



张文府 著

中学英语教子

内蒙古师范大学科研处

中学英语教学

(下 册)

张文府 著

内蒙古师范大学科研处

中学英语教学

上、下册

张文府 著

内蒙古教育出版社委托

内蒙古师范大学科研处出版发行

内蒙古师范大学印刷厂印刷

32开本 500千字

1985年3月第一版 1985年4月第一次

印数：1—10,000册

定价：2.67元

第四部分 高中英语教案

高中英语教案1—3册全部完稿，篇幅所限，未能全部收入，只印至高中第二册第七课止（高考范围）。未收入部分在1985年10月，分两册单行出版。请及早函告我处。

特此

敬告

内蒙古师范大学科研处

1985.3.

An English Teaching Plan for Senior Book One

A Teaching Plan

Subject: English (Lesson One of Senior Book I)

Teaching material: How Marx Learned Foreign
Languages

The aims of teaching:

1. Teach new words and expressions;

2. phrases: to be born, one's native language, to be forced to do sth., before long, to make somewhere the base for sth., at school, to get to, to start working hard to improve sth., to make progress, such...that, to write sth. in English/Chinese, in fact, so...that, to praise sb. for sth., be sure about(of) sth., to keep on doing sth., to be able to do sth., in the 1870's, in one's fifties, to give advice on how to do sth.

Let students use these phrases to make sentences which connect with the text.

3. To teach the different usage between so that, so... that, such... that and such a...that.

4. Analyse the text with grammatical sentences.

5. Translate the text into Chinese.

The methods of the teaching:

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

Time: 3 periods

The step of teaching:

The First Period

Organization of Lesson (1) On duty.

(2) Call the roll.

The important points of teaching:

1. New words of the first two paragraphs.

2. To teach the different usage between so that and so...that, such...that and such a...that.

3. Phrases and expressions:

to be born, one's native language, to be forced to do sth., before long, to make somewhere the base for sth., to get to, to start working hard to improve sth., to make progress, to write sth. in English/Chinese, in fact, to praise sb. for sth., be sure about(of)

The arrangement of teaching:

1. Read new words after the teacher for three times. Then let students read them by themselves. While they are reading, the teacher put the phrases on the blackboard. Then the teacher will ask students to close the books, and do some translation work about the new words, for instance, I give them Chinese, let the students speak out English or do the contrary, etc.

2. Look at the phrases on the blackboard. Read after me for two times and then explain the meanings of them both in English and Chinese, but first in English, then make sentences.

Example: ① to be born: brought into existence by or as if by birth 出身, 出身于

e.g. The baby was born at 8 o'clock.

Then the teacher asks one student to answer the question, that is to translate Chinese into English.

* 卡尔·马克思生于德国。(in text)

② one's native language: in other words it means mother tongue

* make sentence: 德语是他的本国语。(in text)

③ to be forced to do sth.: it means to make sb. do sth.

e.g. The farmer was forced to toil at his work.

* make sentence: 他被迫离开他的祖国。(in text)

④ before long: it means soon

* make sentence: 不久, 他不得不搬迁。(in text)

⑤ to make somewhere the base for sth.: in Chinese it means: 把什么地方作为……的基地。

* make sentence: 他把伦敦作为他从事革命工作的基地。(in text)

⑥ to get to: to reach somewhere

* make sentence: 他到了美国。(in text)

⑦ to start working hard to improve sth., to begin working hard to make or become sth. better.

努力改进，提高。

e.g. This is not good enough; I want to start working hard to improve it. 这还不够好，我要狠下功夫加以改良（或提高）。

* make sentence: 他开始努力提高英语的水平。

(in text)

⑧ to make progress: to improve, advance, develop
e.g. He makes progress in his studies.

* make sentence: 他进步很快。(in text)

⑨ to write sth. in English/Chinese: to use which language in writing. 用什么语言写什么，

e.g. He wrote an essay in English.

* make sentence: 他用英文给美国一家报纸写文章。

(in text)

⑩ in fact: as a matter of fact

e.g. He was an honest boy in fact.

* make sentence: 事实上，其中一篇文章的英文非常好。(in text)

⑪ to praise sb. for sth.: to speak with approval of; to say that one admires: 称赞，赞美

e.g. We praise a man for his courage. 我们赞美一个人的英勇。

* make sentence: (其中一篇文章的英文非常好) 恩格斯为此写过一封信赞扬他。(in text)

⑫ to be sure about (of) sth.: having confidence, knowing and believing; 必定的, 有信心的, 确信的

e.g. Can we be sure of his honesty?

我们能确定他是诚实的吗?

Do you feel sure about it? 你对此事觉得有把握吗?

* make sentence: 他在语法方面还是不大有把握。

(in text)

3. The usage of so that, so...that, such a...that,

Examples:

※ so that: it means "in order to", indicates purpose, in Chinese it means, 为的是, 使得, 以便

e.g. I'll give you all the facts so that you can judge for yourself. 我把所有事实都告诉你, 使你能自己作出判断。

so... that: (so...as to): to such a degree.

如此……以致……; 如此……使得……

e.g. He was so excited that he would not speak.

(adj.)

他兴奋得连话都说不出来了。

such(a)...that: to so great a degree:

e.g. He told such funny stories that we all laughed.

(noun)

So through the examples, students can see the difference between them.

Setting the homework:

- 1) Memorize the new words and phrases learned in the period.
- 2) Do Exercises No. 2. and 3. on page 7.
- 3) Prepare the text and the rest of the new words.

The Second Period

Organization of the lesson: The same as the first period.

The important points of teaching:

- 1) The rest of the new words:
- 2) Phrases and expressions:
to keep on doing sth., to be able to do sth., in one's fifties, to give advice on how to do sth.
- 3) Analyse the text with grammatical sentences*

The arrangement of teaching:

- 1) To have dictation of new words and phrases taught in last period.
- 2) Read the new words and the phrases in the same way as that in the first period.

Examples: ① to keep on doing sth.: to continue to do sth. 继续做……

e.g. He kept on working for hours.

* make sentences: 马克思继续学习英语。(in text)

② to be able to do sth.: to have the power, means, or opportunity to do sth. 有能力(办法), 去做某事。

e.g. Shall you be able to come? 你能来吗?

* make sentences: 他能用英语来写他的伟大著作。
(in text)

③ in one fifties, to look at it on page 5, there are some examples in it.

④ to give advice on how to do sth: to express one's opinion about what to do, how to behave:

劝告, 忠告, 建议.

e.g. She gave some advice on how to cook food.

* make sentence: 马克思在他的一本书里提出了怎样学习外语的一些意见。(in text)

3) Explain the text and language points:

Examples: ①for { ① in order to
 ② because
 ③ indicate "time"

② { start doing sth.: indicate "process".
 begin to do sth.: indicate "action".

③ Review passive voice.

4) present participle used as attribute and adverbial
e.g. a letter praising him; praising modifies letter.

5) In addition the usage of "it", as false object.

e.g. He found it important to study
 false object adj.

the situation in Russia.
 real object

6) the usage of "enough"

e.g. He was old enough to read.

/good enough

/well enough

but: enough time, enough food

Setting the assignment:

- 1) Do Exercises IV, V, VI.

The Third Period

Organization of teaching: the same as the first two periods.

The important points of teaching.

- 1) The translation of the text and tell the students the background of the text, and something about Mark.
- 2) Check the homework:
- 3) Do the rest of the exercises.

The arrangement of teaching:

1) To have dictation of new words and phrases we learned in the second period. And tell the background of the text.

2) Go over the text by reading it quickly, that is, students read after me sentence by sentence, then close the book and read after me again sentence by sentence, so as to learn it by heart. After this, we ask students to translate the text and answer the questions (Exercise I).

3) Check the exercise 6, first ask seven students to write their homework on the blackboard then ask other students to correct them, finally the teacher

give them the correct answers.

4) Do the last exercise in pairs, then ask one pair to do it in class.

5) Answer the questions asked by the students.

6) Summarize 1) new words.

2) phrases.

3) text.

Setting the homework:

1) Recite the text.

2) Write a short diary under the title of what I have learned from the text.

A Teaching Plan

Subject: English (Lesson Two of Senior Book I)

Teaching material: The Blind Men and the Elephant

The aims of teaching:

1. Review the attributive clause. (引导词为 relative pronoun, also relative adverb).

2. Have a general understanding of the usage of the present participle.

3. Master these words and phrases: hear of, hear, lead, pass, happen, take (catch, get), hold of, go forward, at all, move on, agree with, quarrel about

4. Master these sentence patterns:

a. It take sb. some time to do sth.

b. It is (was) + 强调部分 + that-clause.

5. Learn the new words and the text and translate the text into Chinese.

The methods of teaching:

To teach this lesson by explanation, discovery method. etc.

Time: 5 periods

The step of teaching:

The First Period

The organization of the lesson:

1) On duty. 2) Call the roll.

The important points of teaching

1. New words—the first six (on pages 14—15).
2. The first three paragraphs of the text.

The arrangements of teaching:

1. Teach the new words: (explain one by one)

1) upon prep. 与 on 同义, 可以对调, 但通常多用 on; 在某些习语中要用 upon.

e.g. once upon a time (常用于故事开头) 从前
upon my word 的确, 决无虚言

2) India n. 印度. adj. Indian. (a country in Asia)

3) nearby adv. 在附近. adj. 附近的, prep. 在…附近
本课做形容词讲, 做形容词讲时, 可放在所修饰的名词前面, 也可放在后面。

e.g. He works in a nearby hospital.

He works in a hospital nearby.

4) touch vt. 触摸, 接触, 碰到; n. 触, 碰, 触觉
vt. He touched me on the arm. 他碰了我的臂。

n. I felt a touch on my arm. 我觉得臂上有人摸了一下。

5) trust vt. & vi. 相信、信任、信赖。

vt. He is not a man I would trust. 他不是我会信赖的一个人。

vi. trust in. Don't trust in God. 不要相信上帝。

6) sense n. 感官、感觉、意义。

the sense of touch. 触觉。

He has a keen sense of touch. 他听觉很好。

2. Teach the text—explain the text one sentence by one sentence and read the first three paragraphs of the text once. Each time when we finish one paragraph, just put it into Chinese.

Something important about the text:

1) Once upon a time, there were six blind men in a village in India.

寓言或童话故事常用 once upon a time there was (were) ... 开头, 也常用 There was (were) once ... 开头。两者都表示所讲的故事是很早以前的事情。

2) Every day they went to the road nearby and stood there begging.

begging 是现在分词作状语, 修饰 stood, 表示与“stood”同时发生的“伴随行为”。这里“begging”“做为方式状语, 下面例句中的现在分词短语作方式状语, 表示与谓语动词同时发生的“伴随行为”。

e.g. They stood there waiting for the bus. 他们站在那里等候公共汽车。

The bus stopped, waiting for the green light.

公共汽车停下来，等着绿灯亮。

Laughing and talking, they came into the classroom. 他们又说又笑地走进教室。

3) They had often heard of elephants, but they had never seen one, for being blind, how could they?

a. hear: (heard. heard).

① vi. 听见, He can't hear very well. 他的听觉不好。

② vt. 听见, 听到。 Did you hear the voice just now? 刚才你听到声音了吗?

再看两例, 注意 hear sb. doing sth. 和 hear sb. do sth. 两者之间是有差别的, 用现在分词表示动作正在发生, 用不定式时, 表示动作发生了。

Do you hear someone knocking (现在分词) at the door? 有人敲门你听见了吗?

I heard him knock three times. (不带“to”的不定式). 我听见他敲了三下。

③ hear 构成的短语:

hear of (about) 听说。

I have never heard of (about) such a man. 我从未听说这样一个人。

hear from: 接到来信。

She has not heard from her parents for a long time. 她很久未接到双亲的来信了。

b. 句中“one”是代词, 代替前面提到的大象, 以免重复。one 作代词时常用以代替前面提到的人或物。one 的复数形式为 ones.

e.g. I haven't got a TV set. I'll have to buy one.
我没有电视机，我得去买一台。

He took away the old pictures and brought back several new ones. 他拿走了旧画，带回几张新画。

c. ...being blind, how could they? = as they were blind, how could they see the elephant? 由于眼睛瞎了，他们怎能看到大象。

现在分词短语 being blind 在句中作原因状语，类似的例句如下：

Being a Party member (= as she is a Party member) she is ready to do anything for the Party. 由于他是党员，他乐于为党做何事任情。

Being excited (= as she is excited) she couldn't say a word. 由于激动，她说不出话来。

d. 句中“for”是前列连词，它引导的分句说明前一个分句 they had never seen one 的理由，for 引导的分句是个疑问句，但实际上表达的是一个陈述句“being blind, they could not see one”的意思。（见 Text Book page 16）而语气却比陈述句强的多。

4) One mornig an elephant was led down the road where they stood.

a. lead (led, led): vi, vt.

① vi. 通向: This road leads to the station. 这条路通向车站。

② vt. 领导、搀、过（活）

Our party leads us from victory to victory.
党领导我们从胜利走向胜利。