**优质课教案 基础模块英语第2册第7单元读写课教案**

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| 课题名称 | Unit7 So much to do before we travel! | | | | 课型 | | Reading and Writing |
| 教学目标 | 知识目标 | | Students can master some useful expressions as following: enjoy a show, get close to, breathe the fresh air, lie on the beach, show an entire picture, a two-day tour, 19th century life, etc. | | | | |
| 能力目标 | | 1.Students can understand the meaning of the text .  2.Students can create a one-day tour plan with the given information. | | | | |
| 情感态度价值观 | | Students are able to love the nature and enjoy the beautiful scenery of the world. | | | | |
| 教学重点 | Students can master some useful expressions and adverbial clause. | | | | | | |
| 教学难点 | 1.Students can understand the meaning of the text.  2.Students can create a one-day tour plan with the given information. | | | | | | |
| 教学方法 | Teaching and drilling | | | | | | |
| 教学手段 | Textbook, Xuexitong software; Multimedia, Seewo Whiteboard | | | | | | |
| 教学过程 | | | | | | | |
| 教学环节与时间分配 | | 教师活动  教学内容 | | 学生活动 | | 教学意图 | |
| Step One Leading\_ in  (5 minutes)  Step Two Reading  (40 minutes) | | 1. Letting the   students discuss and speak out some activities to do when they are travelling by brainstorm.   1. Checking the   homework of the   1. Enjoy a beautiful English song called “The road of Pingfang”. 2. Pre-reading and While -reading. 3. Ss guess the meaning of the title by teachrs’ tips. Tell the main idea according to the title. 4. Letting the students watch a video about the places of interest in Sydney, such as: Royal Botanical Gardens, Bondi Beach, Elizabeth Bay House, Sydney Aquarium, Sydney Opera House, Sydney Harbor Bridge, Opera House Market and so on.     3.Letting the students read the text, discuss and answer the questions of Activity 8 in pairs, then checking the answer and giving feedback.  3.Explaining the chart of Activity 9 to the class and making sure the studnets understand it well. Letting them read the tour plan again and complete the chart. | | Discussing and speaking out some activities to do when they are travelling by brainstorm.  Answering the questions  Ss enjoy a song of travelling.  Reading the text, discussing and answering the question.  Watching the video and getting to know the places of interest in Sydney.  Reading the tour plan again and complete the chart. | | Elicit the topic, arouse the students’ interest and get ready for the next step.  Help the students to get the general information about the text.  To help the students to get the detailed information about the dialogue. | |
| Step Three Writing  (40minutes) | | 4.Letting the students read the text again and match the places with the activities of Activity 10.  5.Leading the students to read the phrases of  Activity 10.   1. Presenting a   picture of a park, a zoo or some places in our city, letting the students discuss together to make a one-day tour plan. Then presenting and letting them discuss another.  2.Letting the students work in groups. （Activity 11）  Teacher: You work for a travel agency. Your manager wants you to make a plan for a one-day trip in Beijing. Discuss the plan in groups with the help of the pictures and the words in the box.  3. Letting the students write down the one-day tour plan in Beijing by individual with the help of context, and then checking the answer. (Activity 12)  4.Letting the students choose an interest place to write down a  one-day tour plan with  the help of the key | | Reading the text again and match the places with the activities.  Reading the phrases of  Activity 10.  Discussing together to make a one-day tour plan.  1.Working in groups, discussing the pictures and making the plan.  2.writing down the sentences with the given information.  3.Presenting their plans to the class.  Writing down the one-day tour plan in Beijing by individual with the help of context.  Choosing an interest place to write down a  one-day tour plan and then presenting to the class. | | Help the students to practice the key expressions by finishing writing. | |
| Step Four Summary  (4minutes)  Step Five Homework  (1 minute) | | expressions on the blackboard, which should include the time of visiting, the places to go and the activities to do.  Asking the students to sum up the key expressions in the reading material.  1. Asking the students to copy some useful phrases and sentences.  2. Asking the students to write down a one-day tour plan about any city they want. | | Reviewing the key expressions in the reading material.  Taking the homework notes. | | To help the students consolidate the important contents in this period | |
| 板书设计 | | Unit7 So much to do before we travel!  Go boating/fishing  enjoy a show/ the beautiful view  get close to sea animals  climb to the top and see the whole city  go shopping  relax and breathe the fresh air  lie on the beach  get to know 19th century life  … | | | | | |
| 作业布置 | | 1. Search for some information of Sydney and make a document Sydney’s introduction with picture and words; 2. Suppose you are a overseas student of Sydney and get a part-time job of a English tour of Sydney and try to introduce thec ity to tourists of Chinese | | | | | |
| 课后反思 | | 1. 本课时有大量悉尼当地的景点，在课程过程中，加入视频介绍可以让大家直观的了解到这座城市的文化风光，也能给与学生丰富的人文地理知识，给学生更多的国际视野。 2. 课后的练习题有一些难度存在，通过读前、读中、读后的阅读小技巧的指导，减轻了很多他们惧怕面对长段文章的心理压力。 | | | | | |