义务教育教科书

英语

教师教学用书

English

八年级下册
前言

本套《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教师的教案，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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# Contents

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Past and present</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Travelling</td>
<td>24</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Online tours</td>
<td>48</td>
</tr>
<tr>
<td>Unit 4</td>
<td>A good read</td>
<td>68</td>
</tr>
<tr>
<td>Project 1</td>
<td>An information folder</td>
<td>90</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Good manners</td>
<td>92</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Sunshine for all</td>
<td>112</td>
</tr>
<tr>
<td>Unit 7</td>
<td>International charities</td>
<td>134</td>
</tr>
<tr>
<td>Unit 8</td>
<td>A green world</td>
<td>155</td>
</tr>
<tr>
<td>Project 2</td>
<td>A report on charity</td>
<td>174</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>177</td>
</tr>
<tr>
<td></td>
<td>189</td>
</tr>
<tr>
<td></td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>209</td>
</tr>
</tbody>
</table>
Unit 1 Past and present

Comic strip and Welcome to the unit

教学目标
1 了解北京不同时代的交通工具。
2 谈论自己、家人和朋友过去和现在使用的不同交通工具。
3 初步认识现在完成时。

教学内容
四会内容
词汇：past  present  just
词组：used to do sth
        go to school
        take a bus
        share sth with sb
        by bike
句型：You used to share food with me!
        It took a long time to wait for the next one.

教学准备
1 教学挂图。
2 配套磁带或光盘。

教学步骤
Welcome to the unit
Step I 导入
1 教师通过提问的方式引导学生复习已学过的交通工具：bike、bus、coach、
   taxi、train、ship、plane、underground。教师可创设真实情境向学生提问：
   How did you come to school this morning?
2 让学生两人一组，互相询问对方假期去过的地方和出行方式，然后汇报了解到
   的情况。教师说：Where did your partner go during the winter holiday and how
did he or she go there?
3 指导学生完成A部分的练习。教师说：We’ve learnt about the different forms of
   transport. Now let’s look at Part A and write down their names.

Step II 呈现
1 教师说：You’ve known how your classmates come to school, but do you know
   how your dad went to school when he was a student? 挑选几位知道的学生回
   答。教师接着问：Do you know how Millie’s dad went to school when he was a
student? Let’s listen to a conversation and find out the answer. 使得学生带着问题听B部分的对话，然后回答：He used to go to school by bike.

2 教师再次播放录音，让学生回答更多问题：
   (1) Why didn’t Millie’s dad take a bus? (Because there were always too many people on the bus, and it took a long time to wait for the next one.)
   (2) How does Millie go to school? (She goes to school by bus.)
   (3) Why does she take a bus? (Because it’s easy and fast.)

Step III 操练
1 让学生翻开课本，跟录音朗读B部分的对话，然后将全班分成两组分角色朗读对话，最后让学生两人一组，模仿Millie和Dad的对话，根据表格内的信息新编对话。对于基础较好的班级可以让学生发挥想像，使用更真实的语境，如：

<table>
<thead>
<tr>
<th>Sample conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1</strong>: How did you go to school when you were a primary student?</td>
</tr>
<tr>
<td><strong>S2</strong>: I went to school on foot.</td>
</tr>
<tr>
<td><strong>S1</strong>: Why didn’t you take a bus?</td>
</tr>
<tr>
<td><strong>S2</strong>: Because I lived near school.</td>
</tr>
<tr>
<td><strong>S1</strong>: How do you go to school now?</td>
</tr>
<tr>
<td><strong>S2</strong>: I go to school by underground. It’s easy and fast.</td>
</tr>
</tbody>
</table>

2 给学生充分的准备时间，然后教师选择几组不同层次的学生上台展示，师生共同给出评价。教师可根据学生的对话设置问题，检查其他学生听的效果。

Comic strip
Step I 呈现
1 教师说：From Millie and her dad’s conversation, we know that transport has changed a lot over the years. Our friends Eddie and Hobo have also changed. Do you know what changes have happened to them? Let’s listen to their conversation and find out the answer.

2 教师播放录音并呈现以下问题，让学生听完后回答。如学生回答有困难，教师可适当引导并将录音再播放一遍。
   (1) What was in the bowl an hour ago? (Hobo’s food.)
   (2) Why did Eddie eat Hobo’s food? (Because he was very hungry.)

3 引导学生感知语言。教师说：Eddie used to share food with Hobo, but now he doesn’t. Hobo used to be kind to Eddie, but now he isn’t. What happened? 划线部分可让学生说，然后教师引导学生得出结论：They have changed. 将该句写在黑板上，带领学生初步认识现在完成时，让学生打开课本，在Comic strip部分的对话中寻找含有现在完成时的句子，如：“
(1) Eddie, have you seen my food?
(2) I’ve just eaten it.
(3) You’ve eaten my food?
(4) You’ve changed, Eddie.
(5) You’ve changed too.

教师展示这些含有现在完成时的句子，引导学生逐一理解。

Step II 操练
1 集体朗读Comic strip部分的对话或分角色朗读。
2 鼓励学生根据对话内容适当增加动作和表情并上台表演。

Step III 家庭作业
1 记忆词汇、词组和句型。
2 记忆有关交通工具的词汇和表达方式，并适当拓展。
3 熟读Comic strip和B部分的对话，能力较强的学生背诵。
4 了解父母上学时所使用的交通工具。
5 完成教师布置的相关练习。
6 预习Reading。

Reading
教学目标
1 了解阳光镇的变化情况。
2 对比阳光镇现在与过去的不同之处，并进行描述。
3 了解采访的方式和方法，以及谈论城市变迁时可用的各种表达。

教学内容
四会内容

词汇：since, ever, northern, married, wife, block, since, over, pollution, factory, waste, realize, situation, impossible, before, lonely, anyway, husband, interview

词组：in the northern part of, get married, since then, over the years, turn ... into ..., put ... into ...
take action to do sth in some ways
move away feel lonely
a bit from time to time
all one’s life

句型：Do you know Sunshine Town very well, Mr Chen?
Now I feel a bit lonely from time to time.

三会内容
词汇：improve

教学准备
1 师生所在城市过去与现在的图片。
2 配套磁带或光盘。
3 一个活页。

背景知识
Daniel的爷爷陈先生一直居住在阳光镇，对阳光镇的过去与现在都非常了解。Millie希望通过和他的采访获取信息，了解阳光镇的历史，写一写阳光镇的变化来完成她的历史课作业。
Steel factory即钢铁厂。在过去，我国部分钢铁厂在生产过程中产生大量污染，如废气、废水、固体废物，对环境造成一定程度的污染和危害。

教学步骤
Reading 1
Step 1 复习
1 教师带领学生复习前一课时学习的交通工具有名称。
方法一：可采用游戏的方式，让学生根据教师的描述猜测是何种交通工具，如：
(1) It travels along a fixed route and has many stops to let people get on and off. It can take you to many places but does not cost you much. (a bus)
(2) It is the fastest way of travelling to a place far away, but it will cost you a lot of money. (a plane)
(3) Many people use it to go to work or go to school every day. It is fast. It is usually under the ground. (the underground)
(4) It is a car with a driver. You have to pay the driver to take you places. (a taxi)
方法二：让学生汇报课后了解到的家长上学时所用的交通工具。教师说：How did your parents go to school when they were students?
2 教师问：What form of transport would you use to travel to Beijing? Why? Discuss this with your partner. 让学生两人一组讨论，鼓励他们大胆说出自己的观点。
Step II 导入
1 由复习交通工具的变化过渡到新课。教师展示两张师生所在城市的图片，一张是过去的，一张是现在的。教师说：Here are two photos of our city. Are they the same? What is different about them? 让学生与同桌讨论后再回答。在与学生的讨论过程中呈现生词：block、waste、pollution、factory等。

2 教师进一步就“变化”话题与学生交流：Our city has changed a lot, and we’ve changed too. For example, I used to be single. I felt lonely from time to time. Now I’m married. Life is better in some ways. 教师可根据自己的情况设计交流的内容，尽量涵盖新知识：lonely、from time to time、married、in some ways等。

3 学生完成课本第10页B1部分的练习，并核对答案。也可让学生阅读文章，根据上下文猜测生词词义，再完成B1部分的练习。

Step III 呈现
1 让学生合上课本，指导学生听Millie的采访获取简单信息。教师说：Sunshine Town has also changed over the years. Let’s listen to Millie’s interview to get some information on the changes in Sunshine Town. 在听之前提出问题，让学生带着问题去获取信息。
   (1) Who did Millie interview? (Mr Chen.)
   (2) When did he get married? (In 1965.)
   (3) Was pollution a problem in the past? (Yes, it was. But it is better now.)

2 让学生打开课本阅读课文的第1至6行，并回答问题。
   (1) How long has Mr Chen lived in Sunshine Town?
      (He has lived there since he was born.)
   (2) Where did Mr Chen and his wife move? (They moved two blocks away.)

3 让学生阅读课文的第7至16行，并完成以下表格。

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>What they had/have</td>
<td></td>
</tr>
<tr>
<td>some small (1) ________, shops, (2) ________, a cinema, a (3) ________ factory</td>
<td>a park, a theatre, (4) ________</td>
</tr>
<tr>
<td>Pollution</td>
<td></td>
</tr>
<tr>
<td>Pollution was (5) ________ then.</td>
<td>The government (7) ________ the problem and took action to (8) ________.</td>
</tr>
<tr>
<td>The factory put (6) ________ into the river.</td>
<td></td>
</tr>
</tbody>
</table>

(1 restaurants; 2 a post office; 3 steel; 4 a shopping mall; 5 a problem; 6 the waste; 7 realized; 8 improve the situation)

4 让学生阅读课文的第17至23行，并完成以下句子。
   (1) It is nice to have ________ town. (a beautiful modern)
   (2) It is difficult to see old friends because they have ________. (moved away)
(3) Mr Chen feels _______ sometimes. (a bit lonely)

**Step IV** 操练

1 学生完成课本第10页B2部分的练习，在基础较好的班级可让学生说明判断的理由。教师说：Millie is telling Sandy more about her interview with Mr Chen. Help Sandy check if she has got the information right. Complete Part B2.

2 补充练习：完成课文概要。

Mr Chen lives in Sunshine Town. After he got (1) ________, he and his (2) ________ moved to a new flat. In the past, there were small (3) ________, shops, a post office and a (4) ________ in the town. Now the town has (5) ________ a lot. There is a park in the town centre. They also have a (6) ________ and a shopping mall. Many of Mr Chen’s old friends have (7) ________ away. Mr Chen feels a bit (8) ________ from time to time.

(1 married; 2 wife; 3 restaurants; 4 cinema; 5 changed; 6 theatre; 7 moved; 8 lonely)

**Step V** 活动

1 学生开展两人小组活动，一个学生扮演Daniel的爷爷，对当地的变化很熟悉；另一个学生扮演一位电视台记者，想通过采访了解阳光镇的变化。在这个过程中学生要自己设计问题，教师应注意引导学生加入采访的开头和结尾，使对话情境更加真实。

**Sample conversation**

**S1:** Good morning, Mr Chen. I’m David from Sunshine TV. I have some questions to ask you about the changes in Sunshine Town.

**S2:** Sure.

**S1:** How long have you lived in Sunshine Town?

**S2:** I’ve lived here since I was born.

**S1:** Have you ever moved house?

**S2:** Yes. I used to live in the southern part of town.

**S1:** ...

**S2:** ...

**S1:** Thank you for your time.

**S2:** It’s my pleasure.

2 请两至三组学生上台表演采访过程，为学生提供事先准备好的道具——话筒，使采访的情境更真实。
Step VI 家庭作业
1 熟读课文，能力较强的学生背诵。
2 完成教师布置的相关练习。

Reading 2
Step I 呈现
1 教师呈现以下表格，让学生回忆课文并填写表格。教师说：Do you remember who Mr Chen is? Can you complete the table about Mr Chen?

<table>
<thead>
<tr>
<th>Mr Chen</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long he has lived in Sunshine Town</td>
</tr>
<tr>
<td>Where he first lived</td>
</tr>
<tr>
<td>When he got married</td>
</tr>
<tr>
<td>Where he lives</td>
</tr>
</tbody>
</table>

(Since he was born; In the northern part of town; In 1965; A flat two blocks a way)

2 通过表格引导学生说出本课时需讲解的语言点并板书：since I was born, move house, in the northern part of, two blocks away, since then 等。

3 通过提问带领学生进一步回顾课文，了解阳光镇的变化，并通过创设情境、与学生真实交流和展示例句等方式，帮助学生掌握课文中的语言点及其用法，如：T: How did the steel factory deal with the waste in the past?
S: They often put the waste into the river.
教师板书 put the waste into，并讲解。

4 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

a bit (line 21) rather; a little (有点，稍微)
These trousers are a bit tight.

factory (line 13) n. a building or group of buildings in which goods are produced in large quantities, using machines (工厂)
There are several car factories in this area.

from time to time (line 22) sometimes, but not regularly (不时，有时，偶尔)
He went to the library from time to time.

impossible (line 20) adj. that cannot exist or be done; not possible (不可能的)
It is impossible for us to be there before 9:30 a.m.

improve (line 15) vt. & vi. become better than before; make sth/sb better than before (改进，改善)
I need to improve my French.
**lonely** (line 22) adj. unhappy because one lacks friends or company (孤独的，寂寞的)

With my dog around, I never feel lonely.

**married** (line 5) adj. having a husband or wife (已婚的，结婚的)

Rachel and David are going to get married this Saturday.

**waste** (line 14) n. materials that are no longer needed and are thrown away (废料；废品)

The shoe factory put its waste into a nearby river.

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**Step II 操练**

1 引导学生完成课本第11页B3和B4部分的练习。教师说：Now we know Sunshine Town very well. Can you complete the conversation in Part B3? 然后请两个学生分别扮演Sandy和Millie朗读完成的对话，集体核对答案。教师说：Now let's help Millie complete the notes for her history project in Part B4. 全班核对答案。

2 补充练习：根据中文提示补全句子。

(1) I have known him ______ (从我出生), because he is my father.
   (since I was born)

(2) Jim lives in the ______ (小镇的北部). (northern part of the small town)

(3) The local government has ______ (把这个市场变成了一所学校).
   (turned the market into a school)

(4) Tom realized his problem and ______ (采取行动改善) his English.
   (took action to improve)

(5) When my parents ______ (打牌) outside, I feel ______ (有点孤单) from time to time. (play cards; a bit lonely)

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**Step III 活动**

1 学生两人一组，讨论班级的变化，可采取采访教师或其他同学的形式，然后向全班汇报。教师说：Our class has also changed in some ways. What has changed in our class? 提醒学生在描述变化的时候要包含对过去和现在的描述。

2 挑选几位学生向全班汇报讨论结果，教师进行评价，以鼓励为主。

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**Step IV 家庭作业**

1 记忆词汇、词组和句型。
2 能力较强的学生完成采访记录。
3 完成教师布置的相关练习。
4 预习Grammar。
Grammar

教学目标
1. 掌握现在完成时的基本结构、基本用法和动词过去分词的变化规律。
2. 能够在语境中正确运用现在完成时。
3. 理解并运用常和现在完成时连用的时间表达方式。

教学内容
四会内容
词汇：yet recently past
词组：over the past century learn more about

教学准备
1. 写有本班学生英文名字的卡片。
2. 写有动词或动词词组的卡片。

教学步骤
Step I 导入
1. 教师针对Reading部分的内容向学生提问，以此导入新课。
   (1) How long has Mr Chen lived in Sunshine Town?
      (He has lived there since he was born.)
   (2) What has the government done to part of the town centre?
      (The government has turned part of the town centre into a new park.)
   (3) Why does Mr Chen think it is impossible to see his old friends as often as before? (Because most of his old friends have moved away.)

2. 呈现学生回答中含有现在完成时的句子，导入这一时态。提醒学生注意现在完成时和一般过去时的区别：一般过去时表示过去的事实，和现在没有联系；现在完成时表示过去开始、现在还在继续或依然与现在有联系的动作或情况。教师说：We use the present perfect tense to talk about actions that started in the past and continue to the present, or the actions that happened in the past and have a connection with the present. We also use the present perfect tense to talk about how many times actions have happened till now. 教师在讲授现在完成时的概念时可适当用中文解释，也可以举例，帮助学生理解，如：
   (1) I have lived here for five years. I began to live here five years ago, and now I still live here, so I can say I have lived here for five years.
   (2) Tom has broken the window. Tom broke the window five minutes ago, and now the window is broken because of what Tom did five minutes ago.
Step II 呈现
1 教师说：I have lived in this city for 20 years. I have been a teacher for ten years. I have worked in this school for five years. 教师将每个句子重复两遍后问学生：
   (1) How long have I lived in this city?
   (2) How long have I been a teacher?
   (3) How long have I worked in this school?
教师选择一个答案写在黑板上，如：You have been a teacher for ten years.

2 教师接着问：
   (1) How long have you lived in this city?
   (2) How long have you been a student?
   (3) How long have you studied English?
   (4) How long has your best friend studied English?
鼓励学生用完整的句子回答，将学生回答的最后一个问题的答案写在黑板上，如：He has studied English for five years.

3 让学生看黑板上的两个句子，教师问：What’s the structure of the present perfect tense? 引导学生归纳现在完成时的基本结构：have/has + past participle。

4 教师呈现一些句子，让学生判断句中时态是一般过去时还是现在完成时：Which tense do these sentences use, the present perfect tense or the simple past tense?
   (1) He went to the cinema last night. (the simple past tense)
   (2) He has seen many great films. (the present perfect tense)
   (3) Maria has forgotten to do her homework. (the present perfect tense)
   (4) They have been in Hong Kong since 1998. (the present perfect tense)
   (5) We joined the drama club two years ago. (the simple past tense)

5 教师带领学生回顾本单元Comic strip、Welcome to the unit和Reading部分中已经出现过的动词过去式和过去分词，如：

<table>
<thead>
<tr>
<th>change—changed—changed</th>
<th>live—lived—lived</th>
<th>move—moved—moved</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn—turned—turned</td>
<td>see—saw—seen</td>
<td>eat—ate—eaten</td>
</tr>
<tr>
<td>be—was/were—been</td>
<td>become—became—become</td>
<td></td>
</tr>
</tbody>
</table>

6 教师向学生解释大多数过去分词的构成是在动词原形后面加ed，但也有部分动词是不规则变化，学生必须记住。

7 教师带领学生朗读课本第13页下方表格内的例词，确保学生掌握其正确读音。

Step III 呈现
1 教师利用黑板上的例句，引导学生说出现在完成时的否定形式、一般疑问句形式以及肯定回答和否定回答，如：
   (1) We have been in Beijing since last Monday.
We have not/haven't been in Beijing since last Monday.
Have you been in Beijing since last Monday?
Yes, we have.
Have you been in Shanghai since last Monday?
No, we have not/haven’t.

(2) He has taught English for five years.
He has not/hasn’t taught English for five years.
Has he taught English for five years?
Yes, he has.
Has he taught English for ten years?
No, he has not/hasn’t.

2 补充练习：按要求改写句子。在改写的过程中帮助学生解决困难，梳理知识，呈现结构。
(1) Peter has visited his grandparents. (改成一般疑问句并作肯定回答)
Has Peter visited his grandparents?
Yes, he has.

(2) Linda and Kate have had lunch in the school. (改成一般疑问句并作否定回答)
Have Linda and Kate had lunch in the school?
No, they have not/haven’t.

(3) The students have done their homework. (改成否定句)
The students have not/haven’t done their homework.

(4) My little brother has drunk a bottle of orange juice. (对划线部分提问)
What has your little brother drunk?

(5) Jim has lived in Beijing for one year. (对划线部分提问)
How long has Jim lived in Beijing?

Step IV 操练
1 补充练习：写出下列动词的过去分词形式。主要呈现本单元出现的和使用频率较高的动词。在做练习的过程中，学生可查阅第13页的表格和第122、第123页的不规则动词表。

use _______ (used)  marry _______ (married)  realize _______ (realized)
get _______ (got)  be _______ (been)  come _______ (come)
forget _______ (forgotten)  see _______ (seen)  stop _______ (stopped)

2 完成课本第14页A、B部分的练习，并和学生核对答案。
3 完成课本第14页C部分的练习。让两位学生分别扮演Millie和Sandy朗读完整的对话，集体核对答案。
4 让学生仔细观察B、C部分中出现的现在完成时的句子，找出其中的时间标志，教师说：Can you find time expressions that we often use with the present perfect
tense in Parts B and C? 和学生一起总结。教师呈现常和现在完成时连用的时间表达方式及其用法。

| already | 肯定句，表示已经发生的事 |
| ever | 疑问句，表示“曾经” |
| for | 肯定句/否定句/疑问句，表示一段时间 |
| just | 肯定句，表示“刚刚” |
| never | 否定句，表示“从不” |
| recently | 肯定句/否定句/疑问句，表示“最近” |
| since | 肯定句/否定句/疑问句，表示“自……以后” |
| yet | 疑问句/否定句，表示“已经”或“还没有” |

5 补充练习：选择正确的词填空。
(1) I have ______ come back from the supermarket. (for, just, since)
(2) I have ______ been to Chengdu. (for, never, yet)
(3) He has worked there ______ he left school. (already, just, since)
(4) She has known Sam ______ nine years. (for, never, since)
(5) Have you ______ ridden a horse? (ever, for, yet)
(1 just; 2 never; 3 since; 4 for; 5 ever)

**Step V 活动**
教师准备一些写有学生英文名字以及动词或动词组的卡片，让学生抽取一个名字和一个动词或动词组，然后该学生向被抽到名字的学生提问，注意须使用现在完成时及卡片上的动词或动词组，如：学生A抽到Jim和finish one's homework，学生A问Jim提问：Have you finished your homework, Jim? Jim可根据实际情况进行肯定或否定回答：Yes, I have already finished my homework./No, I haven't finished my homework yet.

**Step VI 家庭作业**
1 记忆词汇和词组。
2 记忆课本第13页的不规则动词的过去分词形式。
3 基础较好的班级可分几次记忆课本第122、123页的不规则动词表。
4 完成教师布置的相关练习。
5 预习Integrated skills。
Integrated skills

教学目标
1 通过听录音，获取有关星光镇变化的具体信息。
2 根据获取的信息做笔记并完成日记。
3 简单谈论自己和朋友的过去和现在。

教学内容
四会内容
词汇：environment condition return
last abroad primary
communicate communication exactly
词组：clean and fresh air living conditions
railway station return from
go abroad primary school
keep in touch with much easier

三会内容
词汇：transport

教学准备
1 教学挂图。
2 配套磁带或光盘。

教学步骤
A Changes in Starlight Town

Step I 导入
1 教师通过提问的方式帮助学生回忆阳光镇的变化，从环境、交通方式、居住条件三个方面谈论阳光镇的变化。教师说：What was Sunshine Town like in the past and what’s Sunshine Town like today? Think about the environment, the transport and the living conditions. 教师解释environment和living conditions。
2 学生回答完后，教师说：Sunshine Town has changed a lot. Many amazing changes have taken place over the years. Today we’re going to learn about a new place—Starlight Town. 导入本课时的内容。

Step II 听力
1 教师向学生简单介绍星光镇的过去，让学生通过听来了解星光镇的过去，并完成A1部分的练习。教师说：In the past, Starlight Town was small, but it was beautiful. Do you want to learn more about its past? Let’s listen and complete Part A1.
全班核对答案。对于基础较弱的班级，教师可再放一遍录音，并在答案处稍作停顿。教师也可在此处作听写技巧的指导，如：由于录音播放较快，对于较长的单词，学生可先填出前几个字母，在全部录音播放完毕后再将答案补全。

**Tapescript**

**Part A1**

**Daniel:** Kitty, have you found any information for our history project?

**Kitty:** Yes. I’ve just borrowed this book from the school library. It’s about Starlight Town’s past and present.

**Daniel:** Let me see. Oh, Starlight Town was beautiful in the past. There were green hills all around. This book also says that the air was very clean and fresh then.

**Kitty:** That’s true. My family and I visited Starlight Town about ten years ago. I saw some wild birds near the lake.

**Daniel:** How did you get to Starlight Town?

**Kitty:** We went there by bus. Local people also travelled around by bicycle.

**Daniel:** Did people live in flats?

**Kitty:** No. There were no flats then. Many people lived in old houses in the town.

**Step III 听力**

1 教师出示星光镇现在的图片。教师说：See, now it’s a modern town. What has changed? Let’s listen and find out. Please complete Part A2.

2 全班核对答案。对于基础较弱的班级，教师可再播放一遍录音，并在答案处稍作停顿。如果教师前面进行了听写技巧的指导，则可在此处给予按照指导进行填写的学生积极的评价。

**Tapescript**

**Part A2**

**Kitty:** What does the book say about the changes in Starlight Town over the years?

**Daniel:** It says that the lake is getting smaller.

**Kitty:** What a pity! I like the lake.

**Daniel:** Starlight Town has become a modern town. There’s a new railway station now. You can also see many tall buildings in the town.

**Kitty:** Are there any new roads?
Daniel: Sure. People can now travel by bus, taxi or train.
Kitty: Look! It also says that many people have moved into new flats.
Daniel: Right. I think we’ve got a lot of useful information for our project.

Step IV 操练
1 组织学生四人一组用自己的语言将星光镇的过去和现在做一个比对，可从环境、交通方式和居住条件这三个方面展开。教师说：Now we’ve learnt about Starlight Town’s past and present. What has changed in the transport, the environment and the living conditions there? 给学生提供一个模板，便于他们操练：In the past, people travelled by bus or bicycle, but now they can take the bus, the taxi or even the train. 划线部分可做替换练习。
2 让学生完成A3部分的练习，要求学生先快速浏览不完整的短文，了解大意，然后选用方框中的词汇填空。教师说：Now we’ve learnt a lot about Starlight Town. Let’s complete Kitty’s diary entry about Starlight Town.
3 全班核对答案。为了帮助学生更好地理解短文，教师可对其中较难的短语和句子进行适当的解释。

B Speak up: We haven’t seen each other since then.

Step I 导入
教师说：Starlight Town has changed a lot. Our life has changed too. I have many friends, but I haven’t seen some of them for years. To keep in touch with my friends, I often chat with them on the Internet. Do you have any old friends that you haven’t seen for years? How do you keep in touch with them? How do you communicate with them? 板书 keep in touch with 和 communicate，并用英文解释。

Step II 听力
1 Millie和Sandy谈论许久未见的一个老朋友。教师安排学生从录音中获取信息，并模仿对话谈一谈自己的一个老朋友。教师说：Millie met her old friend Becky last week. She’s telling Sandy about Becky. Let’s listen to their conversation.
2 教师呈现以下问题，让学生带着问题听录音。
   (1) Where has Becky just returned from? (She’s just returned from the USA.)
   (2) When did they last see each other? (About five years ago.)
   (3) How do they keep in touch with each other?
      (They mainly communicate by email.)
3 学生跟录音朗读，模仿语音语调。然后学生分角色朗读。
Step III 操练
1 学生两人一组进一步发挥想像，新编对话谈一谈自己的一个老朋友。提醒学生尽可能地使用B部分对话中的表达，如：return from、go abroad、see each other、keep in touch with、make communication much easier、exactly等。对于基础较弱的班级，教师可与一位学生先进行示范对话，如：

<table>
<thead>
<tr>
<th>Sample conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T:</strong> I met my old friend Jack yesterday. He's just returned from Guangzhou.</td>
</tr>
<tr>
<td><strong>S:</strong> Oh, really? When did you last see him?</td>
</tr>
<tr>
<td><strong>T:</strong> About four years ago. He moved to Guangzhou with his family. We haven't seen each other since then.</td>
</tr>
<tr>
<td><strong>S:</strong> So how do you keep in touch with each other?</td>
</tr>
<tr>
<td><strong>T:</strong> We often chat on the Internet and sometimes we write emails to each other. The Internet makes communication much easier.</td>
</tr>
<tr>
<td><strong>S:</strong> Exactly.</td>
</tr>
</tbody>
</table>

2 鼓励能力较强的学生谈论生活中的其他变化。教师选择两到三组不同层次的学生上台展示。

Step IV 家庭作业
1 记忆词汇和词组。
2 背诵Speak up部分的对话。
3 完成教师布置的相关练习。
4 预习Study skills。

Study skills

教学目标
1 理解事实与观点的差异。
2 学习表达观点的方式。
3 学会陈述事实并表达观点。

教学内容
四会内容

- 词组：be/get used to on my own

背景知识
本部分介绍事实与观点的区别。事实是指事情的真实情况，观点则是观察事
物时所处的立场或出发点。说服他人时要会用语言来表达自己的观点。在广告、新闻、信函和报告中常把事实和观点结合起来。表达观点的语言会引起读者的兴趣，并能影响读者的感受。同时，也要注意区分事实与观点，作出正确的判断，不可混淆为一谈。

教学步骤

Step I 导入

1 复习星光镇的变化，以导入新课。教师问：Do you still remember Starlight Town? It has changed a lot. What has changed in the environment, the transport and the living conditions?

2 教师接着问：Then what do you think of Starlight Town? And why? 以学生的答案为例，如：I think Starlight Town is a modern town. It has tall buildings and a new railway station. 告诉学生第一句是观点，第二句是事实。教师说：The first sentence is an opinion, and the second one is a fact. Do you know what fact and opinion mean? 让学生讨论后尽量用英文回答。

3 教师提供事实与观点的准确定义。教师说：Facts are true statements. They include names, dates, events and numbers. Opinions tell what we believe, feel or think. When people say something beginning with I think, I believe or I feel, or using adjectives like good, bad and terrible, that must be their opinion.

Step II 呈现

1 让学生打开课本，通过更多的例句体会事实与观点的区别。教师说：Open your books and turn to page 17. Let's have a look at more examples.

2 告诉学生，我们在写作时常常用事实支撑观点。教师说：When we write, we can use facts to support our opinions. We can also give facts first, and then state our opinions. For example: “My hometown is beautiful.” This is an opinion. “There are green hills all around. A river runs through the centre of town.” This is a fact.

Step III 操练

1 让学生完成A部分的练习，全班核对答案。在基础较好的班级，教师可询问学生判断的理由。教师问：Why do you think it's a fact/an opinion?

2 学生完成B部分的练习，全班核对答案。课后可以请学生完成短文的写作。

Step IV 活动

1 将B部分表示观点的句子选出来，让学生在讨论后给出相关的事实依据，向全班报告。教师说：Now we know that the following sentences are opinions. Can you find some facts to support these opinions? Work in pairs and discuss them.
2 教师创设情境，让学生将观点和事实相结合运用。教师说：What do you think of our school? Tell me your opinion. Don’t forget to give some supporting facts.

**Sample speech**

Our school’s environment is good. There is one football field, two tennis courts and two swimming pools. You can see many green trees and colourful flowers in our school.

---

**Step V 家庭作业**

1. 用英语写一篇短文，谈谈你对班级的看法并给出依据。
2. 完成教师布置的相关练习。
3. 预习Task。

---

**Task**

**教学目标**

1. 学会描述两张体现过去和现在不同情况的图片。
2. 学会描述图片里的细节。
3. 写一篇文章介绍自己家乡的变化。

**教学内容**

四会内容

- 词汇：open space
- 词组：large open spaces in their free time

三会内容

- 词汇：narrow

**教学准备**

1. 教学挂图。
2. 配套磁带或光盘。

**教学步骤**

**Step I 呈现**

1. 教师呈现A部分的两张图片，让学生两人一组找出两张图片的不同之处。提醒学生主要从环境、生活和交通方式这三个方面出发。教师说：In this unit, we’ve learnt about changes. Today we’re going to talk about changes in Moonlight Town. What are the differences between these two pictures?
2 教师让学生合上课本，呈现以下表格，让学生深入讨论两张图片的不同之处，然后将讨论结果填入表格，告诉学生填入词汇或短语即可。

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environnement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 挑选几组学生说出各自讨论的结果，然后教师让学生打开课本，翻到第18页，看B部分的表格。教师说：Open your books and turn to page 18. Here’s a fact file about Moonlight Town. Check your answers against this fact file.

**Step II 操练**

1 教师让学生用B部分中的信息完成C部分的练习，全班核对答案。教师说：Help Amy complete her report on Moonlight Town in Part C. You can use the fact file on page 18 to help you.

2 让学生集体朗读完整的报告。为了帮助学生更好地理解，教师可对其中的难点作适当的解释。

3 组织学生四人一组讨论报告各个段落的主要内容以及有用的短语和句型，最后教师加以总结。

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Introduction (topic)</th>
<th>Many changes have taken place in ....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 2</td>
<td>Environment</td>
<td>In the past, there were only ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>But now ....</td>
</tr>
<tr>
<td>Paragraph 3</td>
<td>Life</td>
<td>Years ago, people lived in ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Now most of them have moved into ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They used to ..., but now ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moreover, ....</td>
</tr>
<tr>
<td>Paragraph 4</td>
<td>Transport</td>
<td>In the past, people travelled around the town by ..., but now they can go around by .... Many families even have ....</td>
</tr>
<tr>
<td>Paragraph 5</td>
<td>Conclusion (opinion)</td>
<td>Now people are enjoying a ... life.</td>
</tr>
</tbody>
</table>
Step III 写作
1 告诉学生在写作前要做调查，让学生学会从图书馆、互联网、家人或同学那里获取信息。教师说：When you write about changes in your hometown, first of all, you need to gather information from the library, the Internet, your family members or classmates.

2 提醒学生可以主要收集关于环境、生活和交通方式这三方面的信息。教师说：You should gather information mainly about the environment, life and transport.

3 根据Step II里的表格，教学生如何分段，以及各段落应包含的内容，并告诉学生如何写得更有条理。教师说：You should divide the report into five paragraphs. The first paragraph should have the topic of the report. In the next three paragraphs, write about the environment, life and transport. State what you think of these changes in the last paragraph. In this way, your report will be clear and neat.

4 学生独立完成写作后，教师要求学生自己仔细检查拼写、语法、用词和句子结构等，改正错误。检查完毕后，在四人小组中交流，互相检查，提醒学生注意吸收别人的长处。

5 教师展示学生相互修改过的习作，可以忽略一些细小的错误，避免挫伤学生写作的积极性。让学生朗读优秀的范文。

Sample writing
Many changes have taken place in Nanjing over the years.

In the past, there were green trees on both sides of the narrow roads and the tallest building in the city was Jinling Hotel. But now there are wide roads and tall buildings everywhere. You cannot see Jinling Hotel from a distance now because it is surrounded by much taller buildings.

Years ago, most people lived in buildings with only four or five floors. They used to watch TV in their free time. But now most families have computers. They can surf the Internet. Moreover, a lot of people like to go out after dinner and enjoy the latest films in the cinema.

In the past, people usually travelled around the city by bicycle or bus. But now people are richer. A lot of families have their own cars.

In a word, life in Nanjing is better now than before.
**Step IV 家庭作业**
1. 记忆词汇和词组。
2. 完成关于自己家乡变化的报告。
3. 完成教师布置的相关练习。

**Self-assessment**

<table>
<thead>
<tr>
<th>I have learnt</th>
<th>Details</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 about the changes in Sunshine Town.</td>
<td>能熟练课本上关于阳光镇变化的内容。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能背诵课本上关于阳光镇变化的内容。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能用自己的话完整、详细地介绍阳光镇的变化。</td>
<td>Excellent!</td>
</tr>
<tr>
<td>2 to use the new words to talk about my hometown.</td>
<td>能用本单元四会词简单介绍自己的家乡或居住地。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能用本单元所学词汇、词组和句型结构从环境、生活和交通方式三方面介绍自己的家乡或居住地。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能用更丰富的词汇完整、详细、有创造性地介绍自己的家乡或居住地。</td>
<td>Excellent!</td>
</tr>
<tr>
<td>3 to use the present perfect tense.</td>
<td>能掌握现在完成时的结构和基本用法。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能熟练使用现在完成时的肯定和否定形式介绍自己和他人的日常活动，能使用现在完成时的一般疑问句形式提问，并能掌握本单元出现的动词的过去分词形式。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能熟练使用现在完成时与他人进行交流。能掌握课本第122、第123页的不规则动词表内的动词变化形式，并能通过时间状语熟练判断现在完成时态。</td>
<td>Excellent!</td>
</tr>
</tbody>
</table>
4 how to use facts to support my opinions.

<table>
<thead>
<tr>
<th>能正确辨别观点与事实。</th>
<th>Not bad!</th>
</tr>
</thead>
<tbody>
<tr>
<td>能正确说出表达观点与事实的句子。</td>
<td>Good!</td>
</tr>
<tr>
<td>能在口笔头任务中熟练使用事实支撑自己的观点。</td>
<td>Excellent!</td>
</tr>
</tbody>
</table>

**Answer key**

**Welcome to the unit**

A

1 coach 2 bus 3 taxi 4 underground 5 train 6 plane

**Reading**

B1

1 f 2 g 3 d 4 b 5 c 6 e 7 a

B2

1 F 2 T 3 T 4 T 5 F 6 T

B3

1 northern 2 blocks 3 restaurants 4 post office 5 cinema 6 theatre 7 shopping mall 8 steel factory

B4

1 has changed a lot 2 beautiful modern 3 waste/pollution 4 situation 5 play cards and Chinese chess 6 feel a bit lonely 7 see each other 8 the amazing changes in the town

**Grammar**

A

1 borrowed 2 hoped 3 made 4 got 5 planned 6 cried 7 sent 8 watched 9 said 10 grown 11 hit 12 enjoyed

B

1 have finished 2 has; visited 3 has repaired 4 have not seen 5 have not come 6 has taught

C

1 Have; seen 2 saw 3 have learnt 4 have heard

**Integrated skills**

A1

1 hills 2 air 3 birds 4 bicycle 5 houses

A2
A3
1 hills 2 birds 3 air 4 modern 5 railway
6 taxi 7 bicycle 8 buildings 9 houses 10 flats

Study skills
A
1 F 2 F 3 O 4 F 5 O 6 F
B
1 F 2 O 3 F 4 F 5 F 6 O
2 3 4 1 6 5

Task
C
1 narrow and dirty 2 rubbish 3 wide and clean
4 green trees 5 shops and tall buildings 6 small old houses
7 new flats 8 listen to the radio 9 Internet
10 mobile phones 11 on foot or by bicycle 12 by bus or taxi
Unit 2  Travelling

Comic strip and Welcome to the unit

教学目标
1 了解一些国内外的著名景点。
2 谈论某个景点及其相关背景。

教学内容
四会内容
词汇：travelling
词组：go to ... for my holiday the capital of
句型：Get ready!

三会内容
词汇：hey
句型：I don’t think it’ll be a holiday for us.

教学准备
1 教学挂图。
2 教师自己旅行的照片。
3 配套磁带或光盘。

背景知识
万里长城
万里长城是古代中国为抵御北方游牧部落的侵袭而修筑的军事工程。现存的长城遗迹主要为始建于14世纪的明长城。中国历代长城总长度为21196.18千米，是自人类文明以来最巨大的单一建筑物。

比萨斜塔
比萨斜塔位于意大利古城比萨，是比萨城大教堂的独立式钟楼。它始建于1173年，设计为垂直建造，但是在工程开始后不久便因地基不均匀和土层松软而倾斜。游人可登塔远眺全城风光。

小美人鱼铜像
小美人鱼铜像位于丹麦首都哥本哈根，高不足1.5米，基石直径约1.8米，是根据安徒生童话《海的女儿》中女主角的形象用青铜浇铸而成的。这座鱼尾人身的铜像现已成为丹麦的标志。

自由女神像
自由女神像是一位手持炽烈火炬的庄严女子，立于美国曼哈顿外海的自由女神
岛。像高46米，连同基座高93米。铜像是1884年法国为纪念美国独立一百周年赠送给美国的礼物。

悉尼歌剧院

悉尼歌剧院位于澳大利亚的悉尼，是20世纪最具特色的建筑之一，也是世界著名的表演艺术中心。其特有的帆船造型，加上作为背景的悉尼港湾大桥，与周围景物相映成趣。每天都有数以千计的游客前来参观。

塔桥

塔桥是英国伦敦泰晤士河上一座哥特式风格的吊桥。塔桥是伦敦标志性的建筑物，于1894年建成通车。它面朝泰晤士河出海口，凡是从海上回来进入伦敦的船只，都会首先看到塔桥的雄姿。游人可在上层桥上鸟瞰泰晤士河两岸的景色。

教学步骤

Welcome to the unit

Step I 导入

教师通过呈现自己旅行的照片引入本课话题Travelling。教师说：I like travelling and I’ve been to many different places. Let me show you some photos of my trips. 教师可简单介绍照片，如：I took this photo when I was in ....

Step II 呈现

1 由教师去过的地方转入询问学生去过的地方。教师说：Travelling is my hobby. Do you like travelling? Where have you been? 学生回答后，教师可继续问：What places of interest did you visit there? 教师板书学生提及的景点。

2 由学生去过的地方转入世界各地的名胜。教师说：Look at the pictures on page 21. These are places of interest from around the world. Some of us have been to the Great Wall in China. Do you know about the other places?

3 教师由易到难呈现书上的六个名胜的图片，和学生交流并简要介绍。教师问：What’s this? Where is it? What can we do there? 在学生回答时引导学生正确表达地点，如：Where’s the Little Mermaid? It’s in Copenhagen, the capital of Denmark. 板书the capital of。教师要指出悉尼是澳大利亚最大的城市，而其首都是堪培拉（Canberra）。有些名胜比较难发音，教师可进行指导，并在后面的活动中提高复现率，使学生得到充分的输入，从而更好地模仿。

Step III 操练

1 教师让学生先集体说出这六个名胜的名称。教师说：We’ve learnt about these places of interest. Can you tell me their names in English? 按照由易到难的顺序让学生说出来，并在此过程中纠正错误，强化正确发音。

2 学生完成A部分的练习。教师说：Write the correct names under the pictures. 然
后全班核对答案。

**Step IV 操练**
1 为学生播放B部分的录音，回答问题。教师说：Daniel and Millie are talking about the Little Mermaid. Listen to the tape and answer these questions.
   (1) Where is the Little Mermaid? (It's in Copenhagen, the capital of Denmark.)
   (2) What's special about it? (It comes from a story by Hans Christian Andersen.)
2 让学生跟读对话，然后把全班学生分成两组，分角色朗读对话，提醒学生注意语音语调。
3 让学生两人一组，模仿B部分的对话，针对A部分的其他五个名胜或其他景点新编对话。教师说：Work in pairs and talk about different places. You can use the conversation in Part B as a model.
4 选择几组学生表演对话。

**Comic strip**

**Step I 导入**
1 教师用旅行的话题导入Eddie和Hobo的度假计划。教师说：Most of us love travelling. Eddie and Hobo love travelling too. They're planning a holiday. Let's find out where they're going.
2 教师播放Comic strip部分的录音，让学生回答下列问题：
   (1) Where is Eddie going? (He is going to South Hill.)
   (2) Does Hobo want to go too? (Yes, he does.)
   (3) What does Hobo want to bring? (He wants to bring all his things.)

**Step II 操练**
1 让学生跟读录音，注意模仿语音语调。教师说：Now let's listen and repeat. Pay attention to your pronunciation and intonation.
2 让学生分角色扮演Eddie和Hobo进行朗读。教师说：Let's role-play Eddie and Hobo. Boys will be Eddie and girls will be Hobo. Then change roles. 此部分出现的语法知识并不需要详细讲解，让学生有初步的认识即可。

**Step III 活动**
1 让学生两人一组练习，脱离课本表演对话，对于能力较强的学生，鼓励他们发挥想像。教师说：Now let's act out the conversation. You can use your imagination.
2 选两到三组学生上台表演，给予帮助并进行鼓励。
3 在Comic strip中，Hobo要带上所有的东西去度假，教师可引导学生讨论这样做是否有必要，也可让学生谈谈旅行时需要带什么东西。教师说：Hobo wants to bring everything with him when he goes on holiday. Is it necessary? What do you
usually bring with you when travelling?

**Step IV 家庭作业**

1 记忆词汇、词组和句型。
2 熟读Comic strip和B部分的对话。能力较强的学生背诵。
3 完成教师布置的相关练习。
4 预习Reading。

**Reading**

**教学目标**

1 了解Kitty的香港之行。
2 扩展词汇谈论旅行中的见闻和活动。

**教学内容**

四会内容

词汇：miss fantastic speed
ride cartoon such
magic pie feel
couple

词组：move at high speed hurry to
on the way such as
later in the afternoon cannot stop doing sth
take photos a couple of
at the end of enjoy oneself

句型：My parents and I have been in Hong Kong for two days.
It was the best part of the day.
I’m sure you’ll love them.
I know you’ve gone to Hainan.

三会内容

词汇：indoor roller coaster character
parade castle

**教学准备**

1 香港迪士尼乐园的图片。
2 配套磁带或光盘。
背景知识

香港迪士尼乐园是全球第五个以迪士尼乐园模式兴建的公园，也是迪士尼全球的第十一个主题乐园。它占地面积约126公顷，是全球面积最小的迪士尼乐园。香港地铁设有专用铁路迪士尼线来往欣澳站及迪士尼站，为全世界第二条通往迪士尼的铁路专线。

香港迪士尼乐园设有一些独特的景点、两家迪士尼主题酒店，以及购物、饮食和娱乐设施。香港迪士尼乐园有七大园区，分别以幻想奇境、西部风情、玩具总动员、幻想、探险、太空及美国小镇风情为主题。游客可以参加刺激的探险旅程，畅游童话世界，与迪士尼卡通人物拍照留念，尽情发掘其中的欢乐和趣味。

教学步骤
Reading 1

Step I 导入
1 复习前一课时学过的世界名胜的英文名称。教师呈现图片，让学生说出其英文名称：What’s this? Can you tell me something about it? 在基础较好的班级，教师可不用图片，直接提问：Can you tell me something about the places of interest we’ve learnt about in this unit?

2 教师从世界名胜自然过渡到国内的景点，再谈论香港迪士尼乐园。教师说：There are many places of interest in China too. What places of interest have you visited? Have you ever been to Hong Kong? 组织学生讨论：Do you know of any places of interest in Hong Kong? 让学生畅所欲言，当谈到迪士尼乐园的时候，教师问：Has anyone been there before?

Step II 呈现
1 如果有学生去过香港迪士尼乐园，教师可让该学生给大家作简单介绍，在此过程中教师帮助该学生整理语言，将一些与话题相关的单词和词组写在黑板上。教师说：You’ve been to Hong Kong Disneyland. When did you go there? Can you tell us something about it? 如在介绍过程中用英语表达有困难，允许学生用中文表达，教师则可以把难词写在黑板上，如：roller coaster、at high speed、a parade of Disney characters、a 4-D film、watch the fireworks、fantastic等。

2 如果没有学生去过，教师可以展示香港迪士尼乐园的图片，为学生作简单介绍，并在此过程中呈现将在文章中出现的、可能影响学生理解的词汇和词组。教师说：This is a picture of Hong Kong Disneyland. It’s a wonderful place for both children and adults. Space Mountain is exciting. The parade of Disneyland characters is fantastic. You can enjoy a 4-D film there. It’s like magic. There are many shops inside the park. You can do some shopping. You can also watch the fireworks in the evening. They are very beautiful.
Step III 阅读
1 学生通过快速阅读找到记叙文的五要素，初步了解文章大意。教师说：Today we’re going to learn about Hong Kong Disneyland from Kitty’s letter. Remember to find the five main points: when, where, who, what and how. Look at the questions in Part B1 and find out the answers as quickly as you can. 学生通过阅读文章的第一、第二段完成B1部分的练习。每组两人一问一答核对答案。
2 指导学生通过阅读获取细节信息，并完成B2部分。教师说：Now we’ve found out that Kitty went to Hong Kong Disneyland with her parents by underground. They spent a whole day there and had a fantastic time. But what did they do there? Let’s read the rest of the letter and complete Part B2. 然后教师和学生核对答案。在基础较好的班级，教师可尝试让学生通过加上表示顺序的单词，如：first, then, next, afterwords, finally等，将笔记连接成文章进行口头表述。
3 播放课文录音让学生跟读，以便进一步记忆和理解课文内容。教师说：Now let’s listen and repeat.

Step IV 活动
1 教师创设情境，学生两人一组扮演Millie和Kitty。假设Millie在海南度假，还未看到Kitty的信，她在电话里询问Kitty的游玩情况，问题不少于五个。教师说：Millie is still in Hainan and she hasn’t received Kitty’s letter yet. One day, Millie called Kitty and asked Kitty about her trip to Hong Kong Disneyland. Let’s make a conversation between Millie and Kitty. It should have at least five questions.
2 让学生充分操练后表演对话，教师点评。

Sample conversation

Millie: Hi Kitty. How did you get to Hong Kong Disneyland?
Kitty: I went there by underground with my parents.
Millie: Did you have a fantastic time?
Kitty: Yes, we did. We had fun on Space Mountain. It’s an indoor roller coaster in the dark.
Millie: Wow, were you afraid?
Kitty: To be honest, I was screaming through the whole ride.
Millie: Did you see Snow White?
Kitty: Of course. We saw many Disney characters, such as Snow White and Mickey Mouse. They were in a parade.
Millie: What else did you do there?
Kitty: We watched a 4-D film and the fireworks.
Step V 家庭作业
1 熟读课文，能力较强的学生背诵。
2 完成教师布置的相关练习。

Reading 2
Step I 复习
复习课文中的基本信息。教师提问：Where did Kitty go? When did she go there? Who did she go with? How did she go there? What did she do there? How long did she spend there?

Step II 呈现
1 组织学生四人小组讨论，根据课文中出现的表示时间的词汇，完成Kitty的活动行程表格。教师说：Kitty did a lot of things at Hong Kong Disneyland. She did different things at different time. Let’s complete the table about her trip.
2 学生先寻找表示时间的词汇，再依次填写地点和活动。

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>(on Space Mountain)</td>
<td>(had fun; was screaming and laughing through the ride)</td>
</tr>
<tr>
<td>Next</td>
<td>(on the way to a restaurant)</td>
<td>(met some Disney cartoon characters)</td>
</tr>
<tr>
<td>Later in the afternoon</td>
<td>/</td>
<td>(saw a parade of Disney characters; ran after them and couldn’t stop taking photos)</td>
</tr>
<tr>
<td>After the parade</td>
<td>/</td>
<td>(watched a 4-D film)</td>
</tr>
<tr>
<td>Then</td>
<td>(in shops)</td>
<td>(did some shopping and bought a couple of key rings)</td>
</tr>
<tr>
<td>At the end of the day</td>
<td>(in front of Sleeping Beauty Castle)</td>
<td>(watched the fireworks)</td>
</tr>
</tbody>
</table>

3 教师在引导学生梳理课文内容的同时，讲解一些较难理解的语言点，可举例说明，并辅以适当的练习。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

couple (line 18) *n.* two people or things; a small number of people or things (两个，两件事物；几个人，几件事物)

We went there a couple of years ago.

fantastic (line 4) *adj.* extremely good; excellent (极好的，美妙的)

This film is fantastic. I like it very much.

indoor (line 7) *adj.* located inside a building (<在>室内的)

There is an indoor swimming pool in this building.

miss (line 2) *vt.* feel sad because you can no longer see sb or do sth that you like (想念，思念)

What did you miss most when you lived abroad?

parade (line 13) *n.* a public celebration of a special day or event (<庆祝>游行)

There will be a parade during the festival. Many people will take part in it.

such (line 11) *det. & pron.* of the type that is being mentioned (这样的<人或物>)

It was such an exciting game.

such as (line 11) for example (例如)

They planted many flowers, such as roses and sunflowers.

Step III 操练

1 给学生五分钟时间准备，要求他们根据Step II中的表格复述课文内容。教师说：
   Now let's retell Kitty's letter according to the information in the table. You have five minutes to prepare. 然后挑选几位学生进行展示。

2 教师指导学生完成B3部分的练习：Now we've learnt a lot about Kitty's trip. Let's complete Kitty and Amy's conversation in Part B3. 然后让学生两人一组，读Amy和Kitty的完整对话并核对答案。

Step IV 活动

1 教师指导学生完成B4部分，该部分没有固定答案，只要学生言之有理即可。教师问：Did Kitty have a good time at Hong Kong Disneyland? Why? Can you find sentences in her letter that tell about her happiness?

2 将学生分成四人小组讨论答案。全班分享描述Kitty快乐经历的句子。

3 学生两人小组活动。假设一个学生是香港迪士尼乐园的导游，另外一个学生是游客，导游介绍乐园，游客提问。在此环节中，教师可提供更多信息，以便学生在对话中运用。教师说：Now let's work in pairs. One of you should be a tour guide and the other should be a tourist who is visiting Hong Kong Disneyland for the first time. The tour guide should introduce the theme park to the tourist, and the tourist should ask the tour guide questions about the park.
4 学生准备好上台表演，教师点评。

Step V 家庭作业
1 记忆词汇，词组和句型。
2 完成教师布置的相关练习。
3 预习Grammar。

Grammar

教学目标
1 学会正确使用have/has been和have/has gone。
2 学会正确区分短暂性动词和延续性动词。
3 会根据不同的语境正确使用短暂性动词和延续性动词。
4 学会短暂性动词在与for和since连用时的变化形式。

教学内容
四会内容
词汇：sand over marry
dead
词组：on the first day of Ocean Park
dolphin show
句型：Millie and Amy have been to South Hill.
      Kitty and her family have gone to Hong Kong.
      I see Andy playing on the sand too.
      Mr Dong has lived here for many years.
      Mr Dong has lived here since he was born.

教学步骤
A Using have/has been and have/has gone

Step I 复习
教师对Kitty的香港迪士尼乐园之行提问，引导学生用现在完成时和一般过去时回答，复习Reading部分。教师问：Where has Kitty been? How did she feel on Space Mountain? What were they doing through the ride? What did she meet on the way to the restaurant? What was the best part of her day? What did they do after the parade? Did she buy any gifts? When did they watch the fireworks?

Step II 呈现
1 教师创设情境，呈现have/has gone的用法。教师可以请一个学生去办公室拿
书，然后向其他学生提问。教师说：Oh, I forgot to bring my book here. Can you get my book from the office? 该学生离开后，教师询问班上其他学生：Is he/she in the classroom now? Where is he/she? (He/She is on the way to the teachers' office or he/she is in the teachers' office.) Where has he/she gone? (He/She has gone to the teachers' office.) 教师将学生的答案板书在黑板上。

2 该学生回到教室后，教师询问该生去了哪里，呈现have been的用法。教师说：Thank you. Where have you been? (I've been to the teachers' office.) 教师转向全班学生，教师问：Where has he/she been? (He/She has been to the teachers' office.) 教师将学生的答案板书在黑板上。

3 教师让学生翻译黑板上的两个句子，再请学生说说这两个句子的不同之处，学生也可先小组讨论后再回答。教师说：Can you tell me the Chinese meanings of these two sentences? How are they different?

4 教师总结have/has been和have/has gone的区别：We use **have/has been** to express the idea that someone went to a place and has already come back. We use **have/has gone** to express the idea that someone went to a place and is still there. 教师也可以用中文解释两者的区别，使学生加深印象：have/has been表示“去过某个地方并且已经回来”，have/has gone表示“去了某个地方但尚未回来”。

5 教师呈现若干句子，通过提问帮助学生进一步理解have/has gone和have/has been的区别，如：
(1) Mr Smith has gone to the USA and he will come back next week.
(2) There is nobody in the classroom. All the students have gone to the playground.
(3) I have been to the Great Wall twice and I will go there again this summer.
(4) Tom has been to England many times and he knows a lot about the country.

教师可以对上述句子进行讲解，以第一句为例，教师问：Where is Mr Smith? (He's on the way to the USA or he's in the USA.) Has he come back yet? (No. He'll come back next week.) 教师总结：So we use **has gone**.

以第三句为例，教师问：Did I go to the Great Wall? (Yes, you did.) Am I at the Great Wall now? (No, you aren't.) Where am I now? (You are here/in the classroom.) 教师总结：So we use **have been**.

**Step III 操练**

1 让学生完成A1部分的练习。教师说：Now let's complete Part A1. 然后全班核对答案。

2 让学生完成A2部分的练习。教师说：I have been to the sea for holiday. I enjoyed the sunshine on the beach. The beach is an area of sand beside the sea. 板书 sand。教师说：Now Daniel and Millie are chatting. Let's complete Part A2 and
find out where Millie has been recently.

3 让两位学生分别扮演Daniel和Millie朗读完整的对话，全班核对答案。教师问：
Where has Millie been recently? (Sanya.)

4 补充练习：用have/has been或have/has gone完成句子。
(1) My father ______ to Beijing. He will be back in a couple of days. (has gone)
(2) The Greens ______ to the UK twice. (have been)
(3) —Where’s your aunt? I haven’t seen her for a long time.
—She ______ to Xi’an. (has gone)
(4) The Class 1, Grade 8 students ______ to many places of interest in Beijing.
    (have been)
(5) —______ Tommy ______ to Shanghai?
    —Yes. He went there last month and hasn’t come back yet. (Has; gone)

B Verbs with for and since

Step I 呈现
1 教师通过提问呈现带有for和since的现在完成时句子：We began the class 20
minutes ago. So how long have we had the class? 引导学生回答：We have had
the class for 20 minutes./We have had the class since 20 minutes ago. 教师继续
说：I began to live in Nanjing 12 years ago. So how long have I lived here? 引导学
生回答：You have lived here for 12 years./You have lived here since 12 years ago.
教师板书for 20 minutes、since 20 minutes ago、for 12 years、since 12 years ago。

2 让学生了解与for和since连用的时间短语的区别。教师问：What’s the difference
between the time expressions after for and since? 引导学生回答并总结：We use
for when we talk about a period of time, and we use since when we talk about a
time point in the past.

3 补充练习：用for或since填空。
   (1) ______ 1998 (since)       (2) ______ half an hour (for)
   (3) ______ I was born (since)  (4) ______ ten minutes ago (since)
   (5) ______ a couple of years (for) (6) ______ John married Wendy (since)

Step II 呈现
1 为学生提供翻译练习：
   (1) 我两个小时前就在这儿了。(I have been here since two hours ago.)
   (2) 他已经睡了十个小时了。(He has slept for ten hours.)
   (3) 李先生从2005年起住在这套公寓里。(Mr Li has lived in this flat since 2005.)
   (4) 这些工人已经工作七个小时了。(These workers have worked for seven hours.)

2 教师呈现英文翻译，引导学生关注与for和since连用的动词，然后向学生提问。
   教师说：Pay attention to the underlined verbs: be, sleep, live and work. Are they
long actions or short actions? 同时提醒学生关注与for和since连用的时间短语。
3 教师让学生讨论、发现规律，然后进行总结。教师说：We only use for and since with verbs like wait, work, sleep and teach, because they’re long actions. We can’t use for or since with verbs like come, go, buy and leave, because they’re short actions.
4 解释完后，教师呈现部分延续性动词和短暂性动词，让学生判断。
延续性动词：learn、read、sleep、teach、work、write
短暂性动词：borrow、buy、come、die、go、join、leave、start
教师可进行必要的举例说明，以帮助学生更好地理解“延续性动词”和“短暂性动词”这两个概念。

Step III 呈现
1 教师呈现若干含有for ...和since ...结构的句子，要求学生两人一组讨论并判断这些句子是否正确。
   (1) I have seen many interesting films since 2012. (✓)
   (2) Tom’s dog has died for two years. (×)
   (3) They have been in Guilin for a week. (✓)
   (4) Kitty has left Beijing since last Monday. (×)
   (5) Daniel has bought his gloves for a year. (×)
2 学生讨论结束后，全班核对答案，让学生给出相应的理由。教师问：Is it right or wrong? Why do you think so?
3 教师让学生改正错误的句子，引导学生思考：与die、leave和buy相对应的延续性动词是什么？教师呈现课本第28页上的表格，也可适当补充一些常用的短暂性动词及其相对应的延续性动词。然后教师问：How can we correct the wrong sentences?
4 教师指导学生改正错误的句子，并呈现正确答案：
   (2) Tom’s dog has been dead for two years.
   (4) Kitty has been away from Beijing since last Monday.
   (5) Daniel has had his gloves for a year.

Step IV 熟练
1 补充练习：判断句子的正误，并改正错误的句子。
   (1) He has gone to the cinema since last night. (×)
      (He went to the cinema last night.)
   (2) He has seen many great films. (✓)
   (3) Her pet cat has died for two years. (×)
      (Her pet cat died two years ago./Her pet cat has been dead for two years.)
   (4) They have been in Britain since 2008. (✓)
(5) We have left our school since two hours ago. (×)
(We left our school two hours ago./We have been away from our school for
two hours./We have been away from our school since two hours ago.)

2 指导学生完成第28页的练习，然后全班核对答案。对于语篇中知识点的讲解可通过提问的方式引出，如：When did Kitty arrive in Hong Kong? 呈现on the first
day of。

3 补充练习：用延续性动词改写句子。
(1) I bought this computer six months ago.
   I ______ this computer ______.
   (have had; for six months/since six months ago)
(2) She borrowed the magazine yesterday.
   She ______ the magazine ______. (has kept; since yesterday)
(3) Uncle Sam arrived in Nanjing three days ago.
   Uncle Sam ______ in Nanjing ______.
   (has been; since three days ago/for three days)
(4) Judy and Mark got married last month.
   Judy and Mark ______.
   (have been married since last month/have been married for a month)
(5) Mr Wang left his hometown when he was seven.
   Mr Wang ______ his hometown ______.
   (has been away from; since he was seven)

Step V 家庭作业
1 记忆词汇、词组和句型。
2 掌握本课时所学的语法知识。
3 完成教师布置的相关练习。
4 预习Integrated skills。

Integrated skills

教学目标
1 能够听懂有关旅游地点和旅游季节的语篇。
2 能针对所听语篇提取、记录有关信息并完成旅行建议。
3 学会谈论自己的旅游计划。
教学内容
四会内容

词汇：except      mountain      business
direct

词组：Chinese gardens      places of natural beauty
        seaside cities      all year round
        on cold and snowy days      at that time of year
        the May Day holiday      on business
take a direct flight

句型：Do you have any plans for the May Day holiday?
By the way, how long does it take to fly to Chengdu?

三会内容

词汇：beauty      seaside      theme park
        sailing      view      flight

教学准备
1 与课本上提及的旅游目的地相关的图片。
2 配套磁带或光盘。

教学步骤
A Travelling in China
Step I 呈现
1 教师通过提问和学生讨论去哪里旅游，并简单说明原因。教师问：Where would you like to go on holiday? And why would you want to go there?
2 教师根据学生回答的不同地点将旅行目的地进行分类，同时呈现Chinese gardens、places of natural beauty、seaside cities和theme parks。教师说：Different people like different places. Which do you like, Chinese gardens, museums, places of natural beauty, seaside cities or theme parks? 板书新词汇。

Step II 听力
1 通过听录音材料，了解五位学生喜欢的旅行目的地，完成A1部分的练习。教师说：What kinds of places do the students like best? Let’s listen and find out.
2 为学生播放一遍录音，让学生用完整的句子来回答，如：Kitty likes theme parks best. 全班核对答案。
Tapescript

Part A1

Millie: Kitty, what kind of places do you like best?
Kitty: I like theme parks best. How about you, Simon?
Simon: I’m interested in seaside cities because I love water sports, such as sailing. What about you, Sandy?
Sandy: Um, I like to visit places of natural beauty. And you, Daniel?
Daniel: Well, I love Chinese gardens. They’re beautiful and quiet. What about you, Millie?
Millie: I like to visit museums. They’re really fantastic.

Step III 听力

1 教师问学生如果提到中国园林会想到哪些城市，如果提到博物馆会想到哪些城市，如果提到自然风光会想到哪些地方等问题。让学生在头脑中搜索符合要求的目的地。教师问：What cities do you think of when we talk about Chinese gardens/museums/the sea/theme parks? What places do you think of when we talk about places of natural beauty?

2 教师呈现相关地点的图片，让学生讨论去这些地方最适合的季节。让学生看A2部分的表格进行猜测。教师问：What’s the best season to visit Chinese gardens/museums/places of natural beauty/seaside cities/theme parks? 对于基础较好的班级，教师可继续问：Why is it the best season to visit there?

3 听录音完成A2部分的练习，教师说：Now let’s listen to a radio programme and check your predictions.

4 核对答案，让学生检查自己的猜测是否和听力材料一致。对于猜测正确率高的学生给予鼓励。

Tapescript

Part A2

Host: There are a lot of places to visit in China. If you like Chinese gardens, you can visit Suzhou or Yangzhou. The best time to go there is in spring or autumn. There may be some rain, but the weather is usually nice at that time of year. If you like museums, you can go to Beijing or Xi’an. You can visit museums in any season. If you like places of natural beauty, you should go to Mount Huang or Jiuzhaigou. You can go there in any season except winter. The views there in winter may be wonderful, but it’s dangerous to climb the mountains or hills on cold and snowy days.
In summer, it's a good idea to visit a seaside city like Dalian or Qingdao. You can do some water sports, such as sailing. It's great fun. Some of you may like to visit theme parks, such as the Window of the World in Shenzhen or Hong Kong Disneyland. You can go to these places all year round.

**Step IV** 操练
1 完成A3部分Amy的旅行建议。教师说：Let’s complete Amy’s notes in Part A3.
2 集体朗读A3部分。教师说：Now let’s read Part A3 together.

**Step V** 活动
1 学生两人一组谈论去过的地方和在那里所从事的活动。

<table>
<thead>
<tr>
<th>Sample conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1</strong>: Where did you go last summer?</td>
</tr>
<tr>
<td><strong>S2</strong>: I went to the beautiful seaside city Xiamen.</td>
</tr>
<tr>
<td><strong>S1</strong>: What did you do there?</td>
</tr>
<tr>
<td><strong>S2</strong>: I went sailing and swimming. I had a fantastic time.</td>
</tr>
</tbody>
</table>

2 学生两人一组，一个学生扮演一位外国游客，说明自己的旅游兴趣，另一个学生扮演提供旅行建议的人。

<table>
<thead>
<tr>
<th>Sample conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1</strong>: It’s my first time in China. I like to enjoy nature. Do you have any advice?</td>
</tr>
<tr>
<td><strong>S2</strong>: I think you can go to Mount Huang. You can go there in all seasons except winter because climbing the mountain is dangerous in winter. I’m sure you’ll love the natural beauty there.</td>
</tr>
</tbody>
</table>

**B Speak up: I’m going to visit Chengdu.**

**Step I** 呈现
1 教师说：Amy will go travelling during the May Day holiday. Where will she go? Chengdu. 让学生听录音，回答问题。
2 让学生跟读录音，模仿对话的语音语调，并回答更多问题：
   (1) Who will Amy go to Chengdu with? (Her mum.)
   (2) Why has Simon’s dad been to Chengdu twice? (On business.)
   (3) How will Amy go to Chengdu? (She will take a direct flight to Chengdu.)
   (4) How long does it take to fly to Chengdu? (About three hours.)
3 学生两人一组，分角色朗读对话。
Step II 活动
1 教师说：This is Amy’s holiday plan. What’s your holiday plan? Where do you want to go during the May Day holiday? 请几个学生回答，教师给予建议。
2 学生两人一组，发挥想像，模仿B部分新编对话并表演，提醒学生对话内容应包括where to go、who to go with、how to get there、why等。给学生几分钟时间准备，教师在教室里巡视并提供帮助和指导。对于基础较弱的班级，教师可以提供问题，学生两人一组谈论出游计划，如：
(1) Where are you going?
(2) Why do you plan to go there?
(3) Who are you going with?
(4) How will you get there?

Sample conversation
S1: Do you have any plans for the May Day holiday?
S2: Yes. I’m going to visit Hangzhou.
S1: Hangzhou is a beautiful city. Are you going there alone?
S2: No. I’ll go with my parents. My dad used to work there and he wants to visit some of his friends.
S1: That’s great! How will you get there?
S2: Well, we’ll take the train. It only takes one and a half hours to go there by train.
S1: That’s very fast. How many days are you staying?
S2: Three days.
S1: Have a nice trip.
S2: Thanks.

Step III 家庭作业
1 记忆词汇、词组和句型。
2 背诵Speak up部分的对话。
3 完成教师布置的相关练习。
4 预习Study skills。

Study skills
教学目标
1 能够从文章中迅速找出五个要点。
2 学会使用五个要点描述一次经历或一件事情。
3 学会使用细节来丰富文章。
教学内容
四会内容
   词汇：point
   词组：main points
三会内容
   词汇：detail

教学步骤
Step I 导入
1 教师通过对Kitty香港迪士尼乐园之行的提问，呈现记叙文的五个要点：when, where, who, what, how。教师问：Do you still remember Kitty’s trip to Hong Kong Disneyland? When did it happen? Where did it happen? Who was there? What happened? How did she feel? 教师板书when, where, who, what, how。
2 将学生的答案以短语的形式呈现，让学生根据回答简单复述Kitty的旅行。教师说：Talk about Kitty's trip using these answers as a guide。
3 学生根据五个要点复述Kitty的经历，教师告诉学生五个要点可以帮助我们更容易地表述一次经历或一件事情：When we write about an experience or event, we can organize our ideas using the five main points: when, where, who, what and how。

Step II 呈现
1 带领学生寻找Kitty迪士尼乐园之行中的细节。教师问：What did Kitty do during her visit to Hong Kong Disneyland?
2 用词组的形式呈现学生的答案，然后让学生复述Kitty在迪士尼乐园里的活动。
   教师说：Tell me the details of Kitty’s visit to Hong Kong Disneyland.
3 教师总结细节在描述经历或事件中的作用：We need to give details to support the main points。

Step III 操练
1 完成第31页的练习，教师说：Let's write the correct letters in the blanks。
2 全班核对答案，然后让学生两人一组复述这次旅行，教师说：Now let’s check the answers together。
Sample speech
On 5 March, the Class 1, Grade 8 students went to South Hill. They enjoyed the natural beauty there. Some of them flew kites, while some of them went fishing by the lake. Everybody felt very excited.

Step IV 活动
1 将学生分成六组，每组准备一些纸条，分别用词组的形式写when、where、who、what、what中的details、how。完成后，教师从不同的小组抽取when、where、who、what、details、how各一条，在全班呈现，让学生尝试根据这些信息组织成文，口头描述。教师说：Now I’m going to divide the class into six groups. Group 1 will write down when. Group 2 will write down where. ... Now I’m going to pick one from each group and put them together. Who can tell us about this event?
2 对说得好的学生给予表扬，对敢于说的学生给予鼓励。

Step V 家庭作业
1 记忆词汇和词组。
2 完成一篇短文，描述最近发生的一件事，注意五个要点和细节。
3 完成教师布置的相关练习。
4 预习Task。

Task

教学目标
1 将谈论个人经历所需的主要信息整理归类。
2 和同伴讨论一篇文章的构思。
3 详细描述自己的旅行、度假经历和感受。

教学内容

四会内容
词汇：delicious airport
relative
词组：leave for three and a half hours
on the third day great fun
some day

三会内容
词汇：seafood
教学步骤

Step I 导入
1 和学生讨论寒假活动，引导学生正确表述过去发生的事情。教师说：Where did you go during the winter holiday?
2 问学生是否有记旅行日记的习惯：Do you keep a diary when travelling? What do you write about in your diary?
3 引导学生回答，然后教师补充。教师说：You can write about when it happened, where you went, who you went with, what you did and how you felt in your diaries. 复习五个要点。教师说：You also need to add some details to support your main points.

Step II 呈现
1 学生打开课本看第32页A部分。教师提问：Kitty wants to write about her trip to Hong Kong. She has already written down the five main points and details. Let’s have a look. 让学生快速获取信息
2 根据Kitty的材料，学生完成B部分的练习。教师说：Now let’s use the main points and details in Part A to help Kitty complete her article in Part B.
3 全班核对答案，并朗读文章。教师说：Now let’s check and read together.

Step III 写作
1 教师总结各部分的内容。教师问：When we write an article about a trip or a holiday, how many parts can we divide it into? 教师总结：We can divide the article into three parts. The first part is about when, where and who. The second part is about what and the details. The third part is about how we feel.
2 指导学生写作。首先确定五个要点，再根据要点寻找细节，完成信息归纳表。

<table>
<thead>
<tr>
<th></th>
<th>Main points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 学生根据自己整理的资料完成一篇游记。教师说：Now let’s begin to write. Please pay attention to the five main points, details and the structure.
Sample writing

I went to India two years ago with my parents. It was the best holiday in my life. We spent two weeks travelling around and visited many interesting places.

The night before we left for India, I was so excited that I could not fall asleep. Our plane left at 1 p.m. and it took nearly six hours to fly to New Delhi.

The next day, we went on a sightseeing tour. I took lots of photos and we all did some shopping at the market.

On the third day of our trip, we went to a city called Jaipur. At Jaipur, we visited the Palace Museum and rode elephants. I almost fell off from the elephant. I felt scared.

The highlight of our trip was the Taj Mahal. It is a very famous and beautiful place that was built around 1640.

Some people think that all Indian food is spicy, but some dishes are not spicy at all. My favourite dish was chicken korma. It is delicious. It tasted a bit sweet because it is made with coconut. We ate rice every day, just like at home!

India is so big that it is impossible to go to all the wonderful places in one trip. I hope that I can go back again some day.

<table>
<thead>
<tr>
<th>参考评分标准（满分10分）</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>信息清晰，包含五要点</td>
<td>2分</td>
</tr>
<tr>
<td>有细节描述</td>
<td>1分</td>
</tr>
<tr>
<td>单词拼写和词汇运用正确</td>
<td>3分</td>
</tr>
<tr>
<td>语法正确</td>
<td>2分</td>
</tr>
<tr>
<td>结构清晰</td>
<td>2分</td>
</tr>
</tbody>
</table>

Step IV 家庭作业
1 记忆词汇和词组。
2 对相互批改后的作文进行修改。
3 完成教师布置的相关练习。
# Self-assessment

<table>
<thead>
<tr>
<th>I have learnt</th>
<th>Details</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 about Kitty’s trip to Hong Kong.</td>
<td>能熟悉课本上对Kitty香港迪士尼乐园之行的介绍。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能背诵课本上对Kitty香港迪士尼乐园之行的介绍。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能用自己的话完整、详细地介绍Kitty的香港迪士尼乐园之行。</td>
<td>Excellent!</td>
</tr>
<tr>
<td>2 to use the new words to talk about a holiday.</td>
<td>能用本单元所学的四会词谈论一个假期。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能用所学的词汇较完整地谈论一个假期。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能用更丰富的词汇完整、详细、有创造性地谈论一个假期。</td>
<td>Excellent!</td>
</tr>
<tr>
<td>3 to use <strong>have</strong>/<strong>has been</strong> and <strong>have</strong>/<strong>has gone</strong>. to use verbs with <strong>for</strong> and <strong>since</strong>.</td>
<td>能掌握have/has been和have/has gone的基本用法。掌握延续性动词和短暂性动词在现在完成时中的基本用法以及课本上出现的短暂性动词与for和since连用时的变化形式。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能熟练运用have/has been和have/has gone以及延续性动词和短暂性动词介绍自己的经历，并能掌握课本上短暂性动词与for和since连用时的变化形式。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能熟练运用have/has been、have/has gone、for、since以及延续性动词、短暂性动词进行书面表达与口头交流。掌握常用的短暂性动词在与for和since连用时的变化形式。</td>
<td>Excellent!</td>
</tr>
<tr>
<td>4 to state main points first and then give details.</td>
<td>能正确找出文章中的五个要点和细节。</td>
<td>Not bad!</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>能正确找出文章中的五个要点和细节，并能够根据五个要点和细节搜集写作素材。</td>
<td>Good!</td>
<td></td>
</tr>
<tr>
<td>能熟练地将五个要点和细节运用到写作中，完整地描述一次经历或一件事情。</td>
<td>Excellent!</td>
<td></td>
</tr>
</tbody>
</table>

## Answer key

### Welcome to the unit

**A**

| 1 the Little Mermaid | 2 the Statue of Liberty | 3 the Leaning Tower of Pisa |
| 4 the Great Wall | 5 the Sydney Opera House | 6 Tower Bridge |

### Reading

**B1**

| 1 my parents | 2 Hong Kong Disneyland | 3 by underground |
| 4 a whole day | 5 a fantastic time |

**B2**

| 1 Space Mountain | 2 quick meal | 3 cartoon characters | 4 parade |
| 5 4-D film | 6 shopping | 7 the fireworks |

**B3**

| 1 cute | 2 indoor | 3 speed | 4 screaming | 5 ride |
| 6 characters | 7 magic | 8 pie | 9 a couple of |

**B4**

Possible answer:

We’re having a fantastic time here.

First, we had fun on Space Mountain—an indoor roller coaster in the dark. It moved at high speed and was really exciting! We were screaming and laughing through the ride. It was the best part of the day. I ran after them and couldn’t stop taking photos.

### Grammar

**A1**

| 1 has gone | 2 have; been | 3 has been | 4 have gone | 5 has gone |

**A2**

| 1 has; gone | 2 has gone | 3 Have; been | 4 have been |
5 Have been  6 have been  7 have gone

B
1 arrived  2 have been  3 borrowed
4 have kept  5 began  6 has been

Integrated skills

A1
1 e  2 d  3 c  4 a  5 b

A2

<table>
<thead>
<tr>
<th>Places to go</th>
<th>Spring</th>
<th>Summer</th>
<th>Autumn</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese gardens</td>
<td>Suzhou, Yangzhou</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Museums</td>
<td>Beijing, Xi’an</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Places of natural beauty</td>
<td>Mount Huang, Jiuzhaigou</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Seaside cities</td>
<td>Dalian, Qingdao</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Theme parks</td>
<td>Shenzhen, Hong Kong</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

A3
1 theme parks  2 Hong Kong  3 Dalian  4 summer  5 natural beauty
6 winter  7 Chinese gardens  8 autumn  9 museums

Study skills
When: f  Where: g  Who: a  What: h—b, d, e  How: c

Task

B
1 Disneyland  2 parade  3 exciting  4 Ocean Park
5 dolphin show  6 shopping  7 delicious