

初中参考教案

九年义务教育三年制初级中学

初中英语 参考教案

第二册

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Unit 1 Welcome back!

Teaching aims and demands

1. Grammar: The Present Continuous Tense.

Sentence pattern: S+be+V-ing

2. New Language items:

first, second, third, fourth, lesson, Welcome back to school! this/next time, a big/small piece of paper, let me +v., It doesn't matter. May I have/borrow……? call, long, short, tall, in pairs, term.

Important and difficult point, Sentence pattern S+be+v-ing

Lesson 1

Teaching aims and demands

1. Grammar: None

2. New language items:

Four skills: Welcome back (to school)!

first, lesson, this term, so(conj). on this piece of paper, call, this/next time, let me +v.

Three skills: sir, It doesn't matter. earlier, May I…? I'm sorry, I'm late.

Teaching Properties a recorder, a piece of paper with the students' names on it.

Teaching Procedure

Step 1. Getting ready for class:

T: Good morning, class!

S: Good morning, Mr. madam...

T: Nice to see you again, everyone. Today let's learn our first lesson. (Write on the blackboard: Lesson One, the first lesson)

Teach: "First" means "Number 1". Get the students to read it after you.

Step 2. Presentation:

Present: T: Good morning, class!

S: Good morning sir!

T: Welcome back to school!

S: Thank you, sir.

Teach: sir, Welcome back!

Practise the dialogue with the students.

Step 3. Practice:

Part 1. Play the tape for the students to listen to the first dialogue in Part 1.

Practise the dialogue in pairs. Let one student be the teacher, the other one be the student. Then ask the students to change "class, sir" into their own names. Tell them to try not to refer to their books.

Step 4. Presentation:

Take out the paper with names on it.

Say: This is our first lesson this term.

(Showing the list of names in) This is a piece of paper. I have your names on this piece of paper. Now let me call your names. When I call your name, say "I'm here." OK?

Teach "term, a piece of paper, call" while saying so.

Then call the roll. Help the students answer: "I'm here!"

Play the tape for the students to listen and repeat.

Note: "Let me" should be followed by an infinitive without "to".

e. g.

Let me have a look.

Let me see.

Step 5. Practice:

Have a student be the teacher, and practise the dialogue with the whole class.

Step 6. Presentation:

Present: — May I borrow your pen?

— Certainly. Here you are.

— Oh, sorry, it 's broken.

— It doesn't matter.

Books closed! Play the tape.

Ask: a) Why does Jim feel sorry?

b) What does the teacher say?

Help the students answer:

a) Because he is late.

b) He says, "It doesn't matter this time."

Teach: May I...? this /next time.

earlier.

Then play the tape for the students to listen and repeat.

Step 7. Practice:

Tell the students to practise the dialogue in pairs and to try not to look at the books.

Step 8. Workbook:

Ex. 1~4

Ex. 1 Revise the vowels: [e][ə:][æ][ɔ:][ei]. Tell the students to pay attention to the new words in the fifth column.

Do Ex. 2 orally in class. First tell the students to prepare for it, then check the answers with the class.

Do Ex. 3 and 4 in the same way as Ex. 2.

Homework

1. Finish off the workbook exercises.
2. Do Ex. 3 and 4 in the exercise books.
3. Revise the dialogues in Lesson 1.

Lesson 2

Teaching aims and demands

1. Grammar: None.

2. New language items:

Four skills: second, long, short, tall, a big/small piece of paper,

May I have ..., please?

Three skills: September 2nd, 1995, in pairs.

One skill: Follow the teacher's instructions.

Teaching Properties a recorder, two pencils, two pieces of paper.

Teaching Procedure

Step 1. Getting ready for class:

Say: Good morning, everyone! Who's on duty today?

After making sure who is on duty, go on asking the following questions:

Are you all here today? (If not, who's away? why?)

What day is it today?

etc.

Step 2. Revision:

a) Revise the dialogues in Lesson 1. Get some

Students to act out the dialogues.

b) Ask: —What day is it today?

—It's ...

Teach: —What's the date today?

—It's September 2nd, 1995.

Tell the students to notice how to say a date.

Step 3. Presentation:

a) Say: On page one, we had Lesson One, the first lesson. Today we'll study Lesson Two, the second lesson (writing on the blackboard and getting the students to repeat).

Note: the first lesson. the second lesson.

b) Show two pencils to the class, say "This pencil is long. This one is short." In this way, teach two new words "long, short".

In the same way, teach "tall / short, a big/small piece of paper" by showing two students and two pieces of paper.

While teaching and explaining, get the students to repeat after you.

Step 4. Drill:

Show some (real) objects and get the students to drill like this:

S₁: What's this?

S₂: It's a long pencil. What's that?

S₃: It's a short ruler. What's that?

S₄: ...

Then drill Part 1. in the same way.

Step 5. Presentation:

Present this dialogue:

A: Excuse me! May I borrow a ruler, please?

B: Certainly! Here you are!

A: Thanks. Oh, sorry, this is short. Do you have a long one, please?

B: Oh, yes, I do. / Sorry, I don't. Repeat the dialogue, the teacher can play the role of A, help the students to play the role of B.

Step 6. Practice:

Part 2. play the tape. Tell the students to listen and repeat.

Part 3. Tell the students to practise the dialogue in pairs. Then ask some pairs to act it out.

Note: "May I borrow..." is for an item which will be returned, while "May I have..." is for an item which will not be returned.

Step 7. Listening:

Read the following listening text. Demonstrate what the students have to do as you speak.

Text listening:

Do you all have a piece of paper like this? Hold it and fold it in half.

Write your name in Chinese on one side, on the other side, write your name in English.

Begin your family name and your first name with a capital letter — a big letter. But use small letters for the other letters in your name.

When you finish writing your name, put the piece of paper on your desk.

Put it on your desk so I can see your names in English! This will help me to know your names.

After doing so, greet some of the students like this: “Hello, ... (name)” “How are you?”

Step 8. Consolidation:

Ex. 1~3.

For Ex. 1 the teacher can ask some students to write the answers on the blackboard, then check the answers.

Do Ex. 2 and 3 orally with the whole class.

Homework

1. Do Ex. 1 and 3 in the exercise books.
2. Revise the dialogue in Part 2, Lesson 2.

Lesson 3

Teaching aims and demands

1. Grammar: The Present Continuous Tense,

Sentence pattern: S+be+v-ing

2. New language items:

Four skills: third, shop (v.)

Three skills: Please don't call me Lily!

One skill: Who has a piece of chalk?

Teaching Properties a recorder, two pencils / rulers.

Teaching Procedure

Step 1. Getting ready for class.

Greet the class and ask some usual questions

like: Who's on duty today?

What day is it today?

What is the date today?

Help the students to answer the last question (It's September 3rd, 1995).

Step 2. Revision:

a) Get the students to review "long, short, tall, a big/small piece of paper" by showing (real) objects and asking "What's this?"

b) Ask some students to act out the dialogue in Part 2, Lesson 2 without looking at their books.

Step 3. Read and act:

Say: Please don't look at your books. Now let's listen to the tape. It's a dialogue.

Play the tape for the students to listen.

Then ask: a) What does Mr Hu want? (He wants a ruler.)

b) Does he want a long ruler or a short one?

(A long one.)

c) Who has a long one, Lucy or Lily?

(Lucy.)

Play the tape again and get the students to answer the above three questions.

Tell the students to practise the dialogue in groups, then get some pairs to act it out. Tell them that they can look at their books if they can't remember the dialogue.

Step 4. Presentation:

Perform some actions (such as open the door, clean the black-board etc.)

Present: What am I doing? I'm opening the door/cleaning the

blackboard.

Ask one student to sweep the floor and say:

What's he doing? He's sweeping the floor.

Write the following two sentences on the blackboard:

I'm opening the door.

He 's sweeping the floor.

Explain: a) The form of the Present Continuons . Tense:

S+be (am/is/are) +v-ing

b) The use of the Present Continuous Tense:

To express an action actually going on at the moment of speaking.

Step 5. Practice:

Ask some students to perform some actions and get them to practise like this:

—What's ...doing?

—He/She is writing on the blackboard.

Substitutes: talk, sing, open the window, etc.

Step 6. Ask and answer:

Part 2. Do the first two questions as models. Tell the students to do the rest by themselves. Then Check the answers:

1) She's flying a kite.

2) She's shopping.

3) They are playing football.

4) Yes, he's eating a banana.

5) They're mending a car.

6) No, they aren't. They're talking.

7) No, she isn't.

Step 7. Workbook

Ex. 1. Note; Teach the students how to form a present participle. Do it with the whole class orally.

Ex. 2 is an exercise for practising the Present Indefinite Tense. Do it with the class.

Ex. 3 is optional.

Homework

1. Revise the dialogue in Part 1, Lesson 3.
2. Do Part 2 and Ex. 1 in the exercise books.
3. Finish off Ex. 2 and 3 after class.

Lesson 4

Teaching aims and demands

1. Grammar; The Present Continuous Tense
2. New language items;

Four skills; fourth

Three skills: [ə:] er, ir, ur, or, ear

[a:] ar, a, al

[au] ou, ow

3. Revising the useful expressions in Unit 1.

Teaching Properties a recorder, a small blackboard with the table in Part 2.

Teaching Procedure

Step 1. Getting ready for class.

Do this step as usual.

Step 2. Revision;

a) Check the homework.

b) Revise the pattern: S+be+v-ing

e. g. He is playing football.

I'm talking.

You are listening to me.

They are watching TV.

Step 3. Word families:

Write on the blackboard: Lesson Four, the fourth lesson.

Teach: fourth.

Ask the students to give some words which have the vowel [ə:] sound. Collect the words on the blackboard.

e. g. term, certainly, first, third, turn, Thursday, work, word, learn, early, etc.

Then ask the students to try to find out what spelling makes the [ə:] sound. Help them to sort out the five kinds: er, ir, ur, or, ear, Get the students to repeat after you.

Teach the vowel [ɑ:] and the diphthong [au] in the same way.

[ɑ:] ar, a, al

[au] ou, ow.

Play the tape for the students to listen and repeat.

Do Ex. 1.

Step 4. Presentation:

Get the students to count the numbers from one to one hundred.

Ask some questions about the class.

e. g. How many students are there in our class?

How many girls are there in our class?

How many boys are there in our class?

Help the students to answer the questions.

Step 5. Practice;

Part 2. Take out the small blackboard with the table in Part 2. Do one or two questions as a model, then get the students to ask and answer about the table.

Step 6. Checkpoint 1.

a) Grammar; The Present Continuous Tense.

Revise its form and use. Go through this part with the students, explaining any difficulties that arise.

b) Useful expressions; For this part, the teacher will ask the students to make sentences or dialogues with these expressions. In this way, one can find how well the students grasp these expressions.

Step 7. Text;

Dictate the following passage:

At school, all the students are working hard today. Lucy and Lily are cleaning the classroom. Jim is putting his ruler and eraser in his pencil-box. What about Polly? Oh, Polly is sleeping.

Step 8. Workbook;

Ex. 2~4

Go through the exercises with the students as usual.

Homework

1. Do Ex. 1, 2 and 3 in the exercise books.
2. Revise the words in this unit.
3. Revise Checkpoint 1.

Unit 2 How do you come to school?

Teaching aims and demands

1. Grammar: The Present Indefinite Tense

Sentence patterns: { —How do you usually come to school?
—I usually come by bike.
—How does he/she come to school?
—He/she usually comes by bus.

2. New language items:

the sun/moon/land/sea, by train/bus/car/plane, on foot, It's a fine day for a walk, fifth, sixth, seventh, eighth.

Important and difficult points:

1. The third person singular verb forms of the Present Indefinite Tense.
2. The negative and interrogative sentences of the Present Indefinite Tense.

Lesson 5

Teaching aims and demands

1. Grammar: The Article

2. New language items:

Four skills: fifth, moon, sun, ship, another, sea

Three skills: land, How do you come to school?

Teaching Properties a recorder.

Teaching Procedure

Step 1. Getting ready for class.

Say: Good morning, class! Today we'll begin to learn Unit 2, the second unit. (Writing on the blackboard) How do you come to school? (Explaining the title in Chinese, asking the students to read it after you.)

Step 2. Revision:

Revise the pattern "There be" by talking about (some) objects around the class.

e. g. —How many windows / blackboards/pictures
are there in our classroom?
——There is/are...
Is/Are there a /any...? etc.

Step 3. Presentation:

Say: Today let's learn Lesson Five, the fifth lesson (writing on the blackboard). Turn to page 5, please.

Teach: fifth.

Use flashcards or pictures on the blackboard to teach the new words in Part 1.

New words: the moon, the sun, the sea,
the land, a ship, another ship.

Explain: a) "The" is used for unique natural elements. b) "Another" is "an+other". e. g. Here's an English book, and here's another one.

Play the tape for the students to listen and repeat.