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| **学科** | 英语 | 主备人 | 李辉 | 执教者 | 李辉 | **上课时间** | 2024.4.8 |
| **课题** | Unit4 A good read Integrated Skills | | | 课型 | 听说课 | **课时** | 40mins |
| 1. **教学目标：**   1. understand some new words and expressions and learn to use them;  2. catch the key points from the listening materials;  3. learn how to borrow books from the library. | | | | | | | |
| **二、教学重难点：**  重点：To get specific information from listening materials.  难点：To learn how to borrow books from the library. | | | | | | | |
| **三、教学准备 ：**Multimedia | | | | | | | |
| **教 学 过 程** | | | | | | | |
| **教学环节** | **教师活动** | | | | | **设计意图** | |
| **常规积累** | **A Recommending a book**  *Step 1 Lead-in*  1. Free talk  (1) Do you like reading?  (2) What types of books do you like?  (3) Can you tell us the names of the books you like? | | | | | 通过自由谈话，快速引导学生进入本课情境，激发他们的学习热情。 | |
| **核**  **心**  **推**  **进**  **过**  **程** | *Step 2 Pre-listening*  1. Watch a video  T: What types of books can you see in the video?  2. Name the types of books  T: I also like reading, and I have read the following books. Can you name their types?  *Step 3 While-listening*  1. Listen and match  T: Listen and complete Part A1.  2. Learn the new words and phrases  3. Learn the numbers about *Harry Potter*  (1) **When** was the first book published?  (2) **How many** teachers are there in Hogwarts?  (3) **How many** classrooms are there in Hogwarts?  (4) **How many** **students** are there in Hogwarts? Listen and write down the number.  4. Listen and complete Part A2  T: Suzy plans to read the Harry Potter series. She is telling her classmates about the books. Listen to what she says and complete her notes. The following listening skills may help you:  (1) predict before listening;  (2) listen for key words;  (3) write the short forms.  5. Listen and complete Part A3  *Step 4 Post-listening*  Make an interview.  T: Work in pairs to interview J. K. Rowling. Try to ask at least five questions about her and her novels.  **B Speak up: I want some history books.**  *Step 1 Presentation*  1. Listen and fill in the form  (1) How many books can Daniel borrow at a time?  (2) How long can he keep the books?  (3) How can he renew the books?  2. Read the dialogue  (1) Read the dialogue after the record. Pay attention to the pronunciation and intonation.  (2) Read in pairs. | | | | | 通过观看视频以及对书籍进行种类梳理，为听力进行大量的铺垫，降低听力的难度。  在语篇中进行词汇教学，为下面的听力教学扫清障碍。  本环节注重训练学生听和写的能力，听力难度在逐渐加大。在听力前注重对学生进行听力技能的指导，指导学生结合自己所学对听力内容做适当的推测、学会找关键词、学会速记，为听力扫清障碍，也为不同层次的学生听力技能的提升打下基础。  通过两人一组进行采访活动，提升学生听说的能力，同时进一步加强他们的思维能力。  让学生带着简单问题听录音，训练听力能力。  多种形式读对话，发现学生在朗读方面的问题，扫清说的障碍。 | |
| **开**  **放**  **式**  **延**  **伸** | Make up new dialogues.  T: Work in pairs and take turns to borrow books from a library. You can use the sentences provided in your dialogues. | | | | | 学生充分发挥自主能力，进行编对话练习，之前大量的铺垫加上教师提供的有用句型，让这次输出对不同层次的学生都水到渠成。 | |
| **课堂**  **总结** | T：Who would like to summarize what we have learned in this class? | | | | |  | |
| **作业设计** | 1. Remember the new words and phrases.  2. Make up new dialogues. | | | | | | |

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| **学科** | 英语 | 主备人 | 李辉 | 执教者 | 李辉 | **上课时间** | 2024.4.9 |
| **课题** | Unit4 A good read Study Skills | | | 课型 | 新授课 | **课时** | 40mins |
| 1. **教学目标：**   1. know some common transitions;  2. learn how to use the transitions in writing. | | | | | | | |
| **二、教学重难点：**  重点： To learn how to use the transitions in writing.  难点： To learn how to use the transitions in writing. | | | | | | | |
| **三、教学准备 ：**Multimedia | | | | | | | |
| **教 学 过 程** | | | | | | | |
| **教学环节** | **教师活动** | | | | | **设计意图** | |
| **常规积累** | *Step 1 Lead-in*  Review the story of Xi Wang.  T: Do you remember this giant panda Xi Wang? Read the passage and fill in the blanks.  T: These words are all transitions. | | | | | 通过回顾旧的知识导入新课，引导学生接触过渡词这一概念。 | |
| **核**  **心**  **推**  **进**  **过**  **程** | *Step 2 Presentation*  1. Introduce transitions  What is a transition?  Show the picture of a bridge and tell students that transitions are the bridges that allow a reader to move from one idea to the next without getting lost in the language. In writing, a transition is a word, phrase or sentence.  2. Introduce different types of transitions  (1) Connect the sentences by adding transitional words.  (2) Why do we need transitions?  (3) Types of transitions  Transitions can be used to show time and sequence, to add information, to give an example, to show cause and effect, to emphasize, to compare and contrast.  *Step 3 Practice*  1. Find the transitional words and phrases  T: Try to find the transitional words and phrases in *Gulliver in Lilliput* and discuss with your partner about their types.  2. Underline the transitional words and phrases  T: Read Sandy’s article and underline the transitional words and phrases. Discuss with your partner about their types.  3. Complete the sentences  T: Complete the sentences with proper transitional words or phrases. | | | | | 从概念、用途、种类三个角度，向学生呈现过渡词。  总结回顾Reading课文中的连接词，让学生在实际运用中了解过渡词的作用。  指导学生在实际运用中巩固所学知识。 | |
| **开**  **放**  **式**  **延**  **伸** | Add some transitions  T: Rewrite the following article about TV and website by adding some transitional words or phrases. | | | | | 让学生在完整的篇章结构中了解过渡词的作用。 | |
| **课堂**  **总结** | *Step 4 Summary*  T: To improve your writing, you need to make sure that your ideas, both in sentences and paragraphs, stick together and have coherence. One way to do this is to use transitional words or phrases that help bring ideas together. | | | | |  | |
| **作业设计** | 1. Review and remember the transitions.  2. Prepare to write about your reading habits, using proper transitions. | | | | | | |

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| **学科** | 英语 | 主备人 | 李辉 | 执教者 | 李辉 | **上课时间** | 2024.4.10 |
| **课题** | Unit4 A good read Task | | | 课型 | 写作课 | **课时** | 40mins |
| 1. **教学目标：**   1. learn how to organize an article about reading habits;  2. learn some writing skills and write a report on reading habits;  3. develop a good habit of reading. | | | | | | | |
| **二、教学重难点：**  重点：To understand the organization and the outline of the report.  难点：To develop some English writing skills such as: how to develop a paragraph, how to use transitions in writing, etc. | | | | | | | |
| **三、教学准备 ：Multimedia** | | | | | | | |
| **教 学 过 程** | | | | | | | |
| **教学环节** | **教师活动** | | | | | **设计意图** | |
| **常规积累** | *Step 1 Lead-in*  T: Boys and girls, do you like reading? What kinds of books do you like?  T: In my free time, I like reading these books. What are they in Chinese?  Yes, they are called *the four great classical Chinese novels*. | | | | | 通过师生交谈，自然地导入新课和写作话题。通过图片学习生词：classical。 | |
| **核**  **心**  **推**  **进**  **过**  **程** | *Step 2 Outline of the writing*  1. Prediction  T: Today, we are going to write something about our reading habits. What would you like to write about your reading habits?  T: Yes, we can write something like these.  2. Outline  T: Now, let’s read Millie’s article first and then help her answer some questions.  T: And here is the outline of Millie’s writing. Can you help her fill in the blanks?  *Step 3 Writing skills*   1. How to develop a paragraph   T: So, someone says a paragraph is just like a bamboo. Look at this picture!  The main idea is the bamboo’s trunk, and major details are like its sticks, the minor details are small sticks and leaves. We put them all together to make a paragraph.   1. How to use transitions   T: Can you find a transition among these sentences? (but)  T: Can you help Millie add a suitable transition before *the four great classical Chinese novels?* (For example,)  T: If the readers want to know why Millie likes these novels best, which transition can she use to continue her writing? (because)  T: Can you use the useful writing structures to rewrite a short paragraph for Sandy?  Here is Daniel’s writing. You can rewrite something like this.   1. How to mix Chinese culture in English writing   T: Next, let’s discuss how to mix Chinese culture in English writing. Here are some writing tips for you. I think the first two tips are easy to understand.  Let’s talk about the third one.  T: We can take Daniel’s writing for an example.  In this way, we talk about some serious events about China and Chinese.   1. How to write related details   T: Let’s come to Paragraph 2.  T: Look at this sentence. What is the function of “—” in this sentence?  Can we use some transitional words to replace “—”, and how?  T: Good. That’s to say, “it is just opposite my home” is a related detail to the first sentence because it explains why Millie gets most of her books from Sunshine Library. It’s convenient.   1. How to brainstorm in English writing   T: What do Millie and her friends do in the library?  T: What else may they do?  T: Yes, there are some other interesting things they may do in Sunshine Library. All these things can be written in our writing.  T: Let’s do some exercises.  6. How to highlight the ending | | | | | 首次阅读教材范文，通过完成调查问卷和文章框架结构表格任务，检测学生对文章的理解程度，以明确文章写作框架结构。  本环节学习了写作技巧——段落的写作。竹子形象地阐释了英语写作中的段落构成，即所有的细枝和树叶（details）紧紧围绕main idea这个主干进行生长。  Transition教学是本单元Study skills的重要内容，也是整个中学阶段写作教学最为重要的内容之一。Rewriting素材来源于本单元Welcome to the unit部分的简短对话，素材既与单元主题相关，又可以使用合适的过渡词进行重写，对学生的写作能力的提高会有促进作用。  本环节教学生在英语写作中融合中国文化，继续使用了上一环节中的Daniel的习作，使得教材素材利用最大化。  本环节进行了相关有效细节写作教学。很多学生在细节写作时，写的句子与文章主旨无关或无效，本环节的写作教学设计能有效训练学生的写作思维。  本环节训练了英语写作中的发散思维，同时很好地利用了教材的各种素材，Black Beauty选材于本单元的Grammar环节。 | |
| **开**  **放**  **式**  **延**  **伸** | *Step 4 Writing practice*  T: Now, it’s time for your writing.  T: When you are writing, you should pay attention to the structure and the writing skills we’ve talked about. | | | | | 学生独立写作，以检测他们的写作水平是否真的有所提升。 | |
| **课堂**  **总结** | T: Who would like to summarize what we have learned in this class? | | | | |  | |
| **作业设计** | 1. Finish writing your article. 2. Polish your article. | | | | | | |