

## 课时教学设计——牛津版7A Unit5 Listening The Space Hotel

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### 一、教学材料

**Level:** Junior One

**Teaching Material:** Oxford English (2013) Book 7A P62

**Teaching content:** Unit 5 Listening: The Space Hotel

**Lesson type:** Listening

**Lesson length:** 45 minutes

### 二、教学内容分析

The text is a typical introduction of a place. It includes six main facilities in the space hotel with detail information about what people can do and when people can have fun there. The listening text is closely connected to grammar, writing and more practice in the following lessons. It also paves the way for the grammar lesson, as future tense *will* is used. Besides, with the purpose of inviting people to visit the hotel, attractive language is applied in the text, such as “Welcome to...”, “You’ll love...”, “...is the best place to...”, “You’ll find...”, “Enjoy...” etc.

I will organize the lesson into a task cycle—listening about how to introduce a place and designing and presenting a dream place orally. During the task cycle, students will practice listening skills—listen for general and specific information and oral skills—describe a place by imitating the example and using appropriate language.

### 三、学情分析

Firstly, students in Junior One tend to be active and are willing to explore the unknown knowledge. However, they may not be used to working in groups and completing tasks in English, so I will organize the lesson into a competition of group work and guide them to fulfill the tasks step by step. Secondly, students in Junior One have learnt simple present tense in previous units and have known about simple future tense in primary school, but they are not familiar with the topic “space”, thus I will lead

in background knowledge and broaden their thoughts by showing videos, pictures and spidergrams.

#### 四、教学目标

##### 1. Language ability aims:

a. Introduce a place by describing the facilities and working hours and using appropriate language.

b. Understand the meaning of new words and phrases: garden, machine, rock, postcard, such as.

c. Master listening skills—listen for general and specific information (numbers, nouns, etc.).

d. Master speaking skills—imitate the example and use appropriate language to complete speaking task.

##### 2. Thinking quality aims:

a. Compare, analyze and evaluate others' opinions.

b. Enhance imagination by creating new facilities for space hotels.

##### 3. Cultural quality aims:

a. Take interest in exploring space and science.

b. Understand and respect ideas of hotels of other cultures.

##### 4. Learning ability aims:

Complete a task cycle by discussing and solving the problems in groups.

#### 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 describe a place by imitating the example and using appropriate language.

#### 六、教学设计理念

According to communicative approach, students and teachers should genuinely communicate with each other using the target language. In Hymes's view, "communicative competence" refers to the ability not only to apply the grammatical rules to a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom.

Task-based Language Teaching focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

Besides, the national curriculum standards point out that language is not only a tool for communication but also a tool for thinking.

Thus, I organize the lesson into a task cycle—listening about how to introduce a place, designing and presenting a dream place orally.

During the task cycle, students will learn and practice listening skills—listen for general and specific information. I add one listening task—listen for general information to the listening task in textbook so that students can follow the top-down model. They listen for the names of the places and then listen for details of the places.

After the listening tasks, I design two speaking tasks based on the input of the listening tasks. Students will develop their oral skills—describe a place by imitating the

example and using appropriate language according to the listening material. Meanwhile, students can enhance their innovative and critical thinking abilities.

### 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 to guess what place it is. Lead in the topic—Space Hotel.	Watch a video and guess what place it is.	3 mins
Brainstorming	1. Introduce background knowledge and new words. 2. Pave the way for listening tasks.	Guide Ss to brainstorm what places there are in a space hotel by drawing a spidergram. Teach new words (garden, rocks, postcard, machine).	Brainstorm what places there are in a space hotel. Learn new words (garden, rocks, postcard, machine).	3 mins
Listening tasks	1. Improve Ss' listening skills—listen for general and specific information. 2. Discover how to introduce a place effectively.	1. Introduce an alien called Lo. Ask Ss to listen to Lo talking about his space hotel and find out what places Lo's hotel has. Highlight the skill of listening for general information. 2. Ask Ss to listen for a second time and catch specific information (numbers and nouns). Highlight the skill of prediction and note taking. Guide Ss to find out how to introduce a place effectively. 3. Ask Ss to listen for a third time and decide whether the statements are true or false. Find out the sentence patterns to attract the customers.	1. Listen to Lo talking about his space hotel and find out what places Lo's hotel has. Learn the skill of listening for general information. 2. Listen for a second time and catch specific information (numbers and nouns). Learn the skill of prediction and note taking. Find out how to introduce a place effectively. 3. Listen for a third time and decide true or false. Find out the sentence patterns to attract the customers.	17 mins
Speaking tasks	1. Improve speaking skills—	1. Ask Ss to work in pairs and ask their partner which place in	1. Work in pairs and ask their partner which place in the	20 mins

	<p>introduce a place by imitating the example and using appropriate language.</p> <p>2. Output of introducing a place effectively.</p> <p>3. Consolidate listening skills.</p>	<p>the space hotel they would like to visit most. Highlight “what to do and when to do”.</p> <p>2. Get Ss to work in groups of four to design one more place in the space hotel for Lo. Ask Ss to introduce the place by following the example in listening text. T gives an example.</p> <p>3. Invite Ss to present the design to the whole class. Ask them to take notes while other groups are presenting their design.</p> <p>4. Get Ss to vote for the most interesting design based on their notes.</p>	<p>space hotel they would like to visit most. Note “what to do and when to do”.</p> <p>2. Work in groups of four to design one more place in the space hotel for Lo. Introduce the place by following the example in listening text and presented by T.</p> <p>3. Present the design to the whole class. Take notes while other groups are presenting their design.</p> <p>4. Vote for the most interesting design based on their notes.</p>	
Conclusion & assessment	Conclusion and reflection	<p>1. Remind Ss of how to introduce a place effectively and listening and speaking skills.</p> <p>2. Get students to reflect on their performance in class by filling an assessment form.</p>	<p>1. Recall how to introduce a place effectively and listening and speaking skills.</p> <p>2. Reflect on their performance in class by filling an assessment form.</p>	2 mins
Assignment	Complete your design of the space hotel. Exchange your ideas with other groups and make your design better. Combine all your works into a booklet.			

## 八、板书设计

Unit 5 Listening The Space Hotel	
spidergram of space hotel	<p>*Place:</p> <p>What to do</p> <p>When to do it</p> <p>*sentence patterns to attract customers:</p> <p>Welcome to... You'll love...</p> <p>...is the best place to.... You'll find... Enjoy...</p>
new words:	
rocks, postcard, garden, machine	

## 九、教学特色

### 1、以发展学生的语言思维能力为核心，培养想象力和创造力。

在本课设计中，学生对 Space Hotel 的话题既熟悉又陌生，因为大多数学生都能理解一般酒店的设施和功能，但他们对“太空”这个背景知识比较陌生，这同时给予了学生发挥想象和创造的空间。教师结合 Space Hotel 的话题，通过创设任务情景，让学生使用英语表达自己的想法和评价，在这过程中发挥和锻炼想象力和创造力。整个课堂不断提供机会让学生进行分析、评价、创造、综合，在进行语言习得的过程中，学生逻辑思维能力、想象力和创造力得到提升。

### 2、通过多种任务设计，培养和发展听力微技能及口语能力。

在本节听说课中，笔者设计了多层次的活动来培养学生的技能。包括 listen for gist, listen for details, note taking, grasp language trunks 等听力微技能。三个听力活动从 top-down 的听力模式来帮助学生理解听力内容，渗透和训练听力技能，层层深入，目标突出。最后，学生在别的小组汇报太空酒店设计时，需要根据听到的内容笔记，这能直接检验学生是否掌握了本课教授的听力技巧，同时检验他们“听”的能力是否有提高，使得整节课的听力技能训练前后呼应。

本节课的技能目标之一是学生能够通过例子模仿，使用合适的语言进行口头交际。在开展两个口头表达任务前，笔者分别作出了示例，让学生进行模仿。另外，在之前的听力任务中，学生已经得出介绍酒店设施的提纲以及 language trunks，所以他们在口头输出活动中，能够根据例子，使用合适的语言进行口头表达。

### 3、任务的设计环环相扣，让学生在真实的语境中体会语言的使用，“在用中学，在学中用”。

笔者采用任务型教学，听说活动全部与外星人 Lo 的太空酒店联系起来，学生在真实的情景使用英语进行交际。各个任务的设计提供了情景，让学生根据课堂上学到的知识和语言在实际中解决问题，进行真实的交际，达到学以致用目的。此外，任务环的设置循序渐进，每一个任务的完成将为下一个任务的完成提供基础。整节课的任务设置完整统一。