**交往互动式教学设计**

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| 课题 | | Unit 3 My school | | | 教时 | | 第三课时 | |
| 日期 | | 2020.5 | |
| **一、教学目标：**  1.在my school主题情境中，学生能听懂、会说、会读词汇first,second, third,excuse me,floor等，句型 Where is...? It’s on the...  2.通过观察图片，学生能预测文本相关信息，整体理解文本大意。  3.通过开放性问答，学生能梳理文本相关信息，提高学生阅读理解能力。  4.通过对话、小语段等，学生能概括文本主要信息，理清文中Teachers’ office的具体位置。  5.通过听、读、小组讨论，学生能加深对文本信息的理解，形成语感，为语言输出做铺垫。  6.通过更开放的My school的情境，学生能综合运用所学语言，谈论学校各个地点的具体位置，感受学校的美，进而热爱自己的学校。  二、目标制定依据：  **1、教材分析：**  本课是Unit 3 My school的内容，本节课围绕“学校”这一话题展开教学。重点学习句型Where is...? It’s on the...  以及文中人物询问老师办公室的位置和楼层。讨论学校各个专用教室所在楼层与学生生活息息相关，学生较感兴趣，要充分利用这一感兴趣的教学内容，鼓励他们用英语去交流。  **2、学情分析：**  本节课的教学对象是中年级的学生。在学习本课之前，学生已经掌握了一定量的有关的词汇和句型，并能运用这些词汇进行日常交际对话。本课的重点围绕Where is...? It’s on the...以及文中人物询问老师办公室的位置和楼层进行学习。中年级的学生活泼好动，思维敏捷，喜欢在英语课堂上表现自己。因此，关于本课难点楼层序数词的表达及重点句型可以在设置的大情境中进行教学，为本课的有序高效教学扫清障碍。 | | | | | | | | |
| **教学过程** | | | | | | | | |
| **Time** | **Procedure** | | | **Teacher’s activities** | | **Learners’ activities** | | **Feedback & aims** |
| 5  min | Step 1  吸引注意，积累语言 | | | **1.Warming up**  Free talk.  T:Do you love your school?  T:Is it big/nice?  T:How is your school?  T:What can you see in your school?  Eg: library, music room, art room, classroom… | | Talk with the teacher  S:Yes, I do.  S:Yes, it is.  S:It’s clean and beautiful.  (class work)  S:I can see an art room/ a library… | | 师生交流，讨论自己的学校，滚动之前单元学习过的句型。通过讨论学校，疏通场所类词汇。  达成目标1 |
| 20  min | Step2  导出目标，生成结构 | | | Nancy is a new student in our school. Where does she want to go? How can she ask?  **1)Look and guess**  Q：Where does Nancy want to go? How can she ask? | | Look at the picture and guess:Ss: Maybe she wants to go to….  A:Where is the…?  B:It’s on the…floor.  A:Is this the…?.  B:Yes, it is..  (pair work) | | 通过猜测新同学想去的地点和询问方式，引出本课重点句型。学生观察图片，猜测文本信息，整体感知文本大意。  达成目标2 |
| 核心过程 | | Step3 While-reading回忆相关知识，初步运用结构 | T:Nancy wants to go to teachers’ office. Where is it and how can she ask?  **T 1: Watch and check.**  Where is the teacher’s office ?  How can she ask?  **T 2:Read and underline**  Where is the library? Why?   |  |  |  |  | | --- | --- | --- | --- | | Third |  |  |  | | second | library | office |  | | first |  |  |  | | | Check answers.  Ss:A:Where is the teachers’ office?  B:It’s on the…  A:Is this the teachers’ office?  B: Yes, it is.  (pair work)  Ss:It’s on the second floor too.  Because it’s next to the teachers’ office.  (solo work) | | 学生通过问答，理清文中老师办公室的具体位置。  通过对比图书馆和办公室的位置，理解next to的意思。  在此过程中梳理文本，初步运用本课重点句型。  达成目标3 |
| Step4呈现刺激材料，活用结构 | T:Nancy is a new student, can you tell her where is the teacher’s office?  **T3:Ask and answer**  A: Is this teachers’ office?  B:No, it isn’t.  A:Where is the teachers’ office?  B:It’s on the…floor. | | Talk about the location of teachers’ office.  A: Is this teachers’ office?  B:No, it isn’t.  A:Where is the teachers’ office?  B:It’s on the…floor.  It’s next to the....  (pair work) | | 描述文中老师办公室的楼层和位置，提炼本课关键句型。  达成目标4 |
| Step5  引发期待行为，强化结构 | **T 4: Reading time.**  (1)Ask Ss to read with the tape.  (2)Read together.  (3)Read in roles. | | Students read the text.  Read with the tape.  Read together.  Read in roles.  (group work) | | 整班跟读,齐读，分角色朗读,进一步熟悉本课重点词汇和句型。  达成目标5 |
| 15  min | Step6  Post–task  提供反馈评价，巩固结构 | | | T:Nancy wants to go to other places, can you show her around? **T 5：Think and talk**  Where is the…?  Is this the…?   |  |  |  | | --- | --- | --- | | Third |  |  | | second | library | office | | first | Art room | Computer room |   Homework  1) Read the story.  2) Introduce your school to your family according to the school map. | | Look at the school map and talk:  Ss show Nancy other places.  A:Excuse me, Where is the…?  B:It’s on the…floor.  A:Is this the…?  B:No, it isn’t.  A: Is that the…?  B:Yes, it is.  (pair work) | | 通过两两对话、交流如何去学校的其他场所，进一步巩固重点句型，引导情感提升。  独立作业，拓展延伸，提升学生的口语交际。  达成目标6 |
| 板书设计 | | | | Unit 3 My school  **Words:**  Music room  Computer room  Art room  Library…  A:Where is the...?  B:It is on the...floor.   |  |  |  |  | | --- | --- | --- | --- | | third |  |  |  | | second | library | office |  | | first | Art room | Computer room |  | | | | | |