

九年义务教育三年制初级中学英语第二册（下）

教师教学用书

Junior English for China

Teacher's Book 2B



人民教育出版社出版

PEP

LONGMAN

（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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在本册课本修订过程中,董蔚君同志参加了审阅和部分编写工作。

第十五单元 UNIT 15

教学目的和要求 (Teaching aims and demands)

类别	语 言 项 目	课 次	要 求
词	answer telephone be out moment call at the moment phone way by the way photo the next day story enough really	L. 57 L. 58 L. 59	四会
	message afraid cinema pleasure ring harvest ring up	L. 57 L. 59 L. 60	三会
汇	Bruce	L. 57	二会
日常 交 际 用 语	Could you answer the telephone, please? He's out at the moment. Please ring him. Could I have a full bottle/speak to him, please?	L. 57 L. 60	四会
	I'm afraid at the cinema Can I take a message? It's a pleasure. Could you ask him to call me, please?	L. 57	三会
语 法	There be 结构的一般过去时态 There was/wasn't a message. Was there a message? Yes, there was. No, there wasn't. There were/weren't enough nuts. Were there enough nuts? Yes, there were. No, there weren't.		掌握

教学建议 (Suggested teaching notes)

一、教学内容分析

本单元题为 Thanks for the message, 主要围绕“打电话”(Making telephone calls)

这个功能项目开展听、说、读、写活动。通过书中主人公李雷、吉姆和凯特等彼此打电话，引出了对去农场摘苹果的回忆，很自然地呈现给学生一篇以 A day on the farm 为题的阅读课文。这个单元在复习日常交际用语和动词过去时的基础上，教学了新的打电话用语，用 Could you/I ...? 表示有礼貌的请求，以及 There be 结构的一般过去时态。通过下表，这个单元的编排可以一目了然。

七段对话

- | | |
|--|--|
| 1. 叫人接电话 (Ask sb. to answer the call) | } 运用 Could you/I ...?
等日常交际用语及动词
过去时 |
| 2. 接电话、传话 (Take a message) | |
| 3. 看电话记录问答 (Qs & As about a message) | |
| 4. 传话 (Pass on a message) | |
| 5. 打电话 (Make a telephone call) | |
| 6. 电话对话填空 (A dialogue puzzle) | |
| 7. 听电话并记录要点 (A dialogue for listening) | |

一段阅读课文

“农场的一天” (A day on the farm) 运用动词过去时叙述和问答，教学 There be 结构的过去时句型。

一段段对话和阅读短文给学生展示了一幕幕生动有趣的情景，犹如一出短剧，引人入胜，而教学所需的语言结构又自然地介绍了出来。本单元可以算作体现结构与功能相结合的一个典型了。

二、教学方法建议

(一) 复习假期活动

本单元是新学期的第一个单元。在第一节课开始时，教师可向学生致意，说 You're welcome back to school. 或 I'm glad to see you all back to school. 应向学生就寒假生活问些问题，也可组织学生小组开展口语活动。以下问题可供教学参考。

Did you stay at home or go out in the winter holidays (寒假)?

Where did you go for your holiday?

How/When did you go there?

What did you do there?

Did you see anything interesting (有趣的)?

What did you see there?

Did you have a good time?

When did you usually get up every day in the holidays?

What did you usually do in the morning/afternoon/evening?

Did you do a lot of homework?

Did you help your parents with the housework?

Did you go shopping with your parents? What did you buy?

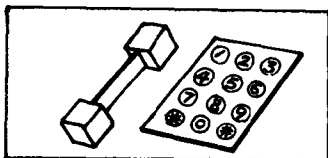
Did you enjoy your holidays?

Are you glad to be back at school/to see your friends again?

学生所掌握的英语词汇有限，有时不知如何表达而沉默不语。为了不中断交流，应允许学生用中文说出自己的意思，教师尽可能帮助学生用英语表达其意，但不必要求学生掌握。即使教师无法翻译学生的话也无妨，让其过去，仍可继续用简单英语交谈。总之要制造一种宽松的氛围，目的在于鼓励学生大胆用英语表达思想。

(二) 创设各种打电话的情景, 加大实践量

为了设置较真实的情景, 可让每个学生用纸叠成两个球或盒子, 套在一个20公分长的硬纸板的两头, 做成电话听筒, 并在另一块方形硬纸板上画上号码做成电话键盘。在学习本单元时, 每节课都需要学生使用这套教具。如果没有条件做教具, 可让学生用一只手, 收拢三个指头, 翘起拇指和小指(用表示数字六的手势), 一个指头对着耳朵, 另一个指头向着嘴, 作打电话的姿势。拨电话号码, 可用手指在桌上比划。这样做是为了让学生在半真实的交际情景中使用语言。



本单元围绕“打电话”这个话题, 设计的情景主要有三种: 叫人接电话、留言、电话交谈。课本已提供了练习的方法, 这里补充一些建议, 供教师们参考。

1. 叫人接电话 可以做一种连锁操练, 主要练习 Could you...? 和动词现在进行时。如:
(The telephone is ringing.)

A: Alice, could you answer the phone call, please? I'm washing the baby.
I'm busy.

B: Oh, sorry, I can't. I'm cooking. I'm busy, too. Bill, could you answer the telephone, please?

C: I'm afraid I can't. I'm washing the car. Betty, could you answer the call, please?

D: OK. I'll get it.

然后再重新开始, 让另一组学生做类似的对话。

2. 留言 下面这个对话与第 57 课第二部分对话相似, 除了本课新的句型, 如 Could I ...? I'm afraid 等, 还提供了一些替换句型和词语。

A: Hello. It's Kate Green.

B: Oh, hello. Could/May/Can I speak to Jim, please?

A: I'm afraid/sorry he's not in at the moment/right now.

B: Could you take a message, please?

A: Certainly. Who's speaking? 或 Could/Can I have your name, please?

B: Li Lei.

A: Could/Would/Can you spell it, please?

B: Sure.

A: Oh, a moment, please. Let me get a pen. OK. I have a pen now.

B: L-I, Li, L-E-I, Lei.

A: And your telephone number, please. 或 What's your phone number, please?

B: 6-7-double 8-3-4-1.

A: 6-7-double 8- ... er?

B: 3-4-1.

A: 3-4-1. All right.

B: Could you ask Jim to ring me/give me a ring, please?

A: OK.

B: Thanks very much. Bye.

A: It's a pleasure.

两人一组开展上述活动。然后, A可把电话内容记录下来, 填入 Telephone Message 表内。

3. 电话交谈 在学习第57、58课的基础上, 可以开展两人小组活动。每一组设计一种情景, 进行电话交谈。鼓励学生把编排的对话写下来。

对话可以这样开始:

A: Hello. 68496633.

B: Hello. Is Bruce in?

A: Yes, hold on (别挂), please. I'll call him. Bruce, a phone call for you.

C: Thank you. Hello. Bruce's speaking.

B: Oh, this is

可提供词语帮助学生创设情景。例如:

1) going to see the cinema on Saturday evening/have two tickets/meet outside the cinema at 7:00

2) going to see Uncle Wang tomorrow/come with us/I'm afraid I can't/Mother is ill.

3) going to fly kites on Sunday/fly the kites in the park/meet at the gate of the park at 9:30 in the morning

4) going to watch a football game the day after tomorrow/in No. 15 Middle School/I'm afraid I can't/go to see my grandparents

(三) 教学 There be 结构过去时的用法

在 there is/are 结构的基础上教学 there was/were 是最简便的方法。第一步可利用实物, 例如教师在桌上放一些实物问 What's there on the desk? 学生根据实际情况答 There is/are ... on it. 教师还可问 Is there ...? Are there ...? How many ... are there? 并把这些问句写在黑板上。问答完毕, 教师可把桌上的东西收起来, 然后问: What was there on the desk a moment ago? Was there...? Were there...? How many... were there? 等问题, 可帮助学生回答。问完一组问题后, 教师说明时态的含义, 并在黑板上把已有的问句中的 is/are 改为 was/were, 再带读两遍。接着, 教师继续用过去时提问。

第二步可利用人物进行练习。例如用第一册第 iv 页上最后一幅彩图 (公园里的游人), 先看着图用 There be 现在时做问答, 接着把图收起来。教师可问 What did you see just now? What was in the picture? 等问题。

第三步练习用 there be 过去时了解曾经发生的事情。例如讨论 yesterday, last week/month/year 所发生的事。

Was there a phone call for me yesterday?

Was there a message?

How many phone calls were there for you last week?

Were there any meetings last month? How many?

How many class/school meetings were there last month?

Was there a good harvest last year?

Was there a volleyball game last week?

第四步可设计综合性练习, 让学生较灵活地运用 There be 过去时句型。例如做以下短文填空练习, 并围绕短文做问答。

Last night Tim got home very late. He found out there ___ two telephone messages on his answer phone. One ___ from his mother. The ___ was from his friend John. His mother ___ him to go and see her on Saturday. John told him there ___ a big book show (书展) at Guanghua Road. There ___ lots of new books there. He wanted to go and see them ___ Tim.

(Answer: were, was, other, asked, was, were, with)

以上4个步骤从较机械的操练到较灵活的练习过程, 体现了循序渐进的教学原则, 符合学生的认知规律。具体怎样操作需视实际情况而定, 不必要求在一课书里完成所有的练习步骤。

教学参考资料 (Reference for teaching)

补充注释 (Additional notes)

1. Hello. 7-5-4-double 6-2-0. 喂, 7546620.

用英语打电话和用汉语打电话的习惯表达方面存在许多差异, 现作如下的比较:

汉语	英语
(接电话时) 喂!	Hello. 7546620./No. 15 Middle School/Jim Green.
(找人时) 喂, 请找……	Hello. Could/May/Can I speak to ..., please?
你是谁?	Who's speaking?
我是……	This is/It's ... speaking.
	... is speaking.
你是……吗?	Is it ... (speaking)?
请稍等。	One moment, please.
	Hold on, please.

2. Could you ask him to call me, please? 请你让他给我打个电话可以吗?

Could you/I ...? 是表示请求的一种方式, could 比 can 更加客气。又如:

Could I use your bike, please? 我用一下你的自行车可以吗?

Could you let me look at your photos? 让我看看你的照片行吗?

Could you come earlier next time? 你下次早点来好吗?

Could I keep this picture for myself? 我可以把这幅画留下吗?

ask sb. to do sth. 请某人做某事。

Could you ask him to bring me a postcard, please? 你能请他给我捎一张名片来吗?

I asked my friends to have supper with me. 我请朋友们同我一起吃晚饭。

3. I'm afraid he's out at the moment. (我)恐怕这会儿他不在。

I'm afraid ... 口语中常用, 意为“我恐怕……”, “我想……”。又如:

I'm afraid it's too late. 恐怕太晚了。

I'm afraid I can't come. 我恐怕来不了。

I'm afraid she's too busy to go to the cinema. 恐怕她太忙了, 看电影去不了。
be out 意思是“外出”, 如 Ann is out. 意思同 Ann is not in. (安不在家) 一样。又如:

Mr Hilton is out. 希尔顿先生不在办公室。

at the moment = right now/just now 此时, 现在

4. Please ring him. 请给他打电话。

ring 和 call 都表示打电话, 前者英国人用得更多, 常说 ring sb. up 或 give sb. a ring; 后者美国人用得更多, 常说 call sb. up 或 give sb. a call. 口语中可简单地讲 ring/call sb.

5. It's a pleasure. 不用谢。

当别人向你致谢时, 你觉得这是应该做的, 不必道谢, 可以说 Not at all. That's OK. That's all right. Don't mention it. You're welcome. 或 It's a pleasure.

向别人致谢时, 可以说 Thanks. Thank you. Thanks a lot. Many thanks. Thanks very much. Thank you very much. It's very kind of you. 从语体上分析, 后面两个致谢用语比前面的显得更为正式些。

6. by the way 顺便说, 顺便问一下

By the way, are you free on Friday evening? 顺便问一下, 星期五晚上你有空吗?

By the way, did you see Wei Hua at the cinema yesterday afternoon? 顺便问一下, 昨天下午在电影院你见到魏华了吗?

7. Who helped the farmers with the apple harvest last October? 去年十月份谁帮助农民收苹果了?

help sb. with sth. 帮助某人做某事

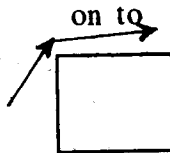
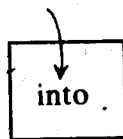
The twins often help their mother with the housework. 这对双胞胎常帮助她们的母亲干家务活。

Abe often helped his father with his farm work. 艾贝经常帮助父亲干农活。

Do you often help your friends with their studies? 你常帮助朋友们学习吗?

8. The men and women lifted the fruit on to the trucks. 人们把水果(指苹果)筐抬起来装到卡车上。

本册教科书中出现了 lift/put/carry sth. on to ... 的句型, 这与 into (往……里) 不同。on to 是“向……上”。在英国英语中常用两个字 on to, 而美国英语常用一个介词 onto 来表示。



教学步骤 (Teaching steps)

Lesson 57

Note: It is a good idea to bring a telephone to the lesson if possible. Otherwise, construct a model using two small boxes and a ruler. Get the students to use pencil boxes or rulers as telephone receivers when they practise.

Step 1 Revision

- 1 Check homework the Ss did in the winter vacation.
- 2 Get the Ss to talk about their holidays using the language they know.

Step 2 Presentation

Show the telephone (or a picture of one) to the Ss. Teach *telephone*. Imitate the sound of the telephone ringing and teach *the telephone is ringing*. Present this dialogue:

A: *What's happening?*

B: *The telephone's ringing.*

A: *Could you answer it, please?*

B: *Certainly! Hello! 7548820!*

Explain that 7548820 is the telephone number. Write it on the Bb. Tell the Ss that, in English, people often (not always) say their number when they answer the telephone.

Note that 7548820 can be read as 754-double 8-20. Imitate the sound of the telephone ringing and ask Ss (in rows, first, then individuals) to practise the dialogue.

Step 3 Read and Act

SB page 57, Part 1. Speech Cassette Lesson 57. Play the tape for Ss to listen and repeat. Explain that *I'll get it!* means the same as *I'll answer it!* Explain that *it'll answer* is in the future tense. *Could you answer it, please?* is a polite way of saying *Can you answer it, please?* Get the Ss to practise the dialogue in pairs, using their own names instead of *Kate*.

Step 4 Presentation

Draw the outline of two heads on the Bb. Label one *Kate*, the other *Lucy*.

Read the following dialogue, pointing to Kate's head when she speaks, and to

Lucy's when she speaks:
Kate: *Hello! 7544620!*



Lucy: *Oh, hello! Is that Kate?*

Kate: *Yes, it is. Hi, Lucy.*

Lucy: *Hi! Can I come to see you this afternoon?*

Kate: *Sure! What time? Three o'clock?*

Lucy: *Yes, great. See you then. Bye!*

Kate: *Bye!*

Step 5 Drill

Write the dialogue on the Bb. Ss read it aloud several times (half the class reads Kate's lines, the other half reads Lucy's).

Replace some words with dashes each time until all the dialogue consists of dashes, like this:

Kate: _____! _____!

Lucy: _____, _____! _____? etc.

Then get the Ss to practise the dialogue in pairs, using their own names and telephone numbers.

Step 6 Read and act

SB page 57, Part 2. Speech Cassette Lesson 57. Books closed! Ask *What's Li Lei's telephone number?* and play the tape for the Ss to find the answer. Books open! Play the tape again for the Ss to listen and repeat. Explain *at the moment* (=now), *I'm afraid* (=I'm sorry to say), *message* (give the Chinese word) and *It's a pleasure* (=Not at all/Don't mention it. Give the Chinese equivalent if necessary). Get the Ss to practise the dialogue in pairs. Get some pairs to act out the dialogue using the names of Ss instead of *Kate*, *Li Lei* and *Jim*.

Step 7 Reading

SB page 57, Part 3. Get the Ss to read through the telephone message. Then Ss ask and answer in pairs. Check answers after Ss have written down.

Step 8 Workbook

Wb Lesson 57, Exx. 1-3. Ex. 1 provides models showing how to start a telephone conversation. Encourage the Ss to use true names while practising in pairs. Read and act out the dialogue in Ex. 3. Call out several pairs to demonstrate in class.

Homework

Do Wb Lesson 57, Ex. 2 in the exercise books. Ss may put in any date and time. Read the dialogue in Part 2 of the SB and make a similar dialogue in pairs.

Lesson 58

the dialogue in front of the class.

Step 1 Revision

- 1 Check homework: call out two Ss to do Wb Lesson 57, Ex. 2 on the Bb.
- 2 Revise *The telephone's ringing* and SB page 57, Part 2. Get some Ss to make up new dialogues about taking a message.

Step 2 Presentation

Books closed! Revise the dialogue in SB page 57, Part 2. Ask: *Who answered the telephone? Where was Jim when Li Lei rang? What did Li Lei want?* etc. Help the Ss to answer, using the past tense.

Teach *I'm afraid I can't remember* as a possible reply. Get Ss to look at the message forms on the Bb. Let them check the answers in the SB. Meanwhile the rest of the students should also check their answers.

Step 3 Read and act

SB page 58, Part 1. Speech Cassette Lesson 58. Books closed! Ask *Where did Kate write down Li Lei's number?* Play the tape for the Ss to find the answer.

Books open! Play the tape again; Ss listen and repeat. Explain that *by the way* introduces a new topic. Note the construction *a telephone call for ...*. Get the Ss to practise the dialogue in pairs and ask some pairs to act it out.

Step 4 Read and act

SB page 58, Part 2. Speech Cassette Lesson 58. Books closed! Before playing the tape, revise the story of the trip to pick apples. Ask *Where did the boys go last October? What did they do? Can you remember?*

Then ask *What does Li Lei want to show Jim?* Explain *show* with a gesture. Play the tape for the Ss to find the answer.

Books open! Play the tape again for the Ss to listen and repeat. Point out the use of the past tense in *I wanted to show it to you*: this refers to the time of the first telephone call. Ss practise the dialogue in pairs, using the books for reference only. Get some pairs to act out

Step 5 Practice

Ss work in groups of three. Get them to make up two dialogues: the first based on the dialogue in SB page 57, Part 2, the second on the dialogue in SB page 58, Part 2, like this:

A rings C, who is out, so B takes a message. C returns and rings A.

Ask some groups to act out their dialogues.

Step 6 Workbook

Wb Lesson 58, Exx. 2 and 4.

Ex. 2 should be done orally in pairs first. Call out a student to write the answers on the Bb. Then get some students to complete sentences in turn. The answers are: was, was, was, gave, said, was, wanted, was, wrote, came, passed, showed, thanked, rang, said, had, wanted, asked.

Do Ex. 4 in close pairs and then in open pairs. Call out one or two students to write a telephone message on the Bb. The answer may be as follows:

TELEPHONE MESSAGE

From: Wei Hua To: Ann
Date: February 5 Time: 11:20
Message: Please bring/take her Chinese book to school tomorrow.

(Name)

Homework

Do Wb Lesson 58, Exx. 1 and 4 in the exercise books.

If possible, get Ss to do Ex. 3.

Lesson 59

Step 1 Revision

- 1 Check homework.
- 2 Revise telephone calls: make up a dialogue with individual Ss and get them to take a message.

Step 2 Presentation

- 1 Collect a number of items (rulers, books, pencils, etc.) on your desk. Ask *How many (rulers) are there?* Help the Ss to answer. Take away the items and repeat the questions, using the past tense: *How many (rulers) were there?*
- 2 Perform some actions, (e.g. buying a book), saying, at the same time, *I'm buying a book.* After completing the action, ask *What did I do?* Help the Ss to answer *You bought a book.* Repeat with other irregular verbs (e.g. give, take, run, write) and then let the Ss make up the sentences with these verbs.
- 3 A game. Get some Ss to perform actions silently. Then ask *What did he/she/they do?* using the Simple Past Tense.

Step 3 Reading

SB page 59, Part 1. Look at the picture. Remind the class that the actions in the picture took place last October. Then ask questions: *When did Jim and his friends go to help the farmers? Did the children enjoy the work? Who picked the most apples? Who picked the fewest?* etc. Ss read the story in Part 1 silently and find the answers. Get the Ss to guess the meaning of the new words: *story, harvest* and *enough*. Explain any other problems the Ss have. Speech Cassette Lesson 59. Play the tape for the Ss to practise reading aloud.

Step 4 Practice

Get the Ss to answer the questions in Step 3. Then ask individuals the questions in Wb Lesson 59, Ex. 1. Then Ss ask and answer in pairs.

Step 5 Writing

- 1 Write two questions on the Bb to revise

question forms in the Simple Past Tense:
Did the children enjoy the work? Who picked the most apples? Compare them with question forms in the Simple Present Tense.

- 2 Help Ss complete the questions in SB page 59, Part 2 orally.
- 3 Ss answer the questions orally before they start to write them in their exercise books. Discuss the answers and any problems.

Step 6 Workbook

Do Wb Lesson 59, Exx. 2 and 3.

Doing Ex. 2, Ss may refer to the list of irregular verb forms in the Appendix of the SB. Get the Ss to say the past form of each verb and spell it out.

Before doing Ex. 3, explain the situation and make sure the Ss understand it. You may play the part of Ann and let one student be Lucy. Make a dialogue as an example. Then tell the Ss to make similar dialogues with their partners. If time is permitted, do Ex. 4 as well. This is a competition. It can be done as extra-curricular activity.

Homework

Finish off the Workbook exercises.

Finish writing the answers to the questions in SB Lesson 59, Part 2.

Write down the past form of the verbs in Wb Lesson 59, Ex. 2.

Lesson 60

Step 1 Revision

- 1 Check homework.
- 2 Revise SB page 59, Part 1. Ask the Ss about the visit to the farm.
- 3 Revise SB page 57, Parts 1 and 2 and Wb Lesson 57, Ex. 1, and get the Ss to practise answering the telephone. Revise *speaking* as in:

A: Hello!

B: Hello! Could I speak to ..., please?

A: Speaking. (= This is ... speaking.)

B: This is

Go round the class practising answering telephone calls.

Step 2 Practice

SB page 60, Part 1. In pairs, Ss work out suitable answers. Discuss the answers and write them on the Bb. Then the Ss practise the dialogue in pairs.

Get Ss to make up new dialogues, using this dialogue as a model. Ask some pairs to act out their dialogue.

B's words may be as follows: 1 Could I speak to Bob, please? 2 Hello, (Bob)! This is Jim. 3 Could I borrow/have your (football), please? 4 Could I have it tomorrow? 5 Bye/Goodbye!

Step 3 Listening

SB page 60, Part 2. Listening Cassette Lesson 60. Wb Lesson 60, Ex. 1. Ask a question, e.g. *What is the message?* Ss listen and write the message on the form.

Listening Text

A: Hello!

B: Oh, hi! Can I speak to Wei Hua, please?

A: Sorry, she isn't in. Can I take a message?

B: Yes, please. This is Lucy.

A: Hi, Lucy!

B: Hi! Wei Hua borrowed my book last week. Could you ask her to bring it to school tomorrow? I need it!

A: OK! You want her to bring your book to school tomorrow. I'll tell her.

B: Thanks a lot. Bye!

A: Bye!

Step 4 Checkpoint 15

Go through Checkpoint 15 and explain any problems. (See the past form of *there be* on page 131 of the SB.) Practise the pronunciation of the "useful expressions".

Step 5 Test

Dictate this passage.

Last October * Jim and his friends * went to help * the farmers. * The farmers * needed help * with the apple harvest. * Jim and his friends * really enjoyed * the work. * They climbed up * the trees * with ladders * and picked * the fruit. * They put * the fruit * into baskets. * Then * they put * the baskets * onto (on to) the trucks. You may write the three - skill words on the Bb: *harvest, climb, ladder, pick, truck.*

Step 6 Workbook

Wb Lesson 60, Exx. 2 and 3 should be done orally in class.

Homework

Learn the contents of Checkpoint 15. Finish off the Workbook exercises.

第十六单元 UNIT 16

教学目的和要求 (Teaching aims and demands)

类别	语 言 项 目	课 次	要 求
词 汇	season spring everything summer hot wear cool autumn winter warm January last at a bad time of year weather be different from at this time of year far from penfriend well get warm turn green rain heavily lake snow ready get ready for the next year	L. 61 L. 62 L. 63	四会
	letter skate go skating	L. 63	三会
	Plumtree Robert	L. 62 L. 63	二会
日常 交 际 用 语	It's very cold/warm today, isn't it? What's the weather like in ... now? The weather gets warmer. Which season do you like best, ... ? I like ... better than I like ... best.	L. 62 L. 63 L. 64	
语 法	Disjunctive questions 反意疑问句 You're from ..., aren't you? Yes, I am. It's very cold today, isn't it? Yes, it is.		掌握
	The prepositions in, on and at 介词 in, on 和 at in spring/summer/autumn/winter in January/February/... in the morning/afternoon/evening on Monday/Tuesday/... at this time of year at six o'clock		掌握

教学建议 (Suggested teaching notes)

一、教学内容分析

本单元的主题是 The seasons of the year, 介绍的功能项目是“谈论天气”(Talking about the weather), 教学的语法结构有反意疑问句, 表示时间的介词短语等, 及一定数量的词汇。四课内容大致安排如下:

第 61 课第一部分通过四幅图介绍 spring, summer, autumn 和 winter, 每一个季节的特点用一两句话说明。第二部分就中国一年四季的划分做问答。

第 62 课第一部分用英美人士习惯谈天气的方式介绍反意疑问句 It's very cold/warm today, isn't it? 第二部分吉姆和布鲁斯, 魏芳和布鲁斯的对话介绍了他们的国籍, 以及中澳两国气候的差异。

第 63 课是王薇给笔友罗伯特的回信, 信中介绍了中国的季节。

第 64 课口语练习和听力训练都是围绕“你喜欢哪个季节?”这个主题展开的, 教学了 Which season do you like best? I like ... better than 等表示比较等级的句型。

二、教学方法建议

在学生用书、练习册和本单元教学步骤部分介绍了多种形式的练习方法。这里再补充以下建议。

(一) 谈论季节

1. 用图片和投影片引导学生讨论以下问题是一种好方法。

What's the weather like in ...?

What happened in ...?

What do people often do in ...?

What do you like to do in ...?

教科书的彩图第 i 页上有 12 个月的图画, 基本上按照春、夏、秋、冬的顺序排列。由于画面信息量有限, 这些图不能满足需要, 教师平时要从画报上选择一些图片, 做为补充。这项工作也可发动学生帮助完成。根据教学的进度, 可选择以下词语引起话题, 启发学生谈每一个季节, 乃至每一个月份。

Spring: cold but get warmer/on holiday in February/have a rest/get ready for the Chinese New Year/have a big family party/lots of nice food/(sweet) dumplings/rice cakes/say "Happy New Year!" to each other/windy in the north in March/rainy in the south/farmers get busy/everything comes to life/trees turn green/flowers come out/best time to plant (种植) trees/go out and play/fly kites/go boating/go climbing hills

Summer: very hot in most parts of China/much more rain/grow well/wheat harvest/help with the farm work/May Day—Workers' Day/Children's Day/Young Pioneers' Day/Party's Birthday/have a rest in the summer holidays/go to the park/zoo/sing and dance/go swimming/go to the seaside/help parents at home

Autumn: not too hot/get cool/enjoy holidays in August/new term begins/be back at school/Teachers' Day/eat mooncakes/fruit-picking/October 1st—National Day/flowers on the streets and in the parks/very happy/rice harvest

Winter: get cold/trees turn yellow/leaves fall/windy/wear warm clothes/snow/all white/go skating/skiing/like playing snowballs/old year is going/new year coming/have exams/very busy/winter holidays begin

2. 利用南北半球的气候差异做比较将会引起学生的兴趣。指着中国和澳大利亚的地图问以下问题:

There are four seasons in China, aren't there?

How many seasons are there in Australia?

Which month is the coldest/hottest in China/Australia?

Can Australians have snow on New Year's Day?

North China is colder than South China, isn't it?

What about Australia? Which part of Australia is colder, the south or the north?

When do Australian students have their winter/summer holidays? Can you guess?

3. 记忆英文月份名称的拼法有一定的难度。为了帮助学生更好地记忆,可按其特点分类。例如:

具有共同字母的:

January	June	September	August
February	July	November	(autumn)
	December		
	October		

符合拼读规则的: May March April

本册课本的补充练习 6 Word puzzle (p. 115) 也可以帮助学生加强记忆。

4. 下面两组连锁操练既可围绕本单元主题讨论天气,又可练习本单元要求的结构和句型,如反意疑问句等。

1) A: It's cold today, isn't it?

B: Yes. It's best to

C: Why don't you...?

D: It's hot today, isn't it?

E: Yes

2) A: Where're you from?

B: I'm from

A: What's the weather like in your home town/village?

B: It's

A: It's warmer/colder than here, isn't it?

B:

(二) 练习反意疑问句

本单元教学的反意疑问句重点是 be 动词的句式。由于形式相似,可以联系动词现在进行时和 be going to 的句型一起练习。

1. 动词 be 的反意疑问句

1) A: You're from ..., aren't you?

B: Yes, I am. How did you guess?