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新版人教版七年级英语 上教案

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学校：梧州市新地一中

姓名：

学期：2015 年秋学期

年级：七年级

学科：英语（上册）教案

Unit1Myname’sGina.

授课班级	155、156	授课日期	
授课类型	新授课	学时数	The1stperiod(SectionA1a—1c)
教学目标	1. Getstudentstolearnhowtogreetpeople, introducethemselvesandmakenewfriends. 2. TeachstudentstosayEnglishnamesintherightway. 3. Getstudentstoaskforandgivetelephonenumber.		
教学内容	Newwords: name, clock, am, nice, meet, what, hello —What’syourname? —Mynameis… —Hello!I’mMary. —Hi, Mary!I’mJim. Nicetomeetyou. what’s=whatisI’m=Iamname’s=nameis thepersonalandpossessivepronouns:I, you, my, your, his, her		
重点难点	1. 会拼读生词和问姓名的句型。?2. 注意中英文姓名的差别。		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注
课题引入	I. Warming-upandrevision 1. Playthetape, enjoytheABCsongorHellosong, gettheSstosingtogether. 2. DividetheclassintoGroupAandB. Drawtwofishesontheblackboardastheirsymbols, tellthestudentsthateachtimetheyanswerquestionsright, theycangetoneormorepointsfortheirgroupanddrawoneormorebubblesaroundtheirfish, attheendoftheclass, thegroupwh ichgetsmorebubbleswillbethewinnertoday. Say, “One, two, three!” Getthewholeclasssitstraight, thusannouncethebeginningofthecompetition. 3. RevisethethreeunitsinStarters. ShowsomekeysentencesinChineseonthescreen, havestudentstranslatethemintoEnglish, getastudentfromeachgrouptocometothe frontandwritedowntheiranswersontheblackboard, thenchecktheanswers, eachcorrectsentencewill learnapointforthegroup.		

教学步骤 及 主要内容	II. Presentation 1. Teachersays:, “Hello!MynameisLily.What’ syourname?” Gettthestudentstoanswer, “Mynameis...” Thenteachersays, “I t’ sagood/nicename.Ilikeyourname.” 2. Onthescreenshowalovelymouse saying “Myname’ sGina.” Und erline “Myname’ s”, tellthestudent sitmeans “Mynameis/I am/I’ m” . 3. Showthequestion “What’ syourname?” Underline “What’ s”, tellthestudent sthatitmeans “Whatis” . III. Listeningdrills(1) 1. DoSectionA, 1b, listenandnumbertheconversations(1-3). 2. Showthepictureonpagelonthescreenwithnowordsonit. Getstud enttolistentothetapeandtrytorepeatthesentencesintheconv ersations, eachcorrectsentencewillearnapointforthegroup.	
课堂练习	IV. Pair-work. 1. Getthestudent slistentotheconversationsagainandrepeataft erthetape, thenworkingroups, practicetheconversationswith thepartners. 2. Havesomestudent scometothe frontandshowtheirownconversati on, thenmakeacommentonit (praisethestudent sfirst) andgive2 to4pointstotheirgroup. 3. DoSectionA, 1a. First, havethestudent sworkingroups, writedo wnasmanywordsaspossibleontheirstudent s’ booksinonly2min utes; thengetastudent fromeachgrouptowritedowntheirwordso ntheblackboardatthesametime, theonewhowritesmorecangetmo repoints. V. Listeningdrills(2) 1. DoSectionA, 2a. Listentofourconversationsandnumberthepic tures(1-4). 2. DoSectionA, 2b. Listenagain, circlethenamesaccordingtothe tape. Listenforthelasttime, thenfillintheblanks.	
小结与作业		
课堂小结	Askthestudent stosumupthecontentsthey’ velearnedthisclass.	
本课作业	1. Listenandreadafterthetapeforthirtyminutes. 2. RecitethefirstconversationofSectionA, 2c. 3. WritedowntheChinesemeaningofthenewwordsandkeysentences, thentranslatethemintoEnglish.	
板书设计		

本课教学后记（课堂设计理念，实际教学效果及改进设想）

Unit1Myname’ sGina.

授课班级	155、156	授课日期	
授课类型	对话课	学时数	The2ndperiod (SectionA1c--4)
教学目标	1. Getthestudentstolearnhowtogreetpeople. 2. Getthestudentstolearntogetotherpeople’ sbasicinformationlik enamesfromtheconversations.		
教学内容	Newwords: his, and, her, question, answer, look --What’ syour/his/hername? --My/His/Hernameis……		
重点难点	1、了解英语与汉语中姓与名的位置不同，准确掌握英语的姓与名的表 达； 2、听懂并能说出电话号码，培养学生的英语意识。 3. 重点句型。		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作 学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注
课题引入	I. Warming-upandrevision 1. SingABCsong. 2. Greeting (SayhellobetweentheteacherandtheSs) 3. DividetheclassintoGroupAandB. Drawtwobabybirdsontheblack boardastheirsymbols, tellthestudentsthateachtimetheyansw erquestionsright, theycangetoneormorepointsfortheirgroup anddrawoneormorecloudsbelowtheirbird, attheendoftheclass , thegroupwhichgetsmorecloudswillbethewinnertoday. Say, “ One, two, three!” Getthewholeclasssitstraight, thusannounc ethebeginningofthecompetition 4. Reviewintroduction Playthe “Wordtrain” game. Getagroupofstudentsaskandanswe rquestionsonebyone. T:Goodmorning. I’ mDiana. What’ syourname? S1:I’ mXuDong. /Mynameis…Nicetomeetyou. T:Nicetomeetyou, too. (ThenS1turnaroundandgreetS2 inthesameway.)		

教学步骤 及 主要内容	II. Presentation 1. T:Boysandgirls,let’splayaguessinggame,“What’shis/hername?”OK? 2. ShowthestudentpicturesofsomefamouspersonslikeJayZhou,LiuXiang,etc,letthemguessthenamesofthesepersonsbyusingthefollowingsentences: Hisname/Hernameis…… Ithinkhis/hernameis… Ishe/she……? III. Summary (shortforms) Teachthestudents“’s”issortfor“is”and“m”issortfor“am”,thendothefollowingexercises: Myname’s_____.Yourname’s_____. Hisname’s_____.Hername’s_____. What’s_____.I’m_____.	
课堂练习	IV. Workon2a GetthestudentstolookatthepicturesonP2andlistentothefourconversations. (Playtherecordingforthefirsttime,studentsonlylisten.) Then,listentotherecordingagain,andnumberthepictures.Checktheanswers. V. Workon2b 1.Getthestudentstolistenagainandcirclethenamestheyhear,tellthemthatthefirstnamehasbeendoneforthem. 2.Playtherecording.Studentslistenandcirclethenamestheyhear.Thenchecktheanswers. VI. Listenandrepeat T:Nowlet’slistentothetapeandrepeat.Pleasetrytoreadlikethetape. VII. Workon2c T:SupposeyouarenewstudentsinNo.1MiddleSchool.Youarefromdifferentcountries.Youmeetforthefirsttime.Makeupadialogueinpairs.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’velearnedthisclass.	
板书设计		
本课作业	VIII. Homework 1. Listenandreadafterthetapeforthirtyminutes. 2. RecitethesecondconversationofSectionA,2c. 3. WritedowntheChinesemeaningofthenewwordsandkeysentences,thentranslatethemintoEnglish.	

本课教学后记（课堂设计理念，实际教学效果及改进设想）

Unit1Myname’ sGina.

课班级	155、156	授课日期	
授课类型	巩固课	学时数	The3rdperiod(SectionB1a-2c)
教学目标	1. Teachthenumbers.Getthestudentstousethenumbersfreely. 2. Havethestudentsknowthmeaningofsomenumberslike110,121,etc. 3. Getthestudentstolearntofillingtheinformationbox.		
教学内容	Newwords: zero,one,two,three,four,five,six,seven,eight,nine --What’syourphonenumber?--It’s...		
重点难点	1、了解英语与汉语中姓与名的位置不同，准确掌握英语的姓与名的表达； 2、听懂并能说出电话号码，培养学生的英语意识。 3. 重点句型。		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注
课题引入	I. Warming-upandrevision 1. Dailygreetingstothestudents T:Goodmorning,everyone.MynameisPeter.What’syourname,please? S1:MynameisLily.T:Hello,Lily.Nicetomeetyou. S1:Nicetomeetyou,too.T:Andwhat’syourname? S2:Mynameis... 2. Revision Partone: T:S1,what’shisname? S1:Hisnameis... T:S2,what’shername? S2:Hernameis... Parttwo: S1:Goodmorning.What’syourname,please? S2:MynameisJack.What’syourname,please? S1:MynameisSusan.Andwhat’syourname,please? S3:MynameisTony. S1:S4,what’shisname?(pointtoS2) S4:Hisnameis...		

教学步骤 及 主要内容	II. Presentation T: Please tell me how to say it in English? (show the Ss the number cards, one by one) III. Game 1. T: We have 10 groups. Every group has a number. When I show the number card, the group must stand up and say the number loudly. Ready? (Every time, T shows the Ss one card. The group must stand up.) Ss: Five. / Seven. / Three. 2. T: Now, this time, I'll show you the number card, but the next number group must stand up and say the number loudly. eg: T: (Show the card—2) Ss: Three. (Group 3 stands up and says the number loudly) 3. T and the Ss play the game again, but this time, not the next group, but the number before. eg: T: (Show the card—5) Ss: Four. (Group 4 stands up and reads the number loudly)	
课堂练习	IV. Practice T shows the Ss some numbers (car number, room number etc), asks them to read out. e. g. T: (show a car number) 湘 AS0827 Ss: Xiang-A-S-zero-eight-two-seven. T: (Show a room number) 1508 Ss: Room one-five-o-eight. V. Work on 1b Task: The Ss show the number is divided up. Guide them to understand that three numbers come before the hyphen and four numbers after it. Then get the students to listen to the tape and ask them to write the phone numbers in the blank VI. Work on 1c T: Now please work with your group (four students in one group) and ask each other questions about phone numbers. e. g. S1: What's your telephone number, S2? S2: It's 356-9865. S1: 356-9865. Thanks. VII. Work on 2a, 2b T: Point to the numbered names. Read each one aloud along with the number that comes before it. Then say each number and ask a student to read the name after that number. Point to the blanks in the four telephone numbers. Tell the Ss that the last two numbers of each telephone number are missing. Listen to the tape and then fill in the missing numbers. Play the tape then check the answers. VIII. Work on 2c T: (Point out the address book headings "names" and "phone Numbers".) Let the Ss ask the other four students in the class these questions to	

	completethechart. (thefourstudentswhoareaskedshouldnotbeinhis/hergroup)	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey'velearnedthisclass.	
板书设计		
本课作业	1. Listenandreadafterthetapeforthirtyminutes. 2. RecitethesecondconversationofSectionB, 1b. 3. WritedowntheChinesemeaningofthenewwordsandsentences, tr anslatethemintoEnglish.	
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit1Myname'sGina.

授课班级	155、156	授课日期	
授课类型	复习课	学时数	The4thperiod(SectionB3a - 3c)
教学目标	1. GetthestudentstohaveaclearideaofthedifferencesbetweenEnglis handChinesenames. 2. RevisetheEnglishwayofsayingnumbers.HavethestudentsmakeanIDc ardbythemselves.		
教学内容	What'shertelephonenumber? What'sherfamilyname? What'sherfirstname? —MynameisTina.Nicetomeetyou. —I'mMary.Nicetomeetyoutoo.		
重点难点	1、了解英语与汉语中姓与名的位置不同，准确掌握英语的姓与名的表 达； 2、听懂并能说出电话号码，培养学生的英语意识。 3. 重点句型。		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作 学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		

教学过程设计		备注
课题引入	I. Warming-up and revision 1. Daily greetings to the students T: Good morning, everyone. S: Good morning, Claire. T: How is the weather today? S: It is (nice/great/fine/good/beautiful/not bad/pretty good/fantastic/bad/terrible/awful/hot/cool/cold/windy/rainy...). 2. Revision T: What's your English name? S: My English name is Mike. T: What's your family name? S: My family name is Smith. T: What's your desk mate's first name? S: His first name is Green. T: What's his telephone number? S: His telephone number is	
教学步骤 及 主要内容	II. Work on 3a Get the students to look at the pictures on P5 and find the last names and write them below. Drill: S1: What's Nick's family name/first name? S2: What's Jim Smith's family name/first name? S3: What's Linda Brown's family name/first name? III. Work on 1b T: Now look at the ID cards and answer the questions. Eg: T: Now let's check the answers. Her telephone number is 535-2375, her family name is Brown, her first name is Jenny. S: His telephone number is 868-7889, his family name is Smith, his first name is Jenny. VI. Work on 3c T: Please fill in your own ID card. V. Work on 4c T: Now write your phone number on a piece of paper and put it in a bag. Then take out a piece of paper and find the owner. VI. Followup T: Now it's your turn to make up your own dialogues. Please work with your group (four students in one group) and ask each other questions about this friend. Eg: A: What's your friend's first name and last name? B: His first name is Mike and last name is Jordan. A: What's your friend's telephone number? B: His telephone number is A: What's his address? B: No. 58 Ping'an Street.	
课堂练习	VII. Drills Work on Page 6 in students' workbook. T: Check the words you know and have a competition to see which group	

	othebest. T:NowwritefiveormorewordsinyourVocabulary-Builder.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey'velearnedthisclass.	
板书设计		
本课作业	VIII. Homework 1Listenandreadafterthetapeforthirtyminutes. 2Reviewallthenewwordsandkeysentences. 3GetreadyforQuiz1.	
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit2Thisismysister.

授课班级	155、156	授课日期	
授课类型	新授课	学时数	The1stperiod(SectionA1a—2b)
教学目标	1. Getstudentstolearnhowtogreetpeople, introducethemselvesandmake newfriends. 2. Practiceintroducingfamilymembers. 3. Getstudentstolearntoidentifypeople.		
教学内容	Newwords: mother, father, parents, brothers, grandmother, grandfather, friendandsister. Thisismybrother. Thesearemytwobrothers. Andthat'smysister.		
重点难点	Thisismybrother. Thesearemytwobrothers. Andthat'smysister.		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注
课题引入	I. Warming-upandrevision 1. Playthetape, enjoythe “Thisismybrother” songorHellosong, gettheSstosingtogether. 2. DividetheclassintoGroupAandB. Drawtwofishesontheblackbo		

	ardastheirsymbols, tellthestudentsthateachtimetheyanswerq uestionsright, theycangetoneormorepointsfortheirgroupandd rawoneormorebubblesaroundtheirfish, attheendoftheclass, th egroupwhichgetsmorebubbleswillbethewinnertoday. Say, “One , two, three! ” Getthewholeclasssitstraight, thusannouncethe beginningofthecompetition. 3. Reviseunit3. ShowsomekeysentencesinChineseonthescreen, h avestudentstranslatethemintoEnglish, getastudentfromeachg rouptocometothefrontandwritedowntheiranswersontheblackbo ard, thenchecktheanswers, eachcorrectsentencewillearnapoin tforthe group.	
教学步骤 及 主要内容	IV. Pair-work. 1. Tellstudents thattheywillbetalkingaboutthemembersofDave ' sfamilyshowninthepicture. Callattentiontotheexampleconv ersationinlc. askastudenttoreadthewordstothe class. Thenask thestudentstorepeatthesentencesandpointtothesepeopleinth elargepicture. Askpairstoworktogether. Havethemtaketurnspo intingoutvariousfamilymembersusingsentencesbeginningwith Thisisortheseare.	
课堂练习	V. Listeningdrills (2) 1. DoSectionA, 2a. Listenandcircleeachnameofafamilymemberth eyhearinthekonversation. . 2. DoSectionA, 2b. Listenagain, matchthelettersnexttothepeop leinthepicturetothecorrectnamesinthebox. Checktheanswers. 3. Iftimepermits, practicetheconversationin2a. Firsttheteac hersaythekeywordsofonesentence, andthestudentsrespondt hecorrespondingsentence. Thisiseasyforthemtodo. Thenlis tenagainandaskthemtotrytoremembertheconversation. Fill intheblanks.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’ velearnedthisclass .	
板书设计		
本课作业	VI. Homework 1. Listenandreadafterthetapeforthirtyminutes. 2. Recitethesentencesinthebubbleoflaandthesentencesinlb. . 3. WritedowntheChinesemeaningofthenewwordsandkeysentences , thentranslatethemintoEnglish.	
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit2Thisismysister.

授课班级	155、156	授课日期	
授课类型	对话课	学时数	The2ndperiod(SectionA2c--4)
教学目标	Getthestudentstolearntoidentifypeople.		
教学内容	Newwords: aunt, uncle, cousin, thechildofone'suncleoraunt 堂或表兄弟姊妹, 表亲()nephew(thesonofone'sbrotherorsister)侄儿niece(thedaughterofone'sbrotherorsister)侄女, 甥女 --IsthisJim? --No, heisn't. he'sDave. --Isthisyoursister?No, itisn't. -- Isthatyourbrother?Yes, itis. Herewhenyoutalkaboutthepicture, youcanuse "it" torefertheperson. Payattentionto "he" or "she" .		
重点难点	--IsthisJim? --No, heisn't. he'sDave. --Isthisyoursister?No, itisn't. -- Isthatyourbrother?Yes, itis. Herewhenyoutalkaboutthepicture, youcanuse "it" torefertheperson. Payattentionto "he" or "she" .		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注
课题引入	I. Warming-upandrevision 1. Showapictureandintroduceit. Letstudentsintroducetheirownphotosonebyone. Languagestructure: Thisismysister. Thatismybrother. Thesearemyparents. Thosearemyfriends. 2. DividetheclassintoGroupAandB. Drawtwobabybirdsontheblackboardastheirsymbols, tellthestudentsthateachtimetheyanswerquestionsright, theycangetoneormorepointsfortheirgroup anddrawoneormorecloudsbelowtheirbird, attheendoftheclass , thegroupwhichgetsmorecloudswillbethewinnertoday. Say, "One, two, three!" Getthewholeclasssitstraight, thusannouncethebeginningofthecompetition 3. Dictation. mother, father, parentsbrothersgrandmother, grandfather, grandparents, sister, brother. Thisishissister. The searehisbrothers.		

教学步骤 及 主要内容	cometoanemptywrite- online. Askastudentstoreadthefourwordstothe class. Askthestud entstoworkaloneastheywritethefourwordsfromtheboxinthecorre ctblanksinthespeechbubbles. Practicetheconversationwithastu dent. Pointoutthatyourvoicegoesupattheendofquestions, anditg oesdownattheendoftheseanswersandstatements. Askthestudentst oworkwithapartners. V. Workon3c Callattentiontothepictureandconversation. Askthreestudentst readtheconversationastheclasslooksatthepicture. Thendemonst ratetheactivitybywritingthenameofyourfather, mother, orafrie ndontheboard. Askstudentstoguesswhothatpersonis, usingquesti onsbeginningwithIshe---?OrIsshe--- Say Yes, heisorYes, sheiswhenthestudentguesscorrectly. Thenas kstudentstotaketurnscomingttheboardandwritinganameforthere sttomakeguessabout.	
课堂练习	VI. Groupwork Dividethestudentsintosmallgroups. Havestudentsfindoutwhothe peopleineachother’ sphotosare, usingthetargetlanguageoftheu nit. ModelsomeIsthisyour---?Isheyour---?Issheyour--- questionsforthe classusingoneofthephotos.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’ velearnedthisclass.	
板书设计		
本课作业	VII. Homework 1. Listenandreadafterthetapeforthirtyminutes. 2. Recitethegrammarfocusonpage14. 3. WritedowntheChinesemeaningofthenewwordsandkeysentences, thentranslatethemintoEnglish.	
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit2Thisismysister.

课班级	155、156	授课日期	
授课类型	巩固课	学时数	The3rdperiod (SectionB1a - 4b)

教学目标	1. Teachthefamilytree. 2. Havethestudentsknowthenamesofthevariousmembersofafamily. 3. GetthestudentstolearnhowtowritealetterinEnglish.	
教学内容	Newwords: son, cousin, daughter, uncle, picture, Letter: DearMary, Thanksforthephotoofyourfamily. Hereismyfamilyphoto. Yourfriend, Emma	
重点难点	学习写信件的格式。	
学情分析		
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法	
学习方法	课前预习、课堂内外练习、听说读写结合	
教学过程设计		备注
课题引入	I. Warming-upandrevision 1. Dailygreetingstothestudents 2. Revision Showsomepicturesandrevisethenamesforfamilymembers.	
教学步骤 及 主要内容	VI. Workon3a ItisaletterfromEmmatoMary. WhatdoesEmmasaytoMary? NowreadtheletterafterthetapeanddrawapictureofEmma’sfamilyontheright.. Nextlet’sreadtheletteragainstofindoutandunderlinealltheusefulexpressions. dear, thanksfor, thephotoof..., hereis, myfamilyphoto, Nowlet’swritealetterlikethisone. VII. Workon3b Lookatthefamilyphoto. Writeaboutthepeopleinthephoto. Hereismyfamilyphoto. Thisismygrandfather. Thisismygrandmother. Thesearemyparents. Thisismyuncle, andthisismyaunt. Thisismybrother. Thisismycousin. Andthis...Haha, it’sme.	
课堂练习	VIII. Workon4a Askstudentstotakeoutthefamilyphotostheybroughttoschool. Ifastudentdoesnothaveit, heorshecanusethedrawingfrom3b. Thenskoneortwostudentstocometothefrontandreadtheletterouttothewholeclass.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’velearnedthisclass.	

板书设计		
本课作业	1.Listenandreadafterthetapeforthirtyminutes. 2.Recite3a. 3.WritedowntheChinesemeaningofthenewwordsandsentences,translatethemintoEnglish	
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit3Isthisyourpencil?

授课班级	155、156	授课日期	
授课类型	新授课	学时数	The1stperiod(SectionA1a—2b)
教学目标	1. Getthestudentstolearnthenamesoftheobjects. 2. Getthestudnetstolearntotalkaboutownership.		
教学内容	Newwords: pen,pencil,book,eraser,ruler,pencilcasebackpack,pencilsharpener,dictionary. --Isthisyourruler? --No,itisn't.it'sherruler. --Isthatyourbackpack? --No,itisn't.it'shisbackpack.		
重点难点	--Isthisyourruler? --No,itisn't.it'sherruler. --Isthatyourbackpack? --No,itisn't.it'shisbackpack.		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注
课题引入	I. Warming-upandrevision 1.T:Goodmorning.Mynameis...What'syourname? S:Goodmorning.Mynameis... T:Nicetomeetyou. S:Nicetomeetyou,too. T:Excuseme,what'syourtelephonenumber? S:It's628-9904. 2.T:What'syourfirstname? S:MyfirstnameisLin.Thenasktheclass:What'sherfirstname? T:What'syourlastname?		

	S: My last name is Kan. Then ask the class: What's her last name? 3. Divide the class into Group A and B. Draw two baby birds on the blackboard as their symbols, tell the students that each time they answer questions right, they can get one or more points for their group and draw one or more clouds below their bird, at the end of the class, the group which gets more clouds will be the winner today. Say, "One, two, three!" Get the whole class sit straight, thus announce the beginning of the competition	
教学步骤 及 主要内容	II. Presentation T shows a pen and asks "What's this in English?" Ss: It's a pen. T writes a pen on the blackboard. Then show a pencil and ask the same questions. Write the word on the blackboard. After all the words are on the blackboard, ask them to read after the teacher. Then practice like this. If the teacher reads the word correctly, students read after the teacher. If the teacher does not read that word, the student should stop. If one student reads at this time, then he or she will lose a point. First the teacher reads slowly, then fast, then faster. III. Summary Write a sentence: This is your ruler. This is a statement. Is this your ruler? This is an interrogative sentence. In writing, an interrogative sentence ends with a question mark. In spoken English, your voice goes down when you speak a statement, and your voice goes up when you speak an interrogative sentence.	
课堂练习	IV. Work on 1a and 1b Ask the students to match the words and objects in the picture by writing the letter of the object on the blank line after the word. Focus attention on each of the three conversations. Ask students to identify the object the person in each conversation is holding or pointing to. (A boy is holding a pencil, a girl is holding a ruler, and the teacher is pointing to a backpack.) Then play the recording the first time. Students only listen. Point out the boxes where students will write a number in the box to each conversation. V. Work on 1c 1. Get the students to listen again repeat each conversation. Pay attention to the falling and rising tones in each conversation. 2. Point to the book in the main illustration and substitute book into one of the conversations. Ask students to practice the conversation in pairs. Remind them to use various objects from the main illustration. The teacher checks the progress and pronunciation. VI. Work on 2a and 2b Point to the objects in the illustration and ask students to name each one. Play the recording the first time. Students only listen. Play the recording a second time. This time students put a checkmark in the blank after each item whose name is mentioned in the conversation.	

	Thenaskstudentstopointttotheblanklinesintheconversation. Sa y, Youwillwriteoneofthewordsfromtheboxoneachblankline. Nowlet’ slistentothetapeandrepeat. Pleasetrytorecitethecon versationlikethetape. Practice. Firstimitatethenfillinthebl anks.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’ velearnedthisclass.	
本课作业	VIII. Homework 1. Listenandreadafterthetapeforthirtyminutes. 2. RecitetheconverstaionofSectionA, 2b. 3. WritedowntheChinesemeaningofthenewwordsandkeysentences , thentranslatethemintoEnglish.	
板书设计		
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit3Isthisyourpencil?

授课班级	155、156	授课日期	
授课类型	对话课	学时数	The2ndperiod(SectionA2c - 4b)
教学目标	1. Getthestudentstolearntotalkaboutownership. 2. GetthestudentstolearntoaskthenamesoftheobjectsinEnglish.		
教学内容	Newwords:pairwork --What’ sthisinEnglish? --It’ sapen. --Howdoyouspellit? --P-E-N.		
重点难点	--What’ sthisinEnglish? --It’ sapen. Howdoyouspellit? --P-E-N.		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作 学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注

课题引入	I. Warming-up and revision Play a game. Task: Students' activities Teacher's activities 3. Game: throw the ball while asking and answering the question. In groups, one student throws the ball and asks: What's this in English? The other one answers it, then throw the ball again. Do this game first as an example. T: How do you spell it? "P-E-N-C-I-L". 2. Dictation Words and expressions: 1 谢谢你 2 一个橡皮擦 3 一个箱子 4 一本字典 5 一支钢笔 6 一本书 7 一个卷笔刀 8 原谅 Sentences: 1—这是你的尺子吗? —不, 不是的。是她的尺子。 2—那是你的双肩包吗? —不, 不是的。是他的双肩包。 3—这是你的铅笔吗? —是的。是我的铅笔。 3. Divide the class into Group A and B. Draw two baby birds on the blackboard as their symbols, tell the students that each time they answer questions right, they can get one or more points for their group and draw one or more clouds below their bird, at the end of the class, the group which gets more clouds will be the winner today. Say, "One, two, three!" Get the whole class sit straight, thus announce the beginning of the competition	
教学步骤及主要内容	II. Presentation 1. T: Boys and girls, let's play a guessing game, "What's in the box?" OK? Cover one student's eyes with a cloth and let him or her guess what it is. 2. Show the students a box by using the following sentences: What's this in English? It's a box.. Is it a ruler? Yes, it is. No, it isn't. It's a pencil. III. Questions and answers What's the date today? What's the weather like today? What day is it today? Write the answers on the blackboard. IV. Work on 3 Practice the conversation. Get the students to look at the slides on the screen. First show a picture of a dictionary. And ask "What's this in English?" Student answer "It's a pen." Then the teacher asks "How do you spell it" student say "P---E---" N. T: Is that your dictionary? Ss: No, it isn't. It is Tim's dictionary. Show more slides like this. After the students are familiar with the sentence pattern, ask them to practice according to the sentences on the screen. This is a mechanical drilling. Competition between two groups. See which group can be the fastest one to finish the task. Do it like this. First ask them to practice with the desk mate. Then choose two big groups and compete. The group which can finish the dialogue within the shortest time is the winner. Then the teacher will give them a point.	

课堂练习	V. Putinordertomakeasentence. Competitiongoeson. Saywhichgroupcanbethefirstonetofinisht hesentence.. 1. this, is, pencil, your?payattentiontothemarkofeachsenten ce.. 2. is, book, his, that? 3. is, this, in, what, English? 4. pen, a, is, it. 5. it, you, do, how, spell? 6. is, it, pencil, my? 7. not, is, no, it. VI. Listenandrepeat T:Nowlet’ slistentothetapeandrepeat. Pleasetrytoreadliket hetape.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’ velearnedthisclass .	
本课作业	VIIHomework 1. Listenandreadafterthetapeforthirtyminutes. 2. RecitetheconversationofSectionA, 3. WritedowntheChinesemeaningsofthenewwordsandkeysentences, t hentranslatethemintoEnglish.	
板书设计		
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit3Isthisyourpencil?

授课班级	155、156	授课日期	
授课类型	巩固课	学时数	The3rdperiod (SectionB1a - 4)
教学目标	1. Teachthenewwordsbaseball, computergame, watchandring. 2. Getthestudentstousethesentencesfreely. What’ sthisinEnglish? It’ sawatch. Howdoyouspellit?W-A-T-C-H. 3. Havethestudentsknowthmeaningofsomewordsandexpressionslike:		

	lost, found, case, pieces, in order, message, etc. 4. Get the students to learn to write their own bulletin board messages.
教学内容	New words: baseball, computer, game, watch, ID card, notebook. What ' s this in English? It ' s a watch. How do you spell it? W-A-T-C-H. Call Allen at 495-8536. Is that your computer game in the lost and found case? Please call Mary. A set of keys.
重点难点	What ' s this in English? It ' s a watch. How do you spell it? W A T C H. Call Allen at 495-8536. Is that your computer game in the lost and found case? Please call Mary. A set of keys.
学情分析	
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法
学习方法	课前预习、课堂内外练习、听说读写结合
教学过程设计	
课题引入	I. Warming-up and revision Task: Students' activities Teacher' s activities Game: throw the ball while asking and answering the question. In groups, one student throw the ball and asks: What ' s this in English? The other one answers it, then throw the ball again. Do this game first as an example. T: How do you spell it? "P-E-N-C-I-L" .
教学步骤及主要内容	II. Presentation T: What ' s this in English? (show the Ss the baseball of the slide) Ss: It ' s a baseball. Ss read the words after the teacher one by one. Then the teachers show the picture of a one by one, and ask them to say the words as quickly as possible. Again the teacher says the words and the students respond the letter marked on the responding objects. III. Practice Show a baseball. T: Excuse me, what ' s this? Ss: It ' s a baseball. T: How do you spell it? Ss: B-A-S-E-B-A-L-L. T: Is that your baseball? Ss: No, it isn' t. It ' s Tim' s baseball. Ask the students to practice like this. Then ask the students to act them out. IV. Work on 2a Get the students to look at the pictures on P10 and listen to the conversations. Number the things they hear. Check the answers. V. Work on 2b 1. Get the students to listen again and write the things they hear in the chart. 2. Play the recording. Competition between two groups. Students listen and try to remember the conversation. Conversation 1: fill in the

	he blanks. Conversation 2: the teacher says the keywords in one sentence of this conversation. Students say the sentence as quickly as possible.	
课堂练习	VI. Task of the period 1. Show the bulletin board and bulletin board notice on the screen. T: what's this? It's a bulletin board. What's this? It's a bulletin board notice. Show a board with Chinese like “通知”. 2. Put these pieces in order to make a message. Show them on the screen. Point out the four lines to the students. Explain that they are in the wrong order. When they are in the right order, they will make a clear message. Point out the number 1 in the first part of the message. Write numbers 2, 3, and 4 in the boxes to complete the message. 3. Competition Give two students some pieces of paper. Tell them that they are in the wrong order. When they are in the right order, they will make a clear message. If you know how to make them together, stick them on the bulletin board.	
小结与作业		
课堂小结	Ask the students to sum up the contents they've learned this class.	
本课作业	1. Listen and read after the tape for thirty minutes. 2. Recite the key sentences of 3a. Write down the Chinese meaning of the new words and sentences, translate them into English.	
板书设计		
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit 3 Is this your pencil?

授课班级	155、156	授课日期	
授课类型	复习课	学时数	4th period (Section B 4a—Self check)
教学目标	1. Get the students to review what they've learned in this unit. 2. Practice the sentence patterns again.		

教学内容	Revisewhattheylearnedinthisunit	
重点难点	Revisewhattheylearnedinthisunit	
学情分析		
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法	
学习方法	课前预习、课堂内外练习、听说读写结合	
教学过程设计		备注
课题引入	II. Selfcheck 1. Do1. Askthemtocheckallthewordstheyknow. Findoutthmeaning sofanywordstheydon’ tknow. 2. WritefivenewwordsintheirVocab- builderonp108. sharetheirlistswithotherstudents. 3Compleatethequestionsandanswersindividuallyfortheotherthr eesituations. 4Readjustforfun. Discusswherethehumorcomesfrom. Invitepairs ofstudentstopresentthisdialoguetotherestoftheclass.	
教学步骤 及 主要内容	III. Playthegame Askthemtowritetheirfirstname, lastnamesandtelephonenumberinrandom orderontheboard. Nexthavesomeotherstudentsdrawontheboardpicturesof thingstheyownamongthenamesandnumbers. Askstudentstouseonlythingswh osenamestheyhavestudiedinclass. Thenaskthemtotaketurnspointingtoan itemontheboardandaskingquestionssuchas: Isthisyourlastname? ... ThestudentthencallsonanotherstudenttoanswerthequestionwithYesorNo .	
课堂练习	IV. Task Haveyoueverlostanything?Howcouldyoufindit?Doyouknowhowtow riteLost&Found? MyEnglishnameis... Mynameis... Pleasecall1928-682	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’ velearnedthisclass.	
本课作业	完成课本习题。	
板书设计		
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit4Where ’ smyschoolbag?

授课班级	155、156	授课日期	
授课类型	新授课	学时数	The1stperiod(SectionA1a—1c)
教学目标	1. Learntoaskandanswerquestionsaboutwherethingsare. 2. Learnthenamesofsomefurnitureandsomepersonalthingsofstudents. 3. Grasptheprepositions:on, under, in. 4. Learntowriteanoteoftakingorbringingthings.		
教学内容	Newwords: table, bed, dresser, bookcase, sofa, chair, backpack, books, keys, baseball, drawer, plant, on, in, under. —Where ’ sthebackpack? —It ’ s underthetable. —Wherearethekeys? —They ’ reinthedrawer. where ’ s=whereisIt ’ s=ItisThey ’ re=Theyare theprepositions:on, in, under ---where ’ sthebag?---Idon ’ tknow. Isitonthedesk? ---Pleasetakethesethingstoyoursister. ---Canyoubringsomethingstoschool?		
重点难点	where ’ s=whereisIt ’ s=ItisThey ’ re=Theyare theprepositions:on, in, under ---where ’ sthebag?---Idon ’ tknow. Isitonthedesk? ---Pleasetakethesethingstoyoursister. ---Canyoubringsomethingstoschool?		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注
课题引入	Warming-upandrevision 1. Greetings. 2. DividetheclassintoGroupAandB. Drawtwofishesontheblackboardastheirsymbols, tellthestudentsthateachtimetheyanswerquestionsright, theycangetoneormorepointsfortheirgroupanddrawoneormorebubblesaroundtheirfish, attheendofthe class, thegroupwhichgetsmorebubbleswillbethewinnertoday. Say, “One, two, three!” Getthewholeclasssitstraight, thusannouncethebeginningofthecompetition. 3. Reviewthenumbersandthepluralformsofthenouns.		
教学步骤及	II. Presentation 1. ShowaphotoofTommyandaschool. T:Tommycan ’ tfindhisbackpa		

主要内容	ck. Sowhereishisbackpack?Canyouhelphim?Butfirstweshould gotoTommy’ sroom. 2. OnthescreenshowapictureofTommy’ sroom. T:Whatcanyouseei nTommy’ sroom? III. Newwords 1. LearnthenewwordsonthefirstpageofUnit4. 2. Wordgame:Showthepicturesonthescreenwithnowords. Getstud enttospeakouttheirnames. 3. Dola. 4. MeetGarfieldandlookatitthenlearntheprepositions. IV. Conversations 1. Getthestudentstolookattheballsonthescreen. Learnthenews entences. Whereistheball?It’ sonthebox. Whereistheball?It’ sunderthebox.. Whereistheball?It’ sinthebox. 2. Lookatthecatsandreadtheconversations. 3. Practice:Lookatsomepicturesandpracticethesimilarconver sations. 4. Lookatmorepicturesandlearnnewconversations: Wherearethe…?Theyare… 5. Practicewithapicturewithmanythingsinbothsingularandplu ralforms.	
课堂练习	V. Listening 1. Listenanddolb.. 2. Checktheanswers. 3. Listenforthelasttimeandrepeat. VI. Guessinggame Showapictureofaroomwithsomefurniture,andsomeflashingpictu reswithdifferentthingsonebyone. Guess:whereis…?It’ s…/Wh ereare…?Theyare… VII. Pairwork Practicetheconversationswithapictureoryourownthings.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’ velearnedthisclass.	
本课作业	VIII. Homework 1. Listenandreadafterthetapeforthirtyminutes. 2. RecitethefirstconversationofSectionA, 1c. 3. WritedowntheChinesemeaningofthenewwordsandkeysentences ,thentranslatethemintoEnglish.	

板书设计		
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit4Where ’ smyschoolbag?

授课班级	155、156	授课日期	
授课类型	对话课	学时数	The2ndperiod (SectionA2a - 2c)
教学目标	1. Learntoaskandanswerquestionsaboutwherethingsare. 2. Learnthenamesofsomefurnitureandsomepersonalthingsofstudents.		
教学内容	Newwords: keys, baseball, computergame Sentences: Isthebaseballonthesofa?No, itisn’ t. It’ s underthechair.		
重点难点	Newwords: keys, baseball, computergame Sentences: Isthebaseballonthesofa?No, itisn’ t. It’ s underthechair.		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注
课题引入	I. Warming-upandrevision 1. Greetings. 2. DividetheclassintoGroupAandB. Drawtwofishesontheblackboardastheirsymbols, tellthestudentsthateachtimetheyanswerquestionsright, theycangetoneormorepointsfortheirgroupanddrawoneormorebubblesaroundtheirfish, attheendoftheclass, thegroupwhichgetsmorebubbleswillbethewinnertoday. Say, “One, two, three!” Getthewholeclasssitstraight, thusannouncethebeginningofthecompetition. 3. Dosomeexercises:Choosethecorrectanswers. 4. Lookatsomefurnitureandaflashingbackpack, andreviewthesentencepattern:Where’ s...?It’ s... 5. Lookatsomefurnitureandasetofflashingkeys, andreviewthesentencepattern:Whereare...?They’ re...		

教学步骤 及 主要内容	II. Newsentences: 1. Lookatthepicturesoftheballsandlearnthenewsentencepatte rn:Isitonthe...?Yes, itis. /No, itisn’ t. It’ s... 2. Practicethenewconversationswithsomepictures. 3. Lookatmorepictureswiththingsinpluralformsandlearnthene wsentencepattern:Arethekeysin...?Yes, theyare. /No, they aren’ t. 4. Guessinggame: 5. Makeupyourconversationswithsomepictures:firstinparts, t heninpairs. III. Listening 1. LearnthenewwordsonthefirstpageofUnit4. 2. Wordgame:Showthepicturesonthescreenwithnowords. Getstud enttospeakouttheirnames. 3. Listenanddo2a. IV. Conversations 1. Getthestudentstolookattheballsonthescreen. Learnthenews entences. Whereistheball?It’ sonthebox. Whereistheball?It’ s underth ebox.. Whereistheball?It’ sinthebox. 2. Lookatthecatsandreadtheconversations. 3. Practice:Lookatsomepicturesandpracticethesimilarconver sations. 4. Lookatmorepicturesandlearnnewconversations: Wherearethe...?Theyare... 5. Practicewithapicturewithmanythingsinbothsingularandplu ralforms.	
课堂练习	V. Listening 1. Listenanddolb.. 2. Checktheanswers. 3. Listenforthelasttimeandrepeat. VI. Game:Findthedifference 1. LookatthepicturesonPage21andPage19, getstudentstofindth edifference. 2. Show2picturesofroomswithsomefurniture:Theylooksimilar. Getstudentstofindthedifference.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’ velearnedthisclass .	
本课作业	VII. Homework 1. Listenandreadafterthetapeforthirtyminutes. 2. RecitetheconversationofSectionA, 3a. 3. WritedowntheChinesemeaningofthenewwordsandkeysentences	

	, then translate them into English.	
板书设计		
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit4Where ’ smyschoolbag?

授课班级	155、156	授课日期	
授课类型	巩固课	学时数	The3rdperiod (SectionB1a - 2b)
教学目标	1. Grasp the prepositions: on, under, in. 2. Learn to write a note of taking or bringing things.		
教学内容	New words: videotape, alarm clock, math book, hat Sentences: The math book is on the dresser.		
重点难点	videotape, alarm clock, math book, hat The math book is on the dresser.		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注
课题引入	I. Warming-up and revision 1. Greetings. 2. Divide the class into Group A and B. Draw two fishes on the blackboard as their symbols, tell the students that each time they answer questions right, they can get one or more points for their group and draw one or more bubbles around their fish, at the end of the class, the group which gets more bubbles will be the winner today. Say, “One, two, three!” Get the whole class sit straight, thus announce the beginning of the competition. 3. Look at some pictures and review the sentence pattern: Where ’ s ...? It ’ s ...		

教学步骤 及 主要内容	II. New words: a) Look at the pictures of Tommy's room and learn the new words: math book, video tape, alarm clock, hat. And also review some words. b) Do 1a. c) Close your books and see: How many things can you remember? III. Practice Student A: ask questions. Student B: Keep your books closed. A: Where's the notebook? B: It's on the bed.	
课堂练习	IV. Listening 1. Listen and do 2a. 2. Check the answers. 3. Listen and do 2b: Write sentences like this: The math book is on the dresser. Call attention to: The keys are... (plural form) 4. Listen for the last time and repeat.	
小结与作业		
课堂小结	Ask the students to sum up the contents they've learned this class.	
本课作业	VI. Homework 1. Listen and read after the tape for thirty minutes. 2. Recite the 6 sentences of 2b. 3. Write down the Chinese meaning of the new words and key sentences, then translate them into English.	
板书设计		
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit 4 Where's my school bag?

授课班级	155、156	授课日期	
授课类型	复习课	学时数	4 periods (Section B 3a—4)
教学目标	1. Grasp the prepositions: on, under, in. 2. Learn to write a note of taking or bringing things.		
教学内容	New words: take, bring, need Sentences: Please take these things to your sister. Can you bring something to school? I need my hat, ...		

重点难点	Pleasetakethesethingstoyoursister. Canyoubringsomethingstoschool? Ineedmyhat.	
学情分析		
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法	
学习方法	课前预习、课堂内外练习、听说读写结合	
教学过程设计		备注
课题引入	I. Warming-upandrevision 1. Greetings. 2. DividetheclassintoGroupAandB. Drawtwofishesontheblackboardastheirsymbols, tellthestudentsthateachtimetheyanswerquestionsright, theycangetoneormorepointsfortheirgroupanddrawoneormorebubblesaroundtheirfish, attheendoftheclass, thegroupwhichgetsmorebubbleswillbethewinnertoday. Say, “One, two, three!” Getthewholeclasssitstraight, thusannouncethebeginningofthecompetition. 3. Dictatesomenewwords.	
教学步骤 及 主要内容	II. Presentation: 1. ShowapictureofLily, aworriedgirl, andsomepicturesofhersisterandgrandma: Texplains:Lilyisunhappy. Sheneedssomethingsatschool, buttheyareathome. Shecallsgrandma. Butshe’ sgoingshopping. Hersisterisplayingintheparkandshe’ scomingsoon. SograndmaleavesanoteforhersisterandaskshertotakethethingstoLily. Let’ sreadthenote.	
课堂练习	III. Notes a) Readthenoteof3aanddrawthemissingthingsinthepicture. b) Checktheanswer. c) Languagepoints:take&bringFirstTexplainstheirdifferenceandshowsomeexamples, thengetSstomakesomesentences. d) Howtowriteanote:Explainandshowasample. e) Read3aagain. f) Do3b:Readandcompletethenote. g) Checktheanswer. h) Readthenoteof3b. i) Writeyourownnote:GettheSswhodoitquicklytoreadtheirnotes. Theotherscandoitashomework.	
小结与作业		
课堂小结	Askthestudentstosumupthecontentsthey’ velearnedthisclass.	

本课作业	IV. Homework 1. Listen and read after the tape for thirty minutes. 2. Recite the note of 3a. 3. Write down the Chinese meaning of the new words and key sentences, then translate them into English.	
板书设计		
本课教学后记（课堂设计理念，实际教学效果及改进设想）		

Unit 5 Do you have a soccer ball ?

授课班级	155、156	授课日期	
授课类型	新授课	学时数	The 1st period (Section A 1a—1c)
教学目标	1. Get students to learn to ask and answer questions about ownership.. 2. Teach students to say the names of sports, descriptive adjectives such as boring, interesting, and relaxing..		
教学内容	New words: tennis racket, ping-pong ball, soccer ball, basketball, TV, have. —Do you have a ping-pong ball? —Yes, I do. —Do you have a ping-pong bat? —No, I don't. —Does he have a tennis racket? —Yes, he does. /No, he doesn't. don't=do not doesn't=does not		
重点难点	—Do you have a ping-pong ball? —Yes, I do. —Do you have a ping-pong bat? —No, I don't. —Does he have a tennis racket? —Yes, he does. /No, he doesn't. don't=do not doesn't=does not		
学情分析			
教学方法	任务型教学、分级评价法、直观教学法、模仿示范法、情景教学和合作学习法		
学习方法	课前预习、课堂内外练习、听说读写结合		
教学过程设计			备注