



# Unit4 Welcome to our party!

Reading and Writing

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# Unit4 Welcome to our party!

## 教学设计

### 设计摘要

课 题	<b>Unit 4 Welcome to our party!</b> Reading and writing & unit task				
授课班级	19 汽修 1	授课类型	读写课	课时	1 课时
所选教材	基础模块《英语 1》第 2 版 高等教育出版社				

### 一、学情分析

本节课的授课对象是职专一年级汽修专业的学生，他们比较积极热情，但是英语基础薄弱，英语读写能力和英语口语表达能力较差。因此，通过借助信息化手段以增强课堂教学的趣味性和有效性，同时培养学生运用所学的语言知识解决实际问题 and 进行交际的能力。学生可以在 UMU、Quizlet、微信群等平台上融入学习、讨论点评、上传任务、分享收获。

### 二、教材分析

本课是选自“高教社”英语基础模块 1（第二版）第四单元《Unit 4 Welcome to our party!》中的 Reading and Writing & Unit Task 部分。它是一节读写课。本课内容承接前一课时关于生日聚会的话题，整合 Unit task 部分，要求学生能够了解并实施生日聚会的筹备工作。具体包括：一封电子邮件邀请信，根据邀请信辨别人物身份和填写聚会备忘录的读写训练，以及为本月生日的同学筹备生日聚会等。



### 三、教学目标

#### 知识目标

Knowledge aims

- 1. To learn some useful words and expressions on invitation email.
- 2. To understand the text about invitation e-mail and party.

#### 能力目标

Ability aims

- 1. To be able to complete a memo about a party.
- 2. To learn to use the useful languages of the text.

#### 情感目标

Emotional aims

- To stimulate Ss' interest in knowing about party etiquette and learning to cooperate with others.

### 四、教学重难点

#### 教学重点

- 1. To be able to use some words and phrases on invitation letter.
- 2. To be able to master some focus structures.

#### 教学难点

- To be able to invite somebody to a party and complete a memo about a party.

### 五、教学策略

为了达成教学目标，突破教学重点，化解教学难点，我制定了以下教学策略：

教法：翻转课堂&任务驱动 在现代信息技术支撑下，通过课前在微信群发布学习任务，在 UMU 学习互动平台发送微课，并且创设实战情境，促进学生将理论知识向实践需求转化，借助互动平台完成任务，引发学习兴趣，提高教学效率。

学法：自主探究&小组合作 基于教学目标和学生实际，引导学生利用 Quizlet 单词软件和 UMU 互动学习平台进行自主学习，学生课前以小组团队合作方式完成对话视频拍摄、备忘录设计编写以及资料查阅筛选等任务，体现了以“学生为主体，教师为主导，做中学，做中教”的教学理念。



## 六、资源与环境



**UMU互动学习平台：**通过UMU创建签到、视频上传、学习测试等多样的互动环节，让学生在轻松愉悦的教学环境中学习，**构建互动课堂。**



**Quizlet单词软件：**通过创建学习集，形成本课单词卡，利用书写、配对、测试游戏等方式，让学生在轻松愉悦的教学环境中学习，**创建快乐课堂。**



**班级优化大师：**通过加减分、随机抽选、配合计时、即时评价等规则，优化过程性评价，**创建积极课堂。**



**微信客户端：**通过班级微信群发布微课、视频、任务和资料包，根据信息反馈组织讨论，并对存在的问题进行即时答疑、实时调整，**创建在线课堂。**



**希沃授课助手：**通过希沃手机授课助手实时拍照上传，及时点评、批改课堂作业，**创建同步课堂。**

## 七、教学流程图

### 课前准备

Preparation&Revision

- 1.课前准备
- a.发布任务
- b.上传微课
- c.检测学习
- 2.课前复习
- a.对话呈现
- b.单词游戏

### 阅读过程

Reading

- 1.读前
- a.生词学习
- b.微课学习
- c.概括大意
- 2.读中
- a.听读文本
- b.回答问题
- c.文本梳理
- d.语汇学习
- 3.读后
- 填写表格

### 拓展写作

Writing

- 1.单元任务
- a.问卷调查
- b.实战演练----
- 填备忘录（1、2、3）
- 2.写作总结

### 课后延伸

Extension

- 1.评价总结
- 2.梯度作业

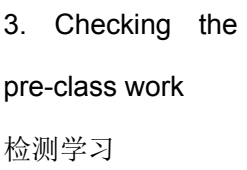




## 七、教学过程

### 课前准备 Preparation&Revision

环节	教学内容	教师活动	学生活动	信息技术手段
Preparation Step0	1. Posting the task 发布任务	1. Post the task at Wechat Group. 2. Make and upload the micro-class video - How to write an invitation e-mail at UMU.	1. Login to the Wechat Group and finish the task. 2. Learn the micro-class video and upload the oral work.	1. UMU - oral practice. 2. Wechat Group.
	2. Uploading the micro-class video 上传微课	3. Check the pre-class work and modify the teaching strategies.	3. Learn the new words at Quizlet.	3. Micro-class video.
	3. Checking the pre-class work 检测学习			4. Quizlet software- Words Practice.





Revision (Dialogue & Words) 8ms

Step1

1. Showing the dialogue 对话呈现



2. Detecting the words 单词游戏



1. Show time.  
Ask 2 pairs to show the oral homework.



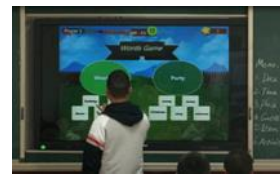
2. Ask to do the words detecting game.



1. Show the oral homework.



2. Do the word game in the front.



1. Easicare app.



2. Seewo game.



设计意图:

1. To know Ss' awareness by checking the pre-class work and help form a good habit of autonomous learning. 2. To review and check Ss' words and expression of the last class.

阅读过程 Reading

环节	教学内容	教师活动	学生活动	信息技术手段																								
Reading-An invitation email (18)	<p>1. Pre-reading</p> <p>a. Learning the new words 生词学习</p> <table border="1"> <tr><td>host</td><td>n.</td><td>主人</td></tr> <tr><td>guest</td><td>n.</td><td>客人</td></tr> <tr><td>welcome</td><td>v./adj.</td><td>欢迎/受欢迎的</td></tr> <tr><td>joke</td><td>n.</td><td>笑话</td></tr> <tr><td>invite</td><td>v.</td><td>邀请</td></tr> <tr><td>classmate</td><td>n.</td><td>同班同学</td></tr> <tr><td>memo</td><td>n.</td><td>备忘录</td></tr> <tr><td>activity</td><td>n.</td><td>活动</td></tr> </table> <p>b. Watching the micro-classes video 微课学习</p>	host	n.	主人	guest	n.	客人	welcome	v./adj.	欢迎/受欢迎的	joke	n.	笑话	invite	v.	邀请	classmate	n.	同班同学	memo	n.	备忘录	activity	n.	活动	<p>1. Pre-reading.</p> <p>1). Ask to read the new words and expressions.</p> <p>2). Warming-up: Show the micro-class video-- How to write an invitation e-mail?</p>	<p>1. Pre-reading.</p> <p>a. Read the New words and expressions.</p> <p>b. Watch the micro-class video -- How to write an invitation e-mail?</p>	<p>1. Flipped classroom: Micro-class video.</p> <p>2. Mind maps.</p> <p>3. SEEWO dictionary.</p>
host	n.	主人																										
guest	n.	客人																										
welcome	v./adj.	欢迎/受欢迎的																										
joke	n.	笑话																										
invite	v.	邀请																										
classmate	n.	同班同学																										
memo	n.	备忘录																										
activity	n.	活动																										





Unit 4 Welcome to our party—Reading and writing & unit task



c. Brainstorming  
概括大意



2. While-reading.  
a. Catching the points 听读文本



b. Finishing the questions  
回答问题



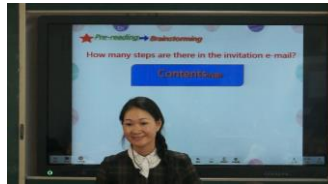
c. Retelling the main body  
文本梳理



d. Analyzing the language points  
词汇学习



3). Ask: How many steps are there in the invitation e-mail?



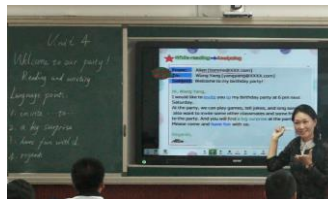
2. While-reading.  
1). Play the audio, ask to listen and read.



2). Give the questions.  
a. Who is the host?  
b. Who are the guests?

3). Ask to retell the main body through mind maps:  
Allen's invitation e-mail.

4). Analyzing.  
a. Language in use:  
invite...to...; a big surprise;  
have fun; regards.



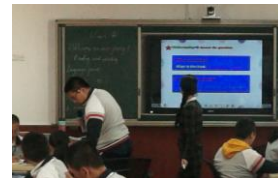
3. Post reading.  
Ask to read the email again,

c. Think about “How many steps are there in the invitation e-mail?”



2. While-reading.  
1). Listen and read.  
2). Answer the questions.

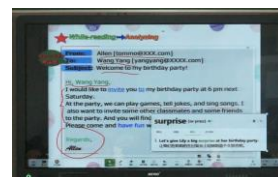
a. Who is the host?  
b. Who are the guests?



3). Retell the main body:  
Allen's invitation e-mail.





4). Notes.  
a. Language in use:  
invite...to...; a big surprise;  
have fun; regards.





Unit 4 Welcome to our party—Reading and writing & unit task

<p><b>White-reading</b> → Language in use</p> <p>I would like to <b>invite</b> you to my birthday party at 6 pm next Saturday. 我想邀请你参加我在下周六下午6点举办的生日派对。</p> <p><b>invite</b> v. 邀请, 招待 eg: He invited me to go to his party. = He invited me to his party.</p> <p><b>invitation</b> n. 邀请 (不可数名词) 邀请函, 请帖 (可数名词) eg: Come at the invitation. 应邀而来。 They received invitations to the party. 他们收到了来自聚会的请帖。</p> <p>3. Post reading Filling the form 填写表格</p> <p><b>Post-reading</b> → Read and complete</p> <p><b>Memo</b></p> <p>Date: next Saturday Time: at 6 pm Place: Allen's home Activities: play games, tell jokes, sing songs</p>	<p>and complete the memo.</p> 	<p>3. Post reading. Read and complete.</p> 	
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设计意图:

1. To spur the Ss' study enthusiasm, lead in the new teaching concept and lower Ss' study difficulty.
2. To understand the details of the text by intensive reading and cultivate the students' reading skills.

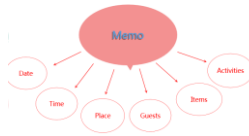
拓展写作 Writing

环节	教学内容	教师活动	学生活动	信息技术手段
<p>Writing (Unit task - Plan a birthday party for Steps 3)</p>	<p>1. Unit task a. Completing a questionnaire 问卷调查</p> <p><b>Writing</b> → Unit task</p> <p>Questionnaire</p> <p>When is your birthday?</p> <p>b. Having a try 实战演练--- 填备忘录 (1、2、3)</p> <p><b>Writing</b> → Unit task</p> <p>Discuss the activities for the party. You can use the following sentence patterns. You can use the following activities or design other activities. Record them in Memo 2.</p> <p>playing poker   dancing hip-hop   dancing disco singing   eating a birthday cake   playing games   watching TV</p> <p><b>Memo 2</b></p> <p>Activities: _____</p> <p>2. Writing summary</p>	<p>1. Unit task.</p> <p>Questionnaire: When is your birthday? (Find out the students born in November at UMU and help hold a group birthday party for them.)</p>  <p>2. Ask to decide on the guests, the place and the time for the party, and write them down in Memo 1.</p>	<p>1. Finish the questionnaire at UMU before class and help hold a group birthday party for the classmates born in November.</p>  <p>2. Complete the memos. Memo 1:</p>  <p>Memo 2:</p> 	<p>1. UMU</p>  <p>2. Seewo link (希沃授课助手).</p> 



写作总结

★ Writing → Summary



3. Ask to discuss the activities for the party by using the given sentence patterns and activities. Record them in Memo 2.



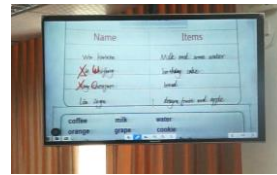
4. Ask to decide on what food and drinks they'll have and who will bring them. Complete Memo3.



5. Summary.  
Ask to summarize the contents of memo include date, time, place, guests, items, activities.



Memo3:







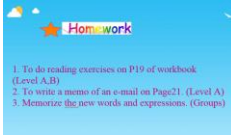


3. Summarize the contents of memo.



设计意图: To summarize the text and make the students have a deep understanding about memo.



## 课后延伸 Extension

环节	教学内容	教师活动	学生活动	信息技术手段
<b>Extension (2ms)</b>  <b>Step4</b>	1. Remarking the students 评价总结 	1. Design some short and quick ask-answer questions to make a brief summary and remark the Ss with the help of EasiCare . 	1. Remark each other with the help of EasiCare. 	1. EasiCare (班级优化大师). 
	2. Doing the homework 梯度作业 	2. Assign the homework: 1. To do reading exercises on P19 of workbook (Level A,B) 2. To write a memo of an e-mail on Page21. (Level A) 3. Memorize the new words and expressions. (Groups)	2. Remark-self on the UMU platform. 	2. UMU 

设计意图:

- 1.To make a brief summary and remark the Ss with the help of EasiCare and Umu platform.
2. The homework is designed to help students consolidate the text contents and develop the writing practice.

## 九、板书设计



## 板书设计

### U4 Welcome to our party! Reading and Writing

#### Language Points:

1. invite... to...
2. a big surprise
3. have fun with sb.
4. regards

#### Memo

- Date
- Time
- Place
- Guests
- Items
- Activities

## 十、反思与改进

本课内容承接前一时关于生日聚会的话题，要求学生能够了解并实施生日聚会的筹备工作。基于学情和考点知识，本课教学围绕教参上的三维目标和教学重点展开，鉴于电子邮件邀请函在课前进行了平台的微课学习，我把本课的教学难点放在备忘录的仿写上，主要通过希沃课堂活动和模仿表达训练的方法来突破重、难点。在教法上，采用翻转课堂的任务驱动引导学生进行小组合作；充分利用录播室的信息化渠道和希沃课堂活动的功能，激发学生的参与热情。教学环节环环相扣：通过对话表演，调动学生思考与讨论新课话题的积极性；通过分组游戏中的PK对决，引导学生快速回顾学习本课生词；接着听读文章，利用思维导图概括段落大意，形成文章的整体阅读框架；再通过仔细听读文章，结合讲练语言点，培养学生捕捉文章细节的能力；紧接着引导学生简要地复述文章，更深刻地把握文章的主旨大意；最后通过略读和希沃课堂活动的超级分类等功能完成课文的3个单元任务活动，同时培养学生团队协作的意识。

考虑到不同层次学生的能力差异，作业不作统一要求，分为必做和选做两个梯度。希望梯度作业的设计能够降低后进生学习的难度，同时也鼓励其他学生大胆创新，最大限度地激发潜能，使课堂教学得到有效延伸。本节课的板书围绕知识重点，以指导学生理解和掌握语言点的思路而展开。

静心反思本课，我觉得本课主要亮点如下：

（一）**平台助力**：借助UMU平台构建互动课堂，Quizlet单词学习软件构建快乐课堂，班级优化大师创建积极课堂，微信客户端创建在线课堂，希沃授课助手创建同步课堂。微课导读、白板游戏、在线答疑，多屏互动，体现个性化和协作化。

（二）**实战演练**：通过将阅读和写作整合，在阅读教学中挖掘教材写作因素，引导学生逐





步将掌握的词汇、句型、结构揉进写作训练，使学生在读中悟写、读写结合、以写促说，最终实现学以致用、启迪职场的教学目的。

(三) **多元评价**。小组竞赛增加了竞争意识，闯关游戏增进趣味性，班级优化大师评价系统活跃课堂气氛，大数据智能分析，即时有效，实现情感目标。

综上所述，这节课的整体设计很合理，环节紧凑，导入自然贴切，希沃软件的课堂活动功能运用恰当，思维导图的运用使所学知识更加系统化，教材的处理上能够突出重点，突破难点，抓住关键，讲练结合，注重实效，学生参与热情高，从听、说、读、写四个方面得到了有效地训练，是一堂高效的英语课。

**不足之处：**

1、对于讲练环节的把握，还需要一个循序渐进的过程。个别基础薄弱的学生配合得不够，回答时缺少自信，声音较小，今后应多加训练，培养对英语学科的更高热情。

2、在写作环节，由于学生之间写作能力的差异，部分学生无法在规定时间内完成话题写作，并且课上由于时间关系，只挑选了每组的代表习作进行点评，因此下节课上要多挑选几篇典型的习作，让学生相互分析评价，有利于学生写作的提升和榜样示范作用。

