
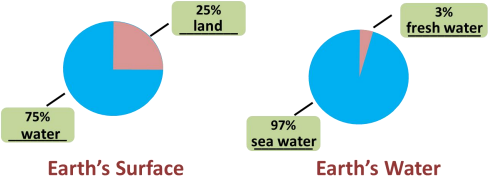


课题序号	23	授课形式	新授	授课课时	1
授课班级及日期	2024 年 月 日 (第 周 星期) 班;				
授课章节名称	Unit 6 Reading(B) The Word Is Thirsty				
教学设备、资源	multi-media computer system				
教学目标	1. Students will master the main idea of the text; 2. Students will master some useful words and expressions; 3. Students can write a passage on environmental protection.				
教学重点	Students will master some useful words and expressions				
教学难点	Students can write a passage on environmental protection and finish the exercises in the workbook.				
教法学法	小组讨论，任务驱动				
板书设计	<div style="text-align: center;"> Unit 6 Reading(B) The Word Is Thirsty </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="writing-mode: vertical-rl; text-orientation: upright;"> be covered with 被.....覆盖 sea water/salt water 咸水 need for 需要 fresh water 淡水 take steps to 采取措施做 in the form of 以.....的形式 as things stand 照目前的形势 small amount of 少量 deal with 处理，对付 day by day 一天天地 even worse 更糟糕 later on 后来，过些时候 </div>  </div>				

教 学 过 程

教学环节	教 学 内 容 及 步 骤	师生活动	设计意图
Step 1	Review Review the content of passage 1.	Retell the story of passage 1	Students recall the content of passage 1.
Step 2	Research Students did some research about water resource before class, and share the information with classmates. 1. Where does the water exist? 2. What can the water be used for?	Share the information	Students know more about the topic and inspire their interests.
Step 3	Teacher's sharing Teacher share some pictures about different types of water: Water in the river Water in the lake Water in the air Underground water Water in living things Water's functions: Industry Agriculture Life	Teacher show some pictures	Make students know different types of water, prepare them for the passage.
Step 4	Reading Paragraph 1 Find out what the percentages mean on each pie chart. <div style="text-align: center;">  <p>Earth's Surface Earth's Water</p> </div> Paragraph 2 1. What is the present situation of fresh water? This small amount of fresh water is _____. But _____.	Reading discussion and	Students work in group and solve the problems.

教学环节	教 学 内 容 及 步 骤	师生活动	设计意图
<p>Step 5</p> <p>Step 6</p> <p>Step 7</p>	<p>2. What would happen if the water supply were limited?</p> <p>_____.</p> <p>Paragraph 3</p> <p>1. In face of the present situation of water resource, what should we do?</p> <p>We all have to learn how to stop our precious water.</p> <p>2. What is the first step?</p> <p>One of the first step we should take is to develop ways of reusing it.</p> <p>Tick true or false</p> <p>1. People can use water from icebergs and glaciers directly.</p> <p>2. The small amount of fresh water on the earth is not enough for all of us right now.</p> <p>3. Compared with industry, agriculture is more likely to be affected by a limited water supply.</p> <p>4. One way to stop wasting water is to reuse it.</p> <p>Time to take steps</p> <p>Ask students to think about the ways to solve the problems</p> <p>Language points</p>	<p>Discussion</p>	<p>Enlarge students horizon and make them consider more things.</p>
课后作业	<p>Copy the new words and expressions</p> <p>Finish the exercises in the workbook</p>		
教学反思	<p>亮点：通过展示课前水资源调查结果导入课文学习，让学生成为学习的主体，培养学生社会实践能力和语言表达能力；通过讨论让学生提升保护水资源的社会责任感。</p> <p>不足：评价形式还可以多元化一些，要注重形成性评价。</p>		