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| 2018.5.4 | 8B U4 Reading1 | 新桥初级中学 | 杨颖子 |
| Teaching objectives:   1. To teach a general idea about the book — Gulliver’s Travels 2. To get specific information about the extract from the book 3. To learn to appreciate literature work 4. To learn the new words and expressions 5. To learn reading skills   Teaching difficulty:  learn to appreciate literature work | | | |
| Procedure | Teacher’s  activities | Learners’  activities | Feedback  &Aims |
| Step1  吸引注意，积累语言 | Lead-in  What types of books have we learnt?  To improve English ,which is the most helpful?-Literature  What should we do when appreciating a novel? | Ss review what they learnt yesterday | 回顾上节课所学，引入本节课主题 |
| Step2:  导出目标，生成结构 | Task1: **Learn background information**  **Task 2: To be a curious reader**  1.Look at the pictures and predict what happened.  2.learn new words and phrases through the pictures  3. Match the words with meanings in B1 | Ss learn the background information of this novel  Ss predict what happened  Ss look and learn new words  Ss finish alone and check answers in pairs | 任务一：了解小说的作者和背景  读前预测文章，训练阅读技巧，做有好奇心的读者  通过图片和文字的呈现，学习新词，输入语言。  完成书上练习，两两核对答案。 |
| Step3  回忆相关知识，初步运用结构 | Task3: **Be a logic reader**  1.Skimming: Read the title and find the main idea  2.Scanning:Find the “5W “ in a story  **who, when, what ,why, how**  **Task4: Be a careful reader**  1.Read P1-2 together and answer  (1) What did Gulliver do after the ship crashed against the rocks?  (2) Why did Gulliver sleep on the beach?  (3) Could he move when he woke up? Why?  Deep thinking: Why would the tiny people tie Gulliver to the ground?  2.Read P3 by yourselves and and find out the verbs (动词)  3. Read the sentences with different emotions  Deep thinking: If you see such a tiny person, how will you feel?  4. Listen to P4-5 &fill in table  **Deep thinking：Are tiny men afraid of Gulliver?** | Ss skim and find main idea  Ss scan and fill in the table in pairs  Ss read the passage carefully and do different tasks to understand the passage  Check answers in pairs or in groups  Think deeply about the emotions of the charaters and the writing styles | 通过skim & scan 训练阅读技巧，做个有逻辑的读者  学生分段细读文章，完成不同的练习，两两呈现或小组呈现。  深入思考文学作品中的人物情感和作者写作意图。 |
| Step 4  呈现刺激性材料，活用结构 | Watch the flash and Match the events with causes in B2  **Task5:Be an imaginative reader**  Fill in blanks from tiny men's view | Ss finish B2  Check answers in pairs | 完成书上练习，巩固所学  活用语言，完成语篇练习 |
| Step5  Post-reading  引发期待行为，强化结构 | **Analyze characters(分析人物): Discuss in Groups**  A:I think Gulliver is …because…  B: From the sentence.. I can see Gulliver is…  C: It is … of the tiny men to…because…  D: Tiny men are…  for example, they… | Ss discuss and analyze the characters’personalities | 训练思维，做一个有想象力的读者。  从文中的句子分析人物性格 |
| Step6  提供反馈评价，巩固结构 | **1.Creative writing ：Use imagination**  If you are Gulliver, could you run away at last?   1. Emotional education   A good read is a good friend!   1. Homework   1)Retell the story  2) Creative writing：Could Gulliver run away at last?  3)Continue reading Gulliver’s Travels . | Ss write on their own and check in groups  Ss learn to love reading and appreciate literature | 写作：想象Gulliver是否能逃脱，如何逃脱  让学生喜爱阅读，学会欣赏文学。 |
| Unit 4 A Good read  Reading1  New words& phrases    Task1: Learn background information  Task2: Be a curious reader  Task3: Be a logic reader  Task4: Be a careful reader  Task5: Be a imaginative reader  Crash against 碰撞  Be tired out 筋疲力尽  Be tied to 被绑住  Stomach n. 胃  Tiny adj.小的  Continue v.继续  Manage to do 设法做  Fall over 摔倒 | | | |