



● 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

英语

八年级
上

冀教版

● 新课标·初中同步·**鼎尖教案**（通用型教案）



我们提供的
不仅是传统的教案
还有
实现教学模式多样化的系统方法

我们提供的
不仅是不同思路的教学模式
还有
为实现这些思路而搭建的
一个动态开放的平台

在这个平台上
你尽可以
自由释放自己的教学思想、智慧与个性
组合适合自己的教学模式

而这一切
正是我们
对新课程教学改革的探索与回应
体现着我们
对人民教师的
充分尊重和终极关怀



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网 址: <http://www.topedu.org>

电 话: 0433-2913975 010-82608550

传 真: 0433-2913971 010-82608856

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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和办法。

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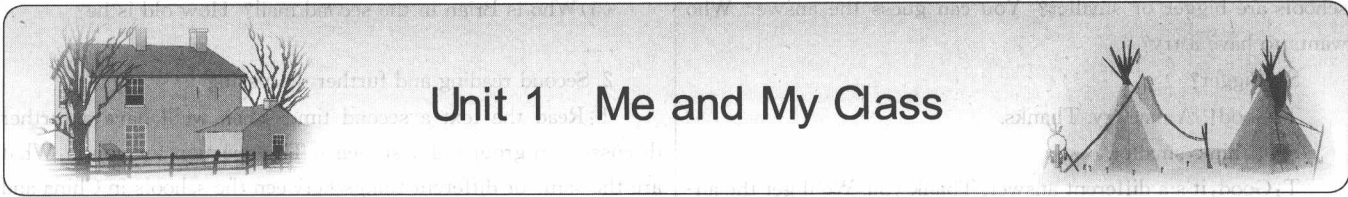
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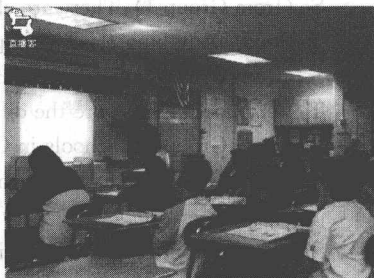
Unit 1 Me and My Class

第一教案 教材教案

背景链接

School Life in America

We have learned that there were some differences between Chinese schools and western schools. Now, let's see the school life of American students.



On school days, American students get out of bed at 7 a. m. They wash their faces and eat breakfast. Then they dress, brush their teeth, comb(梳) their hair, put their books in

backpacks and go to school. Nearly all the students walk or take a yellow school bus. Very few ride bicycles. When they arrive at 8: 30 a. m. , they put their backpacks in a locker(小橱柜) and take just one book and a pencil to each class.

At noon, the students eat lunch at school. The usual lunch must have meat, vegetables, fruit, bread and a drink. However, students prefer pizza, hot dogs and hamburgers with soda(苏打; 碳酸水) to drink. American children like sugar and after the meal they can have a small piece of cake or a cookie.

Students don't have a short sleep or nap(午睡) in the afternoon. After lunch, they go to the school room until 3 o'clock. They have classes for six hours each day and then return home.

单元课时教案

Lesson 1: Li Ming Is Back to School!

Teaching aims

1. Language goals: back, grade, class, pupil, have, term, more, cousin, like, be back, have lessons/classes
2. Ability goals: Introduce yourself and your school.

Teaching important points

1. Talk about the differences between schools in China and other countries.
2. Some new words and phrases: back, grade, class, pupil, have, term, cousin, like, be back, have lessons/classes

Teaching difficult points

1. Introduce a school by 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 an e-mail from China.

Teaching methods

speaking and talking; practice.

Teaching tools

a recorder; pictures or some word cards

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 yourself 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? etc. 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 we have 24 classes (the teacher can pause a little here, waiting for 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, their



schools are 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 good exercise in summer. What about others?

S₁₀: I'm thinner but taller. I played football every day 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 three questions:

(1) Where did Li Ming write the letter/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 in section A)

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-mail 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 good exercise?

(5) Who is Brian in the second 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): Students in Canada go from room to room for their lessons. 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!" section

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 about another three questions you'll get:

(1) What is the same in the new term?

(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.

Blackboard Design

Words and phrases

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

Some difficult sentences

1. I was happy to see your e-mail.

2. It's fun to get an e-mail from China.

Exercises



教学反思

Blank lines for reflection notes.

 课文对译

From: Li-Ming@net. cn
To: jenny@compmail. ca
Subject: School!

Date: 01/09 9:04 PM

Dear Jenny,

I am back home. Today was my first day of school in China. I am in Grade Eight this year. My school in China is big. It's bigger than yours. There are about 900 students in my school. Every grade has six classes. My class has fifty pupils.

We have some new teachers and classmates this year. We have our classes in one room and the teachers come to us.

Li Ming

发件人: Li-Ming@net. cn

收件人: jenny@compmail. ca

主题: 学校!

日期: 9月1日 晚上9:04

亲爱的詹妮:

我回到家了。今天是我在中国上学的第一天。今年我上八年级。我所在的中国学校很大,比你的学校要大。我校大约有900名学生。每个年级有6个班,我们班有50名学生。

今年我们有一些新老师和新同学。我们只在同一个教室里上课,所以老师要到教室来给我们上课。

李明

From: jenny@compmail. ca

To: Li-Ming@net. cn

Subject: I like e-mail!

Date: 02/09 6:10 PM

Dear Li Ming,

I was happy to see your e-mail. It's fun to get e-mail from China! This term, school begins at 8:30. I have more teachers and more fun!

Every teacher has a different classroom. We go from room to room for our class. It's good exercise for us.

On Wednesday, my cousin Brian arrives from the U. K. He will live with my family this year. Brian is thirteen years old, just like me!

Your friend,

Jenny

发件人: jenny@compmail. ca

收件人: Li-Ming@net. cn

主题: 我喜欢电子邮件!

日期: 9月2日 下午6:10

亲爱的李明:

看到你的电子邮件我很高兴。收到来自中国的电子邮件真有趣。这个学期学校8:30开始上课。我有更多的老师和乐趣!

每位教师有不同的教室,我们上课要奔走于各个教室之间。这对我们来说是一种很好的锻炼。

这周三,我的表弟布莱恩将从英国回来。今年他将和我们全家住在一起。和我一样,布莱恩也是13岁。

你的朋友,

詹妮

Lesson 2: Many Faces, One Picture

Teaching aims

1. Language goals: photograph, photo, wish, look like, take pictures/photos
2. Moral goals: talk about likes and dislikes.
3. The Simple Present Tense(positive and negative forms).

Teaching important points

1. Learn to express likes and dislikes.
2. Master the negative form of the Simple Present Tense.
3. Some words and phrases: photo, look like, take pictures/photos

Teaching difficult points

1. Express one's dislikes: I don't like...
2. 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.

Teaching methods

speaking and talking; practice

Teaching tools

a recorder; tape; some cards; a big piece of paper; one photo of you; some real things such as a banana; a book and some clothes

Teaching procedures

Step 1: Organization

T: 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 the banana, book and a piece of clothes in 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, talk about the 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: Discussion about the picture in the textbook

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 dialogue.

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 time for us to introduce your partners to our class now. S₃, 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 collage! Post the collage 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.

Blackboard Design

Words and phrases

photograph, photo, wish, look like, take pictures/photos

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



教学反思



课文对译

Not That Old Photo!

Li Ming and Wang Mei are looking at their photographs for the class picture.

"That's a good picture of you, Wang Mei," says Li Ming. "You are wearing a red coat. I like it."

"Thank you, Li Ming," she says. "I like to wear my red coat. It's new. May I see your picture?"

"Yes," says Li Ming, "Here it is. I don't like my picture. I look like a little boy in it! My mom took this picture. I was ten years old then. I'm thirteen now. I'd like a new photo, but I don't have one."

不喜欢那张旧照片

李明和王梅正在看他们为班级照片展准备的照片。

李明说：“王梅你照得真好。你穿着红色上衣，我喜欢它。”

王梅说：“谢谢你，李明。我喜欢穿红色上衣，它是新的。我可以看看你的照片吗？”

李明说：“可以。给你。我不喜欢我的照片。在照片中，我看起来像一个小男孩。我妈妈给我拍的这张照片。当时我10岁。现在我13了。我想要一张新照片，可是我没有。”

Lesson 3: Getting to Know You!

Teaching aims

1. Language goals: Miss, really, also, dislike, hate, either, interest, violin, music, comb, dinosaur, write, go for walks

2. Ability goals: Consolidate the usage of the negative question form of the Simple Present Tense.

3. Moral goals: Learn how to express likes and dislikes (oneself and others).

Teaching important points

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

2. Some words and phrases: Miss, really, also, dislike, hate, either, interest, violin, music, comb, write, go for walks

Teaching difficult points

1. Express one's dislikes: I don't like... either.

2. Some difficult sentences:

① Glad to meet you.

② I want you to write about him or her.

Teaching methods

listening; speaking and reading

Teaching tools

1. a recorder; tape; word cards; some pictures

2. Draw some pictures or find some pictures for the characters in this lesson: Danny, Jenny, Miss Cox and Brain.

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 expressions when necessary to help them.

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" (shi hua shi shuo) and "Sons and Daughters of the East" (dong fang 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 use English! But it's fun! I'm sure you will like it.

Step 3: Listen and find useful information

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.

Step 4: Read and discuss

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

(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 the girl 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 an interview project. So you can be the host or hostess now. You can ask any question 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 interviewing 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.

Blackboard Design

Words and phrases

Miss, really, also, dislike, hate, either, interest, violin, music, comb, dinosaur, write, go for walks

Some difficult sentences

1. Glad to meet you.
2. I want you to write about him or her.

Exercises



教学反思



课文对译

Danny, Brian and Jenny have Miss Cox for English class. Today Miss Cox has a surprise. "I want you to talk to a classmate. Then I want you to write about him or her." Danny wants to talk to Sandra, a new student in the class, but he is a little scared.

Danny: Hello. How do you do? My name is Danny. I'm a student here. Can I talk to you?

Sandra: Glad to meet you, Danny. I know you're a student here. Sure, you can talk to me!

Danny: Thanks! Let's see... what's my first question? Oh, yes. What is your name, Sandra?

Sandra: My name is Sandra!

Danny: Oh! Let me write that down. What things do you love, Sandra?

Sandra: I love the colour green.

Danny: Really? Me, too! What foods do you love?

Sandra: I love to eat many different foods. I like donuts best.

Danny: Me, too! I also love grapes, apples, ice cream, noodles, bananas, cake, pizza, hot dogs...

Sandra: What's your next question?

Danny: Oh! Here's my next question. What do you dislike?

Sandra: I hate rain. I don't like Mondays. And I never wear purple clothes.

Danny: I don't like rain, either. What are your interests? What do you like to do after school?

Sandra: I play the violin. I love music. I also like going for walks.

Danny: What do you hate to do?

Sandra: I hate to comb my hair! And I hate getting out of bed sometimes.

丹尼、布莱恩和詹妮在考克斯小姐的班上学英语。今天考克斯小姐给大家一个惊喜。“我想要你们和你们的一个同学谈话。然后,把了解到的他或她的情况写下来。丹尼想和桑德拉谈话,桑德拉是班里的新同学,但是他有点儿害怕。

丹尼:你好。我是丹尼,是这儿的一名学生,我可以跟你交谈吗?

桑德拉:见到你很高兴,丹尼。我知道你是这儿的。当然,你可以跟我谈。

丹尼:谢谢!让我想一下……我的第一个问题是什么来着?噢,对了。你叫什么,桑德拉?

桑德拉:我叫桑德拉!

丹尼:噢,我把名字记下来。桑德拉,你喜欢什么?

桑德拉:我喜欢绿色。

丹尼:真的吗?我也喜欢绿色。你什么食物?

桑德拉:我爱吃各种食品。我最喜欢吃面包圈。

丹尼:我也是!我还喜欢吃葡萄、苹果、冰淇淋、面条、香蕉、蛋糕、比萨、热狗等。

桑德拉:你的下一个问题是什么?

丹尼:噢!这是我的下一个问题——你不喜欢什么?

桑德拉:我讨厌雨。我不喜欢星期一,并且我从不穿紫色衣服。

丹尼:我也不喜欢雨。你有什么爱好?放学后,你喜欢做什么?

桑德拉:我拉小提琴。我爱好音乐。我也喜欢去散步。

丹尼:你讨厌做什么?

桑德拉:我讨厌梳头发,并且我有时讨厌起床。

Lesson 4: On a School Day

Teaching aims

1. Language goals: jeans, weekend, round, iron, wool, cotton, tidy, blouse, be made of, all year round
2. Ability goals: Learn the English song.
3. Moral goals: Talk about weather and clothes.

Teaching important points

1. How to talk about weather and clothes.
2. Some words and phrases: jeans, weekend, round, iron, cotton, tidy, be made of, all year round

Teaching difficult points

1. Wear different clothes in different weathers.
2. Some difficult sentences:
 - ① I'm wearing a blouse today.
 - ② Shirts and blouses are made of cotton.

Teaching methods

listening and singing

Teaching tools

1. Prepare some clothes in different seasons; some in winter against cold, some in summer for keeping cool
2. Some color chalks; some pictures with different clothes; word cards; slide projector

Teaching procedures

Step 1: Organization

(Sing "Good morning" song, whose tune is from "Happy birthday" song. Teacher entered the classroom.)

T: Do you like singing? Who can sing a song for us? 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 and the word cards to prepare for learning the new words about clothes. Make sure they know the meaning of the song.)

Step 3: A quick review about clothes words

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 to group words in the song. For instance: He wears pants/on a school day, Blue jeans/on the weekend, something different/all year around.

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 around?

(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 to sing the song after having listened to the songs 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) What's in the girls' hands?
- (3) Do you love sweaters?
- (4) 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 books.

Blackboard Design

Words and phrases

jeans, weekend, round, iron, wool, cotton, tidy, blouse, be made of, all year round

Some difficult sentences

- 1. I'm wearing a blouse today.
- 2. Shirts and blouses are made of cotton.

Exercises



教学反思



课文对译

He wears pants on a school day,
 Blue jeans on the weekend,
 Something different all year round.
 Ironed shirts on a school day,
 Sweaters on the weekend,
 Something different all year round.
 Wool in the winter,
 Cotton in the summer,
 Something different all year round.
 Wool in the winter,
 Cotton in the summer,
 Something different all year round.
 She wears blouses on a school day,
 Sweaters on the weekend,
 Something different all year round.
 Tidy dresses on a school day,
 Blue jeans on the weekend,
 Something different all year round.
 Wool in the winter,
 Cotton in the summer,
 Something different all year round.
 Wool in the winter,
 Cotton in the summer,
 Something different all year round.
 上学的时候他穿长裤,
 周末穿蓝色的牛仔裤,
 一年到头各不相同。
 上学的时候穿着熨平的衬衫,
 周末穿运动衫,
 一年到头各不相同。
 冬天穿毛织品(毛料的),
 夏天穿棉织品(棉制的),
 一年到头各不相同。
 冬天穿毛织品(毛料的),
 夏天穿棉织品(棉制的),
 一年到头各不相同。

上学的时候她穿衬衫,
周末穿运动衫,
一年到头各不相同。
上学的时候穿整洁的连衣裙,
周末穿蓝色的牛仔褲,
一年到头各不相同。
冬天穿毛织品(毛料的),
夏天穿棉织品(棉制的),
一年到头各不相同。
冬天穿毛织品(毛料的),
夏天穿棉织品(棉制的),
一年到头各不相同。

Lesson 5: The Best Clothes

Teaching aims

1. Language goals: anymore, not... any more, gray(= grey), paint, very much, backpack, voice, silly, look silly, think of
2. Moral goals: Likes and dislikes about clothes.

Teaching important points

1. Learn to make comments on clothes.
2. Some words and phrases: anymore, not... anymore, gray(= grey), paint, very much, voice, silly, look silly, think of

Teaching difficult points

1. The right attitude towards new clothes.
2. Sentences structures about comments on clothes.
 - ① Krista was wearing a pair of runners.
 - ② I do not like this pair anymore.

Teaching methods

speaking and talking; practice

Teaching tools

a big piece of paper; some marks and paints; a pair of old shoes

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 though 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)

Step 5: Read and understand

T: Read the text fast and silently by yourselves then have a discussion about the story. There are more questions for you:

(1) What do Krista's runners look like?

(2) What does Krista do to her runners?

(3) Is Gina Krista's good friend?

(4) Why does Gina laugh at Krista? Is it right?

(Keys: 1. They are old and gray. 2. She paints her runners with marks and paints. 3. No, Krista doesn't like Gina. 4. Because Krista paints her shoes and they look silly. No, it's wrong to laugh at others.)

Step 6: Further discussion

T: Discuss the story more deeply. Think about the two questions:

1. If you were Krista what would you do? (Suggested answer 1: If I were Krista I wouldn't paint my shoes. I will just keep them clean and take good care of them. We feel very comfortable when wearing old shoes. Suggested answer 2: I would also paint my shoes. Because I think it's funny to make old shoes have a different color.)

2. If you were Gina what would you say when you see Krista's painted shoes? (suggested answer 1: If I were Gina I would say, "Hi, Gina, you did a good job. Your runners look so nice now." suggested answer 2: If I were Gina I would say, "Please buy a pair of new shoes. Old one are still old after painted.")

Step 7: Meaning of the story

T: Read the text once again, please. Try to get the meaning of the story. Then discuss what the right attitude towards appearance and classmates is.

Step 8: "Let's Do It!" section

T: Let's see what we should do in this part.

1. Find the reason why Krista wants to cry. Does it recall the similar feeling when you feel embarrassed? Did the feeling last a long time?

2. Guess how the story will go without reading the second part in the Reader. Read it for your partner and check whether your guess is right or wrong.

Step 9: Homework

1. The third reading in the reader

2. Other exercises in the activity book

3. The next reading in the students' book

Blackboard Design


Words and phrases

anymore, not... any more, gray(= grey), paint, very much, backpack, voice, silly, look silly, think of

Some difficult sentences

1. Krista was wearing a pair of runners.
2. I do not like this pair anymore.

Exercises

 教学反思

 课文对译

Part One: Old Gray Runners

Krista was wearing a pair of runners. "I don't like this pair anymore. They're old and gray," she said to her friend Peter.

"You could paint them," said Peter.

"Like you painted your arm green?" she laughed. But she thought, "He's right. I could."

She went home. She got out her markers and paints. She drew yellow circles on her runners. She painted green lines below the circles. The circles and lines looked like flowers!

The next day, Krista wore her runners to school. "See?" she said to Peter.

"That's different!" he said. "I like them."

But then Gina walked into the classroom. Krista didn't like Gina very much. Gina always had the best clothes.

Gina was wearing a new dress. It was made of blue cotton. Her backpack was the same colour! She looked like someone from a movie.

Gina looked at Krista's feet. "What did you do to your runners?" she asked. Her voice was loud. "They look silly."

Her classmates laughed.

Krista could not think of an answer. Her feet felt bigger than a kangaroo's. She wanted to cry.

第一部分:灰色旧跑鞋

克里斯特穿着一双跑鞋。“我不再喜欢这双跑鞋。它们又旧又灰暗。”她对朋友彼得说。

“你可以用颜料涂抹它们,”彼得说。

“像你把你的胳膊染成绿色一样吗?”她笑了。可是她想了想,“他是的,我可以涂抹它们。”

她回到家,拿出彩笔和涂料,她在跑鞋上画了些黄圈。在圈的下面绘上绿色的线条。圈儿和线看起来像花朵!

第二天,克里斯特穿着她的跑鞋来到学校。“你看,怎么样?”她对彼得说。

“大不一样了!”他说,“我喜欢它们。”

可是后来吉娜走进教室了。克里斯特很不喜欢吉娜。吉娜总是穿着最好的衣服。

吉娜穿着一条新裙子。它是用蓝色的棉布做的。她的背包也是同样的颜色!她好像电影中的人一样。

吉娜看了看克里斯特的脚。“你把你的跑鞋弄成什么样子了?”她说,她的声音很大,“它们看起来真可笑。”

同学们都笑了起来。

克里斯特无言以对。她觉得自己的脚比袋鼠的还大。她想哭。

Lesson 6: Meet Ms. Liu

Teaching aims

1. Language goals: Ms. , finish, introduce, special, Mrs. , married, be married, husband, Mr. , piano, singer, nervous, be ready to, have been a. . . for. . . , play the piano
2. Moral goals: Learn how to introduce a teacher.

Teaching important points

1. Master the new words: Ms. , finish, introduce, special, Mrs. , married, be married, husband, Mr. , piano, singer, nervous, be ready to, have been a. . . for. . . , play the piano
2. Some useful expressions: using Mr. /Mrs. /Ms. in the correct way

Teaching difficult points

1. How to present a good introduction of a teacher.
2. Some difficult sentences:
 - ① Now he is ready to introduce someone to the class.
 - ② I'm married, so you can call me "Mrs. " Liu.

Teaching methods

speaking and talking; practice

Teaching tools

photo; word cards; some pictures; recorder and slide projector

Teaching procedures

Step 1: Organization

1. Greetings

T: Hi, class! Good morning. How are you doing today? It's September now, not hot and cold. I like autumn in the four seasons of year. And remember we need to wear different clothes in different seasons.

2. A brief review of yesterday's lesson
3. Duty report

T: Who's on duty today? Introduce the weather to us today. And describe what clothes your classmates are wearing.

Step 2: New lesson

1. Lead in

(Show the photo of Wang Xiaoya)

T: You like her very much, yes? Me, too! Would you like to talk to her? We've learned how to interview someone. Imagine you've interviewed Wang Xiaoya. And then you are asked to introduce her to your class. Do you know what we want to know about her?

Guide the Ss to know the way of introducing someone with some questions:

- (1) Where does she live?
- (2) What does she do?
- (3) What is she good at?
- (4) How is she doing her work?
- (5) How do you like her?

(Keys: 1. She works in CCTV, so she lives in Beijing. 2. She a good hostess of "Quiz Show" on TV. 3. She is good at hosting. 4. She works very well. Others even learn from her and her program. 5. She always smiles and I like her very much.)

Step 3: Discussion