

义务教育教科书

教师教学用书

英语

(一年级起点)

六年级

下册



人民教育出版社 课程教材研究所
英语课程教材研究开发中心 编著

人民教育出版社

·北京·

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封面设计：于 艳 李宏庆
平面制作：北京人教聚珍图文制作有限公司

图书在版编目(CIP)数据

义务教育教科书教师教学用书. 英语. 六年级. 下册: 一年级起点 / 人民教育出版社课程教材研究所英语课程教材研究开发中心编著. —北京: 人民教育出版社, 2014. 10
ISBN 978-7-107-29328-3

I. ①义… II. ①人… III. ①英语课—小学—教学参考资料 IV. ①G623

中国版本图书馆 CIP 数据核字 (2014) 第 310312 号

义务教育教科书教师教学用书 英语(一年级起点) 六年级 下册

出版发行 人民教育出版社

(北京市海淀区中关村南大街 17 号院 1 号楼 邮编: 100081)

网 址 <http://www.pep.com.cn>

经 销 全国新华书店

印 刷 ××× 印刷厂

版 次 2014 年 10 月第 1 版

印 次 2016 年 12 月第 2 次印刷

开 本 787 毫米 × 1092 毫米 1/16

印 张 10

字 数 220 千字

定 价 23.50 元

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前言

《义务教育教科书 英语（一年级起点）》是根据《义务教育英语课程标准（2011年版）》，在原教材《义务教育课程标准实验教科书 英语 新起点（供一年级起始用）》的基础上，由人民教育出版社课程教材研究所英语课程教材研究开发中心与加拿大灵通教育有限公司联合修订而成的。在修订过程中，北京市海淀区教师进修学校给予了全方位的支持。

本套教材供小学一至六年级的学生使用，每学期使用一册，共12册。

一、本套教材编写的指导思想和依据

本套教材以我国《教育振兴行动计划》和《基础教育课程改革纲要（试行）》的精神为指导，以《国家中长期教育改革和发展规划纲要（2010~2020年）》对基础教育提出的要求和《义务教育英语课程标准（2011年版）》（以下简称“英语课程标准”）为依据，坚持全面的、协调的、可持续的发展观，全面贯彻国家的教育方针，贯彻“教育要面向现代化，面向世界，面向未来”的战略思想，为实现建设人力资源大国、人力资源强国的战略部署服务。

本套教材的编写体现义务教育的性质、任务和要求，遵循“英语课程标准”要求，体现英语课程的工具性和人文性的双重属性。本套教材的编写体现以学生为本的新基础教育的课程教材观，即以学生的主体性、创造性、实践性为本，在为学生学习英语打好基础的同时，提高其语言运用能力，加强对学生综合素质的培养，特别是培养学生良好的意志品格、正确的价值观、自主学习意识与能力以及良好的学习习惯，为学生终身发展奠定良好基础，并引导小学英语教师转变教育思想和教学方法，促进教师专业发展。

“英语课程标准”设定的“以语言技能、语言知识、情感态度、学习策略和文化意识等五个方面共同构成的英语课程总目标”为本套教材的课程体系基础。“英语课程标准”设定的分级目标是我们设定各册能力发展目标的重要依据。其中的一~三级目标是本套教材不同阶段的具体参考依据。本套教材的最终目标介于二、三级之间。

“英语课程标准”的实施建议（教学建议、评价建议、教材编写建议以及课程资源开发与利用建议）和附录资料（课堂教学实例、评价方法与案例、技能教学参考建议），是我们在教材编写过程中进行结构设计、活动设计、评价设计以及语言素材选择的重要参考依据。

二、本套教材的教学目的

本套教材的教学目的是：激发学生学习英语的兴趣，培养学生学习英语的积极态度，使其树立学好英语的自信心，养成良好的学习习惯；培养学生初步运用英语进行日常交

流的能力，并在交流中形成一定的语感和良好的语音、语调基础；培养学生一定的阅读和书写能力；注重培养学生的观察、记忆、想象和创造等能力；适当介绍中西方文化，培养学生的爱国主义精神，拓展其国际视野。总之，引导学生全方位地学习英语，并为进一步学习奠定良好的基础。

三、本套教材的课程体系

为了实现上述教学目的，我们根据上述教材编写指导思想和依据，考虑学生的实际需要，将本套教材分为三个阶段。

（一）准备阶段

准备阶段包括一、二年级，共有四册教材。一年级上册首先让学生从“听”开始学习英语，通过“听”来感知和储备语言；待学生具备一定的语言储备后，再引导学生开口说英语。后续册次除了继续发展听、说能力，还逐步增加了以下学习内容：一年级下册增加了认读字母的内容；二年级上册增加了感知字母基本发音的内容；二年级下册增加了书写字母的内容。在此过程中，我们不仅对学生进行语音启蒙，而且还引导学生借助图片和首、尾字母整体认读单词，对学生进行阅读启蒙。

通过上述两个学年、四册教材的学习，学生不仅具备了一定的听、说能力，打下了一定的语音基础，接受了阅读启蒙训练；而且还掌握了书写字母的能力，为今后认读和拼写单词做好了准备，从而为正式开始阅读和书写打下了坚实的基础。

（二）学习阶段

学习阶段包括三~五年级，共有六册教材。学习阶段开始全面发展学生的听、说、读、写能力。

学习阶段的读、写能力，是借助“自然拼读法”（**phonics**）过渡和发展的。“自然拼读法”主要向学生讲解字母及其发音之间的关系，可以帮助学生高效地认读已经会听、会说的词汇，进而帮助学生学习全新词汇，扩大词汇量，提高快速识别单词的能力。快速识别单词的能力（**instant word recognition**）有助于流利地朗读文章，使学生在读的过程中更多关注意义，从而有助于学生早日过渡到自主阅读¹。

所以，在学习阶段，我们除了继续引导学生发展听、说能力，同时还通过“自然拼读法”引导学生认读和记忆单词，逐步培养学生“见词能读”和“听词能写”的能力。同时，也将此项能力作为听力、阅读和写作策略，融入学生听、读、写能力的发展之中。

学习阶段的阅读内容，先从读词入手，经过读句阶段，最终发展到阅读文段和文章。阅读方式，先从跟读开始，经过指读和朗读阶段，逐渐过渡到默读。需要强调的是，上述发展过程，并不是泾渭分明、先此而后彼的。相反，有些环节在一定阶段是可以并存的。

学习阶段的写，从描红单词开始，经过抄写单词、抄写句子和仿写句子，最终达到独立写几句话或一个小文段的水平。

¹ Barbara J. Fox. 2008. *100 Activities for Developing Fluent Readers* [M]. New Jersey: Pearson Education.

（三）巩固和提高阶段

巩固和提高阶段为六年级，共包括两册教材。在此阶段，我们引导学生：（1）巩固并提高听、说能力；（2）巩固自然拼读学习成果，提高认读和记忆单词的能力；（3）继续发展阅读能力；（4）继续发展写作能力；（5）全面提高综合运用语言的能力，为初中阶段的英语学习打下牢固的基础。

上述三个阶段的安排，尤其是准备阶段和学习阶段的安排，借鉴了以英语为母语的孩子习得英语的规律，引导把英语当作外语学习的中国学生循序渐进地学习英语，从而大大降低学习压力，提高学习兴趣和效率。

四、六年级下册的教学目标

根据“英语课程标准”的精神，并结合本套教材的课程体系安排，我们对六年级下册的教学目标作如下描述：

听

1. 能借助图片、图像等提示听懂与整个小学阶段所学话题相关的简单语段，并初步识别语段中句子之间的联系。

2. 尝试区别不同句式的语调，如陈述句、疑问句和祈使句等；并尝试根据语调变化，体会句子意义的变化。

3. 能借助提示，听懂配图故事和教师讲述的故事。

4. 能听懂课堂活动中常用的提问和指令，并做出相应反应。

说

1. 能在口头表达中做到发音清楚，语调基本达意。

2. 能就整个小学阶段所学话题进行一般交流和简单陈述。

3. 尝试借助提示简单描述一件事情。

4. 能借助提示复述所学故事，并尝试讲述简单的故事。

读

1. 本套教材从三年级上册起，开始逐渐培养学生按照拼读规律记忆单词的能力。六年级下册要求学生除了认读并尝试记住本册的话题词汇，还应认读并尝试记住以前学过的、跟本册话题相关的词汇。

2. 能读懂教材中简短的要求和指令。

3. 能借助图片和其他阅读策略读懂每单元的小短文和小故事²，并养成按意群阅读的习惯。

4. 在理解大意的基础上模仿录音较为流利地朗读上述所学小短文或小故事。

写

1. 能正确地使用大小写字母和常用的标点符号。

2. 能根据语境（如根据生活常识、个人的实际情况、图片创造的语境或阅读语篇创造的语境等）选词填空，把句子或小语段补充完整。

² 故事属于第二层次学习内容，只建议在课时充足、学生接受能力强的前提下纳入教学，否则可以删去不教。

3. 能根据所读材料，写出完整的答句回答问题。
4. 能仿照范例或在问题的提示下，写出几句意义连贯的话。

玩、演

1. 能按要求用简单的英语做游戏。
2. 能在教师的帮助下表演小故事或小短剧。

五、六年级下册的教材结构

(一) 整体结构

1. 六年级下册为全套教材的总复习。本册以 Bill 去加拿大访学的经历为线索，几乎复习了全套教材所涉及的所有话题。

2. 本册教材共有六个复习单元，分别为：访问加拿大 (Visiting Canada)、周围环境 (All Around Me)、日常生活 (Daily Life)、业余生活 (Free Time)、自然与人文 (Nature and Culture) 和暑假生活 (Summer Vacation)。

3. 这六个单元的结构是完全一样的：每个复习单元均由三个复习课 (Lessons 1-3)、一个项目制作 (Project Time) 和一个故事板块 (Story Time) 构成。其中，三个复习课的结构又是完全一样的：均通过听、说、读、写来复习三至六个话题的内容。

(二) 单元结构

六年级下册的单元结构如下：

Lesson 1: A 项通过听力活动来复习三个以上话题的语言知识；B 项引导学生首先谈论在 A 项所听到的内容，其次引导学生运用 A 项的语言谈论自己的相关情况；C 项呈现一篇阅读文章，引导学生通过阅读来复习两个以上话题的内容；D 项是与 C 项相关的写作活动，引导学生写一段与 C 项篇章相关的文段。

Lesson 2 和 Lesson 3 的结构同 Lesson 1。

Project Time: 本板块属于第二层次学习内容，只建议在课时充足、学生接受能力强的前提下使用。其中 A 项呈现一个项目制作的成品，引导学生首先阅读该成品，其次展开讨论，理解成品的内容和意义，为自己进行制作打基础；B 项详细说明了项目制作的流程，引导学生完成自己的制作；C 是学生交流自己作品的示范图，引导学生与同学分享、交流项目制作成果。

Story Time: 通过与话题相关的趣味性故事，一方面复习词汇和功能句，另一方面培养学生的阅读能力，提高其学习英语的兴趣。

六、六年级下册的教学方法建议³

(一) 复习课的教学建议

六年级下册的复习课，是将学生六年来所学的语言知识综合在一起呈现的，目的在于引导学生回顾以前所学语言知识，并且加以综合运用。建议在教授复习课的时候，分

³ 请注意，此处的教学建议均省略了热身和导入环节，只是对正式教学环节的建议。

“听说”和“读写”两个环节来操作。

在听说环节：

1. 首先引导学生看A项插图和文字信息，预测听力内容。
2. 根据学生水平，播放录音两至三遍，引导学生首先抓大意，然后捕捉细节、完成听力任务，最后核对答案。
3. 引导学生按照B项提示，对A项的内容进行讨论。一方面深入理解听力内容，另一方面通过口头操练，总结A项复习了哪些功能句。
4. 引导学生运用上述功能句谈论自己的情况，学以致用。

在读写环节：

1. 首先引导学生看C项插图、表格和标题等信息，预测阅读文本的内容，明确阅读任务。
2. 请学生默读文本一至两遍，完成阅读任务。
3. 师生围绕阅读文本进行讨论，深入理解阅读文本的内容，并在必要时对其篇章结构进行赏析，总结出该类文体的结构特点和写作要点，为下一步的写作打基础。
4. 引导学生根据C项所总结的要点，完成D项的写作任务。

(二) Project Time 的教学建议

1. 教师引导学生欣赏A项的成品，并引导学生按照课本上的示范对成品进行讨论，明白其内容和意义，知道自己将要制作什么样的项目。
2. 引导学生按照流程完成制作。此制作可以延伸到课外。
3. 引导学生进行交流和分享。教师可以在教室开辟专门的园地，展出学生的优秀作品。

(三) 故事(Story Time) 教学建议

本册故事均与所在单元的话题相关，依据学生的年龄特点，以图画和学生易接受的语言呈现。在故事教学时可以参考以下步骤：

1. 出示故事中的某幅挂图（通常是第一幅挂图），引导学生观察画面、并结合故事题目，预测故事内容。
2. 请学生独立阅读故事，边读边验证刚才的预测。
3. 师生通过讨论故事情节、画面内容等，帮助学生理解故事大意。同时，教师可以引导学生运用所学语言对人物形象、关键情节、故事主题等进行描述或讨论。
4. 请学生再次阅读故事，完成故事后的阅读理解检测题。
5. 请学生在理解故事大意的基础上反复听录音，边听边跟读模仿，争取做到语言准确，语音、语调自然流畅。
6. 教师设计更多操练活动，如：图片排序、图文匹配、问题讨论等，促进学生对故事的理解和语言的内化。
7. 最后，可以引导学生复述故事、表演故事或改编故事。

七、评价建议

(一) 总体安排

评价是英语课程的重要组成部分。在小学阶段，评价应依据“英语课程标准”规定的课程目标与要求，采用科学、合理的方式和方法，对教学过程和结果进行及时有效的监控，对教学起到积极的引导作用。总体而言，小学阶段的英语教学评价应遵循以下原则：

1. 充分考虑小学生的认知方式、认知水平和心理特点。
2. 以激发和保持小学生学习英语的兴趣和自信心为目的。
3. 采用以形成性评价为主的评价方式和方法，也可适当采用终结性评价，将评价有机地渗透在日常教学活动中。

具体而言，本套教材准备阶段的评价板块为**Review & Rewards**；学习阶段、巩固和提高阶段的评价板块为**Let's Check**。不同的命名，体现了不同的评价重点：准备阶段的评价，侧重评价学生的学习态度和学习策略，突出评价的建构功能和激励功能，避免过早、过多地从语言知识角度对学生进行评价；学习阶段、巩固和提高阶段的评价，则在兼顾学习态度、情感、策略的基础上，也注重对学生的语言知识和语言能力进行评价。

六年级下册虽然没有设计专门的评价板块，但教师可以将六年级上册的评价方法和原则应用到六年级下册听、说、读、写复习的各个环节。

八、在教学中应注意的问题

1. 面向全体学生，为学生提供自主学习和相互交流的机会，鼓励学生通过体验、实践、讨论、合作、探究等方式，发展综合语言技能。
2. 关注学生的情感，努力营造民主、和谐、愉快、轻松的课堂氛围，把英语教学与情感教育有机结合起来，帮助学生体验集体荣誉感和成就感，发展合作精神。
3. 努力创设真实的生活情境，帮助学生在活动中感受、学习并运用语言。
4. 在教学过程中，坚持学得与习得相结合。特别是在起始阶段，要坚持大量输入、少量输出、扩大接触面和文化视野，注意“听、做”在前，“说”在后。
5. 注重学习过程的评价，使学生体验进步与成功，认识自我，建立自信。注意评价主体的多元化和评价形式的多样化。
6. 正确对待学生学习过程中的错误。鼓励学生大胆使用英语，对他们学习过程中的失误和错误采取宽容的态度。要理解学生在学习外语过程中，出现语言失误是不可避免的，是其语言发展的必经阶段。

UNIT 1

Visiting Canada

复习目标

语言技能目标

第一层次：

1. 通过听、说、读、写等形式的语言活动，帮助学生复习以前所学话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。

2. 引导学生就所听或所读内容与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

第二层次：

引导学生借助图片和其他阅读策略读

懂 Story Time 的小故事，根据故事内容回答相关问题，并尝试复述小故事。

其他目标

1. 引导学生积极参与课堂上的各种活动或游戏，并与同伴合作完成活动或游戏。

2. 引导学生在活动中认真倾听同伴发言，并尝试表达自己的观点。

本单元各课所复习知识点列表

Lesson 1

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Weather Book 4, Unit 2	windy, cloudy, rainy, sunny, snowy	What's the weather like? It's sunny. Wow! Let's go and fly a kite.
Seasons Book 4, Unit 3	winter, spring, summer, autumn, hot, warm, cool, cold	What's your favourite season? Spring. I can ... in this season.
Clothes Book 5, Unit 5	hat, coat, shoes, shorts, socks, sweater, jacket, shirt, dress, cap, T-shirt, gloves	What should I wear today? You should wear ...
Feelings Book 11, Unit 4	angry, sad, happy, worried, ill, scared, nervous, find, like, excited, proud	You look ... Why? I was ... because ...

Lesson 2

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Jobs Book 7, Unit 6	taxi driver, bus driver, worker, doctor, police officer, farmer, nurse, salesclerk, basketball/football player, singer	What does he do? He is a ...
Family Book 3, Unit 1 Book 6, Unit 4	family, father, mother, brother, sister, grandfather, grandmother handsome uncle, beautiful aunt, cousin, people	Who's he/she? He/She is my ... Is that man your father? No, he isn't. He is my ...

Lesson 3

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Rooms/Home Book 2, Unit 2 Book 6, Unit 6	home, living room, dining room, kitchen, bedroom, study, bathroom, picture, bed, wall, light, door next to, between, behind box, near	In my home, there is a ... On the first floor, there is a ...
Myself Book 5, Unit 1	my, your, name, new, friend	I am ... years old. I am in Class 1.
Growing Up Book 10, Unit 6	be born; 序数词	I was born in 2006/ on ...
Birthdays Book 5, Unit 6	January, February, March, April, May, June, July, August, September, October, November, December	When is your birthday? My birthday is in ...

人教版®

Lesson 1

本课教学目标


1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册学过的有关 **Weather**, **Seasons**, **Clothes** 和 **Feelings** 等话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。
2. 引导学生就所听材料或所读短文的内容与他人展开对话交流。
3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

A项通过听力活动来复习有关 **Weather**, **Seasons**, **Clothes** 和 **Feelings** 等话题的重点词汇和功能句。


B项首先引导学生谈论在A项所听到的内容，其次引导学生运用A项的语言谈论自己的相关情况。

Unit 1 Visiting Canada

Lesson 1

A Listen and number. 

It's January. Bill is getting ready for a trip to Canada.




B Let's talk.

Where is Bill going? He's going to Canada.

1. Where is Bill going?
2. When is he going there?
3. What's the weather like there?
4. What should Bill take with him?

Pretend you are going to one of these places. What is the weather like there? What clothes should you take with you?



C Let's read.



Bill is going to Canada and is going to stay there for five months. He is going to stay at Ted's house. Ted lives with his parents and his sister Tina. Bill is also going to go to Ted's school. He is very excited.

Bill also feels quite sad. He will miss his teachers and friends. He has a going away party at school. He says goodbye to everyone. Bill's friends say they will email him every week.



It is very cold and snowy in Canada in the winter. Bill takes some sweaters, scarves and a warm coat. He's going to be in Canada in the spring and summer too, so he also takes T-shirts and shorts. Bill will miss his father and mother, so he takes a photo of his family.

Answer the questions. Write down your answers in your notebook.

1. How long is Bill going to stay in Canada?
2. How does Bill feel?
3. How many people are there in Ted's family? Who are they?
4. What is the weather like in Canada in the winter?
5. What winter clothes is Bill going to take to Canada?

D Let's write.

Pretend you are going to Canada or another country. What are you going to take with you?

 I am going to Toronto this weekend. I need to take some clothes for winter, spring and summer. I also want to take my favourite books, a photo of my family and ... Oh, so many things!

C项呈现一篇阅读文章，引导学生通过阅读来复习有关 Seasons, Clothes, Travel Plan 和 Farewell 等话题的知识。

D项是一个仿写活动，引导学生仿照范例写文段。

教学建议

A. Listen and number.

1. 复习热身活动

(1) 唱一首关于季节的英文歌。

(2) 师生自由谈话:

T: What is the song about?

S: Seasons.

T: How many seasons are there in a year?

S: Four.

T: What season is it in Beijing now?

S: It's ...

T: How about Sydney? How about Toronto?

S: ...

T: What do people wear in Beijing now?

S: ...

T: What do people wear in Toronto now?

S: ...

Tip: 教师要帮助学生激活已知语言,并根据学生的回答将所复现的词汇逐一呈现在黑板上。

(3) 单词分类游戏

教师出示分别表示天气、季节、服装和情感的四张单词卡片,并引导学生尝试说出更多同类词汇。

2. 听前做好准备

(1) 请学生看A项的图片,并根据图片预测听力内容。教师可以用以下问题来引导学生看图: It's January. Bill is getting ready for a trip. Can you guess where Bill is going? What's the weather like there? What should he take with him? ... 请学生根据图片信息以及自己的判断初步回答相关问题。

Tip: 图片信息很多: 有人物、场景、交通方式、服装等,教师教学时一定要注意分层处理,不要一下子给学生太多的信息。

(2) 请学生把注意力集中到A项情境图,做好听音标号的准备。

3. 听中完成任务

播放三遍录音,要求学生第一遍整体了解听力内容;第二遍边听边标序号;第三遍边听边查缺补漏,检查和修正答案。

4. 听后核对答案

(1) 请学生同桌之间核对答案。

(2) 随机抽取学生反馈答案,全班订正。必要时教师进行讲解。

B. Let's talk.

1. 引导学生自主阅读四个问题。

2. 小组活动: 按照B项问题提示,对A项的内容进行讨论。

Tip: 教师要帮助学生深入理解听力内容,通过口头操练,总结A项复习了哪些功能句,并归纳呈现在黑板上。

3. 在上述讨论的基础上,请一组学生进行对话示范。如:

S1: Where is Bill going?

S2: He's going to Canada.

S1: When is he going there?

S2: He is going there in January.

S1: What's the weather like there?

S2: It's very cold.

S1: What should Bill take with him?

S2: He should take some winter clothes, such as a sweater, a jacket, a hat, a scarf, gloves, boots and a warm coat ...

Tip: B项的问答内容可以让学生自主选择,不必要求一下子问完所有的问题。以上问题所给的答案仅供参考。

4. 请学生两人一组,从四张图片中选择一张,假定要去该地旅游,运用上述功能句谈论自己的旅行计划。

5. 随机选取几个小组表演根据图片所编对话。

Tip: 为了调动学生参与活动的积极性,教师课前可以进行调研,了解学生想去的城市或国家,增加一些景点图片,为学生提供更多选择。也可以让学生自己大胆想象自己想去的地点,不必拘泥于教材上所提供的图片。

C. Let's read.

1. 读前: 预测内容,明确任务

(1) 首先引导学生看C项插图信息,预测阅读文本的内容。

(2) 请学生阅读五个问题,明确阅读任务。

2. 读中: 完成任务

(1) 请学生默读文本一至两遍,在文本中勾画出关键信息。

(2) 引导学生根据勾画的内容在笔记本上写出各问题的答案。

3. 读后: 总结回顾

(1) 请学生以小组为单位讨论和交流答案。

(2) 师生围绕阅读文本进行讨论,深入理解阅读文本的内容。

(3) 让学生首先尝试自己朗读文段一遍;然后跟录音修正和提高自己的朗读技巧。

D. Let's write.

1. 写前准备

引导学生阅读D项Bill的旅行计划,总结Bill是从哪几个方面写计划的,从而明确自己可以从哪些方面入手进行仿写。

2. 写中活动

请学生仿照范例介绍自己的旅游计划。要求至少写出五至六句话;并鼓励学生表达自己的真情实感。

在学生写作过程中,教师可巡视全班,发现问题及时解决,帮助不同层次的学生取得进步。

3. 写后评价和改进

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写工整			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品,相互学习,并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品,指出优点,提出改进建议。

(4) 请学生修改自己的作品,再上交给教师。

(5) 建议展出全班学生修改后的作品,让全班学生在课下相互观看,互相学习。

Tips:

1. 如果个别学生课堂上完成写作有困难,可将其留作家庭作业,下一节课前再进行反馈订正。
2. 可以鼓励完成得快的学生根据自己的意愿多写一个旅行计划(但确保每人至少完成一篇即可)。

Lesson 2

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册学过的有关Jobs和Family话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。
2. 引导学生就所听材料或所读短文的内容与他人展开对话交流。
3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

A项通过听力活动来复习有关Jobs和Family话题的重点词汇和功能句。

B项首先引导学生谈论在A项所听到的内容，其次引导学生运用A项的语言谈论自己的相关情况。

Lesson 2

A Listen and number. 

Ted and his father meet Bill at the airport and take him home.



B Let's talk.

What does Ted's mother do?
She's a nurse.

What does your mother do?
She's a/an _

1. What does Ted's mother/father do?
2. What does Bill's mother/father do?
3. What are Tina's hobbies?

1. What does your mother/father do?
2. What's she/he like?
3. What are your mother's/father's hobbies?

Let's read.

Bill: Ted, this is a nice photo. Is this your uncle's family?

Ted: Yes. That is my uncle Bob and aunt Lisa. My uncle is a famous artist. He is very funny. My aunt is a doctor in a hospital. She is very kind and friendly.

Bill: Who is that girl? She is very pretty.

Ted: That's Jenny, my cousin. She is ten years old. She's good at singing, dancing and drawing.

Bill: Who are the people in this photo?

Ted: They are my grandparents. My grandpa is an artist, too. He draws pictures for children's books. My grandma is a writer. She writes books for children. I love my grandparents very much.



Answer the questions.

1. What does Ted's uncle do? What's he like?

2. What does Ted's aunt do? What's she like?

3. Who is Jenny? What's she like?

4. What do Ted's grandparents do?

Let's write.

What about your grandpa/grandma?

My grandpa is tall and handsome.

His hair is brown and white, and his eyes are blue.

He is an artist. He draws pictures for children's books. He likes playing basketball. I love him very much.

Blank lines for writing a paragraph about a grandparent.

C项呈现一段对话, 引导学生通过阅读来复习有关职业和家庭成员等话题的知识。

D项是一个仿写活动, 引导学生仿照范例写文段。

教学建议

A. Listen and number.

1. 复习与热身活动

(1) 快速认读上节课复习过的四类单词。

(2) 单词分类游戏

方式一：教师可以将天气、季节、服装、感觉类单词标好序号印在纸上给学生人手一份，请学生将单词快速分类，比一比谁完成得又快又好。

方式二：教师在黑板上书写四类单词，每一类给出一个例词，请学生在纸上快速写出同类单词，每类至少写三个，比比谁写得最快。

(3) 头脑风暴：请学生快速说出有关职业和家庭成员的单词。

Tip: 为了降低难度，增加趣味性，教师可以让学生以小组为单位自主选择其中一类词，限定时间进行头脑风暴，激发学生的学习兴趣。

2. 听前做好准备

(1) 引导学生看A项插图和文字信息，预测听力内容。可从以下几个角度入手进行预测：Who are in the pictures? Where is Bill? What are they doing? ...

(2) 请学生把注意力集中到A项情境图，做好听音标号的准备。

3. 听中完成任务

播放三遍录音，要求学生第一遍整体了解听力内容；第二遍边听边给图片标序号；第三遍边听边查缺补漏，检查和修正答案。

4. 听后核对答案

(1) 请学生同桌之间核对答案。

(2) 随机抽取学生反馈答案，全班订正。必要时教师进行讲解。

B. Let's Talk.

1. 引导学生自主阅读该项左侧的三个问题。

2. 小组活动：按照B项左侧三个问题的提示，对A项的内容进行讨论。

Tip: 教师要帮助学生深入理解听力内容，通过口头操练，总结A项复习了哪些功能句，并归纳呈现在黑板上。

3. 在上述讨论的基础上，再综合B项右侧的问题，请一组学生进行对话示范。如：

S1: What does Ted's mother do?

S2: She is a(an) ...

S1: What does your mother do?

S2: She is a(an) ...

S1: What's she like?

S2: She is ...

S1: What are Tina's hobbies?

S2: Her hobbies are ...

S1: What are your mother's hobbies?

S2: Her hobbies are ...

Tip: 此处的参考对话把B项左右两侧的问题融合在一起了。教师可以鼓励学生进行尝试。若学生感觉不适应，可以分开进行，即先谈论Ted和Bill的家庭成员，再谈论学生自己的家庭情况。

4. 请学生两人一组参照上述示范进行问答。

5. 随机选取几个小组表演对话，全班进行评价。

Tip: 为了调动学生参与活动的积极性，课前教师可以让学生调查一下自己家庭成员的兴趣爱好，为本项活动做准备。

C. Let's read.

1. 读前: 预测内容, 明确任务

(1) 首先引导学生看C项插图信息, 预测阅读文本的内容。

(2) 阅读四个读后问题, 明确阅读任务。

2. 读中: 完成任务

(1) 请学生默读文本一至两遍, 在文本中勾画出关键信息。

(2) 引导学生根据勾画的内容在笔记本上写出各问题答案。

3. 读后: 总结回顾

(1) 教师带领学生核对答案。

(2) 请学生首先尝试自己朗读对话一遍; 然后跟录音修正和提高自己的朗读技巧。

(3) 请学生复述Ted叔叔家的情况。

D. Let's write.

1. 写前准备

引导学生阅读D项对Ted爷爷的介绍, 总结Ted是从哪几个方面介绍自己爷爷的, 从而明确自己可以从哪些方面入手进行仿写。

2. 写中活动

请学生仿照范例介绍自己的爷爷或某个亲属。要求至少写出五至六句话; 并鼓

励学生表达自己的真情实感。

在学生写作过程中, 教师巡视全班, 发现问题及时解决, 帮助不同层次的学生取得进步。

3. 写后评价和改进

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写工整			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品, 相互学习, 并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品, 指出优点, 提出改进建议。

(4) 请学生修改自己的作品, 再上交给教师。

(5) 建议展出全班学生修改后的作品, 让全班学生在课后观看, 互相学习。读者越多, 创作者的动力越大。

Tips:

1. 如果个别学生课堂上完成写作有困难, 可将其留作家庭作业, 下一节课前再进行反馈订正。
2. 可以鼓励完成得快的学生根据自己的意愿多介绍几个亲属(但确保每人至少介绍一个即可)。

Lesson 3

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册学过的有关 Rooms, Home, Myself, Growing Up 和 Birthdays 等话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。
2. 引导学生就所听材料或所读短文的内容与他人展开对话交流。
3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

A项通过听力活动来复习有 Rooms, Home, Myself, Growing Up 和 Birthdays 等话题的重点词汇和功能句。

B项首先引导学生谈论在A项所听到的内容，其次引导学生运用A项的语言谈论自己的相关情况。

Lesson 3

A Listen and fill in the blanks.

Bill meets Jenny at his welcome party.

Bill was born on _____

Jenny was born on _____

B Let's talk.

1. Where did Bill go to school in Beijing?
2. How many pupils were there in his class in Beijing?
3. Where does Jenny go to school in Canada?
4. How many pupils are there in her class?

1. When were you born?

2. Where do you go to school?

3. How many pupils are there in your class?

Where does Jenny go to school in Canada?

She goes to Willow Primary School.

C Let's read.

Dear Mum and Dad,

I arrived in Toronto this morning. Ted and his dad met me at the airport.

When we arrived at Ted's house, his dog Guinness welcomed us. He's a big, cute dog, and I really like him. I met his mum and his sister Tina, too. His mum is very kind and Tina is friendly.

Ted showed me my room. It is on the second floor, next to Ted's room. In the room, there is a big wardrobe and a desk. I have my own computer and telephone. I like my new room.



In the evening, they held a welcome party for me. I met Ted's grandparents, uncle, aunt and his cousin Jenny. She invited me to her birthday party next month.

I'm happy to be here, but I miss you.

Love,
Bill



Put the sentences in order.

- () Guinness welcomed Bill at the house.
- () Bill met Tina and her mother.
- () Ted's family held a welcome party for Bill.
- () Bill met Ted and his dad at the airport.
- () Ted showed Bill his room.

D Let's write.

Write about yourself.

I am Jenny. I am ten years old. I was born on March 22. I go to Willow Primary School in Canada. There are 25 pupils in my class. My hobbies are ...

C项呈现一篇阅读文章，引导学生通过阅读来复习有关房间等话题的知识。

D项是一个仿写活动，引导学生仿照范例写文段。

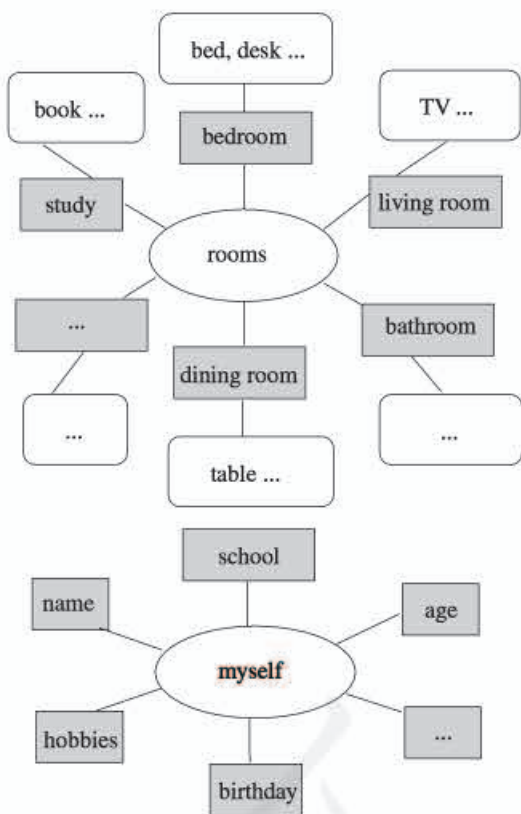
教学建议

A. Listen and fill in the blanks.

1. 复习和热身活动

(1) 单词分类游戏(活动方式可参照前两课)。

(2) 头脑风暴:快速复习有关房间和个人基本信息的单词,教师可以在黑板上通过思维导图的方式帮助学生快速复习已学单词。如:



Tip: 请控制好热身活动所占时间,提高效率,切忌太久。

2. 听前准备

引导学生看A项插图和文字信息,预测听力内容。如: Look! Who are they? What do you know about them? Where do they go

to school? How many pupils are there in their classes?

请学生根据图片已知信息进行预测并回答上述问题;并把从图片中预测不出的信息作为下一步听的重点。

3. 听中完成任务

(1) 请学生将注意力集中到A项图片及文字,做好听录音、填补信息的准备。

(2) 播放三遍录音,要求学生第一遍整体了解听力内容;第二遍边听边填空;第三遍边听边查缺补漏,检查和修正答案。

4. 听后核对答案

教师分别运用以下功能句引导学生逐一核对答案: When was Bill/Jenny born? Where did Bill / does Jenny go to school in Beijing? How many pupils were/are there in his/her class?必要时教师进行讲解。

B. Let's Talk.

1. 引导学生自主阅读B项上方的四个问题。

2. 小组活动:按照B项上方四个问题的提示,对A项的内容进行讨论。

Tip: 教师要帮助学生深入理解听力内容,通过口头操练,总结A项复习了哪些功能句,并写在黑板上。

3. 在上述讨论的基础上,请一组学生进行对话示范。如:

S1: Where did Bill go to school in Beijing?

S2: He went to ...

S1: How many pupils were there in his class in Beijing?

S2: There were ...

S1: Where does Jenny go to school in Canada?

S2: She goes to ...

S1: How many pupils are there in her class?

S2: There are ...

4. 请学生两人一组尝试运用上述功能句谈论主线人物的基本信息；并参照B项下方的三个问题，与同学交流自己的情况。

5. 随机选取几个小组表演对话，全班进行评价。

C. Let's read.

1. 读前：预测内容，明确任务

(1) 首先引导学生看C项插图和文本格式，预测阅读文本的内容。

(2) 读一读需要排序的句子，明确阅读任务。

2. 读中：完成任务

请学生独立阅读文本一至两遍。可请学生参考以下步骤：

(1) 第一遍默读文本，了解大意。

(2) 第二遍阅读文本，在文中找出与文后需要排序的句子相关的内容，并勾画出来。

(3) 在上述基础上完成句子排序任务。

3. 读后：总结回顾

(1) 教师带领学生核对答案。

(2) 师生围绕阅读文本进行讨论，深入理解阅读文本结构及内容。

(3) 让学生首先尝试自己朗读文段一遍；然后跟录音修正和提高自己的朗读技巧。

(4) 请学生根据排好序的句子复述日记内容。

D. Let's write.

1. 写前准备

引导学生阅读D项Jenny的自我介绍，总结她是从哪几个方面介绍自己的，从而明确自己可以从哪些方面入手进行仿写。

2. 写中活动

请学生仿照范例介绍自己的情况。要求至少写出五至六句话；并鼓励学生表达自己的真情实感。

在学生写作过程中，教师巡视全班，发现问题及时解决，帮助不同层次的学生取得进步。

3. 写后评价和改进

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写工整			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品，相互学习，并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品，指出优点，提出改进建议。

(4) 请学生修改自己的作品，再上交给教师。

(5) 建议展出全班学生修改后的作品，让全班同学在课后相互观看，互相学习。读者越多，创作者的动力越大。

Tips:

1. 如果个别学生课堂上完成写作有困难，可将其留作家庭作业，下一节课前再进行反馈订正。
2. 可以请个别完成得快的学生做小老师帮助写得较慢的同学。

1. 引导学生借助图片读懂项目制作成品，并尝试进行小制作。
2. 引导学生完成项目制作任务，开阔其视野，为其提供更为丰富的学习资源。
3. 引导学生综合运用所学知识进行语言输出，培养其用英语做事情的能力。
4. 引导学生在同伴间分享各自的学习成果，体验成功的快乐。

A项呈现一个项目制作的成品，引导学生首先阅读该成品，其次展开讨论，理解成品的内容和意义，为自己进行制作打基础。

Project Time

A Let's read and talk.

Larry has written a book about himself. Read the book and talk with your partner.

ALL ABOUT ME
By Larry

I was born on August 12, 2004.

I go to Park School.

I have a pet cat. Her name is Kitty. Her birthday is in July.

My father is a policeman. My mother is a teacher.

My favourite season is summer.

In my home there is a living room and two bedrooms.

This spring I won a prize for playing the violin. My parents were proud of me.

When I grow up, I want to be a doctor.

When was Larry born?

He was born on August 12, 2004.

Where does he go to school?

He goes to Park School.

B Let's make.

Make your own book. You can answer these questions to make your book.

- When were you born?
- Where do you go to school?
- What class are you in?
- What pet do you have?
- What is your pet like?
- What pet do you want?
- What is your favourite season?
- What do you like to wear in this season?
- What does your father do?
- What does your mother do?
- How many people are there in your family?
- How many rooms are there in your home?
- What do you want to be when you grow up?



B项详细说明了项目制作的流程，引导学生完成自己的制作。

C Let's share.

Read your friend's book. Ask questions about his/her book.

Why is spring your favourite season?

Because I can fly a kite in spring.



C项是学生交流自己作品的示范图，引导学生与同学分享、交流项目制作成果。

教学建议

A. Let's read and talk.

1. 教师首先出示A项作品封面，引导学生预测作品内容。如，教师可以说：

Look! Larry has written a book about himself. What do you think he has written about himself? If you write about yourself, what will you write?

然后启发和引导学生提出以下问题：

When was Larry born?

Where does he go to school?

What are his hobbies?

What does his father do?

What is his favourite season?

What does he want to be when he grows up?

Does he have a pet? If yes, what is the pet's name? When is the pet's birthday?

...

Tip: 以上问题仅供参考，教师在教学中可结合学生实际情况灵活选用。

2. 教师请学生每人尝试提出至少三个问题，并将每个问题分别写在一张纸条上。

3. 将全班分为两个组，以小组为单位将写好的问题收集在一个纸盒里备用。

4. 请学生打开书阅读A项的成品，尝试在规定时间内记住Larry的基本信息。

5. 抢答竞赛：全班分成两个大组，每组依次从对方小组的纸盒中抽取纸条读出问题并根据Larry的情况回答，答对问题计一分，最终分数高的一组获胜。

Tip: 教师要注意引导学生按照课本上的示范对成品进行讨论，明白其内容和意义，知道自己将要制作什么样的项目。

B. Let's make.

1. 学生两人一组，讨论并回答B项的13个问题。

2. 引导学生对13个问题进行分类和合并，确定哪些问题的答案可以单独成页，哪几个问题应该整合在一页上更为紧凑。如：

第一个问题(When were you born?)可以独立成页；

第二和第三个问题(Where do you go to school? 和 What class are you in?)可以整合在一页；

第四至第六个问题(What pet do you have? What is your pet like? 和 What pet do you want?)应该根据实际情况进行整合和增删；

第七和第八个问题(What is your favourite season? 和 What do you wear in this season?)应整合在一页；

第九至第十一个问题(What does your father do? What does your mother do? 和 How many people are there in your family?)也可以进行整合，最好先介绍家里有几个成员，再逐一介绍每个成员或择要介绍某个成员；最后两个问题均可独立成页。

Tip: 以上讨论是在为制作打基础，帮助学生理清思路，并提高学生整合和增删材料的能力。教师要启发学生进行充分的讨论。

3. 开始制作

(1) 请学生根据上述对问题的分类和整合，确定自己的“书”要制作多少页，每页写什么内容。

Tip: 学生可以把上述13个问题的内容全部纳入制作,但也可以对问题进行删减,不必面面俱到。

当然,也可以鼓励学生根据自己的兴趣增补一些问题,丰富制作的内容,不必“一刀切”地统一要求。

(2) 首先确定每页的文字内容,然后根据文字内容配上插图。

(3) 完成每页后装订成书。

Tip: 如果时间紧,此制作可以延伸到课外。

C. Let's share.

引导学生进行交流和分享:

1. 引导学生之间交换作品,互相进行评价。

2. 引导学生按照C项提示,讨论对方的作品。

3. 在教室设置展示角,展出大家的作品,以便学生分享和交流。

Tip: 在展览过程中,可以让每个学生在自己最喜欢的作品上画星星,最后通过统计星星数量,比一比哪个学生的作品最受欢迎。这样可以促进学生之间互相学习与交流。

人教版®

1. 引导学生借助图片和其他阅读策略读懂本单元的故事，按照故事内容回答B项问题，并尝试复述小故事。
2. 引导学生通过学习小故事，懂得遇到任何危险，都要善于动脑筋想办法解决，用智慧和勇气摆脱困境。

以小故事的形式复现本单元的部分学习内容，让学生在欣赏故事的过程中体会本单元重点词汇和功能句在语境中的运用。

Story Time

A Let's read.



Long ago, three children lived with their mother in a village. Their names were Wenwen, Taotao, and Baobao. One day, their mother went to visit their grandmother. The three children stayed at home. An old wolf saw all this.



That evening the wolf got dressed in a skirt, a sweater and a scarf. He went to the children's house and knocked on the door. The children were very surprised.



Wenwen was the eldest. She felt nervous, but Taotao and Baobao were excited and opened the door. When the wolf came in, he quickly blew out the candle.

故事梗概:

很久以前,有三个分别叫文文、淘淘和宝宝的孩子和他们的妈妈住在一个小村子里。一天,妈妈去看望外婆,三个孩子留在家。妈妈临走时告诉三个孩子,她第二天回来。

这一切都被一只大灰狼看到了,他打算晚上吃掉这三个孩子。到了晚上,大灰狼身着短裙,毛衣和围巾来到三个孩子的家门口敲门。听到敲门声,孩子们很惊讶,淘淘问:“你是谁?”大灰狼回答:“我是你们的外婆。”文文说:“但是我妈妈去看您了啊!”大灰狼说:“真奇怪,我在路上没有看到她啊。”

文文的年龄最大,她感到很蹊跷,但是淘淘和宝宝很兴奋地打开了门。当大灰狼进屋



They got into bed together. Wenwen touched her "grandmother's" leg. It was furry. She was very scared, but she was also smart and brave. She jumped out of bed.



Quickly Wenwen, Taotao and Baobao climbed to the top of the tree. The wolf came out of the house soon after. Wenwen told the wolf that the best nuts were at the top of the tree, so he had better eat the nuts up in the tree.



The wolf got into the basket. The children pulled and pulled. When the wolf was high in the air, they let go of the rope. The wolf fell to the ground. He could not move. Quickly the children climbed down from the tree. They ran into the house and locked the door. They were safe!

B Answer the questions.

1. What did the wolf want to do?
2. What did the wolf wear?
3. Where was the tree?
4. How did the children get safe?

C Retell the story.

后,他迅速地吹灭了蜡烛。文文问:“外婆,您为什么吹灭蜡烛呢?”大灰狼说:“宝贝,我很累了,咱们睡觉吧!”

他们一起上了床。文文不小心触摸到“外婆”毛茸茸的腿,吓了一跳。但是她很聪明也很勇敢。她跳下床对大灰狼说:“外婆,屋子外面的大树上有好吃的坚果,您想吃点吗?”大灰狼说:“好的。”文文叫淘淘和宝宝赶紧起来一起去给外婆摘坚果吃。

文文、淘淘和宝宝迅速爬到了树顶,大灰狼很快追了出来。文文告诉大灰狼,最好的坚果在树顶上,因此他最好也爬到树上来吃。可是大灰狼说:“我不会爬树。”文文说:“大树边有一个篮子和一条绳子,我们可以把你拉到树上来。”

大灰狼进到篮子里,孩子们拉啊拉。当大灰狼高高地悬在半空时,他们松开绳子,大灰狼重重地掉到地上,不能动弹了。孩子们迅速地从树上爬下来,跑进房子、锁好门,终于转危为安了。

教学建议

1. 读前活动

(1) 师生自由谈话

教师请学生说说自己都听过哪些有关狼的童话故事，并从中总结狼的性格特点。教师可以用以下问题引导学生：Do you know a story about a wolf? What is a wolf like?

Tip: 引导学生回忆以前听过的关于狼的故事，是为了唤醒学生的背景知识，再次明确狼凶残的性格特征，为理解本课故事打下基础。

(2) 导入故事

教师出示第一张故事图片，讨论故事人物及背景：Today we are going to meet a family. Look at the picture. How many people are there in the family? Who are they? Where do they live? Where do you think the mother is going? What can you see behind the house? What do you think the wolf wants to do? What do you think will happen? Let's have a guess.

Tip: 用问题引导学生预测故事内容，可以激发学生的阅读兴趣，活跃学生的思维。教师要多采用问答的形式，切不可采用直接灌输的方式替代学生的思维活动。

2. 读中活动

给学生足够的时间默读故事，在默读前，可以建议学生按照以下程序阅读。但学生一旦开始阅读，最好不要轻易打断学生：

(1) 第一遍独立阅读故事，完整欣赏故事，验证和修正刚才的预测，并尝试抓住故事大意。

(2) 第二遍阅读故事前，看看B项的问题，然后带着这些问题再次阅读故事，并边读边在故事找出关键信息并做标志。

(3) 在读完第二遍之后，尝试独立回答B项问题，将答案书写在B项问题后。提醒学生，在写答案过程中，若有必要可以回看故事。

3. 读后活动

(1) 请学生同伴之间讨论并核对答案。

(2) 全班订正答案。遇到难点或有争议的地方，可以组织学生讨论，教师也可以进行必要的讲解。

(3) 朗读故事

首先，请学生听录音，模仿跟读故事。然后，请学生选择喜欢的文段进行朗读。

(4) 读后拓展，分析故事的结构

教师在黑板上展示故事结构图，引导学生用一两句话把故事的每个环节总结出来。

Setting (环境): In a village

Characters (人物): Wenwen, Taotao, Baobao, the wolf, the mother

Plot (情节):

1. The mother left the three children at home, and an old wolf saw all this.
2. The old wolf pretended to be the children's grandmother and visited them.
3. They went to bed together.
4. Wenwen found that the wolf was not their grandmother. She took her brothers out to "get nuts for the wolf".
5. They climbed to the top of the tree, and asked the wolf to get into a basket beside the tree.
6. They pulled the wolf high in the air and then let go of the rope.
7. The wolf couldn't move.
8. The children climbed down from the tree, ran into the house and locked the door. They were safe.

Tip: 教师要引导学生进一步分析故事的结构, 故事的开端是什么, 发展过程是什么, 高潮是什么, 结局是什么。每一步可以总结成一到两个句子, 为复述故事打基础。

完成的故事结构图, 尝试复述故事。

可以组织学生先在小组内练习, 然后随机选取几个组进行展示。

(6) 拓展讨论

What do you think of the wolf/children?

What have you learned from the story?

(5) 复述故事

教师请学生看故事图片, 或根据上面

UNIT 2

All Around Me

复习目标

语言技能目标

第一层次：

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册所学话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。

2. 引导学生就所听或所读内容与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

第二层次：

引导学生借助图片和其他阅读策略读

懂 Story Time 的小故事，根据故事内容给句子排序，并尝试表演小故事。

其他目标

1. 引导学生积极参与课堂上的各种活动或游戏，并与同伴合作完成活动或游戏。

2. 引导学生在活动中认真倾听同伴发言，并尝试表达自己的观点。

本单元各课所复习知识点列表

Lesson 1

话题及其所在册次和单元	所复习的词汇	所复习的功能句
In the Community & In the Park Book 3, Unit 4 & Unit 5	school, hospital, park, zoo, bookshop, supermarket	Where are you going? I'm going to the ... There are ... in the ...
My Neighbourhood Book 8, Unit 1	post office, bank, restaurant, grocery, next to, between	Excuse me. How can I get to the ...? Where is the ...?
Cities Book 8, Unit 2	hotel, sports centre, square, city, street, far, see a film, buy toys, go boating	Excuse me. How can I get to the ...? You can take the subway/bus ...

Lesson 2

话题及其所在册次和单元	所复习的词汇	所复习的功能句
School Book 6, Unit 2	library, room, toilet, classroom, first, second, third, floor, playground, science room, art room	Do you have a ... in your school? Where is the music room? It's on the ... floor next to ...
School Subjects Book 6, Unit 1	Chinese, English, science, PE, music, maths, art, computer class	What classes do you have on Monday? We have ...

Lesson 3

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Friends Book 3, Unit 3	big, tall, pretty, thin, short, handsome	What does he/she look like? He is handsome. / She is pretty.
Classmates Book 9, Unit 1	clever, careless, quiet, friendly, helpful, popular, active, polite, cute	What's your friend like? She is helpful and friendly.
Teachers Book 9, Unit 2	young, slim, nice, curly hair, straight hair, wear glasses	What does he/she teach? He/She teaches ...

人教版®

Lesson 1

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **Communities, Parks, Neighbourhoods** 和 **Cities** 等话题的重点词汇和功能句，培养学生综合运用所学语言知识进行交流的能力。

2. 引导学生就所听或所读的有关上述话题的信息与他人展开对话交流。

3. 引导学生仿照阅读文段，写一段话介绍自己所在社区的建筑设施。

A项通过听力活动来复习有关 **Communities, Parks, Neighbourhoods** 和 **Cities** 等话题的重点词汇和功能句。


B项通过信息差的活动引导学生谈论地图中的地点及方位。

Unit 2 All Around Me


Lesson 1

A Listen and number.


Ted is showing Bill around the city.




Queen's Park




art gallery




Chinese restaurant



public library





post office




coffee shop

B Let's talk.

Is there a library?  *Yes, there is.*

How can I get there?  *It's on Pear Street. Go straight. Turn left at the second crossroads. The library is on the right.*

Map 1



Map 2: see on Page 63.

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C Let's read.

Ted is telling Bill about Yonge Street.

There are many beautiful buildings in downtown Toronto. Yonge Street is the longest street in Canada. There are a lot of shops on this street. My favourite bookshop is there. Next to the bookshop is a cinema, and there is a bank next to the cinema. Across from the cinema there is a library. There is a big lake in Toronto called Lake Ontario. You can see the sports stadium near the lake. The CN Tower is near the stadium. There is a famous restaurant next to the stadium. If you get lost, you can go to the police station. It's near the park, next to the subway station.

Write the names of the buildings in the blanks.



D Let's write.

Draw a map of your neighbourhood and write about it.

C项呈现一篇阅读文章，引导学生通过阅读来复习有关 Communities 和 Cities 话题的知识。

D项是与C项相关的写作活动，引导学生仿照C项篇章介绍自己家周围的环境。

教学建议

A. Listen and number.

1. 复习热身活动

(1) 猜谜游戏

教师描述几个公共场所，请学生猜出其名称，如：There are many kinds of books in this place. You can read books there. What place is it?

You can mail letters in this place. What place is it?

In this place, you can fly a kite and row a boat. What place is it?

(2) 头脑风暴

引导学生就以下话题进行头脑风暴：What can you do in a restaurant/park/gallery/coffee shop/post office/library?

Tip: 教师要帮助学生激活已知的、与本单元话题相关的词汇，并尽可能呈现在黑板上。

2. 听前做好准备

教师引导学生看A项插图和文字，并根据这些信息推测将要听到什么内容，如：

Look! What places do you see in part A?

Ted is showing Bill around the city. What places do you think they are going to visit? What do you think Ted will say to Bill? Just have a guess.

在学生就上述问题简短讨论后，进入下一步：Now, let's listen to the tape to see if your guess was right. 请学生把注意力集中到A项情境图，做好听音标号的准备。

3. 听中完成任务

播放三遍录音，要求学生第一遍整体了解听力内容；第二遍边听边标序号；第三

遍边听边查缺补漏，检查和修正答案。

4. 听后核对答案

(1) 请学生同桌之间核对答案。

(2) 随机抽取学生反馈答案，全班订正。必要时教师进行讲解。

B. Let's talk.

1. 为信息差活动做准备

将学生分成A、B两组，请A组学生看Map 1, B组学生看Map 2, 引导学生观察各自的地图，为信息差活动做准备。

Tip: 活动前一定提醒A、B两组的学生认真阅读各自的地图信息，明确哪些是已知内容，哪些信息需要通过提问补充，切记不能看对方的地图，以确保信息差活动顺利进行。

2. 完成信息差活动

(1) 引导学生观察B项图片，请两至三组学生进行对话示范。如：

S1: Is there a library in your map?

S2: Yes, there is.

S1: How can I get there?

S2: Go straight and turn left at the first crossroads, the library is on your right ...

(2) 请学生两人一组尝试运用上述功能句完成信息差活动。

(3) 随机选取几个小组表演根据图片所编对话，全班进行评价。

Tips:

1. 在初次活动时，教师要引导学生首先确定好自己所在位置，然后根据自己的位置指路。
2. 为了活学活用，还可以引导学生改变自己的位置，重新操练一次。

C. Let's read.

1. 读前：预测内容，明确任务

(1) 首先引导学生根据C项插图预测阅读文本的内容。

(2) 引导学生仔细阅读文本下方的地图，明确阅读任务，确定阅读重点。

2. 读中：完成任务

请学生默读文本一至两遍，首先在文中画出关键信息，然后根据该信息将地图信息补充完整，完成阅读任务。

3. 读后：总结回顾

(1) 请学生以小组为单位讨论和交流答案。

(2) 师生围绕阅读文本进行讨论，深入理解阅读文本的内容。

(3) 让学生首先尝试自己朗读文段一遍；然后跟录音修正和提高自己的朗读技巧。

D. Let's write.

1. 写前准备

引导学生仿照C项社区图，画出自己所在社区的地图。

2. 写中活动

要求学生仿照C项文本，并根据自己所画地图，完成写作任务。

在学生写作过程中，教师巡视全班，发现问题及时解决，帮助不同层次的学生取得进步。

3. 写后评价和改进

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写工整			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品，相互学习，并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品，指出优点，提出改进建议。

(4) 请学生修改自己的作品，再上交给教师。

(5) 建议展出全班学生修改后的作品，让全班学生在课后相互观看，互相学习。读者越多，创作者的动力越大。

Tips:

1. 如果个别学生课堂上完成写作有困难，可将其留作家庭作业，下一节课前再进行反馈订正。
2. 可以请个别完成得快的学生作小老师指导帮助其他同学。

Lesson 2

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **School** 和 **School Subjects** 等话题的重点词汇和功能句，培养学生综合运用所学语言知识进行交流的能力。
2. 引导学生就所听或所读的有关上述话题的信息与他人展开对话交流。
3. 引导学生仿照阅读文段，按相应的提示写一段文字介绍自己的学校。

A项通过听力活动来复习有关 **School** 和 **School Subjects** 等话题的重点词汇和功能句。

B项引导学生首先谈论在A项所听到的内容，然后运用A项的语言谈论自己的相关情况。

Lesson 2

A Listen and match.

Ted is showing Bill around his school.



B Let's talk.

1. Where are Bill and Ted? What are they doing?
2. Where is the music room/library in their school?

Where are Bill and Ted?

They're in Willow Primary School.

What are they doing?

Ted is showing Bill around the school.

1. Where is the music room/library in your school?
2. What other rooms do you have in your school? Where are they?

C Read and tick. 

My new school in Canada is very interesting. We study English and maths every day. In China I studied Chinese every day, but here we only study Chinese on Monday and Wednesday. I help Ted, because he thinks Chinese is very difficult!

My favourite class is PE. We have PE class on Tuesday and Thursday afternoons. I'm learning ice-skating in PE class. It's hard but fun. I also like my art class. I study art on Wednesday and Thursday. This week I made a picture using maple leaves.

I only get homework on Friday! That is very different from China. But I have to study English every night.



What does Bill do on each school day?

	English	maths	Chinese	PE	art	homework
Monday	√	√	√			
Tuesday						
Wednesday						
Thursday						
Friday						

D Let's write.

Write about your school.
The following questions may help you.

What is the name of your school? What rooms do you have in your school?
Where is your classroom in your school? What classes do you have? What is your favourite class? Why?

C项呈现一篇阅读文章，引导学生通过阅读来复习有关School和School Subjects话题的知识。

D项是在问题引导下的写作活动，引导学生介绍自己的学校生活。

教学建议

A. Listen and match.

1. 复习热身活动

(1) 快速抢认单词

教师快速出示有关学校设施和学习科目的单词卡片，请学生进行认读比赛。

(2) 找出不同类单词

教师依次出示几组单词，请学生选出其中不同类者，如：

hospital, park, bookshop, **spring**, supermarket 等。

(3) 头脑风暴：请学生快速说出有关学校设施和学习科目的单词，说得越多越好。

Tip: 为了降低难度，增加趣味性，教师可以让学生以小组为单位自主选择其中一类词进行头脑风暴，限定时间，激发学生的学习兴趣。

2. 听前做好准备

(1) 引导学生看A项插图信息，预测听力内容。如：

Look! Where are Ted and Bill? What do you think they are doing?

What's this big building in the middle of the picture?

There are some rooms missing from the picture of the building. What rooms are missing? Look at the small pictures and identify them.

Where in the building do you think we should stick the small pictures to?

(2) 请学生将注意力集中到A项插图，做好听音连线的准备。

3. 听中完成任务

播放三遍录音，要求学生第一遍整体了解听力内容；第二遍边听边给图片标序号；第三遍边听边查缺补漏，检查和修正答案。

4. 听后核对答案

(1) 请学生同桌之间核对答案。

(2) 随机抽取学生反馈答案，全班订正。必要时教师进行讲解。

B. Let's Talk.

1. 引导学生自主阅读B项上方的两个问题。

2. 小组活动：请学生按照B项问题提示，对A项的内容进行讨论。如：

S1: Where are Bill and Ted?

S2: They are in the Willow Primary School.

S1: What are they doing?

S2: Ted is showing Bill around the school.

S1: Where is the music room in their school?

S2: It's on the second floor.

S1: Where is the art room in their school?

S2: It is next to the computer room.

S1: Where is the library in their school?

S2: It's on the third floor.

Tip: 教师要帮助学生深入理解听力内容，通过口头操练，总结A项复习了哪些功能句，并归纳呈现在黑板上。

3. 请学生两人一组尝试运用上述功能句谈论自己的学校，学以致用。

4. 随机选取几个小组表演对话，全班进行评价。

Tip: 教师可以让学生在课前调查一下自己学校的设施,为本项活动做准备。

C. Read and tick.

1. 读前: 预测内容, 明确任务

(1) 首先引导学生看C项插图信息, 预测阅读文本的内容。

(2) 阅读文本下方的表格, 了解相关信息, 确定阅读重点。

2. 读中: 完成任务

请学生默读文本一至两遍, 在表格中勾出Bill每天学习的课程。

3. 读后: 总结回顾

(1) 教师带领学生核对答案。

(2) 请学生首先尝试自己朗读文段一遍; 然后跟录音修正和提高自己的朗读技巧。

(3) 请学生复述Bill在加拿大上学的情况。

D. Let's write.

1. 写前准备

引导学生阅读D项问题提示, 明确自己可以从哪些方面入手介绍自己的学校。

可以鼓励学生在写之前先口头回答问题, 理清思路。

2. 写中活动

请学生根据问题提示, 以及刚才口头准备的内容完成写作任务。

要求学生至少写出五至六句话; 鼓励学生表达自己的真情实感。

在学生写作过程中, 教师巡视全班, 发现问题及时解决, 帮助不同层次的学生取得进步。

3. 写后评价和改进

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写工整			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品, 相互学习, 并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品, 指出优点, 提出改进建议。

(4) 请学生修改自己的作品, 再上交教师。

(5) 建议展出全班学生修改后的作品, 让全班学生在课后相互观看, 互相学习。读者越多, 创作者的动力越大。

Tips:

1. 如果个别学生课堂上完成写作有困难, 可将其留作家庭作业, 下一节课前再进行反馈订正。
2. 可以请个别完成得快的学生作小老师指导帮助其他同学。

Lesson 3

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 Friends, Classmates 和 Teachers 等话题的重点词汇和功能句，培养学生综合运用所学语言知识进行交流的能力。
2. 引导学生就所听或所读内容与他人展开对话交流。
3. 引导学生在问题的提示下，写一段文字介绍自己最喜欢的教师或同学。

A项通过听力活动来复习有关 Friends, Classmates 和 Teachers 等话题的重点词汇和功能句。

B项引导学生首先谈论在A项所听到的内容，其次引导学生运用A项的语言谈论自己的相关情况。

Lesson 3

A Listen and write the names.

Bill is talking to his mother on the phone after his first day at his new school.



B Let's talk.

1. What does Miss Jackson/Tony/Sherry look like?
2. Who is your favourite teacher? What does he/she look like?
3. What does your best friend look like?

What does Miss Jackson look like?

She has curly black hair.
She wears glasses.



C Let's read. 

Underline what you learn about these people.

Monday, Feb 22

Today was my first day at Willow Primary School. Ted showed me around the school. It is small, but very beautiful.

We met Ted's friend Tony. Tony is short but handsome. He really likes playing football. He is quite helpful and told me many interesting things about the school.

I also met my new teacher, Miss Jackson. She is young and pretty. She has curly black hair and wears glasses. She was very nice to me.

After class I played basketball with Ted and Sherry. Sherry is very tall and active. She plays basketball very well. After that, I went home with Ted by bus. Sherry also went home by bus. I saw her reading a science book on the bus. I think she is very hard-working!

Now, talk about them.



This is Tony. He is short but handsome. He likes playing football. He is helpful.



D Let's write.

Who is your favourite teacher or classmate? What does he/she look like? Why do you like him/her?

 _____

C项呈现一篇阅读文章，引导学生通过阅读来复习描述人物特征的语言。

D项是在问题引导下的写作活动，引导学生介绍自己最喜欢的教师或同学。

教学建议

A. Listen and write the names.

1. 复习热身活动

(1) 单词分类游戏(方式同上一单元)。

(2) 头脑风暴:请学生快速说出描述人物外貌和性格的词汇,说得越多越好。

Tip: 请控制好热身活动所占时间,提高效率,切忌太久。

2. 听前准备

(1) 引导学生看A项插图和文字信息,预测听力内容。如提出以下问题,请学生根据图片信息进行预测并回答: Look! Who are these three people on the right? What is Bill doing? What might Bill be talking about to his mother on the phone? Try to guess.

(2) 请学生将注意力集中到A项图片,做好听录音给图片人物写名字的准备。

3. 听中完成任务

播放三遍录音,要求学生第一遍整体了解听力内容;第二遍边听边填空;第三遍边听边查缺补漏,检查和修正答案。

4. 听后核对答案

(1) 请学生同桌之间核对答案。

(2) 随机抽取学生反馈答案,全班订正。必要时教师进行讲解。

B. Let's talk.

1. 引导学生自主阅读B项的三个问题。

2. 小组活动:按照B项问题提示,对A项的内容进行讨论。如:

S1: What does Miss Jackson look like?

S2: She is young and pretty. She has curly black hair. She wears glasses.

S1: What does Tony look like?

S2: He is short but handsome. He is a popular boy and he's very helpful, too.

S1: What does Sherry look like?

S2: She is very active. She is very tall. I think she's very hardworking.

Tip: 教师要帮助学生深入理解听力内容,通过口头操练,总结A项复习了哪些功能句,并归纳呈现在黑板上。

3. 请学生两人一组,尝试运用上述功能句谈论自己熟悉的人物的基本特征,学以致用。

4. 随机选取几个小组表演对话,全班进行评价。

C. Let's read.

1. 读前:预测内容,明确任务

(1) 首先引导学生看C项插图和文本的格式,预测阅读文本的内容。

(2) 请学生注意话泡中小天使提出的要求,明确阅读任务。

2. 读中:完成任务

请学生默读文本一至两遍,在描写人物特征的语句下划线。

3. 读后:总结回顾

(1) 请学生根据画线提示,谈论插图中三个人物的性格和外貌特征。

(2) 请学生首先尝试自己朗读文段一遍;然后跟录音修正和提高自己的朗读技巧。

Tip: 读写环节教师要注意培养高年级学生的阅读策略,如通过划线、做标记等形式捕捉关键信息,提高阅读效率。

D. Let's write.

1. 写前准备

引导学生阅读D项问题提示，首先明确自己要介绍谁，然后明确可以从哪些方面入手介绍。

可以鼓励学生在写之前先口头回答问题，理清思路。

2. 写中活动

请学生根据问题提示，和刚才口头准备的内容完成写作任务。

要求学生至少写出五至六句话；并鼓励学生表达自己的真情实感。

在学生写作过程中，教师巡视全班，发现问题及时解决，帮助不同层次的学生取得进步。

3. 写后评价和改进

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写工整			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品，相互学习，并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品，指出优点，提出改进建议。

(4) 请学生修改自己的作品，再上交给教师。

(5) 建议展出全班学生修改后的作品，让全班学生课后相互观看，互相学习。读者越多，创作者的动力越大。

Tips:

1. 如果个别学生课堂上完成作文有困难，可将其留作家庭作业，下一节课前再进行反馈订正。
2. 可以请个别完成得快的学生作小老师指导帮助其他同学。
3. 可以鼓励有余力的学生，在三个提示问题之外，补充更多内容来描述同学或教师。但提醒他们要注意文章的连贯性。

人教版®

1. 引导学生借助图片读懂项目制作成品，并尝试进行小制作。
2. 引导学生完成项目制作，开阔其视野，为其提供更为丰富的学习资源。
3. 引导学生综合运用所学知识进行语言输出，培养其用英语做事情的能力。
4. 引导学生在同伴间分享各自的学习成果，体验成功的快乐。

A项呈现一个项目制作的成品，引导学生首先阅读该成品，其次展开讨论，理解成品的内容和意义，为自己进行制作打基础。

Project Time

A Let's read and talk.

Here is a map of Ted's bedroom.
Work with a partner. Talk about Ted's bedroom.

Where is Ted's desk?

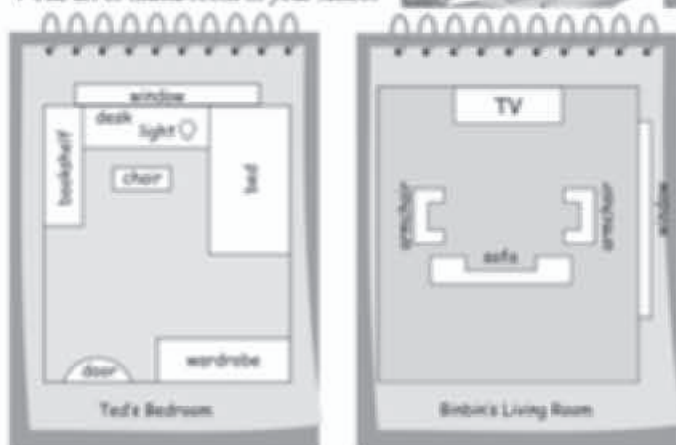
It's under the window.

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B Let's make.

Choose one of the following rooms.
Draw a map of the room.

- Your bedroom
- Another room in your home
- Your classroom
- The art or music room in your school



B项详细说明了项目制作的流程，引导学生完成自己的制作。

C Let's share.

Tell your classmates about your maps.



C项是学生交流自己作品的示范图，引导学生与同学分享、交流项目制作成果。

教学建议

A. Let's read and talk.

1. 引导学生观察A项Ted的卧室平面图，从中获取信息：

T: Look! Here is a map of Ted's bedroom.

What can you see in the picture?

S: I can see ...

T: Where is the chair?

S: It's in front of the desk, between the bookshelf and the bed.

...

Tip: 教师要注意引导学生读懂房间平面图；明确图中物品之间的位置关系。

2. 请学生两人一组仿照刚才的师生对话进行问答练习。如：

S1: Where is Ted's desk?

S2: It's under the window.

S1: Where is Ted's bed?

S2: It's next to the window.

S1: Where is Ted's wardrobe?

S2: It's next to the door.

...

3. 请几组学生进行对话展示，全班进行评价。

4. 将全班分成两个大组，教师请学生合上书，根据记忆回答问题，答对一个问题计一分，分数高的小组获胜。

Tip: 教师要注意引导学生按照课本上的示范对作品进行讨论，明白其内容和意义，知道自己将要制作什么样的项目。

B. Let's make.

1. 请学生两人一组，讨论B项Binbin的起居室平面图。

2. 师生讨论成品内容的大致信息：

T: What room is it?

S: It's a living room.

T: Whose living room is it?

S: It's Binbin's.

T: What can you see in the room?

S: I see ...

T: Where is the sofa?

S: It's in the middle of the room.

Tip: 以上讨论环节是为制作打基础的环节。如果条件允许，教师还可以展示一些更复杂的房间平面图，开阔学生的思路。

3. 构思：从B项选择感兴趣的房间，确定要介绍的主要内容。

4. 根据构思和房间的实际情况，绘制平面图，并标上物品的英文名称。

C. Let's share.

1. 引导学生进行交流和分享

(1) 请学生之间交换自己的作品，互相进行评价。

(2) 引导学生按照C项提示，讨论同学的作品。在讨论过程中可提出改进意见。

(3) 请学生根据同学的合理建议，改进自己的作品。

2. 展示

(1) 请各小组选一名代表将本组的作品在教室前进行展示。

(2) 全班对展示的作品进行评价，选出最受欢迎的作品。

(3) 若在课堂上展示有困难，可以将展示活动延伸到课后。具体建议请见 Tips。

Tips:

1. 教师可以开辟专门的园地，展出学生的作品。
2. 可以请每个学生在自己喜欢的作品的空白处画一颗小星星，最后根据作品所获小星星数量的多少来确定最佳作品。这样不仅让学生有成就感，也有利于学生之间互相学习与交流。

人教版®

1. 引导学生借助图片和其他阅读策略读懂本单元的故事，按照故事内容回答B项问题，并表演小故事。
2. 通过学习小故事，引导学生懂得团结就是力量的道理。

以小故事的形式复现以前学过的词汇和功能句，让学生在欣赏故事的过程中体会重点词汇和功能句在语境中的运用。

Story Time

A Let's read.

One spring, a Chinese farmer and his wife planted a turnip in their garden. When the summer came, the turnip was huge! The man said to his wife, "Let's pull the turnip up."



The farmer pulled the turnip. It would not come up. The farmer's wife put her arms around the farmer. They pulled and pulled. It would not come up.

The farmer called his neighbour from Australia. The Australian put his arms around the farmer's wife. The farmer's wife put her arms around the farmer. They pulled and pulled and pulled. The turnip would not come up.



The Australian called his friend from Egypt. The Egyptian put his arms around the Australian. The Australian put his arms around the farmer's wife. The farmer's wife put her arms around the farmer. They pulled and pulled and pulled. The turnip would not come up.

故事梗概:

一年春天,一位中国老农和他的妻子在花园里种了一根萝卜。夏天到了,萝卜长得巨大无比。老农对他的妻子说:“让我们把萝卜从地里拔出来吧!”老农拔啊拔,怎么也拔不动。老农的妻子跑过来帮忙,她抱住农夫的腰,一起拔啊拔,还是拔不动。

The Egyptian called his friend from Japan. The Japanese put her arms around the Egyptian. The Egyptian put his arms around the Australian. The Australian put his arms around the farmer's wife. The farmer's wife put her arms around the farmer. They pulled and pulled and pulled and pulled and pulled. Pop! The turnip finally came up.



The Chinese farmer and his wife made a special turnip soup. They invited all their new friends. They all enjoyed the turnip soup.

B Put the sentences in order.

- () The Egyptian called his friend from Japan.
- () The Chinese farmer called the Australian.
- () The farmer and his wife could not pull up the turnip.
- () The Australian called the Egyptian.
- () They all enjoyed the turnip soup.

C Act out the story.



They pulled and pulled and pulled and pulled and pulled. Pop! The turnip finally came up.

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于是,老农把来自澳大利亚的邻居叫来帮忙。这位澳大利亚邻居抱住老农妻子的腰,老农妻子抱住老农的腰,他们一起拔啊拔,萝卜还是纹丝不动。

这位澳大利亚人又把他来自埃及的朋友叫来帮忙。这位埃及朋友抱住澳大利亚人的腰,澳大利亚人抱住老农妻子的腰,老农妻子抱住老农的腰,他们一起拔啊拔,拔啊拔,萝卜仍旧一动不动。

于是,埃及人又把他来自日本的朋友叫来帮忙。这位日本人抱住埃及人的腰,埃及人抱住澳大利亚人的腰,澳大利亚人抱住老农妻子的腰,老农妻子抱住老农的腰,大家一起拔啊拔,拔啊拔,萝卜终于被拔出来了。

为了感谢大家,中国老农和他的妻子熬制了特别的萝卜汤,并邀请上述所有朋友,一起享受萝卜汤的美味。

教学建议

1. 热身活动

请学生说说自己去过哪些国家或想去哪些国家。并把表示这些国家及其人民的单词写在黑板上。其中要涉及到 Australia-Australian, Egypt-Egyptian, 和 Japan-Japanese。若学生没有提及这些国家, 教师可以说: I have been to / want to go to these countries. 从而引出上述三国。

2. 导入故事

教师出示第一张故事图片, 介绍背景: Look at the picture. Wow, what a big turnip! It's even taller than the farmer! What do you think the farmer wants to do with the turnip? 并请学生根据图片进行预测。

在学生预测之后, 教师说: Now, please read the story and see what happened.

Tip: 导入环节要注意引导学生仔细观察图片信息, 并通过师生问答的方式, 帮助学生明确故事发生的时间、地点及背景, 为后续阅读活动做准备。

3. 阅读故事

(1) 请学生第一遍阅读, 圈出故事中的人物。

(2) 请学生第二遍阅读, 尝试独立完成B项任务, 根据故事内容将句子排序。

(3) 请学生同伴之间讨论并核对答案。

(4) 全班订正答案。

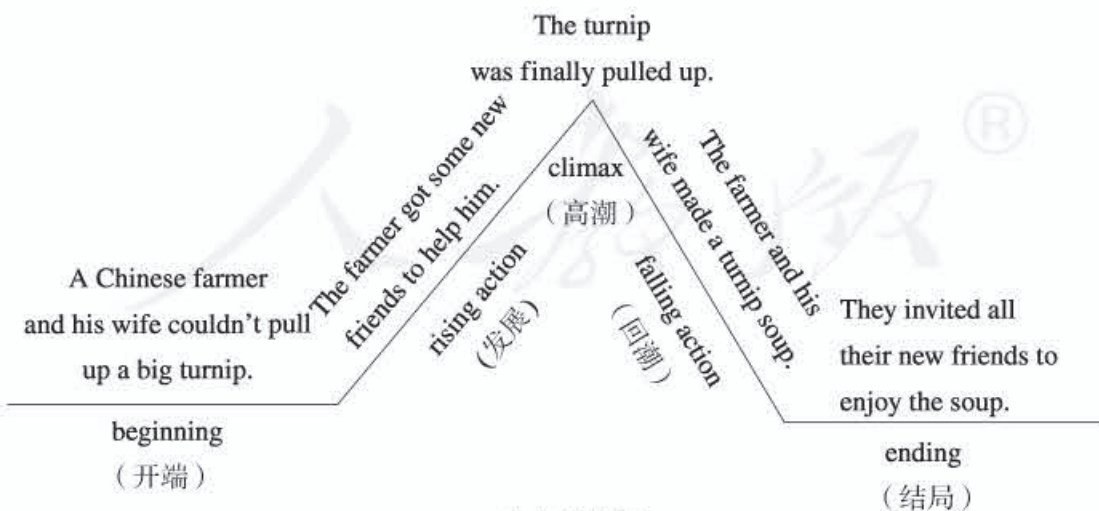
Tip: 人物特征在故事中描述得并不多, 但作为本单元重点复习的内容, 教师可以引导学生通过观察图片大胆想象, 用自己的语言描述故事中的人物特征, 增加趣味性。

4. 读后拓展

(1) 讨论最后一张故事插图

教师可提出以下问题请学生讨论: What are they doing in the picture? How do you think they feel? Why?

(2) 分析故事结构



故事结构图

Tip: 教师要引导学生进一步分析故事的结构，明白故事的开端是什么，发展过程是什么，高潮是什么，结局是什么。每一步可以总结成一到两个句子，为复述或表演故事打基础。

5. 朗读故事

- (1) 请学生听录音，模仿跟读故事。
- (2) 请学生选择喜欢的文段进行朗读。

6. 表演故事

- (1) 请学生六人一组，一人扮演萝

卜，其余五个人扮演拔萝卜的人，合作表演故事。

(2) 鼓励学生在表演前对故事进行必要改编。如在中国老农去叫澳大利亚人帮忙时，加入必要的台词；在澳大利亚人去叫埃及人时，也加入相应台词……在老农邀请大家共享萝卜汤时，也加入台词。

(3) 请大家先分组排练，然后上台表演。

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UNIT 3

Daily Life

复习目标

语言技能目标

第一层次：

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册所学话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。

2. 引导学生就所听或所读内容与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

懂 Story Time 的小故事，根据故事内容给句子排序，并尝试表演小故事。

其他目标

1. 引导学生积极参与课堂上的各种活动或游戏，并与同伴合作完成活动或游戏。

2. 引导学生在活动中认真倾听同伴发言，并尝试表达自己的观点。

第二层次：

引导学生借助图片和其他阅读策略读

本单元各课所复习知识点列表

Lesson 1

话题及其所在册次和单元	所复习的词汇	所复习的功能句
My Day Book 4, Unit 5	get up, eat breakfast, go to school, eat lunch, go home, eat dinner, go to bed	When do you get up every day? At ... o'clock.
After School Activities Book 6, Unit 3	play sports, play chess, draw pictures, sing songs, dance, read books	
Weekends Book 7, Unit 2	visit one's grandparents, go to a drawing club, climb a hill, pick fruit, play computer games, go fishing, go to the cinema	What do you do on the weekend?

续表

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Free Time Book 8, Unit 5	every day, never, once a week, twice a week, three times a week	How often do you go skating? I go skating twice a week.

Lesson 2

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Fruit Book 1, Unit 6	apple, pear, banana, orange	Do you like ...?
Food Book 2, Unit 4 & Book 5, Unit 3	bread, cake, fruit, ice-cream, potato, tomato, meat, rice, noodles, vegetables, fish, chicken, egg	What do you have for breakfast? What do you want for breakfast?
Drink Book 2, Unit 4	juice, tea, milk, water	Do you want tea?

Lesson 3

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Keeping Healthy Book 10, Unit 1	eat too much candy, eat too much meat, drink too much juice, drink milk every day, exercise every day, go to bed early, tired, wash hands before eating, eat with dirty hands, headache, stomachache, toothache	What should I do? What's wrong?

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Lesson 1

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 My Day, After School Activities, Weekends 和 Free Time 等话题的重点词汇和功能句，培养学生综合运用所学语言知识进行交流的能力。

2. 引导学生就所听或所读的有关上述话题的信息与他人展开对话交流。

3. 引导学生仿照阅读材料，用频率副词陈述自己通常的周末活动。

A项通过听力活动来复习有关 My Day, After School Activities, Weekends 和 Free Time 等话题的词汇和功能句。

B项首先引导学生谈论在A项所听到的内容，其次引导学生运用A项的语言谈论自己的相关情况。

Unit 3 Daily Life

Lesson 1

A Listen and write the times.

B Let's talk.

First, talk about Bill's life in Canada.

- When does Bill get up?
- How does Bill go to school?
- How many classes does Bill have at school?
- When does Bill come back home?
- What does Bill do after dinner?

Now, talk with your partner about your lives and fill in the chart.

	who	your name	your partner's name
When do you ...			
get up			
have breakfast			
go to school			
go home			
go to bed			

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③ Let's read and match.

Ted: Bill, what do you do on weekends in China?

Bill: On Saturday mornings, I always go to my maths club. On Saturday afternoons, I often stay at home and do my homework. Sometimes I go shopping or go to the cinema with my mum.

Ted: What about Sunday?

Bill: On Sunday mornings, I always do my homework and then watch TV or play computer games. Sometimes I help my mum do the dishes. On Sunday afternoons, I always play sports. I often play ping-pong or basketball. Sometimes I go swimming. I never do homework on Sunday nights.

Ted: Wow, you're so busy on weekends!

Bill: Yes, I never have enough time! What do you do on weekends?

Ted: I don't have much homework to do on weekends, but I often do some volunteer work in my community.

Bill: That's great.

On Saturday mornings On Saturday afternoons On Sunday mornings On Sunday afternoons On Sunday nights

always

often

sometimes

never



④ Let's write.

What do you do on weekends? Write about your weekends using always, often, sometimes and never.

C项引导学生通过阅读对话来复习频率副词和有关周末活动的语言。

D项是与C项相关的写作活动，引导学生用频率副词陈述自己通常的周末活动。

教学建议

A. Listen and write the times.

1. 复习热身活动

(1) 唱英文歌曲。教师带领学生重温二年级下册学过的 Tick Tock 歌谣，帮助学生复习时间的表达法。

(2) 自由谈话。教师可提出问题: **What activities do you have to do every day?** 首先让同伴之间自由地说一说，然后组织小组之间比赛，看看哪组学生说出的词汇最多。在此过程中如果学生说到A项所涉及到的、有关活动名称的词汇，教师就把相应的图片贴到黑板的左侧；如果学生说到的词汇不是A项所涉及的，但又是日常出现频率比较高的，教师可将其书写在黑板的右侧。

2. 听前做好准备

请学生看A项的图片，并根据图片预测听力内容。教师可以用以下问题来引导学生看图: **Look! Who are they? What are they doing? At what time do you think they are doing these things?**

在学生熟悉图片内容之后，引导学生明确听力任务 (**Write down the times**)，做好听前准备。

3. 听录音完成任务

教师播放A项的录音，请学生完成听力任务。教师可依据学生的情况选择播放的次数（一般为三遍）。教师可提前告诉学生，第一遍整体感知大意，第二遍边听边记录时间，第三遍边听边检查和订正答案。

Tip: 由于要复习“时间的表达法”和“日常活动”两部分内容，因此教师要注意合理分配时间；这不是新授课，只要帮助学生复习和梳理旧知识，并加以综合运用即可。

4. 核对答案

教师带领学生，运用功能句: **When do Bill and Ted get up/ have breakfast ...?** 逐一核对答案；要求学生根据刚才记录的时间，用完整的句子回答。

Tip: 在核对答案过程中，如果出现争议或疑点，应进行适当讲解。

B. Let's talk.

1. 提问大比拼

请学生以小组为单位，结合听力内容进行提问，看看哪组提的问题多。教师在开展比赛之前，可引导学生复习 **when, how, what, how many, where** 等词汇，帮助学生找到提问的角度。

Tip:

1. 此项活动可先让学生在小组内畅所欲言，然后再全班竞赛，以提高学生的参与率。
2. 教师可以依据课堂时间和学生能力，选择口头或书面方式进行。

2. 你来问，我来答

在收集完问题之后，教师依旧可以采用两方对阵的方式带领学生练习。即，一方提问，另一方回答，一轮之后互换角色，以保证双方都有问和答的机会。教师可用Bill的信息作为第一轮比赛的内容，第二轮比赛可以学生自己的日常生活为内容。

C. Let's read and match.

1. 读前：预测内容，明确任务

首先，引导学生观察C项图片，并说出每幅图片所代表的活动: **have maths class, go to the cinema, do homework, go shopping, go swimming, do the dishes, watch TV** 等。然

后，请学生猜测这些活动是在 Saturday 还是在 Sunday 开展的，是在上午还是下午开展的，是经常开展还是偶尔开展，引导学生结合自身经验进行猜测。同时，带领学生复习表示频度的副词：always, often, sometimes 和 never 等。

Tip: 上述猜测不仅可以给学生提供语言操练的机会，更可以帮助学生预测阅读文本的内容，明确读后活动的要求，从而抓住阅读的重点，在阅读过程中有的放矢。

2. 读中：完成任务

教师给予学生充分时间，请学生默读文本两至三遍。

在学生开始阅读前，提醒学生，第一遍先通读，掌握大意；第二遍再关注细节，从文中画出与读后任务相关的信息，并根据该信息完成匹配任务。

Tip: 教师在阅读教学中要注重对学生阅读策略培养。如：在阅读过程中用铅笔标注出关键信息，找出支持读后问题答案的语句，就是一个有效的策略。

3. 读后：核对答案

可以先请学生以小组为单位讨论和交流答案；然后教师订正答案，若有争议或疑点，教师可以组织讨论，或进行讲解。

D. Let's write.

1. 口述周末生活

教师结合问题 What do you often/always/sometimes/never do on weekends? 请学生两人一组口头交流自己的周末生活情况。鼓励学生尽可能多说；并且一边说一边将关键词写在笔记本上，将其作为写作前的“头脑风暴”。

2. 完成短文

请学生对“头脑风暴”环节记录下来的信息进行筛选和整理，按照一定的顺序和逻辑关系写成小文段，如：或按照时间顺序写，或按照从高频到低频率的顺序写（反之亦然）等。

Tip: 写作活动可分层要求。可以要求学生根据自己的能力和意愿选择：能力一般的学生仿照 C 项对话中 Bill 的答语写即可；能力强的学生可以尝试写出更丰富的语句。教师不宜用语法、拼写等形式禁锢学生的思路。

备选活动

收集偶像的日常活动安排

教师可以引导学生搜集一下自己偶像的日常活动安排，之后请学生谈谈自己得到了什么启发，如何更好地安排自己的生活。

Lesson 2

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **Fruit, Food** 和 **Drink** 等话题的重点词汇和功能句，培养学生综合运用所学语言知识进行交流的能力。
2. 引导学生就所听或所读的有关上述话题的信息与他人展开对话交流。
3. 引导学生仿照阅读文段，写出自己拿手菜的制作流程。

A项通过听力活动来复习有关 **Food** 和 **Drink** 话题的重点词汇和功能句。

B项引导学生首先谈论在A项所听到的内容，然后运用A项的语言谈论自己的相关情况。

Lesson 2

A Listen and write.

What do Ted and Bill want for breakfast?
Write "T" for Ted and "B" for Bill.

B Let's talk.

What does Ted want for breakfast?

What does Bill want for breakfast?

What do you have for breakfast?

What about you?

1. What do you have for breakfast?
2. Do you like eggs/meat/juice ...?
3. What's your favourite food?

He wants ...

He wants ...

I often have ...

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C Read and number. 

Today we are going to make a sandwich. Before you start, make sure you have bread, meat, tomatoes, eggs, fish and vegetables.



First, put a piece of bread on a plate.

Next, cut some meat and put it on the bread.

Then, cut the tomatoes and put them on the meat. You can also add some eggs, if you want.

Some people like fish. You can put some on top of the meat and eggs.

You can also put vegetables on the top. That's very healthy.

Last, put another piece of bread on top. Your sandwich is ready. Enjoy!



D Let's write.

What's your favourite food? Do you know how to make it? Write the steps.



C项呈现三明治的制作流程，引导学生通过阅读来复习相关话题的知识。

D项是与C项相关的写作活动，引导学生介绍自己拿手菜的制作流程。

教学建议

A. Listen and write.

1. 热身活动

(1) “食物”大战“饮料”

教师将全班分成两组，可以男生一组、女生一组，也可以按座位划分成两组，一组为 food 队，另一组为 drink 队，两个组之间进行比赛，看看谁说出的食物和饮料词汇多。教师把本课复习到的词汇图片贴在黑板上。

Tip: 此操作可灵活处理，可以每组轮流派代表说词，也可以给一定的时间，请每组把想到的词记录在纸上再汇报。

(2) 词汇分类

教师依据黑板上呈现出的词汇进一步提出任务：有些食物是可数的，有些是不可数的，请进行分类。然后提出问题：What's your favourite food? 请学生回答。

Tips:

1. 此处虽然主要为词汇热身活动，但教师要有语境意识，时刻引导学生用自己所学过的各种句型来回答问题，尽量使用丰富的语言。
2. 分类活动依旧可以采用小组之间比赛的形式开展，以激发学生参与的热情。

2. 听前做好准备

教师请学生观察 A 项的图片，并按照可数和不可数的标准对其分类；还可以请学生用铅笔在图片的旁边拼写出英文单词，并注意单复数形式。

然后，请学生先阅读题目要求，预测听力重点，明确听力任务：分别用 T 和 B 来记录自己所听到的 Ted 和 Bill 的早餐需求。

3. 听录音完成任务

建议播放录音三遍。在学生听前提醒学生：第一遍整体听，先不着急动笔，抓

住大意即可；第二遍可边听边记录相关信息；第三遍查漏补缺。

当然，具体播放几遍，教师可根据学生的情况灵活安排。

4. 订正答案

首先请学生同桌之间核对答案。然后随机抽取学生反馈答案，全班订正。必要时教师进行讲解。

Tip: 此环节要注重培养学生自己独立审题和答题的能力，把分析问题、解决问题的机会尽量留给学生，教师不宜越俎代庖。教师若持续贯彻此原则，学生自学的能力就会越来越强。

B. Let's talk.

1. 谈论听力内容

教师可借助订正听力答案引出本节课要复习的功能句：What does Ted/Bill want for breakfast? What do you have for breakfast? Do you like eggs/meat/apple/juice ...? 和 What's your favourite food? 等。教师先请学生同桌之间用上述句型，根据听力内容谈论 Bill 和 Ted 的早餐情况，然后再随机选取几个小组汇报。

Tip: 在学生汇报过程中，教师除了关注学生表达的信息是否准确，还要关注学生对第三人称单数和食物的单复数使用是否正确。若学生出现错误，教师可以先记录下来，等所有小组汇报完后纠正共性错误，让每个学生通过教师对错误的分析来体会语法规律，不必逐一点名纠正。

2. 说说自己的早餐习惯

在了解了 Ted 和 Bill 的早餐习惯之后，教师自然而然地将话题转到学生自己的早餐习惯上。教师可以先请学生就 What do you often have for breakfast? Do you like eggs/meat/juice ...? What's your favourite

food?等问题先在小组内交流,再请各小组派代表在全班同学面前汇报。

Tips:

1. 教师可在此环节进行科学饮食指导,让学生意识到早餐的重要性和合理搭配膳食的重要性。
2. 在小组汇报环节,教师可以请学生关注:谁的“早餐菜单”最合理、最值得我们借鉴,潜移默化培养学生学习他人长处的意识。

C. Read and number.

1. 读前:预测内容,明确任务

请学生观察课本第25页C项的图片,并提问:Look at the pictures. What food do you see? What food do you think is being made? How is it made?教师可以鼓励学生根据图片,用自己的语言说说图中食物的制作流程(相信大多数学生能够根据图片判断出这是在做三明治,且应该有一部分学生能借助图片、用自己的语言简单说明其制作过程)。

2. 读中:完成排序任务

教师给予学生较充分的时间,请学生阅读文字,并依据文字信息对图片排序,从而验证自己在读图环节的预测和口头描述是否准确。对于生词(如:a piece of, top, enjoy等词汇),教师可鼓励学生根据上下文及图片进行猜测。

3. 读后:订正答案

请学生与同桌讨论和交流答案;然后全班集体订正答案。

4. 模拟制作

教师可准备不同颜色的纸代替sandwich的原材料,如:白色代表bread,红色代表

tomato,黄色代表egg,褐色代表meat,绿色代表vegetables等,请学生边拼摆边用英语描述制作过程。

Tip: 在此环节,教师可酌情开展“真实制作”或“模拟制作”活动。但最主要的是在此过程中鼓励学生边制作边用First, Next, Then和Last等词汇引导的句子有序表达制作流程。

D. Let's write.

1. 口头描述

请学生在刚才陈述三明治制作流程的基础上,说一说自己拿手的食物的制作过程。

2. 明确制作流程的写作结构

教师引导学生再次阅读C项的文本,观察其结构:

First, ...

Next, ...

Then, ...

Last, ...

Your ... is ready. Enjoy!

即,用序数词引导的几组祈使句,加一到两句结语,即可说明食物制作的流程。

3. 写流程说明

此环节可以分层要求:能力强的学生可以选择自己最喜欢或最拿手的菜,介绍其制作步骤;能力有限的学生可以替换C项中的部分原材料,介绍如何制作不同口味的三明治。

4. 学生展示

教师可以在教室后面设立两个展示区,一个区展示各种口味三明治的制作流程,另一个区展示其他食物的制作流程。

Lesson 3

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **Keeping Healthy** 话题的重点词汇和功能句，培养学生综合运用所学语言知识进行交流的能力。
2. 引导学生就所听或所读信息与他人展开对话交流。
3. 引导学生仿照阅读文本写几句话，给 B 项图中人物提出健康建议。

A 项通过听力活动来复习有关 **Keeping Healthy** 话题的重点词汇和功能句。

B 项引导学生看图说话，要求学生首先判断图中人物有何不适，然后提出解决方案。

Lesson 3

A Listen and match.

Should		Shouldn't
You should see a doctor.		You shouldn't eat too much candy.
You should eat more vegetables and drink more water.		You shouldn't eat too much ice cream.
You should eat fruit and vegetables every day.		You shouldn't eat that kind of food every day.

B Look and talk.

What's wrong with the girl?

Oh! That's too bad. She should drink a lot of water.

She has a bad cold.

Yes! She should also see a doctor.

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C Read and write.

Miss Jackson: Hello, kids. Today we're going to talk about healthy habits. What should we do to keep healthy? What are your ideas?

Ted: I don't think hamburgers, sandwiches and ice cream are healthy. We shouldn't eat them every day.

Sara: I agree. We should eat more fruit and vegetables, and less meat and candy. To be healthy, we should also keep clean: wash our hands before eating and brush our teeth twice a day.

Tony: We should also exercise often. We should exercise at least one hour a day. Sports are good for us.

Sherry: We shouldn't watch too much TV or play computer games for too long. We should also get enough sleep every day.

Bill: I think we should be happy every day. That's good for keeping healthy.

Miss Jackson: Yes, you are right, Bill. We should always be happy!

Tips for Keeping Healthy



D Let's write.

Choose one picture from part B. Give him/her some advice.

C项呈现一段对话，引导学生读后总结健康注意事项。

D项引导学生写一段话，对B项图中的某个人物提出健康建议。

教学建议

A. Listen and match.

1. 知识竞赛，热身引入

首先，教师准备好有关 **Keeping Healthy** 话题的若干词汇，如：**eat more vegetables, drink more water, eat fruit every day, eat too much candy, eat too much ice-cream, stay up late** 等写在纸条上，扣在桌子上。

然后，将全班学生分成若干小组进行比赛。要求学生轮流翻开词条，根据词条上内容，依据健康知识进行判断，对身体有好处行为，用 **You should ...** 陈述，对健康有害的行为，用 **You shouldn't ...** 陈述。

2. 听前做好准备

请学生看图，辨认两位主人公，明确其姓名。然后阅读两侧的文字，熟悉其内容，并据其预测听力内容。

最后，明确听力任务：把每条建议与相关的人物相匹配。

3. 完成听力任务

(1) 听录音，理解大意

教师第一遍播放录音，请学生先不要急于动笔，而是仔细聆听，捕捉大意，验证和修正刚才的预测。

(2) 再次听录音，连线

教师再次播放录音，请学生边听边将主人公和与其相关的句子进行连线。

(3) 再次听录音，订正答案

首先请学生边听录音边检查和修正答案，然后通过随机抽取学生作答的方式，公布正确答案。

B. Look and talk.

1. 设计病历单

教师结合 A 项内容设计一份“病历单”，第一栏为：**problem**，第二栏为：**suggestions**，供学生在下一步活动中使用。

2. “模拟医院”

教师带领学生开展“模拟医院”的活动：三人为一个小组，一名扮演“医生”，一名扮演“助手”，一名扮演“患者”；“患者”从 B 项四张图中选择一张，扮为该病人，去找“医生”就诊，“医生”和“助手”共同给予“患者”建议，并填写在上述“病历单”中，小组之内可以互换角色轮流扮演。

Tips:

1. 为了提高学生参与的热情，若有条件，可以提前准备一些真实的病历单和医生的服装等。
2. 教师可以在 B 项图片之外，再补充一些其他症状。最好请学生课前自己准备。

C. Read and write.

1. 读前准备

教师组织学生阅读 C 项对话后的表格，对于所缺信息，请小组合作进行猜测，看看谁能将语句合情合理地补充完整。

2. 阅读并填表

教师给学生充分的自主时间，请其认真阅读对话，并根据对话将表格填写完整。可以提醒学生，在第一次阅读时，先将与答案有关的文字圈出来。然后根据情况，或将圈出的文字直接填入表格（直接答案）；或将相关文字和信息进行综合提炼后填入表格（间接答案），从而培养学生分析总结问题的能力。如：

(1) Don't eat _____ every day. (间接答案)

(2) Eat less _____ and _____. (直接答案)

(3) Don't watch too much _____. (间接答案)

(4) Don't play _____ for too long. (间接答案)

(5) Eat more _____ and _____. (直接答案)

(6) Keep clean. Wash _____ and brush _____. (间接答案)

(7) Exercise at least _____. (直接答案)

(8) Get enough _____ and be happy every day. (间接答案)

Tips:

1. 此部分练习有一定难度的，教师在核对答案时不宜直接说出答案，而要带领学生体会如何筛选和综合各种信息，以逐步提高学生分析问题、解决问题的能力。
2. 上述每个问题之后都标注了“直接答案”和“间接答案”。“直接答案”是指学生通过在原文中搜索，能直接找到答案的问题；“间接答案”则需要学生联系上下文，进行综合提炼才能得到的答案。教师在指导学生时应针对不同问题采取不同策略。

D. Let's write.

教师请学生从第26页B项图片中任选一幅做为写作素材，对图中病人提出建议。由于学生在A、B两项已经进行了大量的口头练习，此处的写作应该困难不大。

Tip: 此项可以与B项结合在一起操作。

备选活动

健康生活方式大调查

教师组织学生寻找身边生活方式最健康的人。

第一步：组织学生设计调查问卷，可首先确定调查问卷所涉及的内容，如：日常作息、日常饮食、锻炼习惯、卫生习惯、休闲方式等。然后，针对每个方面的内容提出一些问题。可以两人一组，共同设计问题。

第二步：设计好问题后组织学生在本班、学校、家庭、或社区等地选取对象进行采访，并记录信息。

第三步：通过分析调查数据，确定生活方式最健康的人，将其作为榜样。

第四步，将榜样的良好生活方式做成海报，张贴在班级的板报栏处，供大家观摩和学习。

1. 引导学生借助图片读懂项目制作成品，并就其内容进行交流。
2. 引导学生完成项目制作，开阔其视野，为其提供更为丰富的学习资源。
3. 引导学生综合运用所学知识进行语言输出，培养其用英语做事情的能力。
4. 引导学生在同伴间分享项目制作成果，体验成功的快乐。

A项呈现一个项目制作的成品，引导学生首先阅读该成品，其次展开讨论，理解成品的内容和意义，为自己进行制作打基础。

Project Time

A Let's read and talk.

How to Keep Healthy

By Bill

1. Drink a lot of water.
2. Do not eat too much junk food.
3. Eat fruit and vegetables often.
4. Get enough sleep.
5. Brush your teeth every day.
6. Exercise often.

Here's my list for keeping healthy.

Drink a lot of water.

Do not eat too much junk food.

We should exercise every day.

We should get enough sleep.

We should brush our teeth every day.

Yes, twice a day.

B Let's make.

Choose one of the following topics. List five or six things we should or should not do.

- How to Keep Our Bedrooms Clean
- How to Get Ready for School
- How to Make My Favourite Meal
- How to Be Safe in the Street
- How to Take Care of My Pet
- How to Keep the Doctor Away
- How to Have a Good Weekend
- How to Plan for a Trip
- How to Be a Good Student



C Let's share.

Share your list with another pair. Can they think of other things to add to your list?

I think we should also smile more to be healthy.

I think you should add "play" to your list. All work and no play makes Jack a dull boy!



B项详细说明了项目制作的流程，引导学生完成自己的制作。

C项是学生交流自己作品的示范图，引导学生与同学分享、交流项目制作成果。

教学建议

A. Let's read and talk.

1. 自主阅读

先请学生自主阅读A项图文，然后提出以下问题让其回答和思考：

What's the topic of the poster?

By who is it written? What have you learned from it?

2. 挑战记忆力

让学生再次熟悉A项图文，然后合上课本，开展小组活动，看看谁能凭记忆说全Bill的健康建议。教师可利用评价激发学生的参与热情，如：说对三句为Good！四句为Excellent！六句为Extremely well done！

Tips:

1. 教师要在学生阅读文本后，巧用问题来检验学生的阅读效果。
2. 挑战记忆力的活动，意在充分利用学生的年龄特点，鼓励学生多背诵一些标准的句子，自然而然形成语感。语感不是一天两天建立起来的，教师要引导学生平时注意积累。

3. 说说我的健康建议

教师引导学生参考Bill的海报，说一说自己的健康建议。教师可以将学生分成小组，先让其在小组内说一说，然后在全班开展擂台赛，看看哪组的健康建议更多更合理。

Tips:

1. 教师要注意小组比赛规则的制定，如：重复的建议不加分，甚至减一分，用此方法可引导学生关注别人的发言。
2. 小组的划分依据可以灵活一些，如：可以男女生各一组，也可以“戴眼镜者”与“非戴眼镜者”

各一组。总之活动形式要经常变化，激发学生参与的热情。

3. 此活动可以开展口头擂台赛，也可以让学生以小组为单位先写出来再比赛。

B. Let's make.

1. 阅读并选定话题

教师首先请学生自主阅读此部分呈现的九个话题，两名同学一个小组，共同协商选定一个话题。

2. 制作海报

请两人一组进行海报的制作。在海报制作之前请学生再次仔细阅读要求。

Tips:

1. 教师最好提前通知学生带彩笔、彩纸、剪刀、胶水和词典等物品。
2. 在制作期间，教师应巡视课堂，引导学生尽可能使用英语活动。
3. 在学生碰到不认识的单词或短语时，要鼓励其自己查词典解决，实在查不到再向他人求助。

C. Let's share.

1. 分享示范

请学生完成海报制作之后，回到座位上坐好。然后请一组学生到讲台上展示并朗读其海报信息，请听众对其制作进行评价，提出改进建议。

2. 小组之间分享活动

在选取一至两个小组上台分享过海报之后，组织学生开展小组之间的海报分享活动，即让各个小组之间互相分享，互相提出改进建议。

Tip: 为了激发学生参与活动的热情，教师可以增加评价内容：看看哪个小组搜集到的建议多，或者看看谁给别人提的合理建议多。

备选活动

调查长辈对海报所涉问题的看法

教师可以引导学生回家采访一下家中的长辈，看看他们对这些话题有何看法，

有没有能供我们借鉴的建议。如果有，可以继续补充在海报上。

Tips:

1. 教师可以有意识地留一些类似的家庭作业，增加学生与家庭成员之间沟通的机会，并引导学生养成尊重长辈意见的习惯。
2. 帮助学生树立这样的观念：兼听则明。即，在很多问题上，不妨多听听不同人群的意见；并从中选择合理的成分进行吸收和借鉴。

人教版®

1. 引导学生读懂本单元的故事，按照故事内容回答B项问题，并表演小故事。
2. 引导学生通过学习小故事，懂得遵守安全守则、提高自身本领的重要性。

以小故事的形式复现以前学过的词汇和功能句，让学生在欣赏故事的过程中体会重点词汇和功能句在语境中的运用。

Story Time

A Let's read.

1

Why can't we go with you?
It's boring to stay at home.



Because the old cat is waiting outside. He likes to eat little mice.

Three little mice lived with their mother. The mother mouse went out to get food for the family every day. The little mice just waited at home. They were very bored.

2

Please let us go. We are fast and smart. The old cat cannot catch us.



No! Stay at home and do your chores.

They followed their mother. Their mother pushed them back inside.

3

I think we should go and help our mother.



Yes! We can go and find some food.

The mother mouse left. The little mice were feeling sad.

4



The three little mice came out. They looked everywhere for food. They didn't see the hungry cat behind them.

30



5
The cat was going to catch the poor little mice. The little mice tried to run fast, but their legs were too short.



6
The mother heard and went to help her baby mice. She stood up and barked like a dog! When the cat heard the "dog", it ran away.

7
What did you learn today?



It's good to listen to our mother.

It's good to follow rules.

It's good to learn to speak another language.

The mother took her children back home.

B Fill in the blanks.

1. The three mice thought it was _____ to stay at home.
2. The three mice thought they were _____ and smart.
3. The three mice wanted to _____ their mother so they went out to look for _____.
4. The three mice didn't see the cat _____ them.
5. The mother mouse _____ up and barked like a _____.
6. The three mice learned a lesson: it's good to learn to speak another _____.

C Act out the story.

故事梗概：

鼠妈妈要出去觅食，让三个鼠宝宝呆在家里做家务。但三个鼠宝宝嫌呆家里太无聊，想跟妈妈出去觅食。妈妈告诉他们外面有猫，很危险，把他们推回家门。

三个鼠宝宝等妈妈走后，偷偷出去帮妈妈觅食。但他们很快就被饥饿的老猫盯上了。眼看老猫就要抓住三个鼠宝宝了，三个鼠宝宝拼命呼救，鼠妈妈闻讯赶来，学狗叫声吓走了老猫。

鼠妈妈带鼠宝宝回家后，三个鼠宝宝总结了教训：要听取大人的意见，要遵守安全守则，并要意识到学外语的重要性。

教学建议

1. 看图预测

(1) 教师呈现故事的第一幅图片，请学生判断：今天要学习的故事的主人公会是谁？

(2) 教师继续将剩余六幅图呈现给学生，请他们仔细观察图片，预测故事内容。

Tips:

1. 此环节教师可以组织小组讨论，让每个学生都谈谈自己的看法，利用学生间英语水平的差异进行互补，帮助每名学生在阅读故事前都在心理上和知识上做好准备。
2. 在出示图片环节，教师要注意将文字全部去除，只留图片，给予学生充分的想象空间；最好出示大柱图。

2. 阅读故事

(1) 第一遍，轻松阅读，抓住大意

请学生独立阅读故事，看看故事的发展与自己的预测是否吻合；并抓住故事的大意。

阅读后，可以简短讨论：What did you learn from the story? 请学生自由谈自己在第一次阅读中的收获。

(2) 第二遍，带着问题读

学生在进行第二次阅读前，教师可以设计和文章主旨相关的问题。如：Please choose three pictures to tell the story. 学生可能有不同的观点：有的可能会选 picture 1, picture 4 和 picture 6；有的可能会选 picture 1, picture 5 和 picture 6 等。无论选择哪组图片，目的都在于帮助学生提示故事大意，因此不宜设置标准答案。

Tip: 此活动的目的是给学生一个表达自我观点的灵活空间。并不是所有的问题都有标准答案，只要学生能自由地表达自己的观点就达到活动目的了。

(3) 第三遍，带着细节问题阅读故事

教师引导学生阅读第31页B项的填空题。然后带着这些问题，再次阅读文章，寻找细节性信息，可先在原文中圈出与答案相关的文字。然后根据所圈文字独立完成填空题。

3. 读后活动

(1) 同桌之间核对答案

完成填空之后，先请同桌之间分享答案，互相批改。

(2) 全班核对答案

在同桌核对完答案之后，教师组织全班学生一起核对答案。在此过程中，可以引导学生再次理解文章中的细节部分，同时教师通过设置问题检验学生对于较难词汇或短语的理解是否准确。如：push them back, the hungry cat behind them, barked like a dog, speak another language. 等。

(3) 讨论故事

在订正最后一道填空题(The three mice learned a lesson: It's good to learn to speak another _____.) 的答案之后，先请学生说一说书中三只小老鼠的分别有何收获：

It's good to listen to our mother.

It's good to follow rules.

It's good to learn to speak another language.

然后教师问：Do you agree with them? What's your opinion?

Tips:

1. 教师可就故事的寓意，请学生以小组为单位，结合自身经验讨论一下具体原因。
2. 教师也可以请学生谈一谈，学完这个故事，自己有没有其他收获。

(4) 朗读故事

首先，请学生听录音，模仿跟读故事。然后，请学生选择喜欢的片段，独立朗读。

Tips:

1. 为了增加学生模仿的积极性，教师可以开展“模仿秀”活动。
2. 朗读一方面可以训练学生的语音、语调，也可以为表演打基础。

(5) 表演故事

这个故事非常适合学生表演。教师可提前通知学生准备一些道具，并给学生充分的时间进行排练。

在学生排练好之后，随机选取几个小组上台表演，请其他学生观赏并予以评价。

Tips:

1. 可将动作、语言、神态、扮相等内容纳入到评价内容之中。
2. 可鼓励学生把台词背下来表演，而不要带着课本上台表演。

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UNIT 4

Free Time

复习目标

语言技能目标

第一层次：

1. 通过听、说、读、写等形式的语言活动，帮助学生复习以前所学话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。

2. 引导学生就所听或所读内容与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

懂 Story Time 的小故事，根据故事内容回答相关问题，并尝试复述小故事。

其他目标

1. 引导学生积极参与课堂上的各种活动或游戏，并与同伴合作完成活动或游戏。

2. 引导学生在活动中认真倾听同伴发言，并尝试表达自己的观点。

第二层次：

引导学生借助图片和其他阅读策略读

本单元各课所复习知识点列表

Lesson 1

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Playtime Book 4, Unit 1	play football, fly a kite, ride a bike, swim, make a model plane, make a snowman	
Sports and Games Book 7, Unit 1	basketball, run, jump rope, interesting, ping-pong, roller-skating, what about, be good at	Do you often ...? Are you good at ...?
Hobbies Book 8, Unit 4	reading, singing, dancing, making models, collecting, jigsaw, skateboarding, hobby	What are your hobbies? I like reading stories.

续表

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Free Time Book 8, Unit 5	do housework, learn to dance, play the violin, go camping, go for a picnic, once/twice a week, every day, never	How often do you ...?

Lesson 2

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Weekend Book 7, Unit 2	go to the cinema, visit my grandparents, play computer games, go fishing, go to a drawing club, pick fruit, climb a hill, weekend, fun	What do you often do on the weekend? What are you going to do this weekend?
Chores Book 9, Unit 6	clean the room, make the bed, take out the rubbish, wash clothes, tidy the desk, sweep the floor	What chores do you often do?
Family Activities Book 6, Unit 5	feeding the fish, watering the plants, cooking dinner, walking the dog, listening to music, watching TV, cleaning the room	

Lesson 3

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Last Weekend Book 10, Unit 4	visited grandparents, watched TV, played the piano, cleaned the window, stayed at home, climbed a hill, danced, listened to music, played chess, rowed a boat, jumped rope, stayed in bed, played computer games, boring	How was your weekend? What did you do last weekend?
A Great Trip Book 10, Unit 5	went to the beach, swam, drank cold drinks, ate ice-cream, saw flowers, took photos, felt happy, bought some gifts, left (leave), have a good time, travel, place, hear, sad, delicious, terrible, gift	Did you have a great trip? Where did you go? What did you do?

Lesson 1

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **Playtime, Sports and Games, Hobbies** 和 **Free Time** 等话题的重点词汇和功能句，培养学生综合运用所学语言知识和技能进行交流的能力。

2. 引导学生就所听材料或所读短文的内容与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

A项通过听力活动来复习有关 **Playtime, Sports and Games, Hobbies** 和 **Free Time** 等话题的词汇和功能句。

B项首先引导学生谈论在A项所听到的内容，其次引导学生运用A项的语言谈论自己的相关情况。

Unit 4 Free Time

Lesson 1

A Listen and match.

Bill and Ted are talking about hobbies.

B Let's talk.

What do Bill and Ted do in their free time?

1. What do Bill and Ted do in their free time?
2. What are Bill's and Ted's hobbies?
3. What sports are Bill and Ted good at?

They ...

1. What do you do in your free time?
2. What are your hobbies?
3. What sports are you good at?
4. How often do you do them?

Let's read.

In China, Bill went to many clubs. He went to an English club to study English twice a week. He also went to a maths club every weekend. In China there were many other clubs, such as chess clubs, art clubs and music clubs. Sometimes Bill went to these clubs, but not every week.



In Canada, Bill goes to different clubs. He goes to a hockey club twice a week. He can't skate very well, but he likes playing hockey. He also goes to a volunteers' club once a week. They help old people go shopping and do their housework. Sometimes, they also help clean the city streets. Bill enjoys helping others. He meets many new people and makes many new friends.



Answer the questions. Write down your answers in your notebook.

1. What clubs did Bill go to in China?
2. What clubs does Bill go to in Canada?
3. What does Bill do in the volunteers' club in Canada?
4. Why does Bill like the volunteers' club?

Let's write.

Write about your free time.
The following questions may help you.

Do you go to any clubs after school? What are they? How often do you go?
Do you like them? Why or why not? What clubs would you like to go to?
Why?

C项是一篇有关Bill在中国和加拿大课余上不同俱乐部的文章，要求学生阅读并回答问题。

D项要求学生在问题的提示下，结合自己的实际情况写一篇短文，介绍自己的课余活动。

教学建议

A. Listen and match.

1. 导入话题

师生自由谈话: What do you do in your free time? What are your hobbies? 帮助学生复习所学话题, 并引出本单元话题 Free Time。

2. 听前做好准备

请学生看A项的图片, 并根据图片预测听力内容。教师可以用以下问题来引导学生看图: First, look at the two boys in the centre. Who are they? What do you think they are doing?

Then, look at the pictures around the two boys. What are the children in these pictures doing?

在学生熟悉图片内容之后, 引导学生明确听力任务 (match each boy with his hobbies), 做好听前准备。

Tip: 在听前明确两个小男孩的名字和周围剪影图所表示的活动和爱好, 同时明确每一幅图所在的位置, 有助于学生在听的过程中迅速找到目标图片。这一听前关注文字和图片信息、明确听力任务的策略, 需要引导学生逐步自觉运用。

3. 听录音完成任务

播放三遍录音, 要求学生第一遍整体了解听力内容; 第二遍边听边连线; 第三遍边听边查漏补缺, 检查和修正答案。

Tip: 在播放录音的过程中, 观察学生作答神情, 初步判断哪些学生可能存在问题。必要时, 轻步巡视全班, 对学生的问题做到心中有数。

4. 听后核对答案

教师带领学生, 运用功能句: What are Bill's hobbies? What are Ted's hobbies? 逐一核对答案; 要求学生根据图片连线的提示, 用完整的句子回答。

Tip: 在核对答案过程中, 如果出现争议或疑点, 应进行适当讲解。

B. Let's talk.

1. 说前复习、示范

(1) 承上启下

依据A部分的连线, 引导学生回答B项第一组问题。接着可问学生: What other questions can you ask about Bill's and Ted's free time or hobbies?

(2) 游戏复习

教师用B项第二组问题中的第一个问题问学生, 以此复习Free Time 的相关词汇和功能句: What do you often do in your free time? 请学生以小组为单位抢答。要求学生回答的内容不可重复; 正确抢答次数最多的小组获胜。

对于第二组的其他三个问题, 可用同样的游戏形式进行操作。

Tip: 对于学生未提及的、但在前面册次学习过的词汇, 教师可用图片进行提示, 引导学生说出来。

(3) 示范对话

教师选取一个学生配合自己做示范, 围绕第二组四个问题进行对话。对话可在此基础上进行拓展。

2. 说中监控

要求学生根据自己的实际情况, 围绕第二组的四个问题, 两人一组开展对话。教师巡视全班, 确保每个学生都在努力对话; 此外, 要鼓励有能力的学生输出更多的语言, 还要对学困生给予必要的帮助。

3. 说后展评

分别选取优秀、中等和一般等几个层次的学生上台展示对话, 引导优秀和中等学生说得更多、更好; 鼓励一般学生开口说, 并及时表扬他们的进步。

C. Let's read.

1. 读前: 激活旧知, 导入话题

教师首先问学生: Do you go to any clubs in your free time? If yes, what clubs do you go to? How often do you go to the clubs?

接着, 教师引导学生看C项插图并预测文章内容: Now look at the pictures. What is Bill doing in the pictures? Can you guess what clubs Bill goes to? Can you guess what the text is about?

Tip: 鉴于本课阅读文段的生词并不多, 对于第三幅插图所涉及的生词 **hockey**, 教师可以引导学生根据图片信息猜测其意思; 不宜直接告诉学生。

根据上下文和图片猜测生词的含义, 是一个重要的阅读策略。经过近六年的学习, 小学生应该已经掌握了此项策略。若有学生还不能自觉运用, 教师应予以引导。

2. 读中: 带着任务默读文章

(1) 第一遍阅读的任务: **Match the pictures with the paragraphs.** 即通读文章, 验证读前预测, 并获取文章大意, 把图片和相对应的段落连线。

(2) 第二遍阅读的任务: **Answer the questions.** 可提醒学生边读边在文中划出与答案相关的文字, 以便随后写出答案。

3. 读后: 总结回顾

(1) 教师带领学生核对答案。

(2) 请学生首先尝试自己朗读文段一遍; 然后跟录音修正和提高自己的朗读技巧。

(3) 请学生对文章所配图片排序后, 根据图片提示, 复述 **Bill** 参加俱乐部的情况; 或用图表对比 **Bill** 在中国和在加拿大参加 **clubs** 的情况有何异同, 然后在图表的提

示下复述文章。

D. Let's write.

1. 写前

组织学生结对活动, 就D项的问题进行问答。提醒学生用完整句回答问题, 为写作做准备。

2. 写中

请学生根据问题的引导写出自己课余时间参加俱乐部的情况及感受。要求学生至少写出五至六句话; 并鼓励学生表达自己的真情实感。

可提醒学生参考C项文章。在学生写作过程中, 教师应巡视全班, 发现问题及时解决, 帮助不同层次的学生取得进步。

3. 写后

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写规范			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品, 相互学习, 并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品, 指出优点, 提出改进建议。

Tip: 在点评某个同学的作品时, 以欣赏优点为主; 在针对个别作品的点评结束后, 对普遍性错误, 要在全班讲解, 提醒学生注意。

(4) 请学生修改自己的作品, 再上交教师。

(5) 建议展出全班学生修改后的作品, 请学生相互观看, 互相学习。读者越多, 创作者的动力越大。

Lesson 2

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **Weekend**, **Chores** 和 **Family Activities** 等话题的重点词汇和功能句，培养学生综合运用所学语言知识和技能进行交流的能力。

2. 引导学生就所听或所读内容与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示或要求独立写几个意义连贯的句子。







A项借助 Bill 和 Ted 谈论周末计划的对话，情境化地融合了与 **Weekend**, **Family Activities** 和 **Chores** 等话题相关的词汇和功能句，引导学生复习相关知识。

B项承上启下，首先引导学生就A项内容提问，然后用A项功能句来调查同学周末休闲和做家务的情况。

Lesson 2

A Listen and number.

It's Friday. Bill and Ted are talking about their weekend plans.


B Let's talk.

First, talk about Bill's and Ted's weekends.

1. What does Ted usually do for fun on weekends?
2. What are Bill and Ted going to do tomorrow?
3. What chores does Ted do on weekends?

Now, do a survey.

name	What do you do for fun?	What chores do you do at home?	What are you going to do this weekend?
Lily	read books		



What do you do for fun?

I often read books.

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Let's read.

Tina loves singing and dancing, so on weekends she usually goes to a dancing club. In the summer, she often goes to the park. Sometimes she has a picnic there with her family. In the winter, she usually goes skating. She is very good at skating.



Tina also does chores on weekends. She often helps her mother cook dinner on Saturday. She sometimes helps her father clean his car. She thinks that's fun! She also has to clean her room. That's not fun!



Sometimes Tina, Ted and their parents go out together. They go to a museum or art gallery, and then they go to eat pizza. This weekend Tina is going to sing with Bill. Bill is going to teach her to sing a Chinese song.

Answer the questions. Write down your answers in your notebook.

1. What does Tina usually do on weekends?
2. What chores does Tina do on weekends?
3. What does Tina do for fun with her family on weekends?
4. What is Tina going to do this weekend?

Let's write.

Now, write about your weekend.

What do you do for fun on weekends? Do you do any chores on weekends?
What are you going to do with your family this weekend?

Handwriting practice lines with a spiral binding on the left side.

C项文章介绍了Tina的周末活动、家务劳动和周末计划,引导学生通过读后回答问题来复习相关知识。

D项引导学生根据问题的提示和自己的实际情况写一篇短文,介绍自己惯常的周末活动、家务劳动和本周末的计划。

教学建议

A. Listen and number.

1. 导入话题

教师提出以下问题: What do you often do on weekends? What are you going to do this weekend? 并引出本课话题 weekend。

2. 听前做好准备

首先, 通过以下问题引导学生结对讨论图片内容, 明确每一幅图所在的位置, 以便在听的过程中迅速找到目标图片:

Look at Part A. What day is it? (It's Friday.)

What are Bill and Ted talking about? (They are talking about their weekend plans.)

What are the children in the six pictures doing? ...

然后, 引导学生明确听力任务(根据录音给图片标序号), 做好听前准备。

Tip: 教师要持续培养学生在听前根据图片和文字信息预测听力内容、明确听力任务、做好听力准备意识。

3. 听中完成任务

播放三遍录音, 要求学生第一遍整体了解听力内容; 第二遍边听边给图片标序号; 第三遍边听边查漏补缺, 检查和修正答案。

4. 听后核对答案

教师分别运用以下功能句引导学生逐一核对答案: What does Ted usually do on weekends? What does Bill usually do on weekends in China? What are they going to do tomorrow? What do they have to do first?

在核对答案时, 要问理由。尽可能创造机会复习运用本课的话题句型。

在核对完答案后, 可要求学生尝试根据排好顺序的图片复述对话内容。

Tip: 根据图片复述对话内容的环节应弹性要求。即: 可鼓励学生尝试, 但不宜作为硬性要求。暂时不能复述的学生, 还有机会在B项继续讨论听力内容。

B. Let's talk.

1. 说前复习、示范

(1) 承上启下

引导学生根据A部分标好序号的图片, 回答B项第一组问题。接着可问学生: What other questions can you ask about Bill's and Ted's weekends?

(2) 游戏复习

教师用B项表格中的第一个问题问学生: What do you do for fun (on weekends)? 请学生用完整的句子抢答, 以此复习相关词汇和功能句。要求学生回答的内容不可重复; 正确抢答次数最多的小组获胜。

对于表格中的其他两个问题, 可用同样的形式进行操练。

(3) 示范调查

教师用表格中问题问某个学生, 并在表格中做记录, 做调查示范。

2. 说中监控

要求学生用表格中的三个问题至少调查两个同学, 并作记录。

教师要巡视全班, 确保每个学生都认真做调查。此外, 可鼓励学有余力的学生调查更多同学, 并帮助学习有困难的学生完成调查任务。

3. 说后汇报

(1) 示范汇报

教师将自己调查某个学生的结果以第三人称汇报给全班学生。

Tip: 在这一环节, 教师可写出汇报内容, 对一般现在时第三人称单数的动词变化用红笔标出, 以引起学生注意。

(2) 汇报练习

要求学生仿照教师示范, 把自己的调查结果汇报给同桌, 可以给学生一至两分钟时间练习。

(3) 展示汇报

选取不同层次的学生向全班汇报其调查结果。引导优秀、中等生说得更多、更好; 鼓励学困生开口说, 并及时表扬他们的进步。

C. Let's read.

1. 读前: 看图预测

教师用以下问题引导学生看图预测阅读内容: Look! Who's this girl? What is she doing in the pictures? Can you guess what the text is about?

2. 读中: 完成任务

(1) 第一遍阅读的任务: Match the pictures with the paragraphs. 即通读文章, 验证读前预测, 并获取文章大意, 把图片和对应的段落匹配。

(2) 第二遍阅读的任务: Answer the questions. 可提醒学生边读边在文中划出与答案相关的文字, 以便随后写出答案。

3. 读后: 总结回顾

(1) 教师带领学生核对答案。

(2) 请学生首先尝试自己朗读文段; 然后跟录音修正和提高自己的朗读技巧。

(3) 请学生把文章所配图片排序后, 根据图片提示, 复述 Tina 惯常的周末活动、家务劳动及本周末计划。

Tip: C项文章的第一、二段集中地呈现了一般现在时第三人单数的动词变化, 可以用来做文段改写练习, 如把主人公 Tina 替换为 I, 让学生体会第三人称单数和非第三人称单数一般现在时的动词变化。

D. Let's write.

1. 写前

组织学生结对活动, 就D项的问题进行

问答。提醒学生用完整句回答问题, 为写作做准备。

2. 写中

请学生根据问题的引导写出自己惯常的周末活动、家务劳动和本周末的计划。要求学生至少写出五至六句话; 并鼓励学生表达自己的真情实感。

可提醒学生参考C项文章。在学生写作过程中, 教师应巡视全班, 发现问题及时解决, 帮助不同层次的学生取得进步。

3. 写后

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写规范			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品, 相互学习, 并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品, 指出优点, 提出改进建议。

Tip: 在点评某个同学的作品时, 以欣赏优点为主; 在针对个别作品的点评结束后, 对普遍性错误, 要在全班讲解, 提醒学生注意。

(4) 请学生修改自己的作品, 再上交教师。

(5) 建议展出全班学生修改后的作品, 请学生课后相互观看, 互相学习。读者越多, 创作者的动力越大。

Tip: 学生英语能力强的班级, 在写作部分可增加另外一个选择: 采访你最好的朋友, 写一段话介绍他/她周末常做的活动、家务劳动和本周末的计划。

Lesson 3

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关Last Weekend和A Great Trip等话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。


2. 引导学生就所听或所读内容与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示或要求独立写几个意义连贯的句子。


A项借助Bill和同学谈论上个周末活动的对话，情境化地复习与Last Weekend和A Great Trip两个话题相关的词汇和功能句。

B项承上启下，首先对A部分听力内容进行提问，再引导学生用类似问题交流自己上周末的活动情况。

Lesson 3

A Listen and match. 


It's Monday today. Bill and his classmates are talking with Miss Jackson about the weekend.



B Let's talk.

1. How was Tony's/Bill's/Sherry's weekend?
2. What did they do?

1. How was your weekend?
2. What did you do?
3. Did you have a special weekend?



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C Let's read. 

Monday, May 23

I had a wonderful weekend. On Friday evening, Ted showed me his stamps. He has stamps from all over the world. I'm going to ask my mother to send him some Chinese stamps.

On Saturday morning, we did chores. I cleaned the living room. Ted took out the rubbish and watered the plants. Tina cleaned her room. After that, Ted, Tina and I went to the City Gallery. We saw Uncle Bob's paintings there. They were very beautiful. In the afternoon, I read some books.

On Sunday I visited Ted's grandparents with Ted's family. In the evening I watched a nature show about Canadian animals – beavers, raccoons and moose.

Next weekend, we are going fishing. There are so many interesting things to do here.

Write the time for each activity.



Friday evening



D Let's write.

Now write about your weekend.

What did you do? Who did it with you? What did you think of it?

C项引导学生阅读一篇有关上周末活动和下周末计划的日记，写出开展图中活动的时间。

D项引导学生根据问题的提示和自己的实际情况写一篇短文，介绍自己上个周末的活动情况。

教学建议

A. Listen and match.

1. 导入话题

师生自由谈话: How was your last weekend? What did you do last weekend? 并引出本课话题 last weekend.

2. 听前做好准备

首先, 通过以下问题引导学生结对讨论图片内容, 明确每一幅图所在的位置, 以便在听的过程中迅速找到目标图片:

Read the sentences in Part A. What day is it? (It's Monday.) What are Bill and his classmates talking about? (They are talking about their weekends.)

Now, look at the pictures. What do you see?

然后, 引导学生明确听力任务, 做好听前准备。

3. 听中完成任务

播放三遍录音, 要求学生第一遍整体了解听力内容; 第二遍边听边将活动与做该活动的人相连; 第三遍边听边查漏补缺, 检查和修正答案。

Tip: 在播放录音的过程中, 教师要观察学生作答神情, 预测难点。必要时可轻步巡视全班, 对学生的问题做到心中有数。

4. 听后核对答案

教师分别运用以下功能句引导学生逐一核对答案: Where did Tony/Bill/Sherry go last weekend? What did he/she do there?

Tip: 在学生回答过程中, 教师可关注动词过去式的使用情况, 并把学生用到的动词过去式写在黑板上, 为后面的活动做准备。

B. Let's talk.

1. 说前复习、示范

(1) 承上启下

引导学生依据A项听力内容和图片连线的

结果, 回答B项第一组问题。

Tip: 教师在学生回答过程中, 继续将学生用到的动词过去式写在黑板上。

(2) 游戏复习

教师用B项第二组问题中的: What did you do last weekend? 提问, 请学生用完整的句子抢答, 以此复习有关周末活动的动词过去式。要求学生回答的内容不可重复; 正确抢答次数最多的小组为胜。

Tip: 在学生回答过程中, 教师继续将学生用到的动词过去式写在黑板上。之后, 请学生对教师在三个环节中写在黑板上的所有动词过去式分类: 不规则变化; 规则变化中直接+ed的; 辅音+y的变y为i, 再+ed的, 元音字母+y直接+ed的等, 借此复习、巩固动词过去式, 为后面的口语、阅读和写作打好基础。

对于第二组的问题中的另外两个问题, 可用同样的形式操练。

(3) 示范对话

教师和一个学生示范围绕第二组问题开展对话, 可在此基础上拓展。

2. 说中监控

要求学生根据自己的实际情况, 围绕第二组的三个问题结对问答。

教师要巡视全班, 确保每个学生都认真对话。此外, 可鼓励学有余力的学生输出更多话轮, 并帮助学习有困难的学生完成对话。

3. 说后展评

请不同层次的学生分别展示对话, 引导优秀、中等生说得更多、更好; 鼓励学困生开口说, 并及时表扬他们的进步。

C. Let's read.

1. 读前: 介绍文体, 预测内容

首先请学生看看文章左上角的日期, 告诉学生将要读到的文本是日记体裁的。然后, 用以下问题引导学生看图预测阅读内

容: Look! Who are in the pictures? What are they doing in the pictures? Can you guess what the diary is about?

2. 读中: 完成阅读任务

(1) 第一遍阅读的任务: 通读全文, 了解大意, 划出日记的主旨句, 也即全文围绕着来写的核心句。

Tip: 学生划出第一句话作为主旨句后, 让学生关注主题句所在位置: 文章开头。可提醒学生, 文章的主题句往往在文章的开头或结尾。

(2) 第二遍阅读的任务: 给图片配上日期。可先在文中划出与答案有关的文字, 再在图下写出答案。

Tip: 可请学生在写时间的同时, 写下相应时态的动词词组, 为复述做铺垫; 同时强化学生对一般过去时的理解。

(3) 第三遍阅读的任务: 给图片排序。引导学生观察写作的时间顺序。为D项写作做铺垫。

Tips:

1. 在处理第二排第一幅图时, 可引导学生回看原文: *In the evening I watched a nature show about Canadian animals—beavers, raccoons and moose.* 并问学生: *What are beavers, raccoons and moose? Are they people or animals?* 在引导学生根据上下文猜测词义后, 可给学生看相应动物的图片。
2. 提醒学生注意, 破折号在行文中有举例或解释前文的功能; 在今后的阅读中要有意识地通过相关标志推测生词的意义。

3. 读后: 总结回顾

(1) 教师带领学生核对答案。

(2) 请学生首先尝试自己朗读文段一遍; 然后跟录音修正和提高自己的朗读技巧。

(3) 请学生把文章所配图片排序后, 根据图片提示, 复述日记内容。可小组合作或两人合作复述。

D. Let's write.

1. 写前

组织学生结对活动, 就D项的问题进行问答。提醒学生用完整句回答问题, 为写作做准备。

2. 写中

请学生根据问题的引导写出自己上周末的活动和感受。要求学生至少写出五至六句话; 并鼓励学生表达自己的真情实感。

可提醒学生参考C项文章的内容和写法。在学生写作过程中, 教师巡视全班, 发现问题及时解决, 帮助不同层次的学生取得进步。

3. 写后

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写规范			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品, 相互学习, 并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品, 指出优点, 提出改进建议。

(4) 建议展出全班学生修改后的作品。学生可对作品进行装饰, 使其图文并茂, 引人注目。

Tip: 教多个班级的教师, 可以把此写作活动改成写信的形式: 写信叙述自己上周末的活动, 并询问对方的情况。把一个班的学生修改后的信件, 带给另一个班的学生, 请他们写回信。这样可以加强写作交际的真实性, 同时也能激发学生的写作热情。

1. 引导学生围绕 Last Weekend, Myself, My Family, My School, My Free Time 和 My Day 中的任一话题写出六句话，制作游戏卡。
2. 引导学生就以上话题用特殊疑问句或一般疑问句提问。


A 项呈现了有关 Last Weekend 和 Free Time 话题的 Quiz 游戏卡片。每张卡片一幅图配一句话，要求学生针对卡片上的句子提问。每提出一个正确的问题，可获得一颗星星。以此引导学生复习一般过去时和一般现在时的一般疑问句和特殊疑问句。

Project Time


A Let's read and talk.

Ask a question according to the sentence on each card. If you ask the right question, then you get a star.


Bill's Quiz: Last Weekend




I went swimming on Saturday.




My weekend was great.



Yes, I studied on Sunday.




I watched a nature show on Sunday evening.




I did the dishes.


Ted's Quiz: Free Time




My favourite TV shows are nature shows.




I like skiing best.




I often make models.



I am good at hockey.



I go to a chess club three times a week.



What did you do on Saturday?
I went swimming. You get a star.

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B Let's make.

Choose one of the following topics to make your own quiz. Write six sentences about the topic, one sentence on each card. You may write a list of questions to help you.

- | | | |
|-----------------|-----------------|--------------|
| 1. Last Weekend | 2. Myself | 3. My Family |
| 4. My School | 5. My Free Time | 6. My Day |

List of Questions

1. What did you do on Sunday?
2. What did you buy?
3. Where ...?

Card 1

I went shopping on Sunday.

C Let's share.

Pick a card from your partner. Ask a question according to the sentence on it. If you ask the right question, you get a star.

What did you do on Sunday?

I went shopping. You get a star.



B项展示了制作 Quiz 游戏卡的流程：从书上所给的六个话题中任选一个，围绕该话题写出六句话，分别写在六张卡片上。借此复习以上六个话题的词汇和功能句，并复习一般过去时和一般现在时的陈述句式。

C项是玩游戏方式的示范：用自己制作好的游戏卡和同学玩游戏，针对每张卡片上的句子提出一个问题，每提对一个问题可得一颗星星。

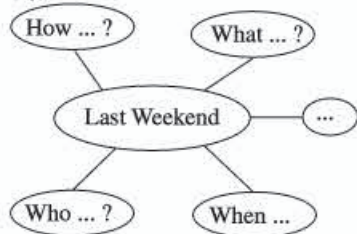
教学建议

A. Let's read and talk.

1. 复习导入

(1) 教师在黑板上写出 Last Weekend, 请学生进行“头脑风暴”: 针对这一话题可问出多少种问题?

Tip: 板书可设计成思维导图的形式, 如下图:



师生一起整理问题, 引导学生关注问句中的助动词 **did** 和系动词 **was/were**, 从而关注过去时疑问句的特点。

教师可和一名学生就下列问题进行问答示范, 之后请学生之间互问互答:

How was your last weekend?
What did you do last weekend?
What did you do on Sunday evening?
With whom did you do it?
What chores did you do last weekend?
Did you study last weekend?
When did you study?
...

(2) 可用同样的方法请学生进行头脑风暴, 列出有关 **Free Time** 这一话题的所有问题。师生一起整理, 并引导学生关注问句中助动词 **do** 和系动词 **be**; 然后将问句人称改为第三人称, 引导学生关注问句中助动词和系动词的变化, 并关注一般现在时的疑问句特点。

教师可和一名学生就下列问题进行问答示范, 之后请学生之间互问互答:

What do you often do in your free time?

What are your hobbies?

What sports are you good at?

How often do you do them?

What are your favourite TV shows?

Tip: 若时间允许, 可以请一组学生用第二人称问, 另一组学生紧接着用第三人称转述, 如:

A: What do you do in your free time?

B: I often play the piano.

C: What does B do in her free time?

D: She often plays the piano.

其他问题依此类推。借此复习第三人称单数的问句。

2. 开始游戏

(1) 学生程度好的班级可在整个复习环节结束后, 依次呈现 **Bill's Quiz** 和 **Ted's Quiz**, 在每个 **Quiz** 中, 教师可和一个学生先进行示范, 然后请学生两人一组游戏。教师巡视。

(2) 学生程度一般的班级, 可在复习环节 (1) 结束后进入 **Bill's Quiz**, 复习环节 (2) 结束后进入 **Ted's Quiz**, 以此降低难度。

3. 游戏后的检查

(1) 统计谁获得的星星最多。

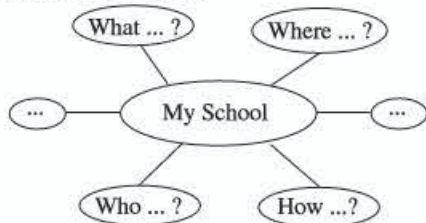
(2) 教师随意指向屏幕上 **Bill's Quiz** 和 **Ted's Quiz** 中任意一张卡片, 请学生进行提问比赛, 最先抢答正确者所在小组每人加一颗星星; 以此检查学生在玩游戏中提问的准确性。

Tip: 若发现学生在提问中频频出现时态、人称和助动词等语法方面的问题, 教师宜放慢节奏, 进行讲解; 并在活动后总结两种时态疑问句的特点。程度好的班级可请学生总结, 教师补充。

B. Let's make.

1. 教师示范制作卡片

教师从六个话题中任选一个，在黑板上画出思维导图，如：



然后启发学生进行“头脑风暴”，提出尽可能多的问题。教师把其中的六个答句写在准备好的卡片上。

2. 学生制作卡片

请学生两人一组，选择一个话题，根

据黑板上思维导图的提示，共同列出六个问题。

3. 检查

可以请学生两人一组互相检查句子的准确性；也可以小组之间交换卡片，相互检查句子的准确性。

C. Let's share.

1. 示范

教师展示自己或学生制作的卡片，请其他学生提问。提问正确者可得一颗星星。

2. 分享

请学生之间抽取卡片提问，每提一个正确的问题即获得一颗星星。

人教版®

1. 引导学生读懂本课有关 Jack 去不同俱乐部的故事，并回答相关问题。
2. 引导学生在图片和关键词的提示下，复述或表演本课的故事。

以小故事的形式复现以前学过的词汇和功能句，让学生在欣赏故事的过程中体会重点词汇和功能句在语境中的运用。

Story Time

A Let's read.

1



Jack wanted to join some clubs at his school. Jack enjoys drawing, so he went to the art club first.

What are you going to do tomorrow?

I'm going to a music club. Do you like music?

Jack enjoyed the club a lot. He saw his friend Bob there.

Yes, I do. I can play the violin.

You can go too.

What do you do on Wednesdays after school?

I go to a sports club.

After school on Tuesday, Jack and Bob went to the music club. They had a lot of fun. Jack saw his friend Tom there.

I'm going to a photo club tomorrow afternoon. Do you want to go with me?

Can I go with you?

Sure!

On Wednesday, Jack and Tom went to the sports club. They really enjoyed it. Jack saw his friend Susan there.

Sure!

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On Thursday, Jack and Susan went to the photo club. They took many beautiful photos.



These photos are beautiful. Did you go to any other clubs this week?



Yes, on Monday I went to an art club and on Tuesday I went to a music club. Then on Wednesday, I went to a sports club.

On Friday he showed his photos to his friend John.

What club are you going to tomorrow?



I'm going to stay at home. I'm going to clean my room, walk the dog, do the dishes and wash my clothes. Maybe I can start a chore club!

B Answer the questions.

1. What did Jack do in the art club?
2. With whom did Jack go to the music club?
3. With whom did Jack go to the sports club?
4. What did Jack do in the photo club?
5. Which "club" will Jack go to on Saturday?

C Retell the story.

故事梗概：

Jack想参加学校的一些俱乐部。他喜欢画画，所以他周一参加了绘画俱乐部。在绘画俱乐部里，他遇到了朋友Bob。周二，他跟着Bob去了音乐俱乐部。在音乐俱乐部里，他又遇到了另一位朋友……从周二到周四，他陆续跟着不同朋友去了不同俱乐部。周五，他把自己在摄影俱乐部的作品展示给朋友John。John问他周六打算去哪个俱乐部。Jack这才想起自己有很多家务没有做，也许周六只能自己办个“家务劳动俱乐部”了！

教学建议

1. 读前活动

(1) 师生自由谈话: Do you go to clubs in your free time? What clubs do you go to? Why? If you go to any clubs, what do you do in the clubs?

(2) 教师给学生出示故事第一张挂图, 引导学生猜测: Look at the picture. Where is the boy? Where do you think he is going? What do you think this story is about?

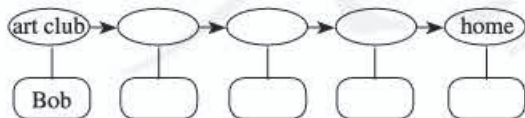
Tip: 学生答对答错都没关系, 关键是要引发其思考, 激发其好奇心。教师此时不宜公布正确答案, 而是应该在讨论之后, 让学生打开书看第一幅图旁边的文字, 自己从文本中寻求答案。

2. 读中活动

(1) 第一遍阅读任务: Circle the clubs Jack went to in the story and fill in the circles. 要求学生快速看图阅读, 并在文中用○圈出Jack去过的俱乐部名称, 并填写在相应的椭圆里:



(2) 第二遍阅读任务: Underline the names of the friends Jack met in the clubs and write the names in the boxes. 要求学生在文中划出Jack在不同俱乐部里遇到的朋友的名字, 并填写在相应的方框里:



Tip: 这两个阅读活动可以帮助学生理解故事的主线。

(3) 在理解故事主线的基础上, 请学

生再次阅读故事或根据上述椭圆和方框图的提示, 回答B项的问题。

Tip: 可要求学生在文中划出与答案相关的部分, 然后再在问题之后写出相应的答案, 以保证答案的准确性。

3. 读后活动

(1) 朗读故事

首先, 请学生尝试自己朗读故事。然后播放故事录音, 请学生跟读并改进自己的语音和语调。

在跟读之后, 可请学生分角色朗读。

(2) 文图匹配

请学生把下面的句子和故事的七幅图一一匹配:

① Jack went to the art club and enjoyed it a lot. He saw his friend Bob there.

② Jack went to the sports club with Tom and they really enjoyed it.

③ Jack showed his photos to John. The photos were beautiful.

④ Jack wanted to join some clubs. He enjoys drawing and wanted to join the art club.

⑤ Jack can play the violin, so he went to the music club with Bob. They had a lot of fun.

⑥ Jack went to the photo club with Susan. They took many photos.

⑦ Jack was going to do chores at home on Saturday. Maybe he could start a chores club!

Tip: 文图匹配练习的目的在于: 充分利用故事中的图片检查学生对故事的理解; 同时, 再一次帮助学生熟悉文字和图片, 为看图复述做准备。

(3) 复述故事

教师引导学生根据在读中活动阶段完成的椭圆和方框图来复述故事。

可以分组合作复述，两至三人一组，每人负责两至三幅图的复述，从而降低复述难度。

但可以鼓励学生尽量独立完成故事复述。

Tip: 此故事中有许多对话，可以请学生把故事表演出来。由两到三个学生负责对话和动作，一个学生做旁白。对话可在原文基础上自由发挥。

(4) 自由提问

在学生复述或表演故事之后，可以请一个学生针对故事自由提问，其他学生抢答。

Tip: 通过提问，可以加深对故事的理解；同时也能激发学生主动思考。

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UNIT 5

Nature and Culture

复习目标

语言技能目标

第一层次：

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册所学话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。

2. 引导学生就所听或所读信息与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

第二层次：

引导学生借助图片和其他阅读策略读

懂 Story Time 的小故事，根据故事回答问题，并尝试表演小故事。

其他目标

1. 引导学生积极参与课堂上的各种活动或游戏，并与同伴合作完成活动或游戏。

2. 引导学生在活动中认真倾听同伴发言，并尝试表达自己的观点。

本单元各课所复习知识点列表

Lesson 1

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Weather Book 4, Unit 2	windy, cloudy, rainy, sunny, snowy, umbrella, weather, let's	What's the weather like? Let's go and play football.
Seasons Book 4, Unit 3	spring, summer, autumn, winter, hot, warm, cool, cold	What's your favourite season? Spring.
Sports and Games Book 7, Unit 1	basketball, run, jump rope, interesting, ping-pong, roller-skating	I often ...
Weekends Book 7, Unit 2	visit one's grandparents, go to a drawing club, climb a hill, pick fruit, play computer games, go fishing, go to the cinema	What do you do ...?

Lesson 2

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Holidays Book 3, Unit 6	Father Christmas, Christmas tree, card, present, New Year	Merry Christmas! Here is a present for you. Happy New Year.
Special Days Book 10, Unit 2	New Year's Day, Tree Planting Day, Mother's Day, Children's Day, Father's Day, National Day, Christmas Day, Teachers' Day, birthday, first, second, third, fifth, tenth, twelfth, twenty-fifth, plant, water, make a card	When's ... Day? How are you going to celebrate it?

Lesson 3

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Animals Book 1, Unit 3 Book 9, Unit 3	dog, bird, tiger, monkey, cat panda, elephant, farm, cow, horse, pig, sheep, bee, fast, heavy	What's this? It's a tiger. What's your favourite animal? My favourite animal is a panda.
Pets Book 5, Unit 4	duck, chicken, small, long, rabbit, snake, pet, turtle	I have a duck. It has ... What does it look like?
Animal World Book 11, Unit 3	bird, fish(表示类), mammal, insect, reptile, shark, whale, penguin	What kind of animal are monkeys? They are mammals.

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Lesson 1

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 Weather, Seasons, Sports and Games 和 Weekends 等话题的重点词汇和功能句，培养学生综合运用所学语言知识进行交流的能力。

2. 引导学生就所听或所读的有关上述话题的信息与他人展开对话交流。


3. 引导学生仿照阅读文段，在问题提示下写一段话介绍自己最喜欢的季节。

A项通过听力活动来复习有关 Weather, Seasons, Sports and Games 和 Weekends 等话题的词汇和功能句。


B项引导学生谈论在A项所听到的内容，进一步复习和巩固相关语言。

Unit 5 Nature and Culture

Lesson 1


A Listen and match. 

Test, Tina, Tony and Sherry are talking about their favourite seasons.



B Let's talk.

1. What is Ted's/Tina's/Tony's/Sherry's favourite season?
2. What's the weather like in spring/summer/autumn/winter in Toronto?
3. What does Ted do in spring/summer/autumn/winter in Toronto?



What's Ted's favourite season?

Summer.

What's the weather like in summer in Toronto?

It's hot and rainy.

What does Ted do in summer in Toronto?

He goes swimming and plays baseball.

42

Let's read.

Bill is telling his classmates in Canada about Beijing.

Beijing has four different seasons. It is very hot in summer, so I like to go swimming. I sometimes go to the countryside near Beijing, too.

Autumn is very nice. It's cool, and the sky is blue. I like to play sports with my friends. We have Mid-Autumn Festival in this season. We can eat delicious mooncakes then. The autumn in Beijing is quite short.

Winter is long and cold. I like to make snowmen with my friends. I also eat a lot of spicy food, like hot pot.



My favourite season is spring. It's warm, and there are many beautiful flowers to see. This season is a good time to fly kites. I really like to fly kites with my friends in spring.



Fill in the chart.

season	weather	activities
summer		_____; go to the countryside
autumn		
winter		
spring		

Let's write.

- What is your favourite season?
- What is the weather like in this season?
- What do you do for fun in this season?
- Why do you like this season?

My favourite season is ...



C项呈现一篇短文，引导学生通过阅读来复习有关 Seasons, Weather, Sports and Games 和 Food 等话题的知识。

D项引导学生在问题的提示下，写几句连贯的话介绍自己最喜欢的季节。

教学建议

A. Listen and match.

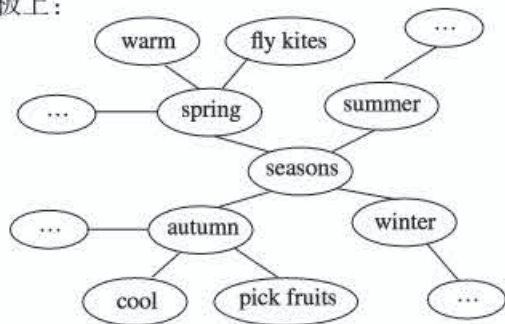
1. 复习热身活动

(1) 播放有关四季或天气的歌曲

教师可以搜集一些四季的美景图片，配合与季节或天气话题相关的歌曲呈现，如本套教材前面册次学过的 *Four Seasons, What's the weather like?* 等。

(2) 头脑风暴

教师在学生演唱完歌曲、欣赏完图片之后，带领学生进行头脑风暴，如：看到 *Season* 这个话题，你能联想到的词汇有什么？教师可以一边引导学生说，一边用思维导图的形式将学生所说的词汇呈现在黑板上：



2. 听前做好准备

(1) 看图预测听力内容

请学生看A项的图片，并根据图片预测听力内容。教师可以用以下问题来引导学生看图：*First, look at the four children in the centre. Who are they?*（通过指认四个主线人物，为下一步听音连线做好准备。）

Then, let's look at the pictures around the four children. What are the children doing? 即引导学生看A项的剪影图，请学生说出每幅图所代表的英文词汇，进一步为听音连线扫清障碍。

(2) 明确听力任务：根据录音内容，把中间的四个人物分别与周围的动作相连接。

(3) 猜测活动

教师组织学生猜测一下，哪个活动与

哪个人物有关。

3. 听中完成任务

播放三遍录音，要求学生第一遍整体了解听力内容；第二遍边听边连线；第三遍边听边查漏补缺，检查和修正答案。

4. 听后核对答案

教师带领学生，分别运用以下功能句引导学生核对答案：

What's Tina's/Tony's/Ted's/Sherry's favourite season? What does he/she like to do in this season?

要求学生根据连线图片的提示，用完整的句子回答。如果学生回答有困难，可以再次播放录音，请学生一边听，一边把四个主线人物最喜欢的季节写下来，为B项的说做准备。

B. Let's talk.

1. 承上启下

依据A部分的连线，引导学生回答B项问题。

其中第二个问题的信息，从A项的连线图中无法获得，这时候可以让学生再次听录音，把相关信息记录下来再交流。

2. 拓展延伸

在学生通过讨论听力材料，初步复习运用了谈论季节和相关活动的功能句之后，教师可以引导学生就以下问题展开讨论：

What's the weather like in spring/summer/autumn/winter in our city?

What do you like to do in spring/summer/autumn/winter?

在学生讨论上述问题时，教师可巡视全班，确保每个学生都在努力对话；此外，要鼓励有能力的学生输出更多轮的对话，还要解决个别学困生的问题。

3. 说后展评

选取不同层次的学生分别展示对话，引导优秀、中等生说得更多、更好；鼓励学困生开口说，并及时表扬他们的进步。

C. Let's read.

1. 读前：预测内容，明确任务

(1) 教师先请学生看看C项的插图，猜测短文大致内容。

(2) 引导学生看短文后的表格，了解已知信息，明确阅读任务：根据短文内容，把北京四季的天气状况和人们在不同季节喜欢从事的活动填入表格。教师提醒学生，只要填写关键词即可。

2. 读中：完成任务

(1) 第一遍阅读短文

请学生快速阅读短文，了解大意，验证自己刚才的预测即可。在此过程中，若碰到生词，先将其圈出来即可。

(2) 第二遍阅读短文

要求学生细读短文，圈画与答案相关的信息，并将其填写在表格的相应位置。

对于第一遍圈出的生词，可以采用联系上下文猜测的方式解决，如果还猜测不出来，可以用彩笔标注出来，在分享环节时提出，全班共同解决。

3. 读后：订正答案并总结回顾

(1) 订正答案

教师带领全班学生订正答案，并在此过程中讲解学生难懂的词句，如：spicy food, hot pot等。

Tip: 此处的练习题答案在文章中分布的比较分散，学生在总结时容易出现要点不全的现象。因此，在布置任务之前，教师应该提醒学生注意挖掘和总结。

(2) 总结回顾

首先，请学生尝试自己朗读短文；然后，跟录音修正和提高自己的朗读技巧。

最后，请学生根据图片和填好的表格的提示，复述短文的要点。

D. Let's write.

1. 写前

组织学生结对活动，就D项的问题进行问答。提醒学生用完整的句子回答，为写作做准备。

2. 写中

请学生根据问题的引导写出自己喜欢的季节的天气状况、自己在该季节喜欢做的活动，以及自己喜欢该季节的原因。要求学生至少写出五至六句话；并鼓励学生表达自己的真情实感。

可提醒学生参考C项短文的内容和写法。在学生写作过程中，教师巡视全班，发现问题及时解决，帮助不同层次的学生取得进步。

3. 写后

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写规范			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品，相互学习，并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品，指出优点，提出改进建议。

(4) 请学生修改自己的作品，再上交给教师。

(5) 建议展出全班学生修改后的作品，让全班学生在课后观看，互相学习。读者越多，创作者的动力越大。

备选活动

说说家乡的气候

如果班级中来自全国各地的学生比较多，可以利用学生资源开展活动：说说家乡的气候情况。这既可以加强学生之间的相互了解，又可以扩大学生的知识面。

Lesson 2

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **Holidays** 和 **Special Days** 等话题的重点词汇和功能句，培养学生综合运用所学语言知识进行交流的能力。

2. 引导学生就所听或所读的有关上述话题的信息与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示写一段文字介绍自己最喜欢的节日。

A项通过听力活动来复习有关 **Holidays** 和 **Special Days** 等话题的重点词汇和功能句。

B项引导学生运用在A项所复习到的语言，来谈论更多的节日。

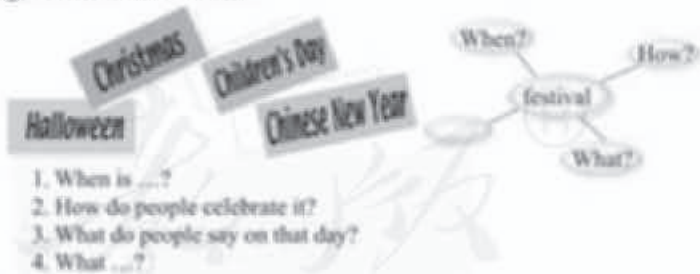
Lesson 2

A Listen and number.

Bill, Ted and Tina are talking about holidays.



B Think and talk.



1. When is ...?
2. How do people celebrate it?
3. What do people say on that day?
4. What ...?



Children's Day is my favourite holiday. It's on June 1. We often have a party at school or play in the park. I say "Happy Children's Day" to my friends on that day.

C Let's read.

Thanksgiving is a family holiday in autumn in Canada and the USA. In Canada, Thanksgiving is in October. In the USA, it is in November. On Thanksgiving, people have a big dinner with their family. They usually eat roast turkey and other delicious food. They also tell Thanksgiving stories and give thanks to their friends and families.

In China, we also have a family holiday in autumn. It is Mid-Autumn Festival. People get together with their families to have a big dinner, too. They eat mooncakes, talk happily and enjoy looking at the beautiful round moon. Mooncakes are round like the full moon. Some people cannot go back home, but they can look at the moon and think about their families.



Fill in the chart to compare the two festivals.

Thanksgiving	Both	Mid-Autumn Festival
_____	_____	_____
_____	_____	_____
_____	_____	_____

D Let's write.

What is your favourite Chinese holiday?
How do you celebrate it?



C项呈现一篇短文，引导学生通过阅读来复习有关感恩节和中秋节的知识。

D项引导学生写几句连贯的话，介绍自己最喜欢的节日。

教学建议

A. Listen and number.

1. 热身活动——看图猜谜语

教师呈现有关节日的典型图片，请学生猜测相应的节日，如：

南瓜灯—Halloween;

“福”字和对联—Chinese New Year;

圣诞树—Christmas;

儿童节欢快景象—Children's Day;

火鸡大餐和南瓜饼—Thanksgiving Day等。

2. 听录音标序号

教师播放录音，请学生根据所听信息给书中的图片标上序号。

3. 根据录音记录信息要点

再次播放录音，此时教师引导学生边听边记录下每个节日的相关信息，看看谁记录得多。

Tip: 此项要求学生完成的任务比较容易，只是将四幅图片标上序号。教师可以结合自己学生的实际水平，增加活动3，对于学生来说，具有挑战性的活动才能激发他们全神贯注倾听的欲望，教师的一切教学活动一定要结合学情展开。

B. Think and talk.

1. 借助思维导图展开话题

教师示范，用思维导图的形式引导学生将刚才听力中的信息有序地梳理出来。如：



然后，教师先带领学生将这些关键词扩展成相关的问句，如：

When is Chinese New Year?

How do people celebrate it?

What do people say on that day?

What's your favourite activity on this holiday? ...

接着，请学生在上述基础上，继续发散思维，提出更多相关问题。

最后，请学生以小组为单位讨论并回答这些问题。

2. 口头作文

请学生选择一个自己最喜欢的节日，根据上述讨论的信息，进行口头描述。

Tip: 此处建议循序渐进地教学：先提出问题；然后用一个节日做示范，开展问答活动；最后过渡到口头作文活动。这样有助于学生逐步提升能力。

C. Let's read.

1. 读前准备：看图猜测节日

教师出示两幅图片，一幅为全家人围坐在一起共进晚餐，餐桌中间摆放着一只大火鸡；另一幅为一家人在月光下谈天，桌子上摆放着月饼、葡萄、苹果、桃子等食物，请学生猜测这分别是什么节日？(Thanksgiving Day 和 Mid-Autumn Festival) 教师可以进一步追问：它们分别是哪些国家的节日？

然后请学生看短文后的表格，明确阅读任务：找出两个节日的共同点和不同点，填入表格。

2. 读中：完成任务

(1) 第一遍阅读短文

请学生快速阅读短文，了解大意。在此过程中，若碰到生词，先将其圈出来即可。

(2) 第二遍阅读短文

要求学生细读短文，圈画与答案相关的信息，并将其填写在表格的相应位置。

对于第一遍圈出的生词，可以采用联系上下文猜测的方式解决；如果还猜测不出来，可以用彩笔标注出来，在分享环节

时提出，全班共同解决。

3. 核对答案，分享细节

(1) 教师带领学生核对答案。

Thanksgiving

in October in Canada,

in November in the USA;

Eat roast turkey and delicious food;

Tell Thanksgiving stories;

Give thanks to their friends and family.

Mid-Autumn Festival

In autumn in China;

Eat moon cakes;

Talk happily;

Enjoy looking at the beautiful round moon.

Both:

have a big dinner.

(2) 请学生根据完成的表格，复述短文的要点。

D. Let's write.

1. 写前

组织学生结对活动，就D项的问题进行问答。提醒学生用完整句回答问题，为写作做准备。

2. 写中

请学生根据问题的引导写出自己最喜欢的节日并说明人们通常如何庆祝该节日。要求学生至少写出五至六句话；并鼓励学生表达自己的真情实感。

可提醒学生参考C项短文的内容和写法；并注意专有名词和月份单词的首字母要大写等细节。在学生写作过程中，教师巡视全班，发现问题及时解决，帮助不同层次的学生取得进步。

3. 写后

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写规范			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品，相互学习，并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品，指出优点，提出改进建议。

Tip: 在点评某个学生的作品时，以欣赏优点为主。在针对个别作品的点评结束后，对普遍性错误，要在全班讲解，提醒学生注意。

(4) 请学生修改自己的作品，再上交教师。

(5) 建议展出全班学生修改后的作品，让学生课后相互观看，互相学习。读者越多，创作者的动力越大。

备选活动

1. 搜集国内外的节日

请学生搜集国内外节日及相关信息。所搜集信息应包含以下内容：

When is the festival?

How do people celebrate it?

What do people do/say on that day? ...

可以鼓励学生把搜集到的信息制作成海报或PPT进行展示。

2. 模拟节日游行

教师可以请学生自己组成小组，准备好小组成员共同喜欢的节日的装束及道具，在班中表演，全班评选出最佳表演小组。教师可以为他们拍照留念，并制作成一黑板报进行展览。

Lesson 3

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **Animals**, **Pets** 和 **Animal World** 等话题的重点词汇和功能句，培养学生综合运用所学语言知识进行交流的能力。

2. 引导学生就所听或所读的信息与他人展开对话交流。

3. 引导学生在问题的提示下，写一段文字介绍自己最喜欢的动物。

A项通过听力活动来复习有关 **Animals**, **Pets** 和 **Animal World** 等话题的重点词汇和功能句。

B项引导学生首先谈论在A项所听到的动物，其次引导学生运用A项的语言谈论自己最喜欢的动物。

Lesson 3

A Listen and number.

The children are talking about their visit to Animal World.

B Let's talk.

1. What animals did the children see at Animal World?
2. What kinds of animals are they?
3. What animal do you like best? Why?

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C Let's read.



How do animals spend winter safely? Different animals have different ways.

Some animals collect their winter food in the autumn. In the winter, they just stay at home and eat the food they collect in the autumn. For example, squirrels collect seeds and nuts, and beavers collect sticks.



Many birds cannot find food in the winter, so they fly from the north to the south in the autumn. They fly back the next spring. For example, swans and wild geese fly away in the autumn, because they can find food in the warm south.



Some animals sleep for a long time in the winter. They eat a lot of food in the autumn. In the winter, they do not eat anything. They are hungry when they wake up in the spring. They usually look for food in March or April. Bears, snakes and frogs are such animals.



Winter is cold in many countries, but these smart animals can spend it safely.

Answer the questions.

1. How can animals spend winter safely?

Some animals _____, such as _____

Some birds _____, such as _____

Some animals _____, such as _____

2. Do you know other ways that animals spend winter safely?

D Let's write.

What is your favourite animal?

What kind of animal is it?

What is it like?

What can it do?



C项呈现一篇短文，引导学生通过阅读了解动物越冬的相关知识。

D项引导学生写一段文字，介绍自己最喜欢的动物。

教学建议

A. Listen and number.

1. 热身引入

(1) 单词对对碰

教师可以选六个动物制作成单词卡，一式两份，共12张，打乱顺序扣在桌子上，然后请学生随机猜测和翻牌，如果两次的猜测一样，就将其正面朝上摆放，看看全部翻完用多长时间。如：



(2) 看看谁的反应快

请一名学生说一个动物类别名称，另一名同学快速说出属于该类别的动物，如：

Student A: Reptile.

Student B: Snake.

Tip: 可以全班分成两个大组开展“对抗赛”活动。一方出题，另一方回答。回答正确的组加一分，答错的组减一分。

2. 听前做好准备

教师请学生看A项的图片，并对这些图片进行谈论：**What are these animals? What kinds of animals are they?**目的是让学生尽可能地熟悉这些图片及动物类别，为下一步听力活动打好基础。

明确听力任务：根据录音为几组动物图片标上序号。

3. 听中完成任务

教师告诉学生：**The children are talking about their visit to Animal World. Now let's listen to see what they have seen.**

接着播放三遍录音，要求学生第一遍整体了解听力内容；第二遍边听边给图片标序号；第三遍边听边查缺补漏，检查和修正答案。

4. 核对答案

教师分别运用以下功能句引导学生逐一核对答案：**What animals did Ted/Sara/Bill/Sherry see?**

在核对完答案后，可要求学生尝试根据排好顺序的图片复述对话内容。

Tip: 本项要求学生完成的任务并不难，教师可以根据学生的情况，适当增加一些听力任务，如：记录部分动物的细节特征等。

B. Let's talk.

1. 师生示范

教师与一名学生就B项几个问题进行谈话示范。

2. 学生小组活动

教师可以设计一个简单的表格，请学生就B项几个问题边交流、边记录，养成倾听和记录别人发言的好习惯。

3. 集体交流

在交流时，可以请某个学生描述自己喜欢的动物特征，让其他同学猜出该动物名称。

4. “粉丝团”活动

学生之间互相描述自己喜欢的动物，如果两个人喜爱的动物一致，则两人组合该动物的“粉丝团”；如果不一致，则再换一名同学进行描述，直至组团成功为止。

为了提高趣味性，可以要求在规定时间内未能成功组团的学生，为大家模仿一下自己喜欢的动物的动作，请大家猜是什么动物。

C. Let's read.

1. 读前：导入

教师以简短的语言引导学生进入到阅读活动中来，如：**Do you know how animals**

spend the winter? Different animals have different ways! Now let's read to find out what the ways are.

2. 读中：完成任务

(1) 第一遍阅读的任务：通读短文，获取大意，总结短文讲了几种越冬方式，并把图片和相对应的段落连线。

(2) 第二遍阅读的任务：捕捉短文细节，完成读后问题。可提醒学生边读边在文中划出与答案相关的文字，以便随后写出答案。

3. 读后：核对答案

(1) 教师带领学生核对答案。

(2) 请学生根据填空完成的句子的提示，复述短文内容。可小组合作或两人合作复述。

第1题的参考答案：

Some animals just stay at home and eat food they collect in the autumn, such as squirrels and beavers.

Some birds fly from the north to the south in the autumn and then fly back the next spring, such as swans and wild geese.

Some animals sleep for a long time in the winter, such as bears, snakes and frogs.

Tip: 教师在带领学生核对答案时，还要注意帮助学生解决其中的生词，如：seeds, sticks等。同时注意帮助学生进行短语的积累，如：stay at home, collect seeds and nuts, fly from the north to the south, fly back, fly away, wake up, look for等等。

4. 朗读短文

教师在学生充分理解文章的基础上，请学生先自己尝试朗读短文。然后播放录音，请学生跟读短文，注意模仿语音语调，提高朗读水平。

Tip: 教师要引导学生有意识地模仿语音语调，并注意连读、重读和弱读等现象。可以借助“模仿秀”等活动形式激发学生的仿读兴趣。

D. Let's write.

1. 写前

组织学生结对活动，就D项的问题进行问答。提醒学生用完整句回答问题，为写作做准备。

2. 写中

请学生根据问题的引导写出自己最喜欢的动物的名称、其属于哪类动物、外观如何、会做什么动作等等。要求学生至少写出五至六句话；并鼓励学生表达自己的真情实感。

在学生写作过程中，教师巡视全班，发现问题及时解决，帮助不同层次的学生取得进步。

3. 写后评价

(1) 教师请学生交换作品，并借助下表进行评价。

评价内容	Great	Better	Good
书写规范			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品，相互学习，并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品，指出优点，提出改进建议。

(4) 请学生修改自己的作品，再上交给教师。

(5) 建议展出全班学生修改后的作品，让学生课后相互观看，互相学习。读者越多，创作者的动力越大。

Project Time

本课教学目标

1. 引导学生借助图片读懂项目制作成品，并尝试进行小制作。
2. 引导学生完成项目制作，开阔其视野，为其提供更为丰富的学习资源。
3. 引导学生综合运用所学知识进行语言输出，培养学生用英语做事情的能力。
4. 引导学生在同伴间分享各自的学习成果，体验成功的快乐。

A项呈现一个BINGO游戏的成品，引导学生通过玩游戏，为自己制作游戏做准备。

Project Time

A Let's read and talk.

Play with a friend. If your answer is correct, then you can put a tick in the square.

Animal Bingo

It's very big. It's a mammal. It has a long nose and two big ears. What animal is it?

It's an elephant.

Right! You can put a tick on your card.

1. It is very big. It is a mammal. It has a long nose and two big ears. What animal is it?
2. It is small. It is an insect. It is black and yellow. It likes flowers, and it can make honey. What animal is it?
3. It is a bird, but it can't fly. It is black and white. It lives on the ice. What animal is it?
4. It is a mammal. It has four legs. It can help keep your home safe. What animal is it?
5. It is big. It is a mammal. It can make milk for us. What animal is it?

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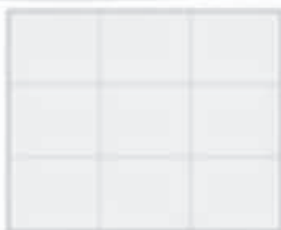
6. It is a mammal. It is very clever. It is good at climbing trees. What animal is it?
7. It is a reptile. It has no legs. It can be long or short. What animal is it?
8. This is a mammal. It is big and can run very fast. Some people like to ride it. What animal is it?
9. This is a reptile. It has four legs, but it walks very slowly. What animal is it?

B Let's make.

Make a bingo card with nine squares. First, choose a topic. Second, draw a picture or write down a word in each square.

animals

fruit



places

festivals

Now, write one or two sentences for each picture or word.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

C Let's share.



Play with a friend. When you tick all the squares, you say "BINGO" and finish the game.

B项详细说明了BINGO游戏的制作流程, 引导学生完成自己的制作。

C项引导学生交流各自制作的BINGO游戏, 并玩游戏。

教学建议

A. Let's read and talk.

1. 熟悉图片

教师带领学生观察A项的九幅动物图片。教师可以通过提问引导学生观察，如：
How many mammals/reptiles/birds/insects are there in the board? Which animal has no legs? ...

2. 阅读句子

首先，请学生自己阅读这九个句子；然后，听录音模仿跟读句子，注意语音语调；最后，再次独立朗读句子。

3. 玩游戏

请学生以小组为单位，一人随机朗读九段句子当中的任意一段，请其他同学抢答；九个句子读完后，全部猜对的同学胜出。

Tips:

1. 小学阶段是学生形成良好语音语调的关键时期。因此，教师可多给学生创造模仿朗读的机会。
2. **Bingo game** 学生应该不太陌生，因此这个活动，可以全班一起玩，但更建议在小组内开展，这样参与朗读的学生会更多。
3. 在指导朗读的过程中，教师可以适当强化学生对于部分词组的记忆，增强其语感，如：**make honey, black and yellow, black and white, lives on the ice, keep your home safe, make milk for us, climb trees, walks very slowly**等。

B. Let's make.

1. 头脑风暴

教师带领学生，围绕B项所给话题，采用头脑风暴的形式列出词汇，如：

places: Beijing, Toronto, Sydney, London ...

animals: panda, tiger, elephant, monkey ...

fruit: banana, pear, apple, grapes, peach ...

festivals: Chinese New Year, Christmas,

Halloween, Thanksgiving ...

当然，如果学生对上述话题不感兴趣，完全可以让学生自己选定感兴趣的话题。

2. 写句子

请学生选定自己感兴趣的话题，围绕该话题下的具体词汇，尝试用一到三句话对该词进行描述和界定。

完成描述后，可以让学生以小组为单位进行交流。每个人读出自己的句子，请其他小组成员进行猜测。

其他小组成员在猜测的时候，若发现任何句子有歧义，或对该词的界定不精确，要提出改进意见。

3. 制作游戏

请学生在上述活动的基础上，选定主题，并从该主题中选择九幅图片画在九个格子中，并将描述每幅图的句子写在下面的横线上。

Tips:

1. 书写句子对于学困生有一定的困难，教师要有一定的语言范例支持。
2. 教师应该启发学生综合运用已有知识，发散思维，丰富问题的内容。
3. 为了降低难度和节约课堂上的时间，可以组织学生以小组为单位设计游戏，在设计过程中，让组员之间分工合作，集思广益。

C. Let's share.

教师组织学生玩Bingo游戏，请学生首先拿自己的Bingo卡和同桌玩，然后用同桌的卡玩。如果时间允许的话，教师可以鼓励学生与不同的同学交换卡片玩，以增加练习的机会。

玩完游戏后，教师可以组织学生评选出设计得比较优秀的Bingo游戏卡，进行展示。

备选活动

制作动物游戏牌

制作方法

教师发给学生一些统一规格的小卡片，请学生将所学过的动物画在小方纸上，每张纸上画一个动物。然后将这些卡片收集起来，作为游戏牌使用。

游戏规则

(1) 将牌整理好放在中间，参与的人每人先抓取四张。

(2) 学生整理手中的牌，决定按照手中牌的情况收集某一类动物。如：假如手中有两张鸟类卡片，一张昆虫类卡片，一张哺乳类卡片，则鸟类卡片最容易收集全，此时一般建议收集鸟类卡片，将其他卡片打出去。

(3) 按座位顺序轮流打牌，打牌原则

是将手中较少类别的动物牌打出去，然后从中间再补抓一张。

(4) 谁先将手中的四张牌全部凑成同一种类的动物，谁就获胜。

Tips:

1. 教师可仿照扑克牌的玩法制定一些补充规则，如：若前面的同学出了自己想要的牌，可以“吃”，然后再出一张，但不能跨人“吃牌”。
2. 此游戏建议四人一组玩。
3. 也可以两人一组，用这些卡片玩“食物链游戏”：两人轮流出牌，假如甲出老虎，乙出鸡，则老虎把鸡吃掉，两张牌都被甲收走；若甲出蜜蜂，乙出乌龟，则两者互相不吃，两张牌就都得打出去，最后看谁手中牌多谁就获胜。

人教版®

1. 引导学生借助图片和其他阅读策略读懂本单元的故事，按照故事内容回答B项问题，并表演小故事。
2. 引导学生通过学习小故事，懂得人要独立思考，不能盲从他人、轻信坏人的道理。

以小故事的形式复现以前学过的词汇和功能句，让学生在欣赏故事的过程中体会重点词汇和功能句在语境中的运用。

Story Time

A Let's read.

1 *I am very hungry.*
One morning, Henny Penny was looking for food. She looked for insects near an old tree.

2 *The sky is falling! The sky is falling!*
Suddenly, a nut fell from the tree. It hit Henny Penny on the head.

3 *Why are you running?* *The sky is falling! We're not safe!*
Henny Penny ran down the road. She saw Cockey Locky.

4 *I'm coming with you!* *You look so worried! Why?* *The sky is falling!*
Henny Penny and Cockey Locky ran down the road. They saw Goosey Loosey.

Oh no! I'm not safe here!

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故事梗概：

Henny Penny 在大树下觅食的时候，一粒坚果掉在她头上。她以为天要塌了，吓得撒腿就跑。一路上，她依次碰到了 Cocky Locky, Goosey Loosey 和 Lucky Ducky，并告诉他们天要塌了。他们也吓坏了，纷纷跟着她逃亡。当他们碰到狐狸，并告诉狐狸天要塌了时，狡猾的狐狸说他家很安全，并邀请他们去避难。他们跟这狐狸去了，从此之后再也没有人见到过他们，而只见到长胖了的狐狸……

B Answer the questions.

1. What fell on Henny Penny?
2. Who did Henny Penny meet first?
3. Where did Mr Fox take the four birds?
4. What do you think happened to the four birds?
5. Was the sky falling?

C Act out the story.

教领®

教学建议

1. 热身活动

(1) 儿歌演唱

教师带领学生演唱儿歌 **London Bridge**, 一方面活跃课堂气氛, 另一方面也可以引出 **falling down** 这个词组, 帮助学生理解。教师可以带领学生们边演唱边做这个游戏。即: 两名学生架起手当 **Bridge**, 其余学生边演唱边从 **Bridge** 的下方持续不断地来回通过, 当唱到最后一句时, 两名当 **Bridge** 的学生假装桥倒塌了, 抓住恰巧走在下面的学生, 请被抓到的学生回答一个问题, 然后游戏继续。

(2) 猜谜游戏

教师呈现 **hen, duck, goose, cock** 和 **fox** 五个小动物的局部图片, 请学生猜测是什么动物, 如: 都呈现它们的脚, 请学生凭借常识进行猜测。或者教师通过口头谜语的方式请学生猜测, 如:

—It's a bird. It can swim. But it cannot fly. It has a long neck. It's bigger than the duck. What is it? (A goose.)

—It's a bird, too. It can swim, too. It cannot fly, either. It's bigger than the hen and smaller than the goose. What is it? (A duck.)

—It's also a bird. It cannot swim. It likes to eat worms. We always eat its eggs. What is it? (A hen.)

—It's also a bird. It cannot swim, either. It likes to eat worms, too. It often wakes us up in the morning. What is it? (A cock.)

—It's a mammal. It has a long mouth. It likes to eat chickens, mice and other little animals. Some people think it is smart, but

some people think it is sly. What is it? (A fox.)

Tip: 这两个活动都是为了帮助学生进入阅读而做准备, 因此教师要注意开展的时间不宜过长。

2. 读前预测

教师依次呈现故事的挂图, 请学生仔细观察图片, 尝试用自己的语言对故事的情节进行猜测和描述。如:

Picture 1: A hen is looking for something.

Picture 2: The hen is surprised.

Picture 3: The hen is telling something to a cock. The cock is surprised, too.

Picture 4: The hen and the cock are telling something to a goose. The goose is surprised, too.

Picture 5: The hen, the cock and the goose are telling something to a duck. The duck is surprised, too.

Picture 6: The hen, the cock, the duck and the goose are telling something to a fox. The birds are surprised.

Picture 7: The fox is telling something to all the birds.

Picture 8: The fox is laughing happily.

Tips:

1. 图片预测活动不宜开展时间过长, 能引导学生观察图片, 进行故事的猜测, 为下一步的自主阅读做好铺垫工作即可。
2. 描述图片, 预测故事的活动建议在同桌之间或者四人小组之间开展。
3. 小组活动时, 教师要注意引导活动秩序, 尽量让每个学生都积极参与。

3. 读中活动

(1) 自主阅读, 获取大意

教师提出问题: **Why do the birds look so**

surprised? Why does the fox laugh happily? 请学生带着问题进行第一遍阅读。

然后，用简短的语言回答读前提出的问题，并概括故事大意。

(2) 带着问题细读文本

教师请学生先阅读B项的五个与故事内容相关的问题，然后带着这些问题再次阅读故事，边读边把与问题答案相关的文字圈画出来。

读完后，再回看所圈画的文字，回答问题。

4. 读后活动

(1) 核对答案

教师带领全班学生核对五道题的答案，并在此过程中对故事的细节进行必要的讲解。

在此环节，教师要把故事的情节要点用简短的句子或关键词写在黑板上，为后续复述故事活动做铺垫。

五个问题的参考答案：

① A nut fell on Henny Penny.

② Henny Penny met Cocky Locky first.

③ Mr Fox took the four birds to his home.

④ 此问题为开放性问题，学生可以用中文回答，但应鼓励有能力的学生使用英文。

⑤ No, it wasn't.

(2) 朗读、复述并讨论故事

首先，请学生尝试自己朗读故事。

接着，播放录音，请学生跟读模仿，改进自己的朗读。

在朗读故事后，可以请学生复述故事的主要情节。学生可以独立复述，也可以参考教师在黑板上写的故事要点进行复述。

在复述完故事后，启发学生思考故事的寓意（人要独立思考，不能盲从他人，也不能轻信坏人）。

(3) 表演故事

首先，请学生以小组为单位准备道具进行排练。然后，随机选取小组上台表演，请其他学生观看并评价。

人教版®

UNIT 6

Summer Vacation

单元教学目标

语言技能目标

第一层次：

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册所学话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。

2. 引导学生就所听或所读内容与他人展开对话交流。

3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

第二层次：

引导学生借助图片和其他阅读策略读懂 Story Time 的小故事，根据故事内容回答相关问题，并能尝试复述小故事。

其他目标

1. 引导学生积极参与课堂上的各种活动或游戏，并与同伴合作完成活动或游戏。

2. 引导学生在活动中认真倾听同伴发言，并尝试表达自己的观点。

本单元各课所复习知识点列表

Lesson 1

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Travel Plans Book 8, Unit 3	sea, ski, take photos, row a boat, eat seafood, the Great Wall, West Lake, the Mogao Caves	Where do you want to go? What do you want to do there?
Winter Vacation Book 11, Unit 6		Where are you going? What are you going to do ...?
Special Days Book 10, Unit 2		How are you going to ...?

续表

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Transportation Book 7, Unit 3	by bus, by taxi, by ship, by car, by subway, by school bus, by bike, on foot, by boat, by train, by plane	
Around the World Book 11, Unit 2	Toronto, Washington D.C., Sydney, London, White House, kangaroo, the CN Tower, the Opera House, the British Museum	

Lesson 2

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Shopping Book 9, Unit 4	pencil sharpener, pencil case, exercise book, a box of crayons, a pair of scissors, buy	How much is it? It's ... yuan.
Clothes Book 2, Unit 6 & Book 5, Unit 5	hat, coat, shoes, shorts, socks, sweater, jacket, shirt, dress, cap, T-shirt, gloves	
Food Book 2, Unit 4 & Book 5, Unit 3	bread, cake, fruit, ice-cream, potato, tomato, meat, rice, noodles, vegetables, fish, chicken, egg	

Lesson 3

话题及其所在册次和单元	所复习的词汇	所复习的功能句
Travel Plans Book 8, Unit 3	sea, ski, take photos, row a boat, eat seafood, the Great Wall, West Lake, the Mogao Caves	Where do you want to go? What do you want to do there?
In China Book 11, Unit 1		Where is it? It's in the ... of China. What is it famous for? It's famous for ...
Last Weekend Book 10, Unit 4		How was your last weekend? What did you do last weekend?
A Great Trip Book 10, Unit 5	bought some gifts, left (leave) have a good time, travel, delicious	Where did you go?

Lesson 1

本课教学目标


1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **Travel Plans**, **Winter Vacation**, **Special Days**, **Transportation** 和 **Around the World** 等话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。
2. 引导学生就所听材料或所读短文的内容与他人展开对话交流。
3. 引导学生仿照阅读文段，按相应的提示或要求写几个意义连贯的句子。

A项通过 Tina 和她的朋友谈论暑假计划的对话，情境化地融合了以 **Travel Plans** 为主的五个话题的词汇和功能句；让学生通过看图、听音、连线等途径来复习相关知识。

B项首先引导学生谈论在 A 项所听到的内容，其次引导学生运用 A 项的语言谈论自己的暑假计划，包括去哪里、怎么去、去了干什么等。

Unit 6 Summer Vacation

Lesson 1

A Listen and match. 

Tina is talking about summer vacation plans with her friends.

B Let's talk.

1. Where is Tina/Linda/Sherry going on her summer vacation?
2. How is Tina/Linda/Sherry going there?
3. What is Tina/Linda/Sherry going to do there?

1. Where are you going on your summer vacation?
2. How are you going there?
3. What are you going to do there?

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Let's read.

The summer vacation is coming. Tina and Jenny are going to London with the school dancing club. They are going there by plane on July 15. They are going to stay there for six days. They are also going to dance for some English children and learn some English dancing. They want to see Big Ben and visit the British Museum in London. They also want to visit the London Eye and Tower Bridge.

Sherry is going to the USA with her family. They are going there by car on August 2. She is going to stay with her grandparents in Washington D.C. for a week. Her grandparents' house is near the White House, so Sherry and her family are going to go there, too. She also wants to go to some of the museums in Washington D.C. She is going to take many photos there.



Fill in the chart.

name	time to leave	country	transportation	time to stay	things to do
	July 15		by plane		
		the USA		for a week	

Let's write.

Make a travel plan for the coming summer vacation.

- Where are you going on your summer vacation?
- How are you going there?
- How long are you going to stay there?
- What are you going to do there?



C项是一篇有关 Tina 和 Jenney 去伦敦、Sherry 一家去华盛顿旅游的暑假计划。要求学生读后完成表格填空。

D项是写的活动，让学生在问题的提示下，结合自己的实际情况写一篇短文，介绍自己的暑期计划。

教学建议

A. Listen and match.

1. 导入话题

师生自由谈话: Summer vacation is coming. What are you going to do in the summer vacation? Where do you want to go? How are you going there? What do you want to do there? 唤醒学生的旧知识, 并引出本单元话题 Summer vacation。

2. 听前准备

(1) 看图预测听力内容

请学生看A项的图片, 并根据图片预测听力内容。教师可以用以下问题来引导学生看图:

Look at the pictures in Part A. Who are the girls? What do you think they are talking about? (They are talking about their summer vacation plans.)

Where do you think they are going? How do you think they are going there?

(2) 明确听力任务: 把人物、交通工具和所去地点连线。

Tips:

1. 如果大多数学生已经掌握了听前关注文字和图片信息、明确听力任务的策略, 则教师在听前不必再做具体的提示, 只要给1分钟左右的时间, 请学生自己读文字、看图, 之后即可播放录音。
2. 在核对答案后, 可让听力做得好的学生总结经验, 在其经验总结中应该会提及听前看图读文预测的策略, 此时教师要加以表扬, 给其他学生强化使用这一策略的意识。

3. 听中完成任务

播放三遍录音, 要求学生第一遍整体了解听力内容; 第二遍边听边连线; 第三遍边听边查缺补漏, 检查和修正答案。

Tip: 在播放录音的过程中, 教师可观察学生作答的神情, 初步判断哪些学生可能存在问题; 必要时, 轻步巡视全班, 对学生的问题做到心中有数。

4. 听后核对答案

教师带领学生, 运用功能句: Where is/are ... going? How is/are she/they going there? 核对答案; 要求学生根据连线图片的提示, 用完整的句子回答。

Tip: 可以让学生根据连线后的图片, 尝试复述整个听力的内容。

B. Let's talk.

1. 说前复习、示范:

(1) 承上启下

依据A部分的连线, 引导学生回答B项第一组问题。

(2) 抢答游戏

教师用B项第二组问题中的第一个问题问学生, 复习有关假期计划的词汇和功能句: Where are you going on your summer vacation? 请学生以小组为单位抢答。要求学生回答的内容不可重复; 正确抢答次数最多的小组获胜。

对于第二组的其他三个问题, 可用同样的游戏形式进行操作, 依次复习与交通工具、旅游景点和旅游活动相关的词汇和功能句。

Tip: 对于学生未提及的、但在前面册次学习过的词汇, 教师可用单词卡片或思维导图进行提示, 引导学生说出来。

(3) 示范对话

教师选取一个学生配合自己做示范, 围绕第二组三个问题进行对话。对话可在此基础上进行拓展。

2. 说中监控

要求学生根据自己的实际情况，围绕第二组的三个问题两人一组开展对话。教师巡视全班，确保每个学生都在认真对话；此外，要鼓励有能力的学生输出更多轮的对话，还要解决个别学困生的问题。

3. 说后展评

请不同层次的学生展示对话，引导优秀、中等生说得更多、更好；鼓励学困生开口说，并及时表扬他们的进步。

C. Let's read.

1. 读前：看图预测

教师引导学生看C项插图并预测文章内容：Tina, Jenny and Sherry are going on their summer vacation. Look at the pictures. Where are they going? What do you think they are going to do there?

2. 读中：完成任务

(1) 第一遍读的任务：Match the pictures with the paragraphs. 即请学生通读文章，验证读前预测，并获取文章大意，把图片和相对应的段落连线。

(2) 第二遍阅读的任务：Read the passage and fill in the chart. 建议学生首先在文中画出与答案相关的文字，然后再根据相关文字填写表格。

3. 读后：总结回顾

(1) 教师带领学生核对答案。

(2) 请学生首先尝试自己朗读文段；然后跟录音修正和提高自己的朗读技巧。

(3) 请学生根据图片和填好的表格的提示，复述Tina, Jenny and Sherry的暑假计划。或者设计以下讨论活动：If you want to go to the UK/USA, how are you going

there? What are you going to do there?

D. Let's write.

1. 写前

组织学生结对活动，就D项的问题进行问答。提醒学生用完整的句子回答，为写作做准备。

2. 写中

请学生根据问题的引导写出自己暑假的旅游计划。要求学生至少写出五至六句话；并鼓励学生表达自己的真情实感。

可提醒学生参考C项文章的内容和写法。在学生写作过程中，教师巡视全班，发现问题及时解决，帮助不同层次的学生取得进步。

3. 写后

(1) 引导学生运用下表进行自我评价。

评价内容	Great	Better	Good
书写规范			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品，相互学习，并写出简单的评语。

Tip: 重点提醒学生相互检查一般将来时“be going to + 动词原形”的结构在写作中的表达是否准确。

(3) 教师引导全班分享几份不同层次的作品，指出优点，提出改进建议。

(4) 请学生修改自己的作品，再上交给教师。

(5) 建议展出全班学生修改后的作品，让全班学生在课后相互观看，互相学习。读者越多，创作者的动力越大。

Lesson 2

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 Shopping, Clothes, Food 和 Family Activities 等话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。
2. 引导学生就所听或所读的信息与他人展开对话交流。
3. 引导学生仿照阅读文段，按相应的提示或要求独立写几个意义连贯的句子。

A 项为听的活动，借助 Ted 在商店购物的录音，情境化地融合了 Shopping 和 Clothes 两个话题的相关词汇和功能句；让学生通过看图、听音、圈出所购物品等方式来复习相关知识。

B 项为说的活动，承上启下，通过谈论 A 部分的内容，复习购物话题的常见词汇和功能句。

Lesson 2

A Listen and circle.

Now, Ted is in Beijing. He's shopping with Bill's family.



B Let's talk.

1. What did Ted buy for his mum? How much was it?
2. What did Ted buy for his dad? How much was it?
3. What did Ted buy for his sister Tina? How much was it?
4. What did Ted buy for his cousin Jenny? How much was it?

What did Ted buy for his dad?

How much was it?

He bought a ...

It was ...

Let's read.

This is Ted's China diary.



Saturday, July 23

Bill's family took me to Xidan today. It's a famous shopping centre in Beijing.

We went to Xidan Bookshop first. Bill's father bought some books for me. He bought two English books about China and one English-Chinese dictionary. I am happy because now I can learn more about China and also learn more Chinese.

Next we went to a big shopping mall. First I bought a lovely toy panda for my cousin. I also bought silk scarves for my mum and Tina, and a silk shirt for my dad. Then Bill took me to a special kite shop. There were so many beautiful kites. Bill bought me a kite that looks like a bird. Bill is going to teach me to fly it tomorrow.

Last, we went to a restaurant. We ate delicious Beijing duck there. I really like Chinese food.

Now match.



Xidan Bookshop



Xidan Shopping Mall



Let's write.

Please choose a picture and write a dialogue.



C项为读的活动，呈现一篇有关Bill一家带Ted去购物的文章，要求学生将人物、购物地点和所购物品连线。

D项为写的活动，要求学生任选一张图片编写一段有关购物的对话。

教学建议

A. Listen and circle.

1. 导入话题

教师提出以下问题: Where did you go last summer vacation? What did you buy for your family? How much was it? 从而导入本课的购物话题。

2. 听前做好准备

(1) 通过以下问题引导学生结对讨论图片内容, 明确每一幅图所在的位置, 以便在听的过程中迅速找到目标图片:

Read the sentences in Part A. Where is Ted? (He is in Beijing.) What is he doing now? (He is shopping with Bill's family.)

Now, look at the pictures. How much are the pandas? How many silk scarves can you see? What colour are they? How many shirts can you see? What are their sizes?

Tip:

1. 在学生看到丝巾时, 教师可出示图片或实物教授生词 *silk*。
2. 图中表示衬衫尺码的字母比较小, 不易发现, 要引导学生看清楚。

(2) 明确听力任务: What do you think Ted might have bought? Now listen to see if you are right. You can circle what Ted actually bought.

3. 听中完成任务

播放三遍录音, 要求学生第一遍整体了解听力内容; 第二遍边听边圈出 Ted 所买物品; 第三遍边听边查缺补漏, 检查和修正答案。

Tip: 在播放录音的过程中, 教师应观察学生作答神情, 预测难点。必要时, 轻步巡视全班, 对学生的问题做到心中有数。

4. 听后核对答案

教师分别运用以下功能句引导学生逐一核对答案: How much is the panda Ted bought? How many scarves did Ted buy? What colours are they? What did Ted buy for his dad? What size is it?

Tip: 在核对完答案之后, 可以鼓励学生借助图片提示, 尝试复述对话的内容。

B. Let's talk.

1. 说前准备

(1) 请学生再听一到两遍录音, 在图上标出: For whom did Ted buy the presents? How much are they?

(2) 教师选取一个学生, 运用B项的功能句, 结合A项标注后的图文信息, 进行对话示范。

2. 说中监控

要求学生用B项的四个问题互问互答, 以检查彼此听力的结果。教师巡视全班, 确保每个学生都在做对话; 同时检查学生是否存在普遍性的错误。

Tip: 在学生说的过程中, 可关注学生是否能正确使用 *buy* 的过去式 *bought*。必要时可将其写在黑板上。

3. 说后汇报

找一组学生展示对话。要求其他学生认真听, 并评价对话内容是否正确。

4. 拓展

教师首先选取一个学生进行对话示范:

T: Where did you go last summer vacation?

S: I went to ...

T: What did you buy for your family?

S: I bought a ... for my ...

T: How much was it?

S: It was ...

然后, 请学生两人一组练习此对话。在练习几分钟后, 可以邀请部分学生上台展示对话。

C. Let's read.

1. 读前: 看图和提示语预测内容

教师首先引导学生看提示语: **First, look at Angel. What did she say? What do you think you will read?**

然后, 引导学生看图: **Who are these three people? What items can you see on the right? What shops can you see in the middle? Where do you think the three people might have been? What do you think they might have bought?**

Tip: 上述问题并不要求学生准确回答, 仅仅用来启发学生预测阅读文章内容。

2. 读中: 完成阅读任务

(1) 第一遍阅读的任务: **Read and match.** 即完成教材C项的读后练习。

(2) 第二遍阅读的任务: **Read and fill in the chart.** 可建议学生首先在文中划出与答案相关的文字, 然后再填写表格。

where	who	what	for whom
Xidan Bookshop	Bill's father		Ted
		a toy panda	
			Mum and Tina
			Dad
a restaurant			

3. 读后: 总结回顾

(1) 教师带领学生核对答案。

(2) 请学生首先尝试自己朗读文段; 然后跟录音修正和提高自己的朗读技巧。

(3) 请学生根据表格内容的提示, 复述 Ted 的日记内容。

Tip: 在学生复述之前, 引导学生划出文中表示顺序的词汇: **first, next, last** 等, 并使用这些词使复述更有条理性。

D. Let's write.

1. 写前

教师任选一张图片, 和一个学生模拟去文具店或食品超市购物的对话。然后组织学生两人一组, 做购物对话, 为写作做准备。

Tip: 教师可以给学生提供商品显示得更清楚的文具店、食品超市或服装店的照片。对话内容可参考A部分听力。

2. 写中

请学生把与同学的对话写出来, 至少写出三轮对话, 尽可能地多写。在学生写作过程中, 教师巡视全班, 发现问题及时解决, 帮助不同层次的学生取得进步。

3. 写后

(1) 引导学生自读自查, 进行自我评价。

(2) 引导学生相互阅读对方作品, 纠错并划出写得好的句子相互学习, 还可以写出简要的评语。

(3) 教师引导全班分享几份不同层次的作品, 强调优点, 提出修改建议。

(4) 建议展出全班学生修改后的作品。

Lesson 3

本课教学目标

1. 通过听、说、读、写等形式的语言活动，帮助学生复习前几册有关 **Travel Plans**, **In Chian**, **Last Weekend** 和 **A Great Trip** 等话题的重点词汇和功能句，引导学生综合运用所学语言知识和技能进行交流。
2. 引导学生就所听或所读信息与他人展开对话交流。
3. 引导学生仿照阅读文段，按相应的提示或要求独立写几个意义连贯的句子。

A项为听的活动，借助 **Bill** 一家和 **Ted** 谈论旅行计划的对话，情境化地融合了与 **Travel Plans** 和 **In China** 等话题相关的词汇和功能句；让学生通过看图、听音、填空等方式来复习相关知识。

B项为说的活动，承上启下，首先引导学生根据A项听力内容谈论可以在A项所提及的几个旅游城市做什么，然后交流各自心仪的旅行目的地的情况及各自的旅行计划。

Lesson 3

A Listen and write.

Now, Bill's family is talking with Ted about a travel plan.

Beautiful Sichuan



It's three _____ by plane from Beijing.

Visit Henan



It's four hours by _____ from Beijing.

Amazing Shaanxi



It's _____ hours by train from Beijing.

Come to Tibet



It's more than four hours by _____ from Beijing.

B Let's talk.

1. What can you do in Sichuan/Henan/Shaanxi/Tibet?
2. Where do you want to go?
3. How far is it from your home?
4. What is it famous for?
5. What do you want to do there?



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Let's read.

My Wonderful Holiday in China

In Beijing, I visited the Great Wall, the Forbidden City, Tian'anmen Square and the Summer Palace. I also met all Bill's friends and family.

Last week, Bill's family took me to Xi'an by train. Xi'an is in the northwest of China. We visited the Terracotta Army there. They are so amazing! We also ate some delicious noodles there.

Then we went to Sichuan. It's in the southwest of China. First, we went to see the pandas in Wolong. They are very cute. Then we climbed Mount Emei. The mountain is very beautiful. We saw many funny monkeys on our way. I was very tired, but very happy. We ate some delicious hot pot there. Sichuan is famous for hot pot.

Tibet is in the southwest of China, too. We went there by plane from Sichuan. It was sunny and hot in Tibet, but there was still snow on the mountains. We visited the famous Potala Palace and took many photos there.



Answer the questions.

1. What places did Ted visit in Beijing?
2. Where did Ted go last week? What did he do there?
3. What is Sichuan famous for?
4. What did they see on Mount Emei?
5. Where is Tibet?
6. What did they do in Tibet?

Let's write.

Where did you go last weekend/in the winter vacation/...?

How did you go there?

What did you do there?



C项为读的活动，要求学生阅读一篇有关Ted在西安、四川、西藏等地旅游的文章，并回答相关问题。

D项为写的活动，让学生根据提示问题和自己的实际情况写一篇短文，介绍自己上个周末或寒假的活动。

教学建议

A. Listen and write.

1. 复习热身

师生就 *Travel Plans, In China* 和 *A Great Trip* 三个话题自由谈话,可谈论过去的度假情况和寒假度假计划:

Where did you go last summer vacation?

Where is it?

How did you go there?

What is it famous for?

What did you do there?

Where do you want to go this winter vacation?

Where is it?

How do you want to go there?

What is it famous for?

...

2. 听前准备

引导学生关注A项的文字和图片信息:

Look at Part A. What are Bill's family doing?

What can you see in the pictures? What are these places?

引导学生明确听力任务: 填空; 并预测横线上可能填什么内容。

3. 听中完成任务

播放三遍录音,要求学生第一遍整体了解听力内容;第二遍边听边填写相关信息;第三遍边听边查缺补漏,检查和修正答案。

4. 听后核对答案

教师分别运用以下功能句引导学生逐一核对答案: *How many hours does it take to fly from Beijing to Chengdu? How many hours does it take to travel from Beijing to Xi'an by train? How can you get to Shaolin Temple*

from Beijing within four hours? How can you get to Tibet from Beijing within five hours?

在核对完答案后,请学生再听一遍录音,将四个地方出名的原因,以及游客可以在该处所做的活动记录下来,为B项的说做准备。

B. Let's talk.

1. 说前复习、示范

(1) 承上启下

依据A项内容,师生一起讨论第一个问题: *What can you do in Sichuan?*

之后,请学生结对讨论: *What can you do in Henan/Shaanxi/Tibet?*

(2) 示范对话

教师和一个学生示范,围绕所有五个问题进行对话,可在此基础上拓展。

2. 说中监控

要求学生根据B项五个问题的提示和自己的实际情况对话。

教师要巡视全班,确保每个学生都认真对话。此外,可鼓励学有余力的学生输出更多话轮,并帮助学习有困难的学生完成对话。

3. 说后展评

请不同层次的学生分别展示对话,引导优秀、中等生说得更多、更好;鼓励学困生开口说,并及时表扬他们的进步。

C. Let's read.

1. 读前: 预测内容

教师提醒学生根据标题和图片预测文章内容,如: *Look at the title. Guess who had a wonderful holiday in China?*

Now look at the three pictures. What

places are they? Where do you think the author has been in his holiday?

2. 读中：完成阅读任务

(1) 第一遍阅读的任务：通读全文，了解大意，验证和修正预测；并把图片与相应的段落连线。

(2) 第二遍阅读的任务：回答书上的问题 (Answer the questions)。

(3) 第三遍阅读的任务：填写表格 (Fill in the chart)。

places	where	how	what
Beijing			
			visited the Terracotta Army, ate noodles
	southwest		
		by plane	

3. 读后：总结回顾

(1) 教师带领学生核对答案。

(2) 请学生首先尝试自己朗读文段；然后跟录音修正和提高自己的朗读技巧。

(3) 请学生根据表格内容的提示，复述课文内容。可单独复述或两至四人合作复述。

D. Let's write.

1. 写前

组织学生结对活动，就D项的问题进行问答。提醒学生用完整句回答，为写作做

准备。

Tips:

1. 可提前让学生带来假期旅游或上个周末活动的照片，以增加真实性，更好地激发学生的写作热情。
2. 为了丰富学生的表达，可再增加两个问题提示：(1) Where is it? (2) What is it famous for?

2. 写中

请学生根据问题的引导和照片的提示 (照片可以贴在作业纸上)，写出自己上个周末的活动或假期旅游的经历及感受。要求学生至少写出五至六句话；并鼓励学生表达自己的真情实感。

提醒学生按照时间顺序写作，可参考C项文章的内容和写法。在学生写作过程中，教师巡视全班，发现问题及时解决，帮助不同层次的学生取得进步。

3. 写后

(1) 引导学生用下表进行自我评价。

评价内容	Great	Better	Good
书写规范			
句义连贯			
内容丰富			

(2) 请学生相互阅读对方作品，相互学习，并写出简单的评语。

(3) 教师引导全班分享几份不同层次的作品，强调优点，提出改进建议。

(4) 建议展出全班学生修改后的作品。学生可对作品进行装饰，使其图文并茂，引人注目。

Project Time

本课教学目标


1. 引导学生读懂明信片上的内容。
2. 引导学生综合运用一般现在时、一般过去时和一般将来时及相关旅游词汇介绍自己旅游的情况，制作明信片。

A项是一张发自纽约的明信片。照片是纽约景色，文字是Bill写给Binbin的，介绍了纽约的基本情况和他本人的旅游情况：看过什么、做过什么，以及还要做什么。要求学生读完明信片的内容后回答相关问题。

Project Time

A Let's read and talk.

Here is a postcard that Bill mailed Binbin from New York.



Dear Binbin,

I am in New York City. It is the biggest city in the USA. Yesterday I saw the Statue of Liberty. Then I took the subway to the Museum of Modern Art. It is one of the most famous art galleries in the world. New York is famous for its many theatres. I have a ticket to see a play tomorrow.

I'm going to Washington D.C. next week. I can send you a postcard from the White House. I hope I meet the President.

See you soon.

Bill

Talk about these questions in your group.

1. What did Bill do on his trip?
2. What did Bill see on his trip?
3. What questions would you like to ask Bill about his trip?

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B Let's make.

Pretend you are going to visit London, Paris or Haikou. Make a postcard to send from one of these cities.



Find out:

- What is it famous for?
- How can you get there?
- What can you do there?
- What can you see there?
- What can you buy there?
- What languages can you hear there?
- What food can you eat there?



C Let's share.

Share your postcard with three or four friends.



Hi Yaoyao,
I'm now in Haikou. I went for a walk by the seaside this morning. I didn't swim in the sea. I just sat by the seaside and put my feet in the sea. The sea water was so warm. When I was enjoying this, a wave came and got me all wet!
Lily

Hi Lily,
I'm now in London. There are lots of interesting places to see here. I visited Big Ben, Tower Bridge and Buckingham Palace. There are lots of bookshops here, too. I bought many English books. I will give you some of them when I'm back.
Yaoyao

B项要求学生选定一个旅游目的地，假定自己在该地旅游，并制作一张发自该地的明信片。

C项引导学生与同伴分享自己制作的明信片。

教学建议

A. Let's read and talk.

1. 复习导入

师生自由谈话引入话题，可参考以下问题：

Where did you go last holiday?

Where is the place?

What is it famous for?

How did you go there?

What did you do there?

Did you send any postcards to your friends?

Where do you want to go this summer vacation?

Are you going to send any postcards to your friends?

2. 读前观察

首先，引导学生观察文本特点。可用真实的明信片给学生做提示，并引导学生看图、观察文本特点，并询问：**What's this?** 若学生不能回答，可进一步提示：**We can see a picture on one side and a short letter on the other side. What is it? (It's a postcard.)**

接着，引导学生了解文本基本信息：

Where is the postcard sent from?

Whom does the postcard come from?

Who is the postcard sent to?

3. 阅读明信片

要求学生阅读明信片的内容并回答信后的问题。如果学生在第三个问题(What questions would you like to ask Bill about his trip?)时没有问到以下问题，建议教师补充：

What is Bill going to do next week?

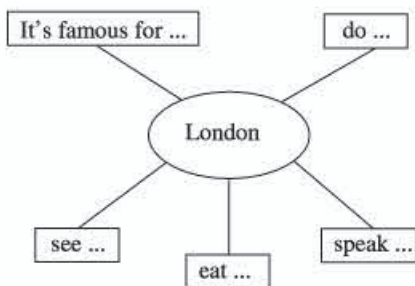
What is New York famous for?

Tip: 尽可能使A项的问题与B项的问题相似，便于学生关注到明信片中应该涉及的内容，为B项做好铺垫。

B. Let's make.

1. 复习

可以用思维导图的形式集中复习有关伦敦、巴黎、海口等旅游城市的词汇和功能句。



2. 对话

教师可以选取一个学生，就B项的问题与其展开对话。

然后请学生两人一组根据B项的问题进行对话。教师巡视并在必要时给予指导。

Tip: 教师可以印制一些城市的风景图片发给学生；或让学生带来自己参观过的风景区的图片。在此环节，教师可以和学生拿着一张图片示范对话，之后要求学生之间就自己手中图片进行问答、交流。这样能增加对话的真实感，因而更能调动学生的积极性。

3. 制作

首先，教师展出自己根据对话写成的明信片。

然后，引导学生阅读C部分两张明信片的内容，增加输入量，并作为参考。

最后，请学生开始制作自己的明信片。

Tips:

1. 教师展示自己制作的明信片，更有真实感，更能激发学生制作明信片的热情。建议教师把明信片的收信人写为班里某位学生，效果更好。
2. 要求学生也在自己谈论过的图片的背面写上短信。建议学生把明信片写给班里的同学，为下一步的分享做准备。

C. Let's share.

1. 请学生把写好的明信片交给收信人。
2. 收到明信片的学生阅读明信片，写出恰当的回应。
3. 可以选取几组学生上台展示明信片。可以请写明信片的人读，收明信片的人听并作出评价和回应。

人教版®

1. 引导学生读懂有关狮子和蜗牛合作去找魔法树、吃到魔法果的故事。
2. 引导学生在图片和关键词的提示下，复述或表演本课的故事。
3. 通过故事明白合作的重要性。

以小故事的形式复现以前学过的词汇和功能句，让学生在欣赏故事的过程中体会重点词汇和功能句在语境中的运用。

Story Time

A Let's read.

1



Let's get some fruit from the magic tree.

A lion and a snail were good friends. The snail was talking to his friend about a magic tree. The snail wanted to eat some fruit from the tree.

The magic fruit can help our problems.



They wanted to find the tree, but the snail was too slow to go. The lion had a problem with his throat and could not speak. He couldn't ask directions. They agreed to go together.

We're looking for the magic tree. How can we get there?



3

You need to travel forty more kilometres north.

They travelled west. They soon got lost. In the afternoon, they met an elephant.

We're looking for the magic tree. Do you know how far it is?



4

They went on walking north. In the evening, they met a zebra.

You're only twenty kilometres away. Go east from here.

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Can I help you?



We're looking for the magic tree.
Is it near here?

They walked all night. They got lost again. Then they met a friendly buzzard.

No, it's still a little far.
Follow me. We will go south.



They followed the buzzard. They were very tired, but by morning they reached the magic tree.



My friend can't speak and I can't run.
Your magic fruit can help us.
Can we have some?

Of course! Help yourselves.

The tree gave them some magic fruit.
Now the lion could speak. And the snail could run as fast as a horse!

B Put the sentences in order.

- () The lion and the snail met an elephant.
- () The lion and the snail followed the buzzard.
- () The lion and the snail met a zebra.
- () The magic tree gave them some of his fruit.
- () The snail talked to the magic tree.
- () The lion and the snail decided to look for the magic tree.

C Retell the story.

故事梗概:

在炎热的非洲，一对朋友，狮子和蜗牛，又渴又饿。蜗牛建议去寻找魔法树，食用可口的魔法果。蜗牛爬得很慢，而狮子哑了不能问路，因此它们决定合作去找。蜗牛坐在狮子头上负责问路，狮子负责赶路。它们一路上分别向大象、斑马和鹭问路，最终一起到达魔法树，品尝到美味的魔法果。故事情节简单，有多次重复使用的句式和词汇，再一次综合复习旅游话题的词汇和功能句。

教学建议

1. 读前活动

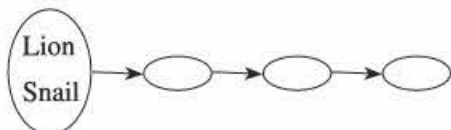
(1) 教师可展示一张非洲地图和一张非洲草原的图片, 并询问: **Would you like to travel to Africa? What animals can you see in Africa? What's the weather like there?**

(2) 教师给学生展示故事的第一张图, 让学生猜测: **Look at the picture. What can you see in the picture? Where are the animals? What's the weather like? What are they doing?**

Tip: 学生答对答错都没关系, 关键是要引发其思考, 激发其好奇心。教师不必公布正确答案, 而是在讨论之后, 请学生打开书看该图旁边的文字, 自己去文本中寻求答案即可。

2. 读中活动

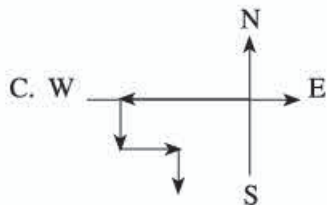
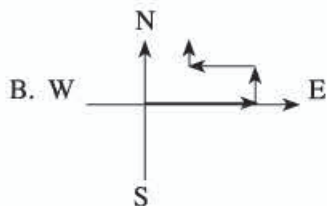
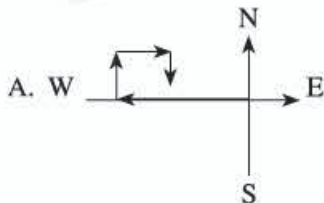
(1) 第一遍阅读任务: **Write down the names of the animals the lion and the snail met on their way.** 要求学生快速看图阅读, 在文中圈出狮子和蜗牛一路遇到的动物名称, 并填写在相应的椭圆里:



(2) 第二遍阅读任务: **Choose the right directions the lion and the snail followed.** 要求学生选择狮子和蜗牛走过的路线:

注: N: north S: south

W: west E: east



Tip: 这两个阅读活动可以帮助学生理解故事的主线。

(3) 在理解故事主线的基础上, 请学生再次阅读故事, 完成B项的句子排序任务。

3. 读后活动

(1) 朗读课文

首先, 请学生尝试独立朗读故事。

然后, 播放故事录音, 请学生跟读, 注意模仿语音、语调。

在跟读之后, 可以请学生分角色朗读故事。

Tip: 上述一系列活动是为了帮学生改进语音、语调, 为复述故事或表演扫清语音障碍。

(2) 自由提问

可给学生一至两分钟时间, 要求学生根据故事内容自由提问。其他学生抢答。学生每提出一个正确的问题, 得两颗星星; 每抢答对一个问题得一颗星星。

Tip: 通过对故事的提问, 可以加深学生对它的理解, 同时激活学生的思维。

(3) 发掘故事内涵

教师可提出以下问题请学生讨论：

① Could the lion or the snail get the magic fruit alone? Why or why not?

② How did they get the magic fruit?

③ What can we learn from the story?

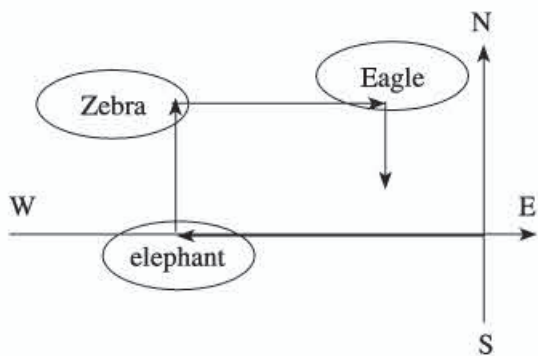
Tip: 以上问题旨在启发学生对故事进行深层思考，挖掘文本的深层含义；合作互助，优势互补，才能更好地完成任务。

可以请学生两至三人一组合作复述故事，每人复述两至三幅图的情节，从而降低复述难度。但要鼓励有能力的学生独立复述。

Tip: 因为这个故事中有许多对话，亦可以让学生把故事表演出来。对话可在原文基础上自由发挥。由三至五个学生负责对话和动作，一个学生做旁白。表演更能激发学生参与的热情。

(4) 看图复述

教师在黑板上或屏幕上提供图片及关键词，请学生据其复述故事；或请学生根据下图复述故事。



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附录一：学生用书部分录音材料

Unit 1 Visiting Canada

Lesson 1

A. Listen and number.

It's January. Bill is getting ready for a trip to Canada.

Bill: I'm leaving for Canada this Sunday. What clothes should I take with me?

Dad: You'd better phone Ted and ask him.

(Bill dials the number.)

Ted: Hello. This is Ted.

Bill: Hello. Ted, this is Bill. I'm calling to ask what clothes I should take to Canada. What's the weather like in Canada? What do you usually wear in winter?

Ted: It's January now and it's very cold. I usually wear a sweater or a jacket in my house, but I wear a hat, a scarf, gloves, boots and a warm coat when I go out.

Bill: What else should I take with me?

Ted: You're going to stay here for 5 months. You need clothes for spring and summer, such as jackets, trousers, sweaters, shorts and T-shirts. You can also borrow some of my clothes, if you need.

Bill: Thanks, Ted! See you on Sunday.

Ted: OK. I'll meet you at Toronto Airport.

Lesson 2

A. Listen and number.

Ted and his father meet Bill at the airport and take him home.

At the airport.

Bill: Hi, Ted.

Ted: Hi, Bill. It's nice to meet you. This is my dad.

Bill: Nice to meet you, Mr Smith.

Dad: Welcome to Canada. We're glad you're here.

Ted: Let's go home.

In the garden of Ted's house

Ted: Here we are. This is Guinness. (The dog barks.)

Bill: Hi, Guinness!

In the living room

Ted: This is the living room.

Bill: Wow! There are so many photos on the wall!
Ted: They are all my family. That is my father and mother.
Bill: What do they do?
Ted: My father's a police officer. My mother is a nurse. She's at work now. She's very kind.
What do your parents do?
Bill: My father is a teacher and my mother is a doctor ... Who's she?
Ted: She's my sister, Tina.
Bill: What's she like?
Ted: She is clever and helpful. Her hobbies are dancing and singing.
Tina: Hi, I'm home!
Ted: That's Tina. Come and say hello.

Lesson 3

A. Listen and fill in the blanks.

Bill meets Jenny at his welcome party.

Jenny: Hi Bill, I'm Jenny.

Bill: Hi Jenny. It's good to meet you.

Jenny: How old are you, Bill?

Bill: I'm 12. My birthday is on October 15th.

Jenny: My birthday is on March 22nd. Can you come to my birthday party with Ted and Tina?

Bill: Sure, Jenny. I'd love to.

Jenny: Where do you go to school in Beijing?

Bill: I go to Star Primary School. What about your school?

Jenny: I go to Willow Primary School. How many pupils are there in your class?

Bill: There are about 40 pupils in my class. There are about 2,400 pupils in my school.

Jenny: Wow, that's such a big class and such a big school! There are only 25 pupils in my class and only 300 in my school. It's a big school for Canada.

Unit 2 All Around Me

Lesson 1

A. Listen and number.

Ted is showing Bill around the city.

Bill: Ted, I want to send a postcard to my parents. Is there a post office near our house?

Ted: Yes, there is. I'll take you there. I can show you some of the city, too. Let's go

straight and turn right at the second crossroads. The post office is on the left.

Bill: There it is, Ted. What's that building next to the post office? Is it a bookshop?

Ted: No, it's a coffee shop. Look! Over there you can see a public library. It has many kinds of books.

Bill: That's cool. Look at that building over there. What is it?

Ted: It's an art gallery. You can see Uncle Bob's paintings there. But now let's go to Queen's Park. It's really famous and there are many trees there.

Bill: Oh, look! There's a Chinese restaurant! I miss Chinese food!

Lesson 2

A. Listen and match.

Ted is showing Bill around his school.

Ted: This is our school, Bill. I'll show you the classroom building. On the first floor, we have some classrooms. Our classroom is next to the door, on the left.

Bill: Is there a computer room?

Ted: Yes, there is. It's on the second floor, between the art room and the music room. The art room is on the left, and the music room is on the right. Let's go and have a look. Do you like computer class, Bill?

Bill: Yes, I do. It's interesting. What's your favourite class, Ted?

Ted: My favourite class is science. We have a science room on the third floor.

Bill: Where is the teachers' office?

Ted: It's also on the third floor. It's between the science room and the library. Now let's go and meet our teacher.

Lesson 3

A. Listen and write the names.

Bill is talking to his mother on the phone after his first day at his new school.

Bill: Hi, Mum!

Mum: Hi, Bill! Do you like Canada? Did you enjoy your first day at school?

Bill: Oh, yes. I met my new teacher today, Miss Jackson. She is young and pretty.

She has curly black hair and she wears glasses. She is really nice, too.

Mum: What are your classmates like?

Bill: They are very kind. In the morning I met Tony. He is short but handsome. He is a popular boy and he's very helpful, too. He told me many interesting things about our school.

Mum: Did you make any other friends?

Bill: Yes! I played basketball after class with Sherry and Ted. Sherry is very active. She is very tall. I think she's hardworking, too. She likes reading very much.

Mum: I'm so happy you like your school and your new classmates!

Unit 3 Daily Life

Lesson 1

A. Listen and write the times.

Hello, I'm Bill. I am a student in Willow Primary School. I live in my friend Ted's home. Ted and I get up at same time and then we go to school together. We usually get up at 7:00 o'clock in the morning. We have breakfast at 7:30. Then we catch the bus to school. School starts at 9:00 and ends at half past three in the afternoon. We have 5 classes a day. After school we often play sports for an hour. We usually get home at 5:00. We have dinner at 6:30. After dinner we often go for a walk and then read books. Sometimes I teach him Chinese. Chinese is difficult for Ted. We usually go to bed at 9:45. What's your daily schedule?

Lesson 2

A. Listen and write.

Bill: Good morning, Mrs Smith.

Mrs Smith: Good morning, Bill. Did you sleep well?

Bill: Yes, I did.

Ted: Morning, mum!

Mrs Smith: Hi, Ted. What do you want for breakfast?

Ted: I want some bread, an egg and some milk for breakfast. What about you, Bill?

Bill: Oh, let me see. Can I have some cake?

Mrs Smith: Sure.

Bill: And I want some bananas and an egg.

Mrs Smith: Do you want some juice?

Ted: Yes. I want some apple juice. What kind of juice do you want, Bill?

Bill: I want some apple juice, too. I think apples are very healthy.

Bill: This breakfast is delicious ... Oh, Ted, it's 8:00. It's time to go to school.

Ted: OK. Let's go. Good bye, mum.

Bill: Good bye, Mrs Smith.

Mrs Smith: See you after school.

Lesson 3

A. Listen and match.

Mum: Ted, You are eating so little. What's wrong? Do you have a stomachache?

Ted: No, I don't. I have a toothache.

Mum: That's too bad. You should see a dentist. Let's see the dentist tomorrow morning. You shouldn't eat too much candy. You should eat more vegetables and drink more water.

Dad: Tina, what's wrong? You're not eating. Do you have a toothache, too?

Tina: No, I don't. I just don't like this food. Can I have a hamburger and some ice cream?

Dad: Sorry, you can't. You shouldn't eat that kind of food every day. It's not healthy.

Mum: Yes. You should eat fruit and vegetables every day. An apple a day keeps the doctor away.

Tina: OK.

Unit 4 Free Time

Lesson 1

A. Listen and match.

Bill and Ted are talking about hobbies.

Ted: What do you usually do in your free time, Bill?

Bill: I like reading books. I have many storybooks. I also like watching films. My favourite film is Harry Potter. What are your hobbies, Ted?

Ted: I like listening to music. I have many music CDs. I also like making model planes. Look at the plane on my desk. I made it last week. I am also good at drawing pictures. I like drawing pictures of elephants. They are cool. Do you like drawing pictures? Are you good at drawing?

Bill: Well, I like it, but I'm not good at it. I really like sports. I often play basketball or ping-pong with my friends after school. I also like swimming. I am good at it. Last summer vacation I went to the beach with my family. It was great. How often do you go swimming?

Ted: Not very often, but I often play chess. I'm good at playing chess and I'm on a chess team. We often have games with other teams. Do you want to play chess now?

Bill: Great! I go to a chess club, too. Let's play!

Lesson 2

A. Listen and number.

It's Friday. Bill and Ted are talking about their weekend plans.

Bill: It's Saturday tomorrow. What do you usually do on weekends?

Ted: Sometimes I go for a picnic with my family. It's nice to have lunch in the park. I also like watching TV, so sometimes I watch my favourite TV shows at home. What about you, Bill?

Bill: In China, I often go swimming with my father on weekends. I am good at swimming. Sometimes I go to a museum with friends. There are some wonderful museums in Beijing.

Ted: Would you like to go to the City Gallery with me tomorrow? There is an art show there. We can see Uncle Bob's paintings.

Bill: That sounds great. I like going to art shows.

Ted: OK. I'll ask my mum. Mum, can we go to the gallery tomorrow?

Mum: Yes, but you have to do your chores first.

Bill: What chores do you often do on weekends?

Ted: I always clean my bedroom and take out the rubbish.

Bill: Ted, I can help you clean your room.

Ted: Great!

Lesson 3

A. Listen and match.

It's Monday today. Bill and his classmates are talking with Miss Jackson about the weekend.

Miss Jackson: How was your weekend, Tony?

Tony: It was great. I went to the park with my friends on Sunday. We went boating and climbed a hill. Then we had a picnic by the lake. We had a wonderful time.

Miss Jackson: How about you, Bill?

Bill: On Saturday morning, I went to the City Gallery with Ted. We saw Uncle Bob's paintings there. I liked them very much. On Saturday afternoon, I read some storybooks. On Sunday, I visited Ted's grandparents with Ted's family. We went home in the afternoon. In the evening, I watched a nature show about Canadian animals. It was very interesting.

Miss Jackson: You did many things, Bill! Did you have a good weekend, Sherry?

Sherry: I sure did. I went to my friend's birthday party. I bought her a book. We sang and danced together and then we all ate birthday cake. We had a great time.

Unit 5 Nature and Culture

Lesson 1

A. Listen and match.

Ted, Tina, Tony and Sherry are talking about their favourite seasons.

Ted: What a nice spring day! Do you like spring, Tina?

Tina: Yes, I do. I like spring because we can do many outdoor activities. We can go roller-skating and go for a picnic.

Ted: Hi, Tony. Is spring your favourite season?

Tony: No, I like summer best because we have lots of rain in summer. Toronto is beautiful after the rain and I can go swimming in the lake. I also like playing baseball in summer. Do you like summer, Ted?

Ted: Sorry, I don't like summer. It's too hot. My favourite season is winter. It snows a lot, so we can make snowmen and go ice-skating. We always have a lot of fun. What about you, Sherry?

Sherry: Well, I like autumn best. It's nice and cool. The trees are red and yellow. I like to play basketball in autumn. We also have Halloween in autumn and Halloween is fun.

Lesson 2

A. Listen and number.

Bill, Ted and Tina are talking about holidays.

Bill: Happy Children's Day!

Ted: Children's Day? What's that?

Bill: In China, Children's Day is on June 1st every year. We often have a party at school and we get presents from our parents, too.

Tina: That sounds like Halloween. We all like Halloween. It's on October 31st. Children usually ask for candy, going from house to house in their neighbourhoods.

Ted: My favourite holiday is Christmas. It's on December 25th. We always get presents from Father Christmas. We have a big dinner on Christmas Day with our family.

Bill: What do you eat?

Tina: We eat roast turkey and pumpkin pie. It's delicious!

Ted: We also have a tree in our living room. We put all the presents under the Christmas tree.

Bill: Some Chinese people also celebrate Christmas, but in China we like Chinese New Year best. It's a family holiday, too. People also have a big dinner at home.

We usually eat dumplings and other delicious food. I love dumplings, so I want every day to be Chinese New Year.

Tina&Ted: Ha ha ha!

Lesson 3

A. Listen and number.

The children are talking about their visit to Animal World.

Miss Jackson: Good morning, everyone. What kinds of animals did you see at Animal World yesterday? What were they like?

Ted: I went to see the mammals. The elephants were so strong and big. Elephants have long noses, big ears and short tails.

Sara: I went to Bird World. My favourite birds were the penguins and ostriches. Penguins can't fly but they can swim. Ostriches are the biggest birds in the world, but they can't fly.

Bill: I went to see the insects. There was one very big, beautiful butterfly. I also went to Sea World. I saw a whale shark. It's a really large fish.

Sherry: I went to Reptile World. I saw many snakes and crocodiles. The crocodiles have big mouths and many teeth. I think they wanted to eat me!

Unit 6 Summer Vacation

Lesson 1

A. Listen and match.

Tina is talking about summer vacation plans with her friends.

Tina: The summer vacation is coming. I am going to London with Jenny for the summer vacation. Where are you going, Sherry?

Sherry: I'm going to the USA by car with my family. We are going to visit my grandparents there. We are also going to visit the White House. I'm going to take many beautiful photos!

Tina: Great! You can show them to us. What about you, Linda?

Linda: Well, my family are going to Australia by plane. My uncle lives there, so we are going to stay with him. We're going to see kangaroos and koalas and we're going to visit the famous Opera House, too.

Lesson 2

A. Listen and circle.

Now, Ted is in Beijing. He's shopping with Bill's family.

Dialogue 1

Saleswoman: Can I help you?

Ted: Yes. I want to buy a toy panda.

Saleswoman: Well, we have big ones and small ones. Which do you like?

Ted: I like this small one. It's lovely. How much is it?

Saleswoman: It's 150 yuan.

Ted: OK, I'll take it. My cousin Jenny will love it.

Dialogue 2

Saleswoman: We have many kinds of silk clothes here.

Ted: Great. Would you please show me some silk scarves? I want to buy one for my mum.

Saleswoman: Of course. We have many different colours.

Ted: I'll buy a green one for my mum. This pink one is also pretty. I'll buy it for my sister. How much are they?

Saleswoman: They are 180 yuan.

Ted: This silk shirt also looks good. I'm going to buy it for my father. How much is it?

Saleswoman: It's 360 yuan.

Ted: OK, I'll buy one. I want a white shirt, size L.

Lesson 3

A. Listen and write.

Now, Bill's family is talking with Ted about a travel plan.

Dad: Ted, here are some pictures of places in China. Maybe we can go to see some.

Bill: This is Wolong, Ted. It's in Sichuan. You can go there to see pandas. You can even play with them. It's 3 hours by plane from Beijing.

Ted: This temple is beautiful. Where is it?

Bill: It's the Shaolin Temple in Henan. It's not very far from Beijing, only 4 hours by train. It's a famous place for learning kungfu.

Ted: I like this picture. Who are all those people?

Bill: They are the Terracotta Army. They are in Xi'an, Shaanxi. The Terracotta Army is

really interesting. It's more than two thousand years old. You can go to Xi'an by train, but it takes about 6 hours.

Dad: And this is the Potala Palace in Tibet. Tibet is beautiful, with snowy mountains and interesting people. It's a very long way from Beijing, more than 4 hours by plane.

Ted: I want to go to all these places!

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附录二：活动手册录音材料及部分练习参考答案

Unit 1 Visiting Canada

I. Look, listen and match.

录音材料

1. Bill: Hi, Linda, this is Bill. I'm going to New York for a week. What's the weather like there? What clothes should I wear?

Linda: Hi Bill! It's clear these days, but still cold. The temperature varies from -1°C to 5°C , so you should wear a sweater, a warm coat, a scarf and jeans. See you soon!

Bill: Thanks. See you.

2. Jane: Hello, Tom! This is Jane. I'm going to Australia in a few days. What's the weather like there? What clothes should I take with me?

Tom: Wow, that's good news! I'm glad you're coming. It's sunny and hot here. The temperature is 20°C to 27°C , so you'd better take your sunglasses, T-shirts and skirts.

Jane: OK, thanks.

3. Hello! I'm John. I'm going to Rome with my family for a holiday. It's rainy there and the temperature is 8°C to 16°C . I think I should take my jacket, shirts and trousers. Oh, and an umbrella, too.

III. Read, think and choose.

参考答案

1. B 2. B 3. B 4. A 5. A

V. Look, listen and fill in the chart.

录音材料

Hello! My name is Sue. I am 8 years old. I am slim. I am a student in grade 3. I like dancing and basketball, too.

My dad's name is David. He is 47 years old. He is very handsome. He is a banker. He works in the Bank of China. He's good at playing chess.

My mum's name is Linda. She is 40 years old. My mum has long hair and big eyes. She is a housewife. She takes care of us very well. She likes music.

My brother's name is Tom. He is 12 years old. He is stronger than me. He likes to play basketball. Every day at home he says, "Let's play basketball".

I love my family.

参考答案

name	age	appearance	job	hobbies
Sue	8	slim	student	dancing and basketball
David	47	handsome	banker	chess
Linda	40	long hair and big eyes	housewife	music
Tom	12	strong	student	basketball

VII. Read, think and fill in the chart.

参考答案

name	Robert	Peter
age	12	48
appearance	brown eyes	black and grey hair, brown eyes
job	student	teacher
daily activities	<ol style="list-style-type: none"> 1. get ready for school 2. go to school 3. do homework 4. read books 5. play games 	<ol style="list-style-type: none"> 1. get up early 2. make breakfast 3. take Robert to school 4. cook dinner 5. play games
hobbies	reading, watching movies	watching movies, going to concerts

Unit 2 All Around Me

I. Look, listen and write.

录音材料

This is my community. There are many tall buildings here. There is a bookshop next to the grocery and across from the cinema. There is a restaurant across from the supermarket and next to the grocery. There is a post office across from the hotel. It's between the drugstore and the school. There is a park across from the bank.

III. Read, choose and write.

参考答案

(1) D (2) A (3) C (4) B (5) E

V. Look, listen and fill in the chart.

录音材料

Hello, everyone! I'm going to introduce my classmates.

Look! This is Robert. He is smart. He likes maths. He likes to help others with maths problems.

This is Tom. He is a new student. He comes from Tianjin. He is friendly. His favourite class is Chinese.

This is Sophie. She is slim. She is hardworking. She loves English.

This is Amy. She is pretty. She likes drawing. She can draw very well. Art is her favourite class.

参考答案

Who	What's he/she like?	What's his/her favourite subject?
Robert	smart, helpful	maths
Tom	friendly	Chinese
Sophie	slim, hardworking	English
Amy	pretty	art

VII. Read, think and answer.

参考答案

1. His name is Mark.
2. He's 10 years old.
3. He is tall and strong. He's helpful too.
4. He likes reading, sports and music.
5. He often helps me with my maths.

Unit 3 Daily Life

I. Read, listen and correct.

录音材料

I'm Peter. I usually get up at 7:20 and I go to school at 7:40. I have twenty minutes to brush my teeth and clean my face. I'm never late for school because my home is next to my school. I have my breakfast at school at 7:50.

The first lesson starts at 8:10, and the last lesson ends at 3:00. After school, I often play football on the playground. Then I go home with my friend at 4:30.

I always watch TV after I finish my homework. I usually have dinner after 6:30, because my

parents often come home late. I go to bed at 9:00.

This is my daily life. What about you?

参考答案

1. (7:20) 2. (school) 3. (8:10) 4. (football) 5. (6:30) 6. (9:00)

III. Look, read and number.

参考答案

A④ B① C⑤ D③ E②

V. Look, listen and match.

录音材料

Ben, Rose, Jo and Mike are good friends. They have different eating habits. Ben is very heavy. He likes pizza and hamburgers very much. He doesn't like fruit or vegetables. His doctor told him not to eat too much junk food. It's bad for his health.

Rose is very short. She doesn't like to eat very much at meals. She eats ice cream and sweets all day. She often gets toothache and has to see the dentist.

Jo is very thin. She doesn't want to be fat, so she doesn't like meat, noodles or rice. She often only eats an apple for lunch and two cucumbers for dinner. She always feels hungry and can't sleep very well at night.

Mike is a happy boy. He is not fat, and not thin. He is very healthy. He eats meat, but not too much. He likes to drink milk and eat fruit and vegetables.

Unit 4 Free Time

I. Look, listen and match.

录音材料

Mary: What do you usually do on weekends, Tom?

Tom: I often go to a drawing club on Saturdays. I like drawing very much. Sometimes I climb hills with my family on Sundays. I pick fruit and have a lot of fun in the hills. Do you like drawing and climbing hills, Mary?

Mary: No, I don't. My hobbies are reading and playing the piano. I always read stories on Saturdays. I like reading stories about animals. On Sunday mornings, I go to a piano club. I am good at playing the piano. Sometimes I help my mother clean the house and wash clothes on Sunday afternoons. Do you do chores on weekends?

Tom: Yes, I do. I enjoy helping at home, too. I often do the dishes and feed the fish on weekends.

III. Read, choose and fill in the blanks.

参考答案

- (1) sports (2) club (3) good (4) chores (5) cleans (6) walks (7) visit (8) cook
(9) teach

V. Look, listen and match.

录音材料

Tom: How was your weekend, Mike?

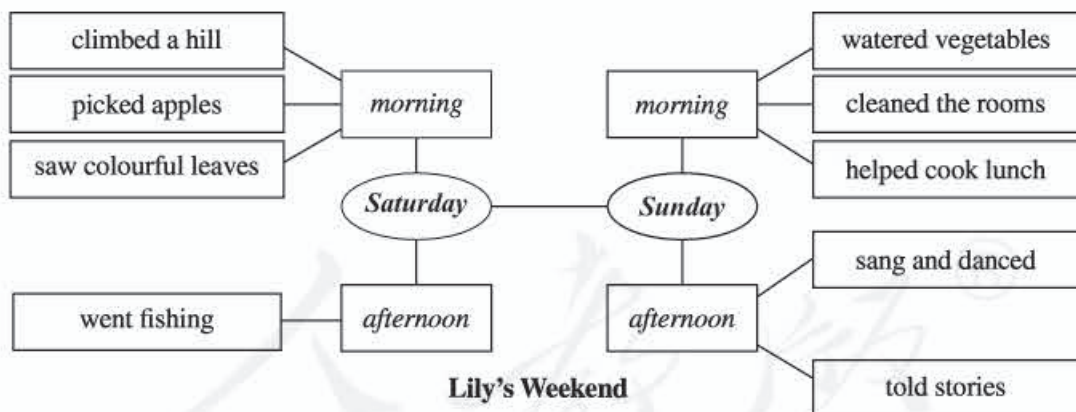
Mike: It was wonderful! I went to the beach with my family. We swam in the sea and ate delicious seafood. We drank cold drinks and ate ice cream there. We felt very happy. Did you have a good weekend, Tom?

Tom: Yes, I did. It was very interesting. I went to my uncle's farm. I saw different plants and animals. I rode a horse and took lots of photos. I had a good time there. What about you, Mary?

Mary: Oh, it was a terrible weekend! I had a bad cold. I had to stay in bed on Saturday. I played computer games at home on Sunday morning, but I think it was boring. On Sunday afternoon, I had to do my homework.

VII. Read, think and write.

参考答案



Unit 5 Nature and Culture

I. Look, listen and fill in the chart.

录音材料

Hello! My name is Frank. I am 11 years old. I come from France. Paris is the capital of my country. It's famous for the Eiffel Tower. People there speak French.

I like sports, such as football, basketball, tennis and swimming. My favourite sport is swimming. I often swim in summer, but summer is not my favourite season. It's too hot. I like spring best. In this season, it gets warmer and warmer. Trees turn green and flowers bloom. Many animals wake up and come out.

I like animals. I often go to the zoo to see them. My favourite animal is a mammal. It's white and black. It's big and lovely and it likes to eat bamboo. It comes from China. Can you guess what my favourite animal is?

I also take care of my pet dog at home. I always walk him after school and feed him in the evening. Sometimes I even give him a bath.

参考答案

name	country	favourite sport	favourite season	favourite animal	chores to do
Frank	France	swimming	spring	panda	take care of his dog

III. Look, read and circle.

参考答案

1. black, white 2. mammals 3. bamboo 4. in a forest

V. Listen, write and match.

录音材料及参考答案

1. In China, we have a family holiday in autumn. On that day, people always have a big dinner with their family. After that they eat moon cakes and fruit. They enjoy looking at the beautiful round moon and talk happily. What festival is it? ②

2. There is also a family holiday in autumn in Canada and in the USA. On that day, people have a big dinner with their family. They usually eat roast turkey and other delicious food. They also tell stories and give thanks to their friends and family. What festival is it? ①

3. Kids like this holiday a lot. It's on October 31st. Children cut faces in pumpkins and put a burning candle inside. Children also put on strange masks to look like monsters. Then they go from house to house, saying, "Trick or treat!" What festival is it? ③

4. This is the most important festival in China. It's in January or in February. On that day, people always dress in new clothes. They have a big dinner with their family. After that, they light firecrackers, watch TV and talk happily until twelve o'clock. In the next morning, they say "Gongxi Facai" or "Guonian Hao" when they meet other people. What festival is it? ④

VII. Read, think and choose.

参考答案

1. D 2. B 3. C

Unit 6 Summer Vacation

I. Look, listen and fill in the chart.

录音材料

Li Ming: Summer vacation is coming. Where are you going for your holiday, Mary?

Mary: I'm going to Canada with my family. My mother's sister lives in Toronto. We are going to visit her family.

Li Ming: How are you going there?

Mary: Canada is very far from Beijing. We are going there by plane.

Li Ming: Is Canada famous for maple leaves?

Mary: Yes, it is. The maple leaves are really beautiful. Canada also has many beautiful mountains and lakes. We are going to see these beautiful places. We are also going to the top of the CN Tower in Toronto to see the sunrise. Where are you going for your summer vacation, Li Ming?

Li Ming: I am going to Suzhou with my family this summer vacation. We are going to visit my grandpa and grandma. They live in Suzhou. It is famous for beautiful gardens and silk. We are going to see different gardens and buy some silk scarves there.

Mary: That's interesting. How are you going there?

Li Ming: We are going there by train. It's about five hours by train.

参考答案

name	transportation	place	activities
Mary	by plane	Canada	see beautiful places go to the top of the CN Tower to see the sunrise
Li Ming	by train	Suzhou	visit his grandparents see different gardens buy some silk scarves

III. Read, think and fill in the chart.

参考答案

person	transportation	place	activities
father	by plane	<u>Tibet</u>	visit the <u>Potala Palace</u> see the <u>people there</u>
mother	by <u>train</u>	Hangzhou	see the <u>West Lake</u> enjoy <u>the tea</u> with her old friends
Lily	by <u>plane</u>	<u>the UK</u>	see <u>Big Ben</u> and <u>Tower Bridge</u> <u>ride</u> in the London Eye

V. Look, listen and number.

录音材料

Mike: Nice to see you again, May. Where did you go on your summer vacation?

May: I went to Australia by plane with my family. I watched a play in the Opera House in Sydney and I saw lots of koalas and kangaroos there, too. I also went to the beautiful beaches and swam in the sea. Where did you go, Mike?

Mike: Guess!

May: Is it in China?

Mike: Yes, it's in the middle of China.

May: How did you go there?

Mike: I went there by train. It's 6 hours by train from Beijing.

May: What did you do there?

Mike: I visited the Terracotta Army. The Terracotta Army is really interesting. It's more than two thousand years old. I also climbed Mount Hua and saw the beautiful sunrise.

May: Did you go to Xi'an on your summer vacation?

Mike: Yes, you are right!

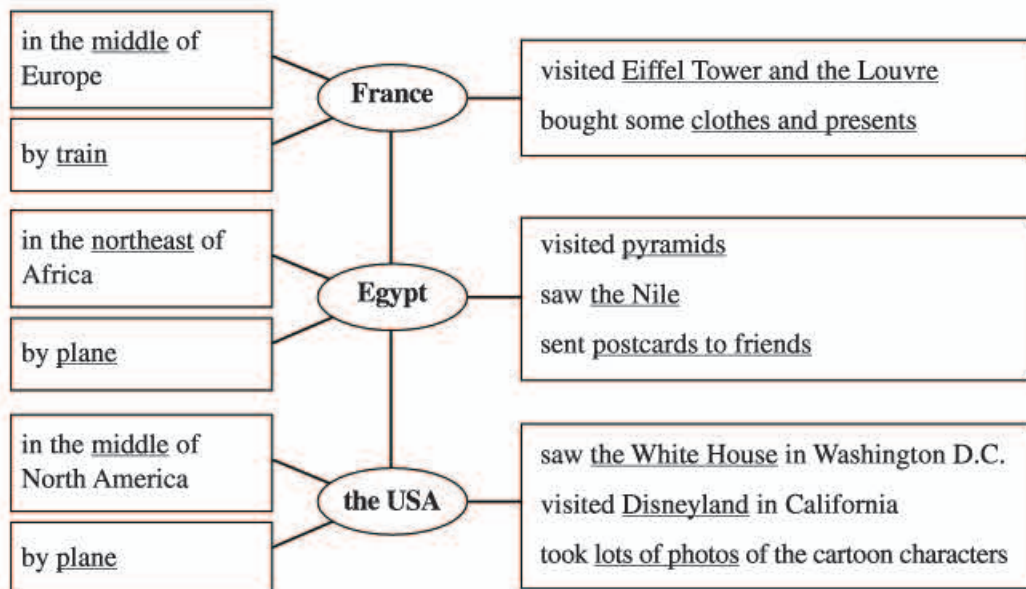
参考答案

1, 3, 7

2, 5, 6, 4

VII. Read and fill in the blanks.

参考答案



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