

单元教学设计---广州版9AU2Great minds

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一、教学材料

授课年级、教材：初中英语九年级上册 上海教育出版社 2014 年 7 月第 1 版

单元名称及主题：Unit 2 Great minds Pages17-32

二、单元教学内容分析

1. 单元纵览

本单元以“才智超群的人”为话题，以各类名人轶事为主线。

【Reading】板块:讲述爱因斯坦和他的司机汉斯之间的幽默故事。通过阅读了解伟人的幽默和凡人的机智，体会语言的幽默，同时也掌握故事类文章情节构成的五个部分。

【Listening】板块:一个广播节目，通过听力练习了解爱因斯坦、莎士比亚和孔子的生平和成就，也巩固获取信息和记录关键信息的听力技能。

【Grammar】板块：介绍了动词不定式作后置定语、主语和表语的用法。

【Speaking】板块由两部分组成。Talk time 部分介绍了如何用英语进行电话留言，以及记录电话留言。Speak up 部分要求学生搜集有关名人的故事并向同学讲述。

【Writing】板块:要求学生根据图片和文字提示，围绕情节发展的五个部分进

行故事写作，介绍发生在英国天文学家帕特里克·摩尔身上的一件趣事。

【More practice】板块是主阅读的延续，通过阅读了解有关爱因斯坦的另一则趣味故事，拓展阅读，让学生进一步了解大科学家随和幽默的性格。

【Culture corner】板块：介绍著名英国物理学家、数学家、天文学家艾萨克·牛顿的生平，帮助学生了解更多的名人与智者。

【Project】板块：要求学生小组合作，搜集中外智者的名人名言，制作有关名人名言的宣传海报，培养学生积极向上的人生态度和良好的品德。

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. 17) 2. Reading: Two geniuses (p. 18-21)	利用首页卡通图激发学生背景知识、引出主阅读篇章的主题。了解主阅读篇章故事的主要内容、学习主阅读篇章中的核心词汇，并通过“理解故事的情节构成”的阅读策略、理解主阅读篇章的结构和故事情节发展，进一步理解文章细节信息，体会人物性格特征。	阅读课
1	1. Listening (p. 22) 2. Speaking B: Speak up (p. 26)	两部分内容都与伟人生平和轶事有关，因此整合在一起。 * Listening 部分要求学生听一档介绍爱因斯坦、莎士比亚和孔子这三位伟人的广播节目，在“听”中获取介绍伟人的信息，掌握记录信息听力技巧。 * Speaking B 部分是让学生模仿听力内容介绍有关其他名人的生平和故事。	听说课
1	Grammar (p. 23-25)	帮助学生学习并掌握动词不定式作后置定语、主语和表语的用法，并通过练习及在相关语境中的运用加以巩固。	语法课
1	Writing (p. 27-28)	要求学生根据图片和故事情节构成的五个部分，撰写一则英国天文学家帕特里克·摩尔有关的故事。 任务要求学生把“理解故事的情节构成”的阅读策略转化成写作策略，通过合理安排故事情节发展完成故事的写	写作课

		作。	
1	1. More Practice (p. 29)	要求学生阅读有关爱因斯坦的另一则趣味故事，并根据关键词复述内容，激发学生有兴趣阅读更多的名人轶事，了解他们幽默和机智的一面。	阅读拓展课
1	1. Speaking A: Talk time (p. 26) 2. Culture corner (p. 30) 3. Project (p. 31-32)	* Speaking 部分作为课前口头练习，帮助学生进行电话留言和记录电话留言。 * Culture corner 和 Project 两部分整合在一起是要求学生了解其他名人的生平轶事和名人名言，可作为制作名人海报的素材。	综合课 写作课
1	单元复习		
1	单元检测		

三、学情分析 缺

四、单元教学目标

语言知识	词汇	Words	Noun: achievement, action, astronomer, audience, humour, invitation, lecture, mind, pleasure, seat, sense, universe, university * applause, philosopher, theory, genius
			Verb: avoid, consider, obey, reduce, trust
			Adjective: pale
			Adverb: exactly, tonight
			Proper noun: Albert Einstein, April Fool' s Day, Hans, Charlie Chaplin, Confucius, Jupiter, Marie Curie, William Shakespeare, Romeo and Juliet, Saturn
	Phrases	a series of, by heart, have no idea, join in, (be) in trouble, let...down, play a joke on sb., sense of humor, take a seat, turning point, without difficulty	
	语法	动词不定式作后置定语、主语和表语的用法。	
	功能	掌握如何做电话留言和记录留言。	
语言技能	听	听一档有关爱因斯坦、莎士比亚和孔子等三位伟人的广播节目，了解他们的成就，巩固获取和记录关键信息的听力技能。	
	说	1) 能在电话中留言和记录电话留言。 2) 能收集有关名人轶事并向他人讲述有关的故事。	
	读	1) 阅读有关爱因斯坦和他的司机汉斯之间、爱因斯坦和小女孩的幽默故事。 2) 了解爱因斯坦的睿智与幽默，进一步了解故事的基本要素。	
	写	能根据图片和故事情节构成的五个部分，撰写一则英国天文学家帕特里克·摩尔有关的故事。	
学习策略	1) “听”前通过听前预测，“听”后能总结归纳提高听的效率和准确性。 2) “读”中能运用略读和预测的策略，了解故事内容； 3) 能运用“理解故事的情节构成”，理解故事情节发展。 4) “写”时能运用“理解故事情节构成”的写作策略，合理安排故事情节发展。 5) 语法学习中能主动探究、发现语言的规律。 6) 能利用网上资源搜索更多名人故事。		
文	本单元以“才智超群的人”为话题，以各类名人轶事为主线。		

五、教学设计理念

1. 语境中学习语言

交际法理论的倡导者认为，只有在具体的语境中呈现和练习语言形式，才能培养学生判断语言形式是否得体的能力，结合语境理解语言形式和意义的能力以及在适合的语言环境中使用适当语言的能力。

教材的编排也是以情景—话题为主线，在具体的语言环境中呈现教学内容。因此，在本单元每节课的教学设计中，尽可能体现在具体语言环境中呈现教学内容，如，阅读课的新词汇、语法课的不定式、听力学习口头介绍名人等等。

2. 任务型教学

任务型教学的特点：意义上第一位的，即任务所关心的不是语言的形式，而是语言的意义。所提供的材料是生活化的真实的语言材料。因此，在本单元每节课的设计中，设置了一些学生需要单独或者合作完成的任务，比如，口头合作复述故事，分任务查找资料制作海报，小组讨论选出最好的作文等等活动或任务。

六、各课时教学设计

第一节

课型：【阅读课】

教学内容：9AU2 Reading A Two geniuses

(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) 认知和理解单词 university, invitation, consider; mind, lecture, audience, trust, pale, pleasure, tonight, seat, sense

2) 认识单词 genius , theory, applause,

3) 掌握短语: sense of humour. by heart, take a seat , have a sense of humor, let...down, learn...by heart, without difficulty, join in, offer to do, avoid doing, have no idea

4) 掌握句型: It' s ..pleasure to do sth.

.....so that.....

【语言技能目标】

1. 学生能够掌握了解故事内容，掌握文章大意。
2. 学生能根据语境猜测新词和新短语，并能利用新词和短语进行话剧表演或口头复述。

【情感态度目标】

1. 学生能了解伟人的幽默感和平常心，感受其人格魅力，同时明白普通人也有大智慧。

【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. 学生能运用“理解故事的情节构成”的阅读策略，理解故事的情节发展。

(二) 教学重点

1. 在教学过程中渗透阅读技巧的训练, 培养学生阅读微技能, 利用语境猜词、理解文章的主旨大意和情节构成等。

2. 掌握本课的新词汇和短语, 并能利用关键词进行话剧表演或复述故事。

(三) 教学难点

能运用文章的有效信息和提示, 进行知识的整合和总结, 能利用关键词复述故事。

(四) 教学过程

环节一 Pre-reading

活动 1:

活动名称: Enjoy the comics

活动过程:

1) Ask the students to think about the meaning of “great minds”, and then introduce the word “genius”.

2) Ask the students to enjoy the comic on page 17 and talk about their understanding of the comic.

设计意图: 引出本单元主题, 欣赏漫画幽默。

活动 2:

活动名称: Guessing game

活动过程: Show the pictures and some information about some great minds and ask the students to guess who they are.

设计意图: 激发学生兴趣, 引出本单元的主题。

活动 3: A brief introduction about Albert Einstein

活动名称: 介绍爱因斯坦

活动过程: Show the picture of Albert Einstein and have a brief introduction of him.

设计意图: 引出故事人物。

环节二: While-reading

活动 1:

活动名称: Predicting & Scanning: Find out the two geniuses

活动过程:

1) Ask the students to look at the pictures, the title and the introduction part and predict what the story is about. The teacher can help the students with the following questions to make a better prediction if necessary.

Questions:

- (1)What is the difference between the first picture and the third picture?
- (2)Why did they change their seats?
- (3)Why was Einstein’s driver giving a lecture?

2) Ask the students to read the title, the first and the last paragraph and try to answer the question “Who are the two geniuses”. The students are required to underline some key information.

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，培养学生扫读获取故事人物关键信息。

活动 2:

活动名称: Fast reading: Arranging the sentences

活动过程: Ask the students to read the story quickly within 3 minutes and arrange the sentences in correct order.

设计意图：培养学生快速阅读，获取故事大意。

活动 3:

活动名称: Understanding the structure of the plot of a short story

活动过程: Introduce the students the structure of the plot of a short story.

1. Opening: This part gives background information.
2. Rising action: This part describes a problem the characters face.
3. Turning point: Here the story takes an unexpected turn.
4. Falling action: This part describes how the problem is solved.
5. Ending: This part brings the story to an end.

设计意图：帮助学生了解故事情节的基本构成，为了解故事作铺垫。

活动 4:

活动名称: Finding out the structure of the story

活动过程: Ask the students to read the story and divide the passage into 5 parts according to the plot of a short story. That is, to find out the opening, the rising action, the turning point, the falling action and the ending of the story.

Part1 (P) Background information about Einstein, his driver Hans and his lecture.

Part2 (P) Einstein was tired and Hans offered to give a lecture for Einstein.

Part3 (P) Unexpectedly, a man asked a difficult question and Hans was puzzled.

Part4 (P) Hans asked Einstein to answer the question and Einstein did it perfectly.

Part5 (P) They left the university and Einstein was pleased with Hans.

设计意图: 学以致用, 让学生运用之前所学的阅读策略。

活动 5:

活动名称: Reading for details

活动过程: Ask the students to read each part of the story and finish the questions of each part.

1) Read para.1-2, and then judge the following sentences T or F.

Einstein was humorous (幽默的). ()

Einstein was a popular lecturer (演讲者). ()

Hans was tired of driving Einstein. ()

2) Read para. 3-8, and then finish the table.

Rising action	One evening, Einstein was invited to a (1)_____ for lecture. But Einstein was (2) too_____ to speak. Hans offered to give the (3)_____. So they (4)_____ places. Then Hans (5)_____ the lecture (6)_____ and won the applause.
Turning point	But after Hans finished the lecture, one of the audience (7)_____ question.
Falling action	Then Hans asked (8)_____ to answer for him. Einstein answered the question (9)_____.

设计意图：深入文本，获取具体信息，在语境中帮助学生透彻理解文本，解决语言上的重点、难点。

活动 6:

活动名称: Reading for language learning

活动过程: Ask the students to finish Exercise C1& C2 Vocabulary part.

Then check the answers.

设计意图：培养学生在语境中理解和运用新词。

活动 7:

活动名称: Retelling

活动过程: With the information the students have gathered when doing the detailed reading, the teacher guides the students to retell the story. Then the students are required to retell on their own or in pairs.

设计意图：回归文本，由读到说，让学生根据关键词进一步巩固、熟悉、复述整个故事。

活动 8:

活动名称: Appreciating the characters

活动过程: Ask the students to appreciate and analyze the characters (Hans and Einstein) in the story. The students are required to find the supporting details from the story.

设计意图: 回归文本, 培养学生 read between the lines, 学会分析、欣赏故事人物。

环节三: Post-reading

活动 1:

活动名称: Discussion

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

Questions:

- 1) Why was Hans a genius in Einstein's mind?
- 2) What makes a genius?

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: Free talk

活动过程: Ask the students to give their own opinions on "genius". The teacher also provides some questions for the students.

Questions:

1. Do you want to be a genius? Why and why not?
2. What is the most important to be a genius?
3. How to become a genius?

设计意图: 培养学生的创造性思维和口头表达能力, 对学生进行情感教育, 激发学生努力、积极付出, 因为天才是百分之一的灵感和百分之九十九的汗水组成的。

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
2. Write down your opinion on “genius”

设计意图: 巩固所学, 培养学生 “说” 和 “写” 的能力。

(五) 板书设计

9A U2 Reading Two Geniuses

Opening: receive invitation, avoid, let sb. down, offer to ...

So... that... learn by heart,

Rising action: ... be guided, without difficulty, join in, ask a

Difficult question

Turning point: ... turn pale, ask Einstein to...,

Falling action: ... perfectly,

Ending: ... with ... driving, It' s a genius to ...

第二节

课型: 【听说课】

教学内容: 9AU2 Listening Three great minds + Speaking (B Speak up)

本节听说课的教学内容整合了九年级牛津英语广州版 9A U2 的 listening (Three great minds) 和 Speaking (B speak up)。

(一) 教学目标:

【语言知识目标】

1. 学生能够听懂介绍三位伟人的广播节目，了解他们的生平和成就。
2. 学生能够掌握以下单词和短语：achievement, universe, philosopher, poem

【语言技能目标】

1. 学生能够在听中获取关键信息，如时间、数字等，能更好地掌握听力技能。
2. 学生能够口头介绍自己熟悉或喜爱的名人。

【情感态度目标】

1. 学生学会交流分享，相互学习。
2. 了解伟人，激起向伟人学习的欲望。

【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、听后根据文本进行检查。
2. 学生能够观察、归纳、总结听力技巧。

（二）教学重点

在“听”中培养学生的听力技能，在“说”中提升他们的语言表达能力。

（三）教学难点

通过听力文本的语言特征和文本内容，引导学生获取相关信息、培养听力技能。

（四）教学过程

环节一：lead-in

活动：

活动名称：Guessing game

活动过程：Give a short introduction of students' maths teacher and ask them to make a guess. Then tell them how to guess.

设计意图：激发学生兴趣，引出本节课的相关话题。

环节二: Pre-listening

活动 1:

活动名称: Observing & Discussing

活动过程: Ask the students to look at the pictures and discuss the questions.

Questions:

1) Do you know these people?

2) How much do you know about the three people?

设计意图:通过讨论,组织 brainstorm 活动,激活学生原有的知识储备。

活动 2:

活动名称: Predicting

活动过程: Ask the students to read the notes and make a prediction. Guide the students to guess what or in what form the word should be filled in the blanks.

设计意图:培养学生听前利用文本进行所填信息的预测的技巧,为“听”服务。

环节三 While-listening

活动 1:

活动名称: Listening, note taking and blank filling.

活动过程: Ask the students to listen to the tape and fill in the blanks. While listening, ask the students to take notes. Then for the second listening, ask the students to listen and check the answers if possible.

设计意图: 培养学生在“听”时记录关键信息,听后进行检查的技巧。

活动 2:

活动名称: Doing a survey

活动过程: Ask the students to check their answers and analyze their mistakes.

设计意图: 通过调查, 培养学生分析错因, 学会反思。

活动 3:

活动名称: Making a summary

活动过程: The students are given 30 seconds to think it over and summarize the listening skills by themselves. Then the teacher will help with the summary.

设计意图: 培养学生归纳、总结听力技巧。

环节四: After-listening

活动 1:

活动名称: Let' s try

活动过程: Ask the students to listen to a passage about Stephen Hawking and fill in the blanks. The students are required to use the listening skills they summarized beforehand.

设计意图: 通过“辅篇”的文章, 让学生运用之前归纳的听力技巧, 获取听力信息, 进一步巩固练习。

活动 2:

活动名称: Brainstorming and summarizing

活动过程: Ask the students to summarize and brainstorm the useful phrases or sentence patterns used to describe a famous person. Students are encouraged to give more useful expressions.

设计意图: 通过语言知识的归纳总结, 为接下来的“说”作语言铺垫。

活动 3:

活动名称: Let' s speak

活动过程: Ask the students to work in pairs to talk about some interesting stories about other famous persons. Later the students are asked to present their dialogues.

Dialogue examples:

A: What is this person's name?

B:....

A: What is/was his/her job?

B: ...

A:When was he/she born?

A: What are/were his/her main achievements?

A: What interesting experiences did this person have?

设计意图:由“听”到“说”，开拓学生的思维，让学生在合作过程中表达自己喜欢、尊敬的人物。

活动 4:

活动名称: Let' s share

活动过程: Ask the students to give a speech about Bill Gates with the help of the information in the table given below. If possible, the students can talk about famous person they like. Also, some useful sentence patterns from the listening materials they have learned are provided for the students if necessary.

1955 年 10 月 28 日	比尔·盖茨出生 (Bill Gates)
13 岁	开始了解电脑

1973 年	进入哈佛大学 (Harvard University) 学习, 第三年离开哈佛大学
1975 年	和一位朋友成立了微软公司 (Microsoft), 很快成为亿万富翁 (millionaire)
2008 年	他为社会(society)捐赠(donate)了 580 亿(billion 十亿)美元,而不是留给自己的子女
你的评价	...

Useful sentence patterns:

- 1) He was born/died in...
- 2) He lived in/on ...
- 3) At the age of .../When he was...
- 4) donated ...to ...instead of ...
- 5) ..spent ...doing

设计意图: 分层次、给支架, 给学生不同“说”的任务, 开拓学生思维, 由句到篇, 层层深入。

环节五: Homework

活动:

活动名称: Homework assignment

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

Homework:


Write a short passage about a great person. (80--120words.)

设计意图: 巩固本节课所学, 有说到写。

(五) 板书设计

Layout:

How to talk about a (famous) person



<p>personal information</p> <p>(name, date address, hobby... experience achievement</p>	<p>...be born/died in... ... lived in/on ... At the age of.../When he/she was donated ...to... instead of... spent doing...</p>
--	---

第三节

课型：【语法课】

(一) 教学目标

【语言知识目标】

学生能够掌握动词不定式作定语、主语和表语的用法。

【语言技能目标】

学生能够在语境中正确使用动词不定式。

【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

在语境中掌握动词不定式作定语、主语和表语的用法，并能够准确使用。

(三) 教学难点

掌握动词不定式作主语时，it 作形式主语，动词不定式后置的语法规则。

(四) 教学过程

环节一 Lead-in

活动 1:

活动名称: Warming-up

活动过程: Greeting. While greeting, try to introduce infinitives after nouns.

设计意图: 活跃课堂氛围, 创造真实的语境, 让学生对不定式的用法有个初步的感知。

活动 2:

活动名称: Revision

活动过程:

1) Ask the students to retell the story with some key words. When retelling, students need to use some infinitives.

Key words:

invitations, lecture, drive to, avoid, let... down, offer, without difficulty, pleasure

2) Ask the students to help the teacher fill in the blanks and complete the passage.

Albert Einstein was a great scientist. He received many invitations to explain how the universe works. One evening, his driver, Hans, drove him to a university. It was a pleasure to drive a genius. On the way there, Einstein made a decision to avoid giving the lecture. He told Hans he wished to have a rest but he didn't want to let the audience down. Then Hans offered to give the lecture because he had heard the lecture to talk about his theories so many times. In the end, Hans gave the lecture without difficulty and they left the university with Einstein driving. Also, Einstein found his pleasure is to drive a genius like Hans.

设计意图: 复习所学内容, 温故知新, 并让学生接触更多的不定式结构, 为下文提炼不定式的用法作铺垫。

环节二: Discovery

活动 1:

活动名称: Observing & Discovering

活动过程:

1) Explain what is Infinitive. Then give the students some time to observe and find out how many infinitives there are in the passage and underline them.

2) Group discussion. Ask the students to observe the words before the infinitives and find out in front of how many kinds of words we can put the infinitives.

3) The teacher helps **students** make a summary **from** 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: Infinitives after nouns

活动过程:

1) Show the four phrases below and ask the students to make up a story about Einstein.

become a scientist go to university do maths try again

2) Show the students the story and ask them to complete it.

At school, Einstein's ability to do Maths surprised his teachers, but he was bored with other subjects. At the age of 15, he was given the chance to go to university, but he did not do well enough in the exam. He did not lose heart, however, and he had a wish to try again the next

year. This time, he succeeded. He kept trying, so he achieved his dream to become a scientist.

3) Ask questions to check their understanding of this kind of infinitives, then indicate that this kind of infinitives works as attributes.

4) With the information from the story in A2, the teacher makes some dialogues with the students by using infinitives.

5) Ask the students to do more oral practice with the information in A1 and enjoy the humorous language like “To stop dreaming”.

设计意图：培养学生预测和口头表达能力，在语境中进行操练和巩固不定式当定语的用法，同时，深入文本，体会语言的幽默。

活动 2:

活动名称: Practice: Infinitives as subjects

活动过程:

1) Introduce infinitives as subjects from the examples summarized in part 1, especially helping the students understand that we use *it* at the beginning of the sentence as an empty subject to refer to infinitive.

2) Introduce another story of Hans, and then ask the students to complete the story in pairs.

3) Ask the students to express their own ideas: “What do they think of Hans? Why?”

设计意图：在语境中进行不定式中 *it* 当形式主语的练习，加以巩固。同时，引导学生深入文本，挖掘人物性格。

活动 3:

活动名称: Practice: Infinitives after the verb “to be”

活动过程:

1) Introduce infinitives after the verb to be from the examples summarized in part 1, especially helping the students understand that infinitives of this kind work as predicative.

2) Ask the students to put the words in correct order to make sentences.

Then report it orally.

设计意图：口头和笔头练习和巩固不定式当表语的用法。

环节四：Using the language

活动：

活动名称：Let' s speak

活动过程：

1)Group work:

Hand out small cards to every group. Ask the students to make a 1-minute speech according to the topic on each card. The students are required to use infinitives if necessary and they are encouraged to use as many as possible.

Topics:1) My dream was/is _____

2) My plan for this term is _____

3) My best wishes for...is_____

4) My suggestion for ...is _____

2)Ask the students to present their speech and the other students are required to take down the sentences with infinitives.

设计意图：培养学生的口头表达能力和创造性思维，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

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

设计意图: 由“说”到“写”, 巩固练习。

(五) 板书设计

Layout:

9AU2 Grammar Infinitives

invitations to explain his theories...

To tell the truth is important.

It is important to tell the truth.

It takes sb...to do...

My wish is to ...

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: astronomer, obey, reduce, exactly, action

2. 学生能够认读和理解短语:

play a joke on sb., turning point, a series of

【语言技能目标】

1. 学生能通过合理安排故事的情节发展撰写一则关于英国天文学家帕特里克·摩尔的故事。

【情感态度目标】

2. 学生能更主动、积极地阅读名人故事，学习名人的好品质。

【学习策略目标】

1. 学生能将“理解故事的情节构成”的阅读策略转化为写作策略，掌握撰写故事的技巧，完成故事的写作。

2. 学生能通过合理安排段落来组织文章。

(二) 教学重点：

通过合理安排故事情节发展的五个部分，撰写一则关于英国天文学家帕特里克·摩尔的故事。

(三) 教学难点：

将“理解故事的情节构成”阅读策略转化为写作策略，合理安排故事的情节发展。

(四) 教学过程

环节一：Lead-in

活动：

活动名称：Guessing game

活动过程：Group competition: Introduce some information about some famous persons and Patrick Moore as well. Then ask the students to guess who he/she is and show their reasons.

设计意图：激发学生学习兴趣，引出本节课的重点人物。

环节二：Pre-writing

活动 1：

活动名称：Brainstorming

活动过程：Ask the students to brainstorm what they have known about Patrick Moore. The teacher can provide them with some pictures for help.

设计意图：激发学生已有的知识储备，培养学生口头表达能力。

活动 2：

活动名称: Introducing the writing task

活动过程: Tell the students the learning task of this lesson.

设计意图: 明确本节课的学习任务。

活动 3:

活动名称: Understanding the story

活动过程:

1) Go over the 5 parts of the plot of a short story, then ask the students to look at the pictures and the dialogues in Part A(page 27) and match the 5 parts of the story structure with the pictures.

2) Check the answers and solve some difficult expressions, such as **play a joke on sb.,obey the instructions, float, reduce the gravity.**

3)Group work: Ask the students to work together and try to tell the story orally. Every student in the group is required to talk at least one part of the story. Also, when practicing, they are encouraged to take down some useful expressions for their writing.

设计意图: 回顾故事的情节构成, 解决语言难点, 并通过小组合作口头表述故事, 为写作铺垫。小组合作、收集组内好词好句也能降低写作难度, 帮助学困生做好语言的铺垫。

环节三 While-writing

活动 1

活动名称: Understand the beginning of the story.

活动过程:

Ask the students to read the given part of the story and understand the beginning of the story.

设计意图：阅读了解故事的起因。

活动 2:

活动名称: Writing

活动过程: Ask the students to read the Top Tip and use the paragraphs to write down the story.

设计意图：根据故事的时间发展顺序，完成故事的撰写。

环节四 Post-writing

活动

活动名称: Writing assessment

活动过程: Show the students the criteria of assessing the article. Ask the students to choose the best one in each group and present it to the whole class.

设计意图：给出本次写作的评价标准和重点，让学生尝试互评作文，也让学生从优秀作文中学习。

环节五 Homework

活动 1

活动名称: Homework

活动过程:

Ask the students to finish the homework.

Homework:

1. Improve the article.
2. Try to search a story about another famous person online.

设计意图：巩固写作，查找资料，激发学生阅读。

(五) 板书设计

Layout:

9A U2 Writing Floating listeners

The plot of a short story	float
Opening	astronomer
Rising action	play a joke on
Turning point	obey the instruction
Falling action	reduce the gravity
Ending	

第五节

课型：【阅读拓展课】

(一) 教学目标：

【语言知识目标】

1. 学生能认知、理解并运用以下单词和短语：

curiously, backwards, side by side, from time to time, pardon me,
(to) be honest. with sb. in return

【语言技能目标】

1. 学生能够通过题材、图片对故事进行口头预测；

2. 学生能够通过故事的时间、人物要素快速定位故事开头，抓住文本的对话特征，并能通过圈定对话者、对比对话内容，为故事排序。

3. 学生能够根据语境、语法搭配知识对新词进行预测，并能补全故事说出理由。

4. 学生能够结合材料，发表对故事及人物的见解。并能大胆想象，为诙谐故事续写结尾。

【情感态度目标】

1. 学生能主动思考，积极寻找解决问题的最佳方案。

2. 学生能爱阅读，乐分享，培养幽默的生活态度。

【学习策略目标】

1. 学生能根据语境和搭配知识理解和运用新词汇。

(二) 教学重点:

1. 通过排序、补全故事、观点讨论理解故事及人物特点;
2. 理解和运用新词汇

(三) 教学难点:

1. 定位故事开头, 并根据对话次序及内容为故事排序;
2. 根据上下文的语境猜测缺失词汇的信息, 理解词汇。

(四) 教学过程:

环节一: Pre-reading

活动 1:

活动名称: Get the Password to the lesson

活动过程: Have the students work out a word puzzle to get the password to the lesson.

设计意图: 激发学生学习兴趣、传递“思考”理念、导入课文人物。

活动 2:

活动名称: Look & Guess about the story

活动过程: Show the students a picture about the story and provide some questions for the students to guess about the story, then report.

Questions: 1) Who (are in the picture)?

2) What is the relationship between them?

3) When/Where?

4) What are they doing?

5) How do they feel? Why?

设计意图: 根据图片题材, 预测故事内容, 培养学生的观察能力及口头表达能力。

环节二: While-reading

活动 1:

活动名称: Re-order the story

活动过程: Provide the students with the tips and ask them to re-order the story.

1) Ask the students to skim and decide the beginning.

2) Ask the students to scan the speech and circle the speaker.

3) Ask the students to skim and compare, then underline the clues to help order the story.

设计意图: 通过辨认说话人以及对话内容的连贯性进行排序, 让学生了解故事的情节。

活动 2:

活动名称: Guess what is missing according to the context.

活动过程: With the help of context and grammar knowledge, students are asked to fill in the blanks with the words and phrases provided.

设计意图: 借助语境及语法知识, 补全文章信息, 获取词汇的意义。

活动 3:

活动名称: Understand the words and phrases

活动过程: With the help of the questions and context, students learn the new words and phrases.

设计意图: 通过设置问题, 学生深入了解文本, 理解和掌握新词和词汇。

活动 4:

活动名称: Retell the story--learn to use the words and phrases

活动过程: Ask the students to retell the story with the key information, especially the key words and phrases.

设计意图: 通过复述故事, 让学生熟悉故事内容、巩固所学的新词汇。

活动 5:

活动名称: Apply new words and phrases in a new story

活动过程: Pair work:

Ask the students to fill in the words and phrases in a new story.

设计意图: 学以致用, 通过运用新词, 帮助学生进一步掌握词汇。

活动 6:

活动名称: Express ideas & give reasons

活动过程: Ask the students to express their opinions on the questions. Also, they should find the evidence from the story to support their ideas.

Do you agree or disagree with these opinions? Why? Show your reason from the story.

Questions:

1. Einstein and the little girl lived far away from each other.
2. Adults were quite honest with Einstein.
3. Einstein helped the girl in return for her cookies.
4. A genius like Einstein couldn't do something so stupid as to wear his sweater backwards.

设计意图: 深层次分析故事及人物, 培养学生的思辨和口头表达能力。

环节三 Post-reading

活动 1:

活动名称: Read the story about Gothe

活动过程: Ask the students to read the story about Gothe and try to guess the meaning of the words and phrases. Also, try to analyze the character of the story.

One day, Goethe, a great German writer, was walking in a park. He was thinking about something when he noticed he came to a very, very narrow bridge.

Just at that time, a young man came towards him from the other end of the bridge. It was too narrow (1) for both of them to go across at the same time.

They stopped and looked at each other for a few seconds. Then the young man said rudely, “ I never make way(2) for a fool.”

But Goethe smiled and said, “ _____ ”

Then he turned and walked back quickly to let the young man go first.

Goethe ['gə :tə] 歌德，德国著名诗人，作家

Questions:

Explain the underlined parts in simple English according to the context.

(1) “Narrow” ['nærə v] is a/an _____ (词性). I think it means _____

(2) I think “make way” means _____.

Q1 What might Goethe say?

- A. I’ m not a fool, but I am polite and I will let you go first.
- B. You are a fool, so you can go first.
- C. I always do.

Q2: What do you think of Goethe in the story?

设计意图：拓展阅读，巩固学生本节课所学的阅读技能，品味伟人的幽默才智。

活动 2:

活动名称: Read the story about Mark Twain

活动过程: Ask the students to read the story about Mark Twain and try to write a good ending to help solve the problem.

Mark Twain was a famous American writer. One year, he went to the woods for a holiday and had a very good time fishing there.

Then he took a train to go back home and began talking with the man sitting opposite to him.

Mark Twain said, “I’ ve just spent three weeks in the woods. Although fishing isn’ t allowed in this season, I’ ve caught 200 pounds. Now I am carrying them home in my baggage with ice to keep them fresh. May I ask who you are, sir?”

The man answered, “I’ m a police officer. My job is to catch people who fish during the wrong seasons. And who are you?”

Mark Twain was very surprised and afraid, but he thought quickly and then _____

Question: Mark Twain was very smart. What might he do or say to save himself? Think of a good way for the ending of the story. Make it clever, surprising or interesting.

设计意图：愉悦阅读，读写结合，促进学生思考。

环节四：Summary and homework

活动 1:

活动名称：Make a summary

活动过程：Ask the students to enjoy reading and keep the password to the lesson in mind---- Enjoy interesting new ideas by sharing and thinking to get excitement and inspiration now!

设计意图：学会思考，愉快阅读，体会语言的乐趣。

活动 2:

活动名称：Homework assignment

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

Homework:

1. Act out Einstein and the little girl in groups of 4.

2. Read at least one more interesting story about a great mind and get ready to share in class.

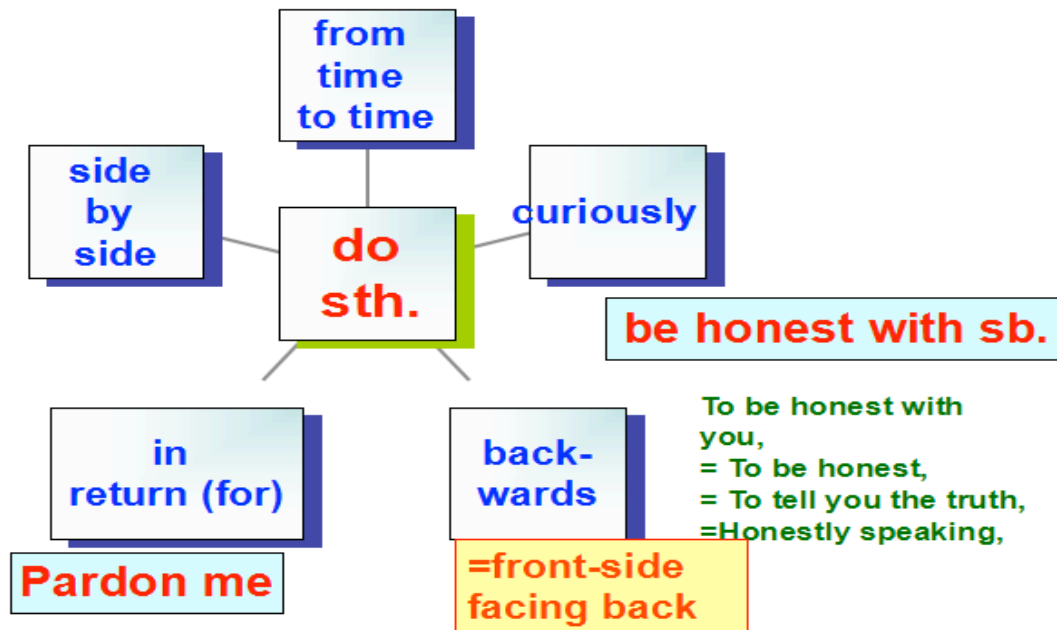
设计意图：巩固所学，把愉快阅读延伸到课后。

(五) 板书设计

Layout:

9A U2 Einstein and the little girl

9A U2 Einstein and the little girl



第六节

课型：【综合课】

教学内容：U2 Speaking (A Talk time)+Culture Corner+ Project

(一) 教学目标：

【语言知识目标】

1. 学生能够在电话中留言和记录留言。

【语言技能目标】

1. 学生能够使用打电话留言和记录留言的用语。

2. 学生能够通过小组合作，制作一份有关名人名言故事的海报。

【情感态度目标】

1. 学生能学习**名人故事与名言**中蕴含的哲理，培养积极向上的人生态度，形成良好的品德。

2. 学生能在小组分工合作中学会团队合作和配合的精神。

【学习策略目标】

1. 学生能够利用书籍或网络搜集信息，了解历史上伟人的生平、成就、名言和有趣故事。

(二) 教学重点：

通过小组合作，制作一份有关名人名言故事的海报。

(三) 教学难点

通过小组合作，制作一份有关名人名言故事的海报。

(四) 教学过程

环节一 Warming-up

活动

活动名称：Greeting

活动过程：Say hello to the students and introduce the topic of leaving and taking phone messages.

设计意图：营造轻松氛围，引出在电话中留言和记录留言的话题。

环节二 Learning and practice

活动

活动名称: Learn to leave and take phone messages

活动过程:

1) Ask a student for help and present dialogues with the student about how to make phone calls about leaving and taking phone messages.

2) Ask the students to sum up the language used for leaving and taking phone messages.

3) Ask the students to practise the dialogue in Part A (page 26).

设计意图: 通过感知、理解、归纳、运用让学生掌握打电话和记录电话留言的用语。

环节三 Making a poster

活动 1

活动名称: Sharing: Guess who the great mind is

活动过程:

1) Use the information about Isaac Newton (Culture corner) as the guessing material and ask the students to guess.

Guessing materials:

1. He was an English physicist, mathematician and astronomer.
2. In 1687, he published one of the most important books in the history of science.
3. Albert Einstein kept a picture of Newton on the wall of his study.
4. He described many laws that show how the universe works.
5. He discovered the law of gravity.

Who is he?

2) Explain some language points of the passage about Isaac Newton.

3) Group work: Ask the students to share the great minds they found and make the riddles for their classmates to guess. Then each group vote for the best one to present to the whole class.

设计意图:通过分享,提高学生的口头表达能力,也拓宽学生的知识面,同时为制作海报提供素材。

活动 2

活动名称: Guessing the wise sayings

活动过程:

1) Introduce some wise sayings of Albert Einstein' s and check the students' understanding about them.

2) Group competition: Ask the students to brainstorm and write down more wise sayings for their classmates to guess. Explain some of the sayings if necessary.

设计意图: 拓宽学生知识面, 帮助学生理解、欣赏并运用名人名言, 为制作海报提供素材。

活动 3:

活动名称: Making a poster

活动过程:

1. Group work: Ask the students to make a poster with the following requirements.

Requirements:

1. The poster should be about one of the great minds.
2. Pictures, stories and wise sayings should be included in the poster.
3. Your ideas about this great mind should be included.
4. Everybody in your group should be responsible for part of the poster.

设计意图: 培养学生的小组合作意识, 把所学知识制成海报。

环节四 Summary and homework

活动

活动名称: Make a summary and assign the homework

活动过程:

1. Summarize what they have learnt in this unit.

2. Homework assignment:

Homework: 1. Improve their poster.

2. Go over the whole unit.

设计意图: 总结归纳。

(五) 板书设计

Layout:

9AU2 Make a poster

Leaving and taking phone messages:

Can I leave/take a message?

Can you ask him to call me back?

I am sorry....is not in right now.

....I' ll ask him to return your call.

Wise sayings:

A journey of a thousand li begins with a single step.

----Laozi

A penny saved is a penny earned.

----Benjamin Franklin

.....

附录：所设计的教材内容（word 文档）

Unit 2 Great minds

Reading

Two geniuses

Many people consider Albert Einstein (1879–1955) a genius. This story about him shows that he also had a sense of humour.

Einstein often received invitations to explain his theories at different universities. On these trips, his driver Hans often said to him, “It’s a pleasure to drive a genius like you, Dr. Einstein.”

One evening, on their way to a university, Einstein said, “I’m so tired. I wish I could avoid giving my lecture tonight, Hans, but I don’t want to let my audience down.”

“I know what to do,” said Hans. “I can give the lecture for you. You can trust me. I’ve listened to your lecture so many times that I’ve learnt it by heart. No one knows you at this university, so they won’t find out.”

So, they changed places. At the university, Hans was guided to the front of the hall. Einstein took a seat, listened to Hans give his lecture without difficulty, and joined in the applause at the end.

However, before Hans left, a man shouted, “I’d like to ask you a question.” He then asked a question so difficult that Hans had no idea what he was talking about.

Einstein turned pale. “Oh no!” he thought. “Now we’re in trouble.” But Hans just laughed and said, “That’s such an easy question that even my driver can answer it. Hans, please ...”

Einstein stood up and answered the question perfectly. They left the university, with Einstein driving. A little later, Hans offered to drive. “No,” laughed Einstein. “It’s a pleasure to drive a genius like you, Hans.”

Listening

Three great minds

Welcome to Great minds. Today we're going to talk about three famous people in history.

Albert Einstein was born in Germany in 1879, and died in the US in 1955. He is considered to be the greatest scientist of the 20th century. His theories explain the way the universe works. In many photographs, you can see his smiling face.

William Shakespeare lived about 400 years ago. During his life, he wrote around 39 plays as well as hundreds of poems. He's the most popular writer in the English language. One of his most famous plays is called Romeo and Juliet.

Confucius lived over 2,000 years ago in China. He was a teacher and philosopher. He spent much of his life travelling and meeting many different people. He is remembered for his wise saying. They were written down by his students.

Grammar

A Infinitives after nouns

To give more information about nouns, we can use infinitives after the nouns.

Einstein often received Invitations to explain his theories at different universities.

B Infinitives as subjects

We can use an infinite as the subject of a sentence.

To tell the truth is important.

In most cases, we use it at the beginning of the sentences as an empty subject to refer the infinitive.

It's a pleasure to drive a genius like you. Dr Einstein.

It was good to have a friend like Einstein.

It was easy for Einstein to answer the question.

Things to remember

We use it + the verb take + (somebody) + a period of time + an infinitive to refer to the length of time spent doing something.

It takes (me) 30 minutes to walk to school.

C Infinitives after the verb to be

We also use infinitives after the verb to be

My wish is to be like Einstein.

Jane's dream is to become a scientist.

Speaking

A Talk time

Leaving and taking phone messages

Sometimes people cannot answer calls. When this happens, we can leave and take messages like this:

Can I leave a message? ...

My name is ...

My phone number is...

Can you ask him to call me back?

I'm sorry. Mr... is not in right now.

Can I take a message?

... I' ask him to return your call.

Read the conversation below and practise it in pairs. Pay attention to the words in blue.

Secretary: Good morning, Dr Huang's office.

Simon: Good morning. May I speak to Dr Huang, please?

Secretary: I'm sorry. Dr Huang is out at the moment. Can I take a message?

Simon: OK. My name is Simon Li. My phone number is 304 6621.

Secretary: Three zero four, double six two one. And your name is Simon Li.

Simon: That's right.

Secretary: Good. I'll ask Dr Huang to return your call.

Simon: Thank you. Goodbye.

Secretary: Goodbye.

B Speak up

Do you know any interesting stories about Albert Einstein or another famous person? Go on the Internet or look in some books, and then tell your classmates about the story you have found.

What is this person's name?

What is/was his/her job?

When was he/she born?

What are/were his/her main achievements?

What interesting experiences did this person have?

Writing

Floating listeners

You are going to write a short story about Patrick Moore, another famous person with a good sense of humour.

A In groups, look at the pictures and then complete the diagram below. Write the letters in the correct boxes to show the plot of the story.

a

Your next talk about gravity will start at 9 a.m. on the first of April—April Fool’s Day. Why don’t you...

b

I’ve got an idea.

c

I have no idea.

d

You just played a joke on us.

I obeyed your instructions but didn’t float in the air!

e

The planets Jupiter and Saturn are very close to each other this morning. This will reduce the gravity of the Earth. If you jump into the air at exactly 9:47 a.m.,...

B Write a short story about Patrick Moore. Use the information in A to help you.

Floating listeners

Sir Patrick Moore was a well-known astronomer with a good sense of humour. Like many scientists, he enjoyed playing harmless jokes on people. Some years ago, he received an invitation to give a series of talks on the radio. One day, at the end of his talk, the host said _____

Over the next few days, _____

However, on his way to the radio station on 1st April,

He arrived at the station and

At the end of his talk _____

A few minutes after 9:47 a.m.,

More practice

Einstein and the little girl

One afternoon, Einstein was walking home from work. At the same time, a 12-year-old girl was walking home from school. They were soon walking side by side. The girl looked at him *curiously* from time to time.

“Pardon me,” the girl said, “but you look just like Albert Einstein.”

“That’s because I am Albert Einstein!” Einstein said.

“I don’t believe you.” the girl said. “Everyone knows that Einstein is a genius. But you’re wearing your sweater backwards, so you can’t be very clever.”

Einstein began to laugh.” You’re the first person to be so honest with me,” he said to the girl. “It’s a pleasure to hear someone tell me the truth about my look.”

After that day, the girl often went to visit Einstein’s house after school. One afternoon, the girl’s mother went to visit Einstein. She asked him why he spent so much time with her daughter.

“Our friendship is easy to explain,” Einstein said.” Your daughter tells me the truth about my look and brings me cookies. In return, I help her with her Maths homework.