**课题教学设计**

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| **教学基本信息** | | | | | | | | | |
| 学科 | | 英语 | | 学段 | 初中 | | 年级 | 初三 | |
| 教材 | | 北师大版第九册 | | | | | | | |
| 1. **指导思想与理论依据** | | | | | | | | | |
| 我遵循《课标》提出的英语教学要面向全体学生、突出学生主体，从学生的学习兴趣、生活经验和认识水平出发，倡导体验、实践、参与、合作与交流的学习方式和任务型的教学途径，发展学生的综合语言运用能力。 | | | | | | | | | |
| **二、教学背景分析** | | | | | | | | | |
| 1.学习内容分析 | | | 本课是第二单元的最后一课，是在前几课中学习了经典故事、读书俱乐部等相关内容的基础上，对这一单元知识的归纳、总结和提升。本课由两部分组成：阅读范文和仿写。本节课是第一课时，它主要是围绕电子书和传统纸质书的优缺点的话题展开的。这节课除了引导学生理清文章的结构和获取电子书和传统纸质书优缺点的相关信息外，主要为下节课的仿写奠定基础。 | | | | | | |
| 2.学生情况分析 | | | 授课学生是来自川区农村的学生。有一半的同学英语基础薄弱，学习习惯较差，处于及格边缘。在课堂上大多数学生不喜欢回答问题，课堂气氛较沉闷。随着科技的发展，电子书的出现，电子书和传统纸质书的优缺点就引起了大家的关注，因此这一话题能够激发学生的阅读兴趣。针对学生这种参差不齐的学习状况，我在教学中尽量做到面向全体学生，照顾个别学生，教学活动多搭设台阶，让每一位学生都能参与到学习活动中，耐心地帮助孩子们树立信心，培养学习英语学科的兴趣。 | | | | | | |
| 3.教学方式及  教学手段说明 | | | 教学方法：引导学生采取探究式的学习方法，以学生亲身体验为主，并运用任务式教学方法让学生在语境当中使用英语。  教学手段：通过多媒体课件演示，综合运用学案、黑板等手段，创设教学情境，为学生营造轻松愉快的英语环境。利用多媒体设备使课堂信息量大、节奏快。优化课堂教学，提高课堂效率。 | | | | | | |
| **三、教学目标设计** | | | | | | | | | |
| 教学目标 | | | 在本课结束时，学生能够:  1. 通过阅读，获取有关paper books和e-books的信息。  2. 通过阅读，理清文章的结构。  3. 借助思维导图，复述课文。 | | | | | | |
| 教学重点 | | | 获取有关paper books和e-books的信息。 | | | | | | |
| 教学难点 | | | 借助思维导图，复述课文。 | | | | | | |
| 教学方法 | | | 任务型教学法 | | | | | | |
| 教学用具 | | | 多媒体课件、学案、黑板 | | | | | | |
| **四、教学双图设计** | | | | | | | | | |
| 1. **教学流程图**  Pre-reading 图片导入，话题讨论，激发阅读兴趣  整体感知，为段落匹配主旨大意  While-reading 细节理解，找出电子书和传统纸质书的优缺点  理清文章结构    Post-reading 借助思维导图，复述课文  Homework 拓展延伸  2**. 思维导图**  1. Introduction  **2**. Paper books  Advantages:    Disadvantages:  **Paper books and E-book**  3. E-- books  Advantages:    Disadvantages:    4. Conclusion | | | | | | | | | |
| **五、教学过程设计** | | | | | | | | | |
| 教学环节 | 教师活动 | | | | | 学生活动 | | | 设计意图 |
| Step 1：  Pre-reading | Show Ss a picture, and ask them to answer the questions:  Which is better for you to read,  paper books or e-books? And Why? | | | | | Look at the picture and have a discussion | | | 图片导入以及相关问题讨论，激发学生的阅读兴趣，引出本课话题。 |
| Step 2:  While-reading | 1.Ask Ss to look at the text and answer the questions:  Q1: What kind of text is this?  Q2: How many paragraphs are there in the text?  Q3：What can we learn from the title “Books and E-books”?  2.Have Ss read Jenny’s blog and match the function of each paragraph with the paragraphs.  3. Check the answers | | | | | 1. Look at the text and number the paragraphs.  2. Read Jenny’s blog and match  3. Give the reasons. | | | 整体感知，初步理解课文主旨大意，并体会从标题快速入手获取信息的阅读策略。 |
| 1.Ask Ss to read Jenny’s blog again and complete the sentences with e-books or paper books.  2. Check the answers.  3. Direct Ss to read Para. 2 and Para.3 and underline the advantages and disadvantages of paper books and e-books.  4. Read Para. 4 and answer the question: What does the writer think of these two kinds of books? | | | | | 1.Read Jenny’s blog again and complete the sentences  2. Give the reasons.  3. Read Para. 2 and Para.3 and underline  4. Read Para.4 and answer the question | | | 培养学生获取细节信息的能力。  获取较难一些的表层信息 |
| Step 3:  Post-reading | 1. Ask Ss to Listen and read the passages after the speaker. Underline the words or phrases that you couldn’t understand clearly with pencils.  2. Direct Ss to try to retell the passage according to the mind map on the blackboard. | | | | | 1. Listen and read the passage after the speaker.  Underline some difficult words or phrases.  2. Try to retell the passage | | | 朗读课文，纠正语音；发现生词或短语，进一步理解课文。内化课文。  复述课文，进一步内化信息，为下节课的写作打好基础 |
| 作业布置 | Write a paragraph using “I prefer …to…for several reasons…….” | | | | | | | | |
| **六、板书设计** | | | | | | | | | |
| Unit 2 Communication Workshop  **2**. Paper books  **Advantages**: easy to buy, comfortable to read, make notes easily,  **Disadvantages:** can be heavy and are not easy to carry around  1. Introduction  **Paper books and E-book**  3. E-- books  **Advantages**：can be stored in a reader (lighter), have a dictionary to check new words quickly,  **Disadvantages**: only get on line, must read on an e-book reader, a computer, or a smart phone (extra cost), eyes can get tired easily  4. Conclusion  It doesn’t matter which you use as long as it allows you to enjoy reading. | | | | | | | | | |

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| **七、学习效果评价设计** |
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| **八、教学设计特色说明与教学反思** |
| 1.本课的教学设计以学生为主体，遵循学生的特点和语言学习规律，有层次、有梯度的开展语言学习，最终实现从学生思维训练到阅读能力的提高。  2. 学生利用老师给的思维导图，明确了文章结构。  3.在读中的活动中，精读给学生的时间有点不够，感觉有点仓促。在今后的阅读教学中，阅读任务的布置，一定要给学生充分的时间去读，让学生更好的完成阅读任务。 |