

八年级上英语教案

Unit 1 Where did you go on vacation?

Section A 1 (1a-2d)

一、教学目标:

1. 语言知识目标:

1) 能掌握以下单词: anyone, anywhere, wonderful, quite a few, most, something, nothing, everyone, of course, myself, yourself

能掌握以下句型:

- ① —Where did you go on vacation? —I went to the mountains.
- ② —Where did Tina go on vacation? —She went to the beach.
- ③ —Did you go with anyone? —Yes, I did./No, I didn't.

2) 能了解以下语法:

—复合不定代词 someone, anyone, something, anything 等 的用法。

—yourself, myself 等反身代词的用法。

3) 一般过去时态的特殊疑问句，一般疑问句及其肯定、否定回答。

2. 情感态度价值观目标:

学会用一般过去时进行信息交流，培养学生的环保意识，热爱大自然。

二、教学重难点

1. 教学重点:

- 1) 用所学的功能语言交流假期去了什么旅行。
- 2) 掌握本课时出现的新词汇。

2. 教学难点:

- 1) 复合不定代词 **someone, anyone, something, anything** 等 的用法。
- 2) **yourself, myself** 等反身代词的用法。

三、教学过程

I . Lead-in

1. 看动画片来进入本课时的主题谈论上周末做了些什么事情，谈论过去发生的事情。

II . Presentation

1. Show some pictures on the big screen. Let Ss read the expressions.
2. Focus attention on the picture. Ask: What can you see? Say: Each picture shows something a person did in the past. Name each activity and ask students to repeat: Stayed at home, Went to mountains, went to New York City 6. Went to the beach, visited my uncle, visited museums, went to summer camp
3. Now, please match each phrase with one of the pictures next to the name of the activity, point to the sample answer.
4. Check the answers. Answers: 1. f 2. b 3. g 4. e 5. c 6. a 7. d

III. Listening

1. Point to the picture on the screen.
Say: Look at the picture A. Where did Tina go on vacation? She went to mountains.
Ask: What did the person do in each picture?
2. Play the recording the first time.
3. Play the recording a second time.
Say: There are three conversations. The people talk about what did on vacation.
Listen to the recording and write numbers of the names in the right boxes of the picture.
4. Check the answers.

IV . Pair work

1. Point out the sample conversation. Ask two Ss to read the conversation to the class.
2. Now work with a partner. Make your own conversation about the people in the picture.
3. Ss work in pairs. As they talk, move around the classroom and give any help they

need.

4. Let some pairs act out their conversations.

V. Listening

1. Tell Ss they will hear a conversation about three students' conversations. Listen for the first time and fill in the chart. Then listen again and check Yes, or No.

2. Let Ss read the phrases in the chart of 2b.

3. Play the recording the first time. Ss listen and fill in the chart.

4. Play the recording a second time for the Ss to check "Yes, I did." or "No, I didn't."

5. Check the answers with the Ss.

VI. Pair work

1. Let two Ss read the conversation between Grace, Kevin and Julie.

2. Let Ss work in pairs and try to role-play the conversation.

3. Ask some pairs to act out their conversations.

VII. Role-play

1. First let Ss read the conversation and match the people and places they went.

2. Let Ss act out the conversations in pairs.

3. Some explanations in 2d.

Homework:

用英语询问你的一位好朋友，她（他）假期去了哪里？看到了什么？并将此对话写在作业上。

A: Where did you go ...?

B: I went to ...

A: Did you see ...

B: Yes, I did. / No, I didn't.

板书设计:

Section A 1 (1a-2d)

anyone, someone, everyone, something, anything, everything

yourself, myself

Where did you go on vacation?

Did you do anything special?

I went to New York City.

Did you go anywhere interesting?

Where did she go on vacation?

most of the time

She went to the mountains.

Section A 2 (Grammar focus-3c)

一、教学目标:

1. 语言知识目标:

- 1) 复习所学的重难点句型及句式结构。
- 2) 总结学习 anyone, someone, everyone, something, anything, nothing 等不定代词的用法。
- 3) 练习运用所学的句型及句式结构。

2. 情感态度价值观目标:

学会用一般过去时进行信息交流，培养学生的环保意识，热爱大自然。

二、教学重难点

1. 教学重点:

- 1) 用所学的功能语言交流假期去了什么旅行。
- 2) 复习运用本课时出现的新词汇。

2. 教学难点:

- 1) 复合不定代词 someone, anyone, something, anything 等 的用法。
- 2) 阅读填空能力的提高。

三、教学过程

I . Warming- up and revision

1. Free talk: Ask Ss the questions: Where did you go on vacation?
Ss try to answer the questions.

2. Review the usage of “复合不定代词”

II . Grammar focus.

1. 学生阅读 Grammar Focus 中的句子，然后做填空练习。
 1. 你去了什么地方去度假？

_____ you go on _____?

2. 我去了纽约市。

I _____ New York City.

3. 你和什么人别一起去的吗?

_____ go out with _____?

4. 不，没有别人在这儿。每个人都在度假。

No. _____ was here.

_____ was on _____.

... (其余试题见课件部分)

3. 学生们完成填空试题后，可以打开课本检查答案，对错误的句子，单独进行强化记忆。

III. Try to Find

一、复合不定代词总结：

1. some, any, no, every 与-one, -thing 可以组成八个不定代词，他们分别是：

someone, _____。

2. 带 some 的复合不定代词常用于肯定句中；带 any 的复合不定代词常用于否定句或一般疑问句中。例如：

我想吃点东西。 I'd like _____ to eat.

今天有人给我打电话吗？

Did _____ call me today?

3. 当形容词修饰不定代词时，应放在其后面。例如：这本书里有什么新东西吗？

Is there _____ in this book?

今天没有什么特别的事。

There's _____ today.

4. 由 some, any, no, every 构成的复合不定代词作主语时，都作单数看待，其谓语动词用单数第三人称形式。例如：

Something is wrong with my watch.

Well, everyone wants to win.

Nobody knows what the future will be like.

There is something for everyone at Greenwood Park.

5. 除 **no one** 以外，其他复合不定代词都写成一个词。

二、学生们读上面的探究试题，并合作探究完成。

三、看大屏幕，校对答案。

IV. Practice

Work on 3a:

1. Let Ss look at the conversation in 3a. First let one student read the words in the box.

2. Tell Ss to read the conversation and fill in the blanks.

3. 方法指导：

首先，应通读对话，掌握短文大意；其次，回顾一下刚才学习的有关复合不定代词的用法。

然后，仔细阅读每个句子，根据空格前后的词语进行推敲。比如，第一句话是一个一般疑问句，空格前有 **do** 一词，可知空格处应填 **anything** 一词，意为“做什么事情”。其他类似。

学生们，按老师指导的方法进行阅读，并逐句推敲每空应填什么词，在实际的运用提高自己的阅读能力、分析及综合运用能力。

最后，教师与同学们一起校对答案，并对学生们有疑问的地方进行解释。

Explanation：反身代词

Work on 3b:

1. Tell Ss to fill in the blanks in the e-mail message with the words in the box.

2. 方法指导：

首先，应通读全文，掌握短文大意；其次，回顾一下刚才学习的有关复合不定代词的用法。

然后，仔细阅读每个句子，根据空格前后的词语进行推敲。比如，第一句话是一个一般疑问句，空格前有 **do** 一词，可知空格处应填 **anything** 一词，意为“做什么事情”。其他类似。

学生们，按老师指导的方法进行阅读，并逐句推敲每空应填什么词，在实际的运用提高自己的阅读能力、分析及综合运用能力。

最后，教师与同学们一起校对答案，并对学生们有疑问的地方进行解释。

V. Group work

1. Work on 3c: Ask your group questions about their vacation. Then tell the class your results.
2. Fill in the blanks according to the answers.
3. Try to make a report in each group. Then let one student read the report to the class.
(最后，可以经学生们评议来推举最有能力的小组)

VI. Exercises

1. If time is enough, do some more exercises on big screen.

用恰当的不定代词填空。

1. _____ found Mr. Li's keys and gave them back to him yesterday.
2. —Did you see _____ in the big box?
— No,I didn't. There's _____ in it.
3. _____ helped the little boy. He did it himself.
4. My watch doesn't work. _____ is wrong with it.
5. —Hello, _____!
—Hello, Mr. Smith!
6. —How's it going, Jack?
—Great! _____ is going well.
7. —Did you go to the beach with _____?
—Yes. I went there with my cousin.

Homework

1. 背诵 Grammar focus 部分。
2. 复习复合不定代词及反身代词的用法。

板书设计

Section A 2 Grammar focus-3c

anyone, someone, everyone, something, anything, nothing

Did you go out with anyone?

No. No one was here. Everyone was on vacation.

Did you buy anything special?

Yes,I bought something for my father.

No,Ibought nothing.

How was the food? Everything tastes good.

Section B 1 1a-2e

一、教学目标：

1. 语言知识目标：

1) 能掌握以下单词：decide, try, paragliding, feel like, bird, bicycle, building, trader, wonder, difference, top, wait, umbrella, wet, because of, below, enough, hungry

2) 能掌握以下句型：

- ① Where did ...?
- ② What did ...?
- ③ How was ...? / How were ...?
- ④ Did she/he ...?

2. 情感态度价值观目标：

学生了解我国不同地方的人们上学的方式，了解还有一些贫困地区的孩子们需要我们去帮助他们。

二、教学重难点

1. 教学重点：

- 1) 掌握本课时出现的生词及表达方式。
- 2) 进行听力训练，提高综合听说能力。
- 3) 阅读短文，获得相关信息，提高学生们的综合阅读能力。

2. 教学难点

- 1. 听力训练
- 2. 阅读 2b 部分的短文并完成相关要求。

三、教学过程

I . Warming- up and revision

1. Daily greeting.
2. Check the homework. Let some Ss report where did they go on vacation.
3. Review the “复合不定代词”
4. Review the “反身代词”
5. Show a movie of paragliding.

II . Writing

Work on 1a:

1. Point to the six words. delicious, expensive, exciting, cheap, terrible, boring
2. Read the words and let Ss read after the teacher.
3. Point to the last picture and say: This is a cake. It 's delicious. Then do the same thing for all six pictures.
4. Let Ss match each word with a picture. Then check the answers with the students.

...

Work on 1b:

1. Explain the meaning of “ 😊 words” and “ ☹ words.”
2. Let Ss discuss the words they know and write them down on the line.
3. Let some Ss readout their words to the class. (Or let some Ss write their words on the blackboards.)

III. Listening

Work on 1c:

1. T: Now let's work on 1c. First, let one student read the questions aloud. Make sure all the Ss know the meanings of the questions.
2. Play the recording for the first time. Ss only listen.
3. Then play the recording for the second time. Ss listen and answer the questions.
4. Then play the recording for the third time for the Ss to check the answers.
5. Ss listen to the tape and circle the words and phrases they hear.
6. Check the answers: (Look at the big screen.)

Work on 1d:

1. Tell Ss this time they have to write down what Lisa said about her vacation, the

people, the fun park, the food and the store.

2. Then play the recording for the second time. Ss listen and write down the words.

3. Then play the recording for the third time for the Ss to check the answers.

听力指导：在听时要抓重点内容。第一次听要求我们回答问题，因此在听的时候，应重点将与这些问题相关的内容方面的听清，其他作为非重点内容。另外，要注意要速记下重点内容。

在完成 1d 部分时要注意听的重点是放在 Lisa 对这五个方面的事情所做评价，因此应听清楚那些形容词。

IV. Pair work

1. Tell Ss to ask and answer about Lisa's vacation. Begin your questions with the following sentences. For example:

Where did you go on vacation?

I went to New York City.

Did you go with anyone?

Yes, I did.

2. Ss work in pairs and ask and answer about Lisa's vacations.

3. Let some pairs come to the front and ask and answer in pairs.

V. Discussion

1. Tell Ss to work in groups. Discuss the questions together.

What do people usually do on vacation?

What activities do you find enjoyable?

2. Give Ss some possible answers:

People usually go to some places of interest for vacation.

I find fishing enjoyable.

3. Ss discuss the two questions. Write down their answers. Let some group report their answers.

VI. Reading

Work on 2b:

1. T: Now we'll read Jane's diary entries about her vacation and answer the questions.

Did Jane have a goodtime on Monday?

What about on Tuesday?

2. Ss read the diary quickly and find the answers to the questions.

3. Check the answers with the Ss.

Work on 2c:

1. Let some Ss read Jane's diary entries again. Fill in the chart.

2. Let Ss look at the chart first. Then let them read and fill in the chart.

3. Check the answers. (Look at the big screen.)

Work on 2d:

1. Tell Ss they should read the conversation about Jane's trip to Penang again and use the information in the diary entries.

2. Ss read the conversation about Jane's trip to Penang first then try to fill in the blanks.

3. 方法指导：首先，应读通读整个对话一遍，理解对话的大意；然后，认真阅读有空格的上下句的内容，结合日记的内容，确定空格处的内容。最后，再通读一遍对话，综合日记的内容看每个空格处是否贴切。

3. Ss read carefully and try to write down the words in the blanks.

4. Check the answers with the class.

Work on 2e:

1. 告诉学生们这篇日记是 **Jane** 在七月十八日又一次参观了 **Penang Hill** 后，所写的。读日记，并用括号中单词的正确形式填空。

2. 方法指导：首先，再次明确这是一篇日记，因此应用一般过去时态；然后，通读一遍日记的内容，了解大体内容；最后，综合每句的内容，用括号中动词的正确形式填空。

3. Ss read the diary and try to fill in the blanks.

4. Check the answers. (Look at the big screen)

5. 对动词一般过去时的规则形式与不规则形式，再复习一遍。

Homework

用所给动词的适当形式填空。

1. My mother _____ (buy) a new schoolbag for me yesterday.

2. When _____ you _____ (start) to learn English?

3. My aunt _____ (take) us to dinner at a restaurant but the food _____ (is) not good at all.
4. When I _____ (am) in America, I _____ (make) a lot of new friends.
5. They _____ (have) a great sale last weekend.

板书设计:

Section B1 1a-2e

Words: decide, try, paragliding, feel like, bird, bicycle, building, trader, wonder, difference, top, wait, umbrella, wet, because of, below, enough, hungry

- ① Where did ...?
- ② What did ...?
- ③ How was ...? / How were ...?
- ④ Did she/he ...?

Did Jane have a goodtime on Monday?

What about on Tuesday?

Section B 2 3a-Self check

一、教学目标:

1. 语言知识目标:

- 1) 复习询问或谈论假期去某地旅行的经历。
- 2) 能够综合运动词的一般过去时形式, 并能正确填空。
- 3) 总结回顾动词过去式的规则变化不规则变化。

2. 情感态度价值观目标:

- 1) 学生了解我国不同地方的人们上学的方式, 了解还有一些贫困地区的孩子们需要我们去帮助他们。
- 2) 通过谈论假期旅行的经历, 明白在旅行时应注意保护环境。

二、教学重难点

1. 教学重点:

- 1) 能综合运用所的重难点词汇来完成相关任务。
- 2) 能运用英语根据相关提示来记自己某次旅行的经历。

2. 教学难点:

能运用英语根据相关提示来记自己某次旅行的经历。

三、教学过程

I . Warming- up and revision

1. Let Ss read the passage about Jane's vacation to Malaysia. Then fill in the blanks.
2. Check the answers.

II . Discussion

1. Show some pictures of the some places of interest. Tell Ss the name of them.
e.g. the Great Wall, Summer Palace, Tian'anmen Square, a Beijing hutong ...
2. Let Ss discuss what they can do, eat, buy ... in those places.

III. Writing

1. Tell Ss they went to one of these places of interest last summer vacation. With the help of the words in the box, try to fill in the blanks of the diary.
2. Let some Ss read the words in the box.
3. Ss read the diary and try to fill in the blanks with the words in the box.

2. 阅读指导:

首先，应阅读日记一遍，了解日记的大意。然后，细读每一句，根据上下文文意来确定每个空格处应填的词汇。比如：读第一行可知此处是填空记日记时的时间，空格后面有日期，因此空格处应填月份 **August**。读第二句话，可知空格处应填写天气的词汇，故应选 **hot and sunny**。其他类似。

3. Ss read the passage then fill in the blanks with the words in the box.
4. Check the answers.

IV. Practice

Work on 3b:

1. Let some Ss read the questions aloud to the Ss. Make sure they know the meaning of the questions.
2. Let Ss work in pairs to ask and answer the questions. Write their answers on a piece of paper.
3. Get some pairs readout their answers.
4. Check the verbs forms.

Work on 3c:

1. Tell Ss to write a travel diary like Jane's on Page 5. Use your notes in 3b.
2. 写作指导:
 1. 本文为写日记, 因此应用一般过去时态。应注意动词的过去式形式。
 2. 回顾一下在 3b 中所回答的问题的情况, 然后将这些句子按恰当的逻辑顺序排列在一起, 形成条理清晰的一段文字。
 3. 可以根据旅行的经历再添加一些恰当的想象的句子。
 4. 再次, 阅读一遍短文, 看有没有错误的句子。
3. Ss write their diary by themselves. Give any help they need.
4. Let some Ss read their diary to the class.

V. Self check 1

1. 让学生们看自己的笔记, 复习相关复合不定代词的用法。
2. Let Ss read the small conversation and choose the correct words in the box to fill in the blanks.
3. Check the answers with the Ss.
4. Explain any problem that Ss can't understand.

VI. Self check 2

1. 让学生们看自己的笔记, 复习相关动词过去式的规则变化及不规则变化。
2. Ss read the passage and fill in the blanks.
3. Let some Ss write their answers on the blackboard.
4. Check answers with the Ss.
5. Explain any problem that Ss can't understand.

VII. Group work

1. Tell Ss what they should do in this activity. Imagine you are all foreigners on vacation in China. You meet each other at the airport on your way home. Talk about what you did on your vacation.
2. Ss work in groups of four and ask and answer about their vacations in China.
3. Let some pairs act out their conversations in front of the class.

Homework

1. Review Section B.

2. 阅读 Self check 2 的短文，并强化记忆所列举动词的一般过去式形式。
3. 总结全单元出现的不规则变化的动词的一般过去式，并努力记住他们。

板书设计：

Section B 2 3a-Self check

3a: August, hot and sunny, a Beijing hutong, beautiful, bought something special, it was interesting, Beijing duck, delicious, tired

- | | |
|----------------------------|----------------------------------|
| 3b: Where did you go? | What food did you eat? |
| Did you go with anyone? | What did you like best? |
| How was the weather? | Did you dislike anything? |
| What did you do every day? | How did you feel about the trip? |

Unit 2 How often do you exercise?

Section A 1 (1a-2d)

一、教学目标：

1. 语言知识目标：

- 1) 能掌握以下单词：housework, hardly, ever, hardly ever, once, twice, Internet, program, full, swing, swing dance, maybe, least, at least
- 能掌握以下句型：

- | | |
|---------------------------------|----------------------------|
| ① —What does he do on weekends? | —He usually watches TV. |
| ② —How often do you watch TV? | —I watch TV every day. |
| ③ —Does he go shopping? | —No, he never go shopping. |

2) 能了解以下语法：

频度副词及一般现在时简单谈论周末活动情况。

2. 情感态度价值观目标：

通过本单元的学习，养成健康的饮食习惯，保证充足的睡眠时间，进行合理

的运动锻炼，以保持健康的体魄。培养学生的逻辑表述能力，激发学生的积极思维，并使学生互相了解，增进友谊，加强人际交往，以形成良好的人际关系。

二、教学重难点

1. 教学重点：

- 1) 对 6 个频度副词细微差异的理解及使用。
- 2) 弄清一般现在时在不同人称下动词形式及提问的变化。

2. 教学难点：

- 1) 第三人称单数谓语动词在此核心句型中的运用。
- 2) 谈论课余时间的各项活动，以及初步认识和使用频率副词。

三、教学过程

I . Lead in

Talk about your last weekend's activities.

II . Presentation

(1) 教师问：“What do you usually do on weekends?” (并且板书)让学生根据自己的实际回答 I usually on weekends.

(2) 教师出示动词卡片 watch TV, read books, exercise, swimplay football、go shopping、 go to movies 让学生回答。

(3) 点击鼠标屏幕上出现频率副词及相关的百分比。

always (100%)	usually(80%)	often (30-50%)
sometimes (20%)	hardly ever(5%)	never (0%)

领读频率副词，让学生快速认读。

III. Writing

1. Look at the picture. Discuss with your partners. Make a list of the weekend activities.

2. Let some Ss readout their activities. Let other Ss add more activities.

IV. Listening

1. Let a student read the words aloud. Make sure all the Ss know the meaning of the words.

2. Tell Ss to listen and write the letters from the picture above on the line below.

3. Play the tape for the first time. Ss listen and fill in the blanks.

4. Play the tape for the second time for the Ss to check the answers.

V. Pair work

1. Act out the conversation with a student.
2. Let Ss talk about the pictures in 1a in pairs.
3. Let some Ss act out their conversations.

VI. Listening

Work on 2a:

1. Let Ss read the phrases in the chart.
2. Tell Ss that Cheng Tao is taking about how often he does these activities. Play the recording for the first time. Ss listen and number the activities [1-5].
3. Play the recording for the second time for the Ss to check the answers.

Work on 2b:

1. Tell Ss they will hear the recording again. This time, listen and match the activities in 2a with how often Cheng Tao does them.
2. Ss listen and match the activities with the phrases.
3. Check the answers.

VII. Pair work

1. Ask one student how often he/she watch TV as a model.

T: Hi, S1. How often do you watch TV?

S1: I watch TV every day.

T: What's your favorite program?

S1: Animal world.

T: How often do you watch it?

S1: Twice a week.

2. Let one student read the activities in the chart. Tell them these new words:

favorite website (最喜欢的网站); favorite sport (最喜欢的运动)

3. Ss work with their partners. Then ask some pairs to act out their conversations.

VIII. Role-play

1. Read the conversation by themselves, then match the activity with the right time.

Dance lesson Tuesday

Piano lesson Wednesday and Friday

Playing tennis Monday

2. Let the Ss read the conversation after you.

3. Ss work with a partner and act out the conversation. Then let some pairs to act out the conversation in front of the class.

Homework:

1. Act out the conversation after class.

2. 翻译句子

① 周末你通常做什么事情？我通常踢足球。

② 周末他们做什么事情？他们经常去看电影。

板书设计：

Section A 1(1a-2d)

—What does he do on weekends?

—He usually watches TV.

—How often do you watch TV?

—I watch TV every day.

—Does he go shopping?

—No, he never go shopping.

Section A 2 (Grammar Focus-3c)

一、教学目标：

1. 语言知识目标：

1) 复习运用频率词汇及询问活动频率。

2) 一般现在时态的熟练运用。

2. 情感态度价值观目标：

通过本单元的学习，养成健康的饮食习惯，保证充足的睡眠时间，进行合理的运动锻炼，以保持健康的体魄。培养学生的逻辑表述能力，激发学生的积极思维，并使学生互相了解，增进友谊，加强人际交往，以形成良好的人际关系。

二、教学重难点

1. 教学重点：

1) —How often do you /does he(she)....? —He usually ...

2) 频度副词的用法: always; usually ; often ; sometimes; hardly ever; never

2. 教学难点:

1) 第三人称单数谓语动词在此核心句型中的运用。

2) 能够谈论课余时间的各项活动, 以及初步认识和使用频率副词。

三、教学过程

I . Warming- up and revision

1. Ask and answer some oral questions on how often exercise.

2. Check the homework and have a dictation of some new words.

II. Grammar Focus.

1. 学生阅读 Grammar Focus 中的句子, 然后做填空练习。

1) 你通常在周末做什么?

_____ you _____ do on weekends?

2) 我总是去运动。I _____.

3) 他们总是在周末做什么事情?

_____ they _____ on weekends?

4) 他们经常帮助做家务。

They _____ with housework.

5) 她在周末做什么?

What _____ she _____ on weekends?

6) 她有时候去购物。

She _____.

你多久去看电影一次?

_____ do you go to the _____?

7) 我可能一个月去看一次。

I go to movies _____ a _____.

8) 他多久看一次电视?

_____ does he watch TV

9) 他几乎不看电视。

He _____ watches TV.

10) 他去购物吗? _____ go shopping?

11) 不，他从不去购物。

No, he _____ shopping.

3. 学生们完成填空试题后，可以打开课本检查答案，对错误的句子，单独进行强化记忆。

III. Try to Find

1. Tell Ss try to find the answers.

A: how often 意为“_____”，是用于提问表示_____的特殊疑问词组。其答语应为表示_____的副词或副词词组。句子的时态一般是_____，也可以是一般过去时。翻译：

你多久去游泳一次？一个星期三次。_____.

B: 一般现在时态

在一般现在时的一般疑问句中，当主语为第三人称复数或单数时，需要句子前加助动词 Do 或 Does 。

他们通常在周末锻炼吗？

___ they often _____ on weekends?

她一周上网二次吗？

_____ she _____ the Internet twice a week?

IV. Practice

1. Tell Ss to make questions.

2. Then try to ask and answer questions about the questions.

3. Ask some Ss to ask and answer with their partners in front of the class.

方法指导：应通读所有词汇，掌握句子大意；然后，找出句子中的特殊疑问词。最后，按“特殊疑问词+ 一般疑问句？”的结构来构成句子。其他类似。

学生们，按老师指导的方法进行阅读，并逐句推敲组成正确的特殊疑问句，并理解掌握特殊疑问句的句式结构，在实际的运用中提高自己的阅读能力、分析能力及综合运用能力。

V. Group work

1. Let Ss work in groups of six or eight.
 2. Tell Ss discuss what activities they do to improve their English. Then write the activities in the chart.
 3. Ask their group mates the questions and fill in the chart.
 4. Try to make a report about their partners.
- (最后，可以经学生们评议来推举最有能力的小组)

VI. Exercises

If time is enough, do some more exercises on big screen.

- 1) I usually go shopping on weekends. (变为一般疑问句)
_____ you usually _____ shopping on weekends?
- 2) She often helps with housework at home. (同上)
_____ she often _____ with housework?
- 3) They visit their grandparents once a month. (提问)
_____ they visit their grandparents?
- 4) She always watch TV after dinner. (提问)
_____ she _____ TV after dinner?
- 5) Maybe your mother is in the kitchen. (改为同义句)
Your mother _____ in the kitchen.

Homework

Do a survey:

What does he/she do on weekend?

板书设计

Section A 2 Grammar Focus-3c

—How often do you /does he(she)...? —He usually ...

频度副词的用法:

always; usually ; often ; sometimes; hardly ever; never

how often 意为“_____”，是用于提问表示_____的特殊疑问词组。其答语应为表示_____的副词或副词词组。句子的时态一般是_____,也可以是一般过去时。翻译:

你多久去游泳一次? 一个星期三次。

_____.

Section B 1 1a-2e

一、教学目标:

1. 语言知识目标:

1) 能掌握以下单词: percent, online, television, although, body, such as, mind, together, die, writer

2) 能掌握以下句型:

① not ...at all

② The best way to ... is

③ such as ...

2. 情感态度价值观目标:

了解其他学生们的日常生活情况, 让学生们知道应如何安排自己的日常生活, 向其他有良好生活习惯的人们学习, 做一个有良好习惯的人。

二、教学重难点

1. 教学重点:

1) 掌握本课时出现的生词及表达方式。

2) 进行听力训练, 提高综合听说能力。

3) 阅读短文, 获得相关信息, 提高学生们的综合阅读能力。

2. 教学难点

1. 听力训练

2. 阅读 2b 部分的短文并完成相关要求。

三、教学过程

I . Warming- up and revision

1. Daily greeting.

2. Check the homework. Let some Ss report what he/she does on weekends.

II. Presentation

1. T: Show some pictures of food or drink on the big screen. Ss read the words then discuss they are healthy or unhealthy.

2. Work on 1a. Read the words with the pictures then match the words with the pictures.

III. Find

1. Show a list of words of food and drinks on the big screen. Then list them into “healthy” or “unhealthy”

2. Check the answer with the Ss.

3. Ask and answer questions about the pictures on 1a. Make a model to the Ss:

T: How often do you drink milk, S1?

S1: I drink milk every day.

T: Do you like it?

S1: No, but my mother wants me to drink it. She says it's good for my health.

IV. Listening

Work on 1c:

1. Tell Ss that a reporter is interviewing Bill and Tina what their eating habits are. Listen to the recording and find the answer to these two questions: Is Bill healthy? Is Tina healthy? Listen and find the answers to the questions.

3. T: Now let's work on 1d. First, let one student read the sentences and try to know the meaning of the sentences.

4. Play the first time, Ss just listen. Play the tape for the second time for the Ss to listen and find the answers.

5. Check the answers:

6. 听力指导：学生先要抓住这六个问题的意思。带着这六个问题去对话。在听的时候，应重点将与这六个问题相关的回答听清，其他作为非重点内容。

V. Pair work

1. Work in pairs. Ask and answer questions. SA is the reporter. SB is Tina or Bill.

Ask and answer questions. Then change roles.

e.g. —How often do you exercise?

—I exercise every day?

—And how often do you ...?

—I exercise ...

2. Teacher can walk around the classroom, and give some help to the Ss.

Work on 2a:

1. Let Ss discuss the activities with their classmates and rank these activities according to how often you think your classmates do them.

2. Let some Ss tell their answers.

VI. Reading

1. T: Here are the results of what the students in No. 5 High School do in their free time. Read the passage quickly and find the answers to the two questions:

1) How many kinds of free time activities are mentioned in the passage?

2) What is the best way to relax? _____

2. Read the passage carefully and complete the pie chart below.

Ss read the passage and try to fill in the pie chart. Then check the answers together.

VII. Reading

1. T: Now let's read through the five questions. Make sure the Ss know the meaning of the questions. Then let Ss read the passage again and try to find the answers to the questions.

2. 方法指导：首先，应读懂五个题目的意思；然后，认真带着问题去阅读短文。在短文中找到相关问题的回答依据，并回答上每个问题。最后，检查一下自己的回答是否正确。

3. Ss read carefully and try to find the answers to the questions.

4. Check the answers with the class.

VIII. Practice

Work on 2d:

1. T: Now let's make some sentences with the percentages using always, usually or sometimes.

2. 方法指导：首先，明确 always, usually 及 sometimes 所代表的百分比数值；然后，看再看每个百分比数在短文中相关的活动；最后，造出恰当的句子。

3. Ss read the passage again and try to make some new sentences. Check the answers with each others.

Work on 2e:

1. Let Ss read through the activities in the chart first. Select one activity from them. Then ask their classmates how often they do this activity and make a pie chart.
2. Ss work in groups. Ask and answer questions then fill in the chart.
3. Make a pie chart like those in 2b.
4. Then try to make a short report like the report in 2b.

Homework

1. 读 2b 中的短文。
2. 根据 2e 的调查结果写一个报告。

板书设计:

Section B 1 1a-2c

percent, online, television, although, body, such as, mind, together, die, writer
percent 名词, 意为“百分之……”,

【注意】percent 做主语时, 谓语动词的数要根据其后面的名词来确定。如:

Fifty percent of the apples are bad.

50%的苹果们都坏了

2. not ... at all 意为“一点也不”, not 应和 be 动词、助动词或情态连用。
例如:

那个故事一点也没有趣。

The story isn't interesting at all.

3. although 连词, “尽管, 虽然; 即使” 注意: although 引导的从句不能与 but 连用。

尽管他离家很早, 但是他还是迟到了。

Although he left home early, he was late. (√)

Section B 2 3a-Self Check

一、教学目标:

1. 语言知识目标:

- 1) 复习询问或谈论别人饮食、锻炼的频率、休息的时间及选择不同频率的理由。

2) 能够运用所给的提示，完成对某人饮食习惯的描写。

3) 总结回顾所有的频率词，并学会运用所学的频率词来谈论某人的生活习惯。

2. 情感态度价值观目标:

1) 通过小组活动对话、讨论、调查等活动。培养学生们的合作意识和团队精神。

2) 谈论日常生活行为习惯，提倡合理安排自己的生活，养成良好的生活习惯，享受丰富多彩的校园生活。

二、教学重难点

1. 教学重点:

1) 能运用所给的提示词来描写个人的饮食起居等方面的习惯。

2) 能运用一些相关资料对他人进行好习惯与坏习惯的调查。

2. 教学难点:

能运用所给的提示词来描写个人的饮食起居等方面的习惯。

三、教学过程

I . Warming- up and revision

1. Have a dictation of the new words and expressions.

2. Let some Ss read the passage in 2b.

3. Check the homework.

II . Presentation

1. Show some pictures of your daily activities. Tell Ss your good activities and bad activities.

2. Let some Ss tell about how often they do some activities and judge they are good habits and bad habits.

III. Practice

1. Look at the information in the chart and complete the report.

2. 阅读指导:

首先，通读短文，了解短文的大体意思。读表格中活动及后面的做此活动所用的时间，并确定做此事的频率，可以在每个活动后面写出相应的频率词。如：
Exercise 应用 always/everyday; read books 也是 always/everyday; drink juice 应

为 usually; ...

3. Ss read the passage then fill in the blanks with the words in the box.

4. Check the answers.

IV. Writing

Work on 3b:

1. Complete the chart with your own information. Then in the last column, use expressions like always, every day, twice a week and never.

2. Then let some Ss show their chart to the class.

Work on 3c:

1. Let Ss write a report about their good habits and bad habits. Say how often they do things using the report in 3a as an example.

2. 写作指导:

首先，根据自己所填写的表格，写出相关的自己的好习惯及坏习惯的句子。然后，按先叙述好习惯，再叙述坏习惯。将这些句子排列在一起。注意，连接词的运用，如：however, also 等。让句子更加简洁和流畅。

3. Check the compositions and let some Ss read their compositions.

V. quiz

1. Tell Ss to take the health quiz. Compare your results with your partner's. Who's healthier?

2. Read the quiz and the chart first and make sure all the students know how to take the health quiz.

3. Work in groups and take the quiz in your group. See who is healthier?

VI. Practice

Self Check 1 and 2

1. 让学生相互讨论并在表格中填写出自己及自己的父母亲所做的活动。

2. Let some Ss read aloud their chart. Then try to write five sentences using the information above.

3. Make sure they use the correct forms of the verbs.

Self check 3

1. Tell Ss that they should read the conversation and then fill in the blanks with the

right forms.

2. Ss read the conversations and try to fill in the blanks.

3. Check the answers:

usually, How often, Hardly, How often, once a; never

4. Let Ss practice the conversation with their partner.

Homework

1. Review Section B.

2. Write a short passage your father or mother's good habits or bad habits.

板书设计:

Section B 2 3a-Self Check

3a: every day; usually, hardly ever, always, sometimes, hardly ever, never

3b: exercise often, read books every day, drink juice usually, never stay up late

Eat hamburgers sometimes, always watch TV for two hours, hardly ever help with housework

3c: One possible version:

I have lots of good habits. I exercise every day. I always read books. I eat fruit every day. I drink milk twice a week. I never stay up late. But I have some bad habits, too. I always watch TV for two hours a day. I use the Internet twice a week. I hardly ever help with housework. I never go to the dentist.

Self check 3:

usually, how often, hardly, how often, twice a; never

Unit 3 I'm more outgoing than my sister.

Section A 1 (1a-2d)

一、教学目标:

1. 语言知识目标:

1) 能掌握以下单词: outgoing, better, loudly, quietly, hard-working, competition, fantastic, which, clearly, win

能掌握以下句型:

- ① Tina is taller than Tara.
- ② Sam has longer hair than Tom.
- ③ She also sings more loudly than Tara.

2) 能掌握以下语法:

- ① 形容词或副词比较级形式的构成。
- ② 表示两者进行比较的句式结构。

2. 情感态度价值观目标:

能对人物的外表进行描绘, 个性进行比较。

二、教学重难点

1. 教学重点:

- 1) 形容词或副词比较级形式的构成。
- 2) 表示两者进行比较的句式结构。

2. 教学难点:

He has shorter hair than Sam.

Is Tom smarter than Tim?

She also sings more loudly than Tara.

三、教学过程

I . Lead-in

1. Ask Ss to write down as many adj. about people as possible. Check the adj. Ss write and we can group them into some pairs, like: [Section A 1a]

tall --- short; thin --- heavy, longhair --- shorthair, calm --- wild ...

Give Ss an example by comparing Old Henry and Santa Claus.

e.g. Santa Claus is older than Henry. Henry is taller than Santa Claus.

Henry is younger than Santa Claus. Santa Claus is younger than Henry.

II . Presentation

Ask Ss to see the pix about apples and pears to see the differences. Then compare some of their things with each other.

e.g. The apples are bigger than the pears.

The pears are more delicious than the apples.

Summarize the Comparatives. Group competition.

A + be(V) + 比较级 + than + B.

III. Game (I and my desk mate)

Ask Ss to compare with their partners and find out the differences.

e.g. She is heavier than me. I am more outgoing than her.

She gets up earlier than me. I run faster than her.

IV. Listening

Then listen to the recording. Ask Ss to number the twins.

Check the answers.

V. Pair work

Point out the sample conversation inactivity 1c.

Say, now work with a partner. Make your own conversation about the twins.

Ask several pairs to say one or more of their conversations.

VI. Listening

1. Work on 2a:

Point out the two columns and read the headings: -er, -ier and more. Then point out the words in the box. Read them.

Say, now listen and write the -er and -ier words in the first column and the words that use more in the second column.

Play the recording and check the answers.

2. Work on 2b.

Point out the picture and the two boxes with the headings Tina is and Tara is.

Say, listen to the recording. Write word in the boxes. The words are from the list in activity 2a.

Play the recording and check the answers.

VII. Pair work

1. Point out the chart inactivity 2c. Say, Make your own conversations according to the information. Ask pairs to continue on their own.

2. Ss practice their conversations.
3. Ask some pairs to act out their conversations.

VIII. Role-play

1. Read the conversation first and try to match the people with the right things.

Nelly	a. sang better
	b. with shorter hair
Lisa	c. practice more and really wanted to win
	d. sang more clearly
	e. danced better

2. Let Ss read the conversations after the teacher.
3. Let Ss practice the conversation.
4. Then let some pairs act out their conversations in front of the class.

Homework:

Write six sentences:

Write about the things that are the same and different between you and your best friend.

板书设计:

Section A (1a-2d)

outgoing, better, loudly, quietly, hard-working,
competition, fantastic, which, clearly, win

句型:

- ① Tina is taller than Tara.
- ② Sam has longer hair than Tom.
- ③ She also sings more loudly than Tara.

Section A 2 (Grammar focus-3c)

一、教学目标: