

课时教学设计——牛津版9A Unit1 Speak up

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完成时间	2015. 9		

一、教学材料

Level: Junior Three

Teaching Material: Oxford English (2013) Book 9A P11

Teaching content: Unit 1 Speak up

Lesson type: Speaking

Lesson length: 40 minutes

二、教学内容分析

The text includes two exercises. In the first exercise, it's a story at the ancient Olympics. It asks students to take notes of the key information in the story and then retell the whole story based on their notes. This exercise requires students to focus on the import elements of a story: who, when, where, what and why. Besides, it also helps students to practice how to use past tense to retell a story according to the notes.

For further development, students are expected to look for a story in a book or on the Internet, and take notes about the story and then retell the story in their own words. This exercise is to enhance students' ability of taking notes of stories and retelling stories.

This exercise is not only closely connected to Reading and Listening from the previous lessons but also connected to More Practice in the following lesson.

I will organize the lesson into a task cycle—listening about a story and retell it, and then create and present their own story and let the rest of the students retell it. During the task cycle, students will practice listening skills—listen for general and detail information, take notes and oral skills—retell a story according to the notes.

三、学情分析

First, students in Junior Three will be less active. In order to get them involved in the class, I will put them in teams and compete with each other.

Second, students in Junior Three are able to understand simple stories and narratives spoken at near natural speed, fill in the blanks while listening, and use simple language to describe their own or others' experience with the aid of teacher or pictures. However, they may not be able to take notes about what is heard by using note-taking skills. They may not be able to retell a story based on their notes fluently, either. Since taking notes about what is heard and retelling play an important part in the Computer-based English Listening and Speaking Test, students need more guidance and chances to practise. So I will guide them to complete the tasks step by step.

Third, most students in Junior Three may lack awareness of critical thinking. So I will guide them to develop it.

四、教学目标

1. Language skills and knowledge objective:

- a. Students can understand stories and narratives spoken at near natural speed, including their cause and effect structures.
- b. Students can take notes of key information of a story while listening.
- c. Students can exchange information and cooperate with others to complete tasks.
- d. Students can master how to use appropriate language to retell a story according to the notes.

2. Attitudes to learning objective:

- a. Students happily take part in a variety of language practice activities.
- b. Students have the courage to use English to retell stories by themselves.
- c. Students can actively cooperate with and help others in small groups to complete learning tasks.

3. Learning strategies objective:

- a. Students can note key points well during learning.
- b. Students can actively participate in classroom English learning activities.
- c. Students can concentrate on expressing their meaning when communicating.
- d. Students can begin to develop critical thinking.

4. Cultural awareness:

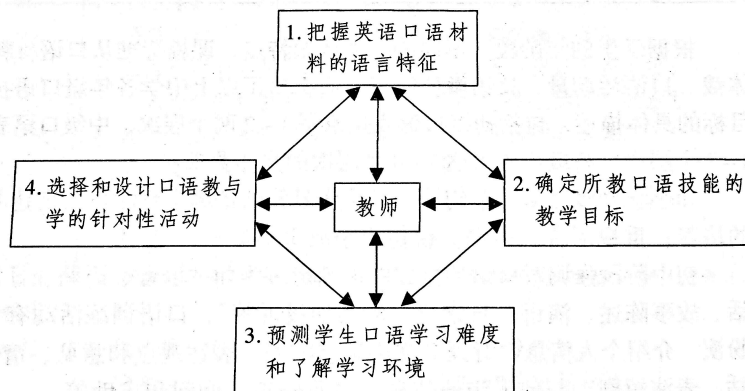
Students can know more about ancient Olympics.

五、教学重点、难点

1. Students can master the listening skills and apply the listening skills to their output activities.
2. Students can use appropriate language to retell a story based on notes.

六、教学设计理念

朱晓燕(2011)提出了英语口语教学策略的思路框架(如下图)



本课在设计时，就是遵循这个思路框架进行设计。首先对口语材料的语言特征进行了分析。这份材料是一个故事，属于典型的记叙文，而且讲述的是过去发生的故事，因此讲述时要注意时态特征和人称。然后，确定口语教学目标，培养说的准确性、得体性、流利性和连贯性，描述事物，和表达观点、意见等等。在这个教学设计中，我结合中考英语听说部分的要求，把这节课的目标定位成：让学生能根据笔记准确、流利地把故事复述出来，并且能就故事的内容提出 1-2 个问题。接着，预测学生口语学习难度。我参考了《课标》里对于初三学生制定的五级标准，也结合学生实际情况，从说的微技能、语篇题材和语法几方面预测学生的学习难度和制定相应策略指导。最后，设计口语训练活动。

根据 Krashen 理论，语言学习包含三个阶段：初期感知输入(Input)、中期理解(Intake)、后期模仿运用(Output)，同时也包含互动——监查——反馈(Interaction--Monitor--Feedback)这三种学习方式。哈默(Harmer, 2001)认为，任务型教学方法与 3P 正好相反，教师先让学生完成任务，当任务完成后，教师才与学生讨论语言的运用过程，并对使用不当或错误给予恰当的建议或纠正。何广铿(2012)也指出，口语能力的培养要通过大量的互动，而任务型教学的特点之一是大量的对子、小组活动，学生在完成任务的时候，运用语言的机会大大地增加了。他还指出，听和说是口语互动中不可分割的两个方面，听离不开说，说离不开听，单纯去训练其中某一技能都是片面的。

因此在设计口语训练时，我使用了任务型教学方法，即先通过一个任务让学生掌握听力记笔记的技巧和复述故事的注意事项。然后在此基础上，学生以小组合作形式，通过模仿范例而口述一个新的故事。同时，其他学生要边听边记笔记，然后根据笔记把故事重新复述出来。在学生复述的时候，我也会记录他们的典型错误，并在最后总结中提醒学生要注意这些错误。

七、教学过程

Stage	Stage aim	Teacher activities	Students' activities	Time
Warming-up	Stimulate Ss' interest and lead in the topic.	Play a video and ask Ss what they can see and guess the relationship between the audience and the athletes.	Watch a video and tell what they can see and guess the relationship between the audience and athletes.	3 mins

Brainstorming	<ol style="list-style-type: none"> 1. Introduce background knowledge. 2. Pave the way for listening tasks. 	<p>Ask Ss a question “ Why would the athletes’ family like to go to the Olympic Games?” and guide Ss to brainstorm the advantages and disadvantages of it.</p>	<p>Think about a question “Why would the athletes’ family like to go to the Olympic Games?” and brainstorm the advantages and disadvantages of it.</p>	3 mins
Pre-task (Listening & Retelling)	<ol style="list-style-type: none"> 1. Improve Ss’ listening skills—listen for general and detail information, and take notes. 2. Discover how to retell a story based on notes. 3. Begin to be familiar with the standards for evaluating retelling quality which is closely connected to the Computer-based English Listening and Speaking Test. 	<ol style="list-style-type: none"> 1. Introduce the background of the story before listening. Guide Ss to think of five important elements of a story: who, when, where, what and why. 2. Ask Ss to listen for the first time, catch main idea of the story and take some notes (about five important elements). 3. Ask Ss to listen for a second time to catch for more detail information . Highlight the skill of note taking. 4. Ask Ss to work in pairs and retell the story based on their notes. 5. Introduce the standards for evaluating retelling quality. (Content--4 points, Accuracy--2 points, Fluency--2 points) 6. Invite two students to retell the story. The teacher and the class do the evaluation. 	<ol style="list-style-type: none"> 1. Know about the story background and think of five important elements of a story. 2. Listen to the story, catch the main idea and try to take notes about five important elements of the story. 3. Listen to the story again and catch for detail information. 4. Work in pairs. Retell the story based on the notes to the partner. 5. Understand how to evaluate retelling quality. 6. Listen and do the evaluation. 	10 mins
Task cycle (Speaking)	1. Consolidate listening	1. Ask Ss to work in groups of four to	1. Work in groups of four to prepare a	22 mins

	<p>skills.</p> <p>2. Output of retelling a story based on notes effectively.</p> <p>3. Improve speaking skills—retell a story by imitating the example and using appropriate language.</p>	<p>prepare a story. Highlight five important elements of a story: who, when, where, what and why.</p> <p>2. Ask Ss to tell the story by following the example in listening text.</p> <p>3. Invite Ss to present the story to the whole class. Ask them to take notes while other groups are presenting their story.</p> <p>4. Get Ss to retell the stories based on their notes. The teacher and the class do the evaluation.</p> <p>5. Ask Ss to think of some questions after hearing the story and let the original group answer the questions.</p> <p>*Write down the typical mistakes Ss made during the class.</p>	<p>story. Note five important elements of a story: who, when, where, what and why..</p> <p>2. Work in groups of four to tell the story by following the example in listening text.</p> <p>3. Present the story to the whole class. Take notes while other groups are presenting their story.</p> <p>4. Retell the stories based on their notes and do the evaluation.</p> <p>5. Think of some questions after hearing the story.</p>	
Conclusion, language focus & assessment	Conclusion and reflection	<p>1. Remind Ss of five important elements of a story.</p> <p>2. Remind Ss of how to retell a story effectively and listening skills.</p> <p>3. Remind Ss to be careful about the typical mistakes.</p> <p>4. Get students to reflect on their performance in class by filling an assessment form.</p>	<p>1. Recall five important elements of a story.</p> <p>2. Recall how to retell a story effectively and listening skills.</p> <p>3. Be aware of the typical mistakes and try to avoid them in the future.</p> <p>4. Reflect on their performance in class by filling an assessment form.</p>	2 mins
Assignment	Do two more exercises about listening and retelling assigned by the teacher.			

八、板书设计

Unit 1 Speaking: Retelling	
Five elements of a story: <ul style="list-style-type: none">● Who● When● Where● What● Why	Evaluation: <ul style="list-style-type: none">● Content: 4● Accuracy: 2● Fluency: 2
Listening skills: <ul style="list-style-type: none">● 1st: main idea, 2nd: detail● Note-taking: abbr. n. & adj.	Common mistakes: <ol style="list-style-type: none">1. Tense: past2. Personal Pronoun: he, she, they

九、教学特色

1、突出听力和口语微技能作为训练目标。

在本课的教学设计中，围绕中考英语听说考试中包含的听力微技能的目标（获取故事主要信息、细节，记笔记）组织训练，让学生不看书，带着任务聆听录音。而且，通过引导学生根据所记笔记复述所听到的故事，以锻炼口语表达能力。

2、重视培养知识的学习策略。

结合听力材料话题，引导学生思考运动员的家人到现场观赛的好处和坏处，从而培养学生逐步形成批判性思维意识。通过任务型教学，培养学生在听故事时，集中注意力、善于记要点。通过安排对子、小组活动，让学生在课内学习活动中能够用英语与他人交流。通过安排复述任务，让学生在交际中，把注意力集中在意思的表达上。

3、挖掘语言材料内涵以渗透情感、文化

听力材料里包含了男女平等的理念（在古希腊女性不得到现场观赛），让学生了解到奥运的一些历史知识，而且意识到男女平等的重要性。另外，家人到现场观赛能及时与选手分享欢乐与喜悦，让学生感受到家人带来的温暖与力量。在输出任务中，在教师的提示与指引下，学生要以小组合作方式描述一个中外著名故事，让学生能用英语介绍、了解中外故事。

4、任务设置环环相扣

任务型教学中的教学环节，环环相扣。每一步都是为后面的活动进行铺垫。比如引入的视频，一方面是为了引入本课话题，另一方面是为听力材料作背景铺垫。比如在 task cycle 环节，因为有了前面的范例，学生能根据范例讲述新的故事以及通过听力笔记复述故事。在最后一部分，通过总结归纳学生的典型错误，让学生意识到复述故事时的注意事项。