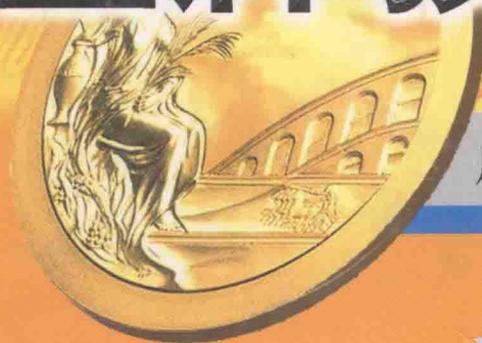


配人教版教科书



新课程

金牌教案



扈华唯 主编

英语

七年级上册



教育部直属师范大学
华中师范大学出版社

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致 读 者

2002年,我社出版了“基础教育新课程师资培训系列教材”。这套教材问世后,立即引起了社会的广泛关注,并在全国各地产生了较大的反响,被读者和新闻媒体誉为“质量上乘”、“品种齐全”、“定位准确”、“最适合师资培训”的优秀教材。这套教材2004年被欧盟确定为援助中国西部地区教师教育的优质教材,2005年又被教育部推荐为全国教师教育课程资源。迄今为止,这套教材已累计发行二百余万册,并先后荣获“全国优秀畅销图书奖”、“中南地区优秀畅销图书奖”等多项殊荣。

为了更好地服务于辛勤耕耘在教学第一线的广大中小学教师,我们在广泛调查的基础上提出了组织编写一套《新课程金牌教案》(以下简称《金牌教案》)的设想。这一设想得到了全国各地中小学教师和课程改革专家的广泛赞同和积极回应,有四百多位一线教师和课程改革专家欣然为这套《金牌教案》撰稿。

我们组织编写《金牌教案》的指导思想是:(1)力求贯彻新课标的理念和要求,并着重解决教师如何教好新课程的问题;(2)力求贴近学生生活,突出师生互动,使教师在轻松和谐的课堂气氛中当好教学活动的组织者和学生成长的促进者;(3)力求做到“新”(理念新、材料新、方法新)与“实”(内容实、步骤实、功效实)相结合,使《金牌教案》成为教师备课和讲课的好帮手。

读者朋友,《金牌教案》就是在上述思想的指导下完成的。如果这套书有助于您的备课和讲课,我们将会感到莫大的欣慰。如果您对这套书有什么意见或建议,请及时告诉我们,以便我们对它不断地进行修订和完善。

华中师范大学出版社

2005年8月

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第一部分

预备单元教案

Unit 1 Good morning!

Goals and requirements

【语言知识目标】

通过本单元的学习,学生将掌握词汇 good、morning、hi、hello、afternoon、evening、thanks、I'm、fine、how、are、you、OK 等,认识 Alice、Cindy、Grace、Helen 等女子名和 Bob、Dale、Eric、Frank 等男子名,规范书写字母 Aa 至 Hh,体会 A、E 在英语单词中的两种常见的读音。学习使用以下句型:

Good morning, Alice!

Good afternoon, Cindy!

Good evening, Dale!

Hi, Eric!

Hello, Frank!

How are you?

I'm fine, thanks. How are you?

I'm OK.

【语言技能目标】

能运用“Hello!”、“Hi!”、“Good morning/afternoon/evening!”等同他人打招呼,运用“How are you?”来问候他人。

【学习策略目标】

教学中创设情境,采用师生互动或学生进行 pair-work 等交际实践活动完成问候及自我介绍的学习任务。

【情感态度目标】

本单元内容贴近学生现实生活,激发学生的学习兴趣,体验用英语来打招呼的乐趣,体会用英语交流的心情,树立学好英语的信心。

【文化意识目标】

让学生初步了解西方国家人们见面时的交际用语。

【课时计划】

建议本预备单元用两课时来完成。第一课时学习 Section A 的 1a~3 部分;第二课时学习 Section A 的 4a~4c+Section B 的 1~5 部分。

The First Period

【Text Analysis】

In the picture of *Part 1*, we can find that new students meet with some other new

students at the school gate in the morning. They greet each other with “*Good morning!*”. When they meet in the afternoon, they say “*Good afternoon!*”. And they say “*Good evening!*” when they meet in the evening. They also can use “*Hello!*” and “*Hi!*” to greet at anytime of the day. The key function is to greet by using proper words.

In 2, *Section A*, the students learn to read and write the letters from *Aa* to *Hh* and three abbreviations.

【Language Focus】

Enable the students to understand and use the following.

- Learn to know how to greet people.

Hello/Hi! Good morning!

Good afternoon! Good evening!

- Learn to read and write the letters.

A a, B b, C c, D d, E e, F f, G g, H h

- Learn to know the abbreviations.

HB, CD, BBC

【Teaching Procedures】

Step 1: Greet

First, introduce yourself, then shake hands with the students by saying “*Hi!*”, “*Hello!*” or “*Good morning!*”. Most of the students will greet the teacher back by saying the same. (The students who are greeted should be as many as possible. During the greeting, the teacher can help them to speak out their greetings if necessary.)

Step 2: Learn and say

Write the time 8:00 on the blackboard (or show a picture of the time, and morning, afternoon or evening) and tell the students it's in the morning. So people usually say “*Good morning!*” when they greet. Ask the students to practice saying “*Good morning!*” after the teacher. Check the students' pronunciations, and correct them if necessary.

Then write 14:00 and tell the students it's in the afternoon now. Guess what people usually say when they greet in the afternoon. At last, write 20:00 and say it's in the evening now. Guess what people usually say when they greet in the evening. Check the answers. (We can easily make the students understand “*Good afternoon!*” and “*Good evening!*” at this moment.)

Step 3: Listen

(1) Listen and point

Ask the students to listen to the conversations in *1a*, *Section A* and point to the sentences in order when they listen.

1a Tapescript

Bob: Good morning, Helen!

Helen: Hi, Bob!

Cindy: Good morning, Alice!

Alice: Good morning, Cindy!

Dale: Hello, Frank!

Frank: Good morning, Dale!

(2) Listen and repeat

Play the tape again. Ask the students to listen to each dialogue and repeat after it. This time the teacher should ask the students to try to imitate the pronunciation and intonation of the recording. While the students repeat, the teacher must pay attention to their reading. Help them and correct their pronunciation and intonation when necessary.

(The audio materials are very important learning materials, especially for beginners. We should make better use of them.)

(3) Read and spell

Write the following words and their phonetic symbols on the blackboard. Then let the students read them and spell the new words.

hello, hi

good, morning, afternoon, evening

Good morning!

Good afternoon!

Good evening!

Alice, Bob, Cindy, Dale, Eric, Frank, Grace, Helen

Step 4: Speak

Ask the students to practice the conversations in *1a*, *Section A* in pairs. Then enable them to greet anyone they like in the class using the words they have learnt.

Step 5: Listen

(1) Listen and repeat

Get the students to pay attention to the first letters of the names Alice, Bob, Cindy, Dale, Eric, Frank, Grace, Helen.

Then ask the students to listen and repeat the recording of *2a*, *Section A*. The students should try to imitate the recording. The teacher corrects the students' pronunciation if necessary. After that, ask the students to find the big letters for the small letters in *2b*, *Section A*.

2a Tapescript

A B C D E F G H

2b Answers

a A b B c C d D e E f F g G h H

(2) Listen and number

Let the students listen to the recording of *2c*, *Section A* and number the letters they hear. Then ask them to write the small letter for each big letter in *2d*, *Section A*.

2c Tapescript

a b c d e f g h

2c Answers

h. 8 a. 1 e. 5 g. 7 d. 4 b. 2 c. 3 f. 6

Step 6: Guess

Get the students to see the pictures of 3, *Section A* and guess what these letters mean in Chinese. Then check the answers.

HB 硬黑

CD 激光唱片

BBC 英国广播公司

Step 7: Assign homework

Ask the students to listen to the conversations in *1a*, *2a*, *2c* of *Section A*, and record the reading of conversations in *1a*, *Section A*.

【Related Resources】

In English-speaking countries, people say “*Good morning!*” in the morning. People say “*Good afternoon!*” in the afternoon. People say “*Good evening!*” in the evening. But they can say “*Hello!*” or “*Hi!*” when they meet at anytime.

The Second Period

【Text Analysis】

The first part of this period is to revise the letters, words and conversations that the students have learnt in the first period. Furthermore, teach the students to use “*How are you?*” to greet when they meet again and use “*I’m fine, thanks.*” to answer it.

【Language Focus】

Enable the students to learn and understand the following.

- Greet friends.

How are you?

I’m fine, thanks. How are you?

I’m OK.

- Practice the pronunciation of vowel letters *A* and *E*.

A A Dale Grace Frank thanks

E B C D E G evening F Helen

【Teaching Procedures】

Step 1: Greet

Greet the students, using “*Hi!/Hello!/Good morning!/Good afternoon!/Good evening!*”. (Some teachers may have given their students English names when this course begins. If not, the teacher can provide the students with some popular English names to choose.) Check and correct their pronunciation if necessary. This part should be done as a warming-up and finished in a few minutes.

**Step 2: Listen**

(1) Listen and circle

Ask the students to listen to the conversations in *4a*, *Section A* and circle the names they hear in the dialogues. Then check the answers.

4a Tapescript

Conversation A

Dale: Good morning, Helen!

Helen: Good morning, Dale!

Conversation B

Frank: Good afternoon, Eric!

Eric: Good afternoon, Frank!

Conversation C

Alice: Good evening, Bob!

Bob: Good evening, Alice!

4a Answers

Helen, Dale, Eric, Frank, Bob, Alice

(2) Listen and number

Play the tape again. Ask the students to put the correct number of each conversation in the box. Play the recording one more time if necessary. Then check the answers.

4b Answers

2 1 3

(3) Listen and repeat

Ask the students to listen to each dialogue and repeat after it. This time the teacher should ask the students to try to imitate the pronunciation and intonation of the recording. While the students repeat, the teacher must pay attention to their reading, and correct their pronunciation and intonation when necessary.

(4) Read and spell

Write the following names on the blackboard. Then let the students read and spell them. Draw the students' attention to their first letters.

Alice, Bob, Cindy, Dale, Eric, Frank, Grace, Helen

(5) Listen and draw

Ask the students to listen to the conversations in *3a*, *Section B* and draw lines between the letters they hear. This activity gives further listening practice in the letters A—H. Then match the big letters with the small letters in *3b*, *Section B*.

(6) Listen and repeat

Ask the students to listen to the tape of *4*, *Section B*. Get the students to repeat the left column. Check their pronunciation. Make sure that the students understand the distinction between different pronunciations of the same letter.

Then ask the students to try to pronounce the words in the right column. Although

these are new words, the students should be able to work out the pronunciation by following the pronunciation rules for words they learned in this unit.

Step 3: Speak

(1) Give a model

First, ask the students to write their names on cards. If they don't have, they can choose one from 2a, Section B.

Have conversations with a student as a model like the following.

Cindy: Good morning, Alice.

Alice: Good morning, Cindy.

Cindy: How are you, Alice?

Alice: I'm fine, thanks. How are you?

Cindy: I'm OK.

(2) Listen and imitate

Ask the students to listen and repeat the conversation in 1, Section B. Help them and correct their pronunciation and intonation when necessary.

1 Tapescript

Cindy: Good afternoon, Dale!

Dale: Hi, Cindy! How are you?

Cindy: I'm fine, thanks. How are you?

Dale: I'm OK.

(3) Practice the conversation

Let the students practice the conversation in 1, Section B in pairs. Then check a few pairs to see how well they have done.

(4) Make a conversation

Ask the students to make a similar conversation. The teacher writes the following sentences on the blackboard.

A: How are you?

B: I'm fine, thanks. How are you?

A: I'm OK.

(5) Act out

Let three or more pairs show how good their conversations are. Give promotional comments on the students' dialogues besides giving some advice for improvement.

Enable the students to understand their meanings and reuse the sentences on the blackboard.

Step 4: Sing a song

Ask the students to listen to the recording of 5, Section B, and sing after the tape. Play the tape several times if necessary. This activity gives the students practice in the language they have learned in this unit by singing a song.

**Step 5: Assign homework**

Ask the students to try to greet classmates and friends using the conversations they have learnt.

【Related Resources】

In several countries, when people ask “*How are you?*”, it just means “*Hello!*”. The speaker is not really asking how you feel or how you are doing. If you know someone very well, you may tell the truth about how you feel. You may say “*Bad.*” or “*Not so good.*”. But most of the time, people just say “*Fine.*”.

In China, handshake is a very common way when people meet and greet each other. But Americans and British people do not do it as much as Chinese people do. Most people shake hands when they meet for the first time. Most of the time, they only greet each other.



Unit 2 What's this in English?

Goals and requirements

【语言知识目标】

通过本单元的学习,学生将掌握词汇 what、is、this、in、English、a、an、it、map、orange、jacket、key、quilt、pen、ruler、spell、please 等,规范书写字母 Ii 至 Rr,体会 A、E、I、O 四个元音字母在单词中的两种不同的读音。主体语言目标是:

What's this/that in English?

It's a key/an orange.

【语言技能目标】

就不知道的东西能用“What's this/that in English?”来询问,并用“It's a/an...”来应答,继续培养学生的听力。

【学习策略目标】

采用视听法及交际法原则,学生自主独立完成或合作完成。

【情感态度目标】

培养学生的观察力,使之学会观察和独立思考,树立探究性学习的习惯,在模仿中找到学习英语的突破口。

【文化意识目标】

逐步学会用英语思考和提问,体会中英文间的差异。

【课时计划】

建议本单元用三课时来完成。第一课时学习 Section A 的 2a~3+Section B 的 4 部分;第二课时学习 Section A 的 1a~1c+4a~4c 部分;第三课时学习 Section B 的 1a~3b 部分。

The First Period

【Text Analysis】

We'd better learn ten letters and some words before learning the dialogues. Therefore, we do some changes to the sequence of the textbook. In this period, we are going to learn 2a~3, Section A and 4, Section B. The students will learn the letters from Ii to Rr, and three abbreviations. Then they can learn some simple words to get ready for the key conversations in 1a, Section A.

【Language Focus】

- Read and write the letters.
Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr
- Learn the abbreviations.

P, NBA, kg

- Practice the pronunciation of vowel letters A, E, I and O.

A A J K Dale Grace Frank thanks jacket map

E B C D E G evening F L M N Helen pen

I I hi fine quilt

O O OK orange

【Teaching Procedures】

Step 1: Greet

Before starting Unit 2, the teacher can greet the students or get the students to greet each other to revise the conversations they have learnt in Unit 1. This can also be done as a warming-up to stimulate the students to take an active part in the following activities.

Step 2: Listen

(1) Listen and repeat

Get the students to say the letters from A to H.

Then ask the students to listen to the recording in 2a, Section A and repeat. The students should try to imitate the recording. The teacher corrects the pronunciation if necessary.

Find the small letters for the big letters in 2b, Section A.

2a Tapescript

I J K L M N O P Q R

2b Answers

I i J j K k L l M m N n O o P p Q q R r

(2) Listen and number

Let the students listen to the recording in 2c, Section A which are not arranged alphabetically and number the letters they hear.

Then let the students write the small letter for each big letter in 2d, Section A.

2c Tapescript

i j k l m n o p q r

2c Answers

l. 4 o. 7 q. 9 k. 3 i. 1 n. 6 p. 8 r. 10 m. 5 j. 2

Step 3: Guess

Draw the students' attention to the pictures. Ask them if they recognize any of the abbreviations, and know what they stand for. If they don't, ask them to guess. Then check the answers.

It is not necessary for the students to know the full English words for each of the abbreviations here. The purpose is to have them recognize that they are probably already familiar with some of the English letters. This is also an interesting part for the students to learn besides practising speaking the letters.

P 停车(区)

NBA (美国)全国篮球协会

kg 千克

Step 4: Listen and repeat

Ask the students to listen to the tape of 4, Section B. Get them to repeat the left column. Check their pronunciations and correct them if necessary. Make sure that the students understand the distinction between different pronunciations of the same letter.

Then ask the students to try to pronounce the words in the right column. Although these are new words, the students should be able to work out the pronunciations by following the pronunciation rules for words they have learnt in this unit.

A	A J K Dale Grace	Frank thanks jacket map
E	B C D E G evening	F L M N Helen pen
I	I hi fine	quilt
O	O OK	orange

Step 5: Game

Draw the students' attention to the picture of 5, Section A. Explain that the students will listen to a recording of letters being read out. And they should listen and draw lines between the letters they hear. At last, the students will find there's a key in the picture.

Step 6: Assign homework

Ask the students to listen to the recording of the letters in 2a, Section A. Record your reading.

【Related Resources】



No Parking

WNBA = Women National Basketball Association

CBA = China Basketball Association

CUBA = China University Basketball Association

cm = centimeter

The Second Period

【Text Analysis】

In this period, we are going to learn 1a~1c and 4a~4c in Section A. In the picture of 1, we can find that the students are talking about the items they don't know how to name them in English. The key function is to ask how to say and spell words in English.

【Language Focus】

A: What's this in English?

B: It's a key.

A: Spell it, please.

B: K - E - Y, key.

【Teaching Procedures】

Step 1: Listen and write

Ask the students to take out an English exercise-book to write down the English letters the teacher speaks out. And ask three students to write on the blackboard. (The