交往互动式教学设计

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| 课题 | | Unit 6 An interesting country | | | | | 教时 | | 第一课时 | |
| 日期 | | 月 日 | |
| **一、教学目标：**  1 会听说读写单词 kangaroo, koala, Australian football,Sydney  2 能听懂、会说、会读、会写I/you/we/they/he/she’ll….  3 能流利的朗读课文。  4 通过学习课文能了解有关澳大利亚的知识 | | | | | | 重 点  与  难 点 | | 1.会听说读写单词 kangaroo, koala, Australian football,Sydney  2.能听懂、会说、会读、会写I/you/we/they/he/she’ll….  3.能流利的朗读课文。  4.能熟练运用will  5.复述课文 | | |
| **Teaching Procedures** | | | | | | | | | | |
|  | **Steps** | | | **Teacher’s activities** | **Learners’ activities** | | | | | **Purpose, Feedbacks &Aims** |
|  | Step 1  Warming-up  吸引注意，积累语言 | | | 1. Free talk   Where did you go ?  Did you go to foreign country ?  Do you want to know about foreign country?  Which foreign country do you know?  Do you know in which country there is a kangaroo?(教师做动作让学生去猜)  -What else animals do they have ?  OK .let’s go to Australia today , but before the lessons,how can you know about Australia? | Look at the aims in the screen.  Learn words:  领读，个别读  in Australian  koala. | | | | | 师生交流  全班互动指名口答 |
|  | 核心过程 | | Step2  Pre-task  导出目标，生成结构 | 1. T: In Mike’s class,the students will learn about Australia ,too. They want to find out about this country before the lessons. But how can they know about Australia ?Let’s watch the cartoon and find the answers.   How can they know about Australia?  Ask Ss to learn some new words and drills in a situation.   1. Learn the new words   :Australian football  Sydney | Read and think .  Then try to answer the teacher’s questions  (Self think) | | | | | 指名学生回答。  教师评价。 |
| Step3  Task 1  回忆相关知识，初步运用结构 | 1. 听录音，学习课文第一部分   教师播放课文第一部分的录音，要求学生捕捉关键词，了解四个人物查阅因袭的方式，然后完成表格。   |  |  | | --- | --- | | Who | How | | Mike |  | | Wang Bing |  | | Liu Tao |  | | Yang Ling |  | | Listen carefully.  Then think the questions , and talk about it with your partner.  (pair work)  Talk about good habits from the pictures.  (self think and pair work.) | | | | | 学生两两谈论，小组展示，其他组评价。  四人一组讨论，形成最终答案，指名展示. |
| Step4  Task 2  呈现刺激材料，活用结构 | 1. 阅读课文第二部分，理解大意   安排学生独立阅读课文的第二部分，并设计问题检测他们的理解情况。如：  Where is Liu Tao?  What is Liu Tao doing?  What does the article talk about?  Do you think Australia is an interesting country?  可以要求学生完成书60页的Read and write 活动 | Students watch the pictures and think over.  （single work）  Try to discuss with partners.  （pair work）  Talk about them with your partners.  Group work. | | | | | 独立阅读思考指名回答。  同伴两两交流，然后互纠。  全班齐读;小组角色读，个别组展示，其他组评价 |
| Step5  Task 3  引发期待行为，强化结构 | 1. Read the passage after the tape .   完成书60页的True or false   1. 复述课文第一部分   可以用问答的形式要求学生复述，同时操练一般将来时的肯定句。  T: How will Mike find out about Australia?  S1:He’ll ask his e-friend in Australia.  T：What about Wang Bing?  ......  3小组活动： 介绍澳大利亚  4 拓展活动：我是小导游  要求学生任意选择英国、美国和加拿大中的一个国家查阅资料，了解一些主要信息，以小组形式仿照课文的第二部分，给出书面介绍。 | Think, discuss and answer  Work in pairs | | | | | 同伴两两交流，然后互纠。  教师指名学生反馈  其他学生发表不同意见 |
|  | Step6  Post–task  提供反馈评价，巩固结构 | | | 1. Read the story.  2. Try to retell this story and write it down.  3. 完成课课练第一课时练习。 | Self think and group  Work. | | | | | 同伴两两交流，然后互纠。小组交流并展示，其他组评价。 |
| 板书设计 | | | | Unit 6 An interesting story (Story time)   |  |  | | --- | --- | | Who | How | | Mike |  | | Wang Bing |  | | Liu Tao |  | | Yang Ling |  | | | | | | | |

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| 课题 | | Unit 6 An interesting country | | | | | 教时 | | 第二课时 | |
| 日期 | | 月 日 | |
| **一、教学目标：**   1. 能听说读写人称代词和will的缩写形式 2. 能了解构成一般将来时的时间状语   能用一般将来时写一段话 | | | | | | 重 点  与  难 点 | | 1能听说读写人称代词和will的缩写形式  2能了解构成一般将来时的时间状语  3.能熟练运用一般将来时的时间状语 | | |
| **Teaching Procedures** | | | | | | | | | | |
|  | **Steps** | | | **Teacher’s activities** | **Learners’ activities** | | | | | **Purpose, Feedbacks &Aims** |
|  | Step 1  Warming-up  吸引注意，积累语言 | | | Step 1 Revision  Do you know about something about Australia ?  How will Mike know about Australia ？  How about Wang Bing / Liu Tao /Yang Ling ?  Present the pictures of Story time.  复习课文内容，看图集体复述课文。 | Answer the teacher’s questions(Self think)  Look at the pictures  Tyr to retell. | | | | | 根据提问，回答。  看图复述课文。 |
|  | 核心过程 | | Step2  Pre-task  导出目标，生成结构 | 呈现grammar time中的第一个板块  a. Read the sentences.  b. Try to find out the rule.  Let’s look at the blackboard .there are some sentences .Read them first and then think what can you find ?  When can we use simple fulture tense ?  --tomorrow ,next…  把Grammar time 的句子呈现在黑板上，然后让学生归纳将来时的特点。 | Answer the teacher’s questions  (Self think)  Read the short passage and complete the passage. (Self think)  （pair work） | | | | | 指名回答  个别补充  独立阅读思考并完成  同桌交流  指名交流 |
| Step3  Task 1  回忆相关知识，初步运用结构 | 再读课文，理解一般将来时要求学生再读课文，划出所有用一般将来时态的句子，进一步理解句子含义 | Read and think | | | | | 独立阅读、思考  指名交流 |
| Step4  Task 2  呈现刺激材料，活用结构 | 设计练习，操练一般将来时  给出若干句子，要求学生用由will构成的一般将来时改写。  1.He usually goes to school by bike. (tomorrow)  2.He visited London last year. (this winter)  3.Mary is having a dancing lesson. (next Saturday)  4.Mr Green often tells us about his country. (next time) | Think and talk  (group work)  Circle the changeable words .  Find the rule | | | | | 独立思考  组内讨论 |
| Step5  Task 3  引发期待行为，强化结构 | 1. Well done .I know something about China .the weather is fine .People like playing table tennis and so on .Do you know some other places ?  let’s finish the table.教师先说一个地点，交代这个地方的天气，有趣的运动，有趣的城市，有趣的地方，再引导学生了解别的国家，在此基础上完成fun time 环节中的第一部分。 | Finish the exercises by themselves.  (Self think)  （pair work） | | | | | 学生两两谈论，小组展示，其他组评价。  四人一组讨论，形成最终答案，指名展示 |
|  | Step6  Post–task  提供反馈评价，巩固结构 | | | Finish the exercise on page 62  Write a passage .  学生模仿范文，自己写一段话。 | Think and write | | | | | 独立思考写作  四人一组讨论、交流  教师评价 |
| 板书设计 | | | | Unit 6 An interesting country  I’ll  You’ll  We’ll  They’ll .......... tomorrow / next week / next month/ next year.  He’ll  She’ll | | | | | | |

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| 课题 | | Unit 6 An interesting country | | | | | 教时 | | 第三课时 | |
| 日期 | | 月 日 | |
| **一、教学目标：**  1. 学生能熟练地用所学语言复述Story time内容。  2. 学生能知道字母组合air在单词中的读音。  3. 学生能自主阅读cartoon time内容, 理解并能朗读、表演故事。  4. 学生能运用所学句型编写对话，通过合作进行表演。 | | | | | | 重 点  与  难 点 | | 1.学生能知道字母组合air在单词中的读音。  2.学生能自主阅读cartoon time，读懂内容，体会乐趣，提高自主阅读能力。 | | |
| Teaching Procedures | | | | | | | | | | |
|  | Steps | | | Teacher’s activities | Learners’ activities | | | | | Purpose, Feedbacks &Aims |
|  | Step 1  Warming-up  吸引注意，积累语言 | | | What will you do next week ?  通过Free talk融洽课堂气氛，通过复述，复习上节课的知识。从而能很好的进行导入。  When I was a child ,I want to be a doctor ,but now I am a teacher .  What do you want to be ? | Answer the teacher’s questions(Self think) | | | | | 生生互动  师生互动 |
|  | 核心过程 | | Step2  Pre-task  导出目标，生成结构 | 1 Cartoon time  a. Do you know Billy ?  what does he want to be ?  b. Read it by themselves carefully and underline the sentences.  c. Listen to the tape and answer the question:  What does billy like ?  Where does find out about cooking ?  What will billy cook ?  Is he a good cook ? | Let’s watch the cartoon and find the answer.  Answer the question: Listen and read this cartoon together.  Pay attention to the intonation.  Dub for the cartoon. Practice in groups of three.  Act out the cartoon.  With books.  Without books.  Add your own words.  Summary  What do you learn from this cartoon? | | | | | 四人一组，合作交流  全班互动交流  评出最佳组 |
| Step3  Task 1  回忆相关知识，初步运用结构 | T：What do you know about Australia?  S: .......  T:Look at the blackboard ,there is something about Australia,let’s read  it .  T:Can you find out the pronunciation of “air”?  T:Can you find other words ? | Look at the blackboard ,then ask and answer  学生读soundtime 里面的句子，总结字母组合air的发音规则。 | | | | | 独立思考小组内同伴交流展示，互帮互纠。指名某组向全班交流。 |
| Step4  Task 2  呈现刺激材料，活用结构 | Listen to the part of Sound time. Read after the tape.  Read this part in groups.  Have a competition. | 跟读，组内读。 | | | | | 教师与一生先作示范  指名组交流 |
|  | Step6  Post–task  提供反馈评价，巩固结构 | | | 1. Read Cartoon time. 2. Copy the story.   3. 完成课课练 | 布置作业 | | | | |  |
| 板书设计 | | | | Unit 6 An interesting country  1 What does Billy like?  2 What does he want to be?  3 Where does he find out about cooking?  4 What will Billy cook?  5 Is he a good cook? | | | | | | |

交往互动式教学设计

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| 课题 | | Unit 6 An interesting country | | | | | 教时 | | 第四课时 | |
| 日期 | | 月 日 | |
| **一、教学目标：**  1. 能正确完成checkout time 练习。  2. 能正确理解和运用一般将来时。  3 通过查找资料，了解一些国家的名胜景点和风俗文化。  4. 能对照Ticking time 的三个目标进行客观的自我评价。 | | | | | | 重 点  与  难 点 | | 能正确运用will句型讨论将会发生的事情。 | | |
| **Teaching Procedures** | | | | | | | | | | |
|  | **Steps** | | | **Teacher’s activities** | **Learners’ activities** | | | | | **Purpose, Feedbacks &Aims** |
|  | Step 1  Warming-up  吸引注意，积累语言 | | | **Step 1** .Warming up  T: How does Mike/ Wang Bing/ Liu Tao /Yang Ling know about Australia?  S: ...  T: Who can say something about Australia?  S: .... | Free talk with the teacher. | | | | | 师生交流  全班互动指名口答 |
|  | 核心过程 | | Step2  Pre-task  导出目标，生成结构 | T: Good job,boys and girls.But do you know something about the other foreign countries?  S1: Yes. ....  T让学生读Culture time,使其了解其他有关国家的名胜 | Think ,watch and answer the teacher’s questions  (Self think) | | | | | 利用书上的图片，指名个别组进行全班交流  教师和学生适当评价。  指名读，其它学生和教师评价 |
| Step3  Task 1  回忆相关知识，初步运用结构 | 1. Check the answers. 2. Read this part. | Read and check. | | | | | 教师多媒体呈现其中两幅图，学生感知并思考 |
| Step4  Task 2  呈现刺激材料，活用结构 | 1. Talk about the picture.   T: Boys and girls, I’ll ... What will you do tomorrow?  Ss:I’ll ....  T: You’ll do many things tomorrow. First, you’ll ... . Then, you’ll... .  T: Please talk about it in two.  学生两人一组谈论  Write a passage. | Talk about the picture.  学生两人一组谈论  Write a passage | | | | | 指名回答，其它学生和教师评价  指名小组展示，其它学生和教师评价 |
| Step5  Task 3  引发期待行为，强化结构 | 学生四人小组开展评论  1 Can you say anything about Australia? Please say something .  2 can you use”will” to talk about the future? Please say something” What will you do tomorrow?  3 Do you know the sound of “air” ? Please say some words. | Talk about in a group. | | | | | 同伴两两交流，然后互纠。教师指名学生反馈其他学生发表不同意见 |
|  | Step6  Post–task  提供反馈评价，巩固结构 | | | 1. Read P66   完成课课练 | Finish the work and respond it | | | | |  |
| 板书设计 | | | | Unit 6 An interesting country  A:What will you do tomorrow?  B: I’ll do many things tomorrow.  First, I’ll ...  Then, I’ll... | | | | | | |