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| **学科** | 英语 | 主备人 | 唐羽佳 | 执教者 | 唐羽佳 | **上课时间** | 2024.3.4 |
| **课题** | Unit1 Dream homes Integrated Skills | 课型 | 听说课 | **课时** | 40mins |
| 1. **教学目标：**

1. get useful information from listening materials;2. learn some expressions about making phone calls;3. introduce their homes and make phone calls correctly. |
| **二、教学重难点：**重点：To make phone calls correctly.难点：To make phone calls correctly. |
| **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*Free talk.T: Hello, boys and girls. In this unit we learned about three different homes of three students from different countries. Do you know this boy? Can you tell me his name? | 以Neil为切入点，通过简单的问答形式回忆Reading课文中有关Neil家的内容，快速导入到本节课的教学内容。 |
| **核****心****推****进****过****程** | *Step 2 Presentation*1. Watch and say.T: Now let’s watch the video of Neil’s house. T: You can see six places in the video. What are they?S: Bedroom, garden, kitchen, bathroom, dining room, living room.2. Write down the names. T: Now would you please write the name of the place under each picture?*Step 3 Listening* 1. Listen and put the pictures in the correct order.T: Boys and girls, these pictures are in the wrong order. Now let’s listen to Neil telling about his house and put the pictures in the right order.2. Listen and label the things. T: Good job. Now we are going to listen to Neil telling more about his house. And this time, please label the things in the pictures with the words in the box.3. Read the words.T: We’ve got some new words here. Now let’s read these words together.*Step 4 Practice*1. Complete Simon’s email.2. Learn the phrases.T: Please pay attention to these blue phrases. Let’s read them together.3. Read and answer.(1) Are Neil’s home and Simon’s the same?(2) What’s Neil’s garden like? (3) Does Neil have his own bedroom?(4) Which room of Neil’s house do you like best? Why? **B Speak up: May I speak to Daniel, please?***Step 1 Presentation*1. Listen and answer.T: Simon is very happy now and he is calling Daniel. Do you know why? Listen and answer the question.2. Read and answer.(1) Where is Simon calling?(2) What message does Daniel’s father take?(3) What is Simon’s new telephone number?*Step 2 Practice*1. Read the conversation.2. Act out the conversation.3. Brainstorm.T: Work in groups and discuss what useful expressions you can use when making phone calls.T: Here are some useful expressions about making phone calls. Read and remember them.4. Make new phone calls.T: Now it’s time for you to make new phone calls. Here are four topics for you to choose. You can use the conversation on the screen as a model. | 通过一个短片来激发学生的兴趣，让学生在观看的同时自然的说出每个房间的名称，然后再由说过渡到写，由此完成A1的听前的任务，为之后的听做好铺垫。在学生已经较为熟悉的场景中播放听力，让学生在听中完成排序和标注这两个任务，在完成标注任务后对本课的新词再进行带读和巩固。在完成书上的练习后，设计四个问题，引起学生对文本中的重点词组的注意，让学生在回答问题中自然习得词组的用法。本环节是一个电话情景，让学生先听录音，回答一个有关对话大意的问题，然后读对话，回答细节问题，在此过程中，点拨新单词的意思，让学生在语境中习得新知识。让学生熟读对话并尝试与同伴表演对话，为之后的编排新对话做好铺垫。 |
| **开****放****式****延****伸** | Talk about your home.T: Now I’d like to know something about your homes. Work in pairs and talk about your homes according to the questions here. (1) What kind of home do you live in? (2) How many rooms are there in your home? And what are they? (3) What’s your favourite room? Why? | 学生在前面一系列听的输入之后，在几个问题的引导下尝试简单地谈论自己的家。在说的过程中，同时巩固了新授的单词与词组的用法。 |
| **课堂****总结** | T： Who would like to summarize what we have learned in this class? |  |
| **作业设计** | 1. Draw a picture of your home and try to describe it.2. Recite the conversation in Speak up. |

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| **学科** | 英语 | 主备人 | 唐羽佳 | 执教者 | 唐羽佳 | **上课时间** | 2024.3.5 |
| **课题** | Unit1 Dream homes Task | 课型 | 写作课 | **课时** | 40mins |
| 1. **教学目标：**

1. finish a questionnaire and talk about their own homes;2. talk about their dream homes;3. use the useful expressions to write about their dream homes. |
| **二、教学重难点：**重点：How to write about your dream home.难点：How to write about your dream home. |
| **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* 1. Review: Talk about Neil’s home.T: Do you still remember that Neil showed us his home in the UK in a video?T: Good, I’d like you to say something about Neil’s home according to the pictures and some key words here. | 让学生根据图片和问题描述Neil的家，一方面复习了本单元有关家这个话题的词汇和表达，另一方面也为本节课的写作做好语言上的铺垫。 |
| **核****心****推****进****过****程** | *Step 2 pre-writing*1. Introduce my home.T: Pretty good, you really have a good memory. Now I will show you my home.2. Complete a questionnaire.T: Well, I showed you my home. Now I’d like to know yours. So would you please first complete the questionnaire in Part A on Page 16?3. Talk about your home.T: Ask and answer the following questions with your partner.4. Watch a video.T: You really have fun talking about your own homes. Do you like your home? Do you want a better one? I guess at the bottom of everybody’s heart, there is a dream home. Now let’s watch a video.5. Read Simon’s article.T: Simon also has his dream home and he writes an article about it. Now let’s take a look at it.T: Read the article and answer the questions. (1) Where is Simon’s dream home?(2) How many floors are there in his dream home?(3) What’s outside his home?6. The structure of Simon’s article.7. Talk about your dream home.*Step 2 While-writing*T: It’s time for you to write about your dream homes. Don’t forget you can use Simon’s article as a model. Here are some useful expressions for you. | 通过介绍教师自己的家激发学生的兴趣，激起他们介绍自己家的欲望，同时在介绍中呈现本节课的部分词汇，为之后学生的输出做好铺垫。先完成一份调查问卷，然后让学生根据自己所填的信息与同伴展开对话，让学生由写过渡到说，让学生有话可说。让学生阅读Simon的梦想之家，获取信息，回答问题，并通过问题感知整个文本的框架，从而了解到从哪些方面去写一篇关于自己的梦想之家的文章以及文章应如何布局，为后面的写作做好铺垫。在正式写作之前，再次向学生呈现文章框架和有用表达，让学生更易着手写作。此外，向学生呈现写作评分标准，让学生在写作过程中知道需要注意哪些方面，规范其写作。 |
| **开****放****式****延****伸** | *Step 3 Post-writing*1. Evaluate their writing.T: Exchange your article with your partner and grade it according to the assessment table here. If you find some mistakes, try to correct them. If you find some good expressions or ideas, you can underline them. You can ask me for help if you have any problem.2. Give advice.T: After grading, please write down your advice on your partner’s article. If the article gets 18-20 points, you can write down “Well done! Keep on!”If it gets 15-17 points, you can write down “Not bad. Need to practice more!”If it gets 10-14 points, you can write down “Not good. Need to practice a lot!”3. Enjoy some good articles.T: If your partner’s article gets 18-20 points, please stand up and read the article out. | 写作完成后，同伴之间相互交换自己的作文。学生根据评分标准给自己同伴的作文打分并给出相应的意见。这样相互批改不但调动了学生的积极性，也加深了学生对如何写好一篇文章的规范的印象。通过批改他人的作文，学生也在内心检视了自己的作文，取长补短。 |
| **课堂****总结** | T: Who would like to summarize what we have learned in this class? |  |
| **作业设计** | 1. Read your article again.2. Revise your article. |

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| **学科** | 英语 | 主备人 | 唐羽佳 | 执教者 | 唐羽佳 | **上课时间** | 2024.3.6 |
| **课题** | Unit2 Neighbours Welcome | 课型 | 听说课 | **课时** | 40mins |
| 1. **教学目标：**

1. use the right words to describe people’s jobs and their workplaces;2. talk about their own neighbours and neighborhoods briefly; 3. learn to cooperate with others and respond to the teacher’s instructions actively. |
| **二、教学重难点：**重点：To talk about people’s jobs and workplaces.难点：To talk about their neighbours and neighbourhoods. |
| **三、教学准备 ：**Multimedia |
| **教 学 过 程** |
| **教学环节** | **教师活动** | **学生活动** |
| **常规积累** | **Comic strip***Step 1 Lead-in*T: Hello, boys and girls. Today, we’ll learn Unit 2 Neighbours. First, may I ask some questions about your neighbours?(1) Do you often talk with your neighbours?(2) Do you like visiting them?(3) Do you invite your neighbours to your home? (4) If you meet a new neighbour on the way, how will you feel? And what will you do? | 结合单元话题进行自由对话，使学生迅速进入本课话题，为接下来的教学做好铺垫。 |
| **核****心****推****进****过****程** | *Step 2 Presentation*1. Watch and answer.T: Helen and Jane live in the same neighbourhood. They meet a new neighbour on their way home. Do you want to know how they feel when they meet their new neighbour for the first time? Please enjoy a short video.T: Yes, they are both excited. Today, Eddie is going to visit his new neighbours too. But he looks worried. Watch the video and try to find the reason.2. Listen and answer.T: Listen to the tape and read the conversation by yourselves. Answer the questions below. (1) Where is Eddie going?  (2) Will Eddie go with Hobo? (3) What does Hobo worry about?*Step 3 Practice*1. Read in roles. 2. Role-play.3. Imagine and think. T: Do you think Eddie’s new neighbours will welcome him? If you have a neighbour like Eddie, will you welcome him or her?**Welcome to the unit** *Step 1 Lead-in*Tips for visiting new neighbours.*Step 2 Part A*1. Ask and answer.T: Let’s meet some new neighbours. Look at these pictures. Please ask and answer in pairs. S1: What is he/she?S2: He/She is a …2. Match people with places.3. Play a guessing game.  | 利用视频设置情境，引出Eddie的担心，从而导入到漫画内容，激发学生的学习兴趣。通过分角色朗读和表演增添了课堂的乐趣，并且训练了学生的语言运用能力。最后的问题启发了学生思考如何与邻居友好相处。承接上面设置的情景，通过视频引导学生如何与新邻居相处，并从谈话内容导入本节课的重点，谈论职业和工作场所。 |
| **开****放****式****延****伸** | How to be a good neighbour?T: What can we do for our neighbourhood? How can we be good neighbours? Watch a video and discuss in groups what we should do and should not do in the neighbourhood. T: Love your neighbour as yourself. In this way, your neighbourhood will be a better place to live. | 从书本学习延伸到学生的生活，启发学生思考如何为他人服务，树立“邻里互帮互助、从我做起”的观念，培养他们的责任感。 |
| **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, phrases and structures.2. Write a short article about your neighbourhood. |