**三阶段两反思**

**5A M3 Unit 3 Seeing the doctor**

 汪璇

**教材分析：**

本课教学内容为新版江苏牛津英语5A第三单元Seeing the doctor 第一课时。本单元呈现了Kitty和Peter等人物的看病过程中的用语，涉及的重点句型为What’s wrong with you? What should I do? You should ...... 等句型。在备课过程中我发现本篇课文内容不难理解，但如何创设情景，帮助学生运用句型进行对话，成为了本课重点。因此我将本课的教学内容定位为：1. 整体理解语篇内容。 2. 能听懂，会说，会读句型：What’s wrong with you? What should I do? You should ......及其答句。3. 能听懂，会说，会读课文中出现的单词toothache、fever、cold、cough。

**设计理念：**

语篇教学倡导的语篇学习应首先关注对意义的理解，然后再对语言知识和语言技能进行专项学习或训练。因此在本课教学中，我紧扣看医生这一主题，采用快捷的方式导入课文学习，合理安排新授环节。

因此我未作过多铺垫，通过Listen and do 这一游戏活跃了课堂气氛，让学生复习了所学过的身体部位为下面学习调动了知识储备。接着通过学生Jack体育课受伤引入，通过Jack摔倒询问教授What’s wrong with you?。在此过程中处理了词汇：arm、hurt、has to、see the doctor。接下来由问题Jack is seeing the doctor in the hospital. Who else is seeing the doctor？Let’s watch the video.自然过渡到的课文学习。

课文学习注重整体感知和理解语篇，做到词不离段、段不离篇、篇段结合。我采用了以下5个步骤：(1) 由Who is seeing the doctor？引发学生思考，让学生预测文本内容，激起学生观看文本录像的兴趣。(2) 整体感知语篇, 通过朗读文本找出问题答案：What’s wrong with Liu Tao？What’s wrong with Nancy？(3) 讨论找出表示Nancy身体不适的词语并自学：headache、fever、cold，并能用重点句型：What’s wrong with her? She’s got a ..进行问答 (4) 默读小组讨论What are the doctor’s suggestions for Nancy?(5)通读文本完成短文填空，深入理解语篇。至此学生由初步梳理语篇信息到准确把握语篇内容的同时也完成了本课生词、新句和语法的学习。从而实现了语篇教学目标的有效达成。

**备课设计（1）**

## **English Teaching Design**

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| 汪璇 |  |  |  |
| 教学目标 Teaching Targets |
| 教学内容Teaching Contents | 功能目标Functional Targets | 语言目标Language Targets | 情感目标Emotional Targets |
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| 教学过程Teaching Procedure |
| Pre-task Activities1. Greetings2. Listen and do Show me your hands.Clap your hands 3times. Stand up, every one. Put your feet together.Touch your eyes/nose/mouth/ears/legs.Put your hands on your shoulders.Put your hands on your arms, and then shake your head.（通过游戏唤醒学生旧知，复习身体部位的名称） |
| While-task ActivitiesStep2. Presentation1. T: We’re having an English lesson, and we did some exercise just now. How about my students? (PPT出现照片JACK上体育课)What are they doing?S1: They’re having a PE lesson.T：Yes, they’re having a PE lesson.But what will happen? Look! (PPT点击出声音尖叫)Oh, my student Jack fell on the ground. He looks awful.What’s wrong? Do you want to know? Who can ask him?S1: What’s wrong with you？T: *（Teach：What’s wrong with you？）*（由学生熟悉的场景：体育课受伤，询问“你怎么了”自然衔接过渡到本课句型的教授）T: What’s wrong with him？Let’s ask him together.(PPT)My arm hurts.T: Oh, Jack says “My arm hurts”. Hurt, do you understand? (由旧知nurse , purse引入hurt ，帮助学生自主学习新单词，潜移默化教会学生英语单词学习的方法) T: (PPT) Suppose you are Jack. What’s wrong with you?Ss：My arm hurts. *（Teach: My arm hurts.）*2. T: His arm hurts. So he has to see the doctor.*（揭示课题，教has to / have to）*3. Learn the text (1) T: Jack is seeing the doctor in the hospital. Who else is seeing the doctor？Let’s watch the video. T: Who is seeing the doctor?(2) T: What’s wrong with Liu Tao? What’s wrong with him? *（Teach: What’s wrong with him?）* T: What’s wrong with him? Have you got the answer?S: His leg hurts. *(Teach: His leg hurts. )*(3) T: Liu Tao’s leg hurts. How about Nancy ? Who can ask?S1: What’s wrong with her?( 利用第一组句型的铺垫，搭好支架帮助学生自主学习新知，初步感知运用人称代词宾格的用法 What’s wrong with her?)T：Who can come here and tick the correct pictures? （PPT选择）S: (S点击选择)T: Look at these words , can you read them ?（开放的课堂应当是学生充分自主学习的课堂，对于不难的单词教师放手让学生自主学习单词fever , cold , headache , 教师检查）T: Good .what’s wrong with her?S: She’s got a fever, a headache and a cold.T: Yes, she’s got a fever, a headache and a cold.*(Teach: She’s got a fever, a headache and a cold.强调连读)* 4. T: According to the story, Nancy has got a cold . Dose the doctor give her some suggestions? What are they?Read the story silently and underline the phrases about that. *(Teach: take some medicine强调重音, have a good rest强调连读)* Step 3. Consolidation1. Read the story after the computer. （学生跟读过程中予以及时的朗读指导帮助学生更好理解课文的同时，拥有良好的英语语音语调）2. Read the story by yourselves. Pay attention to your pronunciation and intonation.3. Read in roles. （通过分角色朗读进一步感知课文，培养学生的英语表现力。）4. Fill in the blanks according to the text.Nancy is ill. She has got a \_\_\_\_\_\_\_ ,a \_\_\_\_\_\_\_and a \_\_\_\_\_\_. She has to take some \_\_\_\_\_\_\_\_\_\_ and she’ll be OK soon. Liu Tao’s \_\_\_\_\_\_ hurts. He can’t \_\_\_\_\_\_. He has to have a good \_\_\_\_\_\_\_\_.T: Let’s check the answers. （通过练习运用检查学生实际语言运用能力） |
| Post-task ActivitiesStory time. Let’s discuss.T: Well, Nancy and Liu Tao are seeing the doctor in the hospital.Do you want to know more about their stories?(PPT)Look, this is the story about Nancy.Look at the first picture, what can they say?S1/ S2: …..Discuss the other pictures in groups.Show timeT: The story is very interesting , right ?Would you like to act it out?Please act it in groups! (通过上一环节的小组讨论故事对话，为学生扫清了大部分语言表达中的障碍，为本环节的表演故事搭起了坚实可行的支架。而表演这一环节在进一步激发学生学习运用英语的兴趣的同时，亦帮助学生将语言运用到实际的情景中。)7. As we know my student Jack hurt his leg at a PE lesson, so remember to have a good warm-up before running , jumping or playing ball games.Wish you be happy and healthy every day!（与课堂开篇呼应，同时实现对学生的情感教育：体育课前的准备活动有利于自我保护。） |
| 板书设计Blackboard Writing |
|  |
| 课后作业 Assignments | 课后反思 Reconsideration |
| 1. Read the story after the tape and try to read it fluently.2. Write a story about Liu Tao according to the pictures.  |  |

**教学反思 （一）**

 1、我注重学生学习过程中的学得和习得，以培养学生积累语言知识，提升复述基本技能和实现语用功能为教学目标定位出发，引导学生掌握学会了一些疾病的词汇和问句“what’s wrong with…?”，同时也学习了“should”与“shouldn’t”的用法。学生在本课时的学习中，以语篇的整体理解带动词、句等语言结构的学习，学生在问题的引导下，逐步获取信息，提炼关键词，辅助文本为最后的语言输出提供语言框架和内容的支持。

       2、我注重培养学生合作学习的习惯和能力，让学生在小组中通过讨论完成海报（即一份健康忠告）的制作，让学习能力强的学生带动学习能力弱的同学完成讨论，并由小组长组织分工，有的是负责书写的，有的是在汇报时拿海报的，让学生在合作中取长补短，获取经验。

       3、我注重创设一个主题情景（Seeing the doctor），注重情感体验，关注学生的学习过程，重视教学文本的推进，文本推进的过程突出渐进性和师生的互动性，以此达到了师生情感的共鸣，学生在情感体验中达到了语言技能的升华，语量大，语境妙，形成了语用效果，完成了教学的三维目标。

       4、多媒体的辅助教学，提高了课堂的教学效益。运用层次清晰，构思巧妙，生动的多媒体[课件](http://www.5ykj.com/)，带领学生进入了情境，吸引了学生积极地参与，激发了他们说话的热情和学习兴趣，提高了课堂效果。

**备课设计（2）**

## **English Teaching Design**

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**教学反思 （二）**

语篇具有整体性，教师在教学中首先要让学生从整体上感知语篇，然后分段教学，降低难度，最后再整体讲解语篇。在分段教学时，要真正做到词不离段、段不离篇、篇段结合，让学生深层理解语篇。本课具体做法如下：

1. 问题引出，引发整体感知

针对这一语篇的教学，我设计了看录像回答问题和默读课文划出动词词组的活动，学生在这两个任务的启发和引导下，对所学语篇有了整体的感知和理解。

2. 语篇推进，加强策略指导

小组朗读课文完成短文填空让学生再次深入阅读文本，引导学生在阅读的过程中抓住语篇中的关键信息。问题成了学生记忆文本的抓手，寻读过程就是学生熟悉短文的过程。在帮助学生理解语篇的同时，培养了学生概括提炼短文信息的能力。

再提一提学生自主学习策略的培养。在本课最后设计了根据连环画编故事的环节，这一环节是对课文内容的衍生和拓展，在已知南希生病的基础上拓展各个细节，编成故事，让学生想说，有话好说。充分运用本课句型操练的同时还复习了以往学过的电话用语等句型，通时也拓展了部分新的词汇a sore throat，take care等。学生将其融会贯通，践行了新课标中锻炼学生实际语言运用的能力这一要求。而后又有表演连环画故事，通过上一环节的小组讨论故事对话，为学生扫清了大部分语言表达中的障碍，为本环节的表演故事搭起了坚实可行的支架。而表演这一环节在进一步激发学生学习运用英语的兴趣的同时，亦帮助学生将语言运用到实际的情景中。

以上就是本人在本课设计中的一点想法。作为教师，只要我们把握教学方向，

掌握正确的教学方法，勤于思考，多尝试，就会在平淡的教学中挖掘出亮点，为学生创造出丰富、有趣、精彩的英语课堂。

**备课设计 （3）**

## **English Teaching Design**

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| --- | --- | --- | --- |
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| 教学过程Teaching Procedure |
| Pre-task Activities1. Greetings2. Listen and do Show me your hands.Clap your hands 3times. Stand up, every one. Put your feet together.Touch your eyes/nose/mouth/ears/legs.Put your hands on your shoulders.Put your hands on your arms, and then shake your head.（通过游戏唤醒学生旧知，复习身体部位的名称） |
| While-task ActivitiesStep2. Presentation1. T: We’re having an English lesson, and we did some exercise just now. How about my students? (PPT出现照片JACK上体育课)What are they doing?S1: They’re having a PE lesson.T：Yes, they’re having a PE lesson.But what will happen? Look! (PPT点击出声音尖叫)Oh, my student Jack fell on the ground. He looks awful.What’s wrong? Do you want to know? Who can ask him?S1: What’s wrong with you？T: *（Teach：What’s wrong with you？）*（由学生熟悉的场景：体育课受伤，询问“你怎么了”自然衔接过渡到本课句型的教授）T: What’s wrong with him？Let’s ask him together.(PPT)My arm hurts.T: Oh, Jack says “My arm hurts”. Hurt, do you understand? (由旧知nurse , purse引入hurt ，帮助学生自主学习新单词，潜移默化教会学生英语单词学习的方法) T: (PPT) Suppose you are Jack. What’s wrong with you?Ss：My arm hurts. *（Teach: My arm hurts.）*2. T: His arm hurts. So he has to see the doctor.*（揭示课题，教has to / have to）*3. Learn the text (1) T: Jack is seeing the doctor in the hospital. Who else is seeing the doctor？Let’s watch the video. T: Who is seeing the doctor?(2) T: What’s wrong with Liu Tao? What’s wrong with him? *（Teach: What’s wrong with him?）* T: What’s wrong with him? Have you got the answer?S: His leg hurts. *(Teach: His leg hurts. )*(3) T: Liu Tao’s leg hurts. How about Nancy ? Who can ask?S1: What’s wrong with her?T：Who can come here and tick the correct pictures? （PPT选择）S: (S点击选择)T: Look at these words , can you read them ?（开放的课堂应当是学生充分自主学习的课堂，对于不难的单词教师放手让学生自主学习单词fever , cold , headache , 教师检查）T: Good .what’s wrong with her?S: She’s got a fever, a headache and a cold.T: Yes, she’s got a fever, a headache and a cold.*(Teach: She’s got a fever, a headache and a cold.强调连读)*T: Look at this word , we can divide it into two parts: head and ache , can you say some other words ending with “ache”?( 头脑风暴：还能想出哪些以ache结尾的单词，锻炼学生的发散思维能力) 4. T: According to the story, Nancy has got a cold . Dose the doctor give her some suggestions? What are they?Read the story silently and underline the phrases about that. *(Teach: take some medicine强调重音, have a good rest强调连读)* Step 3. Consolidation1. Read the story after the computer. （学生跟读过程中予以及时的朗读指导帮助学生更好理解课文的同时，拥有良好的英语语音语调）2. Read the story by yourselves. Pay attention to your pronunciation and intonation.3. Read in roles. （通过分角色朗读进一步感知课文，培养学生的英语表现力。）4. Fill in the blanks according to the text.Nancy is ill. She has got a \_\_\_\_\_\_\_ ,a \_\_\_\_\_\_\_and a \_\_\_\_\_\_. She has to take some \_\_\_\_\_\_\_\_\_\_ and she’ll be OK soon. Liu Tao’s \_\_\_\_\_\_ hurts. He can’t \_\_\_\_\_\_. He has to have a good \_\_\_\_\_\_\_\_.T: Let’s check the answers. （通过练习运用检查学生实际语言运用能力） |
| Post-task ActivitiesStory time. Let’s discuss.T: Well, Nancy and Liu Tao are seeing the doctor in the hospital.Do you want to know more about their stories?(PPT)Look, this is the story about Nancy.Look at the first picture, what can they say?S1/ S2: …..Discuss the other pictures in groups.Show timeT: The story is very interesting , right ?Would you like to act it out?Please act it in groups! 7. As we know my student Jack hurt his leg at a PE lesson, so remember to have a good warm-up before running , jumping or playing ball games.Wish you be happy and healthy every day!（与课堂开篇呼应，同时实现对学生的情感教育：体育课前的准备活动有利于自我保护。） |
| 板书设计Blackboard Writing |
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| 课后作业 Assignments | 课后反思 Reconsideration |
| 1. Read the story after the tape and try to read it fluently.2. Write a story about Liu Tao according to the pictures.  |  |