

新目标

英语课堂教学设计 与活动案例

Teaching Designs & Classroom Activities for

GO FOR IT

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李冬梅 主编

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新目标英语课堂教学设计与活动案例

八年级上

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前言

人教版《义务教育课程标准实验教科书英语(新目标)》依据国家教育部颁发的《英语课程标准》(实验稿)编写而成。它采用任务型语言教学模式,融汇话题、交际功能和语言结构,形成了一套循序渐进的生活化的学习程序。随着《英语课程标准》的实施和课标教材的使用,英语课堂教学发生了深刻的变化。传统的教学方式已不能完全适应新课程的要求,而如何帮助学生学会观察、学会思考并形成终身学习的能力已经成为广大英语教师课堂实践的主要内容。为了使广大英语教师能更好地理解和使用这套教材,我们专门组织了一批来自基层的优秀英语教师,结合他们的教学实践,编写了这套《新目标英语课堂教学设计与活动案例》,与大家共同学习、探索和反思。

全书力求通过对每个单元话题、功能、结构、语法的分析来准确把握教材的总体思路,力求通过对教学环节各方面的精心设计来体现新课程理念。全书单元设置与教材同步,每单元分为单元分析、学情分析、教学目标、重点难点、课时安排、教学过程、活动案例、主题链接等八个部分。各单元的教学目标围绕语言技能、语言知识、情感态度、文化意识和学习策略这五个具体目标展开。重点难点部分囊括了每单元的重点词汇、重点句型、单元话题和语法要点。教学过程这部分为教师提供了每课时的具体教学步骤,条理清楚、脉络明晰。其中,师生之间以及生生之间的对话均以斜体表示,与教学步骤相区别。活动案例和主题链接紧紧围绕每单元的话题和功能;同时,也为教师提供了延伸和拓展的空间。书中所有的教学设计和活动案例均由一线教师精心编写。许多活动不仅能使学生积极参与课堂教学的各个环节,又能促进师生间的合作互动,方便教师在课堂上使用,具有很强的可操作性。其中有些活动配有多媒体素材,教师可以到浙江教育出版社的网站(<http://www.zjeph.com>)下载。

教师在使用本书时需从学生的实际英语水平出发。每个地区、每所学校、每个班级的学情并不完全一样,因此,教师需从实际出发,对本书的教学设计做一定的增删,对活动的难易度进行适当的调整。只有这样,才能激发学生的学习积极性。另外,在编写课堂教学设计与活动案例的过程中,我们也充分考虑了学生学习的实际状况;但课堂教学是一个动态的过程,学生在课堂上的言与行是事先无法估计的,这些设计都只是事先的预案。因此,教师应灵活使用本书,千万不可一成不变、照搬照抄。

在编写过程中,我们力求准确把握新课程的理念。由于水平有限,时间仓促,不当之处敬请批评与指正。

编者
2006年8月



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前 言

人教版《义务教育课程标准实验教科书英语(新目标)》依据国家教育部颁发的《英语课程标准》(实验稿)编写而成。它采用任务型语言教学模式,融汇话题、交际功能和语言结构,形成了一套循序渐进的生活化的学习程序。随着《英语课程标准》的实施和课标教材的使用,英语课堂教学发生了深刻的变化。传统的教学方式已不能完全适应新课程的要求,而如何帮助学生学会观察、学会思考并形成终身学习的能力已经成为广大英语教师课堂实践的主要内容。为了使广大英语教师能更好地理解和使用这套教材,我们专门组织了一批来自基层的优秀英语教师,结合他们的教学实践,编写了这套《新目标英语课堂教学设计与活动案例》,与大家共同学习、探索和反思。

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Unit 1 How often do you exercise?

一、单元分析

本单元围绕有规律地安排活动及培养健康的饮食习惯等话题展开教学活动,要求学生在 学习一些体育运动词汇的基础上,掌握时间频度副词的用法,并进一步学会熟练使用“*How often do you ...?*”这个句型。这也是学生在日常生活中经常使用的语言交际功能,体现了本套教材融汇话题、交际功能和语言结构的循序渐进的生活化的学习程序。

本单元的核心语言项目是“*What do you ...?*”以及“*How often do you ...?*”,主要话题是有规律地安排活动和科学地调配膳食,并学习如何使用频度副词谈论关于个人的生活习惯、饮食习惯等。从 Section A 的“*What do you ...?*”以及“*How often do you ...?*”等句型的基本运用到 Section B 语篇中的综合运用,循序渐进,逐步扩展。

二、学情分析

学生已经学习并掌握了一些基本的活动名称。本单元的重点是要学习如何使用时间频度副词来询问和回答某人做某事的规律。通过本单元的学习,引出什么才是科学的膳食和每天花多少时间锻炼身体最科学这两个主题。它们都是日常生活中学生既熟悉又感兴趣的话题,有利于学生知识范围的延伸,并有助于他们养成良好的生活习惯。

三、教学目标

1. 语言技能目标

- (1) 能流利地谈论生活起居及饮食习惯, 如: *What do you ...? How often do you ...?*
- (2) 能正确使用不同程度的时间频度副词表达做某事的频率, 如: *always, usually, often, sometimes, hardly ever, never, etc.*
- (3) 能阅读介绍个人生活习惯、饮食习惯等方面的相关文章, 了解哪些饮食习惯是健康的。

2. 语言知识目标

- (1) 掌握一些活动及食物的名称, 如: *exercise, go skateboarding, shop, surf the Internet, junk food, milk, coffee, chip, cola, chocolate, drink, etc.*
- (2) 正确区分并使用表示不同程度的时间频度副词, 如: *always, usually, often, sometimes, hardly ever, never, etc.*
- (3) 熟练使用询问频率的句型, 如: *how often* 引导的特殊疑问句。

3. 情感态度目标

- (1) 培养学生有规律地安排活动的 ability, 促使学生养成良好的生活习惯。
- (2) 通过引导学生了解什么样的饮食习惯才能保持健康的体质, 帮助学生树立健康的饮食



观念, 养成良好的饮食习惯。

(3) 通过开展周末活动调查问卷, 引导学生正确处理好学习和娱乐之间的关系。

4. 文化意识目标

使学生了解不同背景、不同文化的国家对健康饮食的不同观念, 开拓学生的视野, 加强他们对不同文化的包容性。

5. 学习策略目标

(1) 认知策略: 通过活动, 发散学生思维, 拓宽学生知识渠道。

(2) 调控策略: 通过合作学习, 帮助学生了解并借鉴他人的有效学习方法, 不断提高自己的学习效率。

四、重点难点

1. 教学重点

(1) 重点词汇: how often, go skateboarding, once, twice, surf the Internet, as for, junk food, how many, look after, the same as, although, keep healthy, always, usually, often, sometimes, hardly ever, never, etc.

(2) 重点句型: ① What do you usually do on weekends? I usually play soccer.

② How often do you shop? I shop once a month.

③ Most of the students do homework every day.

(3) 话题: 围绕“Free time activities”开展讨论。

2. 教学难点

(1) 时间频度副词的辨析: always, usually, often, sometimes, hardly ever, never

(2) 辨析: all, most, some, none

五、课时安排

4 课时

六、教学过程

第一课时(Section A 1): 由谈论图片中人物的活动到谈论现实生活中学生的活动, 继而调查学生进行某项活动的频率。学生在与老师和同学的交谈中学会频率词的特定意义和用法。

Period One

Topic	Free time activities
Function	Talking about how often you do things
Vocabulary	always, usually, often, sometimes, hardly ever, never
Structure	What does she do on weekends? She often goes to the movies. How often do you exercise? Three times a week.



续表

Activity	Discover methods
Grammar	Adverbs of frequency
Teaching aids	A tape recorder, a large monthly calendar showing the days of the week, a projector

第二课时(Section A 2, 3 & 4): 第二课时主要练习一些频度副词。通过调查和讨论, 了解 usually, always, sometimes, hardly ever, never 的细微差别, 以及次数的表达方法。

Period Two

Topic	Free time activities
Function	Talking about how often you do things
Vocabulary	every day, once a week, twice a week, three times a week, once a month, twice a month, surf the Internet, exercise
Structure	How often do you watch TV? I watch TV three times a week.
Activity	Make a survey
Grammar	How often questions
Teaching aids	A recorder, slides, pieces of paper

第三课时(Section B 1 & 2): 从谈论活动到谈论饮食, 话题的转换增加了知识的趣味性, 同时可以通过多角度来复习所学知识点。

Period Three

Topic	Talking about the diet every day and how often you have them
Function	Talking about how often you do things
Vocabulary	health, junk food, healthy
Structure	How often do you eat fruits? I hardly have fruits.
Activity	A game method Group discussion
Teaching aids	A recorder

第四课时(Section B 3): 完成 Section B 中 3a ~ 3c 部分, 同时添加了一些话题使课堂内容更加丰富。在完成阅读部分的过程中, 教师可以先让学生谈谈各自的生活方式, 由此引到课文主人公身上, 通过比较来提升话题。



Period Four

Topic	How to keep healthy
Function	Talking about how to keep healthy
Vocabulary	habit, lifestyle, better, try, although, maybe
Structure	All / most / some / none
Activity	Design a reasonable lifestyle to keep healthy
Teaching aids	A recorder

第一课时具体教学步骤:

Step 1: Lead-in

T: *Do you like watching TV?*

S1: *Yes, I do.*

T: *Do you often watch TV?*

S1: *Yes, I do.*

T: *Do you like going shopping?*

S2: *Yes, I do.*

T: *Do you often go shopping?*

S2: *No, I don't.*

T: *What do you often do?*

S2: *I often play computer games.*

T: *Do you like reading?*

S3: *Yes, I do.*

T: *Do you read every day?*

S3: *Yes, I do.*

Step 2: Listening and practicing

Get Ss to listen and write the letters from the picture above on the lines below. (Section A 1a)

Repeat the conversation if necessary.

Ask two Ss to read the sample in speech bubbles.

S1: *What do you usually do on weekends?*

S2: *I often go to the movies.*

Then ask Ss to work with a partner to make their own conversations about the people in the picture.

S1: *What does she do on weekends?*

S2: *She often goes shopping.*

Offer help if necessary.



Step 3: A survey

T: *What do you have for breakfast, lunch and supper?*

Ask Ss to make a survey, discuss in groups and list the food they eat every day. Get Ss to use the following sentences and help them to answer the questions with: "always, usually, often, sometimes, hardly ever, never".

S1: *How often do you eat vegetables?*

S2: *I always eat vegetables.*

S3: *How often do you eat fruits?*

S4: *I often eat fruits.*

Ask each group to make a report.



设计说明:

让学生在讨论各自的生活习惯时使用本单元的句型及频率词,使语言更加贴近生活,交际更真实。

Step 4: Homework

1. Revise the words in Section A 1b.
2. Write a report according to the survey made in class.

第二课时具体教学步骤:

Step 1: Lead-in

Let Ss pay attention to the importance of brushing teeth: An experiment simulates the protection power of Fluoride.

Brainstorming:

Task 1: *How do you protect your teeth? ...*

eg brush teeth, see a dentist for a preventive check-up.

Task 2: *How often do you brush your teeth? ...*

eg Seldom / Once a day / Twice a day / After each meal.

Task 3: *How long do you brush your teeth? ...*

eg 30 seconds / minutes / ...

Step 2: Presentation

T: *What do you like to do?*

S1: *I like playing soccer.*

T: *Do you often play soccer?*

S1: *No, I don't. I play soccer only one time in a week.*

T: *So you play soccer once a week.*

Present the new words on the Bb: twice, twice a week, ...





Step 3: Listening

Get Ss to read the phrases in Section A 2a.

T: *How often do you go to the movies?*

S1: *I go to the movies twice a week.*

T: *How often do you watch TV?*

S2: *I watch TV every day.*

T: *You like watching TV very much. What about Cheng? Now Listen to the tape. First number the activities you hear.*

Let Ss listen to the tape and finish Section A 2a. Then ask them to listen again and finish Section A 2b.

Step 4: Practice

Help Ss to make their own conversations.

S1: *How often do you watch TV?*

S2: *I watch TV every day.*

S1: *What's your favourite program?*

S2: *The Animal's World. How often do you watch TV?*

S1: *Every night.*

Help Ss to talk about their parents.

S1: *How often does your mother go shopping?*

S2: *She goes shopping once a week.*

...



设计说明:

学生先谈论自己,再谈到父母,通过不同主语的呈现帮助学生熟练运用本单元的重点句型。

Step 5: An activity

Ask Ss to write five statements about how often they do different activities. For example, I play soccer three times a week; I visit the doctor twice a year; ...

Then ask a student to come to the board and list the activities in one column and list the "how often" statements in random order in another column. Ask the student to read his statements.

Get the other to make correct statements about the student using one item from each list.



设计说明:

学生在口头交流的过程中对频率词有进一步的理解,同时也训练了他们的口语和听力。



Step 6: Grammar Focus

Ask Ss to read the questions and answers in Grammar Focus.

S1: *What do you usually do on weekends?*

S2: *I usually play soccer.*

S1: *What does he do on weekends?*

S2: *He sometimes watches TV.*

S1: *How often do you shop?*

S2: *I shop once a month.*

Help Ss to talk about their activities.

S1: *I often play soccer. I do my homework every day. ...*

Step 7: Reading and writing

Get Ss to read the magazine article in Section A 3 and then fill in the blanks with proper words.

Ask them to read it together.

Step 8: Survey and discussion

Divide Ss in groups of four and make a survey about "Do you exercise every day?"

Then discuss the results of the survey and report them to the class: "Who has the best lifestyle?"

Step 9: Homework

Write something about your activities.

第三课时具体教学步骤:

Step 1: Brainstorming

T: *How many kinds of food do you know? Which kinds of food do you like best?*

S1: ...

Step 2: Presentation

T: *What do you have for breakfast?*

S1: *I have some milk and bread.*

T: *Do you drink milk every morning?*

S1: *No, I hardly drink milk.*

...

Help Ss use always, usually, often, sometimes, hardly ever, never.

Step 3: Practice

T: *Ask your friends these questions and make a report about your friends.*

(1) *How often do you drink milk?*

(2) *Do you like milk? Why / Why not?*

Help Ss to make conversations like Section B 1b. Then ask some Ss to give reports in front of the class.

S1: *My friend Jack drinks milk every day. He doesn't like it. But his mother says it is good for his health.*



Step 4: Listening and practicing

Let Ss listen to the tape of Section B 2a and circle their answer to each question. Ask Ss to listen again and fill in the blanks (Section B 2b).

Ask Ss to answer the questions in Section B 2b according to their own lifestyles.

Step 5: Discussion

Let Ss discuss these two questions:

- (1) Do you have a healthy lifestyle?
- (2) Why?

Step 6: The best nutritionist

Choose one student in groups to be a nutritionist designing healthy menu for the others and let Ss see who's the best nutritionist.

Step 7: Homework

Do you have a healthy lifestyle? Write a composition about your lifestyle.



设计说明:

话题从课堂延伸到学生自己的生活,让他们把课堂中学到的知识运用到自己的生活中去,现学现用。

第四课时具体教学步骤:

Step 1: Warming up

Show the slide.

People (names in class)	Activities	How often
Li Ming	drink milk	three times a day
Xiao Hong	run	every day
...

T: Please choose one from each column to make sentences.

S1: Li Ming drinks milk three times a day. I think it is unhealthy.

S2: Xiao Hong runs every day. I think she is healthy.

Step 2: Reading and practicing

Let Ss read part of Katrina's letter to a pen pal and then answer the questions.(Section B 3a)

After that let Ss fill in the blanks in Bill's letter. (Section B 3b)

Ask Ss to discuss in groups: Who has a healthy lifestyle, Katrina or Bill?

Give the reasons.

**设计说明:**

从阅读到短文填空,再到小组讨论,这一系列活动既帮助学生进一步掌握本单元重点句型,又能使他们明确什么是健康的生活方式。

Step 3: A survey

Ask Ss to add 5 questions to the survey on Page 81. Then let Ss make a survey in groups of four, and take notes if necessary. Find out who is the healthiest student in each group.

Ask each group to give a report.

Step 4: Discussion

Get Ss to discuss in groups about this topic: How can we have healthy lifestyles?

**设计说明:**

让学生讨论并评价各自的生活方式,把语言点真正地渗透到实际运用中,学会用英语来交流、思考。

Step 5: Homework

1. Revise the words and sentence patterns in Unit 1.
2. Think of a famous person. Imagine what his / her lifestyle is like. Write about him / her. (Self check 2)

七、活动案例**Activity 1. Brainstorming!**

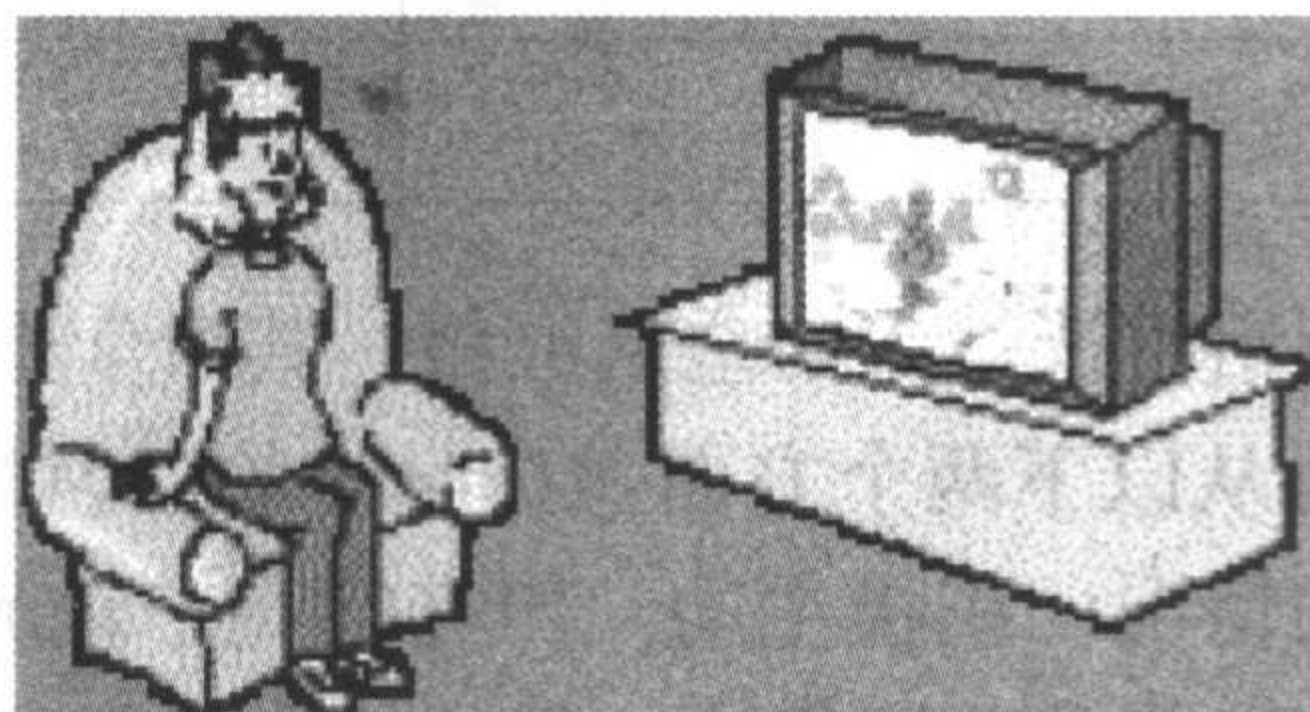
活动目的: 针对学生的课余生活进行短语操练。

活动准备: 教师收集一些反映学生课余生活的图片,做成课件。

活动过程: 在黑板上写出“activities”一词,让学生说出与该词有关的单词或短语,越多越好。在教学过程中,教师可以提供一些活动的图片,拓展学生的思路。例如:



play basketball



watch TV

活动简评: 该活动既帮助学生复习巩固已学知识,又能发散他们的思维,是复习呈现阶



段一项可操作性强、效果好的活动形式。

Activity 2. 找朋友

活动目的: 在语言交流的同时进行情感沟通, 找出生活习惯相似的朋友。

活动准备: 教师事先设计一张表格。

活动过程: 在规定的时间内, 让学生从周围的同学开始询问, 找到与自己的饮食和课外活动大致相同的同学, 请他(她)在每项后面签名。

How often do you...?

Name	Activities	Food / Drinks	How often

活动简评: 为学生创设真实的场景进行语言综合能力的训练, 也为他们进一步了解同学、增进友谊提供机会。

Activity 3. 科学地学好英语

活动目的: 掌握频度副词的用法, 引导学生养成良好的学习英语的习惯。

活动准备: 教师事先设计一张表格。

活动过程:

1. 让学生思考自己是如何学习英语的, 从中注意频率副词的运用, 例如:

I often read my English book.

I listen to English music every day.

2. 小组交流后逐一填入下表:

How do you study English?

Name	Activities	How often
John	read English books	once a month

3. 每组推选一人向全班汇报, 其余学生听取哪些方法值得借鉴, 哪些需要改进;

4. 可从以下两个方面考查学生的学习情况, 将学生学习的评价融入到教学过程中: (1) 课堂参与情况: 积极主动, 声音响亮, 较流畅地用英语表达自己想说的话; (2) 合作学习情况: 与小组成员共同努力, 很好地完成学习任务。

活动简评: 在真实的环境中训练语言技能, 既能巩固本单元的知识, 又能帮助养成良好的学习习惯。