

Unit

1 “Nice to meet you.”

教学目标

层次	板块	目标
Core (核心)	Vocabulary Builder	<ul style="list-style-type: none"> 掌握与介绍个人情况相关的词汇，如职业、国籍等。
	Show Time	<ul style="list-style-type: none"> 听懂视频中与自我介绍相关的对话； 学会如何在初次见面时进行自我介绍，重点关注需要介绍哪些方面。
	Reading	<ul style="list-style-type: none"> 理解课文内容，掌握与乘坐公共交通工具及初次见面相关的表达； 学会乘坐公共交通工具的礼仪，培养文明礼让的美德。
Bonus (星奖)	Chat Time	<ul style="list-style-type: none"> 学会向别人介绍自己的基本情况，尝试使用 You look familiar. 等破冰之语。
	Writing	<ul style="list-style-type: none"> 学会填写与个人基本信息相关的表格。
Super Bonus (超星奖)	Grammar	<ul style="list-style-type: none"> 掌握人称代词和形容词性物主代词的使用。
	My Story	<ul style="list-style-type: none"> 掌握 nickname 的含义，并可以拼读自己的名字和昵称。

教学过程建议

WARM-UP

教学步骤

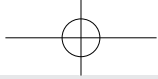
- 让学生看图片并用所给的单词填空。
- 让学生朗读段落，教师核对答案。

参考答案

1. classroom

2. teacher

3. classmates



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📖 VOCABULARY BUILDER

教学步骤

Exercises A & B

- 让学生听录音并跟读单词。分辨哪些单词对于学生来说是已知单词，哪些是生词。
- 可以带着学生做一些热身活动，让学生谈论对日本和爱尔兰的了解。教师可以提问：**What do you know about Japan / Ireland?** 提示学生从体育、节日、旅游景点等方面回答。
- 让学生在熟悉了每个单词之后，完成相关练习。
- 教师核对答案，并和学生一起讨论遇到的问题。

Exercise C

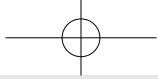
- 向学生说明他们将会听到一段两人初次见面时的对话。告诉学生 **Jim** 是对话里的男士，**Tracy** 是对话里的女士。
- 让学生听对话并将对话补充完整，教师核对答案。

Extra Activity!

可以给学生一些小话题，让学生四人一组，进行简单的对话交流。比如，聊聊家乡、想要从事的工作、想要到哪个国家旅行等。

Exercise D

- 可以组织“你来比画我来猜”的小游戏让学生答题。将学生分成两人一组，让其中一名学生看有关职业的图片 and 单词，看完后通过肢体语言表演出该职业，另外一名学生根据动作猜出对应的单词。可以选择三组学生同时进行比较，每组表演两个职业，用时最短的一组获胜。
- 还可以提问：**What job is this?** 学生可以用 **I think it is _____** . 这样的句型回答。若学生使用 **be** 动词时出现错误，教师需予以纠正，并向学生解释 **-er** 经常用作职业名词的后缀。
- 让学生完成本部分练习，教师核对答案。



参考答案

Exercise B

1. waitress 2. Japan 3. engineer 4. Ireland 5. instructor 6. diner

Exercise C

(1) waitress (2) diner (3) Japan (4) student

Exercise D

a. cashier b. doctor c. bus driver d. cook
e. salesperson f. firefighter

音频脚本

Jim: Excuse me, waitress! Could you come here, please?

Tracy: Yes, sure. What would you like?

Jim: I would like a hamburger and a coke, thanks.

Tracy: Sure, no problem.

Jim: Hey, you look familiar. How long have you worked at this diner?

Tracy: Actually, it's my first week. I just moved here from Japan.

Jim: Oh, really? Nice to meet you. I'm Jim. I come from Ireland. I am a student at the school nearby.

Tracy: Nice to meet you, Jim. I'm Tracy. Oh, I'd better go. See you soon!

Jim: Bye!



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SHOW TIME

教学步骤

Exercise A

- 让学生浏览图片，阅读下面的句子，进而猜测视频内容。教师向学生提一些基本问题，如：
Who are these people? Where are they? What are they doing? 教师还可以通过描述每个角色特点让学生熟悉各个角色。例如：**Hector has a shaved head. Mateo has dark skin. Naomi is an Asian girl. The instructor has red hair.**
- 让学生将每个句子所描述图片的序号分别填入方框中。
- 让学生四人一组，根据已知信息，尝试为每幅图编写对话。教师可以参考视频脚本为第一幅图编写对话进行示范。

Exercise B

- 让学生观看视频。
- 让学生完成本题，教师核对答案。然后让学生根据本题信息，完善之前编的对话。

Exercise C

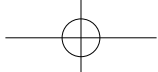
- 让学生浏览对话，猜测横线上缺失的单词。
- 让学生再次观看视频，验证猜测，并用方框内的单词将对话补充完整。
- 让学生朗读对话，教师核对答案。
 - * 可以让三个学生分别以 Mrs. Smith, Hector 和 Mateo 的口吻，朗读对话。
 - * 也可以让全班一部分学生（比如所有男生）读 Hector 的台词，另外一部分学生（比如所有女生）读 Mateo 的台词，教师读 Mrs. Smith 的台词。

Exercise D

- 让学生根据逻辑关系将给出的句子重新排序，编成对话。
- 在学生完成后，教师核对答案，并让学生两人一组朗读对话。

Extra Activity!

可以让学生在做完所有练习之后再次观看视频，整理自己编的对话。如果时间允许，可以关闭视频的声音，让学生用自己编的对话给视频配音。



参考答案

Exercise A

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

Exercise B

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

Exercise C

(1) morning (2) instructor (3) name (4) My (5) your

Exercise D

4 → 5 → 1 → 3 → 2

视频脚本

Mateo: Well, excuse me for being late, Mr. Sanchez.

Hector: Please, call me Hector.

Mateo: Of course, Mr. Hector.

Hector: Whatever. Just chill.

Mateo: Where is everybody?

Hector: I think the teacher is coming. She's a little late.

Mateo: What is her name?

Hector: Mrs. Smith, I think.

Mateo: Mrs. or Ms.?

Hector: Mrs. She's married to Mr. Smith, the math instructor.

Mrs. Smith: Good morning. Are you here for Business 101?

Hector: We sure are. Are you the instructor?

Mrs. Smith: Yes, I am. My name is Mrs. Smith. What's your name?

Hector: My name is Hector Sanchez.

Mrs. Smith: And what about you? What's your name?

Mateo: Mateo Trujillo, at your service.

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"Nice to meet you."

Naomi: Hi! Nice to meet you.

Hector: Nice to meet you.

Mateo: Nice to meet you too.

Naomi: I'm from Pasadena. My mom's from L.A., but my dad's from Japan. He's an engineer. Let's see... I work at a diner, the "Blue Wave". I'm a waitress. I love my job.

Mrs. Smith: Hector?

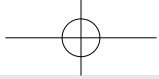
Hector: Me? I don't have a job, not yet. But I have parents. My dad's from Mexico and my mom's from Turkey. I've lived in Glendale my whole life. Mateo's my best friend.

Mateo: That's right. Hector's like my brother—my little brother.

Mrs. Smith: Are you from Glendale, too?

Mateo: No, I'm from Puerto Rico, but I moved here when I was a little kid.

Mrs. Smith: Well, it's nice to meet you all. Welcome to class. I look forward to being your instructor this semester.



READING

教学步骤

Exercise A

- 让学生在阅读课文之前通过看插图和课文标题猜测故事内容。可以请多名学生分享对故事的猜测。
- 让学生默读文章。教师播放音频，带领学生分析故事发生的时间、地点、人物和事件，并让学生通过角色扮演的方式表演故事中的对话。

Exercises B & C

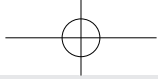
- 让学生浏览 **Exercise B** 中的四个句子，初步确定故事的发生顺序。让学生再次听录音，然后根据故事情节将句子排序，并简单地复述故事。
- 让学生浏览 **Exercise C** 中的句子，通过“关键词跳读法”，到文章里快速找到 **Exercise C** 句子中的关键词。比如，找相同的单词、词组或类似的句型等。让学生通过找出的相关依据，完成判断正误练习。
- 教师核对答案。

Exercises D & E

- 对于 **Exercise D**，可以让学生从已有的观点中选取自己认可的观点，并举例证明。然后让学生说出自己的观点及依据。
- 对于 **Exercise E**，可以让学生就结局进行讨论，分享各自的观点并说出理由。提醒学生思考：年轻人的行为是错误的吗？如果年轻人胜任该工作，这位女士应该雇佣他吗？

Exercises F & G

- 在做 **Exercise F** 前，让学生读方框内的单词。
 - * 可以教授构词法，如在动词 interview 后加 -er 构成名词 interviewer，在其后加 -ee 得到新的名词 interviewee。同类单词还有 employ 和 train。
 - * 也可以提醒同学们注意同一单词的词性，如 interview 既可以用作名词，也可以用作动词。
- 对于 **Exercise G**，首先让学生将单词随机写入方框中，然后把单词定义的音频播放给学生听，让学生听到某个单词的定义就将该词划掉。所划掉的单词最先连成一条线（横、竖、斜均可）的同学喊出“Bingo!”并胜出。



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"Nice to meet you."

参考答案

Exercise B

2 → 4 → 3 → 1

Exercise C

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

Exercise D

Open-ended.

Exercise E

Open-ended.

Exercise F

1. meet 2. interview 3. busy 4. tired 5. hurry

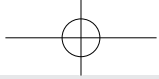
音频脚本

Exercise G

1. a person who designs engines or machines
2. a woman who serves customers in a restaurant
3. a person who teaches something
4. someone or something you have seen before
5. people who are in the same class
6. to change the place where you live
7. an area where you wait for or get off a train
8. a formal meeting to find out if someone is suitable for a job
9. a small cheap restaurant

核心 教学笔记

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CHAT TIME

教学步骤

Exercise A

- 让学生浏览对话，预测 Jim 和 Mandy 的谈话内容以及横线上缺失的信息。
- 让学生听音频并在横线上写下他们听到的句子。如果有必要，可以暂停录音以便他们能够有足够的时间写下来。学生完成练习后，教师核对答案。
- 结合 LANGUAGE NOTE，向学生讲解 You look familiar. 的用法。
- 让学生两人一组练习对话，教师给予指导。

Exercise B

- 让学生四人一组，根据 EXAMPLE 的提示练习对话。

Exercise C

- 让学生两人一组，先设想一个场景，比如在邮局或者图书馆，再根据提示表演一段对话。
- 教师观察并指导学生练习，如时间充裕，可请一至两组学生向全班同学进行展示。

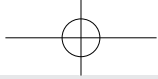
Extra Activity!

收集一些英文电影或电视剧中与初次见面有关的片段，在课堂上播放。让学生两人一组，结合播放的视频，练习初次见面时的对话。

参考答案

Exercise A

- (1) Nice to meet you
- (2) Where are you from
- (3) I was born here



1 UNIT "Nice to meet you."

Exercise B

Open-ended.

Exercise C

Sample:

A: Excuse me. You look familiar. Have we met before?

B: No, I don't think so.

A: Please allow me to introduce myself. I'm Robert Brown.

B: Nice to meet you, Mr. Brown. I'm Catherine Lee.

A: Glad to meet you, Ms. Lee. Are you a local resident?

B: No, I'm not. I come from New York.

A: The Big Apple must be very noisy.

B: Yes, it is. I come here to spend my summer holidays.

A: What do you do in New York?

B: I teach at a university.

A: That's a nice job.

B: Thank you. What do you do?

A: I'm a lawyer.

音频脚本

Jim: You look familiar. Have we met before?

Mandy: I don't think so. I just moved here.

Jim: My name is Jim. Nice to meet you.

Mandy: Nice to meet you, too. My name is Mandy.

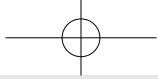
Jim: Where are you from?

Mandy: I'm from Mexico. How about you?

Jim: I was born here, but my parents weren't. My father is from Japan, and my mother is from Ireland.

Mandy: Cool. We should have coffee sometime.

Jim: That would be great.



WRITING

教学步骤

Exercise A

- 教学生如何填写入境签证申请的基本信息项（名、姓、性别、出生日期、婚姻状况、职业、地址、国籍、电子邮箱、电话号码等）。教师可以扮演签证官，让学生扮演签证申请人。教师可以这样提问：**What's your job? Why do you go abroad? When were you born?**
- 向学生讲解 **first name**, **last name**, **family name**, **given name** 的含义。**first name** 和 **given name** 相当于中文里的“名”；**last name**, **family name** 和 **surname** 相当于中文里的“姓”。
- 向学生讲解中英文地址写法的区别。
- 引导学生填写入境签证申请表。若学生对某些问题不理解，教师给予必要的解释。

Exercise B

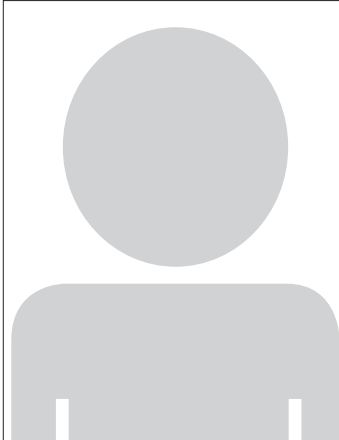
- 要求学生根据自己的实际情况，完成 **Library Membership Form** 的填写任务。请学生特别注意中文姓名汉语拼音的写法，姓和名的首字母分别大写即可。

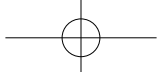
参考答案

Exercise B

Sample:

Library Membership Form

First Name:	<input type="text" value="Mengying"/>	Last Name:	<input type="text" value="Wang"/>	
Gender:	<input type="radio"/> Male <input checked="" type="radio"/> Female			
Job:	<input type="text" value="Student"/>	Date of Birth:	<input type="text" value="04. 26.1997"/>	
Street Address:	<input type="text" value="No. 2 North Xisanhuan Road"/>			
City:	<input type="text" value="Beijing"/>			
Nationality:	<input type="text" value="Chinese"/>			
Phone Number:	<input type="text" value="13011116666"/>			
Email Address:	<input type="text" value="wangmy@163.com"/>			



1 UNIT
"Nice to meet you."

星奖 教学笔记

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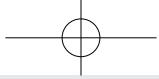
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📁 GRAMMAR

教学步骤

Exercise A

- 问学生是否知道名词是什么。让学生举出一些名词的例子。
- 告诉学生，形容词性物主代词位于名词之前，表示某人拥有某物。可以采取一种有趣的方法进行练习。教师在教室里走动并拿起学生课桌上的物品，然后问学生：**Whose is this?** 让学生用形容词性物主代词回答。
- 让学生完成本题，教师核对答案。

Exercise B

- 教师讲解人称代词的主格、宾格和所有格。可先给出一些例句，如：**I have an English book. My parents bought me the book last week. I like my book very much.** 在相关的人称代词主格、宾格和所有格下面画线，然后分别把主语变换为其他人称代词，依照上面的例子让学生说出相应的宾格和所有格形式。
- 让学生根据图片内容，用合适人称代词的主格、宾格或所有格填空。
- 教师核对答案，并适当补充名词性物主代词和反身代词的用法（可参照下表）。

人称	形式	主格	宾格	形容词性 物主代词	名词性 物主代词	反身代词
单 数	第一人称	I	me	my	mine	myself
	第二人称	you	you	your	yours	yourself
	第三人称	he	him	his	his	himself
		she	her	her	hers	herself
	it	it	its	its	itself	
复 数	第一人称	we	us	our	ours	ourselves
	第二人称	you	you	your	yours	yourselves
	第三人称	they	them	their	theirs	themselves



1 UNIT
"Nice to meet you."

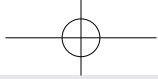
参考答案

Exercise A

1. his 2. their 3. our 4. my 5. your

Exercise B

(1) We (2) Our (3) My (4) I (5) Its (6) They
(7) their (8) he (9) his (10) She (11) she (12) her



MY STORY

教学步骤

Exercises A & B

- 告诉学生他们将会观看一段视频，视频中的被采访者会谈论到他们的姓名以及来自哪里。教师可以通过举例的方法，以自己的昵称或某个名人的昵称为例，帮助学生理解 **nickname** 的意思。
- 让学生观看视频并完成判断正误练习。如有必要可暂停视频，给予学生一定的帮助。学生完成后，教师核对答案。
- 让学生再看一次视频，完成 **Exercise B**，教师核对答案。

Exercise C

- 可采取以下几种方式完成本题：
 - * 让学生两人一组进行问答。
 - * 让学生在教室内自由走动，随机采访同学，并逐一记录，让每个学生汇报至少三个同学的姓名、出生地和昵称。
 - * 让学生在班上做一个完整的自我介绍。
 - * 让学生课后写一篇有关自我介绍的小短文。

参考答案

Exercise A

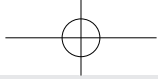
1. F 2. T 3. F 4. F 5. F

Exercise B

1. nickname 2. first name 3. last name 4. student 5. engineer

Exercise C

Open-ended.



1 UNIT
"Nice to meet you."

视频脚本

Woo Sung: Hi, my name is Woo Sung Chung.

Dayanne: Hi, my name is Dayanne Leal. My nickname is Day. D-A-Y.

Jonathan: Hi, I'm Jonathan Najman. My nickname is Johnny.

Agnes: Hi, I am Agnes Tounkara. My first name, Agnes, is spelled A-G-N-E-S. My last name is spelled T-O-U-N-K-A-R-A.

Brad: My name is Brad Fotsch. My first name, Brad, is spelled B-R-A-D. My last name Fotsch, is spelled F-O-T-S-C-H.

Calum: Hi, my name is Calum Docherty. I'm from Glasgow in Scotland. I'm 18 years old and I'm a student at Harvard University.

Jonathan: I'm from Guatemala City, Guatemala, and I'm a computer engineer.

Hana: Hi, my name is Hana Lee. I'm 20 years old. I'm a student at Boston College and I'm from Douglaston, New York.

超星奖 教学笔记

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