

电子图书



信息技术的结晶

人类文明的载体

网络的基本资源

中学英语通用教案设计精编之二

JEFC 第二册 Unit 1—Unit 2 教案设计

Lesson1 教学设计

提示：新学期开学，师生初次见面，相互用英语问候，既可建立良好的师生关系，又自然地学到了新的口语，激发了英语学习兴趣。

Step 1. Introduction

1. 先问候学生，并说欢迎返校：Good morning, class! Welcome back to school! 板书并借助手势说明 Welcome back to school 的意思。

2. 如果你教原班，认识学生，可个别问候：Good morning, × × ×! How are you? Welcome back to school!

3. 如果你以前未教该班，可先自我介绍：My name is..., 并个别提问：What's your name? How do you do?

Step . Presentation

1. 学生合上书，听第一部分第一段对话的录音。

2. 教师先范读后领读第一段对话。

3. 教师板书 Lesson one, the first lesson, 并领读，然后让学生读3遍。

Step . Practice

1. 教师说：Open your books at page 1, the first lesson.

2. 先是师生之间进行第一段对话，然后学生两两进行对话。

3. 要求学生将 class, teacher 换成自己的姓名进行两两对话。

4. 挂出小黑板，先范读后，进行师生对话，注意比较：

T: Welcome back to school.

Ss: Thank you, teacher.

T: Welcome to our class.

Ss: Thank you.

T: Welcome to our home.

Ss: Thank you.

5. 学生按小黑板进行两两对话。

6. 还可以让学生将 our home 换成 our factory, our farm, our shop, China, Beijing 等进行对话。

Step . Presentation

1. 教师边展示边说：This is a piece of paper. I have your names on it. Let me call (板书 call) you by names. You say "I'm here." OK?

2. 教师点名，学生答到：

T: Liu Ying!

S: (standing up) I'm here.

T: Good. Thank you. Next, er... (再点别人)

3. 学生合上书听第二段对话的录音。

4. 让学生打开书，教师范读后师生练习对话。

5. 找两个学生先后上讲台扮演教师，演练对话。

6. 复习现在进行时，要求学生用已学动词作答，如：What are you doing? I'm standing up/sitting down/talking/reading/writing/speaking, etc.

可师生问答，也可学生两两回答。

Step .Presentation

1.利用实物，如 book , pen , pencil , ruler , knife , eraser , bag 等进行借物问答，先示范：

T: May I borrow your pen , please ?

S: Certainly. Here you are. (板书)

2.用 cup , glass , Pen , Pencil , bike 等词复习 broken , 先示范：

T: May I borrow your cup , please ?

S: I ' m sorry , it ' s broken. (板书 broken)

T: It doesn ' t matter. (板书并领读) I can mend it.

3. (课前布置好的两个学生先后在外面敲门。)

S: Excuse me !

T: Yes ?

S: May I come in , Please ? Sorry , I ' m late.

T: It doesn ' t matter. But next time , come to school earlier.

(板书 next time 并领读)

Step .Practice

1.学生合上书听第二部分的录音。

2.学生打开书，教师范读后，师生练习对话。

3.让几个学生先后到门外扮演迟到，同时由学生分别扮演教师，演练对话。

Step .Consolidation

见 Tb. 第 21 页 Step 7.

Lesson 2 教学设计

提示：(1) 复习前课内容。(2) 学习成对的反义词 long—short , tall—short , big—small 及其用法。

Step 1.Revision

1.教师个别提问学生，分别将下列词组译成英语：下次，在这张纸上，这个学期，没关系，欢迎返校，欢迎来中国。

2.检查 Wb. (略)

3.做值日报告：

T: Who is on duty today ?

S: I am.

T: Is ever yone here ?

S: Yes , ever yone is here.

T: What ' s the date today ? (帮助学生答出)

S: It ' s September 2 , 1994.

Step .Presentation.

1.教师板书 Lesson 2 , the second [sek+nd] lesson , 领读两遍，并说：

Today let ' s learn Lesson 2 (the second lesson) .

2.事先准备一个包，内装一长一短两把尺子和一大一小两张纸，将包放

在讲桌上。请一位学生到讲桌前，然后进行师生问答：

T: What ' S in the bag ?

b: There are two rulers in it.

T: show them to me , please. Oh , book ! This is a long ruler , and this is a short one.

(这样引出 a long ruler/a short ruler)

用同样的方式教 a small Piece of Paper 和 a big piece of paper. 注意 two/three pieces of paper 不能写风 papers.

3. 教师在黑板上用简笔画画出一高一矮两个男孩，边画边说：There are two boys on the Bb. One is tall (板书[t&l]) , the other is short. 然后进行问答：

T: What ' S this ?

S: It ' s a tall/short boy.

T: Is this boy Short or tall ?

S: This boy is tall/short.

Step .Consolidation

1. 让学生看着板书跟教师读并记住：long—short , big—small , tall shor.

2. 学生合上书听第一部分录音两遍。

Step .Presentation

1. 教师分别指着学生课桌上的 pencil eraser 和 pencil-box 进行师生对话 (注意分别套用 small—big , short—long , old—new 等词) :

T: What ' s this ?

S: It ' s a pencil-box.

T: May I borrow It ?

S: Certainly. Here you are.

T: Thank you. But may I have it ?

S: OK.

T: It ' s too old. Do you have a new one ?

S: Sorry , I don ' t , /Yes. I do. Here you are.

Step .Practice

1. 学生打开书，教师范读第三部分对话后，让学生两两一组朗读对话。

2. 教师先后与 4 个学生对话，分别套用第三部分 box 中的例词。

3. 分别找 4 对学生套用 box 中的例词进行对话。

4. 让两对学生上讲台演练。

5. 让学生自己两人一组仿编 3 个新对话。

6. 选几对学生上台表演自编的对话。

7. 比较 borrow 与 have 的区别：

1) May I borrow your ruler/pen/pencil/a piece of paper ?

2) Do you have a small piece of paper ?

Step .Listening Practice

(参阅 Tb.) 注意：教师说的时候，应边说边演示给学生看该怎样做，等学生做完一个指令后才能进行下一步。学生做完后，教师可与学生个别对话，如：What ' s your name ? How are you ? 或：Hello , x x x .How are you ?

Step .Consolidation

见 Tb.第 23 页 Step 6.

Lesson 3 教学设计

提示：(1) 复习前课内容——反义词；(2) 复习现在进行时及现在分词的基本构成；(3) 初步了解主语是第三人称形式时，现在进行时行为动词的用法。

Step .Revision

1. 按照第二课第二段对话，让学生两人一组自编一段对话并登台表演，例如：

A: Excuse me. May I borrow your ruler?

B: Certainly. Here you are.

A: Oh, it's too long. Do you have a short one?

B: Sorry. But you may borrow a short one from Li Lei.

A: Thank you very much.

B: YOU're welcome.

2. 让学生用 long—short, tall—short, big—small 组词: a long/short ruler (pencil, coat, skirt, way...)

a tall/short girl (man, boy, woman, soldier...)

a big/small box (ball, boat, bottle, Piece of Paper...)

3. 复习打招呼与借物，可进行如下的师生对话：

T: Hello! My name's....

S: Hello! I'm....

T: How do you do?

S: How do you do?

T: Excuse me. Do you have an eraser?

S: Yes, I do.

T: May I borrow it, please?

S: Certainly. Oh, where is it?

T: Don't Worry. Let me help you.

S: I'm sorry. I can't find it.

T: It doesn't matter. Thank you Good-bye!

S: Bye!

Step .Presentation

1. 教师板书 Lesson 3, the third lesson, 并说: Today let's learn Lesson 3.

2. 学生合上书听第一部分对话的录音。

3. 学生打开书，教师先范读一遍，然后分别与两个学生对话。

4. 学生 3 人一组交换角色朗读 3 遍。

5. 教师分别提问学生：

1) What does Mr Wu want? (a ruler)

2) Who has a ruler? (Li Lei)

3) Is Li Lei's ruler long or short? (short)

4) Does Mr Wu want a short ruler or a long one? (long)

5) Who helps him then? (Lucy)

6. 让两对学生上讲台演练上述内容。同时教师板书下列句子：

Please don't call me, Lily. Who has a ruler/a long one? You look the same.

让全班朗读这些句子。

Step .Revision

1. 通过卡片复习现在进行时。卡片正面写上主语、动词及其直接宾语，如 boys, play football; girl, sing。反面写上该动词的现在分词，如 playing, singing。教师先展示卡片正面向全班提问：What's the girl doing? 指定个别学生回答。S1: She (The girl) is singing. 然后出示卡片反面，核对答句。用此法可复习 run, swim, play football, get home, watch TV, wear blue trousers 等词。

2. 教师边板书一个动词边向全班发问，然后让全班或个别学生快速回答。此做法可复习已学的 20 多个动词的现在分词形式。

Step .Presentation

展示第二部分的教学挂图，让学生看图进行回答。教师先自问自答，作示范：What are the women doing? They are shopping. 板书 shop[M&p] v.

shopping 并领读 3 遍。然后指着图问全班：

What's the tall girl doing? (fly a kite)

What's the short girl doing? (shop)

What are the two boys doing? (play football)

What's the third boy doing? (eat a banana)

What are the men doing? (mend a car)

Are the women shopping? (Yes, they are.)

Is Polly eating an apple? (No, it isn't.)

What's it eating? (a banana)

Step .Consolidation

1. 学生打开书，两两一组按图进行回答。

2. 让两组学生先后上讲台按图进行问答。

Step .Workbook

见 Tb. 第 25 页 Step 6。

Lesson 5 教学设计

提示：在复习旧课的基础上，学习 5 个单词和句型 How many Xs can you see? 及回答 I can see....

Step .Revision

利用教室实物进行以下练习，注意回答：

1. T: Is there a blackboard/map/kite/boat in the classroom?

Ss: Yes, there is./No, there isn't.

2. T: Are there any boys/girls/desks/chairs/cats/flower in the classroom?

Ss: Yes, there are./No, there aren't any.

T: How many boys are there?

Ss: There are 37.

也可让学生之间进行对话练习。

Step .Presentation

1. 教师说: We are going to learn Lesson 5, the fifth lesson. 并边板书 Lesson 5, the fifth lesson 边领读两遍。

2. 教师用简笔画画出太阳、月亮、大海、轮船、小船、海鸟、树林、大地等, 每画出一个图, 就口述下列句子, 并板书单词: the sun, the moon, the sea, the land, a ship.

This is the sun/moon/sea/land.

The sun/moon/sea/land is red/white/blue/green.

This, a ship/boat.

The ship/boat is big/small.

These are birds/trees.

They're flying/tall.

3. 领读上述单词, 指出在 sun, moon 等这些世界上独一无二的事物之前一定要加定冠词 the。

Step .Practice

1. 教师分别指着上述画进行全班或个别问答:

T: What can you see in this picture?

Ss: The sun.

T: What can you see in this picture?

Ss: I can see the moon...

2. 先让学生两两进行问答, 然后请两对学生先后上讲台演练。

Step .Learn

1. 让学生听录音, 要求找出其中的生词。

2. 板书 another 并说明: another = an+other。例举:

Here's a Chinese book and here's another one.

Please give me another picture.....

3. 让学生再听一遍录音并边听边跟读。

Step .Practice

1. 让学生打开书仔细看插图, 准备回答问题。教师先示范一遍:

T: What can you see in the picture?

Ss: I can see some birds/trees/ships/people/a house.

T: How many birds/trees/ships/people/houses can you see?

Ss: I can see eight/five/two/three/only one.

2. 学生分组练习, 教师注意检查。

3. 叫两对学生上讲台进行演练。

Step .Play game "I can see"

1. 教师说明游戏的做法: I'm thinking of a class-room object and I can see it. I will tell you its first letter. You must guess what it is. NOW, let's begin. 并示范:

T: I can see something and the first letter is b. Can you tell me what it is?

S: Can you see a blackboard?

T: No, I can't.

S: Can you see a book?

T: Yes. (再出3—4个题)

2. 然后让2—3个学生先后上讲台主持这个游戏, 每人出3—4个题, 争取能把已学的教室里物品的名词都复习一遍。

Strp .Consolidation

见 Tb.第29页 Step 6.

Lesson 6 教学设计

提示:(1)掌握序数词 sixth 的构成;(2)掌握短语 by bus ,by bike , by car , on foot ; (3)注意 usually 读音。

Step .Revision

1. 教师用彩色笔画出 the sun , the moon , the sea , the land. 然后向全班提问:

T: What's this?

Ss: This is the sun/the moon/the sea/the land.

T: What colour is the sun?...

Ss: It's red/white/blue/green.

2. 复习句型。个别提问:

T: How many boys/girls/desks can you see in our classroom?

S: I can see 30...

3. 让学生两两一组用上述句型相互问答。同时, 交给一个学生一张纸条, 让其在黑板上将“第一至第五”译成英语。

step .Presentation

1. 全班检查黑板上的翻译。接着教“第六”, 板书 sixth。归纳序数词构成法: 大多数序数词是由基数词后面加 th 构成, 如 sixth , seventh。但注意“第一、第二、第三、第五”的构成。

2. 教师边说边板书: Jim comes to school by bus. Kate comes to school by bike. 然后让学生朗读并翻译。

3. 教师板书几个词, 如 I , He , Tom , We , They 等、要求学生分别以它们作为主语来套用上述句型, 如:

We—We come to school by bus.

He—He comes to school by bike.

4. 归纳出表示“行进”方式即“乘什么交通工具”的短语是“by-不带冠词的单数名词”, 如 by bus , by bike.

5. 让学生将“乘.....”译成英语, 依次引出 by car , by train , by plane , by air , by ship , by boat.

6. 教师领读小黑板上的句子, 然后让学生朗读:

Li Ming	} usually comes to school by	bike.
Mr Wang		bus.
Mr Smith.		car.
Mrs Smith		train.
John		ship.

板书 usually [>ju: {u+li}], 带学生读几遍。

Step .Presentation

1. 教师通过做动作自问自答：

What am I doing? I ' m walking.

How do I usually come to school? I usually walk. I usually come on foot.

板书 walk , on foot.

2. 找 2—3 个步行上学的学生答问：

T: How do you usually come to school?

S: I usually come foot. / I usually walk.

Step .Practice

1. 学生听第一部分对话的录音并跟读。

2. 学生打开书，先教师范读，后进行师生对话，再让学生两两对话。

3. 看图问答。教师先示范，然后或师生问答或学生相互问答。例如：

1) A: How do you usually come to school?

B: I usually come by car. What about you?

A: Oh , I usually come by car. too.

2. A: HOW does Mr Smith usually go to London?

B: He usually goes by air/plane. What about Mr Brown?

A: Oh , he usually goes by ship.

Step .Ask and answer

1. 教师先找个别学生进行问答作为示范，然后学生两两一组相互问答：

T: How do you usually come to school?

S: On foot.

T: What time do you usually leave home?

S: At 7.

T: What time do you usually get at school?

S: At about 7:30.

T: What time do you usually have your meals?

S: I have my breakfast at 6:10 , lunch at 12:10 and supper at 6:

30.

2. 板书 meal 并译成汉语。

3. 让学生打开 Wb. , 将答案填入第 6 课 EX.1 的表中。

教师检查。

Step .Listening

1. 让学生打开 Wb. , 找到第 6 页 EX.2.

2. 听录音 2-3 遍，边听边找答案：

Jim—walk/on foot , LiLei—by bike.

Wei Hua—by bus.Han Meimei—by train.

twins-by car.

Step .Consolidation

见 Tb.第 31 页 Step 7。

Lesson 7 教学设计

提示：(1)掌握形容词 fine 和 clean 的用法；(2)掌握第三人称单数表“行进”方式问句 How does he/she go to work? 的用法。

step 1.Revision

1.通过师生问答复习 by bus/car/train/bike/ship 和 on foot.

T:How do you usually come to school?

S:I usually come by bike. What about you, A?

A:I usually come by bus....

2.小黑板写着 Li Lei 的生活作息时间表，据此先进行师生问答作示范，然后学生两两一组相互问答。

起床	早餐	离家	到校	午餐	离校	晚餐
6 : 00	6 : 30	7 : 00	7 : 50	12 : 10	5 : 40	6 : 50

3.板书 Lesson 7, the ___ lesson, 并问: Who can write the right word? 让一个学生在黑板上填上。

Step .Presentation

1.交给一个学生一张便条.要求他在黑板上依次写出星期的名称.同时间全班:

T:What day is today?

Ss:Today is...

T:Is it a fine day?

Ss:Yes, it is.

T:Is the air nice and clean?

Ss:Yes, it is.

板书:It is a fine day. The air is nice and clean.并领读一遍。

2.全班检查黑板上星期的名称.教师在 Monday to Friday 旁板书 by bike, 在 Saturday 旁板书 by bus.然后说: Miss Gao usually comes to school by bike, but sometimes by bus.板书 sometimes.再用 on foot—by bike, by bus—by car 替换, 让学生跟着说。

3.让学生试着用 usually—sometimes 造几个句子。

Step .Read and act

1.让学生合上书听第一部分对话的录音。

2.学生打开书, 教师先范读一遍, 然后学生自己朗读两遍。

3.让学生回答 3 个问题:

Is it a nice day? (Yes, it is.)

How does Mr Hu usually come to school? (by bike)

What 's wrong with his bike? (It 's broken.)

4. 先进行师生对话。再让学生两两一对进行对话两遍（改换角色）。

5. 让 3—4 对学生先后上台进行演练。

6. 教师向学生说明 3 点：

“Morning” 是 “Good morning” 的不太正式的用法。

否定式 “Don't you usually come to school by bike?” 表示惊讶。

“Yes, I do.” 是 “Yes, I usually come to school by bike.” 的省略式。

step .Ask and answer

1. 先让学生仔细看图。教师以第 1 幅画示范，进行问答：

T: How does Mr Green usually go to work?

Ss: He usually goes to work by car. (要求完全回答)

然后让学生两两一组分别按图进行对话。

2. 每幅图均叫 2—3 对学生先后站起来进行演练。

3. 除第 5 幅画外，其余 5 幅按下列问题进行回答：

How does he/she usually go to Shanghai?

4. 要求用 usually—sometimes 按每幅画进行问答，教师先示范，如：

A: How does Mr Green go to Work?

B: Mr Green usually goes to work by car, but sometimeshe goes by Plane.

step .Survey

1. 教师在黑板上画个表格，如

On foot	by bike	by bus	by car	by ship

2. 老师按表格顺序提问，如：How many students in our class come to school on foot? 凡问到属于该项的学生就举手，教师将人数统计后填入该项目中。

3. 然后按表中的数字分别进行师生问答，如：T: How many students in our class come to school by car?

Ss: Only one.

4. 做 Wb. 中 EX. 1。

Step .Consolidation

见 Tb. 第 33 页 Step 6。

JEFC 第二册 Unit 3—Unit 5 教案设计

Unit 3

Lesson 9 教学设计

提示：1) 了解“中秋节” Mid - Autumn Day 的含义。

2) 初步掌握形容词 big, long, young, tall 等比较级的用法、结构和—er 的读音。

Step .Revision

1. 通过师生问答，复习星期名称，同时叫一个学生上台板书这 7 个名称：

1) T: What day is it today?

S: It's Monday.

T: What day is it tomorrow?

S: It's Tuesday.

T: What day is it the day after Tuesday?

S: It's Wednesday.

这样依此类推, 说出 Thursday, Friday, Saturday 和 Sunday.

2) 师生检查板书, 然后全班齐读一遍。

3) 再按行快速说一遍。

Step .Presentation

1. 教师指着 Sunday 一词问:

T: What do you do on Sundays?

S: (举手, 回答) I often help my mother do some housework.

T: But are you free this Sunday? (板书 free.[fri:]adj.空闲的。并领读, 注意 ee 组合的读音。)

S: Sorry, I don't know.

教师自问自答:

Are you free tomorrow night? (板书 night[nait]n.夜晚。并领读, 指出 gh 不发音, 与 eight, eighth 一样。)

What day is it tomorrow? Tomorrow is Zhong qiu jie. It's September —。

What's Zhongqiu jie in English? It's Mid—Autumn [mid>&:::t+m] Day. (板书, 领读。指出 Mid—Autumn 由 middle 和 autumn (秋季) 构成, Day 是节日。并说: What's 妇女节/儿童节/教师节 in English? It's Women's/Children's/Teacher's Day.) 教师接着问: On Mid—Autumn Day what do you eat? (出示实物月饼) We eat moon cake (板书) on Mid—Autumn Day.

3. 教学生词。先板书 must, parents, come over to, 领读并说明它们的意思; 然后让学生齐读黑板上所有的生词两遍。

Step .Practice

1. 学生听第一部分对话的录音, 跟读。

2. 打开书, 教师范读一遍; 学生自己朗读。

3. 学生两两对话, 然后交换角色对话。

4. 让两、三对学生站起来进行对话。

Step .Presentation

1. 利用实物 (一大一小两块月饼、两本书、两块橡皮擦、两个纸盒和一长一短两把尺、两支铅笔等) 教学 big— bigger, long—longer. 示例:

T: What are these?

S: They are moon cakes/books/erasers/boxes/rulers/pencils.

T: Yes But this one is big/long. That one is bigger/longer. 让学生跟读两遍。板书 bigger, longer, 领读

并强调注意[+]的读音。

2. 找两个年龄不同的男生、女生站起来, 教师问:

T: How old are you?

S女: I'm twelve./S男: I'm thirteen.

T: This boy is young. That girl is younger. 让学生跟读两遍, 并板书 younger .

3. 先叫两个较高的、但高矮有别的男生站起来, 教师分别指着说 :Li Zhi is tall. But Zhang Peng is taller. 领读两遍并板书 taller .

再叫两个较矮的, 但高矮有别的男生站起来, 教师分别指着说 :Wang Hui is short. But Li Ming is shorter. 领读两遍并板书 shorter .

Step .Practice

1. 学生听第二部分的录音, 跟读。

2. 打开书, 教师范读一遍, 学生自读。

3. 按前后座位 4 人一组, 每人读一幅图中的句子, 读完后交换。

4. 提问: 每组句中的形容词有何变化? (让学生自己解决问题)

提示: big—bigger, young—younger, long—longer, tall—taller (板书)。

要是每个形容词词尾加了一er[+]尾音的叫作比较级, 而没加-er 的称为形容词的原级。

5. 引导学生将已学的形容词构成比较级, 并板书:

new-newer, old-older, small-smaller,
cheap—cheaper, full—fuller, light—lighter,
high—higher, late—later, short—shorter,
clean-cleaner, nice—nicer

Step .Drills

1. 要求学生利用教室里的实物和人物特征进行比较, 两人一组进行 1 分钟的练习。

2. 请 4 个学生演示, 说出含有形容词原级和比较级的 4 组不同的句子。

Step .Consolidation

见 Tb. 中的 Step 。

Lesson 10 教学设计

提示: 继续学习运用形容词比较级的用法, 初步掌握形容词最高级的用法及其构成。

Step .Revision

1. 请一个学生在黑板上写出下列形容词的比较级形式:

big- cheap- dear-
long- new- full-
late- old- high-

2. 同时, 教师让全班学生用已学过的形容词原级和比较级造句。并请几个学生站起来说出自己造的句子。

3. 全班看黑板集体检查、更正, 然后齐读或拼读。

4. 讲述:

1) big: 在重读闭音节中, 词尾只有一个辅音字母, 则双写这一辅音字母, 再加-er, e. g. bigger.

2) heavy: y 前有辅音字母的, 则改 y 为 i, 再加-er, e. g. heavier, emptier, easier.

3)late :单词末尾已有字母 e 的 ,则只加-r 就行了 ,e.g. later ,nicer.

Step .Presentation

1.教师可请两个已准备好的学生进行对话演示。(一个叫 Wang Ling ,另一个叫 Li Ping)(有人敲门,Wang Ling 将门打开)

Li Ping:Hi!Wang Ling!

Wang Ling: Oh ,good morning ,Li Ping. Come in ,please.

Nice to meet you!

Li Ping:Nice to meet you ,too.

Wang Ling:Please sit down.

Ling Ping:(回到座位上)Thank you.

2.教师在听学生对话的同时,板书:

Good morning/afternoon/evening!(全班齐读)

3.出示几个 moon cakes ,进行师生问答:

T:What are these?

S:They are moon cakes.

T:Yes. Look ,they are round(用双手做一个圆形状)。They look like the moon. So ,we call them moon—cakes.(板书 round[raund]adj.圆的。并领读,教师进一步发问:)

T:Why do we call them moon cakes?

S:They are round ,and they look like the moon.

T:Are you hungry?(借手势,表饿状)板书 hungry[>h)Rgri]adj. 饿的。领读几次。帮助同学回答:

T:(点头)Yes ,a little.(板书并领读 a little)

教师提问:

T:Are ych hungry?

S1:Yes ,a little.

用同样方法,连续问 S2 ,S3 ,S4.....

T:Would you like one?

S:Yes ,please.

T:(给一个月饼)Here you are.

S:Thank you very much.(用鼻子闻一个月饼说)Mmm. This moon cake is very nice.

T:Yes. The moon cakes have eggs or nuts in them.

S:Nuts?

T:Yes. Delicious.

板书:nut[n)t]adj.坚果 ;delicious[di>liM+s]adj.美味的。先教师领读,再学生拼读两遍,最后书写两遍。

Step .Presentation and Practice

1.教师拿出3个月饼,将两个分给一男一女两个学生,另一个留给自己,说:My moon cake is nice.(指着一男孩子)His moon cake is nicer than mine.(指着一女孩)But her moon cake is the nicest of all.板书 nicer—the nicest,并反复朗读。然后提问:nicer 和 nicest 在用法范围中有什么不同?

2.出示3个大小不同的蛋糕的挂图,图上分别标明:

Lucy's cake, Han Meimei's cake, Jim's cake.

1) 全班看挂图, 教师说:

Lucy's cake is big.

Han Meimei's cake is bigger than Lucy's.

Jim's cake is the biggest of all.

(板书 big-bigger than-the biggest of all)

2) 请 3 位学生看图说话。

3) 全班看图和 big—bigger than—the biggest of all, 齐说一遍。

3. 在黑板上用简笔画画 3 幅标有不同重量的盒子并分

别标明: Li Lei's box, Han Meimei's box, Jim's box.

1) 先教师分别问: Whose box is heavy? Whose box is heavier? Whose box is the heaviest of all? (板书 heavy—heavier—the heaviest)

然后分别帮助学生模仿上文 2 项 1) 的句子回答。同时教师板书学生说的句子:

S1: Li Lei's box is heavy.

S2: Han Meimei's box is heavier than Li Lei's.

S3: Jim's box is the heaviest of all.

2) 全班齐读上述句子。

4. 讲述 (或师生共同总结):

1) 形容词可分为几个级? (三个: 原级、比较级、最高级)

2) 比较级后用什么词 (than), 其中词尾加什么? (-er)。

3) 如果是三个或三个以上的人或物进行比较时用什么级? (最高级): 其中形容词结构是什么? (-est); 其前面用什么词限定? (the); 句尾用什么词? (of all)

4) 句中相同的名词不能重复, 怎么办? (后一个只能用名词所有格形式)

Step .Drills

教师依次给出一系列的形容词, 分别叫学生进行三个等级的操练。例如:

S1: Jim is tall.

Mike is taller than Jim.

Tom is the tallest of all.

S2: Li Lei's book is old.

LiangPing's book is older than Li Lei's

Yang Di's book is the oldest of all.

S3: Kate is young.

Jame is younger than Kate.

Han Meimei is the youngest of all.

Step .Practice and Drills

1. 先听 Part 1 和 Part 3 的录音。

2. 打开书, 教师领读, 然后学生自己读两遍。

3. 学生两两对话 (交换角色)。

4. 请 4 对学生上讲台分别演练对话 1 和 3。

Step .Practice.

1. 听第二部分的录音。

2. 打开书，全班齐读第二部分。

Step .Consolidation

见 Tb. 中的 Step 8。

Lesson11 教学设计

提示：1) 巩固已学的形容词比较级和最高级；2) 学会 full 和 hungry 这对反义词；3) 学会月份 September 和 October；4) 掌握本课要求四会和三会的词组和句子。

Step .Revision

1. 出示一幅挂图或用画有 3 个颜色不同、大小不一的苹果的简笔画，让学生看图说话：

S1: The red apple is small.

The yellow apple is smaller than the red one.

The green apple is the smallest of all.

2. 将 small 改成 big，再叫 1-2 个学生做一遍，最后全班再用 small 和 big 齐说一次。

3. 用简笔画画 3 块产自不同地方的月饼，并标明：

Li Lei 's moon cake, Changsha, nice

Lin Ying 's moon cake, Beijing, nicer

Tan Cheng 's moon cake, Guang dong, the nicest

请 3 位学生按 3 个不同等级造句，同时教师板书：

S1: Li Lei 's moon cake is nice.

S2: Lin Ying 's moon cake is nicer than Li Lei 's.

S3: Tan Cheng 's moon cake is the nicest of all.

(全班齐读一次)

4. 教师指着 3 个月饼分别问：Where does Li Lei 's/Lin Ying 's/Tan Cheng 's moon cake come from?

学生答：It comes from Chang sha/Beijing/Guang dong.

step .Presentation

1. 教师指着一个月饼问：

T: Would you like a mooncake? It 's delicious.

S: Thank you. But I 'm not hungry. (教师板书 hungry)

T: Oh, you 're full (板书 full)。

S: Yes, I 'm full.

2. 学生自拼自读、教师纠音：full—hungry.

3. 用 hungry, full 造句：

Group2 Group 2 Group 3

I 'm full. You 're full. He/She is full.

I 'm hungry. You 're hungry. He/She is hungry.

还可以用否定形式练习：I 'm not hungry. I 'm full.

Step .Practice

1. 让学生听第一部分对话的录音。

2. 打开书，教师带读一遍，然后学生自己朗读。