单元教学设计——广州版8BU7 The Unknown World Pages

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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 2014 年 1 月第 1 版

　　单元名称及主题：Unit 7 The Unknown World Pages97-112

二、单元教学内容分析

　　1. 单元纵览

　　本单元是围绕"未知世界"展开的话题，旨在了解未知世界的人和事。

　　【Reading】板块讲述了外星人遭遇地球人的故事，内容含有戏剧性，属于科幻故事。学生通过阅读理解故事的情节和人物的行为，预测可能的结局。

　　【Listening】板块是一段宇宙飞船船长指引迷路的宇航员返回母舰的指令录音。学生在听完相关录音后完成在地图上标注地名、补全指令，巩固根据所听语段获取内容和记录关键信息的听力技能。

　　【Grammar】板块介绍了由 because, as 或 since 引导的原因状语从句和用短语 because of 来陈述原因。

【Speaking】板块有两部分组成。Talk time 部分学习表示同意和不同意的表达方法。Speak up 部分要求学生根据听力板块内容，为两名迷路的宇航员选择五件能随身携带返回母舰的物品，并阐述选择的理由。

【Writing】板块要求学生根据图片、提升词和示例写一则故事，描述两名迷路的宇航员在外星球上的神奇经历。

【More practice】板块是主阅读篇章的延续，介绍了著名的罗斯威尔事件，帮助学生从多种角度了解不明飞行物等神秘事件，并能够对此话题发表自己的看法方法。

【Culture corner】板块介绍了有关科幻小说的知识。

【Study skills】板块指导学生如何在听的过程中做好笔记，并鼓励学生养成在听的过程中记笔记的好习惯。

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
2	1.Getting ready(p.97) 2.Reading: Aliens arrive (p.98-101) 3.Speaking A:Talk time (p.106)	利用单元首页的卡通图引入本单元的话题--未知世界。阅读文章主要帮助学生了解故事的主旨大意，文本结构，理解故事内容。同时，在阅读过程中也检测学生对核心词汇的掌握情况，帮助学生扫清阅读障碍。Speaking 板块的 Talk time 部分是有关于表示同意和不同意的表达方法，借用 Reading 部分 Aliens 这个话题，让学生发表对于外星人对人类是敌或友的观点发表自己同意或不同意的观点。	阅读课
1	1. Listening(p.102) 2. Speaking B:Speak up	Listening 部分是有关宇宙飞船船长指引迷路的宇航员返回母舰的指令，Speak	听说课

	(p.106)	up 部分是根据 listening 内容为两名迷路的宇航员选择五件能随身携带返回带回母舰的物品。因此，把这两部分整合在一起。	
1	Grammar(p.103-105)	借助 Reading 板块的语言铺垫，Grammar 板块帮助学生在故事语境中学习并运用由 because, since 或 as 引导的原因状语从句和用短语 because of 来陈述原因。	语法课
1	1.Culture corner(p.112) 2.Writing(p.107-108)	Culture corner 介绍了有关科幻小说的知识，而 Writing 此板块要求学生了解科幻小说的写作特点和方法，并在理解主阅读篇章的基础上写一个科幻故事，描述两名迷路的宇航员在外星球上的神奇经历。因此将两部分整合在一起。	写作课
1	1.More Practice(p.109) 2.Study skills(p.110-111)	More Practice 板块是关于著名的罗斯威尔事件，要求学生阅读后回答相关问题，然后谈论自己对不明飞行物等神秘事件的看法。Study skills 板块是指导学生如何在听中记笔记。	综合课
1	单元复习		
1	单元检测		

三、单元教学目标

		1. Words	1.Noun: astronaut, bush, creature, desert, fear, feather, hill, knife, line, mark, tent

			* alien, crash
语言知识	词汇		2. Verb: damage, discover, explain, receive, refuse, spread, wonder * explore
			3. Adjective: freighted, loud, pleased, quiet, round, terrible, unknown
			4. Proper noun: Gus, Liz, Tina, Troy
		2.Phrases	agree with, as soon as possible, because of, disagree with, landing site, in fear, keep quiet
	语法	5. 掌握原因状语从句。 6. 掌握用 because of 陈述原因。	
	功能	掌握表示同意和不同意的表达方法。	
语言技能	听	听一段宇宙飞船船长指引迷路的宇航员返回母舰的指令录音，完成在地图上标注地名、补全指令，巩固根据所听语段获取内容和记录关键信息的听力技能。	
	说	根据听力板块内容，为两名迷路的宇航员选择五件能随身携带返回母舰的物品，并阐述理由，即运用表示同意与不同意的表达方法。	
	读	阅读一则有关外星人遭遇地球人的故事，内容含有戏剧性，属于科幻故事。学生通过阅读理解故事的情节和人物的行为，预测可能的结局。	
	写	根据图片、提升词和示例写一则故事，描述两名迷路的宇航员在外星球上的神奇经历。	
学习策略	1. 能尝试阅读科幻类英语故事。 2. 能通过互联网或图书馆等其搜集相关信息，了解外星人的有关资料。		

	3. 能够用适当的方式表示同意和不同意。
	4. 能够记听力笔记。
文化意识	了解著名的科幻事件，并能对此发表自己的看法。
情感态度	能客观、辩证地看待外星人这个话题，不过于担忧。

四、各课时教学设计

第一节

课型：【阅读课】

教学内容：8B U7 Reading Aliens arrive!

（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：

1）学生认知和理解单词 unknown, receive, hill, loud, bush, quiet, round,

damage, crash, frightened, discover, terrible, fear, creature,

feather, line, refuse, mark, astronaut, wonder, spread

2）学生能够认识单词:alien, explore

3）学生恩能够掌握短语：keep quiet, because of, in fear

4）学生能够掌握句型：I'm sure......

I wonder what it means.

Since.....

【语言技能目标】

1. 学生能够根据图片、关键词，以时间为线索，口头描述故事的起因和发展；

【情感态度目标】

1、激发孩子们对未知世界的想象和探索的欲望；

2、提高孩子们对和平重要性的认识，客观地看待外星人这一话题。

【学习策略目标】

1.学生能根据语境猜测生词意思。

2.学生能运用略读和预测的阅读策略，初步了解主阅读篇章的内容。

3.提高细节信息提取及根据已有知识和信息进行推测的阅读策略；

（二）教学重点

深入文本，理解人物情感态度，并展开合理推理和想象。

（三）教学难点

综合运用所学，将故事情节有感情的表演出来。

（四）教学过程

环节一 Lead-in

活动1：

活动名称：Introduce the topic of this unit

活动过程：Ask the students to enjoy the comics(p.97 Get ready) and talk about their understanding of it.

设计意图：通过漫画引出本单元课题，激发学生学习的好奇心。

活动2

活动名称： Set a scene

活动过程： Introduce an astronaut called Liz who comes from 2100 and she wants to share a story with students.

设计意图：通过 Liz 这一来自 2100 的人物设计，将整节课的任务串在一起，并设置一个较为真实的情景，激发孩子们的学习兴趣。

环节二：Pre-reading

活动 1：

活动名称：Get to know the new words

活动过程：Show the pictures and the title of the story. Ask students what they can see in the pictures.

设计意图：学习新单词，扫清阅读障碍。

活动 2：

活动名称：Get to know about the story

活动过程：Ask students to raise their questions according to the pictures (basically when/where/who)

Question：When you see the title and the pictures of the passage, what questions can you think of? (Tips: when/where/who/what…)

_____

_____

设计意图：展示图片，并根据图片信息对文章内容提出自己想知道的问题(主要针对时间、地点、人物等)，确定下一步的阅读目的

环节三：While-reading

活动 1：

活动名称：Read for general idea

活动过程：Scan the story and answer the questions they have raised themselves.

设计意图：带着问题扫读，理解文章大意。

活动 2：

活动名称：Read for details

活动过程：Read the passage again for some details according to the chronological order and then fill in the table.

Read the passage and finish the blanks

At midnight | Next morning | At 6 P.M | Next morning

✕ Tina _____ a yellow light suddenly _____ towards the ground, then a noise and a red light came after

_____

✕ Tina_____ it to Tom and they_____ to explore after school

_____

✕ At first, they _____ some voices speaking a strange language, so they _____ behind some bushes and _____ quiet.

✕ Then, they saw two aliens, and aliens _____ them too.

✕ At last, the children _____ _____ in fear

Frightened/Afraid

✕ Tina and Tom _____ their parents, and Tom _____ some lines on a piece of paper;

✕ Dad _____ to believe them;

✕ The lines on the paper is the word " _____ "

Tina &Tom _____
Dad: _____

设计意图：细节阅读，在把握故事发展的时间顺序上掌握关键词，对故事发展构建一个整体框架。

活动 3：

活动名称：Discuss and think

活动过程：Discuss with group members and think about characters' feelings according to the key words or sayings of each character.

.设计意图：通过对关键词和角色人物对话的分析，体会并描述角色的心理想法和感情。

活动 4：

活动名称：Discussion

活动过程：Discuss in groups on the question:

Question: What are the differences and similarities between Tina and you?

设计意图：通过问题的讨论，让孩子们明确文章主人物的特色，并将他们与自己对比，感受异同。

活动 5：

活动名称：What do you think of the aliens?

活动过程：Show the students some ideas about the aliens and ask them to discuss whether they agree or disagree.

Ideas about the aliens:

1. Aliens are a danger to us.

2. Aliens will become our friends.

3. Aliens are cleverer than us.

4. We will fight aliens in the future.

Do you agree or not? Why?

I think / believe that ....

So do I./ I agree./ I think you are right.

I don't agree/I think you are wrong./ I disagree.

设计意图：通过讨论问题，培养学生的口头表达能力，让学生学会用英语表达同意与不同意的观点，同时引导学生对于外星人不要太过于担忧。

环节四：Post-reading

活动 1：

活动名称：Imitation and read aloud

活动过程：Imitate and read some key sentences which can express characters' feelings.

Practice reading the following sentences emotionally

★ "I am sure something landed in forest near the hills as I heard a loud noise last night."
★ Then they saw an alien!
★ "Let's explore after school."
★ It discovered them and made a terrible noise!
★ "They were very ugly. They had some hair, but they didn't have any feathers."
★ "Since no one else saw these aliens, I refused to believe you. Now go to school!"

设计意图：通过问题的讨论，让孩子们明确文章主人物的特色，并将他们与自己对比，感受异同。

活动2：
活动名称：Role-play
活动过程：Act out the scene -----Tina and Tom told their parents what happened.

Act out the scene -----Tina and Tom told their parents what happened.

| ★Time : Next morning | ★Place: Home | ★Role: Tina | Tom | Dad | Mum |

You may use the following questions:
When did you reach the forest?
What did you see there?
What happened next?

设计意图：角色扮演故事，进一步加深对故事的理解，运用所学的词，并带着感情将人物特点表现出来。

活动 3：

活动名称：Brainstorm

活动过程： Think of a continuation of the story according to the pictures, and then report orally in the class.

设计意图：根据图片和关键词，续写故事，培养孩子们的想象力，并上升到追求和平这一情感目标。

（五）板书设计

8B Unit 7 Aliens arrives!

Questions(when/where/who/what…)   *At midnight: saw dived*
1…   *The next morning: mentioned decided*
2…   *At 6 P.M: heard hid kept saw run away*
3..   *The next morning: told drew refused*
4…

第二节

课型：【听说课】

教学内容：8B U7 Listening Rescuing the lost astronauts + Speaking (B Speak up)+B 册 Vocabulary B(p.113)

本节听说课的教学内容整合了八年级牛津英语广州版 8 年级下册 U7 的 listening (Rescuing the lost astronauts) 和 Speaking(B speak up)和 8 年级下册 B 册 U7Vocabulary B 部分，整合的依据是由于这三部分都是同一个话题的相关内容，而学生的基础较好，能够在一节课内完成。

（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：desert, landing site，tent, knife, explain, as soon as possible.

2.学生能够听懂宇宙飞船船长指引迷路的宇航员返回母舰的指令并在地图上标注出来。

3.学生能够在实际的情境中表达自己的观点并讲清楚原因。

【语言技能目标】

1.学生能够掌握"听"前利用文本进行预测、"听"中获取和记录关键信息的听力技巧。

2. 学生能够根据听力信息在地图上标注出正确位置，同时能根据实际问题设计出最佳路线、选出最佳物品，并口头阐述理由。

3.学生能够在实际情境中表达自己的观点。

【情感态度目标】

1.学生学会交流分享，相互学习。

【学习策略目标】

1. 学生能够使用听力策略：听前利用文本预测，听中速记。

2. 学生能与同伴合作，用批判性思维发表自己的观点。

（二）教学重点

巩固根据所听语段内容获取和记录关键信息的听力技能。

（三）教学难点

利用批判性思维，用英语解决实际情境中的问题，表达自己的观点和原因。

（四）教学过程

环节一：lead-in

活动：

活动名称：Express the route and find the places

活动过程：Use a map of the local city and introduce how to express the route to some familiar public places of the city.

设计意图：激发学生兴趣，引入地图和如何去表达路线，为下文完成"听"的任务做铺垫。

环节二：Pre-listening

活动：

活动名称：Introduce the learning tasks

活动过程：

1）Introduce the students 'main learning tasks today.

2）Introduce the main plot of the story let them know some background information of the story, such as the main characters and the plots.

设计意图：让学生心中有底，明确本节课的学习任务。同时了解"听"任务里的人物和主要的故事情节，为"听"做准备。

环节三 While-listening

活动1：

活动名称：Help Captain Troy get to know the message.

活动过程：

1）Listen to the "Crash" part of the story and ask the students to choose the correct answers to the questions

Listening script:

Help!

This is Captain Thomas. Yesterday, our spaceship lost power and we crashed on an (1) <u>unknown</u> planet. The planet has (2) <u>creatures</u> with square heads. One of these aliens (3) <u>discovered</u> us and locked us up, but we were able to get away when he fell asleep. Our spaceship was (4) <u>damaged</u> in the crash. The aliens are hunting us and we do not have much to eat or drink. I've sent a map of our location. Please rescue us <u>as soon as possible</u>. We are (6) <u>in fear</u>! Help us! You are our only hope.

Questions:.
1. What happened to the spaceship?
　A. It lost power.　　　　　　　　B. It crashed.
　C. It was destroyed.　　　　　　D. A, B & C.
2. What happened to Liz and Gus?
　A. The aliens were hunting them.　　B. They didn't have enough food.
　C. They didn't sleep for a long time.　D. All of the above.
3. How did they feel?
　A. tired　　　B. hungry　　C. They are in fear.　　D. All of the above

2）Pair work: Ask the students to have a role play with his/her partner and get familiar with the story.

设计意图：训练学生听力，了解故事内容，获取关键信息，同时，培养学生的口头表达能力和合作能力，进一步熟悉故事内容。

活动2：

活动名称：Help Captain Troy rescue the lost astronauts: Liz and Gus

活动过程：

1）Introduce the background information of the Rescue part of the story. Then tell the students that they are going to listen to the second part--To rescue the lost astronauts.

2) Predict: Predict the places on the map before listening.

3)Listen and Help Liz and Gus label the map: Ask the students to listen, check their prediction and write down the answers.
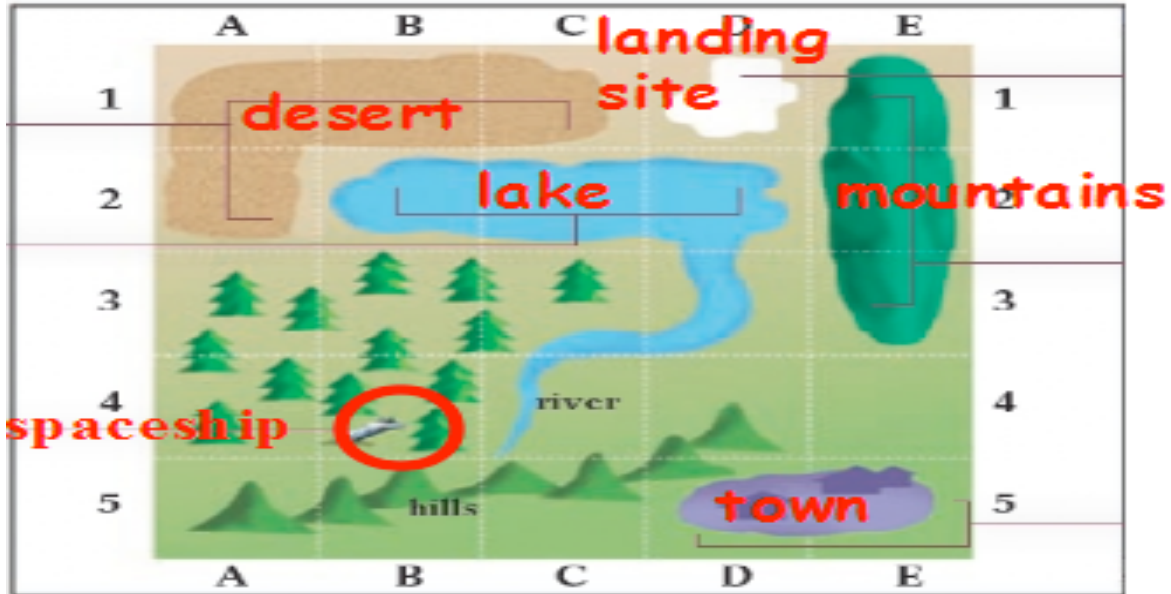
4) Listen and help Liz and Gus write down the instructions, then check the answers.

Captain Troy:

We are going to land the mothership in D1.

Please remember:

You must get to D1 (1)_____ _____ _____.

You must (2)_____ _____ _____ behind.

You can only carry (3)_____ _____.

You mustn't' hurt or (4)_____ anyone on this planet.

5) Help Liz and Gus summarize the instructions. Ask the students to read the listening script and summarize the instructions.

Captain Troy:

Hello, Liz and Gus. Listen carefully. This is very important. We can't land the mother ship in the forest because of the trees. Now look at your map. Can you square B4? Your spaceship is there. There's a river near you, in square C4. The river goes into a lake in B2, C2 and D2. There are some mountains next to the lake in E1, E2 and E3.We're going to land the mother ship in square D1. Remember that square D1 is our landing site. We can't land in A1, B1 C1 or A2, because there's desert there.And don't go to D5 or E5 since town is there.

We're going to land the day after tomorrow. You must get to the landing site in two days.Then we must take off and leave.

You must leave most things behind. You can only carry five things.   I hope you make it! Oh, one more thing.Remember that you mustn't hurt or kill anyone on this planet. Good luck!

Where_____to land

When_____to land

_____What_____to do

设计意图： 设计意图：了解任务背景，为接下来的"听"作铺垫。在听的过程中培养学生根据地图图标预测地点的能力，并通过"听"后进行校对。最后通过阅读对听力文本进行总结和归纳。

环节四：Post-listening:

活动 1:

活动名称：Introduce the following task.

活动过程：Introduce the situation and the following task the students are going to fulfill.

设计意图：让学生了解学习任务。

活动 2:

活动名称：Help Liz and Gus make decisions

活动过程：

1）Group work：Draw and design your route

Ask the students to discuss and draw and draw the route to the landing

site. Also, they are going to decide which of the 5 things the

astronauts should take. Reasons should be given.

2)Group cooperation: Ask the students to present their results in a

group.

Ask the students to raise questions if necessary.

Group work:

1. Decide, draw and describe the route.

2. Decide 5 things to take and give reasons.

设计意图：通过小组的分工和合作，制定出认为适合的路线、选出需要的东西，给出理由，培养学生的思维和合作沟通能力。通过学生的展示、倾听及提问，培养学生的听力、口头表达能力及批判性思维，让学生真正使用英语来交流。

环节五：Homework

活动:

活动名称：Homework assignment

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

1. Can you imagine what happened on their way to the landing site of the mothership?
   Use your imagination to make up a story.

2. Help Liz and Gus write down their experience.

设计意图：巩固本节课所学，发挥学生的想象和开拓思维，由说到写。

（五）板书设计

Layout:

8B U7 Rescue the lost astronauts

..

...suggest you can go to... Because..	landing site
In ...opinion, ..had better...	desert
It is better for ...to	tent
For the 5 things to take, I think you ...	
I would like you to .....because of	
I agree with them because....	
I disagree with them because ...	

第三节

课型：【语法课】

（一）教学目标

【语言知识目标】

1.学生能够掌握连词 as，since 和 because 的含义和用法。

2.学生能够使用 because of 来陈述理由。

【语言技能目标】

1．学生能在具体的语境中正确使用原因状语从句或用 because of 来陈述原因。

【学习策略目标】

1．学生能够主动探究，善于发现语言的规律并能运用规律举一反三。

（二）教学重点

掌握 because 和 because of 的区别。

（三）教学难点

在实际运用中正确使用原因状语从句。

（四）教学过程

环节一 Lead-in

活动 1：

活动名称： Warming-up

活动过程：Greet the students.

设计意图：活跃课堂氛围，拉近师生距离。

活动名称：Revision

活动过程：Ask the students to retell the story of ***Rescuing the lost astronauts.*** Also, show the discussion results of their help to choose the route to the landing site and their choices of 5 things. With their presentation, introduce the usage of "because" "as" and "since"/

设计意图：复习所学知识，以旧带新，在语境中引出本节课的语法内容。

环节二：Discovery

活动:

活动名称：Observing & Discovering

活动过程：

1)Show the students some examples and ask them to discuss and observe how to use "because" "as" and "since".

Eg.

1)I'm sure something landed in the forest near the hills as/because/since I heard a loud noise last night.

As/Since/Because I heard a loud noise last night, I'm sure something landed in the forest near the hills

2)As/Since/Because no one saw the aliens, I refuse to believe you.

I refuse to believe you as/because/since no one else saw these aliens.

2）Introduce more examples with "because" and "because of", then ask the students to observe the differences between them.

They went to the forest because of their curiosity.

They went to the forest because they are curious about it.

Tina woke up at midnight because of a loud noise.
Tina woke up at midnight because she heard a loud noise.

She decided to explore the forest because of her interest.
She decided to explore the forest because she was interested in it.

2）The teacher helps make a summary with the students' discussion.

设计意图：让学生观察、归纳、总结，培养学生主动探究、发现语言的规律。

环节三：Practice

活动1：

活动名称：Practice:

活动过程：

1)Ask the students to match the questions with the answers by using *as, since* or *because,* then check the answers in groups.（p.104 A）

2）Work in pairs. Use the questions and answers to report the police officer's notes.

设计意图：通过笔头和口头的联系，培养学生在语境中正确使用 because, as 和 since,并进一步深入文本、熟悉文本。

活动2：

活动名称：Practice:

活动过程：

1)Ask the students to write sentence about the story on page 99 by using *because of.*

设计意图：在语境中进行 because of 的练习，加以巩固。

活动 3:

活动名称：Practice: play a game

活动过程：Ask 1 student to say a statement, then another student tries to raise a question which begins with "Why", then the third student uses "because, as, since, because of" to give reasons. For the students who can give more reasons, they will get a score.

S1: I like pizza.

S2: Why does she like pizza?

S3: Because it is delicious.

S4: I am going to Australia next week.

S5: Why is he going to Australia next week?

S6: He is going to Australia because of his uncle.

S7:...

设计意图：通过游戏，让学生尽量多地在语境中使用所学的语法内容，也培养学生的发散思维。

环节四：Homework

活动：

活动名称：Homework assignment

活动过程：Ask the students to finish the exercises on Book B.

设计意图：由"说"到"写"，巩固练习。

（五）板书设计

Layout:

8BU7 Grammar Adverbial clauses of reason

As/Since/Because no one saw the aliens, i refuse to believe you.

I refuse to believe you as/because/since no one else saw these aliens.

They went to the forest because of their curiosity.

They went to the forest because they are curious about it.

第四节

课型：【写作课】

（一）教学目标：

【语言知识目标】

1.学生能够认读和理解单词：pleased

【语言技能目标】

1. 学生能够根据图片、提示词和示例写一则故事，描述两名迷路的宇航员在外星球上的神奇经历。

2. 学生能够了解科幻故事的写作特点与方法。

【学习策略目标】

1.学生能够利用图片、通过发挥想象，完成科幻小故事的撰写。

2.学生能够通过合作学习，相互批改作文，共同进步。

（二）教学重点：

通过合理想象，写一则故事， 描述两名迷路的宇航员在外星球上的神奇经历。

（三）教学难点：

了解科幻故事的写作特点与方法。

（四）教学过程

环节一：Lead-in

活动 1：

活动名称：Competition: Revision

活动过程：Group competition: Show the students some pictures of the story and ask the students to retell the story in groups.

设计意图：通过小组竞赛复述课文，激发学生学习兴趣，回顾所学故事，为下文续写故事做铺垫。

活动 2：

活动名称：Introduce the writing task.

活动过程：Set a situation that Liz and Gus finally arrived at the landing site of the mother ship. Then introduce the writing task.

设计意图：在情境中引入写作主题，让学生明确写作任务。

环节二：Pre-writing

活动 1：

活动名称：Brainstorming in groups

活动过程：With the picture on page 107 (A), ask the students to brainstorm what happened to Liz and Gus when they got to the mothership. The teacher can provide the students with some questions.

Questions:
1. Whom did Liz and Gus see when they arrived at the landing site?
2. What did they look like?
3. What did they probably want to do?
4. What did Captain Troy probably say to them?

设计意图：激发学生已有的知识储备，发挥学生的想象力，培养学生口头表达能力。

活动 2：

活动名称：Imagine & Create a story

活动过程：

1) Provide the students two questions as clues for them to create the story. One minute for the students to imagine and create.

Questions:
1.When Liz and Gus got to the landing site, what/what did they see? How did they look?
2. When Liz and Gus got to the landing site, what did they do?

2) Provide the students with more detailed information of the two questions above and help them get more details.

1. When Liz and Gus got to the landing site, what/what did they see? How did they look?
a strange noise,   Captain Troy
bird-like people with wings,   mother ship
2. When Liz and Gus got to the landing site, what did they do?
dance for the people of Bird Word   smile
draw some pictures for them   sing
give them something

3) Ask the students to further their imagination and add more details of what they did when getting to the landing site.

Idea	Reason	Result

设计意图：通过给出关键问题和相关提示，发挥学生的想象力和发散思维，为学生的写作做内容上铺垫。

环节三 While-writing

活动

活动名称：Write the story.

活动过程：Ask the students to follow their notes and write the story on page 108(C).

设计意图：由说到写，完成故事续写。

环节四 Post-writing

活动1

活动名称：Writing assessment

活动过程：Show the students the criteria of assessing the article. Ask the students to correct their partner's writing and give opinions.

设计意图：给出本次写作评价标准和重点，让学生互评作文，并给出改进的意见。

活动2：

活动名称：Complete the writing plots of the story

活动过程：

1)Set the situation and ask the students to complete the writing plots of the story.

2)Provide the students with a beginning and an ending of the story, and then ask the students to complete the middle part of the story. Also, some information for the middle part of the story can be provided.

> Writing Task: After Liz and Gus knew Captain Troy's instructions, they began to set off to the landing site. However, something happened on their way to the landing site. What happened?

Tips：walk into the forest, set up the tent, make a fire, reach the lake, see some dangerous animals, throw their lunch boxes at the animals, cross the desert, drink all their water

Writing:

Liz and Gus pick up their things and set off for the landing site. They only had two days to reach the mother ship.

_____

_____

_____

_____

_____

_____

_____

_____

Finally, they got to the mother ship before dark.

设计意图：发挥学生的想象，完成写作。

活动名称：Homework assignment

活动过程：

Ask the students to finish the homework.

Homework:

Improve their writing.

设计意图：巩固写作。

（五）板书设计

Layout:

8B U7 Writing Meeting the people of Bird World
1)When Liz and Gus got to the landing site, What /what did they see?

How did they look?
　2)When Liz and Gus got to the landing site,
　　　what did they do?

第五节

课型:【综合课】

（一）教学目标：

【语言知识目标】

　1. 学生能够认识单词 incident， wife；了解单词 UFO.

　2.学生能够了解科幻小说的相关知识。

【语言技能目标】

　1.学生能掌握从文章中寻找证据的阅读技能。

　2.学生能学习记听力笔记。

【学习策略目标】

　1. 利用符合和缩写来记听力笔记。

（二）教学重点：

根据补充阅读篇章的信息，掌握从文章中寻找证据的阅读技能。

（三）教学难点：

掌握记听力笔记的技能。

（四）教学过程:

环节一：Lead in

　活动：

　活动名称：Greeting & Revision.

活动过程：Greet the students and ask them to think over what they have learnt in the previous lessons.

设计意图：活跃课堂气氛，复习所学知识，引出 Science fiction 做铺垫。

环节二：Read & Answer

活动1：

活动名称：Classifying

活动过程：Provide the students with some book covers of different kinds of stories, such as science fiction, biography etc. and ask them to classify them. Then introduce science fiction.

设计意图：从学生熟悉的东西入手，让学生对"科幻小说"有个初步的概念。

活动2：

活动名称：Read & Answer

活动过程：Ask the students to read the passage of Culture Corner and try to answer the following questions.

Questions:

What is science fiction?

What is The War of the Worlds about?

Who wrote the book?

What did the people in America think when they heard the story on the radio in 1938?

设计意图：通过问题导读，让学生了解相关内容信息。

环节三：Read & Discuss

活动1：

活动名称：Brainstorming & introducing

活动过程：

1)Use the picture on page 109 and ask the students to predict what is the passage about. Then introduce the word "UFO" and the topic science fiction story.

2)Ask the students to talk about some science fiction stories and introduce the story called Roswell Incident.

设计意图：通过图片预测，引出课文主题，通过激活学生关于科幻故事的有关知识，引出 Roswell Incident.

活动 2:

活动名称：Read for main idea.

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

Questions:

(1)What is the passage mainly about?

(2)Did the four people have the same opinion?

设计意图:通过问题引导，让学生了解文章大意。

活动 3:

活动名称：Read for details

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

Exercise 1: Find out what the underlined words refer to.

(1)He told me not to walk to anyone about this.

(2)Suddenly we saw silver spaceship on the side of the hill.

(3)...it had come from space.

Exercise 2: Find out who is the speaker.

(1)Hey, Mum! Dad! Quick! Come and look at this!

(2)Thanks for calling me. I'll come out to your farm right now.

(3)Wow! Did you see that?   It was going really fast.

(4)There are some strange pieces of metal on my farm

Exercise 3: True or False questions.

(1) The writer thinks that all of the witnesses told the truth.

(2) There was a war near Roswell at that time.

(3) William Brazil did not tell anyone about the metal.

(4) William Brazil said some aliens died in the crash.

(5)Everyone knows that an alien spaceship crashed in Roswell.

设计意图：通过回答相关问题，学生深入了解文本，掌握故事内容。

活动 4：

活动名称：Sharing your own ideas

活动过程：Discuss in groups with the following question.

Question: What do you think of mysteries such as UFOs?

设计意图：问题引导，激发学生去思考，并能去探索和阅读更多相关资料。

环节三 Study skills

活动 1：

活动名称：Learn to take notes

活动过程：Raise some questions and ask the students to think them over.

Questions:

(1) What do you usually take down when you listen to a passage or conversation?

(2) What do you need to take down while listening?

(3) Can you give some examples?

设计意图：通过问题，让学生思考如何在听中记笔记。

活动 2：

活动名称：Observe

活动过程：Show the students an example and ask them to find out how to make notes while listening on page 110. The teacher help with the tips.

设计意图：观察、归纳总结 take notes 的一些技巧。

活动 3：

活动名称：Listen & take notes

活动过程：Ask the students to listen to a passage and try to take notes on page 111(B). Then check the answers and have a summary.

设计意图：在听中训练和巩固 take notes 的技巧。

环节四：Homework

活动

活动名称：Homework assignment

活动过程：Ask the students to finish the related exercises on Book B.

设计意图：巩固所学知识。

（五）板书设计

Layout:

8B U7 More practice

What is the passage mainly about?   UFO
Did the four people have the same opinion?   incident
······
   Take notes:
   Symbols, eg.+,_
   Short forms, eg. A.m. Sat.