**教学设计说明**

东方中学 吴亦多

牛津英语6A Module 3 Food and drink Unit 9 P2

**一、教材分析**

本节教学内容为上海牛津英语6A Module 3 Unit 9 Picnics are fun 第二课时。第63页，是一篇对话，主要内容是学生们在为出游做准备时谈论对食品的喜好。因此，本课时中包含了许多形容词、情态动词以及because原因状语从句。学生在听说操练中掌握句型结构。

1. 文本特征

本文是一篇对话，辅以4幅图片，图片上主要都是学生们在超市购买食物。

2. 文本特点

从文本的语言来看，本文知识点比较集中，前一课学过的内容有Shall we … ?Let’s … . What would you like? 本堂课这两个句型的学习要求是进一步巩固并和because原因状语从句一起综合运用。

从文本的结构来看，第一部分主要列举的是食物及口味，第二部分主要是呈现学生在超市的对话提出建议及阐述理由，适合句型的操练。

从文本内容来看，主要通过同学们在超市购物时的对话来给出买东西的建议。本课内容与学生的日常生活息息相关，话题十分贴近他们的生活，因此在最后输出环节中，教师通过报告的形式，从食物拓展到其他物品，从而综合运用所学知识。

从本单元的课时来看，第一课时的阅读旨在让学生操练句型Shall we … ?Let’s … . What would you like? 第二课时通过because原因状语从句，使学生初步掌握日常生活询问意见的用语。因此，本课时是对上一课时的复习与巩固，又学习新知。

**二、学情分析**

本班学生基础一般，部分同学英语基础较为薄弱，掌握的能够表达自己思维的英文也有限。但他们平时比较活泼，在英语学习中不害怕犯错误。本节课对他们来说难点在于个别单词的发音以及because 作为状语从句的使用；学生对于五种基本味道中的甜和酸很熟悉，I’d like…在之前也学习过，学生比较熟悉。

**三、教学重点与难点**

教学重点： 单词: sour、bitter、chillies、salty、tasty；句型：because 原因状语从句。

教学难点： 运用because原因状语从句正确、逻辑地表达理由

**四、教材设计思路**

本课时是本单元第二课时，主要内容为通过对话，学习如何在日常生活中给出建议，以及表达喜好的原因。

具体教学过程如下：

1. 歌曲引入&对话复习

本课时通过一首歌曲引入课堂。接着教师通过日常对话结合主题学习描述味道的生词。

2.生生对话

操练巩固上一课时所学句型Shall we … ?Let’s … . What would you like? 并和 because原因状语从句一起综合运用。

3.听力理解&熟读课文

首先对文本用听力形式展现，要求学生记笔记，并完成表格。进一步巩固操练because原因状语从句。

随后跟录音朗读课文，通过对课文内容的提问过渡到下一环节。

4. 小组讨论&撰写报告

操练句型，练习在日常对话中询问他人意见。小组中选出一名学生进行汇报。

5. 作业布置

通过作业，对本课进行复习巩固与梳理内化。

**Teaching plan**

**Teacher:** Stella Wu(吴亦多)

**Time:** 23th Nov.

**Material:** Oxford English 6A Module 3 Unit 9 *(2rd period)* Look and Read

**Objectives:**

At the end of this period, students are expected to

1. describe tastes with the adjectives，such as sweet/salty/spicy/sour/bitter/tasty. Additional words: delicious /yummy ….
2. express preferences for food and drink by using sentences ‘…because…’.
3. have the sense of using English in daily life.

**Learning focus:**

Describing the tastes of different kind of food and using formulaic expressions to make suggestions.

**Difficulty in learning:**

Why do you like…? I like … because … .

Why not? / Why don’t you like…? I don’t like …because…

**Procedure:**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Learning activities** | **Purpose** |
| **Warming up** | Enjoy a song together. | To arouse students’ interests. |
| **Pre-task preparation** | 1.Think about what kind of fruit they like.  2. Odd one out.  Look at the pictures and tell which one is different from others in tastes.  3.Make the sentences.  4.Pair work | To teach the new words and give the students’ an impression of different tastes.  To check and consolidate the expressions of tastes.  To review what they learnt last class and elicit the sentence structure. |
| **While-task procedure** | 1. Listen to the dialogue and complete the table.  2. Read after the tape.  3. Read the whole dialogue by theirselves and answer the questions. | To practice the ability of listening.  To get familiar with the words and expressions.  To prepare for the report. |
| **Post-task activities** | 1. Group disscussion.  2. Make a report. | To use formulaic expressions to make suggestions and express preferences for food and drink by using sentences ‘…because…’.  To improve the ability of writing and summarization. |
| **Assignments** | 1. Read the dialogue after the tape at least 3 times.    2. Copy the new words and phrases.  3.Write at least 5 sentences about the outing:  What shall we buy and take? Why? | To consolidate the lesson.  To consolidate the new words and expressions.  To improve the Students’ writing ability. |
|  | 1. Read and recite the text.  2. Write about your bad habits and how you change them. (at least 60 words)  Please use the following words and phrases:  too many/ too much/ not enough  fewer/ less/ more  should | To improve the Students’ writing ability. |