

九年义务教育三年制初级中学教科书

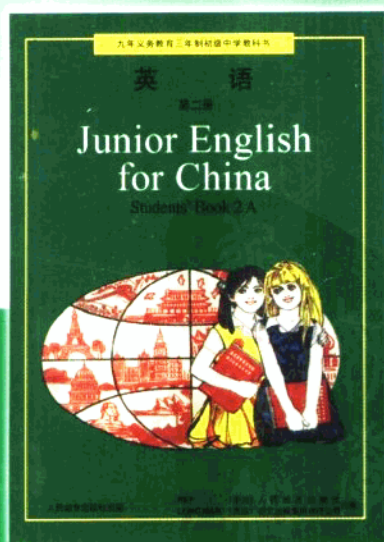
初中英语教案


第二册（上）

Teaching Plan of Junior English for China

许时昇 主编

人民教育出版社外语室审定



 安徽科学技术出版社

序

1999年,我和我的同事们在哈尔滨全国外语教学年会上对中学的外语教学作了一次调查。在和教师们的访谈中,谈到了教学中涉及教师的一些问题。其中有两个问题是访谈的教师们共同谈到的:一是教师本身的业务能力。教师们说,仅仅靠教材中的语言练习是不够的,他们很想给学生补充一些语言练习。但由于自身语言水平不高,自己编的不知道是否正确和得体;选其他的资料,又没有什么来源;而且每天除了上课,还有许多作业需要批改,客观上也没有时间。有的教师坦言,自己除了会说 Good morning! Sit down, please! 等几句简单的课堂用语,基本不能用英语组织课堂教学,这种情况不仅在偏远的山区或农村地区存在,即使是北京这样大的城市也并非是个别的。另一个问题是,相当一部分教师对大纲和教材的教学思想没有真正理解,仍然我行我素,按照自己习惯的方法教学,结果并不理想。但这样的教师却往往是教龄比较长的,资格比较老的。这种情况比较复杂,既有教学观念的问题,也可能由于教师自身英语水平的限制,改用新的方法比较困难。他们问我,有没有比较合适的教学参考书。我只能回答:应该有,但是我还没有看到。

实际上,我自己一直在想,如果有一本教学参考书,既可以给教师提供比较详细的教案,帮助他们了解教材的思路,提供各种各样的语言练习材料,又可以同时提高教师的英语水平,那该多好啊!这样的教师用书,至少会有以下几点好处:

1. 可以帮助教师正确地理解大纲的指导思想和教材的设计思路。
2. 可以为教师提供补充的语言练习材料。
3. 可以减少教师备课的时间。
4. 可以改进教师的教学路子及教学方法。
5. 可以提高教师的英语水平及用英语组织教学的能力。
6. 可以为教师的创新提供参考。

遗憾的是,虽然英语新大纲、新教材已经在中学使用10年了,但是一直没有很好的教师教学参考书。我想除了水平的原因,还有经济的因素。学生的练习册和习题集用量较大,各家出版社蜂拥而上。但是教师用书发行量较少,所以无人问津。然而,更重要的是,写这样的书的作者需要有比较全面的外语教学理论知识,丰富的课堂教学经验;同时还要有较高的英语水平,可以说,这样的教师参考书一般人是难以编写的。听说许时昇老师、刘学惠教授和邢凌初老师共同组织编写了这本教师参考书,我既有

些惊讶,又很高兴。惊讶的是他们在这样倾斜于功利的大环境下,还有编写教师参考书的想法。高兴的是这样的书由他们来编写,质量肯定是一流的。因为我非常了解他们三位。许时昇是中学外语教学界少数几个既长期在第一线教学,又钻研外语教学理论,有很深造诣的特级教师。像他这样能沉在基层教学,即使担任了领导职务也不放弃研究的人,在我们国家实在是太少了。而刘学惠教授长期从事应用语言学的研究,却对中小学的教学有很广泛的了解。她当年写的《英语教学概念——新初中教材教法60问答》曾受到中学教师的热烈欢迎,一时洛阳纸贵,在新大纲、新教材的实验中影响很大。刘老师也曾出国进修,但她没有食洋不化,拿一些外国的时髦名词来吓唬人,而是紧密地结合我国中小学教师的实现情况,做一些实实在在的普及工作。邢凌初是一位有丰富经验的教研员、特级教师,对英语教学理论的研究很有造诣,成功地开展过很多英语教研活动,进行过大量的师资培训工作,对于中学英语教材的使用有独到的见地。

最近有幸看了他们的稿子,取名《初中英语教案》,内容的确与众不同。他们的工作小组,既有像邢凌初这样优秀的教研员,又有十几位有经验的一线教师。所以他们的设计非常细致,连教学手段、教学设备都考虑到了。教案可操作性强,背后又有理论的依据。我认为他们的这本教学参考书,的确具备了我前面提到的几个优点。相信广大的教师一定会从中受益。当然,正如刘老师在第二册的编后语中说的:不要生硬、盲目地套用教案中的步骤和用语。中国地域如此之广,教师水平差别很大,决不可能有一种教学法可以适应各类教师、各类学校、各类学生。但是,在交际语言教学思想的指导下,教师们一定会创造出许多符合自己实际的教学方法。我想,如果使用这本书的教师们也把自己的教案寄给他们,大家一起研究改进,一定会使本书更受教师们的欢迎。

人民教育出版社外语室 龚亚夫

前 言

为了适应改革开放进一步发展的新形势,我国外语教学人士积极引进西方的教学理论和方法,结合我国特殊的外语教学环境,努力探索适合中国国情的外语教学方法,编写了具有中国特色的中学英语课本,不但满足了教学的急需,而且推动了外语语言教学的深入发展,取得了引人瞩目的成就。

我国目前的中学外语教学水平,尚处在发展阶段。振兴民族的希望在教育,振兴教育的希望的在教师。课堂教学活动是教师活动的灵魂,是教师艺术性的再创造、再加工的具体体现。编写教案,是创造性的劳动。好的教案,可以辅佐自己的教学,不断拓宽教学视角和教学思路,从而使自己的课堂教学驾轻就熟。为了使广大教师能在课堂教学中顺利实施科学的教学计划,获得理想的教学效果,我们编写了这套《初中英语教案》。这套教案是根据教学大纲的要求、教材的内容和中学生学习英语语言的规律编写的。这些出色的教案融合了教学者的教学思想、教学经验、教学艺术和智慧,对提高教学质量和教学水平,无疑是大有裨益的。

这套教案特邀英语界著名学者、特级教师担任各分册的主编,他们将自己丰富的教学实践经验和独特见解贯穿于每个章节。

这套丛书坚持理论与实践相结合的原则,精心构思、设计课堂教学活动,明确英语课堂教学中听、说、读、写的具体实施方法,并按新时期对英语教师能力的要求,采取全新的思路和全新的教学方法进行编写。所有教案都是用英语表达的,适用于各类地区的中学英语教师,是广大中学英语教师必备的教学参考书。

“它山之石,可以攻玉。”我们相信广大中学英语教师在使用这套教案后,一定会有自己的见地,希望及时与我们沟通,以利再版时纳入富有新意的教案。

许时昇

本书所用缩略语

T——teacher

S——student

Ss——students

Bb——blackboard 或 write on the blackboard

OHP——over head project

TB——teachers' book

SB——students' book

Wb——workbook

L 5——Lesson 5

Ga——Group A

Pa——Pair A

Sa——Student A

S₁——the first student

sth.——something

sb.——somebody

Ex.——exercise

Ex. 1——Exercise 1

目 次

Unit 1	Welcome back!	周 靖 编写(1)
Unit 2	How do you come to school?	李 勃 编写(9)
Unit 3	Mid-Autumn Day	李 勃 编写(17)
Unit 4	We're going to work on a farm!	李 勃 编写(25)
Unit 5	Working hard on the farm	刘学惠 编写(34)
Unit 6	Shall we go to the park?	刘艳梅 编写(42)
Unit 7	Mainly revision	郭小村 编写(49)
Unit 8	Where do you sit?	曹文娟 编写(58)
Unit 9	Find the right place!	曹文娟 林娜 编写(64)
Unit 10	Home and work	马 燕 林娜 编写(70)
Unit 11	Keep healthy!	马 燕 编写(82)
Unit 12	Which is your favourite?	金 政 编写(90)
Unit 13	Where were you born?	金 政 编写(98)
Unit 14	Mainly revision	魏 露 编写(104)
后 记		刘学惠(112)

Unit 1 Welcome back!^①

Lesson 1^②

Step 1 Presentation and practice for Part 1

1.1 T: Good morning, class.

Ss: Good morning, teacher.

T: Nice to see you.

Ss: Nice to see you, too.

T: This term, I'm your English teacher. (*Write "term [tɜ:m] n." on the Bb and ask the class read after the teacher.*)

T: There are two terms in a school year. This is the first term. (*Write "first [fɜ:st] adj." on the Bb with the gestures "first" and "second".*)

FT: And today is the first day of the new term. My name is Zhou Jing. You may call me Miss Zhou or Miss. (*Write "may [mei] v. aux.", "call [kɔ:l] vt." and "Miss" on the Bb.*)

T: Shall we have a try? Good morning, everyone.

Ss: Good morning, Miss.

T: Very good. I'm a woman-teacher, so you may call me Miss.

(*Write "so [səu] conj." on the Bb.*)

T: How do you call a man-teacher, for example, Wu Jun? You may call him Mr Wu or sir.

(*Write "sir [sɜ:] n." on the Bb.*)

T: So we can say, "Good morning, Mr Wu." or "Good morning, sir."

Ask the class to do the substitutions.

T: Nice to see you, Mr Wu.

Help the class to say, "Nice to see you, sir." or more examples: "Sorry, sir.", "Excuse me, sir. Can you help me?"

1.2 T: That's very good. Next, shall we sing a song?

Write "next [nekst] adj." on the Bb. Show the class a piece of paper with two black birds sitting on the hill.

T: Here I have two pieces of paper.

Write "piece [pi:s] n., a piece of, paper ['peipə] n." on the Bb and explain the meanings of "piece, piece of, paper" by showing the class a big piece of paper and several other pieces of paper.

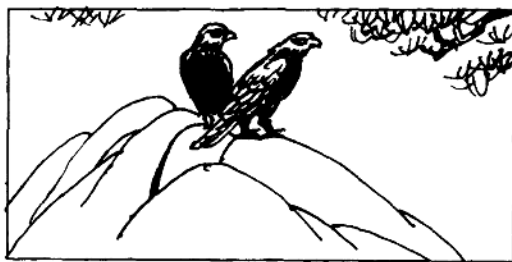
Sing the song: "Two little black birds sitting on the hill,

① 本单元的主要教学目标为:学会新学期认识新老老师的常用表达法、借东西的表达法;学习形容词修饰名词的用法、复习借东西的表达法和复习现在进行时态。

② 准备一些大、小纸张:一幅画有两只黑色鸟的图画。

One named Jack, one named Joe,
Fly away Jack. Fly away Joe,
Come back Jack. Come back Joe."

Explain the words of the song.



T: There are two little black birds sitting on the hill. You may call them Jack and Joe. (*Make the gesture "fly away, fly back". Write the word "back" on the Bb.*)

T: Are you happy to come back to school? Welcome back to school. (*Write the word "welcome" on the Bb.*)

T: If there are some friends visiting our school. You may say, "Welcome to our school."
Help the Ss to say, "Welcome to Nanjing.", "Welcome to China." Say "welcome back to school again." and help them to say, "Thank you, Miss." or "Thank you, sir."

1.3 *Listen to the tape and read after the tape. Practise with an individual student or ask the Ss to practise in pairs.*

1.4 T: I'm pleased that you can speak English so well. This is our First lesson, so I don't know all your names. I have them on this piece of paper. Now let me call your names, OK? (*Write "call your names" on the Bb.*)

T: Let's do it like this. When I call your names, please stand up and say, "I'm here.", OK?
Help the Ss to say, "Yes, Miss (Miss Zhou). " or "Yes, sir (Mr Wu). "

T: Let's have a try. Who's the first? (*calling*) Ma Lili.

S: (*Standing up*) I'm here.

T: Good! Thank you. Next! (*Pointing at the word "next" on the Bb; calling the second student and explaining "next" again.*)

Step 2 Listen and read for Part 1

2.1 *Listen to the tape and read after the tape twice or more times if it is necessary. Make sure everyone can read it fluently.*

2.2 *Ask one of the Ss to come to the front to be a teacher and act out the dialogue. Show the class the exercise books the teacher has just collected. Those are the students' homework which they did in the vacation.*

Step 3 Presentation for Part 2

There may be one or two students who forget to hand in their exercise books.

3.1 T: Here are your exercise books. But I'm afraid $\times \times \times$'s is not here.

S: I'm sorry.

T: It doesn't matter this time. But don't forget it next time. You must hand in your exercise book next time. (Write "It doesn't matter.", "this time", "next time" on the Bb.)

3.2 The teacher comes to one of the Ss' desk and pretends to drop his book or something by accident. Say sorry to the S and help him or her to say "It doesn't matter."

3.3 Show the class the picture of Part 2 and ask them to talk about it.

T: Why is Jim standing at the door?

S: He is late.

Tell the class that if he is late and wants to come in, he should say, "May I come in please? I'm sorry I'm late."

T: What is the teacher's answer?

S: It doesn't matter.

If they can't, help them to say "Please come in and sit down. But come to school earlier next time."

Step 4 Listen and read for Part 2

Listen to the tape and ask the class to repeat it. If they remember it, ask some of them to act the scene.

Step 5 Homework

5.1 Ask the Ss to recite the dialogues.

5.2 Ask the Ss to do Ex.3 and Ex.4 of Wb in the exercise books.

Lesson 2

Step 1 Revision

1.1 T: Good morning, class.

Ss: Good morning, Miss Zhou.

T: Shall we sing the song "TWO LITTLE BLACK BIRDS SITTING ON THE HILL" first?.

The whole class sing the song.

Show the class the big piece of paper of "two little black birds" and another small piece of paper while singing.

T: We're going to learn Lesson Two, the second lesson. (Write "second ['sekənd] num." on the Bb.)

This is our second lesson. I hope I can remember all of your names. I have all your names on this piece of paper, but I think I know most of you now.

Greet the class by calling their names.

T: How are you, × × ×?

Then, make some mistakes on purpose in order to review "I'm sorry.", "It doesn't matter." For example:

T: Ma Lili, how are you this morning?

S: I'm sorry. I'm not Ma Lili. My name is Li Ping.

T: I'm sorry.

S: It doesn't matter.

Step 2 Listen and follow the teacher's instruction

2.1 T: Let's make a name card. This will help me to know your names next time. (Listening Text on TB)

page 6)

T: Do you have a piece of paper like this? Hold it like this, and fold it in half like this. Write your name in Chinese on one side, here; 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 so that I can see your names in English. This will help me to know your names. That's good!

2.2 Greet the Ss again.

Step 3 Presentation and practice for Part 1

3.1 Say hello to a tall boy.

T: Good morning, Wang Qiang. How are you?

S: I'm fine. Thank you.

T: Wang Qiang, you look very tall. You are a tall boy. (Write "tall [tɔ:l] adj." on the Bb.)

Point at some of the tall Ss and ask the Ss to say "a tall boy", "a tall girl", "He is a tall boy." ... Then point at some of the short Ss and ask the class:

T: Is Dong Ming tall?

S: No, he isn't.

T: He is a short boy. He isn't tall. He is short. (Write "short [ʃɔ:t] adj." on the Bb.)

More examples: "a short girl", "a short boy".

3.2 Show the class a ruler. Ask the class for another ruler.

T: Excuse me, may I have a ruler, please?

Help the Ss to say: "Certainly. Here you are." / "Here, take this one." Or "Sorry, I don't have a ruler."

T: Thank you. / It doesn't matter. (Ask another S.)

T: Excuse me, may I have/borrow a ruler? (Then compare these two rulers.)

T: This is a short ruler. That is a long ruler. (Write "long [lɔŋ] adj." on the Bb.)

T: This is a big piece of paper (Showing the paper), and this is a small piece of paper. (Showing the paper)

More examples: a long pencil, a short pencil, a long pencil-box, a small pencil-box; long hair, short hair.

3.3 Listen to the tape "Listen, Read and Learn".

Step 4 Presentation and practice for Part 2 and Part 3

4.1 Draw a short bus with the short ruler.

T: This is a short bus. I want to draw a long one. This ruler is too short.

T: (Ask the class) Excuse me, may I have a ruler, please? (Help the Ss to say:)

S: Certainly, here you are.

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

S: Yes, I do. / Sorry, I don't.

T: This is still too short. Look, there is a long ruler over there, (Show the class a long wooden ruler which you hid before class.)

T: Now, we draw a long bus. Now let's listen to the tape.

4.2 Ask the Ss to read and act.

4.3 Ask the Ss to open their books and look at Part 3. Read the dialogue in pairs. Use the words in the box. Make sure everyone can read this dialogue with the substitutions in the box correctly.

Step 5 Consolidation

If you still have some time left in class, help the Ss to use all the words and sentence patterns they have learned to make up a new dialogue of their own. For example:

Sa: Excuse me, I want to draw a nice picture. I have some pencils, but I don't have any paper. May I have a piece of paper?

Sb: Certainly, here you are.

Sa: Thank you. Oh, my ruler is too short. Do you have a long one?

Sb: I'm sorry. I don't have a ruler. You may ask Sc.

Sa: Excuse me, may I borrow a ruler, please?

Sc: Certainly. Here, take this one.

Encourage the Ss to make up their own dialogues.

Step 6 Homework

6.1 Ask the Ss to recite the two dialogues.

6.2 Finish off Ex. 2 of the Wb in exercise book and Ex. 3 in their Wb.

Lesson 3

Step 1 Review the Present Continuous Tense

1.1 T: Good morning, class.

Ss: Good morning, sir.

T: Today, we're going to learn Lesson 3, the third lesson.

(Write "third [θɜːd] num." on the Bb and ask the class to repeat.)

1.2 T: Are you ready, everyone? Good! Oh, the door is still open. Who can close the door for me? Ask one of the Ss to close the door.

T: What is he/she doing now?

Ss: He/She is closing the door.

1.3 Stop the student on his/her way back to his/her seat.

T: × × ×, you look very nice today. What is he wearing, class?

Get the class to describe his/her clothing, using the Present Continuous Tense.

Ask the Ss to describe one of his/her friends, using the Present Continuous Tense and let the others guess who he/she is. Give a model first:

T: I have a good friend in my class. He/She is wearing a white shirt and black trousers/pink dress.

He/She sometimes wears glasses, but he/she isn't wearing glasses now. He/She is sitting in the third row in front of × × ×. Look! He/She is opening his/her pencil-box. Who is he/she?

Step 2 Presentation and practice for Part 1

2.1 T: Well done. I must write it down. I don't have a pen with me. Please listen to me. Who has a pen?
Write "Who has a pen?" on the Bb. Ask the class to repeat it. Help them to say, "I have one here." if anyone would like to lend you a pen.

T: May I borrow it, please?

S: Certainly, here you are.

T: Thanks.

S: Not at all.

Then use the pen to write down something.

T: I'm writing it down. × × × , good!

2.2 *Ask the Ss to look at the pictures of Part 1. Ask the class:*

T: Who is wearing glasses? What's he doing? What's Li Lei doing?

Help the Ss to say, "Mr Wu is wearing glasses.", "He is asking Li Lei for a ruler.", and "Li Lei is giving a ruler to Mr Wu."

2.3 *Ask the Ss to make up the dialogue between Mr Wu and Li Lei.*

2.4 *Ask the Ss to read in pairs.*

Step 3 Presentation and practice for Part 2

3.1 T: Mr Wu often borrows a ruler from his students. He thinks he must buy a ruler. So he is going to the shop to buy things. (*Write "shop [jɒp] n." on the Bb.*)

T: On his way he meets Jim. Look at the picture. Can you see Jim? What's he doing?

3.2 *Let the Ss ask and answer in pairs. Check the answers with the whole class. The Ss do questions and answers about the picture with Part 2 in pairs for about two minutes. Then the teacher checks up.*

Step 4 Consolidation

4.1 *Ask the Ss to open their Wbs and turn to page 3. Ex. 2 may be done orally first. Remind the Ss that the Present Simple Tense is used for general facts and statements. Let the Ss write their answers first and then discuss orally the questions at the end of the exercise.*

4.2 *If there's still some time left, ask the Ss to introduce Mr Wu in their own words. For example:*

T: Mr Wu teaches English. He is a tall man ... or My name is Wu Jun. I teach English...

Step 5 Homework

5.1 *Recite Part 1*

5.2 *Write the answers to the questions in Ex. 2.*

5.3 *Write some sentences in answer to the questions in Ex. 3.*

Lesson 4

Step 1 Presentation and practice for Part 2

1.1 T: Good morning, class.

Ss: Good morning, sir.

T: We're going to learn Lesson 4, the fourth lesson.

Write "fourth [fɔ:θ] num." on the Bb. And ask the Ss to repeat it.

T: Who is No.4 in our class? Who is the fourth student in our class?

S: I am.

1.2 T: How are you today?

S: I'm fine. Thank you. And you?

T: I'm fine, too. Thank you. How many students are there in our class? Let's count together.

T & Ss: One, two, three, four... There are 48 students in our class.

T: How many boys are there in our class? (*Write "How many boys are there in our class?" on the BB.*

Let the Ss read it. Make sure everyone can say it fluently.)

T: Who can count? How many boys are there in our class?

Ask one of the Ss to count the boys. While he is counting, ask the others:

T: What is he doing? (*Help the Ss to say: He is counting the boys.*)

Then count the girls, Young Pioneers. Ask questions about the class. Help them to say: How many girls are there in the class? How many Young Pioneers are there in the class? How many students like basketball/swimming/flying kites, etc. Or how many people are there in your family? How many days are there in a year?

1.3 *Ask the Ss to open their books and turn to page 4. Look at Part 2: Ask questions like this in pairs.*

Step 2 Review the Present Continuous Tense

2.1 T: Good! You can speak English very well. Are you happy that you can speak English now? Try to speak English in English class. Now we're having an English class.

Write "We are having an English class now." on the Bb. Briefly revise the forms and use of the Present Continuous Tense.

2.2 *Then mime actions. Get the Ss to guess what you are doing: "You are flying a kite.", "You are riding a bike.", etc.*

2.3 *Ask some Ss to come and mime other actions for the class to guess or you can do it like this. Give the class a situation.*

T: It's 4 o'clock on Friday afternoon. All the students are busy cleaning the classroom. Can you act their cleaning?

Ask some of the Ss to come to the front of the classroom and mime the actions: cleaning the windows, sweeping the floor, cleaning the blackboard. Ask the others to describe the situation. More situations would be: Schools is over. Some students are on the playground.

Step 3 Presentation and practice for Part 1

3.1 T: That's good. You're working very hard. How can you spell "hard"? (*Write hard [hɑ:d] on the Bb.*

Ask the class to pay attention to "ar" which can be pronounced as [ɑ:]. Help them to give more examples, such as car, farm, are, farmer.

3.2 *Ask the Ss to open their books and look at "Word Families". Listen to the tape and read after it.*

3.3 *Ask the Ss to sum up the spelling rules themselves and pay attention to the English sound and transcriptions.*

3.4 *Then do Ex.1 in the Wb on page 4. Find out the different vowel sound in each of the groups. Do it*

orally.

Step 4 Consolidation

4.1 *Do Ex. 4. Read and act out the dialogue.*

Read through the dialogue with the Ss. Explain its meaning and make sure everyone can understand the dialogue.

4.2 *Help the Ss to read the dialogue fluently.*

4.3 *Ask the Ss to practise it in pairs. Get some pairs to act it out.*

4.4 *Then give the Ss a short dictation test. Write the English names: Lucy, Lily, Jim, Polly on the Bb if your students find it hard to spell them.*

T: At school, all the students are working hard today. Lucy and Lily are cleaning the classroom. Jim is carrying some books in a big box. Li Lei is putting his ruler and eraser in his pencil-box. What about Polly? Oh, Polly is sleeping!

Step 5 Homework

5.1 *Finish off the Wb exercises.*

5.2 *Get the Ss to do Ex. 2 in their exercise books.*

Unit 2 How do you come to school?^①

Lesson 5

Step 1 Revision

1.1 Review the drills "Is/are there...?" and their answers: "Yes, there is/are..." or "No, there isn't/aren't any."

T: (To some Ss) Do you like shopping? Do you often go shopping on Sunday?

Sa: No, sometimes I go shopping on Sunday.

T: I want to go shopping after class. I want to buy some eggs. (To Sb) Would you like to go with me?

Sb: Certainly.

T: Please turn to page ii. This is a shop. Look, are there any eggs in the shop?

Sc: Yes, there are.

T: Is there any milk in the shop?

Sd: No, there isn't any.

1.2 T: (Showing page ii) Suppose (假设) you want to buy sth. in the shop. And your deskmate is a shop assistant. And you may ask him/her, like "Is there any...in the shop? Are there any...in the shop? How many/much...are/is there in the picture?" Your deskmate may answer your question. (Getting the Ss to ask and answer each other these questions.)

Step 2 Presentation of the new words

2.1 Play the tape and let the Ss listen to the world famous music "My Sun", and then ask the Ss about music.

T: Do you listen to the music? Do you know the name of the music? You may say the name in Chinese. (Maybe some Ss may tell the name in Chinese.)

T: The name of the great music is "My Sun". (T draws the sun on the Bb.) Read after me.

T: (Asking the Ss) What's this/It's the moon. (Bb: the moon) How many suns and moons in the world?

Ss: There is only one sun and one moon in the world.

T: If there is only one sun and only one moon but not more than one, we may say "the sun" and "the moon".

2.2 Playing the tape and let the Ss listen to the music of "Titanic".

T: Listen, do you know the music? Look, do you know this picture? (OHP: Titanic is on the sea. The land is far from this ship. There is another ship which is covered by sth.)

Se: "Titanic".

T: Yes. This is a ship. (Bb: ship) Its name is "Titanic". This ship was so big at that time that many people liked it. But it was broken. Many people only stayed in the sea and died. (with gesture)

① 本单元目标为:使学生围绕交通方式练习,复习一般现在时。

Because the land is very far from them. They could be very happy, if there is another ship on the sea. But, I'm very sad (悲伤) to hear the story. [Bb: ship, the sea, the land, another (one more)]. Now read after me these new words.

Step 3 Ask and answer (Part 1)

3.1 T: (Showing the picture of Part 1 in L 5 to Sf.) Look at the picture. What can you see in the picture?

Sf: I can see...

3.2 Get the Ss to ask and answer each other about the picture.

Step 4 Ask and answer (Part 3)

4.1 T: (Showing the picture of Part 1.) How many ships can you see in the picture? I can see one. Oh, I can see another ship coming. I can see two ships. (Asking several Ss to answer) How many trees/people/houses/birds can you see in the picture?

4.2 Get the Ss to find the right answers of Part 3.

Step 5 Ask and answer

T: (To the Ss) Do you like the sea? Do you often go to see the sea?

Sh: Yes, I do. Sometimes I go to see the sea.

Sj: ...

T: I want to go to San Francisco by sea. (To Sk) What about you?

Sk: I want to go to... by sea. What about you? (Get the Ss to ask the same question one by one.)

Step 6 Consolidation

6.1 Let the Ss to sum up the usage of articles.

6.2 Find out a different pronunciation from the words below.

OHP:	A	B	C	D
()1.	sea	speak	meat	bread
()2.	fifth	Chinese	little	ship
()3.	book	food	room	moon
()4.	mother	brother	broken	another

6.3 Fill in the blanks with **a**, **an** or **the**. Do Wb Ex. 2 of L 5.

Step 7 Homework

A. Describe the picture of SB Part 1 on your Ex. books, using the colors and the drills: There is... // There are... // I am... // What's the girl doing? // She is...

B: Fill in the blanks with **a**, **an** or **the**.

1) _____ moon goes around _____ earth.

2) Please look at _____ first lesson.

3) Which pen is yours? _____ pen on _____ desk.

4) My parents are _____ workers.

5) There is _____ chair by windows. On _____ chair sits _____ old woman with _____ baby in her arms. _____ baby is crying.

Lesson 6

Step 1 Revision

1.1 T: Today we'll learn L 6.

(OHP: The picture of Part 1 of L 5. Get the Ss to review the new words of L 5.)

T: (To the Ss) What's in the picture?

Sa: There is...in the picture.

Step 2 Presentation of new words of L 6

2.1 T: (Ask some Ss to answer the following questions.) Do you like the sea? Where can you see the sea in Jiangsu? Can you see it in Nanjing? Who do you often go to the sea with?

Sb: I go with my father and mother.

T: Oh. You go with your parents. (Bb: parent, parents) "Parents" means father and mother. "Parent" means father or mother.

2.2 T: We can go to see the sea in Lian Yun Gang. How do you go there? (Show the picture of a train.) Can you go there by train or by bus? (Bb: by train)

Sc: We can go there by bus.

2.3 T: Can you walk to Lian Yun Gang? Or can you go there on foot? No, you can't. (Bb: walk = go to... on foot) (Doing the action) Look, I am walking to the door. I can walk to Sd. (Pointing to my feet) This is my foot. These are my feet. I can go home on foot. I can go to school on foot. But we can't go to Shanghai on foot. (To Se) How do you go to Shanghai?

Se: I go to Shanghai by...

2.4 T: I usually go to Shanghai by train. "Usually" means "very often". (Bb: usually)

2.5 Get the Ss to read after me the new words and phrases.

Step 3 Ask and answer

3.1 T: (To Sf) How do you usually go to Shanghai?

OHP:

By bus	By car	By bike	on foot
By train	By ship	By plane	

Let them show a picture.

(Showing the picture) (To Sg) Do you usually go there by car?

Sg: Yes. / No. I usually go... (Get some Ss to answer the same question.)

3.2 Part 1.

T: (To Sh) Do you usually come to school by train?

Sh: No, I don't.

T: How do you usually come to school?

Sh: I usually come to school by bike/ on foot. (Ask some Ss the same question.)

3.3 Get the Ss to ask each other some questions.