

精选资料

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精品教育资料

— —全册教案，，试卷，教学课件，教学设计等一站式服务— —

可修改编辑

全力满足教学需求，真实规划教学环节

最新全面教学资源，打造完美教学模式

Module 1 Changing

Unit 1 We lived in a small house.

学习任务

There weren't any buses. We lived in a small house.

There are lots of buses and cars. We live in a big house.

功能

比较过去与现在的生活

运用任务

- 1、SB 第一单元活动 3 ；
- 2.谈论远古时代人们的生活与我们现在生活的不同；
- 3.介绍校园（班级、城市、社区）里的变化；

教学程序

一 . Warming up (热身复习)

1. Greeting
2. Talking about: holiday and changing of you.

二 . Leading in(课文导入)

T: In the winter holiday, you had a lot of changes. Now you are older and cleverer .I am very glad to see your changes. And write 'changing' on the blackboard. Tell students 'Everything is changing. No change, no progresses.

三 . New teaching (课文教学)

1. Show some old photos and say: Look, life was very different many years ago .But how was it different? Today, we will learn how to compare past and present life.
2. Listen to the tape and underline the new words.
3. Teach the new words.
 - a. Show some new word cards.
 - b. Correct pronunciation.
 - c. Practise new words in different kinds of method.
 - d. Explain important phrases.
4. Listen to the tape-recorder and read follow it .
5. Act out text.

四 . Practise (练习)

1. Pay attention to SB unit1 part2 and copy them to make sentences.
2. 完成运用任务 1 : Show some pictures. Make some students find different in them and describe in English.
3. 完成运用任务 2 describe past and present life
4. 完成运用任务 3

五 . Summary and homework.(总结与家庭作业)

1. Summary (总结)

T: Today we have learnt “How to describe past and present life, review simple past tense and present tense.”

2. Today’s homework (家庭作业)

- a. Listen and read Unit1 three times, try to recite and act.
- b. Compare two photos and write differences.

板书设计:

Module 1 Changing Unit 1 We lived in a small house.

weren’ t
are

lived
live

small
big

练习 :

单项选择 (10 分)

- 1 () There weren't ___ buses ..A. some B. any C. one
- 2 () We lived ___ a small house. A at B in Con
- 3 () Yesterday I watched TV ____ my grandchildren. A and B
with C to
- 4 () Thank you for ____ me. A help B helping C helped
- 5 () She ____ TV every day. A watching B watched C
watches.
- 6 () It's a programme ___ monkeys. A about B for C in
- 7 () She ____ have a bike last year. A doesn't B didn't C don't
- 8 () My mother worked ____ the fields. A in B on C at
- 9 () --- ___ do you go to school every day?
--- I go to school by bus.
A How B What C When
- 10() There ___ three books on the desk one hour ago.
A was B were C are

教后记 :

Unit 2 She didn't have a television.

学习任务

She didn't have a television.

She worked in the fields.

功能

谈论人们过去和现在的生活变化。

运用任务

1、SB 第二单元活动 2

2、SB 第二单元活动 5

3、通过画画，给同学说说自己家乡的变化或者给笔友写一封信说说自己家乡的变化。

教学程序

一 . Warming up. (热身复习)

1. Greetings.

2. Act out last text.

3. Free talk: Compare 'Old China and New China.'

二 . Lead in (课文导入)

Yesterday, Lingling saw the programme about China, she missed her grandmother very much. So she writes a letter for Daming, tells about that programme and her feeling.

三 . New teaching. (课文教学)

1. Show some questions.

a. What programme did Lingling watch last night?

b. What was the old lady's life like many years ago?

c. Who does Lingling miss?

2. Listen to the tape-recorder and find answers.

3. Learn new words.

a. Show some object and cards.

b. Correct pronunciation.

c. Practise new words in different kinds of method.

4. Listen to the tape-recorder and act out it.

四 . Practise (练习)

1. Play a game.

Put nine cards on the desk. Two students use cards to make dialogue.

For example:

A: Where was he/she seven days ago?

B: He/She was ...

A: What did he/she do there?

B: He/She ...

2、完成运用任务 1 : SB 第二单元活动 2

3、完成运用任务 2:SB 第二单元活动 5

4、完成运用任务 3 : 通过画画, 给同学说说自己家乡的变化或者给笔友写一封信说说自己家乡的变化。

5、学说字母组合的发音。

首先, 听音学说, 找出共同发音.

再让学生试着找出其他学过的单词, 如果没有, 教师可以写出一些生词, 让他们大胆试读, 以加深他们对这种拼读规则的理解。

五 . Homework (家庭作业)

Introduce the great changes of our hometown/school/home.

板书设计 :

Unit 2 She didn' thave a television.

She didn' t have a television.

She worked in the fields.

练习: 句型转换

1 She was a teacher. (变一般疑问句)

_____ a teacher?

2 They will fly kites. (变否定句)

They _____ fly kites.

3 They should cook vegetables. (变否定句)

They _____ cook vegetables

4 He visited the British Museum yesterday. (变为一般将来时态)

5 There were many buses. (变为一般现在时态)

教后记：

Module 2 Grandparents Unit 1 She learnt English.

学习任务

She learnt English.

Did she learn any foreign languages.

He is learning English now.

功能

谈论过去并与现在做比较

运用任务

- 1、说说爷爷奶奶退休前的工作及语言学习情况；
- 2、谈论昨天一家人的活动；

教学程序

一、 Warming—up (热身复习)

Greeting:

T: Hello, Good morning, class. S: Good morning, teacher.

T: How are you today? S: We are well.

T: What day is today? S: Thursday.

T: Are you ready for your English class? S: Yes. We are ready.

Game: Review the past tense of some verbs.

二、 New teaching (课文教学)

1. Use some pictures to learn important sentences.

Did you/he /she? Yes, I/she/he did. No, didn't.

He is doing

2. Learn new words and phrases.

Teacher plays the tape and have Ss underline the new words and phrases. Teacher guides to learn by all kinds of methods.

3. Listen and repeat

4. Act out the test. (Give Ss some minutes to practise.)

三、 Practice and consolidate. (练习与巩固)

1. Show two pictures and have Ss describe (use the important sentences)

2. Do activity 3.

Have Ss look it , give some minutes to practise in pairs ,then act it out.

四、 Task—fulfilling (任务完成)

1、完成运用任务 1 : 说说爷爷奶奶退休前的工作及语言学习情况 ;

2、完成运用任务 2 : 谈论昨天一家人的活动 ;

五、 Sum the lesson and homework

Try to describe the other persons to your parents.

板书设计 :

Unit 1 She learnt English.

She learnt English.

Did she learn any foreign languages ?

Yes, she did./No, she didn't.

He is learning English now.

练习：

按要求写单词.

live(过去式)_____ city(复数)_____ be(过去式)_____

do(过去式)_____ talk(现在分词)_____ dance(名词)_____

learn(过去式)_____ come(现在分词)_____

英汉互译

在田地里_____

be tired _____

努力学习_____

teach Chinese _____

读书_____

by school bus _____

做蛋糕_____

foreign languages _____

谈论_____

learn English _____

Unit 2 Mr Li was a teacher.

学习任务

Mr Li was a teacher.

He taught Chinese.

Chen Hai is an English teacher.

He's teaching Mr Li.

功能

谈论过去并与现在做比较

运用任务

1、SB 第二单元活动 5

2、告诉同学自己五年前的生活与现在生活的不同之处。

教学程序

一、 Warming—up (热身复习)

Greeting : Free talk

Game: "What did he do?"

二、 Lead---in (课文导入)

Teacher has a student stand in the front of the class.

T: Ten years ago ,I was a student .Now, I am a teacher. Ok, let's come to the text.

三、 New teaching (课文教学)

1. Important words and sentences

① Listen and underline the new words. Teacher uses all kinds of methods to guide.

② Show some pictures and let Ss describe them.

③ Listen and repeat

2. Practice in pairs

(1) Show a picture of sports player have Ss say out the differences between the pictures.(use the important sentences)

(2) Show three pictures and have Ss compare.

四、 . Practice (练习)

1、 Have Ss listen and repeat. Put these words on the Bb. Let them find the similar pronunciation. Follow the tape two times.

2、完成运用任务 1 : SB 第二单元活动 5

3、完成运用任务 2 : 告诉同学自己五年前的生活与现在生活的不同之处。

4、Say a poem

Look. Listen and follow the tape. Then say together with actions.

5、学说字母组合的发音。

首先，听音学说，找出共同发音。

再让学生试着找出其他学过的单词，如果没有，教师可以写出一些生词，让他们大胆试读，以加深他们对这种拼读规则的理解。

五、Summary and homework (总结与家庭作业)

1、Have Ss sum this lesson. Teacher gives complement.

2、Write the mutation in your life.

板书设计

Unit 2 Mr Li was a teacher.

Mr Li was a teacher.

He taught Chinese.

Chen Hai is an English teacher.

He's teaching Mr Li.

练习

选词填空。 who what where do did

1--- _____ were you last night? ---I was at school.

2--- _____ is the old lady? ---She's my grandma.

3--- _____ she do yesterday? ---She learnt English.

4---- _____ they watch TV every day? --- No, they don't.

Module 3 English Food

Unit 1 She had eggs and sausages

学习任务

What did she have for breakfast/lunch/dinner?

She had...

功能

谈论饮食习惯

运用任务

1、SB 第一单元活动 3

2、列出昨晚的食谱，说说自己喜欢或不喜欢的食品。

教学程序

一、 Warm up: (热身复习)

T: Hello, boys and girls.

S: Hello, teacher.

T: What's your favourite food?

S: My favourite food is...

二、 Presentation: (介绍 课文导入)

T: I had bread this morning, what did you have?

Ss: I had rice/milk/noodles...

T: We always have rice, noodles, and dumplings for meals. They are

Chinese food. Do you know English food?

Ss: Talk about English food which they know.

T: Tell the student Daming get an email from Lingling. It's talk about

English food. Now let ' s see what Lingling introduces. Then write the title.

三、Teach new lesson: (课文教学)

Step1 Show them some new word cards and teach them the pronunciation.

Step2 Open their books; listen to the tape for the first time, ask the students to find out the new words and the name of the food.

And explain some English eating habits.

Step3 Give the student some questions:

- 1、 What did Daming have got?
- 2、 What did Lingling have for breakfast/lunch/dinner?

Listen to the tape for the second time, ask the students to answer the question, and then check the answer together.

Step4 Ask the students to see the pictures and play the tape, the students read after it. At last the students read the text in pairs.

四、Practice (练习)

- 1、 Ask the student to see the third part of the text. Use the sentences to make dialogues in pairs.
- 2、 完成运用任务 1 : SB 第一单元活动 3
- 3、 完成运用任务 2 : 列出昨晚的食谱 , 说说自己喜欢或不喜欢的

食品。

五、Homework (家庭作业)

Go over the text. Pay attention to the important sentences and the name of the food.

板书设计：

Unit 1 She had eggs and sausages

What did she have for
breakfast/lunch/dinner?

She had...

练习：

按要求写单词.

give(过去式) _____ city(复数) _____ drink(过去式) _____

sing(名词) _____ eat(现在分词) _____ study(过去式) _____

dangerous(反义词) _____ shop(现在分词) _____

know (同音词) _____ . wear (同音词) _____ same (反义词) _____

3 用动词的正确形式填空 (5 分)

- 1). Many years ago, she _____ (cook) on a fire.
- 2). Let's _____ (go) to the supermarket.
- 3). He _____ (do) her homework last night.
- 4). They _____ (be) going to cook English food.
- 5). Lingling had a sandwich because she- _____ (like) hamburgers.

Unit2 Sam ate six hamburgers

学习任务

Sam ate six hamburgers

He likes hamburgers very much.

What did you eat/drink last night?

What are you going to eat/drink?

功能

谈论饮食及喜欢的食物。

运用任务

- 1、SB 第二单元活动 5
- 2、给外国朋友发电子邮件，说说中国的饮食文化；

教学程序

一、Warmer: (热身复习)

T: Hello.

Ss: Hello teacher.

T: What did you have for breakfast this morning?

Ss: I had ...

T: What's your favourite food?

Ss: My favourite food is ...

二、 Presentation: (介绍)

Take out a picture of hamburger and ask the students “Do you like hamburger?” “How many hamburgers can you eat? Students answer the questions. T: Let's see how many hamburgers Sam can eat. Then write the title on the board.

三、 Teach new lesson: (课文教学)

Step1 T: Take out some new word cards. Ask students to try to read out them, and then teach them these words.

Step2 Put on a letter of this unit. Ask students to see the letter and at the same time to listen to the tape. For the first time the students should draw a line under the new words. Then ask them to try to answer these questions:

- 1、 Who ate hamburgers?
- 2、 Who had a sandwich?
- 3、 What is mum going to cook tonight?

Step2 Play the tape, the students should read after it. Then check the answers.

Step3 Ask the students to see the second part. Use the food to make some dialogues. Students do it in pairs. To see which group is the best.

Step4 Game

将全班分成几组，教师出示有关食物的卡片，要求学生看到食物后马上造句，哪组有一名学生先站起来，就算哪组先抢达到。抢到的小组每人要迅速造一个句子，只要有一个成员没有完成造句，就不得分，最后哪组抢达最多，造句最多，教师发给每个成员一枚粘贴作为奖励。

四、 Practice (练习)

- 1、完成运用任务 1 : SB 第二单元活动 5
- 2、完成运用任务 2 : 给外国朋友发电子邮件，说说中国的饮食文化；
- 3、学说字母组合的发音。

首先，听音学说，找出共同发音。

再让学生试着找出其他学过的单词，如果没有，教师可以写出一些生词，让他们大胆试读，以加深他们对这种拼读规则的理解。

五、 Summary and homework (总结与家庭作业)

- 1、先让学生总结一下本节课学到了什么，老师对总结不完整的部分加以补充。
- 2、模仿课文写一封信给自己的好朋友或同学

板书设计：

Unit2 Sam ate six hamburgers

Sam ate six hamburgers

He likes hamburgers very much.

What did you eat/drink last night?

What are you going to eat/drink?

练习设计：

单项选择。

- 1 () I' ve got __ email from Lingling. A a B an C one
- 2 () She __ an English breakfast yesterday. A has B have C had
- 3 () What __ she __ yesterday evening?
A did, have B did, has C does, have
- 4 () They had noodles __ lunch. A on B in C for
- 5 () Lingling __ English food very much. A. likes B. like C. liked
- 6 () What __ Daming __ to eat tonight? A are, going B. is, going C does, go
- 7 () He ____ eat hamburgers tonight. A does go to B is going to C are going to
- 8 () She __ one apple to dog every day. A give B gives C gave
- 9 () He __ fish last night. A ate B eat C eating
- 10 () --- __ Amy __ Chinese food ? --- Yes, she does.
A. Did, miss B. Does, missed C Does ,miss

教后记：

Module 4 Library

Unit 1 Where are the books about computers, please?

学习任务

Where are the ...about ...please?

...in two week's time.

功能

如何在图书馆借书

运用任务

1.SB 第一单元活动 3

2、自行设计百货超市，运用 Where are ..., please? They are ...练习如何在某地找到某物

教学程序

Step1 : Warming up (热身复习)

1、Sing a song

2、 Play a guessing game

Step2 : Presentation (介绍)

T: I need a book about English food. What can I do?

Ss: You can buy the book.

T: I can have it in the library. 学生可能不知道 library 这个词，这时教师板书该单词，领读单词，请学生跟读。

T: Amy 和 Lingling 昨天也去了图书馆，我们一起来听听她们为什么借书，是怎样借的。

Step3 Teach new lesson (课文教学)

1、 教师将本课的挂图贴在黑板上，播放课文录音，请学生边听边理解课文大意。

2、 教师再次播放录音，请学生边听边用笔勾画出课文中的生词、短语以及不熟悉的句子，并根据上下文和图片猜生词的意思。

3、 教师将生词写在黑板上，为同学们示范发音，并逐个讲解。

4、 教师播放录音，请学生跟读、模仿语音语调

Step4 : Practice (练习)

1、 让学生四人一组，分别扮演 Amy, Lingling, librarian, 和 Ms Smart，进行对话表演。教师请几组学生上台表演，比一比哪组表演的最生动，并发给每人一个小贴纸以奖励。

2、 完成运用任务 1 : SB 第一单元活动 3

3、 完成运用任务 2 : 自行设计百货超市，运用 Where are ..., please? They are...练习如何在某地找到某物

Step5 Summary and homework

- 1、 请同学们看课文挂图，大体描述课文中在图书馆的对话内容。
- 2、 熟读课文并记忆重点单词和句型。
- 3、 Ask them to make up a dialogue with the new drills and new words.

板书设计：

Unit 1 Where are the books about computers, please?

Where are the ...about... please?

...in two week's time.

练习：

按要求写单词.

find(过去式)_____ lady(复数)_____ bring(过去式)_____

dance(名词)_____ study(现在分词)_____ use(过去式)_____

easy(反义词)_____ write(现在分词)_____

too(同音词)_____ . I(同音词)_____

3 翻译下列短语。

传统的中国食物_____ 有关计算机的书_____

列车信息 _____ 图书证 _____ 带回来

make an e-card _____ in two week's
time _____

be good at _____ listen to music _____ find
out _____

4 用动词的正确形式填空 (5 分)

1)Sam _____ (get up) early this morning.

2)Lingling _____ (drink) some milk now.

3)We _____ (live) in a small house last year.

4)-What ____ (do) you do tomorrow? -I _____ (work) in the office.

5)She _____ (want) to help students.

Unit 2 Where can you find out about animals?

学习任务

Where can you find out about?

You can find out about ...in/ on ...

功能

询问和寻找相关信息

运用任务

1.SB 第二单元活动 5

2、组织学生制作电子贺卡送给父母、老师或同学

教学程序

Step1 Warming up (热身复习)

- 1、 Sing a song
- 2、 Show the pictures, ask the students to make up dialogues.

Step2 Presentation (介绍)

T: Today we will learn how to research the message what we need. 学完之后，大家要试着通过各种途径来查询信息。

Step3 Teach new lesson (课文教学)

- 1、 T: Take out a dictionary and say: “This is a dictionary” .Ask the students say the word one by one. Tell the student we can find out about words in a dictionary. As the same way, teach them the other new words.
- 2、 Play the tape the student should read the text after the tape. Then they should practice the text in groups or pairs. Help the student to grasp the sentence: “You should find out about ... in / on ...” Ask some groups to read in pairs.

Step4 practice (练习)

- 1、 教师请几组学生自主上台表演对话，比比看哪组表达的最流利，交流的最自如，好的予以奖励。
- 2、 完成运用任务 1 : SB 第二单元活动 5
- 3、 完成运用任务 2 : 组织学生制作电子贺卡送给父母、老师或同学
- 4、 学说字母组合的发音。

首先，听音学说，找出共同发音。

再让学生试着找出其他学过的单词，如果没有，教师可以写出一些生词，

让他们大胆试读，以加深他们对这种拼读规则的理解。

Step5 Summary (小结)

T: What have we learnt this class?

Step6 Homework (家庭作业)

According to this class, do activity book practice 1.

板书设计：

Unit 2 Where can you find out about animals?

A: Where can you find out about....?

B: I can find out about...in/ on...

ie	igh	ir
die	high	girl
lie	night	shirt

练习：

单项选择。

1 () The timetable _____ the wall. A are, on B is, in C is, on

2 () Please bring ___ the book ___ two week's time.

A back, in B on, in C about, after

3 () It's easy ___ a computer. A on B in C with

4 () Let's ___ to the library. A go B going C went

5 () Where ___ the books about food? A is B are C were

6 () There __ any cars or buses. A .were B. weren't C wasn't

7 () Here's a card ____ you. A on B to C for

8 () She didn't __ a radio. A. had B. have C has

9 () He gave a present __ his Mum. A in B for C to

10 () Can I have your library card, please? ----- _____

A Yes, I can. B No, I can't C Yes, here you are.

Module 5 Decisions

UNIT 1 It's big and light.

学习任务

It's big and light.

It's got two pockets

功能

描述事物的特征

运用任务

1.SB 第一单元活动 3

2、 创设一个购物 情境，用不同的形容词来描述事物的特征。

教学程序

Step1 Warming up (热身复习)

1、 Sing a song

2、 Show the pictures, ask the students to make up dialogues.

Step2. Leading and new words (导入和新单词)

Today we're going to learn how to describe something use big, small, tall, short, fat, thin and so on. Take out your bag .Whose bag is big? (Students answer)Whose bag is heavy? Whose bag is light? Whose bag is broken? Whose bag has pockets? In this way, show the new words. Have the students understand and remember them. At last, try to make sentences with these words.

Step3. Text teaching(课文教学)

Open the book and listen to the tape recorder , listen again and repeat, (show ppt= power point) look at the screen and read the questions:(1).What does Lingling need?(2).Where are Lingling and Ms Smart?(3).What's the black bag like?(4).What's the green bag like?(5).Which bag has got pockets?(6).Which bag has got wheels?(7).Which bag does Lingling like?(8).Which bag does Ms. Smart like?(9).Which bag did they buy? Read the text for several times then answer the questions. At last give the answers on the screen .Read the text in groups, in pairs, one by one, boy and girl. Try to retell.

Step4. Practice (练习)

1、 Show the pictures: elephant, bird, panda dog, tiger, pencils, shoes, kites, bags. Practice to describe the pictures, using the words: fat, thin, heavy, light, beautiful, big, small, cute, new, old, broken, nice.

2.完成运用任务 1 : SB 第一单元活动 3

3、完成运用任务 2：创设一个购物情境，用不同的形容词来描述事物的特征。

Step5. Homework (家庭作业)

1.画一个你喜欢的包，然后用英语描述它

2.Describe animals.

3、 Games: Draw yourself.

(Draw a picture of yourself and try to describe.)

板书设计：

Module 5 Unit1 It's big and light.

P1 porcket	P2 broken	P3 heavy	P4 light
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It's got...

It has...

练习：

为 I 栏找出正确的答语

- | I | II |
|---------------------------------|--------------------------|
| ()1 Who are they? | A I went there in May. |
| ()2 Is he your grandpa? | B How do you do! |
| ()3 How do you do? | C It's cloudy. |
| ()4 What did she do? | D Nice to meet you, too. |
| ()5 What's the weather like? | E Of course. |
| ()6 Can I see your photos? | F She went toXinjing. |
| ()7 Here is a card for you. | G No, he isn't. |
| ()8 Nice to meet you. | H See you. |
| ()9 When did you go to Hainan? | I Thank you. |
| ()10 See you tomorrow. | J They my cousins. |

UNIT 2 It's too big for you.

学习任务

It's ...for...;

It's too big for you.

Try this one in whiter.

功能

如何表达自己的看法

运用任务

1、SB 第二单元活动 5

2、创设一个购物情境，用不同的形容词来描述事物的特征。

教学程序

Step1.Warmer (热身活动)

(Look at the screen) Can you use it? Review the words and make sentences with them.

I you we she he they it

me you us her him them it

Step2. Words and leading (单词和导入)

Take out a picture of a coat, and say: I have got a red coat and a blue coat. Point to the picture and: The red one is too big for me, the blue one is too small for me. Have the students make sentences with you, we, she, he, they, it. They can use have got and has got .Explain hard is difficult (hard = not easy). What does Lingling want to buy?

Step3. Test teaching. (课文教学)

Play the tape. Listen and answer the questions

(Show ppt)

1. What does Lingling want to buy?
2. What can you see on it?
3. What color does Lingling buy at last?
4. What color does Lingling like?
5. Why does she change her mind to buy another color?

At last, please the students act the dialogue.

Step4. Practice (练习)

1. Show the pictures. Have the students look, say and write. Make sentences with: It's ... for.... Draw it on the board. Then the students write the sentences on their exercise book.
2. Show the ppt. Play the tape. Have the students listen and underline the same pronounce, and then do the AB.
3. 完成运用任务 1 : SB 第二单元活动 5

4、完成运用任务 2：创设一个购物情境，用不同的形容词来描述事物的特征。

5、学说字母组合的发音。

首先，听音学说，找出共同发音。

再让学生试着找出其他学过的单词，如果没有，教师可以写出一些生词，让他们大胆试读，以加深他们对这种拼读规则的理解。

Step5. Learn to sing. (学习歌曲)

Listen to the tape for several times. Try to sing and do the actions.

Step6. Homework : (家庭作业)

Describe your bag.

板书设计：

UNIT 2 It' s too big for you.

It' s ...for...;

It' s too big for you.

Try this one in whiter.

练习：

按所给单词的适当形式填空。

1)There are lots of _____ (bus).

2)Thank you for _____ (dance) to us.

3)She danced in lots of _____ (cities).

4) He _____ (teach) English now.

5)Ten years ago, he _____ (teach) Chinese.

6) He _____ (live) there with his three children.

题目	Travel (旅行)	
题材 (主要) 内容	Amy 看到了 Lingling 所带的相片, 于是 Lingling 便向 Amy 和 Ms Smart 介绍相册上她去过的中国几个著名风景区及其地理位置。	
教学目标		
语言	功能	谈论旅游见闻, 描述某个地方的方位。

7) He should _____ (study) hard.

Module 6 Travel

