义务教育教科书

英语

教师教学用书

English

七年级下册

译林出版社
前言

此套《教师教学用书》是牛津译林版初中《英语》的教学参考书，供教师教学使用，共六册。

一、《教师教学用书》的单元结构如下：
1 《教师教学用书》与教材的单元板块设置完全同步，每个单元分为Comic strip and Welcome to the unit、Reading、Grammar、Integrated skills、Study skills、Task和Self-assessment七个板块。
2 每个板块分为教学目标、教学内容、教学准备、背景知识、教学步骤五个部分。其中，背景知识只在部分板块出现。
3 每个单元后面都提供了学生用书中的练习答案。
二、《教师教学用书》的特点如下：
1 为了将教师从繁重的备课任务中解脱出来，本套教师用书的编写以实用为出发点，编者在编写过程中参考了大量一线中学老师的教案，基本上按照教案的模式编写，教师可以直接使用本书设计的教学步骤进行教学。
2 每个单元按7个课时设计教学步骤。教师可以根据本校实际情况进行调整。课时分配如下：
   Comic strip and Welcome to the unit 1课时 Reading 2课时
   Grammar 1课时 Integrated skills 1课时
   Study skills 1课时 Task 1课时
3 在教学步骤的设计中，本书采用开放式的结构，按照Step I、Step II、Step III ... 的结构设计，每个Step又可分为若干步骤，方便教师根据本校教学的实际情况进行增减和修改。
4 在教学内容中，词汇、词组和句型的三会和四会要求分别在每个单元的相应板块中列出，符合教学的实际需要，方便教师在教学过程中查阅和使用。
5 本书每个单元的教学步骤基本上来自一线教师的教学实例，各种课堂活动新颖有趣，以学生为中心，寓教于乐，激发学生灵感，促使学生积极思考并自觉地吸收和创造性地使用所学语言知识、展现自己的个性。
6 在每个单元的部分板块中，还有针对性地提供了一些附加练习和家庭作业，供教师选择使用。

本套《教师教学用书》难免有疏漏和不足之处，希望广大教师提出宝贵意见，以便今后修订。

《英语》编写组
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Unit 1   Dream homes

Comic strip and Welcome to the unit

教学目标
1 能认读课本中六个国家及其标志性景点的名称。
2 能用英语介绍这些国家及其首都。

教学内容
四会内容

词汇：palace  town  Canada
France  Japan  Russia
UK  London  country
capital
词组：next to
句型：I’d like to live next to a restaurant.
Is Tokyo the capital of Japan?

三会内容

词组：the biggest one

教学准备
1 一张世界地图。
2 有关课本中六个国家及其标志性景点的图片。
3 一张英女王宫的图片。
4 配套磁带或光盘。

背景知识
加拿大位于北美洲，首都渥太华。加拿大地广人稀，资源丰富，是全世界面积第二大的国家。西恩塔是加拿大国家电视塔，位于安大略省的多伦多市，是该市的标志性建筑。西恩塔建于20世纪70年代，高553.33米，是目前世界上第三高的塔式建筑。

法国是西欧面积最大的国家，历史悠久，地理位置优越，拥有丰富的自然与文化遗产。首都巴黎是法国政治、经济、文化和交通中心。埃菲尔铁塔是巴黎的标志性建筑，始建于1887年，高300余米，塔身重达9000吨。

日本是位于东亚的太平洋岛国，由北海道、本州、四国、九州四个大岛和众多小岛组成，首都东京。日本是世界第十人口大国，总人口超过1.2亿。富士山距东京约80公里，是日本的第一高峰，也是世界上著名的活火山之一。
俄罗斯横跨欧亚两洲，是世界上面积最大的国家，首都莫斯科。俄罗斯地大物博，其森林覆盖率和天然气蕴藏量均居世界第一。红场是莫斯科的著名广场，与克里姆林宫相毗连。每逢重要节日，这里举行阅兵仪式。

英国位于欧洲西部的大不列颠群岛上，由英格兰、苏格兰、威尔士和北爱尔兰组成。英国是世界上第一个工业化国家，首都伦敦是世界金融中心之一。大本钟建于1858年，是英国最大的钟，也是伦敦的传统地标建筑。大本钟坐落于英国议会大厦高95米的钟楼上。2012年6月，为纪念英国女王伊丽莎白二世登基60周年，英国政府将大本钟所在的钟楼更名为“伊丽莎白塔”。

美国位于北美洲，由50个州和一个联邦直辖特区组成，国土面积位居世界第四。首都华盛顿位于东北部。白宫是乔治·华盛顿之后美国历任总统办公和居住的地方，它是一座新古典风格的白色砂岩建筑物。椭圆形的总统办公室设在白宫西厢房内，南窗外是著名的“玫瑰园”。白宫正楼南面的草坪是“总统花园”，美国总统常在这里举行欢迎贵宾的仪式。

教学步骤

Welcome to the unit

Step I 呈现

1 通过世界地图向学生呈现country。教师说：This is a map of the world. Can you find China? China is a big country. 板书country。

2 和学生一起看世界地图并学习课本中六个国家的名称。教师说：There are about 200 countries in the world. Which countries do you know of? 启发学生尽可能列举一些他们熟悉的国家，教师适时教授其他国家的名称。板书六个国家的名称。

3 展示并向学生介绍课本中六个国家的标志性景点。教师说：These countries are very famous and quite beautiful. I have some pictures of them. Do you know of them? 鼓励学生根据他们的知识说出图片中景点的名称，教师可适时给予帮助。对于能力较强的学生，教师除了呈现景点名称外，还可增加相关背景知识的输入，如：

| Mount Fuji | It is a volcano. It is the highest peak in Japan. |
| the White House | The President of the USA works and lives in it. |
| the Eiffel Tower | It is made of metal. It is the symbol of France. |
| the CN Tower | It is the symbol of Canada. Many tourists visit it every year. |
| Big Ben | It is the biggest clock in the UK. It still works. |
| Red Square | It is a famous square in Moscow. People always celebrate festivals there. |

Step II 操练

1 用英语描述不同的国家，让学生猜并说出国家的名称，如：

(1) It’s in North America. Dr Bethune was born in this country. (Canada)
(2) People make long, delicious bread in this country. (France)
(3) It’s the largest country in the world. (Russia)
(4) Hello Kitty is from this country. (Japan)
(5) Mickey Mouse comes from this country. (the USA)
(6) This country hosted the 2012 Summer Olympic Games. (the UK)

2 向学生展示课本中六个国家的景点并与他们进行交流。教师说：What place is this? Which country is it in? What do you think of this place? Do you want to visit it? 鼓励学生用英语与教师交谈。
3 指导学生根据图片提示完成A部分的练习。

Step III 呈现
1 通过学生熟悉的内容，向他们呈现生词capital。教师说：Red Square is famous. Tian’anmen Square is also very famous. Where’s Tian’anmen Square? 鼓励学生回答。接着对学生说：Tian’anmen Square is in Beijing. Beijing is the capital of China. Where’s Red Square? 适时告诉学生：Red Square is in the capital of Russia. It’s in Moscow. 板书capital。
2 通过配对练习，向学生呈现其他国家的首都。教师说：Do you know the capitals of the following countries? Please match the capitals with the countries.

(1) the USA a Tokyo
(2) the UK b Ottawa
(3) France c Moscow
(4) Japan d Washington D.C.
(5) Russia e London
(6) Canada f Paris
(1 d; 2 e; 3 f; 4 a; 5 c; 6 b)

Step IV 操练
1 指导学生带着问题听B部分的录音并理解相关内容。教师说：Now let’s listen to Simon and Annie’s conversation and answer the question: What country are they talking about? 鼓励学生听完录音后回答：They’re talking about Japan.
2 指导学生集体跟录音朗读并回答更多问题。教师说：Please listen to the tape again and repeat it. Then answer these questions.
(1) What’s in the photo? (It’s Mount Fuji.)
(2) Is Mount Fuji in Tokyo? (No. It’s near Tokyo.)
3 教师和一位学生进行示范，谈论A部分中的图片。
Sample conversation

T: Which country is this photo from?
S: It's from Canada. This is the CN Tower.
T: Oh, I see. Where is it?
S: It's in Toronto.
T: Is Toronto the capital of Canada?
S: No, it isn’t. The capital of Canada is Ottawa.

Comic strip

Step I 呈现
1 用一张王宫的图片与学生进行交流，并呈现新知识。教师说：Look at this place. Is it beautiful? It’s a palace in the UK. 板书 palace。
2 教师继续与学生交流，呈现新句型。教师说：..., would you like to live in this palace? Where would you like to live? 鼓励学生用“I would like to live in ...”谈谈自己的观点。板书“ I would like to ...”句型。

Step II 操练
1 组织学生在四人小组内，用A部分中的图片进行讨论。教师说：There are many beautiful places in the world. Where would you like to live? Please discuss in groups of four and find out the other group members’ ideas.
2 对能力较强的学生，教师要鼓励他们尽可能详尽地表达自己的观点。

Step III 呈现
1 出示Eddie和Hobo的图片，向学生提问并让他们听录音找出答案。教师说：Where would Eddie like to live? 鼓励学生根据录音内容回答：He would like to live next to a restaurant. 板书 next to。
2 指导学生看图并阅读Eddie和Hobo的对话，然后回答更多细节问题：
   (1) Why would Eddie like to live next to a restaurant? (Because he likes eating.)
   (2) Which is Eddie’s favourite restaurant? (The biggest one in Fifth Street.)

Step IV 操练
1 指导学生跟着漫画录音朗读对话。教师可根据需要决定训练的次数，如先集体朗
读，再将班级分成两部分进行分角色朗读。
2 鼓励学生揣摩Eddie和Hobo对话时的心理状态，在朗读时运用适当的语音语调、
面部表情及肢体语言，以求对话更生动、更有感染力。

Step V 展示
1 邀请班级中不同层次的几组学生进行展示。
2 对能力较强的学生，可以启发他们发挥自己的想象，添加内容。教师说：You 
can add your own ideas to the conversation.

Step VI 家庭作业
1 熟读本课时所学内容。
2 能力较强的学生熟背漫画和B部分。
3 完成教师布置的书面练习。
4 预习Reading。

Reading

教学目标
1 能了解不同国家的居住状况。
2 能用英语说出室内外不同功能的区域。
3 能用英语简单介绍自己或他人的家。

教学内容
四会内容
词汇：mile garden centre
living room share bedroom
own bathroom beach
sea dining room
词组：in the centre of share sth with sb
句型：I live in a town 15 miles from London.
I share a bedroom with my sister.

三会内容
词汇：flat balcony

教学准备
1 乡村小屋、公寓房和海滨别墅的图片。
2 不同房间的图片。
3 配套磁带或光盘。
4 写有Neil、Anna和Stephen住宅情况的纸条。
背景知识

英国的房子大多历史悠久，常见的有排式二层楼、联排屋、半独立式别墅和独立式别墅，也有公寓楼。排式二层楼建造得比较密集，很多只有一个后院而没有后花园，前花园一般也不大，有的甚至没有。联排屋结构结实，房间较大，一般五家至七家一栋。半独立式别墅一栋居住两家人，前后都有自己的花园，空间较大。独立式别墅，前后有独立花园，独门独户，价格较贵。在英国，中产阶级大多居住在大城市周边地区。

美国的住宅70%以上是别墅。这些别墅造型各异，但无论土地面积大小，都拥有大量绿化，几乎看不到裸露的土地。这些别墅大多有地下室和车库。美国人的房子除了地下室使用混凝土外，其余部分大量使用木材。木制房屋可以减少飓风和地震时对其他建筑或人的伤害。

在俄罗斯，相当一部分人居住在20世纪盖的住宅楼里。有的楼宇质量上乘，高大宽敞，房屋内部装修精致，设施齐全。不过有的楼房外观简陋，缺乏必要的配套设施，房子一般都是五六层，而且大多是小单元。近十几年来俄罗斯盖了许多商品住宅楼。这类房子既美观安全，又功能多样，能满足居民的日常生活需求。

教学步骤

Reading 1

Step I 复习

1 利用前一课时的图片，鼓励学生看图说话，复习已学内容。教师问：Which country is this building/mountain/place in? Do you know the capital of this country?

2 继续就图片与学生交流，复习前一课时学习的句型“I would like to .... ”。教师说：Which country would you like to live in? Which city would you like to live in?

3 对于能力较强的学生，可以继续向他们了解选择某一国家或城市的原因，鼓励他们用英语表达真实的思想和情感。

Step II 呈现

1 方法一：向学生展示乡村小屋、公寓房和海滨别墅的图片。教师说：What kind of home do you want to live in? 当学生选择公寓房时，教师可以说：You want to live in a flat? I live in a flat now. My flat is in the centre of the city. It’s a little far from our school. It’s about three miles. 当学生选择乡村小屋时，教师可以说：Oh, you want to live in a house in a town. It’s a good choice. I think it’s great to live in a town. Do you want a beautiful garden? 当学生选择海滨别墅时，教师可以说：I want to live in such a house too. It’s so cool to live near the sea. I’d like to swim in the sea and walk my dog on the beach.
方法二：向学生提供一些情境，启发他们从公寓房、乡村小屋和海滨别墅的图片中为不同需求的人选择合适的住所。教师说：I have some friends. They want to choose a place to live in. Can you help them? Please look at the pictures.
(1) Helen is a student. Her school is in the centre of the city. She goes to school five days a week. At weekends, she likes to watch films with her friends.
(2) Jack is a 60-year-old man. He likes to live in a quiet place. He also wants to have a beautiful garden.
(3) Susan lives in Dalian. She owns a big company. She likes swimming and other water sports.

在学生选择的同时，教师要及时反馈，并适时而自然地呈现新知识。

2 教师通过创设情境，引导学生借助自身生活经验进行思考，然后适时呈现室内不同功能区域的名称。教师说：How many rooms are there in your home? When you are at home, where do you sleep at night? Where do you study? Where do you watch TV? Where does your mother cook? Where do you wash your face in the morning? If you live in a flat, where do you grow flowers? 板书 bedroom、bathroom、living room and balcony.

3 教师利用卧室、客厅、餐厅、阳台、厨房、浴室、花园等的图片，与学生讨论在不同的房间或区域中可开展的活动。教师说：What do you do in your living room/bedroom/dining room/kitchen/balcony/garden/bathroom ...? 帮助学生掌握不同房间或区域的功能。

4 与学生进行真实信息的交流，呈现更多新知识。教师说：Which place do you like best in your home? Do you have your own bedroom? Do you have to share a bedroom with others? 板书 own 和 share.

**Step III 操练**

1 指导学生根据实际情况，以同桌两人为单位，进行对话。教师说：Now I’d like to know about your homes and your ideas about home. 教师可以为学生提供一些问题作参考。
(1) What kind of home do you have now?
(2) Which is your favourite place in your home? Why?
(3) What kind of home do you want to live in? Why?

学生稍作准备后，教师请不同层次的学生进行展示。

2 指导学生根据B1部分的情境，改正句子中的错误。教师说：Simon made some mistakes in his notes. Would you please read the sentences in Part B1 and help him write the correct words above the mistakes? 教师可以设计更多类似的情境，让学生进一步操练。
Step IV 呈现
1 向学生呈现课文背景，指导学生带着问题阅读文章。教师说：We know so much about our own homes. Do you want to learn about homes in other countries? 通过提问激发学生的好奇心和求知欲。教师接着说：Today we’ll read three blogs written by students from different countries. They would like to tell us something about their homes. Now please read the blogs and tell me what the names of the students are. 让学生带着这个问题快速阅读，并获取信息：Their names are Neil, Anna and Stephen.

2 指导学生详细阅读三篇短文，并判断B3部分中句子的正误。教师说：Simon is telling his parents about the homes of the three students. Write a T if a sentence is true or an F if it is false. 如果学生说false，要求他/她指出错在哪里，怎样改正。教师说：Can you point out the mistake and correct it?

Step V 操练
1 指导学生朗读课文，并根据自己的理解完成B4部分的练习。教师说：There are some pictures on the students’ blogs. Look at the pictures and help Simon complete the sentences.

2 鼓励学生续写B4部分中对三位外国学生住宅的介绍。对能力较强的学生，教师可启发他们看图，发挥想像，进行续写练习。

Step VI 展示
1 设计一个采访活动，教师说：You’re a reporter with Sunshine TV. You’re interviewing your classmates. Ask them about the homes of the three students from different countries. 鼓励采访者大胆提问，被采访者详细回答，从而增强对文章的理解。

2 教师可以与一位学生进行示范，如：

Sample conversation

T: Excuse me, I’m with Sunshine TV. May I ask you some questions about Neil?
S: Of course you can.
T: Where does he live?
S: He lives in a town 15 miles from London.
T: Which room does he like best?
S: He likes the kitchen best.
T: Why?
S: Because he and his family often sit there and enjoy a cup of tea.
T: Oh, that’s great. What’s his garden like?
S: It’s beautiful and he always has fun with his dog there.
T: What do you think of his home?
S: I think it's great. I hope to live in such a house some day.
T: Thank you for your time.

3 指导学生以同桌为单位，设计并编写对话。随后选不同层次的几组学生表演，并给予鼓励和表扬。

**Step VII 家庭作业**
1 熟读课文。
2 能力较强的学生熟背。
3 完成教师布置的书面练习。

**Reading 2**

**Step I 复习**
1 教师和学生一起开展游戏，复习前一课时学习的内容。教师将以第三人称描述
Neil、Anna和Stephen住宅情况的句子分别写在纸条上，然后将纸条发给不同的学
生，让他们朗读纸条上的句子，其他学生判断句子描述的是哪一个人。教师
说：Here are some sentences about the three students but they're mixed up. I'll
give the sentences to some students and they'll read the sentences out loud. The
other students will guess which student the sentence is about. 如：
I can see the beach and the sea in my house. (Stephen)
My house is 15 miles from London. (Neil)
I live in the city centre. (Anna)
I always have fun with my dog in the garden. (Neil)
I don't have my own bedroom. (Anna)
I live in a house with eight rooms. (Stephen)
I like to watch TV in the living room. (Anna)
I often enjoy tea in the kitchen. (Neil)
I like the balcony best. (Stephen)

2 指导学生朗读课文，然后完成B2部分的表格。教师说：I want to know how well
you know about the students' blogs. Please complete the information in Part B2.

3 鼓励学生看表格介绍三位学生不同类型的家。在能力较弱的班级，教师可以采取
填空的形式降低难度，如：

________ is near London. His favourite room is ________. He and his family often
sit there and enjoy ________. They have a beautiful ________. He always _______ his
dog there.

(Neil's house; the kitchen; a cup of tea; garden; has fun with)

**Step II 呈现**
1 在上一环节进行的过程中，教师要及时将本课时要讲解的知识点写在黑板上,
如：centre (in the centre of)、share (share sth with sb)、own等。

2 通过创设情境、与学生真实交流和展示例句等方式，帮助学生掌握上述语言点的用法。以centre为例，教师说：Our school is in ... Street. It’s (not) in the city centre. It’s (not) in the centre of our city. So there are (not) a lot of shops and people around our school. Do you like living in the centre of the city? Do your parents work in the centre of the city? 在与学生的交流中，帮助学生体会并发现这些语言点的含义及用法。

3 鼓励学生对不懂的内容提问，教师解答并帮助他们扫清障碍。

Mini-dictionary

centre (line 9) n. the middle point or part of sth (中央，中心)
There is a table in the centre of the room.

flat (line 9) n. a set of rooms for living in, usually on one floor of a building (公寓, 套房)
I will move into a new flat near a park.

mile (line 2) n. a unit of length (英里)
The bank is about half a mile down the road.

own (line 17) adj. used to emphasize that sth belongs to or is connected with sb (自己的)
I want to see it with my own eyes.

share (line 12) vt. to have or use sth at the same time as sb else (分享；合用)
Sue shares a house with three other students.

Step III 操练
1 为学生提供一组翻译练习，帮助他们巩固所学的知识。
(1) 她的祖父母最喜欢去海边。(Her grandparents like going to the beach best.)
(2) 冰箱里有一块蛋糕。你可以和弟弟分了它。
   (There is a piece of cake in the fridge. You can share it with your brother.)
(3) 小镇的中心有一座美丽的花园。
   (There is a beautiful garden in the centre of the small town.)
(4) Peter希望住在顶层。(Peter wants to live on the top floor.)
(5) 他的学校距这儿两英里。(His school is two miles from here.)

2 在能力较弱的班级，教师可以采用填空的形式以降低难度。

Step IV 展示
1 指导学生在小组内开展调查，并完成小组成员家庭住宅的调查表。教师说：Do you want to know about your classmates’ homes? Please work in groups of four, do a survey and fill in the following form.
Where is his/her home?
What kind of home does he/she have?
How many rooms are there in his/her home?
Which is his/her favourite place at home?
What can he/she do there?
What else do you know about his/her home?

Step V 家庭作业
1 熟读课文，争取复述或背诵。
2 记忆词汇、词组和句型。
3 完成教师布置的书面练习。
4 预习Grammar。

Grammar

教学目标
1 能说出基数词和序数词。
2 能正确使用基数词表示号码、数量、尺寸、面积等。
3 能正确使用序数词表示日期、楼层、次序等。

教学内容
四会内容
词汇：zero hundred thousand
        million foot square
        metre area over
词组：square metre in size
        have an area of
句型：The CN Tower is 1,815 feet tall.
       Women’s Day is on the eighth of March.
       He is always the first to come to school in our class.

教学准备
1 词典。
2 教学图片。
3 日历。
教学步骤

A  Cardinal numbers

Step I 呈现
1 方法一：复习前一课时所学的内容，同时向学生呈现基数词。教师说：How far is Neil's town from London? How many rooms does Stephen have in his house? How many rooms do you have in your home? How many people live in your home? 鼓励学生用上节课所学的内容或根据自己的真实情况回答，教师将答案写在黑板上，并用彩色粉笔将句中的数字标注出来。
方法二：利用手势语言，向学生呈现十以内的基数词。教师说：May I know your telephone number? 鼓励学生根据实际情况回答，同时用手势表达相应的基数词。如学生感兴趣，可以让他们尝试用手势向大家介绍自己的电话号码。
2 教师向学生介绍基数词及其用途。教师说：These are cardinal numbers. We use them to talk about the numbers of things.
3 利用加减运算呈现新知识。教师说：Are you good at Maths? Who's good at Maths in our class? ... I'd like to give you some maths problems. Can you do them quickly and correctly? 随即教师在黑板上写一些数学算式并问学生：What's five and six? What's four and eight? 通过这种方式教授zero及十以上、一百以内的数字表达。板书zero。
4 向学生呈现各种图片和表格，通过介绍年级、学校的人数，家里房间的面积，两地之间的距离，建筑物的高度等，向学生呈现从一百到一百万之间数字的表达。
板书hundred、thousand、million、foot、over、square、metre、area、in size和 have an area of。
5 在这一环节中，教师不仅要让学生能用英语熟练地进行口头表达，还要将各种数字的表达方式以书面形式教授给学生。

Step II 操练
1 指导学生朗读A部分表格中的数字以及表格下方的四位数和四位以上数字。在这一环节中，教师要特别提醒学生：在一个数的十位和个位前要加and。
2 布置学生完成课本A部分中的练习。教师说：Here's some information about different countries. Can you read these sentences? 指导学生正确朗读相关介绍。
3 指导学生开展传话游戏。将每一列的第一位学生请上台，让他们抽取不同的数字，并在20秒内记下这些数字，再让他们用英语将所记下的数字念给本列的第二个学生。然后，第二个学生再转述给第三个学生，以此类推。教师请每列最后一位学生将记下的数字写在黑板上，让同一列的其他学生判断数字的正误。有任何错误的一列为优胜。
B  Ordinal numbers

Step I 呈现
1 就上一环节的游戏结果，教师进行总结，从而呈现序数词。教师说：All of you did very well in the game. This line is the first. What about your line? Are you the second? 教师在口头呈现的同时，将序数词的完整拼写和缩写形式写在黑板上。
2 教师还可利用日历向学生呈现更多序数词。
3 教师向学生介绍序数词及其用途。教师说：These are ordinal numbers. We use them to order things and events. We use them to talk about dates, floors, positions, etc.

Step II 操练
1 学生在教师指导下，独立完成课本B1部分的练习。教师说：Millie is doing a test on numbers. Look at the numbers in Part B1 and help her write them out in words. 教师要提醒学生一些数字的拼写，如：ninth、twelfth、twentieth等。
2 指导学生完成B2部分的练习。教师说：Look at the building. Simon’s friends live in it. Complete the sentences with the correct floor numbers.
3 教师提供一些单词，让学生在词典上查找，分别用基数词和序数词说出单词所在的页码。教师可事先进行示范：This word is on page 200. This word is on the 200th page.

Step III 家庭作业
1 记忆本课所学的基数词和序数词及其用法。
2 完成教师布置的相关练习。
3 预习Integrated skills。

Integrated skills

教学目标
1 能从听力材料中获取信息。
2 能识别不同的居住区域和家居物品。
3 能用所得信息将语篇补充完整。
4 能运用常用表达方式打电话。

教学内容
四会内容
词汇：fork  fridge  knife
        shower  sofa  video
        may  message  double
词组：be full of  of one’s own
        some day  take a message
call sb back

句型：May I speak to Daniel, please?
Sorry, he's not at home.
Who's speaking, please?
This is Simon.
Can I take a message?
Can you ask him to call me back?

三会内容
词汇：lamp

教学准备
1 教学图片。
2 配套磁带或光盘。

教学步骤
A My home in the UK

Step I 呈现
1 向学生展示一张英国乡村别墅的图片，呈现本课时的背景信息。教师说：Look at this photo. It's Neil's house in the UK. Is it beautiful? How many floors does his house have? What else can you see around his house? How much do you know about his house? 启发学生看图并描述图片。
2 引导学生看课本A1部分中的图片，作好听力前的准备。教师说：Do you want to visit Neil's house? Do you want to look around his house? Let's look at the pictures in Part A1. What places are they? 鼓励学生根据学过的知识，看图说话。

Step II 操练
1 向学生介绍背景并指导他们完成A1部分的听力练习。教师说：What do you think of Neil's house? Neil made a video of his house. Let's listen to him and write the name of the place under each picture and then put the pictures in the correct order. 板书video。
2 教师播放录音，指导学生将A1部分的图片排序。

Tapescript

Part A1

Neil: Hi, I'm Neil. I live in a town near London. I'm very happy to show you around my house.

First, you can see our living room on the ground floor. Next to the living
room is the dining room. Beside it is the kitchen. From the window of the kitchen, you can see our garden outside. Now let’s go up to the first floor. We have two bathrooms on this floor. There are also four bedrooms. I have my own bedroom.

**Step III 呈现**

1. 指导学生仔细看图，并就图片内容进行讨论，呈现新知识。教师说：Let’s look at the pictures carefully. What can you see in the dining room/garden/living room/kitchen/bedroom/bathroom? 在与学生交流的过程中，适时呈现新知识，板书 fridge、fork、knife、shower、sofa、lamp 和 be full of。

2. 对于能力较强的学生，教师可适当补充其他物品，如：greenhouse（温室）、grass（草地）、rug（小地毯）、oven（烤箱）、microwave oven（微波炉）、sink（水槽）、stove（炉子）、poster（海报）、pillow（枕头）、quilt（被子）、sheet（床单）、bedside table（床头柜）等。

**Step IV 操练**

1. 指导学生将A2部分的物品单词写在A1部分的正确位置上。教师说：Help Simon label the things in Part A1 with the words in the box. 教师为学生播放录音，指导他们完成练习，鼓励能力较强的学生写出更多物品的名称。

### Tapescript

**Part A2**

**Neil:** Now let me tell you more about my house.

Our living room on the ground floor is big and comfortable. We always sit on the sofa and watch TV there. Next to the living room is the dining room. The knives and forks are on the table ready for dinner. Beside the dining room is the kitchen. I like this room. There’s always nice food and drinks in the fridge. My family and I often sit there and enjoy a cup of tea. From the window of the kitchen, you can see our garden outside. There are lots of beautiful flowers.

We have two bathrooms on the first floor. The showers and the toilets are all white. There are also four bedrooms. In my bedroom, there’s a lamp beside my bed, and there’s a picture of my favourite football player on the wall.

2. 为学生提供判断正误练习，并再次播放录音，培养学生捕捉细节的能力。教师说：Simon took some notes about Neil’s home. Are they right? Please correct the mistakes.
(1) There are two bathrooms on the ground floor. (F ground→first)
(2) Neil has a big living room. (T)
(3) Neil can see the garden from the window of the kitchen. (T)
(4) There are many trees in the garden. (F trees→flowers)
(5) There are six rooms on the first floor. (T)
(6) The picture of Neil’s favourite singer is on the wall of his bedroom.
   (F singer→football player)

**Step V** 呈现

1 针对Neil的家，向学生提问并呈现新知识。教师说：What do you think of Neil’s home? Does Neil have his own bedroom? Do you have a bedroom of your own? Do you want a home like his some day? 板书of one’s own and some day。
2 向学生呈现A3部分的背景。教师说：Here’s an email from Simon to Neil. Read this email and tell me if Simon’s home is like Neil’s. (No. Simon’s home is different from Neil’s.)

**Step VI** 操练

1 鼓励学生根据已知的信息完成A3部分的电子邮件。教师说：Please complete this email with the correct words in the box.
2 学生集体朗读这封电子邮件。

**Step VII** 展示

1 鼓励学生扮演Neil，利用图片向大家介绍自己的家。教师说：Now I want you to play the role of Neil and introduce your beautiful house. 启发学生发挥想像，进行介绍。
2 对能力较强的学生，教师还可鼓励他们根据实际情况，介绍各自的家。

**B Speak up: May I speak to Daniel, please?**

**Step I** 呈现

1 向学生介绍B部分的话题背景。教师说：Neil’s house is cool. I want to live in a house like his some day. What about you? If you move into a new home, will you tell your friends about it? Will you ask them to visit your new home?
2 为学生播放录音，指导他们带着问题听录音。教师说：Simon is very happy today because he has a new home. So he’s calling Daniel. Listen to the tape and tell me who answers Simon’s telephone. 教师播放课本B部分的录音，并指导学生回答：Daniel’s father answers Simon’s telephone. He takes a message for Daniel. 板书take a message。

**Step II** 操练

1 提供更多问题，让学生带着问题听录音。
(1) Is Daniel at home? (No, he's not at home.)
(2) Who’s talking with Simon? (Daniel’s father.)
(3) Where is Simon calling? (He’s calling from his new home.)
(4) What does Simon ask Daniel’s father to do? (To ask Daniel to call him back.)
(5) What’s his new telephone number? (It’s 5557 2188.)

2 指导学生集体跟着录音朗读。然后将班级分成两部分，分角色朗读对话。提醒学生注意语音语调。

**Step III 展示**

1 向学生介绍打电话的常用表达方式，如:

| May I speak to ..., please? |
| Who’s speaking, please? |
| This is .... |
| I’m calling from .... |
| Can I take a message? |
| Can you ask ... to call me back? |

2 对能力较强的学生，教师可以增加输入量，如:

| Sorry, wrong number. |
| Can I have your number, please? |
| Can you say that again, please? |
| Just a minute. |
| Hold on, please. |
| I’ll call back later. |
| Sorry, he’s not here at the moment. |

3 鼓励学生以同桌为单位，自行设计一段打电话的对话，介绍自己的家。对于能力较弱的学生，可以让他们模仿B部分的对话，用自己的信息替换部分内容。对能力较强的学生，可以鼓励他们发挥想像，添加自己的内容。教师说：Now can you make a telephone call to tell your partner about your home? You can use Part B as a model. You can also add something new. Pay attention to how to make a call.

4 给学生充分的准备时间，然后安排不同层次的学生进行展示。
Sample conversation

S1: Hello?
S2: Hello. May I speak to Mary, please?
S1: Sorry, she’s not at home now. Who’s speaking?
S2: This is Judy. I’m calling from my new flat.
S1: Oh, your new flat? Wonderful! Can I take a message?
S2: Yes, please. Can you ask her to call me back?
S1: Of course. Can I have your new number?
S2: Sure. My new telephone number is 3210 8790.
S1: Three, two, one, zero, eight, seven, nine, zero, right?
S2: Right. Thanks. Goodbye.

Step IV 家庭作业
1 记忆本课所学词汇、词组和句型。
2 背诵B部分的对话。
3 能力较强的学生模仿B部分编写一段对话。
4 完成教师布置的书面练习。
5 预习Study skills。

Study skills

教学目标
1 能了解英语单词中的重音。
2 能根据所标注的重音准确朗读单词。

教学内容
四会内容
重音在不同音节上的发音。

教学准备
1 配套磁带或光盘。
2 一张宫殿的图片。
3 写有单词的卡片。

教学步骤
Step I 呈现
1 向学生出示一张宫殿的图片，鼓励他们完成填空练习，如：Look at this picture. There’s a p_______ in it. I don’t know what c_______ it’s in, but I think it’s
very b________. 让学生根据上下文填出所缺单词：palace、country、beautiful。
板书这些单词。
2 再为学生提供一段文字，指导他们用方框中的单词完成句子。如：______ is
_______. Our class will go to a lake _______ two hills to _______ a picnic. We
should take some food there. I think the _______ pies are great. They taste good
and not _______. 方框中的单词是：tomorrow、Halloween、between、enjoy、
potato、expensive。板书方框中的单词。
3 在班级里找两名学生朗读单词，教师再用错误的重音朗读一遍。教师说：Whose
pronunciation is right? Why? What mistakes do I make? 启发学生指出教师的
重音发音错误。
4 向学生介绍单词的重音。教师说：When we pronounce words with more than
one syllable, we stress one of the syllables. The stressed syllable sounds stronger.
The stress can be on the first, middle or last syllable of a word. 对于学生不容易理解
的地方，可以用汉语解释。

Step II 操练
1 为学生播放A部分的录音，并指导学生按重音的位置将黑板上的单词进行归类。
教师说：Look at the words on the blackboard. Listen to the tape. Of which words
do we stress the first/second/last syllable?

<table>
<thead>
<tr>
<th>Stressing the first syllable</th>
<th>Stressing the second syllable</th>
<th>Stressing the last syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 让学生打开课本，对照A部分内容核对答案并归类是否正确。教师说：Now please open
your books and check your answers.
3 指导学生跟录音模仿朗读A部分中的单词。教师说：Now please repeat the words
after the tape one by one.
4 将B部分中的单词写在黑板上，然后为学生播放录音。请几名学生用彩色粉笔
将这些单词中的重读音节加以标注，其余学生在课本上完成B部分。教师说：
I want some of you to come to the blackboard and colour the stressed syllable of
each word. Who would like to have a try?
5 为学生播放录音，全班检查标注是否正确，并根据录音朗读单词。

Step III 活动
1 发给几名学生一些写有不同重音位置单词的卡片，指导他们朗读这些单词，如：
interesting、balcony、machine、bathroom、museum、tomato、policeman、
American、Chinese等。
2 请所拿单词有着相同重读音位置的学生站到一起，并大声说：We stress the first/
第二/最后一个音节。教师要注意适时纠正和表扬。

**Step IV 家庭作业**
1. 朗读课本上列举的单词，注意重音。
2. 完成教师布置的相关练习。
3. 预习Task。

**Task**

教学目标
1. 能通过问卷调查获取相关信息。
2. 能熟练运用本单元所学词汇、词组和句型组织语言。
3. 能合理架构文章，描述自己的梦想家园。

教学内容

词汇：study, machine, washing machine, field, football field, invite, stay

词组：at the foot of

句型：I would like to invite my friends to watch films with me at the weekend. It is great fun!

教学准备
1. 与本课时生词相关的图片。
2. 稿纸。
3. 配套磁带或光盘。

教学步骤

**Step I 呈现**
1. 教师通过向学生提问，激活他们的已有知识，引入本课时的语言情境。教师说：In this unit, we have learnt a lot about homes in different countries. Are your homes like those in other countries? 帮助学生将思路引向自己的家。
2. 教师与学生进行猜图游戏，呈现新知识。教师说：Look at this house. Where is it? 鼓励学生猜测图片上被遮挡的信息，然后将遮挡部分去掉，公布答案：It's at the foot of a hill. 板书 at the foot of。继续呈现其他生词：study—Where's the boy doing his homework? football field—What's behind this building?
washing machine—Where’s the beautiful lady sitting?

教师要尽量选择将关键信息遮挡后，学生不易猜出答案的图片。这样具有悬念的“信息沟”活动，学生会非常感兴趣。

Step II 调查
1 教师指导学生根据自己的实际情况完成A部分的问卷调查。教师说：Now here’s a questionnaire in Part A. Will you please complete it with your own information?
2 安排学生四人一组，针对问卷情况互相提问，了解同学的居住状况。教师说：Please work in groups of four and ask other group members about their home.
3 鼓励学生根据调查结果，介绍其他组员的居住状况，教师适时呈现Useful expressions中的表达方式。

Step III 范文学习
1 指导学生阅读范文，学习写作结构。教师说：Please read Simon’s article about his dream home. Then try to complete the table.
   A What is on the first floor?
   B What is on the second floor?
   C How many floors are there in his home?
   D Where is Simon’s dream home?
   E What is on the ground floor?
   F What is outside his home?

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Talking about</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(C, D, F)</td>
</tr>
<tr>
<td>2</td>
<td>(E)</td>
</tr>
<tr>
<td>3</td>
<td>(A)</td>
</tr>
<tr>
<td>4</td>
<td>(B)</td>
</tr>
</tbody>
</table>

2 指导学生朗读范文，进一步帮助学生掌握介绍梦想家园时常用的表达方式。

Step IV 写作
1 发给学生每人一张纸，让他们根据以下问题，完成有关梦想家园的调查问卷。教师说：Do you like your own home? Do you want a better one? What’s your dream home like? Please finish this survey. 教师将下列问题呈现给学生：
   (1) Where’s your dream home?
   (2) What kind of home would you like to live in?
   (3) How many rooms would you like to have in your dream home?
   (4) What are the rooms?
   (5) How many people will live in your dream home?
   (6) What would you like to do in it?
   (7) Do you want to invite your friends to stay with you in your dream home?
(8) Do you have any special ideas about your dream home?

2 组织学生进行小组讨论，帮助他们开阔思路，设计自己的梦想家园，为接下来的写作做准备。
3 指导学生模仿范文，根据想像写一篇描述他们自己的梦想家园的文章。教师说：
   Now, please write an article about your dream home.
4 学生独立完成写作任务，在此过程中，如果有问题，教师要给予帮助和指导。
5 请班级中几位能力较强的学生上讲台朗读他们的作品。教师要多鼓励，并给予结构和语言上的指导。

**Sample writing**

My dream home is a big house at the top of a hill. It has four floors. There is a beautiful garden in front of it.

On the ground floor, there is a big room for parties. There is a karaoke machine there. There is also a small cinema. I often watch videos and DVDs there.

On the first floor, there are eight bedrooms. Each bedroom has a small swimming pool and a huge TV set.

The second floor is for my dog. She has lots of toys there.

There are some computer rooms on the third floor. I have more than enough computer games for my friends and myself.

This is my dream home. I hope my dream comes true some day!

**Step V 家庭作业**

1 记忆本节课所学词汇、词组和句型。
2 朗读并背诵范文。
3 设计一份海报，介绍自己的梦想家园，鼓励学生配上插图。
4 浏览Unit 2。

**Self-assessment**

背景知识

在自我检测板块中，学生可以根据表格所列的条目，回顾本单元所学话题、词汇、语法、语音等内容，检验自身掌握情况，查漏补缺。同时，学生还可对自己本单元的学习情况加以评价，找出待改进之处和改进措施。
<table>
<thead>
<tr>
<th>I can</th>
<th>Examples</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. talk about the three homes in different countries.</td>
<td>1. 能熟练读课本上对三个不同国家住宅的介绍。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>2. 能熟练背诵课本上对三个不同国家住宅的介绍。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>3. 能用自己的话完整、详细地介绍三个不同国家的住宅。</td>
<td>Wonderful!</td>
</tr>
<tr>
<td>2. use the new words to talk about my (dream) home.</td>
<td>1. 能用本单元四会词介绍自己的家（梦想家园）。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>2. 能用本单元所学词汇较完整地介绍自己的家（梦想家园）。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>3. 能用更丰富的词汇完整、详细、有创造性地介绍自己的家（梦想家园）。</td>
<td>Wonderful!</td>
</tr>
<tr>
<td>3. use cardinal numbers and ordinal numbers to talk about people and things.</td>
<td>1. 能掌握基数词和序数词的基本用法。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>2. 能熟练运用基数词和序数词表示号码、数量、尺寸和面积、日期、楼层、次序等。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>3. 能熟练运用基数词和序数词与他人进行交流。</td>
<td>Wonderful!</td>
</tr>
<tr>
<td>4. stress the right syllable of each word.</td>
<td>1. 能了解英语单词的重音。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>2. 能正确朗读已学过的重音在不同音节的单词。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>3. 能正确朗读未学过的重音在不同音节的单词。</td>
<td>Wonderful!</td>
</tr>
</tbody>
</table>

**Answer key**

**Welcome to the unit**

A

1. Japan   2. the USA   3. France   4. Canada   5. the UK   6. Russia

**Reading**

B1

1. dining room → bathroom   2. kitchen → bedroom   3. bathroom → living room
<p>| 4. bedroom → dining room   5. living room → kitchen |</p>
<table>
<thead>
<tr>
<th>B2</th>
<th>Name</th>
<th>City/Town</th>
<th>Home</th>
<th>House/Flat</th>
<th>Big/Small</th>
<th>Favourite place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Neil</td>
<td>a town 15 miles from London</td>
<td></td>
<td>a house</td>
<td>big</td>
<td>the kitchen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the centre of Moscow</td>
<td></td>
<td>a flat</td>
<td>not big</td>
<td>the living room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Los Angeles</td>
<td></td>
<td>a house</td>
<td>large</td>
<td>the balcony</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B3</th>
<th></th>
<th>1 F</th>
<th>2 F</th>
<th>3 F</th>
<th>4 T</th>
<th>5 T</th>
<th>6 T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>T</td>
<td>T</td>
<td>T</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B4</th>
<th></th>
<th>1 the USA; balcony; sit there and look out at the sea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2 Russia; bedroom; listen to music in bed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 the UK; kitchen; sit there and enjoy a cup of tea</td>
</tr>
</tbody>
</table>

**Grammar**

B1
two three six seven eight ten
twelve thirteen twenty forty a hundred a hundred and one
sixth seventh eighth tenth
nineteenth twenty-second twenty-third thirtieth a hundredth

B2
1 seventh 2 fifteenth 3 fourth 4 second 5 ninth 6 twelfth

**Integrated skills**

A1
a dining room; 2 b garden; 4 c living room; 1
d kitchen; 3 e bedroom; 6 f bathroom; 5

A2
a knives; forks  b flowers  c sofa; TV
d fridge  e lamp; picture  f shower; toilet

A3
1 house  2 garden  3 beautiful  4 living room  5 rooms  6 bedroom

**Study skills**

B
1 centre  2 bathroom  3 hundred  4 October  5 message
6 include  7 favourite  8 wonderful  9 design
Unit 2  Neighbours

Comic strip and Welcome to the unit

教学目标

1 能识别并掌握各种职业及工作场所的名称。
2 能用简单的英语谈论自己所居住的社区。

教学内容

四会内容

词汇：neighbour  will  visitor
like

句型：I’m going to visit our new neighbours.

三会内容

词汇：wow  waiter  neighbourhood

教学准备

1 社区配套设施的图片。
2 从事不同职业的人的图片。
3 配套磁带或光盘。

教学步骤

Welcome to the unit

Step 1 复习

1 教师向学生呈现一篇日记，让他们用场所的名称填空。

Tomorrow is Saturday. My family are all free. My parents do not need to work in their _______ and I have no lessons at _______. So we decide to go outside to enjoy the weekend.

In the morning, my father wants to visit the _______ next to our building to have a look at some old things. My mother wants to buy clothes in some new _______ near our home. I want to have a picnic with my friends in a _______.

In the afternoon, my family will watch a film in a _______ and have a big meal in a famous _______.

What a wonderful weekend! Now it is time to go to the _______ to buy something for tomorrow.

(factories; school; museum; shops; park; cinema; restaurant; supermarket)

2 与学生就各自的居住状况进行交流。教师说：Where do you live? What kind
of home do you have? What’s around your home? Is your home near a park/a school/a restaurant/a supermarket? Is there a shop/a factory/a cinema/a museum/a hospital near your home? 鼓励学生根据实际情况回答，对能力较强的学生还可以鼓励他们进行较详细的介绍。

**Step II 呈现**
1 教师与学生就居住环境进行进一步交流，呈现新知识。教师说：Who lives next to your flat/house? Who lives above/below you? Who’s your neighbour? What’s your neighbour’s name? What does he/she do? 板书 neighbour。
2 利用图片向学生呈现各种职业。教师可以说：Mr Lin is my neighbour. He’s a waiter in a big restaurant. Miss Huang lives above me. She’s a teacher. 板书 waiter。

**Step III 操练**
1 指导学生完成A部分的练习。教师说：We have a lot of neighbours. They have different jobs. Look at the pictures. Where do they work? Please match them with the places.
2 指导学生两人一组进行对话，了解彼此邻居的职业情况。教师可以与一位学生进行示范。

<table>
<thead>
<tr>
<th>Sample conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Who’s your neighbour?</td>
</tr>
<tr>
<td>S: ... is my neighbour.</td>
</tr>
<tr>
<td>T: What’s your neighbour?/What does your neighbour do?</td>
</tr>
<tr>
<td>S: He/She’s ....</td>
</tr>
<tr>
<td>T: Where does he/she work?</td>
</tr>
<tr>
<td>S: He/She works in ....</td>
</tr>
</tbody>
</table>

帮助学生根据实际情况用已有的知识回答。

**Step IV 呈现**
1 导入课本B部分的话题背景，指导学生理解对话内容。教师说：Amy is asking Simon some questions. What are these questions about? Please listen to the tape and tell me.
2 鼓励学生听录音回答：The questions are about Simon’s home and different places around his flat. 教师适时呈现 neighbourhood 并板书。

**Step V 操练**
1 播放录音，让学生听录音朗读并回答更多的问题，如：
   (1) Where’s Simon’s flat? (It’s in City Garden in Ninth Street.)
   (2) How many buildings are there in his neighbourhood? (About 20 buildings.)

26
(3) How many floors do the buildings have? (Most of them have 14 floors.)
(4) What does Simon have around his neighbourhood?
(Supermarkets, restaurants, a school and a hospital.)
(5) What does Simon think of his neighbourhood?
(He thinks it’s good to live in a neighbourhood like that.)

Comic strip

Step I 呈现

1 教师通过与学生的交流，呈现更多知识。教师说：Do you often talk with your
neighbours? Do you often play with your neighbours? Do you like visiting them?
Do they often visit your home? Do you think they’re good visitors? What do you
think of your neighbours? 板书visitor.

2 教师通过语言呈现漫画部分，并指导学生听录音后回答教师的问题。教师说：
Look at Hobo. He’s in a hurry. Where’s Hobo going? Listen to the tape and find
out the answer.

3 指导学生跟着录音朗读漫画里的对话并回答更多问题。教师说：What does Eddie
do when he visits his neighbours? 鼓励学生通过看图和自己的想像发表观点。

Step II 操练

1 指导学生朗读对话。教师可根据需要决定训练的次数，如先集体朗读，再将班级
分成两部分进行分角色朗读。鼓励学生揣摩Eddie和Hobo对话时的心理状态，运
用适当的语音语调、面部表情及肢体语言，以求对话更生动、更有感染力。

2 安排学生两人一组准备表演，教师巡视并给予语音语调和动作、神态方面的指
导。之后选几组不同层次的学生上台，并在表演结束后给予鼓励和表扬。

Step III 展示

1 鼓励学生根据漫画和自己的理解思考问题并表达自己的观点。教师说：Do you
think Eddie’s new neighbours welcome him? Why or why not? If you have a
neighbour like Eddie, do you welcome him? 鼓励学生发表自己的真实观点。

2 安排学生四人一组开展讨论，说说自己的想法。教师说：It’s your discussion
time. Please work in groups of four and discuss the following question: What can
you do for your neighbours?
3 启发学生思考如何为他人服务，培养他们的责任感。

**Step IV 家庭作业**
1. 记忆本课时所学词汇和句型。
2. 能力较强的学生熟背漫画和B部分。
3. 完成教师布置的书面练习。
4. 预习Reading。

**Reading**

**教学目标**
1. 能了解有关社区中心的知识。
2. 能用英语介绍社区中心的活动内容。
3. 能建立邻里间互帮互助的理念。

**教学内容**

**四会内容**

词汇：
- helpful
- community
- skill
- problem
- something
- engineer
- check
- broken
- someone
- fix
- anyone
- college
- lucky

词组：
- help sb with sth
- do some shopping

句型：
- They help us with all kinds of problems.
- There's something wrong with my computer.
- I'm going to ask a computer engineer to check it.
- Some college students are ready to help.

**三会内容**

词汇：
- volunteer

**教学准备**
1. 各种社区活动的图片、海报或通知。
2. 配套磁带或光盘。
3. 写有操练句型的纸条。

**背景知识**
社区在中国是舶来品。它是指集中在固定地域内的家庭间相互作用所形成的社区网络。社区一般要有一定的地理区域，要有一定数量的人口，而且居民之间往往有着较密切的社会交往。
一个较完善的社区系统包括管理和服务机构、活动场所和活动中心以及其他能满足居民生活需求的设施和机构。例如，生活服务：维修家电、洗熨衣物、电视电脑网络管理等；文化体育服务：组织文艺表演、举办体育活动、组织外出旅游、组织青少年校外活动等；卫生保健服务：设置家庭病床、免疫接种、打扫公共区域等；治安调解服务：守楼护院、调解家庭和邻里纠纷、法律咨询、办理户口等。

教学步骤
Reading 1

Step I 复习
1 与学生就居住的社区环境进行交流，复习前一课时内容。教师说：Where do you live? How many buildings are there in your neighbourhood? How many floors do they have? When you’re ill, where do you go? When you want to buy some vegetables, where do you go? When you ..., where do you go? 鼓励学生根据实际情况回答。

2 与学生就邻居的情况进行交流。教师说：Who lives next to/above/below you? Who’s your neighbour? What does he/she do? Where does he/she work? What do you think of him/her? Do you welcome him/her to your home? Do you always help each other? 鼓励学生根据实际情况回答。

Step II 呈现
1 教师以自己为例，介绍自己的社区环境，呈现新知识。教师说：I’m very lucky to have many good neighbours. They have different skills and can do many different things. They’re also very helpful. When they’re free, they often go to the community centre to help others. 教师可以利用图片、英语释义和汉语提示呈现新知识，板书lucky、skill、helpful和community centre。

2 向学生展示社区活动的海报，呈现新知识。教师说：Look, here are some posters. They show some activities in my community centre this Sunday.

<table>
<thead>
<tr>
<th>I can help ....</th>
<th>Study help</th>
</tr>
</thead>
<tbody>
<tr>
<td>• when your bicycle is broken.</td>
<td>Do not worry about your homework! We can help you with all kinds of problems in your study.</td>
</tr>
<tr>
<td>• when your TV cannot work.</td>
<td></td>
</tr>
<tr>
<td>• when your fridge is too noisy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer doctor</th>
<th>Join us</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there is something wrong with your computer, do not worry! I can check it!</td>
<td>Join us and be a volunteer.</td>
</tr>
</tbody>
</table>

- Do some shopping for old people. |
- Help parents take care of children. |
- Clean the park and streets. |
Make our neighbourhood a better place!
利用海报向学生介绍社区活动并呈现新语言点，板书broken、engineer、fix、help sb with sth、college、check、volunteer、do some shopping。

Step III 操练
1 指导学生开展活动，巩固前面所学的新知识。教师将写有“There is something wrong with ______.”或“I cannot ______.”的纸条分别发给两组学生，让他们各自填写遇到的问题。教师再写有“I can help with ______.”或“I am a(an) ______.”或“I am good at ______.”的纸条分别发给另外两组学生，让他们填写自己能提供的帮助。鼓励一方学生寻求帮助，另一方学生提供帮助，如：

Sample conversation

S1: Excuse me, there’s something wrong with my computer. Can you help me?
S2: Yes. I’m an engineer. I’m good at checking computers. I can help you.
S1: Thank you very much.
S3: Excuse me, I have to go outside. Who can help me look after my daughter?
S4: I’m a volunteer. I can help you take care of your child.
S3: It’s very kind of you. Thank you.

2 为了使学生了解活动规则，教师可以与学生进行示范或将上述对话作为范例呈现给学生。

Step IV 呈现
1 结合上一环节内容，向学生介绍课文话题背景，指导学生阅读对话后回答教师的问题。教师说：To make our neighbourhood a better place to live, we should help each other as possible as we can. Simon is talking about his neighbours with Amy. Please read their conversation and answer the question: What happens when Simon has problems? 给学生两分钟时间阅读课文对话，然后鼓励学生回答：He can get help from the community centre.

2 为学生播放录音，让他们听录音并完成表格。教师说：Please listen to the conversation again, and then complete the table.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer doesn't work.</td>
<td></td>
</tr>
<tr>
<td>Bicycle is broken.</td>
<td></td>
</tr>
<tr>
<td>Homework is difficult.</td>
<td></td>
</tr>
<tr>
<td>Old people need help.</td>
<td></td>
</tr>
</tbody>
</table>

3 指导学生认真阅读对话，然后完成B2部分的判断题。教师说：Amy is writing something about Simon’s neighbours. Write a T if the sentence is true or an F if it is false. 对能力较强的学生，教师可提供更多针对细节内容的判断练习。
Step V 展示
1 为学生提供情境，指导他们进行角色扮演。教师说：Shall we do a role-play activity? Work in a group of four. Suppose one of you is Simon and the others are volunteers at Simon’s community centre. Tell us your skills and introduce what you can do to help your neighbours.

2 为了使学生了解活动形式，教师可以与三位学生进行示范，如:

Sample conversation

T: Hello, I’m Simon. I live in a big community. There are some volunteers in it. They have different skills and they’re very helpful. Look, this is ..., this is ..., and this is ...
S1: Hi, I’m .... I’m an engineer. I can .... I’m good at .... I can help you with ....
S2: Hi, I’m ....
S3: Hi, I’m ....
T: I’m very lucky to have a community centre like that.

3 安排学生以四人小组为单位，设计并编写对话。对于能力一般的学生，指导他们参考课文中提供的信息；对于能力较强的学生，启发他们发挥想象力和创造力。

4 随后选不同层次的几组学生进行表演，并给予鼓励和表扬。

Step VI 家庭作业
1 熟读课文。
2 能力较强的学生熟背。
3 完成教师布置的书面练习。

Reading 2
Step I 复习
1 向学生展示社区内各种活动的图片，帮助他们复习前一课时的内容。教师说：Look at these pictures in Part B1. They’re from the community centre. Can you complete the sentences? 指导学生完成B1部分中的练习。

2 对能力较强的学生，教师可以稍加改变B1部分的句子，增加描述的语言，指导他们选择短语完成句子，如:

<table>
<thead>
<tr>
<th>sth wrong with</th>
<th>with our homework</th>
<th>do some shopping</th>
<th>are ready to</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer engineer</td>
<td>ask sb to fix</td>
<td>college students</td>
<td>is broken</td>
</tr>
</tbody>
</table>

Picture 1: Some volunteers often visit the old people and ________ for them.
Picture 2: The ________ can help us ________. They ________ help.
Picture 3: When your bicycle ________, you can ________ it.
Picture 4: There is ________ my computer. I am going to ask a ________ to check it.

(do some shopping; college students; with our homework; are ready to; is broken; ask someone to fix; something wrong with; computer engineer)
Step II 呈现
1 为学生播放录音，指导他们听录音、阅读对话，进一步理解细节内容，然后回答教师提出的问题。
   (1) What does Simon’s community centre have? (A “helping hands” meeting.)
   (2) What do volunteers do at the community centre?
       (They often meet and share their different skills.)
   (3) When do they meet? (Usually at the weekend.)
   (4) What are they going to do this weekend? (They’re going to have a meeting.)
   (5) There’s something wrong with Simon’s computer. How will he get help?
       (He’ll ask a computer engineer to check it.)
   (6) Annie’s bicycle is broken. How will she get help? (She’ll ask someone to fix it.)
   (7) A boy has some problems with his homework. How will he get help?
       (Some college students are ready to help.)
   (8) What do volunteers do to help the old people? (They visit the old people, do some shopping for them and help them clean their flats.)
   (9) What does Amy think of Simon to have such a neighbourhood?
       (That’s great. Simon is lucky to have such a neighbourhood.)

2 在与学生的交流中，帮助学生体会相关语言点的含义及用法。鼓励学生对不懂的内容提问，教师解答并帮助他们扫清障碍。

Mini-dictionary

**anyone** (line 12) *pron.* used instead of someone in negative sentences and in questions (任何人)
   Is anyone in the classroom?

**broken** (line 11) *adj.* has been damaged or injured, no longer whole or working correctly (弄坏了的，破碎的)
   I will ask some workers to come and fix the broken windows.

**check** (line 10) *vt.* to examine sth to see if it is correct, safe or satisfactory (检查)
   You should check your homework before handing it in.

**college** (line 13) *n.* a university where students can study for a degree after they have left high school (学院)
   Lily is going to visit some famous colleges in Beijing during this summer holiday.

**community** (line 3) *n.* a group of people living in a particular local area (社区)
   In my community, we have a lot of activities at weekends.

**engineer** (line 10) *n.* a person whose job is to design and build engines, machines, roads, bridges, etc. (工程师；技师)
My cousin wants to be an engineer when he grows up.

**fix** (line 11) *vt.* to repair or correct sth (修理)
The car won’t start—can you fix it?

**lucky** (line 18) *adj.* having good luck (幸运的)
She is lucky enough to be a member of the team.

**skill** (line 4) *n.* the ability to do sth well (技能、技巧)
We need people with great skills.

**someone** (line 11) *pron.* a person who is not known or mentioned by name (某人)
There is someone at the door.

**something** (line 9) *pron.* a thing that is not known or mentioned by name (某事、某物)
There is something wrong with my TV.

---

**Step III 操练**

1 为学生播放录音，让他们集体跟读。教师说：Let’s read Amy and Simon’s conversation together.

2 再次播放录音，让学生分角色朗读。教师说：Shall we read again? Boys, play the role of Simon. Girls, please play the role of Amy.

3 指导学生完成B3部分的练习，巩固对课文的理解。

4 组织学生两人一组进行朗读。教师说：Now, practise this conversation with your partner.

**Step IV 展示**

1 方法一：指导学生两人一组，分别扮演Simon和Amy进行对话表演。教师说：Now, let’s do a role-play. Suppose one of you is Simon. The other is Amy. Try to act out the conversation.

2 方法二：指导学生分别扮演Simon和Amy介绍社区。教师说：Who wants to play the role of Simon to introduce the community centre in your neighbourhood? Who wants to play the role of Amy? Please tell us if you want to have a community centre like that. You can choose one role each and discuss this with your partner.

3 指导学生开展角色扮演活动，并在小组内进行准备。教师要鼓励学生进行合理改编。然后，选择不同层次的学生进行汇报。

**Step V 家庭作业**

1 熟读课文，争取复述或背诵。

2 记忆词汇、词组和句型。

3 完成教师布置的书面练习。
4 预习Grammar。

**Grammar**

教学目标
1 能用will、shall和be going to表示将来。
2 能正确使用一般将来时的肯定、否定、疑问形式和肯定、否定回答。
3 能用正确的表达方式谈论将来的计划和打算。

教学内容
四会内容
- 词汇：shall fire
- 词组：the day after tomorrow make a fire

教学准备
事先写好的纸条。

教学步骤
A Simple future tense with will and shall

**Step I 复习**
1 指导学生回顾Reading中有关Simon社区中的community centre的情况。教师说：Where does Simon live? What do you think of the community centre in his neighbourhood? Do you think Simon is lucky to live in such a neighbourhood? Why? 鼓励学生根据自己的记忆和理解，复习相关内容并发表自己的观点。
2 通过创设语境，帮助学生复习课文，并为下面的学习作准备。教师说：Here are some people who live in Simon’s neighbourhood. They have some problems. How can they get help from the community centre? 为学生提供几种情境：
   (1) Mr Green’s computer doesn’t work well.
   (2) Lily’s bicycle is broken.
   (3) Little Tom has problems with his homework.
   (4) Grandma Chen is sick these days.
帮助学生用课文里学到的表达方式回答：
   (1) He’s going to ask a computer engineer to check his computer.
   (2) She’s going to ask someone to fix it.
   (3) Some college students will help him.
   (4) Some people will visit her and do some shopping for her.

**Step II 呈现**
1 教师为学生创设情境，启发他们用will或shall表达自己的观点。教师说：What
will you do if you have problems with your homework? 教师在黑板上写下句型：
I will/shall ______. 启发学生根据实际情况用这一句型回答。教师将他们的回答
填写在句型中并用彩色粉笔将will和shall标注出来。

2 教师引导学生通过黑板上的例句理解本课时语法项目。教师说：What do we use
will or shall to talk about? 教师启发学生根据例句尝试自行总结，或者让学生
看A部分中的说明并告知学生用法。教师说：We use will or shall to talk about
things that will happen and plans that we’re making now. This is an example of
the simple future tense. 并用汉语加以解释。

3 利用黑板上的例句，教师可以继续呈现。教师说：If someone has problems with
his or her homework, he or she will ask the teacher for help. He or she won’t copy
the others’ answers. What’ll you do? Will you ask your teacher for help? Will your
parents help you? 帮助学生回答Yes, I will/shall. No, I will/shall not. Yes, they will.
No, they will not. 将这些句子都写在黑板上并呈现will和shall的缩略形式。

4 指导学生认真阅读A部分，并介绍will和shall的用法。教师说：What do we use
for “I” or “we”? What do we use for “you”, “he”, “she”, “it” and “they”? 指导学生
发现will和shall的区别。

5 指导学生看A部分，鼓励他们自主探究并总结变化规则。教师说：How do you
make negative sentences? Can you tell me how to ask and answer questions?

Step III 操练

1 指导学生完成A部分中的练习，巩固所学知识。教师说：Simon’s computer is
broken. He’s asking Mr Lin for help. Please complete their conversation with the
simple future tense.

2 安排学生朗读Mr Lin和Simon的对话。

3 教师为学生提供更多情境，让学生两人一组进行问答，练习用will和shall表达。
教师说：If I cannot find the way, what shall I do? If your mother is tired, what’ll
you do? If you’re ill, what’ll your best friend do? 鼓励学生自由发表观点。

B Simple future tense with be going to

Step I 呈现

1 教师通过语言描述为学生创设情境。教师说：Do you think community centres
are helpful? I think they are. The community centre in my neighbourhood is
going to have a “helping hands” meeting the day after tomorrow. I’m going to
teach children English songs. My daughter is going to dance for the old people.
My parents are going to cook some delicious food. 将这些内容中的be going to
句型写在黑板上，教师用彩色粉笔将be going to标注出来，板书the day after
tomorrow。

2 接着教师引导学生看黑板上的例句并引导他们理解be going to的用法。教师说：
What do we use be going to to talk about? 启发学生根据例句尝试自行总结，或
者让学生看B部分的说明并告知学生用法。教师说：We use **be going to** to talk about something we decide to do and things that will probably happen. 用汉语加以解释。

3 创设情境与学生交流，呈现be going to句型的疑问句和肯定、否定回答。教师说：Are you going to join the “helping hands” meeting in your neighbourhood? Is your father going to do something for the old people? What’s he going to do? What’s your mother going to do? What are your neighbours going to do? 帮助学生用正确的方式回答上述问题，并将这些内容写在黑板上。

4 指导学生看B部分，鼓励他们自主探究并总结变化规则。教师说：How do you make negative sentences? Can you tell me how to ask and answer questions?

**Step II 操练**

1 指导学生完成B部分的练习，巩固所学知识。教师说：Simon is telling Amy about his plan for a day out with his uncle’s family. Please help him complete his plan. 板书：

   make a fire.

2 教师为学生提供更多情境，让学生两人一组进行问答，练习用be going to表达，如：
   (1) What are you going to do for old people this Sunday?
   (2) What’s your father/mother going to do for your neighbours tomorrow?
   (3) What are you going to do for poor children the day after tomorrow?
   (4) What’s your father/mother going to do for your community next week?

**Step III 展示**

1 教师为学生提供更多练习，帮助学生理解和运用。教师说：Amy and her friends are going to have some activities next Sunday. Read the table below and ask and answer questions in a group of four.

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of them</td>
<td>Have a big dinner together</td>
</tr>
<tr>
<td>Daniel</td>
<td>Buy a computer magazine</td>
</tr>
<tr>
<td>Sandy</td>
<td>See a film</td>
</tr>
<tr>
<td>Kitty and Millie</td>
<td>Visit some old people near the school</td>
</tr>
</tbody>
</table>

教师鼓励学生用will、shall或be going to表达将来的活动。

2 指导学生模仿上一环节的表格开展小组活动，交流各自周末的活动。教师说：Are you going to have any activities this weekend? Please discuss this in a group of four and complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td></td>
</tr>
<tr>
<td>S2</td>
<td></td>
</tr>
<tr>
<td>S3</td>
<td></td>
</tr>
<tr>
<td>S4</td>
<td></td>
</tr>
</tbody>
</table>
3 学生讨论结束，填写好表格后，指导他们完成一份书面报告。教师说：Now you know your group members’ activities for this weekend. Please write a short report on them.

Step IV 家庭作业
1 记忆本课所学的一般将来时的用法和表达方式。
2 完成教师布置的相关练习。
3 预习Integrated skills。

Integrated skills

教学目标
1 能掌握更多的职业和工作场所的名称。
2 能从听力材料中获取信息并完成任务。
3 能用所得信息将语篇补充完整。
4 能运用正确的语句谈论自己的理想。

教学内容

四会内容

词汇：
- manager
- policeman
- police station
- person
- future
- sick
- office
- postman
- post
- job
- artist
- sound
- office worker
- station
- post office
- elder

词组：
- by train/bus/ship/bike

句型：
- What are you going to be in the future?
- I’m going to be a computer engineer.

三会内容

单词：
- company

教学准备

1 各种职业的人物图片。
2 配套磁带或光盘。

教学步骤

A Different jobs

Step I 复习

提供一些小谜语让学生根据描述猜出职业名称，复习旧知识，为本课时学习作准
备。教师说：Now let's play a game. Here are some riddles for you. Can you tell me the name of the job? 如：
(1) They work in a school to help children learn. (teachers)
(2) They have special skills, such as making ships, planes and other machines. (engineers)
(3) When you're ill, you go to see them. (doctors)
(4) They work in a restaurant. They serve you food. (waiters/waitresses)
(5) They are always kind. When you are in hospital, they look after you. (nurses)
(6) They make delicious food for people in restaurants. (cooks)
(7) They can take you anywhere you want to go by taxi. (taxi drivers)

**Step II 呈现**

1 方法一：教师与学生就周围不同人的职业进行交流，呈现新知识。教师说：What's your father's/mother's job? What does your father/mother do? 启发学生回答：My father/mother is .... 根据学生的实际情况，教师适时向他们呈现各种职业的名称。

2 方法二：利用各种职业的人物图片呈现新知识。教师说：Different people have different jobs. Look at this woman. What does she do? What's her job? She works for a company. She doesn't work in a factory. She's an office worker. 板书job，company和an office worker，用彩色粉笔将不定冠词an进行标注，提醒学生此处冠词的使用。教师接着说：This woman works for a company too. But she's not an office worker. She's a manager. Other people in the company should listen to her. This man is a postman. Everyday he puts newspapers or letters into people's postboxes. He works in a post office. What about this man? Is he a postman? No, he's a policeman. He catches people who do bad things and takes them to the police station. 板书office, manager, postman, post office, policeman, police station。

**Step III 操练**

1 指导学生完成A1部分的练习，巩固所学内容。教师说：Millie wants to learn more about different jobs. Here are some pictures. Would you please write the correct names under them?

2 为学生播放录音，指导他们捕捉信息完成A2部分的表格。教师说：Wendy is Millie's penfriend. She's talking about the jobs of her family members. Let's listen to the tape and complete the table in Part A2. 如需要可多播放几遍。
Tapescript

Part A2

Wendy: Hello, Millie. Let me tell you something about my family. There are five people in my family. They’re my dad, my mom, my elder brother and sister, and me.

My dad is a policeman. He works in a police station near our school. Sometimes he works at night. My mom works in a restaurant in the town center. She’s a manager, so she’s always busy. My brother works in a post office. He’s a postman. He often goes to work by bike. He loves his job. My sister is an office worker. She works for a big company. The company is far away from our home, so she goes to work by train.

3 通过问答的形式，与学生核对答案。教师说：What does Wendy's dad/mum/elder brother/elder sister do? Where does he/she work?

Step IV 呈现

1 再次为学生播放录音，指导他们回答问题。教师说：Let's listen to the tape once more and answer my questions about Wendy.
   (1) Where’s her father’s police station? (It’s near her school.)
   (2) Where’s her mother’s restaurant? (It’s in the town centre.)
   (3) Is her mother very busy? (Yes, she is.)
   (4) How does her elder brother go to work? (He often goes to work by bike.)
   (5) How does her elder sister go to work? (She goes to work by train.)

2 当教师发现学生理解有障碍时，可适时呈现其中的新知识，板书elder、by bike、by train等。

Step V 操练

1 为学生播放录音，指导他们完成A3部分的练习。教师说：Millie is making notes about Wendy's family. I'll play the tape for you again. Help Millie complete the notes in Part A3.

2 指导学生两人一组交流短文内容，最后全班核对答案。教师说：Have you finished Millie's notes? Check your answers in pairs first. Then we’ll check them together.

3 组织学生集体朗读短文。

Step VI 展示

1 指导学生两人一组问答，互相询问各自父母的职业和工作场所。教师说：Now I’d like you to work in pairs. Ask your partner about his/her family members’ jobs.
1. What does your father/mother/elder brother/elder sister/uncle/aunt do?
2. Where does he/she work?
3. Where’s his/her …?
4. How does he/she go to work?

2. 指导学生写一篇短文，介绍家人的工作情况。教师要鼓励学生发挥想像，写出有个性的内容，如工作时间等。

B. Speak up: What are you going to be in the future?

Step I 呈现

1. 向学生展示各种职业的图片，与他们开展讨论，导入本部分的话题。教师说：Look at these jobs. Are they interesting? Which is your favourite? 请几位学生根据自己的实际情况回答。教师说：Oh, I see … is going to be … in the future. 板书future和这一句型。

2. 再与多位学生进行交流。教师说：Which is your favourite job? Are you going to be … in the future? What are you going to be in the future? Why? 鼓励学生根据实际情况回答。如果有学生将来想当医生，教师可以说：Oh, that sounds like a good idea. It’s a good job because you can help sick people. I think you’ll be very helpful. 板书sound和sick。

3. 教师向学生呈现更多内容。教师说：Do you know what job my daughter is going to do in the future? She likes drawing pictures very much. She’s going to be an artist in the future. 板书an artist，用彩色粉笔将不定冠词an进行标注，提醒学生此处冠词的使用。

Step II 操练

1. 向学生介绍B部分的话题内容。教师说：Millie is talking with her classmates about their future jobs. Listen to their conversation and do the “True or False” exercises. 为学生提供判断题，要求他们听录音并完成正误判断。
   (1) Daniel likes computers. (T)
   (2) Millie is going to be a computer engineer. (F)
   (3) Sandy is going to be an art teacher. (F)
   (4) Amy is going to be a doctor. (T)
   (5) Simon is going to be a basketball star. (F)

2. 为学生播放录音，要求他们跟录音朗读。教师说：Now please open your books. Repeat after the tape sentence by sentence. 如需要可多跟读几遍。

3. 组织学生分角色朗读对话。教师还可以在班级随机挑选五名学生进行分角色朗读。

Step III 展示

1. 将学生分成五人小组，鼓励他们用学过的知识谈谈各自的理想工作。教师说：
Now it's your turn. Work in a group of five and make up a new conversation about your dream jobs.

<table>
<thead>
<tr>
<th>singer (歌手)</th>
<th>writer (作家)</th>
<th>actor (男演员)</th>
</tr>
</thead>
<tbody>
<tr>
<td>actress (女演员)</td>
<td>accountant (会计)</td>
<td>salesperson (售货员)</td>
</tr>
<tr>
<td>civil servant (公务员)</td>
<td>pilot (飞机驾驶员)</td>
<td>secretary (秘书)</td>
</tr>
<tr>
<td>journalist (记者)</td>
<td>editor (编辑)</td>
<td>director (导演)</td>
</tr>
<tr>
<td>photographer (摄影师)</td>
<td>scholar (学者)</td>
<td>translator (翻译家)</td>
</tr>
<tr>
<td>novelist (小说家)</td>
<td>scientist (科学家)</td>
<td>painter (画家)</td>
</tr>
<tr>
<td>musician (音乐家)</td>
<td>composer (作曲家)</td>
<td>model (模特)</td>
</tr>
<tr>
<td>architect (建筑师)</td>
<td>tour guide (导游)</td>
<td>astronaut (宇航员)</td>
</tr>
<tr>
<td>TV reporter (电视台记者)</td>
<td>fashion designer (服装设计师)</td>
<td></td>
</tr>
</tbody>
</table>

3 给学生充分的准备时间，然后教师选择能力不同的学生上台展示。

**Sample conversation**

**S1:** Hello, .... What are you going to be in the future?

**S2:** I like singing. I’m going to be a famous singer.

**S1:** That sounds great. I’ll be one of your fans. I love taking care of others. I’m going to be a nurse.

**S3:** That’s a good idea. I’m good at computers. I’m going to be a computer engineer.

**S1:** Great. I’m sure you’ll do very well. What about you, ...?

**S4:** I’m going to be a teacher.

**S1:** Really? What subject are you going to teach?

**S4:** I’m going to teach English. And you, ...? What are you going to be?

**S5:** I’m going to be a volunteer. I’m ready to help others. I want to do something for people in need.

**Step IV** 家庭作业

1 记忆本课所学词汇、词组和句型。
2 背诵B部分的对话。
3 能力较强的学生模仿B部分编写一段对话。
4 完成教师布置的书面练习。
5 预习Study skills.
Study skills

教学目标
1 能了解朗读时常见的连读方式。
2 能使用正确的连读方式朗读句子。

教学内容
四会内容
如何在朗读中正确使用连读。

教学准备
1 配套磁带或光盘。
2 图片，视频或音频片段。

背景知识
连读，是指在发音时，常将词与词之间交界的两个音连在一起。连读是英语语调中非常重要的一个组成部分。它有助于完整意义的表达，并使整句话具有强烈的粘着感，体现句子的整体性和英语的自然流畅。
连读现象只出现在意群内部，也就是说相邻的两词在意义上必须密切相关。意群与意群之间的两个相邻单词是不连读的。连读所构成的音节一般都不重读，只需顺其自然地一带而过即可。

教学步骤
Step 1 呈现
1 为学生播放一段英美人士说话的片段，让学生听听他们在说什么。
2 在学生反复辨听后，给学生提供文本，让他们来朗读。启发学生发现两种朗读方式的不同，从而引导出英美人士说话时的连读现象。教师说：We often link sounds together when we speak English. Can you find out the ways of linking sounds together?
3 教师向学生呈现一些图片，导入本课时内容。教师说：Look at this picture. What can you see? 鼓励学生回答：I can see an apple. 板书an apple。
其他的图片和呈现方式如下：
一家三口的图片：Look at the little boy. He's Tom. Who are these two people? 鼓励学生回答：They're Tom's father and mother. 板书father and mother。
几只狗和一条鱼的图片：Look at the dogs. Do they like eating fish? Of course not. They don't like eating fish. So they go away. 板书go away。
桌子上有一个大蛋糕的图片：What's on the table? 鼓励学生回答：A big cake. 板书a big cake。
注意：在这一环节中，不必强求学生能连读。

4 教师指导学生正确朗读黑板上的四组短语，通过教师的示范，让学生发现连读现象和基本规律，并指导他们阅读课本上的示例。
(1) We usually link a consonant sound with a vowel sound.
(2) When the first word ends in -r or -re and the next word begins with a vowel sound, we join them together with a /r/ sound between them.
(3) When there are two vowel sounds, we join them as if there were a /j/ or /w/ sound between them.
(4) When two consonant sounds of two words meet, we sometimes do not need to pronounce the first consonant sound.

注意：以上内容，教师可以用汉语再解释一遍。

Step II 操练
1 为学生播放A部分的录音，鼓励他们总结这一部分短语的发音符合哪一条规则。
然后指导他们模仿朗读。教师说：Here are some words in Part A. Please listen to the tape carefully and pay attention to the way the sounds are linked together.
2 分别为学生播放B、C、D部分的录音，鼓励他们先听，然后总结规则，再模仿朗读。教师尤其要注意B部分和C部分学生的朗读，帮助他们克服困难。
3 组织学生两人一组互相纠正读音，鼓励他们共同提高。教师说：Now please work in pairs. Read the words to your partner.
4 组织学生开展传话游戏。挑选A、B、C、D部分的短语，将他们告知每组第一个学生，让学生按纵行依次传递到最后一个学生。又快又准确的一行为优胜。

Step III 展示
1 为学生提供更多的短语，鼓励他们用本课时所学的连读方式朗读，如：

| in a minute | fall in the river | tell us a story | take care of it |
| wait for a student | for an hour | can't hear it | open the door for us |
| work at it | in an office |

2 为学生提供一些句子，鼓励他们用本课时所学的连读方式朗读，如：
He is an English boy.
Let me have a look at it.
Not at all.
There is a football under it.
Here are four eggs.
Nice to meet you.
Would you like a cup of tea?
The big bus is full of people.
We are going to work on a farm next Tuesday.
What would you like, hot tea or black coffee?
It is a very cold day, but it is a good day.

3 对能力较强的学生，可以让他们再次听本课开始时英美人士说话的片段，让学生进行模仿。

**Step IV 家庭作业**
1 选择教材中的一段文字，朗读并注意连读规律。
2 完成教师布置的相关练习。
3 预习Task。

**Task**

**教学目标**
1 能熟练运用本单元所学词汇、词组和句型组织语言。
2 能合理架构文章，介绍社区开展的活动。

**教学内容**
四会内容
- 词汇：notice  information  below
  - better  anything  group
- 词组：worry about

三会内容
- 词汇：design

**教学准备**
1 稿纸。
2 配套磁带或光盘。

**教学步骤**

**Step I 呈现**
1 与学生就他们各自的社区生活进行讨论。教师说：Hello, everyone! Is there a community centre in your neighbourhood? What do your neighbours do? Do you think it’s helpful to have a community centre? What kind of help do you want to get from the community centre? 鼓励学生根据实际情况回答并发表自己的观点。
2 教师陈述个人的观点，并导入本课时话题。教师说：I think a community centre is very helpful. Everything will be better with its help. It provides useful information. The volunteers would like to do anything to help us. 板书information, better和anything。
3 指导学生阅读A部分中布告栏内的信息。教师说：Today we’ll meet our old friend
Simon again. Let's learn more about his community centre. Simon is reading some notices about the “helping hands” meeting. Please read the information on the noticeboard and tell me when and where the meeting is. 板书通知。鼓励学生回答：It'll be at the community centre on the afternoon of 5 March.

Step II 范文学习
1 指导学生再次阅读A部分并完成配对练习。教师说：The following people in Simon’s neighbourhood have some problems. Please read the notices again and tell me where they can get help.

A Health Centre B Art & Design Group C Fix-It Club
(1) Mr Green is not feeling well these days. (A)
(2) There is something wrong with Lily's fridge. (C)
(3) Miss Zhang worries about what to wear for a party. (B)
(4) Grandma Chen’s washing machine is not working well. (C)
(5) Mrs Ma does not know how to design her home. (B)

2 为学生播放录音，指导他们完成B部分的短文。教师说：Now we have information about the “helping hands” meeting at Simon’s community centre. Please help Simon complete his article in Part B.

3 通过提问的方式检查学生填写情况。教师说：I’d like to ask you some questions. If you know the answer, please put up your hand.
(1) When people get ill, what kind of help do they get in the neighbourhood?
   (Good doctors and nurses at the Health Centre make them feel better.)

(2) How can the Art & Design Group help?
   (They can tell people what to wear to a party and how to design their home.)

(3) What can the artists in this group do?
   (They can give people some ideas on styles and colours.)

(4) If there’s something wrong with someone’s fridge, who can help?
   (The engineers at the Fix-It Club can help.)

4 指导学生集体朗读文章，学习写作方法。教师说：Please read Simon's article together. What's each paragraph about?
   Paragraph 1 Time and place of the “helping hands” meeting
   Paragraph 2 Different activities of the “helping hands” meeting

Step III 写作
1 向学生分发稿纸，让学生参考范文，根据教师提供的信息完成一篇文章。
The “helping hands” meeting

Time: this Sunday morning
Place: in the hall of Sunshine Community Centre
Activities: Beautiful Hair Club—cutting hair & designing hairstyle
         Computer Group—checking computers
         Delicious Kitchen—teaching people how to cook delicious food

2 组织学生进行小组讨论，通过讨论帮助他们开拓思路，确定写作提纲。
3 学生独立完成写作任务，在此过程中，如果有问题，教师要给予帮助和指导。
4 学生完成写作后，将他们分成四人小组，互相批改并选出每组的最佳作品。教师说：Please work in groups of four. Read each other's articles and choose the best one.
5 请每组选出的最佳作品的作者上台朗读文章。教师说：Now ... is going to read his/her article.

Sample writing

There is going to be a “helping hands” meeting in the hall of Sunshine Community Centre this Sunday morning.

If your hair is too long or you want to change your hairstyle, the hairdressers at the Beautiful Hair Club will help you. They cut hair very well. The Computer Group knows a lot about computers. Bring your broken computers to them. The engineers will check and fix them. People can also learn more about computers from them. If you want to cook delicious food for your family, the Delicious Kitchen will help you.

Step IV 家庭作业
1 记忆本节课所学词汇、词组和句型。
2 朗读并背诵范文。
3 写一篇文章，介绍自己社区内的活动，鼓励学生配上照片。
4 预习Unit 3。
## Self-assessment

<table>
<thead>
<tr>
<th>I can</th>
<th>Examples</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. talk about Simon’s neighbours.</td>
<td>1. 能熟练读课本上对 Simon 生活的社区的介绍。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>2. 能熟练背诵课本上对 Simon 生活的社区的介绍。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>3. 能用自己的话完整、详细地介绍 Simon 生活的社区。</td>
<td>Wonderful!</td>
</tr>
<tr>
<td>2. use the new words to talk about how people help each other.</td>
<td>1. 能用本单元四会词描述人与人之间应如何互相帮助。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>2. 能用本单元所学词汇较完整地描述人与人之间应如何互相帮助。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>3. 能用更丰富的词汇完整、详细、有创造性地描述人与人之间应如何互相帮助。</td>
<td>Wonderful!</td>
</tr>
<tr>
<td>3. use will/shall or be going to to talk about activities in the future.</td>
<td>1. 能掌握 will、shall、be going to 的基本用法。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>2. 能熟练使用 will、shall、be going to 的肯定句、否定句和疑问句介绍将来的活动。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>3. 能熟练使用 will、shall、be going to 的各种句式与他人交流未来会发生的事情。</td>
<td>Wonderful!</td>
</tr>
<tr>
<td>4. link the sounds when I speak English.</td>
<td>1. 能正确辨别课本上列举的短语中的连读。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>2. 能使用连读正确朗读课本中列举的短语。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>3. 能在日常语言表达中正确使用连读。</td>
<td>Wonderful!</td>
</tr>
</tbody>
</table>

## Answer key

**Welcome to the unit**

A
1. c  2. b  3. a  4. b  5. a  6. c
Reading
B1
1 shopping  2 college  3 fixing; bicycle  4 engineer; computer
B2
1 T  2 T  3 F  4 F  5 F  6 T
B3
1 different skills  2 all kinds of  3 at the weekend  4 problems  5 check
6 fix  7 broken  8 homework  9 ready to help  10 lucky
Grammar
A
1 will/shall ask  2 will; be  3 will/shall call  4 Will; wait  5 will/shall wait
B
1 are; going to do  2 am going to buy  3 is going to buy  4 are; going to do
5 are going to bring  6 is going to make  7 is; going to do  8 is going to cook
Integrated skills
A1
1 postman  2 office worker  3 manager  4 policeman
5 company  6 restaurant  7 police station  8 post office
A2
Person | Job | Place
---|---|---
Wendy's dad | policeman | police station
Wendy's mum | manager | restaurant
Wendy's elder brother | postman | post office
Wendy's elder sister | office worker | company
A3
1 policeman  2 police station  3 at night  4 restaurant  5 manager
6 post office  7 postman  8 by bike  9 office worker  10 company
Task
B
1 community centre  2 5 March  3 doctors and nurses
4 make them feel better  5 engineers  6 something wrong
7 styles and colours  8 what to wear to a party  9 how to design the home
10 some ideas