

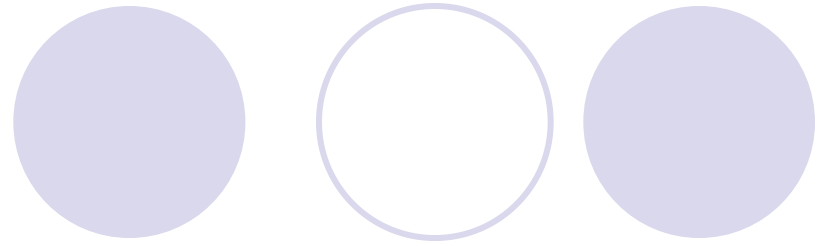
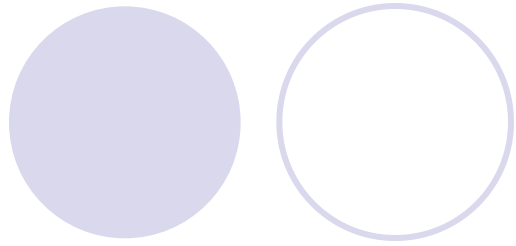
Go For It!

七年级（下）册教学思路

同安教师进修学校

金玉梅

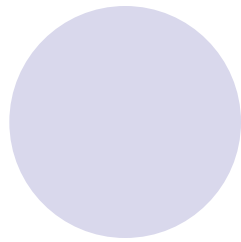
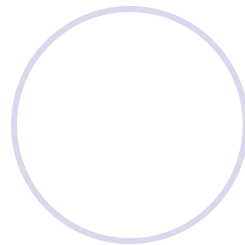
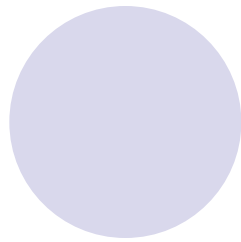
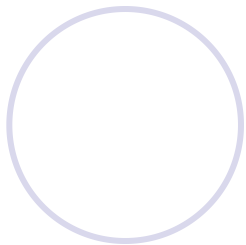
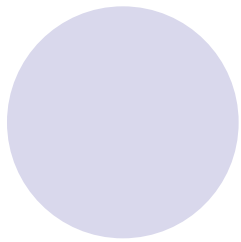
August 11th, 2010



一、教材分析

二、课标要求

三、教学建议



一、教材分析

1. 教材特点

2. 七年级各单元话题、 功能目标

1、教材特点

UNIT 1

Section A

Where's your pen pal from?

Language Goals: Talk about countries, nationalities and languages; ask and tell where people live

1a Listen and repeat these countries.

1. Canada
2. France
3. Japan
4. the United States
5. Australia
6. Singapore
7. the United Kingdom
8. China



1b Listen and circle the countries in 1a you hear.

1c PAIRWORK
Practice the conversations in the picture. Then make your own conversation.

A: Where is your pen pal from?
B: She's from Japan.

2a Where are these cities? Complete the chart below.



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



2b Listen and circle the cities and countries in 2a you hear.



2c Listen again and complete the chart.

Name	City	Country
John	Tokyo	
Jodie		
Andrew		

2d PAIRWORK
Talk about the information in the chart above.



Grammar Focus

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

3a

Look at the names of the countries in the box below. What languages do people speak in these countries? Fill in the diagram below.

- ✓ Singapore
- Australia
- the United States
- the United Kingdom
- China

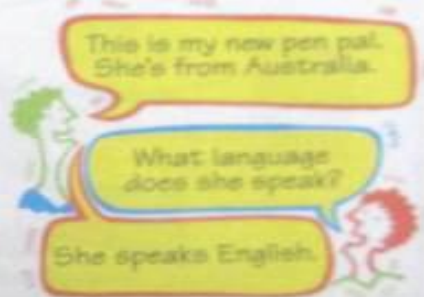
What languages do they speak?



3b

PAIRWORK

Imagine you have a pen pal from one of the countries above. Make a conversation.



4

QUIZ Name that place!

In pairs, write ten quiz questions. Ask another pair these questions.



Section B

1

Match the countries with the languages.



2a

Listen and number the questions you hear.



2b

Listen again and write short answers to the questions [1-4] in 2a.

1.	Maria
2.	
3.	
4.	

2c

PAIRWORK

You are Lucy. Your partner is Lucy's mom. Ask and answer questions about Lucy's pen pal.



3a

Read this letter. Then write answers to the questions in the box.

Dear Student,

My name is Bob. I live in Toronto, Canada, and I want a pen pal in China. I think China is a very interesting country. I'm 14 years old and my birthday is in November. I can speak English and a little French. I have a brother, Paul, and a sister, Sarah. They have pen pals in the United Kingdom and Australia. I like going to the movies with my friends and playing sports. My favorite subject in school is PE. It's fun. But I don't like math. It's too difficult!

Can you write to me soon?

Bob

1. Where is Bob from?
2. What does he want?
3. What languages does he speak?
4. What does he like?

3b

Complete the pen pal letter with the information on the card.

PEN PAL WANTED

My _____ is Tom King. I'm 14 _____ old and I'm from _____. I speak _____. I have a brother, Sam, and a _____, Lisa. I play _____ on weekends. It's my favorite sport. I like _____ at school. It's fun! My favorite _____ is *The Long Weekend*. Do you know it? It's an action movie.

Please write and tell me about yourself.

Name: Tom King

First Name: Tom

Last Name: King

Age: 14 From: Australia


Language: English

Favorite Sport: Soccer

Favorite Subject: Music

Favorite Movie: The Long Weekend

Family: Sam (brother), Lisa (sister)



3c

Make an information card. Then write an e-mail about yourself.

Dear friend,

My name is _____

SELF CHECK

1

Key word check. Check (✓) the words you know.

- | | | | | | |
|------------------------------------|---------------------------------|---|------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Canada | <input type="checkbox"/> Japan | <input type="checkbox"/> from | <input type="checkbox"/> New York | <input type="checkbox"/> Tokyo | <input type="checkbox"/> English |
| <input type="checkbox"/> French | <input type="checkbox"/> live | <input type="checkbox"/> pen pal | <input type="checkbox"/> Japanese | <input type="checkbox"/> language | <input type="checkbox"/> the United States |
| <input type="checkbox"/> Australia | <input type="checkbox"/> France | <input type="checkbox"/> the United Kingdom | <input type="checkbox"/> Singapore | | |

2

Write some new words in your notebook.

3

Imagine and describe the new students in your class.



Sally



Jim



Julie

Write about:

name

age

country

language

likes and dislikes

• _____

• _____

• _____

• _____

• _____

• _____

• _____

4

Tell your classmates which of the new students you like best.

Just for Fun!



2. 七年级各单元话题、功能目标（上）

单元	话题	功能
Unit 1 My name is Gina.	家庭、朋友与周围的人——日常生活的交际对话	(1) 介绍某人 (2) 互致问候
Unit 2 Is this your pencil?	周围的环境	(1) 一些常见物品的英语表达 (2) 确认物主关系
Unit 3 This is my sister.	家庭、朋友与周围的人	介绍他人、确认人物
Unit 4 Where's my backpack?	周围的环境——家居布局和环境	描述物品的方位布局
Unit 5 Do you have a soccer ball?	文娱与体育——各种体育运动项目	(1) 谈论物主关系 (2) 提出建议 (3) 对建议进行简单的反馈评价
Unit 6 Do you like bananas?	饮食	谈论喜恶

2. 七年级各单元话题、功能目标（上）

单元	话题	功能
Unit 7 How much are these pants?	购物——服装	(1) 购物的交际对话 (2) 商品（服装）的介绍
Unit 8 When is your birthday?	家庭、朋友与周围的人——生日及日程规划	谈论日期
Unit 9 Do you want to go to a movie?	文娱与体育——电影和影星	(1) 谈论计划 (2) 谈论喜好
Unit 10 Can you play the guitar?	文娱与体育	谈论能力
Unit 11 What time do you go to school?	日常活动——日常生活作息习惯	谈论日常生活作息习惯
Unit 12 My favorite subject is science.	学校生活——学习科目及科任教师	谈论喜好并陈述理由

2. 七年级各单元话题、功能目标（下）

单元	话题	功能
Unit 1 Where's your pen pal from?	个人情况—— 国家、国籍和语言	(1) 谈论国籍及所说的语言 (2) 询问并回答人们的住处
Unit 2 Where's the post office?	周围的环境	(1) 问路 (2) 指路
Unit 3 Why do you like koalas?	自然——动物	(1) 描述动物 (2) 谈论喜好并陈述原因
Unit 4 I want to be an actor.	个人情况——职业	谈论工作
Unit 5 I'm watching TV.	日常活动	用现在进行时谈论人们正在做什么
Unit 6 It's raining.	天气	(1) 谈论天气 (2) 用现在进行时谈论人们正在做的事情

2. 七年级各单元话题、功能目标（下）

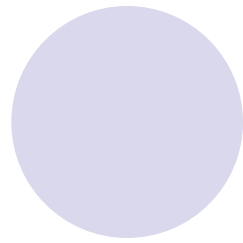
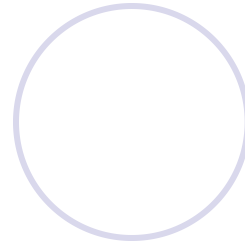
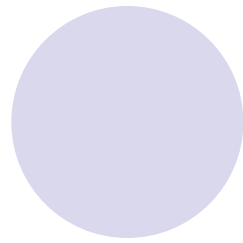
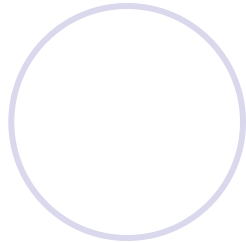
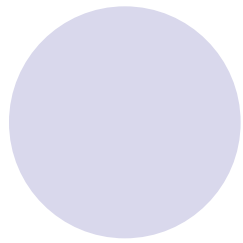
单元	话题	功能
Unit 7 What does he look like?	个人情况——关于人的外貌	用一般现在时谈论人的外貌
Unit 8 I'd like some noodles.	饮食	点餐或叫外卖
Unit 9 How was your weekend?	节假日活动——周末活动	用一般过去时谈论过去发生的事情
Unit 10 Where did you go on vacation?	节假日活动	用一般过去时谈论过去发生的事情
Unit 11 What do you think of game shows?	文娱与体育——大众文化	(1) 谈论看法和意见 (2) 谈论喜欢和不喜欢的事物
Unit 12 Don't eat in class.	社会——规则	用祈使句和情态动词have to, can, can't谈论规则

2. 七年级各单元话题、功能（话题归纳）

话 题	七（下）	七（上）
个人情况——国家、国籍和语言	Unit 1	
个人情况——职业	Unit 4	
个人情况——关于人的外貌	Unit 7	
周围的环境	Unit 2	
周围的环境		Unit 2
周围的环境——家居布局和环境		Unit 4
日常活动	Unit 5	
日常活动——日常生活作息习惯		Unit 11
节假日活动——周末活动	Unit 9	
节假日活动	Unit 10	
饮食	Unit 8	
饮食		Unit 6
文娱与体育——大众文化	Unit 11	
文娱与体育——各种体育运动项目		Unit 5
文娱与体育——电影和影星		Unit 9
文娱与体育		Unit 10

2. 七年级各单元话题、功能（功能归纳）

功能项目	七（下）	七（上）
对地点的问答	Units 1、2	
谈论喜好，说明理由	Units 3-5	Unit 12
表达喜好、看法、评价	Units 6-7、9-10	
表达喜好	Units 8、11	Unit 6、Unit 9



二、课标要求

1. 三级总体目标
2. 四项技能目标

1. 三级总体目标

对英语学习表现出积极性和初步的自信心。能听懂有关熟悉话题的语段和简短的故事。能与教师或同学就熟悉的话题（如学校、家庭生活）交换信息。能读懂小故事及其他文体的简单书面材料。能参照范例或借助图片写出简单的句子。能参与简单的角色扮演等活动。能尝试使用适当的学习方法，克服学习中遇到的困难。能意识到语言交际中存在文化差异。

2. 四项技能目标（听）

- (1) 能识别不同句式的语调，如：陈述句、疑问句和指令等；
- (2) 能根据语调变化，判断句子意义的变化；
- (3) 能辨认歌谣中的韵律；
- (4) 能识别语段中句子间的联系；
- (5) 能听懂学习活动中连续的指令和问题，并做出适当反应；
- (6) 能听懂有关熟悉话题的语段；
- (7) 能借助提示听懂教师讲述的故事。

2. 四项技能目标（说）

- (1) 能在课堂活动中用简短的英语进行交际；
- (2) 能就熟悉的话题进行简单的交流；
- (3) 能在教师的指导下参与简单的游戏和角色扮演活动；
- (4) 能利用所给提示（如图片、幻灯片、实物、文字等）简单描述一件事情；
- (5) 能提供有关个人情况和个人经历的信息；
- (6) 能讲述简单的小故事；
- (7) 能背诵一定数量的英语小诗或歌谣，能唱一些英语歌曲；
- (8) 能在上述口语活动中语音、语调基本正确。

2. 四项技能目标（读）

- (1) 能正确地朗读课文；
- (2) 能理解简短的书面指令，并根据要求进行学习活动；
- (3) 能读懂简单故事和短文并抓住大意；
- (4) 能初步使用简单的工具书；
- (5) 除教材外，课外阅读量应累计达到4万词以上。

2. 四项技能目标（写）

- (1) 能正确使用常用的标点符号；
- (2) 能使用简单的图表和海报等形式传达信息；
- (3) 能参照范例写出或回复简单的问候卡和邀请卡；
- (4) 能用短语或句子描述系列图片，编写简单的故事。



三、教学建议

- (一) 循环使用目标语言，提高学生
综合语用能力
- (二) 从功能目标看词汇学习
- (三) 抽线附点
- (四) 初步培养学生的写作能力

(一) 循环使用目标语言，提高学生综合语用能力

1. 从教材内容上循环使用目标语言

七（下）册

- 1、表达喜好、看法、评价
- 2、谈论喜好，说明理由
- 3、对地点的问答
- 4、表达喜好

各单元

Section A (PW, Listening)

Section B

自我检测

(一) 循环使用目标语言，提高学生综合语用能力

2. 从语言技能训练上循环使用目标语言

语言技能包括听、说、读、写以及综合运用语言的能力。

从语言的形式来看，听和说是口语，读和写是书面语；口语是书面语的有声形式，书面语是口头语言的文字记录。口语与书面语在表达方式与途径以及词汇、句法、信息密度和语言功能方面有一定区别。

从认知角度看，听和读是话语理解和信息输入能力，说和写是表达思想，是信息输出技能。这四种技能在语言学习和交际中相辅相成、相互促进、不可分割。

循环式英语教学法的模式

1、基本模式

围绕词汇、句型，在**同一话题**的语言情景下，开展听、说、读、写活动，反复循环，使语言知识迅速转化为应用语言的能力。

2、语言观

英语学习是在一定的语言知识指导下的自觉的语言实践活动。为了达到预期目的，活动前应有准备，应有对一定语言材料及规则的了解，以这些语言材料及规则为基础进行语言实践活动。它不仅重视语言规则对英语学习的积极指导作用，更重视语言实践活动对掌握英语交际本领的决定性作用。**它把知识视为能力形成的基础，能力在知识指导下经过实践而形成。它的语言基础是情景和意义相结合，结构和功能相结合，知识和能力相结合。**

循环式英语教学法的特点


1、循环不是单一的，而是多层次的。

一个单元的语言材料中侧重点各不相同，但都包含着听、说、读、写能力的训练，一部分接一部分构成一个螺旋式循环上升的过程。同时每单元都包括生词、词组、句型和篇章。在学习这些知识中，也包含着听、说、读、写循环过程，这就是说：“听”中有说、读、写；“说”中有听、读、写；“读”中有听、说、写；“写”中也有听、说、读。复习练习也贯穿着一个四项技能的循环。这样一环扣一环，形成了一个多层次的循环体，使语言材料得到多次不同形式的实践。



2、循环不是简单的重复。

现行教材《新目标》每个单元的两个部分的语言材料都不是孤立的，而是相互联系的。**Section A**是**Section B**的基础，**Section B**在**Section A**的基础上提高。这样一个循环接着一个循环往复交替，表现为有坡度的发展过程。具体地说，每单元有一个话题，如果这一单元是购物的话题，根据教材的编排，就会使相同的词汇和句型在其中循环，但**section A**与**section B**又有区别，又会各有侧重，不断深化。



3、在循环交替的过程中，听、说、读、写所占的比重不是绝对相等的。

初学阶段的听说比重大于读写。随着学年的增长，逐步侧重培养读写能力，读写的比重大于听说。听和读是输入语言，说和写是输出语言。只有大量输入语言，才能为表达提供丰富的语言素材。因此在整个循环中，语言的输入应大于输出。由于听、说、读、写是相辅相成、互相促进的，任何一方都不能偏废。特别是考虑到我们的学习者都是在汉语环境里学习英语的，应该让有声语言的学习同书面语言的学习同步进行，这有利于克服本族语言的阻碍作用，有利于英语机制的建立。

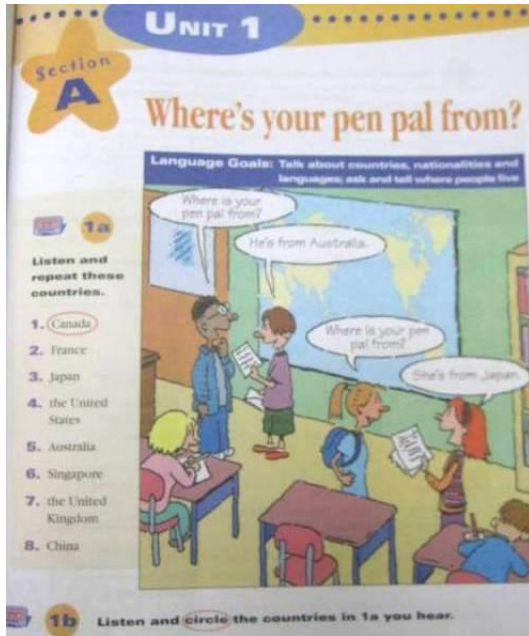
(二) 从功能目标看词汇学习

例：Unit 8 I'd like some noodles.

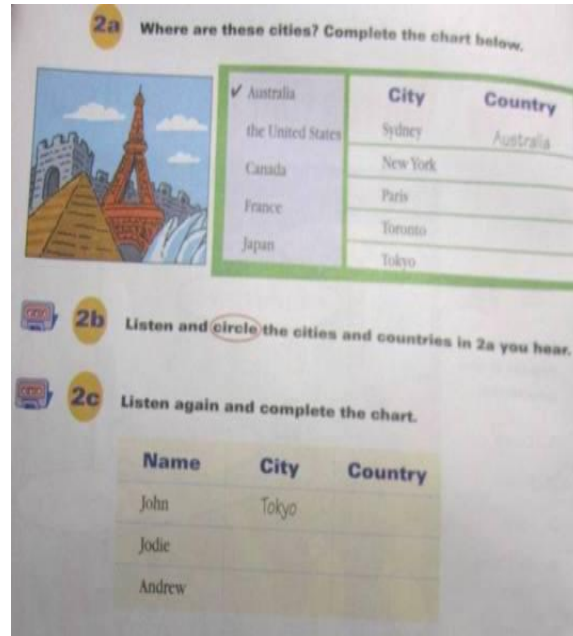
- (1) 主食: noodles, dumplings, rice, porridge, **hamburgers**等
- (2) 蔬菜: **tomato**, potato, cabbage, onion, **broccoli**, **carrot**等
- (3) 肉类: beef, **chicken**, mutton等
- (4) 水果: **apple**, **strawberry**, **orange**等
- (5) 饮料: **water**, **soda**, **coke**, orange juice, green tea等
- (6) 份量: large, medium, small等
- (7) 其他: **salad**, soup, **ice cream**, **egg**, fish, dessert等

1、Q: 为什么没有罗列出所有的词汇，甚至是黑体字？而增加了不少非本单元的词汇？

2. 从内容和技能训练两方面进行循环学习和使用。



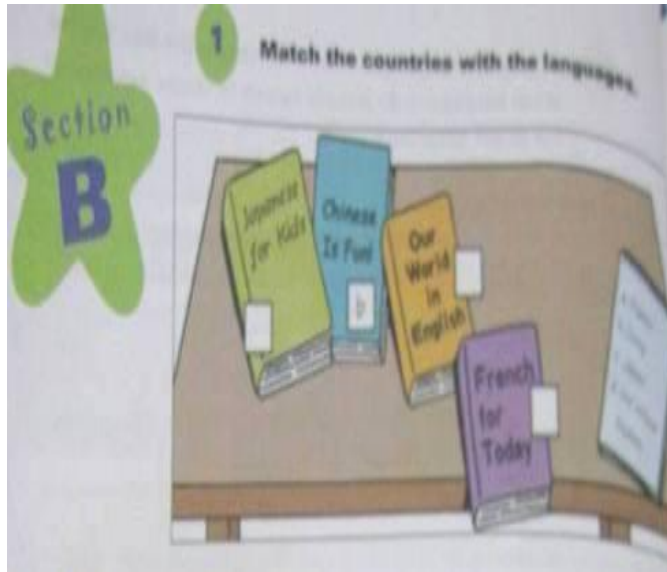
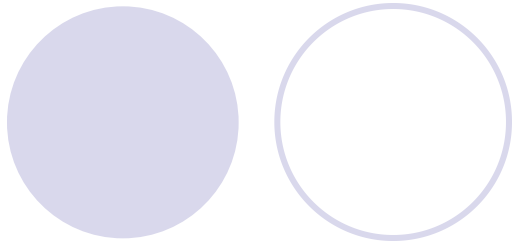
1a - 听说
1b - 听、画圈



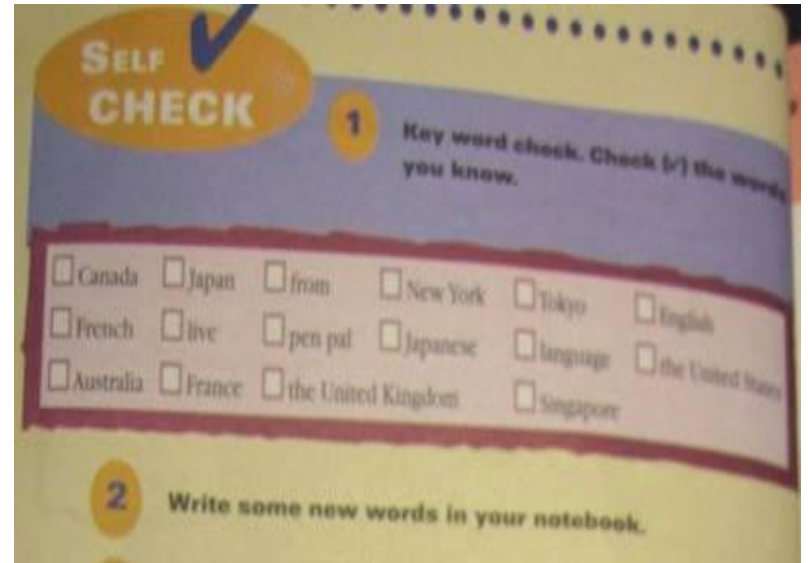
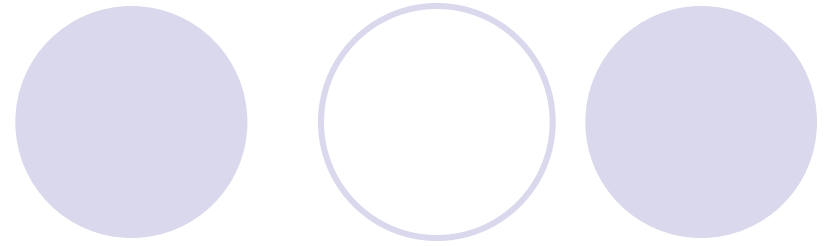
2a - 写
2b - 听、画圈



3a - 写



1 - 国家与语言配对



1、2 - 写

3. 科学分类

Unit 5 I'm watching TV.

Unit 6 It's raining.

Unit 9 How was your weekend?

Unit 10 Where did you go on vacation?

动作发生

室内、室外、室内外

学习、娱乐……

Unit 3 Why do you like koalas?

Unit 4 I want to be an actor.

表达喜好

喜欢、不喜欢、无所谓/不太在意

褒义词、贬义词、中性词

(三) 抽线附点

话题：饮食

例1: Unit 8 I'd like some noodles.

功能目标：点餐或叫外卖

3a Read the newspaper ad. Fill in the blanks with the words in the box.

juice cabbage soup dumplings have ✓


House of Dumplings Tel: 834-8394



At the House of Dumplings, we have (1) some great specials! Special 1 has beef and onion, and is just 10 RMB for 15 dumplings. Special 2 is only 8 RMB for 15, and has (2) and mutton. Orange (3) is only 2 RMB. The dumpling and (4) lunch special is 10 RMB. Come and get your (5) today!



3b Fill in the blanks below.

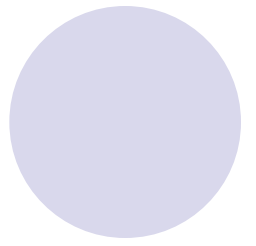
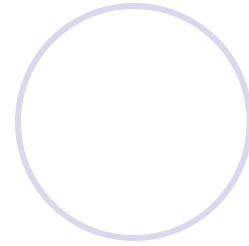
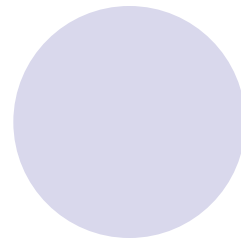
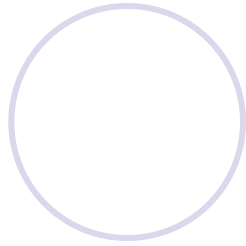
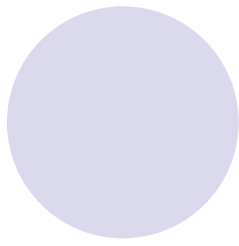
Dessert House

What kind of dessert (1) would you like? We have two great new (2)

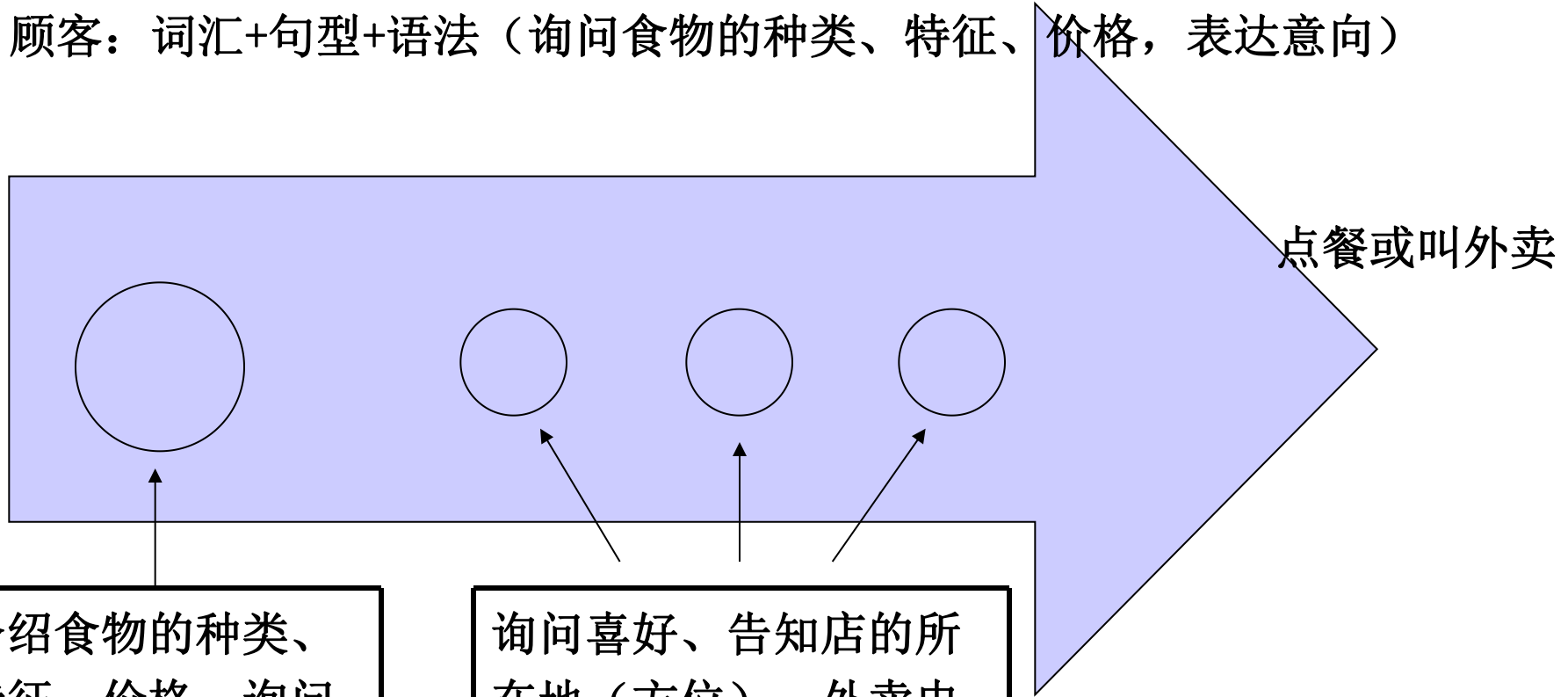
1 Strawberry and (3)  ice cream.

2 (4)  and orange (5) .

And what size of dessert would you like? Small, (6) or large? We also have (7)  and (8) .



顾客：词汇+句型+语法（询问食物的种类、特征、价格，表达意向）



点餐或叫外卖

介绍食物的种类、
特征、价格，询问
意向

询问喜好、告知店的所
在地（方位）、外卖电
话等

售货员：词汇+句型+语法（询问意向，介绍食物的种类、特征、价格等）


话题：规则

例2: Unit 12 Don't eat in class.

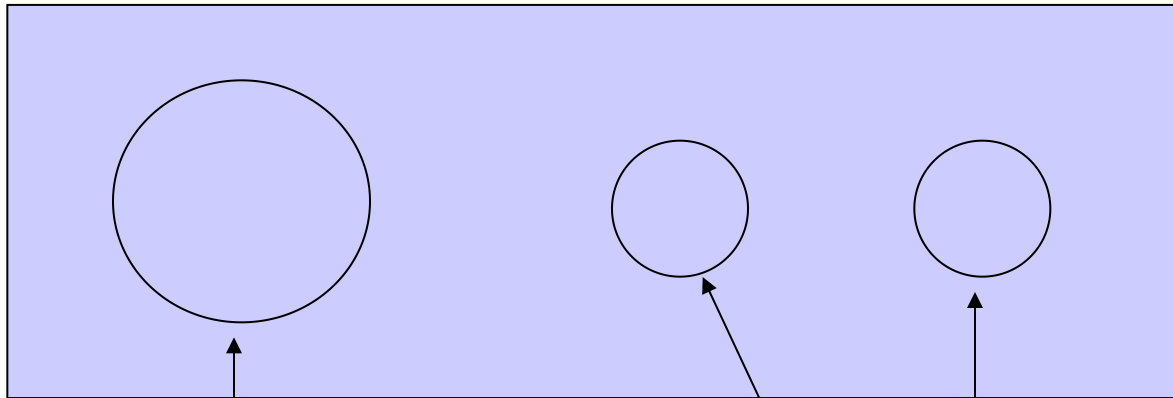
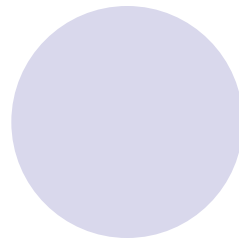
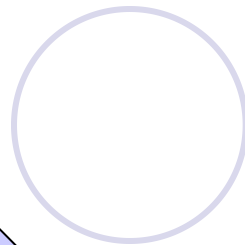
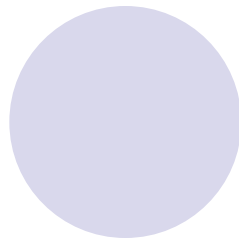
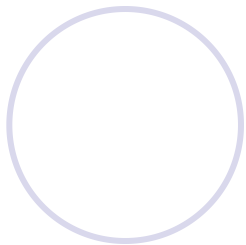
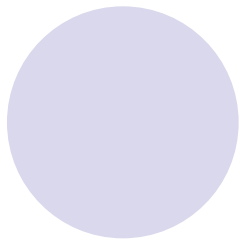
功能目标：用祈使句和情态动词have to, can, can't谈论规则

3a Read the letter and write the list of rules in Zhao Pei's house.

Dear Dr Know,
I'm not happy. I have too many rules in my house. I have to get up at six o'clock every morning. I can't meet my friends after school because I have to do my homework. I can't watch TV on school nights. And I have to be in bed by ten o'clock. On weekends, I have to clean my room and wash my clothes. Then I have to help my mom make dinner. Later I have to go to the Children's Palace to learn the piano. I never have any fun. What can I do?

 Zhao Pei

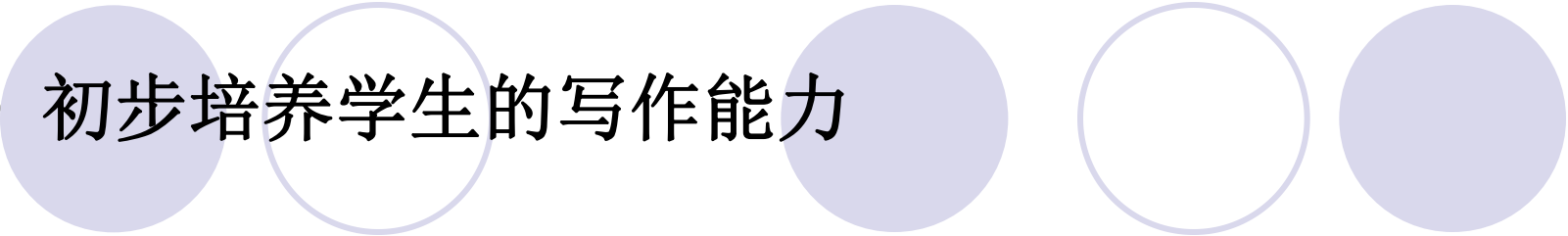
Rules
1. get up at 6 o'clock
2.
3.
4.
5.
6.
7.
8.



用祈使句和情态
动词 **have to, can,**
can't 谈论规则

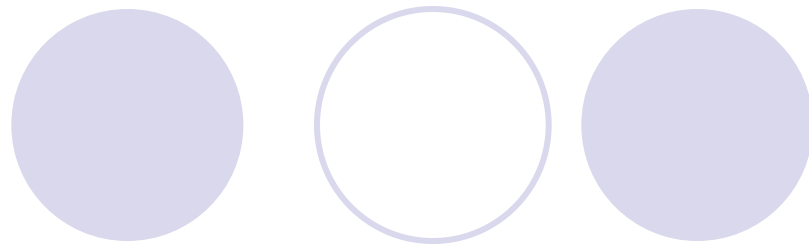
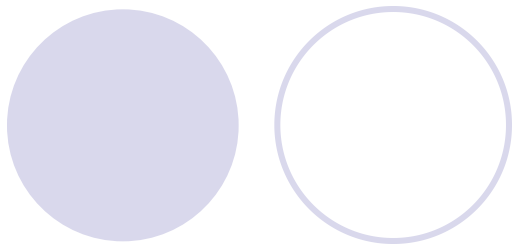
允许做、不允许
做和不得不做的
事情

表达自己的情绪和看法
(I'm not happy. I have too
many rules in my house...I
never have any fun.)



(四) 初步培养学生的写作能力

1. 作好语言的积累与铺垫
2. 通过循环训练，培养学生写作能力
 - (1) 内容循环
 - (2) 技能循环



三级目标“写”的要求：

1. 能正确使用常用的标点符号；
2. 能使用简单的图表和海报等形式传达信息；
3. 能参照范例写出或回复简单的问候卡和邀请卡；
4. 能用短语或句子描述系列图片，编写简单的故事。

(1) 内容循环

3a

Read the descriptions and match them with the animals.

1. _____

Molly

This is Molly. She is twelve years old. She is from Africa. She likes to play with her friends and eat grass.



a

2. _____

Ling Ling

This is Ling Ling. She's five years old. She's from China. She's very beautiful, but she's very shy, so please be very quiet.



b

3. _____

Bill

This is Bill. Isn't he cute? He is from Australia. He sleeps during the day, but at night he gets up and eats leaves.



c



d

3b

Look at the lion in 3a. Then fill in the blanks with the words in the box.

Africa years
✓ this eats
sleeps lazy

This (1) is Larry. He's from (2). He is eight (3) old. He (4) meat. Larry is (5). He usually (6) and relaxes 20 hours every day!

3c

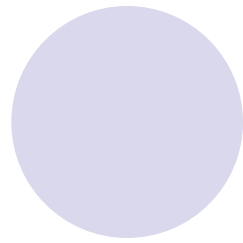
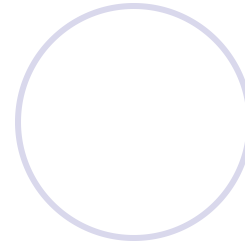
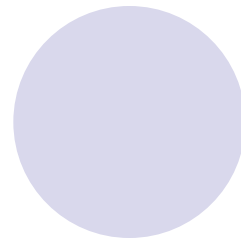
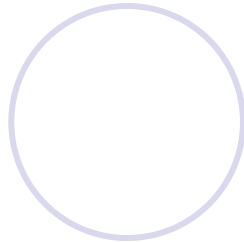
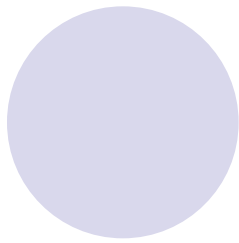
Write a description of another animal.

4

GROUPWORK

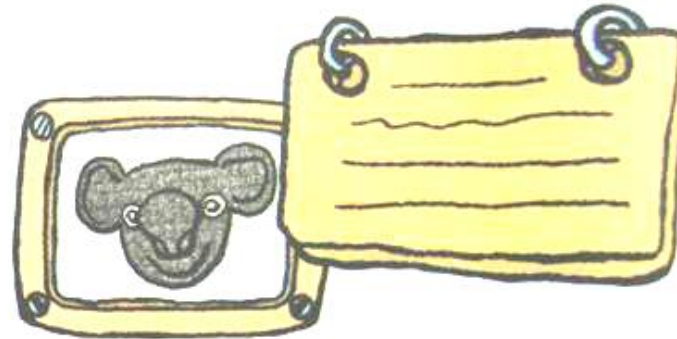
Exchange your description with other students. Can they guess the animal?





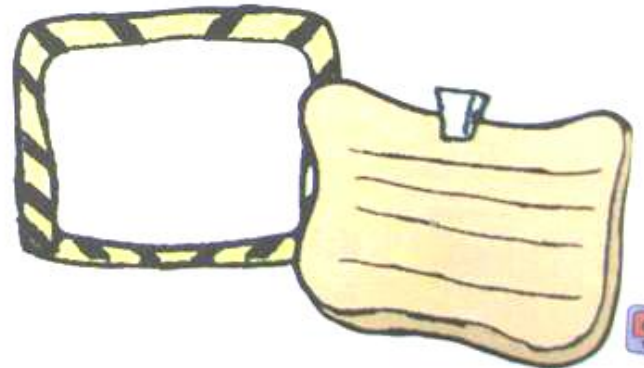
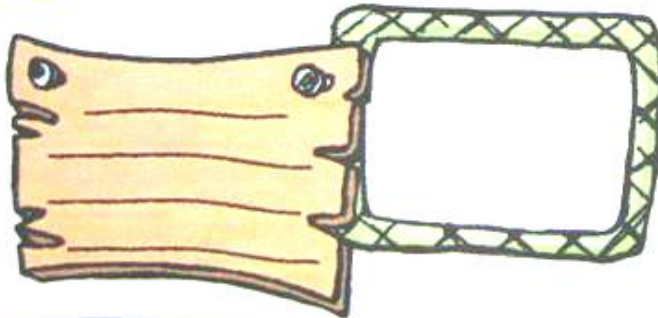
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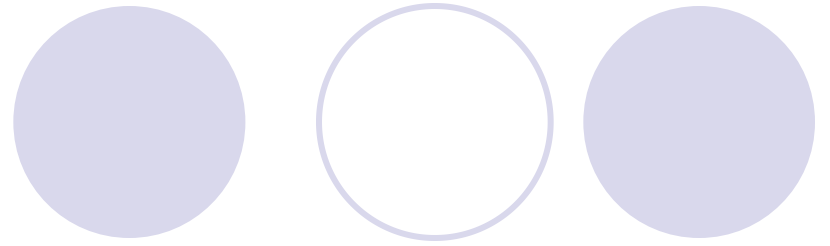
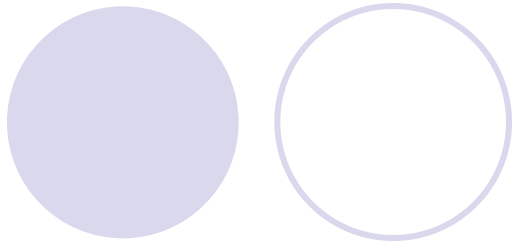
Look at the animals and write about them.



4

Make two more animals in the frames and write about them





1. 能正确使用常用的标点符号；
2. 能使用简单的**图**表和海报等形式传达信息；
3. 能参照范例写出或回复简单的问候卡和邀请卡；
4. 能用短语或句子**描述**系列**图片**，**编写**简单的**故事**。

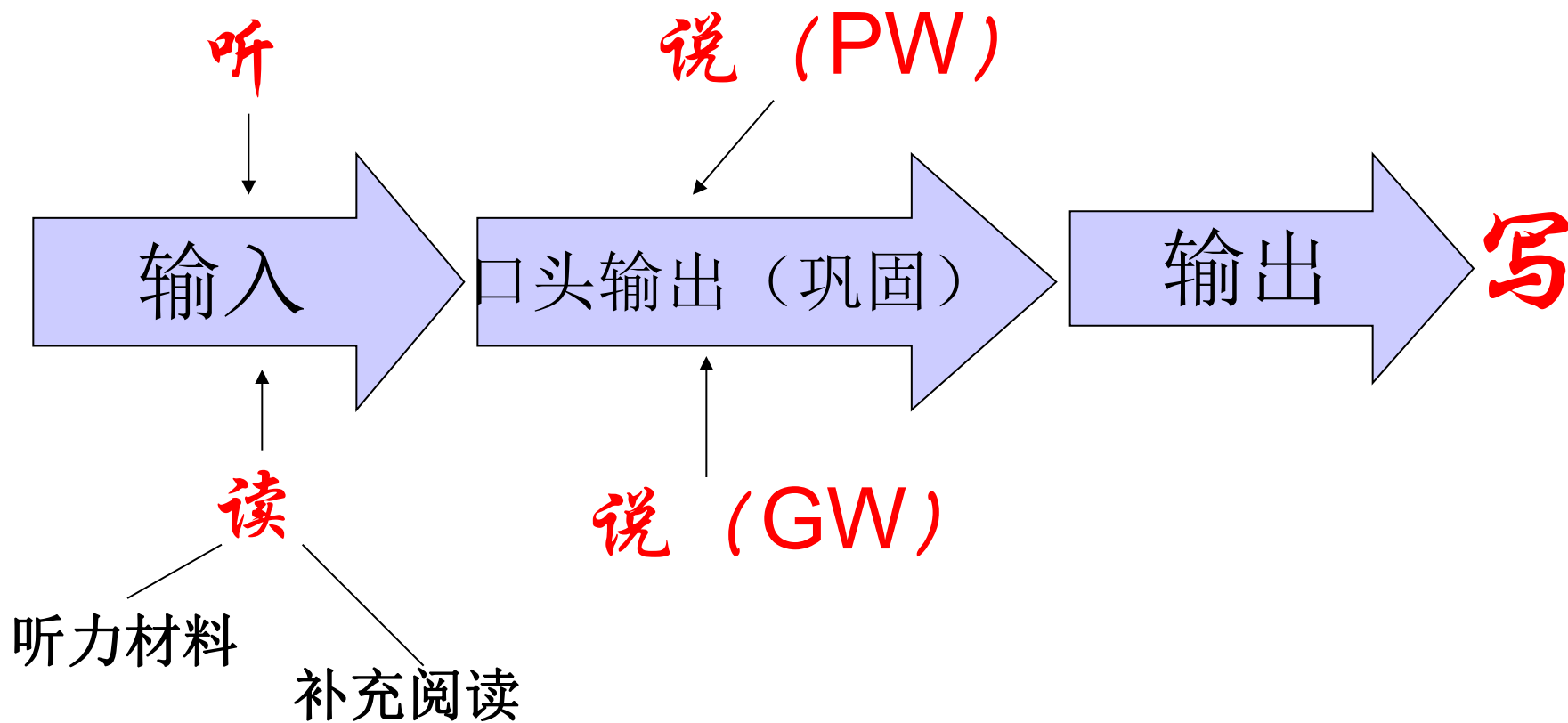
Unit 2(读后画图)

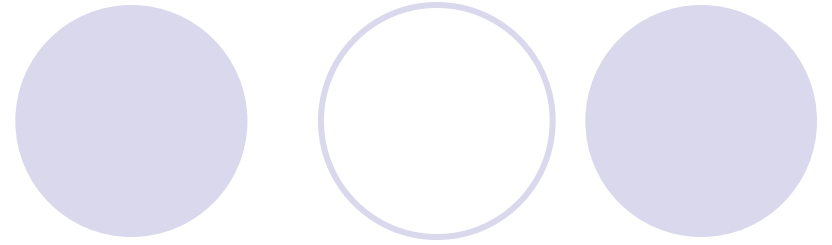
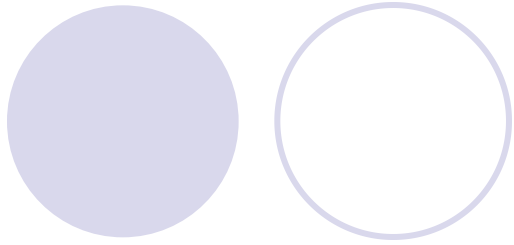
Unit 3(看图写作+
画图写作)

Units 1、5、6、7、12
(看图写作)

Units 8、10 (编写故事)

(2) 技能循环





Thanks!

Goodbye!