

课时教学设计——牛津版8A Unit3 Speak up: A phone order

设计团队 所在单位	广州市越秀区二中应元学校	指导人及 所在单位	曾苗青广州市越秀区教育 发展中心
设计团队成 员（按发挥 作用大小排 名填写, 单独 完成的只填 一名）	姓名	教龄（年）	职称
	魏燕	17	中学英语一级教师
完成时间	2016. 8		

一、教学材料

Level: Junior Two

Teaching Material: Oxford English (2013) Book 8A P62

Teaching content: Unit 3 Speaking: A phone order

Lesson type: Speaking

Lesson length: 40 minutes

二、教学内容分析

The topic of this unit is about “computers”. Before speaking, students need some input materials. It’s about a phone order in listening. According to students’ situation, I combine the listening exercise in Book B, which is about selling robots, together as the listening materials. Therefore, students are required to achieve three aims in this period: First, listen to a phone order and get detailed information (like price, number, quantity, total etc) and complete the table. Second, try to make an indirect speech to retell information about different robots after listening. This task is also similar to one of the new final test items. Third, make a phone order to buy what students want and use the important expressions for shopping.

三、学情分析

The students of Grade 8 are of different levels for English. The students have a passion for speaking and playing. Some students are good at English, and behave very well in class. Some of them are not so active in the English class. Some students behave actively in class. They are good at making shows. Games and funny pictures can inspire their interest. Therefore, it’s great for students to learn listening and speaking in this period. Helping more students to use the expressions is necessary. More students will be

able to enjoy and learn some abilities of ordering things by studying the unit.

四、教学目标

1. Knowledge objectives:

- a. Vocabulary: monitor, A4 paper, CDs, quantity, total, grand total.
- b. Know how to use proper expressions to make a phone order.

2. Ability objectives:

- a. Use the predicting skills to guess what to fill before listening.
- b. Be able to retell correct information after listening fluently.
- c. Be able to make a phone order.

3. Moral objectives:

- a. Improve independent-learning and cooperative-learning.
- b. Know how to have a polite communication on the phone in English.

五、教学重点、难点

1. Be able to get the key information while listening.
2. Make a phone order to buy something or describe something with confidence.

六、教学设计理念

1. This lesson is based on students' situation and focuses on what students' output. During the class, lead them to get some information from the listening. And then achieve some skills of listening and speaking. In addition, make sure students have enough time to practise speaking in the groups and do the presentation well. In the last part, help students play the dialogues in some scenes and enjoy themselves.
2. My view on designing this lesson is a challenge. Modifying the learning aims to be brief and clear. And try to make various tasks link together. Therefore, students will have a passion to give the presentation vividly.
3. Ensure the whole lesson have one topic that runs through the entire class. The lesson has three tasks but they are all based on the textbook and link them skillfully. In the first task, students can hear a conversation about making a phone order. And they will learn some skills of listening and know some information about a phone order. In the second task, there is follow-up topic. It's about buying robots on a phone order. Students can practise what they have learned and prepare for the third task. In the third task, students start to design their own presentation confidently. They will have great group work and presentation according to all the input learning above. They will improve their speaking of making a phone order and have lots of fun. I would like to work on improving students' ability of communicating with others and experiencing the happiness of English study.

七、教学过程

Steps (time)	Teacher's activities	Students' activities	Purpose	P.S.
<p>Step 1 (2mins) Warm-up</p>	<p>1. Show the learning aims to Ss. (1) listen to a phone order and get detailed information (like price, number, quantity, total etc) and complete the table. (2) try to retell information about different robots after listening. (3) make a phone order to buy what students want and use the important expressions for shopping.</p> <p>2. Warm-up & Lead -in Guess what Mable Wang is doing in the picture? In order to lead in the topic --phone order. Then ask “What does Mable Wang would like to order?” Have students guess what the products are with some pictures which are covered most part. At the same time, to teach the new word : “monitor, A4 paper, CDs”.</p>	<p>1. Know what to learn today</p> <p>2. Guess what Mable Wang is doing.</p> <p>3. look at the pictures carefully and think about related objects.</p>	<p>1. Arouse students' interest of the topic and today's class;</p> <p>2. Get a closer relationship with students.</p> <p>3. Make Ss know about the new words.</p>	<p>*Need PPT,</p> <p>*write down the new words and topic on the blackboard</p>
<p>Step 2 (20 mins) Listening</p>	<p>1. Lead the students to predict the information in the table. Remind students about the fist column of the table and predict what to fill in. 2. Have students listen and complete the table. 3. Play the MP3 twice. And walk around the class to see how much students can get. 4. Check the answers of A and read the tapescript with the MP3 5. Read the title of Exercise B 6. Ask them to listen to the MP3 and finish Exercise B, following the skills. (1) know topic, tense, person, key points. (2) choose correct information (3) make complete sentences</p>	<p>1. Listen carefully and take notes quickly. 2. Check their answers by themselves. 3. Show their answers. 4. Make an indirect speech to retell the information after listening. 5. Learn to give</p>	<p>1. To help students know how to write the information correctly.</p> <p>2. Be more familiar with the topic.</p> <p>3. Make an extra listening exercise to strengthen</p>	<p>Works heet</p> <p>PPT</p>

	<p>(4) add beginning and ending (5) show correctly and fluently 7. Check the answers of B 8. Invite two students to give an indirect speech about the information of the Robots. 9. Give assessments and points for the speakers. Focus on the fluency and accuracy. 10. Read the typescripts after the tape.</p>	<p>assessment and score to the speakers. 6. Read the sample answer and review the skills well.</p>	<p>their ability.</p>	
<p>Step 3 (17 mins) Speaking</p>	<p>1. Have students make a phone order in groups. Each group has an envelope with 4 task-letters. Give clear instructions for students. They should make two scenes and make questions when they act out the dialogue. 2. Spare 5 minutes for them to practise in groups of four. 3. Invite 4 groups to show their dialogues. Remind other groups to take notes when listening to the speakers. Then encourage other groups to answer the questions raised by the performers. 4. Give some assessment to them.</p>	<p>1. Read the instructions about how to make a phone order. And arrange different roles to practise the dialogue. 2. Be active and confident to show their performance correctly and loudly.</p>	<p>1. Get a better understanding of making a phone order. 2. Improve spoken English. 3. Use English in communication</p>	<p>Use the toy phone, Four envelopes with speaking tasks inside.</p>
<p>Step 4 (1 mins) Summary</p>	<p>Come back to the learning aims in the form of asking questions</p>	<p>Get a general conclusion</p>	<p>Check if students can achieve the aims.</p>	<p>PPT</p>

八、板书设计

<p>Unit 3 Speaking A phone order</p> <p>Skills</p> <p>*key points* company, price, total *correct information* What do you think of...? * Which kind of ... is better, A or B? *I'd like to place an order *I'd like ...</p>	<p>New words* & expressions:</p>
--	--------------------------------------

九、教学特色

这节课教学特色重点突出三个重点：以生为本，注重学生的展示；新题型的技巧渗透，不断打磨细节；一个话题贯穿始终，做到听说的操练踏实有效。

首先，以生为本，注重学生的展示。整节课都贯穿着以学生为中心的理念：(1)因为学生对新题型中的信息转述部分并不熟悉，所以在引导他们进行听力训练之后，也让他们随着老师的思路和摸索做题的方法中来总结技巧，这样，他们对新题型的解读会更深刻；(2)跟读听力原材料便于熟悉文本和语言知识，还弥补了个别听力弱的同学没听到的词；(3)给与学生充分的时间进行小组合作及展示，并且鼓励台下学生做好评价，给予中肯的点评和意见，进一步完善了评价机制，活跃了互动的气氛；(4)采用小组编对话进行电话购物的方式，最后的提问环节让台下学生也参与听力和内容要点的摘记，使得整节课的参与度和融入度更高。

其次，新题型的技巧渗透，不断打磨细节。虽然听说课型模式上一年已经磨出一个比较成熟的模式了，但要上好一节听力课，功力就在细节，并且这次融入的中考新题型，对于课堂模式的改革也是一个挑战。因此不断完善以下几个方面，力求高效：(1)调整和修改目标，力求简洁、可检测并体现新题型的要求；(2)针对学生的特点进行输出任务的选择，做好每一个任务的层层铺垫；(3)认真研究每个环节的设问和过渡如何更自然到位；(4)最后一个展示环节如何更有效地调动起台上台下学生的积极性等等。

最后，一个话题贯穿始终，做到听说的操练踏实有效。整节课分为三大板块，但由始至终都以课本中的教材为基本依据，拓展了B册的听力练习，并巧妙地将两者连接过渡起来，让学生有一种从一而终的“话题延续感”。第一个任务主要是听录音选信息和问答题，话题是通过电话订购办公用品，目的是巩固学生在听力材料中捕捉数字和关键信息的能力，当中穿插的模仿录音朗读录音文本环节，很好地与中考新题型做了结合。第二个任务是对第一个任务的话题延续，是关于电话购买机器人的话题，灵活地将原本的听力材料改编为新题型中的“听选信息”和“信息转述”，过渡自然，并且在第二板块中的展示部分反复演练如何进行电话购物的基本用语，此处为接下来的任务也做好了铺垫。第三个任务是让学生根据之前输入的内容进行电话购物的对话输出，话题的一致性让学生有抓手，操练起来学生更有自信和把握，更踏实有效。对每个步骤的设计都是在为学生输出作充分准备，反复呈现和渗透目标中的知识内容，正因为有了足够的输入，才会有这节课的精彩输出展示。教学选材与生活密切接轨，还充分调动了学生的视觉、听觉来提高英语听说能力和英语交际能力，实现目标的同时还体验了英语学习的快乐和成就。

附录：所设计的教材内容

Listening

A phone order

Mable Wang is ordering some things on the phone. Listen to the conversation and complete the table below.

TOP OFFICE

Company: Hi-Lo Company

Name: Mabel Wang

	No.	Quantity	Price each	Total
A4 paper		10 boxes		
Monitor		1		
CD	D2791		60	
Grand total : _____				

Speaking

A Talk time

Extra stress

We already know two rules about sentence stress:

- 1 Stress nouns, verbs, adjectives, adverbs and numbers.**
- 2. Do not stress words like *a, the, is* and *have* except for special reasons.**

Here is a third rule :

Give extra stress to the most important word in the sentence. You, the speaker, must decide what the most important word is.

A1 Read the conversation below and practise it in pairs. Give extra stress to the words underlined twice.

Amy: What do you think of computers, Frank? Are they cleverer than human beings?

Frank: No, I don't think so .

Amy: Why not? Computers can do a lot of things!

Frank: Maybe, but human beings created computers!

Amy: That's true.

A2 Read the conversation below and draw an extra line under the words you would give extra stress to. Then practice it in pairs.

B. Speak up

B1 In groups, do a survey about using computers at home. Using the following questions

Frank: Which kind of computers are better, to help you. You must add at least one more question of your own.

desktops or laptops?

Amy: 1. Do you have a computer at home?

Frank: 2. How often do you use the computer?

Amy: 3. What are you usually doing on the computer?

4. How much time do you spend playing computer games every week?

Frank: 5. Yes, but desktops are often cheaper than laptops. You don't usually have much money.

6. And on a question (have much money).

Amy: Well, then a desktop is probably a better choice for you.

B2 Go around the class and interview other students. Make notes of their answers. Then each group should report their findings to the class. Use the following plan to help you.

We found that ... of the class have computers at home.

...use computers almost every day, and ... don't use computers very often.

...often ... on the computer at home.

...