根据义务教育课程标准实验教材编写

修订版

特级教师

初中任法院计

主编◎谢鼓平

配人教

英语八年级上

CHISO:新疆青少年出版社

根据义务教育课程标准实验教材编写



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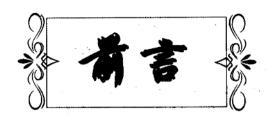
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为了帮助广大教师和学生更准确、更深刻地理解教材,我们特组织部分 在教学第一线、具有丰富教学经验的中学特级、高级教师以及对各学科的新课标教学有独到理解的教研员,共同编写了这套《初中教案作业优化设计》 丛书,供教师们备课及家长们辅导时参考。

该套丛书既双取了传统的教学经验,又不断创新,使整个教学过程新额、实用,既注重老师教学的可控性,又注重激发学生的兴趣,体现课改精神。

本套丛书按单元(章)编排,分为单元要点分析、教学设计、单元自测优 化设计、疑难辅导几个部分,还安排了阶段性的总复习和期中、期末测试优 化设计。

单元要点分析:简要分析本单元的教学内容,说明各单元的教学要求,明确教材的内在联系,对教学重难点进行点拨,老师可以轻松掌控课堂教学。并科学安排课时划分。

数学设计:本套丛书按课时编写教章。教学过程原创,是老师在双取全国优秀教学方法的基础上融入自己的教学经验精心编写而成的。整个教学过程新阅、实用,全面精细,对知识不断更新,师生能够进行良性互动。我们在条课时后还附有课时作业优化设计,引导学生巩固所学知识,培养学生举一反三的能力。

单元智测优化设计:各单元均编写一份综合试题,以双基为原则目标,考练全面结合。全套试卷自成体系,既注重对各项知识的巩固,又注意能力的螺旋式上升,体现了训练的连续性、阶段性和科学性。

般湘辅导: 针对单元自测或课本中的能力超进行重点辅导和解析,将 难题化难为易,有利于学生自学和家长辅导。

总真匀:对全册知识进行归典整理,让学生或老师能够系统地对各方面知识进行复习。

郑中、郑末测试优化设计:我们编排了期中、期末这样的阶段性测试, 旨在检测学生对本册基础知识和重难点知识的掌握情况。

为了方便教师、家长辅导学生以及学生进行自我检测,我们在书后附有 课时作业优化设计、单元自测优化设计与期中、期末测试优化设计的答案。

时代在不断进步,教育在发展变化,观念在不断更新,我们尝试编出这套丛书,但愿它能成为老师们教学的好帮手,学生学习的好助手。欢迎广大读者提出批评和建议,以便再版时修订。

编者

我们采用了最新印次的课本来编写本套丛书,因各地学校采用的课本有所区别,因此造成的不便,敬请谅解。



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Unit 1 How often do you exercise? 第一单元 传多久银线一次?



单元要点分析

本单元的主题是谈论如何恰当地使用频率副词及短语,学会描述课余时间的活动安排和描述基本的饮食结构。如通过听、说、读、写的训练,熟练掌握和运用 What do ...? 和 How often ...? 的句型,并引导学生了解什么样的饮食习惯才能保持健康的体质。

教学要求

- 1. 知识与技能
- (1) Be able to pronounce and master the new words and phrases in Unit 1.
- (2)Be able to understand the dialogues and passages about how often you do things.
- (3)Be able to talk about how often you do things with the structures "What do ..." and "How often ...".
- (4) Be able to know what kind of eating habit can help people keep healthy with the structures "What do ... " and "How often ...".
 - 2. 过程与方法
- (1) Learn to talk about how often you do things with the structures "What do ..." and "How often ...".
 - (2) Learn how to ask and answer the questions by listening and speaking.
 - (3) Learn what is the healthy eating habits by reading.
- (4) Learn to write a passage about the healthy eating habits with the new words and useful expressions.

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- (5) Learn how to learn the new words and their usages and how to get the information we need by reading.
 - 3. 情感、态度与价值观

Educate the students to have a healthy eating habit,

1、4五与吴位

1. Master the new words and phrases:

频度副词:always usually often sometimes hardly ever never 不定代词:all most some no

动词: help make want exercise try

短语: every day, once, twice, three times a week/month, surf the Internet, sing English songs, junk food, drink milk, eat vegetables, be good for be pretty healthy, come home from school, eating habits, of course, look after, start with, study better, a healthy lifestyle/habit, the same as, be kind of, TV program, as for, how often be active, keep in good health, go to the movies, the result of, go skate boarding

2. Master the structures:

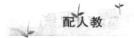
What do you usually ...?

How often do you /does she ...?

- 3. Master the target language:
- (1) How often do you watch TV? Twice a week.
- (2) How often do you drink milk?
 I hardly ever drink milk.
- (3) What do you usually do on weekends?
 I sometimes go to the movies.
- (4) Most of the students do homework every day.



单词、词组卡片和图片,课本磁带和录音机等。



保时划分

Period One: Section A (1a-2c)

Period Two: Section A (3a-4)

Period Three: Section B (1a-2c)

Period Four: Section B,3a-Self Check



Period 1 (第一课时)

教学目标

- 1. Learn the new words in Section A: exercise, skateboard, hardly, ever, twice, shop, once, twice, time, surf, Internet, program, how often with the structure "What do ..." and "How often ...".
 - 2. Learn to talk about how often you do things.
- 3. Be able to understand the dialogues about how often people do things.



Step 1. Revision

- 1. Check the new words by asking Ss to pronounce them correctly.
- 2. Word competition by flashcards in groups.

Step 2. Presentation

- 1. Ask Ss how often they do things. Check the answers in 1a on the Bb. Get Ss to pay attention to the structure "How often ...".
- 2. Get Ss to listen to 1b and write letters from the pictures in 1a. Then listen again and check the answers (=a c e d d e).

Step 3. Practice

1. Get Ss to work in pairs using the information from 1a like this;

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A: Wwhat does she do on weekends?

B: She often goes to the movies.

Then check several pairs of them.

T: What does she do on weekends? Would you please answer the question according to picture in 1a?

Step 4, Consolidation

Get Ss to go through 2a, 2b and understand the meaning and sentence pattern of each sentence. Then get them to listen to 2a and check the questions they hear. After that, listen again and check the answer in 2a (=a. 3)

b. 1 c. 5 d. 4 e. 2) and match each question in 2b. Get Ss to work in pairs using the information from 2a and 2b. Then check some pairs.

Step 5, Summary

Go through the contents in Grammar Focus and get Ss to ask any question about what they learned in this period.

Step 6. Homework

- 1. Learn the new words and the target language by heart.
- 2. Do some exercises for consolidation.
- 3. Preview Section A, 3-4.

Exercises for Period 1 第一课时作业优化设计

	1. My brother's (eat)	habits are not good.
	2. My mom goes shopping	
	3. I'm happy because my mothe	
	4. It's important for you to eat	
		(help)you to keep in good health.
	6. The Greens are (plan) their vacation to Greece this week
nd.		
	7. How often does she shop?	(one) a week.
	8. Rose's mother wants her	(play)the piano every day.
	II.用 every day, once a week, to	wice a week, three times a week, once
	month, twice a month 这些词	引组描述你的周末活动。

Period 2 (第二课时)

教学目标

- 1. Revise the new words in Section A: exercise, skateboard, hardly, ever, shop, twice, once, time, surf, Internet, program, result, how often, with the structure "What do ..." and "How often ...".
- Learn to talk about how often you do things with the target language.
- Be able to understand the passage about the activity survey of Green High School.

1、4五与吴位

1. Master the new words; most, no, result; active, for, high school,

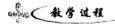
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as for.

2. Master the target language below:

Some students exercise once or twice a week.

As for homework, most students do homework every day.



Step 1. Revision

- 1. Word competition by flashcards in groups.
- 2. Get Ss to interview their partner and write down the names in the table in 4 like this:
 - A: How often do you read English books?
 - B: I like reading, I read English books about twice a week,
 - Then get some Ss to report the result like this:

I often read English books, Jiang Ping reads them once a week, and Liu Hui reads them only once a month.

Step 2. Presentation

- T: Do you want to learn English well? Do you have a good way?
 Now, read the article in 3a and answer the questions below.
 - (1) How many students do homework every day?
 - (2)Do many students exercise once or twice a week?
 - (3) How often do many students watch TV?
 - 2. Get Ss to read 3 again and check the answers. (=(1)Most (2)Some
- (3)most (4)Some (5)No (6)some (7)three or four times (8)every day)

Step 3. Consolidation

- 1. Get Ss to find out the target language from the article.
- e. g. Some students exercise once or twice a week.

As for homework, most students do homework every day.

2. Get Ss to use the above sentences to talk about how often Ss do things.

