



北京名师教案

初中英语

周国彪 ○ 主编

**张扬教师个性风采
强化学生主体参与**

English

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前 言

“深化教育改革,全面推进素质教育的核心是促进人的全面发展。发展学生的主体性是学生获得发展的根本保证。提高课堂教学质量,建构主体参与型的课堂教学模式,进行学科素质教育研究是教学改革的重点。培养学生创新精神和实践能力的主阵地是课堂教学。要让课堂教学充满生命力,真正让学生成为学习与发展的主体而不是书本和考试的奴隶,亟需将单一的继承型、维持型、守成型的教学模式转变成开拓型、发展型、创造型的多种教学模式”。——这是北京东城区参加并完成了联合国亚太地区办事处和中国联合国教科文组织全委会签订的“提高学生学习质量整体改革国家行动计划”实验项目后得出的基本结论!

该实验项目 1999 年启动,首都中、小学校教师和教育科研工作者依据主体教育理论和素质教育、创新教育、全面发展等教育理论,制定了建构学生主体、培养创造能力、实现整体优化、促进全面发展的新思路,提出了“主体参与、分层指导、激励评价、及时反馈”16 字课堂教学原则,不断提高教育艺术和水平,坚持以提高学生自主学习能力、创新意识和实践能力为教学目标,充分发挥学生在学习过程中的主体性和创新性;在教师有效的引导、调控下,使教和学的操作流程有机结合,建构了新型的课堂教学模式,深化了创新思维和创造能力的培养,使学生的基本素质得到了全面提高。

在此基础上,我们精选了首都部分教师(其中不少位是特级教师,是教育界的名家)精心设计的,能展示新的教育思想、教育观念、教学方法、教学手段的“教案”,按初中语文、数学、英语、理化、史地,小学语文、数学、科任学科汇编成册。教案设计是教师教育思想的反映,反映着教师的质量观、教学观及其学识水平和业务能力。我们的初衷是为了藉此引起广大教师对教案设计问题的思考、研究和改革。因此,我们所做的工作更多的是“授之以渔”,而不是“授之以鱼”。八个单册教案篇目的选择更多注重其学科代表性、典型性,希望能有“窥一斑而知全豹”的效果。素质教育的全面推进,要求广大教师,尤其是青年教师必须研究教和学的方法和科学设计教案,真正做到让学生爱学、会学、主动地学,这也是做一名好教师的重要的基本功。我们的“教案”若能在其中有所裨益,将是我们的莫大快慰。

这套书是各位教师对课堂教学全身心地投入,坚持学习、实践、创新的结晶,它凝聚着教师们的心血,也浸透着教师们的汗水。但囿于编委会人员水平有限,又加之时间较短,因此书中不足之处在所难免,敬请读者指正。

编 者

2001 年 7 月

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1. Alphabets

Teaching Aims:

1. To show the students that some alphabets are meaningful.
2. To teach the students how to pronounce these alphabets.
3. To teach the students how to write these alphabets.
4. To learn some new words whose capital letters are these alphabets.
5. To learn how to greet others in English.

Main and difficult points:

1. To distinguish J and G, B and D, etc.
2. Some pronunciation of the new words.
3. How to introduce oneself.

Teaching Aids: 1. some pictures; 2. a recorder

Teaching Procedures:

Step 1 : Lead-in

Aims: 1. To arouse the students' curiosity to learn English.

2. To teach the students how to pronounce and write them correctly.

Methods: 1. Show the first picture which is the capital letter P and ask the students if they know what it stands for.

2. Show the second one that is W. C.

3. Show the third one that is CCTV.

4. Show the forth one that is NBA.

5. Ask the students if they know any other alphabets which have some meanings.

6. Ask the volunteers to say the alphabets if they can.

Step 2 : Presentation

1. Teach the students to read the alphabet A.

2. Check the students individually.

3. Draw the four lines on the board and fix their eyes on how to write it.

4. Ask one student to imitate what he saw on the board.

5. Then ask another student to come to the board to write the alphabet again.
6. Let all the students write the alphabet "A" and "a" three times in their exercise books.
7. Go on teaching other letters B, C, D, E, F, G in the same way.
8. Let them read the letter which is pointed to.
9. Choose one student to be a teacher who can stand in the front to check the other students.

Step 3: Consolidation

Game: Say the letter which is after the asked one. For example: If the teacher says B, they must say C. Play the game in different group. The champion group will be the one who gets the most correct answers. At last the teacher can give some stickers to the champion group in award.

Step 4: Word study

Learn these words: A—apple, B—boy, C—car, D—dog,
E—egg, F—fish, G—gate

(使用图片: 苹果(A), 男孩(B), 狗(D), 鸡蛋(E), 鱼(F), 大门(G).)

Methods:

1. show the picture apple, pronounce the word and spell it: a-p-p-l-e.
2. The students read it.
3. Teach the other words in the same way.

Step 5: Dialogue

As this is the first class, the students haven't known each other. The dialogue offers a good chance to the students to introduce themselves.

1. Listen to the recorder and imitate it.
2. Open the book. Read it again.
3. Pair work. Read it in pairs and recite it.
4. Act it out in front of the other students.

Step 6: Feedback

1. Check writing in order to know if they still remember the right order.
2. Encourage the students to find the same vowel among these letters. Such as b, c, d, e, g.
3. Read Part 3
4. Review the words that they have learned.
5. Listen to the tape.

图:



Step 7 : Homework

1. Copy the seven letters twice.
2. Recite the dialogue and the new words.
3. Find something or someplace which or where the letters can be used.
(看图,找出图中的英文字母,然后将它们涂上你喜欢的颜色。)



Board Design

Unit 1 Hello! Nice to meet you!

Lesson One

1. Alphabets:

Aa Bb Cc Dd Ee Ff Gg

2. Writing:

T: | Aa Bb Cc Dd Ee Ff Gg
S: |

3. Words:

apple 图片(挂图) boy 图片(挂图) car 图片(挂图)
dog 图片(挂图) egg 图片(挂图) fish 图片(挂图)
gate 图片(挂图)

Teaching Summary

Number of students: 50 Time: 45 minutes

Lesson Objectives: At the end of the class, the learners will know the pronunciations of some alphabets and know how to write the letters from A to G in the right order. At the same time, they also learn some new words. Meanwhile the learners can communicate with each other after learning the dialogue, using what have been taught in class.

Stage	Procedure	Interaction	Student Activity	Teacher Activity	Time (min)
1	Lead-in: show some pictures and explain	T→S	listening	speaking	2
2	Presentation: Read the alphabets	T↔S	speaking and listening	speaking and listening	2
3	Read the alphabets one by one	S	speaking	monitoring	2
4	Write the alphabets	T	watching	writing	2

续表

Stage	Procedure	Interaction	Student Activity	Teacher Activity	Time (min)
5	Imitate	S	writing	watching	2
6	Write the right letters three times	S	practice	checking	2
7	Let a student be a teacher to check	S↔S	listening, speaking	monitoring	3
8	Say the certain letter	T→S	speaking	pointing	2
9	Oral practice	S↔S	speaking	monitoring	5
10	Learn the rest letters	T↔S	speaking	monitoring	7
11	Consolidation(game)	S↔S	playing and speaking	monitoring	3
12	Word study	T↔S	learning and speaking	teaching	5
13	Dialogue	T→S	listening, speaking practising	monitoring	4
14	Feedback; practise listening	S	practising	monitoring	3
15	Homework	T→S	listening	speaking	1

教者手记

学生由小学升入初中是一个不小的变化,由于小学英语课受到师资和课时的限制,因此与初中的英语教学有许多的不同。但大部分同学升入初中前已有了一定的英语基础,已掌握了26个英语字母,可是在教学中我们发现一部分同学的发音不准确,书写不规范。因此初中的英语教学在一定程度上说也是学生的英语启蒙教育,它的第一堂课就尤其重要了。第一堂课效果的好坏对学生今后的学习起着重要的作用。第一堂课既要体现出知识性,也要体现出趣味性,引起他们的求知欲,盼望着再上英语课。因此在本课教学中,在让学生全面接触到听、说、读、写训练的同时,也让他们自己去感悟英语是一种交流的工具,既来源于生活,也服务于生活,本课的导入就本着这一原则。在导

入中力求内容的新颖,能从一开始就吸引住学生,让他们情不自禁地跟着你走。在新颖的同时,还力求材料的生活化、大众化,最后做到导入部分让学生觉得是自然的,而不是生拉硬拽地附加上的,因此我用了几幅生活中的图片,如停车场 P,中央电视台的标记 CCTV,公共厕所 W.C.,以及学生最喜爱的美国 NBA 篮球比赛,这些图片在吸引学生的同时,也让他们意识到生活中有许多地方离不开字母。

其次,本堂课应加强纠音的力度,力求使每一个同学将所学字母做到发音标准、书写规范,这并不难,问题是如何调动他们的积极性。这就是我本课所设计的一些活动。如在 Presentation 中,让一些同学当老师,鼓励他们比着学、大胆说,让他们主动发现别人的错误,而自己少犯或不犯错误,另外还采用比赛的形式,鼓励他们在自己学好、学会的基础上,去帮助别人,学会与他人合作的团队精神。

字母并不是惟一的目标,它是为单词做铺垫,同时本课也用图片的形式给出与字母相关的一些简单的单词,学生就能容易地记住它们。在学会词的基础上,让他们听几个简单的对话,由于彼此并不熟悉,因此这为对话的练习和表演提供了一个很好的机会,大家在说的过程中,彼此做个介绍,学以致用。在反馈中,除了采用几种老的方式外,我还采用了看图和听力的方式,力求使教学更贴近学生的年龄,也更符合时代的特点,最后的写落在作业上,除了机械的抄写、记忆外,还用一副图,让他们去找字母。

以上是对本课的一些基本构想,相信您会有更好的、更新颖的想法,希望您能将它完善,更好地服务于教学。在教学中多采用鼓励与赞扬的方式来树立低年级学生学好英语的信心,使英语更轻松、更容易地被学生所接受。

(授课教师:罗红燕)

2. What's that in English?

Aims: By the end of the lesson, students are able to ask and answer:

- What's that in English?
- It's a desk. (It's an apple.)
- Is that a car?
- Yes, it is. It's a Chinese car.
(No, it isn't. It's a Japanese car.)

Main points: —Is that a car?

—Yes, it is. It's a Chinese car.

(No, it isn't. It's a Japanese car.)

Difficult points: How to use "this" and "that" correctly

Teaching aids: cards, objects, the blackboard and a recorder.

Teaching procedures:

Step 1 : Lead-in

Start to draw a picture. Have students guess what it is about to be drawn. For example, draw a point "•" and let them guess. If they can't, go on drawing a circle with the point in the middle ⊙. Don't stop drawing till they know what it is. If they can not guess it right, tell them first in Chinese and then in English in the end. Many words can be taught in this way. (Note: ⊙ is a pencil.)

Step 2 : Presentation

After guessing, you can do as following:

Teacher: What's this in English? (Holding a pencil-box up)

Students: It's a pencil-box.

Teacher: What's this in English? (Holding an eraser)

Students: It's an eraser.

Teacher: What's that in English? (Pointing at a map on the wall)

Students: It's a map.

Teacher: Is that a map? (Pointing at a picture)

Students: No, it isn't.

Write above sentences on the blackboard. Do this kind of exercise again to help students to understand what difference there is between "this" and "that".

Step 3 : Consolidation

(1) Books closed! Listen to the tape (Page 19 Lesson 16) and try to imitate the pronunciation and intonation. After listening at least three times, have one student repeat one sentence, without looking at his/her book. It will be better to ask the students who, you think, can do well to repeat it because he/she will set up good examples for others. After a few times, you can give the rest students some more chance. Books open! And read in pairs.

A few minutes later, ask students to recite the short dialogue in pairs first. In order to make it easy, have ready some car pictures or small toy cars. Choose most of the pairs to act it out without looking at their books. Of course, they do not need to recite it word by word. Don't interrupt them while they are acting. Point out their any mistake till they finish it. If the mistake is not serious, let it be.

Everyone needs encouragement, especially children.

- (2) Uncontrolled practice, in groups. Ask anything they can touch or not to make use of the patterns freely.

What's this in English? It's a desk. (It's an apple.)

What's that in English? It's a map.

Is that a car?

...

Step 4: Feedback

- (1) WB. Page 102 Lesson 16 Part 3. Put in the missing letters.

First, have students put in the missing letters by themselves.

Secondly, discuss with partners.

Finally, check in class.

- (2) WB. Page 102 Lesson 16 Part 2. Read and act out the dialogue.

In groups, read and act it out.

- (3) Sum up the lesson and write the title on the blackboard.

Homework: (1) Listen to the tape (Page 19 Lesson 16); (2) Copy Lesson 16.

Teaching Plan

Stage	Procedures	Interaction	Student activity	Teacher activity
1	Lead-in: warm-up	T→Ss Ss↔T	Listening Guessing	Speaking Eliciting
2	Presentation: present "this" and "that"	T→Ss	Answering questions	Asking Writing
3	Consolidation: practise the usage of "this" and "that"	Ss↔T S→T Ss↔Ss	Listening Imitating Acting	Playing the tape Monitoring
4	Feedback: check and sum up	Ss↔Ss T→Ss	Speaking Listening	Listening Speaking