**教学设计**

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| 教学内容 | **Module 9**　**Friendship**  **Unit 1**　**Could I ask if you've mentioned this to her?** | 主备人 | |  |
| 教学目标 | **1**．To learn and understand the topic words through talking and listening  **2**．To know something about friendship  **3**．To understand conversations involving object clauses with if，whether，who，what，how，why，where and when | | | |
| 教学重点 | Key vocabulary: separate,　explain, mention , refuse, treat , herself, whether, lonely, regret, patient, introduce, encourage, join in, no problem  Key sentences:  We got separated when we went to different schools last term，but we stayed in touch.  So could you explain what happened then?  Could I ask if you've mentioned this to her?  Maybe she doesn't feel very sure of herself in her new school. | | | |
| 教学难点 | To understand conversations involving object clauses with if，whether，who，what，how，why，where and when | | | |
| 教学准备 | 多媒体课件 | | | |
| 教 学 过 程 | | | 二次设计 | |
| **Step 1**：**Warming**－**up**  **1**．Do you have many good friends?  **2**．Do you want to make friends with me?  **3**．Show some pictures to introduce the new words.  **4**．Learn the new words.  **5**．Read the words after the teacher.  **Step 2**：**Listening**  **1**．Ask the students to read the sentences in Activity 1.  1)Lingling wants to speak to Betty / Mrs King.  2)Betty is in / out.  3)Betty's friend / Mrs King's friend works on the Friendship Helpline.  **2**．Play the recording and have them listen and choose the correct answer.  **3**．Play the recording again and ask them to show their answers.  **4**．Check the answers.  **5**．Ask the students to read the sentences in Activity 2.  a)I'm sorry，she's not in at the moment.  b)Is that Mrs King?  c)Could I speak to Betty，please?  d)May I have the number?  e)Can I take a message?  f)Thanks so much.  **6**．Play the recording again and ask them to number the sentences in the order they hear them.  **7**．Let three students show their answers.  **8**．Listen again and then check.  **Step 3**：**Listening and reading**  **1**．Ask the students to listen and read the conversation silently.  **2**．Let them read it and underline all the points which are important with their partners.  **3**．Show the points to the class，and explain some difficulties to them.  **4**．Have the students read the conversation aloud.  **5**．Ask them to act it out.  **6**．Ask them to read the sentences in Activity 3.  1)Lingling called to ask for advice about her schoolwork.  2)Lingling and her best friend are now in the same school.  3)Lingling is happy to see her best friend at the same school.  4)Lingling is having a hard time in the new school.  5)Lingling gets help from the helpline.  **7**．Have them check(√) the true sentences.Then share it with the class.  **8**．Check the answers.  Keys：2　3　5　(√)  **Step 4**：**Everyday English**  Read the expressions aloud.  Who's calling，please?  This is…speaking.  **Step 5**：**Practicing**  **1**．Ask the students to read the words in the box and the passage in Activity 4.  encourage　herself　introduce　lonely  patient　regret　separate　treat  When you get (1)\_\_\_\_\_\_\_\_ from a friend，it may create problems for your friendship.She may not want you to see your other friends.If this is the case，she probably (2)\_\_\_\_\_\_\_\_ you like that because she does not feel sure of(3)\_\_\_\_\_\_\_\_．Try to find out whether she feels (4)\_\_\_\_\_\_\_\_ without you.It is natural to feel like that.She probably (5)\_\_\_\_\_\_\_\_ hurting you.Be (6)\_\_\_\_\_\_\_\_ with her，(7)\_\_\_\_\_\_\_\_ her to your other friends and (8)\_\_\_\_\_\_\_\_ her to join in more.  **2**．Have them complete the passage with the correct form of the words in the box.  **3**．Ask some students to show their answers，and then check the answers.  Keys：  (1)separated　(2)treats　(3)herself　(4)lonely　(5)regrets　(6)patient　(7)introduce　(8)encourage  **4**．Ask the students to read the passage aloud. | | |  | |
| 板书设计 | | | | |
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| 作业布置 | | | | |
| **1**．Learn the new words by heart.  **2**．Act out the conversation in groups.  **3**．Revise all the key points in this unit. | | | | |
| 教学反思 | | | | |
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