单元教学设计——广州版8AU6 Ancient stories

设计团队 所在单位	天河区		指导人及 所在单位	天河区教研室	
设计团队成员 （按发挥作用 大小排名填写， 单独完成的只 填一名）	姓名		教龄（年）		职称
	林映映		33		中高
	莫飞翔		20		中一
	田小群		13		中一
完成时间					

一、教学材料

授课年级、教材：初中英语八年级上册 上海教育出版社 2013 年 7 月第 1 版

单元名称及主题：Unit 6 Ancient stories

二、单元教学内容分析

1. 单元纵览

本单元的主要内容是跟"古代故事"相关的话题

【Reading】板块是一则国外关于古希腊特洛伊战争中"木马计"的故事。通过阅读，了解特洛伊战争，也从故事中获取经验和教训。

【Listening】板块是关于特洛伊战争起因的故事，学生通过听给图片排序，了解故事情节发展，通过补全问题的回答，巩固在"听"中捕捉关键信息的技能。

【Grammar】板块由两部分组成。A 部分介绍了含 since 或 for 引导的时间状语的现在完成时的用法。B 部分介绍了现在完成时与一般过去时的区别。

【Speaking】板块由两部分组成。Talk time 要求学生通过重读与弱读的结合，培养朗读英语时的节奏感。在 Speak up 部分，通过表演"木马计"的课本剧，锻炼口头表达能力。

【Writing】板块要求学生以不同的身份，从不同的视角复述"木马计"的故事，掌握复述故事的一般方法。

【More practice】板块是主阅读篇章的延续，主要讲述我国古典名著《三国演义》中"草船借剑"的故事。通过阅读体会"智谋"的魅力。篇章后的练习帮助学生进一步巩固阅读技能，鼓励学生以曹营士兵身份复述"草船借剑"的故事。

【Culture corner】板块介绍了《孙子兵法》一书，让学生了解我国古代著作，增强民族自豪感。

【Project】板块要求学生确定一则拟介绍的著名历史故事，然后通过搜集信息，完成有关故事基本要素的表格并讲述这个故事。

2. 单元教学安排：课时及其内容，划分依据及各节相关性分析

课时	教学（整合）内容	编排及整合说明	课型
1	Getting ready(p.81)+ Listening(p.86)+ Speaking(A Talk time)(p.90)	利用单元首页卡通图引出本单元话题，并引出国外的历史故事 Trojan War,而听力内容是关于 Trojan War 爆发原因，内容需要因此放在第一课时，训练学生听懂故事情节发展，理解其中主要人物和事件关系，捕捉关键信息的技能。Speaking A 部分是要求学生通过重读与弱读到结合，培养朗读英语时的节奏感。也为接下来学完故事后要角色扮演、配音做铺垫。	听说课
2	Reading(p.82-p.85)	了解故事内容及情节发展、掌握篇章结构，扫清阅读中的词汇障碍，掌握阅读篇章的主旨大意，并能以时间为线索来讲述故事。	阅读课
1	Speaking B （Speak up）p.91+ Writing(p.92)	Speak up 部分要求学生通过表演"木马计"的不同场景的课本剧，锻炼口头表达能力。Writing 部分要求学生以古希腊士兵或特洛伊将军的身份，从不同角度复述"木马计"这个故事。两部分都是围	会话写作课

			绕"木马计"这个故事进行，因此整合在一起，先说后写，说为写服务。	
1	Grammar(p.87-89)		Grammar 板块 A 部分介绍了含 since 或 for 引导的时间状语的现在完成时的用法。B 部分介绍了现在完成时与一般过去时的区别。	语法课
1	More practice(p.93)		More practice 板块中的篇章是本单元话题的相关补充，是有关"草船借箭"的三国历史故事，进一步帮助学生复习复述故事的基本要素，也让学生学会分析历史人物，分享更多的历史故事。	阅读拓展课
1	Culture corner(p.93)+Project(p.95-96)		Culture corner 板块介绍了《孙子兵法》的相关知识。Project 板块要求学生以小组合作方式，分享各自喜欢的历史故事，也再次要求学生讲述自己喜爱或他人喜爱的历史故事。	综合写作课
1	单元复习			
1	单元检测			

三、单元教学目标

语言知识	词汇	Words	Noun: army,captain, difference,midnight,prince,queen,scene,side,sir,soldier,trick,war *Greek,pyramid,Trojan	
			Verb: celebrate,enter,pull,punish,steal,succeed,punish, Understand,*capture	
			Adjective: ancient,empty,huge,main,secret,stupid,huge,*Trojan	
			Adverb: quietly	
			Preposition: except	
			Proper nouns: Egypt, Greece, Paris, Sparta, Stonehenge, the Parthenon, Trojan horse, Trojan War, Troy	
		Phrases	act out, come on, except for, (be) full of, in the end, make jokes about	

	语音	能够通过重读与弱读的结合，培养朗读英语时的节奏感。
	语法	1. 含有 for 或在 since 引导的时间状语在现在完成时的使用。 2. 现在完成时与一般过去时在含义和用法上的区别。
	功能	能够理解故事的起因、经过和结果，并能根据不同人称按时间顺序讲述故事。
语言技能	听	听有关特洛伊战争起因的故事，"听"后能排列图片了解故事的情节发展，"听"后能补全信息，了解故事中的主要人物和事件，巩固捕捉关键信息的技能。
	说	通过小组合作，能参与"木马计"课本剧的表演。
	读	阅读古希腊神话故事"木马计"，在阅读过程中能归纳段落大意，了解特洛伊战争内容。
	写	能分别以古希腊士兵或特洛伊将军的身份，从不同的视角复述"木马计"故事，能用正确时态写故事。
学习策略		1. 能够运用"归纳段落大意"的阅读策略，归纳故事的段落大意。 2. 能够运用手势、表情等体态语进行表演。
文化意识		能了解中西方古代历史典故，关注中外文化异同，加深对中外文化的了解。
情感态度		1.培养对中西方历史与文化知识的兴趣。 2.体会英语学习中的兴趣，乐于接触英语读物，乐于参与英语课本剧的表演。

四、各课时教学设计

第一节

课型：【听说课】

教学内容：8AU6 Getting ready +Listening How the Trojan War started+ Speaking(A Talk time)

（一）教学目标：

【语言知识目标】

1.学生能够认读和理解以下单词和短语：queen, steal, punish, prince, in the end

2.学生能通过重读和弱读的结合，培养朗读英语时的节奏感。

【语言技能目标】

1.学生能够根据故事情节发展给图片排序。

2.学生能在"听"中捕捉关键信息，弄清楚 Trojan War 的起因。

【情感态度目标】

1.创设机会让学生学会交流分享，相互学习。

2.了解历史故事的兴趣和欲望。

【学习策略目标】

1. 学生能够观察、归纳、总结听力技巧。

2. 善于发现故事中事件之间的内在联系。

（二）教学重点

在"听"中培养听力技能，理解故事情节发展以及故事中的主要人物和事件，获取关键信息，同时在"说"中提升他们的语言表达能力。

（三）教学难点

通过听力理解故事的情节发展，将图片正确排列。

（四）教学过程

环节一：lead-in

活动：

活动名称：Get to know the topic of this unit

活动过程：Ask the students to enjoy the comic and share their understanding of it. The teacher can provide them some questions and introduce the topic.

Questions:

What is Hi doing?

Does Hi think children who lived long ago were lucky?

Why does he think so?

Do you think that Hi likes learning history?

设计意图：通过欣赏漫画，引出单元话题。

环节二 Pre-listening

活动:

活动名称:Observing & predicting

活动过程：

1)Show a short video of The Trojan War for the students.

2)The teacher raises the question: How did the Trojan War start? Then ask the students to express their own opinions.

3) Present some pictures (p.86 Listening A) about how the Trojan War started and ask the students to predict what will happen.

🎧 Listening

How the Trojan War started

A *How did the Trojan War start? Listen to the story and put the pictures in the correct order. Write the numbers 1–6 in the boxes.*

a

b

1

c

d

e

f

B *Listen to the recording again and complete the answers to the questions below. Write one word in each blank.*

1 What did Paris, the prince of Troy, decide to do one day?
   He decided to _____ the Greek city of Sparta.

2 What happened at the dinner?
   Queen Helen and Paris _____ _____ _____
   with each other.

3 Why was the King of Sparta very angry?
   Because Paris _____ Helen to his ship and his men also stole
   a lot of _____ from Sparta.

4 What did the King of Sparta do in the end?
   He asked many of the other Greek kings to help him _____
   Troy and punish the Trojans.

86

设计意图:通过视频让学生了解故事内容，激发学生兴趣及想要探究 Trojan War 发生的原因的好奇心。同时，让学生看图预测故事内容，培训学生观察事物内在联系，为"听"做铺垫。

环节三 While-listening

活动 1：

活动名称：Listen and re-order the pictures

活动过程：

1)Ask the students to listen to the story and put the pictures in correct order. During the listening, ask the students to take down some key information which helps them describe the pictures.

2)Check the answers and the students'understanding.

设计意图：培养学生观察图片来预测故事内容，同时，也培养学生生在"听"中获取关键词与图片匹配，从而能对故事排序。通过对关键词的记录，帮助学生更好理解故事，也为接下来的"说"服务。

活动 2：

活动名称：Listen for details

活动过程：

1)Ask the students to listen to the recording and fill in the blanks on p.86(B).

B *Listen to the recording again and complete the answers to the questions below. Write one word in each blank.*

1 What did Paris, the prince of Troy, decide to do one day?
   He decided to _____ the Greek city of Sparta.

2 What happened at the dinner?
   Queen Helen and Paris _____ _____ _____ with each other.

3 Why was the King of Sparta very angry?
   Because Paris _____ Helen to his ship and his men also stole a lot of _____ from Sparta.

4 What did the King of Sparta do in the end?
   He asked many of the other Greek kings to help him _____ Troy and punish the Trojans.

2)Check the answers and help the students deal with their difficulties.
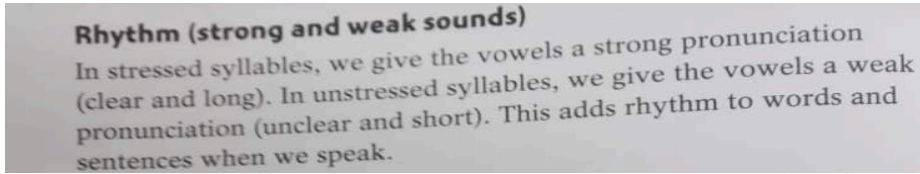
设计意图：培养学生在"听"中了解故事细节。

环节四：After-listening: retelling & acting

活动 1：Speaking

活动名称：

1)Introduce the rhythm (strong and weak sound)

Rhythm (strong and weak sounds)
In stressed syllables, we give the vowels a strong pronunciation (clear and long). In unstressed syllables, we give the vowels a weak pronunciation (unclear and short). This adds rhythm to words and sentences when we speak.

2)Play the tape and ask the students to listen carefully, trying to find out the rhythm (the strong and weak sound)(p.90 A1-A4),then try to imitate and read after the tape.

3)Show the listening script to the students and ask them to follow the tape, and then find out the rhythm of the passages.

A1 Say these words. Make the underlined vowels strong. Make the dotted vowels weak.

except enter secret pyramid fantastic

A2 Say these words. Mark the strong and weak vowels as above.

about collect nobody animal invention

A3 Listen to these sentences. Pay attention to the rhythm of each sentence.

1 There's a plane for America every day.

2 Denise has gone to work. She will be back at five o'clock.

3 How much does a ticket to Tokyo cost?

4 When you see Simon, can you give this book to him?

A4 Listen to the poem below. Pay attention to the rhythm.

> There once was a man called Ed Heath,
> Who sat on his set of false teeth.
> He said, with a start,
> "Oh, bless my poor heart!
> I've bitten myself underneath!"

4)Competition: Ask the students to practise reading and have a competition in groups.

设计意图：通过听和模仿，让学生注意句子中的强弱音，感受朗读句子的节奏感。通过练习跟读听力文本，帮助学生熟悉听力内容，把握句子强弱音和句子节奏感。

活动 2：

活动名称：Retelling

活动过程：

Group work: Ask the students to use the pictures and the key words to retell the story. The students are required to use their own words if possible.

设计意图：巩固故事内容，培养学生的小组合作意识和口头表达能力。

10

活动 3:

活动名称：Act it out

活动过程：

Group work: Ask the students to act out the story. The students are required to imagine and create what the characters in the story are going to say reasonably. The other group members are going to give assessment after watching the performances.

设计意图：培养学生的合作意识、口头表达能力和创造性思维，在表演过程中激发学生学习英语兴趣及了解中外历史故事的兴趣。

环节四: Homework

活动:

活动名称：Homework assignment

活动过程：Ask the students to finish the homework.

Homework:

1.Search for more information about the Trojan War.

设计意图：培养学生主动、积极阅读，拓宽知识面。

（五）　　　　板书设计

Layout:

U6 Listening How the Trojan War Started

...decide to visit...sail
...welcome...fall in love with...
...go away from...take..to...steal
...sail back...help...fight...

第二节

课型：【阅读课】（2 课时）

教学内容：8AU6 Reading A Ancient stories

（一）教学目标：

【语言知识目标】

1. 学生能够掌握以下单词和短语：ancient, war, captain, soldier,huge,pull,main,celebrate,stupid,midnight,empty,except,secret,side,quietly,army, enter, succeed, trick, make jokes about, except for, be full of,

2.认识以下单词：Trojan, pyramid, Greek, capture

3.了解专有名词:Egypt, Greece, Stonehenge, the Parthenon

【语言技能目标】

1.学生能根据上下文语境猜测新词。

2. 学生能够掌握了解故事内容及情节发展、掌握篇章结构，掌握阅读篇章的主旨大意，并能以时间为线索来讲述故事。

【情感态度目标】

1.学生能对历史故事产生兴趣，也了解"头脑远胜于蛮力"的道理。

【学习策略目标】

1. 学生能根据上下文语境猜测单词意思。

2. 学生能用略读、找读等策略，深入理解文章内容。

（二）教学重点

了解故事内容及情节发展、掌握篇章结构，掌握阅读篇章的主旨大意，并能以时间为线索来讲述故事。

（三）教学难点

了解"木马计"故事的详细经过，并能以时间为线索来讲述故事。

（四）教学过程

环节一 Pre-reading

活动 1：

活动名称：Warming-up

活动过程：

1) Ask the students to match the pictures(including the pictures on p.82 A) of famous places from history with the names, then introduce the title of this unit: Ancient stories

a Egypt　　b Greece　　c the UK
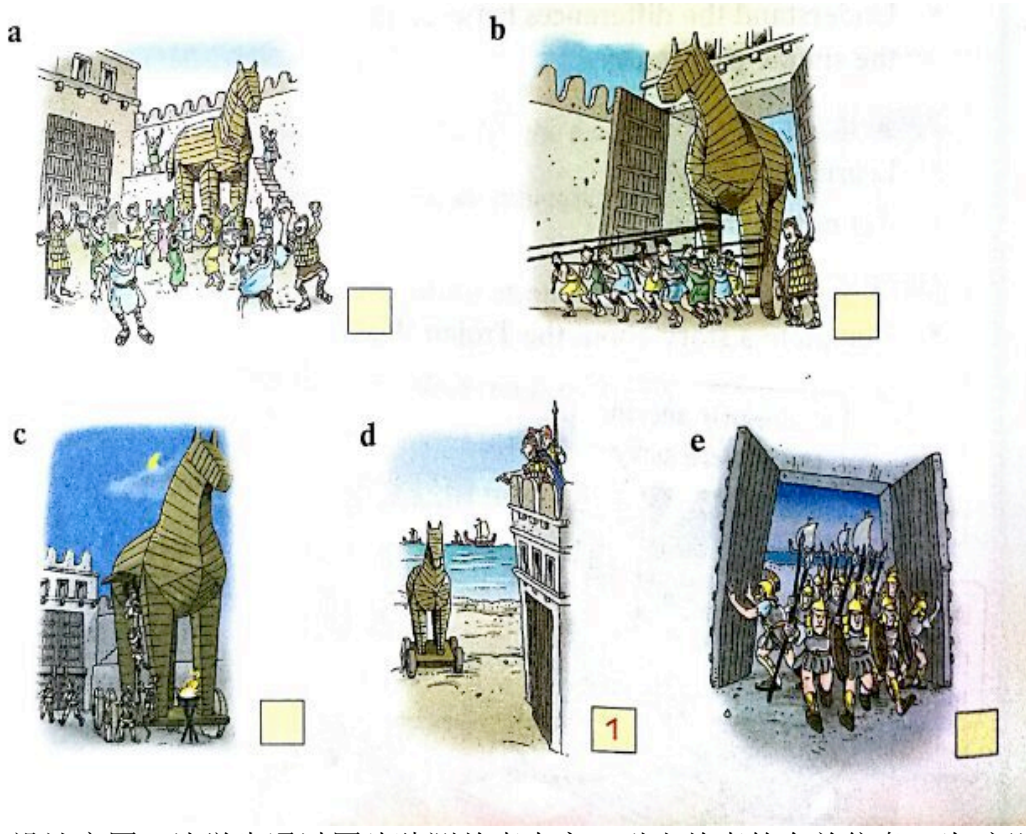
The Pyramids (　　)　　Stonehenge (　　)　　The Parthenon (　　)

设计意图：激发学生兴趣，活跃课堂气氛。

活动 2:

活动名称：Prediction

活动过程：Show the pictures of the story and ask the students to predict the story. While checking the students 'understanding, the teacher can introduce some information of the story.

设计意图：让学生通过图片猜测故事内容，引出故事的有关信息，为"阅读"作铺垫。

环节二：While-reading

活动 1:

活动名称: Scanning

活动过程：Ask the students to read the story quickly and sum up the main idea of the story with the table.

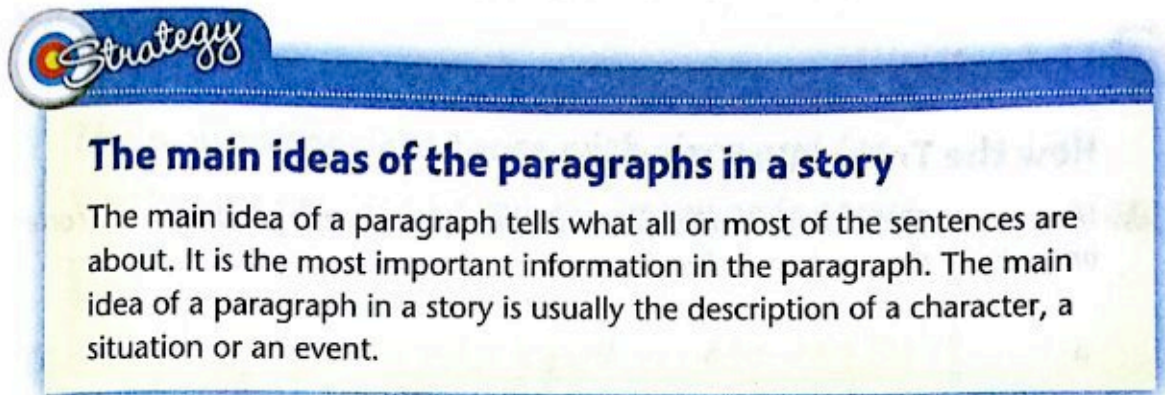| Who fought?	_____ fought against _____
Where?	The city of _____
How long?	For _____
Who won?	_____
The key to winning	

Main idea:_____（1 sentence）

设计意图:培养学生略读获取文章关键信息，把握文章的主旨。

活动 2

活动名称：Read for main idea and structure..

活动过程：

1)Introduce the reading strategy:The main ideas of the paragraphs in a story.

The main ideas of the paragraphs in a story

The main idea of a paragraph tells what all or most of the sentences are about. It is the most important information in the paragraph. The main idea of a paragraph in a story is usually the description of a character, a situation or an event.

2)Ask the students to read the story quickly and match the main ideas with different paragraphs.(p.85 D1)

D1 *What are the main ideas of the seven paragraphs in the story? Read the story on page 83 and write the letter of the correct statement in each blank.*

Paragraphs 1–2:	_c_	a	The Trojans celebrated in the main square.
Paragraph 3:	____	b	The Greek soldiers climbed out of the wooden horse and opened the main gates.
Paragraph 4:	____	c	The Greek army disappeared and left a wooden horse outside the city of Troy.
Paragraphs 5–6:	____	d	The Greeks captured the city of Troy.
Paragraph 7:	____	e	The captain ordered the soldiers to pull the horse into the city.

3) Ask the students to find out the structure of the story by underline some key information.

Question: How is the story organized?

设计意图：培养学生看图预测故事的能力，并进行阅读微技能训练，培养学生通过扫读获取故事人物关键信息和主要结构，为下文的"说"作铺垫。

活动 3：

活动名称：Comprehensive reading

活动过程：

1)Ask the students to read the passage and choose the correct answers.(p.85 D2)

D2 *Read the story again and circle the correct answers.*

1 The Greek army disappeared because _____.
   a they were afraid of the Trojans
   b they wanted to play a trick on the Trojans
   c they won the war

2 The Trojans thought the Greeks were _____.
   a funny   b stupid   c helpful

3 The Greek soldiers in the wooden horse waited until midnight because _____ then.
   a they could break the gates
   b all the Trojans would be asleep
   c all the Trojans would leave the city

4 The Greeks could not capture the city of Troy for ten years because _____.
   a they could not get inside the city
   b the Trojans were cleverer than the Greeks
   c they did not build a wooden horse before

2)Detail reading: Ask the students to read the passage, find out the details and fill in the table.

Time	The Greeks	The Trojans
Before that night	The Greek army _____. They left _____ the city.	The Trojan captain _____. He thought they had won the war. The captain asked the soldiers to _____.
That night	The Greek army _____.	All the Trojans _____. After the party, the Trojans_____
At midnight	The Greek soldiers inside the horse_____.The Greek soldiers _____. The Greek army _____.	All the Trojans _____. The Trojans _____.

2) Check the answers. While checking, help and explain their difficulties, and emphasize the key words.

3)Read the story and find what the pronouns underlined refer to.

Questions:

1.<u>They</u>'ve left a huge wooden horse.

2. The Greeks didn't want to take <u>it</u> with them.

3. …, <u>they</u> locked all the gates of the city and then all went to sleep.

4. <u>They</u> quietly climbed out of the horse one by one.

5. …, <u>they</u> succeeded in capturing it through a clever trick.

3)Ask the students to finish the exercises on page 84(C1&C2)

1 A blue whale is a *very big* animal. It is _____. (line 4)

2 The soldiers thought the Greeks were *not clever*. They thought the Greeks were _____. (line 9)

3 The cinema *does not have any people in it*. It is _____. (line 12)

4 I like almost all meat, but this *does not include* chicken. I like all meat _____ chicken. (line 12)

5 *Only a few people know* about this information. Please keep it _____. (line 13)

Complete the conversations below with the words from the box. Change their forms if necessary.

army	full of	pull	succeed
celebrate	make jokes about	secret	

1 Alice: Oh, no! Your dress is _____ holes!

   Betty: Don't _____ that. I need to wear this dress to the party tonight.

   Alice: Sorry, I'm only joking.

2 Barry: Follow me. I know a _____ path through the forest. We can get to the town faster.

   James: Really? That sounds great.

3 Simon: I want to join the _____ in the future.

   William: Me too. My dream is to be a soldier.

4 Jill: Look! The old man is _____ a big box into the house.

设计意图：通过学生细读，检查学生对文章的理解程度,帮助学生解决阅读中的语言障碍，把握故事的关键信息。

活动 4：

活动名称：Retelling

活动过程：Ask the students to use the table above to retell the story.

设计意图：巩固故事内容，培养学生的口头表达能力。

环节三：Post-reading

活动 1：

活动名称：Discuss and express

活动过程：Ask the students to discuss the questions, express their own ideas and give reasons

Questions:

1)What can we learn from the Greeks?

2)What lessons can we learn from the Trojans?

设计意图：培养学生的批判性思维和口头表达能力。

活动 2：

活动名称：Think and discuss

活动过程：

Group discussion: Ask the students to discuss what they have learned from the whole story (How the Trojan War started+ The Trojan horse).Some questions can be used for their discussion if necessary.

Questions:

1.Share your opinions on the characters of the story, such as King of Sparta, Helen, prince of Troy and so on.

2. What do you think of the Greeks and the Trojans?

3. Do you like the story? Why?

设计意图:学会分析故事人物，培养学生的批判性思维和口头表达能力。

环节四：Homework

活动：

活动名称：Homework assignment

活动过程：Ask the students to finish the homework.

Homework:

1. Try to retell the story

设计意图：巩固所学，培养学生 "说"和"写"的能力。

（五）板书设计

8A U6 Reading A The Trojan horse
the Greeks   the Trojans
before that night   sail away...leave   stand...win ...pull into
That night   return   celebrate, dance, sing
make jokes...lock, sleep
At midnight   open, climb, open.. enter..   fall asleep... lose
capture

第三节

课型：【写作课】（2 课时）

内容：Speaking (B Speak up) + Writing(A story about the Trojan War)

（一）教学目标：

【语言知识目标】

1.学生能够认读和理解以下单词、短语：scene, sir, act out, come on

【语言技能目标】

   1. 学生能通过小组活动形式，表演"木马计"的课本剧。

   2. 学生能够根据关键词的提示，从不同视角复述"木马计"故事并写成作文。

【情感态度目标】

1.学生能体会英语学习中的乐趣，乐于接受课本剧。

【学习策略目标】

1. 学生能够运用所学内容，借助手势和表情等体态语表演课本剧。

（二）教学重点：

用一般过去时按时间线索讲述故事。

（三）教学难点：

从不同人物的视角讲述同一个故事。

（四）教学过程

环节一：Lead-in

活动:

活动名称：Warming-up

活动过程：Greet and ask the students to retell the story in groups.

设计意图：巩固、熟悉课文内容，活跃课堂气氛。

环节二 Acting it out

活动：

活动名称：Working together and acting it out

活动过程：

1)Ask the students to read the passage on page 91(B Speak up),then ask them the following questions.

Passage:

Scene 1

The captain of Troy is standing on the high wall of the city. He is looking down at the empty sea.

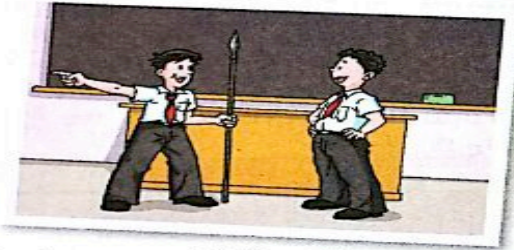**Captain:** The Greeks have gone and we've won. They've given up and sailed away.

(A soldier enters.)

Soldier: Captain, Captain, look over there. They've left a huge wooden horse.

Captain: Ah, yes. They didn't want to take it with them. Get some help and pull it into the city. That won't be difficult. It's on wheels.

Soldier: Yes, Sir!

(The soldier leaves.)

Scene 2

All the Trojans celebrate in the main square, by the wooden horse.

Captain: I haven't laughed like this since my childhood!

Man: The Greeks are so stupid! Ha! Ha!

Scene 3

The party is over. The Trojans lock all the gates of the city and then go to sleep. Greek soldiers talk in the wooden horse.

Greek soldier A: All the Trojans have fallen asleep. Let's climb out and open the main gates!

Greek soldier B: Come on! Our army is waiting outside the city.

The Greek soldiers climb out of the horse quietly and then open the main gates. The Greek army enter the city.

…

Questions:

1. How many scenes does the play have?

2. How many characters does the play have? Who are they?

2)Group work: Ask the students to fill in the table for 3 scenes and assign the acting tasks for group members. Then try to act it out.

Scene 1	Setting: The Trojan captain is looking down at the sea from one of the walls of Troy. Characters: The Trojan captain, a Trojan soldier Plot: The Trojan captain asks the soldier to get some help and pull the huge wooden horse into the city.
Scene 2	Setting: All the Trojans celebrate in the main square. Characters: The Trojan captain, a Trojan man Plot: The Trojans make jokes about the Greeks.
Scene 3	Setting: After the party, the Greek soldiers talk in the wooden horse.

	Characters: <u>two Greek soldiers</u> Plot: <u>The Greek soldiers decide to get out of the horse and open the main gates to let the Greek army enter the city.</u>

设计意图：通过小组合作，培养学生的口头表达能力和合作能力。

环节三

活动 1

活动名称 Pre-writing

活动过程

    1)   Ask the students to finish the exercise **A story about the Trojan War**, then ask them to check the answers in pairs.

Writing

A story about the Trojan War

A *After the Trojan War, one of the soldiers inside the wooden horse told his story to his family. Complete the story with the words in brackets and other words if necessary.*

We tried to capture Troy for ten years, but did not succeed. Then we thought of a trick.

We built a huge wooden horse and ⁽¹⁾_____ (leave/outside/main gates). During the night, our army disappeared, but ⁽²⁾_____ (not go/far away). In the morning, the Trojans ⁽³⁾_____ (see/horse). I was inside the horse with another five soldiers, but the Trojans did not know.

The Trojans opened the gates and ⁽⁴⁾_____ (pull/horse/into/city). That night, they celebrated and ⁽⁵⁾_____ (make jokes/us). Then they ⁽⁶⁾_____ (lock/gates/go to sleep).

When they were asleep, we ⁽⁷⁾_____ (climb/horse). We ⁽⁸⁾_____ (open/main gates) and ⁽⁹⁾_____ (our army/enter/city).

Then we went to the captain's room. We ⁽¹⁰⁾_____ (catch).

2) Ask the students to read the story and help the students to organize the story. The teacher can provide some tips. .

Questions:

    1.   How did the writer organize the story?

(Try to underline the expression of time and the key information, especially some verbs.)

eg.　capture…succeed…think of

　　……build…leave…

　　During the night ……disappear……go far away……

　　In the morning,　　see……inside……know……open…pull…into

　　　That night……celebrate…make jokes about…lock…go to sleep

When we were asleep, …climb……open …enter……go……catch

3) Pair work: Ask the students to have a role play. One person acts as the solider and one acts as the son. The students are encouraged to add their own imagination.

2. eg.

S1:What happened first?

S2:......

S1: Why?

S2:......

S1: What happened next?

S2:......

S1: What about the Greek soldiers in the horse?

S2:......

S1: What happened to you, father?

设计意图：通过完成相关语篇操练，帮学生搭好写作内容和结构的脚手架。先帮助学生提炼写故事的结构、也帮助学生关注写作的时态，通过口头的操练，帮助学生提炼写作的内容。

活动 2

活动名称：Writing

活动过程：

1）The students are supposed to be the captain to write down the story。

2）Group work: Writing assessment--Show the students 'assessing criteria, then ask the students to read their group members 'articles and choose the best one.

Assessing criteria:

(1)Correct person should be used.

(2)Correct tenses should be used.

(3)More beautiful expressions are used.

设计意图:给出学生评价标准，通过组内作文互评，学生更能关注写作中的时态及机构，促进自己的写作。

环节四

活动：

活动名称：Homework assignment

活动过程：Assign the homework.

Homework:

1)Try to improve the story the students have written in class.

 2)Try to search more interesting stories in history.

设计意图：巩固所学，主动阅读更多历史故事。

Layout:

8A U6 Writing A story about the Trojan War	
Introduction During the night ……disappear……go far away…… In the morning, see………pull…into That night…… celebrate…make jokes…lock…go to sleep When ... asleep, … climb……enter……go……catch	Criteria: 1. correct tense 2.correct person 3. beautiful expressions

第四节

课型：【语法课】(1 课时)

（一）教学目标

【语言知识目标】

学生能够在现在完成时中运用由 since 或 for 引导的时间状语。

【语言技能目标】

学生能够掌握现在完成时与一般过去时的区别。

【学习策略目标】

学生能够主动探究，善于发现、总结语言的规律并能运用规律举一反三。

（二）教学重点

在语境中正确使用 for 或 since 引导的时间状语，掌握现在完成时与一般过去时的区别。

（三）教学难点

在具体的语境中正确运用现在完成时。

（四）教学过程

环节一 Lead-in

活动:

活动名称：Warming-up

活动过程：Greeting.

设计意图：活跃课堂氛围，

环节二：Discovery & practice

活动 1:

活动名称：Observing & discovering 1

活动过程：

1)Introduce two characters Hans and Doris to the students and tell them that they are required to get some information about them.

2)Ask the students to read the passages on page88(A2) and finish the exercises. Then have the students check their answers in pairs.

A2 *Doris is talking about herself. Read what she says and then decide whether the following sentences are T (True) or F (False). Correct any false ones.*

Hello. I'm Doris. It's now November 2012. I've lived in Shanghai since November 1998. I've studied at New Point Junior High School for one year and two months. I've been in the Science Club for one year. I joined the Volleyball Club two months ago.

1   Doris has lived in Shanghai for four years.   T / F

_____

2   She has studied at New Point Junior High School   T / F
    since September 2010.

_____

3   She has been in the Science Club since November 2011. T / F

_____

4   She has been in the Volleyball Club for two months.   T / F

_____

3) Ask the students to underline the sentences with *for* and *since* .Then try to find out how to use these two correctly with the context. Later the teacher helps make a summary and emphasize that *since* is used with a period of time which *for* is used with a point in time.

设计意图：培养学生主动探究、发现语言的规律。

活动 2：

活动名称：Practice

活动过程：Ask the students to read the passages on page87(A1) and finish the exercises. The students are required to write down as many answers as possible.

A1 *Hans is from Hamburg in Germany. He is talking to Doris. Read their conversation and answer the following questions.*

Doris: So you live in Hamburg, Hans?
Hans: Yes, I'm a Hamburger. Have you ever met a Hamburger?
Doris: Yes, I met one yesterday at a fast-food restaurant, and I ate it.
Hans: Ah, yes. I've heard that joke before, Doris.
Doris: Sorry, Hans. Tell me, how long have you lived in Hamburg?
Hans: Since 1996. How long have you lived in Shanghai?
Doris: For 14 years. I was born here.

1 Where does Hans live?
   He _____ in _____.
2 How long has Hans lived in Hamburg?
   He _____ there _____.
3 How long has Doris lived in Shanghai?
   She _____ there _____.
4 Where was Doris born?
   She _____.

Eg. How long has Hans lived in Hamburg?

   She has lived there since 1996./for 14 years.

设计意图：练习巩固 for 和 since 引导的时间状语在现在完成时的使用。

活动 3：

活动名称：Observing & discovering

活动过程：Ask the students to observe the sentences on page 87(A1) and introduce the sentences with simple past tense and present perfect tense, then ask them to find out how to use them correctly.

Eg. She has lived there since 1996.

=She has lived there for 14 years.

=She lived there 14 years ago.

设计意图：从已有的文本让学生去观察、归纳和总结语法的规律。

活动 4:

活动名称：Practice:

活动过程:

1)	Ask the students to complete the conversation between the captain and a soldier with the correct tenses of the verbs on page 89 (B1).

2)	Ask the students to practice the dialogue orally.

B1 Read the following conversation between the captain and a soldier from the story "The Trojan horse". Complete it with the correct tenses of the verbs in brackets.

Soldier: Captain! Captain! The Greeks (1)_____ (go). They (2)_____ (leave) last night.

Captain: Great! They (3)_____ (come) here ten years ago and (4)_____ (try) many times to capture our city, but they couldn't. We (5)_____ (win).

Soldier: But they (6)_____ (leave) a huge wooden horse. Can you see it outside the gates? The Greeks (7)_____ (not take) it with them.

Captain: Let's keep it then. Go and pull it into the city.

3) Ask the students to complete the diary on page 89(B2) and check the answers in groups. The teacher will offer some help if necessary.

B2 *Complete the diary below with the correct tenses of the verbs in brackets.*

Thursday, 10 November

A new bookshop (1)_____ (open) the day before yesterday near my school. I (2)_____ (go) there with my cousin this afternoon.

I (3)_____ (buy) a travel book about Greece. I (4)_____ (never be) to Greece, but my cousin (5)_____ (visit) the country last year. I (6)_____ (see) some of her photos. Greece is such a beautiful country.

My cousin (7)_____ (buy) a book about ancient Greece.

I (8)_____ (read) a few pages of the book with her. I think it's very interesting.

设计意图：在语境中练习，从口头到笔头分别进行巩固所学语法。

环节四：Using the language

活动:

活动名称： Make a speech

活动过程：Ask the students to make a speech and present it to their classmates.

内容要点：

自 2008 年定居广州；

在 XX 中学读书有 1 年半了；

喜欢旅游，去过北京两次，还去过很多名胜古迹；

擅长电脑，上周参加了电脑俱乐部，现在已经交了一些好朋友；

数学比较差，但尽力在学，尽管尚未有很大进步，但会坚持。

设计意图：培养学生的口头表达能力，巩固、运用本节课所学的语法知识，学以致用。

环节五：Homework

活动：

活动名称：Homework assignment

活动过程：Ask the students to write an article about their speech

设计意图：由说到写，巩固练习。

（五）板书设计

Layout:

8AU6   Grammar
The present perfect tense with *since* and *for*:
　She has lived there since 1996.
　＝She has lived there for 14 years.
　＝She lived there 14 years ago.
The present perfect tense and the simple past tense:
　I have visited the Bund *yesterday/last week/three years ago/in 1990*.(x)
　　visited

　I *have visited* the Bund *already./lately/before*.

第五节

课型：【阅读拓展课】

教学内容:More practice: The story of 100,000 arrows

（一）教学目标：

【语言知识目标】

1.学生能够通过词义猜测及图示帮助等方法学习掌握新词汇：Impossible, within, straw, camp, drum, fill…with, be full of 等。

2.学生能够理解掌握故事梗概，并能用自己的语言复述故事内容。

【语言技能目标】

1.学生能运用已学的阅读策略，如略读、寻读、猜测生词大意，搜寻细节信息。

2.学生能深层次理解文章，体会字里行间之外的意思（Read beyond lines）.

3.学生能够根据文本对比分析故事中不同人物的性格特点。

【情感态度目标】

1.学生能更有兴趣去了解我国的历史文化，拓展自己的课外阅读。

【学习策略目标】

1.运用略读、寻读、猜测词意等策略去获取文章信息，并能体会文章言外之意。

(二)教学重点

掌握略读、寻读和猜词的策略去获取文章信息，体会文章字里行间之外的意思。

（三）教学难点

体会文章字里行间之外的信息。

（四）教学过程

环节一：Lead-in

活动 1:

活动名称：Warming up

活动过程：Greet and introduce the topic: The Romance of the Three Kingdoms.

设计意图：活跃课堂气氛，激发学生兴趣。

活动 2

活动名称：Competition: How much do you know about the San Guo ?

活动过程：Show the pictures and ask the students to talk about the characters and stories of The Romance of the Three Kingdoms to give the students some background information.

设计意图：激发学生兴趣，激活学生已有的知识储备。

环节二 Pre-reading

活动：

活动名称：Watch & learn

活动过程：Use a map and ask the students to talk about the situation of the three

    kingdoms at that time. The teacher can add more information if necessary.

设计意图：激活学生对这个故事已有的认知，为下文的阅读做铺垫。

环节三 While-reading

活动 1:

活动名称：Read for main idea

活动过程：Scanning: Ask the students to scan the passage, find out the main idea

and fill in the table.

Title	The story of 100,000 arrows
When and where the story took place?	In ancient China./In the time of three kingdoms
Main characters(Who)	Zhou Yu, Zhuge Liang, Caocao
What happened?	The beginning：Zhou Yu asked Zhuge Liangto make 100,000 arrows within 10 days.
	The middle:----------
	The ending:Cao Cao's soldiers shot arrows towards Zhuge Liang's boats. Zhuge Liang took all these arrows

	to Zhou Yu.

设计意图：略读了解故事大意，从整体把握文章。

活动 2

活动名称：Read for details

活动过程：

1) Ask the students to read The Middle part of the story (para.3&4) and fill in the following table to get details.

What the army of Shu did	Cao's army's reactions
<u>Filled</u> 20 large boats with <u>many straw men</u>	Thought they were <u>under attack</u>
<u>Sailed the boats</u> towards the camps of Cao Cao's army	Heard the sound, but couldn't <u>see through the thick fog</u>.
Soldiers <u>shouted and</u> beat their drums loudly	Soldiers <u>shot arrows</u> towards the sounds and the shouting
Result: Zhuge's soldiers turned the boats around, thanked Caocao and took more than 100,000 arrows to Zhou Yu.	

2）Check the answers and use some pictures to help explain some difficulties if necessary.

For example,

Fill the basketball with vegetables
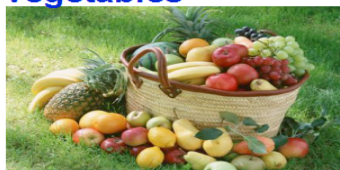
It is full of vegetables

We can't see clealy through thick fog.

The boy is under attack.

设计意图:通过细节阅读，了解故事具体信息，并帮学生解决语言难点。

环节四：Post-reading

活动 1

活动名称：Retelling

活动过程：Provide the students with some questions and ask the students to retell the story.

Questions:

1. The story is about…

2. An impossible task

3. What did Zhuge Liang's soldiers do?

4. What were the reactions of Cao Cao's army?

5. The result.

设计意图:巩固所学知识，培养学生的口头表达能力。

活动 2

活动名称：Discussion

活动过程：

1）Ask the students to compare Zhou Yu and Zhuge Liang's characters based on the story，then ask them to analyze the characters with the knowledge they have learnt.

2）Ask the students to talk about the characters in The Romance of Three Kingdoms.

3）Summary: Guide the students to have a right and objective view when having figure evaluation.

设计意图：培养学生批判性思维，读出文章字里行间蕴含的意义,学会根据事实对历史人物做出客观评价。

环节五

活动：

活动名称：Homework assignment

活动过程：Ask the students to finish the homework.

Homework:1. Try to retell the story.

2. Search another interesting story you like in The Romance of Three Kingdoms and retell it next class.

（六）　　板书设计

Layout:

8AU6 More Practice The story of 100,000 arrows

When and where?　　In ancient China./In the time of three kingdoms
　　Who　　　　　　Zhou Yu, Zhuge Liang, Caocao
　　What happened?　The beginning: ask....to make... within 10 days.
　　　　　　　　　　The middle: ...fill...with...sail...shout...beat
　　　　　　　　　　　　　　　　...be under attack...see through...
　　　　　　　　　　The ending:... shot arrows towards ...take

第六节

课型:【综合课】（1 课时）

教学内容：Culture corner(The Art of War)+Project(famous stories from history)

（一）教学目标：

【语言知识目标】

学生能够运用所学词汇和语法知识讲述一个故事。

【语言技能目标】

学生能够根据故事的基本要素讲述历史故事。

【情感态度目标】

学生能够有兴趣去了解更多历史故事，了解祖国文化。

（二）教学重点：

掌握阅读历史故事题材篇章的方法。

（三）教学难点：

根据故事的基本要素去讲述历史故事。

（四）教学过程：

环节一：Lead-in

活动：

活动名称：Warming-up

活动过程：Greeting and use a picture and a famous saying to introduce the passage: The Art of War.

2 Can you guess who he is?

"Know the enemy and know yourself, and you can fight a hundred battles with no danger of defeat."

设计意图：激活课堂，吸引学生兴趣。

环节二

活动 2：

活动名称：Reading

活动过程：Ask the students to read the passage and answer the following questions.

The Art of War

The Art of War is an ancient book about the strategy of war. Sun Tzu wrote this book during the late Spring and Autumn period in Chinese history.

The Art of War is full of clever sayings. For example, "Know the enemy and know yourself, and you can fight a hundred battles with no danger of defeat."

● What is The Art of War about?
  It is about the strategy of war.
● Who wrote the book?
  Sun Tzu.
● When did he write the book?
  During the late Spring and Autumn period in Chinese history.
● What is the book full of?
  It is full of clever sayings.

Question: What other sayings do you know from the book?

What other ancient history stories do you know?

设计意图：引入相关话题，了解《孙子兵法》的相关内容。

环节三 Tell a story

活动 1

活动名称 Brainstorming

活动过程 Ask the students to brainstorm some famous stories from history.

设计意图:激活学生已有的知识，为下文讲故事提供选择。

活动 2

活动名称：Get to know his/her story

活动过程：

1)Pair work: Student A asks Student B with the following questions about his story. When Student B gives the answer, Student A takes notes on the table.

Questions for Student A:

(1)What is the title of the story?

(2)When did the story happen?

(3)Where did the story take place?

(4)Who was in the story?

(5)What happened at the beginning, in the middle and at the end of the story?

(6)What can we learn from the story?

.....

(7)Table for Student B:

Title	
When and where the story took place?	
Main characters(Who)	
What happened?	The beginning:
	The middle:
	The ending:

2)Group work: Work in groups of 4, ask the students to introduce his partner's story, and then vote for their favourite one.

3)Present their favourite story to the whole class.

设计意图：通过同桌问答、小组内的分享，了解更多有趣故事，同时也训练了学生听、说、记和思考的能力。

环节四 Homework

活动：

活动名称：Homework assignment

活动过程：Ask the students to finish the homework.

1. Try to write down their favourite story.

设计意图：巩固所学内容。

Layout:

```
                 8AU6  Project Tell a story

 Title?
  When and where?
 Main characters(Who)?
 What happened?
  The beginning:
  The middle:
  The ending:
 Your opinion?
  .......
```