**牛津初中英语教学设计**

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| 学校 | 薛家中学 | 时间 | 2022.6.1 | | 设计者 | | 顾静云 |
| 课题 | 基于单元整体的主题阅读在reading教学中的应用  8B Unit8 Reading | | | | | | |
| 教学目标 | 1. 学生能够根据过渡语和中心句 的学习快速总结文章结构 2. 学生能够通过文本学习后在对话里和思维导图里用英语说出瑞士绿色环境的三方面原因和具体细节 3. 学生能够在学完全篇后能够说出标题中的绿色包含的两层含义 4. 学生能够在读完课外关于上海的垃圾分类文章后和课内瑞士进行对比，在6分钟内完成中国上海绿色行动的短文填空，进行同主题拓展补充学习 5. 学生能够根据Welcome所学和今日课堂所学，写出日常环保行为的具体例子。 | | | | | | |
| 重点、难点 | 1. 用思维导图表达出文章的脉络 2. 根据课内课外文对比学习，完成最终报告 | | | | | | |
| Procedure | Teacher’s activities | | | Students’ activities | | Feedback  & aims | |
| Step1  吸引注意,积累语言. | Warming-up  Watch a short video  “why it is called Green Switzerland” | | | Watch and think about the title“green”. | | 教师通过视频和文章的标题解读，激发学生学习兴趣。 | |
| Step2  导出目标,生成结构. | Show first paragraph and the tasks  “what does that way here mean?”  “how to keep it that way?”  “where can we find the answers?”  “can we remove the last sentence?” | | | Read the first paragraph and think about the questions and | | 通过思考以上问题，学生对文章中的过渡句作用有更多认识，同时引导学生如何根据文章体裁和结构快速找到答案完成目标1 | |
| Step3  回忆相关知识，初步运用结构。 | Show the tasks about Paragraph 2 and Paragraph 3 and Paragraph4 in the form of pictures, blanks and short passages | | | Try to finish the tasks by reading and discussing the questions | | 学生根据问题设计，以两人合作和个人思考的方式对文章主体进行解析。  达成目标2 | |
| Step4  呈现刺激性材料，活用结构。 | Show students the mind gap of this passage in the form of a tree  ask students “what else does green mean?”  ask students ”why does the writer write this passage ” | | | try to think about and answer the questions | | 学生通过个人思考的形式对文章进行总结和标题进行第二层含义解析，达成目标3。 | |
| Step5  引发期待行为，强化结构 | Show an extensive article about the garbage sorting in Shanghai and 4 questions | | | Underline the answers and think about the 4th question | | 对同话题，相关文章进行学习和对比，扩充，两人讨论，完成目标4 | |
| Step6  提供反馈评价，巩固结构 | Show a report on Switzerland and Shanghai  Homework  1. search for more information about Switzerland  2.Share the report and make a poster | | | Finish the report and show | | 四人小组合作，四人呈现.形成正确得到环保关，从日常做起，升华主题完成目标5 | |