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| 学校 | 新北区新桥初级中学 | 班级 | 八（8） | | 执教 | | 周峻 |
| 课题 | 8上Unit6 Birdwatching Integrated skills | | | | | | |
| 教学目标 | 1. 观看视频，了解盐城自然保护区基本情况，激活学生思维，学习有关词汇、句型，为下面的学习排除难点。 2. 通过Daniel邀请加入观鸟协会，引出本课所要学习的重要内容。 3. 讨论去自然保护区所带物品，归纳相关句型，通过测试并听有关材料了解自然保护区相关信息，通过Daniel的听力报告进一步了解有关情况，提炼出重点词汇。 4. 学生能用以上所学词汇、句型对话，讨论去自然保护区所带物品及自然保护区相关信息，活用所学词汇和句型。 5. 通过句子翻译，学生能更清楚地理解、运用描述自然保护区状况的词汇、句型，为后面的语言运用作准备。 6. 作为观鸟协会的成员，运用所学语言，在世界湿地日发表演讲，进一步阐述爱鸟的观点，引发学生爱好大自然。 | | | | | | |
| 重点、难点 | 1、指导学生掌握盐城自然保护区相关知识，尤其是提建议的词汇和句型。  2、指导学生能利用所学语言结构解决生活中的具体问题。 | | | | | | |
| Procedure | Teacher’s activities | | | Students’ activities | | Feedback  & aims | |
| Step1  吸引注意,积累语言. | 1. Warming up   Share a video about Yancheng Nature Reserve from my friend Daniel.   1. Presentation   Ask Ss to learn the words and phrases   1. Lead in   By introducing my friend Daniel, lead in new words and phrases | | | Watch the video and enjoy the beautiful view in Yancheng Nature Reserve.  （Class work）  Read. (Single work)  Read the new words and phrases  (Group work) | | 视频激发学生兴趣，关注主题 ‘Birdwatching’。  学生单个反馈  组内齐读后，两组学生展示，教师评价，纠错。  达成目标1 | |
| Step2  导出目标,生成结构. | 1．Show pictures to tell Ss: Birds are in danger. Ask the question: what should we do to protect birds?  2. Encourage Ss to join in the Birdwatching Society. And tell them what steps to join in it. | | | Discuss the question in groups.  (group work)  Students follow the steps and achieve them one by one.  (Class work) | | 一名学生汇报答案，教师提炼出主要内容。  达成目标2  帮助学生梳理主线，通过下列步骤完成任务。 | |
| Step3  回忆相关知识，初步运用结构。 | 1.Get bird watching equipment.  1)Ask Ss to listen to dialogue and discuss the question: What should we take when we go there? Why?  2)Ask Ss to read the dialogue.  3）Ask Ss how to give advice and reply.  2．A quiz about Yancheng N. R.  Ask Ss to read some numbers then guide Ss to read them and guess the answers.  Ask Ss to listen to the radio programme and try to complete Part A1.  3.Help Danial to complete the report.  Read the facts and try to fill some of the blanks in Part A3. | | | discuss the questions  （Pair work）  Read in roles.  （Pair work）  Try to give more examples.  (Group Work)  Read the words in groups & check.  (Group Work)  Listen to the tape twice carefully, self think and try to get answers， check answers. (教师巡视、点拨)  (Group Work) | | 学生讨论后回答提问，老师归纳主要内容。  两名学生朗读展示，老师归纳。  小组代表汇报讨论结果，老师提炼建议句型。达成目标3  学生在听前读懂数字，一人展示，老师评价，齐读。然后有策略地进行听力，捕捉相关信息。  一学生代表小组汇报, 全班核对答案。教师解释重要词组，全班朗读，熟悉文本内容。  达成目标4 | |
| Step4  呈现刺激性材料，活用结构。 | Ask Ss to make a dialogue in pairs to introduce Yancheng Nature Reserve and ask for advice. | | | Make a similar dialogue  (Pair Work) | | 合作完成自编对话，学生展示，提炼出核心句型。 | |
| Step5  引发期待行为，强化结构 | Ask Ss to translate some sentences including some words and phrases learned above. | | | Translate and check the answers in pairs. | | 一人展示，教师评价、点拨。提炼出核心句型。  达成目标5 | |
| Step6  提供反馈评价，巩固结构 | 1. As a member of the Birdwatching Society, ask Ss to make a speech about protecting birds on World Wetlands Day. 2. Homework   Write an e-mail to China Daily to invite more people to watch birds in Yancheng Nature Reserve and encourage them to protect birds. | | | Make a speech about protecting birds, discussing the points in groups.  (Group work)  家庭作业与教学内容匹配，更有效地巩固课内所学知识。 | | 利用本课所学的信息和语言结构，独立完成演讲稿，由四人小组的代表展示成果，师生、生生进行评价，老师帮助学生进一步梳理语言结构。  达成目标6 | |