交往互动式教学设计

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| 课题 | | | | Unit7At weekends（Story time） | | | 教时 | 第一课时 | |
| 时间 | 11月 日 | |
| 教学目标:   1. 通过师生交流，聚类呈现已学周末活动词组，提高语言逻辑思维力与想象力； 2. 通过歌曲导入课题：weekends，初步感知频率副词always,usually,often,sometimes； 3. 通过观看卡通，初步了解文本人物的周末活动；通过精读与深读，培养学生获取文本详细信息的能力，理解文本的深层含义； 4. 通过同桌对话交流的形式，学生能概括文本信息，活用词汇、句型； 5. 通过听、读、讲述文本，学生能加深文本信息的理解，形成语感，强化记忆文本内容，为语言输出做铺垫； 6. 通过文本话题的延续，介绍自己与朋友的周末活动，进一步巩固本课所学词汇与句型；同时欣赏美国学生的周末活动，丰富学生的国外视野。 | | | | | | | | | |
| 重点难点 | | 1. 能听懂、会说、会读单词：at weekends, grandparents, play with, very much, chat, Internet, go to the cinema等；   2.学生通过观察图片、精读、深读课文，了解文本人物的周末活动，并能正确理解对话内容，朗读对话，初步表演对话。 | | | | | | | |
| **教学过程** | | | | | | | | | |
| **时间** | **活动板块** | | | | **活动内容与呈现方式** | **学生活动方式** | | | **交流方式** |
| 5  min | Step 1  Warming-up  吸引注意，积累语言 | | | | **1. Free talk**  **2. Enjoy a song**  Q1:How many days are there in a week?  Q2:What are they?  Teach: weekends  揭题: At weekends  **3.Talk about my weekends.**  I always read books.  I usually chat on the Internet.  I often go to the cinema.  I sometimes go camping.  Teach:always often  sometimes | **1.Free talk**  **2.Sing a song &answer**  (class work)  Ss review the week.  Learn: weekends  3.Learn: always  often  sometimes  (group work) | | | 歌曲创设氛围，师生交流，导出主题weekends，  根据教师结合日历描述周末活动，学生初步感知频率副词。  **达成目标1**  四人一起读，相互评价，教师纠错。 |
| 25 | 核心过程 | | Step2  Pre-task  导出目标，生成结构 | | **4. Revision**  Talk about the activities at weekends  A: What do you do at weekends?  B: I always/ usually /often / sometimes… | 4.Talk about the weekends  (pair work) | | | 采取生生交流的形式巩固频率副词及周末活动词组，导入目标，生成结构。  **达成目标2** |
| Step3  Task 1  回忆相关知识，初步运用结构 | | **T1:Look and guess**  What questions can you ask?  **T2: Watch and tick**  Q1: What do Su Hai and Su Yang do at weekends?  Teach:visit grandparents  play with  **T3: Read and choose**  What does Helen do at weekends?  What does Mike do at weekends?  **T4: Read and circle**  Circle frequency words | **T1:Look and guess**  Ss ask the questions  **T2:Watch and tick**  Ss finish task1 on the paper sheet  Learn: visit grandparents  play with  Ss: usually,often  Ss answer the Q3  **T3:Read and circle**  (Self do & pair work )  **T4:Circle and then say**  Circle and say frequency words | | | 通过观看图片，初步预测文本。  **达成目标3**  通过听读了解文本人物的周末活动。  精读与深读活动，帮助学生了解。  Su Hai, Su Yang,  Helen, Mike周末的活动及频率.  教师生成资源：Q2:How often do they do these things?  Q3:Do you often have dinner with your grandparents?  **达成目标3** |
| Step4  Task 2  呈现刺激材料，活用结构 | | **T5:Ask and answer**  A: What do/does ... do at weekends?  B: They/He/ She...  A: What about...? B: He/ She... | Introduce Su Hai, Su Yang, Helen, Mike’s weekends  (pair work) | | | 两人展示。  同桌问答文本人物的周末活动，激活学生思维，活用词汇、句型。  **达成目标4** |
| Step5  Task 3  引发期待行为，强化结构 | | **T6: Reading time**  1)Read story time after the tape.  2) Choose one way to read  3）Retell the story | Read story time (class work)  Read in roles  Tell the story (pair work) | | | 整班跟读，强化结构。小组讲述文本内容，组间评价。  **达成目标5** |
| 10  min | Step6  Post–task  提供反馈评价，巩固结构 | | | | **T7:Output**  1)Introduce your and your friend’s weekends  2)Enjoy some pictures about American students’ weekends  3)Assign the homework  1)Finish the mind map after class;  2)Talk about your and your friend’s weekends. | Introduce your and your friend’s weekends.(pair work)  Enjoy some pictures. | | | 通过介绍自己与朋友的周末活动，进一步巩固本课所学词汇与句型。  通过欣赏美国学生的周末活动，丰富学生的国外视野。  **达成目标6** |
| 板书设计 | | | | | **Unit7At weekends**  QQ图片20171207134839 | | | | |
| 教学反思与重建 | | | | |  | | | | |