**Unit 7 Section B Reading**

**四川省双流棠湖中学 钟慧**

**教材分析：**本节课是人教版go for it **七年级下册** Unit 7 It’s raining. Section B的阅读部分

What：2a中的3张图为2b的reading 做铺垫，其中两幅是Jane的朋友在外旅行的场景，另一张是Jane在写信或明信片的场景。2b是Jane的朋友写给Jane的两张明信片，在明信片中描述了自己旅行的天气、活动及感受。

Why: 本部分旨在培养学生读懂一些简单介绍假期生活的短文并能使用目标语言描述某个生活片段，并鼓励学生通过明信片的形式与朋友分享自己旅行的快乐，从而加深友谊。

How：本文包含两封明信片，在开头对收信人Jane进行问候，主体部分从天气、活动及感受三个方面介绍自己旅行，结尾简短表达对下次见面的期待。

**学情分析：**

学生是来自于棠湖中学的初一年级下学期的学生，对英语学习很感兴趣，具备一定的用简单的英语表达日常生活的能力。

已有基础：通过七下Unit 6的学习，学生能够用现在进行时描述的某个日常生活片段。通过七下Unit 7Section A 及Section B第一课时，学生基本能够描述天气状况。

存在问题：平时较少接触明信片，对明信片的内容、格式及写作目的不明确。

**教学目标：**

1.通过识别天气、地点和活动来告诉人们为什么快乐；

2.通过回答问题来推断这些明信片的写作目的；

3.谈论度假的地点、天气、活动和感受

**教学重点：**

分析文章中的人物为何快乐

**教学难点：**

Infer the writing purpose of these postcards

**教学流程：**

|  |  |
| --- | --- |
| **教学步骤** | **设计意图：** |
| **Activity 1 Free talk (3 min)**How is it going?How is the weather?What are you doing now?What are you doing these days?Do you want to have a vacation ? | 激活课堂，引入谈论的话题——天气、正在做什么及旅行度假。 |
| **Activity 2 Observe and describe(5 min)**Describe the pictures by answering the questions.1. Who can you see in the picture?2. How is the weather?3. What is she/he doing?4. How does she/he feel? | 让学生通过描述图片中的天气，活动及感受，练习目标语言，培养理解的能力。 |
| **Activity 3 Read and match**1. Read and find who writes the postcards and to whom.
2. Read the postcards quickly and match them with the pictures.
3. Tell who they are.
 | 将图片与明信片进行匹配，培养学生快速阅读找出关键信息的能力，培养理解能力。 |
| **Activity 4 Think and share**Think what influences our feelings. | 让学生思考影响心情的原因，培养分析能力。 |
| **Activity 5 Read and fill** 1. Read the postcards and fill in the chart.
2. Read and answer the question:

What does she think of these activities?What does Su Lin think of these activities?What does Dave think of the weather?What does Su Lin think of these activities? | 利用表格让学生自上而下，梳理文章关键信息，使信息结构化，培养理解。让学生分析地点、天气与活动对心情的影响，培养分析能力 |
| **Activity 6 Think and discuss**Discuss the following questions in groups.1. Why is Jane happy?

2. Why is Jane writing a letter?3. Why does Dave send the postcard to Jane?4. Why does Su Lin send the postcard to Jane? Why not call Jane or send her an e-mail or chat on QQ?  | 让学生推测人物动作和表情背后的原因，明确通过明信片同朋友分享分享旅行快乐的意义，培养推断能力。思考明信片与其他交流方式的相比的优势，提升思维的批判性。 |
| **Activity 7 Imagine and share** 1. Imagine that they are on a vacation in Chengdu and share their vacation in groups.
2. Share their vacation in class.
3. Check students’ speaking according to the checklist.
 | 让学生描述自己想象的旅行，培养创新性思维能力。 |
| **Activity 8 Self assessment** Check their performance according to the checklist. | 让学生通过评价量表思考是否达成目标。 |
| **Homework**Write your vacation on a postcard. | 让学生通过补全明信片，巩固描述旅行中的天气、活动及心情。 |

**Blackboard Design:**

Unit 7 Section B 2a-2c

Su Lin

activity

Why happy?

place

weather

share happiness

Why postcards?

Have pictures of landmarks and cultures

Can be kept easily

Dave

Jane