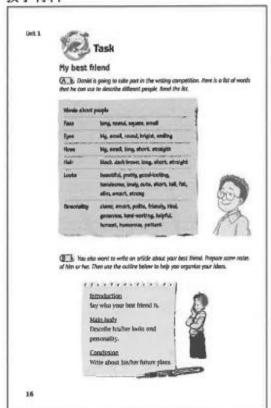
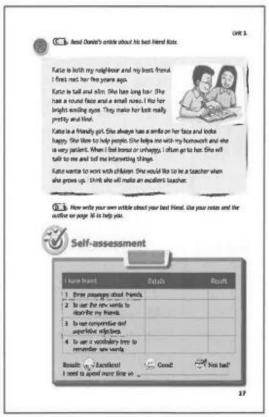
## 江苏省 苏州工业园区星湾学校 李扶庭

## 教学材料





## 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

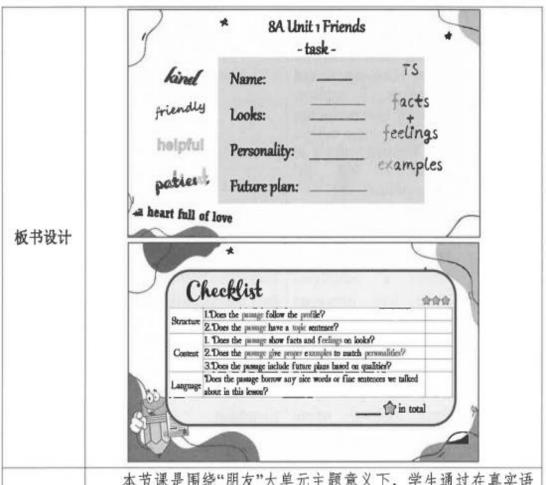
本节课授课内容是八年级上册 Unit1 Friends 的 Task 部分,是一节写作课。本课围绕单元主题"朋友"展开,要求学生在学习教材文本后,完成一篇人物介绍的写作。教材包含三个部分,第一部分是关于外貌性格等词汇的分类表;第二部分是描写好友的提纲;第三部分为写作范文。教材文本 My best friend 以 Kate 的品质为线索,从外貌,性格,未来计划等角度对 Kate 进行介绍。范文结构清晰,逻辑性强,衔接自然。教师通过对文本多层次、多维度的解读,引导学生从语言、内容、思维以及情感等方面学习文本,探究青少年的优秀品格与未来职业抱负的关系。

教学目标	经过本课的学习,学生 1.基于由卡通人物创设的相关的词汇。 2.以人物简介为框架,标 3.解读范文语言、理解系 物职业规划和性格之间。 4.利用多维评价,优化等 学生已经具备一定的语	的"朋友"情境,学习、	格的结构化知识。 物性格和行为、人 的主題意义。 掌握了读写技巧,	
教学 重难点	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	
	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。	
Warm-up	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, 激活学生背景地域, 帮助学生 理解新词。	
Step 2 Pre-writing	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.	通物为作 以作架作为备 过简学的 词框通口产 证架过口产 证据通口产 证据通口产 以作案作为备。
Step 3 While-writi ng	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.)	分语区表情通典感高用 外语人不够 人名
	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.	通过性格配,两年之 系在任务和 的 是要 的 创 中 是要 的 创 中 人 的 是 的 的 强 为 之 的 的 是 为 的 的 是 为 之 的 的 是 为 之 的 的 是 为 之 的 的 是 为 之 的 的 是 为 之 的 的 是 为 之 的 的 是 为 之 的 是 为 是 为 是 为 是 为 是 为 是 为 是 为 是 为 是 为 是

	4. Predict future plans related to personalities After quickly reading the last part about Kate, Ss knows her future plan is to be a teacher. T inspires Ss by asking: 1) How does Daniel support her future plan in his writing? 2) What qualities does an excellent teacher Kate have in Daniel's writing? 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.	Ss find her excellent qualities sentence by sentence.	通过递进性问题 链引导学生思考 个人品质和 报划的逻辑 系。 从结构、内容和
		Ss brainstorm and predict future plans for friends in Sunshine Middle School according to their personalities.	写作逻辑三个, 要等 是 一
	5. Draft based on the profile	Ss write a draft about their best friend with the support of the profile.	以好友简介为写 作支架,在真实 情境中完成写作 任务。
Step 4 Post-writing	1. Teacher-assessment T chooses one of the drafts and revises it as an example based on the given checklist, namely structure, content and language.	Ss exchange their writing with each other, assessing their partner's work based	以评价量表为依据,通过数师点证明、同伴互供等多元化评
	Peer-assessment     T invites two students to analyze their partners' works.     From one of the	on the checklist by giving stars.	五贯等罗九化评价方式,培养学生的反思能力,实现以评促教,以评促学。

	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	1. Activate and share From Ss' works, T makes a conclusion about how important friends are and what real friendship means to everyone. By presenting a saying from Plautus, where there are friends, there is?	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。
	2. Assign homework Option 1:Polish their writing & share it with their best friend. Option 2:Teach their best friend to make a profile. Option 3:Read recommended books and watch related films to learn to become a better friend and make more friends.		



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。