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| **学科** | 英语 | 主备人 | 杨铭 | 执教者 | 杨铭 | **上课时间** | 2024.3.15 |
| **课题** | Unit2 Travelling Integrated Skills | | | 课型 | 听说课 | **课时** | 40mins |
| 1. **教学目标：**   1. get the useful information while listening;  2. master some listening skills;  3. give some advice about travelling;  4. talk about holiday plans. | | | | | | | |
| **二、教学重难点：**  重点：To use the important words and phrases correctly.  难点：To give some advice about travelling and talk about holiday plans. | | | | | | | |
| **三、教学准备 ：**Multimedia | | | | | | | |
| **教 学 过 程** | | | | | | | |
| **教学环节** | **教师活动** | | | | | **学生活动** | |
| **常规积累** | *Step 1 Lead-in*  1. Free talk  T: Last summer, my family and I visited Hainan **except** my husband. He was in Beijing **on business**. We **took a direct flight** to Hainan and had a good time there.  Read new words and phrases.  2. Watch and discuss  T: Now let’s enjoy a video about Hainan and then talk about travelling.  (1) Do you like travelling? Why？  (2) Where have you been in China before? What did you do there?  (3) If you have a long holiday, where do you want to go? Why? | | | | | 通过观看视频，从学生感兴趣的话题入手，快速吸引他们的注意力，导入本课时主题。在语境中引出语言点，帮助学生扫清听力中的生词障碍。 | |
| **核**  **心**  **推**  **进**  **过**  **程** | *Step 2 Listening*  1. Places for travelling  T: Different people enjoy different places. Which do you like, Chinese gardens, museums, places of natural beauty, seaside cities or theme parks?  (1) If I enjoy Chinese gardens, what cities do you think I can travel to?  (2) If I enjoy museums, what cities do you think I can travel to?  (3) If I enjoy places of natural beauty, what places can you think of?  (4) If I enjoy seaside cities, do you know what cities I can travel to?  (5) If I enjoy theme parks, do you know what cities I can travel to?  2. Complete Part A1  T: Five students are talking about the kinds of places they like best. What kinds of places do they like best? Let’s listen and find out.  Tip: Catch the key words.  3. Make sentences according to Part A1  4. Group discussion  T: Look at the form in Part A2 and try to make predictions before listening.  (1) What’s the best season to visit Chinese gardens/museums/places of natural beauty/seaside cities/theme parks?  (2) Why is it the best season to visit there? | | | | | 根据学生的回答将旅行地进行分类，同样在自然交流的语境中呈现新词，扫清听力中的生词障碍，并且帮助学生初步了解听力内容，降低听力理解的难度。  该练习需要学生整合、转化听力材料，鼓励他们用不一样的动词或动词词组来造句，发展他们的发散性思维。本环节可为后续的听力任务及交流活动进行铺垫。  听力策略中，预测方法尤为重要，它是建立在个人知识、经验和推理等基础之上的复杂活动。听前通过小组讨论问题的形式，引导学生对听的内容进行预测，在知识准备和语言环境两方面为接下来的听力任务做好铺垫。 | |
| **开**  **放**  **式**  **延**  **伸** | Pair work  T: Work in pairs. Suppose one student is a foreigner who wants to visit China, and the other student is a Chinese who will offer the foreigner some advice. | | | | | 本环节要求学生学以致用，能有一定质量的语言输出，以此提高学生信息转换和运用的能力。 | |
| **课堂**  **总结** | T: Let’s enjoy a short video.  T: Travelling is a good way to relax! Enjoy travelling! Enjoy life! | | | | | 学生观赏一段录像，体会世界的美丽及旅行的魅力，鼓励他们成为热爱生活的人。 | |
| **作业设计** | 1. Revise the new words and phrases.  2. Ask more friends about their holiday plans and then write a report. | | | | | | |