

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

(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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JUNIOR ENGLISH FOR CHINA

TEACHER'S BOOK 2B

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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、设计人员与英文作者、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。

本册教师教学用书共有12个单元,供初中二年级第二学期使用。

本册书的编者还有郑旺全、陈鸽。唐钧参加了本册教师教学用书1995年版的审阅工作。



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第十五单元

UNIT 15

What do people eat?



教学目的和要求 (Teaching aims and demands)

类别	语言项目	课次	要求
词汇	kitchen cupboard few a few salt sugar pepper oil wine beer fork spoon chopsticks cabbage pea butter cheese soup	L. 57	掌握
	Italian pizza Indian kinds of workplace seem even Italy chocolate ice	L. 58	
	make laugh both either either ... or ... anything neither nor neither ... nor ... a bit (of)	L. 59	
	without take a seat take-away waiter madam menu order bill	L. 60	
	be famous for	L. 60	理解
日常 交际 用语	Would you like ...?	L. 57	掌握
	Could you pass me .. ?		
	Help yourself to		
	Do you think ...?	L. 58	
语法	Yes, I think so. / No, I don't think so.		掌握
	Do you agree?		
	Yes, I agree. / No, I don't (really) agree.		
	Do you agree with ...?	L. 59	
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 cake. / 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.		
语法	5. 主语 + 及物动词 + 宾语 + 宾语补足语 We keep the table clean. / He made us laugh.		



教学建议 (Suggested teaching notes)

一、教学内容分析

本单元围绕“饮食”这一话题展开教学。在前三个学期的教学中,学生用书已经介绍了与“饮食”有关的一些词汇和活动。本单元在此基础上结合“邀请”、“同意与不同意”等功能项目,通过对话和课文让学生继续学习有关的词汇并了解不同国家的饮食习惯。在语法上总结归纳了简单句的五种基本句型。

第57课第一部分通过看学生用书前的一幅厨房彩色插图,让学生指出有关物品的摆放位置,学习与“饮食”有关的一些生词。第二部分就“什么国家的人吃什么”进行讨论,并对相关食品进行分类。第三部分是一个邀请用餐与用餐礼貌用语的配对练习,用来巩固学生以前所学内容。

第58课安排了一篇阅读课文,主要介绍不同国家的人民所喜爱的食品。在阅读前先让学生谈论三个问题,以此为学生阅读课文做准备。在阅读课文后安排了一个问答活动,练习“同意与不同意”这个功能项目的一些日常用语。

第59课第一部分是一个语法练习,总结了简单句的五种基本句型。第二部分是两篇小短文,读后要求就“是否要帮做家务活”这个问题展开讨论,并继续练习“同意与不同意”这个功能项目。

第60课安排了两段对话,第一部分的对话发生在家庭内,一个中国女孩到一个英国人家庭吃饭,通过饭桌上的对话引出英国人所喜爱的传统食品。第三部分的对话则发生在餐馆里,通过描述一对外国朋友在餐馆就餐的过程教学就餐用语;第二部分的听力练习内容与本单元话题有关,听后要求学生判断正误。本单元的写作练习要求学生分组讨论中国的食品并就此写

一篇短文。

二、教学方法建议

(一) 词汇教学

1. 运用实物、图片、挂图、投影片、闪示卡片或简笔画等手段教学本单元出现的与食品有关的名词,同时让学生对已学过的有关名词进行分类。如:

VEGETABLES	MEAT	FRUIT
DRINK	UTENSIL	OTHERS

rice apple water egg porridge banana tea
nuts noodle chicken orange milk dumpling
duck pear milk bread fish cake mooncake
sandwich chips hamburger meat pork tofu
coffee coke ice cream juice tea carrot onion
potato tomato *salt *sugar *pepper *oil
*wine *beer *spoon *chopstick *pea *cabbage
*butter *cheese *soup *pizza *chocolate *ice
(加*的词为本单元生词)

还可通过比赛的方式来复习这些名词:

1) How many of these words end in the letter “e”? What are they?

(Answer: cake, rice, orange, apple, cabbage, noodle, porridge, vegetable ...)

2) Try to find as many words as you can to connect(连接) words like this:

Model: tomato orange egg ...

A. banana ... B. water ...

C. potato ... D. chicken ...

3) Which of these words are uncountable?

(Answer: rice, bread, meat, pork, beef, fish, chicken, water, tea, milk, fruit ...)

2. 单词竞猜游戏

要求从一个学生开始, 他/她想出一个与食品或饮料有关的单词, 然后让其他学生来猜。如:

A: I'm thinking of something to eat (drink).

B: Is it meat?

A: No, it isn't.

C: Is it a vegetable?

A: Yes, it is.

D: Can you buy it at the supermarket?

A: Yes, you can.

E: Do you buy it by the kilo?

A: Yes, you do.

F: Do you usually eat it hot?

A: Yes, sometimes.

G: Do people in China eat a lot of it?

A: Oh, yes.

H: That must be

...

3. 猜谜游戏

1) What tables are often found in the fields?

2) What dog that does not bark is often found in the fast food?

3) What plant do hens like best?

4) Why should one never do or say secret things in a garden where potatoes and corn are planted?

(Answer: 1. vegetables 2. hot dogs 3. eggplant 4. Because potatoes have eyes and corn has ears.)

4. 将表示容量的词和食品名称连用, 以说明食品的数量:

a (two / ...) bag(s) of rice / noodles / ...

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

a (two / ...) box(es) of sugar / ...

a (two / ...) cup(s) of tea / coffee / ...

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

a (two / ...) plate(s) of beef / fried noodles /

...

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

a (two / ...) kilo(s) of salt / carrots / ...

a lot / lots of pork / potatoes / ...

a little rice / fish / tea / ...

(二) 口语训练

参考前三册所学内容, 结合本单元的话题, 可组织学生进行一些口笔头训练。如:

1. A: Good afternoon!

B: Good afternoon! Could I have some _____, please?

A: Sorry. There isn't / aren't any.

Would you like some _____?

B: OK. How much is it / are they?

A: _____ yuan a kilo. How many would you like?

B: _____ kilo(s), please.

A: Here you are.

B: (Gives _____ yuan to A) Thanks.

A: Thank you. Bye.

B: Bye.

可用以下框内单词做替换练习。

potatoes	tomatoes	cabbages	carrots	peas
beef	pork	duck	chicken	fish
eggs	apples	pears	bananas	oranges
nuts	onion	carrot		

2. A: Today we're going to have real Chinese food.

B: Really? What is it?

A: Oh, it's my favourite. Beijing duck. (We eat it with this kind of pancake, sauce and Chinese onions.)

B: Oh, how delicious! May I have some more, please?

A: Sure. Here you are. Could you pass me the sauce, please?

B: Of course. Would you like some

more duck?

A: No, thank you. I'm full. It was really delicious.

B: If you have time, I would like to invite you to have some real English food.

A: Oh. Thank you very much. By the way, do you think fish and chips is very popular in China?

B: No, I don't think so. But

American — fried chicken
Japanese — raw fish flakes
French — bullfrog
Chinese — dumplings

3. 班级采访活动

随机采访班上三位学生，调查他们昨天三餐所吃食物，然后进行对比，最后写一篇小文章，就你个人的角度谈一谈谁的饮食最合理。

	Student 1	Comments
Breakfast		
Lunch		
Supper		
	Student 2	Comments
Breakfast		
Lunch		
Supper		
	Student 3	Comments
Breakfast		
Lunch		
Supper		

4. 就餐礼仪

下面是美国人的一些最基本的就餐礼仪，可视班级实际情况选用。

1) Wash your hands and clean up before you come to the table.

2) Wait for everyone to sit down before

you begin to eat.

3) Use the correct utensil to eat with.

4) Don't reach across someone to get something. Instead ask him / her to pass it to you.

5) Chew your food with your mouth closed, and never talk with food in your mouth.

6) Excuse yourself before you leave the table.

7) Always say "please" and "thank you".

阅读完上述就餐礼仪后，让学生们分组讨论我们中国人的就餐礼仪与美国人有什么不同，并根据我们自己的理解写出一份中国人的就餐礼仪守则。

5. 餐馆就餐

在国外快餐店就餐时，服务员往往会问是拿走还是在店内吃，因为两种方法价钱不一样。在一般餐馆吃饭，如果是比较重要的活动，往往需要提前订座。

把全班分成三人一组。假设周末晚上你和一个同学去餐馆吃饭，就等座、点菜、就餐、付费等过程编一段对话。给学生足够的准备时间，同时提供下列句型和对话作参考。

Can I help you? Could you wait a moment to be seated? Please follow me. Please come with me. Here's the menu. Can I take your order? May I have your order? What would you like to order? I'd like the I want a Let me have Here you are. Anything to drink? Enjoy your meal. Is everything OK / all right here? How's your meal? I'm sorry, we don't have ... here / we're out of Can I have the bill / check? You can pay me now. Please pay as you leave. Here's your change. We had a good meal.

W-waiter, S1-student 1, S2-student 2

W: Good afternoon. How many people?

S1: Two.

W: OK. Would you wait a moment?

S2: Sure.

...

W: Sorry to have kept you waiting. I'll show you to your table.

S1: Thank you.

W: Are you ready to order now?

S2: Can we have a few minutes later?

We're still thinking about it.

W: Of course. I'll come back later.

...

W: Are you ready now?

S1: Yes. I think I'll have

W: OK. And you, please?

S2: I'd like some

W: Anything to drink?

S1: A cup of tea, please.

S2: Me, too.

...

W: How was your meal? Will there be anything else?

S1: Everything was quite good. I think that'll be all. May we have the bill / check, please?

W: Yes. Here you are.

S2: Do we pay you now?

W: You can pay as you leave.

...

S1: Thank you. We had a nice meal. Bye.

W: Bye.

(三) 阅读训练

本单元的阅读课文安排在第58、59两课。第58课的课文是一篇介绍各国大众食品的说明文。全文约160多个单词，没有新的语法现象，生词也不多，学生在课文理解上应没有什么难处。可按课文所提供的步骤，在阅读前先让学生分组讨论第一部分所提供的三个问题，目的是为了启发学生

利用自己已有的知识和经验 (experience) 参与学习。对这些问题，不同经历的学生应该有不同的回答。教师要鼓励学生畅所欲言，例如可以让学生讲述为什么他们认为某种食品最受欢迎、为何喜欢或不喜欢快餐等等。如果在表达时遇有困难，教师可适当给予帮助，此时提供他们需要的英语词汇往往会为大多数学生所吸收。

引入课文时，可让学生看课文插图，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。在讨论和阅读过程中，可让学生用第三部分的习惯句型表达“同意”或“不同意”的观点。学生在阅读课文时可以验证自己的看法，并且拓宽自己的视野，丰富自己的经验。本课的阅读讨论活动也为第60课的写作练习作了铺垫。

第59课的两个段落，分别出自两个女孩之口。她们来自两个不同背景的家庭，一个来自中国的城市家庭，一个来自印度的农村家庭。两个家庭的成员对于家务活有截然不同的态度。学生在读完课文后，要求对文后所列的问题进行讨论，如：Do you agree with the author? What housework do you usually do? Do you think it's interesting to do housework? 等等。这样的小文章的话题学生非常熟悉，且与他们的实际生活密切相关，相信学生会感兴趣。在阅读与讨论过程中，真正融进了学生的个人见解与经历，这样学生不仅仅是在进行被动的阅读，而且是在与作者进行双向交流，是一种高层次的阅读技能训练活动，我们称之为 read beyond the lines，即阅读不仅仅是为了掌握文中事实、了解作者观点，还更要就作者观点结合自己的经历表达自己的体会。这与本课的功能项目“表达同意与不同意”巧妙地结合在一起。文章虽然简单易懂，却也具有独特的教学作用。





补充注释(Additional notes)

1. Will you like to have dinner with me tonight? 今天晚上请你跟我一起吃饭好吗?

情态动词 will 与 you 连用, 在这里表示邀请或请求的意思。例如:

Will you come in, please? 请你进来好吗?

Will you stay for lunch? 请你留下来吃午饭好吗?

will 的其他用法, 可暂不必向学生解释, 以免引起混乱。

2. Help yourself to some soup. 请喝汤。

Help oneself to sth. 自己取食品、饮料等。例如:

Help yourself to some bread. 请自取面包吧。

3. Fish and chips 炸鱼和炸土豆条

A fish and chip shop 主要供应炸鱼和炸土豆条的食品店, chip 一词不加 s。

4. Either my father or my mother cooks

dinner on weekdays. 在平时要么是我父亲要么是我母亲做饭。

either ... or ... 表示两种可能性中任选一种, 其后面必须连接两个相同的句子成分。例如:

The sentence can be either true or false. 句子要么是对的要么是错的。

You can either come with me or walk home. 你要么跟我一块去, 要么走回家去。

Either mum or I cook supper. 要么我母亲要么我做晚饭。

5. Neither dad nor my brother helps. 父亲和哥哥都不帮忙(做晚饭)。

neither ... nor ... 连接两个相同的句子成分, 表示否定的意思。动词的单复数形式与 nor 后的单词主谓相一致。例如:

Neither Li Lei nor Wang Hai was there. 李雷和王海都不在那里。

I neither watch TV nor listen to the radio. 我既不看电视也不听收音机。



教学步骤 (Teaching steps)

Lesson 57

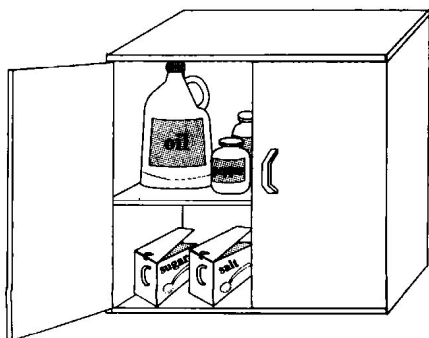
Step 1 Revision

- 1 Check the homework the students did during the winter vacation.
- 2 Have the students talk about their holidays using the language they know. Have them especially talk about the food they ate, even though there might not be an English word for some of the food. Say *During the holidays in England, people eat special food too. Let's play a game.*
- 3 Game: In groups, students write down the English names of as many different kinds of food as they can within three minutes. They can use their books and dictionaries if they want. See which group can make the biggest list.
- 4 Ask individual students *What's your favourite food?*

Step 2 Presentation

Draw a picture of a cupboard with salt, pepper, oil, sugar, etc. on the Bb. Ask *What's in this cupboard?* Then ask *What is in your cupboard at home?*

Draw a picture of a table. Ask *What is on your table at home during dinner?* Draw pictures or stick pictures, or use the colour pictures on page i of the Students' Book to teach the new vocabulary for this lesson.



Step 3 Look, learn and answer



Note: Kitchens in England and the United States typically have many cupboards on the wall. Usually people keep their dishes, glasses, bowls, etc. in them. They will also put their staple foods such as canned foods, noodles, potato chips (crisps), sweets, etc. in them.

SB Page 1, Part 1. In pairs, get the students to look at the picture on page i. Have them ask and answer questions as in the model. If necessary, remind them of the usage of countable and uncountable noun.

Do Wb Lesson 57, Ex. 1.

Step 4 Presentation

Present this dialogue:

A: *I eat a lot of pork.*

B: *Oh, I don't. I eat a lot of chicken.*

A: *So do I.*

Explain that *I eat a lot of pork* means *I often eat pork*. *So do I* means *I eat a lot of chicken, too*. Practise the dialogue with the students, then get them to work in pairs.

Step 5 Learn and discuss

SB Page 1, Part 2. Collect more food words and put them into the table on page i. Discuss the question with several students to give some examples. Then get the students to work in pairs. Call out some of them to demonstrate

their conversations.

Do Wb, Lesson 57, Ex. 2.

Step 6 Puzzle dialogues

SB Page 1, Part 3. Pairwork. Check the answers as a class. The answers are 1D; 2C; 3A; 4B. In small groups, have the students role-play as if they are at a dinner. One student is the host / hostess, the other students are the guests. Have them practise using the expressions in the dialogues. Also encourage them to speak freely as they would at a dinner. Walk around and give help where needed. Encourage the students to use more expressions if they like.

Step 7 Workbook

Wb Lesson 57, Ex. 3 can be used to reinforce the practice in Part 3 on page 1.

Homework

Have the students go home and make a list of some of the things in their kitchens. If the students live on campus, have them make a list of the things they can remember that are in their families' kitchens.

Lesson 58

Step 1 Revision

- 1 Revise the names of the food and tableware in SB Lesson 57.
- 2 Revise the dialogues from SB Part 3 and Wb Lesson 57, Ex. 3. Choose several groups to share their role-plays.

Step 2 Presentation

Draw this table on the Bb:

	Li Lei	Jim	Ann
1	chicken	tomatoes	grapes
2	pork	peas	apples
3	beef	carrots	oranges

Tell the students that this table shows Li Lei's favourite meat, Jim's favourite vegetables and Ann's favourite fruit. Say *Li Lei likes pork better. He likes chicken best.* Repeat for Jim and Ann. Then get students to listen and repeat the sentences. Ask *Which does Ann like better, apples or oranges? Which does she like best?* Students work in pairs asking and answering about their favourite foods.

Step 3 Pre-read

SB Page 2, Part 1. In small groups, have students discuss the three questions. Then as a class discuss the questions briefly. If students can't express their ideas in English, they may speak Chinese. Provide them with simple English which they may pick up easily.

Step 4 Reading

Note: 薯条 is either called *french fries* or *chips*. In America and Canada, they are called *french fries*. In England they are called *chips*.

SB Page 2, Part 2, Speech Cassette Lesson 58. Have the students look at the picture. Ask *What kind of food do you see?* (pizza, hamburger, french fries / chips, Japanese sushi, and Chinese vegetables) *What countries do these foods come from?* (Italy, America, America, Japan, China)

Ask *What's the most popular food in the world?* The students scan the passage for the answer (*American fast food*).

Play the tape as a model for the students to practise reading aloud.

Discuss the passage. Ask *Do you like fish / pizza / hamburgers? What's your favourite Chinese food?*

Note the meaning of *kinds of*, *seem* and *even*. Explain that *on the road* here means that one eats the food while in their cars, or while going someplace in the subway or on a bus.