

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

八年级新目标英语

【下册】



南方出版社

新课标人教版



志鸿优化设计丛书

初中新课标

优秀教案

CHUZHONG XINKEBIAO YOUXIU JIAOAN

丛书主编 任志鸿
本册主编 高一平
副主编 王红
编者 高一平 王红
高尚珍

八年级新目标英语

【下册】

南方出版社

图书在版编目(CIP)数据

初中新课标优秀教案·八年级英语·下/任志鸿主编. —海口:
南方出版社:南海出版公司,2004.5
(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·下)

任志鸿 主编

南方出版社 南海出版公司 出版
(海南省海口市海府一横路 19 号华宇大厦 12 楼)

邮编:570203 电话:0898-65371546

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

2004 年 11 月第 1 版 2004 年 11 月第 2 次印刷

开本:787×1092 1/16

印张:105.5 字数:3108 千字

定价:131.00 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要有一个设计科学、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
2004 年 12 月

目 录

Unit 1	Will people have <u>robots</u> ?	(001)
Unit 2	What should I do?	(020)
Unit 3	What were you doing when the UFO arrived?	(040)
Unit 4	He said I was hard-working.	(059)
Unit 5	If you go to the party, you'll have a great time!	(079)
Review of units 1~5		(094)
Unit 6	How long have you been collecting shells?	(103)
Unit 7	Would you mind turning down the music?	(123)
Unit 8	Why don't you get her a scarf?	(142)
Unit 9	Have you ever been to an amusement park?	(162)
Unit 10	It's a nice day, isn't it?	(176)
Review of units 6~10		(192)

Unit 1 Will people have robots?



备课札记

I. Analysis of the Teaching Material?

1. Status and Function

This is the first unit of this book. So if students are interested in learning this unit, it will be helpful to make students learn the rest of this book well.

The topic of this unit is about opinions. In this unit students will learn to make predictions.

(1) Section A opens with a picture presenting the new function in a real-world setting. This picture introduces the target language. 1a introduces the key vocabulary and the idea of making predictions. 1b gives students practice in understanding the target language in spoken conversation. And 1c Groupwork provides guided oral practice using the target language.

(2) In the second period activity 2a provides guided listening practice using the target language. Activity 2b also provides guided listening practice using the target language. 2c Groupwork provides guided oral practice using the target language. In this period students can have listening and oral practice. This can help students improve their listening and speaking skills. At the bottom of this page, there is a grammar focus box. This chart provides students with a clear revision of the concept of countable and uncountable nouns.

(3) Activity 3a in the third period provides reading and writing practice using the target language. 3b provides guided oral practice using the target language. And activity 3c

presents an opportunity for students to use the language of this unit to talk about themselves and their own interests. 4 Groupwork also provides oral practice using the target language. In this period students will have a lot of reading, writing and speaking practice. This can help students improve their integrating skills. In this way students can learn to use English freely step by step.

(4) Section B introduces new vocabulary while recycling the language presented in Section A. In the fourth period activity 1a reviews earlier vocabulary and introduces some new words. 1b Pairwork provides a review of previously-taught vocabulary. Activities 2a and 2b provide listening and writing practice using the target language. 2c Pairwork provides oral practice. In this period students can learn more words by listening, speaking and writing practice.

(5) In the fifth period activity 3a provides reading and writing practice using the target language. 3b provides open-ended writing practice using the target language. 4 Pairwork provides an opportunity for students to use the target language of the unit to make predictions and express agreement and disagreement.

(6) The activities in Self Check section help students review all key vocabulary words as well as new grammar items. This unit ends with a cartoon using the target language in



备课札记

an amusing way. A caterpillar's life will be a lot better than it is now.

- (7) In the last period of this unit I'll deal with the reading: Do you think you will have your own robot?

All activities in this period encourage students to use the reading strategy for comprehension. This can help students improve their reading skill and ability of understanding.

2. Teaching Aims and Demands

(1) Knowledge Object

In this unit students learn to make predictions.

(2) Ability Objects

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

To improve students' ability of communication.

To improve students' ability of integrating skills.

(3) Sensibility and Value

To be interested in learning English.

To be able to express themselves in simple English.

3. Teaching Key Point

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

4. Teaching Difficulty

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

5. Studying Ways

To teach students how to guess.

To teach students how to make predictions.

II. Language Function

Make predictions.

III. Target Languages

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

Every home will have a robot.

Will kids go to school?

No, they won't. They'll study at home.

There will be fewer trees.

IV. Structures

Future with will.

Yes/No questions with short answers.

Questions with more, less, fewer.

V. Vocabulary

robot, money, card, pollution, astronaut, apartment, rocket, space station, moon, Mars, free time.

VI. Recycling

people, school, college, home, computer, vacation, animal, tennis, cat, dog, tree, car, house.

VII. Learning Strategies

Guessing.

Sequencing.

VIII. Teaching Time

Seven periods.

The First Period

I. Teaching Aims and Demands

1. Knowledge Objects

Key vocabulary

prediction; robot; won't; in; paper; money; pollution

Key structures

Do you think there will be robots in people's homes?

Yes, there will.

Will kids go to school?

Kids won't go to school. They will study at home on computers.

2. Ability Objects

To train students' listening skill

To train students' communicative competence.

3. Sensibility and Value

To be interested in learning English.

II. Teaching Key Points

Key vocabulary.

Key structures.

III. Teaching Difficulty

Pairwork.

IV. Teaching Methods

Listening and speaking methods.

Discussion method.

Pairwork.

V. Teaching Aids

A projector.

A tape recorder.

VI. Teaching Procedures

Step I Greeting and Lead-in

T: Hi! Boys and girls. Glad to see you again.

S: Hi! Miss Gao. Glad to see you.

T: Have you got a good winter vacation?

S: Yeah. Thank you.

T: OK. Now can you tell me where you went?

S_a: I went to Shanghai for my vacation.

S_b: I went to Beijing. I visited the Great Wall.

S_c: I went to Harbin.

T: OK. Where will you go in your next vacation? Well, in this unit we will learn to make prediction.

Write prediction on the board. Teach this word and ask students to repeat.

Step II Section A

On the board write a simple time line showing four dates;

today's date

a date exactly one year from now

a date five years from now

a date ten years from now

Then show some questions on the screen.

What will be different in your life one year from now?

Will you be at this school in one year?

Will you live in the same house in a year?

Will you be in my class in a year?

Will you live in this town five years from now?

Will you be in college?

Will you have a job?

What job will you have ten years from now?

Will you have children ten years from now?

Ask students to answer these questions to help them think ahead.

Step III

Show the new words on the screen. Teach the new words and ask students to repeat.

robot /'roubat/, /'rəubət/ n. 机器人

won't /wəunt/, /wəunt/ = will not

in /In/, /In/ prep. 在……时间内, 不到……的时间; 在……之后

Step IV 1a

Tell students in this activity we're going to talk about more than five or ten years in the future. We're going to talk about 100 years in the future.

Now let students look at the picture. First read the dialogue to students. Then ask two students to read it to the whole class.

S_a: Do you think there will be robots in people's homes?

S_b: Yes, there will. I think every home will have a robot.

S_a: Will kids go to school?

S_b: Kids won't go to school. They'll study at home on computers.

Then ask students to look at 1a. Read each prediction to students and then read the instructions. Tell students A means agree, D means disagree. Circle A if you think the sentence will be true. And circle D if you think the sentence will not be true. Ask students to do the activity individually.

As students work, move around the room answering any questions students may have.

Then talk about the answers with the





class.

(This activity introduces the key vocabulary and the idea of making predictions.)

Step V 1b

Ask a student to read the predictions. Say, Now we'll listen to the tape. The people are making predictions about the future. Listen and circle the predictions in activity 1a that you hear.

Then play the recording for the first time. This time students only listen. Play the recording a second time. This time ask students to circle the predictions people talk about on the recording.

And then check the answers.

Answers

Students circle 1, 2, 4, 5

Tapescript

Boy 1: Do you think people will have robots in their homes in 100 years?

Boy 2: Yes, I do. I saw a robot on TV, and it cleaned the kitchen.

Boy 1: Will there be world peace?

Boy 2: I hope so.

Boy 1: I bet kids won't go to school. They'll study at home on computers.

Boy 2: Oh, I disagree.

Boy 1: You do?

Boy 2: Yeah, there will always be schools.

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

Step VI 1c Pairwork

This activity provides guided oral practice using the target language.

In this activity first ask two students to read the example in the sample dialogue.

S_a: Will people use money in 100 years?

S_b: No, there won't. Will people live to be 200 years old?

S_a: Yes, they will.

Then help students make one or two other predictions using statements like those in the sample dialogue. For example:

Books will only be on computers. Help students form the question, will there be books in 100 years? Then help them give the answers. Yes, there will or No, there won't.

More questions and answers.

Will there only be one country?

Yes, there will.

No, there won't.

Will people have robots in their homes?

Yes, they will.

Will kids go to school?

No, they won't. They'll study at home on computers.

Ask students to work in pairs. Ask and answer questions about the predictions in activity 1a.

As students work, move around the room giving language support as needed.

And then ask several pairs to say their conversations to the class. Give them little presents if they say well.

Step VII Optional Activity

Ask students to predict what will happen at an upcoming school event such as a soccer game or a basketball match. They can make statements and agree or disagree with each other. For example, our team will win the game. We'll get ten points. The other team won't score any points.

Step VIII Summary

Today we've learnt some key vocabulary and structures. We've learnt to make predictions. As young people, you can predict what your life will be like in future. Now study hard for your future.

Step IX Homework

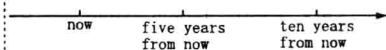
After class every student draws a picture showing what life will be like in 100 years. For example, you might draw a family standing on the surface of the moon. Or you might show a robot moving the lawn outside a house.

Next class I'll ask everyone to show his/her

picture and we'll discuss what we see.

Step X Blackboard Design

Unit 1 Will people have robots?
new word: prediction *n.* something predicted, prophecy
predict *vt.* say, tell in advance (something that will happen, that something will happen)
simple time line:



The Second Period

I. Teaching Aims and Demands

1. Knowledge Objects

(1) Key vocabulary

pollution; leisure time; less; use

(2) Listening exercises

Groupwork

(3) Grammar focus

2. Ability Objects

To train students' listening ability.

To train students' communicative competence.

3. Sensibility and Value

Saying and doing are very different things.

II. Teaching Key Points

Key vocabulary.

Listening exercises.

III. Teaching Difficulties

Groupwork.

Grammar focus.

IV. Teaching Methods

Listening and speaking methods.

Cooperating method.

Communicative approach.

V. Teaching Aids

Pictures show what life will be like in future.

A tape recorder.

A projector.

VI. Teaching Procedures

Step I Greet the class and check the homework.

Ask students to show their pictures first. And then let them talk about the pictures. Ask students to agree or disagree with what they saw. Then display the pictures on a bulletin board for a few days so that students can talk about all the pictures later.

Step II

Show some new words on the screen and teach the new words. Ask students to repeat the new words.

pollution /pə'luʃən/, /pə'lu:ʃn/ *n.* 污染; 污染物

leisure /'li:ʒə/, /'leɜ:(r)/ *n.* 闲暇; 空闲时间

free /fri:/ *a.* 空闲的

free time 空闲时间

less /les/, /les/ *adj.* (形容词 little 的比较级) 少量的; 较少的

use /yuz/, /ju:z/ *v.* (过去式、过去分词

used/yuzd, ju:zd/) 用; 使用; 利用

Step III 2a

This activity provides guided listening practice using the target language.

In this activity first ask five students to read the predictions to the class.

Then tell students we'll hear the recording again. Please circle the words. You can look at the sample answer.

Play the recording for students again.

This time students circle the word they hear on the recording in each sentence: more, less or fewer.

Finally check the answers.

Answers

1. more 2. less 3. fewer 4. less
5. fewer

Step IV 2b

First point to the pictures and ask





students to tell what they see in the picture.

Then ask a student to read the list of words to the class and explain the meaning of any words students are not sure of. Tell students we'll hear the recording. This recording talks about cities in the picture. It tells what cities will be like.

Play the recording for the first time. Students look at the list of words and listen to the recording.

Then play the recording a second time. This time students listen and check the words they hear.

At last check the answers.

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

Answers

The following words should be checked
cars, free, time, trees, pollution, people
Tapescript

Woman: OK, now I want to hear
everyone's predictions about
the future.

Girl 1: Well, I think there will be more
people.

Woman: More people? OK. What else?

Boy 1: I predict that there will be less
free time.

Woman: I hope not!

Girl 2: Well, I think there will be fewer
cars.

Woman: You do?

Girl 2: Yes, people will use the subways
more.

Woman: That's a great idea. Let's hear
another prediction.

Boy 2: There will be less pollution.

Woman: That will be good for the earth!

Girl 1: I think there will be fewer trees. I
think cities will be really big and
crowded because there will be a
lot more people.

Step V 2c Groupwork

T: Please look at the example in the sample dialogue. Who would like to read the conversation to us? OK. You two, please.

S_a: I think there will be more pollution.

S_b: Well. I don't agree. But I think there
will be fewer trees.

S_a: I agree.

T: Very good. Thank you. Sit down,
please.

Then have students work in groups of
four. They take turns to make predic-
tions about the future and agree or dis-
agree with each other.

As they ask and answer the ques-
tions, move around the room checking
their work.

Finally check their work by calling on
different groups to say a conversation
to the class.

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

Step VI Grammar Focus

Review the grammar box. Ask students to
say the statements and responses.

Show the concept of countable and
uncountable nouns by writing some sam-
ple words on the screen. Help students
think of more words.

countable nouns	uncountable nouns
eggs	water
cookies	milk
muffins	meat
apples	bread
bananas	butter
cars	orange juice
trees	pollution
	leisure time

There will be fewer lakes.

There will be fewer trees.

There will be less fresh water.

There will be less wood.

There will be more people.
 You need more eggs.
 There will be more pollution.
 You need more salt.

Step VI

Show an exercise on the screen. Ask students to fill in the blanks with more, less or fewer.

Littleton, New York	
Now	In 100 years
600 houses	1 000 houses
a lot of pollution	almost no pollution
seven schools	two schools
2 400 people	3 500 people
a lot of snow	a little snow
six movie theaters	two movie theaters

In 100 years...

1. There will be more house.
2. There will be less pollution.
3. There will be fewer schools.
4. There will be more people.
5. There will be less snow.
6. There will be fewer movie theaters.

Step VII Culture note

Cars are becoming more popular in China and around the world. They have many advantages, but they also have many disadvantages. For example, a car uses many more natural resources than a family set of bicycles and causes pollution. It also takes up much more space. In some countries, teenagers get their own cars and driving is a popular activity in songs and movies. Many American films are so-called road movies. In these movies, two or more people set off on a trip to see new parts of their country and get to know each other better along the way.

Step IX Summary

Today we've learnt some key vocabulary and done some listening exercises. And we've learnt how to use the three words: more, less and fewer. Also we've reviewed

the countable and uncountable nouns.

Step X Homework

Everyone must do a research project to find out what scientists are saying about how the world will change in the next 50 years. This kind of information can be found in the library or through the Internet. Next class I'll collect your research papers and ask some of you to give a short oral report to the class. OK? See you.

Step XI Blackboard Design

Unit 1 Will people have robots?

Answer

1. more
2. less
3. fewer
4. more
5. less
6. fewer

The Third Period

I. Teaching Aims and Demands

1. Knowledge Objects

(1) Key vocabulary

she'll = she will

building

(2) Key structure

I think there will be more tall buildings.

And there will be fewer cars and more buses.

(3) Writing practice

Pairwork

Groupwork

2. Ability Objects

To train students' writing ability.

To train students' reading ability.

To train students' speaking ability.

3. Sensibility and Value

Watch the world carefully and you'll find our life is very beautiful.

II. Teaching Key Points

Key vocabulary.

Target language.

Reading and writing practice.





III. Teaching Difficulty

Oral practice.

IV. Teaching Methods

Reading and writing methods.

Drawing method.

Communicative approach.

V. Teaching Aids

Research papers.

Drawing paper.

A projector.

VI Teaching Procedures

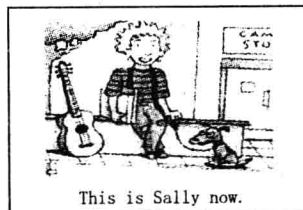
Step I

Greet the class and check the homework.

First ask students to show their research papers. Then ask some students to give an oral report to the class. Give them little presents if some of them do their work well and display their papers on the bulletin board for a few days.

Step II 3a

In this activity first ask students to look at the three pictures or show the pictures on the screen.



Tell students to look at the sample answer and fill in the blanks in the sentences.

Ask students to complete the work on their own.

Then check the answers.

Answers

1. in high school 2. soccer

3. a car 4. in college

5. the guitar 6. a dog

7. a doctor 8. tennis

9. a sports car (a child)

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

Step 3b Pairwork

This activity provides guided oral practice using the target language.

First ask two students to read the sample dialogue to the class.

S_a: What do you think Sally will be in five years?

S_b: I think she'll be a doctor.

S_a: What sport will she play?

S_b: She'll play tennis.

Tell students she'll = she will.

Then have students work in pairs. Look at activity 3a. Make predictions about Sally.

As students make their predictions, move around the room checking their work.

Later check the answers by calling on different students to make predictions about Sally.

Step IV 3c

This activity presents an opportunity for students to use the language of the unit to talk about themselves and their own interests.

In this activity first I'll give an example from my own experience. I'll show these sentences on the screen.

Five years ago

I was a college student.

I played basketball.

I had a bike.

Today

I am an English teacher.
I play the guitar.
I have a motorbike.

In five years

I will be a headmaster.
I will make robots do some housework for me.
I will have a car.

Then ask a few students to give examples orally. Correct any grammatical errors to make sure the students are providing a good model for the rest of the class.

Ask students to complete the sentences on their own. Finally review the task. Ask a few more students for answers.

Step V 4 Groupwork

In this activity first ask students to draw their pictures of the city of tomorrow on their own. Move around the room helping students get ideas if they are having trouble. Then ask students to show their pictures to other students and describe what they drew.

Give little presents to students who did their work better and put up their pictures so that students can talk about them after class.

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

Step VI Workbook

Section A

1. Unscramble these words.

1. appre paper 4. torob _____

2. sles _____ 5. refe _____

3. rome _____ 6. sreet _____

2. Number the sentences to make a conversation.

☐ B: There will be twenty computers in every classroom.

☐ B: That's true. But cities will give more money to schools.

☐ 1 A: What will schools be like in 100

years?

☐ A: Will there be more school buildings?

☐ B: No, there will be fewer school buildings, but they'll be bigger.

☐ A: But that will be expensive.

3. Write short answers to these questions. Use the information from the chart.

Now	In 100 years
600 houses	1 000 houses
a lot of pollution	almost no pollution
seven schools	two schools
2 400 people	3 500 people
a lot of snow	a little snow
six movie theaters	two movie theaters

1. Will there be more snow in 100 years?
No, there won't.

2. Will there be fewer schools in 100 years?

3. Will there be fewer people in 100 years?

4. Will there be less pollution in 100 years?

5. Will there be more movie theaters in 100 years?

6. Will there be more houses in 100 years?

Key to Workbook

1 2. less 3. more 4. robot 5. fewer

6. trees

2 2 4 1 5 6 3

3 2. Yes, there will. 3. No, there won't.

4. Yes, there will. 5. No, there won't.

6. Yes, there will.

Step VII Summary

This class we've learnt how to express what somebody was in the past, what somebody is now and what somebody will





备课札记

be in the future. Students drew their pictures to express what the city will be like tomorrow. I hope you can watch the world carefully. Use your pens and papers. Write or draw the great changes in our lives. You can find the world is beautiful and our life is very happy.

Step VIII Homework

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

Step IX Blackboard Design

Unit 1 Will people have robots?

The answers of students in 3a
high school

college

hospital

five years ago today in five years

The Fourth Period

I. Teaching Aims and Demands

1. Knowledge Objects

(1) Key vocabulary

astronaut; partment; rocket; space; station;
moon; Mars; fly; took

(2) Key structure

Where do you live?

I live in an apartment.

(3) Listening practice

Writing practice.

(4) Pairwork

2. Ability Objects

To train students' listening and writing ability.

To train students' communicative competence.

3. Sensibility and Value

Each of you should have a dream of youth.

A dream will come true if you work hard.

II. Teaching Key Points

Key vocabulary.

Key structure.

III. Teaching Difficulties

Writing practice.

Pairwork.

IV. Teaching Methods

Listening and writing methods.

Communicative approach.

Classification.

V. Teaching Aids

A projector.

A recorder.

VI. Teaching Procedures

Step I

Greet the class as usual and check the homework.

Step II

Show the new words on the screen. Teach the new words and ask students to repeat the new words several times.

astronaut /æstrəˈnɒt/, /æstrəˈnɔːt/ n. 宇航员; 太空人

apartment /əˈpɑːtmənt/, /əˈpɑːrtmənt/ n. 公寓; 套房; 房间

rocket /ˈrɒkɪt/, /ˈrʌkɪt/ n. 火箭; 冲天炮

space /speɪs/, /speɪs/ n. 太空; 空间

space station 空间站; 太空站

moon /muːn/, /muːn/ n. 月球; 月亮

Mars /mɑːz/, /mɑːz/ n. 火星

fly /flaɪ/, /flaɪ/ v. 飞; 飞行; 空中航行

took /tʊk/, /tʊk/ v. 动词 take 的过去式

Step III Section B 1a

First point to the three columns and read the headings to the class. Explain what each heading means.

Then ask a student to read the list of seven words. Ask students if there is a word they don't understand. Write these words on the board and use a simple drawing or a brief explanation to describe each one.

Have students write each word in the correct column below.

Then check the answers.

Answers

Jobs: astronaut, computer programmer

Transportation: train, rocket

Places to live: space station, house, apartment

(This activity reviews earlier vocabulary and introduces some new words.)

Step IV An activity Who Has the Most?

Divide the class into several teams of four or five students. Each team competes against all the others. To play, start with a category from this unit such as jobs. Ask each team to think as many words in that category as they can. Then go on to the other categories—transportation, places to live. The team with the most points in all categories at the end of the game wins.

Step V 1b Pairwork

This activity provides a review of previously-taught vocabulary.

Tell students to add some words to each column. Ask students to think about the jobs they studied before. Write some of the jobs in the chart. Look back at the other units and see if they can find some types of transportation and some places people live.

Talk about the completed chart with the class. Put a blank chart on the board and ask students to come up and add words to each column of the chart. Have the student who writes each word use it in a sentence.

Step VI 2a

This activity provides listening practice using the target language.

First point to the three pictures. Ask students to talk about what they see in each picture.

Then ask some students to report what they see in the picture.

S_a: They are talking about a picture.

S_b: They are talking about their dreams in the future.

S_c: They are talking about their jobs.

T: Well. You're excellent.

And then tell students we'll hear three conversations. Describe which conversation goes with each picture. Write the number of each conversation next to one of the pictures.

Play the recording the first time.

Students only listen. Then play it a second time. This time students number the pictures.

Then check the answers.

Answers

2 3 1

Tapescript

Conversation 1

Alexis: Hi, I'm Alexis.

Joe: Nice to meet you, Alexis. I'm Joe.

Alexis: Nice to meet you, Joe. Do you live here in Techville?

Joe: Yes, I do. I live in an apartment across the street from here.

Alexis: Oh, really?

Joe: Yes. I work near here too, at Sisco Software Systems. I'm a computer programmer.

Alexis: A computer programmer? That sounds interesting.

Joe: Well, actually it's kind of boring. I do the same thing every day.

Conversation 2

Alexis: Hey, Joe, is that a picture of you?

Joe: Yeah, that was me ten years ago.

Alexis: So, did you live here in Techville ten years ago?

Joe: No, I lived with my parents in Greenville. We lived in a house in the country. I went to school here in Techville, though.

Alexis: Really? That's pretty far from here. How did you get to school?

Joe: Oh, I took the train to school.

Conversation 3



备课札记