

根据义务教育课程标准实验教材编写

NEW WAY
新路学业

修订版

特级教师

初中

教案

优化设计

配人教

主编◎谢鼓平



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英语

七年级下

CHISO 新疆青少年出版社

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主 编：谢鼓平

本册主编：黄若捷 周冰焱

编 委：林 奇 黄若捷 陈 健

严 如 张克镌 高美珍

张高钰 吴云开 周冰焱

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前言

为了帮助广大教师和学生更准确、更深刻地理解教材,我们将组织部分在教学第一线、具有丰富教学经验的中学特级、高级教师以及对各学科的新课标教学有独到理解的教研员,共同编写了这套《初中教案作业优化设计》丛书,供教师们备课及家长们辅导时参考。

该套丛书既吸取了传统的教学经验,又不断创新,使整个教学过程新颖、实用,既注重老师教学的可控性,又注重激发学生的兴趣,体现课改精神。

本套丛书按单元(章)编排,分为单元要点分析、教学设计、单元自测优化设计、疑难辅导等几个部分,还安排了阶段性的总复习和期中、期末测试优化设计。

单元要点分析:简要分析本单元的教学内容,说明各单元的教学要求,明确教材的内在联系,对教学重难点进行点拨,老师可以轻松掌控课堂教学。并科学安排课时划分。

教学设计:本套丛书按课时编写教案。教学过程原创,是老师在吸取全国优秀教学方法的基础上融入自己的教学经验精心编写而成的。整个教学过程新颖、实用,全面精细,对知识不断更新,师生能够进行良性互动。我们在每课时后还附有课时作业优化设计,引导学生巩固所学知识,培养学生举一反三的能力。

教后反思:针对教学过程当中的疑难点提出合理的解决方法和教学建议,或者结合作者的教学经验谈体会,点拨整个教学过程当中的设计亮点,提醒读者在某些教学步骤要根据学生实际情况进行调整,因材施教。希望读者切实从中有所收获,提高教学质量。

单元自测优化设计：各单元均编写一份综合试题，以双基为原则目标，考练全面结合。全套试卷自成体系，既注重对各项知识的巩固，又注意能力的螺旋式上升，体现了训练的连续性、阶段性和科学性。

疑难辅导：针对单元自测或课本中的能力题进行重点辅导和解析，将难题化难为易，有利于学生自学和家长辅导。

总复习：对全册知识进行归类整理，让学生或老师能够系统地对各方面知识进行复习。

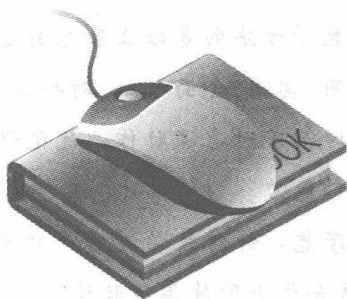
期中、期末测试优化设计：我们编排了期中、期末这样的阶段性测试，旨在检测学生对本册基础知识和重难点知识的掌握情况。

为了方便教师、家长辅导学生以及学生进行自我检测，我们在书后附有课时作业优化设计、单元自测优化设计与期中、期末测试优化设计的答案。

时代在不断进步，教育在发展变化，观念在不断更新，我们尝试编出这套丛书，但愿它能成为老师们教学的好帮手，学生学习的好助手。欢迎广大读者提出批评和建议，以便再版时修订。

编 者

我们采用了最新印次的课本来编写本套丛书，因各地学校采用的课本有所区别，因此造成的不便，敬请谅解。





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Unit 1(第一单元)



Where's your pen pal from?

你的笔友是哪里人?



单元要点分析

本单元是学习国家、城市、语言的名称以及如何综合运用所学的语言知识。通过设置任务型教学,如:Where's your pen pal from? What language does she/he speak? Where does she/he live? 等,介绍各自的笔友,以及他们来自哪些不同的国家和不同的语言文化。教学内容与学生的实际生活紧密联系,要求尽量创设真实的语言情境,让学生在学中用,用中学。逐步让学生了解、学习和掌握不同国家,城市和语言等的表达,学会得体询问他人的国籍、居住地、语言以及笔友的个人信息。通过交流,促进笔友之间的情感友谊,培养跨文化意识。



三维目标

1. 知识与技能

(1) Enable the students to master the new words and the phrases in Unit 1.

(2) Enable the students to understand the dialogues and passages by listening, speaking and reading.

(3) Get the students to talk about countries, nationalities, cities and languages with their pen pals.

(4) Let the students write and describe their pen pals.

(5) Develop the students' abilities of listening, speaking, reading and writing.

2. 过程与方法

(1) Mainly apply the direct-vision method, the audio-vision method and situation method.

(2) The students can take part in some activities like working in pairs, discussing and playing games in groups to improve their abilities of using language.

(3) Apply the multi-media, cards and pictures etc, to arouse the students' interest in learning.

3. 情感、态度与价值观

(1) Strengthen the students' collective sense of honor and cooperative spirit by means of group competition, group discussion and pair work.

(2) Foster the students' attitude towards making friends and friendship.



重、难点与关键

1. Master the new words and phrases, especially the names of the countries and languages.

2. Master the usage of "be" and "do/does".

3. Master the target language:

Where is he/she from? He/She is from ...

Where does he/she live? He/She lives ...

What language does he/she speak? He/She speaks ...

Does he/she speak ...? Yes/No, he/she does/doesn't.



教具

cards, pictures of pen pals, recorder, multi-media etc.



课时划分

Period One: Section A (1a-2d)

Period Two: Section A (3a-4)

Period Three: Section B

Period Four: Self Check



教学设计

Period One (第一课时)



Teaching aims

1. Learn the new words in Section A: pen pal, Canada, France, Japan, the United States, Australia, Singapore, the United Kingdom, country, Sydney, New York, Paris, Toronto, Tokyo, live.

2. Ask the students to use the patterns:

Where is your pen pal from? He's from Australia.

Where is John's pen pal from? He's from Japan.

Where does he live? He lives in Paris.

3. Ask the students to talk about countries, cities and languages.



Teaching main and difficult points

1. Master the new words and patterns.

2. Pay attention to the usage of "be" and "do/does".

3. Let the students talk about their pen pals.



Teaching procedure

Step 1 Revision

1. Daily greetings between the teacher and students.

2. Ask the students to introduce themselves, using the patterns: My name is ... I'm from ...

3. Ask and answer like this:

T: Hi. Where are you from?

S1: I'm from ...

T: Where is he/she from?

S2: He/She is from ...

4. Make similar dialogues in groups.

Step 2 Presentation

1. Ask the students to listen to 1a. Pay attention to the pronunciation and intonation.

2. Listen again. Ask the students to circle the countries in 1a. (Answers: Canada, Australia, Japan, Singapore)

3. Show a map of the world and ask the students to find where the countries is.

4. Ask and answer:

T: I have a pen pal. Do you want to know about my pen pal. Her name is Jane. She is from Australia. "be from" means "来自". Now answer my questions. What's my pen pal's name?

Ss: Her name is Jane.

T: Where is she from?

Ss: She is from Australia.

Step 3 Practice

1. Practice the conversations according to the picture like this:

T: Where is your pen pal from?

S1: He's from Australia.

T: Where is your pen pal from?

S2: He's from Japan.

Show a map of world and point to a country to ask the students "Where is he from?" The students answer "He is from ..." The teacher reads all the countries learned in this lesson and has the students repeat: Canada, France, Japan, the United State, Australia, Singapore.

2. Get the students to work in pairs using information from 1a, and make their own conversation. The students can ask and answer their

classmates like this:

S1: What's your pen pal's name?

S2: His/Her name is ...

S1: Where is your pen pal from?

S2: He/She is from Canada. (France, Japan, Singapore ...)

Pay attention to *wh*-questions and the usage of "be from".

4. Turn to 2a. Ask the students to complete the chart below in 2a and pay attention to the spelling of country names.

5. Ask the students to listen to 2b twice and circle the cities and countries in 2a they hear. Check the answer. (cities: Tokyo, Paris, Sydney countries: Japan, France, Australia)

6. Listen again and finish 2c, then check the answer. (John, Tokyo, Japan; Jodie, Paris, France; Andrew, Sydney, Australia)

Step 4 Consolidation

1. Let the students repeat the list of countries they have learnt in this period.

2. Get the students to go through 2a and 2b.

3. Ask the students to make a free talk according to 2a and 2b.

Step 5 Summary

1. Ask the students to sum up the new words and the target language in this period.

2. Encourage the students to ask any question they feel puzzled.

Step 6 Homework

1. Learn the new words and the target language by heart.

2. Talk about your pen pal with your partner.

3. Preview Section A (3a-4).

Exercises for Period One

第一课课时作业优化设计

I. 完成下列表格。

Number	Pen pal	City	Country
1	John	Tokyo	
2	Jodie	Paris	
3	Andrew	Toronto	
4	Lucy		The United States
5	Sam		Australia

II. 根据上表,完成下列内容。

1. A: _____ your pen pal's name?

B: Jane.

A: Where _____ she _____?

B: She _____ Japan.

A: Where _____ she live?

B: She _____ in Tokyo.

2. A: Jodie is my pen pal.

B: Where's your pen pal from?

A: _____

B: Where does she live?

A: _____

3. A: _____

B: Andrew.

A: _____

B: He is from Canada.