

九年义务教育三年制初级中学

英语第一册（下）

# 教师教学用书

(中国) 人民教育出版社  
(英国) 朗文出版集团有限公司 合编



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# 教师教学用书

## JUNIOR ENGLISH FOR CHINA

TEACHER'S BOOK 1B

（中国）人民教育出版社  
（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英语》(2000年版本)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、周斌、王莹、邱耀德、宫正。董蔚君参加了审阅工作。



# 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

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)。

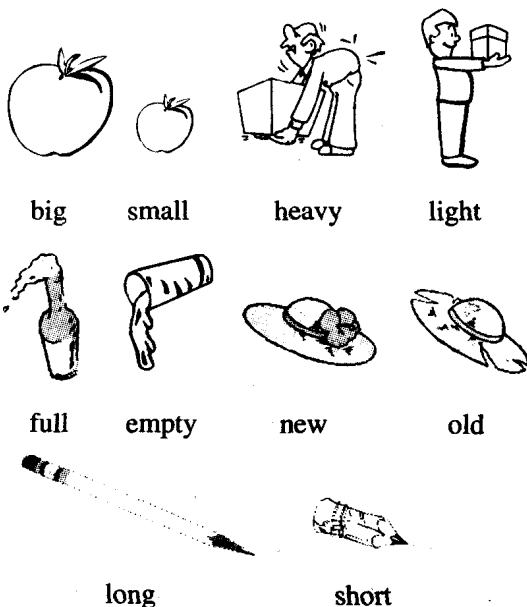
## (二) 词汇教学

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己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? 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	grade	table
hand	thanks	carry
class	basket	father
want	watch	what
all	wall	walk
way	play	today
	a	/ei/
	a	/æ/
	a	/ɑ:/
	a	/ɔ/
	al	/ɔ:/
	ay	/ei/

## 补充练习:

cake	plane	face	take	make	a	/ei/
map	hat	man	dad	fat	a	/æ/
ask	glass	grass	last	past	a	/ɑ:/
wash	was	wasp			a	/ɔ/
ball	call	tall	fall	talk	al	/ɔ:/
day	say	may	stay	bay	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 18<sup>th</sup>*, 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 20<sup>th</sup>*).
- 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 18<sup>th</sup>*).

- 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 how to divide a word into syllables. Explain to the students in Chinese that English words are stressed, rather like Chinese words have tones. But unlike tones, the stress is on one part (syllable) of the word. The stress is not the same for each word.

- 1 Play the tape and say *Please listen*.
- 2 Play the tape again and say *Listen and repeat*.
- 3 Show flashcards in random order and get the students to read the word correctly. Pay close attention to the stress. Get the students to make a gesture to show the stress, like a musical conductor.
- 4 Explain that the stressed syllable is marked with ( ' ). For example, *empty* consists of *emp* (stressed syllable) and *ty* (unstressed syllable).

### Step 5 Listen, read and talk

- 1 SB Page 4, Part 3. Say each word and have

the students repeat.

- 2 Have the students take a few minutes to put the body parts in the correct place on the picture. Wander around the class to make sure the students are placing the body parts correctly.
- 3 Then have the students work in pairs and discuss the picture. Get the students to say such things as, The doll has a *big / small head*. Her arms are *long / short*, etc.

## Step 6 Listen and touch

- 1 SB Page 4, Part 4. Teach the word *touch*.
- 2 Say a body part and have the students point to the proper body part on themselves. Say *Please listen. For each word I say, touch that part on your body.*
- 3 Once you feel the students know the body parts well, if time allows, play the "Polly says" game with body parts. For example, *Polly says touch your eye, Polly says touch your nose, touch your ear.*

## Step 7 Read and act

- 1 SB Pages 4 -5, Part 5, Speech Cassette Lesson 68. This part is optional. Books closed! Ask *What's on the bed?* Play the tape. Check answer (*a new skirt*).
- 2 Have the class read the dialogue aloud together. Pay attention to the stress and intonation.
- 3 In pairs, have students write their own dialogue using the dialogue in this part as a model. Choose several pairs to read their dialogues for the class.

## Step 8 Read and write

- 1 SB Page 5, Part 6\*. Read the introductory paragraph. Say *Now let's read this together.* Have the students read the paragraph aloud.
- 2 In pairs have students work together to write their own dialogue. The following is a sample dialogue:

W: *Excuse me, sir. Could you help me, please?*

PM: *Certainly!*

W: *I can't find my son.*

PM: *What's his name?*

W: *His name is Devin.*

PM: *How old is he?*

W: *He is 7 years old.*

PM: *What colour is his shirt?*

W: *His shirt is red and his trousers are brown.*

PM: *OK. Let's go and find him. Don't worry.*

W: *Thank you very much!*

If time permits, have several pairs read their dialogue for the class.

## Step 9 Checkpoint

Discuss any points you feel the students need explained. When discussing the adjectives, note that just as Chinese uses two words for *old*, *jiu* (旧) and *lao* (老), English also has two words for *old* — *old* and *elderly*. However, they are not used in the same way. Whereas generally *jiu* is used for things, and *lao* as a term of respect for a person, *old* may be used for both things and persons. However, *elderly* is used for old people to show politeness and respect.

## Step 10 Workbook

SB Page 74, Wb Lesson 68, Ex. 3. In pairs, have the students read the descriptions and number the pictures appropriately.

## Step 11 Test

Make up some short sentences with blanks like the following for the students to complete.

- 1 This bottle is full. That one is ....
- 2 The box is ... small. I can't put the books in it.
- 3 I want to take some things to the classroom. ... you help me, please?
- 4 This box is too full. We can't ... it.
- 5 This is an old skirt. Where's my ... one?



## Homework

Finish off the Workbook exercises. (For Ex. 2, most of the strings of words can make more than 2 sentences. Some can even make 6 sentences!)

### Some ideas for extra practice or enrichment

- 1 Teach the following chant to the students. When you say the particular body parts, touch them with both hands. For example, when you say *head* put both of your hands on top of your head, when you say *shoulders* touch both shoulders, etc. The first few times, say it slowly. Then each time you repeat it speed up. The students have a lot of fun trying to keep up. Another option is to let one of the students come up and lead the chant.

Head, shoulders, knees and toes,

Knees and toes.

Head, shoulders, knees and toes,

Knees and toes.

Eyes, ears, mouth, nose,

Head, shoulders, knees and toes,

Knees and toes.

- 2 Write their own story. Have the students write a paragraph about a time they had to pack either for moving to a new house, or for a holiday. What did they take with them, and was their box or bag heavy or light?

# 第十八单元

# UNIT 18

*Put them away, 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: c /s/ /k/ ck /k/ ch /tʃ/ g /dʒ/ /g/ 2. 单词重音 3. 不发音的字母: kn /n/ wr /r/	L. 72	听读 辨认
词	away put away out come out other wrong so catch get down him right plane with mend knife body	L. 69 L. 70 L. 71 L. 72	掌握
汇	sock broken goodness robot broke	L. 69 L. 70 L. 72	理解
	lost tell round mummy pleasure	L. 72	供选用
日常 交际 用语	Come out, please. Put it / them away. What's wrong? I don't think so. I can get it for you. Thanks very much. What's wrong with ...? I think so.	L. 69 L. 70 L. 71	掌握
	Thank goodness!	L. 70	理解
	It's a pleasure.	L. 72	供选用
语法	人称代词(主格和宾格): I/me you/you she/her he/him it/it we/us you/you they/them		掌握



## 教学建议 (Suggested teaching notes)

### 一、教学内容分析

本单元教学包括两个方面的内容: 一方面引入日常交际项目—发出指令(Giving instructions); 另一方面在前一单元的基础上, 继续练习有关提供帮助和请求帮助的日常

交际用语。本单元的语法项目是人称代词(宾格), 旨在有效地配合交际功能的教学。

第69课第一部分的教学项目是“确定位置”(Location), 与第十、十二两个单元相呼应。这部分的教学活动围绕图画展开, 画面

上展示了吉姆卧室的设备及学习、生活等物品。因此,教师在练习句型 Where is / are the ...? 的同时,要侧重练习 Where is / are his ...? 和答语中表示位置的介词,如 It's / They're in / on / under .... 此外,本部分的 What else can you see? 是在 What can you see? 句型的基础上发展来的,其意思不难理解。在这部分句型操练的同时,教师要利用图画中物品的英文名称反复进行替换练习,以达到巩固所学句型的目的。第二部分通过一组对话,引出新的语言项目: Come out, please. Put it / them away!

第70课的会话用四幅连环画描述了大卫帮助凯特把掉在树上的风筝取下来的过程。本课教学内容除继续学习运用 Could you help me, please? 外,还教学 What's wrong? I can get it. I don't think so. 等日常交际用语。本课听力练习提供了与对话相似的情景,以便巩固所学的语言,并加强听力。

第71课第一部分的会话用两幅插图展示另一种求助的情况。本课的语言项目有: What's wrong with ...? Do you have a knife? 第二部分的小对话及替换部分的内容,突出了本单元语法项目—宾格形式的人称代词: me, you, her, him, it, us, them 等。同时,还复习 her, his, our, their 等物主代词。

第72课的第一、二、三部分均为语音练习,重点归纳小结了以下两点:

1. 字母 c、g 和 c 的字母组合 ck、ch 在单词中的拼读规则: c /s/ c /k/ g /dʒ/ g /g/ ck /k/ ch /tʃ/

2. 字母组合 kn, wr 中的 k 和 w 不发音。例如: knife know write wrong

本课的第四、五部分为趣味阅读与听力练习,通过这种扩展性的活动复习和巩固人体部位的词汇。

第六部分是一个选做练习,教师可根据实际情况组织学生朗读和表演对话。

本单元的“复习要点”主要归纳了人称

代词(主格和宾格)及其常用表达法。

## 二、教学方法建议

### (一) 口语训练

1. 利用挂图、图片或简笔画进行第69课第一部分内容的问答练习。如条件允许,亦可利用多媒体课件进行教学。先展示房间内的大件物品,如床、书桌、椅子等。然后再分别出现其他物品,最后展示一些剩余物品问学生: What else can you see? 教师也可用简笔画逐步画出不同的物品,让学生进行口语训练,熟练掌握和运用 Where is / are the (Jim's, his, her) ...? It's / They're ..., 以及 What else can you see? 等句型。若时间允许,可让学生快速画一张自己房间的图或简笔图,然后在小组或同桌之间进行问答。

2. 利用挂图、投影或多媒体课件进行第二部分对话的教学活动。在教 Come out, please 时,教师可以出示相关的一些常用短语,让学生加以比较。在正确理解的基础上准确运用。

例如: Come in.

Come here.

Come over here.

教完第二部分后,教师不妨拿出一只袜子的图片或实物。这样既可以增添幽默、活跃气氛,又能让学生在真实的语境中运用语言。

第70课的对话情节完整。教师不妨将风筝、飞机模型等物品带进课堂,设法挂在黑板上方,紧靠风筝的黑板左或右侧画一棵大树。然后,教师请求学生帮助摘风筝。师生在这种简易的场景中进行对话学习与口语训练。

在教第71课之前,教师可布置学生带一些飞机模型、小机器人等道具,让学生在情景中进行表演与操练。

如时间允许,教师可结合第69—71课对话中的重点语言项目创设情景,补充一些会话练习。如以下几组会话: