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| **学科** | 英语 | 主备人 | 汤苏悦 | 执教者 | 汤苏悦 | **上课时间** | 2024.5.6 |
| **课题** | Unit6 Outdoor fun Integrated Skills | | | 课型 | 听说课 | **课时** | 40mins |
| 1. **教学目标：**   1. learn about the history of Chinese kites;  2. talk about a day out for outdoor activities;  3. arrange a day out and enjoy the day out. | | | | | | | |
| **二、教学重难点：**  重点：To learn about the history of kites and talk about a day out.  难点：To learn about the history of kites and talk about a day out. | | | | | | | |
| **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 Chinese kites**  *Step 1 Lead-in*  1. Enjoy a video about outdoor activities.  T: Hi, everyone. Doing outdoor activities is fun. Now, let’s enjoy a video and you’ll learn a lot about outdoor activities.  2. Free talk.  (1) Do you like outdoor activities?  (2) What is your favourite outdoor activity?  (3) Can you guess what outdoor activity I like best? | | | | | 以学生熟悉且感兴趣的 “户外活动”导入衔接下文，让学生猜测老师最喜欢的“户外活动”，引出“风筝”这个话题。 | |
| **核**  **心**  **推**  **进**  **过**  **程** | *Step 2 Presentation*  1. Present a photo of kite flying.  2. Answer the following questions.  (1) Do you like flying kites?  (2) Where do you usually fly kites?  (3) Who often goes with you?  (4) What does your kite look like?  T: This is my kite. What does the kite look like?  *Step 3 Listening (A1)*  1. Listen and write.  T: What do the students’ kites look like? Let’s listen to the conversation between Mr Wu and his students, and write correct names under the kites.  2. Ask some questions to check the answers.  T: Please listen to the conversation again and answer my questions.  (1) What does Millie’s kite look like?  (2) Whose kite looks like a square?  (3) What about Amy’s?  (4) By the way, who is good at making models?  *Step 4 Presentation*  Famous people in history.  T: Do you know the history of kites? First, let’s meet four famous people in history.  Pictures 1-2: There were two famous men over 2000 years ago, in the Warring States period. This is Mozi. This is Lu Ban. Lu Ban is Mozi’s student.  Pictures 3-4: This is Cai Lun. He is a famous inventor. He invented paper in the Eastern Han dynasty. This is Marco Polo. He is from Italy. He visited China in the 13th century.  *Step 5 Listening (A2 and A3)*  1. Listen and choose.  T: Listen to Mr Wu’s talk about the history of kites and match each person with the correct event. Write the letters in the boxes.  2. Talk about the materials of kites.  T: People used wood to make kites in history. It means, “People made kites out of wood.”  3. Listen and complete.  T: Listen to Mr Wu’s talk again. Help Millie write down what he said. You can use the information in Part A2.  T: Check the answers and read the passage.  T: Fill in the blanks with the right answers. | | | | | 自然地引出有关风筝外形的话题，正式进入文本的A部分。  听力之前，提高要求，确保听力训练的效率，让学生养成良好的听力习惯。  一方面介绍人物及年代，提前渗透听力涉及的内容；另一方面，也是对水平有限的学生的一种提示，以此帮助他们更好地融入课堂活动。  旨在巩固听力所得，更是对两种表达法的讲解与比较，便于学生更好地掌握运用这两种方式。  培养学生合作学习、共同解决困难的意识与能力。校对完答案之后，让学生自主练习朗读，在相对宽松的条件下操练口语，争取更大的学习空间。 | |
| **开**  **放**  **式**  **延**  **伸** | *Step 3 Practice*  1. Practice reading the conversation and do role-play activities.  2. Pair work.  T: Work in pairs and discuss the outdoor activities you like.  T: Suppose you are going camping this Saturday. Make up a new dialogue to talk about your plan. | | | | | 先朗读对话，再进行讨论，最终完成自己的一日外出活动计划。铺垫和积累至此，学生已经具备开展活动的知识储备。本部分旨在鼓励学生灵活应用所学，实现语用价值。同时，本部分以合作形式开展活动，学生可在合作中互相学习，增进友谊，培养情感。 | |
| **课堂**  **总结** | T: It is fun to do outdoor activities. Outdoor activities are good for our health and mind. | | | | |  | |
| **作业设计** | 1. Introduce the history of kites to your family.  2. Search the information about Chinese tea or silk on the Internet. | | | | | | |

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| **学科** | 英语 | 主备人 | 汤苏悦 | 执教者 | 汤苏悦 | **上课时间** | 2024.5.7 |
| **课题** | Unit6 Outdoor fun Integrated Skills | | | 课型 | 新授课 | **课时** | 40mins |
| 1. **教学目标：**   1. learn the usage of the English dictionary;  2. know the words in a dictionary are in alphabetical order;  3. find words in the dictionary quickly. | | | | | | | |
| **二、教学重难点：**  重点：To learn how to use a dictionary.  难点：To learn how to use a dictionary. | | | | | | | |
| **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. Have a guess.  T: It can’t speak or write, but it has much knowledge. When you have problems with learning, it can give you lots of help. What is it?  S: It’s a dictionary.  T: Yes, that’s right. I think a dictionary is one of the most valuable tools. | | | | | 通过猜谜的方式导入，有效激发学生的兴趣。 | |
| **核**  **心**  **推**  **进**  **过**  **程** | 2. Free talk.  T: Do you have an English-Chinese dictionary? Can you show me your dictionary? Have you ever read your dictionary carefully?  T: Today, let’s try to understand it further.  *Step 2 Presentation*  1. Try to understand your dictionary.  (1) Choose the right dictionary.  Learner’s Dictionary or Advanced Learner’s Dictionary?  (2) Study your dictionary.  T: The words in a dictionary are in alphabetical order, from A to Z. Do you know why?  T: It helps us find words quickly. If two words start with the same letter, we look at the second letter of the word we want to look up.  2. Enjoy an alphabet song.  T: Can you recite the alphabet? Now let’s enjoy an alphabet song. Listen and sing along.  *Step 3 Practice*  1. Fill in the blanks according to the sequence of the letters.  2. Write the numbers 1-8 in alphabetical order.  3. Choose the right answer.  *Step 4 Presentation*  1. Guide words.  T: Turn to Page 77 and find out what the guide word is.  2. Finish Part B.  *Step 5 Practice*  1. Look up the words in the dictionary.  2. Read the comics.  T: There are some new words in the comics. You can look up the news words in your dictionary.  3. Enjoy an essay.  T: Read the essay about happiness. If there are some new words, you can guess their meanings according to the context or look up the words in your dictionary. | | | | | 让学生自然地拿出词典，关注词典。  作为过渡，简要说明词典里单词的排列规则，并举例说明，帮助理解。  通过字母歌，帮助学生明确字母的排列顺序。  通过多种练习形式，帮助学生掌握词典中单词的排列顺序。  解释引导词的功能，并提供实例操练学生的应用能力。  从词、句再到文章的理解，围绕板块主题层层递进。 | |
| **开**  **放**  **式**  **延**  **伸** | Discussion.  T: Nowadays online dictionaries are popular. Do you like to use paper dictionaries or online dictionaries? Have a discussion with your partner and express your opinion to the class. | | | | | 拓展关于在线词典的信息，让学生思考并抒发自己的观点。 | |
| **课堂**  **总结** | T: Dictionaries are really useful. Do you know what information we can get from the dictionary? | | | | |  | |
| **作业设计** | 1. Sing the Alphabet song.  2. Find five words in your dictionary, and try to read their definitions and the sentences given. | | | | | | |

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| **学科** | 英语 | 主备人 | 汤苏悦 | 执教者 | 汤苏悦 | **上课时间** | 2024.5.8 |
| **课题** | Unit6 Outdoor fun Task | | | 课型 | 写作课 | **课时** | 40mins |
| 1. **教学目标：**   1. learn how to make an outline before writing;  2. choose suitable words and structures for an article;  3. write about what they think will happen to Alice next. | | | | | | | |
| **二、教学重难点：**  重点：To learn how to make an outline before writing.  难点：To choose suitable words and structures for an article. | | | | | | | |
| **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 Warm-up*  1. Revision.  T: Look at the pictures and describe what happened to Alice.  2. Lead-in.  T: Do you want to learn more about Alice’s adventure? Now, listen to the tape and get more information. | | | | | 通过复习已学内容的方式，导入本课主题，让学生逐步进入状态。 | |
| **核**  **心**  **推**  **进**  **过**  **程** | *Step 2 Presentation*  1. Listen and answer.  T: After listening, answer the following two questions.   1. What did Alice see on the table? 2. Did Alice become smaller?   2. Read and answer.  T: Turn to Page 78 and read the passage. Then tell which of the statements on the screen are true and which are false.  T: Ask and answer.  *Step 3 Practice*  1. Watch and match.  T: Let’s watch a short video to learn about what happened to Alice, and then match the main idea with each paragraph.  2. How to write a better story.  (1) Learn to write details.  T: Alice opened the bottle and drank a little.  Her body became smaller and smaller.  Between the two sentences, we can add some details to make the story more interesting.  (2) Learn to use adverbs.  T: Adverbs can make our description more vivid.  (3) Learn to use conjunctions.  (4) Use the writing skills to fill in the blanks.  3. Have a discussion.  T: At the end of the story, Alice saw a cake under the desk. Would she eat it? And what would happen to her if she ate the cake? Talk about the five questions with your partner.  *A: Will Alice eat the cake?*  *B: …*  *A: What will happen to her after that?*  *B: …*  *A: Where will she go next?*  *B: …*  *A: What will she see?*  *B: …*  *A: Will she meet the white rabbit again?* | | | | | 采用听读结合的方式，帮助学生掌握文本的大意与细节。  本环节的各个步骤为最终的的写作做了很好的铺垫，解决“怎样写”“写什么”的问题。 | |
| **开**  **放**  **式**  **延**  **伸** | Try to write a story.  T: Read the sample writing. This is one possible story. Now it’s your turn to write about what you think will happen to Alice next. You can divide your story into several parts according to the questions. You can also use the expressions in your story. Remember to use the simple past tense when writing. | | | | | 让学生学会评价作文，明确优秀作文的要求，从而规范自身的写作。 | |
| **课堂**  **总结** | T: Who would like to summarize what we have learned in this class? | | | | |  | |
| **作业设计** | 1. Complete students’ own version of *Alice in Wonderland*.  2. Enjoy the cartoon film *Alice in Wonderland.* | | | | | | |