

教 案

教学课题	Unit 3 Could you please clean your room? (Section A 3a)		
所用教材	人教版初中英语八年级下册		
教学目标	1.Students can understand the story and draw an outline to retell the story. (语言能力) 2.Students can master some basic reading skills: find out key information through skimming and locate detail information by scanning. (学习能力) 3.Students' logical thinking and ability to generalization can be exercised by making a summary and story-telling.(思维品质)		
教学重点	1.Master some important expressions about chores. 2.Figure out the plot line based on the elements of story and retell the story.		
教学难点	1. How to get the detailed information about the process and ending of the story. 2. How to organize the language when retelling the story.		
课时安排	1 period (45 minutes)	教学用具	PPT, pictures and blackboard.
教学方法	Task-based language teaching, Cooperative learning and Communicative teaching method		
教学过程及内容	<p>教材分析</p> <p>本单元为人教版英语八年级下册第三单元 “Could you please clean your room?”, 单元主题为“chore”。本节课选自 Section A 3a 部分, 要求学生阅读一篇故事, 了解记叙文六要素, 概括与复述文章内容。本篇材料以家务分担问题为切入点, 以时间顺序和对话形式展开。材料主题贴近学生生活, 利于后续的口语表达活动的展开, 以达成读说结合, 以读促说的教学目标。</p> <p>学情分析</p> <p>学生对本单元话题非常感兴趣, 有强烈的好奇心和求知欲。通过前面课程的学习, 已经掌握关于“chore”的相关短语, 并且能够使用征求意见的句式。学生基本能理解教师的课堂指令, 能够积极参与课堂活动。大部分同学不敢开口说且发言语法错误较多, 因而要求教师给予学生鼓励, 引导学生正确看待口语活动, 并用合适方式纠正学生错误。</p>		

教学过程

Step 1 Lead-in (5 minutes)

Activity: Listen and view

Show a video about house chores and ask students to answer “what chores does the boy need to do?” and “Which one does he like to do?”

Answers: He need to do the dishes/make the bed/feed the dog and set the table. And he likes to feed the dog. Because it is very fun.

Justification: Students have a strong visual experience by displaying some photos, so as to review what students have learnt and develop their oral speaking ability.

Step 2 Pre-reading (15 minutes)

Activity 1: Prediction

Task: Observe the picture of Nancy’s house and answer the following questions.



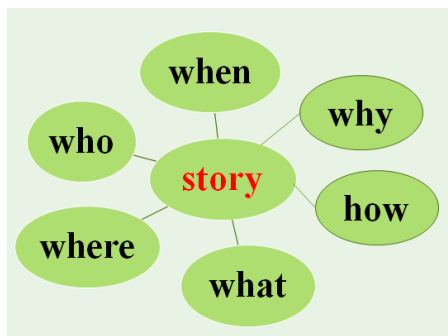
1)What do you think of the room?

2)Who do you think will clean the room?

Justification: This activity can activate students’ thinking and take part in the activity. Students are able to make preparations for reading activities and have a general guessing about the story plot.

Activity 2: Skimming

Task 1:Ask students to notice the text type (story) and make them know elements of story.



Task 2: Read the short story quickly to find out the information above and underline them.



Justification: This step requires students to locate some key information, so as to develop students' ability to skimming. The activity that students make a summary with their own words and figure out the structure of short story can cultivate students' organizational skills.

Activity 3: Scanning

Task: Read the passage again and answer the following questions.

- 1) What happened?
- 2) Why did they have a quarrel?
- 3) What is the ending of the story?

Activity 4: Summarize main idea

Task: Ask students to summarize the main idea of this article based on elements of story.



when Last month, who Nancy came back home and watched TV to where have a rest after school. Her mom came over to ask her to why take the dog for a walk, but she refused. Thus, they had a what quarrel. After a week, how Nancy cleaned the house and make an apology to her mom.

Step 3 While-reading (13minutes)

Activity: Careful reading

Task 1: Lead students to role play the conversations from paragraph 2- 5 and figure out the outline below about their different ideas towards the housework.

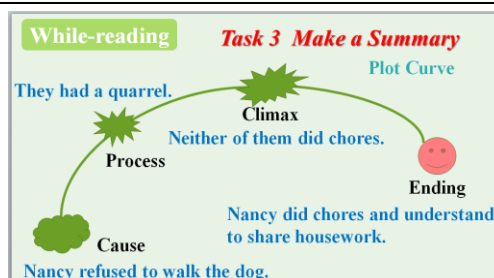
While-reading Different ideas towards the chores

	She wanted Nancy to help with housework.
Mom	Because she needed work and did housework. Nancy watched TV all the time and never help her.
	She wanted to watch the show first.
Nancy	Because she worked all the day at school.

Task 2: Ask students to read paragraph 6-9 and answer the following questions.

- ① What did they do for one week?
- ② What did Nancy understand after that?

Task 3: Make a summary with the plot curve.



Justification: Through these activities, students' ability to read for detailed information can be effectively exercised and improved. And also students can have a better and deeper understanding of the short story by role play and careful reading step by step.

Step 4 post-reading (10 minutes)

Task: Group discussion

Lead students discuss in their group to figure out the language for retelling the story in their own words. Students can make a preparations according to elements of story and the detailed information.

After that, teacher can invite some of them to show their ideas in front of class.

Justification: The ability to thinking can be exercised and students have chance to discuss in group and show their opinions with freedom. At the same time, through the performance on stage, the students' self-confidence will be enhanced.

Step 5 Summary and assignments (2 minutes)

- 1)The teacher will ask a student to summary what we have learned in this class.
- 2)Assignments: ①Polish your story-telling.
- ②Think: what will you do, if you meet the situation like Nancy?

Justification: Assignments can make preparations for the next class which focus on the comprehension of this passage.

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