牛津8下 Unit 1 Comic strip and welcometo the unit教学设计、教学策略和教学评价

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**教学设计：**

**Step 1 Warming --up**

1. Call to make joint efforts with citizens in our Wu Han in a bid to fight against Covid--19.
2. Deliver a speech to Ss to study industriously to support Wu Han snd fuel them confidence and power.
3. Offer 6 tips on how to learn English online effeciently and initially during the Covid--19 period.

**Step 2 Leading-in**

1.Raise some questions to activate Ss’ past experiences on travelling.

2.Ss guess different types of transportation and learn their respective characteristic and then help Daniel write the correct names under the picture.

3.Read the sentences and guess which form of transport they are describing

**Step 3 Discussing**

1.Ss freely discuss how they go to school every day.

2.Listen and answer questions based on the conversation between Millie and her Dad.

**Step 4 Producing**

1. .Ss work in groups to discuss how they go to some places referring to the table and drills.

**Step5 Comic strip**

1.Read the comic strip and answer the questions.

2.Watch the video and act it out.

3.Fill in the blanks

**Step6 Grammar&language points**

1.Ss come into contact with The Present Perfect Tense by combining its structure, meaning and usage.

2.Learn some key language points.

**教学策略：**

疫情期间的第一节网课，有别于于平时的课堂教学。每一块的内容采用**“呈现--操练--产出”法**。首先，采用**共情**的策略，让学生了解国情，增强学生的信心，给与学生力量，为民族之富强而读书。接着，提出英语学习的建议。对于本课，教师学生激活学生的已知旅游体验，让学生回忆所旅游的地点，交通方式和活动等，为接下来交通方式名词的学习做铺垫，此为**热身活动**。学完新词后，让学生根据语境猜测交通方式，此为理解，**运用**阶段。

接着教师询问学生日常上学的交通方式，把学习和学生的日常生活自然联系起来。然后学生听Millie和她父亲的对话，回答问题。最后**朗读，表演，讨论**。

然后，由今夕交通方式的改变，询问学生Hobo和Eddie是否也有所改变？自然**过渡**到漫画的教学，听对话，回答问题，表演对话，最后填词完成短文。

接着，是**现在完成时语法**的学习，从**“形式--意义--语用”三位一体**的视角解读，学习语法。

最后，是语言点的学习和应用。

**教学评价：**

**优点**：教学活动设计遵循学生英语语言的认知规律，采用“呈现，操练，产出法”，激活学生已知的生活体验，把学习与生活相联系。注意过渡和衔接，小台阶，快节奏，能调动学生的热情和积极性。

**不足**：对新型冠状肺炎的介绍略微有点多，网课的学习与日常学习相比，少了互动性，再者无法有效地对学生的英语学习进行有效地监控，反馈。