

课题组活动记录

活动时间	2023.9.16	活动主题	理论学习
参加人员	黄蕾、包丽琴、陈琴、谢英、唐晓军、黄贤清、吴敏、羌凌霞、徐文洁、栾林玉、朱竹青、戚燕其		
研讨内容： <div>学习《范式式教学特征及要素》</div> <p>范式式教学是从广大中小学教师教育教学实践中总结出了一种教学主张，能有效推动学生教学转型。范式式教学具有生成性、发展性、真实性、包容性，创造性等多种特征。</p> <p>范式式教学具有生成性，是教学预设与生成的统一，让预设引发生成，使课堂成为学生观点争鸣、交流的地方以及产生新思想、新观点的所在，把教师和学生真实课堂情境中所产生的自己的思想、体验及其产生过程视为教学的本质与核心。范式式教学具有真实性，倡导真实性情境，有利于学生感受学科知识来源于现实生活，有利于学生在已有认知基础上自主建构知识，有利于引发思考和激发思维，有利于改进学习方式。范式式教学倡导的包容性，求真务实，使学生成为自主的、有反思能力的行为主体，彰显每个学生的价值和尊严，从而形成新的课堂文化。</p> <p>范式式教学重在提炼符合教育规律的课堂教学核心环节，展现灵活的课堂教与学的机制。范式式教学有四个基本要素：真实性情境、发展性任务、多元化意义协商、创造性应用。</p> <p>范式式教学提倡的“真实性情境”，引发“真问题”，实施“真探究”，习得“真知识”，生成“真智慧”，体验“真情实感”，使核心素养培育落到实处。真实性情境有利于感受知识来源于生活和已有认知基础上自主建构；有利于引出问题、激发思维碰撞；真实性情境有利于学生感受浓厚的学科氛围。</p> <p>范式式教学提倡的发展性任务是指教师根据课程标准的要求，从发展学生核心素养的视角出发，在深度解读教材的基础上，把课堂教学中达成的目标分解成若干梯度合理、结构鲜明、富有启发性和生成导向的学习任务。发展性任务贯穿于学生学习过程始终的实践活动。范式式教学提倡将学习任务融入创设的情境中，不但能有效增加学生对知识的理解和建构，更能推动学生的认知和思维的发展，提升学生的关键能力和必备品格。</p> <p>范式式教学强调的多元化意义协商，是指为了达成发展性任务而采取的灵活多样的教学策略、学习途径或学习方式。多元化意义协商强调以人为本、围绕主题及多维勾连。</p> <p>范式式教学提倡的创造性应用，可以结合学科特质、课型特征、学生特点等多方面的差异而具有丰富的内涵和表现形式。创造性应用的价值不仅促进所学知识的内化与有意义应用，还在于新知识的生成、关键能力的提升和情感态度价值观的提升。</p>			

课题组活动记录

活动时间	2023.10.10	活动主题	讨论并整理教材全册语用知识
参加人员	黄蕾、包丽琴、陈琴、谢英、唐晓军、黄贤清、吴敏、羌凌霞、徐文洁、栾林玉、朱竹青、戚燕其		
<p>研讨内容：讨论并整理教材全册语用知识</p> <p>一、课题组成员分工，研读各年级教材。</p> <p>二、课题组成员讨论交流，记录并整合各年级教材中的语用知识。</p> <p>三、教材全册语用知识整理见附件 1。</p>			

课题组活动记录

活动时间	2023.11.7	活动主题	案例学习 四上 Unit8 Dolls（Christmas Party）
参加人员	黄蕾、包丽琴、陈琴、谢英、唐晓军、黄贤清、吴敏、羌凌霞、徐文洁、栾林玉、朱竹青、戚燕其		
<p>研讨内容：四上 Unit8 Dolls（Christmas Party）</p> <p>一、教学目标：</p> <p>1.创设情境，能学习、理解并尝试使用连词 “and,but,too”来描述娃娃，培养学生表达的准确性和逻辑性。</p> <p>2.通过小组合作，学生能够初步掌握总-分-总的表达结构；能从脸部、身体和能力等多方面描述 Mike 和 Helen 的圣诞礼物（狗和猫），使表述更具有丰富性和结构性。</p> <p>3.通过游戏环节，再次巩固内化总-分-总的表达结构，并为描写自己朋友的准确性、丰富性、逻辑性做好语言铺垫，有效培养学生的语言结构意识和综合语言运用能力。</p> <p>4.通过对主题 Christmas Party 的交流分享，让学生体会分享礼物的乐趣，在游戏中了解自己的朋友。</p> <p>二、教学过程：</p> <p>（一）Pre-task preparation</p> <p>1.Lead-in Enjoy two songs about Christmas.</p> <p>2. Doll Friend show</p> <p>(1)Let’s talk T: Look!Who’s friend is coming?</p> <p>(2)Think and say 出示课文内容，比较</p> <p>T:How does Yang Ling and Liu Tao show their dolls?</p> <p>(3)Other dolls show T:Can you show these dolls?</p> <p>Work in pairs</p> <p>T:Can you show these dolls?</p> <p>（二）While- task procedure</p> <p>1.Toy Friend show</p> <p>(1) Bobby’s Robot friend show</p> <p>(2)Let’s think and say</p> <p>Teach:总分总结构</p> <p>T:Let’s look at this passage.</p> <p>2.Animal Friend show</p>			

课题组活动记录

活动时间	2023.12.15	活动主题	课题沙龙
参加人员	黄蕾、包丽琴、陈琴、谢英、唐晓军、黄贤清、吴敏、羌凌霞、徐文洁、栾林玉、朱竹青、戚燕其		
<p>研讨内容：</p> <p>包丽琴：范例式教学不是凭空提出的概念，它吸纳了我国古代“道而弗强，强而弗抑，开而弗达”教育思想的养分，更是常州市教科院在首届国家基础教育教学成果评比中获奖的“教学预设与生成关系的研究”“中小学课型范式与实施策略”等成果的结晶。</p> <p>唐晓军：“范例教学”是 20 世纪 50 年代，瓦根舍因等人为了解决当时普遍存在的学习负担重和能力低的问题提出的。“范例教学”要求从日常生活中选取隐含着本质因素、根据因素、基础因素的典型整合，使学生透过这些范例，掌握科学知识和科学方法，并使学生把学习科学本质与生活态度、科学的系统性和学习的主动性和谐地统一起来。</p> <p>谢英：“范例教学”在操作上无法达成“问题解决学习与系统学习相统一”“掌握知识与培养能力相统一”“范例选择与学生学习相统一”。</p> <p>陈琴：英国著名课程论专家斯腾豪斯提出的“过程性原则”的本质含义在于鼓励教师对课程实践的反思批判和发挥创造，教师的“主导”遵循下列五项“过程原则”：①教师应该与学生一起在课堂上讨论、研究具有争议性的问题；和“引导”应秉持各种立场与方法，而不是教师一味地灌输。以斯腾豪斯领导制定的“人文学科课程计划”为例，教师应②在处理具有争议性的问题时，教师应持中立原则，使课堂成为学生的论坛。</p> <p>徐文洁：探究具有争议性的问题的主要方式是讨论，而不是灌输式的讲授；讨论应尊重参与者的不同观点，无须达成一致意见。</p> <p>吴敏：瓦根舍因的“范例教学”主张以“范例”引导教学的开展，斯腾豪斯的“过程模式”强调教师“引导”在于激发学生的主动性与创造性，都在积极探索教与学的关系问题，提出了各种对提升教学效益、提升学生素养有价值的方式、模式及主张，但在具体的教学实践中，对“范”和“导”的数量与质量以及两者之间如何达到平衡，还是缺乏具有针对性的研究与实践。</p> <p>朱竹青：第八次课程改革推进的过程，国内许多学者提出了“生成动态”“动态生成资源”“课堂生成”“生成性教学”等概念。</p> <p>戚燕其：常州市教科院朱志平博士自 2003 年开始，带领课题组老师以问卷调查，访谈，研究教学预设与教学生成的机制与方法，主张通过课堂中的“动态性”，“创生性”“建构性”来重建课堂的效益观。</p> <p>栾林玉：要以任务为导向 激励情感、激发思维，引导学生进行对话交流、批判质疑与自我建构，并在该过程中内化知识、提升素养，使学习充满情趣、情谊与情感。</p> <p>黄贤清：范例式教学的情境，可能是真实任务赋予的，可能是真实体验感受的，可能是实在的或虚拟场景营造的，可能是认知和情感有机结合的，甚至也可能是知识内涵与学生精神成长相融。</p> <p>黄蕾：本次课题沙龙进一步加深了我们课题组英语教师对“范例式教学”的理解，能够引导教师基于课程标准及学情，探索范例式英语教学实践路径，形成多元化的教学方式，发展学生的语言运用能力，同时促进教师专业素养的提升。</p>			

课题组活动记录

活动时间	2024.2.27	活动主题	案例学习 四下 Unit7 What’s the matter?(story time)
参加人员	黄蕾、包丽琴、陈琴、谢英、唐晓军、黄贤清、吴敏、羌凌霞、徐文洁、栾林玉、朱竹青、戚燕其		
研讨内容：四下 Unit7 What’s the matter?(story time)			
一、教学目标：			
1.学生能通过学习身心健康认知对“feelings”有更全面的认识。。			
2.学生能于情境中听、说、读‘thirsty, hungry, tired, water, ill, dear’等单词；在情境中交流使用句式‘What’s the matter?’ ‘Are you...’ ‘I’m...’ ‘I want to...’和‘Can I...’等句型。			
3.学生能够整体理解故事，感知语言，把握故事情感主线，并能有感情朗读和表演课文。			
4.学生能在课堂的理解与模仿应用中拓展更多表达情感的句子，同时感受教师、家人、朋友等对 Liu Tao 的关心，从而感受到同伴语言中的关心情感，最终将本课情感升华。			
二、制定依据：			
本单元谈论“人与社会”下的学会询问、关怀和帮助别人并给出一些建议，也能够适时学会寻求别人的帮助的主题。其中的一些内容是《Would you like a pie?》的延续，以及为以后如五年级《Seeing the doctor》的内容相呼应并做铺垫。本节课是第一课时，本课依托主题开展有关询问和表达“感受和需求”话题的对话交流，通过教学活动体会、朗读文本语言，从中感受与习得他人的关心言语，提升学生的语用能力。			
三、教学过程：			
（一）开放式导入			
Step1:Warm up			
Task1: Chant and guess T:What’s this chant about?			
（二）核心过程推进			
Step2:Pre-reading			
Task1: Watch and tick T: What’s the matter with Liu Tao? Now let’s watch and tick.			
Task2:How to express: （1）Read and underline Try to think: 如果你是涛涛，你会如何表达？			
Task3: How to care: Try to think Q: Who cares about LT?			
Task4:How to express?How to care? Talk in pairs and underline			
（三）开放式延伸			
Step3: Post-reading:			
Task1: Watch and say sleep—afraid—sad—happy—thirsty—tired			
Task2. Discuss, write and act			
小组讨论，完成对话，并试着演一演。			

课题组活动记录

活动时间	2024.3.21	活动主题	理论学习
参加人员	黄蕾、包丽琴、陈琴、谢英、唐晓军、黄贤清、吴敏、羌凌霞、徐文洁、栾林玉、朱竹青、戚燕其		
研讨内容： <div>学习《学生语用能力培养的研究》</div> <p>《义务教育英语课程标准（2011 年版）》突出的特点：强调学习过程，体现语言学习的实践性和应用性。教材对语言知识的呈现都是从语言使用的角度出发，通过创设具体语境并采用循序渐进的语言实践活动，为学生提升“用英语做事情”的能力服务。</p> <p>北京市教科院基教研中心教研员王蕾（2015）在《从综合语言运用能力到英语学科核心素养》一文中提出：2007 年起开始实施的高中英语新课程改革在教学目标上从“掌握语言系统”向“培养综合语言运用能力”发生转这一转变。在学习内容方面，教师应改变脱离语境知识的学习，将知识学习与技能发展融入主题、语境、语篇和语用之中。学习方式要走向整合、关联、发展的课程，实现对需要的深度学习。</p> <p>北京外国语大学教授、《普通高中英语课程标准》修订组专家吴一安（2017）提出：实验版课标和修订版课标都强调学习语言的目的是获得语言运用能力。在修订版课标中，语言运用既是语言教育的出发点，又是语言教育的落脚点，不仅如此，语言运用还是修订版课标重要的语言教育视角。</p> <p>国内一线教师也对“提升学生英语语用能力”进行了一系列实践研究。许映梅（2013）提出：英语课堂上实行任务型教学，教师用真实语言材料创设真实任务和问题，通过师生互动交流、合作探究等活动，培养学生的综合语言运用能力。范洁（2020）提出了在英语跨文化交际中培养学生语用能力的三种路径：文化导入；语言知识与语用知识融合教学充分；利用多媒体创设语用语境。王晓燕邓兆红(2015)提到要将个性化教学方式融入语用教学当中，教师需要了解不同学习者的个性特征，知道他们的年龄，准确评估其英语水平，从而选择合适的语用教学内容和教学方法，从而更好也更有效地促进学生语用能力的提高。王进（2020）提出：根据《中国英语能力等级量表》，语用能力指在特定的语言环境中，依据目标语语言使用者的语言习惯、文化背景及话语语境，合理使用语言的能力。教师应从功能知识、社会语言规范和表达得体三个方面培养语言学习者的语用能力。</p> <p>纵观我国语用能力的研究，我国在语用能力方面的相关研究起步不久，仍存在一些亟须解决的问题。在研究内容方面，当前的研究涉猎方面较多，但仍未提出系统的适合我国外语环境的教学方法及教材编写体系，语用能力测试的方法大多停留在理论初级层面。其次， 语用能力这个概念的提出比较早，而针对小学阶段英语语用能力的相关的研究却比较晚。语用能力的发展受到多种因素的影响，课堂语用教学亦受到多种因素的影响，个体的个性特征都需要考虑在内，因此适合的教学方法仍需要探究。</p>			

课题组活动记录

活动时间	2024.4.17	活动主题	讨论并整理英语口语交际内容
参加人员	黄蕾、包丽琴、陈琴、谢英、唐晓军、黄贤清、吴敏、羌凌霞、徐文洁、栾林玉、朱竹青、戚燕其		
<p>研讨内容：讨论并整理英语口语交际内容</p> <p>一、课题组成员分工，研读教材，确定口语交际话题，语用内容。</p> <p>二、课题组成员讨论交流，记录并整理各年级教材中的口语交际内容。</p> <p>三、英语口语交际内容整理见附件 2。</p>			

课题组活动记录

活动时间	2024.5.8	活动主题	案例学习 六下 Unit6 An interesting country （Fun time）
参加人员	黄蕾、包丽琴、陈琴、谢英、唐晓军、黄贤清、吴敏、羌凌霞、徐文洁、栾林玉、朱竹青、戚燕其		

研讨内容：六下 Unit6 An interesting country （Fun time）

一、教学目标：

1、学生能根据思维导图能复述 Story time 中刘涛查找到的有关澳大利亚 animal、city、sport 的相关信息。（学习理解）

3、通过挖掘 story time 语篇的空白点，引导学生从更多不同的方面学习了解有关澳大利亚的信息，并尝试用 talk show 的形式进行多维介绍。（应用实践）

4、通过补充图片欣赏、文字阅读、视频等多种信息，引导学生了解英国的多方面信息，完成英国的国家名片,并尝试丰富介绍。（迁移创新）

二、制定依据：

本节课教学内容为六下 U6 An interesting country 第二课时，主要教学内容为 Grammar time 和 Fun 板块。在 Grammar time 板块，主要呈现了本单元的核心语法——一般将来时 will 句型的肯定句以及相关的时间状语。在 Fun time 板块，主要是通过阅读介绍英国的小语段填写国家名片。

三、教学过程：

（一）开放式导入

（1）引导学生回顾 Liu Tao 查找的相关资料，帮助学生提炼介绍澳大利亚的结构（city，animals，sport）。

（2）结合学生的介绍适时补充有关澳大利亚的相关资料。

（二）核心过程推进

1. 呈现本单元主要句型

2.文本补白，基于教材中另外三个孩子了解澳大利亚的方式设计不同的拓展资料（微信交流、查找书籍、网友介绍）

3.Say sth. about Australia

4.Know more about the UK

2.引导学生通过听 Ben 介绍完成介绍卡的方式，了解学习更多有关 the UK 的相关信息。

（三）开放式延伸

Have a talk show

Say sth. about the UK.

课题组活动记录

附件 1

译林版教材全册语用知识整理

三年级上册

教材单元	相关语用知识	语用知识类型
Unit1	在不同交际场合使用基本的礼貌用语问候他人。 Good morning./afternoon./ Hello./Hi.	特定意图、礼貌
Unit2	在不同交际场合使用基本的礼貌用语与他人交流。 Are you...? Yes, I am./No, I'm not. I am... Goodbye.	特定意图、礼貌
Unit3	在不同交际场合使用简单的告别语与交际用语与他人得体地交流。 She's/He's ... She's/He's my friend. ...is my friend too. Goodbye./Bye./ See you./See you next time.	特定意图、礼貌
Unit4	使用简单的称谓语与他人进行得体的交流。 This is my family. This is my father./mother/brother/sister.	特定意图、礼貌
Unit5	在不同交际场合中对他人进行赞美，对他人的赞美作出恰当的回应。 It's nice./great./Great! Thank you.	特定意图、礼貌
Unit7	在交际情境中，礼貌、得体招待他人，以及对他人的招待表达感谢或委婉拒绝。 Nice to meet you. Would you like...? What about...? Yes, please./No, thank you.	语境、礼貌
Unit8	在交际场合使用简单的祝福语，在具体的赠送礼物的情境中，与他人进行得体的交流。 Happy New Year! Happy birthday! This is for you. Thank you. It's ...	语境、特定意图、礼貌

课题组活动记录

三年级下册

教材单元	相关语用知识	语用知识类型
Unit1	在不同交际场合表达请求、建议及道歉。 Please.../...,please. Don't... I'm sorry.	特定意图、礼貌
Unit2	在不同场景中表达建议以及要求他人在不同公共场所遵守规则。 Don't ...here/in the ...	特定意图、礼貌
Unit5	在交际场合表达致谢。对致谢作出恰当的回应。 This is for you. Thank you. You're welcome.	特定意图、礼貌
Unit6	在情境中表达观点和建议。 Hurry up. It's time for... Don't be late again.	特定意图、情感态度
Unit7	在交际场合中使用基本的礼貌用语。 Welcome to... Nice to meet you.	特定意图、礼貌
Unit8	在交际场合恰当地询问或介绍他人。 Who's she/he that /this boy/girl/man/woman? She/He is...	特定意图

四年级上册

教材单元	相关语用知识	语用知识类型
Unit1	在具体语境中询问他人及表达自己的喜好。 Do you like...? Yes, I do. /No, I don't. I like ...	情感态度
Unit3	在交际场合中得体地征求他人意见。 Can I have a look? Can I have...? Sure.	特定意图, 礼貌
Unit6	在具体的点餐语境中, 与他人得体交流, 达到交际目的。 What would you like? I'd like... ...,please./No, thank you. Here you are. Thank you.	语境、特定意图、礼貌
Unit7	在具体的购物语境中, 与他人得体交流, 达到交际目的。 Can I help you? The...is very nice. The ...s are ... I'd like... How much is it/are they? It's...They're...yuan.	语境、特定意图、礼貌

课题组活动记录

四年级下册

教材单元	相关语用知识	语用类型
Unit1	在交际场合中使用问候语与他人进行得体的交流。 Welcome back to school. Nice to see you. Nice to see you too. 在具体的情境中询问或表达自己的喜好。 What subjects do you like? I like...What about you?	语境、特定意图、礼貌
Unit2	在不同的交际场合邀请他人，对他人的邀请作出恰当、礼貌的回应。 Come and...Let's... Great!/All right. Sorry, I ...	特定意图、礼貌
Unit6	根据具体的交际场合表达建议以及得体的地帮助他人。 Your...is too.. Try this,please. Your ...s are too... Try these. 了解西方国家的派对文化，在具体语境中对他人赞美的作出回应。 Your ... is so nice/beautiful. Thank you.	特定意图、文化、礼貌
Unit7	在具体的情境中，表达自己的感受及请求。 对他人表示关心和帮助，对他人的请求与帮助作出恰当的回应。 I'm .../I'm not... Can I have...? I want to... What's the matter? Are you...? Here's... /The... is /are for you. Thank you.	特定意图、礼貌
Unit8	在打电话的情境中，与他人得体的交流。 Hello, this is Yang Ling speaking. May I speak to...? Hello,.. This is ... Hello, Is that...? 对他人表示关心和慰问，对他人的请求与帮助作出恰当的回应。 What's the matter? How are you now? I'm sorry to hear that. Take care.	语境、礼貌

课题组活动记录

五年级上册

教材单元	相关语用知识	语用类型
Unit2 A new student	在具体的语境中，使用得体的语言欢迎新朋友，向他人介绍校园和教室。 These are... There is a... on the ...floor. There are ...s on the floor. The ...is on the ...floor. Let's go and have a look.	语境、礼貌
Unit 5 What do they do?	在语境中使用得体的语言与他人交际，谈论职业的话题。对他人的职业得体表达自己的情感与态度 What does she/he do? She /He is a... She/He usually... Is she/he a/antoo? That's great.	语境、情感态度 (话轮转换)
Unit6 My e-friend	在语境中使用所学语言，和他人谈论朋友。 Who's ...? What subject does he/she like? Where does he/she live? Does he/she..?	语境、(话轮转换)
Unit7 My weekends	在语境中使用所学语言，和他人谈论周末活动。对他人的周末活动进行恰当、得体的评价。 What do you do at weekends? I always/usually/often/sometimes... What does...do at weekends? He/She ... That's great.You have...weekends.	语境、(话轮转换) 观点与情感态度
Unit8 Christmas	在语境中使用所学语言，有条理地介绍圣诞节日活动以及其他活动。 First, ...Next...Then...Finally...	语境、合作原则 (有条理、清晰地表达)

课题组活动记录

五年级下册

教材单元	相关语用知识	语用类型
Unit2 How do you come to school?	在语境中使用所学语言， 谈论出行方式， 对他人的出行方式提出恰当的评价或给出合理的建议。 Where do you live? How do you come to school? I live ... I come to...by.../on foot. That's a ...way. It's...I think you can...	语境、特定意图（建议）
Unit3 Asking the way	在具体的问路语境中，使用所学语言与他人得体恰当的交流。 Excuse me, how do I get to ...? You can take the...You can get on ...at...and get off at... Go along...Turn right/left at...Then, go along... The ...is on your...	语境、合作原则（有条理的表达） 礼貌原则
Unit4 Seeing the doctor	在具体的就医情境中，使用所学语言与他人得体的交流。 What's wrong with...? I have a ... Let me check. You have a... You should..../You should not... Ok, thanks.	语境、礼貌
Unit6 In the kitchen	根据具体的语境需求，运用所学语言，表达自己的情感 and 态度。 Great! I can't wait. How's the ...? It's nice. I love it. You're a great cook.	语境、情感态度
Unit7 Chinese festivals	在语境中运用所学语言， 向他人介绍中国节日。 The... is in... People usually.... They eat...	语境、合作原则（简练、有条理）
Unit8 Birthdays	在语境中运用所学语言，与他人谈论中西方过生日的活动,表达自己的情感。 When's your birthday? It's on the ...of.. We usually... We ..eat... We have a lot of fun./have a great time.	语境、文化、情感态度

课题组活动记录

六年级上册

教材单元	语用知识	语用类型
Unit2 What a day!	在具体的语境中，运用恰当的语言形式表达自己的情感、态度。 It was... We saw.../We ... Then, we... In the afternoon, we...What a day!	语境、合作原则 (有条理)
Unit3 Holiday fun	在语境中运用所学语言，和他人谈论及假期活动。在对话中理解他人的情感、态度，并表达自己的观点和态度。 Where did you go for ...? What did you do..? Did you...How was your holiday? It was great fun. I like...	语境、情感态度
Unit5 Signs	根据不同交际场合，运用所学语言，解释公共场所标志的含义并表达建议。 Here's the sign. It means... It means you can't... Please don't... I'm sorry.	语境、特定意图、情感态度
Unit 6 Keep our city clean	在语境中运用所学语言，提出保持城市、学校、家庭等场所干净整洁的建议，表达自己的情感态度。 What makes ...dirty/messy? The...makes ../messy and dirty. What can we do to keep...clean? We can....	语境、情感态度
Unit7 Protect the Earth	在语境中运用所学语言，提出保护地球的建议，借助图片或关键词阐述保护地球的措施和方法。 We use ...to... To, we should.../we should not...	语境、特定意图、合作原则（有条理地阐述）
Unit8 Chinese New Year	在情境中理解英文书信的格式。根据具体语境的需求，用所学语言介绍自己过节日的计划。 What are you going to do...? What are you going to eat/watch? I am going to...	语境、礼貌原则

课题组活动记录

六年级下册

教材单元	语用知识	语用类型
Unit2 Good habits	在语境中使用所学语言，谈论自己或他人的习惯，对他人的习惯提出合理、恰当的建议。 He/She has ...habits. He/She gets up .../goes to school/goes to bed... He/She never... I think he/she has ...He/she should...	语境、特定意图
Unit3 A healthy diet	在语境中使用所学语言，谈论自己或他人的饮食，对他人的饮食提出合理、恰当的建议。 What do you have for breakfast/lunch/dinner? I have ... He/She likes eating... He/She has...for breakfast/lunch/dinner. I think he/she has ...He/she should...	语境、特定意图、文化
Unit4 Road safety	在具体语境中，向他人提出交通规则以及建议。 You must... You mustn't... You can...	语境、特定意图
Unit5 A party	在具体语境中，运用所学语言与他人谈论聚会计划。理解邀请函的格式及语言特点，并制作邀请函。 When are we going to have the party? What are we going to do at the party? When is the party going to begin/end? Where are we going to have the party? What are we going to do at the party?	语境、特定意图、文化
Unit6 An interesting country	在具体语境中，借助图表、关键词等，运用所学语言向他人介绍澳大利亚、英国、中国等国家的信息。在情境中创作短文，向读者介绍中国。 You will find .../You will love.. Sport lovers will love... You will also like... for example... You will eat...like... Come and visit...	语境、特定意图、文化、合作原则（
Unit7 Summer holiday plans	在具体语境中，和他人谈论假期计划。对他人的周计划进行恰当、得体的评价和回应。 Where will you go for...? How long will you stay...? What will you do...? Will you ...? Sounds great! That's wonderful.	语境、礼貌原则

课题组活动记录

附件 2

三年级口语交际

Unit 1 Hello!

Topic 1: Good morning!

早上，在上学的路上，你遇见了你的好朋友，非常开心地与他打招呼。请你和你的小伙伴一起表演一下吧！

A: Good morning, ***.

B: Good morning, ***.

A: How are you?

B: Fine, thank you. And you?

A: I'm fine, too.

B: Let's go to school.

A: OK. Let's go.

Topic 2: Hello!

一位美国人来参观我校，他叫 Jack，你会如何热情地用英语与他打招呼呢？请你和你的小伙伴一起表演一下，好吗？

A: Hello, what's your name?

B: I'm/ My name is Jack.

A: Nice to meet you, Jack.

B: Nice to meet you, too.

A: How are you?

B: Fine, thank you. And you?

A: I'm fine, too.

B: Goodbye./See you.

A: Goodbye./See you.



Unit 2 I'm Liu Tao

Topic 1: I'm ...

期待已久的外教老师们终于来了。Liu Tao 代表他的班级去迎接他们的外教 Lucy。Liu Tao 会怎样介绍自己，又怎样确定 Lucy 的身份呢？请你们俩扮演 LiuTao 和 Lucy，一起试着演一演，说一说吧！

A: Hello. Are you Lucy?

B: Yes, I am.

A: I'm Liu Tao. Nice to meet you.

B: Nice to meet you, too.

A: How are you?

B: Fine, thank you. And you?

A: I'm fine, too.

Topic 2: Are you... ?

英语俱乐部的张老师想请举手的这位女生来为大家示范朗读字母，可他不能确定她是 Yang Ling 还是 Su Hai。请你们俩想一想她们会说什么呢？然后扮演 Mr Zhang 和 Yang Ling，一起表演一下，好吗？

A: Are you Yang Ling?

B: No, I'm not.

A: Are you Su Hai?

B: Yes, I am.

A: What's this?

B: It's "A/B/C/D/E/F/G".

A: It's good/great!



课题组活动记录

Unit 3 My friends

Topic 1: My friends

Mike 和妈妈一起去公园，他远远地看见自己的朋友 Jim 和 Yang Ling 在画画，他向妈妈介绍自己的朋友。请你们俩扮演 Mike 和妈妈，一起表演一下，好吗？

A: Who's he? B: He's Jim. He's my friend. He's cool.

A: Who's she? B: She's Yang Ling. She's my friend, too. She's pretty.

A: Oh, I see. B: I love my friends.

Topic 2: Goodbye

放学的时间到了，高山背着书包准备回家，他礼貌地与王老师告别。他们之间应会说些什么？请你们俩扮演高山和王老师，一起表演一下，好吗？

A: Goodbye, Miss Wang. B: Goodbye, Gao Shan.

A: See you (next time), Miss Wang.

B: See you (next time), Gao Shan.



Unit 4 My family

Topic 1: Good evening

星期六的晚上，你和你的小伙伴两家人都外出，在路上你们碰到了，你们俩开心地打招呼，并向对方介绍自己的爸爸妈妈。请你们俩一起表演一下，好吗？

A: Good evening, ***. B: Good evening, ***.

A: This is my father. B: Nice to meet you.

A: This is my mother. B: Nice to meet you.

A: Goodbye./See you. B: Goodbye./See you.

Topic 2: My family

有一个外国小朋友和你做了新同桌，有一天你们俩拿着各自的全家福照片互相介绍自己的家人，你们俩就扮演这一对新同桌，一起表演一下，好吗？

A: Look, this is my family. This is my father. B: He's handsome.

A: This is my mother. B: She's beautiful.

A: This is Helen. She's my sister.

B: She's pretty.

B: This is Ben. He's my brother.

B: He's cool.

A: I love my family!



课题组活动记录

Unit 5 Look at me!

Topic 1: Look at me

小朋友，你要去参加一个宴会，正在试穿漂亮的衣服，你的小伙伴在一旁表扬你，请你们来演一演。

A: Look at my coat/jacket...

B: It's nice.

A: Look, this is my skirt/dress...

B: How nice!

A: Look at my cap and my sweater.

B: It's great./ They all look great.

A: Look at me.

B: Great!

Topic 2: Look at his/her ...

学校举办圣诞派对，大家打扮得非常漂亮正互相展示他们的服饰，请你们来演一演好吗？

A: Look at my coat/jacket...

B: It's smart.

A: Look at my shirt/ sweater...

B: It's nice.

A: Look at **her** (她的) skirt/dress...

B: How pretty!

A: Look at **his** (他的) shirt/ T-shirt...

B: How cool!

A: They're nice clothes.

B: They all look great.

Unit 6 Colours

Topic 1: What colour is my ...

小朋友，生日即将来临，我们将为你举行一个盛大的生日派对，面对一柜子漂亮衣服，你准备怎样打扮自己呢？也许妈妈能给你一些建议,演一演吧？

A: Look! What's this?

B: It's a skirt/ jacket. It's nice.

A: What colour is this skirt/ jacket?

B: It's red.

A: Look at my cap. What colour is my cap?

B: It's blue and yellow. How pretty!

A: Thank you.

Topic 2:

图中的这个姐姐穿着十分漂亮吧！其实很简单，她巧妙地运用了颜色搭配的方法，如果你是图片中的姐姐，你怎么向你的同伴介绍自己的服装？

A: Look at my ...

B: It's/How

A: What colour is my ...?

B: It's ... and ...

A: What colour is it now?

B: It's ... and ...

A: You're great.(你真棒) / Great!



Unit 7 Would you like a pie?

Topic 1: At my birthday Party

在你的生日派对上，你最要好的朋友来了，作为热情好客的主人，你会怎样招待他/她呢？和你的小伙伴一起演一演吧！

A: Would you like a pie?

B: No, thank you.

A: What about a cake?

B: Yes, please.

A: This is for you. 这是给你的。 B: Thank you. / Thanks.

A: Here you are. 给你。

课题组活动记录

Topic 2: I'm the shop assistant.(我是售货员)

现在你是一个小卖部的售货员，一个顾客正向你走来。请你和你的同伴来演一演。



Unit 8 Happy New Year!

Topic 1: I'm Father Christmas

现在，你是圣诞老人，正在给你的好友送礼物呢。你的朋友很好奇你是谁、你给的礼物是什么。请你和你的同伴想一想、演一演。

A: Merry Christmas...

B: Merry Christmas!

A: What's this?

B: It's a doll/ robot/ball...This is for you.

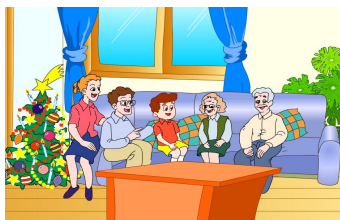
A: Thank you. How nice! What's that?

B: It's a ... It's for***.

A: Oh, I see.

Topic 2: On New Year's Day

元旦那天，你和家人围坐在一起，互赠礼物。你想知道究竟有哪些礼物，分别是给谁的，于是你就问起了你的爸爸。请你和小伙伴一起表演一下你和爸爸之间的对话。



A: Happy New Year.

B: Happy New Year, Father/ Dad.

A: This is for you.

B: Thank you,/ Thanks, Dad.

A: What's this?

B: It's a ...

A: What's that?

B: It's a ...It's for ...

A: Oh, I see.

课题组活动记录

四年级（上）口语交际材料

1、星期天，你和父母一起去动物园，看到许多可爱的动物，有些是你不认识的，你会跟父母会说什么呢？

参考句型：Let's go to the zoo. Look at these animals.

What's this/that? It's...What are these/those? They're

What a nice/cool....!They're cute/big/lovely/cool/fat/thin...

Do you like...?Yes, I do/No, I don't

What do you like? I like.....

2、英语俱乐部的时候，老师让同学们每人都带了很多玩具动物来，比一比谁的玩具动物最受欢迎

参考句型：Look at my...This is/That is/These are/Those are my.....

It's/They're cute/big/lovely/cool/fat/thin...

Do you like my...?Yes, I do/No, I don't.

What a nice/cool....! I like your/his /her.....

3、这个学期的实践活动，同学们参观了一个水果园，里面有好多品种的水果，而且可以免费品尝，他们会说些什么呢？

参考句型：Look at... It's /They're red/purple/yellow/sweet...

I like....very much. What do you like? Do you like....? Me ,too.

What would you like? I'd like.....

Would you like..?/What about...?Yes, please/No, thanks.

Do you like....? What do you like?

How many ...would you like?

How nice/ What a nice..../It's/They're yummy.

Are you happy? Yes, we are .

4、班队课上，同学们带了很多水果，要一起去水果沙拉，同学们都很开心，他们会说些什么呢？

参考句型：I have...It's They're red/purple/yellow/sweet...

What do you have?/Do you have a /any...?Yes, I do /no, I don't.

How many ...do you have? I have.....

I like....very much. Do you like....? What do you like?

Would you like..?/What about...?Yes, please/No, thanks.

How many ...would you like?

Let's make a fruit salad. How nice/ What a nice..../It's yummy.

Are you happy? Yes, we are .

5、星期日，你的小伙伴来你家做客，你有很多玩具，现在你正向你的小伙帮展示你的玩具。试着说一说吧。

参考句型：Welcome to my home...

What's this/that? What are these/those?

Look at my ... It's/They're ... How... What a nice ...!

课题组活动记录

What do you have ? How many ...s do you have?

Can I have a look?/Can I have one?

I like this/your ... Me,too.

6、今天是六一节，你和小伙伴们带来了很玩具，现在你们正在展示你们的玩具。

参考句型： Look at the ... It's/They're ... How ...! What a nice/cool ...!

I have ... What do you have?

How many ...s do you have?

Do you like ...s?

What do you like? Look at my ...

They're ...

Can I have a look? /Can I have one?

I like this/your ... Me,too.

7、今天学校开展运动会，你和你的小伙伴谈论你们的擅长的运动。

参考句型: Look at ... He's cool/nice/happy ...

What can ...do? Can Mike?

I can ... What can you do ?

Can you ...?

I canwell.

Have a try.

Let's go and ... Great./All right./...

8、图片上的同学正在做运动。你能和你的小伙伴谈谈他们吗？

参考句型： Look at ... He's cool/nice/happy ...

What can ...do ?

Can he?

What can you do ?

Can you ...?

Have a try.



9、星期一的早晨，是上学时间了，可是你找不到你的衣服、文具，妈妈过来帮助你了，你们会说些什么呢？

参考句型： What time is it? It's... It's time for...

Where's/Where are my ...? It's / They're in /on under /behind.

Is it...? Are they...?

Yes, it is./No, they are not.

Come and look, your...

Oh, I'm late....

10、你搬新家了，邀请了你的好朋友来到你的家里参观，你会怎样介绍你的新家呢?试着和小伙伴演一演吧。

参考句型： May I come in ? Come in, please.

课题组活动记录

Welcome to my new home. Thank you.

Look at my...

How nice!/It's beautiful/cool/lovely/... Wonderful/Great!/What a...!

Where's/ Where are your..?

Would you like...?

11、你来到一家小吃店，店里有许多美食，请你和你的小伙伴扮演顾客和服务员，表演点餐的情景吧。

参考句型：Welcome to .. Thank you. Wow. It's nice and clean./big./..How.../...

What would you like?

I'd like.... /..., please.

Anything else? Would you like .../What about...?

Here you are./Here's your...

How much ? ...yuan, please.

12、今天是你的生日，你的好朋友来到你的生日聚会，你们很开心地庆祝你的生日，你会怎么招待他呢？想一想，和好朋友演一演吧。

参考句型：Happy birthday ! This ... is for you.

Look at my Wow! It's .../How...! /What a ...!

Let's have a big lunch.

What would you like? I 'd like ...

Would you like...? What about ...?

It's yummy. /How nice!

13、苏海妈妈来到商店，她想要买一条短裙和一双鞋，营业员热情地招待了她。请你和你的小伙伴扮演她们编个对话吧。

参考句型：Welcome to the shop.

Can I help you?/What would you like?

What colour do you like?

What about the ...one(s)?

Do you like this ...one?

This ...skirt is nice.

These shoes are cool.

How much is it/are they?



14、学校举行一次大型义卖活动，有好多好看有趣的东西，大家快来看看吧！

参考句型：What's this/that? It's... What are these/those? They're....

The...is /are nice/cool...What a!

Can I help you?/ What would you like? I'd like.....

Would you like..?/What about...?Yes, please/No, thanks.

Do you like....? What do you like?

How many ...would you like?

How much is it/are they? It's /They're...

课题组活动记录

15、这里有两个可爱的娃娃，两人一组来讨论一下。

参考句型：Look at our /this doll. It's .. How ...! What a nice/cool/...!

His/Her ears/eyes/hair/mouth/nose.....big/small/fat/thin/..

Do you like this doll? Yes,I do/No, I don't.

Can I have a look? I like this doll. Me, too.

16、这里有三个可爱的娃娃，试着用一段话来表述一下吧。

参考句型：She is a girl. She isShe is not....Her eyes are...Herare small, too, but her hair/nose is.....

Her....is long. He is a robot. He isHis eyes are...His....are/is.....



课题组活动记录

四年级（下）英语口语交际

单元	语用交际话题	语用类型
Unit1 Our school subjects	<p>新学期开学了，试着和你的好朋友谈论本学期的课和喜爱的学科。</p> <p>参考句型：</p> <p>Welcome back to school.</p> <p>Nice to see you.</p> <p>Look at our new timetable./ This is our new timetable.</p> <p>What subjects do we have? We have....</p> <p>I like.../What subject do you like? Why?</p> <p>例：</p> <p>A:What subjects do you have this term?</p> <p>B: I have English, Science, Chinese, Art, Music, PE and Maths.</p> <p>A: What lessons do you have this morning, David?</p> <p>B: We have Science, Chinese,Art and Maths.</p> <p>A: What subjects do you like?</p> <p>B: I like Art. What about you, Yang Ling?</p> <p>A:I like Art too.</p> <p>B: Oh, we both like Art.</p> <p>A: How many Art lessons do you have in a week?</p> <p>B: Three. I see.</p>	语境、特定意图、礼貌
Unit2 After school	<p>你的好朋友邀请你去操场上打篮球，你刚好有一节画画课，你该如何有礼貌地拒绝邀请并重新约定时间呢？</p> <p>参考句型：</p> <p>Let's go and.../Come and ...</p> <p>What day is it today? It's...</p> <p>Sorry, I have...lesson./ don't like.../can't.../I'm busy.</p> <p>What about...?</p> <p>Great./ All right.</p> <p>例：</p> <p>A: Hello, Peter. Let's go to the playground and play basketball.</p> <p>B: What day is it today?</p> <p>A: It's Friday.</p> <p>B: Sorry, I can't go with you. Because I have a drawing lesson at five o'clock.</p> <p>A: What a pity!</p> <p>B:What about tomorrow afternoon? I don't have any lessons on Saturday.</p>	特定意图、礼貌

课题组活动记录

	A:All right. See you tomorrow.	
Unit6 Whose dress is this?	<p>今天你和你的好朋友参加化妆舞会，在晚会上，你们会如何展示自己的衣服呢？</p> <p>参考句型：</p> <p>Good evening. Look at my... How...! Your ...is ... Your ...s are too... Try these. Whose ...is this? Whoses are these? Look at ... Her/His ... is /are so Your ... is so nice/beautiful. Let's sing/play. Would you like...?</p> <p>例：</p> <p>A: Look at my coat. B: How nice! A: Your dress is too long. Try this, please. B: All right. A: Let's go to the Fancy dress party. B: OK. Let's go. A: Look at Yang Ling's skirt. B: It's so nice. A: Hi, Yang Ling. Whose skirt is it? C: It's my mother's. A: Oh. You look so beautiful. C: Thank you. A: Let's play. BC: OK.</p>	特定意图、文化、礼貌
Unit7 What's the matter?	<p>你的妈妈下班回家不舒服，你会怎样关心她呢？</p> <p>参考句型：</p> <p>What's the matter? Are you...? I'm (not)... Would you like...? Come and have... Here's ...for you./The... is /are for you. Can I have...? I'd like... I want (to)...</p> <p>例：</p> <p>A: Hi, Mum. Come and have some pies. B: Thanks , Taotao. But I'm not hungry. A: What's the matter with you? B: I'm tired.</p>	特定意图、礼貌

课题组活动记录



	<p>A: Sit here and have a rest. Here's some water for you.</p> <p>B: Would you like an apple?</p> <p>A: No, thank you.</p> <p>B: OK.</p>	
<p>Unit8</p> <p>How are you?</p>	<p>你的同桌今天没来学校，放学后你打电话会如何关心她呢？</p> <p>参考句型：</p> <p>Hello, may I speak to...?</p> <p>This is...speaking.</p> <p>Hello, Is that...?</p> <p>How are you?</p> <p>What's the matter with you?</p> <p>I'm not so good.</p> <p>I'm...I can't go to school today.</p> <p>I'm sorry to hear that.</p> <p>Take care .You can...</p> <p>例：</p> <p>A: Hello, this is Jim speaking. May I speak to Jane?</p> <p>B: Hello, Jim. This is Jane speaking.</p> <p>A: You don't come to school today. Are you ill ?</p> <p>B: Yes.</p> <p>A: What's the matter with you?</p> <p>B: I have a cold and a fever.</p> <p>A: I'm sorry to hear that.</p> <p style="padding-left: 20px;">You can have some water and have a rest.</p> <p>B: OK.</p> <p>A: Take care.</p>	<p>电话语境、 礼貌</p>

课题组活动记录

五年级（下）英语口语交际

单元	语用交际话题	语用类型
Unit2 How do you come to school?	<p>试着和你的小伙伴谈论你和家人的出行方式以及理由。</p> <p>参考句型：</p> <p>Where do you live?</p> <p>Do you live near/far from/on /in ...?</p> <p>Is your home near/far from/on /in ...?</p> <p>How do you go to school/...?</p> <p>How does your father/mother go to work/...?</p> <p>Who takes you to school?</p> <p>Why do you come to school by.../on foot?</p> <p>It's cheap/fast/convenient/a green way.</p> <p>例：</p> <p>A: Good morning, Joe.</p> <p>B: Good morning, Alice. You come to school so early. Do you live near school?</p> <p>A: No, I live far from school.</p> <p>B: How do you come to school?</p> <p>B: I come to school by school bus.</p> <p>A: Great. It's safe and convenient.</p> <p>B: I think so. What about you?</p> <p>A: I come to school by car. My mother takes me to school.</p> <p>B: Oh, it's fast. But I think sometimes you can take a bus, it's a green way.</p> <p>A: Sounds good. See you</p> <p>B: Goodbye.</p>	语境、特定意图、礼貌、评价
Unit3 Ask the way	<p>你想去图书馆，你和同学商量乘车路线。</p> <p>参考句型：</p> <p>A: Excuse me, how do I get to the supermarket on Mango Street? /Can you tell me the way to the...on...?</p> <p>B: Let me see. It's not far from here. You can walk there. Go along ... Street, turn ... at the traffic lights. Then walk along... The ... is on your ...</p> <p>A: Thank you.</p> <p>B: You are welcome.</p> <p>例：</p> <p>A: It's Sunday today. Let's go to the City Library.</p>	特定意图、礼貌、表达得体、清晰

课题组活动记录

	<p>B: Great. But how do we get there?</p> <p>A: Let me see. It's far from here. We can take the metro Line1 We can get on the metro at...Station and get off at...Station. Then, we can walk to ...</p> <p>Let me see. It's far from here. You can take a bus.First,get on the ...at ...and get off at ...Next, go along ... Street, turn ... at the traffic lights. Then walk along... The ... is on your ... It takes me ...minutes.</p> <p>A: Good idea. Let's go.</p> <p>I live on Mango Street. It's _____ the cinema. I can take the _____. First, I get on the _____ at _____ and get _____ Next, _____ Mango Street and turn _____ Then, _____ Finally, the cinema is _____ It takes me 30 minutes (花费...分钟) So I have to leave(离开) home before _____ A.11:00 B.12:00 C.9:00</p>  	
Unit4 Seeing the doctor	<p>Nancy 不舒服, 咳嗽了, 去看医生, 医生询问检查, 并提出了建议。</p> <p>参考句型:</p> <p>What's your name? My name is...</p> <p>How old are you? I'm...</p> <p>What's wrong with you? I have...</p> <p>Let me check.</p> <p>How do you feel?... I feel/ I can't...</p> <p>Do you eat/drink...?</p> <p>You should ... Can I ...?/What should I do?</p> <p>You shouldn't...</p> <p>...</p> <p>例:</p> <p>N: May I come in?</p> <p>D: Come in, please. Tell me your name and your age, please.</p> <p>N: I'm Jane and I'm eleven years old.</p> <p>D: What's wrong with you?</p> <p>N: I have a cough.</p> <p>D: How do you feel?</p> <p>N: I feel tired and thirsty.</p> <p>D: Let me check. Oh, you have a bad cough and a cold.</p> <p>N: What should I do, doctor?</p> <p>D: Don't worry. Take the medicine three times a day .You should have a rest at home for three days.</p> <p>N: I like eating ice creams. Can I eat it?</p> <p>D: No, you shouldn't eat cold food or sweet food.</p> <p>N : Thanks. Doctor.</p>	特定意图、礼貌、表达得体、清晰

课题组活动记录


<p style="text-align: center;">Unit5 Helping our parents</p>	<p>晚上 8 点，你和家人在家做些不同的事，你的朋友 Mike 打电话约你周末去公园。</p> <p>参考句型：</p> <p>What are you doing? I'm...</p> <p>Are you ...ing ...? Yes, I am.</p> <p>What is he/she doing?He/She's ...</p> <p>Is he/she ...ing ...? Yes, he is./ No, he isn't.</p> <p>例：</p> <p>A: Hello, this is Mike speaking.May I speak to Nancy?</p> <p>B: This is Nancy speaking.</p> <p>A: What are you doing?</p> <p>B: I'm reading books.My mother is doing housework.</p> <p>A: Is your sister playing with toys?</p> <p>B: Yes, she is. She likes her toys very much.</p> <p>A: Let's go to Dongpo Park this Saturday afternoon?</p> <p>B: Sorry, I have an reading lesson this Saturday?</p> <p>What about this Sunday?</p> <p>A: OK. See you then.</p> <p>B: See you.</p>	<p>电话语境、 礼貌、 表达得体</p>
<p style="text-align: center;">Unit7 Chinese Festival</p>	<p>学校里开展中国节日展，来了很多外国小朋友，请你向他们介绍一下中国节日。</p> <p>参考句型：</p> <p>The ...is in ... People usually eat/watch/visit...</p> <p>My favourite festival is ...</p> <p>例：</p> <p>There are many festivals in a year in China. They are Spring festival,Dragon Boat festival , Mid-Autumn Festival Double Ninth Festival,Double Ninth Festival and so on.</p> <p>The Spring Festival is in January or February. People also call it Chinese New Year. At this festival, people get together with their families. Some people eat dumplings.</p> <p>The Dragon Boat Festival is in May or June. There are dragon boat races in some places. People eat dumplings at this festival.</p> <p>The Mid-Autumn Festival is in September or October. People look at the moon at night with their families. They eat moon cakes and fruit.</p> <p>The Double Ninth Festival is in October or November. It is a festival for old people. People visit their grandparents and parents. They also climb mountains and eat rice cakes at this festival.</p>	<p>演讲语境、 礼貌、文化 表达清晰</p>

课题组活动记录

六年级（下）英语口语交际

单元	语用交际话题	语用类型														
Unit2 Good habits	<p>1、用上频率副词谈论自己和朋友的好习惯和坏习惯。</p> <p>2、尝试说说好习惯带来的好处，以及坏习惯带来的危害。</p> <p>参考句型：</p> <p>Hello,I’ m... I have ...good habits. I (always/usually/...)...</p> <p>But I have ... bad habits, too. I.... I should/shouldn’ t... This is my friend,... He/She has...good/bad habits.</p> <p>He/She (always/usually/...)...</p> <p>He/She should/shouldn’ t...</p> <p>例：</p> <p>Hello,I’ m Lily. I have some good habits. I always go to bed early and never go to bed late.Because it’s good for my health.I often put my things in order.It helps keep my room clean and tidy. But I have some bad habits, too. Sometimes I read in bed.It’s bad for my eyes.</p> <p>This is my friend,Tom. He has some good habits.He usually brushes his teeth in the morning and before bedtime.He always finishes his homework early.</p> <p>Try to share 1、用上频率副词谈论自己和朋友的好习惯和坏习惯。</p> <p>2、尝试说说好习惯带来的好处，以及坏习惯带来的危害。</p> <div><p>Hello,I’m... I have ...good habits. I (always/usually/...)...</p><p>But I have ... bad habits, too. I.... I should/shouldn’t...</p><p>This is my friend,... He/She has...good/bad habits.</p><p>He/She (always/usually/...)... He/She should/shouldn’t...</p></div> <table><tr><th>Good habits</th><th>Bad habits</th></tr><tr><td>learn a lot from...</td><td>be bad for...</td></tr><tr><td>be good for our body and health</td><td>feel sleepy/tired</td></tr><tr><td>make/keep ... clean and tidy</td><td>waste money</td></tr><tr><td>save energy</td><td>disturb other people</td></tr><tr><td></td><td>put on weight</td></tr><tr><td></td><td>get ill</td></tr></table>	Good habits	Bad habits	learn a lot from...	be bad for...	be good for our body and health	feel sleepy/tired	make/keep ... clean and tidy	waste money	save energy	disturb other people		put on weight		get ill	语境、特定意图、礼貌、评价
Good habits	Bad habits															
learn a lot from...	be bad for...															
be good for our body and health	feel sleepy/tired															
make/keep ... clean and tidy	waste money															
save energy	disturb other people															
	put on weight															
	get ill															
Unit3 A healthy diet	<p>请为 Mike 或者 YL 设计一份你认为更健康的饮食金字塔，并在组内说一说！</p> <p>参考句型：</p> <p>_____’s healthy diet</p> <p>This is ...’s healthy diet.</p> <p>In the morning, ...has/eats/drinks... We should eat a lot for breakfast.</p> <p>At lunch time ,...has/eats/drinks... We should eat richly(吃得丰</p>	特定意图、礼貌、表达得体、清晰														


课题组活动记录

	<p>盛) for lunch. For dinner,..has/eats/drinks...We should eat less(少吃) in the evening.It's good for our health. ... oftenalso...It's good for... Healthy diet, healthy life! 例: In the morning, She has a lot of noodles and drinks some milk.She eats some eggs every week.We should eat a lot for breakfast. At lunch time ,She has a lot of rice,some meat and fish.She also has a little sweet food. We should eat richly (吃得丰盛) for lunch. For dinner,She eats some meat and a lot of vegetables. We should eat less(少吃) in the evening.It's good for our health. She often has a lot of fruit. She also drinks a lot of water in a day.It's good for her. Healthy diet, healthy life!</p> <p>Let's help Mike and YL 4人一组, 任选Mike或者YL,为他们设计一份你认为更健康的饮食金字塔, 并在组内说一说! 1.not eaten (没有吃): vegetables,fruits... 2.Eat less (吃得少): water,eggs... 3.Eat too much/many (吃得太多): sweet food... 1.not eaten (没有吃): water,milk,fish... 2.Eat less (吃得少): rice,eggs,vegetables,fruits... 's healthy diet This is ...'s healthy diet. In the morning, ...has/eats/drinks... We should eat a lot for breakfast. At lunch time ,...has/eats/drinks... We should eat richly (吃得丰盛) for lunch. For dinner,...has/eats/drinks...We should eat less(少吃) in the evening.It's good for our health. ... oftenalso...It's good for... Healthy diet, healthy life!</p> <p><small>Tip: 1.注意量词的合理使用 2.Balanced diet 均衡的饮食</small></p>  <p><small>四人一组一张白纸设计</small></p>	
Unit4 Road safety	<p>Mike and Yang Ling want to be a little policeman. They' re talking about the rules on the road now.两人一组讨论。</p> <p>参考句型: Yang Ling: Road safety is so important. What must you do on the road? Mike: We must....Because it's safe. Yang Ling: What must you not do on the road? Mike: We mustn't... Because it's not safe. </p> <p>例: Yang Ling: Road safety is so important. What must you do on the road? Mike: We must stay on the pavement.Because it's safe.</p>	特定语境、 礼貌、表达 得体、清晰

课题组活动记录

	<p>Yang Ling: What must you not do on the road?</p> <p>Mike: We mustn't listen to music and play the skateboard. Because it's not safe.</p>  <p>Let's be Mike and Yang Ling. What must you do? What must you not do? Here are some pictures for you. 完成练习, 小组讨论 must... mustn't 练习</p>	
Unit 7 Summer holiday plans	<p>通过制定自己的暑假计划, 学生互相交流, 能够正确地运用 will 和 be going to 引导的一般将来时的陈述句, 有条理地、详细地介绍同桌的假期计划。</p> <p>参考句型:</p> <p>My deskmate and I have different plans for the summer holiday. I'll... He'll/She'll... ...</p> <p>例:</p> <p>My friend Jack will go to Shanghai this summer. He will get to Shanghai by train. He will stay there for a week. He will go to the Bund and the Shanghai Museum. He will play with his friends there. He will live in his aunt's house. I think his travel will be very interesting.</p> <div style="background-color: #2e7d32; color: white; padding: 5px; text-align: center;"> Introduce your deskmate's plans 汇报同桌的暑假计划 </div> <p>My deskmate and I have different plans for the summer holiday. I'll... He'll/She'll... ...</p> <p>• My friend Jack will go to Shanghai this summer. He will get to Shanghai by train. He will stay there for a week. He will go to the Bund and the Shanghai Museum. He will play with his friends there. He will live in his aunt's house. I think his travel will be very interesting.</p>	计划语境、礼貌、表达得体
Unit8 Our dreams	<p>Our dreams 采访你的同学的梦想。</p> <p>参考句型:</p> <ol style="list-style-type: none"> 1. What is your dream? 2. What do you want to be when you grow up? 3. Why do you want to be a/an...? 4. How do you make your dream come true? 5. To make your dream come true, what will you do? <p>例:</p> <p>S1: What is your dream?</p>	采访语境、礼貌、文化表达清晰

课题组活动记录

	<p>S2:Everyone has a dream. And I want to be a doctor when I grow up.</p> <p>S1:Why do you want to be a/an...?</p> <p>S2:Do you know why? Because I want to help sick people. And I’ m good taking care of my baby sister. Helping people makes me happy.</p> <p>S1:How do you make your dream come true?</p> <p>S2: To make my dream come true,I will study hard. I often listen to the teachers carefully in class and finish homework quickly, so I can have more time to read Medical books and magazines. I will also ask my aunt. Because she is a doctor and I can learn from her. I hope I will go to Medical school one day so I can practice a lot there.</p> <p>S1:To make your dream come true, what will you do?</p> <p>S2: I think if I try my best, my dream will come true!</p> <div style="text-align: center;">  <p>Our dreams 采访你的同学的梦想</p> </div> <p>1. What is your dream? = What do you <u>want to be</u> when you grow up? =in the future?</p> <p>2. Why(do you want to be a/an...)?</p> <p>3. How do you make your dream come true? = To make your dream come true, what will you do?</p> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p>对别人的梦想及时做出评价或者建议:</p> <p>I like your dream.</p> <p>What a great/big/wonderful dream!</p> <p>I think you can/ should...</p> </div>	
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