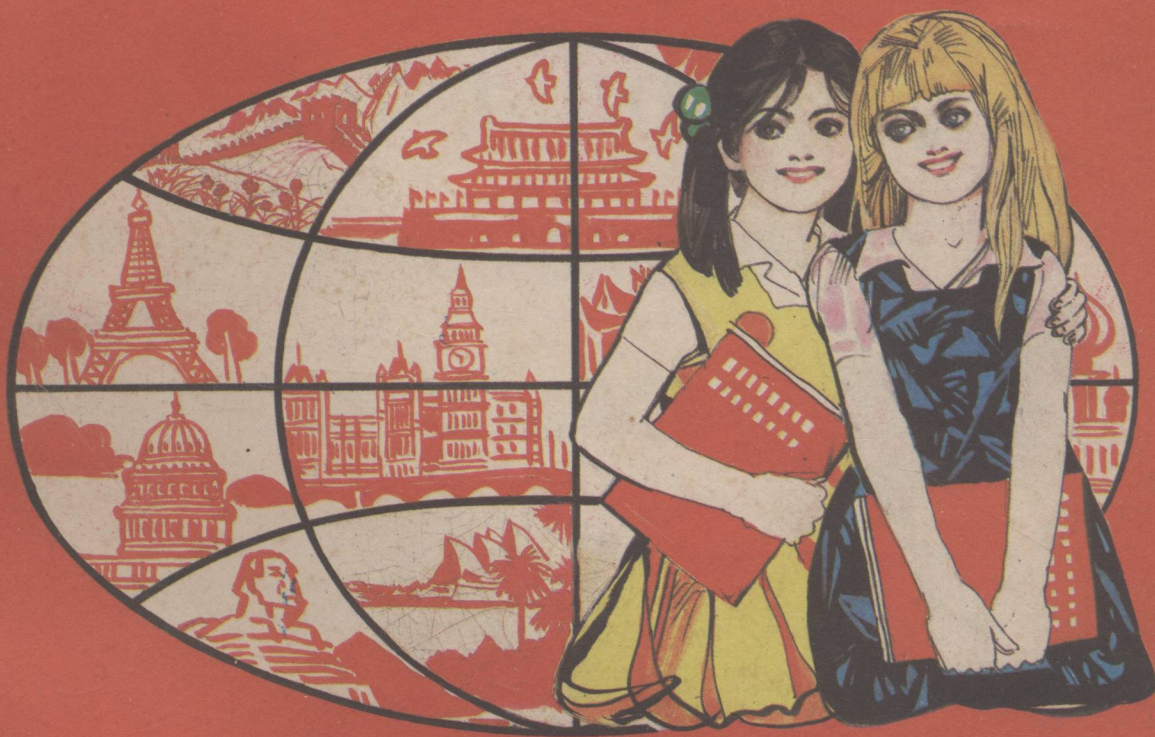


九年义务教育三年制初级中学英语第一册（下）

教师教学用书

Junior English for China

Teacher's Book 1B



人民教育出版社出版

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本册教师用书供初中一年级第二学期使用。

在1992年修订本册教师用书的过程中，董蔚君参加了审阅工作。

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Structures	Page
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Is there a bird in that tree? Yes, there is (only one)./No, there is not (isn't). Are there any books on the table? Yes, there are./No, there are not (aren't) any. How many houses are there?	38
I am (I'm) playing football. Am I playing football? Yes, you are./No, you are not (are't). You/They are reading. Are you/they reading? She/He/It is singing. Is he/she/it singing?	46
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I/You/We/They have He/She/It has I don't have one/any. Do you have one/any? Yes, I do./No, I don't. How do you spell ...? Can I borrow your ...? Please give it/them back. The shop is open/closed. Thanks a lot. Not at all.	61
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27	Occupations	People and work
28	Habitual actions	What time do you get up?
29	Shopping	Shopping
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23	Mainly revision	

第十七单元 UNIT 17

教学目的和要求 (Teaching aims and demands)

类别	语言项目	课次	要求
语	拼读规则: a [ei] [æ] [ɑ:] [ɔ:]	L.68	听读
Structures	al [ɔ:] ay lei		辨 Page
	Does he/she like cooking? Yes, he/she does./No, he/she doesn't. He/she likes Watching TV, but he/she doesn't like doi	L.66	四会 79
	What does he/she do? He/She is a teacher. Were do they work? They work in a factory. Good evening. I/You/We/they work here. do you/they work here?	L.67	87
	What time does he/she get up? It's time to get up. It's too late. I must go!	L.65	三会
	in the morning/afternoon/evening/the middle of they day	L.66	四会 96
	Can I help you? I want a/some ..., please. How many/much ... do you want? How much is/are ...? That's cheap/dear! Forty fen a kilo.	L.67	104
文	Give me ..., please.		114
际	There!		
	(Let me) have a look.	L.68	
用	What about ...?		
语	Could I have a full one, please?	L.65	三会
	You're welcome!	L.66	
	Could you ... please?		
语	形容词: big small heavy light		掌握
	full empty new old		
	This box is heavy.		
	It's too heavy.		
法	提供帮助: Let me help you.		
	Let me carry it.		

第十七单元 UNIT 17

教学目的和要求 (Teaching aims and demands)

类别	语 言 项 目	课 次	要 求
语 音	拼读规则: a [ei] [æ] [ɑ:] [ɔ] al [ɔ:] ay [ei]	L.68	听读 辨认
词	big small heavy light full bottle help want take to certainly carry thing too there basket a bottle of orange look have a look about	L.65 L.66 L.67 L.68	四会
汇	could Monday empty welcome	L.65 L.66	三会
日 常 交 际 用 语	I want to take ... to ... Let's put ... in ... Can you ...? Certainly! Let me ... Give me ..., please. There! (Let me) have a look. What about ...? Could I have a full one, please? You're welcome! Could you ..., please?	L.66 L.67 L.68 L.65 L.66	四会 三会
语 法	形容词: big small heavy light full empty new old This box is heavy. It's too heavy. 提供帮助: Let me help you. Let me carry it.		掌握

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 asking for help)。与该项目相结合的内容涉及到对物品的描述 (Describing things)。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。第二部分通过六幅形象的插图，引出六组描述物品的句子，即本单元的重点语法项目。其中第一、二组安排的是单数形式的肯定句和一般疑问句及其答语：This box is big. Is this box big? No, it's small. 第三、四组安排的是复数形式的肯定句和一般疑问句及其答语：These bags are heavy. Are these bags heavy? No, they're light. 第五、六 两组相同句型的对比，引出了不定代词 one 的用法：This bottle is full. This one is empty. Could I have a full one, please?

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 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? (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?/Certainly!

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，从本课开始，每个单元复习课的第一、二部分都将安排“词群” (Word families) 和单词或句子重音 (Word or Sentence stress) 等语音方面的练习。第三部分通过一组对话，引出新的语言项目：Let me have a look. What about ...?

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 Let me help you. 和 Could you help me, please? 特别是各课要求四会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, ...(人名). Could you come here, please?
S: 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?

S: Certainly!

T: Thanks. Let's put them in the

bag
box
basket

S: OK.

T: The bag is heavy. Can you carry it?

box
basket
big
full

S: Yes, I can.

T: Could you take it to my office?

S: Certainly.

T: Thanks.

S: You're welcome.

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.

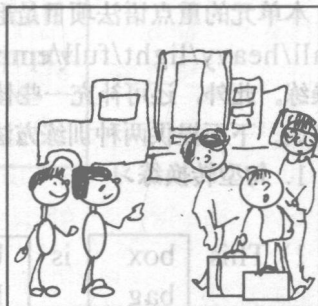
Mum:

OK!

Li Xin:

Mum, this bag is too heavy

box
basket
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 is too heavy.

table
bike

I can't carry it.

Could you help me, please?

Dad: OK! Let me carry it. There!

Li Xin: Thank you, Dad.

Dad: You're welcome.

3. 结合第 68 课的重点语言项目设计以下的情景对话:

Bob: Where is my shirt, Mum?

Do you know?

Mother: Is it in the bag?

Bob: Let me have a look.

Oh, here is the yellow one.

But where is the white one?

Mum: I don't know. What about this new one?

Bob: Oh, it's OK. Thanks, Mum.



(二) 词汇教学

本单元的单词可分别用以下 3 种方法教学:

1. 利用实物或图片教学 Monday, bottle, orange (a bottle of orange), basket 等词。

2. 借助表情、手势或动作教学 take, carry, look (have a look), there 等。

3. 创设情景教学 could, help, want, to, certainly, welcome, thing, too, What about ...? 等。例如: A: I don't like the black pen. B: What about the red one?

(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, 可结合第 65 课第二部分的内容进行操练。此外, 还可补充一些替换练习。教师不必进行过多的语法讲解, 主要靠大量的训练活动来完成。下面提供两种训练方法:

1. 句型转换练习

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

此句型是前一句型的转换形式，即：一般疑问形式。在转换之中，词语位置的变化可能成为学生感知句型的障碍，教师应向学生指明此句型的特点：

Is + this + 名词 + 形容词 ?

Is + that one + 形容词 ?

3) These

baskets
desks
boxes
clothes
cars

 are

heavy
big
full
new
white

Are those

baskets
desks
boxes
clothes
cars

heavy
big
full
new
white

 ?

Yes, they are. No, they aren't. / No, they're

light
small
empty
old
black

4) This

basket
table
bottle
dress
pear

 is

heavy
small
empty
old
green

A: Could I have a

light
big
full
new
yellow

 one, please?

B: Certainly. Here you are.

每完成一部分句型操练后，要指出基本句式。

如：1) This + 名词 + is + 形容词。

2) Is + this + 名词 + 形容词? Yes, it is.

Is + that one + 形容词? No, it isn't.

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,教师切勿忽视笔头练习。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。此外,还应适当补充一些笔头练习。

(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 在单词中的几种读音规则。教师除组织学生口笔头做练习册第 68 课练习 1 外,应结合第 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	a	[ei]	
bag	thanks	carry	a	[æ]	
class	basket	glass	a	[ɑ:]	
want	watch	what	a	[ɔ]	
all	wall	small	al	[ɔ:]	
way	play	today	ay	[ei]	

补充练习:

cake	plane	face	take	make	a	[ei]
map	hat	man	dad	apple	a	[æ]
ask	glass	grass	last	past	a	[ɑ:]
wash					a	[ɔ]
ball	call	tall	fall	talk	al	[ɔ:]
day	say	may	stay	play	ay	[ei]

教学参考材料 (Reference for teaching)

补充注释 (Additional notes to the texts)

1. Could I ...? Could you ... ? 在语气上比 Can I ...? Can you ...? 显得更客气。

2. You're welcome. 一语用于回应对方的谢意。welcome 在此处是形容词。

3. This one is empty. Could I have a full one, please? 此处的 one 指 bottle, 是代词, 用此词意在避免重复。这种用法只限于可数名词。

教学步骤 (Teaching steps)

Lesson 65

Note: Warn the Ss not to add "a" before the adjective used as the predicative, e.g. *It is a big.*

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 Ask *Who's on duty today? Are you on duty today?* Check attendance: *Are we all here today?* If no students are absent, ask about members of the class: *Is ... here today? Where is he/she? (Over there./Here.)*
- 3 Revise classroom objects. Ask *What's this/that in English? What colour is it?* etc.

Step 2 Presentation

SB Page 65, Part 1. Read the dialogue to the students and practise it. Use a calendar (or draw one on the Bb). Ask *What day is today?* Teach the real day of the week and get the students to change the dialogue to apply to their own class.

Students then practise the dialogue in groups and pairs.

Step 3 Practice

Divide the class into halves and practise reading the dialogue in SB Page 65, Part 1. Then get the students to act it out 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

Revise *box* and *bag* and teach *bottle*, using real objects if possible.

Revise adjectives, asking *Is this bag old/new?* Teach *big/small*, using gestures.

Practise *What's this? It's a big box.* etc.

Repeat with *heavy/light, empty/full*.

Teach *This bottle is full. This one is empty.*

Practise the use of *one* to replace the noun.

Step 5 Practice

SB Page 65, Part 2. Speech Cassette Lesson 65. Books closed! Play the tape. Students listen and repeat. Ask *Is this bag light?* etc. Help the students to answer. Get students to ask and answer questions about classroom objects.

Then books open! Listen again and repeat.

Step 6 Practice

Wb Lesson 65, Ex. 1. Students work in pairs. Then get them to make up their own dialogues and write down one of the dialogues in their exercise books for homework.

Step 7 Practice

Wb Lesson 65, Ex. 2. Give an example and then get the students to work in pairs. Then get the students to ask about classroom objects.

Step 8 Workbook

Wb Lesson 65. Ex. 3 is optional. If possible, do it in class.

First revise *yours/mine/hers/his*, etc. Use classroom objects. Ask *Is this pen yours? Is it mine?* etc. Get students to ask and answer. Before the students read the passage, ask some questions: e.g. *Whose is the box? Is it big? Is it heavy or light?* Students read silently to find the answers. Check the answers orally, then go through the dialogue.

Explain the meaning of *too*. Get the students to practise reading the dialogue in threes. Ask some students to read the dialogue aloud to the class.

Homework

Finish off the Workbook exercises.

Write one of the dialogues in Ex. 1 in the exercise book.

Lesson 66

Note : You will need to bring a box to this lesson. It should be large enough to hold several objects.

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 and get the students familiar with the names of each day.)
- 2 Revise *What's this? What's that?* using the objects from Lesson 65.
- 3 Revise *Is this box big? Are these bags heavy? This bottle is full. This one is empty. Could I have a full one, please?* etc.

Step 2 Presentation

- 1 Show the students the box that you have brought. *Is it big or small? Is it heavy or light? What colour is it?* etc.
- 2 Collect objects from students by asking them *Could I have a (an) pen/pencil/eraser, please?* Help them to say *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.
- 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.
- 5 Ask the students *Whose is this pen/ruler/etc?* Help the owner of the object to ask *Could I have my pen/ruler/etc. please?*

Step 3 Presentation

Teach *Could you help me, please?*

— *Certainly!* and *You're welcome.* Explain *Could you help me, please?* is a polite way of asking for help. Ask students to help you by opening/closing the door, putting objects in the box, etc.

Step 4 Practice

Get students to ask others for help. Teach and practise *Please let me help you.*

Step 5 Read and say

SB Page 66, Part 1. Speech Cassette Lesson 66. Play the tape. Students listen and repeat. Practise in pairs.

Step 6 Read and say

SB Lesson 66, Part 2. Students listen and then repeat. Go through the dialogue and tell the students the meaning of *carry* and *I want to take some books to the classroom*. Practise in pairs. Get some students to act out the dialogue.

Step 7 Listen and answer

SB Page 66, Part 3. 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, twins!
LILY: Is that box heavy?
LIU MING: No, it's light.
LILY: But it's full of books! Can we help you?
YAN BIN: Certainly. Could you open the door, please?
LUCY: OK.
LIU MING: Thanks.
LUCY: You're welcome!

Play the tape again and get the students to repeat. Then they fill in the blanks in Ex. 1 in the Workbook. The answers: 1 C, 2 A, 3 B.

Step 8 Workbook

Wb Lesson 66, Ex. 2. Check the answers in pairs first. The answers are: heavy, big, new, empty, white, there, that, those, go.

Wb Lesson 66, Ex. 3 is optional. Students work in pairs to read the dialogue and fill in the blanks and then act out the dialogue. The answers: 1 at; 2 Mr Read's; 3 heavy, carry; 4 room; 5 carry.

Homework

Finish off the Workbook exercises.