

单元教学设计——北师大版高一M1U3 Celebration

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一、教学材料

本单元来源于北师大教材第1模块（选修）Unit3 单元内容。授课学生为高一年级学生。

教材详细信息：北京师范大学出版社；2009年3月第4版35-47页，Unit3 Celebration

二、单元教学内容分析

第一课：Lesson 1 Festivals的语篇是一篇介绍中国三大传统节日——端午节、中秋节、元宵节的阅读文章。学生将在本课获得有关端午节、中秋节以及元宵节的有关信息，学习有关节日的词汇，理解文章大意，使用略读、细读等阅读策略。学生要将阅读信息内化，转换成自己的语言，并口头介绍一个中国重要的节日。

本课在本单元的地位和作用：本单元的主题为 Celebration，“庆祝”，一共包括 4 课，主要介绍中外国家一些主要的节日和节日庆祝活动。本课是在 warm-up “热身”后的第一课。通过本课的学习，学生能够了解一些我们国家的主要节日和活动，熟悉并掌握在谈论这些节日时需要的重要词汇及短语，最后通过自主学习和合作学习能够完成用英语简单介绍一个主要节日的任务，为后几课在语言知识和语言技能上做好铺垫。第一课课文内容和教学目标分析：本文文章结构非常简洁明了，共分三个部分，分别描述了三个季节的中国的三个传统节日：中秋节，元宵和端午节。因为文化背景的关系，学生对这三个节日的内容和形式还是比较了解的，由于本文 language focus(语言聚焦)的阅读课，因此学生通过阅读等一系列活动掌握并运用所学语言知识是本文的重点。因此，根据《新课标》中强调“要注重提高学生用英语进行思维和表达的能力”这一要求，结合教学内容和学生特点及实际情况，本课把最终的语言输出任务设置为：介绍另外一个中国传统节日。

Lesson 2 Parties 是第 3 单元第 2 课。本课话题为 Parties, 是听说课型，话题贴近学生生活，容易引起学生学习兴趣和参与意识。经过上一节课的学习，学生了解了不同的节日风俗，本课继续“celebration”的话题，学生将学习 parties 的不同类型，相关词汇以及如何给他人提出建议。

本单元第三课主题是 Weddings。本单元围绕 weddings 这个话题，旨在通过学习印尼的婚礼习俗及希腊婚礼的过程，激发学生的学习兴趣 and 热情，通过观看录像，了解教堂婚礼典礼的程序和氛围，感受婚礼的气氛。学生通过学习有关婚礼过程的词汇，使用略读和细读等阅读策略，从文章中提取信息，处理信息，学生从中了解西方国家人们在行为举止和待人接物等方面与中国人的异同。通过呈现婚礼上的誓言，提高学生的兴趣和对婚姻的理解。

本单元第四课为：Christmas。本课的语篇是一篇回忆圣诞节的阅读文章。学生将在本课获得有关英语国家圣诞节的庆贺活动、风俗等有关信息，学习一些有关圣诞节的词汇，理解文章大意，能从文章中获取和处理主要信息，正确理解课文细节，掌握完成多项选择题的阅读策略。学生能够在交流中简单介绍中国的节假日，并利用 paragraph planning 和时间顺序，对自己童年的节日回忆进行口头和书面表达。

本单元最后一个课时是：Communication Workshop，属于语言输出课，主要是围绕着本单元话题，运用相关词汇和结构进行口头表达和写作的练习。口头表达练习如何恰当表达惊讶及让对方重复说过的话。写作是写一篇记叙文，描述一个聚会或活动。本课计划按两课时进行。第一课时重点是口语表达，第二课时重点是写作。

三、学情分析

我们学校是省重点高中，学生的英语基础比较好，对节日庆祝的话题也非常感兴趣，比较期待能在班级上有表现的机会。学生已经具备了一些国内外传统节日的背景知识和经历，但是在跳读和寻读等阅读技能方面以及文体意识和文化思维方面能力比较欠缺。本单元通过各种庆祝节日话题的信息输入和语言输入，扩充学生的词汇量，提高学生的预测、快速阅读和细读的阅读技能，让学生在小组合作探讨过程中运用语言，提高学生的综合语言运用能力。同时，引导学生学会在阅读过程中综合分析、在总结和批判的过程中锻炼学生的评判性阅读思维。

四、单元教学目标

1. 掌握并能够运用与节日和庆祝相关的词汇进行表达；
2. 理解并能描述课文中介绍的几个节日以及描述的几个庆祝活动，并能够比较东、西方节日风俗的异同；
3. 能够运用本课所学的语言知识以及语篇知识进行口头和书面交际，能够介绍一个中国的节日，描述一个过去发生的事件；
4. 能够运用正确的表达向别人提出建议；请求对方重复说过的话语；
5. 掌握一般现在时被动语态的形式与用法，并能够在语境中正确运用。

五、教学设计理念

【依据语言教学相关理论及国家课程标准，阐述与本单元教学相关的教学理念以及拟使用的教学路径、教学方法、教学模式、教学程序等】

运用听说法、问答法、交际法和任务型教学等手段。

六、各课时教学设计

第一节： Warm-up 听说课

（一）教学目标

教学目标：本节课学习之后，学生能够：

1. 熟悉本单元话题词汇，并能根据节日庆祝描述辨认相关的节日；
2. 能结合生活实际，熟练运用话题语言描述最近所经历的节日庆祝活动。

（二）教学重点：学习节日庆祝的相关语言。

（三）教学难点：能熟练运用节日庆祝的有关词汇谈论生活经历。

（四）教学过程

环节一：引入(3 mins)

活动过程：完成课本练习 1 Look at the photos. What are the people celebrating?

Key Words

graduation, a birthday, Christmas, passing and exam, a sporting victory, Mid-Autumn Festival, the New Year, a wedding, Halloween, Dragon Boat Festival

设计意图：引入主题，让学生熟悉关键词，并用关键词描述节日画面，为下面的听力做好铺垫。

环节二：语言输入（听力理解）

活动 1

活动名称：First listening:(3 mins)

活动过程：听录音，回答问题：Which five celebrations do you hear?

Answers: 1 Christmas 2 a sporting victory 3 a birthday 4 a wedding 5 the New Year

设计意图：第一次听大意，让学生根据听力情境确定节日名称。

活动2

活动名称: Second listening (5 mins)

活动过程: Fill in the blank in the worship.

设计意图: 听第二遍录音, 获取细节信息。

环节三: 语言特征赏析(10 mins)

活动过程: 描述节日的语言特点

设计意图: 主要从节日的氛围、活动方面来进行节日特点描述的分析, 培养学生的语言敏感度。

环节四: 口头表达 (8 mins)

活动过程: 完成课本练习3 What have you celebrated recently? Tell the class what you did.

Example: We had a party at our house to celebrate my grandmother's seventieth birthday.

教学课件:

 <p>graduation</p>	 <p>weddings</p>	 <p>sporting victories</p>	 <p>birthdays</p>
1	2	3	4
★	★	★	★

 <p>the Water Festival</p>	 <p>a sporting victory</p>	<p>Listen. Which five celebrations do you hear?</p> <p>Answers: 1 Christmas 2 a sporting victory 3 a birthday 4 a wedding 5 the New Year</p>	<p>Write the correct words.</p> <ol style="list-style-type: none"> After <u>graduation / graduating</u> from high school, I may go abroad for further education. He had such high marks that the university offered him a <u>scholarship</u>. I was invited to my best friend's <u>wedding</u> last week, and wished her a happy marriage. Children were playing so <u>merrily</u> in the garden that they forgot to have supper. Americans eat <u>turkey</u> at Thanks-giving.
5	6	7	8

(五) 板书设计

Christmas: played the toys, laughed at, put on silly paper

A sporting victory: team, won, at last

Birthday party: blow the candles, say good wishes

Wedding: put a ring on

(六) 单元测试及课堂小测设计

根据如下提示写一篇有关中秋节的作文。(字数 120 左右)

1. 中秋节是中国的传统节日。
2. 中秋节是团圆节，是家人团聚庆祝的节日。
3. 在中秋之夜，人们边吃月饼边赏月。
4. 月饼是中秋美食。(果仁的，豆沙的，大枣的……)
5. 每年一度的中秋节都会牵动着千万游子的心。

(七) 教学特色与反思【设计者对自己做的教学设计思路进行提炼】

1. 引入鲜明，贴近学生生活实际，课堂趣味性强。

2. 让学生根据所看图片，围绕（名称、时间、活动来描述节日的庆祝），同时引出一些新单词，为下面的听力做好准备，扫除了听力的障碍。
 3. 听的环节氛围三个部分，第一遍听，学生主要根据录音情境说出节日名称，比较容易。但在第二遍听力获取信息过程中，我发现学生的获取信息能力还需要加强，只有个别学生能够听一遍就全部写下要填的关键词。因此，教师播放第二遍，并且适当停顿，训练学生的连读，轻读弱读的能力。
 4. 听力材料处理阶段，教师引导学生分析听力文本的题材特征，提高学生的语言交际敏感度。
 5. 最后，让学生以小组为单位进行情境描述，介绍自己庆祝节日的亲身经历，学生积极发言，课堂氛围非常活跃。
- 改进：教师在反馈方面可以多一些留白，增加学生之间或者小组之间的互评，提高课堂的互动性和评价的有效性。

第二节：阅读课：Lesson 1: Festivals 第一课时

课型：阅读课

（一）教学目标：

在本课学习结束时，学生能够：

1. 总结和正确使用有关节日（尤其是中国传统节日）的词汇；
2. 运用本课所学的相关词汇口头介绍一个重要的节日

（二）教学重点：让学生在阅读过程中综合分析、对比、总结描写中国传统节日的写作方式，并能够把所学的语言知识和文体知识运用到交际中，并锻炼学生的英语思维能力。

（三）教学难点：辨别说明文语篇的写作方式和领悟作者的写作意图。

（四）教学过程：

环节一：引入

活动 1

活动名称：引出话题

活动过程：T shows students some pictures on P35 and ask them the

question: What are they celebrating? [PPT 3]

设计意图：根据标题和图片引出话题，激活学生的背景知识。

活动 2

活动名称：师生讨论

活动过程：T asks the students to discuss: In which situations do people hold celebrations?[PPT 3-5]

设计意图：引导学生参考使用话题相关词汇，增大词汇量。

环节二：读前活动

活动过程：Ss listen to the tape and write down the five celebrations.

[PPT 6] [学案 I]

设计意图：在听力材料中呈现相关词汇，帮助学生落实词汇。

环节三：阅读活动

活动 1

活动名称：看图问答

活动过程：T shows students three pictures and gets them to answer: Which festival is celebrated? Then get them to check the answer from the textbook. [PPT 8]

设计意图：使用图片检测学生的相关话题词汇，提高学生学习词汇的兴趣。

活动 2

活动名称：快速阅读，回答问题

活动过程：Ss read the text quickly and answer the questions:

What do the Lantern Festival and the Dragon Boat Festival mark?

Why is the Mid-Autumn Festival so important? [PPT 9] [学案 III]

设计意图：帮助学生学会通过快速阅读查找文章大意等信息。

活动 3

活动名称：完成课本练习

活动过程： Ss read the text again and do Ex 3 on Page 36. [PPT 10-13]

[学案 IV]

设计意图：通过细读这一环节提取和整理课文相关细节信息。

活动 4

活动名称：学生讨论

活动过程： Ss discuss with the partner and find out the layout of introducing a festival. [PPT 14]

设计意图：帮助学生基本掌握如何介绍一个节日。

环节四：读后活动

活动 1

活动名称：小组讨论

活动过程：小组讨论以下问题

(1) Why does the writer introduce this three Chinese traditional holidays?

(2) What' s the writer' s attitude towards the changes of typical activities and food in the traditional holiday?

(3) What' s the author' s purpose of writing this text?

设计意图：掌握和巩固所学词汇，并能够在新的语境中学会恰当使用新学词汇。

活动 2

活动名称：小组讨论

活动过程：Students work in groups of four to introduce a festival which is most important in China for children, or for young people, or for old people, or for women and men. [PPT 21-22] [学案 V]

设计意图：对所学知识进行内化，培养英语口语表达能力。

环节五：布置作业

活动过程：布置以下作业：

1. Read the passage again and do Exercise 5 on P79.
2. Write an introduction to the festival that your group talked about in class, trying to use the new words learned in this lesson. [PPT 23]

设计意图：巩固本课所学。

教学课件：



Festivals	Season & date/ month	Typical activity or food	Special meaning
Mid-Autumn Festival	September or October	Moon cakes Meet in the evening and watch the moon	A special occasion for family reunion

The Lantern Festival	The fifteenth of the first month of the lunar calendar	Sweet dumplings	Mark the end of the Chinese New Year celebration
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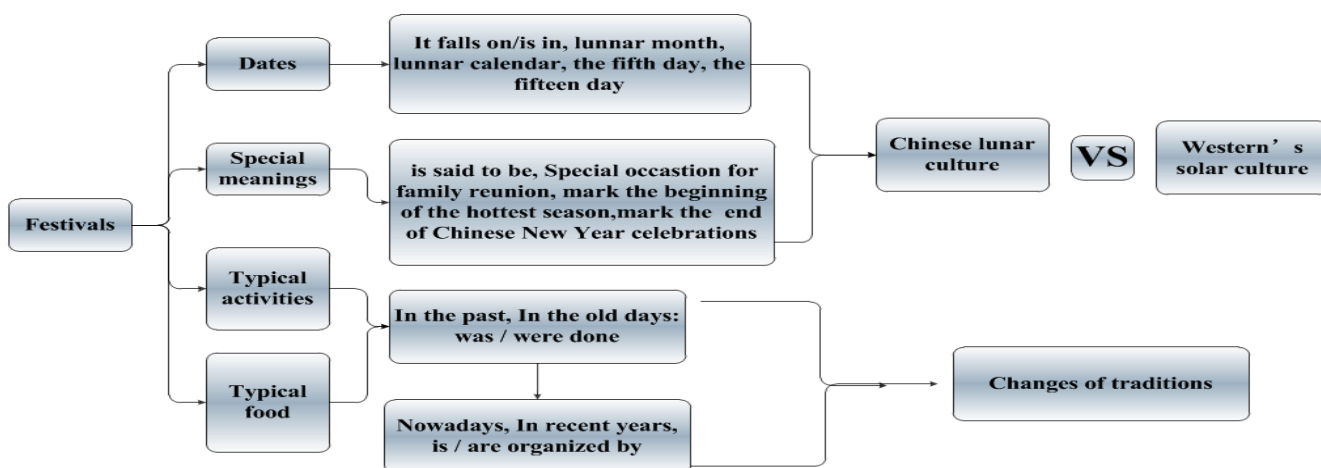
The Dragon Boat Festival	The fifth day of the fifth month of the lunar calendar	Zongzi Dragon boat races	Mark the beginning of the hottest season of the year
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Discussion

1. Why the writer introduce this three Chinese traditional holidays?
2. What's the writer's attitude towards the changes of typical activities and food in the traditional holiday?
3. What's the author's purpose of writing this text?

9 ★
10 ★
11 ★
12

(五) 板书设计



(六) 单元测试及课堂小测设计

Group work: Introduce a festival which is most important in China for children, or for young people, or for old people, or for women and men.

(七) 教学特色与反思

1. 阅读技能的渗透：训练学生的预测、略读、寻读、总结、分析、概括、评判的阅读技能。
2. 读后环节是深层次的阅读环节，教师设计一些讨论问题，引导学生从文本、体裁、语言的特点以及作者的写作意图等方面进行思考，锻炼学生的阅读思维能力。

3. 思维导图的运用：教师借助思维导图分析课文的结构和语言，清晰明了，帮助学生从文本框架、语言特色方面领悟文本的语言特色和谋篇布局，提高课堂的效率。
4. 课堂气氛活跃，学生的参与度广。教师在整个教学环节，以学生为主体，给予更多的时间让学生进行课堂互动讨论，提高语言的交际使用能力。
5. 教师评价比较到位。教师引导学生与学生之间、小组与小组之间进行评价，提高评价的宽度和广度。

改进：需要在前面的引入环节更加简洁，这样留出更多的时间进行深层次文本分析，提高学生的文本意识。

第三节：Lesson 1: 第二课时 (second period)

课型：语法课

(一) 教学目标：

在本课学习结束时，学生能够：

1. 识别五种时态的被动语态；
2. 在上一课的基础上，运用所学词汇和不同的被动语态口头介绍庆祝活动。

(二) 教学重点：理解各种形式的被动语态的形式、意义和功能用法。

(三) 教学难点：掌握被动语态在说明文体中的运用特征，并运用于交际中——介绍一个节日。

(四) 教学过程：

环节一：引入

活动过程：1. T explains the objectives. 2. Ss say the Festivals in September.

设计意图：引出话题，明确目标，激发学生的所学知识和词汇。

环节二：学习与体验（语法项目）

活动 1

活动名称：师生问答

活动过程：T asks students four questions about the texts. (The questions and answers are related with the Passive)

设计意图：激活上节课的信息，在语境中呈现本课要学习的语法。

活动 2

活动名称：语法探索

活动过程：Ss read the answers and find out the structure of the Passive.

设计意图：通过再次朗读，引导学生发现两种时态的被动语态在形式和功能上的区别。

活动 3

活动名称：语法运用

活动过程：Ss make up sentences using the Present Passive Voice and the Past Passive Voice with the help of pictures and key words.

设计意图：通过给定语境，强化这两种时态的被动语态的使用。

活动 4

活动名称：阅读划句子

活动过程：Students read a passage about the Spring Festival and underline the passive sentences of different tenses.

设计意图：帮助学生发现更多的具有相似结构的被动语态形式，引出新的被动语态形式，体会其用法。

活动 5

活动名称：看图说话

活动过程: Give more pictures for students to use the new forms of the Passive (the Present Continuous Passive, the Past Continuous Passive and the Present Perfect Passive)

设计意图: 尝试在新的语境中使用三种时态的被动语态。(句子层面)

活动 6

活动名称: 归纳总结

活动过程: T concludes the three forms of the Passive by students. T asks students when to use the Passive.

设计意图: 帮助学生归纳整理语法规则, 加强学生对结构的理解。

环节三: 语法运用

活动 1

活动名称: 语法运用与评价

活动过程:

1. T shows some pictures of the opening ceremony of the Olympic Games.
2. T asks students to introduce the big celebration orally using the Passive.
3. T asks some students to give a report.
4. T helps students to evaluate the report by giving them an evaluation form and sentence patterns.

设计意图: 综合运用课本的词汇与被动语态的语法。(语篇层面)

环节四: 布置作业

活动过程: 布置作业: Write the report.

设计意图: 巩固本课所学的语法, 运用语法做事。

(五) 板书设计

时 态	谓语动词形式
一般现在时	am / is / are + done
一般过去时	was / were + done
现在进行时	am / is / are being done
过去进行时	was / were being + done
现在完成时	has have been + done

课件：

(六) 单元测试及课堂小测设计

(结合课本 P37: 7, 10, 在语篇和真实交际中运用被动语态)

(七) 教学特色与反思

1. 课前以问题的形式复习上节课的内容，教师设计问题让学生回答，学生回答的句子板书出来，汇总得出文本中的被动语态例句。然后引入本节课被动语态的学习内容，比较高效实际，即复习了上节课的词汇，又能引起学生对被动语态的关注。
2. 从“form, meaning, use”三个方面对各种时态的被动语态进行分析，借助图片呈现语境，让学生真正了解被动语态在各种情境中的运用。
3. 教师给出很多例句，让学生以小组为单位进行总结，把课堂的主动权还给学生，学生在主动探讨中习得语法。
4. 教授以表格的形式呈现各个时态的语法规则，清晰明了。
5. 练习层次分明，从句子、语篇层面逐渐学会各种被动语态的混合使用。

第四节：Unit 3 Lesson 2 Parties 第一课时

课型：听说课

(一) 教学目标：

在本课结束时，学生能够：

1. 根据图片及生活中 Parties 相关话题，基本理解词汇，e. g. : alcohol, close friends, present, wedding reception, soft drink, apply for, retire, salary, smartly, depend on.
2. 运用听主旨大意的听力策略 (Listen for the general idea by grabbing key words; Prediction; Getting prepared for listening) ，提取听力材料的主旨。
3. 运用听力策略，听懂录音节目中关于在英国中学生派对中所应做和不应做的事情的建议，提取给别人提出建议的功能用语。
4. 运用所提取的功能用语及相关词汇，自编广播节目，使用英语给参加不同聚会的人提出建议。表达建议的句型：You should..., You must..., You shouldn' t..., You don' t have to...
5. 了解聚会的不同种类以及西方社交聚会中的注意事项，谈论与自己生活相关的聚会话题并给予他人建议。

(二) 教学重点：提取听力材料信息，学会使用给予他人建议的功能语言。

(三) 教学难点：在设定的语境中准确给予建议的关键句型。

(四) 教学过程： 环节一：引入

活动 1

活动名称：看图问答

活动过程： T asks Ss what kind of parties they know and shows pictures of different sorts of parties and asks Ss what the people in the pictures are doing. [PPT 3,4]

设计意图：热身并导入本课话题，激发学生背景知识，为听说做准备。

活动 2

活动名称：学习词汇

活动过程： T offers some situations and elicits Ss' vocabulary about parties and celebration. T adds some new words to enlarge Ss' vocabulary. [PPT 3,4][学案 Word Bank]

设计意图：开启学生原有词汇，在学生的语境中呈现词汇，帮助学生理解词汇。

环节二：Listening 1

活动 1

活动名称：Pre-listening

活动过程：Ss say how to get the main idea in listening. T presents listening strategies: understanding the general idea by grabbing key words. [PPT 5,6]

设计意图：通过问题引导学生注意听力策略，呈现听力策略，为之后听力活动做准备。

活动 2

活动名称：While-listening

活动过程：T plays the tape. Ss write down the key words they hear. T plays twice if necessary. (T explains the new words.) [PPT 7,8] [学案 I]

设计意图：运用听力策略，练习通过抓关键词听主旨大意的听力技能。在此过程中处理新词汇。

活动 3

活动名称：Post-listening

活动过程：Ss match the main ideas with persons. [PPT 7] [学案 I]

设计意图：根据关键词，完成主旨大意匹配练习。

环节三：Speaking

活动过程：T asks Ss what things they should pay attention to at a retiring party. T leads in the next step. [PPT 9]

设计意图：搭建两个听力材料学习间的过渡，为之后的听力活动和功能用语的运用做铺垫。

环节四: Listening 2

活动 1

活动名称: Before listening

活动过程: T presents listening strategies: Prediction and getting prepared for listening. [PPT 11]

设计意图: 复习在 1, 2 单元所学的预测和为听力做准备两项听力策略, 让学生预填句子, 为之后听力活动铺垫。

活动 2

活动名称: While-listening

活动过程: (1) T plays the tape for the 1st time, and checks the answers in Ex. 2 [PPT 12] [学案 II]

(2) Ss summarize what people should and shouldn't do at parties in the UK. T writes down the functional sentences on PP.T and provides some exercise to reinforce the functional sentences. [PPT 13-19]

(3) T plays the tape for the 2nd time, and asks Ss to focus on how the interviewer starts and as well as how the interviewees give responses in a radio program. [PPT 20-22] [学案 III]

设计意图: 运用策略, 练习听关键信息的听力技能。进一步加深巩固功能用语, 为之后的说的活动提供语言支持。

活动 3

活动名称: Post-listening

活动过程:

(1) T gives the task and offers some sentences to support Ss' speaking. Ss make a similar program "Culture Corner" to interview what people should and shouldn't do at different parties. T encourages Ss to use

the functional sentences and vocabulary to finish the task. [PPT 23-25]
[学案 IV]

(2) T walks around among groups and provides help if necessary

(3) T demonstrates how to evaluate Ss' performances. Ss evaluate others' performances by themselves. [PPT 26] [学案 Evaluation]

设计意图：给出任务，为学生活动提供必要的语言支持，铺设台阶。引导鼓励学生运用课堂所学词汇、功能用语和采访语言，为他人提出建议。展示对于本课所学知识技能的输出，检测所学知识技能。适当运用评价手段，反馈学生活动结果。

环节五：布置作业

活动过程：Polish and write down your program on A4 paper. There will be a show on the wall tomorrow. Read the tapescript and finish Ex 2,3 on page 80. [PPT 28]

设计意图：巩固本课所学。

课件：

 <p>Unit 3 Celebration Lesson 2 Parties</p>	 <p>Brainstroming</p> <ul style="list-style-type: none">Christmas party: present, snackNew Year Party: alcohol, soft drinksBirthday party: present, soft drinksgraduation party: soft drinks, snacks	 <p>Discussion</p> <ul style="list-style-type: none">When did you go to a party last time?What sort of party was it?How many people were there?What did they wear?What did they take to the party?What time did it start/ finish?What did people do?Did they enjoy it?	 <p>Christmas party</p>
 <p>wedding party</p>	 <p>birthday party</p>	 <p>garden party</p>	 <p>soft drinks</p>

Listen to learn

Listening Strategies:

- Don't worry if you can't understand everything.
- Listen for important words and phrases. (e.g. failed twice, interview)
- Try to link key words to topics.
- Listen more than once, if possible.

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Listening 1

Listen and decide why each person is celebrating.

Question 1:
Do we have to understand every word to know the main idea?

Question 2:
How can we know the main idea then?

18

First Listening 1- Ex.1

Listen & write down the key words you hear. Try to find out why they are celebrating.

Dave Passing his/her driving test

Mike Getting a job with good salary

Ewa Going to study abroad

Lisa Retiring

19

Listening 2- Ex.2

Listen to a radio programme and say what you should and shouldn't do at parties in the UK.

20

Before listening

Listening strategies:

- Prediction.
- Getting prepared for listening.

21

Try to complete the sentences about what you should and shouldn't do at parties in Britain. Then listen and check your answers.

22

Second Listening 1- Ex.1

1. If it's very formal, you should dress smartly.
2. Nowadays you don't have to be too formal.
3. You shouldn't arrive late to a dinner party.
4. You should take something with you.
5. You shouldn't drink too much at parties.
6. And you shouldn't accept a lift home from a person you don't know.
7. You must be careful.

23

How to use modals (情态动词) have to/not have to, should/should not

1. We use "have to" to talk about people's obligations. (义务/职责)

e.g. You have to pass your test before you can drive.

24

2. We use "don't have to" to express lack of obligation.

e.g. They don't have to wear uniforms at their school.

25

3. We use "should" to say that something is advisable. (可取的/合理的)

e.g. You should visit your grandparents this weekend.

4. We use "shouldn't" to say that something is not advisable.

e.g. You shouldn't walk alone at night.

26

Summary - Advice

Do's	Don'ts
-If it's very formal, you <u>should</u> dress smartly.	-Nowadays you <u>don't have to</u> be too formal.
-You <u>should</u> take something with you.	-You <u>shouldn't</u> arrive late to a dinner party.
-You <u>must</u> be careful.	-You <u>shouldn't</u> drink too much at parties.
	-You <u>shouldn't</u> accept a lift home from a person you don't know.

27


Practice

Match the expressions in the Function File with the situations:

Make sentences with should, must, shouldn't & don't have to.

28

Make sentences with should, must, shouldn't & don't have to.



Men should wear suits in formal meetings.

29

Make sentences with should, must, shouldn't & don't have to.



You must show your tickets when you enter the gym.

30

Make sentences with should, must, shouldn't & don't have to.



You don't have to wear school clothes at New Year party.

31

Make sentences with should, must, shouldn't & don't have to.



You shouldn't make noise.

32


Make sentences with should, must, shouldn't & don't have to.



You should take some presents.

33

Make sentences with should, must, shouldn't & don't have to.



You should drink some soft drinks.

34

Third listening

How to make an interview in a radio programme. -Ex.3

Please focus on:

- ◆ How the interviewer starts the programme and raises questions.
- ◆ How the interviewees give responses.

35

- Our "Culture Corner" this week is on "Parties", and we have a couple of teenagers from Britain in the studio. Jenny and Carl, thank you for coming.
- You're welcome. Thanks for inviting us.
- So could you, perhaps, give some advice to our listeners about what to do, and what not to do at parties in the UK?

36

- Well, of course it depends on what kind of parties it is.
- Are there any special things you should do when you are invited to someone's house?
- Again, it depends.
- What about the sort of parties teenagers like yourselves go to?
- Thank you. It's time to finish today's programme. Thanks for listening.

37

Speaking -Ex.4 [Evaluation]

Make a short programme "Culture Corner" about what you should and shouldn't do at different parties in group of 4.

- > Try to use the useful sentences to give advice.
- > Try to use the interview language to help you.
- > Try to use the new words we learn.

38

Speaking

Make a radio programme.

What to do and not to do at:

- A birthday party
- A graduation party
- Olympic opening ceremony
-

39

You should / must / shouldn't / don't have to:

Birthday party: take some presents, arrive late, play loud music, drink soft drinks/ alcohol, dress school clothes...

Graduation party: pay attention to one's hairstyle, listen to the speaker carefully, dress smartly/formally...

Olympic opening ceremony: arrive on time, show one's ticket, keep quiet, make noise, clap one's hands...

40

(五) 板书设计

Giving advice	
Does	Don' ts
Should, must, have to	Don' t have to, don' t need to, shouldn' t, mustn' t

(六) 单元测试及课堂小测设计

Fill in the blanks

1. The driver was fined for drinking too much _____.
2. There are 20 other people _____ the job.
3. Studying English in California is a great _____.
4. We have a couple of _____ from Britain in the studio.
5. If the party is very formal, you should dress _____.
6. ---I have passed my GRE!
--- _____! You worked hard for it.
7. My _____ in this company is good, \$1000.
8. After the wedding _____, we had a sit-down meal in a big restaurant.
9. In Canada, people can work lifetime and don' t _____ from work if they like.
10. What to do and what not to do _____ what kind of party it is.
11. You shouldn' t arrive late to a dinner party.
12. You should be _____.

1. 引入部分用思维导图，引入主题，引导学生对 parties 的种类进行发散思考，并且列出每一种 party 涉及的活动、食物等等，从而激活词汇，引出新单词的教学，为下面的听力扫除词汇障碍。

2. 通过图片让学生说出 parties 的名字，让学生在游戏中初步感知新词语的运用，增强课堂的趣味性。
3. 听力之前，渗透听力微技能，为学生的听力活动做好支撑。
4. 任务设计层次分明：第一遍听关键词匹配 party 种类、第二遍听出给建议的关键句型、第三部引导学生关注听力文本的特点，总结采访类对话的形式。
5. 听后进行情境表演，教师给出相关的情境，并提供关键词和示范，铺垫充足。
6. 教师采用评价量表的形式，学生在活动中采用自评和他评的方式，增强评价的有效性。
7. 最后引导学生总结本节课的内容，体现了教学的完整性。

第四节：Lesson2 Parties 第二课时

课型：口语课

（一）教学目标：

在本课时结束时，学生能够：

1. 通过部分练习，复习巩固本课词汇。
2. 运用给予他人建议的功能用语进行口头交际。
3. 根据情景，得体地向他人表示祝贺。

（二）教学重点：准确运用本课词汇和句型，表达对他人的建议和祝贺。

（三）教学难点：在真实情境中运用所学语言进行交流。

（四）教学过程：

环节一：引入

活动 1

活动名称：生词准备

活动过程：Review the new words and expressions in this lesson. [PPT. 3, 4]

设计意图：复习巩固词汇，为说搭建词汇平台。

活动 2

活动名称：完成句子

活动过程：Complete the sentences in order to practice using the words and expressions [PPT. 5, 6]

设计意图：练习在语境中使用词汇，以培养语感。

环节二：说前准备

活动 1

活动名称：师生问答

活动过程：T asks Ss a question: What do you celebrate in your daily life? How do you celebrate them? [PPT 7]

设计意图：通过问题激发学生兴趣，连接上一节课话题，以导入本节课说的任务。

活动 2

活动名称：展示模板

活动过程：T demonstrates how to describe a celebration party. [PPT 8]

设计意图：给出模版，为说做进一步准备。

活动 3

活动名称：讨论与展示

活动过程：Ss first discuss with their partners then prepare their descriptions of a celebration party.

设计意图：通过一系列的铺垫和准备，让学生运用功能用语展示其对词汇及话题的掌握情况。

活动 4

活动名称：情景任务分析

活动过程：T provides some situations for the Ss to think about their task and how to fulfill it. [PPT. 9]

设计意图：提供语言和情景支持，减少说的障碍。

环节三：说与评价

活动 1

活动名称：学生展示

活动过程：Ss show their descriptions of a celebration of some parties.

设计意图：让学生充分展示他们的作品，使他们有成就感。

活动 2

活动名称：师生评价

活动过程：T leads an evaluation.

设计意图：全班评价以便纠正语言错误。

活动 3

活动名称：写作准备

活动过程：

1. Ss use the phrases from the Function File to prepare some advice for a foreign visitor who is invited to a celebration in China.
2. T walks around among groups and provides help if necessary.

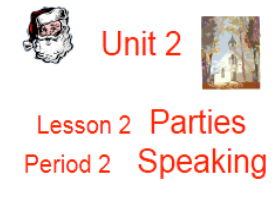
设计意图：进一步巩固功能用语的掌握，练习如何用正确的语言提建议，检测所学知识技能。

环节三 总结与布置作业

活动过程：1. Ss summarize the lesson. [PPT 18] 2. Homework. Review what is learned in this lesson and finish Ex 1, 2 on Page 81.

设计意图：总结本课所学，引领学生回顾本课知识，使学生明确学习成果。

课件设计：



Unit 2
Lesson 2 Parties
Period 2 Speaking

Objectives: By the end of this period you will be able to

- Describe various parties according to the given situations.
- Review how to give advice at various parties.
- Learn to give congratulations.

Revision

• alcohol	• 酒精, 酒
• hot pot	• 火锅
• snack	• 小吃, 快餐
• reception	• 招待, 接待
• retire	• 退休
• salary	• 薪水, 工资
• apply	• 申请, 应聘
• apply for	• 请求, 申请

- opportunity 机会
- teenager 十几岁的青少年
- depend on 根据, 依据
- on time 准时
- smartly 潇洒地, 漂亮地
- congratulation 祝贺
- bunch 束, 串

Task1 Complete the sentences

- The driver was fined for drinking too much alcohol.
- There are 20 other people applying for the job.
- Studying English in California is a great opportunity.
- We have a couple of teenagers from Britain in the studio.
- If the party is very formal, you should dress smartly.

- ...I have passed my GRE!
• ... Congratulations you worked hard for it.
- My salary in this company is good, \$1000.
- After the wedding reception we had a sit-down meal in a big restaurant.
- In Canada, people can work lifetime and don't retire from work if they like.
- What to do and what not to do depend on what kind of party it is.
- You shouldn't arrive late to a dinner party.
- You should be on time

A question:

- What do you celebrate in your daily life? How do you celebrate them?
- Your friend's birthday is coming.
- Kate has passed her computer (driving) test.
- Your brother is going to get married.
- Our school's 57th anniversary is approaching.
- Mid-autumn Day is coming.

Your description of a party.

- Example:
- We often have a family-dinner party on the evening of the Mid-Autumn Festival.
- All the family members get together and have a big dinner. Moon-cakes are the special food which symbolize the getting-together of the family. Watching the bright moon is a very special time. Children are often excited; the adults are pleased.
- Everyone enjoys himself very much.

Task 4

Make a dialogue with your partner and then act out to your classmates

- Match the expressions in the Function File with these situations:
- Ex 7 on Page 39

- someone has passed his/her exam(s)
- some friends has had a baby
- someone won the match
- it's someone's birthday
- someone has won a competition
- someone is going to get married

Congratulations!

- 1 Happy Birthday! Have a lovely day!
- 2 Well done! You played beautifully!
- 3 Congratulations! You worked hard for it/them.
- 4. Wow! That's brilliant! When is the big day?
- 5. That's really great news! What are they going to call her?
- 6 That's brilliant! You lucky thing.

Practice of Speaking

- Individual work: Read the sentences and try to remember the responses.
- Pair work: Use the expressions in the function file
- A. Tell your partner about a celebration
- B. Congratulate your partner.
- Act the dialogue to the whole class

Example:

A: I passed my driving test at last!

B: That's great. Well done!

A: Thanks a lot. I'm so pleased.

• Do you think you have finished your task in today's lesson?

• Sure you have.

• Congratulations!

• Thank you for being with us!

(五) 板书设计:

(六) 单元测试及课堂小测设计

Use the phrases from the Function File to prepare some advice for a foreign visitor.

A: I'm going to a wedding this weekend.

What _____ I take?

B: It depends. If it's very formal, you _____ take a present or a bunch of flowers.

A: What _____ I wear?

B: You _____ dress smartly.

A: What about my arriving time?

B: You _____ arrive on time and _____ be late.

A: I am going to one of my Chinese friends' birthday party.

Would you please give me some advice?

B: Ok, you _____ drink alcohol. And you _____ be polite to others.

A: What about the present?

B: If you know what your friend likes, you _____ buy the very thing for him or her; if not, a bunch of flowers or some other things are OK.

(七) 教学特色与反思

1. 开始部分，教师创设情境帮助学生复习上节课所学语言，为学生的口头表达做准备。
2. 教师设计语篇活动，让学生根据语篇特点填入所学的功能句式。
3. 真实情境的创设，激发学生的语言背景知识，让学生在真实语境中运用语言。
4. 教师为学生的说做了结构、内容和语言方面的铺垫和示范。
5. 教师示范如何评价，帮助学生学会自我评价与评价他人。

第五节：Lesson 3: Wedding第一课时

课型：阅读课

(一) 教学目标：

在本课学习结束时，学生能够：

1. 认读有关婚礼的相关词汇；
2. 通过略读理解文章段落大意；
3. 了解说英语国家人们在行为举止和待人接物等方面与中国人的异同；
4. 运用所学词汇设计自己或者朋友将来的婚礼；

（二）教学重点：理解文章的主要内容框架；掌握有关婚礼的相关词汇。

（三）教学难点：运用所学语言介绍不同地区的婚礼习俗。

（四）教学过程：

环节一：引入

活动过程：

1. T explains learning objectives. [PPT 2—5]
2. Brain-storming: Words related to weddings [PPT 6 - 14][学案I]

设计意图：让学生明确本节课的目标和教学目的, 唤醒激活学生已有的知识。

环节二：读前活动

活动过程：

1. Ask the students to match the words to their definition. [PPT15][学案II(1)]
2. Help the students to memorize words. [PPT 16—17] [学案II(2)]
3. Talk about the wedding styles. [PPT18—27][学案III]

设计意图：让学生掌握与话题有关的词汇和相关知识。在语境中呈现单词，帮助学生理解、记忆生词，为阅读做好准备。在语境中再现生词，强化学生的瞬时记忆。

环节三：阅读活动

活动1

活动名称：了解背景

活动过程：Ss enjoy the pictures of Indonesian Weddings. [PPT29]

设计意图：学生观看图片，了解外国的风俗习惯，根据图片预测阅读内容，帮助学生理解课文，培养学生利用背景知识进行阅读的策略。

活动2

活动名称：阅读寻找大意

活动过程：Ss read the text and find out the main idea of the passage. [PPT29]

设计意图：学生阅读课文，了解文章大意，培养学生归纳总结的能力。

活动3

活动名称：阅读理解细节

活动过程：Ss read the text again and find out Dos and Don'ts in the Indonesian weddings, and then share with the whole class. [PPT30][学案IV Part One]

设计意图：细读，了解详细内容。帮助学生学会通过上下文猜测、理解词义，并能体会、理解文章中含有情态动词的语句。

活动4

活动名称：了解背景

活动过程：

1. Watch a selection of a film and get to know about Greek Weddings. [PPT31]

2. Ss enjoy the pictures of Greek Weddings. [PPT32-34]

设计意图：观看录像与图片，了解希腊婚礼的场面，根据图片预测阅读内容，帮助学生理解课文，培养学生利用背景知识进行阅读的策略。

活动5

活动名称：研读课文

活动过程:

1. Ss read the text again and find out the activities before /during / after the wedding ceremony. And then Ss share with the whole class. [PPT35][学案IV Part Two]
2. Read the texts the third time and do more exercises. [PPT36]

设计意图: 细读, 了解详细内容。帮助学生学会通过上下文猜测、理解词义, 并能体会、理解文章中含有情态动词的语句。在练习中检测学生对文章的深层次理解。

环节四: 读后活动

活动1

活动名称: 复述课文

活动过程: Ss read in a low voice and be familiar with the activities that happen during weddings. [PPT37]

设计意图: 引导学生将课文信息用自己的话转述。

活动2

活动名称: 朗读体验

活动过程: Ask the students to read the wedding vows. [PPT38]

设计意图: 呈现婚礼上的誓言, 提高学生的学习兴趣, 加深其对婚姻的理解。

环节五: 总结与布置作业

活动1

活动名称: 学生回顾

活动过程: Ss recall and talk about what they have gained from the lesson.

设计意图: 引导学生将课文信息用自己的语言表达出来。

活动2

活动名称：布置作业

活动过程：布置写作作业： Make a plan for your future wedding. (Use the modal verbs and new words we have learnt.) [学案V]

设计意图：学生在学习过程中结合实际进行自己或者朋友将来的婚礼设计，从而有效地帮助学生树立正确的人生观和世界观。

教学课件：

Unit 3 Celebration
Lesson 3 Weddings

I do swear that I'll always be there
I'd give anything and everything and I will always care
through _____ and _____
_____ and sorrow
for better for _____
I will love you with every beat of my heart
(music)
from this moment life has begun
from this moment you are the one
right _____ you is where I belong
from this moment on
from this moment I have been blessed
I live only for your _____
and for your love

I'd give my life with you
from this moment on
I'd give my _____ to you with all my heart
I can't _____ to love my life with you can't wait to start
You're the answer to my prayers from up above
All we need is just the two of us
(unknown)
my dreams
came true
because of you
from this moment as long as I live
I will love you
I promise you this
there is nothing I wouldn't give
from this moment on
(music)
I will love you as long as I live
from this moment on

I'd give my life with you
from this moment on
I'd give my _____ to you with all my heart
I can't _____ to love my life with you can't wait to start
You're the answer to my prayers from up above
All we need is just the two of us
(unknown)
my dreams
came true
because of you
from this moment as long as I live
I will love you
I promise you this
there is nothing I wouldn't give
from this moment on
(music)
I will love you as long as I live
from this moment on

I do swear that I'll always be there
I'd give anything and everything and I will always care
through **weakness** and **strength**
happiness and **sorrow**
for better for worse
I will love you with every beat of my heart
(music)
from this moment life has begun
from this moment you are the one
right **beside** you is where I belong
from this moment on
from this moment I have been blessed
I live only for your **happiness**
and for your love

Weddings ... in church
"To have and to hold
from this day forward,
for better, for worse, for
riches, for poorer, in
sickness and in health, to
love and to cherish, till
death do us part."

从今天开始, 无论
顺境、逆境; 无论
贫穷还是富有; 无
论健康还是疾病,
都不能将我们分开,
直到生命的最后一
天。

1. Have you ever been to a wedding party?
2. Who was getting married?
3. How many people were there?
4. What time did it start/finish?
5. What did they wear?
6. What did people do?
7. Did you have a wonderful time?

bride
bridegroom
best man
wedding ceremony
invitation

wedding reception
entrance
crown

Read the text and try to remember what to do and what not to do.

Guess and match.
bride
bridegroom
best man
d) a man who is about to get married or has just got married
a) a friend of the groom who helps him during the wedding ceremony
d) a woman who is about to get married or has just got married

ceremony
entrance
wedding reception
b) a party to celebrate the marriage ceremony of two people
e) an important social or religious occasion
c) a door or gate that you go through to enter a place

Weddings in Indonesia			
What to do	You can go without an _____ an _____	You can attend the _____ after the _____	You ought to put money into the box at the _____ to the _____
What not to do	You oughtn't to go to the _____ without asking first	You don't have to _____ a lot of money.	You can't drink _____ at most wedding _____

Indonesian Weddings
What to do:
I can go without an invitation.
I can attend the reception after the ceremony.
I ought to put money into the box at the entrance of the reception.
What not to do:
I ought not to go to the ceremony without asking first.
I don't have to contribute a lot of money.
Indonesian women don't have to cover their heads.
I can't drink alcohol at the wedding reception.

Greek Weddings
Before the wedding ceremony:
1. The bride's father has to ask the bride's father for his daughter's hand in marriage.
During the wedding ceremony:
1. The best man should help put _____ made of flowers on the heads of the couple.
2. A long silk _____ that links the crowns is a symbol of a long and happy life for the couple.
After the wedding ceremony:
1. The guests can attend a wedding reception.
2. Guests can throw dishes on the floor and put money on the bride's dress for good luck.
The party can last through the night.

(五) 板书设计

Indonesian Weddings

What to do:

What not to do:

Greek Weddings

Before the wedding ceremony:

During the wedding ceremony:

After the wedding ceremony:

(六) 单元测试及课堂小测设计

Work in groups and try to introduce the wedding custom in your city or countryside.

(七) 教学特色与反思

1. 婚礼进行曲引入开场白，让学生听音乐填单词，美妙的音乐场景感染了全场气氛和学生。
2. 教师结合自己亲朋好友的结婚亲身经历介绍婚礼，教授新单词，效果比较好，为下面的阅读做好词汇、内容和结构上的铺垫。
3. 在阅读过程中，教师抓住文本的结构特点，挖掘关键连接词，设计表格，让学生一边阅读一边填写，整合了文本的语言，思路清晰，提高阅读效率。
4. 最后阶段，教师创设情境，让学生讲述自己参加的婚礼经历，锻炼了学生的语言运用能力。

第六节：Lesson3 Wedding 第二课时

第一节

课型：语法课

(一) 教学目标：

在本课学习结束时，学生能够：

1. 理解和使用情态动词；
2. 运用情态动词给他人提建议；

(二) 教学重点：掌握情态动词的用法。

(三) 教学难点：在一定的情境中准确运用情态动词。

(四) 教学过程：

环节一：复习引入

活动 1

活动名称：展示学习目标

活动过程：T explains learning objectives. [PPT 2-4]

设计意图：让学生明确本节课的目标和教学目的。

活动 2

活动名称：复习课文

活动过程：Ss talk about Dos and Don'ts in the Indonesian weddings.
[PPT 5]

设计意图：通过复习课文，激活学生对相关语法知识的记忆。

环节二：语法学习

活动1

活动名称：完成练习

活动过程：Ss use the words or phrases in the box and fill in the blanks. [PPT6-10]

设计意图：练习在语境中恰当使用情态动词。

活动2

活动名称：语境中使用

活动过程：Ss give advice for bridesmaids. [PPT 11-17][学案 I]

设计意图：在语境中综合使用情态动词，用语言做事。

活动3

活动名称：小测

活动过程：Match the verbs to their meaning. [PPT18][学案 II]

设计意图：理解情态动词的语气和含义。

环节三：语法应用

活动 1

活动名称：学习语法情境

活动过程：学习 Culture corner: The description of traditional weddings in Southern China with the modals. [PPT19—22] [学案III]

设计意图：让学生在语境中运用情态动词，把语言的形式和意义自然地结合起来。

活动2

活动名称：角色扮演

活动过程：Role-play: Greeting Manners. [PPT23]

设计意图：学生此时对情态动词应该已经掌握，让学生以角色表演的方式谈论正确的礼仪，不仅加深对情态动词的理解，同时培养学生在不同的场合要注意自己的礼仪交际。

环节四：布置作业

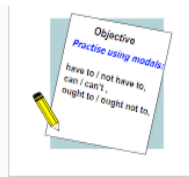
活动过程：布置写作作业：Your friends are planning to drive across North America and camp along the way. What advice can you give them? Write a short passage (at least 6 tips included) using the expressions in the box and some of the cues below. [PPT24—26]

设计意图：巩固本课所学。

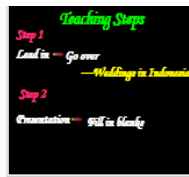
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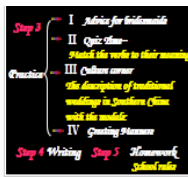
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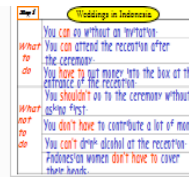
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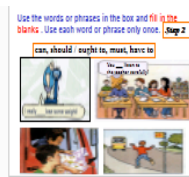
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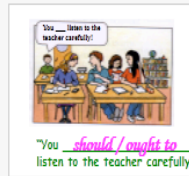
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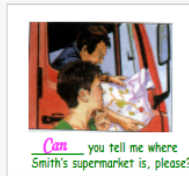
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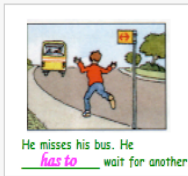
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14 ★



15 ★



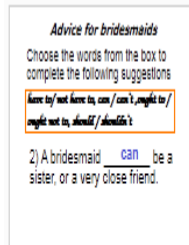
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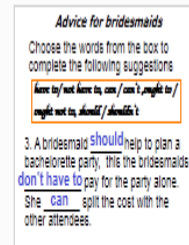
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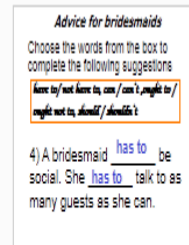
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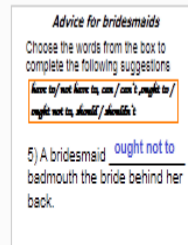
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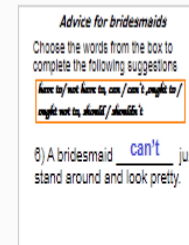
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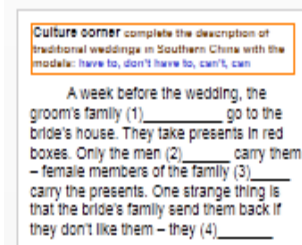
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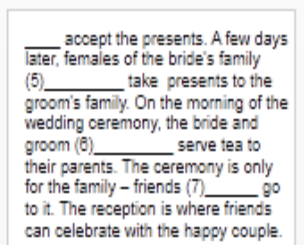
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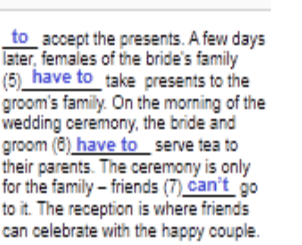
19 ★



20 ★



21 ★



22 ★

(五) 板书设计

Do

Have to

Can

Ought

Don't

not have to

can't

ought not to

(六) 单元测试及课堂小测设计

Complete the description of traditional weddings in Southern China with the modals: have to, don' t have to, can' t, can

A week before the wedding, the groom' s family (1)_____ go to the bride' s house. They take presents in red boxes. Only the men (2)_____ carry them - female members of the family (3)_____ carry the presents. One strange thing is that the bride' s family send them back if they don' t like them - they (4)_____ accept the presents. A few days later, females of the bride' s family (5)_____ take presents to the groom' s family. On the morning of the wedding ceremony, the bride and groom (6)_____ serve tea to their parents. The ceremony is only for the family - friends (7)_____ go to it. The reception is where friends can celebrate with the happy couple.

(七) 教学特色与反思

课前结合图表复习上节课的语言知识和文本结构，引出本节课的主要语法内容。

1. 利用图片让学生感知和理解情态动词 have to, don' t have to; ought to, oughtn' t to; can' t, can 的用法。
2. 创设情境，让学生在语篇中运用情态动词。

第七节：Unit 3 Lesson 4 Christmas

课型：阅读课

(一) 教学目标：

在本课学习结束时，学生能够：

1. 总结和掌握有关圣诞节的词汇；
2. 阅读并理解有关圣诞节的文章；
3. 掌握阅读策略——完成多项选择问题，并在阅读实践中进行尝试和体验；
4. 谈论自己的童年节日回忆；

5. 了解并尊重异国文化差异，培养世界意识。

(二) 教学重点：掌握有关圣诞节的词汇；理解回忆类的记叙文的文体特征。

(三) 教学难点：能熟练运用所学的有关圣诞节的语言来描述自己印象中的圣诞节或者其他节日。

(四) 教学过程：

环节一：Brainstorm

活动过程：List the words related to Christmas. [PPT 3][学案 I]

设计意图：引出话题，激活学生的背景知识。

环节二：Pre-reading

活动过程：Learning some new words related to Christmas by presenting pictures [PPT 4-7]

设计意图：引导学生学习话题词汇，扩充词汇库。

环节三：While-reading

活动 1

活动名称：快速阅读

活动过程：Find what things about Christmas are mentioned in the passage.

Circle the things in the passage. (Ex. 2) [PPT 8]

设计意图：快速阅读，在文章中理解和巩固话题词汇。

活动 2

活动名称：细节阅读

活动过程：

(1) Read the text and learn some new words.

a. Match the words with their definitions. (PPT & Handout) [PPT 9-12]

b. Choose the correct words and complete the sentences with correct forms. [PPT 13-16] [学案 II]

(2) Read the passage again and do Ex. 4 according to the *Reading Strategies* [PPT 17]

(3) Read the passage again and do Ex. 3. [PPT 18-19]

设计意图：引导学生在文章中学习词汇，并在具体语境中运用。指导学生体会、理解理解文章结构和主要内容。

环节四：Post-reading

活动 1

活动名称：复述课文

活动过程：Retell the text according to the key words. [PPT 20-21][学案 III-1]

设计意图：引导学生内化文章内容，并用自己的语言进行输出。

活动 2

活动名称：谈论话题

活动过程：Speaking: Talk about your memories of an important festival. [PPT 22-23] [学案 III-2]

设计意图：指导学生进行口语练习，进一步巩固主要话题词汇和表达句型。

活动 3

活动名称：小组讨论

活动过程：深入讨论以下问题：

- Why do we celebrate **festivals**?
- What can we learn from celebrating festivals? [PPT 24-25]

设计意图：引导学生进行思想、情感和价值观等方面的深层次思考和讨论，培养学生的文化意识和爱国情感。

环节五：布置作业

活动过程:

1. Read the passage again and do the exercises on P84, 85.
2. Get ready to write about your childhood memories of an important festival. [PPT 26]

设计意图: 巩固本课所学。

教学课件:

The presentation consists of 26 slides, numbered 1 through 25, with the 26th slide being a group work activity. The slides cover various aspects of Christmas, including its origin, traditions, and vocabulary. Key elements include:

- Slide 1:** Lesson 4 Christmas
- Slide 2:** Song lyrics: "Jingle bells, jingle bells, jingle all the way..."
- Slide 3:** Song lyrics: "Jingle bells, jingle bells, jingle all the way..."
- Slide 4:** Brainstorm: List some words about Christmas: weather, people, food, objects, activities.
- Slide 5:** Things at Christmas: Christmas tree, balloons.
- Slide 6:** Christmas photos.
- Slide 7:** Origin of Christmas: It is the day we celebrate the birthday of Jesus. 500 AD: kind old man, Saint Nicholas always ready to help the poor often gave presents. Exchanging gifts and sending Christmas cards are the modern ways of celebrating Christmas in the world.
- Slide 8:** Do you know the origin of Christmas?
- Slide 9:** Father Christmas from the North Pole, Christmas stockings.
- Slide 10:** Christmas pudding, candies, roasted turkey.
- Slide 11:** Christmas carols.
- Slide 12:** Do you know the origin of Christmas?
- Slide 13:** Find the Key Words in the pictures.
- Slide 14:** Find the Key Words in the pictures.
- Slide 15:** Key Words: balloons, Christmas carols, Christmas pudding, Christmas tree, snow, snowman, Christmas stockings, presents.
- Slide 16:** Father Christmas from the North Pole, Christmas stockings.
- Slide 17:** Fast reading: Read the text. Which Key Words are mentioned? Circle them out. Which other Christmas things are mentioned? Make a list.
- Slide 18:** Answers: Father Christmas, calendar, Christmas cards, Christmas lights, carol service, Christmas tree, decorations, balloons, stockings, presents, trees, turkey, Christmas pudding, paper hats, Queen's speech, Christmas cake.
- Slide 19:** Exercise 3: Write a letter to Father Christmas. a. open the new year calendar, b. put up the Christmas tree, c. sing Christmas carols, d. write a letter to Father Christmas, e. put up the Christmas tree, f. go to church, g. have Christmas cake.
- Slide 20:** Retell the memories: Before retelling, please listen to the audio of the text and pay attention to the pronunciation in groups.
- Slide 21:** Retell the memories: Before Christmas, On Christmas Eve, On Christmas Day.
- Slide 22:** Group work: Speaking: Talk about your memories of an important festival.
- Slide 23:** Linking words: The Festival falls on... Before... comes, we... And... On... we... Then, in the afternoon... After the dinner... Before we went to bed... Besides these, we also... We feel...
- Slide 24:** Further thinking: Why do we celebrate festivals? What can we learn from celebrating festivals?
- Slide 25:** Further thinking: We can feel happy and enjoyable in celebrating festivals. We can show our best wishes, loves and respect to our family and friends. We should know some cultures, try to love, cherish and pass down good traditional cultures.

(五) 板书设计

Memories of Christmas

Before Christmas

On Christmas Eve

On Christmas Day

- People (family? friends? ...)
- Food (meals? drinks?...)
- Presents (What? Who for?...)
- Activities (music? talk?...)
- Your feelings (happy?...)
- ...

(六) 单元测试及课堂小测设计

seriously, envelope, calendar, attend, carol, decoration,
put up, stocking, pudding, swallow, carry on, adult

- 1) You can find the date of any day of a year on the _____.
- 2) People are used to singing Christmas _____ at Christmas.
- 3) We should make a salute to our national flag _____ when it' s rising.
- 4) Write the address clearly on the _____ before you send it.
- 5) Children can find some presents and sweets in their _____.
- 6) The _____ should take more care of their children by heart.
- 7) Make sure all the _____ of the hall are OK, then we can leave.
- 8) Children like to eat _____ after a meal because it is delicious.

- 9) The hungry beggar _____ the bread without a drop of water.
- 10) Mr. Li is _____ our school sports meeting next week.
- 11) No matter how hard it is, we must _____ finishing it.
- 12) You' d better _____ a tent if you want to sleep in the open air.

(七) 教学特色与反思

1. 上课伊始，教师带着圣诞帽走进教室，然后让学生上来玩游戏点击圣诞树领取礼物，课堂气氛一下子活跃起来。课堂在轻快的圣诞歌中开始，整个氛围非常融洽。
2. 在引入环节，教师借助思维导图引导学生进行头脑风暴，激活学生的背景知识，为文章的阅读做好语言和内容、结构方面的铺垫。
3. 在阅读课文过程中，教师渗透了抓关键词把握大意、分析语言特征、总结整合语言，提升了学生记叙文 的文体意识。
4. 最后产出环节，教师让学生运用所学的语言知识进行复述回忆中的节日，锻炼学生的语言表达能力。

第八节：Communication Workshop

课型：说写课

(一) 教学目标：

在本课学习结束时，学生能够

- * 正确使用时间连接词。
- * 写出一篇描述过去事件(以聚会为主题)的短文。

(二) 教学重点: 掌握语篇中的连接词的使用。

(三) 教学难点: 能运用连接词描述过去的事件使语篇更加连贯。

(四) 教学过程:

环节一: Lead-in

活动过程: Ss answer the question: How do people usually celebrate their birthdays?(PPT3-9) 学案 I

设计意图: 用这种方式激活学生相关词汇, 背景知识, 引出“PARTY”这一写作主题。

环节二: Pre-writing

活动 1

活动名称: 阅读匹配

活动过程: Ss read the 4 paragraphs on page 45 and match the topics with each paragraph. T summarizes the layout. (PPT10-12)

设计意图: 让学生注意不同段落发生的先后顺序, 明确这类文章的结构。

活动 2

活动名称: 学习生词

活动过程: Deal with new words. Ss work out the meaning of the words by reading the explanation. (PPT13, 14)

设计意图: 为下一步活动清除障碍。

活动 3

活动名称: 阅读填空

活动过程: Ss read the 2nd paragraph again and guess the missing words. (PPT15-17) 学案 II

设计意图: 激活学生关于表达时间的连接词的知识。体会表达时间的连接词在描述事件中的作用。

活动 4

活动名称：阅读填表

活动过程：Ss read the passage again and use the diagram on P45 to take notes. (PPT18-21)

设计意图：学生进一步熟悉短文内容及有关描述 party 的语言。

环节三：Writing

活动 1

活动名称：写前提点

活动过程：T reminds the Ss of the layout/structure. Ss start writing. (PPT22, 23) 学案 III

设计意图：帮助学生独立完成写作任务。

活动 2

活动名称：自评与分享

活动过程：Ss check their passage and share their work. 学案 IV

设计意图：培养学生自我检查写作的能力及好习惯。培养学生乐于分享的精神，提高全班同学的评价鉴赏能力。

环节四：Homework

活动过程：布置作业：Ss polish their writing.

设计意图：培养学生对自己严格要求，做事精益求精的态度。

教学课件：

Unit 3 Communication workshop

Writing

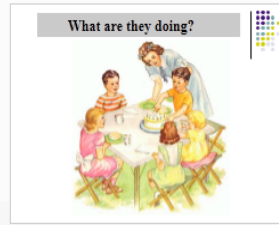
1

Objectives

At the end of the class, the students will be able to

1. use appropriate **linking words**.
2. **write** a description of an event.

2



3

Brainstorming

How do people celebrate birthdays?

What to eat & drink? Feelings?
With whom? Where? What to do?

4

Who do people celebrate birthdays with?

classmates
family members
(close) friends

9

Where do people celebrate birthdays?

at home
in a restaurant
in the classroom
in the park
in the open air ...

10

What do people eat and drink?

birthday cakes
fruits
soft drinks
orange juice
tea & coffee
snacks

11

What do people do?

sing songs
dance
play games
take pictures
chat ...

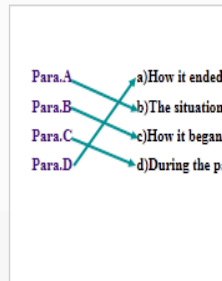
12

How do people feel?

have a good time
excited
happy
unforgettable
great fun ...

Please read the description of a birthday party, and match the topics with the paragraphs. (P45)

Para.A	a)How it ended
Para.B	b)The situation
Para.C	c)How it began
Para.D	d)During the party



Describing an event

Para.A	introduction
Para.B	the beginning
Para.C	development
Para.D	conclusion

Getting familiar with the new words!

A welcome
 mat :
a small piece of thick material

Getting familiar with the new words!

litre : a unit for measuring liquid
unfortunately : unluckily
fry : to cook sth in hot oil
if a place is a mess, things there are dirty or not neatly arranged:

Please read the following paragraph again and Guess the missing words.

 my cousin and I put out the welcome mat. I made 3 litres of orange juice. the people started coming and we served drinks. I started frying some food and my cousin started serving the food. Unfortunately, I was talking to a friend I burnt the sausages.

Please fill in the blanks with: in the end, while, first, then, after that

First my cousin and I put out the welcome mat. I made 3 litres of orange juice. Then the people started coming and we served drinks. After that I started frying some food and my cousin started serving the food. Unfortunately, while I was talking to a friend I burnt the sausages.

Use **Time linking words** appropriately can make the article more clear and closely-connected.

before, when, as soon as, firstly, first of all, after that, during, later, then, next, finally, in the end, suddenly

17

Read the passage again and take notes

1) Introduction to the situation:
 Why? - a birthday party
 Where? - house
 When? - June, last year
 Who? - family and friends

18

Read the passage again and take notes

2) The beginning:
 What preparations? → Put out the welcome mat
 Made orange juice
 What time?
 After that, the guests started coming.
 What food?
 Fried some food

19

Read the passage again and take notes

3) Development:
 What happened during the party?
 Took photos
 Dad danced with mum

20

Read the passage again and take notes

4) Conclusion:
 What happened in the end?
 one neighbour complained... but had a drink in the end
 When did it finish?
 went on until late
 Was it good?
 had a good time
 was a great party

A description of an event usually includes:

1) four parts: Introduction, Beginning, Development, conclusion

2) time linking words

Sum up!

Write a description of a party you have been to. Follow the stages in your worksheet.

You may choose one of them:

1) a New Year party

2) a birthday party

ready to go

Homework:
 Polish your writing.

Wishing You a Very Happy Day!

(五) 板书设计

Describing an event

Introduction: Before,

Beginning: When, as soon as, firstly, first of all

Development: after that, later, suddenly, then, next

Conclusion: finally, in the end,

(六) 单元测试及课堂小测设计

Write a description of a party you have been to.

I'm going to write a description of a _____

Stage 1: Please make notes:

Paragraph 1: Introduction to the situation:
Why? ---
Where?---
When? ---
Who? ---
Paragraph 2: The beginning:

What preparations? ---
What time?---
What food?---
Paragraph 3: Development:
What happened during the party? ---
Paragraph 4: Conclusion:
What happened in the end?---
When did it finish?---
Was it good?---

Time linking words

before, when, as soon as, firstly, first of all, after that, during, later, then, next, finally, in the end, suddenly, etc.

Useful vocabulary

1. See USEFUL VOCABULARY on Page 91.
2. New Year party: atmosphere, give a performance, play games, decorate...with...

IV. Checking.

Please check your writing according to CHECKING on Page 91.

(七) 教学特色与反思

1. 教师引入部分，提问学生最近参加的生日会，然后让学生简单回忆生日会上的活动，接着教师总结学生的发言，引出今天的说写内容。
2. 教师从框架、语言关键词、连接词等方面进行充分的铺垫，为学生的说和写做好充分的准备。
3. 教师给足够的时间让学生合作讨论并写作，充分体现课堂中学生的主题地位。学生在写后，教师引导学生结合课本 91 页的写作指导进行自评和他评，提高写作中反馈的有效性。

