**教学设计**

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| **课题** | 七下Unit3 My hometown  Task | **课型** | **新授课** | **授课人** | **陈妍楠** |
| **教学**  **目标** | By the end of the class, the students should be able to  1. To know the main idea and details of John’s hometown.  2. To grasp how to write their own hometown.  3. To write a passage about their own hometown. | | | | |
| **重点难点** | Grasp how to write their own hometown and write a passage about their own hometown. | | | | |
| **教具准备** | PPT and Multimedia computer | | | | |
| **教学内容** | | | | | **复备** |
| ***Step 1:*** ***Lead-in***   1. Revision   Review what we have learned in Reading(a script of a video about Sunshine Town)  Give them a mind map(from the aspects of location, transport and things to do) and ask them to use information to fill in it.  Try to retell the passage based on the mind map.   1. Introduce John and show the conversation between John and Amy.   John thinks Sunshine Town is quiet and beautiful. What do you want to know about John’s hometown?  Q: What can people see in his hometown?  Q: What do people usually do there?  ***Step 2: pre-writing***   1. Learn from John’s notes(read and answer)   The first note:  Q: How many families live there?  Q: What do people do there?  Q: What are local people like?  Q: How do people go to the town centre?  (new words: raise cows grow wheat)  The second note:  Q: Where does John live?  Q: Where is his house?  Q: How many floors are there in his house?  Q: How is the environment?  The third note:  Q: What can John do in his hometown?  Q: What can people do in his hometown?   1. Show the questions from the three notes   Further thinking: Why do we make notes before writing?  Making notes helps us organize our ideas well and list the main idea of the whole passage.   1. How can we turn notes into script?   Learn from John’s script  Mark the paragraphs first.  Para 1 is the introduction, showing the greeting and the purpose of making this script.  Para 4 is the conclusion, showing John’s feelings, invitation and hope.  Further thinking: Are they necessary?  Add the introduction and the conclusion to make the script more complete.  So para.3-4 are the main body.  So we can divide this script into three parts.  We know the structure of the script.  From this, we know that the script have the clear structure.   1. Know more about the main body   Read and answer: Do the script include the main points of the notes?  Para.3 and para.4 both include the main point of the notes.  From this, we know that the script have the complete content.   1. How can we turn phrases into sentences?   Different expressions:  Example1:  My house has two floors.  There are flowers and trees around it.  (writing tip1: learn to use different sentence patterns to avoid repetition.)  Example2:  People raise cows and grow wheat.  Some people raise cows and others grow wheat.  (writing tip2: learn to use advanced sentence patterns.)  Example3:  Every day, I can see flowers and birds.  Every day, I can smell flowers and hear the birds sing.  (writing tip3: learn to use different sensory verbs to help readers to experience feelings.)   1. Conclusion: What makes a good script for a video?   Clear structure + complete content + beautiful expressions  ***Step3: while-reading***   1. write a script of your hometown(changzhou)   Next week, some exchange students will come to our school. Please write a script of a video for them.  Give them some tips.  Location: Changzhou is near Nanjing. It takes about 40 minutes by high speed railway.  Environment: The air is fresh there. Don’t forget to visit Hongmei Park to see beautiful flowers and experience Spring.  Food: Food in Changzhou is nice.  Things to do: Changzhou Museum, Nanshan Bamboo Sea and China Dinosaur Park.  ***Step4: Post-writing***   1. Ask students to check their scripts with each other. 2. Show some good scripts with the whole class. | | | | |  |
| **作业设计**：  A层次 Learn from other students’ script and improve your own script.  B层次 Collect more beautiful sentences and expressions. | | | | | |
| **板书设计**：七下Unit3 My hometown  Task  raise cows a good script: clear structure  grow wheat complete content  beautiful expressions | | | | | |

**交流记录**

1、导师点评：

本节课是一节写作业，分为写作前、写作中和写作后三个部分，环节很清晰，目标也很明确。写作前的这个环节占用了课堂的大部分时间，所以留给学生写作的时间少了一些。在写前的这个环节，从复习相同材料的Reading切入，并通过复述的方法来带学生复习。通过对John’s notes的学习来了解文章的主要写作内容，由此得出写作第一个要素就是完整的内容。接着通过问题“How can we turn notes into script?”来分析文章的框架结构，由此得出写作的第二个要素就是框架。最后通过问题“How can we turn phrases into sentences?”得出文章的第三个要素就是优美的语句。写前做的铺垫非常到位，所以占用的时间也相应的比较长。建议简化或者着重突出某一写作要素，将更多的时间留给学生进行写作。

2、组内讨论交流：

顾老师：在最后展示学生优秀作文的时候，最好可以让学生起来进行点评，而不是学生坐在下面听老师进行点评，这样可以激发学生主动学习的意识。

陈老师：如果有更多的时间的话，可以在展示学生优秀作业之前增加一个让学生互评作文的过程，也是促进学生能动性的体现。

范老师：在上本节课之前，可以让学生先去了解一下自己的家乡常州作为学前的一个铺垫，节省上课在写前环节的时间。