良师

- ◎永远的教育
- ◎永远的服务

主编/赵金玉

>>>教师的必备用书 >>>家长的帮教助手 >>>学生的课堂再现

人教版

英语八年级[下]

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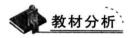
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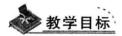
Unit 1 Will people have	e robots? ····	1
The First Period		2
The Second Period		7
The Third Period		11
The Fourth Period		15
The Fifth Period		19
Unit 2 What should I d	lo?	23
The First Period		24
The Second Period		29
The Third Period		32
The Fourth Period		36
The Fifth Period		39
Unit 3 What were you	doing when the UFO arrived?	44
The First Period		45
The Second Period		50
The Third Period		53
The Fourth Period		58
The Fifth Period		61
Unit 4 He said I was ha	ard-working.	66
The First Period		67
The Second Period		7]
The Third Period		75
The Fourth Period		79
The Fifth Period		82
Unit 5 If you go to the	party, you'll have a great time!	86
The First Period		87
The Second Period		91
The Third Period		95

The Fourth Period		99
Review of units 1-	-5	103
Unit 6 How long	have you been collecting shells?	107
The First Period		109
The Second Period		113
The Third Period		117
The Fourth Period	<u> </u>	122
The Fifth Period		125
Unit 7 Would yo	u mind turning down the music?	130
The First Period		131
The Second Period		136
The Third Period		140
The Fourth Period		143
The Fifth Period		147
Unit 8 Why don'	t you get her a scarf?	151
The First Period		153
The Second Period		157
The Third Period		161
The Fourth Period		165
The Fifth Period		169
Unit 9 Have you	ever been to an amusement park?	173
The First Period		175
The Second Period		179
The Third Period		182
The Fourth Period		187
The Fifth Period		191
Unit 10 It's a ni	ice day, isn't it?	196
	,	
The Second Period	I	202
The Third Period		206
The Fourth Period	I	211
Review of units 6-	—10	215

Unit 1 Will people have robots?



本单元围绕"谈论问题"及"提出问题"这两个话题,设计了相关的活动,从听、说、读、写四个方面,帮助学生掌握运用本单元的重点语法"一般将来时表示猜测"的用法,对学生三种时态的运用能力进行综合训练,帮助学生形成创造性地运用所学三种时态的能力。



知识与技能

- 1. 掌握"预测未来"的表达方式。
- 2. 掌握"更多,更少"的表达方式。
- 3. 比较一般过去时、一般现在时和一般将来时的 用法。

过程与方法

通过大量的师生互动口语交际,引导学生通过回顾过去而学会预测未来的学习、工作与生活的情形。然后再以预测未来为话题进行 pairwork,最后学生通过听录音去了解他人对未来的预测。

情感、态度与价值观

通过描述未来,调动学生的积极性,发挥学生的 想象力。在对未来的憧憬中,了解到更多的有关地 理、科学技术、文学艺术、体育等方面的知识,开阔学 生的视野。



重点

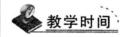
- 1. 由 will 构成的一般将来时态的陈述句、否定句、疑问句及回答。
 - 2. There be 句型的一般将来时。

难点

fewer, more, less 的用法。

教学方法

多媒体辅助教学(必要时)、分组活动、课堂讨论、 听力回答。



本单元用 5 个课时进行教学

The First Period: Section A(1a—Grammar Focus)

The Second Period: Section A(3a-4)

The Third Period: Section B(1a-3a)

The Fourth Period: Section B(3b—4)—Self check The Fifth Period: Reading

▲ 语法先导

1. 由 will 构成的一般将来时

由 will 构成的一般将来时通常表示预见。 基本结构:

肯定句:主语+will+动词原形+其他成分。如: He will go to the movies tomorrow.

他明天会去看电影。

否定句: 在 will 后加 not。如:

He won't go to the movies tomorrow.

他明天不会去看电影。

一般疑问句: 把 will/shall 提到句子主语的前面,结尾变问号。如:

Will he go to the movies tomorrow?

他明天会去看电影吗?

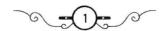
特殊疑问句:特殊疑问词 +will/shall+动词原形+其他成分?如:

What will he do tomorrow?

他明天打算做什么?

2. There be 句型的一般将来时

结构是 There will/won't be+名词+其他。如:





There will be a football match tomorrow in our school.

明天我们学校有场足球比赛。

There won't be more pollution.

不会有更多的污染。

3. 形容词 more, fewer 和 less 的用法

more 的意思是"更多的",是 many 和 much 的比较级,可以用来修饰可数名词的复数或者不可数名词;fewer 意思是"更少的",它是 few 的比较级,只能用来修饰可数名词的复数;less 意思也是"更少的",它是little 的比较级,只能用来修饰不可数名词。如:

more pollution

更多的污染

more leisure time

更多的空闲时光

more boats

更多的船

fewer apples

更少的苹果

fewer people

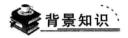
更少的人

less money

更少的钱

less sugar

更少的糖



机器人

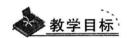
1920 年捷克斯洛伐克作家卡雷尔·恰佩克在他

的科幻小说《罗萨姆的机器人万能公司》中,根据 Robota(捷克文,原意为"劳役、苦工")和 Robotnik(波兰文,原意为"工人"),创造出"机器人"这个词。机器人(robot)是自动执行工作的机器装置。它既可以接受人类指挥,又可以运行预先编排的程序,也可以根据以人工智能技术制定的原则纲领行动。它的任务是协助或取代人类的部分工作,例如生产业、建筑业,或是危险的工作。

世界上大多数的机器人并不像人,有的甚至没有一点人的模样,这一点使很多机器人爱好者大失所望,很多人问为什么科学家不研制像人一样的机器人呢?其实,科学家和爱好者的心情是一样的,一直致力于研制出有人类外观特征的、可模拟人类行走的与其基本操作功能相似的机器人。

由于仿人型机器人集机、电、材料、计算机、传感器、控制技术等多门学科于一体,是一个国家高科技实力和发展水平的重要标志,因此,世界发达国家都不惜投入巨资进行开发研究。日、美、英等国都在研制仿人形机器人方面做了大量的工作,并已取得了突破性的进展。我国也在这方面做了很多工作,国防科技大学、哈尔滨工业大学研制出了双足步行机器人,北京航空航天大学、哈尔滨工业大学、北京科技大学研制出了多指灵巧手等。

The First Period Section A(1a—Grammar Focus)



知识与技能

1. Words and phrases:

robot, paper, fewer, tree, building, less, more...

- 2. Structures:
- (1) Future tense with "will".
- (2)"Yes/No" questions with short answers.
- (3) "There be..." sentence structure in future tense.

过程与方法

Get students to master the key words and phrases and the important sentence structures by listen-

ing, speaking and groupwork.

情感、态度与价值观

One important thing in life is to have a great aim, and the determination to attain it,

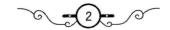


重点

- 1. Structures: future tense with "will".
- 2. "There be..." sentence structure in future tense.

难点

- 1. Talk about quantities with more, less, fewer.
- 2. How to make predictions.





教学准备

An English textbook, a tape recorder and pictures,



Step I Warm-up

- 1. Greetings.
- T: Hello, everyone! Nice to see you back at school after the winter holidays.
 - Ss: Nice to see you too, Mr/Miss...
 - T: How did you spend your Spring Festival?
- S₁: I went to see my grandparents and all of my relatives.
- S_2 : Me too, and sometimes I stayed at home to watch TV.
 - S₃: I went to the cinema to see a film.
- 2. The teacher begins the topic of the robots and the future.
- T: Oh, during the festival, I went to see a film too. It's *The Story of Robot Wars*. What is a robot? (The teacher shows a picture of a robot.)
- T: Do you think there will be robots in people's homes in the future, maybe 100 years from now?
- S₁: Yes, I think there will be./No, I don't think there will be.
 - T: Will kids go to school?
- S_l : Yes, they will. /No, they won't. They won't go to school. They will study at home on computers. (The teacher can give some help.)

Step I Presentation

- 1. Talking. (1a)
- (1) T: Look at the picture. How will the world be different in the future, 100 years from now? We're going to talk about sth. in 100 years.
 - T: Will people use robots?
 - S_1 : Yes, they will. /No, they won't.
 - T: Now please talk with your partner like this.
- Give students some time to talk about the picture with the drill: Will...? Yes,... will. /No,... won't.
- (2) T: Now, let's read the predictions in 1a. Check(√)A(for agree) or D(for disagree).

Read each prediction to the class. Explain the new vocabulary.

Read the instructions. Make sure students know what they should do.

Ask students to work. Move around the room answering any questions students may have.

- 2. Listen and circle the predictions you hear in 1b.
- T: Now we have some predictions about the future. What about others? Let's listen to the tape to know about their opinions. Listen to the conversation and circle the predictions you hear in 1b.

Play the recording the first time. Students only listen.

Then play the second time. Students listen and circle what they hear.

Finally the teacher asks one student to check the answers.

Answers:

- 1,2,4,5
- 3. Pairwork. (1c)
- T: Now let's talk about their predictions in 1a, using the drill in 1c.

The teacher asks two students to read the model aloud before the whole class.

T: Good, now I'll give you some minutes to practice with your partner. After a while I'll ask some pairs to present your conversations.

Several minutes later the teacher asks some pairs to present their conversations to the class.

Step | Practice

- 1. Listen and circle the words you hear. (2a)
- T: OK, now we have some predictions about the future in our mind. Next we will listen to a conversation and see what they predict. Before we listen, let's read through the list in 2a,

Ask different students to read the statements in 2a.

T: Now let's listen and circle the words you hear.

The teacher plays the recording. Students listen and circle the words.

Then check the answers.

Answers:

1. more 2. less 3. fewer 4. less 5. fewer



2. Listen again, Check (\sqrt{) the predictions you hear. (2b)

T: Now let's listen again. This time you must check the predictions you hear. First, let's read the predictions in 2b.

Ask students to read these predictions together or individually.

T:OK, listen carefully and check the predictions you hear in the conversation.

Play the tape for the students.

Then check the answers.

Answers:

2. \ 5. \ /

3. Groupwork, (2c)

T: Look at 2b. You are to make conversations about the predictions. I'll ask two students to make a conversation with me.

The teacher chooses two students to make it.

T: I think there will be more pollution.

S1: Well, I don't agree. But I think there will be fewer trees.

T: I agree. And I think there will be more water.

S2: Well, I don't agree. But I think there will be fewer boats and ships.

S₁: I agree.

Then the teacher says. Now work in groups of three or four like us.

As the students ask and answer the questions, move around the room checking their work.

Several minutes later, ask some groups to show their conversations before the whole class.

T: Do you find the differences between less and fewer?

Some students may answer it.

Step V Consolidation

Now read through the Grammar Focus. From the box, we know "will" is used here to express future event. The form of the usage is: will+verb. "Fewer" is used to talk about countable nouns. "Less"is used to talk about uncountable nouns. The form of the usage is: fewer + countable nouns, less + uncountable nouns.

Step V Summary

As we see on the blackboard, in this class we

have finished learning the target language about making predictions in different fields, especially "will" in a positive, negative and question sentence. And also we have learned some useful words, phrases such as the differences between few and little.

Step VI Homework

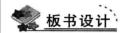
- 1. Review the key words and structures.
- 2. Make a list of predictions about themselves in five years.

The First Period

There will be sth..

Will people have robots?

3. Preview the next period.



Key sentences:

Sb. will do.

Unit 1

Sb. won't do. Will there be sth.?				
Will sb. do? Yes, there will. /No, there won't.				
课后作业				
一、选词填空。				
1. Tom has (few; fewer) Christmas cards				
than I.				
2. They believe that there will be (less; fe-				
wer) green trees in fifty years.				
3. He is ill and he can eat(more; less) food,				
so he gets quite weak.				
4. The (more; much) we get together, the				
(happy; happier) we'll be.				
Answers:				
1. fewer 2. fewer 3. less 4. more; happier				
二、用所给词的适当形式填空。				
1. They(not have) any classes next week.				
2. Betty (write) to her parents tomorrow.				
3. Look at those clouds. It(rain).				
4. He(read) an English book now.				
Answers:				
1. won't have 2. will write 3. will/is going to rain				
4. is reading				
三、单项选择。				
1. I think kids will study at home on computers				
ten years.				
A. at B. for				



C. after	D. in	定句)		
2. Hurry up! The train in two minutes.		Children at home on computers.		
A. go	B. went	5. It will be sunny the day	y after tomorrow. (对画线部	
C. shall go	D. goes	分提问)		
3. My father was	than he is now.	will the weather	er the day af-	
A. thinner	B. thin	ter tomorrow?		
C. less	D. few	Answers:		
4. The boy off the bike and hurt his leg yes-		1. Will there 2. don't think 3. won't live 4. won't		
terday.		study 5. What; be like		
A. fall	B. fell	五、完形填空。		
C. falls	D. will fall	Many people like to	travel during their holidays.	
5. I have homew	ork to do than you.	Some people travel in tour groups _ 1 _ they think it		
A. much less	B. much		guide takes care of the group	
C. very little	D. fewer	and 2 the group see	a lot of interesting and beau-	
6. Do you like playing	football or playing		tiful sights. Other people like to travel 3 or with	
violin?		friends. They think they are free to visit 4 they		
A. the; the	B. the; /	want to see in this way.		
C. /; the	PI 29	People travel for ma	ny <u>5</u> . Some people travel	
7. I think that England		to learn more about the world. Some travel for 6.		
A. will win			different things, such as ski-	
C. is winning	D. wins	ing, bungee jumping and	d mountain climbing. Other	
8. His mother in	a village five years ago.	people like to7 whe	en they travel. They look for	
A. lives	B. lived	new things or cheap ones		
C. is living	D. will live	There are different	ways to travel. Some people	
	rd to work out this problem.	take trains, buses or8, some fly, and others drive		
A. That	B. This	cars. Some people like to	travel slowly and 9 a	
C. I	D. It	long time in each place, l	out others like to take quick	
10. There is only	time left. We must hurry.	tours and visit more places in a short time.		
A. little	B. a little	10 do you like to spend your vacation?		
C. few	D. a few	1. A. so that	B. because	
Answers:		C, if	D, when	
1—5 DDABA 6—10 C	CABDB	2. A. makes sure	B. helps out	
四、按要求改写下列句子	<u>-</u> 。	C. depends on	D. sees off	
	tomorrow.(改为一般疑问句)	3. A. far	B. near	
be a meeting tomorrow?		C. lonely	D, alone	
	future can be interesting. (改	4. A. when	B. what	
为否定句)		C. how	D. where	
I predicting the future can be inter-		5. A. ways	B, times	
esting.		C. reasons	D. chances	
3. Tom doesn't live in a small village. (用 in the fu-		6. A. adventure	B. business	
ture 改写)		C. interview	D. practice	
Tom in a small village in the fu-		7. A. go abroad	B. have picnics	
ture,		C. go shopping	D. take rests	
4. Children will study at home on computers. (改为否		8. A. planes	B. cars	

C. feet

D. ships

9. A. take

B. spend

C. cost

D. pay

10. A. How

B. What

C. Why

D. When

Answers:

1-5 BADBC 6-10 ACDBA

六、阅读理解。

Tom and Fred are talking about the year 2020. "What will our world be like in the year 2020?" "I don't know," says Fred. "What do you think?" "Well, no one knows, but it's interesting to guess." "In the year 2020 everyone will carry a pocket computer. The computer will give people the answers to all their problems. We shall all have telephones in our pockets, too, and we'll be able to talk to our friends all over the world. Perhaps we'll be able to see them at the same time. " "A lot of people will live and work under the sea, Perhaps there will be big towns, factories and farms under the sea, too. " "Machines will do most of the work, so people will have more holidays, perhaps they'll work only two or three days a week. They'll be able to fly to the moon by spaceship and spend their holidays there." "I'm looking forward(期 待) to the year 2020. I hope to go to the moon! " "And I hope I'll be able to live under the sea." says Fred. "Won't that be very interesting? Just like a fish! "

1. Tom and Fred talked about

A, their school life

B. some interesting news

C. their life in the past

D. their life in the future

2. Machines will .

- A. do most of the work instead of people
- B. do some of the work instead of people

C. do as much work as people

D. do as little work as people

3. From their talk, we know that _____

A, only Fred hopes to fly to the moon

B. both of them hope to fly to the moon

C. one of them hopes to fly to the moon

D, neither of them hopes to fly to the moon

4. Fred said .

A. he liked fish very much

B. he would like to live under the sea like a fish

C. he would go fishing under the sea

D. he would spend a few days on the moon

- 5. Which of the following statements is NOT mentioned?
 - A. People will be able to fly to the moon in a spaceship.
 - B. People will have more holidays.
 - C. Many people will live and work under the sea.
 - D. All the factories and farms will be built under the sea.

Answers:

1-5 DACBD

教学反思

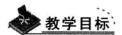
本节课的教学引入了本单元的主要学习内容。 在课堂上,我带领学生进行了听力和口头练习,使他 们熟悉了目标语言。由于学生对语法的认识有一定 的障碍,所以在课后我安排了一些语法练习,巩固了 学生所学的知识,使学生达到温故而知新的学习 目的。





The Second Period Section A(3a—4)





知识与技能

- 1. Words and phrases: she'll=she will, building
- 2. To learn the future indefinite tense, the past simple tense and the present simple tense.

过程与方法

Students consolidate the target larguage further by employing communicative approach and interactive approach.

情感、态度与价值观

To cultivate their cooperative consciousness, their self-teaching consciousness and their cooperative technique consciousness.

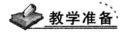


重点

Look back what happened five years ago, what is happening today and what will happen in five years to arouse the students' interests.

难点

Revise the future indefinite tense, the past simple tense and the present simple tense by contrasting different times,



An English textbook and a tape recorder.



Step I Warm-up

- 1. Greet the class and check the homework.
- T: Hello, boys and girls. Yesterday, we made some predictions about the future. What will the life be like in the future?

- S1: People will have robots in their home.
- S_2 : Kids won't go to school. They will study at home on computers.
 - S_3 : There will be more people.
 - S4: There will be fewer trees.

. . .

2. T: Yes, now I want to know the predictions about yourselves in five years. What will you do in five years?

Ask some students to show their lists of the predictions about themselves in five years.

Step I Presentation

T: One hundred years ago, people wanted to fly to the sky. They wanted to fly to the moon. Now people can fly to the sky easily. We use rockets to send up the spaceship to the universe. We make the space station. People can live there. In 100 years' time, people will live on the moon. What will happen in 100 years, can you imagine?

Let students talk it freely.

Step I Practice

- 1. Look at the pictures of Sally. Then fill in the blanks in the sentences. (3a)
- T: Just now we talked about the life in the past, now and in the future. Now let's look at the picture of Sally. Talk about Sally's life five years ago, today and in five years. Then fill in the blanks.

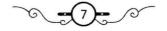
Give students some time to talk and fill in the blanks in 3a. The teacher can go around the class to provide help if they need.

After a while, the teacher says: OK, now I want to listen to your report about Sally's life. Who wants to try first?

- S: Five years ago, Sally was in high school. She played soccer. She had a cat. Today, Sally is...
- T: Good job. Who wants to try again? (If necessary, ask another student to report it.)

Answers:

1. in high school 2. soccer 3. a cat 4. in col-



lege 5. the guitar 6. a dog 7. a doctor/married 8. tennis 9. a sports car/a child

2. Pairwork. (3b)

T: Look at the picture and your predictions about Sally and make a conversation about Sally in five years. You can give more imaginations about Sally's life in five years. Who can give us an example?

Ask two students to have a try. Maybe they begin like this:

- S₁: What do you think Sally will be in five years?
 - S2: I think she'll be a doctor.
 - S₁: What sport will she play?
 - S2: She'll play tennis.
- T: Yes, very good. Now please make a conversation like this with your partner. Three minutes later, I'll ask more pairs to present your conversations.

Several minutes later, the teacher asks more pairs to show their conversations.

- 3. Writing and reporting. (3c)
- T: Boys and girls, now I want to know something about yourselves. Look at the sentences in 3c and fill in the blanks in the sentences. And then report your life five years ago, today and in five years.

While students do this task, the teacher can go around and give them some help.

After some minutes, the teacher says: OK, who has finished it? Please hands up.

Choose several students to read their reports loudly. They may begin like this:

S: Five years ago, I was in primary school. I played table tennis, I had many friends, Today, I am a middle school student, I play basketball. I have many friends, too. In five years, I will be in senior high school. I will play many sports, I will have much work to do.

Step IV Consolidation

This activity provides oral practice using the target language. (4)

T: Now, imagine what our city will be like tomorrow. You can draw a picture of the tomorrow city and you will describe it to your class. Ready? OK, draw your picture, please. You can discuss your picture in a group of four. If you finish it, put up your hands, show your picture and describe it to the whole class.

Let the students draw their pictures and discuss their pictures in groups. Then ask one or two students to show their pictures and describe them.

T: Who is ready? Who wants to show your pictures to us? (Choose a student who is ready.)

 S_l : (Come to the blackboard, hold his/her picture and point at it,) I think there will be more tall buildings. And there will be fewer cars and more buses. I think there will be less water. And there will be more robots and more computers. I think there will be more space stations. And there will be fewer astronauts and more pets.

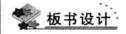
Then the teacher asks another one or two students to do it.

Step V Summary

In this class, first of all, we go on with the target language, the "will" in the future tense about predictions. Next we should learn to describe ourselves in the past, at present and in the future, using different verb forms. And then we should master some key language points, for example, there is no articles before sports nouns—play tennis. Finally we review the comparison of *more*, *fewer* and *less*.

Step VI Homework

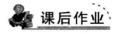
Write a short passage to describe the pictures of the tomorrow city they have drawn.



Unit 1 Will people have robots? The Second Period

Key sentences:

- 1. —What do you think Sally will be in five years?
 - —I think she will be a doctor.
- 2. —Will there be more pollution?
 - -No, there won't.



一、用所给词的适当形式填空。

- There _____ (not be) any paper books. Everyone will have books on computers.
- We all want _____ (predict) the future of ourselves.

3. The pilot(fly) to N	ew York two days ago,	Answers:		
and he'll be back soon.		1. I think there will be fewer trees.		
4. When I grow up, I(be) a famous pilot.	2. Will people live to be 200 years old?		
5. My friend Liz often	(wash) her clothes on	3. What do you think Sall	ly will be in five years?	
Wednesday.		4. There will be fewer cars(buses) and more buses		
Answers:		(cars).	(cars).	
1, won't be 2, to predict 3.	flew 4. will be	四、翻译下列句子。		
5. washes		1. 我认为将来水会更少。		
二、单项选择。				
1. —Will people live to be 300 years old?		2. 2020 年将有更多的游?	客来到合肥 。	
	No, they won't	3. 再过 20 年我们的国家	将越来越强大。	
	No, they can't			
2. There will be polluyear.	tion this year than last	4. 你认为你们城市的汽车	E将会更少吗?	
A. fewer B. n	nuch	Answers:		
C. less D. r	nany	1. I think there will be le	ss water in the future.	
3. I think people here are	friendly. Do you agree	2. There will be more tourists coming to Hefei in		
me?		2020.		
A. with B. t	0	The second second	ronger and stronger in twen-	
C. on D. f	rom	ty years.	Control of the contro	
4. —Where is Miss Wang?		4. Do you think there will be fewer cars in your city?		
—She went to Hainan Island last week and will re-		五、完形填空。		
turn six days.		A man was very hungry. He went into a1		
A. ago B. l.	ater	Section 1877	urant was famous 2 its	
C. behind D. i	n		en there <u>3</u> . He <u>4</u> for	
5. — will they play?		five pieces of bread. But to his, the bread was 6 small that he ate one at a mouthful(一口的).		
—They will play football.				
A. What subject B. V	What sport		Please tell me, is it because	
C. What food D. V	What language	24 1927 200 100	er _ 7 the bread becomes	
Answers:		smaller?"		
1—5 BCADB			about that," said the wai-	
三、连词成句。			a question. What 9 is it	
1. think, I, will, be, there,	trees, fewer (.)	now?"	•	
		"Winter, why?" the	man was surprised.	
2. people, live, be, to, 200 y	rears, will, old (?)	"OK. Don't you know heat makes things 10		
		and cold makes things sr		
3. what, think, you, do, wi	ll, Sally, be, five, in,	1. A. school	B. shop	
years (?)		C. restaurant	D. station	
		2. A. at	B. in	
4. will, there, be, cars, bu	ses, more, fewer, and	C. for	D. on	
(.)		3. A. before	B. ago	
		C. later	D. some time	
		4. A. wanted	B. bought	

C. asked D. thought 5. A. surprise B. surprised C. pleasant D. worry 6. A. very B. so C. too D. quite 7. A. or B. but C. and D. so 8. A. things B. something C. anything D. nothing 9. A. time B. month C. season D. year 10. A. longer B. shorter C. heavier D. bigger Answers:

1-5 CCACA 6-10 BADCD

六、阅读理解。

People use money to buy food, books and hundreds of other things they need. When they work, they usually get paid in money.

Most of the money used today is made of metal or paper. But a long time ago, people used to use all kinds of things as money. One of the first kinds of money was shells.

In China, cloth and knives were used as money. Elephant tusks(牙), monkey tail and salt were used in some parts of the world. Rice was also a kind of money used by the people in some islands. Some animals were used as money, too.

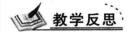
The first copper coins were made in China. They were round and had a square hole in the center. Different countries have used different metals for their money. Later, some countries began to make coins of gold and silver(银). But gold and silver were heavy to carry when people needed a lot of coins to buy something expensive. The Chinese were the first to use paper money. The first paper money looked more like a note from one person to another than the paper money used today.

Money has had an interesting story from the days of shell money till today.

- 1. People usually use money
 - A. to buy gold
 - B, to get something they want
 - C. to buy shells
 - D, to buy something expensive
- 2. Long, long ago people all over the world used
 - as money. A, the same metal
- B, the same paper
- C. the different metals D, all kinds of things
- 3. In the past, the ancient Chinese used to have cloth and knives
 - A. as a tool
- B, as money
- C. as a gift
- D, as a kind of goods
- 4. ____ was also a kind of money used by the people in some islands.
 - A. Gold
- B. Animals
- C. Rice
- D. Knives
- 5. The first paper money
 - A, looked like the same as the paper money used today
 - B. looked interesting
 - C. looked like a note
 - D. had a square hole in the center

Answers:

1-5 BDBCC

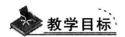


本节课是对上一节课的内容进行巩固。通过各 种练习,使学生熟练运用目标语言。根据课堂反馈情 况,学生对不规则的比较级用法掌握不是很熟,课后 仍需增加相关习题来加以巩固。



The Third Period Section B(1a-3a)





知识与技能

1. Words and phrases: robot, paper, fewer, tree, building, etc.

2. Structure:

Future tense with "will" in different forms.

3. Sentence pattern:

"There be..." in the future tense.

4. How to use more, less and fewer.

过程与方法

Students deepen the target language and learn some words and phrases by listening, speaking, reading and writing.

情感、态度与价值观

Stimulate the students' motivation to learn by describing what will happen in the future.

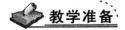


重点

- 1. To talk about how to use the future indefinite tense.
- 2. To talk about how to use "There be..." in the future tense.

难点

- 1. Practise using the target language.
- 2. How to make predictions.



An English textbook, a tape recorder and pictures.



Step J Warm-up

The teacher shows a picture and say: Good

morning, class. Look at this picture of Sally. Five years ago what did Sally do? Now what does she do? And in five years, what will she do?

Ask the students to describe the picture together.

T: What about you? Five years ago, today and in five years?

Ask individual students to describe themselves.

T: Good, and who wants to describe our city of tomorrow?

Ask some students to answer it.

Step I Presentation

- 1. Write each word in the correct column. (1a)
- T: OK, open your books at page 5 and read through these words in 1a. Who can read aloud for us? Please hand up.

The teacher asks some students to read them aloud. Then correct their pronunciation.

T: Now please read after me.

When the teacher reads, the students repeat. Then ask students to raise their hands if there is any word they don't understand. Write these words on the blackboard and use a simple drawing or a brief explaination to describe each one.

T: Now let's look at the form. Do you know the meanings of the headings?

The teacher reads the headings and explains them if necessary.

T: OK. Please write each word in the correct column in the form below.

Several minutes later, check the answers with the whole class.

T: Are you ready?

Ss: Yes.

T: What words belong to Jobs column?

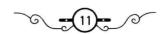
 $S_1:\ldots$

Answers:

Jobs: astronaut, computer, programmer

Transportation: train, rocket

Places to live: space station, house, apartment





2. Pairwork, (1b)

Read the words already written on the chart.

T: Now add some words to each column. Think about the jobs we studied before. Write some of the jobs in the chart. Look back at the other units and see if you can find some types of transportation and some places people live. You can discuss these words with your partner.

Ask students to have a competition to see which pair find these words more quickly.

Ask some students to say these words if they are ready.

Step | Practice

1. Listening. (2a)

T: Look at the pictures in activity 2a. What can you see?

 S_1 : I can see a boy's photo. And...

 S_2 : I can see a rocket and an astronaut.

S3: ...

T: Great. Now we will listen to a conversation between Alexis and Joe. Look at the picture again. Can you guess who they are?

Ss: They are Alexis and Joe.

T: Yes, now listen to the three conversations and number the pictures $(1\sim3)$. Are you ready?

Ss: Yes.

The teacher plays the tape twice. The students number.

After playing, the teacher asks: Who wants to tell us the right order?

Ask one student to answer: ...

Answers:

2 3 1

Answers:

2. Listening again, (2b)

T: Now let's read the statements and the verbs in activity 2b. Listen to the tape again and fill in the blanks with the correct verbs from the box.

The teacher plays the recording more than once, if necessary stop it after key lines.

After listening, ask some students to give their answers,

T: Who wants to read the correct sentences for us? Ask different students to read the sentences.

1. live 2. work 3. am 4. lived 5. took 6. 'll be 7. 'll fly 8. 'll live

3. Pairwork. (2c)

T: Suppose you are Alexis and Joe, make a conversation with your partner according to the sentences in 2b. You can begin like the example in the box in 2c. Do you understand?

Ss: Yes.

Give students some time.

Then ask some pairs to present their conversations. Their conversation may be like:

S₁: Where did you live ten years ago?

 S_2 : I lived in a house.

S₁: Where do you live now?

S₂: I live in an apartment.

 S_1 : Where will you live in 10 years?

S2: I will live on a space station.

Step IV Consolidation

T: Just now we know what Joe's life will be like in ten years. What about Ming's life in ten years?

Read the answer of Ming's in 3a. And fill in the chart below.

Give students 3 minutes to read the passage. Then they fill in the chart. (Before this, the teacher can read the headings to the class.)

Explain the new words and practice reading.

Point out the chart. Read the column headings to the class.

Read the passage again. Write words from her answers in the correct columns below.

Answers:

Job: reporter

Pets: parrot, many others

Sports: skating, swimming

Places: Shanghai, Hong Kong, Australia

Clothes: smart clothes, probably a suit(during the week), casual clothes(on the weekend)

T: Now I'll give you more time to find out the new words.

The teacher explains the new words and lead the students to read aloud.

T: Now let's read the passage loudly. Students read the passage aloud together.

