

学校的理想装备

电子图书·学校专集

校园网上的最佳资源

普九义务教育教材通用教案设计精编(中学卷)

中学英语通用教案设计精编之二



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 2. 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 3. 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 4. 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 5. 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 6. 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 7. 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 , 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.同时问全班:

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 .

Liang Ping ' s book is older than Li Lei ' s

Yang Di ' s book is the oldest of all .

S3 : Kate is young .

Jane 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。

3. 学生两两对话（并交换角色）。

Step .Practice

1. 让学生快速阅读 part 2, 然后回答下列问题：

Whose letter (信) is this? (Lucy's)

Where is her friend? (In the U.S.A.)

(板书 letter[>let+n.信, 并领读)

2. 合上书, 学生听录音两遍。同时教师板书: kind[kaind]n.种类, on that day 在那天, at night 在夜晚, stay in the open air 呆在户外, different kinds of 各种各样的, How delicious they are! 它们味道有多好啊! the ones with nuts in them 带果仁馅的月饼 (the ones = the mooncakes)。

3. 让学生看黑板自拼、自读、自记上面单词、词组和句子。

4. 教师范读课文一遍, 领读一遍。

5. 学生自读课文两遍。

6. 让学生用 different kinds of 造句, 如:

There are different kinds of birds in the tree.

There are different kinds of cats in the zoo.

There are different kinds of pictures in that room.

Step .Drills

1. 教师领读一遍以下句子, 然后请学生举手回答:

Which kind of moon cake does Lucy like? (Guang dong)

What do people eat on Mid—Autumn Day?

Which are the different kinds of moon cakes? (Some have nuts in them, and some have eggs in them...)

Which moon cakes does LiLei like? (moon cakes with meat)

2. 学生朗读课文, 先可依座次一人读一句, 然后叫几个学生分别朗读全文。

Step .Consolidation.

见 Tb. 中的 Step 6。

Unit 4

Lesson 13 教学设计

提示: 1) 初步掌握“be going to+动词原形”的含义 2) 熟练掌握时间状语 this afternoon, on Monday evening next week...etc. 的用法。

Step .Revision

1) 师生问答:

T: What do you usually do on Sunday?

S1: I usually play games.

T: What about you, S2?

S2: I usually watch TV.

T: What about you, S3?

S3: I usually help my mother with housework.

教师板书上述答句中的动词词组: play games, watch TV, help her

mother with housework.

2) 教师进一步提问：

T: What other things do people do on Sunday?

Ss: They read books on Sunday.

They fly their kites on Sunday.

再板书 read books, fly their kites.

Step .Presentation

1. 教师提问: T: What day is it today? Ss: It's Monday.

T: OK, thanks.

然后把 Monday 板书到上述动词词组的上面, 在后面再

写上下一个星期的日期, e.g. September 19, 在词的左边写上几个人名,

加下表:

Name	Monday, September 19
Li Lei	play games
Lily	watch TV
Lucy	help her mother with housework
Jim	read books
Mr and Mrs Green	fly their kites

2. 学生边看表边朗读人名和动词词组, 可抽查几个学生。

3. 教师说, 学生听、说。

T: Li Lei is going to play games next Monday. (领读, 然后叫一个学生扮演 Li Lei) What are you going to do next Monday, Li Lei?

S4: I am going to play games next Monday.

4. 按此法, 通过师生问答先将黑板上所列内容操练一遍, 然后还可用其他人称和动词词组进行类似的练习。

5. 学生看表, 依照以上形式两两练习对话。

6. 教师解释“be going to+动词原形”是一种表示在将来某时要发生的动作或存在的状态的方法, 如: I am going to wash my hair this afternoon. (板书 hair, 并领读)

Step .Drills and practice

1. 教师在桌子的行间走动, 询问学生:

T: What are you going to do this evening?

S5: I'm going to watch TV.

T: What are you going to do next Sunday?

S6: I am going to buy a new skirt.

T: What are you going to do next week?

S7: I'm going to see my parents.

2. 学生按以上方式两两问答。

Step .Read and act

1. 合上书, 听一遍第一部分的录音。

2. 教师领读、解释并板书:

Nothing much 意为 I ' m free.

Sure ! = Certainly !

Jim ' s comming. = Jim ' s going to come.

3. 教师和学生分角色演练对话。

4. 学生分两大组分别扮演 Sam and Lin Tao , 进行对话练习。

5. 学生用 box 中所给的词组进行两两对话 , 并表演。

Step V. Presentation.

1. 教师让学生说出表示星期的名词并板书。

2. 叫三位学生用英语说出 “ 上午、中午、晚上 ” , 并板书。

3. 教师说 , 学生跟读 , 如 : Sunday morning , on Sunday morning ;
Wednesday evening , On Wednesday evening...

可用同样的方法练习其他词组 , 强调指出在这里用介词 on 表示具体的某一天 , 而不用 in。

4. 师生问答 :

T : what ar C you going to do on Sunday morning ? (板书并领读)

S8 : I am going to wash my hair.

T : What are you going to do on Tuesday afternoon ?

S9 : I ' m going to play games with my friends.

Step . Practice and drills

教师指着黑板上的星期名你 , 学生先说表示时间的词组 , 然后提问。如 :

T : (指 Friday 和 morning)

Ss : On friday morning. What are you going to do on Friday morning ?

T : (指 Thursday 和 evening)

Ss : On Thursday evening. What are you going to do on Thursday evening ? ...

2. 可由两、三个学生先后扮演教师进行上述练习。

3. 学生打开书 , 两两一组进行第二部分的问答。

4. 抽几个小组进行表演。

Step . Consolidation

见 Tb. 中的 Step 8.

Lesson14 教学设计

提示 : 1) 进一步学习和运用 “ be going to + 动词原形 ” 结构的用法。 2) 掌握 a few 的用法。 3) 牢记 good , cheap 的比较级和最高级。

Step . Revision

1. 通过师生问答 , 复习 be going to do 的用法 , 如 :

T : What are you going to do this evening ?

S1 : I ' m going to do my homework.

T : What are you going to do tomorrow ?

2. 4 人一组操练 : A 用汉语向 B 发指令 , 如 : 去踢足球、关门窗、游泳、购物、理发、洗衣服等 ; B 按指令准备去做此动作 ; C 向 D 发问 ; D 回答 , 描述 B 的动作。如 :

C : What is he/she going to do ?

D: He/She is going to close the door.

C: What is he/she going to do?

D: He/She is going to read a book.

Step .Presentation

教师在黑板上画几个苹果，然后说：

T: This is a shop. There are some apples in it. Today I'm going to the shop. I'm going to buy some apples. (板书并领读，同时解释：I'm going to the shop. 是 I'm going to go to the shop. 的简略说法。)

2. 教师依次出示不同的实物或画，如：rice, pears, cakes, nuts, oranges, bananas, pens, 让学生依次说出：

Ss: I'm going to the shop. I'm going to buy some rice/pears/cakes... etc.

Step .Drills and practice

1. 叫 S1 到黑板上写出几种食物的名称，如 bread, meat, eggs 等，然后让他向其他同学发问：

S1: What are you going to buy?

S2: I'm going to buy some bread.

S1: What are you going to buy?

S2: (在教师指导下) I'm going to buy a few eggs. 板书 a few eggs, 领读，并解释 a few 的用法：a few 后面用可数名词的复数形式，如 a few apples (几个苹果), a few pens (几支钢笔)。然后让学生用 a few 与可数名词搭配，如 a few books/skirts/shirts/

shoes/glasses/cups/flowers/knives 等 (板书)。

2. 依照以上对话，学生套用上述词组，进行两两问答。

Step .Read and act

1. 听第一部分对话的录音，然后回答问题：

T: What is Wei Hua going to buy?

S: (叫成绩好一点的回答，暂不公布结果) He's going to buy a few bananas.

2. 打开书，再听一遍，核对答案，并跟读。

3. 教师领读一遍后，学生自己读。

4. 演练：教师、学生分别扮演 Wei Hua, Lucy.

学生分两大组分别扮演 Wei Hua, Lucy.

用 box 中所给的词进行两两练习，并抽一两对学生表演。

5. 解释：Why not? 是 Good idea 的另一种说法；get=buy; a few 意为 some, not many.

6. 检查：合上书，叫几个小组进行表演。

Step V. Presentation

1. 教师展示出 3 张大小不一的纸，指最大的一张说：

This piece of paper is small. 指稍小一点的说：This one is smaller. 指最小的说：This one is the smallest of all.

2. 教师在黑板上画 3 箱桔子，分别标有不同的价钱。指最贵的说：These oranges are cheap. 指稍便宜点的说：These ones are cheaper. 指最便宜的说：These ones are the cheapest of all. 然后板书 cheap—cheaper—

cheapest, 领读, 要求学生记牢。

3. 教师指最便宜的桔子说: These oranges are good. 指稍贵的说: These ones are better. 指最贵的说: These ones are the best of all. 然后板书并要求学生记牢: good—better—best.

4. 游戏: 叫一个学生出来, 其余学生读上述 6 句话。每读一句, 这个学生就指一幅图, 要求快、准; 如果指错, 就罚唱一首英语歌。

Step 3. Drills and practice

1. 打开书, 让学生仔细看第二部分的 9 幅图画。

2. 教师带读 9 幅画下面的句子, 然后学生自读。

3. 师生练习第一个问题的问与答:

T: Which pen are they going to buy?

Ss: The Cheapest one.

4. 学生两两练习第 2、3 两个问题, 可提示他们学会使用 I think...

Step 4. Consolidation

见 Tb. 中的 Step 4.

Lesson 15 教学设计

提示: 熟练掌握“be going to + 动词原形”结构, 以及含有这个结构的句型转换及回答有关问题。

Step 1. Revision

1. (叫课前准备好了的一、两组学生演练以下对话):

A: Hello, Xie Hui! Where are you going?

B: I'm going to the shops.

A: What are you going to do?

B: I'm going to buy a few apples.

A: Good! could you get some for me, please?

B: Certainly! Why don't you come with me?

A: Good idea! Let's go!

2. 把 apples 换成其他词, 如 coats, shirts, trousers 等进行操练, 以便检查学生对“be going to + 动词原形”的掌握程度。

Step 2. Presentation

1. 教师口头讲述课文第一部分的大概内容:

We're not going to have any classes next week. We're going to help some farmers to pick apples on a farm. Jim says it's good and it's better than having classes. We're going to leave at about 7:30 next Monday morning and meet on the road outside the school gate. we're going there by bus and we mustn't be late.

(挂出写有上述句子的小黑板。反复领读, 解释, 待学生会读了以后, 每句中擦掉一部分词, 留下主要动词, 要学生根据所留下的词讲叙文章的梗概。)

2. 打开书, 听第一部分对话的录音, 学生跟读。

3. 教师先范读一遍, 然后领读两遍。

4. 学生先自己朗读, 然后进行两两回答多次(交换角色)。

5.注意句型:It's time for...(板书并讲解)

It's time to do something.

比较:

It's time for something. } 该做.....
It's time to do something. }

e.g. It's time to have lunch. } 该吃午饭了。
It's time for lunch. }

It's time for school. } 该上学了。
It's time to go to school. }

Step .Practice

- 1.合上书,让学生再听一遍录音
- 2.打开书,让学生自己读第二部分中的问题。
- 3.教师分别问第二部分中的问题,学生举手回答。
- 4.学生两两问答第二部分中的问题(交换角色)。
- 5.找两三对学生问答第二部分中的问题。

Step .Acting

- 1.合上书,再听录音,增强记忆和理解。
- 2.教师讲述怎样表演戏剧性的对话,表演前看书,以熟悉内容,表演时看对方,以便有效地运用表情和手势。
- 3.分角色扮演:把全班分成两大组,分别扮演 Jim 和 Li Lei。学生两两练习,并让几组同学上台表演。

Step .Listening

- 1.教师说:Open your workbooks at page 15.Look at Ex.1。
- 2.先把要做的题目讲解一遍,再放录音,可根据学生实际情况决定放录音的次数。
- 3.听完后做题目。
- 4.核对答案,可由学生相互检查,教师板书答案。(答案见 Tb.中的 Step.)

Step .Consolidation

见 Tb.中的 Step 。

Unit 5

Lesson 17 教学设计

提示:

- 1) 继续学习、巩固 be going to 句型。
- 2) 掌握表距离的问句和答句,如:How far is it? It's not far. It's quite near/far. It's about...kilo me tres.

Step .Revision.

教师叫 3 个学生分别将下列句子译成英语:

下个星期我们不上课。

下个星期我们要去哪儿？去农场。

我们将去农场劳动。

Step . Presentation

1. 教师检查以上3句,然后着重翻译最后一个句子,说:Yes, we are going to work on the farm. 板书本单元标题:

Unit 5 Working hard on the farm

Lesson 17

2. 介绍表距离远近的说法,教师同时充当A,B两个角色,进行下列问答:

People's Park No.1 Middle School

A: Where's People's Park?

B: It's not far. It's quite near. It's only two kilometres from here.

A: Where's the NO.1 Middle School?

B: Oh, It's quite far. It's about 8 kilometres from here.

3. 教师挂出写有上述问答的小黑板,学生听教师读这两组问答。教师借助于手势帮助学生理解 near/far/kilometre 这几个词的意义。

4. 教师领读这两组问答两遍。

5. 学生按座位进行两两问答两遍(交换角色)。

Step Practice

1. 教师根据本校在城区或乡镇所处的位置,点出几个有远有近的学生熟悉的单位或地名,如××庄、××村、××中学、××公园等,要求学生套用上述句型进行对话。示例:

1) T: Bus-stop

A: Where's the bus-stop?

B: It's not far. It's quite near. It's only one kilometre from here.

2) T: Zhangjiazhuang.

C: Where is Zhangjiazhuang?

D: Oh, it's quite far. It's about ten kilometres from here.

2. 学生合上书听第一部分的录音(两遍)。放录音前,教师提出对话中的中心问题:How far is the farm? 第一遍,学生找出答案(A few kilometres): 第二遍,学生跟读。

3. 学生打开书朗读对话;然后进行两两对话并交换角色。

4. 找几对学生站起来,分别演练这段对话。

Step . Presentation

1. 教师引导学生仔细看第二部分插图,然后说:

Look! Where are the people? They are on the farm. What are they doing? They are picking apples. Are they working hard? Yes, they are.

2. 个别提问学生:

T: How many trucks/ladders/baskets/people can you see in the picture?

S: I can see three trucks/two ladders/a lot of basket/twenty People in the picture.

3.借助手势、动作帮助学生理解 climb, lift, hold 等动词的含义。

4.教师通过自问自答就整幅画作示范描述:

What are the people doing? They are picking apples.

Who's climbing the ladder? Han Meimei.

What is Jim doing? He's holding the ladder.

What're LinTao and Li Lei doing? They are picking apples.

What's Kate doing? She's carrying the basket.

What are the two boys doing? They are carrying abasket.

What's that woman doing? She's lifting the basket onto the truck.

What are the men doing? They are working on the truck.

Are all the people working hard? Yes, they are.

5.教师问学生答,先全班后个别,将上述问答进行两遍。

Step .Practice

1.学生按图进行两两问答两遍(交换角色)。

2.找几对学生站起来按图问答。同时教师板书: picking apples, holding the ladder, climbing the ladder, carrying abasket, lifting a basket on to the truck, working on the truck, working hard on the farm.

3.找 2—4 对学生上讲台按图演练问答。

Step .Consolidation

见 Tb.中的 Homework。

Lesson18 教学设计

提示: 1) 复习前一课内容。2) 进一步学习形容词 some, more, most 和 few, fewer, fewest 的用法。

Step .Revision

1.让学生看 17 课的插图(30 秒钟),然后让学生通过记忆来回答图中的有关问题,如: Who's climbing the ladder?...etc.

2.让一个学生上黑板翻译: Jim 的箱子比 Li Lei 的重。 Lucy 比 Mary 小。 Wu hong 比 Mary 高。

3.检查 Wb.

Step .Presentation

1.叫三个学生上讲台,他们分别拿 2、4、6 本书。让他们把手中的书举起来。教师问下面的学生:

T: how many books does A have?

S: Two.

T: How many books does B have?

S: Four.

T: What about C?

S : Six.

2. 教师边说边板书 : A has some books. B has more books than A. C has the most of all. 并用彩笔划出 some, more, most 三个词。

3. 以 pencil, ruler, eraser 作中心词, 用同样的方式说出 : D has some pencils. E has more pencils. F has the most of all.

4. 教师带读上述句子。

5. 教师指着写在黑板上的这些句子说 : C has a few books. B has fewer books than C. A has the fewest of all. 教师边板书边将这 3 个句子重述一遍, 并用彩笔划出 a few, fewer, fewest 三个词。

6. 用同样的方式比较出 F, E, D...etc.

Step .Practice

1. 学生仔细看第一部分的两组插图, 然后用手把图 F 的句子遮住, 先按座位行次、后叫个别学生, 分别用 some—more—most 和 a few—fewer—fewest 来描述。如 :

a. some—more—most

Kate has some apples.

Jim has more apples than Kate.

Meimei has the most of all.

b. a few—fewer—fewest.

Meimei has a few apples.

Jim has fewer apples than Meimei.

Kate has the fewest of all.

2. 依此方法做第二组练习。

听第一部分录音两遍, 学生跟读。

Step .Ask and answer

1. 学生看第二部分插图, 听第二部分录音两遍, 再跟读两遍。

2. 教师用手势做 strong 状, 学生试着猜出该词的含义。

3. 说明 : He ' s stronger than her (宾格) = He is stronger than she (主格) 。

4. 学生两两对话, 要求先按图问答两遍, 后练习调换问的方式, 如把 Is Jim picking more apples than Kate? 改为 : Is Kate picking more apples than Jim? 并作出正确回答。

Step .Presentation

1. 再叫三个学生上讲台, 手中分别拿 2 (A)、 4 (B)、 6 (C) 支钢笔。教师向全班发问 :

T : Who has more pens, A or B? S : B.

T : Who has the most pens, A, B or C? S : C.

T : Who has fewer pens, B or C? S : B.

T : Who has the fewest pens, A, B or C? S : A.

2. 叫 3—4 对学生站起来按上例进行问答练习。

3. 教师在黑板上 A、 B、 C 下面各画 2、 4、 6 只 (个) rulers, pens, balls 等简笔画, 叫几对学生站起来做替换练习。

4. 学生打开书自己朗读第 3 部分 Ask and answer 并自问自答。然后进行两两问答。

Step .Practice

1.学生三人一组用 some , more , most ; a few , fewer , fewest 或其他形容词 (young , old , heavy) 仿编对话。

2.让几组学生上前台表演自编对话。

Step .Consolidation

见 Tb.中的 Step 7。

Lesson19 教学设计

提示：1) 巩固形容词 some , more , most 和 few , fewer , fewest 的相对用法。

2) 掌握下列基本词汇和句型：

Please be careful. Don ' t go too high.

I can ' t reach them. It ' S dangerous.

Some of the apples are hard to reach.

Don ' t fall.

busy , much , bigger.

Step .Revision

1.请三位学生分别拿出三堆数量不等的书来说：

1) S1 : I have tWO books.

S2 : I have four books.

S3 : I have six books.

2) 再请另一位学生指着这三位学生的书说：S1 has somebooks.S2 has more books than S1.S3 has the most of all.

3) 教师提问，学生答：

T : Who has the most books , S1 , S2 or S3 ?

SS : S3.

T : WhO has the fewest ?

Ss : S1.

2.画三辆装有不同人数的公共汽车，让学生看图说话

(举手)：

1) S1 : The first bus is carrying a fe W people.

S2 : The second one carrying fewer than the first.

S3 : The third one is carrying the fewest of all.

2) 师生问答：

T : Which bus has the most people. the first , the second or the third ?

S : The first one.

T : Which one has the fewest ?

S : The third one.

1.板书 some—more-most , few—fewer-fewest.

并反复领读。

Step .Presentation

1.看图提问：

T: (指着树) What's this?

S1: It's an apple tree.

(指着 Han Meimei) Who's this girl?

S2: She's Han Meimei.

T: Where is she?

Ss: She's on the ladder.

T: What's she going to do?

S3: She's going to pick apples.

T: Can she reach the apples? (板书, reach [ri:tM] vt; 反复领读, 伸出手做一个摘苹果的动作, 让学生猜其中的意思。)

S: (点头) Yes, she can.

T: But it's too high. It's dangerous. (做一个害怕的样子。板书并反复读三次 dangerous[>deind{r+s}])。再让一组学生一个一个地朗读。When you reach a high place, you must be careful. (板书 careful[>kK+ful]adj; 领读三遍) 全班再齐读三次: be careful (小心)。

Step .Practice

1. 打开课本, 听第一部分的录音, 同时跟读。
2. 学生先自己朗读两遍对话, 然后两两对话并交换角色对话。
3. 分两大组: 一组扮演 Meimei, 另一组扮演 Jim 进行对话, 然后交换角色。
4. 请两对学生上讲台演练这段对话。

Step .Presentation

Part1:

1. 教师问答:

T: What day is it tomorrow?

S: It's Sunday.

T: Are you free? (重读三遍, 引起学生注意)

S: Yes, I am.

T: But what day is it today?

S: It's Saturday.

T: Are you free?

S: No, I'm not free.

T: Well, you're busy.

(板书 not free = busyadj [>bizi].忙的。自拼四遍)

2. 学生默看第二部分的课文, 同时教师板书 3 个问题。

学生看完课文回答:

Where are the children working?

What are they picking?

Who has more apples, Li Lei or Jim?

3. 合上书听课文录音。
4. 打开书听录音, 同时跟读。
5. 解释: hard to reach = not easy to reach; more than me = more than I have.
6. 快速自读课文两遍。

7. 请两个学生做示范朗读。

Step .Drills

1. 看 Wb.EX.1, 让学生两人一组自由一问一答。

2. 从第三小题开始, 请六组学生一问一答。

Step .Practice

Listen and answer. 请看 Wb.P.19, 听录音完成 Ex.2

(参考答案 : on the farm ; is climbing a ladder ; is putting ; first second ; is eating a banana)

Step .Consolidation

见 Tb. 中的 Step 6.

(贺善宏、肖曼池、刘剑芳、张国仪、龚卫琼)

JEFC 第二册 Unit 6-Unit 7 教案设计

Lesson 21 教学设计

提示： 复习“钟点十分钟”的时刻表示法（如：2：15

-two fifteen；4：10—four ten）；

学习用 to 和 past 表时刻的说法；

学会本课句型：It ' s a quarter past/to...

It ' s half past...

It ' s...minutes past/to...

Step .Revision

1. 教师向学生展示下列表格：

Name : Li Lei	
6 : 00	get up
6 : 15	morning exercise
6 : 20	reading (English or Chinese)
6 : 45	have breakfast
7 : 00	go to school
7 : 40	classes begin

2. 教师按表格逐一提出问题, 学生用“钟点十分钟”的时刻表达法正确回答问题。

T: What time does Li Lei get up in the morning?

S1: He gets up at six o ' clock.

T: What time does Li Lei do morning exercises?

S2: He does morning exercises at six fifteen.

T: What time does Li Lei read English?

S3: He reads English at six twenty.

T: What time does Li Lei have breakfast?

S4: He has breakfast at six forty-five.

T: What time does Li Lei go to school?

S5: He goes to school at seven o'clock.

T: What time do classes begin?

S6: Classes begin at seven forty.

3. 在进行师生间问答的同时，教师板书各句中的时间如下：

a. six o'clock

b. six fifteen (a quarter past six)

c. six twenty (twenty past six)

d. six forty—five (a quarter to seven)

e. seven o'clock

f. seven forty (twenty to eight)

Step .Presentation

1. 教师借助左下图教单词 quarter (一刻钟，十五分钟)。

2. 介绍 to, past 的用法

3. 教师边用 to, past, half, quarter 说出下列时间边板书：

5:15 a quarter past five

5:30 half past five

5:45 a quarter to six

Step .Practice

1. 教师手拿自制的钟表教具，不断拨动时，分指针，让全班学生用 a quarter past/to 或 half past 说出教师拨出的时间，如：

T: (指 9:15) What's the time?

SS: It's a quarter past nine.

T: (指 9:30) What's the time?

Ss: It's half past nine.

T: (指 9:45) What's the time?

Ss: It's a quarter to ten.

2. 依次 (教师只报时刻) 练习 10:15、10:30、10:45、11:15、11:30、11:45 等。

3. 学生两两练习：A 说时刻，B 说英语；然后再交换角色。

Step .Read and act

1. 学生合上书听第一部分录音。教师提出这段话的主要问题：What time is Meimei coming to Ann's house? 学生听第一遍时找出答案。听第二遍让学生跟读。

2. 打开书，教师与一个学生示范问答一遍。

3. 让学生自己朗读对话一两遍。

4. 学生两两对话，然后交换角色。

5. 叫几对学生演练这段对话。

6. 关于这段对话需要说明几点：

a. I would/I'd love to 其后省略了 come to supper。这个句式常用来表示接受对方的邀请。

b. about a quarter to 其后省略了 six。

c. May I come then? 中的 then 指前句提到的 at six。

Step .Presentation

1. 利用 Step 中的第二幅图，介绍“...minutes to/past”的用法。
e.g. 8:10 ten (minutes) past eight
9:55 five (minutes) to ten
 2. 师生双边练习：
T: 8:25
S1: Twenty-five (minutes) Past eight.
T: 7:05
S1: Five minutes past seven.
T: 10:50
S1: ten minutes to eleven.
T: 12:40
S1: Twenty minutes to one.
 3. 打开书，让学生仔细看课本的第二、第三部分。
 4. 教师先自问自答一遍这两部分，作为示范。然后教师问，分别找学生回答这两部分一遍。
 5. 小结：
a. 在这种先说分钟、后说点钟的时刻表达法中，超过半小时的用 to，半小时以内的用 past。
b. “几点半”用 half past，不说 half to....
c. to 或 past 之前的 minutes 可省略。
- Step .Practice
1. 学生两两对话，练习课本第二、三两部分中时刻的两种表达法。在课本的 part 2 中用第一种方法（即先说钟点，后说分钟。如 7:20—seven twenty），在 part 3 中用第二种方法（即先说分钟，后说点钟。如 7:20—twenty past seven）。
 2. 找几对学生演练这两部分问答。
 3. Wb. EX. 1.
- Step .Consolidation
- 见 TB. 中的 Step 7.

Lesson 22 教学设计

提示：复习两种时刻表达法。学习并掌握句型 shall we...? Where shall we...? 熟悉一些常见动物的名称（三会）。

Step .Revision

通过问学生及其家庭成员的日常活动的时间，复习两种时间表达法（先钟点，后分钟；先分钟，后钟点）。教师示范：

What time do you get up?

I get up at five, that is, at ten minutes to six. 然后分别问学生：

What time do you have break /ast/lunch/supper?

What time does your mother go to work?

What time do classes begin?

What time do you go to bed?

3. 做游戏：目的在于熟练掌握时间的两种说法，方法是由一个学生用英

语或汉语说出一个时间，然后另一个学生用汉语或英语说出这个相应的时间，看谁说得又快又准。例如：

S1: Ten minutes to nine

S2: 八点五十分。

S2: 十二点十分。

S4: Twelve ten (or Ten minutes past twelve) .

Step .Presentation

1. 复习 be going to 的用法。教师分别问 3 个学生，让另一学生将这 3 组问答板书：

T: What are you going to do next Sunday?

S: I ' m going to

{	go shopping.
	Play basketball.
	go to the park.

2. 在商量下星期天的活动安排时，教师同时充当 Lin Tao 和 Jim 两个角色，进行问答并板书：

J: What are We going to do next Sunday?

L: I don ' t know. Shall We go shopping?

J: No, let ' s go swimming.

L: That ' s a good idea.

3. 向学生说明 Shall we...? 表示征求对方意见。

4. 带读上述对话（两遍）。

5. 学生两两一组朗读上述对话，然后交换角色。

Step .Drill

1. 把事先准备好的一些卡片分发给几个学生，每张卡片上写着一个活动的内容。如 Play basketball ; go swimming ; go shopping ; watch football match ; go to the park ; go to see Uncle Wang ; etc.

2. 教师让一个拿卡片的同学与其做示范对话：

S: What are we going to do next Sunday?

T: I don ' t know. (教师在此加入其同义短语: I ' ve noidea. 为课本的 Part1 做铺垫) Shall we climb the hill?

S: NO, let ' s play basketball.

T: Good idea.

3. 每次叫两个拿有卡片的学生到前面来表演对话，之后，把卡片交与其他的两个同学，依次反复练习几次。

4. 学生两两按上例进行自由对话。

Step .Reading

1. 让学生合上书听第一部分的录音，教师提出问题：What time are Jim and Lin Tao going to meet?

学生听录音找出答案，然后再跟读一遍。

2. 学生看着书听教师范读对话一遍。然后先后叫两个学生扮演 Lin Tao，自己扮演 Jim 进行对话。

3. 学生两两对话，然后交换角色对话。再叫几对学生先后站起来进行对话。

4. 让两对学生到讲台前演练对话。
5. 说明：
 - a. I 've no idea. = I don 't know.
 - b. Let 's make it a little earlier.
= Let 's meet a little earlier.
 - c. Let 's make it at half Past one.
= Let 's meet at half past one.

Step .Reading

1. 让学生看 Part 2 中的动物，说：There are animals. You can see them in a zoo. 让学生试着猜 animal 和 zoo 的意思。

2. 带领学生认读这些动物名称（除 dog 和 cat 外，其它均为三会要求）。

step .Ask and answer

1. 问学生 Part 2 中的三个问题，提醒学生注意第二个问题中的 only 的位置。

2. 学生两两一组看图问答，然后交换角色进行问答。

Step .Workbook

见 TB. 中的 Step 8。

Lesson 23 教学设计

提示： 复习向对方提出建议的两个句型：Shall we...? Let ' S...

复习所学动物的名称。

学习掌握短语 have a good time 和 be good at 的用法。

听力训练。

Step .Revision

1. 让两对同学表演商量打算做某事的对话。这一步可在课前做好准备，让两对同学先排练好下列对话，然后到课堂上表演。

A: Hi, where are you going?

B: I 'm going to buy a pen. My pen is broken.

A: Tomorrow is Sunday, What are you going to do?

B: I 've no idea. What do you think?

A: Shall we go to the zoo? There are many animals in it. There are pandas, tigers, elephants, monkeys and other animals.

B: Good idea! When shall we meet?

A: Let 's meet at half past eight in the morning.

B: Where shall we meet?

A: Let 's meet at the school gate.

B: OK, See you then.

A: see you then.

2. 再叫两到三对学生按上述内容自由对话。

3. 在此对话的基础上，练习对 shall we...? 句型做出其它可能的回答，如：Sure. OK. All right. That 's a good idea. Good idea.

4. 学生两两对话，分别做出肯定与否定回答。

Step .Reading

1. 让学生打开书，仔细阅读第一部分方框内的问句与答句。

2. 让学生试着将问句与答句配对（用铅笔连接起来）。
3. 教师先自问自答一遍作出示范。注意这些问句不一定只是一对一的回答，有的可能有两三种回答。

例如：Shall we climb that hill? 答句可以是：

Good idea!

No, let's finish our homework.

No, let's go and see the pandas.

4. 让几对学生先后站起来进行问答。

5. 让学生找出答句 Let's go at a quarter to 中 to 后的省略词(ten)。

Step .Read and act

1. 教师做划船状，说：What am I doing? 然后自答：I'm boating. I'm good at boating.

2. 指出 boat 在此是动词，“划船”的意思。在下面这个句子中，boat 是名词，“船”的意思。

There are many people in the boat.

3. 板书短语 be good. at + n. (v-ing) 善于、擅长。

e.g. He is good at

{ English (Chinese. football. basketball. etc.)

{ singing(cooking, boating, swimming, flying a kite, etc.)

4. 问学生：Are you good at boating? what are you good at? 把学生的回答写到黑板上。

5. 学生合上书听 Part 2 的录音，找出下列问题的答案。

Are English people good at boating? (Yes)

What do the boats look like? (Ducks)

Where ate the animals? (In the zoo)

6. 学生跟读一遍录音。

7. 学生打开书，自读一两遍对话。

8. 教师分别找几个学生进行师生对话（教师先扮 Lin Tao，后扮 Jim）。

9. 学生两两对话，然后再交换角色。

10. 让两三对学生上讲台前演练这段对话。

Step .Workbook

做 Ex.1。

Step .Listening

1. 学习课本的 Part 3，让学生看练习册的 EX.2。

2. 提醒学生注意听清文章中所出现的时间并填入表格中。

3. 放录音三遍，然后让学生说出自己的答案。对有争议的地方，重放录音。

Strp .Workbook

在课堂上做完练习。

Step .Consolidation

复习 lesson21-23.

提示：通过复习，进一步巩固现在进行时态及其与一般将来时态的区别。

Step .Revision

1. 出示第 17 课挂图，利用师生问答形式复习词汇。比如：

T: What can you see in the picture?

S1: I can see apple trees, three trucks, two ladders, a lot of baskets and many people.

T: What are the people doing? (板书)

S2: They're picking apples. (板书)

T: Are they working hard? (板书)

S3: Yes, they are. (板书)

T: Who's climbing the ladder? (板书)

Ss: Han Meimei.

[注]以上板书内容主要是为学生进行下一步的操练而准备的语言材料。

T: Who's holding the ladder?

Ss: Jim.

T: What's Kate doing?

Ss: She's carrying the basket.

T: What's Lin Tao and Li Lei doing?

Ss: They're picking apples.

T: What's that woman doing?

Ss: She's lifting the basket onto the truck.

T: What are the man doing?

Ss: They're working on the truck.

2. 根据需要，让学生接着复述 19 课的挂图内容，以便进一步巩固所学的词汇和短语。

Step .Ask and answer

1. 打开书，首先让学生观察第一部分的图。然后请他们用所学词汇和句型用自己的话描述这幅图，以了解学生说的能力。

教师可这样开头：It's a fine Sunday morning. Some farmers are picking apples. They're working very hard...然后让学生根据图的内容进行演练。

(A)

S4: What are the people doing?

S5: They are picking apples.

S4: Where are they working?

S5: On a farm.

S4: Are they working hard?

S5: Yes, they are.

(B)

S6: How many people are there in the picture?

S7: There are nine people in the picture.

S6: Who is the woman?"

S7: I think she is... (I don't know.)

S6: Is she picking apples, too?

S7: Yes, she is.

2. 为了收到更好的复习效果, 让学生有更多的话可说, 最好是将第一幅中的人按上名字, 如: Han Meimei (holding the ladder), Li Ming (working on the truck), Jim (lifting the basket on to the truck), Mary (carrying the basket) 等, 这样使学生能做更多的问与答。

3. 然后让学生分组按图进行操练。

Step . Ask and answer

1. 教师叫一个学生去关门。当他(她)正在关门时, 向全班发问:

T: What's he/she doing? (板书)

Ss: He's/she's closing the door. (板书)

T: OK. (再叫同一个学生开门, 当他/她正准备去开时, 问) What's he/she going to do? (板书)

Ss: He's/She's going to open the door. (板书)

叫学生齐读几遍这两组对话并注意比较两者的不同, 以便理解现在进行时和一般将来时的形式和含义的区别, 并强调指出助动词 be 的存在。

2. 紧接着用 What's he/she doing? 和 what's he/she going to do? 两句型向学生提问。

T: What's he/she/Li Ming doing?

S2 : He/She/Li Ming is standing/writing/looking/sitting/singing/talking.

T: What is he/she/Li Ming going to do, do you know?

S3: He/She/Li Ming is going to fly a kite/play basketball/work on a farm/swim with his (her) father/go to a zoo.

Step . Ask and answer

1. 先让学生仔细看第 2 部分的 4 幅图, 以第 2 幅图示范, 进行问答练习:

T: What's he doing?

SS: He's mending a truck.

T: What's he going to do?

Ss: He's going to drive to Beijing.

2. 让学生两两成组按这 4 幅图进行问答。

3. 每幅图先后叫 3 个小组站起来进行演练。

Step . Summary

教师可讲述也可板书本课所复习的两种时态的区别, 叫学生记好:

1. 构成: 现在进行时: be (am/is/are) + V-ing (现在分词)

一般将来时: be (am/is/are) going to + (动词原形)

2. 含义: 现在进行时表示现在或说话时正在进行的动作; 强调的是现在时刻。而一般将来时表示的是在将来的某一个时间要发生的事情, 强调的是将来时间。

3. 注意事项: 两种时态在使用时, 都不能忘掉助动词 be.

Step . Consolidation

1. 课堂作业: WB Ex. 1—3.

2. 家庭作业: 运用所学词汇和句型、时态就第 25 课第一部分写一段短文 (5—10 句)。

Lesson26 教学设计

提示：复习一般现在时的基本用法和时间表示法。

Step .Revision

1. 给 2 分钟时间，叫学生仔细回忆第 25 课第一部分的图，用自己的话描述一下，然后叫 2—3 个学生站起来讲述，以便检查课文的巩固率和表达能力。

2. 学生在讲的同时，教师在黑板上画一个表格：

on foot	by bus	by bike	by car

3. 教师按表格顺序提问：Who usually goes to school on foot/by bus (bike, car) ?

教师将人数统计好填入项目中。

4. 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 bus ?

Ss: Only one.

5. 叫学生问教师的情况，教师回答。

Ss: How does Miss Liu come to school ?

T: She comes to school by bike.

Ss: How does Mr Li come to school ?

T: He comes to school on foot.

Step .Revision

1. 教师在黑板上板书几个时间，学生用英语表述。如：

T: 12 : 45 Ss: A quarter to one.

T: 2 : 15 Ss: A quarter past two.

T: 4 : 30 Ss: Half past four.

T: 1 : 50 Ss: Ten to two.

也可把 T 和 Ss 换成 Jim 和 Lily 进行类似对话。如：

Jime : 1 : 20 Lily : Twenty past one.

2. 教师挂出或板书一张公共汽车时刻表：

A : 6 : 30 11 : 30 7 : 10

B : 7 : 05 12 : 05 7 : 45

B : 7 : 20 1 : 20 8 : 00

A : 7 : 55 ? ?

3. 先叫一些学生用英语说出上述时间，算出 ? 号处的时间并回答以下问题。如：

T: What time does the first bus leave A ?

Ss: At 6 : 30

T: What time does it reach B ?

Ss: At 7 : 05....

(? 号处的时间为 : 1 : 55. five to two ; 8 : 35 ; twenty - five to nine.)

Step .Practice

1. 师生练习课文第一部分，也可学生之间两两练习，一问一答。如：

T: (指 3:30) What time is it?

Ss: Half past three.

2. 每个时间均叫 2~3 组进行演练。

3. 听写下列时间，老师念英语，学生写数字；同时叫 2~3 个学生到黑板上来写，以便检查听力的准确程度。如：

a quarter to two (1:45), half past four: (4:30),

ten minutes to ten (9:50), ten minutes Past two (2:10) ...

4. 核对答案。

Step .Ask and answer

1. 布置学生在 2 分钟以内把第二部分看一遍，注意句型

“What time does Jim usually...?” 的回答法及时间表示法。

2. 师生之间以第 1 图为例进行演练：

T: What time does Jim usually get up?

Ss: At a quarter to seven (最好不用 forty-five minutes past six)。

然后可打乱顺序叫学生对其他图进行操练，每幅图均叫 2 组学生进行表演。

3. 可再一次总结介词 Past 和 to 的用法：

past 用于 30 分钟以内的时间 (含 30 分钟)。

to 用于 30 分钟以外的时间。

另外，15 分钟最好用 a quarter 表示。

Step V. Listening

1. 让学生打开 WB，先看第 1 大题，把要做的题解释一遍。然后放听力录音，可根据学生的实际情况决定放录音的次数，直到让学生听懂为止。

2. 核对答案是：7:00 7:55 12:10

12:20 1:30 3:30

5:15 6:00 10:30

Step .Consolidation

1. 课堂作业：WB Ex.2 and 3.

2. 家庭作业：仿照第二部分连环画，写一篇描述自己作息时刻的短文日记。

Lesson 27 教学设计

提示：进一步掌握 Shall we...? 和 Let ' s... 的意义和用法。

初步了解美式足球和英式足球的差别。

Step .Revision

1. 复习迄今为止所学的动物名称，教师说汉语，全班说英语，并叫一个学生到黑板上写出英语单词。如：

T: 老虎 S: tiger

T: 猫 S: cat

T: 熊猫 S: panda

T: Which is bigger, a tiger or a cat?

Ss: A tiger.

T: Which is smaller, a cat or a panda?

Ss: A cat.

T: Which is the smallest, a tiger, a cat or a panda?

Ss: A cat.

2. 也可把 tiger 等换成其他动物的名称, (如 dog, monkey, chicken, duck, elephant) 继续复习形容词比较级和最高级的运用。

3. 引导学生归纳总结出形容词比较级和最高级的构成: 单音节和多数双音节词, 在词尾+er/est; 少数双音节词和所有多音节词, 在它之前+more/most。

Step .Puzzle dialogues

1. 教师提问叫一个学生回答, 复习向人家提议的方法。如:

T: What day is tomorrow?

S: Sunday.

T: Shall we go to the park?

S: Good idea.

2. 用同样的方法复习并板书 Let ' s... Why not... ? 和 What about... ? 且反复朗读以便增强语感。

3. 打开书, 给学生 2 分钟时间阅读课本的第一部分连线题。

4. 通过叫两个学生站起来进行问答来检查核对答案。

(答案: 1.F 2.E 3.A 4.C 5.B 6.D)

Step .Presentation and reading

1. 出示挂图或用简笔画, 进行看图问答练习:

T: What can you see in the picture?

Ss: We can see two boys and two balls.

T: Yes, two boys and two balls, the round one is soccer or football.

(板书并反复领读) and the other one is American football. (板书并反复领读)

T: Football is round and very popular in China. (写在 football 的下面, 并解释 popular, 标出音标)。Many people like it. American footballs not round and is very popular in the U.S. A. (写在 American football 的下面) And there are eleven players in a team in both games. (在 football 和 American football 的下面都写上 eleven players.)

Football(soccer) eleven players round very popular [p'ɒpjʊl+ɪn] in China	American football eleven players not round, like an egg very popular in the U. S. A.
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2. 领读上表内容, 让学生初步区别两种运动。

3. 合上书, 放课文第二部分录音。第一遍静听, 第二遍跟读。

4. 打开书, 学生自读 1—2 遍。然后教师领读一遍。

5. 全班按 3 人分组进行朗读与问答: 一人读导言, 一人扮 LiLei, 一人

扮 Sam。然后交换角色，共演练三遍。

6.最后抽 2 个小组上台进行演练。

Step .Consolidation

1.课堂作业：EX.1—3。

2.家庭作业：熟记本文所复习内容，找出第 1—6 单元的难点。

JEFC 第二册呈现方法设计（一）

Units 7-10

Lesson 29

一、呈现内容

1.on the right—hand/left-hand side

2.at the back/front of the classroom

3.in the front/back row

4.in the middle of...

二、呈现方法

1.hand—right hand—on the right—hand side

1) 教师伸出自己的一只手，通过提问“ What ' s this in English? ”介绍 hand 一词；然后分别伸出双手介绍“ This is my right/left hand. ”

2) 教师请两名学生分别站在教师左右两旁。教师进一步介绍：“ This is my right hand.S1 is standing on my righthand side. This is my left hand.S2 is standing on my lefthandside. ”引导学生复述后，提问学生：“ Who is on your right handside? ”

3) 教师再次叙述并板书 S1 is on my right-hand side. He is on my right. 用彩笔标出划线部分，并告诉学生两种表达方法意思一样。

2. in the front/back row , at the back/front of...教师提问第一排的一名学生：

T: What row are you in?

S: I ' m in row One.

T: Yes. You are in the front row. You sit at the front of the classroom.

教师提问前排另一名学生：“ Where do you sit? ”引导其回答：“ I sit at the front of the classroom. ”引导学生复述并板书 in the front row ; at the front of...

用同样的方法介绍 in the back row 及 at the back of the classroom.

3.in the middle of the classroom

指着教室中间位置上的两名学生问全班：“ Do x x x and x x x sit at the front of the classroom? Do they sit at the back of the classroom? ”

学生作出否定回答后，教师自问自答：“ Where do the ysit? They sit in the middle of the classroom. ”引导学生复述并板书 in the middle of...

一、呈现内容

1.next to 2.in front of

二、呈现方法

1.next to

利用复习呈现新内容。教师请两名学生站在自己两旁并自问自答：“Who is on my right/left? x x x is on my right. He is next to me. x x x is on my left. She is next to me, too.” 引导学生复述后板书 next to. 然后教师站在一学生座位旁

问：“Who is next to me now?” 学生作出回答后教师进一步叙述：“x x x is next to me and I 'm next to x x x. I 'm standing next to x x x. x x x is sitting next to me.”

2.in front of

方法一：教师请两名学生分别站在自己的前后。教师介绍：“His is S1. He 's standing in front of me. I 'm stand in gbehind him But I 'm standing in front of S2.” 接着教师提问：“Where 's S1 standing? Where is the teacher standing?” 引导学生复述 in front of, 并板书。

方法二：通过谈论 the teacher 's desk 来介绍 in front of... There 's a desk in the classroom. It 's big. It 's the biggest in our classroom. It 's higher than yours, too. Where 'sit? It 's in front of the black board. It 's in front of you, too. Please guess, whose desk is it?

Lesson 31

一、呈现内容

1.keep...closed/open

2.pass... from one to another

3.mustn ' t

二、呈现方法

以上三个内容可在一个情景中呈现。

1.keep...closed (open)

利用“听——画”复习人体各部位名称。请一学生听指

令在黑板上画出人体有关部位，并有意指令学生画出“two big eyes”。教师评价时叙述：“The boy has two big eyes. He 's looking at us with his big eyes. He is keeping his eyes open.” 教师领读并板书 keep...open. 接着教师边做动作边进一步

呈现，“Look at me (做睁大双眼状并持续一段时间)。I 'm keeping my eyes open. Look at me again (教师闭上双眼，持续一会)。Am I keeping my eyes open now? No. I 'm keeping my eyes closed.” 引导学生复述，并在 keep...open 后板书 (closed)。

2.pass... from one to another

(接以上情景) 请最后一排学生站起来做“Polly says”游戏。学生按教师发出的 keep...closed/open 指令，做出反应。反应错者坐下，坚持到最后者为胜。教师给获胜者一本故事书作奖品，要求学生从前排传到最后一排。

教师边做手势边说：“S1 ,please pass it to S2.S2 ,please pass it to S3 ,...”
教师在学生传递中反复重复“Please pass the book from one to another.”
并板书 pass from one to another.

3. mustn't

(接以上情景)书传到获胜者W手后,教师问:“Can he/she read it in class?”并走到该生身旁,边摇手边说:“NO, you mustn't read it in class.”教师板书 mustn't.

Lesson 33

一、呈现内容

hospital , police station , post office , fruit shop , bus stop ,
bookshop

二、呈现方法

1. 六个地点名词短语。

利用本课挂图(挂图上的各地点均用汉语标出),通过询问“where can we...?”引出新内容。例如:教师问:“where can we buy apples, oranges and pears?”教师指着“水果店”说:“We can buy... at a fruitshop.”
教师板书 fruit shop,并在其旁画出几个苹果、桔子和梨子。用同样的方法呈现其它内容:

Where can we take a bus?

at a bus stop

Where can we buy stamps?

Where can we post letters?

at a post office

Where can we see many policemen?

at a police station

Where can we see doctors?

in a hospital

Where can we buy books?

in a bookshop

Lesson 34

一、呈现内容

along , turn , take the first/second turning on the left/right ,
look for ; It 's about four kilometres away ; It 's about 100 metres
along on the right.

二、呈现方法

方法一:复习阶段将地名卡片(图片)分发给不同位置的学生。上课时
教师利用教室的过道作街道,学生横排座位之间的空道作横道,构成拐角。

T:(手持地图)I'm looking for a bookshop. Where is it?

S:It's here.

T:But how can I get there.(教师边走边说边做手势、动作)I must

walk along this road. I must turn right/left. This is a turning. This is the fourth turning on the right/left. 然后教师依次指着横排与过道的拐角处说 :This is the first/second ,third... turning on the right/left. 还可将准备好的数字卡片发给拐角处的学生 ,使大家一目了然。

Lesson 38

一、呈现内容

1. building ; How many floors does it have ?

2. village , town , city

二、呈现方法

1. building ; How many floors... ?

画一幅 house 和 building 的简笔画。教师介绍 :“ This is a house. How many floors does it have ? It has only one. Do you live in a house ? ” 指着 building 说 :“ Is that a house , too ? No , it ' s a building , a tall building. It has many floors. How many floors does it have ? One , TWO , three , ... ”

2. village , town , city , the city of , the town of 找 (画) 一幅本省地图 , 标出省会城市 , 一有名的城镇 , 一个村庄。教师利用地图介绍新内容 : This is a map. It ' s a map of Hu bei. This is Wuhan. Wuhan is a city. It ' s a big city. (板书 city) My uncle lives in the city. He lives in the city of Wuhan. (用彩笔圈出 “ 武汉市 ” , 板书 the city of Wuhan) 用同样的方法介绍 town , Village.

教师介绍三个词后问学生 : “ Which is bigger/smaller ? ” 请学生用 > 或 < 号完成下列比较 : city > town > village

Lesson 39

一、呈现内容

How to use a lift ?

二、呈现方法

将课本的插图绘制成一幅挂图 , 或画一幅电梯的简笔画。教师指着图片介绍如何使用电梯。

What ' s this in English ? It ' s a lift. (板书以 lift)

Where can we see a lift ? We can see it in a tall building. Can you use a lift ?

Now , the lift is on the first floor. I need/want to go to the twelfth floor. What should I do ? I press (作 “ 按 ” 的动作) the number twelve. The door closes .

The lift goes up to the twelfth floor. Then , the door opens. I get out of the lift. I use the lift to go up and down.

(张 燕 曹松山)

Unit 11-14

Lesson 41

一、呈现内容

1. Were you ill? Yes, I was.

二、呈现方法

方法一：利用师生之间的相互问候引出新内容。

1: How are you today, S1?

S1: Fine, thank you. And you?

T: (摇头, 摆手) I'm not fine. (摸前额作出不舒服状) I'm ill today. (带读并板书 ill) 教师走到一个趴在桌上或精神不好的学生面前问: How are you today, x x x? You don't look fine. Are you ill? 待学生回答后, 教师进一步问: How were yesterday? Were you ill yesterday? 带学生复述, 引导学生回答: Yes, I was. No, I was not.) 比较:

Are you ill today? Yes, I am.

Were you ill yesterday? Yes, I was.

方法二 利用简笔画(图片)呈现。教师指着图叙述 Look at this picture. Who is he? He's Jim. How is he now? Is he fine? No, he is not fine. He's ill. 教师带读 ill。然后询问学生身体状况。最后提问昨天缺勤的一位学生: You were away (not here yesterday). Were you ill?

Lesson 42

一、呈现内容

in bed

二、呈现方法

利用简笔画(图片)呈现:

1) Look at jim. How is he now? He's ill. Where is he? He's at home. He's ill in bed.

2) Look at this girl. What's she doing? She's reading. Where is she reading? She's reading in bed. Guess, what would her mother say to her when she sees her daughter read in bed? (Don't read in bed.)

Lesson 43

一、呈现内容

1. sport (do sport), never

2. be good/bad for...

3. How often...?

二、呈现方法

1. sport (do sport), never, be good/bad for...

利用图片(简笔画)进行呈现。准备 swimming, playing basketball (football), riding a bike, jumping, reading in bed 内容的图片。

1) 师生根据图片内容互相询问爱好、兴趣。并用 、
、 × × 等符号在相应的人、项目后做出喜好程度的记录。当学生问教师时，教师说自己爱好游泳、骑车、打球、跳高。然后教师重复说：I like swimming. I like playing basketball, I like riding a bike and I like Jumping. I like doing sport. 引导学生复述 I like doing sport. 并板书 do sport。教师继续说：But I don't like reading in bed. I never read in bed. 然后针对不同学生的爱好，用一般疑问句提问：Do you like doing sport? Do you...? 以检查呈现效果。

2) 教师自述：I like swimming very much. Swimming is good for my health. (手拍胸膛，伸出姆指以示身体健康) 带学生复述后板书“Swimming is good for my health.” 用同样的方法叙述其他学生的爱好。如：S1 likes playing football. Playing football is good for his health.

3) Who likes reading in bed? S2 does. It's too bad.

Reading in bed is bad for her eyes(health). Who never reads in bed? T and S1 never read in bed. They know reading in bed is bad for their health. 带读后板书“Reading in bed is bad for hereyes (health).”

2. How often...?

利用以上板书呈现。I like playing basketball very much. I often play basketball. It's my favourite. I like swimming a little. I sometimes swim in the river. I don't like reading in bed at all. I never read in bed.

板书：play basketball often

swim sometimes

read in bed never

提问：HOW often do you play...? (often)

How often do you swim...? (sometimes)

How often do you read in bed? (never)

Lesson 45

一、呈现内容

月份名称 January-December

二、呈现方法

利用复习进行过渡，引出新内容。学生已学过用序数词表示第几课 (Lesson 1—the first lesson) 和星期的名称，教师可先让学生练习说 Lesson One, Lesson Two...的序数词，然后提问学生：What is the first day of the week? 通过 first day—Sunday, second day—Monday, ...按顺序说出星期名称。最后提问学生：Which is the first month of the year? 引出月份名称。

Lesson 49

一、呈现内容

be born

二、呈现方法

通过师生对话、交谈引出新内容。

T: S1, may I ask you a question?

S1: Certainly.

T: How old are you?

S1: I'm thirteen.

T: Thirteen? You are thirteen in 1996.

Then you were born in 1983. (重复几遍后引导复述)。How old are you, S2?

S2: I'm twelve.

T: You are 12 in 1996. Then you were born in 1984. (引导学生复述后板书)

You are 12 in 1996.

You were born in 1984.

T: (提问成绩较好者) S3, how old are you? When were you born? Where were you born?

Lesson 54

一、呈现内容

Why...? Because....

二、呈现方法

利用简笔画呈现。(图略)

教师指着简笔画说: This is Bill. He's happy today because he has a big cake. 教师引导学生复述, 然后提问: Why is Bill happy? 引导学生回答: Because he has a big cake. (板书) (图略)

教师指着图说: This is Mary. 教师作出不高兴的样子说: She was sad yesterday because she had a small cake. 引导学生复述后提问: Why was she sad yesterday? 引导学生回答: Because she had a small cake. (板书)

(高桂娟 曹松山)

JEFC 第二册 Unit 15 教案设计

一、单元教学目的和要求

通过本单元的学习, 让学生初步掌握打电话及电话留言的一般表达方法; 在复习 there be 结构一般现在时态的基础上学习 There be 结构的一般过去时态, 理解并掌握以 could 开头的一般疑问句的用法, 并学习围绕课文开展听说读写活动所需要的一些词汇, 具体要求如下:

日常交际用语:

He is out at the moment. 4 会

Please ring him. 4 会

By the way, ... 4 会

I don't think so.	4 会
See you tomorrow.	4 会
Making telephone calls.	3 会
Could I speak to... , please?	3 会
Could you ask him to call me , please?	3 会
Is that (Li Lei) ?	3 会
Can I take a message?	3 会
I ' m afraid....	3 会
It ' s a pleasure.	3 会

词汇：

四会要求：

answer the telephone/phone , be out , at the moment ,
photo , by the way , really , enough , story , the next day , ring up

三会要求：

be afraid , at the cinema , take a message , pleasure , ask...to do... ,
message , harvest

语法：

1. There be 结构的一般过去时态

There was/wasn't a message.

Was there a message?

Yes , there was./No , there wasn't.

There were/weren't enough nuts.

Were there enough nuts?

Yes , there were./No , there weren't.

2. “ Could...? ” 表示有礼貌的请求

Could I have a full bottle , please?

Could you ask him to call me , please?

二、单元教学重点和难点

1. 本单元出现了英语国家人士打电话及留言的表达法。

在教学这一功能项目时，提请学生注意英语国家人士在打电话时的习惯及表达方法与我们中国人不同，这是一个教学的难点。可以先提问学生平时他们打电话时都使用哪些话语，怎样开始，如何维持交谈，结束时又该说哪些话。然后再向学生说明英语国家人士打电话的习惯。电话铃响后，接电话的一方拿起话筒，往往先向对方问好（喂/你好），然后说出自己的电话号码。此时对方也向你问好，然后才开始步入正题，往往是对方找某人接电话，如“请×××接电话好吗？”或要找的正是接电话的人，如“你是×××吗？”而这种询问的英语表达法则是“Could I speak to...?”或“Is that...?”语气委婉而有礼貌。如果要找的正是接电话的人，则开始双方的谈话；而如果要找的人正好不在，接电话的人可以说“我想/恐怕此刻他外出了。（I'm afraid he's out at the moment.）”，并进一步礼貌地向对方提出“我可以给你捎个口信吗？（May I take a message?）”，然后记下对方的姓名，电话号码及委托要做的事。到最后结束时，对方总要向你表示感谢，并且双方互相道别。

还要请同学们注意的是，在打电话涉及到电话号码时，如果电话号码中

有两个同样的数字，则往往不重复说这两个数字，如 654491，则读成“six—five—double four—nine—one.”这也是英语国家人士说电话号码时的一个习惯。需要留言时，留言条上往往有这样的一些信息：谁打的电话，要找的人是谁，打电话的时间，日期，电话留言内容，如上图。同时这一单元所提供的有关打电话的表达方法非常有用，这些都已列在前面的日常交际用语表中，在学习以后的课文时还会经常出现。请同学们根据要求来掌握。

2. There be 结构的一般过去时态。

我们在第一册的第 20 和 21 单元已学过 there be 结构的一般现在时态的用法，如 There is a boat ; in the river. Are there any books on the table? Yes there are. /No, there aren't (aren't). How many birds are there? 等。到了第二册的第一学期，又学了动词 be, have 和其它一些实义动词的一般过去时态的表达法。到了本单元，则要求同学们掌握 There be 结构的一般过去时态。当 There be 结构用作一般过去时态时，难点在动词 be 的变化上。前面已学过 be 的一般过去式有两种，am/is was, are were, 而如果它后面跟的名词是单数，就用 was, 如果是复数，就用 were. 如 There was a message. There were enough nuts. 在课文中则结合具体情景出现了 There were many apples on the trees. But there weren't enough people to pick them. 这样的句子，以便于帮助学生更好地理解这个句型的一般过去时态，另外，There be 结构的一般过去时态的否定、疑问及答语的用法变化则与它的一般现在时态的变化相同。

3. Could...? 和 can...? 所要表达的意思相同，但用 could 表示更有礼貌地请求。

如 Could I speak to...? Could you ask him to call me, please? Could you bring it to school tomorrow? 等。

三、教学建议和方法

1. 实物教学。

如教打电话的表达方法时，可以带一部电话进教室，这样使教学更为生动有趣。再如教 There be 结构的一般过去时态时，准备一些实物如尺子 (rulers)，图书 (books) 等，然后问学生 How many books are there? 再让他们变成一般过去时态并如实回答。

2. 看图表演。

教师在黑板上画出拿着话筒打电话的两个人，并给学生以必要的提示(如通话内容等)，让学生根据图画和提示造出一段对话并进行表演。在教学一般过去时态时，教师可利用挂图来让学生描述过去某一天在农场劳动的情景。

3. 对话表演。

如教师可以把一段对话抄在黑板上，请学生反复朗读。然后每朗读一遍，擦去某一部分内容，最后擦去全部对话内容，让学生根据记忆来朗读表演对话。或者教师只给出对话中一个角色的信息，让学生根据上下文来完成另一个角色的对话内容。

总之，可以利用的方法很多，教师可根据自己班级的实际情况，采用不同的方法，来进行有效的教学。

(陈权)

JEFC 第二册呈现方法设计 (三)

Unit 15-18

Lesson 51

一、呈现内容：

1.answer the telephone (ring, telephone)

2.I'm afraid he's out at the moment.

二、呈现方法：

1.telephone, ring, answer the telephone

方法一：用简笔画进行呈现。教师边画、边问、边答，带学生复述后板书词语：

1.What's this in English?

It's a telephone (phone).

2.What's happening to the telephone?

It's ringing.

3.What's Kate going to do?

She's going to answer the telephone.

方法二：用实物进行呈现。准备一个能响铃的玩具电话机。老师指着电话机介绍 telephone (phone)，敲响电话铃介绍 ring。教师板书 telephone 和 ring 时说：I'm busy now.Could you answer the telephone, x x x? (做手势让学生明白是让他上来接电话。)学生接电话时教师问：What's he doing? 引导学生回答：He's answering the telephone.然后带读和板书 answer the telephone.

2.I'm afraid he's out at the moment.

在打电话的过程中，教师用学过的英语转述：I'm sorry to say he is not at home.He is out.He's out now.He's out at the moment.然后再完整地说：I'm afraid he's out at the moment.

Lesson 61

一、呈现内容

1.season, spring, summer, autumn, winter

2.hot, cool, warm, cold

3.last from...to...

4.Wear

二、呈现方法：

1.Seasons, hot, cool, warm, cold, wear 第一步：通过提问 How many day (weeks, months) are there in a year? 复习日、周、月的说法。提问 How many months 之后，接着问 What are they? 复习十二个月份的名词。最后，教师边画简笔画边问：How many seasons are there in a year? 并边画边回答：There are four seasons. They're spring, summer, autumn and winter.教师带读 season, spring, summer, autumn, winter, 并板书季节图 (见板书设计)。

第二步：边画边分步介绍四季的意义及特点。

Spring is the best season of a year. In spring every thing begins to grow. The swallows come back. The children fly kites in the open air. (带读并板书 spring)

Summer is a hot season. We can swim in rivers. It's best to wear cool clothes. (带读并板书 summer-hot-wear cool clothes)

It's not very hot in autumn, it's a harvest season. (带读并板书 autumn, harvest season)

Winter is a cold season. It's best to wear warm clothes. (带读并板书 winter-cold-wear warm clothes)

第三步：用简笔画进一步呈现 hot, cold, cool, warm.

2. last from...to...

进一步利用“四季图”进行呈现。教师介绍：There are four seasons in a year. They're spring, summer, autumn and winter. But when is spring in China? In China spring starts in February and ends in April. It lasts from February to April. (带读并在季节图上标出 February, March and April, 并板书 lasts from February to April) 用同样的方法介绍其它几个季节。

Lesson 62

一、呈现内容：

1. weather, What's the weather like?

2. be different from...

二、呈现方法：

1. weather, What's the weather like?

复习四季名称及 hot, cold 等词后，教师因势利导利用图表自问自答：What's the weather like in summer in China? It's hot. What's the weather like in winter? It's cold. 然后，教师板书 What's the weather like?

Seasons	weather
summer	hot
winter	cold

教师带读 weather 后，问学生 What's the weather like today? 或 What was the weather like yesterday? 以检查呈现效果。

2. be different from...

引导学生看图表对话，引出新内容：

City	weather in December	season
Beijing	cold	winter
Sydney	hot	summer

What 's the weather like in Dec.in Beijing?

It 's cold. It 's winter.

What 's the weather like in Dec. In Sydney?

It 's hot. It 's summer.

然后，教师进一步介绍：The weather in Beijing and in Sydney in Dec. is not the same. It 's different. The Weather in Beijing in Dec. is different from Sydney.引导学生复述后板书 be different from...。

教师可再拿出两支钢笔，边演示边说：x x x 's pen is red , x x x 's pen is black. They are not the same. x x x 's pen is different from x x x 's pen.再次呈现 be different from...。

Lesson 64

一、呈现内容：

like...better than... ; like...best

二、呈现方法：

利用下面的饮食或运动爱好图表进行呈现：

	apples	oranges	bananas	pears
Han Meimei				x

Han Meimei likes fruit. She likes apples , oranges and bananas. But she likes oranges better than apples. Of all the fruit , she likes bananas best. She doesn 't like pears at all.然后提问：Which does Meimei like better , apples or oranges ? Which does she like best , apples , oranges or bananas ?引导学生用 She likes. better (best) 回答。学生复述后教师板书这两个句型，然后就本课内容进行问答：Which season do you

like better (best) , ... or... ?

Lesson 66

一、呈现内容：

thin , thick

二、呈现方法：

教师拿着厚薄不同的两本书介绍：I have two books.

This one is thin. (做手势、动作)。(带读并板书 thin) The other one is thick. (做手势、动作)。(带读并板书 thick) 学生明白后，出示课本挂图：Look at picture 4. There is some ice on the lake. Look at the sign " Danger ! " Be careful ! It 's thin. Can we skate on it ? 学生能正确回答 " No , we can 't. " 后，出示 Picture 5。教师指着积雪问：Is there any snow ? Is it thin ? 引导学生回答：NO , It 's thick.

Lesson 67

一、呈现内容：

country 及阅读材料

二、呈现方法：

教师画一幅世界地图简图，图上标出 China, USA, England, Australia 等国名。教师指着地图介绍：What's this in English? It's a map. It's a map of the world. Can you see China? Yes, it's here. China is a country. The name of our country is China. 指着美国说：Is this a country? Yes, it's USA. Can you see any other countries? Yes. We can see England, Australia and many other countries. China, USA, England, Australia are names of countries. (领读并板书 country, countries)

教师继续介绍并引导学生阅读：We can see many countries on the map. What's the weather like in these countries? Do they have the same weather? Please read the Passage and answer these questions.

Lesson 69

一、呈现内容：

birthday, have a party

二、呈现方法：

第一步：教师提问一学生：When were you born, x x x? 学生答出自己的出生日期后，教师说：You were born on May 26, 1983, then May 26 is your birthday. 教师带读 birthday, 用同样的方法再提问 2—3 个学生后，板书 birthday。接着，教师快速地提问学生：When is your birthday? 将生日卡送给即

将过生日的学生，并说：“Happy birthday to you.”

第二步：教师出示第 71 课的第一幅挂图，并介绍：Look at the Picture. Today is April x. It's Ann's birthday. What can you see in the picture? You can see a big cake, some birthday candles, delicious food and drink. What are they

doing? They are having a party. They are having a birthday Party. (引导学生复述后两句，并板书 have a birthday party)

(高桂娟 曹松山)

JEFC 第二册 Unit 19 教案设计

Lesson 73 教学设计

提示：1) 掌握近三天内天气预报的表达方法(注意时态和时间副词的运用)；

2) 掌握教学用书中列出的要求四会和三会的词句。

Step .Revision

1.检查《练习册》Lesson 72 中的第 3 题。

2.变换下列句型（教师挂出小黑板并领读数遍）：

What a nice watch! How nice it is!

What a heavy box! How heavy it is!

What beautiful flowers! How beautiful they are!

What a tall man! How tall he is!

3.进行师生问答：

T:What 's the weather like today?

S:It 's sunny/rainy/windy/cool/cold/warm/hot/
snowy/cloudy.

（板书并朗读下列单词：sunny , raily ,Windy ,cool ,cold ,Warm ,hot ,
snowy , cloudy.）

Step .Presentation

1.T:Today we are going to learn“天气预报”—— Aweather
report（板书）。

看下表：

	yesterday	today	tomorrow
写本市、县名的拼音	rainy	cloudy	sunny

T:Yesterday it was rainy in x x x .

Today it is cloudy.

Tomorrow it will be sunny.（反复三遍）

让学生用上面句型再说几组句子。再看下表：

	yesterday	today	tomorrow
Beijing	cold	cool	hot
Shanghai	dry	windy	very wet
Guangdong	cloudy	hot	sunny
Changsha	not wet	wet	dry
本市、县名	cloudy	rainy	sunny

S1 :YeSterday it WaS cold in Beijing.

Taday it is cool.

Tomorrow it will be hot.

S2 :依此类推。

注意时态：was—yesterday , is—today , and will be-tomorrow 的用
法。

2.Play a game

教师板书一些有关气候的词，让学生分别根据时间副词造句。

On the Bb. Group1 The other students.

Sunny Today It is sunny.

cool Yesterday it was cool.
rainy Tomorrow it will be rainy.

Step .Presentation

画一个收音机在黑板上。

T: What can you see on the blackboard?

It ' s a radio. [>reidj+u]n. (板书 , 并反复领读)

The radio says it will be sunny in x x .

补充 : The TV set says it will be rainy here. (用手指着第一个表)
板书上面句子 , 并反复领读。

Step .Read and practice

1. 放 Part1 录音 , 第一遍静听 , 第二遍跟读。

2. 学生在听和读的同时 , 板书句子 : It won ' t last long.

3. 学生跟读完后 , 看黑板 , 听教师解释 : long 是副词 , won ' t 是 will not 的缩写形式 , 表示将来不会。

4. 打开书学生自由朗读 2 分钟 , 教师抽查上、中、下三种不同程度的学生 , 发现问题及时解决。 (注意 : 可能出现的问题是一些词和句子的翻译 , 教师应注意学生的不同情况 , 并及时给予解释和翻译。)

5. 学生两两一组问答并交换角色。

6. 按行让学生连锁操练 The radio says... 的几个句子。

Step .Read and practice

1. 教师提出 part 2 中的问题 :

Where is WeiHua going? Why?

2. 放 Part 2 的录音 , 第一遍静听 , 第二遍跟读。

3. 回答问题 (答案) :

1) Wei Hua is going to Uncle Wang ' s house.

2) Because her TV set was broken last week. Uncle Wangmended it for her.

4. 猜 : TV set (电视机) 和 get back (取回) 的汉语意思 , 板书 , 并反复领读。

5. 解释 : It ' ll only take ten minutes to walk there. 其中 take 是花费的意思。 it 是一个形式主语 , to walk there 是真正的主语。

e.g. It takes me seven minutes to go to school.

It takes me thirty minutes to go to work.

It will take me an hour to finish my homework.

It will take half an hour to mend his car.

Thanks / Thank you for $\left\{ \begin{array}{l} \text{n. (名词)} \\ \text{-ing} \end{array} \right.$

e.g. Thanks / Thank you for the Party.

Thanks / Thank you for $\left\{ \begin{array}{l} \text{coming.} \\ \text{helping me.} \\ \text{asking me.} \end{array} \right.$

Step .Consolidation

1. Read part2 freely.

2. 分组朗读 : Group A is Wei Hua. Group B is Ann.

3. 请两组 (每组两人) 站起来朗读。

Step .Consolidation

见 Tb 中的 Step 6。

Lesson 74 教学设计

提示 : 1) 复习巩固 be going to 的用法 ;

2) 掌握教学用书中所列出的要求四会的方位词的用法、句型。

Step .Revision

S1 : (敲门声) Come in , please.

S2 : Hello ! Li Ling.

S1 : Hello ! Wang Li. Sit down please.

S2 : Thank you. Who is this ?

S1 : This is my friend , Zou Ling. Zou Ling , this is WangLi.

S3 : Hello , Wang Li. Nice to meet you.

S2 : Hello , Zou Ling. Nice to meet you , too.

2.T : (画一电视机简图)

What ' S this ?

S4 : It ' s a TV set.

T : What about the weatner report ?

S4 : The TV set says : It will be sunny tomorrow in x x .The rain will stop later on in x x .The cloud will lift quite quickly in x x .it will be windy in x x 。

T : Really ? Thank you.

Step .Presentation

1. 教师挂出小黑板 , 上面写着 3 个问题 :

1) Who takes Ann to see Uncle Wang ? (Wei Hua.)

2) Is the TV set ready ? (Yes , It is.)

3) How ' s the picture ? (It looks much better now.)

2. 学生看着书听 Part1 的录音。

3. 学生听完后回答小黑板上的问题。

Step .Practice

1. 学生自读 Part 1。同时教师板书 : turn on (打开)

I know why you came. (我知道你来干什么。)

Don ' t say that before you look at the Picture. (在你看到图像以前 , 先不要那样讲。)

2. 教师在教 turn on 时 , 可利用教室中的灯开关 , 边说边打开灯 , 让学生从动作中理解 , 懂得 turn on 这个词的意思 , 并反复领读。但在教 I know why you came. 和 Don ' t say that before you look at the picture. 这两句话时 , 并不要求学生了解句子结构 , 只知道句子的意思就行了。

3. 两两一组进行问答并交换角色。

4. 做 Workbook Ex.1 , 并分组问答 , 向全班公布答案。

Step .Presentation

1.我们在一些坐标中或地图上常常能看到N, S, E和W这4个字母。其实, N的意思是north(北), S表示south(南), E表示east(东), W表示west(西)。

板书: east[i:st], south[sau], west[west], north[n&:l]并反复领读。

2.出示一幅中国地图(a map of China), 问:

T: Where's Hohhot?

S1: It's in the north of China.

T: Where's Shanghai?

S2: It's in the east of China.

用同样的方法操练 Guangzhou/south, Chongqing/west 3.再画个坐标并板书:

东南 southeast [>sau>i:st]

东北 northeast [>n&:l>i:st]

西北 northwest [>n&:l>west]

西南 southwest [>sau>west]

反复领读时指出: 1) 象这样的合成词有两个重音。

2) 在构词方法上, 英语和汉语不同, 英语先说南北, 而汉语则相反, 先说东西, 后说南北。

4.挂出中国地图, 用同样的方法反复提问学生:

1) T: Where's Lhasa? (It's in the southwest of China.)

Where's Urumqi? /northwest

Where's Harbin? /northeast

Where's Xiamen? /southeast

2) T: where are you from? (I'm from...)

Where's your hometown (家乡)? (It's in the south of China.)

Step Practice

1.全班分组(四到五人一组均可)。相互问答。

2.也可做翻译练习, 看谁说得快。

Step Consolidation

见 Tb 中的 Step 7。

Lesson 75 教学设计

提示: 1) 巩固表方位词的用法;

2) 能听懂 24 小时内的天气预报。

Step .Revision

1.全班听写(让一学生在黑板上写) 8 个方位词。

2.出示一幅中国地图, 让一位学生到讲台上来, 指着地图问, 下面的学生分男、女两组进行竞赛, 看谁抢答得又快又正确:

S1: Where's Hohhot? /north (Guangzhou/south, Chongqing/west, Shanghai/east, Urumqi/northwest, Lhasa/southwest, Harbin/north east,

Xiaman/southeast, ...)

2. 复习 shall 的用法 (课前已有准备), 请两位学生对话。

A: What day is it tomorrow?

B: It's Sunday.

A: Will you be free tomorrow?

B: Yes, I think so.

A: What shall we do?

B: Shall we go for a walk. (当学生说到这句时, 教师马上板书)

A: Good idea. Where shall we meet?

B: We'll meet outside the school gate.

A: OK, We'll wait for (板书) you there. Good—bye.

B: Bye bye!

3. 领读词组: go for a walk 散步, wait for 等待。

Step .Presentation

1. T: Excuse me, shall we go for a walk the day after tomorrow?
(反复几遍, 板书)

S1: OK. Where shall we meet?

T: We'll meet outside your home.

S1: All right. I'll wait for you there.

领读 the day after tomorrow (后天)。

Step .Practice

1. 听 Part 1 的录音, 同时跟读。

2. 把全班分成 A, B 两组进行问答。

3. 学生两两一组问答并交换角色。

注意: I have a lot of work to do. (我有很多事情要做。)

Setp .Presentation

1. 教师出示下表:

城市 \ 时间 \ 气温	yesterday	today	tomorrow
Shanghai	17-20	18-21	16-20
Gugngzhou	21-25	24-25	22-25
Beijing	16-18	15-19	14-16
Changsha	18-22	19-23	18-24

2. 让学生先看表中四个城市不同时间的气温。然后板书
temperature[>tempri:tM+]n. 温度。(反复领读几遍)

T: In Shanghai yesterday it was 17 to 20.

Today it is 18 to 21.

Tomorrow it will be 16 to 21.

3. 让学生用同样的方法说出其它三个城市的气温。

Step .Practice

1. 教师挂出写有下列 3 个问题的小黑板:

- 1) What will the weather in Beijing/Northeast China/be like?
- 2) Will it be fine in most of north and south China?
- 3) What about the day after tomorrow?

2. 放 Part 2 的录音，学生带着问题边听边找答案。同时教师板书下列单词和词组：

1) at times (时常) ; 2) to the north of the Huai River (淮河以北) ; 3) the day after tomorrow (后天) ; 4) in the Northeast (在东北) ; 5) 6 = above Zero 6 ; 6) -1 = below Zero 1 ; 7) in the day time (在白天)

8) 区别 : at night 与 in the night :

at night 在夜里(天黑时,在这里指一天的部分时间,下午六时至午夜)。

in the night 在夜间(指从天黑至天明这一整段时间)。

3. 让学生猜上面这些词和词组的意思。然后教师领读几遍。

4. 让学生打开书，自由朗读课文两遍。

5. 让两位学生站起来，一个朗读课文，另一个则逐句译成汉语，以便加深学生对课文的理解。

Step .Consolidation

见 Tb 中的 Step 7。

(贺善、张国仪、肖曼池)

JEFC 第二册 Unit 20 教案设计

Lesson 77 教学设计

提示 : 1) 学会部分可数名词与不可数名词的用法 ;

2) 初步掌握形容 something 的位置。

Step .Revision

1. 根据彩图或简笔画，教师提问，复习有关名词：

A : What do you drink? A : What do you eat?

B : I drink...? B : I eat...

(全班看图，举手，两人一组进行抢答。)

2. 教师指着喝的一类饮料提问：

T : Do you like it?

S1 : Yes, I do./No, I don't.

3. 教师指着吃的一类食物提问：

1) bread 和 rice

T : Do you like it? (注意 : bread 和 rice 是不可数名词一类，则只用 it。)

S2 : Yes, I do./No, I don't.

2) bananas 和 apples

S3 : Do you like them? (注意 : bananas 和 apples 是可数名词一类，则用 them。)

Ss : Yes, we do./No, we don't.

Step .Presentation

1. 出示含有 meat, vegetables 和 fruit 的挂图。

1) 教师指着 fruit 类问：

T: What are they?

Ss: They are apples, pears, oranges and bananas.

(注意: apple, pear, orange 和 bananas 均为可数名词, 有复数形式, 其发音是 apples[z] ' pears[z] ' oranges[z] ' bananas[z].)

2) 再指着 vegetable[>ved*it+bl] 蔬菜一类词自问自答 (板书, 并领读)。

T: What are they? They are peas, carrots, potatoes, cabbage S s and tomatoes. (反复说几遍, 然后再一一板书)。pea[pi:]n. - peas; Carrot[>k\$r+t]n. - carrots; potato[p+>teitau] n. - potatoes; tomato[t+>ma:t+u] n. - tomatoes; cabbage[>k\$bid*]n. - cabbages, 并领读。)

注意: 以上蔬菜名词均为可数名词, 则有复数形式。

3) 最后指着 meat 类图片自问自答:

T: (指着 chicken) What's this? It's chicken.[>tMkin] (板书, 反复领读几遍)

(指着 pork) What's that? It's pork[p&k]n. (板书, 反复领读几遍)

用同样的方式教 beef[bi:f] n.

(注意: chicken, pork 和 beef 等作“肉”讲时, 是不可数名词, 但是 chicken 作“小鸡”讲和 beef 作“菜牛”讲时又是可数名词。)

Step .Practice

1. 让学生听 Part 2 的录音, 同时跟读。

2. 让学生再看图。让一个学生到讲台前来, 指着 meat, vegetables 和 fruit 这三类吃的食物, 一一问答。

Step .Presetation:

1. 放 Part1 的录音, 让学生第一遍静听, 第二遍跟读。

2. 师生问答:

T: What do English people like eating?

Ss: They like eating fish and chips (已预习)。

板书 chips[tMips]n. 炸土豆条(片), 并反复领读。

同时教 tonight[t+>nait]n. 今晚, real[ri+l]adj. 真正的。

3. 再放一遍录音, 同时跟读。

4. 说明: Chen Hui's coming tonight. 陈辉今晚来 (现在进行时表将来)。

I've no idea. = I have no idea. = I don't know.

You must help me do the cooking this afternoon. Help... do 帮... 做... (在动词 do 的前面也可加 to)

Let's give something different to eat, then. 形容 something 的词应放在其后。例: something English 英国的东西, something nice 好东西, something different 不同的东西。

Step .Read and practice

1. 将全班分成两个大组进行对话。

2. 学生两两一组对话并交换角色。
 3. 让 2-3 对学生站起来或上讲台演练这段对话。
- Step .Consolidation
见 Tb 中的 SteP 6。

Lesson 78 教学设计

提示：1) 复习 well, better, best, popular, more popular, most popular;

2) 使学生了解 Take-away food 的含义, 以及什么是英美人的 the most popular food.

Step .Revision

1. 教师出示水果类图片进行师生问答：

T: What are these?

S1: They are apples, pears and bananas.

T: Which do you like better, apples or bananas?

S1: I like apples better than bananas.

T: Which do you like best, apples, bananas or pears?

S1: I like pears best of all.

2. 教师写出两组单词：

A: carrots, potatoes, tomatoes

B: chicken, pork, beef

(用上面同样的句型, 让学生互问互答, 最后让两组学生上台进行演示。)

Step .Practice

1. 打开书, 教师先范读 Part 1, 然后领读一遍。

2. 学生两两一组进行对话并交换角色。

Strp .Read

1. 让学生看图, 教师提示：

1) What kind of shop can you see? (A fish and chip shop.)

2) Can you guess what the title of the passage "Take-away food" means? (Take-away food 可带走的熟食)

2. 让学生快速阅读这段文章, 然后回答下列问题：

Are there any Chinese take-aways in other countries? (Yes, there are.)

3. 请学生猜 fry[frai] vi. (油煎), fried[fraid]adj.

(油煎的) 两个词的汉语意思, 学生理解词义后, 全班学生看音标, 反复齐读几遍。

Step .Practice

1. 学生听 Part 2 的录音, 第一遍静听, 第二遍跟读。

2. 教师板书: popular 的三个比较等级:

popular, more popular, (the) most popular

3. 学生自由朗读课文 2 分钟。

4. 让两位学生站起来朗读, 注意纠正语音语调。

5. 做课本中的 5 句正误练习。答案：第 3、4 句是对的，其余的均错。

Step .Ask and answer

1. 教师先范读 Part 3，然后领读两遍。

2. 帮助学生回答这两个问题：

1) Pork is more popular in China.

2) Rice is the most popular in China.

注意：象 popular 这样的多音节的形容词，其比较级前应用 more，最高级前用 the most。

Step .Consolidation

见 Tb 中的 Step 6。

Lesson 79 教学设计

提示：1) 学会表示同意与不同意的用法，如：So do we / I. Oh, we / I don't.

2) 学会 delicious 的三个等级的用法。

Step .Revision

1. 听写填表。教师在黑板上划出下表，并在第一横栏 4 格中分别写上：Meat, Fruit, Vegetables, Others。要求学生也如此做。然后进行全班听写（让一学生上黑板上写），教师打乱次序念单词，学生将听到的食物名称按类填入表格中。最后大家看着黑板，集体检查订正。

Meat	Fruit	Vegetables	Others
pork	apples	carrots cabbages	bread
beef	oranges	peas tomatoes	cakes
chicken	pears	potatoes	fish and chips

2. 师生以此表进行对话：

T: Look at the meat. Which do you like better, pork or beef?

S1: I like pork better than beef.

T: Which do you like best, pork, beef or chicken?

S1: I like chicken best of all.

3. 用同样的方式，让学生根据所提供词的不同特点进行自由对话。

Step .Presentation

1. 再请学生看前面表格 (Meat)。

T: I like pork. What about you?

S2: So do I. (该生已有准备)。(然后转向 S3)

What about you?

S3: So do I. (转向 S4)

What about you?

S4: Oh, I don't. I like beef. (转向 S5)

What about you?

S5: So do I.

2. 教师再对 S2, S3 提问：

T: I like pork. What about you?

S2、S3: So do we. (板书, 并转向 S4、S5) What about you?

S4、S5: Oh, we don't. (板书)

3. 教师领读: Ss do I. Oh, I don't, So do we. Oh, we don't.

step .Practice

学生打开书, 看 Part 1 表格中的单词, 根据表格下所提供的句型, 分小组 (4—5 人为一小组) 进行操练。

Step .Presentation

1. 教师在黑板上画几个月饼并提问:

T: What are these?

Ss: They are mooncakes.

T: I like eating mooncakes with nuts. What about you?

S1 (举手): I like eating mooncakes with eggs.

S1 (举手): I like eating mooncakes with meat.

2. T: Do you like drinking tea?

S3 (举手): Yes, I do, but I'd like Chinese tea with nothing in it.

(板书) (转向 S4) What about you?

S4: I'd like tea with sugar or salt. (板书)

sugar[>Mug+] n. 糖; salt[s&:t] n. 盐。

3. 让学生猜 sugar 和 salt 的汉语意思。

Step V. Practice (Read and act)

1. 学生听 Part 2 的录音, 同时跟读。

2. 讲述: With sugar and milk? I'd like Chinese tea with nothing in it. home cooking. 注意它们的语调、用法和翻译。(请参看课本 P122. Notes of the text) Mmm, it must be more delicious! 嗯, 家里做的鱼和炸土豆条一定更好吃。其中 must 表示推测或具有较大的可能性。

E. g. A: Whose pen is this?

B: It must be Lily's.

3. 学生自由朗读两遍。

4. 让学生 3 人一组分 Ann, Chan 和 Mother 三个角色进行对话练习。

5. 让 2—3 组学生上台分角色进行演练。

Step .Consolidation

见 Tb 中的 Step 7.

(贺善、张国仪、肖曼池)

JEFC 第二册 Unit 21—Unit 22 教案设计

Unit 21

Lesson 81 教学设计

提示: 1) 复习 15—20 单元中所出现的主要句子;

(2) 复习比较等级和动词的时态。

Step .Revision

1. 复习打电话用语：

1) 让学生回忆并举例说出打电话的常用语(每人说一句,内容不能完全相同,说的人数越多越好)。如：

- A. Hello. 212720.
- B. Hello, is that Mary?
- C. Could I speak to Tom?
- D. Can I take a message?

2) 复习电话记录的形式：

Telephone	Message
From _____	To _____
Date _____	Time _____
Message : ...	
(Name)	

3) 让两位学生就某事打电话联系,班上其他同学做电话记录。

4) 检查记录的情况。

2. 复习描绘季节和气候特点的词语和句子：

1) 教师只说出四季的名称,然后由学生说出各个季节的主要特征。

Spring : Everything begins to grow. The Weather gets warmer.

Summer : Everything grows very quickly. It is very hot.

Autumn : It is harvest time. It is not very hot.

Winter : Sometimes it snows. It is very cold.

2) 接着听写上述句子(让一学生上黑板上写),然后集体检查订正。

3. 通过 Ann 邀请 A、B 参加生日晚会来复习接受邀请和谢绝邀请的婉转用语。如：

A. Thanks a lot (Thank you) for asking me to have supper with you.

B. I ' m sorry. I won ' t come to your party , because....

4. 让几对学生上台谈论天气来复习有关气候方面的用语。如：

A. What ' s the weather like today?

It is....

B. What does the radio say about the weather tomorrow?

C. Yesterday It was....Today it is....Tomorrow it will be

5. 利用图片(或实物)复习第 20 单元中的食物名称。

Step .Puzzle dialogues

1. 打开书学生自读 Part 1 未完成的对话,找出相应的答案。

2. 让四对学生读出这四小段对话。

3. 让学生两两一组对话并交换角色。

4. 提醒学生注意对话中的不同时态。

5. 教师在行间走动,扮演 A,打乱文中次序连锁式地快速向不同学生发问,让学生迅速回答。

Step .Revision

1. 借助图示复习副词的比较等级。

A : Which does Wei Hua like better , apples or pears ?

B: She likes apples better than pears.

A: Which does Jim like best, apples, pears or bananas?

B: He likes bananas best of all.

2. 教师带读上述对话。

3. 打开书, 教师领读 Part 2 的对话。

4. 学生两两一组进行对话并交换角色。

Step .Practice

1. 全班听写。教师先在黑板上分 5 栏列出 Meat, Veg - etables, Fruit, Colours, Sport。学生抄在练习本上, 然后教师打乱次序朗读下列单词, 让学生将听到的词按类填入表中。

Meat: chicken, pork, beef

Vegetables: cabbages, potatoes, carrots, peas, tomatoes

Fruit: oranges, apples, pears, bananas

Colours: White, black, blue, red, green

Sport: swimming, play basketball (football, pingpong, etc.)

2. 学生两人一组按上述分类, 模仿 Step 中的对话做类似练习。

3. 教师提供下列对话, 复习形容词的比较等级。

A: Which are more delicious, oranges or apples?

B: I think apples are.

A: Which are the most delicious, oranges, apples or bananas?

B: I think bananas are.

4. 学生用适当的形容词做相应的练习。如:

popular basketball, football, pingpong

hot - August, October, May

Step .Consolidation

见 Tb 中的 Step 5。

Lesson 82 教学设计

提示: 1. 复习打电话的一般用语;

2. 复习 What 和 How 引起的感叹句;

3. 复习形容词转化为副词的一般规则。

Step .Revision

1. 学生两人一组, 就“一块儿参加另一同学的 birthdayparty”这个话题自编对话, 以电话形式联系。

2. 让几对学生上来表演自编的对话。

3. 教师可让一学生配合表演下面的话:

T: Hello, 216788.

S: Hello. Could I speak to Miss Gong?

T: Speaking.

S: Oh, Miss Gong, this is Chen Bo. Tomorrow is Su Ping's birthday.

Would you like to go to her party?

T: Party? Great! I'd love to.

S: Good! It starts at 5:30. Let's meet at 5:10.

T: OK. See you then.

S: See you.

4. 让学生用自己的语言复述上述对话。

Step .Puzzle dialogue

1. 学生看课文的第一部分对话，在方框中找出与 A 相对应的答句(3, 6, 7, 1, 2, 5, 4, 8)。

2. 教师范读一遍对话。

3. 学生两人一组交换角色朗读这段对话。

Step .Presentation

1. 教师出示自带的一幅画说：

T: It is a picture. What a beautiful picture!

S: Yes, it is, isn't it?

2. 教师拿出自带的苹果说(B部分可让学生练习说出)：

A: It is an apple. What a delicious apple!

B: Yes, it is, isn't it?

A: They are oranges. What delicious oranges!

B: Yes, they are, aren't they?

3. 利用实物或图片，说出下列的句子：

T: What nice bags!

Ss: Yes, they are, aren't they?

T: What a beautiful girl!

Ss: Yes, she is, isn't she?

T: What a hot day!

Ss: Yes, it is, isn't it?

4. 向学生说明答句中的附加问句表肯定的、已知的意思，故应读成降调。

5. 向学生指明：可数名词单数用 what a，可数名词复数和不可数名词用 what.

6. 学生自读课本的第二部分，然后引导学生把这些句子改为由 How 引起的感叹句，如：

What delicious oranges!

How delicious they are!

7. 归纳 What 修饰名词，How 修饰形容词和副词(动词)。

Step .Making words

1. 全班听写(让一学生上黑板写)下列形容词及其副词形式：

brigh brightly easy easily free freely

quick quickly careful carfull carefully hungry hungrily

happy happily real really

2. 归纳总结形容词转换为副词的一般规则：

一般形容词在其词尾加 -ly；

以辅音字母加 y 结尾的，改 y 为 i，加 -ly。

3. 形容词和副词的基本用法；

形容词放在连系动词之后，副词放在行为动词之后。

如：The children were happy.

The children played happily in the park.

4. 指导学生看课本第 3 部分的其它例句。

5. 做练习册上的 EX.2。

Step .Consolidation

见 Tb 中的 Step 7。

Lesson 83 教学设计

提示：1) 通过阅读课文 Getting ready for Ann 's Party 掌握文章内容及一些常用短语的用法；

2) 要求学生能回答下列问题：

On what day was Ann 's birthday?

Why did she feel worried?

What did her mother make on Friday?

Where did Ann want to put the candles?

How many candles were there?

How old is she?

3) 听能训练 (可根据课文内容安排) 。

Step .Revision

1. 复习有关气候方面的问答语：

A: What 's the weather like in summer?

B: It is very hot.

A: What 's the weather like today?

B: It 's not very cold.

2. 列出下列表格：

	Yesterday	Today	Tomorrow
Harbin	-2-6	-1-5	0-8
Hunan	0-7	2-8	3-9
Hainan	9-16	10-16	14-21

3. 教师示范：In Harbin it was two below zero to six. Today it is one below zero to five. Tomorrow it will be zero to eight.

4. 学生说出 Hunan 和 Hainan 的天气情况。

Step .Presentation

1. 教师与学生自由问答：

T: When is your birthday?

S1: September 25th is my birthday.

T: What present would you like for your birthday?

S1: Toy (玩具) animals.

T: By the way , what do you have on your birthday?

S1: Noodles , dumplings , cakes and many other delicious food.

2. 学生两人一组自由问题。

3. 让两对学生自由对话。

Step .Reading

1. 让学生回忆在 18 单元的第 71 课 Ann ' s birthday 中 Ann 收到了什么生日礼物。

(a book , a bag of toy animals , a panda , a nice picture , a feather)

2. 让学生自读课文，看 Ann 及其母亲是怎样为这次 Party 做准备的。

3. 合上书，听课文录音。第一遍静听，第二遍跟读。

4. 看着书回答本文开头提出的问题：How old is Ann ? (13)

5. 归纳课文中的几个主要短语：

be/feel worried about , get ready for , good idea , be inbed.

6. 注释：Not everyone likes sandwiches. 这是一个表部分否定的句子，应译为：并非每个人都喜欢吃三明治。

又如： Everyone doesn ' t know it.

并非每个人都知道这件事。

Everything isn ' t reday.

并不是一切都准备好了。

说明：every , everyone , everybody 与 not 连用表部分否定。

7. 分角色朗读。每次找三个学生分别扮演 Ann , Mother 和旁白三个角色朗读课文。

8. 学生回答练习册 EX.1 中的问题。

Step .Listen and write

1. 放录音带的第二部分，对学生进行听能训练，要求学生写出所听到的句子。

2. 根据这段听写的短文做练习册的上的 EX.3。

Step .Consolidation

见 Tb 中的 Step 5。

(贺善宏、龚卫琼、肖曼池)

Unit 22

Lesson 85 教学设计

提示：1) 进一步学习询问去某地的表示方法及答语；

2) 掌握教学用书中所列要求四会和三会的单词和句型。

Step .Revision

1. 出示写有下列句子的小黑板，让学生给下列句子分类，每个学生分别做一个小题：

They are playing basketball. (SV0)

You cook fine. (SVP)

Lucy studies. (SV)

She is a student. (SVP)

LiLei and Jim like apples. (SV0)

The boy laughed. (SV)

2. 请几个学生分别举出上述三种形式的句子。(略)

Step .Presentation

1. 用师生对话形式复习一些方位介词的用法：

T: Where ' s the shop ?

S1 (举手) : It 's in front of the park.

T : OK. Where 's the farm ?

S2 (举手) : It 's behind the factory.

T : Good. And where is the school ?

S2 : It 's next to the shop.

也可以让学生相互对话进行复习,老师在行间走动进行辅导。

2. 出示一张课前已画好的图 :

T : (指图提问) Excuse me , is there a hospital near here ?

S3 : Yes , there is. People 's Hospital is over there.

T : Is it far from here ?

S3 : No , itn ' t. It 's near.

T : (速度放慢) Which is the way to People 's Hospital , please ?

(板书并领读数遍)

S3 (在老师指导下回答) Oh ,walk along this street ,take the first turning on the right. Then go on until (板书,领读) you reach the end. (板书 end[end]并领读,解释其意) You ' ll find a hospital in front of you. That 's it.

T : Thank you.

上面 S3 讲的话可板书,领读,让学生懂得其意。并让学生仿照以上对话进行练习;可分组进行。

3. 解释句型: Which is the way to...? 到...去的路是哪一条? 并举例:

Which is the way to South Park , please ?

哪一条路去南方公园?

Which is the way to your school ?

去你们学校的路是哪一条?

然后教师在行间走动连锁式地迅速向学生用汉语发问,让学生迅速译成英语。

Step .Practice

1. 打开书,让学生自读 Part 1 中的第 1 组对话。

2. 全班齐读一遍,弄清大意。

3. 让两个学生站起来进行分角色表演,也可分大组进行。

4. 让学生自读第 2 组对话,然后叫两个组进行演练。

5. 布置学生自己画图进行两两对话练习,抽两、三个组进行演练。

6. 师生一起看第 3 组对话,检查学生是否能完成对话。(The answers : Which is the way to the station , please ?

or : Where 's the station , please ? Thank you a lot /very much . Thanks a lot /very much . Thanks .)

7. 教师出示画有红黄绿三色灯的画片教学 traffic lights.

8. 教师范读这 3 组对话,然后领读一遍。

Step .Discussion

1. 教学 Part 2. 教师在黑板上画图,进行解释:

T : When a driver sees it , he can ' t turn left.

T : When you see it on the road , it tells you to be careful. It ' s dangerous. 并板书 danger [>deind*+] , 领读。

2.用录音机 (tape recorder) 作教具 , 教学其他图形的意义。如 :

T : We can find the words On , OFF , PLAY and STOP on the tape recorder and many other machines. With them , we may turn on or off the machine. I play the record by pressing the button (摁按钮) with the word PLAY. I can stop the machine by pressing the button with the word STOP.

3.做 Wb EX. 3

Step .Consolidation

见 Tb 中的 Step and 。

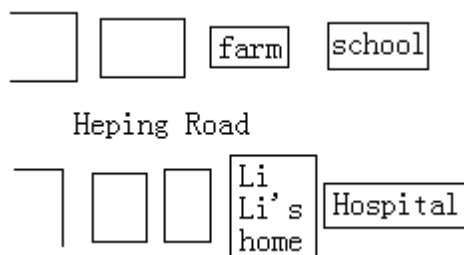
Lesson 86 教学设计

提示 : 1) 学习该课文时 , 弄清 Liu Mei 的 good , kind 体现在哪些方面 ? 并能就课文流利地用英语问答 ;

2) 要求掌握教师用书中所列的四会的单词、词组和句子。

Step .Revision

1.教师画出下面的示意图 , 并提问进行复习 :



T : Where ' s Li Lei ' s home ?

Ss : It ' s next to the hospital.

T : Where ' s the school ?

Ss : It ' s next to the farm.

T : OK. Excuse me , is there a hospital near here ?

S1 : (起立) Yes , there is.

T : Which is the way to the hospital , please ? Do you know ?

S1 : Yes , I know. Walk along Heping Road. Then take the third turning on the right. You ' ll see it there , It ' s not very far.

T : Thank you.

2.由学生两两进行对话练习 , 分别询问去 school , farm , Li Lei ' s home 的走法。

Step .Presentation

1.让两个课前准备好了的学生与老师配合演练以下对话。一个学生刚好从教室外走进来 , 另一个学生站在教室的前面看书 , 老师站在路上不知所措。

T : (叹息状) Excuse me , where ' s People ' s Hospital , please ?

S(外) : Oh , sorry , I don ' t know. (指着教室前的那一位学生) Ask him. He may know.

T : (朝那位学生走过去) Excuse me , Where ' s People ' s Hospital , please ?

S(前) : Oh , it ' s very far. You ' d better catch a bus.

T: Which bus will take me there?

S(前): The Number 5. It will take about half an hour.

T: Thanks a lot.

2. 板书 He may know. 解释情态动词 may 在此表示可能性, 并领读, 同时, 可再举例说明。 e.g.

He may come. (他可能来)

They may be twin sisters. (她们可能是孪生姐妹。)

3. 待学生听懂上述对话的意思后, 可分别让另外的学生(三人一组)进行练习, 分别询问 post office, cinema, people's Park, station, bus stop 等的走法。

Step . Read and act

1. 合上书, 学生听录音。第一遍静听, 第二遍跟读。听完后要求能回答以下问题:

Where is the woman going? (To North Street Hospital.)

Is the hospital far? (Yes, it is.)

Which bus do they take? (The No.72 bus.)

What do you think about the girl? (I think she is a good, kind girl.)

2. 打开书, 看着课文再听一遍, 并跟读。最后核对答案。

3. 学生跟读时, 老师边听边板书以下内容:

maybe[>meibi:]adv. 或许, 也许; kind[kaind]adj. 善良的, 仁慈的; husband[>h]zb+nd]n. 丈夫; wife[waif] n. 妻子; in hospital 住院。区别 in the hospital 在医院里; at the end of 在.....的尽头(终点); What's the matter? 怎么啦

(近似于: What's wrong?)

4. 听完后, 领读并解释。

kind n. 种类; adj. 善良的

e.g. There are many kinds of mooncakes in China. (n.)

Our English teacher is very kind. (adj.)

in hospital 在住院

in the hospital. 在医院

e. g. She is in the hospital. (她在医院, 但不是病人。)

She is in hospital. (她在住院, 是病人。)

类似的词组还有:

{ at table 在吃饭	{ go to school 去上学
{ at the table 在桌子边	{ go to the school 去学校

Step . Practice

1. 领读课文一遍。

2. 学生自读课文 3 分钟。

3. 将学生分成三大组, 其中一个组扮 woman, 一个组扮 Liu Mei, 另一个组扮 police mam 和 husband 两个角色, 进行演练。把课文分成三段: 第一段: 从开头到 Here it is! 第二段: 到 How kind! Thank you. 第三段: 到最后。

4.如果有时间,可由4个学生(两女两男,1人扮1个角色)进行演练。

Step V. Consolidation

1.做练习册 EX.1。

2.见 Tb 中的 Step 5。

Lesson 87 教学设计

提示:学习情态动词 may 的意义,并初步掌握在两种否定句型中有“可能性”(但不确切)的用法。

Step .Revision

1.让全班听写(让一学生上黑板写):

A:Excuse me. Where 's the hospital, please?

B:Which hospital?

A:I don ' t know! The address was on a piece of paper, but I can ' t find it now!

B:Maybe you put it in yor inside pocket?

2.给3分钟时间,让学生回忆并用自己的话复述课文(也可分成三人一组练习)。

Step .Presentation

1.上课之前,把一支钢笔藏起来,放在讲桌里,做以下对话练习:

T:I can ' t find my pen. Where is it?

S1:(站起来)I know. It is in your pocket.

T:(摇头)No, it isn ' t.

S2:Oh, it may be on the desk.

T:No, it isn ' t.

S3:It may be under the teacher ' s desk.

T:NO, it isn ' t.

S4:It may be behind the door.

T:NO, it isn ' t.Oh, it may be in my desk.

S5(走到讲桌前):Yes, here it is.

还可以用其它物件做类似的练习。

2.解释 may 在这里用来表示可能性,是个情态动词,后接动词原形。

e.g.

That girl may be Lucy.(那个女孩可能是露西。)

They may be in the classroom.(他们也许在教室里。)

3.板书:may be 也许是

区别于:may be 或许,也许(副词)

e.g. They may be good friends.他们可能是好朋友。

Maybe they are good friends.也许他们是好朋友。

Step .Drill

1.师生配合练习:教师先写出一个单词,然后要学生按要求练习。

T:pen Ss:(在老师指导下)I can ' t find my pen.

T:Desk Ss:(在老师指导下)It may be in your desk.

T:coat Ss:I can ' t find my coat.

T: room Ss: It may be in your room.

T: her bag Ss. She can't find her bag.

T: near tht window Ss: It may be near the window.

2. 把学生分成两个大组, 按上述形式进行练习. 也可两两一组进行, 并抽查。

Step .Practice

1. 教师范读课文第一部分。

2. 学生自读 3 分钟。

3. 分角色扮演, 学生两两之间进行练习并交换角色, 抽最后 4 个组进行检查。

Step .Presentation

1. 用简笔画勾出 Jim 的形象图, 老师扮双重角色引出下列对话:

T: Jim, what are yod going to do when you are older?

Jim: I'm not sure. May be a worker.

用同样的方法练习 Lucy 的对话;

T: Lucy, what are you going to do when you are older?

Lucy: I'm not sure. May be a teacher.

2. 学生听完后复述以上两句话, 老师板书并解释。

3. 待学生听懂句型后, 问个别学生。

T: Xie Ling, what are you going to do when you are older?

X.L: I'm going to be a doctor.

T: Ying Jun, what are you going to do when you are older?

Y.J: I'm going to be a machine-maker.

4. 用同样的方法引导学生套用已学的表示职业的名词来操练。

如: bookseller, cleaner, farmer, coductor, driver, soldier 等。

5. 学生两两成组练习, 并检查。

Step .Practice

1. 教师领读课文第二部。

2. 学生两两练习, 老师在行间走动, 进行辅导。

Step .Listening

1. 课文第三部分, Wb, p87, EX.1。学生把题目意思弄清。

2. 放录音带听, 做题, 可重复几遍。

Step .Consolidation

见 Tb 中的 Step 。

(张国仪 贺善宏 刘剑芳)

JEFC 第二册 Unit 23—Unit 24 教案设计

Unit 23

Lesson 89 教学设计

提示: 1) 初步掌握情态动词 must 的基本用法;

2) 学习由 when 引导的时间状语从句及 if 引导的条件状语从句;

3) 熟练掌握教学用书中所列要求“四会”的词语及句子。

Step 1. Revision

给同学们一分钟的时间考虑，然后找三位同学进行下列对话：

T: Excuse me, which is the way to the post office?

S1: Go along the road, take the third turning on the left, then turn right at the first turning. The post office is on your left.

T: Thank you very much. (对另一个学生)

Excuse me. Could you tell me the way to the book shop? I want to buy some books.

S2: Go down the road, take the second turning on the left, then turn right at the first turning and the book shop is on your left hand side.

T: Thanks a lot. (对第三个学生)

Excuse me. Where is the No 2 Middle School?

S3: Go along the road, take the third turning on the right, then turn left, it's on your left.

T: Thanks very much.

Step 2. Presentation

1. 在图中指着 Kate, 说:

Kate wants to cross the road. What should she do?

然后边示范边说:

First she must stop. Then she must look carefully. Then she can cross the road.

重复两次并板书: stop look carefully cross, 让同学们认真听并跟老师复述一次, 然后向两位同学提问:

What should you do when you want to cross the road?

2. 指着 Kate 再问: Can she run across the road?

然后边示范边答: NO, she must walk across the road.

She mustn't run!

将答句重复两次并板书: must walk, mustn't run.

向全班提问:

T: can she run across the road?

Ss: NO, She must walk across the road.

She mustn't run!

3. 解释: must 表示必要性, 有“应该”、“必须”的意思。

它的否定形式为 must not 即 mustn't, 意为“不应该”、“不允许”。

例:

YOU must listen carefully in the class.

You mustn't shout in the class.

You must study in the evening.

You mustn't watch TV every evening.

Step 3. Drill

先和全班学生, 然后和个别学生进行操练:

T: Stop!

Ss: You must stop!

T: Don't run!

Ss: You mustn't run!

T: Be more careful!

Ss: You must be more careful!

T: (对一个学生) Read.

Sa: You must read!

T: (对另一个学生) Don't play on the road.

Sb: You mustn't play on the road!

(Clean the classroom! /Don't open the window! /Stand up! /Don't sit down! ...etc.)

Step .Practice

1. 教师拿出第 89 课 Part1 的教学挂图, 指图向全班发问:

T: Who can you see?

Ss: We can see Jim and Kate.

T: What does Kate want to do?

Ss: She wants to get her ball.

T: What do you think Jim is saying to her?

帮助同学们一起回答:

You mustn't play on the road. It's dangerous. A car may hit you.

2. 放第一部分录音, 第一遍静听, 第二遍边听边跟着复述。

3. 打开书, 学生两人一组练习对话并交换角色。

4. 让 2—3 对学生站起来演练这段对话。

Step .Presentation

1. 提问:

T: What are these?

Ss: They're traffic lights.

T: What colour are they?

Ss: They're red, yellow and green.

T: Which light red? Which is yellow and Which is green?

2. 假设学生是行人, 教师向全班提问:

T: What must you do when the lights are green/red?

Ss: We must stop/cross the road. 板书 when 并解释:

when 在这里为连词, 意为“当.....的时候”, 引导时间状语从句。例如:

When the lights are red, we must stop.

When the lights are green, we must/can cross the road.

Step .Practice

1. 和同学们一起进行下列操练, 使句子完整:

T: When the telephone rings...

Ss: I must answer it.

T: When I get up...

Ss: I must wash my face.

T: When the bell rings...

Ss: We must go into the classroom.

换一种方式:

T: We must wear more clothes...

Ss: When the weather gets colder.

T: We must listen to the teacher...

Ss: When we are in class.

T: We must study hard...

Ss: When we are at school. etc...

2. 指出 when 引导的时间状语从句放在主句之前或放在主句之后均可。

3. 教师先范读 Part 2 一遍，然后领读两遍。学习生词 safe 和 cross。

4. 学生自读两分钟。

5. 找两位同学一起朗读一遍。

Step .Practice

1. 教师指着黑板上的交通灯说：

If the lights are green, the traffic can go, we must stop.

If the lights are red, the traffic must stop, we can cross the road.

重复读 if, 将上面句子重复两次，板书 if 并解释：if 意为“如果”、

“假如”，引导一个条件状语从句。命名：

If it rains tomorrow, I will be unhappy.

If it is sunny tomorrow, I will be happy.

注意：当主句为一般将来时，从句往往为一般现在时。

2. 教师和学生一起进行下列操练，完成句子（但要注意主句和从句中的人称关系）。

T: If you are ill...

Ss: You must go to the hospital.

T: If you cross the road...

Ss: You must look carefully.

T: If you go to bed...

Ss: You must wash your face and feet.

T: If you feel cold...

Ss: You must wear more clothes.

T: If the traffic are moving...

Ss: I must stop and wait.

3. 指出 if 引导的条件状语从句可放在主句后面，如：

I must go to the hospital if I'm ill.

I must look carefully if I cross the road.

4. 让学生看第三部分的句子，然后找出合理的搭配来。

5. 学生自由练习三分钟。

6. 教师在行间走动，依次向学生发问，要求学生快速回答。

Step .Consolidation

见 Tb 中的 Step 7。

Lesson 90 教学设计

提示：1) 掌握 must always 及 must never 的用法。

2) 掌握教学用书中所列要求四会的词语。

Step .Revision

1.全班听写，复习 must 和 mustn't。

1) DO eye exercises.

We must do eye exercises every day.

2) Don't look outside the window.

We mustn't look outside the window.

3) Look at the blackboard.

We must look at the blackboard.

4) Don't open your books.

We mustn't open our books.

2.通过师生问答，复习 when 和 if 引导的状语从句。

T: When the bell ring...

S1: I must go into the classroom when the bell rings.

T: When you cross the road...

S2: When I cross the road, I must look carefully.

T: If it rains tomorrow...

S3: If it rains tomorrow, I'll stay at home.

T: If the traffic lights are green...

S4: We must stop and wait if the traffic lights are green.

Step .Presentation

1.在黑板左边画出停车站的标志后，教师说：

T: This is a bus stop. We can wait for a bus at the bus stop.

2.叫六位同学上来在标志前排成一队后

T: They're waiting for a bus. If you are going to wait for a bus here, you must stand in line.

边打手势边重复上面句子两次并板书 in line，使同学们弄清它的含义（在一条线上，一行，一排）然后说：

In England, people call this line a queue.

重复两次并板书 a queue[kju:]，带读几次后继续边示意边说：You must always wait in a queue（行列、长队）。

重复两次并板书 wait in a queue，解释：

It means you must always stand in line. 板书 must always 于黑板右边，待同学们弄懂它的含义后再说：

You must never jump the queue.

重复两次并板书 jump the queue，解释：

It means you mustn't jump the queue.

板书 must never 于 must always 之下，并叫第 6 位同学插队“加塞”到第一位说：

This is “jump the queue”。

注意：1) 教师可采用多种形式进行讲解，如自己排在学生后面又插到前面去，并说：This is “jump the queue”。

2) 在某些农村学校，教师可借用母语直接翻译出来“插队”、“加塞”。

3.教师接着说：If you Jump the queue, other people will not be pleased.

重复两次并板书 pleased, 让同学们猜测它的含义。

然后教师将上述句子从头至尾领读一遍, 让同学们弄清楚句子含义, 并教育学生: 这是在公共场所应遵守的规则之一。

Step 6. Drill

就 must always 和 must never 进行下列操练:

T: You must do your exercises carefully.

Ss: You must always do your exercises carefully.

T: You must listen carefully in the class.

Ss: You must always listen carefully in the class.

T: You mustn't be late.

Ss: You must never be late.

T: You mustn't play on the road.

Ss: You must never play on the road.

(You must come before classes begin./You must help the old people./You mustn't draw on the walls. You mustn't play all games in the classroom. etc)

Step 7. Reading

1. 打斤书让学生听 Part 1 的录音两次, 要求边听边跟读。

2. 合上书, 找两位同学回答下面问题。

T: What must you always do at a bus stop?

Ss: I must stand in line. I must always wait in a queue. I must never jump the queue.

3. 让同学们讨论下面问题:

Do some people jump the queue in China?

If someone jumps the queue, will you be pleased?

Step 8. Puzzle dialogue

1. 让学生先自看 Part 2 的内容, 然后两人一组共同找出适当的答语, 并将其题号填在对话的空白处。

2. 与此同时, 教师先板书下列词语, 然后给学生解释进行教学(要求熟记):

visit[>vizit]v. 参观, 访问

on a visit to 在.....(地方) 参观, 访问

visit+or = visitor n. 参观者, 访问者

understand[>nd+>s\$nd]v. 懂得, 理解

interesting[>intristiR] adj. 有趣的, 有意思的

Bruno [>bru:n+u] 布鲁诺(男名)

at last 最后 country =countryside n. 农村

3. 放录音两次, 让学生边听边跟读。

4. 两人一组练习 3 分钟。

5. 叫 2—3 组学生站起来演练, 尽量不要看书。

Step 9. Consolidation

见 Tb 中的 Step 7。

