**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** |
| 10  min | Step 1  吸引注意，积累语言 | | | 1.Warming up  Sing a song:best friends forever  2. Revision  Talk about your friends  Review the sentences:  3. Presentation  Discuss 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 QQ  Make a telephone call  Write 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 |
| 20  min | Step2  导出目标，生成结构 | | | Talk about Picture 1  1)Look and say  What can you see in the picture?  What does LT say?  2)Guess and say  What 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 ask  What do you want to know about WB’s e-friend Peter?  T 2:Read and underline  Expect these Qs,  Underline what else LT asks.  T3:write and discuss Try to say sth about peter | | Ask Peter’s information what Ss want to know.  (solo work)  Ask some questions.  (Group work)  Finish Peter’s information  Peter 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 say  LT 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 tape  Try 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 |
| 10  min | Step6  Post–task  提供反馈评价，巩固结构 | | | T 6：Output:E-friend club  1)Teacher shows T’s e-friend and e-friend wanted  2)Ask Ss to talk about their e-friends wanted.  Homework  1) 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 minute study | | | | |
| 教学反思 | | | |  | | | | |