

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

Step 3 Part B

A: Listen and answer:

1. Which country is Mount Fuji in?
2. What is the capital of Japan?

B: Make up similar dialogues about the places in Part A.

Step 4 Practice

Challenge 1:

1. It is a volcano. It is the highest peak in Japan.
2. The president of the USA works and lives in it.
3. It is made of metal. It is the symbol of France.
4. It is the symbol of Canada. Many tourists visit it every year.
5. It is the biggest clock in the UK. It still works.
6. It is a famous square in Moscow. People always celebrate festivals there.

Challenge 2:

1. The most famous clock in the world is called _____. It is in _____.
2. Red Square is in _____.
3. The city of _____ was famous for the World Trade Center which was destroyed in 2001.
4. Look at this lovely koala, it only lives in _____.
5. Have you ever been to Paris, the capital of _____?
6. Many _____ women are good at the art of making tea.
7. Washington DC is the capital of _____.
8. The first three largest countries are _____, _____ and _____.

Step 5 Comic strip

1. Lead in:

They are beautiful countries and capitals. When you are free, do you dream of living there or going on a trip there?

We would like to have a dream home on the moon.

What dream homes would you like to live in? palace 宫殿, 皇宫

2. Listen and answer: Where would Eddie like to live?

3. Read and answer:

- 1) Which is Eddie's favourite restaurant?
- 2) Why does he want to live next to the biggest restaurant? Can you guess?

4. Talk about Eddie's dream home.

Eddie would like _____ next to a _____. He _____ the biggest _____ is _____ best. He likes it because he _____.

Eddie doesn't choose to live in a _____ but he _____ like to live next to the biggest restaurant in Beijing. He is a _____ dog. Everyday he never exercises but he walks to his bowl many _____ a day. He

Listen to the tape and answer the questions.

Make up similar dialogues.

Two challenges:
Finish the exercises to improve the skills.

Listen to the tape and answer the questions.

Read and answer more questions.

Finish the passage.

always feels sleepy and _____. He only knows when to eat and when to _____. If he chooses the biggest restaurant, it is _____ for him to get different kinds of food and _____ nice meals every day.

Do you think it is a good choice (选择) for him?

Step 6 Put the Chinese into English

1. Can I sit _____ (你旁边吗) ?
2. I _____ (很想) live in the beautiful country?
3. I would like to have a _____ (理想家园) in the capital of the USA.
4. 在这个首都，有许多大饭店和美丽的宫殿。
There _____ many big restaurants and beautiful palaces in the _____.
5. _____ (最大的) restaurant is my favourite.

Step 7 Discussion and group work

Eddie chooses to live next to the biggest restaurant in Beijing as his dream home, because he likes seating and sleeping very much.

Then, what about you, boys and girls?

Use the beginning and the ending like the following:

Boys and girls,

I would like to say something about my dream home. I would like to live in ... because _____

That's all! Thank you!

Read the passage together.

Do some exercises.

Discussion and group work.

Write a short passage.

课后作业	1. Recite the new words and the text. 2. Remember the capitals of the countries.
教学反思	几个难点和考点: would you like to; the biggest one; one/it; the capital of... P7, B 对话要熟练掌握运用。有能力的同学背诵这个对话。

备课日期	年	教学课题	Unit 1 Dream homes	课时安排	2-3
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	月	日		Reading 1-2		7
教学目标	1. To read and learn about different types of homes and lifestyles. 2. To obtain details about homes in different countries.					
重点	1. Learn something about the homes and lifestyles of foreign countries.					
难点	2. Some important words and phrases.					
教学过程设计						
集体备课				二次备课		
Step 1 Free talk and lead in Homes around the world Where do you live? Different rooms.				Free talk.		
Step 2 Fast reading Where are the three children from?				Read the three blogs quickly and answer the question.		
Step 3 Reading Read Passage 1 and answer: 1. What is Neil's favourite room? 2. What do his family do in his favourite room? Read Passage 2 and fill in the blanks. Anna is from _____. She lives in a _____. She has a nice _____ room. She _____ a bedroom _____ her sister. They listen to _____ in bed. Read Passage 3 and tell F or T. 1. Stephen lives in a large house. 2. There are 8 rooms in Stephen's house. 3. Stephen's favourite place is the sitting room. 4. Stephen can see the beach from the kitchen window.				Read one by one and try to get more information.		
Step 4 Read the three passages again, do B1, B2, B3 and B4 on Page 9-10.				Do some exercises.		
Step 5 Discussion 1. Where do you live? What do you think of it? 2. How many rooms are there in your home? What are they? 3. Which is your favourite room? Why\What can you do there? My home I live in a <u>flat</u> . It is <u>nice</u> . There are 6 <u>rooms</u> in my home. They are 2 <u>bedrooms</u> , a <u>kitchen</u> , a <u>balcony</u> , a <u>sitting room</u> , a <u>dinning room</u> . The <u>bedroom</u> is my favourite room because I <u>like sleeping</u> (\because I can <u>sleep</u>). East or west, home is best. (金窝银窝,不如自家草窝).				Discussion		

Step 6 Notes

- homes around the world == all over 遍及，到处
 beach 海滩 walk on/ along the beach
 Long Beach 长滩（地名）live in Long Beach
- live at/on/in/next to/with
- lookout “向外看/眺望外面”，后接宾语要用介词。
 Look out! =Be careful! = Take care! 当心/小心
 lookout of sth. at sth. 从某处向外看到某人/物=see sth. from sp.
 lookout of _____
 look at _____
 lookout at _____
 look _____ the window ____ the children on the playground.
 look for _____
 look forward to _____
 look around _____
 look after _____
 look like _____
- share vt.&vi.分享，合用
 sharesth. with sb. 与某人分享某物
 She won't share her secret with us.
 There's only one bedroom, so we have to share.
 我们一起看报好吗?
 Would you _____ ?
 Tom 和我合用一套公寓房间。
 Tom _____ .
- most
 1) most + 名词; adj. “大多数的”: most homes
 Most girl students like wearing skirts.
 the most of + (形)物主代词(his/ their)+ pl./ [u]
 大多数 n. 指示代词(these/ those)
 大部分 us/you/them
 Most of the students would like to stay.
 I spend most of my free time playing football.
 Most of them think English is very important.
2. adv. “最”: liketh. most

Learn the language points.
 Do some exercises to grasp them.

Recite them after class.

课后
作业

1. Read the article after the tape three times.
2. Recite the useful phrases and sentences.

教学
反思

本节课的词汇量较多，在情境中教授新词汇，学生更容易记住。
 几个重点和考点：sharesth. with sb. have fun with ...

备课	年	教学	Unit 1 Dream homes	课时	4
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million n. 百万

Practise: How to read them

- 100
- 1,000
- 10,000
- 100,000
- 1,000,000
- 10,000,000
- 100,000,000
- 1,000,000,000

Pay attention!

1. 读三位以上的数词时，要在十位前加“and”，如十位为0则在个位前加“and”，其他每三位数用“,”隔开；

2. hundred, thousand, million, billion

1) 当有具体数量时，不能加“s”和“of”。

2) 当表示泛指数量时用以下形式：

hundreds of ... thousands of ... millions of, billions of

Try to say the numbers

- A 597
- B 976
- C 1,204
- D 4,978
- E 5,809
- F 9,784
- G 10,000
- H 12,648
- I 19,581
- J 24,783
- K 198,679
- L 1,683,000

Step 4 Learning about different countries

P11: Read the numbers correctly.

B. Ordinal numbers

Step 1 Read the ordinal numbers

Step 2 How to write ordinal numbers

1. 序数词 1—19: 除first, second, third, fifth, eighth, ninth, twelfth 变化不规则外，其余均由在基数词后加上“th”。

2. 十位整数的序数词：将基数词的词尾“y”变成“ie”再加“th”。

3. 几十几的序数词：把个位数变成序数词，十位数不变。

4. 整百、整千的序数词：hundredth, thousandth, millionth, billionth

基数词变序数词的规律

Practise reading them more.

Recite them.

Try to say the numbers.

Practise reading them more.

Remember the rules.

1	基变序，有规律，末尾加上 th	four ---> fourth fourteen ---> fourteenth	
2	一二三，特殊记，末尾字母 t,d,d	One--->first two --->second three --->third	
3	八减 t，九去 e，f 要把 ve 替	eight ---> eighth nine ---> ninth five ---> fifth; twelve--->twelfth	
4	Ty 把 y 变为 i，莫忘 th 前有个 e	twenty--->twentieth forty--->fortieth ninety--->ninetieth	
5	如果遇到几十几，只变个位就可以	Twenty-one--->twenty-first Thirty-three--->thirty-third	
<p>Step 3 How to write? 序数词缩写 1 或个位为1:数字+st 2 或个位为2:数字+nd 3 或个位为3:数字+rd 其余:数字+th</p> <p>Step 4 Pay attention! 序数词须与 the、物主代词或名词所有格连用。 eg. Look at the fourth picture on your book. Today is my fifteenth birthday. It' s Lily' s fifth time to come to China.</p> <p>1. 他们在他们班第五名。 2. 明天是我表妹三十岁生日。 3. 我们计划十月二十日去法国。</p> <p>Step 5 Exercises P12: B2 Complete the sentences.</p>			<p>Practise writing.</p> <p>At the same time, do some related exercises.</p>
课后作业	Recite the rules and some of the important words.		
教学反思	主要就是背诵规则和单词。课后多复习、多背诵、多做练习巩固和掌握。		

备课	年	教学	Unit 1 Dream homes	课时	5
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日期	月	日	课题	Integrated skills	安排	7
教学目标	To recognize words about homes, to identify items related to homes, to understand the location of rooms and furniture, to identify specific information about furniture items and to show understanding of relevant information by completing an e-mail.					
重点	To identify specific information about furniture items and to show understanding of relevant information by completing an e-mail.					
难点						
教学过程设计						
集体备课				二次备课		
<p>Step 1 Free talk</p> <p>A: Questions:</p> <ol style="list-style-type: none"> Where do you live? How many rooms are there in your house? What are they? What's your favourite place in your house? And why? <p>What kind of rooms are there in my home?</p> <p>B: Revision: Neil's home</p> <p>Neil lives in a town 15 _____ from London. His favourite room in his house is the _____. His family and he often sit in the kitchen and _____ a cup of tea. They have a _____. He always _____ with his dog there.</p> <p>Step 2 Listening</p> <p>Part A1</p> <ol style="list-style-type: none"> Write the name of the place under each picture. Listen to Neil and put the pictures in the correct order. <p>Part A2</p> <p>Listen again, help Simon label the things in Part A1 with the words in the box</p> <p>Step 3 T or F</p> <ol style="list-style-type: none"> () Neil and his family don't sit in the kitchen. () There is a garden behind the kitchen. () There is a large table in the dining room. () Neil's family watches TV in the dining room. () The bathroom is new. () There is a lamp and some posters in Neil's bedroom. <p>Step 4 Fill in the blanks</p> <ol style="list-style-type: none"> The sink and the fridge are _____ the wall. The garden is _____ the kitchen. In _____, they often sit _____ the tree. They keep their best plates, _____ and _____ in the _____. 				<p>Free talk.</p> <p>Finish the passage.</p> <p>Listen to the tape twice and check the answers in class.</p> <p>Listen again and fill in the blanks.</p>		

4. They like sitting on the _____ and the _____ because they are _____.

5. Neil's _____ is _____ his bed. The lamp is on the _____.

6. The bath, shower and toilet are all _____.

Step 5 Complete Simon's e-mail

Part A3

Dear Neil

Thanks for your video.

You (1) _____ is really different from the flats here in our Town.

You (2) _____ is full of flowers. It looks (3) _____.

I also like your (4) _____. It looks big and comfortable. There are many (5) _____ in your house, and you have your own

(6) _____. It is really nice. I also have a bedroom of my own, but it is not big.

I hope to visit your home some day.

All the best.

Simon

Step 6 Speak up

Listen and answer:

1. Where is Simon calling?
2. What's Simon's new phone number?
3. Read the dialogue and act it out in pairs.
4. Make up a similar dialogue.

Step 7 Summary

1. 我能和...说话吗? /请找...说话。
2. 我是...。
3. 你是...吗?
4. 你是谁?
5. 我正从...打电话来。
6. 我能要你的电话号码吗?
7. Can I take a message?
8. Can you ask ... to call me back?
9. Sorry, wrong number.
10. Can you say that again?
11. Just a minute.
12. Hold on, please.
13. I'll callback later.
14. Sorry, he's nothere at the moment.

Complete Simon's e-mail.

Check the answers and read together.

Listen and answer.

Remember them after class.

课后
作业

1. Recite the dialogue on Page 14.
2. Recite the expressions of calling.

教学反思	教授听力策略与技巧。课堂上进行听力训练效果好于在家自己听。
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备课日期	年	教学课题	Unit 1 Dream homes	课时安排	6	
	月		日		Unit 1 Dream homes Study skills	7
	日		Task		7	
教学目标	1. To understand the importance of stress when speaking English. 2. To identify where stress falls in a word. W. if itoe palnacarts crless bonuthyeou ordecap alntom fea. word.					
重点	1. To understand the importance of stress when speaking English.					
重点	2. To identify where stress falls in a word.					
难点	W. if itoe palnacarts crless bonuthyeou ordecap alntom fea. word.					
难点						
教学过程设计						
教学过程设计						
集体备课			二次备课			
集体备课			二次备课			
Step 1 Revision Neil's home 1. Ask W. if itoe palnacarts crless bonuthyeou ordecap alntom fea. word. at they want to find out when they read. Write 'W. if itoe palnacarts crless bonuthyeou ordecap alntom fea. word.' under the particular syllables and put the stress on the high place. 2. Ask students to read the text in this book. Explain the syllables they need to stress. Step 2 My home might be highlighted in bold are the syllables they need to stress. 3. Ask students to read them again. 4. Ask students to read them again. 5. Ask students to read them again. 6. Ask students to read them again.			回顾上节课的重点内容。 Answer some questions. Learn by themselves. Complete the questionnaire. Work in pairs. Listen to the tape and repeat. Read mSoime.on's article, answer some questions.			
Step 3. Simon's dream home 6. Read Simon's article and answer the questions: <ul style="list-style-type: none"> Where is Simon's dream home? How many floors are there? What other things are there in his dream home? What rooms are there on the ground floor? What can Simon do there? 						
课后作业	1. Remember the new words learned in this period. 2. Preview Task.					
教学反思	How many rooms are there on the second floor? What can Simon do there? 掌握好单词中的重音有助于口语的提高。课后要多操练。					
2. Analyze Simon's article.			Analyze Simon's article.			
Main idea of each paragraph:			Analyze Simon's article.			

<ul style="list-style-type: none"> ● location, floors, facilities My dream home is ... It has ... floors. There is /are ● on the <u>ground floor</u>: different rooms (things and what Simon can do there) ● on the <u>first floor</u>: rooms (things and what Simon can do there) ● on the <u>second floor</u>: rooms (things and what Simon can do there) <p>There is/are...on the ground/first/second... floor. There is/are always enough...there. I would like to invite my friends to ... My friends like to ... It is great fun. 3: Write an article about your dream home</p> <p>Step 4 Discussion</p> <p>A: Questions</p> <ol style="list-style-type: none"> 1. Where is your dream home? 2. What kind of home would you like to live in? 3. How many rooms would you like to have in your dream home? 4. What are the rooms? 5. How many people will live in your dream home? 6. What would you like to do in it? 7. Do you want to invite your friends to stay with you in your dream home? 8. Do you have any special ideas about your dream home? <p>B: Your own dream home C: Sample writing: My dream home is a big house at the top of the hill. It has four floors. There is a beautiful garden in front of it. On the ground floor, there is a big room for parties. There is a karaoke machine there. There is also a small cinema. I often watch videos and DVDs there. On the first floor, there are eight bedrooms. Each bedroom has a small swimming pool and a huge TV set. The second floor is for my dog. She has lots of toys there. There are some computer rooms on the third floor. I have more than enough computer games for my friends and myself. <u>This is my dream home. I hope my dream comes true some day.</u></p>	<p>Learn some points.</p> <p>Discussion: Answer some questions.</p> <p>Write a chart.</p> <p>Learn the sample writing.</p>
<p>课后 作业</p>	<p>Writing: Write an article about your dream home.</p>
<p>教学 反思</p>	<p>这篇文章写起来难度不大，因为书上有框架结构。 几个重点短语要很好掌握： invitesb. todosth. more than enough each room</p>

备课日期	年		教学课题	Unit 2 Neighbours	课时安排	1
	月	日		Comic strip & Welcome to the unit		7
教学目标	To grasp the words: neighbour will visitor like To grasp the sentence: I'm going to visit our new neighbours.					
重点	1. 能识别并掌握各种职业及工作场所的名称。					
难点	2. 能用简单的英语谈论自己所居住的社区。					
教学过程设计						
集体备课				二次备课		
Welcome to the unit Step 1 Revision 1. 教师向学生呈现一篇日记，让他们用场所的名称填空。 2. 与学生就个子的居住状况进行交流。教师说：Where do you live? What kind of home do you have? What 's around your home? Is your home near a park/a school/a restaurant/a supermarket? Is there a shop/a factory/a cinema/a museum/a hospital near your home?				Free talk.		
Step 2 Presentation 1. Who lives next to your flat/house? Who lives above/below you? Who's your neighbour? What's your neighbour's name? What does he/she do? 2. Mr. Lin is my neighbour. He's a waiter in a big restaurant. Miss Huang lives above me. She's a teacher.						
Step 3 Practice 1. 指导学生完成 A 部分的练习。 2. 指导学生两人一组进行对话，了解彼此邻居的职业情况。教师可以与一位学生进行示范。 帮助学生根据实际情况用已有的知识回答。				Finish Part A. Ask and answer in pairs.		
Step 4 Presentation 1. Amy is asking Simon some questions. What are these questions about? Please listen to the tape and tell me. 2. The questions are about Simon's home and different places around his flat.						
Step 5 Practice 1. 播放录音，让学生跟录音朗读并回答更多的问题。如： (1) Where's Simon's flat? (2) How many buildings are there in his neighbourhood?				Listen to the recording and answer the questions.		

- (3) How many floors do the buildings have?
2. These two teams will read Amy's part, please. And these two will read Simon's part, please. Then exchange roles.
3. Work in pairs and make up your own conversation about your neighbourhood.

Comic strip

Step 6 Presentation

1. 教师通过与学生的交流，呈现更多的知识。教师说：
2. Look at Hobo. He 's in a hurry. Where 's Hobo going? Listen to the tape and find out the answer.

Step 7 Practice

Step 8 Exercises

用所给词适当形式填空。

1. He _____ (buy) a new CD after school.
2. They _____ (visit) their teacher tomorrow.
3. I _____ (play) football after school.
4. She _____ (watch) TV this afternoon.
5. We _____ (see) them tomorrow.
6. He is a _____. (教师) He works in a s_____.
7. She is a _____. (护士) She works in a h_____.
8. We have two new _____. (邻居)
9. _____ (大多数) of them are boys.
10. _____ (恐怕) it is going to rain.

Read the dialogue and act it out.

Make up new dialogues.

Listen to the tape and find out the answer.

Do some exercises.

课后作业	1. Recite the words and phrases. 2. Recite the dialogue in Part B.
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教学反思	初步接触一般将来时和 It is + adj. + to do 结构。掌握一些职业及提问方式。有能力的同学背诵 P19 对话。
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备课日期	年		教学课题	Unit 2 Neighbours	课时安排	2
	月	日		Reading 1		7
教学目标	To grasp the words : helpful community skill problem something engineer check broken someone fix anyone college lucky To grasp the phrases: helpsb. with sth. do some shopping					
重点	1. 能了解有关社区中心的知识。					
难点	2. 能用英语介绍社区中心的活动内容。					
教学过程设计						
集体备课				二次备课		
<p>Step 1 Revision</p> <p>1. 与学生就居住的社区环境进行交流，复习前一课时的内容。</p> <p>2. Who lives next to /above/below you? Who 's your neighbour? What does he/she do? Where does he/she work? What do you think of him/her? Do you welcome him/her to your home? Do you always help each other?</p> <p>Step 2 Presentation</p> <p>1. I'm very lucky to have many good neighbours. They have different skills and can do many different things. They're also very helpful. When they're free, they often go to the community centre to help other.</p> <p>2. Look, here are some posters. They show some activities in my community centre this Sunday.</p> <p>Step 3 Practice</p> <p>1. 指导学生开展活动，巩固前面所学的新知识。教师将写有“there is something wrong with _____”或“I cannot _____”的纸条分别发给两组学生，让他们各自填写遇到的问题，教师再将写有“I can help with _____”，“I am a(an) _____”或“I am good at _____”的纸条分别发给另外两组学生，让他们填写自己能提供的帮助。鼓励一方学生寻求帮助，另一方学生提供帮助。</p> <p>Step 4 Presentation</p> <p>1. To make our neighbourhood a better place to live, we should help each other as possible as we can. Simon is talking about his neighbours with Amy. Please read their conversation and answer the question: what happens when Simon has problems?</p> <p>2. 为学生播放录音，让他们听录音并完成表格。</p> <p>3. Amy is writing something about Simon's neighbours. Write a T if</p>				<p>回顾上节课的重点内容。</p> <p>Work in groups.</p> <p>Listen to the tape and complete the form.</p>		

the sentence is true or an F if it is false.

Step 5 Practice

1. Shall we do a role-play activity? Work in a group of four. Suppose one of you is Simon and the others are volunteers at Simon's community centre. Tell use your skills and introduce what you can during to help your neighbours.

2. 为了使学生了解活动形式，教师可以与三位学生进行示范。

3. 安排学生以四人小组为单位，设计并编写对话。

Step 6 Summary

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

词组： helpsb. with sth. do some shopping

句型： They help us with all kinds of problems.

There's something wrong with my computer.

I'm going to ask a computer engineer to check it.

Some college students are already to help.

Exercise(Homework)

根据汉语完成下列各句

1. Millie _____ help Simon. (乐意).

2. They are _____ (大学生).

3. There' s _____ his computer.

他的电脑没有坏。

4. Sandy _____ (真幸运) .

5. Daniel is going to _____ . (购物).

6. They are going to _____ (参观) Shanghai.

7. Can you find any _____ (志愿者)?

8. Some _____ (工程师) are over there.

Group work:
Make up some dialogues.

Learn the new words and phrases.

Do some exercise.

课后作业

1. Read the article after the tape three times.
2. Complete the exercise above.
3. Recite the new words.

教学反思

本节课的词汇量较多，在情境中教授新词汇，学生更容易记住。

备课日期	年	教学课题	Unit 2 Neighbours	课时安排	3
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	月	日		Reading 2		7
教学目标	To grasp the words : helpful community skill problem something engineer check broken someone fix anyone college lucky To grasp the phrases: helpsb. with sth. do some shopping					
重点	1. 能了解有关社区中心的知识。					
难点	2. 能用英语介绍社区中心的活动内容。					
教学过程设计						
集体备课				二次备课		
<p>Step 1 Revision</p> <p>1. Look at these picturesque in Part B1. They're from the community centre. Can you complete the sentences?</p> <p>2. 对能力较强的学生, 教师可以稍加改变 B1 部分的句子, 增加描述的语言, 指导他们选择短语完成句子。</p> <p>Step 2 Presentation</p> <p>1. 为学生播放录音, 指导他们听录音, 阅读对话, 进一步理解细节问题, 然后回答教师提出的问题。</p> <p>(1) What does Simon's community centre have?</p> <p>(2) What do volunteers do at the community centre?</p> <p>(3) When do they meet?</p> <p>2. Mini-dictionary</p> <p>anyone (line 12) pron. used instead of someone in negative sentences and in questions(任何人)</p> <p>broken (line 11) adj. has been damaged or injured, no longer whole or working correctly(哦那个坏了的, 破碎的)</p> <p>check (line 10) vt. to examine sth. to see if it is correct, safe or satisfactory (检查)</p> <p>college (line 13) n. a university where students can study for a degree after they have left highschool (学院)</p> <p>community (line 3) n. a group of people living in a particular local area (社区)</p> <p>engineer (line 10) a person whose job is to design and build engines, machines, roads, bridges, etc (工程师; 技师)</p> <p>fix (line 11) vt. to repair or correctsth. (修理)</p> <p>lucky (line 18) adj. having goodluck (幸运的)</p> <p>skill (line 4) n. the ability to do sth. well (技能, 技巧)</p> <p>someone (line 11) n. a person who is not known or mentioned by name (某人)</p> <p>something (line 9) n. a thing that is not known or mentioned by name (某物, 某事)</p>				<p>Complete the sentences in Part B1.</p> <p>Listen and answer the questions.</p> <p>Learn the important points.</p>		

<p>Step 3 Practice</p> <ol style="list-style-type: none"> 1. 为学生播放录音，让他们集体跟读。 2. 再次播放录音，让学生分角色朗读。 3. 指导学生完成 B3 部分的练习，巩固对课文的理解。 4. 组织学生两人一组进行朗读。 <p>Step 4 Acting</p> <p>Now, let's do a role-play. Suppose one of you is Simon. The other is Amy. Try to act out the conversation.</p> <p>Step 5 Summary</p> <p>词汇: helpful community skill problem something engineer check broken someone fix anyone college lucky</p> <p>词组: helpsb. with sth. do some shopping</p> <p>句型: They help us with all kinds of problems. There's something wrong with my computer. I'm going to ask a computer engineer to check it. Some college students are already to help.</p> <p>Exercise(Homework)</p> <p>用所给词的适当形式填空。</p> <ol style="list-style-type: none"> 1. We want to have a _____ (meet) in the afternoon. 2. This is my _____ (one) time to see the singer. 3. I enjoy _____ (swim). 4. She is going to ask someone _____ (fix) her car. 5. Daniel wants _____ (visit) old people. 	<p>Read the conversation together after the tape. Then read in pairs.</p> <p>Remember the useful phrases and sentences.</p> <p>At the same time, do some related exercises.</p>
<p>课后作业</p>	<ol style="list-style-type: none"> 1. Remember the language points in this lesson. 2. Finish the exercise above. 3. Preview the next lesson.
<p>教学反思</p>	<p>本课时语言点较多，短语和句子也多，课后多复习、多背诵，特别是: be + adj. + to do。</p>

<p>备课</p>	<p>年</p>	<p>教学</p>	<p>Unit 2 Neighbours</p>	<p>课时</p>	<p>4</p>
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日期	月	日	课题	Grammar	安排	7
教学目标	<p>To grasp the words: shall fire</p> <p>To grasp the phrases: the day after tomorrow make a fire</p>					
重点	1. 能用 will、shall 和 be going to 表示将来。					
难点	2. 能正确使用一般将来时的肯定、否定、疑问式和肯定、否定回答。					
教学过程设计						
集体备课				二次备课		
<p>A Simple future tense with will and shall</p> <p>Step 1 Revision</p> <p>1. Where does Simon live? What do you think of the community centre in his neighbourhood? Do you think Simon is lucky to live in such a neighbourhood? Why?</p> <p>2. Here are some people who lives in Simon's neighbourhood. They have some problems. How can they get help from the community centre?</p> <p>(1) Mr. Green's computer doesn't work well.</p> <p>(2) Lily's bicycle is broken.</p> <p>(3) Little Tom has problems with his homework.</p> <p>(4) Grandma Chen is sick these days.</p> <p>Step 2 Presentation</p> <p>1. What will you do if you have problems with your homework?</p> <p>2. What do we use will or shall to talk about? We use will or shall to talk about things that will happen and plans that we're making now. This is an example of the simple future tense.</p> <p>3. If someone has problems with his or her homework, he or she will ask the teacher for help. He or she won't copy the others' answers. What'll you do? Will you ask your teacher for help? Will your parents help you?</p> <p>4. What do we use for "I" or "we"? What do we use for "he", "she", "it" and "they"?</p> <p>5. How do you make negative sentences? Can you tell me how to ask and answer questions?</p> <p>Step 3 Practice</p> <p>B Simple future tense with be going to</p> <p>Step 1 Presentation</p> <p>1. Do you think community centres are helpful? I think they are. The community centre in my neighbourhood is going to have a "helping hands" meeting the day after tomorrow. I'm going to teacher children</p>				<p>背诵一般将来时的两种结构。</p> <p>掌握:</p> <p>1. will/shall 结构是表示将来的动作;</p> <p>2. be going to 结构是谈论不久的将来打算要做的事。。</p>		

English songs. My daughter is going to dance for the old people. My parents are going to cook some delicious food.

2. We use be going to talk about something we decide to do and things that will probably happen.

3. Are you going to join the “helping hands” meeting in your neighbourhood? Is your father going to do something for the old people? What’s he going to do? What’s your mother going to do? What are your neighbours going to do?

4. How do you make negative sentences? Can you tell me how to ask and answer questions?

Step 2 Practice
Step 3 Summary

词汇: shall fire
词组: the day after tomorrow make a fire

Exercises(Homework)

根据所给词，用一般将来时完成句子。

1. David _____(help) Amy with her homework this evening.
2. They _____(have) a holiday next Friday.
3. It _____(be) cold tomorrow.
4. We _____(play) basketball next Monday.
5. There _____(be) a lot of rain next month.
6. We _____(visit) the zoo in two days.
7. His uncle _____(be) back in a week.
8. Your mother _____(see) the doctor tomorrow.
9. They _____(not have) a party next Monday.
10. _____ they _____(have) a picnic this weekend?

Do some exercises.

课后作业	1. Review the contents of this lesson. 2. Finish the exercises above and in the workbook.
教学反思	一般将来时在初中阶段是个重点，学生不易掌握各种时态。因此，课后要多做练习，体会并掌握各种时态。知道哪些是标志词并加以背诵。

备课日期	年		教学课题	Unit 2 Neighbours	课时安排	5
	月	日		Integrated skills		7

教学目标	To grasp the words: manager; office; office; worker; policeman; postman; station; post; person; job; elder; future; artist; sound; sick To grasp the phrases: by train/bus/ship/bike
重点	1. 能从听力材料中获取信息并完成任务。
难点	2. 能用所得信息将语篇补充完整。
教学过程设计	
集体备课	二次备课
<p>A Different jobs</p> <p>Step 1 Revision Now let's play a game. Here are some riddles for you. Can you tell me the name of the job? eg: They work in a school to help children learn. They have special skills, such as making ships, planes and other machines. They make delicious food for people in restaurants.</p> <p>Step 2 Presentation What's your father's/mother's job? What does your father /mother do?</p> <p>Step 3 Practice 指导学生完成 A1 部分的练习。 为学生播放录音, 指导他们捕捉信息完成 A2 部分的表格。</p> <p>Step 4 Presentation Let's listen to the tape once more and answer my questions about Wendy. Where's her father's police station? Where's her mother's restaurant? Is her mother very busy? How does her elder brother go to work? How does her elder sister go to work?</p> <p>Step 5 Summary What does your father/mother/mother/elder brother/elder sister/uncle/aunt do? Where does he/she work? Where's his/her ...? How does he/she go to work?</p> <p>B Speak up: what are you going to be in the future?</p> <p>Step 6 Presentation 1. Look at these jobs. Are they interesting? Which is your favourite? 2. Which is your favourite job? Are you going to be ... in the future?</p>	<p style="color: red;">Play a game.</p> <p style="color: red;">Listen to the tape twice and check the answers in class.</p> <p style="color: red;">Listen again and answer the questions.</p> <p style="color: red;">Make a summary.</p>

<p>What are you going to be in the future?</p> <p>Step 7 Practice</p> <p>1. Millie is talking with her classmates about their future jobs. Listen to their conversation and do the “true or false” exercises.</p> <p>2. Now please open your books. Read after the tape sentence by sentence.</p> <p>Step 8 Acting</p> <p>给学生充分准备时间，然后选择能力不同的学生上台展示。</p> <p>Step 9 Summary</p> <p>词汇： manager office office worker policeman postman station police station post post office person job elder future artist sound sick</p> <p>词组： by train/bus/ship/bike</p> <p>句型： What are you going to be in the future? I'm going to be a computer engineer.</p> <p>Exercise(Homework)</p> <p>根据中文或首字母提示填空。</p> <p> His _____(办公室) is on the third floor.</p> <p>2. Your voice _____(听起来) like Han Hong's.</p> <p>3. He often _____ a _____ (乘公交车) home.</p> <p>4. These _____ (经理) are having a meeting.</p> <p>5. The food in that _____(餐馆) tastes good.</p> <p>6. I am a s_____. I study in No. 2 Middle School.</p> <p>7. His father is a d_____. He works in a hospital.</p> <p>8. The w_____ works in a restaurant.</p> <p>9. If you want to see a film, you can go to a c_____.</p> <p>5. 10. He is a worker. He works in a f_____.</p>	<p>Read after the tape sentence by sentence.</p> <p>Learn some points.</p> <p>At the same time, finish off some exercises to grasp them.</p>
<p>课后作业</p>	<p>1. Finish the exercise above. 2. Recite the dialogue in Speak up.</p>
<p>教学反思</p>	<p>教授听力策略与技巧。课堂上进行听力训练效果好于在家自己听。</p>

备课日期	年		教学课题	Unit 2 Neighbours	课时安排	6
	月	日		Study skills		7

教学目标	1. 能了解朗读时常见的连读方式。 2. 能使用正确的连读方式朗读句子。 3. 如何在朗读中正确时候用连读。
重点 难点	如何在朗读中正确时候用连读。
教学过程设计	
集体备课	二次备课
<p>Step 1 Presentation</p> <p>1. 播放一段英美人士说话的片段，让学生听听他们在说什么。</p> <p>2. 学生反复辨听后，给学生提供文本，让他们朗读。启发学生发现两种朗读方式的不同，从而引导出英美人士说话时的连读现象。教师说：We often link sounds together when we speak English. Can you find out the wayside of linking sounds together?</p> <p>3. 教师呈现图片，引入本课内容。教师说：Look at this picture. What can you see? 学生回答：I can see an apple. 一家三口的图片：Look at the little boy. He's tom. Who are these two people? They are tom's father and mother. 几只狗和一条鱼的图片：Look at the dogs. Do they like eating fish? Of course not. They don't like eating fish. So they go away.</p> <p>4. 教师指导学生正确朗读四组短语。启发学生发现连读的规律。阅读示例。 We usually link a consonant sound with a vowel sound. When the first word within -r or -re and the next word begins with a vowel sound, we join them together with a /r/ sound between them. When there are two vowel sounds, we join them as if there were a /j/ or /w/ sound between them. When two consonant sounds of two words meet, we sometimes do not need to pronounce the first consonant sound.</p> <p>Step 2 Practice</p> <p>1. 播放 A 部分录音。鼓励他们总结这一部分短语的发音符合哪一条规则。然后指导他们模仿朗读。教师说：Here are some phrases in Part A: Please listen to the tape carefully and pay attention to the way the sounds are linked together.</p> <p>2. 分别播放 B、C、D 部分录音，听总结规则，再模仿。</p> <p>3. 两人一组互相纠正读音。教师说：Now please work in pairs. Read the sentences to your partner.</p> <p>Step 3 Exercises</p> <p>为学生提供更多短语，鼓励他们用本课时所学的连读方式朗读。 为学生提供更多句子，鼓励他们用本课时所学的连读方式朗读。</p>	<p style="color: red;">Listen to the tape and repeat.</p> <p style="color: red;">Learn by heart. Go through them with the students.</p> <p style="color: red;">Listen to the tape and repeat.</p> <p style="color: red;">Work in pairs. Read to each other.</p> <p style="color: red;">Do some exercises.</p>

模	仿英美人士说话片段。 在连贯地说话或朗读时, 在同一个意群(即短语或从句)中, 假如相邻的两个词前者以辅音音素结尾, 后者以元音音素开头, 就要当然地将辅音和元音相拼, 造成一个音节, 这就是连读。 读一读 1. Put~it~on, please. 2. look for~it 3. Thank~you. 4. a bi(g) bus 5. Goo(d) morning.	
课后作业	1. Listen to the tape and read more. 2. 完成《课课练》。	
教学反思	掌握好连读有助于锻炼和提高口语。	

备课日期	年		教学课题	Unit 2 Neighbours	课时安排	7
	月	日		Task		7
教学目标	To grasp the words: notice information below better anything group To grasp the phrases: worry about					
重点 难点	能熟练运用本单元所学词汇、词组和句型组织语言。					
教学过程设计						
集体备课				二次备课		
Step 1 Presentation 1. Hello, everyone! Is there a community centre in your neighbourhood? What do your neighbours do? Do you think it's helpful to have a community centre? What kind of help do you want to get from the community centre? 2. I think a community centre is very helpful. Everything will be better with its help. 3. Today we'll meet our old friend Simon again. Let's learn more about his community centre. Simon is reading some notices about the "helping hands" meeting. Please read the information on the notice board and tell me when and where the meeting is.				Read the information on the noticeboard and answer the questions.		

<p>Step 2 Learning</p> <p>1. The following people in Simon's neighbourhood have some problems. Please read the notices again and tell me where they can get help.</p> <p>A Health Centre B Art & Design Group C Fix-it Club</p> <p>Mr. Green is not feeling well these days. (A) There is something wrong with Lily's fridge. (C) Miss Zhang worries about what to wear for party. (B) Grandma Chen's washing machine is not working well. (C) Mrs. Ma does not know how to design her home. (B)</p> <p>2. Now we have information about the "helping hands" meeting at Simon's community centre. Please help Simon complete his article in Part B.</p> <p>3. I'd like to ask you some questions. If you know the answer, please put up your hand.</p> <p>When people get ill, what kind of help do they get in the neighbourhood? How can the Art & Design Group help?</p> <p>4. Please read Simon's article together. What's each paragraph about?</p> <p>Step 3 Writing</p> <p>Please work in groups of four. Read each other's articles and choose the best one.</p> <p>Step 4 Summary</p> <p>词汇: notice information below better anything group 词组: worry about</p> <p>Exercise(Homework)</p> <p>用所给中文或英文的适当形式填空。</p> <p>1. Can you see those _____ (通知)? 2. He wants to know some _____ (信息). 3. The good doctors makes her feel _____ (更好). 4. Is there _____ (something) wrong with his bike? 5. Her mother w_____ about her every day.</p>	<p>Read the notices again and choose the answers.</p> <p>Complete Part B.</p> <p>Read Simon's article together. Write an article.</p> <p>Learn some points.</p>
<p>课后作业</p>	<p>Writing: Write an article about your neighbour.</p>
<p>教学反思</p>	<p>这篇文章写起来有难度，因为学生体验生活不够。</p>

备课日期	年		教学课题	Unit 3 Welcome to Sunshine Town	课时安排	1
	月	日		Comic strip & Welcome to the unit		7

<p>教学目标</p>	<p>To grasp the words: mine nothing yuan tin pizza To grasp the phrases: wait a minute exchange students</p>
<p>重点</p>	<p>能简单介绍如何接待友人。</p>
<p>难点</p>	
<p>教学过程设计</p>	
<p>集体备课</p>	
<p>二次备课</p>	
<p>Comic strip Step 1 Presentation 1. 教师与学生进行交流，导入本课话题。向学生征求意见，鼓励学生自由表达观点。 2. 教师继续就上一个话题与学生交流并呈现新知识。Thank you for giving me so many good ideas. 当有学生建议吃西餐时，教师可以说：That is a good idea. I want to order a pizza. 板书 pizza 3. 为学生播放 Comic strip 的录音，指导他们理解漫画内容。How much money do they have? 启发学生回答：They have only five yuan. 板书 yuan Step 2 Practice 1. 学生打开课本，阅读漫画，回答更多的细节问题。 2. 学生跟着录音朗读漫画里的对话。先集体朗读，再将班级分成两部分进行分角色朗读。 3. 提醒学生根据自己的理解揣摩 Eddie 和 Hobo 对话时的心理状态，运用适当的语音语调朗读。 Step 3 Acting 学生两人一组练习对话。鼓励学生根据自己的想像，配合适当的动作和表情，使对话更有感染力。 Welcome to the unit Step 4 Presentation 1. 教师与学生交流，导入话题。教师说：When friends come to visit us, we can invite them to have dinner with us. What else can we do? Do you have any good ideas? 2. 为学生呈现城市环境的图片，唤起他们对居住城市的已有知识，并教授新内容。教师说：I'd like to show my friend around our city / town. Do you know these places? 3. 启发学生对已学过的各种地点名称进行归纳和复习。 Step 5 Practice 1. 与学生就所居住的城市中的公共设施进行交流，巩固所学知识。 2. 安排学生两人一组开展交流，互相提建议。 Step 6 Presentation</p>	<p>Learn the new words.</p> <p>Listen to the tape and answer the questions.</p> <p>Make up some new dialogues. Then act them out.</p> <p>启发学生对已学过的各种地点名称进行归纳和复习。</p>

<p>1. 利用图片与学生探讨城市中可以开展的活动，呈现新知识。 2. 为学生呈现 A 部分的话题背景，指导他们完成图片介绍。</p> <p>Step 7 Practice</p> <p>1. 为学生播放 B 部分的录音，指导学生理解对话。 2. 再次为学生播放录音，让他们跟读。</p> <p>Step 8 Discussion</p> <p>指导学生开展四人小组活动进行讨论，指定组内一名学生担任记录员。</p> <p>Exercise(Homework)</p> <p>翻译：</p> <p>A: 你的表姐喜欢做什么? B: 她喜欢看电影。 A: 你可以带她去阳光电影院。 B: 没错，电影票多少钱一张? A: 只要五元钱。</p>	<p>Listen to the recording and read. Read the dialogue and act it out.</p> <p>Do some exercises.</p>
<p>课后作业</p>	<p>1. Recite the new words and phrases. 2. Recite the dialogue in Welcome to the unit. 3. Finish the exercise above.</p>
<p>教学反思</p>	<p>本课时内容比较简单。记住几个常用短语：an old friend of mine, wait a minute, take ... to ..., like/love/enjoy doingsth. 有能力的同学背诵 P31 对话。</p>

备课日期	年		教学课题	Unit 3 Welcome to Sunshine Town	课时安排	2
	月	日		Reading 1		7

教学目标	To grasp the words: quiet air fresh local underground miss soon To grasp the phrases: by underground look forward to	
重点 难点	能用适当的方法介绍所生活的城市。	
教学过程设计		
集体备课		二次备课
<p>Step 1 Presentation</p> <p>1. 与学生一起回顾前一课时的内容，并导入本课时话题。If your friends come to visit you, what are you going to do with them? Where will you take them?</p> <p>2. 利用图片和动作演示，呈现新知识。 板书 quiet, air, fresh and local.</p> <p>3. 利用图片和语境的创设，继续呈现新知识。Having a big meal sounds great. I'd like to take them to ... restaurant. Chinese food there is wonderful and it is 15 near my home. It takes only ten minutes to get there on foot. If they want to try some Western food, I can take them to another famous restaurant. But it is very far away so we have to go there by underground. 板书 Western, underground, famous, by underground, It takes</p> <p>4. 利用图片和语境的创设，呈现更多新知识。 板书 opera, local, theatre, Beijing opera, look forward to</p> <p>Step 2 Practice</p> <p>1. 教师与学生进行交流，以检查学生对新知识的理解情况。</p> <p>2. 布置学生完成 B1 部分的练习。</p> <p>Step 3 Presentation</p> <p>1. 向学生呈现课文背景，指导学生带着问题阅读文章。让学生带着这个问题快速阅读，并获取信息：They can go to the park, go shopping, eat Chinese food and enjoy Beijing opera.</p> <p>2. 指导学生详细阅读文章，并回答更多问题。</p> <p>Step 4 Practice</p> <p>1. 为学生播放录音，让他们阅读文章，掌握更多的细节并完成 B2 部分的练习。教师可以设计更多类似的练习。</p> <p>2. 指导学生根据自己的理解完成 B3 的练习。</p> <p>3. 为学生播放录音，指导他们朗读课文。</p>		<p style="color: red;">Learn some new words.</p> <p style="color: red;">Finish Part B1.</p> <p style="color: red;">Listen and answer the questions.</p> <p style="color: red;">Read the script.</p>
课后作业	<p>1. 熟读课文。</p> <p>2. 能力较强的学生熟背。</p> <p>3. 完成教师布置的书面练习。</p>	

教学反思	本节课内容贴近学生的生活实际。在情境中教授新词汇，学生更容易记住。
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备课日期	年		教学课题	Unit 3 Welcome to Sunshine Town	课时安排	3
	月	日		Reading 2		7
教学目标	To grasp the words: quiet air fresh local underground miss soon To grasp the phrases: by underground look forward to					
重点 难点	能用适当的方法介绍所生活的城市。					
教学过程设计						
集体备课				二次备课		
Step 1 Revision 1. 给学生提供一个表格，让他们回忆课文，完成表格。 2. 指导学生朗读课文，之后完成 B4 部分的练习。Neil is calling his mum in the UK. His mum is asking him some questions about Sunshine Town. Complete their conversation. 3. 安排学生两人一组朗读 B4 的对话。对能力较强的学生，教师可以鼓励他们进行表演。				Finish a form and then Part B4. Practise the dialogue in Part B4. Learn the important points. At the same time, do some related exercises.		
Step 2 Presentation 1. 要求学生合上课本，凭记忆和对课文的理解完成短文，从而引出本课时需要详细讲解的知识点。 2. 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。						
Step 3 Practice 1. 为学生提供一组翻译练习，帮助他们巩固所学的知识。 (1) 从我家到学校骑车只要十分钟。 It takes only ten minutes from my home to my school by bike. (2) 我的学校离警察局很远。 My school is 15 far from the police station. (3) 为什么不尝尝北京烤鸭呢？ Why not try Beijing Duck? (4) 我们盼望着与你在聚会上见面。 We are looking forward to meeting you at the party. 2. 在能力较弱的班级，教师可以给出提示词以降低难度。						
Step 4 Discussion 1. 指导学生完成一个信息记录表，介绍自己的家乡。 2. 组织学生四人小组讨论各自的信息记录表，交流相关信息。然						

后，鼓励他们在全班同学面前用简单的语言介绍自己的家乡。	
课后作业	1. 熟读课文，争取复述或背诵。 2. 记忆词汇、词组和句型。 3. 完成教师布置的书面练习。 4. 预习 Grammar.
教学反思	语言点较多，短语和句子也多，课后多复习、多背诵。

备课日期	年		教学课题	Unit 3 Welcome to Sunshine Town	课时安排	4
	月	日		Grammar		7
教学目标	To grasp the words: postcard key ring yours hers To grasp the phrases: all over					
重点	能正确使用形容词性物主代词、名词性物主代词。					
难点						
教学过程设计						
集体备课				二次备课		
A Noun + 's Step 1 Presentation 1. 教师向学生出示一张小狗的图片，板书 boy 's 2. 出示一张别墅的图片，板书 Kobe's 3. 出示一张图片，上面有许多鞋子。There are a lot of shoes in this picture. Whose shoes are they? 呈现几位女士的头像：The shoes are these women's. 板书 women's 4. 出示一张卧室的图片，板书 brothers' 5. 教师用彩色粉笔将黑板上的第一个名词所有格 boy's 标注出来，并告诉学生相关语言现象。 6. 指导学生自学黑板上的名词所有格和课本上的例句，并鼓励他们总结规律。 Step 2 Practice 1. 指导学生根据 A 部分中图画的提示，独立完成练习。				名词所有格表示人或物的所有关系。		

<p>2. 安排学生两人一组就图片中其余的物品进行问答: Whose ... is that? Whose ... are they?</p> <p>B Possessive adjectives and pronouns</p> <p>Step 1 Presentation</p> <p>1. 利用教师和学生的物品呈现物主代词 板书 my, mine, his, her, hers</p> <p>2. 教师用同样的方式呈现其余的代词: our, ours, your, yours, their, theirs, its</p> <p>3. 教师在呈现过程中, 要向学生解释: We use possessive adjectives and pronouns to show that something belongs to someone or something .</p> <p>Step 2 Practice</p> <p>1. 指导学生看图并独立完成 B 部分的练习。</p> <p>2. 请五位学生分角色朗读对话内容, 其余学生检查答案。</p> <p>3. 组织学生四人小组开展活动, 模仿 B 部分共同编写一段对话, 谈论彼此所拥有的物品。</p> <p>(1) — I think these books aren' t _____ (我的) . Are they _____ (你的) , Peter? — Let me see . Oh, no. They 're not _____ (我的) books.</p> <p>(2) Please give this to Susan. It is _____ (她的) pen.</p> <p>(3) we are working hard on _____ (我们的) project. The teacher will like it, I think.</p> <p>(4) My cousins and I live in the same building. _____ (我的) flat is on the third floor. _____ (他们的) is on the tenth floor.</p> <p>(5) Mr. Chen loves _____ (他的) new car very much. _____ (它的) colour is red .</p>		<p>掌握:</p> <p>3. it 没有名词性物主代词;</p> <p>4. 名词性物主代词 = 形容词性物主代词 + 名词</p>
课后作业	<p>1. 复习本课时所学习的语法项目。</p> <p>2. 完成教师提供的笔头练习, 用正确的物主代词填空。</p> <p>3. 预习 Integrated skills.</p>	
教学反思	<p>学生对所有格的概念比较模糊。课后要多做练习, 体会并掌握。</p>	

备课日期	年		教学课题	Unit 3 Welcome to Sunshine Town	课时安排	5
	月	日		Integrated skills		7
教学目标	<p>To grasp the words: work row hotel painting</p> <p>To grasp the phrases: work of art golden throne</p>					
重点	<p>1. 能通过海报和听力材料获取有关故宫的知识。</p>					
难点	<p>2. 能运用获取的信息完成不同的任务。</p>					

教学过程设计

集体备课

二次备课

A A day at the Palace Museum

Step 1 Presentation

1. 与学生交流他们的课余生活。
2. 教师向学生介绍自己的业余生活。

板书 work of art, painting, golden throne

3. 利用图片呈现新知识并介绍本课时的话题背景。

板书 the Palace Museum

4. 给学生呈现一张故宫的平面图，介绍其中重要的宫殿。教师说：There are a lot of palaces. Do you know them? 向学生介绍 Taihe Palace, Zhonghe Palace, Baohe Palace, Huangji Palace, Fengxian Palace 等。

Step 2 Practice

1. 指导学生看 A1 部分中的海报并回答教师提出的问题。鼓励学生根据海报内容回答：They can see the golden throne, works of art, Chinese paintings and many more.

2. 指导学生根据 A1 部分提供的信息，完成 A2 部分表格中的部分内容。当学生发现从海报中无法获取表格中的全部信息，教师要引导他们有目的地听录音。

3. 为了使听力训练更加有效，教师可以为学生播放两遍录音，每一遍提出不同的任务。如：第一遍获取时间信息，第二遍获取参观内容的信息。

4. 再次为学生播放录音，安排他们独立完成 A4 部分的正误判断练习，并鼓励他们纠错。

Step 3 Consolidation

1. 为学生提供情境，指导他们完成填空练习。
2. 鼓励学生根据对 A 部分的理解，完成电子邮件，以巩固所学知识。

Step 5 Practice

为学生提供一张电影博物馆的海报，指导他们进行介绍。I'll show you another museum in Beijing. What kind of museum is it? What can you see there? What can you do there?

B Speak up: What times shall we meet?

Step 6 Presentation

1. 向学生呈现 B 部分的话题。
2. 再次为学生播放录音并指导他们回答问题。

(1) What can they do in the park?

(2) How far is the park from Neil's hotel?

Step 7 Practice

1. 指导学生跟着录音朗读 B 部分的对话，然后让全班分角色朗读。
2. 指导学生两人一组分角色朗读对话，并鼓励能力较强的学生进

Learn the new knowledge.

Read the poster and answer the questions.

Listen to the tape twice and check the answers in class.

Finish the e-mail.

Listen to the tape and answer the questions.


Read the conversation and act the new

<p>Step 2 Practice</p> <ol style="list-style-type: none"> 1. 为学生播放 A 部分中的对话录音，指导他们注意其中的黑体词。 2. 鼓励学生跟着录音朗读对话，提醒他们注意语音语调和重读。 3. 安排学生两人一组进行对话交流。 <p>Step 3 Presentation</p> <ol style="list-style-type: none"> 1. 教师提供情境，引入新知识的教学。 2. 指导学生阅读例句，启发学生体会重读方式的不同所表达的强调目的不同。 <p>Step 4 Practice</p> <ol style="list-style-type: none"> 1. 指导学生完成 B 部分的练习。 2. 鼓励学生在全班同学面前进行朗读。 3. 为学生提供更多的句子，让他们练习。 	<p>Listen to the tape and repeat. Work in pairs.</p> <p>Finish Part B.</p>
<p>课后作业</p>	<ol style="list-style-type: none"> 1. 朗读课本上提供的例句和练习，注意它们的重音。 2. 完成教师布置的相关练习。 3. 预习 Task.
<p>教学反思</p>	<p>掌握好句子中的重读有助于理解句子意思，也可以提高口语水平。</p>

备课日期	年		教学课题	Unit 3 Welcome to Sunshine Town	课时安排	7
	月	日		Task		7
<p>教学目标</p>	<p>To grasp the words: hometown friendly raise grow smell drive wheat To grasp the phrases: each other</p>					
<p>重点</p>	<p>1. 能掌握在写作前搜集相关信息的方法。</p>					
<p>难点</p>	<p>2. 能熟练运用本单元所学词汇、词组和句型组织语言。</p>					
<p>教学过程设计</p>						
<p>集体备课</p>				<p>二次备课</p>		
<p>Step 1 Presentation</p> <ol style="list-style-type: none"> 1. 教师与学生就自己的家乡进行交流，呈现新知识。Do you like the city / town you live in? Do you like your hometown? Are people here very friendly? Do they often help each other? Do many people drive cars to go to work? <p>板书 hometown, friendly, drive, each other</p>	<p>Read the new words.</p>					

<p>2. 向学生介绍 John 的家乡，引入本课时的语境。 John is one of the exchange students. He wants to introduce his hometown. Please read the notes and answer the questions.</p> <p>(1) How many people live in John's hometown? (2) How do people get to the town centre? (3) What is John's neighbourhood like? (4) What do people do in the town? (5) Where does John live? (6) How many floors does Neil's house have? (7) What can visitors do in John's hometown?</p> <p>Step 2 Learning</p> <p>1. 指导学生阅读范文并完成配对练习，了解文章写作结构。 2. 为学生播放录音，指导他们朗读范文，并从范文中找出可用于个人独立写作的短语和句型。</p> <p>Step 3 Writing</p> <p>1. 引导学生思考并完成个人的写作笔记前准备写作笔记是很好的写作习惯，有利于他们理清思路。 2. 安排学生四人一组进行讨论，交流各自的写作思路。 3. 指导学生根据讨论结果，四人小组合作完成写作任务。</p>	<p>Read the notes and answer the questions.</p> <p>Listen and read.</p> <p>Write an article. Communicate in groups.</p>
<p>课后作业</p>	<p>1. 记忆本节课所学词汇、词组和句型。 2. 朗读并背诵范文。 3. 完成一篇以 My hometown 为题的作文。 4. 预习 Unit 4.</p>
<p>教学反思</p>	<p>这篇文章写起来难度不大，话题很贴近学生的生活。这曾是 2006 年中考作文题。</p>

<p>备课日期</p>	<p>年</p>		<p>教学课题</p>	<p>Unit 4 Finding your way</p>	<p>课时安排</p>	<p>1</p>
	<p>月</p>	<p>日</p>		<p>Comic strip & Welcome to the unit</p>		<p>7</p>

教学目标	能认识有关地点和交通的图标。 能谈论出游和交通方式的话题。 能辨别方位。
重点	能认识有关地点和交通的图标。 能谈论出游和交通方式的话题。
难点	能谈论出游和交通方式的话题。
教学过程设计	
集体备课	
二次备课	
<p>Welcome to the unit</p> <p>Step 1 Free talk</p> <p>1. Ask and answer about directions: Where do some birds fly in winter? Where do they fly in spring?</p> <p>2.</p>  <p>New words: south north east west south-east north-west south-west north-east.</p> <p>3. Ask and answer: --Where's the park? --The park is north of our school.</p> <p>Step 2 Practice</p> <p>1. Draw a map, then ask and answer. --Where's...? --It's....</p> <p>2. Ask students to act in front of the class.</p> <p>3. Text book P43 Part A.</p> <p>The students are planning a class trip. Look at the map. First, tell me where Sunshine Middle School is. Then find the places they plan to visit.</p> <p>Step 3 Presentation</p> <p>1. Ask and answer questions like this: Is your home far from our school? How do you usually go to school?</p>	<p>Free talk.</p> <p>Learn the new words.</p> <p>Ask and answer.</p> <p>Ask and answer in pairs.</p>

<p>2. Practice: Ask student's to make a similar dialogue like this: S1: Is your home far from our school? S2: No. It's north of the school, about ten miles away. S1: How do you come to school? S2: I come to school by ...</p> <p>3. Simon and Daniel are talking about the trip. Listen to the tape and answer these questions. Where are they going for the trip? Where's the zoo? How will they get there?</p> <p>4. Open your books. Please repeat the conversation after the tape.</p> <p>Step 4 Practice Work in pairs and talk about the trip. You can use Simon and Daniel's conversation as a model.</p> <p>S1: Where's Sunshine Park? S2: It's north-east of our school. S3: Let's go there. S2: OK. S1: How can we get there? S2: We can get there by bus/on foot.</p> <p>Comic strip</p> <p>Step 5 Presentation Work in pairs. Suppose one knows the way, and the other doesn't. Please have a conversation about this. eg: I know the way. Follow me! Are you sure? Don't be afraid. Come with me.</p> <p>Step 6 Listen and answer</p> <p>1. Listen to the tape and answer the question: Does Hobo, in fact, know the way? (No, he doesn't.)</p> <p>2. (1) Where are Hobo and Eddie? (They're on a hill.) (2) How does Hobo go down the hill? (Hobo jumps down.) (3) What does the sign say? (It says, "Dogs this way".) (4) Do they have to go up the hill again? (Yes, they do.)</p> <p>Step 7 Read and act</p> <p>1. Listen again, Ss read after the tape recorder. 2. Ask some students to act it out, and they can use their own ideas in the conversation.</p>	<p>Ask and answer in pairs.</p> <p>Listen to the tape and answer the questions.</p> <p>Repeat the conversation after the tape.</p> <p>Work in pairs.</p> <p>Listen to the tape and answer the questions.</p> <p>Make up some new dialogues. Then act them out.</p>
<p>课后作业</p>	<p>1. Recite the dialogue in Part B. 2. Complete 《课课练》. 3. Preview Reading.</p>

<ul style="list-style-type: none"> Work in pairs, make a conversation like this: S1: Which animal do you like? S2: I like pandas. S1: Why? S2: Because pandas are very cute. Part B2 Millie is making some notes about the animals in the zoo. Help her fill in each blank with the correct answer. <p>Step 4 Presentation</p> <ol style="list-style-type: none"> Today, the students are in Sunshine Zoo. They're seeing many different kinds of animals. Do you know what kinds of animals they are? Listen to the tape and try to find the answers. Read the passage, then work in groups of four. Let's complete Part B1. Read the introduction carefully. Try to find each animal's location in the zoo. Which animal do you like best in the zoo? Tell us where they are. eg. I like monkeys best. The monkeys are north of the World of Birds. Part B2 "True or false". If it is false, can you point mistakes? How can we correct them? <p>Step 5 Games</p> <p>Game1: Now imagine that our classroom is a zoo. There are different sections for different animals. Please work in groups of four. One of the group members will be the guide. He or she should show the three visitors the way to the different animals. The other three students will ask the way to the sections for their favourite animals.</p> <p>Game2: Look at the map. Show the way to other people with this map. Please work in pairs.</p>	<p>Listen to the tape and answer the questions.</p> <p>Play games.</p>
<p>课后作业</p>	<ol style="list-style-type: none"> 完成《课课练》相关练习。 熟读课文，能力较强的学生背熟。
<p>教学反思</p>	<p>本节课的词汇量较多，在情境中教授新词汇，学生更容易记住。</p>

<p>备课日期</p>	<p>年</p>		<p>教学课题</p>	<p>Unit 4 Finding your way</p>	<p>课时安排</p>	<p>3</p>
	<p>月</p>	<p>日</p>		<p>Reading 2</p>		<p>7</p>

Show some pictures and ask students to say something about the pictures:

1. This is a Panda House. We can see some pandas.
2. Look, here is panda. The panda is eating bamboo.
3. Here's a panda too. What's the panda doing? (The panda is lying on the grass.)
4. Here is a baby panda. How cute! It's so small. But the baby panda doesn't look like its mother.

Step 3 Practice

1. Pair work

Have a free talk with your partner, try to use **a, an** and **the**.

2. Finish these sentences with "a, an, the"

(1) ---I can see _____ kite over there.

----Where's _____ kite?I can't see it.

(2) There's _____ famous university in this city.

(3) Everyone has _____ mouth, _____ nose, two eyes and two ears.

(4) Which is _____ biggest, _____ Sun, _____ Earth or _____ Moon?

(5) Kate is _____ English girl and I am _____ Chinese girl.

(6) --- Who's _____ man over there?

---- Oh, he's _____ friend of my father's.

3. Text book Page 47: Fun in the zoo

Ask students to complete the conversation with "a, an, the". Then check the answers.

4. Read and act out the conversation.

B Prepositions of place

Step 4 Presentation

1. Introduce some prepositions of place.

e.g.: I often stand in front of you. Where is ... sit?

She sits between A and B. She sits in front of C, and C sits behind her.

2. Ask and answer, try to make students answer with "inside, outside, beside, next to, left and right".

3. Teacher says: Look, we have some lights. The lights are above us. We have some books here. The books are on the teacher's desk. We have a national flag. It's over the blackboard.

(Make sure that students can use these words correctly.)

4. Read the sentences on Page 48. Then make a simple dialogue.

Sample conversation:

S1: Where do you sit?

S2: I sit in front of...

I sit between...and ...

I sit next to ...

Pair work.

Do some exercises.

Read and act out the conversation.

Ask and answer.

Read the sentences on Page 48. Then make a simple dialogue.

<p>S1: I sit beside ... I sit behind ...</p> <p>5. Tell other students where you sit.</p> <p>Step 5 practice</p> <p>1. In the park, Sandy goes to the park every weekend. Look at the picture and tell me what you can see in it.</p> <p>2. Group work: say something about the picture.</p> <p>3. Make a conversation.</p> <p>Sample conversation:</p> <p>T: Where's the lake? S: It's beside a football field. T: What are the two boys doing on the lake? S: They're rowing a boat. T: Where's a bird singing? S: The bird is singing in the left tree.</p> <p>4. Complete the article on Page 48.</p> <p>5. Check the answers. Then read the article.</p>	<p>Group work: say something about the picture.</p> <p>Complete the article on Page 48. Then read the article.</p>
<p>课后作业</p>	<p>1. 完成《课课练》的相关练习。 2. 巩固所学词汇、词组、句型及语法内容。</p>
<p>教学反思</p>	<p>冠词在初中阶段是个考点，不难但学生掌握得也不是特别好。课后要多做练习加背诵。</p>

<p>备课日期</p>	<p>年</p>		<p>教学课题</p>	<p>Unit 4 Finding your way</p>	<p>课时安排</p>	<p>5</p>
	<p>月</p>	<p>日</p>		<p>Integrated skills</p>		<p>7</p>
<p>教学目标</p>	<p>1. 能从听力材料中获取信息。 2. 能听懂指令并画出路线图，培养精听技能。 3. 能谈论如何到达特定的地点。</p>					
<p>重点</p>	<p>1. 能从听力材料中获取信息。 2. 能听懂指令并画出路线图，培养精听技能。</p>					
<p>难点</p>	<p>3. 能谈论如何到达特定的地点。</p>					
<p>教学过程设计</p>						

集体备课	二次备课
<p>A Finding treasure</p> <p>Step 1 Revision</p> <p>1. Free talk: What does the sign mean? It means it is a bridge. What about this? It means it is a street. Does the man walk straight on? No, he doesn't. Are there traffic lights? Yes, there are. Is there a zebra crossing? Yes, there is.</p> <p>2. Write down the new words. Cross the bridge, the traffic lights, turn right, the first/second turning</p> <p>Step 2 Presentation</p> <p>1. Show pictures on Page 49, then say: Here we have some simple instructions. Let's listen to the tape and tick the correct boxes.</p> <p>2. Listen and read after the tape.</p> <p>3. 1a: Cross the bridge and turn left. 1b: Cross the bridge and turn right. 2a: Take the first turning on the left. 2b: Take the second turning on the right. 3a: Cross the road. 3b: Cross the road at the zebra crossing. 4a: Walk past the police station. 4b: Walk to the police station.</p> <p>Step 3 Practice</p> <p>1. 展示一幅纸上寻宝图或看谁先到终点的游戏图，让学生回忆自己玩游戏的快乐时光，激发学生投入课堂学习的兴趣。</p> <p>2. The students are going on a treasure hunt. Simon and Daniel are in the same group. They have a map. Let's read the map on Page 50 together. What can you see in the map?</p> <p>3. 让他们猜测宝藏很有可能在什么地方，并让学生说出具体寻宝路线。记录下两个同学猜测的答案和他们要走的路线。</p> <p>4. 给学生时间浏览课本第 49 页 A2 部分的七个句子，确保学生完全理解每个句子。</p> <p>5. 让学生听录音，完成课本第 49 页 A2 部分练习。根据听到录音内容，找出宝藏所放地点并标出寻宝行走路线的顺序，与刚才同学们的猜测进行对照，如有正确的，教师要及时给予肯定和表扬。</p> <p>Step 4 Practice</p> <p>1. 再一次呈现第 53 页 A3 部分的图片，播放录音，让学生在寻宝图上画出寻宝路线，教会学生运用从各种途径取得的信息来完成任务。</p> <p>2. 再一次播放录音，让学生互相核对答案，老师最后与全班核对答案。</p> <p>B Speak up: How do I get there?</p> <p>Step 5 Pair work</p>	<p>Free talk</p> <p>Listen to the tape twice and check the answers in class.</p> <p>Listen to the conversation again and finish Part A3.</p> <p>Listen to the tape again and check the answers in class.</p>

1. 老师呈现预先准备好的图片，给学生设定一个情境：一个同学搬新家了，邀请另一个同学到家里去玩，请给他（她）指明行走路线。教师可根据不同的地区自行设计图片内容。

2. 学生两人一组合作，进行问答操练。教师在教室里巡视，帮助学生正确说出方位指示语。

Step 6 Presentation

1. 学生听第 50 页 B 部分录音，画出行走路线简图，教师展示两个学生的行走路线，解释对话。

2. 把全班同学分成两组朗读对话，再分成两人小组互相问答。鼓励同学们互相帮助，用书上的对话为范围再次操练，表达实际生活中自己家的方位和行走路线。

Step 7 Practice

1. 鼓励能力强的学生用已掌握的信息编写一段对话，要求指示方向正确、清晰。

2. 词语综合练习。选择所给单词的正确形式填空。

1) Jack's grandfather lives in a _____(wood/wooden) house in the small village.

2) You can take the _____ (second/two) turning on your right.

3) Walk _____ (across/cross) the bridge and you will see Hill Building.

4) Would you like _____ (to tell/tell) us the story?

5) Mum walks _____ (past/pass) the park to her school every day.

6) It's easy _____ (to find/finding) the big tree.

3. 完成句子。

1) 走过小桥、左拐进入一个公园。

Cross the bridge and turn right into a park.

2) 沿着靠近河边的一条小路走，你就能看见一座木房子在你右边。

Walk along a small path next to the river and you will see a wooden house on you right.

3) 一直走，你将会看见左边的警察局。

Walk straight on and you will see the police station on the left.

4) 穿过田野，你会看见前面有棵大树。

Walk across the field and you will see a big tree in front of you.

5) 第三个路口右拐，过桥。你可以看见右边的花园大厦。我就住在 507 室。

Take the third turning on the right and cross the bridge. You'll then see Garden Building. I live in Flat 507.

Pair work.

Listen to the tape and repeat.

Do some exercises.

课后
作业

1. 记忆本课所学词汇、短语。
2. 背诵或表演对话。
3. 翻译练习。

教学
反思

教授听力策略与技巧。课堂上进行听力训练效果好于在家自己听。