**交往互动式教学设计**

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| 课题 | | Unit6 What time is it?(Story time) | | | 教时 | | 第1课时 | |
| 日期 | |  | |
| 教学目标：   1. 通过复习数字，学习并理解eleven, twelve的意思。 2. 通过情境，能会说、会读、会用句型日常交际用语：What time is it? It’s ... o’clock. It’s time for... 3. 通过观察图片，大胆猜测，学生能预测文本中人物谈论的内容，提高语言逻辑思维力和丰富想象力。 4. 通过结合文本内容，能听懂、会说、会读wake up, breakfast, hurry up，dinner, bed。 5. 通过开展自主阅读，能提升学生的阅读水平。 6. 通过教师的引导和帮助，能正确地理解并朗读对话内容，并分角色朗读和表演。 | | | | | | | | |
| Time | Procedure | | | Teacher’s activities | | Learners’ activities | | Feedback & aims |
| 7min | Step 1  吸引注意，积累语言 | | | 1.Warming up  (1) Listen to a song about numbers.  (2) What can you hear from this song? (Numbers)   1. Revision   Play a game: Magic eyes  (Review the numbers one to ten and teach eleven, twelve)  出示clock Lead in topic: time   1. Presentation   How to ask and answer time  出示句型：What time is it?  It’s ... o’clock. | | Sing with teacher (class work)  Ask and answer (solo work)  Review the numbers by playing a game.  Learn the words: eleven, twelve, clock, time  Ask and answer(pair work) | | 课前通过一首数字歌，调动学生的学习热情，同时也为下面的数字教学环节做好铺垫。  利用游戏复习数字1到10，并且引出11和12，从学生已有的知识进行建构，调动学生学习的积极性。  达成目标1  通过两两对话练习，操练本课重点句型。  What time is it?  It’s ... o’clock.  达成目标2 |
| 25  min | Step2  导出目标，生成结构 | | | Watch and choose  Watch a cartoon and choose the title of it. | | Watch and choose（solo work）  整体感知文本 | | 通过观看卡通，为课文选择合适的标题，让学生整体感知文本。 |
| 核心过程 | | Step3 While-reading回忆相关知识，初步运用结构 | T1: Learn the Pic1  1)Listen and complete  2)Look and guess  3)Read and follow  4)Do a role-play  T2: Learn the Pic2   1. Look and guess 2. Read and follow 3. Ask and answer   T3: Learn the Pic3&4   1. Ask and answer | | Complete the table(solo work)  Learn : breakfast  It’s time for...  wake up  Role play Pic 1 (pair work)  Learn : hurry up  It’s ... o’clock.  It’s time for..  He plays the Chinese chess, watches the TV... | | 让学生能在活动中初步理解生词，运用句型。  It’s time for...  达成目标2  通过仔细观察图片并展开想象，让学生能更好地理解文本和重点词组和句型。  达成目标3/4  通过问答活动和看图猜想，激发学生进一步学习文本的兴趣。 |
| Step4呈现刺激材料，活用结构 | 1. Read and complete   Read by yourselves and complete the table.  Work in groups to check the answers | | Read and complete(solo work)  Learn : dinner, bed  Check the answers (group work) | | 自主阅读，独立作业，提升学生的阅读能力。  达成目标5 |
| Step5  引发期待行为，强化结构 | T4:Reading time  1）Read together  Role play (pair work)  2）Do a role-play | | Read (class work) | | 整班朗读，两两角色扮演。  达成目标6 |
| 8min | Step6  Post–task  提供反馈评价，巩固结构 | | | T5:Think and say  What do you think of Liu Tao’s Day?  Why?  T6：Moral education  Homework:  1.read the story  2.talk about your day | | Discuss (group work) | | 小组讨论，老师总结，并进行拓展提升，进一步引导情感提升。 |
| 板书设计 | | | | Unit 6 What time is it?   |  |  | | --- | --- | | Liu Tao’s Day | | | Time | Time for | | 7:00 a.m. | breakfast | | 8:00 a.m. | class | | 6:00 p.m. | dinner | | 9:00 p.m. | bed |   eleven  11  twelve  12 | | | | |