**七年级上册英语教案**

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| **课题** | | **Unit 4 My Day Reading I** | | | | |
| **课型** | Reading | | | **授课人** | | **陈妍楠** |
| 教学目标 | To get the general ideas of Millie’s e-mail  To grasp some new word sand phrases  To help the students use sentences to introduce their school life | | | | | |
| 教学重点 | get the general ideas of Millie’s e-mail | | | | | |
| 教学难点 | use sentences to introduce their school life | | | | | |
| 教学设计 | Teaching aids: PPT and the textbook | | | | | |
| Teaching methods: Task-based approach | | | | | |
| 教 学 过 程 | | | | | | |
| 教师活动内容、方式 | | | 学 生 活 动 | | 反馈交流设计 | |
| **Step I** lead-in  1、Have a free talk.  Do you love your new middle school?  What about your school life there?   1. show students some photos I took about Lucy’s (one of the students in our class) school life and give them the corresponding time, finish the dialogue with partners.   A: What does Lucy do at...?  B: She...  3、use the information they got before to fill in the short passage about Lucy’s school life | | | 1. conduct a free talk between the teacher and students 2. do the pair work according to the pictures and time 3. use information to finish the short passage | | 1. 第一个环节问学生的校园生活时应多给予学生机会表达他们的想法 2. 第二个环节让学生进行两人对话前，教师应与一位学生进行示范 3. 完成短文填空后让全班齐读小短文 | |
| **Step II Pre-reading**   1. show the picture of Millie   Who is she?  What does Millie usually do at Sunshine Middle School?  What do you want to know about Millie’s school life?  (give students some wh-words such as when, what, how, why) | | | try to ask as many questions about Millie’s school life from different aspects as they can | | 给出特殊疑问词提示学生可以从哪几个方面对Millie的校园生活进行提问 | |
| **Step III While-reading**  Task1：scan and answer  What kind of article is it?  Who does Millie write to?  How many paragraphs are there?  (Q1 is in the form of choice, the answers of Q2 and Q3 are showed in the passage)  Task2：skim and match  Show the main idea of each paragraph and let students read the passage carefully and then match the main idea with the correct paragraph  Task3: match activities  Match the correct pictures with students’ activities and then try to use a complete sentence to describe it  Task4: fill in the blanks  Give the structure of the passage and each paragraph leaves some blanks to ask students to fill in the blanks | | | 1. scan the passage quickly and find the answers 2. read the passage and do the match 3. fill in the blanks according to the passage | | 1. 第一项扫读任务完成后给学生总结归纳一些阅读技巧 2. 呈现段落大意，让学生进行匹配，降低了学生对文章理解的难度 3. 完成图片与短语的匹配后，让学生用一句话对其进行描述，锻炼学生整合信息的能力 4. 理解完全文后，展示文章框架，让学生填空，有助于梳理课文内容 | |
| **Step IV Post-reading**  Task1：write an e-mail  Requirement: If you are Tommy, you read the e-mail from Millie and you want to write an e-mail to Millie about your school life. (give the beginning and ending)  Show the structure of the passage to help students  Task2: further thinking  What do you think of Millie’s school life?  (discuss with partners and use some adjectives to describe) | | | 1. write an e-mail about Tommy’s school life based on phrases and sentences learned in this lesson 2. think further about the feeling of the author | | 1. 学会应用本课所学自己写一篇有关学校生活的文章 2. 深入思考作者对她自己的校园生活的情感并在文章中找出依据 | |
| **Step V Homework**   1. Make a survey about your classmates’ favourite after-school activities 2. Write an email about your school life to your friend | | |  | |  | |
| 板书设计  Unit 7 Reading I  School  Activities at school  Activities with friends  Activities after school  feelings  do morning exercises  chat with friends  after-school activities school life | | | | | | |
| 教学反思：本节课是阅读课的第一课时，重要积累与掌握词汇与句型的表达与运用。本课的主题是围绕Millie的校园生活展开的，所以在导入时，我会想迁移到班级中学生的一天校园生活，更加贴近学生的生活实际，也引起了学生的兴趣。导入部分最后的语篇输出是在备课组长的指导后加上的，她强调现在英语强调的是信息整合归纳的能力，所以呈现内容后要对内容进行整合，一个简短的语篇就非常适合帮助学生串联知识点。在扫读的环节中，我提的几个问题都是有关阅读策略的，组长也建议我将具体的策略以文字的形式呈现给学生。最后在读后环节，我仅仅让学生根据本篇文章的框架复述自己的校园生活，忽略了活动的多样性，经过组长的指导后，我将其改成了Tommy给Millie回一封信，也谈谈自己的校园生活，这不仅是回归了课本，还体现了中外校园文化的差异。 | | | | | | |