



新课标

课堂教学设计与案例

# 教案

7 年级 英语 上册

冀教版



延边教育出版社



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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 School and Numbers

### 教材分析

本单元的中心话题是 Greeting People, Introducing People and Giving Thanks, 围绕这些话题, 让学生学会如何与人打招呼, 如 Hello/Hi/How are you? /Nice to meet you! 以及运用句型 What's your/his/her name? My/His/Her name is... 让学生学会如何介绍别人和自我介绍。这些活动紧贴学生的生活实际, 有助于提高他们为实际应用而主动学习和掌握语言知识的兴趣。本单元的另一个任务是学习字母 Aa~Nn 的读法和大小写写法, 并能分出元音字母 Aa, Ee 和 Ii。在小学阶段, 教材的编写方式由字母—单词—句子—语段逐步过渡到向学生提供相对完整的、有语境的语言片断。此时, 我们的教学应向整体语言学习的方向转型, 指导学生从整体上看待英语学习。

### 学情分析

刚刚走出小学校园的学生大部分抽象思维能力较低, 注意力容易分散, 自我认识模糊, 但热情高, 主动性、可塑性很强, 因此教师在教学过程中应创设有趣的活动, 将知识讲解由浅入深, 培养学生的自主学习能力, 鼓励他们树立信心, 乐于模仿, 敢于开口, 积极参与, 做好中小学教学的衔接和过渡工作。

首先, 在课堂教学中要为学生提供大量的用英语进行交流的机会, 注重培养学生的交际会话能力。其次, 要讲究知识的系统性, 在起始年级, 既要强调听、说, 又要兼顾读、写。本单元知识点不多, 因此要大量创设真实和半真实的情景, 充分发挥他们的想象力, 提高他们的口语交际能力。另外, 在课堂上, 应以学生为主体。

### 教学目标

#### ★知识与能力目标

1. Words and Phrases: hello, his, her, I, is, what, am, too, thank you, boy, girl, teacher, book, one, two, three, four, five, this, that, pencil, marker, how many, pencil case, blackboard, do, have, cat, friend, she, he, you, may, please, borrow, sure

2. Letters: Aa~Nn

3. Drills: (1)—What's your name? —My name's/I am... (2)—How are you? —I'm fine, thank you. (3)—Nice to meet you. —Nice to meet you, too. (4)—Where is...? —There/Here... is. (5)—What's this/that? —This/That is... (6)—How many do you have? —I have... (7)—May I have...? —May I borrow...?

#### ★过程与方法目标

采用 Cooperation 方式, 利用课件或图画展开课堂活动, 如 Groupwork 问答式口语交际活动, 通过创设真实的情境, 让学生参与活动任务。

## Lesson 1: Hello!

### 教学分析

#### 教学内容

学习询问某人姓名的句型。

#### 教学目标

##### ★ Language Goals

hello, name, my, your, his, her, I, is, what

##### ★ Ability Goals

Make sure the students can introduce each other in English.

##### ★ Moral Goals

Let students make friends with others.

#### 教学重点

1. Some words and phrases: hello, his, her, I, is, what
2. Self-introduction: My name is...

#### 教学难点

1. Arouse students' interest in English.
2. Some difficult sentences:
  - (1) What's his/her name?
  - (2) His/Her name is...

### 教学设计

### A案

#### ● 教学准备


教师准备:多媒体课件,设计课文中所涉及的图片或教学幻灯片,设计课后巩固练习的幻灯片,制作课文插图和人物对话的课件并将听力插入。

学生准备:制作画有明星脸的卡通帽。

#### ● 教学过程

教师活动	学生活动	设计意图
<b>★ Warming Up</b> Discuss the following questions with the students in Chinese: 1. Why do we learn English? 2. Is English interesting? 3. Do you like English? 4. Do you know any English words?	Discuss the questions in Chinese with the teacher.  Listen.	通过师生一起讨论,给学生创造轻松愉快的课堂氛围,有助于师生感情的交流。
<b>★ Leading-in</b> 放映关于加拿大人初次见面的情景的课件,让同学们边看边谈论以下问题: 1. What do you say when you meet someone? 2. Do you know what Canadians say when they meet? 3. How do you introduce yourself or someone else in Chinese? 4. Do you know how to introduce someone in English?	Look carefully.  Discuss the questions with the teacher.	通过多媒体课件呈现真实情境,让学生们感受真正的西方文化,同时,也为以后的学习做好铺垫。
<b>★ New Lesson</b> 1. Say: If you want to introduce yourself to others, you should say: Hello/Hi. My name is... Read after me: Hello/Hi. My name is... 2. 戴上画有明星脸的卡通帽(如姚明)。 Say: Hello, I'm Yao Ming. What's your name? Read after me: What's your name? 3. 给某学生戴上画有明星脸的帽子。 Ask: What's his/her name? Read after me: —What's his/her name? —His/Her name is...	Listen carefully.  Read after the teacher.  Listen and Read after the teacher.  Ask and answer.	此项活动通过师生互动、生生互动教授新课内容,既自然也易于学生接受。
<b>★ Practice</b> 1. 放映多媒体课件,显示课文插图和人物对话,让学生边听边跟读。 2. 名字大连串。 Let students introduce themselves one by one. Using the drills: Hello/Hi. My name is... 3. 猜猜他/她是谁。 Let one student cover his/her eyes, and go to feel other students, another student asks: What's his/her name? The student whose eyes are covered tries to guess his/her name.	Listen carefully.  Read.  Play the game.	把课文内容以课件形式呈现给学生并让其跟读,目的在于训练学生的听、说能力。



教师活动	学生活动	设计意图
<p>4. 明星大竞猜。 放映课件上的明星脸,让学生猜一下他们的名字。</p> 	<p>Practise the drills.</p> <p>Look and guess.</p>	<p>采用游戏的方式既能训练学生的听、说能力,又能调动学生的积极性,使学生在玩中体会到学习英语的快乐。</p>
<p>★ Summary Say: This class, we've learned how to greet people, introduce oneself and ask others' names. You should master the drills: Hello/Hi. My name is... What's your/his/her name? My his/her name is...</p>	<p>Listen carefully. Make notebooks. Ask the teacher questions if necessary.</p>	<p>通过对本课所学内容的简单回顾,让知识系统化。</p>
<p>★ Exercises 出示课件上的练习题目: 选词填空。 1. My name _____ (is/are) Jenny. 2. —What's _____ (you/your) name?    —My name is Tom. 3. —What's _____ (her/his) name?    —Lucy. 4. Hi, _____ (My/I) name is Li Ming.</p>	<p>Do the exercises on the exercise-books.</p> <p>Check the answers with the teacher.</p>	<p>通过练习,能巩固学生对本课所学知识的掌握,训练学生写的能力。</p>
<p>★ Homework Say: Make dialogues with your deskmates using the drills we learnt in this class.</p>	<p>Remember the homework.</p>	

## B案

### 教学方法

Speaking Method; Practice Method.

### 教学工具

A map of China and a map of Canada; some pictures of characters such as Zhao Wei, Zhou Jielun and so on.

### 教学过程

#### ★ Step 1 Organization

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

#### ★ Step 2 Warming Up

Discuss the following questions with the students in Chinese:

1. Do you know any English words?
2. Is English interesting?
3. Do you like English?

#### ★ Step 3 Text

1. The teacher walks to one student and says.

T: Hello/Hi, my name is...

Make sure the students can understand it. Encourage them to repeat.

Students: Hello/Hi, my name is. . .

T: Please add your names and repeat "Hello/Hi, my name is. . ."

Students: Hello/Hi, my name is. . .

2. The teacher shows a map of China and says.

T: I live in China. You live in China, too.

Let the students guess the meaning of "China".

3. Practice.

Hello/Hi, my name is. . . I live in China.

4. Work in pairs.

Encourage the students to greet each other and introduce themselves. Then ask some pairs to act it out.

T: Please greet and introduce yourself to your deskmate.

Students: Hello/Hi, my name is. . . I live in China.

T: Please act it out in pairs.

Some students act in pairs.

5. The teacher says.

T: My name is \_\_\_\_\_. What's your name?

Translate if necessary. Then repeat a few times. Encourage the students to follow until they can say it correctly.

Practice:

Work in chain like this:

A: My name is \_\_\_\_\_. What's your name? (to B)

B: My name is \_\_\_\_\_. What's your name? (to C)

C: . . .

6. Show a picture of Zhao Wei and say.

T: What's her name?

Ask the question and help the students answer.

Students: Her name is Zhao Wei.

Practice.

Let the students repeat.

Work in pairs. Show some pictures and let the students practise the dialogue. Then ask some pairs to act it out.



### ★ Step 4 Practice

1. Introduce the characters on the textbook: Li Ming, Jenny, and Danny. Teach the words China and Canada, using maps of them. Then explain the sentence "I live in \_\_\_\_\_."

2. Listen and follow. Play the tape for the students to follow.

### ★ Step 5 Exercises

根据句意完成单词。

1. What's \_\_\_\_\_ name? My name is Jenny. 2. I live \_\_\_\_\_ China. 3. What's \_\_\_\_\_ name?

Her name is Han Mei. 4. What's his name? \_\_\_\_\_ name is Li Ming.

★ Step 6 Summary

Go over the words and language points.

★ Step 7 Homework

Read the text and practise the dialogue.

📌 板书设计

Words and Phrases	Drills	Exercises
hello, China, Canada, meet.	1. What's your/his /her name? 2. My/His/Her name is...	

★ 课后评析

**A 案:**从案例上看,教师在同学们谈论问题之后,努力营造了一种融洽的课堂氛围,自然地引入新课,课堂环境平等、友善、宽松、和谐,然后通过一系列的任务型学习方式为学生提供了有效的语言环境。它摒弃了以往只注重传授知识的教学模式,学生不再是被动接受,死记硬背,机械模仿,而是主动参与,积极探究,用语言去做事,真正成为课堂的主人。

**B 案:**本案例注重情景交际,情景的设计紧紧围绕学生实际生活,用他们感兴趣的明星作为谈论的话题,既能达到预期效果,又能激发学生张口说英语的兴趣。另外,本案例注重培养学生听力及语言表达能力,使学生在真实生动的语境中获得知识。

## Lesson 2: How Are You?

★ 教学分析

📌 教学内容

学习日常问候用语。

📌 教学目标

★ Language Goals

you, How are you? I, am, I'm fine, thank, Nice to meet you.

★ Ability Goals

Know how to greet others.

★ Moral Goals

Teach the students to be a polite person.

📌 教学重点

1. Learn how to greet others.
2. Some words and phrases: you, I, am, thank, meet you, a

📌 教学难点

1. Arouse students' interest in English.
2. Some difficult sentences:
  - (1) How are you? I'm fine, thanks.
  - (2) Nice to meet you.

★ 教学设计

### A 案

📌 教学准备

教师准备:制作蓝猫、菲菲的头饰,制作多媒体课件,设计本课练习题。

学生准备:制作画有菲菲的帽子。



## 教学过程

教师活动	学生活动	设计意图
<p>★ <b>Warming Up</b></p> <p>戴上画有蓝猫的头饰,与学生们自由对话:</p> <p>Say: Hello, boys and girls. I'm Lan Mao. I'm new here. I don't know your names. Would you like to introduce yourselves to me?</p> <p>For example:</p> <p>Lan Mao: Hello, I'm Lan Mao. What's your name?</p>	<p>Have a free talk with the teacher.</p> <p>Say: Yes.</p> <p>S1: My name is...</p> <p>S2: Hello! My name is...</p>	<p>通过以蓝猫的口气与学生交流,很容易调动学生的积极性。</p>
<p>★ <b>Leading-in</b></p> <p>给某学生戴上菲菲的头饰,与他/她进行对话:</p> <p>Say: Hello! My name is Lan Mao. What's your name?</p> <p>Say: How are you?</p> <p>I'm fine, thanks. (<i>Help the students answer</i>)</p> <p>Say: Nice to meet you!</p> <p>Nice to meet you, too. (<i>Help the students answer</i>)</p>	<p>S1: My name is Feifei.</p> <p>S1:...</p> <p>S2:...</p>	<p>通过展示蓝猫与菲菲之间的对话导入新课,自然亲切,易于学生接受。</p>
<p>★ <b>New Lesson</b></p> <p>1. Read after me:</p> <p>—How are you?</p> <p>—I'm fine, thanks/thank you.</p> <p>—Nice to meet you.</p> <p>—Nice to meet you, too.</p> <p>2. Write the drills on the blackboard.</p> <p>3. Let the students work in pairs, make dialogues using the following drills:</p> <p>—Hello! My name is..., what's your name?</p> <p>—My name's..., How are you?</p> <p>—I'm fine, thanks. Nice to meet you.</p> <p>—Nice to meet you, too.</p>	<p>Read after the teacher.</p> <p>Copy the drills on their notebooks.</p> <p>Work in pairs and make dialogues.</p>	<p>巩固新授内容。</p> <p>此项活动能提高学生的口语水平。</p>
<p>★ <b>Practice</b></p> <p>1. 与蓝猫菲菲交朋友。</p> <p>Say: I'm Lan Mao. He/She is Feifei. (指着头戴画有菲菲图画帽子的学生)</p> <p>We want to make friends with you. Do you want to be our friends? (<i>Go to the students and make dialogues.</i>)</p> <p>2. 我是小记者。</p> <p>Let one student be a reporter from CCTV.</p>	<p>1. Look.</p> <p>2. Listen carefully.</p> <p>3. Make dialogues with Lan Mao and Feifei.</p> <p>4. Be a reporter.</p>	<p>此游戏形象生动,很能活跃课堂气氛。</p>

教师活动	学生活动	设计意图
<p>Ask and answer with the other students. For example: —Hello, I'm a reporter from CCTV. My name is..., what's your name? —My name is... —How are you? —I'm fine, thanks. Nice to meet you. —Nice to meet you, too.</p> <p>3. 歌曲大放送。 放映多媒体课件里的歌曲, 让学生们以小组为单位配上合适的动作。 How are you? How are you? How are you today? I'm fine, thanks. I'm fine, thanks. Have a lovely day.</p>	<p>5. Ask and answer.</p> <p>6. Listen to the song carefully.</p> <p>7. Do the actions.</p>	<p>通过让学生充当小记者, 不但能锻炼学生的口语能力, 而且能提高学生的心理素质。</p> <p>用歌曲的方式既能让学生记住所学内容, 又能激发学生的学习兴趣。</p>
<p>★ Summary This class we've learned how to greet people, "How are you?" "Nice to meet you."</p>	<p>Listen.</p>	<p>简单回顾, 加深印象。</p>
<p>★ Exercises 用合适的单词填空。</p> <p>1. —How _____ you? —I'm fine.</p> <p>2. Nice _____ meet you.</p> <p>3. My _____ is Jenny.</p> <p>4. —What's _____ name? —My name is Li Ming.</p> <p>5. I live _____ China.</p>	<p>Take out their exercises-books to do the exercises.</p>	<p>通过做练习题, 巩固本节课内容。</p>
<p>★ Homework 1. Go over the words. 2. Make a dialogue in pairs.</p>	<p>Remember by heart.</p>	<p>按时做作业能培养学生良好的学习习惯。</p>

## B案

### ● 教学方法

Speaking Method; Practice Method.

### ● 教学工具

Pictures and a recorder.

### ● 教学过程

#### ★ Step 1 Organization

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

#### ★ Step 2 Warming Up

Greeting: Hi/Hello, Jenny. Hi, Li Ming.

Review the dialogue in Lesson 1 briefly.

#### ★ Step 3 Text

1. Show the picture to the students;



T: Do you know what Canadians say when they meet, except "Hi" or "Hello"? Yes or No?  
Students: No.

T: Sometimes they say: How are you? And sometimes they say: Nice to meet you.

The teacher explains that Canadians greet each other by saying "How are you?" and "Nice to meet you." Explain the meaning of the expressions. Encourage the students to repeat.

2. Listen and say.

Play the tape for the students to follow. Encourage the students to repeat the text a few times.

3. Practice.

Work in pairs. Encourage the students to practise the dialogue in pairs. Demonstrate the dialogue with one or two students, and then ask some pairs to act it out for the rest of the class.

### ★ Step 4 Practice

1. Demonstrate and practise the dialogue:

A: Hello! My name is \_\_\_\_\_. What's your name?

B: Hello! My name is \_\_\_\_\_. How are you?

A: I'm fine. Thank you. How are you?

B: I'm fine. Thank you. Nice to meet you.

A: Nice to meet you, too.

Encourage the students to repeat the text a few times. And then encourage some pairs to act it out for the rest of the class.

### ★ Step 5 Teach the Song "How Are You?"

1. Learn the words of the song and practise them.

2. Play the song for the students to follow.

### ★ Step 6 Exercises

完成对话。

A: \_\_\_\_\_, Tom. B: Hi, Ann.

A: \_\_\_\_\_ are you? B: I'm fine. Thanks.

A: Nice \_\_\_\_\_ you. B: Nice to meet you, \_\_\_\_\_.

### ★ Step 7 Summary

Go over the words and language points.

### ★ Step 8 Homework

1. Read and practise the dialogue.

2. Sing the song "How are you?" to your family.

### ● 板书设计

Words and Phrases	Drills	Exercises
you, I, thank, a, too	1. —How are you? —I'm fine. 2. Nice to meet you.	

### ★ 课后评析

**A 案:** 本案例是一个交际型教学案例, 教师能根据新课标并结合教材和学生的实际情况确定教学目标, 采用科学的教学方法设计教学过程, 教学目标明确, 重点突出。通过利用卡通人物来导入新课使学生的情绪一直处于积极主动的状态, 利用学生感兴趣的话题成功地激发他们说话的欲望, 并有效地激发他们学习的热情, 让他们乐意说, 并有话可说。通过设计贴近生活实际的话题, 体现教师与学生以及学生之间的互动。形式新颖, 参与面广, 真正体现了“学为主体, 教为主导”的教学理念。

**B 案:** 本案例通过图片向学生展示西方文化的内涵, 中西方文化虽有差异, 但在礼貌用语方面却有相同之处, 因而学生对这些内容表现出极高的兴趣与强烈的求知欲, 从而使课堂教学生动、有趣, 达到教学目的。

## Lesson 3: Boy, Girl and Teacher

### ★教学分析

#### ●教学内容

学习数字 1~5 以及代词 she, he 的用法。

#### ●教学目标

##### ★ Language Goals

Boy, girl, teacher, this, one, book, two books, three, four, five

##### ★ Ability Goals

Know how to introduce others.

##### ★ Moral Goals

Get on well with others.

#### ●教学重点

1. Learn how to introduce others.

2. Some words and phrases: boy, girl, teacher, this, one book, two books, three, four, five.

#### ●教学难点

1. The form of plural.

2. Some difficult sentences:

(1) This is...

(2) She/He is a...

### ★教学设计

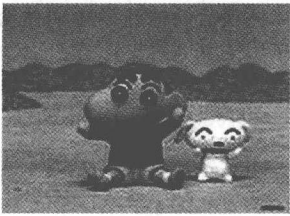
## A案


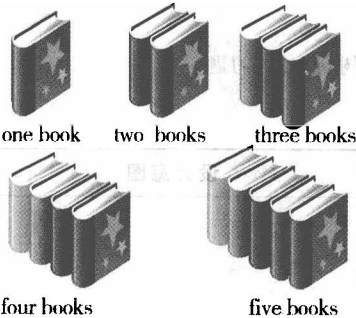
#### ●教学准备

教师准备:制作多媒体课件并呈现各种图画,制作带有卡片的苹果树,设计练习题。

学生准备:笔记本。

#### ●教学过程

教师活动	学生活动	设计意图
<b>★ Warming Up</b> 放映课件,让同学们跟唱“ <i>How are you?</i> ” Have a free talk with the students. For example: T: What's your name? How are you? Nice to meet you!	Look and sing.  Have a free talk with the teacher. S: My name is... I'm fine, thanks. Nice to meet you, too.	歌曲能活跃课堂气氛,同时也是对上节课内容的简单复习。
<b>★ Presentation</b> 1. 放映课件,出示“蜡笔小新”和“花仙子”图画。 	1. Look at the pictures.	通过展示学生从小感兴趣的卡通人物图片,不但能激发学生学习兴趣,而且便于学生接受新知识。

教师活动	学生活动	设计意图
 <p>2. Say: I'm a reporter from CCTV, I will introduce two people to you. Look at the screen. This is “蜡笔小新”. He is a boy. This is “花仙子”. She is a girl.</p> <p>3. Point to a boy, say: This is a boy. Point to a girl, say: This is a girl.</p> <p>4. Let students guess the meanings of “boy” and “girl”.</p> <p>5. Teach the drill “This is...” and say: This drill is used when we introduce someone to others.</p> <p>6. 放映课件, 出示“蜡笔小新”及“1~5本书”的图画。以“蜡笔小新”的口气, 说: Hello, I'm “蜡笔小新”. Nice to meet you. Look here and read after me:</p>  <p>one book    two books    three books four books    five books</p> <p>7. Say: 可数名词单数变成复数, 一般在词尾加 s。</p>	<p>2. Listen carefully.</p> <p>3. Listen.</p> <p>4. boy: 男孩 girl: 女孩</p> <p>5. Learn the drill: This is...</p> <p>6. 看课件。</p> <p>7. Look and read after “蜡笔小新”。</p> <p>8. Make notes.</p>	<p>通过真实情景来教授新词, 能加深学生对新词的印象。</p> <p>以“蜡笔小新”的口气来讲课, 能让枯燥的知识变得生动。</p>
<p>★ Practice</p> <p>1. 全班大动员。 全班学生, 第一个学生介绍下一个学生, 使用句型: This is ..., He/She is a boy/girl. 依此类推。</p> <p>2. 听音摘苹果。 出示给学生一棵带有卡片的苹果树, 卡片上分别写有阿拉伯数字: 1, 2, 3, 4, 5 和英文单词: One, two, three, four, five. 老师说英文, 让学生快速上黑板抢摘相对应的阿拉伯数字, 老师说阿拉伯数字, 让学生抢摘英文卡片。</p>	<p>Introduce one by one using the drills.</p> <p>Play the game with the class.</p>	<p>通过全班互相介绍, 既能练习学生所学的知识点, 又能锻炼学生的口语能力。</p> <p>此项活动能让学生们体会到在玩中学习的快乐。</p>