



附赠光盘

# 新课标

# 教案

课堂教学设计与案例

- 诠释2011版新课标理念
- 荟萃十年教改精华
- 汇编全国优秀案例
- 同时呈现常规课与创新课



## 英语

八年级·上·R



延边教育出版社

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八年级·上·R

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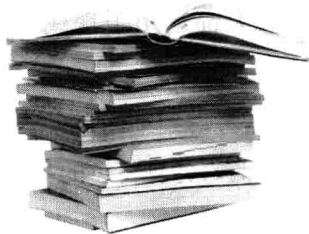
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## 前言



为全面推进素质教育,培养新世纪所需要的高素质人才,2011 年底,教育部公布实施了义务教育各学科课程标准(2011 年版)。在新的教育教改形势下,教师如何组织教学,再次成为焦点。为帮助教师明确新的教学理念,优化课堂教学结构,有效地实施素质教育,我们对《新课标教案》(课堂教学设计与案例)丛书进行了大幅度修订,在全国范围内供应使用。

跟以往的教案比较,本套《新课标教案》有以下几个特点:

第一,《新课标教案》丛书既是全国各地一线教师的优秀教学案例与设计的汇编集,同时还展示了一些由教研专家根据实践和相关理论新编写的具有很高参考价值、对课堂教学有实际指导作用的教学设计。

第二,编队阵容强大。此次修订,我们尽量邀请参与教材或教参编写的教研员、老师担任主编,或是参与 2011 版课程标准讨论的教研先锋与我们共同策划、组稿。此外,在过去十年教学教改中取得累累硕果的省级或区市级教研室也参与其中。因此,我们得以顺利收录大量获得国家级、省级、地市级比赛奖项的优秀设计与案例,相信能给使用这套书的一线教师提供有价值的教学参考信息。

第三,克服了以往教案格式划一,束缚教师创造力的弊病。在组稿时,我们没有规定案例的教学模式,而是鼓励教师以提高学生综合素质,培养学生的创新精神和实践能力为目标,探索新的教学途径和教学方法。因此,本丛书的教案个性鲜明、异彩纷呈,对广大教师具有较大的启发性。

第四,丛书所选教案共性突出。其共性就是,克服了以往教案在内容上注重教师教法,轻视学生学法的弊病。丛书的教学设计,都注意给学生活动留有足够的时间和空间,并注意学生活动的多样化,使课堂教学生动、有趣。从这点上说,丛书在一定程度上反映了教学改革成果。



第五,教学的现代化需要现代化教学手段来支撑。实现教学手段的现代化,是实施素质教育的必要条件,也是教育改革的大势所趋。丛书所选的课堂教学设计大都运用了现代科学技术辅助教学,反映了当今教学与时俱进的特色。

第六,考虑到不同省市、不同地区的学校、教师和学生的实际,有些教学内容安排了两份各具特色的教学设计,以便教师根据实际情况选择适宜的教学方案参考、借鉴。

尽管在丛书编写过程中,我们尽力做到优中选优,但不妥之处实难避免。我们诚恳希望广大教师提出宝贵意见,以便进一步修改、完善本套丛书。

在图书修订工作中,有一部分作者暂时联系不上,因此未能在相应案例下精确署名。在此,我们表示很大的歉意,并希望看到本书后,相关作者及时与我们联系。



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## Unit 1

## Where did you go on vacation?



辽宁省锦州市第四中学 周 克

## 单元整体教案

## 单元教材分析

本单元的核心语言项目是“talk about past events”，围绕“与朋友共同回忆假期”为话题开展教学活动，在七年级下册已学习“How was your weekend?”谈论周末的基础上，进一步对假期的活动进行问答和评价，并用日记的方式记录自己的一天。度假是当今社会人们的主要休闲和娱乐方式之一，这也非常贴近学生生活，并能激活学生学习兴趣的教学主题。

## 单元教学目标

## 语言知识

交际话题：询问在假期去过何地以及感受，谈论旅游地的天气，旅游者以及食物等。

词汇：1. 掌握一些规则和不规则的动词过去式：stay(ed), visit(ed), go(went), do(did), is/am(was)等；

2. 掌握“anyone, someone, everyone, something, nothing, anywhere”等不定代词的用法；

3. 学会运用本单元生词表中的黑体字词汇；

短语：掌握一些关于活动的短语，如：go on vacation, stay at home, go to New York City, visit sb, go to summer camp, go to the mountains, go to the beach, visit museums, anywhere interesting, anything special, take photos 等。

句型：能熟练运用下列句型就过去的活动进行描述：Where did you go on vacation? I went to New York City. Did you go out with anyone? No. No one was here. Everyone was on vacation. How was the food? Everything tasted really good!

语法：1. 掌握行为动词一般过去时的用法；

2. 掌握不定代词修饰语的位置。

## 语言技能

1. 学习谈论过去发生的事件；2. 学会谈论节假日及旅行活动；

3. 学会以日记的形式记录一天的活动并表达感想。

## 情感态度

本单元话题贴近学生生活，符合他们热爱休闲生活的心理。谈论与朋友的度假方式，培养学生间团结、友善的精神，以及热爱大自然，并形成积极向上的生活观。

## 文化意识

本单元的词汇、短语和对话主要是关于节假日及旅行活动的，学生在学习的过程中可以欣赏到本国乡村和世界其他地域的不同文化，可以开拓学生们的视野，使他们学会理解和尊重异国文化。

## 学习策略

培养学生在学习中善于借助视觉提示等非语言信息，以及借助联想把相关知识联系起来的能力。





### 单元教学重难点

#### 重点:

1. 熟练运用会话“Where did you go...? I went to summer camp...”等表达在节假日及旅行时的活动;
2. 学会用“wonderful, boring”等描述过去的事物并掌握“anyone, someone, everyone, something, nothing, anywhere”等不定代词的用法;
3. 落实 be 动词和一些实义动词一般过去式的规则和不规则变化。

#### 难点:

1. 学习用一般过去时谈论学生在过去的活动:  
Where did you go on vacation? Did you go...? Yes,.../No,...
2. 不定代词修饰语的位置。

### 单元课时安排

Period 1; Section A 1a—2d

Period 2; Section A 3a—3c(含 Grammar Focus)

Period 3; Section B 1a—2e

Period 4; Section B 3a—4(含 Self Check)

## Period 1: Section A 1a—2d

### 【 教 学 分 析 】

#### 课时目标与要求

- 语言知识:** 让学生学会用一般过去时表达与假期相关的活动。
- 语言技能:** 让学生学会用一般过去时谈论自己在假期所进行的活动。
- 情感态度:** 引导学生体验和热爱生活。
- 学习策略:** 通过体验式激发学生参与社会活动和英语活动的积极性。

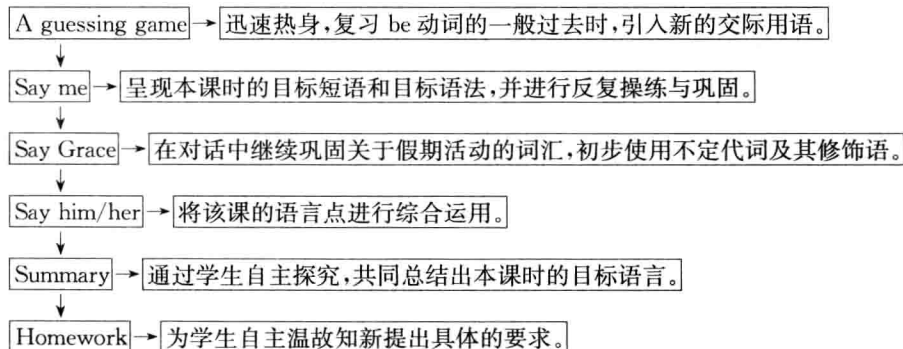
#### 课时重难点

- 重点:** 用与假期相关活动的词汇、一般过去时和不定代词谈论过去的活动。
- 难点:** 行为动词的一般过去时和不定代词修饰语的位置。

#### 教学准备

- 教师准备:** 关于旅游的图片、课件,彩绘的教学挂图以及多媒体课件。
- 学生准备:** 自己喜欢的旅游的图片及其英语单词卡片,要填写的表格。

#### 教学流程





## 【 教 学 设 计 】

### 教学步骤

#### Step 1 A guessing game: Where was he yesterday?

T: (Greet the students) Hello, my dear. I didn't see you for a long time. How were you on summer vacation?

S<sub>1</sub>: ...

T: (Greet the students) Hello, my dear. Long time no see. How were you on summer vacation?

S<sub>2</sub>: ...

T: I'm very glad to be with you here today. But where was I yesterday? Can you guess?

Ss: ... (Make many guesses.)

T: (Point to the student who makes the right guess.) You are so great! Yes, I was in Dalian yesterday.

Where were you yesterday?

S<sub>1</sub>: ... (Whisper the answer only to the teacher.)

T: Where was S<sub>1</sub> yesterday? Who can guess?

...

【设计意图:通过师生对话,迅速热身,复习 be 动词的一般过去时,并且即时引入新的交际用语“Long time no see.”。】

#### Step 2 Say me

1. Present the new words.

T: You see I was in Dalian yesterday. I was on vacation. What did I do there? Can you make some guesses according to the PPT?

2. (1a) Match the activities with the pictures [a—g].

T: Please look at the pictures on page 1. Each picture shows what a person did in the past. Name each activity and repeat it twice. Read the activities in 1a again and match each phrase with one of the pictures.

3. A Game: Pass the phrases.

每一行为一组,全班分成若干组,教师分别发给每一组最后一名学生一张纸,上面写有三个本课程的短语。在教师说开始后,最后一名学生即用耳语把纸上的短语告诉前面的学生,这位学生再把听到的短语告诉前面的学生……这样依次进行下去。最后,第一排的学生把所传的短语写到黑板上,传得最快、最准确的组获胜。

4. (1b) Listen and number the people in the picture [1—5].

T: You are great! Now please look at 1b. I'll play the recording only once. Please listen carefully and number the people 1—5 in the picture.

5. (1c) Make conversations about the people in 1a.

T: Where did Tina go on vacation? S<sub>1</sub>: She went to the mountains.

T: Now can you talk about the other children's vacations with: Where did...go on vacation? She/He went to ...

6. Summary:

老师引导并帮助学生总结出:(1)表示过去某个时间存在的现象或者是发生的动作用一般过去时;

(2)一般过去时的构成是:主语+动词的一般过去式+其他成分

(3)一般过去时疑问句的构成是:Did+主语+动词原形+其他成分?

特殊疑问词+ did+主语+动词原形+其他成分?

动词的一般过去式的构成是:一般动词加-ed,例如:work—worked

以辅音字母加 y 结尾的动词变 y 为 i 再加-ed,例如:study—studied



以闭音节结尾,末尾只有一个辅音字母的动词,要双写该辅音字母,再加-ed,例如:stop—stopped  
不规则动词见书后《不规则动词表》

【设计意图:通过老师的假期活动引出本课时的目标短语和目标语法,并进行反复操练与巩固。】

### Step 3 Say Grace

1. Present the new phrases.

T: As you know I was in Dalian yesterday. Who did I go there with? Can you guess?

Ss: ... (Make many guesses)

T: Next guess: Did I buy anything special? (板书: anything special)

Ss: ... (Make many guesses)

T: Next guess: Did I meet anyone interesting? (板书: anyone interesting)

Ss: ... (Make many guesses)

T: Next guess: Did I go anywhere interesting? (板书: anywhere interesting)

Ss: ... (Make many guesses)

T: Good. Who can tell me something about my vacation according to the phrases on the blackboard?

Ss: ... (Retell the teacher's story)

T: We have many English words like these: anyone, someone, everyone, something, nothing and anywhere.

When we want to describe them, we often put the description word after them. Now we have three new friends Grace, Kevin and Julie. Let's see what they did on their vacations.

2. (2a) Listen and complete the chart.

T: Listen to the recording and finish the table. Answer where the people went.

People	Places
Grace	A the beach
Kevin	B home
Julie	C New York City

T: Make the students check the answers. Try to read the sentences.

3. (2b) Listen and check "yes" or "no".

T: Read the activities in the table. Listen to the conversation again and put a checkmark in the blank after each activity.

T: Make the students check the answers. Try to read the sentences.

4. (2c) Role-play conversations between Grace, Kevin and Julie.

T: Role-play conversations between Grace, Kevin and Julie. You can talk about the activities in the chart and you can also talk about other activities. Work in groups of three. One of you will be Grace, one will be Kevin, and one will be Julie. Ask each other about the vacation according to the samples of 2c.

5. (2d) Role-play the conversation.

T: Look at these photos. I took quite a few photos in Dalian. What about you? Did you take any photos on your vacations?

Ss: ...

T: Good. Now let's see something about Rick and Helen. First read the conversation in pairs. Then answer my questions:

What does "waterfall" mean? (用同样的方法提问: take photos, most of the time)

Ss: ...



T: Now let's read the conversation in pairs and then role-play it.

【设计意图:在对话中继续巩固关于假期活动的词汇,并且初步使用不定代词及其修饰语。】

#### Step 4 Say him/her

T: Make a survey about an unforgettable holiday. Fill in the chart below and then report it to the whole class. You may ask like this:

Where did you go on vacation? What did you do there? How was your vacation?

Name	Place	Activities	Weather	Feeling
Tom	Hainan Island	went to the beaches	sunny warm	interesting exciting
...				

Report like this: My friend Tom went to Hainan Island on his vacation. He went to the beaches. The weather there was sunny and warm. He felt very interesting and exciting.

【设计意图:语言的最终目的是为交际所用,该任务的设计将该课的语言点进行综合运用,另外,在小组做对话的时候,给其他学生布置填表格的任务,然后再进行问答,这样做不仅在实践应用过程中练习了所学句型,而且也是对其他学生是否认真听讲做一个反馈。】

#### Step 5 Summary

T: Let's fill in the chart first and then try to ask and answer questions.

Where did you go _____ (度假)?	I went to summer camp.
Where did they go on vacation?	They _____ to New York City.
Where did he go on vacation?	He _____ at home.
Where did she go on vacation?	She _____ her uncle.
Where did Tina go on vacation?	She _____ to the mountains.
Did you/they/he/she go to central park?	Yes, I/they/he/she _____. No, I/they/he/she _____.

【设计意图:通过学生自主探究,共同总结出本课的目标语言,在问与答的过程中巩固、加深印象。】

#### Step 6 Homework

1. Write down the report or choose one pair of the notes in the chart and write a passage about it.
2. Make a survey about your father, mother, sister or brother, ask them about one of their vacations.

【设计意图:为学生自主温故知新提出具体的要求。】

## Period 2: Section A 3a - 3c (含 Grammar Focus)

### 【 教 学 分 析 】

#### 课时目标与要求

语言知识:使学生用一般过去时和不定代词表达假期。

语言技能:学生学会用一般过去时询问与假期相关的活动。

情感态度:引导学生体验和热爱生活,尤其是乡村生活。

学习策略:通过体验式激发学生参与社会活动和英语活动的积极性。

#### 课时重难点

重点:用描述假期相关活动的词汇、一般过去时和不定代词谈论过去的活动:



How was your vacation? Everything tasted really good! Did you do anything fun?

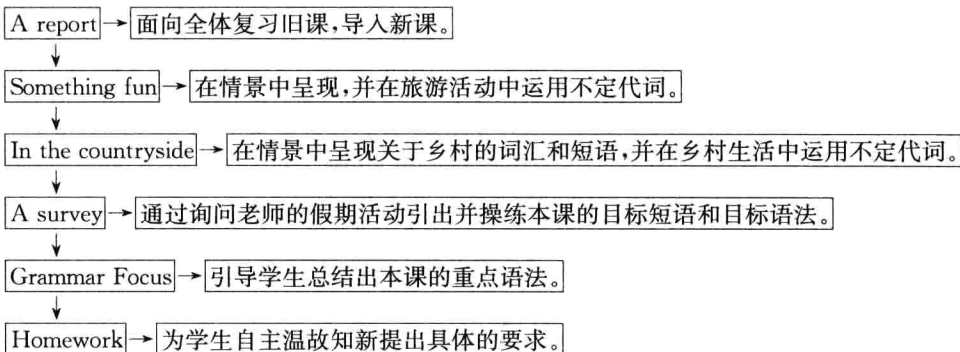
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学生准备:自己喜欢的旅游的图片及其英语单词卡片,已经填写和即将要填写的表格。

## 教学流程



## 教学设计

### 教学步骤

#### Step 1 A report: Family members' vacations

T: Take out your surveys. Please report the result of your survey to your group. Then each group report the best one to the whole class.

Family members	Where did he/she on vacation?
Father	
Mother	
Brother	
Sister	

Ss: My mother stayed at home ... T: Good. You have done a very good job. ...

【设计意图:复习活动面向全体学生,让所有学生都参与其中,体验成功的快乐。】

#### Step 2 Something fun

1. Present the new words.

T: I bought a book from Dalian. I'll read it. I bought the book for myself. Did you buy a book for yourself?

No? Ha, I bought something fun for you. Can you guess what they are? (板书: something fun, myself/yourself)

S<sub>1</sub>: ...

T: No, it's something longer/newer/brighter ... (板书: something longer/newer/brighter)

S<sub>2</sub>, S<sub>3</sub>, S<sub>4</sub>: ...

T: And in Dalian, there was a pity about my food yesterday. Can you guess what it is?

S<sub>1</sub>: ...

T: To tell you the truth, I eat nothing delicious. What a pity! (板书: nothing delicious)

Now let's see the phrases on the blackboard. When we want to describe something, anything and nothing, where do we put the description words?



Ss: We put them after something, anything and nothing.

T: Right. Now each of you makes five phrases according to this rule. Then report it to your group and the group members fill in the following chart.

Indefinite pronouns	Descriptions
something	fun

T: We often put “some, any, every, no” and “one, body, thing” together to make new words. When we want to present people, we can use: somebody/someone 某人, anybody/anyone 任何人, everybody/everyone 每人, nobody/no one 没人.

T: And when we want to present things, we can use: something 某物、某事, anything 任何事物, everything 一切, nothing 没什么.

2. Put the rules into practice.

(1) Do you have \_\_\_\_\_ to say at the meeting?

(2) There is \_\_\_\_\_ wrong with the machine.

(3) Have you got \_\_\_\_\_ to eat?

(4) \_\_\_\_\_ is knocking at the door.

(5) \_\_\_\_\_ is here. Let's begin.

(6) All the students were out. There was \_\_\_\_\_ in the classroom.

参考答案: (1) anything (2) something/nothing (3) anything (4) Someone (5) Everyone (6) nobody

3. (3a) Fill in the blanks.

T: Look at the words in the box of 3a. Read them first and try to put them into the blanks and complete the conversation.

Ss: ...

T: Now I'll ask two of you to read the completed conversation in pairs. Others check the answers.

Ss: ...

T: (The whole class read the conversation in pairs and try to find out something new in it.)

Ss: How did you like it? I bought something for my parents, but nothing for myself.

T: (Help the students to understand those points. Then ask the students to act out the conversation in pairs.) The points are:

(1) How did you like it?

How did you like...? = What did you think of... 意思是“你觉得……怎么样?”用来询问对某一事物的看法或者判断。

eg: How did you like the school show? = What did you think of the school show?

你觉得学校演出怎么样?

(2) ...it was my first time there, so everything was really interesting.

在英语中 because 和 so 不可以放在同一句话中, 也就是一个句子中有 because 就不能有 so, 有 so 就不能有 because, 而且它们在句中所表达的因果关系不同:

because 意思是“因为”, 放在句子中间, 在它之前的是结果, 后面的是原因。

eg: I didn't go to school because I had a cold. 我没有去学校, 因为我感冒了。



so 意思是“所以”，放在句子中间，在它之前的是原因，后面的是结果。

eg: I had a cold so I didn't go to school. 我感冒了，所以我没有去学校。

(3) I bought something for my parents, but nothing for myself.

buy sth for sb = buy sb sth 意思是“为某人买某物”。

eg: He bought a car for me. = He bought me a car. 他为我买了一辆小汽车。

buy sth for oneself 意思是“为某人自己买某物”。

eg: He bought a car for himself. 他为自己买了一辆小汽车。

【设计意图：在情景中呈现，并在旅游活动中运用不定代词。】

### Step 3 In the countryside

1. Know about the countryside.

T: I went to the countryside. Look I was in the countryside. What can you see in the countryside?

Ss: Hens, a baby pig. (Learn the new words)

T: What did I do there? Ss: You fed some hens. (Learn the new phrase)

T: How were the hens and the baby pig there? Ss: They were cute. (Learn the new description)

T: Were there any problems in the countryside? What were they? Ss: ...

T: To me the only problem was that there was nothing in the countryside. (Learn the new pattern) What was the problem to you? (Practise the new pattern)

Ss: ...

T: How did you feel in the evening? Ss: ...

T: To me it seemed to be boring. (Learn the new pattern)

2. (3b) Fill in the blanks with the words in the box.

Now I have an e-mail from Mark. First read it by yourself, then fill in the blanks with the given words in the box.

Now let's check the answers. Then try to retell the story according to the clue on the blackboard:

Countryside { hens, a baby pig  
feed some hens  
cute  
The only problem was that ...  
It seemed to be ...

【设计意图：在情景中呈现关于乡村的词汇和短语，并在乡村生活中运用不定代词。】

### Step 4 A survey

1. Ask questions about the vacation.

T: I had a great time in Dalian. What else do you want to know about my vacation in Dalian? Please ask me some questions.

2. (3c) Survey your group members about their vacations.

T: Now ask your partners some questions about their vacations, fill in the chart and tell the class your surveys.

【设计意图：通过询问老师的假期活动引出本课的目标短语和目标语法，并通过学生之间的调查进行操练与运用。】

### Step 5 Grammar Focus

T: When we want to know about others' vacations, we should ask the places they went. How can we ask such kind of question?

Ss: Where did you go on vacation?



T: We should also ask the things they did. How can we ask such kind of questions?

Ss: What did you do? Did you buy anything special?

T: We may ask their feelings about something, too. How can we ask such kind of questions?

Ss: How was the food? How did you feel about your vacation?

T: Good. Now let's read Grammar Focus and see how we can ask and answer these questions.

【设计意图: 引导学生总结出本课的重点语法, 并到 Grammar Focus 中进行进一步的印证。】

### Step 6 Homework

1. Read the homework sample first:

Last winter vacation, I went to Hainan Island. My vacation was pretty good. I went there by air and my trip was relaxing. The beaches were very beautiful. It was sunny, cool and humid. The people were friendly and the food was delicious.

I enjoyed my vacation very much and I hope to go there again.

2. Then write about your own vacation.

【设计意图: 为学生自主温故知新提出具体的要求。】

## Period 3: Section B 1a – 2e

### 教学分析

#### 课时目标与要求

语言知识: 使学生用一般过去时阅读对假期的感受。

语言技能: 学生学会用一般过去时询问、阅读和评价与假期相关的活动。

情感态度: 引导学生体验和热爱生活, 尤其是乡村生活。

文化意识: 体验中国和英语语言国家日记格式方面的差异。

#### 课时重难点

重点: 一般过去时, 表示假期感受的词汇, 阅读与假期相关的活动。

delicious, exciting, terrible, expensive, cheap, boring ...

What did Lisa say about...? Did Lisa...?

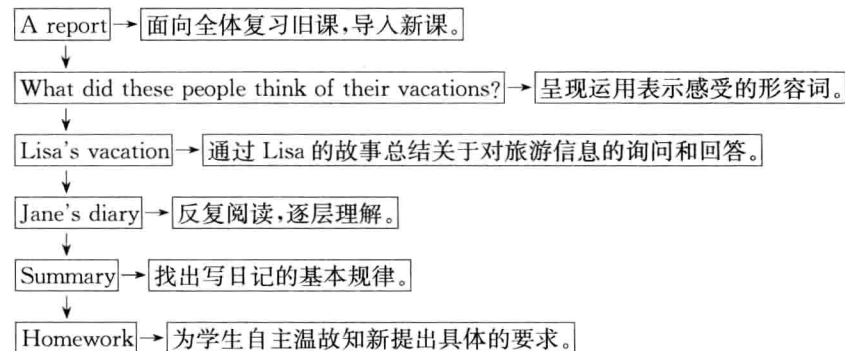
难点: 阅读并理解与假期相关的活动, 并对阅读语篇中的语言点进行语言积累。

#### 教学准备

教师准备: 关于假期感受的图片、课件, 彩绘的教学挂图以及多媒体课件。

学生准备: 关于假期感受的英语单词卡片。

#### 教学流程







## 【教学设计】

## 教学步骤

## Step 1 A report: Your vacation

T: You all have known my vacation in Dalian. Now it's your turn to tell your group about your vacation. Then each group report the best one to the whole class.

【设计意图:复习活动面向全体学生,让所有学生都参与其中,体验成功的快乐。】

## Step 2 What did these people think of their vacations?

1. Present the new words.

T: During my vacation in Dalian yesterday, I bought some fish to eat. Can you guess what I thought of the fish?

S<sub>1</sub>: Delicious (Learn some other description words, such as: exciting, terrible, expensive, cheap, and so on in this way) ...

2. (1a) Match the words with the pictures below.

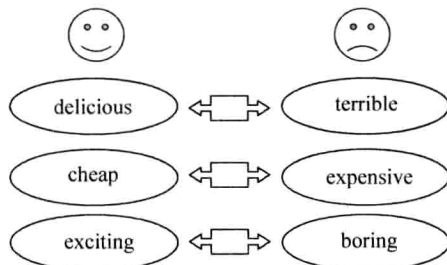
T: Look at the words in the box of 1a. Read them first and try to match them with the pictures.

Ss: ...

T: Now let's check the answers.

3. (1b) Match the words in pairs.

T: It's easy to remember them in pairs. First read the words below. Then fill in the blanks of 1b.



4. 找对子

在上面反义词的基础上再增加几组学过的反义词,教师将每对中的其中一个单词的卡片贴在黑板上,另外将对应的单词卡片扣着放在讲台上,然后让参赛的两组学生逐一上来抽卡片,抽出卡片后先要举给学生们看,然后把黑板上相应的卡片摘下来并将单词读出来,找对并读对的得两分,找对但读错的小组给1分,找错了的小组不得分,卡片全部抽完后,得分多的小组为获胜组。

【设计意图:在情景中呈现,并在游戏活动中运用表示感受的形容词。】

## Step 3 Lisa's vacation

1. (1c) The best listener.

T: Listen to Lisa's vacation and answer these questions.

(1) Where did Lisa on vacation? \_\_\_\_\_

(2) Did she do anything special there? What was it? \_\_\_\_\_

(3) Did she buy anything for her best friend? \_\_\_\_\_

(4) Did Lisa like her vacation? \_\_\_\_\_

Ss: (Listen and give the correct answers. Then ask and answer questions in pairs again.)

2. (1d) Fill in the blanks.

T: Listen again and fill in the blanks.