

配人教版教科书



新课程

金牌教案



扈华唯 主编

英语

七年级下册



教育部直属师范大学
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新课程金牌教案

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(配人教版教科书)

主 编	扈华唯			
编 委	扈华唯	田爱华	汪 珮	
	胡丽华	詹 彬	徐巧玲	
	王 莉	谈 叙	周 芸	
	宗俊明			

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网 址: <http://www.ccnp.com.cn>

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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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Unit 1 Where's your pen pal from?

Goals and Requirements

【语言知识目标】

学习谈论国籍、民族及其语言,用 where 引导的特殊疑问句询问并回答人们来自何方,家住何处。学习如下词汇和句型:

词汇: pen pal, Australia, Japan, Canada, France, the United States, Singapore, the United Kingdom, country, Sydney, New York, Paris, Toronto, Tokyo, live, language, world, in English, Japanese, French, any, dislike

句型: Where is your pen pal from? He / She is from Australia / Japan...
Where does he / she live? He / She lives in Sydney / Tokyo...
What language does he / she speak? He / She speaks English / Japanese.

【语言技能目标】

能使用“Where... from?”特殊疑问句询问国籍,用“Where... live?”特殊疑问句询问家住何处,用 what 引导的特殊疑问句询问使用何种语言。学会征集笔友,并能给自己的笔友写信。

【学习策略目标】

运用对话练习以及展示各国国旗及风景图片,使学生了解和掌握用英文询问并介绍国籍、民族和语言,并联系实际运用所学知识。

【情感态度目标】

了解世界和世界不同地区的人文风俗。

【文化意识目标】

学会理解和尊重异国文化。

【课时计划】

建议本单元用四课时来完成。第一课时学习 Section A 的 1a~2c + 2a, 2b 部分;第二课时学习 Section A 的 Grammar Focus + 3a~4;第三课时学习 Section B 的 1~2c;第四课时学习 Section B 的 3a~4 和 Self Check。

The First Period

【Text Analysis】

The key function is to talk about where people are from and students will learn the names of some countries in the world with the help of the pictures of the national flags of some countries.

【Language Focus】

Enable the students to understand the following while they listen. They can use these while they speak.

{ Where is your pen pal from?
He / She is from Australia / Japan. . .

And they will learn the names of the following countries in the world.

Canada, France, Japan, the United States, Australia, Singapore, the United Kingdom, China

【Teaching Procedures】

Step 1: Greet

Before starting Unit 1, the teacher greets the students by saying "Nice to see you again." Then ask them what they did and if they made any new friends during the winter vacation. This can be done as a warming-up. (Never be afraid of spending time in encouraging the students to tell the class about their friends.)

Step 2: Talk

(1) Give an example

Show a picture of David Beckham and say, "This is my pen pal. You know, we often write to each other." Then ask:

Where is my pen pal from?

Get the students to guess. If they can't get the right answer, the teacher can show the picture of the national flag of the United Kingdom, and then help the students to answer:

He is from the United Kingdom.

The students may answer, "He is from England/Britain/the Great Britain." That is OK. Then ask the students to read "the United Kingdom" aloud together after the teacher. And ask some students to read it aloud as a check-up.

(2) Ask and answer

Give a picture of an American and a picture of the national flag of the United States to a student and say, "This is your pen pal." Then show the picture of the American and let the other students ask him or her:

Where is your pen pal from?

Point to the picture of the flag of the United States and help him or her to answer:

He / She is from the United States.

Make all the students read "the United States" after the teacher and then repeat. In the same way, teach the names of other countries:

Canada, France, Japan, Australia, Singapore, China

Step 3: Listen

(1) Listen and repeat

Let the students listen to the conversation in 1a, Section A and read after the tape. 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.

1a Tapescript

Canada, France, Japan, the United States, Australia, Singapore, the United Kingdom, China

(2) Listen and circle

Play the tape of the conversation in 1b, Section A. Get the students to listen and circle the countries in 1a they hear. Then check the answers.

1b 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.

1b Answers

Canada, Japan, Australia, Singapore

(3) Listen and read

Play the tape a second time and ask the students to read after it. Ask them to try to imitate the pronunciation and intonation.

Step 4: Speak

Ask the students to practise the conversations in 1c, Section A in pairs. Then ask them to make some similar conversations.

Write the following sentences on the blackboard. Enable all the students at different levels to understand and reuse them.

Where is your pen pal from?

He / She is from. . . .

At last, get some pairs of the students to act out in the front.

Step 5: Practice

Show a watch which is made in Japan. Ask the students:

Where is the watch from?

Help the students to answer:

It is from Japan.

Give some more examples if necessary. Then ask the students:

Where is your backpack from?

Where are your shoes from?

...

Enable them to answer with the pattern: "It is from. . . ." or "They are from. . . ."

Step 6: Assign homework

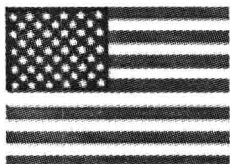
- (1) Have the students read the conversation in 1c and make more conversations.
- (2) Get the students to look up the names of their favorite countries and cities in the world in the dictionary.
- (3) Enable the students to find out where the things at home are from, such as the TV set, the car and so on.

【Related Resources】

Some Pictures of the National Flags



China



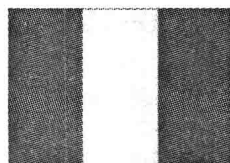
the United States



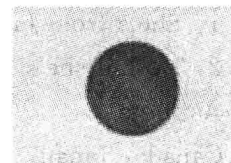
the United Kingdom



Canada



France



Japan



Singapore



Australia



Germany

The Second Period

【Text Analysis】

In this part, the teacher helps the students to go on learning the names of some big cities in the world and what countries they belong to with the help of a big map. And the students will learn where the people live and what language they speak.

【Language Focus】

- Where does he / she live?
- He / She lives in Sydney / Tokyo. . .
- What language does he / she speak?
- He / She speaks English / Japanese. . .

【Teaching Procedures】

Step 1: Review

Ask several students to show the pictures of some famous persons who are from different



countries, and say, "This is my pen pal." Then get the other students to ask them:

✓ Where is your pen pal from?

Make sure the students answer with:

✓ He / She is from. . .

Step 2: Talk

Show the picture of a typical building or place in a big city, such as Sydney. Enable the students to have a guess. When they know it is Sydney, the teacher asks:

Where is Sydney?

Put up a big map on the blackboard. Make sure the students know where Sydney is, and help them to answer:

It's in Australia.

In the same way, use the pictures about some other big cities in the world to teach their names, such as Paris, New York, Toronto, Tokyo and so on. Make sure the students know what countries they belong to.

Step 3: Match

Get the students to read the names of the countries and cities of 2a, Section A. Match the cities with the countries.

2a Answers

City	Country
Sydney	Australia
New York	the United States
Paris	France
Toronto	Canada
Tokyo	Japan

Step 4: Listen

(1) Listen and circle

Ask the students to listen to the recording in 2b, Section A and circle the cities and countries in 2a they hear. Then check the answers.

2b 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.

2b Answers

Japan, Tokyo France, Paris Australia, Sydney

(2) Listen and complete

Ask the students to listen again and complete the chart in 2c, Section A. Then check the answers.

2c Answers

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

Step 5: Speak

(1) Give a model

The teacher has conversations with a student as a model like the following:

T: Where is John's pen pal from?

S: He's from Japan.

T: Where does he live?

S: Tokyo.

(2) Make a conversation

Get the students to ask and answer in pairs to make new conversations like the model. Then let several groups act their conversations out.

(3) Sum up the grammar

After several groups act out their conversations, the teacher should help them to sum up the grammar. He can draw the table of the Grammar Focus on the blackboard.

Where is your pen pal from?	He's from Australia.
Where is John's pen pal from?	He's from Japan.
Where is her pen pal from?	She's from France.
Where does he live?	He lives in Paris.
Where does she live?	She lives in Sydney.

Step 6: Talk

Ask the students: "What language do the people in the United States speak?" Enable them to think about it, and answer: "They speak English."

Then get the students to think about the people in other countries who also speak English. And help them fill in the diagram in 3a, Section A.



3a Answers

What language do they speak?

Chinese

China

Chinese and English

Singapore

English

Australia

the United States

the United Kingdom

Step 7: Speak

(1) Give a model

The teacher has conversations with a student as a model like the following:

T: This is my new pen pal. She's from Australia.

S: What language does she speak?

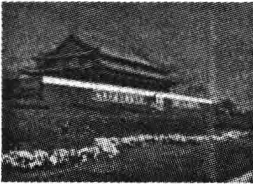
T: She speaks English.

(2) Make a conversation

Ask the students to choose a country and make new conversations like the model in pairs. Then let several pairs act their conversations out.

Step 8: Assign homework

Ask the students to write 3 new conversations according to the conversation in 3b, Section A.

【Related Resources】**The Pictures of Some Big Cities**

Beijing, China



Paris, France



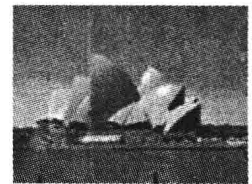
New York, the USA



Tokyo, Japan



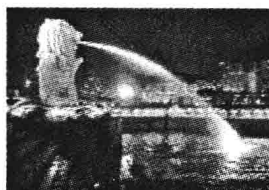
Toronto, Canada



Sydney, Australia



London, the UK



Singapore City, Singapore

The Third Period

【Text Analysis】

In the picture, we can see two girls are talking about something about a pen pal. This part helps the students to revise the patterns they have learned in the first and second periods. The students will use “*Where is he/she from?*” “*Where does he/she live?*” and “*What language does he/she speak?*” when they talk about their own pen pals.

【Language Focus】

- Ask and answer about where people are from.

Where is he/she from?

He/She is from Canada.

Where does he/she come from?

He/She comes from Canada.

Where does he/she live?

He/She lives in Toronto.

- Ask and answer about what language people speak.

What language does he/she speak?

He/She speaks English/Chinese/Japanese/...

- Ask and answer about the members of the family of someone.

Does he/she have any brothers or sisters?

Yes, he/she does. He/She has two brothers and two sisters.

No, he/she doesn't. He/She is the only child in his/her family.

【Teaching Procedures】

Step 1: Talk

Greet the students and ask something about their pen pals. The teacher can ask and answer with a student as a model:

T: Where is your pen pal from? / Where does your pen pal come from?

S: He is from Canada. / He comes from Canada.

T: Where does he live?

S: He lives in Toronto.

T: What language does he speak?

S: He speaks English.

The teacher should tell the students that they can also use “*Where does your pen pal come from?*” instead. And “*He/She comes from...*” can be the answers. Then ask them to talk about their pen pals.

Step 2: Match

Call the students' attention to the language textbooks on the desktop in the picture of 1, Section B. Enable the students to match the language teaching book with the country it



comes from. Then check the answers.

1 Answers

Japanese for Kids!	c
Chinese Is Fun!	b
Our World in English	d
French for Today	a

Step 3: Listen

(1) Listen and number

Call the students' attention to the conversation bubbles in the picture of 2a, Section B. Get the students to listen to the recording and number the questions they hear. Then check the answers with the whole class.

2a 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 Canada.

Mom: Uh-huh. Where does she live?

Sophie: She lives in Toronto.

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.

2a 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

(2) Listen and write

Ask the students to listen again and write short answers to the questions in the chart in 2b, Section B. Check the answers with the students.

2b Answers

- 1. Maria
- 2. She's from Canada.
- 3. She lives in Toronto.
- 4. Yes, she does. She has two brothers and two sisters.



Step 4: Role-play

Enable the students to role-play the conversation in 2a, Section B in pairs. One is Sophie. The other is Sophie's mother. Get them to ask and answer about Sophie's pen pal.

Then have the students talk about their own pen pals to make new conversations. Enable several pairs to act out in the front.

Step 5: Assign homework

(1) Have the students listen to the recording of 2a, Section B and imitate it.

(2) Have the students write a short passage to introduce their pen pals.

【Related Resources】

The Form of the Capitals and Official Languages of Some Countries

Country	Capital	Official Language
China	Beijing	Chinese
the United States	Washington	English
the United Kingdom	London	English
France	Paris	French
Canada	Ottawa	English & French
Australia	Canberra	English
Japan	Tokyo	Japanese
Singapore	Singapore City	Chinese & English
Germany	Berlin	German
Spain	Madrid	Spanish

The Fourth Period

【Text Analysis】

In this part, according to 3a & 3b, Section B, the key point is to let the students practise using the target language by reading a letter from a pen pal and write a *Pen Pal Wanted*.

And in the *Self Check*, the students will use their imagination to describe the new students in class.

【Language Focus】

I want a pen pal in China.

Can you write to me soon?

Please write and tell me about yourself.

【Teaching Procedures】

Step 1: Talk

Enable some students to introduce their pen pals. They should talk about the details



of the pen pals such as their names, the countries they are from, the cities they live in, the languages they speak and the members in their families and so on.

Step 2: Read

(1) Read and answer

Ask the students to read the passage of 3a, Section B and try to tell the main idea of it. Encourage them to read it fast and silently and get a rough idea. It is good and important for them to form good habits.

Then have them read the passage again and pay attention to the four questions below. Ask them to find the answers while they are reading. Then check the answers.

3a Answers

1. Where is Bob from?

He is from Toronto, Canada.

2. What does he want?

He wants a pen pal in China.

3. What languages does he speak?

He speaks English and a little French.

4. What does he like?

He likes going to the movies with his friends and playing sports.

(2) Read and speak

Get the students to read the letter. Then tell them to ask and answer in pairs about the boy in the letter.

Check their questions and answers by getting some pairs to act out.

Step 3: Write

(1) Complete the letter

Call the students' attention to the information card of Tom King in 3b, Section B. Tell the students he wants a pen pal in China. Enable them to write the missing words on the blank lines individually to complete the *Pen Pal Wanted* from Tom King.

Then ask several students to read aloud the letters they have completed, and correct the answers.

3b Answers

Pen Pal Wanted

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 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.

(2) Write an e-mail

Ask the students, "Do you want to be Tom King's pen pal?" Get them to make their