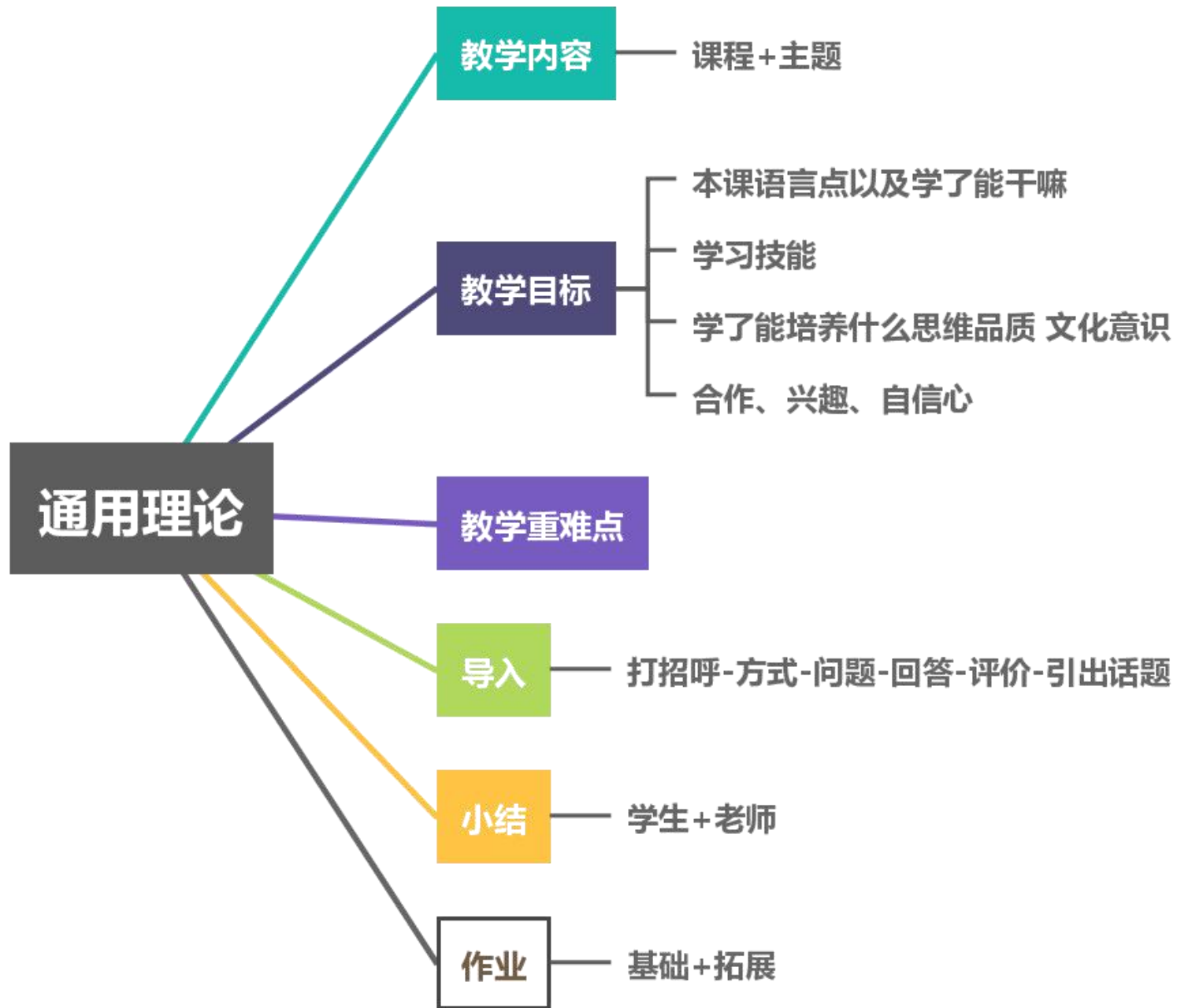


教学设计





教学内容和教学目标参考

1. Teaching contents: The given _____ material introduces _____.

2. Teaching objectives

① Students can grasp the general idea of the conversation and learn some new knowledge, such as _____.

② Students will understand the meaning and usage of the new grammar-- _____ and express their opinions about the new topic by using the target language.

③ Students can judge various ideas correctly and have the ability to use English to think independently and creatively.

④ Students can cooperate with other group members actively and complete the tasks together.

1. Teaching contents: The given _____ material introduces _____.

2. Teaching objectives

① Students can learn some new words and phrases, such as _____ grasp the general idea of the conversation and learn more about _____.

② Students can express their opinions/talk about _____ by using the target language correctly and fluently.

③ Students can foster the interest and desire of learning English and be fond of taking part in different kinds of class activities.

④ Students can judge various ideas correctly and have the ability to use English to think independently and creatively.



教学重难点参考【可跟随主题而有所变换】

3. Teaching key and difficult points

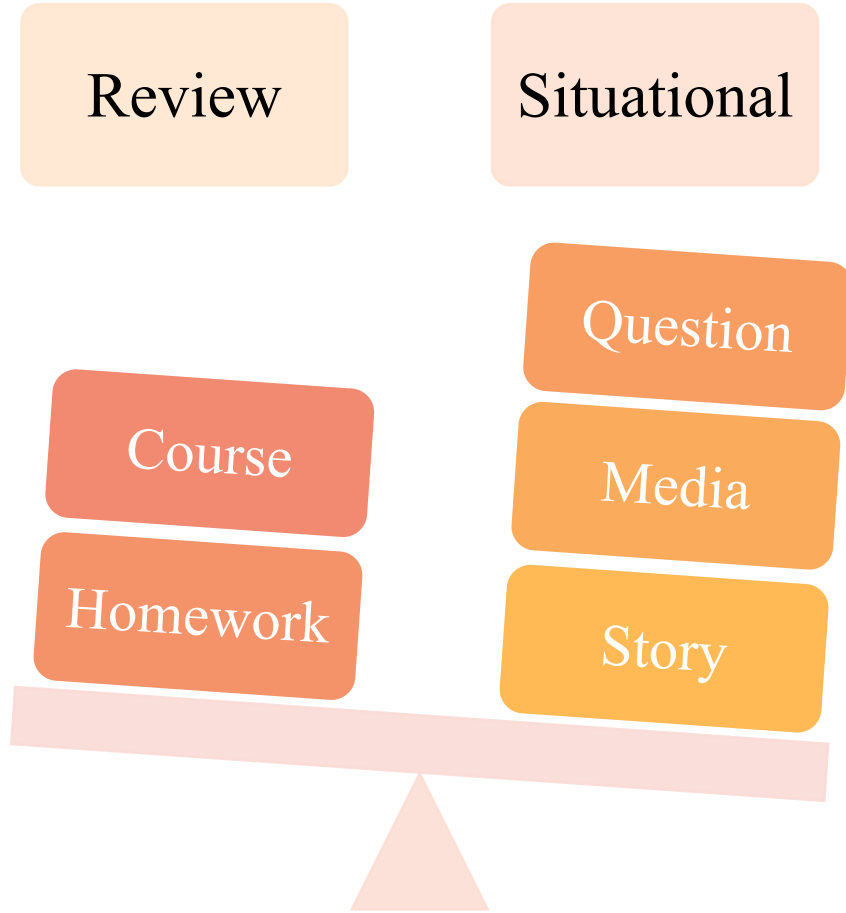
Key point

Help students to understand the content and some new expressions of the passage.

Difficult point

Help students to set up the correct view of English learning and maintain interest in learning English

Lead-in



Step 1 Lead-in(4 mins)

After greeting students, the teacher will show a picture/ photo/ video of _____ and ask one question: “_____”. Then the teacher will invite some volunteers to share their answers. After that, the teacher will give corresponding comments on students’ answers and show the topic/ task of this lesson.

(Justification: The picture/photo/video is vivid and interesting, which can arouse students' interest to the teaching activity. Meanwhile, it can also introduce the topic today naturally)

Summary and homework

1. Summary

The teacher can ask students to act as assistants to conclude what they have learned from this class, and then make a summary together.

2. Homework

① Retell the passage after class./ Finish the exercise book./ Make a mind map of this lesson./ Listen to the audio and read the new words in the text book.

② Search for more information about... and share it with others in the next class.

(Justification: Reviewing the important knowledge in this lesson can **deepen students' impression** and help them **form good learning habits**.)

Pre-reading (读前模板)

Pre-reading (6 mins)

(1) New knowledge teaching

With the help of____, the teacher will guide students to understand the meaning and usage of the new words/phrases and sentences, including_____.

(2) Predicting

Before reading, the teacher will organize students to make predictions. Some hints will be provided to help them.

Hint 1: Words and sentences just referred to.

Hint 2: Title of this material—_____.

Hint 3: Some pictures/videos in which students can see_____.

(Justification: The above activities can help students **recognize the new words and sentence patterns**, **remove the barriers**, and **lay the foundation** for the next step of “reading”.)

Pre-reading (读前模板)

Pre-reading (6 mins)

(3) Topic discussion

Let students do a discussion. The topic is “_____”. Students will be given several minutes to think about the topic. Then some of them will be invited to share their ideas. Each answer will get positive feedback.

可替换:

(3) Brainstorming

Let students do a brainstorming. The topic is “When it refers to '_____', I can think of...”. Students will be given several minutes to think about the topic. Then some of them will be invited to share their ideas. Each answer will get positive feedback.

(Justification: The above activity can help students **express their ideas** and **lay the foundation** for the next step of “reading”. Students will be more willing to **take part in teaching activities**,)

While-reading (读中模板)

While-reading (10 mins)

(1) Extensive reading

① Skimming

Ask students to read the text quickly to **check their predictions** within 3 minutes and **summarize the main idea** of the text.

② Scanning

Ask students to locate certain information by reading the text quickly and answer the following questions.

_____?

_____?

While-reading (读中模板)

(2) Intensive reading

Students should read the text again and **do the following tasks.**

① True or False

_____. (T/F)

_____. (T/F)

_____. (T/F)

② Matching/Form-filling/Mind mapping

While-reading (读中模板)

(3) Reading after the audio

Students will listen to the audio and **read after it**. They should pay attention to the **pronunciation and intonation**.

(Justification: In the process of completing reading tasks at different levels, students can understand the content and certain details of the text, and improve their reading skills.)

Post-reading (读后模板)

Post-reading (4 mins)

Group discussion/Doing a survey

Students need to **work in groups** to **discuss the following question/do a survey** about: _____. Several minutes will be given. When time's up, some students will be invited to share their results. Then the teacher will comment on students' performance.

(Justification: Group activities provide students with the opportunity to apply what they have learned to practical use, improve their comprehensive language skills, boost their confidence in learning English, and enhance their sense of teamwork.)

听说课

4. Major steps

Step 1 Pre-listening (4 mins)

(1) New knowledge teaching

With the help of _____, the teacher will guide students to understand the meaning and usage of the new words/ phrases and sentences, including _____.

(2) Prediction

Before listening, the teacher will organize students to make a prediction. Some hints will be provided to help them.

Hint 1: Words and sentence just referred.

Hint 2: Title of this material- _____.

Hint 3: Some pictures/ videos in which students can see _____.

【Justification】 The above activities can help students recognize the new words and sentence patterns, remove the barriers, and lay the foundation for the next step of “listening”.



Step 2 While-listening(8 mins)

(1)Extensive listening

Students will listen to the passage/conversation for the first time to check their predictions and conclude/summarize the main idea of the passage/conversation.

(2)Intensive listening

Students should listen to the passage/conversation for the second time and do the following tasks:

①True or False

_____ (T/F).
_____ (T/F).
_____ (T/F).

②Matching/ Form-filling/ Questions



(3) Listening and repeating

Students will listen to the passage for the third time and read after it. They should pay attention to the pronunciation and intonation.

【Justification】 In the process of completing the listening tasks at different levels, students can not only understand the content and certain details of the passage, but also improve their listening skills.



Step 3 Post-listening(3 mins)

Group discussion

Students will work in groups to discuss the following question _____ by using the key words/ phrases and sentences. Several minutes will be given. When time's up, several students will be invited to share their results. Then the teacher will comment on students' performances.

【Justification】 Group activities will provide students with the opportunity to apply what they have learned to the situation, improve their comprehensive language skills, and boost their confidence in learning English and strengthen their sense of teamwork.



写作课

语言素材 (有范文)

Journey down the Mekong

Although it was autumn, the snow was already beginning to fall in Tibet. Our legs were so heavy and cold that they felt like blocks of ice. Have you ever seen snowmen ride bicycles? That's what we looked like! Along the way children dressed in long wool coats stopped to look at us. In the late afternoon we found it was so cold that our water bottles froze.

.....

语言素材 (无范文)

Writing:

① Think of someone famous that you admire a lot, for example, an artist, a musician or a writer.

② Write two or three paragraphs about his or her life. Below are some suggestions to help you.

③ Write about:

Where he/she was born and where he/she lived as a child.

His/Her family.

How he/she became famous.

His/Her songs/music/painting/novels/poems...

To show he/she has seen in...

Your opinion of his/her work.

.....

Pre-writing (写前模板) 【有范文】

Pre-writing (8 mins)

(1) Learning about the material

The teacher will guide students to read the material to summarize the topic of it. Then students will **answer some questions about the material**/find the supporting ideas of the material.

① _____? / ① _____.

② _____? / ② _____.

③ _____? / ③ _____.

Students will read the material again to summarize the basic structure of _____, and they should pay attention to the topic sentences, transitional words and logical relations.

Pre-writing (写前模板)

(2) Conceiving writing material

Students will work in groups of four to talk about _____, and write down some ideas. Representatives from each group will share their discussion results, including some useful phrases, sentences and so on.

(Justification: Through the above activities, students will be prepared to write their own compositions. They will know what to write and how to write it.)

Pre-writing (写前模板2) 【无范文】

Pre-writing

1. Do a **brainstorming/discussion**

Let students do a **brainstorming/discussion**. The topic is “When it refers to' _____', I can think of...”. /The question is _____. Students will be given several minutes to work in groups to talk about it/them and write down some ideas. After that, representatives from each group will share their results, including some useful phrases, sentences and so on. Each answer will get positive feedback.

2. Structure learning

The teacher will guide students to define the basic structure of the **passage/ composition/ writing/ letter/ Email/ advertisement/ argumentation**. Students should also pay attention to the topic sentences, transitional words, logical relations and so on.

【Justification】 Through the above activities, They can express their ideas and broaden the mind through the communication. students will be prepared to write their own compositions.

While-writing (写中模板)

Step 3 While-writing (7 mins)

(1) Outlining

The teacher will guide students to write an outline. Students will put the ideas they have just written down in order.

(2) Drafting

Students will write their own compositions, and the teacher will walk around to offer help and remind students to pay attention to the spelling, grammar, punctuation and so on.

(Justification: Through the above two activities, students will finish their writing and their writing ability will be improved.)

Post-writing (写后模板)

Step 4 Post-writing (5 mins)

(1) Editing

① Self-editing

The teacher will give students a short time to go through their compositions to correct the mistakes in spelling and grammar.

② Peer-editing

Students will exchange their compositions with each other and correct the mistakes in spelling and grammar. They can also make suggestions about polishing their writings.

(2) Displaying and evaluating

The teacher will invite some students to share their compositions with the whole class and guide other students to evaluate these compositions, and then the teacher will make a conclusion.

(Justification: Through these activities, students will regulate their language and work out better ideas or expressions, and they will improve their writing skills. Besides, they will be more willing to share their ideas in public and learn from each other.)

口语课

Pre-speaking (说前模板)

Pre-speaking (8 mins)

(1) Listening to the conversation/Reading the passage

Students will listen to the conversation/read the passage to **get the main idea**, and then **fill in the chart/answer some questions**.

_____?

_____? OR

_____?

(2) Learning expressions

The teacher will **explain the meaning and usage of the new words and sentences about the situation**, including _____ and invite students to **do some exercises** about the new knowledge.

(Justification: With those activities, students will **be familiar with the situation**, and **accumulate many expressions** which can be used in this situation, **making good preparations** for the speaking activities.)

While-speaking (说中模板)

While-speaking (7 mins)

(1) Reading after the audio

The teacher will play the audio and lead students to **read after it**. Students should pay attention to the **pronunciation and intonation**. (Then they can act out the dialogue.)

(2) Group discussion/ **make a conversation**/ **Do a survey**

Ask students to **work in groups of four** and have a discussion/**make a conversation**/ **do a survey** about _____. They should try to **use the words and sentence structures** they have learned today.

(Justification: Students will **have a deeper understanding** of the topic and usage of the new knowledge, and they can also **have more opportunities to express themselves**.)

Post-speaking (说后模板)

Step 3 Post-speaking (5 mins)

Sharing and evaluating

The teacher will invite some students to **share their dialogue/ results** with the whole class and **guide other students to evaluate** their performance, and then **the teacher will make a conclusion**.

(Justification: Through these activities, students will **improve their speaking skills**. Besides, they will **be more willing to share their ideas** in public and learn from each other.)

Step 1 Presentation (呈现模板)

Step 1 Presentation (9 mins)

(1) Listening to the conversation/Reading the passage

Students will listen to the conversation/read the passage to **get the main idea**, and then **answer some questions/ fill in the chart**.

_____?
_____?
_____?

OR

(2) Learning expressions

The teacher will **explain the meaning and usage of the new words and sentences about the situation**, including _____.

(Justification: With those activities, students will **be familiar with the situation**, and **accumulate many expressions** which can be used in this situation, **making good preparations** for the speaking activities.)

Step 2 Practice (操练模板)

Step 2 Practice(6 mins)

1. Invite students to **do some exercises** about the new knowledge, such as **matching pictures with correct words**, **making sentences** and so on.

2. The teacher will play the audio and lead students to **read after it**. Students should pay attention to the **pronunciation and intonation**.

(Justification: This activity can help students **practice the sentence patterns** and **increase their interest** in learning English. Besides, **their abilities of speaking** can be improved.)

Step 3 Production (产出模板)

Step 3 Production(5 mins)

Make a conversation/ Group discussion /Do a survey

Ask students to **work in groups** and **make a conversation/discuss/do a survey** about _____ by using the target language. Several minutes will be given. When time is up, students need to **share their conversation/ results** with the whole class. The teacher should observe students' performance, **give them help and positive evaluations**.

(Justification: Through the group work, students can gradually **become proficient in using the sentence patterns** they have learned and **apply them into daily life**. In addition, their **confidence of speaking and learning English** can be cultivated.)

语法课

Presentation (呈现模板)

Presentation (10 mins)

(1) Reading the passage and finding out the examples

Students will read through the passage to get the main idea and the teacher can ask them to pick out the sentences which contain _____, and underline them. Then students need to observe the sentences and work in groups of four to have a discussion about the basic structure and usage of this grammar. A few minutes later, some students will be invited to share their results.

(2) Explaining the rules

The teacher will make a conclusion and explain the rules of this grammar, including its meaning, structure and usage. Then the teacher will give some example sentences.

(Justification: Through the above activities, students can understand the meaning and usage of the new knowledge, express their opinions, and fully cultivate the skills of listening, speaking, reading and writing.)

【常考语法点归纳·初中】

一般现在时	the simple present tense
一般将来时	the simple future tense
一般过去时	the simple past tense
现在完成时	the present perfect tense
过去进行时	the past continuous tense
被动语态	the passive voice
比较级、最高级	the comparatives and the superlatives
定语从句	the attributive clause
宾语从句	the objective clause
条件状语从句	the adverbial clause of condition
虚拟语气	the subjunctive mood
过去分词和现在分词	the past participle and the present participle

【常考语法点归纳·高中】

过去将来时	the past future tense
现在进行时	the present progressive tense
过去完成时	the past perfect tense
将来进行时	the future continuous tense
现在完成进行时态	the present perfect continuous tense
限定性定语从句	the restrictive attributive clause
非限制性定语从句	non-restrictive attributive clause
省略句	elliptical sentence
非谓语动词	the non-predicate verb
动词不定式	infinitive
过去分词和现在分词	the past participle and the present participle

Practice (练习模板)

Practice (4 mins)

Fill in the blanks/Translate/True or false/Choose the best choice/Make a sentence

The teacher will ask students to finish the following exercises:

_____ .
_____ .

A few minutes later, some students will be invited to **share their answers**. Then the teacher will **give corresponding feedback**.

(Justification: Exercises can help students to consolidate the new knowledge, and achieve the purpose of highlighting the key points. In addition, students can master the meaning and usage of this grammar point.)

Production (练习模板)

Production (6 mins)

Group discussion/Doing a survey:

Students need to work in groups to discuss the following question/do a survey about _____ by using this grammar. Several minutes will be given. When time's up, several students will be invited to share their results. Then the teacher will comment on students' performances.

(Justification: Group activities will provide students with the opportunity to apply what they have learned to practical use, improve their comprehensive language skills, boost their confidence in learning English and enhance their sense of teamwork.)

词汇课

Step 1 Presentation (10 mins)

1. New words/phrases teaching

With the help of some **pictures/ videos/ flashcards/ objects/ actions**, the teacher will present the meaning, usage, pronunciation and spelling of these new **words/ phrases**: _____.

2. Key sentence teaching

The teacher will **show some pictures in the books**, then let students describe the pictures firstly. Then the teacher will introduce the key sentence _____ and explain the meaning and usage of it.

【Justification】 Students can **understand the meaning and usage of new knowledge**, express their views correctly and fluently, and **cultivate their speaking skills**. In addition, students will also **be more interested in activities** and more **confident** in learning English.

Step 2 Practice (6 mins)

1. New words/phrases practice--Make a match

Let students **make a match** to **practice the new words**. Students will be given **one minute** to match the pictures with correct words. Then some of them will be invited to **share their answers** and **get positive feedback**.

2. New sentence practice--Make sentences

Students need to make some sentences **by using the new sentence pattern, such as _____**. **A few minutes** later, some students will be invited to **share their answers**. Then the teacher will **give corresponding feedback**.

【Justification】 Practice by games can create a good classroom atmosphere and consolidate this lesson. In the pair work, students can use phrases and sentences more flexibly to improve their oral expression ability.

Step 3 Production (4 mins)

Group discussion/ Do a survey/ Make a dialogue

Students need to work in groups to discuss the following question/do a survey/ make a dialogue about _____ **by using the key words/phrases and sentences**. Several minutes will be given. When time's up, several students will be invited to share their results/ dialogue. Then the teacher will comment on students' performances.

(Justification: Group activities will provide students with the opportunity to apply what they have learned to practical use, improve their comprehensive language skills, boost their confidence in learning English and enhance their sense of teamwork.)

语音课

Step 1 Presentation (10 mins)

1. Finding phonetic phenomenon

The teacher will **read the words/ phrases/ sentences** for the students. Students should listen carefully and **find out the similarity** between them. Then the teacher will ask students to **work in groups** of four to **have a discussion** about the rules of the phonetic phenomenon. A few minutes later, some students will be invited to **share their results**.

2. Explaining the rules

The teacher will **make a conclusion** and **explain the pronunciation rules** of _____ to the students.

(Justification: Students can **understand the pronunciation rules**, **express their views** correctly and fluently. In addition, students will also **be more interested** in activities and more **confident** in learning English.)

Step 2 Practice (4 mins)

The teacher will play the audio and lead students to **read after it**. Students should pay attention to the **pronunciation and intonation**. Then the teacher will invite some students to **read the words/ phrases/ sentences in front of the whole class** and guide **other students to evaluate** their pronunciation. The teacher will also give comments on their performance.

(Justification: This activity can help students **practice the sentence patterns** and **increase their interest** in learning English. Besides, **their abilities of speaking** can be improved.)

Step 3 Production (6 mins)

Dubbing/ Make a conversation

Students need to **work in groups** to **dub for a short cut of video/ make a conversation** which contains the pronunciation rules they've learned . **A few minutes** will be given for preparation . When time's up, volunteers will **be invited to perform** in front of the class, during which they need to imitate the pronunciation and intonation. Then the teacher will **comment** on students' performance.

(Justification: Group activities provide students with more opportunities to **express themselves**, improve students' **comprehensive language ability**, and **enhance students' confidence** in learning English.)