

Lesson One May I Go to Beijing?

1. 导入新课:

教师出示一副天安门广场的图片。

Ask: Do you know what its name is?

Help them to answer: It's Tian'anmen Square.

Teach: square

Ss repeat: square.

Ask: Do you know where it is?

Ss: It's in Beijing.

T: Beijing is the capital city of our country. Have you been to Beijing? (教师提示学生汉语)

S1: I have been to Beijing.

S2: I have never been to Beijing.

T: Li Ming is a student. He has never been to Beijing. He wants to go to Beijing very much. Now he is talking with his mother.

2. 介绍本课内容。

1) 教师讲解情态动词 may 的用法:

May I go to Beijing?

肯定回答: Yes, you may.

否定回答: No, you may not.

2) too...to 句型:

ZhaoYang is too young to go to school.

3) go+ ving go shopping, go boating, go skating

3. 表演

学生听两遍录音, 模仿录音, 朗读对话。首先教师扮演妈妈, 找一学生扮演李明, 进行表演。然后找三组学生到前面进行表演, 评出最佳表演小组。

4. 展示能力

教师提供词组: The Water Park, go boating, eat an ice-cream, go swimming. 学生两人一组编对话, 要求学生运用句型: May I ...? Yes, you may. No, you may not.

5. 总结拓展

总结本课重点短语和句型, 要求学生记住谚语, “One is never too old to learn.” 告诫学生“学无止境, 积极进取”。

6. 随堂测试

测试本课内容, 结束本课。

Lesson 2 May I Invite Danny and Jenny?

1. 复习

1). 采用小组表演形式复习 Lesson 1

2) 复习打电话的日常用语。

A: Hello! 喂!

B: Hello! This is Ann speaking. Who's that?

喂! 我是安, 你是谁?

2. 导入新课

请一名学生来当记者, 采访李明:

Journalist: I know you want to go on a trip to Beijing. Who are you going with?

Li Ming : I want Danny and Jenny to come on our trip to Beijing

Journalist: Does your mother agree with you?

Li Ming: I'm not sure. / I don't know.

3. 听、读、操练

学生听一遍录音, 回答教师的问题。 “Does Li Ming's mother want to talk to Mrs. Smith?

再放两遍录音, 学生跟读。两人一组进行练习。

4. 讲解本课内容

1) 教师讲解情态动词 can 的用法: can + 动词原型

Jenny can come.

She can sing English songs.

2) leave 与 leave for 辨析

We will leave Shanghai at 9:00.

我们将在 9 点离开上海。

They leave for Shanghai at 9:00.

他们在 9 点向上海出发。

3) arrive

When do you arrive in Beijing? 你们什么时候到达北京?

They will arrive at the hospital before six o'clock.

他们将在 6 点前到达医院。

5. 打电话表演

四人小组表演对话。要求动作表情到位 (李明和詹尼的动作必须符合情节, 并且要表现出迫不及待的心情)。评出最佳表演小组。

6. 总结拓展

总结本课重点短语和句型。

7. 随堂测试

请试着翻译下列词组, 看谁写得又快又准。

- | | |
|----------|------------|
| 1. 我们的旅行 | 2. 与格林夫人交谈 |
| 3. 去旅行 | 4. 在加拿大居住 |

- | | |
|---------|----------|
| 5. 到达上海 | 6. 向天津出发 |
|---------|----------|

Lesson 3 How Far Is Beijing?

1. 复习--导入新课

教师出示一小男孩数数字的图片。

教师: Look at the picture. What's the boy doing?

帮助学生回答: He is counting.

Ss repeat: count

教师: Can you count from one to one hundred?

抽取几个学生进行速诵数字的比赛。 one, two, three, four ...

教师: Can you count from one hundred to one thousand?

Can you count from one thousand to ten thousand?

2. 听, 读数词。

放第一部分的录音, 学生跟读三遍, 教师纠正不正确的发音。

如: thousand。 让学生反复练习。

3. 数词读写比赛。

4. 四人小组用阿拉伯数字写出 20 个数词, 请一位同学做评委, 掌握好其他三人读完数字所需的时间, 评出获胜者。 教师在幻灯片上出示一系列数词, 各小组评出的获胜者在班级进行决赛, 评出速读冠军。

5. 教师在幻灯片上出示一系列数词, 全体学生用英语写出数词, 看谁写得又快有准确。

6. 听录音, 找数词

教师放第二部分的录音, 学生找出对话中出现的数词。 找三位同学回答所听到的数词。其他学生齐读数词, 然后随录音模仿。教师讲解距离的表达方法:

How far is it from your home to school?

It's two kilometres.

How far is it from China to Canada?

About eight thousand five hundred kilometres.

7. 小组操练句型

教师给出关键词, 学生两人一组进行练习。

- | | | |
|-----------------|--------------|----------------|
| 1) Shijiazhuang | Qinghuangdao | 600 kilometres |
| 2) home | factory | 5 kilometres |

8. 总结拓展

总结本课重点短语和句型。

Lesson 4 How Can We Go to Beijing?

1. 导入新课
- 教师播放一段飞机、公共汽车、火车的视频片断，播放同时教师介绍：
An airplane is fast.
A bus is slow.
A train is faster than a bus but slower than an airplane.
2. 听录音，学新词
- 教师出示飞机、公共汽车、火车的图片，学生边看图片，边听课本录音第一部分，掌握新词airplane,fast. slow 的读音。
3. 讲解形容词的比较级
- 1) 教师出示自行车和公共汽车的图片，说： A bike is slower than a bus. A bus is faster than a bike.
- 2) 出示公共汽车和火车的图片，说： A bus is slower than a train. A train is faster than a bus.
- 教师讲解比较级的构成形式： A +is +形容词的比较级+than+ B.
- 3) 学生运用教师出示的交通工具图片进行模仿操练。
4. 听，读，说
- 教师提问： How can Li Ming go to Beijing?
- 学生听一遍录音后，找到问题的答案。
- 学生跟读录音两遍，两人小组进行练习。
5. letsb dosth 句型操练
- Let’s goto Beijing by plane.
- Let’s sing a song.
- Let’s take a train.
6. 唱歌。
- 教师讲解歌词，学生唱歌，巩固复习本课的重点句型。
7. 总结拓展
- 总结本课重点短语和句型。
8. 随堂测试

Lesson 5 Leaving and arriving

1. 复习
- 请两组同学表演 Lesson 4 , Part2。
2. 导入新课
- 教师： We have known Jenny and Danny will come to China. They will go on a trip to Beijing. Now I have some questions to ask you.
Show flash cards, ask the students to answer the questions.
- 1) When do they leave Canada?
- 2) When do they arrive in China?
- 3) When do they leave for Beijing?
- 4) When do they arrive in Beijing?
3. 听，读，说
- 教师放两遍第一部分的录音，学生找到问题的答案。
- 学生以两人为小组，问答幻灯片上的问题。教师要求学生正确运用介词in, on ,at。
4. 介绍本课新内容
- 1) 教师出示写信、购物、天安门广场、故宫的图片，教学词组： write home, go shopping, goto Tan’anmen Square, goto the Palace Museum.
- 2) 生以四人小组为单位，拿出课前准备好的台历，听录音，读单词，掌握星期名称 Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
5. 根据表格内容，谈论旅行计划。
- 教师： Suppose we will have a three-day holiday. Here’s what we want to do! Look at the planofour trip.
- | Day | Activities |
|-----|------------|
|-----|------------|

Friday	do homework watch TV
Saturday	go to the Great Wall go to the Palace Museum
Sunday	the Museum of Natural History (自然博物馆) go shopping

6. 总结拓展

总结本课重点短语和句型。

7. 随堂测试

Lesson 6 Li Ming Packs His Suitcase

1. 查作业，导入新课

教师预先向学生布置作业，让学生从家中带来一些水果。

Ask some students:

1) How many apples do you have?

2) How many pears do you have?

3) How many oranges do you have?

2. 教师讲解

How many + 可数名词复数+do you have?

教师出示服装类图片，利用图片上的服装，如： hat, sweater, gloves, coat, socks, trousers 进行操练。教学新单词 clothes, jacket.

How many hats do you have? Two.

How many coats do you have? One.

How many jackets do you have? Three.

学生需注意： socks, trousers

How many pairs of socks do you have?I have one pair of socks.

3. 操练句型

A: How many apples do you have?

B: I have three.

A: How many pens do you have?

B: One.

A: You need more pens, too!

4. 听，读，表演

教师放第一部分录音三遍，学生跟读录音，两人一组自由练习对话。让三组学生到前面表演。

5. 活动：打点行囊

四人小组为单位，模拟表演。要求旅行前准备食品、饮料和服装。

6. 唱歌

教师总结归纳指示代词， this, that, these, those. 学生做动作，复习身体部位名称。

7. 总结拓展

总结本课重点短语和句型。

8. 随堂测试

Lesson 7 Buying Train Tickets

1. 复习-----导入新课

让学生复习指示代词，教师出示火车站和一张火车票的图片。教学新词： train station, ticket。
学生练习： This is a train station.

These are tickets.

2. 听，读，表演

学生听第一部分的录音，跟读录音。然后两人一组表演，要求学生动作表演到位。

3. 教师讲解

教师讲解询问价格的日常用语。

How much is the book?

It's 10 yuan.

How much for a ticket from Shijiazhuang to Beijing?

Forty yuan.

4. 语法精讲----祈使句

1) 教师做跑、跳的动作。学习表示动作的动词 run, jump.

2) 否定祈使句:

Don't run.

Don't jump on the train.

3) 肯定祈使句:

Sit down, please.

Stand up, please.

5. 三人小组表演。

学生以三人小组为单位，表演课本第二部分，要求语言、表情、动作到位。师生评出最佳表演小组。

6. 做游戏

7. 总结拓展

总结本课重点短语和句型。

8. 随堂测试

Lesson 8 What do you know?

1. 复习本单元的单词和词组

1) 两个学生在前面做动作，其他学生看动作，猜单词 eat, talk, count, walk, jump, run, sing, stand, sit 等。猜词组: go shopping, sit down, stand up.

2) 英汉互译有关星期名称的单词

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

3) 介词填空练习

4) 重点句型复习

3. 读写数词比赛

4. 能力展示

四人小组讨论如下问题，制成表格。

1) Can you say something about Beijing?

2) How can you go to Beijing?

3) What do you usually do before a trip?

5. 总结拓展

学生总结本单元重点短语和句型。

6. 随堂测试

三. 活动教室

1. 活动

活动 1、制作数字卡片

学生以四人小组为单位，分工制作数字卡片，要求正面写阿拉伯数字，背面写英文。小组成员间利用卡片进行英汉互译，并与其他小组进行交流。

活动 2、制订旅游计划

小组成员分别谈论自己的旅游计划，出行方式，日程安排。

活动 3、做游戏

将全班同学分成两组，一组说表示动作的祈使句，另一组做动作。然后交换。比一比哪组指令明确，动作整齐。

2. 快乐体验

1) 分组讨论对暑假旅游的畅想，然后记录下自己的想法并与同学交流座谈。

2) 你曾经去过什么旅游景点？将你的旅游照片带到学校或发送到好朋友的邮箱，与他们共享美好的回忆。

3) 用英语打电话邀请朋友一起出游，设计你们的旅游目的地、商量出行方式和日程安排。

Lesson 9: Getting on the Train

Teaching Aims:

1. words: get, get on, very, stop, onto, ready, stand, where, see, first, man, excuse, pardon, move, problem
2. sentences: Jenny and Mrs. Li are getting on the train.
Don't jump onto the train!
You are in my seat.
What did that man say?
You have to move.

Teaching Resources: audiotape, cards, pictures

Language Points: get on, jump onto, in my seat, have to You have to move.

Teaching Procedures:

Step 1: Greeting.

Step 2 Revise Unit 1

How far is it from China to Canada?

It is about eight thousand five hundred kilometers.

May I go on a trip to Beijing?

Yes, you may./No, you may not.

I want to go to the Great Wall.

Let us take a train.

Step 3 Presentation

the students to discuss the questions:

Do you argue with your friends? Why?

Do you have a friend who gets very excited? Who? Why?

2. Play the tape and get the students to answer the question:

Why is Jenny angry with Danny?

3. Teach the new words and expressions:

get on, jump onto, ready, beside, run onto, in the first/my seat, pardon, have to, move

Write them on the blackboard.

the language points.

Step 4 Play the tape again and get the students to read after the tape.

Step 5 Work in pairs. Ask the students to practice the dialogue.

Step 6 present the dialogue.

Step 7 Homework.

1 Finish off the activity book.

2. Recite the dialogue in this lesson.

3. Preview Lesson 10.

Lesson 10

Class opening

Greeting.

Duty report.

Ask several volunteers to act out the dialogue in Lesson 9.

Sing "The trip song."

Sing "I walked to zoo."

Look out of , point to.

There is/are---

Can you see ---?

Step1: Presentation

Demonstrate there be with real objects.

Teacher: (holding a book) There is a book.

(Holding two books) There are two books.

Step2: Drill

Teacher Three books.

Students: There are three books.

Teacher: Many people.

Students: There are many people.

Teacher: I see a woman with a sheep. Can you see them?

Step3:Practice

Books closed! Ask this question: What do Danny and Jenny see outside? Play the audiotape.

Check the answers.

Play the audiotape again as the students follow in their student books.

Ask volunteers to read the dialogue.

Ask volunteers to present the dialogue.

Class closing

Finish off the activity book.

Sing the song “Who’ s drawing. ”

Practice the dialogue in this lesson.

Preview Lesson11.

Lesson 11: Danny’ s New Friend

Teaching Aims:

1 . words: farm, suddenly, hear, voice, ah, scare, meet, course, of course, lot, a lot of, interest, hope, enjoy, well

2 . sentences: He hears a voice.

There are a lot of places of interest in Beijing.

I hope you will enjoy your trip.

We are going on a trip to Beijing with Li Ming and his mother.

Teaching Resources: audiotape, cards, pictures

Language Points:

Teaching Procedures:

Step 1: Greeting.

Step 2 Revise Lesson 9

语法: there be 结构

词汇: here and there

lookout of

something/anything

far away

at the top of---

Step 3 Presentation

the question

Do you like to make new friends? Why or why not?

Who is your newest friend? How do you meet?

Explain “make friends with ” and “newest ”

2. Play the tape and ask the students to answer the following questions:

What does Danny want to buy in Beijing?

Where is Wu Li from? Where does he live?

Are there many places of interest in Beijing?

Step 4 check the answer.

Step 5 Teach the new words and Explain the language points

farm, suddenly, hear, voice, ah, scare, meet, course, of course, lot, a lot of, interest, hope, enjoy, well

Step 6 Play the tape again and get the students to read after the tape.

Step 7 Practise the dialogue in pairs.

Step 8 Present the dialogue

Step 9 Homework.

- 1 Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 12.

Lesson 12: Lunch on the Train

Teaching Aims:

- 1 . words: wait, finally, cart, waitress, drink, fruit, some, grape, any, miss, snack, thirsty, bottle, nothing, own, bowl, anything, else, maybe
- 2 . sentences: It's time for lunch.
Everyone is waiting for the food to come.
What would you like?

I would like a bottle of tea.
May I have some donuts, please?
We don't have any grapes.
Anything else?

Teaching Resources: audiotape, cards, pictures

Language Points: It's time for---

be waiting for—

What would you like?I would like---

We don't have any---.

Anything else?

Teaching Procedures: Step 1: Greeting.

Step 2 Revise Lesson 11

hear/listen to

places of interest

Step 3 Presentation

the question

Do you like to eat lunch on the train or bus?

What do you like to eat when you travel?

2. Play the tape and ask the students to answer the following questions:

What do Danny, Jenny and Li Ming want to eat?

Step 4 check the answer.

Step 5 Teach the new words and Explain the language points

wait, finally, cart, waitress, drink, fruit, some, grape, any, miss, snack, thirsty, bottle, nothing, own, bowl, anything, else, maybe

Step 6 Play the tape again and get the students to read after the tape.

Step 7 Practise the dialogue in a small a menu for the the menu on a piece of paper. Practice using the menu with others.

Step 8 Present the dialogue

Step 9 Homework.

- 1 Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 13.

Lesson 13

Class opening

Greeting.

Duty report.

Play “Draw and guess”.

Watch and Guess.

The teacher does some actions (singing, talking, eating, drinking, crying) and asks the students to guess what am I doing?

Quiet , play with, join

Step1: Presentation

Show a picture in which some children are playing games.

Teacher: What are the children doing now?

Students: They are playing games.

Teacher: Who are they playing with?

Students: With their friends.

Teacher: Do you want to join them?

Students: Yes, I do.

Step2: Practice

Drill

Teacher: Can I join you?

Students: Can I join you?

Teacher: Do you want to join the game?

Students: Do you want to join the game?

Books closed! Ask some questions : What is Danny doing? What is the baby doing? Listen to the audiotape.

Check the answers.

Play the audiotape again as the students follow in their books.

Practice the dialogue.

Make up a similar dialogue.

Class closing

Finish off the activity book.

Practice the dialogue in this lesson.

Preview Lesson 14.

Lesson 14

Class opening

Greeting.

Duty report.

Act out the dialogue in Lesson 13.

Play “Who AM I?”

Play “Whisper”.

Loud, loudly.

Step1: Presentation

Talk about the pictures in this lesson.

What is Danny doing?

What is the man doing?

What is the baby doing?

Step2: practice

Teacher: He is very loud.

Students: He is very loud.

Teacher: He is snoring loudly.

Students: He snoring loudly.

Teacher: The salesman is too loud.

Students: The salesman is too loud.

2. Play the audiotape as the students follow in their books.

3. Practice in groups.

several groups to act out the dialogue.

u a similar dialogue.

Divide the class into small groups . Ask each group to make up a dialogue about buying and selling things.

Class closing

Finish off the activity book.

Practice the dialogue in this lesson.

Preview Lesson15.

Lesson 15

Class opening
greeting

Teacher: Hello, class. How are you doing today? It's a lovely day, isn't it? Are you ready for the class?

Ask this question: Who's on duty? Then listen to the student's report.

Make sure the next student for "Who's on duty?" Knows who he or she is for next time.

From today on, you can arrange a student to give a duty report every day.

Ask volunteers to act out the dialogue in Lesson 4

Sing a song "A plane Is Fast."

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Make a plan.

What do you think of it?

Step1: Presentation

Play "What Day is it?"

discuss: Do you like to make plans for your life?

Step2: Drill

T: (Holding a book) What do you think of the book?

S: It's OK.

T: (Holding a pencil case) What do you think of the pencil case?

S: it's nice.

T: How about the picture?

Step3: Practice

Books closed! Ask this question: What does Li Ming change in the plan? Play the audiotape.

Check the answer.

Play the audiotape as the students follow along in their student books.

Students listen and repeat.

Get the students to make up new dialogues in pairs.

Explain "write home". It means write a letter to family members.

Plan of our trip

Step4: Presentation

Show the students a calendar to review the words: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

Step5: Practice

Play the audiotape as the students follow along in their student books.

Ask and answer.

Students A: What do they on Monday?

Student B: They leave Shijiazhuang and arrive in Beijing.

Student A: What do they do on Tuesday?

Explain that Danny and Jenny shop in Shijiazhuang means Danny and Jenny go shopping in Shijiazhuang.

Class closing

Read the story "Li Ming Goes to the Airport" the reader in the activity book and audiotape.

Lesson 17 A Taxi to the Hotel

Teaching content: 1. Mastery words: driver, drive, quickly, slowly

2. The usage of adj. and adv.

3. A dialogue about how to take a taxi

Teaching goals: 1: Remember the mastery words

2. Learn the difference between slow and slowly; quick and quickly

3. Understand the meaning of the text

Key points: The usage of slow and slowly; quick and quickly

Difficult points: The usage of adj. and adv.

Teaching aids: word cards, audiotape, flashcard, slide projector

Type: dialogue

Teaching procedure

Class Opening

Greet the students in everyday English. Make sure they can response correctly.

Duty report: They can say anything they like to say.

Check the homework of last lesson. Explain if necessary.

Key Concepts

Step 1 Presentation

Discuss the questions in “THINK ABOUT IT”:

Do you like to take taxi? Why or why not?

Have you ever stayed in a hotel? When? Where?

Maybe they have many different answers. Gather them and then say “Today, Li Ming and his friends get to Beijing. They want to go to a hotel by taxi. Danny has a dialogue with the driver. Let’s look at what he says to the driver.”

Step 2 Listening

Listen to tape with the following questions:

Why is Danny scared?

Can Danny speak Chinese?

Can the driver speak English?

Step 3 Answer and analyze

After listening to the text, discuss the questions with the students. Go through the dialogue at the same time. Deal with the language points. You can use the blackboard or the slide projector. Pay attention to the different usages between slow and slowly, quick and quickly.

Step 4 Listen, read and act

Listen to the audiotape again and let the students read after it. Then have them read the text for a few minutes and ask them to act out the dialogue in roles. Correct their pronunciation if any.

Step 5 Demonstration

Demonstrate quickly and slowly by performing an action quickly and slowly as you say the words. Point out the difference between “I am quick/slow.” and “I am ___ing quickly/slowly.”

Ask for volunteers to perform actions quickly and slowly. Describe the volunteers’ actions to the class. Then ask the class to describe the actions.

Step 6 Practice

Divide the class into small groups. Ask each group to make a dialogue about taking a walk on a busy street in Beijing. Let them use slow and slowly, quick and quickly.

Step 7 Deal with “LET’S DO IT”

Work in a small group. Imagine you are a tour guide. Your group members are on a trip to Beijing. Where do they want to go? Where do you take them?

Step 8 Consolidation

Fill in the blanks with the correct forms of the given words.

They eat a lot of _____. (noodle)

Look! They are _____ over there. (help)

Be _____, or we will be late. (quickly)

The train is _____ tonight. (come)

Thank you for _____ me. (help)

Answers: 1) noodles 2) helping 3) quick 4) coming 5) helping Homework

Understand the meaning of the text

Remember the mastery words

Finish the exercise of the workbook

Preview the next lesson in the student book

Lesson 18 Tian'anmen Square

Teaching content : 1. Mastery words: laugh, fly, hard, quietly, worry, put
2. Learn a dialogue about flying a kite
3. Some words such as quiet and quietly, loud and loudly

Teaching goals: 1. Understand the meaning of the text
2. Remember the mastery words
3. Learn some words of adj. and adv.

Key points: 1. there be ...
2. the usage of adj. and adv.
3. some useful words and phrases

Difficult points: the usage of adj. and adv.

Teaching aids: audiotape, word cards, slide projector, a picture of Tian'anmen Square, a kite

Type: text

Teaching procedure

Opening class

Greet the students in everyday English. Make sure they can response incorrect way.

Duty report.

Check the homework.

Key Concepts

Step 1 Presentation

Ask the students some questions :

Have you ever visited Tian'anmen Square? If yes, when? If no, why not?

Do you want to visit Tian'anmen Square? Why or why not?

You may give them some words to help them.

Step 2 Listen, answer and analyze

Listen to the tape with the following questions:

What happens to Danny?

Can Jenny fly a kite? Can Danny fly a kite?

Answer the questions together with the students and then discuss the text again. If they have any question, explain to them.

Deal with the language points at the same time. Pay attention to the usage of loud and loudly, quiet and quietly

Step 3 Listen, read and act

Listen to the audiotape again and let the students read after it. Give them a few minutes to practice the text. Correct the pronunciation when necessary. Then have them act out the text in roles.

Step 4 Practice

Divide the class into small groups. Ask each group to make up a dialogue about walking on Tian'anmen Square. Encourage the students to use as much vocabulary as possible from this unit (easy, hard, loudly, quietly, many, men, women, children, people). Encourage the students to be active and praise them for talking risks with English! The more they experiment, the more they learn.

Step 5 Deal with "LET'S DO IT"

Work with a partner. Draw a map of Tian'anmen Square. Describe your maps to each other. What are the people doing? Try to use loudly, quietly, slowly and quickly.

Step 6 Consolidation

1. Translation

1) 放风筝 _____ 2) 玩得痛快 _____ 3) 天安门 _____

4) 看见某人放风筝 _____ 4) hurt one's arm _____

5) Let's do sth. _____ 6) laugh at _____

2. Fill in the blanks with the correct forms of the words given.

1) We often see boys _____ football. (play)

2) Tom is a _____ boy. He doesn't like to talk with others. (quietly)

3) The street is so busy, but the people walk _____ (happy)

Step 7 If there is enough time, do the exercises in activity book.

Step 8 Summary

Today we learn a text about Li Ming and his friends. They are flying kites. There are so many people on Tian'anmen Square. Some people are loud and some are quiet. After class you should understand the meaning of the text and try to use loud, loudly, quiet, quietly correctly.

Homework

Understand the meaning of the text

Remember the mastery words

Finish the activity book in lesson 18

Lesson 19 The Palace Museum

Teaching content: 1. mastery words: sky, film, camera, picture, smile, break, tail

2. a dialogue about taking pictures

3. some useful words

Teaching goals: 1. understand the meaning of the text

2. remember the mastery words

the usage of some words and phrases

Key points: 1. express taking a picture

2. ask permission to do sth.: May I ...?

Difficult points: 1. express what you see

2. express taking a picture

Preparations: a picture of the Palace Museum, a camera

Teaching aids: audiotape, pictures, a camera, flashcards and slide projector

Type: dialogue

Teaching procedure

Opening class

Greet the students in everyday English and make sure they can respond correctly.

Everyday report in English.

Check the homework and explain if necessary.

New lesson

Step 1 Lead in

Discuss the questions in "THINK ABOUT IT"

Have you ever been to the Palace Museum? If yes, when?

What do you know about the Palace Museum?

Do you want to live there? Why or why not?

Today Li Ming and his friends go to the Palace Museum. The weather is fine. The palace is red and yellow. It's beautiful. They take some pictures there. Now let's join them.

Step 2 Listen to the tape of the text with the following questions:

What happens to Jenny?

What's wrong with Danny's nose?

What do they do for Danny's nose?

What's wrong with Danny's tail?

After listening, discuss the questions with the students. Make sure they understand the whole text. Deal with any language point at the same time. Pay attention to the usage of the following words: sunny, help sb. (to) do sth., careful, fall, break

Step 3 Listen to the audiotape again and let them read after it.

Step 4. Have them read the text for a few minutes and then ask some students to act out the dialogue in roles. Pay attention to their pronunciation.

Step 5 Practice

Divide the class into small groups. Ask them to make up a dialogue about visiting the Palace Museum. Encourage the students to use much new vocabulary as they can.

Divide the class into small groups. Ask each group to make up a dialogue about taking pictures. Encourage the students to use

as much vocabulary from this unit as possible (camera, picture, easy, hard, help, hurt, loudly, quietly, many, everyone, men, women, children, people, quickly, slowly)

As the students work on this dialogue, take real pictures of each group with your camera. Later make a poster of these photos to put up in class. Do this as a class project! Help the students write English sentences under each photograph to describe the action.

Step 6 Deal with “LET’S DO IT”

In a small group, write a dialogue about taking pictures. Where are you taking pictures? What funny things happen?

Step 7 A test

根据首字母完成下列单词

Can you sing? Yes, it’s e_____. (容易)

Working out the problem is h_____. (难)

He b_____ that glass, look! He is crying. (打坏)

Don’t w_____, the classmates all help you. (着急)

Step 8 exercise

If time permits, do some exercises in activity book.

Homework

understand the meaning of the text

remember the mastery words

finish the activity book of lesson 19

read the next reading in lesson 20

Lesson 20 Let’s Write Home

Teaching content: 1. mastery words: letter, dear, dad, soon, bottom, address, stamp

2. a text about writing a letter

3. some useful expressions

Teaching goals: 1. understand the meaning of the text

2. remember the mastery words

Key points: learn how to write a postcard

Learn how to write an envelope

Difficult points: write a letter

Preparations: postcards, letters, envelopes

Teaching aids: audiotape, postcards, envelopes, letters

Type: text

Teaching procedure

Opening class

Greet the students in English and make sure they can respond correctly.

Everyday report in English

Check the homework and explain something when necessary.

Key Concepts

Step 1 Presentation

Ask the following questions: Have you ever written a letter in Chinese?

Do you know how to write a letter in English?

Where do you put the address? Where do you put the stamp?

Today we will learn how to write an English letter.

Step 2 Listen and think

Listen to the tape of a letter. Then look through the text together with the students. Show the students some letters and envelopes and let them know how to write a letter. Learn the words: top, bottom, left and right. Show a letter to the students when explaining.

Step 4 Demonstration

Use objects in the classroom—such as the blackboard, a door or a window—to demonstrate top, left, right, bottom and corner. Ask the volunteers to show you the top, left, right and corner of objects in the classroom.

Step 5 practice

Divide the class into small groups. Ask each group to make up a dialogue about buying postcards.

Why are they buying postcards? Who do they buy them for? What pictures do the postcards have?

Step 6 Play a game

Play “Opposites” with the new words and the words they know.

Step 7 Deal with “LET’S DO IT”

Make a postcard. Draw a picture on it including a place for writing a note, a place for the address and a place for the stamp.

Write to a classmate. Do you know his or her address? Ask!

Step 8 If time permits, do some exercises in the activity book.

Homework

Finish the remaining exercises in the activity book

Preview the next lesson in the student book

Lesson 21: Sending an E-mail

Teaching Aims:

1. words: send(sent, sent), e-mail, waiter, show, straight, ball, per, hour, welcome, paper, again, all, message, why
2. sentences: Go straight down this ball.

I send my friend an e-mail.

It is five yuan per hour.

How is the weather in Canada?

通过本课文的教学使学生学习运用本课词汇、句型、理解课文内容。学习英文电子邮件的写法，提高英语运用能力。
复习问路指示方向的语言，提高交际能力。

Teaching Resources: audiotape, cards, pictures

Language Guide: 1. 重点词汇

Send, e-mail, show, straight, welcome, go straight down this ball, show sbsth, send sb. Sth.

2. 目标标语言

I can show you.

Go straight down this ball.

Here it is!

You are welcome.

I am coming home to Canada on February 6th.

3. 学习策略

能初步利用网络上的学习资源。

4. 课前准备

布置学生了解发送 E-MAIL 的相关知识。

Teaching Procedures:

Step 1: Greeting.

Step 2 Revise Lesson 20

1. 复习有关英文信件和明信片的写法，特别注意时间和地址的写法。
2. 请一些学生展示、朗读自己写给亲友的明信片。

Step 3 Presentation

Task 'se-mail.

1. Ask the students how to send an e-mail.

the tape and get the students to answer the questions:

(1) Can Danny send an e-mail to his friend in the hotel?

(2) Who's the e-mail to?

(3) How's the weather in Beijing?

(4) When is Danny coming to Canada?

Task 2. Let's sing a song!

1. 了解歌词大意。
2. 放录音让学生跟着唱。

3. 进行歌唱竞赛。

Step 5 Homework.

1 Finish off the activity book.

2. Recite the dialogue in this lesson.

3. Preview Lesson 22

Lesson 22: The Great Wall

Teaching Aims:

1. 学习运用本课词汇，理解课文内容。
2. 学习有关指路的语言，提高语言综合运用能力。
3. 能看懂地图，从中获得帮助。
4. 了解世界文化遗产，自觉珍惜、保护。

Teaching guide:

1. 重点词汇

today, turn, traffic, light, a map of—, go down this street, turn left, at the bus station, get on, arrive at, stop doingsth, start doingsth, more than

2. 目标语言

We can take Bus 919 to the Great Wall.

We will go down this street and turn left at the traffic lights.

How long is the Great Wall?

It's more than 6500 kilometres long.

Teaching Resources: audiotape, cards, pictures

Teaching Procedures:

Step 1: Greeting.

Step 2 Revise Lesson 20 and Lesson 21

Step 3 Presentation

Task 1 How can we go to the Great Wall?

1. 在黑板上写: A man who has not climbed the Great Wall is not a true man. 叫学生猜是哪个中国谚语。
2. 看北京地图，假设从不同地点（如北京西路，王府井或天安门广场等），怎样到达长城？
3. 导入以下对话：

A: Excuse me. How can I go to the Great Wall?

B: Go down this street and turn left at the traffic lights. There is a bus station. You can take a bus to the Great Wall.

A: Which number do I need?

B: You can take Bus 919.

A: Thank you very much.

B: You are welcome.

练习对话，熟悉问路、指路语言。

Task 2. Listen ,read and act

1. Books closed! Play the audiotape and ask the students to answer the questions:

(1) How do they go to the Great Wall?

(2) Which bus do they take?

(3) How long is the Great Wall?

2. Books open! Get the students to read the text and find the answers.

3. Explain the main and difficult points

(1) We will go down this street and turn left at the traffic lights.

Go/down/on/along this street.

Turn left/right.

(2) Stop talking and start walking.

stop doingsth.

stop todosth.

(3) A man who has not climbed the Great Wall is not a true man.

1. Read after the tape.
2. Practise the dialogue in pairs and then act it out.

Task 3 Let's do it!

1. 唱一首有关长城的歌或朗诵有关长城的诗。
2. 制作一份有关长城的海报。

Step 4 Homework.

1. Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 23

Lesson 23: Shopping in Beijing

Teaching Aims:

1. 学习运用本课词汇，理解课文内容。
2. 复习时间表达法，学习与购物相关的语言，提高口语交际能力。
3. 倡导理性消费，感受生活乐趣。

Teaching guide:

1. 重点词汇
chopsticks, gift, want to do sth, buy sth for sb.
2. 目标语言

What time is it? It's 2:30.

Who wants to go shopping today?

I don't want to walk.

She buys chopsticks for her mother.

You can't walk to the hotel with that!

Teaching Resources: audiotape, cards, pictures

Teaching Procedures:

Step 1: Greeting.

Step 2 Revise Lesson 22

Step 3 Presentation

Task 1 Listen, read and act

1. 问学生，去旅游有没有给家人朋友买什么纪念品。
2. 问学生，到北京旅游，可以去哪里购物。
3. Books closed! 放课文录音，回答问题：
(1) Who wants to go shopping?
(2) What does Jenny buy?
(3) What does Danny buy?
4. Books open! 阅读课文，找出答案。
5. 讨论思考题。
6. 重难点：
(1) My tail and feet hurt.
(2) buy sth. for sb. = buy sb. Sth.
(3) You can't walk to the hotel with that!

7. Read after the tape.

8. Practise the dialogue in pairs and then act it out.

Task 2. Let's do it!

- (1) 写一段关于在北京购物的短文。
- (2) 朗读短文。

Step 4 Homework.

1. Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 23

Lesson 24: Unit Review

Teaching Aims:

1. 复习本单元词汇、句型。归纳总结本单元单元重点语法项目。检查掌握情况。
2. 提高语言综合运用能力和归纳总结能力。
3. 注音及时消化和理解各种英语知识，能做到及时记忆、不断积累。

Teaching guide:

1. 复习英文明信片、信件和电子邮件的写法。
2. 复习形容词和副词的用法。
3. 复习问路与指示方向的语言。
4. 复习 **There be** 句型。
5. 复习元音和辅音及拼读规则。
6. 学习策略：每一阶段都有明确的学习目标。学以致用。
7. 课前准备：布置学生自行归纳总结本单元重点语法项目和功能项目，重要词汇、句型。准备本单元单词卡片和音标卡片。

Teaching Resources: audiotape, cards, pictures

Teaching Procedures:

Step 1: Greeting.

Step 2 Presentation

1. 使用音讯卡片复习检查本单元单词。
2. 复习元音和辅音及拼读规则。
3. 复习英语明信片、信件和电子邮件的写法。
4. 请学生归纳总结本单元主要内容。
5. Go through Page 30 Do you know?

Step 4 Homework.

1. Finish off the activity book.
2. Recite the dialogue in this lesson.
3. Preview Lesson 25

Lesson 25 Good-bye, Beijing

Teaching content: 1. mastery words: begin, never, every
2. a dialogue about leaving Beijing
’s time for sb. to do sth.
4. What about...?

Teaching goals: 1. understand the meaning of the text
2. remember the mastery words
3. learn the usage of some phrases

Key points: 1. how to say good-bye to sb.
2. the usage of useful patterns

Important points: 1. It's time for sb. to do sth.
2. Thank you for doing sth.
3. What about...?

Teaching aids: a picture of airport, a picture of Beijing, audiotape, flash cards, slide projector

Type: dialogue

Teaching procedure

Opening class

Greet the students in English and make sure they can response correctly.

Do the duty report: a student on duty can say whatever he/she likes to say.

Mainly revision about last unit.

New lesson

Step 1 Lead in

The teacher can ask some questions as following:

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/758115106025006131>