

2017 年春七年级英语下册

Unit1-12 全册教案

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Unit 1 Can you play the guitar?

一. Knowledge and abilities goals:

1. vocabulary:dance,swim,sing,playchess,paint,speakEnglish,playtheguitar
2. How to use Model verb” can”.
3. Listeningandspeakingskillsandcommunicativecompetence. 二.

Teaching method:Listeningandspeakingmethods.Pairworks. 三.**Moral**

goals:Encouragestudentstoexpresstheirabilities.

Content of courses: In this period, students will learn some names of clubs ,such as art , music, chess club, swimming club, etc. students will learn the drills :Do you want to join...club ?Can you ...?

四. Importance and difficulty: can

Teaching Aids: A tape recorder. Some pictures. A projector Some sports things, such as volleyball, basketball, etc.

Preparation test paper for lessons before class.

五. Teaching Time: 4 periods

Period 1 (Section A: 1a-2d)

1. Knowledge Objects: Learn to talk about abilities.

Know something about the culture of clubs. Can you/he..?What can you do? What club do you want to join?can, can't, draw, dance, swim, speak, walk.

2. Teaching key point:can

3. Teaching Difficult point:can

4.TeachingProcedures:

Step 1. Lead-in

Enjoy a song I' m a musician

T:Do you wantto bea musician? S:

T: Can you play the piano? S...

T: What can you do? S: I can...

T: What about you? S:

T: OK, now please show your talent and tell us what you can do.

Ask one of the students come to the front and do the action. Ask other students to guess what he or

she can do.

Step 2. Presentation

T: Look at the pictures. What are they doing? S:

Step 3 Pair work

Look at the pictures. Ask and answer like this:

A: Can you play basketball?

B: Yes, I can. / No, I can't. Can you...?

Step 4 Presentation

Show some pictures of famous stars. Practice the third person "he, she, they"

T: Where can you play chess? S:

T: Yes, in a chess club. This term, we have a lot of clubs. What club do you want to join? S...

T: Sounds great. Can you...?

S: Yes, I can/ No, I can't

If the answer is negative, guide students to say:

S: No, I can't. But I can learn it from others.

Step 5 Pair work

A: What club do you want to join?

B: I want to join the...

A: Can you ...?

B: Yes, I can. No, I can't. But I can learn it from others.

Step 6 Listening

Listen to 1b

Listen to 2a and 2b. Tell them to give special attention to **listening** activity (names of the clubs). Finish the tasks.

Step 7 Pair work

Look at 2b and talk about what the people can do in the clubs they want to join.

Step 7 Role-play the conversation 2d

T: If you like telling stories. What club can you join? S: Story telling club.

T: Right. Please read the conversation following the recording. Who wants to join the story telling club? Then role-play the conversation.

Step 8 Explain some language points.

Step 9 Homework

只供学习与交流

Reflection after class:

Period 2 (Section A: 3a–3c)

- 1. Knowledge Objects: go on learning to talk about abilities.
—Canyouplaytheguitar? —Yes, I can./ No, I can't.
—Whatcanyoudo? —I candance.
—Whatclubdoyouwanttojoin? —I want to join the chess club.
- 2. Teaching key points: Conclude the usage of ‘can’; put all new language into practice through different activities.
- 3. Teaching Difficult points: Distinguish “say, speak, tell, talk”
- 4. Teaching Procedures:

Step1:Greeting, Warming up and duty report. Watch a flash about the content of the Just for fun.

Talk something about the flash: Why is the other boy unhappy?

Introduce because of the difference of time zones, the time in different places are different. Revision:show the time in six places:Beijing,Tokyo,Paris,Los Angeles,New York,andLondon. Elicit the sentence pattern: What time is it?

It's.....

Draw attention to the “am” and “pm”. For instance, Beijing is seven o'clock in the morning. We can say Beijing is seven am. Los Angeles is three in the afternoon. So we can say Los Angeles is three pm. (teacher helps students answer).

Step2:Review the words learnt in the last period and add more.

(1)T: Here are some Chinese, let us see what time do they usually get up/ take a shower...

get up take a shower eat breakfast go to school eat lunch run go home

资料收集于网络，如有侵权 请联系网站删除

do homework eat dinner go to bed

(2) ask students to make a survey

Ask your friend 5 questions about his /her day. Then make a report.

A: What time do you usually...?

B: I usually...at...

Step 3: presentation.

(1) Ben's day. Introduce something about Ben.

Using the sentence pattern: What time does he usually get up/go to school/...

Pay attention to the verb form of the third person.

Discuss Do you like Ben's routines.

(2) Show the picture of Scott. He usually gets up at 5 pm. Ask students to predict what his job is?

(3) listen to the tape, and try to answer this question. then read through the passage, and match the pictures with the times.

(4) read it again and fill in the chart.

(5) answer the following questions

1. Where does he work?

2. How does he go to work?

Step 4: Work on 3a.

(1) Read through the passage and tell me what his job is.

(2) Read it again and match the pictures.

(3) Answer questions:

What does he do after he gets up?

Does he go to work after breakfast? What does he do? How does he go to work? By bus or on foot?

What does he do before he goes to bed?

What does "What a funny time to eat breakfast!" mean?

Step 5: Follow up.

T: My friend Da Bao likes Scott's work, so he gets to Sai Te Hotel . But he doesn't find him.

T: There are many children in the hotel. Look, they are coming. Please ask them questions to find the real Scott.

Step 6: Work on part 4.

T: Now six people make a group, and ask the other students when they usually go to bed . The leader

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lines up from the earliest to the latest bedtime. T: Let's
listen Group1...Group2... Step7:Work on part
3 of self-check.

T: Now I want to know something about what you do on weekends. You can go, ask your classmates and fill in the
forms. Then you have a report.

T: You may begin it like this "Ma Li gets up at ..."

Step8:Homework.

Oral work:

- (1) Read 3a and recite it.
- (2) Go on making a survey to find out what your classmates do on weekends. Reflection
after class:

Period 3 (Section B: 1a–1f)

- 1. Knowledge Objects: go on learning to talk about abilities. drum, play the drum, piano, play the piano, violin, play
the violin
- 2. Teaching key points: Improve listening and speaking
- 3. Teaching Difficult points: Improve listening and speaking

4. Teaching Procedures:

Step 1 Warming- up and revision

Daily greeting.

Check the homework. Let some Ss report what his/her family members can do.

Step 2 Presentation

Play the sound of different kinds of instruments. Let Ss guess what it is. Act and show your classmates your talent.

T: Please stand in front of your classmates. Act and say what you can. S1: (sing and dance) I can sing and dance.

S2: (play the drum) I can play the drum..

Step 3 Listening

Tell the Ss that they will listen to some sounds of the instruments. Listen and number the words [1-4] in the order of the sounds you hear in 1a.

Play the recording again and check the answers.

T: Now let's work on 1c. First, let one student read the words and phrases aloud. Then listen to the 1d and circle the words and phrase you hear.

Check the answers:

T: Now please look at the chart in 1e. What can Bill, Cindy and Frank do? What can't they do? You'll listen to the recording again. Then try to fill in the blanks.

Step 4 Group work

Work in groups. Take turn to talk about what Bill, Cindy and Frank can and can't do. S1: Bill can play the guitar, but he can't sing.

S2: Cindy can sing and play the drum, but he can't play the piano. Teacher can walk around the classroom, and give some help to the Ss.

Step 5 Homework

Make up a conversation between a volunteer and a person who is in charge of a sports club/old people's home/music club.

Reflection after class :

Period 4 (Section B: 2a-self check)

1. Knowledge Objects: go on learning to talk about abilities. also, people, help (sb) with sth, center, home, today, be good with, make, make friends, weekend, on weekends/on the weekend, teach, musician
2. Teaching key points: Also, too; be good with, help with
3. Teaching Difficult points: Describe one's ability
4. Teaching Procedures:

Step 1 Warming-up

Check the homework

Ask some pairs to show their conversations

Step 2 Reading

First, show some pictures of the boys and girls and some key words in 2a.

T: Here are some pictures and information about Peter, Alan and Ma Huan. Can you describe them according to the pictures and key words?

S1: Guide Ss to use “also, too”, and distinguish how to use these two words.

Give comments on Ss' descriptions.

T: Now we'll read three ads. What's the main idea of each ad? What's each ad's title? Now let's read the three ads and select a title for each ad. Ss read carefully and try to select a title for each ad. Check the answers with the class.

Step 3 Review the usage of “tell” ,

Review and distinguish the usage and function of “help”

T: Suppose Peter, Alan and Ma Huan want to help to do something after school. Which ad is right for him/her? Now read the descriptions in 2a and the ads in 2b again. Select a right ad for each person.

Ss read the descriptions in 2a and the ads in 2b again. Try to select a right ad for each person. They can talk about the answers in their groups.

Check the answers with the class.

Step 4 Homework

1. Recite 2a and 2b
2. Finish the exercise on p6

Reflection after class :

Unit 2 What time do you go to school?

1. Teaching Aims:

1) Aims of Basic Knowledge:

- ① Vocabulary: time, shower, usually, O'clock, what time, go to school, take a shower.
- ② Grammar: What time do you...? What time does he / she...?
- ③ Function: Use the simple tense to talk about the daily life.

2) Aims of Abilities: Listening skill. Speaking skill. Reading skill. Writing skill.

3) Aims of Emotion: Love life.

2. Analysis of the Material:

1) Brief Introduction of the teaching material:

What time / When do you...?" "What time / When does he...?"

2) Teaching Focus: What time do you...? What time does he/ she...?

3) Teaching Difficulties: Present tense.

3. Learning Methods: Make a plan. Culture.

4. Teaching Methods: Student-centered. Task-based Teaching.

5. Teaching Time: 4 periods

Period 1(Section A: 1a-2a)

Step One: Warming-up

Greeting

T: Good afternoon, everyone. Ss:

Good afternoon, Miss Yang.

Step Two: Presentation

1. Adjust the time, and ask students questions.

T: What time is it? Ss: It's 12 o'clock. (Write on Bb) (Help Ss to say)

T: What time is it? Ss: It's 10:15. (Help Ss to say)

2. Ask one student to come to the front, adjust the time and ask the other students. S1: What time is it? Ss: It's 9 o'clock.

3. Teach the new words & phrases.

Show some pictures of different clocks and the activities.

T: I'm very busy these days. Can you guess what time I get up / eat breakfast / go to school / run /

take a shower? (Write on Bb)

T: I usually get up at 6:35. (Teach Ss the new word “ usually”)

S1: You usually eat breakfast at ...

S2: You usually run at...

S3: You usually take a shower at ...

4. Ask Ss to do the exercise of 1a, and then check the answers.

Step Three: Listening

1. Show Ss the timetable of Rick’s (write on small Bb)

Rick’s timetable

Gets up	
Eats breakfast	
Runs	
Goes to school	
Takes a shower	

Ask Ss listen to the recorder and fill in the chart. Then check the answers.

2. Ask and answer.

T: What time does Rick get up / eat breakfast / run / go to school / take a shower ?

Ss: He gets up / eats breakfast / runs / goes to school / takes a shower at...

(Ask Ss pay attention to the underlined phrases.)

Step Four: Consolidation

1. Ask Ss to look at the pictures and tell their days.

Example: I usually get up at I eat breakfast at I go to school at At ..., I take a shower.

Step Six: Homework

1. Try to remember all the words & phrases.
2. Survey: Ask your classmates their routines, and give your report.
3. Plan: January 1st is coming. Please plan it, and make your day wonderful.

Step Seven Blackboard Design

Unit 2 What time do you go to school?			
What time do you go to school? I usually go to school at six thirty. go to school			
	get dressed	get up	brush teeth
eat breakfast	take a shower	what time	

Reflection after class :

Period 2 (Section A: 2b-Grammar Focus)

1. Aims and demands:

1) Language skills :Ss learn to talk about kinds of transportation, and how long it takes to go places, and how far apart places are.

2) TargetLanguage: Words:howfar,getto,bicycle,subway,busstop,trainstation,minute, kilometer, mile , transportation , calendar

Sentences: How do you get to school ? / How long does it take ? / How far is it ?

3) Moral object : Through learning this unit , Ss can enable them to care for each other whenever crossing the roads and pay attention to the sign of traffic.

2. Analysis of thematerial:

Studentshavelearnedthetransportationbefore..Inthisunit,theyneedtolearnmoredetailsabout thetransportation.Atthesametim e , they need to learn “How long and How far” and they can us them freely.

3. Teaching methods:

pairwork,groupwork,listeningandspeaking,practicing 4, learning strategies:

PersonalizingInferringvocabulary

5.Teaching aids:

Tape recorder, a projector or a computer

6.Teaching period:

Four periods.

Period 3 (Section B: 3a-3c)

1. Aims and Demands: Key vocabulary, How do you get to school? How does he get to school?
2. Teaching methods : Listening Writing Pairwork
3. Teaching Aids : A tape recorder.

Step I Leading in

T: Good morning, everyone! You know I live far away, so I go to school by bus every day. What about you? David, "How often do you go to school?"

S:-----

T: So we will talk about how to get to places in this unit.

Step II

Now I will show you pictures and let's review the transportations we know. Then we will learn more about it .(take the subway) Please open your books and finish 1a.

Step III

1. There are five names in 1b. Now they are in the picture. We should find them.
2. Play the tape. They should listen carefully and find the persons. Write the numbers next to the correct students in the picture above. After listening, check the answers together.

Step IV

Point to the example in the box, ask two students to read it. then ask them to make up their conversations about how the people in the picture get to school.

Teacher chooses some pairs to act their conversations. Step V

Practicing the listening :T: I will play two conversations. The people are talking about how students get to school and how long it takes. The first time check the kinds of transportation that you hear. The second time match the time with the kinds of transportation activity 2a.

Step VI

1. Pay attention to the picture and dialogue.
2. Make your own dialogue into pairs.
3. Act it in front of the students.

Step VII

Summary and homework: This class we have learnt some key vocabulary and the target language. I hope after class you can survey how does your friends get to school. and pre-revise the 3a, 3b.

Step VIII Blackboard Design

Unit4How do you getto school? How
do you get to school?
How long does it take ?It takes about 10 minutes .

Reflection after class :

Period 4

课 题	Unit 2 What time do you go to school? （第 4 课时）	教学批注
教 学 设 计	一、教学三维目标	
	1. 知识与技能： (1) 通过本单元的学习，使学生掌握相关的时间表达方法以及相关的词汇，能够就生活中的时间安排及日常活动来交谈； (2) 通过情景设计来激发学生学习的兴趣，并培养学生的自主学习和与他人合作的精神； (3) 通过谈论作息时间及日常活动，培养学生合理安排作息时间的意识。	
	2. 过程与方法： 启发式教学和讨论法	

	1. 情感态度与价值观： 让学生能合理安排作息时间	
	二、教学重点、难点	
	教学重点 (1) 时间的表达法 (2) 第三人称单数谓语动词的运用 (3) 本单元的新词汇多及内容跨度大也给学生在理解和掌握上带来了一定的困难。 教学难点 Ss write an essay about their daily abilities.	
	三、教学准备	
	录音机、磁带、实物、图片等	
	四、教学课时 5 课时	
	五、教学过程	

	Step1 Check their homework Choose some students to tell us the Sunday schedule and collect it Step2 Self check 1. Page 70 part 1, Let them to finish it. 2. Have a dictation. Step 3 Design a survey 1. According to the knowledge, let them to design a survey. 2. Write down on page 70. 3. Ask some students to do it orally. Step 4 Game 1. Divide them into three groups, and write the name, time and actions on the paper. 2. Collect them into three boxes, and ask students to choose, then make a sentence. 3. If he is right, his group will get one flag. Step 5 Culture notes 1. Read through ‘just for fun’ . 2. Discuss in groups. 3. Tell us what happened. Step 5 Homework Arrange your class in a week <table><tr><td></td><td>Monday.</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr><tr><td>7:30-8:10</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>Break time</td><td></td><td></td></tr><tr><td></td><td colspan="5"></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>板书设计</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Monday.	Tuesday	Wednesday	Thursday	Friday	7:30-8:10																					Break time															板书设计						
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教 学 反 思																																																		

Unit3 How do you get to school ?

Period 1 (Section A: 1a-1C)

授课人:_____授课班级:_____授课时间: 2016年____月____日____午第____节

【学习目标】

1. 掌握本节课的5个单词: train bus subway ride bike
和5个短语: takethe train takethe bus takethesubway ;
ridethebike walk to
2. 熟练运用问方式的句型。 ----How do you get to school ?
---- I ride my bike .
3. 掌握句型: I take the bus to (get to) school . I get to school by bus .
4. 能听懂有关谈论行为方式的对话并进行自由交际。

【预习指导】自我预习:

一、扫清障碍

根据音标读出 1a---1c 的单词,并记住。

二、课本预习:

熟读 1a 的词组并翻译成汉语。

熟读 1a 并根据图中的信息填空

翻译 1c 对话。

(二)预习效果检查。 1

，写出并读出下列单词和短语:

火车 ——公共汽车 地铁 自行车

乘火车/地铁/----- 骑 自 行 车 2

，翻译下列句子

1)，你怎么上学/回家/去威远?

我步行上学。我骑自行车回家。我乘公共汽车去威远。

2)，她乘地铁上学。Mike 乘火车回家。

【课内学习】

一、教材处理:

1. 检查 1a 的预习效果 (熟练掌握 1a 中的词组)。

2. 放录音让学生完成 1b, 跟读, 朗读听力材料。

3. 检查答案。

4. 检查 3c 对话情况。

学生背诵此对话, 然后结合 1a 图画两人一组自编对话。

5, 展示成果, 小组对话表演。

二、组内探讨:

1,How are you?怎样用英语回答。

2,How do you get to -----?怎样用英语回答。

How does he get to -----?怎样用英语回答。

3, How do/does sb do ---?句型扩展

How do you come to school? How

do they go home?

How does he play baseball? How

does Mike help his mother?

三, 要点总结

1, 问交通方式的句型 How do/does ----- get to -----?

回答时可用动词短语（谓语） take the bus /train /subway /plane /ship to

ride my bike /the horse to

drive sb to

walk to

还可以用介词短语（状语） by bus /train /subway /plane /bike

on foot/on the bus/on the train/on her bike in his car

2, 交通工具大会餐: (take ,ride , drive ,walk) (by)

car, truck, tricycle, motorbike, bike/ bicycle, subway, taxi, cab, train, bus, plane, school-bus, ship, boat.

Period 2 (Section A: 3a-3c)

1. Aims and demons: Key vocabulary : minute hour second take some body some time to do sth.Kilometer

2. Teaching Methods: Reading and writing Pairwork

3. Teaching Aids: Recorder A projector

Step I Reading

1. Pay attention to these questions.

2. Read this text by yourself and try to answer the questions

3. Explain the text and check the answers.

Step II Pairwork

1. Pay attention to the conversation on the right. 2. Read this text in different roles. 3. Look at the picture and time on the left. 4. Make the other conversations in pairs. (Give them five minutes)

Step III (Into group race)

Threestudentsagroup.A,lookatpage21.B,lookatpage85.C,lookatpage86.Iftheywanttoget the answers in the chart ,they should ask the others questions.eg:

- 1. How often does John go to school?
- 2. How long does it take Maria to get to school?

Gettheanswersfromtheconversations .Atthesametime ,theycanpractise the basic sentences in this unit.

Step V Workbook

Complete these questions andanswers.

- 1. Q: How does she get to school? A: She takes the bus.
- 2. Q; How do_____gettoschool? A:I_____my bike.
- 3. Q:_____doeshegettoschool? A:He_____the subway.

Step VI Summary

This class we’ ve had reading and writing practice. And we’ ve done a game.

Step VII Homework

Finish off the workbook exercise.

Step VIII Blackboard Design

Unit4Howdoyougettoschool? How;

How long;	How far
Reflection afterclass :	

Period 3 (Section B: 1a-2b)

- 1. AimsandDemands: Keyvocabulary: bus stop,bus station,train station,subway station.

- 1. TeachingMethods: Listeningmethods.Readingmethods.Pairwork.Groupwork.Practice.
- 2. Teaching Aids: A tape recorder, a projector.

Step I

Section B 1a , Ss match the words with the pictures .Ask them to recognize the different stations. Check the answers together .

Step II

Practicinglestening:Playthetapetwice,thefirsttimepleasegiveoutthegeneralmeaning.the second time check the things that Tomas wants to know. The third time how does Nina get to school?

Step III

Practicinglestening:T: class , Do you want to know the students around world how to get to school ? ok,pleaseread silentlythearticle.(1 minutelater)T: Whocantellmethemainideaofthearticle.? Good ,look at the five sentences, write T or F. Ss check the answer each other.

Step IV 2b

Students look at the chart first. Make sure they know what to do. Ask them to finish the activity individually according to the chart. Then check the answers.

Step V Summary

Today we have learnt some more key words and done some reading and writing practice.

Step VI Home work

Preview the 2b and finish the self check.

Step VII Blackboard Design Unit

4How do you get to school?
First..... Next..... Then.....
Most,many,some,other,a small number
Reflection after class :

Period 4 (Section B: 2c-Self check)

- 1. AimsandDemands: Writing practice ,make a survey, exercises over the workbook.
- 2. TeachingMethods: Writing method, speaking method, self check method.

1. Teaching Aids: A projector.

Step 1 2c

Just now you filled in an article about how students get to Hillsville High School. How do students get to your school?

As a students say, list them on the board. Tell students to use the words on the board to write about how students at your school get to school.

Ask students to write individually.

Choose some students to read their work to the class. Give them little presents if they do well.

Step II 4 Survey Find someone who...

Tell students we'll do a survey. Please turn to page 92. First look at the chart. You want to know how far people live from school, how they get to school, and how long it takes them to get to school. Let me tell you how to do the survey. Go around the class and ask questions like this:

How far do you live from school? How

do you get to school?

How long does it take to get to school?

And find out these answers and write them names in the chart. The students with the most names in his or her chart wins the game.

Step III Self check

Tell them to use the words in the box to fill in the blanks. Ask them to do this exercise individually. After finishing, write some on the board. Underline any mistakes and ask students to tell how to correct each of them.

Step IV 2

Show the picture on the screen. Tell them imagine you meet an American who needs help. His friend is ill in hospital. He has got a map. But it's a Chinese map. He doesn't know Chinese. Can you tell him how to get to the hospital?

Students work in pairs to present their conversations to the class.

Step V Summary

Today we've reviewed key vocabulary in the unit and done writing and oral practice.

Step VI Homework

Finish off the exercise of the workbook and preview the next unit. Reflection after class :

Unit4 Don' t eat in class.

I . Analysis of the TeachingMaterial

1.Status and Function

Inthisunitstudentslearntotalkaboutschoolorandfamilyrules.Suchatopicissofariliarto students thattheymustbeactiveinalltheactivitiesinclass.Itishelpfultoraiselarninginterestand useful to improve students' listening,speaking,reading and writing skills.

(1) Thefirstperiodintroducessomenegativeimperativesfirst.Thenstudentsareprovidedwith much listening and oral practice using the target language "What are the rules?"

(2) In the second period students do much listening and oral practice using the words "can" and "can't".After this class,students know more about what they can or can't do at school.

(3) The third period provides students with much oral practice using the phrase "have to".And the game in the last part is useful to raise learning interest.It is useful to improve spoken English.

(4)In the fourth period students learn to talk about what they do or don't have to do at home. (5)In thefifthperiodstudentslearntowritea letter totalk about their family rules.And they also learn to talk about some common signs.All the activities are designed to improve students' reading and writingskills.

(6)The self check in the last period is designed to give students more reinforced practice,especially writing practice.In this way,students better understand how to apply what they have learned in their daily life.

2.Teaching Aims and Demands

(1) Knowledge Objects

In this unit students learn to talk about rules.

Make students learn and grasp imperatives and the usage of the words "can" and "have to".

(2) Ability Objects

Train students' listening,speaking,reading and writing skills.Train students' integrating skills.

(3) Moral Object

As students,we must obey school rules.

3.Teaching Key Points

Learn the key vocabulary and the target language. Learn the imperatives and the words "can"

and “have to”.

2.Teaching Difficulties

Train students’ listening,speaking,reading and writing skills. Learn to write a letter.

3.Studying Ways

Teach students how to talk about rules in daily life.

II.Teaching Guidance

1.Language Function: Talk about rules.

2.Target Languages:Don’t eat in class! Can we wear hats? No,we can’t. We don’t have to wear a school uniform.

3.Structures

Imperatives. Can for permission. Modal have to.

4.Key Vocabulary

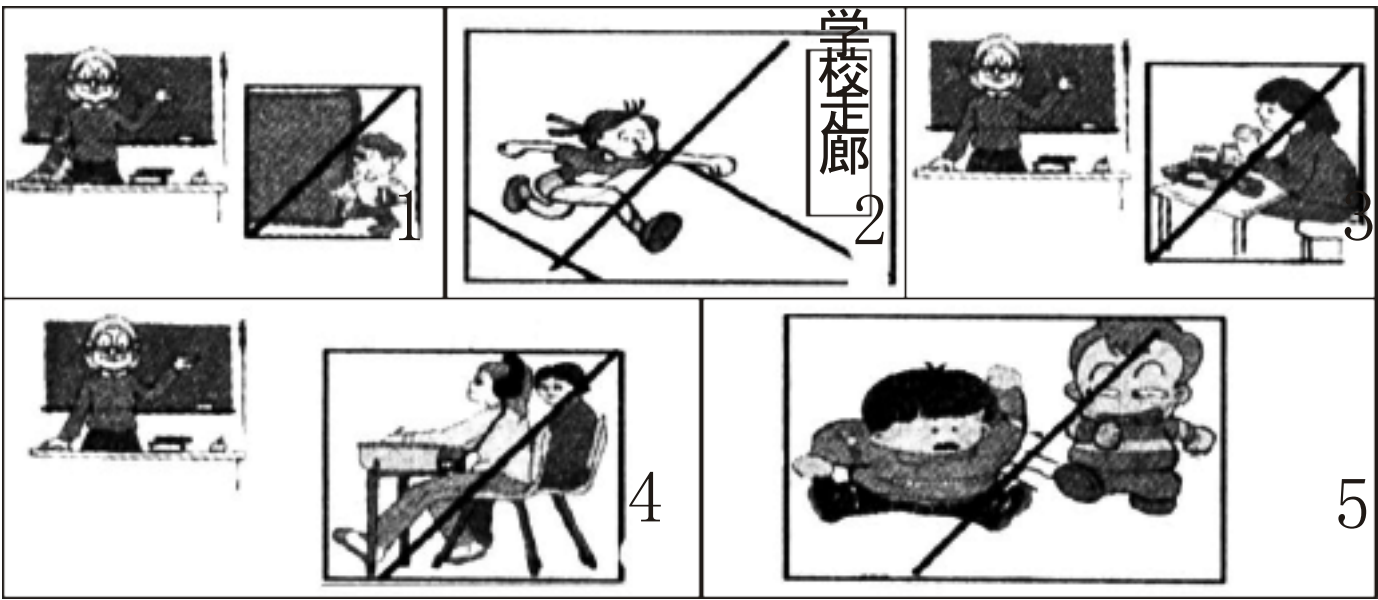
in class,classroom,hallway,gym,arrive,hate,go out,practice,inside,outside, uniform, sports shoes,fight,can,can’t,have to

5.Learning Strategies: Scanning.Deducing.

III. Periods: Six periods.

Period 1 (Section A: 1a-2d)

Step 1 Revision Review some key words and language points learned in Unit 1 1 briefly.



Point to the pictures one by one and teach students to say,

Don’t arrive late for class.Don’t run in the hallways.Don’t eat in the classrooms.Don’t listen to music in the classrooms.Don’t fight.

Write the rules on the blackboard.Read and have students repeat several times.

Students open their books.Point out the list of school rules.Invite a different student to read each rule to the class.

Step 2 Call students’ attention to the picture.

Say, Each of these students is breaking one of these rules. Write the number of the rule each student is breaking in the box next to him or her. Point out the sample answer.

Students do the activity individually. Check the answers.

Answers 1. boy looking at his watch 2. boy running in the hallway 3. girl eating an apple 4. boy with headphones 5. boys sitting at desks, fighting

Step 3 1b

Ask students to read the five rules in activity 1a once more.

Point to the three names. Say, You are to listen to a conversation. Three students are breaking the rules. Listen and write the number of the rules next to the name of the student who is breaking the rules.

Play the recording for the first time. Students only listen.

Play the recording again. This students listen and fill in the number of the rule after each name. Correct the answers.

Answers Peter:2 Nicki:3 Joseph:4

Step 4 1c

Invite a pair of students to read the sample conversation to the class. Write it on the blackboard.

Put students into pairs. Say, Student A is an exchange student. He or she doesn't know the rules in the school. Student B tells him or her about the rules in 1a.

Get students to work in pairs. As they are working, move around the room offering help as needed.

Get some pairs of students to present their conversation to the class. (This activity provides oral practice using the target language.) **Step 5 Summary**

In this class we've mainly learned to talk about school rules. As students, we must obey school rules.

Step VI Homework

Write down the rules in activity 1a without looking at books. Step 6

Blackboard Design

Unit4 Don't eat in class.

Don't arrive late for class. Don't run in the hallways.

Don't eat in the classrooms. Don't listen to music in the classrooms.

Don't fight.

Reflection after class:

Period 2 (section A: 3a,3b,3c)

Step1 Revision

T: Hello. What day is it today? What's the weather like today? T: It is a good day today. Can we play ping pong outside?
Can we run outside/in the hallways? Can we fight in the classrooms?
Can we eat an apple in a dining hall? Do you like movies? Do you want to go to a movie? Today we are going to watch a short play about rules. It is made by our classmates.
When you are watching the play, you should remember what rules they are breaking. Use the sentence like : Don't ...
S1: Don't arrive late for school. S2: Don't talk in class. S3: Don't listen to music in class.

Step 2 Presentation

T: Excuse me. What time does the school begin in the morning?
S: It begins at ...
T: Yeh, so I have to arrive at school at What about you?
What time do you have to arrive at school in the morning? S: I have to arrive at school at...
T: As students, what do you have to do in the school?
S: We can't listen to ... eat in class. fight. ...
T: What can you do at home?
S: I can play computer/watch TV/sleep/talk/...at home.

Step 3 Task 1: tell the reason

T: Where do you like to stay, at home or at school? Now I'll give you 2 minutes to prepare for it. S:
At school, I can..... I don't have to
At home, I can't I have to...

Step4 Ask and answer

Do you have to get up at 6:00? Can you
watch TV on weekdays? Do you have to
wash your clothes? Can you go out at
night?

T: Now, look at the list. These are family rules. Please ask and answer with your partner and fill in the list. Then I will ask some of you to report this list.

Step 5 3a

T: As you know, we have seven classes in a day. What can you do in an English class?

S: We can speak English/learn English songs/...

T: What can you do in the painting class? S: We
can draw some pictures..

T: What do you have to bring for the painting class? S: We
have to bring our color pencils.

T: What can you do in the PE class? Or we can say, what can you do in gym class?

Step 6 Task 2: Design your ideal school

T: As you are students, you have to obey the rules. Now if you have the chance to be a headmaster, what kind of school do you want to make? Please tell us the rules of your ideal school.

You can work with your group, ask and answer like:

A: Can the students....?

B: Yes, they can. / No, they can't.

Report: In our school, the students can ... They can't They have to
They don't have to Do you like our school?

Step 7 Homework:

- 1) Copy new words.
- 2) Design your ideal school and write down the rules

Step 8 Bb design

Unit 12 Don't eat in class.

What do you have to do in the school/at home?

don't you have to ... I have to ... don't have to..

What can you do in the school/at home? I can.... I can't ...

Reflection after class :

Period 3 (section B: 1a–2c)

Step 1 Warming-up and revision

Sing some English songs. Greet the class as usual.

T: Good morning/afternoon! How are you? What's the date today?

What day is it today? What's the weather like today? Are you happy?

Learn the song "If you're happy."

T: I'm very happy today, do you know? Please guess!

Step 2 Reading

Present the photos of Emily and Dave on Page 74(They are laughing) and ask: T: Are you happy? Why?

Revise Part 1 in Section B. Then show the photo of Zhao Pei in 3a. Ask: Is she happy? Let Ss read the letter and find out the answers. After that, ask Ss make a list about her rules .

T: What can you do at your house and what can't you do in your house? (Get different answers from Ss.)

Step 3 Class Survey

1. Make a list of the rules at your houses.

T: OK! There are so many rules in your houses! Now make a list of the rules at your houses. You can use Zhao Pei's list of rules as a model.

Give the Ss some minutes to write. And then have some students read their lists to the class.

Make language corrections as needed.

2. Make a survey

First, point out the sample question and answer in the picture in the book. Ask two students to read it to the class.

Step 4 Task2 Make the rules for school library

T: As you are Ss, you have to obey many rules. Now if your headmaster asks you to help him make a rule for your school library, can you help him? What kind of rules do you want to make?

Please tell us the rules. Work in groups. Then make a report.

T: You are all good Ss. I hope you can be Ss both at home and at school. Be a good student.

Step 6 Homework

Do the exercises in the exercise books.

教学反思：

Period 4 (Section B: 3a-self check)

Step 1 Warming-up and revision

1. Greetings.
2. Enjoy English songs.
3. T: Are you happy? Ask some Ss to say the rules in their house.

Step 2 Look and practice

T: Most of us have many rules in our house. What about the Jones family? Are there too many rules in his house? Look at the pictures and ask and answer in pairs like this:

S1: Do you have to....?

S2: Yes, I do./ No, I don't.

Ss practice in pairs and act out. Then show a list and let Ss make the list.

Step 3 Write

T: Jones is very unhappy. He wants to write a letter to Dr Know about the rules in his house. Imagine you are Jones, do it!

Ss do this job. Then show some and enjoy their ideas.

Step 4 Explanation

Revise the whole unit, and explain some important phrases in class. And solve the problems the Ss have.

Step 5 Exercises

Do some exercises in class and check the answers.

Step 6 Home work

1. Finish the exercises in Book 1-2.
2. Write a letter to your pen pal and tell her /him the rules of your school or your family.

教学反思：

Unit5 Why do you like pandas?

一、教学目标

1、知识目标：学习本单元的词汇和句型结构

1) 词汇：

zoo, animal, tiger, elephant, koala bear, dolphin, panda, lion, penguin, giraffe, smart, cute, fun, ugly, intelligent, friendly, shy, kind of, Africa

2) 句型结构：

why, what, where 引导的特殊疑问句；用 because 表示原因；表示性质、品质的形容词的使用及程度的表达。

Why do you want to see the lions? / Why do you like lions?/Because they're cute/interesting

What animals do you like?/Where are lions from? / Where do lions come from? They are **very** dangerous. They are **kind of** intelligent.

2、能力目标：

描述动物，并能表达对某种动物的好恶。

二、教学重、难点

1、重点：学习本单元的词汇，用 what、why、where 引导的特殊疑问句，用 because 表示原因以及形容词的使用。

2、难点：准确使用形容词对自己感兴趣的事物进行描述。

三、课前准备

教师：录音机，图片，物品实物。 学生：实物(学习用品)。

四、教学建议：

课时及内容：本单元建议用 5 个课时完成

第一课时完成 section A 1a-1c 第二课时完成 section A 2a-2c (grammar focus) 第三

课时完成 section A 3a-4 第四课时完成 section B 1-3

第五课时完成 section B 3a-4

Period 1 (Section A 1a-1c)

Step 1 Warming-up and revision

1. Greetings.
2. Revise the new words and expressions.
3. Revise the conversations they learned the last day.
4. Some Ss report their collection in the homework.

Step 2 Presentation

只供学习与交流

Step 1 Warming-up and revision

- 1. 师生问候。
- 2. Revise the new words and expressions.
- 3. Revise the conversations they learned the last day.
- 4. Some Ss report their collection in the homework.

Step 2 Presentation

- 1、使用各种动物图片，复习动物名称，谈论喜好及程度。
 - (1) What animal is it? It's a tiger.
 - (2) Do you like tigers? Yes, I do. / No, I don't.
 - (3) Why?/Why not? Because they're very (kind of)...

讲解 very, kind of 的用法，可将 Section B 第一部分中的 ugly, scary 等词提前教学。

2、学生练习对所看到的动物的喜好（程度）及原因，并表演对话。

Step 3 听力训练：

- (1) 听录音，完成练习（2a）。
- (2) 步骤 4 听录音，完成练习（2b）。

Step 4 小组活动：为自己的同学选择生日礼物。调查同伴最喜爱和不喜爱的小动物及原因，然后为他/她准备一份动物玩具作为生日礼物。使用下列表格：

Step 5 互
(让学生
语境中练
交际能
本课的句
汇报为
生日礼物
可采用情

Names	Animals he/she likes	Reasons	Animals she/she dislikes	Reasons

组活 动：
在对话的
习自己的
力，巩固
型）
同学选取
的情况，
景复现的

方式（小组对话），也可以采用汇报结果的方式。

Step 6 Reading

Present the photos of Emily and Dave (They are laughing) and ask: T: Are you happy? Why?

Revise. Then show the photo of Zhao Pei. Ask: Is she happy? Let Ss read the letter and find out the answers. After that, ask Ss make a list about her rules .

T: What can you do at your house and what can't you do in your house? (Get different answers

from Ss.)

Step7 Grammar focus

让学生反复读，然后把这些句子翻译成英语。

Step8 Homework

Copy the words and phrases.

反思教学：

Period 3 (Section A: 3a-4

Step 1 Warming-up and revision

1. 师生问候。
2. Revise the new words and expressions.
3. Revise the conversations they learned the last day.
4. Some Ss report their collection in the homework.

Step 2 Presentation

出示动物玩具或图片：a panda, a lion, a koala bear，请学生表达对这些动物的好恶。复习并介绍国名 China, Australia, South Africa。句型结构 Where are pandas from? Pandas are from China.（注意另一种表达，Where do pandas come from? Pandas come from China.）可以对这些动物的习性等做简单介绍，将Section B 中的部分词汇和表达在此处介绍，如：eat grass, sleep during the day, at night, eat leaves, lazy, meat等。（3a）

Step2 :

学生练习谈论对上述三种动物的喜好，产地及简单习性。(3b)

What animals do you like? I like pandas.

Where are pandas from? They are from China.

They are lazy. They like eating bamboos.

Step3:

出示另外几种动物，如：an elephant, a giraffe, a kangaroo等，要求学生对这几种动物开展谈

论，包括喜好、产地、习性等信息。

Step 4 对话表演：（让学生与自己的伙伴交流，锻炼他们的口头表达能力）

Step5 Bingo。

要求学生从所给的词语中随机选择九个填入旁边的格子中。放录音，让学生听到自己所选的词时，在该词上划叉，最先连成三个一排者为胜者。（Part4）

Step 6 Writing

Look back at the ad in 3a. Now please write your own ad. You can use some of the sentences from activity 3a. But please use your own types of dumplings and choose different drinks. You can also change the prices. Read your ad for the class.

Step 7 Pair work

Ask the students to read the conversation in 3b first. And then ask them to make conversations. Now practice asking and answering questions about what the people in the pictures did last weekend. Practice in pairs. Use the dialogue as an example. Give the students two minutes to read and make the conversations.

Step 8 Homework Review

the key sentences. 教学后记

:

Period 4 (Section B: 1-3)

Step 1 Warming-up and revision

- 1. 师生问候。
- 2. Revise the new words and expressions.
- 3. Revise the conversations they learned the last day.
- 4. Some Ss report their collection in the homework.

Step 2 Presentation

1、出示图片或玩具模型，对所出示图片中的动物进行描述，要求学生用别的形容词对所见到的动物进行描述，接受学生所给出的各种不同答案。共出示八幅图片。介绍形容词： ugly,

friendly, small, shy, intelligent ,beautiful, cut, scary等。

2、要用到的句型： What do you think of the tiger? It’s scary. Etc. （1）

Step 2

让学生用 1b 句型及 1a 中的形容词进行对话练习。 活动： 对步骤 1 中的图片进行谈论。 完成任务所需要的句型结构：

What animals do you like?	I like elephants.
Why do you like elephants?	Because they are cute.
What other animals do you like?	I like ..., too.
Why?	Because ...

Step 3

教师先让学生自己和同伴进行练习， 然后抽几组学生进行对话表演。

Step 4 Listening Test

听录音（3 遍）， 完成练习（2a, 2b）。

Step 5

(1) 要求学生采访她或他的伙伴， 他/她的父母/老师喜欢什么动物。 句型如下：

---- What animals does your father/mother like?	-----He/She likes ...
-----Why does he/she like ...?	-----Because they are

(2) 选择部分同学在全班汇报采访结果。

Step 6 Pair work

This activity provides guided oral practice using the target language . Call attention to the question words . Have a student read them to the class . Ask Where did you go on vacation? Say, please work in pairs. As students talk , move around the room offering pronunciation and language support as needed. Read aloud. then discuss the keys.

Listen and fill in the chart. Then discuss the keys. **Step 7 Homework**

Review the key words and phrases.

教学后记：

Period 5（Section B: 3a-self check）

Step 1 Warming-up and revision

1. 师生问候。

1. Revise the new words and expressions.
2. Revise the conversations they learned the last day. 4. Some Ss report their collection in the homework.

Step 2 Presentation

教师展示四幅教学挂图，就图片提出问题，要求学生进行回答。教师可采用先通过提问进行引导的方式，过度到让学生自由谈论。

What animal is this?

Where is it from?

What is the ...eating/doing?

Do you like it?

How much do you know about it?

在此步骤中,将 3a、3b 语篇中的词汇进行教学。教学 grass, sleep, during, at night, leaf, meat, relax, lazy 等词汇。

Step 3 Reading

(1) 引导学生读短文，回答下列问题：

Who is Molly?

Who is LingLing?

Who is Bill?

(2) 学生阅读语篇，并将图片与相应的语篇匹配。(3a)

How old is Molly? Where is she from? What does she like to do? How

old is LingLing? Where is she from? What does she look like? How

old is Bill? Where does he come from?

When does he sleep and when does he eat his meals?

(3) 在订正答案时，讲解涉及到的语言知识。

Step 4 观察图片 a, 完成 3b。订正答案。

Step 5 小组活动（表演）：动物的自述。要求学生从教材中的四种动物中选择一种进行扮演，以独白的方式向其他同学介绍自己。

Step 6 写作练习（3c），描写自己家养的宠物或想要养的宠物。

学生先在小组中进行讨论如何写作，然后进行书面表达。

Step 7

猜猜我的宠物是什么。让部分学生描述自己养的宠物或理想中的宠物，其他同学边听边找线索并进行猜测。要求描述出产地、颜色、习性等基本特点。

Step 6 Homework

Review the key words and phrases.

教学后记： _____

Unit 6 I’ m watching TV.

一、Teaching Goal:

In this unit students learn to talk about what people are doing. Teach students how to cooperate and be good at watching something and love our lives.

二、Teaching difficulties

1. The vocabulary and the sentence structures.
2. Learn the grammar: Present progressive tense.
3. Oral practice using the target language.

三、Teaching Methods

Listening and practicing methods, pair work, Task-Based Learning method.

四、Teaching Aids

A tape recorder, some pictures and cards.

五、Teaching Time: 5 periods

Period 1 (Section A:1a–2b)

Teaching Procedures

Step 1.Revision

1. Greetings.
2. Revise the words and expressions in Unit 4.

Step 2.Presentation: Lead in

1. Do “Ask and answer” practice with the Ss.
 2. The teacher asks the students to give more verbs phrases and write them down on the blackboard.(show many pictures to help the Ss.)Teach the new words and expressions.
 3. Teach the Present Progressive.
- 1) Introduction: Talk about the title of this unit. Show some pictures to introduce the Present Progressive tense.

T: What's she/he doing?

Ss: She/He is v-ing (Help the Ss to answer the questions and show the sentences)

2) Let the Ss to say what the Present Progressive is.

(现在进行时表示现在正在进行或发生的动作, 它的表现形式为: Be Verbs + V-ing....) 3).

Tell the difference

Write down the V-ing forms by another lines of go, watch, do, play and eat. Ask the Ss to have a look and find the difference between them. For example: go and going, watch and watching, do and doing, etc. Then ask the Ss to read them again and do more exercises.

Step 3.Activity 1a: Match

1. Help the Ss talk about the pictures. The Ss read these V-ing words after the teacher.

Match the words and the activities. Check the answers.

2. Help the Ss do "Ask and answer" practice in pairs.

3. Ask some Ss to do actions and let the class guess what he/she is doing.

Step 4.Activity 1b & 1c: Listening and pair work.

1. Play the recording for the Ss to listen. Play again. Ss listen and write the number of the activity each person is doing.

Check the answers.

2. Pairwork: Ask the Ss to do "Ask and answer" practice about the picture in pairs. Some pairs present their dialogues to the class.

Step 5.Activity 2a & 2b: Listening and Practice

1. Activity 2a: Talk about the picture in 2b. Ask the Ss to read the questions in 2a. Then listen to the tape and write the answers. Check the answers.

2. Activity 2b: Play the recording again. Help the Ss put these questions and answers in order to make a conversation. Go through the answers with the Ss.

Step 6 Pairwork: Activity 2c

1. Talk about the pictures in 2c. Ask Ss to read the sample conversation. Let Ss look at the first group of pictures, and ask them to guess what the people are doing.

2. Then imitate the sample conversation, work in pairs. Some pairs present their dialogues to the class.

3. A guessing game: Guess the activities according to the Ss' actions.

Step 7 Grammar focus

Go through the sentences with the Ss. Deal with some language points.

Step 8 Homework: 1. Copy the new words and recite. 2. Make up their own dialogues.

教学后记:

Period 2 (Section A:2c-4)

Teaching aims

Go on learning to talk about what people are doing.

Language points

1. To learn the following sentences.

- (1)—Is Nancy doing homework ?
—Yes, she is ./No, she isn't .She is writing a letter.
- (2)—Doyouwanttogotothemovies? —Yes ,I do.
- (3)—Whendoyouwanttogo? —Let's go at six o'clock.

2. To learn the following words and phrases:

- (1)adjective: sure
- (2)verb phrases: wait for , talk about , talk to sb.

Teaching difficulties

present participle: run-running, write-writing Present progressive tense: Subject +be+doing +...

Teaching steps

1. Warming-up and revision

(1)Watch VCD which is connected with the present progressive tense.

(2)Revision

The teacher asks Ss to do some actions, ask and answer one by one (chain work)

T: What are you doing? S1: I am reading an English book. What are you doing ?

S₂: I am writing. What are you doing? S₃: I am playing the guitar. What are you doing? Show some pictures, point to them and ask. (运用图画)

- T: Look at picture 1! What is he/she doing? S₁: He/She is talking on the phone. T:
Look at picture 2! What are they doing? S₂: They are singing and dancing.
T: Look at picture 3. What is he doing? S₃: He is swimming.

2. Presentation

The teacher asks one student to come to the blackboard and do an action.

T: Are you playing soccer? S: No, I'm not.

T: Are you playing basketball? S: Yes, I am.

Ask more students like this.

3. Practice

Have students make a similar dialogue like this

S1: Are you reading a book? S2: No, I am not.

S1: Are you reading a newspaper? S2: Yes, I am.

4. Guessing games

The teacher uses pictures to ask the students. Cover one part of the picture and then uncover it little by little.

T: What is he doing? S₁: Is he playing the computer?

T: No, he isn't. S₂: Is he playing the guitar? (show another picture)

What are they doing? Teacher continues to ask students and shows them more pictures.

5. Pair work (work on 2c)

T: let's look at the pictures and guess what the people are doing. Please practise in pairs.

A: Is Nancy writing a letter? B: No, she isn't. She is writing a letter. Then check the answers.

6. Work on 3a

T: Look at the pictures and make conversations. Please write the correct number of the pictures next to the conversations below. Then check the answer. [Conversation A=3 Conversation B=2]

The teacher reads the conversation before the class, and the Ss repeat the sentences. Ss practice the conversation in pairs and act out the conversation.

7. Pair work (work on 4)

(1) Show a picture and teach the new phase "wait for a bus".

(2) Look at the pictures and answer the questions below. Ask Ss ask and answer like this.

S1: Where is he? S2: He is in the store/the supermarket. S1: What

is he taking? S2: He is taking a bottle of juice.

S1: What is he waiting for? S2: He is waiting for a bus.

(3) T: Please look at the pictures again and talk about the four pictures.

8. Grammar Focus

T: 这两天我们学习了现在进行时，当我们询问某人正在干某事时，我们应该说 What are you doing? What is he/she doing?

回答时应说 I am watching TV. He is doing homework.

一般疑问句: Is he/she doing? Yes, he/she is./No, he/she isn't/

Are they doing? Yes, they are./ No, they aren't.

T: 请大家注意现在进行时态的构成.

主语+be+现在分词

T: 现在分词在动词下面加“ing”，如 play→playing, wait→waiting

9. Homework

Read and recite 3a. Write the story about the four pictures.

教学后记: _____

Period 3 (Section B:1a-2c)

Teaching aims

- 1. 询问别人正在哪里干某事.
- 2. 继续学习某人正在干某事.

Teaching points

- 1. To learn the following sentences.
—Wheredopeopleplaybasketball? —At school.
—Whereishe swimming? —He is swimming at the pool.
- 2. To learn the following vocabularies: toy, shopping, mall, pool.

Teaching steps

1. Warming-up. chant and revision

1) Chant

What are you doing? I'm reading books. What
is he doing? He is watching TV. What
is she doing? She is doing homework.
What are they doing? They are eating dinner.

2) Revision Ask a student to do an action and ask

T: Are you eating breakfast? S1: No, I'm not .
T: Are you singing? S2: Yes, I am .
T: Is he writing a letter? S3: No, he isn't .
T: What is she doing? S4: She is singing . T:
Are you reading a newspaper? (To another student) S5: No, I'm
not .

T: What are you doing? S6: I am reading an English book. T: Is he reading a Chinese book? S7: No, he isn't.
T: Is she reading an English book? S8: Yes, she is.

2. Presentation

Show some pictures and present the new vocabularies. T: What is he doing?

S1: He is swimming.

T: Where is he swimming?

S2: He is swimming in the river.

T: No, he isn't swimming in the river. He is swimming at the pool.

T: Look! What are these? They are toys. What are the girl and her mother doing? They are shopping.

T: Where are they shopping?

S1: They are shopping in the store.

S2: They are shopping in the supermarket. T: Maybe, look, they are shopping at the mall.

3. Practice

Show some pictures and phrases, let Ss practice in pairs like this. A: What is he doing?

B: He is boating.

A: Where is he boating?

B: He is boating on the river.

4. Complete the chart . (work on 1a)

T: Look at the pictures and complete the chart.

Then check the answer.

1). library reading books

2). school playing basketball

3). pool swimming

4). mall shopping

5. Pairwork

Let Ss look at the chart, ask and answer in pairs. A: Where do people play basketball?

B: At school.

7. Pairwork (work on 2c) .

T: Now look at the chart and use the information in the chart to make a conversation like this . A: Hello! Is Tina there?

B: No, she isn't . She is at the mall .

A: Oh, is he shopping at the mall ? / What is she doing ?

B: No, she isn't . / She is eating lunch with a friend .

8. Groupwork (Make a survey)

1). T: Let's make a survey, please ask Ss in your classroom where their parents are and what their parents doing now . Please ask and answer in threes, then fill in the chart .

People	Place	Activities
Jim's father		
Jim's mother		
Susan' father		
Susan' mother		

2.) After the Ss finish the survey .Let them give a report .

9.Homework:

1). Listen to the tape and repeat the conversation on Section B.2b. try to imitate the pronunciation and intonation.

2). Collect some pictures and bring them to the classroom. 3). Write the report down in the exercise book .

A: Where do people swim? B:
At the pool .

6. Listening comprehension

1) 2a. T: You will hear three short conversations. Please listen carefully and write down the places you hear in the chart below .

Then check the answers: mall, school , library .

2) 2b. T: Now look at 2b on page 28. Please listen to the tape again and fill in the chart . Let's write down what they are doing.Ss listen to the tape twice and write down the answer on their charts.

教学后记 :

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：
<https://d.book118.com/707052022125006141>