

新课标人教版



志鸿优化设计丛书

丛书主编 任志鸿

初中新课标

优秀教案

CHUZHONG XINKEBIAO YOUXIU JIAOAN

七年级新目标英语

【下册】



南方出版社
南海出版公司

新课标人教版



志鸿优化设计丛书

初中新课标

优秀教案

CHUZHONG XINKEBIAO YOUXIU JIAOAN

丛书主编 任志鸿

本册主编 王 红

编者 王 红 高一平

七年级新目标英语

【下册】



南方出版社
南海出版公司

图书在版编目(CIP)数据

初中新课标优秀教案·七年级英语·下/任志鸿主编. -海口:
南方出版社:南海出版公司,2004.5

(志鸿优化设计系列丛书)

ISBN 7 - 5442 - 2333 - 7

I. 初... II. 任... III. 英语课-教案(教育)-初中 IV. G633

中国版本图书馆 CIP 数据核字(2004)第 043293 号

策 划:贾洪君

责任编辑:贾洪君

装帧设计:邢 丽

志鸿优化设计丛书

初中新课标优秀教案(七年级英语·下)

任志鸿 主编

南方出版社 南海出版公司 出版
(海南省海口市海府一横路 19 号华宇大厦 12 楼)

邮编:570203 电话:0898—65371546

山东滨州明天印务有限公司印刷

山东世纪天鸿书业有限公司总发行

2004 年 11 月第 1 版 2004 年 11 月第 2 次印刷

开本:787×1092 1/16

印张:107 字数:3152 千字

定价:128.00 元(全套共 7 册)

(如有印装质量问题请与承印厂调换)

前言

QIAN YAN

实施素质教育的主渠道在课堂,而真正上好一节课必需要有一个设计科学、思路创新的好教案。

当今素质教育下的课程改革和教材变革带动了课堂教学改革,课堂教学改革的关键是课堂设计和教学过程创新。过去的教师一言堂怎样转变成今天师生互动的大课堂,过去的以知识为中心怎样转换成今天的能力立意,过去的只强调学科观念怎样转变为今天的综合素质培养,过去的上课一支笔、一本书怎样转换成今天的多媒体,这些都是课堂教学改革面临的重要课题。为了帮助广大教师更好地掌握教学新理念,把握课标教材,我们特组织了一批富有教学经验的专家、学者和课改一线优秀教师,依据新课程标准要求编写了这套《初中新课标优秀教案》丛书。

本丛书在编写过程中,力求做到以下几点:

●渗透先进的教育思想,充分展现现代化教学手段,提高课堂教学效率。整个教案体现教师和学生的互动,立足以学生发展为中心,注重学生学习方式及思维能力的培养。

●教材分析精辟、透彻,内容取舍精当,力求突出重点,突破难点。

●依照新课程标准要求,结合课标教材特点,科学合理地分配课时。

●科学设计教学过程,优化45分钟全程,充分体现教学进程的导入、推进、高潮、结束几个阶段,重在教学思路的启发和教学方法的创新。

●注重技能、技巧的传授,由课内到课外,由知识到能力,追求教学的艺术性和高水平。突出研究性、开放性课型的设计,引领课堂教学的革新。

●展示了当前常用的各类先进教具的使用方法,提供了鲜活、详实的备课参考资料,体现了学科间交叉综合的思想。

本丛书主要设置以下栏目:

[从容说课]指出本章(课)节内容特色及章(课)节内容的重点、难点,并依据教材重点、难点的分布,阐明规律的总结和方法的突破,宏观上高效指导备课全程。

[教学目标]以教材的“节”或“课”为单位,简明扼要地概括性叙述。内容按课程标准“三位一体”目标要求,使教学有的放矢。

〔教学重点〕 准确简明地分条叙述各课(节)中要求学生掌握的重点知识和基本技能。

〔教学难点〕 选择学科知识中的难点问题,逐条叙述,以便学生理解和掌握。

〔教学方法〕 具体反映新的教学思想和独特的授课技巧,突出实用、创新性。

〔教具准备〕 加强直观教学,启迪学生的形象思维。通过多媒体、CAI 课件的使用,加深对课本知识的记忆与理解。

〔教学过程〕 按课时编写,每一课时分“教学要点”“教学步骤”两部分。“教学要点”概述课堂教学进展情况,兼有教法及学法提示;“教学步骤”包括导入新课(导语设计)、推进(研讨新知识)、高潮(重点难点突破)、课堂小结、课堂练习(可随机安排)等五步骤。加强师生活动的设计,以师生互助探究为主。力求使知行合一,使课堂真正变为学堂。

〔备课资料〕 联系所讲授的内容,汇集生活现实、社会热点、科技前沿等与之相关的材料,形成具有鲜明时代气息的教学资料。并设计开放型问题供学生讨论,设置探究性课题供学生研究,或科学设计能力训练题供学生课外练习。

本丛书按学科编写出版,具有较强的前瞻性、实用性和参考性。我们愿以执著的追求与奉献,同至尊的同行们共同点亮神圣的教坛烛光。

编 者

2004 年 12 月

目 录

MU LU

Unit 1	Where's your pen pal from? X	(001)
Unit 2	Where's the post office? <input checked="" type="checkbox"/>	(014)
Unit 3	Why do you like koalas? <input checked="" type="checkbox"/>	(028)
Unit 4	I want to be an actor. <input checked="" type="checkbox"/>	(043)
Unit 5	I'm watching TV.	(058)
Unit 6	It's raining!	(072)
Review of units 1~6	(087)
Unit 7	What does he look like?	(095)
Unit 8	I'd like some noodles.	(109)
Unit 9	How was your weekend?	(123)
Unit 10	Where did you go on vacation?	(138)
Unit 11	What do you think of game shows?	(151)
Unit 12	Don't eat in class.	(164)
Review of units 7~12	(176)
Culture Unit 1—Football	(183)
Culture Unit 2—Festivals	(190)

Unit 1 Where's your pen pal from?



备课札记

I. Analysis of the Teaching Material

1. Status and Functions

The topic of this unit is about countries, nationalities and languages. Such a topic is helpful to make students know something about the world. Activity and Probe can help students know the situation around the world. Students will be interested in learning this unit. So it can also raise the students' learning interest.

(1) In the first period first students will learn some country names. Then they will learn to express where one's pen pal is from and know something about his/her country. It can help students find their pen pals and practice their spoken and written English.

(2) In the second period students will learn some city names and they can know which city one's pen pal is from. This can help students know something about his/her city.

(3) In the third period students will learn some names of languages. They can know a different country speaks a different language. If they want to make friends coming from other parts of the world, they should learn some kinds of languages. They enable to know the importance of learning English, because English is so widely used in the world.

(4) The vocabulary extension activity in the fourth period introduces more words to students. This is helpful to improve students' ability of read-

ing and writing.

(5) All activities in the fifth period provide reading and writing practice for students. In activity 3c students will learn to write an e-mail introducing himself or herself. This can help students to improve their written English. They can make their favorite pen pals by Internet.

(6) All activities in the last period and the exercises of the workbook can check students how they master the target language learnt in this unit.

2. Teaching Aims and Demands

(1) Knowledge Object

In this unit students learn to talk about where people are from.

(2) Ability Objects

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

Train students' communicative competence.

(3) Moral Objects

Make pen pals in order to know something about the world and practice English.

Enrich students' school life by writing e-mails through Internet.

3. Teaching Key Points

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

4. Teaching Difficulties

Train students' integrating skills.

Train students' communicative competence.

5. Studying Ways

Teach students how to make pen pals through Internet.

Teach students how to use what they know.



II. Teaching Guidance

1. Language Functions

Talk about countries, nationalities and languages.

Ask and tell where people live.

2. Target Language

Where is your pen pal from?

She's from Mexico.

Where does she live?

She lives in Mexico City.

What language does she speak?

She speaks English and Spanish.

3. Structures

Where questions with from.

Where questions with live.

What questions.

4. Vocabulary

Canada, France, Japan, the United States, Brazil, Australia, the United Kingdom

English, Spanish, French, Portuguese, Japanese.

5. Learning Strategies

Using what you know.

Deducing.

Personalizing.

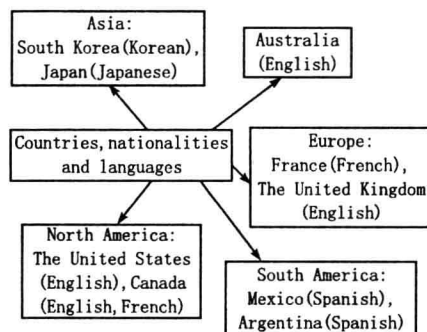
6. The Course Extension

Geography: Know about the world

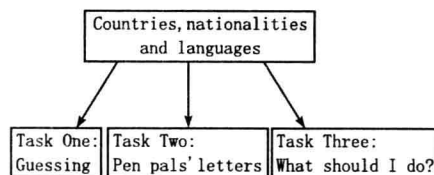
History: Know about the different customs in different countries

Others: Understand and respect the foreign cultures

III. A Diagram for Topic Words



IV. A Diagram for Topic Thinking and Task-based Activities



V. Teaching Time

Six periods.

The First Period

I. Teaching Aims and Demands

1. Knowledge Objects

names of some countries and cities

pen pal, country, live

Where is your pen pal from?

She's from Japan.

When is your pen pal from?

He's from Brazil.

2. Ability Objects

Listening skill.

Communicative competence.

3. Moral Object

Be proud of being a Chinese.

II. Teaching Key Points

Canada, New Zealand, Japan, the United States, Australia, Brazil, China, the United Kingdom
New York, Paris, Toronto, Tokyo
pen pal, country, live

III. Teaching Difficulties

Where is your pen pal from?

She's from Japan.

Where is your pen pal from?

He's from Brazil.

IV. Teaching Methods

Listening and talking methods.

Pairwork.

V. Teaching Aids

A tape recorder.

A projector.

A world map.

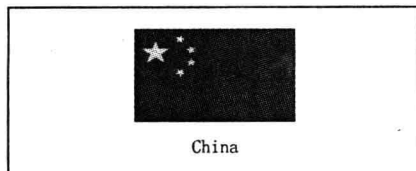
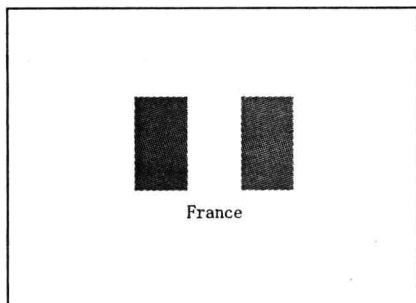
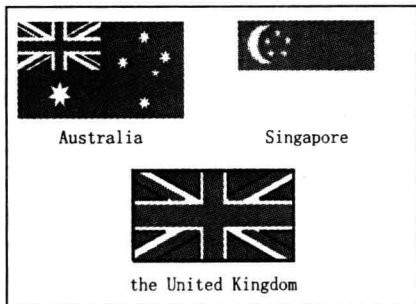
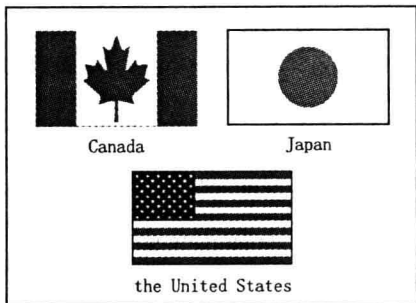
VI. Teaching Procedures

Step I

Greet the class as usual.

Step II

First show the flags of some countries on the screen. Learn the names of these countries.



Bring out a world map and tell students where these countries are.

Then show the other new words on the

screen.

pal *n.* 同志; 朋友
pen pal 笔友
country *n.* 国家; 祖国
Canada 加拿大
France 法国
the United States 美国
Australia 澳大利亚
Singapore 新加坡

Step III Section A 1a

Now open your books. Look at 1a please.

I'll play the recording. Please repeat the names of the countries. (Play the recording twice.)

(This activity provides guided listening and pronunciation practice using the target language.)

Step IV 1b

Now you'll hear a conversation. Please circle the names of the countries the people are talking about.

Play the recording the first time. Students only listen. Then a second time. This time ask students to circle the country names they hear.

Then check the answers.

Answers

These countries should be circled:

Canada, Australia, Japan, Singapore

Tapescript

Boy 1: Where is your pen pal from, Mike?

Boy 2: He's from Canada.

Boy 1: Really? My pen pal's from Australia. How about you, Lily?

Where's your pen pal from?

Girl 1: She's from Japan. Where is Tony's pen pal from?

Girl 2: I think she's from Singapore.

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

Step V 1c Pairwork

Now read the conversations in the picture after me. (Students read.)

Where is your pen pal from?





He's from France.

Where is your pen pal from?

She's from Japan.

Please look at your clothes. Where are your shoes from? Where is your watch from? Look in your backpack. Where is your pencil from? Your notebook? Your calculator? Ask and answer questions about where they are from?

Ask students to work in pairs. After they have practiced for a few minutes, ask some pairs to present their conversations to the class.

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

Step VI Summary

In this class we've learnt the country names and where questions with from. China is a beautiful country. The Chinese people are hard-working and brave. They are friendly to people from all over the world. We should be proud to be Chinese.

Step VII Homework

Have more practice after class.

Step VIII Blackboard Design

Unit 1 Where is your pen pal from?
Where is your pencil from?
It's from. . .
Where is your calculator from?
It's from. . .

The Second Period

I. Teaching Aims and Demands

1. Knowledge Objects

some city names

Where is John's pen pal from?

He's from Japan.

Where does he live?

Tokyo.

Where does she live?

She lives in Paris.

2. Ability Objects

Listening skill.

Communicative competence.

3. Moral Object

Make pen friends.

II. Teaching Key Points

New York, Paris, Toronto, Tokyo

III. Teaching Difficulties

Where does he live?

Tokyo.

Where does she live?

She lives in Paris.

IV. Teaching Methods

Listening and talking methods.

Pairwork.

Practice.

V. Teaching Aids

A tape recorder.

A world map.

VI. Teaching Procedures

Step I

Greet the class as usual and check the homework.

Step II 2a

Point to the chart and ask students to repeat the countries and cities.

Now please write the name of a country in the blank after each city. Show what country the city is in.

Then check the answers with the whole class.

Answers

Sydney Australia

New York The United States

Paris France

Toronto Canada

Tokyo Japan

(This activity provides reading and spelling practice using the target language.)

Step III 2b

Now I'll let you hear some conversations

about cities and countries.

Look at the box in 2a. Please circle the cities and countries you hear on the recording.

Play the recording the first time. Ask students to circle as many of the answers as they can. Then a second time. This time have them finish circling the answers.

If some students cannot finish it, play the recording a third time.

Then check the answers.

Answers

These cities and countries should be circled:

Tokyo, Japan

Paris, France

Sydney, Australia

Tapescript

Conversation 1

A: Where's your pen pal from, John?

B: He's from Japan.

A: Oh, really? Where does he live?

B: Tokyo.

Conversation 2

A: Where's your pen pal from, Jodie?

B: She's from France.

A: So, where does she live?

B: Oh, she lives in Paris.

Conversation 3

A: Andrew, where's your pen pal from?

B: She's from Australia.

A: Uh-huh. Where does she live?

B: She lives in Sydney.

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

Step IV 2c

There is a chart in 2c. Now let's listen to the conversations again and complete the chart.

Play the first conversation on the tape.

Point to the sample answer in the chart as it is mentioned on the tape.

Play the recording again and ask students to fill in the chart.

Then check the answers.

Answers

Name	City	Country
John	Tokyo	Japan
Jodie	Paris	France
Andrew	Sydney	Australia

(This activity provides listening and writing practice using the target language.)

Step V 2d Pairwork

Now please look at the conversations in the picture. Read them after me.

Now you can use the information in the chart in 2c and make more conversations.

Where is Jodie's pen pal from?

She's from France.

Where does she live?

Paris.

Where is Andrew's pen pal from?

She's from Australia.

Where does she live?

Sydney.

After they have had a chance to practice, ask pairs of students to present their conversations to the class.

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

Step VI Grammar Focus

Review the grammar box. Ask students to say the questions and answers.

On the board write down:

(1) Where is your pen pal from?

He's from Canada.

(2) Where does he live?

He lives in Toronto.

Make a long circle around the two ises and a long circle around the two froms in the first group. Make a long circle around live and lives in the second group.

Ask students to make more sentences with where, from, and live.

Step VII Summary and Homework

This class we've learnt some information about pen pals. I hope you can make a pen friend. You can write to each other and talk about your school life.



备课札记



Step VIII Blackboard Design

Unit 1 Where's your pen pal from?
Where's your pen pal from?
He's from Canada.
Where does he live?
He lives in Toronto.

The Third Period

I. Teaching Aims and Demands

1. Knowledge Objects
What language do they speak?
This is my new pen pal.
She's from Australia.
What language does she speak?
She speaks English.
2. Ability Objects
Writing skill.
Practice skill.
Communicative competence.
3. Moral Object
Know about more information about some countries.

II. Teaching Key Point

The language names.

III. Teaching Difficulties

This is my new pen pal.
She's from Australia.
What language does she speak?
She speaks English.

IV. Teaching Methods

Discovering method.
Pairwork.
Checking method.

V. Teaching Aid

A chart to show what language people speak.

VI. Teaching Procedures

Step I

Greet the class as usual.

Step II 3a

Look at 3a. There are some country names. What languages do they speak in these countries? Do you know? Some countries only speak English. Some countries only speak Chinese. And some speak both English and Chinese. For example, in the United States people speak both English.

Ask students to work in pairs.

The people in the United Kingdom and Australia only speak English.

The people in the United States speak both English and Spanish.

(This activity provides reading and spelling practice using the target language.)

Step III An Activity

What language do they speak?

In many countries there are more than one important languages. Ask students to research a country of their choice. Ask them to use the resources of the school library or a local library or the Internet to find out what languages are spoken in that country and what percent of the people speak each language. For example, they might find out how many Canadians speak French and how many speak English as a first language. Or they could research how many people in French speak fluent English as well as French. Students may wish to share their findings with the class.

Step IV 3b Pairwork

First I'll ask two students to read the conversations.

S_a: This is my new pen pal.

S_b: She's from Australia.

S_a: What language does she speak?

S_b: She speaks English.

Now work in pairs. You and your partner, one can pretend to have a pen pal from a different country. You can use the country names and the language names from 3a.

Then ask several students to perform their conversations for the class.

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

Step V 4 Quiz Name That Place!

Now let's play a game.

First I'll tell you how to play this game. We'll make some preparations for this game. Now I'll divide you into several groups. These groups will make up a ten-question quiz about cities and countries like this in the first picture.

Where is Sydney?

Then these groups will ask other groups these questions. Now you can look at the conversation shown in the pictures at the bottom of the page. This is what the game will look like.

One person from a group will ask a question. One person from the other group will try to answer. If that person is right, the group can shout, "Yes!" If the person is wrong, the group can shout, "No!" Understand?

As the groups play the game, move around the room. Check on their progress and answer questions as needed.

(This activity provides listening, speaking, reading and writing practice using the target language.)

Step VI Summary

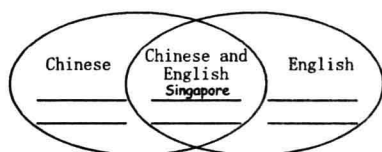
In this class we've learned what language people speak and played a game. I hope you can know about more information about some countries in the world.

Step VII Homework

The exercises of the workbook.

Step VIII Blackboard Design

Unit 1 Where is your pen pal from?



Singapore the United States
Australia the United Kingdom
China



The Fourth Period

I. Teaching Aims and Demands

1. Knowledge Objects

New words in this page.

Recycling

She has. . .

brothers, sisters

What's her name?

P. E., music, movies

pen pal

2. Ability Objects

Listening skill.

Communicative competence.

3. Moral Object

Say something about your pen pal.

II. Teaching Key Points

easy, step, Portuguese, beginner, advanced, conversational, introduce, written, French, world, France

III. Teaching Difficulties

Is that your pen pal?

Yes, she is.

What's her name?

Where does she live?

Does she have any brothers and sisters?

Where is she from?

What's her favorite subject?

Does she speak English?

IV. Teaching Methods

Listening and talking methods.

Practice.

Pairwork.

V. Teaching Aids

A tape recorder.

A projector.



V. Teaching Procedures

Step I

Greet the class as usual and check the homework.

Step II

Show the new words on the screen. Read these new words and ask students to repeat. Make sure every student can understand the meanings of the new words.

Step III Section B 1

Look at Section B 1. There are four books in the picture. First read the title of each book aloud.

Japanese for Kids

Chinese Is Fun

Our World in English

French for Today

Now pay attention to the notebook page. I'll ask a student to read the list of countries. (A student reads.)

a. France French for Today

b. China Chinese for Fun

c. Japan Japanese for Kids

d. the United States Our World in English

OK. Please look at the sample answer. "Chinese Is Fun" comes from China.

Now write the letter of the correct country in the box next to the title of each language book.

Let a student write his/her answers on the board.

Then correct the answers with the class.

Step IV 2a

Next we'll do exercises in 2a. First read the questions in 2a.

What's her name?

Where does she live?

Does she have any brothers and sisters?

Where is she from?

What's her favorite subject?

Does she speak English?

Well. We'll hear a conversation. Please

listen carefully. Number each question you hear on the tape.

Play the recording the first time. Students only listen. Then a second time. This time students can number each of the questions they hear.

Then check the answers.

Answers

What's her name? 1

Where is she from? 2

Where does she live? 3

Does she have any brothers and sisters? 4

Does she speak English? 5

Tapescript

Mom: Is that your new pen pal, Sophie?

Sophie: Yes, it is.

Mom: Oh, what's her name?

Sophie: Her name is Maria.

Mom: Uh-huh. And where is she from?

Sophie: Um, she's from Mexico.

Mom: Uh-huh. Where does she live?

Sophie: She lives in Mexico City.

Mom: Does she have any brothers and sisters?

Sophie: Yes, she does. She has two brothers and two sisters.

Mom: Does she speak English?

Sophie: Yes. She speaks English and Spanish.

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

Step V 2b

Now we'll listen to the conversation again. Please write the short answers to the questions (1~4) in 2a.

For example, the word Maria is written after the number 1 because it is the short answer to question 1: What's her name? Play the tape and ask students to complete the answers individually.

Then correct the answers.

Answers

(1) Maria

(2) Canada

(3) Toronto

(4) Yes, she does.

(This activity provides listening and writing practice using the target language.)

Step VI 2c Pairwork

Now work with your partner. One of you is the mother. The other is Lucy. Ask and answer questions about Lucy's pen pal. For example, Is that your new pen pal. Yes, she is.

Where is she from?

She's from Canada.

Does she speak English?

Yes, she speaks English.

Then ask a pair of students to perform the conversation for the class.

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

Step VII Summary and Homework

Today we've had a lot of listening and speaking practice. Also we've learnt something about Lucy's pen pal. Do you have a pen pal? Say something about your pen pal next class, OK?

Step VIII Blackboard Design

Unit 1 Where is your pen pal from?

—Is that from your new pen pal?

—Yes, it is.

The Fifth Period

I. Teaching Aims and Demands

1. Knowledge Objects

Ottawa, place, England

physics, enjoy, frequency

Where is Simon from?

What does he want?

What language does he speak?

What does he like?

Write an e-mail about yourself.

2. Ability Objects

Reading and writing skills.

Practice.

3. Moral Object

Learn to make a personal information card.

II. Teaching Key Point

Answer some questions according to a letter.

III. Teaching Difficulties

Make an information card.

Write an e-mail about oneself.

IV. Teaching Methods

Writing method.

Discovering method.

Practicing method.

V. Teaching Aids

A projector.

Some cards.

VI. Teaching Procedures

Step I

Greet the class as usual and check the homework. Ask some students to say something about their pen pals using the target language in 2a.

Step II

Show the new words on the screen. Read them and ask students to repeat for several times.

Step III 3a

Look at 3a. This is a letter. First I'll read it for you. Then answer the four questions beneath the letter.

1. Where is Bob from?

2. What does he want?

3. What language does he speak?

4. What does he like?

(Write the four questions on the board.)

When the students are finished, ask the questions orally first and asks students to answer.

Then write the correct answers on the board so that students can check the spelling and other details of their answers.



备课札记



Answers

- (1) Ottawa, Canada
 - (2) a pen pal in China
 - (3) English and a little French
 - (4) going to the movies with his friends and playing sports
- (This activity provides reading and writing practice with the target language.)

Step IV 3b

This is a letter from a boy in Australia. He wants to find a pen pal. Please write a word in each blank and you can find information to complete the letter on the ID cards. There is an ID card on the right of the letter.

Ask students to write the missing words individually.

After they are finished, ask a student to read the letter aloud with all the answers in place.

Repeat the answers that students are not sure of.

Answers

My name is Tom King. I'm 14 years old and I'm from Australia. I speak English. I have a brother, Sam, and a sister, Lisa. I play soccer on weekends. It's my favorite sport. I like music class at school. It's fun. My favorite movie is *The Long Weekend*. Do you know it? It's an action movie. Please write and tell me about yourself.

(This activity provides reading and writing practice using the target language.)

Step V How to Find a Pen Pal?

If you want to find your own pen pals. One of the easiest ways to do this is to look up pen pal clubs on the Internet. You will find listings of organizations that help you from all over the world find pen pals in other countries.

If you have access to the Internet, you can enjoy having an Internet pen pal. If not, you can send and receive regular paper letters through the mail.

Step VI 3c

Give students some cards and let them make their own information cards like one in 3b. And ask students to use 3b as an example. Write an e-mail about themselves.

Then ask several students to read their letters to the class.

(This activity provides open-ended practice using the target language.)

Step VII Summary and Homework

This class we've learnt how to make an information card and how to write an e-mail about yourself. After class you can write a letter to your pen pal.

Step VIII Blackboard Design

Unit 1 Where's your pen pal from?

1. What does he want?
He wants a pen pal in China.
2. What languages does he speak?
He speaks English and a little French.
3. What does he like?
He likes going to the movies and playing sports.

The Sixth Period

I. Teaching Aims and Demands

1. Knowledge Objects
All the key words in this unit.
Where are you from?
What language do you speak?
2. Ability Objects
Writing skill.
Communicative competence.
3. Moral Object
Study hard and be a good student.

II. Teaching Key Points

Canada, Japan, New York, Tokyo, England, English, Spanish, French, France, Australia, the United Kingdom, the United States, Japanese
from, live, pen pal, language
Where are you from?

What languages do you speak?

III. Teaching Difficulty

Use some words to describe someone.

IV. Teaching Methods

Checking method.

Writing method.

Practice.

V. Teaching Aid

A projector.

VI. Teaching Procedures

Step I

Greet the class as usual and check the homework. Ask students to show or read their letters to their pen pals. If some of them do well, give them little presents to praise them.

Step II

Show some new words on the screen. Read them to students and ask them to repeat for several times. Make sure every student knows the meanings of the new words.

nationality *n.* 国籍

dislike *n.* 不喜欢的东西

v. 不喜欢

dis- 否定前缀

likes and dislikes 好恶; 爱憎

Step III Self Check 1

Now please look at key word check. If you don't know some of the words, you can ask each other or use a dictionary. (This activity provides a comprehensive review of all key vocabulary presented in this unit.)

Step IV 2

Now please write five new words in your vocab-builder on Page 109.

After that ask some of them to report their lists to the whole class.

(This activity helps build vocabulary by

providing a specific time and place for students to record new words.)

Step V 3

There are four students in the picture. They are Sally, Jim and Julie. Imagine they are new students in our class. Everyone must write a description of them.

For example: How old are they?

Where are they from?

What languages do they speak?

What do they like and dislike?

After they are finished, ask several students to read their descriptions to the class.

(This activity provides writing practice with the target language.)

Step VI 4

And now tell me which of the new classmates you like best and why you like that classmate best.

Divide the students into pairs and ask them to tell each other which new classmates they like best and why.

(This activity gives students an opportunity to use the target language in conversation.)

Step VII Just for Fun

Now look at Just for Fun please. Read the conversation after me.

Where are you from?

Mars.

What languages do you speak?

I speak English and Martian.

Have students identify the two people in the cartoon: the reporter and the person from another planet.

Invite pairs of students to present the dialogue to the rest of the class.

(This activity provides practice in reading using the target language.)

Step VIII Summary

This class we've reviewed key vocabulary in this unit and learnt to describe new students in our class. Study hard and be a



备课札记