

实用初中英语 教材教法

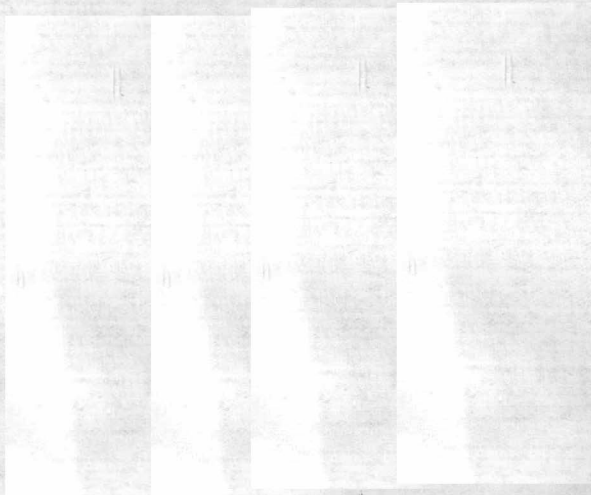
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陕西人民出版社

实用初中英语教材教法

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张文府 著



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本书由国家教委1986年5月审订为中学英语教学参考书，配合中学英语教材发行。本册主要内容有初中英语第五、六册各课教案和中学英语教学用语。

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下册使用说明

1. 《实用初中英语教材教法》上、中、下三册，是国家教委1986年5月批准的中学英语教学参考书初中部分，将和初中英语课本（1—6册）配套发行使用。《实用初中英语教材教法》以新编六年制中学英语教材初中课本1—6册为主要内容，结合著者教学实践和理论研究，对教材进行了心理分析。全书注意教材结合教法，理论结合实际。

2. 下册内容有：（1）新编初中英语课本第五、六册用英语写的教案；（2）中学英语教学用语。

3. 上册的内容有（1）英语学习论；（2）备课术语；（3）新编初中英语课本第一、二册用英语写的教案。中册的内容有：新编初中英语课本第三、四册用英语写的教案。

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第五部分 新编初中英语

第五、六册教案

An English Teaching Plan for Junior Book Five

A Teaching Plan

Subject: English (Lesson One of Junior Book Five)

Teaching material: Drills; The Object Clause

Text: Why the Bat Comes Out at Night

Teaching aids: Some pictures and word cards.

The aims of teaching:

1. To teach the objective clause and to review the present perfect tense and the past tense.

2. To learn all the new words and expressions first, and then the text.

3. To do some translations and the whole exercises; to do a listening comprehension connected with objective clauses at last.

The method of teaching:

To teach this lesson by inductive method and the method of elicitation.

Time: seven periods

The steps of teaching:

The First Period

Organization of this period:

The teaching focuses:

1. To learn the new words in the drills.
2. Review—the Present Perfect Tense.
3. Grammar—the Objective Clause which is connected with the main clause by “that”.

The arrangement of teaching:

1. Let students read the new words and explain some of them;

e.g. 1) hear from = get a letter from (sb.) hear from sb. → noun or pronoun 接到某人的信。 Adding another phrase →

2) write (to) sb. 给某人写信

3) hope vt., n. to hope + to do sth. (or that clause),
e. g. She hoped to be well soon.

I hope that it will be fine.

There is little hope(n.) that they are still alive.

4) miss has several meanings:

① miss = in this lesson, it means 怀念, 想念.

e.g. I miss him very much.

② miss = be too late for, not to take (错过, 没赶上)

上)

e.g. You have missed the bus. You must wait for the next.

③ miss = not find or see (没看见)

e.g. The hospital is at the corner of the street,
you can't miss it.

2. Making some sentences to review the present perfect tense.

1) —Where is Mr Evans? —He has gone to Washington.

2) —Where have you been? —I have been to Washington.

To tell the differences between "gone" and "been".

3) Have you done your homework? Yes, we have.

3. Say sth. simply about Objective Clause, and then give some simple sentences,

e.g. a. I am going to die. b. You will like them.
These sentences with "I think", "I guess", "I believe" etc. by "that" — forming a complex sentence.
(Showing the word cards to replace writing)

I think (that) I am going to die.

I believe (that) you will like them. → "that" can be omitted in informal English.

4. Reading Drill 1. Let students read them in pairs.

5. Explain "in a month", 一个月以后, 一个月之内

6. In present and future tenses, we use "in" — after a period of time, or during a period of time.

7. In past tense, we use after → to express a

period of time later.

Setting the homework,

1. Recite Drills 1, 2. Preview Drill 2

The Second Period

Organization of this period,

The teaching focuses,

1. Review—the Past Tense
2. Grammar—Object Clause which is the past tense, so its predicate should be the same tense with that of the main sentence.
3. Read Drill 2 and preview the next drill.

The arrangement of teaching,

1. Let students make some sentences of the past tense and say something simply about it.

2. To give some simple sentences with present or past tense, and then to give some main sentences which are the past tenses,

e.g. a. She was much better. (She told me...) →

b. He's feeling terrible. (The boy said...) →

Let students add the two sentences to make a complex one,

- a. She told me she was much better.

- b. The boy said he was feeling terrible.

3. recently adv. = not long past, "recently" is often used in the sentences of the perfect tense.

e.g. a. I haven't seen him recently. 我近来没有看见

过他。

b. Have you been to the cinema recently? 你最近去看电影吗?

4. Read Drill 2 first, and let students read it again.

Finally give them some simple sentences and ask students to practise adding them in pairs.

1) He has a headache. (He said...) →

2) He doesn't want to eat anything. (He told his mother...) →

3) She is having a cough. (The girl's mother said...) →

4) It is nothing serious. (The doctor said...) →

Setting the homework,

1. Recite Drill 2 2. Preview drill 3

The Third Period

Organization of this period,

The teaching focuses,

1. Grammar—some conjunctive pronouns lead objective clauses, e.g. what, which, who, whom, whose...

2. Review—Doing some interrogative sentences of the present continuous tense. Pay much attention to the order of subjects and predicates.

3. Read Drill 3

The arrangement of teaching,

1. Give some interrogative sentences first,

e.g. { Who (Whom) are they waiting for?
Which film are they talking about?

2. Then give some simple sentences, e.g. Do you know……?

{ Do you know who (whom) they are waiting for?
Do you know which film they are talking about?
In the complex sentence, we can't change the order of the subject and the predicate of the objective clause.

3. Let students do some oral work to practise them.

e.g. Who is Aunt Mary looking after?

Who is he writing for?

Who is our headmaster speaking to?

Who are they staying with?

to the phrases: v. + prep. (look after, etc.)

S. + predicate (v. + prep.) + prepositional object.

Give students some other conjunctive pronouns to connect some sentences→what, why, how, etc.

e.g. The teacher asked them what they did in their holidays.

The teacher asked him why he was late.

Mother asked me how I left.

4. Read Drill 3 and then let students read it in pairs.

Setting the homework,

1. Recite Drill 3, 2. Preview the first 8 new words in the text.

The Fourth Period

Organization of this period,

The teaching focuses,

1. To learn the first 8 new words in the text.
2. To study the first part of the text from beginning to "Don't hide behind others."
3. To read the part and pay attention to the objective clauses.

The arrangement of teaching,

1. Let students spell the new words and then correct them, and then explain some of them.

1) fight, n. The fight lasted a long time.

v. They are fighting for their country.

2) seem v.i. It is often used as a link-verb + adj.
e.g. He seems quite happy. It seems impossible.

It seems + that.....

{ It seems to me that something is wrong.

{ It seemed that nobody knows anything about the matter.

3) win—winner, drive—driver, do—doer

(v.) (n.)

2. Read the first part and then explain some phrases and sentences.

1) The title is a question, but there are no "doer"

and "question mark" in it. We can't speak or write like that except writing a title.

2) take a person's side = stand by a person's side
支持某人 be on the side of the winners = take the side of the winners

3) ...it seemed that the birds were going to win.
were (was) going to do sth. is the past future which expresses that an action would happen at a past time.

4) What on earth are you doing here? = What are you doing...? "on earth" is a phrase to emphasise the meaning "究竟".

3. Ask some students to translate this part of the text and retell it.

Setting the homework,

1. Write a short passage of this part by their own words

2. Preview the new words from "hide" to "fool" and the next part of the text from "But things changed soon" to "We saw you fighting on the side of the birds just now".

The Fifth Period

Organization of this period,

The teaching focuses,

1. Review the first part of the text.
2. To learn the new words in this part.
3. To study this part from "But things changed

soon" to "We saw you fighting on the side of the birds just now."

The arrangement of teaching,

1. First, to let students say something about the first part and continue to tell the story in their own words.

2. To let students spell the new words and explain some expressions and sentences in the past and analyse the grammar.

1) "...the beasts were winning." It is the past continuous tense which expresses the idea of the future in the past. So it also is a kind of expression of the past future tense.

e.g. The train was leaving in two minutes.

I didn't know when they were coming again.

2) "We saw you fighting on the side of the birds just now." "fighting" is a present participle used as an object complement to express the idea.

e.g. We heard someone laughing in the next room.

They saw something like a cloud coming.

But then she saw Liszt smiling.

Read this part and ask students to translate it.

Setting the homework,

1. Recite the first two parts of the text.

2. Preview the rest of the new words and the text.

The Sixth Period

Organization of the period,

The teaching focuses,

1. Review the first two parts.
2. To learn the new words from "drive" to "as".
3. To study the rest of the text and then to go over the whole text.

The arrangement of teaching,

1. First, ask some students to recite the two parts.

2. Let students spell the new words and explain some of them.

1) tooth—(pl.) teeth, 2) foot—feet, these are special. 3) neither = not one nor the other of the two, 两者都不 neither side 两方都不, 哪一方也不 e.g. Neither answer is correct. 两个答案都不对。

Neither knife is good, but this one is better than the other. 两把刀都不好, 但这一把比那一把好些。

3. Read the part of the text first, and then explain some sentences and analyse some grammatical structures.

1) Neither beasts nor birds would have the bat as their friend.

neither ... nor ... 两者都不, 既不...也不, When they are followed by two nouns, the verb should be agreeable to the second noun or pronoun in persons and num-

bers.

e.g. Neither I nor he knows it. 我和他都不知道。

Neither you nor I am right. 你和我都不对。

2) Before beasts and birds, there is no definite articles. Because they express the classes of beast and birds.

3) ...would have the bat as..., "would", here is modal verb to express the willing, but not to express the future tense.

e.g. He would not leave before he finished his work.

他在完成工作以前不愿意离开。

I could do so if I would. 要是我愿意, 我能够这样做。

4. To go over the whole text and ask students some questions about the text.

Setting the homework:

1. To do the exercises No. 2.3.7.P.7—10.

2. To review the whole lesson.

The Seventh Period

This is a consolidation period,

The teaching focuses,

1. Review the whole lesson.

2. To do some exercises in class. Finally, we will have a dictation.

The arrangements of teaching,

1. Firstly, to ask some students to write the new words on the blackboard.

2. Secondly, to ask them to recite or retell the text.

3. Thirdly, to give a general conclusion of objective clauses.

4. To do exercises No. 1. 4. 5. 6. 8. in class orally.

5. To give a dictation about the things we have learnt in this lesson.

6. Handing in their homeworks and asking them to preview the next lesson.

Setting the homework,

1. Review the whole lesson.

2. Do Exercise 8 in class on page 11.

A Teaching Plan

Subject. English (Lesson Two of Junior Book Five)

Teaching material. Drills and Text

The aids of teaching, with some pictures and my actions

The aims of teaching,

1. To teach the object clause,

1) The object clause can be led by the conjunctive pronouns, conjunctive adverbs, "if" and "whether".