# 英语版自我介绍(精)(三篇)

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*英语版自我介绍(精)一初中英语学习最难的是语法，因为英语的语法跟汉语的语法有很大的不同。对于从小就生活在中国的同学们，学起英语语法来会显得特别吃力。下面为大家讲解一下初中英语名词的语法特点。一、名词(n.) 表示人、事物或抽象概念的名称的词...*

**英语版自我介绍(精)一**

初中英语学习最难的是语法，因为英语的语法跟汉语的语法有很大的不同。对于从小就生活在中国的同学们，学起英语语法来会显得特别吃力。下面为大家讲解一下初中英语名词的语法特点。

一、名词(n.) 表示人、事物或抽象概念的名称的词

(一)名词的分类

名词分为普通名词和专有名词,其中普通名词包括可数名词和不可数名词，可数名词可用作单数，也可用作复数。

可数名词包括个体名词(表示一类人或物的个体。如：boy,desk,cat,window)和集体名词(由若干

个体组成的集合体。如：family,class,police)。

不可数名词包括物质名词(表示无法分为个体的实物。如：water,paper,silk,money)和抽象名词(表示性质、行为、状态、感情或其它抽象概念。如：work,happiness,music,difficulty,housework)

专有名词表示个人、地方、机构、组织等。如：tom,the great wall,the spring festival,france,the united states)

(二)名词的数

1.可数名词有单数和复数两种形式，其复数形式的构成主要有以下几种：

(1)一般情况下,在词尾加s.

——books,dog——dogs,pen——pens,boy——boys

以轻辅音结尾的名词后的s的读音为[s]，以浊辅音和元音结尾名词后的s读音为〔z〕。

(2)以s,x,ch,sh结尾的词名词变复数时,要在词尾加es.

——beaches,brush——brushes,bus——buses,box—boxes(es读音为〔iz〕

(3)以―辅音字母+y‖结尾的名词,先变y为i,再加es.

——cities,family——families,documentary——documentaries,country——countries,

strawberry——strawberries(ies读音为[iz])

(注：以―元音字母+y‖结尾的词，,holidays,days)

(4)以o结尾的名词，变复数时情况如下：

①,.tomato—tomatoes,potato—potatoes, hero—heroes negro ——negroes mongo——mongoesp

②结尾是两个元音字母的加s,—zoos,radio——radios ③某些外来词变复数时词尾加s,eg. piano—pianos

④一些名词的缩写形式变复数时，词尾加s,

(photograph)——photos,kilo(kilogram)kilos

⑤zero变复数时，既可加s,也可加 /zeroes

(5)以f或fe结尾的名词变复数时,先把f或fe变为v,再加es.

——wives,leaf leaves,half——halves,knife—knives,thief——thieves(res读音为[vz]

(注意：roof的复数为roofs; scarf的复数为scarfs/scarves)

(6)有些名词由单数变复数时，不是在词尾加s或es,而是变换其中的字

——men,woman——women,policeman——policemen,englishman——englishmen,frenchman——frenchmen, foot——feet, tooth——teeth,

child——children,mouse—mice,ox—oxen(公牛)

(7)还有一些名词的单数和复数形式相同。

e,japanese,sheep,deer,fish

(8)另一些名词本身即是复数形式，不可用作单数。

eg,people,police,trousers,pants,clothes,scissors

另外,①当一个名词作定语说明另一个名词时，这个名词一般用单数。

apple tree,five apple trees,a girl friend,two girl friends,a twin sister 但是，当man和woman作定语修饰复数名词时，就要用其复数形式。

men teachers,three women doctors

②可用―量词+of+名词复数‖这一结构表示可数名词的数量。

eg.a room of students,two boxes of pencils

2.不可数名词一般没有复数形式，它的―量‖的表示方式如下。

(1)表不定数量时,一般用much,(a)little,a lot of/lots of,some,any等词修饰。 eg,much money,a little bread

(2)表确定数量时,一般用―数词+量词+of+不可数名词。如：two/three/…+量词复数十of+不可数名词。

eg.a bag of rice,two glasses of milk,four bottles of water

3.有些名词既可作可数名词也可作不可数名词，但词义有所不同。

eg： fruit水果——fruits表示不同种类的水果;food食物——foods各种食品;fish鱼——fishes鱼的种类;drink饮料、酒——a drink一杯/一份饮料、一杯酒; cloth布——,a cloth桌布、抹布; sand沙——sands沙滩; tea茶——a tea一杯茶;chicken鸡肉——a chicken小鸡;orange橘汁——an orange橘子; glass玻璃——a glass玻璃杯,glasses眼镜; paper纸——a paper试卷、论文;wood木头——a wood小森林;room空间、余地——a room房间

(三)名词的所有格(表示人或物的所属关系)

(1)有生命的名词所有格以及表示时间、距离、城镇、国家等的名词所有格。 ①不是以s结尾的名词变成所有格时，在词尾加’s.

’s watch;women’s day

②以s结尾的名词变成所有格时,只加’。

rs’office,students’rooms

③两个或两个以上名词并列,表示共同所有，只需在最后一个名词后加’s.

and mike’s room汤姆和迈克的房间(表示汤姆和迈克共有一间房) ④两个或两个以上名词并列，表示分别所有，需在几个名词后都加’s.

’s and jenny’s bikes玛丽和詹妮的自行车(表示玛丽和詹妮各自的自行车)

(2)无生命的事物的名词所有格常用of结构

eg.a map of china,the beginning of this game,the door of the room

(3)特殊形式

①可用’s和of短语表示的名词所有格

boy’s name=the name of the boy(男孩的名字)

the dog’s legs=the legs of the dog(狗的腿)

china’s population=the population of china(中国的人口)

china’s capital=the capital of china(中国的首都)

②双重所有格

eg.a fiend of my mother’s我妈妈的一个朋友

a picture of tom’s汤姆的一张图片

初中英语语法名词的知识点总结，希望对于同学们的英语学习有所帮助和裨益，祝大家的学习越来越好!

初中英语语法归纳：连词

初中英语学习最难的是语法，因为英语的语法跟汉语的语法有很大的不同。初中英语连词有很多种。下面为大家讲解一下初中英语连词的用法。

连词是一种虚词，它不能独立担任句子成分而只起连接词与词，短语与短语以及句与句的作用。连词主要可分为两类：并列连词和从属连词。

第一类表示并列关系的连词

并列连词：并列连词用来连接平行的词、词组和分句。

1) and 和

判断改错：

(错) they sat down and talk about something.

(错) they started to dance and sang.

(错) i saw two men sitting behind and whisper there.

(对) they sat down and talked about something.

(对) they started to dance and sing.

(对)i saw two men sitting behind and whispering there.

解析：

第一句： and 连接两个并列的谓语，所以 talk 应改为 talked。

第二句：and 连接两个并列的动词不定式，第二个不定式往往省略to，因此sang 应改为 sing。

第三句：and 连接感观动词saw 后面的用作的宾补的两个并列分词结构，因此whisper应改为whispering。

注意：1. and 还可以和祈使句或名词词组连用表示条件。(or也有此用法) make up your mind, and youll get the chance.

= if you make up your mind, youll get the chance.

one more effort, and youll succeed.

= if you make one more effort, youll succeed

2, a and b 当表示整体或者指同一人时谓语动词用单数, 当and连接的单数名词前分别有each，every，many等词修饰时，谓语也用单数。

bread and butter a knife and fork

the mother and teacher is very strict with her son.

no teacher and no student is allowed to smoke in class.

3. and连接的是两个相同意思的词，表示―渐渐‖，或加强语气

read it again and again

2) both …and 两者都

she plays (both) the piano and the guitar.

3) neither…nor 意思为“既不……也不……”谓语动词采用就近原则，与nor后的词保持一致。

neither you nor he is to blame.

4) not only…but (also)不但······而且······

she plays not only the piano, but (also) the guitar.

注意： not only… but also 关联两个分句时，一个分句因有否定词not 而必须倒装。 not only does he like reading stories, but also he can even write some.

5) as well as 以及，也，与···同样

the teacher, as well as the students, is interested in the activity.

比较and和or

1) 并列结构中，or通常用于否定句，and用于肯定句。

2) 但有时and 也可用于否定句。请注意其不同特点：

there is no air or water in the moon.

there is no air and no water on the moon.

在否定中并列结构用or 连接，但含有两个否定词的句子实际被看作是肯定结构，因此要用and。

第二类表示选择关系的连词

1) or 意思为“或则”。

which do you prefer, tea, coffee, or juice ?

2) either…or 意思为“或者……或者 ……”。注意谓语动词采用就近原则。 either you or i am right.

3) or else/ otherwise 否则

be silent, or else you will be kicked out.

i am tired, otherwise, i would play.

第三类表示转折或对比关系的连词

1) but 但是 he is rich but unhappy.

while 然而，表示对比意味 some people love cats, while others hate them. yet 然而 she said she would be late, yet she arrived on time.

however 然而，可是，不过 she does not like him, however, i like him.

2) not…but… 意思为“不是 ……而是……”

not 和but 后面的用词要遵循一致原则。

they were not the bones of an animal, but (the bones) of a human being. 第四类表因果关系的连词

1) for 因为，做并列连词使用时，是在对先行的句子补述原因或者理由，只可以连接句子与句子，通常不置于句首。

he is absent today, for he is ill.

2) so, therefore 因此

he hurt his leg, so he couldnt play in the game.

i think, therefore i am

3)then 那么，因而

hide behind the wall, then they won’t see you.

**英语版自我介绍(精)二**

lesson 26

一. teaching time:

date:

lesson time:

ng aims and demands:

(一)1. four skills: month, january, february, march, april.

2. three skills: january is the first month of the year.

3. let\'s make and talk.

制作相册。要求用以下句式进行交流:it’s january. she is skating. in march, the children plant trees.

4. let\'s read and chant.

(二)teaching affection

1. to promote ss’ interest and confidence.

2. to teach the ss how to say the first month to fourth month of the year.

ng important points and difficult points:

1. words: month, january, february, march, april.

2. sentence: january is the first month of the year.

ng methods:

1. communication teaching method.

2. direct teaching method.

3. reading and writing.

4. tpr.

ng aids:

1.准备教师卡片，图片和录音磁带。

2.教师准备硬纸片;数量相等的1～4月的小纸条，按照学生人数准备每人一套。

3.学生准备几张照片，是有1～4月日期的或是能反映出时间的。

type: new lesson

ng steps:

1. warming-up / revision (3’)

1)sing a song: months of the year.

2)review the words : january, february, march, april.

2. presentation (20 ’)

1)教师提问学生的生日：whose birthday is in january / february / march/ april? 让生日在1～4月的学生到前边逐个介绍自己的生日，例如：hi! i\'m birthday is in january.让下面的学生注意听，尽力记住每个人的生日月份(不能用笔记录)。然后学生按任意顺序站成一排，让下面的学生凭记忆说出他们的生日。从第一个开始，教师说this is .... start! 学生开始抢答，答对者得一分。看看谁的瞬间记忆好。

2)把数量相等的1～4月的英语单词分别写在纸条上，然后学生抽签得到自己的月份，按照月份分成小组，以月份名称为组名，如january group;各小组讨论在自己的月份里有哪些节日，学校有哪些活动，周围的人会进行哪些活动。用英语记下来，不会的可以用图画表示。最后向全班介绍展示讨论结果。

3)just write.

3. practice (17 ’)

1)教师请学生分成小组完成学生用书第50页的制作讨论活动。鼓励学生联想以前学过的句型来交流，例：who is this? where is he / she? do you like ... ?

2)let\'s read and chant

4. assessment

finish the activity book about the lesson.

5. additional activities/homework

1)finish the activity book.

2)设计一张1～4月中节日的贺卡。

八. blackboard design:

lesson 27

一. teaching time:

date:

lesson time:

ng aims and demands:

学习如何用英语说出5—8月，简单谈论相关的介绍。

(二)teaching affection

1. to promote ss’ interest and confidence.

2. to develop ss’ ability of listening and reading.

ng important points and difficult points:

(一) 学习如何用英语说出5—8月。

(二)may is the fifth month of the year.

june is the sixth month of the year.

july is the seventh month of the year.

august is the eighth month of the year.

ng methods:

1. situational teaching method.

2. direct teaching method.

3. listening and reading.

ng aids:

1.准备本课的教学挂图、录音磁带和教师卡片。

2.准备一个日历册，用颜色笔标出5～8月。

3.学生准备自制的日历卡片。

4.准备反映5～8月特征及相关节日特征的图片和照片。

type: new lesson

ng steps:

1. warming-up / revision (3’)

1)sing a song: months of the year.

2)review the words and sentences about january, february, march, april.

2. presentation (17 ’)

1)教师先让学生展示自己做的日历卡片，让学生们互相看一看，读一读。然后展示自己的几张卡片(5～8月)，为大家一一介绍，引导学习本课的单词和句子。

2)talk about mouth. 请学生说出有关5～8月的相关信息，比如节日等，引导学生探究学习，并给予学生及时的鼓励。

3)look, listen and read by themselves.

1.展示教学挂图，播放录音，教师随着录音指示挂图中的内容。

2.t：do you know what months they are talking about? please read by yourselves and find the names of the months.

4)listen to the tape again and repeat.

5)用同样的方法学习后面的三段话。借助图片、简笔画和手势动作帮助学生理解文中生词的意思，必要的地方可以用汉语适当解释。

3. practice (15 ’)

1)ask and answer. practise in pairs.

which is the fifth month of the year?

what holiday is in may?

which is the sixth month of the year?

what holiday is in june?

which is the seventh month of the year?

what holiday is in july?

which is the eighth month of the year?

what holiday is in august?

2)play a game.

猜月份游戏。学生四人一组，每个小组发一张白纸，要求每组裁成四小张，每张写上5—8月的英文，然后把反面扣在桌上，学生一个一个来猜，每个学生猜一张，先说英语单词，再翻开卡片，看到单词再说一个句子，例: may is the fifth month of the year.猜对并句子说对的学生赢的卡片，谁卡片多，谁是冠军。

3)小组讨论。说说自己喜爱的月份和节日，和老师、同学互相展示自己喜欢的月份或节日的照片和图片，并能用2—3句英语进行描述。

4. assessment (5 ’)

1. 小组讨论完毕，每组派一个同学上讲台总结汇报自己小组最喜欢的月份和节日，教师适当给予奖励。

2. finish the activity book about the lesson.

5. additional activities/homework

1)finish the activity book. ww b1.c om

2)由学生自己选择相关的月份，在作业本上用英语写出关于这个月份至少4句话。

八. blackboard design:

lesson 28

一. teaching time:

date:

lesson time:

ng aims and demands:

(一)1. four skills: may, june, july, august, year.

2. three skills: may is the fifth month of the year.

3. let\'s draw and talk.

分组绘画。要求用以下句式进行交流: when is it? it’s in march. the children are performing.

4. let\'s read and chant.

(二)teaching affection

1. to promote ss’ interest and confidence.

2. to teach the ss how to say the fifth month to eighth month of the year.

ng important points and difficult points:

1. words: may, june, july, august, year.

2. sentence: may is the fifth month of the year.

ng methods:

1. communication teaching method.

2. direct teaching method.

3. reading and drawing.

4. tpr.

ng aids:

1. 准备硬纸片;数量相等的5～8月的小纸条，按照学生人数准备每人一套。

2. 准备图画纸和彩笔。

3. 学生准备几张照片，是有5～8月日期的或是能反映出时间的。

4. 准备教师卡片和录音磁带。

type: new lesson

ng steps:

1. warming-up / revision (7’)

伴着months of the year这首歌曲，分小组作采访汇报：我们小组最喜欢的月份。

2. presentation (15 ’)

1)ask and answer.

t: how many month names have we learnt? yes, we have learnt are january, february, march, and we are going to learn four new month you want to know them? look!

2)t show the card：this is the fifth month of the \'s may.领学生读单词，然后读句子：may is the fifth month of the year.

3)用同样的方法学习6月至8月。

4)play a game:出示5—8月的第一个英语字母，让学生猜是哪一个月份;老师说中文时，让学生说出英语，老师说英语时，让学生说中文，反复练习几次。

5)教师准备放录音：don\'t \'s listen to the carefully and try to remember the names of the months.

6)listen to the tape and repeat.

7)just write.

3. practice (20 ’)

1)绘画讨论：

组织学生分组完成课本第53页的活动。可以分成may group, june group等。小组讨论自己月份的常见活动，然后用图画表现出来。最后小组成员一起编对话，展示给大家。

2)let\'s read and chant.

4. assessment

finish the activity book about the lesson.

5. additional activities/homework

1)finish the activity book.

2)收集有关5—8月份的节日等等的信息，并能用简单的几句英语说出来。

八. blackboard design:

**英语版自我介绍(精)三**

people\'s jobs

教学内容：

1.词汇

(1)复习关于职业的词汇：doctor, teacher, nurse, cook, fireman, driver, policeman, pilot, singer.

(2)学习生词：astronaut, coach, actor (actress)， writer.

2.功能句型

(1)复习询问他人职业及回答：what does he/she do? he/she is a/an …。

(2)学习询问对方将来想要从事的工作及回答：what do you want to be when you grow up?

i want to be a/an …。

教学目标：

1.知识目标

(1)能掌握和职业相关的一些词汇，并能在相应的功能句型中熟练运用;

(2)能在恰当的情景下熟练运用关于询问他人的职业及回答的交际用语;

(3)能在相应的情景下熟练地运用关于询问对方将来想要从事的工作及回答的交际用语。

2.能力目标

(1)通过学习和操练，使学生能掌握本课所学关于职业的词汇，能熟练询问他人的职业及对将来工作的理想，并做出相应的回答;

(2)在学习过程中培养学生发现问题和解决问题的能力，提高自学能力;

3.策略目标

(1)帮助学生学会与人合作，共同完成学习任务;

(2)帮助学生学会观察生活中标的英语，学会借助词典来学习。

4.其他目标

(1)在学习职业名称的过程中了解“感动中国的20\_年度人物”，潜移默化地为学生树立榜样;

(2)在小组学习和帮助他人学习的同时，培养学生乐于助人，热爱集体的良好品质;

(3)通过多种形式的游戏和活动，激发学生英语学习兴趣。

教学重点：

1.重点词汇：astronaut, coach, actor (actress)， writer.

2.重点句型：what do you want to be? i want to be a/an …。

教学难点：

1.正确朗读和运用关于职业的词汇。

2.正确理解、询问对方对将来工作的理想，并能做出正确的回答。

教具准备：

1.教师准备：多媒体课件，图片，单词卡片，奖励卡片;

2.学生准备：课本，笔。

教学过程：

课前介绍评价方式

step 1: warm up and lead in

1. oral english

2. sing a song: the wheels on the bus.

3. (课件)： look, she is the driver of the bus. her job is driving the bus. do you know “job”? 板书jobs，并介绍课题。

step 2: review some words

1. free talk: what jobs do you know? (can you act as a …?)

2. games:

(1) show some word cards, read and act.

(2) act, ask and guess---what does he/she do?

step 3: presentation:

1. talk about the great people in 20\_.

(1) watch the screen and think: who are they? what are their jobs? (通过课件呈现“感动中国”的人物。)

(2) t: they are called the great people in 20\_. 他们是被评为“感动中国的20\_年度人物中的几个。do you know their names?

(介绍6个人物的姓名。学生活动：介绍人物姓名，摆放相应人物的复读机、图片和文字介绍材料。教师示范第一个。)

(3) watch and listen.

t: what are their jobs? let’s listen. (课件录音完整介绍6个人物的工作和业绩。)

2. learn the new word by the students themselves.

(1)示范pair work: listen, look, match and read. (示范过程中学习生词：coach---c-oa-ch---coach)

(2)学生自学单词，合作完成练习。

t: ok. boys and girls take out your paper and practice with your partner, please. if there are some new words for you, you can use your dictionary(出示字典)， go to listen to the tape or teach each other.

(学生活动：自学不会的单词，合作完成练习。)

(3)学生组内练习介绍一个人物。(学生活动：选择一至两个人物在组内练习介绍。)

3. introduce them in the front.

t: who wants to come here and introduce one of them to us? please listen carefully and check your answers.(学生活动：自愿前来介绍一个人物。)

要求：介绍以后要板书图片;离人物介绍大图较近的学生可以引导用大图片。

4. 相应单词的练习

astronaut:

(1) pronunciation: astronaut---an astronaut.

(2) practice (pass the picture and ask) what does he do? he is an astronaut.

writer:

(1) t: can you act as a writer? 引导学生练习： writer---writer

(2) t: what other writers do you know?

actor:

(1) t: who’s your favorite actor? (根据学生的回答介绍：actress)

(2) t: do you want to be an actor or actress? why?

5. learn the sentence patterns.

(1) t: they are all the great people in china. we will always remember them. do you want to be one of them? what do you want to be when you grow up? you can say: i want to be …。 (出示句卡，带读，板书)

(2) t: what about my daughter? can you ask her?

(出示句卡，学习问句，板书) want---want to be---what do you want to be---grow up---when you grow up---what do you want to be when you grow up?

(3) 课件：播放录音---妞妞的回答

(4) practice: pair work; show in the front.

step 4: reinforcement --- talk about the most popular job.

t: e\_cellent! you have so many wonderful dreams for your future job. what is the most popular job in our class? let’s finish a questionnaire.

(1) model;

(2) 小组调查;

(3) 各小组填写结果;

(4) 汇总全班调查结果

t: the most popular job in our class is \_\_\_\_\_\_\_\_. why do you want to be a/an …?

step 5: summary

t: how can you make your dream to be true? what can you do for your dream?

please remember: where there is a will, there is a way. (课件呈现)

step 6: homework

talk about your dream job with your parents.

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