

新目标

Go for it!

初中英语

优秀教案精选

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九 年级
(全一册)

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(九年级)

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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.九年级/葛连干,陈裕明,盘筭主编.
—宁波:宁波出版社,2008.9
ISBN 978-7-80743-283-8

I. 新... II. ①葛... ②陈... ③盘... 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(2008)第 139989 号

新目标初中英语优秀教案精选(九年级)

主 编:葛连干 陈裕明 盘 筭
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
开 本:787 毫米×1092 毫米 1/16
印 张:14.5
字 数:330 千
版次印次:2008 年 9 月第 1 版第 1 次印刷
标准书号:ISBN 978-7-80743-283-8
定 价:20.80 元
联系电话:0574-87287821;87242865;87286804

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

2008.6

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Unit 1 How do you study for a test?

湖北十堰 陈裕明



单元教材分析

本单元是围绕着“Talk about how to study”这一话题而展开的,内容是让学生了解“用by来表达某种方式方法”及就此进行提问等的习惯表达方式。通过这一单元的学习,让学生进一步了解怎样使用“by及提问词how”这一表达方式,培养学生如何使用by的表达方式来说明理由,在此基础上培养学生就该语言目标进行适当的听、说、读、写等训练,并培养其综合语言运用技能。



教学目标

【知识技能】

1. 掌握和运用新的词汇和短语。
2. 通过对“by及提问词how”的学习,要求学生掌握如何进行有关by及how等语言的综合运用技能。
3. 从教材中获得基本信息,增长见识,对“by+现在分词”表达方式的用法完全掌握并加以正确的运用。

【情感态度】

1. 培养学生学习英语的良好习惯,鼓励学生积极参与英语实践活动。
2. 使学生在对“by+现在分词”结构的学习中正确地表述自己的观点和情感。
3. 通过学习,使学生能正确地评价他人和事件。

【文化意识】

了解最佳的语言学习方式,使学生认识到中英文的不同学习方法及彼此之间的文化差异,通过对本单元的学习,加强对英语文化的理解和认识。



教学重点、难点

1. 掌握常见的词汇: flashcard, aloud, skill, voice, memorize, add, excited, pronounce(pronunciation), complete, solution, term, impress etc.

常见的短语: not at all, end up, make mistakes, later on, be afraid to do sth., laugh at, take notes, enjoy doing, make up etc.

重点句型: What about...? Why don't you...? Have you ever studied with a group? How do you study for a test? I learn by studying with a group.etc.

2. 学会使用“by+现在分词”结构及how的句型用法。
3. 掌握“by+现在分词”的运用。
4. 时态的综合用法及时间词的搭配用法。

课时安排(六课时)

第一课时:Section A(1a~2c)

第二课时:Section A(Grammar Focus~4)

第三课时:Section B(1a~2c)

第四课时:Section B(3a~4)

第五课时:Section A, B and Self Check

第六课时:Reading

教学方法与学习策略

【教学方法】

1. 以“任务型”教学为主导,发挥学生的学习积极性,通过创设的情景和积极有效的活动来展开,结合课堂实际的教学活动,引导学生主动积极地参与教学活动。
2. 充分利用flashcards进行快速的师生双边活动,在明确教学任务和教学目的的基础上,使学生之间的英语交流更加灵活,并增加一定的拓展内容。
3. 多进行pairwork,适当进行groupwork,并结合课堂实际适当地进行课堂表演。

【学习策略】

1. 边学边用,学用结合,学以为用,以用促学,自我总结。
2. 在practice中掌握和巩固所学知识。
3. 在学生之间和师生之间听和练的过程中获取信息和知识,培养学生专心听、细心辨音的良好习惯。
4. 在口头训练的基础上进行写作训练,从而提高学生书面表达能力。

教案手记

The First Period

教学内容

This lesson focuses on the use of “by + v-ing” and its questions.

1. Words and phrases: flashcard, aloud, pronunciation etc.
2. New patterns:

What about reading aloud to practice pronunciation?

Have you ever studied with a group?

How do you study for a test?

I study by listening to cassettes.etc.

教材分析

The main topic in this lesson is: talk about how to study.

Looking through the pictures (1a) on page 2, we can see they are mainly about some ways to practice conversation.

After listening to the passages (1b, 2a and 2b), teacher and the students can

see which way(s) to take to study English better.

While practicing the conversations in class, teacher should ask the students to practice more and try to get the idea of “by + v-ing” in practicing.

教学目的和要求

1. Make use of the learned words and phrases to make sentences according to the pictures in this section, and ask the students to follow.

2. Master the new words and phrases, and understand how to use “by + v-ing” phrase and questions with the beginning of “how”.

3. Learn how to describe the way you are studying.

教学重点和难点

1. The use of “by + v-ing” and “how-question”.

2. Useful words like “flashcard, aloud and pronunciation”.

教学过程

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

Step 1 Warming up

1. Everyday greetings in class.

2. A student's report.

Today is.... It's fine. Everyone is here. But Tommy was late because his bus was broken on the way. He had to run to school. It is the first class of this term. We are all very happy to be back to school.

Step 2 Talking

Take some flashcards about ①working with friends, ②making flashcards, ③reading a book, ④making vocabulary, ⑤listening to cassettes, ⑥asking the teacher for help, ⑦singing songs, ⑧studying for a test, etc.

1. T picks the pictures one by one, and asks the Ss what are in the picture until all of the Ss understand them. Then T asks the Ss to tell the main meaning of each picture.

2. T asks the Ss:

T: What is the man/woman doing in Picture One?

S1: He's / She's working with his / her friends.

And the other pictures will be practiced in the same way.

3. Further practice about what is going to be learned in this unit.

T: What's the man doing in Picture Two?

S2: He's listening to the cassette.

T: Why does he listen to the cassette?

S2: Because he wants to learn English well.

T: How does the man study English?

S3: (with the teacher's help) He studies English by listening to the cassette.

Step 3 Listening (1b)

1. Point out the important phrases in the chart “by +v-ing” in activity 1a, and

ask the Ss to look at each picture and tell what the person (s) does/do.

2. Play the recording for the first time. The Ss only listen.

3. Play the recording a second time. Point to the pictures and ask the Ss to write the letter of one activity (b and c) after the number in the list.

Step 4 Practice

1. According to the short dialogue in the box, "by + v-ing" phrases in 1a can be taken as an example for the Ss to practice in class.

2. Ask the Ss to work in pairs. And ask two pairs to act their conversations out in class.

Step 5 Listening and writing (2a, 2b)

1. Read the instructions and point to the picture. Ask the Ss to pay close attention to it, especially to what each of them is doing.

Before listening and ticking, T asks the Ss to read each sentence first so that they can have some ideas about the conversations they are going to hear.

2. T plays the recording. The Ss listen and write a letter on the line at the end of each sentence.

3. The teacher plays the recording a second time, and match a, b, c, d in 2b with the questions in 2a, and check their answers.

Step 6 Practice (2c)

1. Make conversations by using the information from activities 2a and 2b. For example:

A: Have you ever studied with a group?

B: Yes, I have. I've learned a lot that way.

2. After some practice in pairs, ask 2 or 3 pairs to act them out in front of the classroom.

Step 7 General training

Complete the missing words according to the Chinese meanings.

1. 老师通过制作抽认卡来教单词。

Teachers teach new words _____ my _____.

2. 你认为通过晨读来练习英语如何呢?

What do you think of practicing English _____ in the morning?

3. 听磁带提高了我说的技能。

Listening to cassettes _____ my _____.

4. 你和你的朋友们一起练习英语吗?

Have you _____ English _____ your friends?

(Keys: 1. by making flashcards 2. by reading aloud 3. improves, speaking skills 4. ever practiced, with)

Step 8 Homework

Ask the Ss to write a short composition about language studying.

教学感悟与反思

1. Taking different teaching methods to arouse the Ss' interest in class so that the whole teaching procedure will be on the normal way.
2. After some practice in class, the Ss can easily understand what they are learning in this part.
3. Take this lesson as an oral one so as to make the Ss talk and think in English. If not, they wouldn't like to practice in this way.

The Second Period

教学内容

This lesson focuses on learning skills and ways how to learn best.

1. Words and phrases: memorize, grammar, differently, frustrate, frustrating, quickly, add, not at all, excited, end up.

2. New patterns:

Many said they learned by using English.

She said that memorizing the words of pop songs also helped a little.

He's been learning English for six years and really loves it.

She added that having conversations with friends was not helpful at all.

教材分析

"How do you learn best?" is the main article we are going to learn in this lesson. In this article, we could learn some more information about how to learn best, and some useful patterns, especially object clause, and present participle taken as subject.

1. Master some new useful words and phrases like "memorize, frustrating, excited, end up and not at all".
2. Understand and know how to use the sentences taken present participle as subject.
3. Learn how to use the object clause in the past tense.

教学重点和难点

1. How to use object clause in the past tense.
2. Present participle as subject.

教学过程

Step 1 Revision

Listen to the recording 2a again, and let the Ss go over what they have learned in the past.

Step 2 practice

Ask the Ss to read their compositions about language studying.

And if possible, ask two or three of them to write down their good ideas on the Bb about learning English, and talk about them in class.

Step 3 Reading and writing (3a)

T guides the Ss to read the story and fill in the box below first, and then ask some questions orally, and the Ss are asked to answer them in class immediately.

1. Where did the writer and his friends go this week?
2. What did they go there for?
3. What's Lillian Li's idea about the best way to learn English words?
4. How long has Wei Ming been learning English?
5. Can having conversations with friends be helpful in learning English?

(Keys: 1. New Star High school. 2. They wanted to know the best ways to learn more English. 3. By reading English magazines. 4. For six years. 5. No, not at all.)

After that, ask the Ss to fill in the box according to what they know about this article. Check orally after they finish all of them.

Step 4 Practice (3b)

1. Role play. Student A pretends to be one of the people in 3a. Student B interviews Student A about learning English.

2. Practice the conversations like:

A: I'm doing a survey about learning English. Can I ask you some questions?

B: Sure.

A: Great! What's your name?

B: Wei Ming.

A: And how do you learn English, Ming?

B: ...

The conversations can be acted out in class.

Step 5 Speaking practice (4)

Ask the Ss to do pairwork in class for a short time, just want them to tick if they do this or that, or his/her partner does this or that. After they finish this chart, get one or two pairs of them to act it out. The conversation should be easy.

Step 6 Grammar Focus

1. Read the sentences. Pay attention to the questions and answers.
2. Do be careful of the use of present participle.

Step 7 General training

Fill the blanks with the correct verb forms.

1. _____ (have) dinner in the open air is great fun.
2. They learn this song by _____ (listen) to the radio.
3. They joined the club _____ (practice) their spoken English.
4. This is the best way _____ (learn) English, I think.
5. They are talking about _____ (write) a book.

(Keys: 1. Having 2. listening 3. to practice 4. to learn 5. writing)

Step 8 Homework

1. Ask the Ss to recite the first two paragraphs.
2. Translate the second and the third paragraphs.

教学感悟与反思

Since there are a lot of phrases in this text, it is very important to keep them in heart first before we begin talking about how to learn best and fast.

While reading and explaining this text, T should ask the Ss to read it after class because it is full of language points and not easy to read.

The Third Period**教学内容**

This lesson focuses on learning challenges and solutions, and how to use “can, can’t and should”.

1. New words and phrases: pronounce, spoken, slowly, comma, challenge, solution, make mistakes etc.
2. Learn how to use “can, can’t, should”.
3. Understand the meaning of “wh-word + infinitive”, and its usage.

教材分析

Some words and phrases are more useful and important in describing things in this lesson. So we should be careful of their uses. Only when they can make full use of these words and phrases can they describe things better. And surely in this way, the Ss can improve their spoken and written English to meet the needs of our modern society, and also get more and more information in different ways.

教学目的和要求

1. Master the uses of new words and phrases.
2. Know more expressions and patterns.
3. By listening and reading the Ss can make progress.

教学重点和难点

1. New words like “pronounce, challenge, solution and make mistakes”.
2. The use of “wh-word + infinitive”.
3. The use of “can, can’t, should”.

教学过程**Step 1 Revision**

1. Ask some Ss to recite the first paragraph of 3a.
2. Choose some sentences to see if the Ss can translate the 2nd and 3rd paragraphs well.

Step 2 New words and phrases

1. pronounce—(v.) make the sound of (a word or letter), its noun form is pronunciation.
2. spoken—oral.
3. solution—(action or way of finding an) answer to a problem, question, difficulty etc.
4. make mistakes—the singular form is “make a mistake”.

Step 3 Oral practice (1a, 1b)

1. First read the sentences in the box in 1a, and see what is the most difficult in learning English.
2. List some more if you have while learning this language.
3. Make a short conversation with “wh-word + infinitive” like:
A: I can't pronounce some of the words.
B: I don't know how to pronounce some of the words.
...
4. Ask the Ss to practice this short conversation for a little while until they can do it freely.

Step 4 Listening practice (2a, 2b)

1. First ask the Ss to read the headline, and get ready to give a tick(✓).
2. Play the recording and listen.
3. A second play is for 2b. Here you can see if “solutions” is right or wrong according to “challenges”, then ask the Ss to retell something about this recording, and see if they can retell something about it.

Step 5 Practice (2c)

This activity provides oral practice by using the target language.

- A: I don't have a partner to practice English with.
B: Maybe you should join an English language club.
A: But I don't think it's useful and helpful in learning English.
B: You should have a try. If it doesn't work, why not try to find one good for you?

A: ...

Step 6 General training

Filling the blanks with the words the Ss have learned in this lesson.

My sister has learned English for about two years, but she still can't _____ (1) the words well. She can't say it out if no one helps her. So she is afraid of _____ (2) English. When she speaks English, she often _____ (3) a lot of _____ (4), though she speaks very _____ (5). She thinks she has no _____ (6) to do with. But her teacher and her parents ask her to face the _____ (7).

(Keys: 1. pronounce 2. spoken 3. makes 4. mistakes 5. slowly 6. solution 7. challenge)

Step 7 Homework

Ask the Ss to write a composition about learning English. Describe if it is easy or difficult to learn it well.

教学感悟与反思

By doing a lot of oral practice, the Ss can know more about what they have learned in this lesson. Through practicing, we can make the Ss understand more about new words and phrases. And then we can tell if the Ss have improved their spoken English or not.

The Fourth Period

教学内容

How to write articles with clauses.

1. Words and phrases: realize, complete, sentence, secret, learner, term, impress, trouble, fast, later on, be afraid to do..., laugh at, take notes...

2. New patterns:

...it wasn't easy for me to understand the teacher when she talked to the class.

I realized that it doesn't matter if you don't understand every word.

Another thing that I found very difficult was English grammar.

教材分析

After the Ss understand what they have learned in this unit, here they will be asked to make full use of it and describe a little about the things around. The Ss should know how to express themselves on language learning, including which is good for their study and which is not good for their study.

教学目的和要求

1. The Ss can use these words, phrases and patterns freely and perfectly. And at the same time they can express themselves on learning English or some other ideas.

2. Go over some other words and phrases in this section.

教学重点和难点

1. Important words and phrases: realize, be afraid to do sth., complete and impress.

2. How to use the main patterns in this part listed above.

教学过程

Step 1 Warming up

Ask the S on duty to give a short report.

Step 2 Revision

1. Ask the Ss to read their compositions about learning English assigned yesterday.
2. Ask a S to make some sentences (assigned yesterday) with the words given below: pronounce, spoken, solution, challenge, make mistakes etc.

Step 3 Reading

1. First ask the Ss to read this article together, and ask some easy questions like:
 - A. Did the writer think the teacher spoke too quickly at first?
 - B. What was the writer afraid of?
 - C. What helped the writer a lot?
 - D. Does the writer do well in English now?

(Keys: A. Yes, he did. B. He was afraid of speaking in class. C. Watching English-language TV. D. Yes, he does.)

2. Ask the Ss to read the article again, and write "T" for true and "F" for false.

Step 4 Writing

1. Ask the Ss to fill in the blanks with the words or phrases they think right. Ask the Ss to be careful of the right meanings according to the following sentences.
2. Before they finish writing the unfinished article, use some flashcards which have some ideas on improving English to help the Ss to finish the writing. If necessary, check the answers.
3. Show an example on a small board or on the screen to see how to write a good composition with the help of the phrases on the flashcards.

Step 5 Practice

1. Ask some Ss to say what have helped them most in their English learning. And write them on the Bb if necessary.
2. List all the useful ways and see if they have any same ideas on learning a foreign language.

Step 6 Game-Interview

1. According to the answers on how to learn English well, ask the Ss to do pair-work.
2. The following questions must be asked:
 - A. What isn't easy about learning English?
 - B. What do you do about this?
 - C. What is your favorite way to learn more English?
 - D. What do you think of grammar while learning English?
3. After the Ss finish their pairwork, ask one or two pairs to act their conversation(s) out in class.

Step 7 General training

Complete the following sentences.

1. They are _____ (喜欢弹) the guitar when they are free.

2. We should have lots of _____ (说的练习) if we want to improve our English.

3. _____ (首先), we must finish our work before going out to play.

4. She said she _____ (有困难造) complete sentences.

(Keys: 1. enjoying playing 2. speaking practice 3. First of all 4. had trouble making)

Step 8 Homework

When the Ss finish their Interview, ask them to write their answers down to form a composition after class as their homework.

教学感悟与反思

After studying this part, the Ss can understand more information about learning a foreign language. This may help them a lot when they grow up. Sure more training and practice will still be needed in later life.

The Fifth Period

教学内容

1. Important words and phrases: look up, soft, make up, essay etc.
2. How to use these words and know some of their patterns.
3. Go over Section A and Section B, and study Self check.

教材分析

Get the Ss to understand better for what they have learned in this unit. Through revising, the Ss will cement their knowledge, and grasp the use of the words and phrases and patterns they have learned in this unit.

In Self Check part, the Ss will do some exercises, which will help them cement learned knowledge.

教学目的和要求

1. Consolidate what the Ss have learned in Section A and Section B, especially the ways to express their ideas.
2. Some usages of useful words and phrases.

教学重点和难点

1. Get the Ss know how to go over the knowledge they have learned before.
2. Understand the two articles (3a, Section A, and 3a, Section B) more.
3. The uses of "look up, soft, make up, essay".
4. Finish the exercises in Self Check correctly.