单元教学设计——广州版9BU1 Great explorations

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一、教学材料

授课年级、教材：初中英语九年级下册 上海教育出版社 2014 年 7 月第 1 版

单元名称及主题：Unit 1 Great explorations Pages 1-16

二、单元教学内容分析

1. 单元纵览

本单元以"伟大的探险"为话题，以介绍伟大的探险家及其探险经历为主线。

【Reading】板块:是一篇介绍我国古代伟大航海家郑和生平的短文。学生通过阅读了解古代中国人探索世界的故事。

【Listening】板块: 是一段介绍张骞和丝绸之路的讲座。学生通过听力练习巩固根据所听语段获取信息和记录关键信息的听力技能。

【Grammar】板块: 介绍了结果状语从句的结构、含义和用法以及表示结果的两种结构--- too...to 和 enough ...to 的含义和用法。

【Speaking】板块由两部分组成。Talk time 部分介绍了礼貌地的请求他人重复已说过的话的表达方法。Speak up 部分要求学生以小组合作活动形式，根据问题的提示，简单介绍一位伟大探险家的生平。

【Writing】板块:要求学生先完成采访内容的排序，然后根据采访内容和框架提示撰写一篇短文，介绍一位虚构的著名旅游作家的生平。

【More practice】板块是主阅读的延续，供学有余力的学生选用。篇章主要介绍了
意大利探险家马可波罗的生平及其在中国及亚洲其他地区游历，帮助学生
了解这位西方古代伟大的探险家。

【Culture corner】板块:介绍了著名的葡萄牙探险家费迪南德麦哲伦的生平和历史
功绩。

【Study skills】板块: 介绍了使用电话号码簿的方法，并通过英国某地的电话号码
簿上的一页内容，帮助学生学会从电话号码簿中查询所需信息。

2. 单元教学安排：课时及其内容，划分依据及各节相关性分析

课时	教学（整合）内容	编排及整合说明	课型
2	1.Getting ready(p.1) 2.Reading: (p.2-3) 3.Vocabulary (p.4) 4.comprehension (p.5)	利用郑和下西洋的地图引入话题--伟大的探险。 *阅读的第一课时以激活学生的背景知识，帮助学生了解主阅读篇章的主旨大意，扫清阅读中的词汇障碍为主要目标。 Vocabulary C1 的练习可以帮助学生巩固运用根据上下文猜测生词含义的策略。 *阅读的第二课时以深入学习主阅读篇章中的核心词汇和理解主阅读篇章的内容为主要目标。Vocabulary C2 的练习可以帮助学生巩固对主阅读篇章中的核心词汇的掌握。 Comprehension 部分的练习可以检测学生对主阅读篇章中关键信息理解的准确度。	阅读课
1	1. Listening(p.6)+Book B P6 B 部分 2. Speaking B:Speak	两部分内容都与伟大探险家生平和轶事以及其历史功绩有关，因此整合在一	听说课

	up(p.10) 3.Talk time(p.10)	起。 * Listening 部分要求学生听一段介绍张骞和丝绸之路的讲座。学生通过听力练习巩固根据所听语段获取信息和记录关键信息的听力技能。 * Speaking up 部分要求学生以小组合作活动形式，根据问题的提示，简单口头介绍一位伟大探险家的生平。 * Talk time 部分介绍了礼貌地的请求他人重复已说过的话的表达方法。引导学生在小组合作中如何礼貌交流。	
1	Grammar(p.7-9)	帮助学生学习并掌握结果状语从句的结构、含义和用法以及表示结果的两种结构--- too...to 和 enough ...to 的含义和用法。	语法课
1	1.Writing(p.11-12) 2.Culture corner(p.16)	两部分内容都与介绍伟大人物生平和轶事以及其历史功绩有关，因此整合在一起。 　*Culture corner 板块帮助学生了解著名的葡萄牙探险家费迪南德麦哲伦的生平和历史功绩。 　*Writing 板块要求学生在学习了本单元词汇，句型，语法等语言知识的基础上，根据采访内容和框架提示撰写一篇短文，介绍一位虚构的著名旅游作家的生平。	写作课 综合课
1	1.More Practice(p.13)	*More Practice 板块要求学生阅读意大	阅读拓

	2.Studying skills(p.14-15)	利探险家马可波罗的生平及其在中国及亚洲其他地区游历，帮助学生了解这位西方古代伟大的探险家。 *studying skills 板块帮助学生学习并掌握使用电话号码簿的方法。	展课
1	1.单元复习		
1	单元检测		

三、学情分析

1.学生通过初一、初二及初三上学期的学习，对工具书和蛛网图的使用有一定的了解，通过对蛛网的介绍和用法，提高学习的自学能力和概括归纳能力，有利于开展本单元的听、说、读、写任务。

2.学生在初一、初二及初三上学期平时学习过程中就已经接触过了有关结果状语从句的用法以及 too…..to 结构和 enough to 结构的含义及用法，本单元再通过系统地复习，在学习方式上引导学生学习归纳总结。

3.利用学生的差异进行小组帮扶活动。

四、单元教学目标

词汇	1. 重点词汇 Voyage, repetition, American, continent, discovery, rise, official, develop, relation, trade, foreign, America, nowhere, silk, giraffe, besides, development, pioneer, people, wealth, spread 2.重点词组： Open up, go on a trip, set up, set sail, be known as, lead to, compare with
句型	Useful sentences: 1. His travels to the west of China helped open up Central Asia to China. 2. He went on seven trips to the Western Seas. 3. They set up trade routes between China and other countries.

	4. In 1405, he set off from China on the first of seven great voyages.
	5. This was nearly a century before Christopher Columbus first set sail on his journey of discovery to America.
	6. His travels were so important that they are still studied today.
	7. He rose to become a trusted a official of the Youngle Emperor of the Ming Dynasty.
	8. His tasks were to develop relations with this city in all areas.
	9. These ships were known as treasure ships.
	10. They were big enough to carry 25,000 people as well as large quantities of goods.
	11. It seems that nowhere was too far for him to visit.
	However, his voyages were such a huge achievement that people still remember him as a pioneer in opening up cultural contacts between different peoples around the world.
语法	1. 掌握结果状语从句的相关知识。 2. 掌握 too…..to 结构和 enough to 结构的含义及用法，
读 （reading）	1.阅读一篇介绍我国古代伟大航海家郑和生平的短文，了解郑和七次下西洋的背景，经过以及重要意义。 2.掌握人物传记类文章的写作特点。
听 (listening)	听一段介绍张骞和丝绸之路的讲座。学生通过听力练习巩固根据所听语段获取信息和记录关键信息的听力技能。
说 (speaking)	1.能运用恰当的表达方式礼貌地的请求他人重复已说过的话。 2.以小组为单位，根据问题的提示，简单口头介绍一位伟大探险家的生平。
写 （writing）	1.根据所给素材和框架结构提示，写一篇短文,介绍一位著名的旅行作家的生平。 2.能笔头回答课文内容提出的问题。 3.能用本单元学习的重点词汇、句型进行造句。
学习策略	1. 初步接触略读（skimming）和找读（scanning）这两种阅读策略。

	2．学会在阅读过程中通过上下文来猜测生词含义的方法。
	3．关注对话中特殊疑问句的提问和相应的回答，以便准确记录相关信息。
	4．利用网络或书籍检索资料，了解伟大探险家的生平。
	5．学会使用电话号码簿。
文化意识	了解历史上各国伟大的探险家对人类社会发展的贡献。
情感态度	1．通过谈论"伟大的探险家"的相关话题，引导学生乐于探索未知领域并培养自己成为富有探险精神的人。
	2．结合课文的内容，引导学生通过学习伟大的探险家的特质，从而使学生认识如何成为富有探险精神的人需具备的特质。
	3．了解祖国悠久的航海历史，增强民族自豪感。
实用英语	通过查阅电话号码，获取电话号码和其他相关信息。

五、教学设计理念

1.语境中学习语言

交际法理论的倡导者认为，只有在具体的语境中呈现和练习语言形式，才能培养学生判断语言形式是否得体的能力，结合语境理解语言形式和意义的能力以及在适合的语言环境中使用适当语言的能力。

教材的编排也是以情景--话题为主线，在具体的语言环境中呈现教学内容。因此，在本单元每节课的教学设计中，尽可能体现在具体语言环境中呈现教学内容，如，阅读课的新词汇、语法课的结果状语从句、听力学习口头介绍伟大的探险家等等。

2.任务型教学

任务型教学的特点：意义上第一位的，即任务所关心的不是语言的形式，而是语言的意义。所提供的材料是生活化的真实的语言材料。因此，在本单元每节课的设计中，设置了一些学生需要单独或者合作完成的任务，比如，口头合作复述伟大探险家的生平，分任务查找资料利用 mind-map 制作海报介绍旅游作家的生平，小组讨论选出最好的作文等等活动或任务。

六、各课时教学设计

第一节

课型：【阅读课】

教学内容：9BU1 Reading A The voyages of Zheng He

一、 教学目标：

【语言知识目标】

1. 学生能够掌握以下单词和短语：

1）认知和理解单词：voyage, repetition, American, continent, route, discovery, official, develop, relation, trade, foreign, Africa, nowhere, silk, giraffe, besides

2）认识单词： Voyage, repetition, American, continent, discovery, rise, official, develop, relation, trade, foreign, America, nowhere, silk, giraffe, besides, development, pioneer, people, wealth, spread

3）掌握短语：set off，set sail，be born in order … to do sth，set up，a fleet of，be enough to do sth，as well as，go on，too … to …，allow … to …，return with，the exchange of，the development of，remember … as …， open up.

4）掌握句型：

1. His travels to the west of China helped open up Central Asia to China.

2. He went on seven trips to the Western Seas.

3. They set up trade routes between China and other countries.

4. In 1405, he set off from China on the first of seven great voyages.

【语言技能目标】

1．通过多种形式的阅读活动和任务，帮助学生理解课文。

2．指导学生运用一定的阅读理解学习策略，培养阅读微技能。如：扫读，获取文章大意；推断，深层理解；猜测生词大意等。

3．做好课堂笔记，扎实基础知识；通过查字典拓展词汇。

【情感态度目标】 学生乐于了解中外探险家的生平和探险经历。

【学习策略目标】

1. 学生能根据语境猜测生词意思。

2.学生能运用略读和预测的阅读策略，初步了解主阅读篇章的内容。

3.学生能运用概念图梳理文章结构并理解主旨大意。

二、 教学重点

1. 在教学过程中渗透阅读技巧的训练,培养学生阅读微技能，利用语境猜词、理解文章的主旨大意和篇章结构等。

2．掌握本课的新词汇和短语，并能利用关键词进行复述。

三、教学难点

能运用文章有效信息和提示,进行知识整合和总结，能利用关键词复述故事。

四、教学过程

环节一 Pre-reading

活动 1：分小组展示自己查阅的郑和下西洋的背景知识。

活动名称：Enjoy our presentations

活动过程：

1） 学生分四组查阅郑和下西洋的背景知识。

2) 制作一张 A3 小海报，选举一位汇报人进行展示。

设计意图：引出本单元主题，通过小组合作预习课文,了解伟大的探险家所生活的时代背景。

活动 2:

活动名称：Guessing game

活动过程：Show the pictures and some information about some famous explorers, ask the students to guess who they are, and what are their achievements?

设计意图：激发学生兴趣，引出本单元的主题。

活动 3: A brief introduction about Zheng He

活动名称：介绍郑和及其下西洋的路线

活动过程：Have a brief introduction of him and the voyage of his.

设计意图：引出故事人物。

环节二：While-reading

活动 1:

活动名称: Predicting & Scanning:

活动过程：

（1）Ask Ss to look at the title and the first sentence of each paragraph of the article on page 3, then finish exercise B on page 2.

（2）Basic information 学生阅读文章，探索这些数字对郑和的意义。

1. When did he set off the first voyage?

2. When and where was be born?

3. How many people did the ship carry?

4. How many trips did he go on from 1405-1433

5. When did he die?

设计意图：培养学生阅读标题，关键句来预测文章的能力，并进行阅读微技能训练，培养学生通过扫读获取人物关键信息。

活动 2：

活动名称：Fast reading: Finding out the structure of the story

活动过程：Try to write main idea about each paragraph.

设计意图：培养学生快速阅读，获取故事大意，了解介绍伟大探险家文章格式。

活动 3：

活动名称：Reading for details

活动过程：Ask the students to read each part of the story and finish the questions of each part.

1) Read the 1st paragraph

   Why was Zheng He a great explorer?

   A: His first voyage was long before Christopher Columbus set sail

   B: He has only one voyage during his life

   C: His travels were so important that people still studied today

2）Read the 2nd and the 3rd paragraph

（1）Read the article and put the following events into correct order.

a: Zheng He died in 1433 during his last voyage.

 b: Zheng He was born in Yunnan in 1371.

 c: Zheng He became a trusted official of Yongle Emperor of the Ming Dynasty.

 d: Under the order of Emperor, Zheng He set off from China on the first of seven great voyages.

 e: Zheng He built a great fleet of ships, the biggest in the world at that time.

 f: During the voyages, Zheng He traded valuable good like gold, silk and silver with other countries and returned with many things that were seen in China for the first time .

（2）Ask Ss to read the text carefully again and find the facts

(D2 on page 5. then Check the answers. (Ask Ss to practice in pairs)

3） Read the 4th paragraph

Did Zheng He finish his last voyage? If not, why?

What do people think of him now?

What achievement did he make?

设计意图：深入文本，获取具体信息，在语境中帮助学生透彻理解文本，解决语言上的重点、难点。

活动 4:

活动名称：Reading for language learning

活动过程：Ask the students to finish Exercise C1& C2 Vocabulary part. Then check the answers.

设计意图：培养学生在语境中理解和运用新词。

活动 5：

活动名称：Retelling

活动过程：With the information the students have gathered when doing the detailed reading; the teacher guides the students to retell the story. Then the students are required to retell alone or in pairs.

设计意图：回归文本，由读到说，让学生根据关键词进一步巩固、熟悉、复述整个故事。

活动 6：

活动名称：Appreciating the great explorer -----Zheng He

活动过程：

  Ask the students to appreciate and analyze Zheng He in the story. The students are required to find the supporting details from the story.

（1） What effects(影响) did Zheng He's voyages on China and the whole world?

（2） Why is Zheng He called a "pioneer"?

设计意图：回归文本，培养学生结合课文的内容，学会分析成为富有探险精神的人需具备的特质。

环节三：Post-reading

活动 1：

活动名称：Discussion

活动过程：Ask the students to discuss the questions, express their own ideas and give reasons.

Questions:

1) Why was Zheng He a great explorer?

2) What makes him succeed?

设计意图：培养学生的批判性思维和口头表达能力。

活动 2：

活动名称：Hot-seat

活动过程：Ask one student to seat in front of the blackboard and answer the following questions to express his own opinions on "a great explorer".

Questions:

1. Do you want to be a great explorer? Why and why not?

2. What is the most important to be a great explorer?

3. How to become a great explorer?

设计意图：培养学生的创造性思维和口头表达能力，结合课文的内容，引导学生通过学习伟大的探险家的特质，从而使学生认识如何成为富有探险精神的人需具备的特质。

环节四：Homework

活动：

活动名称：Homework assignment

活动过程：Ask the students to finish the homework.

Homework:

1.Try to retell the story。

2. Write down your opinion on "a great explorer"

3. 查字典归纳重点词汇

设计意图：巩固所学，培养学生 "说" 和 "写" 的能力。

（五）板书设计

9BU1 Reading A The voyages of Zheng He
1. Basic information about Zheng He
2. Main idea about each paragraph.
3. Reading for details
4. Useful expressions
5. Appreciating the great explorer -----Zheng He
6. Discussion

第二节

课型：【听说课】

教学内容：9B U1 Listening Zhang Qian and the Silk Road ＋ Speaking 本节听说课的教学内容整合了九年级牛津英语广州版 9BU1 的 listening 和 Speaking。

（一）教学目标：

【语言知识目标】

1.学生能够听懂介绍张骞和丝绸之路的讲座。了解张骞的生平和成就。

2.学生能够掌握以下单词和短语：achievement, Voyage, repetition, American, continent, discovery, rise, official, develop, relation, trade, foreign, America, nowhere, silk, giraffe, besides, development, pioneer, people, wealth, spread

【语言技能目标】

1.通过多种形式的听力活动和任务，帮助学生理解课文。

2.指导学生运用一定的听力理解学习策略，培养听力微技能。如：扫听，获取文章大意；细听，深层理解；再听，巩固听力技巧等。

3.学生能够根据问题的提示，简单口头介绍一位伟大探险家的生平。

4.学生能够掌握礼貌地的请求他人重复已说过的话的表达方法。

【情感态度目标】

1.学生学会交流分享，相互学习。

2.引导学生乐于探索未知领域并培养自己成为富有探险精神的人。

3.了解祖国悠久的历史，增强民族自豪感。

【学习策略目标】

1.能够使用听力策略：如：扫听，获取文章大意；细听，深层理解；再听，巩固听力技巧等。

2.学生能够观察、归纳、总结听力技巧。

（二）教学重点：

在"听"中培养学生的听力技能，在"说"中提升他们的语言表达能力。

（三）教学难点

通过听力文本的语言特征和文本内容，引导学生获取相关信息、培养听力技能。

（四）教学过程

环节一：Lead-in

活动:

活动名称：Background of Silk Road

活动过程：The purpose of setting up the Silk Road

设计意图：激发学生兴趣，引出本节课的相关话题。

环节二：Pre-listening

活动 1:

活动名称：Observing & Discussing

活动过程：Ask the students to look at the pictures and discuss the questions.

Questions:

How much do you know about Zhang Qian?

1. His job?

2. Dynasty?

3. Emperor?

4. Achievement

设计意图:通过讨论，组织 brainstorm 活动，激活学生原有的知识储备。

活动 2:

活动名称：Predicting

活动过程：

(1) Ask the students to underline the difference between the statements.

(2) Ask the students to read the notes and make a prediction. Guide the students to guess what or in what form the word should be filled in the blanks.

设计意图:培养学生听前利用文本进行所填信息的预测的技巧，为"听"服务。

环节三 While-listening

活动 1:

活动名称: Listening, note taking and blank filling

活动过程：Ask the students to listen to the tape and fill in the blanks. While listening, ask the students to take notes. Then for the second listening, ask the students to listen and check the answers if possible.

设计意图：培养学生在"听"时记录关键信息，听后进行检查的技巧。

活动 2：

活动名称：Doing a survey

活动过程：Ask the students to check their answers and analyze their mistakes.

设计意图：通过调查，培养学生分析错因，学会反思。

活动 3：

活动名称：Making a summary

活动过程：The students are given 30 seconds to think it over and summarize the listening skills by themselves. Then the teacher will help with the summary.

设计意图：培养学生归纳、总结听力技巧。

环节四：After-listening

活动 1：

活动名称：Let's try

活动过程：Ask the students to listen to a passage about Bernard the explorer and fill in the blanks. The students are required to use the listening skills they summarized beforehand.

设计意图：通过"辅篇"的文章，让学生运用之前归纳的听力技巧，获取听力信息，进一步巩固练习。

活动 2:

活动名称：Brainstorming and summarizing

活动过程：Ask the students to summarize and brainstorm the useful phrases or sentence patterns used to describe a great explorer. Students are encouraged to give more useful expressions.

设计意图：通过语言知识的归纳总结，为接下来的"说"作语言铺垫。

活动 3：

活动名称：Let's speak

活动过程：Ask the students to work in pairs to talk about some interesting stories about other explorers. Later the students are asked to present their dialogues.

Year of birth	
Place of birth	
Career	
Order from who?	
Tasks of his voyages	

Facts about his voyages	

设计意图:由"听"到"说"，开拓学生的思维，让学生在合作过程中学会描述一位伟大的探险家。

活动 4:

活动名称：Let's share

活动过程：Ask the students to give a speech about a great explorer with the help of the information in the table given above. If possible, the students can talk about great explorer they like. Also, some useful sentence patterns from the listening materials they have learned are provided for the students if necessary.

Useful sentence patterns:

1）He was born/died in...

2）He lived in/on ...

3）At the age of .../When he was...

4） donated ...to ...instead of ... make a great contribution to ….

5）..spent ...doing

6) I think… we should take him as our idol .

设计意图：分层次、给支架，给学生不同"说"的任务，开拓学生思维，由句到篇，层层深入。

活动 5:

活动名称：Talk time

活动过程：礼貌地的请求他人重复已说过的话的表达方法。引导学生在小组合作中如何礼貌交流。

环节五: Homework

活动:

活动名称：Homework assignment

活动过程：Ask the students to finish the homework.

Homework: Write a short passage about a great explorer. (80--120words.)

设计意图：巩固本节课所学，有说到写。

（五）板书设计

Unit 1 listening and speaking

Useful sentence patterns:

1）He was born/died in...

2）He lived in/on ...

3）At the age of .../When he was...

4） donated ...to ...instead of ...   make a great contribution to ….

5）..spent ...doing

6) I think… we should take him as our idol .

第三节

课型：【语法课】

一、教学目标：

【语言知识目标】学生能够掌握结果状语从句的结构，含义和用法以及表示结果的
两种结构：too...to 和 enough ...to 的含义和用法。

【语言技能目标】学生能够在语境中正确使用结果状语从句的结构，含义和用法以
及表示结果的两种结构：too...to 和 enough ...to 的含义和用法。

【学习策略目标】 学生能够主动探究，善于发现、总结语言的规律并能运用规律
举一反三。

二、教学重点： 在语境中掌握结果状语从句的结构，含义和用法以及表示结果的
两种结构：too...to 和 enough ...to 的含义和用法；并能够准确使用
这些语法项目。

三、教学难点： 掌握动词结果状语从句的结构，含义和用法。

四、教学过程

环节一 Lead-in

活动 1：

 活动名称：Searching

活动过程：

Ask the students to find some Adverbial clauses of result on P3.

Zheng He's travels were so important that they are still studied today.

Zheng He worked so hard that in a few years he built a great fleet of ships.

His voyages were such a huge achievement that people still remember him.

设计意图：复习所学内容，温故知新，并让学生接触更多的结果状语从句，为下文提炼结果状语从句的用法作铺垫。

活动 2:

活动名称：用 so… that; such… that 描述所给图片信息

活动过程： Try to introduce: Adverbial clauses of result.

设计意图：活跃课堂氛围，创造真实的语境，让学生对结果状语从句的结构，含义和用法有个初步的感知。

环节二：Discovery

活动:

活动名称：Observing & Discovering

活动过程：

1) Explain what adverbial clauses of result are. Then give the students some time to observe and find out the difference between so… that; and such… that.

2) Group discussion. Ask the students to observe two sentence structures: too...to 和 enough ...to 的含义和用法

3）The teacher helps make a summary with the students 'discussion.

设计意图：让学生观察、归纳、总结，培养学生主动探究、发现语言的规律。

环节三：Practice

活动 1:

活动名称：Practice: Adverbial clauses of result：so… that 和 such… that

活动过程：用下列表格内容造句

so foolish	such a fool
so nice a flower	such a nice flower
so many / few flowers	such nice flowers

so much / little money	such rapid progress
so many people	such a lot of people

设计意图：培养学生预测和口头表达能力，在语境中进行操练结果状语从句的结构，含义和用法。

活动 2：

活动名称：Practice: Adverbial clauses of result: too...to 和 enough ...to

活动过程：用下列表格内容造句

Difficult/ explain	Tall/ play basketball
Boring/ watch	Strong/ carry
Busy /go out	Good/ win
Sleepy/ to do	Popular/ receive
Afraid / move	Young/ drive a car
Deaf/ hear	Fast/ catch the bus

设计意图：培养学生预测和口头表达能力，在语境中进行操练结果状语从句的结构，含义和用法。

活动 3:

活动名称：Practice: Adverbial clauses of result

活动过程： Exercise about Adverbial clauses of result

设计意图：口头和笔头练习和巩固结果状语从句的用法。

环节四：Using the language

活动:

活动名称：Let's speak

活动过程：

1）Group work: Hand out small cards to every group. Ask the students to make a 2-minute story according to the card. The students are required to use Adverbial clauses of result if necessary and they are encouraged to use as many as possible.

2）Ask the students to present their story and the other students are required to take down the sentences with Adverbial clauses of result.

设计意图：培养学生的口头表达能力和创造性思维，巩固、运用本节课所学的语法知识，学以致用。

环节五：Homework

活动：

活动名称：Homework assignment

活动过程：Ask the students to conclude the usage of Adverbial clauses of result.

设计意图：由"说"到"写"，巩固练习。

五、板书设计

9BU1 Grammar

句型一：such+ a/an+ adj+名词+that 从句

　　　　　so+ adj+ a/an+名词+that 从句

句型二：such+ adj+可数名词复数+that 从句

　　　such+ a/an+ adj+不可数名词+that 从句

句型三：too adj(for sb(宾格) to do sth

句型四：：adj enough(for sb) to do sth 某人足够怎么样去做某事

　　　　(not) adj enough(for sb) to do sth 某人不足够怎么样去做某事

第四节

课型：【写作课】

（一）教学目标：

【语言知识目标】1.学生能够认读和理解单词 compare… with… 2. 掌握人物小传的写作方法。

【语言技能目标】1.学生能通过阅读了解麦哲伦的生平和环球旅行的经历。2.能够根据文章框架合理安排素材，介绍一位虚构的著名旅游作家的生平。

【情感态度目标】引导学生通过学习伟大的探险家的特质，从而使学生认识如何成
　　　　　　　　为富有探险精神的人需具备的特质。

【学习策略目标】1. 学生能通过合理安排段落来组织文章。2.通过小组讨论，修改
　　　　　　　　作文；学会自评与互评。

（二）教学重点：掌握人物小传的写作方法。

（三）教学难点：掌握人物小传的写作方法。

（四）教学过程

环节一：Lead-in

活动:

活动名称：Guessing game：麦哲伦简介

活动过程：Group competition: Introduce some information about some great explorer.
　　　　　Then ask the students to guess who he/she is and show their reasons.

设计意图：激发学生学习兴趣，引导学生思索如何写人物小传。

环节二：Pre-writing

活动 1:

活动名称：Brainstorming

活动过程:

Ask the students to brainstorm what they have known about James Turner.

The teacher can provide them with some pictures for help.

What information can we write when we write a famous person?

Nationality(国籍)

Birthday?

Birthplace?

Job?

His life experience?

Achievement?

设计意图：激发学生已有的知识储备，培养学生口头表达能力。

活动 2：

活动名称：Introducing the writing task

活动过程：Tell the students the learning task of this lesson.

设计意图：明确本节课的学习任务。

环节三 While-writing

活动 1

活动名称：Observing & Discovering

活动过程：通过阅读范文总结框架

名人传记写作框架

    Para1: Basic information about the famous person

    Para2: The famous person's experience

    Para3: Opinions of the famous person

设计意图：了解人物小传的框架

活动 2：

活动名称：Interview

活动过程：Suppose you are required to write a composition about a famous person.

    What questions will you ask him if you have a chance to interview him?

    1. Where/ When were you born ?

    2. What did you do?

    3. Which university did you study in?

    4. Did you like study?

    5. When were you interested in….?

    6. When did you…?

    7. What else do you want to… in the future?

    8. What do you think of your achievements?

设计意图： 通过采访，让学生明确所写的具体内容。

活动 3：

活动名称：Writing

活动过程：Work on your own. Write an article about James Turner in three

    paragraphs. Use James's answers and the outline below to help you.

    His personal information:

1.When and where were you born?

2.What did your parents do?

his experiences after he left school:

3. What did you do when you left school?

His books:

4. How did you start writing your first book?

5. What do you like to write about?

6. What's your next book about?

设计意图：掌握人物小传的写作方法。

环节四 Post-writing

活动

活动名称：Writing assessment

活动过程：Show the students the criteria of assessing the article. Ask the students to

choose the best one in each group and present it to the whole class.

设计意图：给出本次写作的评价标准和重点，让学生尝试互评作文，也让学生从优

秀作文中学习。

环节五 Homework

活动

活动名称：Homework assignment

活动过程：Ask the students to finish the homework.

Homework: 1. Improve the article. 2. Try to search a story about another great explorer

online.

设计意图：巩固写作，查找资料，激发学生阅读。

（五）板书设计

Layout:

9B U1 Writing
Para1: Basic information about the famous person
Para2: The famous person's experience
Para3: Opinions of the famous person

His personal information:

1.When and where were you born?

2.What did your parents do?

His experiences after he left school:

3. What did you do when you left school?

His books:

4. How did you start writing your first book?

5. What do you like to write about?

6. What's your next book about?

第五节

课型:【阅读拓展课】

（一）教学目标：

【语言知识目标】 学生能认知、理解并运用以下单词和短语： Statue, traveller,
throughout, European, communication, influence, describe…as

【语言技能目标】1.学生能够阅读了解意大利探险家马可波罗的生平及其在中国及
亚洲其他地区游历，帮助学生了解这位西方古代伟大的探险家。

2.学生学习并掌握使用电话号码簿的方法。

3.学生能够根据语境、语法搭配知识对新词进行预测。

【情感态度目标】1.学生能主动思考，积极寻找解决问题的最佳方案。

2.学生能爱阅读，乐分享，培养幽默的生活态度。

3. 学生乐于探索未知领域。

【学习策略目标】1.学生能根据语境和搭配知识理解和运用新词汇。

2. 尝试阅读《马克波罗游记》或通过书籍或网络查相关信息。

（二）教学重点：

1.学生能够阅读了解意大利探险家马可波罗的生平及其在中国及亚洲其他地区
游历，帮助学生了解这位西方古代伟大的探险家。

2.学生学习并掌握使用电话号码簿的方法。

3.理解和运用新词汇

（三）教学难点：

1.学生能够阅读了解意大利探险家马可波罗的生平及其在中国及亚洲其他地区游历，帮助学生了解这位西方古代伟大的探险家。

2.根据上下文的语境猜测缺失词汇的信息，理解词汇。

（四）教学过程：

环节一：Pre-reading

活动 1：

活动名称：通过书籍或网络查找《马克波罗游记》相关信息。

活动过程：Have you read *The Travels of Marco Polo*? What were the Chinese cities like at that time? Discuss with your group member and share it with your classmates.

设计意图：激发学生学习兴趣、传递"思考"理念、导入课文人物。

活动 2：

活动名称：Fast reading: Try to write main idea about each paragraph.

活动过程：

Play the recording for Ss to listen, and ask Ss to write the main idea of each paragraph

( )1 paragraph 1   a. About how *The Travels of Marco Polo* was written.

( )2 paragraph 2   b. The importance of The Travels of Marco Polo.

( )3 paragraph 3 c. The end of Marco Polo's life.

( )4Paragraph 4 d. The location of the statue of Marco Polo.

( )5 paragraph 5 e. Brief introduction to Marco Polo's early life experience and his exploration across Asia.

设计意图：培养学生快速阅读，获取故事大意，了解介绍伟大探险家的文章格式。

环节二：While-reading

活动 1：

活动名称：Reading for details

活动过程：

Read this article about Marco Polo. Then answer the questions below.

(1) Who was Marco Polo and what was he famous for?

(2) How were Polo's stories written down?

(3) Why did Marco Polo's stories become so popular?

(4)In what ways was China more developed than Europe at that time?

设计意图：深入文本，获取具体信息，在语境中帮助学生透彻理解文本，解决语言
上的重点、难点。

活动 2:

活动名称：Guess what is missing according to the context.

活动过程：With the help of context and grammar knowledge, students are asked to fill
in the blanks.

Fill in the blanks according to the article.

Marco Polo is a famous Italian _____ and the stories of his travels across
_____ are still famous today.

Marco Polo, born in Venice, set off on a journey to Asia at the age of ____ and
returned to Venice at the age of _____. He travelled along _____and
_____. He loved the Chinese city _____ so much that he described it as
"_____".

Because of a war, Marco Polo was captured and _____when he returned to
Venice. While in prison, he had his stories written down in a book called
_____. This book made his travels _____ in Europe.

Marco Polo told a lot of amazing things in his stories. These stories made Europeans
_____ and influenced _____.

Marco Polo died at the age of _____.

设计意图:借助语境及语法知识，补全文章信息，获取词汇的意义。

活动 3:

活动名称：Understand the words and phrases

活动过程：With the help of the questions and context, students learn the new words and phrases.

设计意图：通过设置问题，学生深入了解文本，理解和掌握新词和词汇。

环节三 Post-reading

活动 1：

活动名称：Role-play

活动过程： 学生自编自演自导有关马克波罗游历中的奇闻趣事。

设计意图：激发学生的创造力和想象力；培养团队协作能力。

环节四：Summary and homework

活动 1：

活动名称：Make a summary

活动过程：Ask the students to enjoy reading and keep the password to the lesson in mind---- Enjoy interesting new ideas by sharing and thinking to get excitement and inspiration now!

设计意图： 学会思考，愉快阅读，体会语言的乐趣。

活动 2：

活动名称：Homework assignment

活动过程：Ask the students to finish the homework.

Homework:

1. 自编一则马克波罗游历中的奇闻趣事。

2. 自编一则梦游经历中的奇闻趣事。

设计意图: 巩固所学，把愉快阅读延伸到课后。

（五）板书设计

Layout:

9BU1 more practice and studying skills
Read this article about Marco Polo. Then answer the questions below. (1) Who was Marco Polo and what was he famous for? (2) How were Polo's stories written down?

(3) Why did Marco Polo's stories become so popular?

(4)In what ways was China more developed than Europe at that time?

附录：所分析的教材（word 文档）

【Cartoon】

Hi: Why are you taking all of those?

Lo: You said we should travel light!

【Reading】

The voyages of Zheng He

Zheng He was a famous Chinese explorer. In 1405, he set off from China on the first of seven great voyages. This was nearly a century before Christopher Columbus first set sail on his journey of discovery to America. His travel was so important that they are still studied today.

Zheng He was born in Yunnan in 1371. he rose to became a trusted official of the Yongle Emperor of the Ming Dynasty. The emperor ordered Zheng He to visit and explore the lands outside China. His task was to develop relations and set up trade routes with foreign countries. in a few years, he built a great fleet of ships, the biggest in the world at that time. The ships were known as treasure ships. They were big enough to carry 25,000 people as well as very large quantities of goods.

From 1405 to 1433, Zheng He went on seven trips and visited South-East Asia, the Middle East and even the east coast of Africa. It seemed that nowhere was too far for him to visit. These voyages allowed China to trade valuable goods like gold, silver and silk. At the end of each voyage, Zheng He returned with many things that were seen in China for the first time, such as a giraffe from Africa,

Besides developing trade, the voyages also encouraged the exchange of cultures and technologies. They helped the development of different peoples and regions.

Zheng He died in 1433 during his last voyage. However, his voyages were such a huge achievement that people still remember him as a pioneer in opening up cultural contacts between different peoples around the world.

【Listening】

Welcome to this lecture, everyone. Today we're going to talk about the Chinese explorer Zhang Qian and the Silk Road.

Zhang Qian was a pioneer in setting up the Silk Road. He was an official in the Han Dynasty. At that time, China knew little about the lands in the far West. The emperor sent Zhang Qian to explore and open routes to the outside world. Zhang Qian travelled to many countries and make useful reports on the people and cultures there. His journeys helped lead to the development of Silk Road.

The Silk Road got its name from the Chinese silk trade. It was started over 2,000 years ago. Although it was called a "road", the Silk Road was actually many different routes, both on land, and by sea. These routes spread from East, South, and West Asian to North-East Africa as well as Europe. They allowed people to carry goods, between countries, and help spread knowledge and ideas across the world. The Silk Road was important , in the development , of countries , such as China India and Egypt.

【Grammar】

A   Adverbial clauses of result

We can use so/such … that to talk about the result of an action or situation. These clauses are called adverbial clauses of result.

Zheng He's travels were so important that they are still studied today.

Zheng He worked so hard that in a few years he built a great fleet of ships.

His voyages were such a huge achievement that people still remember him.

Work out the rule:

We use_____before an adjective (without a noun) or an adverb.

We use_____ before(an adjective+) a noun.

Things to remember:

We can also use the following patterns to talk about results.

So many/few+ countable noun(in plural from)+that

So much/little + uncountable noun+that

Join the sentences in column A and column B with so … that or such … that.

A	B
Fleet of ships was huge.	It passed through many countries.
The Silk Road was long.	It takes many days to cross it.
The Pacific is a big ocean.	The ship's cook was always busy.
There were many men on the ship.	People could see it from far away.

1._____

2._____

3._____

4._____

B   too … to

We can use too… to.. to talk about results. We sometimes add for + Noun/ pronoun before to-infinitives.

It seems that nowhere was too far for Zheng He to visit.

The train travelled too fast for us to see much outside the window.

Things to remember:

We can say "The food is too hot to eat ," or "The food is too hot for me to eat ," But , we do not say "The food is too hot to eat it".

Complete the following conversation with too…to and the words brackets.

Mandy : Did you hear what the teacher said and the end of the class?

Jason : No, I was_____(far away/,hear) her.

Mandy : She told us to hand in our homework on Friday , so I need to talk to you about it ,

Jason : Well , I'm afraid , it's _____(noisy here / us / , talk).

Mandy : Let's go to the library then .

Jason : It's _____(early / go) to the library . It isn't open yet ,

Mandy : Why don't we just sit in the garden and walk there ?

Jason : But It's _____(cold/ us/ sit) outside .

by the way , What's the topic of the homework ?

Mandy : It's a question: "Would you like to be a great explorer ?"

Jason : My answer is "no " ! I'm _____(afraid/

explore) new places.

Mandy : Why? it must be so exciting to be an Explorer.

C   enough to

We can also use enough to to talk about results

The ships were big enough to carry 25,000 People as well as a very large quantities of

goods.

The fleet traveled far enough to reach even the east coast of Africa.

Things to remember:

 We can add for+ Noun/ pronoun before to-infinitives.

The shirt is not big enough for me to wear.

【**Talking&speaking**】

A   Talk time

A Read the conversation below and practise it in pairs. Pay attention to the words in blue.

Doris: Hi, Tony. I missed the History lesson today. Can you tell me what you learnt,

please?

Tony: Of course. We learnt about Zheng He and his voyages.

Doris: Sorry, could you repeat that, please?

Tony: Sure. We learnt about Zheng He and his voyages. He traded valuable goods like

gold, silver and silk.

Doris: Sorry, I didn't quite catch you. You said he traded gold, silver and…?

Tony: Silk. Once he even brought back a giraffe!

B   Speak up

B1 In groups, choose one of the famous explorers on page 2 and discuss this person.

Who was this person?

When and where did he live?

What did he achieve and how?

What do you think of this person?

B2 In groups, make a brief introduction of the explorer to the class.

【Writing】

A famous travel writer

A James Turner is a famous travel writer. Here is part of an interview with him. Work in pairs to match the answers with the questions. Write the letters in the boxes.

Questions

1.   When and where were you born?

2.   What did your parents do?

3.   What did you do when you left school?

4.   How did you start writing your first book?

5.   What do you like to write about?

6.   What's your next book about?

B Which of the questions in A are about James Turner's personal information, his experiences after he left school and his books？ Write the numbers 1-6 in the boxes.

James Turner — a famous travel writer

His personal information

His experiences after he left school

His books

C Work on your own. Write an article about James Turner in three paragraphs. Use James's answers and the outline below to help you.

his personal information:

【More practice】

Marco Polo

By West Lake, in the city of Hangzhou, there is a small statue of a traveller. His name is Marco Polo.

 Marco Polo grew up in the city of Venice, in present-day Italy. In 1271, when he was 17 years old, he set off on a journey to Asia with his father and uncle, and did not return home until 24 years later. His travels took him across Asia, along the Silk Road and

throughout China. He loved Hangzhou so much that he described it as "the finest city in the world."

When Polo finally returned to Venice, there was a war and he was captured. While he was in prison, he told the stories of his travels to another man there. This man wrote the stories down in a book called "The Travels of Marco Polo". Because of the interesting descriptions of Asian life in the book, Polo's travels soon became well known in Europe. The stories gave many Europeans their first look at the life and culture of the people in Asia. Polo told of many amazing things that were unknown to Europe, such as paper money. He also wrote about China's development, with its large cities and systems of communication. His book made Europeans more and more interested in the East. It also influenced many other explorers, including Christopher Columbus.

Polo died in 1324. His last words were: " I did not tell half of what I saw."

【**Study skills**】

London Valley

Local Directory

Important

"999" should only be used for emergency calls to the police, fire service or for an ambulance. When the phone is answered, please say "Police", "Fire" or "Ambulance".

Beauty salons and supplies

Film Star Make-up	555 4000
Ugly Duckling Hair and Skin Supplies	880 6988

Chain stores

Betty's Big Bakery	862 9697
Little Flower Supermarket	827 8668

Clothing

Handsome Hats	856 3113
Jerry's Jeans	575 4477

Restaurants

Ken's Hamburger House	750 0170
Li's Chinese Restaurant	527 7177

A. Scan the directory on page 14 and answer the following questions.

1 What number might you call if you wanted to eat some Chinese food?

_____

2 What would you do if someone stole your bag?

_____

3 What number might you call if you wanted to find some special jeans?

_____

B. Use the information in the directory to answer the following questions.

1 What kind of directory is it?

_____

2 How many categories does it have?

_____

3 How many places are there in each category?

_____

C. Read the remarks below and write down the numbers these people called. Use the information in the directory to help you.

Remark	Phone number
1 "Do you sell make-up from the UK?"	_____
2 "Do you have any hats for babies?"	_____
3 "A chocolate cake, please. My address is …"	_____
4 "Ambulance."	_____

【**Culture corner**】

Ferdinand Magellan

Ferdinand Magellan (1480–1521) was a Portuguese explorer. In 1519, he led the first voyage to sail around the world. It was also the first voyage to sail from the Atlantic Ocean to the Pacific Ocean. Magellan gave the Pacific Ocean its name, which means "peaceful sea" in Portuguese. However, Magellan himself was killed in a battle before the voyage was finished. Only one of his ships, the Victoria, completed the journey.