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| **课题名称** | 七年级下册 Unit 4 Chinese folk art第四课时**：Grammar** |
| **语篇类型** | 语法 |
| **授课时长** | 40分钟 |
| **语篇研读** | 本单元围绕“Chinese folk art”展开，以剪纸艺术为切入点，深入学习名词所有格和物主代词的用法。**(what)**通过介绍剪纸大师赵悦的创作，将语法知识融入生动的民间艺术情境，让学生在了解剪纸文化意义的同时接触语法。**（how）**呈现方式多样，有文本阅读、例句展示、规则总结以及大量的练习。从引导学生观察图片、回答问题，到阅读文本找语法现象，再到总结规则、完成填空，逐步引导学生掌握知识。**（why）**这种编排旨在激发学生对中国民间艺术的兴趣，让学生在真实语境中体会语法的实际运用，提升语言运用能力，同时增强文化自信。 |
| **学情分析** | 七年级的学生在以往的学习中已经对名词所有格和形容词性物主代词的基本用法有所接触和了解，且通过本单元Reading的学习,学生已经重温了名词所有格和形容词性物主代词的基本用法，对该语法项目已具备-定的知识储备，因此在语境中理解、归纳名词所有格和形容词性物主代词的用法难度不大，但对于在语境中准确、熟练运用该语法规则还有待进一步加强训练。 |
| **教学目标** | By the end of this class, students can:1. Students can accurately identify and pronounce the forms of possessive nouns and possessive pronouns, such as "Zhao Yue's", "my", "mine", etc.
2. Students can use possessive nouns and possessive pronouns to correctly describe the ownership of items in different situations, such as "This is my grandma's silk lantern."
3. Students can correctly use possessive nouns and possessive pronouns in exercises like fill - in - the - blanks and conversations according to grammatical rules.
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| **教学评一体的教学设计** |
| **教学目标** | **学习活动** | **设计意图** | **效果评价** |
| 引导学生观察图片并回答问题，引入本节课关于物品所属关系的话题。引导学生阅读文本，找出名词所有格的用法，总结构成规则。通过展示大量例句，让学生分析单数名词、复数名词所有格的构成及用法。让学生完成对话填空，练习名词所有格的用法。让学生两两合作，描述家中的手工艺品，运用名词所有格进行表达。作业设计 | Step1. Lead-in“Look at the pictures on the PPT and answer the questions: 1. *Whose home will be put up ‘double happiness’ at weddings?*
2. *Whose paper-cutting is it?”*

“Before reading the text about paper - cutting, think about the questions:*1.What do you know about Chinese paper - cutting?* *2.Would you like to try paper - cutting? Why or why not?”*Step2. Presentation1.“Read the text about Zhao Yue's paper - cutting carefully and pay attention to the use of ’s. Then work out the rules of forming possessive nouns.”2.“Look at the examples on the PPT: It is Simon's lantern. That is my dad's picture. Analyze the structure and usage of possessive nouns.”3.“Read the sentences like‘I want my classmates to tell me about their favourite traditional crafts.’and identify possessive adjectives and pronouns. Then work out their usage rules.”Step3：Practice1. “Complete the conversation between Sandy and Millie using the words in brackets. Remember to add ’s or ’ where necessary.”
2. “Now, look at the pictures and complete the conversation with the correct possessive adjectives and pronouns, or the possessive forms of the nouns in brackets.”
3. “Fill in the blanks with the correct pronouns: They are not my books. They are \_\_\_\_ .(he)”

Step4 Production：1.“Talk with your partner about handicrafts at your home, using ‘noun + ’s’.”2.“Write at least five sentences about the handicrafts you and your friends have, using possessive adjectives and pronouns, and ‘noun + ’s’.Must do:Try to draw a map mind to conclude the rules of “Noun＋’s”, possessive adjective and pronouns;Choose to do:Use the “Noun＋’s ”， possessive adjective and pronouns to introduce your favourite handicraft. | 通过与民间艺术相关的问题引导学生思考，将语法学习与中国传统文化相结合，既能激发学生的学习兴趣，又能自然地引出本节课的主题，为后续知识的学习做好铺垫。让学生通过阅读文本、分析例句总结语法规则，培养学生自主学习和归纳总结的能力，使学生对名词所有格和物主代词的构成及用法有更清晰的认识。合作交流和写作活动，不仅能让学生巩固所学语法知识，还能锻炼学生的口语表达和书面表达能力，培养学生的合作精神和创新思维。 | 观察学生是否能够归纳出语法规则观察学生是否能够归纳出语法规则。 |