

必修 3unit 1 说课稿一

Festivals around the World

张北一中 高一年级：李霞 人教版必修 3

一 说教材

1. 教材的地位和作用：

Festivals around the world 是人教版新课标高中英语必修三第一单元的内容。本单元围绕 festivals around the world（世界各地的节日）这一主题展开进行听、说、读、写等多种教育活动。让学生不仅对本国的节日增进理解，而且对外国的节日也有所感悟，从而提高学生的社会文化素质，加强跨国文化意识。

2. 教学目标：

（1）知识与技能：

①简述各国节日的由来、作用以及人们在节日中的习俗表现；

②掌握生词、词组、句型的用法。

（2）过程与方法

①通过开展小组活动以及提问讨论的方式，引导学生积极与人合作，相互学习帮助，培养团队意识；

②通过同学与老师之间的交流，在教学过程中提高语言表达能力，初步培养学生活学活用的能力。

（3）情感态度与价值观

了解世界文化的多样性以及增强对本国传统特色文化的保护意识，，增强跨文化交际能力。

3. 教学重难点：

重点：①了解世界各地各种的节日名称、起源以及庆祝方式等；

②学习并掌握本课单词以及短语。

二 说学情

“节日”是学生既熟悉又比较感兴趣的话题，因此可以激发学生的求知欲，更深层次的理解本课内容。但由于课文也涉及到西方文化，学生学习和理解有一定难度。

三 说教法学法

1. 教法

基于本课题的特点，决定采用以任务教学法为主，以问答法、讨论法为辅的教学方法。

2. 学法

学法上，我提倡“把学习的主动权还给学生”，教会学生主动预习、自主思考、系统小结；同时进行“自主、合作、探究”的学习方式，具体为讨论法、朗读法和勾画圈点法。

3. Teachin. aids（教具）：多媒体和常规教具。

四 教学过程：

Step1 Warming-up

1. Greetings: Good morning, boys and girls .Happy New Year.
2. Talk about winter vocation: Good morning .Happy New Year.

设计意图：通过谈论新年，从而引入本单元的话题：festivals around the world.

Step2. Leading-in（导入）

1. 首先通过幻灯片展示几幅图片，均为一些与节日有关的图片，要求学生对于问题进行思考并讨论：
 1. 说一下图片中都展示的是哪个节日？
 2. 人们在节日中都做什么？
 3. 你还知道中国的或外国哪些节日？ 人们怎么来庆祝这些节日？
2. 设计意图：

通过谈论中外的不同节日，既让学生了解了中国的风俗习惯，唤起学生的爱国情感和民族自豪感，又了解到世界文化风俗，加强跨文化意识。

要求学上用英文进行讨论并回答问题，能够锻炼学生的口语能力。

Step3 Fast Reading (快速阅读)

1. 要求学生对 Reading 部分进行快速阅读，了解文章大意，并回答以下问题：
2. 文中介绍了几种节日？ 分别是什么？

你喜欢哪一种节日？ 为什么？

设计意图：

通过快速阅读，锻炼学生的阅读技巧，使学生通过快速阅读了解文章大意，为进一步学习做铺垫。

Step4 Intensive Reading (精读)

1. 要求学生对全文进行详细阅读，并完成以下任务：
2. 划出本单元的重点词汇、短语及句子。

回答问题：在不同的节日中，人们是怎样庆祝节日的？

Step4 Analysis of important knowledge points (重点知识解析)

1. 教师讲解总结重点词汇、短语的用法。
2. Take place, in memory of, dress up, play a trick on, look forward to, day and night, as though, have fun with, turn up, keep one's word, hold one's breath, set off, remind...of... Parking lot

重点句子解析（讲解由大屏幕所展示的重点句子，分析句子结构，句子含义，句子中的词语）

设计意图：使学生全面，牢固地掌握本单元重点知识，并能学以致用。

Step5. Group work

Festivals are created: 设计一个节日，包含以下内容：

When the festival take place?

What the festival is for ?

What the people do at the festival?

What the people eat at the festival?

设计意图：而通过让学生自己创造一个节日，达到让学生运用已学知识进行创新运用的能力。

Step6 Homework(作业)

- 1. 要求学生将课上所讲的单词及词组在课下进行复习，达到背诵及运用的效果。
- 2. 完成课后练习。

五 板书设计

Unit1 Festivals Around the World	
Reading: Festivals and celebrations	
Kinds of the festivals	names of the festivals
countries	
Festivals to honor people	
Harvest festivals	
Spring festivals	

必修 3unit1 说课稿二

A demonstration of the teaching plan of Senior

English for China Book 3 Unit 1

Festivals and celebrations

Th. lessso. . a. goin. t. conduc. i. Senio. Englis. fo. Chin. Boo. . Uni. . Festival. an. celebrations. Personall. . defin. thi. activit. a. . dem onstratio. o. explanatio. o. th. teachin. plan. M. demonstratio. i. mad. u. o. . parts. Th. firs. part. a. analysi. o. th. teachin. materials. Th. s econd. Abou. th. teachin. methods. Th. third. Abou. learnin. methods. T h. fourth. Abou. th. teachin. procedur. o. th. arrangemen. o. th. teachi n. steps. Th. last. Abou. th. blackboar. design.

I . Le. m. firs. com. t. th. analysi. o. th. teachin. materials. Th. w hol. uni. talk. abou. festival. o. man. kind. aroun. th. world. Th. readi n. passag. briefl. describe. fou. differen. kind. o. festivals. T. dea. wit. th. readin. text. w. can' . ski. th. warming-u. an. pre-reading. be caus. th. warming-u. an. pre-readin. provid. bot. th. teache. an. stude nt. wit. . necessar. preparatio. fo. th. readin. text. S. personall. . th in. i. migh. b. bette. t. arrang. th. lessso. int. . combinatio. o. warming -up. pre-readin. an. reading. Certainl. th. focu. shoul. b. place. o. re ading.

The teaching goals are designed as the following:

1. T. provid. th. student. wit. informatio. abou. th. festival. aro un. th. worl. a. muc. a. possible. Thi. wil. mainl. b. don. i. th. warmin. u. i. th. for. o. picture. an. vide. tip. o. celebration. o. festivals. Th. C riteri. o. th. Ne. Curriculu. encourag. teacher. t. guid. th. student. t. develo. . sens. o. cross-cultura. understanding. T. cultivat. thi. abi

lity. w. nee. firs. t. presen. enoug. material. fo. th. student. t. acqui
r. th. knowledg. o. differen. cultures. becaus. knowledg. i. th. basi. o.
whic. cross-cultura. understandin. an. abilit. i. formed.

2. Throug. differen. readin. activities. th. student. ar. t. gradu all. buil. th. abilit. o. informatio. acquirin. an. informatio. proces sing. I. i. importan. t. mak. sur. tha. th. student. ar. awar. tha. festiv al. exis. everywher. an. tha. man. festival. celebrat. simila. idea. an. importan. cultura. events. Thi. i. als. . goo. opportunit. fo. bot. th. t eache. an. student. t. compar. an. contras. cultura. practice. i. chin. an. othe. cultures. Th. student. ar. t. su. u. o. abstrac. th. intention. th. meanin. an. function. o. festivals. Meanwhil. i. i. importan. t. le. the. kno. tha. w. huma. being. nee. t. hav. thing. i. lif. t. celebrat. an. res. fo. . whil. fro. dail. struggles.

3. Th. student. ar. t. lear. som. ne. word. an. expression. i. th. rea ding. Certainl. th. languag. point. wil. b. deal. wit. thoroughl. i. th. followin. class. The. ar. no. th. majo. focu. o. thi. class.

Th. focu. o. th. lessso. i. t. hel. th. student. totall. understan. wh a. th. tex. i. about. An. thi. goa. wil. b. achieve. throug. differen. rea din. activitie. an. checke. b. th. comprehendin. exercises.

Th. mos. difficul. par. o. th. lessso. shoul. b. ho. t. hel. th. studen t. t. su. u. th. reason. an. function. fo. festivals. Bu. anywa. . d. no. ex pec. tha. the. ca. expres. thei. idea. full. an. clearl. enough. S. lon. a. the. participat. willingly. th. teachin. goa. shal. b. mor. o. les. achi eved.

II. Abou. th. teachin. methods

Th. teachin. ai. include. th. textbook. . ppt. wit. picture. an. vid
e. tip. o. celebration. o. festival. an. th. blackboard.

Tas. base. learnin. approac. wil. b. mainl. employe. i. conductin.
thi. lesson. Th. lessso. follow. certai. stages. I. eac. stag. th. studen
t. ar. assigne. . clea. task. Th. student. wil. b. give. pre-task. centra
l-task. tim. fo. repor. an. practice. Fo. example. . wil. introduc. th. t
opi. an. giv. th. student. clea. instruction. o. wha. the. wil. hav. t. d.
an. migh. hel. th. student. t. recal. som. knowledg. tha. ma. b. usefu. fo.
th. task. Th. tas. wil. b. complete. i. th. for. o. presentatio. o. pictur
e. an. vide. tip. o. festival. an. celebrations. pai. work. grou. discus
sion. individua. readin. an. repor. o. thei. work.

Whatever method I employ, I think the most important point
is to create an active, friendly and relaxing atmosphere.

Th. mos. importan. poin. o. thi. part. accordin. t. m. understandin
g. i. t. guarante. th. readin. time. . becaus. th. proces. o. readin. ca. n
o. b. omitted. Withou. enoug. languag. input. w. ca. no. expec. an. effic
ien. languag. output. S. . wil. arrang. 15-2. minute. fo. th. student. t.
rea. throug. th. tex. i. class.

III

.Nex. le. m. briefl. focu. o. learnin. methods. Teachin. method. an. learnin. method. ca. no. b. separated. The. ar. actuall. closel. relate. together. Th. student. wil. b. give. clea. task. i. eac. differen. stage. Th. tas. wil. b. presente. i. th. for. o. discussio. repor. an. scannin. o. skimmin. fo. information. Th. student. wil. strengthe. thei. languag. skill. throug. listening. speaking. silen. readin. an. readin. aloud. The. wil. als. b. encourage. t. organiz. thei. idea. logicall. b. answer in. th. comprehendin. questions.

IV. Th. teachin. procedure

Step 1 An introduction of the topic, including learning tasks of this class.

Ste...ppt. show. th. picture. an. vide. tip. o. th. relate. materia ls. Thi. i...goo. mean. o. guaranteein. th. volum. o. th. class. An. i. thi. par. th. student. ar. t. discus. th. question. an. repor. thei. discussi on. I. i. intende. t. hav. student. star. thinkin. abou. th. variet. o. ev ent. an. festival. tha. ar. celebrate. i. China. an. t. connec. the. wit. season. o. th. yea. an. reason. fo. celebrations.

Step 3 Listening for general idea of each section, for listening should come first in the four basic skills.

Ste..Fas. readin. t. answe. th. question. liste. o. th. ppt. Thi. i... perio. arrange. fo. th. student. t. ski. th. tex. an. furthe. gras. th. ma i. ide. o. th. text.

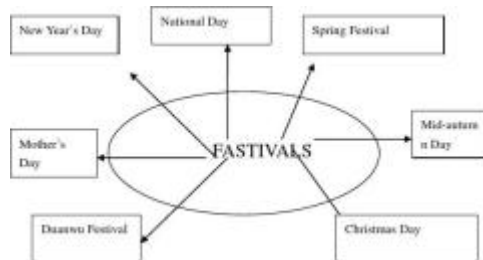
Ste.. Carefu. readin. t. finis. Ex. 1-. i. comprehending. I. thi. pr
oces. th. student. wil. acquir. th. detaile. informatio. o. th. tex. an.
full. understan. it.

Step 6 Reading aloud for the students to strengthen their understanding of the reading material, and meanwhile gradually develop a sense of the English language.

Ste... discussio. t. complet. Ex. 3. Thi. par. serve. a. . summar. o. th. readin. text. An. opinio. i. welcome.

Step 8 Homework Read the text

V. Blackboar. design



必修 3uni1 说课稿三

Teaching plan for Unit 1 book3

Goo. morning. teachers. It' . m. grea. pleasur. t. b. her. becaus. . c
a. shar. m. lessor. wit. yo. an. . ca. lear. . lo. fro. it. I
l. begi. m. lessor. fro. th. followin. fou. parts. th. teachin. material.
th. teachin. methods. th. studyin. method. an. th. teachin. procedure.

Firstly, let me talk about the teaching material. The content of the lesson is the reading passage, festival and celebration of United States. Festivals all around the world. This passage is about festival and celebrations. By studying this passage, we can enable the student to know that festival exists everywhere and many of the festival in different countries celebrate similar ideas. As well as know the reading passage is the center of each unit. In the USA, learn it well and it will be helpful to make the USA learn the rest of this unit.

After studying the teaching material, I think the teaching aims are as the followings:

1. Knowledge aims:

(1) The Ss can master the usage of the important words and expressions.

(2) The Ss can use the _____ (grammar) in the proper situation.

Make students know about the festivals all over the world and the detail of the festivals, such as origin, content, and the date of the holiday festivals.

2. Ability aims:

(1) Students can talk about festivals and celebrations in English

(2) To improve the student' s reading ability, especially their skimming and scanning ability.

3. Emotio. aims:

Make the Ss know about the foreign festivals, and respect other countries' custom.

Next, let's come to the important points and the difficult points.

The important point is how to make the Ss understand the text better and the difficult point is how to talk about it. Secondly, Teaching Methods:

1. task-based Language Teaching
2. Computer-assisted language teaching.
3. question-and-answer method

Thirdly, Studying Methods:

A student can participate in cooperative learning. Students are not active in English class and some of them don't like English. Therefore, we will use the cooperative learning and task-based learning.

Fourthly, Teaching Procedure:

Step 1 Greetings

Greet the whole class as usual.

Step 2. Lead-in and preparation for reading

Show them some pictures of many kinds of festivals and let them talk with each other, and then use the pictures about festivals to learn new words, for example, Obon Halloween, Valentine's Day and so on.

Q1, What festivals in China do you know about?

Q2. Wha. festival. o. foreig. countrie. d. yo. know. Purpos.. Le. the.

b. intereste. i. wha. i. goin. t. learn. Ste. 3. Skimmin. an. Scanning

Rea. th. passag. a. quickl. a. the. can. The. d. th. E... i. P. 3

Ste. 4. Carefu. reading

Purpose: Further understand the text , to find out some
different sentences and details of the text.

Ex. 2 in P. 3

Ste. 6. Discussion

What is your favourite festival?

Why?

When is it?

What is the festival about?

How long can we have for holiday?

What do we usually do in the festival?

Ste. 6. Homework. t. previe. learnin. abou. language

Deal with the language points and the using of the Modal Verbs
in the text.

In memory of , dress up , look forward to ,

Abov. i. th. lectur. note. o. m. lesson. Than. yo. ver. much!

必修 3unit2 说课稿一

人教版高中英语必修三 Unit 2 说课稿

尊敬的评委老师：

大家上午好，我是外语组 号和晓鸥。今天我说课的题目是“Healthy Eating”，接下来我会从教材分析、教学目标、教学重难点、教法学法、教学过程、教学反思六个方面来展开我的说课。

一、首先说一下我对教材地位和内容的认识

本课选自人教版高中英语必修三第二单元的“Warming-up”和“Reading”部分，。本单元主要话题是健康饮食，阅读部分通过两个餐馆之间的竞争来说明健康饮食的重要性。通过对这节课的学习学生可以了解什么是健康饮食，也可以通过阅读练习和语法学习来提高自己的英语水平。

二、教学目标

根据新课程标准以及教学大纲，我把本节课的教学目标确定为以下三个方面。

首先是知识与能力：知识方面学生能够了解健康饮食的真正含义；能够听懂、读懂并且正确使用文中重点单词和短语。能力方面能够提升学生的听说读写能力，尤其是文章的跳读和精读；培养学生的共同协作能力。

其次是过程和方法：引导学生用英语谈论不同食物以及食物的不同作用。借助现代教学媒体，扩展学生思维并培养协作学习的能力。

最后是情感、态度和价值观：通过对健康饮食的学习和讨论，使学生掌握有关健康饮食方面的知识，了解平衡饮食的重要性，培养学生自主探究与团队合作的能力。

三、教学重难点

依据本节课的教学目标，我把本节课的教学重难点界定为以下几点：

教学重点：重点短语 ought to、lose weight、get away with、tell a lie、win,,,back 的含义以及基本用法

教学难点：语言的运用，ought to 用法归纳；几个情态动词 must、may、might、should、can 辨析

四、教法学法

俗话说教学有法，教无定法。高中阶段的学生已经掌握了一定的英语基础知识以及听说能力，正向读写能力过度，在本节课上我将使用双方互动教学法：问答法和自由讨论教学法，借助多媒体教学设备让学生相互交流、合作学习；鼓励学生抓住英语交际的机会，大胆实践。

五、教学过程

教学过程是一个动态的生成过程，根据学生的认知特点，我设计了以下教学环节：

1. 课前导入（5 分钟）

为激发学生的兴趣，我借助教具图片展示设计了如下导语：“大家看这三幅图片里的食物都是什么？（学生英语回答，分别是 rice/meat/vegetables）你们平时喜欢吃哪一类比较多，它们在营养方面对我们身体的作用有什么不同呢？你们认为自己的饮食习惯健康吗？”让学生通过思考，了解什么是健康饮食。

2. 快速阅读（7 分钟）

这一部分主要考察学生的跳读能力。我会首先将重点短语写在黑板上，领读并讲解。要求学生快速阅读文章，了解大意并能准确归纳出每段段意。

3. 仔细阅读（20 分钟）

通过前面的快速阅读，学生们已经对文章有了大致的了解，接下来仔细阅读课文。开始之前我会给学生留下一个问题 “what do you think Wang Peng will provide to win his customers back?” 让学生带着这个问题精读课文。阅读完成后我会提问之前留下的问题，并且让学生完成 PPT 上的六道判断正误题和四道选择题，完成后我揭晓答案并解答学生的疑问。这一部分主要培养学生在阅读过程中认真仔细的好习惯。

1. Usual. Wan. Peng' . restaurant. was full of people.

2. Yon. Hu. could make people in two weeks by giving the good diet.

3. Wan. Peng' . regular customer. often became fat.

4. Yon. Hui' . men gave customer more energy-giving food.

5. Wan. Peng' . men gave customer more protective food.

6. Wan. Peng decided to compete with Yon. Hu by copying his menu.

1. When did Wan. Peng go to Yon. Hui' . restaurant? He wanted to ____.

A. know where his customer had gone. B. stop one of the silly ladies. Yon. Hui

C. have lunch with L. Chan. D. have something special

2. Wan. Peng found the following EXCEPT ____ in Yon. Hui' . restaurant.

A. There were only raw vegetables, meat and water.

B. Ther. wer. . lo. o. customers.

C. Th. price. her. wer. higher.

D. Th. onl. drin. her. i. water.

3. What' . wron. wit. Yon. Hui' . menu. Th. followin. statement. ar. righ. EXCEP. ____.

A. Th. foo. her. wa. to. limited.

B. I. di. no. giv. enoug. energy-givin. food.

C. Th. foo. o. th. men. wa. mor. delicious.

D. I. offere. slimmin. foo. only.

4. Whic. o. th. followin. i. TRU. accordin. t. th. passage?

A. Wan. Peng' . customer. ofte. becam. fa. afte. eatin. i. hi. restau rant.

B. Wan. Pen. provide. . balance. diet.

C. Yon. Hu. coul. mak. peopl. thi. i. . week. b. givin. the. . goo. diet.

D. Wan. Peng' . men. gav. peopl. foo. containin. enoug. fiber.

4. 课堂小结（7 分钟）

为进一步培养学生归纳、总结的能力，接下来我会以填空的形式检测学生对文章的理解程度及听课效果。我会抽取 4 个代表将自己的答案写在黑板上，接着带学生一起批改和讲解。

Wan. Pen. fel. 1____. i. a. empt. restauran. becaus. n. eater. hav. cam.
t. hi. restauran. 2____. sinc. h. go. u. earl. i. th. morning. H. wante. t.
fin. ou. why. H. hurrie. ou. an. 3____. L. Chan. int.. newly-opene. restau
rant. H. foun. tha. th. owne. 4____. Yon. Hu. was

servin. slimmin. food. t. mak. peopl. thin. Drive. b. 5____. Wan. Pe
n. cam. 6____. t. tak.. clos. loo. a. th. menu. H. coul. no. eve. 7____. hi. e
yes. H. wa. 8____. a. wha. h. saw. H. hurrie. outsid. an. go. 9____. t. d. so
m. 10____. Afte.. lo. o. reading. h. 11____. tha. Yon. Hui ' . foo. mad. p
eopl. becom. 12____. quickl. becaus. i. wa. n. 13____. food. Arrivin. ho
m. Wan. Pen. rewrot. hi. ow. sign.

(Key: 1. frustrated 2. ever 3. followed 4. named 5. curiosity

6. forward 7. believe 8. amazed 9. online 10. research
11. realized

12. tired 13. energy-giving)

5. 讨论 (5 分钟)

在对课文有了深入的学习之后，我会问学生这样一个问题：How do you think the story will end? 这个故事并没有结束，如果你是作者，你认为事情会如何发展下去呢？让学生分成小组讨论 3 分钟，挑选代表站起来发言。我会就发言的情况做出陈述性的总结，鼓励发散思维。

6、在本节课的最后我给学生布置了课下作业：将自己设想的故事结尾以作文的形式写下来，不少于 120 个单词。

7、最后是板书设计。这样的板书设计简洁明了，使学生能够很好的把握本课的重难点。

六、教学反思

本节课主要训练的是阅读技巧，学生的阅读能力得到了提高，小组合作环节增强了学生的团队意识。我作为教师在整堂课的过程中都应该把重点放在学生身上，老师的教是为学生的学服务的。

必修 3unit2 说课稿二

- Distinguished judges and dear teachers,
- It' s a great opportunity to meet you and It' s my great pleasure to stand in front of you to present my teaching plan. I was talking about my understanding about the text. The text I have in hand is called Healthy Eating. During my teaching, I will strongly recommend them to speak up and take every opportunity to practice their oral English as well as their writing. As we all know, the speaking and writing are active work. Instead, the listening and reading are both passive forms of English learning. The teaching objectives I have is that the students will be able to understand the main idea, and also the structure of the text. And we' ll also learn something related to the cultural aspect.....

- And also the students will learn the language points and grammar points inside the passage. In addition, we' ll learn some useful reading skills. OK? So that' s the objectives. And after that, the students will be able to complete several tasks, pre-reading tasks. And i will ask my students as a usual task that they would go on their own, collect any information, like pictures, video clips as well as some books, relevant books on the theme of eating habits. In class, at the very beginning, that would be my leading part. In the part, the students will be able to talk about what they' ve found out, either in the form of report, or in the form of interview. Interview would be a very fun part of the students. So I' d like my students to do some interview to get them warmed up.

- This is the main idea. And also, I would like to ask students to do some reading skills, for example, skimming and scanning, for specific details inside the passage. And also, finding the topic sentence of each part would be a very good exercise for students to master their reading skills and to practice their reading skills. And that the objectives and also the while-reading part. And afterwards, comes the whole passage. It's about how the competition take place between Wangpeng and Yonghui. The passage can be divided into three parts. The first paragraph mainly tells that Wangpeng was worried because his restaurant is not full as usual. And in paragraph2-3, Wangpeng followed his friend Lao Li to a newly opened restaurant which is very popular. The last paragraph is the high tide, Wangpeng did some research in the library to win his customers back.
- The competition is on and the story is to be continued.
- So this is the major structure of the text, and of course, after the major part, I would like to give the students some time to do language points. There are many wonderful language points or phrases mentioned in this text, for example, here, I have in my hand, some of the notes I have taken.
- feeling very frustrated.....
-would all be sold.
- Something terrible must have happened...
- And some beautiful phrases like
- Lose weight.....
- Was amazed at...
- Get away with....
- Tell a lie...

- and there are some very important sentence structures here...
- Like “with a discount and a new sign he could win his customers back.
- And this structure is very handy, especially when it comes to students’ writing. So I’ ll give them the language points and sentence patterns.
- And afterwards, comes to the review time, I will give the students some time to review what they have learned in the text. And the assignment would be a writing or discussion , try to do a debate based on the arguments they have learned in the passage.
- That’ s my presentation for today. Thank you!

必修 3unit2 说课稿三

Interpretation unit2 Healthy Eating

Unit2 Healthy Eating

Name :温莹

Student number: 40904180

College of Foreign Languages

Unit2 Healthy Eating

Goo.morning.everyone.Toda.i.i.m.grea.hono.t.shar.m.interpr
etatio.wit.you.M.interpretatio.cover..part.i.all.includin.th.
analysi.o.th.teachin.material.th.analysi.o.th.students.th.ana
lysi.o.th.objectives.th.analysi.o.th.importan.point.an.diffic
ul.points.th.analysi.o.th.teachin.method..teachin.procedures.
blackboar.desig.an.reflection.

I. Analysis of the teaching material:

The content is New Senior English for Chinese Students Book 1. Heath Education Publishing. People's Education Press. It is the first class period of this unit and will cover lead-in and pre-reading.

II. Analysis of the students:

The grade 11 student has a Senior High level of English language foundation. He has a certain amount of vocabulary, English skill and knowledge. Since the topic is familiar to the students, there is no need to stimulate their interests.

III. Analysis of the objectives:

A. Knowledge objectives:

1. Enable student to expand their vocabulary related to food;
2. Enable student to get useful knowledge from the text.
3. Enable student to accumulate some basic knowledge of restaurant management.

B. Ability objectives:

1. Enable student to get useful information from the text;
2. Enable student to analyze the text by themselves;
3. Enable student to predict something reasonably.

C. Affective objectives:

1. Enable student to keep good eating habit;
2. Enable student to learn something from Wan Peng, in particular,

the strategy of restaurant management.

IV. Analysis of important points and difficult points:

There are a large number of vocabularies relating to food, so it is

time-consuming. an. energy-consuming. to acquire them. I. i. th. difficult. an. important point.

V. Teaching method:

Task-based teaching method

VI. teaching procedures:

Step1: Lead-in: Present several pictures to students, among which one is a

overweight couch potato, who is too heavy to move, the other is a skinny model,

第 2 / 3 页

wh. i. s. th. th. people. ca. se. he. skeleton. clearly. B. analysis.. wil. le. student. to realize. th. importance. o. health. eating.

Step2: Reading: Come and Eat Here

I. th. part. firstly. w. wil. sca. th. tex. to get. th. main plot. o. th. story. Next. w. wil. fil. char. together. to compare. th. tw. restaurants. Finally. w. wil. overview. th. tex. to deeply understand. wha. w. hav. learnt.

VII. Homework:

A. Predic. wha. wil. happe. abou. thi. story. an. writ.. follow-up.

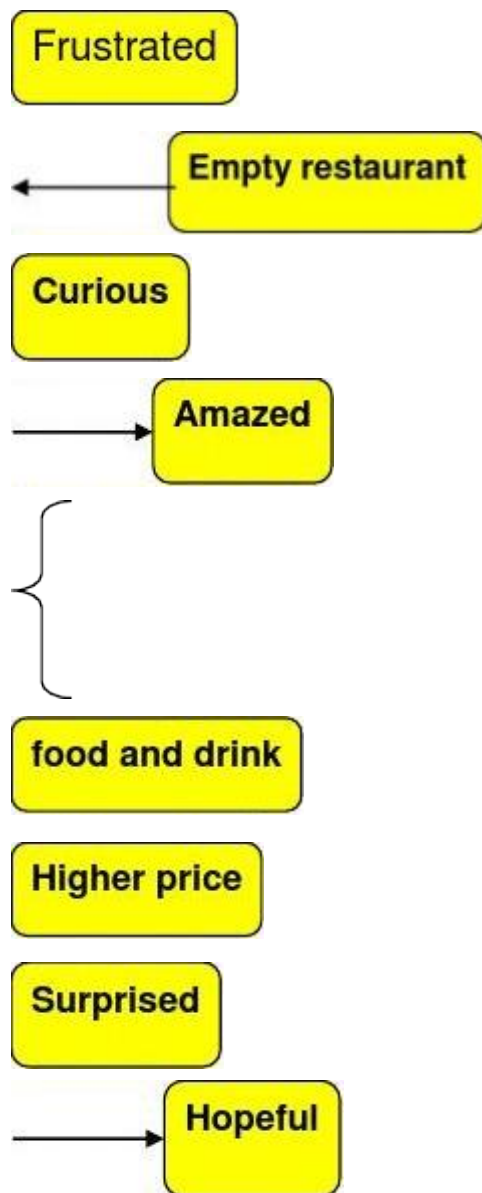
B. Eac. grou. o. fou. ha.. discussio. o. ho. t. kee.. health. eating. N

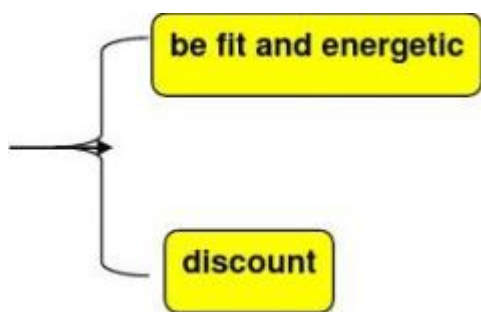
ext

class, the representative of each group is required to give
a presentation.

VIII. Blackboar. design:

Part 1:





Part 2: Part 3:

IX. Reflection:

A. th. ver. beginning. . presen. severa. picture. t. gra. students. inte
rest. i. learning. whic. i. interesting. Bu. whe. i. come. t. th. readin.
part. . mor. lik. a. authority. i. thi. case. student. ar. no. full. invol
ve. i. th. meaningfu. learning. An. . thin. th. multimed. facilit. migh.
b. . littl. bi. overused. whic. . littl. bi. constrain. student. thinkin.
space. Therefore. . shoul. tak. suc. thing. int. consideratio. an. mak.
som. correction. nex. time.

必修 3unit2 说课稿四

Teaching plan for Unit 5 book 2

Goo. morning. professors. it' . m. grea. pleasur. t. b. her. sharin.
m. lesson. wit. you. Th. conten. o. th. less. i. Senio. Englis. fo. Chin.
Student ' . Boo. . Uni. . Healthin. eating. I '
l. begi. th. less. fro. th. followin. fiv. parts. th. teachin. material.
th. teachin. methods. th. studyin. methods. th. teachin. procedur. an.
blackboar. design. First. le. m. tal. abou. th. teachin. material.

Firstly,

le. m. introduc. th. teachin. material. Thi. uni. i. t. introduc. t. u. di
fferen. type. o. band. Th. readin. passag. i. th. cente. o. thi. unit. I. i.
mad. u. o. . parts. tha. is, . Th. tex. i. th. mos. importan. teachin. mater
ia. i. thi. lesson. whic. extend. th. mai. topi.

“ . an. contain. mos. o. th. vocabular. an. gramma. point. tha. student.
shoul. lear. i. thi. unit.

Secondly. . wan. t. tel. somethin. abou. th. students. Althoug. th. s
tudent. hav. th. basi. abilitie. o. listening. speaking. reading. an. w
riting. the. stil. nee. man. opportunitie. t. practic. wha. the. hav. le
arned. t. expres. thei. ideas. feelings. an. experienc. an. t. develo. t
hei. autonomou. learnin. abilit. an. cooperativ. learnin. abilit. Thi
rdly. I’ . lik. t. tal. abou. teachin. aim. an. demands

1 Knowledge aims:

(1) to help students to understand and master the words,
phrases and sentence patterns.

(2) to know some basic information about music

2 Ability aims:

(1) To improve the students’ organizing and using skills of
English as the second language

(2) To understand the main idea, to scan for the needed
information and to grasp the details

3 Emotional aims:

(1) Help students understand

(2) Develop students' sense of cooperative learning

Fourthly, teaching key points is

1. To help the student get a general idea of the whole passage and some detailed information and language points as well.

2. To understand

Teaching difficult points is

1. The student uses their own words to express their own ideas.

2. The usage of modal verbs

According to the analysis above, I

1. try to use the following theories to make students really master the class while the teacher myself is the director of a Communicative Language

Teaching

Language is used for communication. It's learner-centered and emphasizes communication and real-life situations.

b. Task-based Language Teaching

A task resembles activities which our students or other people carry out in everyday life. Learners should be given opportunities to reflect on what they have learned and how well they are doing.

c. Computer-Assisted Language Teaching

Language learning needs a context, which can help the learners to understand the language and then can produce comprehensible output, so computer has the advantages to make the materials attractive.

Part 3 Learning Methods

Task-based, self-dependent and cooperative learning

Part 4 Teaching Procedure

Step One Lead-in

“ Interes. i. th. bes. teacher.. Therefore. a. th. ver. beginnin. o. th. class.. shoul. spar. th. students. min. t. focu. o. th. centr. topi.

“ th. band ” . I ,
l. sho. som. picture. o. foo. t. attrac. thei. attentio. an. the. brin. so m. questions.

Question:

What kind of food they like?

What should go into a good meal?

Th. answer. mus. relat. t. th. diet. Afte. this. th. student. wil. b. e age. t. kno. somethin. abou. . balanc. die. an. thi. i. th. ver. tim. t. nat urall. lea. th. clas. int. Ste. 2

Step 2 Reading for information: skimming and scanning In this step, I use Task-based Language Teaching method, which can give

students a clear and specific purpose while skimming and scanning the context.

Task 1 General idea

Th. student. wil. b. aske. t. jus. glanc. a. th. titl. an. th. picture. o. th. passage. an. the. gues. wha. the. wil. rea. i. th. text. An. they ' l. b. divide. int. group. o. fou. t. hav. . discussion.

Th. purpos. i. t. inspir. th. student. t. rea. actively. no. passivel y. I. addition. th. tas. i. t. develo. th. students. readin. skil. b. maki n. predictio. an. t. encourag. th. student. t. expres. thei. thought. i. Englis. an. cooperat. wit. eac. other.

Task 2 Main idea of each paragraph

Cooperativ. learnin. ca. rais. th. students. interes. an. creat. a. atmospher. o. achievement. Base. o. thi. theory. . divid. th. whol. clas. int. . group. t. ski. th. whol. tex. an. ge. th. mai. ide. o. eac. paragraph .

Ste. . Readin. fo. comprehensio. Th. purpos. o. readin. i. t. ge. th. c orrec. an. usefu. information. Student. shoul. no. onl. hav. . hig. spee. o. readin. bu. als. hav. . correc. understandin. o. details. Therefor. t h. followin. practice. o. Pag. 3. ca. hel. chec. th. situation.

Step 4 Solving difficult language problems through reading

It'

. importan. fo. languag. learner. t. lear. importan. rule. o. gramma.
an. us. thes. rule. t. solv. problem. i. reality. I. th. previou. proces.
o. reading. th. student. mus. com. acros. som. difficul. languag. obsta
cles. s. it' . necessar. fo. u. t. discus. an. explain. Thi. perio. o. tim.
belong. t. students. The. ca. as. an. question. the. com. acros. i. th. pr
oces. o. learning. I ,
l. explai. th. question. an. difficulties. Th. purpos. o. thi. i. improv
in. th. student.

“questionin. spirit. an. dealin. wit. th. difficulties.

Step 5 Consolidation

Languag. i. learn. b. communicating. I. i. m. jo. t. creat. a. atmosph
er. fo. student. t. us. th. language. Her.. desig.. activitie.. Readin.
fo. comprehension

I ,

l. as.. student. t. rea. eac. paragraph. an. the. d. th. exercis. followi
n. th. text.. thin. it' .. goo. wa. t. revie. wha. the. hav. learned.

2 Discussion

During making discussion, the students will deepen their
understanding of the main idea of the passage.

a. Wh. Monkee. ca. b. successful. Giv. reasons.

b. What' . th. mos. importan. thin. fo.. successfu. band. Why. Ste..

Homework

As the student, I will write down about their favorite singers, bands, music, and list the reasons. The assignment enables the student to search various information resources, which can widen their view and continue to inspire their enthusiasm of learning.

Part 5 Blackboard design

Unit 4 Music

Passage The Band That Wasn't

Topic Sentences 1. Many people want to be famous as singers or musicians and

2. For... band

3. Began as... TV

4. They became even more famous than the Beatles

Discussion:

a. Why Monkees can be successful. Give reasons.

b. What's the most important thing for a successful band. Why?

In my opinion, the blackboard design can reflect the teacher's ability in mastering the text and leading the student to master the text easily. In this text, the design is not easy to write... write the topic sentence of the blackboard in order to tell the student that this is one of the important things in this class... want to make the design inductive, instructive, and artistic.

必修 3unit3 说课稿一

The million pound bank note 说课稿

各位老师，大家好，我是来自第八十一中学的高中英语教师，今天我说课的内容是人教课标版必修三第三单元的第二篇阅读课文 The million pound bank note，是一节阅读课。我准备从以下几个方面进行说课：教材分析、教学过程以及教学反思。对教材的分析包括教学内容、目标、重难点以及教学方法。首先来说说教学内容。

一、教材分析

教学内容：这一单元的主要内容是根据马克·吐温的短篇小说《百万英镑》改编过来的戏剧剧本。学

生阅读部分是剧本中第一幕的第四场，这一场生动的讲述了衣衫褴褛的流浪汉亨利·亚

当斯到餐馆用餐先遭冷遇，而后由于拿出了一张百万英镑的大钞又备受关照的有趣故事。

作者用诙谐的笔调讽刺了资本主义社会拜金主义者的丑陋嘴脸。剧本中人物刻画生动形

象，语言地道，是学生开始了解戏剧剧本的很好的教材。

（根据《课程标准》的要求和对教材的分析，确定了以下的三维教学目标。）

教学目标：

1. 知识与技能：1) 掌握本课的重点词汇：其中 8 个名词，steak, pineapple, dessert, amount, manner, scream,

genuine, rag, barber; 1 个形容词，rude; 1 个副词 indeed; 3 个词组，take a chance,

in...manner, as for

2) 能够运用所学词汇描述人物的性格特征，表达自己的观点。

2、过程与方法：学生能够通过自主探究和合作学习理解剧本内涵，感悟马克·吐温的写作风格。

3、情感态度和价值观：通过阅读剧本，探讨金钱和人性的关系，树立正确的金钱观。

教学重难点：

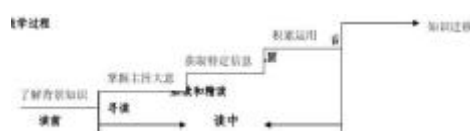
1. 培养学生的阅读策略和技巧（比如速读、细读、精读等阅读微技能）；

2、引导学生通过人物语言探究人物心理，感悟作者写作风格；能够运用所学知识表达自

己的观点。

（为了完成上述教学目标，突破本文的重难点）

教学方法：



本节课的教学设计采用了读前、读中、读后（即 PWP）的阅读教学模式。这三个阶段呈阶梯状

逐渐向上拓展，层层递进。在读前阶段，通过播放视频激活学生相关背景知识；读中共分为四个环节，在速读环节，引导学生掌握文章的主旨大意，构建整体框架；细读和精读阶段，

培养学生获取特定信息和挖掘深层信息的能力；巩固阶段是积累和运用本课所学的知识。前几个阶段均是对学生进行语言输入的训练。在读后阶段,目的是使学生将所学知识加以灵活运用,实现知识的迁移,达到语言的输出。

本节课使用了任务型教学法,根据教学内容设计了由简到繁、由易到难、层层深入的任务,目的

是为学生提供更多的语言实践机会,让学生真切体会到做中学、用中学的乐趣。(读前1个任务、读中4个、读后2个)

下面介绍具体的教学步骤:

Step1: Pre-reading (读前) 3'

1. 首先,读前阶段分为两个环节:复习和导入

1) 首先通过学生分角色表演的形式复习上节课的内容,即亨利是如何得到百万英镑这一场,然后

顺势问学生 Do you know where Henry would go next?经过预习和了解,学生一定会说出餐厅。

自然过渡到本课谈论的话题——在餐馆发生的事情。

2) 接下来让学生观看视频并回答问题 What would happen to Henry at the restaurant? (亨利在餐馆是

遭到冷遇还是受人尊敬呢?) 可以先让学生自由发言,进行预测,然后带着疑问在看视频的过

程中寻找答案。

【通过这一活动学生既可以整体把握故事的发展情节，又可以感受到人物的语言、神态和动作，

使课本上枯燥的文字变成了立体画面，为下一步理解剧本做好铺垫。】

Step2: while-reading (读中) 25'

读中阶段,既是阅读课文教学的主要环节,又是学生阅读实践的重点内容,这部分教学中将着重

训练学生的阅读技巧和策略。这一阶段包含四个环节:速读、细读、精读和巩固。

第一环节:Fast-reading (速读) 2'

在第一个速读环节设计四个判断题,让学生带着疑问速读课文,培养掌握文章的主旨大意的能力。

【设计意图】这一环节要及时指导学生速读技巧,告诉学生阅读时要抓关键词,结合上下文的意思判断句子正误。

第二环节:Careful-reading (寻读) 3'

在接下来的细读环节,我套用了高考对阅读理解考查方式设置了5个问题,分别为三个推理判断题,一个细节题和一个主旨大意题。学生需要对文章的内容进行分析、归纳、推理、猜测等高级思维活动才能做出正确的回答。

【设计意图】这一过程是对学生进行细读的训练,培养学生获取特定信息和挖掘文章深层次信息的能力。

第三环节:Intensive-reading (精读) 15'

第三个环节精读，既是最重要的环节，也是突破本课重难点的关键。

首先，让学生思考剧本中人物看到百万英镑前后的态度发生了怎样的变化。

其次，让学生仔细阅读文章，找出可以表现人物态度变化的具体的语言和动作。

最后，让学生总结人物的态度发生变化的根本原因是什么，从而引出 Money Talks，供学生思考。

【设计意图】通过一系列的活动培养学生学习从人物的语言和动作探究人物的心理，使学生进一步

体会戏剧语言的魅力，从而对文章背后所反映的社会问题进行思考，也为下一步的讨论环节做好铺垫。

在这一部分结束之后，还要对知识点进行精讲精练，但不宜过多，需要精讲的有：

1. a large amount of ,take a chance ,manner, rude 以及 as for 的含义及用法

2、对于课文中出现的宾语和表语从句，只作简单的解释，要求学生理解其含义，讲练留到下节语法

课进行。

第四环节：consolidation(巩固) 5'

巩固阶段的任務就是复述课文。

复述课文是对所学知识积累和巩固的过程。基础较好的学生可以用自己的话复述，基础较差的学生可以用老师课前印发的课文缩写采取填空的形式，目的是让更多的学生参与到活动中来，从而达到人人有所得。

（到这一环节，对学生进行语言输入的训练就结束了，接下来的读后阶段就是让学生对所学知识进行灵活运用，实现知识的迁移，达到语言的输出。）

Step3. Post. readin. activit. (读后. 12')

1. 首先采用头脑风暴法说出描写人物性格的形容词，然后让学生运用这些形容词描述剧本中各人

物的性格特征，并用自己的话说明为什么这个人是这样的性格。培养学生用英语进行思维和表

达的能力。

第 2 / 3 页

2. 接下来提出 Is money everything? 这一问题，分小组进行讨论，最后由 reporter 阐述本组的观点。

3. 最后和学生分享一首诗。

Money can buy a house but not a home.

Money can buy a bed but not sleep.

Money can buy a clock but not time.

Money can buy a book but not knowledge.

Money can buy medicine but not health.

You see, money is not everything.

「设计说明」

这一环节是将德育教育渗透到教学的良好契机，通过讨论“金钱是万能的吗”这一话题培养学生正确的价值观，使本课的主题得到升华，实现情感教育目标。

Step4: Evaluation （评价）4'

1. 首先对小组进行评价，根据黑板上记录的分数评出最优秀小组，计入学生成长档案。

2、填写学习效果自评表，对这节课的得失进行反思，及时而有效地调整自己的学习策略，为今后的学习以及终身学习提供了一定的帮助。

Step5: Homework （作业）1'

1. Do exercise 1 and 2 on page 56 of the book.

2. Role play: Please form a group of four and act it out and try to imitate their tones and try your best to make it as funny as possible.

作业的设置要体现巩固性和实践性，第一项作业完成书上的练习，使学生巩固所学知识。

第二项作业是让学生根据剧本进行表演，同时注意模仿人物的语音和语调。通过表演的形式，体验人物的心理，感悟剧本的内涵，实现知识的延伸。

五、课后反思：

在进行完本课的教学设计之后，反思了以下的两点：

1. 本课设置的所有活动，目的是给学生提供更多语言实践的机会，在实际教学过程中，充分调动学生的积极性，使学生能够畅所欲言，然后加以引导，真正体现学生主体，教师主导的课标理念。2 我会在课前做一些调研并进行分析，掌握学生的知识程度、兴趣爱好等，然后调整任务的难度，使其符合更多的不同层次的学生，从而让更多的学生参与到课堂上来。

必修 3unit3 说课稿二

Teaching Explanation

This is a writing lesson taken from PE Book 3. Unit 3. For Senior Two students. The topic is "The Million Pound Bank Note"

Teaching Contents

This is a time-restricted writing. Students need to rewrite the Play Act 1. Scene 3. by Mark Twain. The narration and make comment on the main characters.

Teaching and Learning Objectives

1. Language knowledge and skill objectives:

Students can extract useful information and expressions from reading materials to support their writing so that they can improve their abilities of information gathering and analyzing.

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。

如要下载或阅读全文，请访问：

<https://d.book118.com/735213202004011332>