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| **课题** | **Unit 9 My favorite subject is science.** | | | **主备人** |  | | | **备课时间** |  |
| **核心素养目标** | **语言知识** | | 能用形容词谈论自己喜欢的学科，学习what 引导的特殊疑问句和学科表达，学会描写日常活动时间表达，学会信件的书写格式。 | | | | | | |
| **学习能力** | | 通过阅读训练，促进学生合作能力的培养，培养学生语言实践运用的能力 | | | | | | |
| **文化意识** | | 通过任务交流，活动展示，提升学生文化理解力和跨文化交际意识，通过学习能表达自己的喜好。 | | | | | | |
| **思维品质** | | 通过本课阅读学习，提升学生们基础性思维品质，通过描述自己周五的课程时间，提升学生敏锐性思维。 | | | | | | |
| **教学重点** | | | 理解阅读的内容及语言的运用，合理描述自己课程的时间。 | | | | | | |
| **教学难点** | | | 时间表达法，运用目标语言能真实表达自己情感。 | | | | | | |
| **教学方法** | | | 任务型教学法；多媒体融合小组合作教学 | | | **课型** | | Grammar | |
| **教学准备** | | | Textbook,chalk,blackboard,seewo | | | | | | |
| **教学过程** | Step one:Greeting  Hi,everyone!How are you ?This lesson we are going to talk about ...  Step two:lead in  How many subjects do you have ？ do you know when you have these lessons ? what do you think of these subjects? Write a description for each one.  Step three:read the follow letter underline the subjects Yu Mei likes ,circle the subjects she doesn’t like.Are Yu Mei’s ideas the same as yours?  Step four:Fill in the blanks with what,who or why  Ask the students to do this exercise in 3a,and practice this conversations into pairs   1. Step five:complete Yu Mei’s schedule with the information in 2b.   step six: Number these parts of an e-mail messages(1-3)  Step ten :Fill in the schedule below for your classes on Friday.  Step seven: self- check ask the students to finish together in their group ,the teacher will help them.  This lesson we have learned about how to express the time.... | | | | | | **二次备课** | | |
| **板书设计** | **Unit 9 My favorite subject is science?**  Thank you for your e-mail How to express the time  Let’s meet on Saturday 0ne o’clock half past one | | | | | | | | |
| **作业设**  **计**  **与**  **布置** | 作业类型 | 作业内容 | | | | | | 试做时长 | |
| 基  础  作  业 | 基本作业（必做）：review the words in this unit | | | | | | 10-20 | |
| 鼓励性作业（选做）：recite 3a | | | | | |
| 挑战性作业（选做）：write a message about your Friday | | | | | |
| 拓展性作业 | Do some exercises | | | | | | | |
| 学业反馈 |  | | | | | | | |
| **教**  **学**  **反**  **思** |  | | | | | | | | |