

教案·学案一体化



# 教与学

## 整体设计

JIAO YU XUE ZHENG TI SHE JI

杨学兰◎主编

# 初中英语

## (第三册)

### 初三年级用



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**教与学**  
整体设计

JIAO YU XUE ZHENG TI SHE JI

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主编：杨学兰

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# 教与学整体设计

## ——师生互动的学习模式

金正平

新一轮课程改革正如火如荼地在面上推进,课堂教学的理念正发生着翻天覆地的变化。建立师生互动的教学模式,倡导自主、合作、探究的学习方式,已成为一线教师的共识。但是,从理念的转变,到策略的更新,直至操作层面的落实,绝对是一项艰巨的工程,需要若干技术支撑,需要许许多多教育工作者付出艰辛的劳动。教辅用书作为教学活动中一种不可或缺的构件,它必须主动应对新课程,配合新课程,促使课堂真正转变为学生的“学堂”。这套《教与学整体设计》(初中部分)好就好在架设了由理念更新到课堂实践的一个桥梁,将教与学的新理念融注到学习的每一个环节,充分体现课程学习的本真面目。它至少有这几方面的特点:

### 1、搭建师生互动平台,使课堂成为“学习共同体”。

从编辑指导思想,到栏目设置及具体学习环节的安排,编者都立足于让师生共处一个民主的平台,去研讨、探究、习得,使学习中的师生双方始终处于一种共生共长的和谐状态。

### 2、注重整体感悟,体现学习的本质特点。

学习是一个知识、能力、情感、态度、价值观不断积累、培养的渐进过程。在这个过程中,整体感悟显得尤为重要。编者将“整体”的观念与“感悟”的意识贯穿始终,摒弃零碎的知识分析,由整体入手去理解内容、鉴赏要点、领悟精髓,抓住了学习的“牛鼻子”。

### 3、重视延伸拓展,为学生学习素养的形成“奠基”。

学生的学科素养不是天生的,必须在知识与能力渐生渐长的过程中逐步养成。这套书除设立了专门的拓展阅读外,还在其它的教与学的过程中适时拓展延伸,扩大课程学习的视野,为学生学习素养的提高做好铺垫工作。

### 4、强化检测反馈,提升学习效果。

学习的过程中师生双方都必须及时掌握学习情况,便于调整、补充、矫正。这套书的跟踪检测比较到位,对知识、能力、情感态度及创新等方面全面测查,题型较为新颖,题目质量较高,能够有一个较为科学的评价,从而激发师生教与学的积极性。

课堂教学的改革势在必行又任重道远,每一个教育工作者均责无旁贷。我们必须将我们的每一项业务活动都做成给课程改革添砖加瓦的事情,破除旧观念,变革老课堂,落实新措施。这样,我们的改革才能走向深入,我们的课堂教学才能真正焕发生机。对这套书,我的研读还不够,只是觉得它与新课程贴得很近,愿意为它写几句赘言。仁智各见,还是读者自己去“通读感悟”吧。

(作者为:江苏省著名特级教师、江苏省中语会常务理事、江苏省盐城市教育科学研究院副院长)

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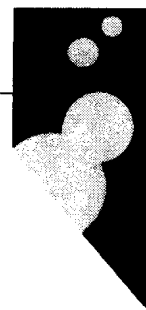
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## Unit 1 In the library

### 本单元学习目标

#### (一) 单词和词组

##### 1. 单词

- 四会 L1 several; shelf  
L2 already; on; knowledge; yard; schoolyard;  
step; librarian; probably; pay; sadly; mark;  
bookmark;  
L3 encourage; once; abroad; copy  
L4 as  
三会 L4 screen; spoil

##### 2. 词组

- L1 CD player; at the moment  
L2 used to; put down; pay for; come up with  
L3 think of; get... back; pick up

#### (二) 日常交际用语

1. —Have you got a CD player?

—Yes, I have. (Sorry, I haven't)

2. I'm so glad.

3. What a pity.

#### (三) 语法

现在完成时(一)

构成: 助动词 have (has) + 过去分词

##### 1. 陈述句:

I (You, We, They) have already finished the book.

I (You, We, They) haven't finished the book yet.

He (She) has just seen the film.

He (She) hasn't seen the film.

##### 2. 一般疑问句形式及其简略答句

Have you finished the work yet?

肯定: Yes, I have. 否定: No, I haven't.

Has she ever seen the film?

肯定: Yes, she has. 否定: No, she hasn't.

## Lesson 1

### 一、聚焦重点、难点

#### (一) 重点

##### A. 词汇用法

CD player; several; on the shelf; maybe/perhaps at the moment.

##### B. 句型结构

Have you got...?

Have you seen ... anywhere?

##### C. 交际功能

寻物

#### (二) 难点

Have you got a/any...?

Has she got a/any...?

### 二、剖析重点词汇、词组、句型

1. have/has got...有(与“have/has”意思同,语法结构不同. have/has got 为现在完成时结构: 助动词 have/

has + 过去分词, 而“have/has”则为实意动词“有”)

(1) Have you got a Chinese-English dictionary?

or: Do you have a Chinese-English dictionary?

你有一本汉英字典吗?

(2) I haven't got a notebook.

or: I don't have a notebook.

我没有笔记本。

(3) Have you got any biology books?

or: Do you have any biology books?

你有生物书吗?

(4) Have you got any history books?

Sorry. I haven't. Ask Lucy.

你有历史书吗? 对不起, 我没有。问问 Lucy。

你有雨伞吗? 不, 我没有。

问问杰姆, 也许他有几把。

你有卷笔刀吗?

有一个,给你。

**2. a book about**...一本关于……的书(介词 about 与 on 意思相同,是“关于”或“有关”的意思,on 一般较为正式)

(1) He likes the books about science.

他喜欢自然书。

(2) I have got a book about the history of our school.

我有一本关于我们学校历史的书。

我有一本关于世界上各种鸟类的书。

**3. on the shelf** 在书架上(shelf 复数为 shelves 可译为:书架,食品架,药物架等)

化学书在哪个书架上?

**4. CD player** 激光唱机

player

(1) 唱机 Do you have a CD player?

你有一台激光唱机吗?

(2) 比赛者,选手

The basketball player are having a rest.

篮球选手们正在休息。

一班的足球选手很强壮。

(3) 演奏者

The Piano player is playing a piece of music called moonlight.

那位钢琴演奏者正弹奏一曲《月光曲》。

那位小提琴演奏者是谁?

**5. at the moment**

(1) 此刻,这段时间,与现在时连用,相当于“now”  
“right now”

I'm busy at the moment.

此刻我正忙着呢。

此刻他不在。

(2) 那时那段时间与过去时连用,相当于 at that moment.

He wasn't at school at the moment.

He was in hospital. 当时他不在学校,他在住院。

当时他没听老师讲,他在向窗外看。

**6. maybe** 也许(与 perhaps 意思相近)

Maybe it's yours. = Perhaps it's yours.

也许是你的。

也许那位老人是教师。

**【注意】** maybe 与 may be 的用法区别: maybe 是副词在句中用作状语,句中的谓语动词可根据句情作任何时态形式,而 may be 则为情态动词 may + 动词原形 (be) 结构形式, may 后面的动词只能用原形。

(1) Maybe They are twins.

They may be twins.

也许他们是双胞胎。

(2) Maybe he will come tomorrow.

He may come tomorrow.

也许明天他会来。

Maybe they are brothers.

They \_\_\_\_\_ brothers.

也许他们是兄弟。

**7. Have you seen it anywhere?**

你看见了吗?(常用于寻找东西)

have seen 是现在完成时的动词结构, have/has + 动词过去分词,表示过去的动作对现在造成的影响或结果。

I have lost my dictionary. Have you seen it?

我丢了字典。你见过吗?

我丢了手表。你看见了吗?

**8. Why don't you ask Jim?** 为什么不问问杰姆呢?(常用于征询意见,与此句意思相同的句子还有 Why not ask Jim?)

(1) Why don't you go home? = Why not go home?

为什么不回家呢?

(2) Why don't you write it down?

= \_\_\_\_\_ write it down?

为什么不写下来呢?

**Suggested answers:**

1. Have you got an umbrella? No, I haven't.

Ask Jim. Perhaps he has some.

Have you got a pencil sharpener?

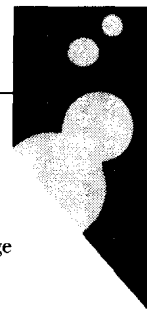
Yes, I've got one. Here you are.

2. I have a book about different kinds of birds in the world.

3. Which shelf are the chemistry books on?

4. The football players from Class One are very strong.

5. (1) He isn't here at the moment.



(2) He wasn't listening to the teacher at the moment.

6. Maybe the old man is a teacher.

Perhaps the old man is a teacher.

may; be

7. I've lost my watch. Have you seen it anywhere?

8. Why not

### 三、教与学师生互动

#### Step 1 Lead-in

I. T: welcomes the students back to school and makes a self-introduction.

II. Ss: greet with the teacher and introduce themselves.

#### Step 2 Presentation

I. Present this drill: "Have you got a/any...?"

Ask and answer

T and Ss ask and answer with the familiar

drills: — Do you have a book/a pen/a box?

— Yes, I do. I have one.

— Do you have any erasers/rulers/bags?

— Sorry, I don't. I don't have any.

2. Teach and respond

Change the sentence "Do you have a book?"

into "Have you got a book?"

T: Have you got a book/a pen/a box?

S: Yes, I have. I have got one.

T: Have you got any erasers/rulers/boxes?

S: Sorry. I haven't. I haven't got any.

3. Ss complete the dialogue and practise them.

\_\_\_\_\_ you \_\_\_\_\_ an apple?

Yes, I \_\_\_\_\_. I \_\_\_\_\_ one. Here you are.

Excuse me, \_\_\_\_\_ you \_\_\_\_\_ any chairs?

Sorry. I \_\_\_\_\_ any. \_\_\_\_\_ Lucy.

II. Read and act

1. Ss complete the dialogue using the phrases given.

2. Ss practise reading and acting in pairs.

III. Ask and answer

Ss ask and answer in pairs.

IV. Ss listen to the tape.

【dialogue 1】

1. Ss listen to the tape and try to remember the dialogue.

2. Ss act out the dialogue.

【dialogue 2】

Ss listen to the tape and answer the following questions.

(1) Who lost the dictionary?

(2) Who found the dictionary?

(3) Where is the dictionary?

V. Go through the lesson and deal with the language points.

1. Have you got a CD player?

= Do you have a CD player?

2. at the moment =  $\begin{cases} (1) \text{ now, at this moment} \\ (2) \text{ at that moment} \end{cases}$

3. books about... = books on...

4. maybe = perhaps

Maybe it's yours. = Perhaps it's yours.

= It may be yours.

5. Thanks a lot. = Thank you very much.

= Many thanks.

6. Why don't you ask Jim?

= Why not ask Jim?

#### Step 3 Drills

I. Read aloud

II. Practise the dialogue in pairs.

III. Acting out the dialogues.

#### Step 4 Practice

I. Make up similar dialogues.

II. Do oral practice using the context given in the lesson.

#### Step 5 Consolidation

I. Do Exercises 2 and 4 in Wb. Lesson1

II. Put the following into Chinese.

1. a CD player

2. a book about maths

3. at the moment

4. on the shelf

5. I've lost my dictionary

III. Put the following into English.

1. 你有关于旅游的书吗?

2. 书架上有各种各样的书。

3. 你看到我的自然书了吗?

4. 我的雨伞丢了。

5. 为什么不问问杰姆呢? 也许他看见了。

#### Step 6 Conclusion

Communicative Functions 交际功能

△ Looking for things 寻物

1. 寻找想要的东西。

Excuse me, \_\_\_\_\_ you \_\_\_\_\_ a dictionary, Jim?

Excuse me, Do you \_\_\_\_\_ any boxes?

2. 寻找丢失的东西。

I've lost my pen. Have you \_\_\_\_\_ it \_\_\_\_\_?

#### 四、课堂跟踪反馈

##### I. Choose the best answers.

- ( ) 1. —Have you got a ruler? —\_\_\_\_\_.  
A. Don't ask me                      B. Give you  
C. Yes, Here you are                D. It's broken
- ( ) 2. Have you seen it \_\_\_\_\_?  
A. everywhere                        B. somewhere  
C. anywhere                            D. nowhere
- ( ) 3. Why \_\_\_\_\_ you ask Jim?  
A. don't                                B. doesn't  
C. didn't                                D. not to
- ( ) 4. —Have you \_\_\_\_\_ a foreigner?  
—Yes, I \_\_\_\_\_ one just now.  
A. seen...saw                        B. saw...seen  
C. see...seen                         D. saw...see
- ( ) 5. I found my notebook \_\_\_\_\_.  
A. before fifteen minutes          B. fifteen minutes ago  
C. anywhere                            D. before a quarter

##### II. Exchange the following sentences.

1. I don't have enough food for so many people. (同义句)  
I \_\_\_\_\_ enough food for so many people.
2. Jim has a car. (同义句转换)  
Jim \_\_\_\_\_ a car.
3. Why don't you go with me? (同义句转换)  
\_\_\_\_\_ go with me?
4. Maybe they are sisters. (同义句转换)  
\_\_\_\_\_ they are sisters.  
They \_\_\_\_\_ sisters.
5. Have you got a book about reading? (同义句)

\_\_\_\_\_ you \_\_\_\_\_ a book \_\_\_\_\_ reading?

6. We haven't got any at the moment. (同义句)

We haven't got any \_\_\_\_\_.

##### Homework

Speaking works: Making a conversation about "How to find things" in pairs.

##### Suggested answers:

##### Step 2

Have; got  
have; have got  
Have; got  
haven't got; Ask

##### Step 5

- II. 1. 一台激光唱机  
2. 一本关于数学的书  
3. 此刻  
4. 在书架上  
5. 我丢了字典

##### III

1. Have you got any books on travelling?  
2. There are all kinds of books on the shelf.  
3. Have you seen my science book?  
4. I have lost my umbrella.  
5. Why don't you ask Jim? Perhaps he has seen it.

##### Step 6

1. Have; got; have  
2. seen, anywhere

##### Test answers:

I. CCAAB

II.

1. haven't got                      2. has got  
3. Why not                        4. Perhaps; may be  
5. Do; have; on                   6. now

## Lesson 2

### 一、聚焦重点、难点

#### (一) 重点

##### A. 词汇用法

like; borrow...from; used to; knowledge; make...happy;  
leave for; be worried; librarian; return; probably; sooner or later;  
pay for; come up with; each; lost books

##### B. 句型结构

So was the librarian.

#### C. 交际功能

寻找失物

#### (二) 难点

1. 现在完成时  
2. So + be/have/助动词/情态动词 + 主语

### 二、剖析重点词汇、词组、句型

#### 1. like reading 喜欢看书。

like 有两种用法, (1) 喜欢做经常性的动作用 like

+ 动词现在分词(like doing)(2)喜欢做更加具体的事情用 like + 动词不定式(like to do)

(1)He likes swimming, but he doesn't like to swim today. 他喜欢游泳,但今天他不喜欢游泳。

他喜欢唱歌,但今天晚上他不喜欢唱。

**2.borrow...from** 从...借(指对主语人称来说是借进)

I borrowed a CD player from Li Lei yesterday.

昨天我从李磊那儿借了一个激光唱机。

【注意】若对主语来说是借出的话用 lend...to

(1)I have lent a dictionary to him.

我已借了一本字典给他。

(2)Can you lend an umbrella to me?

你能借把伞给我吗?

你从图书馆借书了吗?

你昨天借钱给他了吗?

**3.used to** 过去常常(做某事)或过去曾经是……(现在不是了)to 是不定式,后面跟动词原形

My father used to play football when he was young. 我爸爸年轻时常踢足球。

他曾经是位足球运动员。

**4.like reading on many different subjects**

喜欢读许多不同科目的书

介词 on 是关于专门论述的意思,相当于“about”,on 更正规些,此句若在介词 on 前面加上“books”即 reading books on many different subjects 就更容易理解了。

She likes reading books on science.

她喜欢读科学专著。

杨小姐喜欢看语言方面的书。

**5.hobby** 爱好

(1)Her hobby is reading.

她的爱好是看书。

意同:She likes reading best.

(2)Her hobby is skiing. 她的爱好是滑雪。

意同:She likes skiing best.

or: Her favourite sport is skiing.

我弟弟的爱好是下棋。

**6.also** 也(作同义解的词还有“too”与“either”,但用法不同)

also 用于肯定句句中,too 用于肯定句句末,either 用于否定句句末。

(1)He also likes reading English books.

他也喜欢看英语书。

(2)My mother likes reading newspapers,too.

我妈妈也喜欢看报。

(3)Jim doesn't like playing football,either.

杰姆也不喜欢踢足球。

他也常在图书馆看书。

**7.knowledge** 知识(不可数名词)

Books give me much knowledge.

书籍给了我许多知识。

我们必须努力学习,获得更多知识。

**8.make me happy** 使我高兴(happy 形容词作宾语补足语,用来说明宾语的情况,能带宾语补足语的动词常见的有 make, keep, find, think, name, call, hear, see, leave 等)

(1)The news made her happy. 这消息使她很高兴。

(2)We must study hard to make our country more beautiful.

**9.put down** 放下

He put down the books and went away.

他放下书走了。

老师放下粉笔,在教室里来回走着。

【注意】put 常用的短语及其解释如下:

(1)put up “举起,抬起”“挂起,张贴”“建造”

(2)put on “穿上(衣服)”“上演(戏剧)”

(3)put away “收起来”“保存”

(4)put off 推迟

(5)put one's heart into 全神贯注于……

**10.forget to do sth.** 忘记去做某事,即“本应该做的,但忘了”。

Sorry, I forgot to post the letter.

对不起,我忘了寄信了。

▲若是忘记曾经干过的事则用“forget doing sth.”即“事情做过了,但忘记了”。

I forgot seeing you five years ago.

我忘记五年前见过你了。

当你离开的时候,不要忘了关灯。

**11.leave for** 启程去(赴)……

She has left for Nanjing.

她已去了南京。

【注意】 leave for 意为启程去某地,而 leave 为离开某地。

(1) She forgot to take the book when she left for home.

(2) She forgot to take the book when she left home.

### 12. a few days later 几天过后。

(1) “段时间的词 + later”这一短语通常在句中用作状语,在一般过去时连用,表示在过去某一点时间开始的“一段时间以后”如: a week later, several days later. 等,与之相对的是“in + 段时间的词,表示从现在起再过一段时间”通常与一般将来时连用。

e.g. My father went to Beijing last December, three months later he returned.

我爸爸是去年十二月去北京的,三个月后他回来了。

(2) My father will come back in two days.

两天后我爸爸就回来了。

Two weeks later, the boy found his lost book.

They will finish the work in a week.

▲副词 later 也可以单独使用,可指过去,也可指将来,例: The cloud will lift later on. 云待会儿就散了。

### 13. sooner or later 迟早,早晚

You'll be sorry for it sooner or later.

你迟早会后悔的。

如果你不努力的话,迟早你会落后的。

### 14. What is worse. 更糟糕的是(用作插入语)

What was worse, I hurt my left leg.

更糟糕的是,我伤了左腿。

更糟糕的是,他的自行车坏了。

### 15. so was the librarian. 图书管理员也是如此。

句型 I: “So + be/have/助动词/情态动词 + 主语”此类结构采用倒装语序,其中所用的“be/have/助动词/情态动词”是与 b 句中对应的,如果上句中的谓语是行为动词,则“so”后面用助动词“do”的适当形式,so 引导的句子中的“be”动词,情态动词或助动词的时态一般要和前一句中谓语动词的时态一致,若上一句是否定句,则 so 改为 neither 或 nor,即“Neither/Nor + be/have/助动词/情态动词 + 主语”结构。

e.g. I can finish the work myself, so can he.

我能独立完成这项工作,他也能。

句型 II: “so + 主语 + be/have/助动词/情态动词”结构中的主谓是正常语序,so 相当于 certainly 表示说话人对前面或对方所说情况的肯定赞同或证实,语气较强,意思是“确实如此”。

—It is a beautiful day.

—Yes, so it is.

—今天是个好天气。—确实如此。

(1) 我妈妈骑自行车上班,我爸爸也是如此。

(2) 李磊没看过这部电影,杰姆也没看过。

(3) ——三班的学生学习很用功。——确实如此。

### 16. come up with 想出,提出,(相当于 think of an idea)

I hope you can come up with a good idea. 我希望你能想出一个好主意。

你最好提出一个更好的计划。

17. some more 再来一些,还要一些(表示在原有的基础上增加,注意要说 Some more,不能说 More some. 这里的 Some 修饰 more.)

e.g. We need some more meat for lunch.

我们还需要些肉供午饭吃。

他们还要再借几本书。

### Suggested answers:

1. He likes singing, but he doesn't like to sing tonight.

2. Have you borrowed books from the library?

Did you lend money to him yesterday?

3. He used to be a football player.

4. Miss Yang likes reading on language.

5. My brother's hobby is playing chess.

6. He also often reads in the library.

He often reads in the library, too.

7. We must work hard to get more knowledge.

8. 我们必须努力学习,使我们的国家变得更美丽。

9. The teacher put down the notebook and walked around the classroom.

10. Don't forget to turn off the light when you leave.

11. (1) 当她回家的时候忘了带书了。

(2) 当她离开家的时候,忘了带书了。

12. 两周后,男孩找到了他丢失的书。  
一周后,他们就要完成这项工作。
13. If you don't work hard, you'll fall behind sooner or later.
14. What is worse, his bike is broken.
15. (1) My mother goes to work by bike, so does my father.
- (2) Li Lei hasn't seen the film, neither has Jim.
- (3) —The students of Class Three work hard.  
—Yes, so they do.
16. You'd better come up with a better plan.
17. They need to borrow some more books.

### 三、教与学师生互动

#### Step 1 Revision

Ss act out a real conversation about looking for lost things.

#### Step 2 Lead-in

I. Ss discuss the questions in pre-read in groups and report their discussion.

II. T: Do you want to know how a grandma did when she lost her book?

The text will let you know.

#### Step 3 Presentation

T: Grandma used to be a history teacher. Her hobby is reading. She likes reading on many different subjects. She often borrows books from the library, but she often lost her borrowed book, and she couldn't find them. The librarian came up with an idea and help Grandma find the lost book.

#### Step 4 Reading comprehension

I. Fast reading

Questions:

1. What's my grandma's hobby? Why?
2. Where does she get the books?
3. Why did she lose the books? How did she find the lost books?

II. Careful reading

Note-making

(1) About Grandma:

1. Age \_\_\_\_\_
2. Hobby \_\_\_\_\_
3. Books from \_\_\_\_\_
4. reading place \_\_\_\_\_

(2) An idea to find the lost book:

III. Reading aloud:

Read after the tape and then do Ex1 in wb. Lesson 2 in pairs.

IV. Intensive reading

Go through the text and deal with the language points

Notes:

1. hobby: like ... best
2. likes reading on many different subjects; likes reading (books) on many different books.
3. forget to do sth.: sth. isn't be done.
4. so was the librarian = the librarian was worried too.
5. come up with an idea; think of an idea.
6. return; give ... back.

#### Step 5 Conclusion

Main idea

#### Step 6 Practice

Do Exx 2 and 3 in wb. Lesson 2.

#### Step 7 Consolidation

Retelling the story. Say something about Grandma and the librarian.

#### Step 8 Discussion

1. If you borrow a book from the school library, how do you protect it?

### 四、课堂跟踪反馈

I. Complete the following sentences.

1. Her h \_\_\_\_\_ is playing basketball.
2. There are many magazines, and books in a l \_\_\_\_\_.
3. K \_\_\_\_\_ is power (力量), so we must study hard.
4. —What's Miss Yang. —she's a l \_\_\_\_\_.
5. Several years \_\_\_\_\_ (late) the girl become a famous player.
6. How can you find the l \_\_\_\_\_ book.

II. 用所给词的适当形式填空

1. Do you like \_\_\_\_\_ (read) books?
2. My bobby is \_\_\_\_\_ (swim).
3. I can learn a lot of \_\_\_\_\_ (knowledge) from the books.
4. Don't be \_\_\_\_\_ (worry), let me help you.
5. My grandma used to \_\_\_\_\_ (work) in a factory.
6. Grandma Li is used to \_\_\_\_\_ (clean) the house on Sunday.
7. The next day they \_\_\_\_\_ (help) the farmers pick the apples.
8. Grandma put a bookmark in each of the \_\_\_\_\_ (borrow) books.

### Homework

I . Reading and Retelling

II . Preview

Words and expressions in Lesson 3

#### Suggested answers:

**Step 4** (1) 1. eighty years old. 2. Reading 3. library and bookshop 4. in the school yard (2) Put a bookmark in each of the borrowed books with the words: "If you find this book, please return it to the school library..."

**Step 5** Grandma used to be a history teacher. Her hobby is reading. But she is old, she often lost the borrowed books. The librarian came up with an idea and help her find her lost book quickly.

#### Test Answers

I . 1. hobby 2. library 3. Knowledge 4. librarian  
5. later 6. lost

II . 1. reading 2. swimming 3. knowledge 4. worried 5. work 6. cleaning 7. helped 8. borrowed

## Lesson 3

### 一、聚焦重点、难点

#### 重点

##### A. 词汇用法

think of; encourage; not ... until ...; get back; ever;  
speak; just; be aboard; copy; once

##### B. 句型结构

(1) Have you ever picked up a library book?

(2) I've just cleaned the kitchen.

#### (二) 难点

the use of ; ever; just

### 二、剖析重点词汇、词组、句型

#### 1. think of 想起, 认为, 思考, 考虑

I often think of my life in the middle school.

我常常想起我在中学时的生活。

谁先想起那个主意的?

**【注意】** think of 与 think about 都可作“考虑, 思考, 想”解, 两者无大区别, 但作“想起, 怀念, 打算, 企图”解, 则常用 think of.

(1) What are you thinking of, Jim? (本句中 think of 可以用 think about 替换)

吉姆, 你在考虑(想)什么?

(2) What are you thinking of doing?

你打算做什么? (本句中 think of 不可以用 think about 替换)

与 think 构成的其他短语:

think of ... as 把...看作, 认为...是

think over 仔细考虑

2. encourage sb. to do sth. 鼓励某人干某事。

He encouraged me to study hard.

他鼓励我努力学习。

老师鼓励我再试一下。

**3. quite** 很, 十分(与否定词 not 连用时, 作“差不多”“并不完全”“不太”解, 表示程度上接近, 相当于 not completely.) 例如:

I didn't quite understand. 我不太明白你的意思。

We don't quite like this film. 我并不太喜欢这部电影。

我并不同意你的意见。

▲在英语中, 很多词语通常用 quite 修饰, 而不用 very 或 much 修饰, 因此应注意 quite 通常修饰哪些词语, 一般来说, quite 用于肯定句时, 作“完全”, “十分”解, 相当于 completely.

e.g. (1) quite right 完全正确 (2) quite wrong 完全错了 (3) quite different from 完全不同 (4) quite an interesting story 一个很有趣的故事。

#### 4. not...until 直到...才

I didn't know it until yesterday.

直到昨天我才知道这件事。

他直到完成工作才回家。

#### ▲: until 和 till

until 与 till 意思完全一样, 口语中用 till 较多, until 可用正式或非正式的文体中, 且句首常用 until, 例: until 9 o'clock he waited. 他直等到九点钟。

#### 5. pick up 捡起, 拾起

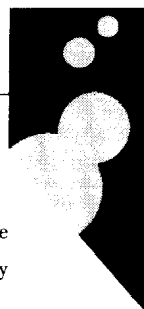
The boy picked up a stone and threw it at the window.

那孩子捡起一块石头朝窗户扔去。

我捡起一本躺在地上的书。

**6. get back** 返回, 回来, 取回





- (1) Please get it back soon. 请快点取回来。  
(2) I'll get back in two days. 我三天后回来。

下星期一我要取回我的激光唱片。

7. **ever** 曾经(用于疑问句式中, 常与现在完成时连用)

- (1) Have you ever seen such a beautiful place?  
你看过如此美丽的地方吗?  
Have you ever read this book?  
你曾经看过这本书吗?

你曾经参观过长城吗?

8. **speak to a foreigner** 对外国人说

He often speaks to foreigners to practise his spoken English.

他常和外国人说话以便练习口语。

【注意】 speak to sb. = speak with sb. 与...说话

你和法国人说过话吗?

9. **be abroad** 出国, 去国外(同 go abroad 意思相近)

- (1) Have you ever been abroad? 你出过国吗?  
(2) He went abroad for study. 他出国学习去了。

他出国度假去了。

10. **just** 刚刚(常与现在完成时连用)

I have just come. 我刚来。

我刚刚完成作业。

【注意】 just 与 just now 的区别:

二者都可译为“刚才”, 但 just 常与现在完成时连用, just now 常与一般过去时连用, 例如:

- (1) I have just seen the film. 我刚看过那部电影。  
(2) He cleaned the blackboard just now.  
他刚才擦窗子的。

**Suggested answers:**

- Who first think of the idea?
- The teacher encouraged me to try again.
- I don't quite agree with you.
- He didn't go home until he finished the work.
- I picked up a book lying on the ground.
- I'll get my CD player back next Monday.
- Have you ever visited the Great Wall?
- Have you ever spoken to a Frenchman?
- He went abroad for holiday.
- I have just finished my homework.

### 三、教与学师生互动

#### Step 1 Revision

Ss retell the story of "the lost books", T give some questions to help Ss retell the story: e.g. Who is the story about? Why does she often go to the library? etc.

#### Step 2 Lead-in

T: In the story of Lesson 2, the librarian came up with an idea and help Grandma find his lost book. What will happen in the end?

#### Step 3 Presentation

I. Talk about the picture, and ask and answer:

- (1) Who can you see?  
(2) What's happening?

II. Reading aloud.

Read the end of the story after the tape.

III. Note.

think of = come up with

encourage sb. to do sth.

not...until...

pick up

#### Step 4 Discussion

How to encourage people to return books.

#### Step 5 Practice

I. Part2, Ss practice asking and answering in pairs.

II. Act as Bruce and Mr. Know All practice Part3

T: explain the meaning "just" and "ever", explain the difference between "just" and "just now", "ever" and "never"

III. Do Ex2 and 3

### 四、课堂跟踪反馈

#### 1. Choose the best answer.

- ( ) 1. When I \_\_\_\_\_ the days we were in the countryside. I found it was interesting.  
A. spent B. thought  
C. thought of D. forgot
- ( ) 2. When you see a wallet lying on the road. You'd better \_\_\_\_\_ and return it to the owner.  
A. pick it up B. to pick it up  
C. not pick it up D. not to pick it up
- ( ) 3. He has left \_\_\_\_\_ Beijing for holidays.  
A. for B. /  
C. in D. at
- ( ) 4. —Have you ever \_\_\_\_\_ to a foreigner?  
—Yes, I have.  
A. spoken B. spoke