

新课标人教版



志鸿优化设计丛书

丛书主编 任志鸿

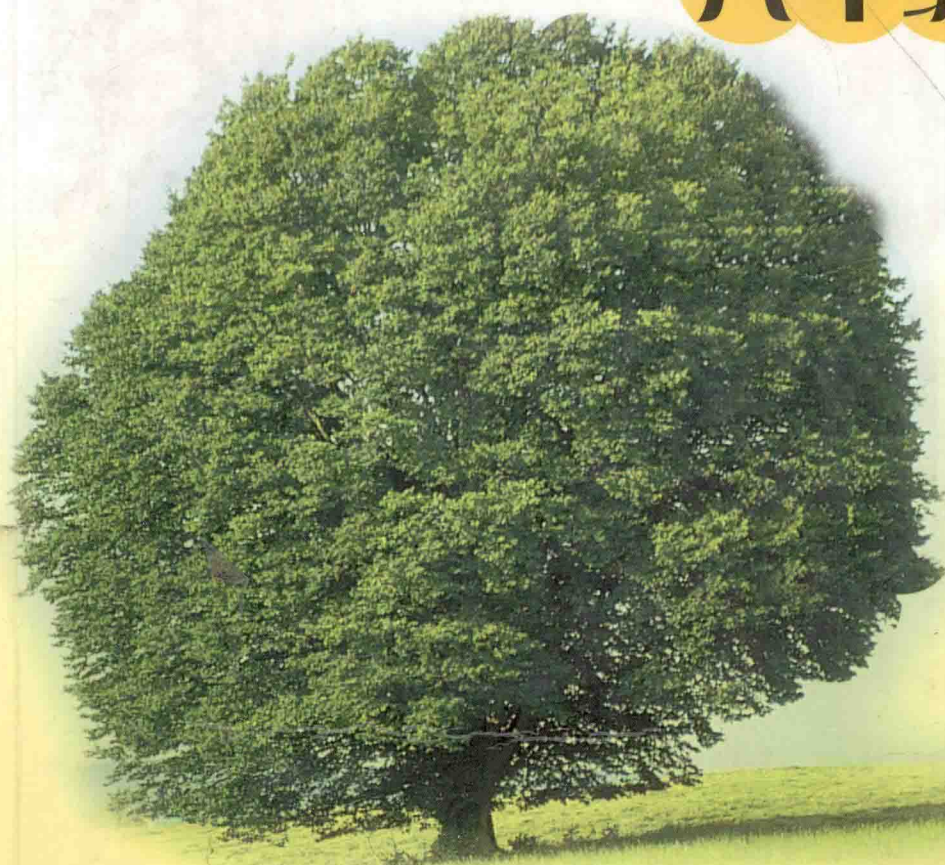
初中新课标

优秀教案

CHUZHONG XINKEBIAO YOUXIU JIAOAN

八年级英语

【上册】



南方出版社
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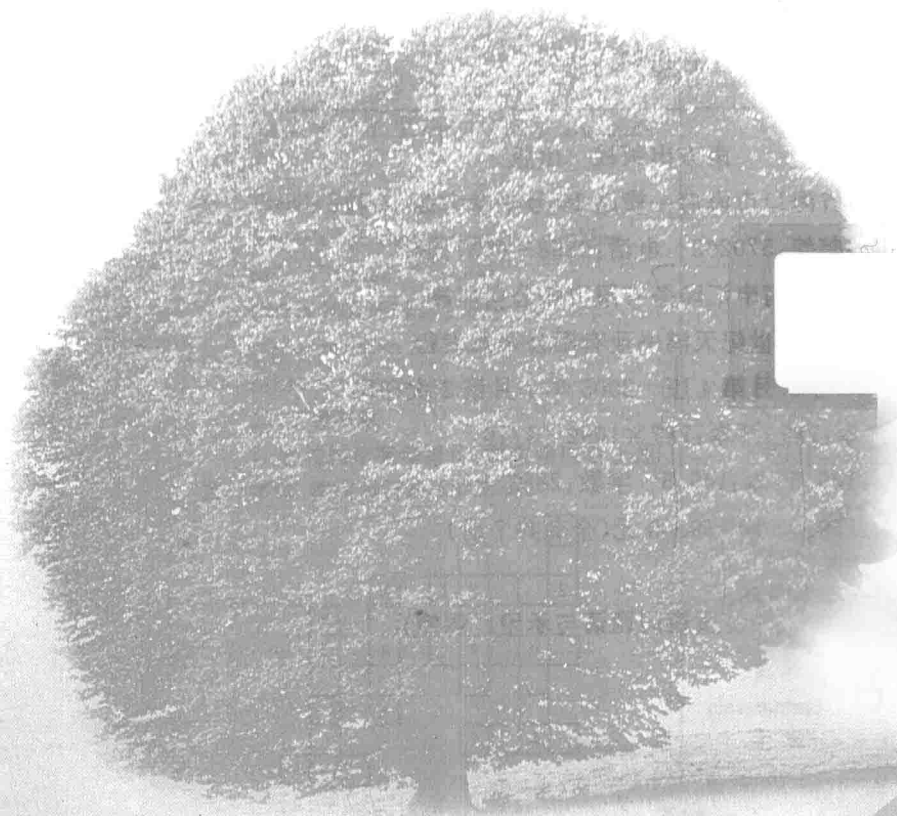
优秀教案

CHUZHONG XINKEBIAO YOUXIU JIAOAN

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图书在版编目(CIP)数据

初中新课标优秀教案. 八年级英语. 上/任志鸿主编. -海口:
南方出版社:南海出版公司, 2004. 5(2005. 7 重印)
(志鸿优化设计系列丛书)
ISBN 7 - 5442 - 2391 - 4

I. 初... II. 任... III. 英语课-教案(教育)-初中 IV. G633

中国版本图书馆 CIP 数据核字(2004)第 043292 号

策 划:贾洪君
责任编辑:贾洪君
装帧设计:邢 丽

志鸿优化设计丛书

初中新课标优秀教案(八年级英语. 上)

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济南申汇印务有限责任公司印刷

山东世纪天鸿书业有限公司总发行

2005 年 7 月第 4 版 2005 年 7 月第 2 次印刷

开本:787×1092 1/16

印张:105.5 字数:2883 千字

定价:159.00 元(全套共 7 册)

(如有印装质量问题请与承印厂调换)

前言

QIAN YAN

实施素质教育的主渠道在课堂,而真正上好一节课必需有一个设计科学、思路创新的好教案。

当今素质教育下的课程改革和教材变革带动了课堂教学改革,课堂教学改革的关键是课堂设计和教学过程的创新。过去的教师一言堂怎样转变成今天师生互动的大课堂,过去的以知识为中心怎样转换成今天的能力立意,过去的只强调学科观念怎样转变为今天的综合素质培养,过去的上课一支笔、一本书怎样转换成今天的多媒体,这些都是课堂教学改革面临的重要课题。为了帮助广大教师更好地掌握教学新理念,把握课标教材,我们特组织了一批富有教学经验的专家、学者和课改一线优秀教师,依据新课程标准要求编写了这套《初中新课标优秀教案》丛书。

本丛书在编写过程中,力求做到以下几点:

●渗透先进的教育思想,充分展现现代化教学手段,提高课堂教学效率。整个教案体现教师和学生的互动,立足以学生发展为中心,注重学生学习方式及思维能力的培养。

●教材分析精辟、透彻,内容取舍精当,力求突出重点,突破难点。

●依照新课程标准要求,结合课标教材特点,科学合理地分配课时。

●科学设计教学过程,优化 45 分钟全程,充分体现教学进程的导入、推进、高潮、结束几个阶段,重在教学思路的启发和教学方法的创新。

●注重技能、技巧的传授,由课内到课外,由知识到能力,追求教学的艺术性和高水平。突出研究性、开放性课型的设计,引领课堂教学的革新。

●展示了当前常用的各类先进教具的使用方法,提供了鲜活、详实的备课参考资料,体现了学科间交叉综合的思想。

本丛书主要设置以下栏目:

[从容说课]指出本章(课)节内容特色及章(课)节内容的重点、难点,并依据教材重点、难点的分布,阐明规律的总结和方法的突破,宏观上高效指导备课全程。

[教学目标]以教材的“节”或“课”为单位,简明扼要地概括性叙述。内容按课程标准“三位一体”目标要求,使教学有的放矢。

[教学重点]准确简明地分条叙述各课(节)中要求学生掌握的重点知识和基本技能。

〔教学难点〕选择学科知识中的难点问题,逐条叙述,以便学生理解和掌握。

〔教学方法〕具体反映新的教学思想和独特的授课技巧,突出实用、创新性。

〔教具准备〕加强直观教学,启迪学生的形象思维。通过多媒体、CAI 课件的使用,加深对课本知识的记忆与理解。

〔教学过程〕按课时编写,每一课时分“教学要点”“教学步骤”两部分。“教学要点”概述课堂教学进展情况,兼有教法及学法提示;“教学步骤”包括导入新课(导语设计)、推进(研讨新知识)、高潮(重点难点突破)、课堂小结、课堂练习(可随机安排)等五步骤。加强师生活动的设计,以师生互助探究为主。力求使知行合一,使课堂真正变为学堂。

〔备课资料〕联系所讲授的内容,汇集生活现实、社会热点、科技前沿等与之相关的材料,形成具有鲜明时代气息的教学资料。并设计开放型问题供学生讨论,设置探究性课题供学生研究,或科学设计能力训练题供学生课外练习。

本丛书按学科编写出版,具有较强的前瞻性、实用性和参考性。我们愿以执著的追求与奉献,同至尊的同行们共同点亮神圣的教坛烛光。

编 者

2005 年 5 月

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Unit 1 How often do you exercise?



备课札记

I. Analysis of the Teaching Material

1. Status and Function

This unit is the first one of this book. So if students can learn this unit well, it will be helpful to make students learn the rest of this book.

The topic of this unit is about free time activities. Such topic is related to students' daily life. So it is helpful to raise learning interest of students.

(1) In the first period students will learn some names of activities and some adverbs of frequency. These words are related to students' daily life. They will be happy to learn them. They will be interested in expressing their activities on weekends. This is helpful to raise the interest of students. Asking them to keep diary can help students improve their written English.

(2) In the second period all activities provide listening and speaking practice. This can help students to improve their listening and speaking skills.

(3) Use the exercises of the workbook to practice the target language. In this period students can practice English in a real environment. It is helpful to improve students spoken English.

(4) The vocabulary extension activity can help students to improve their ability of reading and writing in the fourth period. In this period students will learn to interview somebody using the target language.

(5) The reading passage in the fifth

period can help students know which is junk food and which is healthy food. It can help them form a good eating habit.

(6) In the last period of this unit students can have self check to see if they learn the vocabulary and the target language well.

2. Teaching Aims and Demands

(1) Knowledge Object

In this unit students learn to talk about how often they do things.

(2) Ability Objects

To improve students' ability of listening, speaking, reading and writing.

To improve students' ability of communication.

(3) Moral Objects

To help students form a good eating habit.

To do exercise every day and keep fit.

3. Teaching Key Point

To master the key vocabulary and the target language presented in this unit.

4. Teaching Difficult Point

To train students how to use the key vocabulary and the target language by reading and writing.

5. Studying Ways

Teach students how to use context.

Teach students how to do a survey.

II. Language Function

Talk about how often you do things.

III. Target Language

What do you usually do on weekends?

I sometimes go to the beach.

How often do you eat vegetables?

Every day.

Most of the students do homework every day.



IV. Structures

Wh-questions
What do...?
How often...?
Adverbs of frequency
All/most/some/none

V. Vocabulary

always, usually, often, sometimes
hardly, ever, never
exercising, shopping, skateboarding
once, twice, three times a week, month,
every day
milk, junk, food, drink

VI. Recycling

reading, watching TV, go to the movies
fruit, vegetables

VII. Learning Strategies

Using context.
Transforming information.

VIII. Teaching Time

Six periods

The First Period

I. Teaching Aims and Demands

1. Knowledge Objects
Names of activities.
Adverbs of frequency.
What do you usually do on weekends?
I often go to the movies.
2. Ability Objects
Writing skill.
Listening skill.
Communicative competence.
3. Moral Object
Keep a diary every day in English.

II. Teaching Key Points

watching TV, reading, shopping
skateboarding, exercising

III. Teaching Difficulties

1. always, usually, often, sometimes
hardly, ever, never
2. what does she do on weekends?

She often goes to the movies.

IV. Teaching Methods

Discovering method.
Listening and writing methods.
Pairwork.

V. Teaching Aids

A tape recorder.
Large monthly calendar showing the days of
the week.
A projector.

VI. Teaching Procedures

Step I Greet the class

T: Good morning, boys and girls.

S: Good morning.

T: I'll introduce myself first. My
name's... I'll be your English teacher
this term. Do you like English?

S: Yeah.

T: OK. I hope we'll get along very well.

I'm not only your teacher, but can be
your friends. We'll be happy together.

Now let's begin. This class we'll learn
Unit 1. How often do you exercise?

Please open your books at page 1.

Step II Section A 1a

First look at the picture. Ask a few
students to say what they see in the
thought bubbles. Each thought bubble
shows something a person does on week-
ends.

Then name each activity. Ask students to
repeat each one.

One girl is shopping.

Another girl is reading.

This boy is exercising.

Another boy is watching TV.

These girls are skateboarding.

Point out the sample answer. Then ask
students to list all the activities in the
thought bubbles. If they don't know how
to write the activities, use bilingual dic-
tionaries.

Then ask the student who finishes first to write the answers on the board.

Check the answers on the board and ask students to correct their own activities.

Answers:

watching TV reading
skateboarding exercising
shopping

(This activity introduces the key vocabulary.)

Step III 1b

Display a large calendar that shows the days of the week. Tell students Saturday and Sunday are the weekend. Ask students to repeat Weekend.

Then show three new words on the screen.

how often 多久一次
hardly *adv.* 几乎不;几乎没有
ever *adv.* 曾;曾经

Teach new words. Read the new words to students. Ask them to repeat.

Point to each scene in Activity 1 a. Ask students to look at each picture and tell what the person does on weekends.

Now listen to the conversation. The people are talking about what they do on weekends. Please listen to the recording and write the letter of one activity (a through e) after the word in the list.

For example, on the recording someone says, I always go shopping. Shopping is letter a in the picture in Activity 1a. So ask students to put an a after the word always in this list.

Make sure each student understands what to do.

Then play the recording for the first time. Students only listen. Then play it a second time. This time ask students to complete the activity individually.

Then check the answers with the whole class.

Answers:

always a usually c

often e sometimes d

hardly ever d never a

Tapescript:

Reporter: What do you usually do on weekends?

Boy 1: I usually exercise.

Girl 1: I always go shopping.

Boy 2: Eeeew ... I never go shopping. I can't stand shopping.

Girl 2: I often go skateboarding.

Boy 2: And I sometimes watch TV.

Reporter: How about you?

Girl 3: I hardly ever watch TV. I love reading.

Reporter: Oh, why is that?

Girl 3: Oh, I don't know. I guess I just like books.

(This activity gives students practice in understanding the target language in spoken conversation.)

Step IV 1c Pairwork

First ask two students to read the sample in speech bubbles.

What do you usually do on weekends?

I often go to the movies.

Now work with a partner. Make your own conversations about the people in the picture. For example,

Picture a:

What does she do on weekends?

She often goes shopping.

Then have students work in pairs. Make their own conversations about the people in the picture. Then ask some pairs to present their conversations to the class.

Picture b:

What does she do on weekends?

She often does reading.

Picture c:

What does he usually do on weekends?

He often does exercise.

Picture d:

What does he usually do on weekends?

He often watches TV.

Picture e:





What do they usually do on weekends?
They often skateboard.

Step V Summary

This class we've learnt some names of activities: watching TV, reading, skateboarding, exercising, shopping. And we also learnt some adverbs of frequency: always, usually, often, sometimes, hardly ever, never.

Step VI Homework

Now homework: keep a weekend diary showing what you do on weekend. You can write down what they do from the time you get up until you go to sleep. You can use a dictionary to learn new vocabulary words if necessary. I'll ask you to read your diaries to the class.

Step VII Blackboard Design

Unit 1 How often do you exercise?
watching TV reading
skateboarding exercising
shopping
What does she usually do on weekends?
She often goes shopping.

The Second Period

I. Teaching Aims and Demands

- Knowledge Objects
 - Adverbs of frequency.
 - Names of activities.
 - Wh-questions and answers.
- Ability Objects
 - Listening skill.
 - Reading skill.
 - Writing skill.
 - Communicative competence.
- Moral Object
 - Do more exercise and keep healthy.

II. Teaching Key Points

every day, once a week,
twice a week, three times a week,

once a month, twice a month,
watch TV, surf the Internet,
read English books, go to the movies,
exercise, read,
shop

III. Teaching Difficulties

How often do you watch TV?
Twice a week.
What does he do on weekends?
He sometimes watches TV.
How often does Chung watch TV?
He watches TV twice a week.

IV. Teaching Methods

Discover method.
Listening and reading methods.
Pairwork.
Communicative approach.

V. Teaching Aids

A tape recorder.
Some color paper for an activity.

VI. Teaching Procedures

Step I Greet the class.

Step II Learn some new words:

twice *adv.* 两次; 两倍
twice a week 一星期两次
once *adv.* 一次
once a month 一月一次
time *n.* (C) 次; 次数
three times a month 一月三次
internet *n.* 网络; 互联网
surf the Internet 网上冲浪
program *n.* 节目单; (电脑) 程序

Step III 2a

Now please look at the list of activities and read after me.
go to the movies
watch TV
shop
exercise
read

This is an interview about what a boy



Now make conversations like this about the activities in Activity 2c. Later I'll ask some of you to present your dialogues to the class.

If some of them do their work well, give them little presents to praise them for it. (This activity provides guided oral practice using the target language.)

Step VI An activity: How often?

Give students some color paper and ask them 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.

Ask students to write the activities in one column and list the "how often" statements in random order in another place on the color paper.

Then ask a student to show her/his lists and say her/his statements.

Class members see if they can make correct statements about the student using one item from each list. For example the statement, I visit the doctor three times a week is wrong. I visit the doctor twice a year is right.

Step VII Grammar Focus

What do you usually do on weekends?

I usually play soccer.

What do they do on weekends?

They often go to the movies.

What does he do on weekends?

He sometimes watches TV.

How often do you shop?

I shop once a month.

How often does Chung watch TV?

He watches TV twice a week.

Step VIII Summary and Homework

This class we've learnt some adverbs of frequency: every day, once a week, twice a week, three times a week, once a month, twice a month. And we learnt to talk about how often people do things. And also we had a game. After class have more practice and keep a diary. Please

don't forget it. And remember to exercise every day. This can help you to build your body strong and keep fit.

Step IX Blackboard Design

Unit 1 How often do you exercise?	
twice	twice a week
once	once a month
time	three times a week
surf the Internet	

The Third Period

I. Teaching Aims and Demands

1. Knowledge Objects

New words.

A magazine article.

How often do you read English books?

I like reading. I read English books about twice a week.

2. Ability Objects

Reading and writing skills.

Communicative competence.

3. Moral Object

Study hard and to be a good student.

II. Teaching Key Points

1. New words.

2. How often do you read English books?

I read English books about twice a week.

III. Teaching Difficulty

A magazine article.

IV. Teaching Methods

Reading method.

Writing method.

Groupwork.

Communicative approach.

V. Teaching Aid

A projector.

VI. Teaching Procedures

Step I Greet the class and check the homework.

Step II Show the new words on the screen

and teach students how to read. And ask them to repeat.

vocabulary *n.* 词汇表; 词汇
key *n.* 提示; 线索; 关键字; 钥匙
result *n.* 结果; 成果
as for 至于; 关于
translate *v.* 翻译
song *n.* 歌曲

Step III 3

Now please open your books at page 3. Look at 3 first. I'll read each line of the survey to you.

Green High School: Activity Survey			
Activity	Every day	Once or twice a week	Three or four times a week
Exercise	15%	10%	75%
Do homework	95%	0	5%
Watch TV	85%	2%	13%

This survey shows how often Green High School students exercise, how often they do homework and how often they watch TV. What activity do ninety-five percent of students do homework every day.

Look for ninety-five percent on the chart. OK. Do homework. That's right. Ninety-five percent of students do homework every day.

Now please tell me something else about the chart.

Fifteen percent of students exercise every day.

Eighty-five percent of students watch TV every day.

Ten percent of students exercise once or twice a week.

No students do homework once or twice a week.

Two percent of students do homework once or twice a week.

Seventy-five percent of students exercise three or four times a week.

Five percent of students do homework

three or four times a week.

Thirteen percent of students watch TV three or four times a week.

Now review the vocabulary key with students.

Vocabulary Key

All students=100%

Most students=51%~99%

Some students=1%~50%

No students=0

Tell them most students means more than half. Some students means less than half. Please look at the magazine article. I'll read it to you.

What Do Students Do at Green High School?

Here are the results of the student activity survey at Green High School. Most (1)

students exercise three or four times a week. Some students exercise once or twice a week. _____ students are very (2)

active, and exercise every day. As for homework, _____ students do homework (3)

every day. _____ students do homework (4)

three or four times a week. _____ (5)

students do homework once or twice a week. The results for "watch TV" are interesting. _____ students watch TV once or (6)

twice a week, some students watch TV _____ a week, but (7)

most students watch TV _____. (8)

Now look at the survey and fill in the blanks in the article.

Ask students to finish the activity individually.

Then check the answers.

Answers:

(2) Some (3) most

(4) Some (5) No

(6) Some (7) three or four times

(8) every day





(This activity provides reading and writing practice using the target language.)

Step IV 4 Groupwork

What can you do to improve your English?

Collect the answers on the board. For example,

read English books

sing English songs

see English movies

How often do you do the things?

Think of more things you can do to improve your English.

Draw the table with the given examples on the board. Ask students questions and write their names on the board.

Ask a few students who they think is the best English student in the class.

Why do you think that?

What does that student do?

How often does he or she do it?

Step V An activity

Ask students to talk about how often their family members do things. For example,

My mother cooks dinner every day.

We eat in a restaurant once a week.

My father goes to the United States once a year.

Step VI Workbook

Section A

1. Unscramble these words.

(1) veern never

(2) tessmmoei _____

(3) ullusay _____

(4) tofne _____

(5) swayla _____

(6) darlhy reve _____

2. Answer the questions. Use the words in parentheses.

(1) Q: What does Carlos do on weekends?

(plays soccer, sometimes)

A: He sometimes plays soccer.

(2) Q: What does Alice do on week-

ends?

(studies, always)

A: _____

(3) Q: What do Lee and John do on weekends?

(watch TV, usually)

A: _____

(4) Q: What do you do on weekends?

(Tell about yourself.)

A: _____

(5) Q: How often does Linda swim?

(twice a week)

A: _____

(6) Q: How often do you watch TV?

(Tell about yourself.)

A: _____

3. Complete the questions.

(1) Q: What does she do on weekends?

A: She usually goes shopping.

(2) Q: _____ on weekends?

A: He sometimes visits his grandmother.

(3) Q: _____ on weekends?

A: I often go to the movies.

(4) Q: _____ on Sunday morning?

A: They always eat at a restaurant on Sunday morning.

(5) Q: _____

A: I go to the library once a week.

(6) Q: _____

A: She visits her aunt once a year.

Workbook Answer Key

Section A

1. (2) sometimes (3) usually

(4) often (5) always

(6) hardly ever

2. (2) She always studies.

(3) They usually watch TV.

(4) Answers will vary.

(5) She swims twice a week.

(6) Answers will vary.

3. (2) What do he do

(3) What do you do

(4) What do they do

(5) How often do you go to the library?

(6) How often does she visit her aunt?

Step VII Summary

This class we've read a magazine article and done an exercise. I hope you can study hard and to be good students. Your parents and teachers are proud of you.

Step VIII Homework

If time isn't enough, leave the exercises of workbook as homework.

Step IX Blackboard Design

Unit 1 How often do you exercise?
How often do you ... ?
read English books
sing English songs
see English movies
once a week twice a week once a month
students' names
Who's the best English student?

The Fourth Period

I. Teaching Aims and Demands

1. Knowledge objects

New words.

Ask and answer questions.

2. Ability objects

Listening skill.

Reading skill.

Writing skill.

Communicative competence.

3. Moral object

Exercise every day and keep healthy.

II. Teaching Key Points

junk, food, milk, fruit, vegetables, sleep, interviewer, healthy

III. Teaching Difficulties

How often do you drink milk?

I drink milk every day.

How often do you exercise?

I exercise every day.

How many hours do you sleep every night?

Nine.

IV. Teaching Methods

Listening and speaking methods.

Listening and writing methods.

Pairwork.

V. Teaching Aids

A tape recorder.

A projector.

VI. Teaching Procedures

Step I Greet the class and check the homework

Step II Show the new words on the screen

and teach the new words. Ask students to repeat them. And make sure everyone knows the meanings.

junk *n.* 废弃的旧物; 破烂物

junk food 垃圾食品

milk *n.* 牛奶

interviewer *n.* 采访者

interview *n.* 面试

have an interview for a job 为得到工作而参加面试

Step III Section B 1a

Now open your books at Page 4. Look at Activity 1a. First I'll read each word. Please read after me.

junk food

milk

fruit

vegetables

sleep

coffee

There are six pictures in Activity 1a. Picture a, b, c, d, e, f.



First say something about it. For example,





There are vegetables on the plate.
Most people eat vegetables every day.
Ask students to do the same thing for the other five pictures.

Then point out the blank line in front of each word. Match each word with a picture by writing the letter of the picture on the line in front of the correct word.

(This activity focuses on key vocabulary.)

Step IV 1b Pairwork

T: Now look at Activity 1b. I'll ask two students to read the dialogue to the class. OK. You two please.

A: How often do you drink milk, Liu Fang?

B: I drink milk every day.

A: Do you like it?

B: No. But my mother wants me to drink it. She says it good for my health.

T: Very Good. Sit down, please.

T: Now work with your partner. Please make your own conversations about the words in Activity 1a. For example, How often do you eat vegetables?

I eat vegetables every day.

Do you like it?

No. But my mother wants me to eat it.

She says it is good for my health.

Then ask some pairs to present some questions and answers to the class.

(This activity provides guided oral practice using the target language.)

Step V 2a

Now you'll hear a reporter interview two people, Katrina and Bill.

First read the questions in the chart.

Is Bill healthy?

Is Katrina healthy?

T: What is healthy? Do you know? OK.

For example, if I never exercise and eat lots of junk food, am I healthy?

S: No.

T: Good. If I eat lots of fruits and vegetables, am I healthy?

S: Yeah.

T: OK. Now listen to the recording and decide if Bill and Katrina are healthy.

Circle Yes, No or I don't know in the chart.

Play the recording the first time. Students only listen. Then play it again. This time ask students to circle Yes, No or I don't know.

Then check the answers.

Answers:

1. No. 2. Yes.

Tapescript:

Reporter: Thanks for coming in for the interview, Katrina.

Katrina: That's OK. This is Bill. You can interview him, too.

Reporter: OK, then, so, um, how often do you exercise?

Katrina: Every day.

Bill: Hardly ever.

Reporter: Uh-huh. How often do you eat vegetables and fruit?

Katrina: I eat vegetables ten or eleven times a week and I eat fruit every day.

Bill: I sometimes eat vegetables — maybe twice a week. But I never eat fruit. I don't like it.

Reporter: All right. So how many hours do you sleep every night?

Katrina: Nine. I need lots of sleep.

Bill: Same. Nine. I need lots of sleep, too.

Reporter: How often do you drink milk?

Bill: Never. I can't stand milk. It's awful.

Katrina: Oh, I love milk — I drink it every day.

Reporter: What about junk food? How often do you eat it?

Bill: I love junk food — I eat it three or four times a week.

Katrina: Yeah, I love it too. I guess I eat it two or three times a week.

Reporter: Well, thank you very much.

Bill/Katrina: You're welcome.

(This activity provides listening practice using the target language.)

Step VII 2b

First read the questions in the chart to the class.

How often do you exercise?

How often do you eat vegetables?

How often do you eat fruit?

How many hours do you sleep every night?

How often do you drink milk?

How often do you eat junk food?

How often do you drink coffee?

Now please look at the sample answer under Katrina's name in number 1. The answer is every day because Katrina said she exercises every day.

Now listen again and fill in the blanks in the survey.

Play the recording. Then correct the answer.

Answers:

1. Katrina: every day Bill: hardly ever

2. Katrina: ten or eleven times a week

Bill: twice a week

3. Katrina: every day Bill: never

4. Katrina: nine Bill: nine

5. Katrina: every day Bill: never

6. Katrina: two or three times a week

Bill: three or four times a week

(This activity provides listening and writing practice using the target language.)

Step VII 2c Pairwork

Read the sample in speech bubbles to the class first.

Interviewer: How often do you exercise?

Katrina: I exercise every day.

Interviewer: And how often do you ...?

Now work with a partner. Student A, you're the interviewer. Student B, you are Katrina. Ask and answer questions about the things in the survey. Then change roles. Student A, you will be Bill. And student B, you will be the interviewer. Understand? OK. Begin.

Review the conversations by having different pairs of students ask and answer

the questions for the class.

(This activity provides guided oral practice using the target language.)

Step VIII Summary and Homework

This class we've learnt some words and learnt to interview somebody with the sentence, how often ...? After class please give more practice. You can interview your friends and your parents. Ask them how often they do things. Here I'll advise you to eat less junk food to keep healthy.

Step IX Blackboard Design

Unit 1 How often do you exercise?

How often ...?

Katrina

Bill

1. every day

hardly ever

2. 10 or 11 times

twice a week

a week

3. every day

never

4. nine

nine

5. every day

never

6. 2 or 3 times a

3 or 4 times a week

week

Healthy

Unhealthy

The Fifth Period

I. Teaching Aims and Demands

1. Knowledge Objects

New words.

Read a letter from Katrina.

Fill in the blanks in Paul's letter.

Write about your own habits.

2. Ability Objects

Reading skill.

Writing skill.

Survey skill.

3. Moral Object

Form a good eating habit.

II. Teaching Key Points

eating habit, of course, look after
make a difference, healthy, unhealthy

