

# 揭阳职业技术学院



## 教案

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一、本章主题: **Unit 1 Cities and City life**

二、教学目的及基本要求: have a thorough understanding of the text both in content and in language ; knowhow to ask and give directions in the city ;. distinguish between some homophone when listening , and distinguish several vowels. write a paragraph to describe a city with simple sentences ; help students to know about the world and love his or her own hometown.

三、教学重点: grasp the following keywords , expressions and sentence patterns , and knowhow to use them properly in context:

attractive , modern , delicious , international , harbour , Key words surfing , walk , seafood:

have a good ( great ) time ( doingsth .), of course , go + Expressions doing , by + bus / bike / train / ferry/underground/plane

There is... /Is there a ... near here? /How can I get to ...?

四、教学难点: write a paragraph to describe a city with simple sentences

五、教学时数: 12学时, 其中实践性教学 6 学时。

六、思政目标: Get students know how to introduce a city, guide them know more about China's cities and introduce them, making them know more and be more confident about Chinese culture.

七、教学内容 (上课内容、步骤、方法)

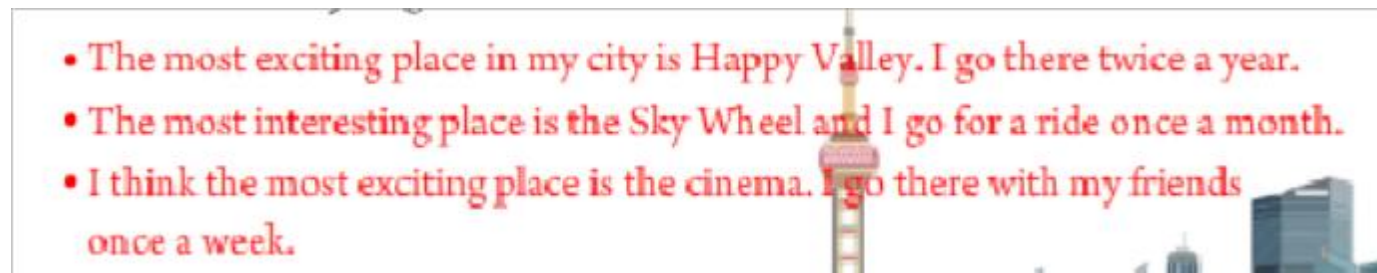
第一次课:

### **Part 1 Starter 30m**

1. Ask students to match the words and the pictures in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.
2. Ask students to put the words into the right column in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.
3. Read and learn the useful expressions. Then watch a video twice and choose the best answer for each question. Check the answers by asking one student to tell his or her answers. Correct if necessary.

4. Study three examples and ask students to write their own sentences. Ask five students to read his or her sentences. The teacher gives comments.

Examples:



## Part 2 listening and speaking 50m

1. Listen the sentences and choose the words. Check the answers by asking two students to tell their answers. Correct if necessary.
2. Read and learn the useful expressions. Then ask students to fill in the blanks according to the pictures. And then listen to the recording and ask students to fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.
3. Read and learn the useful expressions. Then ask students to fill in the blanks according to the pictures. And then listen to the recording and ask students to fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary. Finally, ask students to draw the route in the map. Check the answer together.
4. Read and learn the useful expressions. Listen the passage and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.
5. Speaking: Read and learn the useful expressions. Ask four students to read the dialogue. Ask students to make a similar dialogue and practice it. Then record it and send it to the teacher.

### Part 3 Intensive Reading

1. Vocabulary: read and learn the words and expressions for several times. Ask some students to read them. Correct if necessary. 15m

2. Text: listen to the passage and go through it. 30m

Language points:

1. **have a goodtime (doingsth.)** 过得愉快, 玩得痛快

**Source:** How to **Have a Good Time** in Sydney 如何享受在悉尼旅游的时光

(Title, Text)

**e.g.** I hope you have a goodtime at the beach.

我希望你在沙滩上玩得开心。

Jim had a goodtime watching the football match.

吉姆看足球赛看得很开心。

2. **attractive** 迷人的, 有魅力的

**Source:** Sydney has everything you want in a city. It's **attractive**. (Para. 1, Text)

悉尼拥有你想要的一切, 它是座极具魅力的城市。

**e.g.** The house is small but attractive. 这个房子虽然小, 但是很漂亮。

He is very attractive and very smart. 他魅力非凡, 才智过人。

**Note:** The suffix “-tive” is a very common one for adjectives, such as **active, supportive, interactive, creative**, etc. It is often put after a verb to form an adjective to show the feature of the things being described.

3. **modern** 现代的

**Source:** It has tall and **modern** buildings. (Para. 1, Text)

这里有高大、现代化的建筑。

**e.g.** In many ways, it is a very modern school.

从很多方面来说, 这所学校是非常先进的。

Modern technology opens our eyes to many things.

现代技术开阔我们的眼界, 让我们了解许多事物。

#### 4. **delicious** 美味的，可口的

**Source:** There are fantastic beaches and the food is **delicious**. (Para. 1, Text)

(这里) 还有迷人的海滩和美味可口的食物。

**e.g.** This dish is sweet and delicious.

这道菜又甜又好吃。

There are always a lot of delicious meals to choose from.

总有很多美味可口的饭菜可供选择。

**Note:** The suffix “-ous” is used for adjectives. There are more examples such as obvious, curious, famous, dangerous, etc.

#### 5. **international** 国际的

**Source:** There are **international** hotels in the centre. (Para. 3, Text)

在市中心有一些国际大酒店。

**e.g.** We need a peaceful international environment.

我们需要一个和平的国际环境。

She wrote a book on international law.

她写了一本有关国际法的书。

**Note:** The suffix “-al” is also used for adjectives and is often added to some nouns, such as additional, central, festival, industrial, etc. It usually means “of + n.” or “like + n.”

#### 6. **of course** 当然，自然

**Source:** Sydney has theaters and cinemas, and **of course**, the Opera House.

(Para. 4, Text)

悉尼有很多电影院和剧院。其中最著名的就是悉尼歌剧院。

There are walks, parks, and cafés and, **of course**, the wonderful Bridge.

(Para. 5, Text)

那里还有一些人行道、公园和小餐馆，当然，还有壮观的悉尼大桥。

**e.g.** Of course there will be some difficult times ahead.

今后当然会有遇到困难的时候。

— Do you mind if I bring a friend?

— No, of course not.

—我带个朋友来你会介意吗?

—当然不会。

## 7. **harbour** 港口, 港湾

**Source:** Sydney is famous for the deep **harbour**. (Para. 5, Text)

悉尼的深水港闻名遐迩。

**e.g.** It leads to a room with a balcony overlooking the harbour.

它通向一个带阳台的房间, 从阳台上可以俯瞰海港。

A harbour can also be a place of refuge and comfort and security.

**e.g.** I would like my diary becomes my harbour of the soul.

愿我的日记能成为我心灵的港湾。

## 8. **go + doingsth.** 做某事, 去做某事

**Source:** People go swimming, surfing, windsurfing, and sailing. (Para. 5, Text)

人们可以在那里游泳、冲浪、玩帆板和驾驶帆船。

**e.g.** Let's go shooting / biking / sailing / surfing / dancing.

我们去射击/骑行/出海/冲浪/跳舞吧。

My family often go hiking in the mountains in vacations.

我们家经常在假期的时候去登山。

## 9. **walk** 人行道; 步行; 陪.....走

**Source:** There are **walks**, parks, and cafés and, of course, the wonderful Bridge. (Para. 5, Text)

那里还有一些人行道、公园和小餐馆, 当然, 还有壮观的悉尼大桥。

**e.g.** He cleans the front walk after every big snow.

每次下了大雪他都会清扫门口走道的积雪。

He loved walking in the hills.

他喜欢在山中漫步。

**10. People go shopping in Pitt Street because they can find best shops there.** 皮特街商铺云集，名品汇聚，是购物的好去处。 (Para. 6, Text)

**e.g.** I don't like eating cakes.

I don't like eating cakes because they are too sweet.

我不喜欢吃蛋糕，因为太甜了。

My mother always wears long dresses because there is a scar on her leg.

我妈妈总是穿长裙子，因为她的腿上有一个疤痕。

Because his home is very far, his father sends him to school every day.

因为他家很远，所以他爸爸每天送他上学。

**11. Italian** 意大利的； **Turkish** 土耳其的； **Japanese** 日本的； **Thai** 泰国的； **Chinese** 中国的

**Source:** There are restaurants from every country — **Italian, Turkish, Japanese, Thai** and **Chinese.** (Para. 8, Text)

悉尼有来自世界各国的餐厅，意大利的、土耳其的、日本的、泰国的，还有中国的。

irregular, such as France-French, Germany-German, etc.

**e.g.** I am Spanish, but I like watching Italian football.

我是西班牙人，但是我喜欢看意大利足球。

Chinese tea is very popular in English-speaking countries.

中国茶在讲英语的国家很受欢迎。

**12. seafood** 海鲜

**Source:** Australians eat a lot of **seafood** — it's very fresh! (Para. 8, Text)

澳大利亚人很喜欢吃海鲜，那里的海鲜都很新鲜。

Seafood is sea fish and shellfish such as lobsters (龙虾) , and crabs (螃蟹) , served as food.

**e.g.** We like to eat fish and other seafood.

我们喜欢吃鱼和其他的海鲜。

My mother is good at cooking seafood, soup and meat.

我妈妈很会烹饪海鲜、汤和肉。

### 13. as well as 也

**Source:** There are slow buses as well as fast trains. (Para. 9, Text)

悉尼有高速列车，也有低速巴士。

**e.g.** They visited some factories, hospitals as well as the school.

(= They visited not only the school but also some factories and hospitals.)

他们参观了这所学校，还参观了工厂和医院。

The child is lively as well as healthy. (= The child is not only healthy but also lively.)

这孩子既健康又活泼。

#### **Note:**

1. “As well as” introduces information which is already known to the listener / reader; the rest of the sentence gives new information.

2. When we put a verb after “as well as”, we most often use the -ing form.

**e.g.** He hurt his arm, as well as breaking his head. (不能表述为: ... as well as broke his leg.)

他不仅弄破了头而且伤了胳膊。

3. It is possible to connect two subjects with “as well as”. If the first subject is singular, the verb is usually singular.

**e.g.** Tina, as well as her friends, **goes** shopping every Saturday.

蒂娜和她的朋友们都是每周六去购物。

### 14. by + bus / train / ferry / underground / plane / bike, etc. 乘坐（某种交

通工具）公交车/火车/轮渡/地铁/飞机/骑自行车等

**Source:** The best way to see Sydney is by ferry. (Para. 9, Text)

欣赏悉尼的最佳方式是乘坐轮渡。

3. Exercises 25m

Ask students to finish ex. 1-3 in 10 minutes. Check the answers by asking three students to answer. Correct if necessary.

4. Passage review. Listen and repeat it. Then ask some students to read the paragraphs.

10m

八、作业: language focus + translation 写书上

1. Check the homework. Ask some students to tell their answers. Explain if there is any problems. 15m

2. Writing: 30m

Ask students to put the words in incorrect orders. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Study an example of hobbies. Ask students to write about his or her hobby. Choose some to read out and give some comments.

3. Grammar 25m

Explain the there-be structure. Give some examples.

Exercises:

Ask students to finish EX. I. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Ex. II: ask students to choose the best answers. Check the answers by asking some students to read the sentences. Ask students to correct if any.

4. Practical writing --- postcard 10m

Learn a sample.

八、作业: 1. translation + writing

2. Introduce one city

一、本章主题: **Unit2 Hobbies**

二、教学目的及基本要求: have a thorough understanding of the text both in content and in language ; knowhow to talk about hobbies ; Distinguish between some homophones when listening , and distinguish several vowels; write a paragraph to describe a favorite hobby with simple sentences ; write a note to a friend

三、教学重点: grasp the following keywords , expressions and sentence patterns , and knowhow to use them properly in context:

interest , active , prefer , alone , display , competitive , Keywords stand , relaxing rather than , play chess , stick to

what do you do for fun ? What do you do in your free time? I go hiking once a week.

四、教学难点: write a paragraph to describe a favorite hobby with simple sentences ; write a note to a friend

五、教学时数: 10 学时, 其中实践性教学 5 学时。

六、思政目标: Encourage students to develop good living habits,doing regular exercises and keep health.

七、教学内容 (上课内容、步骤、方法)

第一次课:

### **Part 1 Starter 30m**

1. Ask students to match the words and the pictures in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.
2. Ask students to fill in the blanks with the words above. Check the answers by asking two students to tell their answers. Correct if necessary.
3. Read and learn the useful expressions. Then watch a video twice and choose the best answer for each question. Check the answers by asking one student to tell his or her answers. Correct if necessary.

4. Study 2 examples and ask students to write their own sentences. Ask five students to read his or her sentences. The teacher gives comments.

Examples:

1. I enjoy diving very much. I always go diving in summer. When I dive into the sea, I feel really excited. It's really interesting. I like the feeling of challenging (挑战) myself.
2. These hobbies make me feel happy and relaxed. I can get a break from my constant studying. Different hobbies help me gain more courage and friendship.

## **Part 2 listening and speaking 50m**

1. Listen the sentences and choose the words. Check the answers by asking two students to tell their answers. Correct if necessary.
2. Read and learn the useful expressions. Then ask students to listen to the recording and choose the best answers. Check the answers by asking two students to tell their answers. Correct if necessary.
3. Read and learn the useful expressions. Then ask students to listen to the recording and choose the best answers. Check the answers by asking two students to tell their answers. Correct if necessary. Finally, ask students to listen again and fill in the blanks. Check the answer together.
4. Read and learn the useful expressions. Listen the passage and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.
5. Speaking: Read and learn the useful expressions. Ask four students to read the dialogue. Ask students to make a similar dialogue and practice it. Then record it and send it to the teacher.

Part 3 Intensive Reading:

1. Vocabulary: read and learn the words and expressions for several times. Ask some students to read them. Correct if necessary. 15m

2. Text: listen to the passage and go through it. 30m

Language points:

1. **interest** 兴趣

**Source:** Different People, Different Hobbies and **Interests** (Title, Text)

不同的人，不同的爱好和兴趣

**e.g.** Parents need to encourage their children in their interests and hobbies when they are young.

家长需要在孩子小的时候就鼓励他们的兴趣与爱好。

He developed many different sporting interests as a little boy.

他还是个小男孩的时候就培养了许多不同的运动爱好。

2. **active** 活跃的，积极的

**Source:** Angela is very **active** and loves the outdoors. (Para. 1, Text)

安吉拉很活跃，喜欢户外运动。

**e.g.** His daughter was very active in the park.

他的女儿在公园里非常好动。

He dreamed of spending a long and active life on campus.

他梦想着在校园里度过漫长而积极的一生。

**3. She prefers to go hiking with friends rather than go alone, but most of her friends don't like hiking as much as she does.**

相比独自出行，她更愿意和朋友们一块儿去远足，但是她的朋友大多数都不像她那样喜欢远足。 (Para. 2, Text)

**prefer** 更愿意，更喜欢

**e.g.** I preferred books and campus, so I became a teacher.

我更喜欢书本和校园，所以我当了老师。

I would prefer him to be with us next year.

我更希望他明年和我们在一起。

**e.g.** They prefer to stand rather than sit.

他们愿意站着，而不愿意坐着。

I prefer to swim rather than skate.

我宁愿游泳，而不愿意滑冰。

**alone** 单独地；独自地

If you are alone in a place, there is no one with you.

**e.g.** She lives alone.

她独自居住。

My wife and I like to spend time alone together away from the kids.

我和我的妻子宁愿离开孩子，单独住在一起。

**4. display** 陈列，显示

**Source:** His paintings are often **displayed** at school. (Para. 3, Text)

他的油画作品经常在学校展出。

**e.g.** The park displayed most of the toys that kids loved playing this year.

公园里展示了今年孩子们喜欢玩的大部分玩具。

He gained new ideas from the way the books were displayed in this bookstore.

从这家书店书籍的陈列方式中，他获得了新的想法。

**5. play chess** 下棋

**Source:** He also likes **playing chess**. (Para 3, Text)

他也喜欢下棋。

**e.g.** I learned how to play chess when I was six years old.

我6岁时学会了下棋。

He is fond of playing chess.

他很喜欢下棋。

## 6. **stick to** 坚持

**Source:** His friends tell him that he should **stick to** painting! (Para. 3, Text)

他的朋友告诉他，他应该坚持画画！

**e.g.** I was asked to stick to my story, and write down what I saw.

人们要求我实话实说，把自己看到的写下来。

He has made great progress since he always sticks to his plans.

他总是坚持自己的计划，所以取得了巨大进步。

## 7. **competitive** (指人) 好竞争的，好胜的

**Source:** He is very **competitive**, and he can't **stand** losing a game. (Para. 4, Text)

他特别争强好胜，无法忍受输掉比赛。

**e.g.** He has always been ambitious and extremely competitive.

他一直都雄心勃勃，极其好胜。

I'm a very competitive person, and I was determined not to lose.

我非常要强，当时下定了决心不能失败。

## **stand** 忍受，站立

**e.g.** I cannot stand living with three dogs at the same time.

我无法忍受同时和三条狗共同生活。

I cannot stand that man and his impoliteness.

我讨厌那个男人和他的无礼。

**Note:** It often appears in the phrase “**cannot stand doing something**”.

## 8. **He finds these relaxing, unlike football.**

他觉得这些活动让人放松，与足球运动完全不同。 (Para. 5, Text)

**relaxing** 愉快的，令人放松的

**e.g.** I find painting very relaxing.

我发现画画可以令人非常放松。

We have spent a quiet and relaxing holiday on the beach.

我们在海边度过了一个安静而放松的假期。

**find sb. / sth. + adj., unlike sb.** 发现某人的/物与另外某人物...不一样

e.g. They find Mr. John very humorous, unlike his wife.

他们觉得约翰先生非常幽默，这点与他太太完全不同。

The little boy found skiing really easy to learn, unlike skating.

小男孩觉得滑雪学起来非常容易，滑冰却不是这样。

### 3. Exercises 25m

Ask students to finish ex. 1-3 in 10 minutes. Check the answers by asking three students to answer. Correct if necessary.

4. Passage review. Listen and repeat it. Then ask some students to read the paragraphs.

10m

八、作业： language focus + translation 写书上

1. Check the homework. Ask some students to tell their answers. Explain if there is any problems. 15m

2. Writing: 30m

Ask students to put the words incorrect orders. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Study an example of describing a city. Ask students to write about his or her city or town. Choose some to readout and give some comments.

3. Grammar 20m

Explain the simple present tense. Give some examples.

Exercises:

Ask students to finish EX. I. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Ex. II: ask students to choose the best answers. Check the answers by asking some students to read the sentences. Ask students to correct if any.

4. Practical writing --- note 15m

Learn three samples. And write three notes according to the information given.

The teacher explains three samples. Then divide students into three groups and ask them to write three notes and ask some to read the notes. Show students the reference answers. Ask students to write down the correct ones.

- 八、作业:
1. translation + writing
  2. Make a regular exercise plan for yourself

一、本章主题: **Unit 3 Festivals and Holidays**

二、教学目的及基本要求:

have a thorough understanding of the text both in content and in language ; knowhow to talk about holiday plans ; distinguish the vocal differences of numbers and expressions of time ; write a paragraph to describe a festival with simple sentences ;  
write a greeting card to a friend ;

三、教学重点: grasp the following keywords , expressions and sentence patterns , and knowhow to use them properly in context :

Keywords: stretch , wrap , hang , attend , interracial

Expression : fall on , as ... as , join in

Sentence patterns: Are you going to / Will you ...? How are you going to celebrate?  
What food / activity do you like best?

四、教学难点: write a paragraph to describe a festival with simple sentences

五、教学时数: 10 学时, 其中实践性教学 5 学时。

六、思政目标: Make students know how describe Chinese festivals, adding more Chinese elements and guide students to deeply understand and promote Chinese culture. Equip them with Chinese sentiments more confident about Chinese culture.

七、教学内容 (上课内容、步骤、方法)

### **Part 1 Starter 30m**

1. Ask students to match the words and the pictures in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.
2. Ask students to fill in the blanks with the words above. Check the answers by asking two students to tell their answers. Correct if necessary.
3. Read and learn the useful expressions. Then watch a video twice and choose the best answer for each question. Check the answers by asking one student to tell his or her answers. Correct if necessary.

4. Study the examples and ask students to write their own sentences. Ask five students to read his or her sentences. The teacher gives comments.

Example:



## Part 2 listening and speaking 50m

6. Listen the sentences and choose the words. Check the answers by asking two students to tell their answers. Correct if necessary.

7. Read and learn the useful expressions. Then ask students to listen to the recording and decide true or false. Check the answers by asking two students to tell their answers. Correct if necessary.

8. Read and learn the useful expressions. Then ask students to listen to the recording and choose the best answers. Check the answers by asking two students to tell their answers. Correct if necessary. Finally, ask students to listen again and fill in the blanks. Check the answer together.

9. Read and learn the useful expressions. Listen the passage and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.

10. Speaking: Read and learn the useful expressions. Ask four students to read the dialogue. Ask students to make a similar dialogue and practice it. Then record it and send it to the teacher.

Part 3 Intensive Reading:

1. Vocabulary: read and learn the words and expressions for several times. Ask some students to read them. Correct if necessary. 15m

2. Text: listen to the passage and go through it. 30m

Language points:

**1. The Dragon Boat Festival is a Chinese festival with a history stretching back over two thousand years.** 端午节是中国传统节日，已有两千余年的历史。(Para. 1, Text)

with ...

“with + n.” is a prepositional collocation. It can be used in many occasions. a. In the text, “with + n.” means “having”. It is often used after a noun as an attributive phrase to show its evident features.

**e.g.** The girl with long hair is my sister. 留长头发的女孩是我的妹妹。

He is a fat kid with thin feet. 他很胖，但是脚很瘦。

b. “with + n.” can also be used after an action (a verb) to show the way we do the action.

**e.g.** We can walk with our legs and feet. 我们可以用腿和脚走路。

He writes with a pencil. 他用铅笔写字。

c. It means “together” when used as an adverbial, usually after a complete sentence.

**e.g.** Can you go to a movie with me? 你能跟我一起去看电影吗?

He often goes to the library with his roommate. 他经常跟他的室友一起去图书馆。

**stretch** 延伸；延续

If something stretches over an area, distance or time, it covers or exists in the whole of that area, distance or period.

**e.g.** The town’s history stretches back to before 1500. 这座城的历史可以上溯到公元1500年以前。

Fields and hills stretch out as far as we could see. 放眼望去，田野山丘绵延不绝。

**2. fall on** 到来；降临

**Source:** It **falls on** the fifth day of the fifth month of the Chinese lunar calendar.

端午节是在每年的农历五月初五。(Para. 1, Text)

**e.g.** Lantern's Day falls on the fifteenth day of the first month of Chinese lunar calendar.元宵节是中国农历正月十五。

The activities fall on the New Year's Eve and the day after.各种活动在除夕夜和大年初一进行。

**3. A delicious mix of sticky rice and other ingredients wrapped in bamboo leaves, zongzi is a typical dish for the occasion and one that is great fun to make.**

粽子是将糯米和其他配料混在一起用竹叶包裹起来的美味，是典型的节庆美食，而包粽子的过程也乐趣无穷。 (Para. 1, Text)

**wrap** 包裹

**e.g.** He wraps up the new year's presents every year for his children.他每年都会把给孩子们的新年礼物包起来。

Mary wraps her boy with a thick scarf in winter morning.冬天早上玛丽会用很厚的围巾把她的儿子包起来。

**4. hang** 挂

**Source:** In Japan, any family with a boy will **hang** out "carp flags" to mark Dragon Boat Festival. (Para. 3, Text)

在日本，凡是有男孩的家庭都会悬挂“鲤鱼旗”来庆祝端午节。

**e.g.** Hang your coat up on the hook.把你的大衣挂在衣钩上。

Her hair hangs down to her waist.她长发及腰。

**5. as ... as** 像.....一样

**Source:** Parents in Japan hope for their boys to be **as** brave **as** those carp.

(Para. 3, Text)

日本的父母希望他们的孩子像那些鲤鱼一样勇敢。

**e.g.** Your room is as large as mine.你的房间和我的一样大。

He cannot run as far as his brother.他没有他的哥哥跑得快。

**6. attend** 参加

**Source:** In South Korea, people will visit their ancestors, wear special costumes to **attend** ceremonies, and watch the customary swing games and wrestling matches. (Para. 3, Text)

在韩国，人们会祭拜祖先，穿着特制服装参加祭祀仪式，观看传统的荡秋千比赛和摔跤比赛。

**e.g.** We'd like as many people as possible to attend.我们希望出席的人越多越好。

Our children attend the same school.我们的孩子上同一所学校。

**7. And in Singapore, dragon boat racing is an interracial sport, with both Chinese and people from other races joining in. (Para. 3, Text)**

在新加坡，赛龙舟是一项跨民族的运动，参加龙舟赛的不仅有华人，还有其他民族的人。

**interracial** 跨族群的

**e.g.** For interracial couples, love knows no color.对于异族婚配的伴侣而言，爱是没有肤色之分的。

Interracial roommates are more likely to disagree with each other.不同种族的室友更有可能会产生异议。

“Inter” as a prefix, is often added to other words to form new meanings, such

as “international”, “interview”, “inter-library” etc.

**with + n. + v-ing**

**e.g.** With the boy showing the way, the visitors will not get lost.有那个男孩带路，参观者是不会迷路的。

She will sleep better with the fire burning.火一直烧着她会睡得好一些。

**join in** 参加

“Join in” means “take part in or get involved in a certain activity or organization”.

**e.g.** I hope everyone will join in the fun.我希望每个人都能参与这个娱乐活动。

The whole class will join into sing the song.全班的人都会加入进来唱这支歌。

### **Some Function Words and Phrases in the Student's Book**

**1. Cardinal numbers and ordinal numbers** 基数词和序数词

**e.g.** 7.18 July the eighteenth 12.30 December the thirtieth

**e.g.** The second is what I really need. 第二个是我真正需要的。(subject)

He chooses **the second**. 他挑选了第二个。(object)

We are going to carry out **the first plan**. 我们将执行第一个计划。(attributive)

She is **the second** in our class. 在我们班她是第二名。(predicative)

**Note:** Remember to put “the” in front of ordinal numbers. If “a / an” is in front of ordinal numbers, which is not very usual, it means another or again.

**e.g.** We'll go over it **a second time**. 我们复习第二遍。

Must we try it **a fourth time**? 我们还必须再试第四次吗?

## **2. The infinitive construction** 动词不定式

**e.g.** He runs so fast every day to catch the first bus.

他每天都跑得飞快，以便赶上第一班车。

I come here only to say good-bye to you. 我来仅仅是向你告别。

**e.g.** I prefer to do sports with my friends. 我宁愿和我的朋友们一起做运动。(one-time action)

To win this match is my only goal right now. 赢得这场比赛是我现在唯一的目标。(not done yet)

One of the great pleasures is to play games with friends. (not done yet) 最开心的事情之一就是和朋友一起玩游戏。

**e.g.** Our teacher gives us bookstread every month. 我们老师每个月都会给我们一些书来读。

There are the lantern show to watch. 那儿有灯展可以看。

## 3. Exercises 25m

Ask students to finish ex. 1-3 in 10 minutes. Check the answers by asking three students to answer. Correct if necessary.

## 4. Passage review. Listen and repeat it. Then ask some students to read the paragraphs.

10m

八、作业: language focus + translation 写书上

1. Check the homework. Ask some students to tell their answers. Explain if there is any problems. 15m

2. Writing: 30m

Ask students to put the words in incorrect orders. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Study an example of describing a festival. Ask students to write about his or her description. Choose some to read out and give some comments.

3. Grammar 20m

Explain the simple future tense. Give some examples.

Exercises:

Ask students to finish EX. I. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Ex. II: ask students to choose the best answers. Check the answers by asking some students to read the sentences. Ask students to correct if any.

4. Practical writing --- note 15m

Learn three samples. And write three notes according to the information given.

The teacher explains three samples. Then divide students into three groups and ask them to write three notes and ask some to read the notes. Show students the reference answers. Ask students to write down the correct ones.

八、作业:

1. translation + writing

2. Introduce one Chinese festival in English and make it into a video.

一、本章主题: **Unit 4 Seasons**

二、教学目的及基本要求: have a thorough understanding of the text both in content and in language ; know how to exchange information about weather ; distinguish the letter “ i ” pronounced as [ ai ] and [ I ] and the letter “ u ” as [ ə ] ; write a paragraph to describe you favourite weather with simple sentences ; write an email to a friend ;

三、教学重点: grasp the following keywords , expressions and sentence patterns , and knowhow to use them properly in context:

Keywords surf , funny , climate , tropical , bloom , ski , amazing

Expression: look at , from ... to

Sentence patterns: Isn't that ...?/ Can't ...?/ Don't .....? what's the weather like? It's cloudy/sunny/rainy/snowy.

四、教学难点: write an email to a friend ;

五、教学时数: 10学时, 其中实践性教学 5 学时。

六、思政目标: Through the study of the four seasons, cultivate students' love for nature, appreciate the beauty of nature, and correct aesthetic sense.

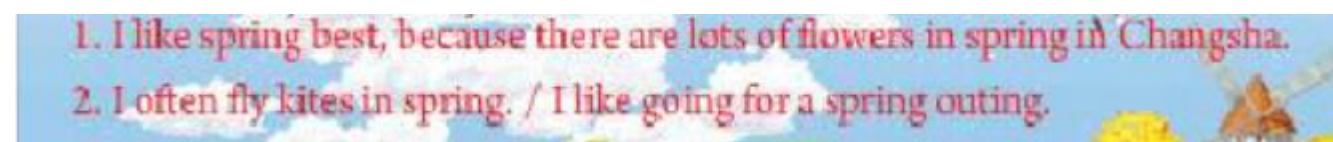
七、教学内容 (上课内容、步骤、方法)

### **Part 1 Starter 30m**

1. Ask students to match the words and the pictures in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.
2. Ask students to fill in the blanks according to the pictures given. Check the answers by asking two students to tell their answers. Correct if necessary.
3. Read and learn the useful expressions. Then watch a video twice and choose the best answer for each question. Check the answers by asking one student to tell his or her answers. Correct if necessary.

4. Study three examples and ask students to write their own sentences. Ask five students to read his or her sentences. The teacher gives comments.

Examples:



## **Part 2 listening and speaking 50m**

6. Listen the sentences and choose the words. Check the answers by asking two students to tell their answers. Correct if necessary.

7. Read and learn the useful expressions. Then ask students to number the pictures. And then listen to the recording and ask students to fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.

8. Read and learn the useful expressions. Then ask students to fill in the blanks according to the pictures. And then listen to the recording and ask students to fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary. Finally, ask students to draw the route in the map. Check the answer together.

9. Read and learn the useful expressions. Listen the passage and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.

10. Speaking: Read and learn the useful expressions. Ask four students to read the dialogue. Ask students to make a similar dialogue and practice it. Then record it and send it to the teacher.

Part 3 Intensive Reading:

1. Vocabulary: read and learn the words and expressions for several times. Ask some students to read them. Correct if necessary. 15m

2. Text: listen to the passage and go through it. 30m

Language points:

1. **look at** 看

**Source:** Look at this picture. (Para. 1, Text) 瞧这张照片。

**e.g.** Don't look at me like that. 别那样看着我。

The children looked at their new teacher with curiosity. 孩子们好奇地打量着他们的新老师。

He was the first to have a good look at the moon and planets. 他是仔细观察月球和行星的第一人。

2. **surf** 冲浪; (互联网上) 冲浪, 浏览

**Source:** I often go **surfing**, waterskiing and sailing with my friends. (Para. 1, Text)

我经常和朋友们一起冲浪、滑水以及进行帆船运动。

**e.g.** He learned to surf when he was living in California. 他在加利福尼亚的时候学会了冲浪。

I was surfing the Internet looking for information on Indian music. 我正上网查找关于印度音乐的资料。

3. **from ... to** 从.....到.....

**Source:** Summer here is **from** December **to** February, so we always spend

Christmas day on the beach. (Para. 1, Text) 这里的夏天是从十二月至二月, 所以我们总是在海滩上过圣诞节。

**e.g.** The nursery is open to children from 2 to 6 years old. 这家托儿所接收2 到6 岁的儿童。

She moved from a house to a building. 她从平房搬到了楼房。

4. **funny** 滑稽的; 可笑的

**Source:** My cousins in England think this is very **funny**. (Para. 1, Text)

我远在美国的表亲认为这挺奇怪的。

**e.g.** What are you laughing at? There's nothing funny about it.你们在笑什么? 这一点都不好笑。

Children get some very funny ideas sometimes!孩子们时而有些非常奇怪的想法。

**Compare:** **Fun** is sometimes used as an adjective, similar to **funny** in meaning.

For example, a funny party (有趣的聚会) & a fun story (有趣的故事)

It's fun. 很好玩。

It's funny. 很有趣。

John is a fun guy. 约翰是个有趣的人。 (I have a goodtime when I am with John.)

John is a funny guy. 约翰这个人很滑稽。 (John makes me laugh.)

It is more fun to go with someone than to go alone.结伴同去比自己独自前往更有趣。

It's funny to see a man walking on his hands.看见一个人倒立走路很滑稽。

## 5. **climate** 气候

**Source:** The **climate** here is special. (Para. 2, Text)这里气候独特。

**e.g.** The country's climate is ideal for growing grapes.这个国家的气候非常适合种葡萄。

The company is trying to develop a positive climate for innovation.这家公司正努力营造一个有利于创新的氛围。

What's the weather like today?今天的天气怎么样?

Weather permitting (= If the weather permits), we'll have an outing tomorrow.如果天气允许, 我们明天将出去郊游。

He wants to move to a warmer climate.他想搬到一个气候较温暖的地方去住。

What should we do about climate change?面对气候变化, 我们应当做什么?

## 6. We don't have four seasons; we have ~~three~~ **hot, rainy and cool.**

我们没有四季, 只有三个季节——热季、雨季和凉季。 (Para. 2, Text)

## 7. **daytime**

**Source:** It's quite hot in the **daytime** and it's cold at night. (Para. 2, Text)白天炎热, 夜晚寒冷。

**e.g.** In the daytime he stayed in his room, sleeping, or listening to music. 白天，他待在自己的屋子里睡觉或者听音乐。

During the daytime, it will be overcast, turning clear later. 白天天气，阴转晴。

## 8. tropical 热带的

**Source:** Right now in February, lots of **tropical** flowers are **blooming** — red, orange, and pink. (Para. 2, Text)

现在正是二月份，很多热带花卉竞相开放，有红的、橙的、粉的。

**e.g.** The cool, sweet milk is just what you need in the tropical heat. 清凉的甜牛奶正是你在热带高温中所需要的。

So everyone can know about your love for the tropical fruit. 于是大家都知道你喜爱热带水果。

**Note:** The adjective suffix “-al” means “of, relating to, or characterized by”, for example, **traditional, fictional**.

## bloom 开花

**e.g.** The roses bloom every few days. 玫瑰每隔几天就开花。

Their love was just beginning to bloom. 他们的爱情才刚刚开始绽放。

## 9. ski 滑雪

**Source:** Winter is nine months long, and the other three months are good for **skiing**. (Para. 3, Text)

冬天会持续九个月，而另外三个月适合滑雪。

**e.g.** We have similar interests. We both love to cook, play chess and ski. 我们俩爱好相近。我们都喜欢做饭、下象棋和滑雪。

## 11. Isn't ...?

**Source:** It's June now, but we are still skiing — **isn't that amazing?** (Para. 3, Text)

现在是六月份，但我们仍在滑雪——这难道不神奇吗！

**e.g.** Where is the bread I asked you to get? Didn't you get my text?

我让你买的面包在哪儿呢？你难道没有收到我的短信吗？

Why are you so late? Aren't you supposed to be here by noon?你为什么这么晚才来?你不是应该中午前就到吗?

Don't you know who you're talking to?你难道不知道自己在和谁说话吗?

Can't we talk about this somewhere else?我们就不能换个地方谈吗?

**amazing** 令人诧异的

e.g. The number of the educated people in the world is increasing at an amazing speed.世界上知识分子的人数以惊人的速度在增加。

He has an amazing ability to learn new languages.他具有学习新语言的惊人能力。

### 3. Exercises 25m

Ask students to finish ex. 1-3 in 10 minutes. Check the answers by asking three students to answer. Correct if necessary.

### 4. Passage review. Listen and repeat it. Then ask some students to read the paragraphs.

10m

## 八、作业: language focus + translation 写书上

1. Check the homework. Ask some students to tell their answers. Explain if there is any problems. 15m

### 2. Writing: 30m

Ask students to put the words in incorrect orders. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Study an example of your favorite season. Ask students to write about his or her favorite season. Choose some to read out and give some comments.

### 3. Grammar 25m

Explain the present continuous tense. Give some examples.

Exercises:

Ask students to finish EX. I. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Ex. II: ask students to choose the best answers. Check the answers by asking some students to read the sentences. Ask students to correct if any.

4. Practical writing --- Email 10m

Learn a sample.

八、作业: 1. translation + writing

2. Talk your favorite season with your partner

一、本章主题： **Unit 5 Health**

二、教学目的及基本要求： have a thorough understanding of the text both in content and in language ; know how to describe symptoms as patients and give suggestions as doctors ; learn the different pronunciations of words spelt with “oo” and “o”; write a paragraph to illustrate the importance of having a healthy habit with simple sentences ; write a request for leave.

三、教学重点： grasp the following keywords , expressions and sentence patterns , and knowhow to use them properly in context:

Research; improve; memory; complete; benefit; energy; attention

According to; stand a chance (of doingsth.); as well; on time

How long has the pain lasted? / There is a sharp pain in my.../ Take these pills ... times a day.

四、教学难点： write a paragraph to illustrate the importance of having a healthy habit with simple sentences ; write a request for leave

五、教学时数： 10 学时，其中实践性教学 5 学时。

六、思政目标： Get students understand the importance of health, encouraging them do regular exercises and keep healthy. Assist them in establishing correct worldviews, outlooks on life, and values.

七、教学内容（上课内容、步骤、方法）

### **Part 1 Starter      30m**

5. Ask students to match the words and the pictures in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.

6. Ask students to put the words into the right column in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.

7. Read and learn the useful expressions. Then watch a video twice and choose the best answer for each question. Check the answers by asking one student to tell his or her answers. Correct if necessary.

8. Study three examples and ask students to write their own sentences. Ask five students to read his or her sentences. The teacher gives comments.

Examples:

1. I usually eat breakfast, because it's good for my health. / I usually don't eat breakfast, because I get up late in the morning.
2. I live in Wuhan, so hot dry noodles are my first choice. If I am in a hurry, I will have bread and milk.

## **Part 2 listening and speaking      50m**

11. Listen the sentences and choose the words. Check the answers by asking two students to tell their answers. Correct if necessary.

12. Read and learn the useful expressions. Ask students to choose the best answers while listening. Check the answers by asking two students to tell their answers.

Correct if necessary.

13. Read and learn the useful expressions. And then listen to the recording and ask students to decide T or F. Check the answers. Then listen again and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.

14. Read and learn the useful expressions. Listen the passage and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.

15. Speaking: Read and learn the useful expressions. Ask four students to read the dialogue. Ask students to make a similar dialogue and practice it. Then record it and send it to the teacher.

Part 3 Intensive Reading:

5. Vocabulary: read and learn the words and expressions for several times. Ask some students to read them. Correct if necessary. 15m

6. Text: listen to the passage and go through it. 30m

Language points:

1. **according to** 依照，根据

**Source:** **According to research**, eating a good breakfast can **improve memory** and test marks. (Para. 2, Text)研究表明，享用一顿丰盛的早餐可以提高记忆力和考试成绩。

This phrase is used for saying where information or the idea has come from.

**e.g.** According to Ella, it was the first time they had met.据艾拉说，那是他们第一次见面。

According to Freud, our dreams represent our hidden desires.根据弗洛伊德的说法，我们的梦代表了我们的隐藏欲望。

**research** 研究

**e.g.** He will finish his research on the new material and write the book.他将完成对新材料进行的科学探究，然后将研究成果写成书。

Many scientists are making researches into the causes of cancer.许多科学家都在对癌症的病因进行研究。

**improve** 提高

**e.g.** I hope my French will improve when I go to France.我希望等我去法国时我的法语水平会提高。

Many wines improve with age.很多酒越陈越香。

**memory** 记忆力；记忆

**eg.** Grandpa is getting old and his memory isn't so good.爷爷老了，他的记忆力不太好。

His name slipped my memory.他的名字我一时记不起来了。

2. **complete** 完整的

**Source:** So students who eat a complete breakfast will make fewer mistakes. (Para. 2, Text)

所以吃完整早餐的学生会少犯错误。

**e.g.** This list of names is not complete.这份名单不完整。

She gave us a complete description of the event.她全面地向我们描述了事件的情况。

### 3. perform 表现；执行

**Source:** They also work faster in math and perform better on vocabulary and reading tests. (Para. 2, Text)而且他们做数学题更快；在词汇和阅读测试中的表现也更好。

**e.g.** Although she had never been interviewed on TV before, she performed well.

她虽然从前从未接受过电视采访，但是她表现得很出色。

**e.g.** perform an experiment 做实验; perform one's duty 履行职责

### 4. benefit 好处；得益

**Source:** But improving schoolwork isn't the only benefit. (Para. 3, Text)提高学业成绩可不是吃早餐唯一的好处。

Everyone benefits from this. (Para. 4, Text)每个人都从中获益。

**e.g.** The new credit cards will be of great benefits to our customers.新信用卡将对我们的客户益处多多。

I'm sure you'll benefit greatly from the visit.我相信你此行一定会收益颇多。

### 5. variety 多样性

**Source:** Breakfast eaters usually eat more fruit, drink more milk and eat a larger variety of food than non-breakfast eaters. (Para. 3, Text)

吃早餐的人通常比不吃早餐的人吃更多的水果，喝更多的牛奶，吃更多种类的食物。

**e.g.** The company sells a variety of gardening products.这家公司销售各类园艺产品。

They broke up for a variety of reasons.他们因各种原因分手了。

### 6. energy 能量，精力

**Source:** This gives them more **energy** and helps them feel better through

the day. (Para. 3, Text)吃早餐会给他们带来更多能量，让他们一天都感觉良好。

**e.g.** The task will take an enormous amount of time and energy.完成这项任务需要大量的时间和精力。

He is saving his energy for the coming world cup.他正在为即将开赛的世界杯养精蓄锐。

### 7. in addition 此外

**Source:** In addition, they may not eat too much during lunch and may not become too fat. (Para. 3, Text)此外，他们午餐不会吃得太多，也不会变得很胖。

**e.g.** Sandwiches were served, and several salads in addition.上了一些三明治，此外还提供了几份沙拉。

**8. stand a chance (of doingsth.)** 有.....的可能

**Source:** They may **stand lower chances of** getting diabetes and heart **disease as well.** (Para. 3, Text)他们得糖尿病和心脏病的几率也会降低。

**e.g.** Our team stands a chance of winning the game.在这场比赛中，我队还有获胜的希望。

Unqualified teachers stand little chance of being hired.不合格的教师不大有受雇的希望。

**disease** 疾病

**e.g.** The disease is quickly spreading in the world.这种疾病迅速在全世界蔓延。

**as well** 也

**e.g.** If he stares at you, you may stare back as well.如果他盯着你看，你也可以反盯回去。

China is a socialist country, and a developing country as well.中国是个社会主义国家，也是一个发展中国家。

**9. because of** 因为

**Source:** Because of this research, many schools around the world give students breakfast. (Para. 3, Text)因为这项研究成果，世界各地的很多学校都为学生提供早餐。

**e.g.** Many shops are doing badly because of the economic situation.

因为经济形势不好，很多店铺都生意惨淡。

**10. attention** 注意力

**Source:** Teachers see students who do eat breakfast **pay** closer **attention** in school and **behave** better. (Para. 4, Text)

教师发现确实吃了早餐的学生在学校更加专注、表现更好。

“Attention” refers to “the act or power of carefully thinking about, listening to, or watching someone or something”.

**e.g.** We focused our attention on this poem.我们把注意力放在这首诗上面。

The game was boring and my attention began to wander.这个游戏很无聊，我开始走神。

**pay attention to** 注意，留心

**e.g.** We should pay attention to this problem from the very beginning.我们应当从一开始就注意这个问题。

**behave** 表现

**e.g.** He behaved with great courage.他表现得非常勇敢。

He behaves like a child!他表现得像个孩子一样!

**11. on time** 准时

**Source:** Students arrive at school on time and go to more lessons. And they

don't visit the school nurse as often. (Para. 4, Text)

学生们会准时到校，参加更多课程，而且他们也不会像往常那样经常去找校医。

**e.g.** The project was completed on time.那个项目按时完成了。

I didn't arrive at the cinema on time, but I still arrived in time to see the whole film.

我没有按时到达电影院，但我仍然及时赶到，看了整部电影。

**12. in a hurry** 匆忙，立即

**Source:** If you are in a hurry, get you some pieces of bread with some fruit. (Para. 5, Text)

如果你赶时间，就拿上几片面包，配着水果吃。

**e.g.** Sorry, I haven't got time to do it now — I'm in a hurry.

对不起，我现在没空做这个——我在赶时间。

**13. Your body, your mind — and your teacher — will thank you!** 你的身体、你的大脑，还有你的老师都会感谢你的! (Para. 5, Text)

7. Exercises 25m

Ask students to finish ex. 1-3 in 10 minutes. Check the answers by asking three students to answer. Correct if necessary.

8. Passage review. Listen and repeat it. Then ask some students to read the paragraphs.  
10m

5. Check the homework. Ask some students to tell their answers. Explain if there is any problems. 15m

6. Writing: 30m

Ask students to put the words in incorrect orders. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Study an example of the importance of eating vegetables. Ask students to write about the importance of doing exercises or having enough sleep. Choose some to read out and give some comments.

7. Grammar 25m

Explain the comparative and superlative degrees. Give some examples.

Exercises:

Ask students to finish EX. I. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Ex. II: ask students to choose the best answers. Check the answers by asking some students to read the sentences. Ask students to correct if any.

8. Practical writing --- request for leave 10m

Learn 2 samples.

八、作业: 1. translation + writing

2. project: survey on healthy lifestyle

一、本章主题： **Unit 6 Food**

二、教学目的及基本要求： have a thorough understanding of the text both in content and in language ; know how to make and take orders at a restaurant ; know how to pronounce the plural forms of nouns; write a paragraph to describe your favorite food ; write a recipe

三、教学重点： grasp the following keywords , expressions and sentence patterns , and know how to use them properly in context:

Until;social;gather;chat;definitely;excited;traditional;nearly; taste

No matter; to one' s surprise; be made from; all day

Can I take your order now? Can/May/Could I have ... please? What/How would you like ...?

四、教学难点： write a paragraph to describe your favorite food ; write a recipe

五、教学时数： 10学时，其中实践性教学 5 学时。

六、思政目标： Make students know how translate Chinese food, doing more Chinese elements, guide students to deeply understand and promote Chinese culture.

七、教学内容（上课内容、步骤、方法）

### **Part 1 Starter 30m**

9. Ask students to match the words and the pictures in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.

10. Ask students to put the words into the right column in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.

11. Read and learn the useful expressions. Then watch a video twice and choose the best answer for each question. Check the answers by asking one student to tell his or her answers. Correct if necessary.

12. Study examples and ask students to write their own sentences. Ask five students to read his or her sentences. The teacher gives comments.

Examples:

- I like Mid-Autumn Festival very much because I can get together with my family and we will have a big meal. On that day I can eat mooncakes with different kinds of fillings.
- Lantern Festival is my favorite as I like hanging out with friends watching lanterns at night. On that day lanterns of different sizes and shapes are hung in the streets, attracting a lot of visitors. I often eat a bowl of sweet dumplings (also called Tangyuan). It is made of glutinous rice (糯米) and is a symbol of reunion.

## **Part 2 listening and speaking      50m**

16. Listen the sentences and choose the words. Check the answers by asking two students to tell their answers. Correct if necessary.

17. Read and learn the useful expressions. Then ask students to fill in the blanks according to the pictures. Check the answers by asking two students to tell their answers. Correct if necessary.

18. Read and learn the useful expressions. Listen and choose the best answers. Check the answers by asking two students to tell their answers. Correct if necessary. And then, listen and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.

19. Read and learn the useful expressions. Listen the passage and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.

20. Speaking: Read and learn the useful expressions. Ask four students to read the dialogue. Ask students to make a similar dialogue and practice it. Then record it and send it to the teacher.

Part 3 Intensive Reading:

9. Vocabulary: read and learn the words and expressions for several times. Ask some students to read them. Correct if necessary. 15m

10. Text: listen to the passage and go through it. 30m

Language points:

1. **pot** 罐, 盆

**Source:** In China, hot **pot** has a history over 1000 years. (Para. 1, Text) 火锅在中国已有1000多年的历史。

**e.g.** He is stirring a pot of soup. 他正在搅一锅汤。

Will you help me wash up all these pots and pans? 帮我洗洗这些锅碗瓢盆好吗?

2. **until** 直到.....为止

**Source:** **Until** now, it is still the most popular dish for **social** or family **gathering**. 它至今仍然是社交或家庭聚会中最受欢迎的菜肴。 (Para. 1, Text)

**e.g.** He lived with his parents until he graduated from college. 大学毕业前, 他一直与父母一起生活。

I waited until 10 o'clock, but he still didn't come. 我一直等到10点, 可他仍然没有来。

I didn't know she was French until she spoke. 她开口说话之前, 我不知道她是法国人。(直到她开口讲话, 我才知道她是法国人。)

I won't start cooking until you come back. 你回来之前我是不会开始做饭的。(你回来后我再开始做饭。)

**Compare:** **Till** is often used in informal spoken English as a shortform of **until**.

**e.g.** We waited till 3 o'clock. 我们一直等到三点。

I am not leaving till you apologize. 在你还没道歉之前我是不会走的。(你道歉我才走。)

**social** 社会的, 社交的

**e.g.** social issues / problems / reforms 社会事件 / 问题 / 改革

We talked about various social questions, such as unemployment and education. 我们谈到各种社会问题, 如失业和教育。

Team sports help to develop a child's social skills. 团队运动有助于培养孩子的交际技能。

**gather** 聚集，集合

**e.g.** Gather round, and I'll tell you a story.大家坐过来，我给你们讲个故事。

The kids were gathered together in one room.孩子们被聚集到一个房间里。

Everyone enjoyed Belle's singing.大家都喜欢贝尔唱的歌。

Seeing is believing.眼见为实。

Swimming is my favourite sport.游泳是我最喜欢的运动。

**3. People gather together around a cooking pot, dip-boiling meat or vegetables into the hot broth while chatting about all kinds of topics.** 人们围着一个大煮锅坐着，一边将肉或蔬菜放入热汤里涮，一边聊着各种话题。 (Para. 1, Text)

**while** 和.....同时，在.....时

**e.g.** The days were hot while we were on vacation.我们度假那些天天气很热。

I read a magazine while I was waiting.我边看杂志边等。

**e.g.** While I like cats, my husband is allergic.虽然我喜欢猫，但我先生对猫过敏。

Their country has plenty of oil, while ours has none.他们国家盛产石油，而我们国家却一点也没有。

**chat** 闲聊

**e.g.** She chatted to her mother on the phone every day.她每天打电话和母亲聊天。

What were you chatting about?你们聊了些什么？

**4. definitely** 肯定地；无疑地；明确地

**Source:** It is **definitely** many Chinese people's favourite **no matter** in hot summer or cold winter. (Para. 1, Text)无论是炎热的夏季还是寒冷的冬天，火锅无疑是中国人的最爱。

**e.g.** I definitely remember sending the letter.我记得这封信肯定发出去了。

That was definitely the best play I've seen all year.那确实是我全年看过的最好的一出戏。

**no matter** 无论，不管

**e.g.** No matter where you go, I'll be right here waiting for you.无论你去哪里，我都会在这里等你。

I'll finish the job, no matter how long it takes. 不管要花多少时间，我也要做完这项工作。

### 5. **excited** 兴奋的；激动的

**Source:** Yesterday he was very **excited** when he heard that there was going to be a meal of hotpot to welcome the new students. (Para. 2, Text) 昨天，在他得知新生欢迎宴上会有“火锅”时，兴奋不已。

**e.g.** The scientists are excited about the results of the experiment. 科学家们为实验的结果兴奋不已。

The excited children were opening their Christmas presents. 兴奋的孩子们打开了他们的圣诞礼物。

What he said was very touching. 他说的话很感人。

I was touched by the movie. 这部电影令我感动。

the rising sun 初升的太阳 the risen sun 升得老高的日头

the falling leaves 正在落下的叶子 the fallen leaves 落在地上的叶子

### 6. to one's **surprise**...惊讶的是

**Source:** To his **surprise**, he saw potatoes and bread in front of him. (Para. 3, Text)

令他惊讶的是，他在自己面前只看到了土豆和面包。

**e.g.** To our surprise and joy, we succeeded at last. 让我们又惊又喜的是，我们最后成功了。

To her great disappointment, she failed in the English exam again. 令她极为失望的是，她的英语考试又没有及格。

To our great delight, the day turned out fine. 令我们十分高兴的是，天气转晴了。

### 7. **traditional** 传统的

**Source:** Hotpot is a **traditional** dish from North England. (Para. 4, Text) 焖罐肉是英格兰北部的一道传统菜肴。

**e.g.** It is traditional for Americans to eat turkey on Thanksgiving day. 感恩节吃火鸡是美国人的传统。

The traditional English breakfast includes bacon and eggs. 传统的英式早餐包括烟熏肉和鸡蛋。

### 8. **nearly** 几乎，差不多

**Source:** Having been around for **nearly** 200 years, it is still enjoyed by many people in the UK. (Para. 4, Text)已有近200年的历史，如今在英国仍然很受欢迎。

**e.g.** It took nearly two weeks to get there.花了将近两星期才到达那里。

The train was nearly full.这列火车差不多满员了。

They almost / nearly always have coffee for breakfast.他们几乎每顿早餐都喝咖啡。

We pretty nearly missed the train.我们差点误了火车。

I almost never see her.我几乎从来见不到她。

**9. be made from** 由.....制成

**Source:** It is made from meat, potatoes and onions. (Para. 4, Text)它是由肉、土豆和洋葱做成。

**e.g.** Paper is made from wood.纸是木材制成的。

Bread is made from flour and water.面包是用面粉和水制成的。

The table is made of wood.这桌子是木制的。

The bag is made of leather.这包是用皮革做的。

**10. oven** 烤炉；烤箱

**Source:** People put the ingredients in the **oven all day** in a heavy pot and on a low **heat**. (Para. 4, Text)

人们将这些食材装入一个厚重的焖锅里，放进烤箱用小火焖制一整天。

**e.g.** Cook the meat in a slow oven for two hours.把肉在烤炉里低温烤两个小时。

It's like an oven in here; open the window!这里热得像蒸笼，快把窗户打开吧！

**all day** 整天

**e.g.** I am tied to my work all day.我整天忙于工作。

I prayed all day for you yesterday.昨天我为你祈祷了一整天。

**heat** 热；温度

**e.g.** Set the oven to a low / high / moderate heat.将烤箱温度设定为低/高/中档。

**e.g.** We'll heat (up) some milk for the coffee.我们将热一些牛奶来冲咖啡。

**11. taste** 尝起来；品尝

**Source:** Hotpot **tastes** fine. (Para. 5, Text) 焖罐肉味道不错。

**e.g.** These oranges taste nice. 这些橙子味道很好。

The steak tastes delicious. 这块牛排很美味。

The forest sounds quiet. 这座森林很安静。

The clothes feel soft. 这件衣服摸起来很柔软。

The bird looks pretty. 这只鸟看起来很漂亮。

The flower smells pleasant. 这花闻起来很香。

11. Exercises      25m

Ask students to finish ex. 1-3 in 10 minutes. Check the answers by asking three students to answer. Correct if necessary.

12. Passage review. Listen and repeat it. Then ask some students to read the paragraphs. 10m

9. Check the homework. Ask some students to tell their answers. Explain if there is any problems.                      15m

10. Writing:      20m

Ask students to put the words in incorrect orders. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Study an example of favorite food. Ask students to write about his or her favorite food. Choose some to read out and give some comments.

11. Grammar      25m

Explain the passive voice. Give some examples.

Exercises:

Ask students to finish EX. I. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Ex. II: ask students to choose the best answers. Check the answers by asking some students to read the sentences. Ask students to correct if any.

12. Practical writing --- recipe 20m

Learn a sample.

Match the cooking action to some pictures. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Translate the passage about Egg Fried Rice into Chinese. Check the answers by asking some students to read the translation. Ask students to correct if any.

八、作业： 1. translation + writing

2. Make a video of English introduction on one Chinese dish.

一、本章主题: **Unit 7 Friends**

二、教学目的及基本要求: have a thorough understanding of the text both in content and in language ;. know how to describe and ask about past experiences; distinguish consonants: [p] [b] [t] [d] [s] [z] | [ʃ], [ʒ]; [f], [v] ;write a paragraph to describe in simple sentenceshow they met their best or oldest friend and/or the time they spent together; write a diary

三、教学重点: grasp the following keywords , expressions and sentence patterns , and knowhow to use them properly in context:

clarify; relationship; case; introduce; mention; question

Used to do sth.; try one' s best; more and more

How was your weekend? What did you do there? How did you go there?

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四、教学难点: write a paragraph to describe in simple sentenceshow they met their best or oldest friend and/or the time they spent together; write a diary

五、教学时数: 10 学时, 其中实践性教学 5 学时。

六、思政目标: Make students know the importance of friendship, cultivate them a positive and sensitive ideology, assist them in establishing correct worldviews, outlooks on life, and values.

七、教学内容 (上课内容、步骤、方法)

### **Part 1 Starter 30m**

13. Ask students to match the words and the pictures in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.

14. Ask students to put the words into the right column in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.

15. Read and learn the useful expressions. Then watch a video twice and choose the best answer for each question. Check the answers by asking one student to tell his or her answers. Correct if necessary.

16. Study examples and ask students to write their own sentences. Ask five students to read his or her sentences. The teacher gives comments.

Examples:

1. What do you usually do with your friends?

I have several good friends. We usually talk about our lives, share our secrets and have fun together.

2. What kind of people do you want to make friends with?

I'd like to make friends with those who are warm-hearted, generous, considerate, and who share common or similar hobbies with me.

### **Part 2 listening and speaking 50m**

21. Listen the sentences and choose the words. Check the answers by asking two students to tell their answers. Correct if necessary.

22. Read and learn the useful expressions. And then listen to the recording and ask students to choose the best answers. Check the answers by asking two students to tell their answers. Correct if necessary.

23. Read and learn the useful expressions. Ask students to fill in the blanks according to the pictures. And then listen to the recording and ask students to fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary. Finally, ask students to draw the route in the map. Check the answer together.

24. Read and learn the useful expressions. Listen the passage and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.

25. Speaking: Read and learn the useful expressions. Ask four students to read the dialogue. Ask students to make a similar dialogue and practice it. Then record it and send it to the teacher.

Part 3 Intensive Reading:

13. Vocabulary: read and learn the words and expressions for several times. Ask some students to read them. Correct if necessary. 15m

14. Text: listen to the passage and go through it. 30m

Language points:

**1. clarify** 澄清

**Source:** Just to **clarify**, my name is Michael. (Para. 1, Text)

需要说明的是，我叫迈克尔。

**e.g.** Michael asked Susan to clarify, but she refused to do so. 迈克尔让苏珊澄清一下，但她拒绝这么做。

**e.g.** The explanation at the end of the article clarified the difficult sentence. 文章最后的解释使这一难句的意思清楚了。

**2. relationship** (恋人) 关系

**Source:** Everyone that knew us always thought we were in a **relationship**, but that wasn't the **case**. (Para. 1, Text) 认识我们的人都以为我们是恋人，但情况并非如此。

**e.g.** Susan and Richard have been together for two years, but both of them feel the relationship isn't really going anywhere. 苏珊和理查德在一起两年了，但两人都觉得他们的关系不会有结果。

The Chinese President has said that China will maintain its traditional friendly relationship with Russia. 中国国家主席说中国将保持同俄罗斯的传统友好关系。

**case** 实情；情况

**e.g.** If that is the case, you will have to learn to control your temper. 果真如此的话，你就得学会控制自己的脾气。

Is it the case that Susan and Richard got married? 苏珊和理查德果真结婚了吗？

in any case: 无论如何

**e.g.** In any case, finish this work today. 无论如何，今天把这项工作完成。

in case (of): because of the possibility of sth happening 以防万一；万一

**e.g.** Keep the window closed in case it rains. 把窗子关好，以防下雨。

in that case: 既然那样；假若是那样的话

**e.g.** You have finished, haven't you? In that case, you may go. 你已经完工了，是不是？既然如此，你可以走了。

**3. used to (do sth.)**

**Source:** Well, I **used to** think she did. (Para. 1, Text) 好吧，我过去一直以为她是这样对我的。

**e.g.** There used to be a large park on this site. 这里过去是个大公园。

Jim used to get up at 6:30 in the morning last semester. 上学期吉姆早上通常是6:30起床。

be used to doing sth 习惯于做什么事

**e.g.** I shall probably oversleep as I am not used to getting up so early. 我很可能会睡过头，因为我不习惯起得这么早。

be used to do 被用于

**e.g.** This pen can be used to write on the pad. 这种笔可用来在平板上写字。

**4. introduce** 介绍

**Source:** When she **introduced** me to Richard, her boyfriend, I **tried my best** to get along with him. (Para. 2, Text) 当她把我介绍给她男友理查德认识后，我尽最大努力和他和睦相处。

**e.g.** Ariza, may I introduce you to my uncle's secretary, Mary? 阿里扎，我能介绍你和我叔叔的秘书玛丽认识吗？

I was introduced to Susan at the party, who became my wife later. 在聚会上，有人把我介绍给苏珊，后来她成了我的妻子。

**e.g.** self-introduction 自我介绍

**try one's best** 最大努力

**e.g.** I tried my best to comfort Anna when she lost her dog. 当安妮的狗丢了时，我尽最大努力去安慰她。

It is a difficult question to explain to a child, but I tried my best to give him an answer.

向一个孩子解释这个问题其实挺困难的，但我还是尽力给了他一个答案。

**5. more and more** 越来越

**Source:** Richard became **more and more** jealous whenever my name was **mentioned**. (Para. 3, Text) 只要听到有人提起我，理查德就会变得越来越嫉妒。

**e.g.** Learning becomes more and more difficult as we get older. 随着年龄增长，学习变得越来越难。

Susan got more and more angry as she waited for Richard. 等理查德的时候，苏珊变得越来越生气。

**e.g.** The more I thought about it, the less I liked the idea. 我越是细想，越不喜欢这个想法。

**more or less:** almost

**e.g.** I've more or less finished doing the housecleaning. 我差不多已经把房间打扫完了。

**mention** 提及；提到

**e.g.** Don't mention this bad news to her as she is not in the mood. 不要把这个坏消息告诉她，她心情不好。

Whenever I mention repaying my money, he says he has no money. 我一跟他提还钱的事，他就说没钱。

not to mention (informal 口语) : much less; let alone 更不用说；更不必说

**e.g.** The baby cannot crawl, not to mention to walk. 这个婴儿连爬都不会，更不要说走路。

**6. tear up** 破坏；撕毁

**Source:** It started tearing up their relationship. (Para. 3, Text) 这让他们的关系开始出现裂痕。

**e.g.** The US soon tore up the trade agreement with Russia. 美国很快撕毁了与俄罗斯的贸易协定。

Susan tore up Michael's letter and threw it away. 苏珊撕碎了迈克尔的信件，扔掉了。

**7. As I knew she had always wanted to go to Las Vegas, I was going to surprise her by telling her that I was going to take her. However, it seemed that the ship had sailed.** 我

知道苏珊一直想去拉斯维加斯，于是我打算告诉她我准备带她去，给她一个惊喜，但似乎为时已晚。 (Para. 3, Text)

**e.g.** — I think I am going to buy that used car we saw for sale last Sunday.

— Sorry. That ship has sailed. Richard bought that car yesterday.

— 我在考虑买下上周日我们看到的那辆打折的二手车。

— 很遗憾，你错过了。理查德已经买下了那辆车。

8. choose ... over 选择.....而不选择.....

**Source:** I guess anyone who **chooses** a relationship **over** a friendship was never a good friend **to begin with.** (Para. 4, Text)我觉得那些将恋情置于友谊之上的人本来就不是好朋友。

**e.g.** How can the head teacher choose John over you as the monitor?班主任怎能选约翰而不是你来当班长呢?

曾经，人们总把广告看作是一种有意识地说服人们选择某一种产品而非另一种产品的手段。

**to begin with** 自始；本来

**e.g.** He had been rich to begin with and had now grown even richer.他本来就富有，现在变得更有钱了。

9. question 发问；质疑

**Source:** Yet, I find myself questioning “What are friends?” (Para. 4, Text)

不过，我发现自己在不停地问“到底怎样才算是朋友？”

**e.g.** He was questioned by the police about an attack on a college girl.警察在盘问他一个大学女生遇袭的案情。

I'd like to question you on your views about the education problem.我想问问你对教育问题的看法。

15. Exercises 25m

Ask students to finish ex. 1-3 in 10 minutes. Check the answers by asking three students to answer. Correct if necessary.

16. Passage review. Listen and repeat it. Then ask some students to read the paragraphs. 10m

13. Check the homework. Ask some students to tell their answers. Explain if there is any problems. 15m

14. Writing: 30m

Ask students to put the words in incorrect orders. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Study an example to introduce a friend. Ask students to write about his or her friend. Choose some to read out and give some comments.

15. Grammar 25m

Explain the simple past tense. Give some examples.

Exercises:

Ask students to finish EX. I. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Ex. II: ask students to choose the best answers. Check the answers by asking some students to read the sentences. Ask students to correct if any.

16. Practical writing --- diary 10m

Learn a sample.

八、作业： 1. translation + writing

2. Project story-telling

一、本章主题: **Unit 8 Family**

二、教学目的及基本要求: have a thorough understanding of the text both in content and in language ; know how to talk about families, family members and family life ; distinguish [g] [dʒ] , [k] [g]; write a paragraph to describe family life with simple sentences ; fill out a personal information form.

三、教学重点: grasp the following keywords , expressions and sentence patterns , and knowhow to use them properly in context:

Survive, raise, earn, support, negative, effect, argue, independent, mix

No longer; grow up; be used to doingsth.; deal with; mix with

What is the matter/problem? How is your relationship with...? Why don't you...? (time) +see...

四、教学难点: write a paragraph to describe family life with simple sentences ; fill out a personal information form.

五、教学时数: 10 学时, 其中实践性教学 5 学时。

六、思政目标: By talking about families,assist them in establishing correct worldviews, outlooks on life, and values, and equip them with a high sense of social responsibility.

七、教学内容 (上课内容、步骤、方法)

### **Part 1 Starter 30m**

17. Ask students to fill in the table with the words from the box in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.

18. Ask students to fill in the blanks with the words from the table above according to the picture in 2 minutes. Check the answers by asking two students to tell their answers. Correct if necessary.

19. Read and learn the useful expressions. Then watch a video twice and choose the best answer for each question. Check the answers by asking one student to tell his or her answers. Correct if necessary.

20. Study examples and ask students to write their own sentences. Ask five students to read his or her sentences. The teacher gives comments.

Examples:

1. What are the challenges for a remarried family?

Many single parents find it very difficult to take care of a family alone, and they marry again and form remarried families. There are challenges for a remarried family. First, the experiences of the couple's former marriage will affect their new marriage. Then, parenting strategies and household rules may be different. Couples should discuss the role the stepparent will play in raising the new spouse's children. In addition, finance is a problem, for they are supposed to raise their children together. They should decide whether they want to keep their money separate or put it together.

2. How should we get along well with our family members?

Family life is very important because a happy family life makes happy family members. I think good communication can solve many family problems. Besides, we should respect and be friendly to each other.

## Part 2 listening and speaking 50m

26. Listen the sentences and choose the words. Check the answers by asking two students to tell their answers. Correct if necessary.

27. Read and learn the useful expressions. And then listen to the recording and ask students to number the pictures. Check the answers by asking two students to tell their answers. Correct if necessary.

28. Read and learn the useful expressions. And then listen to the recording and ask students to decide true or false. Check the answers by asking two students to tell their answers. Correct if necessary. Listen again and ask students to fill in the blanks. Check the answer together.

29. Read and learn the useful expressions. Listen the passage and fill in the blanks. Check the answers by asking two students to tell their answers. Correct if necessary.

30. Speaking: Read and learn the useful expressions. Ask four students to read the dialogue. Ask students to make a similar dialogue and practice it. Then record it and send it to the teacher.

Part 3 Intensive Reading:

17. Vocabulary: read and learn the words and expressions for several times. Ask some students to read them. Correct if necessary. 15m

18. Text: listen to the passage and go through it. 30m

Language points:

1. (time) + see在... (时间) 发生了某事/ (时间) 见证了某事

**Source:** The past 30 years have seen great changes in the lives of families in Britain. (Para. 2, Text) 过去的三十年见证了英国家庭生活发生的巨大改变。

**e.g.** The past century has seen great development in China.过去的一个世纪见证了中国巨大的发展。

Shanghai has witnessed many great historical events.上海发生了很多重大历史事件。

2. rise 增加

**Source:** There has been a huge rise in the number of working women with children. (Para. 4, Text)有孩子的职业女性数量大幅增长。

**e.g.** The result was a huge rise in unemployment.结果是失业人数大幅增加。

The past year witnessed a great rise in the number of netizens.在过去的一年里，网民的人数大幅上升了。

3. survive 活下来，幸存

**Source:** In many families, both parents have to work in order to survive. (Para. 4, Text) 在很多家庭中，为了生计，父母双方都需要工作。

**e.g.** Of those wounded men in the battle only three survived.在那次战斗中负伤的人中只有三个活了下来。

No ship could survive in such a storm.遇上这样的风暴，没有船只能幸免于难。

4. no longer 不再

**Source:** In addition, women are no longer happy to stay at home raising children. (Para. 4, Text)而且，女性不再乐于仅仅待在家里抚养孩子。

**e.g.** I no longer have any objection to your going to see her.我不再反对你去见她。

raise 养育

**eg.** I didn't know if I could raise a child myself.能否独自养大一个孩子。

It seemed like a good neighborhood to raise my children.对于养孩子来说，这里看起来像是

一个不错的社区。

#### 5. **earn** 挣（钱）

**Source:** Many women have careers **earning** as much or even more than men, the traditional breadwinners. (Para. 4, Text) 很多女性拥有自己的事业，收入和传统观念中养家糊口的丈夫的收入相当甚至更高。

**e.g.** Players should be allowed to earn money from advertising.应该允许运动员拍广告挣钱。

She earned her living as an interpreter.她靠当译员谋生。

#### 6. **support** 支持；维持

**Source:** Many women need to work to **support** themselves and their children. (Para. 4, Text)许多女性需要工作来养活自己和孩子。

**e.g.** I have children to support, money to be earned, and a home to be maintained.我要抚养孩子，要挣钱，还要养家。

She sold everything she'd ever bought in order to support herself through art school.她把过去购置的所有东西都卖了来供自己读完艺术学校。

#### 7. **negative** 负面的

**Source:** However, these changes have not had a totally **negative effect**. (Para. 5, Text)然而，这些改变所带来的影响并不完全都是负面的。

**e.g.** All this had an extremely negative effect on children's growth.这一切对孩子的成长产生了极坏的影响。

If something bad happens on a particular day, people have a tendency to associate that day with the negative event. 如果特定的一天发生了什么坏事，人们倾向于把那一天和这个负面事件联系在一起。

**e.g.** a positive effect 积极的影响 a positive attitude 积极的态度

#### **effect** 影响

**e.g.** Parents worry about the effect of mobile games on their children's behavior.父母担心手机游戏对孩子的行为所产生的影响。

What you say or do will have an effect on others.你的言行都会对别人产生影响。

**8. As for children, some argue that modern children grow up more independent.** 就孩子而言，有些人认为当今的孩子长大后更独立。 (Para. 6, Text)

**e.g.** He got married very **young**.他很年轻就结了婚。

Your friend comes to school very **upset**.你的朋友到学校时一脸沮丧。

The dog fell down **dead**.那只狗倒下死了。

#### **argue** 提出理由证明；争论

**e.g.** It could be argued that the British are not aggressive enough.可以说英国人不够强势。We have been arguing on this problem for two hours.这个问题我们已经争论两个小时了。

#### **grow up** 成长，长大

**e.g.** She grew up in Boston.她在波士顿长大。

He grew up to become a famous pianist.他长大后成了著名的钢琴家。

#### **independent** 独立的

**e.g.** a fully independent state 一个完全独立的国家

Phil was now much more independent of his parents.菲尔现在独立多了，不依赖于父母了。

#### 9. **be used to (doing) sth.** 习惯做（某事）

**Source:** From an early age they have to go to nurseries, and so **are used to dealing with**

strangers and **mixing with** other children. (Para. 6, Text)

从很小开始，他们就不得不去上托儿所，所以他们习惯了和陌生人打交道，学会了和其他孩子相处。

**e.g.** He is used to taking a shower after lunch.他习惯午饭后洗个澡。

She has been used to the idea that she is smart.她已经习惯了自己很聪明的这种想法。

**deal with** 处理，应付

When you deal with something or someone, you give your attention to them, and often solve a problem or make a decision concerning them.

**e.g.** People usually complain about having to deal with too many problems.人们经常抱怨有太多的问题得处理。

The government is taking emergency action to deal with a housing crisis.政府正采取紧急措施解决住房危机。

**mix** (尤指与不熟的人) 交往，混合

**e.g.** Oil and water don't mix.油和水不相溶。

People from different classes used to mix very little.不同阶层的人过去很少交往。

**mix with** 交往

**e.g.** Never mix with such people.绝不要同这种人交往。

In my job, I mix with all sorts of people.我在工作中常和各种人打交道。

### 3.2 Some function words in the Student's Book

**Transitional words and phrases: therefore, in order to, although** 衔接词“因此”；“为了，目的是”；“尽管”

**Source: Therefore**, I don't have a good relationship with them. (Passage, L&S)因此，我和他们关系不好。

In many families, both parents have to work **in order to** survive. (Para. 4, Text)在很多家庭中，为了生计，父母双方都需要工作。

**Although** it is difficult to be a working mother, it has become normal and is no longer seen as a bad thing for the children. (Para. 5, Text)

尽管成为一个职业母亲并不容易，但这一现象已经司空见惯，而且人们也不再认为这对孩子来说是件坏事。

**e.g.** It rained and **therefore** the football match was postponed. (“Therefore” indicates the effect.)那天下雨，那场足球赛因此而延期了。

**In order to** do this you have to build up confidence. 为了做到这一点，你一定要建立起自信。

They are generous **although** they are poor.他们虽然贫穷但却慷慨大方。

### 19. Exercises 25m

Ask students to finish ex. 1-3 in 10 minutes. Check the answers by asking three students to answer. Correct if necessary.

20. Passage review. Listen and repeat it. Then ask some students to read the paragraphs.

17. Check the homework. Ask some students to tell their answers. Explain if there is any problems. 15m

18. Writing: 20m

Ask students to put the words in incorrect orders. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Study an example about family introduction. Ask students to write about his or her family. Choose some to read out and give some comments.

19. Grammar 25m

Explain the present perfect tense. Give some examples.

Exercises:

Ask students to finish EX. I. Check the answers by asking some students to read the sentences. Ask students to correct if any.

Ex. II: ask students to choose the best answers. Check the answers by asking some students to read the sentences. Ask students to correct if any.

20. Practical writing --- personal information form 10m

Learn a sample.

Fill out the "Europe Visa Personal Data".

21. Project: finish a survey about family and family life. Interview some students in class.

八、作业: 1. translation + writing

2. Talk about your family with partner