

教育部重点课题研究成果



# SU ZHI JIAO YU XIN JIAO AN 素质教育 **新** 教案

(配套 人民教育出版社 现行教材)

全国知名中学科研联合体

修订版

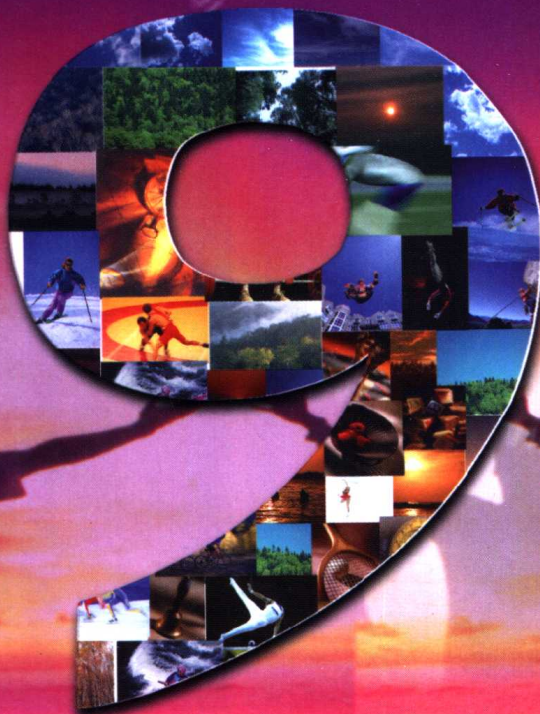
实施素质教育的途径与方法课题组 编

- 为教师减负
- 为家长分忧
- 为学生导航

## 英语

初中 (第三册)

初三年级用



西苑出版社  
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素质教育新教案

# 英语

初中第三册

全国知名中学科研联合体实施  
素质教育的途径与方法课题组

编

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**图书在版编目(CIP)数据**

素质教育新教案·英语:初中第三册/全国知名中学科研联合体实施素质教育的途径与方法课题组编. —北京:西苑出版社,2000.7

ISBN 7-80108-324-5

I.素… II.全… III.英语课-教案(教育)-初中 IV.G633

中国版本图书馆 CIP 数据核字(2000)第 64519 号

**英 语**  
**初中第三册**

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编 者	全国知名中学科研联合体实施素质教育的途径与方法课题组
出版发行	西苑出版社
通讯地址	北京市海淀区阜石路 15 号 邮政编码 100039
	电 话 68173419 传 真 68247120
网 址	www.xycbs.com E-mail aaa@xycbs.com
印 刷	北京运乔宏源印刷厂
经 销	全国新华书店
开 本	787×1092 毫米 1/16 印张 14.625
印 数	15 001-20 000 册 字数 240 千字
	2002 年 6 月第 2 版 2002 年 6 月第 1 次印刷
书 号	ISBN 7-80108-324-5/G·98

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**定 价:16.00 元**

(凡西苑版图书有缺漏页、残破等质量问题本社负责调换)

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# 修订说明

伴着新世纪的钟声,《素质教育新教案》从第一版出版发行至今,已经走过了两年的历程。在这两年多时间里,我们收到了全国各地 3500 多封读者来信。从读者来信情况看,大家对《素质教育新教案》基本上是肯定的。广大读者对《新教案》予以很高的评价,并且发表了许多溢美之辞。但是,我们深知,《新教案》离真正实现素质教育理想尚有很大差距。特别是近两年,我国基础教育获得了很大的发展,国务院颁布了《关于基础教育改革与发展的决定》,教育部颁布了《基础教育课程指导纲要》。为了充分体现这些新精神、新观念,我们决定对《新教案》予以重新修订。

## 一、《素质教育新教案》的修订原则

**第一,加大理论联系实际内容。**以前中小学各科教案过于强调学科理论体系的完整与严谨,而对如何把学科理论和学生所面临的实际生活结合起来重视不够。本次修订的《新教案》加大把各学科灰色的理论和鲜活的实际生活相结合的内容,使教师和学生更好地理解 and 把握学科知识和生活实际。

**第二,实现 4 个渗透。**这 4 个渗透是:德育渗透、美育渗透、学科渗透、科学精神和人文精神的渗透。

**第三,教案学案一体化设计原则。**前两版《素质教育新教案》基本上是针对教师备课使用的。这次修订的《素质教育新教案》尽量增加学生可用的知识内容,争取让更多的学生能从中汲取有益的营养。

**第四,体现强烈的时代特点。**《新教案》充分体现了知识经济时代对人才综合素质的要求,突出对学生创新能力和实践能力的培养和训练。同时,尽最大可能激发学生的学习兴趣,关注学生的情感态度和价值观念的培养。

**第五,内容上反映了最新成果。**本教案的编写力求在充分理解《国务院关于基础教育改革与发展的决定》基本精神基础上,结合中小学课程教材改革最新进程,总结倡导素质教育以来的最新成果。

**第六,可操作性原则。**《新教案》的体例设计和教学安排充分考虑到中小学的学习特点,所有教师活动和学生活动均方便操作。

**第七,多种教学模式并存的原则。**在修订《新教案》时注意了不能整本书只有一种教学模式,尝试将多种教学模式运用到各科教学中。

## 二、《素质教育新教案》修订时把握的全新理念

《素质教育新教案》应把握的理念很多,为方便起见,特通过与传统教案的比较说明如下:

表现方式	传统的教案	素质教育新教案
教师与学生的位置	以教师为中心	以学生为中心
学生发展的关注范围	单方面发展(智育)	德智体美等多方面发展
知识范围	课内知识的理解	课内知识及课外广泛教育资源的运用
教学模式	灌输—接受	研究性学习
学习方式	独立学习	自主、合作、探究学习
学习反应	被动反应	有计划的行为
学习重点	以知识传授为重点	以能力和素质为重点
学习活动内容	基于事实知识的学习	批判思维和基于选择、决策的学习
教学的背景	孤立的人工背景	仿真的、现实生活中的背景
教学媒体	单一媒体	多媒体
信息传递	单向传递	(双向)多项交换
评价方式	达标性内容和终结性评价	形成性评价以及这些评价所具有的反馈和激励功能
学习过程	基本知识和基本技能的分解	除双基外,更关注兴趣激发及学习中的情感体验和价值观的形成

### 三、《素质教育新教案》在原例题结构基础上增加或修改的内容

(一)“素质教育目标”增加“(四)美育渗透点”。

(二)增加“学法引导”,主要包括“教师教法”和“学生学法”。

(三)“学生活动设计”改为“师生互动活动设计”,即在原有“学生活动设计”基础上增加“教师活动设计”内容。

(四)“参考资料”改为“背景知识和课外阅读”,供教师备课参考和学生课外阅读。

(五)增加了“单元复习”教案。

(六)增加了“单元测试题”。

(七)增加了“期中期末测试题”。

(八)每节课增加3~10道题型多样的随堂练习。

(九)高中部分增加“研究性学习”课题及操作过程。初中部分增加“科学探究”课题及操作过程。

(十)语文学科除阅读课教案外,还增加听说和写作(作文)等内容的教案设计和训练。

(十一)英语学科,每单元增加一个听力材料。

总之,实施素质教育的主渠道在课堂,实施素质教育的关键在教师。这是教育界的普遍共识。不过,更具建设性的问题是,教师如何通过教案的准备和设计,在课堂教学中渗透素质教育的观念,真真正正地贯彻“以教师为主导,以学生为主体”这一教育思想,这是一个理论上没有正解的课题,实践上,也是一个存在着多元答案的开放性问题。因此,我们组织编写本教案的目的就是为广大教师进行课堂素质教育提供一种参考,而不是一种规范;这是对教学方法的研究,而不是对教学流程的固化。所以,我们希望通过此套教案,促进研讨,边实践边总结,广泛听取意见,把我们大家都关心的素质教育课题完成得更好。

本丛书涉及到中学的语文、数学、英语、政治、历史、地理、物理、化学、生物九个学科和小学的数字、语文两个学科。

这套丛书的读者对象,首先是有关学科的教师,其次是就读中小学的学生及主管教学工作的领导和开展素质教育科研工作的同志。此外,对关心孩子成长的家长来说,也是不可多得的良好益友。

《素质教育新教案》编委会

2002年6月



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## Unit 1 In the library

### 一. 素质教育目标

1. Let the students master the Present Perfect Tense and some new words and useful expressions.
2. Through reading the dialogues and passages, improve the students' speaking and reading ability.
3. Let the students know that they should take care of the library books.
4. To be good mannered in the library, try to know how to read the information on the card and the computer screen when they want to find books in the library.

### 二. 学法引导

1. Make a real language surrounding for the students to speak English freely.
2. Learn the language focus by listening and talking with the teacher.
3. Teach and learn grammar in the use of the language.
4. Understand the reading by talking about the pictures or watching TV.

### 三. 重点·难点

1. the use of the Present Perfect Tense.
2. the use of some new words and useful expressions.

## Lesson 1

**Properties:** Recorder, Overhead Projector, Pictures and some real objects

**Teaching Objectives:**

1. Studying the new grammar: the Present Perfect Tense.
2. Learning some new words and some useful expressions.

**Language Focus:** on the shelf; anywhere; some /any;

Have you got a / any...?

Yes. I have got one.

No. I haven't got any.



教师备注

Maybe it's yours.

Why don't you ask Jim?

### **Teaching Procedures:**

#### **I . Showing aims**

Get the students to know what they will learn in this lesson and what they will do in this class.

1. Master some useful expressions.
2. Learn the Present Perfect Tense.
3. Practise dialogues. Try to use the drills "Have you got...?" "Yes, I have got one./Sorry, I haven't got one."

#### **II . Revision**

Revise greetings. If you are meeting students for the first time, say to them individually:

Hello, my name's ..., what's your name ?

Nice to meet you.

If you know the students, say to them:

Hello. Did you have a good holiday? What did you do ?

#### **III . Presentation**

Hold a pen and some other objects, ask some questions like "Do you have a pen/ a dictionary?" Make sure the students can answer them correctly. Then hold the pen again and ask questions like this "Have you got a pen?" Help the students answer with "Yes, I have got one./Sorry, I haven't got one." Hold some other objects and ask the same question, make sure the students can answer correctly.

#### **IV . Practice**

Practise asking and answering in pairs. Then act out their dialogue in front of the class. Explain "have got" (It is the form of the Present Perfect Tense: have/ has + past participle).

#### **V . Read and act**

Have the students practise the dialogue in pairs, and then get the students to change the dialogue with the words in the box. Act out the dialogue in front of the class.

#### **VI . Ask and answer**

Have the students ask and answer in pairs. Then change the dialogue with the words in the box. Get them to act out their dialogues in front of the class.

A: Excuse me, have you got any books about maths?

B: Yes, we've got several. They are on the shelf.

Sorry. We haven't got any at the moment.

### VII. Read and act

Speech Cassette. Books closed. Ask: Where's Jim's history book? Play the first dialogue for the students to listen and find the answer to the question. Then play the second dialogue for the students to listen and ask: Where is Tom's dictionary? Get the students to listen to the tape and find the answer.

Books open. Play the tape again, have the students repeat after the tape.

Practise the dialogue in pairs. First read, then act out the dialogues to share with the whole class. Explain some sentences: Have you seen it anywhere?

I've lost my dictionary.

Have you seen my dictionary?

### VIII. Workbook

Do Exercise 1 orally. Have the students do it in pairs.

Do Exercise 2 individually, then check the answers with the whole class.

Do Exercise 4 as homework. The answers are: 1. Seen/ find 2. seen/ put/ give 3. Lost/ seen/ saw 4. found/ have looked

### IX. Summary

#### Exercises in class

Write the following sentences in another way:

1. I have a new dictionary.

I \_\_\_\_\_ a new dictionary.

2. Do you have a motorbike?

\_\_\_\_\_ you \_\_\_\_\_ a motorbike?

3. Thanks a lot.

\_\_\_\_\_ very much.

4. Maybe it's yours.

It \_\_\_\_\_ yours.

5. We don't have any at the moment.

We \_\_\_\_\_ any at the moment.

6. Why don't you ask Jim?

\_\_\_\_\_ ask Jim?

Answers: 1. have got 2. Have got 3. Thank you 4. may be 5. haven't got 6. Why not

### X. Homework

Finish off the exercises in the workbook.



教师备注

## Lesson 2

**Properties:** Recorder, Overhead Projector, Pictures, TV

### Language Focus:

1. Useful expressions: the lost book, used to, hobby, on many different subjects, knowledge, return the library book, sooner or later, pay for
2. The Present Perfect Tense:  
Have you seen a library book?  
I think I've lost it.

### Teaching Procedures:

#### I .Sowing aims

Have the students know what they will learn in this lesson and what they will do in this class:

1. Master some useful expressions.
2. Read the passage, try to do some reading comprehension.
3. Learn the Present Perfect Tense in the reading of the passage.

#### II . Revision

1. Check homework.
2. Revise the dialogues of Lesson 1. Get the students to make their own dialogues in pairs. Share their dialogues with the whole class. Make sure they can use the Present Perfect Tense freely.

#### III . Presentation

Show a library with many books on TV screen. Have the students watch and ask them: Do you want to read the books? Get several students to answer, see if they like reading the books. Then say: if you want to read the books, how can you get them? Have the students discuss in small groups. They may say they can buy them in the bookshop, or they may borrow them from the library.

#### IV . Practice

Play TV for the students to watch how to borrow books from the library. Have the students make up a dialogue about borrowing books from the library.

A: Excuse me, have you got any books about science?

B: Yes, I think I've got several. They are on that shelf.

A: May I borrow one, Please?



B: Certainly. Here you are.

A: Thank you.

B: Please take good care of it and remember to return it on time.

A: Sure. Bye.

B: Bye.

#### V. Pre - read

Have the students discuss the questions in groups of four. Then ask some of the students to give out their reports to share with the whole class.

#### VI. Read

Part 2. Speech Cassette. Ask "Why did granny love books? What did she lose? How did her lost book return to the library?"

Books closed. Play the tape for the students to listen and try to find the answers to the questions, check the answers with the whole class.

Books open. Have the students read the passage silently and use the questions of Exercise 1 in the workbook to help them understand the passage, check the answers with the whole class. Explain some useful expressions: hobby, the lost book; pay for; knowledge. used to. Give them some examples, then ask them make sentences with these useful expressions.

hobby: My mother's hobby is reading .

His hobby is playing football.

the lost book: If you find my lost book, please give it to me.

Li Mei found the lost book.

knowledge: We can get much knowledge from the books.

used to: Miss Yang used to be an English teacher.

pay for: If you lose the library book, you must pay for it.

#### VII. Practice

Have the students read the passage again, try to retell the story of " The Lost Books". Get one or two students to share their stories with the whole class.

#### VIII. Workbook

Do Exercise 2 in class. Have the students write the past form and past participle of the verbs individually, then check in class.

Leave Exercise 3 as homework. The answers are: 1. have lost/ have looked; 2. have returned/ will return; 3. have written/ have/ wrote; 4. Have finished/ will do; 5. have forgotten; 6. have cleaned/ have washed/ have finished.



教师备注

## IX. Summary

## Exercises in class

Fill in the blanks with the right verb forms:

1. A: \_\_\_\_\_ you \_\_\_\_\_ (have) your dinner?  
B: Yes, I - \_\_\_\_\_ (have) it at half past six.
2. A: \_\_\_\_\_ you \_\_\_\_\_ (see) him this week?  
B: No, I \_\_\_\_\_ (see) him last week.
3. A: \_\_\_\_\_ you \_\_\_\_\_ (receive) his New Year's card?  
B: Yes, I \_\_\_\_\_ (receive) it on 21st December.
4. A: \_\_\_\_\_ you ever \_\_\_\_\_ (eat) Beijing duck?  
B: Yes, I \_\_\_\_\_ (eat) some the year before last.
5. A: He \_\_\_\_\_ (finish) reading this book.  
B: When \_\_\_\_\_ he \_\_\_\_\_ (begin) to read it?

Answers: 1. Have had / had 2. Have seen / saw 3. Have received / received  
4. Have eaten / ate 5. has finished / did begin

X. Homework: Finish off the exercises in the workbook.

## Lesson 3

**Properties:** Recorder; Overhead Projector; Pictures; TV

**Language Focus:**

encourage somebody to do something; pick up; be abroad;  
travel on a plane; wash one's clothes; make one's bed; copy;  
composition

**Teaching Procedures:**

## I. Showing aims

Get the students to know what they will learn in this lesson and what they will do in this class.

1. Master the useful expressions.
2. Go on learning the Present Perfect Tense.
3. Know the end of the story "The Lost Books".
4. Think of some ways to encourage people to return the lost books.

## II. Revision

Revise the story of "The Lost Books". Ask some students to retell the story. Make sure all the students can understand the story.



### III . Presentation

Ask: If you pick up a library book, how will you do? Have the students discuss the question in groups. Get some of them to share their answers with the whole class. Help the students know: We should take good care of the library book and we should return the things that we picked.

### IV . Read

Part 1. Speech Cassette. Play the tape for the students to listen and know the end of the story. Divide the students into several groups. Discuss the ways to encourage people to return books, share the ideas with the whole class.

### V . Ask and answer

Part 2. Have the students ask and answer in pairs. Go through the phrases in the box, and make sure the students can understand what they mean. Get the students to make up questions in pairs. Walk around and make sure they are asking and answering correctly.

### VI . Practice

Have the students act as Bruce and Mr. Know - All. Act out the dialogue. Explain Mr. Know - All( a man who always knows everything) .

### VII . Workbook

Do Exercises 1 and 2 orally. For Exercise 1, have the students ask and answer in pairs.

For Exercise 2, go through the expressions with the students first, make sure the students can understand what they mean. Have the students make up a dialogue about returning and borrowing books in pairs.

Exercise 3 may work as homework. The answers are: used; books; borrow; lost; missing; worse; both; came up with; bookmark; return; returned.

### VIII . Summary

#### Exercises in class

Fill in the blanks with the right verb forms:

1. He \_\_\_\_\_ just \_\_\_\_\_ (clean) the blackboard.
  2. They \_\_\_\_\_ never \_\_\_\_\_ (travel) on a plane.
  3. \_\_\_\_\_ you \_\_\_\_\_ (speak) to a foreigner?
  4. I \_\_\_\_\_ never \_\_\_\_\_ (eat) fish and chips.
  5. \_\_\_\_\_ you \_\_\_\_\_ (see) the film? Yes, I \_\_\_\_\_ .
- When \_\_\_\_\_ you (see) it? I \_\_\_\_\_ (see) it two weeks ago.



教师备注

6. I \_\_\_\_\_ already \_\_\_\_\_ (read) this book.

7. Can you \_\_\_\_\_ (sing) English songs? Yes.

How many English songs \_\_\_\_\_ you \_\_\_\_\_ (learn)?

About ten.

Answers: 1. has cleaned 2. have travelled 3. Have spoken 4. have eaten

5. Have seen / have / did see / saw 6. have read 7. sing / have learned

### IX. Homework

Finish off the exercises in the workbook.

## Lesson 4

**Properties:** Recorder; Overhead Projector; Pictures

**Language Focus:** school librarian; enjoy the work; guess; find out; wait a minute; need to do something; read the information; on the card; press; the computer screen.

### Teaching Procedures:

#### I. Showing aims

Get the students to know what they will learn in this lesson and what they will do in this class.

1. Master some useful expressions.
2. Listen to the tape and train their listening ability and write something about the school librarian to improve their writing ability
3. Revise the contents of Unit 1.
4. Learn how to read the information on the card and the computer screen.

#### II. Revision

1. Check the homework.
2. Revise the useful expressions, give out some useful expressions, have the students make sentences with the useful expressions: the lost book; library book; borrow ... from ...; librarian;
3. Revise the Present Perfect Tense, have the students make dialogues in pairs.
4. Talk about the school library, divide the students into small groups and discuss this topic, Have some students share their reports with the whole class.

#### III. Listen

Listening Cassette. Go through the Exercise 1 in the workbook with the students.





教师备注

Play the tape for the students to listen and finish Exercise 1 in the workbook. Play the tape again, get them to check their answers. Then check with the whole class.

#### IV. Write

Make an interview. First the teacher may act as a librarian. Have the students interview the librarian with the help of the questions in the book, then have the students write something about her/ him. Ask some students to read their compositions for the class.

#### V. Presentation

Present this drills with a student:

T: May I help you?

S: Yes, please. I want to borrow a book, but I can't find it on the shelf.

T: What's the name of the book?

S: *The old man and the sea*.

T: Wait a minute. Let me find it on the computer. Oh, it says Jim has got it.

S: Thanks. I'll come in two days.

Have the students practise this dialogue in pairs, then make up similar dialogues, and act them out.

#### VI. Read and act

Speech Cassette. Ask: What's the name of the tape? Who has got it? Play the tape for the students to listen and find the answer to the questions. Check the answers.

Play the tape again, have the students listen and repeat after it.

Books open. Practise the dialogue in pairs. Then act it out.

#### VII. Look and listen

Help the students learn to read the information on the card and the computer screen when they want to find books in the library. Get the students look at the examples and find the information.

#### VIII. A rhyme

Have the students listen to the tape and read after the tape and try to learn them by heart, and get them to know to protect books.

#### IX. Checkpoint 1

Go through Checkpoint 1 with the students. Solve any problems that the students may have. Make sentences with the useful expressions, and make sure the students can use them freely.

#### X. Workbook

Do Exercise 3 in the exercise books.