
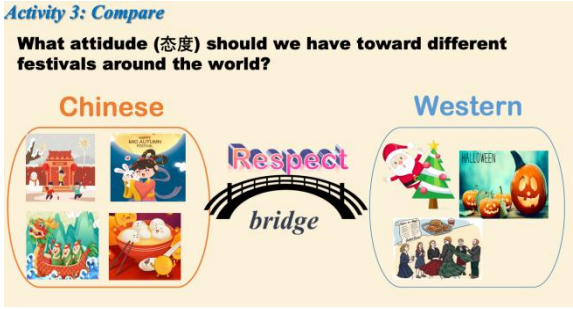
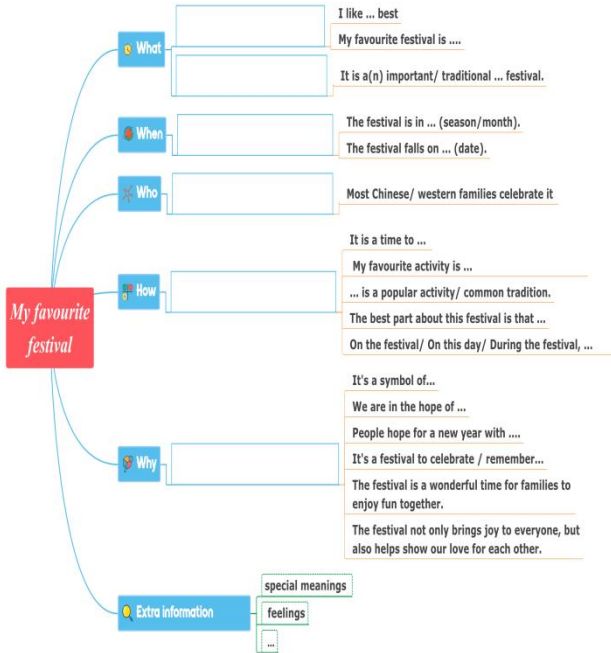




## 教学设计

课程基本信息	
课题名称	七年级上册 Unit 8 Let's celebrate! (Revision) 复习课
授课时长	40 分钟
语篇研读	<p>该主题属于“人与社会”主题范畴本，涉及“历史、社会与文化”主题群，包括“世界主要国家的文化习俗与文化景观、节假日与庆祝活动”等子主题内容。</p> <p><b>单元内容分析：</b>本单元围绕 Festivals 这一话题，本单元涉及 14 个语篇，包含 5 组对话，1 篇最喜爱的节日的写作范文等。</p> <p><b>Welcome to the unit</b> 板块中 6 张图片带领学生直观了解中西方一些重要节日，同时 Robin 和 Millie 两人就“自己喜爱的节日和理由以及庆祝的方式”。学生结合自己个人喜好，模仿对话内容操练，对中西方一些重要节日有初步的认知，培养学生世界文化意识。</p> <p><b>Reading</b> 板块是一篇世界各地新年庆祝活动视频的英文解说词，语篇介绍世界各地的人是如何庆祝新年的，包括土耳其、希腊、丹麦、哥伦比亚等，并引导学生理解庆祝新年的意义。</p> <p><b>Grammar</b> 板块通过创设庆祝新年的语境，在真实语境中学习使用现在进行时，包括 3 个语篇，其中 2 篇记叙文，1 个对话。</p> <p><b>Pronunciation</b> 板块利用庆祝新年和其他节日的语境，学习易混淆音标/w/和/V/的正确读音。</p> <p><b>Integration</b> 板块通过听、说、读、看、写的技能训练，了解世界各地的节日，理解庆祝这些节日的意义，如中国的重阳节、母亲节、父亲节、圣诞节、中国春节，并学习描述自己最喜欢的节日。其中 D 部分通过信息结构图帮助学生逻辑有序地列出内容要点。</p>
学情分析	从认知—情感层面看，七年级的学生对世界各国的节日文化充满兴趣和好奇，但是了解不够，不能理解其文化内涵。从语言知识层面看，学生已经掌握了关于节日的一些的基础词汇，小学时也学习过现在进行时，但在实际运用中可能存在词汇量不足、语法错误多、表达不流利等问题。
教学目标	<p>通过本单元的学习， 学生能够：</p> <ol style="list-style-type: none"><li>1、深度了解中西方节日，流利地谈论自己喜爱的节日、理由及庆祝方式，并完成一篇写作；</li><li>2、探索并发现世界节日文化的多样性， 尊重文化差异，增强跨文化交际意识。</li><li>3、感知中国文化的博大精深，认同并弘扬中华优秀传统文化。</li></ol>

教学评一体的教学设计			
教学步骤	学习活动	设计意图	效果评价
Step 1 lead-in	<p><b>Step 1. lead-in</b></p> <p><b>1. Enjoy a poem and underline the first word of each line. And guess what we will talk about together.</b></p> <p><i>F is for family, it's a day for family.</i>  <i>E is for everyone, everyone is happy on that day.</i>  <i>S is for sweet, it's sweet and special.</i>  <i>T is for together, it's sweet and special.</i>  <i>I is for I, I am so happy together.</i>  <i>V is for visit, we visit family that day.</i>  <i>A is for all, all of us enjoy it.</i></p> <p>What can the first word make up?  <b>Enjoy a poem</b></p> <p><b>F</b> is for family. It's a day for family.  <b>E</b> is for everyone. Everyone is happy on that day.  <b>S</b> is for sweet. It's sweet and special.  <b>T</b> is for together. We will get together.  <b>I</b> is for I. I am so happy today.  <b>V</b> is for visit. We visit family for that day.  <b>A</b> is for all. All of us can enjoy it.  <b>L</b> is for love. Love, a lot of love.</p> <p><b>2. A free talk</b></p> <p>What information should we get to know about the festival?          (The teacher can show the mind-map to students)</p> 	通过呈现一首藏头诗来导入本单元的话题“Festival”，调动学生的思维，活跃气氛。	观察学生回答问题的表现，了解学生的对本单元知识的掌握情况。
Step 2 Presentation	<p><b>Step 2: Presentation</b></p> <p>Look at different materials about different festivals in this unit. And sort out information about different festivals according to the mind-map.</p> <p><b>1. Talk about traditional Chinese festivals</b></p> <p>(1) The Spring Festival          (2) The Mid-Autumn Festival          (3) The Dragon boat Festival</p>	通过思维导图梳理从哪些方面来了解	观察学生回答问题的表现，

	<p>(4) The Lantern Festival</p> <p><b>2. Find more festivals around the world</b></p> <p>(1) Christmas</p> <p>(2) Halloween</p> <p>(3) Burns Night</p> <p><b>3. Compare Chinese festivals and western festivals.</b></p> <p>What attitude (态度) should we have toward different festivals around the world?</p> <p><i>Activity 3: Compare</i></p> <p><b>What attitude (态度) should we have toward different festivals around the world?</b></p> 	<p>一些节日；再次复现关于不同节日的语篇材料，让学生加深对中西方节日的认知；进而比较中西方节日文化的不同。</p>	<p>了解学生的关于中西节日的知识储备。</p>
<p><b>Step 3</b></p> <p><b>Practise</b></p>	<p><b>Step 3: Practise</b></p> <p><b>1. Finish the exercise on P127.</b></p> <p><b>2. Talk about festivals that interest you.</b></p> <p>Based on what you have learned, talk about the following festivals according to the mind-map.</p> <p><b>3. Finish your own mind-map about your favourite festival.</b></p> 	<p>通过思维导图的呈现让学生讨论不同的节日，以读促写，为下一环节的写作做铺垫；在完成讨论之后，学生动手完成自己的思维导图，为下一步的写作搭建框架，提供思路。</p>	<p>观察学生在回答问题中提取的关键词，判断其获取并记录信息的全面和准确程度。</p>

<p><b>Step 4</b> <b>Production</b></p>	<p><b>Step 4: Production</b></p> <p><b>1. Writing</b></p> <p>Finish the passage about your favourite festival according to the mind-map you have finished.</p> <p><b>2. Let's be a presenter</b></p> <p>Have students share the passage with the whole class, and introduce their favourite festivals.</p>	<p>通过写作让学生将语言知识进一步内化, 让学生思考文章的写作方法, 加深对节日的了解。</p>	<p>通过学生的回答和写作, 了解学生对文章内容、语言、写作方法等综合应用情况。</p>
<p><b>Step 5</b> <b>Summary</b></p>	<p><b>Step 5: Summary</b></p> <p><b>1. Further thinking</b></p> <p>(1) What are the differences among them?</p> <p>(2) Do they have anything in common?</p>  <p><b>2. Summary</b></p> <p>We should respect cultural diversity.</p> <p>We should spread and inherit traditional Chinese culture.</p> 	<p>总结本节课所学内容, 启发学生思考对不同国家的不同节日应持何种态度; 同时增加中国元素, 用英语讲好中国故事, 帮助学生打好“中国底色”, 符合新课表的要求。</p>	<p>检查学生是否具有批判性思维能力。</p>
<p><b>Homework</b></p>	<p><b>Must do</b></p> <p>Finish your writing and polish it in pairs.</p> <p><b>Choose to do</b></p> <p>Make a poster about your favourite festival.</p>		