

义务教育教科书

# 教师教学用书

# 英语

(PEP)

(三年级起点)

## 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·

图书在版编目 ( CIP ) 数据

义务教育教科书教师教学用书: PEP 版. 英语. 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. —北京: 人民教育出版社, 2014. 10

三年级起点

ISBN 978-7-107-29336-8

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

中国版本图书馆 CIP 数据核字 (2014) 第 281157 号

义务教育教科书教师教学用书 PEP 版 英语 ( 三年级起点 ) 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 年 月第 次印刷

开 本 787 毫米 × 1092 毫米 1/16

印 张 12.5

字 数 276 千字

定 价 25.30 元

版权所有·未经许可不得采用任何方式擅自复制或使  
用本产品任何部分·违者必究  
如发现内容质量问题、印装质量问题, 请与本社联系。电话: 400-810-5788

主 编：吴 欣

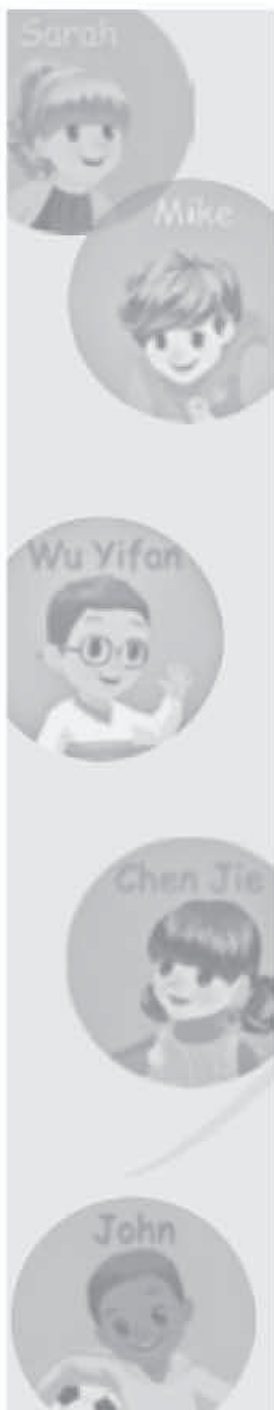
副 主 编：卢信瑜

编 者：邓凤娇 冯海燕 卢信瑜 吴少芹

责任编辑：马晓蕾 马剑辉

插图设计：刘 欣 葛 南 陈露茜 焦 洁

人教版®



# 目录

前言	1
----	---

---

Unit 1 How tall are you?	1
Unit 2 Last weekend	25
Unit 3 Where did you go?	48
Unit 4 Then and now	73
Recycle Mike's happy days	98

---

## 附录

I 总复习案例参考	111
II 教师参考词汇表	128
III 常用英美姓名表	131
IV 英语教学用语	133
V 活动手册录音材料及部分练习答案	138
VI 头饰图	153



# 前言

《义务教育教科书 英语 (PEP) (三年级起点)》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 (Lingo Learning Inc.) 合作编写。该套教材依据《义务教育英语课程标准》(2011年版)编写,在十年教学实践的基础上最终形成。全套教材共八册,每学期一册,供小学三至六年级的学生使用。

## 一、指导思想

本套教材的编写以我国《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新颁布的《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,面向全国大多数地区、大多数学校,面向全体学生,促进学生素质的全面发展。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教育思想和教学方法的转变,促进教师专业发展。

## 二、编写依据

以语言技能、语言知识、情感态度、学习策略和文化意识五个方面共同构成的英语课程总目标贯穿整套教材,形成本套教材完整的课程体系基础。分级目标描述是引导我们梳理小学各年段以及各册学生语言综合能力发展目标的重要依据,其中的二级目标描述是全套八册教材编写需要达到的最终目标。《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。

### 三、教学目的

通过学习本套教材，使学生形成初步的综合语言运用能力，促进其心智发展，提高其综合人文素质。为此，在编写的过程中我们力图激发学生学习英语的兴趣，培养他们学习英语的积极态度，使他们初步建立学习英语的自信心；培养学生具有一定的语感和良好的语音、语调、书写基础，以及良好的学习习惯；使他们初步具备用英语进行简单日常交流的能力。同时，培养学生的观察、记忆、思维、想象和创造能力，适当介绍中西方文化，培养学生的爱国主义精神，增强世界意识，为学生的进一步学习奠定良好的基础。

### 四、主要特点

#### 1. 强调语言运用

本套教材体现了交际教学思想，注重学生语言应用能力的培养。教材在整体构思、内容安排、活动设计和教学方法选用等方面都紧密联系学生的生活实际，贯彻了语言的交际功能和语言应用的基本原则，把知识和技能目标融合在完成任务的过程之中，从而体现了把“话题—功能—结构—任务”结合起来的总思路。本套教材根据学生的年龄特点，在起始阶段采用“全部动作反应法”（**Total Physical Response**），让学生在有节奏的歌谣中体验语言，在活泼优美的旋律中感受语言，在轻松愉快的语言活动中输入语言，让他们在做中学，在唱中学，在玩中学，从而为培养他们用英语进行交流打下坚实的基础。

#### 2. 注重能力培养

从学习者的角度来讲，基础教育最重要的任务是学会学习（**Learn how to learn**）。开发自主学习能力，发展学习策略，培养创新能力，是实施素质教育的重要组成部分。本套教材在内容安排、活动设计和学习评价上都贯穿“学会学习”的主题。学生用书的设计十分注意培养学生自主学习和独立运用所学语言去做事情的能力，如：**Let's do / Let's find out / Let's check**等活动，力求用简单生动、通俗易懂的方式渗透学习策略，鼓励他们主动思考、主动做事、自动调整学习方式，发掘他们积极求知、努力进取的潜能。本套教材及其活动手册中还特别设计了学习评价的栏目，引导学生在反思中学习，在反思中增强他们的自我评价意识，以利于他们的终身学习和发展。

#### 3. 突出兴趣激发

本套教材在内容、形式、方法、插图及装帧设计等方面都以激发学生的学习



动机和兴趣为宗旨。教学内容紧密联系小学生的生活和学习实际，选择话题充分考虑到小学生的需求，涉及学校、家庭、饮食、玩具、动物、颜色、数字等。语言材料真实地道、活泼有趣，让学生易学乐学。同时，突出内容的思想性、科学性、系统性、实用性、启发性和创造性；教学形式强调多样化，其中包括对话、歌谣、小诗、歌曲、游戏、任务、绘画、剪贴等，使学生能够在丰富多彩、生动有趣的课堂活动中感知语言、习得语言。本套教材全部采用卡通式插图，色彩鲜艳，图文并茂，装帧设计精美。

#### 4. 重视双向交流

本套教材重视双向交流和中西方文化的介绍。根据学生的年龄特点和认知能力，教材选编了一些与学生日常生活密切相关，与教学内容和教学进度同步的中西方文化知识。如第一册第一单元介绍了西方国家一些最基本的问候语；第一个复习单元介绍了西方的万圣节；第二册第二单元介绍了复活节。另一方面，本套教材还特别重视让学生在了解英语国家文化的同时，学会用英语向外国人介绍中华民族的优秀文化传统，如中国传统故事“拔萝卜”以及向希望学校捐赠文具等内容，真正实现跨文化交际。

#### 5. 融合学科内容

教育部在新课程设计中，强调学科之间的整合。学生学习英语不仅是为了满足人际交往的需要，也是为了用英语获取各方面的信息，学习其他学科的知识。本套教材十分重视在学习内容上与其他学科知识的融合，精选学生最需要了解的、最感兴趣的、最易学会的、与学生日常生活联系最紧密的、最有普及价值的学科知识内容，融入到语言材料之中，使学生在学习英语的同时，也能够接触到自然科学、社会文化和文学艺术等方面的基础知识，帮助他们认识和了解我们赖以生存和发展的世界。

#### 6. 重视灵活扩展

考虑到学校差异、教师差异和学生个体差异对英语学习的影响，编者力求使教材在教学内容的安排上具有一定的灵活性。如每单元按A、B、C三个部分设计，共10页。A、B部分是单元的主体教学内容，C部分是供选择的弹性教学内容。教师在保证完成教学基本目标的前提下，可以根据本地区的课时和自己教学的实际情况，灵活调整教学内容和学习进度，以满足不同层次学生的需求。

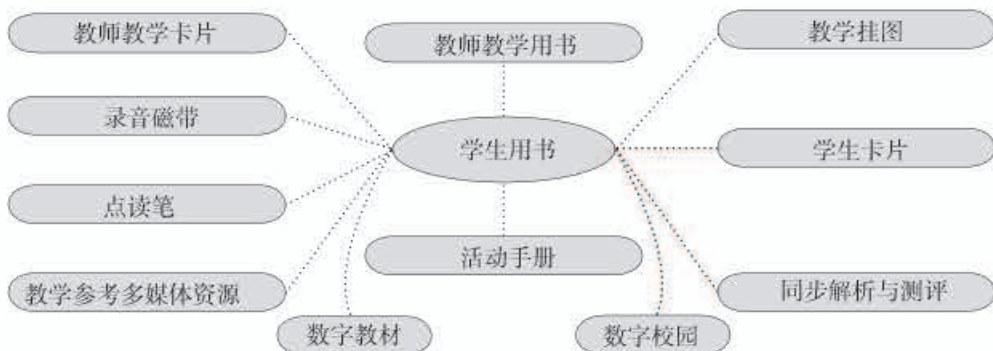
#### 7. 实现整体设计

本套教材以小学三年级为起点，直至六年级，进行整体设计。在各阶段教材的编写中，充分考虑到各阶段学生的年龄特点和认知规律，有针对性地提出教学目标，安排教学内容，设计教学活动，选用教学方法。本套教材通过整体、系统、合理的编排力求达到各阶段的教学内容与目标自然衔接，以确保各学段的顺利过渡。

## 8. 提供丰富的多媒体配套材料

本套教材是一套以学生用书为核心，集文字、音像制品为一体的多媒体教材。

见下表：



## 五、教材概述

### (一) 学生用书

学生用书是本套教材的核心，采用了国内标准 16 开本，彩色胶印。全书配有彩色卡通式插图，设计新颖活泼、生动有趣。为增加教学的灵活性和方便教师教学，学生用书按单元设计和编写。每册书共六个学习单元和两个复习单元（第八册共四个学习单元和一个复习单元）。每单元分“A、B、C”三个部分，共十页，每个复习单元为四页。教师可以根据学生的实际情况，有选择地、灵活地安排教学内容，有针对性地设计课堂教学活动，以保证教学实施适度合理。

第八册内容安排：

页面	板块名称	主要功能
第1~2页	主情景图	在真实情景中呈现本单元主要词汇及句型
第3页	A Let's try; Let's talk 等	<ul style="list-style-type: none"> <li>通过真实自然的情景对话呈现核心句型</li> <li>通过游戏或语言任务活动巩固练习 Let's talk 板块的核心句型</li> </ul>
第4页	A Let's learn; Do a survey and report 等	<ul style="list-style-type: none"> <li>主要教学 5~6 个新词</li> <li>通过语言任务活动，巩固练习 Let's learn 板块学习的单词</li> </ul>
第5页	B Let's try; Let's talk	<ul style="list-style-type: none"> <li>在复习 A 部分句型的基础上适当扩展新的语言</li> <li>通过游戏活动巩固学习 Let's talk 板块的核心句型</li> </ul>
第6页	B Let's learn; Match and say 等	<ul style="list-style-type: none"> <li>在 A 部分词汇的基础上，再增加 4~5 个新词</li> <li>通过语言任务活动，巩固练习 Let's learn 板块所学的单词</li> </ul>
第7~8页	B Read and write	<ul style="list-style-type: none"> <li>阅读文段，获取主旨大意和相关细节信息，回答问题，仿写句子，掌握朗读技巧</li> </ul>



续表

页面	板块名称	主要功能
第9页	Let's check; Let's wrap it up	<ul style="list-style-type: none"> <li>通过听力和阅读活动, 检测评价学生的学习效果</li> <li>语法小结</li> </ul>
第10页	C Story time	运用本单元所学核心语言讲述趣味故事, 引起学生学习英语的兴趣, 扩大学生阅读量

## (二) 活动手册

活动手册紧密配合学生用书使用, 本册同学生用书一样, 分为四个学习单元和一个复习单元, 为学生提供了更多的课内外听说读写活动。这些活动多以语篇的形式出现, 旨在帮助学生在语言知识学习的基础上, 通过较为综合的语言操练活动, 将语言知识转化为语言能力。活动手册每个学习单元九页, 第1页为主题页, 以寻宝图的形式列出本单元主要学习目标; 第2~7页针对学生用书A、B部分的学习内容设计任务及活动; 第8页**Challenge!**部分为学有余力的学生设计了巩固、扩展性任务。第9页为单元自我检测内容。每单元的第1页和最后一页提供的单元学习目标和自我评价活动, 旨在帮助学生初步养成对自己的学习过程进行反思和监控的习惯, 掌握一些学习方法与策略。复习单元为八页, 按照学生用书复习单元中Mike八天的活动设计任务与练习, 旨在培养学生的综合语言运用能力。本书附录部分配有教材中13个主要人物和动物的头饰图, 供学生参与课堂活动扮演角色使用。

具体的活动内容安排和功能如下:

页面	活动	设计意图
第1页	“寻宝图”	呈现本单元主要学习目标
第2~3页	语篇化的听、读活动	糅合A部分Let's talk 和 Let's learn 板块内容重点针对学生的听、说技能进行巩固训练, 辅助训练读、写技能
第4~5页	语篇化的听、读活动	糅合B部分Let's talk 和 Let's learn 板块内容重点针对学生的听、说技能进行巩固训练, 辅助训练读、写技能
第6~7页	读、写技能训练	针对阅读微技能和语境化书写进行巩固训练
第8页	1. 语法小结活动 2. 学习策略训练	1. 通过趣味活动小结本单元语法现象 2. 利用思维导图帮助学生总结所学语言知识
第9页	单元评价活动	自我反思及评价活动

### （三）教师教学用书

本册教师教学用书包括：前言（指导思想、编写依据、教学目的、主要特点、教材概述、课时安排、教学方法建议、语言学习评价活动的设计）、教学建议（单元教学目标、单元教学内容分析与教学建议、补充教学资源）、附录（总复习案例参考、教师参考词汇表、常用英美姓名表、英语教学用语、活动手册录音材料及部分练习答案、头饰图）。附录中的头饰图为学生用书中的13个主要人物和动物，供教师组织和开展课堂活动使用。

### （四）教师教学卡片与学生卡片

教师教学卡片与学生卡片各编一套，分别供教师和学生教学新词、音标使用。两套卡片内容相同，均包括词汇卡片和音标卡片。词汇卡片以学生用书中要求听、说、读、写的词汇为主，图文并茂、形象活泼，为教师教学和学生学习提供帮助。教师卡片为16开，学生卡片为128开。

### （五）教学挂图

教学挂图主要内容为每单元的主情景图；A、B部分Let's talk、Let's learn板块的情景图；Read and write的部分情景图及示意图；C部分的Story time以及复习单元的部分情景图，供教师在教学中使用。

### （六）人教金学典同步练习册同步解析与测评

同步解析与测评与学生用书同步，为学生课后复习和教师教学提供帮助。本册分为四个学习单元和一个复习单元，每单元内容包括学习目标、同步活动与解析、单元测试、文化知识拓展、学生自我评价等内容。复习单元根据所学内容设计了一些综合性的活动，帮助学生巩固所学知识。另外还设计了期中和期末测试题，检测学生的学习效果。本套书配有录音磁带。

### （七）录音磁带

每册学生用书和活动手册均配有录音磁带，学生用书两盒，活动手册一盒。学生用书的录音主要包括对话、单词、歌曲、歌谣、故事以及语音页和测试页的听力活动等内容。录音形式新颖活泼，书中全部歌曲、歌谣均配有伴奏，供学生操练。录音音质清晰，语音、语调地道流畅。活动手册的录音内容主要包括听听圈圈、听听标标、听听画画、听听连连等活动。全部录音内容均由外籍教师和学生录制。

### （八）教学参考多媒体资源

教学参考多媒体资源包含两大模块：数字课堂和备课资源。在数字课堂中，教材中的对话内容均以情景动画的形式重新演绎呈现，并且设置了跟读和角色扮演功能，方便教师课堂教学。对Let's learn板块同样进行了图文对照的动画设计，便于学生课上学习。歌曲和歌谣也以动画形式呈现，便于学生学唱。对Let's play板块进行了课件设计，方便教师课上教学使用。数字课堂整体以电子书的形式呈现，与学生用书同步，便于教师课上使用。备课资源为各个单元提供了相应的动画、课件、图



片等内容，这些内容都可以下载另存，便于教师组织设计个性化的教学方案。

#### （九）数字教材

第二代“人教数字教材”《义务教育教科书 英语（PEP）（三年级起点）》支持基本教学活动，体现基础性与示范性；在逻辑和体验方面很好地呈现知识体系和认知规律；具有富媒体性；具有可以与其他数字资源和应用的关联性；能实现跨平台和可共享的开放性；可实现师生、教学行为和环境相互作用的交互性。

针对教材教学重难点内容，有机组织多层次、多维度的示范性资源，有限拓展纸质教材内容，为教材的教与学提供各类教学素材，提高教学效率；利用范读、跟读、翻译、交互练习、拓展阅读、阶梯背诵、电子词典等资源与工具，通过活动或任务，激发学生学习英语的兴趣，培养学生的综合语言运用能力；贯彻优化评价方式的课标理念，提供教材操练活动的即时评价和学生自主学习过程记录，提高教材在即时反馈与个性化指导上的应用；通过对教材模块化的排版和功能性处理，适用于信息化教学终端，提升小学英语教材在信息化主课堂和学生自主学习的应用支撑。

数字教材服务于教师和学生，可用于课前、课中、课后多个环节；提供适用于 Windows, Android 等多系统的产品，支持 PC, PAD 及电子白板等多终端应用；可在线更新，离线使用，操控简易、稳定、流畅；适应不同层次的信息化教学环境。既可单独应用，又可与多种信息化教育平台和系统融合应用。

#### （十）人教数字校园（PEP e-Campus Live）

人教数字校园（PEP e-Campus Live）是以课程论、学习论、教学论、教育传播学、现代教育技术学等作为理论指导，采用系统方法，通过分析教学、教研和教务需要，整合教学策略、集成各种媒体资源，针对教师教学和教务管理的专业的数字化校园网络平台。包括授课系统、备课系统及教务系统。

授课系统以电子课本为主体，同步提供专家供稿的多媒体教学课件、优秀教师的示范课以及配备实用工具的工具箱，充分利用教育信息化的便捷与优势来满足教师的教学需求，充分发挥多媒体“直观、形象、生动、便捷”等特点，提供点读材料、教学课件、录音、动画、词汇卡片和互动练习等多样化信息资源，方便教师引导学生使用多感官感知英语，在听、说、读、演、玩中快乐地学习英语。

电子课本包括点读材料、教学课件及情景动画等。点读材料：教材中的全部内容都可以点读。只需轻轻点击，所点击的句子和相关画面会自动放大、凸显出来，同时伴有清晰、标准的发音，方便教师演示以及学生学习。教学课件：提供课堂教学过程的教学课件。情景动画：把单元的词汇学习、对话、故事、歌谣、歌曲等制作成有趣的情景动画，通过活灵活现的卡通形象、生动有趣的故事情景，创设全方位的听、说、唱、练情景，辅助教师引导学生在轻松愉快的故事情景中学习英语。

备课系统可以让教师根据自己的教学风格和教学需要，选择使用系统提供的由课程专家与优秀一线教师共同设计的多媒体教学课件和教学设计。备课系统还提供丰富的、与课程紧密相关的图片、音频、动画、视频等多媒体教学资源组件，教师可自行完成授课课件的组织、制作，并保存到系统中供自己或其他教师使用。

教务系统集成校务管理、课程管理、成绩查询、教师管理与评估、学籍管理等功能于一体，涵盖中小学教育管理的方方面面，为促进学校管理与教学的全面升级，为科学、高效、轻松地管理学校提供一个稳定、便利的网络平台。

#### （十一）小学生英文写字

《义务教育教科书 英语（PEP）配套资源 小学生英文写字》丛书与教材同步，遵循从易到难的原则，从字母的书写逐步过渡到单词、词组、句子及篇章的书写。本丛书通过活泼可爱的插图和新颖的题型，将写字训练与语言知识的复习、巩固结合起来。既能帮助学生写出规范、美观的英文，为学生今后的英语学习打下坚实的基础，又能帮助学生复习巩固所学的语言知识。

#### （十二）“人教畅读”点读笔简介

“人教畅读”点读笔采用国际上最先进的光学识别技术，是一款致力于提高学生语言学习能力的数码产品。音源由人民教育电子音像出版社录制，语音清晰纯正，从口语、听力等方面给学生营造一个真实的语言环境，全方位提高学生的语言学习能力。笔身线条流畅，按键操作简单，材质绿色环保，拥有4G海量存储空间，集点读、MP3、U盘等多种功能于一体。方便携带、即点即读。教材中的英文文字都可以用笔点读，方便教师教学使用，尤其便于学生课后模仿朗读。

### 六、课时安排

根据《英语课程标准》的规定，三年级开设英语课程的学校，课时安排应尽量体现短时高频的原则，保证每周3~4次教学活动，周课时总时间不少于80~90分钟。本教材是按照周课时三节课来编写的。每单元10页，第1~2页呈现本单元的主要教学内容（不占用课时）；第3~8页为重点教学内容，每页一课时，共六课时完成。第9页为检测内容，第10页为选用内容（不占用课时）。

### 七、教学方法建议

#### （一）提倡的教学理念

1. 小学是学生英语学习能力发展的重要阶段。教师在教学过程中需要了解并掌握以下基本理念：

- 小学阶段的教学活动应该简单易操作，年龄越小，活动越简单，主要体现在操作过程与认知要求上；



- 对低段年级来讲，学习活动应以口语活动为主；
- 小学阶段在听、说、读、写方面的顺序要求——要求学生写的词学生应该先会读，要求会读的词应该先会说，要求会说的词应该先能听懂；
- 应采用能调动多项感官参与的活动，以有利于小学生英语学习，如TPR活动；
- 设计读写活动时尽可能选择小学生已经能够流畅进行口语表达的话题；
- 设计课堂活动时，尽可能考虑小学生的自我意识和与他人合作的意识，以使课堂活动既有利于小学生的语言能力培养又有利于其合作意识的培养；
- 学习策略训练对小学生来讲同样重要；
- 小学生已经开始形成自己的学习倾向与学习风格，形式多样的学习活动有助于他们意识到自己的倾向与选择；
- 快乐、轻松的课堂活动有助于形成小学生喜欢的课堂氛围。

2. 小学阶段英语教学涉及学生语言发展的多个方面，教学过程中教师应当注意不同的教学活动要区别对待。

#### 故事教学

- 故事教学的主要目的是使学生在相对真实、完整的语境中接触、体验、理解语言；
- 要突出“讲故事”，教学重点是理解；
- 引导学生观察故事中的人、物、环境；
- 语音、词汇和语法不是故事教学的重点。

#### 对话教学

- 对话教学的重点是培养学生运用单元的核心句型和表达法进行口头表达的能力，教学重点是“说”；
- 要从教材走向学生的生活实际，鼓励真实、自然的表达；
- 准确性与流利性兼顾。

#### 听力教学

- 教学重点是“听”；
- 要注意培养学生对语音的敏感性；
- 注意培养听的策略（如抓住关键信息，不需要逐句听懂等）；
- 可以在听的基础上进行说的练习。

#### 词汇教学

- 要了解教材编写者词汇选择的意图并区别对待；
- 词汇教学顺序应该从音、义、形来考虑，而不是大家经常说的音、形、义；
- 在教授新词时，不要过早提出拼写的要求，不要过早强调拼写的准确性。

### 语法教学

- 要引导学生体会和感受语言的使用；
- 尽量使语言现象自然出现；
- 不要求学生对话语知识透彻理解与掌握。

### 语音教学

- 引导学生直接模仿正确的发音；
- 培养自然拼读能力，避免强调音标教学。

### 歌曲与歌谣的教学

- 运用歌曲和歌谣营造轻松的课堂氛围；
- 可以引导学生注意歌谣中的重点字母、单词和句型，但不要求学生完全掌握；
- 歌谣中的其他新词和句型不要求理解。

### 阅读教学

- 培养学生获取信息的能力；
- 培养学生对阅读的兴趣；
- 培养学生对阅读的信心。

### 写作教学

- 小学阶段可以开始培养学生进行写作；
- 应该让学生有目的地写；
- 写作教学的过程应当循序渐进；
- 不同阶段应有不同的写作评价标准。

## (二) 教学方法建议

### 1. 听力教学 (Let's try)

Let's try 部分是对话教学的“引子”，目的是通过听力活动，激活学生大脑中储存的相关知识和经验，运用已有知识获取对话部分的人物及场景信息，并能从听力输入中初步感知新的语言结构，为进入正式的对话学习做好准备。

为了帮助学生更快、更好地进入话题语境，建议教师首先利用图片，组织学生观察图片，并通过谈论图片内容，提取已学相关语言，并在此过程中逐步熟悉主题场景与人物。然后教师引导学生读题，明确听力任务，培养学生根据问题获取主要信息的能力。

### 2. 对话教学 (Let's talk)

对话部分是单元的核心内容。本册对话学习内容由两部分组成：第一部分是一个对话，第二部分是一个根据提供语境进行的交际性活动。第一部分的对话教学旨在把本单元的核心句型和词汇融入一个有一定意义的对话语篇中，让学生整体体验词汇和句型的语用情境，并作为文本范例，帮助学生巩固记忆并形成语言运用能力。第二部分的语言交际性活动是教材教学目标的导向，旨在引导教师组



织学生完成对话理解、朗读表演任务后，还要提供与学生现实生活有联系的语言交流活动，帮助学生通过参与活动，有效地把语言知识转化为语言能力。

语言的交流是在特定的语境中进行的，语言的表意通常依赖于语境去完成，语言习得只有在真实的语境中才能产生，因此，在对话教学中，教师需要：

(1) 利用教材提供的材料，激活学生已有的生活与学习经验，帮助学生在新知识与已有知识之间建立联系，如利用教材提供的插图开展头脑风暴活动等。

(2) 活化教学内容，创设生活化的语言情境，让学生在尽量真实的语境中去理解语言、运用语言，最后达到习得语言的目的。

(3) 在学生初步理解对话意义的基础上，提供不同层次、形式多样的操练活动，而不要将对话教学上成“跟老师念、跟录音读，集体、小组、个人读”的枯燥无味的课。首先，通过对话角色表演活动，让学生进行语言表达的初步体验，使抽象的语言知识形象化、具体化。在最后的产出活动中，可以依据语篇中的核心句型的语言功能，设计交际性语用活动，让学生在完成语言交流的活动中，把语言知识转化为语言能力。

课文角色表演活动可以分以下几种形式：

#### (1) 语言示范性表演

教师的示范表演可以用自制的头饰或手偶配上不同的声音进行，也可以在课前邀请学生排练。表演时戴着头饰或手偶，合作进行，利用简笔画开始教学，一边画简笔画、一边表演和说出相应内容。

#### (2) 语言巩固性表演

巩固性表演，常用的方式是在两人或四人小组中进行。为激励全体学生参与，可以将头饰或名片卡贴在黑板上，让学生集体表演。如果只有两个人物，可采取全班对半或男女团体对话的表演形式；如有两个以上的人物，可采取大组集体对话竞赛形式；三个角色以上的活动，还可以师生共同参与。

#### (3) 发展语言的创造性表演

针对在表演中教学对话的特色，教师可充分利用教师用书后面的头饰或自制木偶、纸偶，也可用绘制各种人物的名片卡进行。发展语言的创造性表演，应当安排在学生已经掌握了一些语言知识的基础上进行，鼓励学生灵活组合，扩展对话，表扬能运用C部分语言的学生。表演活动可以邀请各组的志愿者代表合作进行，也可在四人小组中进行。如果采取给小组加分的竞赛形式，学生会更有参与的积极性，效果也会更好。

### 3. 词汇教学 (Let's learn)

词汇包括音、义、形三个结构要素，词汇教学的目标就是帮助学生掌握词汇的音、义、形，并且能够在交际活动中运用所学词汇进行交流。本套教材的词汇都是围绕话题，通过具体的语用环境集中归类出现的。这样的编排有利于学生在

语境中理解词汇，并能根据话题关联性对词汇进行归类，以达到交流运用的目的。人们记忆词汇的有效办法之一是将单词的发音与单词影像化和具体化的语义相结合。也就是说，学生口头使用某个词时，可以想象这个词的“形象”以及使用语境，或将其与现实情况或自己的生活经验相联系。这样，学生就容易理解词汇的意思，并且有较好的记忆效果，比仅在口头上重复更有效。因此，在词汇教学中应注意以下几点：

(1) 利用实物、图片、表情、动作等教学词汇

利用实物、图片、表情和动作等展示词汇意义，使教学内容直观形象，让学生感到轻松、自然，容易被学生吸收，从而降低词汇教学的难度，激发学生学习兴趣和自主学习的欲望。本册教材中的很多词汇，如飞机、出租车、火车、交通灯等都可以借助图片、实物或多媒体等展示其意义。

(2) 在语境和语篇中教词汇

词汇意义受社会文化环境、言语情景的影响，要确定词义和用法，必须有具体的语境。因此，单个的词只有组成句子和话语之后，才能实现其交际功能。教师应尽量利用语境和语篇去教词汇，让学生在语境中感受所学词汇的语用功能，在上下文情景中猜测词汇的意义，如通过引导学生读教材中提供的图画去建构所学词汇的情景语境；或者通过联系学生的生活实际，创设能使学生身临其境的语境等来帮助学生学习词汇；也可以结合教材提供的语篇材料，让学生在语篇中感知词汇。如在教问路时，教师可利用当地的地图来介绍场所方位，以激发学生的学习兴趣，增加语言学习的真实感。

(3) 提供多种形式的听、说、读、写词汇语用活动

词汇运用是词汇学习中最为重要的环节，如果缺乏语用环节，学生即使暂时记住了单词，由于没有运用，得不到内化巩固，也无法真正掌握单词。因此，教师应根据学生的年龄特点，设计有一定意义和交际目的的综合语言技能运用活动，如看图说话、听音画画、词汇游戏等。

(4) 利用自然拼读法 (phonics) 教学词汇

英语词汇是英语学习的基石。对于小学生来说，单词的记忆是枯燥而且困难的。许多单词背了又忘了，读不出来，书写时又容易出错，使得学生很快对英语学习产生恐惧，造成英语学习兴趣的下降。因此，单词的记忆和拼读是学好英语的关键。利用自然拼读法教英语词汇是帮助学生掌握词汇行之有效的方法之一。因为大部分英语词汇（尤其是适合初学者所学的英语词汇），都可以直接根据字母 (letter) 所代表的音来发音，如 **cat**, **pen**, **name** 等。只要学生掌握字母在单词中的发音规律，就能基本做到见词能读、听音能写；一旦学生看到单词能读出音，听到音能够写出单词，他们对于英语的陌生感及恐惧感都将会消失，从而大大提升他们记忆英语单词的效果。



在三年级学习了基本的语音发音规律后，高年级的语音教学逐步从教授单个音素的发音规律过渡到单词的音节、轻重读音以及句子语调的教学。学生经过三年的英语学习，有了一定量的语言输入，同时具备了一定的归纳、推理能力。教师在进行语音教学时，尽量从学生已学过的单词入手，先让学生反复朗读这些具有一定规律的单词，思考并体验这些单词在发音上的异同，尝试自己探索和发现它们的规律，最后在教师帮助下进行归纳、总结，掌握拼读方法。

#### (5) 注意对学生进行词汇学习方法的指导

在进行词汇教学时，教师不仅要研究教学策略，也要研究学生的学习策略，指导学生学会学习，在教学词汇的同时渗透学习和记忆词汇的方法。教学时，可通过归类记忆法训练学生将有关联性的单词划为一组词进行系统记忆。归类的形式有多方面的，如话题归类、读音规则归类等。教师在教学中还可通过设计在一组词中找出异类词等类型的活动来帮助学生了解归类的概念、养成归类习惯。

#### 4. 读、写教学 (Read and write)

读写板块通过配有图片的文段提供了一个有意义的语篇综合性训练活动。与五年级相同的是机器人 Robin 仍然是串联各个故事的线索，学生能跟随 Robin 在不同类型的语篇中享受阅读，探索新知。不同的是六年级的 Read and write 版面设计提供了完整语篇读写教学的过程：读前活动—读中活动—读后活动，通常包括读前预测、阅读理解和阅读后的书写活动。建议教师在教学时，先引导学生看图讨论，利用已有的经验和知识，预测文本的信息，建立阅读兴趣，然后进入文本阅读，获取所需信息。最终能根据文本信息，进行讨论或语段表达的信息输出活动。为了更好地从文本的阅读到理解再到文本的输出，教学活动要细化，如在阅读前，教师可把图片打乱，鼓励学生通过图的信息，排列图的顺序；阅读文本时，可要求学生标出文本的主要信息，在此基础上回答阅读理解问题，最后写出一段话描述所获得的信息。

#### 5. 语音教学 (Tips for pronunciation)

本册教材的语音教学内容为复习巩固单词和句重音、连读、失去爆破、句子的语调、停顿等内容。它们也是《英语课程标准》二级语音知识分级目标中需要了解的内容。本册语音教学的主要目标是通过语音教学，让学生体验单词和句重音、连读、失爆、句子语调以及句中应有的停顿，并能通过观察例词和例句，探索发音规律，能够正确读出含有上述发音特征的单词和句子。

这部分的教学可分以下几个步骤：

- (1) 教师朗读或播放录音，学生跟读；
- (2) 学生听教师朗读或录音中的例子，体验单词或例句在发音上的特点；
- (3) 教师在学生初步探讨的基础上简单解释，帮助学生了解相关语音知识和规律；

(4) 教师提供更多的例词、例句要求学生操练, 训练他们正确发音, 同时巩固语音知识。

#### 6. 检测 (Let's check)

此板块提供的是以听力为主的检测活动, 听力文本涵盖了A、B部分的核心句型和词汇。因此, 这部分内容既是对学生单元知识掌握情况的检测, 也是一个很好的听力训练活动。建议教师把这部分作为一个综合语言听力活动放到完成B部分教学之后进行教学。

#### 7. 语法小结 (Let's wrap it up)

本部分是单元语法、词法归类练习活动, 旨在培养学生在学习语言意义之后, 关注语言形式和规律的意识, 形成及时总结所学知识和语言规律, 最后能进行语言运用的能力。本部分的教学可以分为两步进行: 第一步是学生根据教材指令完成语言操练任务, 第二步是教师指导学生对本单元的重点语法知识进行梳理和归纳。

#### 8. 趣味故事教学 (Story time)

每个单元C部分中趣味故事的作用不仅仅是给学生带来乐趣, 更重要的是为学习能力较强的学生提供语言拓展内容, 以达到分层次教学的目的。

(1) 对于理解力好、记忆力强的学生, 要求做到理解故事、会讲故事、表演故事, 并能尝试运用故事中新的语言。

(2) 对于中等学生的要求是理解故事、能够跟着录音指图讲故事。

(3) 对于接受能力较弱的学生, 只要求理解故事, 能够跟录音指图即可。

故事的教学步骤参考如下:

(1) 学生看图、猜意;

(2) 教师在演示中略教扩展性语言;

(3) 学生听录音, 模仿语音、语调、扮演角色。教师使用录音机暂停键, 请学生跟读并表演不同角色。可采用两人结对、多人小组、半班对半班, 男生对女生等多种表演形式;

(4) 展示表演, 教师请自愿表演的学生戴上头饰表演故事, 鼓励学生积极参与, 提倡预习、复习准备, 培养学生积极主动获取知识的能力。

#### 9. 复习单元 (Recycle)

复习单元由不同情景的综合性听、说、读、写活动组成, 每个语篇所设计的活动由一条线索串起来, 组成一个相对完整的事件。每个活动可分以下三步进行。

(1) 用有趣的方式复习巩固核心句型和词汇, 为后面的综合性操练活动作准备。

(2) 围绕教材提供的语言材料进行听、说、读、写的活动。教师注意强化学生听、说、读、写技能和策略的训练, 如听前、读前的预测等。

(3) 根据学生掌握情况, 教师提供更多的综合性训练, 尤其是语篇的听、



说、读、写训练活动。同时，尽量利用思维导图（mind map）帮助学生对知识点进行梳理归类，强化语言知识。

#### 10. 活动手册

活动手册是按照形成性评价的思路设计的，主要通过听、说、读、写活动检验学生课堂学习情况。除此之外，活动手册的每个单元以寻宝图的形式展示单元学习的主要内容和目标，并在各单元最后设计了反思性的小结评价活动，旨在训练学生对自己学习的监控和认知能力。

#### 11. 教学评价

教学评价是英语教学的一个重要组成部分和推动因素。因此，教师在教学过程中应予以足够重视。小学英语教学评价的主要目的是激励学生的学习兴趣和学习积极性。评价应有益于学生树立自信，形成继续学习的动力。评价应以形成性评价为主，结合学生平时参与各种教学活动所表现出的兴趣、态度和合作能力，以及学生在学习过程中使用所学语言进行活动的情况来评价。学生参与课堂活动的情况是形成性评价的一个重要内容，教师应多采用表扬和鼓励性的语言对学生进行积极有效的评价，如对学生参与和完成课堂活动的情况多使用 Good! Very good! Great! Wonderful! Well done! Excellent! Super! 等。评价除教师评价学生外，还应有学生之间的评价和学生的自我评价。高年级的期末或学年评价除了采用书面测试的方式以外，还可采用与平时教学活动相近的方式进行，如对话表演、唱歌谣、自我评价和小组评价等。

本套教材所使用的缩略词语：

SB — Students' Book

TB — Teachers' Book

AB — Activity Book

T — Teacher

S — Student

Ss — Students

### 八、语言学习评价活动的设计

《英语课程标准》提出“小学阶段的英语教学评价应充分考虑小学生的认知方式、认知水平和心理年龄特点，以激发和保持小学生的英语学习兴趣和自信心为主要目的，采用以形成性评价为主的评价方式和方法，将评价有机渗透在日常教学活动中”。可见，把评价活动渗透在英语教学活动中，通过学生参与活动的过程来观察学生的行为表现并评估学生的学习成效是《英语课程标准》提倡的评价理念。而观察学生运用所学语言做事所表现的行为和结果就是评价的核心。《英语课程标准》制定了小学英语教学要达到的一、二级的课程标准，但是要具

体落实，教师需要根据具体的教学内容，把标准的内容分解到各单元、各课时，只有这样，才可以操作。本套教材以话题和单元体例编写，一个单元围绕一个话题。新词汇新句型都融合在与话题相关的不同语篇里，教学同样围绕话题展开培养学生综合语言运用能力的活动。完成一个单元的教学，需要大约两周时间。可以说，通过一个单元的学习，学生围绕某个话题的听、说、读、写能力会产生可以检测的变化。因此，以单元制定教学目标和评价活动是比较合理的，再从单元的目标和评价，转换分解到课时的具体目标和评价活动。

下面选取六年级上册第三单元作为案例进行单元目标和评价活动的设计，供教师参考。

**第一步：研究教材内容，设定单元预期的教学目标**

本单元学习的话题是“周末计划”，围绕本话题要求学生学习三类词：

- 行为活动类：take a trip, go to the supermarket, visit my grandparents, see a film
- 书籍类：postcard, dictionary, comic book, word book
- 时间类：tonight, this morning, this afternoon, this evening, next week

以及谈论计划的句型：... be going to ...

根据教学内容，比对《英语课程标准》评价理念“运用语言做事”以及二级标准，可把本单元教学目标设定为：

1. 学生能听、说、读、写以下单词和词组：

- 行为活动类：take a trip, go to the supermarket, visit my grandparents, see a film
- 书籍类：postcard, dictionary, comic book, word book
- 时间类：tonight, this morning, this afternoon, this evening, next week

2. 能够正确使用上述单词和词组并结合 be going to 结构谈论或描述自己的周末行动计划。

3. 能够在图片帮助下，听懂、读懂关于周末计划的小短文，并能仿写短文。

**第二步：依据《英语课程标准》和单元预设目标设计评价活动**

教师在教学中必须要思考“如何证明学生通过教学活动达到了预期目标？”这就要借助评价活动评估学生通过教学所产生的变化。这种变化应该是可观察和检测的，因此，评价活动应该是具体的听、说、认读活动或任务。教师通过观察学生完成活动的表现评估学生学习成效以及自己教学的效果。那么，设计怎样的评价活动才能评估出学生的学习成效呢？按照教学的特点，目标与结果应该是一致的，有怎样的目标，就应有怎样的结果。《英语课程标准》是教学和评价的出发点与归宿，而预设单元教学目标则是《英语课程标准》具体化的目标载体，因此，根据二级目标和单元的预设教学目标，我们设计了以下几个评价案例供参考。

#### 案例 1

1. Listen and underline the correct phrase.



Chen Jie and Mike are talking about their weekend plan. What are they going to do? Listen and underline the time and the activities they are going to do.

Chen Jie: Mike, what are you going to do (this weekend, this evening)?

Mike: I'm going to (see a film, go to the supermarket).

Chen Jie: Great! Which film?

Mike: *Kung Fu Panda 3*. Do you want to go with me?

Chen Jie: I'd love to. But I'm going to (visit my grandparents, take a trip) tomorrow. I have to prepare (tonight, tomorrow).

Mike: I see. Have a good time.

Chen Jie: Thanks. Enjoy your film. See you (this afternoon, next week).

Mike: See you.

评析：本活动主要考查学生能否根据所听内容辨认单词的能力，符合二级目标中有关“听做”的要求，也是符合本单元预设的第一个目标中“听认单词”的目标。这个评价活动可作为课堂中的一个听力活动，亦可作为测试题，教师通过学生完成的效果评估学生是否达标。

#### 案例2

#### 2. Read and number.

Read Tim's weekend plan. What is he going to do?

Today is Saturday. I am going to have a busy weekend. I am going to visit my grandparents this morning, and I am going to the supermarket this afternoon. Then, I am going to see a film with my parents this evening. There is an interesting film in the cinema tonight. I am going to do the housework tomorrow. Next week, I am going to take a trip. I can't wait! I am so excited!



评析：本活动主要考查学生的篇章阅读能力，通过图文的阅读，检查学生理解文本的能力，符合二级目标中的“能借助图片读懂简单的故事或小短文”要求，也与本单元第三个目标相吻合。

案例3

找朋友

My weekend plan

1. Read and tick the activities you are going to do this weekend.

do my homework	read a magazine	visit my grandparents	see a film
( )	( )	( )	( )
play football	go swimming	play basketball	go shopping
( )	( )	( )	( )

2. Write your weekend plan.

I'm going to do my homework this Saturday morning.

I'm going to \_\_\_\_\_.

I'm \_\_\_\_\_.

\_\_\_\_\_.

3. Now talk to your classmates about your plan and find how many of your activities are the same as your classmates. If you and your partner have three or more than three activities that are the same, write down their names. They'll be your friends.

评析：本活动是一个综合性的评价活动，教师能通过该活动考查学生听、说、读、写技能的掌握情况，也可以观察到学生在参与活动时的情感态度。这个活动也符合课程标准所提倡的“用语言做事”的理念。

.....



# Unit 1 How tall are you?



## 单元教学目标

类别	教学目标
知识与能力目标	<p><b>句型</b></p> <ul style="list-style-type: none"><li>● 能够听、说、读、写句型: How tall is it? Maybe 4 metres. How tall are you? I'm 1.65 metres. I'm taller than this one. What size are your shoes? Size 7. Your feet are bigger than mine. How heavy are you? I'm 48 kilograms. You are heavier.</li><li>● 能够在情景中恰当运用以下句型比较人、动物的外貌特征: How tall are you? I'm ... How heavy are you? I'm ... I'm ... than you. What size are your shoes? My shoes are ...</li></ul> <p><b>词汇</b></p> <ul style="list-style-type: none"><li>● 能够听、说、读、写单词: younger, older, taller, shorter, longer, smaller, bigger, thinner, heavier, stronger</li><li>● 能够正确使用上述单词描述人或动物的外貌特征</li></ul> <p><b>语音</b></p> <ul style="list-style-type: none"><li>● 理解形容词比较级的基本构成,即在词尾加 -er</li><li>● 理解形容词比较级所表达的意义</li></ul>
情感态度、文化意识、学习策略目标	<ul style="list-style-type: none"><li>● 了解常见的中西方鞋码标注法</li><li>● 了解太阳的位置和影子的关系</li></ul>



## 单元教学内容分析与教学建议



### 一、主情景图

#### 内容分析：

本单元学习的主题是比较人的身高体重。主情景图通过展示孩子们在恐龙博物馆里参观的情景呈现本单元要学习的核心词汇和句型。

#### 教学建议：

##### 1. 主情景图可用于引入A部分Let's talk的教学。

教师可利用主情景图的教学挂图或课件展示主情景图的画面，引导学生认真观察后讨论：Who are they? Where are they? What can you see in the museum? We can see many dinosaurs. It's a dinosaur museum. The students are talking about the dinosaurs. What are they saying?

##### 2. 主情景图可用于完成本单元的语言学习后，进行复习与评价。活动形式如下：

(1) 看图回答问题：How heavy is it? How tall is it? 等。

(2) 看图找句子：教师说句子，学生在图片中快速找到该句子，以训练句子认读能力。

(3) 读一读，演一演：学生分角色表演主情景图中的综合性对话。

##### 3. 主情景图可用于情感态度目标的实现和文化意识的渗透。

主情景图呈现的是恐龙博物馆的展示厅，教师可引导学生观察图中的恐龙，了解恐龙典型的身体特征。



### 二、A部分

#### ○○○○(一)Let's try ○○○○○

#### 内容分析：

- 本部分通过学生们在博物馆里的谈话呈现新句型：It's taller. 学生可通过听力练习获得Let's talk板块的人物及场景信息，为进入正式的对话学习做好准备。
- 本部分的教学目标是：学生能读懂题目要求，学会听前预测要听的重点内容；能运用基本的听力技巧完成听后主旨题和细节题的检测；能通过完成听力检测题预测即将发生的故事。





(3) 教师请学生讨论: **What does a basketball player look like?** 引导学生得出结论: **A basketball player should be tall.** 然后教师提问两名有意加入篮球队的学生: **How tall are you?** 并在黑板上写出两名学生的身高。教师继续询问: **Who is taller?** 引导学生说出 **A is taller than B.**

(4) 教师板书 **A is taller than B.** 并请学生解释 **taller** 的意思。板书参考如下:

A	B
1.65 m	1.62 m
A is taller than B.	

(5) 教师请学生补充表格, 了解句子的构成。

I	_____	taller than	...
He/_____/It	is		
You/We/_____	_____		

方案二: 从呈现完整对话到处理局部语言

(1) 教师用课件或挂图呈现 **Let's talk** 板块的插图, 引导学生用 **It's tall/strong...** 描述图中的恐龙, 复习巩固已学形容词。

(2) 整体感知对话并回答问题。

- 教师提问: **How tall is the dinosaur? How tall is Zhang Peng?** 引导学生通过插图猜测问题的答案。
- 教师请学生带着问题观看动画或阅读对话文本获取信息, 并在此过程中帮助学生理解 **the tallest, tall, metre, than, both** 的意思。

(3) 引出并解析核心句型。

- 教师提问: **Who is taller, Zhang Peng or the small dinosaur?** 引导学生回答: **Zhang Peng is taller than the small dinosaur.**
- 教师继续提问: **Which dinosaur is taller, the green one or the brown one?** 引导学生回答: **The green dinosaur is taller than the brown one.**
- 教师板书两个句子, 请学生找出其共同点。

Zhang Peng	is taller than	the small dinosaur.
The green dinosaur		the brown one.

- 教师请学生补充表格, 进一步了解句子的构成。

I	_____	taller than	...
He/_____/It	is		
You/We/_____	_____		

## 2. 巩固与拓展

方案一:

### (1) “我是小记者”活动

教师用PPT展示几位学生熟悉的明星运动员，并标出他们的身高，请两名学生一人扮演小记者，一人扮演明星运动员，模拟进行“采访”活动。对话示例如下：

A: Hi, Liu Xiang. How tall are you?

B: I'm 1.89 metres tall.

### (2) “身高接龙”游戏

教师请一名学生A站起来，询问全班：Who is taller than me? 其他学生如果觉得自己比他高就站起来回应：I'm taller than you. 如果学生B确实比学生A高，就由他代替学生A继续寻找比自己高的人。如果学生B比学生A矮，则由A继续询问，直到找出全班最高的人。此游戏还可以模仿歌谣Who stole the cookies from the cookie jar?的韵律，变成一个歌谣接龙游戏。示例如下：

A: Who is taller than me?

B: I'm taller than you.

A: Really? How tall are you?

B: I'm 1.6 metres.

A: Oh, you are taller than me.

B: Who is taller than me?

C: ...

### (3) 整体感知对话并回答问题。

- 教师用课件或挂图呈现Let's talk板块的插图，教师提问：You are tall, but someone is taller than you. Look, what's this? It's a dinosaur. How tall is the dinosaur? How tall is Zhang Peng?
- 教师请学生带着问题观看动画或阅读对话文本获取信息，并在此过程中帮助学生理解the tallest, hall, metre, than, both的意思。

(4) 教师放录音，组织学生跟读，教师解释新句子That's the tallest dinosaur in this hall.的意义。

(5) 教师组织学生分角色朗读并表演对话。教师也可利用教师用书配套光盘中的角色扮演功能请学生为对话配音。

### (6) “应聘篮球运动员”活动

教师请出有意加入篮球队的学生，由其他学生担任“面试官”。教师先请“应聘者”作简短的自我介绍，然后“面试官”提问。最后由“面试官”选出应聘成功的学生。“应聘者”自我介绍示例如下：



Hello. I'm Li Ming. I want to be a basketball player. I like playing basketball very much. I'm tall and strong. Look, I'm taller than ...

“面试官”提问示例如下：

How tall are you?

How tall is your father/mother?

Do you play basketball?

What do you often do on weekends?

(7) 完成《活动手册》中对应页面的活动。

方案二：

(1) “找找谁更高”游戏

教师出示主情景图，请学生们比较图中的任意事物，找出其中更高的一个并说出句子，要求句子内容不能重复。句子示例如下：

Zoom is taller than the small dinosaur.

Sarah is taller than Amy.

(2) 教师放录音，组织学生跟读对话，教师解释新句子 **That's the tallest dinosaur in this hall.** 的意义。

(3) 教师组织学生分角色朗读并表演对话。教师也可利用教师用书配套光盘中的角色扮演功能请学生为对话配音。

(4) 教师用课件呈现 Mike 和张鹏对话的延续如下：

Mike: Wow, you are so tall. How old are you?

Zhang Peng: I am 11 years old.

Mike: I'm one year older than you, but you are taller than me!

教师提问学生：How old is Zhang Peng? 并组织学生将对话改编成歌谣，分小组演唱。歌谣示例如下：

How old are you? How old are you?

I'm 13. You are older than me.

How tall are you? How tall are you?

1.65 metres. I'm taller than you.

(5) 量身高活动

教师提问：Dinosaurs are so fascinating. Do you want to go to the museum? If you are shorter than 1.2 metres, you are free of charge. If you are between 1.2 metres and 1.5 metres, you can buy half-price tickets. How tall are you? 教师在黑板上画好刻度，请有意购买博物馆门票的学生上讲台量身高。学生提问：How tall am I? 全班同学根据相应的刻度回答：You are ... You are taller than 1.2 metres.

(6) 班级小调查：Who is taller than me?





John: I'm 1.61 metres tall.

Zhang Peng: Oh! I'm taller. I'm 1.65 metres tall.

John: You're older than me, too.

Chen Jie: Amy, your skirt is very nice, but it's too short for me.

Amy: Really? It's 50 cm long. You like to wear longer dresses, don't you, Chen Jie?

Chen Jie: Yes, I do. My dress is 60 cm long.

Amy: It's 10 cm longer than mine. It's a beautiful dress, Chen Jie.

Chen Jie: Thank you.

听力活动答案如下:

Age		Height (高度)		The length (长度) of the dress/skirt	
Sarah vs Miss White		John vs Zhang Peng		Chen Jie vs Amy	
11 years old	23 years old	1.61 m	1.65 m	60 cm	50 cm
younger	older	shorter	taller	longer	shorter

- (4) 教师指着 Miss White 和 Sarah 提问: Miss White is 23 years old. Sarah is 11. Who is younger? 学生回答 Sarah 后, 教师重复: Yes. Sarah is younger than Miss White. So Miss White is older than Sarah. 教师再以同样的方法呈现 taller 和 shorter, longer 和 shorter。学生理解句子意思后, 教师带读句子。
- (5) 学生复述句子, 教师提问: How do you spell "younger"? 引导学生根据拼读规则说出 y-o-u-n-g-e-r 并板书在表格里。教师用同样的方法拼出六个新单词后, 要求学生观察单词, 找出其共同点, 进而总结形容词比较级的构成规律, 即在词尾加 -er。

方案二: 通过真实情景展开单词教学

- (1) 教师利用课件呈现九种动物的图片, 如: 长颈鹿、马、猴子、大象、老虎、乌龟、蛇、蜥蜴、鲸鱼, 请学生描述看到的动物, 如: The giraffe is very tall. It has a long neck. 以复习巩固描述外表的形容词。
- (2) “动物之最”评选活动  
教师介绍: There is a contest in the zoo. They want to find out “the tallest”, “the oldest” and “the longest” animal of them. Who is the tallest? Who is the oldest? Who is the longest? Please listen and fill in the form.
- (3) 教师组织学生听录音, 完成表格, 并按顺序填写动物名称。补充听力材料如下:

Monkey: I'm 1.5 metres tall. How tall are you, Horse?

Horse: I'm 2 metres. I'm taller than you.

Giraffe: But you are shorter than me, Horse. I'm the tallest.

Monkey & Horse: How tall are you?

Giraffe: I'm 5.5 metres.

Monkey & Horse: Yes. You are the tallest.

Tiger: I'm 15 years old. I'm very very old.

Elephant: Tiger, I'm older than you.

Tiger: Really? How old are you?

Elephant: I'm 70 years old.

Tiger: Yes. I'm much younger than you. I'm very very young.

Turtle: Elephant, I'm older than you.

Elephant: How old are you?

Turtle: I'm 121 years old.

Elephant: Yes. You are much older than me.

Lizard: I'm Lizard. I'm the longest animal in the world.

Snake: How long are you, Lizard?

Lizard: I'm 4.5 metres.

Snake: Haha, I'm longer than you. I'm 12 metres long.

Whale: I'm longer than both of you. I'm 17 metres long.

Snake & Lizard: Yes. You're the longest!

	Monkey	Horse	Giraffe
Height (m)			



shorter → taller

	Tiger	Elephant	Turtle
Age (year)			



younger → older

	Lizard (蜥蜴)	Snake	Whale (鲸鱼)
Length (m)			



shorter → longer

听力活动答案如下:

1.5 m	2 m	5.5 m	Monkey	Horse	Giraffe
15	70	121	Tiger	Elephant	Turtle
4.5 m	12 m	17 m	Lizard	Snake	Whale

(4) 教师引导学生根据动物的排序复述“动物之最”活动的评选结果, 如: The horse is



taller than the monkey. The giraffe is taller than the horse. The giraffe is the tallest animal.

教师板书单词 taller, older, longer 等，并带读。

(5) 教师请学生观察单词，找出共同点，进而总结形容词比较级的构成规律，即词尾加 -er。

## 2. 巩固与拓展

### (1) 认读活动

活动一：“地雷游戏”：教师在黑板上呈现 Let's learn 板块的单词及配图，在其中某些单词下方画上“地雷”，请学生读出黑板上的单词，遇到有地雷标记的单词时需保持安静，否则“地雷”就会爆炸。

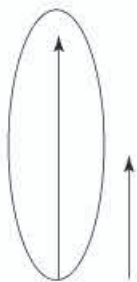
活动二：教师出示单词卡片（含配图与单词），用白纸遮住单词的一部分（开头或者结尾），学生快速猜测并读出该单词。

### (2) 音义匹配、音形义匹配活动

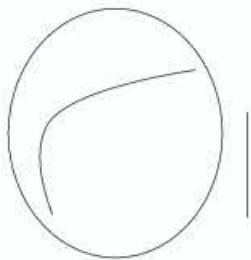
活动一：音义匹配

教师用 PPT 展示若干图形，请学生根据想象说出单词，如下图所示。教师可以选择一些抽象的图片，以培养学生的想象力。

A.



B.



活动二：音形义匹配

教师请两名学生上讲台，然后呈现一个单词，台上的学生马上将这个单词的意义用肢体动作表现出来，台下如果有学生说出是哪个单词，则这两名学生得分。

### (3) 听力活动

教师组织学生听录音，填单词。教师首先介绍对话发生的背景：Look, here are two boys. They are new friends. Their names are John and Jill. What are they like? Please listen and choose the right words for them.

补充听力材料如下：

John: Hi, Jill. You look so tall. How tall are you?

Jill: I'm 1.65 metres tall.

John: Oh, you are taller than me. I'm 1.61 metres tall.

Jill: My hair is also longer than yours.

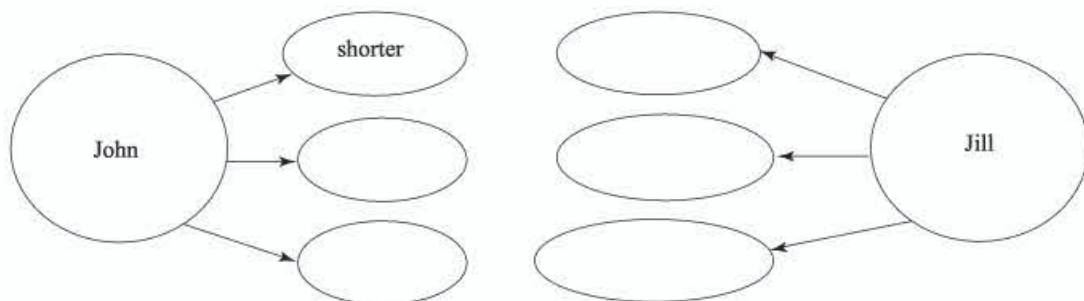
John: That's true. I have a shorter haircut.

Jill: Your hair is shorter, and you are younger than me.

John: How old are you?

Jill: I'm 13 years old. How old are you?

John: I'm 12 years old. You are one year older than me.



听力活动答案如下:

John: shorter, shorter hair, younger

Jill: taller, longer hair, older

#### (4) 读、写活动

教师组织学生阅读文段并回答问题。阅读文本如下:

There will be a school trip next Friday. Janet is going to the zoo with her classmates. She is going to see the biggest animal on land. Its nose is the longest of all the animals. Its ears are bigger than the other animals' ears, too. She wants to ride on it one day. Janet's good friend, Sally, wants to see the tallest animal in the zoo. Its four legs are longer than the other animals' legs. It has the longest neck, too. It can eat the leaves on a tall tree. Sally wants to give some nice grass to her favourite animal, but her teacher tells her not to feed the animals in the zoo.

- ① Where is Janet going?
- ② What animal is the biggest on land?
- ③ What animal is the tallest?
- ④ Which animal's neck is longer than the other animals'?

读、写活动答案如下:

- ① Janet is going to the zoo.
- ② The elephant is the biggest animal on land.
- ③ The giraffe is the tallest animal.
- ④ The giraffe's neck is longer than the other animals' necks.

(5) 师生做Do a survey and report板块的活动。具体操作方法参见Do a survey and report板块的教学建议。

(6) 完成《活动手册》中对应页面的活动。

#### .....(四) Do a survey and report .....

##### 内容分析:

- 本活动是一个综合性的语用活动。学生可以通过这个活动运用A部分所学的词汇与句型描述自己和同学的实际情况。
- 本部分的教学目标是:学生能够根据表格的提示完成调查,并根据调查结果作总结报告。

##### 教学建议:

1. 学生可组成四人小组做调查活动,每名同学询问除自己之外的其他三名同学,并在表格中记录调查结果。
2. 教师请几名同学汇报自己小组的调查结果。



### 三、B部分

#### .....(一) Let's try .....

##### 内容分析:

- 本部分通过Mike和吴一凡的聊天呈现了Let's talk的背景。学生可通过听力练习获得Let's talk板块的人物及场景信息,为进入正式的对话学习做好准备。
- 本部分的教学目标是:学生能读懂题目要求,学会听前预测要听的重点内容;能运用基本的听力技巧完成听后主旨题和细节题的检测;能通过完成听力检测题预测即将发生的故事。

##### 教学建议:

1. 教师出示Mike和吴一凡的图片,首先介绍听力活动的背景:Who are they? They are Mike and Wu Yifan. The weekend is coming. What are they going to do? 请学生读出题目并尝试猜测答案,进行听前预测。
2. 教师放第一遍录音,请学生回答第一个问题。
3. 教师提问:What are they going to buy? 然后放第二遍录音,请学生回答第二个问题。
4. 教师再提问:Why does Wu Yifan want to buy new hiking clothes? 引导学生回答:Because he is bigger than last year.

#### .....(二) Let's talk .....

##### 内容分析:

- 本部分学习的核心句型是:What size are your shoes? Size 7. Your feet are bigger than mine. How heavy are you? I'm 48 kilograms. 教材通过吴一凡和Mike在鞋店试穿鞋子的情景,让学生感知上述句型的语义及语用情景。
- 本部分的教学目标是:学生能够在图片和教师的帮助下理解对话大意,并能回答对话下面的问题;能够用正确的语音、语调朗读对话,并能进行角色表演;能够听、说、



读、写并在情景中恰当运用句型: What size are your shoes? Your feet are bigger than mine. How heavy are you? I'm ... kilograms. 能够在语境中理解新单词kilogram的意思, 并能正确发音; 能够简单了解常用的鞋码标注法。

### 教学建议:

#### 1. 呈现与操练

方案一: 从处理局部语言到呈现完整对话

(1) 教师用课件呈现“健康代言人”Mr Health的自我介绍, 要求学生读后回答以下三个问题: How old is he? How tall is he? How heavy is he? Mr Health自我介绍的文本如下:

Hello, boys and girls. I'm Mr Health. I'm very healthy. I'm 12 years old. Look at me. I'm 1.51 metres tall. I weigh 42.5 kilograms. I wear size 37 shoes. What about you? How old are you? How tall are you? How heavy are you? Are you healthy?

(2) 教师呈现《少年儿童身高体重对照表》, 请学生阅读表格并判断: Is Mr Health healthy? 阅读表格之前, 教师可先介绍表格中的cm、kg等度量单位。

少年儿童身高体重对照表

Age	Shorter	Thinner	Normal (正常)		Taller	Heavier
	Height (cm)	Weight (kg)	Height (cm)	Weight (kg)	Height (cm)	Weight (kg)
9	128	24.31	135.4	30.46	142.9	39.08
10	132.3	26.55	140.2	33.74	148.2	43.85
11	136.8	29.33	145.3	37.69	154	49.2
12	142.5	32.77	151.9	42.49	161.5	55.5
13	149.6	37.04	159.5	48.08	169.5	62.57
14	156.7	41.8	165.9	53.37	175.1	68.53

(3) 教师提问学生: Mr Health is 12 years old. Who is older than Mr Health? 学生举手后教师再提问: How old are you? How tall are you? How heavy are you? 师生对话后教师可请学生同桌之间进行类似的对话。师生对话示例如下:

T: Who is taller than Mr Health?

S: Me.

T: Hello, Sam. How tall are you?

S: I'm 1.53 metres tall.

T: Oh, yes. You are taller than Mr Health. How heavy are you?

S: I'm 44 kilograms.

T: You are heavier than Mr Health, too.

方案二：从呈现完整对话到处理局部语言

- (1) 完成Let's try板块教学后，教师用挂图或课件呈现本部分插图，提问学生：Where are they now? They are in a shoe store. Look at the picture. Whose feet are bigger?
- (2) 教师请学生带着问题看动画或通过阅读文本获取信息，在此过程中帮助学生理解kilogram的意思。教师可使用下表检测学生能否理解对话文本。

	What size?	How heavy?
Mike		
Wu Yifan		

- (3) 教师第二次放动画，提问学生：Mike wears size 7 shoes and Wu Yifan wears size 37 shoes. Why? 然后向学生介绍中美两国鞋子尺码的不同。
- (4) 教师板书核心句型并带读：What size are your shoes? Size 7. Your feet are bigger than mine. How heavy are you? I'm 48 kilograms.

## 2. 巩固与拓展

方案一：

- (1) 填体检表活动

教师要求学生根据自己的实际情况填写体检表。教师在黑板上画好身高标尺，并拿出电子秤，请不清楚自己身高、体重的学生现场测量。

体 检 表	
Name:	_____
Age:	_____
Height:	_____
Weight:	_____

- (2) 学生填完体检表后，教师请学生根据《少年儿童身高体重对照表》报告自己的情况。汇报示例如下：  
Hello. I'm Coco. I'm eleven years old. I'm 1.65 metres tall. I'm taller than the normal height. I'm 50 kilograms. I'm heavier than the normal weight.
- (3) 整体感知对话并回答问题。  
教师利用课件或挂图呈现对话板块插图并提问：Where are they now? They are in a shoe store. Look at the picture. Whose feet are bigger? What size are Mike's shoes? What size are Wu Yifan's shoes? Can you guess?
- (4) 教师请学生带着问题看动画或通过阅读文本获取信息，在此过程中帮助学生理解kilogram的意思。教师可使用下表检测学生能否理解对话文本。



	What size?	How heavy?
Mike		
Wu Yifan		

- (5) 教师第二次放动画，提问学生：Mike wears size 7 shoes and Wu Yifan wears size 37 shoes. Why? 然后向学生介绍中美两国鞋子尺码的不同。
- (6) 教师组织学生分角色朗读对话，也可利用教师用书配套光盘中的角色扮演功能请学生为对话配音。
- (7) 寻找“嫌疑人”活动（具体操作见“补充教学资源”）。
- (8) 完成《活动手册》中对应页面的活动。

方案二：

(1) 看鞋印猜尺码活动

教师事先在白纸上印一些鞋印，请学生猜鞋子的尺码。

T: What size are these shoes?

S: Size 37?

T: Sorry. Try again.

S: Size 38?

T: Yes, you are right.

(2) 对话活动：Who is heavier?

教师请两名学生互相询问对方的体重，体重较轻的学生坐下，较重的则选择其他学生继续询问，依次类推，直到找出班内体重最重的学生。对话示例如下：

S1: I'm 42 kilograms. How heavy are you?

S2: I'm 43 kilograms. I'm heavier than you. S3, how heavy are you?

S3: I'm 41 kilograms. You're heavier than me.

S2: S4, how heavy are you? ...

- (3) 教师放录音，学生跟读对话。
- (4) 教师组织学生分角色朗读对话，也可利用教师用书配套光盘中的角色扮演功能请学生为对话配音。
- (5) 调查活动：Who is heavier than you? Whose shoes are bigger?  
教师请学生写下自己的体重和鞋码，然后在全班范围内寻找比自己重的学生以及鞋码比自己大的学生。
- (6) 完成《活动手册》中对应页面的活动。

~~~~~(三) Let's learn ~~~~~

内容分析：

- 本部分学习的单词是：smaller, bigger, thinner, heavier, stronger。教材通过孩子们郊游的场景呈现了单词的词形和意义。

- 本部分的教学目标是：学生能够听、说、读、写上述单词；能够正确运用上述单词描述人物和事物的特点；了解部分形容词由原形变为比较级时需双写词尾的字母，再加 -er 或者是变 y 为 i，再加 -er。

### 教学建议：

#### 1. 呈现与操练

方案一：利用教材中的情景展开单词教学

- (1) 教师利用挂图呈现 B Let's learn 板块的插图，提问学生：Who are they? 学生回答后教师继续提问：Where are they? They are hiking in a park.
- (2) 教师引导学生观察吴一凡和 Mike，提问学生：What are they looking at? 学生回答：They are looking at their feet. 教师继续提问：Whose feet are bigger? 学生回答 Mike's 后，教师补充说：Yes, Mike's feet are bigger than Wu Yifan's. Wu's feet are smaller than Mike's. 由此引出 bigger 和 smaller 这一对形容词比较级。
- (3) 教师继续请学生观察图片并提问：Look at Sarah and Zhang Peng. Who is stronger? 学生回答 Zhang Peng 后教师追问：Why? 引导学生回答：Because Zhang Peng helps Sarah to carry her bag. 教师渗透情感教育：If you are strong, you can help other people. So, help your friends if you can.
- (4) 教师最后呈现 John 和 Jim 的图片，提问学生：Who is thinner? Who is heavier? 学生回答后教师总结：John is thinner than Jim. Jim is heavier than John. 教师继续提问：Why is Jim so heavy? Perhaps he eats too much fast food. 教师渗透情感教育：Eat less fast food and exercise more, and you will be more healthy.
- (5) 教师请学生将单词卡片贴到挂图相应的位置，引导学生观察单词的词尾，比较与 A 部分直接加 -er 的单词有何不同。小组讨论总结规律。

方案二：通过真实情景展开单词教学

- (1) 教师可延续 A Let's learn 方案二中“动物之最”评选活动，课前要求学生分组查找资料，不同小组负责查找不同的动物之最，并相应填写表格。有条件的情况下可匹配图片。

|                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|
| <p>Team 1 The biggest animal: _____</p> <p>Height (高度): _____</p> <p>Length (长度): _____</p> <p>Weight (重量): _____</p> |
|-----------------------------------------------------------------------------------------------------------------------|

- (2) 教师请一名学生介绍最大的动物，可利用数据、图片来支持自己的观点。学生表述的示例如下：



The elephant is the biggest animal on land. Look at the picture. The elephant is 4 metres tall. It's 7.5 tons. It's very big.

(3) 其他学生可以与该生PK, 直到选出最大的动物为止。学生表述的示例如下:

The whale is bigger than the elephant. Look at the picture. The blue whale is 170 tons. It's 17 metres long. It's bigger than a house.

(4) 学生以同样方式选出其他的动物之最。

## 2. 巩固与拓展

### (1) 认读活动

活动一: 教师出示单词卡片(含词形与配图)请学生快速认读。学生读一遍单词后, 教师在某单词处突然停住, 提问学生: **What's next?** 学生根据记忆说出下一个单词。

活动二: **What's missing?** 教师出示单词卡片, 请学生快速认读。所有单词读过一遍后, 教师抽出其中一张卡片, 提问学生: **What's missing?** 学生根据记忆说出抽掉的是哪一个单词。

### (2) 音义匹配、音形匹配活动

#### 活动一: 音义匹配

教师请两名学生站上讲台, 其他学生对比这两名同学并进行描述, 如: **A is stronger than B.**

#### 活动二: 音形匹配

教师请学生将任意三张单词卡片放在桌上, 教师说单词, 学生将自己听到的单词卡片翻面。第一个将单词卡片全翻完的学生说 **Bingo!**

(3) 听力活动(参见《活动手册》中对应页面的活动)。

### (4) 读、写活动

教师组织学生阅读以下文本, 并完成读后练习。

Do you know about sperm whales and killer whales? They live in the sea. The sperm whale is about 15 metres long. It weighs about 35 tons. It has 50 teeth, each up to 20 centimetres long. Its tail is 8 metres long. It eats squid, lobsters and small sharks for food. It can dive into the deep cold water! The killer whale is about 8 metres long. It's about 3600 kilograms. It has 40 teeth, and each tooth is up to 20 centimetres long. Its tail is up to 6 metres long! It eats fish, birds, seals and even whales for meals. It can jump out of the water to eat the birds in the sky! The killer whale is smaller than the sperm whale, but it can even kill the sperm whale!



| Sperm Whale |       |
|-------------|-------|
| Height:     | _____ |
| Weight:     | _____ |
| Teeth:      | _____ |
| Food:       | _____ |
| Can:        | _____ |

| Killer Whale |       |
|--------------|-------|
| Height:      | _____ |
| Weight:      | _____ |
| Teeth:       | _____ |
| Food:        | _____ |
| Can:         | _____ |

(5) 师生做 Match and say 板块的活动。具体操作方法参见 Match and say 板块的教学建议。

#### ○○○○(四) Match and say ○○○○○

内容分析:

- 本活动用于操练 B Let's learn 板块中的形容词比较级, 通过描述并比较小朋友们钓到的鱼的特征, 达到运用语言的目的。
- 本部分的教学目标是: 学生能够正确运用形容词比较级填充句子, 描述并比较小朋友们所钓到的鱼。

教学建议:

1. 本活动可穿插在 Let's learn 板块的教学中, 作为词汇教学的综合运用活动。
2. 教师要求学生先观察水里的鱼, 确定鱼的主人并连线。
3. 学生先描述每一条鱼的特征, 再与其他鱼作比较。
4. 学生在小组内交流, 统一意见, 然后在班内作汇报。

#### ○○○○(五) Read and write ○○○○○

内容分析:

- Read and write 分为读、写两部分: 第一部分要求学生先完成读前活动, 然后读文段, 看图片完成读后阅读检测及讨论任务; 第二部分为有意义的书写活动: 将文段的部分内容改为对话形式。
- 本部分的教学目标是: 学生能够通过讨论图片中季节的变化激活相关背景知识及话题词汇; 能够在文段中捕捉不同类型的信息, 通过简单的推理, 提炼出文段的主旨大意; 能够根据阅读所获取的信息完成填充内容梗概的活动; 能够完成读后思考和讨论题。

教学建议:

1. 阅读前

(1) 看一看, 勾一勾

教师呈现本部分的四张图片, 提问学生: **Spring is coming. The sky is clearer and the sun is brighter. Can you think of any other changes? Look and tick.**

(2) 想一想, 说一说

教师请学生回忆春天的到来还会带来什么变化, 说出来与其他同学分享, 如: **It's getting warmer. The day is getting longer and the night is getting shorter.**

(3) 教师介绍文段的背景: Spring is so beautiful. Wu Yifan and his family are going on a trip to the countryside. Wu Yifan has a story to tell Robin.

## 2. 阅读中

### (1) 第一次阅读

教师要求学生快速阅读文段后回答问题: Who is in this story? Little Duck and Old Tree.

### (2) 第二次阅读

教师要求学生细读后完成 Read and circle 及写出文段标题的活动。在此过程中, 教师请学生画出 lower and lower, shadow, grow 等生词难句, 鼓励学生根据上下文猜测其含义。教师还可提出更多问题请学生思考, 检测学生对文本细节的理解, 问题如下:

What is Little Duck doing?

When does the story happen?

### (3) 第三次阅读

- 教师展示 Read and write 板块的文字内容, 放录音, 请学生跟读, 模仿正确的停顿和语音、语调。
- 教师引导学生完成填充对话的活动, 并请学生分角色朗读对话。

## 3. 阅读后

(1) 教师请学生思考并回答问题: Do you agree with Old Tree? Why?

(2) 小组讨论: Can you answer Little Duck's question? What's your answer?

(3) 学生圈出文段中所有含 -er 的单词, 猜测是什么意思, 然后恰当运用形容词比较级描述同学或朋友的变化。



## 四、检测与语法

### Let's check

#### 内容分析:

- Let's check 分为两部分: 第一部分为听力活动, 用于检测本单元 A, B 部分的核心句型; 第二部分为听录音写句子, 用于考查单元核心句型的书写。
- 听力活动 Listen and tick 要求学生先逐一看图, 学会从图片信息中推测考查点, 做到有目的、有针对性地去听录音, 听后完成判断任务。教师不仅需要关注学生能否正确完成听力练习, 更要注意培养学生良好的听力习惯, 以持续提高学生的听力水平。
- Let's check 板块可以安排在本单元核心内容完成后进行检测。

#### 教学建议:

##### 1. Listen and tick.

(1) 教师请学生逐一看图并简单谈论图片。教师可提问: What are the pictures about? What's the difference between the two pictures? 学生熟悉图片内容后再听录音, 勾出所















Read the story again and finish the dialogue.

答案: lower, longer, older, taller

### Let's check

1. Amy: John and Sarah have a birthday next week.

Mike: Really? On the same day?

Amy: No. Sarah is two days younger.

Q: *Who's older?*

2. Miss White: Zhang Peng, do you exercise?

Zhang: Yes. I exercise every day, but I'm heavier than before.

Miss White: That's strange! Do you eat too much candy?

Q: *Is Zhang Peng heavier or thinner now?*

3. Mike: My hair is long. It covers my ears.

Amy: Yes. It's quite long for a boy. Isn't your hair usually shorter?

Q: *Is Mike's hair longer or shorter now?*

4. John: I like elephants. They're funny.

Chen Jie: Yes, and they're very big and fast.

John: How tall are they?

Chen Jie: They're about three metres tall.

John: Wow. That's taller than a bus!

Q: *Which is taller, a bus or an elephant?*

### Listen and tick.

答案: 1. 左图 2. 左图 3. 左图 4. 左图

### Listen again and write the answers to the questions.

答案:

2. Zhang Peng is heavier now.

3. Mike's hair is longer now.

4. An elephant is usually taller than a bus.

### Let's wrap it up

答案: longer, stronger, bigger, sadder, hotter, angrier, sunnier, funnier, happier, windier

# Unit 2 Last weekend



## 单元教学目标

| 类别               | 教学目标                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 知识与能力目标          | <p><b>句型</b></p> <ul style="list-style-type: none"><li>● 能够听、说、读、写句型: How was your weekend? It was good. What did you do? I stayed at home with your grandma. Was it interesting? Did you see a film? No, I had a cold.</li><li>● 能够在情景中恰当运用以下句型提问并回答有关周末活动的安排: How was your weekend? It was good. What did you do last weekend? Did you see a film? Did you do anything else?</li></ul> <p><b>词汇</b></p> <ul style="list-style-type: none"><li>● 能够听、说、读、写单词和词组: cleaned my room, washed my clothes, stayed at home, watched TV, read a book, saw a film, had a cold, slept</li><li>● 能够正确使用上述单词和词组谈论过去的活动</li></ul> <p><b>语法</b></p> <ul style="list-style-type: none"><li>● 理解一般过去时的用法及动词词尾的规则变化</li></ul> |
| 情感态度、文化意识、学习策略目标 | <ul style="list-style-type: none"><li>● 了解英国人有喝下午茶的生活习惯</li><li>● 培养学生合理安排周末活动的意识</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |





- 本部分的教学目标是：学生能读懂题目要求，学会听前预测要听的重点内容；能运用基本的听力技巧完成听后主旨题和细节题的检测；能通过完成听力检测题预测即将发生的故事。

**教学建议：**

1. 从主情景图引入Mike的周末活动后，教师提问：**What do you think of Mike's weekend? Was it interesting?** 教师以课件呈现日历图，使学生初步了解要学习的内容涉及过去的时间。
2. 教师要求学生读题并猜测答案。
3. 教师放录音，学生听后选择正确答案。
4. 教师校对第一题答案时，请学生说出原因，引导学生推导时间，引出**last weekend**。

○○○○○(二)Let's talk ○○○○○

**内容分析：**

- 本部分学习的核心句型是：**How was your weekend? It was good. What did you do? I stayed at home with your grandma. Did you do anything else?** 教材通过Mike和Grandpa在电话里谈论周末活动的情景，让学生感知上述句型的语义及语用情景。这是学生第一次接触一般过去时的陈述句与一般疑问句形式。
- 本部分的教学目标是：学生能够在图片和教师的帮助下理解对话大意，并能回答对话下面的问题；能够用正确的语音、语调朗读对话，并能进行角色表演；能够听、说、读、写并在情景中恰当运用句型**How was your weekend? It was good. What did you do? I stayed at home with your grandma. Did you do anything else?** 谈论周末活动；能够在语境中理解新单词**drank**的意思，并能正确发音；能够描述自己上周末以及下周末的活动安排。

**教学建议：**

1. 呈现与操练

方案一：从处理局部语言到呈现完整对话

- (1) 教师利用头脑风暴活动激发学生的背景知识，复习相关的动词及动词词组。教师写出单词**weekend**，然后提问：**What do you do on weekends?** 请学生说出周末一般做什么，教师摘抄在黑板上，复习有关周末活动的词汇。
- (2) 教师展示日历，请学生回忆上周末做了什么。师生对话示例如下：

T: How was your weekend? Busy? Happy? What did you do?

Ss: I did my homework.

T: Oh, you did your homework last weekend.

T: What else did you do?

...

教师引导学生说出上周末的活动安排，并用一般过去时的句子转述，请学生感受使用一般过去时的语境。然后教师用课件呈现自己上周末所做的事，并将句子板书在黑板上。课件内容示例如下：

I was very busy last weekend.

I cleaned my room last Saturday morning.

I washed my clothes last Saturday afternoon.

I cooked a meal last Sunday evening.

I watched TV last Sunday evening.

(3) 教师引导学生观察黑板上两组句子的时态，并尝试找出规律。

What do you usually do on weekends?

I clean my room.

I wash my clothes.

I cook a meal.

I watch TV.

What did you do last weekend?

I cleaned my room.

I washed my clothes.

I cooked a meal.

I watched TV.

(4) 教师引导学生小结一般过去式动词的规则变化，即在词尾后面加 **-ed**，大多搭配时间短语 **last ...**。教师在板书时用红色标注 **-ed** 及 **last**。

(5) 师生进行即席问答，对话示例如下：

T: Who cleaned your room?

Ss: I cleaned my room.

T: Who washed your clothes?

Ss: I washed my clothes.

T: Who cooked a meal?

Ss: I cooked a meal.

T: Who watched TV?

Ss: I watched TV.

方案二：从呈现完整对话到处理局部语言

(1) 教师利用头脑风暴活动激发学生的背景知识，复习相关的动词及动词词组。教师写出单词 **weekend**，然后提问：**What do you do on weekends?** 请学生说出周末一般做什么，教师摘抄在黑板上，复习有关活动的词汇。教师接着提问：**Do you often visit or call your grandparents?**

(2) 教师利用课件或教学挂图呈现本部分的插图，引导学生猜测 **Mike** 和 **Grandpa** 在电话里谈了什么，他们上周末做了什么事情，以激活有关电话交谈的背景知识。

(3) 整体感知对话并回答问题。

• 教师提问：**How was Mike's weekend? How was Grandpa's weekend?** 让学生通过看插图中

人物的表情、动作猜测问题的答案。

- 教师请学生带着问题看动画或阅读文本获取信息，并在此过程中帮助学生理解 **drank** 的意思。

(4) 引出核心句型并理解、分析句型。

- 教师提问: **What did Mike and his grandpa do?** 引导学生回答: **Mike ... Grandpa ...**
- 教师继续提问: **Did he do anything else?** 引导学生回答: **He ...**
- 教师板书核心句型, 请学生找出句子中有什么特别的地方。核心句型如下:

**How was Grandpa's weekend?                      It was good.**

**What did he do?                                      He stayed at home.**

**Did you do anything else?                      I cleaned my room and washed my clothes.**

教师请学生认真思考, 初步归纳一般过去时的句子有什么特点。

1. be — was    2. V + ed    3. did    4. last weekend

- 教师请学生认真思考, 填写以下表格:

|            |     |      |               |
|------------|-----|------|---------------|
| I          | was | busy | last weekend. |
| He/___/It  |     | busy |               |
| You/We/___ |     | busy |               |

## 2. 巩固与拓展

方案一:

- (1) 教师请学生完整地听对话之前先做头脑风暴活动, 预测 **Grandpa** 与 **Mike** 周末过得怎么样, 分别做了什么事情。教师可提出以下问题:

**What did Mike do last weekend?**

**What did Grandpa do?**

**How was their weekend?**

- (2) “听对话、做动作” 游戏

教师请学生听对话的录音, 当听到描述 **Mike** 与 **Grandpa** 周末活动及感受的语句时, 学生起立, 重复读一次, 如下所示:

**It was good.** (起立并复读)

**I stayed at home with your grandma.** (起立并复读)

**We drank tea in the afternoon and watched TV.** (起立并复读)

**I watched TV, too.** (起立并复读)

**I watched some children's shows on TV.** (起立并复读)

**I cleaned my room and washed my clothes.** (起立并复读)



(3) 教师再放录音，请学生听后完成以下连线活动。

| How  | Who     | What                                |
|------|---------|-------------------------------------|
| nice | Grandpa | cleaned his room                    |
|      |         | washed clothes                      |
| good | Mike    | watched TV                          |
|      |         | watched some children's shows on TV |
|      |         | stayed at home                      |
|      |         | drank tea in the afternoon          |

- (4) 教师与学生核对连线题的答案，然后放录音，学生跟读。教师解释单词 **drank** 的意义。
- (5) 教师组织学生分角色朗读并表演对话。教师也可利用教师用书配套光盘中的角色扮演功能请学生为对话配音。
- (6) 教师利用课件呈现 **Mike's grandma** 周末活动的图片，提问学生：**How was Grandma's weekend? What did she do? Did she do anything else?** 组织学生创编新的对话并进行表演。
- (7) 教师与学生对话，提问该生上周末做了什么以及下周末打算做什么。对话后教师示范如何转述该生的话，然后请学生依照示范与同学对话，并尝试转述同学的活动安排。师生对话示例如下：

T: Hi, Lily. How are you? How was your weekend?

Lily: I'm fine, thank you. It was good.

T: What did you do?

Lily: I went to the park with my father and mother.

T: That's nice. Did you do anything else?

Lily: Yes, I cooked a meal and washed the dishes. I played chess with my dad.

T: Wow! You are a good girl. What are you going to do next weekend?

Lily: I'm going to visit my grandparents.

T: That's good.

教师转述示例如下：

Lily was happy last weekend. She went to the park with her family. She cooked a meal and washed the dishes. She played chess with her dad. She is going to visit her grandparents next weekend.

(8) 完成《活动手册》中对应页面的活动。

方案二：

(1) 听录音，做动作

教师读出一些句子，学生只要判断是一般过去时的句子，就起立并跟读。师生对话示

例如下:

T: I go to school on foot.

Ss: (不起立、不复读)

T: What did you do?

Ss: What did you do? (起立并复读)

T: Mike called his grandpa.

Ss: Mike called his grandpa. (起立并复读)

- (2) 教师放录音, 请学生跟读。
- (3) 教师组织学生分角色朗读并表演对话。教师也可利用教师用书配套光盘中的角色扮演功能请学生为对话配音。
- (4) 教师利用课件呈现 Mike's grandma 周末活动的图片, 提问学生: How was Grandma's weekend? What did she do? Did she do anything else? 组织学生创编新的对话并进行表演。
- (5) 教师与学生对话, 提问该生上周末做了什么以及下周末打算做什么。对话后教师示范如何转述该生的话, 然后请学生依照示范与同学对话, 并尝试转述同学的活动安排。师生对话示例如下:

T: Hi, Lily. How are you? How was your weekend?

Lily: I'm fine, thank you. It was good.

T: What did you do?

Lily: I went to the park with my father and mother.

T: That's nice. Did you do anything else?

Lily: Yes, I cooked a meal and washed the dishes. I played chess with my dad.

T: Wow! You are a good girl. What are you going to do next weekend?

Lily: I'm going to visit my grandparents.

T: That's good.

教师转述示例如下:

Lily was happy last weekend. She went to the park with her family. She cooked a meal and washed the dishes. She played chess with her dad. She is going to visit her grandparents next weekend.

- (6) 完成《活动手册》中对应页面的活动。

### ~~~~~(三) Let's learn ~~~~~

内容分析:

- 本部分学习的是一般过去时动词短语: cleaned my room, washed my clothes, stayed at home, watched TV。教材通过 Mike 和陈杰的周末活动场景呈现了单词的词形和意义。学生重点学习一般过去时动词词尾的规则变化, 并对过去时间内所做的事情进行简单问答。

- 本部分的教学目标是：学生能够听、说、读、写上述词组；能够正确运用上述词组描述人物在过去时间内做的事情；能够理解一般过去时动词的规则形式是在词尾加 **-ed**。

### 教学建议：

#### 1. 呈现与操练

方案一：利用教材中的情景展开单词教学

##### (1) 看一看，猜一猜

师生看 Mike 周末活动的图片，从一般性的周末活动到上周 Mike 所做的事情。教师请学生边看图边说出动词词组，从而引出一般过去时的动词词组。

##### (2) 看一看，说一说

教师从 Mike 上周末所做的事情过渡到陈杰上周末的活动，利用教学挂图呈现 A Let's learn 板块的插图，提问：How was Chen Jie's weekend? What did she do? 请学生根据插图回答问题。

##### (3) 教师请学生听 A Let's learn 板块的对话，听后勾出对话中提到的活动名称。

|                 |                   |
|-----------------|-------------------|
| clean my room   | cleaned my room   |
| wash my clothes | washed my clothes |
| stay at home    | stayed at home ✓  |
| watch TV        | watched TV ✓      |

##### (4) 教师指着表格中右列的词组，请学生观察有什么特点，从而引出一般过去时动词的规则变化，即在动词词尾直接加 **-ed**。教师引导学生对比朗读两列动词词组。

方案二：通过真实情景展开单词教学

##### (1) 师生一起吟唱有关周末活动的歌谣 What do you do on the weekend? 复习与周末活动有关的动词词组。

##### (2) 师生一起看日历及活动图片进行问答，谈谈自己周末一般会做什么以及上周末做了什么。教师随机呈现一般现在时以及一般过去时的动词词组。师生对话示例如下：

T: What do you usually do on weekends?

Ss: I often ...

T: How was your weekend? What did you do?

Ss: I ...

T: Did you watch TV last weekend?

Ss: Yes, I did.

##### (3) 教师读出动词短语，学生快速做动作，谁的动作又快又准确，谁就获胜。

##### (4) “看谁做得快”游戏

每组学生选派一名代表背对黑板，教师指着黑板上的词组，请其他学生快速读出某个词组，台上的几名同学，谁做的动作最慢，谁就出局。





### 教学建议:

1. 学生可组成六人小组做调查活动, 每名同学询问除自己之外的其他五名同学, 并在表格中记录调查结果。
2. 教师请几名同学汇报自己小组的调查结果。



## 三、B部分

### ○○○○(一) Let's try ○○○○○

#### 内容分析:

- 本部分通过 John 和吴一凡的对话呈现了 Let's talk 的背景。学生可通过听力练习获得 Let's talk 板块的人物及场景信息, 为进入正式的对话学习做好准备。
- 本部分的教学目标是: 学生能读懂题目要求, 学会听前预测要听的重点内容; 能运用基本的听力技巧完成听后主旨题和细节题的检测; 能通过完成听力检测题预测即将发生的故事。

#### 教学建议:

1. 教师出示 John 和吴一凡的图片, 首先介绍听力活动的背景: Who are they? They are John and Wu Yifan. What are they talking about? What did they do last weekend? What are they going to do? 请学生读出题目并尝试猜测答案, 进行听前预测。
2. 教师放第一遍录音, 请学生回答第一个问题。
3. 教师提问: What are they going to do? 然后放第二遍录音, 请学生回答第二个问题。
4. 教师继续提问: Why did John sleep all day? 引导学生回答: Because he had a cold.

### ○○○○(二) Let's talk ○○○○○

#### 内容分析:

- 本部分学习的核心句型是: Was it interesting? What did you do last weekend? Did you see a film? No, I had a cold. 教材通过 John 和 Amy 的对话, 让学生感知上述句型的语义及语用情景。
- 本部分的教学目标是: 学生能够在图片和教师的帮助下理解对话大意, 并能回答对话下面的问题; 能够用正确的语音、语调朗读对话, 并能进行角色表演; 能够听、说、读、写并在情景中恰当运用以下句型提问并回答有关周末做过的事情: Was it interesting? What did you do last weekend? Did you see a film? No, I had a cold. 能够在语境中理解新单词 magazine, better, faster 的意思, 并能正确发音。

#### 教学建议:

##### 1. 呈现与操练

方案一: 从处理局部语言到呈现完整对话

- (1) 教师首先提问学生一般情况下在周末做什么? 然后用课件呈现 last weekend, 提问

学生: How was your weekend? 并利用课件给学生一些提示, 如: interesting, busy, happy, good, nice 等。教师接下来用核心句型 Was it ...? 询问学生, 然后提问: What did you do? Did you ...? 使学生在与教师交流的过程中感知语言, 理解句子的语用环境与意义。

- (2) 教师用课件呈现描述自己周末的两个关键词:

My weekend

Saturday                      busy

Sunday                         interesting

教师请学生尝试用 Was it ...? 或者 Did you ...? 提问, 教师只能用 Yes. 或 No. 回答。师生对话示例如下:

S: How was your Saturday? Was it busy?

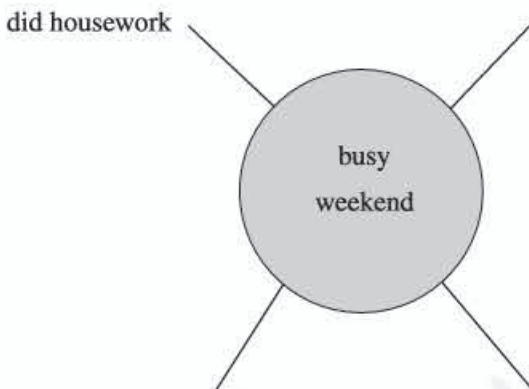
T: Yes, it was.

S: Did you do any housework?

T: Yes, I did.

...

- (3) 教师小结自己的周末活动, 用 mind map 的形式表现如下:



教师陈述: I was very busy last weekend. I did some housework. I ...

- (4) 教师引导学生调查全班同学周末活动的情况, 找出和自己有共同爱好的同伴。学生对话示例如下:

S1: How was your Saturday? Was it interesting?

S2: No.

S1: Did you ...?

S2: Yes, I did.

教师请所有做同样周末活动的学生到讲台上来作汇报: ... and ... did homework last Sunday. Forty students did homework last Sunday.



方案二：从呈现完整对话到处理局部语言

- (1) 完成 Let's try 后，教师利用教学挂图或课件呈现本部分插图，提问学生：What are they talking about? What did they do last weekend? 对对话内容进行预测。师生对话示例如下：

S1: Did they ...?

T: Maybe.

S2: Did they ...?

T: Good try ...

- (2) 教师请学生带着问题观看动画或阅读文本获取信息，在此过程中帮助学生理解新单词 magazine, better, faster 的意思。教师可利用下表检测学生能否理解对话文本。

|      | What did they do? |
|------|-------------------|
| John |                   |
| Amy  |                   |

- (3) 教师第二次放动画，提问学生：How was John's weekend? How was the new film magazine? Is John better now?
- (4) 教师板书核心句型并带读：Was it interesting? What did you do last weekend? Did you see a film? No, I had a cold.

## 2. 巩固与拓展

方案一：

- (1) 教师请学生猜测 John 和 Amy 的周末活动，然后通过课件或教学挂图呈现本部分插图，提问学生：How was John's weekend?
- (2) 教师请学生带着问题观看动画或阅读文本获取信息，在此过程中帮助学生理解 magazine, better, faster 的意思。教师可利用下表检测学生能否理解对话文本。

|      | What did they do? |
|------|-------------------|
| John |                   |
| Amy  |                   |

- (3) 教师第二次放动画，提问学生：How was Amy's weekend? What was the film magazine about?
- (4) 教师组织学生分角色朗读对话，也可利用教师用书配套光盘中的角色扮演功能请学生为对话配音。
- (5) 拓展对话活动：Did Amy/John do anything else?

教师为学生准备两张纸，分别是 John 与 Amy 其他周末活动的图片。学生随机抽取，同桌间只能用提问的方式获取对方图中的信息，并在提问的过程中完成填空题。对话示例如下：



解常与一般过去时搭配使用的时间状语。

### 教学建议:

#### 1. 呈现与操练

方案一: 利用教材中的情景展开单词教学

- (1) 教师利用日历询问日期, 接着提问学生上周末做了什么, 复习巩固已学语言知识。然后教师利用教学挂图呈现 B Let's learn 板块的插图, 提问学生: **Who are they?**
- (2) 教师引导学生观察 Amy 和 John, 提问: **How do they feel? Happy? Sick?** 然后提问: **What did Amy do last weekend?** 学生回答: **She read a book and saw a film.** 导出核心词汇后, 教师继续提问: **What did John do last weekend?** 学生回答: **He had a cold and slept in bed.** 教师再问: **Who is happy?** 学生回答: **Amy.**
- (3) 教师引导学生继续观察图片, 把动词词组与句型结合进行问答。师生对话示例如下:

T: How was your weekend?

S1: It was ...

T: What did you do last weekend?

S1: I ...

T: Did you ...?

S1: Yes, I did.

- (4) 教师展示一张张日历, 提问学生在不同的日子做了什么, 学习 **yesterday, the day before yesterday, last Monday, last night, last weekend** 等时间短语, 帮助学生理解这些表示过去的时间短语的意义。
- (5) 教师请学生将单词卡片贴在教学挂图中相应的位置, 引导学生观察动词的变化, 比较与 A 部分动词词尾直接加 **-ed** 有何不同, 引出一般过去式动词的不规则变化形式。

方案二: 通过真实情景展开单词教学

- (1) 教师呈现一张星期日的日历, 请学生说一说自己一般情况下周日做什么事情。教师展示一些图片请学生猜测哪些是自己周日做的事情 (图片中没有教师的头像), 哪些是上周日做的事情 (图片中有教师的头像), 哪些是下周日可能做的事情 (图片中有教师的头像)。学生通过观察照片, 猜测教师的周末活动, 从而导出和教授新单词。师生对话示例如下:

T: What do I usually do on weekends?

S1: Do you wash your clothes?

T: Yes, I do.

S2: Do you ...?

T: No, I don't.

Ss: Did you ... last weekend?

Ss: Are you going to ... next weekend?



- (2) 延续 B Let's talk 板块 **Whose weekend was more interesting?** 调查活动。教师要求学生课前记录自己上周末的活动，以图片形式展示，不需要标注具体是哪一天。其他学生看图提问，然后进行分享与投票。学生对话示例如下：

S1: I had an interesting weekend.

Ss: What did you do?

S1: I went to the library.

Ss: Did you watch TV?

S1: Yes, I did.

Ss: Did you do anything else?

S1: Yes, I read a book. I went shopping with my mum. Then I played football with my friends.

Ss: That sounds great!

学生投票并说明原因，文本示例如下：

I think Jim had a more interesting weekend, because he went to the library. He read a book.

He went shopping with his mum and he played football with his friends. It was great!

学生陈述后，教师再次总结新词组的用法，并纠正学生表述中的错误。

- (3) 教师展示一张张日历，提问学生在不同的日子做了什么，学习 **yesterday, the day before yesterday, last Monday, last night, last weekend** 等时间短语，帮助学生理解这些表示过去的时间短语的意义。
- (4) 教师请学生将单词卡片贴在教学挂图中相应的位置，引导学生观察动词的变化，比较与 A 部分动词词尾直接加 **-ed** 有何不同，引出一般过去式动词的不规则变化形式。

## 2. 巩固与拓展

### (1) 认读活动

活动一：**What's missing?** 教师出示单词卡片，请学生快速认读。所有单词读过一遍后，教师抽出其中一张卡片，提问学生：**What's missing?** 学生根据记忆说出抽掉的是哪一个单词。

### 活动二：看谁做得快

教师出示单词或词组卡片，每组学生选派一名代表，背对着卡片。其他学生说出卡片上的单词或词组，每组代表快速做动作，谁做得慢或做错，谁就出局。

(2) 师生做 **Look and talk** 板块的活动。具体操作方法参见 **Look and talk** 板块的教学建议。

### (3) 句子接龙游戏

教师组织学生进行句子接龙游戏，示例如下：

S1: I cleaned my room last weekend.

S2: I cleaned my room and washed clothes last weekend.

S3: I cleaned my room, washed clothes and watched TV last weekend.

S4: I ...

#### (4) 听力活动

- ① 参见《活动手册》中对应页面的活动。
- ② Let's check 部分 Listen and number 板块的听音排序活动。

#### (5) 读、写活动

教师组织学生阅读以下文本，并完成读后练习。

Hello! I'm Alice. On Saturday, I often do my homework in the morning. Then I visit my grandparents in the afternoon. I often play chess and listen to music with my grandpa. In the evening, I read books with my grandma. On Sunday, I often go hiking with them. We have a good time together.

教师将以上短文改成 Alice 讲述她上周末的活动，请学生填空时注意时态和动词的正确形式。

Hello! I'm Alice. \_\_\_\_\_ Saturday I \_\_\_\_\_ my homework in the morning. Then I \_\_\_\_\_ my grandparents in the afternoon. I \_\_\_\_\_ chess and \_\_\_\_\_ to music with my grandpa. In the evening, I \_\_\_\_\_ books with my grandma. \_\_\_\_\_ Sunday, I \_\_\_\_\_ hiking with them. We \_\_\_\_\_ a good time last weekend.

读、写活动答案如下：Last, did, visited, played, listened, read, Last, went, had

#### ○○○○(四) Look and talk ○○○○○

内容分析：

- 本活动用于操练 B Let's learn 板块中的动词词组，通过快速记忆游戏达到操练语言的目的。
- 本部分的教学目标是：学生能够正确运用示范语言问答表格中的内容。

教学建议：

1. 本活动可穿插在 Let's learn 板块的教学中，作为词汇教学的综合运用活动。
2. 教师组织学生认真看表格，并以最快的速度记住表格里的内容。
3. 学生两人结对，把表格盖起来互相询问。看谁记得多、记得准。

#### ○○○○(五) Read and write ○○○○○

内容分析：

- Read and write 分为读、写两部分：第一部分要求学生先完成读前活动，然后读文段，看图片完成读后阅读检测及填充表格任务；第二部分为有意义的书写活动：根据投诉信中的信息补全邮件。
- 本部分的教学目标是：学生能够通过读前活动回忆相关背景知识及话题词汇；能够在文段中寻找关键信息；能够根据阅读所获取的信息完成填充邮件的活动。

教学建议：

##### 1. 阅读前

- (1) 教师提问学生是否住过酒店，引出单词 hotel，并通过图片分别展示好的与差的酒店，

请学生回忆曾经去过的印象较深的酒店是什么样子，能在酒店里做什么，在酒店里遇到过什么愉快或者不愉快的事情，与同学们一起分享。

(2) 看一看，勾一勾

教师呈现本部分 Mrs Broom 的头像，介绍说: Mrs Broom works in a hotel. She is a housekeeper. What did she do yesterday? 请学生选择。

made the beds    cooked the food    cleaned the rooms

(3) 教师介绍文段的背景: Wu Yifan and his family stayed in a hotel yesterday. It was not a good time. Why not? 请学生预测吴一凡一家人在酒店中的遭遇。

2. 阅读中

(1) 第一次阅读

教师要求学生快速阅读文段后回答问题: How was Wu Yifan's stay in the hotel last weekend?

(2) 第二次阅读

教师要求学生细读第一段后回答问题: What was the room like?

(3) 第三次阅读

教师要求学生结对阅读文段其他部分，找出 Mike 的爸妈以及 Mike 的困扰是什么，然后完成文段后 Find the sentences that describe Pictures 1-3. 部分。教师还可请学生注意文本中出现的动词短语，完成以下搭配练习:

|           |                |
|-----------|----------------|
| clean     | loud music     |
| fix       | a book         |
| taste     | bad            |
| read      | TV             |
| watch     | the room       |
| listen to | our stay       |
| enjoy     | a broken chair |

(4) 第四次阅读

教师放录音，请学生跟读，模仿正确的停顿和语音、语调。

3. 阅读后

(1) 教师请学生思考后回答问题: How do you feel about Wu Yifan's stay at the hotel?

(2) 学生完成 Circle all the verbs in the text and complete the table. 部分并核对答案。

(3) 学生完成 Read and finish the letter. 部分并核对答案。



## 四、检测与语法

### ○○○○(一) Let's check ○○○○○

内容分析:

- Let's check 分为两部分: 第一部分为听力活动, 用于检测本单元 A, B 部分的核心句型; 第二部分为听录音为单词和短语排序, 用于考查单元核心词汇的认读。
- 听力活动 Listen and number 要求学生先逐一看图, 学会从图片信息中推测考查点, 做到有目的、有针对性地去听录音, 听后完成两项排序任务。教师不仅需要关注学生能否正确完成听力练习, 更要注意培养学生良好的听力习惯, 以持续提高学生的听力水平。
- Let's check 板块可以安排在本单元核心内容完成后进行检测。

教学建议:

#### 1. Listen and number.

- (1) 教师请学生逐一看图, 10 秒钟后放录音。学生听录音, 为图片排序。
- (2) 教师校对答案, 并请学生描述每张图片。

#### 2. Listen again and number the phrases.

- (1) 教师请学生在听录音之前先默读一遍词组。
- (2) 教师放录音, 学生根据听到的先后顺序为词组排序。
- (3) 教师校对答案, 请学生注意一般过去式动词的不同形式。

### ○○○○(二) Let's wrap it up ○○○○○

内容分析:

- Let's wrap it up 板块是本单元所学一般过去式动词的规则变化总结, 可用于单元复习时培养学生的语法意识, 以增强输出的准确性。
- 教师教学本部分时应尽量启发学生的思维, 引导学生自己进行总结。

教学建议:

1. 教师首先呈现板块中六个动词的一般过去式形式, 请学生观察词尾的构成有什么规律。教师总结后板书该规律。
2. 学生小组讨论, 将左边的六个单词分成对应的四类。
3. 学生汇报小组讨论的结果, 教师校对答案, 如有必要进行补充。
4. 教师请学生写出这六个单词的一般过去式形式, 并校对答案。

## 五、C部分

内容分析:

- 故事板块呈现的是: Zoom 向 Zip 描述自己过了一个非常忙碌的周末。学生除了复习巩固

句型How was your weekend? It was ... What did you do ...? 以外, 还可以通过图片和上下文理解新句子: Now I need another weekend. 等。

- 本部分的教学目标是: 学生通过阅读趣味故事复习巩固本单元所学的语言, 并增加语言的输入。教师可根据学生的具体情况制定不同层次的教学目标: 能理解故事内容; 能理解故事内容并能按照正确的意群及语音、语调朗读故事; 能表演故事, 还能恰当运用故事中的语言。
- 故事板块可作为学生的课外学习资源。教师可以帮助学生成立合作学习小组, 引导学生利用各种音像资料进行自学或合作学习, 并以学习小组为单位在课外排演故事, 在课堂上直接展示自学成果。教师可根据学生展示的情况对难点问题进行讲解。

#### 教学建议:

1. 教师和学生进行自由对话, 如:

- How was your weekend?
- It was ...
- What did you do?
- I ...
- Did you ...?
- Yes/No ...

2. 教师提问: What did Zoom do last weekend? 然后放故事板块的动画或者展示教学挂图并同时放录音, 让学生先了解故事梗概。

3. 教师提问: What did Zoom do last Saturday? What did Zoom do last Sunday? 学生回答后教师继续提问: Why does Zoom need another weekend? Because he is tired.

4. 学生欣赏完整的动画。教师可将故事文本稍作调整, 并用课件呈现, 请学生分角色练习, 然后分组表演。

## 补充教学资源

### 一、供选择的活动

#### 看表情创编对话

设计意图: 引导学生把所学的新词组放到语境中去运用。

教学建议: 教师呈现四个不同表情的人物头像, 如: 开心的、伤心的、疲惫的、恐惧的,



请学生六人一组，猜测他们在过去的时间里发生了什么事，建议使用语言如下：Did he/she ...? Yes, he/she did. No, he/she didn't. I think he/she ... 此活动要求学生发挥团队合作精神，先在小组内进行头脑风暴，然后创编故事。看哪组学生说得准确、流利、想象力丰富。

~~~~~(二)调查活动：谁的周末最有趣~~~~~

**设计意图：**引导学生在真实语境中运用所学语言。

**教师建议：**教师组织学生调查访问班内的六名同学，并填写下表：

| Name | What did you do?    |
|------|---------------------|
| Kate | did her homework    |
| Jim  | went to the library |
|      |                     |
|      |                     |
|      |                     |
|      |                     |

学生汇报调查结果：In our group, I think Jim had the most interesting weekend. He went to the library ...

~~~~~(三)音义匹配、音形匹配活动~~~~~

**活动一：音义匹配**

教师做动作，学生马上说出对应的动词词组。反过来教师说动词词组，学生做动作。然后学生可以两两进行该活动。

**活动二：音形匹配**

教师请两名学生上讲台进行听音指单词的比赛，谁能最快找到教师说的单词即为胜利者。然后，学生可打开教材 Let's learn 板块或词表部分两两进行该活动。



## 二、文化背景介绍

### 外国孩子的课余生活

德国孩子爱上“儿童大学”。德国目前约有120所儿童大学，在儿童大学注册的小学生达到百万以上。到大学听讲座、与知名学者讨论科学问题，在德国儿童中颇为流行。2002年，世界上第一所儿童大学在拥有500多年历史的德国巴登-符腾堡州图宾根大学成立。其发起者是当地《斯瓦本日报》的两名编辑以及图宾根大学的新闻发言人。他们回忆最初的动机时说：孩子们经常会出其不意地向家长提出许多艰深难答的问题，而满腹经纶的大学教授往往是解答这些问题的权威人士。他们最初的目的很简单，就是要把大学教授和孩子们拉到一起，给无穷无尽的问题找寻一个个解答者。



儿童大学面向8岁到12岁的儿童，授课教师都是图宾根大学各系的知名教授，从开学之日起，每周上一次课。教授用浅显的语言向“小大学生”讲解天文、地理、哲学等各科知识。这些孩子甚至拥有一张正式的图宾根大学学生证，凭此证“小大学生”可以去大学食堂就餐。听完所有讲座后，他们还会获得一份盖有图宾根大学印章的结业证书。

**美国孩子课余爱参加社区活动。**美国社区一周的活动项目非常丰富，包括参观银行和警察局、学做面包、到医院照料病人、到湖边清理垃圾且自己承包一段湖堤等。做义工是美国社会的一项优良传统，几乎所有的中学生都在社会上各种义工组织内服务，像医院、图书馆、童子军、红十字会以及许多公司都积极提供各种义工机会。美国的中学生中也有许多义工组织很受孩子们欢迎。在义工活动中，孩子们既接触到社会、奉献了爱心，同时交到了许多朋友。据统计，美国12岁以上的青少年中有60%以上参加过各种义务服务活动，如在当地的流浪者收留中心为无家可归的人做饭等。

除了做义工，美国的中学生利用课余时间打工也颇为流行。联邦政府还专门为青少年打工立法以保护孩子们的权利。良好的政策环境保证了美国的青少年顺利地工作。特别是每年5月，美国各地开始举办“少年工作交易会”，暑假需要少年打工的单位都拟定了计划，陆续与适合的学生订立打工合同。

**法国孩子爱去“娱乐中心”。**法国法律不允许没有生活自理能力的孩子独自待在家中。为了解决双职工家庭的后顾之忧，巴黎市政府规定，城内每个小区都要选出一所小学设立“娱乐中心”，费用由国家教育部和巴黎市政府共同支付。“娱乐中心”的活动由辖区内各中小学校的教师轮流主持，家长只需把孩子送到中心就可以了。在法国，委托娱乐中心照管的孩子很多，在中心里孩子们都能够愉快地和小朋友相处，共度课余时间。

法国从小学到初中学生，几乎没有家庭作业。学生们课余时间去图书馆、博物馆、科技馆参观学习，增长知识。法国的公立图书馆系统完备，巴黎的各类博物馆更是比比皆是。18岁以下的人可以在这些场馆免费自由出入，法国各城市图书馆的借书证都是全市通用。因此，公共的图书馆、博物馆就成为了学生们学习、交友的营地。

### 三、听力材料及部分练习答案

#### A Let's try

Sarah: Tomorrow is Monday. We will have class again soon.

Mike: Yes, we will.

Sarah: How was your weekend, Mike?

Mike: It was OK. I cleaned my room and I watched TV.

I'm going to call my grandparents now. They're in London.

Sarah: OK. Bye.

答案: 1. B 2. A

### B Let's try

Wu Yifan: What did you do last weekend, John?

John: I had a cold. I slept all day.

Wu Yifan: That's too bad! Do you feel better now?

John: Yes, thanks. I'm fine now. I'm going to meet Amy.

Wu Yifan: That's good. Bye.

答案: 1. A 2. B

### Read and write

Circle all the verbs in the text and complete the table.

答案:

| Past                                                          | Present                                           |
|---------------------------------------------------------------|---------------------------------------------------|
| was, cleaned, fixed, wanted, got, were, tasted, did, listened | is, clean, fix, want, get, are, taste, do, listen |

Read and finish the letter.

答案: listened to music, got some hamburgers, they were cold and tasted bad, wanted to read a book, was too small

### Let's check

1. John: Hey. How was your weekend, Amy?

Amy: It was OK.

John: What did you do?

Amy: I cleaned my room and I watched TV.

2. Zhang Peng: I had a great weekend.

Sarah: Really? What did you do, Zhang Peng?

Zhang Peng: I went boating and slept on Saturday.

Sarah: What about Sunday?

Zhang Peng: I read storybooks!

3. Chen Jie: What did you do last weekend, John?

John: Nothing. I had a cold.

Chen Jie: Oh. Are you OK now?

John: Yes, I'm fine. Thanks, Chen Jie.

4. Wu Yifan: What did you do yesterday?

Mike: I saw a new action film.

Wu Yifan: Did you like it?

Mike: Yes, I did.

Wu Yifan: What will you do today, Mike?

Mike: Oh, I will play football.

Wu Yifan: OK. Have fun!

Listen and number.

答案: 1 3 4 2

Listen again and number the phrases.

答案: 7 3 5 4 6 2 1

**Let's wrap it up**

答案: cooked, played, liked, visited, stopped, studied

人教版®



# Unit 3 Where did you go?



## 单元教学目标

| 类别               | 教学目标                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 知识与能力目标          | <p><b>句型</b></p> <ul style="list-style-type: none"><li>● 能够听、说、读、写句型: Where did you go? Did you ...? Yes, we did. / No, we didn't. How did you go there?</li><li>● 能够在情景中恰当运用句型 Where did you go? Did you ...? Yes, we did. / No, we didn't. How did you go there? 询问并回答别人在过去的时间里去了哪里, 乘坐什么交通工具</li><li>● 能够在图片和文字的支持下, 完成填写表格和完成句子等活动</li><li>● 能够在图片的帮助下正确理解并朗读关于描述过去发生事情的语篇, 并恰当运用本课所学核心句型口头描述过去发生的事情</li></ul> <p><b>词汇</b></p> <ul style="list-style-type: none"><li>● 能够听、说、读、写词组: rode a horse, rode a bike, went camping, went fishing, hurt my foot, took pictures, went swimming, ate fresh food, bought gifts. 能够正确使用上述词组谈论和描述人物在过去做的事情</li></ul> |
| 情感态度、文化意识、学习策略目标 | <ul style="list-style-type: none"><li>● 了解新疆的风土人情, 如: 天山、新疆葡萄、羊肉串、骑马等</li><li>● 建立事物都有两面的观念, 好事坏事没有绝对, 可以相互转换, 因此要以乐观的心态面对生活</li><li>● 能够通过看图捕捉关键信息, 并能根据相关提示完成听前预测</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



## 单元教学内容分析与教学建议



### 一、主情景图

#### 内容分析:

本单元学习的主题是谈论和描述人物在过去做的事情。在主情景图中,张鹏给 John 打电话,了解 John 没有上学的原因,并去 John 的家里探望,分享 John 在刚过去的五一假期旅游的照片,通过这些情景来呈现本单元的核心词汇和句型。

#### 教学建议:

1. 教师可将主情景图用于导入话题,创造语境,以帮助学生初步体验 **Where did you ...? Who did you go with? Did you ...?** 的用法,同时了解单元主要内容。
  - (1) 教师引导学生观察左图,也可用课件展示或直接出示主情景图挂图,教师就主题图中出现的两个对话人物提问学生: **Who are they? Where are they? What are they doing? Look at John's foot. What's the matter with him? Did he go to school? Why did he hurt his foot?** 教师引导学生观察左上图中 John 骑自行车摔倒的画面,让学生推测 John 受伤的原因。教师基于同学受伤在家的情景,提出问题: **If your classmate is hurt at home, what will you do?** 让学生讨论并交流自己的想法。然后引导学生观看动画,说出张鹏做的事情。
  - (2) 教师利用右图引导学生观察并进行讨论: **Where is Zhang Peng now? What are Zhang Peng and John doing? What are they talking about? Can you say something about John's Labour Day holiday?** 引导学生观察、讨论,从而引出本单元的话题。
2. 主情景图也可在完成本单元的语言学习后,用于复习与评价,活动形式如下:
  - (1) 教师要求学生看图并回答下列问题:

**Did John go to school today? Why?**  
**Where is Zhang Peng going?**  
**What did they do at John's home?**  
**Where did John go on Labour Day holiday?**  
**Who did John go with?**  
**What did John do there?**

Did he see Mt. Tianshan? Did he have a taste of the grapes in Xinjiang?

...

- (2) 看图找句子：教师说句子，学生在图片中快速找到该句子，以训练其句子认读能力。
- (3) 读一读，演一演：学生分角色表演主情景图中的对话。
- (4) 看图口头描述 John 的五一假期：学生根据主情景图提供的信息制作一个 John 的五一假期活动信息表，并根据表格复述 John 的假期活动。
- (5) 书面小作文：学生根据主情景图提供的信息，发挥自己的想象，写成一篇文章，记录 John 五一假期的见闻和感想。



## 二、A部分

### ~~~~~(一) Let's try ~~~~~

内容分析：

- 本部分通过 John 应答 Amy 和张鹏的电话、说明自己没有上课的原因这一情景，来呈现新句型。
- 本部分的教学目标是：学生能够读懂题目要求，学会听前预测听力的重点内容；能运用基本听力技巧完成本部分的听力任务；能通过听力活动获得 Let's talk 板块的相关信息，为进入对话学习作准备。

教学建议：

1. 交代背景，听前预测。教师在听前介绍 Let's try 的对话背景：Listen, there is a phone call. Who is phoning? Yes, John had a phone call with Amy. Where is John now? Where is Amy now? Why did Amy give a phone call to John? When was it? 学生预测听力内容。
2. 教师放录音，学生完成第一、二题。
3. 教师追问学生 Why was John at home? 引导学生进行猜测。教师再次放录音，学生根据录音完成第三题，验证之前的预测。

### ~~~~~(二) Let's talk ~~~~~

内容分析：

- 本部分教材通过 Amy 去 John 的家探望受伤的 John，并通过照片分享 John 在五一假期活动的情景，来呈现核心句型 Where did you go ...? What did you do?
- 本部分的教学目标是：学生能够感知上述句型的语义及语用情景；能够在图片和教师的帮助下理解对话大意，并回答对话下面的问题；能够在语境中理解生词 fell off, Labour Day, mule, Turpan, could, till 的意思，并能正确发音；能通过对话学习了解新疆的风土人情；能够用正确的语音、语调朗读对话，并能进行角色表演；能够在情景中恰当运用由 where 和 what 引导的一般过去时特殊疑问句。



## 教学建议:

### 1. 呈现与操练

方案一: 从处理局部语言到呈现完整对话

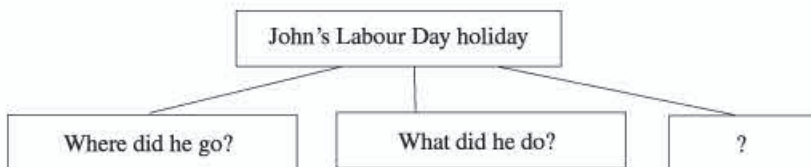
- (1) 教师结合日历, 让学生理解 holiday 的概念。教师提问: Look at the calendar. It has red-coloured dates. Why does it have red-coloured dates? It has festivals. People don't go to work. We usually have holidays, such as New Year's Day and Children's Day. As students, we also have winter holiday, summer holiday, and so on.
- (2) 教师展示不同假期的图片提问: Do you like holidays? What do you usually do on your holiday? Do you go on trips? What do you usually do over your trips? 引导学生根据自己的实际情况回答。
- (3) 教师利用照片和视频, 与学生分享自己的一次旅游经历。教师介绍: I like holidays, too. Sometimes I stay at home and do the things I like to do, sometimes I go on trips. In the winter holiday, I went to ... I did many interesting things there. Look, I ... 然后教师鼓励学生提问: Do you want to know more about my holiday trip? You can ask me some questions, such as: Who did you go with? What did people wear there?
- (4) 教师提问: Where did I go over my holiday? What did I do? 引导学生回答: You went to ... You ... 板书并解释 Where did you go on your holiday? What did you do? I went to ... I rode a horse ... 的用法。
- (5) 感知与理解整个对话并回答问题。
  - 教师呈现 Let's talk 部分的插图, 提问学生: On Labour Day holiday, John went on a trip, too. Where did he go? These are two of the pictures he took over his holiday. Can you guess where he went? 要求学生观察图片并猜出 John 五一假期去的地方——新疆。
  - 教师让学生在四人小组里交流自己对新疆的印象: Do you know something about Xinjiang? Share in your groups. Who can share with us in class? 教师可结合学生的介绍, 利用图片或视频介绍新疆风土人情, 并教读 mule 和 Turpan。教师在教 mule 的时候, 可提供 mule 和 horse 的图片, 让学生知道骡子和马外形很相似。
  - 教师提问: There are so many interesting things we can do in Xinjiang. What did John do when he was in Xinjiang? Can you guess? 让学生预测 John 在新疆做的事情。然后教师放录音或动画, 让学生回答, 验证之前猜测的答案。教师还可结合主情景图中 John 去新疆旅游的照片, 进一步了解 John 的五一假期旅游趣事。教师教读 could 和 till。

方案二: 从呈现完整对话到处理局部语言

- (1) 整体感知对话并回答问题。
  - 教师通过提问要求学生猜测: Did Amy go to John's home? What happened to John? What did they talk about later? 请学生带着问题观看动画或阅读文本, 了解 John 脚受伤的原因: He fell off his bike. 教师利用图片帮助学生理解并教授 fell。同时, 通过观看动画或阅读

文本获得此对话的主旨: They talked about John's Labour Day holiday.

- 教师结合日历, 让学生理解 Labour Day holiday 的概念。教师提问: Look at the calendar. What date is it? It's May 1st. On May 1st, we usually have three days off. We call it Labour Day holiday.
- 教师继续提问学生: Where did John go on his Labour Day holiday? What did he do there? 要求学生带着问题观看动画或阅读文本获取信息, 并用思维导图板书对话关键信息。



- (2) 教师结合思维导图, 描述 John's Labour Day holiday, 然后让学生提问: What else do you want to know about John's Labour Day holiday? 鼓励学生对 John 的假期提出问题: Who did John go with? Was he happy? What did people wear there? Could they dance well? 等等。教师可结合学生的问题, 利用图片或视频介绍新疆风土人情, 并让学生对此进行适当的对话拓展。也可结合主情景图中 John 去新疆旅游的照片, 进一步了解 John 的五一假期旅游情况。
- (3) 教师呈现 Let's talk 的插图, 提问学生: Look at John's pictures. Where is it? Mt. Tianshan or Turpan? Can you guess? 让学生把插图与思维导图中的地点进行匹配, 并在此过程中向学生介绍 Mt. Tianshan 和 Turpan 的风土人情, 教读 mule, Turpan, could 和 till。
- (4) 教师根据文本内容引出句型并帮助学生理解句型。
  - 教师提问: Let's have a look at John's Labour Day holiday again. Where did he go over his holiday? What did he do? 引导学生回答: He went to ... He ...
  - 教师根据思维导图中的句子解释 Where did he go ...? What did he do? 的用法。

## 2. 巩固与拓展

方案一:

- (1) 两人小组活动。学生两人一组, 每人在长纸条上写两个过去时的句子, 然后把句子在单词间的空隙处剪开。学生交换剪下来的单词, 看谁能最先把同伴的两个句子排列好。
- (2) 教师组织学生分角色朗读对话, 亦可利用教师用书配套光盘中的角色扮演功能请学生给对话配音。
- (3) 教师让学生复述 John 的五一假期。
- (4) 四人小组活动。教师提问学生关于他们假期去的地方和做的事情: Where did you go over your holiday? What did you do? 师生对话后可以要求学生在四人小组内进行对话。教师可提供更多假期做的事情的单词和词组, 帮助学生开展活动。

方案二:

- (1) 教师邀请一名学生到讲台前来描述自己曾经去过的一个地方, 教师问: Where did you



go on your holiday? 引导这名学生回答, 再请几名同学轮流上台, 台下的同学齐问: Where did you go on your holiday? 教师指导台上的同学回答。

教师再请一名同学上讲台, 随意抽取一张地名卡片举起来, 不要让台上的同学看到卡片的内容。台下的同学一起问: Where did you go on your holiday? 台上的同学用 I went to ... 回答。猜对地名后, 这名同学指定另外一名同学上台继续该游戏。教师再拿出上一单元的单词卡片, 带领台下同学问: What did you do there? 请台上的同学回答。必要时, 台下同学可以给出一些提示, 如: It was very warm in winter ... 台上同学可以根据提示进行猜测。

- (2) 教师组织学生分角色朗读并表演对话, 亦可利用教师用书配套光盘中的角色扮演功能请学生给对话配音。
- (3) 文本重构。教师将教材对话中的核心句型和词汇挖空, 请学生根据自己的情况重新组织对话, 鼓励学生加入更多自己的语言。
- (4) “最受欢迎的黄金线”活动

学生搜集“五一”黄金周的旅行线路, 了解各条线路的行程安排, 然后扮演一名“小记者”向全班同学汇报, 如: The most popular place is Dali in Yunnan. People went to Dali by plane. They left ... on May 1st. On May 2nd, they went to Stone Forest. On May 3rd, they ate good food on a small boat. On May 4th, they visited Lijiang. On May 5th, they climbed Yulong Mountain. 最后全班同学比一比, 看谁推荐的线路最受大家欢迎。

### ◇◇◇◇◇(三) Let's learn ◇◇◇◇◇

内容分析:

- 本部分教材通过 John 五月一日和五月十二日的博客分享这一情景, 来呈现单词和词组 rode a horse, rode a bike, went camping, hurt my foot, went fishing, 使学生能够直观地了解这些词组的形式和意义。
- 本部分的教学目标是: 学生能够听、说、读、写上述单词和词组, 能够使用上述单词和词组谈论周末或假日活动; 能恰当使用本部分核心句型谈论周末或假日活动; 能完成听力、书写活动。

教学建议:

#### 1. 呈现与操练

方案一: 利用教材中的情景展开词汇教学

- (1) 教师利用图片整体呈现本部分单词并教授。教师利用挂图呈现 A Let's learn 板块的插图, 提问: Look, this is John's blog. When did he send pictures and write on the blog? It was May 1st, the Labour Day holiday. What did he do on Labour Day holiday? 然后要求学生看图, 说出 John 五一假期所做的事情: He rode a horse. He went camping. He went fishing. 教师可根据学生的回答继续追问: Where did he ride a horse? What was the weather like there on Labour Day holiday? Who did he ride a horse with? How did he feel?



引导学生根据自己对新疆的了解，结合图片，发挥想象，针对 John 在新疆旅游的细节进行对话。教师教授 *rode a horse*, *went camping* 和 *went fishing* 的时候，注意 *rode* 和 *a* 之间的连读。

- (2) 教师提问学生: *John had a good time in Xinjiang on Labour Day holiday. Last weekend, he also had two days off. Where did he go last Saturday? What did he do there?* 引导学生猜测 John 上周末去的地方和做的事情，然后听课文录音或观看动画，获取信息后，验证之前的猜测，教师再教授 *rode a bike*。
- (3) 围绕课文插图 John 五月十二日微博的内容，教师继续与学生一起讨论 John 上周末的活动。教师提问: *What else did he do last Saturday? Who rode a bike with him? Was it fun to ride a bike in the forest park? What happened to him later? If you were John, what would you do?* 引导学生谈论并回答，教师教授 *hurt my foot*。

方案二：通过真实情景展开单词教学

- (1) 人们可通过不同的通讯工具，如博客、微信、电子邮件等，与朋友分享自己的活动和情感。教师呈现相关图片和动画，并提问: *What did they do?* 从而引出主题: *We can know what our friends and other people did from blogs, micro messages, emails, newspapers, and so on.*
- (2) 教师与学生分享两个小孩的周末活动(乡村小孩 A 在城市，城市小孩 B 在乡村里)。教师介绍: *George, a city child, went to the country to live for a week. James, a country child, went to the city to live for a week, too. They lived with each others' parents. They had a new experience last weekend. Do you want to know about it?* 教师利用图片或自制课件整体呈现两个小孩的故事，让学生把 George 和 James 两人上周末的活动图片进行匹配。

补充阅读材料如下:

This was the third day that George was in the country. He was curious about everything – the animals, the little pond, the grassland ... He learned to do everything himself and worked to help the family. It was Saturday, and George got up early in the morning to clean his room. He cooked the food for the family and they had breakfast together. Then he rode a bike to the nearest lake. He went fishing there. He was happy because he got some very good fish for dinner. On the way back home, he rode a little too fast and fell off his bike. He hurt his foot. It was still a long way home. Luckily, his country father found him and took him home two hours later. His leg ached but he was happy when he gave the fish to his father. It was only that sometimes he missed his parents in the city.

What about James, the country boy? He had an unforgettable weekend. On Saturday morning, his city parents and he went to a small city by car. Some of his city parents' friends also came. James and the other children rode bikes on the small paths. They played football

on the grass in the afternoon. At night, they went camping near the small river. The stars were so bright and they slept in the camp. On the second day, they went back to the city. In the afternoon, they saw a film at the mall. James had many storybooks that his city parents bought for him. He was so moved. At night, they had dinner in a Western restaurant. This was the first time James had cheese and steak. It tasted strange and he couldn't even use the fork and knife. But he learned very fast and it was an interesting dinner.

- (3) 教师教授本部分单词和词组 *rode a bike, went fishing, hurt my foot, went camping*。教师提问: **What did George do last weekend? What did James do last weekend?** 根据学生的回答, 教授并带读单词和词组。教读时注意拆分音节, 也可要求学生在四人小组里尝试拼读。
- (4) 学生完成听力活动, 猜一猜 John 上周末的活动。教师围绕课文插图中 John 五月十二日微博的内容, 与学生一起讨论 John 上周末的活动。教师提问: **What did John do last Saturday?** 引导学生进行猜测, 然后听录音或观看动画, 获取信息后, 验证之前的猜测。
- (5) 综合语篇对话活动。教师利用挂图呈现 A Let's learn 板块的插图, 提问: **Look, this is John's blog. When did he send pictures and write on the blog? It was May 1st, the Labour Day holiday. What did he do on Labour Day holiday?** 然后要求学生看图, 说出 John 五一假期做的事情: **He rode a horse. He went camping. He went fishing.** 教师可根据学生的回答继续追问: **Where did he ride a horse? What was the weather like there on Labour Day holiday? Who did he ride a horse with? How did he feel?** 引导学生根据自己对新疆的了解, 结合图片, 发挥想象, 针对 John 在新疆旅游的细节进行对话。教师教授 *rode a horse*, 注意 *rode* 和 *a* 之间的连读。

## 2. 巩固与拓展

### (1) 单词操练活动

#### • 快速抢答

全班学生分成四大组, 请一名学生上来抽取两张卡片并依次做相应的动作, 四个组的学生根据表演者的动作猜: **He rode a horse/ ... and went camping/...** 哪个小组首先猜出正确答案就得一分, 最后总分最高的小组获胜。

#### • 学生两人一组, 轮流抽取学生卡片编对话, 对话示例如下:

A: **What did you do last Saturday?**

B: **I rode a bike. What about you?**

A: **I went fishing.**

#### • 打擂台游戏

请五名学生到教室前面, 教师任意抽取一张短语卡片, 让这五名学生根据卡片上的内容造句, 如: **I rode a horse over my holiday.** 不能正确造句的学生即被淘汰出局。然后教师



出示另一张卡片，留在台上的学生继续比赛，最后留在台上的一名学生成为“擂主”。

(2) 师生完成 Listen, answer and write 板块活动。具体操作参见 Listen, answer and write 板块教学建议。

(3) 读、写活动

- 教师组织学生通过阅读连环画，完成图文匹配。
- 教师引导学生根据图片和文字提示复述故事。

补充阅读材料如下：

John's classmates, Mary and Sam, are reading a comic. Read and match.



- A. Last Saturday, Leo got up early in the morning.  
 B. Suddenly, he saw a little dog. It was hurt.  
 C. He brushed his teeth and had breakfast at 8.  
 D. He had another new FRIEND.  
 E. He took some pictures of the flowers and grass.  
 F. He took a map and other useful things with him, then went out.  
 G. He held the little dog in his hands and sent it into the veterinarian's.  
 H. He climbed mountains in the nature park.



(4) 完成《活动手册》中相应页面的活动。

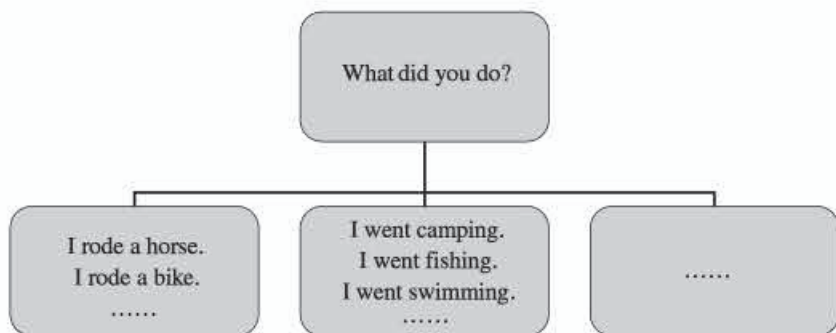
◊◊◊◊ (四) Listen, answer and write ◊◊◊◊

内容分析:

- 本活动用于操练 A Let's learn 板块中有关假期和周末活动的单词及词组, 旨在帮助学生巩固和运用 A 部分所学的词汇与句型。
- 教师教学时, 可尽量鼓励学生拓宽思路, 说出更多假期和周末活动的单词及词组, 还可为 B 部分谈论整个假期的活动作铺垫。
- 本部分的教学目标是: 学生能够听录音后获取信息, 对 Carl, Meimei 和 Mr Guo 三人昨天的活动进行问答, 并能用完整的句子进行书面描述。

教学建议:

1. 本活动可穿插在 A Let's learn 板块教学中, 作为词汇教学的一个综合运用活动。
2. 设置情境, 激活学生已有的知识。教师提问学生: How do you feel today? Why? What about yesterday? How did you feel yesterday? Is it the same as today? What did you do yesterday? 引导学生用不同的动词或动词短语进行回答, 描述昨天做的事情和感受。教师可以让学生把动词短语写在黑板上, 也可在小组内先分享, 然后向全班汇报。
3. 学生四人小组把学过的过去式的动词短语进行归类, 然后与其他组分享。可以根据主题分类, 也可以根据动词形式分类。



4. 交代背景, 听前预测。听前教师介绍 Listen, answer and write 的对话背景: Carl, Meimei and Mr Guo did different things yesterday. What did they do? 引导学生读题目并进行猜测。
5. 教师放录音, 引导学生回答, 然后把相关信息写在横线上。教师可组织学生进行复述。



三、B部分

◊◊◊◊ (一) Let's try ◊◊◊◊

内容分析:

- 本部分通过吴一凡和 Amy 在学校遇见 Sarah, 三人谈论 Sarah 寒假活动的语境来呈现新句型: How was your holiday? Where did you go? What did you do? 学生通过听力练习获得





据学生的实际情况提供 word bank。

Worksheet 示例如下：

|                |                 |                    |                   |
|----------------|-----------------|--------------------|-------------------|
| When did I go? | Where did I go? | What did I do?     |                   |
| On Jan. 29th   | the supermarket | bought new clothes | cleaned the house |

...

Word Bank

on Jan. 19th, on Jan. 29th, on Jan. 31st, on Feb. 3rd ...

the cinema, the library, the supermarket, parents' home ...

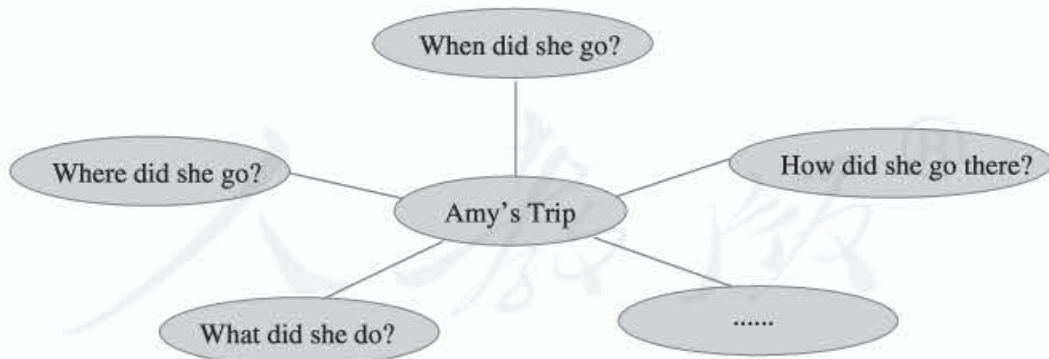
bought new clothes, packed the clothes, cleaned the house ...

(5) 教师引导学生理解 when, where, what 引导的一般过去时特殊疑问句的用法，建议教师通过呈现多个答句，让学生说问句。

(6) 处理对话文本。教师提问：I had a busy winter holiday. What about Amy? Where did she go? How did she go there? What did she do? 教师完整地放一遍 Let's talk 录音，要求学生整体感知对话，回答问题。教师教授单词 beach，并让学生跟读对话。

方案二：从呈现完整对话到处理局部语言

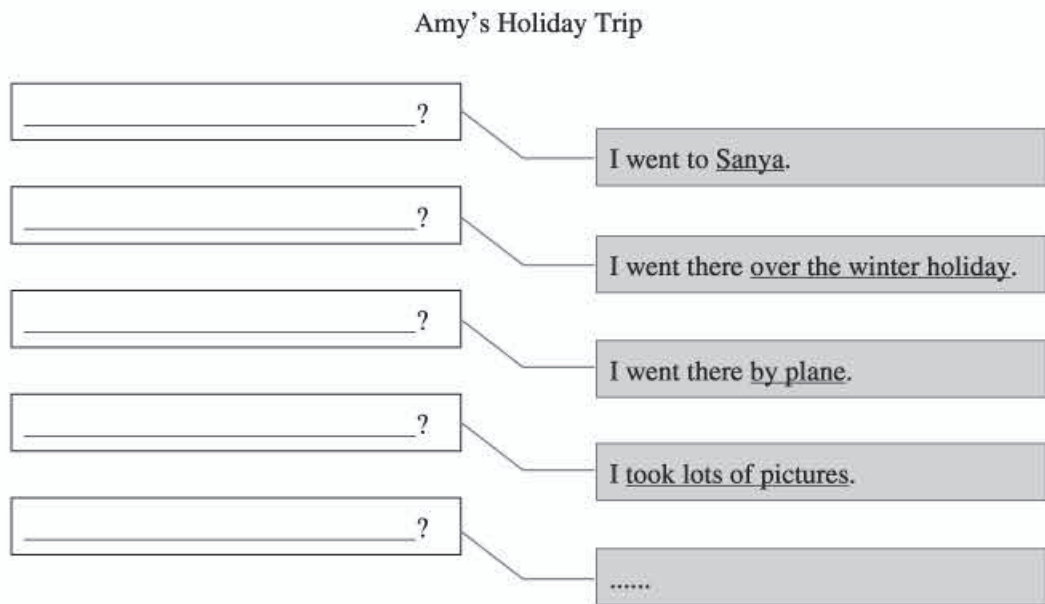
(1) 预测对话内容。完成 Let's try 后，教师提问：Sarah went to Hangzhou last winter holiday. What about Amy? Where did she go? How did she go there? What did she do? 要求学生带着问题观看动画或阅读文本后回答问题。板书参考如下：



(2) 教师与学生谈论 Amy 的三亚之行。教师呈现 A Let's talk 板块的插图，提出问题：What did Amy do on the first/second/... day? How did she feel? What was the weather like there? What did she eat there? Did she ...? 引导学生结合图片，发挥想象，对 Amy 在三亚旅游的细节进行对话，并教读单词 beach。



- (3) 教师引导学生根据 Amy's trip 的思维导图，发挥想象，描述 Amy's trip。此活动可先在四人小组内进行，然后全班分享。
- (4) 教师用 PPT 呈现或板书 Amy 旅游信息的句子，要求学生根据提供的信息推断出合适的疑问句。



## 2. 巩固与拓展

### 方案一：

- (1) 教师任意抽一张城市名称的卡片，问：Where did you go on your holiday? 全体学生根据卡片内容一起回答：I went to ... 教师继续问：How did you go there? 学生回答：I went by ... 教师再换其他卡片，继续练习。学生两人一组做替换练习，教师鼓励学生尽可能地丰富对话内容。
- (2) “找朋友”游戏
- 教师规定一段时间，让学生在各自的纸条上写下曾经去过的地方和所做的事情。然后学生在教室里随意走动“采访”，寻找与自己去过同样地方、做过同样事情的“朋友”，看谁找的朋友最多。最后教师归纳出学生最喜欢去的地方和最喜欢做的事情。
- (3) 教师要求学生四人小组练习对话，并进行适当的创编。教师请学生以小组为单位上台演示，看哪组语言流畅、表现力强、肢体语言丰富得体等。
- (4) 教师说：I went to ... last month. I went there by ... I climbed a mountain there. When was your trip? 引导学生回答：My last trip was to ... I went there by ... I sang and danced there. 学生两人一组调查对方最近一次旅行的相关情况并作记录。教师鼓励学生尽可能多地获取信息。教师请几名同学作汇报：... went to ... in ... He ... 师生共同评选出“最佳小记者”奖。请参考以下调查表：

| Name | Where | How | When | What |
|------|-------|-----|------|------|
|      |       |     |      |      |
|      |       |     |      |      |
|      |       |     |      |      |

方案二:

- (1) 教师出示能拼成重点句型的单词卡片, 要求学生在最短的时间内组合成句。教师指导学生书写四会句子。
- (2) 教师将全班学生分成四组, 各组分别写地点、时间、交通工具、动词短语的过去式形式。写好后, 请一名学生分别从四个组的纸条里抽取一张, 组成一个完整的句子, 并用动作表演纸条上的内容, 其他学生根据其表演猜测四张纸条上的句子。表演的学生一边做动作一边问: **Where did you go on your holiday?** 其他学生猜: **I went to ...** 如果有人回答正确, 表演的学生就依次提问: **How did you go there? What did you do there?** 其他学生继续猜。
- (3) 教师组织学生分角色朗读对话, 亦可利用教师用书配套光盘中的角色扮演功能请学生给对话配音。
- (4) 文本重构。教师将教材对话中的核心句型和词汇挖空, 请学生根据自己的情况重新组织对话, 鼓励学生加入更多自己的语言。
- (5) 教师请一名学生说出曾经去过的几个地方和所乘坐的交通工具, 然后示范填写表格。学生两人一组进行调查。如果时间允许, 教师可请几名学生汇报调查结果。
- (6) 寒假活动分享。教师让学生课前带回一些寒假时照的照片, 让学生在四人小组里分享自己寒假里做的事情, 然后可在全班内分享。教师可提供示范和语言支架, 如: **Let me tell you about my winter holiday. On the first day, I ... It was a long holiday. I enjoyed it very much.**

### \*\*\*\*\* (三) Let's learn \*\*\*\*\*

内容分析:

- 本部分学习的单词和词组是: **ate fresh food, went swimming, took pictures, bought gifts**。本部分学习的句型是: **How was your summer holiday?** 教材通过吴一凡和 Amy 聊自己暑假活动的情景, 图文并茂地呈现了假期活动单词的词形和意义。
- 本部分的教学目标是: 学生能够听、说、读、写上述描述假期活动的单词和词组; 能够正确使用上述单词和词组描述自己的假期生活; 能够看图描述 Andy 的假期生活; 能够运用句型 **How was your summer holiday?** 询问别人的假期情况。

教学建议:

#### 1. 呈现与操练

方案一: 利用教材中的情景展开单词教学



- (1) 教师利用挂图呈现并教授单词。教师呈现B Let's learn 板块的插图，提问：Who is he? 在学生回答吴一凡后，教师介绍：These were the pictures Wu Yifan took over his summer holiday. What did he do last summer holiday? Let's have a look. 引出 ate fresh food 并进行教读，注意food的发音。教师还可用图片进一步追问：What fresh food did he eat? He ate ... 这里教师可以引导学生思考什么是健康饮食。
- (2) 教师以同样方式教 went swimming, took pictures 和 bought gifts, 教学过程中可用旧词引出新词，或用同类单词归类或语音的拼读方法帮助学生更快掌握新单词。教师还可围绕每一个假期活动进行拓展，如在教授 went swimming 的时候，教师可提问：Why did he go swimming? Who did he go with? What did he do before swimming? When did he go swimming? What did he do after swimming? Was he tired? Why did the dog run when Wu Yifan was swimming? 培养学生口头输出语篇的能力。
- (3) 教师教完四个新词后，再次提问：How was Wu Yifan's summer holiday? 要求学生听录音，核对答案。
- (4) 教师组织学生观看动画或阅读文本，利用插图让学生复述吴一凡的暑假活动，或让学生两人小组发挥想象，续编对话，并进行表演。

方案二：通过真实情景展开单词教学

- (1) 教师利用视频或图片呈现不寻常旅行的片段，如去非洲森林的探险，雪天爬山，云南篝火晚会等，引出 Amazing Trips 的主题。（如果找不到相关视频，教师还可以利用简笔画呈现，或者利用 Story time 里 Zoom 不寻常的梦中旅行作为引子。）
- (2) 教师利用视频或 PPT 向学生介绍世界上第一名太空旅客 Tito，并让学生猜测他太空之旅的活动。教师提问：Who is he? He is Tito. He is the first space tourist. He went to space in 2001. Tito had an amazing trip in space. What did he do in space? Can you guess? Did he eat fresh food there? Did he take pictures in space? 教师边提问，边呈现四个短语图片，教学过程中可用旧词引出新词，同类单词归类或语音的拼读方法帮助学生更快掌握新单词。教师还可根据学生的猜测，把相关的动词短语写在黑板上。
- (3) 教师利用视频或 PPT 展示 Tito 的太空之旅，学生在 worksheet 中勾出 Tito 太空之旅的活动，并根据听力内容，在相应的图片下打钩。（建议教师自制 worksheet）

What did Tito do in space? Watch and tick.

### Tito's Trip to Space







( )



( )



( )



( )

补充听力材料如下:

### A Trip to Space

Tito, an American billionaire, was the first tourist that went to space.

On April 28, 2001, Tito and the other Russian astronauts went to the space on the Soyuz Spacecraft. Twenty of Tito's family members and relatives went to Russia. At that time, the weather was sunny and everything went smoothly. He was the first visitor to the International Space Station.

When Tito was in the space station, he did everything he could do. He prepared food. Could he eat fresh food? No, he couldn't. He ate special food. He walked inside the spacecraft. He took pictures of space. He drew pictures of space, too. What's more, he kept in touch with the people on the earth. He could "tell" what he saw and how he felt on the Internet.

After the seven-day trip in space, he went back to the earth. He had a special gift from a Russian company. This trip was so amazing. He said he wouldn't forget it all his life.

(4) 教师利用挂图让学生两人一组谈论吴一凡的暑假活动, 然后引导学生进行描述。

#### 2. 巩固与拓展

(1) 单词操练活动 (见附录中常见教学游戏)

##### • 最佳拍档

教师请两名学生上讲台, 一名学生根据教师的纸条提示表演动作, 另一名学生猜: **You bought gifts.** 此游戏也可以分小组进行对抗赛, 看哪一组在规定时间内猜对的句子最多。

##### • “我不相信”游戏

学生两人一组, 每人准备一套本单元的九张动词短语卡片。一名学生从自己的卡片中拿一张, 面朝下扣在桌面上, 然后说一个过去时的句子, 如: **I took pictures.** 如果对方相信他说的句子与卡片内容相符, 也从自己的卡片里抽出一张, 说一个句子, 如: **I rode a horse.** 反之, 如果对方觉得他说的内容与卡片内容不相符, 就说: **I don't believe you.** 然后翻开他的卡片, 如果他说的与卡片内容不符, 他就收回这张卡片; 如果相符, 则对方收起卡片, 继续该游戏。最后谁手中的卡片少, 谁就获胜。

##### • 考考你的记忆力

教师准备本单元的九张单词卡片, 随手抽取两张展示给学生, 问: **What did you do over your holiday?** 学生根据卡片的内容回答, 如: **I went swimming and took pictures.** 然后教

师拿掉前两张卡片，再抽取一张卡片，让学生凭记忆力继续描述：**I went swimming, took pictures and ate good food.** 以此类推，看看哪名学生的记忆力最好。

- (2) 师生完成 **Look and say** 板块活动。具体操作参见 **Look and say** 板块教学建议。
- (3) 教师可以提前让学生带一些自己假期生活的照片，给同学们介绍自己的假期活动。
- (4) 教师补充以下阅读语篇，要求学生通过阅读语篇，完成读后任务来巩固所学内容。  
补充阅读材料如下：

This is the email from Anthony. Read and fill in the form.

Dear Lily,

How are you doing? I am in Beijing now. I had a seven-day trip to Australia last week. I wanted to share every happy moment with you.

On the first day of the trip, I had almost 13 hours' flight from Beijing to Sydney. It was such a long time. I saw films, listened to music, read books and slept.

On the second day, I went to the Sydney Zoo. We could see kangaroos and koalas running everywhere. There were crocodiles, too. I just took pictures of them.

On the third day, I went to the Sydney Opera House. I didn't watch any shows here, I just took pictures in front of it. However, I took a boat ride.

On the fourth day, I went to the beach. I had a seafood dinner there. The crabs were so big, and the oysters were tasty. I had a wonderful night.

On the fifth day, I saw many rare plants.

On the sixth day, I went shopping there and bought gifts for my friends.

On the last day, I took a plane back to Beijing. I had a good time during this trip.

Yours,  
Anthony

### Anthony's Seven-day Trip to Australia

| When was it?     | What did he do? |
|------------------|-----------------|
| On the first day | He ...          |
|                  |                 |
|                  |                 |
|                  |                 |
|                  |                 |
|                  |                 |
|                  |                 |







能力：能够从阅读中获取有用的句型口头描述自己一天的活动，并能最终写出一个小语段；能够明白凡事都有好坏两面，在我们的努力下坏事也能转化为好事。

### 教学建议：

#### 1. 阅读前

- (1) 看一看，说一说。教师要求学生按教材要求与同桌讨论：**How did Wu Yifan meet Max? What will happen next?** 完成后可在全班交流，教师把学生们的想法用简单的句子写在黑板上。
- (2) 教师让学生分类，哪些是好的事情？哪些是不好的事情？从而引出主题：**Life is full of good news and bad news.**

#### 2. 阅读中

- (1) 第一次阅读：教师要求学生尝试快速阅读文本，捕捉关键信息，给图片排序。
- (2) 第二次阅读：教师要求学生再次阅读文本，概括并写出这一天发生在吴一凡家的三件好事和两件坏事。  
教师示范如何找读信息：**Which sentences show Wu Yifan's family's good news? Let's read and underline. What should we write here? We can write like this. ... What about the other two pieces of good news? Please read and write.** 学生完成后，师生核对答案。

- (3) 第三次阅读：理解更多细节。教师可设计问题，检查学生对文章细节的理解，如：

|                                  |                                                  |
|----------------------------------|--------------------------------------------------|
| What was the date?               | Where did Max sit?                               |
| How was the weather?             | Why did they stay in the hotel in the afternoon? |
| How was that day?                | Who did Max like?                                |
| What did they do in the morning? | What did Max do to Robin?                        |

教师展示 **Read and write** 板块的文字内容，教师放课文的录音，要求学生跟读，模仿正确的停顿、语音和语调。

- (4) 教师放自制的课件，呈现几名学生讲述自己同时经历好事情和坏事情的不寻常的经历。
- (5) 教师引导学生结合自己的实际情况，写出发生在自己身上的一件好事情、一件坏事情和自己的对策，并在四人小组或班上交流，在此过程中渗透以下观念：事情都有两面，好事坏事没有绝对，可以相互转换，因此要保持乐观的心态，通过努力把坏事变成好事。

#### 3. 阅读后

- (1) 教师补充中国传统故事“塞翁失马，焉知非福”，要求学生阅读并完成相应的读后活动。教师可自制 **worksheet**，示例如下：

**Read, fill in the form, then tell the story.**

### A Good Thing or a Bad Thing

In the old times, there was an old man. His name was Saiweng. He always thought differently from the other people. One day, his horse came out and didn't come back. His neighbours felt sorry for him. However, he said, "Losing a horse is a bad thing, but maybe it will become a good thing." Several months later, his horse came back with another fine horse. His neighbours felt happy for him, but he said, "Maybe it will become a bad thing." Just as he worried, one day, his son rode the fine horse. He fell off and hurt his leg. His son become a disabled man. His neighbours were sorry for him again, but he didn't think so: "Maybe it will become a good thing again." One year later, there was a war. Many young men became soldiers and died. His son did not have to serve in the army because of his leg. His leg injury saved his life.

| Good Things | Bad Things |
|-------------|------------|
|             |            |
|             |            |

(2) 学生完成《活动手册》中对应页面的活动。



## 四、检测与语法小结

### Let's check

#### 内容分析:

- **Let's check** 分为两部分: 第一部分为听力判断活动, 用于检测学生对本单元的核心词汇和句型的理解; 第二部分为听录音回答问题, 用于考查学生能否用单元核心词汇和句型回答问题。
- 听力活动 **Listen and write T(true) or F(false)** 要求学生先逐一看图, 学会从图片信息中推断考查点, 做到有目的地去听录音, 听后完成判断任务; 听力活动 **Listen again and answer the questions** 要求学生先看相关问题, 学会从文字信息中推测考查点, 做到有目的地听录音, 听后完成回答问题的任务。教师教学中不仅需要关注学生能否正确完成听力练习, 还要结合听力活动特点培养学生听前预测的习惯, 帮助学生逐渐提高听力水平。
- **Let's check** 板块可以安排在本单元核心内容教授完成后进行检测。

#### 教学建议:

##### 1. Listen and write T (true) or F (false).

- (1) 教师请学生逐一看图, 尝试推测它们表达的意思和听力要求。
- (2) 教师放本部分录音, 学生完成听力判断练习。
- (3) 教师和学生一起核对答案, 学生改正。



## 2. Listen again and answer the questions.

- (1) 教师要求学生听前先读题, 尝试猜测问题的答案, 如第二题的答案可以从第二幅图中得到线索, 第四题的答案可以从第四幅图中得到线索。
- (2) 教师放录音, 学生完成练习, 教师也可让学生把答案写在问句旁。
- (3) 教师核对答案。可采取小组互评的方式, 还可用小组竞赛的形式。

## ○○○○(二) Let's wrap it up ○○○○○○○○○○○○○○○○○○○

### 内容分析:

- **Let's wrap it up** 板块是本单元主要句型的句法归纳, 通过看图选词填空, 帮助学生巩固归纳不规则动词的变化形式。本部分可用于教授完 **B Let's talk** 之后, 也可用于单元复习。
- 教学这个部分时教师应让学生多观察, 自己进行归纳、总结。

### 教学建议:

1. 教师呈现一些不规则动词的原形和过去式, 让学生进行匹配。
2. 教师校对答案, 朗读, 如有必要让学生进行补充。
3. 小组内用这些动词的过去式造句。
4. 教师呈现恐龙的图片, 与学生谈论恐龙的生活习性。
5. 教师请学生打开课本, 完成课文练习, 并核对答案。
6. 恐龙生活习性介绍。教师课前可让学生收集恐龙生活习性的图片和信息, 课上可以让学生先在四人小组里讨论, 然后在班上分享。



## 五、C部分

### 内容分析:

- 故事板块讲述了 **Zoom** 的一个梦: **Zoom** 去了太空旅游, 回来后和 **Zip** 一起谈论他的太空旅游, 最后发觉原来是自己做了一个梦。除了复习巩固以前学过的谈论假期活动的句型 **How was your holiday? Where did you go? How did you go there? What did you do? Did you ...?** 还巩固了本单元表示假期活动的词汇。同时, 还进一步深化了 **unusual trip** 的概念。
- 本部分的教学目标是: 学生能够读懂 **Zoom** 和 **Zip** 对话的小故事, 复习巩固本单元所学语言, 在增加语言输入的同时, 获得阅读的乐趣。教学时, 教师可根据学生的具体情况, 制定不同层次的教学目标; 能理解故事内容; 能朗读故事; 能表演故事; 能恰当运用故事中的语言等。
- 本故事板块还可作为学生课外的学习资源。教师可以帮助学生成立学习合作小组, 引导学生利用音像资料进行自学或合作学习, 并以小组为单位在课外排演故事, 课堂上直接展示自学成果。教师可根据学生展示的情况, 把握学生的疑难点, 有针对性地进行讲解。





### Last Week

Monday: had music class, played football

Tuesday: had English class ...

.....

Saturday: went to the park

Sunday: visited grandparents

A: What did you do on Monday?

B: I had music class.

A: What else did you do?

B: I played football.

### .....(二) “快乐的一天” 活动 .....

**设计意图:** 引导学生在真实语境中运用所学语言。

**教学建议:** 教师让学生回忆六年小学生活中最快乐的一天, 然后分小组讨论, 各个小组分别写出那一天中的活动。最后选一名代表进行汇报, 看哪个小组记录的一天最有趣:

Spring Trip April 20th, 201\_

7:30 got on the bus

8:20 got to the zoo

8:30 visited the zoo

10:30 made dumplings

11:00 had lunch

12:30 rowed a boat

14:30 took pictures

15:00 sang and danced



## 二、文化知识介绍

### .....(一) 新疆风土人情介绍 .....

主情景图和A Let's talk 部分都介绍了新疆的风土人情。新疆是中国著名的歌舞之乡、瓜果之乡, 是一个多民族聚居地, 主要有维吾尔族、汉族、哈萨克族、回族等。他们热情好客, 有很多节庆活动, 如叼羊、赛马等。那拉提草原、博斯腾湖、塞里木湖、克孜尔千佛洞、艾提尕清真寺等都是新疆著名的旅游景点。

### .....(二) 恐龙 .....

恐龙是一种具有多样化优势的脊椎动物, 最早出现在约2亿3千万年前的三叠纪, 灭亡于约6千5百万年前。恐龙具有全然直立的姿态, 它的四肢在其躯体的正下方位置, 这样, 恐龙走路和奔跑时, 比其他一些爬行动物更有优势。根据骨盆结构的不同, 恐龙可以



分为蜥臀目和鸟臀目两大类。蜥臀目分为蜥脚类和兽脚类。蜥脚类的代表有我国的马门溪龙，兽脚类(Sauropoda)的主要代表是霸王龙。鸟臀目分为5大类：剑龙类、甲龙类、鸟脚类、角龙类和肿头龙类。



### 三、听力材料及部分练习答案

#### A Let's try

Amy: John, where are you? It's time for our first class!

John: Sorry, I'm at the hospital now.

Amy: What happened?

John: I hurt my foot. Please tell Mr Hu I'm sorry I can't come.

Amy: OK. Bye.

答案: × × ✓

#### Listen, answer and write

1. Carl: I went camping yesterday and hurt my foot.

2. Meimei: Yesterday was my 12th birthday. I got a new bike and I rode it for the whole day.

3. Boy: Mr Guo is my father's friend. Yesterday my father and Mr Guo went fishing and rode horses.

答案: went camping, hurt his foot; got a new bike and rode it for the whole day; went fishing, rode a horse

#### B Let's try

Amy: Hi, Sarah. How was your winter holiday?

Sarah: Good! I went to Hangzhou.

Wu Yifan: Who did you go with?

Sarah: My parents. We went to see the West Lake.

I bought some gifts. This is for you, Yifan! This is for you, Amy.

Amy and Wu Yifan: Wow, thanks!

答案: 1. B 2. B

#### Read and write

答案: 2, 3, 1

Bad: Mum ate some bad fruit and didn't feel well.

Good: They rode a bike for three people, took pictures, bought some gifts and ate delicious

food. Wu Yifan and his dad dressed up and made a funny play.

### Let's check

1. Man: Where did you go last weekend, Mike?

Mike: I went to Hailar.

Man: What did you do?

Mike: I rode a horse. It was very exciting!

2. Miss White: What did you do last weekend, Sarah?

Sarah: I visited a museum.

Miss White: Did you have fun?

Sarah: Yes. It was great.

3. Wu Yifan: Hey! You came early today, Amy.

Amy: Yes. I didn't walk to school today.

Wu Yifan: How did you get here?

Amy: I came by car. I hurt my foot yesterday, so my father brought me.

4. Liu Yun: Where did you go over your winter holiday, Zhang Peng?

Zhang Peng: I went to Harbin.

Liu Yun: Who did you go with?

Zhang: I went with my uncle.

Liu Yun: What did you do there?

Zhang: We took many photos.

答案: 1. F 2. T 3. F 4. T

1. He rode a horse in Hailar.

2. Because she visited a museum. / Sarah thought her weekend was great because she visited a museum.

3. Because she hurt her foot yesterday. / Amy went to school by car today because she hurt her foot.

4. He took many photos.

### Let's wrap it up

were; ate; ran

# Unit 4 Then and now



## 单元教学目标

| 类别                       | 教学目标                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 知识与能力目标                  | <p><b>句型</b></p> <ul style="list-style-type: none"><li>● 能够听、说、读、写，并在情景中恰当运用句型以及相关词汇：<b>There was/were (no) ... years ago. Now there is/are ...</b> 谈论或描述某个地方的今昔</li><li>● 能够听、说、读、写，并在情景中恰当运用句型以及相关词汇：<b>Before, I/he/she/it was ... Now, I/he/she/it ...</b> 谈论或描述自己、家人以及朋友过去到现在的变化</li></ul> <p><b>词汇</b></p> <ul style="list-style-type: none"><li>● 能够在语境中理解生词或短语 <b>star, easy, look up, Internet</b> 的意思，并能正确发音</li></ul> |
| 情感态度、<br>文化意识、<br>学习策略目标 | <ul style="list-style-type: none"><li>● 鼓励学生将自己的烦恼、恐惧讲述给父母，释放内心的压力，保持身心健康</li><li>● 能够在语篇中捕捉不同类型的信息，提炼文章的主旨大意，并进行简单的推理</li><li>● 学会上网查询资料，自主学习</li></ul>                                                                                                                                                                                                                                                                         |





## 单元教学内容分析与教学建议



### 一、主情景图

#### 内容分析：

本单元学习的主题是谈论事物和人物的今昔变化。主情景图通过吴一凡和爷爷、爸爸参观学校校史展览馆的情景引出 **There was/were (no/not) ... ago. / You were (not) ... / I did (not) ... / I could (not) ...** 等句型谈论学校以及人物过去的情况，为下面引出对比事物和人物的今昔做好铺垫。

#### 教学建议：

1. 主情景图可用于话题情景引入，建构主题意义概念以及激活学生已有的、与本主题相关的知识与经验，初步感知本单元的学习内容。
  - (1) 引导学生观察主情景图（可利用主情景图的挂图或课件进行展示）；
  - (2) 通过设问，引导学生根据画面判断人物所在的场所，引出话题情景：**Who are they? Where are they? What are they doing?** 为学习对话作铺垫。
2. 主情景图可用于完成本单元的语言学习后，进行复习与评价，活动形式如下：
  - (1) 看图找单词和句子：教师说单词或句子，学生在图片中快速找到该单词或句子，以训练单词和句子的认读能力。
  - (2) 读一读，演一演：学生分角色表演主情景图中的对话。



### 二、A部分

#### Let's try

#### 内容分析：

- 本部分通过吴一凡的爷爷参观学校、与孩子们的对话，引出核心句型 **There be** (过去时)，并为 **Let's talk** 对话部分的学习创设语言情景。
- 本部分的教学目标是：学生能读懂题目要求，根据题目要求对将要听的内容进行预测，并运用听力技巧，捕捉重点信息；完成本部分的听力练习。





Can you guess what the school is like now, and what Grandpa's school was like before?

- 可组织口头描述，并记录下来。

(4) 呈现课文对话。

- 教师放对话录音，并组织学生回答问题：What was Grandpa's school like?
- 学生回答问题后，要求学生打开教材自主朗读，并圈出描述学校的句子。

(5) 教师通过与学生对话渗透人类首次登月的信息：Sarah wants to visit the moon one day.

I have a dream to visit the moon, too. What about you? Do you want to visit the moon and other stars? 此处提出问题后，教师可播放从网络上下载的人类首次登月的视频或展示图片，让学生增加感性认识。此外，教师可布置学生课后上网搜索有关人类首次登月的信息，在下一节课利用一些时间与全班同学分享。

(6) 组织学生细读对话，让学生提出自己不懂的问题。然后教师对 one day, look it up, in my time 的意义和用法进行解释。

(7) 教师组织学生分角色朗读并表演对话，亦可利用教师用书配套光盘中的角色扮演功能请学生给对话配音。

方案二：从呈现完整对话到处理局部语言

(1) 看一看，说一说

教师出示挂图或课件，引导学生看图谈图，引出对话背景：

Wu Yifan's grandpa is visiting his old school. He is talking with Wu Yifan and Wu Yifan's friends about his old school. What was Grandpa's school like? Can you imagine?

(2) 整体感知对话并回答问题

教师在引导学生看图谈图的基础上，请学生观看动画或阅读文本获取核心信息，并回答以下问题：

- ① Were there any big buildings in Grandpa's old school?
- ② Were there any libraries and computer rooms in Grandpa's school?
- ③ Was Grandpa's school on the hill?
- ④ Can you guess what Grandpa often did at night at school? (Maybe he often looked at the stars at night during his time at the old school.)

(3) 在学生理解对话大意后，教师放录音，组织学生打开教材跟读课文。

(4) 教师通过与学生对话渗透人类首次登月的信息：Sarah wants to visit the moon one day.

I have a dream to visit the moon too. What about you? Do you want to visit the moon and other stars? (此处提出问题后，教师可播放从网络上下载的人类首次登月的视频或展示图片，让学生增加感性认识)。此外，教师可布置学生课后上网搜索有关人类首次登月的信息，在下一节课利用一些时间与全班同学分享。

(5) 组织学生细读对话，让学生提出自己不懂的问题。然后教师对 one day, look it up, in my time 的意义和用法进行解释。



(6) 教师组织学生分角色朗读并表演对话，亦可利用教师用书配套光盘中的角色扮演功能请学生给对话配音。

## 2. 巩固与拓展

方案一：

### (1) “眼急嘴快” 游戏

教师每次用PPT打出一幅学校简图，图中有时间短语的文字提示，让学生看30~60秒，教师把PPT关掉，学生展开小组比赛，根据画面和时间短语的提示进行描述，看看谁的记忆力好，小组得分最高。

### (2) 听力训练: Listen and choose: Which school is Guangming Primary School?

教师设计两张学校图片的 worksheet，两幅图之间只有两个不同点，请学生听录音或教师朗读后选出其中的一幅。

补充听力材料：


Welcome to Guangming Primary School. Guangming Primary School has a lot of changes. Five years ago, there were few trees in our school. Now there are many trees in our school. There was no library five years ago. Now, we have a new library. It is beside the tall building. There is a big playground in our school, too.

### (3) 交际性活动: 招聘校史解说员

- 教师用PPT把几组现在和过去的学校图片呈现出来。
- 告诉学生学校需要招聘校史解说员，并把评选标准告诉学生。
- 组织学生任选一组图片做准备，以小组为单位派人出来应聘，看看哪个组的组员表现最佳。

### (4) 语篇阅读训练: Read and tick or cross

教师设计一个 worksheet，呈现现在的与五年前的学校之间的不同，请学生看图并判断句子的正误。Worksheet示例如下：



1) There is a tall building in the school.

2) There were many trees in the school five years ago.

3) ...

4) ...

5) ...

方案二:

(1) 句子认读活动: Circle and talk: What was Grandpa's school like?

- 在学生听录音朗读课文后, 要求学生圈出对话中描述学校的句子。
- 请几位学生在班上描述, 教师板书对话中描述学校的句子。

(2) 听力训练: Listen and tick: What is the school like now?

- 组织学生听录音, 并在 worksheet 上圈出所听到的学校设施。Worksheet 示例如下:



- 组织学生描述吴一凡现在所在的学校, 教师板书听力材料中描述学校的句子。
- 引导学生通过对比, 感悟 There be 句型的用法。

(3) 交际性活动: Find the differences

- 教师设计两张学校图片, A、B 之间至少有 3 个不同点, 并印发给学生, 提示学生不要让对方看到自己的图片。图片设计可参考下图:

图 A

图 B



- 同桌分别拿着 A/B 图片, 在规定时间内运用 There be 句型分别描述, 并圈出不同的地方。

活动示例如下:

S1: There is a library in my school now. There was no library five years ago.

S2: There are many trees in my school. There were few trees five years ago.

...

(4) 语篇阅读训练: Read and tick or cross

教师针对一所学校现在与五年前的不同, 设计一个 worksheet, 请学生观察下图, 认读句子, 判断正误。Worksheet 示例如下:



- |                                                        |   |
|--------------------------------------------------------|---|
| 1) There is a tall building in the school.             | ✓ |
| 2) There were many trees in the school five years ago. | ✗ |
| 3) ...                                                 | — |
| 4) ...                                                 | — |
| 5) ...                                                 | — |

### Let's learn

#### 内容分析:

- 本部分主要学习三个学校设施名称和几个表示过去的时间短语: **dining hall, gym, grass, ... years ago, last year** 等, 教材通过吴一凡和他爸爸的对话呈现核心词汇。由于内容比较简单, 教师可把其他的一些表示过去时间的短语, 如: **at that time, in the old time (days)** 等归类在一起学习。
- 本部分的教学目标是: 学生能够听、说、读、写上述单词和词组, 并能恰当运用所学词汇描述某个地方的过去与现在; 能够归类学习过的各种时态中表示时间的短语; 了解唐朝人的生活状态和条件, 并能用简单的句子进行描述。

#### 教学建议:

##### 1. 呈现与操练

方案一: 利用教材中的情景展开单词教学

##### (1) 看一看, 猜一猜

- 教师呈现 A Let's learn 板块的插图, 引导学生看图谈图呈现单词: **Look at this picture. What is it? Yes, it's a school. It's Wu Yifan's school. Is it big? Is it new? What can you see in the school?** 教师逐一引导学生猜测每个建筑物是什么, 引出学校设施的单词: **dining hall, gym, grass, library** 等, 并带读。
- 在学生学过三个学校设施名称后, 教师可组织学生用 **There is/are ...** 描述图中的学校。

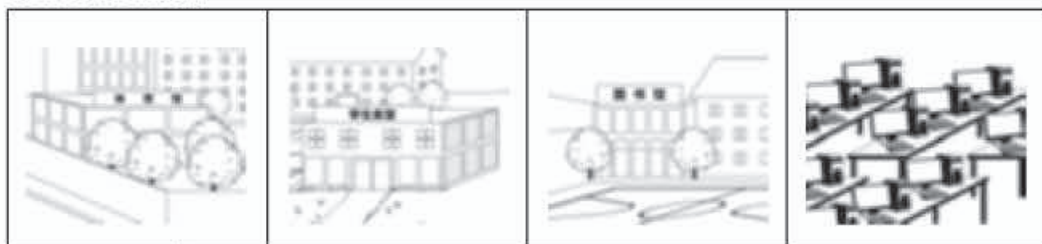




(2) 教师通过听力补充活动，引出几个时间短语，进行教学。先介绍听力背景：Wu Yifan's school is big and new now. But it was not the same five years ago. How did it change? Listen and match. 学生通过Listen and match 的活动理解表示过去的时间短语。Worksheet示例如下：

### The Changes in Wu Yifan's School

Listen and match.



|           |                |            |               |
|-----------|----------------|------------|---------------|
| Last year | Four years ago | Last month | Two years ago |
|-----------|----------------|------------|---------------|

补充听力材料：

Wu Yifan's father is visiting Wu Yifan's school.

Father: Wow! Your school is big and new. What is this building?

Son: Our gym. Sometimes we have PE classes here.

Father: That's cool. There was no gym in my school ten years ago.

Son: There was no gym in our school five years ago, either. Our school changed a lot.

Four years ago, we got our dining hall. Two years ago, we got our computer room.

Last year we got our new library. And last month we got our new gym.

方案二：通过真实情景展开单词教学

(1) 看一看，说一说

教师利用PPT或视频材料展示学校的现貌，引导学生谈论学校，学习三个表示学校设

施的新单词，复习已学的学校设施名称，如 **library, playground, computer room** 等。谈论形式可以先让学生看画面整体描述，教师再补教新词；也可以是教师边引导学生看图边教新词，最后再让学生整体描述。

- (2) 收集本校从建校至今不同时期的图片，分别向学生介绍并组织学生描述，引出要学习的表示过去的时间短语：**Boys and girls, our school is new and big. There is ... / There are ..., but ten years ago, it was not the same. Look, this is a picture of our school ten years ago. What was the school like at that time? Can you talk about it?** 教师依次呈现不同时期的学校图片引导学生谈论并学习新词。

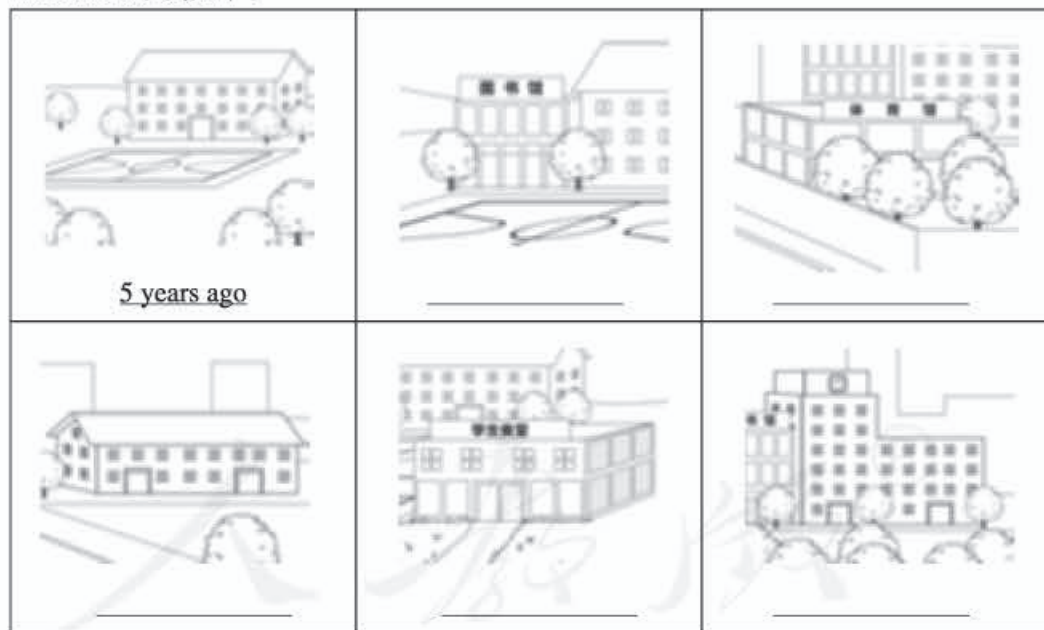
## 2. 巩固与拓展

### (1) 记忆游戏: What is missing?

教师利用PPT展示一幅含有三个新词的学校全景图，组织学生用**There is/are**句型认读学校设施，然后依次用PPT展示不同的图片，每幅都标上不同的时间，每次都有一个或两个设施消失，让学生看图认读，并回想消失的设施，用**There was/were no ...**来表达。此活动可把学过的学校名称和表达过去的时间短语一起滚动复习。

### (2) 语篇听力训练: Listen and write

Worksheet 示例如下:



补充听力材料如下:

(Zhang Peng is introducing his school to his friend.)

Look! This was our school five years ago. At that time our school was very small. The buildings were not tall and there was only a small playground. We had lunch in the classroom. This is the map of our school now. It changed a lot. Now our school is big. You can see many buildings.

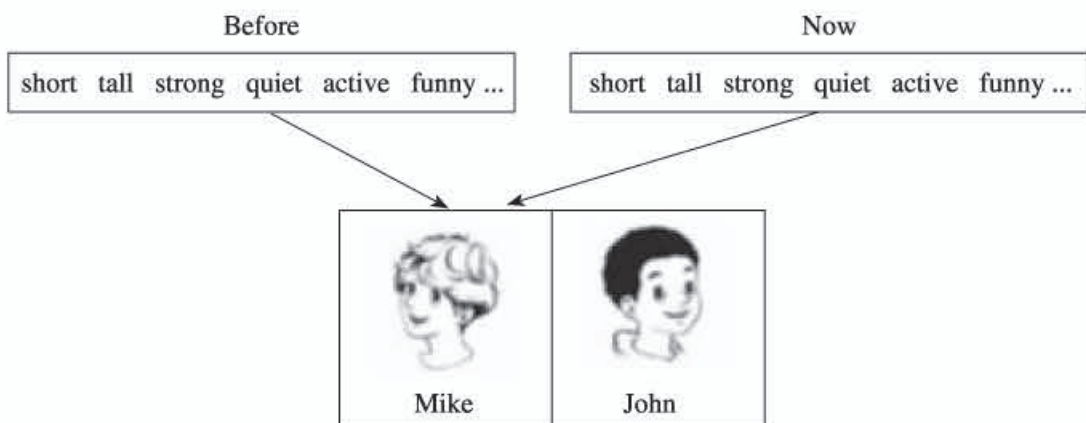








学生根据录音信息完成连线活动 Listen and match。



- (3) 教师组织学生根据听到的信息口头描述 Mike 和 John 的变化。
- (4) 教师再次放录音，组织学生打开教材跟读课文。
- (5) 组织学生细读对话，让学生提出自己不懂的词句，教师给予解释。对话中 **You're wearing a pink T-shirt.** 虽是指 Mike 老照片里所穿的衣服，但在谈论照片时，欧美人士比较倾向于用一般现在时或进行时进行描述。由于本单元学习的核心语言是现在与过去的比较，教师不需强调此句的用法，学生理解即可。
- (6) 教师组织学生分角色朗读并表演对话，亦可利用教师用书配套光盘中的角色扮演功能，请学生给对话配音。

方案二：从呈现完整对话到处理局部语言

- (1) 听前预测：延续 Let's try 的交流，教师介绍 Let's talk 的对话背景并提出问题，引导学生想象他们三人以前的样子和性格：**John is looking at the old photos with Mike and Chen Jie. They are talking about their changes. What were they like before?**

教师可给出以下提示单词或短语：

Appearance: short, tall, fat, thin, long hair, short hair ...

Character: quiet, active, kind, funny ...

.....

- (2) 整体感知对话，获取核心信息。教师请学生观看动画或阅读文本，根据文本信息完成表格。阅读对话，并在相关的信息下打钩。

|          | Before |        |      |       |       | Now   |        |      |       |       |
|----------|--------|--------|------|-------|-------|-------|--------|------|-------|-------|
|          | quiet  | active | tall | short | funny | quiet | active | tall | short | funny |
| Mike     |        |        |      |       |       |       |        |      |       |       |
| Chen Jie |        |        |      |       |       |       |        |      |       |       |
| John     |        |        |      |       |       |       |        |      |       |       |

- (3) 在学生理解对话大意后, 教师放录音, 组织学生打开教材跟读课文。
- (4) 组织学生细读对话, 让学生提出自己不懂的词句, 教师给予解释。对话中 **You're wearing a pink T-shirt.** 虽是指 **Mike** 老照片里所穿的衣服, 但在谈论照片时, 欧美人士比较倾向于用一般现在时或进行时进行描述。由于本单元学习的核心语言是现在与过去的比较, 教师不需强调此句的用法, 学生理解即可。
- (5) 教师组织学生分角色朗读并表演对话, 亦可利用教师用书配套光盘中的角色扮演功能, 请学生给对话配音。
- (6) 教师将 **Mike** 和 **John** 的变化以表格形式板书在黑板上, 如下所示:

| Name | Before                         | Now                          |
|------|--------------------------------|------------------------------|
| Mike | liked pink;<br>quiet           | doesn't like pink;<br>active |
| John | short;<br>couldn't ride a bike | go cycling                   |

然后, 教师组织学生根据表格提供的关键信息, 口头描述 **Mike** 和 **John** 的变化, 并以现在与过去时间为类别板书句型。

描述示例如下:

**Mike was quiet before. His hair was long five years ago. But now he has short hair and he is active in the class.**

## 2. 巩固与拓展

方案一:

### (1) “开火车” 游戏

- 教师根据板书引导学生理解和梳理 **I/She/He was ... before. I/She/He did/didn't ... before. Now I/He/She am/is ...** 的用法, 并归纳学过的相关句型。

- 以小组为单位, 每位学生说两句话描述自己, 以“开火车”形式进行, 直到有人说错停止。示例如下:

S1: I was very short five years ago, but now I am tall and strong.

S2: He was short five years ago, but now he was tall and strong. I didn't like yellow before, but now I like it very much.

S3: He was short five years ago, but now he was tall and strong. She didn't like yellow before, but now she like it very much. I couldn't swim a year ago, but now I can swim.

S4: ...

S5: ...

### (2) 语篇听力活动: Zhang Peng's Changes

Worksheet 示例如下:



Listen, tick or cross.

1) How is Zhang Peng now?



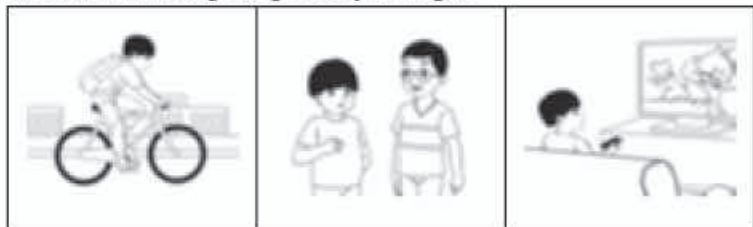
( ✓ )

( )

( )

( )

2) How was Zhang Peng three years ago?



( )

( )

( )

补充听力材料如下:

Hello, I am Zhang Peng. I am a student at Guangming Primary School. Every day, I go to school by bike. After school, I often play basketball with my class. I am tall and strong now. But three years ago, I couldn't go cycling. I was short and fat at the time. I went to school by bus. I didn't like sports. After school, I always went home and watched TV.

(3) 交际性活动: Listen and guess

- 教师收集一些名人或学生的近照和旧照, 每次以三四个人一组用PPT打出来, 让学生按小组选人根据看到的照片进行描述, 其他组的同学猜猜是谁, 猜对得分。描述示例如下:

He was short. His hair was long. He could swim. He didn't wear glasses. Now, he is not tall.

Who is he?

PPT的设计可参考下表:

| Who is he/she? |      |      |
|----------------|------|------|
| 陈平近照           | 陈平旧照 | 陈平旧照 |
| 黄宏近照           | 黄宏旧照 | 黄宏旧照 |
| 李明近照           | 李明旧照 | 李明旧照 |
| 林樱近照           | 林樱旧照 | 林樱旧照 |

(4) 读、写活动

Worksheet 里有一个或多个人物的今昔图片，要求学生看图读句子，判断对错。

Worksheet 示例如下：

|                                                 |     |
|-------------------------------------------------|-----|
| 1) Now XXX is wearing glasses.                  | (√) |
| 2) His hair is long.                            | ( ) |
| 3) He is tall.                                  | ( ) |
| 4) His eyes were big when he was a little baby. | ( ) |
| 5) His hair was short.                          | ( ) |



(5) 写作活动

本活动承接上面的交际性活动，在学生口头交流比较熟练的基础上，请大家按照自己的个人意愿选取一个人的照片，为该照片或为自己的好朋友写4~6句进行描述。题目为XXX's changes。示例如下：

XXX is my friend. He was short and thin and couldn't run very fast when he was a little boy. He didn't like swimming. Now he is tall and strong. He can swim very well.

方案二：





(1) “击鼓传花” 游戏

此活动可与Let's wrap it up 部分的内容结合在一起。教师将该部分的六幅图编上编号，当鼓声停止时，拿花的同学在教师准备的盒子里拿一个号，教师用PPT展示该图，拿号的同学看图描述，如果做错了，不能得分，游戏继续，最后看哪组得分高即为胜利者。

(2) 听力活动：Which is Mike's grandpa?

Worksheet 示例如下：

Which is Mike's grandpa?

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
| ( )                                                                                 | ( )                                                                                 | ( )                                                                                  | ( )                                                                                   |

补充听力材料如下：

Mike and his mother are looking at the old photos and talking about Mike's grandpa. Which is Mike's grandpa? Listen and choose.





pictures, we can see Wu Yifan is going cycling, ice-skating and playing badminton. During which season can we play these sports? Which season do you like best? Do you think Wu Yifan likes all the seasons?

- (3) 教师放课文录音，引导学生讨论下面的问题：

Did Wu Yifan like winter before? Why or why not?

Does he like winter now? How do you know?

- (4) 教师引导学生以脑风暴活动的形式按季节梳理归纳已学过的运动类词汇，并可让学生上网查找更多关联词汇。

What sports can we play in different seasons?

| Spring    | Summer      | Autumn        | Winter    |
|-----------|-------------|---------------|-----------|
| go hiking | go swimming | play football | ice-skate |
| .....     | .....       | .....         | .....     |

方案二：通过真实生活情景展开单词教学

- (1) 利用视频，激活学生已有的相关知识。

教师放一段冬季运动会的视频引入话题：This is the winter Olympic Games. Do you enjoy it? Why or why not? 在谈论过程中，介绍一些冬季运动的名称以及本部分的三个短语。

- (2) 教师介绍本部分对话的背景：Many people like winter because there are lots of sports to play. Does Wu Yifan like winter? 然后放课文录音，引导学生根据所听的信息回答问题：Does Wu Yifan like winter, too? Why or why not? Did Wu Yifan like winter before? Why or why not?

- (3) 教师组织学生完成教材中的 Listen, match and say 板块，具体操作请参见 (四) Listen, match and say 部分的教学建议。

- (4) 造句游戏：What couldn't you do before and what can you do now?

教师要求学生运用 I couldn't ... before. 和 I can ... now. 以小组为单位造句，看看哪个小组造句最多。

## 2. 巩固与拓展

- (1) “猜动作”游戏

教师每次请一名学生上讲台，根据教师的纸条提示表演动作，台下学生猜。哪一组学生在规定时间内猜对的句子最多即为胜利者。教师的句子可以分两组，示例如下：

|                            |                       |
|----------------------------|-----------------------|
| <u>Before</u>              | <u>Now</u>            |
| I couldn't swim.           | I can swim.           |
| I couldn't play badminton. | I can play badminton. |
| I couldn't go cycling.     | I can go cycling.     |
| .....                      | .....                 |

(2) 听力活动

Worksheet 示例如下:

Listen and choose.

1) What subjects did Grandpa have?

| Class Schedule |         |       |       |     |     |
|----------------|---------|-------|-------|-----|-----|
| Chinese        | English | Maths | Music | PE  | Art |
| (√)            | ( )     | ( )   | ( )   | ( ) | ( ) |

2) Where did Grandpa have music class?

| music room | classroom | playground |
|------------|-----------|------------|
| ( )        | ( )       | ( )        |

3) What's in Wu Yifan's music room?

| guitar | piano | violin |
|--------|-------|--------|
| ( )    | ( )   | ( )    |

补充听力材料如下:

Wu Yifan and his grandpa are talking. What are they talking about?

G: Yifan, what classes do you have today?

W: We have Chinese, English and computer science.

G: Oh, wonderful! When I was at the school, we had no English and computer science. We just had Chinese, maths, art, music and PE.

W: Did you have music rooms?

G: No, we had music class in our classroom. What about you?

W: We have music class in the music room. There is a piano in the music room, too.

G: Is computer science interesting?

W: Yes. Sometimes we can play computer games in computer science class.

(3) 交际性活动: “找朋友”

教师让每个学生在各自的纸条上分别写一个自己小时候不会玩和现在会玩的运动。然后学生在教室里随意走动, 在规定时间内寻找与自己情况一模一样的朋友并记录下名字。

(4) 交际性活动: My good friend's changes

- 教师组织学生进行调查, 采访班上的两个好朋友, 并做总结陈述。

教师可提供以下问题供学生进行交流:

- ① Did you like spring/red/Chinese/basketball before? What about now?
- ② How did you go to school? What about now?





讨论对比动物奔跑的速度。然后教师呈现吴一凡在床上睡觉的照片，引出做梦的语境。

- 教师展示本部分的三幅图片，请学生猜猜吴一凡在梦里梦到了什么？

## 2. 阅读中

### (1) 第一次阅读

教师要求学生快速阅读，读后给图片排序。

### (2) 第二次阅读

教师要求学生仔细阅读文章，然后回答下面的问题：

**Why was Wu Yifan worried?**

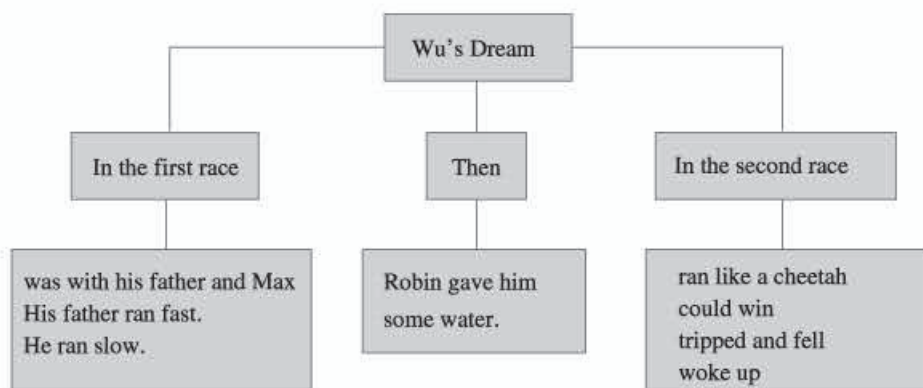
**What happened when Robin gave him some water?**

**Why did he wake up?**

教师要求学生细读，然后放本部分的录音，让学生跟读，模仿正确的语音、语调。教师可让学生自己提出文本中不懂的地方，集中加以讲解。

### (3) 第三次阅读

教师将文章内容以思维导图形式呈现，然后要求学生根据图中关键信息复述文章。



教师还可让学生两人一组，一人扮演吴一凡，一人扮演 Sarah，谈谈吴一凡做的梦。示例如下：

**Wu:** I had a dream last night.

**Sarah:** Was it a good dream?

**Wu:** Yes and no.

**Sarah:** What did you dream about?

**Wu:** I dreamed I had a race with my father and Max.

.....

- (4) 教师要求学生阅读对话文本并填空。

## 3. 阅读后

- (1) 教师组织学生谈谈自己的梦。
- (2) 学生完成写作活动。

## 四、检测与语法小结

### ~~~~~(一) Let's check ~~~~~

#### 内容分析:

**Let's check** 是一个语篇听力训练, 文本内容主要以爷爷的视角来介绍他年轻时的学生生活。本部分设计了两个听后任务, 一是根据听到的信息给图片排序, 二是训练学生关注单词和词组的发音和词形, 把文段里没听到的词划去。这两个任务, 前者重点训练学生关注文本的意义, 后者则引导学生关注语言的形式。

#### 教学建议:

1. 看一看, 说一说。为了让学生做好听的准备, 教师可先引导学生看图, 猜猜画中人是谁? 在干什么? 引出文本语境。
2. 教师放第一次录音后让学生听音排序。
3. 教师引导全班学生朗读第二个任务中的单词, 然后放录音, 完成听音划词的任务。

### ~~~~~(二) Let's wrap it up ~~~~~

#### 内容分析:

本单元的 **Let's wrap it up** 主要用于巩固复习本单元所学的核心句型。此部分通过六幅事物、人物和动物变化的图, 创设了核心句型的语用环境, 引导学生运用过去与现在两种时态进行对比描述。

#### 教学建议:

1. 为了增加此项活动的趣味性, 教师可把这个活动变成游戏, 具体操作如下:
  - (1) 在 PPT 上展示五幅小图, 让学生同桌间商量如何表达每一张图, 并记住五幅图的内容。教师可在黑板或 PPT 上利用 **word bank** 提供相关词汇或短语以降低难度。
  - (2) 教师在 PPT 上把五幅图反过来, 并重新顺序, 在每幅图背面分别标上 1~5 的数字。
  - (3) 由一名学生随意点其中的一个数字, 并根据记忆说出五幅画中其中一幅的变化, 教师随意点另一名同学, 问他是否相信前面同学所说的, 如果相信, 并能按前面同学所说的再描述一次, 画面的内容与描述的一致, 两位同学可为本组赢取得两分; 如果画面跟所说的不一致, 两人各得一分。
2. 此部分也可以作为一个句型操练活动, 放在教学 B 部分 **Let's talk** 板块时使用。

## 五、C部分

#### 内容分析:

- 本板块的故事语境是 **Zoom** 和 **Zip** 在看杂志, 边看边进行交流。故事主要通过人类烹调方式、地球环境以及鲸鱼古今未来的变化, 复习巩固并拓展本单元所学的核心语言。同

时，补充学习一些跨学科的历史、生物知识。

- 本部分的教学目标是：学生通过阅读趣味故事复习巩固本单元所学的语言，并增加语言的输入。教师可根据学生的具体情况，制定不同层次的教学目标：能在教师的帮助下阅读文本，理解故事的大概意思；能理解并朗读故事；能根据教材及相关课外知识，把三种事物古今未来的变化改编成三个小语段进行介绍。

(注：也可以设计一个主题班会，以“保卫我们的地球”为题，让学生以团队的形式，结合教材内容，在网上寻找相关的材料信息，做成海报，向全班展示与介绍。)

#### 教学建议：

1. 教师介绍文本背景，学生粗读，了解故事是关于什么的。师生对话示例如下：

T: Zoom and Zip are reading a magazine. What is the magazine about? Read the story quickly and find the answer.

提问学生，让学生自由回答，教师总结：

T: The magazine is about the past, the present and the future of the cooking, of the environment and of the whales.

教师板书三个时间短语，为后面的归纳作铺垫。

2. 组织学生一项一项地阅读和讨论，教师给予必要的支持。如果学生程度比较低，教师可组织学生先看图理解大意再看文字。
3. 学生理解了文本内容后，教师可布置学生做以下两个任务：

#### Task 1 Fill in the table. (请根据文本信息填表)

| Item      | In the past                | Now | In the future |
|-----------|----------------------------|-----|---------------|
| Cooking   | Cavemen didn't cook.       |     |               |
| The Earth | many trees and clean river |     |               |
| Whales    |                            |     |               |

#### Task 2 Fill in the table. (请根据三个时间段，在文本里找到动词形式并填充表格)

| In the past           | Now           | In the future                 |
|-----------------------|---------------|-------------------------------|
| ate / didn't cook ... | There are ... | There will be / They will ... |
|                       |               |                               |
|                       |               |                               |

4. 教师请学生以小组为单位，自由选择三项中的一项内容做成海报进行展示介绍，鼓励学生补充课外知识。





## 补充教学资源



### 一、供选择的活动

#### ◊◊◊◊(一) 滑稽造句 ◊◊◊◊

**设计意图:** 训练学生用人物、动作、时间等三个要素造句子。

**教学建议:** 用三个信封分别装着写有人物、动作、时间的纸条。请每个小组分别选出一名学生上台,依次从每个信封中抽出纸条,根据抽到的内容马上造一个句子,造出来的句子如符合语法规则得一分,如果造出来的句子不符合语法规则不得分。依次进行,看哪个小组得分高,造出的句子最有意思。

例: Mr Li                      (not) go to work by car                      three years ago

Mr Li did not go to work by car three years ago.

#### ◊◊◊◊(二) 单词认读活动 ◊◊◊◊

**活动一:** “地雷游戏”。教师在黑板上其中一个单词下方画上“地雷”,学生读黑板上的单词,遇到画有地雷的单词就要保持安静,否则“地雷”就会爆炸。

**活动二:** 教师出示单词卡,用白纸遮住单词的一部分(开头或者结尾),学生快速猜测并读出单词。

**活动三:** 教师出示单词卡片(含配图及单词),学生快速认读。所有单词读过一遍后,教师在某单词处突然停住,提问: **What's next?** 学生根据记忆说出下一个单词。

**活动四: What's missing?** 教师出示单词卡,学生快速认读。所有单词读过一遍后,教师抽出一张卡片,提问: **What's missing?** 学生根据记忆说出抽掉的单词。

#### ◊◊◊◊(三) 音义匹配、音形匹配活动 ◊◊◊◊

**活动一: 音义匹配**

- A. 教师做动作,学生马上说出对应的动词短语。反过来教师说动词短语,学生做动作。
- B. 教师准备实物,请一个学生上讲台扮演售货员,教师说: **I didn't like going cycling before. Now I often go cycling.** 学生要马上拿起 **go cycling** 的单词递给教师。



答案: 1. B 2. A

### Listen, match and say

1. Allen: Hi, I'm Allen. Before, I was short and couldn't ride my bike well. Now, I go cycling every weekend.
2. Diana: Hello. My name is Diana. Before, I couldn't play badminton. Now, I play badminton every week.
3. Joe: Hi, I'm Joe. Before, I couldn't ice-skate. Now, I go ice-skating every winter.

答案: Allen — 自行车; Diana — 羽毛球拍及羽毛球; Joe — 溜冰鞋

### Read and write

Wu Yifan is telling his mother about the dream. Listen and fill in the blanks.

Wu Yifan: Mum, I had an interesting dream last night.

Mum: What did you dream about?

Wu Yifan: I had a race with Dad and Max, but I couldn't run fast.

Mum: What happened then?

Wu Yifan: Robin gave me some water. I drank it and then could run very fast. Suddenly I tripped and fell. Then I woke up.

Mum: What a dream!

答案: 2 1 3; had, couldn't run fast, gave, drank

### Let's check

Grandpa speaking:

Many years ago, I went to this school. I went to school by bike. I loved cycling. Nowadays, many students go by bus or car. We didn't have computer games then or computers. So we often played badminton in the summer and went ice-skating in the winter. We had a great time. After school, I often went to the park and read under a tree. It was so beautiful there.

答案: 3 1 2; gym, dining hall, grass



# Recycle Mike's happy days



## 单元教学目标

| 类别               | 教学目标                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 知识与能力目标          | <p><b>句型</b></p> <ul style="list-style-type: none"><li>● 能够在情景中恰当运用所学句型和词汇描述自己和他人的外貌</li><li>● 能够在情景中恰当运用所学句型和词汇描述农场的生活</li><li>● 能够在情景中恰当运用所学句型和词汇描述某一天的生活和工作情况</li><li>● 能够在情景中恰当运用所学句型和词汇描述自己和他人的学校生活</li><li>● 能够在情景中恰当运用所学句型和词汇描述自己和他人从过去到现在的变化</li><li>● 能够看懂学校发出的毕业典礼邀请书并做出书面回应</li><li>● 能够介绍自己的毕业典礼晚会</li></ul> <p><b>词汇</b></p> <ul style="list-style-type: none"><li>● 能够根据单词的特点对已学过的词汇进行整理归纳</li><li>● 能够在情景中结合句型恰当运用已学词汇进行口头和书面表达</li></ul> <p><b>语音</b></p> <ul style="list-style-type: none"><li>● 能梳理归纳已学过的含有 <b>cl, pl, br, fr, ch, sh, th, ng, nk, ar, or, ee, ea, ai, ow, oo</b> 字母组合的词汇并能正确发音</li><li>● 能梳理归纳已学过的含有 <b>a-e, i-e</b> 结构的词汇并能正确发音</li></ul> |
| 情感态度、文化意识、学习策略目标 | <ul style="list-style-type: none"><li>● 学会运用思维导图梳理归纳已学过的知识</li><li>● 学会与同学友好相处，珍惜同学情谊</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



## 单元教学内容分析与教学建议

### 内容分析:

- 本单元是总复习单元，教材通过Mike参观农场的七天之旅以及参加毕业典礼晚会的语境把已学过的语言知识有机地整合在一起，并通过不同类型的任务，帮助学生复习巩固语言形式，培养其综合语言运用能力以及自主学习能力。本部分的语言材料主要围绕Mike参观农场的七天之旅以及一个毕业典礼晚会的语境线索展开，教师可用4~5节课完成本部分内容，也可按照学生的实际情况计划课时。
- 本单元的教学目标是：学生能够在情景中恰当运用所学句型和词汇描述自己和他人的外貌；能够在情景中恰当运用所学句型和词汇描述农场的生活；能够在情景中恰当运用所学句型和词汇描述某一天的生活和工作情况；能够在情景中恰当运用所学句型和词汇描述自己和他人的学校生活；能够在情景中恰当运用所学句型和词汇描述自己和他人从过去到现在的变化；能够看懂教材提供的毕业晚会邀请函，并做出书面回应；能与小组同学合作设计邀请函。

### 教学建议:

由于整个单元内容安排是由Mike的七天之旅和毕业典礼晚会这样一个整体语境构成，因此，建议教师不要一开始就把整体分割成几个部分来教，而是先让学生建构整体情景框架，基于整体情景建构文字意义，再进入各部分的教学。具体操作如下：

**Task 1** Read the Recycle unit quickly, and choose the right answer.

(1) What is the Recycle about?

- A. Mike's life in the school ( )
- B. Mike's trip to the farm ( )
- C. Mike's trip in the city ( )
- D. Mike's life on the farm ( )

参考答案：D

(2) How many days did Mike spend on the farm?

- A. Four days. B. Five days. C. Seven days. D. Eight days.

参考答案：C

**Task 2 Read and write.**

| Timetable |       |       |       |       |       |       |       |
|-----------|-------|-------|-------|-------|-------|-------|-------|
| Day 1     | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 |
| H         |       |       |       |       |       |       |       |

- A. Making new friends and shopping
- B. Life on the farm
- C. Mike's day on the farm
- D. Getting a school invitation
- E. Getting to know Mike well
- F. Getting to know Bill well
- G. A farewell party
- H. Coming to the farm and visiting
- I. Planting trees on the farm
- J. Cooking on the farm

参考答案:

Day 2: A      Day 3: B      Day 4: C      Day 5: E

Day 6: F      Day 7: D      Day 8: G

~~~~~ Day 1 A beautiful farm ~~~~~

内容分析:

- 本部分是Mike农场之旅的第一天,创设的语境是Mike来到了农场并参观农场,通过Mike在农场看到水果、动物等场景复习已学过的名词及其与冠词的搭配。
- 本部分的教学目标是:学生能听、说、读、写有关水果、动物、蔬菜以及衣物等话题的单词,并能归类记忆。

教学建议:

1. 教师出示图片,引出语境: **Mike comes to the farm and visits the farm. Here is the farm. What can you see?** 请学生看图谈图,在交流的过程中,除了谈论画面有什么事物之外,还可以引导学生谈论物品的颜色和数量等,尽量把学过的语言知识串联起来,并从口头语过渡到书面语。
2. 教师可以组织学生以小组竞赛的形式完成本部分的教学活动。看看谁说得多、做得快。
3. 补充听力活动: **Listen and fill in the blanks**

补充听力材料如下:

**Mr White is the owner of the farm. Now, he is introducing his farm to Mike and the guests.**





Look, this is Bill. He have big eye and short hair. He is tall and thin. He is wearing a shirt and overalls (工装裤). The woman is Bill's mother. She was tall and beautiful.

参考答案: He have — He has, big eye — big eyes, thin — strong, shirt — T-shirt, was — is

4. 教师引导学生观察思维导图，并完成教材中的填空活动。

5. 教师提供以下主题让学生合作绘制思维导图: sports, hobby, zoo, school, farm, season, my family, my friend 等。

### ◆◆◆ Day 3 Life on the farm ◆◆◆

内容分析:

- 本部分主要通过描述农场的日常生活，复习巩固学过的动词短语以及一般现在时和现在进行时的结构。
- 本部分的教学目标是：学生能够听、说、读、写已学过的动词短语；能运用一般现在时和现在进行时描述农场的日常生活；能按照 go, do, play, have 四种动词结构归类所学的动词短语。

教学建议:

1. 想一想，说一说

教师出示一幅农场图，边介绍边引导学生谈论，如: This is a farm. Do you know what people usually do on the farm?

2. 完成教材 Circle the words in the puzzle 的活动。

教师再次出示一幅有 Mike 在的农场图，介绍说: Mike is at this farm. What do people usually do on this farm? Circle the words in the puzzle. 学生画出单词并仿照例句填空，完成 Write down what he, she or they do every day. 部分。

3. 描述农场的生活情景，并完成本部分第二个任务。

教师出示教材右下角的图介绍: Now it is morning. Mike, Bill, Bill's mother and other people are on the farm. What are they doing? Please talk about the picture.

4. 语法梳理活动: 想一想，做一做

教师把学生描述农场生活的句子（含有一般现在时和现在进行时）进行板书或用 PPT 呈现，请学生认读，然后给出一定时间让学生同桌讨论并将句子归类，并说说归类的标准。示例如下:

1. He goes fishing.
2. He plays music.
3. Bill is playing ping-pong.
4. She does the cleaning.
5. She is playing the pipa.
6. They have some juice.
7. ...
8. ...

#### Group A

- He goes fishing.
- He plays music.
- She does the cleaning.
- They have some juice.
- .....

#### Group B

- Bill is playing ping-pong.
- She is playing the pipa.
- .....



Day 4 Mike's day on the farm

内容分析:

- 本部分通过描述Mike一天的农场生活和Mike与Bill的卡片游戏复习巩固一般过去时和形容词比较级的用法。
- 本部分的教学目标是:学生能在图片的帮助下,用过去时填空,描述Mike在农场中一天的生活;能对自己或朋友过去某天的生活进行口头和书面描述;能读懂Mike和Bill游戏的文本描述,并能根据游戏规则与同学运用比较级玩卡片游戏。

教学建议:

1. 看一看,说一说

教师出示课文中的图片,边介绍边引导学生讨论,教师可根据学生的回答板书核心句子。T: Saturday was the fourth day for Mike on the farm. He was very busy. What did he do that day?

2. 教师在学生口头回答的基础上,引导他们完成填空任务,并要求学生画出表示时间顺序的单词或表达法。

3. 补充口语活动

- 教师给学生3~5分钟时间准备,要求学生模仿Mike一天生活的语篇结构,向同桌描述自己某一天的生活。

• 调查活动: What did you do yesterday?

学生在规定时间内,离开座位进行调查,通过提问了解自己同班好友昨天的生活情况,并模仿课文的模式仿写一段描述好朋友昨天生活情况的语篇。

4. 教师请学生阅读关于Mike与Bill玩游戏的文本。请学生以小组为单位,讨论这个游戏该怎么玩,需要使用什么单词和句型。最后每个小组根据自己的讨论把游戏演示一遍。

5. 教师组织学生利用卡片游戏复习比较级的用法。

卡片游戏: I believe ...

游戏操作方式:

- ① 学生A先摸一张卡,并翻出来,说: It's an elephant. It's big. (也可以用其他学过的形容词)
- ② 学生B摸一张牌,不要让A看见,说: Guess! Is it bigger or smaller than the elephant?
- ③ 学生A猜测说: I believe it's smaller than the elephant.
- ④ 学生B翻出自己手上的牌,如果A猜的动物比大象小,则B说: Yes. It's smaller than the elephant. 并把手上的卡片给A。如果猜错,这张牌就放在一边。
- ⑤ 轮到学生B摸牌重复A的步骤,这次是由B猜。最后看看谁的卡片多,就为赢者。



6. 补充听力活动: Listen and tick

Bill's Day on the Farm

- What did Bill do in the morning?



( )



( )



( )

- After lunch, what did Bill do?



( )



( )



( )

- What fruit did Bill pick up?



( )



( )



( )

- Where did Bill see the stars?



( )



( )



( )

补充听力材料如下:

### Bill's Day on the Farm

It was hot and sunny yesterday. In the morning, Bill had a picnic with his mother and Mike on the grass. After lunch, Bill's mother read her book. The boys played football on the grass. In the afternoon, Bill and Mike went to the field to pick up the watermelons. In the evening, Bill went swimming in the river near the farm with Mike. At night, they went to the hill and saw the stars. Bill was happy.

#### Day 5 Mike and his new friends: Part 1

内容分析:

- 本部分通过Mike介绍自己周一上课的情况,复习一般现在时和科目名称。
- 本部分的教学目标是:学生能读懂Mike的介绍并能回答相关问题;能正确使用一般现在时第三人称单数描述Mike的上课情况。

教学建议:

1. 教师介绍文本背景,如: Mike and Bill become very good friends. They're getting to know each other well. Now Mike is telling Bill about his school life. What does he say? Read and answer the questions.

Questions:

- ① Does Mike go to school from Monday to Friday?
  - ② What classes does Mike have on Monday?
  - ③ What does Mike do in different classes?
2. 教师请学生根据所读的文本信息,画出错误的地方。
  3. 教师请学生以第三者的角度口头描述Mike的学校生活,并写一篇小短文Mike's school life。

#### Day 6 Mike and his new friends: Part 2

内容分析:

- 本部分通过描述Bill从小时候到现在的变化以及对未来的预测,复习一般过去时、一般现在时以及一般将来时的用法。
- 本部分的教学目标是:学生能通过看图读懂Bill从小时候到少年的变化的描述,并根据描述作判断;能运用三种时态以及表示时间的短语描述自己或他人的变化以及预测未来的变化。

教学建议:

1. 看一看,说一说

教师引导学生看图谈图。T: Bill made a poster to introduce himself to Mike. Let's look at the poster, and see what he talked about. 教师首先要求学生看图,明白Bill在谈论自己小时候到现在的变化,然后组织学生一幅一幅图地讨论,并进行口头描述。

- 在口头描述的基础上，教师布置学生阅读句子并判断正误。
- 教师请部分学生扮演 **Bill** 描述自己的变化。
- 教师让学生小组合作制作海报 (poster) 或预先布置学生把自己不同时期的照片带到学校，进行自我介绍。

◇◇◇◇◇ Day 7 Mike's surprise ◇◇◇◇◇

内容分析：

- 本部分通过 **Mike** 收到学校的毕业典礼晚会邀请函作为语境，引出了一般将来时的用法。
- 本部分的教学目标是：学生能看懂邀请函，并能回答相关问题；能写简单的邀请函；能对收到的邀请函做出书面回应。

教学建议：

1. 阅读前

- 教师利用 PPT 展示各种写有邀请函字样的图片，帮助学生理解 **invitation** 的含义。
- 教师引入文本语境，让学生猜猜 **Mike** 收到了谁的邀请函，是什么邀请函？教师可用板书或 PPT 呈现以下内容：

1) Who is the invitation from?

- The school.
- A good friend.
- A classmate.

2) What is the invitation about?

- A birthday party.
- A farewell party.
- A meeting.

2. 阅读中

- 教师请学生阅读邀请函文本，然后回答以下问题：

- Who is the invitation from?
- What is the invitation about?
- Who is going to the party?
- What can Mike do at the party?

- Fill in the blanks according to the invitation.

| Who | When | Where | What |
|-----|------|-------|------|
|     |      |       |      |

Questions:

- Who will have a farewell party?



- B. When will they have the party?
- C. Where will they have the party?
- D. What are they going to do at the party?

### 3. 阅读后

- 教师引导学生观察教材中的邀请函以及回复信件，讨论邀请函及其回复由哪些部分组成。
- 教师指导学生根据教材中提供的回复框架，以Mike的身份写一封回信，并选出一部分学生的回复作展示。
- 学生以小组为单位选取下面的一个话题或自定一个话题设计邀请函，教师收集学生设计的邀请函并选取较好的作品，贴到墙报上。(Birthday Party, Children's Day Party, New Year's Party等)

### Day 8 A farewell party

#### 内容分析：

- 本部分内容由三部分组成：第一部分是一幅毕业晚会的情景图；第二部分是一首关于晚会的歌谣；第三部分是毕业晚会的临别赠言。本部分主要通过毕业晚会的情景复习所学食物、餐具、学习用具等词汇以及元音、辅音字母组合的发音规律。另外，通过朗读歌谣复习连读、升降调以及不完全爆破等语音现象。
- 本部分的教学目标是：学生能认读所学食物、餐具、学习用具等单词和短语；能梳理归纳已学过的含有cl, pl, br, fr, ch, sh, th, ng, nk, ar, or, ee, ea, ai, ow, oo字母组合的词汇并能正确发音；能梳理归纳已学过的含有a-e, i-e结构的词汇并能正确发音；能通过寻找主要信息理解Read the chant的意义，并能用正确的语音、语调朗读歌谣；能理解和归纳毕业晚会的告别用语；能设计一个晚会购物清单。

#### 教学建议：

##### 1. 看一看，说一说

教师出示教学挂图（上面没有列出单词），与学生一起谈论图上的食物和其他物品。T: Wu Yifan is at the party. He saw many things. What are they? Let's have a look.

2. 教师布置学生完成Look and match的活动。完成后，可组织学生把本部分的单词进行归类。

3. 教师引出Read the chant的背景，并组织学生阅读文本，获取信息并完成表格。

1) 阅读任务导入。T: Here is a chant about the farewell party. Read the chant and fill in the chart.

2) 教师检查学生的理解情况，并示范朗读歌谣。

表格示例如下：

## A Farewell Party

Read the chant and fill in the chart below.

|                             |  |
|-----------------------------|--|
| Party time                  |  |
| What to do at the party     |  |
| What not to do at the party |  |

4. 教师请学生四人一组，谈谈大家会在毕业晚会上说些什么，然后教师朗读教材第50页 **Ways to say goodbye** 部分的表达法，并请学生复述。
5. 教师放背景音乐，模拟毕业晚会的情景，让大家站起来，互相道别。
6. 教师组织学生以小组为单位设计一个晚会方案，并写出购物清单。表格示例如下：

### Party Plan

|                       |  |
|-----------------------|--|
| The name of the party |  |
| When                  |  |
| Where                 |  |
| Who                   |  |
| What to buy           |  |

教师出示字母组合卡片，组织学生认读，并完成教材上的活动。

### Story time

内容分析：

- 本板块的故事背景是Zoom和Zip即将小学毕业了，各自要到不同的地方读书。故事是双方在分别前的对话。
- 本部分的教学目标是：学生通过阅读趣味故事复习巩固本单元所学的语言，并增加语言的输入。教师可根据学生的具体情况制订不同层次的教学目标：能在教师的帮助下阅读文本，理解故事大意；能理解故事内容并按照正确的意群及语音、语调朗读故事；能根据故事内容编写课文剧，进行角色表演；通过阅读、表演故事，引导学生和同学们友好相处，珍惜同学间的情谊。

教学建议：

1. 教师介绍故事背景，学生阅读并回答问题。示例如下：

T: Zip and Zoom are going to leave the school, too. Zip has some good news and some bad news to tell Zoom. What are the good news and the bad news? Read the story and try to find out.

Answer the following questions:

- 1) What is the good news?
- 2) What is the bad news?

- 3) Where is Zip going?
  - 4) Which grade will Zip be in?
  - 5) What did Zoom ask Zip to promise to do?
2. 教师组织学生根据故事进行角色表演，可以鼓励学生在原有故事的基础上进行一些创新。



## 听力材料及部分练习答案

### Day 1 A beautiful farm

答案：

a jacket; an egg; an orange; an umbrella; some apples; some horses; some tomatoes

### Day 2 Farmers' market

答案：

heavy; old; short hair; a green bag; black shoes

### Day 3 Life on the farm

答案：

1. He goes swimming.  
He goes boating.
2. She does her homework.  
She does dishes.
3. He plays ping-pong.  
He plays basketball.
4. They have some vegetables.  
They have an art class.

### Day 4 Mike's day on the farm

答案：

Then I had breakfast .  
After that, I cleaned my room .  
Next, I went fishing .  
In the afternoon, I read a storybook .  
In the evening, I played computer games .  
Finally, I went to bed at 10 p.m.



### Day 5 Mike and his new friends: Part 1

答案:

1. Mike likes Monday best. His favourite class is PE.
2. English is his second class on Monday. He reads many English stories, and he likes to speak English with his friends.
3. In the maths class, Mike sometimes answers very difficult maths questions.
4. In the PE class, Mike sometimes plays football or exercises in the gym. He likes football best.

### Day 6 Mike and his new friends: Part 2

答案:  $\checkmark \checkmark \times \checkmark \checkmark \times$

### Day 7 Mike's surprise

Mike: Hi, Zhang Peng. Did you hear about the party?

ZP: No, I didn't. What party?

Mike: It's a farewell party. There are going to be games and prizes.

ZP: Where is it?

Mike: In the music room on the second floor, near the teachers' office.

ZP: Is Wu Yifan going?

Mike: Yes. Robin is going, too.

ZP: What about John?

Mike: He's ill. He isn't going. He should rest and get some sleep.

ZP: That's a pity. What time is the party?

Mike: At 3 p.m. on Friday. It will be great!

ZP: OK. See you there.

答案: Zhang Peng, Mike, Wu Yifan, Robin

### Day 8 A farewell party

答案:

| cl    | pl     | br             | fr             | ch                   | sh               | th    | ng        | nk   |
|-------|--------|----------------|----------------|----------------------|------------------|-------|-----------|------|
| clock | plates | brown<br>bread | fresh<br>fruit | cheese<br>chocolates | English<br>fresh | maths | ping-pong | pink |



## 附录I 总复习案例参考

### 一、总复习的教学定位

本学期在完成了教材中四个新授单元和一个总复习单元的教学后，进入了总复习阶段。由于没有现成的教学材料，很多教师在课堂中花大量时间让学生做题、解题，希望通过题海战术让学生复习巩固已学知识，熟悉考试题型，提高考试成绩。但这样的做法常常事与愿违，其后果之一是学生不喜欢上复习课，因为它单调沉闷；另一方面，课上所学的零散知识也得不到梳理、整合，不利于学生的记忆与输出。

通过多做题使学生复习巩固所学语言，熟悉考试题型，对提高考试成绩有一定的作用，但如果教师不在做题之前引导学生对知识点进行梳理归纳，形成一个较完整的体系，学生对语言知识的储存和输出也是零散而琐碎的；同时，如果学生所做的练习题侧重语言形式的记忆，而没有提升一个层次，进行听、说、读、写的综合性训练，也很难帮助学生更好地提高语言技能，最终也会影响考试成绩。因此，在考试前为学生提供与考试题型相关的练习进行操练以熟悉题型，掌握一定的考试技巧是必要的；但另一方面，还要明确复习课的定位，要努力通过复习课的教学，使学生的语言知识体系和语言运用能力都达到一个新的高度。

复习课是帮助学生把每册书、每个单元所学的相对独立的语言知识，进行复现、梳理、归纳，使之有机地联系起来，并加以条理化和系统化；同时，复习课通过相应的听、说、读、写综合性练习，进一步加深学生对知识的理解与掌握，是发展综合语言运用能力的一种课型。总复习阶段的教学主要包括四个方面的任务：第一、引导学生对所学知识进行系统地整理，理清知识的来龙去脉，构建较为完整的语言知识体系；第二、针对复习的重点、难点设计听、说、读、写综合性训练，强化学生的综合语用能力，并对学生的学习进行查漏补缺；第三、提供不同的语境和学习任务，延伸、拓展语言知识，以求温故而知新；第四、加强学法的指导，培养学生自主学习的能力。总之，总复习阶段的教学目标如下：

1. 语言知识的复现：复习各单元的话题词汇及核心句型
2. 语言知识的整合：打破单元界限，联系同一个话题的语言知识，构建新的语境综合运用语言
3. 能力的提升：培养综合语言运用能力；  
加强学法指导，培养自主学习能力



## 二、总复习的教学策略

### 1. 通过话题重构整合复习内容。

虽然教材是以话题为主线编排教学内容，但编排体例是螺旋式的，同一话题的相关内容被分别安排在不同年级的不同单元。因此，在总复习时很有必要把相关话题的语言知识进行联结、梳理和归纳，形成大板块。为了避免“炒冷饭”现象，教师可通过话题重构把原来分散的语言知识系统化，通过复习不断地滚动运用，从而使学生从熟记语言知识逐渐向发展语言运用能力过渡，从而最终提高学生综合运用所学语言的能力。

### 2. 通过显性的学习方法，强化学生对语言形式的注意。

心理语言学的研究表明，注意语言形式是学习语言的必然过程，只有当语言系统发展到一定阶段后，人们才可以将主要注意力集中在意义的表达上。语言形式如词汇、句子、语法等，既是考试的内容，又是综合语言运用能力的基础。在复习课的第一阶段，教师可利用话题呈现语境，帮助学生激活和直接提取所学的语言知识，然后引导学生观察、分析并归纳语言的结构特点和规律，以强化学生对语言形式的认识。

### 3. 通过设置新语境和学习任务，提供更高层次的听、说、读、写综合训练活动。

学生在新授单元的学习中，通过某种语境对语言知识有了体验与理解，但要达到更深层次的理解和巩固，还需要通过不同语境、不同结构，才能加深和内化所学的语言知识。因此，复习课需要设计新的语境和新的听、说、读、写任务把学过的语言知识进行整合和重构，这样既有利于知识的系统化，也有利于知识的巩固和学生自主学习能力的提升。

### 4. 加强学习方法的指导，培养学生的自主学习能力。

一个完整的复习过程需要经历三个阶段：准备—实施—反思，学生对这三个阶段的认识和实践是需要指导和训练的。因此，教师可先提供“先学表”引导学生进入准备阶段，学生通过完成“先学表”（可参考“总复习教学设计流程”），预先梳理、归纳三到六年级所学的语言知识，为进入课堂学习做好铺垫。在反思阶段，教师可在课堂教学后提供“后学表”，要求学生把课堂中复习过的内容进行梳理和反思。通过这样的训练，学生既体验了复习的过程，也了解了复习的方法，有助于促进自主学习能力的提升。

## 三、总复习教学设计流程

总复习的教学步骤是：创设话题情景—梳理归纳语言知识—组织听、说、读、写训练活动。复习课 **Make a trip plan** 主要针对 **be going to** 结构，围绕“制订假期计划”这一话题展开。该课以师生共同制订暑假旅游计划为任务载体，帮助学生系统整理以前分散学习的 **be going to** 相关词汇及功能句，并归纳出制订计划的步骤、方法。该课通过对语言知识的梳理，将相对分散的知识点串成线、连成片、结成网，从而方便学生更好地储存与提取，提高了学生的学习效率。另一方面，该课根据学生的起点设置了“**Samuel** 制订去杭州的旅游计划”这一新的语境，引导学生制订自己的旅游计划，并通过寻找驴友一起报名等活动环节，提供了更高层次的听、说、读、写活动，延伸与拓展了所学的语言知识，以提升学生综合运用语言的能力。



### ◆◆◆(一) 本课时设计理念 ◆◆◆

1. 语言教学的整体性原则。语言的整体性表现为由语音、词汇、语法等组成的语言知识和语言应用能力的统一。因此,设计时应从词汇、句子、篇章等各方面入手,复习巩固本单元所学内容。

2. 以话题为中心的原则。依据本单元话题,以“制订假期计划”为任务依托,使语言知识的复习语境化、语义化和语用化,引导学生运用所学语言做事情。

3. 采用任务型教学途径,培养学生的综合语言运用能力。通过任务型教学途径,针对听、说、读、写技能的发展设计语言输出活动,使学生在梳理知识的同时,真实地运用语言知识,形成综合语言运用能力。

4. 注意方法指导,培养学生自主学习的能力。通过增加文本中目标语言出现的频度,并予以显性标注等方式,滚动复现语言知识,让学生有意注意语言的形式,并归纳所学知识;通过开展合作、互动式的活动,引导学生运用所学语言做事情,并对学习方法进行总结,从而提高语言运用能力。

### ◆◆◆(二) 本课时结构图 ◆◆◆



### ◆◆◆(三) 本课时教学准备 ◆◆◆

#### 1. 主体文本

Vincent: Hello. Is that Samuel speaking?

Samuel: Yes. Who's this?

Vincent: This is Vincent. The summer holiday is coming next month. Where are you going on your holiday?

Samuel: I am going to visit Hangzhou, the provincial capital of Zhejiang.

Vincent: Oh, that would be nice. Who are you going with?

Samuel: I am going with my mum, my dad and my sister Mary.

Vincent: What are you going to do there?

Samuel: We are going to the West Lake. It is famous in China. It has ten old views and ten

new views. We are going to walk around the lake.

Vincent: What else are you going to do there?

Samuel: We are going to drink Longjing tea there. After that, I am going to buy a silk scarf for my grandma because she likes it very much.

Vincent: That's great! How is your family going to get there?

Samuel: We are going by plane.

Vincent: When are you going, then?

Samuel: We are going on July 17th. I am going to buy something for the trip on the Internet. Any good ideas for me?

Vincent: Yes. I think you'd better buy ...

## 2. 复习先学表

### 话题式复习先学表

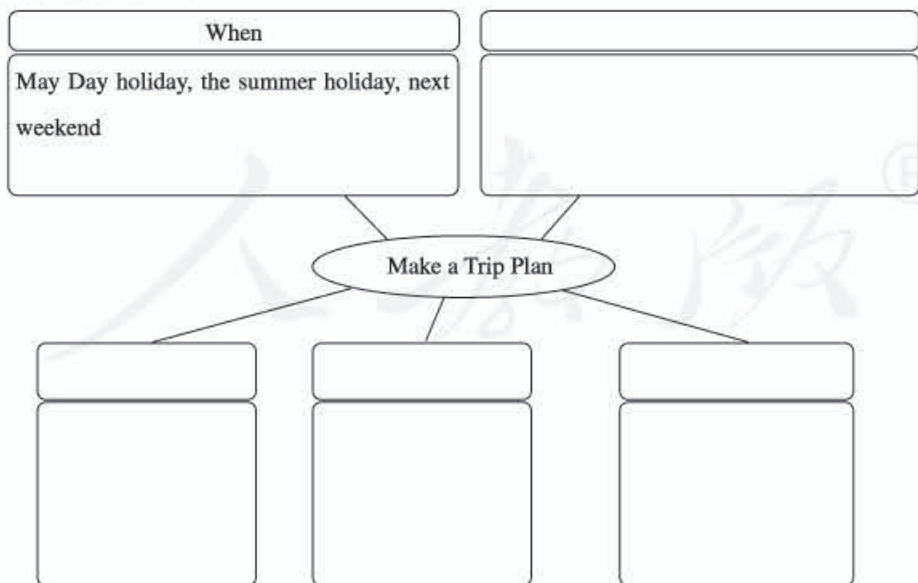
亲爱的同学们:

你们做过计划吗? 做过什么计划呢? 现在我们要做一个假期旅游计划, 你有什么想法吗? 下面我们就一起来用英语做一个假期旅游计划。

**Task 1** 一个假期旅游计划需要哪些部分组成? 请选择你认为需要的部分。

- |                   |                       |
|-------------------|-----------------------|
| ( ) 1. My Hobbies | ( ) 2. Place to Go    |
| ( ) 3. How to Go  | ( ) 4. Who to Go With |
| ( ) 5. What to Do | ( ) 6. My Friends     |
| ( ) 7. Time to Go | ( ) 8. My Teachers    |

**Task 2** 请根据你确定的计划组成部分完成下图, 并从三到六年级的课本里把学过的相关词语写在图形里。



**Task 3** 你能在三至六年级课本里找到有关假期活动的短语吗？试着找一找，看看你能找到多少个短语？

### 3. 复习后学表

#### 复习后学表

同学们，现在你学会用英语制订假期计划了吗？你能完成下面两个任务吗？

**Task 1** 请把你知道的相关词汇或短语填到表格内。

|                | Make a Trip Plan                   |
|----------------|------------------------------------|
| What to Do     | do some shopping, take some photos |
| Where to Go    | Beijing                            |
| When to Go     | next month                         |
| How to Go      | by bus                             |
| Who to Go With | my classmates                      |

**Task 2** 请利用今天复习的内容为本班设计一个班级活动计划。先把题目补充完整，再作计划。

| A Plan for _____ |
|------------------|
| _____            |
| _____            |
| _____            |
| _____            |
| _____            |
| _____            |
| _____            |



#### 四、总复习教学案例

#### Make a Trip Plan

|        |  |
|--------|--|
| 学生分析   | <ol style="list-style-type: none"><li>1. 本节课的授课对象是六年级的学生，他们具有一定的抽象思维能力，能基于一定的引导透过现象看到事物本质，能掌握大多数定义性概念，但在学习仍需具体经验的支持。经过三年多的英语学习，大部分学生对英语学习兴趣较高，乐于参加英语课堂活动，对英语国家和本国的文化有浓厚的兴趣。</li><li>2. 学生学习本课之前已积累了以下五个范畴的相关词汇：要干什么（What），去哪里（Where），什么时间（When），什么交通方式（How）和出行伙伴是谁（Who）。学生在六年级上册Unit 3中学习了be going to句型，掌握了相关语法知识及以When/How/What/Where提问的特殊疑问句的问答句。同时，学生已具备一些听、说、读、写的基本技能，能围绕“周末要做什么事情”这一话题，口头表述并写出小文段。在学习本课内容时，大部分学生已基本掌握了be going to句型结构，但有些学生掌握得还不够扎实。</li><li>3. 经过三年多的学习，学生已经能够感知和模仿英语发音的特点，能理解英语句型的结构和语用功能，能初步运用听、说、读、写四项语言技能获取、处理和传递所需信息。但在如何有效记忆和使用英语词汇、如何在具体语境下进行交流等方面还有待提高。</li></ol>                        |
| 教学内容分析 | <ol style="list-style-type: none"><li>1. 本课时教学内容分析：<br/>本课时复习的内容是be going to句型，主要围绕“制订假期计划”这个主题进行。本课时具体的教学内容为教师自编的对话，以电话交谈的形式讨论Samuel的旅程安排。<br/>本课时的复习内容以“制订假期计划”这一任务，把what, where, when, how和who五个范畴的相关词汇有机地连接在一起，并与六年级上册第三单元的学习内容联系起来。教师应鼓励学生综合运用所学语言表达自己的想法和制订旅游计划。</li><li>2. 本课时教学重点：<ol style="list-style-type: none"><li>(1) 复习有关假期计划的各类词汇、词组及句型。</li><li>(2) 能围绕“制订假期计划”的五个范畴介绍或描述自己的假期计划。</li></ol></li><li>3. 本课时教学难点：<ol style="list-style-type: none"><li>(1) 能围绕“制订假期计划”的五个范畴，连续性地描述自己的假期计划，包括选择去这个地方的原因等。</li><li>(2) 如何在制订假期计划和寻找驴友的活动中综合运用所复习的功能句。</li><li>(3) 由设计假期旅游计划拓展到制订其他计划。</li></ol></li></ol> |

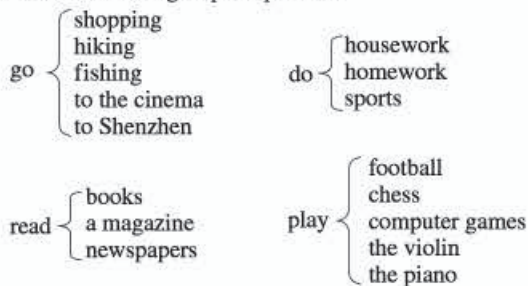
|                  |   |
|------------------|---|
| 教<br>学<br>目<br>标 | <p>1. 语言知识:</p> <p>【词汇】复习有关“制订假期计划”的五个范畴的词汇:</p> <p>(1) 复习有关假期活动的动词词组, 如go shopping等。</p> <p>(2) 复习有关地点的词汇, 如Australia等。</p> <p>(3) 复习有关时间的词汇, 如during the summer holiday等。</p> <p>(4) 复习有关交通方式的词汇, 如by plane等。</p> <p>(5) 复习有关旅游伙伴的词汇, 如with my friends等。</p> <p>(6) 能听、说、认读以下词汇: the provincial capital, famous, view, around, silk, scarf, Internet。</p> <p>【句子】复习问答他人和自己的假期安排的句型:</p> <p>(1) Where are you going on your holiday? I am going to ...</p> <p>(2) Who are you going with? I am going with ...</p> <p>(3) What are you going to do there? I am going to ...</p> <p>(4) How are you going to get there? We are going ...</p> <p>(5) When are you going? We are going ...</p> <p>(6) 复习描述自己计划的句型: I am going to ...</p> <p>【篇章】听有关Samuel旅程安排的电话交谈; 读介绍旅游景点的小册子。</p> <p>2. 语言技能:</p> <p>(1) 学生能用学到的语言知识就他人和自己的假期安排进行交流。</p> <p>(2) 学生能阅读介绍旅游景点的小册子, 收集、提取相关信息, 并选择旅游目的地; 能口头描述自己的旅游计划, 寻找同行驴友, 并能准确写出自己的旅游计划。</p> <p>3. 学习策略:</p> <p>(1) 以小组合作学习的方式引导学生归纳有关假期活动的词组。</p> <p>(2) 通过复习形成自主复习的学习态度, 掌握复习及拓展学习的方法, 注意归纳所复习的语言规律, 并能举一反三, 灵活地运用规律。</p> <p>(3) 熟练运用本节课所复习的内容制订各种计划。</p> <p>4. 情感态度:</p> <p>(1) 学生能够对英语课堂活动感兴趣, 积极参与各项活动。</p> <p>(2) 增强学生的民族意识, 培养学生尊重各民族文化、热爱祖国河山的情怀。</p> <p>5. 文化意识:</p> <p>了解一些名胜古迹、著名景观、特色食品及风土人情。</p> |
|------------------|---|

|   |   |
|---|---|
| <p style="text-align: center;">教学策略</p> | <p>1. 根据复习课“复现和继续学习”的特点,遵循“语篇意义—语言运用—语言形式”的语言教学原则,通过“制订假期旅游计划”这一任务复现语言知识,形成概念,归纳语言知识和学习方法,形成语言能力;通过更高层次的听、说、读、写的语篇训练,延伸与拓展知识,提升学生的综合语言运用能力。</p> <p>2. 在本课时的教学中设计了三项任务组成的任务链:制订教师的假期旅游计划;了解 Samuel 的假期计划;学生制订自己的假期计划,寻找同行驴友并报名。通过情景化、连贯性的教学,设计有联系、有层次的活动,让学生运用语言真实地做事情。</p> <p>3. 小组合作学习。通过合作式、互动式的学习,培养学生与他人合作的意识和能力,提高学习效率。</p> <p>4. 辅助媒体:PPT课件,自制视频。</p> <p>5. 课前准备的材料:有关假期活动的词卡;主体文本(Samuel与Vincent的对话);旅游小册子。</p>  |
| <p style="text-align: center;">教学过程</p> | <p><b>I. Preparation</b></p> <p>1. Greetings and Free Talk</p> <p>T: Hello, boys and girls. How are you today? Let's play a game. Look and guess. Think of a word.</p> <div data-bbox="356 937 611 1118" style="text-align: center;"> </div> <p>T: Yes, you are right. It's holiday. Today we are going to talk about our holiday.</p> <p>(设计意图:教师先后出示度假的图片和提示语言: We don't go to school. Take a trip. Go hiking, 以及 _____ 提示学生该单词由7个字母构成。引导学生通过图片和文字的提示猜词,以激发学生的学习兴趣,导入本课的学习主题holiday。)</p> <p>2. Brainstorm and group the phrases.</p> <p>(1) Brainstorm: words and expressions about activities.</p> <p>T: What can we do during the holiday? Can we ...?</p> <p>师生问答后,教师请学生拿出课前完成的“复习先学表”,在四人小组里分享假期能做的事情。教师利用PPT呈现相关的动词短语。</p> <p>(设计意图:通过头脑风暴和师生问答,引导学生回忆并复习动词词组,为后面的学习作铺垫。)</p> <p>(2) [PPT] Present the verbal phrases and read them aloud.</p> <p>T: We can do many things during the summer holiday. We can ...</p> <p>(3) Group the verbal phrases.</p> |



T: There are so many phrases to remember. It's not easy. Let's group them, but how? We can group them in this way. What about other phrases? Can you group them? Now discuss in your groups.

T: Which group can come here and group the phrases?



(设计意图: 教师先对暑假活动示范归类, 然后让学生小组讨论如何归类, 并把结果在黑板上进行展示, 目的是让学生在活动过程中体会学习策略的应用, 学习梳理、归纳词汇的方法, 增强对go, do, read, play等关键词的搭配意识。)

(4) Read all the phrases together.

T: During the holiday we can go shopping ...

(设计意图: 教师引导学生完整地陈述假期活动, 培养学生的语篇意识。)

## II. Pre-task

Help the teacher make a trip plan and sum up how to make a trip plan.

1. The teacher presents his/her trip plan. Students give some suggestions to the teacher.

(设计意图: 教师拟定自己的暑假旅游计划, 先用图片呈现以前制订的旅游计划, 引出“计划”的概念。师生用一般过去时的功能句问答以前的旅游经历。)

(1) The teacher decides where to go and what to do there.

T: Look at the calendar. What date is it? ... What holiday will it be two months from now? ...

This summer holiday, I am going to take a trip. Let me make a trip plan first.

T: Those were the plans I made before. This was the trip plan for Xinjiang in 2012. I went to ...

T: When am I going for my trip this year? I am going during the summer holiday. Maybe the 24th to the 30th of July is the best time for me. Where am I going then? I have some places in my mind.



**T: Venice, Inner Mongolia, Beijing or Guilin? Can you give me some suggestions?**

学生提建议，教师随机提问：**What can I do/see there? How is/are the food/people/weather there?**等，和学生一起谈论这个地方的风土人情；教师也可呈现图片或制作介绍这些地方的英语微视频作为教学资源的补充。

**T: Thank you for your ideas. Mmm ... Maybe Inner Mongolia is the best place for me. I am going to Inner Mongolia. I am going to ride a horse there. It will be exciting ...**

（设计意图：通过完成帮教师制订旅游计划的任务，学生对教师的旅游目的地提出建议，师生一起谈论当地的天气、人文、食品、景色和旅游中能做的事情等。教师根据学生的提议和自己的实际情况决定旅游目的地。考虑到学生向教师提出建议前应事先对这些旅游目的地有所了解。因此，教师根据四到六年级语文课本的选材选择了威尼斯、内蒙古、北京和桂林四个地方。）

**(2) The teacher decides how to go there and who to go with.**

**T: How can I go to Inner Mongolia from ...? Going by plane is fast because Inner Mongolia is far away from here. I am going with my friends, because my son is too young to go with me.**

**2. Sum up how to make a trip plan.**

**(1) Sum up the content.**

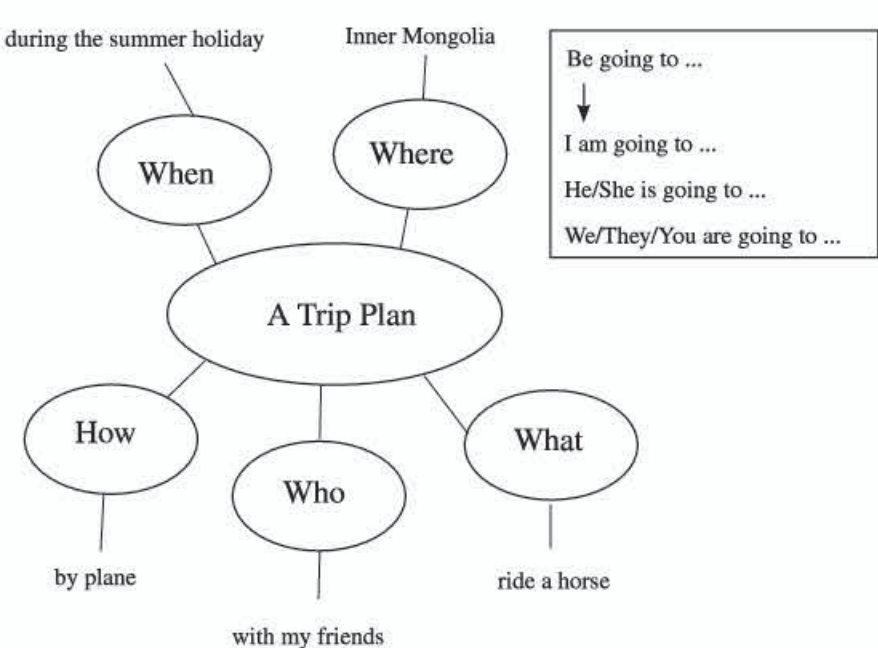
**T: I have made a trip plan. Do you know how to make a trip plan? What should we think about first? To me, the most important things about a trip plan are when and where. What will I think about later? "How," "Who," and "What." What are your ideas? What are the most important things to think about?**

（设计意图：教师引导学生归纳出制订旅游计划要从when, where, how, who和what五个范畴考虑，这是从内容方面进行归纳。同时，教师以自己的旅游计划为例，表明在五个范畴中会优先考虑when和where。然后教师提问：在所有的旅游计划中时间和地点都是最重要的吗？让学生讨论后回答。教师引导学生使用一般过去时讲述以前的假期活动来证明自己的观点。）

**(2) Sum up the language forms.**

**T: When we make trip plans, we will use "be going to ..." When we make our plans, we will use "I am going to ..." or "We are going to ..." When I talk about your plan, I will use "You are going to ..." When we talk about the others' plans, we will use "He is going to ..." "She is going to ..." or "They are going to ..."**

（设计意图：通过帮教师制订暑假旅游计划这一任务，使学生归纳出描述自己的旅游计划时要用I am going to ...句型。然后，教师引导学生说出谈论他人的旅游计划时需要使用的句子，这是在语言形式方面进行归纳。）

|  |  |
|--|--|
|  | <p style="text-align: center;"><b>A Trip Plan</b></p>  <p style="text-align: center;"><b>III. While-task</b></p> <p><b>Samuel's Trip Plan</b></p> <p>1. Get to know Samuel's trip plan.</p> <p>(设计意图: 从导入文本进入主体文本的学习。以Samuel's trip plan为载体, 通过三个层次的问题和听、说、读、写的语篇活动, 启发学生了解Samuel's trip plan的细节, 复习巩固本节课的主要句型。)</p> <p>(1) Read, ask and answer.</p> <p>T: Well, you know I am going to take a trip to Inner Mongolia during the summer holiday.<br/>What about my friend, Samuel? Where is he going? Please read the dialogue by yourselves.<br/>教师用PPT呈现主体文本, 学生阅读后回答问题。</p> <p>T: Where is Samuel going? It's so easy, right? Let's answer it together ... He is going to Hangzhou.</p> <p>(设计意图: 学生阅读主体文本后找出Samuel的旅游目的地, 这是一个表层性问题。)</p> |
|--|--|



(2) Watch a video about Hangzhou and talk about Hangzhou.

T: Do you know anything about Hangzhou? ... Let's find out more about Hangzhou.

教师放一段介绍杭州的英语微视频。

T: Who can say something about Hangzhou? How is the food and the weather? What are the people there like? ... Anything else?

教师呈现有关杭州的图片，还可提供其他省会城市的图片，帮助学生理解the provincial capital的意思。教师在与学生一起谈论杭州的过程中呈现silk和silk scarf。教师可利用网评“西湖十景”的事件，提供西湖十景的照片，帮助学生理解famous, view, around, Internet的意思。

(设计意图：通过一段富有地方文化特色的微视频，使学生更深入地了解杭州的风土人情和西湖十景，同时处理文本中的新单词。)

2. Read and find out the details of Samuel's trip plan.

(1) T: Samuel is going to Hangzhou. [PPT呈现表格] Then what is he going to do there?

When is he going? How is he going to get there? Please take out your paper, read the dialogue and find the answers. Write your answers on your paper, please.

| Where to Go | When to Go | What to Do | How to Get There | Who to Go With |
|-------------|------------|------------|------------------|----------------|
|             |            |            |                  |                |

参考答案如下：

| Where to Go | When to Go   | What to Do  | How to Get There | Who to Go With                   |
|-------------|--------------|---|------------------|----------------------------------|
| Hangzhou    | On July 17th | visit the West Lake,<br>walk around the lake,<br>drink Longjing tea,<br>buy a silk scarf for<br>his grandma | by plane         | his mum, dad,<br>and sister Mary |

(2) Check the answers in class.

T: What is Samuel going to do there? When is he going? How is he going? Who is he going with?

(设计意图：学生根据表格的提示阅读文本，提取关键信息，体验阅读策略的运用。学生先独立完成表格，教师在检测环节请学生将表格中五方面的信息替换Pre-task部分A trip plan五个范畴的信息，生成Samuel假期安排的思维导图。)

|  |  |
|--|--|
|  | <p>3. Read the dialogue in class.</p> <p>T: Now, read the dialogue after the tape. Please read like Samuel and Vincent.<br/>       学生模仿Samuel和Vincent的语音、语调及语气朗读对话。</p> <p>4. Extension of the dialogue</p> <p>(1) T: When Samuel makes a trip plan, what does he think about first? ...<br/>       He thinks about when and where the trip will be.<br/>       (设计意图: 教师引导学生根据对话的顺序找出Samuel制订假期旅游计划时首先考虑的因素, 即when和where, 为下面学生自己制订旅游计划和寻找同行驴友进行铺垫。)</p> <p>(2) T: What is Samuel going to buy on the Internet?<br/>       (设计意图: 教师引导学生根据杭州夏季的相关信息和Samuel的性格特点进行推理, 推测Samuel可能在网上购买哪些出行物品, 学生可能会说: He is going to buy ... 等, 教师鼓励学生运用想象力进行猜测。)</p> <p>5. Retell Samuel's trip plan.</p> <p>T: [Present the mind map.] Look, this is Samuel's trip plan. He is going to ...<br/>       (设计意图: 复现对话的主要内容, 引导学生进行总结, 复述Samuel的假期安排。教师可以用以下引导语: You can begin like this. The summer holiday is coming. Samuel is going to Hangzhou with his mum, his dad and his sister Mary. They are going to ...)</p> <p><b>IV. Production</b></p> <p>Students make their own trip plans and find their trip mates.</p> <p>1. Task 1: The students make their own trip plans.</p> <p>(1) Assign the task.</p> <p>T: I am going to take a trip during the summer holiday. Samuel's family is going to take a trip, too. What about you? What are you going to do on your holiday? Do you want to take a trip, too?</p> <p>T: I have some beautiful suggestions for you. Australia, Hong Kong, Hainan and Guilin are beautiful places for you to go. If you want to take a trip, you should find out more about them. You can choose one or two of them. You can also go to other places if you'd like to. Please make a trip plan for your summer holiday now. Take out your worksheets, please.</p> |
|--|--|



Australia is a seashore country. The seasons are different from China. When it's winter in China, it's summer in Australia.

Sydney is the biggest city in Australia. It's famous for the Sydney Opera House (悉尼歌剧院). You can listen to some nice music there.

Koala bears in Australia are as popular as pandas in China. Kangaroos are popular in Australia, too.



Hainan is an island in South China. The weather is hot in the morning and afternoon, but it's cooler in the evening because of the sea wind.

The beach is very big and beautiful. You can enjoy the sunshine on it. Also, you can visit the island by ship.

There are many kinds of seafood in Hainan. It's tasty.



Hong Kong is an international city (国际化城市). It's a good place for shopping. Some things are cheaper.

Hong Kong Disneyland was built in 2005. The games there are exciting.


Ocean Park is the other famous theme park in Hong Kong. You can watch the dolphin show (海豚表演), and go to the aquarium (海洋馆). There are many kinds of fish in it.



Guilin is a travel city in Guangxi. It's famous for the Li River (漓江) and the mountains. The mountains look like different animals.

You can row a boat, go hiking, watch the show about Liu Sanjie (刘三姐), buy presents and eat good food in Yangshuo.





### My Trip Plan


Where: Australia       Hong Kong       Hainan   
 Guilin       Beijing       other \_\_\_\_\_

What: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

When: \_\_\_\_\_

How: \_\_\_\_\_

Who: \_\_\_\_\_



(2) The students make their own trip plans and fill in their worksheets.  
 (设计意图: 学生阅读图文并茂的旅游小册子, 拟定自己的假期计划, 并用铅笔填写 worksheet 中的 Where, What 栏目。用铅笔填写以备后面调整假期计划时更改。)

(3) Share the trip plans in groups, then in class.

T: Have you finished your plans? Now share your trip plan in groups. Who can come here and tell us about your plan?

2. Task 2: Find trip mates.

(1) The teacher tries to find a trip mate.

T: How much is it if you go to Inner Mongolia? [教师点击PPT, 呈现团体价] Look, if you go in groups of four, it is just ... yuan for each person. If you go with eight people, it is just ... for each person. It's much cheaper. Do you want to save money? We'd better find more trip mates. Let me find a trip mate to Inner Mongolia first.



教师走到学生A的身边。

T: A, where are you going during the summer holiday?

A: I am going to ...

T: How are you going there? What are you going to do there? Who are you going with?

T: Let's go to ... The weather is ... We can see ... There is/are ...

A: Sorry, I don't like ... / Yes, I am going to ... with you.

(2) The students look for their trip mates and make a plan with them.

T: I have found a trip mate, I can find more. Then my travel will be cheaper. Boys and girls, do you want to travel at a cheaper price? If you go with more than eight people, your travel will be much cheaper. Now please go and find your trip mates. If you want to stay in our hometown, you can also find friends to play with and make a holiday plan with them.

(3) Finish the worksheets.

T: Let's finish the worksheet. A, where are you going? Oh, you are going to ... What are you going to do there? When are you going? Who are you going with? You can write down your answers and finish the worksheet.

(设计意图: 学生根据上一轮找同行驴友的结果, 调整并填写自己的假期安排, 完成 worksheet。)

## (4) Check and report.

T: Now let's see your worksheets. Does anyone want to share with us?

(设计意图: 通过寻找同行驴友或假期活动伙伴的任务, 使问答暑期计划成为一项有意义的活动。教师和全班学生一起检查worksheet中的拼写及语法错误。教师同时统计报名人数, 选出班内学生暑期出行的最佳目的地。)

## 3. Conclusion

T: Today you did a good job. What have we learned today? We have learned how to make a trip plan. When we make a trip plan, what should we think about? We should think about "where, when, how, who and what." What else will we think about? You see, if we want to do things well, we'd better make a plan first. [PPT呈现] Plan well before you do things. (有计划才能做好事情。)

## 4. Homework

T: Just now you have made your trip plan like this. [PPT呈现思维导图或worksheet] I hope you can write about your trip plan in another way.

### Homework

1. Write a short passage according to your worksheet.

(根据worksheet的提示, 写一篇关于trip plan的小文段)

2. Make a plan of the class trip.

(根据worksheet的提示, 拟订班级出游计划)

(设计意图: 通过写有关假期旅游安排的小文段, 把用思维导图或worksheet呈现的信息转变成正式文本, 同时发展学生制订各种计划的能力, 以重新整理、加深巩固本课时所学的话题相关知识。)



# 附录 II 教师参考词汇表

(注: 本词表收录学生用书词表外的其他新词和词组)

## Unit 1

|                                  |                  |
|----------------------------------|------------------|
| ton /tʌn/ 吨                      | p.3 (Main Scene) |
| meat /mi:t/ 肉                    | p.4              |
| age /eɪdʒ/ 年龄                    | p.5              |
| height /haɪt/ 身高; 高度             | p.5              |
| bright /braɪt/ 明亮的               | p.8              |
| title /'taɪtl/ 标题; 题目            | p.8              |
| happen /'hæpən/ 发生; 出现           | p.9              |
| agree /ə'gri:/ 同意; 商定            | p.9              |
| goalkeeper /'gəʊlki:pə(r)/ 守门员   | p.11             |
| deer /diə(r)/ 鹿                  | p.11             |
| centimetre /'sentɪmi:tə(r)/ 厘米   | p.11             |
| neck /nek/ 颈; 脖子                 | p.11             |
| reach /ri:tʃ/ 到达; 抵达             | p.11             |
| teamwork /'ti:mwɜ:k/ 协同工作;<br>配合 | p.11             |
| guy /gɑ:/ 小伙子; 家伙                | p.11             |
| almost /'ɔ:lməʊst/ 几乎; 差不多       | p.11             |

## Unit 2

|   |      |
|---|------|
| something /'sʌmθɪŋ/ 某事; 某物                      | p.15 |
| else /els/ 另外; 其他                               | p.15 |
| few /fju:/ 不多; 很少                               |      |
| a few 有些; 几个                                    | p.17 |
| second /'sekənd/ 秒; 第二(的)                       | p.17 |
| cover /'kʌvə(r)/ 覆盖; 遮盖                         | p.17 |
| housekeeper /'haʊski:pə(r)/ 管家;<br>杂务主管 (通常为女性) | p.18 |
| customer /'kʌstəmə(r)/ 顾客                       | p.18 |

|                                      |      |
|--------------------------------------|------|
| average /'ævərɪdʒ/ 平均的               | p.18 |
| comment /'kɒment/ 议论; 评论             | p.18 |
| describe /dɪ'skraɪb/ 描述; 形容          | p.19 |
| manager /'mænɪdʒə(r)/ 经理; 经营者        | p.19 |
| noisy /'nɔɪzi/ 吵闹的; 嘈杂的              | p.19 |
| either /'aɪðə(r)/ 也 (不...)           | p.19 |
| another /ə'nʌðə(r)/ 另一; 再一<br>(事物或人) | p.21 |

## Unit 3

|                               |                   |
|-------------------------------|-------------------|
| holiday /'hɒlədeɪ/ 假期         | p.22 (Main Scene) |
| kebab /kɪ'bæb/ 烤肉串            | p.23 (Main Scene) |
| delicious /dɪ'lɪʃəs/ 美味的; 可口的 | p.23 (Main Scene) |
| also /'ɔ:lsəʊ/ 而且; 也          | p.26              |
| saying /'seɪɪŋ/ 谚语; 格言        | p.29              |
| luck /lʌk/ 运气; 幸运             | p.29              |
| believe /brɪ'li:v/ 相信; 认为真实   | p.31              |
| spaceship /'speɪsʃɪp/ 宇宙飞船    | p.31              |

## Unit 4

|                                   |      |
|-----------------------------------|------|
| guest /gest/ 客人; 宾客               | p.34 |
| mistake /mɪ'steɪk/ 错误; 失误         | p.35 |
| dynasty /'dɪnəsti/ 王朝; 朝代         | p.35 |
| grade /greɪd/ 年级                  | p.36 |
| caveman /'keɪvmæn/ (数千年前的)<br>穴居人 | p.41 |
| raw /rɔ:/ 生的; 未烹制的                | p.41 |
| earth /ɜ:θ/ 地球; 世界                | p.41 |

|                             |      |   |
|-----------------------------|------|---|
| human /'hju:mən/ 人          | p.41 | 📖 |
| whale /weɪl/ 鲸              | p.41 | 📖 |
| already /ɔ:l'redi/ 已经       | p.41 | 📖 |
| future /'fju:tʃə(r)/ 将来; 未来 | p.41 | 📖 |
| heal /hi:l/ (使) 康复; 复原      | p.41 | 📖 |

## Recycle

|                                      |      |
|--------------------------------------|------|
| mind /maɪnd/ 头脑; 大脑                  |      |
| mind map 思维导图                        | p.43 |
| shopping list 购物清单                   | p.43 |
| turn over 使翻个儿; 使翻转                  | p.45 |
| difficult /'dɪfɪkəlt/ 困难的            | p.46 |
| once upon a time 很久以前; 从前            | p.46 |
| poster /'pəʊstə(r)/ 招贴画; 海报          | p.47 |
| skip /skɪp/ 蹦蹦跳跳地走; 跳绳               |      |
| rope /rəʊp/ 粗绳; 绳索                   |      |
| skip rope 跳绳                         | p.47 |
| invitation /,ɪnvɪ'teɪʃn/ (口头或书面的) 邀请 | p.48 |
| leave /li:v/ 离开                      | p.48 |
| middle school 中学; 初中                 | p.48 |
| farewell /,feəwel/ 告别; 辞行            |      |
| farewell party 欢送会                   | p.48 |
| prize /praɪz/ 奖品; 奖赏                 | p.48 |
| pattern /'pætɪn/ 模式; 范例              | p.49 |
| keep in touch 保持联系                   | p.50 |
| take care 多保重                        | p.50 |
| promise /'prɒmɪs/ 承诺; 许诺             | p.51 |

## Songs in each unit

|                      |      |
|----------------------|------|
| round /raʊnd/ 圆的     | p.53 |
| stone /stəʊn/ 石头; 石块 | p.53 |

## Proverbs

|                     |      |
|---------------------|------|
| less /les/ 较少的; 更少的 | p.61 |
| dull /dʌl/ 枯燥无味的    | p.61 |

## Short plays

|  |      |
|--|------|
| narrator /nə'reɪtə(r)/ 叙述者; 讲述者                  | p.62 |
| left /left/ leave 的过去式                           | p.62 |
| build /bɪld/ 建造; 建筑 (built /bɪlt/ build 的过去式)    | p.62 |
| met /met/ meet 的过去式                              | p.62 |
| straw /strɔ:/ (收割后干燥的) 麦秆; 稻草                    | p.62 |
| sold /səʊld/ sell 的过去式                           | p.62 |
| stick /stɪk/ 枝条; 枯枝                              | p.62 |
| brick /brɪk/ 砖; 砖块                               | p.63 |
| woods /wʊdz/ 树林                                  | p.63 |
| chin /tʃɪn/ 下巴                                   | p.63 |
| blow /bləʊ/ 吹 (blew /blu:/ blow 的过去式)            | p.63 |
| top /tɒp/ 顶部; 顶端                                 | p.64 |
| chimney /'tʃɪmni/ 烟囱                             | p.64 |
| wore /wɔ:(r)/ wear 的过去式                          | p.65 |
| piece /pi:s/ 片; 块; 件; 张; 条                       | p.65 |
| medicine /'medsn/ 药                              | p.65 |
| path /pɑ:θ/ 小路; 小径                               | p.65 |
| nicely /'naɪsli/ 很好地                             | p.65 |
| break /breɪk/ 打破; 打碎                             | p.65 |
| forget /fə'get/ 忘记 (forgot /fə'gɒt/ forget 的过去式) | p.65 |
| set out 出发; 启程                                   | p.65 |
| strange /streɪndʒ/ 奇怪的                           | p.67 |
| voice /vɔɪs/ 嗓音; 说话声                             | p.67 |
| throat /θrəʊt/ 咽喉; 喉咙                            | p.67 |

sore /sɔ:(r)/(发炎)疼痛的; 酸疼的  
p.67  
surprised /sə'praɪzd/惊奇的; 惊讶的  
p.67

hug /hʌg/拥抱; 搂抱 p.68  
hunter /'hʌntə(r)/猎人 p.68  
kill /kɪl/杀死; 弄死 p.68  
myself /maɪ'self/我独自; 单独 p.68

人教版®



## 附录 III 常用英美姓名表

### Boy Names

Alex /'æliks/ 亚历克斯

Allen /'ælən/ 艾伦

Andrew /'ændru:/ 安德鲁

Andy /'ændi/ 安迪

Ben /ben/ 本

Billy /'bɪli/ 比利

Bob /bɒb/ 鲍勃

Carl /kɑ:l/ 卡尔

Daniel /'dænjəl/ 丹尼尔

David /'deɪvɪd/ 戴维

Denis /'denɪs/ 丹尼斯

Fred /fred/ 弗雷德

Hank /hænk/ 汉克

Henry /'henri/ 亨利

Jack /dʒæk/ 杰克

Jacob /'dʒeɪkəb/ 雅各布

James /dʒeɪmz/ 詹姆斯

Jim /dʒɪm/ 吉姆

Joe /dʒəʊ/ 乔

John /dʒɒn/ 约翰

Ken /ken/ 肯

Kevin /'keɪvɪn/ 凯文

Martin /'mɑ:tɪn/ 马丁

Michael /'maɪkl/ 迈克尔

Mike /maɪk/ 迈克

Oscar /'ɒskə(r)/ 奥斯卡

Paul /pɔ:l/ 保罗

Peter /'pi:tə(r)/ 彼得

Robert /'rɒbət/ 罗伯特

Sam /sæm/ 萨姆

Scott /skɒt/ 斯科特

Simon /'saɪmən/ 西蒙

Ted /ted/ 特德

Thomas /'tɒməs/ 托马斯

Tim /tɪm/ 蒂姆

Tony /'təʊni/ 托尼

William /'wɪljəm/ 威廉

### Girl Names

Abigail /'æbɪgeɪl/ 阿比盖尔

Ada /'eɪdə/ 埃达

Alexis /ə'leksɪs/ 亚历克西斯

Amanda /ə'mændə/ 阿曼达

Amy /'eɪmi/ 埃米

Ann /æn/ 安

Becky /'beki/ 贝姬

Carla /'kɑ:lə/ 卡拉

Carrie /'kæri/ 卡丽

Cathy /'kæθi/ 凯茜

Cecily /'sesəli/ 塞西莉

Christine /'krɪsti:n/ 克里斯蒂娜

Diana /daɪ'ænə/ 戴安娜

Elizabeth /ɪ'lɪzəbəθ/ 伊丽莎白

Ellen /'elən/ 埃伦

Hannah /'hænə/ 汉纳

Helen /'helən/ 海伦

Hilary /'hɪləri/ 希拉里

Holly /'hɒli/ 霍莉

Jennifer /'dʒenɪfə(r)/ 珍妮弗

Jessica /'dʒesɪkə/ 杰茜卡

Julia /'dʒu:liə/ 朱莉娅

Kate /keɪt/ 凯特

Kay /keɪ/ 凯

Kelly /'keli/ 凯莉

Laura /'lɔ:rə/ 劳拉

Linda /'lɪndə/ 琳达

Mary /'meəri/ 玛丽

Michelle /mɪ'ʃel/ 米歇尔

Olivia /ə'lɪvɪə/ 奥利维娅

Paula /'pɔ:lə/ 葆拉

Peggy /'pegi/ 佩姬

Ruth /ru:θ/ 露丝

Sarah /'seərə/ 萨拉

Shelly /'ʃeli/ 谢利

Sherry /'ʃeri/ 谢里

Sue /su:/ 休

Susan /'su:zən/ 苏珊

Violet /'vaɪələt/ 维奥莉特

Wendy /'wendi/ 温迪

人教版®



# 附录IV 英语教学用语

## Language for English Teaching

### 一、上课 ( Beginning a class )

- 1 Let's start now. / Let's begin our class/lesson.
- 2 Stand up, please.
- 3 Sit down, please.

### 二、问候 ( Greetings )

- 1 Hello, boys and girls/children.
- 2 Good morning, class/everyone/everybody/children/boys and girls.
- 3 Good afternoon, class/everyone/everybody/children/boys and girls.

### 三、考勤 ( Checking attendance )

- 1 Who's on duty today? / Who's helping this morning/today?
- 2 Is everyone/everybody here/present?
- 3 Is anyone away? / Is anybody away?
- 4 Is anyone/anybody absent?
- 5 Who's absent? / Who's away?
- 6 Where is he/she?
- 7 Try to be on time. / Don't be late next time.
- 8 Go back to your seat, please.

### 四、日期与天气 ( Dates and weather )

- 1 What day is it today?
- 2 What's the date today?
- 3 What's the weather like today?
- 4 What's it like outside?

### 五、宣布 ( Announcing )

- 1 Let's start working. / Let's begin/start a new lesson/our new lesson.
- 2 First, let's review/do some revision.
- 3 What did we learn in the last lesson?



- 4 Who can tell/remember what we did in the last lesson/yesterday?
- 5 Now we're going to do something new/different. / Now let's learn something new.
- 6 We have some new words/sentences.

六、 提起注意 ( Calling for attention )

- 1 Ready? / Are you ready?
- 2 Any volunteers?
- 3 Be quiet, please. / Quiet, please.
- 4 Listen, please.
- 5 Listen carefully, please.
- 6 Listen to the tape recorder/the recording.
- 7 Look carefully, please.
- 8 Look over here.
- 9 Watch carefully.
- 10 Are you watching?
- 11 Please look at the blackboard/picture/map ...
- 12 Pay attention to your spelling/pronunciation.

七、 课堂活动 ( Classroom activities )

- 1 Start! / Start now.
- 2 Everybody together. / All together.
- 3 Practise in a group/in groups, please.
- 4 Get into groups of three/four ...
- 5 Everybody find a partner/friend.
- 6 In pairs/twos, please.
- 7 One at a time. / Let's do it one by one.
- 8 Now you, please. / Your turn, ( *student's name* ) .
- 9 Next, please. / Now you do the same, please.
- 10 Let's act. / Let's act out the dialogue. / Let's do the dialogue.
- 11 Who wants to be A?
- 12 Practise the dialogue, please.
- 13 Now Tom will be A, and the other student will be B.
- 14 Please take/play the part of ...
- 15 Whose turn is it?
- 16 It's your turn.

- 17 Wait your turn, please.
- 18 Stand in line. / Line up.
- 19 Turn (a)round.
- 20 One by one. / One at a time, please.
- 21 Don't speak out.

#### 八、请求 (Requests)

- 1 Could you please try it again?
- 2 Could you please try the next one?
- 3 Will you please help me?

#### 九、鼓励 (Encouraging)

- 1 Can you try, please?
- 2 Try, please.
- 3 Think it over and try again.
- 4 Don't be afraid/shy.

#### 十、指令 (Issuing a command)

- 1 Say/Read after me, please.
- 2 Follow me, please.
- 3 Do what I do.
- 4 Repeat, please. / Repeat after me.
- 5 Once more, please. / One more time, please.
- 6 Come here, please. / Please come to the front.
- 7 Come up and write on the blackboard/chalkboard. / Come and write it on the blackboard.
- 8 Please go back to your seat.
- 9 Put up your hands, please. / Raise your hands, please.
- 10 Put down your hands, please. / Hands down, please.
- 11 Say/Write it in Chinese/English.
- 12 In English, please.
- 13 Please take out your books.
- 14 Please open your books to page ... / Find page ... / Turn to page ...
- 15 Close/Shut your books, please.
- 16 Please answer the/my question(s).
- 17 Please read this letter/word/sentence out loud. / Please read out this letter/word/

sentence.

- 18 Please stop now. / Stop now, please. / Stop here, please.
- 19 Clean up your desk / the classroom, please.
- 20 It's clean-up time. / Tidy up your desk/the classroom.
- 21 Put your things away. / Clean off your desk. / Pick up the trash.
- 22 Clean the blackboard.
- 23 Plug in the tape recorder, please.
- 24 Put the tape recorder away.
- 25 Put the tape in its box/cassette.
- 26 Listen and repeat.
- 27 Look and listen.
- 28 Repeat after me.
- 29 Follow the words.
- 30 Quickly! / Be quick, please.
- 31 Hurry! / Hurry up, please.
- 32 Do it fast.
- 33 Slow down, please.
- 34 Slowly. / Speak (more) slowly.
- 35 Bring me some chalk, please.

#### 十一、禁止和警告 (Prohibition and warning)

- 1 Stop talking. / Stop talking now, please.
- 2 Don't talk. / Everybody quiet, please.
- 3 Don't be silly.
- 4 Settle down.

#### 十二、评价 (Evaluating)

- 1 Thank you.
- 2 A good answer. / Nice work.
- 3 Excellent! / Great! / Well done. / I like the way you ...
- 4 That's interesting!
- 5 Don't worry about it. / No problem.
- 6 OK! / That's OK.
- 7 I don't think so.
- 8 That's not quite right, but you're on the right track. / That's close. / That's almost right.



- 9 Not quite. Can anyone help him/her? / Try again.
- 10 A good try.
- 11 That's not quite right, but I can tell you're thinking.

### 十三、布置作业 (Assigning homework)

- 1 For today's homework.
- 2 Practise after class. / Practise at home.
- 3 Say it out loud before you write it down.
- 4 Copy/Print/Write each word twice.
- 5 Remember these words/sentences.
- 6 Do your homework. / Do the next lesson. / Do the new work.

### 十四、下课 (Dismissing the class)

- 1 Hand in your workbooks/activity books, please.
- 2 Time is up.
- 3 The bell has rung.
- 4 There's the bell.
- 5 Let's stop here.
- 6 That's all for today.
- 7 Class is over.
- 8 Goodbye. / Bye. / See you. / See you tomorrow. / See you next class/time.

人教版®

# 附录 V 活动手册录音材料及 部分练习答案

## Unit 1

### A

#### 1. Listen and tick.

录音材料见教材 A Let's talk 部分对话。

答案: (1) 图1, 图4 (2) 图3

#### 2. Listen, write and talk.

John: Hi, Jill. You are tall. How tall are you?

Jill: I'm 1.56 metres tall.

John: Oh, you are taller than me. I'm 1.52 metres.

Jill: Well, I'm taller because I'm older than you.

John: How old are you?

Jill: I'm 13 years old.

John: I'm younger than you. I'm 12 years old.

答案: (1) John: 1.52, younger     Jill: 1.56, taller, older

(2) 略

#### 3. Read and answer.

答案: (1) They are going to the zoo. (2) Elephants. (3) Giraffes. (4) Giraffes'.

#### 4. Read, say and write.

答案: older, younger, taller, longer

### B

#### 1. Listen and write T or F.

录音材料见教材 B Let's talk 部分对话。

答案: (1) T, T (2) How heavy are you? What size are your shoes?

#### 2. Listen, choose and say.

Xu Hao: Dan, you're so thin. How heavy are you?

Dan: I'm only 40 kg. What about you, Xu Hao?

Xu Hao: I'm 50 kg. I'm only 1.5 metres tall.

Dan: Well, Ted is taller than both of us.

Xu Hao: Ted, How tall are you?

Ted: I'm 1.7 metres tall.

Dan: Wow! How heavy are you?

Ted: I'm 50 kg.

答案: (1) C, B, A (2) 略

3. Read and write.

答案: (1)

| Sperm Whale  | Killer Whale  |
|--|---|
| How long? <u>15 metres</u>                           | How long? <u>8 metres</u>                             |
| How heavy? <u>35 tons</u>                            | How heavy? <u>3600 kg</u>                             |
| How many teeth? <u>50</u>                            | How many teeth? <u>40</u>                             |
| What can it eat? <u>squid, lobsters, mall sharks</u> | What can it eat? <u>fish, birds, seals and whales</u> |
| What can it do? <u>dive deep into the cold water</u> | What can it do? <u>swim, jump out of the water</u>    |

(2) longer, heavier, 10

4. Write and ask.

答案: How heavy, What size, 此后答案不唯一

5. Read, circle and write.

答案:

(1) 左侧: A, C 右侧: B, A

(2) 略

6. Read, write and group.

答案:

smaller, kinder, angrier, stronger, hotter, longer, shorter, fatter, colder, happier, stricter

taller: smaller, kinder, stronger, longer, shorter, colder, stricter

thinner: hotter, fatter

heavier: angrier, happier



7. Think and write crazy sentences.

答案略

Challenge!

1. Brainstorm.

答案略

2. Read, think and write.

答案:

The adjectives in the text: young, beautiful, tall, thin, big, long, green, pretty, worried, happy, kind

More adjectives I have learnt: 略

## Unit 2

A

1. Listen and tick.

录音材料见教材 A Let's talk 部分对话。

答案:

|         | stayed at home | cleaned his room | watched TV | drank tea | washed his clothes |
|---------|----------------|------------------|------------|-----------|--------------------|
| Mike    |                | ✓                | ✓          |           | ✓                  |
| Grandpa | ✓              |                  | ✓          | ✓         |                    |

2. Listen and underline.

John: Hi, Amy. How was your weekend?

Amy: It was fine!

John: What did you do last weekend?

Amy: I stayed at home. What about you?

John: I did many things. I washed my clothes and cleaned my room.

Amy: I cleaned my room, too.

John: I'm going to the park this afternoon. Do you want to join me?

Amy: Sure.

3. Read and number.

答案: 3 1 2 5 4

4. Read, say and write.

答案:

- (1) She cleaned her room last weekend.
- (2) He washed his clothes last weekend.
- (3) They played football last weekend.
- (4) They watched TV last weekend/night.

B

1. Listen and write.

录音材料见教材 B Let's talk 部分对话。

答案:

| Who  | Where    | What                     |
|------|----------|--------------------------|
| John | At home. | He had a cold. He slept. |
| Amy  | At home. | She read a magazine.     |

2. Listen, match and say.

Amy: Hi, John! What did you do yesterday?

John: Oh, I went to see a film. What about you? Did you see a film, too?

Amy: No. I had a bad cold so I slept all day.

John: Sorry to hear that. Are you better now?

Amy: Yes, much better, thanks. How about Mike? What did he do yesterday?

John: Mike went boating on the weekend.

Amy: What fun! I heard Chen Jie just stayed at home all weekend. She washed the family's clothes the day before yesterday. Yesterday she cleaned her home.

John: Wow, she's really helpful at home.

Amy: Yes, she is. Her mum is sick.

答案:

John — saw a film — yesterday

Amy — had a cold, slept — yesterday

Mike — went boating — on the weekend

Chen Jie — washed the family's clothes — the day before yesterday

Chen Jie — cleaned her home — yesterday

3. Read and choose.

答案: (1) 左图 (2) 答案略

4. Read and write.

答案:

(1) She called her friends. She went to the supermarket and decorated her living room. She helped her mother make a cake. She sang songs, danced and ate the cake. She had a lot of gifts.

(2) 答案略

5. Look, think and match.

答案: -ed: cleaned, pulled, climbed, watched, visited, called, washed, stayed

-d: moved, tasted, liked, lived

-ied: tried, worried

-xxed: stopped, shopped, dropped,

6. Read and correct the mistakes.

Today is school day, my brother is still in bed. He was so tired. He goes hiking with his classmates yesterday. They went there by bus. In the morning, they went swimming in the river. Then they go fishing there. After that, they climbed trees and picked some fruit. They ate the fruit and drank water from the river. In the afternoon, they are playing football on the grass. That was really fun. He come back at 11 p.m. last night. He took a shower and went to bed. Now it's already 7:40. He is sleeping soundly. He is going to have four classes this morning. I have to wake him up.

"Wake up, Jack! It's time to go to school!"

Challenge!

1. Brainstorm.

答案略

2. Talk and write.

答案略



## Unit 3

### A

#### 1. Listen and tick.

录音材料见教材 A Let's talk 部分对话。

答案：图2，图4

#### 2. Listen and number.

This was my first time to go to Guangzhou Zoo. It was so exciting. My family and I went there at nine o'clock in the morning. My brother Simon bought tickets at the ticket house. We waited in line just for a few minutes, because there were not many people there.

Then we had a bus ride. We saw many tigers and other animals. The driver was so nice. Ten minutes later, we went to the Kangaroo Zone. A mother kangaroo there had a baby in her pouch. I took many pictures of them.

After seeing the kangaroos, where did we go? We went to the wild animal area. There was a lion show at twelve. It was amazing. The lion could jump through the rings. Did we watch the snake show? No, we didn't. We went to the Horse Garden and I rode a horse.

At one o'clock, we were hungry. My brother Simon bought some popcorn for us. It was a special day. We had a very good time there.

答案：5 3 6 2 4 1

#### 3. Discuss and write.

答案：答案不唯一

#### 4. Read and write.

答案：

(1) She went to a village in Guangdong.

(2) She went fishing at the lake.

(3) They went camping near the river.

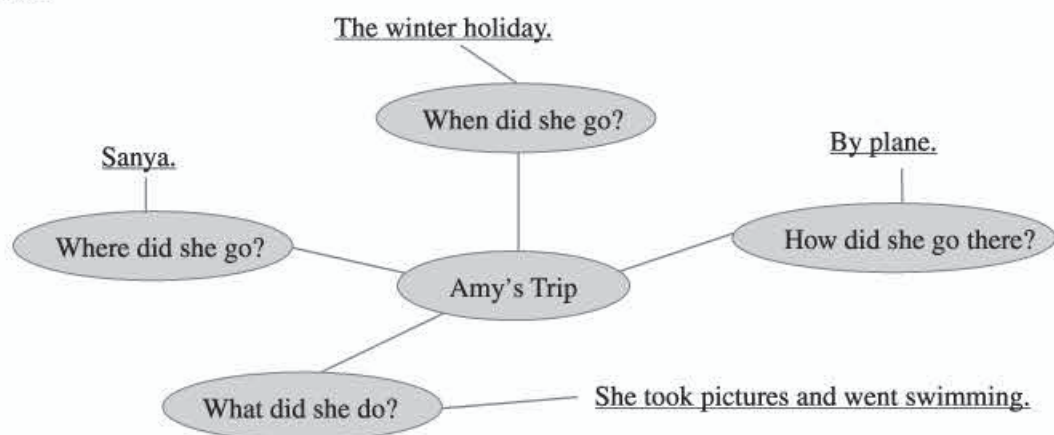
(4) No, she didn't.

### B

#### 1. Listen and write.

录音材料见教材 B Let's talk 部分对话。

答案:



2. Listen, match and write.

Hugo: Hello, Kitty. How was your National Day holiday?

Kitty: It was great! I saw a film on Wednesday.

Hugo: What was the film about?

Kitty: A family went swimming and helped a whale back to the sea.

Hugo: What about Thursday? What did you do?

Kitty: I had a painting lesson at the Children's Centre. I learned how to draw fruit.

Hugo: Where did you go on Friday?

Kitty: I went to the library and read a storybook there.

Hugo: Did you go swimming on Saturday?

Kitty: No, I didn't. My family and I went to the countryside by car. We took lots of pictures there and bought many gifts, too.

Hugo: When did you come back?

Kitty: On Sunday. We went to the market and then made some delicious food at home.

Hugo: Did you all have a good holiday?

Kitty: Yes, we did.

答案:

Wed.—图2, Thur.—图3, Fri.—图1, Sat.—图4、图6, Sun.—图5

Kitty saw a film on Wednesday. She had a painting lesson on Thursday. She went to the library and read a book on Friday. She went to the countryside, took lots of pictures and bought many gifts on Saturday. She went to the market and then made some delicious food at home on Sunday.

3. Read and write.

答案略

4. Write and act.

答案略

5. Read, tick and write.

(1) 答案:

**Last Trip**

← Last summer holiday, I took a trip to Beijing → with my parents. It was a happy trip. → A

← We went there by plane. We stayed there for four days. My uncle lives in Beijing. We visited him on the first day. ~~On the second day,~~ we climbed the Great Wall. On the third day, we went swimming in the morning. Then we ate Beijing Duck at noon. On the last day, I bought gifts for my friends. Beijing was very beautiful, so I took pictures every day. → C

← We had a good time! → E

(2) 答案略

6. Read, choose and write.

(1) had/took, went, read, saw, ate/slept/drank, took, drank/had, was, bought

(2) 答案略

Challenge!

1. Brainstorm.

答案略

2. Choose five words from the map. Use them to write about one of your holidays.

答案略



## Unit 4

### A

#### 1. Listen and tick.

录音材料见教材 A Let's talk 部分对话。

答案：左图，右图，右图，左图

#### 2. Listen and write.

Hello, I'm Wu Yifan. Welcome to our school. Our school is big now. We have a new dining hall and a library. There are many books in it. There is a beautiful garden here now. There are flowers and grass in the garden. In front of the new dining hall there is a gym. We often have our PE class there.

答案：(1) dining hall, grass, gym (2) 答案略

#### 3. Read and finish the exercises.

答案：(1) 答案略 (2) gym, dining hall, plane, bus, bike, rode, grass, computer, letters

(3)

### B

#### 1. Listen and write.

录音材料见教材 A Let's talk 部分对话。

答案：

| Name | Before                                 | Now  |
|------|--|--|
| Mike | He liked pink. He was quiet.           | He doesn't like pink and is active.                |
| John | He was short and couldn't ride a bike. | He likes riding a bike and goes cycling every day. |

#### 2. Listen, number and write.

Wu Yifan: Hey, do you want to see my photos?

Mike: Nice, but who are they?

Wu Yifan: You don't know them? These are our old friends. Look at that short boy. That's Andy!

Mike A: Wow. Andy is so tall now. He liked football at that time, but now, he likes basketball.

Wu Yifan: Haha ... Look at the girl. Do you know her? Can you guess?

Mike: Oh, she's Sally.

Wu Yifan: Yes. Sally was so quiet then, and she liked reading. Now, she is really active. She likes swimming.

Mike: What about this man?

Wu Yifan: That's Mr Young.

Mike: Really? He was so young at that time. Now, he is much older and wears glasses.

(1) 答案: 3 2 1

(2)

|          | Before                           | Now                               |
|----------|----------------------------------|-----------------------------------|
| Andy     | He was short and liked football. | He is tall and likes basketball.  |
| Sally    | She was quiet and liked reading. | She is active and likes swimming. |
| Mr Young | He was young.                    | He wears glasses.                 |

3. Read and finish the table.

答案: 左边 1.4m, 35kg, kung fu 右边 1.76m, 55kg, acting

4. Read and write.

答案略

5. Read, answer and write.

|                  |                                      |                     |
|------------------|--------------------------------------|---------------------|
| (1) ① Appearance | Before: short and thin               | Now: tall           |
| Abilities        | Before: couldn't run fast in the sun | Now: swim well      |
| Hobbies          | Before: liked reading                | Now: likes swimming |

②答案不唯一

(2) 答案略

6. Read and complete the sentences.

There is a tree. — There was a tree.

He is a teacher. — He was a teacher.

It is rainy. — It was rainy.

We are friends. — We were friends.

They are students. — They were students.

They don't like potatoes. — They didn't like potatoes.

I don't like spring. — I didn't like spring.

She likes dancing. — She liked dancing.

7. Think and write.

答案略

Challenge!

1. Read and choose.

答案: A, B, C

2. Brainstorm.

答案略

Recycle

Day 1

1. Read through the recycle quickly and choose the right answer.

(1) B (2) D

2. Listen and fill in the blanks.

Mr Booth is the owner of a farm. Now he is telling Mike and the other guests about his farm.

“Welcome to my farm. My wife and I came here ten years ago. At that time, we only had an orange tree, a horse and some pigs. My farm changed greatly in just ten years. You can see many farm animals now. Besides the horses and pigs, we now have sheep, cows, hens and ducks on our farm. We have many fruit trees and plants, too. You can see bananas, oranges, peaches and watermelons. You’re welcome to try the fruit freely. I hope you enjoy your time on the farm.”

答案: came, ago, horses, pigs, sheep, ducks, bananas, watermelons

3. Read the text again and circle *a*, *an* and *some* in it.

答案略

Day 2

1. Write and compare.

(1) 答案: farmers’ market, morning, 后四空答案不唯一

(2) 答案略

2. Read and correct the mistakes.

答案: have—has, eye—eyes, thin—strong/fat, skirt—T-shirt, was—is, old—young, short—long



### Day 3

#### 1. Listen and fill in the blanks.

- A. He often goes swimming.
- B. He often plays basketball.
- C. Bill is playing ping-pong.
- D. She often does the cleaning.
- E. She often does the dishes.
- F. They often eat some vegetables.
- G. Some people are having a picnic.
- H. They are drawing.

#### 2. Group the sentences in Exercise 1.

答案: Group A: B, D, E, F    Group B: C, G, H

#### 3. Discuss with your partner and write the ending for each sentence.

答案不唯一

### Day 4

#### 1. Listen and tick.

Yesterday was hot and sunny. In the morning, Bill had a picnic with his mother and Mike in a park. After lunch, Bill's mother read her book. The boys played football on the grass. In the afternoon, Bill and Mike went to the field to pick watermelons. In the evening, Bill went swimming in the river near the farm with Mike. At night, they climbed a hill to look at the stars. Bill was happy.

答案: (1) 中图 (2) 右图 (3) 左图 (4) 右图

#### 2. Read and do.

答案: (1) × √ × (2) 略

### Day 5

#### 1. Read and write.

答案:

(1) His favourite day is Monday.

(2) He likes PE best.

(3) He often answers questions.

(4) It is very noisy and often great fun.

2. Read and number.

答案: 3 2 4 1 5

3. Write and talk.

答案略

Day 6

1. Compare, say and write.

four chairs, sofa, computer, fridge, small, vegetables, garden, grass, five

2. Read and write.

There was, there were, was, there is, there are, flowers, grass

Day 7

1. Read the invitation in your textbook on page 48 and answer the questions.

答案:

(1) Mike and his friends.

(2) It is at 3 p.m. on Friday.

(3) It is in their music room.

(4) They will draw pictures and sing songs. They are going to give prizes for the best pictures.

They are going to have cake, candy and juice. They will give prizes to their good students.

They will listen to music, play games and dance.

2. Think and write.

(1) 答案: Activity, Place, Time

(2) 答案略

Day 8

1. Listen and repeat the poem.

**Bikes and Rain**

Bikes are to ride

All of the day,

Places to find

All kinds of ways.

No bike today

Because of the rain.

Stuck at home

I'll go insane!

Rain, rain, rain

Please go away!

2. Find the proper words in the poem for each group.

(1) rain, place, ways, today, insane, away

(2) bike, ride, find, kind

(3) place, please, stuck

3. Choose some words from the poem and finish the sentences.

(1) rain (2) bike (3) Today, way (4) kind, find

人教版®





人教版®

## 附录 VI 头饰图



































附录VI 头饰图 165







附录VI 头饰图 167











附录VI 头饰图 171















