

新目标

Go for it!

初中英语

优秀教案精选

XIN MUBIAO
CHUZHONG YINGYU
YOUXIU
JIAOAN JINGXUAN

八

年级
(下册)



责任编辑：井志强 施 杰

封面设计：吉祥文化

新目标英语教案系列丛书

新目标 *Go for it!*
初中英语
优秀教案精选

★ 八年级 下册

九年级（第一册）

建议上架类别：教育—教师

ISBN 978-7-80743-133-6



9 787807 431336 >

15.00元

定价：30.00元（全二册）

新目标初中英语优秀教案精选

(Go for it!)

(八年级下册)

主 编 陈裕明
副主编 王维梓 郑 巧 郑燕微
吴淑清 金 淑 潘飞若
黄晓微 叶冬钊

 宁波出版社
Ningbo Publishing House

图书在版编目(CIP)数据

新目标初中英语优秀教案精选.八年级/陈裕明主编.

—宁波:宁波出版社,2007.10

ISBN 978-7-80743-133-6

I. 新... II. 陈... III. 英语课-教案(教育)-初中
IV. G633.412

中国版本图书馆 CIP 数据核字(2007)第 156447 号

新目标初中英语优秀教案精选·八年级(下册)

主 编:陈裕明

出版发行:宁波出版社(宁波市苍水街 79 号 315000)

经 销:全国新华书店

印 刷:浙江开源印务有限公司

责任编辑:井志强 施杰

开 本:787 毫米×1092 毫米 1/16

印 张:21

字 数:490 千

版次印次:2007 年 10 月第 1 版第 1 次印刷

标准书号:ISBN 978-7-80743-133-6

定 价:30.00 元(全二册)

联系电话:0574-87287821(编辑室) 0574-87289976(发行部)

前 言

当前,正在全国范围内轰轰烈烈开展的基础教育课程改革是历次教育改革中最深刻的一次。一时间,我们不少教师对英语教材的快速变化感到无所适从。面对历史车轮的飞速前行,我们必须以“积极”的“不变”去应对“新颖”的“万变”。可以断言,今后的教材更新换代的周期会缩短,教材更换会更加频繁。新教材无论是在课程功能、课程理念、课程目标、课程内涵方面,还是在课程内容、课程实施、课程评价和管理等方面都较以前有很大的突破和创新。如何适应新教材就成为我们广大英语教师亟待解决的问题。为此,我们邀请了国家第一批教改实验区一线的特、高级教师共同编写了这本与最新人教版《初中英语新目标〈Go for it!〉(七至九年级)》配套的优秀教案一书。

人教版《初中英语新目标〈Go for it!〉(七至九年级)》优秀教案一书每个单元为您设计了“单元教材分析;教学目标;教学重点、难点;课时安排;教学方法与学习策略”等五个精彩栏目。单元教材分析见解独到、精辟;教学目标准确、科学、具体;知识技能、情感态度、学习策略、文化意识四维目标整合;教学重点、难点具有典型性、针对性;课时安排严谨、缜密,教学过程详细具体,着眼学生的发展,着力夯实能力基础,真正关注学生,激发他们的学习兴趣,促进他们学习方式的转变,努力追求自主、生动、合作、探究、开放的课堂教学氛围;教学方法与学习策略真正体现新课改倡导的“学生发展,教师提高”、“教学相长,互动成才”的科学发展观。

该书具有五大特色:

前瞻性 教案的作者都是新课标教改的试验者和开拓者,他们在实践中前行、奋进,引领着教学改革的潮流。

原创性 这些教案设计都是试验区教师的教学研究成果,是经过教学实践检验的优秀教学经验的荟萃。

互动性 本书在教学过程的设计上强调互动,倡导学生主动参与、乐于探究、勤于开口、大胆表现、展示个性,培养综合能力。

实用性 该书除了对单元进行整体科学安排外,每个课时一个教案。每个教案为您精心设置了六个栏目,即“教学内容”、“教材分析”、“教学目的和要求”、“教学重点和难点”、“教学过程”、“教学感悟与反思”,从点到面,系统性强,指导性强,可操作性强。

促进性 正如著名教育改革家魏书生所言:误人子弟的教师偶有成功,不知感悟,不知原因何在,失败之后,不会反思,只会抱怨,以致恶性循环;名师则从成功中感悟出智慧,从失误中反

思出教训,成功失败都能转化成财富。该书基于这样的教学理念,在每一课时后都精心设计了教学感悟与反思。读者在其中可以受到启迪、得到灵感、产生顿悟、增长智慧,从而激发对自己教学感悟与反思的自觉性,提高教学水平。

该书的编写过程漫长而辛苦,汇集了浙江、四川、湖北、江苏等众多知名教师的辛勤劳动,凝聚着老师们的独具匠心以及超前的教学理念。他们为使该书早日与教师见面,废寝忘食,放弃节假日的休息,为广大教师奉献了丰盛的文化大餐。

我们真诚希望广大英语教师及广大英语教研员在使用时给我们提出宝贵意见,力争再版时更完善、更实用,让她真正成为你工作中的益友,我们就感到欣慰了。

让我们一起为新课程的理想而努力!

编者

2007.10

Contents

目 录

八年级下册

- Unit 1 Will people have robots? 吴丽芬(1)
- Unit 2 What should I do? 何鹏飞(12)
- Unit 3 What were you doing when the UFO arrived? 阙柳顺(27)
- Unit 4 He said I was hard-working. 项小花(38)
- Unit 5 If you go to the party, you'll have a great time! 林春芬(53)
- Unit 6 How long have you been collecting shells? 王伟芳(68)
- Unit 7 Would you mind turning down the music? 李 祎(82)
- Unit 8 Why don't you get her a scarf? 张敏红(94)
- Unit 9 Have you ever been to an amusement park? 陈裕明(113)
- Unit 10 It's a nice day, isn't it? 金素华(126)

Unit 1 Will people have robots?

浙江丽水 吴丽芬



单元教材分析

本单元的中心话题是谈论“Future Life”。主要语言结构为 Will kids go to school? No, they won't. They will stay at home. What do you think life will be like in 100 years? Every home will have robots. There will be fewer trees. 等。整个单元以预测未来生活为核心,围绕着回忆过去、着眼于现在、展望未来生活等来开展一系列的任务活动。教学内容丰富多彩,话题生活性强,充分体现了《新目标英语》的语言生活性、情境性,语言形式为语言功能服务、层层深入,阶梯性的任务型语言教学和在做中学的原则。同时注重学生小组合作学习能力的培养。教师在设计教学活动时,要以话题为纲,以任务为主线,以合作交际为方式,让学生大胆预测未来,扩展学生的想象空间,培养学生的想象能力。



教学目标

【知识技能】

1. 掌握和运用新的词汇、短语以及相关的用法。
2. 和同伴、家人互相交流对未来生活的设想,充分交换信息。
3. 通过各种形式的活动,培养学生综合运用英语的能力。

【情感态度】

1. 在对过去的回忆、着眼于现在的生活、预测未来生活等一系列的活动中,感受社会的进步、科技的突飞猛进,并为能拥有一个理想的未来生活而努力奋斗。
2. 学会和同伴、家人对未来生活交换不同的看法,互相尊重。
3. 通过合作学习,培养合作精神,尽情享受合作学习的乐趣。

【文化意识】

了解东西方国家的预言家和一些实现的和未实现的预言,培养和提高学生对未来世界和生活的预测能力,加深学生对世界文化的理解和认识,培养学生的世界观意识。



教学重点、难点

1. 掌握一般将来时will的用法。
2. 掌握用more, less, fewer表达数量。
3. 掌握一些有用的词汇、短语和句型: robot, apartment, moon, rocket, pollution, astronaut, space station, free time.

What do you think life will be like in 100 years? Every home will have a robot. Will kids go to school? No, they won't. They will study at home. There will be fewer trees.

4. 创设情景,设计话题,使学生在完成任务活动中掌握语法项目。



课时安排(四课时)

第一课时: Section A(3a~3c), Section B(3a~3b)

第二课时: Section A(1a~1c, 2a~2c), Self Check(2)

第三课时: Section B(1a~1b, 2a~2c), Section B(4), Self Check(1, 3)

第四课时: Section 1, 2, 3, 4



教学方法与学习策略

【教学方法】

1. 结合单元内容,充分利用学生已有的知识和经验,创设情景,激发兴趣,鼓励学生主动参与,勇于表达自己的观点。
2. 开展多种类型的任务活动,提供给学生合作交流与想象的空间和时间。
3. 根据学生的实际情况整合、分解、筛选、调整教学内容。

【学习策略】

1. 交际策略:开展竞猜、采访、调查等多种形式的小组活动,明确在用中学英语、交流中学英语的思想。
2. 资源策略:适当布置课前任务,让学生在完成任务活动中学会利用一切可利用的学习资源,如词典、音像材料、网络等来获取更多的学习信息。
3. 认知策略:积极思考,及时反馈。
4. 调控策略:在反思、顿悟和自醒中,不断调整自己的学习策略。

教案手记

The First Period

教学内容

回忆过去,着眼现在,展望未来。

Words and phrases: She'll=She will, building, I'll =I will, fall, alone, pet, pat, parrot, probably, go skating, suit, able, be able to, dress, casually, which, even, future.

New patterns: What do you think Sally will be in five years?

I'll be able to dress more casually.

I think I'll live in an apartment with my best friends.

教材分析

这是八年级下册第一单元的第一课时。对于八年级的同学来说,他们已经熟练地掌握了一般过去时和一般现在时这两种时态。在设计教学内容时,应创设情景,让学生在回忆过去、着眼于现在的基础上自然地引入本课的主要内容——“预测未来”。并要增加笔头练习,让学生熟练地运用三种时态。

教学目的和要求

1. 掌握新的词汇、短语及其相关用法。
2. 掌握will的用法,能够用will来描绘自己10年、20年、30年后的想象中的生

活。

教学重点和难点

1. 学生能口、笔头运用will表示将来时这一结构。
2. 学会预测未来。

教学过程

T-teacher S-student Ss-students Bb-blackboard(以下同)

Step 1 Warming up

Listen and sing the song *Come and Join the Game*.

Let everyone clap hands like me. Let everyone clap hands like me. Come and join the game. You'll find that it's always the same.

Let everyone sit down like me. Let everyone sit down like me. Come and join the game. You'll find that it's always the same.

Step 2 Guessing

1. Collect the Ss' and some teachers' pictures which were taken about more than ten years ago.

2. Show the Ss the pictures one by one and let them guess who it was in the picture.

3. Ask the Ss to guess some information about the people in the pictures like this:

Who is the girl in the picture? How old was she in the picture?

What was she doing? What did she like doing?

What did she do? How old is she now?

What is she doing? What does she like doing?

What do you think she will be in ten years?

What sport will she play? ...

(Help the Ss to answer. I think she will be a teacher in ten years. She will play tennis in ten years. Write these two sentences on the Bb.)

Step 3 Practice

1. Get the Ss to talk about the pictures with above questions.

If the girl is in the classroom now, get the Ss to ask her more questions like these: What will you be in ten years? What will you play in ten years?

2. Do 3a in Section A. Look at the pictures of Sally. Then fill in the blanks in the sentences.

3. Do 3b in Section A. Look at activity 3a. Make predictions about Sally in pairs like this:

A: What do you think Sally will be in five years?

B: I think she'll be a doctor.

A: What sport will she play?

B: She'll play

Step 4 Reading

Do 3a in Section B. Read Ming's answer to the question "What will your life be like in ten years?" Then fill in the chart below. While the Ss are reading, ask them to write down any questions they would like to ask about the story. Explain vocabulary words and repeat sentences for the Ss if necessary.

Step 5 Talking

1. Ask the Ss to talk about their lives now, ten years ago, and ten years from now in groups of four.

2. Write it down on a piece of paper. Ask the Ss not to write their names on the paper.

3. Put all the Ss' papers together. Take turns reading the papers. Then guess who wrote them like this.

A: This paper says: "I'll be an engineer in ten years."

B: I think Lin Wei wrote that.

C: Yes, I wrote it. (No, I didn't.)

Step 6 Practice

1. Do 3c in Section B. Write about yourself.

2. Make a report in class.

Step 7 Task

T: Everyone has his childhood. What did people do when they were young? What do they often do now? What will they do in the future?

1. Get the Ss to ask their friends and teachers.

2. Then fill the chart below.

3. Make a report in class.

Name	Past	Now	Future

Step 8 General training

Show the exercises on the projection machine, and get the Ss to fill in the blanks.

1. I _____ (live) in a small house ten years ago.

2. The man _____ (fall) in love with the nice girl last year.

3. I _____ (be) able to dress more casually in five years.

4. She _____ (go) to Hong Kong on vacation next year.

(Keys: 1. lived 2. fell 3. will be 4. will go)

Step 9 Homework

Write a passage: What will your life be like in twenty years?

教学感悟与反思

本节课主要学习的语言功能项目是 will do 句型,由于这是新学期的第一堂课,所以应用以旧引新的方法在一般过去时、一般现在时的基础上自然过渡到将来时 will 的用法上,看照片猜这个人的信息这个游戏,能起到很好的过渡作用。

The Second Period

教学内容

大胆地预测未来。

1. Words and phrases: robot, won't, they'll=they will, paper, use, fewer, less, pollution, tree, predict, predication, company, thought, come true.

2. New patterns: Will people use money in 100 years?

Yes, they will./No, they won't.

There will be fewer trees. There will be less pollution.

教材分析

第二课时的主要话题是让学生大胆地预测未来。通过上一堂课的学习,学生已经学会运用 will 来表示将来时。设计教学内容时老师要尽量让学生结合自然环境、未来教育、家庭生活和政治经济等方面设计一些操作性强的任务,发挥学生想象的空间,让学生在完成任务活动的过程中熟练掌握语言功能项目。

教学目的和要求

1. 掌握新词汇、短语的用法,学会预测未来。
2. 通过合作学习,培养合作意识。
3. 了解西方国家的一些预言家和一些实现的和未实现的预言。

教学重点和难点

1. 能口、笔头熟练运用 will 结构预测未来。
2. 跨学科学习,了解一些科学知识和人文知识。

教学过程

Step 1 Warming up

Listen and learn the song *Whatever Will Be*.

When I was just a little girl, I asked my mother what would I be. Will I be pretty? Will I be rich? Here is what she said to me.

Que Sera Sera. Whatever will be, will be. The future is not ours to see. Que Sera Sera. Whatever will be, will be.

When I was just a kid in school, I asked my teacher what would I be. Will I be teaching? Will I be rich? Here is what she said to me.

Step 2 Revision

Revise the patterns with the Ss like this:

T: Hello! What do you think you will be in ten years?

S1: I think I will be

T: What sport will you play?

S2: I think I will play

T: Will you have much money in ten years?

S3: I think I will

Step 3 Talking

T: What do you think life will be like in 100 years? Do you often ask your parents/ teachers/ classmates this question?

1. Get the Ss to talk about "What will the life be like in 100 years?" They can talk about: environment (air, water, plant, animal), education (study, computer, examination, school), family life (population, food, clothes, robot) and politics and economy (country, language, work, medical treatment) etc.

(This is a pre-task, before this class, the Ss should get some information, words and phrases in the dictionary, on the internet or from the library.)

2. They may begin like this:

(1) A: Will people have robots in their homes in 100 years?

B: Yes, they will./No, they won't.

A: Will people use money in 100 years?

B: No, they won't. Everything will be free.

(2) A: I think there will be more pollution.

B: Well, I don't agree. But I think there will be fewer trees.

A: I agree.

(3) People will have happy lives

We will have more free time to do everything.

There will be

Focus on the grammar in Section A 2c.

Step 4 Practice

1. Section A 1a. How will the world be different in the future? Read these predictions. Check (✓) A (for agree) or D (for disagree).

2. Section A 1b. Listen and circle the predictions you hear in activity 1a.

3. Section A 1c. Ask and answer questions about the predictions in activity 1a.

4. Section A 2a. Listen and circle the words you hear.

5. Section A 2b. Listen again. Check (✓) the predictions you hear.

6. Section A 2c. Look at activity 2b. Make conversations about the predictions.

Step 5 Discussion

T: Do you think it is easy or difficult to predict the future?

T: Do you know any predictions in history? Say something about them.

T: Did all the predictions come true? Why?

Step 6 Practice

Do Self Check 2. Read the passage and circle the inventions on the right.

Step 7 Task

根据自己的理想,为自己设计一下未来的工作环境。

1. 自己设计一幅理想的工作环境蓝图。
2. 将图画上的内容用文字表达出来,并在教室的墙报上展出。
3. 比一比,评出最佳设计师。

Step 8 General training

Show the exercises on the projection machine, and get the Ss to fill in the blanks.

1. _____ people _____ (use) money in 100 years?
2. Kids _____ (not go) to school in 100 years.
3. Will there be _____ (few) trees in the future?
4. I don't think there will be _____ (much) pollution.
5. I don't like _____ (live) alone.

(Keys: 1. Will use 2. won't go 3. fewer 4. more 5. living)

Step 9 Homework

Draw a picture of your city of tomorrow. Then describe it on your exercise books. Then read it to your classmates in class tomorrow.

教学感悟与反思

让学生预测未来的自然环境、未来教育、家庭生活、政治经济,对于学生来说有一定的难度,课前老师一定要指导学生做好查阅工具书、查阅新词这一工作。

The Third Period**教学内容**

继续谈论过去、现在和未来生活。

1. Words and phrases: astronaut, rocket, space, space station, fly, took, moon, interview, predict, transportation, programmer.
2. New patterns: I will be an astronaut. I will fly rockets to the moon.

教材分析

第三课时主要是从听觉的角度让学生再次谈论过去、现在和未来生活,由于有了上两堂课作为铺垫,这节课相对轻松易学些。

教学目的和要求

1. 复习一些表示工作、交通方面的词汇,同时掌握新的词汇、知识及其相关用法。
2. 了解父母年轻时的生活情况,加强与父母的沟通和交流。

教学重点和难点

1. 能口、笔头熟练掌握 will 在陈述句和疑问句中的运用。
2. 跨学科学习,了解一些自然科学知识和社会科学知识。

教学过程

Step 1 Warming up

Listen and chant together with the Ss.

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That can not fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow.

Step 2 Revision

1. Ask some Ss: What your future will be like in ten/twenty years? What will you be in fifteen years?
2. Describe what your city will be like tomorrow to your classmates.
3. Section B 4. Get the Ss to ask the questions with their partners.

Step 3 Talking

1. Get the Ss to talk about "What was the life like when you were young? What will it be like in the future?" in fours.
2. Ask some Ss to make a report like this. In my father's opinion, when he was young, there were no computers in most people's homes People will have happy lives There will be more/less pollution in the future.
(Before this class the Ss should ask their parents: "What was the life like when you were young? What will it be like in the future?")

Step 4 Listening and practice

1. Do 2a in Section B. Listen to Alexis and Joe. Number the pictures [1~3].
2. Do 2b in Section B. Listen again. Fill in the blanks with the correct verbs from the box.
3. Do 2c in Section B. Role play the conversation between Alexis and Joe. Talk about Joe's life now, ten years ago, and ten years from now like this:

A: Where do you live?

B: I live in an apartment.

A: Where did you live 10 years ago?

B: I lived

A: What did you do ten years ago?

B: I was a

A: What will you be in ten years?

...

Step 5 Competition

Do 1a in Section B. Write each word in the correct column below. Then ask the Ss to add some words to each column. Think about the jobs they studied before. Write some of the jobs in the chart. Look back at the other units and see if they can find some types of transportation and some places people live. Have a competition "Who finds the most words of all".

Step 6 Practice

1. Self Check 1: Fill in the blanks with the words given. Then make your own sentences with the words.

2. Self Check 3: Find these words from this unit.

Step 7 Task

2008年奥运会时的我

1. 填一张志愿者申请表。

Application:

Form First name:

Age:

Last name:

Sex:

What do you like to do:

Language:

Tel:

E-mail:

Address:

2. Make a report: What will you do for the Olympic Games in 2008?

Step 8 General training

Show the exercises on the projection machine, and get the Ss to fill in the blanks, the first letter is given.

1. Kids won't go to school. They will study at home on c_____.

2. People will use the s_____ less.

3. There will be more tall b_____ in the future.

4. I will live in a tall a_____ in ten years.

5. As a r_____, I will meet lots of interesting people.

(Keys: 1. computers 2. subways 3. buildings 4. apartment 5. reporter)

Step 9 Homework

Write a passage about what you will do for the Olympic Games in 2008.

教学感悟与反思

本节课让学生询问父母年轻时的生活情况,以及让他们预测未来,通过这一活动学生能更好地掌握本单元的语言功能项目,也有利于和父母沟通。

The Fourth Period**教学内容**

现实和想象中的机器人。

Words and phrases: fiction, unpleasant, scientist, however, hundred, hundreds of, already, factory, simple, such, bored, everywhere, human, shape, earthquake, possible, electric, toothbrush, seem, impossible.

New patterns: He thinks it will be difficult for a robot to do the same things as a person.

Mr White thinks that robots will be able to do this.

Mr White thinks that robots won't be able to do this.

教材分析

第四课时主要学习一篇阅读文章 Do you think you will have your own robot? 通过阅读前后的一系列活动, 训练学生的阅读技巧, 培养学生的阅读能力。

教学目的和要求

1. 理解短文的含义。
2. 掌握相关短语和词汇。
3. 掌握阅读的技巧和方法。

教学重点和难点

1. 正确理解全文。
2. 学习新的词汇和短语。

教学过程

Step 1 Warming up

Listen and learn the song *I Have Two Hands*.

I have two hands, the left and the right. Hold them up high, so clean and bright. Clap them softly. One, two, three. Clean little hands are good to see. My face is bright, and my teeth are white. My dress is clean. So dear playmates, follow me so that our mother will be happy.

Step 2 Talking

Section 1. Before you read.

1. Draw a robot on the Bb. Tell the Ss about this robot like this: It has two hands, the left and the right. It can do different kinds of things.
2. Ask the Ss to draw their robots on a piece of paper. Encourage others to ask questions about their robots.
3. The Ss have a discussion in fours: What do you think about robots? What can computer do for the human being now?
4. Do you think you will have your own robot in the future?
5. We are going to learn a passage about robot.
Do you think you will find the word "America" in the passage? Why? Why not? What word will be found in the passage? Why?
6. Ask the Ss to circle the words they think will be in the reading. Get the Ss to give their explanation.

Step 3 Reading

Section 2. While you read.

1. Read the passage and answer the question quickly.

What else will computer do for the human being in the future?