

课 题	9A Unit3 Comic strip & Welcome to the unit		课型	New
教学目标	1. To revise vocabulary and expressions to describe teenage problems. 2. To guess meaning from the context. 3. To master different ways of talking about teenage problems.			
教学重点	1. To revise vocabulary and expressions to describe teenage problems. 2. To guess meaning from the context.			
教学难点	To master different ways of talking about teenage problems.			
教学过程				
集 体 备 课			备 课 札 记	
Step 1 Free talk 1. Do you have any problems in your daily life? 2. What are the problems? Step 2 Presentation 1. Show some pictures to express teenage problems. 2. Finish the sentences in Part A. 3. Read the sentences one by one and check the answers. Step 3 Talk about how to deal with these problems 1. manage your time better and go to bed earlier 2. plan your time carefully and try to finish your homework quickly 3. ask parents to turn down or turn off the TV 4. try to be friendly to others and chat with them after class 5. study harder and ask for teacher's help 6. ask parents to come home early Step 4 Make a dialogue 1. Read the conversation in Part B and answer the questions: (1) What is Mil's problem? (2) What should she do then? 2. Make a new conversation and act it out. Step 5 Listen to the tape and answer the				

following questions

1. What problem does Eddie have? What's Hobo's advice?

2. Why does Hobo tell Eddie not to eat too much?

Step 6 Read and act it out

Step 7 Fill in the blanks

Eddie has got a _____. He is getting _____.

Hobo tells him not to _____ too much because it is _____. He also tells Eddie to try more _____. If Eddie does so, he will _____ the food for Eddie.

Step 8 Discussion

What should (not) you do when you have some problems?

Step 9 Homework

1. Read the text book and learn the new words and phrases by heart.

2. Recite the dialogue in Part B on page 35.

3. Preview Reading.

板书设计			
教学反思			
课 题	9A Unit 3 Reading (1)	课型	New
教学目标	1. To guess general meanings from keywords and context. 2. To skim text for overall meanings and scan for details. 3. To identify specific information about Teenage problems. 4. To use words to describe the Teenage problems.		
教学重点	1. To guess general meanings from keywords and context. 2. To skim text for overall meanings and scan for details.		
教学难点	1. To identify specific information about Teenage problems. 2. To use words to describe the Teenage problems.		
教学过程			
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Step 1 Free talk

1. What do you like to do during your free time?

2. Do you like your school life in Grade 9? How do you feel? Why?

3. What do you often do with your problems?

Step 2 Skimming

T: ... We can also write to newspapers and TV stations.

Or sometimes we can write to youth workers like Sigmund Friend. Millie and Simon wrote two letters to him.

Skim their letters and answer the two questions.

1. What are Millie's problems?

2. What problems does Simon have?

Finish the exercise in Part B2.

Step 3 Learn some new words

Here are some sentences in the two letters. And there are some new words in them. Can you read the new words? Read them again and try to understand the new words.

Do the exercise in Part B1.

Step 4 Read Millie's letter and try to tell true or false

T: From the records we can see, Millie and Simon are feeling bad because of their problems. Do you want to help them to solve their problems? Let's help Millie first. Listen to Millie's letter and tell true or false (见课件)

Step 5 Read Millie's letter and fill in the blanket

Name	Millie
Grade	_____
Hobbies	_____
Problems	_____ and hardly _____
Feeling	often doubt whether _____
Wish	_____ so that she _____ can _____

Step 6 Have a debate

T: Millie knows it's important to do her homework.

However, she hardly has any time for her hobbies.

What should she focus on? Choose one and have a debate.

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From your debate, we can see Millie should achieve a balance between her homework and her hobbies. Step 7 Read Simon's letter and find the sentences for the following T: Now Read Simon's letter loudly. Find the sentences to describe the following. <table border="1"> <tr> <td>Name</td><td>Simon</td></tr> <tr> <td>Grade</td><td>_____</td></tr> <tr> <td>Hobbies</td><td>_____ Football, _____ football and _____ football.</td></tr> <tr> <td>Problems</td><td>Often _____. However, his parents _____</td></tr> <tr> <td>Feeling</td><td>Feels _____ from time to time, because he _____</td></tr> </table> Step 8 Give Simon and Millie some suggestions Finish the exercise in Part B3. Mr. Friend is replying to Millie's and Simon's letters. Help him complete the sentences with the words in the box. Step 9 Group work Simon and Millie must be happy because you give them so many suggestions. We will be happy too if we talk with others about our problem. 1. What is your problem? 2. How do you feel? 3. What are your friends' suggestions? Work in groups and talk. Then I will ask you to come to the front to talk about your problems. Step 10 Homework 1. Read aloud the article. 2. Remember the new words in this lesson.		Name	Simon	Grade	_____	Hobbies	_____ Football, _____ football and _____ football.	Problems	Often _____. However, his parents _____	Feeling	Feels _____ from time to time, because he _____
Name	Simon										
Grade	_____										
Hobbies	_____ Football, _____ football and _____ football.										
Problems	Often _____. However, his parents _____										
Feeling	Feels _____ from time to time, because he _____										
板书设计											
教学反思											

课 题	9A Unit 3 Reading 2	课型	New
教学目标	1. To review the details in the article. 2. To learn the key phrases and drills in the article. 3. To understand how to write about problems and to express		
教学重点	To learn how to talk about problems and express feelings.		
教学难点	To learn the key phrases and drills in the article.		
教学过程			
集 体 备 课		备 课 札 记	
Step 1 Make a revision 1. Ask students to read the two letters together. 2. Answer some questionsto remind them of the two letters: ① What is Millie’ s problem? ② What does she want Sigmund Friend to do? ③ What is Simon’s probel? ④ What does he think of his parents? Step 2 Practice Show two pictures of Millie and Simon, with words beside them. Ask studentstoretellthe two letters accordingto them. Mille: lots of hobbies, a lot of homework, feel bad, focus on/ give up, achieve a balance Simon: be crazy about, stayout late,parentsstressed/angry, spend some time on hobbies Step 3 Language points 1. I don’ t know how to deal with我还不知道怎样处理它。 注意区别 deal with和 do with 1) 你怎样处理这个问题? _____ will you deal _____ the _____? 2) 我们不知道如何去对付这些困难。 We don’ t know _____ to do with the _____. 练一练: 选择正确答案 1) We should try our best to learn _____ problems we meet. A. what to deal with B. how to deal with C. how to do with D. what to do 2) What’ s the best way _____ this problem? A. to deal withB. dealing withC. doing withD. to do with 2. I have no choice but to我别无选择, 只能去做。 词性: _____; 词义: _____; 其动词形式为: _____。 选择做某事 _____ Going to the seaside for the holiday will be a good			

_____. She _____ to study physics. 她选修物理。 have no choice but to do sth. _____ 1) 这个女孩没有其它办法只好去找妈妈帮忙。 The little girl had _____ for her mother's _____. 2) 当时，他们别无选择，只能离开他们的家乡。 They _____ _____ their hometown _____ that time. 3) 他只有步行去那儿，别无选择。He _____ 3 I often doubt whether <u>it</u> is worth spending so much time on homework. worth用形容词，意为“值得”，可以作表语或后置定语； be (well) worth doing表示“……(很)值得做”，这里 doing 为主动形式，被动含义。如： 1) 我的汽车值 3000 美元。My car _____ \$ 3000. 2) 这本书很值得一看。This book is _____ _____. 练一练：翻译句子 1) 这个博物馆值得参观。The museum is _____ 2) 这部电影值得再看一次。The film is _____ 4. Can you offer me some suggestions? 你能给我提供一些建议吗？ Suggestion可数名词 suggest动词 Advice 不可数名词 advise 动词 ▲词汇辨析：offer sb. sth.=offer sth.to sb. 强调动作的“主动意愿”； provide sth. for sb. =provide sb. with sth. 强调客观的“供应；供给” 练一练：同义句改写 1) The area provides food and shelter for wildlife. 2) The government offered much money to the poor children. 5.I really do not understand why they <u>are</u> <u>so</u> strict. 我真地不理解他们为什么如此严格。 词汇辨析：be strict with对某人“要求严格”；be strict in sth对某事要求严格” 如：1) 我们的英语老师对我们要求严格。 Our English teacher _____ us. 2) 她对她的工作要求严格。She was _____ her work. 练一练：翻译句子 1) 我们应该对自己要求严格。 We should _____. 2) 他的父亲对他要求严格，尤其对他的学习。His father _____ him, especially _____ his study. 2 I look forward to your valuable advice.	
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Valuable词性_____ 词义_____ 名词_____ Be valuable to sb = be of great value对某人很有价值 你的建议对我很有价值。 Your advice _____ me. You advice _____value to me Step 4 Homework 1. Recite the phrases and sentences. 2. Preview Grammar.								
板 书 设 计								
教 学 反 思								
课 题		9A Unit 3 Grammar			课 型		New	
教 学 目 标		1. To know what is object clause. 2. To learn object clauses introduced by question words. 3.To learn how to give suggestions						
教 学 重 点		To learn object clauses introduced by question words.						
教 学 难 点		To know the words which can be put before the object clause						
教学过程								

集体备课	备课札记
Step 1 Read and find 1. I do not <u>know</u> <u>how I should deal</u> with it. 2. Sometimes we <u>forget</u> <u>when we should</u> stop. 3. I do not <u>understand</u> <u>why they are so strict</u> with me. Step 2 Practice Students are talking about their problems. Help them complete each object clause below with a correct question word. 1. Finish the exercise in Part A1. 2. Read the object clauses. Step 3 Work out the rule (1)遵守主句和从句的时态呼应 (2)从句中要用陈述语序而不用疑问语序 即 引导词+ 主语+谓语+ 其他 E.g. how old is Tom? I want to know. I want to <u>know</u> <u>how old Tom</u> is. (3)含有助动词 do, does, did的疑问句变为宾语从句时要把帮助构成疑问句的助动词 do does, did 去掉, 从句中的谓语动词要根据主句的时态做出相应的变化 E.g. When did the train leave? I want to know. --I want to <u>know</u> <u>when the train</u> left. What time did she get up? The young man asked. --The young man <u>asked</u> <u>what time she</u> got up. (4)如果宾语从句中的引导词恰好在从句中充当主语或主语的定语, 则句子保持原有结构 What's the matter with her? Can you tell me? --Can you tell <u>what's the matter</u> with her? What has happened to him? We don't know. --We don't <u>know</u> <u>what has happened</u> to him. Work out the rule! The word order in an object clause introduced by a question word should be <u>different from</u> that in a wh-question Step 4 Exercises 1. Finish the exercise in Part A2. (pay attention to the correct word order) Millie wants to introduce Mr. Friend to her classmates. Help Millie complete her mail with the correct question words. Finish the exercise in Part A3.	

Step 5 Presentation Millie doesn't have enough time for homework and hobbies. Can you give her some suggestions? We give suggestions politely using structures such as Why not...? Why don't you ...? What/How about ...? Let's... Shall we...? Perhaps you should... (询问建议的方式, 通过让学生回忆归纳, 教师需点明的是标点符号和动词形式) Read some sentences Why not eat less and exercise more Why don't you let your parents know you need them What/How about choosing your hobby according to the time you have Let's write a letter to Mr. Sigmund Friend Shall we have a meeting about this? Perhaps you should manage your time better. Step 6 Practice Millie feels tired these days. Amy and Sandy are trying to help her. Use the correct structures to help the girl give suggestions. Step 7 Work out the rules A suggestion using _____, _____, _____, _____ or _____ ends with a question mark. A suggestion using _____ ends with a full stop. Step 8 Homework 1. Review what we have learnt today. 2. Preview Integrated skills.	
板书设计	
教学反思	

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/717113056100010000>