** 2021-2022学年七年级上册冀教版英语**

**Lesson2 教学设计**

**Lesson Objectives**

At the end of this lesson, students will be able to:

1. remember the mastery vocabulary

2. master the use of “ his, her, our”

3. learn how to introduce person.

**Class Opening and Review**

**GREETING**

Greet your students by saying Hello! Ask them to respond Hello! Say Hi! Ask them to respond Hi!

**Teaching Tip**

You should formally greet your class at the beginning of every lesson. In this greeting, use phrases and questions the students have learned. In later weeks, the students will learn structures such as Good morning and How do you feel today? and Are you ready to work?

Good teachers often greet the students informally before the formal class opening. As the students come into the classroom, teachers often use this noisy time to find valuable opportunities to create real conversation in English with individual students.

Some teachers stand at the door as the students come in and say Hello, how are you? or How are you doing today? Some teachers move through the classroom, stopping to say hello to the students and asking questions such as Did you do your homework? or How is your cold today? or Did you see the \_\_ program on TV last night? Ask questions in English and use gestures or some translation to help the students understand. The students may not be able to answer more than yes or no, but you are helping them to participate in real conversation in English.

New Concepts

1. This is my friend,\_\_\_\_. He/She is in Class Four.

His/ Her name is…

**DEMONSTRATE**

Use a variety of methods to introduce the new friends. For example, demonstrate with actions, show pictures, point to one of the students in the classroom, Write each word on the blackboard and point to it while.

T: This is my friend. His name is A. He is inClass4.

Ss: Nice to meet you, A

A: Nice to meet you ,too

**PRACTICE IN PAIRS**

Practice the dialogue in pairs.

**STUDENT BOOK: L2 N1**

1. This is my friend,

Play the audiotape. The students follow the dialogue in their student books and practice saying the patterns. Explain that “This is my friend,\_\_\_\_. He/She is in Class Four. shows a simple gesture of interest in another person. Play the audiotape again.

**ROLE-PLAY**

Ask for volunteers to say this dialogue with you.

Teacher: Good morning, \_\_\_\_.

Student1: Good morning, Mr./Miss\_\_\_\_\_.

Teacher: \_\_\_\_, This is my friend, His/ Her name is \_\_\_\_. He/She is in

Class Four.

Student1: Nice to meet you,\_\_\_\_.

Student2: Nice to meet you, too.

**PRACTICE IN GROUPS**

Divide the class into pairs to practice the dialogue.

Note: Review the personal possessive pronouns my, your, his, her .

**PRESENT**

Ask pairs of students to volunteer to repeat the dialogue for the rest of the class.

2. What’s her name?

**ROLE-PLAY**

Point to individual girls in the class as you, and then the class, say Her name is \_\_. Hold up the Jenny puppet and ask What's her name? Encourage the students to say Her name is Jenny. Say What's her name? a few times with the class.

Repeat this sequence for What's his name? His name is \_\_.

Compare boy/girl and his/her. You could hold up the Li Ming and Jenny puppets to do this, or point to a boy and girl in your class. In Chinese, ask the students when they should say What's her name? and when they should say What's his name? Be sure they understand that her name refers to a girl and his name refers to a boy.

Teacher: \_\_\_\_, Who’s the man/girl? /What's his/her name?

Student: His/Her name is \_\_ .

Teacher: Is he/she a student?

Student: Yes, He/She’s our classmate.

**PRACTICE IN PAIRS**

Practice the dialogue in pairs.

**STUDENT BOOK: L2 N2**

Play the audiotape as the student**s** follow along in their student books.

**PLAY "STOP! GO!"**

**LET’S DO IT!**

**Class Closing**

·the remaining exercises in Let’s do it.

·the reading for the next lesson in the student book