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| 学校 | 新桥初级中学 | 班级 | 八（1）班 | | 执教 | | 顾娟娟 |
| 课题 | 8B U7 Reading1 An interview with an ORBIS doctor | | | | | | |
| 教学目标 | 1、用视频创设情景，引出话题ORBIS，在情境中学习相关单词和短语，为阅读扫清障碍。  2、根据文章标题，预测文本内容，为阅读作准备。  3、速读全文，了解对话主要涉及的问题及框架结构；细读文章，抓住文本中的数字及一些形容词，来揣测作者意图和情感，通过推测重点字词如：these cases；afford的词义，获取不同的阅读技能。  4、通过创设ORBIS请求帮助的情景，联系生活，对话题进行讨论，活用结构。  5、朗读文本，运用所学知识对文章进行转述，通过填词练习，强化结构。  6、通过谈一谈ORBIS，对所学内容进行语段输出，并对学生进行情感的培养。课后要求学生以书信形式写一封志愿者申请信，强化语言，进一步巩固结构。 | | | | | | |
| 重点、难点 | 1. 通过师生互动和生生互动，熟练掌握本课重点词汇、句型及文章结构。   2、指导学生运用所学知识，写一封志愿者申请信。 | | | | | | |
| Procedure | Teacher’s activities | | | Students’ activities | | Interactions & aims | |
| Step1  吸引注意,积累语言. | 1. **Warming-up**   Watch a video and say something about ORBIS.   1. **Presentation**   Learn the logo of ORBIS**.**  **Activity1**: Match new words with their meanings. | | | Watch a video  (Class work)  Say something about ORBIS  (single work)  Learn new words and match new words with their meanings.  (single work) | | 通过视频，学生初步了解奥比斯，并引起学生学习兴趣。  在学习奥比斯标志的同时，积累语言，为对话的解读做铺垫。学生回答，教师评价。  (达成目标1) | |
| Step2  导出目标,生成结构. | **Task1: Prediction**  **Talk about the interview**  If you are the interviewer, what will you ask? | | | Predict what the interviewer will ask.  (pair work) | | 学生预测对话内容，展开联想、猜测等积极思维，并用“W”疑问词提问。学生回答，教师评价。  (达成目标2) | |
| Step3  回忆相关知识，初步运用结构 | **Task2**: **Skim**  **Activity1:** Go through the interview and answer.   1. How many questions does the interviewer ask? 2. What are they?   **Activity2:** Match the main idea with questions.  **Task3**: **Scan**  **Something about blindness**  **Activity1:**Read Q1 by yourselves and finish the form.  **Activity2**:Read Q2-3 silently and Find answers to 4”W”.  **Activity3:**Listen Q4 and finish the table.  **Activity4:**Read Q5 together and answer. | | | Go through the interview and answer two questions.  (pair work)  Match the main idea with questions.  (pair work)  Read Q1 and finish the form.  (single work)  Read silently and answer 4 ”W”questions.  (pair work)  Listen Q4 and finish the table.  (single work)  Read Q5 together and answer.  (class work) | | 快速浏览对话，  了解采访涉及的问题。学生合作，一问一答，教师评价。  将问题归类，了解文章框架结构。学生回答，教师评价。  Deep thinking/Tips  学生回答，教师评价，交往互动，教师引导学生深入思考。通过指代上下文，猜测词义。  Tips  默读文章，猜测词义，深入思考。学生回答，教师评价。  Deep thinking/Tips  听读结合，交往互动，分析人物品质，体会人物情感。学生回答，教师评价。  (达成目标3)  齐读文章，学生回答，教师评价。 | |
| Step4  呈现刺激性材料，活用结构。 | **Task4**: **Make up a dialogue**  What can we do to support ORBIS? | | | Talk in groups  (group work) | | 在组内交流，合作的基础上，四人展示对话。教师评价。归纳核心词汇和句型。  (达成目标4) | |
| Step5  引发期待行为，强化结构 | **Task5:** **Consolidation**  **Activity1:**Read the passage again and help the interviewer finish the introduction to ORBIS. | | | Read the passage and help the interviewer finish the introduction to ORBIS.  (pair work) | | 阅读全文，独立完成语篇填词练习，组内交流、合作的基础上，两人展示，教师评价。巩固词汇的用法。  (达成目标5) | |
| Step6  提供反馈评价，巩固结构 | **Task6: Output**  Say something about ORBIS  **Teacher’s hope**  **Homework:**  1.write an application letter and send it to ORBIS website chn.orbis.org  2. Try to search more information about ORBIS and other international charities. | | | Say something about ORBIS  （group work) | | 组内讨论，三人呈现，教师评价。提炼核心语言。  情感升华  (达成目标6) | |
| 板书设计 | Unit7 Reading1  An interview with an ORBIS doctor  New words: blindness; patient; on board; operation; cure; afford; be operated on  Personality: kind; hard-working; helpful; selfless; responsible; warm-hearted | | | | | | |
| 教学反思 |  | | | | | | |