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HTEACHER.NET

初中英语

乘华图翅膀 圆教师梦想

8A Unit 3 Online Travel Main Task 教学设计

Objectives

- . To select, organize and present information
- . To develop an understanding of the key components of writing articles or creative stories
- . To write for an audience and adapt style accordingly
- . To present an article about a favorite educational computer game

Teaching procedures

Step 1 leading in

1. Ask students to look at a picture. The picture is from Reading, which can be recognized easily by students.

Ask: Who is he? (He is Itchy Feet.)

Where is he from? (He is from a new educational CD-ROM. He is the main character of the game.)

What's the name of the game?/ What is the game called? (The name is *Around the World in Eight Hours*./ It is called *Around the World in Eight Hours*.)

设计思路：呈现阅读课中主要人物的图片，对此图片进行回答，回忆复习本单元的主题内容——教育类的游戏光盘，要求学生对单元内容和知识结构有整体框架认识。

2. Present a profile by reviewing the game in Reading. Ask: Can you design a profile for this game? Ask students to fill in a profile of the game. Ask students to answer the questions one by one.

Profile

Name of the game: Around the World in Eight Hours

Number of levels: 8

Main character: Itchy Feet

Age: 13 years old

Area of study: English and Geography

Setting: Different countries

Designer: Nancy Jackson

Sold in: All computer shops and bookshops

Explain 'setting' (where is the game set?) and 'sold in' (where is the game sold?)

设计思路：

通过列简介的形式，对阅读《八小时环游世界》进行复习。所列简介的内容与本课 Part A 部分主题相似，即导出本课主题。

Step 2 Presentation

1. Present part A by saying: Nancy Jackson is the designer of the game *Around the World in Eight Hours*. She is also the designer of the all-time favorite CD-ROM *Online Traveler*. *Online Traveler* is also Daniel's favorite educational computer game. We will look at the game today.

Ask students to answer a question:

What's the goal of the game?

Explain new word 'goal'. (Write it on the blackboard)

Ask students to guess from the name of the game *Online Traveler*.

Help them to answer. (It's about traveling around the world to open the treasure box. Where is the treasure box? It's hidden somewhere in the Arctic.)

Explain new words 'treasure' and 'Arctic' (write them on the blackboard.)

设计思路:

《八小时环游世界》游戏光盘的设计者也是本课《在线旅行者》游戏光盘的设计者。在阅读课中, Daniel 读了关于《八小时环游世界》游戏光盘的文章。同时本课的《在线旅行者》游戏光盘也是他最喜欢的教育类电脑游戏, 并且他在本课中准备写有关这一游戏的文章。通过这两个细节, 用问答的方式呈现《在线旅行者》游戏光盘的简介, 即本课 part A 部分。在与学生进行问答的过程中涉及了一个猜测性的问题 what's the goal of the game? 教师解释新单词 goal, 要求学生从游戏名字中猜出答案。此问题的答案很简单, 设计的目的不是单纯的找出答案, 而是引出 a treasure box, be hidden somewhere in the Arctic 这两个新词组, 进行学习。

2. Ask students to look at Part A, the profile of *Online Traveler*. Ask the same question 'what's the goal of the game?' to consolidate new words and phrases.

设计思路:

要求学生认真阅读 Part A 部分, 完整回答 'what's the goal of the game?' 的问题。此时, 学生对简介已经很熟悉, 教师进一步解释其中一些知识点, 让学生在轻松愉快中掌握知识, 并且留下深刻印象。

Step 3 practice

1. Ask students to help Daniel answer the questions of Part B using the information in Part B.

设计思路: 由于此时学生对 Part A 已经很熟悉, 所以可以直接让他们看 Part B 的问题, 用 Part A 信息回答问题。

2. Ask students to help Daniel complete the article of Part C.

设计思路: A/B 部分完成之后, 水到渠成完成 C 部分

3. Analyze the given article of Part C and make the students know how to write this article in an adapted style.

设计思路：

Part C 完成之后，结合 Part A 游戏简介，对文章结构进行归纳，为完成下一步写作任务打下基础。

Step 4 Writing

1. Ask each student to think of a favorite educational computer game and write a profile of it. Finish the task of Part D.

设计思路：

此时学生已经熟悉了 Part A 简介的书写，所以可以让学生自主练习，运用所学知识，联系生活实际，写出自己最喜爱的教育类游戏简介。

2. Ask students to write an article about a favorite educational computer game and introduce it to others.

要求学生根据所写简介，仿照 Part C 写出自己最喜爱的教育类游戏文章。

附课文原文:

Main task

Favorite educational computer game

A. Daniel has collected enough information about educational computer games for the writing competition. 'Online Traveled' is Daniel's favorite game and he decided to write about it. He has written down some information about the game.

Profile

Name of game: Online Traveler

Number of levels: 3

Main character: Susan Ross

Age: 14 years old

Goal: Travel around the world to learn the history of each place, then use this knowledge to open the treasure box. The treasure box is hidden somewhere in the Arctic.

Area of study: World history

Setting: Different countries

Designer: Nancy Jackson

Producer: Sunshine Educational CD-ROM s Co.

Sold in: China, the USA, Japan



B. Daniel wants to write down the information about the game clearly before he starts writing. Look at the questions below. Use the information in Part A to help Daniel answer the questions.

1. What is the game called? It is called 'Online Traveler'.
2. How many levels does the game have? It _____.
3. What is the main character called? She _____.
4. What is the goal of the game? You can _____.
5. Where is this game set? This game is set in _____.
6. Who designed it? It _____.
7. Which company produced it? It _____.
8. In which countries is the game sold? It _____.

C. Daniel is writing an article about his favorite educational computer game. Help him complete the article.

My favorite educational computer game

My favorite computer game is called '_____'. It is an _____ game with _____ levels. The main character _____.

She is 14 years old. The game is set in _____. The goal of the game is to _____ to learn _____ and use this knowledge to _____.

The game _____ by _____. It _____ by Sunshine Educational CD-ROMs Co. This game

D. You want to join the writing competition at your school too. First, think of your favorite educational computer game and write a profile of it.

Profile

Name of game:

Number of levels:

Main character:

Age:

Goal:

Area of study:

Setting:

Designer:

Producer:

Sold in:

E. Now, write an article about your favorite educational computer game for the writing competition. Then work in pairs. Read your article to your partner.

English Around the World in 8 Hours

课题: Unit 2 English around the world in 8 hours

教学目标: (teaching aims) student's book; Discovering useful structures

能力目标: (ability aim)

- Enable students to tell the differences between a request and a command.
- Enable students to learn about the Indirect Speech (requests & commands)
- Enable students to use the Indirect Speech (requests & commands)

语言目标: (language aim)

command; request; retell; polite; boss

Indirect Speech (requests and Commands)

教学重难点: (Teaching important points)

- Students learn about the differences between a request and a command.
- Students learn about the Indirect Speech (requests and commands)
- Students can use the indirect speech.

教学方法: (Teaching method)

- Individual, pair or group work to finish each task.

b. Discovering the structure through examples

c. Practice

教具准备: (Teaching aids)

a computer; a projector

教学步骤: (Teaching procedure)

Step 1. Warming-up (Revision)

Warm the students up by asking them to go over the Direct Speech and Indirect Speech..

Do some exercises : change a statement or a question into Indirect Speech.

Step 2. Talk about Request and Command.

- 1) Talk about the polite and impolite tone.
- 2) Change the commands into Requests.
- 3) Learn to give requests or commands according to the situations.

Step 3. Talk about how to change a request and a command into Indirect Speech.

ask(ed) sb (not) to do sth

tell/told sb (not) to do sth

Step 4. Practise changing a request or a command into Indirect Speech.

Step 5. Using the structure.

A game: choose two students act as two robots. One listens to the requests, the other listens to the commands. Other students give either requests or commands, and the robots do what the students asked them to do.

板书设计:

1) The Present perfect tense. A new educational CD-ROM has just come out.

When you have earned enough points, ... Carry you off to a place you have never visited before. The places you have visited are marked...

2) The Passive voice.

It is designed by Nancy Jackson. These words were written on it.

The places you have visited are marked in bright purple.

I'm more outgoing than my sister

课题： Unit 6 I'm more outgoing than my sister.

教学目的：

- 1、 谈论学生感兴趣的话题，指导学生学习有关人物特点的单词、人物比较的表达及语法知识点“形容词的比较级和最高级”。
- 2、 学生根据班级的真实情况，采用“名人专访”、“公众投票”、“明日之星”的游戏，培养学生的想象力、自信心和合作精神。
- 3、 通过学习本课，增强师生、生生间的相互了解和沟通。
- 4、 培养学生的口头表达能力、阅读理解能力和写作能力。

课时： Section A

教学方法： 主要采用交际法、视听法和任务型教学法进行本科教学。

教具准备： 多媒体、图片、录音机

教学重点： 学习有关人物特点的单词： tall, thin, short, heavy, calm...

教学难点：

- 1、 学习人物比较的重要句型：

Pedro is funnier than Paul.

Tom is more athletic than Sam.

- 2、 掌握语法点： the comparative and superlative degrees of adjectives./

教学过程：

Step 1 Lead-in

T: I have a sister. Can you guess what she looks like and what she is like? (Show them you are waiting.)

S: She is tall. /She is thin. /She has long hair. /She is easygoing./...(Students use their imagination and express themselves freely.)

T: Let's look at our photos. (Show them on the screen.) Please talk about us.

S: She is shorter than you. /She has shorter hair than you. /She is thinner than you. /... (Students get information from the photos.)

T: I'm more outgoing than my sister. (Lead in the class subject.)

Step 2 Revision

1、 Revise the adjectives describing people's appearance and personalities:

Divide the class into four groups and have a competition. See which group of the students can get as much as possible. Write down on a piece of paper prepared before class. (Students must collect them before class.)

2、 Show some photos about famous persons and talk about their personal traits, using description words, such as short hair/long hair, curly hair/straight hair, tall/short, heavy/thin, funny/serious, outgoing/quiet, smart/foolish, beautiful/ugly, intelligent/lazy, friendly/unfriendly ...etc, on the screen.

Step 5 Practice

Task 1: Interview famous persons (Pair work)

1、 Demonstrate the activity with one student. (Imagine he/she is a famous person. The teacher acts as a reporter.)

eg. T: Hello, Susan. May I ask you some questions about your family?

S: Yes.

T: Do you have a brother or a sister?

S: Yes, I have two brothers and one sister.

T: Who is taller, your sister or you?

S: I'm taller than my sister.

T: Who is the most athletic of you?

S: My oldest brother.

(Show an example on the screen.)

2、 Ss work in pairs. Then ask some pairs to act them out in class.

Task 2: Public vote (Group work)

1、 Divide the class into 4 groups and then work in groups. Fill in the chat. In class Name

Who is the tallest/ shortest/ heaviest/ thinnest/ the most outgoing/the most athletic?

2、 Each group choose one student to do a report. Show the results in class.

Task 3: Super star (Individual performance)

T: Suppose you are a super star in the future. What will you look like and what will you be like?

S: I'm better than now, of course.

1、 Show an example on the screen:

I want to be a super star. Now I'm tall. Later I'm taller. Now I'm a middle school student. Later I'm a college

student....

- 2、Get Ss to design their future and have a free talk.
- 3、Ask some Ss to share with others.

Step 6 Reading and Writing

1、Teach “look the same”、“look different”、“be as good as”、“be not as good as”、“a little”, using some pictures and comparing some Ss in class.

- 2、Ss read the article. Then read the statements (1-5) about the article. Write “T”、“F” or “DK”.
- 3、Check the answers. (Ask Ss to give reasons.)
- 4、Ask Ss to write another letter.

T: You are Isabel now. Write a letter to reply Liu Li. Talk about the same and different between you and one of your friends.

- 5、Choose two or three to share the replies with the whole class.

Step 7 Consolidation and Sum-up

- 1、Give Ss a chance to sum up what have learned in this class.(Ss can talk about it freely.) Then T makes a brief sum-up.
- 2、Get the Ss to do some consolidation exercises. T goes around and gives some help to Ss.

作业布置

Step 8 Homework

- 1、Do Workbook Exercise1-3.
- 2、Preview Section B.

板书设计： 本部分主要在板书呈现本课重点单词及重点句型的掌握。

Key words:

tall, thin, short, heavy, calm...

Sentence structures:

Pedro is funnier than Paul.

Tom is more athletic than Sam.

