

电子图书



信息技术的结晶

人类文明的载体

网络的基本资源

初三册 Lesson One 教案设计

一、教学内容

1. 词汇(略)。

2. 功能：

1) 复习已经学过的打招呼用语，并会实际运用；

2) 学习以下问候用语：

Glad to meet/see you again.

3) 学习并初步运用以下表示祝愿、祝贺的用语：

Happy Teachers' Day!

With our best wishes!

We hope you have a very happy year in our class.

Good luck! Best wishes!

二、教具

录音机；自制教师节贺卡一张

三、教学步骤

1. 复习(注1)。

2. 通过与前排学生的寒暄，引导出本课第1部分内容：

T：(与坐在前排的几位同学握手，并用英语打招呼或表示欢迎)

Hi, x x x! Welcome back to school. How are you?

S: Fine, thank you. And you?

T: I'm very well. Thank you. (转向另一位同学)

Hello! I'm glad to see you again.

教师富有表情地重复两遍，引导学生猜测这句话的含义，并通过分解 glad 一词的读音，让学生猜测这个词的拼写形式。

3. 准备放课文第1部分录音，板书听前提问(Pre-listening questions) (注2)：

1) Who are talking?

2) What are they going to do after their talk?

听课文第1段录音(一至两遍，学生不看书)，指导学生回答黑板上的问题。再听录音，学生打开书跟读，反复两遍。

教师讲解 both 一词用法以及 Everyone is going into class 一句(见难点讲解2、3)，组织学生两人一组，分角色练习表演对话，如果时间允许，可请两至三组同学到前面表演。表演时，要求学生不能带书到前面去；要加上必要的动作，如举手打招呼、握手等。

4. 准备听课文第2部分录音，教师口头提出听前提问(Pre-listening question)：

What's the date?

听一遍录音，学生回答上述问题后，教师可启发大家9月10日这一天有什么意义，继续提出问题：

1) How to say Jiao Shi Jie in English?

2) What does Ma Lili give Miss Zhao?

再听本段录音两遍(注3)，指导学生回答这两个问题。打开书，利用书上的贺卡，讲解本课其他词汇。

5. 指导学生归纳出在本课出现的有关表示祝贺、祝愿及应答用语，教师应予以必要的修正和补充。

6. 介绍如何制作教师节贺卡（参阅课文注释）。

7. 布置作业

1) 抄写生词、练习朗读课文对话。

2) 完成练习册习题。

3) 动手制作教师节英文贺卡一张。

四、难点讲解

1. Teachers' Day. 教师节。

表示有生命的东西的名词在其单数形式后加“-'S”，构成名词所有格。

例如：

Lucy's coat 露西的外衣

the boy's pen 这个男孩的钢笔

但在以s结尾的复数名词后要加（'），例如：

the students' books 学生们的书

the girls' games 女孩子们的游戏

教师节（Teachers' Day）的表示法，属于第二种情况。

不以s结尾的复数名词后要加-'s。例如：

men's shoes 男鞋

the Children's Palace 少年宫

2. They're both fine, too 他们两个人都很好。

不定代词 both 指“两者都”，在句子中可作主语、宾语、定语和同位语。

例如：

1) Both (of them) are Young Pioneers. 他们俩人都是少先队员。（both 作主语）

2) A: I've got two colour pens. Which one do you want?

B: I want both.

甲：我有两支彩笔，你想要哪支？

乙：我两支都要。（both 作宾语）

3) Both books are interesting. 两本书都有意思。（both 作定语）

在本课这个句子中 both 用作同位语，但要注意其位置：

1) Jim and Li lei were both late. 吉姆和李磊都迟到了。（both 放在 be 动词之后）

2) They both want to go to the Monkey Island. 他们俩人都想去猴岛。（both 放在行为动词前面）

3. Everyone is going into class. 人人都去上课了。不定代词 every 与 one 构成合成代词，在句中可作主语、宾语等。

everyone 只能用来指人，其意思相当于 everybody。例如：

1) Everyone (Everybody) in our class is interested in learning English. 我们班上每个人都爱学英语。（Everyone 用作主语）

2) Not everyone (everybody) in the USA is rich. 在美国并不是人人都富裕。（everyone 用作主语）

3) She gave everyone (everybody) a piece of paper and asked them

to write down their names.她给每个人一张纸并让他们写上自己的名字。
(every one 用作宾语)

everyone 与 every one 的区别：

everyone 是一个词，只用来指人，等于 everybody，在它后面不能跟介词 of；every one 是两个词，既用来指人，也可用来指物，等于 each one，后面可跟介词 of。请看以下例句：

1) Everyone of the children likes this game. (误)

每个孩子都喜欢这个游戏。

2) Every one of the children likes this game. (正)

每个孩子都喜欢这个游戏。

3) Many of his friends asked him to go to parties, and he went to every one of them.

许多朋友都请他去参加聚会，他每个都去了。

4. No one is away. 没有人缺席。

No one=Nobody，意为：没有人，无人。

例如：

No one (或：Nobody) came to visit me while I was in hospital.
我在医院期间没有人来看我。

在 no one 或 nobody 之后，可用人称代词的复数形式。例如：

1) Nobody (或 NO one) phoned me, did they? (=did he or she?)
没有人给我打电话，对吗？

2) NO one in the class did their homework. (=his or her homework)
班上没人做作业。

5. With our best wishes! 致以我们良好的祝愿。在上面的句子中，Wish 一词是名词。

wish 还可用作动词，表示“希望、愿望”等。例如：

I Wish you a safe journey. 祝你一路平安。

初三册 Lesson Two 教案设计

一、教学内容

1. 词汇 (略)

2. 句型：

1) What subject should I talk about?

2) Maybe I could talk about English names.

3) I think this is different from Chinese names.

4) That's because it is shorter and easier than James.

3. 语法：学习英文姓名构成常识及正确使用称呼用语。

二、教具

录音机；姓名卡片数张，分别写有中、英名字（中文姓名用汉语拼音），可参照下图准备：

三、教学步骤

1. 复习 值日生报告 (注 4)。

2. 教师通过下列话引出本课所学内容，并介绍部分生词

(适时出示准备好的姓名卡片)：

Miss Zhao wants Jim to give the class a talk tomorrow. What is Jim going to talk ABOUT? He SHOULD talk about something easy, not DIFFICULT, so all the students can understand him. He CHOOSES an easy SUBJECT: English Names. Now let's listen to his talk.

听课文提示部分的录音，解释该部分中其他生词。如：for example (也可让学生根据上下文去猜测)。

3. 利用课文提示中的问题作为读前提问 Pre-reading questions)，教师可酌情再增加一至两个。下面的问题供参考：

1) How many names do most English people have?

2) Do you use Mr, Mrs or Miss with the family name or the first name?

给学生五分钟时间自行阅读(注5)，本段课文计约205个词。规定时限过后，引导学生回答上述几个问题。

4. 听课文录音，学生跟读一至两遍。教师进一步布置问题：

1) What are the three names most English people have?

2) What's the difference between a Chinese name and an English name?

要求学生再读课文，并回答练习册习题1及上述两个附加问题，学生可用笔头形式试写自己的答案。

指定若干同学口头复述自己的答案，教师讲评。

5. 扼要解释本课中出现的难句(见难点讲解注6)。

6. 指导学生准备复述课文。可先要求学生将练习册题1逐题答出，再将答案汇集在一起，加上必要的连词，组成一篇复述课文的短文。前几个单元的复述准备工作应在教师指导下完成。现以本课内容举例如下：

练习册习题1中8个问题(略)

各小题答案：

1) The teacher asks Jim to give the class a talk tomorrow.

2) Jim chose to talk about English names.

3) Most English people have three names: a first name, a middle name and the family name.

4) Jim's full name is James Allan Green.

5) His given name is Jim Allan. Green is his family name.

6) 因本题答案与复述无关，故略去。

7) They called him James when he was born.

8) People usually call him Jim instead of James because it is shorter and easier than James.

教师在要求学生将各小题答案连成短文时，应指导学生

注意时态前后一致；有些人称代词需要进一步表示清楚。以上各题答案，经加工后改成以下短文，划线部分表示有所改动：

The teacher asked Jim to give the class a talk. Jim chose to talk about English names. Most English people have three names: a first name, a middle name and the family name. Jim's full name is James Allan Green. His given name is Jim Allan. Green is his family name. His parents called

him James when he was born. People usually call him Jim instead of James because it is shorter and easier than James.

7. 布置作业

- 1) 抄写生词，练习朗读本课课文。
- 2) 完成练习册习题。

四、难点讲题

1. Nothing difficult! 没什么难办的!

nothing 是复合不定代词。复合不定代词被定语所修饰时，定语要后置。

例如：

- 1) There is nothing wrong with the bike. 自行车没有什么毛病。
- 2) We'll give them something delicious to eat. 我们给他们一些好东西吃。
- 3) Is there anything interesting in today's paper? 今天报纸上刊登了什么有趣的新闻吗?

2. What subject should I talk about? 我讲什么题目好呢?

句中的 should 是情态动词，用来表示说话人的某种感情色彩，如惊奇、意外、失望、愤怒等，尤其是与 why 连用时。例如：

- 1) Why should you be so impolite? 你为什么这样不客气?
- 2) Why should I do all this all over again? 为什么我要把它重做一次?

should 一词还有“应当、应该”的意思，用于所有人称，表示必要、义务、劝告或建议。例如：

- 1) You look tired. You should go to bed. 你看起来累了，应当去睡觉了。
- 2) You shouldn't believe that rich man. 你不应当相信那个阔佬。

3. Their family name comes last. 他们的姓氏放在后面。

句中 last 是副词，表示：最后地、最末地。例如：

- 1) Who spoke last? 谁最后发言?
- 2) When did you last see him? 你最近一次是何时见到他的?

比较以下句子中 last 的词义：

1) Winter in Beijing lasts from November to January. 北京的冬天从十一月份持续到一月份。(last 是动词，意为“持续”)

2) Liszt said that he was going to the concert and was going to play the last piece. 李斯特说他要去做音乐会并将演奏最后一章。(last 是形容词，意为“最后”)

4. That's because it's shorter and easier than James. 这是由于吉姆在读音上比詹姆斯要简短容易些。

这是一个含有表语从句的复合句。由连词 because 引导，位于主句中连系动词之后。再如：

- 1) That's why she is so happy. 这就是她为什么这样高兴的原因。
- 2) That's where Lu Xun once lived. 那就是鲁迅曾经住过的地方。

一、教学内容

1. 词汇 (略)。
2. 句型：
 - 1) to catch up with sb.
 - 2) to go on doing sth.
- 3) 语法：继续学习副词比较等级。
4. 功能：继续学习有关运动会项目用语：
Ready? Go! Come on!
They were neck and neck!

二、教具

录音机；模仿课文插图制作挂图一组、接力棒一个等。

三、教学步骤

1. 复习教师出示上一课使用的图片或课文插图，要求学生运用副词比较等级进行描述。
2. 利用挂图、插图、接力棒等教授本课其余词汇。并通过这些图示，要求学生反复练习这些词汇，直到初步能上口为止。
3. 给学生7分钟时间（本段课文全文计约280个词）自己阅读，规定时限后，回答课文提示中的问题。
4. 听课文录音，学生跟读一遍。
5. 打开练习册，做习题1。如果时间允许，可当堂核对。
6. 布置作业
 - 1) 抄写生词，练习朗读课文。
 - 2) 完成练习册其他习题。

初三册 Lesson Six 教案设计 (二)

一、教学内容

1. 课文：在上一课时的基础上，进一步掌握课文。
2. 功能：掌握上一课列出的有关运动会的用语。

二、教具

投影仪及事先准备好的投影片（详细内容见教学步骤）。如无投影可用小黑板替代。

三、教学步骤

1. 复习

教师提出以下问题：

- 1) What is a relay race?
 - 2) Which class were in front on the first lap?
 - 3) Which two classes were neck and neck on the second lap?
 - 4) Who dropped his stick on the ground?
 - 5) Who fell and hurt his leg? Did he get up?
 - 6) Which two classes were in front?
2. 给学生五、六分钟时间，大声朗读课文。
 3. 教师板书以下短语，要求学生用动作表演：

- 1) stand at the starting line
- 2) Ready? Go!
- 3) Come on!
- 4) pass the stick onto sb.
- 5) to be neck and neck.
- 6) drop one's stick.
- 7) fall, hurt one's leg, quickly get up and go on running

4. 教师解释课文中难句（见难点讲解）。

5. 指导学生以练习册习题 1 为素材，准备复述课文。具体做法如下：

- 1) 将事先准备好的投影片通过投影仪展示给学生（可用小黑板替代）。
- 2) 将习题 1 中正确的句子保留；与课文有出入的句子按课文内容进行必要的改动。
- 3) 加上必要的连词，连接成一篇短文。

下面的短文供参考，划线部分是经与课文核对后改动的内容或增补的连接词：

Mr Hu stood at the starting line. All the boys/runners got ready to run. The runners started to run. All the students began to shout very loudly. At the end of the first lap Li Lei quickly passed the stick on to Jim. Yu Yan caught up with Jim and they were neck and neck. At the end of the second lap, Yu Yan and Jim passed on their sticks at the same time. But the other runners were not far behind. Then the Class Two runner dropped his stick on the ground when he was passing it on to the last runner. And the Class Four runner fell and hurt his leg. But he got up quickly and went on running. Now the Class 3 runner and the Class 1 runner were still neck and neck on the last lap.

6. 布置作业

- 1) 熟读课文。
- 2) 准备课文复述。

四、难点讲解

1. On the third Lap, the Class 3 and Class 1 runners both ran very fast. 在第三圈，三班和一班的两名运动员都跑得很快。

句中 both 是 the Class 3 and Class 1 runners 的同位语，在下面一句中（第七课），both 也是同位语，但位置略有不同：

Wei Hua and Sun Meiyang were both neck and neck. 魏华和孙美英并驾齐驱。

both 也可用作形容词，起定语作用。例如：

Both houses are white. 两所房子都是白的。

both 还可与 of 连用，构成短语。例如：

Both of the houses are white.

Both of his parents are teachers. 他的父母都是教师。

关于 both 的用法，可参阅第一课难点讲解 2。

2. But he quickly got up and went on running. 但他迅速爬起来继续赛跑。

go on doing sth. 意为：继续做某事。例如：

He went on talking about the film after the guest left.客人走后,他继续谈论那场电影。

注意:

这句话的意思是指客人在场时,他也在谈论电影。如果用下一种表达方法,则意思有改变:

He went on to talk about a film after the guest left.客人走后,他(改变话题)开始谈论一场电影。

这个句子的形式是: to go on to do sth.与 go on doing stb.意思相近的有 go on with sth.例如:

Please go on with your work.请继续干你的工作。

3.He began to catch up with Jim.他开始赶上吉姆了。

catch up With 追赶,赶上的意思。例如:

1) You have to work hard in order to catch up with the others.你得努力学习,赶上别人。

2) You walk on and I 'll catch up with you later.你接着走,我一会儿会赶上你的。

这一句也可写成:

You walk on and I'll catch you up later.

在朗读这个短语时,注意将短语中的副词 up 读得稍重一些;而将介词 with 读得稍弱一些。读成 catch'up with。

4.pass.....on 传递。

短语动词 pass.....on 是由动词 pass 加上副词 on 构成,后面可接宾语。如果宾语是名词时,其位置较为灵活,既可放在短语之间,也可放在短语之后。例如:

1) Li Lei quickly passed the stick on to Jim.李磊很快地把接力棒传给了吉姆。

2) They both passed on their sticks at the same time.他们俩同时把接力棒传了出去。

但如果短语动词的宾语是人称代词或自身代词时,则只能将宾语置于动词后、副词前。例如:

1) Please pass it on to Lucy.请把它传给露西。

2) Put them on, it's cold outside.把它们穿上,外面很冷。

初三册 Lesson Eleven 教案设计

一、教学内容

1.词汇(略)。

2.句型:

1) I think Chinese is as important as maths.

2) English is not so important as maths.

3) I think art is less useful than science.

4) I prefer music to art.

3.功能:表示同意与不同意

1) I agree with you.

2) I don't agree with you.

二、教具

录音机；几本教科书（如数学、语文、日语等）；小黑板，上面可准备如下内容：

English more difficult Chinese science more popular Japanese art
less important music maths less interesting art

将以下科目顺序排好：

art music; maths Chinese;

P. E. science ; Japanese English

教师还可准备几张卡片，分别写有 as/as ; not so/as ; Prefer/to（要分着写），并备好橡皮泥，以便将这些词贴在需要的地方。如条件不具备，也可用板书代替。

三、教学步骤

1. 复习教师可参照练习册第 10 课习题 1，快速向学生提出有关该课的问题，并要求学生做出正确反应。检查两位同学的复述。

2. 利用课程表或学生教科书，教授 maths , science 等单词。

并通过如下介绍引导出本课新的内容：

T:（手持两本教科书，一本日语、一本英语，做出比较状：）

English is difficult. But Japanese is more difficult. So I can say
Japanese is more difficult than English.

反复说两遍，引导大家猜测句意。可板书主要句型。换两本书，继续说：

Maths is interesting. But Chinese is more interesting. So we can say...

启发学生仿照黑板上句型补全下面的内容。教师可给予帮助或修正。然后突然提问：

Do you agree with me?

重复两遍。辅导学生表示同意或不同意的办法。

3. 听课文第 1 部分录音，学生跟读两遍。

4. 学生两人一组，利用课文第 2 部分提供的表格，进行会话练习。教师出示事先准备好的黑板，要求学生进行口头造句练习。对于小黑板上第二部分内容，可练习 prefer...to...的句型。

5. 教师利用小黑板，继续介绍下面的内容：

T: I like Chinese , because it's important. I like maths , because it's
important , too. So I can say :

Chinese is as important as maths.

重复两遍，引导学生猜测句子含意。板书 as important as , 继续介绍：

I like English , because it's interesting; I don't like Japanese ,
because it's not interesting. So I can say :

Japanese is not as interesting as English.

板书 not as interesting as , 待学生接受这一表达法后，再补充说明：
也作 not so interesting as.

6. 学生两人一组，练习课文第 3 部分。

7. 教师扼要讲解难句（见难点讲解）

8. 布置作业

1) 抄写本课生词、短语及课文第 1、3 部分。

2) 完成练习册习题。

四、难点讲解

1. agree With 同意

这个短语动词后面通常跟某人。例如：

如果表示“同意某件事情”，则使用 agree to 例如：

The headmaster agreed to this plan. 校长同意了这个计划。

但如果 agree to 后接动词不定式短语，则表示“答应、允诺做某事”。

例如：

She agreed to take part in the Girls' 100—metre race. 她同意参加女子 100 米赛跑。

2. prefer...to 意为“比起……来还是…好”；“喜欢……（而不喜欢……）” 例如：

He prefers coffee to tea. 比起茶来，他还是更喜欢咖啡。

Han Meimei prefers Chinese to maths. 韩美美喜欢语文而不喜欢数学。

在 prefer 一词后面，还可接动名词或动词不定式。例如：

Lucy prefers reading but Lily prefers writins. 露西喜欢阅读，而莉莉喜欢写作。

I prefer to swim rather than fish this afternoon.

今天下午我想去游泳，不想去钓鱼。

3. less useful than...比……用处少 less 是 little 的比较级，如在形容词前表示：“较小；不够”等。例如：

I think music is less important than art. 我认为音乐不如美术重要。
再比较下面一句。

I think music is more important than art. 我认为音乐比美术更重要。

4. I think Chinese is important as maths. 我认为语文和数学一样重要。

表示两者是同等程度时，通常用 as+形容词原级+as 的结构。例如：

He is just as tall as I. 他和我一样高。

Our teacher is as busy as before. 我们的老师还和以前一样忙碌。

We'll give you as much help as we can. 我们将尽量帮助你。

5. English is not so important as maths. 英语不如数学重要。

当表示两者是不同程度时，使用 not as (so) +形容词原级+as 的结构。

例如：

My English is not so (as) good as yours. 我的英语不如你的好。

This story is not so (as) interesting as that one. 这个故事不如那个有趣。

初三册 Unit 4 Lesson13 教案设计

Four skills :

horse , draw (drew) , try , play with

What was he/she drawing when the teacher came in?

What were they drawing?

Three skills :

chalk (a piece of chalk , some chalk)

Start the lesson by saying Today we are going to learn Lesson 13. Then write Lesson 13 on the Blackboard (Bb) .

Step Revision

1 Ask one or two Ss to make a duty report.

2 Perform an action , such as closing/opening the door. Ask the Ss what am I doing? Get them to answer. You ' re closing/opening the door. Repeat with other actions (cleaning your desk , etc.) . Then teach horse and draw. Write them on the Bb. Remember to ask the Ss the question What am I doing? while these actions are done.

Stop Practice

1 SB Page 13 , Part 1. Show Ss , the pictures or slides. Tell them The children are drawing some pictures on the Bb now. What is Meimei/Jim/Li Lei drawing? Help the Ss to answer She/He is drawing a...

2 Divide the class in half and get them to practise it. Then exchange the role. Get them to remember what they are drawing.

3 Then get the Ss to act and answer in pairs by looking at the pictures or slides.

4 Ask What are the twins drawing? In the same way, get the answer from the Ss. But make sure that they use are and not is when talking about the twins.

5 Ask What are they using? They're using some chalk.

Teach chalk by using gestures. Write this word on the Bb. Then teach them to say a piece of chalk and some chalk.

6 Open your book at Page 13 , Part 1. Get them to read after the teacher.

Step Read and act

1 SB Page 13 , Part 2. Get a student to demonstrate the scene in part 2 with books closed. (The teacher comes into the classroom.) Then ask What is...drawing? Do you like the horse?

2 Explain the meaning of trying to draw. Then write try to...and play , with on the Bb.

3 Books open. Play the tape for the Ss to listen and repeat.

4 First practise the dialogue into halves , and then in pairs.

5 Get the Ss to make up similar dialogues in pairs (drawing pictures on the paper) . Change Don't play with my chalk to Don't draw in class , please ! Ask some pairs to act out their dialogues.

Step Presentation

1 Tell the Ss Now it's 8 : 30. What time did... (the student who drew something on the Bb at Step) draw the picture on the Bb? Help the Ss to answer He/She drew the picture on the Bb at... (8 : 15. etc)

2 Ask the Ss What was she drawing when I came in? Get them to answer

She was drawing a horse.

3 Try to get the Ss to remember by asking What was Li Lei/Jim/Meimei drawing when the teacher came in? Present this dialogue:

T: What was Li Lei drawing when the teacher came in?

S: He was drawing a horse.

4 Drill the dialogue first in class, then in pairs.

5 Repeat for Meimei, Jim and the twins.

6 Write the dialogue on the Bb. Point out the use of the Past Continuous Tense.

Step Practice

1 See Page 13. Part 3. Go through the questions with the Ss randomly. Then ask them to ask and answer in pairs.

2 Get some pairs to demonstrate:

S1: What was Meimei doing when the teacher came in?

S2: She was drawing...

S1: What was she drawing on the Bb?

S2: She was drawing... on the Bb.

S1: What was she using...?

S2: She was using a piece of chalk/some chalk.

Step Work book

1 Copy the words in the exercise books.

2 Do Ex. 1 and 2 in the exercise books.

3 DO EX. 3 orally

4 Write down the —s/—es, —ing and past forms of the verbs of Ex. 4 in the exercise books.

5 Do Ex. 5 orally in groups. (Explain the meaning of tidy).

初三册 Lesson Fourteen 教案设计 (一)

一、教学内容

1. 词汇 (略)。

2. 句型:

1) I'm sorry to trouble you.

2) to find it difficult to do sth.

3) Would you please not do this?

3. 语法: 继续学习过去进行时态的用法。

二、教具

录音机; 仿课文插图绘制两张挂图; 上次使用的图片等。

三、教学步骤

1. 复习值日生报告。

教师出示上次使用过的图片, 复习过去进行时态。可指导学生利用图片进行问答练习。

2. 利用本课挂图, 教授课文中部分词汇。以下单词可通过看图介绍:

Russian, Moscow, upstairs, downstairs,

sleep, quiet (ly), noise, fall asleep 等。

反复练习上述词语，至学生初步上口为止。

3. 指导学生阅读课文提示。

给学生 8 分钟时间自己阅读课文（本文计约 305 个词），用笔标出另外几个没有学的生词，并尽量依据上下文去猜测其含义。规定时限过后，要求学生回答课文提示中的问题，教师予以讲评。

4. 就学生挑出的其他词汇进行讲练。先要求学生根据上下文去判断词义，或用动作，或用英文将词义表演、描述出来。

例如：

（去敲门）表示：knock at

unhappy : means not happy

bang: the sound of dropping the shoe

5. 听课文录音，学生跟读一遍。

6. 打开练习册，做习题 1。允许学生反复阅读课文，鼓励学生用笔头形式准备答题。如果时间允许，可检查一些同学的口答。

7. 布置作业

1) 抄写本课生词、短语。

2) 练习朗读课文。

3) 书面形式做练习册习题 1。

初三册 Lesson Fourteen 教案设计（二）

一、教学内容

进一步学习课文。

二、教具

同上课。

三、教学步骤

1. 复习教师参照练习册习题 1，与学生进行问答练习。可通过如下方法，培养学生口头复述课文的能力：

对一组学生逐个提问，这组学生每次回答一个问题；从另外一组中，找出一位同学，依次将每个同学及他前面同学的答案像滚雪球似的复述下来。

例如：

T: Where did the man live?

S₁: The man lived in a tall building in the city of Moscow.

S₀: The man lived in a tall building in the city of Moscow

T: Why did he like to live there?

S₂: Because it was usually very quiet and he could see the park from his window.

S₀: The man lived in a tall building in the city of Moscow.

He liked living there because it was usually very quiet and he could see the park from his window.

T: What did the man upstairs always do when he came home every night?

S₃: The man upstairs always took off his shoes and threw them on the floor.

S₀: The man lived in a tall building in the city of Moscow. He liked living there because it was usually very quiet and he could see the park from his window. The man upstairs always took off his shoes and threw them on the floor.

T:

扮演 S₀ 的角色，一次可以是一个人；可以是一个组；也可以是班上其他学生。刚开始练习时，问题不宜一次提得过多，三至五个即可，逐步过渡（平均每个月增长两个左右）。此外，较难回答的问题要注意修改，不能问一般疑问句（除非学生掌握更灵活的方法注）。

2. 听课文录音，学生跟读一遍。

3. 教师解释难句（见难点讲解）。

4. 打开练习册，做习题 2。当堂核对答案，并要求学生按此准备课文复述。

5. 布置作业

1) 练习朗读本课文，准备复述。

2) 书面完成练习册其他习题。

四、难点讲解

1. the man upstairs 楼上的人

2. the man downstairs 楼下的人

upstairs 和 downstairs 都是副词，用来修饰前面的名词 the man。当副词用作定语修饰名词时，一般要放在被修饰的名词之后。

2. He found it very difficult to get to sleep and he was very unhappy. 他发现难以入睡，很不高兴。

句中的 it 是形式上的宾语，而真正的宾语是动词不定式短语 to get to sleep。由于本句中有宾语补足语 very difficult，因此将 it 作形式上的宾语，而将真正的宾语放在宾语补足语之后。再如：

Do you think it right to play tricks on others? 你觉得开别人的玩笑好吗？

get to sleep 是“入睡”的意思。动词 get 有“渐渐”的含意。例如：
We got to know each other later. 后来我们逐渐相互了解了。

3. With a smile the man from downstairs said, "I'm sorry to trouble you, comrade." 楼下的人微笑着说：“对不起，同志，打扰一下。”

句中 with a smile 是介词短语，在句子里用作状语，表明楼下的人说话时的伴随状态。介词短语用作状语的情况很多，再如：

Thank you for teaching us so well. 谢谢您把我们教得这样好。

Classes begin at eight. 八点开始上课。

4. He was just falling asleep when there was a loud knock at the door. 他刚睡着，就有人大声敲门。

fall asleep 是“睡着”的意思。asleep 是形容词，接在连系动词 fall 之后。句中 when 等于 and then，意思是：那时。再如：

He was walking in the park when he saw a watch on the ground. 他

正在公园里行走，看见地上有一块手表。

初三册 Lesson Eighteen 教案设计（一）

一、教学内容

1. 词汇（略）。

2. 句型：

1) It's nice of you.

2) You'd better not talk.

3) As quickly as she could, Miss Zhao got a medicine box.

3. 语法：继续学习过去进行时态的用法。

4. 功能：提出建议

You'd better not do sth.

二、教具

录音机；教学挂图。

三、教学步骤

1. 复习值日生报告。

重复上课教学步骤 2。

2. 利用教学挂图，介绍本课生词，第一步先达到使学生了解生词含义。

3. 给学生八分半钟时间自己阅读课文。规定时限过后，引导学生回答课文提示中的问题。教师给予必要的讲评和修正。

4. 练习朗读本课生词及短语，直至学生初步上口为止。

5. 听课文录音，学生跟读一遍。

6. 打开书，指导学生做习题 2。如果时间允许，当堂核对答案。

7. 布置作业

1) 抄写本课生词、短语；练习朗读课文。

2) 书面完成习题 2。

3) 预习习题 1。

初三册 Lesson Eighteen 教案设计（二）

一、教学内容

继续学习课文。

二、教具

同上课。

三、教学步骤

1. 复习。

教师根据练习册习题 1 向学生提出问题。

2. 听课文录音，学生跟读一遍。解答学生提出的问题。

3. 重复第 14 课（ ）教学步骤 1 的做法，训练学生复述课文的能力。

4. 教师讲解课文难句（见难点讲解）。

5. 指导学生做练习册其他习题。

6. 布置作业

1) 在熟读课文的基础上准备复述课文。

2) 书面完成练习册其他习题。

四、难点讲解

1. He didn't see the bag until it was too late. 他看到这口袋米时, 已经太晚了。

not...until... 是“直到.....才”的意思。例如:

I won't believe it until I see it with my own eyes. 直到我亲眼所见, 我才相信这件事。

1. I didn't go to bed until he finished his homework. 李磊直到做完作业才去睡觉。

2. The children shouted to the driver, but he did not hear them. 孩子们对着司机大声喊叫, 但是他没有听到。

shout to sb. 与 shout at sb. 有点区别。前者侧重喊某人做某事, 后者则表示冲某人大喊大叫。例如:

He shouted to us to help him. 他向我们大喊, 叫我们去帮他。

“Don't shout at him, Lenin said to the young man.” “He is right. We must be strict in our work.” 列宁对年轻人说, “不要冲他大叫大嚷。他做得对。我们在工作中必须严格。”

3. hurry up 和 hurry off hurry up 是“赶快”的意思。例如:

Hurry up! You're late! 快点! 你要迟到了!

I tried to hurry him up, but he wouldn't walk any faster. 我尽量催促他, 但他就是不愿意快走。

hurry off 是“匆匆离去”的意思。例如:

She turned off the light and hurried off. 她关上了灯, 急匆匆地走了。

初三册 Lesson Twenty—one 教案设计

一、教学内容

1. 词汇(略)。

2. 句型:

1) Have you got...?

2) Have you found...yet?

3) I'm so glad.

3. 语法: 初步学习现在完成时态。

二、教具

录音机; 一些学习、日常用具, 如笔、字典、手表等。

三、教学步骤

1. 复习值日生报告。

2. 教师通过如下演示, 介绍出本课新的语言现象:

T: (手持成绩册, 随便问学生几个较容易的问题。在学生应答之后, 做出要记成绩, 但是忘带笔的样子。问前排同学):

Have you got a pen?

重复两遍。引导学生猜测这句话含义, 然后板书。启发大家试着回答。

S₁: Yes, I think I've got a pen. Here you are.