

教育部重点课题研究成果



# 素质教育 **新** 教案

(配套 人民教育出版社 现行教材)

全国知名中学科研联合体

修订版

实施素质教育的途径与方法课题组 编

- 为教师减负
- 为家长分忧
- 为学生导航

## 英语

初中 (第二册下)

初二下学期用

西苑出版社  
XIYUAN PUBLISHING HOUSE

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# 修订说明

伴着新世纪的钟声,《素质教育新教案》从第一版出版发行至今,已经走过了两年的历程。在这两年多时间里,我们收到了全国各地 3500 多封读者来信。从读者来信情况看,大家对《素质教育新教案》基本上是肯定的。广大读者对《新教案》予以很高的评价,并且发表了许多溢美之辞。但是,我们深知,《新教案》离真正实现素质教育理想尚有很大差距。特别是近两年,我国基础教育获得了很大的发展,国务院颁布了《关于基础教育改革与发展的决定》,教育部颁布了《基础教育课程指导纲要》。为了充分体现这些新精神、新观念,我们决定对《新教案》予以重新修订。

## 一、《素质教育新教案》的修订原则

**第一,加大理论联系实际内容。**以前中小学各科教案过于强调学科理论体系的完整与严谨,而对如何把学科理论和学生所面临的实际生活结合起来重视不够。本次修订的《新教案》加大把各学科灰色的理论和鲜活的实际生活相结合的内容,使教师和学生更好地理解 and 把握学科知识和生活实际。

**第二,实现 4 个渗透。**这 4 个渗透是:德育渗透、美育渗透、学科渗透、科学精神和人文精神的渗透。

**第三,教案学案一体化设计原则。**前两版《素质教育新教案》基本上是针对教师备课使用的。这次修订的《素质教育新教案》尽量增加学生可用的知识内容,争取让更多的学生能从中汲取有益的营养。

**第四,体现强烈的时代特点。**《新教案》充分体现了知识经济时代对人才综合素质的要求,突出对学生创新能力和实践能力的培养和训练。同时,尽最大可能激发学生的学习兴趣,关注学生的情感态度和价值观念的培养。

**第五,内容上反映了最新成果。**本教案的编写力求在充分理解《国务院关于基础教育改革与发展的决定》基本精神基础上,结合中小学课程教材改革最新进程,总结倡导素质教育以来的最新成果。

**第六,可操作性原则。**《新教案》的体例设计和教学安排充分考虑到中小学的学习特点,所有教师活动和学生活动均方便操作。

**第七,多种教学模式并存的原则。**在修订《新教案》时注意了不能整本书只有一种教学模式,尝试将多种教学模式运用到各科教学中。

## 二、《素质教育新教案》修订时把握的全新理念

《素质教育新教案》应把握的理念很多,为方便起见,特通过与传统教案的比较说明如下:

表现方式	传统的教案	素质教育新教案
教师与学生的位置	以教师为中心	以学生为中心
学生发展的关注范围	单方面发展(智育)	德智体美等多方面发展
知识范围	课内知识的理解	课内知识及课外广泛教育资源的运用
教学模式	灌输—接受	研究性学习
学习方式	独立学习	自主、合作、探究学习
学习反应	被动反应	有计划的行动
学习重点	以知识传授为重点	以能力和素质为重点
学习活动的內容	基于事实知识的学习	批判思维和基于选择、决策的学习
教学的背景	孤立的人工背景	仿真的、现实生活中的背景
教学媒体	单一媒体	多媒体
信息传递	单向传递	(双向)多项交换
评价方式	达标性内容和终结性评价	形成性评价以及这些评价所具有的反馈和激励功能
学习过程	基本知识和基本技能的分解	除双基外,更关注兴趣激发及学习中的情感体验和价值观的形成

### 三、《素质教育新教案》在原体例结构基础上增加或修改的内容

(一)“素质教育目标”增加“(四)美育渗透点”。

(二)增加“学法引导”,主要包括“教师教法”和“学生学法”。

(三)“学生活动设计”改为“师生互动活动设计”,即在原有“学生活动设计”基础上增加“教师活动设计”内容。

(四)“参考资料”改为“背景知识和课外阅读”,供教师备课参考和学生课外阅读。

(五)增加了“单元复习”教案。

(六)增加了“单元测试题”。

(七)增加了“期中期末测试题”。

(八)每节课增加3~10道题型多样的随堂练习。

(九)高中部分增加“研究性学习”课题及操作过程。初中部分增加“科学探究”课题及操作过程。

(十)语文学科除阅读课教案外,还增加听说和写作(作文)等内容的教案设计和训练。

(十一)英语学科,每单元增加一个听力材料。

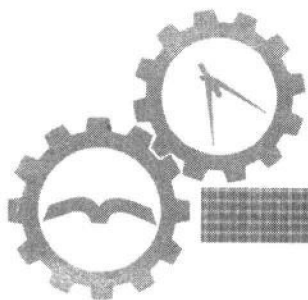
总之,实施素质教育的主渠道在课堂,实施素质教育的关键在教师。这是教育界的普遍共识。不过,更具建设性的问题是,教师如何通过教案的准备和设计,在课堂教学中渗透素质教育的观念,真正正地贯彻“以教师为主导,以学生为主体”这一教育思想,这是一个理论上没有正解的课题,实践上,也是一个存在着多元答案的开放性问题。因此,我们组织编写本教案的目的就是为广大教师进行课堂素质教学提供一种参考,而不是一种规范;这是对教学方法的研究,而不是对教学流程的固化。所以,我们希望通过此套教案,促进研讨,边实践边总结,广泛听取意见,把我们大家都关心的素质教育课题完成得更好。

本丛书涉及到中学的语文、数学、英语、政治、历史、地理、物理、化学、生物九个学科和小学的数学、语文两个学科。

这套丛书的读者对象,首先是有关学科的教师,其次是就读中小学的学生及主管教学工作的领导和开展素质教育科研工作的同志。此外,对关心孩子成长的家长来说,也是不可多得的良好益友。

《素质教育新教案》编委会

2003年1月



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教师备注

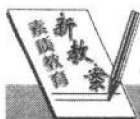
## Unit 15 What do people eat?

(Lesson 57 ~ 60)

## 一. 素质教育目标

## (一) 知识教学点

类别	语言项目	课次	要求
词汇	kitchen cupboard few a few salt sugar pepper oil wine beer	L.57	掌握
	fork spoon chopsticks cabbage pea butter cheese soup	L.58	
	Italian pizza Indian kinds of workplace seem even Italy chocolate ice	L.59	
	make laugh both either either...or... anything neither nor	L.60	
	neither...nor... a bit(of)		
	without take a seat take-away waiter madam menu order bill	L.60	理解
日常交际用语	be famous for	L.57	掌握
	Would you like...?		
	Could you pass me...?		
	Help yourself to...	L.58	
	Do you think...?		
	Yes, I think so./No, I don't think so.		
	Do you agree?		
	Yes, I agree./No, I don't (really) agree.	L.59	
	Do you agree with...?		
语法	简单句的五种基本句型		掌握
	1. 主语 + 不及物动词		
	He cooks. They are drinking.		
	2. 主语 + 及物动词 + 宾语		
	She made cakes. They are drinking tea.		
	3. 主语 + 系动词 + 表语		
	He is happy. They feel tired.		
	4. 主语 + 及物动词 + 间接宾语 + 直接宾语		
	She passed him the salt. He gave her some chips.		
	5. 主语 + 及物动词 + 宾语 + 宾语补足语		
	We keep the table clean. He made us laugh.		



## 教师备注

**(二)能力训练点**

本单元主要围绕“饮食”这个问题展开教学。学生在掌握“邀请”，“同意和不同意”表达方式的基础上，了解和掌握一些国家的饮食习惯和所喜爱的食品。围绕这一教学中心反复引导和组织学生进行不同视角的操练。

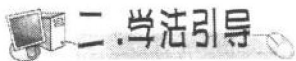
**(三)德育渗透点**

讲礼貌是反映一个国家、一个民族的文明程度和文化修养。对于个人来说，语言文明、彬彬有礼，可以说明一个人的文化素质和思想品味。通过本单元学习，使学生了解到我国是一个文明古国、礼义之邦。我们每一个人都应该从小养成一种讲文明、懂礼貌的良好习惯。

**(四)美育渗透点**

通过本单元的讲述使学生领会到以下的两个道理：

1. 如果人人讲文明，个个懂礼貌，展现在我们面前的将是一个充满着爱的美好世界。
2. 民以食为天。食物是人类赖以生存的必要因素，东西方不同国家的生活习惯创造了丰富多彩的美味佳肴，从而使我们的生活变得更加灿烂多姿。

**A. 教法建议****(一)词汇教学**

1. 本单元的词汇主要是关系“食品”的。教师可利用实物、投影片、图片或简笔画等手段教学本单元出现的有关单词，然后与学生一起进行分类。如：

水果类(Fruit): apple, banana, nut, orange, pear, melon, pea

蔬菜类(Vegetables): carrot, onion, potato, tomato, pepper, cabbage

2. 将表示容量的词和食品名词连用，以说明食品的数量。如：

a(two/three...)bottle(s)of orange juice/water/apple juice...

a(two/three...)glass(es)of milk/tea/water...

a(two/three...)piece(s)of bread/duck...

a(two/three...)kilo(s)of apples/onions...

**(二)口语训练**

本单元的口语主要是 Would you like to...? Could you...? 及 help yourself to...。我们可以根据以前所学的内容结合本单元的教学实际，编制一些对话，让学生进行训练。如：

1. Tom: It's time for lunch. Are you hungry?

Lucy: Yes, I am.

Tom: Would you like to have something?

Lucy: Yes, please.

Tom: What would you like?

Lucy: I would like to have some rice, meat and some soup with eggs and tomatoes.

Tom: Here you are! Please help yourself.

2. A: Today is Sunday. We are going to have some real English food.

B: Really? What is it?

A: Guess?

B: Oh, fish and chips. My favourite food. May I have more, please?

A: Certainly.

B: How delicious!

A: Would you like some more?

B: No, thanks. I'm full now.

A: If you have time, I would like to ask you to have some Chinese food——Beijing duck next time.

B: Oh, thanks a lot. I'm sure to come if you ask me next time.

### (三) 阅读训练

本单元第 58 课、第 59 两课是阅读课文。第 58 课主要介绍一些国家大众化的食品。老师先组织和指导学生阅读,然后用“Yes”和“No”回答的一般疑问句检查学生掌握课文的熟悉程度。在此基础上组织学生集体或个人高声朗读,最后让学生讨论课文前的三个问题,从而达到全面掌握课文内容的目的。

本课也可采用导入法,可先让学生看课文插图,看看他们是否知道图中每道食品分别是哪国的代表食品,然后让他们阅读课文。本课的阅读、讨论活动也为第 60 课的写作训练作了铺垫。

第 59 课的两段文字,分别出自两个不同国度的女孩之口。一个女孩来自中国的城市家庭,一个女孩来自印度的农村家庭。两个家庭的成员对于干家务活有着一些不同的态度。学生在读完课文以后,要求对文后所列出的问题进行讨论。Do you help your parents with the housework? What do you usually do? Do you like to do the housework? Do you agree with Indira? Why or why not? 等等。这样的小文章话题学生非常熟悉,而且与他们的实际生活密切相关,学生一定会感兴趣的。

### B. 学法建议

1. 本单元的词汇主要是关于一些食品的名称,学生可以在老师的指导下利用图片、实物进行归纳记忆。

2. 学生在熟读课文的基础上可以自由分组,用英语讨论有关国家的饮食习惯和所喜爱的食物。假设周末晚上你和你的同学或朋友去餐馆用餐,就等座、点菜、就餐、付费、离开等一系列过程编一段对话进行练习。



## 三. 重点·难点·疑点及解决办法

### (一) 重点、难点

#### A. 单词及短语

few, Italian, Indian, seem, make, a bit (of), take-away, order, famous

#### B. 句子

1. Would you like to have dinner with me tonight?

2. Could you pass me the cheese, please?

3. In England, one of the most popular kinds of food is fish and chips.

4. Mmm, it must be more delicious!

5. Not today, dear. Next time!

6. Today we're going to have something English.

#### C. 语法



## 教师备注

简单句的五种基本句型。

**(二)疑点****A. 单词**

both, either, neither 的区别。

both 表示“两者都”, either 表示“两者中任何一个”, neither 表示“两者都不”。both 作主语时谓语动词用复数形式。而 either, neither 作主语时谓语动词用第三人称单数形式。

**B. 句子****1. Help yourself to some soup.**

help yourself 表示“自便,随意”的意思。

**2. I'd love to, but I'm afraid I can't.**

I'd love to 意为“我很乐意”,相当于 I'd like to, 常用来作 Would you like...? 的答语,其中的 to 不能省略。

**3. I like Chinese tea without anything in it.**

without 是介词,如果后面跟代词应该用宾格,如后面跟动词需用 V-ing 形式。without anything = with nothing。

**4. They eat a lot of potatoes. So do we.**

a lot of 相当于 often。So do we. 是 so + 助动词/情态动词 + 主语表示“前面所说的情况也适用于另外的人或物”。时态要与前面的句子一致。

 **四. 课时安排**

5 课时。

 **五. 教学内容分析**

本单元的教学主线是围绕“饮食”这一话题,结合“邀请”,“同意与不同意”等功能项目展开的。通过对话和课文让学生学习一些有关词汇和了解一些国家的饮食习惯。本单元的语法项目是简单句的五种基本句型。

第 57 课的第一部分通过看教科书第 1 页上的一幅有关厨房的彩色插图,让学生说出有关食品的摆放位置,学习有关的食物单词。第二部分在对有关食品进行分类的基础上讨论一些国家的饮食爱好。第三部分是一个邀请用餐和用餐礼貌用语的配对练习。

第 58 课主要介绍一些不同国家的人们所喜爱的食品,从而引出世界上最受欢迎的食品是美国快餐。中国食品也受世人的青睐。

第 59 课的第一部分是语法练习,归纳简单句的五种基本句型。第二部分的两篇小短文阐述来自两个不同国家、不同家庭对做家务活的两种截然不同的态度。阅读后让学生展开讨论。

第 60 课安排了两段对话。第一部分的对话发生在家庭内。通过餐桌上的对话引出英国人所喜爱的传统食品。第三部分的对话发生在餐馆里,通过两个外国朋友就餐的过程,让学生学习就餐用语。本单元的写作练习要求学生分组讨论中国食品并就此写一篇小短文。



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## 六. 背景知识与课外阅读

### Is anyone hungry?

Ann likes fish and chips. What is your favourite meal at home? Have you eaten food from another country? Here is some information about some kinds of foods you might eat.

**Dumplings** are eaten in different ways around the world. Chinese *jaozi*, Italian *ravioli*, Jewish *kreplach*, and Polish *pierogi* are kinds of *dumplings* filled with meat, cheese, or vegetables.

**Pizza**, an international favourite came from the city of Naples, Italy about 700 years ago. *Pizza* is the Italian word for *pie*, so you don't need to say *pizza pie*.

**Hamburger** was first called *Hamburg steak*. Later, people just called them hamburgers. The hamburger was named after the city of Hamburg, Germany.

**Frankfurters** were named after the city of Frankfurt, Germany. About 1900, an American selling cooked frankfurters called them *hot dogs* because they looked like a kind of small *dog*.

**Ice-Cream Cones** were first sold at the World's Fair in St. Louis Missouri, in the USA, in 1904. A scoop of ice cream was put into a cone. You eat the ice cream, then you eat the cone—nothing left to throw away.

**Sandwiches** were named after the Earl of Sandwich, a rich man in England in the 1700s. While he was playing cards, he asked a servant to bring him two pieces of bread with a piece of meat between them. This was the first *sandwich*.

#### Words

*ravioli*/'rævi'oli/ *n.* (一种意大利)菜卷(加上调味汁)

*Jewish*/'dʒu:ɪʃ/ *adj.* 犹太人的

*kreplach*/'kreplæk/ *n.* 三角形或方形肉包

*Polish*/'pəʊlɪʃ/ *adj.* 波兰的

*pierogi*/'pi'rəʊgi/ *n.* 馅饼

*steak*/'steɪk/ *n.* 肉排

*frankfurter*/'fræŋkfətə/ *n.* 猪牛肉混合的香肠

*cone*/'kəʊn/ *n.* 圆锥形之物

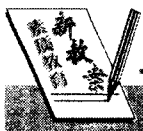
*fair*/'feə/ *n.* 展览会;博览会

*St.*/'seɪnt/ (saint 的缩写) *n.* 圣

*scoop*/'sku:p/ *n.* (舀冰淇淋的)圆勺

*Earl*/'ɜ:l/ *n.* (英国的)伯爵

*servant*/'sɜ:vənt/ *n.* 仆人;佣人;雇工



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## Lesson 57 The fifty-seventh lesson

**Period:** The First Period**Properties:** Pictures, Overhead projector**Teaching Objectives:** To master the words about fruit and vegetables.

And about the different eating habits in the different countries.

**Language Focus:** there be, have/has, a few, a little, So do I./So does he.**Teaching Procedures:****I . Organizing the class**

Teacher(T): Good morning, class.

Students(Ss): Good morning, teacher.

T: Sit down, please. Now let's listen to a duty report.

**II . Revision**

1. Check the students' homework in the winter holidays.
2. Encourage the students to talk more about the winter vacation.

**III . Presentation**

T: Give more details about the colour pictures on page 1. Get them to know the words about the kitchen and ask them to know what's in the cupboard. And then you can write some words on the blackboard. Let them practise more with the following phrases and useful expressions.

**IV . Leading-in**

Write countable nouns and uncountable nouns on the blackboard.

Nouns(countable)		Nouns(uncountable)	
Vegetables:	carrots	Meat:	pork
	peas		beef
	potatoes		lamb
	tomatoes		chicken
	cabbages		mutton
Fruit:	apples	others:	salt
	pears		sugar
	peaches		pepper
	bananas		oil
	cherries		wine

**V . Practice**

When you are sure the students really understand the meanings of the words. Encourage them to practise.

For example:

A: What's in the bowl?



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B: It's rice. / There's some rice in it.

Let the students do the exercises in pairs. If they have time, they can work on the other dialogues.

### V. Practice Part 1

Get two better students to practise the following dialogues. Such as a bottle on the teacher's table.

You can pick it up and hold it in the air, and then ask the students.

1. A: What's in the bottle?

B: There's some milk in it.

You can pick up another object on the table and go on asking.

2. A: What's in the box?

B: There's some chalk in it.

Get a student who is good at drawing to come to the blackboard and to draw a man's head on the

blackboard.



3. A: What's on the man's head?

B: There is some hair on it.

Show a bag to the class.

4. A: What's in the bag?

B: There are a few apples in it.

If you want the students to master more, you can draw a man's head on the blackboard. It shows this man has a bad temper.

T: What's wrong?



Student 1: He is angry.

T: Do you think you can like a person who is in a bad temper?

Student 2: No.

T: Right. (So the teacher writes a sentence on the blackboard.)

5. A: He has a bad temper.

B: Few people like him.

### VI. Learn Part 2

T: Ask the class what the Chinese eating and the American eating habits are and what the Japanese favourite is. Ask the students if they have the same habits.

Get them to work in pairs.

1. { A: What do the Chinese eat?  
B: They eat pork.  
A: So do we.
2. { A: What do the American eat?  
B: Chicken.  
A: So do the Chinese.



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3. { A: What do the Japanese eat?  
B: They eat fish.  
A: So do we.

## VIII. Practice

Pair work: The students ask and answer the questions about meat in daily / everyday life. One student asks: "What's your favourite food?" The other one gives the response. "So is mine." or "So do I."

## IX. Learn Part 3

A: Puzzle dialogues.

At first let the students do it before they can answer it. And then get some pairs to do them orally.

Keys:

1. D 2. C 3. A 4. B

B: Teach the class the main points.

- (1) Would like to do; want to do / feel like doing
- (2) have dinner; have supper
- (3) help oneself to some food
- (4) thank you; thanks
- (5) I'd love to; I'd like to

## X. Exercises in class

Translate the following sentences into English.

- (1) 他在中国有几位朋友。
- (2) 这里有几个人。
- (3) 我打算去香港几天。
- (4) 他懂得点法文。
- (5) 少许的注意即可防止意外。
- (6) 你要吃点蛋糕吗?

[注] ① a few = some (与可数名词连用)

② a little = some, but not much, a small quantity of... (与不可数名词连用)

keys: (1) He has a few friends in China.


(2) There are a few people here.

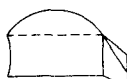
(3) I'm going to Hong Kong for a few days.

(4) He knows a little French.

(5) A little care can prevent the accident.

(6) Would you like to have a little cake?

[注] ① cake 作为一个一个的单个出现是可数名词。For example:  two cakes.

cake 作为一个大块蛋糕出现是不可数名词。For example:  切下一片要用量

词来表示: a piece of cake.

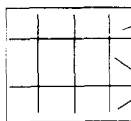
②再有像 "chocolate" 也是一样的。



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We can say three chocolates.



a bar of chocolate

two bars of chocolate

**XI. Homework**

1. Look up the phrases "a few, few, a little, little" in the grammar book.
2. Make sentences with "there be", "have".
3. Do exercises on page 61.

**XII. Summary**

1. Hurry up! We have \_\_\_\_\_ time left.
2. There are \_\_\_\_\_ apples there, aren't there?
3. They are great. Because they made \_\_\_\_\_ mistakes in their examination papers.
4. Would you like \_\_\_\_\_ (go) with me?
5. Would you like \_\_\_\_\_ (anything) to eat?

**Keys:**

1. little    2. a few    3. few    4. to go    5. something

**XIII. Writing on blackboard**

## Lesson 57

1. What can you see...?  
I/We can see... .
2. What's in/the cupboard/on the table/in the fridge...?  
There is a little/some... in/on it .  
There are a few/some/many/a lot of... in/on it .
3. A: What do people eat in England/America/Japan...?  
B: They eat a lot of potatoes/beef/fish... .  
A: So do we. (so + 助动词 + 主语)

## Lesson 58 The fifty-eighth lesson

**Period:** The Second Period**Properties:** Pictures, Tape-recorder, Overhead projector**Language Focus:** the most popular, be good for