



● 新课标·初中同步·**鼎尖学案**（个性化学案）

新课标

鼎尖教案

教材教案、
教辅教案、
习题教案

新目标**英语**

七年级
下

人教版

● 新课标·初中同步·**鼎尖教案**（通用型教案）

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学案教案配套用，老师学生真轻松！

教材教案、教辅教案、习题教案，两种思路任你选择。

课前预习、课堂笔记、课后作业，多种模式自由组合。

《鼎尖学案》丛书特色

- **学案模式自主定制** 《鼎尖学案》将教学过程分为课前预习、课堂笔记、课后作业三个环节，充分考虑教师的教学习惯和学生的差异性。同时依托《鼎尖教案》，提供多种学案组合模式，供您自由选择定制，满足师生的个性化需求。《鼎尖学案》的问世，标志着教辅个性化时代的到来。
- **教案学案配套使用** 丛书的编写以《鼎尖教案》为基础，合理区分教师教案和学生学案的内容功能，强调教案和学案的配套使用，强调教案与学案的实质性互动对接，方便于教师教学和学生听课、做笔记、训练，有助于提高教师的教学效果和学生的听课效率。是学生听课的笔记本，课堂训练、课后作业的作业本，让上课更方便，让学习更轻松。
- **互动开放方便实用** 《鼎尖学案》充分利用“鼎尖教案”这一动态开放式资源平台，体现教案与学案的互补功能，通过预留空白等形式，避免了以往的教案和学案对教学过程统得过多、过死以及不符合教学实际等问题，为教师主导作用和学生主体作用的充分发挥，提供了广阔的思维空间。在装订方式上，我们也将根据您的要求，或采用成书的方式，或采用活页的方式进行制作，方便您的使用。

国家新课程改革的教学观,强调教学目标的全面性和具体化,强调学习方式、教学活动方式的多样化,强调学习的选择性。要适应新课程教学改革的要求,提倡自主、探索与合作的学习方式,使学生在教师指导下主动地、富有个性和创造性地学习,就必须坚持教学模式的多样化。

教学模式的多样化是新课程实施的重要途径,也为教学模式的多样化研究提供了有利的理论和实践环境。教学模式的多样化,要求教师必须在准确把握教学目标、教学内容、师生情况、运用条件和评价体系特点的前提下,利用和发挥自身特长、体现自身特色,采用相应的教学模式。

《鼎尖教案》系列丛书,是依托延边教育出版社多年教案出版经验和资源优势,由近百名教辅研究专家精心策划的一套教案丛书。书中的教学案例,大都是在全国范围内广泛征集的优秀作品,是全国一线特高级教师经验智慧的结晶,代表着当前教学改革方向和最高水平,堪称精品。

丛书以“教学模式多样化”为基本原则,通过科学合理的设计,克服了以往教案类产品无法解决的教学模式单一的问题,对于推进新课程改革具有很强的指导意义,是广大教师教学的参考和帮手,其主要特点如下:

- **工具性** 突出实用性、系统性、工具性、资料性,汇集教学教案、重难点知识讲解、类题(题型)讲解、规律方法总结、知识体系构建、训练题库等内容,为教师提供融课堂教学、钻研教材、课后辅导、习题编选于一体的全息资源库。
- **选择性** 体现教学模式多样化原则,对同一知识体系的教授和解读方式,提供两种教学形式和教学思路,展示两种解决问题的方法,搭建动态开放的资源平台。教师可根据学生特点和教学习惯自由选择组合,形成多种教学模式。
- **系统性** 创新教案编写模式,内容包括教材教案、教辅教案、习题教案三个板块,为教师提供教学模式多样化的全方位系统解决之道,教师得到的不仅是新授课的教案,更有复习课、训练讲评等内容的教案。同时注重教师用书与学生用书的配套互补功能,同步推出配套学案,方便教师教学。

教学模式开发和应用的过程,是一个随着教育理论和教学实践不断发展的双向的动态的过程,在探索教学模式多样化的过程中,按照“学习—实践—评价—创新—构建”的思路,我们将不断探索和创新更多的教学模式。同时感谢在本书编写和教案征集中,为我们提供帮助和支持的广大教师,也希望有更多的人能够参与进来,与我们共同探索实现教学模式多样化的思路 and 办法。

北京世纪鼎尖教育研究中心

教材
教案

单元整体教案

名师说课
单元目标
教材分析
教学设想
课文对译
背景链接

单元课时教案

教学目标
教学重点
教学难点
教学过程
板书设计
教学反思

教辅
教案

本案思路导引

课时详解

课前预习
探究新知
随堂练习

教材精析精练

单元要点导读
重点难点突破
单元语法解析
解题技能点拨
中考真题再现

习题
教案

本案思路导引

同步练习

基础巩固
能力提升
考题回放

一课3练

听力入门
基础夯实
快乐晋阶

体 例 表 解

	主要栏目名称		栏目设计功能	栏目使用建议		
第一教案 (教材教案)	单元整体教案	名师说课	从整体上对本单元内容进行分析,对本单元内容形成系统的认识,便于引导教师有侧重地进行教学	明确教材结构及教学方法		
		单元目标				
		教材分析				
		教学设想				
		课文对译				
		背景链接				
	单元课时教案	教学目标	按照“单元整体教案”中“教学设想”的分析,把整个单元分为不同的课时进行教授,达到需要的教学目的	在具体的课时讲解中,给教师提供一套较为详尽的解决方案		
		教学重点				
		教学难点				
		教学过程				
		板书设计				
		教学反思				
第二教案 (教辅教案)	课时详解	课前预习	划分课时,每个知识点按照“导学”→“拓展”→“举例”的解析模式,对单词、短语、句型等进行层层解析	学生在课堂上结合教师所讲解的基础知识,巩固所学知识,达到“教学合一”的目的	单元形成性测试卷	
		探究新知				
		随堂练习				
	教材精析精练	单元要点导读	以单元为单位,分“词汇解读”“难句分析”对知识点解析,后设“针对性”练习,就难词和难句进行巩固训练	配合学生的学习和自查,引导学生自主完成练习,达到巩固知识点的效果		
		重点难点突破				
		单元语法解析				
		解题技能点拨				
		中考真题再现				
	同步练习	基础巩固	按课时划分,与讲解同步,分为基础知识训练和能力提高,考查本课时的基础知识	教师组织学生进行课堂即时训练	单元过关性测试卷	
		能力提升				
		考题回放				
	一课三练	听力入门	基础部分训练词汇、短语、语法、句型;其他两部分侧重训练阅读和写作	学生课后可自主完成,或者教师选择典型题目配合教学		
基础夯实						
快乐晋阶						
特别说明		以上只是简单介绍大体轮廓,详情请参见内文				



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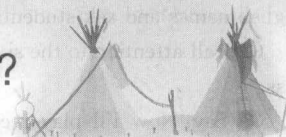
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Unit 1 Where's your pen pal from?



第一教案

教材教案



单元整体教案



单元目标

Topic	Talk about pen pals
Function	Talk about countries, nationalities and languages. Ask and tell where people live.
Structures	Where leads to question sentence. Yes/No leads to questions and short answers. What leads to questions. Do/Does leads to questions.
Emotions	Learn to make pen pals.
Key vocabulary	pal, pen pal, Canada, France, Japan, the United States, Australia, Singapore, country, Sydney, Tokyo, live, language, world, French, like, dislike
Target language	Where's your pen pal from? She's from Japan. Where does he live? He lives in Tokyo. What language does she speak? She speaks English. I can speak English and a little French. I like going to the movies with my friends and playing sports. Can you write to me soon?



教材分析

Status and function

The topic of this unit is to describe something about pen pals. In this unit, students learn to talk about countries, nationalities and language. They also learn to ask and tell where people live. Students are interested in making pen pals, especially the friends in foreign countries. They'd like to know some culture in the other countries, such as Canada, America and so on.

In Section A, it first introduces the names of many countries, such as Canada, the United States, the United Kingdom, Japan, China. Students learn to make statements about their countries of origin and the language(s) they speak. For example, I come from Singapore. I speak Chinese and English.

In Section B, students will get a lot of listening practice, which can improve their listening ability. The letter from Bob helps the students to know how to write a letter and introduce oneself. Also, they can learn to make an information card, which

can raise the learning interest of students.

The activities of self check can help students revise all the key vocabulary presented in this unit.

Teaching aims and demands

1. Knowledge goals

Master how to talk about countries, nationalities and language. Learn to ask and tell where people live.

Where is your pen pal from?

She's from Canada.

Where does she live?

She lives in Toronto.

What language does she speak?

She speaks English and French.

2. Ability goals

To improve students' listening, speaking, reading and writing skills.

To improve students' ability of communication.

3. Moral goals

Enable students to communicate with others.

Encourage students to make friends with others.

Students should know some culture of the foreign countries.

Teaching important points

Learn the key vocabulary and the target language of this unit.

Teaching difficult points

Train students' listening, speaking, reading and writing skills.

Introduce one's pen pals to others.

Teaching methods

Communicative approach

Teaching tools

1. A tape recorder

2. Photos

3. Vocabulary cards



教学设想

Teaching suggestions

Suggestion 1

Listening practice

Let students understand the task of listening.

Play the recording for two times.

Then do the activities. For example Section A, 2b.

(1) Point out the buildings and street names in 1a. Say their English names and ask students to repeat.

(2) Call attention to the six sentences in 2b. Read them to the class.

(3) Say: Now I'll play recording of six conversation. Listen carefully and write a word in the box on each blank line.

(4) Play the recording the first time. Students only listen.

(5) Play the recording a second time. This time ask students to fill in the blanks by listening to the items on the tape.

(6) Check the answers.

Suggestion 2

Oral practice

Let students work in pairs. For example, Section B,

(1) Call attention to what the person in the picture is saying. Ask a student to read the statement to the class.

(2) Say: Now you can talk with your partner about your own neighborhood. Talk about the streets and buildings. Your partner will draw a picture of the neighborhood.

(3) Demonstrate the activity with a student. Have him or her make some statements and draw on the board what you hear.

(4) As students work, move around the room and offer help as needed.

Suggestion 3

Writing practice

1. You can let students make information cards about themselves.

T: The world is becoming smaller and smaller. We want pen pals from different countries. First we must let others know us. Now, please make an information card for yourself like the card below.

Name: _____	Age: _____
Nationality: _____	Language: _____
Favorite Sport: _____	Favorite Subject: _____
Favorite Movie: _____	Family: _____

2. As the students work, the teacher moves around the classroom, talking to the students about what they are writing and offering language support as usual.



课文对译

—Where is your pen pal from?

—你的笔友来自哪里?

—She's from Japan.

—她来自日本。

—Where does he live?

—他住在哪里?

—He lives in Tokyo.

—他住在东京。

—What language does she speak?

—她说什么语言?

—She speaks English.

—她说英语。

Does she have brothers or sisters?

她有兄弟姐妹吗?

I can speak English and a little French.

我会说英语和一点法语。

They have pen pals in the United Kingdom and Australia.

他们有在英国和澳大利亚的笔友。

I like going to the movies with my friends and playing sports.

我喜欢和我的朋友们一起去看电影和做运动。

I don't like math. It's too difficult.

我不喜欢数学,它太难了。

Can you write to me soon?

你能尽快给我写信吗?

Please write and tell me about yourself.

请写信告诉我关于你自己的情况。



背景链接

英国人的生活习俗

英国的礼俗丰富多彩,人们第一次认识时,一般都以握手为礼,不像东欧人那样常常拥抱。随便拍打客人被认为是不礼貌的行为,即使在公务结束之后也是如此。英国人有些禁忌须注意,如他们从不从梯子下走过,在屋里不撑伞,从不把鞋子放在桌子上,忌用人像作装潢等。

英国人注重服装,穿着要因时而异。他们往往以貌取人,仪容态度尤为注意。英国人讲究穿戴,只要一出门,就得衣冠整洁。虽然英国人已无昔日的雄风,可是自负心特别强。中、上层人士由于过着舒适的生活,因此,养成了一种传统的“绅士”“淑女”风度。但他们仍然守旧,一般都热衷于墨守成规,矜持庄重。一般家庭喜欢将以前几代传下来的旧家具、旧摆设、旧钟表炫耀于人。

英国各民族还有遵循传统的习惯,宜避免用 English 一词来表示“英国的”。如遇到一个商人,是苏格兰人或威尔士人,你说他是“英国人”,那么,他会纠正你说,他是“苏格兰人”或“威尔士人”。



单元课时教案



第 1 课时

Teaching aims

1. Knowledge goals

New words: pal, pen pal, Canada, France, Japan, Australia, the United States, the United Kingdom, Singapore

Target languages: —Where is your pen pal from?

—She is from Japan.

—Where is your pen pal from?

—He is from...

2. Ability goals

Reading and listening skills.

Communicative competence.

3. Moral goals

Enable students to communicate with others politely.

Teaching important points

New words: pal, pen pal, Canada, France, Japan, Australia, the United States, the United Kingdom, Singapore

Teaching difficult points

Target languages:—Where is your pen pal from?

—He/She is from. . .

Teaching methods

Listening method

Reading method

Pairwork

Communicative approach

Teaching tools

A tape recorder

Teaching procedures

Step 1 Organization.

Greet the students with “Good morning, class!”

Step 2 New words.

1. Warming up.

T: The world is very big. Let's sing a song “Big Big World”.

Big Big World

I'm a big big girl, in a big big world,
it's not a big big thing if you leave me,
but I do do feel that I do do will
miss you much miss you so much.

(This activity can raise students' learning interest.)

2. Present the new words.

T: Boys and girls, look at the map of the world. The world is very big. There are many countries in the world. Do you know the names of the countries?

(Point to China.)

T: What country is it? It's China. Read after me.

C-H-I-N-A, China.

S: C-H-I-N-A, China.

T: What country is it? It's Japan. “Japan” Read after me.

J-A-P-A-N, Japan.

(Show the map of Japan.)

S: J-A-P-A-N, Japan.

(Teach the other words “Canada, France, the United States, Singapore, the United Kingdom” in the same way.)

3. Practice the new words.

T: Now, you know the names of some countries. Please listen and repeat these countries.

(Play the tape for the first time.)

Ss: Canada, France, Japan, the United States. . .

T: Listen and circle the countries in 1a you hear. OK, let's check the answers. Who can tell us the answers?

S: Canada, Australia, Japan, Singapore.

T: Let's have a contest. I have some cards with the names of countries. Put them on the map of the world. I'll see which team

is the fastest.

As they work, the teacher gives the suitable assessment.

(This activity can train students' listening ability.)

Step 3 New drills.

1. Present the new drills.

T: I have a pen pal. He is from Australia. Maybe some of you have a pen pal, too. Who has a pen pal?

S: I have a pen pal.

T: Where is your pen pal from?

S: He is from. . .

(Ask the students to practice the dialogue like this. Then get some pairs to act it out.)

(This activity introduces the target languages.)

2. Practice the drills.

1) Practice the drill “Where is your pen pal from?”

S: Where is your pen pal from?

S: She is from Japan.

S: Where is your pen pal from?

S: He is from. . .

2) Practice the drill using the things in our life.

T: Please look at your clothes. Where are your shoes from?

S: They're from. . .

T: Where is your watch from?

S: It's from. . .

T: Look in your backpack. Talk about where the things are from. Practice in pairs.

(As students work, the teacher moves around and helps them.)

S: Where is your pencil from?

S: It's from. . .

S: Where is your notebook from?

S: It's from. . .

(This activity provides oral practice using the target language.)

Step 4 Task.

1. Talk about where the famous people or things are from.

T: Look at the picture on the screen. This is Michael Jordan.

Where is he from?

S: He is from America.

T: Work in groups of four, talk about where the famous people or things are from.

S: Where is Liu Xiang from?

S: He is from China. Where is KFC from?

S: It's from America. Where is. . . from?

S: . . .

2. Make a survey.

T: Please ask your group members where the things are from. Work in groups of four. Fill in the form, then report it to the class.

Name:				
thing	TV	fridge	computer	clock
country				

(As students work, teacher moves around the classroom to help them. Students report to the class.)

(This activity not only raises students' learning interest but also provides oral practice using the target languages learned in this class.)

Step 5 Homework.

1. Go over the words in the class.
2. Make up new dialogues using the target languages learned in the class.

Blackboard Design

Unit 1 Where's your pen pal from?

Section A

1. New words
China, Japan, Canada, France, the United States, Singapore, the United Kingdom
2. Drills
Where is your pen pal from?
She/He is from...



教学反思

第2课时

Teaching aims

1. Language goals

New words: country, Sydney, New York, Paris, Tokyo, live, language

New drills:—Where does he live?

—He lives in Tokyo.

—What language does she speak?

—She speaks English.

2. Ability goals

Listening, reading and speaking skills.

3. Moral goals

Communicate with others and understand each other.

Teaching important points

New words: country, Sydney, New York, Paris, Tokyo, live, language

Teaching difficult points

New drills:—Where does he live? —He lives in Tokyo.

—What language does she speak?

—She speaks English.

Teaching methods

Listening methods

Speaking methods

Pairwork

Communicative approach

Teaching tools

A tape recorder, photos, the map of the world.

Teaching procedures

Step 1 Greet the class and review.

Where does your pen pal come from?

Step 2 New words.

1. Present the new words.

T: Please look at the picture. Where is it?

(Show a picture of the Great Wall.)

S: Beijing.

T: OK. You're very clever. What about this one?

(Show a picture of Sydney Opera House.)

S: Sydney.

T: Yes. "Sydney". Read after me, S-Y-D-N-E-Y, Sydney.

(Teach the other words "New York, Paris, Toronto, Tokyo"

in the same way.)

T: Read the words aloud.

(Show the word cards.)

2. Practice the new words.

(Show a map of the world on the screen.)

T: Practice in pairs. One student says the names of the cities, the other student points to the places where the cities are.

(Give them two minutes to practice in pairs.)

T: The cities are in different countries. Please write down the name of a country in the blank after each city.

(Give them three minutes to finish 2a.)

T: Let's check the answers.

S₁: New York is in the United States.

S₂: Paris is in France.

S₃: Toronto is in Canada.

S₄: Tokyo is in Japan.

(This activity introduces the names of some cities.)

3. Listening.

T: Now, John, Jodie and Andrew are talking about their pen pals. Listen and circle the cities and countries in 2a you hear.

(Play the tape, then check the answers.)

T: Let's check the answers.

S₁: The cities are...

S₂: The countries are...

T: Now, listen again. Let's do 2c. Complete the chart.

(Play the tape again and check the answers.)

T: Who can answer the questions?

S₁: John is from...

S₂: Jodie is from...

S₃: Andrew is from...

(This activity gives students oral practice.)

Step 3 Practice the drill.

T: Look at the chart. Where is John's pen pal from?

S: He is from Japan.

T: Where does he live?

S: Tokyo.

(Write the four sentences on the blackboard. Let the students ask and answer about the others' pen pals.)

S₁: Where is Jodie's pen pal from?

S₂: She is from. . .

S₁: Where does she live?

S₂: She lives in. . .

(This activity provides oral practice.)

Step 4 Present the grammar.

T: Where is your pen pal from?

S: He's from. . .

T: Where does he live?

S: He lives in. . .

T: Where is your sister's pen pal from?

S: She's from. . .

T: Where does she live?

S: She lives in. . .

T: Please pay attention to the sentences, "be from" is a phrase, in "where" questions we use "live" alone, without the word "in".

Step 5 Present the structure "What language does she speak?"

1. Present the drill.

T: In China, we speak Chinese. People in different countries speak different languages. What language do we speak?

Ss: We speak Chinese.

T: What language do Americans speak?

Ss: English.

T: What language does Li Shuang speak?

S₁: He speaks Chinese.

T: Li Shuang's pen pal is from England. What language does she speak?

S₂: She speaks English.

2. Fill in the diagram.

T: Let's do 3a. Fill in the diagram.

(The teacher walks around the classroom.)

T: Let's check the answers.

S₁: In China, people speak Chinese.

S₂: In Singapore, people speak Chinese and English.

S₃: In Australia, the United States and the United Kingdom, people speak English.

3. Do 3b. Practice the drill "What language does he/she speak?"

(Make a conversation with a student.)

T: This is my new pen pal. She's from Australia. What language does she speak?

S₁: She speaks English.

T: Work in pairs. Make a similar conversation like this.

S₁: This is. . . He/She is from. . . What language does he/she speak?

S₂: He/She speaks. . .

(Let the students ask and answer according to the diagram in 3a.)

(This activity provides students with oral practice.)

Step 6 Task

T: I'll divide you into four groups. Each group can make up a

ten-question quiz about cities and countries. In each group, there are some pairs. One student from a group will ask a question. One student from the other group will try to answer.

A sample:

S₁: Where is Sydney?

S₂: In Australia.

S₁: What language do Australians speak?

S₂: English.

S₁: Yes. Where is Tokyo?

S₂: In Japan.

S₁: What language do Japanese speak?

S₂: Japanese.

(As the groups play the game, the teacher moves around the classroom and offers some language support.)

Step 7 Homework.

Write a passage about your pen pal.

Blackboard Design

Unit 1 Where's your pen pal from?

Section A

1. Words:

Sydney, New York, Paris, Toronto, Tokyo

2. Drills:

—Where does he live?

—He lives in. . .

—What languages does she speak?

—She speaks. . .



教学反思

第3课时

Teaching aims

1. Language goals

New words: Japanese, world, French

New drills: —What's her name?

— . . .

—Where is she from?

—She is from. . .

—Where does she live?

—She lives in. . .

—What language does she speak?

—She speaks. . .

2. Ability goals

Listening skill.

Communicative skill.

3. Moral goals

Enable students to make friends with others.

Teaching important points

New words: Japanese, world, French

Teaching difficult points

New drills:—What's her name?

—Her name is. . .

—Where is she from?

—She is from. . .

—Where does she live?

—She lives in. . .

—What language does she speak?

—She speaks. . .

Teaching methods

Listening method and communicative approach.

Teaching tools

A tape recorder, computer

Teaching procedures

Step 1 Organization.

Greet the whole class as usual.

Step 2 New words.

1. Present the new words.

T: In China, People speak Chinese. What language is it?

(Show some Japanese words.)

Ss: 日语.

T: Yes. Japanese. Read after me. J-A-P-A-N-E-S-E, Japanese.

Ss: J-A-P-A-N-E-S-E, Japanese.

T: What language do people in France speak?

(Show some French words.)

Ss: 法语.

T: Right. French, read after me. F-R-E-N-C-H, French.

Ss: F-R-E-N-C-H, French.

(The students read the words twice.)

2. Practice the new words.

T: Here are some books. Please read the names.

(Show the books on the screen.)

S₁: Japanese for Kids.

S₂: Chinese Is Fun!

S₃: Our World in English.

S₄: French for Today.

T: Here are some countries. Please read them.

S₁: French.

S₂: China.

S₃: Japan.

S₄: The United States.

T: Now let's match the language teaching books with the countries.

(Give the students two minutes to finish 1, then check the answers.)

(This activity not only introduces the key vocabulary but also gives the students the practice using the key vocabulary.)

3. Listening practice.

T: Sophie has a pen pal. Her mother wants to know some-

thing about her pen pal. What's her name? Where is she from? Where does she live? Please listen to the recording of 2a and number the questions you hear.

(Play the tape for the first time. The students number the questions. Then check the answers.)

T: This time listen again. Please answer the questions.

(Play the tape for the second time. The students write the answers.)

T: What's her name?

S: . . .

T: Where is she from?

S: . . .

T: Where does she live?

S: . . .

T: Does she have any brothers or sisters?

S: . . .

(This activity provides students with listening practice.)

Step 3 New drills.

1. Present the new drills.

T: I have a pen pal. You can ask me any question about her.

S: What's her name?

T: Ann.

S: Where is she from?

T: She is from England.

S: Where does she live?

T: She lives in London.

S: What language does she speak?

T: She speaks English.

2. Practice the new drills.

T: Practice in pairs. You are Lucy. Your partner is Lucy's mom. Ask and answer questions about Lucy's pen pal like this.

S₁: Is the letter from your new pen pal?

S₂: Yes, it is.

S₁: What's his name?

S₂: His name is. . .

S₁: Where is he from?

S₂: He's from. . .

S₁: Where does he live?

S₂: He lives in. . .

S₁: Does he have any brothers or sisters?

S₂: Yes, he does. /No, he doesn't.

S₁: What language does he speak?

S₂: He speaks. . .

(This activity provides practice using the target language.)

Step 4 Task.

T: My nationality is Chinese. What's your nationality?

S: Chinese.

T: Let's finish a task. Do you want to know more about your classmates' pen pals?

S: Yes.

T: Cheng Guang, what's your pen pal's name?

S:...

T: Where is she from?

S: She's from...

T: What's her nationality?

S: She's...

T: What language does she speak?

S: She speaks...

T: Where does she live?

S: She lives in...

T: Work in groups of four. Ask your group members like this, and fill in the chart.

Group member				
Pen pal's name				
Country				
Nationality				
Language				
City				

(Choose some groups to give a report.)

Step 5 Homework.

Write down the questions your partner asks you about your pen pal.

Blackboard Design

Unit 1 Where's your pen pal from?	
Section A	
1. New words	Japanese French World
2. Drills:	—What's her name? —Her name is... —Where is she from? —She is from... —Where does she live? —She lives in... —What language does she speak? —She speaks...

教学反思

第4课时

Teaching aims

- Language goals
New words and sentences.
- Ability goals
Listening skill.
Reading skill.
Writing skill.

Communicative competence. Communicate with others and help each other

3. Moral goals.

Teaching important points

Words and sentences.

Teaching difficult points

Write a letter.

Teaching methods

Reading method.

Communicative approach.

Teaching tools

Pictures.

Teaching procedures

Step 1 Greetings.

Greet the whole class.

Step 2 New lesson.

1. Read the letter and answer the questions.

T: Do you want a pen pal? Bob is a foreign student. He wants a pen pal. Where is Bob from? What language does he speak? What does he like? Please read this letter and find the answers.

(When students read the letter, the teacher moves around the classroom.)

T: Where is Bob from?

S: He's from...

T: What does he want?

S: He wants...

T: What languages does he speak?

S: He speaks...

T: What does he like?

S: He likes...

2. Fill in the chart.

T: Your answers are right. Bob wants to make an information card. Please help him. Read the letter again and fill in the blanks in the card.

Name:	_____
Age:	_____
Nationality:	_____
Language:	_____
Hobby:	_____
Favorite Subject:	_____

(This activity provides students with reading practice.)

Step 3 Drills.

1. Practice in pairs.

T: Tom King wants a pen pal. Student A, close your books and ask some questions about Tom. Student B, open your books and answer the questions according to the information card.

S₁: How old is he?

S₂: He's...

S₁: Where is he from?

S₂: He is from...

S₁: What language does he speak?