**牛津初中英语教学设计**

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| 学校 | 薛家中学 | 时间 | 2022.10.26 | | 设计 | | 范颖欣 |
| 授课学校 | 奔牛初中 | 班级 | | | 七10 | | |
| 课题 | My heroes | | | | | | |
| 教学目标 | 1. 通过图片和开放性问题，回顾单元知识，导入本课话题。 2. 阅读文章1，回答问题，了解工匠精神。 3. 阅读文章2，通过时间线的梳理，了解奥林匹克运动精神。 4. 通过阅读技巧的提示，报刊缩写的特征，小组同伴之间的对话合作，进一步加强对文章的细节理解以及对主题的把握。 5. 通过人物对比，总结概括出英雄的共同品质，深入了解中国精神的含义。 6. 综合本课所学内容，完成一篇关于“我的英雄”的演讲稿，展现青春色彩。 | | | | | | |
| 重点、难点 | 1. 提升阅读理解和表达能力。 2. 将两篇阅读联系起来，通过主题阅读培养思维品质。 | | | | | | |
| Procedure | Teacher’s activities | | | Students’ activities | | Feedback  & aims | |
| Step1  吸引注意,积累语言 | 1. Show the picture of Simon and Yaoming   Q:Who is your hero? Why?  2.Watch a video | | | Have a free talk.  Enjoy the video. | | 通过课内回顾，视频导入，激发阅读兴趣。 | |
| Step2  导出目标,生成结构. | 1.Read the title(标题) and ask :  What do you want to know about the passage(文章)?   1. Know more about the toy 2. Listen and finish | | | General read, listen and answer some questions  Learn the Tip: pay attention to the subtitle. | | 通过泛读和小标题，了解文章结构。 | |
| Step3  回忆相关知识，初步运用结构。 | 1. Careful reading   Q:1. What kind of taiping nijiaojiao does Zhou Baokang like to make?  2.How did Zhou show the spirit of tigers?  2.Know about Zhou’s hope\dream  3.Further thinking：  Is it easy or difficlut to make the toy?  What do you think of Zhou? | | | Finish the careful reading in a group of 4.  Get the tip: Underline the key information. | | 阅读文章1，了解泥娃娃的制作过程以及手工人周师傅与其之间的的故事。 | |
| Step4  呈现刺激性材料，活用结构。 | 1. Discussion:choose the qualities of Zhou 2. Read another title and predict 3. Match game:   Tip: News should be short and clear | | | Know the Craftsman’s  spirit with partner.  Enjoy the video and Skim and match the main idea. | | 概括周师傅的品质，熟悉工匠精神，初步了解中国精神。 | |
| Step5  引发期待行为，强化结构 | 1. Finish the timeline   Tip: pay attention to the time  Why is Jin outstanding?  What other qualities does he have?  2.Make a dialogue   1. Compare Jin with Zhou | | | Read and circle the time  Think and answer.  Know more about the Olympic Spirit. | | 阅读文章2，分析金博洋的品质，熟悉奥林匹克精神。 | |
| Step6  提供反馈评价，巩固结构 | 1. Further thinking:   What is important for heroes?   1. Talk time:   Introduce your hero to us!  Homewrk:  1. Finish and improve the talk  2. Search for more information about your hero and try to find out their qualities and spirits. | | | Find out the spirits and qualities they have in commmon.  Think about the Chinese spirit. | | 通过两主人公的对比主题阅读，深入了解中国精神的定义，并结合所学知识，重新介绍心目中的英雄。 | |