

1 “Where are you from?”

教学目标

| 层次 | 板块 | 目标 |
|----------------------|--------------------|---|
| Core (核心) | Vocabulary Builder | <ul style="list-style-type: none"> 掌握与家庭关系有关的词汇，如对家庭成员的称呼等。 |
| | Show Time | <ul style="list-style-type: none"> 听懂视频中与家庭情况相关的对话； 学会用英文介绍自己的家庭成员和家庭情况，能够谈论家庭成员来自何处，并简单描述其长相和个性。 |
| | Reading | <ul style="list-style-type: none"> 掌握文章内容与相关答题技巧； 掌握与婚礼相关的词汇； 了解 honeymoon 一词的由来。 |
| Bonus (星奖) | Chat Time | <ul style="list-style-type: none"> 练习如何用英文提问家庭情况以及如何回答，尝试使用 the rest is history 这一习语。 |
| | Writing | <ul style="list-style-type: none"> 学会绘制家谱图并用英文描述家庭情况。 |
| Super Bonus (超星奖) | Grammar | <ul style="list-style-type: none"> 掌握名词所有格的用法。 |
| | China's Story | <ul style="list-style-type: none"> 学会用英文介绍与“家”相关的汉字。 |

教学过程建议

WARM-UP

教学步骤

- 让学生朗读并翻译方框中的五个单词，根据实际情况适时纠正学生发音。
- 让学生看图片，鼓励学生用英文描述图片内容，尽量描述得详细。
- 让学生根据图片，用所给的单词填空。
- 教师核对答案。

参考答案

(1) married
(2) grandmother
(3) aunt
(4) uncle
(5) father

VOCABULARY BUILDER

教学步骤

Exercises A & B

- 让学生听录音并跟读单词。讲解与家庭成员相关的词汇。例如：“Your uncle is your mother’s or father’s brother.” “Your aunt is your mother’s or father’s sister.” “Your cousin is your uncle’s or aunt’s child.”。
- 可以在黑板上画一个简单的家谱图，帮助学生理解这些单词描述的家庭成员关系。
- 让学生用 **married** 和 **single** 描述家庭成员的婚姻状况。可以问学生：“Have you been to a wedding recently?” “Who got married?”。
- 让学生在熟悉了每个单词之后，完成 **Exercise B**。
- 教师核对答案。

Exercise C

- 向学生说明他们将会听到电台主持人 **Alan Peters** 和歌手 **Anna Lane** 的一段对话。
- 让学生听录音并将对话内容补充完整，教师核对答案。
- 可以将学生分成小组，谈论各自的家庭成员。例如：“Do you have any brothers or sisters?” “Who do you look like?”。

Extra Activity!

- 1) 请 14 名同学分别扮演 Exercise A 中的 14 个家庭成员。
- 2) 14 名同学按照事先编排的剧情进行表演，表演主题为“回家探亲”。
- 3) 提醒学生通过与不同角色的互动，加深对亲属称谓的理解和记忆。表演过程中，14 名同学均需要介绍自己与其他角色的关系，以便加深其对亲属称谓的理解与记忆。

Exercise D

- 让学生熟悉汉语中的这些亲属称谓，明确其表示的亲属关系。
- 让学生将中文的亲属称谓和英文的解释进行匹配，教师可借此讲解中英亲属称谓所指代的关系的差异。
- 教师核对答案。

参考答案

Exercise B

- | | | | |
|------------|-----------------|------------|-----------|
| 1. frame | 2. cousin | 3. uncle | 4. aunt |
| 5. parents | 6. grandparents | 7. married | 8. single |

Exercise C

- (1) interviewing (2) London (3) only child (4) in person (5) chat

Exercise D

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

音频脚本

Host: You are listening to Radio Norwich, and I'm your host Alan Peters. Up next I will be interviewing pop star Anna Lane. Welcome to the show, Anna.

Anna: Hi, Alan. It's good to be here.

Host: So first why don't you tell us a bit about yourself? Where were you born?

Anna: I was born in London, England. My mother is from England and my father is from Mexico.

Host: And do you have any brothers or sisters?

Anna: No, I don't. I'm an only child.

Host: How about cousins?

Anna: I have two cousins living in Mexico. I've never met them in person, but sometimes we chat online.

SHOW TIME

教学步骤

Exercise A

- 让学生浏览图片，阅读图片下面的句子，猜测视频内容。根据图文信息，向学生提问：“Who are the main characters in this video?” “Where are they?” “What are they doing?”。
- 让学生将图片和文字描述进行匹配。教师核对答案。
- 让学生四人一组，根据已知信息，尝试为每张图片编写一段对话。教师可以参考视频脚本为第一张图片编写对话进行示范。

Exercise B

- 让学生观看视频并完成本题，教师核对答案，并让学生更正错误的表述。
- 让学生根据视频信息，完善之前编写的对话。

Exercise C

- 让学生浏览对话，猜测横线上缺失的单词。
- 让学生再次观看视频，验证猜测，并用方框内的单词将对话补充完整，教师核对答案。
- 让学生四人一组朗读对话，分别扮演 Naomi、Hector、Mr. Sanchez 和 Mrs. Sanchez。

Exercise D

- 让学生将给出的问句和回答进行匹配，并编写成对话。
- 学生完成练习后，教师核对答案，并让学生两人一组朗读编写的对话。
- 可以进行扩展练习，让学生根据个人实际情况回答左侧问题。

参考答案

Exercise A

| | | | |
|------|------|------|------|
| 1. b | 2. c | 3. d | 4. a |
|------|------|------|------|

Exercise B

| | | | | |
|------|------|------|------|------|
| 1. F | 2. F | 3. T | 4. T | 5. F |
|------|------|------|------|------|



Exercise C

(1) family (2) sister (3) cousins (4) cute (5) parents (6) history

Exercise D

1. b 2. d 3. a 4. e 5. c

视频脚本

Hector: I'll get it.

Naomi: I hope you're not busy.

Hector: Not at all. I was framing pictures. Let me introduce you to my family. This is the Sanchez family. That's my dad's side of the family.

Naomi: Which one is your dad?

Hector: Here he is. Dad, meet my friend Naomi. Naomi, meet my dad.

Naomi: Your father is very young.

Hector: I'm sure he would love you for saying that. This picture was taken a long time ago. My dad's 45 years old.

Naomi: Where is your father from?

Hector: He's from Sinaloa. It's in Mexico.

Naomi: When did your father come to the U.S.?

Hector: When he was about 20. First he moved to San Diego, then he moved to L.A. He met my mom, and the rest is history.

Naomi: What is your mother's maiden name?

Hector: Yilmaz.

Naomi: That sounds like a Middle Eastern name.

Hector: You're right. It's Turkish. She was born in Istanbul. She moved to New York, and then to L.A.

Naomi: How interesting. Is this your mom?

Hector: How did you guess?

Naomi: You look just like her.

Hector: You think so? I think I look like my father. I have his eyes.

Naomi: Yes, but you have your mother's smile.

Mrs. Sanchez: Oh, how sweet.

Hector: Mom, this is my friend Naomi.

Mrs. Sanchez: How nice to meet you, Naomi.

Naomi: Nice to meet you too, Mrs. Sanchez. Hector was showing me some of the family photos.

Mrs. Sanchez: Oh, was he? Well, this is my sister. She's married and she has two kids.

Naomi: So these are your cousins?

Hector: Yes, Aidan and Marta.

Mrs. Sanchez: Aidan is 10 and Marta is 8. Aren't they cute? Oh, and this is my brother, and these are my parents. They all live in New York. Oh, and over here we have my parents at their...

Hector: Ma, take it easy! Naomi doesn't need to know our whole family history.

Mrs. Sanchez: I was only saying... Oh, honey. Come meet Hector's friend. Her name is Naomi.

Mr. Sanchez: Hello, Naomi. Nice to meet you.

Naomi: Nice to meet you too, Mr. Sanchez.

Mrs. Sanchez: Naomi is from... Where are you from, dear?

Naomi: I'm from Pasadena. I was born in Washington. My father's from Japan, and my mother's from L.A.

Mrs. Sanchez: Do you have any brothers or sisters?

Naomi: No, I'm an only child, like Hector.

Mrs. Sanchez: Oh, honey, where are the rest of the pictures?

Mr. Sanchez: There are a lot more in the photo album. I think it's right here. Here it is. Ah. Here's a photo of Hector when he was 2.

Mrs. Sanchez: Wasn't he cute? Here's another picture of Hector. He's 10 years old in that picture. Oh, look at him!

Hector: Here we go!

READING

教学步骤

Exercise A

- 让学生先浏览 **Exercise A** 中的句子，再阅读文章，提醒学生遇到生词可以参考 **WORDS & EXPRESSIONS**。
- 让学生在八分钟内完成本题。
- 让学生说出他们的答案以及判断依据。
- 教师核对答案，并让学生更正错误的表述。

Exercise B

- 让学生朗读方框内的单词，必要时纠正学生的发音。
- 让学生在文章中圈出这些单词。
- 让学生浏览句子，在横线上填入单词补全句子，教师核对答案。
- 让学生朗读补写完整的句子。

Exercise C

- 可以先播放一段有关蜜月旅行目的地的视频短片，给学生一些提示。
- 让学生两人一组，谈论自己理想中的蜜月旅行目的地并说明理由。
- 邀请几组学生向全班同学展示，教师给予点评。

Exercise D

- 让学生在课前画一张海报，并按照题目要求填好信息。
- 让学生在课堂上展示自己的作品，并用英文介绍。

Exercise E

- 让学生朗读方框内的单词，必要时纠正学生的发音。
- 让学生两人一组合作圈出这些单词。完成最快且全部正确的小组获胜。

参考答案

Exercise A

1. F

2. T

3. F

4. T

5. F

Exercise B

1. honeymoon

2. romantic

3. known

4. bride

5. vacation

Exercise C

Open-ended.

Exercise D

Open-ended.

Exercise E





教学笔记



CHAT TIME

教学步骤

Exercises A & B

- 让学生浏览对话，预测 Andrew 和 Jenny 的谈话内容以及横线上缺失的信息。
- 让学生认真听录音并在横线上写下他们听到的内容。如有必要，可以暂停录音以便学生有足够的时间填写。学生完成练习后，教师核对答案。
- 结合 LANGUAGE NOTE，向学生讲解 the rest is history 的意思和用法。
- 让学生两人一组互相提问 Exercise B 中的三个问题，教师给予指导。

Exercise C

- 让学生两人一组，根据提示，表演对话。
- 教师观察并指导练习。

Extra Activity!

- 1) 让学生选一张家庭照片带到课堂上，照片中包含的家人越多越好。
- 2) 让学生两人一组，根据本单元学习到的知识，互相介绍照片中的家人。
- 3) 让学生在对话过程中尽可能多地练习在本单元所学的表达，如：This is my mother's brother, you know, my uncle. He is 45 years old. My father's brother is from Shandong, but he is living in Guangxi right now. My aunt is married, and she has two children. They are my cousins. My grandfather used to be a cashier, but now he is retired.

参考答案

Exercise A

- (1) So when did your mother come to Australia
- (2) My girlfriend and I are engaged
- (3) That is great news
- (4) I will send you an invitation
- (5) That's a really romantic place

Exercise B

Open-ended.

Exercise C

Sample:

A: Who is it in the photo of your family?

B: It's my mother. She's a clerk in a bank. What does your mother do?

A: My mother is a doctor. Is this your sister?

B: No, this is my sister-in-law, my elder brother's wife.

A: Where does your family live?

B: My parents and my elder brother live in Shanghai where I was born. I live in Nanjing alone. What about you?

A: All my family members live in Nanjing. Do you have any cousins?

B: Yes, I do. I have two cousins living in Beijing. I sometimes go to see them. Have you got any cousins?

A: No, I haven't.

音频脚本

Andrew: So when did your mother come to Australia?

Jenny: Well, she came here 20 years ago, then she married my father and the rest is history.

Andrew: Cool... Speaking of marriage, I have some news. My girlfriend and I are engaged.

Jenny: Congratulations! That is great news.

Andrew: We are pretty excited. The wedding will be in June. I will send you an invitation.

Jenny: Wonderful! Any plans for your honeymoon?

Andrew: Yes, I think we will go to Paris.

Jenny: Good idea. That's a really romantic place.

WRITING

教学步骤

Exercise A

- 让学生浏览图片，引导学生阅读本题中的家谱图。
- 让学生根据家谱图填空，并根据题目中的信息在家谱图中写出各家庭成员的职业。
- 教师核对答案。可以通过让学生朗读句子来确认答案是否正确。

Exercises B & C

- 让学生按照示例写出自己家庭成员的称呼、姓名和职业。
- 让学生用文字和家谱图来表示 **Exercise B** 的内容，完成 **Exercise C**。让学生掌握两种表达方式。

参考答案

Exercise A

| | | | | |
|------------|------------|-----------------|-----------------|---------|
| (1) Emma | (2) Anna | (3) George | (4) Becky | (5) Tom |
| (6) Lottie | (7) Andrew | (8) Tony / Suki | (9) Suki / Tony | |

Exercise B

Open-ended.

Exercise C

Sample:

I have a big family. There are six people in my family: grandfather, grandmother, father, mother, sister and I.

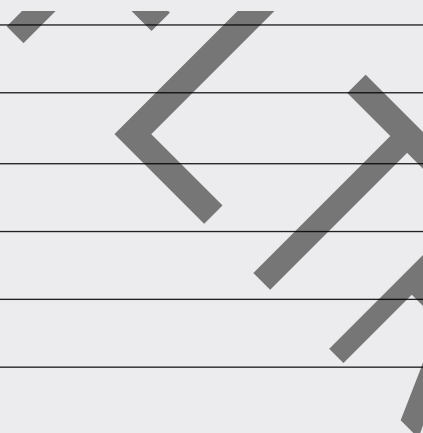
My father's name is Mark. He is tall and thin. He is a doctor. He likes swimming. My mother's name is Helen. She has short hair. She is an English teacher. She likes listening to music and watching TV. My sister Joyce is a student. She has big eyes and she likes dancing and singing, so she wants to be a dancer. My name is Bob. I am a student. I like playing football. I



want to be a football player. My dad's father and mother are called Tom and Anna. They are retired. My grandfather likes fishing very much. My grandmother likes cooking.

I love my family and they love me, too. What about you?

星奖 教学笔记



GRAMMAR

教学步骤

Exercise A

- 向学生讲解 's 所有格的用法。
 - * 在表示人、动物等有生命的名词后加 's 表示所有关系
e.g. the boy's bag → 男孩的书包 the tiger's tail → 老虎的尾巴
 - * 在表示国家、城市、时间等无生命的名词后也可以加 's 构成所有格
e.g. the city's population → 城市的人口 tomorrow's weather → 明天的天气
 - * 如果是多者共有，只需在最后一个名词后加 's
e.g. Carol and Charles' boat → 卡罗尔和查尔斯的船
 - * 以 s 结尾的复数名词后只加 '
e.g. the students' books → 学生们的书
 - * 以 s 结尾的人名后加 's 或 '
e.g. James' / James's house → 詹姆斯的房子
- 向学生补充 's 所有格的其他用法。
 - * 在表示店铺、教堂或某人的家时，'s 所有格的后面常常不出现它所修饰的名词。
e.g. the barber's → 理发店 my uncle's → 我叔叔的家
 - * 以 -s 结尾的单数普通名词后仍然加 's。
e.g. the boss's son → 老板的儿子
- 让学生完成练习，教师核对答案。

Exercise B

- 让学生观察图片内容，然后结合 's 所有格的用法完成填空，提醒学生注意单复数和大小写问题。
- 教师核对答案。

Extra Activity!

- 1) 准备若干套卡片，每套卡片中有若干成对卡片。在每对卡片上写上具有 's 所有格关系的一对名词，如一张卡片上写 men，另一张上写 's shirts。
- 2) 将全班同学分为若干小组，每组四至五人。
- 3) 每组各持一套卡片，重新进行配对。
- 4) 配对结束后，正确率最高的小组获胜。若正确率一致，则用时最少的小组获胜。
- 5) 注意：重新配对后，可能出现新词组，但只要该词组符合语法规则且表意合理即可判为正确，无须限定于原词组。

参考答案

Exercise A

1. 's 2. 's 3. 's 4. ' 5. 's

Exercise B

(1) Children's (2) Today's (3) James' / James's (4) Susie and Sophie's

❖ CHINA'S STORY

教学步骤

Exercises A

- 首先，可以提问学生对“家”这个字的了解，如“What do you know about the Chinese character *jia*?”。或者让学生分享一些与“家”相关的汉字或词语，如“Can you name a few Chinese characters or words related to *jia*?”。并让学生尝试用英文回答以上问题。
- 让学生观察图片，两人一组进行讨论，将图片与对应的单词进行匹配。如有必要，可以巡视课堂，指导学生的讨论，解答学生的疑问。
- 学生完成后，选择部分小组代表展示匹配结果，教师核对答案，并补充相关知识。

Exercise B

- 让学生四人一组进行讨论，必要时也可上网查阅资料。
- 完成后，选择部分小组代表在全班分享讨论结果，教师总结点评。

Extra Activity!

可以设计一些与“家”相关的拓展性练习，鼓励学生用学到的词汇进行与“家”相关的成语接龙、文化故事分享和创意写作等活动，深化学生对“家”的理解。

参考答案

Exercise A

a. family b. people c. father d. door e. house f. barn

Exercise B

Open-ended.



超星奖 教学笔记

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