



新课标

课堂教学设计与案例

# 教案

8 年级 英语 上册

冀教版



延边教育出版社



新课标

与冀教版义务教育课程标准实验教科书配套

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## 致老师们

为全面推进素质教育,培养新世纪所需要的高素质人才,教育部制定了全日制义务教育各科课程标准。为帮助实验区教师明晰新的教学理念,优化课堂教学结构,有效地实施素质教育,我们编写了一套体现课程改革精神的同步教案——《新课标教案》,在全国范围内供应使用。

跟以往的教案比较,本套《新课标教案》有以下几个特点:

第一,克服了以往教案格式划一,束缚教师创造力的弊病。在组稿时,我们只提出一个基本要求,没有规定固定的模式,鼓励教师以提高学生综合素质,培养学生的创新精神和实践能力为目标,探索新的教学途径和教学方法。经过教师的努力,稿件个性鲜明、异彩纷呈。因此,本套丛书对广大教师具有较大的启发性。

第二,本套丛书所选教案不仅个性鲜明,而且共性突出。其共性就是,克服了以往教案在内容上注重教师教法,轻视学生学法的弊病。这说明在教学改革不断深入的过程中,以学生为主体的教学原则已被越来越多的教师所接受。这些教师在设计教学思路的时候,都注意给学生活动安排足够的时间和空间,并注意学生活动的多样化,使课堂教学生动、活泼,饶有趣味。从这点上说,本套丛书在一定程度上反映了教学改革的成果。

第三,教学的现代化需要现代化教学手段来支撑。实现教学手段的现代化,是实施素质教育的必要条件,也是教育改革的大势所趋。本书所选的课堂教学设计大都设计了运用现代科学技术辅助教学的方法。因此,它带有鲜明的时代特色,反映了我们的历史教学真正做到了与时俱进。

第四,考虑到不同省市、不同地区的学校、教师和学生的实际,有些教学内容安排了两份各具特色的教学设计,以便教师根据实际情况选择适宜的教学方案参考、借鉴。

尽管在丛书编写过程中,我们尽力做到优中选优,但不妥之处实难避免。我们诚恳希望广大教师提出宝贵意见,以便进一步修改、完善本套丛书。



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# Unit 1 Me and My Class

## 教材分析(Analysis of Unit 1)

In this unit, we'll learn about the students and their classes both in China and Canada, including the changes in their new school term, teachers, classmates, their hobbies and their school life. Through the study of this unit, the students will learn how to get along well with their new teachers and classmates and learn some expressions about how to tell what they like (to do) or dislike (to do). The Simple Present Tense and some phrases, sentence patterns will be learned as well.

## 教学重难点(Teaching Main and Difficult Points)

单 词	back (L1), grade (L1), class (L1), pupil (L1), have (L1), term (L1), cousin (L1), like (L1), photo (L2), Miss (L3), really (L3), also (L3), dislike (L3), hate (L3), either (L3), interest (L3), violin (L3), music (L3), comb (L3), jeans (L4), weekend (L4), iron (L4), cotton (L4), tidy (L4), anymore (L5), gray (L5), paint (L5), voice (L5), silly (L5), Ms. (L6), finish (L6), introduce (L6), special (L6), Mrs. (L6), married (L6), husband (L6), Mr. (L6), piano (L6), singer (L6), nervous (L6), diary (L7), name (L7), later (L7), parent (L7)
短 语	be back home (L1), have lessons/ classes (L1), look like (L2), take pictures/ photos (L2), write down (L3), go for walks (L3), get out of bed (L3), one more question (L3), all year round (L4), be made of (L4), not... anymore (L5), look silly (L5), think of (L5), be ready to (L6), have been a... for (L6), play the piano (L6), introduce... to... (L7), one... the other... (L7), buy... for... (L7), go to the movies (L7)
句 型	1. I was happy to see your e-mail. (L1) 2. It's fun to get e-mail from China! (L1) 3. May I see your picture? (L2) 4. I look like a little boy in it! (L2) 5. I'd like a new photo, but I don't have one. (L2) 6. Glad to meet you. (L3) 7. I want you to talk to a classmate. (L3) 8. I'm wearing a blouse today. (L4) 9. Shirts and blouses are made of cotton. (L4) 10. Krista was wearing a pair of runners. (L5) 11. I do not like this pair anymore. (L5) 12. Now he is ready to introduce someone to the class. (L6) 13. I'm married, so you can call me "Ms." or "Mrs." Liu. (L6) 14. Brian and I were on one team, and Sandra and Danny were on the other. (L7) 15. Last Saturday, my mother bought a pair of jeans for me. (L7)
交际用语	表达喜好 1. I like to wear my red coat. 2. Sandra likes going for walks. 3. Sandra loves to eat many different foods. 4. I don't like my picture. 5. I dislike Mondays. 6. I hate rain. 7. I hate getting out of bed sometimes. 8. I hate to comb my hair.
语 法	一般现在时

## Lesson 1: Li Ming Is Back to School!

### 教学分析

#### 教学目标(Teaching Aims)

##### ★ Language Goals

1. Mastery words and phrases: backhome, grade, class, pupil, have, term, cousin, like, be back home, have lessons/ classes

2. Oral words and phrases: more, Brian

##### ★ Ability Goals

Learn to write an e-mail to tell of something about your new school term.

##### ★ Emotion Goals

Learn to communicate with your friends.

#### 教学重点(Teaching Important Points)

1. Learn mastery words and phrases: back, grade, class, pupil, have, term, cousin, like, be back home, have lessons/classes

2. Talk about the differences between schools in China and other countries.

### ● 教学难点(Teaching Difficult Points)

1. Introduce a school by e-mail.
2. Compare schools in China and Canada.
3. Some difficult sentences:  
(1) I was happy to see your e-mail.  
(2) It's fun to get e-mail from China!

### ★ 教学设计

### ● 教学过程(Teaching Procedures)

#### ★ Step 1: Organization

1. Teacher's and Ss' self-introductions.

T: I'm your (new) English teacher from today. My name is... You can call me Mr. / Mrs... I'm glad to learn English with you. I hope to be your friend, so I want to know you now. Please introduce yourselves to me. Who wants to be my first friend?

S1: My name is Wang Wei.

T: Good, thank you Wang Wei. You are a handsome boy.

S2: My name is Li Xiaohua.

T: Very good. Glad to get my second friend. Thanks, Xiaohua. Your red skirt is so beautiful. I like red very much. Where are you from?...

(The teacher can ask Ss some other questions, such as: How old are you? / Do you like English? / What's your favourite colour? /... But do remember to praise each student for whatever he/ she says in English.)

2. Lead in today's new lesson.

T: After you introduced yourselves, I have known some of you. Now I want to know something about our school. Who can tell me? Is it big?

S3: Yes, it's very big.

T: Oh? How big is it?

S4: Every grade has 8 classes.

T: Wow, yeah. It's quite big. Then our school has 24 classes (the teacher can pause a little here, waiting for a few minutes the Ss speak together) altogether. Very good, who can tell me how many students in our class?

S5: Forty-eight.

T: Thank you, S5. You know our class well. How many girls in our class?

S6: twenty-five.

...

T: Thank you all for telling me about our school. Who knows schools in some other countries? For example, in Canada, are their schools bigger or smaller? You can guess the answer. Who wants to have a try?

S7: Bigger?

T: Good! A nice try. Thanks.

S8: I think, smaller.

T: Good, it's a different answer. Thank you. We'll get the answer after we learn this lesson. Please turn to Page 2 of your textbook. We have more questions to discuss.

#### ★ Step 2: Warming Up

Ask the Ss to discuss the questions in "THINK ABOUT IT". Take the first question as an example.

T: Have you changed over the summer holiday? S9, what about you?

S9: Yes, Mr. / Ms... I'm taller. I often went swimming with my brother.

T: Swimming is a good exercise in summer. What about others?

S10: I'm thinner but taller. I played football everyday with my friends.

S11: I'm sorry to say I'm fatter now. I like watching TV at home in the summer holiday.

...

#### ★ Step 3: Listening and Answering

1. Listen to the tape (of the first e-mail) with some questions.

T: We've talked about our school and class. Next, let's listen to Li Ming's e-mail then you can know schools in Canada are bigger or smaller. Please listen carefully and answer the following two questions:

- (1) Where did Li Ming write the letter/e-mail?
- (2) How many pupils are there in Li Ming's class?



(Play the tape.)

T: Jenny is in Canada. Do you think schools in Canada are bigger or smaller?

Ss: (together) Smaller.

T: Very good. S12, answer question 1, please.

S12: (Li Ming wrote the letter) In China.

T: Good, S13, How many pupils are there in Li Ming's class? Do you know "pupils"? Yes, "pupil" means student.

S13: There are fifty pupils in his class.

T: Right, very good.

2. Listen to the tape (of the second e-mail) and answer the following question: Who will come from the U. K. ?

(Do the same as section 1)

#### ★ Step 4: Reading and Discussing

1. Fast Reading

T: Read the two e-mails fast and silently. Then let's discuss more about them. Here are some more questions:

- (1) Who is the e-mails from and to?
- (2) What can you learn from the two e-mails?
- (3) Do you like schools in Canada?
- (4) Do you go from room to room for your class? Is it a good exercise?
- (5) Who is Brian in the second e-mail? How old is he?

...

2. Second reading and further discussing.

T: Read the text a second time. Then we'll have a further discussion in groups of 4 students. The question for you is: What are the same or different things between the schools in China and Canada. I'll give you 5 minutes to discuss. Then you should report your discussion to our class.

(Five minutes later, collect the results of their discussion.)

T: group 1, what are the same things between the schools in China and Canada?

S14 (from group 1): There are classrooms in all the schools.

T: Good! Anything else? Group 2?

S15 (from group 2): There are many teachers.

T: Very good! What are the different things then?

S16 (from group 3): Schools in China are bigger.

S17 (from group 4): Every teacher has a different classroom in Canada.

S18 (from group 5): The students in Canada go from room to room for their lessons. The students in China have class in one room.

S19 (from group 6): In Canada, there are more teachers in their schools. School begins at 8:30 in Canada, later than in China...

#### ★ Step 5: Answering Questions

Encourage the Ss to ask questions about the text, including the meaning or usage of the new words and phrases in this lesson. Explain to the students and make notes on the blackboard. (see the explanations in the attached reference materials)

#### ★ Step 6: Let's Do It

T: It's our new school term. It's our first lesson today. Then let's talk about the new term. Look at the questions in "LET'S DO IT", and talk another three questions you'll get:

1. What is the same?
2. What will be different?
3. What will you do differently?

#### ★ Step 7: Homework

1. Write an e-mail to your friend.
2. Finish off the exercises in the activity book.

#### ● 课时作业(Exercises)

单项选择。

1. — What do you often do \_\_\_\_\_ classes to relax yourself?  
— Listen to music.  
A. over                      B. among                      C. between                      D. through
2. — John, is Henry your twin brother?  
— Oh, yes. He is twenty minutes \_\_\_\_\_ than me.  
A. heavier                      B. elder                      C. taller                      D. older

3. She was surprised \_\_\_\_\_ me last night.  
 A. to see      B. see      C. saw      D. seeing
4. It's dangerous for you \_\_\_\_\_ that tall tree.  
 A. climb      B. to climb      C. climbing      D. climbed
5. —Did you see Mr. Smith when you were in France?  
 —No, when I \_\_\_\_\_ France, he had gone to China.  
 A. had arrived to      B. arrived to      C. had got to      D. got to

Keys: 1. C    2. D    3. A    4. B    5. D

### ☛ 板书设计 (Blackboard Design)

#### Words and phrases

back, grade, class, pupil, have, term, cousin, like, be back home, have lessons/ classes

#### Some difficult sentences

- I was happy to see your e-mail.
- It's fun to get e-mail from China!

#### Exercises

### ★ 课后评析

新学期开学,师生初次见面,所以导入部分采用相互用英语问候并作自我介绍的方式,这样既可建立良好的师生关系,又可以自然地学到新的口语,激发学生学英语的兴趣。

本教案采用了大量任务型教学,从校园生活中的话题入手,层层推进,吸引学生的注意力;同时这个教案也给学生提供了各种练习的语境和场景,有利于知识的掌握和迁移。

## Lesson 2: Many Faces, One Picture

### ★ 教学分析

#### ☛ 教学目标 (Teaching Aims)

##### ★ Language Goals

- Mastery words and phrases: photo, look like
- Oral words and phrases: photograph, wish, take pictures / photos

##### ★ Ability Goals

Master the negative form of the Simple Present Tense.

##### ★ Emotion Goals

Talk about likes and dislikes.

#### ☛ 教学重点 (Teaching Important Points)

- Learn mastery words and phrases: photo, look like
- Learn to express likes and dislikes
- Master the negative form of the Simple Present Tense.

#### ☛ 教学难点 (Teaching Difficult Points)

- Express one's dislikes: I don't like...
- Some difficult sentences:  
 (1) May I see your picture?  
 (2) I look like a little boy in it!  
 (3) I'd like a new photo, but I don't have one.

### ★ 教学设计

#### ☛ 教学过程 (Teaching Procedures)

##### ★ Step 1: Organization

- Greet the students and check the homework.

T: Hi/Hello/Good morning, everyone/class! How are you today? It's a beautiful day, isn't it?

Ss: Yes, it's sunny.

T: Ok, Let me check your homework first.

(a few minutes later)

2. Prepare for the new lesson.

T: let's try to remember what we learned yesterday. We talked about Li Ming's school. In this lesson, we will talk about something new.

(Take out a banana, a book and a piece of clothes of the bag)

T: Can anyone guess why I have brought these things? What is the connection between these things? Please guess. Look, this is my red blouse, I've told you I like red very much. And the book, it's my birthday present last year. Yes, this is a banana. I often buy bananas because I like eating bananas.

Ss: You like all of them!

T: Very good, you got it!

### ★ Step 2: Warming Up

1. Lead-in

(Show the three things)

T: These are the things I like best. Next I want to know more about you.

2. Discussion before the new lesson.

T: Look at the questions in "THINK ABOUT IT" and discuss about them.

(Introduce the questions to the Ss and give them five minutes to discuss)

T: All right! Time for me to know how well you know about your friends. S1, who is your best friend?

S1: Wang Gang.

T: What do you know about him?

S1: He likes basketball very much.

T: What about you, S2?

S2: My best friend is my cousin, she likes school.

T: Good! S3, think about your favourite photo of yourself, please. When was it taken?

S3: Just in the summer holiday.

T: Good! What about you, S4? When was your favourite photo taken? And where?

S4: It was taken in Beijing last year. My father took the photo for me.

### ★ Step 3: Discussing

T: Look at the picture in your books and let's talk about it: what is in the girl's hands? What is she doing?

(Introduce the word "wish" to the students and make sure they know the meaning of "photo")

### ★ Step 4: Further Discussion

Ask about the title of this lesson: Why is the lesson called "Many Faces, One Picture"?

### ★ Step 5: Listen and Find the Answer

Ask the Ss to listen to the tape and find the right answer; the answer is in the text. Check the answer with the Ss:

Answer: Everyone brings a photo of him or her. We put them together and make a big picture of our class. There are many faces of the students in the big picture.

### ★ Step 6: Make a Class Picture

Make sure the Ss understand what they must do in the project. Explain what a collage is. (in Chinese if necessary) A collage is a picture made of many little pictures.

T: Draw a picture of yourself if you don't have a photo. Write down at least three sentences about yourself on a small piece of paper. That's your name card. Of course, our cards are better.

(After a few minutes, ask several Ss a few questions to help them describe themselves.) The questions can go like this:

1. What is your name?
2. How old are you?
3. How tall are you?
4. What are you wearing in your picture or photograph?
5. What do you like to do?
6. Where do you live?

The class will make a class picture.

T: First, work in pairs please! Ask your classmate questions about themselves. Then ask other members in your group similar questions.

(Let the Ss find their own partner to practise. Using the sentences in their cards, encourage the Ss to read what they have written down. Then use their own words.)

T: Now, it's the time for us to introduce your partners to our class now. Introduce your classmates, please.

(After the Ss' introductions, ask them to glue the pictures to a big sheet of paper for the whole class. Several Ss can glue at the same time)



At the end, the class has a class picture! Post the class picture in the classroom or the hallway for everyone to see.

### ★ Step 7: Homework

1. Read the text in Lesson 2.
2. Do the remaining exercises in the activity book.

### ● 课时作业(Exercises)

选用方框内所给动词的适当形式填空, 每词只能用一次。

begin, look at, come, have, wear, say, read, live, speak, stay

1. Tom \_\_\_\_\_ he doesn't know the name of the little cat.
2. Canadians \_\_\_\_\_ English, too.
3. Today is Saturday. I would like \_\_\_\_\_ at home.
4. He \_\_\_\_\_ with us next month.
5. Everyone in our class \_\_\_\_\_ English in the morning.
6. I like \_\_\_\_\_ my red hat.
7. They \_\_\_\_\_ the blackboard now.
8. We have our class in one room, and the teachers \_\_\_\_\_ to us.
9. Mrs. Black \_\_\_\_\_ a beautiful pet dog.
10. Our class \_\_\_\_\_ at 8:00.

Keys: 1. says 2. speak 3. to stay 4. will live 5. reads 6. to wear/ wearing 7. are looking at 8. come 9. has 10. begins

### ● 板书设计(Blackboard Design)

#### Words and phrases

photo, look like

#### Some difficult sentences

1. May I see your picture?
2. I look like a little boy in it!
3. I'd like a new photo, but I don't have one.

#### Exercises

### ★ 课后评析

该教案从“听、说、读、写”等多方面训练学生; Step 1 通过师生问答, 复习日常交际用语, 并锻炼学生的表达能力; Step 5 让学生带问题听材料, 让学生动脑并用, 提高学生听力能力; Step 6 锻炼了学生的动手能力。各环节环环相扣, 让学生产生进一步学习的愿望。

## Lesson 3: Getting to Know You!

### ★ 教学分析

#### ● 教学目标(Teaching Aims)

##### ★ Language Goals

1. Mastery words: Miss, really, also, dislike, hate, either, interest, violin, music, comb
2. Oral words and phrases: Cox, Sandra, dinosaur, write down, go for walks, get out of bed, one more question

##### ★ Ability Goals

Consolidate the usage of the negative question form of the Simple Present Tense.

##### ★ Emotion Goals

Learn how to express likes and dislikes (oneself and others)

#### ● 教学重点(Teaching Important Points)

1. Learn mastery words: Miss, really, also, dislike, hate, either, interest, violin, music, comb
2. Learn how to express likes and dislikes (oneself and others)

#### ● 教学难点(Teaching Difficult Points)

1. Express one's dislikes: I don't like... either.
2. Consolidate the usage of the negative question form of the Simple Present Tense.

3. Some difficult sentences:

(1) Glad to meet you.

(2) I want you to talk to a classmate.

## 教学设计

### 教学过程(Teaching Procedures)

#### ★ Step 1: Organization

1. Greet the Ss in everyday English. Help them respond in correct way.
2. Correct the exercises of activity books.
3. Ask "Who's on duty?" Listen to the students' report. They may talk about the date, the weather, their favourite colour, book, sports or film. Give them words and phrases when it is necessary.
4. Draw a picture "an unhappy artist" on the blackboard.
- T: Look at the "long" face of the artist. He is unhappy, yes? Why is he unhappy? Guess the reason, please.
5. Give the Ss a few minutes to talk about the reason in order to start the new lesson.

#### ★ Step 2: Warming Up

T: Do you like watching TV? I like some programs very much. For examples, "Talking Straight" (Shihua Shishuo) and "Sons and Daughters of the East" (Dongfang Zhi Zi). Do you like them? The project you are going to do is to interview each other. You can ask your classmates many questions just like the hosts or hostess do in the TV programs, such as Wang Xiaoya, Li Yong and so on. Of course, you have to speak in English! But it's fun! I'm sure you will like it.

#### ★ Step 3: Listening

T: Listen to the tape please and find the answer of this question: Who does Danny want to interview? (Show the rubber dinosaur and draw some "tears" on its face)

T: These are Danny's tears. Do you like dinosaurs? (Yes!) But Danny is unhappy now. Do you want to know the reason? Read the text on Page 4 with the title of "Getting to Know You!"

#### ★ Step 4: Reading and Discussion

1. After the Ss read the text fast and silently, let the Ss discuss the following questions:

- (1) Why is Danny scared?
- (2) Do you think Danny and Sandra will become good friends? Why?
- (3) What is Sandra like?

(Keys: 1. Because he wants to talk to Sandra. 2. Yes, they will become good friends. Because girls like dinosaurs and they have a nice talk to each other. 3. She's beautiful.)

2. Check the answers with the whole class.

#### ★ Step 5: Further Reading and Further Discussion

T: Read the text a second time and have a further discussion about it. Answer more questions about it.

1. Do they like Miss Cox's surprise in their English lesson?
2. Why can the students call their English teacher "Miss" Cox?
3. What colour does Sandra love?
4. What does Sandra dislike?
5. What are Sandra's interests?

#### ★ Step 6: Explain Some New Words and Phrases

#### ★ Step 7: Project 2

1. T: It's a interview project. So you can be the host or hostess now. You can ask any questions that you are interested in. Let's prepare some small cards for the interview first.

2. Guide the Ss to make interview cards like this:

Interview Chart 1

Name What He/She Loves? What He/She Hates?

Interview Chart 2

Name What He/She Loves to Do? What He/She Hates to Do?

Help the Ss remember some useful words for the charts, such as "food" "clothes" "animals" and "colours". List the verbs that students know to fill in the charts.

Examples of possible questions and answers:

Q: What is your favourite...?

A: My favourite is...

Q: What do you love/hate to do...?

A: I love /hate to...

Q: Do you like to...?

A: Yes, I like to / No, I don't like to...

Q: What do you like best about your school?

A: I like... best.

Q: Who is your best friend?

A:... is my best friend.

(Have Ss find a partner and take turns to interview each other)

T: Ask your partner those questions and write down their answers. Then fill in your charts.

(If time permits, collect the Ss answers and talk about the results of their interviews)

## ★ Step 8: Homework

1. Practise your likes and dislikes after class.

2. Finish your writing.

## 🕒 课时作业(Exercises)

根据课文对话,回答下列问题。

1. How many questions does Danny ask?

2. Does Danny like to eat many different foods?

3. What colour does Sandra like?

4. What does Sandra like to do after school?

5. Does Sandra like to comb her hair?

Keys: 1. Seven. 2. Yes, he does. 3. Green. 4. She plays the violin, and she loves music, and she also likes going for walks. 5. No, she doesn't.

## 🖋️ 板书设计(Blackboard Design)

### Words

Miss, really, also, dislike, hate, either, interest, violin, music, comb

### Some difficult sentences

1. Glad to meet you.

2. I want you to talk to a classmate.

### Exercises

## 🌟 课后评析

该教案通过各个步骤的活动,让学生在课堂上发表自己的见解,让学生在活动中得到相应的收获,完成本节课的教学目标,也充分体现了以学生为主体,教师为主导的教学理念。

## Lesson 4: On a School Day

## 🌟 教学分析

### 🕒 教学目标(Teaching Aims)

#### ★ Language Goals

1. Mastery words and phrases: jeans, weekend, iron, cotton, tidy, be made of

2. Oral words and phrases: round, wool, blouse, all year round

#### ★ Ability Goals

Learn the English song.

#### ★ Emotion Goals

Talk about weather and clothes.

### 🕒 教学重点(Teaching Important Points)

1. Learn mastery words and phrases: jeans, weekend, iron, cotton, tidy, be made of

2. How to talk about weather and clothes.

## ● 教学难点(Teaching Difficult Points)

1. Learn the English song.
2. Some difficult sentences:  
(1) I'm wearing a blouse today.  
(2) Shirts and blouses are made of cotton.

## ★ 教学设计

## ● 教学过程(Teaching Procedures)

### ★ Step 1: Organization

(Sing "Good Morning" song, which tune is from "Happy Birthday" song. Teacher enters the classroom.)

T: Do you like singing? What about English songs? Introduce some famous but simple songs to the Ss such as "Twinkle Stars" "Jingle Bell" "Mary Has a Little Lamb", etc. Who can sing a song for us?

(Maybe most of the Ss can only sing some Chinese songs. It doesn't matter. Praise the Ss who have sung to get them excited. It's good for today's lesson)

T: Yeah, you can sing Chinese songs very well. Today let's learn an English song, then you can sing to your parents in future. But what kind of songs do you like?

### ★ Step 2: Warming Up

T: What's the weather like today? What clothes are you wearing on school days or on the weekend? There's a song about it. Would you like to learn the song?

(Show the Ss the clothes of the word cards to prepare for learning the new words about clothes. Make sure they know the meaning of the song.)

### ★ Step 3: Reviewing

Review some old words for clothing, then learn the new words in this lesson: blouse, jeans, be made of, cotton, wool

### ★ Step 4: Read and Understand

T: Let's read the lyrics of the song. Pay attention to the new words we learned just now. Notice the rhyme, rhythm and repetition in the song. (It's a good preparation for learning the song fast)

### ★ Step 5: Explanation

1. Explain the meaning of the lyrics, especially some sentence structures. Also help Ss group words in the song. For example: He wears pants on a school day, blue jeans on the weekend, something different all year round.

2. Ask some questions about the song to make the Ss understand it well.

- (1) What does he wear on a school day?
- (2) Does he wear pants every day?
- (3) What is his clothing made in winter?
- (4) Does he always wear the same clothes all year round?

(Keys: (1) Pants. (2) No, he wears blue jeans on the weekend. (3) Wool. (4) No, he wears different.)

### ★ Step 6: Listen and Learn

T: Now let's listen to the tape. You can just listen for the first time to get the tune. Then sing in a low voice with the tape.

### ★ Step 7: Practise Singing

Ask the Ss themselves after having listened to the song for several times. Then listen to the tape once again. Select one particular student who sings well to be an example or lead to sing for the other students.

### ★ Step 8: Discussion

Don't miss the "speech bubbles"! Talk about them with the students. Ask questions like these:

1. Do boys wear dresses?
2. Do you love sweaters?
3. Do you like its colour? What's your favourite colour?

### ★ Step 9: Homework

1. Learn the song after class.
2. Finish the remaining exercises in activity book.

## ● 课时作业(Exercises)

翻译下列词组。

- |           |          |
|-----------|----------|
| 1. 在上学的一天 | 2. 在周末   |
| 3. 不同的东西  | 4. 一年到头  |
| 5. 在冬天    | 6. 由……制成 |
| 7. 在一家服装店 | 8. 下列的表达 |

Keys: 1. on a school day 2. on the weekend/ at weekend 3. something different 4. all year round  
5. in winter 6. be made of/ from 7. in a clothing shop 8. following phrases

## ● 板书设计 (Blackboard Design)

<b>Words and phrases</b> jeans, weekend, iron, cotton, tidy, be made of
<b>Some difficult sentences</b> 1. I'm wearing a blouse today. 2. Shirts and blouses are made of cotton.
<b>Exercises</b>

## ★ 课后评析

该教案以歌曲激情导入新课,引起学生的学习兴趣,能够使学生以高涨的情绪进入本节课的学习。Step 4 及 Step 5 两部分活动既让学生学习了本节课单词又理解了句意,并且还能让学生感受到英语歌曲的美,让学生在愉悦的环境中体会到学习和成功的喜悦,可谓一举多得。

## Lesson 5: The Best Clothes

## ★ 教学分析

### ● 教学目标 (Teaching Aims)

#### ★ Language Goals

1. Mastery words and phrases: anymore, not... any more, gray (=grey), paint, voice, silly
2. Oral words and phrases: Krista, Peter, Gina, backpack, look silly, think of

#### ★ Ability Goals

Learn to make comments on clothes.

#### ★ Emotion Goals

Talk about likes and dislikes about clothes.

### ● 教学重点 (Teaching Important Points)

1. Learn mastery words and phrases: anymore, not... any more, gray (=grey), paint, voice, silly
2. Learn to make comments on clothes.

### ● 教学难点 (Teaching Difficult Points)

1. Teach students the right attitudes towards new clothes.
2. Sentences difficult sentences:  
(1) Krista was wearing a pair of runners.  
(2) I do not like this pair anymore.

## ★ 教学设计

### ● 教学过程 (Teaching Procedures)

#### ★ Step 1: Organization

First the teacher greets students "Good morning, class!"

#### ★ Step 2: Warming Up

1. Make the class warm by singing the song "On A School Day" together with the students.
2. Check up their homework in the activity book. Give them some explanation when necessary.
3. New Lessons

T: Today let's continue to talk about clothes. Look at my old shoes. Oh! They are gray, really too old. I like new clothes and shoes. What about you? I also have some nice pictures here for fashionable clothing. (Show the pictures to the students)

#### ★ Step 3: Discussion In "Think About It!"

T: We've got some questions to discuss in "THINK ABOUT IT!". Read through all the questions and discuss with your partners. I'll give you 5 minutes in this section.

(Five minutes later, check out Ss' results of discussion)

#### ★ Step 4: Listen and Get Key Points

T: Listen to the recorder, please. And answer two questions after that.

Q1: Who told Krista to paint her shoes? (Peter)

Q2: Who said Krista's shoes were silly? (Gina)