



中学英语通用教案 设计精编_{之二}

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通用教案设计精编
普九义务教育教材

卷



外语教学出版社

第九义务教育课程·教案设计·精编(中学卷)(1)

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JEFC 第二册 Unit 1—Unit 2 教案设计

Lesson 1 教学设计

提示：新学期开学，师生初次见面，相互用英语问候，既可建立良好的师生关系，又自然地学到了新的口语，激发了英语学习兴趣。

Step I . Introduction

1. 先问候学生，并说欢迎返校：Good morning, class! Welcome back to school! 板书并借助手势说明 Welcome back to school 的意思。

2. 如果你教原班，认识学生，可个别问候：Good morning, ×××! How are you? Welcome back to school!

3. 如果你以前未教该班，可先自我介绍：My name is..., 并个别提问：What's your name? How do you do?

Step II . Presentation

1. 学生合上书，听第一部分第一段对话的录音。

2. 教师先范读后领说第一段对话。

3. 教师板书 Lesson One, the first lesson, 并领读，然后让学生读 3 遍。

Step III . Practice

1. 教师说：Open your books at page 1, the first lesson.

2. 先是师生之间进行第一段对话，然后学生两两进行对话。

3. 要求学生将 class, teacher 换成自己的姓名进行两两对话。

4. 挂出小黑板，先范读后，进行师生对话，注意比较：

T: Welcome back to school.

Ss: Thank you, teacher.

T: Welcome to our class.

Ss: Thank you.

T: Welcome to our home.

Ss: Thank you.

5. 学生按小黑板进行两两对话。

6. 还可以让学生将 our home 换成 our factory, our farm, our shop, China, Beijing 等进行对话。

Step N . Presentation

1. 教师边展示边说: This is a piece of paper. I have your names on it. Let me call (板书 call) you by names. You say "I'm here." OK?

2. 教师点名, 学生答到:

T: Liu Ying!

S: (*standing up*) I'm here.

T: Good. Thank you. Next, er... (再点别人)

3. 学生合上书听第二段对话的录音。

4. 让学生打开书, 教师范读后师生练习对话。

5. 找两个学生先后上讲台扮演教师, 演练对话。

6. 复习现在进行时, 要求学生用已学动词作答, 如: *What are you doing? I'm standing up/sitting down/talking/reading/writing/speaking, etc.* 可师生问答, 也可学生两两问答。

Step V . Presentation

1. 利用实物, 如 book, pen, pencil, ruler, knife, eraser, bag 等进行借物问答, 先示范:

T: May I borrow your pen, please?

S: Certainly. Here you are. (板书)

2. 用 cup, glass, pen, pencil, bike 等词复习 broken, 先示范:

T: May I borrow your cup, please?

S: I'm sorry, it's broken. (板书 broken)

T: It doesn't matter. (板书并领读) I can mend it.

3. (课前布置好的两个学生先后在外面敲门。)

S: Excuse me!

T: Yes?

S: May I come in, please? Sorry, I'm late.

T: It doesn't matter. But next time, come to school earlier. (板书 next time 并领读)

Step VI . Practice

1. 学生合上书听第二部分的录音。
2. 学生打开书, 教师范读后, 师生练习对话。
3. 让几个学生先后到门外扮演迟到, 同时由学生分别扮演教师, 演练对话。

Step VII . Consolidation

见 Tb. 第 21 页 Step 7。

Lesson 2 教学设计

提示: (1) 复习前课内容。(2) 学习成对的反义词 long—short, tall—short, big—small 及其用法。

Step I . Revision

1. 教师个别提问学生, 分别将下列词组译成英语: 下次, 在这张纸上, 这个学期, 没关系, 欢迎返校, 欢迎来中国。

2. 检查 Wb. (略)

3. 做值日报告:

T: Who is on duty today?

S: I am.

T: *Is everyone here?*

S: *Yes, everyone is here.*

T: *What's the date today?* (帮助学生答出)

S: *It's September 2, 1994.*

Step II . Presentation.

1. 教师板书 Lesson 2, the second ['sekənd] lesson, 领读两遍, 并说:

Today let's learn Lesson 2 (the second lesson).

2. 事先准备一个包, 内装一长一短两把尺子和一大一小两张纸, 将包放在讲桌上。请一位学生到讲桌前, 然后进行师生问答:

T: *What's in the bag?*

S: *There are two rulers in it.*

T: *Show them to me, please. Oh, look! This is a long ruler, and this is a short one.*

(这样引出 a long ruler /a short ruler)

用同样的方式教 a small piece of paper 和 a big piece of paper. 注意 two / three pieces of paper 不能写成 papers.

3. 教师在黑板上用简笔画画出一高一矮两个男孩, 边画边说: *There are two boys on the Bb. One is tall* (板书[tɔ:l]), *the other is short.* 然后进行问答:

T: *What's this?*

S: *It's a tall/short boy.*

T: *Is this boy short or tall?*

S: *This boy is tall/short.*

Step III . Consolidation

1. 让学生看着板书跟教师读并记住: long—short, big—small, tall—short.

2. 学生合上书听第一部分录音两遍。

Step IV . Presentation

1. 教师分别指着学生课桌上的 pencil, eraser 和 pencil-box 进行师生对话 (注意分别套用 small-big, short-long, old-new 等词):

T: *What's this?*

S: *It's a pencil-box.*

T: *May I borrow it?*

S: *Certainly. Here you are.*

T: *Thank you. But may I have it?*

S: *OK.*

T: *It's too old. Do you have a new one?*

S: *Sorry, I don't, / Yes. I do. Here you are.*

Step V . Practice

1. 学生打开书, 教师范读第三部分对话后, 让学生两两一组朗读对话。

2. 教师先后与 4 个学生对话, 分别套用第三部分 box 中的例词。

3. 分别找 4 对学生套用 box 中的例词进行对话。

4. 让两对学生上台演练。

5. 让学生自己两人一组仿编 3 个新对话。

6. 选几对学生上台表演自编的对话。

7. 比较 borrow 与 have 的区别:

1) *May I borrow your ruler/pen/pencil/a piece of paper?*

2) *Do you have a small piece of paper?*

Step VI . Listening Practice

(参阅 Tb.) 注意: 教师说的时候, 应边说边演示给学生看该怎样做, 等学生做完一个指令后才能进行下一步。学生做完后, 教师可与学生个别对话, 如: *What's your name? How*

are you? 或: Hello, ×××. How are you?

Step VI . Consolidation

见 Tb. 第 23 页 Step 6.

Lesson 3 教学设计

提示: (1) 复习前课内容——反义词; (2) 复习现在进行时及现在分词的基本构成; (3) 初步了解主语是第三人称形式时, 现在进行时行为动词的用法。

Step I . Revision

1. 按照第二课第二段对话, 让学生两人一组自编一段对话并登台表演, 例如:

A: Excuse me. May I borrow your ruler?

B: Certainly. Here you are.

A: Oh, it's too long. Do you have a short one?

B: Sorry. But you may borrow a short one from Li Lei.

A: Thank you very much.

B: You're welcome.

2. 让学生用 long—short, tall—short, big—small 组词: a long/short ruler (pencil, coat, skirt, way…)

a tall/short girl (man, boy, woman, soldier…)

a big/small box (ball, boat, bottle, piece of paper…)

3. 复习打招呼与借物, 可进行如下的师生对话:

T: Hello! My name's….

S: Hello! I'm….

T: How do you do?

S: How do you do?

T: Excuse me. Do you have an eraser?

S: Yes, I do.

T: May I borrow it, please?

S: Certainly. Oh, where is it?

T: Don't worry. Let me help you.

S: I'm sorry. I can't find it.

T: It doesn't matter. Thank you. Good-bye!

S: Bye!

Step II . Presentation

1. 教师板书 Lesson 3, the third lesson, 并说: Today let's learn Lesson 3.

2. 学生合上书听第一部分对话的录音。

3. 学生打开书, 教师先范读一遍, 然后分别与两个学生对话。

4. 学生 3 人一组交换角色朗读 3 遍。

5. 教师分别提问学生:

1) What does Mr Wu want? (a ruler)

2) Who has a ruler? (Li Lei)

3) Is Li Lei's ruler long or short? (short)

4) Does Mr Wu want a short ruler or a long one? (long)

5) Who helps him then? (Lucy)

6. 让两对学生上讲台演练上述内容。同时教师板书下列句子:

Please don't call me, Lily. Who has a ruler/a long one?
You look the same.

让全班朗读这些句子。

Step III . Revision

1. 通过卡片复习现在进行时。卡片正面写上主语、动词及其直接宾语, 如 boys, play football; girl, sing. 反面写上该动词的现在分词, 如 playing, singing. 教师先展示卡片正面向全班提问: What's the girl doing? 指定个别学生回答。S₁: She (The girl) is singing. 然后出示卡片反面, 核对答句。用此法可复习 run, swim, play football, get home, watch TV, wear blue trousers 等词。

2. 教师边板书一个动词边向全班发问, 然后让全班或个别学生快速回答。此做法可复习已学的 20 多个动词的现在分词形式。

Step IV . Presentation

展示第二部分的教学挂图, 让学生看图进行回答。教师先自问自答, 作示范: What are the women doing? They are shopping. 板书 shop [ʃɒp] v. →shopping 并领读 3 遍。然后指着图问全班:

What's the tall girl doing? (fly a kite)

What's the short girl doing? (shop)

What are the two boys doing? (play football)

What's the third boy doing? (eat a banana)

What are the men doing? (mend a car)

Are the women shopping? (Yes, they are.)

Is Polly eating an apple? (No, it isn't.)

What's it eating? (a banana)

Step V . Consolidation

1. 学生打开书, 两两一组按图进行回答。

2. 让两组学生先后上讲台按图进行问答。

Step VI . Workbook

见 Tb. 第 25 页 Step 6.

Lesson 5 教学设计

提示: 在复习旧课的基础上, 学习 5 个单词和句型 How many Xs can you see? 及回答 I can see...。

Step I . Revision

利用教室实物进行以下练习, 注意回答:

1. T: Is there a blackboard/map/kite/boat in the classroom?

Ss: Yes, there is. /No, there isn't.

2. T: Are there any boys/girls/desks/chairs/cats/flowers in the classroom?

Ss: Yes, there are. /No, there aren't any.

T: How many boys are there?

Ss: There are 37. ...

也可让学生之间进行对话练习。

Step II . Presentation

1. 教师说: We are going to learn Lesson 5, the fifth lesson. 并边板书 Lesson 5, the fifth lesson 边领读两遍。

2. 教师用简笔画画出太阳、月亮、大海、轮船、小船、海鸟、树林、大地等, 每画出一个图, 就口述下列句子, 并板书单词: the sun, the moon, the sea, the land, a ship.

① This is the sun/moon/sea/land.

The sun/moon/sea/land is red/white/blue/green.

② This is a ship/boat.

The ship/boat is big/small.

③ These are birds/trees.

They're flying/tall.

3. 领读上述单词, 指出在 sun, moon 等这些世界上独一无二的事物之前一定要加定冠词 the。

Step III . Practice

1. 教师分别指着上述画进行全班或个别问答:

T: What can you see in this picture?

Ss: The sun.

T: What can you see in this picture?

Ss: I can see the moon...

2. 先让学生两两进行问答, 然后请两对学生先后上讲台演练。

Step IV . Learn

1. 让学生听录音, 要求找出其中的生词。

2. 板书 another 并说明: another = an + other. 例举:

① Here's a Chinese book and here's another one.

② Please give me another picture...

3. 让学生再听一遍录音并边听边跟读。

Step V . Practice

1. 让学生打开书仔细看插图, 准备回答问题。教师先示范一遍:

T: What can you see in the picture?

Ss: I can see some birds/trees/ships/people/a house.

T: How many birds/trees/ships/people/houses can you see?

Ss: I can see eight/five/two/three/only one.

2. 学生分组练习, 教师注意检查。

3. 叫两对学生上讲台进行演练。

Step VI . Play game "I can see"

1. 教师说明游戏的做法: I'm thinking of a class-room object and I can see it. I will tell you its first letter. You must guess what it is. Now, let's begin. 并示范:

T: I can see something and the first letter is b. Can you tell me what it is?

S: Can you see a blackboard?

T: No, I can't.

S: Can you see a book?

T: Yes. (再出 3—4 个题)

2. 然后让 2—3 个学生先后上讲台主持这个游戏, 每人出 3—4 个题, 争取能把已学的教室里物品的名词都复习一遍。

Step VII . Consolidation

见 Tb. 第 29 页 Step 6.

Lesson 6 教学设计

提示: (1) 掌握序数词 sixth 的构成; (2) 掌握短语 by bus, by bike, by car, on foot; (3) 注意 usually 读音。

Step I . Revision

1. 教师用彩色笔画出 the sun, the moon, the sea, the land. 然后向全班提问:

T: What's this?

Ss: This is the sun/the moon/the sea/the land.

T: What colour is the sun? ...

Ss: It's red/white/blue/green.

2. 复习句型。个别提问:

T: How many boys/girls/desks can you see in our classroom?

S: I can see 30...

3. 让学生两两一组用上述句型相互问答。同时, 交给一个学生一张纸条, 让其在黑板上将“第一至第五”译成英语。

step II . Presentation

1. 全班检查黑板上的翻译。接着教“第六”, 板书 sixth. 归纳序数词构成法: 大多数序数词是由基数词后面加 th 构成, 如 sixth, seventh. 但注意“第一、第二、第三、第五”的构成。

2. 教师边说边板书: Jim comes to school by bus. Kate comes to school by bike. 然后让学生朗读并翻译。

3. 教师板书几个词, 如 I, He, Tom, We, They 等, 要求学生分别以它们作为主语来套用上述句型, 如:

We—We come to school by bus.

He—He comes to school by bike.

4. 归纳出表示“行进”方式即“乘什么交通工具”的短语是“by—不带冠词的单数名词”, 如 by bus, by bike.

5. 让学生将“乘……”译成英语, 依次引出 by car, by

train, by plane, by air, by ship, by boat.

6. 教师领读小黑板上的句子, 然后让学生朗读:

Li Ming	usually comes to school by	bike.
Mr Wang		bus.
Mr Smith		car.
Mrs Smith		train.
John		ship.

板书 usually ['ju:ʒuəli], 带学生读几遍。

Step III . Presentation

1. 教师通过做动作自问自答:

What am I doing? I'm walking.

How do I usually come to school? I usually walk. I usually come on foot.

板书 walk, on foot.

2. 找 2—3 个步行上学的学生答问:

T: How do you usually come to school?

S: I usually come on foot. / I usually walk.

Step IV . Practice

1. 学生听第一部分对话的录音并跟读。

2. 学生打开书, 先教师范读, 后进行师生对话, 再让学生两两对话。

3. 看图问答。教师先示范, 然后或师生问答或学生相互问答。例如:

1) A: How do you usually come to school?

B: I usually come by car. What about you?

A: Oh, I usually come by car. too.

2. A: How does Mr Smith usually go to London?

B: He usually goes by air/plane. What about Mr Brown?

A: Oh, he usually goes by ship.

Step V . Ask and answer

1. 教师先找个别学生进行问答作为示范, 然后学生两两一组相互问答:

T: *How do you usually come to school?*

S: *On foot.*

T: *What time do you usually leave home?*

S: *At 7.*

T: *What time do you usually get at school?*

S: *At about 7: 30.*

T: *What time do you usually have your meals?*

S: *I have my breakfast at 6: 40, lunch at 12: 10 and supper at 6: 30.*

2. 板书 meal 并译成汉语。

3. 让学生打开 Wb., 将答案填入第 6 课 Ex. 1 的表中。
教师检查。

Step VI . Listening

1. 让学生打开 Wb., 找到第 6 页 Ex. 2。

2. 听录音 2—3 遍, 边听边找答案:

Jim—walk/on foot, Li Lei — by bike.

Wei Hua—by bus. Han Meimei—by train.

twins—by car.

Step VII . Consolidation

见 Tb. 第 31 页 Step 7。

Lesson 7 教学设计

提示: (1) 掌握形容词 fine 和 clean 的用法; (2) 掌握第三人称单数表“行进”方式问句 How does he/she go to work? 的用法。

Step I . Revision

1. 通过师生问答复习 by bus/car/train/bike/ship 和 on foot.

T: How do you usually come to school?

S: I usually come by bike. What about you, A?

A: I usually come by bus...

2. 小黑板写着 Li Lei 的生活作息时间表, 据此先进行师生问答作示范, 然后学生两两一组相互问答:

起床	早餐	离家	到校	午餐	离校	晚餐
6: 00	6: 30	7: 00	7: 50	12: 10	5: 40	6: 50

3. 板书 Lesson 7, the ____ lesson, 并问: Who can write the right word? 让一个学生在黑板上填上。

Step II . Presentation

1. 交给一个学生一张便条, 要求他在黑板上依次写出星期的名称。同时问全班:

T: What day is today?

Ss: Today is ...

T: Is it a fine day?

Ss: Yes, it is.

T: Is the air nice and clean?

Ss: Yes, it is.

板书: It is a fine day. The air is nice and clean. 并领读一遍。

2. 全班检查黑板上星期的名称。教师在 Monday to Friday 旁板书 by bike, 在 Saturday 旁板书 by bus. 然后说: Miss Gao usually comes to school by bike, but sometimes by bus. 板书 sometimes. 再用 on foot—by bike, by bus—by car 替换, 让学生跟着说。

3. 让学生试着用 usually—sometimes 造几个句子。