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| **学科** | 英语 | 主备人 | 陈雅丽 | | 执教者 | 陈雅丽 | **上课时间** | | 2021.4.6 |
| **课题** | 8A Unit1 Best friends --Reading（Ⅰ） | | | | 课型 | 新授阅读课 | **课时** | | 第一课时 |
| 1. **教学内容分析**   本课围绕“朋友”这一主题展开，要求学生在理解课文大意的基础上，学会用英语介绍自己的好朋友，并适当介绍一些阅读技巧，让学生针对不同的阅读人物采用相对应的阅读技巧，帮助学生捕捉有关人物外貌与性格特征的信息。 | | | | | | | | | |
| 1. **设计思路**   本节阅读课以《课标》为引领，设计了两条主线。  在活动设计上，创设了“帮助张编辑评选最佳文章”的情境，先通过系列任务，训练学生的记忆、理解等浅层思考的能力。其次，通过“作者为什么写”、“如何写”、“写得怎么样”等问题，训练学生推断、分析、评价等高阶思维。在评价过程中，引入“facts”与“opinions”两个概念，帮助学生更好地对文本进行赏析，并为后续描述他们自己的朋友打好基础。最后，通过作业中的写作任务，帮助学生进行文本迁移与运用，培养他们的创造力。  在对主题意义的探究上，不仅让学生通过学习了解了如何描述好朋友的外貌和品质，更是让他们深入思考：“自己如何才能拥有好朋友”,从而推进其对“人与社会”这一主题语境的理解。 | | | | | | | | | |
| 1. **教学目标：** 2. 理解文章大意，学会用形容词等来介绍人物外貌与性格特征； 3. 让学生运用“facts”、“opinions”等概念对文章进行评价； 4. 让学生对“朋友”这一主题进行深入理解，培养正确的交友观。 | | | | | | | | | |
| **四、教学重难点：**  重点：进一步通过阅读技巧的训练，帮助学生理解文章大意；  难点：1.通过本课的阅读教学，发展学生学习理解、应用实践、迁移创新等能力。  2.以语篇为依托，对“人与社会”这一主题语境进行探索。 | | | | | | | | | |
| **五、教学准备 ：**multimedia、a video called *Luca* | | | | | | | | | |
| **教 学 过 程** | | | | | | | | | |
| **教师活动** | | | | **学生活动** | | | | **设计意图** | |
| **Step1:lead -in**  Play a video called *Luca* | | | | Enjoy the video | | | | 引入话题“best friends” | | |
| **Step2: Presentation**  Ask :What qualities does Luca have? | | | | Guess and answer | | | | 呈现部分与主题密切相关内容的新单词：share with、generous、humor、bored 等。 | | |
| **Step3:While reading**  Task1:Scanning  Ask：Why do the students write about their best friends？  Offer tip1:Don’t miss the small characters in the beginning  Task2:skimming  Ask:What are the friends’ names？  Task3:Careful reading  1：ask、check and explain.   1. Betty always gives her seat on the bus to\_\_\_\_\_. 2. \_\_\_\_small round glasses makes him look smart.   （3）Max is so interesting and\_\_\_\_\_\_\_\_\_ that I never feel bored with him.  2:Teaching sth. about Betty   1. )What does she look like? 2. How is she? 3. What does she want to be in the future? 4. What does each paragraph tell us about?   3.Teaching sth.about Max and May   1. Showing how to evaluate an article   Ask:（1）What does the writer want to tell us in this paragraph?  （2）What else does he say?Why?  （3）The writer uses some facts to support the opinions.  （4）What do you think of these facts?  （5）Can you find more facts in the 3 passages?  **Opinions** **Facts**  Betty is generous.  She is helpful.  Max has a sense of humor.  May is pretty.   1. Exploring the hidden meanings by asking:   (1)Why can we become friends even though（尽管）May is shorter than me？  (2)Can we make friends only with those tall/pretty people？  **Step4：Post Reading**  1:Pair work  Who would you choose as your best friend, Betty, Max or May? Use B4 as a model.  2.Discussion  What can we do to have best friends?   1. Evaluate   What is a good article？  **Step5：Emotional teaching**  Friendship is like a flower.If there is a seed of love and care in your heart,it will bloom forever. | | | | Scan and answer  Skim and answer  Read silently and finish in the blanks  Read loudly and answer  Know the main idea of each paragraph.  Work in pairs and fill in the blanks.  Discuss and answer  Read about May’s looks and answer  Oral practice  Discuss  Voice their opinions  Read and memorize | | | | 1. 创设“帮助张编辑评选最佳文章”的情境； 2. 为后续“评价”活动做铺垫。   对文章进行整体感知。  进一步对文章进行感知，了解更多的细节信息，为后续细读打下基础。同时，wearing、humorous等词的设置，考察了学生对相关词汇的灵活使用。   1. 了解有关Betty的信息； 2. 知道从“外貌”、“性格”、“未来计划”等方面来谈论朋友，为后续合作学习打下基础。   让学生合作完成任务型表格，帮助他们掌握有关Max和May的相关信息。  帮助学生通过“生动的事实支撑观点”这一角度，对文本进行赏析。  对“好朋友的品质”进行初步探索。  对文本信息进行回顾。  对主题进行深入探究，明晰：我们不仅要珍惜朋友的珍贵品质，同时也要容纳对方的缺点，这样才能够获得真正的友谊。  知道好文章的标准：清晰的结构+生动的语言+好的标题。  对主题进行升华。 | | |
| **家庭作业** | 1.Write a passage about your best friend.  2.Try to make yourselves the best friends of others. | | | | | | | | |
| **板书设计** | **Unit1 Best friends**  **Reading(Ⅰ)**  bright straight  pretty  kind  never says bad words  true friends  slim  helpful  homework  seat  generous  share with  singer  the tallest  walk past  a sense of humor  never bored  future plans  looks  personality  accept bad  sides  good qualities | | | | | | | | |