|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **总 课 题** | **Unit7 What a brave young man!** | | | **总课时** | **40min** | |
| **课 题** | Reading(1) | | | | **课型** | **阅读** |
| **教学目标** | **知识目标** | Vocabulary : brave, burn, fireman, nod, save sb from a fire | | | | |
| **能力目标** | 1. learn about a brave young man Lin Tao; 2. use proper expressions to describe dangerous situations; 3. infer the general idea of the article from its title and picture. | | | | |
| **情感目标** | 培养学生乐于助人的品质。 | | | | |
| **教学重点** | The same as the aims. | | | | | |
| **教学难点** | 1. Use proper expressions to describe dangerous situations.  2. Skim the text for overall meaning and scan for details. | | | | | |
| **课前预习** | Preview the new words.  Listen to the tape. | | | | | |
| **教学过程** | | | | | | |
| **教学环节** | **教 师 活 动** | | **学 生 活 动** | | | **备课札记** |
| Step1.  Warm-up  Step2 Lead-in  Step3.  Pre-reading  Step 4 While-  reading  Step 5  After-  reading  Step 6 Summary  Step 7  Homework | The teacher and the students greet each other.  T: Hello, boys and girls. Today we will learn Reading of Unit 7. (同时板书What a brave young man!) Do you want to be a helpful person like Spider-man?  T: With great power comes great responsibility. So we should use our abilities to help others. Today we are going to learn about a helpful young man called Lin Tao.  Task 1: New words  1. Learn new words  T: Look at the title first: What a brave young man! “brave” means “not afraid”.  T: Have you noticed Sunshine daily above the title? It means the passage is a piece of news from a newspaper. (教师领读单词brave、news、newspaper)  2. If there is a fire ...  T: What should we do if there is a fire?  S: We can shout for help.  S: We can also call 119.  S: We can run out of the building as quickly as we can.  T: When rushing out of the building, we can put a wet blanket over our body.  Task 2: Fast reading  1. Read and answer  T: Read the passage carefully and choose the right answer: What’s the main idea of the passage?  S: We should choose C. (教师板书save … from)  2. Divide the article into three parts  T: Let’s divide the article into three parts according to the three pictures. Which paragraph(s) is Part 1 Para 1  Part 2 Paras 2—3  Part 3 Paras 4—6  Task 3: Detail reading  1. Para 1  T: Please read the first paragraph and answer the questions:  (1) How old is Lin Tao?  (2) Why was he brave?  2. Para 2  T: Read Para. 2 after the tape and do the True or False exercise.   1. Lin Tao was at school alone on 10 May. 2. (2) He heard someone shouting “Fire! Fire! Help!”   (3) The 78-year-old Mrs Sun couldn’t get out of the bathroom because her left leg was hurt.  3. Para. 3  T: Read Para.3 after the tape, and put the following sentences in the right order. Describe how Lin Tao saved his neighbour with the structure “First …Then … Later ...”  4. Paras 4—6  T: Choose the correct answers while reading.  (1) Which part of his body did fire burn?  A. neck B. arms C. face  (2) How long did Lin Tao stay in hospital?  A. two days B. two months  C. two weeks  (3) What did many people give him?  A. Money B. flowers C. presents  (4) What did Lin Tao think of fire?  A. helpful B.dangerous C. Careful  Task 4: Thinking & practice  1. What do you think of Lin Tao?  helpful, brave, careful, clever  2. Act the dialogue out  T: A radio reporter interviewed Lin Tao because of his brave behaviour. Please make up a dialogue between the reporter and Lin Tao. Then I will ask some groups to act the dialogue out.  3. How to be careful with fire  The teacher makes a summary and asks the students to “Be careful with fire！”  1. Read and recite the conversation.  2. Make your own conversation about your school with your family.  members. | | Look and say.  Look and free talk.  .  Learn some new words.  Ask and answer.    Read and finish the exercises. | | |  |
| Retell.  Role play | | |  |
| **教学反思** | **本节课基本完成了预设的教学目标，学生学习并掌握了新闻报道的语言知识。但是在课堂各个教学环节的衔接上还是有些生硬和青涩，环节之间的过渡不够自然，有点“赶任务”。其中，思考文章的标题是否可以换成“a brave young 满”这一环节值得称赞，训练了学生的批判性思维。总之，想要真正上好一节吗英语阅读课绝非易事，我还要继续努力，吃透教材，吃透教法。** | | | | | |