**《基于多模态理论的初中英语深度学习研究》市级课题研究活动登记表**

**课 题 研 究 实 验 课 记 录 表**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 教者 | 陈丽 | | 学校 | 雪堰初中 | | 时间 | | 2022.05.11 |
| 课题 | 8 B Unit 6 Integrated skills | | | | | 课时 | | 1 |
| 实验  目的 | Let everyone know the importance of helping others. If we do something for the people in need, the world will become better. | | | | | | | |
| 实验课范围 | | 课题组 | | | 班级 | | 八（1）班 | |
| 主 要 实 验 内 容 或 步 骤 | | | | | | | | |
| **I. Teaching aims and learning objectives**  By the end of the lesson, students should be able to:  1. get a general understanding about a volunteer project;  2. complete the notes with the information obtained from listening material;  3. talk about ways to help people in need in our daily lives.  **II. Teaching contents**  New words and phrases: south-west, north-west, project, a training plan, keep in touch, talk on the phone, improve their lives  **III. Focus of the lesson and predicted area of difficulty**  1. To learn about a volunteer project.  2. To talk about ways to help people in need in our daily lives.  **IV. Teaching procedures**  **A Working in a mountain area**  *Step 1 Lead-in*  1. Play a video  T: Here is a map of China. Do you know where Guizhou is? It’s in the south-west of China. And what about Xinjiang? It is in the north-west of China.  This girl is Judy. She is Peter’s cousin. She likes travelling. Last year, she went on a trip to Guizhou and visited a local primary school. She made a video about the students there. Let’s watch the video. While watching, please think about how their lives are.  2. Have a talk  T: After watching the video, we know that children in mountain areas live a hard life. Let’s work together to take care of those children and their dreams.  *Step 2 Listening*  1. Part A1  T: Judy wanted to be a volunteer teacher to help these children, so she took part in a volunteer project. Now she is telling Peter about it. Look through the questions and options carefully before listening.  (1) Help the students look through the questions and options.  (2) Play the tape of Part A1 and check the answers.  2. Part A2  T: Peter wants to know about Judy’s volunteer life. He has prepared the following questions. Can you predict what Judy will say?  T: Now Judy is talking to Peter on the phone about her experience. Listen to their conversation and help Peter complete his notes. Here is another listening tip for you: Try to predict some missing words before listening.  T: Check the answers together.  *Step 3 Reading and writing*  1. Complete a diary entry  T: Peter is writing about Judy and the village school in his diary. Help him complete his diary entry with the information in Parts A1 and A2.  2. Pair work  T: Work in pairs and talk about Judy’s experience at the village school. You can use the dialogue on the screen as a model.  3. Discussion  T: Work in groups of four and discuss the following questions:  (1) What good qualities should a volunteer teacher have?  (2) As a middle school student, what can you do to help the children in mountain areas?  **B Speak up: How can we help people in our daily lives?**  *Step 1 Lead-in*  1. Free talk  T: Have you ever helped anyone in need in your daily life? How did you help him/her?  2. How to help people in need  T: Peter wants to write about helping people in need. So he is searching the Internet. Let’s look at what he has found.  T: How can we help people in need?  (1) We can give food to homeless people. And it’s necessary to provide houses for them to stay.  (2) We can help blind people cross the street and provide seeing eye dogs for them.  (3) We can save our pocket money and donate it to poor people. It’s important to help them find jobs.  (4) If we see disabled people around us, we should help them go up and down stairs. We can also help them cross the road.  (5) When we meet the elderly on the bus, we should give our seats to them. At the weekend, we can help them clean their houses.  *Step 2 Presentation*  1. Listen and answer  T: The Class 1, Grade 8 students are discussing this topic. Let’s listen to them and answer: How can we help homeless people? How can we help the elderly?  2. Listen and read  T: Please read after the tape. Pay attention to the intonation and pronunciation.  *Step 3 Practice*  1. Make up a new dialogue  T: Work in groups to talk about how to help people in need in our daily lives.  2. Complete a passage  T: Peter has written a passage, but there are some words missing. Help Peter complete his writing.  *Step 4 Summary*  What we have learned today:  1. Something about a volunteer project;  2. Judy’s experience as a primary school teacher in a mountain area;  3. Some ways to help the people in need in our daily lives.  T: We were born with the ability to change someone’s life. Don’t shine to be seen. Shine so that others can see the way.  **V. Homework**  1. Learn the important words, phrases and sentences by heart.  2. Write a short passage: As a middle school student, how can we help the people in need in our daily lives?  3. Preview Study skills.  板书设计：  We can give food to homeless people. And it’s necessary to provide houses for them to stay.  We can help blind people cross the street and provide seeing eye dogs for them.  We can save our pocket money and donate it to poor people. It’s important to help them find jobs.  If we see disabled people around us, we should help them go up and down stairs. We can also help them cross the road.  When we meet the elderly on the bus, we should give our seats to them. At the weekend, we can help them clean their houses. | | | | | | | | |
| 实验后的体会 | | | | | | | | |
| 通过播放Judy去旅行时拍摄的有关山区小学的录像, 从衣食住行等方面阐述山区学校学生的学习和生活状况，让学生从细微处体会山区孩子生活的艰难。创设听力情境，对学生进行听力策略的指导，帮助学生更好的完成听力任务。在做听力前，指导学生利用已有的知识储备，发挥想象大胆猜测Judy所支教的学校、学生的基本情况及她在乡村学校可能会做的事情，以此来确保学生能顺利完成听力训练任务。让学生运用前面听到的内容完成一篇文章，巩固其对材料内容的理解。对话训练，让学生学以致用，培养学生的语言表达能力。让学生将书本上的文字，吸收并内化成自己的语言，将信息转化成对话。给学生两个话题，让学生进行小组讨论，提高他们的语言表达能力，拓展他们的思维。让学生讲述他们自己做过的好事，将话题转到如何帮助身边的人，自然地导入到Speak up部分。让学生先听对话获取相关信息，再模仿录音中的语音语调，为下面的小组合作做铺垫。让学生小组合作进行对话练习，实现语言输出。通过补全文章来巩固本节课的知识点，培养学生综合运用语言的技能。 | | | | | | | | |