良师教务

- ○永远的教育
- ○永远的服务

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>>> 教师的必备用书
>>> 家长的帮教助手
>>> 学生的课堂再现

外研版

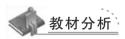
英语九年级[下]



Module 1	Travel ·····	• 1
Unit 1	The flight was late.	• 4
Unit 2	You're sitting in my seat.	• 9
Unit 3	Language in use	14
Module 2	Education ····	22
Unit 1	It was great to see her again.	24
Unit 2	What's the best thing about school?	30
Unit 3	Language in use	35
Module 3	Now and then	42
Unit 1	People are heathier today.	44
Unit 2	We weren't very rich, but we were happy	49
Unit 3	Language in use ·····	55
Module 4	The way we look ·····	63
Unit 1	I really like these shoes	65
Unit 2	What helps you choose the clothes you like?	72
Unit 3	Language in use	77
Module 5	Rules and suggestions	83
Unit 1	You must keep to the path.	85
Unit 2	You mustn't move.	90

Unit 3	Language in use	• 95
Revision n	nodule A	102
Gramma	ar & Vocabulary ·····	102
Listenir	ng and speaking, Reading and speaking & Writing	107
Module 6	Look after yourself!	113
Unit 1	He has had an accident.	116
Unit 2	You should always go with someone.	121
Unit 3	Language in use	125
Module 7	Eating together ·····	132
Unit 1	When's the school leavers' party?	134
Unit 2	Knives and forks are used for most food,	139
Unit 3	Language in use	144
Module 8	On the town ·····	150
Unit 1	I was pleased to see it. ····	153
Unit 2	It's a wonderful town!	158
Unit 3	Language in use	163
Module 9	English for you and me ····	170
Unit 1	I'm proud of what I've learnt.	173
Unit 2	We all own English. ····	178
Unit 3	Language in use	183
Module 10	My future life ·····	190
Unit 1	I'm going to miss my classmates.	192
Unit 2	I wish you success for the future	197
Unit 3	Language in use	202
Revision n	nodule B ·····	208
Gramma	ar & Vocabulary ·····	208
Listenir	ng and speaking, Reading & Writing	213





本模块以 Travel 为话题,主要的语言实践活动都是围绕此话题设计的,如:谈论自己的假期生活、阅读旅行中所发生的故事、描写自己的一次旅行等。在本模块的学习与实践中,教师要为学生提供自主学习和相互交流的机会以及充分表现和自我发展的空间。

旅游可以让人开阔视野、增长见识、了解不同的 自然环境与文化。游览祖国的大好河山,可以增强学 生的民族自豪感,激发学生更强的爱国热情。



知识与技能

1. To learn and understand the new words and expressions:

airplane, coach, departure, lounge, transport, set off, nod, tear, towards, cigarette, though, get off, step

- 2. Master the new words and expressions by showing some pictures and finding out the skill of pronunciation.
- 3. Students can understand the conversations, and also can make conversations by using the knowledge they have learnt.
- 4. Enable the students to describe a trip they have made.

过程与方法

- 1. Communicative approach can enable students to understand the conversation with regard to "travel" and talk about one's holiday and new term.
- 2. To learn by listening, speaking and discussing.

情感、态度与价值观

- 1. Lead students to be interested in a trip.
- 2. Cultivate the students to love our country.



重点

Get information of writing your feelings when you take a trip.

难点

Master the usage of articles.



Communicative approach and interactive approach.

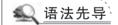


本模块用3个课时进行教学

The First Period: Unit 1 The flight was late.

The Second Period: Unit 2 You're sitting in my seat.

The Third Period: Unit 3 Language in use



1. 短语

take the form of 采取······的形式 time difference 时差 because of 因为,由于 go sightseeing plenty of 很多的,充足的

at the end of 在······末端,在·····最后 be full of 装满·····,充满····· 必须,不得不

set off 出发,动身

with tears in one's eyes 某人的眼里含着泪水

jump onto 跳上······ with interest 有兴趣地



Liang shi

dream about

梦见,梦到

in a... voice

以……嗓音

even though

即使,虽然

2. 语法:冠词

(1)定义与分类

冠词是位于名词前,用以说明该名词含义的虚词(在现代英语中冠词被称为限定词)。传统语法通常将冠词分为不定冠词和定冠词两类,不定冠词有 a和 an两种形式,其中 a用于辅音音素前,an用于元音音素前;而定冠词只有 the 一种形式。

- (2)不定冠词的主要用法
- ①泛指某一类人或物中的任何一个。如:

A teacher shouldn't talk like that.

教师不应当那样讲话。

②笼统指某类中的某一个,但又不具体说明是哪一个。如:

The police caught a thief.

警察抓了一个小偷。

③表示数量"一"(但不与 two, three 等相对比)。如:

It took me a year to save up for a new coat,

我用了一年时间才省出钱买一件新大衣。

④表示价钱、时间、速度等的"每一"(=per)。

如:

They are sold at two dollars a dozen.

它们的售价是每打两美元。

⑤用于序数词前表示"又一"、"再一"。如:

We'll have to do it a second time.

我们得再做一次。

⑥在某些物质名词前,表示"一杯/罐/瓶"。如:

A coffee/tea/beer, please.

请来杯咖啡/茶/啤酒。

⑦用于具体化了的抽象名词前。如:

He was a success in business.

他事业成功。

⑧在专有名词前表示"某一个"、"类似的一个"。

如:

A Mr Smith wants to see you.

一位名叫史密斯先生的人想见你。

⑨用于 of 短语中,表示"同一"(= the same)。

如:

Tom and Kate are of an age. 汤姆与凯特一样大。

- (3)定冠词的主要用法
- ①表示特指。如:

Pass me the magazine on the desk.

请把桌上的杂志递给我。

②表示独一无二的人或事物。如:

The earth goes around the sun.

地球绕着太阳转。

③表方向或方位。如:

The sun rises in the east.

太阳从东方升起。

④用于单数名词前表示类别。如:

The lion is a wild animal.

狮子是一种野生动物。

注:有时用于形容词前表示类别。如:

The British are very proud of their sense of humour.

英国人为自己的幽默感而自豪。

⑤用于序数词或最高级前。如:

He was considered to be the best player.

他被公认为是最佳选手。

注:表示名次的序数词前的定冠词以及副词最高 级前的定冠词通常可以省略。如:

He took (the) first place.

他获得了第一名。

⑥用于乐器名词。如:

He plays the piano very well.

他的钢琴弹得很好。

⑦用于姓氏的复数前。如:

The Smiths live next to us.

史密斯一家住在我们隔壁。

⑧用来代替前面已提到的人的身体部位或衣着 等的一部分。如:

He hit her on the nose.

他打了她的鼻子。

⑨用于逢整十数词的复数前。如:

He got married in the fifties.

他五十岁结的婚。

⑩用于江、河、海、洋、山等前。如:

The Yellow River is China's second longest river.

黄河是中国第二大河。

⑪用于由普通名词构成的专有名词前。如:

The secretary has booked the manager in at the Hilton Hotel.

秘书已经在希尔顿大酒店为经理预定了房间。



(4) 冠词的位置

在通常情况下,冠词放在名词前,若名词前带有 形容词等修饰语,则放在相应的修饰语前。如:

It's a good chance for you to go.

这是你去的好机会。

但以下几种情况比较特殊,同学们需引起注意:

①若修饰名词的形容词受 too, so, as, how, however 等副词的修饰,则通常将不定冠词置于形容词与名词之前。如:

It is too difficult a book for beginners.

这本书对初学者来说太难了。

②若单数可数名词前有 such, what, many 等词修饰时,不定冠词应置于它们之后。如:

I have been there many a time.

我去过那儿很多次。

I've never heard of such a thing.

我从来没听过这样的事。

注: "many a+单数可数名词"是一种较正式的说法,在现代英语的口语或非正式文体中,通常用"many+复数名词"代之。

③不定冠词与副词 quite, rather 连用时,常置于副词之后,但若副词后面的名词前有形容词修饰,则不定冠词放在 quite, rather 之前或之后均可以。如:

We had rather a cold welcome.

我们受到了相当冷淡的接待。

④与 both, all, half, twice 等连用时,冠词通常应置于其后。如:

All the children are under twelve.

所有的孩子都不满 12 岁。

We bought the book at half the price.

我们半价买了这本书。



夏天是美国人旅游的好季节

对很多美国人来说,夏天是个旅游的季节,为什么?因为学校放假,天气很好,但最重要的是,休个假是他们所应得的。美国人休假时经常会去他们最喜欢的度假地点。

纵观整个历史,美国一直是个迁移的民族。早期

的移民者必须长途跋涉才能抵达新大陆,他们一到 达新大陆就沿着东岸定居,但却不满足于长居此地, 冒险家和商人旅行至未知的西部地区。稍后,移民者 也向西迁移去开发这些新地区。由于向西迁移,美国 人最后占据了整块新大陆——从大西洋到太平洋。 即使到今天,美国人似乎仍然无法在一地久居。根据 研究,美国人平均每五年要搬一次家。

除了搬家的习惯以外,美国人也很习惯旅行。有些人每天上下班得做长距离的通勤,工作上甚至经常需要因公旅行。大部分的公司每年会提供年假给员工,人们通常会利用这段时间去旅行。有些人去远一点的州拜访朋友或亲戚,有些人则选择在周末住在花费不高的旅馆里,过个经济的小假期。品味较高的人选择豪华的度假地点和饭店;绝佳的户外露营则吸引了冒险型的人。有些人开着旅行车出游,以舒适的方式露营;有些人则睡帐篷尝试野外生活。

大部分美国人比较喜欢在国内旅游,为什么呢? 其中一个原因是,国内旅游比国外旅游便宜,也没有语言不通的问题。但除此原因以外,占地极广的美国国土提供了许多能吸引游客的地点。爱好大自然的人可以到海滩、山上、峡谷、湖泊和很多大自然奇景地区游览。大城市也给游客们提供了很多都市形态的娱乐。现代高速公路、铁路和飞机使得在美国旅行很容易。

很多美国假期非常特别,和参与此种假期的人一样特别。全家出游时通常会将孩子考虑在内,有愈来愈多适合全家出游的度假地点为孩子提供特别的活动。对历史有兴趣的人会找一些著名的历史据点和博物馆。有环保意识的人喜欢"环保假期",这样的旅行使他们能近距离观察动植物,并且不会扰乱了大自然敏感的生态平衡。有些人觉得海上旅游能使人心情放松并感到清爽,有些人则到水边钓鱼、滑水或泛舟。胆子大的人到亚洲和非洲去探险狩猎做长途旅行,享受一辈子难得一次的刺激。

美国人不是世上惟一爱旅行的人。全世界的人都喜欢到海外旅游,不管住在哪里,人们都喜欢去造访自己国家外风景优美的地区。不过好动的本性使美国人变成今天的模样:成为爱迁移的人。在美国,几乎每个人都有旅游的经验。



The First Period Unit 1 The flight was late.





知识与技能

- 1. To learn and understand the words through talking and listening.
- 2. To understand the conversation about the holiday trip.
 - 3. To talk about one's holiday and new term.

过程与方法

- 1. Through communicative approach, enable students to understand the conversation with regard to travel and talk about one's holiday and new term.
 - 2. To learn by listening, speaking and discussing. 情感、态度与价值观

Lead students to be interested in a trip, and cultivate the students to love our country.

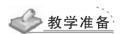


重点

Have a conversation using the language we have just learnt.

难点

How to understand the conversation.



A tape recorder, a video and a picture.



Step I Warm-up

- 1. Greetings.
- 2. Welcome the students back to school and ask them if they had a good time during the winter holidays. Invite different students to describe what they did in the winter vacation.

Step I Presentation

- 1. In this procedure, try to make students understand the new words.
 - T: Do you like travelling, Tony?
 - S₁: Yes, I like it a lot.
 - T: How do you often travel?
 - S_1 : I often travel by plane.
 - T: What about you, Jim?
 - S_2 : I often travel by train.
- T: We all like travelling. It's very exciting and interesting. OK, let's look at the pictures on the screen and talk about them.



- 2. Encourage the students to make a conversation in pairs.
 - T: Do you know what are these?
 - Ss: ... (Speak the new words out.)
- T: Good! These are some tools of transport. Now ask and answer in pairs like this:
- A: Which of these forms of transport do you like most/like least/use most often/use least often?
 - B: I like train most.



A: Why?

B: Because it's comfortable.

Ss: ...

- 3. Ask students to listen and answer the questions in Activity 2.
- T: Here's a recording about Tony and his father. Now listen and answer the questions by using the words in the box.
- (1) What form of transport are they going to take?
 - (2) What has happened?
 - (3) What do they have to do?

Check the answers with the class. Then play the tape again and ask the students to complete the table in Activity 3.

4. After finishing the listening exercises, let the students practise speaking.

T: Now, we have got the right answers to the listening exercises. Then I want you to ask and answer in pairs according to the information you have got.

The teacher should give the students a few minutes to practise by themselves and then ask some pairs to speak out.

Step **■** Practice

1. Listen and read

Ask the students to listen to the conversation in Activity 4, and answer the teacher's questions,

T: Well! Now, we are going to listen to a dialogue and try to answer some questions.

- (1) How many people can you hear in the dialogue?
 - (2) What are they talking about?

Students listen to the tape and answer the questions.

Check the answers with the whole class.

T:Listen again and complete the chart in Activity 5. Students listen and fill in the blanks.

Ask the students to check in pairs.

The sample answers:

	Holiday place	Holiday activity	Form of transport
Betty	Beijing	sightseeing	bus, taxi, coach
Daming	Hong Kong	Landau Island, Disneyland	plane, boat
Lingling	Henan Province	(Doesn't say)	train
Tony	UK	family	plane

2. T: Well done, everyone! Next please listen to the conversation and follow it, OK?

Ss:OK. (Follow the tape.)

3. In this procedure, let the students read the conversation and do Activities 6 and 7.

T:Please read the conversation carefully and answer the questions in Activity 6.

Show the questions on the screen.

- (1) When do you think the conversation takes place?
 - (2)Did Lingling generally enjoy her holiday?
 - (3) Why is travel "so difficult in winter"?
- (4) What are Daming, Lingling and Betty looking forward to this term?

The sample answers:

- (1) I think the conversation takes place in winter, during Spring Festival,
- (2) Yes, she did. Her trip was not bad, although the trip back was very tiring.
- (3) Because it's the busiest season in China because of Spring Festival.
- (4) They are looking forward to the school trip, the school leavers' party, the visit to the English-speaking theatre in Beijing and the trip to Los Angeles.
 - 4. Everyday English.

Read through the phrases in the box with the whole class.

Ensure that the students understand these colloquial ways of speaking. You may wish to have them find the phrases in the conversation and underline them to focus on when and how they're used.

5. Listen and repeat in Activity 8.

Ask the students to listen to the recording and follow it in their books.

Play it again and have them repeat chorally.

Liang shi

Ask them to get into groups of three and take one role each, and repeat as that character appropriately.

If you wish, have them do it twice more in the other roles,

6. Say this conversation in Activity 9.

Ask the students to stay in groups of three to read this conversation.

Circulate and monitor their production.

Ask them to do it three times, changing characters each time.

7. Talk about your holiday in Activity 10.

Read through the instructions and examples with

Have them repeat the examples chorally and individually.

Ask them to work in groups of three again to discuss their own experiences.

Circulate and monitor their production.

If you wish, have some groups present their discussion to the whole class,

Step IV Consolidation

- 1. Analysis of important and difficult points.
- (1) Welcome back. 欢迎回来。

Welcome...表示"欢迎到某地来",有两种常用结构。

①Welcome+表示地点的副词。如:

Welcome home, kids!

欢迎回家,孩子们!

Welcome aboard!

欢迎上船(登机等)!

②Welcome+表示地点的名词。如:

Welcome to China!

欢迎来到中国!

(2) How was your holiday? 你假期过得怎么样?

"How+be+主语?"用于询问"情况怎么样",是表示问候、关心的一种句型。如:

How are you?

你好吗?

How is your mother?

你妈妈好吗?

(3)The train was full of people,...火车上挤满了人,.....

be full of... 意为"装满······,充满·····",表示状

态(满的)。如:

The bottle is full of water.

瓶子里装满了水。

Her eyes were full of tears.

她热泪盈眶。

(4) Well, it's the busiest season in China because of Spring Festival. 因为春节的缘故它成了中国最繁忙的季节。

because of 为介词短语,意为"因为",不能引导原因状语从句。如:

Because of the heavy rain, the meeting had to be put off.

因为这场大雨,会议不得不被推迟。

He is absent today because he is ill.

=He is absent today because of his illness.

因为生病他今天没来。

(5) We flew to Hong Kong... 我们坐飞机去香港······

句中 flew 是 fly 的过去式。fly to...意为"飞往 ……",相当于 go to... by air/plane。fly back 意为"飞回"。如:

They flew from London to New York.

他们从伦敦飞往纽约。

fly 也有"飘扬;放(风筝、飞机模型)"等意思。 如:

A flag flies in the wind.

一面旗帜在风中飘扬。

Time flies.

光阴似箭。

Some children are flying kites on the beach.

- 一些孩子在沙滩上放风筝。
- 2. Pairwork.

Ask and answer like this:

T: How was Lingling's holiday?

Ss: Not bad.

T: Why is travel so difficult in winter?

Ss: Because it's the busiest season in China.

Ask students to work in pairs. Then invite one or two pairs of students to act out their conversations to the class.

- 3. Make sentences with the expressions in this period.
 - 4. Act out the conversation on Page 2.

T: Now we are going to do something interest-



ing. We will try to act out the conversation on Page 2 in groups. Who will be Lingling? Who will be Betty? Who will be Daming? OK, Let's begin!

Talk as they do.

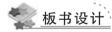
- T: We are going to make a conversation of our own. We will base our own conversation on the one we read and listened to just now.
 - 5. Change the conversation into a short article.
- T: Again the conversation. But this time we shall do something difficult. We will try to turn the conversation into an article.
- 6. Close down by asking and answering conversation questions about trip.

Step V Summary

Through the study of this period, we've learned the topic words. Also, we've understood the conversation about one's holiday and new term.

Step VI Homework

- 1. Review the key words and phrases learned in this period.
 - 2. Preview the new vocabulary of the next unit.



Module 1 Travel Unit 1 The flight was late,

- 1. Welcome back.
- 2. How was your holiday?
- 3. The train was full of people....
- 4. Well, it's the busiest season in China because of Spring Festival.
- 5. We flew to Hong Kong...



一、根据句意及首字母提示写单词。

- They had some coffee in the l while they were waiting for the train.
 We can find various forms of t around us:
- bikes, cars, trucks, boats, etc.
- 3. She doesn't often travel in an <u>a</u> because she doesn't think it's safe.
- 4. A <u>c</u> is a large comfortable bus used for sightseeing or long-distance travel.
- 5. The train is coming and every passenger is ready

for <u>d</u>	
Answers:	
1. lounge 2. transport/tr	ansportation 3. airplane
4. coach 5. departure	
二、用所给词的适当形式均	真空。
1. This is one of(busy) underground stations
in London.	
2.—And now, better	(go) to hospital.
—All right.	
3. Plenty of shops	(be) open on Sunday morn-
ings.	
4. It's only about an hour's	(fly) from Qingdao to
Beijing by air.	
5. There will be a school	(leaver) party next
week.	
Answers:	
1. the busiest 2. go 3. a	re 4. flight 5. leavers'
三、单项选择。	
1. Can you give some pape	er?
A. writing	B. to writing
C. to write with	D. to write on
2a book under his	arm, the teacher came in.
A. With	B. Under
C. In	D. Has
3. There is food in	the kitchen.
A. many	B. plenty of
C. the number of	D. lot of
4. She walked $_$ the	shop and got a bus.
A. out of; on	B. out of; off
C. into; on	D. out from; off
5. I want to be a police off	icer,sometimes it is
a little dangerous.	
A. so	B. though
C. or	D. and
6India and China	are of same conti-
nent.	
A. /; the	B. The; the
C./;/	D./; a
7. The old man had to	the heavy bag
the car.	
A. pull; out of	B. push; away
C. bring; out	D. take; into
8. The group before	re six yesterday morning.
A, will set off	B. set away



Liang shi R M B B

C. set up	D. set out
Answers:	
1—5 DABAB 6—8 AAI)
四、根据汉语意思,翻译下	列句子。
1. 由于下雨,他来迟了。	
He arrived late	the rain.
2. 在街的尽头,有一家购物	
There is a shopping cer	itre
the street.	
3. 他们在北京过得非常愉	快。
They	in
Beijing.	
4. 我们都盼望着寒假。	
We are all	the winter holi-
day.	
5. 明天他将乘飞机从香港	返回。
He's fro	om Hong Kong tomorrow.
Answers:	
1. because of 2. at the e	nd of 3. had quite a good
time 4. looking forward	to 5. flying back

阅读理解。(2011 • 贵州)

中考回放

In North America, most students go to school by bus. The subway is also widely used in some cities. In small towns and cities, walking is still popular.

The yellow school bus is a familiar sight all over North America. It is a very convenient form of transportation because it takes students right to the entrance to the school. It also gives students opportunity to chat with their friends. However, the bus is slow and does not always pick up on time.

The subway is a means of getting around quickly in many cities. However, it is expensive and can be very crowded during rush hours. Another disadvantage of the subway is that the stops are not so close to the school, and students often have to walk considerable distance or take a bus from the subway stop to the school.

Walking has a number of advantages for those who live reasonable close to school. It's free and it provides a form of exercise. However, it's no fun if you have a large backpack full of books to carry. It's also unpleasant if the weather is either too hot or cold or wet.

	school by
	A. school bus or subway
	B. car or bicycle
	C. taxi or car
2.	For many students, the yellow school bus is con-
	venient but it is
	A. too expensive
	B. slow and sometimes late
	C. crowded and dirty
3.	Subways are fast but the stops are often a little bit
	the school.
	A. close to B. busy for C. far away from
4.	Walking is a good way for the students that live
	reasonable close to school and it is
	A. not convenient
	B. bad for health
	C. good for health
5.	This passage is about in North America.
	A. transportation
	B. students

1. In North America, most students usually go to

【主旨大意】 本文主要介绍了美国的交通状况。

- 1. A 细节理解题。根据文章第一段中的 In North America, most students go to school by bus. The subway is also widely used in some cities. 可知。
- 2. B 细节理解题。由文章第二段中的 However, the bus is slow and does not always pick up on time. 可知。
- 3. C 细节理解题。根据第三段中的 Another disadvantage of the subway is that the stops are not so close to the school. 可知。
- 4. C 推理判断题。根据最后一段中的 Walking has a number of advantages for those who live reasonable close to school. It's free and it provides a form of exercise. 可知。
- 5. A 主旨大意题。文章主要介绍了美国的交通 状况。



C. schools

本节课的活动目的是:一是培养学生通过听有关假日旅行的对话来获取具体信息的能力;二是通过听对话,给学生输入地道的语音语调并使他们会正确划



分意群;三是学习一些日常用语,同时了解旅行的有关情况。通过了解不同的自然环境与文化,增强学生的民族自豪感,激发更大的爱国热情。

课上,学生对旅行很感兴趣,能畅所欲言,踊跃参与到活动中去,通过合作交流的方式,掌握本单元的知识点。

The Second Period Unit 2 You're sitting in my seat.



知识与技能

- 1. Key words:
- nod, tear, towards, cigarette, though
- 2. Key phrases:
- set off, push...away, look out of, get off
- 3. Read and grasp the main idea of the article.
- 4. Enable the students to talk about their trips they have made.
- 5. Write something that happened during a trip you have made.

过程与方法

- 1. Through reading, students can understand a story happened during a trip.
- 2. To improve students' reading skill and get them to write about something that happened during a trip.

情感、态度与价值观

To know the way of writing what you see and what you feel during a trip.



重点

Know about a story happened during a trip.

难点

Get information of writing your feelings during a trip.



A tape recorder, a projector and a computer.



Step I Warm-up

- 1. Greetings.
- 2. Revision.

Encourage students to act out the dialogue in Unit 1.

T: First, I'll check your homework. Which group can act out the conversation in Unit 1?

Ss:... (Act out the conversation in groups of three,)

T: Well done! Now let's compare which group is the best.

Ss: Group 3.

T: Yeah, the winner is Group 3, Congratulations!

Ss: Hooray!

Step I Presentation

Show the following pictures and talk about trips by train with students,





T: Have you ever taken the train?

Ss:Of course.

T:Look at the pictures. Have you ever met such a situation? How do you feel about taking the train? How about the environment on the train? Are there so many people?

 S_l : At usual times, I feel comfortable because there are not so many people and the environment on the train is good. But sometimes...



S₂: Especially during the Spring Festival, so many people go back home for the traditional holiday, so it's very crowded at the train station and on the train, It's very dirty and noisy, so I feel uncomfortable.

T: It's really a problem. What happened during your trip? Can you think of some things and share with us?

S₃: I met a strange man...

 S_4 : There were many foreigners around me...

T: Good stories, Now, look at the phrases and sentences from the passage. What do you think the passage will be about? What happened during the trip?

Step **■** Practice

- 1. T: Today we are going to learn a story. Do you know what it will be about? Let's listen to the tape and answer my questions, OK?
 - (1) Where does the story happen?
 - (2) Where is Lin going?
 - (3) Does Lin have the right ticket?

Ss:...

Check the answers with the whole class.

T:OK! Let's read the story quickly and number the phrases in the order they happen.

Ss:... (Read the passage.)

T: Are you ready? Let's check the answers.

Ss.... (Show the answers.)

The sample answers:

- (1)... his first long trip by train...
- (2)... leaving his village and his home...
- (3) With tears in his eyes...
- (4)... sitting in Lin's seat.
- (5) This young man has the right ticket...
- (6) Slowly the young man stood up...

Play the recording to check the answers.

- 2. Show the following on the screen.
- (1) Lin often dreamed about the , and about going to the .

(2)Lin , to speak	in , to speal
-------------------	---------------

(3) Lin looked at the other _____ for help.

(4)I am _____ before you.

(5) It's hours away from his place.

blanks.

Then check the answers.

Samble answers:

- (1) train; capital (2) nodded; unable (3) passengers (4)getting off (5)seven
 - 3. Reading.

T: He/She is right. Now read the passage quietly and carefully again and find out the answers in Activity 2.

Ss.... (Read again.)

T: Are you ready? Let's check the answers together.

Ss:... (Show their answers,)

Sample answers:

(1)a (2)b (3)a (4)c (5)d (6)d (7)a

T: You all did very well. Now listen and repeat after the tape.

Ss:... (Listen and repeat.)

4. Pairwork.

Work in pairs to talk about the answers to the following questions.

- (1) How does Lin feel about his trip? Why? Do you think you will ever have the same feelings about a trip?
- (2) Was Lin right to ask the young man to move?
- (3) What do you think of the young man's behaviour?
- (4) What do you usually do if you see someone standing on a bus or a train?
- (5) Can you think of ways to make travel by bus, train or plane better?

Make some suggestions about; the season, the time of day, the number of seats, booking tickets...

Sample answers:

S₁: How does Lin feel about his trip? Why? Do you think you will ever have the same feelings about a trip?

S₂: He feels unhappy and sad. He is angry with the person who takes his seat. If I meet such a man in my trip, I will also be very angry.

S₁: Was Lin right to ask the young man to move?

 S_2 : I think he was right to do so, because the T: Listen for the second time to fill in the young man's ticket was in another car.



 S_i : What do you think of the young man's behaviour?

S2: Bad and impolite.

- S_i : What do you usually do if you see someone standing on a bus or a train?
- S_2 : If someone standing on a bus or a train is old, ill or pregnant, I will let them take my seat.

S1: It's nice of you!

5. Writing.

Read through the instructions with the whole class.

Ask the students to write their stories—you will probably want them to do this for homework.

When they have finished, ask them to get into pairs and exchange work for peer correction.

- 1. Analysis of important and difficult points.
- (1) Now it was in front of him, to set off soon. 火车现在就在他面前,马上就要开了。

这里的 set off 表示"出发,起程,动身"。如:

They wanted to set off early in order to get there on time.

他们想早点出发,以便能准时到达那里。

(2) Lin nodded, unable to speak. 林点点头,说不出话来。

unable to speak 是一个形容词短语,说明点头时的状态。

unable 表示"不能的,不会的"。

be unable to do 表示"不能做某事"。如:

Many passengers were unable to reach the lifeboats.

许多乘客无法够到救生艇。

(3) I've got a long way to go. 我有很长的路程要走。

have a long way to go 通常表示"(为达到某个目标)仍有很长的路要走"。如:

Li Lin has still got a long way to go before she becomes a successful teacher.

要成为一名成功的教师,李林仍有很长的路要走。

(4) Finally a man wearing glasses spoke in a loud voice. 最后,一个戴眼镜的人大声说话了。

in a loud voice

大声地,高声地

in a low voice

低声地

in a soft voice 柔声地

2. After reading this passage, we should understand a story happened during a trip.

We will try to write an article similar to the one we've just read.

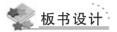
Imagine you have made a trip. Write about what you felt.

Step V Summary

Through the study of this period, we have learned a story that happened during a trip. Also, we've known the way of writing a story that happened during a trip.

Step VI Homework

- 1. Finish the exercises in Workbook.
- 2. Preview the new words and phrases of Unit 3.



Module 1 Travel

Unit 2 You're sitting in my seat.

- 1. Now it was in front of him, to set off soon.
- 2. Lin nodded, unable to speak.
- 3. I've got a long way to go.
- Finally a man wearing glasses spoke in a loud voice.

课后作业

一、根据句意及汉语提示写单词。

- 1. Mr Wang was walking _____ (往) the bus stop when I met him yesterday.
- 2. When I asked my mother if I could go swimming with my classmates, she ____ (点头).
- 3. A _____ (香烟) thrown into the woods in dry weather may start a fire.
- 4. ____ (尽管) he is young, he has a good knowledge of science.
- 5. Hearing the good news, _____ (眼泪) of joy ran from the mother's eyes.

Answers:

1. towards 2. nodded 3. cigarette 4. Though/Although 5. tears

二、用适当的介词填空。

- 1. The girl _____ golden hair looks beautiful.
- 2. They talked _____ a low voice in order not to



wake the baby up	•	C. a quite	D. quite a
3. —Excuse me. Do	you have the right ticket	10. Though he isn't	good at English, he doesn't want
this seat?		to	
—Oh, sorry. I ha	ve taken a wrong seat.	A. give up it	B. give off it
4. The mother held l	ner son her arms and cried	C. give it up	D. give it off
with joy.		Answers:	
5. All the audience	watched Liu Qian perform the	1—5 ACDBA 6—1	
trick grea	t interest.	四、从方框内选择适	当的单词并用其正确形式完成
Answers:		句子。	
1. with 2. in 3. fo	r 4. in 5. with	be, pair,	slow, speak, stop,
三、单项选择。		strong, o	ne, get, drop, careful
1. It's cold outside.	You'd better your warm	1. Mum was so excit	ted and unable
clothes, Lucy.			t his time to feed pigs.
A. put on	B. to put on		eamed about a basketball
C. putting on	D. put	player like Yao M	
2. Does John know a	any other foreign language	4.—Oh, you are loo	oking so tired. What happened?
French?		—I ran a long wa	y without
A. except	B. but	5. Be sure to watch	your bags
C. besides	D. beside	6. Give me a call as	soon as you there.
3. They had learned	2,300 words last week.	7. Difficulties can m	ake us feel and be more
	B. by the end	hopeful about the	future.
	D. by the end of	8. Sweat (汗) wet	through his clothes and
4. I will the	train at Beijing Station. Then you	from his forehead.	
can have my seat.		9. There is somethi	ng wrong with the old woman's
A. take off		eyes, so she did e	everything very
C. set off	•	10. Several	of eyes looked at the young man
	ooks pretty on you, it is	and his face turn	ed red.
out of style.	-	Answers:	
e e	B. but	1. to speak 2. first	3. being 4. stopping 5. care-
	D. because of	fully 6. get 7. str	onger 8. dropped 9. slowly
	ough the door, a basket-	10. pairs	
ball in his hand.	D	五、根据汉语意思,完	
A. in	B. on		catch that train, you'd better
C. with	D, at		出发) for the station immediately.
	assroom so that I can hear clearly.		(往外看)
A. in front	B, in the front		saw her father was still there.
C. in front of	D. in the front of		(即使) it takes me all the
A. The number of	there; books is 300.	afternoon.	Comba Par
			eat, Grandpa. I'm
B. A number of; a C. The number of			ext stop, "Tom said to the old
D. A number of;		man. 5 — Where does the	e Earth's energy
9. Beijing is		(来自)?	Laitins chergy
A. verv a		Most of it is fro	om the Sun.

Answers:

1. set off 2. looked out of 3. even if 4. getting off 5. come from

六、补全对话。

- A. You can start by turning off the lights.
- B. We get a lot of paper at home.
- C. You'd better clean your room every day.
- D. Turn off the shower.
- E. Can I help you?
- F. Don't use plastic bags.
- G. Don't take a bus if you don't have to.
- A: Hi, Janet, Would you like to help save the environment?
- B: Yes. But what can I do?

A: Well. 1

B: Yes, that's easy. Sometimes I turn on the lights without thinking, What's next?

A: Second, you can ride a bicycle. 2

B: That will save money, too. What else?

A: Third, try to recycle paper.

- B: Mm. Newspapers, magazines, mail... 3 Good idea.
- A: The fourth idea is turning off the shower when you're not using it.
- B: You mean when I have shampoo in my hair?
- A: Yes. Get wet. 4 Put the shampoo in your hair and then turn on the shower and wash it out.
- B: Will that help the environment?
- A: Yes, we have to save water. And fifth, take a bag when you go shopping. 5
- B:OK. My parents do most of the shopping. I'll tell them,

1	2	3	4	5
Answers.				

1−5 AGBDF

中考回放

阅读理解。(2011 • 贵阳)

When I was a teenager growing up in Russia, I wanted to leave school and have my own life. The only way I could do this was to work in the local brick factory in my town, or get married. I was nervous when I told my father I wanted to leave school. I thought he would say, "No! You are going to college." He took me by surprise when he said, "OK.

We'll go to the brick factory."

Two days later, he took me to the factory. I had a very romantic idea of working in a factory. I had imagined everyone to be friends working together and having fun. I even imagined there would be music and singing. I guess I had watched too many movies as a teenager.

When we arrived at the factory gates, my father spoke to the guard and one minute later we were inside. My father said, "Take your time. Look around." I walked around the factory looking at the building, the workers, and listening to the noise. It was horrible. I ran back to my father and said, "I want to go home."

He asked me, "What do you think of the factory?"
"It's terrible, " I replied,

"And marriage is even worse!" he said,

I went back to school the next day thinking about studying hard so I could get into a good college. I enjoyed studying English so I decided to major in languages at college. Thanks to my father and our trip to the brick factory, I now work at the United Nations and my father is very proud of me. I married a very good man and my life is much better than it would have been working in the factory!

would have been v	would have been working in the factory:					
1. The writer lived	in w	hen she was a	teenager.			
A. Russia	B. Japan	C. China	ı			
2. At first she the	ought life in	the factory	would be			
than in	school.					
A. more careful						
B. more colorful	l					
C. more beautifu	ul					
3 When she told 1	her father th	nat she wante	d to leav			

- 3. When she told her father that she wanted to leave school, he expressed his disagreement _____.
 - A. by doing nothing

B. in a special way

C. by saying nothing

4. After they visited the factory, the girl

A. decided to work there

B. decided to get married

C. changed her mind

5. The underlined word "horrible" means "_____" in Chinese,

A. 糟糕的

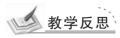
B. 紧张的

C. 浪漫的

【主旨大意】 文章介绍了"我"想退学,父亲用特殊的 方式拒绝了我,使"我"感触很深,然后努力学习,考上 了大学。

- 1. A 细节理解题。根据文章的首句"When I was a teenager growing up in Russia" 可知。
- 2. B 推理判断题。根据去砖厂前后的情况可以判断"她认为工厂的生活比学校的丰富多了",故选B。
- 3. B 推理判斷题。根据文章可以判断"他通过让她 去参观工厂的恶劣工作环境自己退缩来表示不同 意",因此,方式很特别,答案为 B选项。
- 4. C 细节理解题。由 I ran back to my father and said, "I want to go home."可知"她改变了主意"。

5. A 词义猜测题。由下文中的"It's terrible," I replied, 可以得知 horrible 的意思是"糟糕的"。



本节课通过阅读提高学生获取具体信息的能力。训练学生能根据相关信息预测文章内容,掌握文章大意。激发学生与同学交流自己的旅行经历的热情,培养学习兴趣。课堂上,我引导学生进行课堂活动和练习,帮助学生提高英语的听、说、写的能力。学生在课堂上都能踊跃地表达自己的观点,充分发挥了其主体作用。

The Third Period Unit 3 Language in use



知识与技能

- 1. Having a review of articles.
- 2. Key vocabulary:
- step, do harm to, at the end of, too...to...
- 3. Know the usage of articles.
- 4. Enable the students to talk about a trip they have made.
 - 5. Enable the students to write about a trip.

过程与方法

- 1. Through formal instruction, grammar practice and application, students can master the usage of articles.
- 2. Comprehensive ways of practising and consolidating.

情感、态度与价值观

To know about the usage of articles.

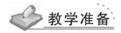


重点

How to write about a trip.

难点

Master the usage of articles.



A computer, a recorder and a projector.



Step I Warm-up

- 1. Greetings.
- 2. Revision.

Ask some students to retell the story in Unit 2.

T: Who can retell the story in front of the class?
Be brave!

Ss:...

T: You are excellent!

Step | Presentation

1. Language practice.

Ask students to do Activities 1 and 2.

First introduce "definite article and indefinite article" to students. After explaining the grammar point, ask the students to repeat the usage of definite and indefinite articles.

T: Now, it's time to check how you master it.

