**教学设计**

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| 课程基本信息 |
| 学科 | 英语 | 年级 | 高一年级 | 学期 | 秋季 |
| 课题 | 1.Opening Page & Listening and Speaking（Pronunciation) |
| 教学目标 |
| 1. 通过观察节日图片，对相关节日进行简单描述；2. 通过听前预测的微技能，在听中更好地完成提取和整合信息，推测对话的人物关系，归纳各节日的重要活动；3. 运用符合人物关系的语言，在与同伴交流中，分析与评价三个节日4. 通过对语音同化现象的学习，了解语音同化规律，并在表达中自觉运用 |
| 教学内容 |
| 教学重点：1. 依据听力过程中整合的信息，对节日的重要活动与意义形成评价；
2. 通过对语音同化现象的学习，了解语音同化规律，并在表达中自觉运用

教学难点：通过听三段对话，提取和整合信息后归纳三个节日的重要活动 |
| 教学过程 |
| Students’ activities | Teacher’s activities | Purpose | 效果评价 |
| **Warming up**Appreciate the poem of Xin Qiji | Help students to appreciate the poem by Xin Viji and lead students todescribe the Chinese Lantern Festival. | 以开篇页的辛弃疾的词，让学生体悟中文美的同时，借助英文感悟节日，并进行表达。教师示范如何阐述节日的感受，为后面学阐述，搭建听力支架。 | 学生在教师的朗读下，感悟了中文诗词的美；顺利激活了学生对元宵节的认知。 |
| **Before Listening: talk about the festivals.** Observe the festivals and guess the meaning of them; then describe the activities of the festivals. | Lead students to observe the photos and describe the 3 festivals. | 通过学生观察图片，培养学生的观察能力。通过学生对节日意义的猜测，引起学生听力的兴趣。通过对节日活动的描述，对话题进行内容图式激活，为听力做好准备。听前激活学生已知内容的知识，可以帮助学生准确地捕捉信息。 | 学生能通过观察进行浅层理解的表达，元宵节和成人节，学生能抓住关键点，对第三段对话的听力理解较难，需要教师的引导。 |
| **While listening** 1.Listen for the orderListen to catch the mainidea and give the order of theconversations.2.Listen for the relationships:(individual work)**Understand the usage of the tips.**Listen to the audio again, notice the key information To guess the relationshipsbetween the speakers.3.Listen for details. Listen to the audio and complete the sentences.Listen to the audio and the activities of the festivals. | 1.Listen for the orderPlay the audio and ask students to focus on the main idea and get theorder of the conversations.2.Listen for the relationshipsAsk students how to guess the relationships between relationships between the speakers and show tips to help students.3.Listen for details. Play the audio and ask students to complete the sentences.Play the audio again and ask students to list the activities of thefestivals. | 引导学生捕捉关键信息以确定对话顺利，培养学生从整体上捕捉关键信息的能力。引导学生思考如何猜测人物关系并总结小贴士，帮助学生在听对话时顺利获取人物关系。通过完成填空题，帮助学生获取关键信息，为输出做好铺垫。通过再次提取整合信息，学生归纳各节日的活动。从细节信息获取到重要信息归纳，学生为输出储备了语言、内容等知识。 | 听前对相关内容要有预设，学生完成地很顺利听力；在听前给予学生判断人物关系的贴士下，抓住了关键信息，确定了人物关系。学生完成能够依据已知信息捕捉到答案；听对话，整合信息归纳节日活动，关注活动内容，引导学生适当做笔记，基本完成活动任务。 |
| **After listening**1.Read the scripts of the audio.2. Pronunciation:assimilation.Listen to the audio to findthe differences.Read the sentences to your partners.3.Listen to the audio to checktheir pronunciation.4.Task:(group work)Talk about the festivals | 1.Show the scripts of the audio.2.Ask students to read the words orphrases before listening.Play the audio and ask students tofind out the differences.Help students to conclude the rulesof the assimilation.Ask students to read the sentencesto their partners.Play the audio to check their pronunciation. | 让学生再读听力文本，培养学生独立反思的能力，及帮助其巩固内化知识。依据学生在听时容易遇到的语音困难：语音同化现象。通过从词或词组同化现象的对比感悟，帮助学生总结归纳其规律。通过学生练习句子语音同化现象，帮助学生巩固语音同化现象。通过完成开篇的创设的任务，让学生在情景中，整合所学，自然地运用语音同化现象表达，对节日进行分析与评价。 | 学生基本会完整地读下去，提醒学生关注提问，回答关注活动内容的表达。语音知识是学生的弱项，但是通过词、词组到句子，学生基本掌握规律，并且学生尤其喜欢句子的操练活动。在表达的时候，会自然地想起运用语音同化。  |
| **Summary：**1.Conclude what they learntfrom the lesson.2.Assess what they've learnt from the lesson. | 1.Help students to conclude whatthey learnt;2. Show the criteria of the assessment and ask students to assesswhat they've learnt | 通过共同总结所学，巩固认知。通过自评表，帮助学生学会自我评价，促进其学习能力的发展。 | 学生在老师的引导下共同完成了课程主要内容回顾。学生自评是给学生的留白时间，学生会积极反思。 |
| **板书设计：**B3U1 Festivals and celebrations**Listening and speaking**The relationships between speakers**To describe 3 festivals****Pronunciation——Assimilation** |

**当堂检测**

五、选词填空

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| after all; congratulate…on…; dress up; take part in; pay attention to |

(1)As it turned out to be a small house party, we needn't have      ​​ so formally.

(2)You should be easy on these students.​      ​​​, they are kids.

(3)We should​      ​ our diets because they will affect our health.

(4)His toes are hurt and he is unable to      ​​ ​today's basketball game.

(5)Let me      ​ ​you      ​​ your winning first place in the 100-metre dash.

**答案：**

1. dressed up 2.After all 3.pay attention to

4.take part in 5.congratulate; on