

九年义务教育三年制初级中学

英语第一册（下）

（试用修订本）

教师教学用书

（中国）人民教育出版社 合编
（英国）朗文出版集团有限公司



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教师教学用书

JUNIOR ENGLISH FOR CHINA

TEACHER'S BOOK 1B

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（英国）朗文出版集团有限公司 合编

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说 明

《九年义务教育三年制初级中学教科书英语》是根据我国政府与联合国开发计划署达成的协议,由联合国开发计划署提供资助,联合国教科文组织任执行机构,人民教育出版社与英国朗文出版集团有限公司合作编写而成。本书是由人民教育出版社的编辑人员、设计人员与英方作者、编辑和设计人员合作编制而成,由人民教育出版社出版。遵照协议规定,本书版权归人民教育出版社所有。

《九年义务教育三年制初级中学教科书(试用修订本)英语》是根据教育部2000年颁发的《九年义务教育全日制初级中学英语教学大纲(试用修订版)》在原《九年义务教育三年制初级中学教科书英语》的基础上修订而成的。这次修订,旨在更加有利于贯彻党和国家的教育方针,更加有利于对青少年进行素质教育,更加有利于中学生的全面发展,培养学生的创新精神和实践能力。

本册教师教学用书(试用修订本)共有14个单元,供初中一年级第二学期使用。

本册书的编者还有郝建平、李静纯、邱耀德、宫正。董蔚君参加了审阅工作。

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Unit	Functional Items	Topics
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18	Giving instructions	Put them away, please!
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24	Countries and languages	Where are you from?

Structures**Page**

Let me help you / carry it. Could you help me, please? Certainly. / Sure.
This box is heavy. It's too heavy.

1

Put them away, please. You must look after your things. What's wrong? Don't worry.
Here you are. Catch! Thank goodness! I (don't) think so.

11

Object pronouns

I'm hungry / thirsty. Have some water, please. What would you like for ...? I'd like
Would you like ... to drink? What about something to eat / drink?

20

Catch the ball. Don't throw it like that. Throw it like this. Do it like this.

Can you / he / she / it / they ...? Yes, I / he / ... can. No, I / he / ... can't. I can / can't

31

What are you / they doing? I'm / They're making the bed.

40

What is he / she doing? He / She is singing.

Are you playing football? Yes, I am. No, I'm not.

Is he / she reading? Yes, he / she is. No, he / she isn't.

Are they running? Yes, they are. No, they aren't.

I / We / They have a ... / some I / We / They don't have any

48

Do you / they have any ...? Yes, I / we / they do. No, I / we / they don't.

May I borrow ... from you? Certainly. Please give it / them back

58

Where are you / they from? Where do you / they come from?

68

I'm / We're / They're from / come from

Are you / they from ...? Yes, we / they are. No, we / they are not.

Where is he / she from? He / She's from

Is he / she from ...? Yes, he / she is. No, he / she isn't.

Do you / they speak ...? Yes, I / we / they do. No, I / we / they don't. Only a little.

How do you like ...? Very much.

Unit ■ Functional Items ■ Topics

25	Likes and dislikes	What do you like?
26	Talking about jobs	People and work
27	Daily routines	What time do you get up?
28	Transportation	How do you come to school?
29	Shopping	Shopping
30	Mainly revision	

附录

练习册中部分练习的答案

Structures	Page
Let me help you / carry it. Could you help me, please? Certainly. / Sure. This box is heavy. It's too heavy.	1
Put them away, please. You must look after your things. What's wrong? Don't worry. Here you are. Catch! Thank goodness! I (don't) think so. Object pronouns	11
I'm hungry / thirsty. Have some water, please. What would you like for ...? I'd like Would you like ... to drink? What about something to eat / drink?	20
Catch the ball. Don't throw it like that. Throw it like this. Do it like this. Can you / he / she / it / they ...? Yes, I / he / ... can. No, I / he / ... can't. I can / can't	31
What are you / they doing? I'm / They're making the bed. What is he / she doing? He / She is singing. Are you playing football? Yes, I am. No, I'm not. Is he / she reading? Yes, he / she is. No, he / she isn't. Are they running? Yes, they are. No, they aren't.	40
I / We / They have a ... / some I / We / They don't have any Do you / they have any ...? Yes, I / we / they do. No, I / we / they don't. May I borrow ... from you? Certainly. Please give it / them back	48
	58
Where are you / they from? Where do you / they come from? I'm / We're / They're from / come from Are you / they from ...? Yes, we / they are. No, we / they are not. Where is he / she from? He / She's from Is he / she from ...? Yes, he / she is. No, he / she isn't. Do you / they speak ...? Yes, I / we / they do. No, I / we / they don't. Only a little. How do you like ...? Very much.	68

Do you like ...? Yes, I do. No, I don't. **77**

Does he / she like ...? Yes, he / she does. No, he / she doesn't.

She likes ..., but she doesn't like

What do you like (doing)? What does he / she like (to eat)?

What do you do? I'm a What does he / she do? He / She is a **86**

Where do you / they work? I / You / We / They work here. He / She / It works here.

Do you / they work here? Yes, I / we / they do. No, I / we / they don't.

Does he / she work here? Yes, he / she does. No, he / she doesn't.

What time does he / she usually ...? When do you get up? When does he / she get up? **95**

I usually have my breakfast at 7:00. I often have my lunch at 12:00.

Sometimes I have lunch at 12:30.

How do you usually come to school? I usually walk to school, but sometimes I come by bus. **102**

How does she come to school? She usually comes to school on foot.

Do you usually come to school by car? No, I don't. I come by bike.

Does she leave home at six? Yes, she does. No, she doesn't. She leaves at seven.

Let me make a shopping list. Can you go and buy the things? **111**

May I help you? I'd like ..., please.

How much is / are the ..., please? It's / They're ... *yuan* a kilo. That's cheap / expensive.

I want some pears / potatoes ..., please. How many pears / potatoes ... do you want?

I want some meat / bread ..., please. How much meat / bread ... do you want?

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Appendix

Key to some exercises in the Workbook

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第十七单元

UNIT 17

Could you help me, please?



教学目的和要求 (Teaching aims and demands)

类别	语 言 项 目	课 次	要 求
语 音	1. 拼读规则: a /ei/ /æ/ /ɑ:/ /ɔ/ al /ɔ:/ ay /ei/ 2. 单词重音	L. 68	听 读 辨 认
词	could minute Tuesday February eighteenth listen careful carefully draw has face eye ear leg hand long short mouth say heavy empty certainly full be full (of) carry too so listen to all basket bottle a bottle of head nose hair arm foot	L. 65 L. 66 L. 67 L. 68	掌 握
汇	tick tape there(interj.) juice wardrobe day from America zoo	L. 65 L. 66 L. 67 L. 68	理 解
日 常 交 际 用 语	Today is Tuesday, February 18th. Could you help me, please? Sure. Certainly. Let me help you. I want to take ... to Let's put ... in Can you ...? This bag is too big. Give me ..., please.	L. 65 L. 66 L. 67	掌 握
	Let me help you find it. Let me put it on. Here it is.	L. 68	供选用
语 法	形容词: big small heavy light full empty new old long short This box is heavy. It's too heavy. It's not light.		掌 握



教学建议 (Suggested teaching notes)

一、教学内容分析

本单元的核心教学项目是“提供帮助和请求帮助”(Offering help and requesting help)。与该项目相结合的内容涉及到对物品和人物的描述(Describing things and people)。各课内容都围绕

着以上核心项目自然展开。

第65课是本单元的第一课，也是新学期开学的第一节英语课。因此，本课的第一部分安排了一组教师与值日生的对话。在了解全班学生出勤



情况的同时,教师组织学生进行上一学期所学语言知识的复习与实际运用的训练。第二部分通过课堂猜谜游戏来教学人体部位的单词 face, eye, ear, leg, hand, mouth 和形容词 long, short 等。

第66课第一部分对话引出了本单元核心教学项目之一: Let me help you.(提供帮助)以及重点语言项目(描述物品)That's a big box. Is it heavy? No, it's light / empty. 第二部分的两组对话引出了本单元另一个核心教学项目: Could you help me, please? Certainly / Sure.(请求帮助) 以及其它语言项目: I want to take ... to / Let's put ... in / Can you carry it? / I think I can.

本课听力训练通过不同的情景复现了提供帮助的日常交际用语。

第67课第一、二、三部分设计了意思连贯的三段对话,其教学重点仍围绕着本单元的核心教学项目。此外,引出了新的语言项目: This bag / box is too big / heavy. We / I can't carry it. There! Give me a bottle of orange, please.

第68课是本单元的复习课,第一部分安排“拼法与发音”(Spelling and pronunciation)。第二部分为单词重音(Word stress)练习。第三、四部分通过有趣的听力训练,让学生在听、读、写、交谈及游戏活动中巩固人体部位的单词以及形容词的用法。第五部分(选用)通过朗读和表演一组对话,复习本单元重点语言项目,并介绍 Let me help you find it. Let me put it on.等句型。第六部分(选用)要求学生根据所给的文字提示,参照实例自编对话。

二、教学方法建议

(一)口语训练

本单元的口语训练主要是结合各课的会话展开活动。重点围绕着本单元的核心教学项目 Offering and requesting help 和 Describing things, 特别要就各课要求掌握的内容进行听说训练。教师应充分利用形象性的动作和表演或实物、挂图、投影片等直观教具,进行情景对话的教学,组织学生进行口语训练。

1. 结合第66课的重点语言项目设计以下的情景对话:

T: Hi, ... (name). Could you come here, please?

S1: OK. I'm coming, Miss / Mr

T: I want to take these

books
apples
pears
oranges
bananas

to my office.

Could you help me, please?

S1: Certainly!

T: Thanks. Let's put them in the

bag
box
basket

S1: OK.

T: The

bag
box
basket

is

heavy
big
full

. Can you carry it?

S1: I think I can.

T: Good. Please take it to my office.

S1: Sure. Oh, it's too heavy!

... (name), could you help me, please?

S2: Sure. What's in the box? It's so heavy.

S1: Yes. It's full of

books
apples
pears
oranges
bananas

S2: Oh, I see. Well, let's go.

2. 结合第67课的重点语言项目设计以下的情景对话:

Dad: Let's carry these things to the room.

Mum: OK!

Li Xin:

Li Xin: Mum, this

bag
box
basket

is too

heavy
big
full

I can't carry it. Could you help me, please?

Mum: Certainly. Let me help you. There! OK?

Li Xin: Thanks, Mum.

Mum: You're welcome.

Li Xin: Dad, this

desk
table
bike

is too heavy.

I can't carry it.

Can you help me, please?

Dad: Sure! Let me help you. There!

Li Xin: Thank you, Dad.

Dad: You're welcome.

Today is Tuesday, February 18th. 是用来表示日期的句子, 要求学生掌握。因为学生尚未学习其它的日期和月份的英文单词, 故不必做替换练习。教师可简要地举一些例子介绍给学生。同时, 有必要提醒学生注意以下几点:

1) 一周的七天和一年的十二个月份的英文名称, 开头的第一个字母必须大写。

2) 表示日期的数词要用序数词, 书写时, 可以用缩略形式表示, 读时前面要加定冠词 the。

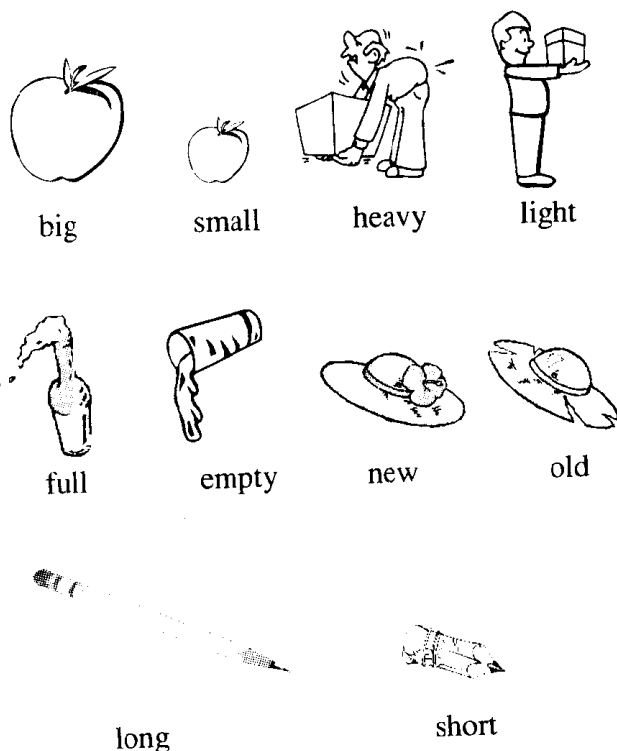
3) 从现在开始, 上每节英语课时, 值日生要报告当天的日期。用这种方法可以有效地教学英文的月份、周日和日期(序数词)。

(二) 词汇教学

本单元的单词可以分别采用以下三种方法教学:

1. 利用实物或图片教学 minute, Tuesday, February, eighteenth, bottle, orange juice (a bottle of orange juice), basket 等词 (其中 minute 可用教具钟, Tuesday, February, eighteenth 可用自制的日历卡进行教学)。

2. 借助表情、手势、动作或者简笔画教学 big, small, heavy, light, full, empty, new, old, long, short 及 take, carry 等词。例如用简笔画的形式对比着学习形容词:



3. 创设情景教学 could, help, want to, has, certainly 等词。

注意: 教学人体部位单词时, 教师既可使用第65课第二部分的钟表图, 也可直接用手势和动作指着自已身体的各个部位教学。

(三) 语法教学

本单元的重点语法项目是形容词, 主要是对物品进行对比性的描述。如 This box is big / small / heavy / light / full / empty 等。教师在教学语法时, 主要靠大量的操练来完成。让学生在语言的实践中, 体验语法的功能, 并掌握其用法。下面提供两种操练方法:

1. 实物对比性描述与问答

1) This

box
bag
bottle
book
pen

 is

big
heavy
full
new
white

. That one is

small
light
empty
old
black

.

2) Is this

box
bag
bottle
book
pen

heavy
big
empty
old
yellow

 ? Is that one

light
small
full
new
brown

 ?

Yes, it is. No, it isn't. / No, it's

heavy
big
empty
old
red

.

3) A: This

basket
table
bottle
dress
pear

 is

heavy
small
empty
old
green

.

Could I have a

light
big
full
new
yellow

 one, please?

B: Certainly. Here you are.

2. 利用实物进行问答训练

教师可利用教室内的物品组织学生进行问答练习。请参照以下示例:

T: What's this?

S: It's a book / bag / box / pen / bottle.
T: Is it new / heavy / big / old / full?
S: Yes, it is. / No, it's old / light / small / new / empty.

(四) 笔头练习

本单元的口语训练较多，但教师切勿忽视学生的笔头练习。练习册中各课基本上都有笔头练习，教师应参照分课教学步骤中建议的去做。对于第68课第六部分内容，可让学生自行选择做或让程度好些的学生做。练习册第68课最后一个练习是看图编写对话，需在课上小组口头做后再让学生写下来。

(五) 语音教学

本单元语音练习的重点是元音字母 a 及字母组合 al, ay 在单词中的几种拼读规则。教师除组织学生口笔头做练习册第68课练习1外，应先结合第68课第一部分的例词进行语音练习，可采取以下方法：

先放录音，让学生听并跟读。同时，教师根据录音的顺序把单词写在黑板上。然后，引导学生归纳 a 字母及其组合的拼读规则。

板书步骤如下：

Step 1	Step 2	Step 3
same <u>g</u> rade <u>t</u> able	a	/ei/
<u>h</u> and <u>th</u> anks <u>c</u> arry	a	/æ/
<u>cl</u> ass <u>b</u> asket <u>f</u> ather	a	/ɑ:/
<u>w</u> ant <u>w</u> atch <u>wh</u> at	a	/ɔ/
<u>all</u> <u>w</u> all <u>w</u> alk	al	/ɔ:/
<u>way</u> <u>pl</u> ay <u>to</u> day	ay	/ei/

补充练习：

<u>c</u> ake <u>p</u> lane <u>f</u> ace <u>t</u> ake <u>m</u> ake	a	/ei/
<u>m</u> ap <u>h</u> at <u>m</u> an <u>d</u> ad <u>f</u> at	a	/æ/
<u>a</u> sk <u>g</u> lass <u>g</u> rass <u>l</u> ast <u>p</u> ast	a	/ɑ:/
<u>w</u> ash <u>w</u> as <u>w</u> asp	a	/ɔ/
<u>ball</u> <u>c</u> all <u>t</u> all <u>f</u> all <u>t</u> alk	al	/ɔ:/
<u>day</u> <u>s</u> ay <u>m</u> ay <u>st</u> ay <u>b</u> ay	ay	/ei/



教学参考资料 (Reference for teaching)

补充注释 (Additional notes)

1. It has no legs. = It has not any legs.
(no = not any)
2. 不定代词 one 在第一册(上)第十三单元第51课学习的基础上，又再次出现，并且出现复数

形式 ones。例如：... two long ones (hands) and a short one (hand). Here's a full one (bottle). This is an old one (shirt). Where's my new one (shirt)?





教学步骤 (Teaching steps)

Lesson 65

Note: After teaching the day of the week *Tuesday*, *February 18th*, get the student on duty to say the date every day. In this way, students will become familiar with all the weekdays and months in English.

Step 1 Revision

- 1 Since this is the first day of the semester, greet the students with expressions such as *Hello, Wang Lin. Nice to see you again. How are you?* etc.
- 2 Revise classroom objects. Ask *What's this / that in English? What colour is it? Is it yours? Whose is it?* etc.
- 3 Revise times. Ask students questions such as *What time is it now? Is it time for class? Is it time to read the dialogue?*

Step 2 Presentation

- 1 Teach *minute*. Write the time *11:12* on the Bb. Ask *What time is it?* The students should answer, *eleven twelve*. Say *We can also say, it is twelve minutes past eleven*.
- 2 Teach *Could you help me?* Tell the students that *Could you help me?* is a more polite way to ask for help than *Can you help me?* Ask *Who's on duty today? Are you on duty today?* Ask the person who is on duty *Could you help me, please? Is everyone here today?* Check attendance. If no students are absent, ask about members of the class: *Is ... here today? Where is he / she?* (*Over there. Here.*)
- 3 Use a calendar (or draw one on the Bb). Ask *What day is today?* Teach the real day of the week. (For example: *Today is Wednesday, February 20th*).
- 4 SB Page 1, Part 1, Speech Cassette Lesson 65. Before playing the tape, ask *What day of the week is it in the dialogue?* With books closed, play the tape. Check answer. (*Tuesday, February 18th*).
- 5 Do Ex. 1 in Wb Lesson 65.

Step 3 Practice

- 1 Books open. Listen to the tape again and repeat.

Get the students to read in pairs. Encourage them to have a quick look at the book and say the sentences to their partners. In doing so, they must understand the dialogue and they can learn it quickly.

- 2 Have the students change the date in the dialogue to apply to their own class. Then divide the class into halves and practise reading the dialogue aloud.
- 3 Students then practise and act out the dialogue in pairs. Encourage them to talk about their own class. If no one is absent, get the students to answer *Yes, we are all here today.* or *Yes, all are here.*

Step 4 Presentation

- 1 SB Page 1, Part 2. Teach *long* and *short*.

Note: The next part is a suggestion on how to use the riddle as an activity to teach the body parts so that the students first guess the name of the parts before you list them. In this way the students are actively listening to the riddle and learning the body parts within a context.

- 2 With books closed, first read the riddle to the students. As you read the riddle, mime it by pointing to the part of the body you are reading. Read, *It has a big face* and point to your face while circling your finger around your face. Read *but it has no eyes or ears* and put your hands over your eyes when you say *eyes* and then put your hands over your ears when you say *ears*. Continue in this way for the entire riddle. Say *Can you guess what it is?* (*A clock.*)
- 3 Next, with books still closed, circle your face again and say *face*. Ask *What is this?* The students should answer *face*. Have the students repeat *face*. Then write the word *face* on the Bb. Continue in the same way with the other body parts mentioned in the riddle. If possible, also teach *head, nose, hair, arm* and *foot* at this time, adding them to your list on the Bb. You may follow up this activity by using flashcards to teach the body parts.
- 4 To help the students learn parts of the body, you may use the game *Polly says*. For example, *Polly says: Touch / Show me your ears*, etc.

Step 5 Read

SB Lesson 65, Part 2, Speech Cassette Lesson 65. Play

the tape. Students listen and repeat. Pay attention to their pronunciation and intonation.

Step 6 Workbook

SB Page 71, Wb Lesson 65, Ex. 2 should be done in class. Get the students to listen to the two passages and add the missing parts in the pictures. After completing this exercise, you may ask the students to do a similar task in pairs or groups. One or two students describe a person and let the others draw a picture of the person they described.

Ex. 3 should be taken up in class. If it is possible, get your students to make up their own dialogues on offering help.

Homework

Finish off the workbook exercises. Act out the dialogue in Part 1, SB Page 1. Recite the riddle in Part 2, SB Page 1.

Lesson 66

Note: You will need to bring a box to this lesson. It should be large enough to hold several objects such as books, pens, notebooks, etc.

Step 1 Revision

- 1 Revise *Who's on duty today? Is everyone here?* etc. Ask *What day is today?* Teach the appropriate day of the week. (From now on, do this every day until the students are familiar with the names of the days and the months.)
- 2 Check homework.
- 3 Revise *What's this? What's that?* using the parts of the body mentioned in the riddle.
- 4 Give the students a few minutes to practise reading the riddle from Lesson 65. Tell them to pay close attention to the pronunciation and the intonation. Then ask several of the students to recite the riddle to the whole class.

Step 2 Presentation

- 1 Show the students the box that you have brought.

Ask *Is it big or small? Is it heavy or light?* (When you ask this question, act out carrying something heavy and act out carrying something light). *What colour is it?*

- 2 Collect objects from students by asking them *Could I have a (an) pen / pencil / eraser, please?* Help them to reply *Certainly! Here you are.*
- 3 For each object ask the students *Can you describe it?* Explain the meaning of *describe*. Help them to say *It's old. It's heavy. It's red.* etc. Place each object inside the box, out of sight. Collect about ten different objects. Once the box is full, teach *full* and *full of*.
- 4 Ask the students *What's in my box?* Talk about one object at a time. Do not take the object out of the box until the students have described it as fully as possible. Once the box is empty, teach *empty*.
- 5 Teach *certainly*. Ask the students *Whose is this pen / ruler, etc?* Help the owner of the object to ask *Could I have the pen / ruler, please?* Say *Certainly!*

Step 3 Practice

In pairs, have the students write a dialogue using the above expressions taught in Step 2. Choose several pairs to present their dialogues to the class.

Step 4 Read and say

SB Lesson 66, Page 2, Part 1, Speech Cassette Lesson 66. Write *Is the box heavy or light?* on the Bb. With books closed, play the tape. Students listen and then answer the question. (*light*) Ask *Why is the box light?* (*It's empty.*) Practise the dialogue in pairs.

Step 5 Read and say

- 1 SB Lesson 66, Page 2, Part 2, Speech Cassette Lesson 66. Students listen to the tape with their books closed. Then ask *Why is the box heavy?* (*Because it is full of books.*) Ask the students to open their books and listen to the tape again and repeat.
- 2 Next, have the boys read Hu Ming's part and the girls read the teacher's part. Teach the word *too*. Tell the students the meaning of *carry* and *I want to take some books to the classroom*. Practise in pairs while acting out the dialogue. Remember to walk around the room and help the students as needed. If time permits, you may choose several pairs to act out the dialogue for the class.



Step 6 Listen and answer

SB Page 2, Part 3, Listening Cassette Lesson 66. Read through the questions in Wb Lesson 66, Ex.1 before you play the tape.

Listening Text

LUCY: Hello, Liu Ming and Yan Bin.
LIU AND YAN: Oh, hello.
LILY: Is that box heavy?
LIU MING: It's OK. We can carry it.
LILY: But it's full of books! Can we help you?
YAN BIN: Certainly. Could you open the door, please?
LUCY: Sure.
LIU MING: Thanks.
LUCY: You're welcome!

The answers are: 1C; 2B; 3B.
Play the tape again. Get the students to repeat the dialogue. Then have the students fill in the blanks in Ex. 1.

Step 7 Workbook

SB Page 72, Wb Lesson 66, Ex. 2. First get the students to read the dialogue. Encourage them to ask questions. You may explain the difficult language points to them. Make sure that most of your class understands the dialogue. Then ask the students to cover the reading passage and work on the exercise in pairs. Finally check the answers with the whole class.

Homework

Revise the dialogues in SB Lesson 66.

Lesson 67

Step 1 Revision

- 1 Check homework.
- 2 Revise *Could you help me, please? Certainly! Thanks! You're welcome!* Ask students to help you by opening the door for you, carrying books, putting things somewhere and doing other classroom tasks. Have the students ask others to help them.

Note: Remind the students to say "thank you" after they have been helped. This is important, as in English "thank you" is used **every** time someone has helped you.

- 3 Revise *big / small, heavy / light, full / empty, old / new, long / short*, etc.

Step 2 Presentation

- 1 Revise *things*. Teach the students *I want to put these things over there*.
- 2 Say *Cars are nice. You can put many things in a car. I would like to have a car. Would you like your family to have a car?* Explain *Most families in America and England have their own car. Say Now we are going to read three dialogues about putting things in a car.*

Step 3 Read and say

SB Page 3, Part 1, Speech Cassette Lesson 67. Have the students listen and repeat. Now read the dialogue aloud together as a class. Have the boys read the father's part, and the girls read the twins' part.

Step 4 Presentation

- 1 Revise *too*. Say *I can't carry this box. It's too heavy / big. Please, could you help me?* Practise with the students. Have them give you more examples: e.g. *This coat is too small. I can't put it on.*
- 2 Use a picture or a real object to teach *basket*.

Step 5 Read and say

SB Page 3, Part 2. Play the tape. Divide the students into groups of three. Try to get one boy and two girls in each group. However, if this is not possible, allow the students to change the names of the characters, (for example, for a group of three girls, it might be mother and the twins). In groups, have the students practice the dialogue and act it out. If time permits, choose three groups to act out the play for the whole class. Try to say something encouraging about each group.

Step 6 Read and say

- 1 SB Page 3, Part 3. Books closed! Use a picture or

- an object to teach *a bottle of orange juice*. Ask and write on the Bb. *Is the bottle full?* Then play the tape. Have the students answer the question (some students may say full, others may say empty. Actually, the first bottle is empty and the second bottle is full).
- 2 Books open. Read through the dialogue aloud as in Part 1, boys read the father's part and girls read the twin's part.

Step 7 Practice

If you have written all the new words and expressions on the Bb, this is a good time to go over them for consolidation. Then divide up the class into groups of three. Ask the students to practise the three parts of the dialogue in front of the class. You may call out some groups to act out the dialogue in front of the class. They are allowed to make some changes, for instance, the names of the children, etc.

Step 8 Workbook

SB Page 73, Wb Lesson 67, Exx. 1-3. Start Ex. 1 in class. Explain to the students that from now on, they should use joined-up handwriting. (See Pages 144-147, Appendix I of TB1A on English handwriting.) Do Exx. 2 and 3 in class. After finishing Ex. 3, ask students to act out the whole dialogue and create an ending for it. Your help is needed.

Homework

Finish off the Workbook exercises.
Revise the new words and expressions in this unit.

Lesson 68

Step 1 Revision

- 1 Revise the dialogue in SB Lesson 67.
- 2 Find out from the students who is on duty. Check attendance. Teach another day of the week. Ask *What day is today?* Teach the name of the day.
- 3 Have the students contrast similar objects using the adjectives taught so far: *This book is red. That one is black.*
- 4 Revise body parts by miming the riddle from Lesson 65 and playing games together as a class.

Step 2 Spelling and pronunciation

SB Page 4, Part 1, Speech Cassette Lesson 68 (Phonic Reading Work). Books closed! Follow the steps below:

- 1 Say *Please listen* and play the tape.
- 2 Play the tape again. Say *Listen* and *repeat*.
- 3 Write the letter A on the Bb, and next to it write *same, grade, table*. Students read aloud each word as you point to it.
- 4 Say *These words all have the /ei/ sound*. Remind the students of the silent "E" at the end of the words.
- 5 Add a few words such as *date, fame, lane*, etc. and have the students try to pronounce them.
- 6 Repeat these steps for the other groups of words.
- 7 Show flashcards in random order. Get the students to read them aloud. Make sure the students pronounce the letter A in the six different ways.

***Note:** Remember this book uses British pronunciation. Your students may have some questions about the pronunciation of some of the words above, which are pronounced differently in American English, (for example: *class* and *basket* are pronounced with the /æ/ sound in American English).

Do Wb Lesson 68, Ex. 1.

Step 3 Listening activity

Write the following lists of words in two columns on the Bb as follows:

I	II
wall	well
went	want
ball	bell
thanks	thinks
hand	hind

Explain to the students in Chinese, that for each pair of words like *wall / well* you are only going to say one of them. If you say the word from the first column, *wall*, then they should raise one finger. If you say the word from the second column, *well*, then they should raise two fingers. For each pair of words say only one of the words. For example, say *well*. Ask, *which word did I say?* And point to both *wall* and *well* on the Bb. The students should have raised two fingers. Continue for the rest of the words. In this way you can get a quick check of the students' listening competence.

Step 4 Word stress

SB Page 4, Part 2. Books closed! First tell the students

