



人教新目标八年级下册英语

教学设计



备课人：

Unit 1 What's the matter?

教学目标:

- 1 语言目标: 描述健康问题的词汇, 及如何根据别人的健康问题提建议。
- 2 技能目标: 能听懂谈论健康问题的对话材料; 能根据别人的健康问题提建议; 能写出重点单词和重点句型, 并能描述怎样对待健康问题。
- 3 情感目标: 通过开展扮演病人等活动, 培养学生关心他人身体健康的品质。
通过本课的阅读, 培养学生处理紧急事件的基本能力, 树立紧急事件时互相帮助的精神。

教学重点:

短语: have a stomachache, have a cold, lie down, take one's temperature,
go to a doctor, get off, to one's surprise, agree to do sth., get into trouble,
fall down, be used to, run out (of), cut off, get out of, be in control of,
keep on (doing sth.), give up

句子: 1 What's the matter? I have a stomachache. You shouldn't eat so much next time.

2 What's the matter with Ben?

He hurt himself. He has a sore back.

He should lie down and rest.

3 Do you have a fever? Yes, I do. No, I don't. I don't know.

4 Does he have a toothache? Yes, he does.

He should see a dentist and get an X-ray.

5 What should she do? She should take her temperature.

6 Should I put some medicine on it? Yes, you should No, you shouldn't.

教学难点: 掌握情态动词 should \shouldn't. 的用法; 学习 have 的用法。

课时划分:

Section A1 1a – 2d

Section A2 3a-3c

Section A3 Grammar Focus-4c

Section B1 1a-2e

Section B2 3a-Self check

Section A 1 (1a – 2d)

Step 1 Warming up and new words

1. Look at a picture and learn the parts of the body.
2. New words and phrases.

Step 2 Presentation

1a Look at the picture. Write the correct letter [a-m] for each part of the body.

___ arm	___ back	___ ear	___ eye	___ foot
___ hand	___ head	___ leg	___ mouth	
___ neck	___ nose	___ stomach	___ tooth	

Step 3 Listening

1b Listen and look at the picture. Then number the names 1-5

Listen to the conversations again and fill in the blanks.

Conversation 1

Nurse: What's the matter, Sarah?

Girl: I _____.

Conversation 2

Nurse: What's the matter, David?

Boy: I _____.

Conversation 3

Nurse: What's the matter, Ben?

Boy: I _____.

Conversation 4

Nurse: What's the matter, Nancy?

Girl: I _____.

Conversation 5

Betty: What's the matter, Judy?

Ann: She _____.

Step 4 Speaking

1c Look at the pictures. What are the students' problems? Make conversations.

Examples

A: What's the matter with Judy?

B: She talked too much yesterday and didn't drink enough water.

She has a very sore throat now.

A: What's the matter with Sarah?

B: She didn't take care of herself on the weekend. She was playing with her friends at the park yesterday. Then it got windy, but she didn't put on her jacket. Now she has a cold.

Step 5 Guessing games

Guess what has happened to the students by using the important sentences.

Step 6 Listening

2a Listen and number the pictures [1-5] in the order you hear them.

2b Listen again. Match the problems with the advice.

Step 7 Speaking

2c Make conversations using the information in 2a and 2b

A: What's the matter?

B: My head feels very hot.

A: Maybe you have a fever.

B: What should I do?

A: You should take your temperature.

Step 8 Role-play

Imagine you are the school doctor. A few students have health problems. Role-play a conversation between the doctor and the students.

2d Role –play the conversation

Step 9 Language points and summary

1. What's the matter?

这是人们特别是医生和护士询问病人病情时最常用的问句，意思是“怎么了？”其后通常与介词 with 连用。类似的问句还有：

What's wrong? 怎么啦？

What's wrong with you? 你怎么了？

What's your trouble? 你怎么了？

What's the trouble with you? 你怎么了？

What's up? 你怎么了？

2. have a cold 伤风，感冒，是固定词组，表示身体不适的常用词组还有：

have a bad cold 重感冒

have a fever 发烧

have a headache 头痛

have a stomachache 肚子痛，胃痛

have a toothache 牙痛

Summary: 1. 牙疼 have a toothache

2. 胃疼 have a stomachache

3. 背疼 have a backache

4. 头疼 have a headache

5. 喉咙疼 have a sore throat

6. 发烧 have a fever

7. 感冒 have a cold

8. 躺下并且休息 lie down and rest

9. 喝热蜂蜜茶 drink hot tea with honey

10. 喝大量水 drink lots of water

11. 看牙医 see a dentist

12. 量体温 take one's temperature

13. 看医生 go to a doctor

Step 10 Exercises

根据上下文意思填空。

Mandy: Lisa, are you OK?

Lisa: I _____ a headache and I can't move my neck. What _____ I do? Should I _____ my temperature?

Mandy: No, it doesn't sound like you have a fever. What _____ you do on the weekend?

Lisa: I played computer _____ all weekend.

Mandy: That's probably why. You need to take breaks _____ from the computer.

Lisa: Yeah, I think I sat in the _____ way for too long without moving.

Mandy: I think you should _____ down and rest. If your head and neck still hurt tomorrow, then go to a _____.

Lisa: OK. Thanks, Mandy.

翻译下列句子: 1. 你怎么了? 我头痛。

2. 他怎么了? 他发烧

3. 李雷怎么了? 他喉咙痛。他应该多喝水。

4. 如果你的头和脖子明天仍然疼的话, 请去看医生。

Homework: Make up a conversation between a doctor and a patient.

Section A 2 (3a – 3c)

Step 1 Presentation

Look at the picture. Discuss what happened and then what we should do.

Teacher: What happened in the picture.

Students:

Teacher: What should we do to help them?

Students:

Teacher: Did the bus driver help them?

Students:

Step 2 Reading

3a Read the passage and answer the following questions.

Do you think it comes from a newspaper or a book? How do you know?

Did the bus driver help the man and the woman?

3b Read the passage again and check the things that happened in the story.

1 _____ Wang Ping was the driver of bus No.26 at 9:00 a.m. yesterday.

2 _____ Bus No.26 hit an old man on Zhonghua Road.

3 _____ The old man had a heart problem and needed to go to the hospital right away.

4 _____ The passengers on the bus did not want to go to the hospital, so only Wang Ping went with the woman and old man.

5 _____ Some passengers helped to get the old man onto the bus.

6 _____ The old man got to the hospital in time.

Step 3 Speaking

3c Discuss the questions with a partner.

Step 4 Languages points

1. ... when the driver saw an old man lying on the side of the road.

..... 这时司机看到一位老人正躺在路边。

观察与思考: 你能看出“看到某人正在做某事”的句型吗?

see sb. doing sth. 看见某人正在做某事

e.g. When I pass the window I see him drawing a picture.

see sb. do sth. 看见某人做过某事

e.g. I often see him draw a picture.

活学活用:

- 1) 我看见他时他正在河边玩。

I saw him _____ by the river.

- 2) 我看见过他在河边玩。

I saw him _____ by the river.

- 3) 我看着他过了桥。

I see him _____ across the bridge.

- 4) 我看见她正在洗碗。

I see her _____ the dishes.

2. The bus driver, 24-year-old Wang Ping, stopped the bus without thinking twice.

3. He only thought about saving a life.

观察与思考: 你能看出“without thinking”、“about saving a life”的共同点吗?

共同点: 介词 + doing; 介词 + 名词、宾格代词、doing

活学活用: 用适当的形式填空。

- 1) I am fine. What about _____ (she)?

- 2) Thanks for _____ (tell) me the story?

- 3) It is a sunny day. How about _____ (go) fishing?

- 4) It is good to relax by _____ (use) the Internet or _____ (watch) game shows.

4. But to his surprise, they all agreed to go with him.

to one's surprise

使.....惊讶的是, 出乎.....意料

e.g. To their surprise, all the students pass the exam.

Much to everyone's surprise, the plan succeeded.

5. ... because they don't want any trouble, ...

当 trouble 意为“困难; 麻烦”时, 是不可数名词。如:

I'm sorry to give you so much trouble.

- (1) be in trouble 意为“有困难; 陷入困境”。

如: He always asks me for help when he is in trouble.

- (2) get sb. into trouble 意为“使某人陷入困境”。

如: If you come, you may get me into trouble.

- (3) 主语 + have / has trouble (in) doing sth. 意为“某人在做某事方面有困难”。如:

I have some trouble (in) reading the letter.

当 trouble 意为“麻烦事; 烦心事”时, 是可数名词。如:

She was on the phone for an hour telling me her troubles.

【运用】根据汉语意思完成英语句子, 每空词数不限。

- (1) 他认为每天吃饭是一件麻烦事。

He thinks that eating every day is _____.

- (2) 你知道你现在为什么处于困境吗?

Do you know why you _____ now?

(3) 我妹妹在学习英语方面有困难。

My sister _____ English.

6. right away 意为“立刻；马上”，和 in a minute 意思相近。例如：

I'll be there right away / in a minute.

另外，right now 和 at once 也可表示“立刻；马上”的意思。

【运用】根据汉语意思完成英语句子，每空词数不限。

你必须马上出发。

You must start _____.

重点短语

1) 看到某人正在做某事 see sb. doing sth.

2) 让某人吃惊的是 to one's surprise

3) 下车 get off the bus

4) 上车 get on the bus

5) 多亏，幸亏 thanks to

6) 考虑 think about

7) 同意做某事 agree to do sth

8) 造成麻烦 get into trouble

Step 5 Exercises

用括号内的词的适当形式填空。

1. The driver saw an old man _____ (lie) on the road.

2. I sat in the same way without _____ (move).

3. He only thought about _____ (save) a life and didn't think about _____ (him).

4. The old man needed _____ (go) to the hospital.

5. A woman was _____ (shout) for help.

6. He expected them _____ (get) off the bus.

Section A 3 (Grammar focus – 4c)

Step 1 Revision (Guessing game)

Look at the pictures, guess what has happened and revise the important points the students have learned.

Step 2 Grammar focus

What's the matter?	I have a stomachache.	You shouldn't eat so much next time.
What's the matter with Ben?	He hurt himself. He has a sore back.	He should lie down and rest.
Do you have a fever?	Yes, I do. / No, I don't. / I don't know.	
Does he have a toothache?	Yes, he does.	He should see a dentist and get an X-ray.
What should she do?	She should take her temperature.	
Should I put some medicine on it?	Yes, you should. / No, you shouldn't.	

观察与思考

读以下四个句子，总结出 have 的用法。

have \ has

I have a bag.

He has noodles for breakfast.

I have a bad cold.

They have a look at the picture.

用法展现

1. 作“有”讲。 如：I have a bag. 我有一个包。 He has a red cup. 他有一个红杯子。

2. 作“吃、喝”讲。 如：

have breakfast (吃早饭) have tea (喝茶) have a biscuit (吃块饼干) have a drink (喝点水)

3. 作“患病”讲。

have a cold, have a fever

4. 固定短语

have a try, have a look, have a party

活学活用

1. 她有许多好朋友。 She ____ lots of good friends.

2. 当我们感冒时，应该多喝水。 When we ____ bad colds, we should drink more water.

3. 他早餐常吃鸡蛋。 He ____ eggs for breakfast.

4. 他昨天去参加聚会了。 He _____ yesterday.

用法展现

should

should 属情态动词，后接动词原形，没有人称和数的变化。用于提出建议劝告别人。

should 的否定形式为 should not, 通常缩写为 shouldn't.

1. — Tom, I have a toothache. 汤姆，我牙痛。

— You should see a dentist. 你应当去看牙医。

2. — I'm not feeling well these days. I have bad cough.

这些天我身体不适，老是咳嗽。

— You shouldn't smoke so much, I think.

我认为你不该抽这么多烟。

3. — Should I put some medicine on it?

— Yes, you should. / No, you shouldn't.

4. — What should she do?

— She should take her temperature.

活学活用

1. — She has a stomachache.

— She _____ eat so much next time.

2. — Should she see a dentist and get an X- ray?

— Yes, she _____. / No, she _____.

反身代词

反身代词又称为自身代词，表示动作行为反射到行为执行者本身。它还可以在句中起到强调的作用，用以加强语气。

粉墨登场

英语中共有八个反身代词，在使用时应注意和它所指的相应的对象在人称、性别、数上保持一致。其基本形式如下表所示：

	第一人称	第二人称	第三人称
单数	myself	yourself	Himself/herself/itself
复数	ourselves	yourselves	themselves

用法展现

1. 可用作宾语，指的是宾语和主语表示 同一个或同一些的人或事物。

如：Maria bought herself a scarf. 玛丽亚给自己买了一条围巾。

We must look after ourselves very well. 我们必须好好照顾自己。

2. 可用作表语，指的是表语和主语表示同一个或同一些人或事物。

如：She isn't quite herself today. 她今天身体不太舒服。

3. 可用作主语或宾语的同位语，常用来加强语气。

如：She herself will fly to London tomorrow. 明天她自己将要坐飞机去伦敦。

I met the writer himself last week. 我上周见到了那位作家本人。

4. 用在某些固定短语当中。

照顾自己 look after oneself / take care of oneself

自学 teach oneself sth./ learn sth. by oneself

玩得高兴，过得愉快 enjoy oneself

请自用……（随便吃/喝些……） help oneself to sth.

摔伤自己 hurt oneself

自言自语 say to oneself

沉浸于，陶醉于……之中 lose oneself in

把某人单独留下 leave sb. by oneself

给自己买……东西 buy oneself sth.

介绍……自己 introduce oneself

温馨提醒

1. 反身代词不能单独做主语，但可以做主语的同位语，起强调作用。

如：我自己能完成作业。

(误) Myself can finish my homework.

(正) I myself can finish my homework. /

I can finish my homework myself.

2. 反身代词表示“某人自己”，不能表示“某人的东西”，因为它没有所有格的形式。表达“某人自己的（东西）”时，须要用 one's own.

如：我用我自己的蜡笔画画。

(误) I'm drawing with myself crayons.

(正) I'm drawing with my own crayons.

活学活用

1. My classmate, Li Ming, made a card for _____ just now.
2. Bad luck! I cut _____ with a knife yesterday.
3. They tell us they can look after _____ very well.
4. My cat can find food by _____.
5. Help _____ to some beef, boys.

Step 3 Exercises

4a Fill in the blanks and practice the conversations.

1. A: I hurt _____ when I played basketball yesterday. What _____ I do?
B: You _____ see a doctor and get an X-ray.
2. A: _____ the matter?
B: My sister and I _____ sore throats. _____ we go to school?
A: No, you _____.
3. A: _____ Mike _____ a fever?
B: No, he _____. He _____ a stomachache.
A: He _____ drink some hot tea.

4b Circle the best advice for these health problems. Then add your own advice.

1. Jenny cut herself.
She should (get an X-ray / put some medicine on the cut).
My advice: _____.
2. Kate has a toothache.
She should (see a dentist / get some sleep).
My advice: _____.
3. Mary and Sue have colds.
They shouldn't (sleep/ exercise).
My advice: _____.
4. Bob has a sore back.
He should (lie down and rest / take his temperature).
My advice: _____.

4c One student mimes a problem. The other students in your group guess the problem and give advice.

Name	Problem	Advice
Liu Peng	fall down	go home and rest

- A: What's the matter? Did you hurt yourself playing soccer.
B: No, I didn't.
C: Did you fall down?
B: Yes, I did.

D: You should go home and get some rest.

Section B 1 (1a-2e)

Step 1 New words

1. bandage *n.* 绷带 *v.* 用绷带包扎
2. sick *adj.* 生病的; 有病的
e.g. Her mother is very sick. 她母亲病得很厉害。
3. knee *n.* 膝盖
4. nosebleed *n.* 鼻出血
5. breathe *v.* 呼吸
e.g. Fish cannot breathe out of water. 鱼离开水就不能呼吸。
6. sunburned *adj.* 晒伤的
7. climber *n.* 登山者
8. accident *n.* (交通) 事故; 意外遭遇
9. rock *n.* 岩石
10. knife *n.* 刀
11. blood *n.* 血
12. control *n. & v.* 限制; 约束; 管理
13. spirit *n.* 勇气; 意志

Step 2 Presentation

1. Discuss: Did these accidents happen to you?
When they happen, what should you do?
e.g. get hit on the head / cut her finger / fall down / have a nosebleed
2. 1a. When these accidents happen, what should you do?
Put the actions in order.
 - (1) ____ Put a bandage on it.
____ Run it under water.
____ Put some medicine on it. (Key: 3, 1, 2)
 - (2) ____ Go to the hospital.
____ Get an X-ray.
____ Rest for a few days. (Key: 1, 2, 3)
 - (3) ____ Clean your face.
____ Put your head back.
____ Put on a clean T-shirt. (Key: 2, 1, 3)

Step 3 Listening

1. 1b. Listen to the school nurse. Check the problems you hear.

Problems		Treatments	Problems		Treatments
Someone felt sick.	√		Someone had a nosebleed.	√	

Someone cut his knee.	√		Someone hurt his back.		
Someone had a fever.			Someone got hit on the head.	√	

2. 1c. Listen again. Write the letter of each treatment next to the problems you checked in the chart above.

- a. put a bandage on it
- b. took his temperature
- c. told him to rest
- d. put some medicine on it
- e. took him to the hospital to get an X-ray
- f. told her to put her head back.

Problems		Treatments	Problems		Treatments
Someone felt sick.	√	b, c	Someone had a nosebleed.	√	f
Someone cut his knee.	√	d, a, b, c	Someone hurt his back.		
Someone had a fever.			Someone got hit on the head.	√	e

Step 4 Speaking

1d. Role-play a conversation between the nurse and the teacher. Use the information in 1b and 1c.

A: Who came to your office today?

B: First, a boy came in. He hurt himself in P.E. class.

A: What happened?

B: He has a nosebleed.

Step 5 Presentation

2a. Accidents or problems can sometimes happen when we do sports. Write the letter of each sport next to each accident or problem that can happen.

A = soccer B = mountain climbing C = swimming

___ fall down

___ have problems breathing

___ get hit by a ball

___ get sunburned

___ cut ourselves

___ hurt our back or arm

(Key: B C / A C / B A)

Step 6 Reading

1. 2b. Read the passage and underline the words you don't know. Then look up the words in a dictionary and write down their meaning.

阅读指导:

Finding the Order of Events

Writers describe events in a certain order. Finding the order of the events will help you understand what you are reading.

2. Reading tasks:

2c. Read the statements and circle True, False or Don't Know.

1	Aron almost lost his life three times because of climbing accidents.	True	False	Don't know
2	Aron had a serious accident in April 2003.	True	False	Don't know
3	Aron ran out of water after three days.	True	False	Don't know
4	Aron wrote his book before his serious accident.	True	False	Don't know
5	Aron still goes mountain climbing.	True	False	Don't know

2d. Read the passage again and answer the questions.

1. Where did the accident happen on April 26, 2003?
2. Why couldn't Aron move?
3. How did Aron free himself?
4. What did Aron do after the accident?
5. What does "between a rock and a hard place" mean?

Key: 1. It happened in Utah, America.

2. His arm was caught under a 360-kilo rock that fell on him when he was climbing by himself in the mountains.
3. He used his knife to cut off half his right arm.
4. He wrote a book called *"Between a Rock and a Hard Place"*.
5. It means being in a difficult situation that you cannot seem to get out of.

2e. Put the sentences in the correct order. Then use them to tell Aron's story to your partner. Try to add other details from the reading.

1. On April 26, 2003, he had a serious mountain climbing accident.
2. Aron loves mountain climbing and doesn't mind taking risks.
3. Aron did not give up after the accident and keeps on climbing mountains today.
4. He wrote a book about his experience.
5. Aron lost half his right arm from the 2003 accident.

The correct order: 2, 1, 5, 4, 3

Step 7 Important phrases

摔倒	fall down
对感兴趣	be interested in
习惯于	be used to ...
因为	because of
用完	run out of
准备做	be ready to do sth.
切除	cut off
离开	get out of ...
掌管，管理	in control of ...
继续或坚持（做某事）	keep on doing sth.

Step 8 Language points

1. 观察下列句子。

- 1) He found himself in a very dangerous situation.
- 2) He was climbing by himself.
- 3) He bandaged himself so that he would not lose too much blood.
- 4) ...we find ourselves "between a rock and a hard place"...

himself 和 ourselves 称为_____代词。 (反身)

2. 填写下列表格。

	第一人称	第二人称	第三人称
单数	myself	yourself	himself herself itself
复数	ourselves	yourselves	themselves

3. 观察以下两个句子，总结 *so that* 和 *so ... that* 的用法。

- 1) He bandaged himself so that he would not lose too much blood.
- 2) His love for mountain climbing is so great that he kept on climbing mountains even after this experience.

so that 既可引导目的状语从句又可引导结果状语从句。

引导目的状语从句时可译为“为了”，

引导结果状语从句时可译为“以便”。

e.g. I speak loudly so that all the students can hear me clearly. (目的状语从句)

Maria likes the woolen dress so that she decides to buy it immediately. (结果状语从句)

so... that... 中的 *so* 是副词，常用来修饰形容词或副词，“如此……以致于……”。

主语 + 谓语 + *so* + *adj.* / *adv.* + *that* 从句。

e.g. The boy ran so fast that I couldn't catch him.

so + *adj.* + *a(n)* + 单数名词 + *that* 从句。

e.g. It was so fine a day yesterday that we all went out for a picnic.

昨天天气很好，我们都出去野餐了。

区别：

- 1) *so that* 引导目的状语从句时，表示“以便；为了”，从句中常使用 *can* / *could* / *may* / *might* / *will* / *would* / *should* 等情态动词或助动词；引导结果状语从句时，从句中一般不用 *can* 和 *may* 等词。

2) so that 引导目的状语从句前不用逗号, so that 引导的结果状语从句与主句之间常有逗号隔开, “因此; 所以”。

e.g. He worked hard at his lessons so that he could gain high grades in the exams.

他努力学习, 争取考试能获得好成绩。

He worked hard at his lessons, so that he gained high grades in the exams.

他努力学习, 结果考试获得了好成绩。

3. There were many times when Aron almost lost his life because of accidents.

这是由 when 引导的定语从句。修饰前面的名词 times。

e.g. I thought of the happy days when I stayed in London.

He still remembers the time when you give him the book as a gift.

4. ... he wrote a book called *Between a Rock and a Hard Place*.

Between a Rock and a Hard Place. 此句为习语。表在艰难或危险处境下“从两难中选择”。

e.g. Who will you save when your mother and wife are both in water?

It's between a rock and a hard place.

5. This means being in a difficult situation that you cannot seem to get out of.

mean v. “.....意思是” 或 “意味着”。

e.g. What do you mean? 你的意思是什么?

... before we have to make a decision that could mean life or death.

.....在我们做出可能意味着生死的决定前。

Step 9 Exercises

Choose the best answer.

1. Mr. More has more money than Mr. Little. But he doesn't enjoy ____.

A. he B. him C. his D. himself

2. Lily was 9 years old. ____ was old enough to go to school ____.

A. She, she B. She, herself
C. Her, herself D. Her. She

3. I made the cake by _____. Help _____, Tom.

A. ourselves, yourself B. myself, yourself
C. myself, you D. me, him

4. Who taught _____ history last year? Nobody! He learned it _____.

A. him, himself B. his, himself
C. himself, himself D. his, him

5. The camera is _____ expensive _____ I can't afford it.

A. so, that B. such, that
C. so, as to D. enough, that

6. Miss Gao asked a question, but it was _____ that nobody could answer it.

A. very difficult B. too difficult
C. difficult enough D. so difficult

Key: D. B. B. A. A. D.

Section B 2 (3a-Self check)

Step 1 Revision

Aron Ralston is an American mountain 1 _____. There were many times when Aron almost lost his life because 2 ____ accident. On April 26, 2003, He found himself in a very dangerous 3 _____ when climbing in Utah. On that day, Aron's arm was caught under a 360- kilo rock that fell on him when was climbing by 4 _____ in the mountains. Because he could not free his arm, he stayed there for five days and hoped that 5 _____ would find him. But when his water ran 6 _____, he knew that he would have to do something to 7 _____ his own life. He was not ready to die that day. So he used his knife to 8 _____ off half his right arm. Then, with his left arm, he bandaged himself so 9 _____ he would not lose too much 10 _____. After that, he climbed down the mountain to find help. His love for mountain climbing is 11 _____ great that he kept on 12 _____ mountains even after this experience.

Step 2 Writing

- 3a Imagine you are the school nurse and a student just had an accident or a health problem. Make notes about what he/she should and shouldn't do

Accident or health problem	He / She should	He / She shouldn't
have a sore back	lie down and rest	do sports
have a fever	take some medicine	...
have a sore throat	drink some hot tea	...
have a toothache	see a dentist	...
cut myself	put some medicine on it	...

- 3b Write a conversation between the nurse and the student using the notes in 3a. Use the question and phrases below to help you.

What's the matter ? / What happened? / Are you OK?

No, I don't feel well. / I feel... / I have a ... / Should I ...?

You should ... / You shouldn't...

fell down / got hit by ... / cut myself / hurt my...

Pair work. Role play the conversation with your partner.

Step 3 Self-check

1. Write different health problems next to the body parts. Then write more health problems you know of .

Head: _____

Back: _____

Throat: _____

Tooth: _____

Stomach: _____

Other problems: _____

Keys: have a headache/get hit on the head

have a sore back/hurt one's back

have a sore throat

have a toothache

have a stomachache

have a fever/have a nosebleed/cut oneself

2. Put these questions and answers in order to make a conversation.

___ I hurt myself playing soccer. I have a sore leg.

___ What should I do ?

___ I think you should see a doctor and get an X-ray.

___ OK, thanks. I'll do that now.

___ What's the matter ?

___ Oh, that doesn't sound good.

Keys: 2 4 5 6 1 3

3. Write advice for these people.

1) Problem: Alan cut himself.

Advice: _____

2) Problem: Cindy has a headache.

Advice: _____

3) Problem: My cousins have bad colds.

Advice: _____

4) Problem: Jack hurt his back playing volleyball.

Advice: _____

Keys: 1. Put some medicine on it.

2. Take a temperature and rest.

3. Lie down, rest and drink more water.

4. Go to the hospital and get an X-ray.

Step 4 Exercises

I. 根据句意及首字母，填入适当的单词。

1. What's the m_____ with you?

2. Your face looks a bit red, maybe you have a f_____.

3. He usually goes to school on f_____.

4. I have a t_____, so I want to see a dentist.

5. When you have a stomachache, please l_____ down and r_____.

6. I get o_____ at the next station.

7. He h_____ his knee, I should put a bandage on it.

8. Aron almost lost his life because of a_____.

9. Their water r_____ out.

II. 排序,组成符合逻辑的对话。

① Is it anything serious?

② My head hurts. I feel terrible.

③ Please sit down. Let me have a look at you.

④ What's wrong with you, young man?

⑤ No, nothing serious. Take this medicine, and you can be better soon.

Step 5 Homework

1. Write a conversation between the nurse and the student using the useful sentences in 3b.
2. Remember the words, phrases and sentences in this unit.

Unit 2 I'll help clean up the city parks.

内容提示

本单元主要是围绕着"volunteering"这个话题，通过动词短语和句型的应用，提高语言交际能力。培养学生为他人着想，热爱公益事业，乐于助人的优良品质。

教学目标

Skill	▲ Listen and talk about offering help
Focus	▲ Talk about ways to tell people about the Clean-Up Day ▲ Listen, describe and talk about the work the volunteers do ▲ Learn to write a letter ▲ Learn to deal with new problems or situations using what you have learned
Language	功能句式 Talk about offering help
Focus	I'll help clean up the city parks. A: I'd like to work ... B: You could help ... Talk about ways to tell people about the Clean-Up Day We need to ... We can't ... I'll ... Talk about the work the volunteers do These three students all volunteer their time to help other people. Somebody loves to ... / helps ... / plans to ... / wants to ... A: What do you like doing? B: I like ... A: What kind of volunteer work do you think I could do? B: You could ...
词	1. 重点词汇
汇	advertisement, fix, repair, pleasure, blind, deaf, shut, carry, specially, fetch 2. 认读词汇 hunger, homeless, cheer, clean-up, sign, establish, major, commitment, elementary, veterinarian, coach, similar, call-in, strategy, disabled, organization, unable, support, appreciate, donation, part of speech, pronoun, adverb, preposition, conjunction, donate, Jimmy, Sally 3. 词组 clean up, cheer up, give out, put off, set up, think up, take after, fix up, give away, put up, hand out, work out, at once

语法 How to use phrasal verbs

Strategy 1. Matching 2. Personalizing

Focus 3. Using parts of speech

Culture Being a volunteer is useful and important.

Focus

教材分析

本单元以 Volunteering 为话题设计了四个部分的内容。

Section A 该部分有四个模块:第一个模块围绕 ways in which you could help people 这个话题展开叙述(1a), 听力(1b), 口语(1c)训练; 第二个模块围绕 Talk about ways to tell people about the Clean-Up Day 进行听力(2a, 2b), 口语(2c)训练; 第三个模块是关于 volunteers 的一个阅读材料, 训练形式为阅读(3a), 填表格(3b), 角色表演(3c); 第四个模块仍以 the kinds of work the volunteers do 为话题, 以表格及对话形式进行小组活动(4)。

Section B 该部分有四个模块: 第一模块是词汇的学习(1a)与运用(1b); 第二个模块以听力训练形式强化第一模块中所学词汇(2a, 2b)和口语训练(2c); 第三个模块围绕中心展开阅读(3a) a volunteer's work 并再次强化了第一模块中的词汇学习(3b); 第四模块仍就 the work the volunteers do 这一话题以小组活动形式进行口语训练(4)。

Self check 该部分有两个模块: 第一模块对所学词汇进行填空训练(1); 第二个模块以某一志愿者的活动为内容进行写作和口语练习(2)。

Reading 该部分共设四项任务:第一项任务以问题讨论的形式激活相关的背景知识(Section 1); 第二项任务要求学生通过快速阅读获取信息, 并鼓励学生运用词性的知识阅读并理解短文内容 (Section 2); 第三项任务通过提炼阅读材料中的知识点和难点进一步理解文章(Section 3); 第四项任务以写回信的形式对所学知识进行巩固运用(Section 4)。

课时安排

第一课时: Section A: 1a, 1b, 1c, 2a, 2b, Grammar focus

第二课时: Section A: 3a, 3b, 4

第三课时: Section B: 1, 2a, 2b, 2c, 3a

第四课时: Section B: 3b, 4 and Self Check

第一课时

教学目标

能运用以下句型进行交际:

I'd like to work outside.

You could give out food at a food bank.

教学过程

一、导入(Lead-in):

展示几张需要帮助的人或事的图片。(如: sick people, homeless children, dirty park, hunger)

Teacher	Student
Do you like these pictures?	No, they make me sad.
What can you see in the picture?	There are some people who need help.
Can you tell me something about the pictures?	The children are very poor, they don't have money to go to school...

通过图片让学生充分展开想像力，针对每一幅图片进行描述，激起学生的同情心和对以下内容的兴趣。

二、句型引入和操练(Presentation and practice)

1. 版书: What can you do to help sick people?

I could visit them in the hospital.

I'd like to buy them some flowers.

I hope to cheer them up.

Teacher	Student
What can you do to help the people who need your help? For example: What can you do to help sick people?	I could visit them in the hospital.
	I, d like to buy them some flowers.
	I hope to cheer them up.
	I volunteer to...

让学生给出不同的回答，强调 I'd like to, hope to, volunteer to, could 和其他动词的搭配。老师不断强化句型，让学生有个模式进行下面的训练。

2. 结对练习对话

另外再让学生结对操练句型:

Student A	Other Student
What would you like to do if the classroom is very dirty?	I' d like to...
	I hope to...
	I Could...
	I volunteer to...

通过反复操练，巩固句型，体会以上句型的结构，为后面的讨论作铺垫。

三、教学操练(Practice)

1. 教学 1a, 1c, 2c.

Step1: 让学生根据内容对话，引出 volunteer, work outside, cheer up, help sb. with sth. , give out, clean up, in the hospital. 并用刚刚学到的目标句型来操练。（若有学生不明白，老师可先示范一次。）

Step2: 抽查几对学生，让他们在全班面前，按要求进行对话。

2.教学 1b, 2a, 2b.

Step1: 帮助学生明确题目的要求。接着，听力练习，学生根据录音内容完成 1b, 2a and 2b.

Step2:重放一遍录音内容，学生跟读。学生通过听力练习，进一步熟悉本课的目标语言。

四、教学巩固

通过版书引导学生完成一个任务:

假设你有个朋友周末生日，他打算在家开个生日舞会。他现在有很多事情忙不过来，你能给他提供什么帮助？

A	This weekend I'll have a birthday party at my home, I have so many things to do, can you help me?
B	OK. I could...
C	I'd like to...

说明：通过来完成一个任务。让学生运用所学内容，既巩固了本课所学的语言目标，又开拓了学生的思维，使学生的语言运用源于书本又高于书本，培养学生在实际生活中运用本课所学内容，来解决现实生活中的实际问题的能力，达到新课标提出的培养学生综合运用语言的能力。

五、作业 (Homework):

1. 下周你们班将去老人院，去那里有什么可以做的，罗列 4~5 点。
2. 翻译下列短语。

(1)打扫、(2)张贴、(3)去医院看望生病的小孩、(4)在外面工作；
(5)提供帮助、(6)推迟、(7)分发、(8)无家可归的人

第二课时

教学目标

- A. 能运用所掌握的语法、句型和词汇进行交流。
- B. 如果学校开展志愿者活动，能比较流利地讲述自己能够做的事情。
- C. 能运用语言和语法知识进行阅读并理解文章意思。
- D. 能运用句型：You could help coach a football team.
- F. 掌握词汇及短语：spend...doing, set up, each of, put off, cheer up

教学过程

一、教学 3a

导入(Lead—in)，当学生进行阅读时，教师列出以下表达：

版书：spend...doing, set up, each of, put off, cheer up

说明：这些词组句型都是以前学过的但是经常使用，列出来给他们加深印象，以便他们能更灵活运用各种场合。

二、教学 (Practice)3b

Group work 仿照书上的示范，用书上的提示让他们集体讨论解决方法。

先由学生小组讨论，由两三组同学起来表演他们的对话。

说明：通过这些对话，让学生能针对不同的地方发表自己的不同的见解，使他们能流利运用英语进行交流，引导学生关心和帮助他人。

三、教学巩固

完成一个任务：Group work: A survey

Teacher	Dear classmates, in your city there are many people who need our help. What are you good at? What can we do for them? Now please make a list of things that you like and you can do for them. Then ask your partner about his interests and things he could do, after that please make a report.
---------	--

4 PAIRWORK

Write down three things you like to do. Ask your partner for advice about the kinds of volunteer work you could do.

Things I like to do	Volunteer work I could do
1. _____	_____
2. _____	_____
3. _____	_____

A: I like to read about Chinese history. What kind of volunteer work do you think I could do?

B: You could start a Chinese History Club.

全班活动。利用课文 4 的表格，询问同学的兴趣爱好以及根据自己的兴趣爱好可以做哪些帮助人们的事。

说明：同学们对自己感兴趣人提问题，并且罗列出爱好和可做的事情。通过来完成一个任务，让学生运用所学内容，既复习第一课时所学的语言目标和巩固了本课所学的语言目标，又开拓了学生思维，培养了学生运用本课所学内容，解决现实问题的能力。

四、作业(Homework):

1. 句型转换。

假设你们班打算组织学生去敬老院慰问，以下表格是你们班个别同学的爱好，请根据表格，安排他们能做的事情。

Interest		What will they do? Name
Alice	Singing	
Peter	Working outside	
Daniel	Drawing	
Tracy	Talking with people	

2. 汉译英。

- | | |
|--------------------|-----------------|
| (1)我自愿打电话通知朋友。 | (2)你愿意去医院看望小孩吗? |
| (3)我昨晚花了 2 个小时做作业。 | (4)我们不能再推迟会议了。 |

第三课时

教学目标

A. 听——能从所听到的对话中获取信息。

B. 掌握词汇：

run out of, take after, fix up, give away, be similar to,
try to do, call up, hand out, come up with

教学过程

一、导入(Warm-up):

展示图片，让学生用图片上的内容及提示短语造句。

I've run out of money.

I take after my mother.

I fix up my bike.

I gave away the books.

(通过口语造句，既激发了学生的学习积极性，让学生在轻松好奇的氛围中复习了上节课的目标语言，又引出新短语。)

在造句的基础上，能进一步用英文解释以上短语

run out of—don't have any of fix up—repair take after == be similar to

二、教学 2a, 2b.

1. Check the answers: 说明：通过听电话，学习辨别信息，选择内容并完成填空，学生通过听力练习，进一步熟悉本课的目标语言。

2. 最后，重放一遍录音内容，学生跟读。

3. 2c Pairwork: 根据听力的对话内容，首先理解对话，模仿对话。

4. 表演对话(Act out): 叫部分同学演示其对话内容。说明：让学生合作学习，互相交流

三、教学阅读(Reading) 3a.

学生通过自己阅读理解，在过程中加深印象，比教师直接说出答案要有效得多。

Explain their questions about the 3a.

四、作业 (Homework):

1. 想想你周围哪些人需要你的帮助，你能够为他们做什么，以此为题写篇作文。

2. 完成句子。

(1)我们需要提出一个计划。

We need to _____ a plan.

(2)我喜欢足球，所以我可以训练一支球队。

I like football so I could _____.

(3)他给了很多钱去帮助无家可归的小孩。

He _____ a lot of money to _____ children.

(4)你可以帮我修单车吗?

Would you please help me _____ my bike.

第四课时

教学目标

写——能根据所学知识进行写作。

复习巩固本单元的主要内容。

教学过程

一、复习(Revision)

让两三个同学口述自己的打算，将其要点归纳在黑板上。

板书: For example: sing, hand out, put up...

二、拓展性练习——写、说(Writing and speaking practice)

将全班同学分成四组进行调查(利用 4 的表格)

4 PAIRWORK

Write down three things you like to do. Ask your partner for advice about the kinds of volunteer work you could do.

Things I like to do	Volunteer work I could do
1. _____	_____
2. _____	_____
3. _____	_____

A: I like to read about Chinese history. What kind of volunteer work do you think I could do?
B: You could start a Chinese History Club.

1. Self Check part 1

由学生完成练习，然后让他们用这些单词造句，如有错误，进行更正。

拓展单词和词组，(exchange, need to, this time of year)运用它们进行造句。

2. Self Check part 2(Writing)

(1)Expressions: want to be, ask for, call up, be able to

(2)Write an article about Sally in 2.

3. Just for Fun



(1)由 3 名同学运用对话在课堂上表演内容。

(2)学生分析漫画内容。说明：口语和理解训练。

三、作业 (Homework):

1. 根据课文 Just for Fun!写作文。

2. 选词填空。

be afraid of, enjoy doing, be good for, in public, belong to, be proud of

(1)Eating fruit _____ your pimple.

(2)He used to _____ snakes.

(3)She _____ last night.

(4)This CD _____ Mary.

Unit 3 Could you please clean your room?

Period 1

一、 教学内容 Section A 1a----1c

二、 教学目标

1.学习词汇 do the dishes, make the bed, take out the trash, fold the clothes, do the laundry, sweep the floor, clean the living room.

2.句型 Could you please clean your room? Yes, sure.

三、 教学准备 学生预习本单元所有的词汇 多媒体课件 活动表 奖品

四、 教学过程

1. Warming up

Enjoy ourselves. Watch cartoon Cinderella. 看动画片段《灰姑娘》导入入本课话题和新词汇“chores”美丽善良的鬼姑娘因继母的嫉妒，每天得做所有的家务。片段的主题使学生联想到本课的话题。

2. learn new words and phrases

Look! What is she / he doing? 看图学习动词词组 do chores, do the dishes, make the bed, take out the trash, fold the clothes, do the laundry, clean the living room.

3. Guessing game. What is she doing ?

4. Pair work. 1a, Do you do these things at home? Write “Y” for “yes” and “N” for “no”.

5. Listening . 1b , Peter’s chores or Mom’s chores?

理解目标语 Could you please clean your room? Yes, sure.

Write “M” for Mom’s chores, “P” for Peter’s chores in the chart.

6. Pairwork

Look at the picture, Ask your partner to do the chores that you see.

7. Interview Who is the most able at home?

1) What chores do you do at home? How often do you do the chores? Work in four, interview each of the students in the group, fill in the chart.

2) Then one student make a report to the class. “In my group.... Does the dishes every day,...We think ... is the most able one in our group.”

3) 颁奖。给每个小组里的最能干者发奖。适时给学生爱劳动，爱父母的教育

8. 总结本节课的教学重点。

9.Homework

Read the words and phrases you learn today.

make a dialogue between you and your parent about doing the chores.

五.教学反思

本节课主要谈论家务，话题贴近生活，在热身阶段，以灰姑娘的动画片段导入动词词组，猜图游戏使词汇得到巩固，为下面的活动做好铺垫。新词汇结合学生的生活实际，掌握运用 target language 礼貌提出请求，并使学生受到爱劳动的教育..是本课的重点。

Period 2

一、 教学内容 Section A 2a-4

二、 教学目标

1. 词汇: stay out late, work on the computer, get a ride, use the car, go to a meeting.

Hate to do /dong sth 。区别 make 与 do 的用法

2. 礼貌地征求许可:

Could I please use your computer? Sorry, you can't..

Could I please watch TV? Yes, you can. But you have to clean your room first..

3. 表达看法:

I like doing dishes because it's relaxing, but I hate to do...because it's boring.

三、 教学准备 课件 卡片 小奖品

四、 教学过程。

1. Warming up

Game "Chain drill".

运用上节课的 target language "Could you please do...?" 依次问答, 其中的动词短语不能重复, 复习动词短语。

2. Fill in the blanks with "make" and "do". 3a

3. Chores that you like or dislike, 3b

1) 呈现 like doing/to do, hate doing

2) Make a list of chores that you like and dislike.

3) Pairwork. 谈论喜欢和不喜欢的家务, 并表达自己的看法。

A: Do you like doing dishes?

B: Yes, I like ...because it's relaxing,

No, I hate to do...because it's boring.

4. Listening. 2a

1) Peter ask his father if he can do four things. Check "yes" or "no"

2) Listen again, Why does Peter's father say "no"

Draw lines to the reasons in the chart.

5. Present target language

由听的活动 2a 引入 target language:

A: Could I please get a ride? B: Yes, you can.

A: Could I please get a ride? B: Sorry, you can't, I have to go to a meeting.

6. Game. Sorry! I can't!

Play the game in 4.

7. Groupwork. (小组为灰姑娘动画片段配音)

(One day, the king invited all the girls to the great party. Her step mother and her two sisters were going, She wanted to go very much, so she asked her mother "...?" and what's her mother's answer?

"Could I go to the party? No, you can't.? / Sure, you can. But you have to do all the chores first. Hahaha!...")

8. Who's the luckiest?

- 1) 一个学生扮演仙女, 其他学生展开想象, 向仙女礼貌地提出自己的梦想. 请求帮助;运用 target language “Could I please...?或者 Could you please...?”
- 2) 看仙女帮谁实现的梦想最多, 选出前几名, 那就是最今天的幸运之星。颁奖。
- 3) 德育渗透:

Is there really a fairy in the world? We must try our best to make our dreams come true.

9. Grammar focus

10. Homework.

Could I go to the party? The concert? / the football game?...

假如今晚你想去看球赛或者音乐会或做其他你想做的事, 你请求父母的许可。写一段对话。

教学反思

本课以灰姑娘的故事为线索, 围绕“chores”这个话题, 礼貌地征求对方的许可。以游戏导入, 复习提出请求的句型 Could you please ...? 谈论喜欢和不喜欢的家务, 从听的活动自然过渡到本课的 target language“Could I ..? ”,接着, 为灰姑娘想参加舞会而被继母拒绝的无声片段的配音, 为学生运用目标语提供了一个趣味平台。“幸运之星”的活动, 每个学生向仙女提出帮助实现梦想, 让学生熟练地综合运用 Section A 部分的 target language。最后渗透德育,,启发学生走向成功光有梦想不够,惟靠自己的努力!

Period 3

一、教学内容 Section B 1a-2c

二、教学目标

- 1.学习词汇 invite my friends to ...,buy some drinks and ,snacks, borrow some money r, teenager disagree
- 2.掌握句型 .Could you please buy some drink and snacks? Sure. / Yes, I can.
Could I borrow xome money? Yes, you can.. Sorry, you can't.
- 3.难点; 综合的运用单元的目标语针对实际情景解决问题.

三、教学准备

复习动词短语,并且预习生词, 游戏用的卡片 小奖品

四、教学过程

1. 游戏.

学生两人一组,代表所在的大组, 相对而立, 老师展示课前准备好卡片,卡片上写着动词词组, 一学生表演动作,另一学生在十秒内猜测词组, 根据猜对的词组个数,评出挑战成功的组. 这个游戏的目的是复习所学的动词短语..打好脚手架架.

sweep the floor, fold the clothes, clean the floor, cook, make the bed, buy some drinks and snacks, take out the trash, wash the car, invite your friends to ...等,

2. Discussion

(在屏幕上展示出刚才的动词短语) .,

- 1) 1a What can teenagers ask their parents to do? What do parents ask their teenagers to do? 学习用 I agree/ disagree 表示自己的观点.

T: Come to the front , talk about your ideas.(这个任务地目标运用词汇进行表达, 同时渗透了对学生爱的教育,,爱父母,爱家庭,爱劳动.)

A:I think teenagers ...B:I agree./ I don't agree(disagree). I think ...

2). Sally's weekend.

Ask: What chores does Sally do on weekends? What do you think of Sally? Then Show some photos of Sally.

3. A game

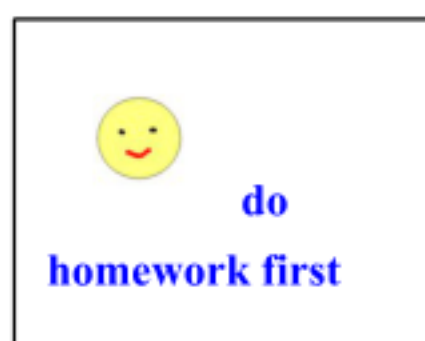
Practice with“Could you please...?”“Could I ...?”将课前准备的双色卡片(如:红/蓝)分发给学生,卡片以字母编号,同一编号的有两张,上面有简笔画,规定获得红色卡片的学生先发问,根据卡片上的简笔画回答。

Example:



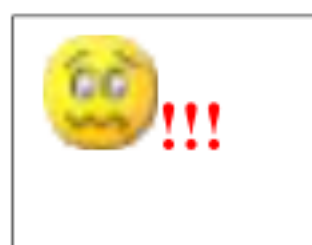
A .

A .



A: Could you please clean the floor?

A2: Sure! But I have to do my homework first.



B: Could I have a digital camera?

B: Sorry, you can't. It's too dear..

Or

B: Could I borrow some money from you?

I want to buy a camera. It's 2000RMB.

B: Sorry, I don't have so much money.

4. Listening.

1) 2a Listen and check the things you hear..

2) 2b Listen again., and fill in the chart.

What is Sandy's mother going to do ?

What is Sandy going to do?

What are Sandy and Dave going to do?

3) Listen to Happy birthday song..

5. Group work. Make a telephone invitation and ask for help. (小组继续比赛)

If you are sandy,, you want to invite you good friends to come to you party, and you need their help, too.. Make a list of things you want to buy and to do first, then discuss in group, act it out..

让学生进行评价.评出有特色的“最佳表演”“最佳创意”“最...”小组, 给予奖励。

6. 总结本课的 target language.

7. Homework.

Invite your friends to have a picnic with you, and ask for their help to prepare for the picnic.. make a conversation.

教学反思

如何激发学生的兴趣, 使他们主动积极地参与活动,开展合作学习, 使课堂充满活力,使设计的每个任务产生实效, 这是任务型教学中的首要问题. 本节课开展小组竞赛, 任务链为:游

戏热身(巩固词汇), 讨论(学习运用句型), 表演(综合运用)等活动, 逐步递进, 从简到难, 从谈论 Sally 的周末, 到谈自己一周里所干的家务,电话邀请和请求帮助 ,都是来自现实生活的话题, 极具真实性. 为学生综合表达提供了丰富的素材.让学深入、让学生参与过程的评价体现了以学生为主体的原则.

Period 4

一、教学内容 Section B 3a –3c & self check

二、教学目标

- 1.学习词汇 take care of, forget to do, feed the dog, move to a new house,take the dog for a walk
- 2.学习写留言条获得朋友的帮助。.
- 3.难点; 综合运用单元目标语,针对实际情景解决问题.

三、教学准备 复习词汇和句型, 预习 3-4, some paper

四、教学过程

1. warming up.

- 1) Memory challenge. 复习词汇 和 Target language

Tom's week.

Students look at the chart for only one minute, then the chart is covered, Students say what Tom does on weekdays and weekends.

- 2) Do 1 in self check

2. . 3a Reading

- 1). Question: Do you have a dog or a bird ?

How do you take care of it? Discus in pairs.

- 2) Read the e-mail message. Quickly . in 3a.

What does Thomas ask Nancy to do?

- 3) 词汇分类.Which things are about food? Cleaning? Exercise?

- 4) 学习写求助的留言的方式法.

3. Help Sandy Complete the e -mail message. (3b and 3c),展示优秀的作品.

4.Group work. "Help Wanted"

- 1) 给出不同的话题,让每个小组抽取一个话题,合作讨论, 写留言条寻求帮助.

- 2) 然后将条子贴在黑板上,让每组学生代表上来找到自己能做的事,并和小组进行对话表演 .

5.总结.

6. homework:

教学反思

本节课在复习单元词汇和句型的基础上, 进一步学会运用目标语进行写的训练, 是能力目标的体现. 不同的话题拓展到生活的各个方面, ,给学生综合运用目标语,提供了一个广阔的平台, 使学生能运用语言知识解决实际问题.

Unit4 why don't you talk to your parents

【学习目标】：

- 1.学习单词: allow wrong midnight guess deal ...
- 2.学习短语: What's wrong Look through Bid deal Work out too many
Too much get into a fight...
- 3.学习句子: What's wrong ? I have to study too much...
I have too many ...
Why don't you go to sleep...
- 4.学会用 why don't you...提建议

【学习重、难点】：

1. 学习，掌握单词，词汇，短语并灵活运用.
2. 学会谈论问题和给出建议。

【温故检测】：

想一想，下列名称那些是可数名词，那些是不可数名词？

Homework, class , sleep , time, friend, advice, problem .

可数名词的有：_____

不可数名词的有：_____

【自习指导】：预习 1a 和 1b,

【自学检测】：

1. How many _____ (tomato) do you need?
2. I have _____ (too many, too much) homework to do today .
3. My parents allow me _____ (hang out) with my friends.
4. I got _____ (介词填空) a fight with my best friend.
5. Why don't you _____ (go) to sleep earlier this evening?

【合作交流】：

- 1.听录音，我来完成 1b。
2. Listening, 完成 2a,2b.
- 3.重点句子学习：

1) 你能区别 too much ,much too , too many 吗？请给大家讲讲：

2) 你会写：“允许某人做某事”吗？_____

3) 学习，讨论：

Be good at ...,善于，擅长，在，，， 方面做得好。

Be good for, ，，， 对，，， 有益处。

Be good to 对，，， 好（和善）。

Be good with, ，，， 与，，， 相处的好。

4) 向别人发出邀请，请求，建议，或征求某人的意见的表达方式：

(1), Why don't you do something? /Why not do something? “你为什么 不做某事呢？”

(2), How /what about doing sth.? (about 是个介词，可跟名词或动名词) “...怎么样？”

e.g.: How/what about the photo album? 一个像册怎么样？

How about getting her a scarf? 买条围巾送给她怎么样?

(3), You'd better (not) do something. “你最好(不)做某事”

(4), Would you like sth ...?: “你想要某物吗?”

(5), Let's do sth...?

(6). What should I do ...? (should 表示请求、征询对方意见)

e.g.: What should I get my dad for his birthday?

我该送给爸爸什么作为他的生日礼物呢?

【当堂训练】:

一. 汉译英:

1. 去睡觉_____

2. Get into a fight_____

3. 擅长_____

4. 给某人打电话_____

5. 闲逛_____

6. Look through_____

二. 就划线部分提问

1. We need two apples. _____ apples _____ we need?

2. She needs some milk. _____ milk _____ she need?

三. 写一写 你能准确的写出来吗?

1. _____ yo _____ her a book? 你为什么不给她本书哪?

_____ a scarf. ——围巾怎么样?

2. Why not come over to join us?

_____ over to join us?

3. How about the sweater?

_____ do you _____ the sweater?

4. What's wrong?

What's _____?

【小结反思】:

本节课我学会了提建议的方式有: _____

第二课时 (Section A 3a-4c)

【学习目标】:

1. 通过阅读这封信, 我们学会遇到问题要主动地去和家人, 朋友, 同学交流。

2. 学习文章中出现的重点单词, 词组和句型。

3. 培养学生的阅读能力。

【学习重难点】:

1. 遇到问题要主动地去和家人, 朋友, 同学交流。

2. 掌握文中出现的重点单词, 词组和句型。

【温故检测】:

S1: You look really tired. What's the _____?

S2: Why don't you _____ to sleep earlier.

S3: You should talk _____ them again.

S4: Why don't you forget about it _____ you can be friends again?

S5: Thanks for your _____

S6: That's a good _____.

【自习指导】：

小组讨论学习 3a，完成 Problems, Advice.

重点句子学习：

1. 你能跟大家讲讲 My problem is that I can't get on with my family.

这个句子吗？get on with sb 汉语是_____

3. They fight a lot, 你知道这里为什么不用 a lot of 吗？

4. offer vt 主动提出，自愿给予，提供，常见结构：offer to do sth, offer sb to do sth 和 offer sth to sb

5. afraid 的基本意思是“惧怕，害怕，不敢”，有四种用法：

(1) .be afraid of something 害怕

Don't be afraid of the dog. 别害怕那只狗。

(2) .与动词不定式连用, be afraid to do something. “不敢/害怕做某事”

A lot of people are afraid to go out at night.

许多人不敢晚上出去。

(3).与 of 连用, be afraid of doing something. “害怕某事发生”

I don't like dogs. I'm always afraid of being bitten.

我不喜欢狗。我经常害怕被狗咬。

(4) .在给某人不愉快的信息时,通常用 I'm afraid, 后接从句

I'm afraid I have some rather bad news for you.

恐怕我给你带来了坏消息。

6. 情态动词 should 的用法

should 是情态动词，它的基本用法是必须和其他动词一起构成谓语。情态动词没有人称和数的变化，意为“应该……”。should（应当，应该）用于所有人称，表示劝告或建议。

eg. You should wait a little more.

你应该再多等一会儿。

--- I have a very bad cold. 我感冒很厉害。

--- You should lie down and have a rest. 你应该躺下，多喝水。

【当堂训练】：

一. 单选：

() 1. How about _____ calendar?

A. buy

B. to buy

C. buying

() 2. I believe that singing English songs help me _____ my English.

A. improve

B. improved

C. improving

() 3. ----In our English study, reading is more important than speaking, I think.

----I don't agree. Speaking is _____ reading.

A. as important as

B. the most important

C. the same

() 4. This box is _____ heavy _____ I can't carry it.

A. too, to

B. so, that

C. enough, to

()5.The book is _____, I couldn't finish it.

A. bore

B. bored

C. boring

()6. Mum's birthday is coming. What about _____ her some flowers?

A. get

B. getting

C. to get

D. got

二. 话题写作:

你将代表学校参加中学生英语演讲比赛, 演讲的题目是 Learning to get along with our parents.

请用英语写一篇演讲稿, 内容如下:

(1) 现象: 经常给父母发火, 甚至几天不讲话。

(2) 原因: 父母过分关注分数, 我们...

(3)措施: 我们应该和父母沟通, 我们...我们...

Good morning,ladies and gentlemem:

Today my speech topic is Learning to get along with our parents.

These days ,most of us feel it hard to get along with our parents.

That's all for my speech .thank you .

【小结反思】:本节课我学会了_____

第三课时 (Section B 1a-2a)

【学习目标】:

1). 掌握本节课的单词,句子: member,pressure..My parents give me a lot of pressure about school

2). 进行听力训练, 提高综合听说能力。

3). 遇到问题要主动地去和家人, 朋友, 同学交流, 学会放松, 缓解压力。

【学习重、难点】:

1) 进行听力训练, 提高综合听说能力。

1) .听力训练

温故知新:

复习 Unit4 Section A Grammar Focus 中的句子, 看看你能背写下了吗?

自主互助学习:

和同桌合作完成 Unit4 Section B 1a,1b

听力训练

1. 认真听录音完成了 1c 和 1d。

2. 再听录音核对答案。

3. 综合提高 : 小组分角色朗读听力材料中的对话。

重点语法学习:

Until, so that ,although 引导的状语从句:

Until: 在带有 till 或 until 引导的时间状语从句从句里, 如果主句用肯定式, 其含义是“一直到.....时”, 谓语动词只能用延续性动词。如果主句用否定式, 其含义是“直到.....才.....”, “在.....以前不.....”, 谓语动词可用瞬间动词。

例如: The young man read till the light went out.

Let's wait until the rain stops.

We won't start until Bob come

Don't get off until the bus stops.

so that: 引导目的状语从句 so that (为了, 以便)

例如: We started early so that we could catch the first train.

He studies hard so that he could work better in the future

Although: although 的用法意思相当于 though (尽管, 虽然), 用来引导让步状语从句。它所引导的从句不能与并列连词 but, and, so 等连用, 但可以和 yet, still 等词连用。

例如: ① Although the book was old, we decided to buy it.

尽管这本书很旧, 我们还是决定买。

② Although he was tired, he went on working.

【当堂训练】:

一. 根据提示完成单词。

1. What's _____ (毛病)?

--- I can't find my key.

2. Helen doesn't want to help him, _____ (也) .

3. My sister didn't pass the exam, so she is very u_____ .

4. The magazine is i_____ (不贵) , and you can take it.

二. 选择填空

1. Maybe you should _____ .

A. call in her B. call up her C. call her up

2. Brian doesn't like _____ .

A. reading B. read C. reads

3. Yesterday I went to the library. Henry went there, _____ .

A. either B. too C. also

4. Charles' cousin is the same age _____ him. They get on well _____ each other.

A. as, with B. as, on C. as, in

5. _____ he's old, he can still carry this heavy bag.

A. Though B. Since C. For

6. I hurried _____ I wouldn't be late for class.

A. since B. so that C. unless

7. The teacher raised his voice _____ all the students could hear him.

A. for B. so that C. because

8. We won't start _____ Bob comes.

A. until B. if C. unless

三. 根据学习的知识, 完成对话:

Boy1: Hey, Peter, what's __1__?

Boy2: I had an argument __2__ my best friend. What __3__ I do?

Boy1: Well, you should __4__ him a letter.

Boy2: I don't think so. I don't like writing letters.

Boy1: Maybe you should __5__ him up.

Boy2: No, I don't want __6__ talk about it __7__ the phone.

Boy1: Well, you should say you're sorry.

Boy2: Yes, I know I should, but it's not easy.

Boy1: Maybe you could go to his house.

Boy2: I guess I could, but I don't want to __8__ him.

Boy1: Hey, I know. You could give him a ticket to a ball game.

Boy2: Well, that's a good __9__, but I don't have __10__ money.

【小结反思】： 通过学习，我掌握了_____

第四课时 (Section B 2b-3b)

【学习目标】：

1). 掌握下列单词及短语：

not...until .fit...into. too much pressure. complain...about. Free ,freedom...

2). 掌握句型：

1. The tired children don't get home until 7pm.

2. Teacher complain about teaching tired kids in the classroom...

3). 遇到问题要主动地去和家人，朋友，同学交流，学会放松，缓解压力。

【学习重、难点】：

1). 句式： not...until , It's time for sth./It's time to do sth, find it +形+to do sth.

2). 学会放松，缓解压力。

温故知新：

1. after-school activities 课外活动 2. be worried about 担心

3. from...to... 从...到... 4. not...until 直到...才（谓语动词一般是非延续动词）

5. be afraid of 害怕

6. It's time for sth./It's time to do sth. 该做..的时间到了

8. compare...with... 比较，对比

9. too much pressure 太大压力 10. complain about doing sth 抱怨做某事 11. take part in=join in 参加（某种活动/集会）

12. see sb. doing sth. 看到某人正在做... 13. compare...with... 把...与...比较

14. nothing new 没什么新鲜的事

15. all kinds of 各种各样

16. find it +形 to do... 发现做某事.....

17. on the one hand 一方面

18. on the other hand 另一方面 19. free(自由的)-----

freedom(自由)

自主互助学习

1. 阅读 Unit4 Section B 2b 合作完成 2c, 2d, 核对答案。

2. 阅读文章指出中心句。

3. 读熟文章。

【当堂训练】：

一、单项选择

() 1. Teachers complain about _____ tired kids in the classroom.

A. teach B. taught C. teaching D. teaches

- ()2.I _____ home until finish my homework.
A.won't go B.will go C.go D.went
- ()3.It's time _____ homework.
A.at B.for C.to D.with
- ()4.It's time _____ do homework.
A.at B.for C.to D.with
- ()5.They're _____.
A.enough busy B.busy enough C.enough busies D.busy to enough
- 6.I feel under _____ (press).
- 7.He may find it difficult _____ (learn) English.
- 8.Parents should give us more _____ (free).
9. _____ (一方面), He is a good student.
10. _____ (另一方面), He speaks English very well.

第五课时 Self Check

【学习目标】：

- 1.掌握本单元中的重点词汇，短语，并灵活运用，学会谈论问题和提出建议。
- 2.遇到问题要主动地去和家人，朋友，同学交流,要学会放松，缓解压力。

【学习重、难点】：

- 1.本单元重点词汇，短语，结构。
- 2.遇到问题要主动地去和家人，朋友，同学交流,要学会放松，缓解压力

【自习检测】：

一、 单项选择

- ()1. If you don't go to the park, I won't go, _____.
A. too B. also C. either
- ()2. We saw his sister _____ here at that moment.
A. play B. played C. playing
- ()3. —When will she go home?
—She _____ home until she finishes her work.
A. won't go B. didn't go C. will go
- ()4. Yesterday, they talked about something important _____ the phone.
A. in B. of C. on
- ()5 My sister spends some time _____ on weekends.
A. reading B. to read C. reads
- ()6. —Let's go to the zoo .—_____.
A. Hold on, please B. Of course
C. Good idea
- ()7. —It seems that today is _____ yesterday.
—Yes, you should wear a warm coat.
A. as hot as B. as cold as C. so cold as

()8. She looked _____ when she heard the _____ news.

- A. surprised; surprising
- B. surprising; surprised
- C. surprising; surprising

()9. —I can't find him. What should I do?

—Maybe you should _____.

- A. call him up
- B. keep him out
- C. hear of him

二. 完形填空

Many parents want their children to be famous one day. But do children have the same ___1___? A new ___2___—Hi, Ke'ai is on at Beijing Children's Art Theatre. It tells the story of a boy called Ke'ai. His parents would like him to become a painter or a ___3___ one day. They teach him to ___4___ and to play the violin, but Ke'ai doesn't enjoy these activities. Then one day Ke'ai's parents see Liu Xiang win a gold ___5___ at the Athens Olympic Games, and they want him to be a sportsman.

"___6___ do they want me to be someone else?" Ke'ai asks and says, "I only want to be ___7___."

The play shows us that it is good for parents to learn to ___8___ their children. It helps parents to think about what kids want to do.

Young audiences(观众)enjoy the story, and also the ___9___ in the play. There are two songs in the play. One of them, "Ke'ai's Song" is very ___10___ to learn, so the audiences can sing the song on their way home after the play!

【1】 A. jobs B. dreams C. habits D. hobbies

【2】 A. song B. film C. play D. opera

【3】 A. writer B. teacher C. sportsman D. musician

【4】 A. paint B. write C. run D. drive

【5】 A. match B. ring C. medal D. race

【6】 A. How B. Why C. When D. Where

【7】 A. myself B. different C. alone D. great

【8】 A. encourage B. understand C. criticize D. inspire

【9】 A. light B. clothes C. skill D. music

【10】 A. easy B. difficult C. important D. necessary

三. 根据情景选择适当的句子,补全对话

A: _____ 1 You look unhappy.

B: I want to buy a computer _____ 2

A: Well, you could borrow some from your brother.

B: _____ 3 Because my brother doesn't have money, either.

A: Maybe you should ask your parents for some money.

B: No, I don't think so.

A: _____ 4

B: Because they don't want me to spend more time playing computer games.

A: Then I think you should get a part-time job.

B: _____ 5

A. Why?

B. That's a good idea.

C. What's wrong with you?

D. But I don't have enough money.

E. I'm afraid I can't.

书面表达 假如你是 Linda, 你的笔友 Sally 性格比较内向, 不善于与人交往, 与同学的关系也不太融洽, 所以她在生活中的压力很大, 请你给她写封信, 提一些建议。注意: 60 词左右。

【小结反思】: 本单元我学会了_____

Unit 5 What were you doing when the rainstorm came?

第一课时 Section A (1a-2d)

教学目的和要求

1. 重点单词: rainstorm suddenly, alarm, strange
2. 重点短语: on the street, at the bus stop, go off, take a hot shower
Miss the bus, pick up, many times
3. 重点句子: What were you doing when the rainstorm came?
What was the girl doing at the time of rainstorm?
I called at seven and you didn't pick up.
I was at the kitchen helping my mother.
I was sleeping at that time.

教学重点:

1. 重点短语和句型
2. 过去进行时的用法
3. when 和 while 的用法

教学难点

1. 过去进行时的用法
2. when 和 while 的用法

教学过程

Step 1. 情景导入。

The teacher points at a girl in the classroom and asks:

Teacher: Where are you?

Student 1: I am in the classroom?

Teacher: What are you doing?

Student 1: I am answering your questions.

The teacher writes "What are you doing?" on the blackboard and asks in Chinese, 这是什么时态?
——现在进行时。

再问, What were you doing when I came in? 引入过去进行时

Step2.完成教材 1a-1c 的任务。

1. 朗读 1a 的句子, 观察图片, 将图片与句子匹配, 完成后集体核对答案。
2. 朗读 1b 中的短语, 听录音, 在 1b 中圈出你所听到的回答, 完成后集体核对答案。
3. 再听一遍, 跟读对话
4. 结对练习 1c 的对话, 并请同学表演对话。

Step 3.完成 2a -2 c 的任务。

1. 认真观察 2a 中的图片, 然后听录音, 根据听到的顺序为图片标序号, 然后集体核对答案。
2. 再听一遍, 根据听到的内容完成 2a 的填空。完成后集体核对答案。
3. 听第三遍, 学生跟读。
4. 仿照 2c 的形式, 复述对话。并请同学表演对话。

Step4.完成 2d 的任务

1. 学生自读对话, 回答问题。
2. 大声朗读对话, 并表演。
3. 讲解重点句子

Step5.问题探究。

1. 过去进行时。
2. when 和 while 的用法

Step6.布置作业。

第二课时 Section A (3a-3c)

教学目的和要求

- 1.重点单词: storm ,report,area,wind,light,wood>window,flashlight, match,beat,heavily,against.
- 2.重点短语: in the neighbourhood,make sure,pieces of. fall asleep,
Die down,in a mess,fallen trees,broken windows.
3. 重点句子: Black clouds were making the sky very dark.
With no light outside,it felt like midnight.
It was hard to have fun with a serious storm outside.
He finally fell asleep when the wind was dying down at around 3:00 a.m.
Although the storm broke many things apart,it brought families and neighbours closer together.

教学重点

1. 重点短语和句型
2. 过去进行时。
- 3.when 和 while 的用法

教学难点

1. 重点短语和句型
2. when 和 while 的用法

教学过程

Step 1.情景导入。

Teacher:It often rains heavily in some places,can you say something about what the weather is like

before the storm comes? And what is the neighbourhood like after the storm? Now let's read the passage in 3a to find out the answers to the questions.

Step2.完成教材 3a 的任务。

快速阅读短文，找出老师提出的两个问题的答案，完成后学生回答问题，老师点拨。

Step 3.完成 3b 的任务。

1. 认真阅读短文，根据短文内容完成 3b 的句子。请几位同学展示答案，老师点拨。
2. 细读短文，理解每一句话的意思。
3. 听录音，跟读短文。

Step4.完成 3c 的任务

1. 让学生齐读“Although the storm broke many things apart,it brought families and neighbours closer together”。并背诵。
2. 小组谈谈对这句话的理解。
3. 每个小组选出一名代表发表自己的观点。

Step5.问题探究。

1. die down 的用法。
2. fall asleep, go to sleep, go to bed 的区别。

Step6.布置作业。

第三课时 Section A (Grammar focus-4c)

教学目的和要求

- 1.重点单词: accident,shape
- 2.重点短语: turn on the radio, have a look
- 3.重点句子:What was Ben doing when it began to rain heavily?

What was Jenny doing while Linda was sleeping.

The radio newa talked about a car accident near our home.

My brother and I went out right away to have a look.

When we got to the place of the accident,the car was in bad shape from hitting a tree.

You are kidding.

教学重点

- 1.过去进行时。
- 2.when 和 while 的用法

教学难点

- 1.过去进行时。
- 2.when 和 while 的用法

教学过程

Step 1.情景导入。

Teacher:Do you like snow?The white snow is very beautiful,But it's very dangerous for the driver to drive on an icy road.,and the accidents often happen.Now there is car accident happened near my home.Let's see together.

Step2.完成教材 Grammar Focus 的任务。

1. 朗读 Grammar Focus 的句子。

2. 归纳总结过去进行时的用法。

Step 3.完成 4a-4b 的任务。

1. 学生两人一组互相提问背诵 4a 中的句子和短语。然后利用这些短语仿照例句用 **when** 和 **while** 来造句。请几组学生到黑板上板书句子。师生共同点拨句子。

2. 认真阅读 4b 中的短文，然后用 **was,were.when.while** 填空。完成后小组交流答案。

3. 老师讲解短文的重点。

Step4.完成 4c 的任务

两人一组仿照 4c 方框中的对话，互相询问对方在该时间点正在做什么？并且完成表格。

Step5.问题探究。

1.过去进行时。

2.**when** 和 **while** 的用法

Step6.布置作业。

第四课时 Section B(1a-1d)

教学目的和要求

1.重点单词: **event**, **competition**,

2.重点短语: **make one's way to school,by the side of**

3.重点句子:**What event happened at the school yesterday.**

Which team won at the event?

Kate saw a dog by the side of the road.

Kate waited for someone to walk by.

When the school basketball competition started,Kate was still making her way to school.

教学重点

1.过去进行时。

2.**when** 和 **while** 的用法

教学难点

1.过去进行时。

2.**when** 和 **while** 的用法

教学过程

Step 1.情景导入。

Teacher:Hello,boys and girls. Yesterday Kate's school had a basketball competition and the match was very wonderful.But Kate was late for the match. Do you want to know what happened on her way to school? Let's learn Section B,1a to 1c to find the answer,OK?

Step2.完成教材 1a-1b 的任务。

1. 我们平时会参加很多活动，或许参加某项活动时我们迟到了，或许因为种种原因我们不能出现，现在小组内互相说说你参加某项活动时出现的导致你不能按时参加或不能参加的原因及其中的故事

2. 认真阅读 1b 中的问题，听录音并且将问题的答案写在横线上。

完成后集体核对答案。

Step 3.完成 1c 的任务。

再听一遍录音，按事情的发展顺序给 6 个句子标出序号，完成后请几名学生展示自己的答案，

然后教师点拨。

Step4.完成 1d 的任务

听读短文,根据听力信息两人一组仿照 1d 形式来谈论 Kate 为什么没有赶上足球比赛。以 when 和 while 开头造句。

Step5.问题探究。

1. make one's way to 的用法

2. by the side of 的用法

Step6.布置作业。

第五课时 SectionB(2a-2e)

教学目的和要求

1.重点单词: passage, pupil,completely,silence,recently,

Terrorist,date,tower ,realize

2.重点短语: in history, in silence,take down,at first,

Look out of the window

3. 重点句子:

People often remember what they were doing when they heard the news of important events in history.

My parents were completely shocked!

Even the date-September 11,2001-has meaning to most Americans.

She remembers working in her officenear the two towers.

I didn't believe him at first,but then I looked out the window and realized that it was true.

I was so scared that I could hardly think clearly after that .

教学重点

1. 重点短语和句型

2. 利用所学知识谈论过去发生的事情

3. 培养阅读技巧从标题和段落第一句话获取信息。

教学难点

1.利用所学知识谈论过去发生的事情

2.培养阅读技巧从标题和段落第一句话获取信息

教学过程

Step 1.情景导入。

Teacher: I remember man first walked on the moon on July 20,1969. I remember Hongkong returned to China in 1997.I remember Macao returned to China in 1999.Do you remember anything important in history? If you do ,can you tell me?Choose some students to tell some important events. Today ,we are going to learn...Do you remember what you were doing.....? In this article,we are going to learn about some important events in history.

Step2.完成教材 2a-2b 的任务。

1. 认真观察 2b 中的图片和标题,让学生思考这篇短文是关于什么的? 小组内互相讨论 2a 中的三个问题, 然后邀请学生谈谈自己的看法

2. 快速阅读 2b 的短文, 了解短文大意, 完成 2b 中两个问题, 请学生回答问题, 老师点拨。

3. 老师点拨短文的重点和难点。

Step 3.完成 2c -2d 的任务。

1. 认真阅读文章，在正确的句子前面的横线上写 T，在错误的句子前面写 F，在文章中没有涉及到的句子前面写 NG，完成后请学生回答问题，教师点拨。
2. 再次认真阅读文章，在文章中画出和所给句子意思相同的句子，完成后小组核对答案。

Step4.完成 2e 的任务

关于文章中的事件，你记住了多少？两人一组仿照 2e 的对话互相检查。

Step5.问题探究。

1. 宾语从句的语序
2. 状语从句
3. silence 和 silent 区别

Step6.布置作业。

第六课时 Section B (3a-Self Check)

教学目的和要求

- 1.重点单词: beat
- 2.重点短语: point out,go away,go up, call out
- 3.重点句子:

I went up and started to play.

I played the song without any mistakes.

I waited for them to call out the winner.

When I heard my name,my heart beat so quickly,I thought I would stop breathing.

I was the happiest day of my life.

教学重点

1. when 和 while 的用法
2. 利用所学知识谈论过去正在发生的事情

教学难点

利用所学知识谈论过去正在发生的事情

教学过程

Step 1.情景导入。

Teacher:Do you remember what you were doing when the important event happened?When and where did it happen?Why was it important?Now please ask and answer the questions in 3a with your partner.

Step2.完成教材 3a 的任务。

两人一组互相提问 3a 中的问题，然后将问题答案要点写下来，为完成 3b 写作做好准备

Step 3.完成 3b 的任务。

根据 3a 问题的答案以及 3b 的写作提示，完成 3b 的写作，完成后同桌互相修改，借鉴好词好句，教师抽查点评。

Step4.完成 Self check 的任务

1. 用 when 和 while 填空，完成后集体核对答案并大声朗读句子
2. 认真阅读 2 中的短文，用所给单词的正确形式填空

Step5.问题探究。

1, point out 的用法

2, would 的用法

Step6.布置作业。

Unit 6 An old man tried to move the mountains.

第一课时 Section A (I)

一 自主学习

1. (1) 预习 Page41 页词汇

(2) 能熟练运用描绘身体部位的词汇。

(3) 学生明确学习目标

(4) 质疑释疑 1.An old man tried to move the mountains.

try 是动词，意为“试图，设法” 如：我正设法算出这道数学题。

动词 try 还表示“试”、“尝试”，“试用” 你试过种药了吗？

拓展：try 搭配的词组：try to do sth 设法做某事；try on 试穿；try out 尝试，实验；try one's best 尽全力；have a try 试一下。

随手练：(1)明天我将尽量早来。

(2)他还没有试穿过这件毛衣。

(3)我们的老师总是尝试一些新的想法。

(4)Lucy 将尽力赶上其他同学。

(5)让我试一下。

2 与 how 有关的短语：how big 多大、how far 多远、 how soon 多久、how long 多长、how often 多少一次、how wide 多宽、how many\much 多少

(1)这条街多宽？

(2)你妈妈多久回来？

(3)从车站到超市多远？

3. In 1972, it was discovered that they are endangered. 1972 年，人们发现它们已经濒于灭绝。

was discovered 是一般过去时的被动语态，discover“发现”，近义词为 find 和 invent。

【友情链接】discover, invent 与 find

◎discover 指发现过去所不知道的东西，新奇或意外的东西。

Coal was first discovered and used in China. 中国首先发现并使用了煤。

Columbus discovered America on the 12th of October, 1492. 1492 年 10.12 日，哥伦布发现美洲。

◎invent 意为“发明”，即创造出以前从未存在过的东西。

Edison invented the electric lamp.爱迪生发明了电灯。

Radio had just been invented then.那时无线电刚刚发明出来。

◎find 意为“找到”，侧重于找到过去丢失的人或物，但有时也表示凭经验或偶然发现了一种东西。

Today, corn is found all over the world.今天，全世界都有了玉米。

She found him a very good pupil.她发现他是个非常好的学生。

◎有时 find 和 discover 可以互相替代, 意思相同。

His notebook was found/discovered in the desk. 他的笔记本是在课桌里找到的。

4. Some of the swamps have become polluted. 一些沼泽地受到了污染。

have become polluted 中的 become 是连系动词, polluted 是过去分词。这种“系动词+过去分词”结构, 意思上也接近被动语态。

The soldier got wounded(接近 were wounded) in the battle.

这几名战士在这场战斗中受了伤。

A few minutes later, the ground became/was covered with snow.

几分钟后地上尽是雪。

5. I'm like this animal because I am strong and intelligent. I like water, and I like to eat vegetables.

我像这种动物因为我有强壮又聪明。我喜欢水, 我喜欢吃蔬菜。

be like 像 look like 看起来像 like sth. 喜欢某物 like to do sth. 喜欢做某事 like sb. To do sth. 喜欢某人做某事

(五) 当堂检测 I. 单项选择:

() 1. There used to be river in front of the city, ? A. did it B. usedn't it C. didn't there D. did there

() 2. Let's turn the radio down. Your father . A. is sleeping B. slept C. sleeps D. is sleep

() 3. —Where is Bob?—He to the library. A. is going B. has been C. went D. has gone

() 4. Another zoo in the city . A. built B. has built C. is being built D. will being built

() 5. How long may I your bike ? A. lend B. borrow C. keep D. get

() 6. The animals are made in the zoo . A. live B. to live C. living D. to living

() 7. I don't know when he , but if he , I'll call you .

A. comes, comes B. will come, comes C. comes, will come D. will come, will come

用所给动词的适当形式填空。

1. Knives are (use) to cut things .

2. The children were told that the sun (rise) in the east.

3. Suddenly I realized someone (follow) me.

4. He's lived here since he (come) to the city .

5. He likes me _____ (go) swimming with him this afternoon.

五. 课后反思:

第二课时 Section A (II)

(一) 自主学习: 掌握单词 remind god weak instead of hide magic

(二) 质疑释疑

1. against 介词必须和 be 或其它动词一起用, 表示“与……对抗”

Our school played against K High School at baseball.

We are for peace and against war.

2. visit 及物动词, 名词是 visitor 也可用作名词, 表示参观. 访问. 常构成词组

make a visit to……(参观, 访问) be on a visit to……(正在参观/访问中) go on a visit to……(去访问, 去参观) This is my first visit to Beijing. Mr. Brown is on a visit to China.

3. Keep 的用法, keep doing sth. 意思是继续不断的做某事, 一直做某事.

The baby kept crying until his mother came back. keep 其他用法

(1). keep+adj. 意思是保持某种状态 You must keep quiet in the library.

(2). keep+sb/sth +表地点的介词短语。意思是让某人一直在某地，
you'd better keep the chicken in the fridge.

(3). Keep sb./sth.from doing sth.意思是防止某人/某物做某事。

The policemen kept the children from crossing the road when it was dangerous.

(4). Keep on doing sth.意思是反复做某事.Don't keep on shouting at me.

3.They provide homes for many endangered animals.他们为许多濒临灭绝动物提供家园...

provide 是及物动词，意为“提供”，“供给”。表示“提供……人……物件”是 provide...with...；
“提供……给……人”是 provide...for...。

The school provides us with all the materials we need.

学校提供我们所需要的一切资料。

We are provided with everything we need for work.

我们被提供了工作所需要的一切。

The school provides all the books we need for us.

学校为我们提供我们需要的书籍。

【友情提示】

◎ provide for 是“供养”的意思。

He has a large family to provide for. 他要养活一个大家庭。

4. and help to educate the public about caring for them.(P120)并且帮助教育公众关爱它们。

care for 表示“喜欢”，“关心”之意，后接名词或 v-ing 形式作宾语，take care of 也有这个意思。

He cared nothing for skating. 他对滑冰没有兴趣。

In our class, we care for each other. 在我们班上，我们相互关心。

Maria takes good care of everybody. 玛丽亚很关心大家。

【友情链接】care for 还可以表示“照顾”，“照料”，相当于 take care of 或 look after。

At night he fed and cared for the cattle. 夜里他照料牲口，给牲口喂食。

You must care for yourselves.

=You must look after yourselves.你们要照顾好自己。

The children are well cared for in the nurseries.

=The children are taken good care of in the nurseries.

孩子们在托儿所受到很好的照顾。

(三). 当堂检测

I.从方框中选择适当的单词，并用其正确的形式填入句子中。有些选项是多余的。

1.Many people are worried about the _____ animals.

2.Have you ever _____ a zoo before?

3.I don't think zoos are _____ places for animals to live.

4.Tigers and some dangerous animals _____ in cages in the zoo.

5.It's necessary _____ the zoo. 6.A zoo is a _____ textbook for us.

7.This TV program _____ people to protect the environment.

8.Some large animals can _____ move in the cage.

II.根据句意和首字母提示，完成句中单词。

- 1.It's dangerous for animals to drink if the water becomes p .
- 2.Some animals are g and friendly to people. 3.The animal weighs about 200 p .
- 4.This is a habitat that has never been d by people.
- 5.Do you know the r why they didn't come?
- 6.The nose of the elephant is about two meters l .
- 7.Zoos are places of great p for some endangered animals.

III.句型转换

1.Some endangered animals are looked after in the zoo. (改为同义句)

Some endangered animals are of in the zoo.

2.People are trying to save the manatees . (对画线部分提问)

are people trying ?

3.It seems that Polar Bears are gentle animals. (改为同义句)

Polar Bears seems gentle animals.

四·课后反思

第三课时 Section B (I)

(一). 自主学习 1.熟读课文并理解文章内容 2.学生明确学习目标

(二). 质疑释疑

1.turn off the shower while you are washing your hair. (P121)洗头的时候关掉淋浴。

(1) turn off 表示“关掉”，用在关掉收音机，煤气，自来水等场合。与其相关的几个短语是 turn on“打开”，turn down“关小”，turn up“开大”。

(2) 句中 while 与 when 是同义词，都可以用从属连词，引导状语从句表示时间，意思都是“当(在).....的时候”，但二者之间是有区别的。

【友情链接】while 与 when 的用法

◎ when 的含义是 at or during the time that,既可用于指一点时间(从句的谓语动词需用终止性动词)，也可用于指一段时间(从句的谓语动词用延续性动词)，从句与主句里面的谓语动词所表示的动作或状态能同时发生，或一先一后发生。

◎ while 的含义是 during the time that,只能用于指一段时间(从句的谓语动词必须是延续性的)，从句与主句里面的谓语动词所表示的动作只能同时发生，不能一先一后发生。

While I was reading, my mother was washing clothes.

我读书时，妈妈在洗衣服。

2.. You have probably never heard of Amy Winterbourne. (P122) 你可能从来没有听说过 Amy Winterbourne。

【知识归纳】hear, hear from, hear of 与 hear that clause 的用法:

(1) hear 单独使用表示“听见”，“听到”，常用的结构有:

◎ hear sb/sth“听到某人或某物的声音”。

◎ hear sb do sth“听到某人做某事”。

◎ hear sb doing sth“听到某人正在做某事”。

特别提示

hear sb do sth 指听到整个行动或整个事件；而 hear sb doing sth 是指听到了行动的一部分，有正在发生的意思。试比较:

I heard the boy go down the stairs.我听到这个男孩走下楼去。

I heard the boy going down the stairs 我听到这个男孩下楼的声音。

(2) hear from 意为“收到……的信”；“得到……消息”。

特别提示 hear from 的宾语是表示人的名词或代词，而不是表示信件的名词。

(3) hear of 意为“听说”，后面接名词，代词或动名词。

(4) hear 接从句，是“听说”的意思。

3.. She is a most unusual woman. (P122)她是一个十分不寻常的女性。

【知识归纳】a most, the most 与 most 的用法

(1) a most 的用法。在“a most+形容词+名词”结构中，most 是副词，意为“很，非常”，相当于 very,用来修饰它后面的形容词，本句就是这一用法。

(2) the most 的用法

◎在“the most+形容词+名词”结构中,most 是副词，表示程度，意为“最”，与其后的形容词一起构成形容词的最高级。

4.The walls are made from old glass bottles that are glued together. (P122)墙是由旧玻璃瓶粘在一起建成的，be made from/of 意为“由……（原料）制成”，后面一般接物质名词。接 from 则表示某物品制成后，已看不出原材料是什么，原材料在制作过程中已起了化学变化；接 of 表示某物品制成后，仍可看得出原材料，其原料在制作过程中仅起了物理变化。

知识拓展

◎ be made up of 表示某物或某组织由一种种成分或一个个成员组成。

◎ be made into 意为“把……做成……”，主语在意义上为原材料，介词宾语在意义上为制成品。

◎be made in 意思是“在……（地点）制造”，介词 in 后接产地。

◎be made by 意思是“由……制造”，介词 by 后跟动作的执行者。

(五) 当堂检测 I.翻译下列短语：

- | | | | |
|------------|-----------|---------|---------|
| 1.在某人的空闲时间 | 2.关灯 | 3.停止做某事 | 4.不同意某人 |
| 5.由...制成 | 6.拆除_____ | 7.照顾 | 8.过去经常做 |
| 9.喜欢做某事 | 10.看起来像 | | |

II.根据句意和首字母提示完成单词

- | | |
|--|------------------------------------|
| 1.R_____ paper is very important to save trees. | 2.We must save the e_____ animals. |
| 3.That zoo is s_____ for animals to live in. | |
| 4.It's our duty to protect the e_____ and make our world more beautiful. | |
| 5.We should not p_____ the environment. | |

III.用所给单词的正确形式填空：

- | | |
|---|---|
| 1.The old building_____ (set up) yesterday. | 2.Young people should speak to old_____ (polite). |
| 3.Most of the trash can_____ (recycle) in the future. | 4.Pandas are_____ (endanger) animals. |
| 5.There are many people_____ (pick) up apples. | |

五. 课后反思：

第四课时 Section B(II)

一. 自主预习:cheat stepmother husband wife whole scene moonlight shine bright.

二. 展示交流: 1.hear of 听说, 后接名词, 代词或动名词用于疑问句.否定句中, 不可用于进行时.

我以前从未听说过那件事

爸爸不同意我说的话

2.out of 用...制成

What did you make it out of?

She made a box out of old planks.

从...里出来 He came out of the room.

在...外 Fish cannot live out of water.

由于... They helped us out of kindness.

从...之中 You can chose one out of these ten books.

缺乏，没有 He's out of breath.

在...范围之外 They are out of danger.

3.be made of 这桌子是用木头做的。

be made out of 那座雕像是由石头雕成。

be made into 竹子可以制成钓鱼杆。

be made in 这些小轿车是日本产的。

be made by 这张桌子是他父亲做的。

be made by 计算机是由许多部件组成的。

4.be an inspiration to sb.

Lei Feng's short life was a great inspiration to youth

Inspire v. The actors inspired the kids.

Inspiring adj .He is an inspiring teacher. We all like him

三 过关检测:

1.She built a house out of trash.

A.her B.herself C.hers D. by her

2.The building was being pulled .

A.up B.down. C.out of D.out

3.The bridge is made big stones.

A.in B.form C.of D.out

4.The radio is too loud. Will you please ?

A.turn it down B.turn it on C.turn off it D.turn down it

5.Some new buildings for the farmers in the village every year.

A.were built B.are built C.is built D.will be built

2、根据句意提示写出空缺单词的正确形式:

1.When the teacher came in, the students stopped (talk)

2.As soon as he saw me, he stopped (talk)to me.

3. (recycle)paper is difficult.

4.The bridge (build)30years.

5.The shop (close) at five every day.

6.Tina bought a (use) car, but it's very (use).

7.It is said that there is no (live) things on the moon.

8.The roof of her house is made of (discard).

9.Look!They (play)football on the playground.

课后反思:

第五课时 self-check

一。自主预习: The exercises in 2 on page48.

二. 合作探究: 1.Why are you wearing a coat?

Wear 表 状态后接衣物.帽.手套.眼镜.手表等。

She was wearing sun-glasses.

Mike is wearing a new coat.

Put on 穿着,指状态,不用与进行时连用。

Has often has on a black coat.

Be in 表 穿的状态, 后接表颜色或衣服的词。

Is he in blue dress?

The woman is in red.

Dress 穿衣, 作及物动词时, 其宾语一般是人。

The girl likes to dress in black.

Will you dress the children?

2.That apartment block is old and dangerous.

It should be pulled down.

此句是含情态动词的被动语态: 情态动词+be+过去分词

The book may be kept for two weeks by you.

Fish can be found everywhere in the sea.

The ring must be stolen.

三。过关检测

(一) 1. you your breakfast?

Yes, I it at school.00000

A. Did; have; had B. Have; had; had C. Have had D. Did; have; have had

2.Mom,I must to go school at once. By the way, I the cat.

A..have fed B. fed C. will feed D.am feeding

3.I have watered plants but I haven't fed the cat .

A.. yet; yet B. yet; already C. already; already D .already; yet

4.I 'll clean out the refrigerator

A.. just now B .after a moment C .in a minute D. yet

5.Every day my mother has to do .

A. .so many housework B. such many chores
C .so much chores D. so much housework

6.Animals are our friends. We must try the endangered animals.

A.. to save B. saving C. saves D. saved

7.Do you know who America?

A. .discovered B. found C. finds D. discovers

8.I'm against the animals. A.. kill B. to kill C. killing D. killed

9.Peter should hardly see the words on the blackboard, ?

A.. did he B. couldn't he C .didn't he D should he

10.What is cheese made ? A.. in B. of C. form D. into

11.He disagreed me. A. .with B. on C. to D. in

12.Don't forget the door when you leave the classroom.

A. .lock B. locked C. to lock D. locking

(二)、用所给单词的适当形式填空

1.I _____ (send)an e—mail for help but nobody has got back to me yet.

2.Look!There is a cat _____ (climb) up the tree.

3.School _____ (start)at eight and ends at twelve.

4.He used to _____ (take)a walk after supper.

5. _____ you _____ (buy)a travel guidebook? No, not yet.

6.I _____ (do)it hours ago.

7.They _____ (not come)back yet.

四、课后反思:

Unit 7 What's the highest mountain in the world?

Section A 1a - 2d (第1课时)

【学习目标】

1. 能够掌握本节课出现的重点短语和句子。
2. 谈论地理和自然现象，学会对事实和数字的比较，提高听说能力。

【重点、难点】

识记形容词和副词比较级变法的多条规则；使用比较级来描述人的外貌。

【导学指导】

温故知新

写出下列单词的比较级和最高级

high_____ deep_____ big_____

long_____ old_____ young _____

自主互助学习

请根据预习写出下列短语

1.最高的山_____ 2.最长的河_____

3.八百万平方公里_____ 4. 1025 米深_____

5.....的人口_____ 6.....的高度_____

7.和...一样大_____

11.少于.....的长度_____ 12.最古老的国家之一 _____

知识梳理

1.long 的名词性是_____ 翻译成_____ ,

high 的名词形式_____ 翻译成_____, 表达东西的长度可以有两种方法 例如: 这条河 100 米长。

(1) The_____ of the river is 100meters. 2) The river is _____

2. One of the most endangered animals in the world _____ the giant panda.

China _____ one of the oldest civilizations in the world

one of +名词复数, 谓语动词要用_____ 数。

eg: 其中一本书是新的。_____

3. The population of the world is 6400000000.

对人口这个数字划线提问要用 特殊疑问词_____。

_____ the population of the world?

4.as big as 和...一样大 as...as 之间的形容词用_____ 级。

The Yellow river is not as long as the Yangtze river.

否定形式 not as...as 意为_____。

5. Can you tell me a bit more about China?

我们学过的可以修饰比较级的副词和短语还有_____

注意比较级和最高级 Which is the second longest river in China?

Which river is longer ,the Nile or theYellow River?

最高级一般用于_____者以上相比, 最高级前一般要加定冠词_____, 比较级一般用于 _____ 者之间的比较, 被比较者用_____引出。

互助学习过程:

1. 比一比赛一赛: 各小组长提问其它小组成员课前准备的短语, 看哪个小组完成得最棒!
2. 1a 展示同学们搜集的信息, 讨论 1a 部分的四幅图片。
3. 1b 听录音完成 1b, 并在小组内共同订正听力的答案。
4. 2a 听录音把这些句子按照顺序排列起来。
5. 2b 再听一遍录音把句子补充完整。
6. 小组长带领大家讨论一下听力的答案, 并负责解答组内其他同学的疑问。
7. Pairwork 根据 2a 和 2c 部分的信息自己完成对话。

【课堂练习】

(一) 根据句意和首字母补全单词。

1. The l _____ river in Asia is the Yangtze River .
2. China is one of the oldest c _____ in the world .
3. One of the o _____ countries in the world is China.
4. M _____ of city lies three meters blow sea level .
5. Our playground is about 2000 s _____ meters in size .

(二) 单项选择。

1. It's _____ in the world .
A the biggest desert B biggest desert C the biggest deserts D bigger desert
2. There are no man-made structures as _____ the Great Wall
A bigger B big C bigger D the biggest

3. The Nile is 6,470 _____

A kilometers B kilometer C kilometers long D kilometer long

4. Mount Tai is _____ lower than Qomolangma .

A lot's of B many C very D much

5. Shanghai is one of _____ in the world .

A more big city B the biggest city C the biggest cities D the most big city

【总结反思】

通过本节学习,我学会了(单词) _____

我学会了(短语) _____

Section A 3a – 4c (第2课时)

【学习目标】

1. 能够掌握本课出现的重点短语和句子。
2. 能够正确使用形容词的比较等级。
3. 能够运用形容词的比较等级去描述事物。

【导学指导】

2. 从课本中找出并翻译下列短语。

(1) 最危险的运动之一 _____ (2) 登山, 攀岩 _____

(3) 全世界 _____ (4) 中国的东南边境 _____

(5) 山顶 _____ (6) 严寒的天气条件 _____

(7) 大风暴 _____ (8) 冒着生命危险 _____

(9) 放弃 _____ (10) 实现梦想 _____

【展示交流】

1. 将课前准备的情况在小组内交流讨论(老师点拨)。
2. 比一比赛一赛: 各小组长提问其它小组成员讨论结果, 看哪个小组完成得最棒!
3. 3a 小组合作, 共同找出课文中的重点短语和句型, 并讲解给同学们。
4. 3b 根据课文内容完成下面的表格, 并在小组内订正答案。

Paragraph 1	Paragraph 2	Paragraph 3
List three comparisons	List three dangers for climbers	List three achievements

5. Groupwork 讨论“世界之最”, 完成 4a—4c.

【合作探究】

小组合作, 总结一下表示事物长度、宽度、深度的表达方式。 _____

【达标拓展】

(一) 用形容词和副词的适当形式填空。

1. Tom is _____ (tall) than any other student in his class. So he is _____ (tall) in his class.

2. Li Ming is one of _____ (clever) boys in our class.

3. The sun is _____ (bright) than all the other stars because it is _____ (near) to the

earth.

4. The earth receives _____ (little) heat from the sun in winter than in summer.
5. The train is running _____ and _____ (fast).
6. He said that it was _____ (happy) day in his life.

(二) 根据首字母提示完成句子。

1. we should learn the s _____ of helping others.
2. Most animals don't like to live in f _____ conditions.
3. Many c _____ reached the top of the mountain this morning.
4. Tibet (西藏) is in the s _____ part of China.
5. Of all the m _____, Qomolangma is the highest and most famous.

【总结反思】本节课我的收获 _____

Section B 1a – 1d (第3课时)

【学习目标】

1. 掌握课本中出现的重点单词和短语。
2. 能够掌握课文中出现的重点句子。
3. 学会表达事物之间的倍数关系。

【重点、难点】

识记并运用表达事物之间的倍数关系的词句；将听力中使用的对比方法移为己用。

【导学指导】

温故知新

- (1) 最危险的运动之一 _____
- (2) 登山，攀岩 _____
- (3) 全世界 _____
- (4) 中国的西南边境 _____
- (5) 到达山顶 _____
- (6) 严寒的天气条件 _____
- (7) 大风暴 _____
- (8) 冒着生命危险 _____
- (9) 挑战自己 _____
- (10) 放弃做某事 _____

自主互助学习

知识剖析：

我们为同学们总结初中英语中的长度、宽度、高度、深度的表示方法作一简单的介绍，同学们看后，可以自己试试，看看自己对于这部分内容学的怎么样。

初中英语语法大全中长度、宽度、高度、深度的表示法：

1、长度、宽度、高度、深度的表示法，有专门的结构，那就是“基数词+单位词+形容词”。

例句：Tiger Path is 200 meters long and has a high humidity.

老虎路有 200 米长，而且湿度很重。

We walk up three floors, which is about ten meters high.

我们走上三层楼，大概 10 米左右高。

2、除了上面的表示方法，有时也可以用“基数词 + 单位词 + in + 长度或者重量的名词”来表示长度、宽度、高度、深度。

The classroom was 25 feet in length and 20 feet in width.

教室有 25 英尺长，20 英尺宽。

注意事项：若表示重量，可以用 in weight 结构。

例句：The box is 9 kilos. =The box is 9 kilos in weight.

这个箱子重 9 公斤。

学习过程

1. 认真观察图片，看图画中都有哪些动物，了解这些动物的信息，并把这些动物跟人类做比较，看看区别在什么地方。
2. 小组讨论，用课本上提供的句型讨论这些动物之间的区别。
3. 听录音完成 1b 和 1c，并在小组内交流，确定正确答案。
4. pairwork 列举几种不同的动物，并运用句型对他们进行比较。

【课堂练习】

一 单项选择

1. I don't like to read books in the sunshine because it's not good _____ my eyes.
A. at B. for C. with D. to
2. Are they _____ than an adult panda?
A. very smaller B. a lot of smaller C. much smaller D. smaller a lot
3. Her science and English are a little better _____ Lucy's.
A. at B. in C. than D. of
4. In order to protect our earth, we should use the bus _____ and drive our cars _____.
A. more, less B. less, more C. much, little D. more, fewer.
5. Her physics _____ better than any other students'.
A. is B. are C. do D. does.

二 从方框中选择恰当的短语并用其适当形式填空。

the size of in fact, the same as, black and white that's why, bring out,

1. What about _____ a baby panda?
2. Is a baby panda also _____ ?
- 3 My sister is _____ me, we are both outgoing.
- 4 I went to bed late last night, _____ I didn't get up early this morning.

【总结反思】我认为本节课重要的句子有(至少写 6 个句子): _____

Section B 2a - 2e (第 4 课时)

【学习目标】

- 正确使用形容词、副词的原级，最高级和比较级
- 学会对事实和数字的比较。
- 意识到保护环境和自然资源的重要性
- 提高学生的阅读能力。

【重点、难点】

- 1.理解 2b 的课文,能理解并运用其中的重点短语或句子。
2. 将比较级和数字的表达灵活地运用到文章中去。

【导学指导】

温故知新

一. 短语翻译:

1. 出生时 _____ 2. 20 到 30 千克 _____
3. 大约 350 厘米长 _____ 4. 活到 _____
5. 重的多 _____ 6. 10 公斤食物 _____

二 写出下面句子

- 1 这头大象比那头大象重很多倍。

- 2 初生时,一只熊猫大约 0.1 到 0.2 千克

- 3 一只熊猫能活 20 到 30 年.

【知识梳理】

学习过程

一、自主学习,把下列短语翻译为英语。

1 阅读 2b 找出下面短语

- 1) 为.....做准备 _____ 2) 绊倒 _____
3) 照顾、照料 _____ 4) 死于 _____
5) 挽救.....的重要性 _____ 6) 绊倒 _____

2 阅读第二遍完成下面内容:

Pandas do not have many _____, maybe only one _____. The
hobbies often _____ illnesses and do not live very long. Adults pandas
_____ more than 12 hours a day _____ about 10 kilos bamboo. Many years ago,
there are _____ bamboo forests and pandas _____ than there are now.
But then humans started to _____ the forests, and there was _____
bamboo for the pandas. Scientists say there are now fewer than 2,000 pandas _____
in the remaining forests.

二、请划出 2b 中使用最高级的句子。

三、教师导学

1. 第一遍快速阅读 2b, 回答 10、 12、 200、 2,000 在文章中的含义。
2. 细读文章第二遍, 回答 2c 问题。
3. 再读一遍课文, 写出文章中使用最高级的句子, 完成 2d。

四、能力提高, 小组合作。

讨论保护熊猫的其他方法, 调查你组里有多少同学赞同你的观点, 完成 2e。

【课堂练习】:

一. 完成课本 2c-2d 的所有练习。

二. 用所给词的正确形式填空:

1. Of the two girls, I find Lucy the _____ (clever).
2. Iron(铁) is _____ (much) useful than gold(黄金).
3. The boy is _____ (interesting) than his brother.
4. Dick sings _____ (well), he sings _____ (well) than John,

5. Wangtao is a little _____ than Lilei. (strong)
6. Which is _____, the sun, the earth or the moon? (small)
7. Lucy speaks English very _____. (good)
8. Who is _____ (thin), you or Helen? Helen is.
9. Fangfang is not as _____ (tall) as the other girls.
10. Who gets up _____ (early), Tim or Tom?

三. 完成句子。

1. 熊猫兴奋的跑过来甚至它们中有一些撞到他们的朋友摔倒了.

They _____ with excitement and some of them even _____ walk into their friends and _____.

2. 他们是如此的机灵可爱。

They are so _____ your brother.

3. 我照顾他们就像他们是我自己的孩子。

I _____ them like they're my own babies.

4. 成年熊猫一天要花费 12 多个小时吃大约 10 千克竹子。

Adult pandas _____ than 12 hours a day _____ about 10 kilos of bamboo.

5. 生活在剩余的森林里的熊阿毛不到 2000 只。

There are now _____ 2000 pandas living in the remaining forests.

【总结反思】

Section B 3a-selfcheck (第 5 课时)

【学习目标】 学会用形容词和副词的最高级来描述个人喜好。

【重点、难点】

1. 单音节词和多音节词的最高级变化形式。
2. 不规则形容词和副词的最高级形式。

【导学指导】

温故知新

一、 比一比，写出下列单词的比较级和最高级形式，看谁写的最快，最准确？

big _____ cute _____ black _____
 hungryr _____ lovely _____ little _____
 important _____ few _____
 beautiful _____ popular _____
 famous _____ endangered _____

二、 小组成员用上面的比较级来描述熊猫性格和长相，找一名同学陈述比较结果。

自主互助学习

课前预习

- 1、 小组合作：小组讨论在我们城镇最好的电影院是哪家，哪里的快餐最美味？哪里的服装店最时尚最便宜？
- 2、 小组选出两人仿照 2d 作对话表演

课堂流程

1. 读 3a 中的单词和短语，小组讨论并填表来完成 3a。

2. pairwork 练习。做完之后，同桌利用 3a 的问句于答句做对话，进一步了解鲸鱼的信息。

3. 写作练习，提高写的能力。

小组完成讨论后根据 3a 的调查表，从鲸鱼的长相生活场所，饮食，活动目前生存状况或者其它方面来描述一下，随堂写出一篇作文。

4. 小组合作完成 self-check 。

【课堂练习】

一、 用括号内所给词的适当形式填空。

1. Miss Chen is _____ than Mr. Wang. (popular)
2. Question A _____ Question B. (important)
3. Toronto is _____ city in Canada. (large)
4. Playing computer games is _____ of all the activities. (interesting).
5. The Nile(尼羅河) is _____ river in the world. (long)
6. She is _____ than all the other students. (young)
7. The boy is _____ of the two. (tall)
8. Where is the _____ bus-stop? (near)
9. He is one of _____ Politicians. (famous)
10. Tom drives much _____ than John. (careful)。

【拓展练习】

单句改错：

1. He is as taller as I am. _____
2. She is a little thinner than she looks. _____
3. Bob is heavier than any other boys in the class. _____
4. Your garden is much larger than their. _____
5. It is one of the most interesting book than I have ever read. _____
6. He says Mary is most friendliest person in the class. _____
7. Which city is most beautiful, Beijing or Guangzhou? _____
8. Jack works hard. Mike works very harder than Jack. _____
9. London is the bigger city in Britain. _____
10. Bob plays football badly but Fred plays football much badlier than Bob. _____

【总结反思】

结合本节课所学内容运用形容词造出 5 个句子

Unit 8 Have you read treasure island yet?

Period One (section A 1a-2d)

【学习目标】

- 1、学会用现在完成时表达过去发生的但与现在情况有关的事情。
- 2、掌握现在完成时结构和了解其含义
- 3、学会区分现在完成时与一般过去时的区别。

【字词达标】

词汇达标: already,yet,island,treasure

短语达标: hear of,at least,finish doing,on Page 25,hurry up,put it down,grow up.full of

【重点语法、句型讲解】

1. 现在完成时:

1)含义: 表示动作过去发生,但与现在有联系或影响,此时态常与以下时间词连用,如 already 已经,yet 已经,还,just 刚刚,ever 曾经,so far 到目前为止,before 从前,times 次数,for+时间段, since 自从...以来,how long 多久, never 从不, in the past....在过去....

2). 结构: 主语+have/has+动词的过去分词 (have/has 是助动词,没有“有”的意义)

肯定句: She has finished her work.她完成了她的工作。

一般疑问句: Has she finished her work? _Yes,she has./No,she,hasn't.

否定句: She hasn't finished her work.

3). 动词的过去分词的构成: 规则动词的过去式就是过去分词,不规则动词的过去分词见不规则动词表。

4). 现在完成时态与一般过去时的区别: 句子中如有 yesterday,last,just now,in1999 等过去时间词出现就只用一般过去时。

5). 特别提醒: 句子中如有 when 出现,一定不能用完成时

例题: A:Jack has read the book,

B:When did he read it?

A:Last weekend

2.Have you read Little Woman yet?你已读过《小妇人》吗?

Yet (已经,还)的用法: 在现在完成时中, already(已经)用于肯定句, yet 用于一般疑问句或否定句,

例句: 肯定句: I have already eaten lunch.我已经吃过午饭了。

一般疑问句: ____ you eaten lunch ____?

否定句: I ____ eaten lunch ____.

3.What's it like?它(这本书)怎么样? What+be+sth like?表示“某物怎样?”

【巩固练习】

一用单词的正确形式填空

1. I ____ ever ____ (drink)coffee.

2.The boy ____ (water)the flowers already

3.She ____ (watch)the movie twice

4.- ____ you ____ (visit)the Great Wall before?-Yes,I ____

5. How long _____ your father _____ (work) in this city?
6. He _____ (get) here yesterday, so he _____ (stay) here for only one day.
7. - _____ you ever _____ (drive) a car?
- Yes, I _____.
- When _____ you first _____ (drive) a car?

二、英汉互译。

- | | |
|------------------|--|
| 1. 至少 _____ | 8. What do you think of it? _____ |
| 2. 快点 _____ | 9. Have you decided which book to write about? _____ |
| 3. 在岛上 _____ | _____ |
| 4. 听说 _____ | 10. 读完这本书 _____ |
| 5. 在第 5 页上 _____ | 11. 长大, 成长 _____ |
| 6. 把它放下 _____ | 12. What's it about? _____ |
| 7. 读得快 _____ | 13. the island full of measuer _____ |

【句型巩固】

1. He has already gone to New York. (变一般疑问句并回答)
 _____ he _____ to New York _____? _No, he _____
2. We have learned English for two years (变否定句)
 We _____ English for two years
3. We have lived here for two years. (提问)
 _____ have you _____ here?
4. Tom has ever read the book. (变否定句)
 Tom has _____ read the book.
5. Miss Green start to teach us 2 years ago. (同义句)
 Miss Green _____ us for 2 years.

【语法过关】

一. 单选题

1. Both his parents look sad . Maybe they _____ what's happened to him .
 A . knew B . have known C . must know D . will know
2. He has _____ been to Shanghai , has he ?
 A . already B . never C . ever D . still
3. Have you met Mr Li _____ ?
 A . just B . ago C . before D . a moment ago
4. The famous writer _____ one new book in the past two years .
 A . is writing B . was writing C . wrote D . has written
5. Zhao Lan _____ already _____ in this school for two years .
 A . was ; studying B . will ; study
 C . has ; studied D . are ; studying
6. We _____ Xiao Li since she was a little girl .
 A . know B . had known C . have known D . knew
7. Harry Potter is a very nice film . I _____ it twice .

A . will see B . have seen C . saw D .see

8、 —These farmers have been to the United States .

—Really ? When _____ there ?

A . will they go B . did they go

C . do they go D . have they gone

9.— _____ you _____ your homework yet ?

—Yes . I _____ it a moment ago .

A . Did ; do ; finished B . Have ; done ; finished

C . Have ; done ; have finished D . will ; do ; finish

【语篇练习】

用单词的正确形式填空

write, see, eat, have, go, hear

Dear Mike,

I'm sorry I haven't _____ for a long time. I've been very busy. I've taken four exams this week, and I have to take one more tomorrow. This weekend I'm going to relax. I'm going to see the new Tom Cruise movie. (My sister _____ it last week and she says it's one of the best movies she's ever seen.) I'm also going to eat dinner with my family at a new Korean restaurant. We haven't been to a restaurant in a long time, and I've never _____ Korean food. And I'm going to visit the Great Wall. Believe it or not, I've lived here all my life and I've never been there! So, how have you been? _____ you seen any good movies recently? Have you eaten at any good restaurants Have you _____ to any interesting places? Please write back and let me know what you have been doing lately. I am looking forward to _____ from you.

Your Friend,

Wang

Unit 9 Have you ever been to a museum ?

Teaching goals :1. 掌握如何表达现在完成时。

2. 对比现在完成时，一般过去时和现在进行时表将来的用法。
3. 描述某人曾经去过哪些有趣的地方。

Important and difficult points :1. 现在完成时态。

2. so 和 neither 的区别。
3. have been to sw 与 have gone to sw 的区别。

Structures :

Have you ever been to an aquarium ?

Yes , I've been to an aquarium .

No ,I haven't .

No ,I've never been to an aquarium .

I've never been to a water park . Neither have I .

Functions : Talk about past experiences .

Period 1

Teaching of new lesson :

Step 1 Assign the task

New language

Have you ever been to Europe ?

Yes ,I have . / No , I've never been to Europe .

In this unit ,students learn to talk about past experiences in the other way .

Step 2 Warm up Section A (1a-1c)

SB Page 68 , 1a .

1. Read each of the words and phrases at the top of the page to the class .
2. Read the instructions .
3. Do a quick check to see where Ss would like most to visit .

SB Page 68 , 1b .

1. Read the instructions .
2. Point out the sample answer .
3. Play the recording .Ask Ss to check off their answers .

SB Page 68 , 1c .

1. Read the instructions for the activity .
2. Point to the example in the sample dialogue .Ask two students to read the dialogue to the class .
3. Then have Ss work in pairs .
4. Check the answers by calling on several different pairs of students to say their conversations to the class .

Step 3 Pre-task

SB Page 69 , 2a .

1. Read the instructions .

2. Point to the map ,play the recording and ask Ss to circle places on the map .

3. Correct the answers .

SB Page 69 , 2b .

1. Read the instructions .Point out the sample answer .

2. Point out the statements about the three conversations .

3. Play the recording again .Ask Ss to circle the word true or false after each statement .

4. Correct the answers .

SB Page 69 , 2c .

1. Point to the map and tell Ss they can talk about any of the places on the map .

2. Ask Ss to work in pairs .

3. Ask several pairs of students to say their conversations to the class .

Step 4 Grammar Focus

Review the grammar box .Ask students to say the statements and responses .

Exercise designing for Period 1 :词组翻译

1. 太空博物馆 2. 娱乐公园 3. 水上公园 4. 乘地铁 在 5. 去年 6. 明年

Period 2

Teaching of new lessons

Step 1 Pre-task

SB Page 70 , 3a .

1. Read the instructions .

2. Then read the story to the class .After you finish ,ask if Ss have any questions about words and phrases in the article .

3. Ask Ss to read the story again .Circle all the interesting things .

4. Discuss the students' answers .

SB Page 70 , 3b .

1. Read the instructions .

2. Ask a pair of students to read the example in sample dialogue to the class .

3. Then Ss work in pairs .

4. Ask one or two pairs to say their conversations to the class .

Step 2 While-task

1. Read the instructions .

2. Ask two students to read the dialogue .

3. Ask another pair of students to talk about something else they have .They should use the phrase : Have you ever ... ?

4. Ask Ss to complete the work in pairs .

5. Ask a few students to share their list .You can ask for details and explanations of their answers .

Exercise designing for Period 2 :词组翻译

1. 从没去过迪斯尼乐园 2. 玩得愉快 3. 结束 4. 主题公园 5. 当然

6. 一直 7. 许多著名的人物 8. 听说 9. 行驶不同的路线 10. 在同一个地方

Period 3

Teaching of new lesson

Step 1 Assign task

SB Page 71 , 1a .

1. Read the instructions.
2. Read each sentence to the class .
3. Read the instruction again and say , Put 1 after the most important reason that you learn English ,put 2 after the second most important reason and continue the same way .
4. Do a quick check to see which reasons Ss think are most important .

SB Page 71 , 1b .

1. Point to the example in the sample dialogue .Ask two students to read it to the class .
2. Ss work in groups .
3. Ask several groups to say their conversations .

SB Page 71 , 2a .

1. Read the instructions and point out the sample answer .
2. Play the recording .Ask Ss to circle their answers .
3. Check the answers .

SB page 71 , 2b .

1. Read the instructions and point out the questionnaire .Ask a student to read the headings at the left .
2. Play the recording .Ask Ss to fill in the answers .
3. Check the answers. Ask Ss to write the answers on the board .

SB Page 71 , 2c .

1. Point to the example in the sample dialogue .Ask two students to read it to the class .
2. Ask Ss to work in small groups .
3. Ask several pairs to say their conversations to the class .

Step 2 While-task

SB Page 72 , 3a .

1. Ask different students to read each of the paragraphs to the class .Answer any questions students may have .
2. Then say, Now read the paragraphs again and answer the questions .Correct the answers .

SB Page 72 , 3b .

1. Ask Ss to review the information in activity 3a .
2. Ss write articles about themselves .As they work , move around the room offering language support as needed .

SB Page 72 , Part 4 .

1. Read the instructions to the class .
2. Point out the example in the speech bubbles and have two students read it to the class .
3. Discuss the answers with the class .

Period 4

Teaching of new lesson

Step 1 Self Check

SB Page 73 , Part 1 .

1. Ask Ss to fill in the blanks on their own .
2. Check the answers .
3. Ask Ss to make their own sentences with the words .
4. Write a number of students' answers for each word on the board

SB Page 73 , Part 2 .

1. Read the instructions with the students .
2. Ask Ss to complete the task by interviewing other students .
3. Ask Ss to share their results with the class .

SB Page 73 , Part 3 .

1. Read the instructions and sample answer with the students .
2. Ask Ss to complete the task .
3. Ask Ss to share their short report with the class .Make sure Ss include details .

Step 2 While-reading

Have you ever been to Singapore ?

SB Page 74 , Section 1 .

1. Ask Ss if they have ever thought about traveling to a favorite foreign destination .Elicit ideas as a class .
2. Ask the groups to choose one of the capital cities in the box and write four things the group knows about it .
3. Discuss answer as a class .

SB Page 74 , Section 2 .

Ask Ss to read slowly and thoughtfully .They should be aware of the words they are reading as they read .

SB Page 75 , Section 3 .

1. Ask Ss to scan the reading to find more words for the different categories .
2. Ask the class for any unusual words that they have found .
3. 3c. Tell Ss to first read the false information given in the exercise .Then ask them to scan the reading to find the correct details to write a true sentence .
4. Ss complete the task .
5. Check the answers .

Exercise designing for Period 4 :单项选择

()1. He to Canada ,so you can not see him recently .

A. went B. has been C. has gone D. have been gone

()2. — have you been there since you became a teacher
—Twice .

A. How often B. How soon

D. Hoe many times

()3. London has ever hosted the modern Olympics Paris .

A. So does B. So has

C. Nor does D. Neither has

()4. — I haven't been to the space museum .

— •

A. So do I B. Me too

C. Me neither D. So have I

()5. There are many stores you can buy souvenirs from my hometown .

A . which B. where C. when D. there

Unit 10 I've had this bike for three years

Section A Period 1

Teaching aims:

Talk about possessions and things around you.

Module One Part 1 Warming-up & Lead-in 1. Show some pictures and let students guess what the gifts are. 2. Show what the gifts are and tell them when I have them. Ask students what's their favorite is and when they had them. How long have you had it?	一. 导疑 热身和导入：用幽默的图片引入，勾起学生对最心爱的生日礼物的回忆，引入新的单词和句型。
Module Two Part 2 Main tasks 3. Talk about possessions and things around you using the words we learned just now. 1a, 1b 4. Listen to the recording and answer the questions like: <i>How long have you had them?</i> 5. Discuss and make conversations. 1c <i>A: This is a really old book.</i> <i>B: Yes, I've had it for seven years. I've read it three times.</i> <i>A: Why are you selling it?</i> <i>B: Because I don't read anymore.</i>	二. 引探 中心活动，听力内容习得与口语练习。通过复述或对话巩固新图式。
Module Three Part 3 Consolidation and Extension 6. Listen to the recording and try to find the things Amy's family are giving away and circle the things they are keeping. 7. Finish 2a, 2b. Let students make a conversation about what things do you want to keep and why with their books closed. 2c	三. 巩固，释疑，拓展 听力训练，形成新的图示。让学生在组织新的对话中巩固所学语句并鼓励联系实际自我发挥。
Module Four Part 4 Inspiration 8. Listen to the last recording and think about what we learned and what we want to know next. 2d	四. 启思 引领学生走入现实生活，拓展、丰富相关图式。
Module Five Part 5 Specific exercises and summary 9. Finish a quiz in class and make a summary.	五. 精炼 通过当堂练习复习及总结所学内容。

Section A Period 2

Teaching aims:

Reading skills

Sentence patterns about talking about possessions and things around you.

Module One	一. 导疑
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Part 1 Warming-up & Lead-in 1. Enjoy a video. Ask students have you ever thought about having a yard sale to sell your things.	热身和导入：用拍卖会的实景导入，引起学生对话题，对生活的关注。
Module Two Part 2 Main tasks 2. Invite students to read the article. 3. Let students tell what things they are going to sell at the yard sell. 4. Invite students to read article again and finish task 3b. Then ask some of the students to check the answers and tell where they can find the right answers.	二. 引探 中心活动，让学生自由阅读篇章，在掌握篇章大意后尝试用细节解决所提问题。自我探索阅读技巧。
Module Three Part 3 Consolidation and Explanation 4. Discuss the question in 3c and show their opinions about the story. 5. Finish a task in Exercise A to consolidate the article. 6. Based on the article, let students try to master the sentence patterns in this unit and raise their questions.	三. 巩固 释疑 让学生自由讨论故事的发展和缘由。完成针对性练习巩固短文。针对短文或生活实际提出疑惑。学生教师共同讨论，解答。
Module Four Part 4 Inspiration 7. Invite students to cover 4a and 4b. 8. Inspire them to summarize sentence patterns we've learned today.	四. 启思 引领学生走入现实生活，运用所句型完成对话以帮助日常交流所需。
Module Five Part 5 Specific exercises and summary Finish a quiz in class and make a summary.	五. 精炼 通过当堂练习复习及总结所学内容。

Section B Period 1

Teaching aims:

Make conversations about places or things in your town or city.

Module One Part 1 Warming-up & Lead-in 1. Show some pictures and let students discuss how long has it been there.	一. 导疑 用书图片引入，让学生复习所学词汇外，寻找所在城市自己熟悉的地方或事物。
Module Two Part 2 Main tasks 2. Listen to the recording and finish task 1b and 1c. 3. Listen to the recording again and get familiar with places or things in your town or city. Then make new conversation like 1d.	二. 引探 中心活动，听力内容习得与口语练习。通过复述或对话巩固新图式及短语。

Module Three Part 3 Consolidation and Extension 4. After making conversation like 1d, ask students to write down their conversation and check them in groups. 5. Teacher gives some advice to their assignment and corrects their assignment.	三. 巩固, 释疑, 拓展 写作训练。让学生在组织新的对话中巩固所学语句并鼓励联系生活自我发挥。
Module Four Part 4 Inspiration and Self Check 6. Finish <i>Self-Check</i> , and review what we've learned in this class.	四. 启思 引领学生走入现实生活, 拓展、提高日常交际能力。
Module Five Part 5 Specific exercises and summary 7. Finish some tasks in <i>Exercise B</i> and make a summary.	五. 精炼 通过当堂练习复习及总结所学内容。

Section B Period 2

Teaching aims:

Reading skills

Vocabulary Expansion

Module One Part 1 Warming-up & Lead-in 1. Show the pictures and find out what's your feeling when talking about your hometown. 2. Finish 2a and memories the phrases in it.	一. 导疑 热身和导入: 用图片引入, 引起学生对话题, 对生活的关注。
Module Two Part 2 Main tasks 3. Invite students to read the passage by themselves and underline the words they don't know. 4. Let students read the passage again and guess the words they don't know basing on the context. 5. Invite them to finish the task 2c and 2d. Then discuss the answers in groups of four.	二. 中心活动, 让学生自由阅读篇章, 在掌握篇章大意后尝试 根据语境推测生单词。4人一组, 自我探索阅读技巧。
Module Three Part 3 Explanation and Self-Study 6. Invite some groups of students to introduce their experience during the reading and discussion. Check the answers together.	三. 释疑 学生先展示自我研究的成果, 其后, 老师协助解决遗留问题。

<p>Module Four</p> <p>Part 4 Inspiration</p> <p>7. Ask students to talk about their hometown.</p> <p>8. Basing on the story they tell, finish task 2e, and complete their story.</p>	<p>四. 启思</p> <p>引领学生走入现实生活,谈论自己的故乡,提高学生的英语表达能力。</p>
<p>Module Five</p> <p>Part 5 Specific exercises and summary</p> <p>9. Finish the rest of <i>Exercise B</i> and make a summary about this unit.</p>	<p>五. 精炼</p> <p>通过当堂练习复习及总结本单元所学的重点难点内容。</p>

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