

**新目标**

*Go for it!*

**初中英语**

**优秀教案精选**

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**七** 年级  
(下册)

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# 新目标初中英语优秀教案精选

## (Go for it!)

(七年级下册)



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## 前言

当前,正在全国范围内轰轰烈烈开展的基础教育课程改革是历次教育改革中最深刻的一次。一时间,我们不少教师对英语教材的快速变化感到无所适从。面对历史车轮的飞速前行,我们必须以“积极”的“不变”去应对“新颖”的万变。可以断言,今后的教材更新换代的周期会缩短,教材更换会更加频繁。新教材无论是在课程功能、课程理念、课程目标、课程内涵方面,还是在课程内容、课程实施、课程评价和管理等方面都较以前有很大的突破和创新。如何适应新教材就成为我们广大英语教师亟待解决的问题。为此,我们邀请了国家第一批教改实验区一线的特、高级教师共同编写了这本与最新人教版《初中英语新目标〈Go for it!〉(七至九年级)》配套的优秀教案一书。

人教版《初中英语新目标〈Go for it!〉(七至九年级)》优秀教案一书每个单元为您设计了“单元教材分析;教学目标;教学重点、难点;课时安排;教学方法与学习策略”等五个精彩栏目。单元教材分析见解独到、精辟;教学目标准确、科学、具体;知识技能、情感态度、学习策略、文化意识四维目标整合;教学重点、难点具有典型性、针对性;课时安排严谨、缜密,教学过程详细具体,着眼学生的发展,着力夯实能力基础,真正关注学生,激发他们的学习兴趣,促进他们学习方式的转变,努力追求自主、生动、合作、探究、开放的课堂教学氛围;教学方法与学习策略真正体现新课改倡导的“学生发展,教师提高”、“教学相长,互动成才”的科学发展观。

该书具有五大特色:

**前瞻性** 教案的作者都是新课标教改的试验者和开拓者,他们在实践中前行、奋进,引领着教学改革的主流。

**原创性** 这些教案设计都是试验区教师的教学研究成果,是经过教学实践检验的优秀教学经验的荟萃。

**互动性** 本书在教学过程的设计上强调互动,倡导学生主动参与、乐于探究、勤于开口、大胆表现、展示个性,培养综合能力。

**实用性** 该书除了对单元进行整体科学安排外,每个课时一个教案。每个教案为您精心设置了六个栏目,即“教学内容”、“教材分析”、“教学目的和要求”、“教学重点和难点”、“教学过程”、“教学感悟与反思”,从点到面,系统性强,指导性强,可操作性强。

**促进性** 正如著名教育改革家魏书生所言:误人子弟的教师偶有成功,不知感悟,不知原因何在,失败之后,不会反思,只会抱怨,以致恶性循环;名师则从成功中感悟出智慧,从失误中反

思出教训,成功失败都能转化成财富。该书基于这样的教学理念,在每一课时后都精心设计了教学感悟与反思。读者在其中可以受到启迪、得到灵感、产生顿悟、增长智慧,从而激发对自己教学感悟与反思的自觉性,提高教学水平。

该书的编写过程漫长而辛苦,汇集了浙江、四川、湖北、江苏等众多知名教师的辛勤劳动,凝聚着老师们的独具匠心以及超前的教学理念。他们为使该书早日与教师见面,废寝忘食,放弃节假日的休息,为广大教师奉献了丰盛的文化大餐。

我们真诚希望广大英语教师及广大英语教研员在使用时给我们提出宝贵意见,力争再版时更完善、更实用,让她真正成为你工作中的益友,我们就感到欣慰了。

让我们一起为新课程的理想而努力!

编者

2007.4

# Contents

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## 目 录

### 七年级下册

Unit 1	Where's your pen pal from? .....	揭和娟(1)
Unit 2	Where's the post office? .....	吕 静(12)
Unit 3	Why do you like koalas? .....	吴轶敏(25)
Unit 4	I want to be an actor. ....	林春芬(36)
Unit 5	I'm watching TV. ....	刘志琼(52)
Unit 6	It's raining. ....	姜妙欢(63)
Unit 7	What does he look like? .....	吴丽芬(78)
Unit 8	I'd like some noodles. ....	陈静其(90)
Unit 9	How was your weekend? .....	楼伟央(107)
Unit 10	Where did you go on vacation? .....	张红专(117)
Unit 11	What do you think of game shows? .....	姜妙欢(133)
Unit 12	Don't eat in class. ....	张敏红(149)

# Unit 1 Where's your pen pal from?

浙江丽水 揭和娟

## 单元教材分析

本单元围绕“谈论人们的国家、国籍及所说语言”(Talk about countries, nationalities and languages)和“居住城市”(Ask and tell where people live)这两个功能项目展开教学活动。主要涉及的话题是笔友从哪里来?说什么语言?住在哪个城市?教材Section A 1a的图片展示了一张世界地图以及几组学生的对话,为本单元的教学提供了一个真实的语言环境。与此相同的语法项目是where和what的特殊疑问句及其回答,如:Where is your pen pal from? She's from Australia. Where does she live? She lives in Sydney. What language does she speak? She speaks English. 等等。本单元是Go for it七年级下的起始单元,所以教师要做好复习和衔接工作。本单元的话题具有实用性、时代性和学科渗透等特点。在教学中要设计一些贴近学生生活和真实的语言环境来激发学生学习英语的兴趣,鼓励学生在积极、主动的参与中体验英语学习的过程,促进学生语言实际运用能力的提高。开发学生的多元智能,重视以人为本,培养学生用现代化手段进行交流信息、获取信息 and 处理信息的能力。

## 教学目标

### 【知识技能】

1. 掌握和运用新的词汇和短语及其相关用法。
2. 能回答where, what引导的, 询问“从哪里来的”、“住在哪里”等特殊疑问句。
3. 能读懂并根据个人信件、邮件、卡片信息和笔友进行信息交流。
4. 能根据现代工具查询互联网上的笔友俱乐部, 动手制作一张大的世界地图以及自己熟悉或喜欢的国家的国旗, 培养学生的动手能力、探索精神和创新意识。

### 【情感态度】

1. 培养学生学习英语的愿望和兴趣, 学生通过主动积极参与英语实践活动, 敢于用英语进行表达。在英语交流中注意并理解他人的情感。
2. 通过各国家、国籍、语言、城市及国旗的学习, 引导学生了解各国文化差异, 学会理解和尊重异国文化。
3. 通过小组合作学习, 培养学生寻求帮助、和谐相处的品质, 精诚协作的意识以及乐于与人合作的精神。

### 【学习策略】

1. 认真做好预习工作, 及时完成教师布置的课前任务。
2. 上课专心听讲, 勤于思考, 学会寻求和归纳语言规律并举一反三。
3. 善于在课内外学习活动中抓住机会, 主动参与课堂活动, 勤于思考; 积极主动与人合作,

和谐共处;敢于用英语进行交流。

4. 与教师和同学交流学习英语的体会;在反思、顿悟和自省中,不断进行情感和策略的调整,以形成积极的学习态度;遇到困难时,有效地寻求帮助。

### 【文化意识】

通过了解、区别各国国家、国籍以及语言的不同拼写,提高学生对各国文化差异的敏感性和鉴别能力,加深对本国文化的理解和认识,培养学生的世界意识及初步的跨文化交际能力,培养他们的爱国主义精神。

## 教学重点、难点

1. 掌握一些国家、国籍、语言以及重要城市名称的拼写及用法。

2. 掌握一些有用的词汇、短语和句型: Where is your pen pal from? She's from Australia. Where does she live? She lives in Sydney. What language does she speak? She speaks English.

重点词汇: country, language, Australia, Canada, France, Japan, the United Kingdom, Sydney, New York, Paris, Toronto, Tokyo, French, Japanese, pen pal.

3. 掌握where, what引导的特殊疑问句及回答。

4. 创设情景设计话题,运用所学词汇、句型,学会用英语写信、发e-mail交笔友等,使语法项目在交际活动和完成任务中得到熟练掌握,增强学生的实践能力。

## 课时安排(四课时)

1. 第一课时: Section A(1a~1c)

2. 第二课时: Section A(2a~2d)

3. 第三课时: Section A(3a~3b), Section B(2a~2c)

4. 第四课时: Section B(3a~3c), Self Check(1)

## 教学方法与学习策略

### 【教学方法】

1. 通过情景的设置和活动的开展,引导学生在体验、实践、参与、合作和交流中积极主动运用语言。创设情景,营造氛围,激发兴趣,鼓励参与,培养学生在实际生活中运用英语的能力。在实践中学会用英语学习、用英语探讨的习惯,培养他们的自学能力和独立思考能力,自主探讨的精神和求实创新的意思。

2. 运用“任务型教学”,根据学习内容设计各种交际任务,让学生在完成任务中进行学习,体验用英语学习、学会用英语做事的过程。“自主——合作——探究”的教学方法,在轻松愉快的环境中合作学习语言,给学生提供交流合作的空间和时间,促使学生为完成任务和同学进行合作,为完成任务进行探究学习,从而培养学生综合运用语言的能力。

### 【学习策略】

1. Talking: 通过对话、表演、提问等方式,培养学生敢于张嘴、勇于质疑的良好学习习惯。

2. Practicing: 通过开展采访、调查、竞赛等多种形式的小组训练活动,明确在用中学英语、交流中学英语的思想。

3. Listening for specific information: 通过听的方法获取信息,培养学生专心听、细心辨的良好学习习惯。

4. Learning by doing: 通过让学生制作世界地图和各国国旗等活动, 发挥学生的主体作用, 提倡学生勤于动手, 培养他们的动手能力。

## The First Period

教案手记

### 教学内容

学习几个国家的名称以及回答“where”引导的特殊问句。

1. Words and phrases: pen pal, Australia, Japan, Canada, France, The United States, Singapore, the United Kingdom.

2. New patterns:

Where is your friend from?

He's from Australia. / She's from Japan.

### 教材分析

这是七年级下册第一单元的第一课时, 主要话题是学习国家名称以及学习并回答where引导的特殊问句。Where is your friend from? He's from.... She's from.... 本课时是英语课和世界地理课的整合, 新课程提倡学科之间的相互渗透。教师利用世界地图的设计, 让学生在真实的语言环境中既轻松又快速地记住这些国家的名称, 并能用英语进行交流。

### 教学目的和要求

1. 掌握本课涉及的国家的英语名称, 并能在地图上迅速找到这些国家所处的位置。
2. 学会运用本课学过的词汇和句型在真实的语境中自然地进行交流。
3. 在地图上可以扩展学习其他一些国家的名称, 扩大词汇量和知识面。
4. 加深同学之间的了解和合作, 培养学生的合作意识和团队精神。

### 教学重点和难点

1. 学生能口、笔头熟练地运用Where is your friend from? He's from.... She's from.... 进行交流。
2. 正确拼写这些国家及语言名称是个难点。

### 教学过程

T—teacher S—student Ss—students Bb—blackboard

#### Step 1 Warming up

Let's sing *Friends*.

Friends are new. Friends are old. Friends are here, and friends are there. Friends are thin. Friends are fat. Friends are tall, and friends are short. Friends are kind, and friendship's gold.

#### Step 2 Talking

1. Show a map of China. Say: What's this in English? S: It's a map. It's a map of China.

Point to China and say: I'm from China. Are you from China? Yes, all of us are from China. We are Chinese. Then show pictures of the following countries: the United States, the United Kingdom, Australia, France and talk with the Ss like this: What country is this? Help them answer.

2. Show a map of the world on the Bb. Ask some Ss to point out the locations of these countries.

3. Say: I have a pen pal (friend). She's from Japan. Ask: Do you have a pen pal? Where is he / she from? (Think over for a few minutes.)

### Step 3 Practice

1. Get the Ss to practice like this in pairs, then ask some pairs to act them out. (point to the map) Where is your pen pal from?

2. Section A 1a: Listen and repeat these countries. Get the Ss to repeat the names of the countries. Point out the location of each country and ask the Ss to repeat the names again.

3. Section A 1b: Listen and circle the countries in 1a they hear.

### Step 4 Pairwork

1. Get pairs of the Ss to point to the map and act out the conversations in the picture: Where is your pen pal from? He / She's from....

2. Then look at the things in the backpack: Where are these things from? Ask and answer questions about where they are from? e.g. Where's your eraser / pencil / pencil-sharpener / pencil case... from?

3. Look at the things around the Ss. Then practice like this: Where's your watch / bag... from?

### Step 5 Games

1. Have a competition. Divide the class into two teams. Ask two Ss from both teams to choose one of the cards with different countries' names written on, and put the words of countries on the correct place of the map. See which team does it faster and better.

2. This time ask one of the Ss to come to the front and cover his or her eyes, choose one word from the card to put it on the map correctly.

### Step 6 General training

Survey (in groups): Which of the Ss in your class have pen pals? Where are they from?

Who has a pen pal?	Pen pals' names	Where are they from?

### Step 7 Homework

1. Ask the Ss to draw a map of the world, write the names of the countries (as

many as possible) at the correct places.

2. Ask the Ss to make flags of their favorite countries and see who can do best.

### 教学感悟与反思

本节课旨在学习书上要求的国家的名称并增加了其他一些国家的名称,一张英文版的世界地图和两个游戏能帮助学生更好地记住这些单词并熟练运用所学句型。

## The Second Period

### 教学内容

学习国家和城市名称。

1. Words and phrases: 国家名称Australia, the United States, Canada, France, Japan及城市名称Sydney, New York, Paris, Toronto, Tokyo等。

2. New patterns:

Where is John's / her pen pal from?

Where does he / she live? He / She lives....

### 教材分析

这是七年级下册第一单元的第二课时,主要话题是询问并回答人们的住所。通过对世界地图或有代表性的著名城市的图片进行问答,学生对这些国家和城市有所了解,在设计的语境中复习他们所学的世界地理知识。同时除了本课学到的国家和城市外,增加一些学生熟悉的其他国家及城市的名称。

### 教学目的和要求

1. 掌握了解这些国家的著名城市并询问及回答人们的住所。
2. 通过图片创设模拟真实的语言环境,在身临其境中实现言语的交流活动。
3. 扩展课文内容,如这些国家其他城市的标志性建筑物。增加其他一些学生熟悉的国家及城市,拓宽学生的知识面。

### 教学重点和难点

1. 学生能熟练、准确地运用本课提供的国家及城市的名称。
2. 准确地拼写部分城市名称,对部分学生来说还有困难。
3. 语法第三人称单数的动词变化形式及其特殊问句和回答仍是一个难点。

### 教学过程

T—teacher S—student Ss—students Bb—blackboard

#### Step 1 Warming up

Chant: Where are you from? I'm from China, China, China.

Where is Jim from? He's from England, England, England.

Where is Kate from? She's from America, America, America.

Where are they from? They are from Canada, Canada, Canada.

Where is your friend from? He's from Japan, Japan, Japan.

Where is your pen pal from? She's from France, France, France.

### Step 2 Revision

Ask pairs of the Ss to point at the map of the world. Then make up a dialogue like this:

S1: Where's your pen pal from?

S2: He / She is from....

Act out the dialogue.

### Step 3 Talking

1. T: Where's your pen pal from?

S1: He / She is from the United States.

T: Where does he / she live in the United States? (point at the map, guess)

S2: New York, Washington, etc.

Show some pictures of famous cities in the world and ask the Ss to guess "What cities are they?" "What country are they in?" (Sydney, Paris, Toronto, Tokyo...)

2. Point out the list of cities. Read the list aloud.

### Step 4 Practice

1. Section A 2a: Where are these cities? Complete the chart below and number the pictures. Show what country the city is in.

2. Section A 2b: Listen and circle the cities in 2a they hear.

3. Section A 2c: Listen again and complete the chart.

### Step 5 Pairwork

Get the Ss to ask and answer with these:

"Where is your pen pal from? Where does he / she live?"

Point at the map and act out the dialogue.

### Step 6 A competition game

Show the pictures of the cities on the screen and see who can say their names and what country are they in. The one who can say the most quickly is the winner.

### Step 7 General training

Match some pictures of the cities with the maps of the countries on the screen. e.g. Shanghai / Beijing / Hangzhou—China. Tokyo—Japan. London—the United Kingdom. Sydney / Ottawa—Australia. Washington D.C. / New York / Los Angeles—the United States, etc.

### Step 8 Homework

Download some pictures of countries and cities. Make a post card (assume it is from a pen pal or to a pen pal) and write some English words on it.

### 教学感悟与反思

通过有关国家和城市的图片,学生能更好地记住这些单词。多练习一般现在时第三人称单数动词及助动词do, does的用法。

## The Third Period

### 教学内容

学习各国语言及回答what引导的特殊疑问句。

1. Words and phrases: language, Japanese, French, in English, world.

2. New patterns:

What language does she speak / do they speak?

She speaks / They speak English / French / Japanese / Chinese.

### 教材分析

这是七年级下册第一单元的第三课时,主要学习各国国家语言的名称,学会询问别人说什么语言并能回答。教师要设计一些情景,让学生加强训练,熟悉运用、掌握这些国家、国籍和语言名称的表达及拼写规则。

### 教学目的和要求

1. 学习句型What language do they speak? 及其回答。了解和熟悉这些国家、国籍及语言名称等单词的区别和用法。

2. 运用对话表演、游戏等多种形式的情景模拟活动,使学生大胆发言,敢于用英语进行交流。

3. 增加其他一些国家及语言名称的单词。

### 教学重点和难点

1. 学生能口、笔头熟练地运用新学词汇、短语及句型What language... speak? 并能回答。

2. 各国语言名称的拼读和拼写是本课的难点。

### 教学过程

T—teacher S—student Ss—students Bb—blackboard

#### Step 1 Warming up

A guessing game...

Choose two Ss. S1 faces to the class and can't see the screen. S2 describes the place and asks "where's my pen pal from?" "Where does he / she live?" S1 guesses.

#### Step 2 Revision

1. Review the pattern: Where is your pen pal from? Where does he / she live?

2. Ask the Ss to act out the scene in front of the map of the world. Practice the dialogue.

#### Step 3 Talking

1. Section A 3a: Ask the Ss to work in pairs as they answer the questions. Correct the answers. Chinese only: China. English only: The United Kingdom, Australia, The United States. Chinese and English: Singapore.

Note: Some English is spoken in all of these countries. Some Chinese is spoken

in all of these countries.

2. Section A 3b: Assume that they each have a pen pal from a different country. Point to the diagram in 3a and say: "Now please talk about your new pen pal. Use the country names and language names from 3a." Ask several Ss to perform their conversations for the class.

### Step 4 Practice

1. Section B: Match the language teaching book with the country. Point out the sample answer and say, "Chinese is Fun! Comes from China."

2. Ask the Ss to write the letter to the correct country in the box next to the title of each language book. Ask the Ss to work in pairs.

### Step 5 Listening and writing

1. Section B 2a: Listen carefully and number each question you have heard on the tape. Point out the sample answer: fill the number "1" in front of the sentence: What's her name? First, only listen. Then number each of the questions they have heard.

2. Section B 2b: Play the tape and ask the Ss to complete the answers individually.

### Step 6 Performance

Ask each student to work with a partner. One is mother. The other is Lucy. Ask and answer the questions in 2a. Then ask a pair to perform the conversation for the class.

### Step 7 A quiz game

Name that place! Divide the class into pairs, point out the question and answer in the first picture on page 3. One person from a pair will ask a question. One person from another pair can shout, "Yes! " If the answer is wrong, the group can shout "No! ".

### Step 8 General training

Fill in the chart with the correct words.

Countries	Cities	Languages
The United Kingdom	London	
	Beijing	
The United States		
		French
		Japanese
	Toronto	
Singapore		

Keys:

Countries	Cities	Languages
The United Kingdom	London	British English
China	Beijing	Chinese
The United States	Washington D.C.	American English
France	Paris	French
Japan	Tokyo	Japanese
Canada	Toronto	French and English
Singapore	Singapore	English and Chinese

**Step 9 Homework**

Make an ID card with the Ss' detailed information.

**教学感悟与反思**

本节课通过“What language... speak?”这一特殊疑问句以及回答,帮助学生更好地互相了解彼此笔友的情况。口语上问题不大,各国语言名称的拼写需要加强,鼓励学生的方法可以多样化。

**The Fourth Period****教学内容**

告诉学生交笔友最简单的方法是查询互联网上的笔友俱乐部,那里有许多组织机构在帮世界各地的学生找笔友。上网下载一些不同国家的孩子寻找笔友的来信,通过所学的一些词汇,联系实际,给笔友写信或者收集笔友。学习制作ID card,并根据ID card内容寻找笔友。

1. Words and phrases: Toronto, dislike, King, Sam, Julie, Mars, Martian, action movie.

2. New patterns:

I'm from China. I live in Beijing. I speak Chinese. This is a photo of my family.

**教材分析**

这是七年级上册第一单元的第四课时,主要学习用英语写信,发e-mail,制作ID card,并根据ID card内容寻找笔友。本课时通过写信的方式,巩固学生已学的知识。

**教学目的和要求**

1. 学习制作ID card,并根据ID card内容写信收集笔友。
2. 复习掌握句型“I'm from....”“I speak....”等。

3. 学会写英文信,注意中英文写信格式的不同。了解中西方文化的差异,加深对本国文化的理解和认识。

4. 复习几个国家、国籍、语言名称的单词,帮助、教育学生如何交友并珍惜友情。

### 教学重点和难点

1. 通过卡片信息,运用所学词汇或短语写信。

2. 复习国家、国籍、语言名称、爱好等词汇。

3. 写英文信、发e-mail及格式。

### 教学过程

T—teacher S—student Ss—students Bb—blackboard

#### Step 1 Warming up

Let's chant.

Englishmen are from England.

They speak British English.

Frenchmen are from France.

They speak French.

Americans are from America.

They speak American English.

Canadians are from Canada.

They speak French and Canadian English.

Japanese are from Japan.

They speak Japanese.

#### Step 2 Talking

Show some pictures of the famous persons(Michael Jordan, Beckham, Ronaldo, etc.) Ask the Ss to guess who he / she is, then talk about them (their countries, nationalities, languages they speak, places they live, etc.) e.g. Michael Jordan is a great basketball player. He is from America. He speaks English. He lives in....

#### Step 3 Reading

Section B 3a: Ask the Ss to read the letter quickly and answer the questions. Write the correct answers on the board so that the Ss can check the spelling and other details of their answers.

#### Step 4 Writing

Section B 3b: This is a letter from a boy in Australia. He wants to find a pen pal. Complete the pen pal letter with the information on the card. See who finishes it first. Then show the answers on the screen.

#### Step 5 Practice

1. Ask the Ss to make their own information card and then write an e-mail about themselves. Tell them to use 3b as an example.

2. Look at 3c: Make an information card. Then write an e-mail about themselves. Write a letter or send an e-mail to Tom King as his pen pal according to 3b, the letter from Tom King.

#### Step 6 Self Check

1. Ask the Ss to check all the words they know or find out the meanings of any words they don't know. They can use a dictionary.

2. Ask the Ss to write five new words in their Vocab-Builder on Page 112 (or as many as possible).

3. Imagine that Sally, Jim and Julie are new Ss in their class. The Ss are to describe them with the words, sentences and the patterns they have learnt.

### Step 7 Just for Fun (performance)

Ask all Ss to read the conversation. Invite pairs of Ss to present the dialogue to the rest of the class.

### Step 8 General training

Fill in the blank with the correct words.

1. They are from China. They are \_\_\_\_\_ teachers.
2. We are Canadians. We come from \_\_\_\_\_. Some of us speak both \_\_\_\_\_ and \_\_\_\_\_.
3. They come from \_\_\_\_\_. They speak English. They like London.
4. Frenchmen come from \_\_\_\_\_. They speak \_\_\_\_\_. They like Paris.
5. Tom is from America. He is \_\_\_\_\_. He speaks American \_\_\_\_\_.
6. They are Australians. They come from \_\_\_\_\_. They speak Australian \_\_\_\_\_.
7. Keiko is from Japan. She speaks \_\_\_\_\_.

(Keys: 1. Chinese 2. Canada, French, English 3. the United Kingdom / England 4. France, French 5. American / the United States, English 6. Australia, English 7. Japanese)

### Step 9 Homework

Write a letter or send an e-mail to Tom King as his pen pal.

### 教学感悟与反思

本节课通过ID card的介绍,初步学习书信和e-mail的书写格式。由于所学词汇的限制,教师对学生提供适当的帮助和指导。