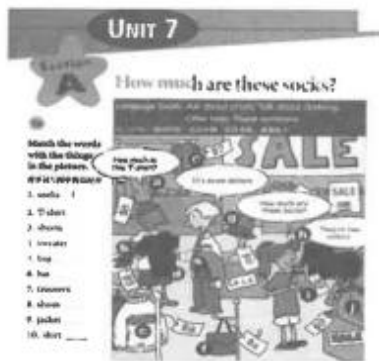


# 云南省 昆明市实验中学 陆燕

## 教学材料



Match the words with the things in the pictures.

1. socks
2. shirt
3. shorts
4. sweater
5. top
6. hat
7. trousers
8. shoes
9. jacket
10. skirt

Listen and circle the things you hear in the picture in 1a.

1a. Listen and circle the things you hear in the picture in 1a.

Practice the conversation with your partner. Then make your own conversation.

1. How much is the T-shirt?
2. It's seven dollars.
3. How much are these socks?
4. They're two dollars.

How much are these socks? UNIT 7

How much is the hat? It's five dollars.  
How much is the shirt? It's seven dollars.  
How much is that green sweater? It's eight dollars.  
How much are these socks? They're two dollars.  
How much are these shoes? They're ten dollars.

Match sentences in the chart with the words in the chart below.

How much is...? How much are...?

Listen to the pictures and write the questions and answers.

1. How much is the hat? It's five dollars.  
2. How much is the shirt? It's seven dollars.  
3. How much is the sweater? It's eight dollars.

Stand at A, look at the pictures in 2B for a minute and then close your book. Repeat B, ask questions.

How much are these socks? UNIT 7

How much do you think these things cost? Match each clothing item with a price.

1. shirt 2. socks 3. shorts 4. \$2 5. \$20 6. \$25  
7. sweater 8. trousers 9. shoes 10. \$12 11. \$20 12. \$25

Read the ad and fill in the price tags.

Mr. Cool's Clothes Store  
Come and buy some clothes at our great sale! We sell all our clothes at very good prices. Do you like sweaters? We have green sweaters for only \$12! Yellow sweaters are only \$10! Do you need trousers? We have black trousers for only \$18. And shoes are only \$15! We have shoes for only \$12. And socks are only \$1! Do you like hats? We have hats for only \$5. Come to Mr. Cool's Clothes Store now!

Imagine you work at Mr. Cool's Clothes Store. Complete the conversation and practice it in a group.

Mr. Cool: Hello, I help you!  
Mr. Cool: What do you need?  
Mr. Cool: How much is the purple shirt?  
Mr. Cool: How much is the green sweater?  
Mr. Cool: How much are the socks?  
Mr. Cool: How much are the shoes?  
Mr. Cool: How much are the trousers?  
Mr. Cool: How much are the hats?

Unit 7 Listen and repeat. UNIT 7

Listen and repeat. UNIT 7

Listen to the conversations and circle the things you hear.

Listen again. Fill in the price tags.

Ask and answer questions about the things in 2b.

Role-play the conversation.

How much is the T-shirt? It's seven dollars.

How much is that green sweater? It's eight dollars.

How much are these socks? They're two dollars.

How much are these shoes? They're ten dollars.

How much are these trousers? They're twenty dollars.

How much are these hats? They're five dollars.

Unit 7 Listen and repeat. UNIT 7

Write the numbers in 1a next to the correct words. Which ones of the numbers are in the wrong place?

1. 10 2. 11 3. 12 4. 13 5. 14 6. 15 7. 16 8. 17 9. 18 10. 19 11. 20 12. 21 13. 22 14. 23 15. 24 16. 25 17. 26 18. 27 19. 28 20. 29 21. 30

Listen and circle the numbers you hear in 1a.

Listen again. Circle the things in the picture that Kate and her mother talk about. Check (✓) the thing Kate buys.

Ask and answer questions about the things in the picture above.

Unit 7 Listen and repeat. UNIT 7

Look at the things in the picture. Fill in the blanks in the ad.

Mr. Cool's Clothes Store

Write an ad for your own clothes store.

Describe what these people are wearing today.

Put the sentences in order to make a conversation.

1. Thank you. 2. I like this one. 3. Can I help you? 4. Yes, please. 5. How much is it? 6. It's ten dollars. 7. I'll take it. 8. Here you are. 9. How much are these? 10. They're twenty dollars.

<p>针对目标 1</p> <p>Pre-writing (通过复习服装及消费的相关知识, 归纳写作线索, 为广告文本写作做写前教学) 开展的活动</p>	<p>Lead-in</p> <p>1. T shows the picture of the New Year's Day, and talks about the activities of festivals with students.</p>	<p>1. Talk about the activities on New Year's Day.</p>	<p>To lead into the clue of the advertisement writing.</p>
	<p>2. T uses the picture of Ne Zha who wants to buy clothes to send a message about consumption.</p>	<p>Try to answer the places where they can get clothes.</p>	
	<p>3. T Talks about the shopping mall of Tai Yi, then shows the Sales Promotion Activities.</p>	<p>Try to understand the meaning of sale.</p>	
	<p>Pre-writing 1 (Divided the students into two groups.)</p> <p>1. T shows a series of pictures that fit this topic, students speak out the words directly.</p>	<p>Stand up and speak out the words.</p>	<p>Motivate Ss' current knowledge about unit 7 and arouse Ss' interest.</p>
	<p>2. T shows the price about the Ad, students try to retell.</p>	<p>Try to get the chance to retell the words.</p>	<p>Motivate Ss' current knowledge about the Ad we will write and arouse Ss' interest.</p>
	<p>3. T asks students to introduce the goods in the clothes store.</p>	<p>Talk with their partners, and try to introduce the clothes by using the key sentence structures they've learned.</p>	<p>Help Ss to construct clear advertising ideas.</p>
	<p>4. T asks students to tell the best way of shopping promotion.</p>	<p>Share the ways to promote sales.</p>	
	<p>Pre-writing 2</p> <p>1. T presents an Ad and lets them read it for the first time, then asks students to answer the questions.</p>	<p>1. Try to find the key information.</p>	<p>Emphasize the useful words and phrases of a passage.</p>

	2. T guides the students to analyze the structures of the Ad.	2. Try to analyze the main parts of the article according to the teacher's prompts	Emphasize the structures of a passage.
	3. T asks the students to read again and summarize the main ideas of each part.	3. Summarize the main ideas in the Ad.	Emphasize the main ideas of each part.
针对目标 2 While-Writing (通过对写作知识的铺垫和构建,帮助学生实现广告文本的书面表达)开展的活动	While-writing 1.T asks students to try to write an Ad by their own, then paste them on the blackboard. (They can choose the Ad of the clothes store, or the Ad of other stores. ) 2. T teaches students how to examine and correct their compositions.	Try to write and share.  Try to examine their passage by themselves after class.	To help students learn to write an Ad.  It's necessary for them to learn the ways to examine a passage.
针对目标 3 Post-Writing (认识到正确的消费概念)开展的活动	T asks students to finish the self-evaluation chart	Try to summarize.	Encourage students to learn to reflect on themselves.
课后延伸	T assigns homework: Finish the passage and polish it by their own.	Finish their homework.	Ask students try to perfect their writing.
板书设计	Unit7 How much are these socks?  What color...? What size...? How much...?		

<p>本节课思维导图</p>	<pre> graph LR     A[Unit 7 How much are these socks? Writing] --- B[课前]     A --- C[课中]     A --- D[课后]     B --- B1[1. 单词复习, 把握学习重点 (1). 图片单词配对]     B --- B2[2. 句型复习, 把握学习重点 (2). PPT 翻卡练习词汇认知]     C --- E[写前]     C --- F[写中]     C --- G[写后]     E --- E1[1. 根据图片引入新年到来的话题, 讨论准备活动, 引入商场促销概念]     E --- E2[2. 回顾单词, 梳理相关句型和词汇]     E --- E3[3. 对话讨论物品信息, 巩固相关句型和词汇]     F --- F1[1.]     F --- F2[2.]     F1 --- F1_1[1. 阅读广告文本]     F1 --- F1_2[2. 根据文本总结关键信息]     F1 --- F1_3[3. 根据文本总结结构, 并分析重点段落内容]     F2 --- F2_1[尝试书写自己的广告文本]     G --- G1[1. 根据修改标准学习评价作文的方式]     G --- G2[2. 总结本节课掌握情况]     D --- D1[完成书面报告并修改]   </pre>
<p>教学反思</p>	<p>本节课是将单元知识进行整合, 把第七单元购物的知识背景设计为情景教学的依据, 不孤立任何一个单元模块, 将语法总结练习课与听, 说, 读, 写四块技能训练结合, 利用支架式写作法使课程设计层层递进, 螺旋上升, 同时每个环节又做到隐性总结, 引导学生从单词复习到句型回答、再到独立呈现完整对话的过程中发现知识, 做到全英教学, 让学生拥有沉浸式学习环境。同时将支架式教学法融入教学设计中, 使得作文教学活动形式多样, 激发学生学习乐趣。让学生享受课堂的同时也不断地成长。另外我在课程设计中预留很多伏笔, 通过情景式构建, 让学生参与并体验顾客身份, 从总结信息到归纳写作要点, 之后成文, 这种发现式总结的学习方法, 也培养了学生的学习自主性。</p> <p>每一堂课都很难是完美的, 我仍然需要不断努力, 因此结合教学过程中预设和生成之间不理想的情况, 总结了我需要认真思考并提高的方面, 全英教学对初中起始年级学生有不适应的情况出现, 因此在教学环节设计上还需要多做提升。</p>