**交往互动式教学设计**

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| 课题 | Unit 6 My e-friend | 教时 | 第一课时 |
| 日期 |  |
| **一、教学目标：**1.在e-friend主题情境中，学生能听懂、理解词汇e-friend, send, email, live, study, wait a minute等意思，能初步运用study和live的三单式转换，能听懂、会读、会说日常交际用语，如：Does he/she…? Yes, he/she does. /No, he/she doesn’t. 2.通过观察图片，学生能描述与文本相关背景信息，通过大胆猜测，学生能预测文中人物谈论内容，提高语言逻辑思维力和丰富想象力.3.通过开放性设问，学生能推测文本信息，快速捕捉主要人物Peter.通过精读，学生获取文本详细信息的能力，并能理解send an e-mail和wait a minute在文本中的含义。4.通过对话，学生能概括文本信息，激活思维，初步形成思维导图概念，活用词汇、句型并进行交流。5.通过听、读、小组讨论，学生能加深对文本信息的理解，形成语感，为语言输出做铺垫。6.通过e-friend的情境，从老师的网友过渡到文本中的Peter的信息，而后过渡到刘涛的网友，再到学生在俱乐部中自己想要找的网友，一步步强化提升对新句型运用的能力，学会用英语做事。在语言操练中，自我评价和评价他人，学会正确的评价方式。 |
| **教学过程** |
| **Time** | **Procedure** | **Teacher’s activities** | **Learners’ activities** | **Feedback & aims** |
| 10min | Step 1吸引注意，积累语言 | 1.Warming upSing a song:best friends forever2. RevisionTalk about your friendsReview the sentences:3. PresentationDiscuss the way to communicate with friends. | Sing with teacher (class work).What’s his/her name?/What subjects?/How old?/...(pair work)Use Wei Chat and QQMake a telephone callWrite letters，Send an e-mail（pair work) | 歌曲创设氛围，引出friends主题，讨论朋友，滚动已学句型。根据老师网友图片及信息，用已知句型描述网友Mary 。一人展示，补充说明email等联系方式，点题。达成目标1 |
| 20min | Step2导出目标，生成结构 | Talk about Picture 11)Look and sayWhat can you see in the picture? What does LT say?2)Guess and sayWhat does LT talk with Wang Bing? Does WB go and play football? | I can see Liu Tao and Wang Bing.LT wants to play football.Try to make a dialogue.（pair work）WB is sending an email to his e-friend .(sole work) | 引出本文两位主角，猜测刘涛会问什么问题,根据图片，与同桌交流他和王兵之间会说哪些内容。深入理解send an email 达成目标2 |
| 核心过程 | Step3 While-reading回忆相关知识，初步运用结构 | T 1: Try to askWhat do you want to know about WB’s e-friend Peter?T 2:Read and underlineExpect these Qs,Underline what else LT asks.T3:write and discussTry to say sth about peter | Ask Peter’s information what Ss want to know.(solo work)Ask some questions.(Group work)Finish Peter’s informationPeter is ...He is...years old. He lives in...He likes...He can...(pair work) | 学生单个询问想了解Peter的一些信息。小组合作获取刘涛想要知道peter的相关信息。小组合作学生完成peter的信息表。复述并生成结构达成目标3 |
| Step4呈现刺激材料，活用结构 | T4:Think and sayLT has an e-friend too.WB wants to know sth. about Tonny. | Ask and answer.Do a report.(Group work) | 四人对话展示，归纳并活用本课关键句型, 并适时评价。达成目标4 |
| Step5引发期待行为，强化结构 | T5: Reading time.Ask Ss to read with the tapeTry to read in different ways. | Read the st.(class work)Share the st.(group work) | 整班跟读并展示，评价。达成目标5 |
| 10min | Step6Post–task提供反馈评价，巩固结构 | T 6：Output:E-friend club1)Teacher shows T’s e-friend and e-friend wanted 2)Ask Ss to talk about their e-friends wanted.Homework1) Read the story.2) Introduce your e-friend wanted with classmates. | Read the passage about me and my e-friend.(class work)Talk about e-friends wanted.(group work) | 整读后提取Mary信息。小组代表展示网友信息，形成小语段输出，进一步引导情感提升。独立作业，拓展延伸，提升学生的写作能力。达成目标6 |
| 板书设计 | Unit 6 My e-friend Wei Chat and QQ...How old? Where ?What subjects?Peter What can?What ... like?wait a minutestudy |
| 教学反思 |  |