



● 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

七年级上

牛津版

● 新课标·初中同步·**鼎尖教案**（通用型教案）



延边教育出版社





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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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。

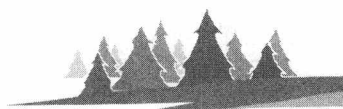
教学模式的多样化是新课程实施的重要途径，也为教学模式的多样化研究提供了有利的理论和实践环境。教学模式的多样化，要求教师必须在准确把握教学目标、教学内容、师生情况、运用条件和评价体系特点的前提下，利用和发挥自身特长、体现自身特色，采用相应的教学模式。

《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。



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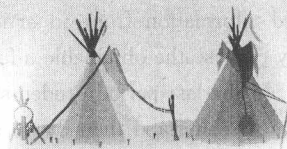
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## Unit 1 This is me!



### 第一教案

### 教材教案

#### 名师说课

本单元重点是介绍自己或别人,因此,学生是否能流利表达是本单元的关键。

像 Comic strips & Welcome to the unit 是本单元的第一课时,又是七年级学生初中生涯中第一次和英语这门学科接触,能否激起学生的兴趣至关重要。如果学生在第一节课就能大胆开口表达自己,就为 Reading 部分的顺利进行打下了基础。

Reading 部分是一个单元的重点。重点词汇、语法都在这个部分集中运用。所以应该花费大量的时间训练学生的听、说、读、写能力。因为,学生能够流利地读写,是他们学习英语的关键所在。最少应该用三课时把 Reading 授完,才能完成知识的输入,为下一段落的 Integrated skills 和 Main task 的知识输出和技能的形成打下坚实的基础。

Grammar 部分,是初中学生第一次接触正式的语法项目。在时态学习中,了解时态的含义,记住并运用时态的动词构成至关重要;时态对于中国学生来说是非常抽象的东西。如何化抽象为具体,把语法知识系统化是关键所在。一定要融语法项目于具体的情景中,这样才能使学生印象深刻,而且要不断再现。最好用两课时完成。

Integrated skills 部分重点训练学生的听力,只有学生能够读准单词,流利地朗读和说出句子才能够完成这一部分。一般来说,Part A 做一课时,着重训练学生从已知材料和听力材料中获取信息,并能用所获取的信息解决实际问题。Part B 做一课时,要求学生能自由表达自己。要鼓励学生添加自己的语言,达到提高综合运用语言能力的层次。

Study skills 部分似乎无关紧要,其实不然,学生英语学习的不断进步,都来源于这部分知识的不断积累。本单元的 Study skills 部分,就要求学生尽可能多地说英语,并且要学会和别人合作与交流,也符合新课标。

Main task & Checkout 部分是知识和技能的输出部分。学生前面的知识是否完全掌握,从这个部分就能明显反映出来,也是教师查漏补缺的过程。一定要把重点词汇、句型和语法项目在这个部分很好地体现出来。然后再根据学生的反馈,进行适当的调整,帮助学生巩固好所学知识。在这个段落,最好用两课时完成,让学生明确该做哪些准备工作,怎样为写作(输出)打下基础。特别要注意写作训练。建议第一课时理清思路,第二课时检查学生的写作和自由表达能力。

#### 单元目标

Topic	Meeting new friends
Functions	Greet people, introduce oneself, write about themselves

Structures	Yes/No questions of the simple present tense. How to use personal pronouns; I/we, you/you, he/she/it/they
Target Language	1. —What's your name? —My name is/I'm... 2. —Are you happy? —Yes, I am. /No, I'm not. 3. —Do you like fish? —Yes, I do. /No, I don't.
Vocabulary	All kinds of nouns and verbs, useful phrases used in the simple present tense.
Emotional Demands	Help students to understand and help each other.
Grammar Focus	Focus all kinds of sentence structures of the simple present tense.
Useful Expressions	1. Greet people. 2. Sentence structures of the simple present tense.

#### 教材分析

##### I. Status and Function

This is the first unit that students will learn in their junior middle school. If the students can grasp this unit well, they will be more interested in English learning and have enough confidence in themselves. The topic of this unit is to introduce oneself; the main task is to help students introduce themselves and others and help them write a personal profile to introduce themselves.

It's related to students' daily life. It's useful to arouse students' interest in learning English and help students to let others understand more about themselves.

In the first period, students are encouraged to introduce themselves and greet others in the right way.

In the second period, students will learn six profiles about six new students of Beijing Sunshine Secondary School. These series of activities can improve students' ability of how to find out useful information from a material and try to use the information to solve factual problems. They can also improve their reading and listening abilities.

In the third period, students will learn more details about profiles. They should know how to introduce others and can introduce others with correct personal pronouns and probable nouns, verbs and adjectives.

In the fourth period, students can learn all kinds of sentence structures of the simple present tense. This period is more important in English learning. Through all kinds of practicing activities, students have a total impression on the simple present tense.



In the fifth period, students will first learn how to extract related information from an article and listening materials. Then they can use the obtainable information to finish off an article.

In the last period, students will learn how to make an outline before writing and then try to use the knowledge learned in this unit to write an article to introduce themselves to others.

This period can help students to revise and use all the key vocabulary and useful expressions presented in this unit. What's more, this period can help students improve students' integrated skills in listening, speaking, reading and writing.

#### 1. Listening skills

A. Identify main points to get a general impression of different people.

B. Identify the context of a radio broadcast about a football player.

C. Identify specific information about a football player.

#### 2. Speaking skills

A. Try to use probable expressions to greet people.

B. Use Yes or No questions to talk about yourself and others.

C. Learn to introduce yourself and others with proper vocabulary and expressions.

#### 3. Reading skills

Identify specific information about different people from their profiles.

#### 4. Writing skills

A. Try to extract information from context.

B. Use model sentences to write a profile of yourself.

### II. Teaching aims and demands

#### 1. Knowledge goals

A. Master how to greet people and introduce oneself.

—Hi/Hello, I'm Lily. What's your name?

—My name is/I'm...

B. Grasp all kinds of sentence structures of the simple present tense.

C. Try to get information and use the information to solve factual problems.

D. Try to write an article to introduce themselves or others.

#### 2. Ability goals

To help students use the correct and useful language points to greet people and ask and answer questions fluently. Improve students' integrated language practical ability.

#### 3. Moral goals

To help students communicate with people politely.

To help students understand each other easily.

To help students know some background knowledge about English-speaking countries.

### III. Teaching important points

The key vocabulary and target language presented in the unit.

### IV. Teaching difficult points

How to use all kinds of teaching means to help students use the key vocabulary and target language by listening, speaking, reading and writing. The most difficult one is the sentence struc-

tures of the simple present tense.

#### V. Study ways

1. To greet in English.

2. Through scan and skim the six profiles, help students know the six new students better.

3. To talk about somebody or something using the simple present tense.

4. Through listening to sports news, try to improve students' listening abilities.

5. Try to introduce yourself by imitating the sample profiles.



### 课文翻译

#### Reading

Millie: 嗨,我是米莉。我十二岁了。我在七(1)班。我住在北京。我喜爱读书。我参加了读书兴趣小组。我有一条狗。他叫埃迪。我很爱他。

Simon: 嗨,大家好!我叫西蒙。我出生在上海但是现在住在北京。我非常喜欢北京。我喜爱放学后踢足球。我有个堂妹叫安妮。

Sandy: 嗨,我是桑迪。我来自北京。我非常高而且苗条。我留黑色的长发。我喜欢听音乐。现在,让我们见一见基蒂、艾米和丹尼尔吧。

Kitty: 这是基蒂。她11岁了。她个小。她热爱跳舞。她学习努力。

Amy: 这是艾米。她不怎么高。她留短发。她擅长游泳。她很搞笑。

Daniel: 这是丹尼尔。他戴眼镜。他喜爱玩电脑游戏。他既懂礼貌又乐于助人。

#### Main task

Part A: 我叫米莉。12岁。我出生在北京我也爱北京。

我不太高。我有一双黑褐色的眼睛,而且我的头发既短又黑。

我喜爱听音乐。在周末我听CD。我喜欢读书。我加入了读书兴趣小组。在学校我喜欢英语和语文。我擅长英语。

在北京阳光中学,我有许多朋友。我喜欢和他们玩耍。

嗨!我是丹尼尔。我11岁。我出生在南京,但现在我和家人一起住在北京。

我个子矮。我有黑色的头发,并且我戴眼镜。

我喜欢所有的功课。我不怎么擅长体育。我喜欢玩电脑游戏。

我的朋友说我既懂礼貌又乐于助人。我的老师和同学们都喜欢我。



### 背景链接

在美国,朋友之间打招呼通常是随意地说声“Hello”。即使是初次见面,也不一定要握手,只要笑一笑,打个招呼就行了。大多数美国人不喜欢用尊称,他们认为这太郑重其事。美国的男女老少都喜欢别人直呼自己的名字,认为那是“亲切友好”的表示。人们初次见面时,往往是连名带姓一起介绍,如“My name is Mary Smith.”——我叫玛丽·史密斯。这时你可以称呼她为“Mary”或“Ms Smith”。常见的情形是:交谈之初通常互相用“Mr+姓”或“Ms+姓”称呼,熟悉之后就可以直呼其名了。有时第一次同美国人见面,不知道对方的姓名,你可以只称呼他为“Sir 先生”或“Madam 女士”。这时对方会很快理解你的心情并热情告诉你他(她)的姓名。

# 单元课时教案

## 第1课时

### Teaching aims

1. Language goals

Key vocabulary: master, good morning, good afternoon, good evening, good night

Target language:

(1) What's your name?

(2) My name is...

(3) I'm...

2. Ability goals

(1) To train students' communicative skill.

(2) To improve students' listening skill and spoken English.

3. Moral goals

To learn to communicate with others with good manners.

### Teaching important points

To learn how to greet people politely and introduce oneself using the target language.

### Teaching difficult points

To learn how to greet people correctly during different period of time.

### Teaching methods

Communicative approach.

Pair work.

### Teaching tools

A tape recorder. Multi-media.

### Teaching procedures

#### Step 1 Presentation

1. Introduce yourself to the students:

I am your new English teacher this term. I'm Miss/Mr. . .

2. Then introduce the new words—e-dog, master to them.

Make a conversation with students like this:

T: Today I also bring you two new friends. Do you want to know them?

Ss: Yes, we do.

T: Look, this is my pet dog. What about this one? (Help Ss find out that it is an e-dog.)

Ss: It is an e-dog.

T: Great! You are so clever. Can you guess who looks after my dog?

Ss: You look after him.

T: Yes, so I'm his master.

3. Present the new words on the blackboard and help students practice together.

e-dog

master

look after

4. Get students to practice the sentences together:

This is my pet dog. I look after him every day. I'm his master.

#### Step 2 Listening and practicing

1. Tell students today they will meet another two new friends.

Please listen to the tape and answer the following questions:

What are their names?

Who is the e-dog's master?

Check the answers as a whole: Their names are Eddie and Hobo. Eddie is Hobo's master.

2. Play the tape again for students to follow it.

3. Divide the students into two groups and read the conversation twice.

#### Step 3 Role-playing

1. Students try to act out the conversation in pairs.

2. Get some pairs to role-play the conversation in front of the class. Encourage them any time.

Find out the winners.

#### Step 4 Presentation

1. Introduce yourself to the students again. Help students to find out the differences among Miss, Mr, Mrs, Ms.

2. Have a free talk with students. Good morning. I'm Miss/Mr. . . What's your name?

Help students to answer like this: Good morning. My name is/I'm. . .

Present the patterns above on the blackboard. Practice them several times.

3. Get some pairs to introduce themselves to each other.

Remind students that they shouldn't forget to say "Good morning" before they ask.

4. Look around the classroom. Help and encourage students any time.

#### Step 5 A game

1. Move the hands of the clock to a certain time in a day, train the students' reaction: At this time of the day, how do you greet your teachers, your parents or your classmates?

Sum up the greetings on the blackboard, a question for students: Good morning/afternoon/evening/night.

2. Students make their own time cards to greet each other like this:

S<sub>1</sub>: Good morning. I'm/My name is. . . What's your name?

S<sub>2</sub>: Good morning. My name is. . .

S<sub>1</sub>: Nice to meet you.

3. Make some pairs to act out their conversations in front of the class. Praise them any time.

#### Step 6 Presentation

1. T: Today we are going to meet some friends at Beijing Sunshine Secondary School. This is their first English class. Open your books at page 7 and read aloud what they say.

2. Get students to role-play the sentences in groups of six.

3. Get some groups to act out their introductions in front of the class. Encourage them to add their own words.

#### Step 7 Homework

1. Try to use the patterns correctly after class.

2. Remember the four skills about vocabulary and expres-

sions in the period.

3. Finish off related exercises after class.

### Blackboard design

Unit 1 This is me!	
Greetings:	
1. Hello!	
2. Hi!	
3. Good	<div> morning.  afternoon.  evening.  night. </div>
4. —What's your name? —My name is/I'm...	
5. I love this e-dog.	
6. —Are you my master? —Yes, I am.	

### Teaching self-examination

本课时内容较少且相对简单,只要让每个孩子都能开口,就成功了。学生对于打招呼用语都能掌握,要重点训练他们的快速反应能力。本课时的重点是激发学生的学习兴趣和鼓励、发现同学的实际英语水平,给以后的分层教学打下基础。

## 第2课时

### Teaching aims

1. Language goals

Key vocabulary: year, grade, reading, club, everyone, after, long, music, hard, short, swimming, wear, glasses, enjoy, polite, helpful, hobby

Key phrase: ... years old, the Reading Club, be born in, wear glasses, come/be from, long black hair, listen to music, short hair, play computer games

Target language:

(1) She is good at swimming.

(2) He enjoys playing computer games.

2. Ability goals

(1) To train study skill of scanning.

(2) To understand the main information given in the six profiles.

3. Moral goals

To learn to introduce others properly.

### Teaching important points

1. Arouse students' interest in speaking English.

2. Develop students' self-confidence.

3. Train cooperating study.

### Teaching difficult points

To learn how to find out useful information according to scanning the context.

### Teaching methods

Task-based teaching.

Skimming and scanning.

### Teaching tools

A tape recorder. Multi-media.

### Teaching procedures

#### Step 1 Revision

1. Review the languages about greetings when they meet at

different times.

#### Step 2 Listening and guessing

1. Tell the students there are three teachers that students are familiar with, play the tape for students to listen and guess who he/she is.

2. List useful languages on the blackboard:

This is... He/She is... years old. He/She is... tall/short.

He/She loves... He/She wears glasses.

#### Step 3 Presentation

1. Show six masks of the new friends and ask students who they are. Help students describe something about them. Write the names on the blackboard.

2. Get students to skim the profiles on page 8 for the answer to the question: What do they look like?

3. Make students find out all the new words in them, practice together.

#### Step 4 Practice

A. True or false questions.

1. Millie is 11 years old.

2. Simon was born in Shanghai.

3. Sally doesn't like listening to music.

4. Kitty loves dancing.

5. Amy has long hair.

6. Daniel wears glasses.

B. Practice the sentences.

1. I like playing computer games.

2. You like playing basketball.

3. He/She likes playing football.

4. We like playing tennis.

5. You like badminton.

6. They like dancing.

#### Step 5 Reading

1. Play the tape for students to listen and repeat, pay more attention to the pronunciation and intonation, try to imitate properly.

2. Get some individuals to read the part for students to train their confidence in speaking English.

#### Step 6 Homework

1. Read the profiles fluently after class. Finish off Page 10 exercises after class.

2. Complete the following sentences.

### Blackboard design

Unit 1 This is me!	
Hello/Hi, I'm...	This is...
I'm... years old.	He/She is... years old.
I was born in...	He/She is tall/small.
I like/love reading.	He/She loves dancing/swimming...
I have long black hair.	She is good at dancing.
	He/She(doesn't) wear(s) glasses.

### Teaching self-examination

本课时内容较多,但是训练内容相对集中于:介绍自己或介绍别人。重点训练的语言点是:A. 介绍自己。Hello/Hi, I'm... I'm... years old. I was born in... I like/love reading. I have long



black hair. 等。B. 介绍别人。This is... He/She is... years old. He/She is tall/small. He/She loves dancing/swimming. She is good at dancing. He/She(doesn't) wear(s) glasses. 等。要充分创设情景,让每个孩子都有机会用所学的语言表达自己。不要太在乎孩子在说的过程中的小错误,除非是典型问题提出来共同解决就可以了。同时,要从现在就逐步培养孩子的朗读能力,长期坚持下去,孩子获取信息的能力就会不断提高,并为以后的阅读打下基础。

### 第3课时

#### Teaching aims

##### 1. Language goals

Key vocabulary: volleyball, swim, swimming, football field, swimming pool

##### Target language:

(1) They play football on the football field.

(2) They swim in the swimming pool.

##### 2. Ability goals

(1) To train students how to use the vocabulary about sports.

(2) To improve students' skill of recognition and description.

##### 3. Moral goals

(1) Have the wishes of learning English and like to take part in activities.

(2) Work with others.

(3) To learn to describe something in English.

#### Teaching important points

Describe something about sports with others fluently.

#### Teaching difficult points

To learn, remember and use the languages skillfully.

#### Teaching methods

Situational approach. Pair work.

#### Teaching tools

A tape recorder. Multi-media.

#### Teaching procedures

##### Step 1 Revision

1. Page 10 Part C1. Get all students to work out the part together. Check as a whole.

2. Practice reading the part in any way.

3. Let some individual students read the part in front of the class.

##### Step 2 Free talk

1. Get some individuals to give their own profiles in front of the class.

2. Encourage more and more students to give their opinions.

##### Step 3 A survey

1. Make a survey on "How many students like sports in your class?" and "What sports do you like best?" to train students' ability to speak English.

2. List their answers on the blackboard.

##### Step 4 Presentation

1. Using Multi-media to present the new words and phrases.

Practice at the same time. Get students to work in pairs like this:

— What are they doing? — They are playing badminton on the badminton court.

2. Make all the students practice the language points together.

##### Step 5 Practice

1. Page 11 Part A. Get individuals to match the pictures with the correct words.

2. Page 11 Part A. Match the pictures and the phrases as Part A1. Make sure all the students can recognize the phrases and the field/court correctly and skillfully.

##### Step 6 Extension activities

Look at the Multi-media. Use "swimming" as an example. Then ask students to complete the columns. If students need help, give them some of the words to help them.

##### Step 7 Homework

1. Review new words.

2. Introduce the members' hobbies of their family.

#### Blackboard design

##### Unit 1 This is me!

##### I. Vocabulary:

volleyball swim—swimming football field swimming pool

##### II. Patterns:

1. They play football on the football field.

2. They swim in the swimming pool.

#### Teaching self-examination

本课时内容较少,主要内容是训练学生认读体育运动的名称和场地,并能够把运动名称和场地对应起来。重点训练的言点是:1. They play football on the football field. 2. They swim in the swimming pool. 学生容易发生困难的地方是运动名称读不准或是能读对体育运动的名称和场地,但是对应不起来。所以教授的过程中要不断重复体育运动的名称和场地,帮助学生巩固,形成长效记忆。

### 第4课时

#### Teaching aims

##### 1. Language goals

Key vocabulary: eat, fish, walk—walking, draw—drawing, fly—flying, run—running, Maths, hour, weekend, dinner, grandparent, restaurant, lunchtime, usually, then, always, sometimes, often, every, day, Maths teacher, half an hour, every day, go swimming/running, have breakfast/dinner, be good at..., watch games, in the English Club, at the weekend, in the evening, in a restaurant

##### Target language:

I'm(not)...

You/We/They are(not)...

He/She/It is(not)...

I'm...

Am I...? Yes, I am. /No, I am not.

Are you/we/they...? Yes, you/we/they are. /No, you/we/they are not.

Is he/she/it...? Yes, he/she/it is. /No, he/she/it is not.

I/You/We/They like/do not like...  
He/She/It likes/does not like...  
Do I/you/we/they like...?  
Yes,I/you/we/they do.  
No,I/you/we/they don't.  
Does he/she/it like...?  
Yes,he/she/it does.  
No,he/she/it does not.

## 2. Ability goals

(1) To make positive and negative statements and ask questions with the simple present tense.

(2) To learn to use the simple present tense to talk about things that are always true, things that are true now and things that we do regularly.

(3) Using the simple present tense to talk about one's profile.

## 3. Moral goals

To learn to communicate with others with good manners using the simple present tense.

### Teaching important points

To make positive and negative statements and ask questions with the simple present tense.

### Teaching difficult points

To make positive and negative statements and ask questions with the simple present tense used in an action sentence.

### Teaching methods

Communicative approach.

Pair work.

### Teaching tools

Multi-media.

### Teaching procedures

#### Step 1 Revision

1. The teacher introduces herself/himself by talking about her/his hobbies to preview the simple present tense. Pay more attention to use the keywords "usually, always, sometimes, often, every day" in the sentences.

2. Free talk with students.

T: Do you have any hobbies? S: Yes.

T: What do you like to do after school? S: I like to...

T: Good. Do you often swim? S: Yes.

T: Where do you go swimming? S: In the swimming pool.

T: Can you see any fish? S: No, I can't.

T: Where do you study now? Ss: We study in this school.

T: Oh. Do you like our school? S: Yes, I like...

#### Step 2 Presentation

1. Lead into the simple present tense according to the talk above. Help students to make sure that when we talk about things that are always true, things that are true now and things that we do regularly, we can use the simple present tense, and we often use the keywords "usually, always, sometimes, often, every day" to help us know that here we should use the simple present tense.

2. Help students to find out the facts in Step 1 Part 2 Free talk.

A. Things that are true now.

B. Things that we do regularly.

C. Things that are always true.

3. Give students more similar sentences to help students understand the usage of the simple present tense.

### Step 3 Practice

1. Page 13 Part A the verb "to be" and the verb "to do". Pair students work out the answers and check as a whole.

2. Encourage students to work in groups to work out the rules about this part.

A. 状态句: 句子中只有 be(am/is/are) 的句子。此类句子表示人或物所处的状态, 拥有的特征、时间、年龄、天气、地点等。句式变化由 "be" 的变化来显示。

否定句: 直接是 be + not。即: is not = isn't, are not = aren't, am not (一般不缩写)。

一般疑问句: 直接把 am/is/are 提到句首, 回答用 am/is/are 回答即可。例如:

He is a student → He is not a student. (否定句)

→ Is he a student? (一般疑问句) Yes, he is. / No, he isn't.

B. 动作句: 句子中用一个具体的动词表示做某件事或拥有某人/某物。由于主语的不同, 动作句又分为两种情况。

(1) 主语是第三人称单数的(简称三单)句式。

肯定句: S + V-es (三单形式) + ...

否定句: S + doesn't + 动词原形 + ... (doesn't 体现否定和主语是三单两种含义)。

一般疑问句及其回答: Does + S + 动词原形...? Yes, S + does. / No, S + doesn't.

(2) 主语不是第三人称单数的句式。

肯定句: S + 动词原形 + ...

否定句: S + don't + 动词原形 + ...

一般疑问句及其回答: Do + S + 动词原形...? Yes, S + do. / No, S + don't. 例如:

The boy works hard. (否定句)

The boy doesn't work hard.

Does the boy work hard? (一般疑问句及其回答)

Yes, he does. / No, he doesn't.

### Step 4 Presentation

1. Go through the table on page 14 with the students. Learn how to add an "s" to the verb after "he/she/it". Pay more attention to the exceptions.

2. Page 14 Part B & C, Page 15 Part D. Get individuals and pair students to work out the answers, check as a whole. Make sure to remind students of the third person singular.

3. Page 15 Part E. Help students to analyze if the subject is the third person singular, then give the correct verb forms, check as a whole.

### Blackboard design

#### Unit 1 This is me!

#### I. Key vocabulary:

eat fish walk—walking

#### II. The simple present tense:

1. 主语是第三人称单数的(简称三单)句式。

2. 主语不是第三人称单数的句式。

### Teaching self-examination

本课时内容太多,主要内容是训练学生运用一般现在时。首先应该让学生明确“时态”是英语中特有的语法现象。英语中的时态基本上都是按照动作发生的时间来命名的。而一般现在时的时间标志却是表示频度的副词: usually, often, sometimes, every day/week/year, on Sunday, in the evening 等。要让学生明确这个时态有三种含义:

A:表示目前人或物的特征、状态。例如: He is tall. 他很高。 They are at home. 他们在家。

B:表示反复发生的动作,习惯性动作。例如: They have six classes every day. 他们每天有六节课。

C:表示客观真理。例如: Cats eat fish. Cat catches mice(老鼠). 猫吃鱼。猫捉老鼠。

最重要的是要让学生牢记状态句和动作句的不同构成,这既是重点又是难点,所以要反复操练,直到学生能够脱口而出。

## 第5课时

### Teaching aims

#### 1. Language goals

Key vocabulary: sport, news, score, player, team, member, next, age, match, well, win, again, really, strong, sports news, score for, football team, football player, play for... , the newest member, play well, World Cup

#### Target language

(1) He plays for Huanghe Football Team.

(2) Frank plays very well in the match.

(3) Does he often score for our school football team? Yes, he does.

#### 2. Ability goals

(1) Learn to extract information from an article.

(2) Enable students to obtain information from listening.

(3) Enable students to consolidate information and complete a newsletter article.

(4) Learn to communicate with others using the related topics in the part.

#### 3. Moral goals

(1) To learn to communicate with others properly.

(2) To be good at communicating with others.

### Teaching important points

1. To learn how to obtain and consolidate information from listening.

2. To complete a newsletter article.

### Teaching difficult points

To learn how to obtain and consolidate information from listening.

### Teaching methods

Listening.

Discussing.

### Teaching tools

A tape recorder. Multi-media.

### Teaching procedures

#### Step 1 Revision

1. Greetings.

2. Check the homework.

#### Step 2 Presentation

1. Present the new words by showing Simon's pictures. Free talk with students.

T: Does Simon look happy? Ss: Yes, he does.

T: Does he like playing football? Ss: Yes, he does.

T: Is he a football player? Ss: Yes, he is.

Help students repeat the sentences:

Simon plays football in the school football team, and he wants to score for the football team.

2. Show Li Hua's picture and lead in the new lessons, the following questions for them?

(1) What does Li Hua do?

(2) Which football team does he play for?

(3) Is he the newest member in it?

(4) Is he good at scoring goals?

(5) What does he want to do?

3. Students read the news to find out the answers to the questions above.

#### Step 3 Listening

1. Present the radio programme to students about Li Hua. Fill in the blanks.

2. Students can discuss their answers with their partners.

3. Play the tape for students to check as a whole.

4. Get some individuals to give answers.

5. Practice reading the passage on Page 17 in any way.

#### Step 4 Presentation

1. T: Li Hua is Simon's favourite football player, who is Daniel's favourite football player?

Try to listen to the tape and find out the answers to the questions.

(1) Who are they talking about?

(2) How does he look like?

(3) Does he often score for his school football team?

2. Students check their answers with books open. Explain some useful language points in it.

3. Divide students in two groups and read the conversation.

#### Step 5 Practice

1. Ask students to work in pairs to talk about their favourite stars in their daily life.

2. Praise them at any time.

#### Step 6 Writing

Encourage students to write an article about their favourite stars with related information in the period.

#### Step 7 Homework

1. Memorize the useful vocabulary in the period.

2. Recite the article and the conversation on page 17 after class.





## Blackboard design

### Unit 1 This is me!

#### I. Vocabulary:

sport news score player team member next age  
match well win again really strong sports news score  
for football team. football player play for... the newest  
member play well

#### II. Patterns:

1. He plays for Huanghe Football Team.
2. Frank plays very well in the match.
3. —Does he often score for our school football team?  
—Yes, he does.

#### Teaching self-examination

本课时内容很多,主要是训练学生从文章中获取信息和从听力材料中获取相关信息的能力,并要求学生能根据所得信息补充文章,再根据相关话题进行交际。应该说是从听、说、读、写四个方面运用一般现在时。所用材料都和学生的实际生活相联系,要特别注意激发学生的想象能力和创新思维,让他们在运用中有所得。

## 第6课时

#### Teaching aims

1. Language goals

Key vocabulary: dark, CD, lesson, live in/with, listen to CDs, at school, lots of, dark brown eyes, play with, all one's lessons

2. Ability goals

- (1) To learn how to organize ideas before writing an article.
- (2) To write an article to introduce themselves according to the language knowledge learned in this unit.

3. Moral goals

To be able to communicate with each other in order to know each other better.

#### Teaching important points

To learn how to organize ideas before writing an article.

#### Teaching difficult points

To write an article to introduce themselves.

#### Teaching methods

Task-based approach.

#### Teaching tools

Multi-media.

#### Teaching procedures

##### Step 1 Revision

1. Ask students to prepare their conversations about "Do you have...? Can I borrow your...?" Then get some pairs to act out.
2. Get some individuals to introduce themselves in front of the class.

##### Step 2 Presentation

1. Present what role main task play in a unit to students and make students be aware of the its importance of learning the part. If the first parts are called "import", then this part may be called "export". Whether you can write an article well or not is mainly related to the first parts in this unit.

2. But do you know how to write a profile? First please read Millie's and Daniel's profiles as a model.

##### Step 3 Reading

Get the students to read the profiles. Some questions for them. Then ask the students and answer in pairs.

1. How old are they?
2. When were their birthdays?
3. Where were they born?
4. Where do they live now?
5. What do they look like?
6. What are their hobbies?
7. Who is Andy?
8. Who has a lot of CDs?
9. Does Millie have a lot of friends?
10. What does Daniel do on the line?

##### Step 4 Working out the rules

How to write about yourselves in a profile? Have students discuss the question then work out the steps.

- (1) Write about your name, age, and where you live.
- (2) Write about how you look like.
- (3) Introduce your hobbies.
- (4) You can write about what you often do.

##### Step 5 Practice

1. Students finish off the table on page 20, encourage students to add as much information as they can.

They'd better use their own languages.

2. Students communicate their tables in groups of four. Try to absorb others' good points.

3. Present some tables to students, and praise them at any time.

##### Step 6 Writing

1. T: Can you write your own profile for your class notice board? Now please write.

2. Ask some students to come to the front and read theirs, that is to tell the class yourself.

##### Step 7 Homework

1. Ss write their profiles and stick their own photos on the page.

2. Ask Ss to design their profiles and stick their profiles on the wall.

## Blackboard design

### Unit 1 This is me!

#### I. Vocabulary:

dark, CD, lesson

live in/with, listen to CDs, at school, lots of, dark brown eyes, play with, all one's lessons

#### II. How to write a profile:

1. Write about your name, age, and where you live.
2. Write about how you look like.
3. Introduce your hobbies.
4. You can write about what you often do.

#### Teaching self-examination

本课时内容不太多,但却是学生进入初中以来,第一次真正

意义上的英语写作,肯定会有畏难情绪。所以,要注意确保学生会并掌握本单元所教授的语法和词汇。同时要允许学生自身水平的差异。不要挫伤学生学习英语的积极性和自信心。只要

学生能动笔写,哪怕只有一句话也要多加鼓励。同时更要要求学生有困难及时解决。教师在观察学生写的过程中,要特别关注学生的状态,不要让任何学生掉队。

## 第二教案

## 教辅教案



### 本案思路导引

教辅教案分为两个版块:课时详解和精析精练。本单元的话题是“自我介绍和介绍别人”,所以在每一个“课时详解”中,所设计的练习都是与“自我介绍和介绍别人”相关的认知内容。让学生先进行课前预习,对本课时的重点内容有个客观的了解,明确应该掌握哪些基础知识,然后在此基础上对新的词汇,重点句型加以梳理,进行适当的拓展,帮助学生深层学习。最后针对本

课时的重难点设计练习,帮助学生系统巩固所学知识。

“精析精练”,选择本单元的重点、难点、疑点、热点进行精练讲解分析,并适当进行拓展,使学生对重点单词、重点短语、重点句型、重点语法项目“一般现在时”有详细的了解,同时对本节课的训练习题进行分类,选择典型例题进行讲解,归纳演绎解题方法,辅以必要的变式训练,实现从知识到方法,进而形成能力的过程。



## 案例(一)——课时详解



### 第1课时



#### 课前预习

#### I. 词汇翻译。

- |           |         |
|-----------|---------|
| 1. 我的     | 2. 我    |
| 3. 好的     | 4. 什么   |
| 5. 你(们)的  | 6. 你(们) |
| 7. 喂! 你好! | 8. 主人   |

答案 1. my 2. I 3. good 4. what 5. your 6. you 7. hello/hi 8. master

#### II. 根据汉语提示,完成句子。

- 你叫什么名字?  
\_\_\_\_\_ your \_\_\_\_\_?
- 你好,我叫尼克,见到你很高兴。  
\_\_\_\_\_, Nick. \_\_\_\_\_ to \_\_\_\_\_ you.
- 你是我的主人吗?  
\_\_\_\_\_ you \_\_\_\_\_?
- 好的,现在读这本书。  
Good! \_\_\_\_\_ the book \_\_\_\_\_.
- 这就是我。  
\_\_\_\_\_ is \_\_\_\_\_.

答案 1. What's, name 2. Hello, I'm, Nice, meet 3. Are, my master 4. Read, now 5. This, me



#### 探究新知

#### 新词导学与实践

master

【讲解】 名词,意为“主人”,可以作句子的主语、表语、宾语等。

【实例】 Who is your master? 你的主人是谁?

I like my master. 我喜欢我的主人。

My master is Mr Zhang. 我的主人是张先生。

【例示】 单项选择。

—Who is the e-dog's \_\_\_\_\_?

—His master is Eddie.

A. name

B. book

C. friend

D. master

解析 根据下文“His master is Eddie.”可判断出应选 D。

#### 课文要点详解

1. Oh, I love this e-dog. 哦,我喜爱这只电子狗。

【讲解】 (1) love 意为“爱,喜欢,热爱”。可形成短语: love sb/sth 喜爱某人/物。

(2) “e-dog”意为“电子狗”。“e”是“electronic”(电子的)的缩写。常见的搭配还有: e-mail 电子邮件, e-card 电子卡片, e-business 电子商务

【实例】 We all love our school. 我们都热爱我们的学校。

You can send me an e-mail. 你可以给我发电子邮件。

【拓展】 “e-dog”是以元音音素开头的可数名词,所以用“an”修饰。类似的表达还有: an egg/apple/orange 一个鸡蛋/苹果/橘子。

2. —I'm Eddie. What's your name? 我叫埃迪,你叫什么名字?

—My name's Hobo. 我叫霍波。

【讲解】 “What's your name?”是本单元重点交际用语。用来问对方的姓名。可构成句型: What's+your/her/his name?

回答可用: My/Her/His name is... 或 I'm/She is/He is...

【实例】 —What's his name? 他叫什么名字?

—He is Jack. /His name is Jack. 他叫杰克。

【例示】 翻译句子。

她叫什么名字? 她叫莉莉。

\_\_\_\_\_ her \_\_\_\_\_? Her name is Lily.

答案 What's, name

3. How to look after your e-dog. 如何照顾你的电子狗。

【讲解】 look after 意为“照看,照料,照顾”,可换成“take care of...”。

【实例】 Could you help me look after/take care of my rabbit? 你能帮我照看我的兔子吗?

【拓展】 含有动词 look 的短语还有 look at 看…… look like 看起来像…… look for 寻找……

【例示】 单项选择。

Millie will \_\_\_\_\_ my pet fish when I am out.

A. look like

B. look for

C. look at

D. look after

**解析** 根据下文“when I am out”可知他的宠物鱼需要别人照顾。故选D。

#### 4. Good morning/afternoon/evening. 早上/下午/晚上好。

**Good night. 晚安。**

**【讲解】** 这是人们日常见面常用的四个问候语。答语是它们本身。熟人之间随时随地可用“Hello!”或“Hi!”,答语也是它们本身。

**【拓展】** 一天的问候,该用什么比较合适?

Good morning!	上午好!(凌晨至上午12:00)
Good afternoon!	下午好!(下午6:00之前)
Good evening!	晚上好!(黄昏至入睡之前)
Good night!	晚安!(晚间告别)

**【实例】** —Good morning, Miss Chen. 早上好,陈小姐。

—Good morning, Miss Zhang. 早上好,张小姐。

—Hello, Amy. 你好,艾米。

—Hello, Lisa. 你好,丽莎。

**【例示】** 单项选择。

—Hello, Amy. —

A. Nice to meet you.

B. Good morning.

C. Hello, Paul.

D. How do you do?

**解析** 由于打招呼用语大部分是其本身,故选C。



#### 随堂练习

##### I. 单项选择。

(B)1. — your name?

—My name is Ann.

A. What B. What's C. Who D. Where

**解析** 根据答语“My name is Ann.”可推出。

(D)2. —Hi, Nancy. —

A. Good morning, Millie. B. What's your name?

C. How are you today? D. Hi, Jimmy.

**解析** “Hi”的答语是其本身。

(A)3. —Is she your classmate? —

A. Yes, she is. B. No, she is.

C. Yes, she isn't. D. No, she not.

**解析** 一般疑问句的回答,要肯定,都肯定;要否定,都否定。

(B)4. My sister has e-dog at home.

A. a B. an C. the D. /

**解析** “e-dog”是以元音开头的单词,所以单数用an修饰。

(B)5. I'm friend Tom.

A. you B. your C. he D. she

**解析** 名词“friend”需要用形容词性物主代词修饰。

##### II. 完成对话。

A: 1. .

B: Good afternoon.

A: I'm Simon. 2. ?

B: No, I'm not Lily. 3. Sandy.

A: Hello, Sandy. How 4. you?

B: Fine. 5. you.

**答案** 1. Good afternoon 2. Are you Lily 3. I'm 4. are 5. thank

##### III. 句型转换。

1. My name is Neil. (对画线部分提问)

2. The boy is Jack. (改为否定句)

3. Are you Peter? (改为同义句)

4. 上午9点,你和别人见面说:

5. 打电话时,请对方注意,说:

**答案** 1. What's your name? 2. The boy isn't Jack. 3. Is your name Peter? 4. Good morning. 5. Hello!

## 第2课时



#### 课前预习

##### I. 根据上下文写出单词的合适形式。

1. His pet dog is 4 (岁) old.

2. Now we're in (年级) 7.

3. Millie likes (读书) very much.

4. There are some (兴趣小组) in our school.

5. Most of us were (出生) in Jiangsu.

**答案** 1. years 2. Grade 3. reading 4. clubs 5. born

##### II. 把下列短语译成英语。

1. 下班后

2. 黑色的长发

3. 读书兴趣小组

4. 一个矮个子男孩

**答案** 1. after work 2. long black hair 3. a Reading Club 4. a short boy

##### III. 单项选择。

(C)1. My little brother is now.

A. Class 1 B. Grade 5 C. in Class 1

(C)2. I am not in the Club. I don't like singing.

A. sing B. singing C. Singing

(C)3. They live Shanghai now.

A. at B. on C. in

(B)4. —Do you enjoy Sandy's hair?

—Of course. It makes her look beautiful.

A. black long B. long black C. black short

(C)5. Daniel is shortsighted(近视的) so he .

A. wear glasses B. wears glass C. wears glasses

(C)6. Who likes to music in your family?

A. listen B. listens C. listening

(B)7. Tom is a boy.

A. help B. helpful C. helps

(C)8. Sandy like .

A. don't; dancing B. doesn't; dance

C. doesn't; dancing