**Unit 10 If you go to the party, you’ll have a great time!**

**教学目标**

**话题：**做决定（Decision making）

**功能：**能简单谈论事情的结果（Talk about consequences）

A: I think I’ll go to the party.

B: If you do, you’ll have a great time.

A: What will happen if they have the party today?

B: If they have it today, half the class won’t come.

**语法：**

1. 能正确使用第一条件句谈论事情的结果 (First conditional *if + will*)

A: What will happen if they watch a video at the party?

B: If they watch a video at the party, some students will be bored.

If I go to college, I’ll never become a great soccer player.

1. 能正确使用情态动词should提出建议 (Modal verb *should*)

I think you should go to college.

Should we ask people to bring food?

**词汇和常用表达：**

1. 能正确使用下列词汇(Curriculum words)

meeting, video, chocolate, taxi, advice, teenager, wallet, mile, mistake, step, experience, organize, travel, advise, solve, trust, upset, normal, angry, understanding, careless, careful, certainly, else, himself, unless

1. 能够正确使用下列常用表达 (Useful expressions)

potato chips, keep… to oneself, in half

1. 能认读下列词汇 (Non-curriculum words)

agent, expert, halfway

**语音：**

1. 能在朗读中正确把握句子重音

2. 能朗读小段落，综合使用连读、重读、语调、停顿等朗读技巧

**学习策略：**

1. 能通过推理演绎，判断if条件句引出的对事情结果的预测
2. 能利用略读策略(skimming)快速获取文章大意

**文化知识：**

1. 进一步了解西方派对文化，如：派对的形式、礼仪等
2. 了解中西方青少年生活中常见问题，以及心理咨询机构如何提供有效的帮助

**Section A 1 (1a-2d)**

一、**教学目标：**

1. 能掌握以下单词： meeting, video, organize, potato chips, chocolate, upset, taxi, advice

能掌握以下句型：

① ─I think I’ll go to the party with Karen and Anna.

─If you go to the party, you’ll have a great time!

② ─What will happen if they have the party today?

─Half the class won’t come.

2. 能了解以下语法：

掌握含if条件状语从句的主从复合句的用法。

3. 能用if 引导的条件状语从句作出假设，用will谈论结果。

4. 学习因果关系的表达和做出合理的建议。谈论自己的感受，在英语交流中注意并观察他人的情感。

二、**教学重难点**

1. 教学重点、难点：

（1）重点句型：—I think I’m going to go to the party with Karen and Ann.

—If you do, you’ll have a great time.

（2）正确使用if 引导的条件状语从句

**三、教学过程**

**Ⅰ. Warming up**

Watch the video and ask some questions.

T: If you are happy, what will you do?

S: If I am happy, I will smile.

T: If you become sad, what will you do?

S: If I become sad, I will cry.

T: What will happen if you are going to do too much work?

S: If I am going to do too much work, I will get tired.

**Ⅱ. Presentation**

1．Think the following situation and answer the questions.

(1) I’d love to go to my brother’s 18th birthday party. What will happen if I give him a new suit?

(2) I look forward to attending my aunt’s wedding. What will happen if I sing a song—*all good things come to an end*?

2. Work on 1a, match the statements with the pictures [a-d].



1. \_\_\_ I think I’ll wear jeans to the party.

2. \_\_\_ I think I’ll stay at home.

3. \_\_\_ I think I’ll take the bus to the party.

4. \_\_\_ I think I’ll go to the party with Karen and Anna.

**Ⅲ. Listening**

Work on 1b:

1. Point out the statements and the responses in activity 1a. Tell Ss to listen to the recordings and complete the responses.

If you do, the teachers won’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If you do, you’ll \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If you do, you’ll \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If you do, you’ll \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Play the recording for the first time, Ss only listen.

3. Play the recording again the try to complete the responses.

4. Check the answers.

5. Listen to the tape pay attention to the important sentences.

**Ⅳ. Pair work**

1. Let Ss read the model with a partner.

2. Look at the pictures above. Use the information in 1b. Ask and answer with a partner.

3. Let some pairs ask and answer about the pictures.

4. Game句子接龙

If I go to the party, I will come back home late.

If I come back home late, I won’t finish my homework.

If I don’t finish my homework, I will… /my teacher will…/my parents will…

If I/my teacher/my parents…

**Ⅴ. New words**

Learn some new words: video, potato chips, chocolate, meeting, organize

**Ⅵ. Listening**

Work on 2a:

1. Let Ss look at the picture. The students are talking about having a party. Guess what they will discuss.

2. Let Ss read the two sentences below. Make sure they know what to do.

The students are talking about when to have (a class party/ a class meeting / a birthday party).

They plan to have it on (Friday evening / Saturday afternoon/ Saturday evening).

3. Play the recording for the Ss to listen and circle the right answers.

4. Play the recording again to check the answers.

Work on 2b:

1. Let Ss read the phrases and questions below. Tell Ss that they should answer the questions with the proper phrases.

1) What will happen if they have the party today?

2) What will happen if they have the party tomorrow?

3) What will happen if they watch a video at the party?

4) What will Mark organize?

5) What will Nelly do?

2. Play the recording for the Ss to write the correct answers.

3. Play the recording again to check the answers.

4. Read the conversation after the tape. Pay attention to the pronunciation,

intonation and sentence stress.

**Ⅶ. Pair work**

1. Tell Ss role-play a conversation between Nelly and Mark.

2. Give a model to the Ss.

3. Ss work in pairs and practice the conversation.

4. Ask some pairs to act out their conversations.

**Ⅷ. Reading**

1. Discuss the following question:

If you are going to hold a party, how will you prepare for it?

2. Listen to the conversation and answer the question.

What are Jeff and Ben talking about, regarding the party preparations?

3. Read the conversations and answer the questions below.

(1) What will happen if we ask people to bring food?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(2) What will happen if we give people some small gifts if they win?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Fill in the blanks.

Ben and Jeff are planning for the party next week. They won’t ask people to bring food. If they ask people \_\_\_\_\_\_\_\_ (bring) food, they \_\_\_\_\_\_\_\_ (bring) potato chips and chocolate because they \_\_\_\_\_\_\_\_ too lazy to cook. So they will \_\_\_\_\_\_\_\_(order) food from a restaurant. For the games, Jeff thinks that they should give people some small gifts \_\_\_\_\_\_\_\_ they win. If they do that, \_\_\_\_\_\_\_\_ (many) people \_\_\_\_\_\_\_\_ (want) to play the games and the games will be more \_\_\_\_\_\_\_\_ (excite).

5. Practice the conversation with their partner. Then let some pairs to act out the conversation.

6. Explain some new words and main points in the conversation.

**7. Summary**

去参加聚会 go to the party

玩得开心 have a great time

订餐 order food

看录像 watch a video

待在家 stay at home

一半的学生 half the class

班会 class meeting

炸土豆片；炸薯条 potato chips

叫某人做某事 ask sb. to do sth.

I think I’ll take the bus to the party.

If you do, you’ll be late.

What will happen if they have the party tomorrow?

When is a good time to have the party?

**Ⅸ. Exercises**

**Ⅰ. 根据句意及所给首字母提示，补全所缺单词。**

1. We will have a m to discuss these problems.

2. —I’d like to eat a piece of milk c . What about you?

—No, thanks. I think it’s too sweet (甜的).

3. Jenny o that party. She asked her friends to come and bought some food and drinks.

4. Let’s go to Helen’s home tonight and watch the v of her wedding (婚礼).**Ⅱ. 根据句意及所给汉语提示，写出所缺内容，每空一词。**

1. They had \_\_\_\_\_\_\_ \_\_\_\_\_\_\_(炸薯条), drinks and cakes at the party.

2. \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_(一半的学生) did well in the spelling test yesterday.

3. We can’t \_\_\_\_\_\_\_ \_\_\_\_\_\_\_(穿牛仔裤) at work.

4. Now many people like to \_\_\_\_\_\_\_ \_\_\_\_\_\_\_(订餐) online. It can save a lot of time.

5. You’re never \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_(太老而不能学习).

**Ⅲ. 根据对话内容，从方框中选择恰当的选项补全对话，其中有两项多余。**

|  |
| --- |
| A. How do you like it?  B. Why didn’t you come?  C. Did you go to the doctor?  D. I believe you can make it.  E. What was wrong with you (你哪儿不舒服)?  F. If you don’t go to the doctor, you will get worse.  G. Let me know if you have any questions about those test papers. |

A: We had a great time at Nick’s home the day before yesterday. (1)\_\_\_\_\_\_\_

B: I didn’t feel well.

A: (2)\_\_\_\_\_\_\_

B: I had the flu and stayed in bed all day. I didn’t go to school yesterday.

A: That is too bad. (3)\_\_\_\_\_\_\_

B: No. I think I’ll be all right after staying in bed for a day.

A: Oh, no. (4)\_\_\_\_\_\_\_

B: Maybe you’re right. I will see the doctor this afternoon. Did you learn anything new yesterday?

A: No. We only took some tests. Don’t worry. (5)\_\_\_\_\_\_\_

B: Really? That’s very kind of you. Thank you.

A: No problem.

**Ⅹ. Homework**

Write down your plans about a party.

Preview *Grammar Focus* on page 75.

**Section A 2 (Grammar focus-3c)**

一、**教学目标：**

1. 学习掌握下列词汇：upset, taxi, advice

2. 进行一步复习巩固学习Section A 部分所学的生词和词组。

3. 掌握正确用含if条件状语从句的主从句。

4. 能够熟练运用所学的知识，用if来表达条件，用will来表达结果。

5. 学习因果关系的表达和做出合理的建议。谈论感受，同时在英语交流中注意并观察他人的情感。

二、**教学重难点**

1. 教学重点：

1) 复习巩固Section A 部分所学的生词和词组，达到熟练运用的目标。

2) 能够熟练运用所学的知识，用if来表达条件，用will来表达结果。

2. 教学难点：

1) 掌握正确用含if条件状语从句的主从句。

2) 能够熟练运用所学的知识，用if来表达条件，用will来表达结果。

**三、教学过程**

**Ⅰ. Warming up and revision**

1. Have a dictation of the new words learned in the last class.

2. Talking:

Let’s look at the pictures in 1a and let Ss make sentences with “if…will”.

e.g. If you go to the party with Karen and Anna, you’ll have a good time.

Let some Ss make sentences by themselves.

3. Game:

Ask Ss “If you have a robot, what will you do?”

Ss think and tell the class what they will do.

Judge who is the best.

**Ⅱ. Grammar Focus**

1. 让学生根据汉语意思，补全下列句子。

① 我想我将会乘公交车去参加聚会。

I \_\_\_\_\_\_ I’ll take the bus to the \_\_\_\_\_\_.

② 如果你那样做，你将会迟到。

If you \_\_\_\_\_\_, \_\_\_\_\_\_ be late.

③ 我想我将待在家里。

I \_\_\_\_\_\_ \_\_\_\_\_\_ stay at home.

④ 如果你那样做，你将会很遗憾。

If you \_\_\_\_\_\_, \_\_\_\_\_\_ \_\_\_\_\_\_ sorry.

⑤ 如果他们今天开聚会，将会发生什么事？

\_\_\_\_\_\_, \_\_\_\_\_\_ \_\_\_\_\_\_ if they \_\_\_\_\_\_ the party today?

⑥ 如果他们今天开，班里一半的学生将不会去。

If they \_\_\_\_\_\_ it today, \_\_\_\_\_\_ the class \_\_\_\_\_\_ come.

⑦ 我们应当要求人们带食物来吗？

Should we\_\_\_\_\_\_ people to \_\_\_\_\_\_ food?

⑧ 如果我们要求人们带食物来时，他们将会仅带薯条和巧克力。

\_\_\_\_\_\_we \_\_\_\_\_\_ people to bring food, \_\_\_\_\_\_ just \_\_\_\_\_\_ potato chips and chocolate.

2. 完成填空试题后，打开课本检查答案，对错误的句子，单独进行强化记忆。

3. Look at the sentences.

1) — I think I’ll take the bus to the party.

— If you do, you’ll be late.

2) — I think I’ll stay at home.

— If you do, you’ll be sorry.

3) — What will happen if they have the party today?

— If they have it today, half the class won’t come.

4) — Should we ask people to bring food?

— If we ask people to bring food, they’ll just bring potato chips and chocolate.

4. Watch and learn

**Ⅲ. Grammar**

含if条件状语从句的主从复合句

1. If you go there by bike, you will be late./You will be late if you go there by bike.

if条件状语从句中，主句用一般将来时，从句用\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_表示将来。\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_原则

例如：We will go to the park if it \_\_\_\_\_\_\_ \_\_\_\_\_\_ (rain) tomorrow.

2. If you are ill, you must go to the doctor.

if条件状语从句中，如果主句有must，can，may等情态动词，从句用\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_。

You must stop if the traffic light \_\_\_\_\_\_\_ (be) red.

3. Please call me if you come back.

If条件状语从句中，主句是祈使句，从句用\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_表示将来。\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_原则

例如：Don’ t wait for me if I \_\_\_\_\_\_\_ (be) late.

练一练：

1)Put up your hands if you \_\_\_\_\_\_\_\_\_ (have) any questions.

2) If it \_\_\_\_\_\_\_\_\_ (be) cold tomorrow, I will wear my sweater.

3) He can go home if he \_\_\_\_\_\_\_\_\_ (finish) his homework.

4) 如果他来了，我们会让你知道的。

If he \_\_\_\_\_\_\_\_\_\_, we \_\_\_\_\_\_\_\_\_\_ you know.

5) 如果天不下雨，她会开车来我家的。

If it \_\_\_\_\_\_\_\_\_\_\_\_, she \_\_\_\_\_\_\_\_\_\_\_ to my home.

中考链接

1. You need to practise speaking every day \_\_\_\_\_\_\_ you hope to improve your spoken English. (2021 江苏南京)

A. if B. although C. unless D. until

2. Jason will go to visit his grandparents \_\_\_\_\_\_\_ he finishes his work this weekend. (2021 贵州安顺)

A. unless B. though C. if

**Ⅳ. Practice**

Work on 3a:

1. Ss skim the passage first. Try to answer the questions.

Then Ss read the passage carefully again and try to fill in the blanks with the correct forms of the verbs in the brackets.

2. 方法指导：

① know; do 句意“我不知道明晚参加迈克的生日聚会的事怎么做？”don’t后跟动词原形；what to + 动词形式，复合不定式结构。

② think; 本句表达客观事实，主语parents是复数形式，故一般现在时态。句意“我父母认为我应当为下周的英语考试而学习”。

③ go; will be; 本句是含if条件状语从句的主从复合句；应遵循主将从现原则。句意“如果我去参加聚会，他们会很失望。”

④ tells; have; 本句为but连接的并列句，后半句为一般现在时，故前半句也应是一般现在时，主语Mike是第三人称单数形式，故填tells；don’t后跟动词原形。

⑤ wear; will look; 本句为含if条件状语从句的主从复合句，应循主将从现原则。句意“如果我穿牛仔，我会看起来很糟糕。”

⑥ go; how to +动词原形 表示“如何做某事”，是复合不定式结构。

walk; will take; 本句为含if条件状语从句的主从复合句，应循主将从现原则。句意“如果我步行去，将会花费我很多时间。”

⑦ take; will be;本句为含if条件状语从句的主从复合句，应循主将从现原则。句意“如果我乘出租车去，又将会很贵。” 。

3. 最后，学生们再次阅读短文一遍，进行深入理解。

4. Group work：Talk about Tina’s worries using the sentence with “if”.

to go or not to go

Tina’s worries what to wear

how to get there

If Tina goes to party, her parents will …

If Tina wears jeans, I will…

If Tina take a taxi, it will…

What suggestions would you give to Tina?

Work on 3b:

1. 让学生们阅读所给的条件或结果，整体把握对话的意思。

1) If I get up late tomorrow, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) If I don’t finish my homework, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) If I don’t get enough exercise, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4) I will not have enough time to study if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5) I will not make any friends if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. 然后根据自己的生活经验，想一个结果或条件。表达结果时用will + 动词原形；表达条件时用if条件句，注意谓语动词用一般现在时态。

3. 让学生们回答这些问题，并查对他们句子中的错误。

**Ⅴ. Summary**

Grammar if引导的条件状语从句。

if条件句，放在前，逗号要放主句前；

if条件句，表条件，主将从现是关键。

**Ⅵ. Exercises**

**Ⅰ. 根据句意及括号内所给词语的提示填空。**

1. We \_\_\_\_\_\_\_\_\_\_\_\_ (go) to the beach if it \_\_\_\_\_\_\_\_\_\_\_\_ (not rain) this afternoon.

2. If Maria \_\_\_\_\_\_\_\_\_\_\_\_ (get) good exam results, she \_\_\_\_\_\_\_\_\_\_\_\_ (travel) to Hong Kong next year.

3. \_\_\_\_\_\_\_\_\_\_\_\_(call) me if you \_\_\_\_\_\_\_\_\_\_\_\_ (have) any problems.

4. They \_\_\_\_\_\_\_\_\_\_\_\_ (not come) to my party if their parents \_\_\_\_\_\_\_\_\_\_\_\_ (not let) them.

5. What \_\_\_\_\_\_\_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_\_\_\_(do) if they \_\_\_\_\_\_\_\_\_\_\_\_(ask) for your help?

6. If you \_\_\_\_\_\_\_\_\_\_\_\_ (not leave) now, I \_\_\_\_\_\_\_\_\_\_\_\_(call) the police.

**Ⅱ. 根据短文内容及括号内所给英文提示语补全短文。**

When your parents have to leave you alone (单独) at home, what will you do to be safe (安全的)? Of course, your parents are always telling you a lot of things to stay away from danger.   
 Don’t be bored, just listen to them. (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_(if, follow ... advice, stay away from danger). OK. Let’s see what advice your parents used to give you.

Lock the door (锁门). (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(if, forget, lock, after, get home, dangerous). If a stranger comes to your door, it’s best to ignore (不理会) it.   
 Don’t invite a person that you don’t know well to your house.(3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(if, do that, be in danger). What’s more, be careful about answering new phone calls. (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(if, number, new to you, not pick up). Make sure you can use household appliances (家用电器). (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_(if, can’t, use ... in the right way, not use).  
 Never tell anyone that your parents are not at home. If you need any help, call 110 or your parents right away.

**Ⅶ. Homework**

Write a story with your group on a piece of paper. The first person begins the story with “I think I will….” The others add sentences with “if”, Pass the paper around twice. Then read the story.

**Section B 1 (1a-1d)**

一、**教学目标：**

1. 能掌握以下单词：travel, agent

能掌握以下句式结构：

① ─What do you think I should do? Can you give some advice?

─I think I should go to college.

② But If I go to college, I’ll never become a great soccer player.

2. 学习因果关系的表达和做出合理的建议。谈论自己的感受，同时在英语交流中注意并观察他人的情感。由于本单元话题贴近生活，符合热爱休闲的心理，可以提高学习英语的兴趣，积极参与英语实践活动。

二、**教学重难点**

1. 教学重点：

1) 掌握本课时出现的生词及表达方式。

2) 进行听力训练，提高综合听说能力。

2. 教学难点

听力训练

**三、教学过程**

**Ⅰ. Revision**

选词填空。

meeting, video, chocolate, taxi, upset, advice, organize

1）If you walk there, you’ll be late for the \_\_\_\_\_\_\_.

2）If they watch a \_\_\_\_\_\_\_ at the party, some students will be bored.

3）I don’t know what to do, can you give me some \_\_\_\_\_\_\_\_?

4）What will happen if she \_\_\_\_\_\_\_ a soccer game on Saturday?

5）If she doesn’t come home on time, her parents will be \_\_\_\_\_\_\_\_.

6） If it rains tomorrow, we’ll take a \_\_\_\_\_\_\_ there.

7） If he eats too much \_\_\_\_\_\_\_\_, he’ll be very heavy.

**Ⅱ. Warming up**

**List some important things in our life.**

be happy; travel around the world; go to college; be famous, get an education…

*—If you are happy, what will you do ?*

*—If I’m happy, I will…*

**Ⅲ. Talking**

1.Work on 1a.

What is the most important thing to you?

be happy

go to college

be famous

travel around the world

make a lot of money

get an education

2. Predict

Look at the pictures and try to get as much information as possible.

*There are two people, one is Michael and the other is an agent.*

*The Lions might be the name of a sports team.*

*Michael and his parents are talking about something.*

**Ⅳ. Listening**

Work on 1b:

1. Tell Ss to listen and look at the list in 1a. Put an “A” before each thing the soccer agent talks about and a “P” before each thing Michael’s parents talk about.

3. Play the recording for the Ss to listen and write.

4. Check the answers:

be happy

travel around the world

go to college

make a lot of money

be famous

get an education

Work on 1c:

1. Read the sentences in 1c. Try to understand the “if” clause or the “will” sentences.

听力指导：

本题要求是补全if条件句后面的will主句，因此应将重点放在听含“will”的主句上。

特别是要听清句子的前两个单词。

2. Ss listen to the recording carefully and try to choose the right answers.

3. Play the recording again and check the answers with the class.

4. Show the tape scripts to the Ss on the big screen.

1. If you join the Lions, \_\_\_\_\_\_\_.

2. If you become a Lion, \_\_\_\_\_\_\_\_.

3. And if you work really hard, \_\_\_\_\_\_.

4. If you become a soccer player, \_\_\_\_\_\_.

5. But if I don’t do this now, \_\_\_\_\_\_.

a. you’ll be famous.

b. I’ll never do it.

c. you’ll become a great soccer player.

d. you’ll never go to college.

e. you’ll travel around the world.

5. Listen and complete the conversations.

*Conversation 1*

Agent: The Lions are a great soccer team, you know!

Michael: Oh, I know.

Agent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Lions, you’ll become a great soccer player.

Michael: I’m sure I will. Will I travel much?

Agent: Sure! If you become a Lion, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the world.

Michael: Sounds great.

Agent: It is. And \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, you’ll be famous.

Michael: Well, I don’t know.

*Conversation 2*

Father: You shouldn’t join the Lions right now.

Michael: Why not?

Mother: If you become a soccer player, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Michael: But I really want to play soccer. I want a job I love. I want to \_\_\_\_\_\_\_\_\_\_.

Father: Of course you want to be happy, but there are many other interesting jobs out there.

Michael: But it’s my dream to play soccer with the Lions! This is really \_\_\_\_\_\_\_\_\_\_!

Father: It is exciting. And I know you want to make a lot of money. But \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, son.

Michael: I know. But if I don’t do this now, I’ll never do it.

Mother: But don’t you want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

6. List the reasons the soccer agent and Michael’s parents mentioned to persuade him.

7. Suppose you are Michael or Michael’s friends, try to use *If…will…* to write some sentences to predict the situation after joining the Lions.

**Ⅴ. Pair work**

Work on 1d:

1. Work in pairs. Student A is Michael, Student B is his friend. Student B gives student A advice.

2. Ask two students to read the conversations to the class.

3. Ss work in pairs. Ask and answer the questions in pairs.

*Example：*

A: I think you should go to college.

B: Why?

A: Because if you go to college, you’ll get a good education.

B: Why is a good education important?

A: If you get a good education, you can get a good job.

B: But being a soccer player is a great job. And if I go to college, I’ll never become a great soccer player.

A: But if you go to college, you can get a good education and play soccer on the school team.

B: But if a play on the school team, I won’t develop professional skills, and I won’t earn money…

**Ⅵ. Summary**

go to college 上大学

travel around the world 周游世界

make a lot of money 赚许多钱

get an education 接受教育

**Ⅶ. Exercise**

根据短文内容及括号内所给词的提示填空。

Hello, I’m John. I (1)\_\_\_\_\_\_\_\_(want) to become a pilot like my friend. I think he looks cool when he (2)\_\_\_\_\_\_\_\_(wear) his pilot uniform. If I become a pilot, my parents (3)\_\_\_\_\_\_\_\_(be) proud (自豪的) of me and I (4)\_\_\_\_\_\_\_\_(travel) around the world. I am tall and of medium build. I (5)\_\_\_\_\_\_\_\_(be) quite healthy and strong. I like playing sports. Also, I (6)\_\_\_\_\_\_\_\_(study) hard at school. If I (7)\_\_\_\_\_\_\_\_(have) a chance (机会) to become a pilot, I will have a great time flying in the blue sky. I (8)\_\_\_\_\_\_\_\_(believe) I can be an excellent pilot.

**Ⅷ. Homework**

Make a conversation according to 1d.

Preview the passage in 2b.

**Section B 2 (2a-2e)**

一、**教学目标：**

1. 能掌握以下单词：keep…to oneself, themselves, teenager, normal, unless, certainly, wallet, worried, mile, angry, in the end, understanding, careless, mistake, himself, careful, advise, solve, step, trust, experience, in half, halfway

能掌握以下句式结构：

Unless we talk to someone, we’ll certainly feel worse.

If people have problems, they should get advice from an expert.

2. 学习因果关系的表达和做出合理的建议。谈论自己的感受，在英语交流中注意并观察他人的情感。本单元话题贴近生活，符合热爱休闲的心理，可以提高学习英语的兴趣，积极参与英语实践活动。

二、**教学重难点**

1. 教学重点：

1) 掌握本课时出现的生词及表达方式。

2) 阅读短文，获得相关信息，提高学生们的综合阅读能力。

2. 教学难点

阅读2b部分的短文并完成相关要求。

**三、教学过程**

**Ⅰ. Revision**

1. Daily greeting. Check the homework.

2. Work in pairs.

**Ⅱ. Presentation**

**List some important words in this lesson.**

**Ⅲ. Discussion**

1. What kinds of things do you worry about? Who do you usually go to for help?

Now ask and answer the questions with a partner.

2. Let some pairs ask and answer their questions. See what kind of worries they have.

**Ⅳ. Reading**

1. Read the first three sentences and try to predict what the passage is about.

2. Read the three statements below and then skim the passage. Which statement expresses the main idea of the passage?

a. If people have problems, they should get advice from an expert.

b. If people have problems, they should talk to other people.

c. If people have problems, they should keep them to themselves.

指导：

先分析句意：

a. 如果人们有问题，他们应当向专家求建议。

b. 如果人们有问题，他们应当努力保守秘密。

c. 如果人们有问题，他们应当向别人诉说。

3. Check the answers with the Ss.

4. Now let’s work on 2c.

1. What is the worst thing to do if you have a problem?

2. Why didn’t Laura want to tell her parents about her lost wallet?

3. What is the first thing you should do when you want to solve a problem?

4. Why can our parents give us good advice about our problems?

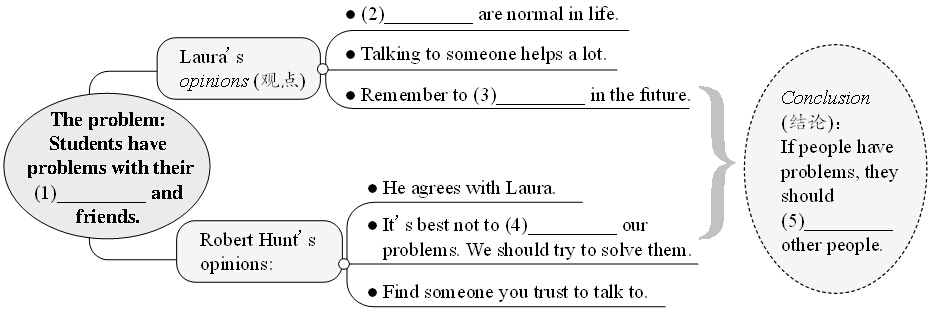
First, let’s read the questions and make sure we know the meanings of all the questions. Then read the passage again and try to answer the questions.

方法指导：首先，应读懂五个问题的意思；然后，带着这五个问题再次认真阅读短文的内容，特别是认真阅读短文中与某问题相关的部分，以便根据上下文意及整个段落的意思来确定如何回答这个问题。 综合上下文的意思，确定最贴切的答案。

5. Ss read carefully and try to find the answers to the questions.

6. Check the answers with the class.

7. Complete the structure of the text.



**Ⅴ. Practice**

1. Now let’s read the short passage and the phrases in 2d. Fill in the blanks with the phrases in the box.

2. 方法指导：首先，通读这六个词组的意思；然后，再读这篇小短文的意思，根据自己的印象，用方框里的单词填空；认真理解每个空格处的意思，填上正确的答案。

3. Ss try to fill in the blanks with the right forms. Check the answers.

discuss your problems tell her parents unless you talk

run away from talk to someone share her problems

to do nothing

Students often have a lot of problems and worries. Laura Mills thinks the worst thing is \_\_\_\_\_\_\_\_\_\_\_\_. She thinks you’ll feel worse if you don’t \_\_\_\_\_\_\_\_\_\_\_\_\_ about your problems. Laura remembers that she once lost her wallet and was afraid to \_\_\_\_\_\_\_\_\_\_\_\_\_ about it. Now she believes you cannot feel better \_\_\_\_\_\_\_\_\_\_\_\_\_ to someone. She says she will always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the future. Robert Hunt agrees with Laura. He thinks you should not \_\_\_\_\_\_\_\_\_\_\_\_\_ your problems, but you should try to solve them. If you cannot talk to an expert like Robert, you can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with your parents because they have a lot of experience.

**Work on 2e**

1. What problems do you have with schoolwork?

2. Who do you talk to about these problems and why?

3. Who else can you get advice from?

4. Do you always tell your parents about your problems? Why or why not?

5. Do you ever give advice to your friends about their problems? What advice do you give?

**Ⅵ. Language points**

1. If people have problems, they should keep them to themselves.

keep them to themselves 意为 “把问题（烦恼）埋在心底，不向他人倾诉”。

e.g. Women often keep their ages to themselves. 女士们通常不愿说出她们的年龄。

2. “If I tell my parents, they’ll be angry!”

angry *adj*. “发怒的；生气的”。

be / get angry with sb.  生某人的气

be / get angry at / about sth.  因某事而生气

e.g. Joe is still angry with me.

Miss Miller was angry at / about my mistakes.

【拓展】

angrily *adj.* 愤怒地，生气地

anger *n.* 怒火；怒气 in anger 生气

用正确的介词填空。

(1) At first, I felt very angry \_\_\_\_\_\_\_\_ losing my job.

(2) Please don't be angry \_\_\_\_\_\_\_\_ me. It wasn't my fault (过错).

(3) I never heard my father shout \_\_\_\_\_\_\_\_\_ anger to my mother.

3. They got her a new wallet and asked her to be more careful.

get “买”，相当于buy，不如后者正式。

e.g. Could you get me a ticket, please?请给我买张票好吗？

careful *adj.* 小心的，细致的，精心的，慎重的

搭配：be careful of / about / with sth. 当心 / 注意某物

be careful to do sth. 当心 / 留神做某事

e.g. Be careful to look both ways when you cross the road.

【拓展】

careful是由care加后缀-ful构成的形容词。

careless *adj.* 粗心的，不小心的

【拓展】

名词加后缀 –less构成形容词，表示否定意义，意为“无……的；不……的”。

e.g. help + -less helpless (无助的)

home + -less homeless (无家可归的)

hope + -less hopeless (无望的)

4. Robert Hunt advises students about common problems.

advise *v.* 劝告；建议

advise sb. about / on sth.  就某事向某人提出建议

advise sb. (not) to do sth.  劝告 / 建议某人(不要)做某事

  advise doing sth.  劝告 / 建议做某事

e.g. We can advise you about / on health.

Jim advised me to leave London.

I strongly advise you not to do this.

I advised waiting until tomorrow.

【链接】

advice *n.* 劝告；建议 ( 不可数名词)

a piece / word of advice 一条建议

give sb. advice 给某人劝告 / 建议

take / follow one's advice 听从某人的劝告 / 建议

e.g. Thanks for giving me a piece / word of advice.

【拓展】

suggestion *n.* 提议；建议 (可数名词)

完成句子。

1) 我想我会听从你的建议，买那条绿色连衣裙。

I think I will \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ and get the green dress.

2) 刘老师就如何与他人相处给了我两条建议。

Miss Liu gave me \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ on how to get on with others.

3) 医生建议Alan多运动。

The doctor \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ more exercise.

4) 如果你想在八月份旅行，我建议你提前买票。

If you want to travel in August, I \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ tickets in advance.

5. It is best not to run away from our problems. We should always try to solve them.

It is best (not) to do sth. = You’d better (not) do sth.最好(不)做某事

It是形式主语，动词不定式短语为真正的主语。

e.g. It is best to speak English every day.

run away from 逃避，回避

e.g. You can’t run away from your responsibilities (责任).

6. Students often forget that their parents have more experience, and are always there to help them.

experience *n.*  经验 (不可数名词) 经历 (可数名词)

have (no) experience in / of ... 在……方面(没)有经验

e.g. Experience is the best teacher.

Have you had any experience of teaching English?

Please tell us your experiences in Africa.

【拓展】

experience *v.*  经历；体验

experienced *adj.* 有经验的；老练的

完成句子。

(1) I had a lot of \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_(有趣的经历) during my year in Africa.

(2) The woman \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ (在……方面没有经验) looking after children.

(3) She's one of \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ (最有经验的) teachers in the school.

(4) He can't tell you what he sees, so you have to \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_(体验它) by yourself.

7. In English, we say that sharing a problem is like cutting it in half.

1) share 表示“分享；分担”，如：

share a room with someone (与某人同住一个房间)

2) cut…in half 表示“把……切成两半；把……一切为二”，in half/halves 是一种固定结构，介词in表示状态。

Please cut the apple in half.

8. So you’re halfway to solving a problem just by talking to someone about it!

1) be halfway to …“完成了或做了事情的一部分”，这里的to是介词。

e.g. We’re still only halfway to finishing the homework. (翻译)

我们才仅仅完成了一部分作业。

2) by 在此表示方式， “通过（……办法，方式）”。

e.g. We can learn English by singing English songs.

我们可以通过唱英文歌来学英语。

9. Who else can you get advice from?

else *adv.* 别的；其他的

可以与anything, nobody等不定代词连用，且常放其后。

e.g. Is there anything else in the box?

Nobody else lives in this old house now.

◆else 还可以用在what, who 等疑问词后面，起强调作用。

e.g. What else did your friend tell you?

Who else is there in the house?

【链接】

other *adj.* 另外的；其他的

形容词常用来修饰名词，位于被修饰名词之前。

用else或other填空。

(1) It's too crowded here. Let's go somewhere \_\_\_\_\_\_\_.

(2) I can't see you now — some \_\_\_\_\_\_\_ time, maybe.

(3) —Would you like anything \_\_\_\_\_\_\_ to drink?

—No, thanks.

(4) When \_\_\_\_\_\_\_ shall we meet if Sunday isn't OK with you?

(5) —What \_\_\_\_\_\_\_ colors do you have?

—Green, brown and white.

(6) Nobody \_\_\_\_\_\_\_ in my school comes from England.

**Ⅶ. Summary**

get advice from ... 从……得到建议

keep ... to oneself 保守秘密

have problems with ... 在……方面有问题

be afraid to do sth. 不敢做某事

in the end 最后

make mistakes 犯错

run away from 躲开；回避

try to do sth. 尽力做某事

in half 分成两半

be halfway to doing sth. 完成或做了事情的一部分

have a lot of experience 有丰富的经验

worry about ... 为……担忧

**Ⅷ. Exercises**

**Ⅰ. 根据语境，从方框中选择恰当的单词填空, 注意形式变化。**

|  |
| --- |
| normal, wallet, travel, he, else, experience, step, solve, certainly, care |

1. After leaving school, Laura spent a year \_\_\_\_\_\_\_ around the world.

2. Take this bag and leave something \_\_\_\_\_\_\_ to me.

3. After she paid for the meal, she put the receipt (收据) in her \_\_\_\_\_\_\_.

4. How \_\_\_\_\_\_\_ Robert was! He forgot his keys again.

5. He lives all by \_\_\_\_\_\_\_ in that large house.

6. Peter’s room was not tidy, but that was quite \_\_\_\_\_\_\_.

7. —Can you help me?

—\_\_\_\_\_\_\_.

8. Do you have any \_\_\_\_\_\_\_ of working with kids?

9. Susan thinks money will \_\_\_\_\_\_\_ all her problems.

10. If you want a strong (强壮的) body, please follow these \_\_\_\_\_\_\_.

**Ⅱ. 根据汉语意思及括号内所给英文提示语，将下列句子翻译成英语。**

1. 我生他的气了， 他让我等这么久。 (angry with ... for ...)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. 你可以相信我，因为我是你的朋友。    (trust)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. 我这些天牙齿有问题。    (have problems with)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. 如果你不是太累的话，让我们去散步吧。    (unless)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. 我建议他去看医生。    (advise)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ⅸ. Homework**

1. Read the passage again after class.

2. Work on 2e. Ask three students the questions. Take notes of their answers.

**Section B 3 (3a-Self check)**

**1. 教学目标：**

1. 复习讨论自己及伙伴们的问题，并能通过讨论来找到解决问题的办法。

能够综合运用所学的知识以及根据所给的提示词来完成描述他人的问题及解决办法的小短文。

通过完成Self check的中练习题来全面复习本单元的重难点知识点。

2. 学习因果关系的表达和做出合理的建议。谈论自己的感受，同时使学生在英语交流中注意并观察他人的情感。本单元话题贴近生活，符合热爱休闲的心理，可以提高学习英语的兴趣，积极参与英语实践活动。

二、**教学重难点**

1）能够综合运用所学的知识来描述他人的问题及解决办法的小短文。

2）通过完成Self check的中练习题来全面复习本单元的重难点知识点。

**三、教学过程**

**Ⅰ. Warming up and revision**

将下列词组翻译成英语

1) 有许多担忧 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) 与某人交谈 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) 害怕做某事 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4) 最终 \_\_\_\_\_\_\_\_\_\_\_\_

5) 生气 \_\_\_\_\_\_\_\_\_\_\_

6) 犯一些粗心的错误 \_\_\_\_\_\_\_\_\_\_\_\_\_

7) 分享我的问题 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8) 逃避问题 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9) 将……分成两半 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10) 有时候他们在学业上出现问题。\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11) 在生活中，有困难和担忧是正常的事。 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12) 如果不向别人谈一谈，我们肯定会觉得更糟。\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13) 罗伯特就一些寻常的问题向学生们提了建议。\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Check the answers with the Ss.

**Ⅱ. Warming up**

(Tell Ss one of your problems)

e.g. I don’t have many friends? What do you think I should do? Can you give me some advice?

Let some Ss give you some advice.

**Ⅲ. Discussing**

Let Ss discuss what kinds of problems they usually have in their group. Make a list of them. Then think of the possible solutions.

1. Each student chooses his or her three biggest worries (they think). Write them down on a piece of paper.

2. Let some Ss read their worries.

**Ⅳ. Writing**

1. Tell Ss to work on 3b. First, read the structures below to plan your writing.

2. 写作指导：

首先，阅读所给的提示，掌握其大意，从整体上把握短文大意。

其次，从上面所记的三个担忧中选择一个，运用所掌握的句子结构来完成。

最后，将你朋友的名字及问题填写上，并进一步说明问题的解决办法，最后，完整地读一遍短文，看是否通顺。

3. Let some Ss read their passages and try to find if there are any mistakes.

Give Ss one possible version:

My friend Jenny has a problem. She has too much homework and she doesn’t know how to plan her time well. I think she should make a plan for doing her homework every day. If she can use some free time between classes and if she works on her homework as soon as she gets home, I think she will be able to deal with her heavy homework load.

**Work on 3c:**

1. Tell Ss to write about the other two worries. Use the structures in 3b to write a short passage.

2. Ss work by themselves and try to write a short article.

3. Ss try to write a short article with the worries in3a and the structures in 3b.

**写作指导：**

内容：针对他人的烦恼提出建议；首先，写清楚朋友的名字及现在存在的问题或困难。然后，写出自己的建议。用if从句来进一步说明自己建议将会起到的作用。

文体：说明文

时态：以一般现在时为主

人称：以第三人称为主

**【提供素材】**

**◆短语&句子** 根据汉语提示，写出对应的英文表达。

|  |  |  |  |
| --- | --- | --- | --- |
| **Problems** | **Reasons** | **Advice** | **Consequences** |
| Feel tired | Be lack of (缺乏)  sleep | Do homework as soon as he / she gets home;  Don't spend too much time playing and (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_(不要熬夜). | He / She will get enough sleep. |
| Feel nervous (焦虑的)  before exams | Be worried about his / her exam results | Exercise or listen to music;  Prepare himself / herself well for the exams. | He / She will feel relaxed and confident (自信的) when taking exams. |
| Feel stressed (有压力的) | Have no / little time for hobbies | (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_(为学习和爱好制定一个计划). | He / She will have time to enjoy his / her hobbies. |
| Get short-sighted (近视的) | Read books in the sun or in bed | (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_(以正确的方式阅读);  Wear the right glasses. | His / Her eyesight (视力) will not get worse. |
| Get heavy | Eat too much junk food and hardly exercise | Don't use pocket money (零花钱) to buy snacks (零食) but to buy something useful;  (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_(每天做运动). | He / She will get healthy. |

**Key:**

1. don't stay up late

2. Make a plan for studies and hobbies

3. Read in a right way

4. Do / Take exercise / Do / Play sports every day

◆句型

• I’d like to give ... some advice.

• I think he / she should ...

• If he / she ..., he / she will ...

• If he / she takes / follows my advice, he / she will ...

• Why not ...?

• He / She’d better ...

• It's better for him / her to ...

4. Let some Ss read their passage to the class. Give any help if necessary.

5. Writing

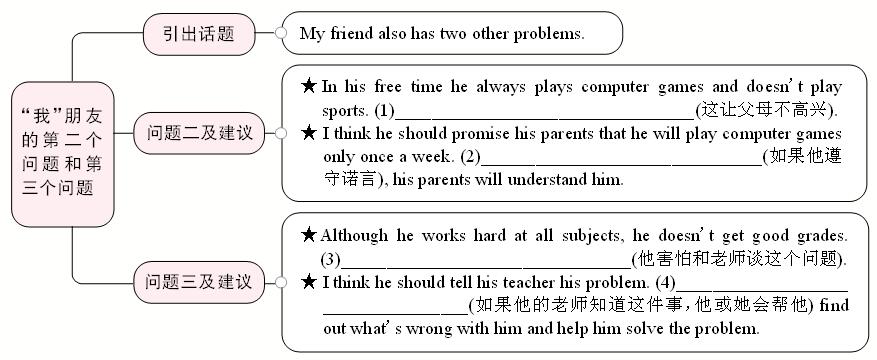
英语课上老师让你们分组讨论各自朋友存在的问题。你的朋友有三个问题，第一个你已帮他解决。请根据提示向你的小组陈述他的第二个问题和第三个问题并给出建议。

**提示：**问题二：闲暇时间总是玩电脑游戏，不运动，父母不高兴；

问题三：学习很努力，可是成绩不理想。

【参考范例】

**Keys:** (1) That makes his parents unhappy



(2) If he keeps his promise

(3) He is afraid to talk to his teacher about it

(4) If his teacher knows it, he or she will help him

**3. 巧衔接**

(1) 陈述朋友的问题时可用the second one和the third one来罗列这两个问题，并体现这两个问题之间的顺序关系。

(2) 问题二中的事情导致父母不高兴，在成文时，为避免重复，可用指示照应词that指代前一句话的内容，这样做不仅使前后句紧密连贯，而且使语言简洁。

(3) 使用平行结构I think he should ... 及If ..., ... will ... 能使文章节奏匀称，使上下文成为有机统一体。

Sample:

My friend also has two other problems.

**The second one:** In his free time he always plays computer games and doesn't play sports. **That** makes his parents unhappy. **I think he should** promise his parents that he will play computer games only once a week. **If** he keeps his promise, his parents **will** understand him.

**The third one:** Although he works hard at all subjects, he doesn't get good grades. He is afraid to talk to his teacher about it. **I think he should** tell his teacher his problem. **If** his teacher knows it, he or she **will** help him find out what's wrong with him and help him solve the problem.

**Ⅴ. Group work**

1. Talk about the Project in your school “We Can Help!”

2. Make sure Ss know what they should do.

(Our school is taking part in the project “We Can Help!”. Add more items to the poster. Then talk about what you will do if you take part in the project. )

3. Give Ss an example:

* Old people’s home visit.

A: What will you do if you visit an old people’s home?

B: If I help with that, I’ll bring the old people some flowers.

4. Let some other Ss give their advice.

e.g.

S1: If I help with that, I’ll sing and dance for them to make them happy.

S2: If I help with that, I’ll…

**Ⅵ. Self Check**

**Work on Self Check 1**

1. Tell Ss to fill in the blanks with the words in the box.

提示：正确理解句子上下文的语境，根据语境来填上一个正确的地点或活动。

2. Ss work by themselves the try to fill in the blanks.

3. Check the answers and explain some main points.

**Work on Self Check 2**

1. Tell Ss to fill in the blanks with the words in the box.

2. Give Ss some directions:

* 通读对话一遍，理解对话的大意，明确空格中词汇的意思。
* 认真阅读每一句话，分析空格处的意思，根据上下文语境确定空格处应填的词汇。

3. Let Ss try to complete the conversation with the words in the box.

4. Check the answers.

**Work on Self Check 3**

1. Tell Ss what they should do.

2. Ss work with their partners and complete the sentences in the blanks.

3. Give Ss an example:

What will you do if it rains all weekend?

I will chat with my friends on line and do some housework at home.

4. Let some Ss read their sentences.

**Summary**

go to college 上大学

travel around the world 周游世界

make a lot of money 赚许多钱

get an education 接受教育

get advice from ... 从……得到建议

keep ... to oneself 保守秘密

have problems with ... 在……方面有问题

be afraid to do sth. 不敢做某事

in the end 最后

make mistakes 犯错

run away from 躲开；回避

in half 分成两半

be halfway to doing sth. 完成或做了事情的一部分

agree with sb. 同意某人

have a lot of experience 有丰富的经验

worry about ... 为……担忧

**Ⅶ. Exercise**

**根据短文内容，从方框中选择恰当的单词填空，注意形式变化。**

|  |
| --- |
| video, expert, make, experience, advise, careful, solve, organize,careless, travel |



 Xin Xing is the world’s oldest panda living in captivity (圈养). She came to Chongqing Zoo in 1983 when she was one year old. In December 1988, she (1)\_\_\_\_\_\_\_ to Canada and was very popular with people there.

August 16, 2020 was Xin Xing’s 38th birthday and more than one hundred panda fans (迷) (2)\_\_\_\_\_\_\_ a big birthday party for her at Chongqing Zoo. She came out of her panda house and enjoyed a cake (3)\_\_\_\_\_\_\_ of ice with fruit on it. A panda fan shot (拍摄) a short (4)\_\_\_\_\_\_\_ of the party and put it on the Internet.

Zhang Naicheng, the head of Chongqing Zoo’s panda house and also the zoo’s panda (5)\_\_\_\_\_\_\_, has looked after Xin Xing for 28 years. In 1992, Zhang Naicheng started to look after Xin Xing. He was always (6)\_\_\_\_\_\_\_ with his work, so he never made any (7)\_\_\_\_\_\_\_ mistakes. To look after Xin Xing well, he learned from other keepers (饲养员) with more (8)\_\_\_\_\_\_\_. He often asked them for (9)\_\_\_\_\_\_\_ when he met with problems. Soon he became a good keeper and could (10)\_\_\_\_\_\_\_ most problems by himself.

“We have spent so much time together and she is like a family member to me,” said Zhang Naicheng. Now he still spends most of his nights staying in Xin Xing’s panda house.

**Ⅷ. Homework**

If your friend feels stressed because of having little time for his or her hobbies, what advice will you give? Write down a short paragraph about his or her worries.