



● 新课标·初中同步·**鼎尖学案**（个性化学案）

新课标

鼎尖教案

教材教案、
教辅教案、
习题教案


新目标**英语**

八年级
下

人教版

● 新课标·初中同步·**鼎尖教案**（通用型教案）

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 延边教育出版社



我们提供的
不仅是传统的教案
还有
实现教学模式多样化的系统方法

我们提供的
不仅是不同思路的教学模式
还有
为实现这些思路而搭建的
一个动态开放的平台

在这个平台上
你尽可以
自由释放自己的教学思想、智慧与个性
组合适合自己的教学模式

而这一切
正是我们
对新课程教学改革的探索与回应
体现着我们
对人民教师的
充分尊重和终极关怀



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国家新课程改革的教学观，强调教学目标的全面性和具体化，强调学习方式、教学活动方式的多样化，强调学习的选择性。要适应新课程教学改革的要求，提倡自主、探索与合作的学习方式，使学生在教师指导下主动地、富有个性和创造性地学习，就必须坚持教学模式的多样化。

教学模式的多样化是新课程实施的重要途径，也为教学模式的多样化研究提供了有利的理论 and 实践环境。教学模式的多样化，要求教师必须在准确把握教学目标、教学内容、师生情况、运用条件和评价体系特点的前提下，利用和发挥自身特长、体现自身特色，采用相应的教学模式。

《鼎尖教案》系列丛书，是依托延边教育出版社多年教案出版经验和资源优势，由近百名教辅研究专家精心策划的一套教案丛书。书中的教学案例，大都是在全国范围内广泛征集的优秀作品，是全国一线特高级教师经验智慧的结晶，代表着当前教学改革方向和最高水平，堪称精品。

丛书以“教学模式多样化”为基本原则，通过科学合理的设计，克服了以往教案类产品无法解决的教学模式单一的问题，对于推进新课程改革具有很强的指导意义，是广大教师教学的参考和帮手，其主要特点如下：

- **工具性** 突出实用性、系统性、工具性、资料性，汇集教学教案、重难点知识讲解、类题（题型）讲解、规律方法总结、知识体系构建、训练题库等内容，为教师提供融课堂教学、钻研教材、课后辅导、习题编选于一体的全息资源库。
- **选择性** 体现教学模式多样化原则，对同一知识体系的教授和解读方式，提供两种教学形式和教学思路，展示两种解决问题的方法，搭建动态开放的资源平台。教师可根据学生特点和教学习惯自由选择组合，形成多种教学模式。
- **系统性** 创新教案编写模式，内容包括教材教案、教辅教案、习题教案三个板块，为教师提供教学模式多样化的全方位系统解决之道，教师得到的不仅是新授课的教案，更有复习课、训练讲评等内容的教案。同时注重教师用书与学生用书的配套互补功能，同步推出配套学案，方便教师教学。

教学模式开发和应用的过程，是一个随着教育理论和教学实践不断发展的双向的动态的过程，在探索教学模式多样化的过程中，按照“学习—实践—评价—创新—构建”的思路，我们将不断探索和创新更多的教学模式。同时感谢在本书编写和教案征集中，为我们提供帮助和支持的广大教师，也希望有更多的人能够参与进来，与我们共同探索实现教学模式多样化的思路和办法。

教材教案

单元整体教案

单元目标
教材分析
教学设想
课文对译
背景链接

单元课时教案

教学目标
教学重点
教学难点
教学过程
板书设计
教学反思

教辅教案

课时详解

课前预习
探究新知
随堂练习

教材精析精练

单元要点导读
重点难点突破
单元语法解析
解题技能点拨
中考真题再现

习题教案

同步练习

基础巩固
能力提升
考题回放

一课3练

听力入门
基础夯实
快乐晋阶

体 例 表 解

| | 主要栏目名称 | | 栏目设计功能 | 栏目使用建议 | | | |
|------------|------------|--------|---|---------------------------------------|----------|----------------|----------|
| 第一教案(教材教案) | 单元整体教案 | 单元目标 | 从整体上对本单元内容进行分析,对本单元内容形成系统的认识,便于引导教师有侧重地进行教学 | 明确教材结构及教学方法 | | | |
| | | 教材分析 | | | | | |
| | | 教学设想 | | | | | |
| | | 课文对译 | | | | | |
| | | 背景链接 | | | | | |
| | 单元课时教案 | 教学目标 | 按照“单元整体教案”中“教学设想”的分析,把整个单元分为不同的课时进行教授,达到需要的教学目的 | 在具体的课时讲解中,给教师提供一套较为详尽的解决方案 | | | |
| | | 教学重点 | | | | | |
| | | 教学难点 | | | | | |
| | | 教学过程 | | | | | |
| | | 板书设计 | | | | | |
| | | 教学反思 | | | | | |
| 第二教案(教辅教案) | 课时详解 | 课前预习 | 划分课时,每个知识点按照“导学”→“拓展”→“举例”的解析模式,对单词、短语、句型等进行层层解析 | 学生在课堂上结合教师所讲解的基础知识,巩固所学知识,达到“教学合一”的目的 | 单元形成性测试卷 | | |
| | | 探究新知 | | | | | |
| | | 随堂练习 | | | | | |
| | 教材精析精练 | 单元要点导读 | 以单元为单位,分“词汇解读”“难句分析”对知识点解析,后设“针对性”练习,就难词和难句进行巩固训练 | 配合学生的学习和自查,引导学生自主完成练习,达到巩固知识点的效果 | | | |
| | | 重点难点突破 | | | | | |
| | | 单元语法解析 | | | | | |
| | | 解题技能点拨 | | | | | |
| | | 中考真题再现 | | | | | |
| | 第三教案(习题教案) | 同步练习 | 基础巩固 | 按课时划分,与讲解同步,分为基础知识训练和能力提高,考查本课时的基础知识 | | 教师组织学生进行课堂即时训练 | 单元过关性测试卷 |
| | | | 能力提升 | | | | |
| 考题回放 | | | | | | | |
| 一课三练 | | 听力入门 | 基础部分训练词汇、短语、语法、句型;其他两部分侧重训练阅读和写作 | 学生课后可自主完成,或者教师选择典型题目配合教学 | | | |
| | | 基础夯实 | | | | | |
| | | 快乐晋阶 | | | | | |
| 特别说明 | | | 以上只是简单介绍大体轮廓,详情请参见内文 | | | | |

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Unit 1 Will people have robots?



第一教案

教材教案

单元整体教案

单元目标

| | |
|--------------------|---|
| Topic | Opinions |
| Function | Make predictions |
| Vocabulary | robot, pollution, astronaut, apartment, rocket, space station, moon, free time |
| Grammar | There will be robots in people's home. I will be an astronaut. I will live on a space station. |
| Useful expressions | in 100 years, in college, fall in love with, go skating, go swimming, dress casually, come true, the same as... make... do... be able to... seem possible, in the future, hundreds of |

教材分析

本单元围绕“谈论问题”及“提出建议”这两个话题,设计了相关的语言情景。Section A 1a—2c 呈现了本单元的重点语法现象一般将来时表示猜测的用法,然后设计了听力活动、俩俩结对活动以及小组活动,从听说角度训练了本单元的核心句型,并在 Grammar focus 中进行了归纳总结。Section A 3a—4 所设计的活动,则先通过与一般过去时一般现在时的对比,让学生进一步地了解与掌握一般将来时的结构与用法。Section B 1a—2b 先通过词类的分组活动,呈现了听力活动中所要用到的生词;然后,设计了两个听力活动,分别从两个层面,从宏观到细节,帮助学生掌握一般将来时态的意义、结构和用法。2c—4 设计的活动,则通过说、读与写的活动,对学生三种时态的运用能力进行了综合的训练,旨在帮助学生形成创造性地运用所学三种时态的能力。Self Check 部分让学生通过活动 1—3 对自己的词汇运用能力及语言综合运用能力进行自我评价。

认知目标

词汇方面,掌握 robot, paper money, credit card, leisure time, pollution, astronaut, apartment, rocket, space station, moon, Mars

能力目标

1. 学会运用 will 表示一般将来时;
2. 掌握一般将来时一般问句及其简短回答;
3. 理解 more, less 和 fewer 表示量的用法;
4. 比较一般现在时、一般过去时和一般将来时的用法;

情感目标

激发学生的学习兴趣 and 热情,体验用英语与人交流的乐趣。通过运用课文中的重点句型,如:

1. What do you think life will be like in 100 years?

2. Every home will have a robot.
 3. —Will kids go to school?
—No, they won't. They'll study at home.
 4. There will be fewer trees.
- 来训练听、说的能力。

教学设想

本单元教学分五课时完成。

第一课时:首先利用时间轴采用听说法,让学生形象地感知一般将来时的意义及其动词形式;通过诵读黑板上呈现的新句型,从口头上初步认识一般将来时的表达法,进一步诱导学生发现助动词 will 表示“将来”的用法;其次,通过听力训练帮助学生进一步熟练这一新的语言现象,同时介绍 less, more 与 fewer 的用法;接着,通过小组活动运用本课时所介绍的关键句型谈论自己对将来的看法;最后引导学生利用 Grammar Focus 复习巩固本节课的重点表达法与语法现象。

第二课时:主要通过听说训练进行三种时态用法的对比,进一步地掌握一般将来时的用法。首先,引导学生复习本课时所要用到的动词过去式、表示球类活动与乐器的词汇;再利用时间轴,复习一般现在时、一般过去时和一般将来时的用法;接着,通过 3a 的看图完成句子的练习活动,初步认识利用三种时态描述过去、现在与将来的方法;再通过俩俩对话、小组活动等合作学习的方法,初步掌握一般将来时的用法。

第三课时:主要通过读写活动来进一步学习掌握一般将来时。本课时首先通过头脑风暴这种形式,引导学生复习并扩展了有关职业、运动、衣物、住所以及交通工具等本课时所要用到的词汇。其次,通过听说活动,重点回顾了三种时态所用到的动词形式;再通过任务型阅读,培养学生通过略读与细读寻找所需信息的能力,同时在阅读的过程中,让学生学习如何运用各种时态描述过去、现在与将来的方法;最后通过设计一个调查竞赛活动,发展学生运用所学进行书面表达的能力。

第四课时:本课时为复习课,复习本单元所学习到的基本知识与基本技能。首先引导学生回顾本单元所学习到的基本词汇与结构及其用法,让学生自主完成活动 1 的练习,通过讲评、造句与诵读,使学生熟练地掌握五个单词与词组的用法;接着安排了两个阅读活动,通过读与诵读培养学生的阅读能力,同时复习了单元的关键句型与语法现象。最后进行一个单元小测,检查学生掌握的情况。

第五课时:本课时为阅读课。

情感态度与价值观的体现。通过描述未来,调动学生的积极性,发挥学生的想象力,同时帮助学生树立正确的人生观和价值观;让学生懂得:有付出才能有收获,自己的未来要靠自己的

劳动来创造。

课文翻译

Section B 3a

10年后,我认为我会当记者。我会住在上海,因为我去年去过上海并爱上了这个城市。我认为它真是一个很漂亮的城市。如果做了记者,我认为我会见到很多名人。我想我会和我最好的朋友住在一间公寓里,因为我不喜欢独居。我会饲养宠物。我现在不能养宠物,因为我妈妈讨厌宠物而且我们的公寓太小了。所以10年以后,我要饲养许多不同的宠物。我甚至会养一只鹦鹉!我可能每天都去滑雪和游泳。平日里我看上去会很帅气,可能会穿西服。周末我会穿得随意些。我想我会在假期去香港,某一天我甚至可能去澳大利亚旅游。

Self Check 2

预言未来很难。有许多著名的预言从未实现。在1929年前,电影没有声音。美国最大的一家电影公司经理预言没有人愿意看演员说话。当然他错了。1997年,美国最大的计算机公司经理说:“没有人想在家里安装计算机。”他认为计算机将不会被大多数人使用。

Section 2

你认为你会有自己的机器人吗?

在一些科幻电影中,未来的人们都有自己的机器人,那些机器人长得就像我们人类一样,他们帮我们做家务以及许多我们不愿意做的事。

许多科学家相信将来我们会有这样的机器人,然而,他们承认,这还需要上百年的时间。科学家正在以我们人类为模型研制机器人。日本的工厂已经研制出了能走路和跳舞的机器人,他们看上去非常有趣。

但是詹姆斯·瓦特——一位机器人科学家不这样认为。他认为对于一个机器人来说模仿人类做事是一件很难的事。例如,对一个孩子来说觉醒并知道自己在哪儿很容易。瓦特先生认为机器人很难做到这一点。但是其他的科学家不同意他的观点,

他们认为机器人在未来的25到50年的时间里就能和人类交谈。

科学家们不仅正在试图制造看起来像人一样的机器人。而且已经制造出在工厂工作的机器人。这些机器人看起来更像巨大的手臂。它们一遍遍重复简单的工作。人们不愿做此类工作而且很厌倦。而机器人却从来不会厌倦。

在未来,机器人无处不在,人类将会减少工作量,新机器人将有许多的形态。一些看上去和人类一样,其他的可能看起来会像蛇。地震后,蛇形机器人可以帮助寻找瓦砾下的幸存者。这种事现在看来似乎不可能,但是,电脑,航天火箭,甚至电动牙刷,在一百年前看来似乎也是不可能的。我们永远不知道未来会发生什么!

背景链接

Instant Expert: Robots

Ever since the Czech writer Karel Capek first coined the term “robot” in 1921, there has been an expectation that robots would some day deliver us from the drudgery(苦工) of hard work. The word from the Czech “robota”, for hard labour and servitude-described intelligent machines used as slaves in his play R. U. R. (Rossum’s Universal Robots).

Today, over one million household robots, and a further 1.1 million industrial robots, are operating worldwide. Robots are used to perform tasks that require great levels of precision or are simply repetitive and boring. Many also do jobs that are hazardous to people, such as exploring shipwrecks, helping out after disasters, studying other planets and defusing(卸除引信) bombs or mines.

Robots are increasingly marching into our lives. In the future, robots will act as carers, medics, bionic enhancements, companions, entertainers, security guards, traffic police and even soldiers.

单元课时教案

The First Period

Teaching aims

Aims of basic knowledge:

1. Key vocabulary:

robot, everything, paper, use, tree, building, pollution, fewer, less

2. Key structures:

1) Will there be less/fewer/more...?

No, there won't. There will be more/less/fewer...

2) Kids won't go to school.

3) They will study at home on computers.

Aims of abilities:

1. Be able to listen for specific information on what will happen in the future;

2. Be able to talk about what will happen in the future using the target language.

Aims of emotion and evaluation:

1. Encourage the students to work hard at their lessons preparing for their own future.

Teaching important points

1. Master the usage of the indefinite tense.

2. Talk about what will happen in the future.

3. Review the Simple Past Tense and the Simple Present Tense.

Teaching difficult points

How to use correctly the Simple Past Tense and the Present Progressive Tense.

Teaching methods

1. Situation simulating method

2. Communicative method

3. Task-based method

Teaching tools

A recorder, a tape and some pictures

Teaching procedures

Step 1 Organization

Greetings

Step 2 Warming up

Duty report

Step 3 Presentation

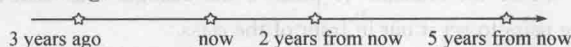
1. Teaching new words.

Get the students to look at the pictures and then talk about what they have seen in it.

Teach the new words at the same time.

2. Teaching new grammar.

1. Draw a time line on the blackboard and mark the line as the following:



2. Introduce the indefinite future tense

1) Teacher points to the now-point on the time line and says: "I am now in this school." And then points to the 2-year-from-now point, saying: "I will be in this school two years from now." Point to the 5-year-from-now point, saying: "I will be in this school five years from now, too." (Write the two sentences on the blackboard, the word *will* written in red.)

2) Get the students to read aloud the sentences several times until they can say them correctly.

3) Prompt the students to say what they think the word *will* is used for. Teacher gives comments on the students' work and tells the class: The word *will* here is used to tell the future actions and happenings.

Step 4 Practice (1a)

1. Have the students read aloud the sentences in 1a after the teacher until they can read them correctly. Then encourage them to read aloud them one by one. Make sure they understand them.

2. With a student, perform the dialogues in the picture. And at the same time show the students how to make dialogues using the sentences in 1a.

3. Pair the students to practice making conversations using the information in 1a.

4. Prompt some pairs to act out the dialogues they have made.

Step 5 Listening (2a—2b)

1. Have the students read the sentences in 2a first, teaching the new word *pollution* using a picture of a factory producing a lot of black smoke and make sure they know what they are asked to listen for. Tell the students that less is the comparative degree of little, which is used to modify an uncountable noun, and that fewer is the comparative degree of few, which is used to modify a countable noun.

2. Play the recording for the students to listen and circle the words they hear.

3. Play the recording again for them to check their answers.

4. Deal with 2b in the same way.

Step 6 Practice (2c)

1. Get one student to cooperate with the teacher acting out

the dialogue in the box.

2. Have the students work in groups of four using the following structures:

A: I think there will be...

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

C: I agree.

3. Get some groups to act out the conversations they have made.

Step 7 Sum up

1. Get some students to sum up what they have learned in this period (Grammar focus).

The teacher makes a brief comment.

2. Have the class read through the sentences in the table and raise questions if they don't understand any of the sentences.

3. Change the following into the indefinite future tense:

1) There are many robots in the school.

2) The kids go to school by car.

3) Did Mr Smith come to see you this morning?

4) We are having a good time at the party.

4. Check the answers with the whole class.

Answers:

1) There will be many robots in the school.

2) The kids will go to school by car.

3) Will Mr Smith come to see you this morning?

4) We will have a good time at the party.

Homework

1. Recite the sentences in Grammar Focus.

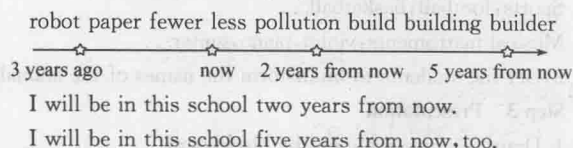
2. Preview 3a—4

3. Prepare some old pictures of yourself and your parents, friends or famous persons and your hometown.

4. Draw some pictures of what the above persons or places would be like in ten years.

板书设计

Unit 1 Will people have robots?



教学反思

The Second Period

Teaching aims

Aims of basic knowledge:

1. Key Structures:

1) Five years ago, Sally was... / played...

2) Today Sally is... / plays

3) In five years Sally will be.../will play...

Aims of abilities:

Be able to use the three different tenses to describe the past, present and future actions or states.

Aims of emotion and evaluation:

Enable the class to get to know that one creates his own and that only by his hard work can he cherish a bright future.

Teaching important points

The use of will

Teaching difficult points

The use of will

Teaching methods

1. Situation simulating method
2. Communicative method
3. Task-based method

Teaching tools

pictures

Teaching procedures

Step 1 Organization

Greetings

Step 2 Warming up

1. Ask several pairs to recite the sentences in Grammar Focus

2. Revise the formation of the past tense

1) Write the past tense of the following verbs

live _____ play _____ study _____
work _____ finish _____ try _____
be _____ have _____ buy _____
teach _____ get _____ take _____

2) Prompt some students to tell the answers for the whole class to check and then summarize the rules.

3. Revise the useful words.

1) Get the students to brainstorm the words and write them on the blackboard.

Sports: football, basketball...

Musical instruments: violin, piano, guitar...

2) Get the students to brainstorm the names of the animals.

Step 3 Presentation

1. Draw the time table on the blackboard.

5 years ago now 5 years from now

2. Show the pictures depicting the past, today and the future of your own and say:

Five years ago, I was a farmer. Now I am a teacher. In five years, I will be retired.

Five years ago, I played table tennis. Now I play the piano. In five years, I will play the violin.

3. Have the class read aloud the sentences after the teacher.

4. Encourage some students to tell what they have found out about the use of the three tenses.

Step 4 Practice (3a)

1. Have the class look at the three pictures and tell the class what they can see in them, revising the words and expressions:

guitar, badminton, be married.

2. Get some top students to talk about the three pictures and the others listen carefully.

3. Help the class correct the mistakes.

4. Read aloud the sentences after the teacher chorally until they can say them correctly.

5. Individually reading.

Step 5 Pairwork (3b)

1. Work with a student showing the class how to carry out the activity.

2. Get the whole class to practice the dialogue, two teams as A and the other two as B, swap the roles and practice again.

3. Pair the students to practice the dialogue and then ask some pairs to act it out in front of the class.

4. Pair the students to make dialogues using the following structures:

A: What do you think... will... in... years?

B: I think... will...

A: What... will...?

B: ... 'll...

5. Get the students to present their dialogues pair by pair. While one pair is presenting, the others listen carefully and then correct the mistakes if any.

Step 6 Practice—an introduction to myself (3c)

1. Have the students look at the pictures they have prepared and write about them using the structures in 3c. The teacher walks about and offers a helping hand.

2. Put the students into groups of four, with one in charge. The students introduce themselves one by one within the group. The others listen and correct the mistakes if any.

3. Prompt one from each group to present his/her to the class.

Step 7 Practice—What our hometown will be?

1. Have the students revise the sentences in Grammar Focus and then brainstorm the words and expressions that can be used to depict the imaginary place in future:

I think there will be more/less/fewer... tall buildings, green trees and grass, more buses, fewer cars, etc.

2. Put the students into groups of four. Discuss what their imaginary hometown will be using the following expressions:

I think there will be...

I agree.

Well, I don't agree. But I think...

3. Draw a picture depicting their imaginary hometown according to what they have discussed and agreed on.

4. Write a description of their imaginary hometown together.

5. Each group presents their description to the class.

Step 8 Sum up

1. Get the students to sum up what they have learned within the group.

2. Have some students tell the class what they have summed up and the teacher gives a brief comment and necessary make-up.

Homework

1. Make a poster of oneself or your imaginary hometown. It should include the introduction and the pictures.
2. Preview Section B.
3. Revise the words that stand for jobs, transportation and places, pets, sports and clothes. Find more such words.

板书设计

Unit 1 Will people have robots?

1) Write the past tense of the following verbs

| | | |
|-------------|--------------|-------------|
| live _____ | play _____ | study _____ |
| work _____ | finish _____ | try _____ |
| be _____ | have _____ | buy _____ |
| teach _____ | get _____ | take _____ |

2) Get the students to brainstorm the words

Sports: football, basketball...

Musical instruments: violin, piano, guitar...

3) Draw the time table

| | | |
|-------------|-----|------------------|
| ☆ | ☆ | ☆ |
| 5 years ago | now | 5 years from now |

eg 1. Five years ago, I was a farmer. Now I am a teacher. In five years, I will be retired.

2. Five years ago, I played table tennis. Now I play the piano. In five years, I will play the violin.

4) New words and expressions: guitar, badminton, be married.

教学反思

| |
|--|
| |
|--|

The Third Period

Teaching aims

Aims of basic knowledge:

1. Key and difficult vocabulary:
space, fly, moon, fall, fell, alone, pet, probably, dress, which, even, took, wrote

2. Key structures:

I think I'll be/do...

Aims of abilities:

1. Learn to talk about one's life in future using the target language.
2. Be able to read for the information about future.

Aims of emotion and evaluation:

1. Help the students get to know their bright future is created by themselves and not by someone else.
2. Through the debate on one's future, develop the friendship and the cooperative spirits among the students.

Teaching important points

1. Key and difficult vocabulary:
space, fly, moon, fall, fell, alone, pet, probably, dress, which, even, took, wrote

2. Key structures: I think I'll be/do...

Teaching difficult points

Learn to talk about one's life in future using the target language

Teaching methods

1. Situation simulating method
2. Communicative method
3. Task-based method

Teaching tools

A tape, a recorder and some pictures

Teaching procedures

Step 1 Organization

Greetings

Step 2 Warming up

Duty report—My home town in ten years

Step 3 Presentation (1a—1b)

1. Have the class read through the words in 1a and teach the new ones using pictures, *astronaut*, *rocket*, *space*, *space station*.
2. Get the students to read aloud the words after the teacher until they can say them correctly. Classify them into three groups and fill in the following chart.

| Jobs | Transportation | Places to live in |
|--|---------------------------------|--|
| <i>astronaut</i> <i>computer</i> <i>programmer</i> | <i>train</i> , <i>rocket</i> | <i>house</i> , <i>apartment</i> , <i>space station</i> |

3. Do the brainstorming exercise and encourage the class to add more such vocabulary.

4. Do the same to revise and enlarge the words as shown in the following chart.

| Pets | Sports | Clothes |
|---|--|---|
| <i>cat</i> <i>dog</i> <i>parrot</i> | <i>basketball</i> <i>football</i> <i>chess</i> | <i>shirt</i> <i>skirt</i> <i>trousers</i> <i>pants</i> |

Step 4 Listening (2a—2b)

1. Pre-listening: get the students to look at the pictures carefully, and tell each other what they can see in them. Then encourage them to read the sentences and the words provided in 2b and then try to guess what the conversations might be about.

2. While-listening: play the recording for the students to listen carefully for the specific information and number the pictures according to the key information they might get. Play the recording again for them to listen for the details to fill in the blanks.

3. After-listening: get some students to tell the class what they have done and why. Refer the students to the listening materials and check the answers. If there are still problems, the teacher should offer help.

Step 5 Practice (2c)

1. Get the students to read the listening materials and fill in the following chart.

| | Now | Ten years ago | Ten years from now |
|----------------|---------------------|---------------|--------------------|
| Where | apartment | house | space station |
| Jobs | computer programmer | student | astronaut |
| transportation | | train | rocket |

2. Have the class make dialogues using the following structures and the information which is obtained in the activity above:

A: Where do/did/will you live?

B: I live/lived/will live in...?

A: What job do/did/will you do?

B: I am/was/will be a(n)...

A: How do/did/will you go to school/work?

B: I go/went/will go...by...

3. Pair the students to practice the dialogues they have made for about 5 minutes and then prompt some pairs to present their dialogues to the class.

Step 6 Reading comprehension

1. Read for the specific information

1) Tell the class that they are going to read a passage about Ming's life in ten years.

Please find the answer to the following question:

Why can't Ming have any pet now?

2) Get some students to answer the question.

Answer: Because his mother hates pets.

2. Read for details

1) Get the students to read through the chart under the passage and make sure what they are wanted to read for.

2) The students read through the passage and teacher goes around the classroom and offers help.

3) Check the answers with the class by calling back the answers from them.

3. Get the students to read aloud the passage after the teacher until they can read them correctly and fluently. Encourage some students to read aloud the passage to the class.

Step 7 A guessing game—Who wrote it?

1. Preparations: have the students write on a piece of paper what their life will be like in ten years. They shouldn't write their names. Teacher walks around the classroom and offers help.

2. Collect the students' pieces of paper and put them into a bag. Work with two top students showing the class how to play the game:

T: (Draw a piece of paper from the bag) This paper says, "I'll be an engineer in ten years."

S₁: I think Lin Wei wrote that.

S₂: Yes, I wrote it. /No, I didn't write it.

3. A guessing game

1) Divide the pieces of paper into four parts. Each group chooses one part.

2) By turns, one draws a piece and reads the writing on it.

His/Her desk mate guesses who wrote it. The one whose name is mentioned should tell the class if the guess is right or not. If it is right, the group will get one point. The group which gets the most points will be the winner. The structures used are as follows:

S₁: This paper says, "...".

S₂: I think... wrote that.

S₃: Yes, I wrote it. /No, I didn't write it.

3) Praise the winner and encourage the losers.

Step 8 A survey—Who agrees with you?

1. Get the students to read aloud the questions in 4 and make sure they understand them.

2. Have the students answer the questions themselves and write their answers in their notebooks. Teacher walks about and gives a helping hand if necessary.

3. Pair the students to practice asking and answering the questions and complete the table.

| questions | you | your partner |
|---|--------|--------------|
| Which country will win the next World Cup? | France | |
| What will the weather be like tomorrow? | | |
| Which movies will win awards next year? | | |
| What will teenagers do for fun twenty years from now? | | |

4. Have the student write a passage about the results and then ask some to report their results to the class.

Step 9 Sum up

1. Get the students to sum up what they have learned in the previous periods.

2. Prompt some students to tell the class what they have summed up.

3. Teacher gives a brief comment.

Homework

1. Use the table in 3a to do a survey on your parents or friends about what their life will be like in ten years and then write a report on the result of the survey.

2. Go over what has been learned in the previous periods.

3. Preview Self Check.

板书设计

Unit 1 Will people have robots?

space, space station, astronaut, rocket, fly, moon, fall, fell, alone, pet, probably, dress, which, even, took, wrote, in ten years, go skating, on the weekend, wear a suit, on vacation

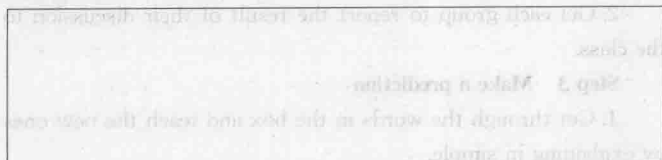
A guessing game:

S₁: This paper says...

S₂: I think... wrote that.

S₃: Yes, I wrote it. /No, I didn't write it.

教学反思



The Fourth Period

Teaching aims

Aims of basic knowledge:

1. Key vocabulary: the key words in this unit
2. Key structures: the key structures in this unit

Aims of abilities:

1. Comprehensive use of what has been learned in this unit.
2. Cooperative study

Aims of emotion and evaluation:

1. Cultivate the spirits of cooperation
2. Encourage the students to work hard for their future

Teaching important points

1. Key vocabulary: the key words in this unit
2. Key structures: the key structures in this unit

Teaching difficult points

Comprehensive use of what has been learned in this unit.

Teaching methods

1. Elicitation method
2. Guided reading

Teaching tools

pictures

Teaching procedures

Step 1 Organization

Greetings

Step 2 Warming up

Duty report—My parent's/friend's future life in ten years

Step 3 Revision

1. Revise the key words and structures in this unit.
2. Revise the use of the indefinite future tense.

Step 4 Practice (Part 1)

1. Get the students to read through the words in Part 1 and make sure they understand them.
2. Encourage them to complete the sentences with the proper forms of the words.
3. Call back the answers from the class for them to check up.
4. Have the class read aloud the completed sentences after the teacher.
5. Get them to make sentences with the words by themselves, check with each other.

And then prompt some students to write their sentences on the blackboard. The others read through the sentences and correct the mistakes if any.

Step 5 Comprehensive reading

1. Read for the specific information

- 1) Have the students look at the pictures beside the passage

and try to say something about them.

- 2) Get the students to read through the passage with the questions in mind:

What is the passage about?

- 3) Check the answer with the whole class by calling back the answers from the class.

Answer:

It's about the prediction.

2. Read for details

- 1) Read the passage for the second time with the following questions in mind:

Who does the passage say made wrong predictions?

What did they predict? What are the facts?

- 2) Get some students to tell the class the answers to these questions.

Answer:

The head of one of the biggest movie companies and the head of the largest computer company in the USA.

The head of the movie company said that no one wanted to see actors talk while the head of the computer company said that no one would want to have a computer in his or her home.

The facts are that all the people enjoy the actors talk in movies and that quite a lot of people now have computers in their own homes.

3. Reading aloud

- 1) Get the students to read the passage after the teacher.
- 2) Prompt some students to read aloud the passage to the class.

Step 6 Find these words from this unit

1. Encourage the students to read through the sentences in Part 3 and make sure they understand them.
2. Have the students find the words from this unit for each sentence and then check the answers by calling back the answers from the class.

Homework

1. Write the sentences made in class in the exercise-book.
2. Read aloud the passage in Part 2.
4. Go on the Internet and look for the information on robots.

板书设计

Unit 1 Will people have robots?

1. What is the passage about?

It's about the prediction.

2. Who made wrong predictions according to the passage?

The head of one of the biggest movie companies and the head of the largest computer company in the USA.

3. What did they predict? What are the facts?

The head of the movie company said that no one wanted to see actors talk, while the head of the computer said that no one would want to have a computer in his or her home.

The facts are that all the people enjoy the actors talk in movies and quite a lot of people now have computers in their own homes.

教学反思

The Fifth Period

Teaching aims

Aims of basic knowledge:

1. Key vocabulary:

unpleasant, scientist, however, hundred, already, made, factory, simple, such, everywhere, human, shape, huge, snake, possible, electric, seem, impossible, housework

2. Key structures:

the same as, make sb do sth, take time to do sth, help do sth, help with sth

Aims of abilities:

1. Learn to predict what you will read about by looking at the picture and the title;

2. Be able to get information of robots from the internet;

3. Talk about them using the target language.

Teaching important points

Key structures:

the same as, make sb do sth, take time to do sth, help to do sth, help with sth

Teaching difficult points

Learn to predict what you will read about by looking at the picture and the title.

Teaching methods

1. Guided reading

2. Task-based approach

Teaching tools

Pictures

Teaching procedures

Step 1 Organization

Greetings

Step 2 Warming up

Duty report—My parent's/friend's life in ten years

Step 3 Presentation

1. The robot in my mind

1) Have the students think about the robots with the following questions in mind:

What does your robot look like?

What can it do?

2) Put the students into groups of four and do brainstorming exercise and then complete the following chart.

| Name | What does it look like? | What can it do? |
|------|-------------------------|-----------------|
| | | |
| | | |
| | | |
| | | |

3) Write a report on the result of the group work.

2. Get each group to report the result of their discussion to the class.

Step 3 Make a prediction

1. Get through the words in the box and teach the new ones by explaining in simple.

such as English; possible, housework.

eg possible; If something is possible, you think that it might happen.

housework; Housework is work such as cleaning and cooking that you do at home.

2. Get the students to look at the title of the passage and read through the words in the box in 1b once more and try to guess which words in the box you may read in the passage.

Step 4 Comprehensive reading

1. Read for specific information

1) Tell the students to read through the passage with the following question in mind:

What shapes will robots in future have?

2) Call back the answers from the class.

Answer:

They will have different shapes such as humans, snakes and etc.

2. Read for details

1) Have the class read the passage again with the following in mind:

What can robots do in some science fiction movies?

What kinds of robots have Japanese companies made?

What does robot scientist James White think robots can't do?

What do robots working in factories do?

What can a snake robot do after an earthquake? Do you agree with the writer?

2) Check the answers by asking individuals to answer them and correct the mistakes if any.

Answer:

They help with housework and do the most unpleasant jobs.

The robots they have already made can walk and dance.

He thinks that robots can't wake up and know where they are like a human being.

They will do simple jobs over and over again.

It could help look for people under buildings.

3. Read for details

1) Read again and make sure how many words in activity 1b you correctly predicted.

2) Read again for the sentences of the following structures:
the same as, make sb do sth, take time to do sth, help to do sth, help with sth

4. Encourage the students to make sentences with the above structures.

Prompt some students to read aloud the sentences they have made to the class and the others to correct the mistakes if any.