

新目标

# 英语课堂教学设计 与活动案例

Teaching Designs & Classroom Activities for

GO FOR IT

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李冬梅 主编

七

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浙江教育出版社



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## 前言

人教版《义务教育课程标准实验教科书英语(新目标)》依据国家教育部颁发的《英语课程标准》(实验稿)编写而成。它采用任务型语言教学模式,融汇话题、交际功能和语言结构,形成了一套循序渐进的生活化的学习程序。随着《英语课程标准》的实施和课标教材的使用,英语课堂教学发生了深刻的变化。传统的教学方式已不能完全适应新课程的要求,而如何帮助学生学会观察、学会思考并形成终身学习的能力已经成为广大英语教师课堂实践的主要内容。为了使广大英语教师能更好地理解和使用这套教材,我们专门组织了一批来自基层的优秀英语教师,结合他们的教学实践,编写了这套《新目标英语课堂教学设计与活动案例》,与大家共同学习、探索和反思。

全书力求通过对每个单元的话题、功能、结构、语法的分析来准确把握教材的总体思路,力求通过对教学环节各方面的精心设计来体现新课程理念。全书单元设置与教材同步,每单元分为单元分析、学情分析、教学目标、重点难点、课时安排、教学过程、活动案例、主题链接等八个部分。各单元的教学目标围绕语言技能、语言知识、情感态度、文化意识和学习策略这五个具体目标展开。重点难点部分囊括了每单元的重点词汇、重点句型、单元话题和语法要点。教学过程部分为教师提供了每课时的具体教学步骤,条理清楚、脉络明晰。其中,师生之间以及生生之间的对话均以斜体表示,与教学步骤相区别。活动案例和主题链接紧紧围绕每单元的话题和功能;同时,也为教师提供了延伸和拓展的空间。书中所有的教学设计和活动案例均由一线教师精心编写。许多活动不仅能使学生积极参与课堂教学的各个环节,又能促进师生间的合作互动,方便教师在课堂上使用,具有很强的可操作性。其中有些活动配有多媒体素材,教师可以到浙江教育出版社的网站(<http://www.zjeph.com/daan/index.htm#2>)下载。

教师在使用本书时需从学生的实际英语水平出发。每个地区、每所学校、每个班级的学情并不完全一样,因此,教师需从实际出发,对本书的教学设计做一定的增删,对活动的难易度进行适当的调整。只有这样,才能激发学生的学习积极性。另外,在编写课堂教学设计与活动案例的过程中,我们也充分考虑了学生学习的实际状况;但课堂教学是一个动态的过程,学生在课堂上的言与行是无法预计的,这些设计都只是事先的预案。因此,教师应灵活使用本书,千万不可一成不变、照搬照抄。

本书由李冬梅老师担任主编。参加编写的老师有:娄俏华、华玮、曹刚阳、孙广趁、甘露、钱俐、章宁、曹群珍、黄立伟、张金飞、鲍阳。全书由李冬梅老师统稿。

在编写过程中,我们力求准确把握新课程的理念。由于水平有限,时间仓促,不当之处敬请批评与指正。

编者

2007年11月





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## ★ Unit 1 Where's your pen pal from?

### 一、单元分析

本单元从了解“Pen pal”的情况入手，围绕“国家、国籍、语言”的话题展开教学活动。学会谈论人们的国籍、语言、各国的主要城市和标志性建筑等信息。能根据自己的爱好及所收到的外国友人的相关信息，选择自己满意的笔友。

本单元的核心语言项目是“Ask and tell where people live”。从 Section A 关于国家、城市、语言的简单提问开始，到 Section B 对介绍个人情况的综合表述、选择交友及 information card 的制作和 e-mail 的写作，由浅入深，逐步引导学生在认知的过程中运用语言信息，充分体现语言的实用功能。

### 二、学情分析

学生已经学习并掌握了询问他人姓名、年龄、爱好、家庭成员等表达方式，了解一些国家的名称，也能够介绍自己的基本情况。在此基础上，本单元从更全面的角度要求学生掌握世界上的主要国家、城市、语言等信息；学会全面介绍个人信息并根据各自的爱好选择笔友；学习提炼语言信息，制作 information card，拓展语言表述能力，促进语言的应用功能。

### 三、教学目标

#### 1. 语言技能目标

- (1) 能够询问有关他人的国籍和居住地等信息，如：Where is your pen pal from? Where does he live?
- (2) 能够了解他人的语言情况，如：What language do you speak?
- (3) 能够较为详实地介绍有关自己的个人信息，并根据自己的喜好选择笔友；
- (4) 能够运用所学语言写 e-mail 向笔友介绍自己。

#### 2. 语言知识目标

- (1) 学习并掌握 where 引导的特殊疑问句及回答，如：Where is your pen pal from? He is from Australia. Where does he live? He lives in Sydney.
- (2) 学习并掌握用 what 询问语言的句型及其回答，如：What language does he speak? He speaks English.
- (3) 掌握表示世界主要国家、国籍、主要城市、标志性建筑、语言种类的词，如：France, French, Paris, Eiffel Tower, French;
- (4) 掌握 some 与 any 的用法，如：He has some brothers. Does he have any brothers?

#### 3. 情感态度目标



- (1) 在自我介绍与交友过程中学会准确表达自己, 学以致用;
- (2) 带领学生“走向”世界主要国家, 了解主要城市、语言类别、地理文化, 开阔视野, 培养学习英语的兴趣。

#### 4. 文化意识目标

- (1) 了解世界上的主要国家与城市, 增加人文知识素养;
- (2) 了解交笔友的方式, 学会准确表达自己以及选择笔友的方式。

#### 5. 学习策略目标

- (1) 认知策略: 通过对图片、录像等的观察与猜测来了解世界各国及其主要城市, 鼓励学生大胆发言、学习新知;
- (2) 交际策略: 通过小组讨论、调查及汇报等活动形式, 调动学生运用要求掌握的语言结构完成任务的积极性, 引导学生在学的过程中学会归纳和实践等方法, 增强同学之间的团结, 培养学生谦虚好学的精神;
- (3) 调控策略: 通过图解法和分类法等, 深入浅出地帮助学生理解记忆。

### 四、重点难点

#### 1. 教学重点

- (1) 重点词汇: pal, pen pal, Canada, Japan, Australia, country, live, language, Japanese, world;
- (2) 重点句型:

Where's your pen pal from?	He's from Australia.
Where does he live?	He lives in Tokyo.
What language does she speak?	She speaks English.
Where's Sydney?	It's in Australia.
- (3) 话题: 讨论国名、国籍、语言及交笔友。

#### 2. 教学难点

- (1) 学习并运用表示国家、国籍和语言等单词;
- (2) 掌握提炼语言信息的能力, 学习制作实用的 information card。

### 五、课时安排

4 课时

### 六、教学过程

第一课时(Section A 1a~2a, 4): 师生间互相问候, 了解学生的家人和朋友的情况, 询问他们来自哪个城市和国家。呈现明星的照片, 询问他们来自哪个国家。完成 1a、1b 以及 1c 的内容。展示图片, 谈论世界标志性建筑, 讨论著名城市所在国家, 练习 Section A 4 的内容。最后完成 2a 的配对练习。





## Period One

<b>Topic</b>	Countries and cities
<b>Function</b>	Talk about countries and cities
<b>Vocabulary</b>	pen pal, Canada, France, Japan, the United States, Australia, Singapore, the United Kingdom, country, Sydney, New York, Paris, Toronto, Tokyo
<b>Structure</b>	Where is your pen pal from? He's from China. Where is Sydney? It's in Australia.
<b>Activity</b>	A guessing game
<b>Grammar</b>	Where questions
<b>Teaching aids</b>	Multi-media, photos of stars, a map of the world

**第二课时(Section A 2b~3b):** 快速呈现各国风光的图片, 让学生在复习的基础上练习国名和城市名的拼读。然后以多元化的体验方式, 如听歌手唱歌、看运动DV短片、展示明星图片等, 讨论活动中所涉及的名人的国籍、居住地、语言、家庭情况等信息。完成2b和2c的内容。进行2d和3b的Pairwork口语操练。将3a作为口语操练与笔头落实的综合应用, 让学生以小组讨论的形式进行归纳、汇报, 并适当拓展。

## Period Two

<b>Topic</b>	Nationalities, cities and languages
<b>Function</b>	Talk about nationalities, cities and languages
<b>Vocabulary</b>	live, language
<b>Structure</b>	Where does he / she live? He / She lives in Toronto. What language does he / she speak? He / She speaks English.
<b>Activity</b>	Memory storm Pairwork
<b>Grammar</b>	Where / What questions
<b>Teaching aids</b>	Multi-media, pop music, sports DV, photos of stars

**第三课时(Section B 1~3a):** 让几位学生介绍各自最喜欢的一位明星, 如他/她的国籍、居住城市、语言、喜好等, 其他同学选择自己志趣相投的明星做笔友, 教师“赠送”语言学习工具书给那些同学, 较为自然地完成Section B中1的内容。假设3a是Lucy收到的一封来自笔友Bob的信, 让学生快速阅读, 然后创设母女/母子谈论笔友的情景, 进行知识应用的练习, 拓展学生的想象力, 师生合力解决3a与2c的内容。最后听2a和2b中的录音对话, 对自编对话的信息进行补充和完善, 从而更充分地完成这两部分。让学生准备3a的复述。



### Period Three

<b>Topic</b>	Information of a pen pal
<b>Function</b>	Talk about making pen pals
<b>Vocabulary</b>	Japanese, word, French
<b>Structure</b>	Where's she from? She is from ... Where does he live? He lives in ... What language does she speak? Does she speak ...? Does she have brothers or sisters? She has ... What's her favorite subject / color / song ...?
<b>Activity</b>	Talk show "My favorite star"
<b>Grammar</b>	Where / What questions
<b>Teaching aids</b>	Multi-media

**第四课时(Section B 3b~Self check):** 根据学生制作的关于 Bob 的小档案, 请学生介绍 Bob 的情况, 完成 3a 的复习。开展小组活动“我猜我猜我猜猜猜”, 教师为每个小组准备一位班级同学的名字, 小组成员通过各种提问方式来猜测这位同学到底是谁。综合应用本单元语言知识, 间接完成 Self check 中的第 3 部分。完成 3b, 以书面形式寻找笔友“Pen pal wanted”。然后让学生以 e-mail 的形式制作自己的个性档案, 选取有代表性的 e-mail 让学生朗读。最后完成 Self check 的练习。

### Period Four

<b>Topic</b>	Making an information card and writing introduction
<b>Function</b>	Talk about personal information
<b>Vocabulary</b>	like, dislike
<b>Structure</b>	I like going to the movies with my friends and playing sports. Can you write to me soon? Please write and tell me about yourself.
<b>Activity</b>	A guessing game Making an information card
<b>Grammar</b>	Like and dislike
<b>Teaching aids</b>	Multi-media, paper

#### 第一课时具体教学步骤

##### Step 1: Warming up

T: Welcome back to school. Do you enjoy your nice holiday?



*I think most of you might meet many friends and relatives in the holiday. May I ask you some questions?*

Ask Ss about their family members. Talk about different people's information.

T: *Do you have an uncle? Is he from Shanghai, China?*

*Where's he from? Where does he come from?*

Use special or general questions to ask Ss about the places people are from.



#### 设计说明:

这个自由对话促使学生从寒假的家庭聚会中找寻记忆, 引发生活中来自某地、某国家的概念。学生使用 *be from* 或 *come from* 时要注意细节对应。

#### Step 2: Presentation

T: (Show photos of David Beckham.) *Who's he? Is he from our country? Where's he from?*

S1: *He is from the UK.*

...

With the popular stars' photos, present the new words: Australia, Canada, France, etc.



#### 设计说明:

球星、歌星、影星、作家都是引出国籍的好话题。通过师生间的问答或者学生间的互相练习, 加强句型 "Where is ... from?" 的应用。

#### Step 3: Reading and listening

Go through Section A 1a and 1b. Use the new words about countries.

T: *Where's Jordan from?*

S1: *He's from the USA.*

...



#### 设计说明:

练习国名的发音, 并对主要句型加以操练和应用。

#### Step 4: A guessing game

T: *Look! There are many famous buildings in different countries. For example, do you know the famous building in China? What's it?*

Ss: *The Great wall.*

T: *Where is it?*



Ss: *It's in Beijing.*

T: *The Great Wall is great in the world. Look at this picture, do you know the Statue of Liberty? Where is it from? Is it in the city of Washington D.C. or New York? Do you know other buildings?*

...

Talk about the typical buildings and make sure in which countries and cities they are.

China — the Great Wall

Australia — the Sydney Opera House

France — the Triumph Arch

Egypt — the Pyramid

India — Taj Mahal

Russia — Moscow Brasilia Cathedral St.

Italy — the Leaning Tower Pisa



### 设计说明:

呈现世界标志性建筑的图片, 帮助学生更进一步学习城市名和国名。

### Step 5: Writing

T: *We have some photos of typical buildings here. Could you tell me which countries and cities they are in?*

Show Ss pictures and ask them questions. Have Ss answer quickly and write down in the chart of Section A 2a.

T: *Where's the Eiffel Tower?*

S1: *It's in Paris, France.*

...



### 设计说明:

在短时间内强化学生对国家和城市建筑物的记忆, 拓展学生的地理知识, 提高他们的人文素养。

### Step 6: Homework

1. Review the new words and sentence patterns.
2. Find out other main countries and their capital cities in the world.

### 第二课时具体教学步骤

#### Step 1: Memory storm

Show Ss a flash of some famous buildings in the world quickly and ask them to remember the countries. The one who names the most countries is the winner of the game.

T: *It's the Statue of Liberty. Where is it?*

Ss: *It's in New York, the USA.*





T: *It's the Big Ben. Where is it?*

Ss: *It's in London, the UK.*

...



### 设计说明:

以记忆风暴的游戏方式, 让学生了解世界标志性建筑所在的国家, 复习第一节课上所学的主要国名和城市名, 同时巩固发音与拼写。

### Step 2: Presentation

Show photos of famous people in the world and talk about the cities they live in at present.

T: (Show the photo of George Bush.) *Do you know the gentleman? Who's he?*

Ss: *He is George Bush.*

T: *Where's he from?*

Ss: *He's from America. He's American.*

T: *Where does he live now? What language does he speak?*

Ss: *He lives in Washington D.C. He speaks English.*

Help Ss watch a short video of sports star, Yao Ming; listen to a song from Jay Chou; enjoy a poster of Sophie... In different ways, get Ss to review countries, cities and present languages as well. (Section A 3a)



### 设计说明:

接触了解世界体育、政治、文艺等领域的名人, 在复习国名和城市名的同时引出居住城市和使用语言的问题。以照片、DV、音乐、海报等多种形式激起学生谈论的兴趣。

### Step 3: Listening

Play the recording twice and finish Section A 2b & 2c.

T: *Make similar conversations with the following sentence patterns.*

S1: *Where's John from?*

S2: ...

S1: *Is he from Japan? Is he Japanese?*

S2: ...

S1: *Where does John live now?*

S2: ...

S1: *What language does he speak? Does he speak Japanese?*

S2: ...



**设计说明:**

这个环节检验学生听力的正确率,用对话形式校对答案,反复练习主要句型,也为学生独立完成 3b 作好准备。

**Step 4: Pairwork**

Have Ss discuss about their pen pals. Ask and answer about the countries, cities and languages. Get Ss to discuss about Section A 3a in pairs and fill in the diagram. Help them make a list at last.

S1: *Where's your pen pal from?*

S2: *He's from China. He's Chinese.*

S1: *Where does he live?*

S2: *He lives in Shanghai.*

S1: *What language does he speak?*

S2: *He speaks Chinese.*

Country	Nationality	City	Language
China	Chinese	Beijing, Shanghai	Chinese
Japan	Japanese	Tokyo	Japanese
...	...	...	...

Show more if necessary:

English — Spanish — Italian — Hindi — Japanese — Russian — Korean — Dutch — Arabic — German — Thai — Turkish — French

**设计说明:**

对国家、城市、国籍、语言进行大致区分了解。在教师的补充下对这方面的知识进行系统梳理,便于学生记忆和掌握。

**Step 5: Homework**

1. Use *where* and *what* questions to make up a short conversation.
2. Remember words of countries, cities and languages.
3. Prepare to introduce your favorite star.

**第三课时具体教学步骤****Step 1: Warming up**

Show some photos of superstars. Ask Ss about their general information.



T: *Who is she / he, do you know?*

*Where is she / he from? Where does she / he live now?*

*What language does she / he speak?*

*What's her / his favorite ...?*

*Does she / he like sports?*

*Does she / he have brothers or sisters?*

...



### 设计说明:

从多方面去了解他人信息,为接下来的介绍喜爱的明星这一环节热身,激发学生开口问答的兴趣。

### Step 2: Presentation

T: *I asked you to prepare for your favorite stars—singers, dancers, actors and so on. Come to the front of classroom and introduce them to your classmates. We can share together.*

Get Ss to show their favorite stars' pictures and information. Ask them to give a short report about the stars.

After each report, other Ss can ask questions about the star and discuss about him / her.

T: *If you want to make a pen pal with Michael Jackson, I'd like you to learn English hard. So I will "send" a book to you. Which one? — Our World in English.*



### 设计说明:

以明星为话题总是能够激起学生的兴趣,通过个别学生的介绍和其他同学补充提问的方式帮助大家进一步了解明星的信息。教师“赠送”书籍,涉及到语言的种类,自然解决 Section B 1 的内容,容易让大家接受。

### Step 3: Reading

T: *Suppose you get a letter from your pen pal, Bob. Read the letter carefully and focus on his main personal information. (Section B 3a)*

Give Ss some minutes to read and remember the details. Work in pairs of two and write down their questions and answers.

Get 2~3 pairs to act it out. One student pretends to be mom, another to be daughter (son). Use *where* and *what* questions or general questions to ask about Bob. For example:

S1: *What's that?*

S2: *Oh, Mom, it's a letter from my pen pal.*

S1: *Is your pen pal a boy or a girl?*





Where's he / she from?

Where does he / she live?

What language does he / she speak? ...



### 设计说明:

这个环节结合 3a 的笔友来信和 2c 的母女问答情景设计而成。在听 2a 和 2b 的录音之前, 将一封笔友的来信“拆开”细读, 并与 Mom 谈论细节, 能使学生对 Bob 的信息掌握得更好, 而 Mom 的提问正好是合情合理的句型使用; 在此过程中作出书面记录, 以便听完录音后完善对话内容。逼真的情景为听力理解部分提供了良好的情节背景。

### Step 4: Listening

T: Now, we are going to listen to the conversation between Lucy and her mother. They are talking about making pen pals.

Get Ss to listen to the recording twice and finish Section B 2a & 2b. Check the answers.

Underline the key points of Section B 3a.



### 设计说明:

模仿表演后体会真实听力情景, 对所听到的内容加深理解。关于 3a 部分语言知识点的点拨会使这个环节落实许多。

### Step 5: Homework

1. Make an information card for Bob and recite his letter.
2. Collect famous sayings about friendship as many as possible.

## 第四课时具体教学步骤

### Step 1: Revision

Talk about making friends. Share sayings about friendship.

T: Friendship is quite important for us all in life. We'd like to have close friends nearby or pen pals who have the same hobbies. Please retell the information about Bob with the help of an information card made by yourself before class. If you think Bob is a good pen pal for you, you can write to him.



### 设计说明:

这是对上节课布置的回家作业的检查, 以及时了解学生的学习过程, 培养学生自主探究的学习能力。





## Step 2: Presentation

T: Today, I get some information about five students in our class. They want to have pen pals. I won't tell you who they are. But you can guess.

Divide the whole class into five groups.

T: First, each group chooses one student to come to the front and get an information card. Second, others in the same group use where and what questions or general questions to ask about the information and try to find out the right person. The group that uses least time is the winner.

Group 1

T: This is a boy. Questions are welcome!

(SA is for the student coming to the front.)

S1: Where is he from?

SA: He's from Wenzhou.

S2: What language does he speak?

SA: He speaks ...

S3: Does he have any brothers or sisters?

SA: He has a brother.

S4: What's his favorite subject / color?

SA: His favorite ... is ...



### 设计说明:

让学生小组合作进行比赛，一位代表根据信息对组内其他同学的提问作出回答，充分应用本单元语言知识，最快猜出的为优胜组。此项活动切合学生生活环境与兴趣，能很好地活跃课堂气氛、操练口语句型。

## Step 3: Practice

T: We've talked a lot about our classmates. Now, let's meet a new friend, Tom King. Ask and answer in pairs after reading his information card. Then help him finish writing the letter "Pen pal wanted". (Section B 3b)



### 设计说明:

从口头练习逐步过渡到书面落实。前面的训练是对信息的提炼，这个环节培养学生对信息的加工能力。

## Step 4: An activity

T: It's your turn to make information cards about yourselves now.

Tell Ss to get a piece of paper and make it quickly. Then present some of the nice ones.