1. Listen and read. Where do the young volunteers work? Draw lines to match names, events and places.

- 目的：快速跳读文本，了解文章主旨大意。
- 步骤：
 - 1) 告诉学生，他们将一起阅读三位志愿者的故事，他们在世界的不同国家参与了不同的志愿者项目。
 - 2) 教师呈现的 PPT 中，上半部分呈现课文中三幅图或其他可以代表 India, Thailand, Zambia 的图片，让学生说出图片所在地点。请学生看活动1，快速跳读文本，将人物的名字、志愿工作以及地点作对应。和自己的同伴核对答案。
 - 3) 教师播放听力录音，全班一起检查答案。



- 4) 提问 Imagine you are a volunteer working in a foreign country. How would you feel about your life? 在学生回答的过程中, 呈现新词 proud, lucky, welcome, rewarding。教师继续引导: Read the three passages again, and tell me how do they feel. 引导学生再次仔细阅读并找到答案。
- 5) 通过回顾文本内容处理 Reading 的其余生词: work hard, feed (fed, fed), clean up, poor, take lessons, temple, have a good time, architect, manager, safari, Victoria Falls, 教师可以使用这些词汇提问: Was the volunteer work easy for James? Were there a lot of jobs to do? (He needed to **work** really **hard** every day. He needed to take care of the elephants and give food to **feed** them.)

答案: James is working with elephants in Thailand. Maya is working in a school in India. Sam is building a school in Zambia.

做活动：SB P15

2. Read again and complete the table. What have the volunteers done?

- 目的：阅读文章，理解文本细节信息，并对文本信息进行结构化梳理。
- 步骤：
 - 1) 教师先带着学生一起看表格，引导学生观察表格中的各项信息，明确阅读目的。
 - 2) 学生阅读文本，完成表格填写。
 - 3) 完成练习后，学生和同伴一起检查答案，然后全班一起检查答案。

答案:

	James has...	Maya has...	Sam has...
Volunteer work	cut banana trees fed the elephants planted trees	listened to children reading; helped children with math; taught an English song	helped to build a school nearly finish the main building
Free time	walked in the jungle; been boating	taken cookery classes; visited temples	been to Victoria Falls; been on a safari

做活动：SB P15

3. What do the volunteers think about their work?

- 目的：阅读文章，提升获取文本细节信息并概括的能力，同时体会做志愿工作的感受，激发学生参与志愿者工作的热情和积极性。
- 步骤：
 - 1) 提问学生：Are there any differences among their attitudes towards their volunteering work?
What do they think about their work? 要求学生使用自己的语言简单概括。学生再次阅读文本，从文本中找到三个志愿者对志愿工作的看法和态度，教师找一两个学生分享自己的答案。
 - 2) 请学生分享读完三个志愿者的故事之后对志愿工作的认识与看法是否有变化。

答案:

- ◆ They all say their work has been hard, yet they have really enjoyed volunteering.
- ◆ James has enjoyed meeting the people and felt really welcome. He feels very lucky to volunteer. He has worked very hard.
- ◆ Maya says it has been hard for her but she has loved her time there. Teaching has been fun and everyone has been friendly.
- ◆ Sam has had a good time. The people have been really friendly and he has enjoyed living and

working with other volunteers – it's been really interesting. The work has been hard but very rewarding.

做活动：SB P15

4. Discuss!

1. Would you like to do volunteer work? Why?

2. Which job would you prefer?

- 目的：学生深入思考志愿工作的价值和意义，并和自身生活建立联系。
- 步骤：
 - 1) 询问学生，是否愿意更多地参与志愿工作，如果在文中提到的三种工作里选择，他们会选哪一个。
 - 2) 教师可以先和学生简单分享自己的感受，比如：I would love to do more volunteer work. I would like to travel to a different country and live there for a while. I think volunteer work is hard but very rewarding. I would like to choose Maya's job but I would also like to work with elephants or other animals, like what James has done. It must be fun!
 - 3) 学生四人一组，先在小组里进行分享，然后教师可以选几个学生在全班进行分享。

补充阅读活动：WB P8.

7a. Read and answer. Why has Afroz got an award from the UN?

- 目的：训练学生通过阅读，快速获取文本大意的能力。
- 步骤：
 - 1) 请学生根据图片猜测：What has happened? What has Afroz done to make the changes? 呈现新词：pollution, garbage。
 - 2) 阅读文本，回答题目中的问题。
 - 3) 学生完成之后，教师在全班检查答案，并引导学生尽量详细地对Afroz 所做的工作进行描述。

答案

Afroz won an award for cleaning a polluted beach in Mumbai.

7b. Read again and scan for facts: Match facts and numbers.

- 目的：训练学生扫读文本，获取特定信息的能力。
- 步骤：学生再次阅读文本，定位特定的信息完成练习，全班一起检查答案。

答案

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

听力技能教学 Listening

做活动: SB P15 CD1 18

5 Listen to Amy's travel story. Match the places she's been to with the photos.

- 目的: 听对话, 理解对话主旨大意。
- 步骤:
 - 1) 告诉学生, 他们将一起听一段采访, 关于 Amy 的旅行故事。教师带着学生读图, 请学生回答: What can you see in these pictures? These pictures are all about Amy's travel story. Can you guess what Amy has done during her journey? 然后教师在 PPT上呈现地图, 标明 Norway, France 和 The Atlantic, 并请学生猜测书上的三幅图片分别对应哪个地方。
 - 2) 学生听录音, 将图片和三个地方对应, 和同伴一起比较答案, 最后全班一起检查答案。

答案: 1 b 2 c 3 a

听力文本

Interviewer: Today we are talking to Amy White. Amy is only 11 years old but she has already been to more countries than most people! Two years ago, her parents stopped work and decided to sail around the world in their boat *Mary Lou*. They have travelled to 20 countries so far. Amy, Have you enjoyed sailing round the world?

Amy: Yes, most of the time I've really enjoyed it! I've loved getting to know new countries.

Interviewer: Which was your favourite place?

Amy: I loved Norway – the mountains were so beautiful!

Interviewer: Have you had any bad times – any scary moments?

Amy: There was a storm in the Atlantic – the waves were very high and I was very seasick! Luckily, the storm didn't last long.

Interviewer: How long did it take to cross the Atlantic?

Amy: About a month

Interviewer: What did you do on the boat every day?

Amy: I helped on the boat. I did some cooking and cleaning. I read a lot of books. And I had lessons every day. Mom taught me Math and Science and Dad taught me history, English and Geography.

Interviewer: Which country's food did you like best?

Amy: The food in Vietnam was delicious! And I like Italian food too!

Interviewer: Have you eaten anything strange?

Amy: Yes, frogs' legs and snails in France!

Interviewer: And last, you have had a great experience – but have you missed anything?

Amy: Yes, my grandma and my friends in school. And I've missed sleeping in a proper bed!

做活动：SB P15 CD1 18

6 Listen again and answer.

- 目的：听对话，理解细节信息。
- 步骤：
 - 1) 学生快速浏览问题，再次听文本，回答问题。
 - 2) 学生和自己的同伴互相比较答案，然后全班一起检查答案，对于不确定的部分，教师可以再次播放片段，帮助学生理解。

答案：

1. She's 11 years old.
2. Two years ago.
3. 20.
4. About a month.
5. She did some cooking and cleaning.
6. Every day.
7. Her grandma and her friends, and sleeping in a proper bed.

做活动：SB P17 Do you believe it?

- 目的：补充文化常识，引发学生探索世界的兴趣。
- 步骤：
 - 1) 请学生简单回顾本单元都讲到了哪些人的有趣经历。
 - 2) 将文本呈现在 PPT 上，将其中某些信息遮盖请学生猜隐藏的信息是什么。如：
Lewis Clarke from England has skied () km to the South Pole! He did this when he was only () in 2014. He spent () preparing for it. It took him around () to reach the South Pole.
 - 3) 学生通过阅读，将信息补充完整，体会三个人的奇特经历。
 - 4) 请学生选择其中一个最感兴趣的人物，下课后搜集更多关于他/她的信息。

补充听力活动：WB P7 05.

6a. Listen and answer. What has Alice done to help people?

- 目的：用更多文本，进一步提升学生听对话、理解主旨大意的能力。
- 步骤：
 - 1) 提问学生：Do you want to help others? What are you going to do for helping others?
告诉学生，录音有关 Alice 和妈妈帮助穷人做公益事业的经历。
 - 2) 学生听录音，回答题目中的问题，然后教师在全班检查答案。

答案

She started a charity to make meals for homeless people.

听力文本

Interviewer: And now it's time for our Young Heroes interview. Today I'm going to interview 12-year-old Alice Brown from New York. Alice has started a charity to make meals for homeless people. Alice, how did it all start?

Alice: On my way home from school one day, I went past a homeless woman. She had a sign saying —I'm hungry. I didn't have any money to give her but I had a sandwich from my school lunch and I gave her that. When I got home, I told my Mom and said, —Can we do something for all the other homeless people?

Interviewer: What did your Mom say?

Alice: She said, —Well, we could start small...

Interviewer: So how did you —start small?

Alice: We made 20 sandwiches a day and gave them to homeless people for lunch.

Interviewer: And now — what has happened?

Alice: Now we are a charity called Heart Food. People started to give us money and restaurants and shops started to give us food. We have bought a truck to deliver meals to people and we now have people working to make meals. This month we have made 2000 meals for homeless people!

Interviewer: Wow! Alice, what a wonderful story! We're proud of you!

Alice: Thank you!

WB P8 CD 05.

6b. 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) 学生快速浏览题目中的 8 个句子，教师播放录音，学生完成题目。
 - 2) 学生和同伴一起比较答案，然后全班一起检查答案。改正表述错误的句子。

答案

1. F (she gave her a sandwich)
2. T
3. F (20 sandwiches)
4. T
5. T
6. F (they have bought a truck)
7. T
8. F (100 times as many)

口语技能教学 Speaking

做活动：SB P16

7 Work in groups. Take one questionnaire each and do a survey.

- 目的：在完成调查问卷的过程中，综合运用本单元目标语言。
- 步骤：
 - 1) 将全班分成4个大组，将4种调查问卷分别发给每个小组，确保每组拿到的是不同的问卷，但小组内部学生拿到的都是相同的问卷。请学生在小组内通过相互问答，填写调查问卷。
 - 2) 学生开始之前，教师可以使用问卷中的第一个问题 How many times have you flown in a plane? 为学生做示范，告诉学生，对方回答后，需要将对方的名字和次数都记录下来。

做活动：SB P16

8 In your group, compare the numbers and note down the person with the biggest and the smallest number. Make a poster.

- 目的：训练学生整理调查问卷数据的能力，通过写句子进一步巩固目标语言。
- 步骤：
 - 1) 学生完成上一个任务之后，教师可以随机提问小组成员：In your group, who has flown in a plane the most times? How many times? 根据学生的回答将句子写在黑板上：... has flown ... times. 接着提问：Who has flown in a plane the fewest times? 同样将回答写在黑板上。
 - 2) 请学生总结各自问卷结果，参照教师的例子找到每项活动参与次数最多和最少的人，写出句子，在小组内完成海报。
 - 3) 下课之后可以请学生将每组的海报贴在教室里。请学生比较数据，找出全班范围内的 The biggest number 和 The smallest number。

写作技能教学 Writing

做活动：SB P16

9. Read about a famous man. Match the topics with the paragraphs.

- 目的：阅读人物小传，并分析人物传记类作品的写作结构。
- 步骤：
 - 1) 告诉学生，这个单元我们一起阅读了不同人物的故事，现在要学习如何写一篇人物传记：Today, we will learn how to write a biography.
 - 2) 请学生阅读范文，并将四个段落和主题对应。学生完成后和自己的同伴比较答案，然后全班一起检查答案。
 - 3) 为学生讲解四个段落的内容，并启发学生找到彼此之间的逻辑关系。
简单介绍
生平事迹
有何突出成就
如今的生活
 - 4) 请学生在文本中划出用于写作人物传记的常用表达，记录在笔记本上。教师可以做示范：
... is one of the world's most famous ...
... was born in ...

答案：

1b 2a 3d 4c

做活动：SB P17

10. Now write a biography of a famous living person. Use the same structure.

- 目的：参考范文，完成人物传记写作。
- 步骤：
 - 1) 在 PPT 呈现不同领域的名人。告诉学生，可以从中选择一位，也可以找一位自己感兴趣的人物，完成人物传记。注意：让学生理解题目中 living 的含义，一定是仍在世的人物。
 - 2) 用 PPT 呈现写作提纲，请学生在每个段落里写出相关信息，完成提纲。（很有可能学生不了解人物的具体信息。教师在课上可以着重培养学生对撰写传记的兴趣，让学生有信心用英文撰写简单的人物传记。之后便可将此作为家庭作业，请学生课后找到相关信息后完成写作。）
 - 3) 学生完成写作任务，和同伴互相交换文章，并进行批改。如有写同一个人物的，可共同进行分享展示。

Name:	
1. Introduction	
2. Life story	
3. Why famous?	
4. Present life	

Pronunciation & Let's check (1 学时)

Unit 2

16 Now write a biography of a famous living person. Use the same structure.

Pronunciation

① Listen, repeat and find the same vowel or consonant sound. (16)

1. hare, ear, volunteer, deer
2. air, there, bear, careful
3. hat, head, hello, who
4. red, prepare, rabbit, rat

② Listen and repeat. Write them in the right boxes. (16)

chair	pear	ride	hippo	read	ran
hide	wear	deer	help	near	clear
dear					

③ Say the chant. Then listen and check. (16)

Look over there! There's a bear!
He's wearing pyjamas and sitting in a chair.
Look over there! There's a hare!
She's eating bananas and napping her ear.
Seven happy rabbits are hopping round a hill.
Three rats in red hats are racing rather ill.

Do you believe it?

Knowledge children

Lewis Clarke from England has skied 1123.61km to the South Pole! He did this when he was only 16 in 2014. He spent three years preparing for it. It took him around 50 days to reach the South Pole.

Malavath Purnima from India has climbed the Mount Qomolangma. She was only 13 when she did this in 2014. She wanted to show the world that girls can do anything!

Laura Dekker from New Zealand has sailed around the world by herself! She was only 14 when she started her sailing in 2010 and it took her 513 days. In her early childhood she spent a lot of time sailing with her dad and he taught her to become a very good sailor.

Let's check on page 65

Unit 2

17 Fill in the gaps with the right form of the words in the box.

disappointed find out introduce explore experience try special anywhere boring

1. The explorer wrote a book about her adventures in the jungle.
2. The kiwi is a special bird. It only lives in New Zealand. You can't find it anywhere else in the world.
3. I felt bored when I couldn't go to Susie's party.
4. This morning Sam introduced me to one of his friends.
5. Last weekend I flew a hang glider for the first time. It was a great experience.
6. I have never played tennis but I would like to try.
7. I want to find out the answer to the puzzle.
8. -Have you read this book?
-Yes. It's disappointing!

④ Complete the conversations. Use the right form of the verbs in brackets.

1. -Have you ever seen (see) the pyramids?
-No, I haven't.
2. -Have you been (be) to South America?
-Yes, I have.
3. -Have you ever caught (catch) a fish?
-No, never.
4. -How many times have you won (win) a competition?
-I've never won (win) a competition!
5. -Have you ever eaten (eat) Indian food?
-Yes, many times!
6. -How many times have you flown (fly) in a plane?
-Six times.
7. -Have you ever met (meet) a famous person?
-No, never.
8. -Who is Jane Yolen?
-She's an American writer. She's written (write) over 375 books!

● **教学目标**

1. 学生能够识别/ɪə/ /eə/ /h/ /r/的发音，并了解对应发音的不同字母组合规律。

2. 复习和检测本课语言知识。

● **目标语言**

本单元的目标音 /ɪə/ /eə/ /h/ /r/

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：教师请学生回忆，上个单元都学习了哪些目标音。然后请学生头脑风暴，尽可能多地想出包含这些目标音的单词，找几位学生在全班分享。

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：/ɪə/ /eə/ /h/ /r/
- 步骤：
 - 1) 教师一组一组地播放目标词汇，请学生听并跟读。问学生每组单词中包含的相同音是什么。
 - 2) 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。

- 3) 任意读几个单词，让学生判断是否包含目标音。
- 4) 带学生朗读每组单词，练习目标音的发音。教师尽量慢读，读清晰，让学生感受/ɪə/与/eə/，/h/与/r/之间的区别。
- 5) 如有时间，可让学生从本单元中找2—3个包含目标音的单词，读给同伴听。

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) 学生和同伴核对答案，然后教师在全班检查答案。
 - 3) 请学生再次练习朗读这些单词。

答案：

here	air	hat	red
dear	chair	hi	ride
near	pear	hide	read
ears	wear	help	ran

做活动：SB P17

3. Say the chant. Then listen and check.

- 目的：辨别区分不同的目标音，在歌谣中练习目标音。
- 步骤：
 - 1) 教师先带学生看图，请学生描述图中能看到什么动物。
 - 2) 学生自己先读一遍歌谣，然后教师放录音，学生跟读，核对发音是否正确。如果发现学生读错，可再带领学生朗读几遍。
 - 3) 请学生自己练习朗读，试着以不同语速、声调来读，增加趣味性。
 - 4) 学生两人一组，互相听对方朗读，看谁读的又快又准。

补充口语活动：WB P9 CD 06

9. Pronunciation

- 目的：在趣味活动中进一步训练学生的发音。
- 步骤：
 - 1) 播放录音，学生根据发音规则完成 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。再次播放录音，学生听录音练习跟读。

- 2) 第三次播放录音，学生完成 9b 活动
- 3) 学生完成 9c 活动，将单词分类填写到相应的目标音栏；
- 4) 学生完成 9d 活动，使用上个活动中圈出的单词再编一个绕口令，和同伴进行分享。

请几个学生在全班分享，全班学生跟读。看谁的绕口令更有趣。

答案：(请见附录活动用书答案)

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) 请学生回忆本单元的主题，通过回顾主课文内容，将学习的重点词汇写在笔记本上。
 - 2) 请学生回忆本单元学习的目标句型，ever 和 never 的用法是什么。将本单元涉及到动词过去分词的不规则变化呈现在PPT 上。让学生根据自己真实情况造句，写在笔记本上，并和同伴分享。
 - 3) 请学生回忆本单元学习了哪些目标音，并和自己的同伴一起回忆目标音分别对应哪些字母组合。将目标音写在笔记本上，为每个目标音写出三个单词。
 - 4) 提醒学生培养整理笔记的好习惯，增强及时复习的意识（详见 Unit 1 此环节教案）

单元检测答案 Let's check

做活动：SB P65

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，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. explorer
2. special anywhere
3. disappointed
4. introduced
5. experience
6. try
7. find out
8. boring

做活动: **SB P65**

2. Complete the conversations. Use the right form of the verbs in brackets.

- 目的: 复习本单元重点语法。
- 步骤: 学生按照题目要求, 将动词的正确形式填入横线处, 然后全班一起检查答案。

答案:

1. seen, haven't
2. been, have
3. caught
4. won, won
5. eaten
6. flown
7. met
8. written

家庭作业 Homework

- 完成活动用书本单元所有练习
- 配套同步读物: 《理想的职业》



Unit 3 How long have you been here?

你在这多久了？

Story 1 & Grammar 1 (2学时)

Unit 3
How long have you been here?

Story 1

1 Listen and read. Why would Billy like living in Mexico?

On Monday, a new girl, Paloma, came to the class. At once the children asked to her.

May: Hi, Paloma. Where are you from?

Paloma: I'm from Mexico.

Sarah: How long have you learned English? You speak it really well!

Paloma: I've learned English for five years. I like learning languages. I've also learned French for a year.

May: How long have you lived here?

Paloma: I've been in the USA for four weeks now, but I've only been in this town since last Friday.

Sarah: Zach and May haven't been here long, either. Zach has been here since last summer, and May has been here for two years. They've made a lot of friends. I'm sure you will too. Have you found big differences between Mexico and America? What is Mexico like?

Zach: Well, yes. I've noticed something. Mexico is more colorful. The houses are brightly colored. And people wear bright clothes.

Sarah: That must be lovely!

Paloma: Yes. Another difference is food. Mexican food is spicier. We wear big dresses or big coats with chili.

Sarah: Really? What does it mean with chili? Is it spicy, sweet, hot and then spicy. Maybe in Mexico you take a long time because everyone talks so much. Oh, and one more thing — we have a lot of parties!

Billy: Sounds just what you and your friends like doing in your spare time in Mexico?

Paloma: Soccer is very popular with the boys. And we all love dancing. I've had dance classes for six years now.

Billy: I have dancing, too! I've had dance classes since April. I've learned hip-hop. What kind of dances have you learned?

Paloma: I've learned a lot of Mexican traditional dances.

Billy: Great! Soccer, dancing, singing, board games... I think I would like living in Mexico!

language difference notice colorful bright another chili take a long time popular with traditional

2 Read a gap and write a T (True) or F (False). Correct the false sentences.

- Paloma started learning English five years ago.
- She came to the children's town on Monday.
- Paloma thinks Mexico is more colorful than America.
- American food is spicier than Mexican food.
- Mexicans don't talk much at their meals.
- A lot of boys like soccer in Mexico.
- Dancing isn't very popular in Mexico.
- Paloma is having hip-hop dancing lessons.

3 Complete the story summary on page 58.

4 Grammar 1

1 Listen and repeat.

Learn more on page 51.

Expressions with for

three hours
five days
two weeks
three months
a year

Expressions with since

yesterday
Friday
April
last summer
2020

How long have you learned English?
—I've learned English for five years.
I've only been in this town since last Friday.

2 Complete the sentences with the right form of the verbs in brackets and with for or since.

- Jo has learned (learn) English for two years.
- Jo and his family live (live) in their house since 2015.
- Jo has been (be) in the hockey team for four months.
- Jo's sister has (have) karate lessons since January.
- Jo has (be) watching TV for a week.
- Jo and his sister met (meet) their cousins last year.
- Jo's mom has (have) her new job for three weeks.
- Jo's dad has (be) a doctor since 2000.

3 Write down some facts about your hobbies. Then work in pairs. Share your information. Ask and answer.

I have _____ lessons after school.

I am on the _____ team.

I learn _____ (language).

I play _____ (ball game).

I like _____ (musical instrument).

How long have you _____?

I've _____.

● 教学目标

1. 学生能够通过听、读，理解对话文本大意及细节信息，能根据文本内容理解故事大意和细节信息并梳理故事情节，与同伴进行分享。
2. 理解现在完成时中介词 for 和 since 的用法，并能在交际活动中准确运用。

● 目标语言

3. 核心词汇

language, difference, notice, colorful, bright, hobbies, another, chili, take a long time, popular with, traditional

4. 语法

现在完成时中 for 和 since 的用法

—How long have you learned English?

—I've learned English **for** five years.

I've only been in this town **since** last Friday.

热身活动 Warmer

做活动：How long have you been here?

- 目的：结合生活实际，分享彼此在当地居住情况，为课文学习做好准备。
- 步骤：

- 1) 教师向全班分享自己在当地居住了多久，并向学生提问：How long have you been here? Is this your hometown? Do you like this city/town? Why or why not? 请学生

与同伴彼此分享交流。

2) 教师请几位学生在全班分享。

故事教学 Story 1

做活动：Picture walk

- 目的：根据图片对故事进行预测，引起学生的阅读兴趣，并导入课文主题。
- 步骤：
 - 1) 教师带着学生读图，问学生：Which country are they talking about? What are the houses like? Who is the girl? 引导学生观察图中细节，根据人物服饰、建筑等特点猜测故事里提到的国家以及女孩的身份。
 - 2) 向学生介绍图中的国家是墨西哥，并介绍当地房子的特点。教授新词：Mexico, brightly colored。提醒学生读课文时关注女孩的身份。
 - 3) 请学生关注图 2，问学生：What kind of dance are the children doing?
 - 4) 向学生介绍，图中孩子们跳的舞蹈是墨西哥的传统舞蹈。教授新词：traditional dance。

做活动：SB P18 CD01 22

1. Listen and read. Why would Billy like living in Mexico?

- 目的：听 Story 1，了解主旨大意。
- 步骤：
 - 1) 教师播放 Story 1 课文录音，请学生回答问题：Why would Billy like living in Mexico?
 - 2) 检查学生的回答是否正确。
 - 3) 处理新词：language, difference, notice, colorful, bright, another, chili, take a long time, popular with, traditional，检查学生回答后处理新词，让学生在语境中感受词义并识记。

答案：Because he likes playing soccer, dancing, spicy food and parties.

做活动：SB P19

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

- 目的：再次阅读 Story 1，理解细节信息。
- 步骤：
 - 1) 教师带着学生一起读句子，请学生回忆故事内容，判断正误。教师带领全班做示范：
Paloma started learning English five years ago. True or false? 学生回答：True。
 - 2) 请学生再阅读一遍故事，然后完成其余句子的判断。
 - 3) 完成练习后，请学生先和自己的同伴一起检查答案，然后教师在全班检查答案。

答案：

2 F (last Friday)

3 T

4 F (Mexican food is spicier.)

5 F (talk much)

6 T

7 F (is)

8 F (Billy)

补充阅读活动：Read aloud.

- 目的：提升学生朗读流利度，规范语音语调。
- 步骤：
 - 1) 教师再次播放 Story 1 录音，请学生跟读。在朗读的过程中，请学生注意疑问句、陈述句、感叹句等不同句式的语调和说话人的语气。学生朗读时，教师记录学生朗读不准确的部分并适时纠正。
 - 2) 学生完成跟读之后，教师请学生同伴之间分角色朗读练习，然后请几组学生在全班展示。

做活动：SB P19

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) 教师带着学生一起回顾故事内容，向学生提问：How long has Paloma been in the USA? What are the differences between Mexico and the USA?
 - 2) 请学生独立完成学生用书 58 页本单元的 Story summary。
 - 3) 先请学生与同伴互相检查答案，然后教师在全班检查答案。

答案：2 four 3 English 4 five 5 colorful 6 brightly 7 spicier 8 chili 9 talk 10 Soccer
11 dancing

做活动：SB P19

4. Think! What might Paloma miss about Mexico? What do you miss when you go to a new city or country?

- 目的：回顾故事内容，从不同角度描述自己的家乡或国家，与同学讨论分享。
- 步骤：
 - 1) 提问学生：What might Paloma miss about Mexico? 请学生和同伴之间交流，并请几位学生在全班分享回答。
 - 2) 引导学生回顾 Paloma 从哪些方面介绍了她的家乡，并与美国的生活进行了比较 (food, friends, landscape, buildings, etc.)。
 - 3) 学生在四人小组里开展讨论：What do you miss when you go to a new city or a new country? 教师可以鼓励学生从刚才总结出的几个方面考虑，并结合实际分享，也可以自由发挥，从其他方面进行分享。
 - 4) 小组讨论结束后，教师请学生在全班进行分享。

补充词汇活动：WB P10

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

- 目的：巩固、复习本单元的重点词汇。
- 步骤：
 - 1) 教师先带领学生一起熟悉单词条中的词汇，并带领学生完成第一道练习|Emma speaks three languages|，提醒学生注意 language 变为复数。
 - 2) 请学生独立用单词的正确形式完成剩余的词汇练习，教师提醒学生，如有词义不确定的，可以回到学生用书的故事部分，结合上下文回顾词汇。
 - 3) 学生完成后，先和同伴一起检查答案，然后教师再在全班检查答案。

答案

1. languages
2. bright
3. colorful
4. noticed
5. traditional
6. popular
7. took...long time
8. differences
9. chilies
10. another

语法教学 Grammar 1

做活动: SB P19 CD01 23

1. Listen and repeat.

- 目的:

聚焦本课语法重点: 现在完成时介词 *for* 和 *since* 的用法, 让学生理解语法规则和功能。

- 步骤:

- 1) 教师播放录音, 让学生聚焦语法框里的关键句及 Expressions with *for* 和 Expressions with *since* 的表格内容。
- 2) 请学生回到 Story 1 中定位和关键句型结构相同的句子, 并划出描述时间的部分, 补充到 Expressions with *for* 和 Expressions with *since* 两个表格里, 例如:

Expressions with <i>for</i>	Expressions with <i>since</i>
five years	last Friday

- 3) 教师引导学生根据故事上下文理解介词 *for* 和 *since* 的含义, 让学生理解 *for* 和 *since* 都用于引出动作发生的时间, 但用法及含义不同 (*for* 表达过去至今一段时间发生的事, 强调事情发生的时间段; *since* 表达在过去某个时间点至今所发生的事情, 强调动作起始于过去的时间点)。

- 4) 教师引导学生总结不同人称的现在完成时, 如何表达时间段/时间点。如下表所示

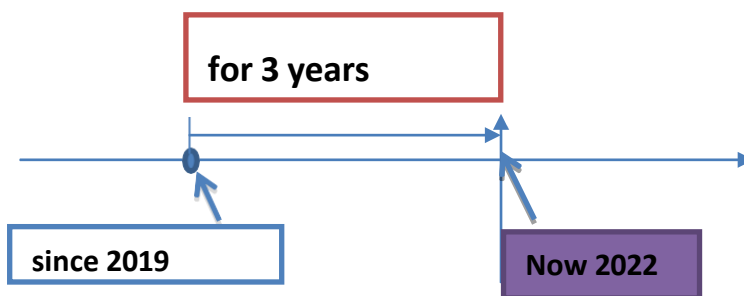
have/has been for + 时间段; have/has been since + 时间点。提醒学生注意 have/has 与单复数主语搭配一致。

Grammar 1 Present perfect (5): *for* and *since*

I You We They	have 've	been here	for	one hour. two days. three weeks. six months. a year.
He She	has 's		since	Monday. October. last winter. 2000.

补充语法详解:

教师可在引导学生理解介词 for 和 since 的含义时, 搭配如下板书内容, 帮助学生理解。



补充语法活动: Snatch and point!

- 目的: 通过趣味游戏熟悉介词 for 和 since 的用法, 巩固语法知识。
- 步骤:
 - 1) 将学生分为两组, 请两组学生各自面对黑板站成一列。
 - 2) 教师在黑板上写出 for 和 since, 并随机说出一些时间段或时间点, 例如: 100 years, 1980, 2 weeks, 10 minutes, etc.
 - 3) 每组的第一名学生听到后快速指出应该搭配 for 还是 since。回答得又快又好的学生为所在小组赢一分。第一名学生回答完成后快速跑回队尾, 下一位学生继续回答下一题。
 - 4) 游戏结束时, 得分高的小组获胜。

语法练习 Grammar practice

做活动: SB P19

2. Complete sentences with the right form of the verbs in brackets and with *for* or *since*.

- 目的: 在新的语境中练习准确使用现在完成时和介词 for/since, 描述 Jo 和家人的生活情况。
- 步骤:
 - 1) 教师告诉学生本练习的任务: Complete the sentences to know about Jo and his family's life.
 - 2) 教师带领学生一起完成第一题作为示例: Jo has learned English for two years. 教师提醒学生做题时注意 have/has 与单复数主语搭配的一致性, 现在完成时动词的正确

形式等问题。学生独立完成其余句子。

3) 学生完成后两人一组比对答案。再由教师带着学生在全班检查答案。

答案:

1 for

2 have lived, since

3 has been, for

4 has had, since

5 hasn't watched, for

6 haven't seen, since

7 has had, for

8 has been, since

补充语法活动: WB P10

5. Complete the sentences with the right form of the verbs in brackets and with *for* and *since*.

- 目的: 在新的语境中练习使用现在完成时中 *for* 和 *since* 用法来描述事件。

- 步骤:

1) 教师带领学生读图 1, 根据图片内容引导学生用正确的形式填写第一句话 (has lived, since)

2) 教师请学生独立完成其余的句子, 提醒学生注意 *for* 和 *since* 的用法和使用动词的正确形式填空。

3) 学生完成练习后先同伴之间比对答案, 再在全班检查答案。

答案 (请参见附录活动用书答案)

补充口语活动: Running dictation

- 目的: 在记忆活动中进一步巩固练习现在完成时介词 for 和 since 的用法, 并写下来。
- 步骤:
 - 1) 教师将 Grammar 1 中活动 1 和活动 2 中的句子或任何教师认为合适学生的, 用现在完成时, for 与 since 的句子, 输入电脑。一个句子一页纸。分别打印出来并剪裁。稍后将句子分散地贴在教室的墙上。
 - 2) 学生两人一组, 一人是 Reader, 另一人是 Writer。在限定时间内, Reader 负责在教室中找句子, 并尽可能多记忆下来。
 - 3) Reader 回到座位, 告诉 Writer 所记住的句子, Writer 尽可能准确地把句子写下来。
 - 4) 限定时间结束后, 教师用 PPT 展示全部完整的句子, 请学生比对答案。句子书写正确率最高、书写数量最多的小组获胜。

做活动: SB P19

3. Write down some facts about your hobbies. Then work in pairs. Share your information.

Ask and answer.

- 目的: 在真实语境中使用现在完成时以及介词 for 和 since 描述自己的经历, 并准确写出正确的句子结构。
- 步骤:
 - 1) 请学生看第一行内容, 根据自己的实际情况独立补全句子 (例如: I have piano lessons after school.)
 - 2) 学生两人一组, 相互询问 How long have you ...? (例如: How long have you had piano lessons?) 回答时要求使用目标语言: I've... for / since... (例如 I've had piano lessons for two years.)
教师请几个小组展示, 其他小组听并找出错误。
 - 3) 拓展口语活动: 学生四人一组, 各自在一张纸上独立写出自己的爱好或经常做的事以及对应时间段/时间点 (例如: learn to cook, last month) 但不要写自己的名字。然后, 将四个人的纸放在一起。小组成员随机抽取其中一张并使用目标语言: I've ... for / since ... 造句, 其他同学猜是谁写的。

结束本课 Ending the lesson

做活动: Review

- 目的: 通过回顾 Story 1 故事情节, 复习文本内容及目标句型。
- 步骤: 请学生合上书, 根据故事情节向学生提问, 如: How long has Paloma been in the USA? Why would Billy like living in Mexico? What does Paloma miss about life in Mexico? 请学生根据记忆回答。

Story 2 & Grammar 2 (2 学时)

Story 2

1 Listen and read. Why did Jack change his job?

The children's teacher told the class about a new project. "This semester we are going to make a book called *Story of a Street*," she said. "I want you to find out about this street. How long have the buildings been here? What was there before? Interview some of the people at work there and find out their stories. Then we will all write about the stories and make a book together."

Mig and Sarah went to the fire station and talked to a firefighter called Jack. "I've seen a lot of changes since I came here. The fire station has been here for about 15 years," Jack said. "Before that there was a park here. When they built the fire station, some people were angry because they liked the park. But we needed a fire station."

"And what about you?" asked Sarah. "Has your life changed much?" "I've worked here since I was 20," said Jack. "Before that I worked in an office. I was very bored and wanted to do something more exciting. I wanted to help people, so I became a firefighter. And I've enjoyed working here for the last 10 years." "It's a very dangerous job though," said Mig. "Isn't it scary?" "Yes, sometimes," said Jack. "But it's very rewarding. I've had some amazing experiences since I started work here. Last week there was a fire in some apartments. We saw a dog barking at a window and climbed the ladder to get into the apartment. When we got in, we found a woman in bed. She had a broken leg and couldn't move. Her dog stayed with her and asked for help by barking! So we saved the woman and her dog!"

2 Read again and answer.

What is the new class project?
 What was on the street before they built the fire station?
 Where did Jack work in his first job?
 How long has Jack been a firefighter?
 What happened to the apartments a week before?
 Why couldn't the woman move?
 Who asked for help?

making a book called Story of a Street

3 Listen to Story 2 Part 2. How has Rob's life changed?

4 Listen again. Why did Rob change his job? Complete the sentences.

1. He has loved _____ since he was a child.
 2. He likes the library because it's _____.
 3. The circus was very _____.
 4. He got tired of _____.
 5. He loves _____ people about books and _____ stories to the children.

5 Try yourself! What has changed in your life since last year?

Grammar 2

1 Listen and repeat.

I've seen a lot of changes **since** I came here.
 The library has been there **since** they built the street.

2 Molly is 18 and is in her last year at high school. Look at the events in Molly's life and complete the sentences.

Time	Events
When she was six	went to school
When she was seven	started learning Spanish
When she went to middle school	started piano lessons
When she was 15	went to high school
When she was in 10th grade	joined the basketball team
When she was in 11th grade	joined the school choir

1. She has been at school since she _____.
 2. She has learned Spanish since she _____.
 3. She has had piano lessons since she _____.
 4. She has been at high school since she _____.
 5. She has been on the school basketball team since she _____.
 6. She has been in the school choir since she _____.

3 Make five sentences about you using since. Use the verbs in the box. Then tell a partner your sentences. Are any of the sentences the same?

live learn play be have

1. _____ since I _____
 2. _____ since I _____
 3. _____ since I _____
 4. _____ since I _____
 5. _____ since I _____

I've lived in this small town since I was five.

● 教学目标

1. 学生能够通过听、读，理解故事文本大意及细节信息，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. 在不同的语境中正确使用现在完成时 **since** 从句，并能在交际活动中准确运用。

● 目标语言

3. 核心词汇

project, semester, firefighter, fire station, enjoy working, though, rewarding, get into, ask for help, save, librarian, be glad to, get tired of, important, in the opposite way to

4. 语法

现在完成时 **since** 从句

I've seen a lot of changes **since** I came here.

The library has been there **since** they built the street.

热身活动 Warmer

做活动: Is it true about me?

- 目的: 活跃课堂气氛，复习 Grammar 1 学过的现在完成时中介词 **for** 和 **since** 的用法。
- 步骤:
 - 1) 教师请学生使用上节课学过的语言知识描述自己的生活: I've ... for / since ... 可以是真实情况，也可以是虚构的。
 - 2) 在给定时间内，学生两人一组轮流说出句子，请对方判断是否是真实情况。由此增进学生对同伴的了解。

故事教学 Story 2

做活动：Picture walk

- 目的：根据图片对 Story 2 做预测，引起学生的阅读兴趣。
- 步骤：
 - 1) 告诉学生这个故事是关于四个孩子如何完成老师布置的 Story of a Street 任务。让学生猜测 Story of a Street 的含义，并做简单解释。（当地街道建筑往事，或是街道上人物的趣闻乐事。）
 - 2) 请学生读图 1 并回答：Who are in the picture?
What are they talking about? 问答练习中可能用到的新词：firefighter, ladder, save。

做活动：SB P20 CD1 24

1. Listen and read. Why did Jack change his job?

- 目的：听 Story 2 录音，理解故事主旨大意并回答问题。
- 步骤：
 - 1) 播放录音，请学生听并回答：Why did Jack change his job? (Because he was bored and wanted to do something more exciting.)
 - 2) 检查学生回答后，处理剩余的新词：project, semester, fire station, enjoy working, though, rewarding, get into, ask for help, 让学生在语境中感受词义并识记。

做活动：SB P20

2. Read again and answer.

- 目的：阅读 Story 2 文本，获取细节信息。
- 步骤：
 - 1) 带领学生阅读 7 个问题，请学生试着回答。借助故事及图示，理解新词。
 - 2) 教师请学生再次阅读故事文本，回答练习中的问题。
 - 3) 学生完成练习后，先和同伴核对答案，教师再在全班检查答案。

答案

2 A park.

3 In an office.

4 For 10 years.

5 There was a fire.

6 She had a broken leg.

7 The woman's dog.

做活动：SB P21 CD1 25

3. Listen to Story 2 Part 2. How has Rob's life changed?

- 目的：听 Story 2 的后续故事，获取主旨大意。
- 步骤：
 - 1) 请学生再次看 Story 2 的图2 (P 21), 并提问：Sarah and May went to the fire station in their street. Where did Billy and Zach go? 教师带学生看图，引导学生观察图片细节，教新词 librarian。
 - 2) 告诉学生，后续故事讲述了Rob的工作经历，让学生猜测：How has Rob's life changed?
 - 3) 播放录音，请学生听录音，看看猜测是否正确。
 - 4) 检查学生回答后，处理剩余的新词：be glad to, got tired of, important, in the opposite way to, 让学生在语境中感受词义并识记。

答案：He was an acrobat and now he is a librarian.

做活动：SB P21 CD1 25

4. Listen again. Why did Rob change his job? Complete the sentences.

- 目的：再次听 Story 2 的后续故事，获取文本细节信息。
- 步骤：
 - 1) 请学生读句子，并试着独立补全句子信息。在播放录音时，学生可自行检查回答是否正确。
 - 2) 再次播放录音，请学生听录音补全句子信息。检查答案时先请学生同伴之间检查，再由教师在全班检查。
 - 3) 检查完最后一句，提问学生：Do you have any big changes in your life? 为下一个思考活动做好准备。

答案：

2 quiet

3 noisy

4 traveling

5 telling, reading

做活动：SB P21

5. Discuss! What has changed in your life since last year?

- 目的：培养学生的口语表达能力。
- 步骤：
 - 1) 教师与学生分享自己一年来的变化，例如：I've moved house. I've made some new friends. I've joined a book club.
 - 2) 教师请学生思考，在四人小组内讨论：What has changed in your life since last year? 注意使用目标语言 I've ... since last year. 进行表述。
 - 3) 补充讨论问题：Do you like the change? Why or why not?
 - 4) 请学生在全班范围内进行分享。

补充词汇活动：WB P10

3. Circle the correct words.

- 目的：巩固练习本课 Story2 的目标词汇。
- 步骤：
 - 1) 教师带领学生读第一句并填空，做示范。
 - 2) 请学生独立完成其余练习。学生独立完成其余的练习。完成后可先同伴之间比对答

案，教师再在全班检查答案。

答案

1. a
2. c
3. b
4. b
5. a
6. b
7. a
8. b

语法教学 Grammar 2

做活动：SB P 21 CD1 26

1. Listen and repeat.

- 目的：聚焦本课语法重点：现在完成时since 从句的用法。
- 步骤：
 - 1) 教师播放录音，让学生聚焦语法框里的关键句及句中彩色文字（since）。
 - 2) 请学生返回 Story 2 文本（故事听力文本请见学生用书P61）。定位并划出带有 since 的句子，并思考 since 从句的含义。
 - 3) 教师以其中一个句子为例：The library has been there since they built the street. 引导学生理解：Is the library still there on the street? (Yes.) 让学生理解 since 从句表示动作从一个时间点开始，一直延续到现在，并有可能持续到未来。
 - 4) 提醒学生注意第三人称单数时动词形式的变化，填写如下表格：

I		lived here	since	I was 30.
You	_____			you came to the USA.
We	(缩写)_____			we started work.
They				they built the house.
He	_____			He was in 3rd grade.
She	(缩写)_____			she was a child.

教师在全班检查答案，补全信息如下：

I	have 've	lived here	since	I was 30.
You				you came to the USA.
We				we started work.
They				they built the house.
He	has 's			He was in 3rd grade.
She				she was a child.

语法练习 Grammar Practice

做活动：SB P21

2. Molly is 18 and is in her last year at high school. Look at the events in Molly's life and complete the sentences.

- 目的：在不同的语境中正确使用现在完成时 *since* 从句。
- 步骤：
 - 1) 教师完成第一个对话的填空，为学生做示范。
 - 2) 学生独立完成其余练习。
 - 3) 学生完成练习后先和同伴比对答案，再由教师在全班检查答案。

答案：

- 2 was seven
- 3 went to middle school
- 4 was 15
- 5 was in 10th grade
- 6 was in 11th grade

做活动：SB P21

3. Make five sentences about you using *since*. Use the verbs in the box. Then tell a partner your sentences. Are any of the sentences the same?

- 目的：描述自己的生活经历，在交际语境中练习使用现在完成时 *since* 从句的用法。
- 步骤：
 - 1) 教师使用单词框的动词向学生展示自己的经历，例如：I have lived here since I was born. I have learned English for 20 years. 请学生使用单词框中的动词，结合自己的生活经历造句。
 - 2) 学生四人一组分享自己的句子。小组分享结束后，教师请几个小组在全班进行展示。

补充语法活动: WB P11

4. Put the words in the right order to make sentences.

- 目的: 在新的语境中巩固现在完成时 since 从句的用法。
- 步骤:
 - 1) 教师完成第一个填空, 为学生做示范。
 - 2) 学生独立完成其余练习。
 - 3) 学生完成练习后先和同伴比对答案, 再由教师在全班检查答案。

答案

1. I have lived in Miami since I was 5.
2. He has loved music since he was a child.
3. He hasn't seen his cousin since he went to London.
4. Have you eaten Chinese food since you came here?
5. We haven't been on vacation since I was in 5th grade.
6. I have played the piano since I started school.
7. The museum has been here since they built the town.
8. We have been friends since we met at school.

补充语法活动: WB P11

5. Fill in the gaps with the right form of the words in the box.

- 目的: 在新的对话语境中巩固现在完成时 since 从句的用法。
- 步骤:
 1. 教师完成第一个填空, 为学生做示范。
 2. 学生独立完成其余练习。
 3. 学生完成练习后先和同伴比对答案, 再由教师在全班检查答案。

答案

1. been
2. since
3. firefighter
4. rewarding
5. saved
6. librarian
7. noticed
8. traditional
9. for
10. semester
11. ask for help

补充口语活动:

Guess who?

- 目的: 通过趣味活动, 让学生在真实交际情景中练习使用现在完成时 since 从句的用法。
- 步骤:
 - 1) 请学生用目标语言 (现在完成时 since 从句) 在一张纸条上写出三句关于自己的描述 (例如: I have learned skateboarding since I was 10. / I've liked eating chili since I was 9. / I've had a little brother since I was 4.)
 - 2) 教师收集全部纸条之后将其打乱顺序, 并随机发给学生, 每人得到一张。学生在班级范围内进行对话练习找到纸条的主人, 要求使用现在完成时, 例如: Someone has learned skateboarding since he or she was 10. Is that you? 或 Have you liked eating chili since you were 9?
 - 3) 教师协助做活动, 为表达吃力的学生给予鼓舞和帮助。

结束本课 Ending the lesson

做活动: Review

- 目的: 通过回顾故事情节, 复习 Story 1 和 Story 2 文本内容及目标句型。
- 步骤: 教师请学生合上书回忆 Story 1 和 Story 2 的故事情节, 并根据故事情节向学生提问, 如: Why would Billy like living in Mexico? Why did Jack change his job? How has Rob's life changed? 请学生回忆并回答。

Skills (3 学时)

The screenshot shows a lesson plan for the 'Skills' section. It includes a reading passage titled 'The Aztec Empire' with an illustration of Aztec people. The text describes the Aztec Empire's location, its growth, and its fall. Below the text are several exercises: 1. Read again and number the events in order. 2. Read and complete the story map. 3. Match the paragraphs with the topics. 4. Listen and number the photos. 5. Listen again and write a short story.

● 教学目标

阅读：学生能够阅读一个到阿兹特克帝国探险的故事，理解主旨大意和细节信息，运用目标语言表达输出。

听力：学生能够听懂有关一个人不同工作经历的访谈，理解主旨大意和细节信息。

口语：学生能够在社会调查中使用现在完成时 for 和 since 表达，进行提问和回答，调查并了解同龄人兴趣爱好的情况。

写作：学生能够模仿一篇电子邮件进行范文写作。

导入活动 lead-in

做活动：Picture walk

目的：讨论与阿兹特克帝国相关的话题，引起学生阅读兴趣，扫除学生生词障碍，为阅读穿越故事做准备。

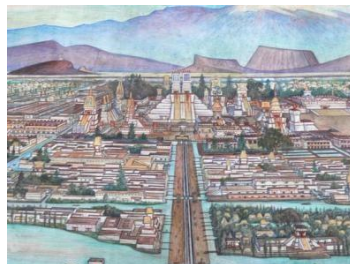
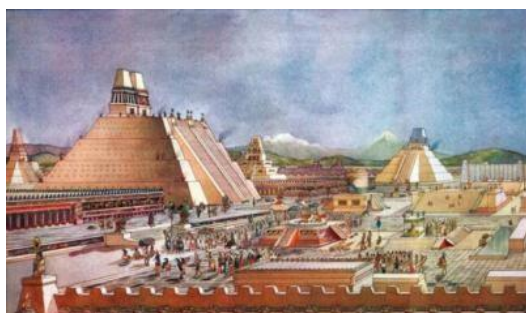
● 步骤：

1) 教师提问学生：Do you still remember where Paloma comes from? 学生回答：

Mexico. 教师继续告诉学生 Today, we'll read a story about the ancient Mexico. 并在 PPT上展示 the Aztec Empire 的图片，告诉学生这是墨西哥古文明的阿兹特克帝国，存在于公元 15 世纪至 16 世纪，相当于我国的明朝时期。The Aztec Empire was a large empire in Central America. It existed from the 15th century to the 16th century. 教师引出课文新词 ancient, Aztec times, Aztec Empire, Tenochtitlán, temple, 展示 Tenochtitlán 的图片（参考图片在下页），并进行讲解。



(阿兹特克帝国参考图)



(特诺奇蒂特兰参考图)

- 3) 告诉学生: Now, let's go to the Aztec Mexico with Zach and his friends! 请学生观察课文图片 1、2 并思考 Why is the girl crying? Why does she become happy again? 教师在引导学生回答的过程中引出课文新词 crowded, up and down, crowd。
- 4) 让学生看活动一，对学生提问: How did the children help the girl? 之后引入故事阅读。

补充文化背景知识

阿兹特克帝国 (The Aztec Empire)

阿兹特克是一个在 15 世纪-16 世纪的墨西哥古文明，被称为中南美三大文明之一。于 15 世纪在墨西哥中部建立了帝国。拥有较精确的历法系统；农业方面，灌溉技术发达；经济方面，已经出现了原始阶段的“货币”；阿兹特克人的建筑技术也非常出色，能够建造出十分雄伟的建筑，特诺奇蒂特兰古城便是最好的证明；此外，阿兹特克社会阶级划分森严，并拥有完备的法律系统。

有趣的是，阿兹特克语的一些词汇有些被收入西班牙语，而稍后这些词又被英语接收，比如: chili, chocolate, avocado，这些词汇都来自这个墨西哥古老的文明。

阅读技能教学

做活动：SB P22 CD1 27

1. Listen and read. How did the children help the girl?

- 目的：快速浏览文本，了解文章主旨大意。
- 步骤：
 - 1) 请学生快速浏览文本，阅读故事梗概，找到问题答案，和自己的同伴分享，然后教师播放听力录音，全班一起检查答案。
 - 2) 处理课文新词：教师通过回顾课文内容，处理 Reading 里出现的其余新词：recognize, look round, look around, for sale, jewelry, shall, light up, curiously, cloak, full of, cacao beans, hand(v.), help sb. out。

答案：They sold Zach's inventions and gave the beans (Aztec money) to the girl.

做活动：SB P23

2. Read again and number the events in order.

- 目的：阅读故事，理解文本细节信息。
- 步骤：
 - 1) 教师先带着学生一起读练习中的句子，确保学生能够理解所有句子。
 - 2) 请学生阅读文本，按照事件发生的先后顺序给句子排序。
 - 3) 完成练习后，请学生先和自己的同伴一起检查答案，然后全班一起检查答案。

答案：4 5 2 6 3

做活动：SB P23

3. Read and complete the story map.

- 目的：梳理故事梗概，检测学生是否理解全文。
- 步骤：
 - 1) 请学生将 Story map 补充完整，然后和同伴比较答案，最后全班一起检查答案。
 - 2) 教师在 PPT里 简化 Story map，直到简化为几个关键词。学生与同伴互相根据关键词叙述故事。请 2-3 个学生在全班叙述故事。简化的形式可根据学生水平决定，示范如下：

The children arrived	girl, tomatoes, mom, ill	Inventions, sold, cacao beans
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答案：

1. Aztec Empire
2. city
3. temple
4. market
5. tomatoes
6. nice
7. sad
8. sick
9. inventions
10. cacao beans
11. bag
12. doctor

做活动: **SB P23**

4. Create! Work in groups. Write a play script for the story. Then act it out.

- 目的: 内化文本语言, 运用目标语言表达输出。
- 步骤:
 - 1) 学生 6—8 人一组, 按照故事中的人物和情节分角色。
 - 2) 请各组学生在给定时间内编排角色台词与故事发展, 然后请各小组展示表演; 其他同学根据表演内容是否完整、语言表达是否丰富和正确, 给展示小组打分。评出 The Best Story (最佳故事) The Best Acting (最佳表演) The Best Lines (最佳台词) The Best Cooperation (最佳小组合作) 等奖项。

补充阅读活动: **WB P12**

7a. Read and answer. Are the four children all happy about the changes in their lives?

- 目的: 训练学生进行扫读, 快速获取信息的能力。
- 步骤:
 - 1) 带着学生读四幅图, 并提问: What has changed in the children's lives? 引导学生理解 puppy, orchestra 等词义。
 - 2) 请学生在规定时间内快速扫读 回答问题: Are the four children happy about the changes in their lives? 请学生和自己的同伴比对答案, 再由教师在全班检查答案。

答案

They are all happy (but found it hard at first).

7b. Read again and complete the table.

- 目的: 进一步提升阅读中获取细节信息的能力。
- 步骤: 学生再次阅读文本, 补全表格信息。全班一起检查答案。

答案

Names	Changes in their lives	Differences it made	How they feel about it
Lily	The family got a puppy.	It takes a lot of time to look after a puppy.	It's a lot of fun

Max	He's moved to a different school .	He has had to make new friends	He didn't like it at first but now he has a lot of new friends and he is happy .
Tammy	She had a little sister .	Her parents didn't have so much time for her.	At first she didn't like this but now her sister is her best friend .
Sam	He started violin lessons .	He had to spend a lot of time practicing .	He loves it and enjoys making music with other people.

听力技能教学 Listening

做活动: **SB P23 CD1 28**

5. Listen and number the photos related to Mike's jobs in the right time order. What is his favorite job?

- 目的: 听访谈, 理解对话主旨大意。
- 步骤:
 - 1) 带着学生读图并提问: Do you know the names of the jobs? 帮助学生理解 farmer, museum attendant, sailor。
 - 2) 为学生介绍这个采访的背景: Mike has some big changes in his life. He had different jobs over the years. 然后提问学生: What were Mike's jobs in the order he did them? What is his favorite job?
 - 3) 为学生播放录音, 请学生找到答案, 全班一起检查答案。

答案:

3,1,2.

Museum attendant was his favorite job.

听力文本

Interviewer: Hello everyone and welcome to —Our Stories—. Today we are going to interview Mike, a museum attendant. Mike, welcome to the program!

Mike: Hello everyone!

Interviewer: So Mike, what is your story? What changes have you seen in your life?

Mike: Well, I have changed my job twice. First, I was a farmer. I grew up on a farm and I worked on the farm when I left school. But then I wanted more adventure! I wanted to see the world. So when I was 30, I sold the farm and became a sailor.

Interviewer: That's a big change. Have you seen a lot of countries?

Mike: Yes – but only the ports. We only stayed for a day or two. I haven't travelled much in any of the countries. I only collected souvenirs.

Interviewer: And now you work at the museum? Why did you change jobs again?

Mike: I got married and had children. I didn't want to leave my family. I've been at the museum for five years now.

Interviewer: Tell us – which has been your favorite job?

Mike: I love working at the museum because I love art. Also we have lots of exhibitions from different countries – it's a different way of traveling! It's wonderful!

做活动: SB P23 CD1 28

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

- 目的: 听访谈, 理解细节信息。
- 步骤:
 - 1) 学生再次听这段访谈, 判断句子正误。
 - 2) 学生和自己的同伴一起比对答案, 然后教师再次播放录音, 在每句话的部分暂停, 带着学生一起检查答案。

答案:

1. T
2. F (He sold the farm when he was 30.)
3. T
4. T
5. T
6. F (He has worked for the museum for five years.)
7. T

补充听力活动: WB P11 08 Listening

6a. Listen and answer: How many children kept their New Year's Resolution?

- 目的: 听一段新的访谈, 理解主旨大意。
- 步骤:
 - 1) 介绍对话背景: In many countries, people like to make New Year's Resolutions when the New Year's coming. They set up goals of what they want to achieve in that year, like doing more exercise, spending less money, eating less fast food, etc. Some people would

keep their New Year's Resolutions but some may not. In this interview, Let's find out how many children kept their New Year's Resolution?

2) 学生听录音回答问题，然后教师在全班检查答案。

答案： 2

听力文本

Interviewer: It's nearly the end of January. In this program, I'm going to interview some people to find out their New Year's resolutions. I'm also going to ask: Have you kept your resolution so far?

Interviewer: First here is Sophie on the phone from New York. Hi, Sophie. Have you made a New Year's resolution this year?

Sophie: Yes I have. I've decided to do more exercise!

Interviewer: And have you kept your resolution so far?

Sophie: Yes. I've been for a walk every day since January 1st!

Interviewer: Well done Sophie! Next we have Josh from Chicago. Hi, Josh, tell us about your resolution! What have you decided to change in your life this year?

Josh: I've made a resolution to save my pocket money.

Interviewer: And have you kept your resolution?

Josh: Well... It was OK until yesterday.

Interviewer: And what happened yesterday?

Josh: I bought some candy! But I'm going to keep saving most of my money.

Interviewer: That sounds like a good idea! Thanks for talking to us Josh! Now here we have Stacey from San Francisco. Stacey, have you made a resolution and have you kept it?

Stacey: Yes. I've made a resolution to spend less time playing computer games. And I have only played 2 games since January 1st!

Interviewer: Well done Stacey. So ... New Year's resolutions – easy to make but harder to keep! Dear listeners, What about you? Have you made a resolution this year? And more importantly, have you kept it? This is Cindy Walker, reporting from New York City.

6b. Listen again and complete the table.

- 目的：进一步提升学生听对话、理解细节信息的能力。
- 步骤：
 - 1) 再次播放录音，请学生补全表格信息。（提示：根据学生情况，可以播放两遍录音来完成。）
 - 2) 请不同学生分享答案，在全班检查答案。

答案

Name	Resolution	Have they kept it?
Sophie	To do more exercise	Yes. She has been for a walk every day since January 1st.

Josh	To save his pocket money	No. He bought some candy yesterday.
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Stacey	To spend less time playing computer games	Yes. She has only played two games since January 1st.
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口语技能教学 Speaking

做活动： **SB P24**

7. Do a survey on your classmates' hobbies. Interview some of them.

- 目的：在班级调查中使用现在完成时 **since**，进行提问和回答；通过对话，了解彼此的爱好，并制作柱状图，选出坚持某项爱好时间最长的同学。
- 步骤：
 - 1) 首先告诉学生本活动的目的。提问学生：

What are your hobbies?

How long have you had this hobby?

What clubs / teams are you in?

How long have you been in that club / team?

请学生结合自己的实际情况进行思考。
 - 2) 使用如上 4 个问题举例演示如何设计调查问卷：在PPT中展示如下表格，将 4 个问题和学生姓名填入表中，让学生根据自己的实际情况进行回答，教师将回答记录在表格中。

Ss \ Qs	What hobbies?	For how long?	Any club/team?	For how long?
Student A				
Student B				
Student C				

- 3) 学生 6-8 人一组，模仿教师演示的表格设置问题，可以适当补充其他相关问题。
每组内两两组合进行对话调研，然后再换人继续问答。
- 4) 每组将调研情况汇总在该组的表格中，并对数据进行分析，可借助柱状图进行统计，并选出最受欢迎的 3 种爱好，和坚持某项爱好时间最长的 3 位同学。
- 5) 每组学生将柱状图和分析结果制作成海报在全班进行展示和讲解。
- 6) 根据每组展示结果，最终选出全班内最受欢迎的 5 种爱好，和坚持某项爱好时间最长的 5 位同学。
- 7) 课后将各组海报张贴在教室展示墙，供学生欣赏。

补充活动

根据您所在班级学生的程度，可适当讲解有关柱状图 the bar graph 做统计的方法。

告诉学生 The bar graph helps to compare the different sets of data among different groups easily.

建议学生横轴表示不同兴趣爱，纵轴表示每个兴趣爱好的人数，这样可以直观看到喜欢某种兴趣爱好人数的多少，进行数量的比较。

做活动：SB P25 Do you believe it?

- 目的：让学生了解两位少年发明家的故事，激发学生对发明创造的兴趣，培养信心。
- 步骤：
 - 1) 请学生根据口语活动中关于兴趣和爱好的问题，分享自己的实际情况。
 - 2) 请学生阅读 Do you believe it? 部分的文字，根据学生水平适当提问，检查学生是否理解主要内容。
 - 3) 思维训练和价值观讨论，可以向学生提问：
 - ◆ What is the similarity between these two children? (They invented something that can help others.)
 - ◆ If you can also create something to help others, can you imagine what they are and how you can help others?
 - ◆ 请学生自由讨论创造发明、服务他人与社会、以及个人兴趣和爱好之间的关联。引导学生正确理解：兴趣、好奇心、帮助他人以及奉献社会的愿望是发明创造的前提和动力，远比天资聪慧、智商过人更重要。

写作技能教学 Writing

做活动：SB P24

8. Read about Lisa's email about herself. Then match the sentence halves..

- 目的：阅读电子邮件，理解主旨大意和主要信息。
- 步骤：
 - 1) 请学生阅读 Lisa 写给 Lee 的电子邮件，并将事件和时间连线。
 - 2) 请学生先和同伴比对答案，再由教师在全班一起检查答案。

答案：

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

做活动 SB P25

9. Match the paragraphs with the topics.

- 目的：进一步提升阅读中获取细节信息的能力。
- 步骤：
 - 1) 请学生再一次阅读电子邮件，将话题和段落进行匹配。
 - 2) 请学生先和同伴比对答案，再由教师在全班一起检查答案。

答案：

2 school life, subjects

1 introduction

4 ending 3 hobbies

做活动 SB P25

10. Now imagine you are Lee. Write to Lisa about yourself. Use Lisa's email as a model.

- 目的：锻炼学生模仿范文进行写作的能力。
- 步骤：
 - 1) 请学生联系自己的生活实际想一想：假如你是 Lee，给 Lisa 回信中会写什么内容。然后请学生根据活动 9 列出提纲，在每个话题后简要写出要点。请几个同学在全班分享，确保学生理解活动目标。

Name:	
1. Introduction: name, age, places	
2. School life and subjects	
3. Hobbies, school clubs, after-school classes	
4. Ending	

- 2) 学生模仿 Lisa 邮件的内容，在不同的段落中描述不同的话题和事件进行草稿写作。
- 3) 草稿写作完成后，同伴之间相互检查讨论，找出错误。教师在学生讨论的过程中进行监督检查，并随时给予帮助。
- 4) 学生根据与同伴讨论的结果修改自己的草稿，进行第二遍写作。
- 5) 教师检查学生的写作作品并给予批注。课后可以将学生的作品张贴在教室展示墙上供全班阅览。

补充写作活动：WB P13

8. Writing

Write about a change in your life. Follow the outline below.

- 目的：进一步提升学生模仿范文进行写作的能力。
- 步骤：
 - 1) 告诉学生，这一次要记录一件在他们自己生活中发生的变化，并思考：

✚ What has changed in your life?

✚ What difference did it make?

✚ How do you feel about it?

- 2) 请学生将以上 3 个问题写在草稿纸上, 并用简要的原因逐一回答。
- 3) 学生可模仿练习册P12 活动 7 的文章进行草稿写作。
- 4) 草稿写作完成后, 同伴之间相互检查讨论, 找出错误。教师在学生讨论的过程中进行监督检查, 并随时给予帮助。
- 5) 学生根据同伴讨论的结果修改自己的草稿, 进行第二遍写作。
- 6) 教师检查学生的写作作品并给予批注。课后可以将学生的作品张贴在教室展示墙上供全班阅览。

Pronunciation & Let's check (1 学时)

9 Match the topics with the paragraphs.

a. School life and subjects
b. Introduction: name, age, places
c. Ending
d. Hobbies, school clubs, after-school classes

10 Now imagine you are Lee. Write to Lisa about yourself. Use Lisa's email as a model.

Pronunciation

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

1. cow, found, south, brown
2. she, ship, finish, fishing
3. go, slow, toes, boat
4. television, usually, pleasure, decision

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

vision	broke	soap	shop	town	polish	nose
out	treasure	shoe	house	measure		

3 Say the chant. Then listen and check.

A little brown cow
And an old black goat
Rowed out of town
In a small red boat.

She usually stays at home.
Television is her pleasure!
But one day she wore her magic shoes
And found some buried treasure!

Let's check on page 66

Unit 3

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

popular take a long time notice get tired difference traditional language get into

Last year I went to Sydney. It 1. took a long time to get there — about 27 hours! I 2. noticed the difference of being in a plane! I arrived late and 3. got tired my apartment at about two o'clock in the morning! I did a lot of things there. I went to a zoo and saw some Australian animals. I went swimming and I went to a museum and saw some 4. traditional paintings.

I 5. took a long time a lot of 6. time from America when I was there. Both countries speak English but there are some big differences in the 7. language. We say "candy" but they say "lollies"! Baseball and soccer are not very 8. popular with people in Australia but Americans enjoy these games a lot. I enjoyed my vacation very much!

2 Complete the conversation. Use the right form of the verbs in brackets.

Tom: Hi, Nick. Nice to meet you! And welcome to New York! How long have you 1. been (be) here?

Nick: For three days.

Tom: What have you 2. done (do) since you 3. arrived (arrive)?

Nick: I 4. visited (visit) the Metropolitan Museum of Art and the Museum of Modern Art.

Tom: 5. How long (be) to the Empire State Building yet?

Nick: I 7. haven't (see) it, but I 8. won't (not be) up it yet.

Tom: What else 9. have you (do)?

Nick: I 11. took (take) a boat trip and I 12. saw (see) the Statue of Liberty.

Tom: You 13. are (be) very busy!

● **教学目标**

3. 学生能够识别 /ɑʊ/, /ʃ/, /əʊ/, /ɜ/ 的发音，并了解对应发音的不同字母组合规律。

4. 复习和检测本课语言知识。

● **目标语言**

本单元的目标音：/ɑʊ/, /ʃ/, /əʊ/, /ɜ/

热身活动 Warmer

做活动：Odd One Out

- 目的：活跃气氛，复习前两个单元的语音知识。
- 步骤：
 - 1) 告诉学生，这是一个考察快速反应的小组竞赛练习。每组练习中学生将听到三个单词，但总有一个单词的发音和其他两个单词完全不一样。每组练习中，能最快并准确地找到发音完全不同的单词的小组加一分，最终得分最高的小组获胜。
 - 2) 教师读第一、二单元发音板块的单词，例如：made, eight, nine; boy, coin, great。学生听单词，找出每组发音完全不同的那一个单词并抢答。
 - 3) 教师在黑板上为每组学生记分，最终选出获胜小组。

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: 呈现并练习双元音/au/、/əʊ/的发音, 以及清辅音/ʃ/和/ʒ/浊辅音的发音。
- 步骤:
 - 1) 教师一组一组地播放目标词汇, 请学生听并跟读。问学生每组单词中包含的相同音是什么。
 - 2) 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。
 - 3) 任意读几个单词, 让学生判断是否包含目标音。
 - 4) 带学生朗读每组单词, 练习目标音的发音。教师尽量慢读, 读清晰。让学生理解每个音都是由两个音组成(例如/au/是由/a/和/u/)让学生感受到发音从/a/到/u/的变化。同理练习/əʊ/的发音。练习/ʃ/和/ʒ/发音时教师指出:/ʃ/发音时声带不振动,/ʒ/发音时声带振动(学生在练习/ʃ/和/ʒ/的发音时可以将手放在喉咙处感受声带的振动)
 - 5) 如有时间, 可让学生从本单元中找2-3个包含目标音的单词, 读给同伴听。

做活动: SB P25 CD1 30

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

- 目标: 练习辨析目标音, 并能够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) 学生和同伴核对答案, 然后教师在全班检查答案。
 - 3) 请学生再次练习朗读这些单词。

答案:

cow	she	go	television
town	shop	broke	vision
out	polish	soap	treasure
house	shoe	nose	measure

做活动 SB P25 CD1 31

3. Say the chants. Then listen and check.

- 目的: 辨别区分不同的目标音, 在歌谣中练习目标音。
- 步骤:
 - 1) 教师先带着学生读两个歌谣的配图, 请学生描述图片。
 - 2) 学生自己尝试朗读歌谣, 然后教师放录音, 学生跟读, 核对发音是否正确。

- 3) 请学生自己练习朗读, 并练习以不同语速朗读。
- 4) 学生两人一组, 互相倾听对方朗读, 看谁读的又快又准。

补充口语活动: WB P13

9. Pronunciation

- 目的: 复习本单元的单词, 进一步训练学生听音辨析以及发音练习。
- 步骤:
 - 1) 播放录音, 学生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) 第三次播放录音, 学生根据目标音, 圈出 9b 活动中单词的目标音。
 - 3) 学生完成 9c 活动, 将单词分类填写到相应的目标音栏。
 - 4) 学生完成 9d 活动, 使用上个活动中圈出的单词再编一个绕口令, 然后和同伴进行分享。请几个学生在全班分享, 全班学生跟读。看谁的绕口令更有趣。

答案: (请见附录活动用书答案)

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) 请学生回忆一下, 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) 请学生回忆本单元学习的目标句型, 如何使用现在完成时中 for 和 since 的用法, 以及 since 从句的用法等。然后使用这些结构造两个符合自己真实情况的句子, 写在笔记本上, 和同伴互相检查。
 - 3) 请学生回忆本单元学习了哪些目标音, 并和自己的同伴一起回忆, 目标音分别对应哪些字母组合。将目标音写在笔记本上, 为每个目标音写出三个单词。
 - 4) 提醒学生培养整理笔记的好习惯, 增强及时复习的意识 (详见 Unit 1 此环节教案)

单元检测答案 Let's check

做活动: SB P66

1. Fill in the gaps with the right form of 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, 使用单词条中单词的正确形式填空。然后全班一起检查答案。答案:
 1. took a long time

2. got tired
3. got into
4. traditional
5. noticed
6. differences
7. language
8. popular

做活动： SB P66

2. Complete the conversation. Use the right form of the verbs in brackets.

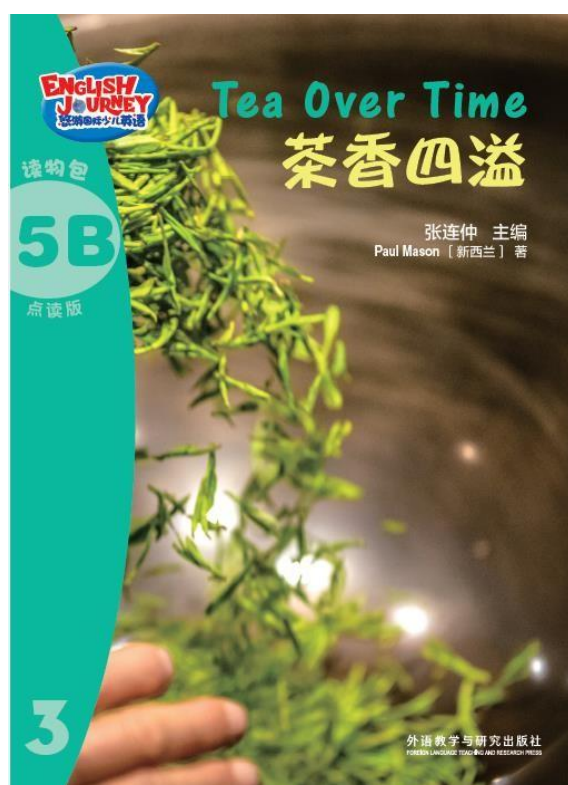
- 目的：复习本单元重点语法。
- 步骤：学生按照题目要求，填写出动词的正确形式，然后全班一起检查答案。

答案：

1. been
2. done
3. arrived
4. have visited
5. Have
6. been
7. have seen
8. haven't been
9. have
10. done
11. have taken
12. have seen
13. have been

家庭作业 Homework

- 完成活动用书本单元所有练习
- 配套同步读物：《茶香四溢》



Review 1 (1 学时) 复习1

Review 1

1 Play a board game.

START

Have you ever ☐ (be) to a baseball game?

How long have you ☐ (live) in your apartment?

Have you ever ☐ (visit) New York?

Have people ☐ (be) to Mars yet?

Has anyone ☐ (walk) on the Moon yet?

What changes have you ☐ (send) any text messages today?

Have you ☐ (send) any text messages today?

Have you ☐ (be) to the school?

Have you ever ☐ (meet) a person from a different country?

How many movies have you ☐ (see) in the movie theater this year?

Have you ever ☐ (cook) a meal for your family?

Have you ever ☐ (write) a book?

Have you ever ☐ (have) a pet?

Have you ☐ (drink) any tea yet today?

Have you ever ☐ (win) a competition?

Make up your own question. Have you ...?

FINISH

2 Listen to Dialog 1. What are Tom and Sam planning to do later?

a. Do homework together.
b. Go to the movie theater.
c. Watch a movie together.

3 Listen again and answer the questions.

1. Why can't Tom go to Sam's house right now?
Because he hasn't done his homework yet.

2. Has Sam done his homework?

3. When is Tom going to Sam's house?

4. Has Tom seen Dragons?

5. What movie are they going to see?

4 Listen to Dialog 2. Which activities has Maria chosen for the Summer Camp?

Has Maria ever ...	Yes/No	Which group will she be in?
ridden a horse?	No	
had sailing lessons?		
done rock climbing?		

5 Listen again and fill in the table.

never (-2)	over	already	yet	for	since	have (-4)	haven't
1. Have you <u>over</u> <u>seen</u> (see) the Great Wall?							
2. No, I've <u>been</u> there.							
3. I <u>live</u> here.							
4. Yes, I <u>write</u> a lot of books. Have you <u>read</u> any?							
5. They <u>learn</u> English.							
6. They <u>finish</u> the party <u>but</u> they've <u>not</u> finished all the cooking.							

6 Listen to Dialog 3 and complete the table.

Places	History
Museum	- Has been a <u>for</u> <u>years</u> .
	- Has been here since <u>years</u> .
	- Has been here for <u>years</u> .
	- Has a small zoo in it. The zoo has only been here since <u>years</u> .

7 Listen again and complete the sentences.

1. In the Museum, you can learn about history.

2. In the Music School, you can see beautiful old.

3. You can go to the Music School on weekends.

4. In the park, you can go on the and Australian animals.

5. In the zoo, you can and Australian animals.

8 Choose the correct answers.

1. We enjoyed Japanese food from a restaurant for the party.
a. enjoyed b. ordered c. introduced

2. Anna Brown is a famous explorer. She has written a lot of books about her travels.
a. explorer b. firefighter c. librarian

3. Are there a lot of differences between your country and the USA?
a. experiences b. differences c. changes

4. We were very tired because the journey took a long time.
a. drove off b. found out c. took a long time

5. We decided to go to Thailand on vacation this year.
a. decided b. noticed c. had better

6. These meatballs taste very spicy.
a. spicy b. bright c. colorful

7. I am a nurse. My job is very rewarding. I really enjoy helping others.
a. boring b. rewarding c. traditional

8. I tried to get tickets for the movie but there weren't any.
a. saved b. tried c. sold

9 Complete the sentences with the right form of the verbs in brackets and the words in the box.

never (-2) over already yet for since have (-4) haven't

1. Have you over seen (see) the Great Wall?

2. No, I've been there.

3. I live here.

4. Yes, I write a lot of books. Have you read any?

5. They learn English.

6. They finish the party but they've not finished all the cooking.

通过趣味活动、听力及语法练习等，复习本单元重点语言知识，同时提升学生获取听力文本主旨大意及细节信息的能力。

培养学生自我检测与自主学习的能力。

目标语言

Unit 1—Unit 3 学习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: 回顾本单元重点语言知识，为本节课的练习活动做好准备。

- 步骤:

- 将现在完成时的语法表格呈现在PPT，根据班级学生的程度设计需要填写的内容。请学生一起回顾语法规则，将表格补充完整。

参考

I've/You've/We've/They've		cleaned the kitchen.
He's/She's		
I/You/We/They haven't	cleaned the kitchen	
He/She hasn't		
Have I/you/we/they	cleaned the kitchen	
Has he/she		

- 学生和同伴一起比较答案，最后全班一起检查答案。

Review

做活动：SB P26

1. Play a board game.

- 目的：在趣味小组活动中，引导学生复习并相互检测本单元重点语言知识。
- 步骤：
 - 1) 学生 3—4 人一组，每组一张游戏表格，每人拿一个代表自己的棋子，从 **START** 的格子开始进行游戏。
 - 2) 学生轮流掷骰子，根据骰子上的数字决定向前走几步（条件有限也可以掷硬币。正面代表前进一步，反面代表两步）。
 - 3) 移动到某个格子时，掷骰子的学生将格子中的问句补充完整，请右手第一位同学回答。其他学生检查问句和回答是否正确。如果无法完成句子或句子有错误，小组一起修改或补充。然后换下一个学生继续以上步骤。
 - 4) 小组成员全部到达 **FINISH**，一轮游戏结束。

做活动：SB P26 CD1 32

2. Listen to Dialog 1. What are Tom and Sam planning to do later?

A. do homework together B. go to the movie theatre C. watch a movie together

- 目的：在听力练习中提升学生获取文章主旨大意的能力，同时在语境中复习本单元重点语法结构。
- 步骤：
 - 1) 就学生的日常生活进行提问：Why do you usually phone or text your friends? 找几位学生在全班做分享。
 - 2) 告诉学生，他们将听到一段 Tom 和 Sam 之间的对话，两个好朋友会讨论一起做什么。提问学生：What are Tom and Sam planning to do later? 并请学生阅读三个选项。
 - 3) 学生听对话，听完之后回答上述问题，全班一起检查答案。
 - 4) 可适当拓展，提问学生 Sam 都提议了哪些活动，为什么被 Tom 否决，带着学生简单回顾对话主要内容。

听力文本

Tom: Hello!

Sam: Hi Tom. This is Sam.

Tom: Hi Sam.

Sam: Do you want to come round to my house?

Tom: I haven't done my homework yet.

Sam: Oh, I've already done mine. Can you come later?

Tom: I can come in about an hour.

Sam: Great. Perhaps we can watch a movie.

Tom: Which movie?

Sam: Have you seen *Dragons* yet?

Tom: Oh, I've already seen it!

Sam: Oh, well have you seen *Happy Dogs*?

Tom: No, I haven't. Let's watch that then!

Sam: Great! See you later!

Tom: See you.

答案: C

做活动: **SB P26 CD1 32**

3. Listen again and answer the questions.

- 目的: 训练学生获取对话细节信息的能力。
- 步骤:
 - 1) 请学生快速浏览问题, 然后再次播放录音, 学生根据录音完成题目。
 - 2) 学生和同伴一起比较答案, 然后全班一起检查答案。
 - 3) 如果学生在听完一遍完成问题仍有困难, 教师可再播放一遍录音, 或者在关键句处适当暂停, 为学生留出时间思考和回答。

听力文本同上

答案:

1. Hasn't done his homework yet.
2. Yes, he has.
3. In about an hour.
4. Yes, he has.
5. Happy Dogs.

做活动: **SB P26 CD1 33**

4. Listen to Dialog 2. Which activities has Maria chosen for the Summer Camp?

- 目的: 训练学生获取听力文本主旨大意的能力。
- 步骤:
 - 1) 提问学生: Have you ever been to a summer camp? 找几位学生在全班做分享。
 - 2) 呈现美国学生参加夏令营的图片, 并介绍: Children usually go away for summer camps for about several weeks in the US. They do various outdoor activities such as hiking and climbing. 提问学生: What would you like to do at summer camps? 请学生和同伴进行分享。
 - 3) 告诉学生, Maria 正在报名参加 Outdoor Adventures Summer Camp 的活动, 请学生听对话, 回答: Which activities has Maria chosen for the Summer Camp?
 - 4) 学生听录音, 回答上述问题, 和自己的同伴比对答案, 然后全班一起检查答案。



听力文本

Maria: Hi! I'm here for the Outdoor Adventures Summer Camp.

Camp Leader: Hello and welcome to the Summer Camp! Can you tell me your name?

Maria: Maria Sanchez.

Camp Leader: Welcome Maria! First I need to know something about you. What activities have you chosen to do?

Maria: I've chosen riding, sailing and rock climbing.

Camp Leader: OK... riding ... Have you ever ridden a horse?

Maria: No, never.

Camp Leader: OK, I'll put you in the Beginners' group. What about sailing? Have you ever had sailing lessons?

Maria: Yes, I have. I did a Beginners' sailing course last year.

Camp Leader: OK ... I'll put you in Level 2. And have you ever done rock climbing before?

Maria: No I haven't – I want to try something new!

Camp Leader: Great idea! So you will be in the Beginners' group for rock climbing. That's all for now ... Have a great time at Summer Camp!

Maria: Thank you!

答案:

Riding, sailing and rock climbing.

做活动: **SB P26 CD1 33**

5. Listen again and fill in the table.

- 目的: 训练学生获取听力文本细节信息的能力。
- 步骤:
 - 1) 教师带领学生回顾 Maria 选择的夏令营活动: riding a horse, having sailing lessons, and doing rock climbing, 提问学生: What activity would you choose? Why? 请同学和同伴进行分享。
 - 2) 请学生浏览表格中的内容, 根据记忆进行补充。
 - 3) 教师再次播放录音, 学生一边听一边完成表格。
 - 4) 学生和同伴一起检查答案, 然后教师在全班检查答案。

听力文本同上

答案:

Has Maria ever...	Yes / No	Which group will she be in?
... ridden a horse	No.	The beginners' group.
... had sailing lessons	Yes.	Level 2.
... done rock climbing	No.	The beginners' group.

做活动: **SB P27 CD1 34**

6. Listen to Dialog 3 and complete the table.

- 目的: 训练学生获取听力文本主旨大意的能力。
- 步骤:
 - 1) 向学生提问: Have you been on a tour? Did you have a tour guide? What does a tour guide usually do? 请学生与同伴进行分享。
 - 2) 向学生介绍, 他们将听到一段对话, 导游在向游客介绍周边的建筑。请将表格中建筑物名称和信息补全。并提问: How many years has each place been there?
 - 3) 播放录音, 学生听录音, 检查建筑物名称是否正确, 并补全年代信息。
 - 4) 学生和同伴一起检查答案, 然后教师在全班检查答案。

听力文本同上

Some background traffic noise

Tour guide:

Hello everyone. I'm Nick. Welcome to this walking tour of Greenville. Follow me.

This old building is the museum of the Australian history. It has been a museum for about 20 years. A lot of people came to Greenville to look for gold many years ago. You can learn about this part of the history here. Let's walk on ...

... The building in front of you is the Music School. It has been here since 1800. Children can come here for music, dancing and singing lessons. You can visit the Music School on weekends. It has a lot of beautiful old paintings.

Tourist 1 a female: Do they have concerts in the school?

Tour Guide: Yes, they do. I think there is a concert this Saturday.

Now Let's go down this street. We will see a park on the other side of the street. In the park, there is a lake and you can hire boats to go on the lake. There is also a small zoo. The park has been here for 100 years but the zoo has only been here since 2001.

Tourist 2 a child: What animals are in the zoo?

Tour Guide: A lot of Australian animals, kangaroos, koalas, crocodiles... It's interesting to go there and see them at feeding time. And you can hold some of the animals too.

Tourist 2 a child: Not the crocodiles!

Tour Guide: No, not the crocodiles!

Everyone laughs

答案:

Places	History
Museum of Australian History	· Has been a <u>museum</u> for <u>20</u> years.
Music school	· Has been here since <u>1800</u> .
Park	· Has been here for <u>100</u> years. · Has a small zoo in it. The zoo has only been here since <u>2001</u> .

做活动: **SB P27 CD1 34**

7. Listen again and complete the sentences.

- 目的: 训练学生获取听力文本细节信息的能力。
- 步骤:
 - 1) 请学生快速浏览句子, 根据记忆补充信息。
 - 2) 播放听力, 学生听并完成练习。
 - 3) 再次播放听力, 请学生和同伴一起检查答案。

- 4) 最后教师在全班检查答案。

听力文本同上

答案:

1. history
2. paintings
3. a concert
4. boating, lake
5. see, hold

做活动: **SB P27**

8. Choose the correct answers

- 目的: 练习现在完成时及核心词/词组在语境中的运用。
- 步骤:
 - 1) 学生独立完成所有练习。
 - 2) 学生和同伴一起检查答案, 然后教师在全班检查答案。
 - 3) 选项中有意思不太确定的单词, 教师鼓励学生查阅英语词典等工具书。教师可带领学生一起针对一个题目查阅词典, 从而帮助学生理解如何利用工具书自主学习。

答案:

1. b 2. a 3. b 4. c 5. a 6. a 7. b 8. b

做活动: **SB P27**

9. Complete the sentences with the right form of the verbs in brackets and the words in the box.

- 目的: 复习现在完成时, 在语境中熟练运用。
- 步骤:
 - 1) 学生独立完成所有练习。
 - 2) 和同伴一起检查答案, 然后教师在全班检查答案。
 - 3) 学生回忆现在完成时提问和回答的用法, 与自己的同伴一起复习, 有不确定的内容及时向教师寻求帮助, 教师根据学生情况适当鼓励学生自行查阅工具书并反馈查阅结果。

答案:

1. Ever see never
2. Have lived since
3. Have learnt / learned for
4. Tried never eaten
5. Has written ever read have
6. Haven't done yet already finished


See the world with the magic wand 1

Wonders of the Ancient World (1 学时) 古代建筑奇迹

SEE THE WORLD WITH THE MAGIC WAND 1

Wonders of the ancient world


1 Read the text very quickly and match the photos with the captions. Then listen.



a. The pyramids
The Egyptian pyramids are on the west bank of the River Nile. There were more than a hundred of them in the past. Some of them have stood there for 4,500 years. The Egyptian pyramids were the huge tombs of pharaohs (kings of Egypt) or their wives. They are on the west bank because the sun sets or "dies" there. The Egyptians call the west bank the "Land of the Dead".


The ancient Egyptians made the body of the dead pharaoh into a "mummy" and placed precious objects from everyday life in the pyramid. They believed the dead person could use them in the "afterlife". Inside the pyramids, the Egyptians made traps and secret tunnels to keep the tomb robbers.

The biggest pyramid is the Great Pyramid of Khufu in Giza, near Cairo, the capital of modern Egypt. It is over 130 meters tall, as high as a 40-floor skyscraper! It took more than 2 million huge stones and about 30 years to build. Many old ancient Egyptian workers carry the stones along the roads by the big wheelbarrow machine, to help them! No one knows for sure, it has puzzled people for a long time. Have you got any ideas?



b. The Parthenon
The Parthenon is a big temple high on a hill in Athens, the capital of Greece. It has been there since the 4th century BC. The Parthenon was a temple to Athena, the goddess of Athens. It had a beautiful, golden-yellow gold statue of the goddess in a before. People could see it from a long way off.

The Parthenon is a beautiful white marble building with 46 outer columns and 23 inner columns. Wars or disasters have damaged the temple, and robbers have stolen the gold statue, but the columns are still there. They have helped to protect the temple from earthquakes for nearly 2,500 years!



c. The Great Wall of China
Have you ever heard of any walls built on the top of mountains? In China, there's a long stone wall along a mountain ridge from the east to the west. It's called the Great Wall. The ancient Chinese built it to protect themselves from enemies. They built a path and horse posts along the wall. Soldiers were sent to live along the wall.

From the beacon tower when they saw enemies. The soldiers at the wall knew where the enemy was and sent it to the same way. That way they passed on the messages along the Great Wall. The path also served as a road to transport goods.

The Great Wall is over 21,900 km long. The Chinese started building it over 3,000 years ago. People made it longer and longer over the years. The Great Wall was made of different materials in different beautiful areas. At first, it was made of rammed earth and stones. Later, since the 14th century, people started to build the Wall with stones and bricks. What's there wasn't any cement, what glued the stones and bricks together? It was a mixture of sticky rice flour!

2 Work in three groups. Choose a wonder from the text and work out a list of ten questions. Have a quiz competition.

Where are the pyramids in Egypt?
How many years has the Parthenon stood there?
How long is the Great Wall?

3 **Challenge!** Which wonder would you like to see most? Why?

4 **Assignment!** Make a poster about a modern wonder of the world. Present to the class. Then vote for the wonder you like best.

The Golden Gate Bridge

The Golden Gate Bridge is a symbol of San Francisco, California.
It took just over four years to build.
It was opened in 1937.
It is more than 2,700 meters long.
And it looks really awesome!

教学目标

学生能够阅读图文，理解文本的主旨内容和细节信息，学习收集与总结 the pyramids, the Parthenon 和 the Great Wall of China 相关的知识。

学生能够运用学科知识，搜索并描述某一个现代建筑奇迹，并制作一幅海报。

热身活动 Lead-in

做活动: Do you know these ancient buildings?

- 目的: 激活学生背景知识，导入本课内容，扫除重点词汇障碍，为课文学习做好准备。
- 步骤:

- 1) 教师展示一些古代的著名地标建筑图片(例如故宫、长城等)，向学生提问: Do you know these buildings? How old are they? 然后告诉学生，今天将带大家一起看一看世界上的古代建筑奇迹。
- 2) 教师展示书上的三张照片，向学生提问: Do you know these buildings? Where are they? How old are they? 请学生和自己的同伴分享自己的回答。

CLIL 教学

做活动: SB P28 CD1 35

1. Read the text very quickly and match the photos with the captions. Then listen.

- 目的: 通过快速跳读, 获取三段文字的关键信息, 并与照片做匹配。
- 步骤: 学生独立阅读三段文字, 为图片找到相应的介绍。教师可以鼓励学生在阅读中圈出关键词。做完之后和同伴比较答案, 然后教师播放听力录音, 全班一起检查答案。

答案 (从上到下) c, a, b

做活动: SB P29

2. Work in three groups. Choose a wonder from the text and work out a list of ten questions.

Have a quiz competition.

- 目的: 阅读三段文字, 理解细节信息, 并对其中一段文字内容设计问题。
- 步骤:
 - 1) 将学生分为三大组, 分别对应一段文字完成任务。每组学生通过阅读, 讨论并设计 10 个关于该建筑物的问题 (例如: Where are the Pyramids in Egypt? How many years has the Parthenon stood there? How long is the Great Wall?)。
 - 2) 学生讨论结束后, 教师组织全班进行知识竞答。由第一组学生选出代表对其他两组进行提问, 其他两组学生抢答。第二、三组的提问依次进行。抢答分数最多的小组获胜。
 - 3) 请学生记录无法回答的问题, 留做课后探究。

做活动: SB P29

3. Discuss: Which wonder would you like to see most? Why?

- 目的: 在文本内容理解的基础上, 说出自己感兴趣的建筑物, 锻炼学生的逻辑思维能力和口语表达能力。
- 步骤:
 - 1) 学生两人一组, 讨论 Which wonder would you like to see best? 并说理由。
 - 2) 请几个同学在全班分享答案。

做活动: SB P29

4. Make a poster about a modern wonder of the world. Present to the class. Then vote for the wonder you like best.

- 目的: 培养学生信息搜索的能力, 制作关于现代建筑的介绍海报, 并做口头介绍。
- 步骤:
 - 1) 教师带着学生回顾今天的主题, ancient buildings, 请学生回顾文章, 总结全文如何介绍每个建筑物 (地理位置、建筑时间、建筑目的与功能、建筑特点等)。

- 2) 教师提问: Do you know any modern wonder of the world? Where is it? What does the building look like? 请学生四人一组, 讨论他们感兴趣的一座现代建筑, 记录小组内有关这个建筑想要探索的问题。
- 3) 课后根据小组问题, 每个学生收集信息, 并以小组为单位制作海报。海报内容包括建筑图片、文字介绍等信息。学生可利用搜索工具或图书资料等资源查找并整理相关信息。
- 4) 在下节课, 让各组上台展示自己的作品, 其余学生根据海报内容进行提问。
- 5) 下课后教师可以请各组将自己的作品贴在教室的墙面上进行展示, 供全班欣赏。

Pharaoh 拓展视频1: 法老

该视频资源请通过学生用书封底的二维码获取



教学目标

1. 借助视频信息, 了解古埃及文化
2. 调动好奇心, 用关键词定位, 准确获取信息
3. 初步锻炼探究能力, 培养对历史文化现象的基本探究意识
4. 巩固语法点: 现在完成时

拓展语言

Pharaoh, powerful, pyramid, tomb, mummify,
the Great Sphinx

视频概要

介绍埃及法老、金字塔、狮身人面像等相关知识性内容

Before you watch 观看前

- 告诉学生，接下来要观看一个 ancient Egyptian culture 相关的纪录片。问学生：Have you ever been to Egypt? Have you ever read any stories about ancient Egypt?
- 让学生根据 Wonders of the ancient world 文中有关埃及金字塔的介绍，猜一猜这个纪录片会讲到有关古埃及文化的哪些内容。让学生说关键词，教师把这些词写在黑板上（可能包括：Pharaoh, Pyramid, Death, Tomb, King, Queen）。
- 让学生准备好纸和笔。告诉学生，在观看时，如果遇到任何感兴趣的内容可以记录下来。每人写出 3 个要点，记录时可以使用中文。

While you watch 观看中

- 播放一遍纪录片，让学生完整观看一遍。
- 全班一起整理视频中讲到的内容。根据黑板上的记录，看看哪些内容猜中了，哪些没有猜中。
- 完成以下题目，全班核对答案。

Match the sentence halves.

1. Pharaoh is	a. the stone tombs of Egyptian kings and queens.
2. King Narmer is	b. the first pharaoh of Egypt.
3. King Tutankhamun is	c. a gigantic statue of a creature.
4. Ramses II is	d. Egypt's most powerful and greatest pharaoh.
5. Pyramids are	e. a title that refers to the rulers of ancient Egypt.
6. The Great Sphinx	f. one of the most famous pharaohs.

- 再次播放纪录片，提醒学生完成笔记，每个人记录 3 个兴趣点和相关细节。
- 学生与同伴分享笔记，请 1—2 个学生在全班分享。

一些获取信息的技巧

- 一般情况下，一个纪录片会展示同一主题多个知识性内容。全班学生虽然看的是同一个纪录片，由于每个人的生活情况不同，关注点和兴趣点不同是很自然的。要接受每个人接受信息的差异性。
- 要学会找到自己真正感兴趣的点，并且有意识地留存。（比如记录下来）并持续挖掘，这将成为个人的“宝藏”。比如，如果你喜欢狮身人面像，就问问自己：狮身人面像我还想知道哪些？具体是什么样？古埃及人为什么会建造这样的东西？狮子代表什么，为什么不是别的动物 Interesting. Let's learn something more! 调动好奇心深入探究和挖掘。
- 要学会利用网络资源，用关键词缩小信息范围。比如，如果你想了解狮身人面像的样子，可以搜索—The Great Sphinx, face 或者直接写出你的问题：What does the Great Sphinx look like? 也可以搜索类似：The Great Sphinx, for kids 这样的字段，找到专为青少年写的科普网站。

After you watch 观看后

- 将视频最后的问题写在黑板上：

How did the Pharaohs' tombs help tell us about their lives?

- 告诉学生，历史学家和考古学家对古墓的研究，帮助我们了解古代人的生活，了解古代文明。
- 将全班分成四人小组。请学生根据问题，进行头脑风暴，写出法老的墓地能告诉我们哪些生前的情况。小组分享讨论结果。
- 学生可能需要更多有关埃及古墓或考古学的信息。请学生记录需要继续探索的内容，作为课后探究作业。

Extension activities 课后拓展

- 请每个学生根据自己记录的兴趣点，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，或写成一篇讲稿。在下次上课与全班分享获取的资源。

Unit 4 My amazing aunt 我的神奇婶婶

Story 1 & Grammar 1 (2学时)

My amazing aunt

Step 1

1 Listen and read. What amazing things can Sarah's aunt do? Tick the correct answers.

☐ run a marathon ☐ climb mountains ☐ swim 20K ☐ speak five languages ☐ write poems

Sarah: Come to my house for tea, everyone. My aunt Sue is staying with us for a few days. She's amazing — you'll love meeting her!

May: Sarah great!

Zach: What's amazing about your aunt? What can she do?

Sarah: She's very sporty. She can run a marathon. And she can swim 20K. She's won a lot of medals. But that's not all. She's lived in a lot of different countries — she's able to speak five languages.

Zach: Wow, she's smart as well as sporty!

Sarah: Yes, I love it when she comes — she can tell amazing stories about her life.

May: I can't wait to meet her!

The children arrive at Sarah's house.

Sarah: Here we are, let's go in. Auntie Sue, these are my friends, May, Zach and Billy.

Sue: Nice to meet you!

May: Lovely to meet you, too. Sarah's told us a lot about you. We know you've run lots of marathons! What was the best marathon?

Sue: Well, the Tokyo marathon was fun. There were signs and musicians in costume all the way!

Billy: Could you do you run such a long way? Isn't it hard?

Sue: The last part is the most difficult. You think, "I can't do this any more," but you must tell yourself, "I CAN do it." You mustn't give up. But I'm quite slow now. I was able to run much faster when I was younger!

Zach: And we know you are able to speak five languages! How do you do it?

Sue: Well, I've lived in different countries. When I came to a new place, I really wanted to make friends. I couldn't speak very well, but I kept talking to people. I wasn't afraid to make mistakes.

Billy: Have you ever made some funny mistakes?

Sue: Well, you know my new song. Spanish and Italian have the same word "burro". It means "burro" in Italian and "burro" in Spanish. So once when I sang with some Spanish friends in Spain, I called for "burro" on my friend. We all laughed at him but his name hasn't made me afraid to speak!

sporty such last give up keep doing something afraid to do once

Step 2

2 Read again and answer.

- What marathon does Auntie Sue like best?
- What was special about this marathon?
- What is Sue's advice about running a marathon?
- Why did Sue want to learn different languages?
- How did she learn so many languages?
- What funny mistake did she make in Spanish?

Step 3

3 Complete the story summary on page 59.

Step 4

4 **5 Think** What do you think of Auntie Sue's advice on learning a foreign language? What questions would you like to ask Auntie Sue?

Grammar 1

1 Listen and repeat.

I can do it. She's able to speak five languages.
I couldn't speak very well. I was able to run much faster when I was younger.

2 Write ten sentences about you and your family. Read them to a friend and let them guess which ones are true.

1. I _____ ride a bike.	6. My father _____ speak _____ languages.
2. I _____ visit a horse.	7. My father _____ run very fast.
3. I _____ swim well.	8. I _____ cook very well.
4. My mother _____ play the piano.	9. I _____ dance very well.
5. My mother _____ juggle.	10. I _____ sing well.

3 Work in pairs. Ask and answer with can or be able to. Then tell another student about your partner.

Can you...? Yes, I can. / No, I can't.

Are you able to...? Yes, I am. / No, I'm not.

- write with your left hand?
- move your ear?
- close one eye?
- juggle?
- say the alphabet backwards?
- draw a dragon?
- put your head and rub your stomach at the same time?
- write with both hands at the same time?

YOU CAN DO IT!

● 教学目标

学生能够通过听、读，理解对话文本大意及细节信息；能总结文章大意，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。

理解 can 和 be able to 表示“能力”的含义与用法，能在交际活动中准确运用；能在一般现在时和一般过去时中使用 can 和 be able to。

● 目标语言

1. 核心词汇：

sporty, such, last, give up, keep doing something, afraid to, once

2. 语法：

can 和 be able to 表示“能力”时，在一般现在时和一般过去时的用法。

I **can** do it.

I **couldn't** speak very well.

She's **able to** speak five languages.

I **was able to** run much faster when I was younger.

热身活动 Warmer

做活动: What can you do?

- 目的: 通过学生个人经历, 引出本节课主题, 激发学生的阅读兴趣。
- 步骤:
 - 1) 请全班起立。教师用 can 句型, 问学生是否能做某事。如果学生不能做, 就坐下。如果能做, 就继续站着。可以先说一些简单的活动, 例如: Can you swim? Can you play basketball?
 - 2) 教师继续造句, 活动的难度可以递增, 例如: Can you run 10K? Can you speak three languages? Can you cook French food? 注意, 活动不要有任何冒险倾向。看看全班最后能剩下几位学生。
 - 3) 告诉学生, 这个故事的主人公是一个很 cool 的人, 她能做很多事! 请学生一起来阅读故事。

故事教学 Story 1

做活动: Picture walk

- 目的: 通过观察图片, 对故事内容做预测, 引起学生的阅读兴趣, 同时处理课文中的部分新词。
- 步骤:
 - 1) 告诉学生, Sarah 的姑妈 Sue 到 Sarah 家做客。她非常 cool, 会很多技能。请学生观察图片。
 - 2) 向学生提问: Auntie Sue is talking about her past. Look at the picture in her thinking bubble. Where was she? What was happening then? Can you recognize who were standing at her sides?
 - 3) 学生回答后, 教师可以呈现新词 sporty, 告诉学生: Auntie Sue is very sporty. She can run a marathon, and she can swim 10K. And she's able to do many other things! Let's read the dialog and find out all the amazing things she can do.

做活动: SB P30 CD2 02

1a. Listen and read. What amazing things can Sarah's aunt do? Tick the correct answers.

- 目的: 听 Story 1, 理解主旨大意。
- 步骤:
 - 1) 播放Story 1 课文录音, 请学生听并在方框中勾选出 Sarah 的姑妈能够做的事情。
 - 2) 全班一起检查答案。
 - 3) 检查学生回答后, 处理新词: such, last, give up, keep doing something, afraid to, once, 让学生在语境中感受词义并识记。

答案: She can run a marathon, swim 10K and speak five languages.

做活动：SB P31 CD2 02

2. Read again and answer.

- 目的：学生再次阅读 Story 1，获取文本细节信息。
- 步骤：
 - 1) 学生阅读文本，将答案写在问题旁边。
 - 2) 学生和同伴核对答案，标出不确定答案的题目。
 - 3) 如果学生需要，教师再次播放录音，学生关注不确定答案的题目。然后全班一起检查答案。

答案：

1. The Disney marathon.
2. There were musicians and actors in costume.
3. You have to tell yourself, "I CAN do it!" You mustn't give up.
4. She wanted to make friends and talk to people.
5. You mustn't be afraid to make mistakes. You must keep trying.
6. She asked for a donkey on her bread.

补充阅读活动：Make a dialog

- 目的：将文中对话进行改编，帮助学生进一步熟悉故事情节，练习口语交际。
- 步骤：
 - 1) 教师请学生两人一组，一人扮演 Sue，另一人扮演 interviewer，使用文中的问答编一个采访对话。
 - 2) 学生先在小组里练习对话，然后教师选几组学生，在全班进行展示。

做活动: **SB P31**

3. Complete the story summary on page 59.

- 目的: 梳理故事梗概, 运用目标语言表达输出。
- 步骤:
 - 1) 学生独立完成学生用书 59 页本单元的 Story summary。
 - 2) 学生两人一组, 核对答案, 然后全班一起检查答案。
 - 3) 学生在课余可以借助 Story summary, 互相复述故事。

答案:

2 run a marathon 3 swim 4 five 5 Disney 6 actors 7 musicians
8 costume 9 tell 10 can 11 give up 12 languages 13 kept talking 14 afraid

做活动: **SB P31**

4. Think! What do you think of Auntie Sue's advice on learning a foreign language?

What questions would you like to ask Auntie Sue?

- 目的: 学生在文本内容基础上进行迁移和讨论, 提升思维技能与口语交际能力。
- 步骤:
 - 1) 先请学生在故事中找到 Auntie Sue 关于语言学习的建议。(Keep talking and don't be afraid to make mistakes.)
 - 2) 请学生思考, 在他们学习英语的过程中, 是否采用过同样的方法。问学生: What do you think of such advice? Do you have any other advice to share with us? 让学生和同伴进行分享。
 - 3) 老师扮演Auntie Sue, 请一位学生配合做示范: I'm Auntie Sue. What questions would you like to ask? 学生四人一组, 和小组成员讨论如有机会遇到 Auntie Sue 会提什么问题。小组其中一位学生负责做记录, 之后各组在全班分享。
 - 4) 最后教师问学生: Are you willing to have an auntie as smart as Auntie Sue? 请学生在全班分享观点并说明理由。

补充词汇活动: WB P18. 1. Fill in the gaps with the right form of the words in the box.

- 目的: 通过句子练习, 巩固、复习本单元的重点词汇与表达。
- 步骤:
 - 1) 教师先使用第一个题目为学生做示范, 然后学生独立完成余下题目。
 - 2) 学生和同伴一起比较答案, 全班一起检查答案。

答案

1. such
2. Once
3. given up
4. last
5. sporty
6. was afraid to
7. kept

语法教学 Grammar 1

做活动: SB P31 CD2 03

1. Listen and repeat.

- 目的: 聚焦本课语法重点: can 和 be able to 表示“能力”时的含义和用法。
- 步骤:
 - 1) 请学生回忆故事中小伙伴和Auntie Sue 的对话 教师问: Why does Sarah say her aunt is sporty and smart? What can her aunt do? 学生回答后, 教师在PPT 上呈现答案: She **can** run a marathon and she **can** swim 10K. She's **able** to speak five languages.
 - 2) 教师继续提问: Let's look at the past. Could she run fast? Could she speak foreign languages very well at the beginning? 学生回答后, 教师在 PPT 上呈现答案: She **was able to** run much faster when she was younger. She **couldn't** speak other languages very well.
 - 3) 让学生对比阅读两组句子, 告诉学生这些句子分别描述了 Auntie Sue 现在和过去具备的能力。
 - 4) 让学生打开书, 在 Story 1 的文本中划出所有包含 can (could) / be able to 的句子。
 - 5) 播放录音, 请学生跟读。
 - 6) 告诉学生, can 和 be able to 都可以表示能力, 两者意义非常相近。当描述某人过

去具备的能力时，要使用 could 或者 was/were able to。

- 7) 教师在 PPT 上呈现如下表格，带着学生简单梳理。教师以自己为例作为分享，例如：

I can play the piano. I couldn't play it well when I was young.

I'm able to swim now, but I wasn't able to swim last year.

- 8) 学生两人一组，快速与同伴分享自己现在和过去具备的能力。

	Positive ✓	Negative ✕	Question ?
Present tense	I/You/He/she/it/ We/They/ You can...	I/You/He/she/it/ We/They/You can't...	Can I/ you/ he/ she/it/ we/they/you...?
Past tense	I/You/He/she/it/ We/They/You could...	I/You/He/she/it/ We/They/You couldn't...	Could I/you/he/she/it/ we/they/you...?

	Positive ✓	Negative ✕	Question ?
Present tense	I am able to... He/she/it is able to We/You/They are able to...	I'm not able to... He/she/it isn't able to We/You/They aren't able to...	Are you able to...? Is he/she/it able to...? Are you/we/they able to...?
Past tense	I was able to... He/she/it was able to We/You/They were able to...	I wasn't able to... He/she/it wasn't able to ... We/You/They weren't able to...	Were you able to...? Was he/she/it able to...? Were you/we/they able to...?

补充语法活动: Make sentences with and / but.

- 目的：通过趣味活动在一般现在时和一般过去时中练习使用 can / be able to。
- 步骤：
 - 1) 教师准备两张单词卡，分别写上 and 和 but。提前用 PPT 准备一些 could 或者 was/were able to 的句子。句子并不完整，需要学生补全，例如：

I was able to run very fast when I was young, **and / but** ...

I couldn't speak French before I arrived here, **and / but** ...
 - 2) 告诉学生，这是一个句子接龙的游戏。学生读句子，并根据教师举起的单词卡，使用 and 或 but 将句子补充完整。如，教师举起 but PPT 出现句子 I was able to run very fast when I was young ... 学生可以说： **but** I can't run very fast now.
 - 3) 提醒学生注意时态的变化。

语法练习 Grammar Practice

做活动: SB P31

2. Write ten sentences about you and your family. Read them to a friend and let them guess which ones are true.

- 目的: 通过趣味活动练习巩固本单元重点语言结构 *can / be able to* 的用法。
- 步骤:
 - 1) 教师使用 *can* 或 *be able to* 写三句话描述自己或家人, 可以是现在时或过去时。三句话中两句为真, 一句为假, 让学生判断真假。例如: My mom is able to fly a helicopter. I can speak three languages.
 - 2) 请学生将书上的句子补充完整, 但不要全部根据实情填写: 一些句子为真, 一些句子为假。在学生写的时候, 教师协助并检查学生的答案。
 - 3) 学生两人一组, 互相为对方读句子, 请同伴猜句子的真假, 看看能猜对几个。

补充语法活动:

WB P18 2. Complete the conversations with the right form of *can (not)* or *(not) be able to*.

- 目的: 在对话情境中练习使用 *can / be able to* 的正确形式进行问答。
- 步骤:
 - 1) 教师用第一个句子作为示例, 带着学生一起完成, 将对话补充完整。
 - 2) 学生完成其余练习。
 - 3) 全班一起检查答案。

答案

1. Can, can
2. is able to
3. Can, could
4. Can, can can't
5. was able to, isn't able to
6. can couldn't can
7. could, wasn't able to, can
8. Can can't

做活动: SB P31

3. Work in pairs. Ask and answer with *can* or *be able to*. Then tell another student about your partner.

- 目的: 在趣味活动中练习使用 *can / be able to* 进行问答。
- 步骤:
 - 1) 教师从书中给出的表达中任选几个为学生做展示。例如: 教师可以一边用左手在黑板上写字, 一边说: I'm able to write with my left hand – but not very well! 然后提问学生, Are you able to write with your left hand? If you can, show me. 引导学生回答并展示。

- 2) 学生两人一组，使用书中的表达与同伴问答。在回答时，要模仿老师，用动作向同伴展示。
- 3) 学生对话时记录同伴的回答，然后教师选几组学生在全班分享。

补充口语活动: Make me say “Yes, I can.”

- 目的：通过趣味活动练习对“能力”的相关问答。
- 步骤：
 - 1) 教师首先为学生示范游戏规则。学生两人一组。A提问B的能力，但尽量是B能够做到的事情（例如：Can you walk? Can you talk?）如果B回答：Yes, I can. 游戏继续。如果B回答：No, I can't. 或者A问不出更多问题，两人交换问答角色。
 - 2) 学生两人一组，轮流向对方提问。谁问不出问题，对方就得分。
 - 3) 如果时间充裕，几轮之后可以更改游戏规则：尽量问对方不会做的事情，让对方回答：No, I can't. （例如：Can you scuba dive?）

结束本课 Ending the lesson

做活动: Review

- 目的：通过回顾 Story 1 故事情节，复习文本内容及目标句型。
- 步骤：教师请学生合上书，根据故事情节向学生提问，例如：What is Auntie Sue able to do now? What could she do in the past? 请学生根据记忆回答。

Story 2 & Grammar 2 (2 学时)

Story 2

① Listen and read. Why did Billy and May come round to Zach's house?

It was Sunday morning and Zach was in the garden. He had an idea for a new invention, an automatic ball-thrower for his dog, Buster. But when he started to make it, things kept going wrong. First, the lever didn't work. Then the spring broke. He mended the lever and got a new spring. But then his dog kept trying to steal the ball before the ball-thrower was ready. Zach decided to phone Billy and ask for help.

"Hi, Billy. It's Zach. I'm having problems with my new invention. Could you possibly come round and help me?" "Sure," said Billy. "May is here with me. She can drive too. But I'm afraid Sarah can't because she's at a volleyball match."

Soon there was a ding at the door and Zach let May and Billy in. "Great to see you!" said Zach. "I really need your help! I can't get the spring in the right place and Buster keeps stealing the ball!"

They went out into the back garden. "What can we do?" asked Billy. "May, could you hold the spring down here?" asked Zach. "Of course," said May. "And Billy, can you stop Buster from stealing the ball? Can you hold him or play with him?" asked Zach. "No problem," said Billy. May held the spring for Zach and Billy played with Buster. Soon the ball-thrower was ready.

automatic ball-thrower spring steal Could you possibly ...? back garden send jump up instead of bring back have time to do something run back design fly up into the air return as well as gloomily

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

1. Zach's invention was an automatic ball-thrower. ☐ T ☐ F ball-thrower

2. It went wrong because the lever broke. ☐ T ☐ F _____

3. Buster tried to steal the ball when he caught it. ☐ T ☐ F _____

4. Zach phoned Billy for help. ☐ T ☐ F _____

5. Sarah and Billy came to Zach's house. ☐ T ☐ F _____

6. May held the spring to help Zach. ☐ T ☐ F _____

7. Billy played with Buster to stop him from running away. ☐ T ☐ F _____

③ Listen to Story 2 Part 2. What was May's suggestion to make the invention better?

④ Listen again and number the events in order.

There were balls all over the garden.
Billy came back with lots of tennis balls.
Buster caught the ball and ran down the garden with it.
Zach started to make some changes to the ball-thrower.

⑤ **Control** How would you change the ball-thrower?

—Could you possibly come round and help me?
—Sure. / Of course.
—But I'm afraid Sarah can't because she's at a volleyball match.

—Can you stop Buster from stealing the ball?
—No problem.

Grammar 2

① Listen and repeat.

② Look at the pictures. Work in pairs. Ask for help.

Can you tidy the living room?
—Sure.

③ Play the game. Work in groups of three. Two students choose a place and make a dialog. The third student guesses the place.

as a library as a phone
as a bank as a foreign city
as a restaurant as a school
as a hotel as a shop

Could you possibly find this book for me? I want to borrow it.
—No problem.
—You're in a library!

● 教学目标

学生能够通过听、读，理解故事文本大意及细节信息，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。

学习并理解如何使用 Can you ... ? 和 Could you possibly ... ? 礼貌地表达请求，并能在交际活动中准确运用。

● 目标语言

1. 核心词汇：

automatic ball-thrower, spring, steal, Could you possibly ... ?, back garden, send, jump up, instead of, bring back, have time to do something, run back, design, fly up into the air, return, as well as, gloomily

2. 语法：使用 Can you ... ? 和 Could you possibly ... ? 礼貌地表达请求并回答。

—Could you possibly come round and help me?

—Sure. / Of course.

—But I'm afraid Sarah can't because she's at a volleyball match.

—Can you stop Buster from stealing the ball?

—No problem.

热身活动 Warmer

做活动: Free talk

- 目的: 引入本节课主题, 让学生分享个人经历, 活跃课堂气氛。
- 步骤:
 - 1) 教师请学生思考并和同伴分享: Have you ever made any inventions? Maybe in a school club or in a science competition? If not, have you ever seen any interesting inventions? Have you ever heard of any stories about famous inventors in history?
 - 2) 教师请几位学生在全班进行分享。

故事教学 Story 2

做活动: Picture walk

- 目的: 根据图片对 Story 2 做预测, 引起学生的阅读兴趣。
- 步骤:
 - 1) 教师带着学生一起读图, 向学生提问: Look at the three kids. They are trying to make a new invention. Can you guess what it is used for? Is everything going well? What happens?
 - 2) 在学生猜测的过程中, 向学生呈现新词: lever, spring, send。

做活动: **SB P32 CD2 04**

1. Listen and read. Why did Billy and May come round to Zach's house?

- 目的: 阅读 Story 2, 获取文本主旨大意。
- 步骤:
 - 1) 教师请学生阅读 Story 2, 请学生回答, What is the machine used for? Why did Billy and May come round to Zach's house?
 - 2) 教师播放听力录音, 在全班检查答案, 同时借助图片向学生呈现部分新词, 例如: This is an **automatic ball-thrower**. It means you don't need to pick up the ball and throw it. You just need to put the ball in the machine. It can work by itself and **send** the ball into the air.
 - 3) 教师通过提问, 检验学生对文本的理解, 例如: Why did Zach need Billy and May's help? 在问答的过程中, 解决文本中的生词: automatic ball-thrower, spring, steal, Could you possibly ... ?, back garden

答案: They came round to help Zach.

做活动: **SB P32**

2. Read again and write *T* (true) or *F* (false). Correct the false sentences.

- 目的: 阅读文本, 获取文本细节信息。
- 步骤:
 - 1) 带着学生读一遍题目中的句子, 确保学生理解。
 - 2) 学生独立阅读 Story 2, 完成细节信息。
 - 3) 与同伴一起检查答案。对于不确定的信息, 学生再次阅读故事确认答案。最后教师在全班检查答案。

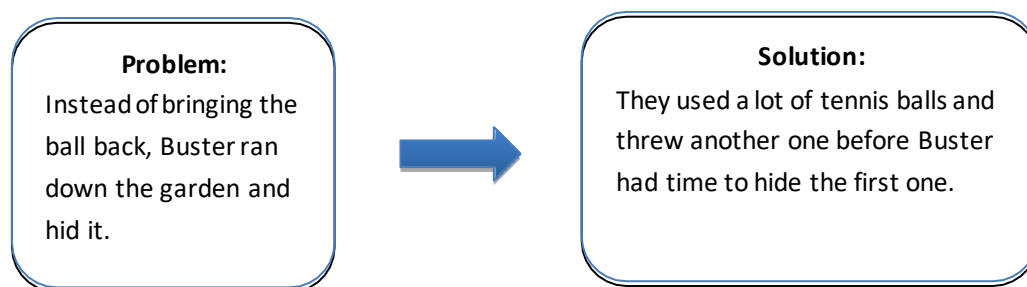
答案:

- 2 F (The lever didn't work and the spring broke.) 3 T 4 T 5 F (May) 6 T 7 F (stealing the ball)

做活动: **SB P33 CD2 05**

3. Listen to Story 2 Part 2. What was May's suggestion to make the invention better?

- 目的: 听 Story 2 后续故事, 获取主旨大意。
- 步骤:
 - 1) 请学生猜一猜, 这个新发明可能还会遇到什么问题, 和同伴分享。
 - 2) 教师播放录音, 请学生听并思考: What was the problem with the new invention? What was May's suggestion to make it better? 简单记录答案。
 - 3) 请几位学生分享答案, 在分享过程中, 教师带着学生一起完成思维导图, 并检查答案。
 - 4) 讲解新词: send, jump up, instead of, bring back, have time to do something 等。



答案:

They need a lot of tennis balls. Not just one.

They need a machine to return the balls as well as throw them. They need a different design.

做活动: **SB P33 CD2 05**

4. Listen again and number the events in order.

- 目的: 再次听录音, 获取细节信息, 梳理文本脉络。

● 步骤:

- 1) 教师带着学生一起读句子。请学生先凭记忆按照事件发生的顺序, 给句子排序。
- 2) 再次播放录音, 让学生检查自己的答案。
- 3) 学生和同伴核对答案, 最后教师在全班检查答案。

答案: 4, 3, 1, 2

补充词汇活动: WB P18 3. Unscramble the words to complete the sentences.

● 目的: 学生巩固练习本单元的重点词汇和表达。

● 步骤:

- 1) 教师用第一个句子作为示例, 带着学生一起完成。
- 2) 学生完成其余练习。
- 3) 全班一起检查答案。

答案

1. sent
2. time
3. designed
4. stole
5. possibly
6. instead
7. return
8. well

做活动: SB P33

5. Create! How would you change the ball-thrower?

● 目的: 学生在本文基础上进行迁移和创新, 并进行写作输出。

● 步骤:

- 1) 请学生和同伴一起回顾故事中的发明, 并对这个自动发球机 automatic ball-thrower 进行简单描述。教师可以用PPT 呈现一些关键词, 如: automatic, spring, send, design 等, 为学生做好支架。
- 2) 学生独力思考, 如果让他们来设计自动发球机, 会进行哪些改进, 增加什么新的功能。学生在纸上画出他们的设计, 并写出 3—5个句子进行简单描述。学生和同伴互相分享作品。
- 3) 下课之后可以将作品贴在教室的墙面上, 在全班分享。

语法教学 Grammar 2

做活动: SB P33 CD2 06

1. Listen and repeat.

- 目的: 聚焦本课语法重点: 使用 Can you ... ? 和 Could you possibly ... ? 礼貌地表达请求, 并进行回应。

● 步骤：

- 1) 带着学生回忆, Zach 向 Billy 求助时是怎么表达的, 在 PPT 上呈现目标句型:

Could you possibly come round and help me?

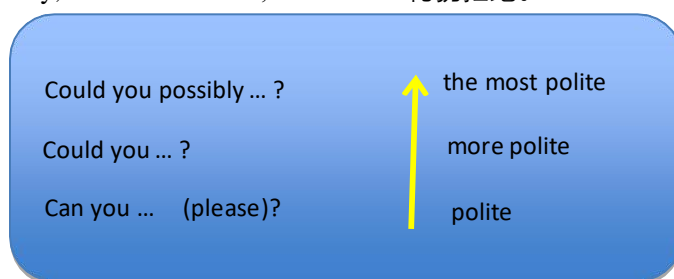
- 2) 请学生比较两种表达有什么不同:

Come round and help me, Billy.

Could you possibly come round and help me?

引导学生发现, Could you possibly...? 是一种礼貌表达请求的方式。

- 3) 请学生在故事中找到并划出所有使用 Can/Could 表达请求的句子, 体会其用法, 并找到对请求的回应。教师把下面这个图示呈现给学生, 告诉学生三种表达的礼貌程度略有区别。回答时可以使用 Sure. / Of course. / No problem. 表示同意, 使用 Sorry, I'm afraid I can't, because... 礼貌拒绝。



- 4) 播放录音, 请学生跟读。

- 5) 教师使用目标句式向几位同学提出请求, 如: Could you pass me your book? Could you possibly open the window? 请学生回应。

语法练习 Grammar Practice

做活动: SB P33

2. Look at the pictures. Work in pairs. Ask for help.

- 目的: 在新语境中练习使用 Can you ... ? 和 Could you possibly ... ? 礼貌地表达请求, 并在交际活动中准确运用。

● 步骤:

- 1) 教师使用第一幅图片为学生做演示, 向学生提问: Could you tidy the living room? 请学生先做出肯定回复, 再请学生做出否定回复, 并解释原因, 例如: I'm sorry. I'm afraid I can't, because I'm meeting Sarah in 5 minutes.
- 2) 学生两人一组, 使用余下的图片轮流问答, 教师可将目标句式呈现在 PPT 上, 请学生参考。

补充语法活动: WB P19 4. Look at the pictures and make requests with *can* or *could*, then write replies. (✓ = agree; ✕ = refuse)

- 目的: 通过图片情境练习目标句型, 并进行句子书写。
- 步骤: 教师使用第一个句子为学生做示范, 然后学生独立完成余下句子, 和同伴检查答案。最后全班一起检查答案。

答案

Agreement: Sure /Of course/ no problem are all acceptable

Refusal: Sorry, I'm afraid I can't (because)

1. -Could you possibly wash the dishes? -Sure!
2. -Could you possibly cook the meal? -Sorry, I'm afraid I can't (because ...)
3. -Could you possibly feed the cat? -Sure /Of course/ No problem!
4. -Could you possibly walk the dog? -Sorry, I'm afraid I can't (because ...)
5. -Could you possibly vacuum the carpet? -Sure /Of course/ No problem!
6. -Could you possibly tidy the living room? -Sure /Of course/ No problem!

补充语法活动: WB P19 5. Fill in the gaps with the words in the box.

- 目的: 在新语境中复习巩固本单元目标语法及表达。
- 步骤:
 - 1) 教师请学生使用方框中的表达将对话补充完整, 提醒学生有些表达会使用不止一次, 学生完成后和同伴互相检查答案。最后全班一起检查答案。
 - 2) 教师请学生两人一组, 练习朗读这段对话。

答案

1. able to
2. Sure/Of course
3. can
4. Could
5. design
6. problem
7. have time to
8. as well as
9. Of course/Sure
10. able to
11. afraid
12. can't
13. can

做活动：SB P33

3. Play the game. Work in groups of three. Two students choose a place and make a dialog. The third student guesses the place.

- 目的：通过趣味活动，体会 Can/Could 在不同语境下如何表达请求。
- 步骤：
 - 1) 先请两位学生与教师一起在全班做示范。教师在提示框中选择一个地点，根据地点所关联的情境，向其中一位学生提出一个请求。例如：Could you possibly find this book for me? I want to borrow it. 请学生做出回答，另一位学生猜这是在什么地方 (You're in a library!).
 - 2) 确保学生能够理解游戏的步骤。教师将学生分为三人小组，分配 A, B, C 三个角色。A 从提示框中选择一个地点，根据情境向 B 提出请求，C 猜测这是在什么地方。然后三人交换角色，开展几轮对话。

补充口语活动：Help me out.

- 目的：通过交际活动，练习使用目标语言礼貌地提出请求并做回应。
- 步骤：
 - 1) 将下面的表格发给每位学生，告诉学生这是一周日程表 (Week Calendar)。请每人先想出 5 件需要请他人帮忙完成的事情及具体时间段，例如：wash the car (Monday, morning), tidy the kitchen (Wednesday, afternoon) 可以列在表格下方。
 - 2) 全班自由组合进行对话。一方使用 Can you ...? Could you possibly ...? 提出请求，另一方如果刚好有空并愿意帮助，就给出肯定答复，同时在自己的日程表相应时段填上这件要帮助他人做的事。
 - 3) 对话继续，学生自由寻找同伴。每位学生帮助同一个人完成的任务不能超过两个；如果发现日程表中这个时间段已被占用，就礼貌地拒绝。
 - 4) 谁先在自己的日程表上填写 5 项答应帮助他人要做的事，谁就获胜。

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

5 things need help

结束本课 Ending the lesson

做活动：Review

- 目的：回顾复习本节课语法知识。
- 步骤：
 - 1) 教师将 Can you...?/ Could you...?/ Could you possibly...?呈现在PPT上，请学生按照语气的礼貌程度进行排序。
 - 2) 请学生回忆如何回应他人的请求，说出都有哪些表达。

Skills (3学时)

● 教学目标

阅读：能够阅读一篇关于非洲三种动物及其栖息地的介绍文章，理解主旨大意和细节信息，通过上下文猜测生词词义，并能对物种的多样性有一定的认识。

听力：能够听懂三段电话对话，理解主旨大意和细节信息。

口语：能够完成调查问卷，对他人的能力进行提问和总结。

写作：能够模仿范文的语气和表达，在网络对话的情境中写下请求并做回应。

热身活动 Warmer

做活动: Free talk

- 目的：引入主题，激活学生背景知识，引起学生阅读兴趣，扫除学生生词障碍，为课文学习做好准备。
- 步骤：
 - 1) 教师在 PPT 上呈现非洲大草原的图片，提问学生是否知道这是哪里，然后呈现一些不同栖息地的图片，请学生猜一猜非洲大陆主要的栖息地都有哪些。在讨论的过程中呈现单词：continent, habitat, grassland, rainforest, desert。
 - 2) 提问学生是否知道非洲有哪些代表性的动物。





阅读技能教学

做活动： **SB P34 CD2 07**

1. Listen and read. Match the animals with their habitats.

- 目的：快速跳读文本，了解文章主旨大意。
- 步骤：
 - 1) 告诉学生，今天将一起阅读关于非洲栖息地和非洲动物的文章。
 - 2) 呈现课文中的动物图片，提问学生是否见过这些动物，关于这些动物他们都了解什么，请学生在全班进行分享。
 - 3) 请学生快速跳读文本，完成活动 1，将图片中的动物和他们的栖息地配对，然后教师播放录音，全班一起检查答案。
 - 4) 回顾文本内容，处理 Reading 里出现的其余新词：mixture, living fossil, dig, second (n.), insect, sticky, bonobo, chimpanzee, keyboard, understand, meerkat, fur, poison, harm, look after, danger. 教师提问：Read the sentence. Can you guess what this word means? 教师将新词带入课文原句，请学生朗读，并让学生联系上下文对新词词义进行猜测。

例如：What do aardvarks look like? They have noses like a pig, ears like a rabbit and a tail like a kangaroo! It seems you put different parts of different animals together, and then you get an aardvark!

答案： gorillas, monkeys: rainforest; zebras, giraffes, lions: grassland; scorpions: desert

做活动：SB P35

2. Read again and complete the table.

- 目的：阅读文章，理解文本细节信息，并对文本信息进行结构化梳理。
- 步骤：
 - 1) 教师先带着学生一起看表格，引导学生观察表格中的各项信息，明确阅读目的。
 - 2) 学生阅读文本，完成表格填写。
 - 3) 完成练习后，学生和自己的同伴一起检查答案，然后全班一起检查答案。

	Aardvark	Bonobo	Meerkat
Where do they live?	In deep holes in the grasslands.	In trees in the rainforest.	In burrows in the desert.
What do they look like?	They look like a strange mixture of different animals! They have noses like a pig, ears like a rabbit and a tail like a kangaroo!	They look like chimpanzees but are a little smaller.	They are small and thin with gray and yellow fur.
What do they eat?	Insects	Meat, plants and fruit.	Insects and other animals like snakes.
When do they sleep, at night or in the day?	In the day.	At night.	At night.
What is special about them?	They haven't changed for millions of years.	They are very intelligent.	They live in groups and share jobs.
What can they do?	They can dig very fast and catch insects with their long tongues.	They can recognize themselves in a mirror. They can use tools. They can use special computer keyboards to speak.	They can make different sounds and warn others of danger.

做活动：SB P35

3. Think! What other amazing animals do you know? Choose an animal. Find out about it and complete a table like the one above.

- 目的：在文本阅读的基础上，进行迁移和总结，练习对信息进行梳理和归纳。
- 步骤：
 - 1) 请学生在笔记本上列出自己感兴趣的非比寻常的动物，每人写出 1—2 个。
 - 2) 请学生与同伴互相讨论。仿照表格，提出与自己所选动物相关的问题。例如：I think dolphins are amazing. Where do they live? What do they look like?
 - 3) 学生借助自己已有的知识，回答同伴的问题。记录自己不能确定或是不了解的问题 (Unsolved Questions) 作为后续探究的话题。

做活动：SB P35

4. Discuss! Discuss in groups the most amazing animal. Present it to your class in a group.

- 目的：学生对信息进行分享和评价，并练习口头表达。
- 步骤：
 - 1) 学生组成四人小组，在小组内分享现阶段总结和收集的信息，并汇总 Unsolved Questions。小组成员互相回答，投票决定关于哪个动物收集的信息最丰富。
 - 2) 选几个小组代表，在全班进行分享讨论结果。
 - 3) 培养学生存疑意识：教师问学生，是否仍有 Unsolved Questions 待解决，请每个小组在全班范围内分享。让学生明白，不要担心自己在学习中遇到暂时无法解决的问题。能提出问题，即便无法回答也是很好的。需要做的是认真记录下这些问题，不断探索和讨论，找到令人满意的答案。由此，这些疑问和困惑就成为陪伴自己不断学习成长、发现探索的私人老师。

补充阅读活动：WB P20. 7a. Read and match.

- 目的：训练学生快速获取文本大意的能力。
- 步骤：
 - 1) 请学生看题目，思考大脑都有哪些神奇的功能，请学生自由分享。
 - 2) 教师为学生呈现词汇 echo, photographic memories 的含义，扫除词汇障碍。
 - 3) 学生快速扫读文章，独立完成练习，教师在全班检查答案。

答案

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

7b. Read again and complete the mind map.

- 目的：训练学生获取文章细节，并对信息进行梳理的能力。
- 步骤：学生再次阅读文本，将思维导图补充完整，全班一起检查答案。

答案

1. math, difficult math, —see! numbers, memory, 11
2. blind, echoes, see, bike, climb trees
3. rainbow, see 100, colors, colorful
4. song, play, perfectly, nine, jazz musician.
5. photographic, remember, photo, draw, Hong Kong, 20

做活动：SB P37

Do you believe it?

Amazing plants

- 目的：补充自然知识，引发学生探索世界的兴趣。
- 步骤：
 - 1) 将三种植物的图片呈现在 PPT 上，提问学生是否认识这些植物，关于它们有哪些了解，请知道的学生进行分享。



Onyanga plant



Venus flytrap



Redwoods

- 2) 请学生三人一组，每人阅读其中一段内容，然后与同伴分享：植物的名字、生长的地方，以及有哪些特点。三个人共同完成表格的填写。

Names	Places	Amazing facts

- 3) 学生回到文本，互相检查填写的信息是否准确。
- 4) 请学生选择其他有趣的植物，下课之后搜集更多信息与同伴分享。

听力技能教学 Listening

活动：SB P35 CD2 08

5 Listen to three phone conversations. Why is Tom ringing his friends?

- 目的：听对话，理解对话主旨大意。
- 步骤：
 - 1) 教师告诉学生，Tom 今天分别给三个朋友打了电话，请学生听并回答问题：Why is Tom ringing his friends? 告诉学生接下来他们会听到以下内容：Can I bring anything? Can I come over and help? 引导学生：In what situations are we likely to ask such questions? 让学生猜一猜Tom 为何给朋友们打电话。
 - 2) 播放录音，然后全班一起检查答案。

答案: To invite them to his party.

录音文本

Conversation 1

Sam: Hello?

Tom: Oh hi Sam, I'm ringing to invite you to my party on Saturday.

Sam: Great! What time?

Tom: 4 o'clock.

Sam: Can I bring anything?

Tom: Could you possibly bring something to eat?

Sam: Sure. I'll bring a salad.

Tom: Great! See you then!

Conversation 2

Tom: Hi! Is that Jo?

Jo: Hi Tom!

Tom: Can you come to my party? It's at 4 on Saturday.

Jo: Fantastic! Can I come over and help?

Tom: Yes, that would be great! Could you come over around 3 and help me get the room ready?

Jo: No problem! See you then!

Conversation 3

Tom: Oh hi Becky, I'm ringing to invite you to my party on Saturday. Around 4 o'clock.

Becky: Thanks! That'll be lovely! Can I do anything to help?

Tom: Well ... You make delicious cakes ... Could you possibly make some for the party?

Becky: Of course! I'll make some chocolate cakes.

Tom: Thanks so much! You're a star!

做活动: **SB P35 CD2 08**

6. Listen again. What is each friend going to do to help?

- 目的: 听对话, 理解细节信息。
- 步骤:
 - 1) 学生快速浏览问题, 再次听文本回答问题, 将答案写在书上。
 - 2) 学生和自己的同伴互相比答案, 然后全班一起检查答案, 对于学生不确定的部分, 教师可以再次播放文本片段帮助学生理解。

答案:

Sam is going to bring a salad.

Jo is going to help Tom get the room ready.

Becky is going to make some chocolate cakes.

补充听力活动：WB P19 CD14. 6a. Listen and answer. What is Mona going to do with the money from the garage sale?

- 目的：进一步提升学生听对话理解主旨大意的能力。
- 步骤：
 - 1) 向学生介绍 garage sale 是什么： *An occasion when people sell things, often in their garage or outside their house, that they no longer need.*
通常在自家车库或家门口举行的旧物出售活动。

告诉学生，对话中有四个朋友在讨论 garage sale，请学生听并回答：
What is Mona going to do with the money from the garage sale?

- 3) 学生听录音，回答题目中的问题，教师在全班检查答案。
答案：
She is going to give it to a charity (called Radio Lollipop)

录音文本

Mona: Hi everyone. I'm planning a garage sale for charity, and I've asked you all here to help me.

Anna: Which charity are you raising money for?

Mona: Radio Lollipop. They do a radio program and games and activities for children in hospital.

Anna: That sounds great!

Mona: Are you able to help me?

Anna: I'd love to. What can I do?

Mona: I've thought of selling cakes. Could you help me bake some cakes?

Anna: Sure.

Mona: Wonderful! So... Anna can help me bake cakes. What about you, Tom?

Tom: I could do that too!

Mona: Great! So Anna, Tom and I can bake some cakes...

Ally: What can I do? I can't cook very well.

Mona: I thought maybe we could sell some old books, too. Could you bring some books to sell, Ally?

Ally: I've got some old books. We could sell those.

Mona: Great! So Ally can bring some books to sell.

Ally: How about selling some of our old toys and games? I can bring some, too.

Mona: Good idea, Ally.

Tom: I'm growing some plants - we could sell those!

Mona: Thanks Tom! This is going to be a great sale!

6b. Listen again and complete the table to show how the children help Mona.

- 目的：进一步提升学生听对话，理解细节信息的能力。
- 步骤：
 - 1) 播放录音，学生听录音，记下尽可能多的物品名称。教师可在录音结束后提问。
 - 2) 学生再次听录音，将表格中的信息补充完整。如果需要，教师可再次播放录音。然后学生和自己的同伴一起检查答案，最后全班一起检查答案。

答案

Mona Anna and Tom can bake some cakes to sell.

Ally can bring some old books to sell.

Ally can bring some old toys and games to sell.

Tom can bring some plants to sell.

口语技能教学 Speaking

做活动：SB P35

7. Do a survey on special abilities or talents within a group. Write down the answer in the table. Select the top three special abilities. Share them with the class.

- 目的：在完成调查问卷的过程中，综合运用本单元目标语言。
- 步骤：
 - 1) 教师可以谈论自己的特长为学生做示范，比如：I can play the piano for two hours without stopping. 找一个学生进行演示，使用对话泡里的句型。
 - 2) 将全班分成四人小组，请学生在小组里通过相互问答了解其他成员都有哪些特长，并做好记录。
 - 3) 学生记录之后，教师请每组代表分享组内各位学生的特长。

写作技能教学 Writing

做活动：SB P36

8. Read the chat between Molly and Olivia. What three things does Molly ask Olivia to do?

- 目的：阅读 Olivia 和 Molly 之间的信息，获取文章大意，熟悉借助通讯媒介（如短信或在线留言等）向他人提出请求和进行回应的方法。
- 步骤：
 - 1) 请学生回忆，如何礼貌地向他人提出请求，带着学生复习 Could you (possibly)... 的表达，然后告诉学生，他们将阅读两个朋友在网络上的对话，请学生读一读，找到 Molly 请 Olivia 做的三件事。
 - 2) 学生和自己的同伴比较答案，然后全班一起检查答案。

答案：feed the cat, collect the post, water the plants.

做活动：SB P36

9. Underline the requests and circle the replies.

- 目的：关注向他人提出请求和进行回应的语言表达。
- 步骤：学生从文本中划出向他人提出请求的语言表达以及回应的语言表达，并分类记录在自己的笔记本上。

做活动：SB P37

10. You are going on vacation. Think of three things you want a friend to do for you. Work in pairs. Take turns to write requests and replies.

- 目的：参考范文，完成提出请求和回应的写作任务。
- 步骤：
 - 1) 问学生：如果他们出门一段时间不能回家，需要朋友帮他们做什么事情，请学生做头脑风暴并简单讨论。

- 2) 学生两人一组，仿照例文，每个人写出三个请求，然后交换笔记本，请同伴对应各个请求写出回应。注意使用范文中的语言。
- 3) 写完之后两个人一起互相检查。请学生分组扮演角色对话，把写好的内容表演出来。

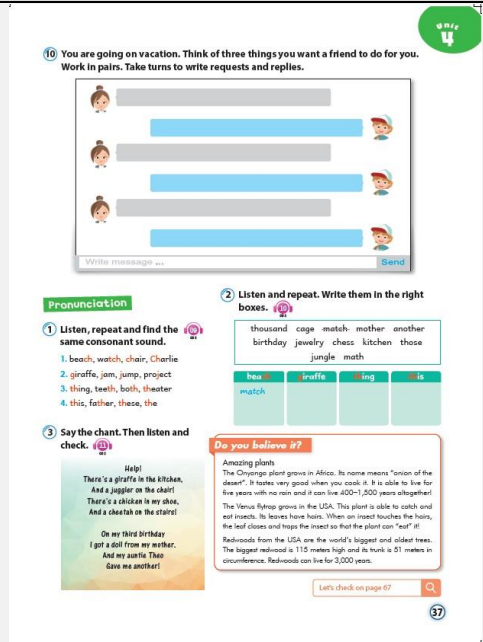
补充写作活动：WB P21. 8. Research a person with amazing abilities. What can they do?

Make a mind map as the example below to show the main points. Then write about them.

- 目的：提升学生综合运用本单元语言进行写作的能力，练习使用 mind map 梳理信息，为写作做准备。
- 步骤：
 - 1) 请学生以小组为单位，讨论他们知道的有特别能力的人。将这些人作为焦点人物，小组讨论然后分享。
 - 2) 学生仿照活动 7b 的 Mind map 和活动 8 的 Example，梳理“焦点人物”的特殊能力，完成 Mind map 并写明要点。
 - 3) 学生根据 Mind map 完成写作，和同伴互相批改作文。

答案：(请见附录活动用书答案)

Pronunciation & Let's check (1 学时)



Unit 4

Choose the correct answers.

1. —I'm having a party on Saturday. _____ come?
—Yes, I can. I'm free after 6 p.m.
a. Could you b. Can you c. Is she able to
2. My aunt _____ dance very well when she was young.
a. are able to b. can c. could
3. —_____ possibly answer the phone?
—Yes, of course.
a. Are you able to b. Could you c. Is it able to
4. —_____ I help you?
—Yes, please. _____ wash the dishes for me please?
a. Can; Can't you b. Could; Are you able to c. Can; Could you
5. She's very good at water sports. She _____ canoe and sail.
a. could b. are able to c. can
6. —Could you do the shopping for me tomorrow afternoon?
—I'm sorry. I'm afraid I _____. I've got a basketball match.
a. can't b. couldn't c. am able to

Fill in the gaps with the right form of the words in the box.

keep trying give-up be afraid stop ... from send instead of bring back
 have time to fly up as well as

1. Always try hard and don't _____ !
2. —I'm going to Japan on vacation. —Great! Don't forget to _____ me a postcard!
3. Don't _____ to make mistakes!
4. Zach _____ to make his invention better.
5. Can you _____ the dog _____ digging holes in the garden?
6. Alice isn't playing tennis this week. She's going to a party _____ tennis practice.
7. Tom kicked the ball and it _____ in the air.
8. I've got a lot to do this week! I don't _____ clean the house!
9. When Tash went to Thailand, she _____ presents for her friends.
10. There were three choices on the menu — there was pork _____ beef and chicken.

- 教学目标

1. 学生能够识别/tʃ/ /dʒ/ /θ/ /ð/的发音，并了解对应发音的不同字母组合规律。
2. 复习和检测本课语言知识。

- 目标语言

本单元的目标音 /tʃ/ /dʒ/ /θ/ /ð/

热身活动 Warmer

做活动：Review

- 目的：复习第三单元学习的语音知识。
- 步骤：教师请学生回忆，上个单元都学习了哪些目标音。然后请学生做头脑风暴，尽可能多地想出包含有这些目标音的单词。教师找几位学生在全班进行分享。

发音教学 Pronunciation

做活动：SB P37 CD2 09

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

- 目的：呈现并练习目标音：/tʃ/ /dʒ/ /θ/ /ð/
- 步骤：
 - 1) 教师一组一组地播放目标词汇，请学生听并跟读。问学生每组单词中包含的相同音是什么。
 - 2) 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。
 - 3) 任意读几个单词，让学生判断是否包含目标音。
 - 4) 带学生朗读每组单词，练习目标音的发音。教师尽量慢读，读清晰，让学生感受/tʃ/与 /dʒ/ /θ/ 与 /ð/ 之间的区别。
 - 5) 如有时间，可让学生从本单元中找2—3个包含目标音的单词，读给同伴听。

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横线中。
 - 2) 学生和同伴核对答案，然后教师在全班检查答案。
 - 3) 请学生再次练习朗读这些单词。

答案：

beach	giraffe	thing	this
match	cage	thousand	mother
chess	jewelry	birthday	another
kitchen	jungle	math	those

做活动：SB P37 CD2 11

4. Say the chants. Then listen and check.

- 目的：辨别区分不同的目标音，在歌谣中练习目标音。
- 步骤：
 - 1) 教师先带着学生读图，请学生描述图片中都能看到什么动物。
 - 2) 学生自己尝试朗读歌谣，然后教师放录音，学生跟读，核对发音是否正确。如果发现学生读错单词，再带着学生朗读几遍。
 - 3) 请学生自己练习朗读，试着以不同语速、声调来朗读，增加趣味性。
 - 4) 学生两人一组，互相听对方朗读，看谁读的又快又准。

补充口语活动：WB P21 CD15. 9. Pronunciation

- 目的：在趣味活动中进一步训练学生的发音。
- 步骤：
 - 1) 播放录音，学生根据发音规则完成 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。再次播放录音，学生听录音练习跟读。
 - 2) 第三次播放录音，学生完成 9b 活动
 - 3) 学生完成 9c 活动，将单词分类填写到相应的目标音栏；
 - 4) 学生完成 9d 活动，使用上个活动中圈出的单词再编一个绕口令，和同伴进行分享。请几个学生在全班分享，全班学生跟读。看谁的绕口令更有趣。

答案：（请见附录活动用书答案）

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) 请学生回忆一下，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) 请学生回忆本单元学习的目标句型是什么，can 和 be able to 如何表达过去的能力；Can 和 could 如何表达请求。让学生根据自己真实情况造句，写在笔记本上，并和同伴分享。
 - 3) 请学生回忆本单元学习了哪些音标，并和自己的同伴一起想一想，每个音标对应哪些字母或字母组合。将目标音写在笔记本上，并写出包含有目标音的单词，每个音写三个单词。
 - 4) 提醒学生培养整理笔记的好习惯，增强及时复习的意识（详见 Unit 1 此环节教案）

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做活动: **SB P67**

1. Choose the correct answers.

- 目的: 复习本单元重点语法结构。
- 步骤: 学生按照题目要求, 选择正确的选项, 将句子补充完整, 然后全班一起检查答案。

答案:

1. b
2. c
3. b
4. c
5. c
6. a

做活动: **SB P67**

2. Fill in the gaps with the right form of words in the box.

- 目的: 复习本单元重点词汇及短语。
- 步骤: 学生按照题目要求, 将词汇或短语的正确形式填入横线处, 然后全班一起检查答案。

答案:

- | | |
|----------------|-----------------|
| 1. give up | 6. instead of |
| 2. send | 7. flew up |
| 3. be afraid | 8. have time to |
| 4. kept trying | 9. brought back |
| 5. stop, from | 10. as well as |


家庭作业 Homework

- 完成活动用书本单元所有练习
- 配套同步读物: 《团队的力量》



Unit 5 Accidents and adventures 事故与冒险

Story 1 & Grammar 1 (2 学时)



Accidents and adventures

Unit 1

1 Listen and read. Where were the children when the lights went off? Match people with places.

a) in his bed	b) in his room	c) in the kitchen	d) in the garden
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2 Read.

1 Listen and read. Where were the children when the lights went off? Match people with places.

2 Read.

3 Match.

4 Write.

3 Match.

4 Write.

5 What would happen if the lights went off? Complete the sentences.

6 Complete the story.

7 Listen and read.

8 Read.

9 Match.

10 Write.

● 教学目标

- ◆ 学生能够通过听、读，理解对话文本大意及细节信息，能根据文本内容理解故事大意和细节信息并梳理故事情节，与同伴进行分享。
- ◆ 理解过去进行时的肯定句、否定句及一般疑问句的用法，并能在交际活动中准确运用。

- 目标语言

- ◆ 核心词汇: whole, in the middle, free, fall over, fill, spill, step, all over, anyway
- ◆ 语法: 过去进行时的肯定句、否定句、一般疑问句及回答

—What were you doing?

—We were watching a movie.

—My mom **was cooking** and I **was helping** her in the kitchen.

—Were you cooking too?

—No, I wasn't.

热身活动 Warmer

做活动: Free talk

- 目的：结合生活实际分享前一天晚上发生的事，为课文学习做准备。
- 步骤：
 - 1) 教师展示一张日常生活照，分享自己的生活：I was washing the dishes at 8 o'clock last night. What were you doing last night? 请学生与同伴之间进行交流，提示学生可以使用Unit 1学过的日常行为相关的词汇短语。
 - 2) 教师请几位学生在全班分享。不要求学生说出整句，可使用动词短语进行回答。

故事教学 Story 1

做活动：Picture walk

- 目的：根据图片对故事进行预测，引起学生的阅读兴趣，并导入课文主题。
- 步骤：
 - 1) 教师带着学生读图，问学生：Who were in the pictures? Where were they? What was going on? 引导学生观察图中细节，并教新单词：power cut, flashlight, candlelight。
 - 2) 向学生提问：Have you been in a power cut? What was it like? How did you feel? 请学生与同伴之间进行交流。
 - 3) 请几位学生在全班分享。

做活动：SB P38 CD02 12

1. Listen and read. Where were the children when the lights went out? Match people with places.

- 目的：听 Story 1，了解主旨大意。
- 步骤：
 - 1) 教师告诉学生，接下来要听一段关于停电的故事，请学生听并回答：Where were the children when the lights went out? 教师播放 Story 1 课文录音。
 - 2) 学生先和同伴比对答案，再由教师在全班检查学生的回答是否正确。
 - 3) 处理新词：whole, in the middle, free, fall over, fill, spill, step, all over, anyway 检查学生回答后，处理新词，让学生在语境中感受词义并识记。

答案：

Zach — b

Sarah — d

May — a

Billy — c

做活动：SB P38

2. Read again. What were they doing just before the power cut? Complete the sentences.

- 目的：再次阅读 Story 1，理解细节信息。
- 步骤：
 - 1) 教师带着学生一起读文字框里的人名，告诉学生，要根据故事，回顾这些人停电前在做什么。请学生回忆故事内容，尝试完成题目。教师做出示范：—What was Sarah doing just before the power cut? —Sarah was helping her mom to cook.
 - 2) 请学生再阅读一遍故事，补充完成其余的句子。

3) 完成练习后, 请学生先和自己的同伴一起检查答案, 然后教师在全班检查答案。

答案:

2 May's mom 3 Billy 4 Sarah's brother

5 Sarah's dad 6 May's dad 7 Zach

做活动: SB P39

3. What happened after the lights went out? Complete the sentences.

- 目的: 再次听并阅读 Story 1, 理解细节信息。
- 步骤:
 - 1) 请学生凭借对故事的记忆, 初步完成填空。
 - 2) 教师再次播放 Story 1 录音, 请学生听故事并检查、补全遗漏信息。
 - 3) 学生与同伴之间检查答案, 检查答案时可回到 Story 1 阅读并核对答案。教师在全班检查答案。

答案:

2 the dog 3 ham, cheese 4 played 5 the cat's

6 water 7 paint can

补充阅读活动: Read aloud.

- 目的: 提升学生朗读流利度, 规范语音语调。
- 步骤:
 - 1) 教师再次播放 Story 1, 请学生跟读。在朗读的过程中, 请学生注意疑问句、陈述句、感叹句等不同句式的语调和说话人的语气。学生朗读时, 教师记录学生朗读不准确的部分并适时纠正。
 - 2) 学生完成跟读之后, 教师请学生与同伴之间分角色朗读练习, 然后请几组学生在全班展示。

做活动: SB P39

4. Complete the story summary on page 59.

- 目的: 梳理故事梗概, 运用目标语言表达输出。
- 步骤:
 - 1) 教师带着学生一起回顾故事内容, 向学生提问: Where were the children when the lights went out? What were they doing just before the power cut? What happened after the lights went out?
 - 2) 请学生独立完成学生用书 59 页本单元的 Story summary。
 - 3) 先请学生与同伴互相检查答案, 然后教师在全班检查答案。

答案:

2 watching a movie 3 flashlight 4 find the way out 5 cooking 6 fell 7 her dog

8 ham 9 cards 10 home 11 filling 12 stepped
13 scratched 14 paint can 15 paint 16 sleeping

做活动: **SB P39**

5. Think! Have you ever been in a power cut? Where were you? What happened?

- 目的: 回顾 Story 1 的内容, 结合自己的实际生活, 与同伴讨论分享。
- 步骤:
 - 1) 提问学生: Have you ever been in a power cut? Where were you? What happened? 请学生和同伴之间进行交流回答, 并请几位学生分享回答。
 - 2) 学生在四人小组里开展讨论: What do you need to do to be safe in a power cut? What should you do and what shouldn't you do?
 - 3) 小组讨论结束后, 教师请学生在全班进行分享。

补充词汇活动: WB P22 1. Unscramble the words to complete the sentences.

- 目的: 巩固、复习本单元的重点词汇。
- 步骤:
 - 1) 教师先带领学生一起熟悉单词条中的词汇, 并带领学生完成第一句, 作为示范。
 - 2) 请学生独立用单词的正确形式完成剩余的词汇练习。教师提醒学生, 如有词义不确定的, 可以回到学生用书的故事部分, 结合上下文回顾词汇。
 - 3) 学生完成后, 先和同伴一起检查答案, 然后教师再在全班检查答案。

答案

1. whole
2. middle
3. fell over
4. all over
5. stepped
6. free
7. fill
8. anyway

语法教学 Grammar 1

做活动: **SB P39 CD02 13**

1. Listen and repeat.

目的: 聚焦本课语法重点——过去进行时的肯定句、否定句、一般疑问句及回答。

● 步骤:

- 1) 教师播放录音, 让学生聚焦语法框里的关键句。
- 2) 请学生回到 Story 1 中定位并划出关键句型结构相同的句子, 补充到如下表格中:

Positive	Negative	Questions	Answers

- 3) 教师引导学生根据故事上下文理解过去进行时的含义, 举例并提问过去进行时描述的是什么时候的动作 (答案: 过去某时正在发生的动作) 检查学生的理解是否正确。
- 4) 教师引导学生总结使用不同人称的过去进行时的结构, 如下表所示
—I/He/She/It was eating. 和 —We/You/They were eating.。提醒学生注意 was/were 与单复数主语搭配的一致性问题。

Positive	Negative	Questions	Answers
I/He/She /It was eating.	I/He/She/It wasn't eating.	Was I/he/she/it eating?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
We/You/They were eating.	We/You/They weren't eating.	Were we/you/they eating?	Yes, you/we/they were. No, they/we weren't.

语法练习 Grammar Practice

做活动: **SB P39**

2. Work in pairs. Tell your partner about your picture. How many differences can you find?

- 目的: 在新的语境中练习准确使用过去进行时进行描述, 并通过交流找出图片的差异。
- 步骤:
 - 1) 学生两人一组, 分别是 Student A 和 Student B。教师告诉学生在本练习中, Student A 和 Student B 将看到不同的图片, 同伴之间需要通过交流比对各自图片上的信息, 找到差异。
 - 2) 教师提问 Student A: Can you see a couple in your picture? What were they doing? (Yes. They were sitting on the bench.) 教师提问 Student B: Were they in your picture sitting on the bench too? (No. In my picture, the couple were at the side of the river and feeding the ducks.) 学生模仿教师的提问方式, 描述自己图片中的人物及动作, 对话并交流信息, 完成图片中的其余人物和动作。
 - 3) 对话结束后, 教师请学生根据自己的图片信息, 使用过去进行时写出句子。教师带领学生根据 Student A 的图片信息, 示范书写: In my picture, a man was drinking his coffee. 教师提醒学生注意 was/were 与单复数主语搭配的一致性、过去进行时动词的正确形式等问题。学生独立完成其余句子。

- 4) 学生两人一组比对答案, 找出两幅图中有几处相同、几处不同。再由教师带着学生在全班检查答案。

答案

Student A	Student B
In my picture, a man was drinking his coffee.	In my picture, two boys were drinking orange juice.
A man was walking his dog.	A woman was walking her dog.
A boy was riding a bike.	A girl was riding a bike.
Two boys are playing soccer.	Two boys are playing basketball.
There were two tables and three chairs in café.	There were also two tables and three chairs in café.
There were two vases with flowers.	There were also two vases with flowers.

补充语法活动: WB P22 2. What were the people doing? Correct the sentences.

- 目的: 在新的语境中练习使用过去进行时来描述事件。
- 步骤:
 - 1) 教师带领学生读图并提问: Look at the three boys, what are they doing? Are they eating? (No, they are singing.) 教师请学生读第一句话并判断正误, 为学生示范改错。
 - 2) 教师请学生独立读图并完成其余的句子, 提醒学生使用 was /were 的正确形式填空。
 - 3) 学生完成练习后先同伴之间比对答案, 再在全班检查答案。

答案

1. They weren't eating. They were singing.
2. He wasn't wearing a T-shirt and playing the violin. He was wearing a shirt and playing the guitar.
3. They weren't fighting. They were dancing.
4. He wasn't reading a newspaper. He was reading a book.
5. She wasn't wearing a big hat and drinking water. She was wearing a cap and eating an ice cream.
6. She wasn't wearing a dress and eating a hamburger. She was wearing a skirt and drinking water.

做活动：SB P39

3. What were you doing at different times last weekend? Complete the sentences below. Then work in pairs. Try to guess what your partner was doing.

- 目的：在真实语境中练习准确使用过去进行时进行提问和描述。
- 步骤：
 - 1) 教师请学生回忆上周末自己都做了什么，并根据每题所给出的时间，使用过去进行时写出自己做的事。例如：At 9 am last Saturday, I was eating breakfast.
 - 2) 教师请一位学生与其共同做示范：

—Were you sleeping at 9 am last Saturday?

—No, I wasn't.

—Were you eating breakfast?

—Yes, I was!
 - 3) 学生两人一组进行练习，找出两人做的相同和不同的事。
 - 4) 教师请几组学生展示对话。

补充语法活动：Mime game.

- 1) 学生根据真实情况，独立补全学生用书第39页活动 3 的所有句子，写在书上。
- 2) 学生四人一组。一位同学给出过去的某个时间点，并根据自己当时的真实情况表演哑剧动作，三位学生分别使用过去进行时进行提问，猜测这位同学在那个时候正在做什么，例如：Were you playing the piano? 猜对即可交换问答角色。
- 3) 在小组内评选出“表演最佳”和“猜得最准”的同学。
- 4) 如有时间，教师可在全班进行游戏。最后评出全班“表演最佳”和“猜得最准”的同学。

结束本课 Ending the lesson

做活动：Review

- 目的：通过回顾 Story 1 故事情节，复习文本内容及目标句型。
- 步骤：教师请学生合上书，根据故事情节向学生提问，例如：Where were the children when the lights went out? What was Zach doing? How about Sarah? Where was May? What was Billy doing? 请学生根据记忆回答。

Story 2 & Grammar 2 (2 学时)

Story 2

1 Listen and read. How many problems did Sarah's family have to solve during the camping trip?

On Friday night, Sarah was eating dinner. Then the phone rang. It was her cousin Ella. "You guys want to come walking and camping for the weekend with us, me and my mom and dad?" she asked. "Sure, I'd love to!" said Sarah.

The next morning they all started out. It was a beautiful morning. The sun was shining. The birds were singing... and the lambs were playing in the fields.

But then the trouble started! When they were walking across a field, they suddenly saw a bull. It began chasing them and they had to run. It was hard because they had heavy backpacks. But they were near the gate, so they escaped!

Next they had to cross a river. There was no bridge, only stones in the water. When she was crossing, Ella fell in. She didn't hurt herself but she was very wet. Luckily her mom had some dry clothes in her backpack. "I hope the bad luck ends here," said Sarah.

In the evening they had a campfire and cooked dinner and sang songs around the fire. There was a big moon and the stars were shining. "Look at the stars!" said Ella. "This is great!" But then later when they were sleeping, the tent began to shake! Shook the girls. "What's happening?" Sarah's uncle went out to look. "It's a wild pig," he said. "It thought our tent was a good place to sleep!" He closed it away and they all went back to sleep.

start out trouble chase luckily go back to sleep not... anymore thick pack up walk round in circles It takes someone (time) to do something

2 Read again. Complete the table about Sarah's camping trip.

Good things	Problems
The 1. _____ was shining.	A 1. _____ chased Sarah and Ella's family.
It was a 2. _____ morning.	Ella 2. _____ in the 3. _____.
The birds were 4. _____ in the fields.	A wild 5. _____ came to their tent.
They had a campfire, 6. _____ dinner and 7. _____ around the fire.	10. _____ in the night.
They also searched the 8. _____.	

3 Listen to Story 2 Part 2. What happened to Sarah?

4 Listen again and answer.

- What was the weather like on Sunday morning?
- Why did they get lost?
- How long did they walk before they found the way?
- How did Sarah break her ankle?
- What will Sarah do before she goes camping next time?

5 **Group** Work in groups. Write a play script for the story. Then act it out.

Grammar 2

1 Listen and repeat.

When she was crossing on the stones, Ella fell in. When they were sleeping, the tent began to shake.

2 Complete the sentences with the right form of the verbs in brackets.

- When I go (leave) dinner, my friends _____ (come) round.
- I _____ (lose) a beautiful bird when I _____ (walk) to school.
- When I _____ (leave) the dishes, I _____ (leave) a glass.
- When we _____ (play) soccer in the park, it _____ (begin) to rain.
- When we _____ (leave), there _____ (be) a loud noise and we all _____ (wake) up.
- When I _____ (walk) home, I _____ (meet) a friend.

3 Think of something that happened last week. Work in pairs. Tell your partner.

walk to school	act lunch	When I was walking to school last Monday, I met an old friend.
do my homework	own hair from school	
act dinner	watch TV	

● 教学目标

- 学生能够通过听、读，理解故事文本大意及细节信息，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。
- 能够理解过去进行时 when 引导的从句，并能在交际活动中准确运用。

● 目标语言

核心词汇：

start out, trouble, chase, luckily, go back to sleep, not ... anymore, thick, pack up, walk round in circles, It takes someone (time) to do something.

语法：

过去进行时 when 引导的从句。

 When she **was crossing** on the stone, Ella fell in.

热身活动 Warmer

做活动：Flash back.

- 目的：活跃课堂气氛，复习 Story 1 的内容并为学习本课故事做准备。
- 步骤：

教师请 1 的内容，并提问：Where were the children when the lights went out? What were the children doing just before the power cut off? 从而复习使用过去进行时表示过去某时正在进行的动作，比如：Zach was watching a movie (when the power cut off). 请几位学生分享自己在露营时的经历。

故事教学 Story 2

做活动：Picture walk

- 目的：根据图片对 Story 2 做预测，引起学生的阅读兴趣。
- 步骤：

1) 请学生看一些露营的照片并提问：

What are people doing? Have you been to a camping trip before? What did you do? 请几位学生分享自己在露营时的经历。



- 2) 带着学生看 Story 2 的图片, 问学生: Who have ever been camping? Were there any problems? 请学生和同伴讨论并预测可能会发生的事。请几位学生分享自己的猜测。

做活动: SB P40 CD2 14

1. Listen and read. How many problems did Sarah's family have to solve during the camping trip?

- 目的: 听 Story 2 录音, 理解故事主旨大意并回答问题。
- 步骤:
 - 1) 播放录音, 请学生听并回答: How many problems did Sarah's family have to solve during the camping trip?
 - 2) 检查学生回答后, 处理新词 start out, trouble, chase, luckily, go back to sleep, 让学生在语境中感受词义并识记。

答案: Three.

做活动: SB P40

2. Read again. Complete the table about Sarah's camping trip.

- 目的: 阅读 Story 2 文本, 获取细节信息。
- 步骤:
 - 1) 带领学生阅读两栏信息, 借助故事及图示理解新词。
 - 2) 请学生再次阅读文本, 补全表格中的信息。
 - 3) 学生完成练习后, 先和同伴核对答案, 教师再在全班检查答案。

答案: 2 beautiful 3 singing 4 playing 5 cooked 6 sang songs 7 stars 8 bull
9 fell 10 river 11 pig 12 tent

做活动: SB P41 CD2 15

3. Listen to Story 2 Part 2. What happened to Sarah?

- 目的: 听 Story 2 的后续故事, 获取主旨大意。
- 步骤:
 - 1) 请学生猜测: What happened to Sarah the next day? 请学生与同伴讨论。
 - 2) 请几位学生分享他们的猜测。
 - 3) 播放录音, 请学生听录音后回答问题。
 - 4) 检查学生回答后, 处理新词: not ... anymore, thick, pack up, walk round in circles, it takes someone (time) to do something, 让学生在语境中感受词义并识记。

答案: She broke her ankle.

做活动：SB P41 CD2 15

4. Listen again and answer.

- 目的：听 Story 2 的后续故事，获取文本细节信息。
- 步骤：
 - 1) 带领学生阅读五个问题，明确关注点。
 - 2) 再次播放录音，请学生独立回答问题，尽量写出答案。检查答案时先请学生与同伴之间检查，再由教师在全班检查。
 - 3) **补充口语活动**：活动结束后，教师可追问：What do you think of Sarah's camping trip? What would you do to prepare for a camping trip? 请学生在小组内进行讨论，然后在全班分享。

答案：

- 1 The sun wasn't shining any more. There was thick fog.
- 2 Because there was thick fog.
- 3 For two hours.
- 4 She fell over a tree root.
- 5 She will look at the weather forecast first, look carefully before she cross a field and choose a better place to put the tent.

做活动：SB P41

5. Create! Work in groups. Write a play script for the story. Then act it out.

- 目的：在趣味活动中回顾 Story 2 故事情节，运用目标语言表达输出。
- 步骤：
 - 1) 告诉学生，接下来以小组为单位设计一场舞台剧，表演Sarah的露营经历。
 - 2) 请学生五人一组，讨论并决定各自的角色（包括：Narrator, Sarah, Ella, Sarah's aunt, Sarah's uncle.）小组讨论并设计台词、表演动作等。必要时教师可提示学生参考学生用书62页听力部分的文字内容。
 - 3) 小组在限定时间里进行排练练习，之后在全班进行表演。
 - 4) 台词最佳组 (The Best Script)、表演力最佳组 (The Best Performance)、设计最佳组 (The Best Design) 和 最佳小演员 (The Best Actor/Actress) 等奖项。

补充词汇活动: WB P22 3. Fill in the gaps with the right form of the words in the box.

- 目的: 复习一般过去时的用法。
- 步骤:
 - 1) 教师带领学生读第一句话, 并从单词框中选出正确的动词, 使用其正确形式填空。
 - 2) 学生独立完成其余的练习。完成后可先同伴之间比对答案, 教师再在全班检查答案。

答案

1. packed up
2. started out
3. chased
4. any more
5. luckily
6. trouble
7. took

语法教学 Grammar 2

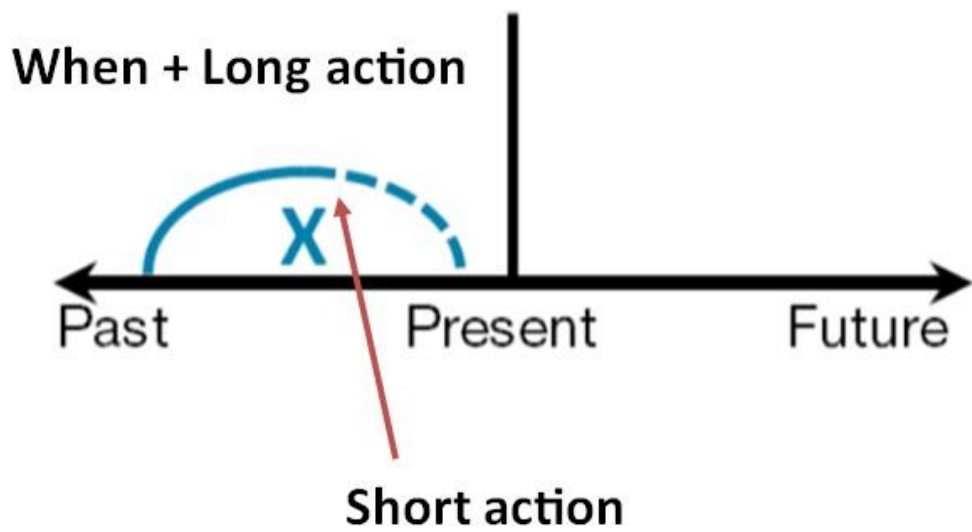
做活动: SB P41 CD2 16

1. Listen and repeat.

- 目的: 聚焦本课语法重点——过去进行时when 引导的从句。
- 步骤:
 - 1) 教师播放录音, 让学生聚焦语法框里的关键句及句中红色的重点内容。
 - 2) 请学生回到 Story 2 文本 (听力部分的文字内容请见学生用书 P62)。定位并划出过去进行时 when 引导的从句, 将句子拆分成长动作与短动作, 填入如下表格:

Long action	Short action
When she was crossing on the stones,	Ella fell in.

- 3) 引导学生理解分句中过去进行时描述的是一个在过去持续的长动作或情景, 一般过去时描述的是一个发生在过去的短动作或事件。When 引导的从句则表示这个持续的长动作被短动作打断, 或短动作在某个情景下发生。



补充语法活动：

- 1) 请一位学生听句子做动作。教师说：When she was crossing on the stones,
(学生做出跨过石头的动作) Ella fell in. (学生做出摔倒的动作)
- 2) 请学生重新回到语法框中的句子，用圆圈画出句中使用过去进行时描述的部分，用下划线画出使用一般过去时描述的部分，进一步理解句型结构。

Long action	Short action
When she was crossing on the stones,	Ella fell in.
When they were sleeping,	the tent began to move.

语法练习 Grammar Practice

做活动：SB P41

2. Complete the sentences with the right form of the verbs in brackets.

- 目的：在不同的语境中正确使用过去进行时 when 引导的从句。
- 步骤：
 - 1) 教师完成第一句的填空，为学生做示范。提醒学生注意长动作和短动作在句型结构中的功能和搭配。
 - 2) 学生独立完成其余练习。
 - 3) 学生完成练习后先和同伴比对答案，再由教师在全班检查答案。

答案：

1. came
2. saw, was walking
3. was washing, broke
4. was playing, began

5. were sleeping, was, woke

6. was walking, met

做活动: **SB P41**

3. Think of something that happened last week. Work in pairs. Tell your partner.

- 目的: 在交际语境中练习使用过去进行时 when 引导的从句。
- 步骤:
 - 1) 请学生读词组框里的第一个词组 walk to school, 然后教师造句, 作为示范。例如: When I was walking to school yesterday morning, I found a purse on the street.
 - 2) 请一位学生同样使用词组 walk to school, 并根据自己的真实情况在全班造句。
 - 3) 同伴之间进行交流, 并相互检查表达的准确度。
 - 4) 教师请几组同学在全班展示。

补充口语活动:

- 1) 教师将全班学生分为五列, 进行悄悄话游戏。
- 2) 每位学生从框中选一个词组造句。第一位学生将自己的句子小声告诉第二位学生 (例如: When I was walking to school last Friday, I met a friend.)
- 3) 第二位学生需要转述第一位学生的句子, 再加上自己的句子, 小声告诉第三位学生 (例如: When XX was walking to school last Friday, he/she met a friend. When I was eating lunch yesterday, my sister broke a cup.)
- 4) 继续进行句子传递, 直到最后一位学生。看看哪个小组的最后一位学生说出的句子又多、又准确。

补充语法活动: **WB P23** 4. Put the words in the right order to make sentences. The first word is given.

- 目的: 在新的语境中巩固过去完成时 when 引导的从句的用法。
- 步骤:
 - 1) 老师先带着学生读第一句话, 使用过去完成时 when 引导从句的正确形式排序。
 - 2) 请学生独立完成其余的练习, 学生完成后, 请学生与同伴之间先比对答案, 教师再在全班检查答案。

答案

1. When you were walking to school, what did you see?
2. When I was reading, the cat jumped on my chair.
3. When they were watching TV, there was a knock on the door.
4. When he was crossing the bridge, he fell in the river.
5. When they were doing their homework, the phone rang.
6. When Mary was sitting on the beach, she saw some dolphins.
7. What were you doing when you met him?

补充语法活动: WB P23 5. Fill in the gaps with the right form of the words in brackets.

- 目的: 在新的语境中巩固过去完成时 when 引导的从句的用法。
- 步骤:
 - 1) 老师请学生先通读全文, 通读时先跳过填空部分, 可根据上下文意猜测填空部分的内容。
 - 2) 教师带领学生一起完成第一个空, 再请学生独立完成其余练习。
 - 3) 待学生完成后, 请学生同伴之间先比对答案, 教师再在全班检查答案。

答案

1. were sitting
2. was having
3. were eating
4. stole
5. started
6. was chasing
7. fell
8. were fishing
9. were making
10. stepped

补充口语活动: Miming the scene!

- 目的: 通过趣味活动, 让学生在真实交际情景中练习使用过去进行时 when 引导的从句。
- 步骤:
 - 1) 教师请一位学生配合演示游戏规则: 教师和学生分别用哑剧的方式做动作, 请全班同学说出完整的句子。注意, 两人表演的动作既要有长动作, 也要有短动作。例如:
教师表演不停地大声说话, 同时学生 Li Mingxi 站了起来。引导全部学生造句:
When the teacher was talking loudly, Li Mingxi stood up.
 - 2) 将全班分为四个大组, 每组选派两位学生分别表演。
 - 3) 小组演员轮流在全班表演。一组在表演时其他三组学生使用完整句表达并抢答。抢答又快又准确的小组得分。四个组轮流进行表演和抢答。
 - 4) 最后, 得分最高的小组获答题最佳奖 (The Highest Score); 全班学生选出表演最佳的一组, 授予表演最佳奖(The Best Performance)。

结束本课 Ending the lesson

做活动：Review

- 目的：通过回顾故事情节，复习 Story 1 和Story 2 文本内容及目标句型。
- 步骤：

教师请学生合上书回忆 Story 1 和 Story 2 的故事情节, 并根据故事情节向学生提问, 如:

Where were the children when the lights went out? What were they doing? Where did Sarah go on Friday night? How was Sarah's camping trip? What were the problems? 请学生回忆并回答。

Skills (3 学时)

[illegible]

● 教学目标

阅读：学生能够阅读一个穿越到新西兰的冒险故事，理解主旨大意和细节信息，运用目标语言表达输出。

听力：学生能够听懂一段日常对话，理解主旨大意和细节信息。

口语：学生能够在小组游戏中使用过去进行时进行提问和回答，分享自己的生活。

写作：学生能够使用过去进行时对梦境进行描述，并完成范文仿写。

导入活动 lead-in

做活动: Picture walk

目的：讨论与新西兰和毛利族相关的话题，引起学生阅读兴趣，扫除学生生词障碍，为阅读穿越故事做准备。

- 步骤:
 - 1) 展示文章图一，教师提问：What can you see in the picture? (a snowy mountain)，学生回答后，教师继续引导 But today we will go to a volcano with Zach and his friends. 展示一张火山照片并教授新词 volcano. 教师继续引导 Can you guess which country has both snowy mountain and volcano?
 - 2) 展示文章图二，教师提问：Why was Billy holding a compass? 介绍新词 compass.

教师继续提问 What's going on? Which country did the children arrive at?

- 3) 学生速读文章，找到答案。教师引入故事阅读。

阅读技能教学

做活动: **SB P42 CD2 17**

1 Listen and read. Which country did the children go to?

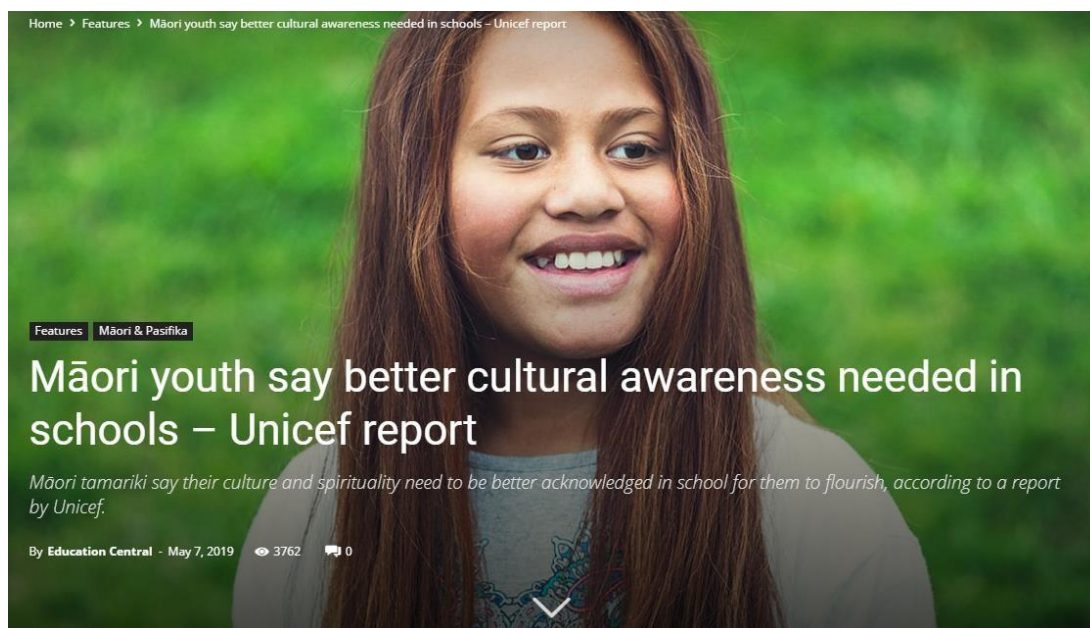
- 目的：快速浏览文本，了解文章主旨大意。
- 步骤：
 - 1) 请学生快速浏览文本，阅读故事梗概，找到问题答案，和自己的同伴分享，然后教师播放听力录音，全班一起检查答案。
 - 2) 提问学生：What do you know about New Zealand? 并向学生展示一些关于新西兰风土人情的照片，同时介绍新西兰的原住民 the Māori: Māori are the original people of New Zealand. Māori culture is an important part of daily life in New Zealand.
 - 3) 处理课文新词：教师通过回顾课文内容，处理 Reading 里出现的其余新词：

in the distance, crater, magical, holy, spirit, rescue helicopter, crossroad, footprint.

答案：New Zealand.

教学提示

讲解毛利人文化生活时可着重培养学生对世界文化多样化的尊重，对他国传统文化的尊重。教师在选择毛利人的照片和视频等资料时，要注意甄选。适当引发学生的好奇心，但要避免学生对他人文化产生猎奇的负面心态。



做活动：SB P43

2. Read again and answer.

- 目的：阅读故事，理解文本细节信息。
- 步骤：
 - 1) 带领学生一起读练习中的句子，确保学生能够理解所有问题。
 - 2) 请学生阅读文本，判断练习中的句子是否正确，并改正错误信息。
 - 3) 完成练习后，请学生和同伴一起检查答案，然后全班一起检查答案。

答案：

1. Two snowy mountains and a blue lake.
2. The Māori people.
3. The fire spirits.
4. A rescue helicopter.
5. A compass.
6. They saw footprints.
7. Some lost children.
8. They made the word HELP with clothes.

做活动：SB P43

3. Read and complete the story map.

- 目的：梳理故事梗概，检测学生是否理解全文。
- 步骤：
 - 1) 请学生将 Story map 补充完整，和同伴比较答案，最后全班一起检查答案。
 - 2) 教师在 PPT 里简化 Story map，直到简化为几个关键词。学生与同伴互相根据关键词叙述故事。请 2-3 个学生在全班叙述故事。简化形式可根据学生水平决定，示范如下：

Landed	noise	Compass, footprints, voices	children, clothes, HELP
--------	-------	-----------------------------	-------------------------

答案：

- | | |
|-----------------|--------------|
| 1. volcanoes, | 9. children |
| 2. New Zealand, | 10. plan |
| 3. mountain, | 11. forest |
| 4. down | 12. snow |
| 5. helicopter | 13. clothes |
| 6. forest | 14. HELP |
| 7. compass | 15. children |
| 8. footprints | |

做活动：SB P43

4. Create! Work in groups. Write a play script for the story. Then act it out.

- 目的：内化文本语言，运用目标语言表达输出。
- 步骤：
 - 1) 学生七人一组，其中四人扮演 Zach and his friends 的角色，另外三人扮演走失的孩子们。每位成员根据自己的角色特点同小组成员一起编写剧本。
 - 2) 教师请各组学生在给定时间内编排角色台词与故事发展，然后请各小组展示表演；其他同学根据他们的表演内容是否完整、语言表达是否丰富和正确，给展示小组打分。最终全班评出“The Best Story”（最佳故事）、“The Best Acting”（最佳表演）、“The Best Lines”（最佳台词）、“The Best Cooperation”（最佳小组合作）等奖项。

补充阅读活动：WB P24 7a. Read and answer. What is the meaning of the folk tale?

- 目的：训练学生进行快速阅读，理解文章大意，锻炼提炼文章大意的能力。
- 步骤：
 - 1) 带着学生浏览 a—c 三个选项，理解意思。
 - 2) 请学生在规定时间内快速扫读，理解并提炼文章大意，思考What is this folk tale trying to tell us? 回答问题：What is the meaning of the folk tale? 请学生和同伴比对答案，再由教师在全班检查答案。

答案：c

7b. Read again and put the pictures in the right order.

- 目的：进一步提升阅读中获取细节信息的能力。
- 步骤：学生再次阅读文本，为图片排序。全班一起检查答案。

答案 a1 b5 c2 d4 e3

听力技能教学 Listening

做活动: **SB P43**

5. Listen and answer. Why didn't Alice go to Ben's soccer game?

- 目的: 听对话, 理解对话主旨大意。
- 步骤:
 - 1) 为学生介绍这个对话的背景: Ben and Alice were talking on the phone. Ben felt worried about Alice, as she didn't look well.
 - 2) 提问学生: Why didn't Alice go to Ben's soccer game? Listen and find out.
 - 3) 教师为学生播放录音, 请学生找到答案, 全班一起检查答案。

答案

She was feeling sick.

听力文本

Ben: Oh hi Alice. How are you? I've been worried.

Alice: I'm OK.

Ben: Only OK?

Alice: Yes, I was feeling sick today so I didn't come to your soccer game. Sorry!

Ben: Was it something you ate?

Alice: I don't know. I may just be tired.

Ben: I know you were working hard all last month.

Alice: Yes, I was training every morning before school for the swimming competition.

Ben: Sounds like you need some fun! We were thinking of going to the movies on Saturday. Would you like to come?

Alice: What movie were you thinking of seeing?

Ben: We were thinking of two possible movies. One is about a champion swimmer.

Alice: And I suppose the other is about a soccer player!

Ben: Yes, it is actually!

做活动: **SB P43 CD2 18**

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

- 目的: 听对话, 理解细节信息。
- 步骤:
 - 1) 请学生阅读句子, 回忆对话内容并判断正误。
 - 2) 播放录音, 请学生听录音完成判断。
 - 3) 学生和自己的同伴比对答案, 然后教师再次播放录音, 在关键处暂停带着学生一起检查答案。

答案:

1. T
2. F (She was training for a swimming competition)

3. T
4. T
5. T
6. F (One is about a swimmer)

补充听力活动： WB P23 17 6a. Listen and answer. What was the dog trying to tell them?

- 目的：进一步提升学生听对话理解主旨大意的能力，锻炼学生根据上下文猜测词义的能力。
- 步骤：

请学生读图并提问：What can you see in the picture? 学生回答后继续提问：Why was the dog barking? 请学生听录音回答问题，然后教师在全班检查答案。

答案

A cat was stuck in a tree.

录音文本 6a 6b

Ben: Hi, Ally! I phoned you three times on Saturday but you didn't answer. Were you away? What were you doing?

Ally: We went out for a picnic in the country. And we had an adventure!

Ben: What happened?

Ally: Well, when we were walking down the path, we saw a dog. It was barking loudly. He ran into the trees and then looked back at us and barked again. We walked on but he came to get us and barked again.

Ben: Wow. Was he trying to tell you something?

Ally: Yes! He was!

Ben: So what did you do?

Ally: We followed him into the trees.

Ben: And what happened?

Ally: The dog took us to a tree. High up in the tree was a cat! She couldn't get down!

Ben: So the dog and the cat were friends! That's unusual.

Ally: Yes, the dog was really unhappy!

Ben: So what did you do?

Ally: My brother climbed up and got the cat. Then we looked at the dog's collar. It had an address and a phone number. We phoned the owners and they came and got the cat and dog.

Ben: Wow! A happy ending!

6b. Listen again. Put the events in the right order.

- 目的：进一步提升学生听对话、理解细节信息的能力。
- 步骤：
 - 1) 再次播放录音，请学生将 7 项事件按照正确顺序排序。
 - 2) 学生先在同伴之间比对答案，然后教师在全班检查答案。

答案：1 4 6 3 5 7 2

口语技能教学 Speaking

做活动： SB P44

7. Play a board game.

- 目的：在小组活动中使用过去进行时对过去事件进行描述。
- 步骤：
 - 1) 请学生 4-6 人一组进行游戏。每组准备一枚硬币。每个人用一个小纸团或者橡皮作为旗子，代表自己。
 - 2) 学生轮流掷硬币。掷出正面前进一格，掷出反面前进两格。掷硬币的学生需要根据旗子移动后所在的格子正确回答问题，组内其他学生负责检查。如果回答正确，学生可继续掷硬币前进。如果出错则出局，轮换到下一个学生掷硬币。
 - 3) 组内最先达到终点的学生获胜。如果时间充裕，每组获胜的学生可再组成一组进行终极决赛，最终选出全班中的获胜者。

做活动：SB P45

Do you believe it?

- 目的：了解关于三位科学家的小故事，培养学生善观察、勤思考的习惯。
- 步骤：
 - 1) 请学生阅读 Do you believe it? 的文本，适当提问，检查学生是否理解主要内容。
 - 2) 思维训练和价值观讨论：向学生提问 Are you amazed by these stories?
What's your ideas about inspiration? Do you think it's important in scientific achievement? 教师可以引导或提示，让学生思考灵感与勤奋之间的关系。比如：可以问学生 Did they all work hard? What do you think is the main cause for them to succeed?
 - 3) 引导学生回顾自己的学习生活，看看身边哪些同学的观点或者生活中的事情曾经给他们启发。（Have you ever been inspired by any of your classmates' ideas? Could you tell us something happened in your life once inspired you?）
 - 4) 注意：教学时要正确引导学生，成功与努力是分不开的，但灵感经常来自不经意的时刻。没有平日的思考和努力无从获得灵感，而学习和研究过程中，也要重视想象力、积极的情感等因素，尤其是对学习和研究的兴趣与喜爱，这是成功不可或缺的要素。
 - 5) 请学生在小组内进行体验分享。教师请几位学生在全班进行分享。

写作技能教学 Writing

做活动：SB P44

8. Read the story and match the topics with the paragraphs.

- 目的：阅读小短文，理解主旨大意并标注段落大意。
- 步骤：
 - 1) 请学生阅读小短文，并标注出每段大意。
 - 2) 请学生与同伴比对答案，再由教师在全班一起检查答案。

答案：

1 b 2 a 3 c

做活动 SB P45

9. Write a dream story. Use the same outline.

- 目的：模仿范文的结构，对自己的梦进行描述和记录。
- 步骤：
 - 1) 请学生思考并分享自己的梦，对梦中的情节进行描述，有可能是：flying, being chased, falling, walking in a foreign county, saving someone, finding treasure with

friends 等等。

- 2) 请学生关注范文的结构 (1. Describing a scene, 2. What happened next, 3. The end of the story), 对自己的梦进行描写。
- 3) 学生完成第一遍草稿写作之后, 同伴之间交换检查。教师可随时为学生们提供帮助。
- 4) 学生根据交换检查中发现的问题, 进行第二遍写作, 完成后先自己校对。
- 5) 教师请几位学生展示自己的写作, 并大声读出来, 其他学生注意听并检查语言是否正确。
- 6) 教师对全班学生的作品进行检查和点评。


补充写作活动: Writing WB P25

Think of a folk tale or story that you know and write it in your own words. Sequence the order of events before you start writing. Use the past continuous and the past simple.

- 目的: 模仿范文, 练习使用过去进行时和一般过去时描写一则童话或寓言故事。
- 步骤:
 1. 请学生回忆自己喜欢的一则童话或寓言故事, 尝试用英语与同伴分享。
 2. 请学生模仿活动用书 P25 活动 7 的寓言故事, 用过去进行时和一般过去时描写自己喜欢的童话或寓言故事。
 3. 学生先和同伴分享自己的作品, 同伴之间相互阅读和检查。
 4. 请几位同学在全班大声朗读自己的作品, 全班一起检查和欣赏。
 5. 课后教师将学生的作品收集起来, 装订成一本班级童话寓言故事集。


Pronunciation & Let's check (1 学时)

Pronunciation


① Listen, repeat and find the same consonant sound. 

1. light, long, full, small

2. yes, yellow, canyon, year

③ Say the chant. Then listen and check. 


A young yellow bird
And your little black cat
Played in the hall
And hid in your hat.

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

year	lot	lost	your	call
yum	yesterday	tall		

light
lot

es

Let's check! on page 68 

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Unit 5

④ Fill in the gaps with the right form of words in the box.

start out trouble fill luckily anymore pack up take fall over all over free

- I didn't have a map, so I had a lot of trouble finding the restaurant.
- I spilled the coffee — now there is coffee all over the floor!
- It was the first day of our vacation. We finished packing and took at 10 o'clock.
- The cat fell into the swimming pool. My friend saw her and saved her.
- You can start out your water bottle at the tap over there.
- It rained hard all night, but when I got up it wasn't raining anymore.
- My homework was very hard and it took me a long time but I finally finished it.
- I tripped on the stairs and fell over.
- We didn't need to pay for the soccer match because we got some free tickets.
- On the last day of the vacation we packed up the tent and left the campground.

⑤ Fill in the gaps with the right form of the verbs in brackets.

- We were all at home yesterday evening. My mom was reading (read), my dad was watching (watch) TV and my brother was listening (listen) to music.
- Yesterday, when I was cooking (cook), the phone was ringing (ring).
- I phoned you at five yesterday but you didn't answer. What were you doing (do)?
- It was a lovely day at the beach. The sun was shining (shine). Families were having (have) picnics, children were playing (play) ball and lots of people were swimming (swim).
- When I got up (get up) this morning I heard (hear) a loud noise. It was a helicopter!
- Sam wasn't at home on Tuesday evening. He was swimming (swim) in the gym.
- When I got to school, my friends were already there. They were talking (talk) about a new movie.
- When I was watching (watch) TV, there was (be) a knock on the door.

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● 教学目标

- 学生能够识别/l/、/j/的发音，并了解对应发音的不同字母组合规律。
- 复习和检测本课语言知识。

● 目标语言

本单元的目标音/l/ /j/

热身活动 Warmer

做活动：What to take for my picnic?

- 目的：在口语练习中活跃气氛，启发思考，引出语音教学内容。
- 步骤：
 - 教师告诉学生自己要去野餐，但不知道带什么，请学生帮忙出主意。教师在黑板上画出三个框，如下：

l- light	-ll ball	y- yellow
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- 请学生尽可能写出包含目标音的与野餐有关的单词，看谁写得多。不必局限于食物，任何单词都可以。
- 教师请几位学生在全班进行分享，并将学生分享的单词写在黑板上。全班一起将其中表示食物的单词找出来，作为野餐食物清单。

以下为一些相关食物名称，供参考

l-	-ll	y-
lamb lemon latte lobster lollypop	meatball pill ell shell	yogurt yeast

发音教学 Pronunciation

做活动： **SB P45 CD2 19**

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

- 目的：呈现并练习辅音/l/、/j/的发音。
- 步骤：
 - 1) 教师一组一组地播放目标词汇，请学生听并跟读。问学生每组单词中包含的相同音是什么。
 - 2) 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。
 - 3) 任意读几个单词，让学生判断是否包含目标音。
 - 4) 带学生朗读每组单词，练习目标音的发音。教师尽量慢读，读清晰，让学生感受/l/与/y/的区别及各自发音的特点。
 - 5) 如有时间，可让学生从本单元中找 2-3 个包含目标音的单词，读给同伴听。

做活动： **SB P45 CD2 20**

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

- 目标：练习辨析目标音，并能够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) 学生和同伴核对答案，然后教师在全班检查答案。
 - 3) 请学生再次练习朗读这些单词。

做活动 **SB P45 CD2 21**

3. Say the chant. Then listen and check.

- 目的：辨别区分不同的目标音，在歌谣中练习目标音。
- 步骤：
 - 1) 学生自己尝试朗读歌谣，然后教师放录音，学生跟读，核对发音是否正确。如果发现学生读错单词，再带着学生朗读几遍。

- 2) 请学生自己练习朗读, 并练习以不同语速朗读。
- 3) 学生两人一组, 互相倾听对方朗读, 看谁读的又快又准。

补充口语活动: WB P25 18 9. Pronunciation

- 目的: 进一步训练学生听音辨析以及发音练习。
- 步骤:
 - 1) 播放录音, 学生根据发音规则完成 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。再次播放录音, 学生听录音练习跟读。
 - 2) 第三次播放录音, 学生完成 9b 活动
 - 3) 学生完成 9c 活动, 将单词分类填写到相应的目标音栏;
 - 4) 学生完成 9d 活动, 使用上个活动中圈出的单词再编一个绕口令, 和同伴进行分享。
请几个学生在全班分享, 全班学生跟读。看谁的绕口令更有趣。

答案: (请见附录活动用书答案)

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) 请学生回忆一下, 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) 请学生回忆本单元学习的目标句型, 如何使用过去进行时的肯定和否定形式的使用、使用一般疑问句对过去进行时态的事件进行提问和回答, 以及过去进行时when引导的从句。然后使用这个结构造两个符合自己真实情况的句子, 写在笔记本上, 并和同伴分享。
 - 3) 教师请学生回忆本单元学习了哪些音标, 并和自己的同伴一起想一想, 每个音标对应哪些字母或字母组合。将目标音写在笔记本上, 并写出包含有目标音的单词, 每个音写三个单词。
 - 4) 提醒学生培养整理笔记的好习惯, 增强及时复习的意识 (详见 Unit 1 此环节教案)

单元检测答案 Let's check

Page 68

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, 使用单词的正确的形式填空。然后全班一起检查答案。

答案

- | | |
|----------------|---------------|
| 1. trouble | 6. anymore |
| 2. all over | 7. took |
| 3. started out | 8. fell over |
| 4. Luckily | 9. free |
| 5. fill | 10. packed up |

做活动： **SB P68**

2. Fill in the gaps with the right form of the verbs in brackets.

- 目的：复习本单元重点语法。
- 步骤：学生按照题目要求，填写出动词的正确形式，然后全班一起检查答案。

答案：

- | | |
|--|---------------------------|
| 1. was reading was watching was listening | |
| 2. was cooking, rang | 5. was getting up , heard |
| 3. were, doing? | 6. was swimming |
| 4. was shining, were having, were playing, | 7. were talking |
| were swimming | 8. was watching, was |

家庭作业 Homework

- 其他活动用书的技能训练练习
- 配套同步读物: 《智取王冠》
-



Unit 6 Look into the future 展望未来

Story 1 & Grammar 1 (2 学时)

[illegible]

● 教学目标

1. 学生能够通过听、读，理解对话文本大意及细节信息；能总结文章大意，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will表示预见的意义和用法，能在交际活动中准确运用。

● 目标语言

核心词汇：

cure, disease, driverless, accident, VR technology, control, from a distance, traffic jam,
time travel

语法:

使用 will 表示对未来的预见。

- 👉 People **will live** longer.
- 👉 There **won't be** so many accidents.
- 👉 **Will** robots always **be** a good thing?
- 👉 What **will** the world **be** like in 50 years?

热身活动 Warmer

做活动: Have you ever thought about the future?

- 目的：介绍本节课主题，请学生自由讨论，激发学生的对本单元话题的兴趣。
- 步骤：向学生提问：What do you think life will be like in 50 years? 请学生自由分享。
教师可以在PPT上呈现 food, clothing, housing, transportation, education, leisure 等几个方面，帮学生搭支架。然后提问学生：Do you think life will be better or not in 50 years? 请学生简单分享。

故事教学 Story 1

做活动：Picture walk

- 目的：通过观察图片，对故事内容做预测，引起学生的阅读兴趣，同时处理课文中的部分新词。
- 步骤：
 - 1) 告诉学生，书中的小伙伴们也在讨论未来的生活。请学生读图，预测小伙伴们会讨论未来生活的哪些方面，呈现词汇：driverless, control, traffic jam。
 - 2) 请学生猜一猜，故事中的主人公认为未来 50 年的生活会变得更好，还是会出现更多问题？

做活动：SBP46 CD2 22

1. Listen and read. Who thinks life will be better in 50 years? Who thinks there may be problems?

- 目的：听读 Story 1，理解主旨大意。
- 步骤：
 - 1) 播放 Story 1 课文录音，学生一边听一边读，回答题干中的问题：Who thinks life will be better in 50 years? Who thinks there may be problems?
 - 2) 全班一起检查答案。教师可以进一步追问：Why do Zach, Billy and Sarah think life will be better? What problems will people have in the future according to May? 在引导过程中，教师为学生呈现新词 accident, VR technology, control, from a distance, time travel 等。

答案：Zach, Billy and Sarah think life will be better. May thinks there will be problems.

做活动：SB P46

2. Read again. What do the children think life will be like in 50 years? Write *T* (true) or *F* (false).

- 目的：学生再次阅读 Story 1，获取文本细节信息。
- 步骤：
 - 1) 学生阅读文本，将答案写在问题旁边。
 - 2) 学生和同伴核对答案，标出不确定答案的题目。
 - 3) 如果学生需要，教师再次播放录音，学生关注不确定答案的题目。然后全班一起检查答案。

答案：

2 T 3 T 4 T 5 F 6 T 7 F 8 F

补充阅读活动: Read the dialog

- 目的: 分角色朗读故事, 进一步熟悉故事情节, 练习口语交际。
- 步骤:
 - 1) 请学生五人一组, 分别扮演故事中的五个角色: Teacher, Sarah, Zach, Billy, May
 - 2) 学生先在小组里练习朗读, 让学生体会所扮演的角色带有感情地朗读对话。然后选几组学生, 在全班进行展示。

做活动: SB P47

3. Complete the story summary on page 59.

- 目的: 学生在理解文本内容的基础上进行总结概括。
- 步骤:
 - 1) 学生独立完成学生用书 59 页本单元的 Story summary。教师提醒学生注意词汇的形式。
 - 2) 学生两人一组, 核对答案, 然后全班一起检查答案。
 - 3) 学生在课余可以借助 Story summary 互相复述故事。

答案:

2 lives 3 cure 4 easier 5 robots 6 accidents
7 driverless 8 free time 9 home 10 control 11 fewer 12 fewer
13 faster 14 25,000 km 15 faster 16 Time travel

做活动: SB P47

4. Think! Would you like to have a robot to do everything for you? Why or why not? What would you like it to do?

- 目的: 学生在文本内容基础上进行迁移和讨论, 提升思维技能与口语交际能力。
- 步骤:
 - 1) 先请学生回顾文本, 找到故事里有关对未来机器人的预测。(Robots will do all the cooking and cleaning.)
 - 2) 将学生分成四人小组, 请学生在小组里讨论未来机器人还可以为我们做哪些事情, 是否希望机器人为我们做所有的事情。大家自由发挥并解释原因。
 - 3) 学生有 3—5 分钟时间讨论, 讨论时各自记录要点。然后全班学生重新分组, 如原小组为 ABCD 四人一组, EFGH 四人一组, 重新分组后, 组合成 ABEF 四人组以及 CDGH 四人组。学生在新的小组中分享刚才讨论的要点, 并记录新的讨论结果。
 - 4) 教师邀请小组代表在全班进行分享。

补充词汇活动: WB P26. 1. Unscramble the words to complete the sentences.

- 目的: 通过句子练习, 巩固、复习本单元的重点词汇与表达。
- 步骤:
 - 1) 教师先使用第一个题目为学生做示范, 然后学生独立完成余下题目。
 - 2) 学生和同伴一起比较答案, 全班一起检查答案。

答案

1. traffic jam
2. transport
3. cure
4. accident
5. control
6. driverless

语法教学 Grammar 1

做活动: SB P47 CD2 23

1. Listen and repeat.

- 目的: 聚焦本课语法重点: will表达预见的用法。
- 步骤:
 - 1) 教师将问句 What will the world be like in 50 years? 写在黑板上, 请学生简单回忆课文中围绕这个话题都做了哪些讨论, 并将句子写在黑板上: Doctors will be able to cure more diseases. But will robots always be a good thing? There won't be so many accidents.
 - 2) 请学生朗读这些句子, 并体会 will 的用法。让学生在课文里找出更多包含 will 的句子。告诉学生, 可以使用 will 表达对未来的预测。然后, 教师将下面的表格呈现在 PPT 上, 带着学生简单梳理表格的内容。

Grammar 1 Make predictions with will

	Positive	Negative
I/He/She/It We/You/They	will win next Sunday.	won't win next Sunday.

Question	Short answers
Will I/he/she/it/we/you/they win next Sunday?	Yes , I/he/she/it/we/you/they will . No , I/he/she/it/we/you/they won't .

语法练习 Grammar Practice

做活动: **SB P47**

2. Complete the sentences with *will* or *won't* to make predictions for the world in 100 years.

Then give your reasons.

- 目的: 通过趣味活动练习巩固本单元重点语言结构 *will/won't* 的用法。
- 步骤:
 - 1) 学生根据自己对未来的预测, 使用 *will / won't* 将句子补充完整, 并给出原因。教师可以用第一个句子给全班做示范, 鼓励学生给出的理由要合理、有依据。
 - 2) 学生独立完成练习, 教师在班级中走动, 检查学生的语言运用是否准确。
 - 3) 学生两人一组, 比较答案, 表达分享自己的观点。

补充语法活动: **WB P26** 2. Complete the conversations with *will / I'll* or *won't*.

- 目的: 在对话情境中练习使用 *will* 的正确形式进行问答。
- 步骤:
 - 1) 教师用第一个句子作为示例, 带着学生一起完成, 将对话补充完整。
 - 2) 学生完成其余练习。
 - 3) 全班一起检查答案。

答案

1. Will, won't
2. won't, will / I'll
3. will / I'll, will / I'll, will / I'll
4. will / I'll, will / I'll, will / I'll
5. will / I'll, will / I'll

做活动: **SB P47**

3. Predict your and your partner's future in 30 years, and fill in the table. Then work in pairs and check your predictions.

- 目的: 在趣味活动中练习使用 *will* 对未来进行预测, 并根据真实情景展开问答。
- 步骤:
 - 1) 教师首先使用自身经历为学生做示范: In 30 years, I will visit lots of countries: Mexico, Brazil, France, Spain and Italy. I will move to a small town. How about you? What will you be like in 30 years?
 - 2) 学生两人一组, 用表格中的问题, 从不同方面预测同伴的未来, 并填入表格。
 - 3) 学生与同伴分享预测: I think you will ... 同伴根据自己的情况做判断, 并说出对自己的预测 (Yes, I will. / No, I won't! I'll...).
 - 4) 学生分享时, 教师在班级中走动观察, 并询问学生是否认为同伴的预测合情合理。

补充口语活动: Let's get the fortune cookies!

- 目的: 通过趣味活动练习使用 will 对未来进行预测, 并练习书写。
- 步骤:
 - 1) 在 PPT中呈现 fortune cookies 的图片, 问学生是否知道这是什么, 教师为学生补充背景知识: If you go to a Chinese restaurant in the US, you may find some cookies like these. A fortune cookie contains a slip of paper with some smart words.
 - 2) 接着教师继续展示 fortune cookies 的图片, 在黑板上写出一句鼓励的话, 如: Don't give up. You'll be better soon. 告诉学生, 今天全班要一起尝试来制作 fortune cookies。
 - 3) 教师可以用 PPT 给出一些积极正面的主题, 比如: friendship, love, hope, success, health, happy 等等, 然后请学生每人拿出两张纸条, 各写下一个美好的预测。在学生写作过程中, 教师在教室里走动, 检查学生的句子。
 - 4) 学生写完后, 教师将学生的纸条收集起来打乱顺序, 请学生分别随机抽取, 然后请几位学生在全班分享自己抽到的内容, 说一说他们认为这个预测是否会实现。

以下图片仅供参考





结束本课 Ending the lesson


做活动：Review

- 目的：通过回顾 Story 1 故事情节，复习文本内容，激发学生继续深入探索的兴趣。
- 步骤：
 - 1) 教师请学生回忆，故事中谈论了哪些可能在未来发生的变化，哪些变化最有可能发生。
 - 2) 请学生课后收集相关资料。每人至少收集一个关于最新科学发明的信息，并准备一些相关图片，在下节课与全班分享。

Story 2 & Grammar 2 (2 学时)

Story 1

① Listen and read. What displays did the children see in the exhibition?



The children's class went to a looking into the future Exhibition. There were several halls with different displays about life in the future. "Let's go to the Inventions Hall!" said Zach.

Inside the Inventions Hall there were some smaller rooms. The first room was called Save Our Earth Inventions. First, they saw a huge 3D printer and lots of printed models. "This is fantastic!" said May. She touched a big computer screen. "Look! In the future, 3D printers will print houses and buildings. This will make houses much cheaper! And it will also save lots of resources." "If I get a 3D printer one day, I'll print a spaceship! I'll have my own private spaceship!" said Zach excitedly.


Billy was looking at a car with some coffee jacks on the seat. "Look!" he said. "In the future, cars will burn coffee instead of gas!" "But coffee is more expensive than gas," said Sarah. "They'll use coffee waste — after people have drunk the coffee," explained Billy. "There will be less pollution." "If cars use coffee there will be less CO₂ in the air," said Zach. "That will help my climate change."

The children went into the next room: Relationship Changing Inventions. A robot came up to them. It looked like a small metal person on wheels. "Hi!" said the robot. "My name is Suki. Let me be your guide!" Suki showed the kids some pictures of robots on a TV screen. "In the future," she said, "robots will look just like humans! They will be able to chat and make jokes. People will have them as friends."


"Great! In the future, it's just lovely. I'll buy a robot friend!" said Sarah. Suki went on to show them a model of a headset with a computer. "People will be able to read other people's thoughts with this headset," she said. "If people can't speak, it will help them to communicate," said Suki. "But what will happen if some bad guys get this invention? That will be terrible!" said Billy. "I don't want other people to read my thoughts. I won't have any secrets!"

look into the future several resource private explain pollution
come up unhealthy groceries


② Read again. Number the pictures in the order of the story. Then complete the sentences.




1. 3D printer will be able to make houses.



3. _____ will read people's thoughts.




2. _____ will run on coffee waste.




4. _____ will be friends with people.


③ Listen to Story 2 Part 2. Number the things in the order of the story.




1. The smart jacket



2. Trash can



3. The smart coffee table



4. Talking forks

④ Listen again and match.

1. The smart jacket

2. Trash can

3. The smart coffee table

4. Talking forks

a. will order food for you from the shops.

b. will tell you to stop eating unhealthy food.

c. will keep you warm or cool.

d. will show photos of what you are talking about.

⑤ **7 points!** Discuss the questions in groups. Then report your answers to the class.

- Which inventions would you like to have?
- Which do you think will change our lives most?
- Will the inventions in the exhibition make our lives better or worse?

2 points!

⑥ Listen and repeat.

If I get a 3D printer one day, I'll print a spaceship.
What will happen if some bad guys get this invention?

⑦ Complete the sentences with the right form of the verbs in brackets.

- If robots are able to do people's jobs, people (have) _____ more free time.
- If we _____ (not stop) using gas in cars, what _____ (happen)?
- If we _____ (build) houses with a 3D printer, they _____ (be) cheaper.
- If space travel _____ (get) safer and cheaper, more people _____ (travel) in space.
- If there _____ (be) more deserts, there _____ (not be) enough farmland to grow food.
- What _____ (happen) if there _____ (be) too many people in the world?
- If we _____ (switch) to electric cars, there _____ (be) less CO₂ in the air.
- If we _____ (have) smart jackets, we _____ (not need) to wear heavy coats.

⑧ A chain game! Work in groups. Choose one of the ways below to begin.

• If it's raining tomorrow, we'll all go to Sam's house.

• If my mom agrees, I'll have a party on Saturday.


• If there's a good movie this weekend, we'll go to the theatre.

If we go to the beach, I'll bring a picnic.

If it's sunny tomorrow, we'll go to the beach.

If you bring a picnic, I'll bring some drinks.

If you bring some drinks, I'll buy us some ice cream.



● 教学目标

- 学生能够通过听、读，理解故事文本大意及细节信息，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。
- 学习并理解如何使用 if 条件从句表示将来，并能在交际活动中准确运用。


● 目标语言

核心词汇：

look into the future, several, resource, private, explain, pollution, come up, unhealthy, groceries

语法：

使用 if 条件从句表示将来。

 If I get a 3D printer one day, I'll print a spaceship.

 What will happen if some bad guys get this invention?

热身活动 Warmer

做活动: Share what you have found

- 目的：请学生分享课后的调研成果，引出本节课主题。
- 步骤：

- 1) 教师请几位学生在全班进行分享，他们课下找到了哪些最新的发明，展示图片并做简要介绍。
- 2) 学生思考并表达他们的看法，探讨这些新发明是否有用，是否有意愿应用于自己的日常生活，会为世界带来什么变化。

故事教学 Story 2

做活动：Picture walk

- 目的：根据图片对 Story 2 做预测，引起学生的阅读兴趣。
- 步骤：
 - 1) 告诉学生，故事中的主人公正在参观一个展望未来生活展。带着学生一起读图，向学生提问：Look at the picture. What are these inventions? Can you guess?
 - 2) 在学生猜测的过程中，向学生呈现新词：look into the future, resource, 3D printer。

做活动：SB P48 CD2 24

1. Listen and read. What displays did the children see in the exhibition?

- 目的：阅读 Story 2，获取文本主旨大意。
- 步骤：
 - 1) 教师请学生阅读 Story 2，请学生回答，What displays did the children see in the exhibition?
 - 2) 教师播放听力录音，在全班检查答案，同时继续提问更多理解性问题，例如：What are the inventions? How will the inventions help save the resources? How will they change the relationship?
 - 3) 引导学生跟读文章，教师讲解文本中的生词：several, private, explain, pollution, come up。

答案: Save Our Earth Inventions; Relationship Changing Inventions

做活动：SB P48

2. Read again. Number the pictures in the order of the story. Then complete the sentences.

- 目的：阅读文本，获取文本细节信息。
- 步骤：
 - 1) 学生再次快速阅读文本，根据文本中物品出现的顺序，将四幅图片排序。
 - 2) 学生阅读句子，凭记忆补充句子的主语，与同伴比较答案。
 - 3) 对于不确定的信息，学生再次回到文本中确认答案，最后教师在全班检查答案。

答案:

2, 1, 3, 4

2. Cars, 3. Headsets, 4. Robots

做活动: **SB P49 CD2 25**

3. Listen to Story 2 Part 2. Number the things in the order of the story.

- 目的: 听 Story 2 后续故事, 获取主旨大意。
- 步骤:
 - 1) 请学生观察图片, 思考图片中的发明, 猜一猜这些发明都有什么功能, 教师请几位学生在全班简单分享。
 - 2) 在引导看图与讨论的过程中, 教师为学生解释生词: unhealthy, groceries。
 - 3) 播放录音, 学生根据故事中出现的顺序, 将图片进行排序。
 - 4) 学生和同伴检查答案, 然后教师在全班检查答案。

答案: 2, 4, 3, 1

做活动: **SB P49 CD2 25**

4. Listen again and match.

- 目的: 再次听听力文本, 获取细节信息。
- 步骤:
 - 1) 教师带着学生一起读句子, 请学生先凭记忆搭配句子前后两部分。
 - 2) 再次播放录音, 让学生检查自己的答案。
 - 3) 引导学生跟读文章。

答案:

1c 2a 3d 4b

补充词汇活动: WB P26 3. Circle the correct words.

- 目的: 学生巩固练习本单元的重点词汇和表达。
- 步骤:
 - 1) 教师用第一个句子作为示例, 带着学生一起完成。
 - 2) 学生完成其余练习。
 - 3) 全班一起检查答案。

答案

1. a
2. c
3. c
4. b
5. a
6. b

做活动: **SB P49**

5. Discuss! Discuss the questions in groups. Then report your answers to class.

- 目的：学生在本文基础上进行迁移和创新，并进行口语输出。
- 步骤：
 - 1) 将学生分成四人小组，请学生在小组就活动中的三个问题进行讨论。
 - 2) 学生有 3—5 分钟时间讨论，讨论时各自记录要点。然后全班学生重新分组，如原小组为 ABCD 四人一组，EFGH 四人一组，重新分组后组合成 ABEF 四人组以及 CDGH 四人组。学生在新的组中分享刚才讨论的要点，并记录新的讨论结果。
 - 3) 教师邀请小组代表在全班进行分享。

语法教学 Grammar 2

做活动：SB P49 CD2 26

1. Listen and repeat.

- 目的：聚焦本课语法重点：使用 if 条件从句表示将来。
- 步骤：
 - 1) 带着学生回忆，故事主人公在展览中都看到了什么发明，围绕这些发明，他们都做了什么样的预测：What inventions did they see in the exhibition? What did they say? 可以在黑板上写出提示词 cars-coffee/lonely, robot friend，引导学生说：If cars use coffee, there will be less CO2 in the air./If I feel lonely, I'll buy a robot friend!
 - 2) 引导学生发现 if 从句为句子提供了前提，will 表达在这一前提下对未来的预测。教师播放 listen and repeat 部分的录音请学生跟读。并将句子中的 if / will 结构划出来。引导学生关注 if 从句要使用一般现在时进行表达。让学生在课文中找到所有用 if 从句表达对未来预测的句子，体会在语境中的用法。
 - 3) 教师给出目标句式的前半句，请几位同学将句子补充完整，如：If the robot can work for us,... If we have better energy for the cars, ...

语法练习 Grammar Practice

做活动：SB P49

2. Complete the sentences with the right form of the verbs in brackets.

- 目的：通过句子练习，巩固目标句型。
- 步骤：
 - 1) 教师使用第一个练习为学生做示范，提醒学生注意句型结构中主句和从句的时态。
 - 2) 学生独立完成余下练习，和同伴比较答案，最后全班一起检查答案。

答案：

- | | |
|----------------------------|---------------------|
| 1. are able to, will have | 5. are, won't be |
| 2. don't stop, will happen | 6. will happen, are |
| 3. build, will be | 7. switch, will be |
| 4. gets, will travel | 8. have won't need |

补充语法活动: WB P26 4. Complete the sentences with the right form of the verbs in brackets.

- 目的: 通过更多的句子练习, 进一步巩固 if 从句表达预测的句子形式。
- 步骤: 教师使用第一个句子为学生做示范, 然后学生独立完成余下句子, 和同伴检查答案。最后全班一起检查答案。

答案

1. come, will/'ll be
2. rains, will/'ll, do
3. go, will/'ll get
4. see, will/'ll tell
5. will/'ll happen, doesn't come
6. watch, won't sleep
7. wash, will/'ll dry
8. are, will/'ll invite

补充语法活动: WB P27 5. Fill in the gaps with the right form of the words in the box.

- 目的: 在对话语境中复习巩固本单元目标语法及表达。
- 步骤:
 - 1) 教师请学生使用方框中的表达将对话补充完整, 学生完成后和同伴互相检查答案。最后全班一起检查答案。
 - 2) 教师请学生两人一组, 练习朗读这段对话。

答案

- | | |
|---------------|------------------|
| 1. if | 5. will/'ll be |
| 2. instead of | 6. will/'ll help |
| 3. several | 7. will/'ll shop |
| 4. will be | 8. order |

做活动: SB P49

3. A chain game! Work in groups. Choose one of the ways below to begin.

- 目的: 通过趣味活动, 运用本节课目标语法完成任务。

- 步骤:

- 1) 教师在PPT上呈现一张带有阳光沙滩的图片, 告诉学生, If it's sunny tomorrow, we'll go to the beach. 然后邀请三个学生, 依次读出书上剩下的三个句子, 然后再邀请 1-2位学生, 继续往下接龙, 确保学生理解活动规则。
- 2) 然后教师将学生分成四人小组, 请学生在后面的句子中任选一个, 仿照上面的例子进行接龙。
- 3) 学生在小组中分享完之后, 教师邀请几组学生在全班进行分享, 看看哪组的句子最有趣。

补充口语活动: Guess about the rest.

- 目的: 在趣味活动中, 运用 if 从句。

- 步骤:

- 1) 教师带着学生回顾, if 从句哪个部分表达 condition, 哪个部分表达 result。然后教师在PPT上呈现句子的碎片, 一些是 condition, 有一些是 result, 请学生和自己的同伴将句子补充完整。学生可以尝试使用不同的方式补充句子, 只要句子合理即可。
- 2) 教师请几组学生在全班进行分享。

呈现在PPT上的句子

Result:

He'll be sad. (possible answer: If you don't come tomorrow, he'll be sad.)

The football game will be cancelled. (possible answer: If it rains tomorrow, the football game will be cancelled.)

I'll buy a new computer.

We'll run out of clear water.

Condition:

If the robot can work for us in the future,

If you don't get better tomorrow,

If you go to the display,

结束本课 Ending the lesson

做活动: Review

- 目的: 回顾复习本节课语法知识。
- 步骤: 教师带着学生回顾, 本单元都学习了哪些对未来进行预测的表达, 并复习 if 从句的结构。

Skills (3 学时)

● 教学目标

阅读：学生能够阅读一篇关于解决未来食物短缺问题的文章，理解主旨大意和细节信息，通过上下文猜测生词词义，并能对这一话题进行积极思考，表达个人观点；

写作：能够模仿范文的结构和表达，描述自己对于未来工作的规划；

听力：能够听懂关于未来规划的采访，理解主旨大意和细节信息；

口语：能够完成小组项目，综合运用本单元语言知识进行表达。

● 目标语言

认知词汇：run out of, scientist, cause, crop, raise, population, billion, vertical farm, solar panel, provide, continent, artificial

热身活动 Warmer

做活动: Free talk

- 目的：引入主题，激活学生背景知识，引起学生阅读兴趣，扫除学生生词障碍，为课文学习做好准备。
- 步骤：

- 1) 告诉学生，本单元我们已经学习了很多对于未来的美好预测，然而未来也可能出现一些新的问题。教师在 PPT 上呈现土地干涸、粮食短缺的图片，告诉学生，到 2050 年，人类将面临粮食短缺的问题，提问学生是否知道这是由什么引起的。在讨论的过程中呈现生词：run out of, scientist, cause, crop, raise, population, billion 等。
- 2) 教师告诉学生，科学家们提出了很多设想，来缓解食物短缺的问题，然后呈现 vertical farm 和 solar plane 的图片，请他们猜一猜，这些设施是怎样缓解粮食短缺的问题的。

阅读技能教学

做活动: **SB P50 CD2 27**

1. Listen and read. What are scientists' new ideas for solving the food problem?

- 目的: 快速跳读文本, 了解文章主旨大意。
- 步骤:
 - 1) 教师请学生快速跳读文本, 找到科学家提出的四项设想, 完成活动1。
 - 2) 全班听听力录音, 并一起检查答案。
 - 3) 教师再提问一些理解性问题, 请学生简单说说这四项设想是怎样帮助缓解食物短缺问题的, 在回顾文本内容的过程中, 处理 Reading 里出现的其余新词: provide, continent, artificial。

答案:

2 floating

3 insects

4 artificial

做活动: **SB P51**

2. Read again. Are they the writer's opinions? Write Y (yes) or N (no).

- 目的: 阅读文章, 理解文本细节信息。
- 步骤:
 - 1) 教师告诉学生, 作者在这篇文章中表达了自己的观点, 请学生再次细读文本, 判断下列表述是否正确, 完成活动 2。
 - 2) 学生完成后, 和自己的同伴一起检查答案, 然后全班一起检查答案。

答案:

1. Y
2. Y
3. Y
4. Y
5. Y
6. N
7. N

做活动: **SB P51**

3. Discuss!

1. What do you suggest eating if we are short of food?

- 目的: 在文本阅读的基础上, 表达个人观点。

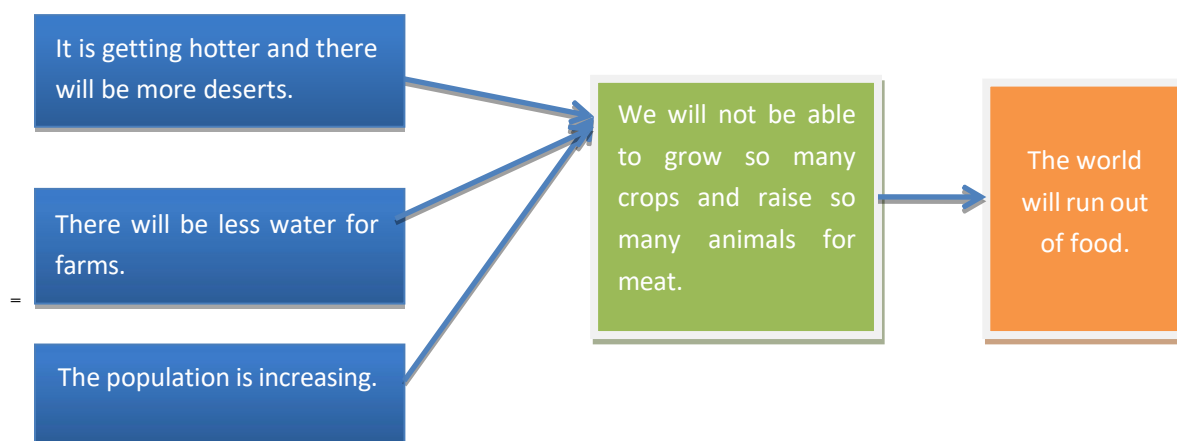
- 步骤：
 - 1) 教师请学生回顾，为了解决食物短缺的问题，科学家提出我们可以吃什么。
 - 2) 然后请学生在四人小组里讨论：你是否认同文中的建议？除此之外，你还建议人们如何饮食，以解决粮食短缺的问题？
 - 3) 讨论结束后，邀请几组学生在全班进行分享。

2. What other ways of solving the food problem can you find out about?

- 目的：学生基于文本，结合已有背景知识，进行知识的迁移和论断，培养学生发现问题、解决问题的能力。
- 步骤：
 - 1) 教师告诉学生，想找到解决问题的方法，需要先找到问题产生的原因。请学生将下面的组织图补充完整，帮助学生梳理食物短缺的原因。
 - 2) 请学生思考，是否还有其他原因，可以继续补充组织图。

Causes

Effects



- 3) 教师请学生针对这些原因，思考如何解决，在小组里进行分享，并将解决方案以组织图的方式呈现出来。

My solution (示范)



- 4) 教师选几组学生在全班进行分享，学生根据分享补充本组的组织图。

听力技能教学 Listening

做活动: **SB P51 CD2 28**

4 Listen and answer. What is Annie applying to do?

- 目的: 听对话, 理解对话主旨大意。
- 步骤:
 - 1) 教师告诉学生, 青少年对未来都有很多的规划。今天听力的主人公 Annie 也有一项规划, 请学生看图, 猜一猜图中的在哪儿, Annie 的规划是什么。
 - 2) 学生猜完之后, 教师播放录音, 请学生回答: What is Annie applying to do? 然后全班一起检查答案。

答案: She is applying to go on a one way trip to Mars.

录音文本

TV interviewer: Today on *Kids News*, we are going to talk to Annie Brown. She is 18 and in her last year at school. She's applied to go on a one-way trip to Mars.

Hi, Annie. What can you tell us about this trip – and why is it one way?

Annie: A big company is supporting the project. It will send a team of humans to Mars to start living there. They will leave in about 10 years time. It's a one way trip because they want to see how humans can live on Mars.

TV Interviewer: My second question is: why? Why do you want to travel so far and never come back to Earth?

Annie: Everyone asks that! Some people think I'm crazy! But human beings have always been explorers. Explorers take risks. They know they might not come back. But if you don't explore you will never learn anything! I'm very excited about applying. If they accept me, it will make my life an adventure! And I hope it will help people learn more about space and new possibilities.

TV Interviewer: What do your parents think?

Annie: We've talked about it a lot. They understand my reasons – but they think anything can happen in 10 years and maybe I will change my mind!

TV Interviewer: So what will happen if you get the ticket to go?

Annie: The company will send several rockets before the team of humans leave. First the company

will set up communications. Then rockets will take food, water and air. They will also take houses for the team to live in.

TV Interviewer: How long will it take to get there?

Annie: It will take about 300 days.

TV Interviewer: And how will you live when you get there?

Annie: We will live in special houses filled with air. We'll also wear special suits. These will protect us from radiation. We will grow food and get water from ice in the soil.

TV Interviewer: The company wants to film you on Mars. Will you be happy to be on reality TV?

Annie: If it helps to raise money for the trip, I will be happy!

做活动: **SB P51 CD2 28**

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

- 目的: 听对话, 理解细节信息。
- 步骤:
 - 1) 学生快速浏览问题, 再次听文本, 判断正误, 并尝试将错误的表述改正。
 - 2) 学生和自己的同伴互相比答案, 然后全班一起检查答案, 对于学生不确定的部分, 教师可以再次播放文本片段, 帮助学生理解。

答案:

- | | |
|--------------------------------|------------------|
| 1. F (10 years) | 6. F (300 days) |
| 2. F (they will stay on Mars) | 7. T |
| 3. T | 8. T |
| 4. F | 9. T |
| 5. T | |

补充听力活动: **WB P27 6a. Listen to the weather forecast and answer. Is the forecast mainly good or bad?**

- 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, 他们是否知道明天的天气如何, 教师可以播放一小段天气预报的录音, 带着学生复习相关表达: rainy, sunny, cloudy, degree 等。

- 2) 学生听录音, 回答题目中的问题, 然后教师在全班检查答案。

答案

Mainly good (Sunday Monday Wednesday Thursday Friday fine)

6b. Listen again and complete the table.

- 目的: 进一步提升学生理解细节信息, 并在听力过程中记录关键信息的能力。
- 步骤: 教师播放录音, 学生听录音, 将表格补充完整。如果需要, 教师可以再次播放录音。然后学生和自己的同伴一起检查答案, 最后全班一起检查答案。

答案

Sat	rain indoor
Sun	hot, beach, swimming pool
Mon	rain, picnic, beach, morning
Tue	Cooler, rain, cinema
Wed-Fri	Cool, sunny, walking, games

口语技能教学 Speaking

做活动: **SB P51**

6 Work in groups. Design an invention to make your life better. Make a poster. Then present it to the class.

- 目的: 在完成小组 project 的过程中, 综合运用本单元目标语言。
- 步骤:
 - 1) 教师请学生观察图片, 思考图片中的机器人有什么功能, 然后与学生一起阅读文字描述, 请学生讨论这个机器人是不是一个很好的发明, 它解决了人们的什么问题。
 - 2) 教师将学生分成四人小组, 首先头脑风暴, 思考在生活中有什么是他们都不喜欢做的事情, 然后鼓励学生发挥想象力, 设计一个发明能够帮助他们做这件事情。学生在组内分工合作, 将这个发明画下来, 同时在旁边写一小段描述。
 - 3) 教师选几组学生在全班进行展示分享。

补充阅读活动: WB P28. 7a. What do you think will happen in the future? Look at the statements below and predict. Do you think they will happen or not? Circle Yes or No.

- 目的: 激活学生背景知识, 激发学生阅读兴趣。
- 步骤: 教师请学生看题目中的陈述, 根据自己了解的知识进行预测。

答案

1. Yes
2. No
3. Yes

4. No
5. Yes
6. No
7. No

7b. Read and match the statements with the answers.

- 目的：训练学生获取文章主旨大意的能力。
- 步骤：
 - 1) 学生阅读文本，将活动 a 中的陈述与活动 b 中的回应进行搭配，然后和同伴一起比较答案，最后全班一起检查答案。
 - 2) 学生将文本中的观点和自己最初的预测进行对比，思考是否同意文中的观点，教师选一两个在全班听取学生想法。

答案

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

写作技能教学 Writing

做活动：**SB P52**

7. Read the discussions in an online forum. Match the topics with the paragraphs.

- 目的：阅读两篇关于未来工作的预测，获取文章大意，熟悉文章结构。
- 步骤：
 - 1) 教师告诉学生，网上论坛正在征文，收集关于未来工作的设想，Hong 和 Poppy 分别表达了他们的看法，请学生快速阅读文本，将段落的主要意思和文段进行对应。
 - 2) 学生完成后，和自己的同伴比较答案，然后全班一起检查答案。
 - 3) 学生从文本中划出与未来工作预测相关的表达，将有用的语言积累在笔记本上。

答案：

Hong: 1b 2a 3c

Poppy: 1b 2a 3c

做活动：**SB P52**

8. Write about “Me in 20 years” for the website.

- 目的：运用例文中的文章结构来练习写作，描述自己对未来工作的设想。
- 步骤：
 - 1) 教师请学生想一想，他们未来想做什么工作，原因是什么，并预测一下自己将如何从事这项工作。教师可以将一些有趣的想法记录在黑板上。
 - 2) 学生回顾上面例文的结构以及有用的表达，在此基础上完成自己的写作。
 - 3) 学生与同伴交换作文，互相批改。

补充写作活动： WB P28. 8. Imagine you have a chance to send a letter to your great-great-great-grandmother/grandfather living 150 years ago. Tell her/him what the future will be like. You can write: How different will the life in the future be, what inventions disappeared and what new inventions will come etc.

- 目的：提升学生综合运用本单元语言进行写作的能力，培养学生的创造力。
- 步骤：
 - 1) 教师请学生以小组为单位，讨论一下现在的生活和 200 年前有哪些不同，出现了哪些新的发明。
 - 2) 学生从中选择 6-8 个有趣的点，并以一定的逻辑顺序组织写作。
 - 3) 学生在活动指令提供的情境下完成信件写作，教师提醒学生注意英文书信的格式。
 - 4) 学生写完后，与同伴互相交换作品，相互批改，并分享阅读感受。

答案：(略)

Pronunciation & Let's check (1 学时)

Practise with

① Listen and repeat. How many syllables are there in the words?

me his joke animal festival disappear

repeat listen matter advertisement American experiment

② Listen and put these words in the right boxes. Then read and clap your hands on the stressed syllables.

sea Disney weekend coconut cookie activity watermelon computer my milk apple amazing helicopter rice competition exciting

1 syllable 2 syllables 3 syllables 4 syllables

③ Listen and count the number of the syllables for each line.

Do you believe it?

In Thailand, people enjoy eating sticky rice and mangoes. They like not eat eggs. They fry them and they are crispy and soft. They eat them.

The Japanese like eat rice, soybeans and green tea. In Thailand, people eat mango and watermelon. You can buy chocolate covered buns!

Breakfast not eat. They say they like the rice.

You have probably eaten sticky rice. Have you ever eaten sticky rice? The cake may come from a South American town!

Let's check on page 69

Unit 5

④ Fill in the gaps with the right form of the words in the box.

control traffic jam accident cure disease instead of pollution unhealthy groceries

1. There are too many cars in my city – there are always traffic jams.

2. In the future doctors will be able to cure more diseases.

3. I had an accident on my bicycle yesterday but I wasn't hurt.

4. I'm going shopping. Do you need anything?

5. Living in the countryside is healthier because there is more fresh air in the cities.

6. It's important to eat too much sugar.

7. I'd like coffee tea today.

8. VR technology can help us control robots.

⑤ Complete the conversation. Use the right form of the verbs in brackets.

Ellie: Where are you going on your summer vacation?

Tom: We haven't decided yet. Mom and I want to go to Australia, but Dad and my sister want to go to London. If we go to Australia this summer, we will visit my cousins in Sydney.

Ellie: If you go to Sydney, will you go to other cities?

Tom: Yes, we will visit Melbourne and maybe we will go to Perth.

Ellie: How long will you stay there?

Tom: We will fly to Melbourne. We will stay two days and then we will catch the train to Perth.

Ellie: How long will the train trip take?

Tom: It will take three days.

Ellie: Wow! How will you get back to Sydney?

Tom: We will not take the train. We will fly.

● 教学目标

学生能够识别单词中的音节，以及单词重音在哪个音节。

复习和检测本课语言知识。

● 目标语言

学习音节相关知识

热身活动 Warmer

做活动：Review

- 目的：复习第五单元学习的发音，引出音节的概念。
- 步骤：
 - 1) 教师在黑板上列出 Unit 5 语音部分学习的一些单词，请学生读出声，复习 /l/ 与 /y/ 的发音
 - 2) 写出两组单词：full, year / yellow, canyon 问学生，这两组词有什么共同点，引导学生注意音节。然后教师总结：English words have syllables. The number of syllables is the number of vowel sounds in a word.
 - 3) 让学生分别说出两组单词各有多少个音节。

发音教学 Pronunciation

做活动：SB P53 CD2 29

1. Listen and repeat. How many syllables are there in the words?

- 目的：呈现并练习单个及多个音节的单词。

- 步骤：
 - 1) 分组播放目标词汇，请学生听并跟读。
 - 2) 举几个例子，向学生讲解音节的概念，比如 see 只有一个音节，today 有两个音节。
教师在读单词的同时，用手掌轻拍桌面表示不同的音节，或者敲击其他物品，使用可视化的方式帮助学生理解。
 - 3) 再次播放录音，每听完一组，提问学生这组单词里每个单词包含几个音节。
 - 4) 最后学生两人一组，和同伴一起，一边读单词一边在不同音节处击掌。

答案：

- a: 1 syllable
- b: 2 syllables
- c: 3 syllables
- d: 4 syllables

做活动：SB P53 CD2 30

2. Listen and put these words in the right boxes. Then read and clap your hands on the stressed syllables.

- 目的：练习辨析音节数量，并据此对单词进行分类。
- 步骤：
 - 1) 学生根据单词的音节数量将单词分类填写在表格中，对于不确定的单词，可以先圈出来。
 - 2) 播放录音，学生检查自己的分类是否正确。
 - 3) 学生和同伴核对答案，然后教师在全班检查答案。
 - 4) 请学生再次练习朗读这些单词。

答案：

1 syllable	2 syllables	3 syllables	4 syllables
Sea My Milk rice	Disney Weekend Cookie apple	Coconut Computer Amazing Exciting	Helicopter Watermelon Activity competition

做活动：SB P53 CD2 31

3. Listen and count the number of the syllables for each line.

- 目的：辨别区分音节重音并进行练习。

- 步骤:

- 1) 学生自己尝试朗读歌谣, 然后教师放录音, 学生跟读, 核对发音是否正确。如果发现学生读错单词, 再带着学生朗读几遍。
- 2) 请学生将每个句子里音节的数量填写在句末的方框里, 对于不确定的单词, 可以先圈出来, 老师在全班走动, 回答学生问题。
- 3) 教师再次播放听力录音, 并在全班检查答案。
- 4) 教师从活动 2 中选择一些单词, 大声读出。告诉学生, 每个单词都有一个重音, 请学生体会。
- 5) 教师带着学生在每个单词的音节上打拍子, 到重读音节处增强击掌力度, 或将手掌举高再击掌, 用演示动作强调重读音节, 帮助学生感受。
- 6) 教师播放录音, 学生写单词, 并将重音标记出来。
- 7) 学生和同伴比较答案, 然后全班一起比较答案。

补充口语活动: WB P29. 9. Pronunciation

- 目的: 进一步综合训练音节辨别及单词重音。

- 步骤:

- 1) 教师播放 9a 活动录音, 学生在每个单词旁边写下它包含的音节数量, 和自己的同伴比较答案, 然后教师在全班检查答案。
- 2) 教师再次播放录音, 学生将每个单词的重音标记出来。
- 3) 学生完成 9c 活动, 首先标记出每个单词包含的音节数量, 然后将押韵的单词进行对应。
- 4) 学生使用上个活动中单词, 将活动 9d 的韵句补充完整, 教师提示学生注意押韵词的使用。填完后, 全班同学一起练习。

答案: (请见附录活动用书答案)

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) 教师请学生回忆一下, 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) 教师请学生回忆本单元学习的目标句型是什么, will 和 if 句型怎样表达对未来的预测。
- 3) 教师请学生回忆本单元学习了关于语音的哪些知识, 并和自己的同伴一起想一想, 包含有 1-4 个音节的单词有哪些, 每一种选两个单词写在笔记本上, 并将它们的重音标记出来。

单元检测答案 Let's check

Page 69

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，选择正确的选项，将句子补充完整，然后全班一起检查答案。

答案

- | | |
|------------------|---------------|
| 1. traffic jams | 6. pollution |
| 2. cure diseases | 7. unhealthy |
| 3. accident | 8. instead of |
| 4. ordered | 9. control |
| 5. groceries | |

做活动：SB P69

2. Complete the conversation. Use the right form of the verbs in brackets.

- 目的：复习本单元重点语法。
- 步骤：学生按照题目要求，将词汇或短语的正确形式填入横线处，然后全班一起检查答案。

答案：

- | | |
|-------------------|----------------|
| 1. go | 10. 'll stay |
| 2. will/'ll visit | 11. 'll catch |
| 3. go, | 12. will |
| 4. will, | 13. take |
| 5. go | 14. will take |
| 6. 'll visit | 15. will |
| 7. 'll go | 16. get |
| 8. will travel | 17. won't take |
| 9. 'll fly | 18. _ll fly |

做活动：SB P53

Do you believe it?

- 目的：补充世界文化知识，引发学生探索世界的兴趣。
- 步骤：
 - 1) 教师提问学生，他们是否知道世界上有些地区的人们，很喜欢吃虫子，请学生分享他们了解的背景知识。

- 2) 学生阅读文本内容，与同伴讨论，他们是否想尝试一下文中提到的各种食物。
- 3) 教师请学生下课之后搜集更多类似信息，与同伴分享。

家庭作业 Homework

- 其他活动用书的技能训练练习
- 配套同步读物：《多样机器人》



Review 2 (1 学时)

Review 2

① Play a board game.

START

What were you doing at 11 a.m. yesterday?

If it's not my this weekend, what will you do?

If your friends come to your house this weekend, what will you do?

You want to borrow your friend's book. Ask yesterday!

What will happen if all cars are driverless?

Ask your friend for help. Can you ...?

It will be your friend's birthday soon. What will you give her/him?

Will life be easier or more difficult in 20 years? Why?

What can you do well? Tell your friend three things. I can ...

Ask a friend to help you take care of your dog. Could you ...?

What did you see when you were coming to school today? Tell your friend three things.

When job will you do in the future?

If you have a 3D printer one day, what will you print?

What was your friend doing at 7 p.m. yesterday? Go and ask. Were you ...?

Ask your friends to come to your house tomorrow. Can you ...?

Make three predictions about life in 100 years.


What was your dad/mom doing at six o'clock last night?

How high are you able to jump?

FINISH

② Listen to Dialog 1. What landed on the beach?

③ Listen again and circle the mistakes in the picture. Write down sentences to correct the mistakes.



④ Listen to Dialog 2. What kind of cake is Mom going to make?


⑤ Listen again. Tick the things the kids are going to buy. Write down how many/much they need to buy.

Things to buy	How many/much?
<input type="checkbox"/> Flour	
<input checked="" type="checkbox"/> Sugar	a packet of
<input type="checkbox"/> Butter	
<input type="checkbox"/> Eggs	
<input type="checkbox"/> Chocolate	

⑥ Listen to Dialog 3. How many people will go to Mars by 2040?

⑦ Listen again and fill in the numbers about Mars One.

- * More than 2,000 people wanted to go to Mars.
- * They have chosen 4 people.
- * They will choose 4 people from those people.
- * 4 people will go in 2022.
- * The journey will take 6 months.
- * It's a one-way trip. People won't come back.



⑧ Choose the correct answers.

- I designed you some books on Tuesday. Have you got them yet?
a. designed b. sent c. started
- A thief stole my dad's car and the police caught him the next day.
a. packed b. stole c. filled
- When I was driving to work today, I saw an accident.
a. accident b. display c. disease
- When you run a marathon, you must keep running back.
a. running back b. trying hard c. giving up
- The theater gave us free tickets for the movie.
a. free b. unhealthy c. private
- I don't understand this sentence. Could you explain it again?
a. control b. return c. explain
- What happened to your leg?
—I fell over when I was playing soccer.
a. started out b. fell over c. came up
- It takes a long time to drive to school because there are so many traffic jams.
a. resources b. pollution c. traffic jams

⑨ Complete the sentences with the right form of the verbs in brackets.

- When I was watching (watch) TV last night, my friend phoned (phone) me.
- What are you (do) next weekend?
—We are going to (go) cycling next Saturday if it isn't (be) raining.
- Could you possibly (could) you possibly lend (lend) me your cell phone?
—Sure!
- I found Sam's book. Could you (could) you tell (tell) him?
—If I see (see) him, I will tell (tell) him.
- When we walked (walk) to school this morning, we saw (see) a rainbow.
- Can you (can) you play (play) the piano?
—No, I can't (can).
- How many languages are you (be able to) speak?
—I can speak (be able to) speak three languages — but not very well!
- What job do you want to do in the future?
—Maybe I will be (be) a doctor.
- We don't have (not have) a party if Tom can't come.

● 教学目标

- 通过趣味活动、听力及语法练习等，复习本单元重点语言知识，同时提升学生获取听力文本主旨大意、细节信息及特定信息的能力。
- 培养学生自我检测与自主学习的能力。

● 目标语言

Unit 4—Unit 6 学习的重点词汇及语法知识。

热身活动 Warmer

做活动: What will happen in the future?

- 目的: 回顾上一单元话题及重点语言知识。
- 步骤:

- 请学生回忆, Unit 6 讨论了哪些话题。教师在黑板上呈现一些关键词, 如: robot, driverless car, disease, transport, communication 等, 请学生围绕这些关键词聊一聊未来都会发生什么。如: Robot will work for us in the future.
- 学生在小组里自由讨论, 然后教师请几位学生在全班进行分享。

Review

做活动：SB P54

1. Play a board game.

- 目的：在趣味小组活动中，引导学生复习并相互检测 4—6 单元重点语言知识。
- 步骤：
 - 1) 学生 3—4 人一组，每组一张游戏表格，每人拿一个代表自己的棋子，从 **START** 的格子开始进行游戏。
 - 2) 学生轮流掷骰子，根据骰子上的数字决定向前走几步（条件有限也可以掷硬币。正面代表前进一步，反面代表两步）
 - 3) 移动到某个格子时，掷骰子的学生将格子中的问句补充完整，请右手第一位同学回答。其他学生检查问句和回答是否正确。如果无法完成句子或句子有错误，小组一起修改或补充。然后换下一个学生继续以上步骤。
 - 4) 小组成员全部到达 **FINISH**，一轮游戏结束。

做活动：SB P54 CD2 32

2. Listen to Dialog 1. What landed on the beach?

- 目的：在听力练习中提升学生获取文章主旨大意的能力，同时在语境中复习本单元重点语法结构。
- 步骤：
 - 1) 请学生读图，描述他们在图片中看到了什么，并请学生着重关注：What is landing on the beach in the picture?
 - 2) 告诉学生，他们将听到一段描述，描述中有些信息和图片中的信息是不相符的，请学生回答：What landed on the beach?
 - 3) 播放录音。请学生在全班说出答案。

听力文本

It was a sunny day and my friend May and I were having a picnic. Near us, two boys were playing soccer and two girls were playing volleyball. Their parents were under a big umbrella near the children. Their dad was sleeping and their mom was reading a book.

Three girls were swimming in the sea. In the distance, two children and a woman were sailing a small boat, and in another boat a man was fishing. Suddenly there was a noise. We all looked up. —It's a spaceship!! The spaceship landed on the beach, just next to us, and the door opened ...

答案:

A spaceship

做活动: **SB P54 CD2 32**

3. Listen again and circle the mistakes in the picture. Write down sentences to correct the mistakes.

- 目的: 训练学生获取细节信息的能力。
- 步骤:
 - 1) 请学生再次听录音, 在图片中圈出所有的错误信息。
 - 2) 学生和同伴比较答案, 教师在PPT 上展示答案。
 - 3) 教师再次播放录音, 在每个不一致的信息后暂停, 请学生将图片中的错误信息改正。教师可以先为学生做示范, 如: Two boys were playing soccer and two girls were playing volleyball.
 - 4) 学生和自己的同伴比较答案, 教师在全班检查答案。

答案:



1. Two boys were playing soccer and two girls were playing volleyball.
2. Their dad was sleeping and their mom was reading a book.
3. Three girls were swimming in the sea.
4. Two children and a woman were sailing a small boat.
5. A man was fishing in another boat.
6. The spaceship landed on the beach.

做活动: **SB P54 CD2 33**

4. Listen to Dialog 2. What kind of cake is Mom going to make?

- 目的: 训练学生获取听力文本主旨大意的能力。
- 步骤:
 - 1) 提问学生: What kind of cake do you like best? Have you ever made a cake? What kind of cake was it? 找几位学生在全班分享答案。
 - 2) 带着学生阅读题目, 请学生猜一猜, What kind of cake is Mom going to make?
 - 3) 学生听录音回答问题, 和自己的同伴比较答案, 然后全班一起检查答案。

听力文本

Anna: Mom, can we play a card game?

Mom: Sorry, I can't. I need to start making the cake for the party. I'll look up some recipes.

Ben: Can we help?

Mom: Sure! First we need to make sure we have everything. Anna, could you look in the cupboard for flour and sugar? And Ben, can you look in the fridge for eggs and butter please?

Anna: I've found some flour but I can't find any sugar.

Ben: And we have some butter, but we only have 2 eggs.

Mom: OK, could you two go to the shop across the street and get a packet of sugar and six eggs please?

Anna: Sure.

Ben: OK. What kind of cake are you going to make, Mom? Can we have a chocolate cake?

Mom: OK. Let's make a chocolate cake then. Could you buy a big bar of chocolate too? But don't eat it on the way home!

Ben: Of course, Mom.

答案:

A chocolate cake

做活动: **SB P54 CD2 33**

5. Listen again. Tick the things the kids are going to buy. Write down how many/much they need to buy.

- 目的: 训练学生获取听力文本细节信息的能力。
- 步骤:
 - 1) 告诉学生, 妈妈要做巧克力蛋糕, 需要孩子们列出购物清单去采购, 这里有一张清单, 请学生听对话, 将妈妈需要的食材勾选出来。
 - 2) 播放听力, 学生听对话, 完成清单。
 - 3) 再次播放听力, 学生将物品的数量补充完整。

答案:

sugar, eggs chocolate

a packet of sugar, 6 eggs, a big bar of chocolate

做活动: **SB P55 CD2 34**

6. Listen to Dialog 3. How many people will go to Mars by 2040?

- 目的: 训练学生在听力中获取特定信息的能力。
- 步骤:
 - 1) 在 PPT 上呈现火星的图片, 请学生猜一猜这是哪里, 学生猜到答案后, 教师向学生提问: What do you know about Mars? Do you think people will live on Mars one day in the future?
 - 2) 告诉学生, 接下来他们听到的对话就是关于前往火星的计划, 请学生读问题, 猜一猜答案, 然后教师播放录音, 学生听录音, 获取答案, 教师在全班检查答案。

听力文本

Tamara: Hi, Finn. What are you watching?

Finn: I'm watching a program about Mars One.

Tamara: Mars One?

Finn: It's a project to send people to live on Mars.

Tamara: Wow! Does anyone want to go?

Finn: More than 2000 people wanted to go. They have chosen 100. Then they will choose 24 from those 100 people.

Tamara: When will they go?

Finn: Four people will go in 2032. Then they will send more people. By 2040 there will be 20 people on Mars. But the project needs a lot of money. If they can't get enough money they won't go. And it's very difficult to live on Mars. So maybe it won't happen.

Tamara: How long will it take to get there?

Finn: It'll take about seven to eight months.

Tamara: So, eight months to get there and eight months to get back.

Finn: Oh no, it's a one way trip. People won't come back!

Tamara: Oh no! I wouldn't like that – would you?

Finn: I'm not sure. It'll be a big adventure!

答案:

20

做活动: **SB P55 CD2 34**

7. Listen again and fill in the numbers about Mars One.

- 目的: 训练学生进一步在听力中获取特定信息并做笔记的能力。
- 步骤:
 - 1) 再次播放录音, 学生听录音, 完成句子填写。
 - 2) 学生和同伴互相检查答案, 教师带着学生在全班检查答案。
 - 3) 请学生和自己的同伴分享: What do you think about the trip? Will it happen? Is it a good idea?
 - 4) 请几位同学在全班分享答案。

听力文本同上

答案:

1. 100
2. 24
3. 4
4. 7-8 months
5. one

做活动: **SB P55**

8. Choose the correct answers.

- 目的: 复习 Unit4—Unit6 单元重点词汇。
- 步骤:
 - 1) 学生独立完成所有练习。
 - 2) 学生和同伴一起检查答案, 然后教师在全班检查答案。
 - 3) 当选项中有意思不太确定的单词时, 教师可以鼓励学生查阅英语词典等工具书。教师可带领学生一起针对一个题目查阅词典, 从而帮助学生理解如何利用工具书自主学习。

答案:

- 1 b 2 b 3 a 4 b 5 a
6 c 7 b 8 c

做活动: **SB P55**

9. Complete the sentences with the right form of the verbs in brackets.

- 目的: 复习 Unit4-Unit6 单元重点语法结构, 在语境中熟练运用。
- 步骤:
 - 1) 学生独立完成所有练习。
 - 2) 学生和同伴一起检查答案, 然后教师在全班检查答案。

答案:

1. was watching, phoned
2. will, do, 'll go, isn't
3. Could, lend
4. Could tell. See, —I'll tell
5. were walking, saw
6. Can, play, I can't
7. Are you able to, I'm able to
8. Will be/'ll be
9. Won't have

See the world with the magic wand 2: Survival! (1 学时) 幸存!

SEE THE WORLD WITH THE MAGIC WAND 2

Survival!

1 Read about Shackleton. Then listen. What happened to the ship in the end? Did all the men survive?

In 1914, British explorer Shackleton put an advert in a newspaper. He asked for men to come on an expedition to cross Antarctica from South to North. Finally, he chose 26 people: sailors and scientists, a cook and a photographer. He chose men with experience and men who were strong and cheerful. He planned the expedition carefully. He took tons of meat, milk powder, and dried vegetables. He took a banjo, cards, a bicycle and footballs. He also took 69 dogs and sleds for the journey across the continent. He was well prepared — but not prepared for the amazing adventure that happened.

In August 1914, Shackleton's ship, the *Endurance*, set off from London. It crossed the sea to Buenos Aires and picked up more food, then sailed to South Georgia in October. After that, the men did not see land again for 497 days! The ship sailed into the Weddell Sea with thousands of icebergs. Sometimes they sailed past 400 icebergs in a day. They needed to steer very carefully in order to avoid the icebergs.

Finally, in January 1915, the ship became trapped in thick sea ice and the men could not get it out. They had to stay there for 10 months, waiting for the ice to melt. For four of those months, in the Antarctic winter, there was no sun and it was dark all day. The men were very disappointed but they encouraged each other to stay cheerful and keep fit and strong. On the ship the men played cards, played music, and acted plays. Outside on the ice they built houses for the dogs, called dogtents, played football and had dog races.

In November the ice pressed in on the ship and broke it! The men had to leave the ship. Their dreams of crossing the Antarctic were over! They had to walk on the ice before they got to the water and try to find help. They pulled three life boats with them across the ice, taking food and tents.

2 Read some of the diaries Shackleton and his crew wrote about the journey. Where do they come on the timeline?

Timeline: August 1914, October 1914, December 1914, January 1915, November 1915, April 1916, May 1916, August 1916

At Christmas we decorated the dining room and had a big meal — mainly from tins. We had some guests — a group of penguins! Henry played his trumpet for them and they enjoyed the music.
By the photographer

Today the end of the Endurance came. The Boss (Shackleton) called, "That's going to happen!" We watched the ship break up in the ice. Every man was sad.
By a crew member

Today we had a game of football on the ice. We used to exercise the dogs, so we had dog races today.
By Shackleton

The hands and hair were long. We were dirty and our clothes were old and smelly. The first people we saw were two seal pups. They looked at us and ran away.
By Shackleton

3 Discuss! What helped Shackleton's crew survive the expeditions? Tick the things or values. Put them in order of importance. Explain why.

Things	Values
<input type="checkbox"/> strong body	<input type="checkbox"/> being brave
<input type="checkbox"/> dogs	<input type="checkbox"/> helping others
<input type="checkbox"/> big ship	<input type="checkbox"/> strong will
<input type="checkbox"/> good food	<input type="checkbox"/> being kind
<input type="checkbox"/> warm clothes	<input type="checkbox"/> keeping healthy
<input type="checkbox"/> strong wind	<input type="checkbox"/> being cheerful
<input type="checkbox"/> experience	<input type="checkbox"/> being humorous
<input type="checkbox"/> good luck	<input type="checkbox"/> working together
<input type="checkbox"/> lifeboats	<input type="checkbox"/> being honest
<input type="checkbox"/> clean water	<input type="checkbox"/> keeping calm
<input type="checkbox"/> nice weather	<input type="checkbox"/> being creative
<input type="checkbox"/> musical instruments	<input type="checkbox"/> believing in each other

4 Can you think of any other values that are important for survival in the wild? List them.

● 教学目标

1. 学生能够阅读文本，理解文本的主旨内容和细节信息，梳理文章事件发生的顺序，并能学习与探险和野外生存相关的学科知识。
2. 学生能够运用学科知识，谈论野外生存需要的品质，并制作海报进行展示。

热身活动 Warmer

做活动: Would you want to join an expedition like this?

- 目的: 介绍主题, 引起学生阅读兴趣, 扫除重点词汇障碍, 为课文学习做好准备。
- 步骤:
 - 1) 向学生展示 Shackleton 在报纸上刊登的广告, 同时将以下词汇的释义提供给学生。
确保学生理解词义。

hazardous = dangerous

wage = money for doing a job

bitter cold = very cold

constant = all the time

doubtful = not sure

在学生阅读广告后, 请学生预测这会是一趟怎样的旅程, 是谁刊登了这则广告。

学生讨论后, 教师请学生猜一猜, 这趟探险旅程是去哪里的, 并向学生提问:

Would you want to join this expedition?

CLIL 教学

做活动: SB P56 CD2 35

1. Read about Shackleton. Then listen. What happened to the ship in the end? Did all the men survive?

- 目的: 通过快速跳读, 获取文章大意。
- 步骤:
 - 1) 教师在 PPT 上呈现一些南极洲的照片, 提问学生知不知道这是哪里, 这里的自然条件如何。教师告诉学生, 上面的广告就是要招募同伴一起到南极探险。然后为学生补充一些背景知识: Shackleton was an explorer who led British expeditions to the Antarctic. He was particularly interested in exploring the South Pole and he wanted to be the first person to reach the South Pole. However, a Norwegian explorer (Roald Amundsen) made it to the South Pole first in 1911. Shackleton was disappointed. But then he made a new goal of passing through the South Pole via Antarctica.
 - 2) 教师请学生猜测Shackleton最终是否实现了自己的梦想, 快速阅读后回答问题: What happened to the ship in the end? Did all the men survive?
 - 3) 学生和自己的同伴分享答案, 最后教师带着学生在全班检查答案。

答案:

The ice broke the ship.

Yes, all the men survived.

做活动： **SB P57**

2. Read some of the diaries Shackleton and his crew wrote about the journey. Where do they come on the timeline?

- 目的：获取文章细节信息并进行合理推测，对文章中的事件按照时间顺序进行梳理。
- 步骤：
 - 1) 告诉学生，在探索的过程中 Shackleton 团队一直在记日记，他们在日记中写下了很多关键时间点和事件。然后请学生再次阅读文本，将事件按照相应的时间顺序标注在时间线上。
 - 2) 标注完成后，学生和自己的同伴比较答案，最后教师在全班检查答案。
 - 3) 接着教师展示日记里的另外四个事件，请学生将它们补充到时间线上。教师需要提醒学生，有些事件的时间并没有在文中明确写出，需要学生进行合理推测。

答案：

1. December 1914
2. November 1915
3. January 1915 – November 1915
4. May 1916

做活动： **SB P57**

3. Discuss! What helped Shackleton's crew survive the expeditions? Tick the things or values. Put them in order of importance. Explain why.

- 目的：进一步阅读文本，提取关键信息，并对文本信息进行分析和评估。
- 步骤：
 - 1) 教师带着学生回顾这是一趟怎样的旅程。请学生总结 Shackleton 团队都遇到了哪些困难，问学生，哪些因素帮助 Shackleton 团队最终存活下来。请学生再次阅读文本，在文本中划出这些因素。教师可以举一两个例子给学生做示范，比如：He chose men with experience and men who were strong and cheerful.
 - 2) 请学生在活动 3 列出的因素中勾选认为重要的因素。
 - 3) 学生在四人小组里核对答案，一起讨论这些因素的重要性，并按照重要性从高向低排序并给出理由。
 - 4) 请几组学生在全班分享答案，其他小组表达相同或不同意见。

4. Can you think of any other values that are important for survival in the wild? List them.

- 目的：基于文本内容进行知识迁移。
- 步骤：
 - 1) 请学生思考，除了上面提到的因素，还有哪些品质对于野外生存非常重要，请学生在四人小组里讨论。
 - 2) 每个小组结合上一个活动中总结的品质以及新的讨论结果制作海报。可以用思维导图的方式在海报上列出探险可能会遇到的困难和危险，再列出要避免遇难所需要的品质。
 - 3) 制作完成后，教师请学生在全班进行展示。

Galaxies 拓展视频2：星系 该视频资源请通过学生用书封底的二维码获取



教学目标

1. 让学生利用视频信息了解有关银河系和太阳系的基本信息
2. 巩固语法点：使用 will 表达一预测
3. 学会调动好奇心，根据兴趣点提出问题
4. 初步锻炼探究能力，培养对自然现象的基本探究意识

目标语言

space, Earth, Venues, solar system, star, galaxy, milky way
gravity, million, billion, trillion

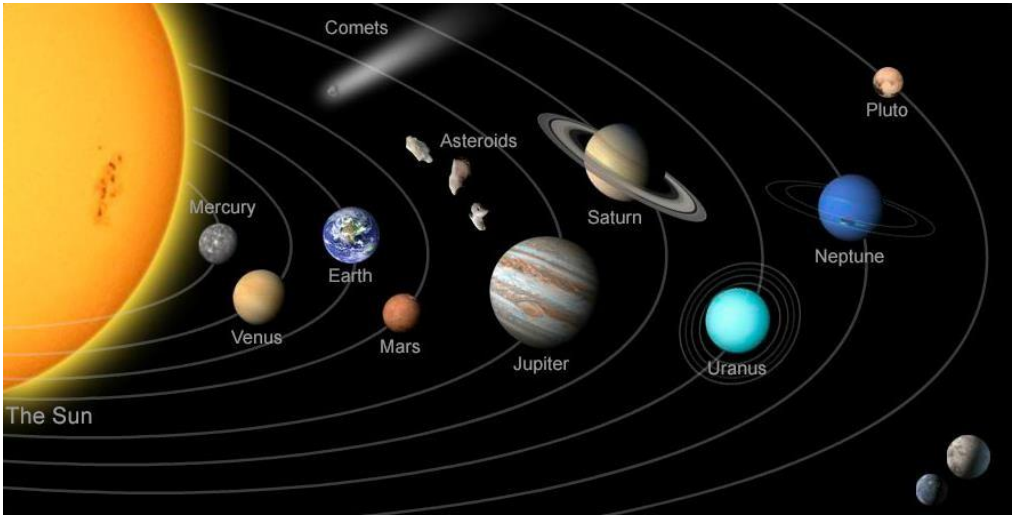
视频概要

介绍有关天体、星系、恒星之间距离等相关知识内容

Before you watch 观看前

- 由 Shackleton 的极地探险故事引申，告诉学生人类探险不仅限于地球，还会扩展至太空，未来对太空的探索还有无限的可能。
- 问学生：If you can take a space travel and explore the space, where will you go? What do you want to know about the space? 让学生自由回答，调动学生好奇心。
- 全班一起说出太阳系 Solar system 里行星的名称，可以用中文（Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune 注：太阳系里有八大行星，不包括冥王星 Pluto，冥王星的分类是 dwarf planet 矮行星）
- 问学生，有关宇宙学生还知道哪些。无论学生说的是否相关，教师都尽量记录下来，并

明显表示出好奇（可能的答案：planet, comet, asteroid）



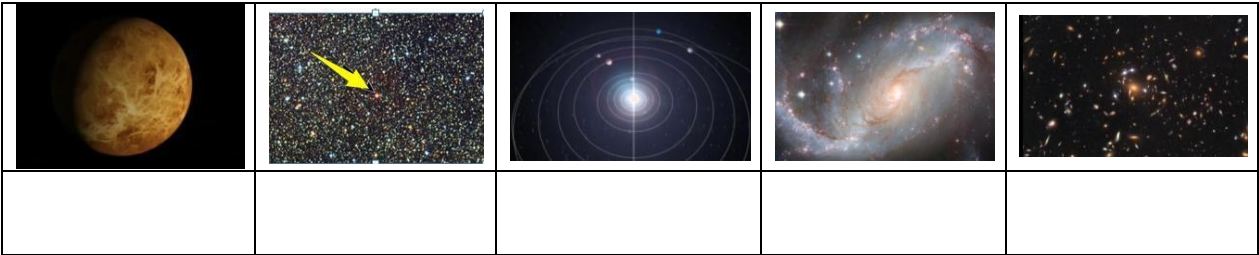
- 让学生准备好纸和笔。告诉学生，现在要观看一个关于Galaxies 的视频短片。观看时，遇到任何感兴趣的内容可以记录下来。每人写 1—2 个兴趣点，记录时可以使用中文。

While you watch 观看中

- 播放纪录片，在 You decide 之后暂停，问学生：
What is the name of our galaxy? (Milky Way)
- 先确认学生理解什么是 galaxy，然后让学生说出我们所在星系的名称。此处也可以让学生发挥创造力，为我们所在的星系另起一个名字。
- 将学生的答案全部写在黑板上。继续播放视频，直到结束。

补充练习

Match the names with the pictures.



- | |
|---------------------|
| a. the universe |
| b. the solar system |
| c. Venus |
| d. Galaxy |
| e. Alpha Centauri |

- 让学生明白，视频里的信息非常丰富，不必全部掌握。关键是要找到自己感兴趣的内容，记录下来继续探索。

- 再次播放视频，提醒学生记录自己感兴趣的内容。
- 学生与同伴分享笔记，请 1-2 个学生在全班分享。

让学生理解，纪录片信息丰富不必全部接收，关键是寻找自己的兴趣点。

有意识地记录自己的兴趣点，并开始向自己提问题。比如，如果对星系 galaxies 感兴趣，可以问问自己，一宇宙里有多少星系？星系和星球有什么不同？星系距离我有多远？我怎么看不到银河系？不用担心提出的问题自己无法解答，目标是提出清晰明确的问题，然后把问题记下来。

学会利用网络资源，用关键词缩小信息范围。比如，如果想了解宇宙有多少星系，可以搜索—space galaxies number 或者直接写出问题：How many galaxies in the space? 也可以搜索 Space for kids，看到一些专为青少年写的科普网站。

After you watch 观看后

- 问学生：What do you feel most fascinating in the space? Where will you go, if you can travel in space? 让学生在全体回答，回答时注意正确使用 if 从句，并用 will 表示预测。
- 请学生为自己感兴趣的内容提 2—3 个问题，并记录。
- 将全班分成四人小组。请学生互相分享各自的兴趣点及问题。
- 小组成员之间互相启发，看能否提出更多问题。鼓励学生，如果在讨论时获得了新的想法或灵感，要做好记录，作为课后继续探究的方向。

Extension activities 课后拓展

- 请每个学生根据自己记录的的兴趣点及问题，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，或写成一篇讲稿。在下次上课与全班分享获取的资源。

活动用书

录音文本/答案

Unit 1 Helping out

1. Unscramble the words. Then match them to the meanings. **WB P2**

答案

- | | | | |
|----------|-----------|---------|------------|
| 1. bake | 2. decide | 3. plan | 4. spicy |
| 5. order | 6. tidy | 7. pie | 8. Spanish |

2. Look at the Brown family's calendars for this week. It is Friday now. What have they done?
What haven't they done? Write sentences. **WB P2**

答案

1

Jack and Lucy have invited friends to the party.
They have visited Auntie Sue.
They have watched movies with Ally.
They have played the violin in the school concert.

2

Jack and Lucy haven't helped Mom and Dad to prepare for the party.
They haven't helped Mom to clean the house.

3

Mom has phoned friends from Book Club.
She has visited Auntie Sue.
She has shopped for food.
She has watched Jack and Lucy in the school concert.

4

Mom hasn't ordered food for the party.

She hasn't baked a cake.

She hasn't cleaned the house.

3. Complete Mr Brown's to-do list with the help of the first letters. WB P2

答案

1. Tidy the living room Vacuum the carpet
2. Empty the trash can
3. Polish and set the table
4. Wash the dishes
5. Dry the dishes
6. Dust the bookshelves
7. Decorate the cake
8. Hang up a banner

4. Look at the photos. The Brown family are preparing for a party. Make sentences with yet or already and the right form of the verbs in brackets. WB P3

答案

1. Dad has already cooked the ham.
2. Lucy and Jack have already dusted the bookshelves.
3. Lucy hasn't emptied the trash can yet.
4. Mom has already baked the cake.
5. Jack hasn't washed the dishes yet.
6. Dad has already polished the table.
7. Lucy and Jack haven't tidied the living room yet.
8. Mom has already cleaned the kitchen.

5. Complete the conversation with the words from the box. WB P3

答案

- | | | | | |
|-------|------------|-----------|--------|--------|
| 1. 's | 2. Has | 3. 's | 4. Has | 5. yet |
| 6. 's | 7. already | 8. hasn't | 9. yet | |

6. Listening

a. Listen and answer. Why is Mom not at home? WB P3 CD 02

答案

She is looking after Auntie Bella who is sick.

b. Listen again and fill in the to-do list with numbers. Then put a ✓ or a ✕. (✓ = finished, ✕ = not finished) WB P3 CD 02

答案

Mom 1 ✓ 4 ✓
Tania 6 ✓ 7 ✓ 9 ✗
Dan 8 ✓ 3 ✓ 5 ✓ 10 ✗
Tom 2 ✗

7. Reading

a. Read and choose. How did the family's life change? **WB P4**

答案

b)

b. Read again and answer. **WB P4**

答案

1. Electricity, central heating and indoor toilets.
2. Three months
3. To light fires to do the cooking and heat water for washing.
4. The children all helped with cleaning the house. They grew vegetables and collected eggs from the hens in the garden. The older children did the shopping.
5. The children played ball games outside.
6. He didn't like the food and missed fast food.
7. There was no shampoo.
8. Their friends, music, sweets and fast food.
9. The family spent more —family time together without TV or computers. At the end of the three months, the family were much closer, happier with themselves and were kinder to other people.

8. Writing

a. Read the postcard from Alice's brother Tom. What has Tom done in London? **WB P4**

答案

visited Westminster Abbey
visited the British Museum
looked at paintings in the National Gallery
started to draw and paint pictures of the city
talked to some interesting people

b. Imagine you are visiting New York. Look at the list below for things to do there. Choose three things and write a postcard to your friend, saying what you have done. **WB P5**

9. Pronunciation

a. Listen and complete the tongue twisters. Then repeat. **WB P5 CD 03**

答案

My neighbor Ada made eight cakes.

Nine bikes are flying in the sky.

The boys enjoy playing with toys and making a noise.

b. Circle the words with a different vowel sound. **WB P5**

答案

1. a 2. c 3. b 4. a

c. Listen and repeat. Write them in the right boxes. **WB P5 CD 04**

答案

Jane play cakes eight ate today paint

like night ride Ivy bike

Joy noisy annoy boys

d. Use some of the words above to make a tongue twister. **WB P5**

答案

Possible tongue twisters:

Jane ate eight cakes today

Jane played and painted today.

The noisy boys annoy Joy

Ivy rides her bike at night

录音文本 6a 6b

Mom: Hi, Tania!

Tania: Oh hi Mom! How's Auntie Bella? Is she still sick?

Mom: She's a lot better today. I've cleaned the house for her and I've cooked a nice lunch. So I think I'll come home tomorrow. How's your day so far? Have you had a good day?

Tania: Not bad. I watched a funny cartoon this morning.

Mom: Have you finished your homework?

Tania: Yes, of course.

Mom: Have you three finished all your chores yet?

Tania: Yes, I've already tidied my room, but I haven't vacuumed the carpet yet.

Mom: Has Dan finished his chores yet?

Tania: Oh, yes. He's walked the dog and emptied the trash can.

Mom: What about the dishes?

Tania: He's already washed them but he hasn't dried them yet.

Mom: What about Tom? Has he cleaned the kitchen?

Tania: No, he hasn't started yet! He's watched a lot of TV though!

Unit 2 Life stories

1. Circle the correct words. **WB P6**

答案

1. a
2. b
3. c
4. b
5. a
6. b
7. c

2. Complete the sentences with the right form of the verbs in brackets. Then match the questions with the answers. **WB P6**

答案

- | | | |
|----|------------------|-------------------|
| c | 1. have been | have/'ve ...been |
| a | 2. have flown | have/'ve flown |
| f | 3. Have ... seen | have/'ve seen |
| i | 4. Have ...lost | have/'ve ... lost |
| d | 5. Have ...done | have/'ve flown |
| g | 6. Has driven | has/'s driven |
| c. | 7. Have written | have/'ve written |
| e | 8. Have felt | have/'ve felt |
| h | 9. Has had | has/'s had |

3. Fill in the gaps with the right form of the words in the box. **WB P6**

答案

1. missed
7. afterwards
8. sold
9. awesome
10. Try
11. find out

4. Put the words in the right order to make sentences. **WB P7**

答案

1. We've made a chocolate cake for tea.
2. I haven't caught any fish yet.
3. Have you ever eaten Mexican food?
4. I've already finished my homework.
5. Have you ever swum in the sea?
6. They have given a lot of money to charity this year.
7. My friend has run in ten marathons.
8. She's sung in two concerts this week.
9. I've never met a famous person.
10. Have you sold your bike yet?

5. Fill in the gaps in the song lyrics. Then make a song or rap with answers to the questions.

WB P7

答案

Verse 1&2

eaten, seen, won, lost

Verse 3

met, made, slept, caught

Verse 5

been, sung, flown, run

Verse 4&6

Student's own answer.

6. Listening

a. Listen and answer. What has Alice done to help people? WB P7 CD 05

答案

She started a charity to make meals for homeless people.

b. Listen again and write T (true) or F (false). WB P8 CD 05

答案

1. F (she gave her a sandwich)
2. T
3. F (20 sandwiches)
4. T
5. T
6. F (they have bought a truck)
7. T
8. F (100 times as many)

7. Reading

a. Read and answer. Why has Afroz got an award from the UN? **WB P8**

答案

Afroz won an award for cleaning a polluted beach in Mumbai.

b. Read again and scan for facts. Match facts and numbers. **WB P8**

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

8. Writing

a. Look at the reading text in activity 7 again. Label the paragraphs. **WB P9**

答案

Para 1. c

Para 2. b

Para 3. d

Para 4 a

b. Use the structure to write a biography of Roger Federer from the notes below. **WB P9**

9. Pronunciation

a. Listen and complete the tongue twisters. Then repeat. **WB P9 CD 06**

答案

There's a bear on the chair eating a pear near a deer with big ears.

Roger Rabbit ran and hid from a huge rat in a red hat

b. Circle the words with a different vowel or consonant sound. **WB P9**

答案

1.b 2.c 3.c 4.a

c. Listen and repeat. Write them in the right boxes. **WB P9 CD 07**

答案

horse happy hamster hair

clear volunteer
Clare share hair careful
rode red hair

d. Use some of the words above to make a tongue twister. WB P9

答案

Possible tongue twisters:

A happy hamster rode a red horse

Clare had long hair

Clare is a careful volunteer

录音文本 6a 6b

Interviewer: And now it's time for our Young Heroes interview. Today I'm going to interview 12-year-old Alice Brown from New York. Alice has started a charity to make meals for homeless people. Alice, how did it all start?

Alice: On my way home from school one day, I went past a homeless woman. She had a sign saying —I'm hungry. I didn't have any money to give her but I had a sandwich from my school lunch and I gave her that. When I got home, I told my Mom and said, —Can we do something for all the other homeless people?

Interviewer: What did your Mom say?

Alice: She said, —Well, we could start small...

Interviewer: So how did you —start small?

Alice: We made 20 sandwiches a day and gave them to homeless people for lunch.

Interviewer: And now — what has happened?

Alice: Now we are a charity called Heart Food. People started to give us money and restaurants and shops started to give us food. We have bought a truck to deliver meals to people and we now have people working to make meals. This month we have made 2000 meals for homeless people!

Interviewer: Wow! Alice, what a wonderful story! We're proud of you!

Alice: Thank you!

Unit 3 How long have you been there?

1. Fill in the gaps with the right form of the words in the box. **WB P10**

答案

1. languages
2. bright
3. colorful
4. noticed
5. traditional
6. popular
7. took...long time
8. differences
9. chilies
10. another

2. Complete the sentences with the right form of the verbs in brackets and with *for* and *since*.

WB P10

答案

1. has lived, since
2. has worked, for
3. has been, for
4. hasn't driven, since
5. have been, for
6. hasn't eaten, since
7. has played, since
8. has had, for

3. Circle the correct words. **WB P10**

答案

1. a
2. c
3. b
4. b
5. a
6. b
7. a
8. b

4. Put the words in the right order to make sentences. **WB P11**

答案

1. I have lived in Miami since I was 5.
2. He has loved music since he was a child.
3. He hasn't seen his cousin since he went to London
4. Have you eaten Chinese food since you came here?
5. We haven't been on vacation since I was in 5th grade.
6. I have played the piano since I started school
7. The museum has been here since they built the town.
8. We have been friends since we met at school

5. Fill in the gaps with the right form of the words in the box. **WB P11**

答案

1. been
2. since
3. firefighter
4. rewarding
5. saved
6. librarian
7. noticed
8. traditional
9. for
10. semester
11. ask for help

6. Listening

a. Listen and answer. How many children kept their New Year's resolution? **WB P11 CD 08**

答案

2

b. Listen again and complete the table. **WB P11 CD 08**

答案

Name	Resolution	Have they kept it?
Sophie	To do more exercise	Yes. She has been for a walk every day since January 1st.
Josh	To save his pocket money	No. He bought some candy yesterday.
Stacey	To spend less time playing computer games	Yes. She has only played two games since January 1st.

7. Reading

a. Read and answer. Are the four children all happy about the changes in their lives? **WB P12**

答案

They are all happy (but found it hard at first).

b. Read again and complete the table. WB P12

答案

Names	Changes in their lives	Differences it made	How they feel about it
Lily	The family got a puppy .	It takes a lot of time to look after a puppy.	It's a lot of fun
Max	He's moved to a different school .	He has had to make new friends	He didn't like it at first but now he has a lot of new friends and he is happy .
Tammy	She had a little sister .	Her parents didn't have so much time for her.	At first she didn't like this but now her sister is her best friend .
Sam	He started violin lessons .	He had to spend a lot of time practicing .	He loves it and enjoys making music with other people.

8. Writing

Write about a change in your life. Follow the outline below. **WB P13**

9. Pronunciation

a. Listen and complete the tongue twisters. Then repeat. WB P13 CD 09

答案

A **brown cow** and an **old goat** in a **slow boat**.

A **sheep shopping** for **shoes** in Asia

b. Circle the words with a different vowel or consonant sound. WB P13

答案

1. a 2. b 3. c 4. a

c. Listen and repeat. Write them in the right boxes. WB P13 CD 10

答案

found hour house

go toe Joe
she ship finish fish
usually pleasure television

d. Use some of the words above to make a tongue twister. WB P13

答案

Teacher notes some suggested tongue twisters:

The fish watched television at Joe's house.

Joe found a fish on the ship.

She usually goes to Joe's house.

录音文本 6a 6b

Interviewer: It's nearly the end of January. In this program, I'm going to interview some people to find out their New Year's resolutions. I'm also going to ask: Have you kept your resolution so far?

Interviewer: First here is Sophie on the phone from New York. Hi, Sophie. Have you made a New Year's resolution this year?

Sophie: Yes I have. I've decided to do more exercise!

Interviewer: And have you kept your resolution so far?

Sophie: Yes. I've been for a walk every day since January 1st!

Interviewer: Well done Sophie! Next we have Josh from Chicago. Hi, Josh, tell us about your resolution! What have you decided to change in your life this year?

Josh: I've made a resolution to save my pocket money.

Interviewer: And have you kept your resolution?

Josh: Well... It was OK until yesterday.

Interviewer: And what happened yesterday?

Josh: I bought some candy! But I'm going to keep saving most of my money.

Interviewer: That sounds like a good idea! Thanks for talking to us Josh! Now here we have

Stacey from San Francisco. Stacey, have you made a resolution and have you kept it?

Stacey: Yes. I've made a resolution to spend less time playing computer games. And I have only played 2 games since January 1st!

Interviewer: Well done Stacey. So ... New Year's resolutions – easy to make but harder to keep! Dear listeners, What about you? Have you made a resolution this year? And more importantly, have you kept it? This is Cindy Walker, reporting from New York City.

Review 1

1. Play the game. **WB P14**

答案

- | | |
|------------------------|-----------------|
| 1. explorer | 15. librarian |
| 2. vacuum | 16. save |
| 3. set the table | 17. language |
| 4. empty the trash can | 18. drive off |
| 5. grin | 19. get into |
| 6. spicy | 20. decide |
| 7. order | 21. make a list |
| 8. hang glider | 22. chilies |
| 9. wash the dishes | 23. bake |
| 10. awesome | 24. meatball |
| 11. pie | 25. popular |
| 12. fire station | 26. firefighter |
| 13. sell | 27. tidy |
| 14. semester | 28. get out of |

2. Complete the table with the past participles. Then choose the best words to fill in the gaps. **WB P14**

答案

had	eaten
written	swum
lost	given
driven	seen
done	run
been	won
felt	sung
made	sold
taken	met
caught	thought
flown	gone
bought	brought

1. done, made
2. eaten
3. seen
4. had, written
5. lost
6. been
7. met
8. flown, driven

3. Fill in the gaps with the words in the box and the right form of the verbs in brackets. **WB P15**

答案

1. ever swum, never
2. felt For
3. already sold
4. been since caught yet
5. thought yet
6. already run
7. ever won never
8. sung since
9. done taken
10. given

4. Circle the best words. **WB P15**

答案

1. introduce
2. ever
3. never

4. been
5. For
6. done
7. visited
8. taken
9. traditional
10. yet
11. planning
12. have
13. Special

5. Pronunciation

a. Circle the words with a different vowel or consonant sound. Then listen and check. **WB P16 CD 11**

答案

1. sky
2. boy
3. dig
4. here
5. rope
6. cow
7. television
8. stand

b. Listen to the chants. Then repeat. **WB P16 CD 12**

6. Listening

a. Listen and answer. What activities is Zoe going to teach? **WB P16 CD 13**

答案

Music and Drama

b. Listen again and fill in the table: ✓✓ = has had experience; ✓ = has had a little experience; ✕ = no experience. **WB P16**

答案

Activities	Experience
Work with children	✓✓
Adventure Sports	X
Water Sports	✓
Drama	✓✓

Music	✓✓
-------	----

c. Complete the interviewer's notes about Zoe's experience. **WB P16**

答案

1. babysitter, 15
2. Drama Club
3. piano, seven
4. guitar, six

7. Reading

a. Read the story and answer. What countries and regions did Jake see from space? **WB P17**

答案

China, the Pacific Ocean, Canada, the Arctic, Africa

b. Read again and answer. **WB P17**

答案

1. 320 kilometers.
2. Two hours.
3. Six.
4. In an oven.
5. The water drops float around.
6. He tied it to the wall.

8. Writing

Imagine you are Jake. You have just returned from the Space Station. Write a diary about what you did. **WB P17**

录音文本 6a 6b

Interviewer: Hello, Zoe. So you've come to apply for a summer job as Camp Counselor? And you can work for six weeks in May and June?

Zoe: That's right, yes.

Interviewer: Have you ever worked at a summer camp before?

Zoe: No, but I've been on summer camps when I was younger.

Interviewer: And have you ever worked with children?

Zoe: Yes, I've been a babysitter since I was 15.

Interviewer: Good! The activities we have at summer camp are Adventure sports, water sports, Drama and Music and Art. Have you had any experience of any of these?

Zoe: I've helped to run the Drama Club at school for a year. I've never done adventure sports, I've been sailing, but I haven't had enough experience to teach it. I'd prefer to do Music and Drama.

Interviewer: Can you play a musical instrument?

Zoe: Yes, I've played the piano since I was seven and I've played the guitar for six years.

Interviewer: And you've had experience with drama, you said...

Zoe: Yes, I love doing drama with kids!

Interviewer: OK ... we have vacancies for Music and Drama in California, Texas and New York.

Zoe: Oh, I'd love to go to California!

Interviewer: OK, we'll put you down for a Camp Counselor job near San Francisco.

Zoe: Thank you very much! I can't wait!

Unit 4 My amazing aunt

1. Fill in the gaps with the right form of the words in the box. WB P18

答案

1. such
2. Once
3. given up
4. last
5. sporty
6. was afraid to
7. kept

2. Complete the conversations with the right form of *can (not)* or *(not) be able to*. WB P18

答案

1. Can, can
2. is able to
3. Can, could
4. Can, can can't
5. was able to , isn't able to
6. can couldn't can
7. could, wasn't able to, can
8. Can can't

3. Unscramble the words to complete the sentences. WB P18

答案

1. sent
2. time
3. designed
4. stole

5. possibly
6. instead
7. return
8. well

4. Look at the pictures and make a request with *can* or *could*, then write replies: ✓ = agree; ✕ = refuse. WB P19

答案

Agreement: Sure /Of course/ no problem are all acceptable

Refusal: Sorry, I'm afraid I can't (because)

1. -Could you possibly wash the dishes? -Sure!
2. -Could you possibly cook the meal? -Sorry, I'm afraid I can't (because)
3. -Could you possibly feed the cat? -Sure /Of course/ No problem!
4. -Could you possibly walk the dog? -Sorry, I'm afraid I can't (because)
5. -Could you possibly vacuum the carpet? -Sure /Of course/ No problem!
6. -Could you possibly tidy the living room? -Sure /Of course/ No problem!

5. Fill in the gaps with the words in the box. WB P19

答案

1. able to
2. Sure/Of course
3. can
4. Could
5. design
6. problem
7. have time to
8. as well as
9. Of course/Sure
10. able to
11. afraid
12. can't
13. can

6. Listening

a. Listen and answer. What is Mona going to do with the money from the garage sale? WB P19 CD 14

答案

She is going to give it to a charity (called Radio Lollipop)

b. Listen again and complete the table to show how the children help Mona. WB P19 CD 14

答案

Mona Anna and Tom can bake some cakes to sell

Ally can bring some old books to sell

Ally can bring some old toys and games to sell

Tom can bring some plants

7 Reading

a. Read and match. WB P20

答案

1. c

2. a

3. e

4. d

5. b

b. Read again and complete the mind map. WB P20

答案

1. math, difficult math, —see| numbers, memory, 11
2. blind, echoes, see, bike, climb trees
3. rainbow, see 100, colors, colorful
4. song, play, perfectly, nine, jazz musician.
5. photographic, remember, photo, draw, Hong Kong, 20

8. Writing

Research a person with amazing abilities. What can they do? Make a mind map as the sample below to show the main points. Then write about them. WB P21

9. Pronunciation

a. Listen and complete the tongue twisters. Then repeat. WB P21 CD 15

答案

A giraffe played chess with a cheetah in the kitchen.

Thirty three thousand mothers went to the theater on Thursday.

b. Circle the words with a different consonant sound.

答案

1. a 2. c 3. c 4. a

c. Listen and repeat. Write them in the right boxes. WB P21 CD 16

答案

thing teeth both theater Theo birthday
this father these the
beach watch chair Charlie chocolate
jam jump jungle

d. Use some of the words above to make a tongue twister. WB P21

答案

On Theo's birthday his father took him to the theater
Charlie ate chocolate in the jungle
Charlie sat on a chair at the beach and ate jam

录音文本 6a 6b

Mona: Hi everyone. I'm planning a garage sale for charity, and I've asked you all here to help me.

Anna: Which charity are you raising money for?

Mona: Radio Lollipop. They do a radio program and games and activities for children in hospital.

Anna: That sounds great!

Mona: Are you able to help me?

Anna: I'd love to. What can I do?

Mona: I've thought of selling cakes. Could you help me bake some cakes?

Anna: Sure.

Mona: Wonderful! So... Anna can help me bake cakes. What about you, Tom?

Tom: I could do that too!

Mona: Great! So Anna, Tom and I can bake some cakes...

Ally: What can I do? I can't cook very well.

Mona: I thought maybe we could sell some old books, too. Could you bring some books to sell, Ally?

Ally: I've got some old books. We could sell those.

Mona: Great! So Ally can bring some books to sell.

Ally: How about selling some of our old toys and games? I can bring some, too.

Mona: Good idea, Ally.

Tom: I'm growing some plants - we could sell those!

Mona: Thanks Tom! This is going to be a great sale!

Unit 5 Accidents and adventures

1. Unscramble the words to complete the sentences. **WB P22**

答案

1. whole
2. middle
3. fell over
4. all over
5. stepped
6. free
7. fill
8. anyway

2. What were the people doing? Correct the sentences. **WB P22**

答案

1. They weren't eating. They were singing.
2. He wasn't wearing a T-shirt and playing the violin. He was wearing a shirt and playing the guitar.
3. They weren't fighting. They were dancing.
4. He wasn't reading a newspaper. He was reading a book.
5. She wasn't wearing a big hat and drinking water. She was wearing a cap and eating an ice cream.
6. She wasn't wearing a dress and eating a hamburger. She was wearing a skirt and drinking water.

3. Fill in the gaps with the right form of the words in the box. **WB P22**

答案

1. packed up
2. started out
3. chased
4. any more
5. luckily
6. trouble
7. took

4. Put the words in the right order to make sentences. The first word is given. **WB P23**

答案

1. When you were walking to school, what did you see?
2. When I was reading, the cat jumped on my chair.
3. When they were watching TV, there was a knock on the door.
4. When he was crossing the bridge, he fell in the river.
5. When they were doing their homework, the phone rang.

6. When Mary was sitting on the beach, she saw some dolphins.
7. What were you doing when you met him?

5. Fill in the gaps with the right form of the words in brackets. WB P23

答案

1. were sitting
2. was having
3. were eating
4. stole
5. started
6. was chasing
7. fell
8. were fishing
9. were making
10. stepped

6. Listening

a. Listen and answer. What was the dog trying to tell them? WB P23 CD 17

答案

A cat was stuck in a tree.

b. Listen again. Put the events in the right order. WB P23 CD 17

答案

1 4 6 3 5 7 2

7. Reading

a. Read and answer. What is the meaning of the folk tale? WB P24

答案

c

b. Read again and put the pictures in the right order. WB P24

答案

a1 b5 c2 d4 e3

8. Writing

Think of a folk tale or story that you know and write it in your own words. Sequence the order of events before you start writing. Use the past continuous and the past simple. **WB P25**

9. Pronunciation

a. Listen and complete the tongue twisters. Then repeat. WB P25 CD 18

答案

A young black lizard and a little yellow lion played in the yard.

b. Circle the words with a different consonant sound. WB P25

答案

1. c 2. a 3. b

c. Listen and repeat. Write them in the right boxes. WB P25 CD 19

答案

light hall long lot lost like lemonade
yes year canyon yum yesterday Yann

d. Use some of the words above to make a tongue twister. WB P25

答案

Possible tongue twisters

Yesterday Yann got lost in the canyon

Yann went down the long hall

Yann said Yum! I like the lemonade

录音文本 6a 6b

Ben: Hi, Ally! I phoned you three times on Saturday but you didn't answer. Were you away? What were you doing?

Ally: We went out for a picnic in the country. And we had an adventure!

Ben: What happened?

Ally: Well, when we were walking down the path, we saw a dog. It was barking loudly. He ran into the trees and then looked back at us and barked again. We walked on but he came to get us and barked again.

Ben: Wow. Was he trying to tell you something?

Ally: Yes! He was!

Ben: So what did you do?

Ally: We followed him into the trees.

Ben: And what happened?

Ally: The dog took us to a tree. High up in the tree was a cat! She couldn't get down!

Ben: So the dog and the cat were friends! That's unusual.

Ally: Yes, the dog was really unhappy!

Ben: So what did you do?

Ally: My brother climbed up and got the cat. Then we looked at the dog's collar. It had an address and a phone number. We phoned the owners and they came and got the cat and dog.

Ben: Wow! A happy ending!

Unit 6 Looking into the future

1. Unscramble the words to complete the sentences. **WB P26**

答案

1. traffic jam
2. transport
3. cure
4. accident
5. control
6. driverless

2. Complete the conversations with *will/'ll* or *won't*. **WB P26**

答案

1. Will, won't
2. won't, will/'ll
3. will/'ll, will/'ll, will/'ll
4. will/'ll, will/'ll, will/'ll
5. will/'ll, will/'ll

3. Circle the correct words. **WB P26**

答案

1. a
2. c
3. c
4. b
5. a
6. b

4. Complete the sentences with the right form of the verbs in brackets. **WB P26**

答案

1. come, will/'ll be
2. rains, will/'ll, do
3. go, will/'ll get
4. see, will/'ll tell
5. will/'ll happen, doesn't come

6. watch, won't sleep
7. wash, will/'ll dry
8. are, will/'ll invite

5. Fill in the gaps with the right form of the words in brackets. WB P27

答案

1. if
2. instead of
3. several
4. will be
5. will/'ll be
6. will/'ll help
7. will/'ll shop
8. order

6. Listening

a. Listen to the weather forecast and answer. Is the forecast mainly good or bad? WB P27 CD 20

答案

Mainly good (Sunday Monday Wednesday Thursday Friday fine)

b. Listen again and complete the table. WB P27 CD 20

答案

Sat	rain indoor
Sun	hot, beach, swimming pool
Mon	rain, picnic, beach, morning
Tue	Cooler, rain, cinema
Wed-Fri	Cool, sunny, walking, games

7 Reading

a. What do you think will happen in the future? Look at the statements below and predict. Do you think they will happen or not? Circle Yes or No. WB P28

答案

1. Yes
2. No
3. Yes
4. No
5. Yes
6. No
7. No

b. Read and match the statements with the answers. WB P28

答案

1b

2c

3f

4g

5d

6a

7e

8. Writing

Imagine you have a chance to send a letter to your great-great-grandmother/grandfather living 150 years ago. Tell her/him what the future will be like. You can write: How different will the life in the future be, what inventions disappeared and what new inventions will come etc. **WB P28**

9. Pronunciation

a. Listen and write the number of syllables in each word. **WB P29 CD 21**

答案

First line 2, 4 3

Second line 1 2 4

Third line 2 1 3

Fourth line 4 1 3

b. Listen again and mark the stressed syllable. **WB P29 CD 22**

答案

adver'tisement

ex'pensive

'math

'English

tech'nology

be'gin 'pen

No'vember

Argen'tina 'cup

'Canada

c. Read aloud and draw lines to match the rhyming words. Then write the number of syllables. **WB P29**

答案

Banana pyjamas 3 syllables

Carrot/ parrot 2 syllables

Lizzie /busy 2 syllables

Azy/Lazy 2 syllables

d. Fill in the gaps in the two chants with the words in Activity 9c. Then listen and check. **WB P25 CD 23**

答案

Sally the parrot.

Ate a carrot.

The put on her pyjamas

And ate a banana.

A girl called Azy

Was really lazy.

But her friend Lizzie

Was really busy.

录音文本 6a 6b

Good evening everyone! Here is the weather forecast for the first week of the school holiday!

Tomorrow, Saturday, there will be some rain. Your garden will be happy and so will all the farmers!
A day for indoor activities!

Sunday will be sunny and very hot. And the temperature will rise to around 30 degrees Celsius. A lovely day for the beach and the swimming pool!

Monday morning will still be fine, but with some clouds and rain later in the day. So have a picnic or go to the beach in the morning.

On Tuesday, it will be cooler with some rain. A good day for the cinema!

In the second half of the week, things will get better, with cool, sunny weather on Wednesday, Thursday and Friday. These will be good days for activities like walking or outdoor games.

So make your plans for next week's school holiday! What will you do each day? Have lots of fun and get some fresh air and sunshine while you are not at school!

Review 2

1. Play the game. WB P30

答案

1. accident
2. start out
3. transport
4. return
5. fill
6. several
7. spill

8. disease
9. fall over
10. cure
11. chase
12. sporty
13. steal
14. explain
15. pack up
16. give up
17. groceries
18. once
19. step on
20. free
21. send
22. unhealthy
23. pollution

2. Circle the correct words. WB P30

答案

1. a
2. c
3. b
4. c
5. b
6. a
7. c
8. b

3. Put the words in the right order to make sentences. The first word is given. WB P31

答案

1. They won't go if it rains.
2. Could I possibly borrow your pen please?
3. Ben was walking to school when he fell over
4. I'll buy a book if we go shopping.
5. I'm afraid I can't come to the party next week.
6. What were you doing when the phone rang?
7. If she is late, what will you do?
8. My sister is able to run very fast.
9. When we were having a picnic, it began to rain

4. Fill in the gaps with the right form of the words in brackets. WB P31

答案

1. were you doing

2. was playing .
3. fell
4. Can
5. can't
6. Could/Can
7. will, write
8. lends
9. 'll be able to type

5. Pronunciation

a. Circle the words with a different vowel or consonant sound. Then listen and check. **WB**

P31 CD 24

答案

1. girl
2. lose
3. those
4. seat
5. jam
6. character

b. Listen and mark the stress. Write the number of syllables. **WB P32 CD 25**

答案

No'vember __3____
 'thousand__2____
 va'cation__3____
 'television __4____
 gi'raffe__2____
 'kitchen __2____

c. Listen and repeat. **WB P32 CD 26**

6. Listening

a. Listen and answer. What help does Jack want? **WB P32 CD 27**

答案

He wants help with doing some fun activities for children in hospital.

b. Listen again and answer. **WB P32 CD 27**

答案

1. He was shopping with Mom.
2. Acting a play or singing songs or playing games

3. Acting a play
4. Cinderella.
5. Five girls and two boys.
6. They will ask their friends.

8. Reading Maze

Read through the maze. Choose between different plots and read different versions of the story. Which one do you like best? **WB P33**

8. Writing

Write one more version of the story. Fill in the gaps in the maze and write a different ending. **WB P33**

录音文本 6a 6b

Jack: I phoned three times this afternoon. What were you doing?

Sonny: I was shopping with Mom. We were looking for some new shoes. Why were you ringing?

Jack: I was ringing to ask for some help.

Sonny: What can I do for you?

Jack: I've got to do some fun activities for children in hospital. Could you help me?

Sonny: I'd love to. What kind of activities will you do?

Jack: I'm not sure. We could act a play or sing songs or play games.

Sonny: Acting a play sounds good!

Jack: But what play will we choose?

Sonny: Maybe a fairy story like Cinderella?

Jack: If we act Cinderella, we will need several actors.

Sonny: Let's see. We need five girls: Cinderella, her stepmother, the two sisters and the Fairy Godmother. And we need two boys: the Prince and a servant. We can be them. We just need the girl actors.

Jack: OK, could you ask your friends? And I'll ask mine.

Sonny: Sure! Sounds great.

Jack: Thanks for helping!