

江苏省 苏州工业园区星湾学校 李扶庭

教学材料

Unit 1

Task

My best friend

David is going to take part in the writing competition. Here is a list of words that he can use to describe different people. Read the list.

Words about people	
Face	long, round, square, small
Eyes	big, small, round, bright, smiling
Hair	big, small, long, short, straight
Hair	black, dark brown, long, short, straight
Looks	beautiful, pretty, good-looking, handsome, lovely, cute, short, tall, fat, thin, smart, strong
Personality	clever, smart, polite, friendly, kind, generous, hard-working, helpful, honest, humorous, patient

Now you want to write an article about your best friend. Prepare some notes of him or her. Then use the outline below to help you organize your ideas.

Introduction
Say who your best friend is.

Main body
Describe his/her looks and personality.

Conclusion
Write about his/her future plans.

Unit 1

Read David's article about his best friend Kate.

Kate is both my neighbour and my best friend. I first met her five years ago.

Kate is tall and slim. She has long hair. She has a round face and a small nose. I like her bright smiling eyes. They make her look really pretty and kind.

Kate is a friendly girl. She always has a smile on her face and looks happy. She likes to help people. She helps me with my homework and she is very patient. When I feel lonely or unhappy, I often go to her. She will talk to me and tell me interesting things.

Kate wants to work with children. She would like to be a teacher when she grows up. I think she will make an excellent teacher.

Now write your own article about your best friend. Use your notes and the outline on page 16 to help you.

Self-assessment

I have found	Details	Result
1. Three passages about friends.		
2. To use the new words to describe my friends.		
3. To use comparative and superlative adjectives.		
4. To use a vocabulary tree to remember new words.		

Result: 😊 Excellent! 😊 Good! 😞 Not bad!

I need to spend more time on...

教学设计

课文标题:	My best friend
单元名称:	8A Unit1 Friends
教材版本:	牛津译林
授课年级:	八年级
指导教师	许淼淼、王静静、陈君贤

整体
设计思路

本节课授课内容是八年级上册 Unit1 Friends 的 Task 部分，是一节写作课。本课围绕单元主题“朋友”展开，要求学生在学习教材文本后，完成一篇人物介绍的写作。教材包含三个部分，第一部分是关于外貌性格等词汇的分类表；第二部分是描写好友的提纲；第三部分为写作范文。教材文本 My best friend 以 Kate 的品质为线索，从外貌，性格，未来计划等角度对 Kate 进行介绍。范文结构清晰，逻辑性强，衔接自然。教师通过对文本多层次、多维度的解读，引导学生从语言、内容、思维以及情感等方面学习文本，探究青少年的优秀品格与未来职业抱负的关系。

教学目标	经过本课的学习，学生能够： 1.基于由卡通人物创设的“朋友”情境，学习、分辨与外貌和性格相关的词汇。 2.以人物简介为框架，构建描述好友外貌和性格的结构化知识。 3.解读范文语言、理解范文写作逻辑，建立人物性格和行为、人物职业规划和性格之间的逻辑关系。 4.利用多维评价，优化写作技能，探究“朋友”的主题意义。		
教学重难点	学生已经具备一定的语言综合运用能力，初步掌握了读写技巧，并能对友情主题下的相关话题进行简单的描述。但在逻辑严密，衔接自然和举例适切等方面，学生还存在着一定的困难。		
教学过程			
教学步骤	教师活动	学生活动	设计意图及资源准备
Warm-up	1. Introduce the topic with a riddle. T begins the lesson with a riddle hidden under one student’s pencil case.	The luckiest student reads the clues and others easily get to the topic “friend”.	利用谜语，引出主题。
	2. Present new words in contexts T shows some groups of best friends from cartoons, films and text books, sharing their messages about their best friends.	Ss acquire new words on looks or personality in each message by selecting the proper adjectives for SpongeBob, paraphrasing for Woody and choosing the most suitable comment for Hermione.	围绕单元主题，创设熟悉情境，激活学生背景知识，帮助学生在真实语境中习得理解新词。
Step 2 Pre-writing	1. Classify and brainstorm T asks Ss to classify adjectives shown in the messages into two categories, namely looks and personality.	Ss are encouraged to think of more adjectives on looks and personality and say them out loud.	通过词汇分类和头脑风暴，为学生做好写前词汇准备。

	2. Motivate and practice T presents a profile of Daniel's best friend Kate, which inspires Ss to work out the framework of a profile including name, looks and personality.	Ss make a profile of their best friend. T invites one student to present the profile of his best friend on the blackboard and shares it. Other students share their best friend's profiles orally.	通过对 Kate 的人物简介的分析, 为学生搭建好写作的结构框架。 以词汇准备和写作框架为脚手架, 通过“微型写作”和口头汇报为书面产出做准备。
Step 3 While-writing	1. Locate the topic sentence T introduces Daniel's article about his best friend Kate by reading Para 1.	Ss can get to know where the topic sentence is located, realizing the importance of stating their topic clearly at the very beginning.	引导学生带着问题, 通过阅读, 自我归纳总结总起句的重要性。
	2. Describe facts and feelings on looks Daniel's description on Kate's looks is shown to students, which consists of facts and his feelings.	Ss distinguish facts (e.g.: She is tall and slim. She has long hair. She has a round face and a small nose. She has smiling eyes.) from the feelings (e.g.: I like her bright smiling eyes. They make her look really pretty and kind.)	分析、解读文本语言, 引导学生区分外貌描写中表示事实和个人情感的语句。 通过对卡通人物典型特征及个人感受的描写, 提高学生的综合语用能力。
	3. Give examples on personalities T ask Ss to read Para 3 by themselves and finish a matching task between Kate's personality and relevant examples.	Ss are inspired to make the sentences by using a variety of sentence patterns. Ss are encouraged to think of creative and related examples based on Harry's, Ron's and Hermione's personality.	通过性格和具体例子的匹配, 引导学生思考两者之间的逻辑关系。 在迁移创新的写作任务中强化人物性格和人物行为之间的关系。

	<p>4. Predict future plans related to personalities</p> <p>After quickly reading the last part about Kate, Ss knows her future plan is to be a teacher. T inspires Ss by asking:</p> <p>1) How does Daniel support her future plan in his writing?</p> <p>2) What qualities does an excellent teacher Kate have in Daniel's writing?</p> <p>T makes a summary that Daniel reveals Kate's qualities by talking about her kind looks, nice personalities which are closely related to her future plans.</p>	<p>Ss find her excellent qualities sentence by sentence.</p> <p>Ss brainstorm and predict future plans for friends in Sunshine Middle School according to their personalities.</p>	<p>通过递进性问题链引导学生思考个人品质和未来规划的逻辑关系。</p> <p>从结构、内容和写作逻辑三个层面进行总结，帮助学生形成完整的结构化知识。在迁移创新类活动中进一步加深学生对个人品质和职业规划关系的认知。</p>
	<p>5. Draft based on the profile</p>	<p>Ss write a draft about their best friend with the support of the profile.</p>	<p>以好友简介为写作支架，在真实情境中完成写作任务。</p>
Step 4 Post-writing	<p>1. Teacher-assessment</p> <p>T chooses one of the drafts and revises it as an example based on the given checklist, namely structure, content and language.</p>	<p>Ss exchange their writing with each other, assessing their partner's work based on the checklist by giving stars.</p>	<p>以评价量表为依据，通过教师点评、同伴互评、互赏等多元化评价方式，培养学生的反思能力，实现以评促教，以评促学。</p>
	<p>2. Peer-assessment</p> <p>T invites two students to analyze their partners' works.</p> <p>From one of the</p>		

	students' works, "a bit fat" is used. Also, T will present more examples about choosing proper adjectives. T explains different understandings in both Chinese culture and Western culture to enhance Ss' cross-cultural awareness.		
Summary & Homework	<p>1. Activate and share</p> <p>From Ss' works, T makes a conclusion about how important friends are and what real friendship means to everyone.</p> <p>By presenting a saying from Plautus, where there are friends, there is ...?</p>	Ss are welcome to brainstorm to show their understanding towards friends, which can activate Ss' mind and awaken the awareness of friendship.	利用量表，学生课后进行范文修改，形成写作闭环。
	<p>2. Assign homework</p> <p>Option 1: Polish their writing & share it with their best friend.</p> <p>Option 2: Teach their best friend to make a profile.</p> <p>Option 3: Read recommended books and watch related films to learn to become a better friend and make more friends.</p>		

板书设计

★ 8A Unit 1 Friends
- task - ★

kind

friendly

helpful

patient

a heart full of love

Name: _____ TS

Looks: _____ facts

Personality: _____ feelings

Future plan: _____ examples

★

Checklist

	1	2	3	4
Structure	1. Does the passage follow the profile?			
	2. Does the passage have a topic sentence?			
Content	1. Does the passage show facts and feelings on looks?			
	2. Does the passage give proper examples to match personalities?			
	3. Does the passage include future plans based on qualities?			
Language	Does the passage borrow any nice words or fine sentences we talked about in this lesson?			

_____ ☆ in total

教学反思

本节课是围绕“朋友”大单元主题意义下，学生通过在真实语境中习得词汇并归类，解读范文语言、理解范文写作逻辑，建立人物性格和行为、人物职业规划和品质之间的逻辑关系。以好友简介为写作支架，在真实情境中完成写作任务。在自主写作、师评，互评的多元化评价方式下，全面展示英语语言综合运用能力。学生在分享中，体悟英语的语言之美，理解中西文化差异。