Unit 1 Encyclopaedias

Period \_\_1\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | Reading 1 | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to recognize and understand some new words in the context of two pieces of information from encyclopaedia. * Students are able to know the function of ‘Wh-questions’ for asking about personal information.   Ability Aims:   * Students are able to use a spider gram to demonstrate a person’s information. * Students are able to introduce a person’s life properly.   Emotional Aim:   * Students are able to learn from great people’s life and live in a more positive way which is encouraged by our ‘Sunny Campus” project. |  |
| Important points教学重点 | Catching the key information in text and learning the new vocabulary. |
| Difficult points  教学难点 | Grasping the way of introducing a person’s life properly. |
| Teaching Procedures  教学过程 | **Step1 Warm up**  Ask a few Ss the following questions  Q1: Do you know something about Leonardo da Vinci and Dinosaurs?  Q2: How do you know them?  Q3: If we have something that we didn’t know or have questions, how do you do?  **Step 2 Leading in**  1.Ask Ss questions on A on page2.  2.Ask Ss to Match the hobbies with the pictures(A1 Page 2) and finish exercise on page 2 . Then check the answers.  3.ask ss: If you have something you want to know, how do you do?  Today we are going to Read two short articles from an encyclopaedia.  **Step 3:Pre-reading**  1.Ask Ss to look at the pictures ,and the titles on page 3 and then finish exercise B on page 3.  2.Teach some new words by showing pictures.  3.Get ss to finish C1 on page 4 and check the answers.  **Step 4:While-reading**  1.First reading  Get ss to read fast to complete: D1 on page 5  2.Second reading  Ask Ss to read the blog carefully again and find the facts (D2 on page 5. then Check the answers. (Ask Ss to practice in pairs)  **Step 5 Post-reading**  Group work: Ask Ss to talk in groups and then share their opinions in class.  1.What else do you know about Leonardo da Vinci?  2.Why did the dinosaurs die out suddenly?  **Step 6 Homework**  Summarize what they’ve learned in this lesson. |
| Homework | 1. Dictation  2. Do some reading comprehension exercises. |
| Reflection |  |

Unit 1 Encyclopaedias

Period \_\_2\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Reading 2 | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to understand some useful language in the context of two articles from encyclopaedia.   Ability Aim:   * Students are able to apply the language and vocabulary they have learnt to describe dinosaurs. * Students are able to further develop their scanning skills through the reading task.   Emotional Aim:   * Students are able to raise their awareness of protecting animals and environment in their daily life which is encouraged by our “Sunny Campus” project. |  |
| Important points教学重点 | Catching the main information in the target article and understanding the langauge points. |
| Difficult points  教学难点 | Applying the target language to describe animals and their characteristics. |
| Teaching Procedures  教学过程 | **Step1 Review**  1. Read the article together.  2. Invite students to talk about Leonardo da Vinci and dinosaurs with the help of some pictures and key words.  **Step 2 Language points**  1. Ask the students to underline the phrases.  2. Explain some key language points.   1. be born in/on 2. from an early age 3. show great intelligence and artistic ability 4. for example 5. human beings 6. as+adj./adv.+as 7. Some…others… 8. ordinal number + million/billion/thousand/hundred   millions/billions/thousands/hundreds of   1. die out (find out; look out, work out)   3. Finish some exercises and check the answers.  **Step 3 Summary**  Invite some students to talk about what they have learned or remembered in this lesson. |
| Homework | Finish the related exercises in English Weekly. |
| Reflection |  |

Unit 1 Encyclopaedias

Period \_\_3\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Listening | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Students are able to recognise and understand the new phrase: go for a walk .   Ability Aims:   * Students are able to Listen to a radio programme about the “Human Encyclopaedia” and try to grasp the information you need   Emotional Aim:   * Students are able to be inspired to read more books and be hardworking to become a person like Jane. |  |
| Important points教学重点 | Grasp the information you need during the listening |
| Difficult points  教学难点 | Grasp the information you need during the listening |
| Teaching Procedures  教学过程 | **Step1 Leading-in**  Free talk:  1. What is encyclopaedia? What can you do with the encyclopaedia?  2. What is a “Human Encyclopaedia”?  **Step 2 Pre-listening**  Read the listening task and predict the possible answers.  **Step 3 While- listening**  1. Listen to the recording for the first time and fill in the blanks.  2. Listen to it for the second time and try to check the answers by themselves.  3. Check the answers together.  **Step 4 Post-listening**  1. Read the transcript after the recording.  2. Explain some language points in the transcript.  win & beat  be like  find out  much knowledge  take hard word and time  3. Discussion: How can we become a human encyclopaedia just like Jane?  **Step 4 Summary**  Invite some students to talk about what they have learned or remembered in this lesson. |
| Homework | The related listening exercises in *English Weekly* |
| Reflection |  |

Unit 1 Encyclopaedias

Period \_\_4\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Grammar | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Students are able to understand the differences between determiner ‘some’ and ‘any’, as well as the differences among indefinite pronouns somebody, anybody, nobody, etc.   Ability Aim:   * Students are able to work out the rules by observing some model sentences in the context of checking shopping list and describing classroom situation.   Emotional Aim:   * Students are able use the target determiners and indefinite pronouns properly in daily context confidently as our “Sunny Campus” project suggests. |  |
| Important points教学重点 | Grasping the usages of determiner ‘some’ and ‘any’, as well as the differences among indefinite pronouns somebody, anybody, nobody, etc. |
| Difficult points  教学难点 | Observing the rules through discussion and applying them properly. |
| Teaching Procedures  教学过程 | **Step1 Pre-teaching test**  Answer some questions to see how much they know about the target language.  **Step 2 Presentation**  1. Present some sample sentences and ask students to observe and work out the rules. Invite some students to share their ideas.  2. Summarize the rules and ask students to take notes.  3. Ask students to pay attention to some confusing points.  4. Do some drills.  **Step 3 Practice**  1. Finish the exercises on page 8 and page 9.  2. Check the answers together.  3. Show them a picture and ask students to write a short passage to describe the picture using the target language.  **Step 4 Summary**  Invite some students to talk about what they have learned or remembered in this lesson. |
| Homework | The related listening exercises in *English Weekly* |
| Reflection |  |

Unit 1 Encyclopaedias

Period \_\_5\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Speaking | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to recognise and understand the new words: win, dollar, find out. * Students are able to understand the concept of sentence stress.   Ability Aims:   * Students are able to place sentence stresses properly.   Emotional Aim:   * Students are able to apply their listening and speaking skills confidently to talk about an interesting person or thing from an encyclopaedia. |  |
| Important points教学重点 | Learn to stress the important words in a sentence |
| Difficult points  教学难点 | Placing sentence stress properly. |
| Teaching Procedures  教学过程 | **Step 1 Speaking A Talk time**  We have learnt a lot of things in reading A, and let me see how well you know about them. Please answer the following questions in complete sentences.  Q1: What does Leonardo da Vinci do?  Q2: Where does Leonardo da Vinci come from?  Q3: Where was Leonardo da Vinci born in?  Q4: What is the most famous painting?  Q5: Today where can we find dinosaurs?  Q6: What did dinosaurs eat?  Q7: How long did dinosaurs live on Earth before they disappeared?  **Step 2 Talk time—sentence stress**  When we speak, we usually stress the important words (nouns, verbs, adjectives, adverbs and numbers) in a sentence. We do not usually stress unimportant words, e.g. a, the, he, of, is, and, have and can.  Ask Ss to practice in pairs introducing themselves to each other first, and then choose some of them to introduce his or her partner to the class.  **Step3—Speak up**  Get Ss to finish exercise B on page 10 and then check the answers.  **Step 4: Summary**  Get Ss to summarize what they have learned today. |
| Homework | Finish reading exercises in *English Weekly* |
| Reflection |  |

Unit 1 Encyclopaedias

Period \_\_6\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Writing | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Students are able to learn and understand the story about a baby dinosaur.   Ability Aims:   * Students are able to use the simple past tense to write a story according to the given picture.   Emotional Aim:  Students are able to arose their interest of learning on their own as ‘Sunny Campus” project suggests and raise their awareness of protecting animals |  |
| Important points教学重点 | Describing pictures in the simple past tense. |
| Difficult points  教学难点 | • Completing the story through imagination. |
| Teaching Procedures  教学过程 | **Step 1 Warm-up**  Free talk: Have you ever visited the museum and seen the fossil of dinosaurs and their eggs?  **Step 2 Before-writing**  Look at the pictures and guess what happened to the Sammy in the story.  **Step 3 Writing A**  1. Get Ss to look at the pictures below on page 12, Then complete the story.  2. Ss finish the rest parts of A and ask them to recompose their answers in pairs. Ask some Ss to show their work and give some comments.  **Step 3 Writing B**  1. Talk about their ideas in groups and then invite some students to share their ideas.  2. Ss finish B on page 12. And then ask Ss to recompose their letter with their partner. Choose some letters as examples.  **Step 4: Summary**  Get Ss to summarize what they have learned today. |
| Homework | Finish related writing exercises in *English Weekly* and do some reading comprehension exercises. |
| Reflection |  |

Unit 1 Encyclopaedias

Period \_\_7\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | More practice | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to gain more knowledge about the attractions in Australia. * Students are able to recognize and understand new words: attraction, harbour, type and view.   Ability Aims:   * Students are able to develop their fast-reading skills in the context of an introduction about Australia’s big attractions.   Emotional Aim:   * Students are able to arouse their interests in tourist information and cultural difference in a happy atmosphere. |  |
| Important points教学重点 | Getting the key information quickly and exactly while reading. |
| Difficult points  教学难点 | Applying reading skills effectively. |
| Teaching Procedures  教学过程 | **Step 1 Warm-up**  Free talk: Have you ever visited Australia and what do you know about Australia?  **Step 2 Before-reading**  Show the two pictures in the passage and ask them to tell what they can get from the picture.  **Step 3 While-reading**  T. sets the reading task.  Ss. read the text alone and discuss the given questions in pairs.  Nomination for FB.  T. points out some key language points.  Ss. do some translation task as consolidation  **Step 3 Writing B**  1. Talk about their ideas in groups and then invite some students to share their ideas.  2. Ss finish B on page 12. And then ask Ss to recompose their letter with their partner. Choose some letters as examples.  **Step 4: Summary**  Get Ss to summarize what they have learned today. |
| Homework | Finish related writing exercises in *English Weekly* and do some reading comprehension exercises. |
| Reflection |  |

Unit 2 Numbers

Period \_\_1\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | Reading 1 | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to recognize and understand some new words in the context of the story ‘the king and the rice’. * Students are able to know the way of reading different kinds of numbers in English.   Ability Aims:   * Students are able to guess the meaning of some new vocabulary in context. * Students are able to apply the reading skills to gain the main idea of the story.   Emotional Aim:   * Students are able to learn about the importance of numbers in daily life. |  |
| Important points教学重点 | Catching the key information in text and learning the new vocabulary. |
| Difficult points  教学难点 | Drawing out the structure of the stroy. |
| Teaching Procedures  教学过程 | **Step1 Warming up**  1. Play a game about numbers.  Divide students into groups of 6. Show the first student of each group some numbers and ask them to tell them to the next member in low voice one by one until the last student heard the numbers. We will see how many numbers they can get them right.  **Step 2 Leading-in**  Brainstorming: What do we use numbers for?  **Step 3:Pre-reading**  1. Finish “What do you know about…?” on page 18.  Check the answers and learn the new words, gram, centimeter.  2. Prediction: Read the title, pictures and make predictions:  1. Who won the game, the king or the wise old man?  2. What prize did the wise old man want, silver, gold or something else?  3. Would the king give him the prize he wanted?  4. Why is the title “The king and the rice”?  **Step 4:While-reading**  1.First reading  Get ss to read fast and check whether they’ve made the right predictions.  2.Second reading  Get ss to read fast to complete D1 and D2 on page 21.  **Step 5 Post-reading**  Group work: Ask Ss to talk in groups and then share their opinions in class.   * What do you think of the old man? * If you were the king, what else would you offer the old man? * If you were the old man, what would you want instead of the rice?   **Step 6 Homework**  Summarize what they’ve learned in this lesson. |
| Homework | 1. Dictation  2. Do some reading comprehension exercises. |
| Reflection |  |

Unit 2 Numbers

Period \_\_2\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | Reading 2 | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to understand some useful language in the context of a story of the king and the rice.   Ability Aim:   * Students are able to apply the language and vocabulary they have learnt to describe the topic. * Students are able to further develop their comprehensive reading skills by reading from a broader view.   Emotional Aim:   * Students are able to raise their interest in numbers by discussing about the trick played by the wise old man. |  |
| Important points教学重点 | Catching the main information in the target article and understanding the language points. |
| Difficult points  教学难点 | Applying the target language to discuss about the topic. |
| Teaching Procedures  教学过程 | **Step1 Review**  1. Read the article together.  2. Divide the students into groups and they will act out the story.  **Step 2 Language points**  1. Ask the students to underline the phrases.  2. Explain some key language points.   1. a long time ago 2. challenge …to… 3. promise to do 4. would like 5. instead 6. for a long time 7. order sb. to do 8. and so on   3. Finish some exercises and check the answers.  **Step 3 Summary**  Invite some students to talk about what they have learned or remembered in this lesson. |
| Homework | Finish the related exercises in English Weekly. |
| Reflection |  |

Unit 2 Numbers

Period \_\_3\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | Listening | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Students are able to understand the differences between the usages and forms of cardinal numbers and ordinal numbers.   Ability Aim:   * Listen to a quiz about numbers and try to grasp the numbers.   Emotional Aim:   * Students are able learn about different usages of numbers in different areas and situations. |  |
| Important points教学重点 | Express different expressions of numbers in correct ways. |
| Difficult points  教学难点 | Getting information of numbers exactly during listening. |
| Teaching Procedures  教学过程 | **Step1 Leading-in**  Dictation: speak some expressions of numbers quickly and ask students to write them down.  **Step 2 Pre-listening**  Review the expressions of numbers and learn how to read them correctly.  **Step 3 While- listening**  1. Listen to the recording for the first time and fill in the blanks.  2. Listen to it for the second time and try to check the answers by themselves.  3. Check the answers together.  **Step 4 Post-listening**  1. Read the transcript after the recording.  2. Explain some language points in the transcript.  a quarter, point, etc.  3. Competition:  Show some expressions of numbers and ask students to have a quick response by standing up and speak out the expressions. The fastest student who can read it right can get one point for his or her group.  **Step 4 Summary**  Invite some students to talk about what they have learned or remembered in this lesson. |
| Homework | The related listening exercises in *English Weekly* |
| Reflection |  |

Unit 2 Numbers

Period \_\_4\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Grammar | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Students are able to understand the differences between the usages and forms of cardinal numbers and ordinal numbers.   Ability Aim:   * Students are able to use cardinal numbers and ordinal numbers properly in different situations. * Students are able to use imperative sentences to give instructions about numbers.   Emotional Aim:   * Students are able to raise there awareness of helping each others with study. |  |
| Important points教学重点 | Giving instruction about numbers. |
| Difficult points  教学难点 | Use cardinal numbers to count things correctly |
| Teaching Procedures  教学过程 | **Step1 Pre-teaching test**  Show some numbers and see if the students can read them correctly.  **Step 2 Presentation**  1. Present the cardinal numbers and ask students to observe and work out the rules of spellings. Mark those numbers with special spellings.  Ask students to read out the numbers and find out the rules of pronunciation.  Do some drills with more numbers.  2. Present the ordinal numbers and ask students to observe and work out the rules of spellings and pronunciation. Mark those numbers with special spellings.  Do some drills with more numbers.  3. Show the two tables on page 25 and explain their differences.  Read the new words in this part.  Do some exercises to consolidate.  **Step 3 Practice**  Show some numbers and instructions about numbers and ask students to read them.  **Step 4 Summary**  Invite some students to talk about what they have learned or remembered in this lesson. |
| Homework | The related listening exercises in *English Weekly* |
| Reflection |  |

Unit 2 Numbers

Period \_\_5\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Speaking | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Learn to read the words in strong forms and weak forms correctly.   Ability Aim:   * Check Maths problems with the instructions about numbers.   Emotional Aim:   * Students are able to enjoy the happiness of sharing in life as suggested by our ‘Sunny Campus’ project. |  |
| Important points教学重点 | Learn to read the words in strong forms and weak forms correctly. |
| Difficult points  教学难点 | Correcting errors following Mandy and Joyce’s model. |
| Teaching Procedures  教学过程 | **Step 1.Talk Bar**  Get some Ss to talk about some information about Reading A using 6-8 sentences.  **Step2. Speaking A---Talk time:** Strong and weak forms  Some words have both a strong form and a weak form.  (1) Get the Ss to pronounce A.  (2) Play the tape for Ss to follow it and say the words aloud.(Ex. A)  (3) Ex.A2---Ss listen to the conversation below and pay attention to the pronunciation of the words in blue. Then practice it in pairs  **Step3. Speak up (Pair work)**  Mandy did not copy her homework correctly. So she called Joyce. In pairs, check the Maths problems in Mandy’s exercise book.  Students read the examples and then practice in pairs. |
| Homework | Finish reading exercises in *English Weekly* |
| Reflection |  |

Unit 2 Numbers

Period \_\_6\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Writing | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Students are able to recognise and understand the new words: traffic, accident.   Ability Aims:   * Students are able to use proper verbs, e.g.: be, fall, rise, etc, to describe charts and graph that shows figure changes.   Emotional Aim:   * Students are able to understand the importance of describing charts and graph with figure changes properly and exactly. |  |
| Important points教学重点 | Describing charts and graph with figure changes properly. |
| Difficult points  教学难点 | Writing a report to show the figure changes. |
| Teaching Procedures  教学过程 | **Step 1 Before-writing**  1. Show the graph on page 28 and ask students to tell what they can get from it.  2. Ask students how we can express the change tendency.  **Step 3 Writing A**  1. Get Ss to complete the report and check the answers.  2. Ask students to read the sample article and pay attention to some expression, e.g. fall to, rise to, etc.  **Step 3 Writing B**  1. Students write a report by following the example in A.  2. Pair check: The students check the reports in pairs and mark something great and something wrong.  3. Invite some students to show their reports and ask others to make comments.  **Step 4: Summary**  Get Ss to summarize what they have learned today. |
| Homework | Finish related writing exercises in *English Weekly* and do some reading comprehension exercises. |
| Reflection |  |

Unit 2 Numbers

Period \_\_7\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | More practice | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to gain more knowledge about the history of numbers and numbers in different countries. * Students are able to recognize and understand new words: finger, toe, token, clay, string, system, abacus, Hindu-Arabic, develop into, lead to, etc.   Ability Aims:   * Students are able to develop their skills of guessing the meaning of new vocabulary in context.   Emotional Aim:   * Students are able to arouse their interests in cultural differences in numbers and be more active in learning new information. |  |
| Important points教学重点 | Getting the key information quickly and exactly while reading. |
| Difficult points  教学难点 | Applying reading skills effectively. |
| Teaching Procedures  教学过程 | **Step 1 Warm-up**  Free talk: How did the ancient people express the numbers before the inventions of number?  **Step 2 Before-reading**  Show the two pictures in the passage and ask them to tell what they can get from the picture.  **Step 3 While-reading**  1. Read for the first time and answer some questions.  2. Read for the second time and answer the questions on page 29. Check the answers one by one.  3. Listen to the recording and read after it.  **Step 4 Post-reading**  1. Demonstrate some language points and explain them with more examples.  2. Do more exercises and check the answers.  **Step 4: Summary**  Get Ss to summarize what they have learned today. |
| Homework | Finish related exercises in *English Weekly* and do some reading comprehension exercises. |
| Reflection |  |

Unit 3 **Computers**

Period \_\_1\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Teaching topic | Reading | 二次备课 | |
| Teaching aims | 1) In this class, students will talk about the functions of computers.  2) Learn some new, important words..  2) After reading this passage, students are able to retell the passage. |  | |
| Important points | Students are able to talk about the functions of computers. |
| Difficult points | Be able to retell the passage. |
| Teaching Procedures | **Step1:Warm up**  1) Ask students a question: What can we do with computers?  2)Watch a video about the functions of the computers, and ask two students to sum up the functions.  **Step1.Leading-in**  1)Get Ss to look at the pictures on PPT and ask students if they know what the pictures are.  2)Get Ss to follow teacher to read new words: monitor, speaker, main unit, keyboard, mouse..  3)Ask Ss to finish the task in Part A.  4) Check the answers.  **Step2.Pre-reading**  1)Just show the pictures, the title and the sub-headings on PPT, ask students to finish the task of Part B in one minutes.  2) Check the answers, and give reasons.  **Step3. While- reading**   1. First reading: Tell Ss to read the first short passage” smaller and better” and ask students to finish a table in three minutes.   Read the second passage “What can we do with computers?” Finish the second table.  Read the third passage “ Is a computer cleverer than me?” Finish the third table.   1. Check the answers one by one. 2. Second reading: Show five statements to students , ask them to tell true or false in three minutes. Then check the answers.   **Step4.Post-reading**  1) Get Ss to turn to Page37 and finish D1 without reading the passage again.  2)Work in pairs: Discuss:  Do you agree that computers will be able to do all our jobs in the future ? Give reasons.  **Step5:Retell**  Show the three tables on PPT, ask students to prepare in pairs, try to retell the story.  **Sep6: Summary**  Summarize what we have learnt in this class. |
| Homework | 1. Remember the new words. 2. Finish related exercise. | |  |
| Reflection |  | | |

Unit 3 **Computers**

Period \_\_2\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Reading: Language points | 二次备课 | |
| Teaching aims | 1) The students are supposed to be able to translate some difficult sentences..  2) Students can make new sentences with the new words and phrases by themselves. |  | |
| Important points | The students are supposed to be able to translate some difficult sentences. |
| Difficult points | Students can make new sentences with the new words by themselves. |
| Teaching Procedures | **Step 1 Warm up**  Greeting and ask students to read the passage loudly, if students have any mistake , correct them.  **Step 2 Lead in**  Show some Chinese on PPT , ask students to find the phrases and underlined them.  **Step3.Learning language points:**  Deal with some useful phrases and expressions in the passage. Guide the Ss to learn and use them in their own speaking and writing.  1)In the 1940s  2)be unaware of  3）at a faster speed  4)In addition  5）be able to  6)be better at  7)sth happen to sb  8)make sth adj/比较级  **Step 4 Exercises**  Do some exercises based on the language points.  **Step5:Summary:**  Guide Ss to summarize what we have learned today. |
| Homework | 1) English Weekly: Reading part.  2) Finish the Reading exercises in Book B. | |  |
| Reflection |  | | |

Unit 3 **Computers**

Period \_\_3\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Listening | 二次备课 |
| Teaching aims | 1) Students should know how to order things on the phone.  2).Can master the words: quantity, price, total, order and the phrases grand total and so on. |  |
| Important points | The students can order something on the phone by themselves after this class. |
| Difficult points | Listening skills and take notes. |
| Teaching Procedures | **Step1. Revision**  Get a student to say something about computers. For example: the parts of computers, the functions of computers.  **Step2: Lead in**  Ask students a question: How do you usually go shopping?  Ask students to answer one by one. Then lead in shopping on the phone.  **Step2. Pre-listening**  1）Vocabulary presentation: Get Ss to learn some new words by showing some pictures.  2）listening tips: When listening, Watch the important words, such as quantity and price each.  **Step3.While listening**  1）Get the Ss to listen to a conversation about shopping on the phone and finish the listening task on listening part.  2) Play the recording again for the Ss to listen and check if their answers correct or not.  3) Check the answers.  **Step4.Post-- listening ——Listening Book B**  1) Get the Ss to read through the task first.  2) Play the record for the Ss to listen and finish the task in Book B on page 38. .  3) Play the recording again for the Ss to listen and check their answers on their own.  4) Check the answers in class.  **Step5.Summary:**  Ask the Ss to summarize what we have learned today. |
| Homework | 1. Remember the sentence structure and the vocabulary. 2. Finish the related exercise. |  |
| Reflection |  | |

Unit 3 **Computers**

Period \_\_4\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | Grammar | 二次备课 |
| Teaching aims | 1) The students can write down the comparatives and superlatives of adjectives and adventives correctly.  2) Learn compare A and B by using comparatives and superlatives of adjectives correctly.  3) After this class, students should know the five rules of changing adjectives into comparatives and superlatives form. |  |
| Important points | The students can write down the comparatives and superlatives of adjectives and adventives correctly. |
| Difficult points | 1) Learn compare A and B by using comparatives and superlatives of adjectives correctly.  2) After this class, students should know the five rules of changing adjectives into comparatives and superlatives form. |
| Teaching Procedures | Step 1: Revision  Do some exercises related to reading and check answers.  Step2.GrammarA :The comparative of adjectives  1) Show some pictures: two pictures as a group, lead them to use comparatives to compare the two pictures.  2) Write down some adjectives on blackboard and show how to change them into comparative forms. Ask students to write down five rules.  3) Exercises: Show some adjectives on PPT, ask students to change them into comparative and superlative form.  4) Check answers.  Step3. Grammar B—The superlative of adjectives  1) Show pictures: Three pictures as a group and lead them to use superlative correctly.  2) Tell students: We use superlative to compare A B and C.  3) Do some related exercises and check answers.  Step 4. Exercise  Finish the following exercises as quickly as they can.  用所给词的正确形式填空：  1 My brother is two years \_\_\_\_\_\_ (old) than me.  2 Is your friend \_\_\_\_\_\_ (young) than you?  3 Who is \_\_\_\_\_\_ (thin), you or Helen?  4 Whose pencil box is \_\_\_\_\_\_ (big), yours or hers?  5 Which is the \_\_\_\_\_\_ (heavy), an elephant, a horse or a pig?  6 This country is \_\_\_\_\_\_ (rich) than that one.  7 His sister is a little \_\_\_\_\_\_ (tall) than him.  8 Her parents have four daughters, and she is the \_\_\_\_\_\_ (young) one.  9 The \_\_\_\_\_\_ (expensive) bags are not always the best ones.  10 She will be much \_\_\_\_\_\_ (happy) in her new house.  Step4:Summarize:  Guide students to summarize what we have learned today. |
| Homework | English weekly and Book B: Grammar. |  |
| Reflection |  | |

Unit 3 **Computers**

Period \_\_5\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | Speaking | 二次备课 |
| Teaching aims | 1) Students should know how to read extra stress correctly.  2) Review the comparative and superlative of adjective by comparing things. |  |
| Important points | Review the comparative and superlative of adjective by comparing things. |
| Difficult points | Students should know how to read extra stress correctly. |
| Teaching Procedures | **Step1.Talk time**  Speaking A—Talk time (I)  1) Within the answers of the above exercises, find a wrong answer and say ‘I’m sorry ，but I don’t agree with you.’  2) Ask Ss what they will say to the teacher if they happen to find some mistake in the teacher’s writing. Lead the Ss to summarize the way to tell their opinions.  3) Have Ss read the exercise in Speaking A Talk Time and finish the A1.  4) Have Ss read the conversation in A2 and try to make a new dialogue.  5) Present some dialogues in front of the class.  **Step3. Speak up(Pair work)**  1) Explain the information and some useful expression patterns in the book.  2) Use the information and expressions to make a new dialogue in pairs. Check some of the dialogues orally.  **Step4:Exercise**  Finish exercise in self-assessment.  **Step5:Summary:**  Guide Ss to summarize what we have learned today. |
| Homework | Finish related exercises in English weekly. |  |
| Reflection |  | |

Unit 3 **Computers**

Period \_\_6\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | Writing | 二次备课 |
| Teaching aims | 1）Use the grammar in this Unit to describe different things.  2）Write an article about two computers.  3）Know how to choose things which are good and cheap. |  |
| Important points | Use the grammar in this Unit to describe different things correctly. |
| Difficult points | Write an article about two computers. |
| Teaching Procedures | **Step 1:Pair work（1）**  In pairs, get Ss to look at the email about monitor on page 44 and complete the email to Mabel.  Get Ss to learn about the top tips: Write the numbers in figures, not in words.  **Step 2:Pair work（2）**  1)In pairs, get Ss to write down five sentences by using comparative of adjectives.  2) Check answers  **Step3:Exercise**  To Mabel Wang  From Tom Green  Dear Ms Wang,  You ordered a C4091 monitor yesterday.I am afraid we do not have any now. However, we have another model—the C4095. The C4095 is a 19-inch monitor, so it is bigger than the C4091.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Would you like to order a C4095?I look forward to your reply.  Best wishes,  Tom Green  **Step4. Summary**  Help the Ss to summarize what they have learned in this unit.  **Step 4.Homework**  Finish related exercises in Students Times. |
| Homework | Finish the writing task on Book B |  |
| Reflection |  | |

Unit 3 **Computers**

Period \_\_7\_\_\_ Date\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Teaching topic | More practice | 二次备课 | |
| Teaching aims | 1) Learn some new words and phrases: speech, expert, effect, serious, stop sb. from doing sth.  2) Get to know the structure of a speech.  3)Students should know the bad effects of playing computer games, and get away from computer games. |  | |
| Important points | Learn some new words and phrases: speech, expert, effect, serious, stop sb. from doing sth. |
| Difficult points | 1) Get to know the structure of a speech.  2)Students should know the bad effects of playing computer games,and get away from computer games. |
| Teaching Procedures | **Step1. Lead in**  1) Play a short video about “ computer game problems”, show three questions related to the video on PPT.  2) Watch carefully and answer the three questions.  **Step2. Free talk**  Talk about the bad effects of playing computer game problems.  **Step3. Reading**  **While-- Reading**  1)Get the Ss to read the speech and then answer the questions below.  Q1.Who is attending the meeting?  Q2.Why did the student become ill?  Q3.What is the serious problem?  Q4.Who will talk to the students tomorrow?  Q5.What will they talk about ?  2)Play the tape again and ask the Ss to write down the answers (Don’t look at the text)  3)Ask the Ss to read the text and check if their answers are correct only by listening to the tape.  **3.Language points:**  1.Thank you for doing sth  2.attend( 拓展：join, take part in)  3.on the internet/on TV/on the radio  4.become ill/get sick  5.give some advice on…..  6.stop…from doing sth  7.spend time (in)doing sth/on sth  **Step4: Exercise**  It \_\_\_\_  me about a quarter to go to school on foot every day. A. pays B. spends C. costs D. takes  2 My parents \_\_\_\_ about 1, 000 yuan for my school education each year. A. spend B. take C. cost / D. pay  3 How much\_\_\_\_this coat\_\_\_\_?  A. pay; for B. does; cost C. does; spend D. does; take  4 He \_\_\_ one hour on his homework yesterday.  A. spent B. got C. took D. cost  5 They \_\_\_ two years building this bridge.  A. spent B. got C. took D. cost  6. I bought a new dictionary and it \_\_\_\_\_\_me $30.  A. paid B. spent C. took D. cost  7. He \_\_\_\_\_\_\_\_ an hour in finishing his work.  A. spent B. takes C. took D. cost  8. If you broke the glass. You must \_\_\_\_\_\_\_\_.  A pay for it B.pay it for C. paid for it D.paid it for  9.我干这项工作用了3天 I three days the work.  10. 他们用了三年时间修完了这条路。 It \_\_ \_\_\_ three years \_\_ \_\_ this road. |
| Homework | Finish the related exercise. | |  |
| Reflection |  | | |

Unit 4 **Inventions**

Period \_\_1\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | Reading | 二次备课 |
| Teaching aims | 1) Students can talk about the inventions around us fluently.  2) Learn some new, important words..  2) After reading this passage, students are able to retell the passage. |  |
| Important points | Students can talk about the inventions around us fluently. |
| Difficult points | Be able to retell the passage” Great inventions” |
| Teaching Procedures | **Step1:Warm up**  1) Ask students a question: Do you know the 4 great inventions in ancient China? What are they?  2)Show 4 pictures about the 4 great inventions in China. Lead them to teach the 4 new words.  **Step1.Leading-in**  1)Get Ss to talk about the inventions around us one by one.  2)Get Ss to talk about the greatest invention for him or her and give reasons.  3)Ask Ss to finish the task in Part A.  4) Check the answers.  **Step2.Pre-reading**  1)Just show the pictures, the title and the sub-headings on PPT, ask students to finish the task of Part B in one minutes.  2) Check the answers, and give reasons.  **Step3. While- reading**   1. First reading: Tell Ss to read the first short passage”The wheels” and ask students to finish a table in three minutes.   Read the second passage “The telephone” and finish the second table.  Read the third passage “The lamp” and finish the third table.   1. Check the answers one by one. 2. Second reading: Get students to turn to page 53, finish D2 without reading the three passages again.   **Step4.Post-reading**  1) Get Ss to discuss:Can you name other great inventions? Why do you think they are great?  2)Share their discussion with other classmates.  3)Give comments.  **Step5:Retell**  Show the three tables on PPT, ask students to prepare in pairs, try to retell the story.  **Sep6: Summary**  Summarize what we have learnt in this class. |
| Homework | 1.Remember the new words.  2.Finish related exercise. |  |
| Reflection |  | |

Unit 4 **Inventions**

Period \_\_2\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | Reading: Language points | 二次备课 |
| Teaching aims | 1) The students are able to translate some difficult sentences..  2) Students can make new sentences with the new words and phrases by themselves. |  |
| Important points | The students are able to translate some difficult sentences. |
| Difficult points | Students can make new sentences with the new words by themselves. |
| Teaching Procedures | **Step 1 Warm up**  Greeting and ask 2 students to retell the passage without looking at the three tables.  **Step 2 Lead in**  Show some Chinese on PPT , ask students to find the phrases and underlined them.  **Step3.Learning language points:**  Deal with some useful phrases and expressions in the passage. Guide the Ss to learn and use them in their own speaking and writing.  1)in history  2)a few thousand years  3)in the early 19th century  4) become popular  5）It + has been/is + 一段时间 + since + 过去时态的句子V短暂性  现在完成时态 + for +一段时间 since +过去时间  一般过去时态 + 过去时间  e.g., It’s 20 minutes since the train left.  The train has been away for 20 minutes.  The train left 20 minutes ago.  6)over long distances  7) 数词：hundred, thousand, million, billion  ①具体数目：数字 +数词单数 e.g. two hundred  ②不具体数目：数词.s +of + e.g. hundreds of  8)allow sb to do sth  9)keep in touch with sb  10)同级比较:  a)肯定: …as + adj. 原级/adv原级 + as… (和… 一样)  否定: … not as/so + 原级 +as…  b)多音节: “比… … ” more + 多音节adj. + than…  **Step 4 Exercises**  Do some exercises based on the language points.  **Step5:Summary:**  Guide Ss to summarize what we have learned today. |
| Homework | 1) English weekly :Reading  2) Finish the Reading exercises in Book B. |  |
| Reflection |  | |

Unit 4 **Inventions**

Period \_\_3\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | Listening | 二次备课 |
| Teaching aims | 1) Students should introduce some funny inventions fluently after this class..  2).Master the vocabulary:advertisement,blank,clearly/keep..off, make sth. more beautiful, at the same time等。  3) Get some listening skills. |  |
| Important points | Master the vocabulary:advertisement,blank,clearly/keep..off, make sth. more beautiful, at the same time等。 |
| Difficult points | Get some listening skills. |
| Teaching Procedures | **Step1. Revision**  Get a student to say something about one of the inventions around us. For example: air conditioner; computer; telephone…  **Step2: Lead in**  1) Show some pictures of funny inventions on PPT  2) Ask students to name these funny inventions.  3) Ask some students to talk about the functions of these inventions.  **Step2. Pre-listening**  1）Vocabulary presentation: Get Ss to learn some new words by showing some pictures.  2）listening tips: When listening, Watch the pictures and guess the answers. For example: In picture one, we can see two umbrellas on the shoes, so we can guess the answer: umbrellas For Shoes!  **Step3.While listening**  1）Get the Ss to listen to advertisements for funny inventions and complete their names.  2) Play the recording again for the Ss to listen and check if their answers correct or not.  3)Check the answers.  4) Play the recording for the third time, students finish Task B, then check answers.  **Step4.Post-- listening ——Listening Book B**  1) Get the Ss to read through the task first.  2) Play the recordingA,B,C for the Ss to listen and finish the task in Book B on page 54. .  3) Play the recording again for the Ss to listen and check their answers on their own.  4) Check the answers in class.  **Step5.Summary:**  Ask the Ss to summarize what we have learned today. |
| Homework | 1. Review what we learned today. 2. Preview what we will learn tomorrow. |  |
| Reflection |  | |

Unit 4 **Inventions**

Period \_\_4\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | Grammar | 二次备课 |
| Teaching aims | 1) The students can write comparatives and superlatives of adjectives that are regular correctly.  2) Students can make sentences with as…as…; not as(so)…as… fluently.  3) After this class, students should know the differences between comparatives and as…as… |  |
| Important points | 1) The students can write comparatives and superlatives of adjectives that are regular correctly.  2) Students can make sentences with as…as…; not as(so)…as… fluently. |
| Difficult points | After this class, students should know the differences between comparatives and as…as… |
| Teaching Procedures | **Step 1: Revision**  Do some exercises related to reading and check answers.  **Step2.GrammarA :The comparative of adjectives that are irregular**  1) Review the five forms of changing the adjectives into comparative and superlative form.  2) Write down some irregular adjectives on blackboard and show how to change them into comparative forms. And ask students to take some notes.  3) Exercises: Show some adjectives on PPT, ask students to change them into comparative and superlative form.  4) Check answers.  **Step3. Grammar B—not as(so)…as**  1) Translate four sentences together with students:  This sofa is as soft as that one. 这个沙发和那个沙发一样软。  This sofa isn’t as soft as that one.这个沙发不如那个沙发软。  I have as many books as you. 我拥有和你一样多的书。  I don’t have as many books as you. 我拥有的书不如你的多。  2) Tell students the meanings o f as…as ; not as…as…. And ask them to take notes  3) Do some related exercises and check answers.  **Step 4. Exercise**  Finish the exercises in Book B.  **Step4:Summarize:**  Guide students to summarize what we have learned today. |
| Homework | Make sentences by themselves. |  |
| Reflection |  | |

Unit 4 **Inventions**

Period \_\_5\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | **Speaking** | 二次备课 |
| Teaching aims | 1) Students should know when to use “rising intonation”  2) Students are able to read Yes or No questions correctly by using rising intonation.  3) Students can talk about inventions fluently. |  |
| Important points | 1) Students should know when to use “rising intonation”  2) Students are able to read Yes or No questions correctly by using rising intonation. |
| Difficult points | Students can talk about inventions fluently. |
| Teaching Procedures | Step1.Talk time Intonation(1) Rising intonation  1) Get the Ss to pronounce A.  2) Play the tape for Ss to follow it and say the words aloud.(Ex. A1)  3) Ex.A2---Ss listen to the conversation below, make a conversation like the one in A1.Try to make your voice rise correctly. Talk about the things from the box.  4) Ask students to practice some Yes or No questions by using rising intonation.  5) Show their readings. Give some comments.  **Step2. Speak up(Pair work)**  In pairs, talk about one of the everyday inventions below or a choice of your own. Use the following questions to help you. Follow the example:  **What is the most useful invention to you and your family?**  **What do you use it for?**  **How often do you use it?**  **Can you do without it?**  **Step3.Consolidation**: |
| Homework | 1) Finish Exercise in Book B.  2) Check the answers. |  |
| Reflection |  | |

Unit 4 **Inventions**

Period \_\_6\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | **Writing** | 二次备课 |
| Teaching aims | 1）Use the correct tense and sentence structure to write“My favourite invention” 。  2）Inspire the student to invent sth by themselves. |  |
| Important points | Use the correct tense and sentence structure to write“My favourite invention” 。 |
| Difficult points | Inspire the student to invent sth by themselves. |
| Teaching Procedures | **Step 1：Lead in**  Tell students: A student has designed a flying car. What do you want to know about this new  invention?  ● How many wheels does the flying car have? (*It has four wheels.*)  ● How fast is it? (*It can travel at a speed of 300 km / h.*)  ● What is special about the car? (*It can run on land and fly in the air.*)  ● How do we fly it? (*We just need to shout “fly” and it will turn into a plane in 30 seconds*.)  ● What kind of power does it use? (*It uses solar power.*)  **Step 2:pair work**  In pairs, get Ss to look at the photos on page 60 and complete the report below.  Get Ss to learn about the top tips: Write the numbers in figures, not in words.  **Step2:Exercise**  **Get Ss to write a short article about your invention. Use the example below to help you.**  **My invention**  **Introduction**  My invention is a flying car. It is fast, convenient and green!  Body:  The flying car has four wheels and two wings. It has a top speed of 300km/h.You can go to farther places in a short time.  It can run on land and fly in the air. If you shout”fly”. The car will turn into a plane in 30 seconds. Then you can fly in the air. You will as free as a bird.  Instead of petrol. The car uses solar power, so it will not pollute the air.  Body  Closing: My invention will help people live a better life in the future.  **Step3:. Summary**  Help the Ss to summarize what they have learned in this unit. |
| Homework | 1) Go over this unit and get ready for the unit test.  2) Finish exercise in Book B. |  |
| Reflection |  | |

Unit 4 **Inventions**

Period \_\_7\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | **More practice** | 二次备课 |
| Teaching aims | 1) Learn some new words and phrases: editor, ballpoint, fountain, right now, make a mess, refer to.  2) Students should know the process of pens |  |
| Important points | Learn some new words and phrases: editor, ballpoint, fountain, right now, make a mess, refer to. |
| Difficult points | Students should know the process of pens |
| Teaching Procedures | **Step1. Lead in**  1) Ask Ss some questions about the history of the development of pens.  2) Talk about ballpoints.  **Step3. Reading**  **While-- Reading**  1)Get the Ss to read the online article and then answer the questions below.  1.Why did Bird decide to invent the ballpoint pen?  2.How did Biro’s brother help him invent the ballpoint pen?  3.How does the ballpoint pen work?  4.How do people remember Biro for his invention today?  2)Play the tape again and ask the Ss to write down the answers (Don’t look at the text)  3)Ask the Ss to read the text and check if their answers are correct only by listening to the tape.  **3.Language points:**  1.right now/at once/in a second:马上/立刻  2.be born in 3.In the 1930s  4.all the time 5.refer to  Step4.Post-listening—Finish Exercise in Book B |
| Homework | The related exercise on English weekly. |  |
| Reflection |  | |

Unit 5 Educational exchange

Period \_\_1\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | Reading 1 | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students get familiar to the following words: educational,exchange,guest,glad,nervous,chopsticks,British,culture,local school,a fantastic experience,tour around. * Students are able to learn about something about”Educational exchange”, and can express their opinions on this topic.   Ability Aims:   * Ss are able to use reading strategy -skimming to catch the main idea of the passage. * Ss are able to guess the words meaning by the context.   Emotional Aim:   * Students are able to know something about educational exchange and learn about some foreign culture. |  |
| Important points教学重点 | * Ss are able to use reading strategy -pictures, title, skimming to catch the main idea of the passage. |
| Difficult points  教学难点 | * Ss are able to guess the words meaning by the context. |
| Teaching Procedures  教学过程 | Step1:warm-up  1.Show students a short presentation made by a student in our school who has been to Canada.  2. Ask them a few questions about the presentation.  (Purpose: Students are able to understand educational exchange through exchange education.)  Step2:Lead－in Word-building  1.From “educational exchange” in the presentation, guide students to summarize the word-building rule by themselves: n. + al → adj (education→ educational ).  2.  Ask them to give more examples.  Step3 Pre－reading   * Before reading: skim for general idea * Teach students to get the general idea by instructing them to read the pictures, title and introduction.   Step4: While－reading   * Detailed reading & guidance of reading strategy   1.Ask students to read the text carefully within 4 minutes.  2.  In detailed reading, guide students to circle the verbs and square the adjectives in each paragraph to complete the table in Activity 1.   * Discuss 3 questions according to verbs and adjectives   Ask 3 questions:  1.According to the verbs in the table, why did Eric and Sarah think the trip was educational and interesting?  2.According to the adj, how did Sarah feel in the beginning? How about later?  3. Why did Sarah feel nervous in the beginning, and glad later?   * Word -guessing   Train students’ word-guessing skill: “from the context”. Guide students to guess what the new words mean according to the context.  Step4: Post－reading  1. Read a short passage about culture shock in Activity 2 and answer 3 questions:  A. Give a title to this passage.  B. Why do people have culture shock?  C. How to solve this problem?  2. Let students skim two short articles in Activity 3 to match the titles and finish several multiple choices.  1.Let the students work in pairs to make an interview between the reporter and Sarah and then show in the class.  2.Ask other students to make an assessment at the end of the  performance.  3. Ask students to retell what s/he has learned from the dialogues.  Step5: Summary  Guide students to summarize what they have learned today. |
| Homework | 1. Dictation  2. Do some reading comprehension exercises. |
| Reflection |  |

Unit 5 Educational exchange

Period \_\_2\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | Reading 2 vocabularies | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to use the useful language in the context of the reading article.   Ability Aim:   * Students are able to apply the language and vocabulary they have learnt to describe their life. |  |
| Important points教学重点 | Students are able to use the useful language in the context of the reading article. |
| Difficult points  教学难点 | Students are able to apply the language and vocabulary they have learnt to describe their life. |
| Teaching Procedures  教学过程 | **Step1 Review**  1. Read the article together.  2. Invite a student as an interview and two students to play the role as Eric and Sarah to introduce their educational exchange experience.  **Step 2 Language points**  1. Ask the students to underline the phrases.  2. Explain some key language points.   1. Host family 2. At first 3. So far 4. A bit of 5. Introduce...to... 6. Come over (to) 7. Fantastic 8. Experience   3. Finish some exercises and check the answers.  **Step 3 Summary**  Invite some students to talk about what they have learned or remembered in this lesson. |
| Homework | Finish the related exercises in English Weekly. |
| Reflection |  |

Unit 5 Educational exchange

Period \_\_3\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | Listening | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Students are able to recognise and understand the new phrase:respect.   Ability Aims:   * Students are able to Listen to the conversation between Mr. Liu and the students. * Students are able to Listen to the conversation between Mr. Liu and George.   Emotional Aim:   * Students are able to some activities during educational exchange. |  |
| Important points教学重点 | Grasp the information you need during the listening |
| Difficult points  教学难点 | Grasp the information you need during the listening |
| Teaching Procedures  教学过程 | **Step1 Leading-in**  Free talk:  1. What is educational exchange? What can you do during educational exchange?  **Step 2 Pre-listening**  Read the listening task and predict the possible answers.  **Step 3 While- listening**  1. Listen to the recording for the first time and fill in the blanks.  2. Listen to it for the second time and try to check the answers by themselves.  3. Check the answers together.  **Step 4 Post-listening**  1. Read the transcript after the recording.  2. Explain some language points in the transcript.  Respect  On weekdays  3. Discussion:If you have the chance to attend educational exchange in Londo, what would you like to do?  **Step 4 Summary**  Invite some students to talk about what they have learned or remembered in this lesson. |
| Homework | The related listening exercises in *English Weekly* |
| Reflection |  |

Unit 5 Educational exchange

Period \_\_4\_\_\_ Date\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teaching topic | Grammar | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Students are able to understand the meaning of present perfect tense, as well as the the usage * Students are able to use the present perfect tense with already, yet, ever and never.   Ability Aim:   * Students are able to work out the rules by observing some model sentences in the context of travelling attractions.   Emotional Aim:   * Students are able use the target present perfect tense in daily context confidently as our “Sunny Campus” project suggests. |  |
| Important points教学重点 | * Students are able to understand the meaning of present perfect tense, as well as the the usage * Students are able to use the present perfect tense with already, yet, ever and never. |
| Difficult points  教学难点 | * Students are able to work out the rules by observing some model sentences in the context of travelling attractions. |
| Teaching Procedures  教学过程 | **Step1 Pre-teaching test**  Answer some questions to see how much they know about the target language.  **Step 2 Presentation**  1. Present some sample sentences and ask students to observe and work out the rules. Invite some students to share their ideas.  2. Summarize the rules and ask students to take notes.  3. Ask students to pay attention to some confusing points.  4. Do some drills.  **Step 3 Practice**  1. Finish the exercises on page71 and page 72.  2. Check the answers together.  3. Show them a picture and ask students to make a dialogue to describe the picture using the target language.  **Step 4 Summary**  Invite some students to talk about what they have learned or remembered in this lesson. |
| Homework | The related listening exercises in *English Weekly* |
| Reflection |  |

Unit 5 Educational exchange

Period \_\_5\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Speaking | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to recognise and understand the new words:local culture, worry about, be friendly. * Students are able to understand the concept of to falling intonation.   Ability Aims:   * Students are able to place sentence falling intonation properly.   Emotional Aim:   * Students are able to apply their listening and speaking skills confidently to talk about interesting activities in educational exchange . |  |
| Important points教学重点 | Students are able to understand the concept of to falling intonation. |
| Difficult points  教学难点 | Students are able to apply their listening and speaking skills confidently to talk about interesting activities in educational exchange . |
| Teaching Procedures  教学过程 | **Step 1 Speaking A Talk time**  When we ask a Wh-question, we let our voice fall at the end of the question. When we answer the question, we usually let our voice fall at the end of the sentence too.    **We also let our voice fall at the end of an imperative sentence.**    **Step 2 Talk time—falling intonation**    **Step3—Speak up**  A2 Read these sentences. Make your voice fall at the end of the sentences.    **Step 4: Summary**  Get Ss to summarize what they have learned today. |
| Homework | Finish reading exercises in *English Weekly* |
| Reflection |  |

Unit 5 Educational exchange

Period \_\_6\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Writing | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aim:   * Students are able to learn and understand the the educational exchange report.   Ability Aims:   * Students are able to use the spider gram to write an educational exchange report.   Emotional Aim:  Students are able to arose their interest of learning on their own as ‘Sunny Campus” project suggests and raise their awareness of learning foreign culture. |  |
| Important points教学重点 | * Students are able to learn and understand the the educational exchange report. |
| Difficult points  教学难点 | * Students are able to use the spider gram to write an educational exchange report. |
| Teaching Procedures  教学过程 | Step 1 Warming up  1. Brain storm---educational exchange visit[x8]  2. Show some pictures ---to guide the students to review the things they have learnt since last week.  Step 2 Brainstorming & Speak up  1. Pairs work(Speak up)--- Talk with your partner. If you have the chance to be an exchange student in England, What would/wouldn’t you like to do there ? What problems may you have?  2. Speak up: Tell your partner what you would/wouldn’t like to do in London, using the conversation just now to help you report.  Report like this :  Hello , everyone. If I am an exchange student in England, I would like to      I wouldn’t like to I think\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is/are my problems there.  Step 3  writing  III. Writing: 【当堂训练】  你是石碁四中的学生,你刚从英国的[x13] Woodpark School 交流学习回国, 校长希望你给全校同学作一个报告,介绍你在英国学习期间的经历和感受。请根据下面的内容提示,用英语写一份学习报告。(报告开头已给出)  你的日常学习情况  have classes with British students(与英国学生一起上课)  learn a lot about British culture and history  …  你的课余活动  have a picnic with the host family  visit the British Museum  …  你遇到的问题和感受[x14]  I.写前准备:  Task ①. (任务1)   1.审题:明确主题,确定基本时态和人称。     1)本文谈论自己的学习收获、经历时,适宜用\_\_\_\_\_\_\_ 时态,主语为\_\_人称。     2)注意文章的连贯性,常用的连接词有:\_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_,  \_\_\_\_\_\_ , secondly, \_\_\_\_\_\_\_\_\_\_\_ 等连接词来有条理地进行叙述。  Paragraph 1: Show the topic and your point.]   1. 从提示看布局 report(报告文)Body: Show what you have/haven’t done.] My exchange visit to Woodpark School has gone well .I have enjoyed my studies at the school.. . Last paragraph: Summarize your idea.] During my free time, I have…Your feeling or what you will do   3. 构思:围绕文章所要表达的主题,勾勒出文章的结构层次。可以使用蛛网图。(注意挑选典型的事例,努力使其新颖别致)[x17]  设计意图:在写作前进行写作技巧的渗透是想让学生尽可能在写前做到心中有数,学会审题,谋篇布局,尽量减少离题或出现不必要的错误。  Task ②. (任务2)  Draw your spidergram  II. Write your report on your own  A report on my exchange visit to Woodpark School  My exchange visit to Woodpark School has gone well.  I have enjoyed my studies at the school. I have    I have also During my free time, I have I will keep in touch with them.  Step  4  Group work   1. Read your writing to your partner/group members , then listen to your partner’s writing. while listening , pay attention to the contents and sentence structures you hear, try to check out the mistakes.   Step  5  Summary  Ask the students to sum up what they have learnt:   1. how [x20] to report their experiences as an exchange student   2. how to draw a spidergram to help them write |
| Homework | Finish related writing exercises in *English Weekly* and do some reading comprehension exercises. |
| Reflection |  |

Unit 5 Educational Exchange

Period \_\_7\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | More practice | 二次备课 |
| Teaching aims  教学目标 | Knowledge Aims:   * Students are able to gain more knowledge about the educational exchange. * Students are able to recognize and understand new words: experience, language, improve, social, apply, aged, reference, head teacher, adventure.   Ability Aims:   * Students are able to develop their fast-reading skills in the context of an introduction about educational exchange.   Emotional Aim:   * Students are able to arouse their interests in tourist information and cultural difference in a happy atmosphere. |  |
| Important points教学重点 | Getting the key information quickly and exactly while reading. |
| Difficult points  教学难点 | Applying reading skills effectively. |
| Teaching Procedures  教学过程 | **Step 1 Warm-up**  Free talk: Have you ever travelled and met new people?  **Step 2 Before-reading**  Show the two pictures in the passage and ask them to tell what they can get from the picture.  **Step 3 While-reading**  T. sets the reading task.  Ss. read the text alone and discuss the given questions in pairs.  Nomination for FB.  T. points out some key language points.  Ss. do some translation task as consolidation  **Step 3 Writing B**  1. Talk about their ideas in groups and then invite some students to share their ideas.  2. Ss finish B on page 77. And then ask Ss to recompose their answers with their partner. Choose some letters as examples.  **Step 4: Summary**  Get Ss to summarize what they have learned today. |
| Homework | Finish related writing exercises in *English Weekly* and do some reading comprehension exercises. |
| Reflection |  |

Unit 6 Ancient stories

Period \_\_1\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Reading 1 | 二次备课 |
| Teaching aims  教学目标 | 1) Students can talk about some Chinese ancient stories in English.  2) Learn some important words, and know the structure of a story.  3) After reading this passage, students are able to retell the passage. |  |
| Important points教学重点 | Learn some new, important words, and know the structure of a story. |
| Difficult points  教学难点 | Be able to retell the passage “The Trojan horse” |
| Teaching Procedures  教学过程 | Step1:Warm up  1) Ask students a question: Do you know some Chinese ancient stories? What are they? Please tell them in English.  2) Show some pictures about some famous stories in China. Lead them to learn the new words.  Step2.Leading-in  1) Get Ss to talk about some Chinese ancient stories one by one.  2) Ask Ss to finish the task in Part A.  Step3.Pre-reading  Show the pictures, the title and the sub-headings on PPT, ask students to finish the task of Part B in one minutes.  Step4. While- reading  First reading: Tell Ss to read the story “The Trojan horse” and ask students to finish a table in five minutes.  Second reading: Get students to turn to page 85, finish D1and D2 without reading the story again.  Step5.Post-reading  1) Get Ss to discuss: If you were the captain of Troy, What would you do with the wooden horse?  2) Share their discussion with other classmates.  3) Show the table of first reading and ask them to prepare for the retelling.  Step6.Retell  1) Invite some pairs to present their retelling.  2) Give them some comments.  Sep7. Summary  Summarize what we have learnt in this class. |
| Homework | Try to translate the passage |
| Reflection |  |

Unit 6 Ancient stories

Period \_\_2\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Reading 2 | 二次备课 |
| Teaching aims  教学目标 | 1) The students are able to translate some difficult sentences.  2) Students can make new sentences with the new words and phrases by themselves. |  |
| Important points教学重点 | The students are able to translate some difficult sentences. |
| Difficult points  教学难点 | Students can make new sentences with the new words by themselves. |
| Teaching Procedures  教学过程 | Step 1 Warm up  Greeting students and ask some students to retell the story.  Step 2 Lead in  Show some Chinese on PPT and ask students to find the phrases and underlined them.  Step3 Learning language points  Deal with some useful phrases and expressions in the passage. Guide the Ss to learn and use them in their own speaking and writing.  1) have gone to/have been to/have been in  2) try to do/try doing sth.  3) give up doing sth.  4) pull….into….  5) make jokes about/make fun of/laugh at  6) by midnight  7) except(同类比较)不包括  e.g. He gets up early every day except Sunday  除了 except for(不同类比较)  e.g. You did quite well in the exam except for some spelling mistakes.  besides (包括)  e.g. She can speak French and Japanese besides English.  注意：beside “在…旁边”  8) one by one(拓展：step by step)  9) succeed in doing sth.  Step 4 Exercises  Do some exercises based on the language points. |
| Homework | Recite the grammar points |
| Reflection |  |

Unit 6 Ancient stories

Period \_\_3\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Listening | 二次备课 |
| Teaching aims  教学目标 | 1) Students should know the original reason of the story “The Trojan horse” after this class.  2) know and understand the words and phrases: prince, queen, punish, decide to do, fall in love with.  3) Get some listening skills. |  |
| Important points教学重点 | 1) Students should know the original reason of the story “The Trojan horse” after this class.  2) Know and understand the words and phrases: prince, queen, punish, decide to do, fall in love with.  3) Get some listening skills. |
| Difficult points  教学难点 | 1) Students should know the original reason of the story “The Trojan horse” after this class.  2) Know and understand the words and phrases: prince, queen, punish, decide to do, fall in love with. |
| Teaching Procedures  教学过程 | Step1. Revision  Ask students to say something about the Trojan horse.  Step2: Lead in  Ask students: Do you know how the war between Greece and Troy start? Now, Let’s listen to the recording carefully.  Step3. Pre-listening  1）Vocabulary presentation: Get Ss to learn some new words by showing some pictures.  2）listening tips: When listening, Watch the pictures and guess the answers.  Step4.While listening  1) Get the Ss to listen to the recording and finish the task in Part A, write down the right orders.  2) Play the recording again for the Ss to listen and check if their answers correct or not.  3) Check the answers.  4) Play the recording for the third time, students finish Task B.  Step5.Post-- listening ——Retell the listening material.  1) Get the Ss to read review the key phrases first.  2) Let students prepare the retelling in pairs. .  3) Invite some groups to retell and act it out. |
| Homework | The related listening exercises in *English Weekly* |
| Reflection |  |

Unit 6 Ancient stories

Period \_\_4\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Grammar | 二次备课 |
| Teaching aims  教学目标 | 1) The students know the differences between momentary verbs and durational verbs.  2) Students should know the differences between since and for.  3) Students should master how to differ the present perfect tense and the simple past tense. |  |
| Important points教学重点 | 1) The students know the differences between momentary verbs and durational verbs.  2) Students should know the differences between since and for. |
| Difficult points  教学难点 | Students should master how to differ the present perfect tense and the simple past tense. |
| Teaching Procedures  教学过程 | Step 1: Revision  Do some exercises related to Unit 5 Grammar: The present perfect tense and check answers..  Step2.GrammarA :Since and for  1) Review the present perfect tense.  主语＋助动词have ／has ＋过去分词＋其它  2)讲解since 和for的区别  for + 段时间 since +点时间  I've lived here since 1990．  自从1990年以来我就住在这里。  = I've lived here since 13 years ago.  = I've lived here for 13 years.  = It is 13 years since I began to live here.  Step3. The present perfect tense and the simple past tense  1) 一般过去时与具体的表示过去时间状语如：yesterday连用；强调动作在过去发生，与现在无关。  2) 现在完成时强调过去发生的动作对现在的影响或过去开始发生一直持续到现在的动作。  例： He saw the film last night.  (过去时，表示他昨晚看过那部电影了)  He has (ever) seen the film before.  （他已看过那部电影，现在不想再看了）  3) Do some related exercises and check answers.  Step 4. Exercise  Finish the related exercises. |
| Homework | The related grammar exercises in *English Weekly* |
| Reflection |  |

Unit 6 Ancient stories

Period \_\_5\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Speaking | 二次备课 |
| Teaching aims  教学目标 | 1) Students should know strong and weak sounds in sentences.  2) Students are able to read sentences correctly by using correct strong and weak sounds.  3) Students can act out a short play. |  |
| Important points教学重点 | 1) Students should know strong and weak sounds in sentences.  2) Students are able to read sentences correctly by using correct strong and weak sounds. |
| Difficult points  教学难点 | Students can act out a short play. |
| Teaching Procedures  教学过程 | Step1.Talk time: strong and weak sounds  1) Get the Ss to pronounce A.  2) Play the tape for Ss to follow it and say the words aloud.(Ex. A1)  3) Ex.A2---Ss listen to the conversation below, make a conversation like the one in A1.Try to make your voice rise correctly. Talk about the things from the box.  4) Ask students to practice strong and weak sounds by reading aloud.  Step2. Speak up(Pair work)  1) In pairs, prepare for a short play about “The Trojan horse”. Follow the example:  2) Act out the Trojan horse ,and give them some comments.  Step3.Consolidation  1) Finish Exercise.  2) Check the answers. |
| Homework | Finish the related exercise |
| Reflection |  |

Unit 6 Ancient stories

Period \_\_6\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | More practice | 二次备课 |
| Teaching aims  教学目标 | 1) Learn some new words and phrases: arrow, within, straw, attack, towards, task, be under attack, order sb. to do sth.  2) Students should know the story of 100,000 arrows. |  |
| Difficult points  教学难点 | Learn some new words and phrases: arrow, within, straw, attack, towards, task, be under attack, order sb. to do sth. |
| Teaching Procedures  教学过程 | Step1. Lead in  1) Ask Ss some questions about the story of 100,000 arrows.  2) Introduce the background of the story.  Step2. Reading  1.First-reading: Read and answer question.  What task did Zhou Yu give Zhuge Liang?  What did Zhuge Liang ask his soldiers to do?  What did Cao Cao’s soldiers think when they heard the sound of the drums and the shouting?  What did Cao Cao order his soldiers to do?  Second-reading: Read and underline some key information.  Step3.Language points  1)ask sb to do sth  2)take 带走，带去 bring 带来  3)on one side, one the other side  4)be full of/be filled with  5)take…to… |
| Homework | Translate the story and summarize the main idea |
| Reflection |  |

Unit 6 Ancient stories

Period \_\_7\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Writing | 二次备课 |
| Teaching aims  教学目标 | Use the correct tense to finish the writing “A story about the Trojan War” |  |
| Important points教学重点 | Students know how to choose the correct tense. |
| Difficult points  教学难点 | Students can write down correct sentences. |
| Teaching Procedures  教学过程 | Step 1：Lead in  Ask one group of students to act out the Trojan horse.  Step 2:Writing task A  1. Complete the story with the words in the brackets.  2. Check the answers.  3. Read the story together.  4. Make a summary: the role, the tense and the personal pronouns.  Step2:Writing task B  1. Make clear the task.  2. Read the words.  3. Describe the pictures with the words below.  4. Write down the story.  5. Discuss in groups and choose the best writing.  6. The writers read them out.  7. Ss make comments and grade the writing  Step3:Summary  Help the Ss to summarize what they have learned in this unit. |
| Homework | Finish the writing task |
| Reflection |  |

Unit 7 Memory

Period \_\_1\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Reading 1 | 二次备课 |
| Teaching aims  教学目标 | 1) Students can talk about memory in English.  2) Learn some important words, and know the structure of the passage  3) know the main idea of the passage |  |
| Important points教学重点 | Learn some new, important words, and know the structure of a story. |
| Difficult points  教学难点 | know the main idea of the passage |
| Teaching Procedures  教学过程 | **Step1:Warming up**  1. Ask Ss to read the words in the list below for 30 seconds.Then close your book and write down as many words as you can remember.(Finish exercise A1.)  2.Ask Ss the following questions about memory.(True or false)  1). Young people usually have better memories than old people.  2). When we make new memories,we lose old ones.  3). We can remember pictures better than words.  4). Once we learn how to ride a bike,we will never forget how to do it.  **Step2.Pre- reading**   1. Look at the introduction,the title and the first sentence of each article on page99,and finish the task of Part B 2. Vocabulary presentation: Get Ss to learn some new words by showing some pictures.   3)Vocabulary exercise:Get Ss to finish exercise C1and C2 on page 100 to consolidate the new words.  **Step3. While- reading**  1)First reading: Tell Ss to read the text quickly and finish the the table   |  |  | | --- | --- | | Henry | To remember something | | Paula | To remember *the spelling of a word* | | Millie | To remember *something more easily* |   2)Second reading: Read the text again and complete exercise D1 and D2 on page 101.  3）Check the answers.  **Step4.Post-reading**  1)Which method do you prefer? Why?  2)Discuss:Do you have any other methods to improve your memory?  **Step 5 Follow the tape**  Ask students to follow the tape aloud and correctly.  **Sep6. Summary**  Summarize what we have learnt in this class. |
| Homework | 1.Finish the related exercise in English weekly  2. Read the passage |
| Reflection |  |

Period \_\_2\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Reading 2 | 二次备课 |
| Teaching aims  教学目标 | 1) Learn some useful words and phrases in the passage.  2) Master the usages of the key words and phrases . |  |
| Important points教学重点 | Learn some useful words and phrases in the passage. |
| Difficult points  教学难点 | Master the usages of the key words and phrases . |
| Teaching Procedures  教学过程 | **Step. 1 Warm up**  Greeting students and ask some students to retell the story.  **Step 2. Useful phrases**  Show some Chinese on PPT and ask students to find the phrases and underlined them.  1.照相take photos  2.提高某人的记忆力 improve one’s memory  3.写下write down  4.某事的重要性the importance of sth.  5.做某事的好方法a great way to do sth/a good method for doing sth  6.在…的头脑里in one's mind  7.在....和....之间between....and....  8….的拼写the spelling of  9. 某事值得做 be worth doing sth  10.造句make a sentence  11.做某事有困难have trouble (in) doing  12.离..很远far from.....  13......的清单the list of  14.水循环water cycle  15.乘坐公交车take a bus  **Step3. Language points**  1.A great way to do sth is to do sth : 做某事的好方法就是做........  2. make sb/sth+n使某人/某物成为....  make sb sth adj使某人/某物怎么样  make sb do sth 让某人做某事   1. to do sth 为了做某事,表目的 2. worth： adj值得   1). 某事值....(价格) be worth+n  2). 某事值得做 be worth doing  5.疑问词+ to do 放在动词后面作宾语  6.Unless:连词，除非  Unless 引导的部分是从句，剩余部分是主句 时态遵循主将从现  Unless = if........not  Unless you work hard, you will fail the exam.  = If you don't work hard, you will fail the exam.  7.have trouble /difficulty/problemes（in）doing sth做某事有困难  have no trouble/difficulty/problem(in) doing sth 做某事没有困难  **Step 4 .Exercises**  1) Ask students to finish some related exercise on PPT  2) Check the answers. |
| Homework | Finish the related exercises in English Weekly. |
| Reflection |  |

Period \_\_3\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Listening | 二次备课 |
| Teaching aims  教学目标 | 1.)Listen for specific information about two memory tests.  2.)Learn some new words  3.)Learn how to take notes while listening . |  |
| Important points教学重点 | listen for specific information about two memory tests. |
| Difficult points  教学难点 | Learn how to take notes while listening . |
| Teaching Procedures  教学过程 | **Step1. Review**  Review the language points that we have learnt last class  **Step2. Pre-listening**  1）Vocabulary presentation: Get Ss to learn some new words by showing some pictures.  2）listening tips: You can use different methods to help you remember information.For example, you can put the number 2465716848 into groups like this: 246-571-6848.  **Step3.While- listening**  1) Get the Ss to listen to the recording and finish the task in Part A  2) Listen to the recording again and finish Task B.  3)Play the recording again for the Ss to listen and check if their answers correct or not.  3) Check the answers.  **Step4.Post-- listening**  1)完成阳光学业评价Unit7 Listening部分  2) Check the answers. |
| Homework | The related listening exercises in *English Weekly* |
| Reflection |  |

Period \_\_4\_\_\_ Date\_\_\_\_\_\_

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| --- | --- | --- |
| Teaching topic | Grammar | 二次备课 |
| Teaching aims  教学目标 | 1.)掌握用if条件句表示条件与结果之间存在必然联系的用法。  2.)掌握unless引导的条件状语从句的用法，以及unless引导的条件状语从句与if…not结构之间的转换。 |  |
| Important points教学重点 | 1. )掌握用if条件句表示条件与结果之间存在必然联系的用法。  2.)掌握unless引导的条件状语从句的用法，以及unless引导的条件状语从句与if…not结构之间的转换。 |
| Difficult points  教学难点 | 1. )掌握用if条件句表示条件与结果之间存在必然联系的用法。  2.)掌握unless引导的条件状语从句的用法，以及unless引导的条件状语从句与if…not结构之间的转换。 |
| Teaching Procedures  教学过程 | **Step 1: Revision**  If you make the picture big, strange or silly, you will remember it better.  If it doesn’t rain tomorrow, I’ll go for a picnic with you.  If you work hard, you will succeed.  We have already learnt to use conditional sentences to talk about probable results.  **Step2.Grammar A :Conditional Sentences（2）**  1)If you put salt into water, it disappears.  The if-clause talks about a possible action.The main clause talks about the result that will certainly happen.  2)Work out the rule:  When we use a conditional sentence to talk about something that will certainly happen, both verbs should be in the simple present tense.  3) Get the Ss to write down the notes  4) Finish the exercises on page103.104 and then check the answers.  **Step3. if…not and unless的转换**  1)If you don’t work hard,you will not succeed.  =Unless you work work hard,you will not succeed.  We can also put the if-clause and the unless-clause after the main clause.  You will be late for school if you do not leave now.  =You will be late for school unless you leave now.  2)Finish the exercises on page105 and then check the answers.  **Step 4. Exercise**  Finish the exercise on PPT, and check answers. |
| Homework | The related grammar exercises in *English Weekly* |
| Reflection |  |

Period \_\_5\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Speaking | 二次备课 |
| Teaching aims  教学目标 | 1) Learn 6 plosive consonants.  2) Students are able to read sentences correctly by using loss of plosion.  3) Learn rules about loss of plosion. |  |
| Important points教学重点 | 1) Learn 6 plosive consonants.  2) Students are able to read sentences correctly by using loss of plosion. |
| Difficult points  教学难点 | Learn rules about loss of plosion. |
| Teaching Procedures  教学过程 | **Step1.Talk time: loss of plosion**  When two plosive consonants(Eg/t/, /d/, /p/, /b/, /k/, or /g/)are next to each other, we do not pronounce the first one, and there is usually a short pause between them.We call this the loss of plosion.   1. Get Ss to practise saying these words.(A1)   Bi**g** car, red pen, bed time, blackboard, Bob Brown, stamp book, bad day, cut down, get back, good bye, postcard, short-term  2.Get Ss to read these sentences (A2)   1. Glad to meet you. 2. This is a good day. 3. That was the best day of my life. 4. I felt bad about what happened. 5. Most people like flowers.   **Step2. Speak up(Pair work)**   1. Read the conversation in B. 2. In pairs,talk about your experience about other special methods for remembering English words.Follow the example.   **Step3.Learn the useful expression patterns.** |
| Homework | Finish the related exercise |
| Reflection |  |

Period \_\_6\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Writing | 二次备课 |
| Teaching aims  教学目标 | 1).认读和理解单词note, wallet, basket, manager和短语take out, pour out等。  2).用一般过去时描述过去发生的事情。 |  |
| Important points教学重点 | 根据关键词、图片等提示，写一则小故事。 |
| Difficult points  教学难点 | 根据图片和提示展开合理想像，为故事添加结尾。 |
| Teaching Procedures  教学过程 | **Step 1.Lead in**  The school newspaper wants stories for its Memory Corner.Students need to write a story about the pictures below.  **Step 2.Writing task A**  1. In pars,discuss what happens in the pictures below.  2. Complete the following paragraphs.Use the verbs from the box to help you.  3. Check the answers  **Step3:Writing task B**  1. Describe the pictures with the words below.  2. Write down the story.  3.Check the answers.  **Step3:Writing task C**  Get Ss to finish exercise C on page 108 and check the answers. |
| Homework | Finish the writing task |
| Reflection |  |

Period \_\_7\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | More practice | 二次备课 |
| Teaching aims  教学目标 | 1) Learn some new words and phrases: arrow, within, straw, attack, towards, task, be under attack, order sb. to do sth.  2) Students should know the story of 100,000 arrows. |  |
| Important points教学重点 | 1) Learn some new words and phrases: arrow, within, straw, attack, towards, task, be under attack, order sb. to do sth.  2) Students should know the story of 100,000 arrows. |
| Difficult points  教学难点 | know the story of 100,000 arrows. |
| Teaching Procedures  教学过程 | **Step1. Lead in**  What do you do to improve your memory?  **Step2. Reading**  **1. Pre-reading**  Get the Ss to talk about how to improve your memory  **2.While-- reading**  Ask Ss to read the magazine article about memory and complete the table below.  How to improve your memory  Exercise your brain  ●Do (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ●Change (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Live a healthy life  ●Have(3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ●Give(4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Stay relaxed  ● Do not get too (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Step3.Language points**   1. hep sb do sth帮助某人做某事 2. plan to do 计划做某事 3. in the future在将来 4. exercise one’s brain锻炼某人的大脑 5. change one’s daily habits改变某人的日常习惯 6. keep one’s brain active保持大脑活跃 7. try to do sth尽力做某事 8. foreign language外语 9. regular exercise有规律的训练 10. live a healthy life过一种健康的生活 11. have a balanced diet均衡的饮食 12. get too worried焦虑过度 13. slow down减慢 14. stay relaxed保持放松   **Step4.Play the recording and read after it.**  **Step5.Post -reading**  Do you have good suggestions about improving your memory? |
| Homework | Finish related exercises in *English Weekly* and do some reading comprehension exercises. |
| Reflection |  |

Unit 8 English Week

Period \_\_1\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Reading | |
| Teaching aims | **Knowledge Aims:**  ● Students are able to recognize and understand some new vocabulary in the context of the reading texts‘English:fun for life’: success, treasure hunt, competition, cpnfidently, several etc.  ● Students are able to learn about the context.  **Ability Aim:**  ● Students are able to understand the contents of the reading by using the reading strategies.  **Emotional Aim:**  ● Students are able to raise their interests of learning English. | |
| Important points | Learn the structure and grasp the expressions of the metarial. | |
| Difficult points | Deeper understanding of the material. | |
| Teaching Procedures | Step 1: Lead-in   1. Play the game “a hung man” to learn the new words that are necessary to understand before reading.(success, competition, communicate) 2. Ask Ss which kinds of activities they like the best in English Week.   Step 2: Before reading   1. Prediction: Observe the whole article, what type of text is it? 2. What activities can you attend during English Week? 3. According to the picture and the title , the sub-heading on page 115, English Week probably gives the studetns a chance to \_\_\_\_\_\_\_\_\_\_\_\_\_.   Step 3：While reading   1. skim the whole text and divide it into three parts.   part 1: An introduction to the English Week.  part 2: Activities during the English Week.  part3: The headmaster’s suggestions on learing English.   1. Read the first part and answer the questions:   (1)When did the students at Rosie Bridge School have their English Week?  (2)What was their English Week like?  3. Read Paragraphs 2-3. Find out the names of the activities and information about them.     1. Read Paragraphs 4-6 and answer the questions.   (1) Who was the winner of the speaking competition?  (2)How did he feel?  (3)What advice did he give the other students?  (4)What did Amy think of English Week?  4. Read Paragraph 7. In groups, try to find some tips on improving your English in the newspaper report. You may also add some of your own tips.    Step 4: After reading  Is there an English Week at your school? If yes, what activities are there during the week? Discuss these with your classmates. |  |
| Homework | 1. 完成学评U8 课堂评价reading部分 2. 周报U8 基础训练（一）完成 | |
| Reflection |  | |

Unit 8 English Week

Period \_\_2\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Reading & Language | |
| Teaching aims | **Knowledge Aims:**  ● Students are able to understand some useful language in the context of the reading text “English: fun for life”  **Ability Aims:**  ● Students are able to apply the language and vocabulary they have learnt to discuss the related topic.  **Emotional Aim:**  ● Students are able to raise their interests of learning English . | |
| Important points | Having a comprehensive understanding of the reading text, including the language points. | |
| Difficult points | Applying the target vocabulary and language to discuss the related topic. | |
| Teaching Procedures | **Step 1: Review & Lead-in**   1. Ss have a dictation 2. Ss read the text aloud together. 3. Check the answers of C1&C2.   **Step 2: Language points**  **1. fun for life**  have fun= = 其后常+doing sth  e.g.:You will have fun learning English this term. 这个学期你英语将学得很愉快。  **▲2. Some students put on an English play.**  put on 此处意为：  **☺**请尝试解释put on的其他意思：  1. It’s cold outside, please put on you coat. put on：  2. I eat a lot, but I never put on weight. put on：  **▲3. Other students take part in an English singing competition.**  常用短语：compete with sb 与…竞争  **▲4. The students had to speak on a topic in English for two minutes.**  on “关于；就”，与其意思相近的词:  in English“用英语”； in “用”  请用中文来讨论这一个话题。  **▲5. We spoke to the winner.**  speak to “对---说；与---交谈”，与talk to意思相近  **▲6. I advise people to speak slowly.**  advise 意为： 名词形式：  常用短语：advise sb to do sth. 也可以是advise that sb (should) do sth  **▲**表示建议的表达有：  suggest sb doing sth=suggest that sb (should) do sth  why no do sth=why don’t you do sth  How about doing sth? = What about doing sth?  **▲7. If they want to be good public speakers, they’d better speak clearly and confidently.**  （1）public speaker意为：  **☺**请尝试解释下列短语的意思：  1. It’s rude to speak loudly in the public area.  2. Are you good at speaking in public?  （2） ‘d better= 后常用动词原形，“最好（做某事）”常用于表达建议、劝告等，否定形式:  例：You’d better wash your hands first.  Simon, you’d better not go there alone.  （3）confidently 意为： 常用短语：be confident in sb/sth  **▲8. It gave me a chance to learn new words.**  chance意为： 常用短语：have a chance to do sth. 有机会做…by chance=by accident 偶然地  **▲9. In my opinion, every school should have an English Week.**  in one’s opinion“依某人之见”这是表达观点时的常用说法，相当于：  In my opinion, your plan will work.= I think your plan will work.  **▲10. On the last day of English Week, the head teacher gave a speech to the whole school.**  （1）on是时间介词  辨析时间介词：at，on，in  （2）head teacher“校长”，英式英语; 美式英语用principal  （3）speech 意为： speak： speaker:  常用短语：have/give a speech to …“给---做演讲”  例：Doctor Li gave a speech about trees to us last week.  **▲11. He gave students some suggestions on how to improve their English.**  （1）suggestion 意为： 动词形式：  常用短语：suggest sb doing sth=suggest that sb (should) do sth  give sb some suggestions on 就…给某人建议  （2）how to improve 动词不定式做宾语  例：Can you tell me how to learn English?  **▲12.** **You should communicate in English with your friends whenever you can.**  communicate 意为： 名词形式：  常用短语：communicate with “与---交流”  **▲13. Above all, you should enjoy English.**  above all“最重要的是；尤其是”=  You have your family to consider above all.  Above all, you must be independent.  **Step 3: Consolidated exercises**  Set some consolidated exercises to check Ss’ understanding of the language points.  **Step 4：Discussion**  What do you think of English ? |  |
| Homework | 1. 《完美读法》完成阅读4篇 2. 周报U8基础训练二完成 3. 背默U8单词前一半 | |
| Reflection |  | |

Unit 8 English Week

Period \_\_3\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Listening&speaking | |
| Teaching aims | **Knowledge Aims:**  Students are able to learn and understand some new words in the context of the listening material “a play for English Week”:hide, enter, attack, dangerous etc.  **Ability Aims:**  ● Students are able to learn to grasp the key words ,such as nouns and numbers in the context.  ● Ss are able to talk about their own ways or good ways of learning English.  ● Ss are able to learn and read of the word likning. | |
| Important points | ● Students are able to learn to grasp the key words ,such as nouns and numbers in the context.  ● Ss are able to talk about their own ways or good ways of learning English. | |
| Difficult points | Ss are able to learn and read of the word likning. | |
| Teaching Procedures | Step 1 : Review &Lead -in   1. Ss have a dictation 2. Read the text aloud.   Step 2: Speak up   1. Free talk:   (1)What problems do you have in learning English?  (2)Do you have any good way to improve your English?  (3)Among for parts of English learning, which part are you good at or your favourite?  2. How to share our good idea?  (1)What are the head-master’s suggeations of learning English in reading?  (2)brainstorming：How can we improve our spoken English?  possible answer: go to English corner, not be shy, shadow reading after the tape...   1. What sentences can we use to express ourselves? 2. There are several ways to improve your... 3. First, second, third, last but not least... 4. In my opinion, in my point of view, as far as I am concerned... 5. How to start and end our speech in a polite way?   3. Students presentation.  Step 3: Listening  1. Before-listening:  (1) Read the requirements carefully,to know the type of listening material and predict what may happen.  (2)To ask Ss if they know Robin Hood and can share his story.  (3)Predict what may fill in each blanks.  2. While listening  Listen to the tape carefully, fill and correct the answers.  3. After listening  (1) Learn the language points.  (2)Consolidated exercises.  Step 4: Word linking  1. Read the phrases  2. To know when can we link two sound together.  3. Practice more. |  |
| Homework | 1. 《完美》U8基础知识完成 2. 阅读理解完成4篇 3. 默写U8单词全部 | |
| Reflection |  | |

Unit 8 English Week

Period \_\_4\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | More practice & study skills & culture corner | |
| Teaching aims | **Knowledge Aims:**  ● Ss recognize and understand the new words: set a trap, castle, rescue, guard, capture, duck, pull out etc.  ●Ss are able to understand the whole text and play the drama in groups.  **Ability Aims:**  ● Ss are able to act out the play affectionately.  **Emotional Aim:**  Ss are able to learn the spirit of Robin Hood---brave &clever | |
| Important points | Ss are able to understand the whole text and play the drama in groups. | |
| Difficult points | Ss are able to act out the play affectionately. | |
| Teaching Procedures | Step 1: Review & lead in  1. Who’s Robin Hood ?(review the text in listening)  2. What’s play means ?Have you ever play a drama before?  Step 2: More practice  1.Skim the play script on page 120 and answer the questions.  (1)What was the relationship between Robin Hood and Maid Marian?  (2)What was the relationship between Robin Hood and Prince John?  2. Read the passage on page 125 and complete the table.   |  |  | | --- | --- | | Robin Hood | | | Time |  | | Place |  | | Characters |  | | The beginning |  | | The middle |  | | The end |  |   3. Read the passage again and answer the questions.  (1)How many people are there in this scene? Who are they?  (2)Why did Prince John catch Maid Marian?  (3)Why does Prince John’s plan not work?  (4)What happens to Prince John in the end?  4. Read the passage after the recording and then role-play the characters.  Step 3: Culture corner  Step 4: Project |  |
| Homework | 1. 学评u8 More practice 练习完成 2. 阅读理解四篇 | |
| Reflection |  | |

Unit 8 English Week

Period \_\_5\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | Grammar---modal verb:should&had better | |
| Teaching aims | **Knowledge Aims：**  ● Students are able to tell the modal words \had better and the usages of them.  ● Students are able to grasp the usages  **Ability Aim:**  ● Students are able to use the the words to use the grammars correctly. | |
| Important points | Using the modal words correctly. Describe things with it. | |
| Difficult points | Describe quantities of things correctly. | |
| Teaching Procedures | **Step 1: Review& Lead-in**   1. Dictation 2. Recite the whole text .   **Step 2: modal verb**  **1. Find out the sentences that have modal verbs in it.**  A. You should communicate in English with your friends whenever you can.  B. You should read English books and magazines, and watch English television programme.  C. She told the class that they should study hard for the next exam.  D. Emily should pronounce her words more clearly when she speaks in English.  **2. How to use this modal verb correctly?**  Should为情态动词，意为“应该”，后接动词原形，其否定形式为shouldn’t，变为一般疑问句时， should提到句首。无人称和数的变化。其用法如下：   1. 表示委婉地提出意见或建议时，意为“应该，应当”。   You should brush your teeth before you go to bed.   1. 表示义务，责任时，意为“应该，应当”。   You should help your mother with your housework.  We should study hard.   1. 表示命令或要求时，语气比较强烈。   You shouldn’t go out at night.   1. Should与ought to。   肯定句：Students should study hard.= Students ought to study hard  否定句：Students shouldn’t study hard.= Students ought not to study hard.  疑问句：Should students study hard?= Ought students to study hard？  回答：Yes, they should./No, they shouldn’t. Yes, they ought to. /No, they ought not to.  【练习链接】   1. You \_\_\_\_\_\_\_ drive your car so fast. It’s very dangerous.   A. wouldn’t B. shouldn’t C. couldn’t D. mightn’t   1. A country has dreams. We teenagers \_\_\_\_\_\_\_\_\_ also have dreams. With dreams and hard work,   anything amazing can be created.  A. may B. must C. should D. Might  **Step 3: had better**  【教材典句】   1. You’d better be on time for you lessons. 2. You’d better go and see a doctor. 3. You’d better ask her to come along next time. 4. You’d better take an umbrella with you.   had better 是一个固定短语，意为“最好”，用于表示对别人的劝告、建议或表示一种愿望。其用法有以下几点：   1. had better 后面必须跟动词原形。   had better 后跟动词原形（即不带to的不定式），构成had better do sth.短语，had不能用have来替换。  You’d better go to hospital at once.  Tom, you’d better go there today.   1. 主语无论是第几人称，无论用什么时态，都要用had better的形式。   Now you/ he/ we had better listen to the teacher.   1. had better的否定式：常用的否定形式是将not直接放在had better的后面。   You had better not miss the last bus.  【拓展】英语中，表示建议的方式有很多，归纳起来还有以下几种常见的句型：    **Step 4 : Consolidated exercises** |  |
| Homework | 1. 小册子U5 Day 5 2. 周报16期完成 3. 《天天练》P41 | |
| Reflection |  | |

Unit 8 English Week

Period \_\_6\_\_\_ Date\_\_\_\_\_\_

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| Teaching topic | writing | |
| Teaching aims | **Knowledge Aims:**  ● Ss are able to recognize the structure of a notice about English week  **Ability Aims:**  ● Ss are able to develop their ability of creating their own pieces of writing by analyzing and making use of a related report.  ● Ss are able to learn make home rules.  **Emotional Aim:**  ●Ss are able to raise their sense of using the electricity safely. | |
| Important points | Creating their own pieces of writing by analyzing and making use of a model article. | |
| Difficult points | Creating their own pieces of writing correctly. | |
| Teaching Procedures | **Step 1 : Review &Lead -in**   1. Ss have a dictation 2. Read the text aloud.   **Step 2: Before writing**  **1. Discuss the basic elements of a notice.**    2. In groups of four, discuss the kinds of activities you can have during English Week. Use the spider gram below to help you.    3. Write notes for your notice.  Step 3: while writing  1. Read the sample paragraph on page 124.  2. Discuss the activities in the pictures in groups of four.  (an English play,an English singing competition  ,crossword puzzles)  3. Complete the notice on page 124.  Step 4: After writing  Suppose your school is going to have a sports meeting. Write a notice for it.  Step 5: Consolidated exercises |  |
| Homework | 1. 小册子U5 Day 3 2. 周报15期完成剩余部分，订正16期 3. 天天练P42 | |
| Reflection |  | |