

中等职业学校公共基础课程教材

PEARSON

英语

教师教学用书

总主编：刘黛琳

(中国) 人民教育出版社 课程教材研究所
职业教育课程教材研究开发中心 合编
(美国) 培生教育出版集团



1

人民教育出版社

· 北京 ·

This edition is published by arrangement with Pearson Education Limited.

Original title: *Look!* (ISBN 978-1-4082-1797-9)

All rights reserved.

本书改编自培生教育出版集团 *Look!* 系列教材。版权所有，盗版必究。

ENGLISH language adaptation edition published by PEARSON EDUCATION ASIA LTD. and PEOPLE'S EDUCATION PRESS LTD. Copyright © 2015

No part of this book may be reproduced or transmitted in any form or by any means, without permission from the publisher.

改编版由培生教育出版集团授权人民教育出版社独家出版发行。未经许可，不得以任何方式复制或发行本书的任何部分。

本书封面贴有 Pearson Education Asia Ltd. (培生教育出版亚洲有限公司) 激光防伪标签。无标签者不得销售。

图书在版编目 (CIP) 数据

英语教师教学用书. 第1册 / 人民教育出版社课程教材研究所职业教育课程教材研究开发中心, 培生教育出版集团合编. — 北京: 人民教育出版社, 2015.8

中等职业学校公共基础课程教材

ISBN 978-7-107-30683-9

I. ①英… II. ①人… ②培… III. ①英语课—中等专业学校—教学参考资料 IV. ①G633.413

中国版本图书馆 CIP 数据核字 (2015) 第 212469 号

人民教育出版社 出版发行

网址: <http://www.pep.com.cn>

北京盛通印刷股份有限公司印装 全国新华书店经销

2015年8月第1版 2015年12月第1次印刷

开本: 890毫米×1240毫米 1/16 印张: 15.5 字数: 323千字

定价: 40.80元

著作权所有·请勿擅用本书制作各类出版物·违者必究

如发现印、装质量问题, 影响阅读, 请与本社出版科联系调换。

(联系地址: 北京市海淀区中关村南大街17号院1号楼 邮编: 100081)

总主编：刘黛琳
副总主编：朱志勇 刘晓芹

本册主编：刘黛琳
副主编：张香凝
编者：Jenny Parsons

马杰	邓以民	朱慧英	孙艳芬	李旭晴	李英惠
李俊	杨丽仙	杨希	杨瑶	张红	张青
张香凝	张俊	张艳红	张涛	陈志峰	武媛媛
范琨	季斌	周琳	姚晓翠	柴静	高艳芳
谢芬	梁熹	傅渝稀	穆颖		
穆颖					

责任编辑：穆颖

人教版®

前言

Welcome to this textbook!

欢迎使用本套教材！本套教材由中外多位英语教育专家、学者、一线教研员、教师编写而成。教材以《中等职业学校英语教学大纲》为依据，充分结合中等职业学校学生的年龄与心理特点，旨在帮助学生在义务教育阶段英语学习的基础之上，取得持续而稳定的进步。

一、教材编写的指导思想

随着中等职业教育教学的改革与调整，特别是《国务院关于大力推进职业教育改革与发展的决定》发布以来，我国的职业教育逐步确立了“以服务为宗旨，以就业为导向”的办学方针。教育部主导的中等职业教育教学改革，对中等职业学校公共基础课程的地位进行了调整，提出“要按照培养学生基本科学文化素养、服务学生专业学习和终身发展的功能来定位”，改变了以往中职公共基础课以“学科为中心”“知识为本位”的特征，强调了中职教育的以“能力为本位”“就业为导向”。

在新时期、新背景下，我们组织相关专家、学者、一线教研员、教师，对中等职业教育公共英语教材建设与教学实践进行了全面、系统、深入的研究。在研究的基础上，我们本着适用性与使用性相结合、基础性与工具性兼顾、知识传授与素养教育并重、突出英语的文化载体特性、展现真实地道的英语等原则，紧扣《中等职业学校英语教学大纲》与教学实际，编写了本套实验教材。

二、教材主要特点

我们力求打造一套职教的英语教材、地道的英语教材、文化的英语教材。

职教的英语教材：本套教材面向中等职业学校的学生，教材的体系结构、语言难度、版式设计等方面均注意与中职阶段学生的生理与心理发展特点和需求相符合。教材的话题与内容紧贴中职学生的实际，从日常生活到职业场景，为学生提供了真实、生动、实用的语言素材。

地道的教材：本套教材的编写采用中外合作的模式，教材中的语言素材均来自培生教育出版集团的原版教材，部分内容由中方专家根据中职英语教学的实际进行本土化改编，最后中外方专家共同审核、修改，保证了教材中语言的真实性和地道性。

文化的教材：本教材不仅注重英语学习的工具性，也非常重视文化内容的渗透和思想品德教育。教材不仅介绍了英语国家的文化，也介绍了我国的民族文化，让学生通过英语学习形成开阔、包容的文化视野。此外，教材还开辟了专门的板块介绍职场文化与职业道德等内容，服务于学生的职业生涯和终身发展。

三、教材体系结构

本套教材总计两册，每册均包括学生用书、教师教学用书、练习册、配套光盘、PPT课件与试题库。以下主要介绍学生用书和教师教学用书的编排体系及特点。

(一) 学生用书

学生用书每册均包含一个起始单元(Starter)与八个主学习单元(Unit 1—Unit 8)，每单元包含如下板块：Vocabulary(词汇)、Communication(交际任务)、Language Focus(语言聚焦)、Language Skills(语言技能)、Unit Check(单元测试)、Song(歌曲)、Project(实践项目)、Cultural Exchange(文化交流)及Words and Expressions(单词表)。学生用书每单元建议课时数为8课时，每册建议课时数为64—72课时。

- Vocabulary(词汇)：此部分主要介绍与单元主题相关的词汇以及词汇学习策略。然后，学生在

词汇学习的基础之上,进行专项发音练习,并就新学的词汇进行简单的小对话,以加深对单词的理解,为单词的正确运用奠定基础。

● **Communication (交际任务)**: 此部分主要围绕单元对话展开,设计目的是帮助学生在日常生活场景之下,顺利完成诸如问候、介绍、感谢、邀请、求助等交际任务,并能够将这些交际功能项目迁移到职业场景之下,为顺利完成职场交际任务做好语言上的准备。而走近职场(Get ready for the workplace)则为学生综合介绍与职场口语内容相关的职场礼仪、文化、职业道德等方面的内容,使学生的综合能力、素质得到提升,从而适应未来职场的要求。

● **Language Focus (语言聚焦)**: 本部分所有的语言点均通过短文、卡通、对话等情境来导入。学生接下来通过控制型、半控制型及开放型等不同层次的语法练习活动,一步步地实现对重要语言知识学、练、用的递进。每单元的语言点基本都通过肯定句、否定句、疑问句等基本句型来呈现,便于学生各个击破,顺利进入下一单元的学习。

● **Language Skills (语言技能)**: 之前所学的词汇、语言点等将在本部分通过读、听、说、写等语言技能活动,以新鲜有趣的话题和内容综合呈现出来。其中听、说活动为选修内容,供学有余力的学生拓展、提高之用。对于阅读与写作活动,编者开辟了专门的小板块介绍基本的阅读与写作技巧及策略。针对写作活动,编者还设计了详细的写作步骤提示,将任务分解,难度降低,帮助学生逐渐提高写作水平。

● **Unit Check (单元测试)**: 单元测试包括词汇、交际任务和语言聚焦三部分内容。学生可以通过单元测试检测自己本单元的学习情况;完成单元测试之后,还可以通过自我评价表(Now you can ...)来了解自己英语学习的进展。教师也可以通过这部分内容来了解学生英语学习的情况。

● **Song (歌曲)与Project (实践项目)**: 奇数单元的末尾为歌曲与实践项目两项内容。歌曲均配有歌词,目的是帮助学生创设英语学习的良好氛围,提高学习兴趣。实践项目要求学生完成广告设计、海报制作等综合实践活动,在这部分,学生可以更加自由、更富有创造性地综合运用本单元所学的语言知识。教师可根据教学实际对单元实践项目进行简化或细化。

● **Cultural Exchange (文化交流)**: 偶数单元的末尾为文化交流板块。本部分主要通过对比展现中西文化的方方面面,使教材成为中西文化双向交流、互动的平台,扩展学生的文化视野,增强学生的文化自觉与文化自信。

● **Words and Expressions (单词表)**: 本部分将单元词汇进行了综合提炼与整理,并按照《中等职业学校英语教学大纲》的要求,对“基本要求”与“较高要求”等词汇进行了标注,便于教师分层教学,学生分类掌握。

关于语法(Grammar)的说明

本套教材采用了Graphic Grammar,改变之前对语法规则抽象的解释与说明,将单词或句子的变化过程用生动有趣的卡通形象演示出来。句子中的主语和谓语成分用蓝色和红色两种不同的颜色进行标注,有助于学生对不同句型中主、谓语位置及关系的把握。

教材中还专门设计了Grammar Tip(语法小贴士),提醒学生在语言应用过程中应注意的语法问题。

关于写作(Writing)的说明

本套教材的写作部分给出了详细的写作步骤:首先,写作的话题在之前的阅读、听力或口语活动中已有涉及,因此学生对于写作的话题已经较为熟悉;第二,每一单元的写作任务均配有写作技巧的专项训练,如标点符号的用法、连词的使用、段落的设置等;第三,写作任务设置了Research(研究)环节,

给学生时间和机会去不断丰富、完善自己的想法；第四，给出一系列引导性问题请学生回答，通过回答这些问题，学生可逐步确定自己的写作内容；第五，鼓励学生首先进行初稿的写作，之后通过自我评价、同伴互评等多种方式对初稿进行修改，最终完成定稿的写作。

关于文化点滴 (Cultural Tip) 的说明

本套教材以英式英语为主，但考虑到目前美式英语的应用也较为普及，因此在教材中设置了文化点滴板块，一方面提醒学生注意相关词汇及表达在英美不同语境下的区别，避免混淆；另一方面也提醒学生注意西方文化中的特定现象、习俗，甚至禁忌等等，以提升学生跨文化交际的综合能力与素质。

(二) 教师教学用书

教师教学用书是教师进行课堂教学的重要资源，是本套教材的重要组成部分。

在结构上，我们将学生用书与传统的教师教学用书进行了整体设计，使之合二为一，实现了学生用书与教师用书页面的一一对应，便于教师查阅与使用。

在内容上，教师教学用书以单元为单位，对每一单元的内容进行整体设计，具体内容以单元教学目标与要求和详细的教学步骤及建议为主体。值得一提的是，教师教学用书为各环节的课堂教学提供了丰富的活动样例：如每一课时开篇均设计了形式多样的热身活动，帮助学生复习上节课所学内容，并承上启下导入本节课的主题；在学生用书内容的基础之上，增设了备选活动，供提前完成学习任务或学有余力的学生拓展与提高之用；在单元教学内容完成之后，设计了相应的拓展训练，拓展训练多以小组为单位，通过组内合作、组间竞赛的形式，在丰富多彩的活动中综合复习本单元的重点教学内容。此外，教师教学用书对本单元涉及到的重要词汇、句型等给出了详细的注释与讲解，对阅读与文化交流部分的篇章给出了参考译文，对写作部分给出了参考作文。

总之，本套教材凝聚了编写组中外编者无数的心血，力求做到脉络清晰、特点鲜明、易教易学。衷心希望这套全新的教材能够为教师的教学带来新的启发，给学生的学习带来新的动力。

鉴于时间仓促、编者水平有限，本书难免存在缺点和问题，恳请广大师生及英语教学研究人员批评指正，以便我们做进一步的修改与完善。

编者

2015年5月

人教版®

目 录

Starter	1
Unit 1 Hello!	15
Unit 2 I'm from China.	41
Unit 3 Can you speak English?	67
Unit 4 Every day is a busy day!	93
Unit 5 I love shopping for clothes.	119
Unit 6 What's going on?	145
Unit 7 I'm going to join a club.	171
Unit 8 Welcome to my town!	195
Vocabulary List	221

Book 1

Starter		Page 1
Vocabulary	Language Focus	
The alphabet	Pronouns (1)	
Numbers	<i>To be</i>	
Classroom objects	– positive singular	
Colours	– contractions	
Weekdays and weekends	<i>This/That</i>	
Words and Expressions		Page 7

Unit 1 Hello!				Page 8
Vocabulary	Communication	Language Focus	Language Skills	
Everyday objects (1)	Greetings	<i>To be</i>	Reading: All about me	
Pronunciation: /ɒ/ or /ɔ:/	Meeting people	– questions	Listening: Find out more about Joe	
	Receiving visitors	– <i>wh</i> - questions	Speaking: Hello!	
		Pronouns (2)	Writing: All about me	
Unit Check				Page 16
Song: Good day sunshine				Page 18
Project: Meet my star				Page 18
Words and Expressions				Page 19

Unit 2 I'm from China.				Page 20
Vocabulary	Communication	Language Focus	Language Skills	
Everyday objects (2)	Countries and nationalities	<i>To be</i>	Reading: My favourite photos	
Pronunciation: /ɪ/ or /i:/	Where are you from?	– positive plural	Listening: Find out more about Mark	
	Meeting co-workers	– negative	Speaking: Introducing people	
		– questions and short answers	Writing: My blog	
		<i>These/Those</i>		
Unit Check				Page 28
Cultural Exchange: China and the UK				Page 30
Words and Expressions				Page 31

Unit 3 Can you speak English?**Page 32**

Vocabulary	Communication	Language Focus	Language Skills
Activity verbs Pronunciation: /ʊ/ or /uː/	Fill in a form A job interview An interview	<i>Can</i> – positive and negative – questions and short answers	Reading: Future star Listening: A radio interview Speaking: What can you do? Writing: An informal letter
Unit Check			Page 40
Chant: What can you do? Project: My future job			Page 42
Words and Expressions			Page 43

Unit 4 Every day is a busy day!**Page 44**

Vocabulary	Communication	Language Focus	Language Skills
Everyday activities Pronunciation: /s/, /z/, /vz/, /ts/ or /dz/	Times Talking about routine Asking about working time	Present simple – positive – negative – questions and short answers	Reading: A busy day Listening: What do you do in the evening? Speaking: My weekdays Writing: My webpage
Unit Check			Page 52
Cultural Exchange: School life in China and the UK			Page 54
Words and Expressions			Page 55

Unit 5 I love shopping for clothes.**Page 56**

Vocabulary	Communication	Language Focus	Language Skills
Clothes Pronunciation: /s/ or /ʃ/	Describing clothes Shopping for clothes Serving customers	Adverbs of frequency Adding <i>-ing</i> to verbs	Reading: Two sides of fashion Listening: Louise's favourite day Speaking: My weekend Writing: A magazine article
Unit Check			Page 64
Song: The lion sleeps tonight Project: My perfect weekend			Page 66
Words and Expressions			Page 67

Unit 6 What's going on?**Page 68**

Vocabulary	Communication	Language Focus	Language Skills
Jobs Pronunciation: /ə/ or /ʒ:/	Jobs and activities What's going on? First day at work	Present continuous – positive and negative – questions and short answers – <i>wh</i> - questions	Reading: My first day as a reporter Listening: A phone conversation Speaking: Speaking on the phone Writing: A web chat
Unit Check			Page 76
Cultural Exchange: How much to tip?			Page 78
Words and Expressions			Page 79

Unit 7 I'm going to join a club.**Page 80**

Vocabulary	Communication	Language Focus	Language Skills
Clubs Pronunciation: /eɪ/ or /aɪ/	Film-making club Joining a club Making suggestions	<i>Be going to</i> – positive and negative – questions	Reading: Bored in the holidays? Listening: I'm going to join a club. Speaking: Asking about clubs Writing: Fill in a form
Unit Check			Page 88
Song: I can see clearly now			Page 90
Project: My perfect club			Page 91
Words and Expressions			Page 91

Unit 8 Welcome to my town!**Page 92**

Vocabulary	Communication	Language Focus	Language Skills
Places in town Pronunciation: /əʊ/ or /aʊ/	Prepositions Asking and giving directions Giving clients directions	<i>There is/are</i> – positive and negative – questions and short answers Imperatives	Reading: Places to visit in Shanghai Listening: A visit to Shanghai Speaking: Welcome to my town! Writing: A postcard
Unit Check			Page 100
Cultural Exchange: Great places in Xi'an and Edinburgh			Page 102
Words and Expressions			Page 103

Vocabulary List**Page 104**

Starter

单元教学目标与要求

话题 Topic	复习字母表 (the alphabet)、数字 (numbers)、教室内的常见物品 (classroom objects)、颜色 (colours)、星期 (weekdays and weekends)
词汇与常见表达 Words and Expressions	<ol style="list-style-type: none">1. 掌握字母表的顺序, 并正确书写大小写字母2. 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions)3. 能够正确使用下列常用表达 How do you spell your name / it? What's your phone number / QQ number / email address? Is it ...? Yes, it is. / No, it isn't. What's this/that? It's ... What colour is it? Which day is it today?
语言聚焦 Language Focus	<ol style="list-style-type: none">1. 掌握人称代词的主格形式及其用法2. 掌握be动词的单数肯定形式3. 掌握be动词的缩略形式4. 掌握指示代词this与that的用法

人教版®

Starter

Part 1 Vocabulary



I. The alphabet

1. Listen and repeat. Then say the letters round the class.

A a	B b	C c	D d	E e	F f	G g
H h	I i	J j	K k	L l	M m	N n
O o	P p	Q q	R r	S s	T t	U u
V v	W w	X x	Y y	Z z		

2. Find the letters from A to Z. Write the small letter next to each big letter.



3. Listen and write.

How do you spell your name?



(1) _____



(2) _____



(3) _____



(4) _____

第一部分 词汇

本单元为本册教材的起始单元，是对刚入学的中职学生初中阶段英语学习情况的回顾和检查。词汇部分主要对英语的26个字母、数字、教室内的常见物品、颜色、星期等词汇进行复习，以为新学期的英语学习奠定基础。

1. 字母表

热身

- 教师询问学生是否有英文名字，请有英文名字的学生将名字拼写出来，没有英文名字的学生可将自己姓名的汉语拼音拼写出来，为接下来英文字母表的复习做准备。

活动1

- 请学生听录音，跟读26个英文字母，然后全班一起朗读。
- 教师请一名学生演唱英文字母歌，唱完后大家点评，然后全班齐唱英文字母歌。

活动2

- 教师请学生四人一组，以组为单位在电脑键盘上找出字母A到Z，并在每个大写字母旁写出对应的小写字母。
- 各小组完成活动之后，教师点评并讲解英文字母的正确书写方法。

◇ 大写字母一律只占上边两格。

◇ 小写字母中：a c e m n o r s u v w x z 只占中间一格；b d h i k l t 只占上边两格；g p q y 只占下边两格；f 与 j 占三格。提醒学生不要在书写时出错。

◇ 提醒学生注意容易混淆的字母：b 与 d，p 与 q。

◇ 提醒学生注意5个元音字母的发音及大小写：A 与 a，E 与 e，I 与 i，O 与 o，U 与 u。

活动3

- 请学生听录音，将听到的人名拼写出来。
- 教师带领学生核对答案，并询问学生，关于教材中的这些名人，他们还了解哪些信息。

参考答案

(1) David Beckham

(2) Kobe Bryant

(3) Michael Jackson

(4) Britney Spears

备选活动

- 教师首先提出问题：How do you spell your name? 并就这一问题做问答示范。然后请学生几人一组，做问答练习。
- 接下来，请学生选择自己熟悉的两位名人，将他们的名字拼写出来。然后两人一组，轮流扮演自己所选择的名人，询问对方：How do you spell your name? 将对方的英文名字拼写出来。

II. Numbers

1. Listen and repeat. Then say these numbers round the class.

0 1 2 3 4 5 6 7 8 9
 10 11 12 13 14 15 16 17 18 19
 20 30 40 50 60 70 80 90 100

2. Match the numbers with the words.

31 42 56 78 83 94 25

forty-two thirty-one eighty-three ninety-four twenty-five seventy-eight fifty-six

3. Listen and write.

(1) _____ (2) _____ (3) _____ (4) _____
 (5) _____ (6) _____ (7) _____ (8) _____

4. List the contact details of your classmates.

		CLASS _____	GRADE _____
Name	Phone number	QQ number	Email

II. 数字

活动1

- 教师在黑板上写出活动1中的部分数字，检查学生对数字的掌握情况。
- 请学生听录音，跟读数字，然后全班一起朗读。
- 鼓励学生多读几遍，逐渐加快速度。
- 教师提醒学生注意以下问题。

- ◇ 当数字大于100时，百位和十位之间用and连接，如：101的英文表达为one hundred and one，234的英文表达为two hundred and thirty-four。
- ◇ 当用hundred表示200或200以上的数字时，hundred不能用复数，如：187和896的英语表达分别为one hundred and eighty-seven，eight hundred and ninety-six。
- ◇ hundreds of，意为“很多的”，前面不加具体的数字，如：He has hundreds of books.

备选活动

- 教师询问学生：How old are you? 请几名同学回答，以做示范。
- 请学生两人一组，就How old are you? 互相问答。

活动2

- 将数字与对应的英文相搭配，注意英文数字的写法。

参考答案

31: thirty-one 42: forty-two 56: fifty-six 78: seventy-eight
83: eighty-three 94: ninety-four 25: twenty-five

活动3

- 教师根据学生的需要确定播放录音的次数。
- 核对完答案之后，教师可再次播放录音，全班跟读。

参考答案

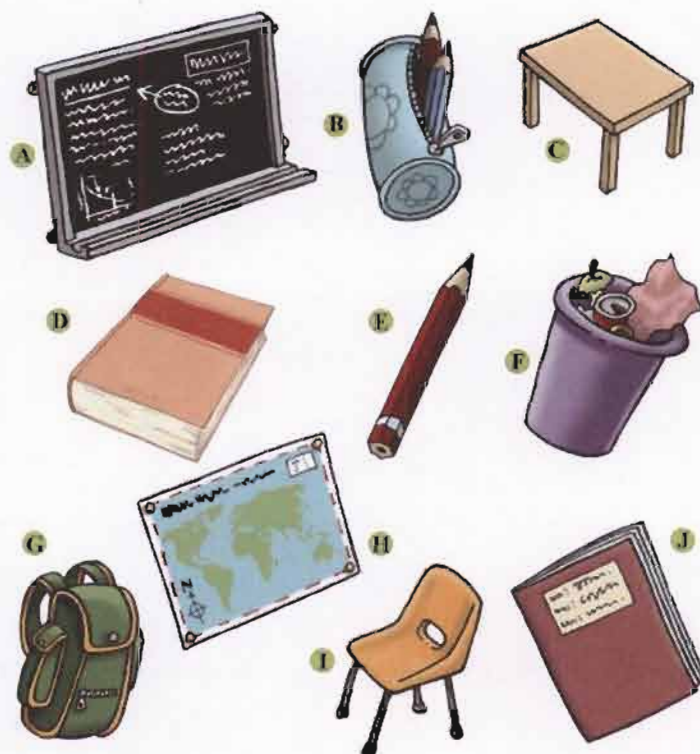
(1) 12 (2) 15 (3) 9 (4) 21 (5) 87 (6) 13 (7) 19 (8) 11

活动4

- 教师首先示范如何询问对方的名字、电话号码、QQ号码及电子邮件地址：What's your name / phone number / QQ number / email address? 然后示范如何就上述问题进行回答：My name / phone number / QQ number / email address is ...
- 将学生分成若干小组，以小组为单位，制作班级通信录。

III. Classroom objects

1. Match the words with the pictures. Listen, check and repeat.



- bag
- bin
- blackboard
- chair
- dictionary
- map
- notebook
- pencil
- pencil case
- table

2. In groups, list the things in your classroom. Write *a* or *an* if there is only one. Write a number if there is more than one.

a map
25 chairs

Grammar Tip

一个名词如果表示一个或一样东西，则用单数形式；如果表示两个或更多的这类东西，则需用复数形式。构成名词复数，很多情况下是在单数形式后加 -s，如：

bag → *bags* *pencil* → *pencils*

3. In pairs, B, think of something in your classroom; A, guess what it is.

A: *Is it a bag?* B: *No, it isn't.*
A: *Is it a book?* B: *Yes, it is.*

III. 教室内的常见物品

活动 1

- 活动之前, 教师可利用教室中的物品(书、铅笔、椅子等)询问学生: What's this? 了解学生对相关单词的掌握程度。
- 请学生听录音, 将单词与图片相搭配, 然后跟读单词。

参考答案

A: blackboard B: pencil case C: table D: dictionary E: pencil
F: bin G: bag H: map I: chair J: notebook

备选活动

- 将学生分成若干小组, 请学生仔细观察教室内的物品, 以小组为单位将这些物品的英文单词拼写出来, 看哪一组写得最多, 正确率最高。

活动 2

- 请学生以小组为单位, 列出教室内的物品及其数量。
- 教师提醒学生注意名词复数的基本形式, 即在名词单数形式之后加-s。其他形式的名词复数将在第二单元做集中介绍。

一个名词如果表示一个或一样东西, 则用单数形式; 如果表示两个或更多的这类东西, 则需用复数形式。构成名词复数, 很多情况下是在单数形式后加-s, 如: bag → bags, pencil → pencils, table → tables。

活动 3

- 教师首先选择教室内的某一物品, 请学生提问, 猜猜看教师选择的是什么, 如:
Is it a pen? Yes, it is.
Is it a book? No, it isn't.
- 请学生两人一组, 做问答练习。

备选活动 1

- 请学生两人一组, 轮流指着教室内的物品做问答练习, 如:
What's this? This/It is a ...
What's that? That's a ...

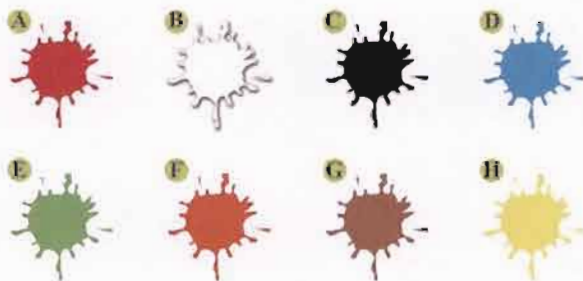
备选活动 2

- 请学生将自己书包中的物品拿出来, 放到书桌上, 然后互相问答:
Is this your pencil? Yes, it is.
Is this your book? No, it isn't.

IV. Colours

1. Match the colours with the words.

- black
- blue
- brown
- green
- orange
- red
- white
- yellow



2. Listen and write the colour in the blank.

- (1) a _____ board (2) a _____ bag (3) a _____ pencil case
 (4) a _____ chair (5) a _____ table (6) a _____ bin

3. In pairs, talk about the things in your classroom.

A: *What's this?*

B: *It's a bin.*

A: *How do you spell it?*

B: *B-I-N.*

A: *What colour is it?*

B: *It's black.*

V. Weekdays and weekends

1. Complete the form. Listen, check and repeat.

Friday Monday Saturday Sunday Thursday Tuesday Wednesday	Weekdays _____ _____ _____ _____ _____	Weekends _____ _____
--	--	-----------------------------------

2. In pairs, ask and answer the following questions.

- Which day do you like best?
- Which day is your English class?
- Which day is it today?

IV. 颜色

活动 1

- 教师事先准备好色板或相关颜色的物品，询问学生：What colour is it? 从而引出 black, blue, brown, green, orange, red, white, yellow 等表示颜色的单词。
- 请学生将单词与对应的颜色相搭配，然后全班核对答案。
- 核对完答案之后，教师以教室内的物品为例，询问学生其颜色，带领学生进一步熟悉句型 What colour is it? 然后请学生两人一组，就身边物品的颜色进行问答。

参考答案

A: red B: white C: black D: blue
E: green F: orange G: brown H: yellow

活动 2

- 请学生听录音，在空白处填写正确的颜色，然后全班核对答案。
- 请学生以小组单位，利用“a/an + 颜色 + 物品”这一结构，描述身边的物品。
- 教师提醒学生注意 an 的用法。

参考答案

(1) black (2) brown (3) red (4) yellow (5) blue (6) green

活动 3

- 教师首先带领学生朗读对话，然后请学生两人一组，用教室内的其他物品练习对话。

V. 星期

活动 1

- 教师首先询问学生：What/Which day is it today? 从而引出一周七天的英文表达。
- 请学生填写表格，听录音，跟读单词，然后全班核对答案。
- 教师提醒学生星期为专有名词，首字母须大写。

参考答案

Weekdays: Monday, Tuesday, Wednesday, Thursday, Friday

Weekends: Saturday, Sunday

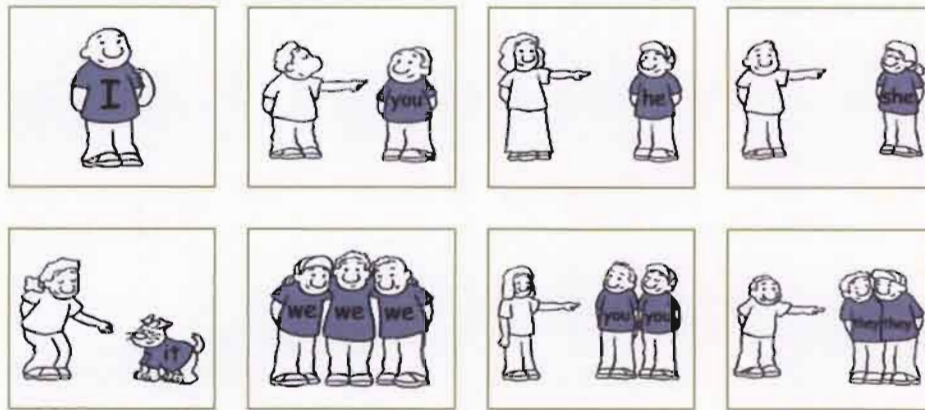
活动 2

- 教师首先询问学生：Which day do you like best? Which day is your English class? Which day is it today? 引出回答：I like ... best. The English class is on ... It's ... today.
- 教师请学生两人一组，就上述问题做问答练习。

Part 2 Language Focus

I. Pronouns (1)

1. Write the pronouns in Chinese.



2. Complete the sentences with the correct pronouns.



Hello, I'm Mark. ⁽¹⁾ am fifteen, and ⁽²⁾ am from London. This is Ellie. ⁽³⁾ is my sister. ⁽⁴⁾ are twins.



Hi, I'm Ellie. ⁽⁵⁾ am fifteen and I'm from London. This is Mark. ⁽⁶⁾ is my brother. Mark and I are in the same school.



Hi, I'm Joe. ⁽⁷⁾ am sixteen. I am an exchange student from China. ⁽⁸⁾ am now in London. Mark and Ellie are my friends.

第二部分 语言聚焦

在这一部分，学生们将认识本套教材的三位主人公：中国男孩 Joe，以及他的英国朋友 Mark 和 Ellie。学生们还将重点回顾人称代词的主格形式、be 动词的单数肯定形式与缩略形式，以及指示代词 this 和 that 的用法。

热身

- 复习第一部分所学的单词。教师随机指着教室内的物品询问学生：What's this/that? How do you spell it? What colour is it?

1. 人称代词 (1)

活动 1

- 请学生仔细观察图片，理解不同人称代词的含义。如学生对英文中的人称代词的理解有困难，教师可先介绍中文中的人称代词，再引入英文中的人称代词。
- 请学生以小组为单位，合作完成活动 1。
- 为了检验学生对人称代词主格形式的掌握情况，教师可随机叫一组同学上台，根据教材插图，将不同的人称代词再现出来。如：一名学生站到讲台前，指着自已说 I；指着旁边的男生说 he；指着旁边的女生说 she；指着教室中的某一物品说 it；指着离他较近的几名同学说 you；指着离他较远的几名同学说 they；全组同学共同说 we。

参考答案

I: 我 you: 你 he: 他 she: 她
it: 它 we: 我们 you: 你们 they: 他们(她们)

活动 2

- 首先请学生观察图片，通读句子。教师询问学生：What's his/her name? How old is he/she? 引出有关三位主人公的个人信息。
- 给学生 1 分钟的时间用正确的人称代词将句子补充完整。
- 请学生朗读句子，核对答案。

参考答案

(1) I (2) I (3) She (4) We (5) I (6) He (7) I (8) I

备选活动

- 请学生几人一组，互相问答如下几个问题：What's your name? How old are you? Where are you from?
- 每组推选一名代表，首先做自我介绍：My name is ... I am ... (age) I am from ...；然后介绍组内的其他成员：He/She is ... He/She is ... (age) He/She is from ...

II. To be – positive singular

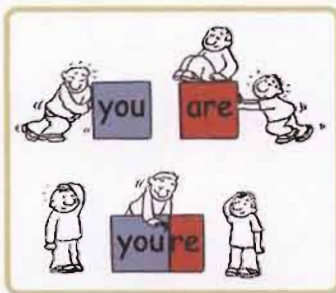


I	am
You	are from London.
He/She/It	is

Circle the correct words.

- (1) I/She am from China.
- (2) He/You is sixteen.
- (3) It/I is a pencil case.
- (4) You/I are a student.
- (5) You/She are in Class 2.
- (6) I/It is Tuesday today.

III. To be – contractions



I'm	
You're	from London.
He's	
She's	
It's	

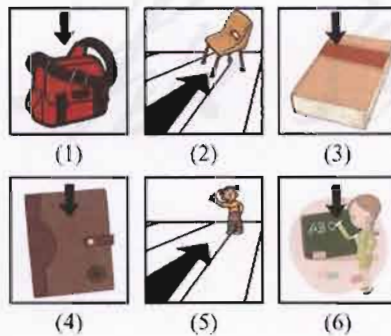
Write the correct contractions.

- (1) I _____ a student.
- (2) He _____ my teacher.
- (3) It _____ a blue bag.
- (4) You _____ fifteen.
- (5) She _____ my sister.
- (6) It _____ a yellow bin.

IV. This/That



Write *this* or *that* in the sentences.



- (1) _____ is my bag.
- (2) _____ is my chair.
- (3) _____ is my dictionary.
- (4) _____ is my notebook.
- (5) _____ is my sister.
- (6) _____ is my teacher.

II. be 动词的单数肯定形式

- 教师展示语法框中的句子，询问学生：Where's Mark from? 引出答语：He's from London. 教师继续询问学生：Where's Ellie from? Where's Joe from?
- 教师将自己的出生地写在黑板上，然后请学生将自己的出生地写在一张纸上，并举起来。教师指着自己和学生，介绍句型：I'm from ... (教师的出生地) He/She is from ... (学生的出生地)

参考答案

(1) I (2) He (3) It (4) You (5) You (6) It

III. be 动词的缩略形式

教师展示语法框中的例句，请学生尝试总结 be 动词缩略形式的基本规律：I am = I'm, She is = She's, He is = He's, You are = You're, It is = It's.

参考答案

(1) I'm (2) He's (3) It's (4) You're (5) She's (6) It's

备选活动

- 完成练习之后，教师可要求英语基础较好的学生用 be 动词的缩略形式，依据班上同学的真实情况，写作 5 个句子，如：Maria's my friend. She's sixteen.

IV. 指示代词 this 与 that

- 教师首先检查学生对 this 与 that 的含义是否明确。教师分别指着教室内近处与远处的物品询问学生：What's this/that? 引出回答 This/That is ...
- 请学生独立完成练习，然后全班核对答案。
- 请学生两人一组，就教室内的物品做问答练习。

参考答案

(1) This (2) That (3) This (4) This (5) That (6) This

Words and Expressions

- letter /'letə/ *n.* 字母; 信
spell /spel/ *v.* 拼写; 拼出
list /list/ *v.* 列出; 列举 *n.* 名单; 清单
contact /'kɒntækt/ *n. & v.* 联系; 交往
detail /'di:teɪl/ *n.* 细节; 详情
△ classmate /'klɑ:smeɪt/ *n.* 同班同学
phone /fəʊn/ *n.* 电话 *v.* (给……) 打电话
email /'i:meɪl/ *n.* 电子邮件 *v.* 给(某人)发电子邮件
- object /'ɒbdʒɪkt/ *n.* 实物; 物体
△ bin /bɪn/ *n.* 垃圾箱; 垃圾桶
blackboard /'blækbɔ:d/ *n.* 黑板
pencil /'pensəl/ *n.* 铅笔
case /keɪs/ *n.* 箱子; 实例
pencil case 笔袋
chair /tʃeə/ *n.* (单人) 椅子
dictionary /'dɪkʃənəri/ *n.* 词典; 字典
map /mæp/ *n.* 地图
notebook /'nəʊtbʊk/ *n.* 笔记本
table /'teɪbəl/ *n.* 桌子; 表格
△ black /blæk/ *n. & adj.* 黑色(的)
blue /blu:/ *n. & adj.* 蓝色(的)
brown /braʊn/ *n. & adj.* 棕色(的); 褐色(的)
green /gri:n/ *n. & adj.* 绿色(的)
orange /'ɒrɪndʒ/ *adj.* 橙色的 *n.* 橙子; 橙色
red /red/ *n. & adj.* 红色(的)
white /waɪt/ *n. & adj.* 白色(的)
yellow /'jeləʊ/ *n. & adj.* 黄色(的)
sister /'sɪstə/ *n.* 姐姐; 妹妹; 姐妹
twin /twɪn/ *n.* 双胞胎中的一个 *adj.* 双胞胎的
- brother /'brʌðə/ *n.* 兄弟; 哥; 弟
same /seɪm/ *adj.* 相同的; 同一个的
exchange /'ɪks'tʃeɪndʒ/ *n. & v.* 交换; 互换
number /'nʌmbə/ *n.* 数; 数字
zero /'ziərəʊ/ *num.* 零
one /wʌn/ *num.* 一
two /tu:/ *num.* 二
three /θri:/ *num.* 三
four /fɔ:/ *num.* 四
- five /faɪv/ *num.* 五
six /sɪks/ *num.* 六
seven /'sevən/ *num.* 七
eight /eɪt/ *num.* 八
nine /naɪn/ *num.* 九
ten /ten/ *num.* 十
eleven /'levən/ *num.* 十一
twelve /twelv/ *num.* 十二
thirteen /,θɜ:'ti:n/ *num.* 十三
fourteen /,fɔ:'ti:n/ *num.* 十四
fifteen /,fɪf'ti:n/ *num.* 十五
sixteen /,sɪk'sti:n/ *num.* 十六
seventeen /,sevən'ti:n/ *num.* 十七
eighteen /,eɪ'ti:n/ *num.* 十八
nineteen /,naɪn'ti:n/ *num.* 十九
twenty /'twenti/ *num.* 二十
thirty /'θɜ:ti/ *num.* 三十
forty /'fɔ:ti/ *num.* 四十
fifty /'fɪfti/ *num.* 五十
sixty /'sɪksti/ *num.* 六十
seventy /'sevənti/ *num.* 七十
eighty /'eɪti/ *num.* 八十
ninety /'naɪnti/ *num.* 九十
hundred /'hʌndrəd/ *num.* 一百
△ weekday /'wi:kdeɪ/ *n.* 工作日
weekend /,wi:k'end/ *n.* 周末
Monday /'mʌndeɪ/ *n.* 星期一
Tuesday /'tju:zdeɪ/ *n.* 星期二
Wednesday /'wenzdeɪ/ *n.* 星期三
Thursday /'θɜ:zdeɪ/ *n.* 星期四
Friday /'fraɪdeɪ/ *n.* 星期五
Saturday /'sætədeɪ/ *n.* 星期六
Sunday /'sʌndeɪ/ *n.* 星期日
- Mark /mɑ:k/ 马克(男子名)
Ellie /'eli/ 埃莉(女子名)
Joe /dʒəʊ/ 乔(男子名)
- △ London /'lʌndən/ 伦敦
China /'tʃaɪnə/ 中国

Unit 1 Hello!

单元教学目标与要求

话题 Topic	与人见面 (Meeting people)
词汇与常见表达 Words and Expressions	1. 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions) 2. 能够正确使用下列常用表达 Hello. Hi. Good morning/afternoon/evening. This is ... Nice to meet you. Welcome to ... It's a present from ...
语音 Pronunciation	能够区分元音 /ɒ/ 与 /ɔ:/ 的不同发音
交际任务 Communication	1. 能够在生活场景中问候他人, 并就日常话题进行简单交流 Good morning/afternoon/evening. Nice to meet you. Where are you from? I'm from ... What's this/that? This/That/It is ... Is it ...? Yes, it is. / No, it isn't. 2. 能够在职业场景中询问来访者的个人信息, 并做简单记录 What's your name? How do you spell it? What's your phone number?
语言聚焦 Language Focus	1. 了解不定冠词 a 与 an 的用法 2. 掌握 be 动词的一般疑问句形式 3. 掌握 be 动词的特殊疑问句形式 4. 掌握人称代词与物主代词的用法
语言技能 Language Skills	1. 能够通过阅读篇章, 了解 Joe 喜欢的运动, Joe 的学校、朋友以及宠物等信息 2. (选修) 能够通过听力, 进一步了解 Joe 的父母、朋友以及宠物的相关信息 3. (选修) 能够在阅读与听力的基础之上, 就姓名、年龄、学校、喜欢的运动等个人话题进行简单对话 4. 能够正确使用标点符号, 写出简单的个人介绍
学习策略 Learning Strategies	1. 词汇学习策略: 利用图片帮助记忆单词 2. 阅读策略: 利用图片猜测文章大意
文化点滴 Cultural Tips	1. 了解在英美不同语境下“足球”一词的不同说法 2. 了解英文姓名的表述方式, 注意其与汉语表述方式的不同 3. 了解初次与人见面的注意事项, 争取给对方留下较好的第一印象 4. 了解在英语国家哪些话题属于隐私范畴, 避免侵犯对方隐私

Unit 1 Hello!

Part 1 Vocabulary



Everyday objects (1)

1. 🎧 Match the words with the pictures. Listen, check and repeat.

baseball
cap
computer
football
mobile
photo
present
watch



Learning Tip
Remembering vocabulary
● Cover the words with your hand.
● Test your English.

Cultural Tip
football: 足球,
为英式英语; 美式
英语中称为 soccer。

2. 🎧 Listen and repeat.

/b/ or /ɔ:/

(1) box	watch	boss	office	popular
(2) board	baseball	fall	also	morning

3. In pairs, talk about the things in exercise 1.

A: What's this/that?

B: It's a _____.

Grammar Tip
a 用在辅音发音之前, an 用在元音
发音 (不是元音字母) 之前, 如:
a mobile an actor
a cap an hour

第一部分 词汇——日常用品 (1)

在本部分, 学生们将学习一些日常生活中常见物品的英文表达, 并且从本单元开始, 接触一系列的词汇学习策略。

热身

- 复习预备单元 (Starter) 中的语言。教师在黑板上写下: I'm ... (自己的名字, 如 Alice) and I'm from ... (自己的出生地, 如 Beijing), 请学生们在一张纸条上写下这两项个人信息, 然后将纸条收上来, 打乱顺序, 重新分发给学生们。请他们介绍自己领到的纸条上的信息, 如: He's Mike and he's from Shanghai.

活动 1

- 每单元的开始都会有这样一个词汇练习。此部分的教学建议采用如下三种方式: 1. 利用图片、实物或模仿等方式教授这些词汇; 2. 请学生们将单词遮住, 利用图片互相教授生词; 3. 如果有些词汇学生已经较为熟悉, 可先引出这些词汇, 然后着重讲授其他生词。
- 教师简要介绍在英美不同语境下“足球”一词的不同说法。

参考答案

A: photo B: present C: cap D: baseball E: mobile F: watch G: football H: computer

学习小贴士

- ◇ 教师带领学生们阅读学习小贴士 (Learning Tip) 的内容, 并解释其具体含义: 将单词遮住, 利用图片帮助记忆单词。此部分的词汇学习策略有助于学生对词汇的学习与掌握。
- ◇ 给学生 1 分钟的时间浏览并记忆活动 1 中的词汇, 然后两人一组, 相互测试。
- ◇ “学习小贴士”部分的词汇不要求学生掌握。

活动 2

- 教师根据学生的实际情况, 确定播放录音的次数, 便于学生掌握正确的发音。
- 语音小对话
A: I can see four students outside.
B: What are they doing?
A: They are playing volleyball.

活动 3

- 教师首先选择一到两个单词做对话示范。
- 在学生们练习对话时, 教师要注意观察、记录对话中出现的问题, 尤其是 a 与 an 在用法上的区别: 当 a 后面紧跟的名词以元音发音 (不是元音字母) 开头时, 要用 an 代替 a, 如: an old man, an English class 等。

备选活动

- 完成活动 3 之后, 学生们可利用教室中的相关物品 (如桌子、书本等), 继续进行问答练习。

Part 2 Communication

I. Lead-in: Greetings

1. 🎧 Match the greetings with the correct situation. Listen, check and repeat.



Good afternoon.
Good evening.
Good morning.
Hello.
Hi.

Cultural Tip

high five: 相互高举胳膊击掌(以示庆祝或高兴), 为西方文化手势的一种, 在美国尤其流行, 有时也称 give me (a) five。

2. Greet the people round you. Give them a "high five" or shake hands.

II. Conversation: Meeting people

1. 🎧 Listen and read.

Joe meets Ellie and Ellie's brother Mark for the first time. Joe is going to stay at Ellie's home while in London.

Joe: Hi. I'm Joe.
Ellie: Hello. My name is Ellie. And this is my brother, Mark.
Joe: Hi, Mark. Nice to meet you.
Mark: Nice to meet you, too. Where are you from, Joe?
Joe: Me? I'm from China.
Ellie: Is it your first time here?
Joe: Yes, it is.
Mark: Welcome to London. Wow! What's that?
Joe: It is a watch.
Mark: I know, but is it a mobile too?
Joe: Yes, it is.
Mark: Cool.
Joe: Thanks. It's a present from my dad. It's also my favourite thing.

Expressions

This is ...
Nice to meet you.
Welcome to ...
Wow!
Cool.
It's a present from ...

第二部分 交际任务

在本部分，学生们将学习正式与非正式的问候语及问候方式，并练习在日常生活与职业场景中就个人信息进行简单的对话。如有必要，教师可以用母语举例或说明。

I. 导入：问候语

活动 1

- 教师首先带领学生观察图片，找出图中人物的年龄、身份、关系等信息，这些信息将影响问候语的正式程度，如：图A中的服务员需使用正式的问候语，因为他正在餐厅迎接客人。
- 教师示范图B中的非正式问候方式high five，并简单解释high five是一种双方相互高举胳膊击掌来表示高兴、庆祝或打招呼的一种方式，是西方文化手势的一种，在美国较为流行，多用于年轻人之间。
- 教师带领学生观察图中时钟显示的时间，介绍morning, afternoon, evening等时间用语。

参考答案

A: Good evening. B: Hi. C: Good morning. D: Hello! E: Good afternoon.

活动 2

- 在学生开展活动之前，教师首先与几名学生示范，用相互击掌或握手等不同的方式打招呼。

备选活动

- 给学生分配不同的角色，如教师、学生、妈妈、爸爸、哥哥、妹妹、朋友等。请学生互致问候，根据问候语猜测彼此扮演的角色是什么关系。
- 学生也可以自己决定扮演什么角色。

II. 对话：与人见面

在本部分，Joe初次结识Ellie和Ellie的双胞胎弟弟Mark。在伦敦期间，Joe将住在Ellie和Mark家。

- 每单元的对话都包含了该单元的交际任务及一些重要词汇与表达，同时也为下一部分语法知识的学习创设了情境。
- 在活动之前，教师可带领学生回顾预备单元（Starter）中介绍的关于Joe的信息。

活动 1

- 播放完录音之后，教师重点检查学生对本单元应知短语（Expressions）中单词与短语的含义及发音的掌握情况，同时检查学生对对话中的其他单词，如：meet, stay, while, welcome, cool, also, favourite等的掌握情况。
- 学生再听一遍录音，跟读对话。

活动2

- 视学生的实际情况，教师可以请学生阅读对话，选择正确的答案，也可以请学生听录音，完成练习。

参考答案

(1) A (2) A (3) B

活动3

- 请学生三人一组练习对话。鼓励英语基础较好的学生对对话中的人物身份进行替换，改编并表演对话。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

III. 职场口语

- 为确保该口语交际活动顺利进行，学生应在活动前做好充分准备。首先，教师带领学生观察图片，讲解receptionist一词。接待员需询问来访者的相关信息，并填写访客登记表。
- 教师带领学生讨论接待来访者时常用的一些问题，如：What's your first name? What's your family name? How do you spell it?
- 教师提醒学生，英文姓名一般名（first name）在前，姓（family name）在后，如：Bill Gates, Bill为名，Gates为姓。当用Mr（先生）、Mrs（夫人）或Miss（小姐）称呼某人时，一般将上述称谓放在姓或姓名的全称之前，如：Mr Gates或 Mr Bill Gates。另外，为了避免涉及女士的婚姻状况，有时用Ms（Mz）来称呼女士，如：Ms Brown。
- 请学生分角色练习对话。
- 在学生练习对话时，教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 在课堂总结环节，教师可将上述例子写在黑板上，请学生们判断正误。

备选活动

- 在完成职场口语练习之后，学生们可自行拟定来访者的姓名、年龄等信息，继续进行口语训练。

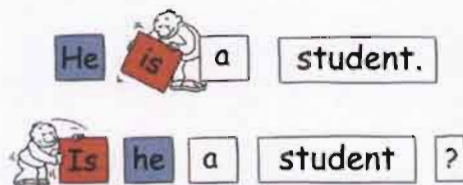
走近职场

该板块的设计意图为向学生介绍职场的基本礼仪、企业文化、职业道德等内容，为学生步入职场做情感、态度等方面的准备。本板块以内容介绍为主，不要求学生掌握相关的词汇与表达。

- 教师询问学生是否在与人会面时总能给对方留下好的印象，以及如何才能给对方以良好的第一印象。
- 教师讲解与人初次会面时的注意事项，引导学生反思自己的行为与表现。
- 教师可以请学生进一步补充与人会面时的其他相关注意事项。

Part 3 Language Focus

I. To be – questions

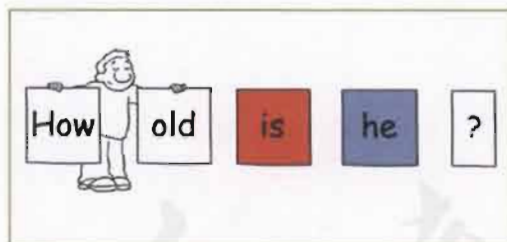


Positive			Question		
I	am		Am	I	
You	are	a	Are	you	a
He	is	student.	Is	he	student?
She	is		Is	she	

Make questions from the sentences.

- (1) You are from China.
→ *Are you from China?*
- (2) He is a receptionist.
- (3) I am sixteen.
- (4) This is a mobile.
- (5) It's a watch.
- (6) That's your computer.

II. To be – wh- questions



Cultural Tip

在英语国家，年龄、婚姻状况、薪资多少等被视为隐私话题。与人交谈时，一般不会询问对方 How old are you? Are you married? 等问题。

1. Write wh- questions.

- (1) Where / you from?
→ *Where are you from?*
- (2) How old / she?
- (3) Who / that boy?
- (4) What / your name?
- (5) When / your birthday?
- (6) What / your father?

第三部分 语言聚焦

在本部分，学生们将重点学习be动词在一般疑问句（questions）和特殊疑问句（wh- questions）中的用法，以及人称代词与物主代词的区别。

热身

- 复习上节课学过的单词。请学生两人一组，给学生1分钟的时间将上节课学过的单词写下来，看哪一组写得又多又准确。

I. be 动词的一般疑问句形式

- 教师带领学生阅读语法框中的例句，并就自己或学生的相关情况提问，如：Am I a student? Are you from China? Is he fifteen?
- 学生此时只需回答：Yes. 或 No. 他们将在稍后学习一般疑问句的简单答语。
- 教师提醒学生在含有be动词的一般疑问句中，be动词应位于句首。

参考答案

- (2) Is he a receptionist?
- (3) Are you sixteen?
- (4) Is this a mobile?
- (5) Is it a watch?
- (6) Is that your computer?

II. be 动词的特殊疑问句形式

- 教师带领学生阅读语法框中的例句，同时提醒学生常见的特殊疑问词包括what, who, where, when, why, how等，如：What's your name? Who are they? Where are my shoes? When is your birthday? Why do you like English? How old are you?
- 教师还需提醒学生注意，在英语国家，年龄、婚姻状况、薪资多少等话题被视为个人隐私，与人交谈时，一般不应该询问对方此类问题。

活动 1

- 核对完答案之后，请学生大声朗读这些特殊疑问句。

参考答案

- (2) How old is she?
- (3) Who is that boy?
- (4) What's your name?
- (5) When is your birthday?
- (6) What's your father?

2. Ask and answer about the people.

A: Do you know Mr Bean?

B: Yes, he's ...

A: How old is he?

B: He's ...

A: Where is he from?

B: He's from ...



Mr Bean
1955, the UK
An actor



Li Na
1982, China
A tennis player

3. In pairs, ask and answer about you.

What's your first name?

Ming.

What's your family name?

Li.

III. Pronouns (2)

1. Complete the table with the missing words.

Subject pronouns	Possessive pronouns
I	my
he	your
	her
	its
we	their

2. Write the correct words.

(1) My (I) friend is eighteen.

(2) _____ (she) name is Ann.

(3) This is _____ (we) company.

(4) _____ (they) boss is forty-eight.

(5) That is _____ (he) office.

(6) That's _____ (you) English notebook.

3. Complete the information in the table.

	Me	My dad	My mum	My friend
Name	Joe			
Age	16			
Favourite thing	my mobile			

4. Introduce yourself, your dad, mum or friend to the class. Use the information in exercise 3.

My name is _____.

I'm _____.

My favourite thing is _____.

活动2

- 教师与学生一起根据图片与相关文字的提示, 补全关于 Mr Bean 的对话, 师生共同练习对话。然后请学生两人一组, 根据提示补全关于李娜的对话, 并分角色练习对话。

参考答案

(1) an actor; sixty; the UK (2) 略

背景介绍

- ◇ Mr Bean, 英国喜剧《憨豆先生》中的主要角色。
- ◇ 李娜, 网球运动员, 1982年出生于湖北省武汉市, 曾获多项国际赛事冠军。2014年9月, 李娜宣布退役。

备选活动

- 注意此活动需要教师在课前给学生每人准备一张纸条, 上面写有姓名和年龄两项信息。
- 教师首先展示自己纸条上的信息: Ann Williams, 25。教师提问: What's your name? What's your family name? How do you spell that? How old are you? 请学生回答。
- 教师将课前准备的纸条发给学生, 学生以小组为单位进行问答。

活动3

- 请学生两人一组, 就个人信息进行回答。之后, 还可请学生与班上的其他同学继续就个人信息进行问答。

III. 人称代词 (2)**活动1**

- 教师与学生共同填写表格, 并补充例句帮助学生了解人称代词与物主代词(形容词性物主代词)的不同用法, 如: I am a student. This is my classroom.

参考答案

you → your he → his she → her it → its we → our they → their

活动2**参考答案**

(2) Her (3) our (4) Their (5) his (6) your

活动3

- 在学生填写表格时, 教师应注意提供词汇等方面的帮助。

活动4

- 教师可先做示范, 然后请学生介绍自己、自己的父母或朋友等。

Part 4 Language Skills

I. Reading

All about me

Hi! I'm Joe and I'm from China, but now I'm in London. I am an exchange student. I will stay in London for half a year. I want to tell you about my experience in London.



Is baseball popular in China? No, football is! But baseball is my favourite sport. Look, this is my baseball cap. It is really cool! It's a present from my dad.



This is my school in China, PEP Vocational School. I really miss it.



This is a photo of my friends in China.



This is my new school in London. Is it a nice school? I don't know!



This is a picture of my dog. Her name is Candy. She is in China, with my parents and I'm in London.

Reading Tip

阅读前, 可先通过文中所给图片了解文章大意。

Words you need

stay *v.* 暂住; 停留
 experience *n.* 经历; 经验
 popular *adj.* 受大众喜爱的; 受欢迎的
 favourite *adj.* 最喜欢的
 vocational *adj.* 职业的
 miss *v.* 想念; 错过

第四部分 语言技能

在本部分，学生们将会更加了解 Joe 以及他在中国时学习、生活的方方面面。

热身

- 教师问候学生，然后请学生相互之间用不同的方式打招呼，如：Hi! Hello! Good morning!

1. 阅读

- 在阅读正文之前，教师可首先讲解本课给出的阅读建议（Reading Tip），提醒学生可通过图片等非语言信息来帮助了解文章的大意。
- 教师带领学生观察图片，并通过图片判断 Joe 将在短文中介绍自己学习、生活的哪些方面，引出关键词 sport, school, friends, pet 等。
- 请学生快速阅读短文，完成活动 1。
- 除了 Words you need 表格中列出的单词，教师还应提醒学生注意以下单词的含义及用法：about, half, really, with, parent 等。
- 教师讲解重要的词汇与表达，并解答学生关于短文的疑问。

注释

- ◇ stay, 不及物动词，意为“暂住；停留”。stay 后面加介词 in 或 at 再加地点，表示在某处暂住或停留，如：stay at home, stay in a hotel, stay in London 等。
- ◇ half, 既可作代词也可作形容词，意为“一半的；半”。half 用作形容词时，仅用于名词之前，如：half a mile/year, half an hour/apple 等。
- ◇ experience, 既可作名词也可作动词，意为“经历；体验”，如：We need to experience things to learn from them.
- ◇ popular, 形容词，意为“受大众喜爱的；受欢迎的”，常与 with 组成词组 be popular with, 意为“受……欢迎”，如：Baseball is very popular with people in the US.
- ◇ favourite, 形容词，意为“最喜欢的”；也常用作名词，表示“特别喜爱的东西”，如：Can I have coffee? It's my favourite. 注意：favourite 为英式拼写，美式拼写为 favorite。
- ◇ miss, 除文中涉及的“想念”之意外，还可以表示“错过；未赶上”，如：miss the bus/train 等。

参考译文

关于我的一切

你好！我叫 Joe，来自中国，但是我现在在伦敦。我是一名交换生。我将在伦敦待上半年的时间。我想要和你们分享我在伦敦的经历。

棒球在中国受欢迎吗？不，足球在中国最受欢迎。不过，棒球是我最喜欢的一项运动。看，这是我的棒球帽。很酷吧。它是爸爸送给我的礼物。

这是我在中国的学校，PEP 职业学校。我很想念她。

这是我在中国的朋友们的照片。

这是我在伦敦的新学校。这是所好学校吗？我不知道！

这是我的小狗的照片。它的名字叫 Candy。它在中国，和我的父母在一起，我却在伦敦。

1. Read the passage. Where is Joe now?
2. Read again and write the name of
 - (1) his favourite sport;
 - (2) his school in China;
 - (3) his dog.

(Extra) II. Listening: Find out more about Joe

1. Which things does Joe talk about?
2. Listen and answer the questions.
 - (1) How old is his mum?
 - (2) What's his mum?
 - (3) How old is his dad?
 - (4) What's his dad?
 - (5) Who is his best friend?
 - (6) How old is his dog?

(Extra) III. Speaking: Hello!

1. In pairs, A, plan the questions; B, plan your answers.
 - (1) Hello
 - (2) What / name?
 - (3) How / old?
 - (4) Where / from?
 - (5) Where / school?
 - (6) What / favourite sport?

2. In pairs, ask and answer the questions.

A: Hello!

B: Hi!

A: What's your name?

B: My name is Susan.

A: How many people are there in your family?

B: Four. My father, my mother, my brother and me.

A: What's your father?

B: He is a technician.

...



IV. Writing: All about me

1. Writing tips: Punctuation

Useful punctuation marks for writing

,	comma	逗号
.	full stop	句号
?	question mark	问号
!	exclamation mark	感叹号
'	apostrophe	撇号

Read the passage about Joe again. Circle two examples of each type of punctuation.

2. Writing task: All about me

Write about you.

Step 1: Research

Draw pictures or bring photos to add to your description.

Step 2: Draft

Write a draft.

Introduce yourself – name/age

Hi! I'm ...

Where are you from?

I'm from ... My home's ...

Where's your school?

My school is ...

What's your favourite sport?

My favourite sport is ...

What's your favourite thing?

My favourite thing is ...

Step 3: Check

Check your draft. Are the punctuation marks correct? Write the final version.

Hi, I'm _____

IV. 写作

活动 1

- 教师带领学生浏览表格中的标点符号，并解释它们的用法。

,	comma	逗号——表示一个短促的停顿，常用于并列的词或句之间，如： <ul style="list-style-type: none"> ● Please read slowly, loudly and clearly. ● This is my school in China, PEP Vocational School.
.	full stop	句号——表示一个完整语句或语意的结束，停顿较长，常用于陈述句之后，如： <ul style="list-style-type: none"> ● I am an exchange student. ● This is a picture of my dog.
?	question mark	问号——用于疑问句之后，如： <ul style="list-style-type: none"> ● Is baseball popular in China? ● Where is your school?
!	exclamation mark	感叹号——表示感叹语气，用于感叹句之后，如： <ul style="list-style-type: none"> ● What a good idea! ● Well done!
He's	apostrophe	撇号——常用来构成动词的缩略形式，如： <ul style="list-style-type: none"> ● I'm Joe and I'm from China. ● It's a present from my dad. 撇号还可用来表示名词的所属关系，如： <ul style="list-style-type: none"> ● It's my father's computer. ● Joe's school is very nice.

参考答案

略

活动 2

- 教师首先提出问题：Where's your school? What's your favourite team/thing? 通过问题激发学生的兴趣。
- 教师与学生讨论本次的写作任务可以使用什么样的图片或照片。
- 请学生写出草稿。在学生写草稿时，教师应注意观察、记录，并随时向学生提供帮助。
- 草稿写完之后，鼓励学生之间互相检查草稿，帮助修改。
- 在前面步骤的基础上，教师可将定稿的写作留作课后作业。

参考作文

Hi! I'm Jennifer and I'm sixteen years old. I'm from Beijing. My school is PEP Vocational School. It's in Haidian District, Beijing. My favourite sport is badminton. I often play badminton with my friends after school. My favourite thing is my mobile. It's a present from my mum. I really like it and I use it a lot.

Unit Check



I. Vocabulary

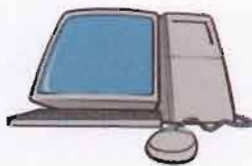
1. Write the words.



(1) _____



(2) _____



(3) _____



(4) _____



(5) _____



(6) _____

II. Communication

2. Complete the greetings.

- (1) H i
- (2) H _____
- (3) G _____ m _____
- (4) G _____ a _____
- (5) G _____ e _____
- (6) G _____ b _____

3. Write the answers.

- (1) Where are you from?
→ *I'm from China.*
- (2) How old are you?
- (3) What's your first name?
- (4) What's your family name?
- (5) How do you spell it?
- (6) What's your favourite sport?

单元测试

- 本部分包括三个板块：词汇、交际任务和语言聚焦。
- 本部分不以考试为目的，设计意图是为了激励与鼓励学生发现自己学习当中的不足，而不是令他们产生挫败感。
- 本部分可以有不同的使用方式，教师可在单元学习结束时利用本部分内容对学生进行综合测试，或在讲授单元相关内容之后，对学生的词汇、交际任务及语言聚焦等板块的学习效果进行检测。此部分也可由学生进行自我测试。
- 本部分末尾设有自我评价表（Now you can ...），由学生自行填写。通过自我评价，学生可以及时总结自己学到了什么，哪些地方掌握得比较好，以及还有哪些地方需要改进或帮助。
- 如果本部分测试的错误率达到了50%以上，建议学生重新学习教材中的相关内容，并于一周之后再次进行测试。

I. 词汇

练习1

参考答案

(1) photo (2) baseballs (3) computer (4) watch (5) mobile (6) present

II. 交际任务

练习2

参考答案

(2) Hello (3) Good morning (4) Good afternoon (5) Good evening (6) Goodbye

练习3

参考答案

略

III. Language Focus

4. Complete the sentences with the correct forms of the verb *to be*.


- (1) He is an actor.
- (2) She _____ a receptionist.
- (3) My teacher _____ from the USA.
- (4) You _____ sixteen.
- (5) I _____ from China.
- (6) That _____ a photo of my family.
- (7) This _____ my twin sister.
- (8) It _____ my father's computer.

5. Write questions and *wh*- questions.

- (1) your mother / a teacher? (what)
→ *Is your mother a teacher?*
→ *What's your mother?*
- (2) she / fifteen years old? (how old)
- (3) your birthday / on May 1? (when)
- (4) I / in this class? (who)
- (5) he / from China? (where)
- (6) football / his favourite sport? (what)

6. Complete the sentences with the correct words.

- (1) This is your (you/your) baseball cap.
- (2) _____ (He/His) boss is very friendly.
- (3) _____ (We/Our) love _____ (we/our) country.
- (4) This is _____ (I/my) present.
- (5) That's a dog. _____ (It/Its) name is Candy.
- (6) Look! That is _____ (they/their) English teacher.


Unit Summary
Now you can ...

- name everyday objects (exercise 1)
- greet people (exercise 2)
- ask and answer questions about yourself (exercise 3)
- use the verb *to be* in the singular form
 - positive (exercise 4)
 - questions and *wh*- questions (exercise 5)
- use subject pronouns and possessive pronouns (exercise 6)
- write about yourself, using the right punctuation marks

III. 语言聚焦

练习4

参考答案

(2) is (3) is (4) are (5) am (6) is (7) is (8) is

练习5

参考答案

- (2) Is she fifteen years old?
How old is she?
- (3) Is your birthday on May 1?
When is your birthday?
- (4) Are you in this class?
Who are in this class?
- (5) Is he from China?
Where is he from?
- (6) Is his favourite sport football?
What is his favourite sport?

练习6

参考答案

(2) His (3) We, our (4) my (5) Its (6) their

听力原文

Hi! I'm Joe and I'm from China, but now I'm in London. I am an exchange student. I will stay in London for half a year. My parents are in China. My mum is 40. She is a teacher. My dad is 43 and he is a computer technician. I really miss them.

Is baseball popular in China? No, football is! But baseball is my favourite sport. Look, this is my baseball cap. It is really cool! It is a present from my dad.

This is my school in China, PEP Vocational School. I really miss it. This is a picture of my friends. My best friend is Thomas. All my friends are in China.

This is a picture of my dog. Her name is Candy. She is five. She is in China, with my parents and I'm in London.

Song



Good day sunshine

Good day sunshine
Good day sunshine
Good day sunshine

I need to laugh, and when the sun is out,
I've got something I can laugh about,
I feel good, in a special way,
I'm in love and it's a sunny day.

We take a walk, the sun is shining down,
Burns my feet as they touch the ground.

Project



Meet my star

Step 1: Choose your "star".

Is it a film star, a singer, a sportsman, a cartoon character ...?

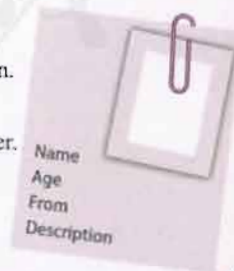
Step 2: Find the information.

- Look on the Internet.
- Look in an encyclopedia or magazines.

Step 3: Find a picture.

Find a photo or draw a picture of the person.

Step 4: Design and write about your star on a poster.



歌曲

本教材每隔一个单元设有一首英文歌曲。歌曲的目的是创设愉悦的学习氛围，激发学生的学习积极性，同时还可以利用歌曲进行语言练习活动。教师也可以根据教学的需要，在教学过程当中适时播放歌曲。

- 首先，请学生将教材合上，播放歌曲，询问学生是否听过该歌曲，是否知道该歌曲的演唱者。
- 教师简单介绍“甲壳虫”乐队（The Beatles）的相关情况。
- 教师根据学生对歌曲的喜好程度决定播放的次数。

背景介绍

这首歌曲由 Paul McCartney 创作，收录在“甲壳虫”乐队（The Beatles）1966年发行的 *Revolver* 专辑当中。

实践项目

- 实践项目的设计意图是为了激发学生们学习兴趣和创造力。
- 由于完成实践项目涉及到的材料较多，可能难以在课内完成，教师应鼓励学生在课前做好相关的准备工作。
- 本部分的教学重点在于帮助学生在完成项目的过程中复习、巩固所学的英语，实现用英语做事情。

步骤 1

- 请学生对项目主题“遇见大明星”进行头脑风暴，说一说自己期待遇到哪位明星，选择同一位明星的学生可以组成一组。
- 教师深入到学生的讨论中去，在他们遇到问题的时候提供帮助。

步骤 2

- 教师利用插图向学生说明他们需要哪些信息。
- 学生们可以课前或课下通过网络、百科全书、杂志等渠道搜集和研究相关资料。

步骤 3

- 学生们可以课前或课下搜集相关图片或自行画图。

步骤 4

- 教师展示几张海报的样图供学生参考。
- 学生可以在课后自行完成实践项目，也可以在下一节课，在教师的指导下完成海报的设计与制作。
- 如有可能，将学生的作品贴在教室的墙上集中展示。

Words and Expressions

* baseball /'beɪsbɔ:l/ *n.* 棒球 (运动)

△ cap /kæp/ *n.* (有帽舌, 通常和制服配套的) 帽子

computer /kəm'pjju:tə/ *n.* 计算机; 电脑

football /'fʊtbɔ:l/ *n.* 足球 (运动)

mobile /'məʊbaɪl/ *n.* 移动电话; 手机

photo /'fəʊtəʊ/ *n.* 照片; 相片

present /'prezənt/ *n.* 礼物; 赠品

watch /wɒtʃ/ *n.* 表; 手表 *v.* 观看

afternoon /,ɑ:ftə'nu:n/ *n.* 下午; 午后

evening /'i:vnɪŋ/ *n.* 傍晚; 晚上

morning /'mɔ:niŋ/ *n.* 早晨; 上午

meet /mi:t/ *v.* 认识; 会面

first /fɜ:st/ *adj.* 第一 (位) 的

stay /steɪ/ *v.* 暂住; 停留

while /waɪl/ *conj.* 在……时; 在……过程中

welcome /'welkəm/ *n. & v.* 迎接; 欢迎

cool /ku:l/ *adj.* 时髦的; 酷的

also /'ɔ:lsəʊ/ *adv.* 也; 而且; 还

favourite /'feɪvərɪt/ *adj.* 最喜欢的

visit /'vɪzɪt/ *n. & v.* 访问; 参观

visitor /'vɪzɪtə/ *n.* 访问者; 参观者

second /'sekənd/ *adj.* 第二 (个) 的

key /ki:/ *n.* 钥匙

△ receptionist /rɪ'sepʃənɪst/ *n.* 接待员

* reception /rɪ'sepʃən/ *n.* 接待; 接待处

company /'kʌmpəni/ *n.* 公司

family /'fæməli/ *n.* 家庭; 家族

date /deɪt/ *n.* 日期; 日子

actor /'æktə/ *n.* (男) 演员

tennis /'tenɪs/ *n.* 网球 (运动)

△ player /'pleɪə/ *n.* 运动员; 选手

play /pleɪ/ *v.* 玩耍; 参赛 *n.* 玩耍; 比赛

boss /bɒs/ *n.* 老板; 上司

office /'ɒfɪs/ *n.* 办公室; 办公楼

age /eɪdʒ/ *n.* 年龄

about /ə'baʊt/ *prep.* 关于 *adv.* 大约; 大概

half /hɑ:f/ *adj. & pron.* 一半的; 半

experience /ɪk'spɪəriəns/ *n.* 经历; 经验

popular /'pɒpjələ/ *adj.* 受大众喜爱的; 受欢迎的

sport /spɔ:t/ *n.* (某项) 体育运动

really /'ri:li/ *adv.* 非常; 真正地

vocational /vəʊ'keɪʃənəl/ *adj.* 职业的

vocational school 职业学校

miss /mɪs/ *v.* 想念; 错过

new /nju:/ *adj.* 新的; 未体验过的

picture /'pɪktʃə/ *n.* 照片; 图画

with /wɪð/ *prep.* 和……一起; 具有

parent /'peərənt/ *n.* 父亲; 母亲

* technician /tek'nɪʃən/ *n.* 技师; 技术人员

Thomas /'tɒməs/ 托马斯 (男子名)

Susan /'su:zən/ 苏珊 (女子名)

the UK 英国 (全称为 the United Kingdom)

拓展训练

拓展训练1——Find the words!

目标：练习日常生活中常见物品的英文拼写。

形式：两人一组。

时间：15～20分钟。

材料：表格A、表格B(小组内每人一张)。

步骤：第一部分词汇(Vocabulary)之后进行该拓展训练。

1. 请学生两人一组，面对面而坐，告诉学生不能看对方的表格。教师发放表格。
2. 教师示范拓展训练如何进行。首先，帮助学生明确表格中的位置由纵向的字母加横向的数字来表示，如C1。然后，询问拿到表格B的学生C1位置是否有字母；如果有，请拿到表格A的学生在写有Your partner的表格中，将该字母写在C1位置上；如果C1中没有字母，则在该位置画叉(×)。
3. 同组同学轮流说出表格中的位置，将各自表格上的单词填写完整。
4. 教师观察学生的活动过程，确保学生的步骤无误。
5. 最先写出所有单词的小组获胜。
6. 先完成活动的小组可以在表格当中填入更多的单词，继续该活动。

注意：后面单元的词汇也可以采用此种方式进行拓展训练。

Find the words!

A

You	A	B	C	D	E	F	G	H	I	J	K
1			b	a	s	e	b	a	l	l	
2											
3	p	r	e	s	e	n	t		c		p
4									a		h
5									p		o
6											t
7	n	o	t	e	b	o	o	k			o

Your partner

	A	B	C	D	E	F	G	H	I	J	K
1											
2											
3											
4											
5											
6											
7											

B

You	A	B	C	D	E	F	G	H	I	J	K
1		c	o	m	p	u	t	e	r		
2											
3	f	o	o	t	b	a	l	l			
4											
5		b					w	a	t	c	h
6		i		m	o	b	i	l	e		
7	n										

Your partner

	A	B	C	D	E	F	G	H	I	J	K
1											
2											
3											
4											
5											
6											
7											

拓展训练 2——Who are you?

目标：练习 be 动词的特殊疑问句形式。

形式：四人一组。

时间：25～30 分钟。

材料：表格 A、表格 B、表格 C 和表格 D（小组内每人一张）。

步骤：第四部分 语言技能（Language Skills）之后进行该拓展训练。

1. 请学生们四人一组，每人一张表格，分别为表格 A、表格 B、表格 C 和表格 D。
2. 告诉学生们他们每人都有一个新的身份，具体信息在表格当中，请他们找出同组另外三人的身份。
3. 教师带领学生练习询问他人身份需要的几个问题，如：Whats your name? Whats your family name? 等。
4. 每组内的四名同学，两两一组互相提问，将答案记录下来。如：首先 A 与 B 一组，C 与 D 一组；然后 B 与 C 一组，A 与 D 一组；最后 B 与 D 一组，A 与 C 一组。
5. 请学生用第三人称向全班介绍同组的小伙伴，如：This is Jimmy Smith. Hes from Britain.
6. 教师进行总结，并纠正活动中出现频率较高的语言错误。

注意：此类活动之后都应该有总结与纠错环节。

Who are you?

A1	2	B1	2
Name: Jimmy	Name:	Name:	Name: Cindy
Family name: Lee	Family name:	Family name:	Family name: Brown
Place: London	Place:	Place:	Place: The USA
Age: 15	Age:	Age:	Age: 15
Favourite thing: My mobile	Favourite thing:	Favourite thing:	Favourite thing: My cat
3	4	3	4
Name:	Name:	Name:	Name:
Family name:	Family name:	Family name:	Family name:
Place:	Place:	Place:	Place:
Age:	Age:	Age:	Age:
Favourite thing:	Favourite thing:	Favourite thing:	Favourite thing:
C1	2	D1	2
Name:	Name:	Name:	Name:
Family name:	Family name:	Family name:	Family name:
Place:	Place:	Place:	Place:
Age:	Age:	Age:	Age:
Favourite thing:	Favourite thing:	Favourite thing:	Favourite thing:
3	4	3	4
Name: Tom	Name:	Name:	Name: Alberto
Family name: Lin	Family name:	Family name:	Family name: Costa
Place: Qingdao	Place:	Place:	Place: Colombia
Age: 16	Age:	Age:	Age: 16
Favourite thing: My computer	Favourite thing:	Favourite thing:	Favourite thing: My cap

Unit 2 I'm from China.

单元教学目标与要求

话题 Topic	你来自哪里? (Where are you from?)
词汇与常见表达 Words and Expressions	1. 掌握单元词表中的“基本要求”词汇(无标记词汇) 详见单元词表(Words and Expressions) 2. 能够正确使用下列常用表达 Excuse me. Where are you from? I'm from ... And you? Are you from ...? Which city are you from? What's your nationality? I'm Chinese/American ...
语音 Pronunciation	能够区分元音 /i/ 与 /i:/ 的不同发音
交际任务 Communication	1. 能够在生活场景中询问他人的国家、国籍、城市等, 并就日常话题进行简单交流 Where are you from? I'm from ... Are you from ...? Yes, I'm. / No, I'm not. Which city are you from? I'm from ... What's your nationality? I'm ... 2. 能够在职业场景中就彼此的国家、国籍、城市等话题做简单交流 Are you new here? What's your first/family name? My first/family name is ... Which country/city are you from? I'm from ...
语言聚焦 Language Focus	1. 掌握名词的复数形式 2. 掌握 be 动词的复数肯定形式 3. 掌握 be 动词的否定形式 4. 掌握 be 动词的一般疑问句形式及其简短回答 5. 掌握指示代词 these 与 those 的用法
语言技能 Language Skills	1. 能够通过阅读篇章, 了解 Mark 喜欢的照片, Mark 的姐姐、朋友以及宠物等信息 2. (选修) 能够通过听力, 进一步了解 Mark 的父母、宠物等相关信息 3. (选修) 能够在阅读与听力的基础之上, 就姓名、年龄和喜欢的物品等个人话题进行简单对话 4. 能够正确使用大小写字母, 并尝试通过博客简单介绍自己的朋友或家人
学习策略 Learning Strategies	1. 词汇学习策略: 将遇到的生词在笔记本中记录下来 2. 阅读策略: 阅读前, 先了解一定的背景知识有助于对篇章内容的理解
文化点滴 Cultural Tips	1. 了解如何在英文语境中礼貌地引起对方的注意 2. 了解英国切尔西足球俱乐部的相关信息 3. 了解中英两国的首都、国旗、重要行政中心及景点等信息

Unit 2 I'm from China.

Part 1 Vocabulary



Everyday objects (2)

1. 🎧 Match the words with the pictures. Listen, check and repeat.

bike
dress
film
hat
house
puppy
shoes
T-shirt



Learning Tip

Storing vocabulary

Write new words in your notebook.

bike

2. 🎧 Listen and repeat.

/i/ or /i:/

(1) this fit grit film miss
(2) feet be green field meet

3. In pairs, ask and answer about the pictures in exercise 1.

A: What's this/that in English?

B: This/That is a _____.

A: What are these/those in English?

B: These/Those are _____.

Grammar Tip

当单数名词以 s, x, ch 或 z 结尾时, 需在后面加 -es. 如:

dress → dresses watch → watches

以 y 结尾的词, 变 y 为 i, 再加 -es. 如:

dictionary → dictionaries puppy → puppies

第一部分 词汇——日常用品 (2)

在本部分, 学生们将继续学习一些日常生活中常见物品的英文表达。

热身

- 给学生2分钟时间, 将第一单元所学的关于Joe的个人信息写出来。学生可以独立完成, 也可以两人一组。

活动1

- 此部分的词汇学习可以利用第一单元介绍的词汇学习策略: 请学生们将单词盖住, 两人一组, 利用图片互相检测对方对单词的掌握情况。

参考答案

A: bike B: puppy C: hat D: T-shirt E: dress F: shoes G: film H: house

学习小贴士

- ◇ 教师带领学生们阅读学习小贴士 (Learning Tip) 的内容, 并解释其具体含义: 请学生们将遇到的生词记录在笔记本上。
- ◇ 教师可建议学生在笔记本中专门预留空间记录生词, 或专门准备一个笔记本记录生词。

活动2

- 教师根据学生的实际情况, 确定播放录音的次数, 便于学生掌握正确的发音。
- 语音小对话
A: My sister and I will meet our Chinese teacher.
B: Yes, she is Miss Lee, and she is Chinese.

活动3

- 教师首先选择一到两个单词做问答示范, 然后请学生两人一组练习对话。
- 在学生们练习对话时, 教师要注意观察、记录对话中出现的问题。
- 教师带领学生复习预备单元 (Starter) 中介绍的名词的复数形式, 并补充名词复数的其他形式。

- ◇ 以y结尾的单数名词, 变y为i, 再加-es, 如: dictionary → dictionaries, story → stories, puppy → puppies。如果y前还有一个元音字母, 则直接加-s, 如: day → days, boy → boys, key → keys。
- ◇ 当单数名词以s, x, ch或z结尾时, 需在后面加-es, 如: dress → dresses, watch → watches。
- ◇ 以o结尾的单数名词, 多数加-s, 如: photo → photos, kilo → kilos。

备选活动

- 完成活动3之后, 学生们可以利用其他有关日常用品的英文词汇, 继续进行问答练习。

Part 2 Communication

I. Lead-in: Countries and nationalities

1. Match the countries with the nationalities.

Australia	Russian
Britain	Italian
Canada	American
China	Chinese
Italy	Japanese
Japan	British
Russia	Canadian
the USA	Australian

2. Listen, check and repeat.

3. In pairs, write the names of the following countries.

- (1) our country
- (2) a country you want to know better
- (3) a country you want to visit the most

II. Conversation: Where are you from?

1. Listen and read.

Joe meets his classmates Orlando, Emily and Ronald.

- Joe: Excuse me. Where are you from?
 Orlando: I'm from the USA. And you?
 Joe: I'm from China. I'm Chinese.
 Orlando: Really? I love China. It's a beautiful country!
 Are you from Beijing?
 Joe: Yes, I am.
- Joe: Excuse me. Are you from Britain?
 Emily: No, I'm not. I'm from the USA as well. I'm American.
 Joe: Oh, which city are you from?
 Emily: I'm from New York.
- Joe: What's your nationality?
 Ronald: I'm Italian.
 Joe: Are you from Rome?
 Ronald: No, I'm not. I'm from Milan.

Expressions

Excuse me.
 Where are you from?
 I'm from ...
 And you?
 Are you from ...?
 Which city are you from?
 What's your nationality?
 I'm Chinese/American ...

Cultural Tip

excuse me 意为“劳驾；不好意思”，通常用于礼貌地引起他人注意，尤其是要打扰对方时。

第二部分 交际任务

在本部分，学生们将重点学习国家、国籍及城市等的英文表达，并练习在日常生活与职业场景中就对方的国家、国籍及城市等个人信息进行简单的对话。

I. 导入：国家和国籍

活动 1

- 教师首先带领学生观察单词，请学生说出哪一列表示的是国家，哪一列表示的是国籍。如有必要，教师可用汉语提示。
- 请学生以小组为单位，将国家与国籍相搭配。

参考答案

Australia → Australian	Britain → British	Canada → Canadian	China → Chinese
Italy → Italian	Japan → Japanese	Russia → Russian	the USA → American

活动 2

- 请学生听录音，核对答案，跟读单词。
- 请学生扮演不同国家的人，并简单介绍自己的国家和国籍，如：I'm from Britain. I'm British.

活动 3

- 请学生写出自己的国家、自己要进一步了解的国家，以及自己最想去的国家的英文名称。
- 请学生两人一组，就上述国家进行问答。
- 教师可根据学生练习的情况适当进行补充，如：a country that you have been to, a country that you are going to visit 等。

II. 对话：你来自哪里？

- 在本部分，Joe 见到了同班同学 Orlando, Emily 和 Ronald。学生们将通过他们之间的对话，了解如何询问对方的国家、国籍及城市等信息。
- 在活动之前，教师首先带领学生简单回顾预备单元 (Starter) 及第一单元中介绍的关于 Joe 的相关信息，如：Where is Joe from? How old is Joe? What's his school in China? What's his favourite sport?

活动 1

- 播放完录音之后，教师重点检查学生对本单元应知短语 (Expressions) 中单词与短语的含义及发音的掌握情况，同时检查学生对对话中的其他生词及短语，如：New York, Rome, Milan, beautiful, as well 等的掌握情况。
- 教师简单解释 excuse me 的用法：excuse me 意为“劳驾；不好意思”，通常用于礼貌地引起他人注意，尤其是要打扰对方时，如：Excuse me, where is Class One? 除此之外，excuse me 还可用于礼貌地表示要离开，表“抱歉”之意，如：Excuse me a moment, I'll be right back.
- 学生再听一遍录音，跟读对话。

2. Read the conversation and complete the following table.

Name	Country	Nationality	City
Joe			
Orlando			
Emily			
Ronald			

3. In groups of four, practice the conversation.

4. In pairs, interview a famous person.

A: *Where are you from?*

B: *I'm from the USA.*

A: *What's your first name?*

B: *King.*

A: *What's your family name?*

B: *Kong.*



III. Speaking: Meeting co-workers

In pairs, A, you are new in a company and you meet a co-worker for the first time. B, you are the co-worker.

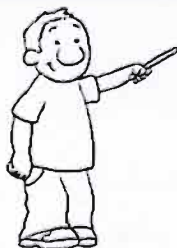


A: ...
 B: *Good morning, Miss. Are you new here?*
 A: ...
 B: *What's your name?*
 A: ...
 B: *Where are you from?*
 A: ...
 B: *Oh, it's a beautiful country. Which city are you from?*
 A: ...

Get ready for the workplace

When you have a conversation with somebody, remember

- a smile is always welcome;
- to be friendly and respectful;
- to learn from your co-workers;
- to answer questions honestly and politely.



活动2

- 视学生的实际情况，教师可以请学生阅读对话，填写表格，也可以请学生听录音，填写表格。

参考答案

Name	Country	Nationality	City
Joe	China	Chinese	Beijing
Orlando	the USA	American	
Emily	the USA	American	New York
Ronald	Italy	Italian	Milan

活动3

- 请学生四人一组练习对话。鼓励英语基础较好的学生对对话中的人物身份进行替换，改编并表演对话。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

活动4

- 教师首先带领学生观察图片，讨论图片上的名人是谁，来自哪个国家，什么职业等。（他们分别为 King Kong, Emma Watson 和 Brad Pitt。）
- 请学生两人一组，一人扮演采访者，另一人扮演被采访者，做问答练习。

背景介绍

- ◇ King Kong, 1933年美国电影《金刚》中的主角——一只非洲猿猴。
- ◇ Emma Watson, 1990年4月15日出生于法国巴黎，电影演员。
- ◇ Brad Pitt, 1963年12月18日出生于美国俄克拉何马州，电影演员、制片人。

备选活动

- 完成活动4后，教师可将杂志中的名人图片带到课堂上，引导学生就这些名人进行问答。
- 教师也可以请学生列出自己知道的国内外的名人，并进行角色扮演。

III. 职场口语

- 教师首先带领学生观察图片，简单讲解 co-worker 一词。
- 教师带领学生讨论初次见到新同事时常用的一些问题，如：What's your name? Where are you from? Which city are you from? 同时提醒学生，应注意避免年龄、婚姻状况、薪资等隐私话题。
- 请学生分角色练习对话。

走近职场

- 教师询问学生，在与人交谈时应注意哪些方面。
- 教师讲解与人交谈时的注意事项，引导学生反思自己的行为与表现。
- 教师可以请学生进一步补充与人交谈时的其他相关注意事项。

Part 3 Language Focus

I. To be – positive plural



We are (We're)	} Chinese.
You are (You're)	
They are (They're)	

Complete the passage with *is*, *am*, or *are*.

Joe and Orlando _____ friends. They _____ in the same class. Joe _____ from China. "I _____ an exchange student. I _____ sixteen." Orlando _____ American. He lives in London with his parents. "My parents live in London. They _____ doctors," he says.

II. To be – negative

**Singular**

I am not (I'm not)	} American.
You are not (You aren't)	
He/She/It is not (He/She/It isn't)	

Plural

We are not (We aren't)	} American.
You are not (You aren't)	
They are not (They aren't)	

Rewrite the sentences as negatives.

- (1) Joe is from the USA.
→ Joe isn't from the USA.
- (2) Joe is fifteen.
- (3) Orlando is British.
- (4) Orlando's parents are in the USA now.
- (5) Orlando's parents are teachers.
- (6) Joe and Orlando are in different classes.

第三部分 语言聚焦

在本部分，学生们将重点学习 be 动词的复数肯定形式、否定形式、一般疑问句及其简短回答，以及指示代词 these 与 those 的用法。

热身

- 字母游戏：教师带领学生快速回顾字母表，然后请学生几人一组，将以字母表中各字母开头的单词写下来，如：A—American, B—bag/British, C—cap/computer 等，看哪一组写得又多又准确。

I. be 动词的复数肯定形式

- 在阅读语法框中的例句之前，教师首先示范名词复数形式的用法。教师指着一名学生说：You are a student. 然后指着全班说：You are students.
- 教师带领学生阅读语法框中的例句，简单讲解 are 为 be 动词在一般现在时态下的复数肯定形式，如：We are Chinese. These are books.

参考答案

Joe and Orlando are friends. They are in the same class. Joe is from China. "I am an exchange student. I am sixteen." Orlando is American. He lives in London with his parents. "My parents live in London. They are doctors," he says.

II. be 动词的否定形式

- 教师带领学生阅读语法框中的例句，同时提醒学生注意观察“be 动词+not”的缩略形式：is not 的缩略形式为 isn't, are not 的缩略形式为 aren't。
- 教师指导学生参考例句，将给出的肯定句改写为否定句。
- 教师带领学生核对答案，之后请学生大声朗读改写后的句子。

参考答案

- (2) Joe isn't fifteen.
- (3) Orlando isn't British.
- (4) Orlando's parents aren't in the USA now.
- (5) Orlando's parents aren't teachers.
- (6) Joe and Orlando aren't in different classes.

III. To be – questions and short answers



Am I eighteen?	Yes, I am. / No, I'm not.
Is he British?	Yes, he is. / No, he isn't.
Are we/they Chinese?	Yes, we/they are. No, we/they aren't.

1. Write the correct answers for you.

- (1) Are you British?
→ *No, I'm not.*
- (2) Is your family name Yang?
- (3) Is your English teacher from the USA?
- (4) Are you a student?
- (5) Is your father a technician?
- (6) Is your favourite film *Harry Potter*?

2. In pairs, ask and answer questions about Orlando.

- (1) what name?
→ *A: What's his name?*
B: His name is Orlando.
- (2) from Britain?
- (3) where from?
- (4) how old?
- (5) a student?
- (6) which city?

Orlando, student
From New York, the USA
Age 16

IV. These/Those



Write *these* or *those*.

- (1) _____ are my books.
- (2) _____ are my parents.
- (3) _____ aren't my puppies.
- (4) Are _____ your shoes?
- (5) _____ aren't my friends.
- (6) _____ aren't my pens.

Grammar Tip

these 意为“这些”，为 *this* 的复数形式。
those 意为“那些”，为 *that* 的复数形式。它们都是指示代词。



(1)



(2)



(3)



(4)



(5)



(6)

Part 4 Language Skills

I. Reading

My favourite photos

My name is Mark. These are my favourite photos.

1. These are my puppies. They are brothers. They are seven months old. What's their favourite thing? My shoes!
2. This is my sister, Ellie, on holiday in Italy. This is her favourite thing, her bike.
3. My favourite colour is blue. It's the colour of Chelsea Football Club. I'm in this photo ... I think.
4. This is a photo of my best friend. Her name is May and she is from China. Her favourite colour is red. She has red hats, T-shirts, dresses and shoes. Red is a lucky colour in China.
5. This is Joe, an exchange student from China. He lives in our house. He is very nice. His favourite thing? His mobile, of course! It's very cool!



Words you need

month *n.* 月; 月份
 holiday *n.* 假期; 节假日
 on holiday 休假
 club *n.* 俱乐部; 社团
 lucky *adj.* 运气好的; 幸运的
 lucky colour 幸运色
 of course 当然; 一定



Reading Tip

了解一定的背景知识有助于对阅读篇章内容的理解。

Cultural Tip

Chelsea Football Club: 英国的切尔西足球俱乐部, 成立于1905年, 是欧洲乃至世界最具有影响力的球队之一。俱乐部的标识与球衣均为蓝色。

第四部分 语言技能

在本部分，学生们将更多地了解 Mark 的生活以及他最喜欢的照片，同时能够熟练掌握 this, that, these, those 的用法。

热身

- 教师在讲桌上摆放三件相同的物品，把其中的一件放在一侧，另两件放在另一侧，引导学生说出如下句型：This is a (key). These are (keys). That is a (key). Those are (keys).

1. 阅读

- 在阅读正文之前，教师可首先讲解本课给出的阅读建议 (Reading Tip)，提醒学生了解一定的背景知识有助于对篇章内容的理解。
- 教师带领学生观察图片，并通过图片对下列问题进行预测：What are in the photos? Who's the girl in red? Where's she from? What football team is in photo C? Where is Mark in this photo? 引出关键词 puppy, bike, club 等。
- 请学生快速阅读短文，完成活动 1。
- 除了 Words you need 表格中列出的单词，对于其他生词教师可以请学生试着通过上下文猜测词义。
- 教师讲解重要的词汇与表达，并解答学生关于短文的疑问。

注释

- ◇ holiday, 名词，意为“假期；休假”，如：the summer/winter holiday。其复数形式为 holidays，可用于 the, my, your 等词之后，表示某人的一次休假，如：Where do you want to go for your holidays? 其常用词组为 on holiday，如：He is away on holiday in London.
- ◇ has, 及物动词，意为“有；包含；具有”，为 have 的第三人称单数形式，如：I have a pen. She has a cat. He has black hair. Does she have a dictionary?
- ◇ exchange, 名词，意为“交换；互换”，如：exchange student 交换生。exchange 还可作动词，如：We exchange phone numbers. 注意：在日常英式英语中，人们一般说 swap；在日常美式英语中一般说 trade，而不说 exchange，如：Do you want to swap/trade seats with me?

参考译文

我最喜欢的照片

我叫 Mark。这些是我最喜欢的照片。

1. 这些是我的小狗。它们是兄弟。它们 7 个月大。它们最喜欢的东西是什么？我的鞋！
2. 这是我的姐姐 Ellie，她在意大利度假。这是她最喜欢的东西——她的自行车。
3. 我最喜欢的颜色是蓝色。它是英国切尔西足球俱乐部的颜色。我觉得我在这张照片里……
4. 这是我最好的朋友的照片。她的名字叫 May，她来自中国。她最喜欢的颜色是红色。她有红色的帽子、T 恤、裙子和鞋。红色在中国是代表幸运的颜色。
5. 这是 Joe，一位来自中国的交换生。他住在我们家。他非常友好。他最喜欢的东西是什么？当然是他的手机啦！他的手机很酷！

1. Read the passage. Match the descriptions with the photos.

2. Read again and answer the questions.

- (1) How old are the puppies?
- (2) Where is Ellie on holiday?
- (3) What's the colour of Chelsea Football Club?
- (4) Where is May from?
- (5) What colour is lucky in China?
- (6) What's Joe's favourite thing?

(Extra) II. Listening: Find out more about Mark

Listen and complete the sentences.

- (1) My favourite colour is _____.
- (2) In the photo, I'm _____. I'm _____ now.
- (3) We're _____ and _____.
- (4) My mum is _____ and my dad is _____.
- (5) Huskies are _____ dogs.
- (6) They are _____ months old in the photo. Now, they are _____ years old.

(Extra) III. Speaking: Introducing people

1. Draw a picture or bring photos of your family or friend. Write his/her name, age and favourite thing, etc.



name

age

favourite thing

2. In pairs, talk about your pictures.

Who's that?

That's my friend.
Her name is May.
She is ... years old.
Her favourite thing is ...

活动 1**参考答案**

A—1 B—4 C—3 D—2 E—5

活动 2

- 教师与学生一起阅读问题，给学生3分钟时间阅读短文，然后回答问题。

参考答案

(1) They are seven months old. (2) She is in Italy. (3) It's blue.
 (4) She is from China. (5) Red is a lucky colour in China. (6) Joe's favourite thing is his mobile.

(选修) II. 听力 (听力原文见第61页)

- 此活动要求学生听完录音后，将句子补充完整。
- 学生两人一组，互相核对答案，之后由教师带领全班核对答案。

参考答案

(1) blue (2) fourteen, fifteen (3) Italian, English
 (4) English, Italian (5) big (6) seven, two

(选修) III. 口语**活动 1**

- 此活动要求学生介绍自己的家人或朋友。教师应在课前提醒学生准备好自己要介绍的家人或朋友的照片。学生也可以简单画一张家人或朋友的图片。
- 教师带领学生进行头脑风暴，想一想可以从哪些方面介绍自己的家人或朋友，并记录下来，如姓名、年龄、国籍、喜欢的运动、宠物等。

活动 2

- 请学生两人一组，就自己的图片互相做介绍。
- 在学生们练习对话时，教师要注意观察、记录对话中出现的问题。
- 教师可将一些较为典型的错误表达写在黑板上，以小组为单位，改正这些错误，看哪个小组改正得最快。

参考答案

That is my friend. Her name is May. She is 15 years old. She is from China, but now she lives in London with her parents. She has a pet cat. Her favourite colour is red. She says that red is her lucky colour. Her favourite things are books. She likes reading very much.

IV. Writing: My blog

1. Writing tips: Capital letters

Use capital letters for:

I

Where am I from?

Countries and nationalities

China Chinese

Names (places, people, films and books)

London Peter *Harry Potter*

Days of the week

Monday Tuesday

At the beginning of a new sentence

This is my sister.

Write the correct capital letters.

(1) i'm from italy.

→ *I'm from Italy.*

(2) are you chinese?

(3) is your name emily?

(4) my favourite film is *harry potter*.

(5) he is my brother, mark.

(6) today is tuesday.

2. Writing task: My blog

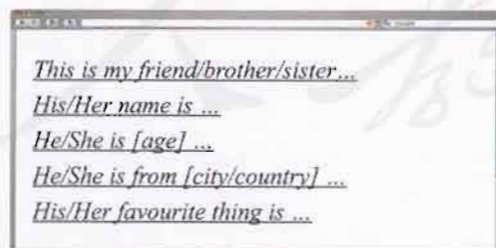
In pairs, talk about a friend or a family member. Put the information onto a blog.

Step 1: Research

Draw pictures or bring photos of a friend or a person in your family.

Step 2: Draft

Write a draft.



This is my friend/brother/sister...
His/Her name is ...
He/She is [age] ...
He/She is from [city/country] ...
His/Her favourite thing is ...

Step 3: Check

Check your draft. Are the capital letters correct? Write the final version.

IV. 写作：我的博客

活动 1

- 教师带领学生阅读表格中的内容，明确在什么情况下使用大写字母。

- | | |
|---|---------------------------------|
| 1. 我 (I)
Where am I from? | 2. 国家和国籍
China Chinese |
| 3. 名称 (地名、人名、电影名、书名、组织机构名称)
Guangdong Province New York London Brad Pitt
<i>Harry Potter Little Women</i> PEP Vocational School | |
| 4. 星期与月份
Monday Tuesday June May | 5. 新句子的开头
This is my sister. |
| 6. be 动词后的完整句子的第一个词
The fact is: Nobody knows why. | 7. 某些缩写词
A.D. B.C. No. WTO |
| 8. 事物名称+数词 (表示顺序)
Room 802 Book 3 | |

参考答案

- (2) Are you Chinese?
 (3) Is your name Emily?
 (4) My favourite film is *Harry Potter*.
 (5) He is my brother, Mark.
 (6) Today is Tuesday.

活动 2

- 教师首先利用阅读部分的图片，提出问题：Who is she/he? How old is she/he? Where is she/he from? What's her/his favourite thing? 通过问题引发学生思考。
- 教师与学生们讨论本次的写作任务应该从哪些方面对图片或照片进行描述。
- 请学生写草稿。在学生写草稿时，教师应注意观察、记录，并随时向学生提供帮助。
- 草稿写完之后，请学生之间互相检查草稿，帮助修改。
- 在前面步骤的基础上，教师可将定稿的写作留作课后作业。

参考作文

This is my friend. Her name is Lily. She's sixteen years old. She's from Beijing. She is a beautiful and friendly girl. Her school is PEP Vocational School. Her favourite colour is pink and her favourite thing is her computer. Can you guess what colour her computer is? Yes, it's pink!

Unit Check

I. Vocabulary

1. Write the words.



(1) _____



(2) _____



(3) _____



(4) _____



(5) _____



(6) _____



(7) _____



(8) _____

2. Write the name of each country in Column A. Write the nationality in Column B.

Column A

Column B

- (1) Brit _____
- (2) It _____
- (3) Can _____
- (4) the U _____
- (5) Chi _____
- (6) Jap _____
- (7) Rus _____
- (8) Aus _____ lia

II. Communication

3. Write the questions and answer them with your own information.

- (1) What / name?
→ *What's your name? My name is ...*
- (2) What / family name?
- (3) Where / from?
- (4) What / the capital of your country?
- (5) How old / you?
- (6) What / favourite thing?

单元测试

- 本部分的使用方法详见第一单元的单元测试。本部分的测试题目相对较为容易，学生可以获得较高的分数，从而帮助学生感受到自己英语学习的进步，增强对英语学习的信心。
- 教师也可以改变此部分的使用方式，如：请学生两人一组，共同完成测试题目。这样遇到不同意见时，两人可以互相交流、探讨，基础相对差一点的学生可以向相对好一点的学生学习。
- 单元测试最后的自我评价表（Now you can ...）也可以由学生两人共同完成。

I. 词汇

练习 1

参考答案

- | | | | |
|-----------|-----------|----------|-------------|
| (1) bike | (2) puppy | (3) hat | (4) T-shirt |
| (5) dress | (6) shoes | (7) film | (8) house |

练习 2

参考答案

- | | |
|----------------------|---------------------------|
| (1) Britain, British | (2) Italy, Italian |
| (3) Canada, Canadian | (4) the USA, American |
| (5) China, Chinese | (6) Japan, Japanese |
| (7) Russia, Russian | (8) Australia, Australian |

II. 交际任务

练习 3

参考答案

- (2) What's your family name?
- (3) Where are you from?
- (4) What's the capital of your country?
- (5) How old are you?
- (6) What's your favourite thing?

III. Language Focus

4. Complete the sentences with the correct forms of the verb *to be*.

- (1) Orlando is American.
- (2) His parents are doctors.
- (3) Orlando and Emily are from the USA.
- (4) Mark is from London.
- (5) That is his sister.
- (6) We are Chinese.

5. Rewrite the sentences in exercise 4 as negatives. Use contractions (*isn't*, *aren't*).

- (1) Orlando isn't American.
- (2) His parents aren't doctors.
- (3) Orlando and Emily aren't from the USA.
- (4) Mark isn't from London.
- (5) That isn't his sister.
- (6) We aren't Chinese.

6. Complete the sentences with *this*, *that*, *these* or *those*.

- (1) This is my notebook.
- (2) That is my school.
- (3) These are my friends.
- (4) Those are my puppies.
- (5) Those are my shoes.
- (6) Those students are Italian.



(1)



(2)



(3)



(4)



(5)



(6)



Unit Summary

Now you can ...

- name everyday objects (exercise 1)
- name countries and nationalities (exercise 2)
- ask questions about a person (exercise 3)
- use the verb *to be* in the singular and plural forms
 - positive (exercise 4)
 - negative (exercise 5)
- use *this*, *that*, *these* and *those* (exercise 6)
- write about a person, using the right capital letters.

III. 语言聚焦

练习4

参考答案

(2) are (3) are (4) is (5) is (6) are

练习5

参考答案

(2) aren't (3) aren't (4) isn't (5) isn't (6) aren't

练习6

参考答案

(2) That (3) These (4) Those (5) These (6) Those

听力原文

My name is Mark. These are my favourite photos. My favourite colour is blue. It's the colour of Chelsea Football Club. I'm in this photo. I'm here! In the photo, I'm fourteen. I'm fifteen now.

This is my sister Ellic, on holiday in Italy. This is her favourite thing — her bike. We're Italian and English. My mum is English and my dad is Italian.

These are my puppies. They are brothers. They are huskies. Huskies are big dogs ... They are seven months old in the photo. Now, they are two years old.

人教版®

Cultural Exchange

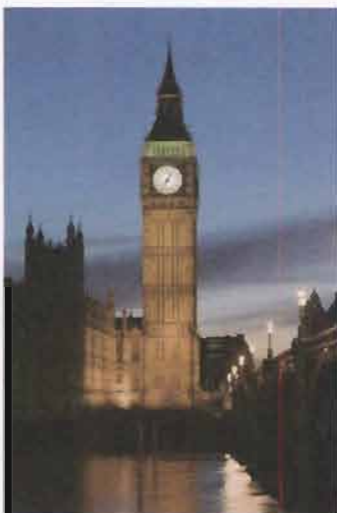


China and the UK

Joe is introducing China to his new friends in London. And they are introducing the UK to Joe.

Joe:

Hi. I'm Joe from China. I'm Chinese. China is short for the People's Republic of China. It is well known for the Great Wall. Its capital is Beijing. Its national flag is red with five yellow stars.



Ellie:

Welcome to the UK, Joe. The UK is the name for England, Scotland, Wales and Northern Ireland. It is famous for the Big Ben.

Mark:

London is the capital of England (and the UK). Edinburgh is the capital of Scotland. Cardiff is the capital of Wales. Belfast is the capital of Northern Ireland.

Words you need

introduce v. 介绍; 引见

flag n. 旗; 旗帜

the People's Republic of China 中华人民共和国

Scotland 苏格兰

Wales 威尔士

Edinburgh 爱丁堡

Belfast 贝尔法斯特

national *adj.* 国家的; 全国性的

star *n.* 星; 明星

England 英格兰

Northern Ireland 北爱尔兰

Cardiff 加的夫

- Write the full name of China.
- Write the names of the capital cities.
 England → *London*
 Scotland
 Wales
 Northern Ireland

文化交流

- 本教材每隔一个单元设有文化交流板块。本板块的内容主要是从历史、地理、生活方式等维度对中西文化进行对比与交流,以开阔学生的文化视野,提高学生的文化自觉与文化自信。
- 本部分也可用作阅读教学的延伸。

背景介绍

- ◇ 英格兰的人口为五千多万。伦敦位于英格兰,是英国规模最大的城市,人口约为八百万。大本钟为伦敦最著名的景点之一,每年都吸引大批游客前去参观。
- ◇ 苏格兰的人口约为五百万,其首府爱丁堡的人口约为五十万。
- ◇ 威尔士的人口约为三百万,其首府加的夫的人口约为三十万。
- ◇ 北爱尔兰的人口不到两百万,其首府贝尔法斯特的人口约为二十八万。

参考译文

中国与英国

Joe正在向他在伦敦的新朋友们介绍中国。他们则在向Joe介绍英国。

Joe:

大家好。我叫Joe,来自中国。我是中国人。中国是中华人民共和国的简称。中国因长城而为很多人所知。中国的首都是北京,国旗为五星红旗。

Ellie:

欢迎来到英国,Joe。英国指的是英格兰、苏格兰、威尔士与北爱尔兰联合王国。大本钟为其著名景点。

Mark:

伦敦为英格兰(及英国)的首都。爱丁堡为苏格兰的首府。加的夫为威尔士的首府。贝尔法斯特为北爱尔兰的首府。

练习1

参考答案

The People's Republic of China

练习2

参考答案

Scotland — Edinburgh

Wales — Cardiff

Northern Ireland — Belfast

Words and Expressions

- bike /baɪk/ *n.* 自行车
dress /dres/ *n.* 连衣裙 *v.* (给……) 穿衣服
film /fɪlm/ *n.* 电影; 影片
hat /hæt/ *n.* (有沿的) 帽子
house /haʊs/ *n.* 房屋; 房子
△ puppy /'pʌpi/ *n.* 小狗; 幼犬
shoe /ʃuː/ *n.* 鞋
T-shirt /'tiːʃɜːt/ *n.* T恤(衫)
country /'kʌntri/ *n.* 国家; 乡村
* nationality /,næʃə'nælɪti/ *n.* 国籍; 民族
excuse me 劳驾; 对不起
too /tuː/ *adv.* 太; 也; 还
beautiful /'bjuːtɪfəl/ *adj.* 美丽的; 极好的
as well (除某事物或某人外) 还
famous /'feɪməs/ *adj.* 著名的; 出名的
co-worker /'kəʊwɜːkə/ *n.* 同事
doctor /'dɒktə/ *n.* 医生; 大夫
different /'dɪfərənt/ *adj.* 不同的; 有差异的
these /ðiːz/ *pron.* 这些
those /ðəʊz/ *pron.* 那些
month /mʌnθ/ *n.* 月; 月份
holiday /'hɒlədeɪ/ *n.* 假期; 休假日
on holiday 休假
club /klʌb/ *n.* 俱乐部; 社团
best /best/ *adj.* 最好的
lucky /'lʌki/ *adj.* 运气好的; 幸运的
of course 当然; 一定
△ husky /'hʌski/ *n.* 爱斯基摩犬
capital /'kæpɪtl/ *n.* 大写字母; 首都; 省会
blog /blɒg/ *n.* 网络日志; 博客
introduce /,ɪntrə'djuːs/ *v.* 介绍; 引见
introduce ... to ... 把……介绍给……
short /ʃɔːt/ *adj.* 短的; 短期的
be short for 是某事物的简称
national /'næʃənəl/ *adj.* 国家的; 全国性的
flag /flæg/ *n.* 旗; 旗帜
star /stɑː/ *n.* 星; 明星
Orlando /ɔː'lændəʊ/ 奥兰多(男子名)
Emily /'eməli/ 埃米莉(女子名)
Ronald /'rɒnəld/ 罗纳德(男子名)
May /meɪ/ 梅(女子名)
Australia /ə'streɪliə/ 澳大利亚
Australian /ə'streɪliən/ *adj.* 澳大利亚(人)的
n. 澳大利亚人
Britain /'brɪtɪn/ 英国; 不列颠
British /'brɪtɪʃ/ *adj.* 英国(人)的 *n.* 英国人
Canada /'kænədə/ 加拿大
Canadian /kə'neɪdiən/ *adj.* 加拿大(人)的 *n.* 加拿大人
Chinese /tʃaɪ'niːz/ *adj.* 中国(人)的; 汉语的
n. 汉语; 中文; 中国人
Italy /'ɪtəli/ 意大利
Italian /'ɪtəliən/ *adj.* 意大利(人)的; 意大利语的
n. 意大利人; 意大利语
Japan /dʒə'peɪn/ 日本
Japanese /,dʒæpə'niːz/ *adj.* 日本(人)的; 日语的
n. 日本人; 日语
Russia /'rʌʃə/ 俄罗斯
Russian /'rʌʃən/ *adj.* 俄罗斯(人)的; 俄语的
n. 俄罗斯人; 俄语
the USA 美国(全称为 the United States of America)
American /ə'merɪkən/ *adj.* 美国(人)的 *n.* 美国人
△ New York /,njuː'jɔːk/ 纽约
△ Rome /rəʊm/ 罗马
△ Milan /mɪ'læn/ 米兰
△ the People's Republic of China 中华人民共和国
△ Scotland /'skɒtlənd/ 苏格兰
England /'ɪŋɡlənd/ 英格兰
△ Wales /weɪlz/ 威尔士
△ Northern Ireland /,nɔːðən'aɪələnd/ 北爱尔兰
△ Edinburgh /'edɪnbərə/ 爱丁堡
△ Cardiff /'kɑːdɪf/ 加的夫
△ Belfast /'belfɑːst/ 贝尔法斯特

拓展训练

拓展训练1——Where are they from?

目标: 练习国家与国籍的单词。

形式: 两人一组。

时间: 20—25分钟。

材料: 地图(每组一张)。

步骤: 第二部分交际任务(Communication)之后进行该拓展训练。

1. 请学生两人一组, 每组发一张地图。
2. 教师带领学生仔细观察地图, 找出编号1代表的国家: Britain。
3. 请学生两人一组, 写出地图上其他编号所代表的国家。
4. 全班核对答案。
5. 扩展: 完成活动后, 教师可进一步要求学生练习国籍的单词。教师示范: Where is Boris from? 引出回答: Boris is from Russia. He is Russian. 学生互相就地图上的人名做问答练习。

注意: 此拓展训练中有部分单词教材当中没有涉及, 因此教师需要事先带领学生熟悉这些单词, 以降低练习的难度, 确保活动顺利进行。

1 _ _ i _ _ i _ _

2 _ _ a _ _

3 _ _ e _ _ e

4 _ _ a _ _ e

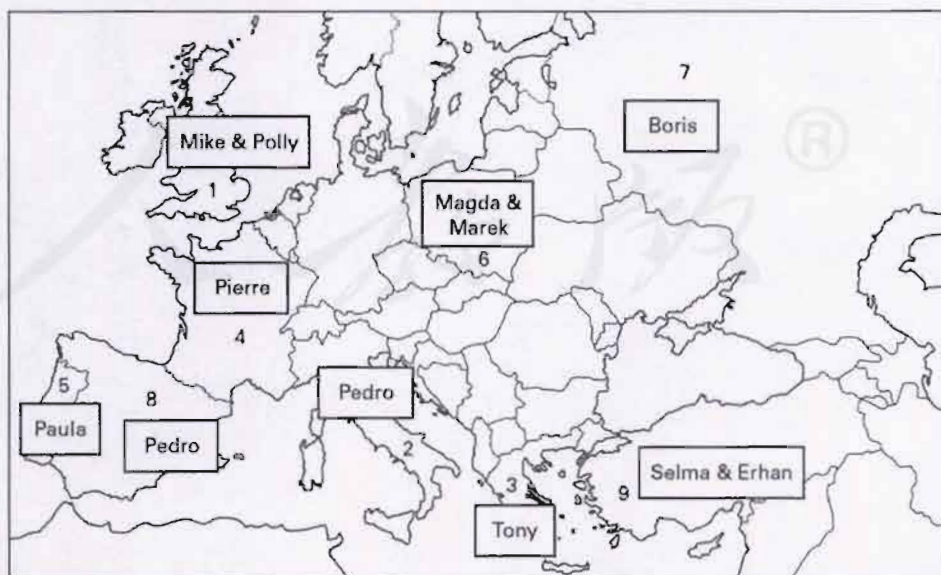
5 _ _ _ t _ _ a _

6 _ _ l _ _ d

7 _ _ s _ _ i _

8 _ _ a _ _ n

9 _ _ u _ _ e _



参考答案

1. Britain 2. Italy 3. Greece 4. France 5. Portugal 6. Poland 7. Russia 8. Spain 9. Turkey

拓展训练2——Strange objects

目标：练习be动词的一般疑问句形式，指示代词this, that, these, those，以及日常生活中常见物品的英文拼写。

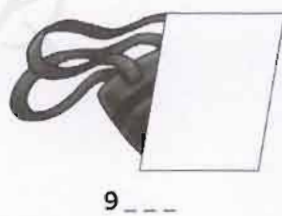
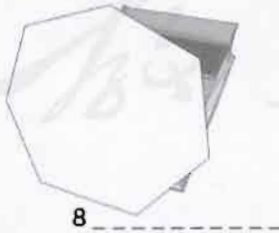
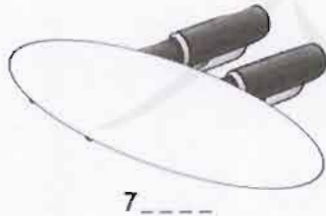
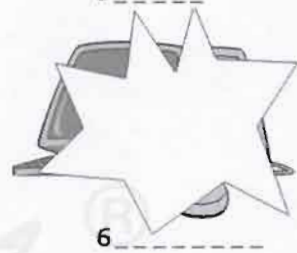
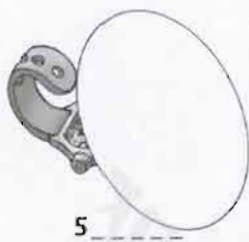
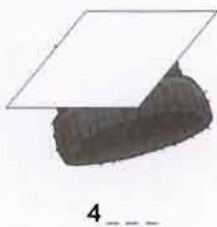
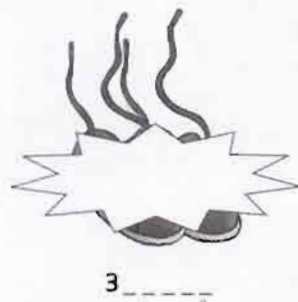
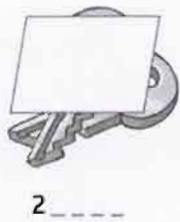
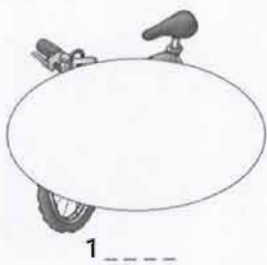
形式：两人一组。

时间：15分钟。

材料：活页纸（每组一张）。

步骤：第三部分语言聚焦（Language Focus）之后进行该拓展训练。

1. 请学生两人一组，每组发一张活页纸。
2. 教师示范拓展训练如何进行。教师指着图1，询问学生：What's this? 学生回答：This is a bike. 训练学生用名词的单数形式进行回答。教师指着图2，询问学生：What're these? 学生回答：These are keys. 训练学生用名词的复数形式进行回答。
3. 教师告诉学生他们只有一次回答问题的机会，如果回答错误就要扣掉一分。
4. 学生轮流指着图片，询问对方图片中的物品是什么，然后将该物品的英文单词写在图形当中。
5. 全班核对答案。



参考答案

- | | | | | |
|-------------|---------|---------------|--------|----------|
| 1. bike | 2. keys | 3. shoes | 4. hat | 5. watch |
| 6. computer | 7. pens | 8. dictionary | 9. bag | |

Unit 3 Can you speak English?

单元教学目标与要求

话题 Topic	你能够……吗? (Can you ...?)
词汇与常见表达 Words and Expressions	<ol style="list-style-type: none"> 掌握单元词表中的“基本要求”词汇(无标记词汇) 详见单元词表(Words and Expressions) 能够正确使用下列常用表达 I can/can't ... Can you ...? Yes, I can. / No, I can't. Please call me ... What job are you interested in? I want to be a/an ... I use ... a lot.
语音 Pronunciation	能够区分元音 /ʊ/ 与 /u:/ 的不同发音
交际任务 Communication	<ol style="list-style-type: none"> 能够在生活场景中与他人交流自己能够和不能够做什么, 并就日常话题进行简单交流 I can/can't ... Can you ...? Yes, I can. / No, I can't. 能够在面试的场景中就个人能力进行简单交流 What job are you interested in? I want to be a/an ... Can you speak English? Yes, I can.
语言聚焦 Language Focus	<ol style="list-style-type: none"> 掌握情态动词 can 的肯定与否定句式 掌握情态动词 can 的疑问句形式及其简短回答 了解 and 和 but 的含义及用法
语言技能 Language Skills	<ol style="list-style-type: none"> 能够通过阅读篇章, 了解 Orlando 的年龄、学校、喜欢的乐器以及才艺等信息 (选修) 能够通过听力, 了解 Nicola 的年龄、爱好等相关信息 (选修) 能够在阅读与听力的基础之上, 简单介绍自己的喜好与才艺等情况 能够正确使用连词 and 和 but, 写简短的书信, 介绍自己所能做的事情
学习策略 Learning Strategies	<ol style="list-style-type: none"> 词汇学习策略: 多次朗读单词, 以加深对单词的印象; 结合上下文, 在句子中学习单词, 有利于对单词的理解和记忆 阅读策略: scanning, 即有针对性地阅读某些特定信息, 而不必通读全文
文化点滴 Cultural Tips	<ol style="list-style-type: none"> 了解在英美不同语境下, 表示“(在)周末”之意时, 所使用的不同的介词 了解 talent show 的含义, 以及各种其他类型的节目 了解摇滚乐和爵士乐的相关信息

Unit 3 Can you speak English?

Part 1 Vocabulary

Activity verbs

1. 🎧 Match the words with the pictures. Listen, check and repeat.

cook
paint
play chess
play the guitar
run fast
speak English
swim
type



Learning Tip

Remembering vocabulary

- Read aloud new words as many times as you can.
- Learn new words in sentences.

Grammar Tip

动词 play 表示参与某项运动时，直接与其后的运动项目相搭配，如：play baseball/chess；表示弹奏某一乐器时，在乐器之前一般加定冠词 the，如：play the guitar/piano。

2. 🎧 Listen and repeat.

/ʊ/ or /u:/

(1) look book cook good foot
(2) noon boot cool goose food

3. In pairs, ask and answer about the activities in exercise 1.

A: Can you swim?

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

第一部分 词汇——各类活动

在本部分，学生们将学习各类活动的英文表达。

热身

- 复习第二单元中的语言。教师在黑板上依次写下: Joe, Ronald, Emily 和 Ellie, 请学生们回答: Where is he/she from? What's his/her nationality?

活动 1

- 教师请学生两人一组, 说出自己知道的一些日常活动的英文表达, 学生之间相互交流、学习。
- 教师请各小组完成练习, 将单词与图片相搭配, 然后听录音, 核对答案, 跟读单词。
- 教师提醒学生将生词与不熟悉的英文表达记录在专门的笔记本当中, 以备随时查阅。

参考答案

A: paint

B: run fast

C: cook

D: type

E: play the guitar

F: speak English

G: swim

H: play chess

学习小贴士

- ◇ 教师带领学生阅读学习小贴士 (Learning Tip) 的内容, 并解释其具体含义: 记忆词汇的两个有效方法就是多练习大声朗读单词, 以及在句子中结合上下文学习生词。
- ◇ 给学生 1 分钟的时间大声朗读并记忆活动 1 中的单词, 然后请学生两人一组, 互相测试。

语法小贴士

- ◇ 教师提醒学生注意动词 play 的用法: 当其表示参与某项运动时, 直接与其后的运动项目相搭配, 如: play baseball; 当表示弹奏某一乐器时, 在乐器之前一般要加定冠词 the, 如: play the guitar。

活动 2

- 教师根据学生的实际情况, 确定播放录音的次数, 便于学生掌握正确的发音。
- 语音小对话
A: Look! This is our school.
B: Cool! Is your classroom in that blue building?

活动 3

- 教师简要介绍 can 的用法: can 为助动词, 可用来表示能力, 意为“能; 会”; 还常用来表示请求, 意为“可以……吗?”“能……吗?”
- 教师首先选择一到两个单词做问答示范, 然后请学生两人一组练习对话。

备选活动

- 完成活动 3 之后, 学生们可以结合自己的实际情况, 继续进行问答练习。

Part 2 Communication

I. Lead-in: Fill in a form

1. Students' Activity Centre needs an office assistant and a sports assistant. Read the list below. Tick the abilities necessary for each job.

Students' Activity Centre

	Office Assistant	Sports Assistant
dance		
paint		
play chess		
play tennis		
play the guitar		
run fast		
sing		
speak English		
speak other languages		
swim		
type		
use computers		

2. Think about yourself. Which job can you do?

I can use computers and speak English, but I can't sing or dance.

II. Conversation: A job interview

1. Listen and read.

Ellie wants to find a part-time job in the Students' Activity Centre. She is having a job interview.

- Interviewer: Good afternoon.
 Ellie: Good afternoon.
 Interviewer: What's your name?
 Ellie: Ellie Brown. Please call me Ellie.
 Interviewer: OK. Ellie, how old are you?
 Ellie: I'm fifteen.
 Interviewer: What job are you interested in?
 Ellie: I want to be an office assistant.
 Interviewer: Well, can you use computers?
 Ellie: Yes, I can. I use computers a lot.
 Interviewer: Can you speak other languages?
 Ellie: Yes, I can speak Italian and a little bit of Chinese.
 Interviewer: Can you work at the weekend?
 Ellie: Yes, I can.

Expressions

Please call me ...
 What job are you interested in?
 I want to be a/an ...
 I use ... a lot.
 a little bit of

Cultural Tip

at the weekend 或 at weekends
 意为“(在)周末”,为英式英语;
 美语中常用 on the weekend 或 on weekends。

第二部分 交际任务

在本部分，学生们将重点学习如何就自己能够做什么和不能够做什么进行问答，并练习在日常生活与职业场景中就自己的个人能力进行简单的对话。

I. 导入：填写表格

活动1

- 教师展示学生活动中心 (Students' Activity Centre) 的招聘海报。
- 教师首先带领学生找出海报中招聘的岗位: office assistant 与 sports assistant。
- 教师带领学生讨论, 要应聘这两个岗位, 应聘者需要具备什么样的能力。
- 请学生两人一组, 在表格中勾出承担这两项工作所需要的能力。

活动2

- 教师引导学生思考, 自己可以胜任海报中的哪项工作。
- 教师示范如何表达自己的意愿与能力: I want to be an office assistant. I can use computers and speak English, but I can't sing or dance.
- 请学生两人一组, 相互表达自己对海报中某项工作的意愿与能力。

备选活动

- 请学生四人一组, 轮流说出自己将来想从事什么工作, 以及该工作所需的基本能力。其他组员可以帮助补充。

II. 对话：求职面试

在本部分, Ellie 想在学生活动中心找一份兼职工作, 她正在进行面试。

活动1

- 播放完录音之后, 教师重点检查学生对本单元应知短语 (Expressions) 中单词与短语的含义及发音的掌握情况, 同时检查学生对对话中的其他生词及短语, 如: part-time, interview, interviewer, be interested in, language, a little bit of 等的掌握情况。
- 教师根据学生的反馈做有针对性的介绍与讲解。
- 教师提醒学生注意 weekend 一词在英美语境下的不同说法: at the weekend 或 at weekends, 意为“(在)周末”, 为英式英语; 美语中常用 on the weekend 或 on weekends。
- 学生再听一遍录音, 跟读对话。

- ◇ interview, 既可以作名词, 也可以作动词。作名词时, interview 的常用词组有 have an interview “有面试”, go for an interview “参加面试”, get an interview “得到面试(机会)”, a job interview “求职面试”, an informal/formal interview “非正式/正式面谈”等。
- ◇ a lot, 在对话中用作副词, 意为“非常; 经常”, 如: She likes you a lot.
- ◇ a little bit of, 意为“一点; 少量”, 如: Everyone needs a little bit of encouragement. 注意: a little bit of 一般用于口语, 书面语中较少使用。

2. Answer the questions.

- (1) What's Ellie's family name?
- (2) How old is Ellie?
- (3) What job is Ellie interested in?
- (4) Can Ellie use computers?
- (5) What other languages can Ellie speak?
- (6) Do you think Ellie will get the job?

3. Read the conversation and check your answers.

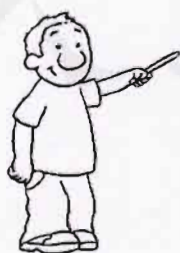
4. In pairs, practice the conversation.

III. Speaking: An interview

In pairs, A, you are the interviewer of a company and you are interviewing B; B, you are the interviewee who wants to work as an office assistant in A's company.



A: Good morning.
 B: ...
 A: What's your name?
 B: ...
 A: How old are you?
 B: ...
 A: What job are you interested in?
 B: ...
 A: Can you speak English?
 B: ...



Get ready for the workplace

When you are having a job interview, remember

- to dress appropriately;
- to speak clearly;
- to answer questions honestly;
- to believe in yourself!

活动2 & 活动3

- 视学生的实际情况，教师可以请学生阅读对话，回答问题，也可以请学生听录音，然后回答问题。
- 教师带领全班核对答案。

参考答案

- (1) Her family name is Brown.
- (2) She is fifteen.
- (3) She is interested in being an office assistant.
- (4) Yes, she can.
- (5) She can speak Italian and a little bit of Chinese.
- (6) Yes, I think she will get the job.

活动4

- 请学生两人一组练习对话。鼓励英语基础较好的学生对对话中的人物身份进行替换，改编并表演对话。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

III. 职场口语

- 为确保该口语交际活动顺利进行，学生应在活动前做好充分准备。教师可事先布置任务，请学生几人一组，利用网络查询 office assistant 的职责及该岗位所需要的能力，在课堂上请各小组分享自己的调查所得。
- 教师带领学生讨论面试官在面试过程中常问的一些问题，如：What's your name? How old are you? What job are you interested in? Can you speak English? Can you use computers?
- 请学生两人一组，分角色练习对话。
- 在学生练习对话时，教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 在课堂总结环节，教师可将上述例子写在黑板上，请学生们判断正误。

备选活动

- 在完成职场口语练习之后，学生们可自行拟定招聘岗位，结合该岗位的职责及所需要的能力，继续进行口语训练。

走近职场

- 教师询问学生，在参加求职面试时应注意哪些问题。请学生以小组为单位，进行思考与讨论。
- 教师在学生讨论的基础上介绍面试时应注意的以下几点：to dress appropriately(着装得体)；to speak clearly(表述清晰)；to answer questions honestly(诚实作答)；to believe in yourself(相信自己)等。
- 教师可以请学生进一步补充参加求职面试时的其他相关注意事项。

Part 3 Language Focus

1. Can – positive and negative



I	can	run.
You	cannot (can't)	
He/She/It		
We/You/They		

Leo is a typist from Italy. He doesn't have any hands, but he can type with his feet. And he can type really fast.

Ella is from the USA. She can't walk because she is only nine months old, but she can swim. In fact, she can swim 15 minutes every day!

Lyn is an art student from China. She can paint with both her hands at the same time. And her pictures are beautiful.

1. Read the passage and complete the following sentences.

- (1) Leo can type really fast.
- (2) He _____ with his hands.
- (3) Ella _____ 15 minutes every day.
- (4) She _____ because she is only nine months old.
- (5) Lyn _____ with her feet.
- (6) She _____ with both her hands at the same time.

2. Rewrite the sentences as negatives.

- (1) Ronald can play the guitar. → *Ronald can't play the guitar.*
- (2) He can run fast.
- (3) Ellie can speak Japanese.
- (4) She can cook.
- (5) Joe can paint.
- (6) He can swim really fast.

第三部分 语言聚焦

在本部分，学生们将重点学习情态动词 can 的肯定与否定句式、一般疑问句式（及其简短回答）的用法。

热身

- 教师将有关日常活动的常用动词写在黑板上，如：cook, paint, play, speak, write, use 等。然后，教师说出一系列可以与上述动词相搭配的名词，如：mobile, baseball, house, Japanese, food, picture, chess, email, piano, English, computer 等。教师每说出一个名词，请学生快速判断该名词可以与哪个动词相搭配，如：cook food, paint the house / a picture, play baseball / chess / the piano, speak English/Japanese, write a letter / an email, use a mobile/computer 等。
- 该热身活动可以小组为单位进行，看哪一组反应最快，准确率最高。

1. 情态动词 can 的肯定与否定句式

- 教师带领学生观察图片，阅读语法框中的例句，并请学生对例句中的人称代词和动词进行替换。
- 请学生阅读短文，找出文中含有 can 和 can't 的句子。
- 教师指导学生总结情态动词 can 在肯定句和否定句中的用法。

活动 1

- 教师请学生根据短文内容，用正确的词组补全句子。
- 教师带领学生核对答案，之后请学生将句子大声朗读出来。

参考答案

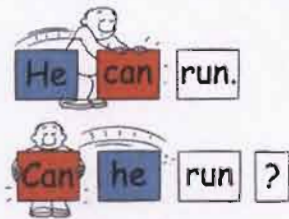
- (2) He can't type with his hands.
- (3) Ella can swim 15 minutes every day.
- (4) She can't walk because she is only nine months old.
- (5) Lyn can't paint with her feet.
- (6) She can paint with both her hands at the same time.

活动 2

参考答案

- (2) He can't run fast.
- (3) Ellie can't speak Japanese.
- (4) She can't cook.
- (5) Joe can't paint.
- (6) He can't swim really fast.

II. Can – questions and short answers



Can I/you/he/she/it/we/they run?
 Yes, ... can.
 No, ... cannot (can't).

1. Write the questions, using *can*.

- (1) you / sing well
→ *Can you sing well?*
- (2) we / play tennis
- (3) he / dance
- (4) they / run fast
- (5) she / cook well
- (6) Joe / speak two languages

2. In pairs, ask and answer the questions in exercise 1. Find three things your partner can do but you can't.

May can play tennis, but I can't. She can swim, but I can't ...

3. Rewrite the sentences as questions and give short answers.

- (1) Joe can cook. → *Can Joe cook? Yes, he can. / No, he can't.*
- (2) He can run fast.
- (3) Joe can sing and dance.
- (4) Mark can speak Russian.
- (5) I can play baseball well.
- (6) He can paint.

4. Match the photos with the job ads.

(1)

Do you want to be a dance teacher?
 Can you sing, dance or play the piano?
 Email: info@danceteacher.com

(2)

Do you want to be a sports assistant?
 Can you swim, run and play tennis?
 If yes, this is the job for you.
 Call Mr Brown on 07789 566433

(3)

Do you want to be a nanny?
 Can you cook well and speak English?
 Phone 0845 677879

A



B



C



II. 情态动词 can 的一般疑问句形式及其简短回答

教师带领学生观察图片, 阅读语法框中的例句, 同时提醒学生注意, 将含有情态动词 can 的肯定句变为一般疑问句时, 需将情态动词 can 提到句首, 其他成分的位置及用法保持不变。

活动 1

- 请学生根据提示, 用 can 写出一一般疑问句。
- 教师带领学生核对答案, 之后请学生将句子大声朗读出来。

参考答案

- | | |
|----------------------------------|------------------------|
| (2) Can we play tennis? | (3) Can he dance? |
| (4) Can they run fast? | (5) Can she cook well? |
| (6) Can Joe speak two languages? | |

活动 2

- 教师请学生两人一组, 分别找出活动 1 中对方能做而自己不能做的事情。
- 教师提醒学生注意, 在表达转折之意时, 应用连词 but, 如: She can play tennis, but I can't. She can swim, but I can't ...

活动 3

- 教师请学生将含有 can 的肯定句改为一般疑问句, 并分别作肯定与否定回答。
- 教师带领学生核对答案, 之后请学生将句子大声朗读出来。

参考答案

- (2) Can he run fast? Yes, he can. / No, he can't.
 (3) Can Joe sing and dance? Yes, he can. / No, he can't.
 (4) Can Mark speak Russian? Yes, he can. / No, he can't.
 (5) Can you play baseball well? Yes, I can. / No, I can't.
 (6) Can he paint? Yes, he can. / No, he can't.

活动 4

- 教师首先带领学生观察图片, 请学生说出图片中的人物分别从事什么工作, 引出单词 nanny, sports assistant, dance teacher。
- 教师接下来请学生根据自己的生活经验, 简单说说从事这三项工作的人分别能够做什么, 如: A nanny can get along well with babies. A sports assistant can run fast. A dance teacher can dance well.
- 教师请学生阅读招聘广告, 将广告与图片相搭配。

参考答案

- (1) C (2) B (3) A

Part 4 Language Skills

I. Reading

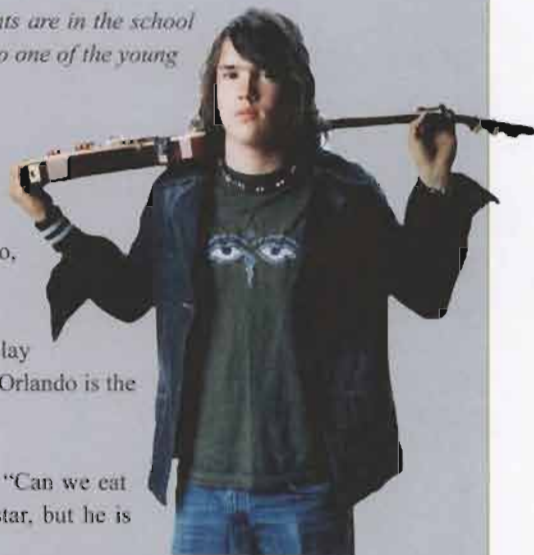
Future star

We are at PEP Vocational School TV Station. Six students are in the school TV talent competition, Talented Youth. Tonight, we talk to one of the young musicians, Orlando Rossi.

Orlando is sixteen. He is from New York in the USA. He has got an electric violin! "I can play the guitar and the violin," says Orlando. "I can also play rock music on the electric violin." "Can you sing and dance too?" "No, I can't."

The music is fast and very good. Orlando can really play the violin! At the end of the show, there is one winner – Orlando is the Talented Youth.

After the show, Orlando is hot and he is really hungry. "Can we eat something now? A chicken sandwich?" Orlando is a star, but he is also an ordinary youth.



Words you need

future *n. & adj.* 将来(的); 未来(的)
talent *n.* 才能; 天才
competition *n.* 竞争; 比赛
musician *n.* 音乐家
violin *n.* 小提琴
end *n.* 结束; 末尾
winner *n.* 获胜者

station *n.* 电视台; 车站
youth *n.* 青年; 青春
young *adj.* 年轻的; 年幼的
electric *adj.* 用电的; 带电的
rock *n.* 摇滚乐; 岩石
hot *adj.* 很受欢迎的; 热的
ordinary *adj.* 普通的; 平常的

Reading Tip

scanning 意为“扫读”，指有针对性地阅读某些特定信息。采用这种阅读技巧时一般不必通读全文。

Cultural Tip

show 意为“节目；演出”，如：a quiz show(问答节目)，a game show(游戏节目)，a talk show(访谈或脱口秀节目)等。文中的 talent competition/show 指各类“选秀”节目，起源于西方，如：Britain's Got Talent(“英国达人秀”)等。此类节目形式如今在中国也较为流行。

第四部分 语言技能

在本部分, 学生们将会认识一位参加校园选秀活动的男生 Orlando, 他凭借自己精湛的吉他演奏技艺获得了选秀比赛的冠军。学生们将通过阅读、听力、口语及写作任务进一步加深对 Orlando 的了解, 同时综合练习之前所学的语言。

热身

- 教师首先提出问题: Do you like stars? Who is your favourite star? What kind of stars do you like best? What can your star do? 请学生思考并回答。

1. 阅读

- 在阅读正文之前, 教师可首先讲解本课给出的阅读建议 (Reading Tip), 提醒学生: 在阅读过程中, 可采用“扫读”的方法, 有针对性地阅读某些特定信息, 而不必通读全文。
- 教师带领学生观察图片与短文标题, 并请学生回答: Who is in the picture? How old do you think he is? What is he carrying? Can you play the guitar? What do you think the text is about? 请学生通过图片与标题获取短文的相关信息, 猜测文章大意, 完成活动 1。
- 教师带领学生阅读短文, 通过阅读了解 Orlando 的相关情况, 并引出本课的重点单词及短语: talent competition, talented youth, an electric violin, play the guitar, rock music, at the end of, ordinary 等。
- 教师讲解重要的词汇与句型, 并解答学生关于短文的疑问。

注释

- ◇ future, 形容词, 意为“将来的; 未来的”, 仅用于名词之前, 如: Can you tell us your future plan? future 还可用作名词, 意为“将来; 未来”, 如: What are your plans for the future?
- ◇ talk to/with sb, 意为“和……谈话”, 如: She is talking to/with him on the phone.
- ◇ one of, 意为“……之一”, 其后跟复数名词, 但是谓动词应用单数, 如: One of the windows is open.
- ◇ end, 名词, 意为“结束; 结尾”, 常与介词 of 相搭配, 如: Why did she cry at the end of the game?
- ◇ hot, 形容词, 在文中意为“很受欢迎的”, 如: She is one of the hottest stars in Hollywood. 其另一个常用解释为“炎热的”, 如: a hot day in July.

参考译文

未来之星

这里是 PEP 职业学校电视台。有六名学生正在参加由校电视台主办的“才华青年”选秀比赛。今晚, 我们将采访其中的一位年轻音乐人 Orlando Rossi。

Orlando Rossi 今年 16 岁, 来自美国纽约。他有一把电子小提琴。“我会弹吉他, 拉小提琴,” Orlando Rossi 说, “我还会用电子小提琴演奏摇滚乐。”“你也会唱歌、跳舞吗?” “不, 我不会。”

他的音乐节奏很快, 很好听。Orlando 的小提琴的确拉得很好! 在节目的最后, 有一人胜出——Orlando 就是今晚的“才华青年”。

比赛结束之后, Orlando 成了热门人物, 他感到很饿。“我们现在能吃点东西吗? 一个鸡肉三明治怎么样?” Orlando 是个明星, 但他也是个普通的男孩。

1. Look at the picture and title. What do you think this passage is about?

2. Read the passage and answer the questions.

- (1) What is "Talented Youth"?
- (2) How old is Orlando?
- (3) Where is he from?
- (4) What instruments can he play?
- (5) Who is today's Talented Youth?
- (6) What does Orlando want to do after the show?

(Extra) II. Listening: A radio interview

1. Listen to the interview. Who is Pavarotti?

2. Listen again. Choose the correct answers.



Cultural Tip

rock: 摇滚乐, 全称 rock and roll, 流行音乐风格的一种, 20 世纪 40 年代末起源于美国, 因其灵活大胆的表现形式和富有激情的节奏而受到很多人的喜爱。

jazz: 爵士乐, 一种起源于非洲的音乐形式, 由黑人民间音乐发展而来, 如今已成为世界上流行最为广泛的音乐类型之一。

- (1) Nicola is thirteen/fourteen.
- (2) Her favourite music is jazz/rock.
- (3) Nicola can play the guitar/piano.
- (4) Pavarotti can/can't sing.

(Extra) III. Speaking: What can you do?

You are a DJ. Interview your partner on the radio. Take turns to ask and answer the questions.

- I'm ... and this is Radio 85.5 FM.
- How old are you?
- What's your favourite music?
- Can you play the guitar or the piano?
- What other things can you do?



活动 1

- 学生可以两人一组回答问题。教师在此阶段不必核对答案。

活动 2

- 教师与学生一起阅读问题，给学生3分钟时间阅读短文，然后回答问题。
- 学生回答完问题之后，教师引导学生回到活动1，请学生判断自己对短文主题的预测是否准确。

参考答案

- (1) "Talented Youth" is a TV talent competition at PEP Vocational School.
- (2) He is sixteen.
- (3) He is from New York, the USA.
- (4) He can play the guitar, violin and electric violin.
- (5) Orlando.
- (6) He wants to have a chicken sandwich.

(选修) II. 听力 (听力原文见第87页)**活动 1**

- 此活动要求学生听采访录音，回答问题。在听录音之前，教师应带领学生仔细观察图片，从图片中获取尽可能多的信息。

参考答案

The dog.

活动 2

- 请学生再听一遍录音，选择正确答案。在听录音之前，教师应留出时间让学生阅读问题，然后带着问题有针对性地去听。

参考答案

- (1) Nicola is fourteen.
- (2) Her favourite music is rock.
- (3) Nicola can play the guitar.
- (4) Pavarotti can sing.

(选修) III. 口语

- 此部分要求学生两人一组，轮流扮演电台DJ，采访对方。
- 教师可首先带领学生阅读给出的问题，并引导学生思考：除了教材中涉及到的rock和jazz，还有哪些其他的音乐类型，以及自己能够从事哪些文体方面的活动。通过问题引出pop, hip-pop, rap, classical, ride a bike, play the drum等表达。
- 给学生1分钟的时间，结合自己的实际情况回答问题，然后分组做采访练习。

IV. Writing: An informal letter

1. Writing tips: Linking words (1)

*and or but*I can sing **and** I can dance.I can sing **but** I can't dance.Connect the sentences with *and* or *but*.

- (1) I can swim. I can ride a bike.
- (2) I can play the guitar. I can't sing.
- (3) He can sing. He can play the violin.
- (4) Orlando can speak English. He can't speak Chinese.
- (5) I can use computers. I can't type fast.
- (6) Ella can swim. She can't walk.

2. Writing task: An informal letter

Write a letter to a friend about what you can and can't do.

Step 1: Research

Read Orlando's letter below. What does he talk about?

Hello,


My name is Orlando. I'm sixteen years old. I am from New York in the USA. I can play the guitar and the violin, but I can't play the piano. I can't sing and dance, and I can't ride a bike.

*Bye,**Orlando*

Step 2: Draft

Write a draft.

Step 3: Check

Check your draft. Are the linking words correct? Write the final version. *Hello,**My name is* _____

Bye,

IV. 写作

活动 1

- 教师带领学生浏览表格中的句子，并解释 and 与 but 的用法。

◇ and, 连词, 意为“和; 及; 与; 又; 并”, 一般表示并列关系, 如:

Helen and Peter are my classmates.

He plays the piano and she sings along.

She doesn't speak to anybody and nobody speaks to her.

◇ but, 连词, 意为“但是; 然而; 可是”, 一般表示转折关系, 如:

Helen is from China, but Peter is from Japan.

He can speak Chinese and English, but he can't speak Italian.

The mobile is expensive but very useful.

参考答案

- (1) I can swim and ride a bike.
- (2) I can play the guitar, but I can't sing.
- (3) He can sing and play the violin.
- (4) Orlando can speak English, but he can't speak Chinese.
- (5) I can use computers, but I can't type fast.
- (6) Ella can swim, but she can't walk.

活动 2

- 教师首先带领学生阅读 Orlando 写的便条, 并设计几个简单的问题考察学生对便条内容的理解, 如: How old is Orlando? Where is he from? What can he do? What can't he do?
- 教师与学生讨论类似的便条或简短书信应包含哪些具体内容。
- 请学生写草稿。在学生写草稿时, 教师应注意观察、记录, 并随时向学生提供帮助。
- 草稿写完之后, 请学生之间互相检查草稿, 帮助修改。
- 在前面步骤的基础之上, 教师可将定稿的写作留作课后作业。

参考作文

Hello,

My name is Tom. I'm sixteen years old. I am from Beijing in China. I am a student in a vocational school. I can play football and basketball, but I can't play tennis. I can play the piano and sing, but I can't dance. I can also paint. I love painting and I want to be a painter in the future.

Bye,

Tom

Unit Check

I. Vocabulary

1. Complete the phrases.



(1) _____ fast



(2) _____ the guitar



(3) _____ on a computer



(4) _____ English



(5) _____ for dinner



(6) _____ pictures

2. Match the words with the pictures.



office assistant



dance teacher



sports assistant

office assistant

II. Communication

3. Complete the dialogue in a job interview.

Interviewer: Good afternoon.

Interviewee: Good afternoon.

Interviewer: (1) _____?

Interviewee: Nicola Liu. Please call me Nicola.

Interviewer: OK. Nicola, (2) _____?

Interviewee: I'm twenty.

Interviewer: What job are you (3) _____?

Interviewee: I want to be an office assistant.

Interviewer: Well, can you use computers?

Interviewee: Yes, (4) _____. I use computers a lot.

Interviewer: (5) _____?

Interviewee: Yes, I can speak English and a little bit of Italian.

Interviewer: Can you work at the weekend?

Interviewee: Sorry, (6) _____. I have to take care of my grandma.

单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 经过几个单元的学习与训练，学生对单元测试以及自我评价表 (Now you can ...) 的内容已较为熟悉。请学生简单回顾一下前几个单元的自我评价表，检验自己英语学习的进展情况。
- 如有可能，教师应尽量创造机会与学生就英语学习情况进行交流，询问学生对于英语学习还有哪些困惑和问题等，并向学生提供帮助与建议。

I. 词汇

练习 1

参考答案

(1) run (2) play (3) type (4) speak (5) cook (6) paint

练习 2

参考答案

A: office assistant

B: dance teacher

C: sports assistant

II. 交际任务

练习 3

参考答案

- (1) What's your name
- (2) How old are you
- (3) interested in
- (4) I can
- (5) Can you speak English
- (6) I can't

III. Language Focus

4. Write what Leo and Lyn can and can't do.

	Leo	Lyn
speak English	√	X
speak Chinese	X	√
play tennis	X	√
type fast	√	X

- (1) *Leo can speak English* _____ (2) _____
 (3) _____ (4) _____
 (5) _____ (6) _____
 (7) _____ (8) _____

5. Write questions and the correct short answers.

- (1) Leo / speak English
 → *Can Leo speak English?*
Yes, he can.
- (2) Lyn / type fast
 (3) Leo / play tennis
 (4) Lyn / speak Chinese
 (5) You / play the violin
 (6) You / cook



Unit Summary

Now you can ...

- use activity verbs (exercise 1)
- name jobs (exercise 2)
- tell what you can do in a job interview (exercise 3)
- use *can*
 - positive and negative (exercise 4)
 - questions and short answers (exercise 5)
- write an informal letter, using *and* and *but*



III. 语言聚焦

练习4

参考答案

(2) Lyn can't speak English.

(3) Leo can't speak Chinese.

(4) Lyn can speak Chinese.

(5) Leo can't play tennis.

(6) Lyn can play tennis.

(7) Leo can type fast.

(8) Lyn can't type fast.

练习5

参考答案

(2) Can Lyn type fast? No, she can't.

(3) Can Leo play tennis? No, he can't.

(4) Can Lyn speak Chinese? Yes, she can.

(5) Can you play the violin? Yes, I can. / No, I can't.

(6) Can you cook? Yes, I can. / No, I can't.

听力原文

Justin: I'm Justin and this is Radio 85.5 FM. Today, I'm at home with Nicola. You can see Nicola on tonight's TV show, Talented Youth. Hi, Nicola.

Nicola: Hello, Justin.

Justin: Well, how old are you, Nicola?

Nicola: I'm fourteen.

Justin: Fourteen. And what's your favourite music?

Nicola: Errr ... rock is my favourite.

Justin: You can play the guitar, I know. Can you play the piano?

Nicola: Well, I can play the guitar but I can't play the piano.

Justin: Oh, lovely dog.

Nicola: This is my pet — Pavarotti.

Justin: Pavarotti? Why is he called Pavarotti?

Nicola: Because he can sing. Listen ... here Pavarotti ...



Chant

What can you do?

Oh, I can walk, walk, walk.
Oh, I can run, run, run.
Oh, I can jump, jump, jump.
Oh, what can you do?
Oh, walk, run, jump, swim, dance and sing.
Oh, what can you do? Yeah!

Oh, I can swim, swim, swim.
Oh, I can dance, dance, dance.
Oh, I can jump, jump, jump.
Oh, what can you do?
Oh, walk, run, jump, swim, dance and sing.
Oh, what can you do? Yeah!



Project

My future job

- Step 1: Think about what job you want to do in the future.
- Step 2: List the abilities the job may require and write if you can do the job.
- Step 3: Ask three classmates about their ideal jobs and the abilities the jobs require.
- Step 4: Write a description of your future job on a poster. You may add pictures.

My future job

I study English in a vocational school.
I can type really fast. I can read and write English.
I can also speak English fluently.
I want to be an office assistant in the future.

唱诵

教师在运用唱诵这种形式时,可将英文诵读与音乐、动作等结合起来,从而营造出愉悦的学习氛围,激发学生的学习兴趣;同时,单词与句型的不断重复还能锻炼和强化学生的记忆,培养学生良好的语音、语调,增强语感。

- 教师首先带领学生练习唱诵,在练习的同时,可以用手掌来打节奏。
- 练习几遍之后,可以请学生尝试替换其中的部分单词。
- 教师根据学生的喜好与掌握程度决定播放录音的次数。

背景介绍

唱诵,类似于童谣,句式简单,朗朗上口,好记易背。在教学中,唱诵多配有音乐,以说唱的形式加以表现,使人读了感觉轻松、愉快。唱诵在教学中应用较为广泛,是外语教学中的一种重要的活动形式。

实践项目

该实践项目的设计意图是帮助学生复习情态动词can的用法,以及如何利用can来表述个人的能力。

步骤1

- 请学生对项目主题“我未来的工作”进行头脑风暴,说一说自己将来想从事何种工作,选择同一工作的学生可以组成一组。
- 教师深入到学生的讨论中去,在他们遇到困难的时候提供帮助。

步骤2

- 请学生独立思考,要从事自己所选择的工作需要哪些基本能力,这些能力自己现在是否具备。
- 教师利用教材中的范例引导学生利用本单元所学将来工作对自身能力的要求列举出来。

步骤3

- 学生与组内的其他成员交流自己对于该工作的思考结果,不断修正、完善自己的列表。
- 教师应在各组间巡查,随时为学生提供语言上的帮助,并鼓励学生努力学习,不断充实自己,为将来从事自己理想的职业打下坚实的基础。

步骤4

- 教师请学生将自己的列表设计成海报。
- 学生可在课后搜集相关图片或自行画图,以进一步丰富、完善海报的信息,完成实践项目;也可以在下一节课,在教师的指导下完成海报的设计与制作。
- 如有可能,将学生的作品贴在教室的墙上集中展示。

Words and Expressions

- cook /kʊk/ *v.* 烹调; 煮; 烧
paint /peɪnt/ *v.* (用颜料) 画; 作画
△ chess /tʃes/ *n.* 国际象棋
△ guitar /gɪ'tɑː/ *n.* 吉他
run /rʌn/ *v.* 跑; 奔跑
fast /fɑːst/ *adj. & adv.* 快速的(地)
swim /swɪm/ *v.* 游泳
type /taɪp/ *v.* 打字
typist /'taɪpɪst/ *n.* 打字员
activity /æk'tɪvɪti/ *n.* 活动
centre /'sentə/ *n.* 中心; 中间
assistant /ə'sɪstənt/ *n.* 助理; 助手
ability /ə'bɪləti/ *n.* 能力; 才能
necessary /'nesɪsəri/ *adj.* 必要的; 必不可少的
language /'læŋɡwɪdʒ/ *n.* 语言; 说话
interview /'ɪntəvjuː/ *n.* 面试; 访谈
* interviewer /'ɪntəvjuːə/ *n.* 主持面试者; 提问者; 采访者
* interviewee /,ɪntəvjuː'iː/ *n.* 参加面试者; 被采访者
△ part-time *adj.* 兼职的
△ interested /'ɪntrɪstɪd/ *adj.* 感兴趣的; 关心的
be interested in 对……感兴趣
little /'lɪtl/ *adj.* 小的
△ bit /bɪt/ *adv.* 有点; 一些
hand /hænd/ *n.* 手
△ foot /fʊt/ *n.* 脚; 足
△ feet /fi:t/ *n.* 脚(名词 foot 的复数形式)
minute /'mɪnɪt/ *n.* 分; 分钟
art /ɑːt/ *n.* 美术; 艺术
both /bəʊθ/ *pron.* 两者; 两个都
ad /æd/ *n.* 广告(同 advertisement)
△ piano /pi'ænəʊ/ *n.* 钢琴
△ nanny /'næni/ *n.* 保姆
future /'fjuːtʃə/ *n. & adj.* 将来(的); 未来(的)
station /'steɪʃən/ *n.* 电视台; 车站
* talent /'tælənt/ *n.* 才能; 天才
△ talented /'tæləntɪd/ *adj.* 有天资的; 有才能的
△ competition /,kɒmpɪ'tɪʃən/ *n.* 竞争; 比赛
* compete /kəm'piːt/ *v.* 竞争; 参加比赛
youth /juːθ/ *n.* 青年; 青春
tonight /tə'naɪt/ *n. & adv.* (在)今晚
young /jʌŋ/ *adj.* 年轻的; 年幼的
* musician /mjuː'zɪʃən/ *n.* 音乐家
* electric /ɪ'lektɪk/ *adj.* 用电的; 带电的
△ violin /,vaɪə'liːn/ *n.* 小提琴
rock /rɒk/ *n.* 摇滚乐; 岩石
end /end/ *n.* 结束; 末尾
show /ʃəʊ/ *n.* 节目; 演出 *v.* 给……看
winner /'wɪnə/ *n.* 获胜者
win /wɪn/ *v.* 获胜; 赢
hot /hɒt/ *adj.* 很受欢迎的; 热的
hungry /'hʌŋɡri/ *adj.* 饥饿的
chicken /'tʃɪkɪn/ *n.* 鸡肉; 鸡
sandwich /'sænwɪdʒ/ *n.* 三明治
ordinary /'ɔːdɪnəri/ *adj.* 普通的; 平常的
* instrument /'ɪnstɾəmənt/ *n.* 乐器; 器械
radio /'reɪdɪəʊ/ *n.* 收音机
△ FM 调频
* jazz /dʒæz/ *n.* 爵士乐
* DJ (电台、电视台、俱乐部的) 音乐节目主持人
Brown /braʊn/ 布朗(姓氏名)
Leo /liːəʊ/ 利奥(男子名)
Ella /'elə/ 埃拉(女子名)
Lyn /lɪn/ 琳恩(女子名)
Pavarotti /,pɑːvɑː'rɔːtti/ 帕瓦罗蒂(意大利男高音歌唱家)
Justin /'dʒʌstɪn/ 贾斯廷(男子名)
Nicola /'nɪkələ/ 妮古拉(女子名)

拓展训练

拓展训练1——One, two, three, bomb!

目标: 练习日常活动的英文表达。

形式: 四人一组。




时间: 10~15分钟。

材料: 表格A、表格B和表格C(每组一张)。





步骤: 第一部分 词汇 (Vocabulary) 之后进行该拓展训练。

1. 教师首先将学生分为四人一组。
2. 教师事先准备好若干张表格, 每张表格上列有如下单词: sing, dance, run, jump, type, paint, cook, swim, use, walk, play, write等, 个别单词旁边画有炸弹的标识。
3. 教师提醒学生, 在朗读单词时一定要避开带有炸弹标识的单词。如果有学生不小心将带有炸弹标识的单词读出来, 就代表炸弹爆炸, 此时全组一起鼓掌, 并大声说: One, two, three, bomb!
4. 教师可事先给学生一定的时间熟悉表格中的单词, 然后再进行小组活动。
5. 所有小组均完成活动之后, 教师可以请几个小组向全班做活动演示。

A

sing	dance	run 	jump
type 	paint	cook	swim
use	walk 	play	write

B

sing 	dance	run	jump 
type	paint	cook	swim 
use	walk	play 	write

C

sing	dance 	run	jump
type	paint 	cook	swim
use	walk	play	write 

拓展训练2——What can you do?

目标: 练习 can 与日常活动的搭配。

形式: 全班活动。

时间: 30 ~ 40 分钟。

材料: 表格 (每人一张)。

步骤: 第三部分 语言聚焦 (Language Focus) 之后进行该拓展训练。

1. 教师给学生每人发放一张表格。
2. 教师询问学生: Can you play football? 请学生根据自己的实际情况作答。
3. 教师请学生根据自己的回答独立填写表格的第一个空格, 肯定回答画钩 (√), 否定回答画叉 (×)。
4. 请学生采访 7 位同学, 将他们的名字写在列首。然后学生依次询问这 7 位同学表格中的问题, 根据他们的回答在表格的相应位置画钩 (√) 或画叉 (×)。
5. 采访结束之后, 请学生根据采访的情况, 写一份简单的调查总结。
6. 请学生与全班分享自己的采访表与调查总结。

What can you do?

Can you ...?	You	_____	_____	_____	_____	_____	_____	_____
play football								
run fast								
ride a bike								
speak English								
swim								
type								
play the guitar								
use computers								
cook								
carry a table								
paint								
play chess								

Results of your survey

e.g. Five people in my class can play football. Six people can't swim.

_____	_____
_____	_____
_____	_____

Unit 4 Every day is a busy day!

单元教学目标与要求

话题 Topic	日常生活 (Daily life)
词汇与常见表达 Words and Expressions	<ol style="list-style-type: none">1. 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions)2. 能够正确使用下列常用表达 What time is it? What's a typical day like for you? What do you usually ...? What time do you ...? Wish you ... by the way I must hurry.
语音 Pronunciation	能够区分 /s/, /z/, /ɪz/, /ts/ 和 /dz/ 的不同发音
交际任务 Communication	<ol style="list-style-type: none">1. 能够在生活场景中与他人谈论日常活动及时间安排 What time is it? It's ... What's a typical day like for you? What do you usually ...? What time do you ...? I have/do ... at ... Wish you ... by the way I must hurry.2. 能够在职业场景中询问公司的作息时间表, 并做简单记录 May I ask what a typical day in the company is like? When does the work start in the morning? When do you have lunch? Do you have a coffee break in the afternoon?
语言聚焦 Language Focus	<ol style="list-style-type: none">1. 掌握一般现在时态下动词第三人称单数形式的变化规则2. 掌握一般现在时态下的肯定句式3. 掌握一般现在时态下的否定句式4. 掌握一般现在时态下的一般疑问句形式及其简短回答
语言技能 Language Skills	<ol style="list-style-type: none">1. 能够通过阅读篇章, 了解 John 和 Sarah 的日常生活及工作情况2. (选修) 能够通过听力, 了解 Rachel, James 和 Tracy 的日常活动3. (选修) 能够在阅读与听力的基础之上, 就个人的日常活动及时间安排等话题进行简单对话4. 能够正确运用 first, then 和 after that 来简要记录自己的一天
学习策略 Learning Strategies	<ol style="list-style-type: none">1. 词汇学习策略: 在记忆词组时, 可将动词相同的词组归为一类, 集中记忆2. 阅读策略: 能够根据不同的阅读目的, 合理运用 scanning 和 skimming 两种阅读技巧, 快速获取文本信息
文化点滴 Cultural Tips	<ol style="list-style-type: none">1. 了解在英式英语中, 如何表达时间2. 了解 my, your 等形容词性物主代词除了表示所属关系外, 还表示使用的经常性3. 了解中外学生课内外学习、生活的情况, 能够正确认识和看待中外学校及校园生活的异同

Unit 4 Every day is a busy day!

Part 1 Vocabulary

Everyday activities

1. 🎧 Which activities can you see in the pictures? Listen, check and repeat.

do my homework
get dressed
get up
go to school
have a shower
have breakfast/lunch/dinner
visit friends
watch TV / a film



Learning Tip
Storing vocabulary
Store phrases together that use the same verb.
get up
get dressed



2. 🎧 Listen and circle the sound you hear. Then listen and repeat.

/s/, /z/, /ʒ/, /ʃ/ or /dʒ/

eats	goes	uses	cooks	does
meets	plays	runs	walks	watches
looks	reads	gets	visits	sees

3. In pairs, cover the words, ask and answer about the activities in exercise 1.

What's A?

Get up.

第一部分 词汇——日常活动

在本部分，学生们将学习一些日常活动的英文表达。

热身

- 教师播放一段视频，内容为某位学生的一天。视频可以在网络上搜索，也可以课前请学生帮助演出、拍摄。
- 观看完视频后，请学生说出或写出视频中的活动，如：get up, have breakfast, go to school等。也可以开展小组竞赛，看哪一组学生的观察力更敏锐，原有的语言储备更多。

活动1

- 教师可利用图片或动作模仿等方式教授这些词组。
- 请学生听录音，然后两人一组，互相核对答案。
- 教师再次播放录音，全班核对答案。

参考答案

A: get up

B: have a shower

C: get dressed

D: have breakfast/lunch/dinner

E: go to school

F: watch TV / a film

G: do my homework

H: visit friends

学习小贴士

- ◇ 教师带领学生阅读学习小贴士 (Learning Tip) 的内容，并解释其具体含义：在记忆词组时，可将动词相同的词组归类记忆。
- ◇ 给学生1分钟的时间尝试将活动1中的词组归类记忆，然后两人一组，相互测试。

活动2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握正确的发音。
- 语音小对话
A: What does he do?
B: He writes books.

活动3

- 教师首先选择一到两个词组做对话示范。
- 教师请学生两人一组，轮流用手遮住教材左侧的词组，做问答练习。教师要注意观察、记录对话中出现的问题。

备选活动

- 完成活动3之后，教师可带领学生再次观看视频或结合自己的一天进行头脑风暴，说出或列出更多的有关日常活动的短语，以帮助学生扩大词汇量。

Part 2 Communication

I. Lead-in: Times

1. 🎧 Match the times with the clocks. Listen, check and repeat.



It's half past three.	It's five o'clock.
It's ten thirty-four.	It's nine o'clock.
It's twenty past twelve.	It's 3 a.m.
It's a quarter to two.	It's 3 p.m.

Cultural Tip

英式英语常用 *past* 和 *to* 来表达“几点过几分”和“差几分到几点”，如：6:05 *five past six*，5:55 *five to six*。当然也可以采用直接读出数字的方式，分别读作 *six o five*，*five fifty-five*。

2. Point at the times in exercise 1. Ask and answer in pairs.

A: *What time is it?*
B: *It's half past three.*

II. Conversation: Talking about routine

1. 🎧 Listen and read.

Joe is playing tennis with his neighbour, Tim. After the game, Tim asks Joe about his daily life.

Tim: Do you like your life here in London?

Joe: I love it! I meet many new friends and have many things to do. Every day is a busy day!

Tim: Great! So what's a typical day like for you?

Joe: I get up at half past six. Then I have a shower, get dressed and have my breakfast. After that I go to school by bike at eight o'clock.

Tim: Oh, you leave the house early.

Joe: Yes. I have six classes a day from half past eight to 3 p.m. I have lunch in the school café.

Tim: What do you usually do after school?

Joe: I usually play football or go to the reading club.

Tim: Sounds good. What time do you do your homework?

Joe: After dinner, at about 7 p.m. I go to bed at half past ten and I fall fast asleep.

Tim: Wow! It's a really busy day! I hope you enjoy your life here! By the way, what time is it?

Joe: It's ten to four.

Tim: Oh, my singing club starts at four. I must hurry. See you.

Expressions

What's a typical day like for you?

What do you usually ...?

What time do you ...

I have/do ... at ...

I hope you ...

by the way

What time is it?

I must hurry.

第二部分 交际任务

在本部分，学生们将练习在生活与职业场景中就日常活动和时间安排进行简单的对话。如有必要，教师可以用母语举例或说明。

I. 导入：时间

活动 1

- 教师首先带领学生观察图片，识别图片上的时间，并尝试用英语表达出来，激活学生原有的语言知识。
- 教师简单介绍英式英语中时间的表达方式：英式英语常用 past 和 to 来表达“几点过几分”和“差几分到几点”，如：6:05 five past six; 5:55 five to six。当然也可以采用直接读出数字的方式，分别读作 six o five 和 five fifty-five。
- 请学生将时间与其对应的时钟相搭配，然后听录音，核对答案。
- 请学生跟读录音。

参考答案

A: It's nine o'clock.

B: It's ten thirty-four.

C: It's twenty past twelve.

D: It's a quarter to two.

E: It's half past three.

F: It's five o'clock.

G: It's 3 a.m.

H: It's 3 p.m.

活动 2

- 教师首先与一个学生做对话示范，然后请学生两人一组，就活动 1 中的时间进行问答。

备选活动

- 完成活动 2 之后，请学生四人一组，教师随机展示时钟的图片，请各小组快速将图片上的时间说出来，看哪一组反应最快，表述最准确。

II. 对话：谈论日常活动

在本部分，Joe 和邻居 Tim 一起打网球，打球结束后 Tim 问起 Joe 在伦敦的日常生活。

活动 1

- 播放完录音之后，教师重点检查学生对本单元应知短语 (Expressions) 中单词和短语的含义及发音的掌握情况，同时检查学生对对话中的生词和词组，如：busy, typical, leave, early, café, usually, sound, fall asleep, wish 等的掌握情况。
- 教师根据学生的反馈做有针对性的介绍与讲解。
- 学生再听一遍录音，跟读对话。

◇ typical, 形容词，意为“一贯的；平常的”，如：On a typical day, we go to class from 7:30 to 1 p.m. 其另一个常用义项为“典型的”，如：typical British weather.

◇ sound, 在对话中为系动词，意为“听起来；好像”，如：The trip sounds exciting.

2. Answer the questions.

- (1) What time does Joe get up?
- (2) What time does Joe go to school?
- (3) What does Joe usually do after school?
- (4) When does Joe do his homework?
- (5) When does Joe go to bed?
- (6) When does Tim's singing club start?

3. In pairs, practice the conversation.

III. Speaking: Asking about working time

In pairs, A, you are an interviewee and you are asking about what a typical day in the company is like in an interview; B, you are the interviewer.



Grammar Tip

注意介词 at, in 与 on 通常与不同的时间相搭配, 如:

- at noon/night*
- at the weekend*
- at two o'clock*
- in the morning/afternoon/evening*
- on Monday*

A: May I ask what a typical day in the company is like?

B: Sure. Go ahead.

A: When does the work start in the morning?

B: ...

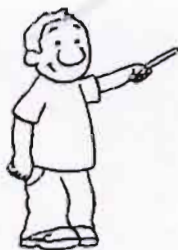
A: When do you have lunch?

B: ...

A: Do you have a coffee break in the afternoon?

B: ...

Timetable		
Working hours: from	_____	to _____
Lunch break: from	_____	to _____
Coffee break: from	_____	to _____



Get ready for the workplace

When you are new at work, remember

- to arrive at work a bit earlier;
- to be on time for appointments;
- to make a schedule for your daily activities and try to keep it;
- to ask questions if there is anything you don't understand or are not sure about.

活动2

- 视学生的实际情况，教师可以请学生阅读对话，选择正确的答案，也可以请学生听录音，完成练习。

参考答案

- (1) Joe gets up at half past six.
- (2) Joe goes to school at eight o'clock.
- (3) Joe usually plays football or goes to the reading club after school.
- (4) Joe does his homework after dinner, at about 7 p.m.
- (5) Joe goes to bed at half past ten.
- (6) Tim's singing club starts at four.

备选活动

- 教师可请学生根据自己的实际情况回答活动2中的问题，以为活动3的对话做准备。

活动3

- 请学生两人一组练习对话。鼓励英语基础较好的学生对对话中的人物、活动及时间等信息进行替换，改编并表演对话。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

III. 职场口语

- 为确保该口语交际活动顺利进行，学生应在活动前做好充分准备。教师首先带领学生观察图片，讲解在求职过程中，求职者除了回答面试官的提问之外，也可以向面试官就公司的作息时间等提出问题，以加深对公司的了解。
- 教师带领学生讨论有关公司作息时间的常见问题，并提醒学生注意介词at, in, on与不同时间的搭配，如：at noon/night, at the weekend, at two o'clock, in the morning/evening, on Monday等。
- 请学生分角色练习对话。在学生练习对话时，教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 在课堂总结环节，教师可将上述例子写在黑板上，请学生们判断正误。

备选活动

- 在完成职场口语练习之后，学生们可自行拟定更多关于公司的作息时间以及求职者需要了解的其他方面的问题，继续进行口语训练。

走近职场

- 教师引导学生思考初入职场时自己在时间和工作安排等方面应注意的问题。
- 教师讲解职场新人在遵守作息时间等方面的注意事项，引导学生反思自己的行为与表现。
- 教师可以请学生进一步补充与时间和工作安排相关的其他注意事项。

Part 3 Language Focus

I. Present simple – positive



I/you work.
He/She/It works.
We/You/They work.

Grammar Tip

在一般现在时中，如果主语是第三人称单数，如：he, she, it，则动词词尾一般需加-s，如：

listen → *listens* *walk* → *walks*

在以 s, sh, ch, x 或 o 结尾的动词后，要加 -es，如：

go/pass/watch → *goes/passes/watches*

以“辅音+y”结尾的动词，先变 y 为 i，再加 -es，如：

study → *studies* *fly* → *flies*

Complete the passage with the correct forms of the verbs.

A day in the life of my dad

My dad ⁽¹⁾ _____ (get) up at half past six. He ⁽²⁾ _____ (have) breakfast with my mum, then he ⁽³⁾ _____ (go) to work. He ⁽⁴⁾ _____ (ride) his bike to work. He is a computer technician. My dad ⁽⁵⁾ _____ (come) home late and he ⁽⁶⁾ _____ (use) his computer, then he ⁽⁷⁾ _____ (read) the newspaper. At nine o'clock, we ⁽⁸⁾ _____ (watch) TV. Well, I ⁽⁹⁾ _____ (watch) TV and he ⁽¹⁰⁾ _____ (fall) asleep.

II. Present simple – negative



I/You	don't	
He/She/It	doesn't	work.
We/You/They	don't	

don't = do not
doesn't = does not

1. Circle *don't* or *doesn't*.

A day in the life of my mum

My mum ⁽¹⁾ don't/doesn't get up at half past six. She gets up at six! She ⁽²⁾ don't/doesn't have breakfast with me. She has breakfast with my dad. I ⁽³⁾ don't/doesn't see my dad in the morning. My mum is a teacher. She stays at school all day. My dad ⁽⁴⁾ don't/doesn't have dinner with us. He comes home late, but he ⁽⁵⁾ don't/doesn't work at the weekend. We ⁽⁶⁾ don't/doesn't get up early at the weekend.



第三部分 语言聚焦

在本部分, 学生们将重点学习一般现在时态下的肯定句、否定句、一般疑问句等句式, 以及动词第三人称单数形式的变化规则。

热身

- 教师在黑板上写出上节课学过的有关日常活动的动词, 如: do, get, go, have, play, visit, watch 等, 请学生们抄写下来。
- 教师随机朗读与这些动词搭配的名词, 如: a shower, a film, friends 等, 请学生们将听到的名词写在正确的动词旁边。
- 教师带领学生核对答案, 并将答案写在黑板上, 以为后面的教学活动做准备。

I. 一般现在时: 肯定句式

- 教师首先带领学生观察图片, 并帮助学生明确图片中的时间概念: Is it only today or every day? 引出回答: Every day.
- 教师带领学生阅读语法框中的例句, 并提问: How is the *he/she/it* form different? 引导学生回答: 在由 *he/she/it* 作主语的例句当中, 谓动词为第三人称单数形式。
- 教师简单讲解动词第三人称单数形式的变化规则。在讲解过程中, 教师应有意识地带领学生练习动词词尾加 *-s* 或 *-es* 之后, 发音上的变化。

- ◇ 在一般现在时态下, 如果主语是第三人称单数形式, 如: *he, she, it*, 则动词词尾一般需加 *-s*, 如: *listen* → *listens*, *walk* → *walks* 等。
- ◇ 在以 *s, sh, ch, x* 或 *o* 结尾的动词后, 要加 *-es*, 如: *go* → *goes*, *pass* → *passes*, *watch* → *watches* 等。
- ◇ 以“辅音+y”结尾的动词, 先变 *y* 为 *i*, 再加 *-es*, 如: *study* → *studies*, *fly* → *flies* 等。

活动 1

- 核对完答案之后, 可以请学生大声朗读短文。

参考答案

- | | | | | |
|----------|-----------|-----------|-----------|------------|
| (1) gets | (2) has | (3) goes | (4) rides | (5) comes |
| (6) uses | (7) reads | (8) watch | (9) watch | (10) falls |

II. 一般现在时: 否定句式

- 教师首先带领学生观察图片, 并提问: Which word is negative?
- 请学生阅读语法框中的例句, 并提问: Is the *he/she/it* form the same or different? 引出回答: Different.
- 教师提醒学生注意卡通人物对 *don't* 与 *doesn't* 所做的解释。

活动 1

- 核对完答案之后, 可以请学生大声朗读短文。

参考答案

- | | | | | | |
|-------------|-------------|-----------|-------------|-------------|-----------|
| (1) doesn't | (2) doesn't | (3) don't | (4) doesn't | (5) doesn't | (6) don't |
|-------------|-------------|-----------|-------------|-------------|-----------|

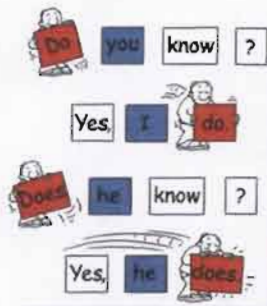
2. Complete the passage with the correct forms of the verbs.



This is Lisa. She is a tennis player in the national team. This is her typical day.

She (get)⁽¹⁾ _____ up at six o'clock. Then she (have)⁽²⁾ _____ a big breakfast. After that, she (start)⁽³⁾ _____ training. She (have)⁽⁴⁾ _____ lunch at one, with her coach. After lunch, she (take)⁽⁵⁾ _____ a break. Then she (go)⁽⁶⁾ _____ to training again. Dinner is at six. In the evening, she doesn't (play)⁽⁷⁾ _____. She (watch)⁽⁸⁾ _____ TV or (play)⁽⁹⁾ _____ computer games. She (go)⁽¹⁰⁾ _____ to bed early. Every day is a busy day.

III. Present simple – questions and short answers



Do you know?	Yes, I do. No, I do not (don't).
Does he know?	Yes, he does. No, he does not (doesn't).
Do they know?	Yes, they do. No, they do not (don't).

1. Read the passage about Lisa again and write questions.

- (1) have a big breakfast?
→ *Does she have a big breakfast?*
- (2) have lunch with her coach?
- (3) take a break after lunch?
- (4) play tennis in the evening?
- (5) watch TV or play computer games in the evening?
- (6) go to bed early?

2. In pairs, ask and answer the questions in exercise 1.

A: *Does she have a big breakfast?*

B: *Yes, she does.*

3. In pairs, ask and answer about your friends and family.

play the guitar	speak English	have a shower every day
walk to school	do homework every day	work at home

A: *Does your dad ride a bike to work?*

B: *No, he doesn't. He drives to work.*

活动2

- 核对完答案之后，可以请学生大声朗读短文。

参考答案

- | | | | | |
|----------|----------|-------------|-----------|-----------|
| (1) gets | (2) has | (3) starts | (4) has | (5) takes |
| (6) goes | (7) play | (8) watches | (9) plays | (10) goes |

备选活动

- 完成活动2之后，请学生继续利用活动2做替换练习，将原文中的she替换为I，如：She gets up. → I get up. She has a big breakfast. → I have a big breakfast. 之后再分别替换为we, they, he和it。

III. 一般现在时：一般疑问句与简短回答

教师带领学生阅读语法框中的句子，按照语法框的内容逐步进行讲解。

活动1

- 请学生结合上一部分关于Lisa的短文，利用给定的内容，写出一一般疑问句。

参考答案

- (2) Does she have lunch with her coach?
- (3) Does she take a break after lunch?
- (4) Does she play tennis in the evening?
- (5) Does she watch TV or play computer games in the evening?
- (6) Does she go to bed early?

活动2

- 教师请学生两人一组，就活动1做问答练习。

备选活动

- 完成活动2之后，教师可带领学生利用热身环节的词组做更多的问答练习。
- 教师首先引导学生找出本节课的语法练习中涉及到的时间短语，如：at half past six, late, early, at the weekend等。教师以have a shower为例，将have a shower与in the morning相搭配，并提问：Do you have a shower in the morning? 请学生根据实际情况作答。
- 请学生两人一组，根据教师的示范，将动词词组与适合的时间短语相搭配，并组成一般疑问句，轮流进行问答。

活动3

- 教师首先示范如何利用所给的词组进行对话。
- 请学生两人一组，就朋友和家人的日常活动进行问答。
- 教师可要求学生记录下同伴的回答，然后向全班介绍同伴的朋友和家人的日常活动。

Part 4 Language Skills

I. Reading

A busy day



My name is John and I live in Italy. I'm a chef and I love my job. I don't have much free time because my restaurant is very busy.

I get up early, at about 6 in the morning. Then I have breakfast. I usually have coffee and bread for breakfast. I go to work at 7 o'clock and I start work in the restaurant at 7:30. I have lunch, a big meal in my restaurant at 1 p.m. After lunch, I take a break and I play cards or chess with my co-workers in the restaurant.

I don't have dinner. I finish work at about 10:30 p.m. or 11 o'clock.



My name is Sarah and I live in Britain. I'm a singer and I work in the evening. I get up late. My alarm clock wakes me up at about 11:30 a.m. because I don't work in the morning. I don't have breakfast, but I have lunch at about 12:30 p.m. I go to work at about 5 o'clock and I start work at 5:30. I finish work at 12 a.m. or 1 a.m. I get home at about 1:30 or 2 and then go to bed.

I love my job, but sometimes I feel very tired!

Reading Tip

skimming 意为“略读”，目的在于获取文章大意，因此只需浏览，不必细读全文。

Words you need

live *v.* 生活；居住

restaurant *n.* 饭店；餐馆

alarm *n.* 闹钟

sometimes *adv.* 有时；不时

chef *n.* 厨师；主厨

card *n.* 纸牌；扑克牌

wake *v.* 弄醒；唤醒

tired *adj.* 困倦的；疲倦的

Cultural Tip

my, your 等形容词性物主代词除表示所属关系外，还表示使用的经常性，如：my restaurant, my co-worker, your bank 等。

第四部分 语言技能

在本部分，学生们将了解 John 和 Sarah 的日常生活与工作情况，还将通过阅读、听力、口语及写作任务综合运用之前所学的语言。

热身

- 教师请学生在纸上简单勾出8个时钟的轮廓，然后教师依次说出8个不同的时间，如：half past two, a quarter to three等，请学生将听到的时间在时钟上画出来。

1. 阅读

- 在阅读正文之前，教师可首先讲解本课给出的阅读建议（Reading Tip），提醒学生：在阅读过程中，可采用“略读”的方法，在有限的时间内快速获取文章大意。
- 教师带领学生观察图片，请学生结合图片判断 John 和 Sarah 的职业。
- 教师给学生1分钟的时间略读短文，完成活动1。
- 教师带领学生通读短文，通过阅读了解 John 和 Sarah 的日常生活与工作情况，并引出本课的重点单词：live, chef, restaurant, card, alarm, wake, sometimes, tired 等。
- 教师讲解重要的词汇与短语，并解答学生关于短文的疑问。

注释

- ◇ have, 意为“拥有；吃；喝”等，常用在一些固定短语中，如：have a rest/break, have a walk, have a meeting 等。
- ◇ get, 用作及物动词时，意为“获得；得到”等；用作不及物动词时，意为“到达；变得；成为”等，如：get home, get cool。
- ◇ wake, 用作及物动词时，意为“叫醒；唤醒”；用作不及物动词时，意为“醒来”，常与 up 连用，如：He usually wakes up early.
- ◇ sometimes, 意为“有时”，在使用中易与 some times “几次；几倍”，sometime “某时”，some time “一段时间”相混淆。
- ◇ feel, 在短文中为系动词，意为“感觉；感到；摸起来”，如：feel hungry/cold。

参考译文

繁忙的一天

我叫 John，生活在意大利。我是一名厨师，我爱我的工作。我的闲暇时间不多，因为饭店的工作很忙。我起床很早，大约在早上6点钟，然后吃早饭。早饭通常是面包和咖啡。我7点钟去上班，7点半开始在饭店工作。下午1点钟，我在饭店吃午饭——一顿大餐。午饭后，我休息一会儿，之后和同事在饭店打牌或下棋。

我不吃晚饭。我大约在晚上10点半或11点下班。

我的名字叫 Sarah，住在英国。我是歌手，我在晚上工作。我起床很晚。因为我上午不上班，上午11点半闹钟会把我叫醒。我不吃早餐，我大约在12点半吃午餐。我在下午5点钟左右去上班，5点半开始工作。我在凌晨12点或1点下班，大约1点半或2点到家，然后睡觉。

我爱我的工作，但我有时感到很累。

1. Read about John and Sarah. Answer the questions about each person.

- (1) What's his/her job?
- (2) Does he/she like his/her job?

2. Read the passages again and answer the questions.

- (1) What time does John get up?
- (2) Does he have breakfast?
- (3) What time does Sarah get up?
- (4) What time does she start work?
- (5) What time does she get home?
- (6) Who is busier, Sarah or John?


(Extra) II. 🎧 Listening: What do you do in the evening?

1. Listen to the students and answer the question.

What do they do in the evening?


2. Listen again and write the times.

Rachel




get up _____
 go to school/work _____
 go home _____
 go to bed _____

James



get up _____
 go to school/work _____
 go home _____
 go to bed _____

Tracy



get up _____
 go to school/work _____
 go home _____
 go to bed _____

(Extra) III. Speaking: My weekdays

In pairs, talk about a person you know. Ask and answer questions, using the given words.

- Who / he or she?
- What time / get up?
- What time / go to school/work?
- What / do in the evening?

活动 1

参考答案

(1) He's a chef. / She's a singer.

(2) Yes, he does. / Yes, she does.

活动 2

- 教师与学生一起阅读问题，确保学生理解题意之后请学生仔细阅读短文，然后回答问题。

参考答案

(1) John gets up at about 6 in the morning.

(2) Yes, he does.

(3) She gets up at about 11:30 a.m.

(4) She starts work at 5:30 p.m.

(5) She gets home at about 1:30 or 2 a.m.

(6) 略

(选修) II. 听力 (听力原文见第 113 页)

活动 1

- 播放录音前，教师可先与学生探讨相关的听力技巧，如：集中注意力，把握对话中的 who, when, where, why, how 等关键信息。

参考答案

In the evening, Rachel does her homework. James watches TV and plays computer games. Tracy does her homework, then she works in a shop.

活动 2

- 再次播放录音，请学生重点聆听录音中涉及到的时间，完成练习。

参考答案

Rachel: get up at 5 a.m.

go to school/work at 8:30 a.m.

go home at 4 p.m.

go to bed at 10 p.m.

James: get up at 8:30 a.m.

go to school/work at 9 a.m.

go home at 3:45 p.m.

go to bed at 12 p.m.

Tracy: get up at 11 a.m.

go to school/work at 12 noon.

go home at 6 p.m.

go to bed at 2:30 a.m.

(选修) III. 口语

活动

- 先请学生单独或两人一组，练习组织问句。教师应提醒学生注意一般疑问句的结构。
- 请学生两人一组，做问答练习。教师注意观察，并随时提供帮助。

IV. Writing: My webpage

1. Writing tips: Linking words (2)

first, then, after that

First, we do homework.

Then we have dinner.

After that we go to bed.

Write sentences. Connect them, using *first, then* and *after that*.

(1) I / have a shower / get dressed / have breakfast

→ *First, I have a shower. Then I get dressed. After that I have breakfast.*

(2) she / go home / watch TV / go to bed

(3) they / get up / have breakfast / go to work

(4) I / start training / take a break / play computer games

(5) we / have dinner / take a walk / watch a film

(6) he / do his homework / have lunch / visit his friends

2. Writing task: My webpage

Make a webpage. Write about a day in your life.

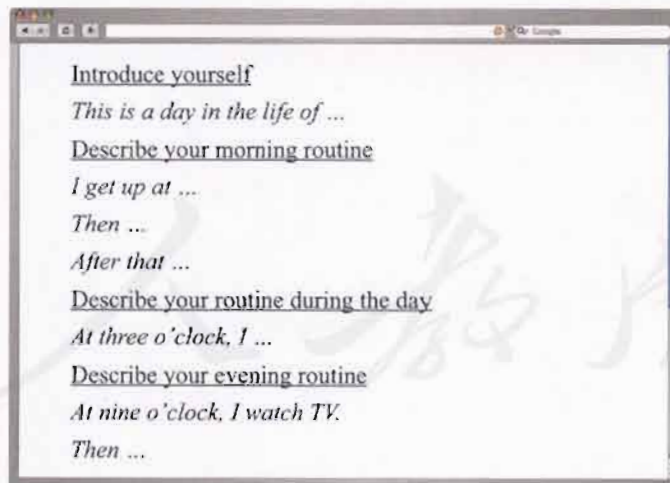
Step 1: Research

Make notes about your daily routine.

Find or draw pictures to add to your writing.

Step 2: Draft

Write a draft.



Step 3: Check

Check your draft. Are the linking words correct? Write the final version.

IV. 写作

活动 1

- 教师带领学生朗读表格中的句子，并解释 first, then 与 after that 的用法。
- 请学生三人一组，用 first, then, after that 做句子接龙，并且这三个句子要表达一个相对完整的故事、经历或情绪。
- 请各小组展示自己的三个句子，全班评判哪一组的故事最有创意。

first, then, after that 常配合使用，表示前后相继发生的系列动作。

- ◇ first, 副词，意为“首先”，如：First, I'd like to thank you for coming. 此时，first 与 first of all 和 firstly 含义及用法基本相同。
- ◇ then, 副词，意为“接下来；然后”，如：She travelled to Beijing and then to Shanghai.
- ◇ after that, 副词词组，意为“在那之后”，如：After that she returned to Paris.

参考答案

- (2) First, she goes home. Then she watches TV. After that she goes to bed.
 (3) First, they get up. Then they have breakfast. After that they go to work.
 (4) First, I start training. Then I take a break. After that I play computer games.
 (5) First, we have dinner. Then we take a walk. After that we watch a film.
 (6) First, he does his homework. Then he has lunch. After that he visits his friends.

活动 2

- 教师首先提出问题：Do you have a webpage/blog? What do you put on your webpage/blog?
- 教师与学生讨论写作自己的一天应涉及哪些内容：简单的自我介绍、上午的活动、下午的活动、晚上的活动、一天的感受等。
- 请学生写草稿。在学生写草稿时，教师应注意观察、记录，并随时向学生提供帮助。
- 草稿写完之后，请学生之间互相检查草稿，帮助修改。
- 为了增强写作任务的真实感和趣味性，教师可以请学生拍摄一些能反映自己一天活动的照片，上传到自己的个人网站或博客上。
- 教师选出有代表性的网站或博客向全班展示、总结。

参考作文

A Day in My Life

Hi! My name is Zhang Li. I'm 18 years old. I'm a vocational school student. I'm glad to tell you about my school life.

I get up at 6:20 a.m. Then I wash my face and brush my teeth. After that, I have a morning class of 30 minutes that starts at 7:00. I have breakfast at 7:35 at school.

The first class always starts at 8:00. I have four classes in the morning and three in the afternoon. School is over at 4:55 p.m. After school, some of us play sports. Some play with their mobiles. And some go to the library.

I go to bed at 10:30 p.m. I am busy on weekdays, but I am very happy.

Unit Check



I. Vocabulary

1. Complete the phrases with the correct verbs.

- | | |
|-----------------------|--------------------|
| (1) _____ up | (2) _____ a shower |
| (3) _____ breakfast | (4) _____ dressed |
| (5) _____ my homework | (6) _____ baseball |
| (7) _____ TV | (8) _____ friends |

2. Complete the sentences with the correct times.



- | | |
|----------------------------|-------------------------------|
| (1) It's one _____. | (2) It's a quarter _____ two. |
| (3) It's a _____ past ten. | (4) It's _____ past two. |
| (5) It's half _____ three. | (6) It's a quarter _____ six. |
| (7) It's five _____ five. | (8) It's eight _____. |

II. Communication

3. Complete the dialogue.

- A: _____ ?
 B: I get up at eight o'clock.
 A: _____ ?
 B: I go to school at half past eight.
 A: What do you do after school?
 B: I usually play football.
 A: _____ ?
 B: I go home at half past three.
 A: _____ ?
 B: I have dinner at seven o'clock.
 A: What time do you do your homework?
 B: _____ ?
 A: _____ ?
 B: I go to bed at ten o'clock.



单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 经过几个单元的学习与训练，学生对单元测试以及自我评价表（Now you can ...）的内容已较为熟悉。可请学生简单回顾一下前几个单元的自我评价表，检验自己英语学习的进展情况。
- 如有可能，教师应尽量创造机会与学生就英语学习情况进行交流，询问学生对于英语学习还有哪些困惑和问题等，并向学生提供帮助与建议。

I. 词汇

练习1

- 除了用本单元出现过的动词填空外，可鼓励学生用更多的合适的动词填空。

参考答案

- (1) get/take/make/dress/put/set (2) take/have (3) have/eat (4) get
(5) do/finish (6) play (7) watch (8) visit/make

练习2

参考答案

- (1) o'clock (2) past (3) quarter (4) half/thirty
(5) past (6) to (7) to (8) twenty

II. 交际任务

练习3

参考答案

- (1) What time / When do you get up?
(2) What time / When do you go to school?
(3) What time / When do you go home?
(4) What time / When do you have dinner?
(5) I do my homework at 7:30.
(6) What time / When do you go to bed?

III. Language Focus

4. Complete the sentences with the correct forms of the verbs.

- (1) Ellie uses (use) her mobile at school.
- (2) Orlando _____ (play) the guitar.
- (3) Mark _____ (visit) his friends every day.
- (4) He _____ (play) computer games a lot.
- (5) She _____ (go) to PEP Vocational School.
- (6) My teacher _____ (give) us a lot of homework.

5. Rewrite the sentences as negatives.

- (1) She goes to a vocational school.
→ *She doesn't go to a vocational school.*
- (2) She studies Japanese at school.
- (3) She does her homework every day.
- (4) She goes to the English corner on Saturday.
- (5) She watches an English film on Sunday.
- (6) She often talks with friends from Britain.

6. Write questions with the given words.

- (1) do your homework at home (you)
→ *Do you do your homework at home?*
- (2) play basketball after work (they)
- (3) get up at 6 a.m. (your dad)
- (4) use computers (your mum)
- (5) go to work in the evening (your mum)
- (6) have much free time (your dad)

7. Complete the short answers for exercise 6.

- (1) Yes, I do.
- (2) No, they _____.
- (3) No, he _____.
- (4) Yes, she _____.
- (5) Yes, she _____.
- (6) No, he _____.



Unit Summary

Now you can ...

- use routine verbs (exercise 1)
- tell the time (exercise 2)
- ask routine questions (exercise 3)
- use present simple
 - positive (exercise 4)
 - negative (exercise 5)
 - questions (exercise 6)
 - short answers (exercise 7)
- write about a day in your life, using *first*, *then* and *after that*

III. 语言聚焦

练习4

参考答案

(2) plays (3) visits (4) plays (5) goes (6) gives

练习5

参考答案

- (2) She doesn't study Japanese at school.
 (3) She doesn't do her homework every day.
 (4) She doesn't go to the English corner on Saturday.
 (5) She doesn't watch an English film on Sunday.
 (6) She doesn't often talk with friends from Britain.

练习6

参考答案

- (2) Do they play basketball after work?
 (3) Does your dad get up at 6 a.m.?
 (4) Does your mum use computers?
 (5) Does your mum go to work in the evening?
 (6) Does your dad have much free time?

练习7

参考答案

(2) don't (3) doesn't (4) does (5) does (6) doesn't

听力原文

Rachel:

My name is Rachel. I'm a swimmer. I get up at five o'clock every day and I swim for two hours. Then I have breakfast. I go to school at half past eight. I go home at four o'clock. In the evening, I do my homework. Then I swim for three hours. I go to bed at ten o'clock.

James:

Hi, I'm James. I don't like mornings. I get up at half past eight. I don't have breakfast. I go to school at nine o'clock. I go home at a quarter to four. In the evening, I watch TV and play computer games. I can play five or six hours. I go to bed at twelve o'clock.

Tracy:

I'm Tracy. I'm 18. I work in a shop in the evening, and go to school in the afternoon. I get up at eleven o'clock and I go to school at twelve o'clock. I go home at six o'clock. Then I have dinner. In the evening, I do my homework, then I work in a shop. The shop closes at two o'clock in the morning, so I go to bed at half past two. It's difficult.

Cultural Exchange



School life in China and the UK

Here are some facts about schools in the UK. 99% of schools in the UK have a uniform. 2% of schools in the UK are for boys only or girls only.

Hi, my name is Jenny and I'm from China. I go to a boarding school, so we sleep in the school. We get up at 6:30 in the morning and get dressed. We have breakfast at school too. We start lessons at eight o'clock. We have four lessons in the morning and three in the afternoon.

We have lunch in the canteen and then we take a break. We start lessons at 2:30 in the afternoon. School finishes at five, but after school we do our homework in the classroom or in the library. After that we have some free time and we go to bed. I like my school. My friends and I share a room. It's cool! What's your school life like? Could you tell me?

Jenny, Shanghai

Hi, Jenny!

There are lots of different schools in the UK. My school is in London and it's very big.

We always start school at 8:45. We have four lessons in the morning. First, we have two lessons and then we have a break. After that we have two more lessons. Then I have lunch at the school café at 12:30.

We have two lessons in the afternoon. We go home at 3:20. After school I often go to the library to read something I'm interested in. And there are lots of after-school clubs, too. I'm in the school band. I play the violin!

Ellie, London

Words you need

fact *n.* 事实; 真相

board *v.* 寄宿

library *n.* 图书室; 图书馆

always *adv.* 一直; 总是

uniform *n.* 制服

canteen *n.* 食堂; 餐厅

share *v.* 共享; 共用

band *n.* (尤指演奏流行音乐的) 乐队

1. Read the passages and answer the questions.

- (1) What schools do Jenny and Ellie go to?
- (2) Where do they have lunch?
- (3) What time do they start school?
- (4) What do they do after school?

2. The same or different?

- (1) Is your school like Jenny's school or Ellie's?
- (2) Are your after-school activities like Jenny's or Ellie's?

文化交流

- 本单元的文化交流部分意在帮助学生更多地了解中外学生课内外学习、生活的情况。教师应引导学生正确认识和看待中外学校及校园生活的异同。
- 本部分也可用作阅读教学的延伸。

活动1

- 给学生5分钟的时间阅读短文并回答问题，培养学生获取信息和理解语篇的能力。
- 请学生两人一组，互相核对答案。
- 教师请几组学生分享答案。

参考答案

- (1) Jenny goes to a boarding school in Shanghai. Ellie goes to a big school in London.
- (2) They both have lunch at school.
- (3) Jenny starts school at 8 o'clock. Ellie starts school at 8:45.
- (4) After school, Jenny does her homework. Ellie goes to the library or plays the violin in the school band.

活动2

参考答案

略

参考译文

中国与英国的学校生活

以下是有关英国学校的一些事实：英国99%的学校有校服。英国有2%的学校只招收男生或女生。

你好！我叫Jenny，来自中国。我在一所寄宿学校上学，所以我们都住在学校里。我们在早晨6点半起床，早餐也在学校吃。我们8点钟开始上课，上午有四节课，下午有三节课。

我们在食堂吃午饭，然后休息一会儿。我们下午2点半开始上课，5点钟放学。放学后，我们在教室或图书馆做作业。在这之后，我们有一段自由时间，然后上床睡觉。我喜欢我的学校。我和朋友们共用一个房间。很棒的！你的学校生活是什么样的，可以告诉我吗？

Jenny, 上海

你好, Jenny!

英国的学校多种多样。我所在的学校在伦敦，是一所很大的学校。

我们在8点45分开始上课。上午我们有四节课。两节课后，我们会休息一会儿，然后再上两节课。12点30分，我在学校的餐馆吃午餐。

下午我们两节课。我们在3点20分放学回家。放学后，我常去图书馆读自己感兴趣的书籍。课外俱乐部也很多。我参加了学校的乐队。我是小提琴手。

Ellie, 伦敦

Words and Expressions

- busy /'bɪzi/ *adj.* 忙碌的; 繁忙的
homework /'həʊmwɜ:k/ *n.* 家庭作业; 准备工作
get dressed 穿衣服
up /ʌp/ *adv.* 向上地
get up 起床
shower /'ʃaʊə/ *n.* 淋浴; 阵雨
have/take a shower 冲澡; 洗淋浴
breakfast /'brekfəst/ *n.* 早餐
lunch /lʌntʃ/ *n.* 午餐
dinner /'dɪnə/ *n.* (中午或晚上吃的) 正餐; 主餐
clock /klɒk/ *n.* (时) 钟
past /pɑ:st/ *prep.* 晚于; 在……之后
quarter /'kwɔ:tə/ *n.* 一刻钟; 四分之一
a.m. 午前; 上午
p.m. 下午
△ routine /ru:'ti:n/ *n.* 惯例; 常规
neighbour /'neɪbə/ *n.* 邻居
daily /'deɪli/ *adj.* 每日的; 每天的
* typical /'tɪpɪkəl/ *adj.* 一贯的; 典型的
leave /li:v/ *v.* 出发; 离开
early /'ɜ:li/ *adv.* 提早; 提前
café /kæ'fe/ *n.* 咖啡馆; 小餐馆
△ usually /'ju:ʒuəli/ *adv.* 通常地; 惯常地
usual /'ju:ʒuəl/ *adj.* 通常的; 惯常的
sound /saʊnd/ *linking v.* 听起来 *n.* 声音
fall /fɔ:l/ *v.* 落下; 降落
asleep /ə'sli:p/ *adj.* 睡着的
fall asleep 入睡
hope /həʊp/ *n. & v.* 希望
enjoy /ɪn'dʒɔɪ/ *v.* 喜欢; 享受……的乐趣
by the way 顺便说一下; 顺便问一下
hurry /'hʌri/ *v.* 赶紧; 匆忙
sure /ʃʊə/ *adj.* 确信的; 肯定的 *adv.* (口语) 当然;
好的
ahead /ə'hed/ *adv.* 在前面; 向前
go ahead (口语) 可以; 干吧
break /breɪk/ *n.* 休息
have/take a break 休息一下
timetable /'taɪm,teɪbəl/ *n.* 时间表; 时刻表
hour /aʊə/ *n.* 小时
late /leɪt/ *adj. & adv.* 晚(的); 迟(的)
newspaper /'nju:s,peɪpə/ *n.* 报纸
△ training /'treɪnɪŋ/ *n.* 训练; 培训
coach /kəʊtʃ/ *n.* 教练
again /ə'gen/ *adv.* 又; 再一次
live /lɪv/ *v.* 生活; 居住
chef /ʃef/ *n.* 厨师; 主厨
free /fri:/ *adj.* 自由的; 免费的
△ because /bɪ'kɔ:z/ *conj.* 因为
restaurant /'restərɒnt/ *n.* 饭店; 餐馆
meal /mi:l/ *n.* 一餐; 饭
card /kɑ:d/ *n.* 纸牌; 扑克牌
finish /'fɪnɪʃ/ *v.* 完成; 结束
△ alarm /ə'lɑ:m/ *n.* 闹钟
wake /weɪk/ *v.* 弄醒; 唤醒
wake up 醒; 叫醒
sometimes /'sʌmtaɪmz/ *adv.* 有时; 不时
tired /taɪəd/ *adj.* 困倦的; 疲倦的
△ swimmer /'swɪmə/ *n.* 游泳运动员; 会游泳的人
close /kloʊz/ *v.* 关闭; 歇业
difficult /'dɪfɪkəlt/ *adj.* 困难的
fact /fækt/ *n.* 事实; 真相
* uniform /'ju:nɪfɔ:m/ *n.* 制服
△ board /bɔ:d/ *v.* 寄宿
△ canteen /kæn'ti:n/ *n.* 食堂; 餐厅
library /'laɪbrəri/ *n.* 图书室; 图书馆
share /ʃeə/ *v.* 共享; 共用
always /'ɔ:lweɪz/ *adv.* 一直; 总是
* band /bænd/ *n.* (尤指演奏流行音乐的) 乐队
Tim /tɪm/ 蒂姆 (男子名)
Lisa /'li:zə/ 莉萨 (女子名)
John /dʒɒn/ 约翰 (男子名)
Sarah /'seərə/ 萨拉 (女子名)
Rachel /'reitʃəl/ 雷切尔 (女子名)
James /dʒeɪmz/ 詹姆斯 (男子名)
Tracy /'treɪsi/ 特雷西 (女子名)
Jenny /'dʒeni/ 珍妮 (女子名)

拓展训练

拓展训练 1——Jane's week

目标：练习如何就星期和时间进行问答。

形式：两人一组。

时间：25—40分钟。

材料：表格A、表格B（每人一张）。

步骤：第二部分交际任务（Communication）之后进行该拓展训练。

1. 教师首先带领学生阅读表格A的第一格MONDAY中的内容，询问学生：What does Jane do at 9 a.m. on Monday? 教师引导学生在表格B的相应位置寻找答案。
2. 教师向学生介绍两张表格的异同：表格A与B介绍的都是Jane的一周，但这两张表格内的信息都不完整，互为补充。学生们只能在对方的表格中寻找缺失的信息。
3. 教师发放表格，分别请拿到表格A与表格B的学生一起练习如何提问。教师观察学生的问题有无错误，并及时进行纠正。
4. 教师将拿到表格A与拿到表格B的学生分为一组，同组的两人对面而坐，不能让对方看到自己的表格。
5. 学生互相问答，将表格中的空白补充完整。

Jane's week

A		B	
MONDAY From Monday to Friday, she ¹ ____ at 9 a.m. She has an English class at 4:30 p.m.	THURSDAY She phones her sister in Xi'an at ³ _____.	MONDAY From Monday to Friday, she goes to school at 9 a.m. She has an English class at ¹ _____.	THURSDAY She phones her sister in Xi'an at 8:30 p.m.
TUESDAY She goes to bed early: at ² _____.	FRIDAY She has dinner with friends at 7:45 p.m. She ⁴ ____ at 11:30 p.m.	TUESDAY She goes to bed early: at 9 p.m.	FRIDAY She has dinner with friends at ³ _____. She goes to bed at 11:30 p.m.
WEDNESDAY She gets up at 6 a.m. and runs on her running machine.	SATURDAY She plays football in the park at ⁵ _____. She goes to the cinema at 6:45 p.m.	WEDNESDAY She gets up at ² ____ and runs on her running machine.	SATURDAY She plays football in the park at 2:15 p.m. She ⁴ ____ at 6:45 p.m.
	SUNDAY She ⁶ ____ at 12. She has lunch with him at 12:30 p.m. She does her homework at 7 p.m.		SUNDAY She visits her granddad at 12. She ⁵ ____ at 12:30 p.m. She does her homework at ⁶ _____.

拓展训练2——Your routines

目标：练习如何就日常活动进行问答。

形式：两人一组。

时间：25 - 30 分钟。

材料：表格（每人一张）。

步骤：第三部分语言聚焦（Language Focus）之后进行该拓展训练。

1. 教师发放表格，询问学生表格中的第一个问题：Do you have breakfast with your family? 请学生回答。如果回答是肯定的，在表格的相应位置圈选 yes；如果回答是否定的，则圈选 no。
2. 学生根据自己的实际情况回答接下来的问题，圈选 yes 或 no。
3. 以 Classmate 开头的这一列，要求学生猜测自己的同学会如何回答这些问题。注意：这一列的每个空格均需选择一位不同的同学，在横线上填上他或她的名字。
4. 请学生询问同学，验证自己的猜测是否正确，如：Do you have breakfast with your family? 如果自己的猜测是正确的，在最后一列的相应位置画钩（√）；如果自己猜错了，则画叉（×）。
5. 学生向全班说出自己所做的错误的猜测，如：Carlos doesn't have breakfast with his family.

Your routines

Do you ...	Me	Classmate	√ or ×
have breakfast with your family?	yes/no	_____ yes/no	
ride your bike to school?	yes/no	_____ yes/no	
go to bed late at the weekend?	yes/no	_____ yes/no	
have lunch at school?	yes/no	_____ yes/no	
have dinner at 7?	yes/no	_____ yes/no	
watch TV every day?	yes/no	_____ yes/no	
read a book every day?	yes/no	_____ yes/no	
play computer games every day?	yes/no	_____ yes/no	
visit your friends at the weekend?	yes/no	_____ yes/no	
speak English?	yes/no	_____ yes/no	
play the piano?	yes/no	_____ yes/no	
get up late at the weekend?	yes/no	_____ yes/no	

Unit 5 I love shopping for clothes.

单元教学目标与要求

话题 Topic	购买衣物 (shopping for clothes)
词汇与常见表达 Words and Expressions	1. 掌握单元词表中的“基本要求”词汇(无标记词汇) 详见单元词表 (Words and Expressions) 2. 能够正确使用下列常用表达 Excuse me, do you have ...? Can I help you? May I try it/them on? Do they fit? Which one do you prefer? How much is/are ...? I'll take it/them.
语音 Pronunciation	能够区分元音 /s/ 与 /ʃ/ 的不同发音
交际任务 Communication	1. 能够在生活场景中与他人谈论着装话题 What do you usually wear at school? I usually wear my school uniform. Joe wears a white T-shirt and a pair of blue jeans. What are your favourite shoes? 2. 能够在职业场景中询问顾客的购物需求, 并提供帮助 Good morning/afternoon. Can I help you? The fitting room is over there. What size do you wear? Which one do you prefer?
语言聚焦 Language Focus	1. 掌握频度副词的含义及用法 2. 掌握动词 -ing 形式的变化规律
语言技能 Language Skills	1. 能够通过阅读篇章, 了解 Sally 和 Anthony 的年龄、兴趣、工作等个人信息 2. (选修) 能够通过听力, 掌握如何与别人交流自己一天的活动 3. (选修) 能够在阅读与听力的基础之上, 就自己一天的活动进行简单对话 4. 能够正确使用连词 so, 并为杂志写一篇简短的文章, 介绍朋友周末时的着装
学习策略 Learning Strategies	1. 词汇学习策略: 将单词按照不同的类别组成词汇网络, 以辅助单词的理解与记忆 2. 阅读策略: 在阅读过程中, 将文中具有可比性的内容加以比较、对照, 以加深对文章的理解
文化点滴 Cultural Tips	了解穿衣打扮的 TPO 原则, 根据时间、地点、对象等的不同合理着装

Unit 5 I love shopping for clothes.

Part 1 Vocabulary



Clothes

1. 🎧 Match the words with the pictures. Listen, check and repeat.

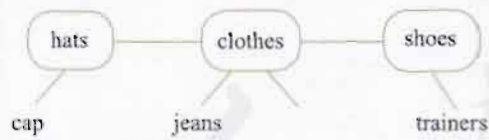
jacket
jeans
sandals
shirt
shorts
skirt
socks
trainers



Learning Tip

Remembering vocabulary

In your notebook, use word webs to store your vocabulary.



2. 🎧 Listen and repeat.

/s/ or /ʃ/

(1) student skirt socks sandals small
(2) shower shirt shorts shoes fashion

3. In groups, talk about the clothes your group members wear.

Joe wears a white T-shirt and a pair of blue jeans.

第一部分 词汇——服装

在本部分，学生们将学习有关服装的英文表达。

热身

- 教师在黑板上写下自己的着装，如：I'm wearing a white shirt and a green skirt. 请学生们在一张纸条上写下他们自己的着装，然后将纸条收上来，打乱顺序，分发给学生们。请学生朗读自己领到的纸条上的句子，并说出纸条上描述的是谁。

活动1

- 本部分有些词汇学生应该较为熟悉，教师可先引出这些词汇，然后着重讲授其他生词。
- 请学生听录音，然后两人一组，互相核对答案。
- 教师再次播放录音，核对答案。

参考答案

A: jacket B: shirt C: trainers D: skirt E: sandals F: shorts G: socks H: jeans

学习小贴士

- ◇ 教师带领学生们阅读学习小贴士 (Learning Tip) 的内容，并解释其具体含义：将单词按照不同的类别组成词汇网络，以辅助单词的理解与记忆。
- ◇ 教师带领学生写出更多的有关服装的单词，并讨论这些单词还可以分成哪些类别，如：boys'/girls' clothes, summer/winter clothes 等。
- ◇ 给学生5分钟的时间将这些单词按照不同的类别组织起来，然后请几名学生将自己的词汇网络写到黑板上，与全班分享。

活动2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握正确的发音。
- 语音小对话
A: Good afternoon. Is there anything I can show you?
B: Yes. May I have a look at the small sea blue shirt?
A: Of course. It's fashion this year.

活动3

- 教师首先与两名学生做对话示范。
Teacher: What does B wear today, A?
Student A: He wears a white T-shirt and a pair of blue jeans.
Teacher: What does A wear today, B?
Student B: She wears a red dress and a pair of sandals.
- 在学生们练习对话时，教师要注意观察、记录对话中出现的问题。

Part 2 Communication

I. Lead-in: Describing clothes

1. Write the words in the correct column.

black	brown	extra	green	jacket	jeans	large	medium
orange	red	shirt	skirt	small	socks	trainers	yellow
Size		Colour		Clothes			
<i>large</i>		<i>brown</i>		<i>socks</i>			

2. Write the descriptions.

(1) *a large brown coat* (2) _____ (3) _____ (4) _____

Grammar Tip

表示尺码的形容词一般位于表示颜色的形容词之前，如：

*a large brown coat**a small blue skirt*

II. Conversation: Shopping for clothes

1. Listen and read.

Ellie loves shopping for clothes. She wants a pair of new jeans for her birthday party.

(E = Ellie, S = Shop assistant)

E: Excuse me, do you have any jeans?

S: Yes, there are some here.

E: May I try them on?

S: Sure, the fitting room is over there.

S: Do they fit?

E: No, they are too big. Do you have them in a smaller size?

S: Yes, here is a size S. Try these.

E: And have you got it in a different colour?

S: Yes, we have got it in black or brown. Which one do you prefer?

E: Can I try the brown one on?

S: Yes, of course.

E: These are fine. How much are they?

S: They are 40 pounds.

E: OK. I'll take them.

Expressions

Excuse me, do you have ...?

May I try it/them on?

The fitting room is over there.

in a smaller/bigger size

in ... (colour)

Do they fit?

Which one do you prefer?

How much is/are ...?

I'll take it/them.

第二部分 交际任务

在本部分，学生们将学习在购买服装过程中常用的一些英文表达。

I. 导入：描述服装

活动 1

- 教师带领学生朗读方框中的单词，请学生将单词分成 size、colour 和 clothes 三类。
- 教师重点讲解学生不熟悉的单词，如：small, medium, large, extra large 等。教师提醒学生注意，small 与 little 在很多情况下意思相近，但在表示服装的尺码时，只能用 small。

参考答案

Size: extra, medium, small Colour: black, green, orange, red, yellow
Clothes: jacket, jeans, shirt, skirt, trainers

活动 2

- 教师带领学生观察图片，并讲解在描述服装时不同形容词的位置顺序：size before colour，即表示尺码的形容词一般位于表示颜色的形容词之前。
- 请学生用尺码和颜色两类形容词来描述图中的服装，然后两人一组，核对答案。

参考答案

(2) a small orange jacket (3) a medium pink shirt (4) an extra large red skirt

备选活动

- 教师可提供几张明星的照片或海报，请学生描述明星的着装。
- 教师可适当补充一些关于颜色、服装等的单词，帮助学生顺利完成任务。

II. 对话：购买服装

在本部分，爱购物的 Ellie 为了自己的生日聚会到服装店去买牛仔裤。

活动 1

- 播放完录音之后，教师重点检查学生对本单元应知短语 (Expressions) 中单词与短语的含义及发音的掌握情况，同时检查学生对对话中的生词和短语，如：birthday, different, prefer, pound, try ... on 等的掌握情况。
- 教师根据学生的反馈做有针对性的介绍与讲解。
- 学生再听一遍录音，跟读对话。

- ◇ try ... on, 意为“试穿；试戴”，如：Meg is trying on some red sandals.
- ◇ fit, 动词，意为“(对某人)合身”，如：The clothes do not fit him. 注意：衣服穿在身上不大不小用 fit，衣服穿在身上漂亮用 suit，如：The dress fits, but it doesn't suit me.
- ◇ prefer, 动词，意为“更喜欢”，如：I prefer the red dress to the black one.

2. Tell true (T) or false (F).

- () (1) Ellie wants a pair of jeans.
- () (2) She tries on two pairs of jeans.
- () (3) Ellie wears size M.
- () (4) Ellie prefers the black jeans.
- () (5) The jeans cost 14 pounds.
- () (6) Ellie takes the jeans.

3. In pairs, practice the conversation.

III. Speaking: Serving customers

In pairs, A, you are the shop assistant; B, you are the customer and you want to buy a pair of shoes. Complete the dialogue with a - f, and then practice the dialogue.



A: Good morning/afternoon. ⁽¹⁾ _____?

B: Yes. Can I try this pair of shoes on?

A: Sure. ⁽²⁾ _____?

B: Well, ⁽³⁾ _____.

Do you have them in a smaller size?

A: ⁽⁴⁾ _____.

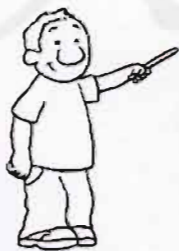
B: Hmm, this pair fits very well. ⁽⁵⁾ _____?

A: 50 pounds.

B: OK, I'll take them. ⁽⁶⁾ _____?

A: Sure.

- a. Do they fit
- b. Yes, we do
- c. I don't think so
- d. Can I pay by credit card
- e. How much are they
- f. Can I help you



Get ready for the workplace

If you are a shop assistant, you should

- have good communication skills;
- have polite manners;
- remember a happy customer is a returned customer.

活动2

- 视学生的实际情况,教师可以请学生阅读对话,判断正误,也可以请学生听录音,完成练习。

参考答案

(1) T (2) T (3) F (4) F (5) F (6) T

活动3

- 请学生两人一组练习对话。鼓励英语基础较好的学生对对话中的人物身份进行替换,改编并表演对话。
- 在学生练习对话时,教师要注意观察、记录对话中出现的问题,在课堂总结环节处理这些问题。

III. 职场口语

- 为确保该口语交际活动顺利进行,学生应在活动前做好充分准备。教师首先带领学生观察图片,讲解 shop assistant 的工作职责,如: greet customers(招呼顾客), introduce products(介绍产品), give professional advice(给出专业的建议)等。
- 教师带领学生讨论商店店员为顾客服务时常用的一些表达,如: Can I help you? What can I do for you? Which colour do you prefer, red or pink? What size do you wear? It fits you very well. It suits you perfectly.
- 学生分角色练习对话。
- 在学生练习对话时,教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 在课堂总结环节,教师可将上述例子写在黑板上,请学生们判断正误。

参考答案

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

备选活动

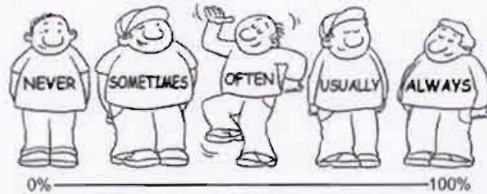
- 在完成职场口语练习之后,学生可自行设计购物场景,继续进行口语训练。
- 教师可适当补充不同支付方式的英文表达,如: pay by cash / credit card / cheque等。

走近职场

- 教师询问学生,在自己的购物经历中,是否有给自己留下良好印象的商店店员,为什么他或她给自己留下了深刻印象。
- 教师讲解作为一名商店店员应具备的职业素质,如: good communication skills(良好的沟通技巧), polite manners(彬彬有礼的态度), professional advice(专业的建议)等。
- 教师请学生思考,如果自己是一名商店店员,有哪些方面需要注意或改进。

Part 3 Language Focus

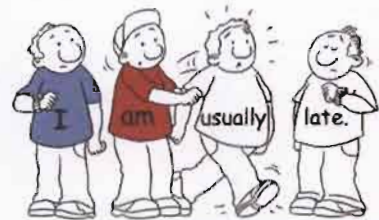
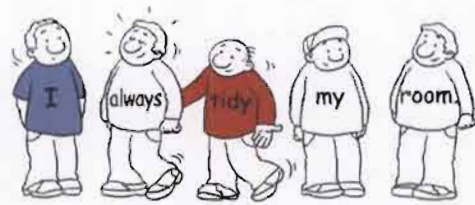
I. Adverbs of frequency



Hi! I'm Pat. At work, I always wear a uniform. I sometimes wear a cap. I never wear sandals or shorts, but I sometimes wear trainers. I've always got a big bag and it's usually full of letters! Yes, I'm a postman!

1. Read the passage about Pat and complete the sentences.

- (1) Pat always wears a uniform.
- (2) He _____ wears a cap.
- (3) He never wears _____ or _____.
- (4) He sometimes wears _____ on his feet.
- (5) He's _____ got a big bag.
- (6) The big bag is _____ full of letters.



2. Rewrite the sentences with the adverbs in the correct position.

- (1) I get to work on time. (always) → *I always get to work on time.*
- (2) I wear my uniform to work. (always)
- (3) I wear sandals or shorts at work. (never)
- (4) At a party, I wear my favourite shirt. (usually)
- (5) I hang out with friends at the weekend. (sometimes)
- (6) We go shopping on Sunday. (often)

3. Write the sentences in the correct order.

- (1) trainers / my / usually / smelly / are → *My trainers are usually smelly.*
- (2) hungry / am / always / I
- (3) Mrs Brown / friendly / is / usually
- (4) the classroom / hot / is / sometimes
- (5) late / often / my / is / boyfriend
- (6) in school / my mobile / use / I / never

第三部分 语言聚焦

在本部分，学生们将重点学习频度副词与动词-ing形式的用法。

热身

- 教师在黑板上写出如下几个类别，如：feet, head, girls' clothes, boys' clothes。
- 请学生四人一组，给学生5分钟的时间，在每一个类别之下补充有关服装的单词，看哪一组写出的单词最多最准确。

1. 频度副词

- 教师首先带领学生观察图片，以always(100%)和never(0%)为例考查学生对百分比的理解与掌握情况。
- 教师介绍图中频度副词所代表的百分比：sometimes = 25%，often = 50%，usually = 75%。
- 教师带领学生朗读频度副词。

活动1

- 教师带领学生阅读短文，首先请学生找出所有与服装有关的单词，然后请学生找出短文中所有的频度副词。
- 请学生将服装与相应的频度副词相搭配。
- 请学生根据短文的内容，将句子补充完整。

参考答案

(2) sometimes (3) sandals, shorts (4) trainers (5) always (6) usually

活动2

- 教师带领学生观察图片，帮助学生明确频度副词的位置：频度副词一般位于be动词之后，实义动词之前。

参考答案

(2) I always wear my uniform to work. (3) I never wear sandals or shorts at work.
 (4) At a party, I usually wear my favourite shirt. (5) I sometimes hang out with friends at the weekend.
 (6) We often go shopping on Sunday.

活动3

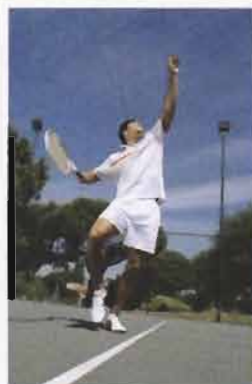
参考答案

(2) I am always hungry. (3) Mrs Brown is usually friendly.
 (4) The classroom is sometimes hot. (5) My boyfriend is often late.
 (6) I never use my mobile in school.

II. Adding *-ing* to verbs



- do → doing
- dance → dancing
- swim → swimming
- get → getting



This is me at the weekend. I don't like getting up early! I usually get up at ten. I like playing tennis. I like wearing shorts or jeans, a T-shirt and trainers. Hmm, my trainers are usually smelly!

1. Write the *-ing* form of the verbs.

- (1) wear → wearing
- (2) use → _____
- (3) cook → _____
- (4) play → _____
- (5) clean → _____
- (6) make → _____

2. Complete the sentences with the correct forms of the verbs in brackets.

- (1) Pat likes wearing (wear) shorts at the weekend.
- (2) He hates _____ (get) up early.
- (3) I love _____ (do) the shopping.
- (4) I like _____ (play) football after school.
- (5) My brother likes _____ (stay) at home and _____ (watch) TV.
- (6) I don't mind _____ (clean), but I really hate _____ (cook).

3. Think about yourself. What do you like doing at the weekend?



*I like hanging out with friends.
I like going shopping.
I like staying at home and cooking food.
I hate getting up early.*



II. 动词-ing形式

- 教师首先带领学生阅读短文, 并提出问题: What does he like? What does he like wearing? What doesn't he like?
- 教师将学生的回答写在黑板上, 提醒学生注意 like 之后为动词-ing形式。
- 教师带领学生观察图片及例句, 根据学生的掌握情况, 适当讲解动词-ing形式的变化规则。

- ◇ 一般情况下直接加-ing, 如: sleep → sleeping, paint → painting。
- ◇ 以不发音的字母e结尾的单词, 去掉字母e, 再加-ing, 如: make → making, come → coming。
- ◇ 以重读闭音节结尾, 呈“辅一元一辅”结构的动词, 双写末尾的辅音字母, 再加-ing, 如: get → getting, run → running。
- ◇ 以y结尾的动词, 直接加-ing, 如: carry → carrying, enjoy → enjoying。
- ◇ 以ie结尾的动词, 把ie改为y, 再加-ing, 如: die → dying, lie → lying。

活动1

参考答案

- (2) using (3) cooking (4) playing (5) cleaning (6) making

备选活动

- 教师可适当补充一些常用动词, 如: buy, swim, speak, type等, 以进一步强化学生对动词-ing形式变化规则的理解和掌握。

活动2

参考答案

- (2) getting (3) doing (4) playing (5) staying, watching (6) cleaning, cooking

备选活动

- 教师首先请学生将活动2中的肯定句改为否定句, 如: Pat doesn't like wearing shorts at the weekend.
- 然后请学生根据自己的实际情况写作句子, 如: I like / don't like wearing shorts at the weekend.

活动3

- 教师首先做示范, 然后请学生介绍自己周末喜欢做的事情。

参考答案

略

Part 4 Language Skills

I. Reading

Two sides of fashion

This is Sally. She's sixteen and she lives in London. At the weekend, she usually wears designer dresses and shoes. She's a model.

"I love wearing beautiful clothes," she says. "I always work at the weekend, so it's OK for school. The other models are friendly and I earn 60 pounds a day. It's fun!"

Are there any boring times? "I don't like waiting in the studios so I often do my homework. I hate the travelling ... I usually travel about 300 kilometres at weekends, but my mum is always with me, so I'm never lonely."



Words you need

fashion *n.* 时尚; 流行款式
 designer *n.* 设计师; 设计者
 model *n.* 时装模特; 模型
 earn *v.* 挣(钱)
 studio *n.* 演播室; 工作室
 lonely *adj.* 孤单的; 孤独的
 adult *n.* 成年人; 成人
 teenage *adj.* 青少年的
 wool *n.* 羊毛; 毛织物
 hoodie *n.* 带帽上衣



Anthony's eighteen. He lives in England and he is a clothes designer. His parents are designers and he often helps them. They all work at home.

Anthony goes to school, so he usually works at the weekend. "My mum and dad design clothes for adults, but I like designing cool and fun teenage clothes. Look, this is my new design, a wool hoodie."

"I really like designing clothes. It's fun and I can earn about 50 pounds for a good design."

Reading Tip

在阅读过程中, 可将文章中具有可比性的内容加以比较、对照, 以加深对文章的理解。

第四部分 语言技能

在本部分，学生们将认识两位在时尚领域工作的年轻人 Sally 和 Anthony，并为杂志写作一篇关于自己朋友着装的小文章。

热身

- 教师展示几张服装的图片，请学生以小组为单位，用 size, colour 和 clothes 等单词来描述图片，看哪一组反应最快，表述最准确。

1. 阅读

- 在阅读正文之前，教师首先请学生根据标题和图片猜测文章大意，完成活动 1。
- 教师给学生 2 分钟的时间阅读短文，验证自己对文章大意的猜测是否正确。
- 教师带领学生通读短文，通过阅读了解 Sally 和 Anthony 的工作情况，并引出本课的重点单词：fashion, designer, model, earn, lonely, adult, teenage, wool 等。
- 教师讲解重要的词汇与句型，并解答学生关于短文的疑问。

注释

- ◇ fashion, 名词，意为“时尚；流行款式；时装”，可构成短语 in fashion、表示“流行的”，如：The style of cloth is in fashion nowadays.
- ◇ model, 名词，意为“时装模特；模型”；也可作形容词，表示“模范的”，如：They are a model couple.
- ◇ earn, 动词，意为“挣（钱）；使……赢得了……”，可作双宾动词，如：His hard work earned him good money.
- ◇ lonely, 形容词，意为“孤单的；孤独的”。注意：lonely 和 alone 两个词词形相近，但含义并不相同。首先，alone 可用作形容词，也可用作副词；lonely 只能用作形容词。其次，alone 陈述的是一个“独自的”客观事实，基本没有感情色彩；而 lonely 描述的则是一种“寂寞的”情绪体验，感情色彩很浓，如：She felt lonely when she was left alone.

参考译文

时尚的两面

这是 Sally。她今年 16 岁，住在伦敦。在周末，她通常穿由设计师设计的衣服和鞋子。她是个模特。“我喜欢穿漂亮的衣服，”她说，“我的工作都在周末，这样不会影响上学。其他模特很友好，我一天可以赚 60 英镑。这很有趣！”

有无聊的时候吗？“我不喜欢在工作室里等待，（等待时）我经常做作业。我非常讨厌出行……我通常在周末出行，每周大约 300 公里，但妈妈会一直陪伴我，所以我从不感到寂寞。”

Anthony 今年 18 岁，住在英格兰，是一名服装设计师。他的父母都是设计师，他经常给他们帮忙。他们都在家里工作。

Anthony 还在上学，所以他经常在周末工作。“我父母为成年人设计服装，而我喜欢为年轻人设计又酷又有趣的衣服。看，这是我的新设计，一件毛织连帽衫。”

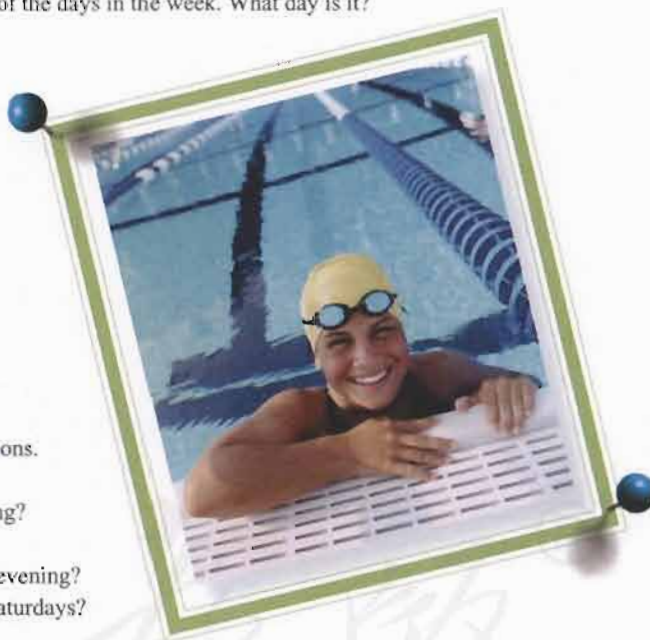
“我真的喜欢服装设计。这项工作很有趣，而且设计出一件好的作品我能赚 50 英镑。”

1. Look at the title and the pictures. What do you think the passages are about?
2. Read the passages. Complete the table.

	Sally	Anthony
(1) How old are they?		
(2) Where do they live?		
(3) What work do they do?		
(4) When do they work?		
(5) Do they like the work?		
(6) Why? / Why not?		

(Extra) II. Listening: Louise's favourite day

1. Listen to Louise talking about one of the days in the week. What day is it?



2. Listen again, and answer the questions.
 - (1) What time does she get up?
 - (2) What does she do in the morning?
 - (3) What clothes does she wear?
 - (4) What does she do on Saturday evening?
 - (5) What does she not like about Saturdays?

(Extra) III. Speaking: My weekend

In pairs, ask and answer the questions in exercise 2 in Listening.

A: *What time do you get up?*

B: *I usually get up at ...*

A: *What do you do in the morning?*

B: *I often ...*

A: *What do you wear?*

B: *I always ...*

活动 2

- 教师讲解本课给出的阅读建议 (Reading Tip), 提醒学生在阅读过程中, 可将文章中具有可比性的内容加以比较、对照, 以加深对文章的理解。
- 请学生快速阅读短文, 找出两篇短文中可以比较、对照的信息, 如两人的年龄、职业、周末活动等, 然后完成活动 2。

参考答案

	Sally	Anthony
(1) How old are they?	Sixteen	Eighteen
(2) Where do they live?	London	England
(3) What work do they do?	Model	Clothes designer
(4) When do they work?	At the weekend	At the weekend
(5) Do they like the work?	Sometimes	Yes
(6) Why? / Why not?	She loves beautiful clothes. She doesn't like waiting in the studios and hates travelling	It's fun

(选修) II. 听力 (听力原文见第 139 页)**活动 1**

- 教师提醒学生听第一遍录音时, 只需关注 Louise 谈论的是星期几即可。

参考答案

Saturday.

活动 2

- 教师提醒学生先阅读问题, 然后带着问题有针对性地去听录音。

参考答案

- (1) She usually gets up at half past six.
- (2) She always goes swimming in the morning.
- (3) She wears sports clothes — a T-shirt and jeans, trainers ... and her swimming suit.
- (4) She goes to a restaurant, or watches TV and then goes to bed.
- (5) She hates getting up.

(选修) III. 口语

首先, 全班共同练习对话的开始部分。然后, 让学生两人一组, 轮流进行问答。之后, 教师对学生的表现进行反馈与总结。

IV. Writing: A magazine article

1. Writing tips: Linking words (3)

*so*My mum is always with me, **so** I'm never lonely.He goes to school, **so** he usually works at the weekend.Write sentences with *so*, in the correct order.

(1) I leave home at 8:00. School starts at 8:30.

→ *School starts at 8:30, so I leave home at 8:00.*

(2) There isn't a bus to school. I walk.

(3) My friend lives in the same street with me. I usually walk with her.

(4) I take sandwiches. There isn't a café at school.

(5) I sometimes play football after school. I'm in the football club.

(6) School finishes at 3:30. I usually get home at 4:00.

2. Writing task: A magazine article

Describe what your friend likes wearing at the weekend.

Step 1: Research

Talk to your friends. Make notes. Collect photos or draw pictures.

Step 2: Draft

Write a draft.

Introduce your friends*May is fifteen and she is ... Joe is sixteen, ...*Describe his/her clothes*On Saturday, May usually wears ... in the morning. In the afternoon, she sometimes plays tennis, so she wears ...*

Step 3: Check

Check your draft. Are the linking words correct? Write the final version.

Cultural Tip

我们在穿衣打扮方面可遵循 TPO 原则。

T: time, 时间, 即服装的选择要与时间相适应。

P: place, 地点, 即服装的选择要与所处的场合相适应。

O: object, 对象, 即根据交往对象的特点, 以及自己的预期目的来选择服装。如: 应聘工作, 着装应庄重、大方; 参加聚会则应注重休闲、时尚。



IV. 写作

活动 1

- 教师带领学生浏览表格中的句子，并解释 so 的用法。

◇ so, 连词, 主要用于表示结果, 意为“因此; 所以”, 如: It's very cold, so I wear a heavy coat. The door was locked, so we couldn't get in.

注意: 不要按汉语意思将“因为……所以……”直译为 because ... so ..., 如: Because he was ill, so he couldn't come. 此句错误, 应去掉 because 或 so。

◇ because, 连词, 意为“因为”, 如: Many students fail the exam because they don't read the questions properly.

注意: 在书面英语中, 人们往往更喜欢用 therefore 或 consequently, 因为这两个词更正式, 而不是用 so, 如: She had previous experience, therefore she seemed the best person to do the job.

参考答案

- (2) There isn't a bus to school, so I walk.
 (3) My friend lives in the same street with me, so I usually walk with her.
 (4) There isn't a café at school, so I take sandwiches.
 (5) I'm in the football club, so I sometimes play football after school.
 (6) School finishes at 3:30, so I usually get home at 4:00.

活动 2

- 教师首先请学生选择一位同学进行描述, 具体包括: Who is he/she? How old is he/she? What clothes does he/she usually wear?
- 教师与学生们讨论本次的写作任务可以使用什么样的图片或照片。
- 请学生写草稿。在学生写草稿时, 教师应注意观察、记录, 并随时向学生提供帮助。
- 草稿写完之后, 请学生之间互相检查草稿, 帮助修改。
- 在前面步骤的基础之上, 教师可将定稿的写作留作课后作业。

参考作文

May is fifteen and she is a student in a vocational school. She wears her school uniform from Monday to Friday. On Saturday, May usually wears jeans in the morning. In the afternoon, she sometimes plays tennis, so she wears a T-shirt, a pair of shorts and trainers. In the evening, she usually goes to the restaurant with her parents, so she dresses up a bit. She often wears her favourite dress. On Sunday, she likes staying at home and watching TV. And she always wears casual clothes.

文化点滴

教师简单介绍穿衣打扮的 TPO 原则, 即根据 time (时间)、place (地点) 和 object (对象) 来选择自己的服装, 做到着装舒服、得体。

Unit Check



I. Vocabulary

1. Write the words.



(1) _____



(2) _____



(3) _____



(4) _____



(5) _____



(6) _____

II. Communication

2. Complete the dialogue with a – f.

A: Excuse me, ⁽¹⁾ _____?

B: Sure, the fitting room is over there.

B: ⁽²⁾ _____?

A: No, it's too big. Have you got this dress in a smaller size?

B: Yes, here's a size S. ⁽³⁾ _____.

A: This one is fine. ⁽⁴⁾ _____?

B: 80 pounds.

A: OK, ⁽⁵⁾ _____. Thank you very much.

B: ⁽⁶⁾ _____.

- a. Try this one
- b. How much is it
- c. Does it fit
- d. My pleasure
- e. I'll take it
- f. can I try this dress on

III. Language Focus

3. Complete the passage with the correct adverbs of frequency.

Ellie ⁽¹⁾ _____ (100%) wears the school uniform during weekdays. She ⁽²⁾ _____ (50%) wears a watch. She ⁽³⁾ _____ (75%) plays tennis after school. When she plays tennis, she ⁽⁴⁾ _____ (0%) wears sandals. At the weekend, she ⁽⁵⁾ _____ (75%) wears a T-shirt and jeans. She loves jeans and she ⁽⁶⁾ _____ (25%) shops for new ones.

单元测试

本部分的使用方法详见第一单元的单元测试。在学生完成测试之后，教师可将答案复印下来，发给
学生，由学生两人一组，互相核对答案，共同解决疑难问题。

I. 词汇

练习1

参考答案

(1) trainers (2) socks (3) jeans (4) sandals (5) shirt (6) jacket

II. 交际任务

练习2

参考答案

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

III. 语言聚焦

练习3

参考答案

(1) always (2) often (3) usually (4) never (5) usually (6) sometimes

人教版®

4. Circle the correct words.

- (1) She often gets up / gets up often at 7 o'clock.
 (2) She sometimes takes the bus / takes the bus sometimes to work.
 (3) She usually is / is usually at office at 8 o'clock.
 (4) She never is late / is never late for work.
 (5) She always is / is always busy during the day.
 (6) She goes swimming often / often goes swimming after work.

5. Complete the sentences with the correct forms of the verbs.

- (1) I love doing (do) the shopping.
 (2) I hate _____ (get up) early in the morning.
 (3) I don't mind _____ (walk) to school.
 (4) My sister likes _____ (ride) her bike.
 (5) She doesn't like _____ (do) her homework.
 (6) She doesn't mind _____ (look after) the dogs.

6. Answer the questions.

- (1) Do you like shopping for clothes?
 → Yes, I like shopping for clothes.
 (2) Do you like getting up early in the morning?
 (3) Do you mind working at the weekend?
 (4) Do you hate going to bed late?
 (5) Do you love playing computer games?
 (6) Do you love cooking?



Unit Summary

Now you can ...

- name clothes (exercise 1)
- shop for clothes (exercise 2)
- use adverbs of frequency
 - in sentences (exercise 3)
 - in the correct order (exercise 4)
- add *-ing* to verbs (exercise 5)
- talk about likes and dislikes (exercise 6)
- write what your friend likes wearing, using *so*



练习4

参考答案

(2) sometimes takes the bus

(3) is usually

(4) is never late

(5) is always

(6) often goes swimming

练习5

参考答案

(2) getting up

(3) walking

(4) riding

(5) doing

(6) looking after

练习6

参考答案

(2) No, I don't like getting up early in the morning.

(3) No, I don't mind working at the weekend.

(4) Yes, I hate going to bed late.

(5) Yes, I love playing computer games.

(6) No, I hate cooking.

听力原文

A: What time do you usually get up on Saturdays?

B: Oh, I usually get up at half past six.

A: Half past six! Why do you get up at half past six?

B: I always go swimming. I'm in a swimming team. I swim from eight to eleven.

A: Right. What clothes do you wear?

B: Well, I wear sports clothes — a T-shirt and jeans, trainers ... and my swimming suit, of course.

A: And what do you do in the afternoon?

B: I have a big lunch. Then I sleep. After that I go to a film with my friends.

A: And on Saturday evening?

B: We go to a restaurant. Or I just watch TV and then go to bed.

A: So, do you like Saturdays?

B: Oh, yeah! There's no school and I love swimming. And I also like meeting my friends.

A: What don't you like about Saturdays?

B: I hate getting up!

Song



The lion sleeps tonight

In the jungle, the mighty jungle,
The lion sleeps tonight.
In the jungle, the mighty jungle,
The lion sleeps tonight.

Near the village, the peaceful village,
The lion sleeps tonight.
Near the village, the peaceful village,
The lion sleeps tonight.
(chorus)

Hush, my darling, don't fear, my darling,
The lion sleeps tonight.
(chorus)

Project



My perfect weekend

Step 1: Write a diary for a perfect weekend.

- Think of your perfect activities.
- Write what you do and when.
- Write what you wear and when.

Step 2: Illustrate your text with drawings.

Step 3: Share your weekend activities with your classmates.

JUNE 8



*I get up at eight. I don't go to school.
At ten o'clock I meet my friends and
we play football. At one o'clock we ...*

歌曲

- 教师首先请学生将教材合上，播放歌曲，询问学生是否听过该歌曲，以及这首歌曲曾出现在哪部电影当中。
- 如果学生看过该电影，可以询问学生：What is it about? Do you like it? 如果没有看过，可以询问学生：What is your favourite animated film?
- 教师简单介绍歌曲及电影的相关情况。
- 教师根据学生的喜好程度决定播放歌曲的次数。

背景介绍

- ◇ 这首歌曲曾出现在电影《狮子王》中。它之前是一首南非的流行歌曲，名为Mbube（意思是“狮子”）。这首歌曲来源于一个古老的传说：来自欧洲的侵略者占领了狮王Chaka的领土，Chaka带领自己的子民奋力抵抗，最终战死。但Chaka并没有真正死去，一天Chaka复活了……
- ◇ 《狮子王》是迪斯尼公司1994年出品的一部动画影片，主要讲述了小狮子Simba经历重重苦难，最终成为草原之王的故事。

实践项目

- 该实践项目的设计意图是帮助学生复习一般现在时。
- 本部分的教学重点在于帮助学生用英语描述自己一天的活动，通过完成项目，复习、巩固一般现在时态、有关日常活动及服装的英语表达。

步骤1

- 请学生对项目主题“我的完美周末”进行头脑风暴，集思广益。
- 教师为学生提供词汇与表达上的帮助。

步骤2

- 该实践项目可以学生个人、两人一组或几人一组等形式来完成。
- 在具体的分组方式上，教师既可以将英语基础较为薄弱的学生和英语基础较好的学生分到一组，以便基础较弱的学生向他人学习；也可以将基础较弱的学生分为一组，以便教师能够给予该组更多的关注与帮助。
- 该实践项目应在10分钟内完成。教师注意严格监控时间。

步骤3

- 教师带领学生观察教材中的海报示例，讨论如何设计海报，并将学生的想法写在黑板上。
- 学生可以在课后搜集图片或自行画图，完成实践项目；也可以在下节课，在教师的指导下完成海报的设计与制作。
- 如有可能，将学生的作品贴在教室的墙上集中展示。

Words and Expressions

jacket /'dʒækɪt/ *n.* 夹克; 短上衣

jeans /dʒi:nz/ *n.* (复数) 牛仔裤

△ sandal /'sændl/ *n.* 凉鞋

shirt /ʃɜ:t/ *n.* 衬衫

△ shorts /ʃɔ:ts/ *n.* (复数) 短裤

skirt /skɜ:t/ *n.* 裙子

* sock /sɒk/ *n.* 袜子; 短袜

△ trainer /'treɪnə/ *n.* 运动鞋; 教练(员)

large /lɑ:dʒ/ *adj.* 巨大的; 大的

small /smɔ:l/ *adj.* (尺寸或数量) 小的

* medium /'mi:diəm/ *adj.* (大小、水平或数量) 中等的; 中号的

size /saɪz/ *n.* 大小; 尺寸

pair /peə/ *n.* 一副; 一对; 一双

birthday /'bɜ:θdeɪ/ *n.* 生日

try on 试穿

fit /fɪt/ *v.* (对某人) 合身

fitting room (商店里的) 试衣间

prefer /prɪ'fɜ:/ *v.* 更喜欢

pound /paʊnd/ *n.* 英镑(英国标准货币单位)

pay /peɪ/ *v.* 付款; 付钱给(某人)

credit /'kredit/ *n.* 赊购; 信贷

credit card 信用卡

customer /'kʌstəmə/ *n.* 顾客; 客户

pleasure /'pleʒə/ *n.* 愉快; 满足

never /'nevə/ *adv.* 决不; 从来没有

often /'ɒfən/ *adv.* 常常; 经常

full /fʊl/ *adj.* 满的; 完整的

be full of 充满……; 装满……

△ postman /'pəʊstmən/ *n.* 邮递员

hang out 闲待

△ smelly /'smeli/ *adj.* 有臭味的

smell /smel/ *n.* 气味; 臭味

hate /heit/ *v.* 讨厌; 恨

mind /maɪnd/ *v.* 介意; 在意

side /saɪd/ *n.* 面; 侧

fashion /'fæʃən/ *n.* 时尚; 流行款式

designer /drɪ'zeɪnə/ *n.* 设计师; 设计者

design /drɪ'zeɪn/ *v.* 设计

model /'mɒdl/ *n.* 时装模特; 模型

earn /ɜ:n/ *v.* 挣(钱)

fun /fʌn/ *adj.* 有趣的 *n.* 有趣的经历

boring /'bɔ:riŋ/ *adj.* 无聊的; 乏味的

wait /weɪt/ *v.* 等; 等候

studio /'stju:diəʊ/ *n.* 演播室; 工作室

travel /'trævəl/ *v.* (尤指长途) 旅行

kilometre /'kɪlə'mi:tə/ *n.* 千米; 公里

lonely /'ləʊnli/ *adj.* 孤单的; 孤独的

adult /'ædʌlt/ *n.* 成年人; 成人

△ teenage /'ti:neɪdʒ/ *adj.* 青少年的

teenager /'ti:neɪdʒə/ *n.* 青少年

* wool /wʊl/ *n.* 羊毛; 毛织物

△ hoodie /'hudi/ *n.* 带帽上衣

suit /sju:t/ *n.* 套装; 一套衣服

swimming suit 游泳衣

Pat /pæt/ 帕特(男子名)

Sally /'sæli/ 萨莉(女子名)

Anthony /'æntəni/ 安东尼(男子名)

Louise /lu:'i:z/ 路易丝(女子名)

拓展训练

拓展训练1——How often do you wear ...?

目标: 练习服装单词的拼写与频度副词的用法。

形式: 两人一组。

时间: 20~25分钟。

材料: 图片A、图片B(每人一张)。

步骤: 第三部分 Language Focus(语言聚焦) 频度副词之后进行该拓展训练。

1. 请学生两人一组, 面对面而坐, 告诉学生不能看对方的图片。教师发放图片。
2. 给学生2分钟时间仔细观察图片, 将图片中的12种服饰记下来。
3. 学生交换图片, 然后凭借记忆告诉对方自己的图片当中有哪些服饰。
4. 请学生用How often do you wear ...? 句型轮流提问, 如: How often do you wear a jacket at the weekend?
学生根据实际情况利用频度副词回答问题, 如: I never/sometimes wear a jacket at the weekend.
5. 学生以小组为单位向全班做汇报, 如: Jenny sometimes wears a jacket at the weekend.

注意: 此拓展训练中有部分单词教材当中没有涉及, 因此教师需要事先带领学生熟悉这些单词, 以降低练习的难度, 确保活动顺利进行。



拓展训练 2——Likes and dislikes!

目标: 练习 like/love/mind/hate + 动词-ing形式, 以及日常活动的英文表达。

形式: 两人一组+全班活动

时间: 30~40分钟。

材料: 表格A、表格B(每人一张)。

步骤: 第三部分 Language Focus(语言聚焦) 动词-ing形式之后进行该拓展训练。

1. 教师首先做示范, 询问学生: Do you like playing tennis / making your bed? 引出回答: Yes, I love / don't mind it. 或 No, I don't like / hate it.
2. 将学生分为两人一组, 发放表格。学生根据自己手中表格的内容询问对方问题, 并将对方的名字写在表格的相应位置上。
3. 小组活动完成之后, 学生继续询问其他同学, 将对方的名字写在表格的相应位置上。要求将表格尽量填满。活动时间为10分钟。
4. 10分钟之后, 学生回到原来的小组, 与对方互相比照表格。他们选定两位同学, 就这两位同学的 likes 与 dislikes 写一份简单的小结, 如: May hates playing tennis and making her bed but she loves ...

Likes and dislikes

A Everyday activities

Do you like ...	likes	doesn't like	loves	doesn't mind	hates
playing tennis					
singing					
swimming					
using a mobile					
getting up early					
wearing jeans and trainers					
going out on Saturday					
using a computer					

B Housework

Do you like ...	likes	doesn't like	loves	doesn't mind	hates
making your bed					
doing the shopping					
helping in the house					
doing the washing up					
cooking					
cleaning					
doing the washing					
looking after the pet					

Unit 6 What's going on?

单元教学目标与要求

话题 Topic	职业及不同职业所从事的活动 (Jobs and activities)
词汇与常见表达 Words and Expressions	1. 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions) 2. 能够正确使用下列常用表达 It's / This is ... How is ... going? Not bad. What's going on? Have a good time. I can't talk now. Talk to you later. Thanks for calling. Have fun. What are you doing?
语音 Pronunciation	能够区分元音 /ə/ 与 /ɜ:/ 的不同发音
交际任务 Communication	1. 能够在生活场景中与他人用电话交流彼此正在做什么, 并就日常话题进行简单交流 How is ... going? Good. / Not bad. Where are you? What's going on? What are you doing? Have a good time. I can't talk now. Talk to you later. Thanks for calling. Have fun. 2. 能够在职业场景中询问某人一天的工作情况, 并进行简单交流 How is your first day at work? What about you? What are you doing?
语言聚焦 Language Focus	1. 掌握现在进行时态下的肯定与否定句式 2. 掌握现在进行时态下的一般疑问句形式及其简短回答 3. 掌握现在进行时态下的特殊疑问句形式
语言技能 Language Skills	1. 能够通过阅读篇章, 了解 Tina 的工作, 以及不同的时间段 Tina 在做什么等信息 2. (选修) 能够通过听力, 进一步了解 Tina 的工作, 以及 Tina 朋友的工作等信息 3. (选修) 能够在阅读与听力的基础之上, 就工作状态、工作地点、工作内容等话题进行简单对话 4. 能够正确使用时间短语进行网络聊天
学习策略 Learning Strategies	1. 词汇学习策略: 在某些动词的末尾, 加上 -r, -er 或 -or, 可以把动词变为名词 2. 阅读策略: 在阅读中, 可通过寻找中心句来快速了解段落及篇章的大意
文化点滴 Cultural Tips	1. 了解在英美语境下男服务员和女服务员的不同表达 2. 了解在工作场合使用电话的注意事项 3. 了解在西方国家, 对不同行业的服务人员, 是否应支付小费以及小费的大概数额

Unit 6 What's going on?

Part 1 Vocabulary

Jobs

1. Match the words with the pictures. Listen, check and repeat.

gardener
hairdresser
mechanic
nurse
reporter
taxi driver
tourist guide
waiter



Learning Tip

Adding *-r*, *-er*, *-or*

Change verbs into nouns by adding *-r*, *-er*, *-or* to verbs:

write → *writer* *report* → *reporter* *act* → *actor*
drive → *driver* *design* → *designer* *visit* → *visitor*

Cultural Tip

waiter 一般指 (餐馆的) 男服务员, *waitress* 指女服务员。在很多西方国家, 人们通常会支付服务业从业人员一定数额的小费 (tip)。

2. Listen and repeat.

/ə/ or /ɜ:/

(1) gardener waiter designer driver hairdresser
(2) first shirt nurse her worker

3. In pairs, A, think of a job but don't say what it is; B, ask questions.

- What time does he/she start work?
- Does he/she work inside or outside?
- Does he/she wear a uniform or not?

B: *Is it a nurse?*

A: *Yes, she is. / No, she isn't.*

Grammar Tip

此处 *or* 为选择连词, 意为“或; 还是”, 如: *Is he doing homework or playing computer games?*

第一部分 词汇——职业

在本部分，学生们将学习常见职业的英文表达。

热身

- 请学生们写下4个自己一周之中比较重要的时间点，如：two o'clock on Saturday。
- 请学生两人或几人一组，互相展示自己所写的时间，并用一般疑问句式来询问对方某个时刻在做什么，如：Do you play football at two o'clock on Saturday? Do you meet your friends then?
- 教师提醒学生用一般现在时态进行问答，并且提问的一方每次最多只能问5个问题。看谁猜得最多最准。

活动1

- 本部分有些词汇学生应该较为熟悉，教师可先引出这些词汇，然后着重讲授其他生词。
- 请学生听录音，然后两人一组，互相核对答案。
- 教师简要介绍英语中男服务员和女服务员的不同表达。

参考答案

A: taxi driver B: waiter C: gardener D: mechanic
E: reporter F: hairdresser G: nurse H: tourist guide

学习小贴士

- ◇ 教师带领学生们阅读学习小贴士 (Learning Tip) 的内容，并解释其具体含义：在某些动词的末尾，加上 -r, -er 或 -or，可以把动词变为名词。
- ◇ 给学生1分钟的时间浏览并记忆活动1中的词汇，然后两人一组，相互测试。

活动2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握正确的发音。
- 语音小对话
A: A driver is talking with a designer.
B: What are they talking about?
A: I don't know. I only heard the first word.

活动3

- 教师首先提出问题：What time does a mechanic start work? Does he work inside or outside? Does he wear a uniform? 请学生回答。然后教师请学生两人一组，做问答练习。
- 教师提醒学生可以扩展问题的范围，如：Does he work with people / alone? Does he work in the shop/office/factory/street? Does he work at night / at weekends?

语法小贴士

教师提醒学生注意 or 此处为选择连词，意为“或；还是”，常用于两个并列结构之间，如：Do you like apples or oranges? Do you stay at home or go to school?

Part 2 Communication

I. Lead-in: Jobs and activities

1. 🎧 Match the jobs with the activities. Listen, check and repeat.

gardener
hairdresser
mechanic
nurse
reporter
taxi driver
tourist guide
waiter

repair car engines
look after patients
report news
serve food and drink
look after trees and flowers
cut hair
drive the taxi
show tourists around

2. In pairs, A, mime an activity in exercise 1; B, guess what job it is.

A: *What am I doing?*

B: *Are you cutting hair?*

A: *Yes, I am.*

B: *You're a hairdresser!*

II. Conversation: What's going on?

1. 🎧 Listen and read.

Mark finds a part-time job in the school café. May is calling him on the phone.

May: Hi, Mark. It's May.

Mark: Hey, May. How are you?

May: Good, thanks. How is your part-time job going?

Mark: Not bad.

May: What are you doing?

Mark: I'm serving food and drink.

May: What? At the moment?

Mark: No, I'm cleaning the floor. What about you?

I heard a lot of noise. What's going on?

May: I'm at my cousin's birthday party.

People are dancing, talking and laughing.

Mark: Are you having a good time?

May: Yes, indeed. Oops, I can't talk now. The cake is coming.

Talk to you later.

Mark: Bye, May, thanks for calling. Have fun.

Expressions

It's / This is ...

How is ... going?

Not bad.

at the moment

What's going on?

Have a good time.

I can't talk now.

Talk to you later.

Thanks for calling.

Have fun.

第二部分 交际任务

在本部分, 学生们将学习如何用英文表达职业以及不同职业所从事的活动, 并练习在日常生活与职业场景中就与职业有关的话题进行简单的对话。如有必要, 教师可以用母语举例或说明。

I. 导入: 职业及其所从事的活动

活动 1

- 本部分有些词汇学生应该较为熟悉, 教师可先引出这些词汇, 然后请学生两人一组, 试着猜测生词的词义。
- 教师根据学生的反馈做有针对性的介绍与讲解。
- 教师请学生独立完成练习, 然后听录音, 核对答案, 跟读单词。

- ◇ engine, 名词, 意为“发动机; 引擎”, 如: The engine won't start.
- ◇ serve, 动词, 意为“服务(顾客); 端上(饭菜)”, 如: The waiter is serving another table.
- ◇ show ... around, 意为“带(某人)参观”, 如: He is showing her around the house.

参考答案

gardener: look after trees and flowers

hairdresser: cut hair

mechanic: repair car engines

nurse: look after patients

reporter: report news

taxi driver: drive the taxi

tourist guide: show tourists around

waiter: serve food and drink

活动 2

- 教师首先做活动示范, 选择活动1中的某项工作进行模仿, 然后请学生猜测自己模仿的是何种工作。
- 请学生两人一组, 完成模仿及问答练习。

II. 对话: 发生了什么?

在本部分, Mark 在学校的咖啡馆找了份兼职工作。May 正在给他打电话, 询问他的工作情况。

活动 1

- 播放完录音之后, 教师重点检查学生对本单元应知短语(Expressions)中单词与短语的含义及发音的掌握情况, 同时检查学生对对话中的生词, 如: moment, floor, noise, laugh, indeed, later, oops 等的掌握情况。
- 请学生听录音, 跟读对话。
- 教师根据学生的反馈做有针对性的介绍与讲解。

- ◇ not bad, 意为“不错”, 口语中常用, 如: How are you? Not bad.
- ◇ moment, 名词, 意为“某一时刻”, 如: It's one of the best moments in my life. 其常用词组 at the moment, 意为“此刻; 眼下; 目前”, 如: Ellie is on holiday in Italy at the moment.
- ◇ indeed, 副词, 意为“当然; 确实”, 用于强调陈述或回答, 如: Are you happy? Yes, indeed.

2. Answer the following questions.

- (1) What's Mark doing for his part-time job?
- (2) What's Mark doing now?
- (3) Where is May now?
- (4) What are people doing at the party?
- (5) Is May having a good time?

3. In pairs, practice the conversation.

III. Speaking: First day at work

1. In pairs, A, you find a job as a secretary in a company; B, you find a job as a mechanic in the factory. A is calling B to ask about his/her first day at work. Complete the conversation with a - f.

A: Hi, B. ⁽¹⁾_____.

B: Hello, A. How are you?

A: ⁽²⁾_____. What about you? How is your first day at work?

B: ⁽³⁾_____.

A: ⁽⁴⁾_____?

B: I'm checking and repairing car engines.

A: What? At the moment?

B: No, I'm taking a break. What about you? What are you doing?

A: Well, I'm making coffee for my boss. Oops, ⁽⁵⁾_____.

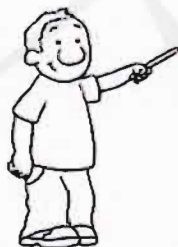
The boss is coming. ⁽⁶⁾_____, B.

B: See you.

- a. It's good.
- b. Talk to you later
- c. What are you doing
- d. This is A.
- e. I can't talk now
- f. Not bad. Thanks.

2. Your friend is doing a part-time job in the factory. Call him/her to ask about what he/she is doing at the moment. Use the following phrases.

- It's ...
- Hi/Hello/Hey!
- How are you?
- Thanks for calling.
- I can't talk now.
- Sorry, can you say it again?
- Bye!
- See you later!



Get ready for the workplace

When you use your phone at the workplace, remember

- to be polite and not to speak loudly;
- to listen carefully and speak clearly;
- to repeat all important information in a message;
- to switch off or set your mobile vibrate while in a meeting.

活动2

- 视学生的实际情况,教师可以请学生阅读对话,回答问题,也可以请学生听录音,回答问题。

参考答案

- (1) He is serving food and drink.
- (2) He is cleaning the floor.
- (3) She is at her cousin's birthday party.
- (4) People are dancing, talking and laughing.
- (5) Yes, she is having a good time.

活动3

- 请学生两人一组练习对话。鼓励英语基础较好的学生对对话中的人物身份进行替换,改编并表演对话。
- 在学生练习对话时,教师要注意观察、记录对话中出现的问题,在课堂总结环节处理这些问题。

III. 职场口语

- 为确保该口语交际活动顺利进行,学生应在活动前做好充分准备。教师首先带领学生讨论打电话时有哪些常用句型,如: Who is that? This is ... How are you? I can't talk now. Sorry, can you say it again? Thanks for calling. See you later.
- 请学生两人一组,补全对话,然后分角色练习对话。
- 在学生练习对话时,教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 在课堂总结环节,教师可将上述例子写在黑板上,请学生们判断正误。

活动1**参考答案**

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

活动2

- 在活动1的基础之上,教师请学生自行设计人物角色及场景,继续进行口语训练。

走近职场

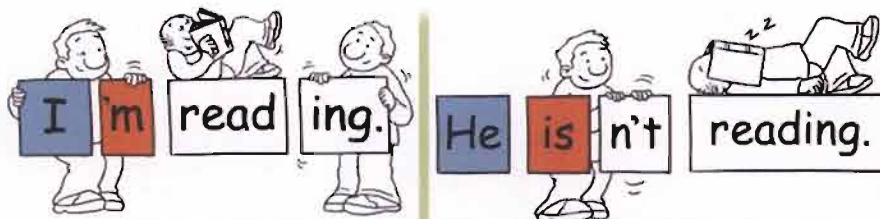
- 教师询问学生在工作场合使用电话有哪些注意事项。
- 教师讲解在工作场合使用电话的注意事项,引导学生反思自己的行为与表现。
- 教师可以请学生进一步补充在工作场合使用电话的其他相关注意事项。

Part 3 Language Focus



Hi, grandma! Thank you for your present! I'm wearing the dress now. Yes, we're having a good time. Aunt Betty is dancing with Uncle Paul. He is wearing a suit and she is wearing a beautiful skirt. Louise is chatting with Tommy. She is wearing a new pair of shoes and he is wearing a suit as well. They all dress up. Mum's bringing my birthday cake! Bye!

1. Present continuous – positive and negative



I	am ('m)	reading.
You	are ('re)	
He/She/It	is ('s)	
We/You/They	are ('re)	

I	am not ('m not)	reading.
You	are not (aren't)	
He/She/It	is not (isn't)	
We/You/They	are not (aren't)	

1. Complete the passage with the correct forms of the verbs.

I'm ⁽¹⁾ *talking* (talk) to my grandmother on the phone. I ⁽²⁾ _____ (tell) her about my birthday party. My uncle ⁽³⁾ _____ (dance) with my aunt. My brother Tommy ⁽⁴⁾ _____ (talk) with my sister. My uncle ⁽⁵⁾ _____ (wear) a suit and my aunt ⁽⁶⁾ _____ (wear) a beautiful skirt. It's time to go. My mum ⁽⁷⁾ _____ (bring) my cake into the room.

2. Rewrite the sentences as negatives.

- (1) I'm talking to my grandfather. → *I'm not talking to my grandfather.*
- (2) My uncle is dancing with my sister.
- (3) My brother and sister are watching TV.
- (4) We're wearing the school uniform.
- (5) My mum is bringing my present.
- (6) My aunt is making a phone call.

第三部分 语言聚焦

在本部分, 学生们将重点学习现在进行时态下的肯定、否定、一般疑问句、特殊疑问句等句式。

热身

- 复习上节课学过的有关职业的单词。请学生两人一组, 轮流模仿四种不同的职业, 请对方猜测。教师可邀请几组学生到教室前面进行演示, 请全班投票选出哪一组模仿得最生动。

1. 现在进行时的肯定式及否定式

- 教师首先带领学生观察图片, 并提问: What's the situation? 引出回答: It's a birthday party.
- 请学生阅读文本, 并回答问题: Who's the person talking to on the phone? Who's at the party?
- 教师带领学生阅读左侧语法框中的例句, 并提醒学生现在进行时的肯定句式基本结构为: be 动词 + V-ing。
- 请学生在短文中将现在进行时态的动词圈出来。教师提问: Is the person talking about now or every day? 引出回答: Now. / At the moment. 帮助学生进一步明确现在进行时的时间概念。

活动 1

参考答案

(2) am telling (3) is dancing (4) is talking (5) is wearing (6) is wearing (7) is bringing

活动 2

- 教师带领学生阅读右侧语法框中的例句, 提醒学生注意现在进行时否定句式的基本结构。
- 教师带领学生做替换练习。教师首先给出句子: He isn't writing. 然后请学生分别用人称代词 I, she, we, they 等来替换主语 he, 直到学生熟练掌握为止。

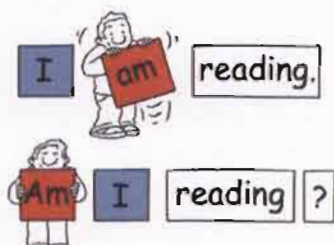
参考答案

- (2) My uncle isn't dancing with my sister.
 (3) My brother and sister aren't watching TV.
 (4) We aren't wearing the school uniform.
 (5) My mum isn't bringing my present.
 (6) My aunt isn't making a phone call.

备选活动

- 完成活动 2 之后, 教师可增设一些个性化的练习, 比如教师可以自己为例, 给出句子: I'm speaking Chinese. 引导学生回答: No, you aren't speaking Chinese. You are speaking English.

II. Present continuous – questions and short answers



Am	I	reading?	Yes, I am.	No, I am not ('m not).
Are	you		Yes, I am.	No, I am not ('m not).
Is	he/she/it		Yes, he/she/it is.	No, he/she/it is not (isn't).
Are	we/you/they		Yes, we/they are.	No, we/they are not (aren't).

1. Make questions from the sentences.

- (1) We're having a good time. → *Are you having a good time?*
- (2) Aunt Betty is dancing.
- (3) Uncle Paul is wearing a T-shirt and jeans.
- (4) Louise and Tommy are reading.
- (5) Mum's bringing my birthday cake.
- (6) My brother is wearing the school uniform.

2. Answer the questions in exercise 1.

III. Present continuous – *wh*- questions

What	am	I	reading?
Why	are	you	
Where	is	he/she/it	
	are	we/you/they	



The *wh*- word goes before the question.

Make *wh*- questions from the words.

- (1) why / you / read this book? → *Why are you reading this book?*
- (2) what / your teacher / do?
- (3) where / your friends / go today?
- (4) who / your teacher / look at?
- (5) what / she wear / now?
- (6) what / you / do at the moment?

II. 现在进行时：一般疑问句与简短回答

- 教师带领学生阅读语法框中的例句，提醒学生注意现在进行时态下一般疑问句的句型及其简短回答。
- 教师提醒学生一般疑问句的句尾要用升调。

活动 1

- 教师请学生将句子改为一般疑问句。
- 教师请学生朗读一般疑问句，提醒学生注意语音、语调。

参考答案

- (2) Is Aunt Betty dancing? (3) Is Uncle Paul wearing a T-shirt and jeans?
 (4) Are Louise and Tommy reading? (5) Is mum bringing my birthday cake?
 (6) Is my brother wearing the school uniform?

活动 2

- 教师提醒学生需到第三部分最开始的短文中去寻找答案。
- 教师请学生两人一组，将活动1与活动2结合起来，轮流进行问答。

参考答案

- (1) Yes, we are. (2) Yes, she is. (3) No, he isn't. (4) No, they aren't. (5) Yes, she is. (6) No, he isn't.

III. 现在进行时：特殊疑问句

- 教师带领学生阅读语法框中的例句，提醒学生注意现在进行时态下特殊疑问句的句型。
- 教师提醒学生特殊疑问句的句尾要用降调。

活动

- 教师请学生两人一组，利用给出的词组组成特殊疑问句，并根据实际情况作答。
- 教师带领学生核对答案。

参考答案

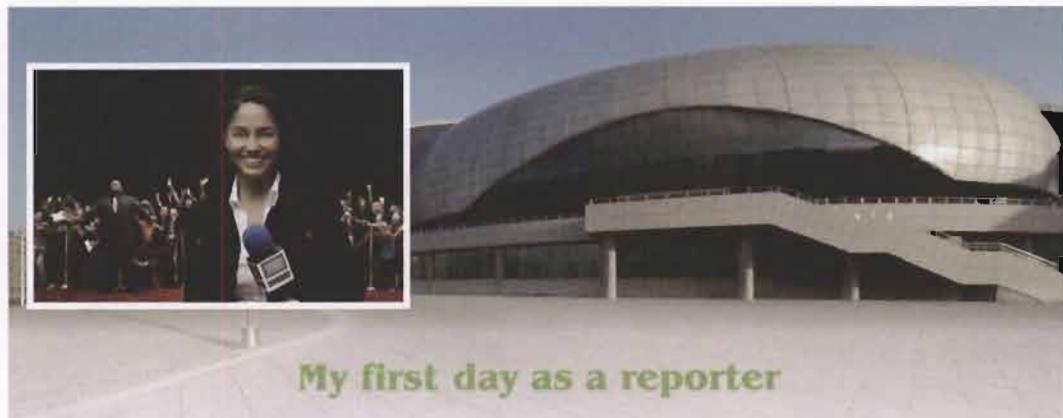
- (2) What is your teacher doing?
 (3) Where are your friends going today?
 (4) Who is your teacher looking at?
 (5) What is she wearing now?
 (6) What are you doing at the moment?

备选活动

- 教师可请学生利用特殊疑问词 what, why, when, where, who, how 等写出更多的特殊疑问句，并轮流进行问答。

Part 4 Language Skills

I. Reading



Tina is a reporter. This is the diary of her first day at work.

It's my first day as a reporter. I'm really excited! Right now, it's 7:30 in the evening and we are at PEP Vocational School. What's going on? Well, there's an exciting talent competition in the school stadium. And I'm going to report the show!

I'm wearing a yellow suit today. But the director doesn't like it. "Yellow isn't a good colour on TV," she says. "Either black or blue will do. Do you have a black or blue suit?" Luckily, I do have a black one with me.

Now, it's my show time. I'm standing inside the stadium. People are watching me, and it makes me very nervous. The director says, "Smile and talk slowly. Believe yourself to be the best."

It's 10 p.m. and the show is over. But we are still working in the stadium. I'm talking to the winner of the competition at the moment, Orlando Rossi, a talented musician. I really like his music and I'm starting to enjoy my job!

Words you need

diary *n.* 日记; 日记簿
excited *adj.* 兴奋的; 激动的
stadium *n.* 体育场; 运动场
director *n.* 导演; 负责人
either *conj.* 或者; 要么
nervous *adj.* 神经紧张的

Reading Tip

中心句指的是能够概括段落大意的句子, 常出现在段落的起始或末尾。

第四部分 语言技能

在本部分，学生们将了解 Tina 第一天从事记者这份工作的情况，还将通过阅读、听力、口语及写作任务综合运用之前所学的语言。

热身

- 请学生四人一组，每组根据教室内的真实情况用现在进行时态写出4个肯定句与4个否定句。看哪一组表述得最准确，完成得最迅速。

1. 阅读

- 在阅读正文之前，教师首先带领学生观察图片，请学生判断图中人物从事的是什么工作，并简单阐述理由，完成活动1。
- 教师简单介绍本课给出的阅读建议(Reading Tip)，请学生浏览短文，在1分钟内找到文章的中心句。
- 请学生再次阅读短文，在10分钟内完成活动2。
- 教师请学生以小组为单位，将课文中的生词标注出来，教师对这部分词汇进行重点分析与讲解。

注释

- ◇ diary, 名词, 意为“日记; 日记簿”, 如: I keep a diary every day.
- ◇ excited, 形容词, 意为“兴奋的; 激动的”, 如: He is excited.
- ◇ exciting, 形容词, 意为“令人兴奋或刺激的”, 如: The news is exciting.
- ◇ stadium, 名词, 意为“体育场; 运动场”, 如: He goes to the stadium every other day.
- ◇ director, 名词, 意为“导演; 负责人”, 如: He is a famous director.
- ◇ nervous, 形容词, 意为“神经紧张的”, 如: I am nervous when I see the doctor.
- ◇ slowly, 副词, 意为“慢慢地; 缓慢地”, 如: He walks slowly. 其形容词形式为 slow, 意为“慢的; 缓慢的”, 如: He is not a slow learner.
- ◇ over, 形容词, 意为“结束的; 完结的”, 如: The exam is over.

参考译文

我做记者工作的第一天

Tina 是一名记者。这是她工作第一天的日记。

今天是我作为记者工作的第一天。我真的很兴奋! 现在是傍晚时间7点半, 我正在 PEP 职业学校为大家做现场报道。这里究竟在举办什么活动? 原来校体育场正在举办一场激动人心的才艺大赛! 我将为大家报道这场比赛!

今天我穿了黄色套装, 但是导演不喜欢我的着装。她说: “黄色在电视镜头中效果不好。” “黑色或蓝色的衣服都可以。你有黑色或蓝色的衣服吗?” 她问。幸运的是, 我今天随身带了一套黑色的衣服。

好啦, 现在是我的出场时间了。站在体育场内, 人们都在看我, 我很紧张。导演说: “面带笑容, 语速放缓。相信自己是最棒的。”

现在是晚上10点, 大赛已经结束。但我们还在体育馆内工作着。此刻我正在采访一位富有才华的音乐人, 今晚大赛的冠军 Orlando Rossi。我真的很喜欢他的音乐, 也开始享受自己的工作!

1. Look at the photos. What does the woman do? Why do you think so?

2. Read the passage and answer the questions.

- (1) Where is Tina?
- (2) What's going on in the stadium?
- (3) What is Tina wearing for the show?
- (4) When is the show over?
- (5) What's Tina doing after the show?
- (6) Is Tina enjoying her job?

(Extra) II. 🎧 Listening: A phone conversation

Tina's friend is calling her during the show. Listen and answer the questions.

- (1) Who is Tina talking to?
- (2) What does Tina's friend do?
- (3) What is her friend doing for the day?
- (4) How is the day going for Tina?
- (5) How is the show?
- (6) Does Tina's friend like the guitar music?

(Extra) III. Speaking: Speaking on the phone

In pairs, talk on the phone. A, you are Tina. B, you are Tina's friend.

- Hi, how are you?
- Where are you?
- What's going on?
- Nice talking to you.
- See you later.



活动 1**参考答案**

略

活动 2

- 教师与学生一起阅读问题，确保学生理解题意之后，请学生快速阅读短文，找出答案。

参考答案

- | | |
|--|--|
| (1) She is at PEP Vocational School. | (2) There's a talent competition in the stadium. |
| (3) She is wearing a black suit. | (4) The show is over at 10 p.m. |
| (5) She is talking to the winner of the competition. | (6) Yes, she is. |

(选修) II. 听力 (听力原文参见第 165 页)**活动**

- 教师首先带领学生阅读问题，请学生带着问题有针对性地去听录音。
- 教师提醒学生边听边将对话中的关键词记录下来。
- 教师根据学生情况确定播放录音的次数。

参考答案

- | | |
|--|-----------------------------|
| (1) She is talking to Emma. | (2) She is a tourist guide. |
| (3) She is showing tourists around the city. | (4) It is going well. |
| (5) The show is very good. | (6) Yes, she does. |

(选修) III. 口语**活动**

- 教师请学生单独或两人一组，练习组织问句，然后请几名学生进行演示。
- 请学生两人一组，做问答练习。教师注意观察，并随时提供帮助。
- 请几组学生进行问答演示，全班仔细聆听。
- 教师对学生的表现进行反馈与总结。

备选活动

- 完成该活动之后，学生也可以自行拟定对话的人物、场景等信息，继续进行口语练习。

IV. Writing: A web chat

1. Writing tips: Time clauses

now, right now, at the moment, today, this week

At the moment, I'm writing my diary.

Right now, he's driving the taxi.

Write sentences, using the time clauses.

- (1) at the moment / the hairdresser / cut hair
→ *The hairdresser is cutting hair at the moment.*
- (2) now / the taxi driver / take a break
- (3) at the moment / someone's mobile / ring
- (4) right now / the reporter / give a report
- (5) today / mechanic / repair the engine
- (6) right now / waitress / serve food

2. Writing task: A web chat

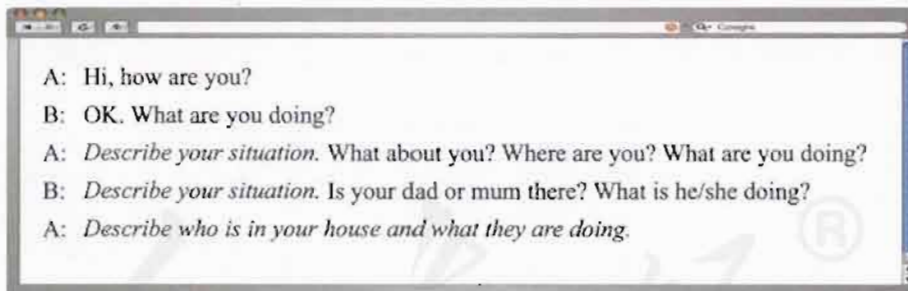
Tell your friend what you are doing. Use the steps below to help you.

Step 1: Research

Think about the things you usually do. Make notes. Use Tina's diary to help you.

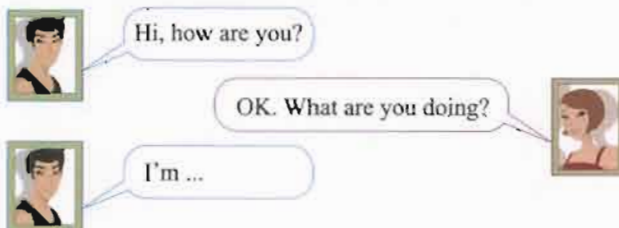
Step 2: Draft

Write a draft.



Step 3: Check

Check your draft. Are the time clauses correct? Write the final version.



IV. 写作

活动 1

- 教师带领学生浏览表格中的句子，并解释 now, right now, at the moment, today 等时间短语的含义及用法。
- 教师请学生在阅读篇章中找出上述时间短语。

现在进行时常和表示现在时间的副词及副词短语一起使用，如：now, right now, at the moment, today, this week, this term, this year 等。例句如下：

- ◇ He is coming now.
- ◇ He is writing a letter at the moment.
- ◇ He is spending his holiday in England this summer.
- ◇ He is living in the country this year.

参考答案

- (2) The taxi driver is taking a break now.
- (3) Someone's mobile is ringing at the moment.
- (4) The reporter is giving a report right now.
- (5) The mechanic is repairing the engine today.
- (6) The waitress is serving food right now.

活动 2

- 教师可事先准备一份英文聊天记录，组织学生讨论该聊天记录中涉及的 who, when, where, what, why 等具体信息。
- 教师带领学生总结一些典型的网络聊天用语，如：将 you 缩写为 u, are 缩写为 r, 88 代表再见等。
- 教师组织学生思考自己的一些日常活动以及从事这些活动的时间，并记录下来。
- 请学生两人一组，共同写出网络聊天的初稿。在学生写初稿时，教师应注意观察、记录，并随时向学生提供帮助。
- 初稿写完之后，请学生之间互相检查初稿，帮助修改。
- 在前面步骤的基础上，教师可将定稿的写作留作课后作业。

参考作文

- A: How are you?
 B: Not bad. What are you doing?
 A: I'm doing my homework at home. What about you? Where are you?
 B: I'm reading books in the school library.
 A: What are you reading?
 B: I'm reading a short story.
 A: Really? What's the name of the story? How is it?
 B: ...

Unit Check



I. Vocabulary

1. Write the jobs.



(1) _____



(2) _____



(3) _____



(4) _____



(5) _____



(6) _____



(7) _____



(8) _____

2. Ask and answer about what people are doing in the pictures above.

A: *What is she doing?*

B: *She is looking after the patient.*

II. Communication

3. Complete the phone conversation.

A: Hi, ⁽¹⁾ _____'s Tracy.

B: ⁽²⁾ _____, Tracy. ⁽³⁾ _____ ⁽⁴⁾ _____ you?

A: Not bad. What ⁽⁵⁾ _____ you ⁽⁶⁾ _____?

B: I'm watering flowers. What about you?

A: I'm cleaning the floor. Oops! I ⁽⁷⁾ _____ talk now.

B: Thanks for ⁽⁸⁾ _____.

A: ⁽⁹⁾ _____ you later!

B: ⁽¹⁰⁾ _____!

单元测试

- 本部分的使用方法详见第一单元的单元测试。学生完成测试之后, 请他们填写单元自我评价表 (Now you can ...), 并请学生回答下列问题: What are you good at? What problems do you have? What can you do to improve?
- 如有可能, 教师尽量与学生进行一对一的面谈, 给学生以具体的建议和鼓励。

I. 词汇

练习 1

参考答案

- | | |
|-----------------|-------------------|
| (1) nurse | (2) tourist guide |
| (3) gardener | (4) waitress |
| (5) hairdresser | (6) reporter |
| (7) taxi driver | (8) mechanic |

练习 2

参考答案

- (2) She is showing tourists around.
 (3) She is looking after flowers.
 (4) She is serving food.
 (5) She is cutting hair.
 (6) He is giving a report.
 (7) He is driving a car / the taxi.
 (8) He is repairing a car / the car engine.

II. 交际任务

练习 3

参考答案

- | | |
|-------------|--------------------|
| (1) It | (2) Hello/Hi |
| (3) How | (4) are |
| (5) are | (6) doing |
| (7) can't | (8) calling |
| (9) Talk to | (10) See you / Bye |

III. Language Focus

4. Write positive and negative sentences.

- (1) I / report the show / on TV
 → *I'm reporting the show on TV.*
 → *I'm not reporting the show on TV.*
- (2) Mark / work as a waiter / in the restaurant
- (3) His mobile / ring
- (4) Ellie / call him / on the phone
- (5) Mark / serve food / right now
- (6) He / wear a white shirt / at the moment

5. Write true short answers.

- (1) Are you using the computer at the moment?
 → *No, I'm not.*
- (2) Is your dad sleeping?
- (3) Is your mum using her mobile?
- (4) Are your parents watching TV?
- (5) Are you eating?
- (6) Is your teacher writing?

6. Write *wh*- questions.

- (1) what / Ellie / do?
 → *What's Ellie doing?*
- (2) what / you / look at?
- (3) who / they / talk to?
- (4) why / they / read the book?
- (5) why / you / study English?
- (6) what / you / wear?



Unit Summary

Now you can ...

- name jobs (exercise 1)
- talk about the activities of different jobs (exercise 2)
- chat on the phone (exercise 3)
- use present continuous
 - positive and negative (exercise 4)
 - questions and short answers (exercise 5)
 - *wh*- questions (exercise 6)
- write about what you are doing, using time clauses

III. 语言聚焦

练习4

参考答案

- (2) Mark is/isn't working as a waiter in the restaurant.
 (3) His mobile is/isn't ringing.
 (4) Ellie is/isn't calling him on the phone.
 (5) Mark is/isn't serving food right now.
 (6) He is/isn't wearing a white shirt at the moment.

练习5

参考答案

略

练习6

参考答案

- (2) What are you looking at? (3) Who are they talking to?
 (4) Why are they reading the book? (5) Why are you studying English?
 (6) What are you wearing?

听力原文

Emma: Hello, Tina. This is Emma.

Tina: Hi, Emma. How are you?

Emma: I'm fine. Thanks.

Tina: How is your first day at work?

Emma: It's good. I'm showing tourists around the city. How is your day going?

Tina: It's going well.

Emma: I heard a lot of noise. Where are you?

Tina: I'm in the school stadium.

Emma: What are you doing there?

Tina: Well, I'm reporting a school talent competition.

Emma: Wow, sounds great! How is the show?

Tina: Very good.

Emma: Is someone playing the guitar?

Tina: Yes, Orlando is playing the guitar. His music is really good. Listen!

Emma: Oh, I like his music too. Enjoy the show and enjoy your day!

Tina: Thanks! See you!

Emma: See you!

Cultural Exchange



How much to tip?

It's a custom to tip those who provide useful services in the West. But if you ask people how much to tip, you will get different answers. How much should we tip? Let's take a look at what a research report in the USA says.

Jobs	Tip
waiter	20% of the bill for great service; 15% for very good service; no less than 10% for poor service
bartender	15% to 20% of the bill, with a minimum of 50 cents per soft drink, 1 dollar per alcoholic drink
garage attendant	2 dollars to bring your car to you
taxi driver	15% will be enough; an extra 1 dollar to 2 dollars for help with bags
food delivery person	10% of the bill. Should tip 15% to 20% for a difficult delivery
grocery loader	Check with the store if tips are accepted. If so, 1 dollar for bringing bags to car; 1.5 to 3 dollars if you have more than 3 bags
hairdresser	15% to 20%
gas attendant	No tip

Read the passage and write the numbers.

- (1) You should tip a waiter _____ for very good service.
- (2) You should tip a bartender a minimum of _____ cents per soft drink.
- (3) For a taxi driver, _____ will be enough.
- (4) You should tip a food delivery person _____ for a difficult delivery.
- (5) You should tip a grocery loader _____ dollars, if you have more than 3 bags.
- (6) You should tip a hairdresser _____ of the bill.

Words you need

custom *n.* 习惯; 传统

bill *n.* 账单

minimum *n.* 最少量; 最低限度

alcoholic drink 含酒精饮料

attendant *n.* 服务员

grocery *n.* 食品杂货

gas *n.* 汽油

service *n.* (为顾客提供的) 服务

bartender *n.* 酒吧侍应生

soft drink 软饮料 (指不含酒精的饮料)

garage *n.* 停车场; 车库

delivery *n.* 递送; 交付

loader *n.* 装卸工

文化交流

- 本单元的文化交流部分意在帮助学生了解在西方国家，对不同行业的服务人员，是否应支付小费以及小费的大概数额。
- 本部分也可用作阅读教学的延伸。

活动

- 教师首先带领学生阅读题目，请学生猜测对不同行业的服务人员应支付小费的数额。
- 给学生5分钟的时间阅读短文并回答问题，培养学生获取信息和理解语篇的能力。
- 请学生两人一组，核对答案。

参考答案

(1) 15% (2) 50 (3) 15% (4) 15% to 20% (5) 1.5 to 3 (6) 15% to 20%

教师应提醒学生注意，本部分的内容来自于美国的一份研究报告，因此很多单词都是按照美式英语的表述习惯，有些与英式英语不同，如：bartender为美式英语，英式英语为barman或barmaid；garage在美式英语中表示“车库；停车场”等，在英式英语中则常用来表示“加油站”；“加油站”在美式英语中常用gas/petrol station来表示。

参考译文

应付多少小费？

在西方有向服务业从业人员支付小费的传统。但是具体问到应该给多少小费才合适，人们常常会给出不同的答案。我们应该支付多少小费？我们一起来看看美国的一份研究报告是怎么说的。

工作	小费
服务员	如果服务很好，支付账单总额的20% 如果服务较好，支付账单总额的15% 如果服务一般，支付账单总额的10%
酒吧侍应生	支付账单总额的15%~20%，其中每份软饮料需至少支付50美分，每份含酒精饮料需至少支付1美元
停车场工作人员	如果工作人员帮助取车，需支付2美元
出租车司机	最多支付消费总额的15%。如果司机帮助拿行李，可额外支付1~2美元
食品快递	消费总额的10%。如果对快递的食品有特殊要求，则需支付消费总额的15%~20%
杂货装卸工	首先需与杂货店确认他们是否收小费。在收小费的情况下，如果装卸工帮助将购物袋放到车上，需支付1美元；如果购物袋的数量超过3个，需支付1.5~3美元
理发师	消费总额的15%~20%
加油站工作人员	无需支付小费

Words and Expressions

△ gardener /'gɑ:dnə/ *n.* 园艺工人; 园丁
 garden /'gɑ:dn/ *n.* 花园
 * hairdresser /'heə,dresə/ *n.* 理发师; 美发师
 * mechanic /mi'kænik/ *n.* 技工; 机械工
 nurse /nɜ:s/ *n.* 护士
 reporter /ri'pɔ:tə/ *n.* 记者
 taxi /'tæksi/ *n.* 出租车
 driver /'draivə/ *n.* 司机; 驾驶员
 drive /draiv/ *v.* 开车; 驾驶
 tourist /'tuərist/ *n.* 游客; 游人
 guide /gaɪd/ *n.* 导游; 指南
 waiter /'weɪtə/ *n.* (餐馆的) 男服务员
 waitress /'weɪtrɪs/ *n.* (餐馆的) 女服务员
 inside /ɪn'saɪd/ *adv.* 在(建筑物、房间)内; 在里面
 outside /aʊt'saɪd/ *adv.* 在外面; 在户外
 repair /ri'peə/ *v.* 修理; 修补
 engine /'endʒɪn/ *n.* 发动机
 look after 照顾
 patient /'peɪfənt/ *n.* 病人; 患者
 news /nju:z/ *n.* 新闻(报道); 消息
 serve /sɜ:v/ *v.* 端上(饭菜等); 服务(顾客)
 cut /kʌt/ *v.* 剪; 减少
 show ... around 带……参观
 △ mime /maɪm/ *v.* 比画着表达
 moment /'məʊmənt/ *n.* 某一时刻; 片刻
 floor /flɔ:/ *n.* 地板; (楼房的)层
 noise /nɔɪz/ *n.* 噪声; 嘈杂声
 laugh /lɑ:f/ *v.* 发出笑声; (大)笑
 have a good time 玩得开心
 indeed /ɪn'di:d/ *adv.* 其实; 确实
 △ oops /ɒps/ *int.* 哎哟; 啊呀
 later /'leɪtə/ *adv.* 以后; 后来
 secretary /'sekri:təri/ *n.* 秘书
 factory /'fæktəri/ *n.* 工厂; 制造厂
 wear /weə/ *v.* 穿(衣服、鞋子等); 戴(首饰)
 aunt /ɑ:nt/ *n.* (姑、姨、婶、伯、舅)母
 uncle /'ʌŋkəl/ *n.* 伯(叔、舅)父; 姑(姨)夫
 chat /tʃæt/ *v.* 闲谈; 聊天

dress up 穿得正式; 装扮
 bring /brɪŋ/ *v.* 带来; 拿来
 diary /'daɪəri/ *n.* 日记; 日记簿
 excited /ɪk'saɪtɪd/ *adj.* 兴奋的; 激动的
 exciting /ɪk'saɪtɪŋ/ *adj.* 令人兴奋的; 刺激的
 * stadium /'steɪdiəm/ *n.* 体育场; 运动场
 either /'aɪðə/ *conj.* 或者; 要么
 either ... or 或者……或者
 director /dɪ'rektə/ *n.* 导演; 负责人
 nervous /'nɜ:vəs/ *adj.* 神经紧张的
 △ slowly /'sləʊli/ *adv.* 慢慢地; 缓慢地
 slow /sləʊ/ *adj.* 慢的; 缓慢的
 believe /bɪ'li:v/ *v.* 相信
 over /əʊvə/ *adj.* 结束的; 完结的
 tip /tɪp/ *v.* 付小费(给……) *n.* 小费
 △ custom /'kʌstəm/ *n.* 习惯; 传统
 provide /prə'vaɪd/ *v.* 提供; 供应
 service /'sɜ:vɪs/ *n.* (为顾客提供的) 服务
 bill /bɪl/ *n.* 账单
 △ bartender /'bɑ:təndə/ *n.* 酒吧侍应生
 * minimum /'mɪnɪməm/ *n. & adj.* 最小量
 (的); 最低限度(的)
 soft /sɒft/ *adj.* 软性的; (柔)软的
 △ alcoholic /,ælkə'hɒlɪk/ *adj.* (含)酒精的
 * alcohol /'ælkəhɒl/ *n.* 酒; 酒精
 * garage /'gærɪdʒ/ *n.* 停车场; 车库
 △ attendant /ə'tendənt/ *n.* 服务员
 △ delivery /dɪ'lɪvəri/ *n.* 递送; 交付
 deliver /dɪ'lɪvə/ *v.* 递送; 传送
 grocery /'grəʊsəri/ *n.* 食品杂货
 △ loader /'ləʊdə/ *n.* 装卸工
 * load /ləʊd/ *v.* 把……装上(车辆)
 gas /gæs/ *n.* 汽油

Betty /'beti/ 贝蒂(女子名)
 Paul /pɔ:l/ 保罗(男子名)
 Tommy /'tɒmi/ 汤米(男子名)
 Tina /'ti:nə/ 蒂娜(女子名)
 Emma /'emə/ 埃玛(女子名)

拓展训练

拓展训练1——What's going on?

目标: 练习各种职业的英文表达以及现在进行时态。

形式: 两人一组。

时间: 10~15分钟。

材料: 图片(每组一张)。

步骤: 第三部分 语言聚焦(Language Focus)之后进行该拓展训练。

1. 教师将学生分成两人一组, 每组发放一张图片。
2. 教师询问学生图片的内容, 如: Who are in it? What are they doing? 教师请学生从图片中寻找线索回答问题, 如: In the picture are the workers. They are having lunch.
3. 教师鼓励学生给出有趣、有创意的回答, 如: What are they doing? They're sunbathing / hiding from their boss / learning English / thinking about football.
4. 请学生两人一组, 进行头脑风暴, 回答问题, 并将答案写在海报的相应位置上。
5. 请学生向全班汇报自己的答案。
6. 完成该活动之后, 教师可要求学生用现在进行时态拟定两个问题, 并进行回答, 如: What are they wearing? How are they feeling?



拓展训练2——Play a game!

目标：复习之前所学的词汇及表达。

形式：四人一组。

时间：20—30分钟。

材料：一张图表、一个骰子、四个筹码（每组一份）。

步骤：第四部分语言技能（Language Skills）之后进行该拓展训练。

1. 教师将学生分成四人一组，每组发放一张图表、一个骰子和四个筹码。
2. 教师首先做活动示范。教师掷骰子，请学生在图表中找到对应的方格，如：方格5为fish。教师用fish造句，如：I never fish. / My dad usually fish at the weekend. / I love fishing.
3. 教师带领学生明确Jump four places（前进四格），Go back five places（后退五格），Throw again（重新掷骰子），Go back to start（回到开始位置）的含义。
4. 请学生分组玩游戏，首先走完所有方格的组获胜。

注意：此拓展训练中有部分单词教材当中没有涉及，因此教师需要事先带领学生熟悉这些单词，以降低练习的难度，确保活动顺利进行。



Unit 7 I'm going to join a club.

单元教学目标与要求

话题 Topic	参加社团或俱乐部 (Joining a club)
词汇与常见表达 Words and Expressions	<ol style="list-style-type: none"> 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions) 能够正确使用下列常用表达 Let's ... Shall I/we ... Why don't ... How about ... What are you going to do for ...? Any ideas? ... is fun! Count me in. You're welcome. It's up to you.
语音 Pronunciation	能够区分元音 /eɪ/ 和 /aɪ/ 的不同发音
交际任务 Communication	<ol style="list-style-type: none"> 能够在生活场景中就某事征询意见, 表达观点或看法, Let's ... Shall I/we ... Why don't ... How about ... Any ideas? It's up to you. 能够在职业场景中谈论工作或日程安排 How are we going to go there? Have you got any plans this Friday? How about going to a fashion club? How about three in the afternoon? 能够在交流过程中对对方的提议表示肯定与赞同 Cool! That's exciting! Good idea! Great! Count me in.
语言聚焦 Language Focus	<ol style="list-style-type: none"> 掌握 be going to 的肯定与否定形式 掌握 be going to 的一般疑问句形式
语言技能 Language Skills	<ol style="list-style-type: none"> 能够通过阅读篇章, 了解不同的社团 (俱乐部) 所做广告的具体内容 (选修) 能够通过听力, 了解对话中谈论的社团 (俱乐部) 的具体信息 (选修) 能够在阅读与听力的基础之上, 就社团 (俱乐部) 的名称、地点、活动时间以及费用等信息进行电话咨询 能够正确填写社团 (俱乐部) 的申请表
学习策略 Learning Strategies	词汇学习策略: 运用联想法记忆单词, 即将单词与人物、地点或事件等联系起来
文化点滴 Cultural Tips	<ol style="list-style-type: none"> 了解在英美不同语境下“电影院”一词的不同说法 了解接待客户时应有的态度和策略

Unit 7 I'm going to join a club.

Part 1 Vocabulary



Clubs

1. 🎧 Match the words with the clubs. Listen, check and repeat.

chess club
computer games club
DJ workshop
fashion design workshop
film-making club
off-road biking club
street dance club
swimming club



Learning Tip

Associate new words with a person, place or thing.
My friend Joe is in the film-making club.

2. 🎧 Listen and repeat.

/eɪ/ or /aɪ/

(1) game	name	late	make	frame
(2) guide	night	library	Mike	Friday

3. In pairs, choose two clubs. Ask and answer.

A: *How about joining a club?*

B: *That's a good idea.*

Why don't we go to the DJ club?

Expressions

Let's go to the DJ club.

Shall we join a club?

Why don't we join a club?

How about joining the chess club?

第一部分 词汇——社团（俱乐部）

在本部分，学生们将学习一些社团（俱乐部）的英文表达。

热身

- 复习第六单元所学的内容。给学生2分钟的时间简单画一幅自己生日聚会的图画。然后请学生两人一组，用现在进行时态互相介绍自己生日聚会的情景。最后教师请几名学生演示对话。

活动1

- 教师首先请学生列举自己参加的学校社团的名称，并将社团名称写在黑板上。
- 教师询问学生是否有加入或建立其他社团的打算。如果有，鼓励学生用英语说出他们希望加入或建立什么社团。
- 教师展示图片，同时请学生们将单词盖住，说出图片中的活动并猜测社团的名称，引出本部分词汇。
- 教师结合图片着重讲授学生不熟悉的词汇。
- 请学生结合图片、单词以及本班同学参加社团的实际情况或意愿进行造句，如：Li Dongmei is in the street dance club. I want to join the chess club.

参考答案

A: film-making club B: street dance club C: fashion design workshop D: computer games club
E: off-road biking club F: chess club G: DJ workshop H: swimming club

学习小贴士

- ◇ 教师带领学生们阅读学习小贴士（Learning Tip）的内容，并解释其具体含义：将单词与人物、地点或事件等结合起来，通过联想记忆单词。
- ◇ 给学生1分钟的时间浏览并记忆活动1中的词汇，然后两人一组，相互测试。

活动2

- 教师根据学生的实际情况，确定播放录音的次数，便于学生掌握正确的发音。
- 请学生练习朗读以下句子：
Hey, can you see my kite flying in the sky?
Can you tell me the name of the game you play every day?

活动3

- 教师首先选择一到两个单词做对话示范。
- 教师提醒学生注意，在表示建议或提议的几个常用句型中，Let's与Why not后为动词原形，但How about后则为动词-ing形式。
- 在学生们练习对话时，教师要注意观察、记录对话中出现的问题。

备选活动

- 完成活动3之后，学生们可根据自己参加社团活动的意愿，继续利用活动3中的句型进行对话练习。

Part 2 Communication

I. Lead-in: Film-making club

Complete the information with the correct words.

Film-making Club

We've got cameras.

You've got the ideas.

Make a film all by yourself!

Adult	Venue	Under
Time	Prices	

(1) _____ : Town Cinema

(2) _____ : 3 p.m. to 5 p.m., Tuesday

(3) _____ :

(4) _____ : 15 pounds/hour

Under 18: 8 pounds/hour

(5) _____ 8: free

II. Conversation: Joining a club

1. Listen and read.

Joe and Ellie are talking about the coming holiday.

Joe: Hi, Ellie. What are you going to do for holiday?

Ellie: Well, I'm going to join a film-making club.
What about you?

Joe: I don't know. Any ideas?

Ellie: Why don't you join me? Film-making is fun!

Joe: Good idea. I love films. Where is the club?

Ellie: It's in the Town Cinema.

Joe: When is the club open?

Ellie: It's open from 3 p.m. to 5 p.m. every Tuesday.

Joe: How much does it cost to join the club?

Ellie: For those under 18, it costs 8 pounds per hour.

Joe: Cool! Count me in! Thanks for the information.

Ellie: You're welcome.

Joe: Oh, the last question, do I need to bring my own camera?

Ellie: It's up to you.

Joe: OK, then I'll bring my digital camera.

Ellie: Good. See you on Tuesday.

Joe: See you.

Expressions

What are you going to do for ...?

Any ideas?

Why don't you join me?

... is fun!

Count me in.

You're welcome.

It's up to you.

Cultural Tip

cinema: 电影院。在英式英语中较为常用；美式英语中一般用 movie theater。



第二部分 交际任务

在本部分, 学生们将学习如何在日常生活与职业场景中就某事发表看法, 提出建议。如有必要, 教师可以用母语举例或说明。

I. 导入: 电影制作俱乐部

活动

- 教师首先带领学生阅读广告, 找出广告中出现的社团名称、活动地点、活动时间、费用等信息。
- 请学生尝试用正确的单词补全信息, 教师带领全班核对答案。
- 教师对学生不熟悉的单词进行简单讲解, 如: venue, under 等。

参考答案

(1) Venue (2) Time (3) Prices (4) Adults (5) Under

备选活动

- 教师请学生四人一组, 参考电影制作俱乐部的广告, 制作社团宣传卡片, 卡片上应包含社团名称、活动地点、活动时间、费用等信息。
- 教师将卡片收上来, 打乱顺序分发给各小组, 请各小组口头陈述本组卡片上的具体信息。

II. 对话: 加入俱乐部

在本部分, Joe 和 Ellie 谈起假期的打算。Ellie 准备加入电影制作俱乐部, 并向 Joe 介绍了俱乐部的活动信息, 说服 Joe 和她一起参加。

活动 1

- 教师带领学生复习不同社团(俱乐部)的英文表达, 以及表示建议与提议的句型。
- 教师播放录音, 请学生将教材合上, 跟读对话。教师注意发现学生在跟读过程中的问题。
- 播放完录音之后, 请学生打开教材朗读对话。教师重点检查学生对本单元应知短语(Expressions)中单词与短语的含义及发音的掌握情况, 同时检查学生对对话中的生词, 如: town, cinema, count, own, digital 等的掌握情况。
- 教师简单介绍“电影院”一词在英美语境下的不同说法: cinema 在英式英语中较为常用, 美式英语中一般用 movie theater。

- ◇ cost, 动词, 意为“价格为; 需支付”, 如: The dress costs 20 pounds. 它还常用作名词, 意为“费用; 成本”, 如: You need to pay for the cost of the taxi.
- ◇ count, 动词, 意为“把……计算在内; 包括”, 如: There are more than 200 people at the party, not counting the waiters and waitresses. 其常用词组 count sb in, 意为“把某人计算在内”。
- ◇ own, 代词, 意为“自己的; 属于自己的”, 如: Bring your own umbrella.
- ◇ digital, 形容词, 意为“数字的; 数码的”, 如: a digital TV.

2. Answer the following questions.

- (1) What is Ellie going to do for holiday?
- (2) Does Joe love films?
- (3) Where is the club?
- (4) When is the club open?
- (5) How much does it cost to join the club?
- (6) Is Joe going to join Ellie or not?

3. In pairs, practice the conversation.

III. Speaking: Making suggestions

In pairs, A, you are a fashion designer and you are visiting B's company; B, as the manager of the company, you invite A to go to a fashion club. Complete the dialogue with a - f.

A: Thank you, B. Your clothes are of high quality.

B: I'm glad you like them. We're going to offer more fashion styles.

A: That's exciting!

B: By the way, ⁽¹⁾ _____?

A: No, why?

B: ⁽²⁾ _____? There's a fashion show in the club every Friday.

A: Good idea! ⁽³⁾ _____?

B: I can pick you up.

A: ⁽⁴⁾ _____. What time?

B: ⁽⁵⁾ _____?

A: Great! ⁽⁶⁾ _____.

B: Bye!



- a. How are we going to go there
- b. have you got any plans this Friday
- c. See you then
- d. Shall we go to a fashion club
- e. How about three in the afternoon
- f. That's very kind of you



Get ready for the workplace

When you receive your clients, remember

- honesty is the best policy;
- to be willing to offer help;
- to show respect to their efforts;
- to consider their feelings.

活动2

- 视学生的实际情况，教师可以请学生阅读对话，回答问题，也可以请学生听录音，回答问题。

参考答案

- (1) Ellie is going to join a film-making club.
- (2) Yes, he does.
- (3) It's in the Town Cinema.
- (4) It's open from 3 p.m. to 5 p.m. every Tuesday.
- (5) For those under 18, it costs 8 pounds per hour.
- (6) Yes, Joe is going to join Ellie.

活动3

- 请学生两人一组练习对话。鼓励英语基础较好的学生对对话中的人物身份进行替换，改编并表演对话。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

III. 职场口语

- 教师首先请学生观察图片，阅读对话场景介绍，了解对话主题。
- 教师带领学生浏览对话，不看答案选项，请学生猜测空白处可能出现的表达。
- 请学生用正确的选项补全对话。教师带领全班核对答案。
- 教师请学生两人一组，分角色练习对话。
- 在学生练习对话时，教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 教师邀请三到四组学生演示对话。
- 教师集中处理学生对话中出现的问题，注意要保护学生学习的积极性。

参考答案

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

备选活动

- 在完成职场口语练习之后，教师可鼓励英语基础较好的学生自行设计人物身份及场景，继续进行口语训练。

走近职场

- 教师询问学生在接待客户时有哪些注意事项。
- 教师讲解接待客户时的态度及策略等。
- 教师可以请学生进一步补充接待客户时还有哪些需要注意的地方。

Part 3 Language Focus

Jack is going out.

Yes. We are going to see a film.

By bus. I'm going to meet
Kate at the bus stop.

At ten. We aren't going to
stay late. Her parents are
going to bring us home.

Er ... at half past ten? Bye!

How are you going to get
into town?

When are you going to come
back?

And when are you going to
do your homework?

I. *Be going to* – positive and negative

I	am ('m)	
You	are ('re)	going to meet
He/She/It	is ('s)	Kate.
We/You/They	are ('re)	

I	am not ('m not)	
You	are not (aren't)	going to meet
He/She/It	is not (isn't)	Kate.
We/You/They	are not (aren't)	

1. Write positive sentences with *be going to*.

- (1) I / meet Kate / at the bus stop
→ *I'm going to meet Kate at the bus stop.*
- (2) she / wait for me
- (3) we / go into town
- (4) her parents / bring us home
- (5) I / do my homework tonight
- (6) I / join the English club next week

第三部分 语言聚焦

在本部分，学生们将重点学习如何用 *be going to* 结构表示未来的活动，具体包括 *be going to* 的肯定、否定，以及一般疑问句形式。

热身

- 复习上节课学过的单词。教师给出社团（俱乐部）的中文，请学生说出英文名称。教师也可给出上节课所学的其他单词，如：venue, adult, town, cost, count, digital 等，请学生说出中文释义，并口头拼写单词。

I. *be going to* 的肯定与否定形式

- 教师首先带领学生阅读对话，提出问题：Jack is going out. Where is he going to go? How is he going to go there? What is he going to do? Who is he going to go with? When is he going to come back? 引出回答：He is going to go into town. He is going to go into town by bus. He is going to see a film. He is going to go with Kate. He is going to come back at ten.
- 教师应鼓励学生用完整的句子回答问题。
- 教师接下来询问学生：Is the conversation about the past, present or future? 引出回答：The future.
- 教师带领学生阅读左侧语法框中的例句，带领学生归纳出“*be going to* + 动词原形”的结构。
- 教师请学生将对话中所有 *be going to* 的肯定形式圈出来。
- 教师提醒学生，当用 *be going to* 表示一般将来时态时，*be* 动词一般有三种形式：am, is 和 are。当主语为 I 时，*be* 动词用 am；当主语为第三人称单数形式时，*be* 动词用 is；当主语为其他人称时，*be* 动词用 are。
- 注意：根据对话的情境，I'm going to meet Kate in town. I'm meeting Kate in town. 两句表示的是同一个意思。在口语中，某些趋向性动词，如：come, go, leave, meet 等，常用现在进行时态表示未来的计划，如：Let me know if you are coming. I'm coming tomorrow.

活动 1

- 请学生用 *be going to* 结构完成肯定句，然后带领全班核对答案。

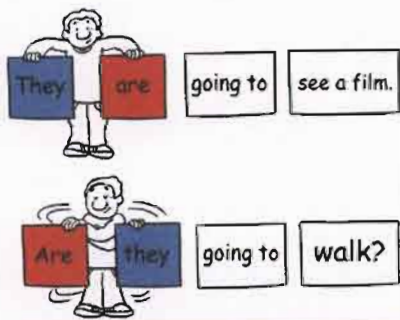
参考答案

- (2) She is going to wait for me.
- (3) We are going to go into town.
- (4) Her parents are going to bring us home.
- (5) I'm going to do my homework tonight.
- (6) I'm going to join the English club next week.

2. Write negative sentences with *be going to*.

- (1) we / not go by taxi
→ *We are not going to go by taxi.*
- (2) my friends / not see the film
- (3) I / not walk home
- (4) I / not do my homework tonight
- (5) we / not stay in town
- (6) we / not join the dancing club

II. *Be going to* - questions



1. Write the questions in the correct order.

- (1) you / see / are / tonight / going to / Jack / ?
→ *Are you going to see Jack tonight?*
- (2) he / you / meet / going to / is / ?
- (3) you / going to / phone me / are / later / ?
- (4) we / to school / going to / are / walk / ?
- (5) their parents / them / going to / meet / are / ?
- (6) they / going to / are / join the English club / next week / ?

2. Write the questions for Mark.

- (1) At ten past seven.
→ *What time are you going to meet Kate?*
- (2) At a quarter past seven.
- (3) At half past seven.
- (4) Yes, we like sandwiches.
- (5) At ten o'clock.
- (6) At half past ten.

Mark's to-do list

- meet Kate at 7:10
- catch bus at 7:15
- get to the cinema at 7:30
- have sandwiches
- go home at 10:00
- start homework at 10:30

3. In pairs, ask and answer about this evening.

- A: What time are you going to go home?*
B: At ...
A: When will you have dinner?
B: ...
A: Are you going to do your homework?
B: ...
A: Shall we do homework together?
B: ...

Grammar Tip

一般将来时，除了 *be going to* 形式外，还可以用 *shall/will* 来表示。其中 *shall* 与 *I/we* 搭配，构成 *I/we shall do sth* 结构，表示我（我们）将要做某事，在英式英语当中用得较多。*will* 则可以与各种人称搭配，用法较 *shall* 更加宽泛。

活动2

- 教师带领学生阅读右侧语法框中的例句，带领学生归纳出be going to的否定形式是在be动词后加not。
- 教师请学生将对话中be going to的否定形式圈出来。
- 请学生用be going to结构完成否定句，然后带领全班核对答案。

参考答案

- (2) My friends aren't going to see the film. (3) I'm not going to walk home.
 (4) I'm not going to do my homework tonight. (5) We aren't going to stay in town.
 (6) We aren't going to join the dancing club.

II. be going to的一般疑问句形式

- 教师带领学生观察图片，提醒学生be going to的一般疑问句形式需把be动词放在句首，同时将句末点号改为问号。
- 教师还需提醒学生，可在一般疑问句前加上特殊疑问词构成特殊疑问句，如：Are you going to see a film? How are you going to see a film? When are you going to see a film?

活动1

- 核对完答案之后，教师请学生朗读一般疑问句，提醒学生注意语音、语调。

参考答案

- (2) Is he going to meet you? (3) Are you going to phone me later?
 (4) Are we going to walk to school? (5) Are their parents going to meet them?
 (6) Are they going to join the English club next week?

活动2

- 教师首先请学生根据所给的短语，用be going to结构将句子补充完整。
- 然后请学生根据Mark今晚的安排写出相应的疑问句。

参考答案

- (2) What time / When are you going to catch the bus?
 (3) What time / When are you going to get to the cinema?
 (4) Are you going to have sandwiches?
 (5) What time / When are you going to go home?
 (6) What time / When are you going to start your homework?

活动3

- 请学生两人一组，就今晚的安排进行问答。之后，可请几组学生演示对话。

语法小贴士

教师提醒学生一般将来时，除了用be going to结构外，还可以用“shall/will+动词原形”来表示。

Part 4 Language Skills

I. Reading

Bored in the holidays?

What are you going to do? Sit at home and watch TV?
Don't just sit there and be a couch potato! Join a club!

**Be a DJ!**

Interested in music? Want to be a DJ?
Join our DJ class!
Venue: PEP Vocational School
Time: Tuesday, Thursday, 9 – 12 a.m.
Age: 9 – 16
Price: 10 pounds

**Computer Gamers!**

Our new computer games club is in Computers for Youth – Central Square, 2 – 4 p.m. every day.
FREE!

**Chess Club**

Are you a chess genius or do you just enjoy the game? For chess lovers of all ages.
PEP Vocational School library, Tuesday, 7 p.m.
Free!

Swimming Class!

Join our swimming class! All ages, 2 pounds a class.
Please note: You need a swimming suit.
Main swimming pool in Sports Centre, every night, 6 – 8 p.m.

**Street Dance!**

The latest fashion in dancing – street dancing.
Come and find out!
All ages.
Central Park,
Wednesday, 1 p.m.
FREE!

Fashion Design

T-shirts, tops, trainers – fashion design.
Come and learn the basics!
You can design and make cool clothes by yourself.
Fashion Show every Friday.
Town Library,
Monday, 10 a.m. – 4 p.m.
Price: 15 pounds.

**Words you need**

couch potato 老泡在电视机前的人
gamer *n.* 电脑游戏玩家 genius *n.* 天才; 天赋
square *n.* 广场 basics *n.* 基础

第四部分 语言技能

在本部分，学生们将接触各类社团的招募广告，同时练习填写社团等机构的申请表。

热身

- 调查哪三个社团最受学生欢迎。教师依次说出之前学过的社团的英文名称，如果是自己喜欢的社团，学生在听到该社团的名称之后举手示意。最后统计哪三个社团举手的人数最多。

1. 阅读

- 教师首先带领学生观察图片以及广告标题，判断这些都是哪些社团的招募广告，这些广告出自哪里，完成活动1。
- 请学生阅读活动2的问题，然后快速阅读短文，回答问题。
- 请学生再次阅读短文，将短文中的生词标注出来，教师对这部分词汇进行重点讲解。

注释

- ◇ bored, 形容词，意为“无聊的；厌烦的”，注意：bored用于形容人的感受，若某件事情令人觉得无聊或乏味，则应该用boring，如：The show is really boring.
- ◇ venue, 名词，意为“地点；场地”，如：entertainment venue, venue decoration等。
- ◇ top, 名词，意为“上衣；顶部”，如：I can't find my pajama top.
- ◇ basics, 名词，意为“基础；基本原则”，如：Let's learn the basics of English grammar.

参考译文

<p>假期里感觉无聊吗？ 准备做些什么呢？坐在家里看电视？ 不要整天坐在电视机前！加入俱乐部吧！</p>	
<p>做一名DJ吧！ 对音乐感兴趣吗？想成为一名DJ吗？ 加入我们的DJ课堂吧！ 地点：PEP职业学校 时间：每周二与周四上午9~12点 年龄：9~16周岁 费用：10英镑</p>	<p>电脑游戏玩家！ 新电脑游戏社团，在青年电脑世界——中心广场。每天下午2~4点。 免费参加！</p>
<p>国际象棋俱乐部 你是国际象棋天才吗？你热爱国际象棋吗？我们的社团面向所有国际象棋爱好者，年龄不限。 PEP职业学校图书馆，每周二晚上7点，免费参加！</p>	<p>游泳班 加入我们的游泳班吧！年龄不限，每节课2英镑。注意：自带泳衣。 运动中心主游泳池，每晚6~8点。</p>
<p>街舞！ 舞蹈新时尚——街舞。快来一探究竟吧！ 无年龄限制。中央公园。每周三下午1点。免费参加！</p>	<p>时装设计 T恤、上衣、运动鞋——时装设计！ 快来学习时装设计基础吧！自己设计最酷的衣服！每周五还有时装表演！ 市图书馆，每周一上午10点~下午4点。 费用：15英镑。</p>

1. Look at the ads. Where are they from?

A. A book. B. A magazine. C. A diary.

2. Read the ads and find the clubs.

(1) Which clubs are free?

(2) Which clubs can you go in the evening?

(3) Which clubs are at PEP Vocational School?

(4) Sarah is thirteen. She hasn't got any money. She doesn't like sports and she can't go in the afternoon.

Find a club for her.

(Extra) II. 🎧 Listening: I'm going to join a club.

1. Listen to two conversations. Which clubs are they talking about?

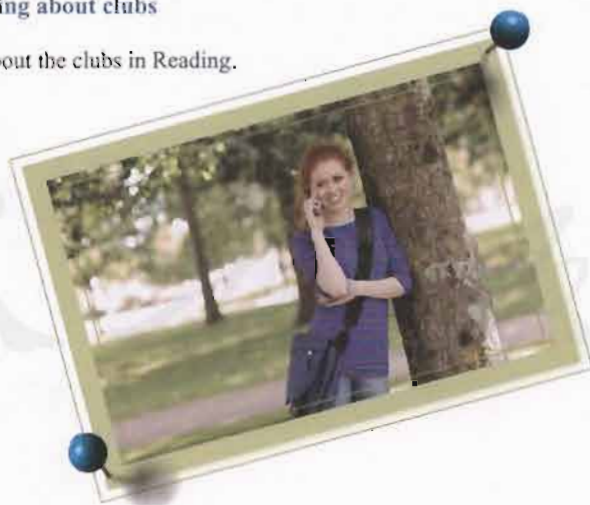
2. Listen again. Write the information.

A	
(1) Name of the club	_____
(2) Venue	_____
(3) Time	_____
(4) Age	_____
(5) Price	_____

B	
(1) Name of the club	_____
(2) Venue	_____
(3) Time	_____
(4) Age	_____
(5) Price	_____

(Extra) III. Speaking: Asking about clubs

In pairs, ask and answer about the clubs in Reading.



- Where ...?
- When ...?
- How much ...?

A: Hello. Can I help you?

B: Yes, please. I'd like information about the Fashion Design Club.

A: OK. What do you want to know?

活动 1

参考答案

B

活动 2

参考答案

- (1) Computer Games Club, Chess Club and Street Dance Club. (2) Chess Club and Swimming Club.
(3) DJ Club and Chess Club. (4) Chess Club.

(选修) II. 听力 (听力原文参见第 191 页)

活动 1

- 教师请学生听录音, 判断对话中的人物分别在谈论什么社团。

参考答案

Off-Road Biking Club and Swimming Club.

活动 2

- 教师请学生再听一遍录音, 将表格补充完整。
- 学生两人一组, 互相核对答案, 之后由教师带领全班核对答案。

参考答案

A

- (1) Off-Road Biking Club
(2) The park
(3) Tuesday, 4 p.m. - 6 p.m.
(4) 12 - 17
(5) Free

B

- (1) Swimming Club
(2) Main swimming pool in town
(3) Saturday, 12 a.m. - 3 p.m.
(4) 16 and over
(5) 5 pounds

(选修) III. 口语

活动

- 教师首先请学生两人一组, 练习组织问句, 然后全班核对问句。
- 学生练习回答问句, 可参考阅读部分的广告。教师观察, 并随时提供帮助。

IV. 写作

活动 1

- 教师提醒学生填写表格时应注意表格上是否有特殊要求,如字母的大小写、年月日的顺序等。一般情况下,填写表格有如下要求:1. 用黑色水笔;2. 字母需大写;3. 日期的写法为日/月/年,如:30/12/2014;4. 签名栏须手写。尤其需注意: first name 与 family name 的顺序不能弄错,地址应由小到大排序等。

参考答案

Name ANNA ROBERTSAddress 14 GREEN ST LONDONDate of Birth 13/04/2001

活动 2

- 教师首先提出问题,填写社团申请表格通常需要哪些个人信息。
- 请学生几人一组进行讨论,总结出社团申请表的必填项目,如姓名、住址、出生日期、联系方式等。
- 教师简单讲解 male, female, signature 等表格中经常出现的单词。
- 教师请学生利用个人信息填写电影制作俱乐部的申请表格。

参考答案

Application Form

Name JACKAddress 6 PINE ST BEIJINGGender Male (M) Female (F) Date of Birth 27/05/2002Telephone 134××××××82Name of School PINE HIGH SCHOOLClass 6Grade 1

Signature _____

Date 24/06/2015

Unit Check

I. Vocabulary

1. Write the clubs.



(1)



(2)



(3)



(4)



(5)



(6)

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

II. Communication

2. Complete the following conversation.

Street Dance Club

Venue: Sports Centre

Time: 3 p.m. to 5 p.m., Saturday

Prices:

Adult: 16 pounds/hour

Under 18: 10 pounds/hour

Under 8: free

A and B are talking about joining the street dance club.

A: Hi, B. What are you going to do this Saturday?

B: I don't know. Have you got any good ideas?

A: Shall we go to the ⁽¹⁾ _____ club?

B: Sounds good! Where is it?

A: It's in ⁽²⁾ _____.

B: Good, what about the time?

A: It's from ⁽³⁾ _____ every Saturday.

B: OK, no problem. By the way, how much should we pay for it?

A: ⁽⁴⁾ _____ for those under 18.

B: OK, I got it. See you then!

A: See you!

单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 如有可能,教师可在学生完成测试之后,将答案发放到每个学生手中,请学生以小组为单位,核对、讨论答案。

I. 词汇

练习1

参考答案

- | | | |
|-----------------------|-----------------------------|--------------------------|
| (1) film-making club | (2) fashion design workshop | (3) off-road biking club |
| (4) street dance club | (5) chess club | (6) DJ workshop |

II. 交际任务

练习2

参考答案

- | | |
|-----------------------|-----------------------|
| (1) street dance club | (2) the Sports Centre |
| (3) 3 p.m. ~ 5 p.m. | (4) 10 pounds/hour |

人教版®

III. Language Focus

3. Complete the sentences with *be going to* and the correct verbs.

do see bring stay have come


- (1) I am going to do my homework later.
- (2) He _____ at his friend's house tonight.
- (3) We _____ back by bus.
- (4) Joe and Ellie _____ me home at ten o'clock.
- (5) She _____ a film tomorrow.
- (6) They _____ sandwiches for dinner tonight.

4. Write negative sentences.

- (1) he / not / go / by bus / tomorrow → *He is not going to go by bus tomorrow.*
- (2) Joe and Ellie / not / walk home / tonight
- (3) I / not / do my homework / before dinner
- (4) we / not / see the film / at half past seven
- (5) she / not wait for me / after school
- (6) they / not stay / in town / this afternoon

5. Match the answers to the questions.

- | | |
|--|--|
| (1) Are they going to have sandwiches for lunch? | A. We're going to take the train at one twenty. |
| (2) Which book are you going to read next? | B. No, he isn't. He's going to be there at nine. |
| (3) Is she going to phone you tonight? | C. I'm going to walk. |
| (4) What time are we going to take the train? | D. No, they are going to have Chinese food. |
| (5) Is he going to be there at eight o'clock? | E. I'm going to read <i>Harry Potter</i> . |
| (6) How are you going to get into town? | F. No, she's going to phone me tomorrow. |


Unit Summary
Now you can ...

- name clubs (exercise 1)
- make suggestions on joining clubs (exercise 2)
- use *be going to*
 - positive (exercise 3)
 - negative (exercise 4)
 - questions and answers (exercise 5)
- fill in an application form

III. 语言聚焦

练习3

参考答案

- (2) is going to stay (3) are going to come (4) are going to bring
(5) is going to see (6) are going to have

练习4

参考答案

- (2) Joe and Ellie are not going to walk home tonight.
(3) I am not going to do my homework before dinner.
(4) We are not going to see the film at half past seven.
(5) She is not going to wait for me after school.
(6) They are not going to stay in town this afternoon.

练习5

参考答案

- (1) D (2) E (3) F (4) A (5) B (6) C

听力原文

Conversation A

- A: Hello. Can I help you?
B: Yes, I'd like information about the Off-Road Biking Club.
A: OK. What do you want to know?
B: Where is it?
A: It starts in the park.
B: When is it?
A: Every Tuesday at 4 p.m. It finishes at 6 p.m.
B: How old are the people?
A: Umm ... 12 to 17.
B: How much is it?
A: It's free. Have you got a bike?
B: No, I don't.
A: Well, we've got some bikes here. You can use them.

Conversation B

- A: Hello. Can I help you?
B: Yes, please. I'd like to find out about the Swimming Club.
A: Certainly. How can I help you?
B: Where is it?
A: It is at the main swimming pool in town. It's every Saturday from twelve o'clock to three o'clock.
B: How old are the people?
A: Umm ... 16 and over.
B: How much is it?
A: It's 5 pounds.
A: Thank you very much.
B: You're welcome. And don't forget to bring your swimming suit.



Song

I can see clearly now

I can see clearly now, the rain has gone,
I can see all obstacles in my way.
Gone are the dark clouds that had me blind,
It's gonna be a bright, bright, sunny-shiny day.

I think I can make it now, the pain has gone,
All of the bad feelings have disappeared.
Here is the rainbow I've been praying for,
It's gonna be a bright, bright, sunny-shiny day.

Look all around, there's nothing but blue skies,
Look straight ahead, nothing but blue skies.

I can see clearly now, the rain has gone,
I can see all obstacles in my way.
Gone are the dark clouds that had me blind,
It's gonna be a bright, bright, sunny-shiny day.



Project

My perfect club

Step 1: Answer these questions for you.

- What activities do you like doing in your free time?
- When do you do them?

Step 2: Write an ad for your perfect club. Make notes about these things:

- the name of the club
- venue
- time
- age group(s)
- price(s)

Step 3: Design and create a poster of your ad. Use pictures from magazines or the Internet.

歌曲

- 教师首先请学生将教材合上，播放歌曲，询问学生是否听过该歌曲，是否知道该歌曲的演唱者。
- 教师请学生打开教材，看歌曲的标题，询问学生：What does *clearly* mean? What do you think the song is about? 引出回答：The singer didn't understand something but now he does.
- 教师简单介绍歌曲的相关情况。
- 教师根据学生的喜好程度决定播放歌曲的次数。

背景介绍

这首歌曲由美国歌手 Johnny Nash 于 1972 年创作并演唱，是他最受欢迎的单曲。该歌曲于 1993 年被牙买加雷鬼乐歌手 Jimmy Cliff 翻唱，再度流行。它曾作为配乐出现在多部电影当中。

实践项目

该实践项目的设计意图是帮助学生复习、巩固有关社团及其活动的英文表达。

步骤 1

- 教师组织学生进行头脑风暴，讨论自己在空闲的时候喜欢参加哪些活动，教师将生词写到黑板上。
- 喜欢同一活动的学生可以组成一组。
- 教师深入到学生的讨论中去，在他们遇到困难的时候提供帮助。

步骤 2

- 教师带领学生阅读广告写作要求，可以参考第四部分的阅读材料。
- 教师提醒学生注意广告中必须出现的内容，如社团名称、活动时间、活动地点、年龄限制、费用、活动内容等。
- 给学生 10~15 分钟的时间完成初稿。

步骤 3

- 初稿完成之后，组织学生讨论如何设计广告的版式，使之更加具有吸引力。
- 请学生以小组为单位，简单介绍本组设计制作的广告。
- 如果课上无法完成实践项目，教师也可以将其布置为课后作业，请学生们课下搜集相关的图片、资料等。
- 如有可能，将学生的作品贴在教室的墙上集中展示。

Words and Expressions

join /dʒɔɪn/ *v.* 参与; 加入
△ workshop /'wɜ:kʃɒp/ *n.* 车间; 工场;
研讨会
△ off-road *adj.* 越野的
shall /ʃəl/ *modal v.* 将要; 应该
camera /'kæmərə/ *n.* 照相机; 摄像机
△ venue /'venju:/ *n.* 举办地点; 举办场所
under /'ʌndə/ *prep.* 低于; 在……下面
town /taʊn/ *n.* 城镇; 市镇
cinema /'sɪnɪmə/ *n.* 电影院
count /kaʊnt/ *v.* 把……计算在内; 包括
count sb in 把(某人)计算在内
own /əʊn/ *adj. & pron.* 自己的; 属于自己的
be up to sb 由某人决定
* digital /'dɪdʒɪl/ *adj.* 数字的; 数码的
manager /'mænɪdʒə/ *n.* 经理; 管理者
high /haɪ/ *adj.* 高的; (水准、质量等)好的
quality /'kwɒləti/ *n.* 质量; 品质
offer /'ɒfə/ *v.* 提供; 提出
style /stɑɪl/ *n.* 款式; 风格
pick sb up 搭载; 接载
stop /stɒp/ *n.* 车站; 停止
bus stop 公共汽车站
test /test/ *n. & v.* 测验; 测试
train /treɪn/ *n.* 火车; 列车
catch /kætʃ/ *v.* 赶上(飞机、火车、公共汽车等);
抓住

△ bored /bɔ:d/ *adj.* 厌烦的; 不感兴趣的
△ couch /kaʊtʃ/ *n.* 长沙发
potato /pə'teɪtəʊ/ *n.* 马铃薯; 土豆
△ couch potato 老泡在电视机前的人
△ gamer /'ɡeɪmə/ *n.* 电脑游戏玩家
central /'sentrəl/ *adj.* 中央的; 中间的
square /skweə/ *n.* 广场
△ genius /'dʒi:niəs/ *n.* 天才; 天赋
main /meɪn/ *adj.* 最大的; 最重要的
pool /pu:l/ *n.* 游泳池
latest /'leɪtɪst/ *adj.* 最近的; 最新的
top /tɒp/ *n.* 上衣; 顶部
△ basics /'beɪsɪks/ *n.* (复数)基础; 基本原则
address /ə'dres/ *n.* 地址
* application /,æplɪ'keɪʃən/ *n.* 申请(书)
apply /ə'plɑɪ/ *v.* 申请; 运用
gender /'dʒendə/ *n.* 性别
male /meɪl/ *adj.* 男(性)的
female /'fi:meɪl/ *adj.* 女(性)的
* signature /'sɪɡnətʃə/ *n.* 签字; 署名

Jack /dʒæk/ 杰克(男子名)
Kate /keɪt/ 凯特(女子名)

Unit 8 Welcome to my town!

单元教学目标与要求

话题 Topic	我的家乡 (My town)
词汇与常见表达 Words and Expressions	<ol style="list-style-type: none"> 掌握单元词表中的“基本要求”词汇 (无标记词汇) 详见单元词表 (Words and Expressions) 能够正确使用下列常用表达 Is there a ... near here? I haven't got a clue. How can we get there? Go straight on. Turn right/left. at the first/second/... crossroads No problem. Any ideas for ...? I can't wait to ... save sb sth ... is a challenge be famous for ...
语音 Pronunciation	能够区分元音 /əʊ/ 与 /aʊ/ 的不同发音
交际任务 Communication	<p>能够用英语询问及指示方向</p> <p>Is/Are there ... near here? Yes, it's next to / in front of / behind ...</p> <p>How can we get there? Go straight on.</p> <p>Turn right/left. at the first/second/... crossroads</p> <p>You can't miss it.</p>
语言聚焦 Language Focus	<ol style="list-style-type: none"> 了解介词 in, on, next to, under, behind, in front of, between ... and ... 的用法 掌握 There is/are 的肯定与否定形式 掌握 There is/are 的一般疑问句形式及其简短回答 掌握祈使句的用法
语言技能 Language Skills	<ol style="list-style-type: none"> 能够通过阅读篇章, 了解上海的重要景点, 以及去上海旅游的食宿等相关信息 (选修) 能够通过听力, 进一步了解 Ellie 去上海旅游的活动安排 (选修) 能够在阅读与听力的基础之上, 向游客简单介绍自己的家乡 能够正确省略句子的某些成份, 写作明信片
学习策略 Learning Strategies	<ol style="list-style-type: none"> 词汇学习策略: 将单词与自己的实际生活联系起来, 说出自己周围的场所或建筑物的英文名称, 强化对单词的印象 阅读策略: 阅读前, 可先通过标题来了解文章的大意
文化点滴 Cultural Tips	<ol style="list-style-type: none"> 了解在西方拍照时的常用语 say cheese 了解中国西安与英国爱丁堡的重要景点, 扩展文化视野

Unit 8 Welcome to my town!

Part 1 Vocabulary

Places in town

1. Match the words with the pictures. Listen, check and repeat.

bank
bus stop
car park
hotel
phone box
post office
subway
supermarket



Learning Tip

Remembering vocabulary

Try naming as many places as you can see around you.

Cultural Tip

car park: 停车场, 为英式英语; 美式英语中称为 parking lot.

2. Listen and repeat.

/əʊ/ or /aʊ/

(1) post	hotel	photo	phone	road
(2) pound	house	town	found	count

3. In pairs, talk about the places around your school.

A: Is there a bank near the school?

B: Yes. It's next to the school gate.

第一部分 词汇——常见场所

在本部分，学生们将学习一些生活中常见场所的英文表达。

热身

- 复习第七单元所学的语言。教师在黑板上写下: I'd like to join a swimming club. 请学生们在一张纸条上写下自己的名字和想要加入的俱乐部, 然后将纸条收上来, 打乱顺序, 重新分发给学生们。请他们介绍自己领到的纸条上的信息, 如: Joe would like to join a film-making club.

活动1

- 教师首先带领学生观察图片, 请学生试着说出图中常见场所的英文表达。
- 然后请学生两人一组, 完成词图搭配练习。
- 请学生听录音, 核对答案, 跟读单词。
- 教师提醒学生将生词记在笔记本当中, 以便随时查阅。

参考答案

A: car park B: bus stop C: hotel D: phone box
E: supermarket F: post office G: bank H: subway

学习小贴士

- ◇ 教师带领学生们阅读学习小贴士 (Learning Tip) 的内容, 并解释其具体含义: 尽量多地说出自己周围的场所或建筑物的英文名称, 以强化对单词的印象。
- ◇ 给学生1分钟的时间浏览并记忆活动1中的词汇, 然后两人一组, 相互测试。

活动2

- 教师根据学生的实际情况, 确定播放录音的次数, 便于学生掌握正确的发音。
- 语音小对话
A: Is there a post office in front of your house?
B: No, there isn't. There is a hotel and a fountain in front of my home.

活动3

- 教师首先选择一到两个单词做对话示范。
- 在学生们练习对话时, 教师要注意观察、记录对话中出现的问题, 尤其是介词及介词短语的用法, 如: 表示在建筑物前面时, 介词用 in front of; 表示在建筑物旁边时, 介词用 next to, 等等。

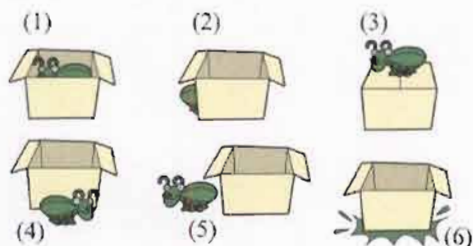
备选活动

- 完成活动3之后, 学生们可利用第一至第七单元中学过的有关物品的单词 (如桌子、书本等) 以及相应的介词, 练习用 There is/are 造句, 如: There is a map on the wall.

Part 2 Communication

I. Lead-in: Prepositions

1. Write a sentence for each picture.



in	on	under
next to	in front of	behind

- (1) The bug's in the box.
 (2) The bug's _____ the box.
 (3) The bug's _____ the box.
 (4) The bug's _____ the box.
 (5) The bug's _____ the box.
 (6) The bug's _____ the box.

2. Draw a bug and a box. In pairs, ask and answer.

A: Where is the bug?

B: Is it in the box?

A: Yes, it is. / No, it isn't.

II. Conversation: Asking and giving directions

1. Listen and read.

Joe and Ellie are visiting a small town. Joe wants to buy some stamps for his postcards.

Ellie: Don't move! I want a photo of you next to the fountain.

Say cheese.

Joe: Let's go. I need to buy some stamps for my postcards.

Is there a post office near here?

Ellie: Don't ask me. I haven't got a clue!

Joe: Let's ask the boy in front of the phone box.

Excuse me. Is there a post office near here?

Boy: Yes, there's one on Main Street.

Joe: How can we get there?

Boy: Go straight on. Turn right at the third crossroads.

It's between the city library and the bus station.

You can't miss it.

Joe: Thanks.

Boy: No problem.

Expressions

Is there a ... near here?

I haven't got a clue.

How can we get there?

Go straight on.

Turn right/left.

at the first/second/... crossroads

No problem.

Cultural Tip

say cheese: 拍照时用来使被拍照人微笑的短语, 因为人们在说 cheese 的时候, 嘴角是上扬的。

第二部分 交际任务

在本部分，学生们将学习各种介词与介词短语的用法，并练习用英文询问及指示方位。

I. 导入：介词

活动1

- 教师首先带领学生观察图片，明确虫子与盒子的位置关系，这些信息将直接关系到介词的选择，例如：图(1)中虫子在盒子里面，介词应该用in。
- 教师简单介绍in, on, under, next to, in front of, behind等介词及介词短语的用法。

参考答案

(2) behind (3) on (4) in front of (5) next to (6) under

活动2

- 教师请学生两人一组，自行画虫子与盒子，并就虫子的位置进行问答。

备选活动

- 完成活动2之后，教师可带领学生就学校附近的场所及建筑物（如医院、邮局、银行等）之间的位置关系进行问答。

II. 对话：询问与指示方位

在本部分，Joe和Ellie正在游览一座小镇，Joe想为自己的明信片买几张邮票。

活动1

- 播放完录音之后，教师重点检查学生对本单元应知短语（Expressions）中单词和短语的含义及发音的掌握情况，同时检查学生对对话中的生词，如：stamp, postcard, clue, straight, crossroads等的掌握情况。
- 教师简单解释cheese一词在拍照时的意义。人们在说cheese这个单词的时候，嘴角是上扬的，因此拍照时人们常说cheese，以使面部表情保持微笑的状态。

- ◇ clue, 名词，意为“线索；提示”，如：This will provide clues about what the building was used for. 词组not have a clue, 意为“一无所知；毫无头绪”，如：Do you know how to open this? I haven't a clue.
- ◇ straight, 副词，意为“笔直地；径直”，如：She is so tired that she can't walk straight. straight也常用作形容词，意为“(笔)直的”，如：a long straight road.
- ◇ crossroads, 名词，意为“十字路口；转折点”，如：Turn left at the next crossroads. 注意：其复数形式仍为crossroads.

活动2

- 视学生的实际情况，教师可以请学生阅读对话，选择正确答案，也可以请学生听录音，完成练习。

参考答案

- (1) B (2) A (3) B

活动3

- 请学生两人一组练习对话。鼓励英语基础较好的学生对对话中的人物身份进行替换，改编并表演对话。
- 在学生练习对话时，教师要注意观察、记录对话中出现的问题，在课堂总结环节处理这些问题。

III. 职场口语

- 为确保该口语交际活动顺利进行，学生应在活动前做好充分准备。教师首先带领学生复习打电话的常用句型，如：Who is that? This is ... Sorry, can you say it again? Hold on a moment. See you later.
- 教师提醒学生作为公司的接线员，应答客户电话时一定要使用礼貌用语，如：What can I do for you? Can I help you? You are welcome. Thanks for calling.
- 教师带领学生观察图片，讨论指示方位时常用的一些句式与表达，如：please go straight on, turn left/right at the ... crossroads, walk along ... You can't miss it.
- 学生分角色练习对话。
- 在学生练习对话时，教师要注意观察、记录学生使用的一些好的表达及语言上的问题。
- 在课堂总结环节，教师可将上述例子写在黑板上，请学生们判断正误。

参考答案

- (1) in front of (2) left (3) on

备选活动

- 完成职场口语练习之后，教师可鼓励学生更改客户在地图上的位置，继续进行口语训练。
- 教师也可请学生两人一组，简单绘制自己所在地区的示意图，自行设计起点与终点，进行问答练习。

走近职场

- 教师询问学生在给予指示时应注意什么，以及如何使自己的表达简洁明了、清晰易懂。
- 教师讲解给予指示时的注意事项，引导学生反思自己的行为与表现。
- 教师可以让学生进一步补充给予指示时的其他相关注意事项。

Part 3 Language Focus

1. There is/are – positive and negative



Positive	Negative
Singular There is (There's) a fridge in the kitchen.	Singular There is not (isn't) a fridge in the kitchen.
Plural There are (There're) two pictures.	Plural There are not (aren't) two pictures.

1. Write *is* or *are*.

- (1) There is a restaurant near the post office.
- (2) There a supermarket between the library and the car park.
- (3) There a post office next to the bank.
- (4) There three bus stops on East Street.
- (5) There two fountains in the park.
- (6) There a train station in front of the hotel.

2. Make the sentences in exercise 1 negative.

- (1) *There isn't a restaurant near the post office.*

3. Write sentences about your town.

park	subway	supermarket
post office	school	library

There's a vocational school near my house.

There is a park in my town.

第三部分 语言聚焦

在本部分, 学生们将重点学习 There is/are 的肯定、否定、一般疑问句形式, 以及祈使句的用法。

热身

- 教师展示几组建筑物的示意图, 请学生以小组为单位, 快速说出图中建筑物的相对位置, 看哪一组反应最快, 表述最准确。

1. There is/are 的肯定与否定陈述句形式

- 教师说出句子: There are thirty students in our classroom. 请学生判断正误。如果句子错误, 请学生纠正, 如: No, there are forty students in our classroom.
- 教师带领学生观察左侧的图片, 引出单词 thief, steal, fridge, kitchen 等。
- 教师带领学生阅读例句, 请学生尝试用 There be 句型的缩略形式 (There's / There're) 仿写句子。

活动 1

- 教师请学生用 is 或 are 补全句子, 然后全班核对答案。
- 核对完答案之后, 请学生大声朗读句子。

参考答案

(2) is (3) is (4) are (5) are (6) is

活动 2

- 教师带领学生观察右侧的图片, 阅读例句, 提醒学生注意 There is/are 句型的否定及其缩略形式。
- 教师适当补充, There is/are 句型的否定形式, 除了 There isn't/aren't ... 外, 还可以用 There is no ... 句型。此时, no 为限定词, 意为“没有; 无”, 如: There's no food left in the fridge. 但两者在语义上稍有区别。
- 教师请学生将练习 1 中的句子改为否定句, 鼓励学生使用缩略形式。
- 核对完答案之后, 请学生大声朗读句子。

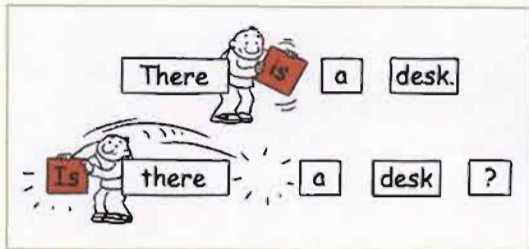
参考答案

- (2) There isn't a supermarket between the library and the car park.
 (3) There isn't a post office next to the bank.
 (4) There aren't three bus stops on East Street.
 (5) There aren't two fountains in the park.
 (6) There isn't a train station in front of the hotel.

活动 3

- 教师请学生用所给的单词与词组简单介绍自己所在地区的配套设施。
- 教师注意监控并检查学生的用词是否准确, 缩略形式是否正确等。

II. *There is/are* – questions and short answers



Singular

Is there a supermarket in your town?
Yes, there is. / No, there isn't.

Plural

Are there two banks in the city?
Yes, there are. / No, there aren't.

1. Write the questions.

- (1) Are there three bus stops on Main Street? (2) _____ a bank in front of the train station?
 (3) _____ any restaurants in your town? (4) _____ a park behind the city library?
 (5) _____ two libraries in your school? (6) _____ a post office next to the supermarket?

2. In pairs, draw a simple map of your town. Ask and answer questions.

A: *Is there a vocational school in your town?*
 B: *Yes, there is.*
 A: *Where is it?*
 B: *It's in the centre of the city, next to a park.*

III. Imperatives



Positive

Walk!

Speak English!

Negative

Don't Walk!

Don't Speak English!



Choose the correct text for each sign and change each one into a negative imperative.

- (1) Swim here.
→ B
→ *Don't swim here.*
- (2) Wash your hands.
- (3) Use your phone here.
- (4) Buy presents here.
- (5) Give food to the animals.
- (6) Take photos.



Part 4 Language Skills

I. Reading

Places to visit in Shanghai

Reading Tip

文章的标题含有大量的信息。猜一猜接下来的对话将谈论上海的哪些地方。



Mark is going to visit Shanghai and he is asking for May's advice via WeChat.

Mark: Hi, May. I'm going to stay in Shanghai for three days. Any ideas for places to visit?

May: Shanghai is a beautiful city. There are many places of interest, such as the Oriental Pearl Tower, the Bund, the Expo Park, the City God Temple and so on.

Mark: Thanks! I can't wait to see these places!

May: But to visit these places in three days is going to be a big challenge. You'd better take the subway. It's going to save you some time.

Mark: Thanks for the advice. By the way, are there any good hotels in the city centre? Not expensive, please.

May: Yes, I know there is one in the city centre. Its name is Heping Hotel. It isn't expensive and it is not far away from the subway station.

Mark: Great! Are there any good restaurants near the hotel?

May: Well, my favourite restaurant is Old Shanghai Restaurant. It's near the hotel and the food is delicious.

Words you need

place of interest 旅游胜地

the Oriental Pearl Tower 东方明珠塔

the Bund 外滩

the Expo (Exposition) Park 世博会公园

the City God Temple 城隍庙



第四部分 语言技能

在本部分, Mark 即将去上海旅行, 他向自己的中国好友 May 咨询相关的信息。学生们将跟随 Mark 一起, 共同了解上海的重要景点及其他相关信息。

热身

- 教师询问学生: Are you interested in travelling? Which cities would you like to visit? What are the places of interest there? 请学生以小组为单位, 就自己喜欢的旅游目的地展开讨论。

1. 阅读

- 在阅读正文之前, 教师可首先讲解本课给出的阅读建议 (Reading Tip), 提醒学生可通过标题来预测文章的大意。
- 教师带领学生通过标题与图片, 判断文章中会提到哪些重要景点, 引出关键词: place of interest, the Oriental Pearl Tower, the Bund, the City God Temple 等。
- 请学生快速阅读短文, 完成活动 1。
- 除了 Words you need 表格中列出的表达, 教师还应提醒学生注意以下单词与词组: WeChat, I can't wait to ..., by the way, far away from, delicious 等。
- 教师讲解重要的单词与词组, 并解答学生关于短文的疑问。

注释

- ◇ via, 介词, 意为“通过; 借助于”, 如: I sent a message to Mark via his sister.
- ◇ place of interest, 意为“旅游名胜”。注意: 它的复数形式为 places of interest, 如: I'm going to read a book about places of interest in China.
- ◇ wait, 动词, 意为“等; 等候”, 如: Hurry up! Everyone is waiting. 其常用词组 sb can't / can hardly wait, 意为“某人急着或等不及 (做某事)”, 如: We're going to Australia on Saturday — I can't wait! 其后常加动词的不定式形式作宾语, 构成 can't wait to do sth 结构, 如: I can't wait to tell her the good news.
- ◇ and so on, 意为“等等”, 用在列举的人或事物之后, 表示省略, 如: He will visit several foreign countries, the USA, Britain, France and so on.
- ◇ challenge, 名词, 意为“挑战; 难度大的事情”, 如: The work is a challenge to her.
- ◇ save, 动词, 意为“节约”, 如: You may save time and money by shopping online.
- ◇ advice, 不可数名词, 意为“建议”。常用短语有 give sb some advice “给某人一些建议”; ask sb for advice “征求某人的意见”; take/follow sb's advice “采纳某人的意见”。
- ◇ expensive, 形容词, 意为“昂贵的; 花钱多的”, 如: Apartments in the city are very expensive.
- ◇ away, 副词, 意为“(空间上)离开; 相距”, 如: She is crying as she slowly walks away. 其常用词组 be away from, 意为“离 (某地或某物) 有多远”, 如: The sea is far away from the town. His school is 500 metres from his home.
- ◇ taste, 动词, 意为“尝; 品尝”, 后面可以加形容词, 表示味道如何, 如: taste bad; 其后也可以加名词, 如: taste the cake。taste 也常用作名词, 表示“味道; 滋味”之意, 如: I don't like the taste of meat anymore.

1. Read the text. Are the sentences true (T) or false (F)?

- () (1) The Bund is one of the places of interest in Shanghai.
- () (2) Taking the subway is not going to save much time.
- () (3) Heping Hotel is very expensive.
- () (4) Heping Hotel is far from the subway station.
- () (5) May's favourite restaurant is Heping Restaurant.
- () (6) The food in the Old Shanghai Restaurant is delicious.

2. Find out more about places to visit in Shanghai and give Mark your advice.

(Extra) II. Listening: A visit to Shanghai

1. Listen to the conversation. Answer the questions.

- (1) Where is Mark now?
- (2) When is Ellie going to come to Shanghai?
- (3) Where is Ellie going to visit first?
- (4) Is their hotel far away from the subway station?
- (5) Where are they going to have a big Chinese meal?
- (6) What does Ellie want to see in the city centre?

2. Listen again and write the means of transportation to each place.

The Bund _____

The Chinese restaurant _____

Old buildings in the city centre _____

(Extra) III. Speaking: Welcome to my town!

A friend from the USA is coming to your town. Give advice about his/her stay. In pairs, have a phone conversation.

A: Hello?

B: Hi, A. I'm coming to ... tomorrow.

A: What would you like to do?

B: First, I want to go to ...

A: OK. We can go there by ...

B: After that, I want to ...

A: That's no problem. See you at the

B: See you there.

IV. Writing: A postcard

1. Writing tips: Short sentences

Use short sentences to write a postcard.

I'm having fun. → *Having fun.*

Dear Mum,

Having a great time in Shanghai.

Tasting the delicious food.

Seeing lots of interesting things.

Having fun.

Lots of love,

Mark

Read the postcard. Write the sentences in a shorter form.

- (1) I'm having a great time. → *Having a great time.*
- (2) I'm visiting many places of interest.
- (3) I'm meeting many friendly people.
- (4) I'm seeing lots of great things.
- (5) I'm taking lots of photos.
- (6) I'm going to Xi'an tomorrow.

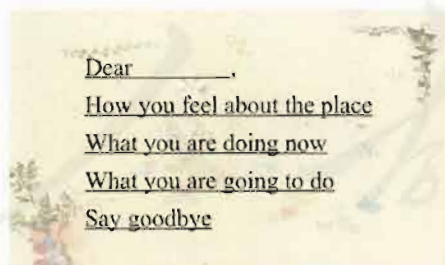
2. Writing task: A postcard

Write a postcard.

Step 1: Research

Find about four things a tourist can do in your town.

Step 2: Write a draft.



Step 3: Check

Are the short forms correct? Write the final version on a postcard.

IV. 写作

本部分主要介绍句子的省略。当一个段落或句子中有两个或更多相同的词出现时，重复的部分可以省略，以使句子更加简练。以写作明信片为例，在向对方介绍自己正在从事某项活动时，如：I'm having fun. 通常可将主语与助动词be 省略，将句子缩写为：Having fun. 除了主语和助动词，句子中有各种成分可以省略，如主要动词、宾语、表语等。

- ◇ 省略主要动词：He studies math, but his brother (studies) dancing.
- ◇ 省略主要动词与宾语：He teaches me swimming and she (teaches me) singing.
- ◇ 省略表语：Money is not the end of life, character is (the end of life).

活动1

- 教师带领学生仿照例句写出句子的省略形式。

参考答案

- (2) Visiting many places of interest. (3) Seeing lots of great things.
(4) Taking lots of photos. (5) Going to Xi'an tomorrow.

活动2

- 教师首先提出问题：Where's your hometown? Are there any places of interest in your hometown? What are the four things a tourist can do in your town?
- 请学生以小组为单位，讨论上述问题。
- 教师引导学生从以下三个方面写作明信片：how you feel about the place, what you are doing now, what you are going to do next.
- 请学生写初稿。教师注意观察，并随时提供帮助。
- 写完初稿之后，鼓励学生之间互相检查草稿，帮助修改。
- 在前面步骤的基础之上，教师可将定稿的写作留作课后作业。

参考作文

Dear May,
Having a great time in Shanghai.
A beautiful city indeed.
Meeting many friendly people.
Tasting the Chinese food. Very delicious!
Now standing on the top of the Oriental Pearl Tower. Wonderful view.
Going to visit the old buildings in the city centre.
Plan to go there by subway.
Thank you for your advice. Very helpful!
Best wishes.
Mark

Unit Check



I. Vocabulary

1. Complete the words.

- (1) A: Excuse me. Where's the nearest p _____ o _____, please?
 B: It's over there, next to the b _ s _ t _ i _ .
- (2) A: I need to call my friend. Is there a ph _____ o _ near here?
 B: Yes, there's one in the tra _____ o _ .
- (3) A: Excuse me. Where is the b _ s _ t _ for the town centre?
 B: The buses usually stop near the fountain.
- (4) A: Is there a b _ k near here?
 B: Yes. It's behind the s _ p _ r _ k _ t _ .

2. Where are the keys? Write the correct prepositions.

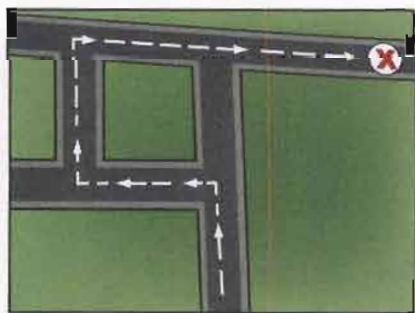
They are ...

- (1) _____ the bag.
 (2) _____ the bag.
 (3) _____ the bag.
 (4) _____ the bag.



II. Communication

3. Follow the arrows and complete the directions.



- A: OK, go straight on and then turn ⁽¹⁾ _____ .
 B: OK, and then ... ?
 A: Go ⁽²⁾ _____ on again and then turn ⁽³⁾ _____ .
 B: OK, here?
 A: Yes. Now, turn ⁽⁴⁾ _____ again and go ⁽⁵⁾ _____ on.
 Now, ⁽⁶⁾ _____ and you are there.

单元测试

- 本部分的使用方法详见第一单元的单元测试。
- 教师也可以请学生两人一组，共同完成单元测试，这样学生之间可以就彼此共同的问题一起思考、探讨。最后的自我评价表（Now you can ...）也可由学生两人共同完成。

I. 词汇

练习 1

参考答案

- (1) post office, bus station
 (2) phone box, train station
 (3) bus stop
 (4) bank, supermarket

练习 2

参考答案

- (1) in (2) behind (3) in front of (4) next to

II. 交际任务

练习 3

参考答案

- (1) left (2) straight (3) right
 (4) right (5) straight (6) stop

III. Language Focus

4. Write positive and negative sentences.

(1) fountains / in the park

→ *There are fountains in the park.**There aren't fountains in the park.*

(2) a hotel / in front of the train station

(3) two schools / near the square

(4) a supermarket / next to the library

(5) many postcards / in the store

(6) a bus station / behind the bank

5. Write questions and short answers.

(1) a bus stop / between the bank and the school

→ *Is there a bus stop between the bank and the school?**Yes, there is. / No, there isn't.*

(2) two fountains / in the square

(3) a subway station / next to the park

(4) a post office / near the shop

(5) a hotel / in front of the train station

(6) a supermarket / behind the car park

6. Write your school rules.

talk eat speak do come text

School Rules

1. _____ food in class.
2. _____ with others in class.
3. _____ to school with your books.
4. _____ Chinese in the English class.
5. _____ your friends in other classes.
6. _____ your homework!

Unit Summary

Now you can ...

- name places in town (exercise 1)
- use prepositions (exercise 2)
- give directions on a map (exercise 3)
- use *there is/are*
 - positive and negative (exercise 4)
 - questions and short answers (exercise 5)
- use imperatives (exercise 6)
- write a postcard, using short sentences

III. 语言聚焦

练习4

参考答案

- (2) There is a hotel in front of the train station. There isn't a hotel in front of the train station.
 (3) There are two schools near the square. There aren't two schools near the square.
 (4) There is a supermarket next to the library. There isn't a supermarket next to the library.
 (5) There are many postcards in the store. There aren't many postcards in the store.
 (6) There is a bus station behind the bank. There isn't a bus station behind the bank.

练习5

参考答案

- (2) Are there two fountains in the square? Yes, there are. / No, there aren't.
 (3) Is there a subway station next to the park? Yes, there is. / No, there isn't.
 (4) Is there a post office near the shop? Yes, there is. / No, there isn't.
 (5) Is there a hotel in front of the train station? Yes, there is. / No, there isn't.
 (6) Is there a supermarket behind the car park? Yes, there is. / No, there isn't.

练习6

参考答案

- (1) Don't eat (2) Don't talk (3) Come (4) Don't speak (5) Don't text (6) Do

听力原文

Mark: Hi, Ellie.

Ellie: Mark! How is Shanghai?

Mark: It's great. I'm having a good time. When are you coming?

Ellie: Tomorrow.

Mark: What are you going to do in Shanghai?

Ellie: I don't know. First, I want to go to the Bund.

Mark: OK. We can go there by subway. Our hotel is not far away from the subway station.

Ellie: Great! After that, I want to have a big Chinese meal!

Mark: That's a good idea. There are many good restaurants near the Bund. We can go to the restaurant on foot.
 What other things do you want to do?

Ellie: Oh, I want to see the old buildings in the city centre.

Mark: No problem. We can go there by bus or taxi.

Ellie: Great! Can't wait to go!

Cultural Exchange



Great places in Xi'an and Edinburgh

My name is May. I'm from Xi'an, the capital of Shaanxi Province. Xi'an is one of the oldest cities in China and it is famous for the Silk Road and the Terracotta Army.

People visit Xi'an to see the Terracotta Army, the Big Wild Goose Pagoda and other places of interest. My favourite place is the Terracotta Army because all the warriors and horses look so real.



I'm William and I'm from Edinburgh. That's the capital of Scotland. Edinburgh isn't the biggest city in Scotland but it's the most important. It's by the sea and there's an old castle at the top of a hill.

People come to Edinburgh for the festival in August. When they're here, they also visit the lakes. My favourite lake is Loch Ness. I always look for Nessie, the famous monster!

Words you need

the Silk Road 丝绸之路

the Big Wild Goose Pagoda 大雁塔

Nessie 尼斯湖水怪

the Terracotta Army 兵马俑

Loch Ness 尼斯湖

1. Read the passages and write the location of these places of interest.
the Big Wild Goose Pagoda
Loch Ness
the Terracotta Army
2. Think about your hometown and answer the questions.
(1) Are there any places of interest in your hometown? What are they?
(2) What's your favourite place and why?

文化交流

- 本单元的文化交流部分主要介绍了中国的西安和英国的爱丁堡两个城市，意在帮助学生扩展视野，增强对不同地域及文化的了解。
- 本部分也可用作阅读教学的延伸。

背景介绍

- ◇ 秦始皇陵兵马俑位于陕西省西安市以东，规模庞大，内容丰富，包括武士俑、陶马、木质战车、大量青铜兵器等，被海外参观者誉为“世界文化遗产第八大奇迹”。1987年，秦始皇陵及兵马俑被联合国教科文组织列入《世界遗产名录》。
- ◇ 爱丁堡国际艺术节始于1947年，内容涵盖话剧、舞蹈、歌剧及古典音乐演出等，是世界著名的艺术节之一。
- ◇ 尼斯湖位于英国苏格兰高原北部，传说有水怪出现，引起了许多人的好奇与兴趣。

活动1

- 教师首先请学生阅读问题，并试着作出回答。
- 给学生5分钟的时间阅读短文，验证自己的回答是否正确。
- 教师带领学生核对答案，并简单讲解短文中的生词与词组。

参考答案

The Big Wild Goose Pagoda — Xi'an Loch Ness — Scotland
The Terracotta Army — Xi'an

活动2

- 教师首先利用本省地图，向学生简单介绍本省的旅游名胜，引导学生说出自己家乡的知名景点。
- 组织学生进行头脑风暴，想一想在这些景点当中自己喜欢哪些地方，并说出理由。
- 教师深入到学生的讨论中去，在他们遇到困难的时候提供帮助。

参考译文

西安与爱丁堡的名胜

我叫May，来自陕西省的省会西安。西安是中国最古老的城市之一，它因丝绸之路和兵马俑而闻名世界。

人们到西安一般都会去参观兵马俑、大雁塔和其他名胜古迹。我最喜欢的是兵马俑，因为那些(陶制)战士和马匹非常逼真。

我叫William，来自苏格兰的首府爱丁堡。爱丁堡不是苏格兰最大的城市，但却是最重要的。爱丁堡位于海边，在山顶上有一座古堡。

很多人来爱丁堡参加八月份的艺术节。他们也会去湖边游览。我最喜欢的湖是尼斯湖。我经常去寻找那个著名的怪兽——尼斯湖水怪。

Words and Expressions

bank /bæŋk/ *n.* 银行

park /pɑ:k/ *n.* 公园 *v.* 停放 (汽车等)

car park *n.* 露天停车场

hotel /həʊ'tel/ *n.* 宾馆; 酒店

phone box (公用) 电话亭

post /pəʊst/ *n.* 邮政; 邮递

post office 邮局

* subway /'sʌbweɪ/ *n.* 地铁

supermarket /'su:pə,mɑ:kɪt/ *n.* 超级市场; 超市

near /niə/ *prep.* 靠近; 离……很近

next /nekst/ *prep.* 紧挨着的; 下次的

next to 紧挨着; 紧靠着

front /frʌnt/ *n. & adj.* 最前部(的); 最前面(的)

in front of 在……最前面

behind /bɪ'hɑ:nd/ *prep.* 在……后面

△ bug /bʌg/ *n.* 小虫子; (计算机程序的) 故障

△ direction /dɪ'rekʃən/ *n.* 指示; 方向

direct /dɪ'rekt/ *v.* 给(某人)指路; 指示

stamp /stæmp/ *n.* 邮票; 印章

* postcard /'pəʊstkɑ:d/ *n.* 明信片

△ fountain /'faʊntɪn/ *n.* 喷泉; 喷水池

move /mu:v/ *v.* (使) 改变位置; (使) 移动

* cheese /tʃi:z/ *n.* 奶酪; 干酪

△ clue /klu:/ *n.* 线索; 提示

straight /streɪt/ *adv.* 笔直地; 径直

* crossroads /'krɒsrəʊdz/ *n.* 十字路口; 转折点

between /bɪ'twi:n/ *prep.* 在……之间

operator /'ɒpəreɪtə/ *n.* 电话接线员

* client /'klaɪənt/ *n.* 客户; 顾客

* fridge /frɪdʒ/ *n.* 冰箱; 冰柜

kitchen /'kɪtʃɪn/ *n.* 厨房

△ via /'vaɪə/ *prep.* 经过; 取道; 借助于

△ WeChat 微信

place of interest 旅游胜地

and so on 诸如此类; 等等

* challenge /'tʃælɪndʒ/ *n.* 挑战; 具有挑战性的事物

save /seɪv/ *v.* 节省; 挽救

advice /əd'vaɪs/ *n.* 意见; 建议

expensive /ɪk'spensɪv/ *adj.* 昂贵的; 花钱多的

away /ə'weɪ/ *adv.* 离开; 相距

far away from 离……很远

delicious /dɪ'lɪʃəs/ *adj.* 美味的; 可口的

taste /teɪst/ *v.* 尝; 品尝 *n.* 味道; 滋味

province /'prɒvɪns/ *n.* 省

△ warrior /'wɒrɪə/ *n.* 武士; 战士

△ castle /'kɑ:səl/ *n.* 城堡; 堡垒

festival /'festɪvəl/ *n.* (电影、戏剧、音乐等的) 节; 节庆

△ monster /'mɒnstə/ *n.* 怪兽; 怪物

Smith /smɪθ/ 史密斯(姓氏)

William /'wɪljəm/ 威廉(男子名)

△ the Oriental Pearl Tower 东方明珠塔

△ the Bund 外滩

△ the Expo (Exposition) Park 世博会(全称“世界博览会”)公园

△ the City God Temple 城隍庙

△ the Silk Road 丝绸之路

△ the Terracotta Army 兵马俑

△ the Big Wild Goose Pagoda 大雁塔

△ Loch Ness 尼斯湖

△ Nessie /'nesi/ 尼斯湖水怪

拓展训练

拓展训练 1——Where is it?

目标: 练习如何询问及指示方位。

形式: 两人一组。

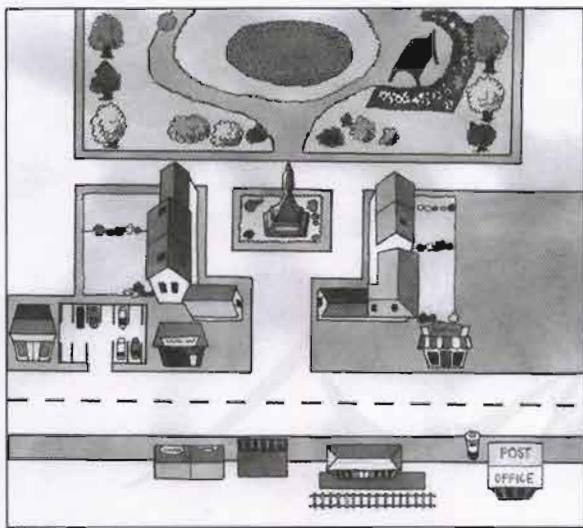
时间: 15 ~ 20 分钟。

材料: 地图 A、地图 B (每人一张)。

步骤: 第二部分 交际任务 (Communication) 之后进行该拓展训练。

1. 教师发放地图。请学生两人一组, 面对面而坐, 告诉学生不能看对方的地图。
2. 教师示范拓展训练如何进行, 并介绍学生在活动中可能会用到的介词, 如: near, in, behind 等; 以及活动中可能会用到的词组, 如: go straight on, on the left, on the right 等。
3. 学生轮流请对方回答地图上的问题, 将各自的地图填写完整。
4. 教师观察学生的活动过程, 并随时提供帮助。
5. 活动结束后教师及时给出反馈并纠错。
6. 扩展: 完成拓展训练之后, 教师可假定学生现在在公交车站, 请小组内的两名学生各自选定三个目的地, 轮流告诉对方如何到达这三个地点。

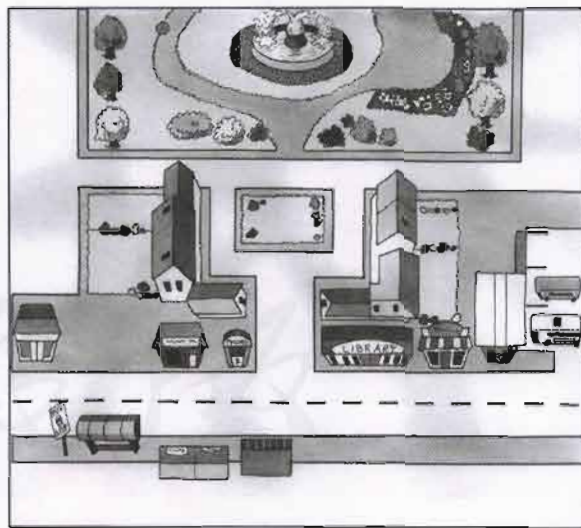
A



Where's ...

- the fountain? ● the bus station?
- the phone box? ● the library? ● the bus stop?

B



Where's ...

- the bench? ● the statue? ● the car park?
- the post office? ● the train station?

拓展训练 2——Stand up please!

目标: 练习祈使句的用法。

形式: 五人一组。

时间: 15 ~ 20 分钟。

材料: 指令卡片 (每组 10 张)。

步骤: 第三部分 语言聚焦 (Language Focus) 之后进行该拓展训练。

1. 请学生五人一组, 每组发放 10 张指令卡片。
2. 教师告诉学生们他们需按照卡片上的指令做相应的动作。
3. 教师首先做示范, 展示自己卡片上的指令, 并根据指令做动作, 如: Stand up please. Use your phone.
4. 每组内的五名学生, 一人读卡片上的指令, 其他几人做动作, 之后轮换角色。
5. 教师随机抽取卡片, 如: Wash your face. Walk. Don't walk. 请各小组根据指令做动作。
6. 教师进行总结, 并纠正活动中出现的问题。

Instruction cards

Stand up please!	Don't take photos here.
Don't walk.	Taste delicious food.
Hands up.	Don't move.
Use your phone.	Pass me the book.
Go straight on.	Wash your face.
Stop.	Don't look outside.
Walk.	Turn left.
Don't wash your hands.	Look at the blackboard.
Say cheese.	Stop talking.
Turn right.	Don't swim here.

Vocabulary List



本表中无标记的单词为《中等职业学校英语教学大纲》中基础模块的“基本要求”词汇；标*号的单词为基础模块的“较高要求”与拓展模块词汇；标△号的单词为大纲中没有收入的词汇。

A	
ability /ə'biləti/ <i>n.</i> 能力; 才能	Unit 3
about /ə'baʊt/ <i>prep.</i> 关于 <i>adv.</i> 大约; 大概	Unit 1
activity /æk'tɪvɪti/ <i>n.</i> 活动	Unit 3
actor /'æktə/ <i>n.</i> (男) 演员	Unit 1
ad /æd/ <i>n.</i> 广告 (同 advertisement)	Unit 3
address /ə'dres/ <i>n.</i> 地址	Unit 7
adult /'ædʌlt/ <i>n.</i> 成年人; 成人	Unit 5
advice /əd'vaɪs/ <i>n.</i> 意见; 建议	Unit 8
afternoon /,ɑ:ftə'nu:n/ <i>n.</i> 下午; 午后	Unit 1
again /ə'geɪn/ <i>adv.</i> 又; 再一次	Unit 4
age /eɪdʒ/ <i>n.</i> 年龄	Unit 1
ahead /ə'hed/ <i>adv.</i> 在前面; 向前	Unit 4
△ alarm /ə'lɑ:m/ <i>n.</i> 闹钟	Unit 4
△ alcoholic /,ælkə'hɒlɪk/ <i>adj.</i> (含) 酒精的	Unit 6
* alcohol /'ælkəhɒl/ <i>n.</i> 酒; 酒精	Unit 6
also /'ɔ:lsəʊ/ <i>adv.</i> 也; 而且; 还	Unit 1
always /'ɔ:lweɪz/ <i>adv.</i> 一直; 总是	Unit 4
a.m. 午前; 上午	Unit 4
American /ə'merɪkən/ <i>adj.</i> 美国(人)的 <i>n.</i> 美国人	Unit 2
and so on 诸如此类; 等等	Unit 8
* application /,æplɪ'keɪʃən/ <i>n.</i> 申请(书)	Unit 7
apply /ə'plai/ <i>v.</i> 申请; 运用	Unit 7
art /ɑ:t/ <i>n.</i> 美术; 艺术	Unit 3
as well (除某物或某人外) 还	Unit 2
asleep /ə'sli:p/ <i>adj.</i> 睡着的	Unit 4
assistant /ə'sɪstənt/ <i>n.</i> 助理; 助手	Unit 3
△ attendant /ə'tendənt/ <i>n.</i> 服务员	Unit 6
aunt /ɑ:nt/ <i>n.</i> (姑、姨、婶、伯、舅) 母	Unit 6
Australia /ə'streɪliə/ 澳大利亚	Unit 2
Australian /ə'streɪliən/ <i>adj.</i> 澳大利亚(人)的 <i>n.</i> 澳大利亚人	Unit 2
away /ə'weɪ/ <i>adv.</i> 离开; 相距	Unit 8

B

* band /bænd/ <i>n.</i> (尤指演奏流行音乐的) 乐队	Unit 4
bank /bæŋk/ <i>n.</i> 银行	Unit 8
△ bartender /'bɑːtendə/ <i>n.</i> 酒吧侍应生	Unit 6
* baseball /'beɪsbɔːl/ <i>n.</i> 棒球 (运动)	Unit 1
△ basics /'beɪsɪks/ <i>n.</i> (复数) 基础; 基本原则	Unit 7
be full of 充满……; 装满……	Unit 5
be interested in 对……感兴趣	Unit 3
be short for 是某事物的简称	Unit 2
be up to sb 由某人决定	Unit 7
beautiful /'bjʊ:tɪfəl/ <i>adj.</i> 美丽的; 极好的	Unit 2
△ because /br'kɔːz/ <i>conj.</i> 因为	Unit 4
behind /br'haɪnd/ <i>prep.</i> 在……后面	Unit 8
△ Belfast /'belfɑːst/ <i>n.</i> 贝尔法斯特	Unit 2
believe /br'liːv/ <i>v.</i> 相信	Unit 6
best /best/ <i>adj.</i> 最好的	Unit 2
between /br'twiːn/ <i>prep.</i> 在……之间	Unit 8
bike /baɪk/ <i>n.</i> 自行车	Unit 2
bill /bɪl/ <i>n.</i> 账单	Unit 6
△ bin /bɪn/ <i>n.</i> 垃圾箱; 垃圾桶	Starter
birthday /'bɜːθdeɪ/ <i>n.</i> 生日	Unit 5
△ bit /bɪt/ <i>adv.</i> 有点; 一些	Unit 3
△ black /blæk/ <i>n. & adj.</i> 黑色 (的)	Starter
blackboard /'blækbɔːd/ <i>n.</i> 黑板	Starter
blog /blɒg/ <i>n.</i> 网络日志; 博客	Unit 2
blue /bluː/ <i>n. & adj.</i> 蓝色 (的)	Starter
△ board /bɔːd/ <i>v.</i> 寄宿	Unit 4
△ bored /bɔːd/ <i>adj.</i> 厌烦的; 不感兴趣的	Unit 7
boring /'bɔːrɪŋ/ <i>adj.</i> 无聊的; 乏味的	Unit 5
boss /bɒs/ <i>n.</i> 老板; 上司	Unit 1
both /bəʊθ/ <i>pron.</i> 两者; 两个都	Unit 3
break /breɪk/ <i>n.</i> 休息	Unit 4
breakfast /'brekfəst/ <i>n.</i> 早餐	Unit 4
bring /brɪŋ/ <i>v.</i> 带来; 拿来	Unit 6
Britain /'brɪtən/ 英国; 不列颠	Unit 2
British /'brɪtɪʃ/ <i>adj.</i> 英国 (人) 的 <i>n.</i> 英国人	Unit 2
brother /'brʌðə/ <i>n.</i> 兄弟; 哥; 弟	Starter
brown /braʊn/ <i>n. & adj.</i> 棕色 (的); 褐色 (的)	Starter
△ bug /bʌg/ <i>n.</i> 小虫子; (计算机程序的) 故障	Unit 8
bus stop 公共汽车站	Unit 7
busy /'bɪzi/ <i>adj.</i> 忙碌的; 繁忙的	Unit 4

by the way 顺便说一下; 顺便问一下	Unit 4
C	
café /kæ'fe/ <i>n.</i> 咖啡馆; 小餐馆	Unit 4
camera /'kæməɹə/ <i>n.</i> 照相机; 摄像机	Unit 7
Canada /'kænədə/ 加拿大	Unit 2
Canadian /kə'neɪdiən/ <i>adj.</i> 加拿大(人)的 <i>n.</i> 加拿大人	Unit 2
△ canteen /kæn'ti:n/ <i>n.</i> 食堂; 餐厅	Unit 4
△ cap /kæp/ <i>n.</i> (有帽舌, 通常和制服配套的) 帽子	Unit 1
capital /'kæpɪtl/ <i>n.</i> 大写字母; 首都; 省会	Unit 2
car park <i>n.</i> 露天停车场	Unit 8
card /kɑ:d/ <i>n.</i> 纸牌; 扑克牌	Unit 4
△ Cardiff /'kɑ:dɪf/ 加的夫	Unit 2
case /keɪs/ <i>n.</i> 箱子; 实例	Starter
△ castle /'kɑ:sl/ <i>n.</i> 城堡; 堡垒	Unit 8
catch /kætʃ/ <i>v.</i> 赶上(飞机、火车、公共汽车等); 抓住	Unit 7
central /'sentrəl/ <i>adj.</i> 中央的; 中间的	Unit 7
centre /'sentə/ <i>n.</i> 中心; 中间	Unit 3
chair /tʃeə/ <i>n.</i> (单人) 椅子	Starter
* challenge /'tʃælɪndʒ/ <i>n.</i> 挑战; 具有挑战性的事物	Unit 8
chat /tʃæt/ <i>v.</i> 闲谈; 聊天	Unit 6
* cheese /tʃi:z/ <i>n.</i> 奶酪; 干酪	Unit 8
chef /ʃef/ <i>n.</i> 厨师; 主厨	Unit 4
△ chess /tʃes/ <i>n.</i> 国际象棋	Unit 3
chicken /'tʃɪkɪn/ <i>n.</i> 鸡肉; 鸡	Unit 3
China /'tʃaɪnə/ 中国	Starter
Chinese /,tʃaɪ'ni:z/ <i>adj.</i> 中国(人)的; 汉语的 <i>n.</i> 汉语; 中文; 中国人	Unit 2
cinema /'sɪnɪmə/ <i>n.</i> 电影院	Unit 7
△ classmate /'klɑ:smeɪt/ <i>n.</i> 同班同学	Starter
* client /'klaɪənt/ <i>n.</i> 客户; 顾客	Unit 8
clock /klɒk/ <i>n.</i> (时) 钟	Unit 4
close /klaʊz/ <i>v.</i> 关闭; 歇业	Unit 4
club /klʌb/ <i>n.</i> 俱乐部; 社团	Unit 2
△ clue /klu:z/ <i>n.</i> 线索; 提示	Unit 8
coach /kəʊtʃ/ <i>n.</i> 教练	Unit 4
company /'kʌmpəni/ <i>n.</i> 公司	Unit 1
* compete /kəm'pi:t/ <i>v.</i> 竞争; 参加比赛	Unit 3
△ competition /,kɒmpɪ'tɪʃən/ <i>n.</i> 竞争; 比赛	Unit 3
computer /kəm'pjʊ:tə/ <i>n.</i> 计算机; 电脑	Unit 1
contact /'kɒntækt/ <i>n. & v.</i> 联系; 交往	Starter
cook /kʊk/ <i>v.</i> 烹调; 煮; 烧	Unit 3

cool /ku:l/ <i>adj.</i> 时髦的; 酷的	Unit 1
△ couch /kaʊtʃ/ <i>n.</i> 长沙发	Unit 7
△ couch potato 老泡在电视机前的人	Unit 7
count /kaʊnt/ <i>v.</i> 把……计算在内; 包括	Unit 7
count sb in 把(某人)计算在内	Unit 7
country /'kʌntri/ <i>n.</i> 国家; 乡村	Unit 2
co-worker /'kəʊwɜ:kə/ <i>n.</i> 同事	Unit 2
credit /'kredit/ <i>n.</i> 赊购; 信贷	Unit 5
credit card 信用卡	Unit 5
* crossroads /'krɒsrəʊdz/ <i>n.</i> 十字路口; 转折点	Unit 8
△ custom /'kʌstəm/ <i>n.</i> 习惯; 传统	Unit 6
customer /'kʌstəmə/ <i>n.</i> 顾客; 客户	Unit 5
cut /kʌt/ <i>v.</i> 剪; 减少	Unit 6
D	
daily /'deɪli/ <i>adj.</i> 每日的; 每天的	Unit 4
date /deɪt/ <i>n.</i> 日期; 日子	Unit 1
delicious /dɪ'liʃəs/ <i>adj.</i> 美味的; 可口的	Unit 8
△ delivery /dɪ'livəri/ <i>n.</i> 递送; 交付	Unit 6
deliver /dɪ'livə/ <i>v.</i> 递送; 传送	Unit 6
design /dɪ'zain/ <i>v.</i> 设计	Unit 5
designer /dɪ'zainə/ <i>n.</i> 设计师; 设计者	Unit 5
detail /'di:teɪl/ <i>n.</i> 细节; 详情	Starter
diary /'daɪəri/ <i>n.</i> 日记; 日记簿	Unit 6
dictionary /'dɪkʃənəri/ <i>n.</i> 词典; 字典	Starter
different /'dɪfərənt/ <i>adj.</i> 不同的; 有差异的	Unit 2
difficult /'dɪfɪkəlt/ <i>adj.</i> 困难的	Unit 4
* digital /'dɪdʒɪtl/ <i>adj.</i> 数字的; 数码的	Unit 7
dinner /'dɪnə/ <i>n.</i> (中午或晚上吃的) 正餐; 主餐	Unit 4
direct /dɪ'rekt/ <i>v.</i> 给(某人)指路; 指示	Unit 8
△ direction /dɪ'rekʃən/ <i>n.</i> 指示; 方向	Unit 8
director /dɪ'rektə/ <i>n.</i> 导演; 负责人	Unit 6
* DJ (电台、电视台、俱乐部的) 音乐节目主持人	Unit 3
doctor /'dɒktə/ <i>n.</i> 医生; 大夫	Unit 2
dress /dres/ <i>n.</i> 连衣裙 <i>v.</i> (给……) 穿衣服	Unit 2
dress up 穿得正式; 装扮	Unit 6
drive /draɪv/ <i>v.</i> 开车; 驾驶	Unit 6
driver /'draɪvə/ <i>n.</i> 司机; 驾驶员	Unit 6
E	
early /'ɜ:li/ <i>adv.</i> 提早; 提前	Unit 4

earn /ɜ:n/ <i>v.</i> 挣(钱)	Unit 5
△ Edinburgh /'edɪnbərə/ 爱丁堡	Unit 2
eight /eɪt/ <i>num.</i> 八	Starter
eighteen /,eɪ'ti:n/ <i>num.</i> 十八	Starter
eighty /'eɪti/ <i>num.</i> 八十	Starter
either /'aɪðə/ <i>conj.</i> 或者; 要么	Unit 6
either ... or 或者……或者	Unit 6
* electric /r'lektrɪk/ <i>adj.</i> 用电的; 带电的	Unit 3
eleven /r'levən/ <i>num.</i> 十一	Starter
email /'i: meɪl/ <i>n.</i> 电子邮件 <i>v.</i> 给(某人)发电子邮件	Starter
end /end/ <i>n.</i> 结束; 末尾	Unit 3
engine /'endʒɪn/ <i>n.</i> 发动机	Unit 6
England /'ɪŋɡlənd/ 英格兰	Unit 2
enjoy /ɪn'dʒɔɪ/ <i>v.</i> 喜欢; 享受……的乐趣	Unit 4
evening /'i:vnlɪŋ/ <i>n.</i> 傍晚; 晚上	Unit 1
exchange /ɪks'tʃeɪndʒ/ <i>n. & v.</i> 交换; 互换	Starter
excited /ɪk'saɪtɪd/ <i>adj.</i> 兴奋的; 激动的	Unit 6
exciting /ɪk'saɪtɪŋ/ <i>adj.</i> 令人兴奋的; 刺激的	Unit 6
excuse me 劳驾; 对不起	Unit 2
expensive /ɪk'spensɪv/ <i>adj.</i> 昂贵的; 花钱多的	Unit 8
experience /ɪk'sprɪəriəns/ <i>n.</i> 经历; 经验	Unit 1
F	
fact /fækt/ <i>n.</i> 事实; 真相	Unit 4
factory /'fæktəri/ <i>n.</i> 工厂; 制造厂	Unit 6
fall /fɔ:l/ <i>v.</i> 落下; 降落	Unit 4
fall asleep 入睡	Unit 4
family /'fæməli/ <i>n.</i> 家庭; 家族	Unit 1
famous /'feɪməs/ <i>adj.</i> 著名的; 出名的	Unit 2
far away from 离……很远	Unit 8
fashion /'fæʃən/ <i>n.</i> 时尚; 流行款式	Unit 5
fast /fɑ:st/ <i>adj. & adv.</i> 快速的(地)	Unit 3
favourite /'feɪvərɪt/ <i>adj.</i> 最喜欢的	Unit 1
△ feet /fi:t/ <i>n.</i> 脚(名词 foot 的复数形式)	Unit 3
female /'fi:meɪl/ <i>adj.</i> 女(性)的	Unit 7
festival /'festɪvəl/ <i>n.</i> (电影、戏剧、音乐等的)节; 节庆	Unit 8
fifteen /,fɪf'ti:n/ <i>num.</i> 十五	Starter
fifty /'fɪfti/ <i>num.</i> 五十	Starter
film /fɪlm/ <i>n.</i> 电影; 影片	Unit 2
finish /'fɪnɪʃ/ <i>v.</i> 完成; 结束	Unit 4
first /fɜ:st/ <i>adj.</i> 第一(位)的	Unit 1

fit /fɪt/ <i>v.</i> (对某人) 合身	Unit 5
fitting room (商店里的) 试衣间	Unit 5
five /faɪv/ <i>num.</i> 五	Starter
flag /flæɡ/ <i>n.</i> 旗; 旗帜	Unit 2
floor /flɔː/ <i>n.</i> 地板; (楼房的) 层	Unit 6
△ FM 调频	Unit 3
△ foot /fʊt/ <i>n.</i> 脚; 足	Unit 3
football /'fʊtbɔːl/ <i>n.</i> 足球 (运动)	Unit 1
forty /'fɔːti/ <i>num.</i> 四十	Starter
△ fountain /'faʊntɪn/ <i>n.</i> 喷泉; 喷水池	Unit 8
four /fɔː/ <i>num.</i> 四	Starter
fourteen /,fɔː'tiːn/ <i>num.</i> 十四	Starter
free /friː/ <i>adj.</i> 自由的; 免费的	Unit 4
Friday /'fraɪdeɪ/ <i>n.</i> 星期五	Starter
* fridge /frɪdʒ/ <i>n.</i> 冰箱; 冰柜	Unit 8
front /frʌnt/ <i>n. & adj.</i> 最前部 (的); 最前面 (的)	Unit 8
full /fʊl/ <i>adj.</i> 满的; 完整的	Unit 5
fun /fʌn/ <i>adj.</i> 有趣的 <i>n.</i> 有趣的经历	Unit 5
future /'fjuːtʃə/ <i>n. & adj.</i> 将来 (的); 未来 (的)	Unit 3
G	
△ gamer /'geɪmə/ <i>n.</i> 电脑游戏玩家	Unit 7
* garage /'gærɪdʒ/ <i>n.</i> 停车场; 车库	Unit 6
garden /'gɑːdn/ <i>n.</i> 花园	Unit 6
△ gardener /'gɑːdnə/ <i>n.</i> 园艺工人; 园丁	Unit 6
gas /gæs/ <i>n.</i> 汽油	Unit 6
gender /'dʒendə/ <i>n.</i> 性别	Unit 7
△ genius /'dʒɪniəs/ <i>n.</i> 天才; 天赋	Unit 7
get dressed 穿衣服	Unit 4
get up 起床	Unit 4
go ahead (口语) 可以; 干吧	Unit 4
green /griːn/ <i>n. & adj.</i> 绿色 (的)	Starter
grocery /'grəʊsəri/ <i>n.</i> 食品杂货	Unit 6
guide /gaɪd/ <i>n.</i> 导游; 指南	Unit 6
△ guitar /'ɡɪtɑː/ <i>n.</i> 吉他	Unit 3
H	
* hairdresser /'heə,dresə/ <i>n.</i> 理发师; 美发师	Unit 6
half /hɑːf/ <i>adj. & pron.</i> 一半的; 半	Unit 1
hand /hænd/ <i>n.</i> 手	Unit 3
hang out 闲待	Unit 5
hat /hæt/ <i>n.</i> (有沿的) 帽子	Unit 2

hate /heit/ <i>v.</i> 讨厌; 恨	Unit 5
have a good time 玩得开心	Unit 6
have/take a shower 冲澡; 洗淋浴	Unit 4
have/take a break 休息一下	Unit 4
high /haɪ/ <i>adj.</i> 高的; (水准、质量等) 好的	Unit 7
holiday /'hɒlədeɪ/ <i>n.</i> 假期; 休假日	Unit 2
homework /'həʊmwɜ:k/ <i>n.</i> 家庭作业; 准备工作	Unit 4
△ hoodie /'hʊdi/ <i>n.</i> 带帽上衣	Unit 5
hope /həʊp/ <i>n. & v.</i> 希望	Unit 4
hot /hɒt/ <i>adj.</i> 很受欢迎的; 热的	Unit 3
hotel /həʊ'tel/ <i>n.</i> 宾馆; 酒店	Unit 8
hour /aʊə/ <i>n.</i> 小时	Unit 4
house /haʊs/ <i>n.</i> 房屋; 房子	Unit 2
hundred /'hʌndrəd/ <i>num.</i> 一百	Starter
hungry /'hʌŋɡri/ <i>adj.</i> 饥饿的	Unit 3
hurry /'hʌri/ <i>v.</i> 赶紧; 匆忙	Unit 4
△ husky /'hʌski/ <i>n.</i> 爱斯基摩犬	Unit 2
I	
in front of 在……最前面	Unit 8
indeed /ɪn'di:d/ <i>adv.</i> 其实; 确实	Unit 6
inside /ɪn'saɪd/ <i>adv.</i> 在(建筑物、房间)内; 在里面	Unit 6
* instrument /'ɪnstɾəmənt/ <i>n.</i> 乐器; 器械	Unit 3
△ interested /'ɪntɾɪstɪd/ <i>adj.</i> 感兴趣的; 关心的	Unit 3
interview /'ɪntəvjʊ:/ <i>n. & v.</i> 面试; 访谈	Unit 3
* interviewee /,ɪntəvjʊ:'i:/ <i>n.</i> 参加面试者; 被采访者	Unit 3
* interviewer /'ɪntəvjʊ:ə/ <i>n.</i> 主持面试者; 提问者; 采访者	Unit 3
introduce /,ɪntrə'dju:s/ <i>v.</i> 介绍; 引见	Unit 2
introduce ... to ... 把……介绍给……	Unit 2
Italian /ɪ'tæliən/ <i>adj.</i> 意大利(人)的; 意大利语的 <i>n.</i> 意大利人; 意大利语	Unit 2
Italy /'ɪtəli/ 意大利	Unit 2
J	
jacket /'dʒækɪt/ <i>n.</i> 夹克; 短上衣	Unit 5
Japan /dʒə'pæn/ 日本	Unit 2
Japanese /,dʒæpə'ni:z/ <i>adj.</i> 日本(人)的; 日语的 <i>n.</i> 日本人; 日语	Unit 2
* jazz /dʒæz/ <i>n.</i> 爵士乐	Unit 3
jeans /dʒi:nz/ <i>n.</i> (复数) 牛仔裤	Unit 5
join /dʒɔɪn/ <i>v.</i> 参与; 加入	Unit 7

K	
key /ki:/ <i>n.</i> 钥匙	Unit 1
kilometre /'kɪlə,mɪ:tə/ <i>n.</i> 千米; 公里	Unit 5
kitchen /'kɪtʃɪn/ <i>n.</i> 厨房	Unit 8
L	
language /'læŋgwɪdʒ/ <i>n.</i> 语言; 说话	Unit 3
large /lɑ:dʒ/ <i>adj.</i> 巨大的; 大的	Unit 5
late /leɪt/ <i>adj. & adv.</i> 晚(的); 迟(的)	Unit 4
later /'leɪtə/ <i>adv.</i> 以后; 后来	Unit 6
latest /'leɪtɪst/ <i>adj.</i> 最近的; 最新的	Unit 7
laugh /lɑ:f/ <i>v.</i> 发出笑声; (大)笑	Unit 6
leave /li:v/ <i>v.</i> 出发; 离开	Unit 4
letter /'letə/ <i>n.</i> 字母; 信	Starter
library /'laɪbrəri/ <i>n.</i> 图书室; 图书馆	Unit 4
list /lɪst/ <i>v.</i> 列出; 列举 <i>n.</i> 名单; 清单	Starter
little /'lɪtl/ <i>adj.</i> 小的	Unit 3
live /lɪv/ <i>v.</i> 生活; 居住	Unit 4
* load /ləʊd/ <i>v.</i> 把……装上(车辆)	Unit 6
△ loader /'ləʊdə/ <i>n.</i> 装卸工	Unit 6
△ Loch Ness 尼斯湖	Unit 8
△ London /'lʌndən/ 伦敦	Starter
lonely /'ləʊnli/ <i>adj.</i> 孤单的; 孤独的	Unit 5
look after 照顾	Unit 6
lucky /'lʌki/ <i>adj.</i> 运气好的; 幸运的	Unit 2
lunch /lʌntʃ/ <i>n.</i> 午餐	Unit 4
M	
main /meɪn/ <i>adj.</i> 最大的; 最重要的	Unit 7
male /meɪl/ <i>adj.</i> 男(性)的	Unit 7
manager /'mænɪdʒə/ <i>n.</i> 经理; 管理者	Unit 7
map /mæp/ <i>n.</i> 地图	Starter
meal /mi:l/ <i>n.</i> 一餐; 饭	Unit 4
* mechanic /mɪ'kænik/ <i>n.</i> 技工; 机械工	Unit 6
* medium /'mi:diəm/ <i>adj.</i> (大小、水平或数量)中等的; 中号的	Unit 5
meet /mi:t/ <i>v.</i> 认识; 会面	Unit 1
△ Milan /mɪ'læn/ 米兰	Unit 2
△ mime /maɪm/ <i>v.</i> 比画着表达	Unit 6
mind /maɪnd/ <i>v.</i> 介意; 在意	Unit 5

* minimum /'mɪnɪmə/ <i>n. & adj.</i> 最小量(的); 最低限度(的)	Unit 6
minute /'mɪnɪt/ <i>n.</i> 分; 分钟	Unit 3
miss /mɪs/ <i>v.</i> 想念; 错过	Unit 1
mobile /'məʊbaɪl/ <i>n.</i> 移动电话; 手机	Unit 1
model /'mɒdl/ <i>n.</i> 时装模特; 模型	Unit 5
moment /'mɒmənt/ <i>n.</i> 某一时刻; 片刻	Unit 6
Monday /'mʌndeɪ/ <i>n.</i> 星期一	Starter
△ monster /'mɒnstə/ <i>n.</i> 怪兽; 怪物	Unit 8
month /mʌnθ/ <i>n.</i> 月; 月份	Unit 2
morning /'mɔ:niŋ/ <i>n.</i> 早晨; 上午	Unit 1
move /mu:v/ <i>v.</i> (使) 改变位置; (使) 移动	Unit 8
* musician /'mju:zɪfən/ <i>n.</i> 音乐家	Unit 3
N	
△ nanny /'næni/ <i>n.</i> 保姆	Unit 3
national /'næʃənəl/ <i>adj.</i> 国家的; 全国性的	Unit 2
* nationality /,næʃə'nælɪti/ <i>n.</i> 国籍; 民族	Unit 2
near /nɪə/ <i>prep.</i> 靠近; 离……很近	Unit 8
necessary /'nesɪsəri/ <i>adj.</i> 必要的; 必不可少的	Unit 3
neighbour /'neɪbə/ <i>n.</i> 邻居	Unit 4
nervous /'nɜ:vəs/ <i>adj.</i> 神经紧张的	Unit 6
△ Nessie /'nesi/ 尼斯湖水怪	Unit 8
never /'nevə/ <i>adv.</i> 决不; 从来没有	Unit 5
new /nju:/ <i>adj.</i> 新的; 未体验过的	Unit 1
△ New York /,nju:'jɔ:k/ 纽约	Unit 2
news /nju:z/ <i>n.</i> 新闻(报道); 消息	Unit 6
newspaper /'nju:sp,eɪpə/ <i>n.</i> 报纸	Unit 4
next /nekst/ <i>prep.</i> 紧挨着的; 下次的	Unit 8
next to 紧挨着; 紧靠着	Unit 8
nine /naɪn/ <i>num.</i> 九	Starter
nineteen /,naɪn'ti:n/ <i>num.</i> 十九	Starter
ninety /'naɪnti/ <i>num.</i> 九十	Starter
noise /nɔɪz/ <i>n.</i> 噪声; 嘈杂声	Unit 6
△ Northern Ireland /,nɔ:ðən'aɪələnd/ 北爱尔兰	Unit 2
notebook /'nəʊtbʊk/ <i>n.</i> 笔记本	Starter
number /'nʌmbə/ <i>n.</i> 数; 数字	Starter
nurse /nɜ:s/ <i>n.</i> 护士	Unit 6
O	
object /'ɒbdʒɪkt/ <i>n.</i> 实物; 物体	Starter

of course 当然; 一定	Unit 2
offer /'ɒfə/ v. 提供; 提出	Unit 7
office /'ɒfɪs/ n. 办公室; 办公楼	Unit 1
△ off-road <i>adj.</i> 越野的	Unit 7
often /'ɒfən/ <i>adv.</i> 常常; 经常	Unit 5
on holiday 休假	Unit 2
one /wʌn/ <i>num.</i> 一	Starter
△ oops /ʊps/ <i>int.</i> 哎哟; 啊呀	Unit 6
operator /'ɒpəreɪtə/ n. 电话接线员	Unit 8
orange /'ɒrɪndʒ/ <i>adj.</i> 橙色的 <i>n.</i> 橙子; 橙色	Starter
ordinary /'ɔ:dənəri/ <i>adj.</i> 普通的; 平常的	Unit 3
outside /aʊt'saɪd/ <i>adv.</i> 在外面; 在户外	Unit 6
over /'əʊvə/ <i>adj.</i> 结束的; 完结的	Unit 6
own /əʊn/ <i>adj.</i> & <i>pron.</i> 自己的; 属于自己的	Unit 7

P

paint /peɪnt/ v. (用颜料)画; 作画	Unit 3
pair /peə/ n. 一副; 一对; 一双	Unit 5
parent /'peərənt/ n. 父亲; 母亲	Unit 1
park /pɑ:k/ n. 公园 v. 停放(汽车等)	Unit 8
△ part-time <i>adj.</i> 兼职的	Unit 3
past /pɑ:st/ <i>prep.</i> 晚于; 在……之后	Unit 4
patient /'peɪʃənt/ n. 病人; 患者	Unit 6
pay /peɪ/ v. 付款; 付钱给(某人)	Unit 5
pencil /'pensəl/ n. 铅笔	Starter
pencil case 笔袋	Starter
phone /fəʊn/ n. 电话 v. (给……)打电话	Starter
phone box (公用)电话亭	Unit 8
photo /'fəʊtəʊ/ n. 照片; 相片	Unit 1
△ piano /pi'æniəʊ/ n. 钢琴	Unit 3
pick sb up 搭载; 接载	Unit 7
picture /'pɪktʃə/ n. 照片; 图画	Unit 1
place of interest 旅游胜地	Unit 8
play /pleɪ/ v. 玩耍; 参赛 <i>n.</i> 玩耍; 比赛	Unit 1
△ player /'pleɪə/ n. 运动员; 选手	Unit 1
pleasure /'pleʒə/ n. 愉快; 满足	Unit 5
p.m. 下午	Unit 4
pool /pu:l/ n. 游泳池	Unit 7
popular /'pɒpjələ/ <i>adj.</i> 受大众喜爱的; 受欢迎的	Unit 1
post /pəʊst/ n. 邮政; 邮递	Unit 8
post office 邮局	Unit 8

* postcard /'pəʊstkɑ:d/ <i>n.</i> 明信片	Unit 8
△ postman /'pəʊstmən/ <i>n.</i> 邮递员	Unit 5
potato /pə'teɪtəʊ/ <i>n.</i> 马铃薯; 土豆	Unit 7
pound /paʊnd/ <i>n.</i> 英镑 (英国标准货币单位)	Unit 5
prefer /prɪ'fɜ:/ <i>v.</i> 更喜欢	Unit 5
present /'prezənt/ <i>n.</i> 礼物; 赠品	Unit 1
provide /prə'vaɪd/ <i>v.</i> 提供; 供应	Unit 6
province /'prɒvɪns/ <i>n.</i> 省	Unit 8
△ puppy /'pʌpi/ <i>n.</i> 小狗; 幼犬	Unit 2
Q	
quality /'kwɒləti/ <i>n.</i> 质量; 品质	Unit 7
quarter /'kwɔ:tə/ <i>n.</i> 一刻钟; 四分之一	Unit 4
R	
radio /'reɪdiəʊ/ <i>n.</i> 收音机	Unit 3
really /'ri:əli/ <i>adv.</i> 非常; 真正地	Unit 1
* reception /rɪ'sepʃən/ <i>n.</i> 接待; 接待处	Unit 1
△ receptionist /rɪ'sepʃənɪst/ <i>n.</i> 接待员	Unit 1
red /red/ <i>n. & adj.</i> 红色 (的)	Starter
repair /rɪ'peə/ <i>v.</i> 修理; 修补	Unit 6
reporter /rɪ'pɔ:tə/ <i>n.</i> 记者	Unit 6
restaurant /'restərɒnt/ <i>n.</i> 饭店; 餐馆	Unit 4
rock /rɒk/ <i>n.</i> 摇滚乐; 岩石	Unit 3
△ Rome /rəʊm/ 罗马	Unit 2
△ routine /ru:'ti:n/ <i>n.</i> 惯例; 常规	Unit 4
run /rʌn/ <i>v.</i> 跑; 奔跑	Unit 3
Russia /'rʌʃjə/ 俄罗斯	Unit 2
Russian /'rʌʃjən/ <i>adj.</i> 俄罗斯 (人) 的; 俄语的 <i>n.</i> 俄罗斯人; 俄语	Unit 2
S	
same /seɪm/ <i>adj.</i> 相同的; 同一个的	Starter
△ sandal /'sændl/ <i>n.</i> 凉鞋	Unit 5
sandwich /'sænwɪdʒ/ <i>n.</i> 三明治	Unit 3
Saturday /'sætədɪ/ <i>n.</i> 星期六	Starter
save /seɪv/ <i>v.</i> 节省; 挽救	Unit 8
△ Scotland /'skɒtlənd/ 苏格兰	Unit 2
second /'sekənd/ <i>adj.</i> 第二 (个) 的	Unit 1
secretary /'sekritəri/ <i>n.</i> 秘书	Unit 6
serve /sɜ:v/ <i>v.</i> 端上 (饭菜等); 服务 (顾客)	Unit 6
service /'sɜ:vɪs/ <i>n.</i> (为顾客提供的) 服务	Unit 6
seven /'sevən/ <i>num.</i> 七	Starter

seventeen /ˌsevənˈti:n/ <i>num.</i> 十七	Starter
seventy /ˈsevənti/ <i>num.</i> 七十	Starter
shall /ʃəl/ <i>modal v.</i> 将要; 应该	Unit 7
share /ʃeə/ <i>v.</i> 共享; 共用	Unit 4
shirt /ʃɜ:t/ <i>n.</i> 衬衫	Unit 5
shoe /ʃu:/ <i>n.</i> 鞋	Unit 2
short /ʃɔ:t/ <i>adj.</i> 短的; 短期的	Unit 2
△ shorts /ʃɔ:ts/ <i>n.</i> (复数) 短裤	Unit 5
show /ʃəʊ/ <i>n.</i> 节目; 演出 <i>v.</i> 给……看	Unit 3
show ... around 带……参观	Unit 6
shower /ˈʃaʊə/ <i>n.</i> 淋浴; 阵雨	Unit 4
side /saɪd/ <i>n.</i> 面; 侧	Unit 5
* signature /ˈsɪgnətʃə/ <i>n.</i> 签字; 署名	Unit 7
sister /ˈsɪstə/ <i>n.</i> 姐姐; 妹妹; 姐妹	Starter
six /sɪks/ <i>num.</i> 六	Starter
sixteen /ˌsɪkˈsti:n/ <i>num.</i> 十六	Starter
sixty /ˈsɪksti/ <i>num.</i> 六十	Starter
size /saɪz/ <i>n.</i> 大小; 尺寸	Unit 5
skirt /skɜ:t/ <i>n.</i> 裙子	Unit 5
slow /sləʊ/ <i>adj.</i> 慢的; 缓慢的	Unit 6
△ slowly /ˈsləʊli/ <i>adv.</i> 慢慢地; 缓慢地	Unit 6
small /smɔ:l/ <i>adj.</i> (尺寸或数量) 小的	Unit 5
smell /smel/ <i>n.</i> 气味; 臭味	Unit 5
△ smelly /ˈsmeli/ <i>adj.</i> 有臭味的	Unit 5
* sock /sɒk/ <i>n.</i> 袜子; 短袜	Unit 5
soft /sɒft/ <i>adj.</i> 软性的; (柔) 软的	Unit 6
sometimes /ˈsʌmtaɪmz/ <i>adv.</i> 有时; 不时	Unit 4
sound /saʊnd/ <i>linking v.</i> 听起来 <i>n.</i> 声音	Unit 4
spell /spel/ <i>v.</i> 拼写; 拼出	Starter
sport /spɔ:t/ <i>n.</i> (某项) 体育运动	Unit 1
square /skweə/ <i>n.</i> 广场	Unit 7
* stadium /ˈsteɪdiəm/ <i>n.</i> 体育场; 运动场	Unit 6
stamp /stæmp/ <i>n.</i> 邮票; 印章	Unit 8
star /stɑ:/ <i>n.</i> 星; 明星	Unit 2
station /ˈsteɪʃən/ <i>n.</i> 电视台; 车站	Unit 3
stay /steɪ/ <i>v.</i> 暂住; 停留	Unit 1
stop /stɒp/ <i>n.</i> 车站; 停止	Unit 7
straight /streɪt/ <i>adv.</i> 笔直地; 径直	Unit 8
studio /ˈstju:diəʊ/ <i>n.</i> 演播室; 工作室	Unit 5
style /stɑɪl/ <i>n.</i> 款式; 风格	Unit 7
* subway /ˈsʌbweɪ/ <i>n.</i> 地铁	Unit 8

suit /sju:t/ <i>n.</i> 套装; 一套衣服	Unit 5
Sunday /ˈsʌndeɪ/ <i>n.</i> 星期日	Starter
supermarket /ˈsu:pə,mɑ:kɪt/ <i>n.</i> 超级市场; 超市	Unit 8
sure /ʃʊə/ <i>adj.</i> 确信的; 肯定的 <i>adv.</i> (口语) 当然; 好的	Unit 4
swim /swɪm/ <i>v.</i> 游泳	Unit 3
△ swimmer /ˈswɪmə/ <i>n.</i> 游泳运动员; 会游泳的人	Unit 4
swimming suit 游泳衣	Unit 5
T	
table /ˈteɪbəl/ <i>n.</i> 桌子; 表格	Starter
* talent /ˈtælənt/ <i>n.</i> 才能; 天才	Unit 3
△ talented /ˈtæləntɪd/ <i>adj.</i> 有天资的; 有才能的	Unit 3
taste /teɪst/ <i>v.</i> 尝; 品尝 <i>n.</i> 味道; 滋味	Unit 8
taxi /ˈtæksi/ <i>n.</i> 出租车	Unit 6
* technician /tekˈnɪʃən/ <i>n.</i> 技师; 技术人员	Unit 1
△ teenage /ˈti:neɪdʒ/ <i>adj.</i> 青少年的	Unit 5
teenager /ˈti:neɪdʒə/ <i>n.</i> 青少年	Unit 5
ten /ten/ <i>num.</i> 十	Starter
tennis /ˈtenɪs/ <i>n.</i> 网球 (运动)	Unit 1
test /test/ <i>n. & v.</i> 测验; 测试	Unit 7
△ the Big Wild Goose Pagoda 大雁塔	Unit 8
△ the Bund 外滩	Unit 8
△ the City God Temple 城隍庙	Unit 8
△ the Expo (Exposition) Park 世博会 (全称“世界博览会”) 公园	Unit 8
△ the Oriental Pearl Tower 东方明珠塔	Unit 8
△ the People's Republic of China 中华人民共和国	Unit 2
△ the Silk Road 丝绸之路	Unit 8
△ the Terracotta Army 兵马俑	Unit 8
the UK 英国 (全称为 the United Kingdom)	Unit 1
the USA 美国 (全称为 the United States of America)	Unit 2
these /ði:z/ <i>pron.</i> 这些	Unit 2
thirteen /ˌθɜ:ˈti:n/ <i>num.</i> 十三	Starter
thirty /ˈθɜ:ti/ <i>num.</i> 三十	Starter
those /ðəʊz/ <i>pron.</i> 那些	Unit 2
three /θri:/ <i>num.</i> 三	Starter
Thursday /ˈθɜ:zdeɪ/ <i>n.</i> 星期四	Starter
timetable /ˈtaɪm,teɪbəl/ <i>n.</i> 时间表; 时刻表	Unit 4
tip /tɪp/ <i>v.</i> 付小费 (给……) <i>n.</i> 小费	Unit 6
tired /taɪəd/ <i>adj.</i> 困倦的; 疲倦的	Unit 4
tonight /təˈnaɪt/ <i>n. & adv.</i> (在) 今晚	Unit 3
too /tu:/ <i>adv.</i> 太; 也; 还	Unit 2
top /tɒp/ <i>n.</i> 上衣; 顶部	Unit 7

tourist /'tuərist/ <i>n.</i> 游客; 游人	Unit 6
town /taʊn/ <i>n.</i> 城镇; 市镇	Unit 7
train /treɪn/ <i>n.</i> 火车; 列车	Unit 7
△ trainer /'treɪnə/ <i>n.</i> 运动鞋; 教练(员)	Unit 5
△ training /'treɪnɪŋ/ <i>n.</i> 训练; 培训	Unit 4
travel /'trævəl/ <i>v.</i> (尤指长途) 旅行	Unit 5
try on 试穿	Unit 5
T-shirt /'ti:ʃɜ:t/ <i>n.</i> T恤(衫)	Unit 2
Tuesday /'tju:zdeɪ/ <i>n.</i> 星期二	Starter
twelve /twelv/ <i>num.</i> 十二	Starter
twenty /'twenti/ <i>num.</i> 二十	Starter
twin /twɪn/ <i>n.</i> 双胞胎中的一个 <i>adj.</i> 双胞胎的	Starter
two /tu:/ <i>num.</i> 二	Starter
type /taɪp/ <i>v.</i> 打字	Unit 3
* typical /'tɪpɪkəl/ <i>adj.</i> 一贯的; 典型的	Unit 4
typist /'taɪpɪst/ <i>n.</i> 打字员	Unit 3
U	
uncle /'ʌŋkəl/ <i>n.</i> 伯(叔、舅)父; 姑(姨)夫	Unit 6
under /'ʌndə/ <i>prep.</i> 低于; 在……下面	Unit 7
* uniform /'ju:nɪfɔ:m/ <i>n.</i> 制服	Unit 4
up /ʌp/ <i>adv.</i> 向上地	Unit 4
usual /'ju:ʒuəl/ <i>adj.</i> 通常的; 惯常的	Unit 4
△ usually /'ju:ʒuəli/ <i>adv.</i> 通常地; 惯常地	Unit 4
V	
△ venue /'venju:/ <i>n.</i> 举办地点; 举办场所	Unit 7
△ via /'vaɪə/ <i>prep.</i> 经过; 取道; 借助于	Unit 8
△ violin /,vaɪə'li:n/ <i>n.</i> 小提琴	Unit 3
visit /'vɪzɪt/ <i>n. & v.</i> 访问; 参观	Unit 1
visitor /'vɪzɪtə/ <i>n.</i> 访问者; 参观者	Unit 1
vocational /vəʊ'keɪʃənəl/ <i>adj.</i> 职业的	Unit 1
vocational school 职业学校	Unit 1
W	
wait /weɪt/ <i>v.</i> 等; 等候	Unit 5
waiter /'weɪtə/ <i>n.</i> (餐馆的) 男服务员	Unit 6
waitress /'weɪtrɪs/ <i>n.</i> (餐馆的) 女服务员	Unit 6
wake /weɪk/ <i>v.</i> 弄醒; 唤醒	Unit 4
wake up 醒; 叫醒	Unit 4
△ Wales /weɪlz/ 威尔士	Unit 2
△ warrior /'wɒrɪə/ <i>n.</i> 武士; 战士	Unit 8

watch /wɒtʃ/ <i>n.</i> 表; 手表 <i>v.</i> 观看	Unit 1
wear /weə/ <i>v.</i> 穿 (衣服、鞋子等); 戴 (首饰)	Unit 6
△ WeChat 微信	Unit 8
Wednesday /'wenzdeɪ/ <i>n.</i> 星期三	Starter
△ weekday /'wi:kdeɪ/ <i>n.</i> 工作日	Starter
weekend /,wi:k'end/ <i>n.</i> 周末	Starter
welcome /'welkəm/ <i>n.</i> & <i>v.</i> 迎接; 欢迎	Unit 1
while /waɪl/ <i>conj.</i> 在……时; 在……过程中	Unit 1
white /waɪt/ <i>n.</i> & <i>adj.</i> 白色 (的)	Starter
win /wɪn/ <i>v.</i> 获胜; 赢	Unit 3
winner /'wɪnə/ <i>n.</i> 获胜者	Unit 3
with /wɪð/ <i>prep.</i> 和……一起; 具有	Unit 1
* wool /wʊl/ <i>n.</i> 羊毛; 毛织物	Unit 5
△ workshop /'wɜ:kʃɒp/ <i>n.</i> 车间; 工场; 研讨会	Unit 7
Y	
yellow /'jeləʊ/ <i>n.</i> & <i>adj.</i> 黄色 (的)	Starter
young /jʌŋ/ <i>adj.</i> 年轻的; 年幼的	Unit 3
youth /ju:θ/ <i>n.</i> 青年; 青春	Unit 3
Z	
zero /'ziərəʊ/ <i>num.</i> 零	Starter

人教版®