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. 为了将教师从繁琐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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Unit 1 Asia

Comic strip and Welcome to the unit

教学目标
1 了解与中国有关的事物的名称。
2 了解中国一些风景名胜的名称。
3 谈论旅行计划，并给出建议。

教学内容
四会内容
词汇：tiring step chopsticks
词组：take a rest keep moving on one’s way back
句型：It's tiring to climb the steps, and my feet hurt.
       We’d better keep moving.
       Thank you for your suggestions.

三会内容
词汇：Chinese knot Chinese opera Chinese paper-cutting
dragon dance

教学准备
1 地球仪。
2 中国地图。
3 配套磁带或光盘。

背景知识
亚洲是七大洲中面积最大、人口最多的洲，它覆盖了地球总面积的8.7%，人口总数超过40亿，约占世界总人口的2/3。亚洲大部分地区位于东半球和北半球，其地势起伏较大，中部高、四周低，是除南极洲外地势最高的大洲。

亚洲共有48个国家和地区，约1000个大小种族。正因为地域广阔、民族众多，其文化呈现出丰富的多样性，对世界文化也有着持久深远的影响。亚洲悠久的文化长河不仅孕育了三大文明（黄河文明、印度河流域文明和美索不达米亚平原文明）和四大宗教（道教、佛教、伊斯兰教和基督教），亚洲各国的发明创造，例如中国的四大发明、古印度人发明的阿拉伯数字等，都为世界文明进步做出了巨大贡献。
教学步骤

Comic strip

Step I 导入
1 教师提问：How many continents are there in the world? What are they? 允许学生用中文回答。教师将地球仪展示给学生，请几位学生指出各大洲、大洋的位置，尤其关注亚洲。教师说：Look at this globe. Do you know where the seven continents are? Pay special attention to the location of Asia.

2 教师问学生曾经去过亚洲的哪些国家：Which countries in Asia have you ever been to? 如果学生用英语说出国家名称有困难，教师也可以问：Who has ever been to Thailand/South Korea/Malaysia/Singapore/Indonesia/Japan? 如果大部分学生都没有出国经历，可以问他们：Which country would you like to visit in Asia—Thailand, South Korea, Malaysia, Singapore, Indonesia or Japan? 鼓励能力较强的学生说出想去的理由。

3 告诉学生亚洲是人类文明的发祥地之一，中国的黄河流域更是孕育了五千年的文明历史，了解亚洲可以先从了解中华文化的开始。

Step II 呈现
1 告诉学生教师本人想在暑假期间进行一次国内旅行，希望学生能推荐一些值得参观的景点，并说出推荐的理由。教师说：I’m planning to travel around China during the summer holiday. Where should I visit? 教师有意识地将某些景点写在黑板上，如 the Great Wall, Tian’anmen Square 等。

2 由对长城的呈现过渡至 Comic strip，教师说：Eddie and Hobo are visiting the Great Wall. What do they think of the Great Wall?

3 教师播放课本第6页 Comic strip 部分的录音，并呈现以下问题：
   (1) What does Hobo think of the Great Wall? (He thinks it is amazing.)
   (2) Does Eddie like visiting the Great Wall? (No, he doesn’t.)
   (3) Do you think Eddie will continue to the end? (No, I don’t think so.)

4 再次播放录音，学生跟读，注意模仿对话的语音语调。教师说：Repeat after the tape. Pay attention to your pronunciation and intonation.

Step III 操练
1 学生两人一组练习对话，鼓励学生发挥想像，添加合理情节。教师说：Now work in pairs. One student plays the role of Eddie and the other Hobo. You can add other information if possible.

2 选择几组不同层次的学生到讲台前表演对话，提醒学生尽量模仿录音中所使用的语音语调。教师说：Now it’s your turn to act out the conversation. 对于内容丰富、表达恰当的表演，给予鼓励。
Welcome to the unit

Step I 导入

1. 教师问：Speaking of Beijing, what comes to your mind? 选择性地将学生的回答写在黑板上。提醒学生：北京是中国的政治和文化中心，京剧、长城等都是中国文化的象征。

2. 继续讨论中国文化，教师说：As we know, China is a country rich in culture. Do you know something special about Chinese culture? 引导学生说出能代表中国文化、具有中国传统特色的事物，如大熊猫(giant panda)、中甸(traditional Chinese medicine)、书法(calligraphy)、茶叶(tea)、太极拳(t’ai chi ch’uan)、陶瓷(pottery and porcelain)、丝绸(silk)、春节(the Spring Festival)、中秋节(the Mid-Autumn Festival)、长江(the Yangtze River)、黄河(the Yellow River)、故宫(the Palace Museum)、天安门(Tian’anmen Square)等。问学生是否知道有些东西是中国发明并且在全世界得到广泛应用的，如指南针(compass)、火药(gunpowder)、纸(paper)、印刷术(typography)、伞(umbrella)等。

Step II 呈现

1. 向学生解释课本第7页A部分的语境，教师说：The British exchange students have arrived in Beijing. Millie is showing them some pictures of Chinese things.

2. 指导学生完成A部分的练习，教师说：Help Millie write the correct name under each picture. 如果学生不能确定词汇的意思，鼓励他们根据图示和所掌握的知识进行猜测，让几位学生分别说出猜测的意思。教师说：You can guess the meanings of the words according to the pictures and what you have learnt.

3. 学生完成后，让一名学生读答案，全班核对，适时纠正不正确的发音。

4. 向学生解释B部分的语境，教师说：Kevin is a British exchange student. He’s asking Millie for suggestions on his travel plan. 让学生听录音朗读，并回答Millie推荐了哪些地方和文化，教师说：Let’s listen to the conversation and find out what Millie’s suggestions are.

5. 待学生回答完毕，教师板书Tian’anmen Square、the Palace Museum、the Great Wall、Beijing opera。问学生是否知道对应的中文名称，鼓励学生举手回答。

6. 请去过这些名胜的学生简单介绍相关情况，为Reading部分做铺垫，如：

(1) Tian’anmen Square is one of the largest city squares in the world. It covers an area of 44 hectares, which is big enough to hold one million people. It is one of the most famous and popular places in China.

(2) The Palace Museum is also called the Forbidden City. It is not far from Tian’anmen Square. It used to be home to emperors of the Ming and Qing dynasties. Now it is a museum.

(3) The Great Wall is the longest wall in the world. It runs over 6,000 kilometres. It was first built more than 2,000 years ago. Millions of tourists come to visit it.
every year. As an old saying goes, “He who has never been to the Great Wall is not a true man.”

Step III 活动
1 教师问：Have you ever been to any other places of interest in China? 将学生提到的景点一一列在黑板上。
2 教师呈现一张中国地图，问学生是否知道这些景点位于中国的什么地方，让他们在地图上指出相应的位置，并作简单介绍。教师说：Please tell me where these places of interest are and say something interesting about them.
3 学生两人一组，模仿B部分的对话谈论自己的旅行计划，请两到三组学生表演对话。教师说：Now work in pairs. Talk about your travel plan and I’ll ask some of you to act it out.

Step IV 家庭作业
1 记忆本课时所学的词汇、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 写一篇小短文，描述自己游览过的一处风景名胜。
4 预习Reading。

Reading
教学目标
1 识别并了解与中国北京和桂林有关的词汇。
2 能用自己的语言介绍北京和桂林。
3 激发学生的爱国热情。

教学内容
四会内容

词汇：middle raising flag
wonder lie shape
underground hang point
eastern south-east

词组：in the middle of art treasures
be worth a visit the raising of the national flag
across northern China in different shapes
hang down be praised as

句型：With wonderful buildings and art treasures inside, it is well worth a visit.
In the north-west of Beijing is the Summer Palace, a large Chinese
garden set in a natural landscape.
It runs for over 6,000 kilometres across northern China, with
watchtowers every few hundred metres.
It is one of the wonders of the world.
It lies on the two sides of the Lijiang River.
It is also popular to hire a bicycle and ride around the countryside.

三会内容
词汇：emperor landscape attraction
watchtower cave upwards
hire location
词组：underground cave point upwards
hire a bicycle

教学准备
1 北京和桂林的图片。
2 配套磁带或光盘。

背景知识

北京

北京的历史可以追溯到三千多年前。其城址上的第一座城市兴建于1267年，
时逢元朝，是当时的都城。其后，明清朝代皆有皇帝在此定都。继1928年至1949
年期间，国民政府定都南京之后，北京于1949年正式成为中华人民共和国的首都。

北京荟萃了中华文化的精华，拥有众多名胜古迹和人文景观，与西安、南京、
洛阳并称中国“四大古都”，著名的景点有长城、故宫、天坛、颐和园、圆明园等。随着经济、文化的发展，798艺术区、国家体育场鸟巢、国家游泳中心水立方等现代化的新兴地标日渐成为热门景点，北京的人文风貌也焕然一新。

桂林

几百万年前，桂林所在之处是一片汪洋大海。剧烈的地壳运动使海水退去，海
床上厚达几千米的石灰岩层上升为陆地。石灰岩历经几百万年的风雨侵蚀，形成了
独特的喀斯特地貌，即高耸的山峰和复杂的岩洞。

桂林素有“山水甲天下”的美誉，葱郁苍翠的原始森林、鬼斧神工的峰峦幽谷
以及绵延婉转的漓江秀水，吸引了大批游客驻足观赏。除了闻名中外的自然美景
外，桂林也不乏名胜古迹，从众多的史前遗迹、明代陵墓以及石雕和石刻中，可以
感受到这座拥有两千多年历史的文化名城丰厚的文化底蕴。
教学步骤

Reading I

Step I 导入
1 教师呈现几幅北京的图片，如天安门、故宫、长城、国家体育场鸟巢等，让学生说出这些地方的名称。教师说：Look at the pictures. Who can tell me what they are?
2 教师呈现几幅桂林的图片，如漓江、象鼻山等，问学生是否去过这个城市，对它有什么印象，鼓励学生口头回答。教师说：Here are some pictures of Guilin. Have you ever been to these places? What do you think of these places?
3 教师可以借助图片教授一些新单词，如emperor、attraction、wonder、lie、cave和hire。然后让学生完成课本第10页B1部分的练习。

Step II 呈现
1 解释阅读文章的语境，教师说：Millie wants to help the exchange students learn more about different cities in China. She has found two articles written by two students. Here are the articles.
2 教师呈现以下问题，对学生说：Look at these questions before you listen to the recording of the first article.
   (1) Who used to live in the Forbidden City?
      (The emperors of the Ming and Qing dynasties used to live there.)
   (2) Why do many tourists go to Tian'anmen Square early in the morning?
      (To watch the raising of the national flag.)
   (3) Where is the Summer Palace?
      (The Summer Palace is in the north-west of Beijing.)
   (4) How long is the Great Wall? (It runs for over 6,000 kilometres.)
教师播放Welcome to Beijing!部分的录音。让学生合上课本，带着问题听录音。
教师说：Now close your books. Listen to the recording of the first article and then answer the questions.
3 让四位学生分别回答以上问题。对回答不准确的学生进行指导和纠正。在学生回答的过程中，板书生词raising、flag。
4 再次播放录音，让学生跟读，进一步熟悉该文章的内容。在跟读的过程中，教师板书生词landscape、watchtower。
5 学生完成课本第10页B2部分的练习，全班核对答案。然后将全班学生分为两组，分角色朗读对话。
6 教师呈现以下问题，让学生带着问题速读第二篇文章All about Guilin:
   (1) Is Guilin in southern China or northern China? (Guilin is in southern China.)
   (2) What is Guilin famous for? (Guilin is famous for its fantastic landscape.)
   (3) What is the Reed Flute Cave praised as?
(It is praised as the “Art Palace of Nature”.)
(4) How can you travel in Guilin? (We can travel in Guilin by bike or boat.)

7 教师播放All about Guilin部分的录音，让学生划出不理解的单词或词组。对于学生划出的单词或词组，鼓励能力较强的学生向全班同学解释，此时也可以把学生分成四人小组进行讨论。教师板书生词shape、underground、hang、point、upwards等。

8 再次播放录音，让学生对照课文跟读，提醒他们注意发音。教师说：Now repeat after the tape. Pay attention to the pronunciation and intonation.

9 让学生完成课本第11页B3部分的练习。全班核对答案，并修改错误的句子。

Step III 操练

1 教师先让学生独立完成课本第11页B4部分的练习，然后允许学生讨论并互查答案，最后让能力较强的学生将表格中的信息组织成完整的句子，如：
The Palace Museum is in the middle of the ancient city. It has wonderful buildings and art treasures inside.

Tian’anmen Square is the biggest city square in the world. People can watch the raising of the national flag there.

2 教师呈现以下句子，让学生正确归类，教师说：Kevin has already made some notes about Beijing and Guilin. Help him organize his notes better. Write the numbers in the correct columns in the table.

(1) located in the south of China
(2) emperors of the Ming and Qing dynasties lived here
(3) capital of China
(4) the Forbidden City was turned into a museum in 1925
(5) surrounded by mountains in different shapes
(6) located in the north of China
(7) on the two sides of the Lijiang River
(8) tourists can hire a bicycle and ride around the countryside
(9) tourists come to see the beautiful landscape and the Reed Flute Cave
(10) tourists come to see the Palace Museum, Tian’anmen Square and the Summer Palace

<table>
<thead>
<tr>
<th>Beijing</th>
<th>Guilin</th>
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</thead>
<tbody>
<tr>
<td>2, 3, 4, 6, 10</td>
<td>1, 5, 7, 8, 9</td>
</tr>
</tbody>
</table>

Step IV 活动

1 学生四人一组，组内进行采访练习，谈论北京和桂林这两座城市。其中一位学生扮演Millie，其余均扮演英国交流学生对Millie提问。鼓励提问者大胆发问，Millie尽可能详细地回答，如：
(1) What can visitors enjoy in the Palace Museum?
(They can enjoy wonderful buildings and art treasures.)
(2) When did the emperors usually stay at the Summer Palace?
(They usually stayed at the Summer Palace in summer.)
(3) How can we travel along the Lijiang River?
(You can take a boat trip along the Lijiang River.)

Step V 家庭作业
1 记忆本课时所学的词汇、词组和句型。
2 熟读课文，能力较强的学生背诵课文。
3 完成教师布置的相关练习。

Reading 2
Step I 复习
1 全班齐声朗读课文，然后再请个别学生朗读课文。
2 提供以下关键词，让学生复述关于北京和桂林的短文。

<table>
<thead>
<tr>
<th>Beijing</th>
<th>Guilin</th>
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</thead>
<tbody>
<tr>
<td>The Palace Museum</td>
<td>The city</td>
</tr>
<tr>
<td>in the middle of, used to live, turn into, is well worth a visit</td>
<td></td>
</tr>
<tr>
<td>Tian’anmen Square</td>
<td>in southern China, lie on, in different shapes, fantastic landscape</td>
</tr>
<tr>
<td>The Summer Palace</td>
<td>The Reed Flute Cave</td>
</tr>
<tr>
<td>in the north-west of, set in, spend the summer</td>
<td></td>
</tr>
<tr>
<td>The Great Wall</td>
<td>in the north-west of, it is amazing that, some ..., and others ..., is praised as</td>
</tr>
<tr>
<td>run across, watchtowers, is first built, one of</td>
<td></td>
</tr>
<tr>
<td>The Lijiang River</td>
<td>take a boat trip, hire, ride around</td>
</tr>
</tbody>
</table>

Step II 呈现
1 挑选几名学生将文章逐段翻译成中文，然后学生两至四人一组，讨论每段中应注意的语言点。
2 每一篇短文结束后，教师根据学生的讨论结果再给出补充或必要的强调，如：
be turned into .../ turn ... into ... 被变成为……/ 把……变为……
The factory was turned into a big park in 2010.
People turned the house into a museum.
Mini-dictionary

**attraction n.** (line 18) an interesting or enjoyable place to go or thing to do (向往的地方；吸引)

The Palace Museum is a major tourist attraction in Beijing.

**emperor n.** (line 6) the ruler of an empire (皇帝)

The emperors of the Qing dynasty lived in the Forbidden City.

**forbidden adj.** (line 5) (the past participle of the verb forbid) not allowed (禁止的；不准的)

It is forbidden to take photos inside the shop.

**hang vi. & vt.** (line 36) to fasten or support sth at the top, leaving the other parts free to move (垂下；悬挂)

A heavy diamond necklace hung around her neck.

**hire vt.** (line 40) to pay money to use sth for a short time (租用；雇用)

The young man wants to hire a room in this city.

**landscape n.** (line 15) the scenery of an area of land (风景；地形)

Guilin is famous for its beautiful landscape.

**lie vi.** (line 27) to be located in a particular place (位于)

The town lies among the mountains.

**middle n.** (line 3) the part of sth that is at an equal distance from all its edges or sides (中间，中央)

There is an island in the middle of the lake.

**point vi.** (line 37) to indicate a place, direction or thing (指，指向)

He pointed to the empty parking space.

**raising n.** (line 12) the act of lifting or moving sth to a higher level (升高)

I enjoyed the raising of the national flag just now.

**shape n.** (line 30) the form of the outer edges or surfaces of sth (形状，外形)

Squares, circles and triangles are different shapes.

**underground adj.** (line 34) under the surface of the ground (地下的)

They built an underground cave to hide in when the enemies attacked.

**upwards adv.** (line 37) facing up (向上)

Show me your hands with the palms facing upwards.

**wonder n.** (line 21) sth that fills you with surprise and admiration (奇迹)

We spent a week visiting the wonders of Ancient Greek civilization.
Step III 操练
补充练习，让学生将下列句子翻译成英文：
(1) 如果你去苏州旅游，虎丘是值得参观的。它坐落在城市的北部。
   (If you travel to Suzhou, Tiger Hill is worth a visit. It lies in the north of the city.)
(2) 对我们来说，在天安门广场上观看升国旗仪式令人兴奋。
   (It is exciting for us to watch the raising of the national flag in Tian’anmen Square.)
(3) 《哈利·波特》系列丛书以一个魔幻世界为背景。
   (The Harry Potter series is set in a magical world.)
(4) 那个男孩是多么聪明啊！他把废弃物变成了不同形状的盒子。
   (How clever the boy is! He turned the waste into boxes in different shapes.)
(5) 在地下岩洞的中央，你可以看到一块巨大的垂下的岩石。
   (You can see a huge rock hanging down in the middle of the underground cave.)
(6) 苏州被誉为“东方威尼斯”。
   (Suzhou is praised as the “Venice of the east”.)

Step IV 家庭作业
1 记忆本课时所学的词汇、词组和句型。
2 能力较强的学生复述课文。
3 完成教师布置的相关练习。
4 预习Grammar。

Grammar

教学目标
1 学会用it作人称代词，用来代替人、物或事。
2 学会用it作非人称代词，表示时间、天气、季节和距离等。
3 学会用it作形式主语或形式宾语。

教学内容
四会内容
词汇：quarter　　either　　level
　　service
词组：take up　　leave for
　　provide a high level of service
句型：It is very tiring to climb the steps.
　　Many people find it pleasant to travel around.
　　It is said that the air is not clean here.
教学准备
旅游景点的图片。

教学步骤
A Using it as a pronoun
Step I 导入
1 向学生展示一张旅游景点的图片，让学生猜测是什么地方。告诉学生，可对此地点进行有关气候、距离、大概地理位置等各种信息的询问。教师在回答学生问题时，将答案写在黑板上，如：
   (1) Is it in China? (Yes, it is in China./No, it is not in China.)
   (2) Is it very hot in summer?
      (No, it is not very hot in summer./Yes, it is very hot in summer.)
   (3) How far is it from our city to the place?
      (It is about ... from our city to the place.)
2 在一番问答之后，如果学生仍然猜不出图片所示为何地，教师告诉学生答案。
3 让学生圈出答句中出现的it，并讨论它们在各句中的含义。全班核对答案。

Step II 呈现
1 让学生阅读课本第12页的语法讲解和例句，鼓励他们对不懂的内容提问。
2 和学生一起归纳总结it作代词的用法。告诉学生，it可用来指代物、上文已提到过的事物、无需指明性别的婴儿、不明身份的人等（如在打电话或有人敲门等情形时）。

Step III 操练
1 教师告诉学生：The exchange students visited the Summer Palace yesterday. Kevin is writing about it. 让学生阅读课本第12页练习的短文，独立写出文中it指代的内容。全班核对答案。
2 补充练习，让学生用合适的代词填空：
   (1) —Who is the baby?
       —________ is my teacher’s son. (It)
   (2) Someone is at the door. Who is ______? (it)
   (3) —Has the man got his mobile phone now?
       —Yes, the police gave _______ to him. (it)
   (4) Will you answer the phone? ______ might be your mother. (It)

B Using it as an impersonal pronoun
Step I 呈现
1 让学生读课本第13页的语法讲解和例句，鼓励他们对不懂的内容提问。
2 和学生一起归纳总结it作非人称代词的用法。告诉学生，it可用来表示时间、日期、天气、温度、距离等。

**Step II 操练**
1 让学生完成课本第13页的练习，学生可以根据自己的情况进行独立或两人一组完成B部分内容。全班核对答案。
2 让能力较强的学生说出更多it作为非人称代词的例句。
3 补充练习，让学生用it将以下句子翻译成英文：
   (1) 大雨不停地下了三个小时。
      (It has been raining heavily for three hours without stopping.)
   (2) 从这儿到我们学校步行有半小时的路程。
      (It is half an hour's walk from here to our school.)
   (3) 现在八点了，把David叫醒。(It is eight o’clock now. Wake David up.)
   (4) 现在是冬天，我们最好去海南。(It is winter now. We’d better go to Hainan.)

**Step III 活动**
1 教师询问学生的旅行经历，然后让学生两人一组，互相介绍所去过的地方以及当时的所见所闻。提醒学生，在介绍时尽量使用it，在听对方介绍时，注意对方使用的it。教师说：Now work in pairs. Talk about a place you have been to. Try to use it in your talk. Pay attention to the it your partner uses in his/her talk.
2 挑选两到三名学生在全班同学面前介绍自己的旅行经历，教师给予适当鼓励。

**C Using it to replace the real subject or object**

**Step I 呈现**
1 教师根据学生描述的旅行经历，询问学生：Is it interesting to have a trip? What do you think of having a trip? 能力较弱的学生说出一些形容词即可，如exciting, tiring, funny等。鼓励能力较强的学生说出完整的句子，如：It’s exciting to have a trip. 教师把这些形容词和句子写在黑板上。
2 教师启发学生思考，句中的it是什么意思？指代什么内容？和学生一同总结：当不定式（短语）、动名词（短语）或从句在某个句子中作主语或宾语时，往往用it作形式主语或形式宾语，而将真正的主语或宾语移至句末，以避免句子头重脚轻。此时it只起到先行引导作用，本身无词意。

**Step II 操练**
1 学生男女分组，采取竞赛形式，将自己了解的it作为形式主语或形式宾语的句子写到黑板上，如：
   (1) It is generous of Bill Gates to donate his money to the poor.
   (2) It is impossible for such a little boy to carry the heavy bag.
(3) It is no use crying over spilt milk.
(4) It is amazing that he did it on his own.
(5) I find it difficult to understand his idea.

2 教师和学生一起用彩色粉笔划出黑板上句子的形式主语、形式宾语以及真正的主语和宾语，并大声朗读句子。如果学生想不出较多句子，教师可让学生阅读课本第14页的语法讲解和例句，并给出更多例句。
3 让学生完成课本第14页的练习。请七位学生每人朗读一段完整的描述，全班核对答案。
4 补充练习，让学生两人一组用it改写句子：
   (1) To learn a foreign language is very important.
       (It is very important to learn a foreign language.)
   (2) His sister offered to pay his fare. That was generous of her.
       (It was generous of his sister to offer to pay his fare.)
   (3) You found your wallet. That was lucky.
       (It was lucky that you found your wallet.)
   (4) Michael Jackson died suddenly. That was shocking.
       (It was shocking that Michael Jackson died suddenly.)

**Step III 家庭作业**
1 记忆本课时所学的词汇，词组和句型及语法内容。
2 完成教师布置的相关练习。
3 预习 Integrated skills。

**Integrated skills**

**教学目标**
1 从旅行日程表中提取信息，完成有关日本之行的笔记。
2 从录音材料中提取和加工信息，补全一篇有关在日本旅行的文章。
3 谈论不同的亚洲国家。

**教学内容**

四会内容

词汇：Japanese state
词组：a city state

**教学准备**

配套磁带或光盘。
背景知识

日本位于亚洲东部，被称为“日出之国”。其领土由本州、四国、九州、北海道四个大岛以及数千个小岛组成，总面积将近四百万平方公里。首都为东京，主要城市有大阪、京都、横滨、镰仓、奈良、神户、福冈、北海道、冲绳等。

由于日本地处环太平洋火山带，全境共有两百多座火山，地震、海啸等自然灾害频发，但这也赋予了日本丰富的地热和遍地的温泉。每年冬季，富士山、箱根等地的温泉疗养区都不乏前去放松身心的游客。日本的国花——樱花盛开的春季为日本的旅游旺季。

两千多年的历史不仅给日本留下了众多的文化古迹，也造就了日本深厚的文化底蕴和艺术修为。日本拥有18项世界遗产，其中14项为世界文化遗产，文化遗产有清水寺、金阁寺、二条城等，皆位于日本的文化中心——京都。日本传统艺能，如歌舞伎、能剧、狂言等也为世人所称道，包括歌舞伎和文乐（木偶戏的一种）在内的表演艺术已被列入联合国非物质文化遗产。

教学步骤

A A trip to Japan

Step I 呈现

1 向学生解释A1部分的语境，教师说：The exchange students are going to Japan after visiting Shanghai. Millie is introducing their itinerary. 播放A1部分的录音，让学生完成练习。

<table>
<thead>
<tr>
<th>Tapescript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A1</td>
</tr>
<tr>
<td>Millie: The exchange students are going to visit Japan after Shanghai. On their first day in Japan, they’re going to take a tour of Tokyo, the capital city. On the second day, they’re going to visit Japan's highest mountain—Mount Fuji. On the third day, they’re going to visit the ancient city Kyoto, the cultural centre of Japan. On the fourth day, they’re going to leave Japan for another Asian country. Let’s wish them all a very nice trip!</td>
</tr>
</tbody>
</table>

2 向学生解释A2部分的语境，教师说：Miss Thompson is telling the exchange students about their trip to Japan. Kevin is making notes. 完整地播放一遍录音，中间不停顿。告诉学生这一遍什么都不用写，认真听即可。
Tapescript

Part A2

Miss Thompson: Listen, please, everyone. Next week, on 25 February, we’re leaving Shanghai for Japan. Our flight will be at nine in the morning and we expect to arrive in Tokyo around noon.

After we check into our hotel, we’re going to take a tour of the city. We can see the main sights and go shopping there. We’re also going to visit the Tokyo National Museum to see some Japanese works of art.

On the second day, we’re going to Mount Fuji by coach early in the morning. Mount Fuji is Japan’s highest mountain. If the weather is good enough, we can climb the mountain and go skiing there.

On the third day, we’re going to an ancient city called Kyoto. It’s the cultural centre of Japan. We can visit some places of interest and learn about Japanese culture there.

During our stay in Japan, we’re going to try all kinds of Japanese food. They’re delicious!

I’m sure we’ll have a nice trip!

3 再次播放录音，在每个信息结束后暂停几秒钟，给学生时间写答案。
4 再次完整地播放一遍录音，中间不停顿，让学生核对A2部分的答案。

Step II 操练

1 学生两人一组，合作完成A3部分的练习，教师提醒学生可以借助A1、A2部分的信息。完成后把答案传给相邻组，互相评分。
2 让五名学生每人读一段，鼓励其他学生认真听是否有错误，全班核对答案。

B Speak up: Where’s Singapore?

Step I 呈现

1 教师呈现以下问题，让学生带着问题听B部分的录音，然后回答问题：
   (1) Where is Singapore? (It is in South East Asia.)
   (2) Is Singapore a small country? (Yes, it is.)
   (3) How many people are there in Singapore?
      (There are about five million people there.)
   (4) What languages do the people there speak?
(Most people can speak both English and Chinese.)

2 教师挑选两名能力较强的学生分别扮演Annie和Simon，大声朗读对话，然后将全班学生分成两组，分角色朗读对话，调换角色，再朗读一次。

Step II 操练
1 让学生思考最想去哪个国家旅游。挑选几名学生发言，鼓励他们尽可能多地说明他们所选择的国家的情况。
2 让学生两人一组谈论想去亚洲什么地方旅游。提醒学生模仿B部分的对话谈论想去的国家及其规模、人口、语言等信息。
3 教师挑选几组学生向全班演示对话，并给予适当的鼓励。

<table>
<thead>
<tr>
<th>Sample conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: Where do you want to go on holiday in Asia?</td>
</tr>
<tr>
<td>S2: I'd like to go on holiday to Japan.</td>
</tr>
<tr>
<td>S1: Which part of Japan do you want to visit?</td>
</tr>
<tr>
<td>S2: I'd like to visit Tokyo. Tokyo Disneyland is a fun place to go. I'd also like to visit Mount Fuji. What about you?</td>
</tr>
<tr>
<td>S1: I'd like to visit Thailand.</td>
</tr>
</tbody>
</table>

Step III 家庭作业
1 记忆本课时所学的词汇和词组。
2 背诵Speak up部分的对话。
3 模仿Speak up部分编写对话。
4 预习Study skills。

Study skills

教学目标
1 了解肢体语言的重要性。
2 学习一些肢体语言在不同文化中的不同含义。
3 能在特定情境下理解并使用合适的肢体语言。

教学准备
有关肢体动作的图片或视频。

教学步骤
Step I 导入
1 教师正式上课前不说话，而是通过手势、动作、表情等表达课堂上经常使用的语言，以检测学生能否理解这些肢体语言。
2 In class, the teacher asked the students what body language means. The teacher said:
Body language is a form of communication with silent messages sent out by body movements and facial expressions.

**Step II**

1. Tell students that body language is very important in life and is used to communicate with each other.

2. The teacher encouraged students to look at the body language in the reading and to understand the meaning of it. They worked in pairs, one made gestures while the other guessed the meaning.

3. Read the chart on page 17 of the textbook and understand the meanings of body language in Western countries.

4. Give students some pictures or videos to watch and ask them to observe the body language of the people in the video and guess their emotions. Ask the students to give their comments.

5. Encourage students to think: Is there a similar meaning in different cultures? Encourage students to share their ideas.

6. Read the text on page 17 and answer the questions:

   (1) What does nodding one's head usually mean? What does it mean in some countries of South Asia? (It usually means “agreement”, but it means “disagreement” in some countries of South Asia.)

   (2) What does the gesture in the picture mean in most countries? What about in France and Japan? (In most countries, “OK” means “zero” or “worthless” in France, and “money” in Japan.)

7. Guide students to draw conclusions: The meaning of body language in different cultures may be different. Tell students that they should pay attention to the use of body language and avoid mistakes and embarrassment.

**Step III**

1. Complete the questions on page 17 of the textbook. Check the answers.

2. Complete the supplementary exercises. Read the text and make correct or incorrect judgments:

   Body language is used by people for sending messages to one another. It is very useful because it can help you make yourself easily understood.

   But different countries have different body languages. For example, people in Russia, France, and Arab countries kiss each other when they meet, but people in China and Australia shake hands instead of kissing. People in Puerto Rico like touching each other, but people from English-speaking countries do not touch each other. If you touch an English person, you should say “Sorry”. People in Arab countries like standing close to one another when they are talking, but English people must keep a distance away when they are talking. In some Asian countries,
you must not touch the head of another person. In Arab countries, you eat using your right hand; the left hand is not used at all. In parts of Asia, you must not sit with your feet pointing at another person.

When you visit a foreign country, it is very important to know the meanings of gestures and movements there. Following the customs will help you communicate with the local people and make your stay there much more pleasant and comfortable.

( ) 1 People in China and Australia always kiss each other when they meet.
( ) 2 People from English-speaking countries do not like touching each other.
( ) 3 People in Arab countries must keep a distance away when they are talking.
( ) 4 In some Asian countries, you must not sit with your feet pointing at another person.

(1 F; 2 T; 3 F; 4 T)

Step IV 家庭作业
1 了解更多不同文化背景下肢体语言的不同含义，用表格的形式列出来。
2 预习Task。

Task
教学目标
1 借助笔记完成一篇旅行指南。
2 选择一个亚洲国家，收集相关资料并做笔记。
3 独立撰写亚洲某个国家的旅游指南。

教学内容
四会内容
词汇：population；IT；technology；fair；Indian；the second largest population

三会内容
词汇：Hindi；billion；iron；custom；sari

教学准备
1 一些亚洲国家的图片。
2 一张亚洲地图。
3 稿纸。
背景知识

印度位于亚洲南部，是南亚次大陆最大的国家。印度是世界四大文明古国之一，拥有泰姬陵、阿格拉红堡等众多世界遗产，曾创造了灿烂的印度河文明。世界三大宗教之一的佛教也发源于印度。作为世界上发展最快的国家之一，印度不仅已经成为软件业的领头军，还享有“电影王国”的美誉，但飞速的发展也导致了印度社会财富分配极度不平衡。

印度是仅次于中华人民共和国的第二人口大国，官方语言为印地语，英语为第二官方语言。首都新德里是印度第三大城市，也是全国政治、经济和文化中心。孟买被类比为印度的“上海”，是印度人口最多的第一大城市。这里是印度电影产业的大本营，但也拥有大片的贫民窟。

教学步骤

Step I 呈现

1 向学生解释A部分的语境，教师说：Miss Thompson asked the Class 1, Grade 9 students to suggest a country in Asia for them to visit. Millie would like to suggest India, and she has prepared some notes of it.

2 让学生看A部分Millie的笔记。在基础较弱的班级，教师带领学生复习单词wheat, steel, industry和traditional。向学生解释sari是一种印度的传统服装。指导学生拼读表示国名、地名等的专有名词，如Pakistan, Nepal, New Delhi, Hindi和Taj Mahal。鼓励学生就不懂的地方提问。

3 教师呈现以下问题，检测学生对A部分的理解程度：

   (1) What is the capital city of India? (New Delhi is the capital of India.)
   (2) What language do most people in India speak? (They mainly speak Hindi.)
   (3) What are India’s main industries?
      (Large iron and steel industry and IT industry.)
   (4) Can you name one of the attractions in India? (The Taj Mahal.)

Step II 操练

1 让学生用A部分的信息完成B部分Millie的旅行指南。教师说：Millie is writing an introduction to India. Help her complete her article with the information in Part A. 在基础较弱的班级，学生可以两人一组完成；在基础较好的班级，学生可以独立完成。

2 教师朗读Millie的旅行指南，在空格处暂停，让学生自愿回答。全班核对答案。

3 教师展示亚洲其他国家的图片，如泰国、日本和韩国等，然后让学生说出更多的亚洲国家。教师也可以呈现一张亚洲地图，帮助学生说出或学习一些亚洲国家的名字，如；
<table>
<thead>
<tr>
<th>Bangladesh (孟加拉国)</th>
<th>Myanmar (缅甸)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhutan (不丹)</td>
<td>Nepal (尼泊尔)</td>
</tr>
<tr>
<td>Brunei (文莱)</td>
<td>North Korea (朝鲜)</td>
</tr>
<tr>
<td>Cambodia (柬埔寨)</td>
<td>Pakistan (巴基斯坦)</td>
</tr>
<tr>
<td>Mongolia (蒙古)</td>
<td>Singapore (新加坡)</td>
</tr>
<tr>
<td>India (印度)</td>
<td>South Korea (韩国)</td>
</tr>
<tr>
<td>Indonesia (印度尼西亚)</td>
<td>Sri Lanka (斯里兰卡)</td>
</tr>
<tr>
<td>Japan (日本)</td>
<td>Thailand (泰国)</td>
</tr>
<tr>
<td>Laos (老挝)</td>
<td>the Philippines (菲律宾)</td>
</tr>
<tr>
<td>Malaysia (马来西亚)</td>
<td>Vietnam (越南)</td>
</tr>
</tbody>
</table>

4. 鼓励学生仿照课本第18页Millie的旅行指南，写一份自己的旅行指南。学生可以任选除印度以外的其他亚洲国家。教师首先带领学生学习第19页C部分的Useful expressions，并练习造句。
5. 告诉学生他们的旅行指南应该涵盖尽可能多的信息。提醒他们，在寻找信息的过程中可以利用多种信息来源。建议他们先模仿第18页A部分记笔记，然后再开始写旅行指南。
6. 让学生独立完成旅行指南。提醒他们可以把Millie的旅行指南作为范文，但不能照搬照抄。鼓励能力较强的学生自由创作。
7. 挑选几位能力较强的学生在全班同学面前朗读他们的旅行指南。

Sample writing

I think Singapore is a great country to visit. Singapore has one main island and many smaller islands. You can go there by plane and it takes about seven hours from Beijing. There are about five million people in Singapore. Most people in Singapore speak English, and some also speak Chinese and Malay.

There are lots of interesting things to do in Singapore. The Night Safari (夜间野生动物园) is a night-time zoo. You can see all the animals at a short distance at night. If you like birds, you should visit the Jurong Bird Park (裕廊飞禽公园). It is the largest bird park in South East Asia. There is also an open zoo at the Singapore Zoological Gardens (新加坡动物园). You can see many animals there.

Singapore is also good for shopping and eating. There are hundreds of shops on Orchard Road (乌节路). All over the island, there are hawker centres (美食中心) where you can buy local food very cheaply. You can surely find something tasty to eat.
Step III 家庭作业
1 记忆本课时所学的词汇和词组。
2 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><strong>1</strong> about two cities in China.</td>
<td>能熟读课本上介绍北京和桂林的文章。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能熟练背诵课本上介绍北京和桂林的文章。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能用自己的话完整、详细地介绍北京和桂林。</td>
<td>Perfect!</td>
</tr>
<tr>
<td><strong>2</strong> to use the new words to talk about different countries.</td>
<td>能用本单元四会词介绍某个国家的基本特点。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能用本单元所学的词汇简单介绍某个国家。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能用更丰富的词汇完整、详细、有创造性地介绍某个国家。</td>
<td>Perfect!</td>
</tr>
<tr>
<td><strong>3</strong> to use it as a pronoun and an impersonal pronoun. to use it to replace the real subject or object.</td>
<td>能掌握it作为代词、非人称代词、形式主语和形式宾语的基本用法。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能熟练使用it作为代词、非人称代词、形式主语和形式宾语造句，谈论某一话题。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能熟练使用it作为代词、非人称代词、形式主语和形式宾语进行书面表达和口头交流。</td>
<td>Perfect!</td>
</tr>
<tr>
<td><strong>4</strong> about body language.</td>
<td>能正确理解肢体语言的定义和基本用途。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能看懂基本的肢体语言所表达的含义并作出一定的推测。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能理解肢体语言在不同文化中的含义，在与他人进行交流时，能正确使用肢体语言。</td>
<td>Perfect!</td>
</tr>
</tbody>
</table>
Answer key

Welcome to the unit

A
1 dragon dance  2 Chinese opera  3 chopsticks
4 Chinese knot  5 Chinese paper-cutting  6 kung fu

Reading

B1
1 b  2 e  3 d  4 f  5 c  6 a

B2
1 palace  2 dynasties  3 museum  4 summer  5 raising  6 gather  7 wonders

B3
1 F  2 T  3 F  4 T  5 T  6 F

B4
1 middle  2 art treasures  3 biggest  4 national flag  5 north-west
6 garden  7 6,000 kilometres  8 2,000  9 Lijiang River  10 mountains
11 underground  12 (many) rocks  13 boat trip  14 countryside

Grammar

A
1 the Summer Palace  2 the lake  3 the lake
4 we could not row a boat there  5 the 17-hole bridge
6 the lions are all different from each other  7 unknown person

B
1 It is 22 February today
2 It is about 1,300 kilometres
3 It was 5 a.m.
4 It was only 2°C
5 it is very cold and dry in Beijing
6 It was sunny/a sunny day
7 It was noon
8 It is not far

C
1 it is easy  2 It is sunny  3 it  4 It is said
5 It is fun  6 it  7 it (is) comfortable  8 It is kind

Integrated skills

A1

22
Day 1  take a tour of Tokyo, the capital city
Day 2  visit Mount Fuji, Japan’s highest mountain
Day 3  visit Kyoto, an ancient city of culture
Day 4  leave Japan for another Asian country

A2
1  9 a.m.  2  25 February  3  Tokyo  4  noon  5  sights
6  shopping  7  National Museum  8  works of art  9  Mount Fuji  10  coach
11  skiing  12  culture  13  food

A3
1 at 9 a.m.  2  four days  3  Tokyo  4  sights  5  shopping
6  Tokyo National Museum  7  works of art  8  coach  9  Mount Fuji
10  highest  11  skiing  12  Kyoto  13  culture  14  food

Study skills
1 b  2 c  3 a

Task

B
1  India  2  South Asia  3  Pakistan  4  New Delhi  5  Hindi
6  English  7  second  8  one billion  9  wheat  10  steel
11  festivals  12  saris  13  Taj Mahal
Unit 2 Great people

Comic strip and Welcome to the unit

教学目标
1 认识并了解一些有关名人的词汇。
2 了解一些名人的基本信息。

教学内容
四会内容
词汇：inventor invent South African
fighter invention European
Russian
句型：I've never heard of him.

三会内容
词汇：explorer Italian

教学准备
1 伟人的图片。
2 配套磁带或光盘。

背景知识
在日常生活中，我们享受着前人的伟大创造和劳动果实，并从中汲取可指导我们更好地学习、生活和工作的养分。让学生更深入地了解这些为人类社会做出杰出贡献的伟人，对青少年的成长大有裨益。他们不以长相、声音或身材等外在形式博得短暂的喝彩，而是通过锲而不舍对科学的贡献、对人类社会的无私奉献，或是在某一领域所取得的卓越成就，而为世人所敬仰。

本单元将为学生提供独特的视角，让他们明白，生活中所需要的努力进取的精神和无私奉献的勇气，以及专注地做好本职工作的定力，远比外表和形式上的华丽和时尚重要。

教学步骤
Comic strip
Step 1 导入
1 导入本单元话题，教师说：In this unit, we'll learn about some great people who have made great contributions to society and have changed the way we live. Who do you think is the greatest person that has ever lived? 挑选几位学生说出他们的
答案，鼓励能力较强的学生说出理由。

教师告诉学生自己最钦佩的伟大是尼尔·阿姆斯特朗，以此与本单元的课文内容建立联系。教师说：I think Neil Armstrong was one of the greatest people who ever lived. He walked on the Moon on 20 July 1969. It was “one small step for man, one giant leap for mankind”. 板书one small step for man, one giant leap for mankind，并让学生猜测其中文意思。

**Step II** 呈现
1 呈现以下问题。教师说：Eddie and Hobo are also talking about the greatest person in the world. Read their conversation quickly and try to answer the following questions.

(1) Who does Eddie think is the greatest person in history?
   (He thinks it is Paul Yum.)

(2) Does Hobo know who Paul Yum is? (No, he doesn’t.)

(3) Who is Paul Yum? (He is an inventor who invented Eddie’s favourite food.)

教师板书invent和inventor，并解释其含义。在基础较好的班级可补充invention。

3 教师播放Comic strip部分的录音，让学生大声跟读，模仿语音语调。教师说：Now repeat after the tape. Pay attention to your pronunciation and intonation.

**Step III** 操练
1 让学生两人一组练习对话，鼓励学生发挥想像，添加合理情节。教师说：Now work in pairs. One student plays the role of Eddie and the other Hobo. You can add other information if possible.

2 选择几组不同层次的学生到讲台前表演对话，提醒学生尽量模仿录音中所使用的语音语调。教师说：Now it’s your turn to act out the conversation. 对于内容丰富，表达恰当的表演，给予鼓励。

**Welcome to the unit**

**Step I** 呈现
1 向学生解释课本第21页A、B部分的语境，教师说：Mr Wu is showing the Class 1, Grade 9 students the pictures of some famous people. He asks the students to guess who these famous people were and what they did.

2 教师呈现A部分的六幅名人图片和B部分左半侧的名人姓名，让学生尝试配对。教师说：Here are pictures of six famous people and their names. Can you guess who is who and match the names with the pictures? 以此引出Christopher Columbus、William Shakespeare、Qian Xuesen、Thomas Edison、Nelson Mandela和Peter Tchaikovsky，并教会学生读这些名人的名字。

3 鼓励学生说出他们所知道的与这六位名人有关的信息，比如国藉和代表性事件。
4 教师引导学生阅读B部分右侧的六段英文介绍，然后让六名学生分别朗读，如有发音错误，教师及时纠正，然后全班集体朗读。最后让学生两人一组完成B部分的配对练习。全班核对答案。

5 教师告诉学生：Usually we divide famous people into different groups according to their jobs so that we can easily remember in which area they are/were so famous. We give each group a title, such as “composer” and “film star”. For example, Tan Dun is a well-known composer. Audrey Hepburn was a great film star. 教师展示A部分六个头衔的英文名称，带领学生朗读，并解释可能有疑问的单词，如：An explorer is a person who travels to unknown places in order to find out more about them. An inventor is a person who has invented something or whose job is inventing things.

6 要求学生完成A部分的练习。待所有学生完成后，结合B部分的内容，请六名学生每人用完整的句子介绍一位名人，如：Christopher Columbus was an Italian explorer. He was one of the first Europeans to discover America. 或Christopher Columbus was an Italian explorer who was one of the first Europeans to discover America.

7 补充练习，让学生根据所给汉语完成句子：
   (1) Some _______ (探险家) decided to go into the cave to find out how deep it was. (explorers)
   (2) The man has turned out to be a great _______ (发明家). (inventor)
   (3) Lu Xun was a great thinker and _______ (作家). (writer)
   (4) Who is the _______ (总统) of this country? (president)
   (5) The _______ (科学家) are in search of a new element. (scientists)

Step II 操练

1 问学生是否能想到和上文所提到的身份和职业类似的其他名人。鼓励学生说出更多的身份和职业。

2 让学生把能够想得到的例子写在黑板上，如：
   Composer: Ludwig van Beethoven (路德维希·凡·贝多芬) Wolfgang Amadeus Mozart (沃尔夫冈·阿马德乌斯·莫扎特)
   Explorer: Marco Polo (马可·波罗) Zheng He (郑和)
   Inventor: Cai Lun (蔡伦) Alexander Graham Bell (亚历山大·格拉汉姆·贝尔)
   President: Barack Obama (贝拉克·奥巴马) George Washington (乔治·华盛顿)
Scientist: Isaac Newton (艾萨克·牛顿)
Albert Einstein (阿尔伯特·爱因斯坦)
Writer: Mo Yan (莫言)
Victor-Marie Hugo (维克多·雨果)

Step III 活动
1 教师向学生提问：Who do you think is the greatest person? Why do you admire him/her? Can you tell the class about this famous person? 鼓励学生展开讨论。
2 挑选几组不同层次的学生表演对话，以检测掌握情况。

**Sample conversation**

S1: Who do you think is the greatest person in history?
S2: Marco Polo! I admire him the most.
S1: What did he do?
S2: He was an Italian explorer. He was the first traveller to leave detailed records of his experience.
S1: Oh, that's great!
S2: What about you? Do you admire anybody?
...

Step IV 家庭作业
1 记忆本课时所学的词汇和句型。
2 熟读Comic strip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 熟悉并了解传记文体。
2 了解尼尔·阿姆斯特朗的生平和登月经历。
3 从阅读文章中提取信息完成练习。

教学内容
四会内容
词汇：pilot serve test
control order Pacific
land step step
surface further pride
词组：serve as  be chosen to
manage to  out of control
cut ... short  the western Pacific Ocean
the pride of

句型：He became interested in flying when he took his first flight at the age of six.
He and David Scott managed to join two spacecraft together for the first time in space.
Armstrong received the order to cut the flight short.
They collected Moon rocks to take back to the Earth for further research.
When Apollo 11 returned, the whole world was waiting to greet them.
He was the pride of the whole world.

三会内容
词汇：licence  navy  aircraft
astronaut  spacecraft  spin
ocean  giant  leap
mankind  citizen

词组：join the navy

教学准备
1 人类首次登月的图片。
2 写有尼尔·阿姆斯特朗生平大事的纸条。
3 配套磁带或光盘。

背景知识
阿波罗11号是第一艘载人探月宇宙飞船。1969年7月20日，尼尔·阿姆斯特朗和巴兹·奥尔德林执行了阿波罗11号第五次载人任务。此行的目的是登陆月球并安全返回，任务最终胜利完成，阿姆斯特朗和奥尔德林成为首次踏上月球的人类。他们收集了月球表面的岩石，并在月球上插了一面美国国旗和一块纪念碑。纪念碑上写着：公元1969年7月，来自地球的人类首次登上月球，我们为全人类的和平而来。

教学步骤
Reading 1
Step 1 导入
1 教师说：We have learnt about six famous people in “Welcome to the unit”. Do you remember who they are? 让学生说出六位名人的名字，挑选能力较强的学生讲述他们的事迹。
2 呈现人类首次登月的图片，教师说：Today we are going to learn about a great person in aerospace history. Do you know who was the first man to walk on the Moon?引导学生回答出Neil Armstrong，以此导入课文内容。

Step II 呈现
1 向学生解释课本第22页A部分的语境，教师说：Neil Armstrong was the first man to walk on the Moon. Simon is now reading an article about the astronaut and his space travel. 在此过程中教授新单词astronaut。

2 让学生两人一组完成第24页B1部分的练习。提醒学生B1部分的词汇出现在课本第22、23页的阅读文章中。如果学生对某个单词的意思没有把握，可以让他们阅读课文，在语境中理解。学生完成所有的答案后举手，全班核对答案。

3 教师呈现以下句子，让两位学生分别朗读文章的第一、第二段。其他学生认真听，然后判断句子的正误：
(1) Armstrong became interested in flying when he took his flying lessons. (F)
(2) Armstrong joined the navy in 1949. (T)
(3) Armstrong once worked as a pilot in the navy. (T)

教师播放课文第一、第二段的录音，全班核对答案。

4 教师播放课文第三至第五段的录音，并呈现以下练习，让学生根据课文内容及首字母提示填写单词，把短文补充完整：
In 1962, Armstrong was(1) c to be an astronaut. In 1966, he went into space as (2) c pilot of Gemini 8. However, the (3) f was cut short because of some unexpected situation. He brought the spacecraft into the western Pacific Ocean (4) s . On 20 (5) J 1969, Armstrong became the first person to walk on the Moon. (6) T with Buzz Aldrin, he (7) m to land the (8) s Apollo 11 on the Moon. It was one small step for man, one (9) g leap for mankind. They (10) c many Moon rocks for further (11) r. When they returned, the whole world was waiting to (12) g them.

(1 chosen; 2 command; 3 flight; 4 successfully; 5 July; 6 Together; 7 managed; 8 spacecraft; 9 giant; 10 collected; 11 research; 12 greet)

待学生完成后，教师挑选一名学生朗读短文，全班核对答案。

5 教师继续播放课文第六段的录音。然后让学生回忆全文内容并独立完成课本第25页B3部分的练习。为了使学生对课文有更进一步的了解，可以要求学生改正错误的句子：
(1) The Gemini 8 flight was not a great success.
(2) Two men from Apollo 11 walked on the Moon together.
(3) The astronauts took some Moon rocks back to the Earth.
(4) Neil Armstrong received the Medal of Freedom.
Step III 操练
1 教师播放Reading部分的完整录音，并呈现有关阿姆斯特朗的大事时间轴，让学生边听录音边注意时间轴上的年份里所发生的事件，促使学生把握整篇文章的细节内容。教师说：Listen to the tape and find out the detailed information according to the timeline.

<table>
<thead>
<tr>
<th>1930</th>
<th>1946</th>
<th>1955</th>
<th>1966</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 让学生独立完成课本第24页B2部分的练习。全班核对答案。核对时，让学生尽量用完整的句子表述答案。

Step IV 家庭作业
1 记忆本课时所学的词汇、词组和句型。
2 熟读课文，能力较强的学生背诵课文。
3 完成教师布置的相关练习。

Reading 2
Step I 呈现
1 让学生集体朗读课文，教师说：Read the article together. Pay attention to the pronunciation and intonation.

2 教师呈现以下问题，鼓励学生用完整的句子回答：
   (1) What did Neil Armstrong become interested in at the age of six?
       (He became interested in flying at the age of six.)
   (2) When did he receive his student pilot’s licence?
       (He received his student pilot’s licence when he was 16.)
   (3) When was he chosen to become an astronaut?
       (He was chosen to become an astronaut in 1962.)
   (4) How old was he when he landed on the Moon?
       (He was 39 when he landed on the Moon.)
   (5) What did Armstrong and Aldrin take back to the Earth? Why? (They took Moon rocks back to the Earth. They took them back for further research.)
   (6) What is the highest award a US citizen can receive? Did Armstrong receive it?
       (The Medal of Freedom is the highest award a US citizen can receive. Yes, he did.)

3 通过问答，引出本课时需讲解的重难点词汇、词组和句型，要求学生在文中划出，并四人一组讨论。教师说：Underline the important words and expressions in the article. If you have any questions, discuss them in groups of four or ask me for help.
4 教师解释文中的重难点词汇。

**Mini-dictionary**

**astronaut n.** (line 9) a person who has been trained to travel and work in a spacecraft (宇航员)

His dream is to become an astronaut.

**citizen n.** (line 26) a person who has the legal right to belong to a certain country; a person who lives in a certain place (公民；市民)

He has lived in the USA for almost ten years, but he is still a Chinese citizen.

**leap n.** (line 19) a long or high jump (跳跃；跃升)

He crossed the stream in one big leap.

**licence n.** (line 4) an official document showing that by law you are allowed to do, own or use sth (执照，许可证)

He obtained a licence from the manufacturer to sell the software.

**navy n.** (line 6) a country’s force of ships and their crews (海军)

China’s navy is among the strongest in the world.

**out of control** (line 13) impossible to manage or control (失去控制，无法管理)

The car was out of control on the road.

**pilot n.** (line 4) a person who flies an aircraft (飞行员)

The pilot has ten years’ experience of flying.

**serve vi. & vt.** (line 6) to work or perform duties for an organization, a country, an important person, etc. (服役；服务，招待)

He served as a captain in the navy.

**spin vi.** (line 13) to move round and round rapidly (快速旋转)

The wind sent the leaves spinning in the air.

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**Step II 操练**

1 再次完整播放Reading部分的录音，鼓励学生轻声跟读。然后向学生解释第25页B4部分的语境，教师说：Millie is asking Simon some questions about Neil Armstrong. Help Simon answer her questions. 要求学生写出完整的句子，学生可以两人或几人一组完成这项练习。

2 待所有学生都完成后，选六对学生分别读出问题和答案。全班核对答案。

3 补充练习，让学生将下列句子翻译成英文：

(1) 李磊每天第一个到校，最后一个离开。

(Li Lei is the first to come to school and the last to leave school every day.)

(2) 他让全世界人民意识到了自由的重要性。

(He made people around the world realize the importance of freedom.)
(3) 轿车失去控制，撞到一棵大树上。
(The car was out of control and ran into a big tree.)
(4) 据说他已决定缩短旅程。
(It is said that he has decided to cut the journey short.)

Step III 活动
1 教师事先准备好下列七个句子，并根据班级人数情况复印若干份。
   (1) Neil Armstrong was born on 5 August 1930.
   (2) Armstrong received his student pilot's licence.
   (3) Armstrong became a pilot.
   (4) Gemini 8 went into space.
   (5) Two men walked on the Moon for the first time.
   (6) Apollo 11 returned to the Earth.
   (7) Armstrong was awarded the Medal of Freedom.
2 将七个句子分别裁成七张小纸条，并打乱小纸条的顺序。再将全班学生分成四人一组，给每组一张纸条，要求学生将纸条按正确顺序排列。
3 第一个正确完成排序的小组获胜。鼓励获胜小组的学生按正确顺序陈述阿姆斯特朗的生平，可添加细节内容。

Step IV 家庭作业
1 记忆本课时所学的词汇、词组和句型。
2 熟练复述课文。
3 完成教师布置的相关练习。
4 预习Grammar。

Grammar
教学目标
1 复习一般现在时、现在进行时、一般过去时、过去进行时和现在完成时的结构和用法。
2 能正确分辨和运用各时态。

教学内容
四会内容
词汇：passage
词组：take part in the invention of by hand
三会内容
词组：in ancient times

教学准备
史蒂夫·乔布斯的图片。

教学步骤
A Simple present and present continuous
Step I 导入
1 让学生用自己的语言或借助课本语言简单介绍阿姆斯特朗的生平，教师有目的地
总结，并呈现与Grammar部分有关的句子或段落，如：
Neil Armstrong was the pride of the whole world. In 1969, together with Buzz
Aldrin, Neil Armstrong landed the spacecraft Apollo 11 on the Moon. Then he
became the first person to walk on the Moon. When Apollo 11 returned, the
whole world was waiting to greet them. Since then, Neil Armstrong has been
remembered as a great hero in the history of mankind.
2 让学生观察句子，然后说出句中所使用的时态。
3 教师告诉学生正确地使用时态有利于更好地描述事件和发表个人观点，提升学生
对巩固和再学习时态这一语法的重视度。

Step II 呈现
1 讲解课本第26页上方的一般现在时和现在进行时的使用规则，鼓励学生提出疑
问。教师可以呈现更多的例句，或者让学生造句，如：
(1) He often writes to his parents.
(2) We like to play basketball after school.
(3) Our plane takes off at 1 p.m. today.
(4) Mr Simpson is giving a speech to all the teachers now.
(5) Are they preparing for the English party these days?
如有必要，可以挑选几位对本知识点掌握较佳的学生将每个例句翻译成中文，以
检测他们是否读懂了时态的含义。
2 让学生结合课本第26页两处Tip部分的提示，再分析例句，并两人一组轮流挑选
一些时间副词或短语造句。
3 让学生思考除了课本上提到的情况外，在何种情况下我们也必须用一般现在时。
引导学生说出：在使用时间状语从句和条件状语从句时，当主句为一般将来时，
从句中须使用一般现在时替代一般将来时；在宾语从句中，不论主句是何时态，
从句如若阐述的是客观真理或科学事实，那么从句中的动词也必须使用一般现在
时。鼓励学生给出一些例句，或者教师给出中文例句，让学生翻译成英文，如：
(1) If it stops raining tomorrow, we will have a picnic.
(2) They will not get any money if they do not finish the work on time.
(3) We were told that light travels faster than sound.

**Step III 操练**
1. 要求学生独立完成课本第26页的时态练习。
2. 待所有学生完成后，让几位学生按序逐句朗读短文，核对答案。然后让学生提问，教师答疑。
3. 补充练习，教师呈现史蒂夫·乔布斯的图片和关于他的文章，让学生用所给动词的正确时态完成短文。

Apple Inc. (1) ________ (be) a well-known corporation in the world. It (2) ________ (produce) many different kinds of consumer electronics, computer software and personal computers. A great number of people (3) ________ (like) its products, especially young people. My cousin (4) ________ (be) one of them. She (5) ________ (dream) to have an iPad all the time. Her birthday (6) ________ (come) soon, so her parents (7) ________ (want) to give her a surprise on her birthday.

(1 is; 2 produces; 3 like; 4 is; 5 is dreaming; 6 is coming; 7 want)

**B Simple past and past continuous**

**Step I 呈现**
教师可以用与A部分相同的步骤，呈现课本第27页B部分的一般过去式和过去进行时的使用方法，着重培养学生自主学习的能力。同时教师也要注意讲解清楚两种时态在用法上的区别。

**Step II 操练**
1. 要求学生独立完成课本第27页的时态练习。
2. 待所有学生完成后，让几位学生按序扮演角色朗读对话，全班核对答案。然后让学生提问，教师答疑。
3. 鼓励学生模仿这部分练习造句，谈谈自己“昨天晚饭后做了些什么”。
4. 补充练习，教师呈现关于史蒂夫·乔布斯的短文的第二部分，让学生阅读并改正划线部分的错误：

Steve Jobs is my cousin’s hero. He (1) ________ is the former CEO of Apple Inc. Jobs (2) ________ found Apple Inc. with his friend in 1976. He (3) ________ puts all his effort into his career. He (4) ________ was inventing a lot of new products. But sadly, Jobs died of cancer in 2011. When I got the news, I (5) ________ had dinner with my family at home. I (6) ________ was turning on the TV
immediately, and then knew many people around the world (7) are mourning his death at the moment.
(1 is → was; 2 found → founded; 3 puts → put; 4 was inventing → invented; 5 had → was having; 6 was turning → turned; 7 are mourning → were mourning)

C Simple past and present perfect

Step I 呈现

1 教师可以用与A部分相同的步骤，呈现课本第28页C部分的一般过去时和现在完成时的用法，着重培养学生自主学习的能力，同时也要讲解清楚两种时态在用法上的区别。教师可以给出更多可供比较的句子，如：
(1) I bought a bicycle yesterday. (陈述一个过去的事实。)
I have already bought a bicycle. I do not have to take a bus to school any more.
(“买自行车”的动作对现在产生了影响，即不用再坐公共汽车上学。)
(2) Kitty studied French two years ago.
(陈述一个过去的事实，“学法语”这个动作结束了。)
Kitty has studied French for two years.
(“学法语”这个动作开始于过去并持续到现在，还有可能继续。)

2 教师带领学生回顾非延续性动词和延续性动词之间如何转换。鼓励学生踊跃到黑板前写下结对的动词或动词短语，如：buy—have，fall asleep—be asleep，join—be a member of/be in ...，borrow—keep等。

Step II 练习

1 要求学生独立完成课本第28页的时态练习。
2 待所有学生完成后，挑选几位学生分段朗读对话，全班核对答案。然后让学生提问，教师答疑。
3 补充练习，教师呈现关于史蒂夫·乔布斯的短文的最后部分，让学生用所给动词的正确形式填空；
Steve Jobs’s achievements (1) ________ (change) our life. The ways we enjoy our life (2) ________ (be) much more colourful since those Apple products (3) ________ (appear).
Though Steve Jobs only (4) ________ (live) for 56 years, he will always be with us.
(1 have changed; 2 have been; 3 appeared; 4 lived)
提醒学生第2个空格不能使用have become，因为become是非延续性动词。
4 补充练习，让学生将下列句子翻译成英文：
(1) 我妹妹不喜欢看科幻电影。
   (My sister does not like watching science fiction films.)
(2) 在过去的十年里，有多少头大象被猎杀了？
   (How many elephants have been killed in the past ten years?)
(3) 自从我买了这本书以来，我已经看了三遍了。
(I have read the book three times since I bought it.)

(4) 去年10月很多游客去国外旅行了。
    (A lot of tourists travelled abroad last October.)

(5) 听！是不是有人在喊救命？(Listen! Is anybody shouting for help?)

Step III 活动

1. 让学生说出一些中国的名人。鼓励他们想一些伟人，而不是歌星或影星。教师把
   学生提到的名字写在黑板上，如Yang Liwei (杨利伟)、Yuan Longping (袁隆平)、
   He Zhenliang (何振梁)等。

2. 学生四人一组选一位中国名人，并讨论以下问题：
   (1) What is this person famous for?
   (2) What did this person do before he/she became famous?
   (3) How has he/she helped our society?
   (4) What is he/she doing at present?

   教师鼓励学生尽量利用所复习到的五种时态组织语言，然后将讨论结果整理成短
   文。

3. 挑选几组学生在全班面前介绍他们所选的名人，小组也可派一位代表进行陈述。

Step IV 家庭作业

1. 记忆本课时所学的词组和词组及语法内容。
2. 完成教师布置的相关练习。
3. 预习Integrated skills。

Integrated skills

教学目标

1. 了解有关居里夫人的基本信息。
2. 学会从阅读和听力材料中获取信息，完成练习。
3. 谈论名人以及他们值得钦佩的原因。

教学内容

四会内容

词汇：mathematics scientist laboratory
discovery unknown widely

词组：marry a French scientist the discovery of
get married be unknown to
push for the use of X-ray machines
三会内容

词汇：radium   professor

教学准备
1 居里夫人的图片。
2 配套磁带或光盘。

教学步骤

A Marie Curie

Step I 呈现
1 呈现居里夫人的图片，向学生解释课本第29页A1部分练习的语境，教师说：Millie wants to give a presentation on Marie Curie. Let's look at the information on this great scientist and help Millie complete the notes.
2 让学生阅读第29页上端关于玛丽·居里的介绍，鼓励学生提出疑问。教师也可以设计如下问题考察学生的理解情况：
   (1) Where was Marie Curie born?
      (She was born in the city of Warsaw in Poland.)
   (2) What did she study in France?
      (She studied Mathematics and Physics in France.)
   (3) What did she discover in 1898? (She discovered radium in 1898.)
   (4) How many times did she win the Nobel Prize?
      (She won the Nobel Prize twice.)

Step II 听力
1 让学生完成A1部分的练习，教师向学生解释他们无法从人物简介中获取完成A1部分笔记所需要的所有信息，告诉能力较弱的学生可以在人物简介中找到第1、2、8、9、10、11、12和18题的答案。
2 告诉学生可以借助有关玛丽·居里的录音材料完成笔记的其他部分。教师播放录音，提醒学生仔细听那些还没有找到的答案。教师说：Millie has found a recording about Marie Curie. Listen to it carefully and help her complete the rest of her notes in Part A1.
3 让若干学生分别朗读Millie笔记里的信息，全班核对答案。
Host: Marie Curie is one of the world’s greatest women and one of the most famous scientists in history, winning the Nobel Prize twice.

Marie was born on 7 November 1867 in Warsaw, a city in Poland. She was the fifth and the youngest child of her family. Her father was a science professor and her mother was a music teacher.

From an early age, Marie was interested in the work that her father did. She studied hard to become like her father, and finished her high school education at the age of 16.

Marie worked as a teacher and saved money so she could continue her studies. In 1891, Marie left Poland and went to Paris to study at a university there. She studied Mathematics and Physics.

While Marie was studying at university, she met Pierre Curie, a French scientist, and they got married in 1895. They worked and studied together.

Three years after their marriage, Marie and Pierre became famous for discovering radium in their laboratory. This discovery won Marie and Pierre the Nobel Prize for Physics in 1903.

Sadly, Pierre died in a traffic accident in 1906, two and a half years after they won the prize. However, this did not stop Marie from working hard, and in 1911, she won her second Nobel Prize, for Chemistry. Marie Curie died on 4 July 1934, at the age of 67.

Step III 操练
1 让学生进一步熟悉课本第29页A1、A2部分的材料中所获取的信息，然后告诉学生：Millie is practising her presentation. However, she has forgotten some of the information. Let’s help Millie complete her sentences. 让学生独立完成课本第30页A3部分的练习。
2 待学生完成后，分别让若干学生读出A3部分的各个句子，全班核对答案。

Step IV 活动
1 将学生分成四人一组，组内进行采访练习，谈论最喜欢的伟人。其中一位学生作为受访者，其余均扮演记者进行提问。教师可提供一些参考问题：
(1) Who do you think is the greatest person in the world?
(2) Why do you think so?
(3) How much do you know about him/her?
(4) What great things did he/she do?
(5) Do you admire him/her?

2 让学生模仿课本第29页A1部分的练习，为喜欢的伟人制作一张表格。填完表格后，各组选择一名学生大声读出表格中的信息，让其他组的学生猜猜是谁。猜测得又准又快的小组获胜。

B Speak up: Why do you admire her?

Step I 呈现
1 根据上一个环节的采访练习，教师问学生：Who do you admire the most in history? 鼓励学生大胆发言。
2 引入第30页B部分的情景，让学生听录音并回答问题。教师说：Millie and Simon are talking about some famous people. Let’s listen to the tape and answer some questions.
(1) Who does Simon think is the greatest person in history?
   (Simon thinks Neil Armstrong was the greatest person in history.)
(2) Why does Simon think he was brave?
   (Because he went to a place that was unknown to humans at that time.)
(3) Who does Millie admire? (She admires Marie Curie.)

Step II 操练
1 让学生两两一组大声朗读对话，然后交换角色，再朗读一遍。接着让学生谈论自己所钦佩的名人，教师可以提供一些句型供学生参考：

<table>
<thead>
<tr>
<th>Useful expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really admire ....</td>
</tr>
<tr>
<td>He/She devoted his/her life ....</td>
</tr>
<tr>
<td>I think he/she was ....</td>
</tr>
<tr>
<td>It is ... of him/her to ....</td>
</tr>
<tr>
<td>I want to be like ....</td>
</tr>
</tbody>
</table>

2 挑选几组学生表演对话。
Sample conversation

S1: Who do you think is the greatest person in history?
S2: Mother Teresa! I admire her the most.
S1: What did Mother Teresa do?
S2: She helped many poor people in India.
S1: Why do you admire her?
S2: Because she was a very selfless person who devoted her whole life to helping others. What about you? Do you admire anybody?
S1: Yes. I admire Alexander Graham Bell. He invented the telephone.
S2: Why do you admire him?
S1: Because telephones are now used all over the world to link people together.

Step III 家庭作业
1 记忆本课时所学的词汇和词组。
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 辨别和了解正式用语和非正式用语。
2 能根据场景正确使用正式用语和非正式用语。

教学步骤
Step I 导入
1 学生四人一组，讨论汉语中正式用语和非正式用语的区别。汉语是我们的母语，学生应该不难理解汉语口语和书面语不同的正式程度。教师也可以请几位善于口头表达的学生表演几段对白，让学生说出哪些话语属于正式用语，哪些属于非正式用语。
2 告诉学生，英语也有正式和非正式用语之分。教师说：When we speak or write, we can use formal or informal language. We use formal language with our teachers or unfamiliar people. However, when we speak or write to our friends, we use informal language.

Step II 呈现
1 教师帮助学生复习有关词汇，如formal (正式的)、informal (非正式的)、ending (结尾)和slang (俚语，俗语)。
2 教师带领学生阅读课本第31页上半部分的解说，确保学生能正确地理解。留些时间让学生提问，理清不解之处。
3 教师可以将一些缩写或简写的完整形式告诉学生，如：
   PRC: the People's Republic of China
   NBA: National Basketball Association
   he'd: he would/he had
   教师也可以补充一些较正式的结束语，如Respectfully、Yours Faithfully等。

Step III 操练
1 教师呈现以下正式和非正式用语，让学生两人一组按照要求进行分类。

| Cool it! | Mon. | Hey! |
| Many kisses! | Respectfully yours | What's up? |
| Dear Sir/Madam | Hi, guys! | she's |
| spill the beans | He would like .... | yrs |

<table>
<thead>
<tr>
<th><strong>Formal language</strong></th>
<th><strong>Informal language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectfully yours; Dear Sir/Madam; He would like ....</td>
<td>Cool it!; Mon.; Hey!; Many kisses!; What’s up?; Hi, guys!; she’s; spill the beans; yrs</td>
</tr>
</tbody>
</table>

2 向学生解释课本第31页练习的语境，教师说：Kitty is writing to J. K. Rowling to tell her something about Harry Potter. Help Kitty check the language she is using and improve it if necessary.让学生两人一组完成练习。
3 待所有学生完成后，教师挑选若干学生指出信中表达不恰当之处。全班学生一起讨论，得出正确答案。
4 学生四人一组，给校长写一封信，尝试说服校长为毕业班的学生安排一次出游，提醒学生注意措辞。在基础较弱的班级，教师可提供一些参考表达，如：

<table>
<thead>
<tr>
<th><strong>Useful expressions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Sir</td>
</tr>
<tr>
<td>I am ....</td>
</tr>
<tr>
<td>I hope we can ....</td>
</tr>
<tr>
<td>I think ... because ....</td>
</tr>
<tr>
<td>Thank you for your ....</td>
</tr>
<tr>
<td>Yours faithfully</td>
</tr>
</tbody>
</table>

Step IV 家庭作业
1 自选对象，完成一封正式信函。
2 预习Task。
Task

教学目标
1 读懂有关袁隆平的笔记，了解他的贡献。
2 利用笔记补全短文。
3 完成一篇介绍名人的文章。

教学内容

四会内容

词汇：advantage increase development
词组：work as die of
      happen to be introduced into
      at present

句型：I think Yuan Longping is one of the greatest people that have ever lived.
      In 1964, he happened to find a natural hybrid rice plant that had many advantages over others.
      Because of his achievements, rice production has been increased by 20%-30%.
      That is why I admire him so much.

三会内容

词汇：hybrid title agriculture
      hunger contribution production

教学准备
1 本单元出现过的伟人的图片。
2 稿纸。

教学步骤

Step I 导入
1 向学生展示几张本单元出现过的伟人的图片。教师说：Do you remember all these great people? What did they do? 提示学生说出表示职业或身份的单词，以复习本单元的内容。教师接着说：Do you admire him/her? 选择两到三名学生发言，说出崇拜的理由，鼓励学生大胆表达不同的观点。

2 教师说：So far, we’ve learnt about several famous people, such as Neil Armstrong and Marie Curie. Today we’ll get to know another great person, Yuan Longping. Have you ever heard of him before? 在基础较弱的班级，学生只要回答yes或no即可；在基础较好的班级，鼓励知道的学生简单介绍情况。
Step II 呈现
1 向学生解释课本第32页A部分的语境，教师说：Amy wants to write about Yuan Longping. He’s a rice scientist. She has found some information and has made some notes. It is helpful to collect some information and make notes before you start writing.
2 告诉学生，Amy的笔记记录了袁隆平一生中的重要事件，而且是按照时间顺序排列的。
3 学生两人一组，阅读Amy的笔记后相互问答，鼓励学生想出尽可能多的合理问题，教师也可提供一些参考问题，如：
   (1) When was Yuan Longping born? (He was born on 7 September 1930.)
   (2) What did he do after graduating from college?
      (He worked as a teacher in an agriculture school after graduating from college.)
   (3) Why did he begin research into hybrid rice?
      (Because he saw people die of hunger.)
   (4) Which country was the new type of hybrid rice introduced into in 1979?
      (It was introduced into the USA.)
   (5) Why does Amy admire him?
      (Because he has spent all his life on the research and development of better rice plants. He has solved the problem of hunger for many people.)

Step III 操练
1 给学生五分钟时间独立完成课本第33页B部分Amy的短文，提醒他们利用第32页A部分的笔记。能力较弱的学生可以两人一组合作完成。
2 待学生全部完成后，挑选几名学生分别读一段或若干句，全班核对答案。
3 组织学生讨论B部分文章的结构。

<table>
<thead>
<tr>
<th>Main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1 Name and title</td>
</tr>
<tr>
<td>Paragraph 2 Major events and contributions</td>
</tr>
<tr>
<td>Paragraph 3 Why people admire him</td>
</tr>
</tbody>
</table>

4 教师让学生说出每段所含的具体信息，帮助学生熟练运用一些重点表达，如：one of the greatest people that have ever lived
   spend all his life on the research and development of
   That is why I admire him so much.

Step IV 写作
1 教师带领学生对A、B两部分进行复习和总结，理清人物简介应包含的内容以及需要注意的问题。告诉学生他们将自己撰文介绍一位名人。最好是本单元未提及，至少是没有详细介绍过的名人。
2 提醒学生思考为什么要写这个人，他/她身上有哪些值得崇拜和学习的地方。这是带有主观色彩的问题，答案无对错之分。鼓励学生尽可能表达自己对该名人的看法和情感。

3 在学生做好充分的准备工作后，让他们写一份初稿。教师在班级中巡视，观察学生的写作过程并给予必要的指导。

4 根据时间，选择若干名学生朗读自己的名人简介。

<table>
<thead>
<tr>
<th>Sample writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the greatest person that ever lived was Martin Luther King, Jr. He was a very brave man and he changed many Americans’ lives.</td>
</tr>
<tr>
<td>Martin Luther King, Jr. was born on 15 January 1929 in Georgia, the USA. He was the middle child in a family of three children. Martin Luther King, Jr. was a very bright student. He progressed quickly through school, college and university. On 18 June 1953, he married Coretta Scott. They had four children, two girls and two boys. He was awarded his PhD in 1955.</td>
</tr>
<tr>
<td>Dr King was the leader of the black civil rights movement in the USA. He organized a bus boycott and was arrested more than 30 times. He was also a very religious man. He was the founder of Southern Christian Leadership Conference and was its first president from 1957 to 1968. He also worked part-time as a pastor. In 1964, Dr King was awarded the Nobel Peace Prize. He was the youngest man ever to receive the award. Dr King gave many speeches, calling for equality between blacks and whites. One of his most famous speeches is called I Have a Dream.</td>
</tr>
<tr>
<td>Dr King died on 4 April 1968. He was shot by James Earl Ray while he was standing on the balcony of a hotel.</td>
</tr>
<tr>
<td>I admire Dr King because he inspired so many people and changed American society for the better.</td>
</tr>
</tbody>
</table>

**Step V 家庭作业**

1 记忆本课时所学的词汇、词组和句型。
2 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 a famous astronaut.</td>
<td>能熟读课本上对尼尔·阿姆斯特朗及其事迹的介绍。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能熟练背诵课本上对尼尔·阿姆斯特朗及其事迹的介绍。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能用自己的话完整、详细地介绍尼尔·阿姆斯特朗及其事迹。</td>
<td>Perfect!</td>
</tr>
<tr>
<td>2 to use the new words to talk about great people.</td>
<td>能用本单元所学四会词介绍一位伟人。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能用本单元所学词汇较完整地介绍一位伟人及其事迹。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能用更丰富的词汇完整、详细、有创造性地介绍一位伟人及其事迹。</td>
<td>Perfect!</td>
</tr>
<tr>
<td>3 to use the different tenses correctly.</td>
<td>了解不同时态的结构和用法。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能正确分辨不同的时态。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能在口头交流和书面表达中正确、熟练地使用各种时态。</td>
<td>Perfect!</td>
</tr>
<tr>
<td>4 about formal and informal language.</td>
<td>了解正式用语和非正式用语的概念。</td>
<td>Not bad!</td>
</tr>
<tr>
<td></td>
<td>能辨别正式用语和非正式用语。</td>
<td>Good!</td>
</tr>
<tr>
<td></td>
<td>能根据不同场景正确使用正式用语和非正式用语。</td>
<td>Perfect!</td>
</tr>
</tbody>
</table>

### Answer key

**Welcome to the unit**

A

1 inventor  2 explorer  3 writer  4 president  5 scientist  6 composer

B

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

**Reading**

B1

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

B2

1 Ohio  2 first flight  3 pilot’s licence  4 the navy
5 a test pilot 6 an astronaut 7 space 8 the Moon

B3
1 F 2 T 3 F 4 F 5 F

B4
1 He became interested in flying when he took his first flight at the age of six.
2 He was 32 years old.
3 He successfully brought the spacecraft down into the western Pacific Ocean.
4 Apollo 11 was the first spacecraft to land on the Moon.
5 They walked on the Moon for about two and a half hours.
6 It was one small step on the Moon’s surface for Armstrong, but for mankind, it meant a great achievement in space technology.

Grammar

A
1 am having/will have 2 need 3 is shopping 4 shops 5 is searching
6 is visiting/will visit 7 is reading 8 is watching 9 want 10 go

B
1 was watching 2 won 3 was writing 4 sent
5 was practising 6 took/will take 7 found 8 was reading
9 were playing 10 was talking 11 called 12 wasn’t

C
1 have made 2 have changed 3 used 4 has solved 5 washed
6 was 7 took 8 have had 9 travelled 10 have made

Integrated skills

A1
1 1867 2 Warsaw 3 the youngest 4 science
5 music 6 16 7 teacher 8 Paris
9 Mathematics 10 Physics 11 French 12 radium
13 Physics 14 traffic accident 15 1906 16 Chemistry
17 4 July 18 67

A3
1 Poland 2 Paris, France 3 Mathematics 4 Physics 5 French
6 1895 7 Nobel Prize for Physics 8 radium 9 1911 10 1906

Study skills

Possible answers:
1 Hi! → Dear Ms Rowling,
2 you’ll → you will
3 Believe it or not, → You may be surprised to know that
4 there’s → there is
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>It’s→It is</td>
</tr>
<tr>
<td>6</td>
<td>it’s→it is</td>
</tr>
<tr>
<td>7</td>
<td>esp.→especially</td>
</tr>
<tr>
<td>8</td>
<td>you’re→you are</td>
</tr>
<tr>
<td>9</td>
<td>78-yr-old→78-year-old</td>
</tr>
<tr>
<td>10</td>
<td>the Harry Potter series isn’t his cup of tea→that he is not interested in the Harry Potter series</td>
</tr>
<tr>
<td>11</td>
<td>doesn’t→does not</td>
</tr>
<tr>
<td>12</td>
<td>he’s→he is</td>
</tr>
<tr>
<td>13</td>
<td>Love→Yours sincerely</td>
</tr>
<tr>
<td>14</td>
<td>Kitty→Kitty Zhang</td>
</tr>
</tbody>
</table>

**Task**

<table>
<thead>
<tr>
<th>B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7 September 1930</td>
</tr>
<tr>
<td>2</td>
<td>teacher</td>
</tr>
<tr>
<td>3</td>
<td>hunger</td>
</tr>
<tr>
<td>4</td>
<td>advantages</td>
</tr>
<tr>
<td>5</td>
<td>new type</td>
</tr>
<tr>
<td>6</td>
<td>20% more rice</td>
</tr>
<tr>
<td>7</td>
<td>the USA</td>
</tr>
<tr>
<td>8</td>
<td>rice production</td>
</tr>
<tr>
<td>9</td>
<td>Father of Hybrid Rice</td>
</tr>
<tr>
<td>10</td>
<td>better rice plants</td>
</tr>
<tr>
<td>11</td>
<td>the problem of hunger</td>
</tr>
</tbody>
</table>
Project 1  A display of cultures around the world

课题描述

在本课题中，学生要制作一张展示世界不同文化的墙报。墙报展示的信息包含第一和第二单元的两个主题，即“亚洲”和“伟人”。学生以组为单位，准备所选国家的资料。本课题不仅可以作为复习练习，还能让学生了解自己对已学单元的掌握程度，同时也能让学生通过有趣的途径运用语言技能。学生可以利用因特网或图书馆等资源寻找关于某个国家的具体信息，介绍和谈论该国家的情况并与小组成员交换意见，写出自己的想法。

教学准备
1 相关国家的图片。
2 世界地图。

教学步骤
Step I 呈现
1 呈现本课题的意图和目标。教师向学生解释，他们将以小组为单位完成对某个国家的介绍，然后制作一张墙报来展示世界上的不同文化。学生四人一组，每组选一个国家，制作一份该国的资料单。
2 教师呈现事先准备好的世界地图，并板书各大洲的名称：Asia, Europe, Africa, North America, South America, Antarctica, Oceania。要求每组学生代表将所选国家的名称写在对应的洲下面。确保各小组所选的国家不同，最好每个洲都有涉及。
3 让学生在地图上标注出中国的位置，这样他们就更容易看出自己所研究的国家和中国的相对位置。

Step II 讨论
1 让各组学生列出其所选国家的信息清单。教师可以提供几个视角供学生讨论，如：
(1) What is the capital city of the country?
(2) What does the country’s national flag look like?
(3) What languages are spoken in the country?
(4) What is the country famous for?
(5) What kind of crops does the country grow?
(6) What are the customs and beliefs in the country?
(7) Are there any famous people in the history of the country?
(8) What are the people famous for? What have they achieved?

学生也可以增加一些自己感兴趣的信息。
2 教师提醒学生可以利用图书馆、因特网、电视、杂志等途径获取信息。组内学生平均分配工作，并共享信息，然后列出该国家的信息清单。
3 小组成员共同计划，以确定哪些信息是必须的，哪些是不需要的，还缺少什么重要信息。

Step III 制作
1 全班学生一起解决报告的背景问题，通过共同商讨决定购买地图还是绘制地图。
   如果决定自己绘制，提醒学生先用铅笔画出各大洲和各主要国家的大致轮廓，无需画出太多的细节，以便于修改。
2 学生可以在因特网上搜索他们所选国家的国旗，然后在正确的位置贴上或画出国旗。
3 让学生在地图的下方画一个指南针，标明“东、南、西、北”四个方向。
4 提醒各组学生检查资料单的重要性。让各组仔细通读、检查草稿，学生也许能想出新的点子或发现错误。
5 每组任命一名学生审清定稿，也可以把资料单打印出来。鼓励学生用彩纸、彩笔、图片及其他装饰物修饰各自的资料单，使之更加吸引人。

Step IV 展示
1 让各组学生自愿在全班学生面前介绍他们所选国家的情况。提醒他们，本课题的主要目的是让他们有机会用学过的语法和词汇表达自己的观点。鼓励每组都大声说出一些内容，同时在地图上指出自己所介绍国家的位置。
2 允许学生用自己的方式做介绍。教师尽量不要打断学生的发言，结束以后再予以表扬或提出建议。
3 介绍结束后，在教室的墙上展示各组的资料单，把资料单贴在地图的周围，用线条连接资料单和相应国家。让学生充分认识到个人和集体的成就，并学会互相学习、取长补短。