**肇庆市2020届高考备考第一轮复习英语科高效课堂教学设计**

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| **Book4 Unit2: Working the Land**  **Language Points** | | | | | | |
| **主题语境：**人与农业 | | **语篇类型：**说明文 | | **授课时长：40分钟** | | |
| **提供者：怀集县第一中学 缪素丹** | | | | | | |
| **一．教学内容分析** | | | | | | |
| 这节课是高三第一轮复习中的单元知识点回顾课，本单元主题与农业有关，围绕着主要人物袁隆平院士展开。新授课与复习课的知识点是相似的，但是复习课主要以串联复习为主，更倾向于知识的激活与运用。考虑到此篇文章素材较旧，所以结合本单元话题，笔者找到与袁隆平院士相关的近期素材，把本单元重点单词与短语串联起来复习，然后再整合内化再运用到完型/阅读/写作中，引导学生在学习词汇短语时，要下意识地学会释义，想到更多的同义表达，更换不同的表达形式，丰富语言形式。这节课意义深远，不仅蕴含丰富的人文精神而且引导学生塑造积极的生活态度。本节课让学生更深程度地了解我们中国这样的一位伟人，他一生致力于研究杂交水稻到现在的海水稻，不断突破，造福全世界，为我们青年人树立了积极的榜样：如果学生认真贯彻落实袁院士送给大家的勉励话语，重视知识的力量，认真学习，付出汗水，寻找灵感，等待风口的到来即时起飞，再用自身的知识为社会的发展贡献力量。 | | | | | | |
| **二、教学目标** | | | | | | |
| 1. To learn more about Dr.Yuan Longping’s deeds based on the video. **(Appreciation)**   **2.**To understand words and expressions in the context and how to use them in cloze & readings & writing. **(Language Skills Building)**  **3.**Learn to connect Dr.Yuan’ deeds & spirits with your study life.. (**Critical Thinking**) | | | | | | |
| **三、学情分析**  教学对象是肇庆一中的学生，在城市学习的学生英语基础对比山区的学生相对要好一些，思维也更加活跃，学习兴趣更加浓厚，更愿意参与课堂活动;经过高中两年多的学习虽然绝大部分学生在前面的英语学习中已有一定的理解能力，也已深刻了解积累单词的重要性,但是很多学生仍然不知道背的单词怎么用，如何在考试题型（完型/阅读/写作中）体现与运用；所以首要任务是多鼓励学生，让学生明白学习英语单词与短语是有办法的；本节课通过语言 | | | | | | |
| 知识点的输入，引导学生对复习的单词与短语进行适度梳理和操练，实现知识与技能的内化；输出部分，让学生小组合作探究以降低难度和提高他们的自信心，让同学互相发现问题提出修改建议，再挑选典型作品进行展示。本环节致力于提升学生的语言综合运用综合能力和学习能力，重在引导学生把所学词汇运用到实际当中。 | | | | | | |
| **四、教学策略选择与设计** | | | | | | |
| **教学资源:**videos; pictures; media; cards  **教学策略：**Task-based Language Teaching；Group work；  a. Individual or group work to finish each task.  b. Write an English speech. | | | | | | |
| **五、教学重点及难点** | | | | | | |
| **重点：**掌握4个重点单词&短语，特别注意其语言知识是如何在具体的上下文和文化背景中表达意义的;  **难点：**引导学生把4个重点单词&短语运用到高考题型（完型、阅读、写作）中，学以致用。 | | | | | | |
| **六、教学过程** | | | | | | |
| **步骤** | **教师活动** | | **学生活动** | | | **设计意图** |
| **Step1**  **词汇串联导入**  **Step2**  **实践**  **内化**  **Step3迁移**  **创新**  **Step4作业** | **Lead-in: Activate the knowledge (about 4mins).**  The teacher asks the students(Ss): “Is Dr. Yuan a national hero in your mind?” and plays a video clip about Dr.Yuan’ work and life connected with the words and expressions in book4 unit2.  Ask the students to underline the key words and expressions.  Pose 4key words & phrases which will talk about in this class.  **Words and Expressions Application（16mins）**  **① The analysis of “struggle”:** The teacher asks Ss to read a paragraph, choose the right answer; The teacher guides Ss to conclude the usage of “struggle” and put “struggle” into writing.  **② The analysis of “build up”：**The teacher guides Ss to put “build up” into writing, conclude the relevant phrases about “up” and complete the cloze exercise. After finishing the exercise, guide Ss to paraphrase “build up”.  **③ The analysis of “V+it+adj./n. for sb to do ”：**The teacher asks Ss to finish cloze, conclude the function of it, extend the structure of “make it possible to do” and guide the Ss to polish the writing sentence with the above structure.  ④ **The analysis of “lead to”:** The teacher asks Ss to read a paragraph, choose the right answer and guide Ss to paraphrase “lead to”.  **Consolidation in Writing(about 19mins)**  **Write an English speech**  **① Reveal the surprise 1:** Watch a video clip about Dr.Yuan encouraging the youth.  **② Pose two questions to Ss:**  Q1: What inspirations can you obtain from Dr.Yuan’s deeds and spirits?  Q2: Based on Dr.Yuan’s deeds and spirits, how can you put them into your study life to conquer the difficulties?  **③ Reveal the surprise 2:** The speech competition will be held in the school to send ode to Dr.Yuan.  **④**The teacher gives each group a card to write down the speech, guide Ss to put the key words & phrases into writing task and asks Ss to give comments to the other groups’ work.  **Students’ presentation**  Invite each group to give a comment to the other group’s work, including the handwriting(2 points), grammar & spelling & coherence(3 points), specific contents(5 points) and key words and phrases application(5points)  Teacher makes a conclusion about the works from different groups.  Conclude students’ presentation and give prizes to the excellent groups  **Homework(1min)**  1.learn them by heart & feel their connections with cloze(完型)&reading.  2.Finish the writing independently & Top 5 will make a speech sent to the school website; Search the Internet to know more about Dr.Yuan. | | The students are divided into 6 groups.  1)While watching the video, Ss should underline the key words & expressions based on B4U2.  1) Choose the right answer in the reading, complete the given sentence in the writing material and try to conclude the usage of “struggle”.  2) Complete the given sentence in the writing material and conclude phrases about “up”and finish the cloze.  3) Finish the cloze,and extend the structure. Try to replace the normal sentence with a better one.  4) Choose the right answer and learn to paraphrase “lead to”  5) Group work: to discuss with group members and finish the writing task in given time; After the output, correct the other group’s work with the given standard.  6)Appreciate the work from other groups and give comments to their speech based on the standards.  1)Review the key words and expressions regularly;  2)complete the writing. | | | 小组合作与竞争，抢答题目激发学生参与活动的主动性  1.导入，通过视频听说激活学生的认知图式,加深对袁院士的了解并引出学习话题与重点单词与短语。  1.帮助学生从语境中提取出重点词汇，分析词汇的内涵意义；2.重在引导学生内化所学词汇与高考题型中的阅读与写作练习。  1.引导学生感知重点词汇是如何贯穿到考试题型(完型&写作)；2.引导学生做题时学会释义，用不同的词语表达同个意思。   1. 提出导向性的问题引发学生思考2.引导学生记词组时学会拓展与类推法；3.引导学生写作时要下意识地润色美化句子表达。 2. 引导学生以出题者的思维去做题，理会出题者是如何在阅读中考查重点词组的。   1.这两个视频首尾连接，贯穿整个课堂。  2.引导学生带着问题去进行写作，培养学生的问题意识  3.通过对已学知识的内化，将本节课重点讲解的单词词组运用到语篇(知识迁移运用)。  4. 培养学生团队合作的整体意识，学会互帮互助,降低难度。  根据本节课所学，检测输出；学生小组讨论和小组展示，进一步巩固和整合本节课所学知识；进一步培养学生对重点词汇运用到完型/阅读/写作当中的出题者思维。  1.引导学生学以致用，将今日所学（输入）独立完成一篇演讲稿（输出），让老师检测每个学生的学习成效。 |
| **七、教学评价设计(**self-assessment)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 评价内容 | **Working the Land** | | | | 姓名 | |  | | | 日期 | |  | | | | 评价项目 | 学生自评 | | | | 生生互评 | | | | | 教师评价 | | | | | | 优 | 良 | 中 | 差 | 优 | 良 | | 中 | 差 | 优 | 良 | | 中 | 差 | | 课堂表现 |  |  |  |  |  |  | |  |  |  |  | |  |  | | 回答问题 |  |  |  |  |  |  | |  |  |  |  | |  |  | | 练习效果 |  |  |  |  |  |  | |  |  |  |  | |  |  | | 知识掌握 |  |  |  |  |  |  | |  |  |  |  | |  |  | | 综合评价 |  | | | 建议 |  | | | | | | | | | | | | | | | 1.引导学生课后要对自己本节课的学习与表现进行反思；  2.让学生为老师写上教学评价与建议，也能促进老师的反思。 | |
| 1. **板书设计**（本节课的主板书） | | | | | | |
| B4U2: Working the Land  Language Points  Group Competition:  G4 G5 G6  G1 G2 G2 | | | | | | |
| **九、教学反思 (After the lesson)** | | | | | | |
| 1.  2.  3. | | | | | | |