



志鸿优化系列丛书

丛书主编 任志鸿



# 高中 优秀教案

本丛书经新课标专家审定

配新课标译林版

【必修1】**英语**

南方出版社





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# 高中 优秀教案

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# 前言

EXCELLENT TEACHING PLANS

## FOREWORD

高中新课程标准的教材如何教,新课程标准的课堂教学如何设计,这不仅是首批课改省区一线教师孜孜探究的课题,更是后续课改省区广大教师亟待解决的问题。

率先进入高中新课程改革实验区的教研机构和一线教师在课改实践中积累了丰富的教研和教学经验。为了能让这累累硕果与所有教育工作者分享,部分从事课程标准制定、研究的专家,从事教材编写、进行教材研究的学者,还有在教学一线埋头实践新课程理念的研究型教师走到了一起,把最能直接体现新课程标准教学研究成果的教案集结成书,精心打造了这套《优秀教案》丛书。

本套图书紧扣“提升学科素养,注重能力生成”的课标理念,以“好用+实用”作为编写落脚点,把专家的最新研究成果与一线教师的实践经验融为一体。“好用”主要体现在部分课时提供多个不同思路、不同风格的教学设计方案或者针对某个教学环节提供多种设计思路,便于教师选择、参考;“实用”主要体现在备课要素齐全,内容详实完备,资料丰富实用。

与现有的教案性质的教师用书相比,本套图书具有一些鲜明的特色。其一,每节课提供两种教学设计方案:一种详案,教师可直接拿来上课教学;一种简案,教师可借鉴上课,启发教学思维。两案供教师依据个人教学风格、教学水平灵活选用。部分科目还依托志鸿优化网提供了多媒体课的设计案例。向教师们提供更多的教学设计选择。其二,提供精选的备课资料和常用的网络教学资源,解决教师备课急需的参考资料缺乏的问题。备课资料紧密联系教材内容,均为精选的紧贴学生生活,充满时代气息,汇集生活现实、社会热点、科技前沿的资料信息;常用网络教学资源附在书末,网络资源中不乏直观形象的优秀课件、丰富的教学素材供教师备课时选用。

本丛书按照课时编写,遵循课堂教学规律,主要设置如下栏目:

**单元设计** 按单元(课)规划教学。系统概括单元(课)知识结构和特点,整体规划单元(课)教学思路、教学方法、教学目标和课时安排。从单元角度整体分析教材,安排教学。

**整(总)体设计** 对每课的教材作简要分析,提示本课的重点难点、三维目标、课时安排等,有助于教师短时间内了解教材要点,确立教学目标,把握重点难点,从宏观上高效指导授课全程。

**教学设计(过程)** 按课时编写,每一课时分“导语设计”“推进新课(文本解读)”“课堂小结”等几个环节。以问题情境为中心,以师生互动探究活动为主要信息传递方式,强调学生的主体地位,重视学生的个人体验,力求通过教学活动促进学生高效学习并养成自主学习习惯。

用智慧和爱心铸造中国教辅第一品牌

部分课时提供多个教学设计方案,或者针对某个教学环节提供多种设计思路供教师依据个人教学风格灵活选用。部分科目还依托志鸿优化网提供了多媒体课的设计案例。

**板书设计** 对每节课所授知识点、重难点、能力点的梳理和网络构建。内容设置条理化,呈现出设计的美感。板书设计还考虑了记忆规律和青少年学生的认知特点,有助于在教师的引导下形成网状知识结构。

**精彩(设计)点评** 通过简练的语言对教学设计的优缺点进行点评,指出本课设计的亮点、优点及缺陷与不足,帮助教师从容选择。

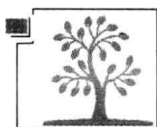
**活动与探究** 紧密结合教学内容设计了活动探究课题,并提供简要的活动要求与建议,为教师指导学生拓展视野,提升能力提供方法引导。

**习题详解** 对教材每一节课后的习题进行详细解答,包括详细答案、解析过程和方法等,以方便教师进行习题讲解和批改作业时使用。

**备课资料(资料选编)** 联系教材内容,汇集生活现实、社会热点、科技前沿等与之相关的材料,并设计开放型问题供学生讨论,设置探究性课题供学生研究,或精编能力训练题供学生课外提升。

时代在发展,学生在变化,教学改革与研究在推进,《优秀教案》丛书要跟上这些变化需要不断的更新,需要广大教师的积极参与。丛书编委会诚挚的邀请更多的教师参与本套图书的更新,提供优秀的教学案例与同行们交流、分享,提出图书改进的意见和建议,使该书更实用更好用,共同为我们的基础教育事业贡献一份力量。

优秀教案丛书编委会



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# Unit 1 School life

## 单元规划

### 内容预览

School life is the theme of this unit. The purposes of this unit are to learn about school life in the UK, to identify the differences between school life in the UK and in China, to enlarge the vocabulary about school facilities, and to recognize attributive clauses, including designing a poster for a new school club. In Welcome to the unit, the students will be presented with four different aspects of school life in the UK and are asked to compare the differences between high schools in the UK and in China. The Reading text deals with an article from a school magazine, which gives us specific information about what school life in the UK is really like. Word Power focuses on words and phrases related to school facilities, with relevant exercises to strengthen the students' ability to use these phrases. In Grammar and Usage, the students will learn what an attributive clause is and what relative pronouns and relative adverbs function as in this clause. They will learn in what circumstances that, which, who, whom or whose are used. Following is the Task section dealing with reporting school activities, in which students will practice the language skills of listening, speaking, reading, and writing. They will learn how to talk about school activities and write a notice about one of them. In the Project section, students will be asked to read two texts about school clubs and design an attractive poster for a new school club. In the self-assessment section, the students are supposed to rank their confidence level on different skills with the help of the chart on page 20 first, and then they can make plans to improve some parts, with which they have some difficulty. If possible, the students can turn to the teacher or their classmates for help.

This unit not only provides a chance for students to get an idea of school life in the UK and asks them to identify the differences between school life and in the UK and in China, but also intends to teach the students the two of the basic reading skills, skimming and scanning, which are important to improve the students' reading ability. This unit will practice topic-related skills. Students are expected to participate fully, in order to develop both their language skills and overall abilities. Also this unit enables students to compare different information given to them and choose useful information needed, and lastly, to make correct decisions. They are expected to apply what they have learnt to practical use by designing a poster for a new school club. A series of activities are designed to develop the students' listening, speaking, reading and writing abilities, together with the purpose of getting the students to learn to be cooperative and helpful when taking part in class-activities.

### 三维目标

1. To introduce and develop the theme of school life.
2. To identify the differences between school life in different countries.
3. To develop the reading skills of skimming and scanning.
4. To learn some words about school facilities.

5. To learn about attributive clauses and how to use relative pronouns.
6. To develop listening, speaking, reading and writing by completing a task and a project.
7. To form a positive attitude in a new and challenging situation.
8. To learn to be cooperative and helpful when working together.

### 课时安排

- Period 1** Welcome to the unit  
**Period 2** Reading  
**Period 3** Word Power  
**Periods 4-5** Grammar and usage  
**Periods 6-7** Task  
**Periods 8-9** Project(Starting a new school club)

## Period 1 Welcome to the unit

### 教学设计一

#### 整体设计

#### 教材分析

In this section, the students will be asked to talk about their junior school life, which they have experienced and the high school life they are facing, as well as the differences about school life in different countries, with the purposes of enriching students' imagination and improving the students' speaking ability.

School life is the topic of the unit, which is a proper subject for students who just enter high school from junior school. At the beginning of the term, the students in senior one may feel very curious about the fresh school environment. High school is a time that will be treasured and kept in our memories forever. Therefore, it is a good chance for the teacher to lead in this topic. First of all, teachers can let the students recall their junior life, and ask what high school life they think will be like. The teacher can encourage them to show their opinions about the differences between high school and junior school. Later, the teacher can take different measures to enable them to compare school life in the United Kingdom with school life in China. In this section, four pictures and texts representing school life in the UK are given. Each text gives a brief description of the subject. The teacher can divide the students into groups to discuss the four topics: school buildings; school facilities; class teaching and the number of students in each class; the relationship between teachers and students. There are also some questions presented to cause the students to consider further, such as,

What kind of school activities do you enjoy?

What is your dream school life like?

What is your favorite subject?

Among all the subjects we are learning now, which do you like least? Why?

What do you think we can do with the subjects we don't like?

Students are to fully participate in the discussion and brainstorm by combining what they have already known about the high schools in the UK with the help of the information



in the text. The related topics and activities are designed to grab and attract students' attention by involving their full participation. Students are expected to be active in the discussion, practice their spoken English and express their opinions by comparing and discussing the differences between school life in the UK and in China. The purpose of this period is to give the students some impression of the school life in the UK and inform the Ss of the differences between schools in China and the UK as well as the differences between high school life and junior school life, and to enlarge the students' knowledge and make them know the importance of school life in one's life.

### 三维目标

1. To introduce and develop the theme of school life, especially to get the students to know of differences between high school life and junior school life as well as to identify the differences between school life in different countries.

2. To help the students enlarge their vocabulary, especially those related to the topic.

3. To develop listening and speaking by talking about life in the new school.

4. To enable the students to know how to compare.

5. To learn to be cooperative and helpful when working together.

### 重点难点

1. To find out the differences of their life between senior high and junior high.

2. To learn something about the high school life in the UK.

3. To encourage the students to talk about their former school life and about their dream school life.

4. To know how to get on well with high school life/study.

5. To ensure every student to have a chance to express himself/herself.

### 教学方法

1. Discussion in pairs or in groups.

2. Task-based in-class activities.

3. Explanations of some language points.

### 教具准备

A tape recorder and the multimedia.

### 课前准备

1. The topics we are going to deal with in our next periods are not only very interesting and attractive, but also a bit challenging as well. Ask the students to prepare for a free-talk for about two or three minutes. They can introduce themselves to their classmates or say something about their junior middle school life, or even make a plan for their high school life. This will help all the students to take part in in-class activities and help them adapt to high school life quickly.

2. Encourage the students to prepare for the following topics. It is best for all of us to make preparations first, either by searching for information on the Internet or looking through background information in some books and so on. They can also be divided into several groups to get some information about high school life in different countries as they like.

3. Prepare the following questions in advance.

Questions:

- 1) Do you know of any differences between the lives of Chinese and British high school students?
  - 2) What differences exist between high school life and junior school life?
  - 3) What is your dream school life like?
  - 4) What should we prepare for the new high school life in order to succeed?
  - 5) What can you find in these four pictures?
  - 6) How do you find school life in Britain?
  - 7) What do you want to know by learning this unit?
4. Ask the students to read the following passage to help them know something about high school.

### High School

High school sounds like a scary time for everybody. But when you really get to high school, it doesn't seem that bad.

#### What high school is like

High school is a lot like middle school. Of course you might get lost the first few days looking for your classes. But after a while, you learn that what seemed like a large school really isn't.

One thing that is really cool about high school is that there are more classes to choose from. Some are even unavailable in middle school like photography or psychology. If you happen to like art, there are many art classes. So there are many things that are new in high school, but often, it's these new things that make high school so much better.

#### What to look for in high school

In high school, some things are really similar to those of middle school, while new opportunities occur as well. There are more clubs, sports and other activities you can join in.

The activities you join in can help you make new friends who have the same interests as you. These activities also give you a chance to learn something you might not have had the opportunity to learn before.

#### What to expect in high school

The high school experience is different for everyone—depending on what classes you take or what clubs you decide to join in. But there is one thing that is certain. More than likely, you are going to have just as much fun in high school as you did in middle school. And if middle school wasn't that great for you, high school is a chance to make up for it.

High school isn't just fun, though. At the same time, you are growing up and have to be responsible. Teachers aren't going to chase you down to do your homework or beg you to complete all your tests.

Everything changes when you get older. The changes between high school and middle school aren't that bad. So you shouldn't worry about it.

### 教学过程

#### Step 1 Greetings and self-introduction

##### Activity 1 Greetings

Teachers can have a short talk to welcome them to the senior high English class. Teachers

may start like the following: "It's the beginning of a new term. You have just finished junior school study and are about to enter a new period in your studies. I am very happy to have all of you in my class and I hope we can be friends."

This is the first semester of the high school and most students are not familiar with each other, so it is necessary for them to introduce themselves to know about each other. Students may feel nervous to speak English in public, especially to the strangers. In order to encourage the students to make a self-introduction, teachers had better introduce themselves, and ask them to take it easy. Let the students know it doesn't matter even if they may make mistakes, because it is hard for people to avoid making mistakes when speaking. After one student finishes his or her free-talk, other students or teachers can ask him or her some questions. If students are nervous to introduce themselves, teachers can ask them some questions to help them to express herself or himself. Teachers may use such questions as the following:

Q1: What's your name please?

Q2: Which school did you graduate from? / Which school are you from?

Q3: Do you have any hobbies?

Q4: How do you often spend your spare time?

Q5: What subjects did you study when you were in your junior school?

Q6: Which subject do you like best? Why?

Q7: Who is your favorite teacher? Why do you like her or him?

Q8: What kind of school life did you dislike in your junior school? Why?

...

### Activity 2 Talking

Then the teacher can ask the students to talk about high school life in their mind. High school time is very important and it is often considered as golden time in our life. However, some of them may feel nervous and uncomfortable when they first come here. Teachers may ask the following questions:

1. What difficulties have you had since you came to this high school?

2. What do you think you can do to overcome these difficulties?

3. If you have difficulty, who do you think you can turn to for help first? why?

### Activity 3 Listening

Listen to dialogues and find out where the dialogues may take place and what has happened. Meanwhile, ask the students to pay attention to how to start a conversation and how to ask the way.

Sample answers: This dialogue may take place on the street. A person lost his way.

### Activity 4 Speaking

Teachers may start this part like this: Just now, we listened and knew he lost his way. He asked the way for help. Such things also often happen to us. When you came to our campus on the first day, you might be lost. You didn't know how to get to your destination. Then you had to ask the way. Please discuss the following questions:

1. What is the best way to get someone's attention when you need help to find the way?

2. What should you do if you have difficulty in following the speaker?

3. Which expressions can be used to ask the way?

After their discussion, teachers should offer them chances to show their opinions. The

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answers are various, not fixed.

Sample answers:

1. The best way is to say 'Excuse me' first. This expression can be used regardless of sex and age. In this way you will never make a mistake about their titles.

2. You can repeat the key words you think you heard like 'three blocks'. In this way, the speaker will realize that he has been speaking too fast and will probably slow down for you.

3.

Role A	Role B
Excuse me. Would you like to tell me how to get to...?	It is a long walk.
Could you tell me the way to...?	To take a left turn.
How long will it take to get to...?	Go down...
How far is it from... to...?	A ten-minute walk.
What's the best way to get to...?	A four-hour drive.
What is the school's address?	Keep straight on till you come to... and you will see it.
Could you tell me where there is...?	Turn left/right at the traffic lights there.
How many miles is it to the nearest...?	Walk back to the corner.
Does this bus go to...?	Take a No. 1 bus to the end of...
Please tell me which bus should I take for...?	You can catch the subway just across the street.
Hello, I can't find my way back to... Can you give me a hand?	You will have to change buses at least twice.
	... is in the southwest/northwest... of the city.

Then ask the students to imitate the dialogue they heard and use the expressions mentioned above to make a dialogue with their partners to share their experiences, which they have had, especially the difficulties they had in finding out the way when they just came to this high school. In order to help them make a successful dialogue, teachers first introduce some school facilities, such as, library, car park, classroom, lecture hall, art room, science laboratory, stores, offices, garden, swimming pool, dormitories, medical center, gym, canteen, classroom.

In order to help the students practice their speaking ability about how to ask for help, teachers should prepare some situations to help the students to make a proper dialogue in advance.

Suppose students may have met the following puzzling problems.

1) On the first day, you suddenly felt sick and wanted to see a doctor. But you did not know how to get to the school medical center.

2) If you were to buy food in the school canteen, you didn't know where the school canteen was and you got lost.

3) You found your golden watch lost, and you felt very worried, so you wanted to go to the school Lost and Found Office and look for a lost watch.

4) Fix a date with your teacher for a face-to-face talk about one of your problems.

Teachers should give the students some minutes to prepare for it. If they have some dif-

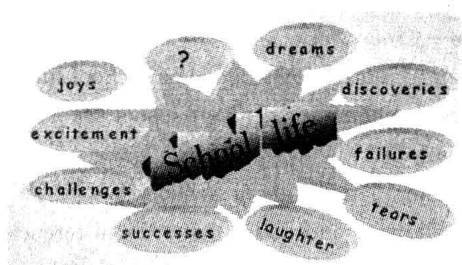
difficulty, teachers will help them smooth them away. After some minutes, encourage the students to act out their dialogues.

## Step 2 Presentation

### Activity 1 Brainstorming

According to the given passage titled “High School” and their opinions on high school, ask them to present any expression on it. Teachers may ask the following question: “When we are talking about our school life, what will we probably think of?”

Try to encourage all of them to be active in this activity, and teachers had better write down some wonderful expressions on the blackboard. Or draw the picture as the following.



It is also a good time for teachers to help the students to form the right views on school life.

### Activity 2 Discussion

After the students show their understanding about high school, teachers can ask them to tell the differences between school lives between junior schools and high schools.

After the students show their opinions on the differences between school lives in junior schools and high schools. Teachers may start like this: As we all know, there are differences in school lives between junior schools and high schools. So there must be differences in different cultures. Some of us must be eager to know what the school life in other countries is like. For example, we have studied English for three or more years, what is the UK school life like? How different is it from that in China? You know, there are many famous schools and universities in the UK. Today, we will pick up this subject.

1. What have you known about schools in the UK?

2. If you were offered a chance to study in the UK, would you like to attend school there? Why or why not?

Teachers should give the students enough time to consider and discuss these questions, and then encourage them to share their opinions with others.

### Activity 3 Talking about the pictures

After the discussion, students have already known something about the differences in school life between junior schools and high schools. At that time, ask them to talk about the pictures on page 1. Teachers may ask in this way:

Look at the pictures, what can you learn from them?

Which picture leaves the deepest impression on you? Why do you appreciate it the most?

Later, ask the students to express her/his opinion. The following is for reference.

In picture 1, we can see very low-rise houses and huge campus. They are very different from those in China. In China, students usually have large buildings and campus to make sure students have enough space to study in and play in.



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In picture 2, we can see lockers for every student. In China, students don't have lockers.

In picture 3, we can see a larger classroom with fewer students in it. The students sit in two lines face to face. There is a narrow passage between the two lines. The students are putting up their hands eagerly. Maybe they are answering the teacher's questions. This is quite different from that of China. Students always have a full classroom with students sitting in several lines facing a blackboard. And in most cases, students are not so eager to answer the teachers' questions.

In picture 4, two students are discussing something with their teacher. They look quite at ease with their teacher as if they were staying with their friends. In China, it is quite different. Children or students often feel embarrassed when they are with their teachers.

#### Activity 4 Comparison—Group work

Students may have gained more knowledge about school life in the UK by talking about the pictures, so they can make a comparison about school life in the UK and China. Teachers may start this part like this:

We have studied the four pictures about schools in the UK. Now, discuss with your group members about the following question: What's the difference in schools between China and the UK? Then draw some conclusions to complete the following form.

Aspects	Schools in the UK	Schools in China
campus and buildings		
facilities		
size of every class		
relationship between teachers and students		
some other aspects you know		

After discussion, let the students exchange their opinions with other groups. Teachers can offer some answers to students for referring.

Aspects	Schools in the UK	Schools in China
campus and buildings	Students can see huge campus and low-rise buildings. It is the biggest difference from schools in China.	Schools in China usually have a large enough campus to make sure students have enough space to study and play in. But most school buildings are taller, at least three storeys.
facilities	There are rows of lockers by the classrooms for students to put their stationary, books, exercise books and other belongings.	Students bring what they need for lessons to school and then take it all back home after school. Most schools in China do not have the equipment in the classroom.

续表

Aspects	Schools in the UK	Schools in China
size of every class	There are fewer students in a class, no more than 30 per class.	There are usually more students in high school, perhaps 40 to 50 per class. Recently some school are beginning to limit the number of students in each class.
relationship between teachers and students	Students have a close relationship with their teachers. They feel at ease and comfortable with them.	It is similar in China. Nowadays, lots of teachers and students have established a good relationship with each other. They respect each other and work to gain a better understanding of each other.
some other aspects you know	Students in the UK can choose whatever subjects they like or drop ones they are not interested in; they are graded A, B, C, D for every subject they choose rather than 100 points.	In China, students have to learn the subjects required for all the high school students. They are not free to drop subjects even though they hate learning at all. They are scored according to the fixed points, such as 100, 120 and 150.

### Step 3 Discussion

First, organize the students into pairs or small groups. Get the students to discuss the following questions:

1. What is your dream school life like?
2. What kind of school activities do you enjoy?
3. What do you think of your life here in the new school?

During the time of discussion, teachers had better take part in the students' discussion and offer them some language help if necessary. Then, get small groups to report their conclusions to the whole class.

### Step 4 Activity (show)

Ask the students to describe a good teacher in their mind, and make a vivid description about a good student in their view, together with the ideal relationship between teachers and students. Teachers can ask some questions, for example:

1. What kind of teachers do you like best in your mind? What characters does a good teacher should have in your opinion?
2. In your opinion, what kind of students can be regarded as good students?
3. What relationship between teachers and students should we have?

In order to encourage the students to consider these questions deeply, teachers are advised to give students enough time to discuss with their group members fully. During prac-

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ticing it, teachers are also advised to organize a competition to arouse students' interest. If possible, students can draw pictures to express their thoughts.

Sample answers:

To question 1:

S: I hope my teachers can have a strong sense of humor.

S: If teachers can treat every student equally, I think we will all love them.

S: We hope we can learn a lot of knowledge from teachers, so I think teachers who are learned must be very popular among us.

To question 2:

S: But I think a good student must be clever, open-minded and are ready to help others.

S: First of all, a good student must be competitive and civilized.

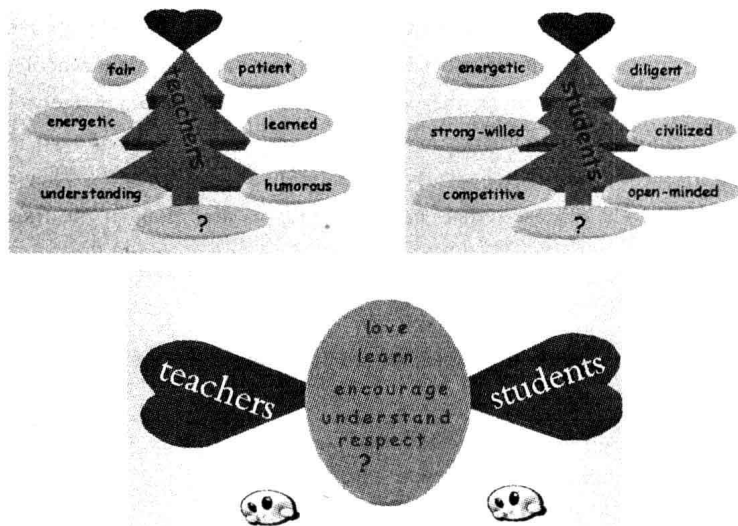
S: He or she should have good manners.

To question 3:

S: I think it is necessary to understand each other between teachers and students.

S: Cooperation can help to build a good relationship between teachers and students.

S: Teachers should be respected, while students are also respected. Respect is an important element for good relationship between teachers and students.



After discussing these questions, teachers are to continue to let the students consider the following question:

Many people think high school life is such an important period in our life. Do you know why?

Encourage the students to show their different opinions. Later, teachers can draw a conclusion, that is, high school life is a bridge to success. And then, students are grouped to discuss this question:

What can help us to succeed in our high school life?

Suggested answers:

S: Determination can help us succeed.

S: Confidence leads to success.

S: We should work hard, which leads to success.

S: I think team work can help us succeed.

S: Perseverance is important for success.

S: Competence plays an important part in success.

S: Wisdom and intelligence lead to success.

Teachers can also draw a picture to show the keys to success according to what students say.



### Step 5 Language points

It's time to deal with language points in this part. Teachers can ask the students to deal with these language points by looking them up in the dictionary or explain to them in an interesting way.

1. look at the pictures below. (作后置定语)

看下面的图片。

Standing on top of the hill, we found the city below very beautiful.

站在山顶上,我们发现下面的城市非常美丽。

Write down eight key words that you expect to find in the reading passage below.

写下在下文中你预计会出现的 8 个关键词。

**Note:** 常见作后置定语的副词有 home, here, there, back, above, downstairs, upstairs 等。

He was knocked down by a car on his way home.

他在回家的路上被车撞了。

The air here is very fresh.

这里的空气很新鲜。

The books here are all for you.

这里的书都是给你的。

The people there are very friendly.

那里的人非常友好。

The child was lost in the forest and couldn't find the way back.

那个孩子在树林里迷路了,找不到回家的路。

When do you think the inventions in the pictures above were made?

你认为上面图片里的物体是什么时候发明的?

The man downstairs got home very late that night.

楼下的那个人晚上回来的很晚。

2. High school is a time of discovery, learning and hard work.

中学是一个探索、学习和刻苦努力的时期。

in ancient times 在古代

in modern times 在现代

in Shakespeare's time 在莎士比亚时代

at the same time 同时

during the wartime 在战时阶段

at no time = by no means 决不

once upon a time 很久以前