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| 课题 | 译林版七年级Unit 7 Outdoor fun-Integration 教学设计 | | |
| 课型 | 新授课 | 主备人 |  |
| 一、教学目标  1. Language knowledge goals  Students are able to understand and use words and phrases related to outdoor activities (such as camping, hiking, etc.), such as: camping, hiking, ten, sleeping bag, fresh air, etc.  Grasp the sentence patterns describing the weather, activities and suggestions, such as: It was sunny. The trip was a little tiring but enjoyable. Remember to take... You'd better...  2. Language skills goals  Be able to understand conversations and essays about outdoor activities and get key information.  Be able to verbally describe their outdoor activities in English, express feelings and make suggestions.  Be able to write a diary about outdoor activities, grammatically correct and logical.  3. Emotional attitudes and goals  Cultivate students' interest in outdoor activities, and enhance the awareness of being close to nature and loving life.  Encourage students to actively participate in outdoor activities to improve their team spirit and the ability to cope with difficulties.  二、教学重难点  1. Teaching focus  Master the vocabulary and expressions related to outdoor activities.  Learn to use simple past tense to describe past outdoor experiences.  Understand and correctly use the suggested sentence patterns (Remember to... You'd better...).  2. Teaching difficulties  How to accurately and vividly describe the experiences and feelings in outdoor activities.  Correct use of simple past tense in written expressions and coherence of sentences.  三、教学方法  1. Task-based teaching method: By setting various tasks, such as answering questions, completing notes, dialogue exercises, writing, etc., students can master language knowledge and skills in the process of completing tasks.  2. Scenario teaching method: create a real outdoor activity scene, let the students feel and use the language in the scene.  3. Cooperative learning method: organize students to conduct group cooperative study, complete tasks together, and cultivate students' cooperative spirit and communication ability.  四、教学过程  (I) Leading in (5 minutes)  1. Show some beautiful outdoor scenery pictures, such as forests, mountains, beaches, etc. Ask students: Do you like the outdoors?What outdoor activities do you know? Guide the students to say some outdoor activities, such as camping, hiking, swimming, etc.  2. Play a short video about camping, and then ask the students: What can you see in the video?Do you want to go camping? Stimulate students' interest in the topic of this unit.  (II) Reading (10 minutes)  1. Let the students read the AD in Part A and answer the question: Why do people like camping? Guide the students to find out the key information from the text, such as: The fresh air and camping activities can be good for your body and mind. It will give you a chance to take a break from your busy life.  2. Organize students to have group discussions: Would you like to go camping?Why or why not? Each group was assigned a representative to share the results of the group discussion.  3. Let the students listen to the radio interview in Part B and complete the Simon notes. After listening, invite students to check the answers and explain the key words and sentence patterns, such as: first-time campers (first-time campers), by car (bus), at night (in the evening), etc.  (Iii) Dialogue (15 minutes)   1. The teacher and a student will have a demonstration dialogue, such as:   T: What should we take with us when we go hiking, S1?  S1: Remember to take enough water.  T: OK. Do you have any other useful tips?  S1: You'd better wear comfortable shoes.  2. Students in groups of two, imitate the above dialogue, on other outdoor activities (such as cycling, swimming, etc.) dialogue practice, teachers patrol and give guidance.  3. Invite several groups of students to show their conversations, and other students to listen carefully and evaluate them.  (IV) Writing (10 minutes)  1. Let the students read the writing outline of Simon in part D1 to learn how to describe an outdoor activity experience. Then, let the students recall one of their own outdoor experiences and complete the writing outline.  2. Students should write a diary about outdoor activities according to their own outline, following Simon's diary. The teacher reminded the students to use the simple past tense and the correct connectors.  3. After the students finish writing, the group will exchange and correct, and check the grammar errors and content logic. The teacher selected several representative compositions for the class comments.  (V) Summary and homework assignment (5 minutes)  1. Review with the students the key points learned in this lesson, including vocabulary, sentence patterns and writing skills.  2. Assignment:  Recite the key words and phrases learned in this lesson.  Perfect your own composition, and copy it into the exercise book.  Teaching reflection  In the teaching process, we should give full play to the main role of the students, and let the students master the knowledge and skills through independent learning and cooperative learning. At the same time, we should pay attention to the cultivation of students' language use ability, and provide more practical language environment, so that students can improve their English level in practice. In addition, for students in the learning process of the problems and mistakes, to give timely feedback and correction, to help students progress. | | | |