交往互动式教学设计

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| 课题  | Unit8 How are you? | 教时 | 第1课时 |
| 日期 | 5月30 日 |
|  教学目标：  （1）能听懂、会说，会读句型： This is…speaking. May I speak to…? I’m sorry to hear that. How are you? I’m fine, thank you. See you tomorrow. See you.（2）能听懂、会说，会读词汇：come to school, cold, fever.（3）能听懂、会说，会读，会写：cold fever（4）能力目标：能用英语打电话。( 5 )情感目标：培养学生关心他人的品质。 | 重点与难点 | **教学重点：**1. 能听懂、会说，会读句型：  I have a cold and a fever.She has a cold and a fever.2. 能听懂、会说，会读，会写： A cold a fever   |
| **学情分析：** **1、教材分析：**本课是译林牛津教材四下Unit 8 How are you?的第一教时内容，主要学习story time内容。本节课围绕How are you?这一话题展开教学活动。本节课主要以打电话的形式呈现老师对学生健康状况的询问和关心，并结合了上一单元 What’s the matter?这一话题进行新旧知识点的衔接与整合，并学会对他人表示关心。Story time呈现的是杨玲生病在家并两次与Miss li 通电话的场景。第一个电话是杨玲打给Miss li请假，第二个是Miss li 打给杨玲询问病情。 **2、学情分析：**在学习本课之前，学生已经掌握了一定量的词汇，例如ill, cold等，学生也能简单运用what’s the matter? This is …speaking.等句型。在经过第七单元的教学之后，学生已经能运用英语在电话中进行简单的询问和关心，但是对生病的病情并不是很了解，需要在本课时进行授教。This is …speaking. May I speak to…的句型,如何具体运用也需要在本课继续加强巩固。 |
| 教 学 过 程 |
| 活动环节及预设目标 | 活动内容与呈现方式 | 学生活动方式 | 目标达成分析 |
| 通过日常交流带着学生进入课堂，并通过图片引导学生回顾之前所学内容 | 1. Free talk

How are you today? 2. Warm up< How are you>3. Let’s talkHow are you？ | I’m …Sing a song< How are you>I’m | 通过歌曲导入，复习以前句型，并且引出课题。 |
| 观看插图，cartoon等刺激性材料,理解并学习新句型 | 1.think and say Who is she?Where is she?What’s the matter with her? Who is she calling?Can she come to school tomorrow?2. watch the cartoon3.Let’s talk Who is Yang Ling calling? What’s the matter with her?Teach : a cold, a feverCan she come to school today?( read the book and find the answer )4. Read again and underline the answerWhat does Miss Li say when she knows? | She is …She is at home.She has…/ I have a...Miss liyeswatch the cartoon and think She’s …She is ill. She has a cold and a fever.No , She can’tI’m sorry to hear that. Take care. | 通过图片，让学生自主学习。教师辅助学生了解。通过观看cartoon进一步了解文本并解决问题。授读单词 |
| 拓展思维，提出意见。 | 1. Think and say Yang Ling has a cold and a fever. Do you have any good suggestions?. | Take some pillsStay in bedDink some waterGo to see a doctor. | 让学生学会用英语关心他人的品质。 |
| 通过阅读，引发期待行为，强化结构。通过合作及表演游戏，让学生熟练运用句型What’s the matter?以及应答句I’m …，同时给予同伴正确具体的帮助。 | **1**.Let’s read1. read after the computer
2. read after the teacher
3. read together

**2**. A telephone callHello, this is …speaking. May I speak to …How are you?What’s the matter?I’m sorry to hear that. Take care.**3**.Look and say1). What can you see from this picture?2). Who is Miss Li calling?3). Why Miss li making a telephone call with Yang Ling?If you are Miss Li, what will you say to Yang Ling? (make a dialogue with your partner)1. Watch and answer

Is Yang Ling ill in the afternoon?Can she come to school tomorrow?1).Let’s readread after the computerread with partner2).Show time Group work | Read in different waysMake a dialogueHello, this is …speaking.Miss li is making a telephone call.Yang Ling.She cares about her.Watch the cartoonNO, she is fine.  Yes ,she can.readwork with partner | 整班跟读，分角色朗读，强化结构。生生互动，分角色朗读，表演。自主观察图片，交流，老师辅助。观看卡通，并回答问题，加深对文本的印象。 |
| 提供材料，巩固新知，创设新情景。总结所学内容 | Make a new dialogue。总结 | Make a new dialogue | 加深文本句型的应用。培养互相帮助，互相关爱的品质。 |
| 1. 作业布置
 | 1. Read Story time after the tape for 5 times. Act it.2. Copy the new words 4 times3.Talk about some illness. |  |  |
| 板书设计 | Unit8 How are you? What’s the matter? I’m …. This is …speaking. May I speak to … I’m sorry to hear that. Take care. |
| 教学反思 |