

# Unit 1

## Topic 1

### Section A

The main activities are 1a and 2a. 本课重点活动是 1a 和 2a。

#### I. Teaching aims and demands 教学目标

1. Learn some useful words and expressions:  
would, cheer, cheer...on, team, win, bit, quite a bit/a lot, join, club
2. Learn future tense with “be going to”:  
(1) You know I will play in the basketball game between Class Three and our class this Sunday.  
(2) Are you going to join the school skating club?  
Yes, I am. / No, I am not.
3. Talk about preference:  
Which sport do you prefer, skating or skiing?
4. Talk about sports and games.

#### II. Teaching aids 教具

录音机/图片/小黑板

#### III. Five-finger Teaching Plan 五指教学方案

##### Step 1 Review 第一步 复习 (时间: 10 分钟)

- 1.T: New term begins. This is the first English lesson of this term.  
Welcome back to school, boys and girls. Did you enjoy yourselves? What did you do during your vacation? Did you do sports? I want to know if you had a happy summer holiday.  
Ss: ...  
T: Which sport did you do? S1, please.  
S1: I played ... in the summer holiday.  
T: Which sport do you like best?  
S1: I like ... best.  
T: We all know sports are good for our health. Now let's review some sports we learned before.
2. (教师展示一些关于运动的图片, 复习学过的运动项目名称。教师拿出第一幅图片, 图上有学生在游泳。)  
T: What is he doing? S2, please.  
S2: He is swimming.  
T: Do you like swimming?  
S2: Yes, I do. /No, I don't.  
T: How often do you go swimming?  
S2: Twice a week. /Never. ...  
T: Where do you usually go swimming?  
S2: In the swimming pool. /In the river ...

(教师拿出第二幅图片, 图上有学生在滑冰。)

T: What are they doing? S3, please.

S3: They are skating.

T: Do you like skating?

S3: Yes, I do. /No, I don't.

T: Which season is the best to skate?

S3: I think it's winter.

T: What other sports do you like?

S3: I like ...

(教师拿出第三幅图片, 图上学生们在打篮球。)

T: Look at the picture. Do you know what they are doing? S4, please.

S4: They are playing basketball.

T: Do you like playing basketball?

S4: Yes, I do. /No, I don't.

T: How many players are there in a basketball team?

S4: There are five.

T: Who do you usually play with?

S4: My classmates. /My friends...

(教师尽量多使用一些图片, 让学生根据图片练习。)

### Step 2 Presentation 第二步 呈现 (时间: 10 分钟)

1. T: I'm very glad you all like doing sports and know a lot about sports. Now look at the picture in 1a. What is Michael going to do? S1, please.

S1: He is going to play basketball.

(板书句型)

What is Michael going to do? He is going to play basketball.
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(让学生判断板书中的句型是表示什么时间发生的动作。)

2. T: Is Michael playing basketball now? S2, please.

S2: No.

T: Good! You are right. When we express something that is going to happen, we use "be going to". Now, look at the two sentences. Can you find the rule of them?

S3, please.

S3: Yes, I can. I think it's "be going to + do".

(板书结构)

be going to + do (动词原形)
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T: Listen to the tape of 1a. Then answer the following questions:

Which team is Michael's class going to play with?

Is Kangkang going to cheer them on?

Ss:...

T: Listen again. Follow the tape. Pay attention to your pronunciation. Check your intonation and stress.

3. (教师展示图片, 图上有许多人在欢呼、加油。)

T: What are they doing?

Ss: They are cheering us on.

(板书)

cheer sb. on

T: Well done! Now please read the dialog in 1a. Boys are Michael and girls are Kangkang. While you are reading, underline the key words and expressions.

basketball, saw, play, every day, summer, game, between, Class Three, Sunday, come, cheer... on, I'd love to, first, term, hope, win

### Step 3 Consolidation 第三步 巩固 (时间: 5 分钟)

1. T: Suppose you meet your classmates on the playground today and you want to know what kind of sports he/she did during the summer holiday. Please make a similar conversation with your partner according to 1a. You can use the key words here.

play, summer, homework, I'm afraid, I'd like to, hope

(学生两人一组编对话, 教师进行巡视, 必要时应给予指导。)

2. (找三至五组学生到教室前面表演他们所编的对话。)

S1: Hi, ...

S2: Hi, ... I am going to play... Are you going to play with us?

S1: I'm afraid I can't. I have to do my homework first. By the way, I saw you play... almost every day during the summer holiday.

S2: Yes. You know I am going to play in the...game between... and our team this Saturday. Would you like to come and cheer us on?

S1: Of course. I'd like to. And I hope you will win.

(对于表演或编写对话优秀的小组, 教师应给予鼓励性的表扬。)

3. T: Discuss with your partner what you are going to do this term.

(操练 be going to + do 句型)

T: S3, what are you going to do this term?

S3: I'm going to do more exercise.

T: What about you, S4?

S4: I'm going to make a soccer team.

T: Oh, it's a great plan. S5, do you know what your partner (S6) is going to do?

S5: Yes. He is going to learn to play the piano.

...

(教师尽量引导学生多练习 be going to + do 句型, 用不同的人称、句式使他们掌握它的用法。)

### Step 4 Practice 第四步 练习 (时间: 15 分钟)

1. T: There are so many different kinds of sports. Some students like playing soccer. Some like skating. Everyone has his own favorite sport. Now, let's discuss which sport you prefer.

(板书)

prefer

Which sport do you prefer, skating or skiing?

I prefer skating.

(教师可适当讲解 prefer 的用法, 本部分主要复习选择疑问句, 注意引导学生在讨论的时候应用到“or”。)

T: Which sport do you prefer, ...or...?

S1: I prefer ...

S2: ...

T: S3, if you prefer swimming, how often do you go swimming? Do you go swimming much?

S3: About three times a week. I often go swimming.

T: Oh, you can also say “Yes, quite a lot.” or “Yes, quite a bit.”

(板书)

quite a bit/a lot

T: S4 (一个平时不太喜欢运动的学生), do you often do outdoor activities/do you do outdoor activities much?

S4: No, I don't.

T: You can also say “No, seldom.”

T: Suppose there is a basketball club in our school. Do you want to join it? And are you going to be a member of the club?

(板书)

join, club, member

(给学生解释相关的新单词, 给一点儿时间, 熟悉一下新单词。)

T: Discuss with your partner. Which sport club would you like to join? Are you going to join ... club?

S5: I am going to join... club.

S6: I am going to be a member of ...club.

S7: ...

T: Look at pictures in 2a. Here are many kinds of sports: skating, skiing, volleyball and so on. Make up dialogs after the example.

(以两个人一组的形式完成这项任务, 学生们除了可以用书上所给出的运动名称, 也可以选用他们所知道的其它运动名称进行对话。)

2. (小组活动。使用图片进行看图说话表演, 谈论自己最喜欢的体育活动, 教师提供一些运动的图片。)

T: Now, work in groups. You can use the pictures in my hands to choose which sport is your favorite. And say something about this kind of sport. For example: I prefer playing volleyball. I usually play it after class. There are six players in each team. We must hit the ball with our hands...

Ss: ...

3. (做一个练习“be going to+do”句型的游戏。)

(每组派一名学生上台, 每人做一个关于运动的动作, 该动作要能表达意愿, 要使本组同学明白是什么意思并能用语言准确地表达出动作的意义。)

T: Please do an action about your favorite sport.

S8: OK. (做了一个打乒乓球的动作。)

T: (对第一组学生) What is he going to do?

S9: I think he is going to play table tennis.

T: (对 S8) Are you going to play table tennis?

S8: Yes, I am.

T: Good. One point. (假如猜错, 其他选手重新猜。)

(视时间而定游戏长度, 可以让学生代替上面老师的提问, 也可让该游戏在组内进行。四人一组, 分两对练习, 一人做动作, 另一人猜, 用“be going to”表达意愿。)

4. (听力练习。)

T: Michael and Kangkang like doing sports a lot. At weekends, they often do sports. Listen to the tape then answer my questions.

When is Michael going to play table tennis?

What is Kangkang going to do this Sunday?

What is Michael going to do this Saturday morning?

(录音放一遍, 教师检查答案。)

S10: ...

T: Listen again and fill in the chart in 2b.

(学生完成 2b。)

**Step 5 Project 第五步 综合探究活动 (时间:5 分钟)**

1. (了解班级里其他人所喜爱的运动。)

T: Now please make a survey in class to find out your classmates' favorite sports and fill in the form below. (展示小黑板。)

Name	Favorite sport	How often do you play it?	Do you want to join a club?

(也可以让学生组成小组进行调查, 然后再制定表格。)

(每个小组可选出一位代表介绍自己以及同伴所喜欢的体育活动。)

Like this: My favorite sport is soccer. I play soccer a lot. I think it is very exciting. I am going to join our school soccer club. My group mate ××'s favorite sport is ...

2. Homework:

用 be going to 造五个句子, 要求使用不同人称、句式。

## Section B

The main activities are 1a and 2a. 本课重点活动是 1a 和 2a。

### I. Teaching aims and demands 教学目标

1. (1) Go on learning the future tense “be going to + do”:

1) —What are you going to be when you grow up?

—I’m going to be a dancer.

2) It’s too bad that they aren’t going to stay in Beijing for long.

(2) Learn some useful words and expressions:

your, of, dream, grow, grow up, future, in the future, arrive in/at, against, play against, leave, leave for, the day after tomorrow, take part in, shame

2. Review the Simple Past Tense:

(1) David Beckham, the famous soccer star, arrived in Beijing with his team yesterday.

(2) They all took part in the 2002 World Cup.

3. Talk about the favorite sport and the favorite sports player:

(1) —What’s your favorite sport, Maria?

—Basketball, of course.

(2) —Who’s your favorite player?

—Michael Jordan. / I like Yao Ming best.

### II. Teaching aids 教具

图片/录音机

### III. Five-finger Teaching Plan 五指教学方案

#### Step 1 Review 第一步 复习 (时间: 10 分钟)

1. (让学生尽可能多地说出他们所知道的运动名称。)

T: In last lesson, we discussed many sports that are our favorites. Do you remember them? What are they? Please tell me the sports names you know.

S1: Basketball.

S2: Table tennis.

S3: ...

2. (学生在小组里进行链式对话, 讨论他们所喜爱的运动项目, 注意使用 prefer。)

S4: Which sport do you prefer, S5?

S5: I prefer... . What about you, S6?

S6: I prefer... . And you, S7? Which sport do you prefer?

S7: ...

3. (教师检查上节课作业“打算做什么事”, 复习“be going to+do”。)

T: At the beginning of the term, everyone has some plans. You are going to do a lot of things to study well and make your school lives more interesting. Now, please tell others your plans. What are you going to do?

S8:I'm going to join an English club.

S9:I'm going to learn how to cook.

S10:...

(可以让学生在小组内进行问答形式的练习。)

S11: I'm going to learn English much better this term. What are you going to do, S12?

S12:I'm going to... S13, are you going to ...?

S13: Yes, I am. /No, I am not. And you, S14?

S14:...

4. (找学生对上节课所学内容进行总结汇报, 如: 他/她最喜爱的运动, 多长时间进行一次运动, 他/她打算加入什么运动俱乐部, 还有其他什么喜欢的运动。)

(拿出小黑板。)

My favorite sport is _____. I play _____ a lot/much. I think it is very_____ I am going to join the school_____ club.
--

T: Please report the sport you like best to the class. You can use the examples on the blackboard.

S15: ...

(学生也可使用第三人称, 报告其他同学的有关信息。)

5. (通过图片导入本课新单词。)

T: Look at this picture. What is she doing?

S1: She is dreaming.

T: Yes, she is dreaming. And her dream is to be a teacher in the future.

(板书)

dream, in the future
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(对单词稍做解释即可。)

T: Please make some new sentences with "dream" and "in the future".

S17:My dream is to be... in the future.

S18: My dream is to be a doctor in the future, or I'm going to be a doctor when I grow up.

T: Good!

(板书)

grow up
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(教师解释 grow up。)

T: Please make sentences with "grow up".

S19:...

(教师展示图片 2。)

T: What is she doing?

S20: She is dancing.

T: Can you guess what she does?

S21:I think she is a dancer.

(板书)

dancer
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## Step 2 Presentation 第二步 呈现 (时间: 10 分钟)

1. (教师出示一些著名运动员的图片, 最好是同学们所熟知的人物, 如: 刘翔、邓亚萍、迈克尔·乔丹等。)

T: Who are they?

S: They are famous sports players. Liu Xiang is a famous hurdler, Michael Jordan is a famous basketball player.

T: Do you like them? Are they your favorite players? Maybe some of you like them very much. Maybe some of you like other famous players. Michael and Maria are talking about their favorite sports and favorite players. Listen to the dialog and then answer the questions:

What's Michael's favorite sport? What about Maria?

Who's Michael's favorite player?

What is Michael going to be when he grows up?

What's Maria's dream?

(播放一遍录音, 学生只听不跟读。)

(检查答案。)

3. (学生自己阅读对话 1a, 划出关键词、关键句。)

Michael: favorite sport, player, Yao Ming, a basketball player, like him, dream, grow up  
Maria: basketball, Michael Jordan, Shanghai, Houston Rockets, NBA, dancer

## Step 3 Consolidation 第三步 巩固 (时间: 5 分钟)

1. (教师重新放录音, 学生跟读。)

T: Read after the tape. Pay attention to your pronunciation, intonation and stress. Go!

2. (找学生分角色表演对话 1a。)

T: Work in pairs and act the dialog out.

3. (学生两人之间讨论他们所喜欢的运动、运动明星以及未来的梦想。)

T: Discuss with your partner about your favorite sports, sports players and your dreams in the future. Make a similar dialog according to 1a. Go!

(引导学生使用新学的单词, 找几组学生在班级前表演他们的对话。)

4. T: Work in groups. Make a survey about your classmates' favorite sports, sports players and dreams, then report to the class. When others report, please fill in the chart in 1b.

(以四人一小组的形式讨论, 每组可选一个代表来汇报他们谈论的结果, 具体报告形式可参照 1b 中的例子, 也可用其他句式。)

T: Group One. Are you ready? Please report.

S: My friend... 's favorite sport is soccer. He thinks it is very exciting. His favorite player is Beckham. Because Beckham is good at playing soccer and he is also handsome and cool. He is going to be a policeman in the future because it's his dream job.



**Step 4 Practice 第四步 练习 (时间: 10分钟)**

1. T: S1, do you know a famous soccer player named Beckham?

S1: Yes.

T: Do you like him?

S1: Of course, I do.

T: OK. Do you know anything about him?

S1: ...

(教师可以根据学生所说情况总结或补充, 对贝克汉姆做简短介绍, 可使用汉语。也可以用同样的方式先介绍下文要出现的其他几位足球明星, 如 Ronaldo 和 Zedane。如可能, 可以使用他们的海报, 使教学更加直观。)

2. T: David Beckham came to China. It's exciting news, I think. Do you want to know anything about the news? Look at 2a on page 4. Read the news and answer the following questions:

Where did David Beckham arrive yesterday?

Who will they play against?

What about the soccer fans?

Will they stay in Beijing for long?

Where will they leave for the day after tomorrow?

(找学生回答问题, 核对答案。)

3. (板书)

arrive in/at play against leave for take part in

(教师对以上词组进行简单解释, 并要求学生会使用这些词组, 可向学生介绍 leave 是方向性动词。)

T: Look at the two sentences.

I arrived in Shanghai last week.

I arrived at our school at 8:00 this morning.

T: Compare the sentences. S2, do you know the difference between "arrive in" and "arrive at"?

S2: Yes.

T: Please make up new sentences.

S2: ...

T: OK. Next, look at the two sentences.

They are leaving for Japan.

They will leave for Japan.

T: be leaving = will leave. Make up new sentences, S3, please.

S3: ...

(可用以上方法教学生新单词的用法。)

T: Read the passage in 2a again and answer the questions in 2b.

S4: ...

4. T: I know there must be many soccer fans in our class. If you know some famous soccer stars will come to China, you must be very excited. Please help Mike complete the letter to Tony in 2c. Pay attention to the tense.

S5: ...

(可多找几位学生读这封信。)

### Step 5 Project 第五步 综合探究活动（时间:10分钟）

1. （让学生仿效 2c 写一封短信。）

T: Suppose now you know some foreign sports stars arrive in your city, you want to send an e-mail to your best friend to tell him/her this exciting news. Now three minutes to complete an e-mail.

（引导学生尽量使用新学的单词、短语，注意使用一般过去时和一般将来时。）

2. （制作自己喜欢的运动员的名片。）

T: Please make a card about your favorite sports player.

Name:	Team:
Age:	Hobby:
Sex:	Birthday:
Nationality:	Favorite color:
Number:	Favorite food:

T: You can report it to the class. Like this:

My favorite sport is ... .. is my favorite sports player. He comes from...

（也可以用第三人称的方式来介绍别人喜欢的运动及运动员。）

### Section C

The main activities are 1a and 2. 本课重点活动是 1a 和 2。

#### I. Teaching aims and demands 教学目标

1. Learn some useful words and expressions:

baseball, hour, pretty, pretty well, high jump, long jump, it, popular, all over the world, run, be good for, heart, healthy, keep fit, relax

2. Go on learning the Simple Future Tense:

(1) There is going to be a school sports meet next month.

(2) —What are you going to do tomorrow morning?

—I'm going to play soccer.

3. Review the Simple Present Tense:

(1) —Does she play baseball on Saturday afternoon?

—Yes, she does.

(2) She often goes hiking on Sundays.

(3) She spends an hour in the gym every day.

4. Go on talking about the favorite sport and reasons:

I like playing soccer very much. Because it can make me strong.

#### II. Teaching aids 教具

录音机/图片

#### III. Five-finger Teaching Plan 五指教学方案

##### Step 1 Review 第一步 复习（时间：10分钟）

1. （学生使用图片，两人一组，到前面进行问答表演，复习自己所喜欢的体育活动。）

T: Work in pairs. Please come to the front of blackboard to discuss your favorite sport with your partner. You can use the pictures here.

S:...

2. （选择几个学生，复述上节课探究活动中自己最喜欢的运动员。）

T: Who can report something about your favorite player? Come to the front.

S:...

T: Here, we can play a game. I'll choose one student to say something about his/her favorite player, such as team, nationality, sex and so on. The others guess who he/she is. S1 please.

S1: My favorite player is a sportsman. He is very tall and he is good at playing basketball. He comes from Shanghai. Do you know who he is?

Ss: Yes, we do. He is Yao Ming.

T: S2, please.

S2: I like a soccer player...

Ss:...

(如在游戏中学生有句意表达不明确的地方, 教师应给予帮助。)

3. (谈论学生们将来的梦想职业。)

T: Everyone has his own favorite player. Because you think those players are very great and cool. They do well in their jobs. Do you want to be a person like your favorite player? What are you going to do when you grow up? S3, please.

S3: I like playing basketball very much. Yao Ming is my favorite player. He is very tall and good at basketball. I want to be a man like him. And I am going to be a basketball player when I grow up.

T: S4, please.

S4: I like doing sports, too. But I don't want to be a player in the future. I am going to be an English teacher when I grow up. That's my dream.

S5:...

S6:...

(教师可以引导学生进行发散思维, 不应只照一个模式练习他们的口语表达能力。鼓励学生们畅所欲言, 想说什么就说什么, 词汇量不够的, 教师可给予帮助。)

4. (复习一般现在时, 导入新课。)

T: Let's play a game to practice the Simple Present Tense.

(教师提供一个句子, 先读一遍, 接下来教师每次都给出一个新词, 要求一个学生把所给的新词插入句中, 并将该句复述一遍。)

T: I'll say a sentence. The first student reads after me. Then I'll give you a new word. Then put the word into the sentence and speak it out.

T: OK. Are you ready? "I go to school".

S7: I go to school.

T: Often.

S8: I often go to school.

T: At six.

S9: I often go to school at six.

T: He.

S10: He often goes to school at six.

T: How?

S11: How does he often go to school at six?

...

(此游戏时间大约五分钟,教师可让多组学生来练习一般现在时,如果一个句子进行不下去可重新选择句子,尽量把不同人称、不同句型的一般现在时都练习到。)

### Step 2 Presentation 第二步 呈现(时间:15分钟)

1. (用图片教学生单词和词组。)

T: Boys and girls. First, let's look at the second picture in 1b. This girl is named Ann. Where is she? S1, please.

S1: I think she is in the gym.

T: What is she doing? S2, please.

(教师展示 1b 中的第二幅图片。)

S2: She is doing sports.

T: And I know she spends an hour in the gym every day.

Look at the third picture in 1b. What's Ann doing? S3, please.

S3: She is playing baseball. (可帮助学生回答。)

T: Baseball is a very popular sport in the U.S.A.

(板书)

baseball, popular
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T: Look at Picture 4 in 1b. What's Ann doing? S4, please.

S4: She is doing the high jump.

(可用一幅跳远的图片教授 the long jump。)

(板书)

the high jump, the long jump
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2. (以问答的形式完成 1a。)

T: According to these pictures, we can learn Ann is a girl who likes doing sports a lot. She does sports every day. Look at the timetable in 1a. How many kinds of sports does she do in a week? And when does she do sports? Now, read Ann's sports timetable. Ask and answer the questions in 1a in pairs.

(核对答案。)

(注意学生对一般现在时的掌握情况。)

S: ...

3. (根据 Ann 的活动时间表描述 Ann 一星期的运动情况。)

T: Well done. Discuss with your partners. Please describe Ann's exercise in a week according to Ann's sports timetable.

For example:

Ann goes to the gym from 8:30 to 9:30 every morning. She goes bicycling from 5 to 6 o'clock on Wednesday afternoon and Friday afternoon...

(此环节期间,教师可四处巡视,需要时给予帮助。)

T: Each group can choose one student to report.

S5: ...

S6: ...

4. (做一张自己的运动时间表。)

T: Now, please draw your own timetable. Like this:

Activity	Time
----------	------


(学生可把自己制作好的时间表放在小组里讨论，以一问一答的形式来讨论时间表。)

T: You can discuss your timetable in your group. Ask and answer in pairs.

S7:...

S8:...

T: Each group chooses one student to report his/her partner's exercise in a week.

S9:...

### Step 3 Consolidation 第三步 巩固 (时间: 5分钟)

1. (听录音, 回答关于 1b 的问题。)

T: Listen to the passage in 1b and answer the following questions:

(板书)

(1) Does Ann like sports?

(2) What is she planning to do?

(核对答案。)

Answers: (1) Yes, she does.

(2) She is planning to take part in the high jump and the long jump.

T: Please listen again, then read after the tape and mark the intonations.

2. T: Read the passage again and answer the following questions by yourselves.

(1) What does Ann often do on Sunday?

(2) How often does she go bicycling?

(3) How long does she spend in the gym every day?

(4) Does she play baseball very well?

(5) Will her classmates cheer her on?

(核对答案。)

### Step 4 Practice 第四步 练习 (时间: 10分钟)

1. (学生制作自己的运动计划。)

T: According to 1b, make your exercise plan. Do you often do exercise to keep fit?

Which sport are you good at?

(此环节注意引导学生用一般现在时与一般将来时, 以及新的单词和词组。)

(学生可以在小组里完成此项任务, 既可以用第一人称, 也可用第三人称。)

S1: I like sports very much. I usually go to climb mountains on Sunday...

S2: My good friend ... likes sports. He does morning exercises every day... Now he is planning to take part in the school sports meet...

S3: ...

2. (学生进行对话练习, 完成 2。)

T: Please look at the pictures in 2.

What are they doing?

S4: He is playing soccer.

S5: He is running.

S6: She is swimming.

S7: They are walking.

T: Pay attention to the new words and expressions.

(板书)

all over the world, be good for, heart, lung, keep fit = keep health, relax oneself
---

(时间允许的话, 可让学生用新单词和短语造句子。)

T: Do you think these sports are good for your health? Do you like doing these sports?

If you do, why? Follow the example to make similar conversations with your partner.

S:...

(学生可以在所给的两条原因中选择其中一条来编对话。)

T: Good! Please make another conversation according to 2. You can use other sports and reasons. Work in pairs, then act out in the front.

S8: What are you going to do next Sunday?

S9: I'm going to go bicycling. And I like it very much.

S8: Why?

S9: Because it's good for my health.

### Step 5 Project 第五步 综合探究活动 (时间:5分钟)

1. (学生小组活动, 列出他们所知道的运动项目, 完成表格。)

T: Work in groups and fill in the form using the sports you know.

Team games	
Other ball games	
Track and field	
International sports events	

2. (看表格, 介绍自己的运动计划, 喜欢运动的原因, 如完成此项任务时间不够, 可作为作业。)

Time	Sports	Reasons
6:00 — 6:30 every morning	running	It's good for legs and heart.
5:30 — 6:00 every afternoon	basketball	Most people like it.
4:00 — 6:00 Sunday afternoon	soccer	It makes me strong.

T: According to the form, report your exercise plan and why you like it. You can do like this:

I run from 6:00 to 6:30 in the morning every day. Because I think running is good for my legs and heart...

### Section D

The main activities are 1 and 3. 本课重点活动是1和3。

#### I. Teaching aims and demands 教学目标

1. Review and summarize the Simple Future Tense:

(1) I am going to play it with my brother this afternoon.

- (2) Where are you going to work?  
 (3) What are you going to do to prepare for that?
2. Summarize the useful expressions in Topic 1.
  3. Go on talking about the favorite sport.
  4. Review the special questions:
    - (1) Which do you prefer, ... or ... ?
    - (2) What time are you going to play?
    - (3) How long are you going to play?
    - (4) How often do you play?
    - (5) What other sports do you like?
    - (6) Who is your favorite sports player?

## II. Teaching aids 教具

录音机/小黑板/图片

## III. Five-finger Teaching Plan 五指教学方案

### Step 1 Review 第一步 复习 (时间: 20 分钟)

1. (检查作业。)

T: At first, check the homework. Introduce your exercise plan. How often do you do sports? What sports do you do? Why do you like doing sports?

S1: I'm going to run from 6:00 to 6:30 in the morning every day. Because it can make me strong...

S2: ...

(学生可以在此项任务发挥自己的想象, 说出自己的想法。)

2. (通过做游戏复习 be going to+do, 以下提供三种游戏形式, 任选其一。)

(1) T: Mother's Day will come. I am going to buy some flowers for my mother. What about you, boys and girls? What are you going to do to celebrate Mother's Day? Tell me your plans one by one.

S3: I am going to send a card to my mother.

T: (To S4) Are you going to buy a present for your mother?

S4: Yes, I am. What about you, S5?

S5: I am going to say to my mother, "Mom, I love you. You are the greatest mother in the world."

S6: ...

(2) (准备一些行动的指令, 如: open the window, turn off the lights, clean the blackboard 等。)

T: Here, in my hand there are some notes. And on them there is an action. You can choose one of the notes and act it out. Other students guess what he is doing.

S7: (抽完签做了一个动作) What am I going to do?

S8: You are going to ...

S9: ...

- (3) (给出一系列风景优美的旅游胜地图片。)

Name	Where to go	When to leave	How to get there


T: Please interview other students with the form. You must interview at least two students to know where they are going during the holiday. When are they going there? How are they going there? Why are they going there? What are they going to do there? What are they going to study there?

For example:

S10: What are you going to do during the coming holiday?

S11: I am going to visit ...

S10: When are you going to leave for ...?

S11: I am going to leave for ...

S10: How are you going to get there?

S11: I am going to get there ...

(完成表格。)

(各位同学先在本组汇报调查结果, 由各组组长做记录, 然后由各组组长轮流在班上汇报。最后评出最受同学们欢迎旅游胜地, 并强力推荐各位同学有机会去参观。)

3. (分组活动, 复习运动项目, 小组之间展开竞争, 看哪个小组说出的单词又多又准确, 说得最多的小组是获胜组, 大家一起为他们鼓掌。)

T: Let's play a game. The group, which speaks out the most sports names, will be the winner.

S:...

4. (讨论学生们所喜爱的运动及运动员, 因为此类活动在前面已经讨论过, 所以在此再讨论要增加难度。)

T: Ask and answer in pairs. Talk about your favorite sports and players and the reasons why you like the sports very much. Which sports club are you going to join?

S12: Which sport do you like?

S13: I like ... very much.

S12: Why do you like it?

S13: Because ... .

S12: How often do you play ... ?

S13: Once a week. /...

S12: Who is your favorite player?

S13:...

S12: Are you going to be a member of our school ... club?

S13:...

### Step 2 Presentation 第二步呈现 (时间: 10 分钟)

1. (老师和一名同学使用前三课中用过的图片, 进行对话练习示范。)

T: I need a student's help to make a model to the class. Make a dialog with the information in the paper.

(教师准备一张纸或是一块小黑板, 上面写上运动的名称、运动时间、时间长度、运动频率等。)

T: Which sport do you prefer, ... or ...?

S1: I prefer ... I will play it with my brother.



T: What time will you play?

S1: At about 4 p.m.

T: How long will you play?

S1: Two hours.

T: How often do you play?

S1: Oh, twice a week.

(板书)

Which sport do you prefer, ... or ...?	What time will you play?
How long will you play?	How often do you play?

(双人活动, 根据个人爱好重编对话, 鼓励学生到教室前面表演对话。)

T: Please make a similar dialog according to the model and act it out in the front.

Ss:...

T: Listen to the tape and fill in the blanks in 1.

(核对答案。)

(找学生练习对话。)

S:...

2. (听录音, 跟读 2a, 2b。让学生再复习一遍本话题的重难点。)

T: Listen to the tape and read after it.

S:...

T: Please make up new sentences with useful expressions.

S:...

### Step 3 Consolidation 第三步 巩固 (时间: 5 分钟)

1. (通过做练习, 巩固前面学过的句型及回答方式。)

T: In this topic, we talk about sports a lot, including sports names, your favorite sports and players. I think now you can express them in English fluently. Let's do some exercises about the useful expressions in this class. (出示小黑板。)

(1) A: What's your favorite sport?

B: \_\_\_\_\_

a. It's music.      b. Playing basketball.      c. The soccer star Beckham.

(2) A: Are you going to join our school skating club?

B: \_\_\_\_\_

a. Not very often.      b. Around an hour.      c. Of course, I am.

(3) A: Which sport do you prefer, running or walking?

B: I prefer \_\_\_\_\_.

a. running      b. hiking      c. running and hiking

(4) A: How often does he go skiing?

B: \_\_\_\_\_

a. I guess he's OK.      b. Once a week.      c. About two hours.

(5) A: How long will you play tennis?

B: \_\_\_\_\_

a. Seldom.      b. For half an hour.      c. Pretty well, I guess.

(6) A: \_\_\_\_\_

B: Yes, he swims well.

a. Are you good at swimming?

- b. I swim very well.  
c. Is he good at swimming?

(核对答案)

1. b 2. c 3. a 4. b 5. b 6. c

2. T: OK. Well done. Write a short passage about your favorite sport. You can finish it with the questions in 3. Five minutes. Go!

(每组可选派两名代表来阅读他们所写的文章, 每个学生结束后, 可由其他组的学生挑出该学生短文中的错误, 并给予改正意见。如需要, 教师给予补充。全部选派学生读完后, 由全体学生表决谁的文章最好, 给予掌声鼓励。)

#### Step 4 Practice 第四步 练习 (时间: 5 分钟)

1. (向学生简单介绍-er 后缀的作用, 为后面 4 中讨论将来的工作做好准备。)

T: Do you have a dream now? Do you want to be a great man in the future? Do you want to do some useful things for others when you grow up?

Ss: Of course, we do.

T: Good! Everyone should have a dream. But you have learned few words about jobs. Now I'll introduce an easy way to express them.

(教师拿出准备的小黑板或课件。)

T: Look at the words on the blackboard. Can you tell me the rules between the left words and the right ones?

work (工作) — worker (工人)	teach (教) — teacher (教师)
clean (清洁) — cleaner (清洁工)	play (打球) — player (运动员)
think (想) — thinker (思想家)	speak (讲) — speaker (演讲者)
sing (唱) — singer (歌手)	write (写) — writer (作家)
compute (计算) — computer (计算机)	drive (驾驶) — driver (司机)

(可以给学生观察、考虑的时间。)

T: Who can give me your opinion?

S1:...

(可以让学生使用汉语来表达他的见解与想法, 如需要, 教师可以给予补充, 如: 以-e 结尾+r; 双写辅音字母+er; 动词+er 等。)

2. T: OK. I think you are all clever children! Look at these words on the blackboard. Can you guess their meanings?

reader, painter, learner, dancer, runner, winner, farmer

S2: I can. "Reader" means "读者" in Chinese. Right?

S3:...

T: Can you give other words like them?

S4:...

#### Step 5 Project 第五步 综合探究活动 (时间: 5 分钟)

1. (谈论学生梦想的工作。)

T: Are you ready now? Let's discuss your dream jobs. What are you going to do in the future? Who wants to be a teacher? Who wants to be a businessman? Who wants to be an artist? Who wants to be a fireman? Who wants to be a scientist? Who wants to be a policeman? Who wants to be a fisherman? Now we are going to make a survey. Tell others your dream job, your dream work place, and what you are going to do for that.

(教师边说边写板书。)

businessman, artist, fireman, scientist, policeman, fisherman

(以上这些单词只供本环节学生讨论使用, 不作为新单词让学生们记忆、理解。)

2.T: After you finish the survey, fill in the chart in 4. Then report to the class.

Ss:...

T: Now class. Let's talk about why you want to be a teacher, a worker, a farmer ...  
First, talk about it in small groups, and then I will ask a student to come to the front to say something about it.

S1:...

S2:...

(学生完成此环节任务可能会稍有困难, 如果表达时词汇量不够, 可用汉语代替。)

3. Homework:

写一篇小短文“My Favorite Sport”。

## Topic 2 Section A

The main activities are 1a, 2a and 3. 本课重点活动是 1a、 2a 和 3。

### I. Teaching aims and demands 教学目标

1. Learn some useful words and expressions:

ill, fall ill, be glad to, mind, practice, window, get to, far from, smoke, somewhere, make one's bed, right away

2. Go on learning the Simple Future Tense:

- (1) We will have a soccer game against Class Four this Saturday.
- (2) Will you join us?
- (3) I'll go somewhere else.

3. Requests and responses:

- (1) — Could you please do me a favor?  
— Sure. What is it?
- (2) — Would you mind teaching me?  
— Not at all.
- (3) — Would you please say it in English?  
— OK.
- (4) — Don't be late next time.  
— Sorry, I won't.
- (5) — Would you mind not smoking here?

— Sorry. I'll go somewhere else.

4. Get the students to bring up the consciousness of helping others and social moralities and admit mistakes courageously. Get students to learn to be polite while making requests.

### II. Teaching aids 教具

录音机

### III. Five-finger Teaching Plan 五指教学方案

#### Step 1 Review 第一步 复习 (时间: 10 分钟)

1.

(每组选出一名同学当小记者,对组内同学进行采访调查,调查他们喜欢的运动、运动员、运动时间、运动频率等。)

T: We have talked about sports. I think you do well in the topic. Each group choose a student as a journalist to interview others in the group about their favorite sports and favorite players. What time do they do sports? How often do they do sports? Why do they do sports? Then make a form about your interview.

Ss:...

T: Please hand in your forms. Group 1 uses the form of Group 2 to discuss. Group 2 uses Group 3's. Group 3 uses Group 4's and Group 4 uses Group 1's. Ask and answer in pairs to talk about others' activities.

S1:What is ...'s favorite sport? Do you know?

S2:I think ... is his favorite sport.

S1: And his favorite player?

S2:...

S1:How often does he play...?

S2:...

S1:How long does he play ... every day?

S2:...

S1:Why does he like playing ...?

S2:Because ....

2. (主要复习 be going to+do, 引导学生用不同的人称、句型练习 be going to, 使学生明白运动的重要性和必要性。)

T: I know now many students in our class do sports every day. How are you feeling after you do some exercises?

S3:I feel better now.

S4:I am healthy.

S5:I am stronger.

S6:...

T: Good. Doing sports is good for our bodies and health. We should do sports often. Are you going to make a sports plan for this month? Please talk about your sports plan with your partner, and then report to the class.

S7: Which sport are you going to do next?

S8:I am going to play baseball.

S7:Can you play baseball? I know it is a very popular sport in the U.S.A. But few people in our country know it.

S8: Yes. But I want to learn to play it. There is a baseball club in my school. I am going to join it. What about you? Do you want to join a sports club?

S7: No. But I'm going to join our school soccer team.

S8: Really? I think you must be good at playing soccer.

S7:Oh, I like playing soccer very much.

S8:...

(因为对前一话题中有关运动的内容操练的活动比较多,所以学生们已经对基本句型掌握得比较好,这时候就应要求他们运用自己的发散思维,创设情景,尽量使用他们学过的单词,让自己的讨论或对话变得更加丰富,语言更加完美。)

3. (导入新课。)

T: Good! I think now you are good at making a new dialog about sports. You all like sports. Do you like watching sports games?

Ss: Of course.

T: We are going to have a soccer game against Class Four this Saturday. But one of our teammates fell ill. What should we do?

(板书)

teammate, fall ill
-----------------------

T: Can you guess the meanings of the two words? “Teammate” is “team” + “mate”. We’ve learned it. “Fall ill” means someone’s health is not good. He has to stay in bed to have a rest.

Ss: I see.

### Step 2 Presentation 第二步 呈现 (时间: 5分钟)

1. (听对话, 回答问题。)

T: Please listen to the dialog in 1a, then answer the following questions:

- (1) Can you guess the meaning of “do me a favor”?
- (2) What are they going to do this Saturday?
- (3) What’s wrong with one of Kangkang’s teammates?
- (4) What does Kangkang want Michael to do?

(板书)

(1) — Could you please do me a favor? — Sure. What is it?
(2) — Would you mind doing ...? — Not at all.
(3) — Will you join us? — I d be glad to.

(教师可在学生听录音期间写板书, 以便节约时间。)

(核对答案。)

- (1) It means “帮我个忙”。(让学生自己猜测短语意思, 如不明确, 教师给予补充。)
- (2) They will have a soccer game against Class Four this Saturday.
- (3) His teammate fell ill.
- (4) Kangkang wants Michael to play in the soccer game.

2. T: Now, listen again and read after the tape. Pay attention to your pronunciation, intonation and stress.

S:...

(也可以让学生和录音机齐读或人机对话, 即学生和录音机对话。)

T: Work in pairs to act the dialog out. Boys are Kangkang, girls are Michael. Read it out.

S1:...

S2:...

T: Who wants to act the dialog with your partner?

S:...

### Step 3 Consolidation 第三步 巩固 (时间: 10 分钟)

1. (模仿 1a, 编对话。)

T: Now please look at the blackboard. There are some important sentences on it. Pay attention to their answers. Now, work in pairs and make up a similar dialog according to 1a. You must use these three sentences on the blackboard in your dialog.

(教师在学生编对话时, 在班级里四处看看, 如需要可给予帮助。)

T: OK. Are you ready? Who wants to act out your dialog? Please come to the front.  
For example:

S1: Could you please do me a favor?

S2: Sure. What is it?

S1: We are going to plant trees. It can make our school more beautiful. Will you join us?

S2: I'd be glad to. But I never did it before. Would you mind helping me?

S1: Not at all. It's easy. I think you can do it. Let's go.

(对于英语表达能力薄弱的学生, 只要求他们能够把原文中个别词语替换, 意思表达明确即可。)

2. (听录音, 独立完成 2a。)

T: Listen to the tape and fill in the blanks in 2a. Learn to make requests and responses.

(学生听完后核对答案。学生听的过程中, 老师在黑板上作如下板书:)

Could you (please) ...?

Will you ...?

Would you please ...?

Would you mind ...?

T: Now, make up a short dialog to make requests and responses, using some of these sentence patterns in the box. Then act it out.

(学生准备对话。)

(1) S3: Could you please do me a favor?

S4: Sure. What is it?

S3: Would you mind helping me carry the box?

S4: Not at all.

S3: Thanks a lot.

S4: That's all right.

(2) S5: Will you join us?

S6: I'd be glad to. Where shall we meet?

S5: At the school gate. Would you mind taking your camera?

S6: Of course not.

### Step 4 Practice 第四步 练习 (时间: 10 分钟)

1. (1) (独立完成活动 2b 后, 两人搭档相互操练。)

T: Open your books and turn to Page 10. Finish activity 2b by yourself. Then practice with your partners and act out the conversations.