

课时教学设计——牛津版8A Unit6 The Trojan War

设计团队 所在单位	广州市执信中学	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
	曹素	5年	中学二级职称
完成时间			

一、教学材料

使用教材：上教牛津版八年级 第六单元 “The Trojan War”

课型：听说课（语音指导）

主题：Sentence Stress

二、教学内容分析

1. 话题内容：本节课以第六单元“特洛伊战争之木马屠城记”为话题。第一课时学生已经阅读了课文第6单元“木马屠城”的故事，本节课是第2课时，旨在指导学生学会在句子中的重读和轻读，并练习模仿相关电影片段进行角色扮演，达到提高语音语调的目的。
2. 材料特色： 本节课选材来自于课文的 speak up 的情景对话练习以及原汁原味的英文电影《超级眼镜狗》中关于特洛伊木马屠城的片段。前者基于课文的 Reading 的内容，贴近学生所学，让学生有兴趣扮演角色。后者提供了地道而生动的语音素材，充分调动学生模仿的兴趣。

三、学情分析

1. 总体情况：勤于思考，听课认真，学习态度端正；一部分学生能力较强，基础较好，也有部分学生的基础较为薄弱。许多学生在口语方面不够自信。
2. 语音技巧： 学生经过初一一年的音标学习，已经基本掌握了单词重音，但是对句子中的重读和轻读单词没有概念，说英语时的语音语调比较平淡。
3. 学习兴趣：热衷于英语学习，探究英语问题，喜欢通过观看电影，模仿电影扮演角色等方式进行听力口语学习。

四、教学目标

1. 语言技能:

- 1) 听: 能区分出句子中的重读或轻度的单词; 能够大致理解电影对白。
- 2) 说: 能在语音指导的前提下, 进行角色扮演等活动。

2. 语言知识:

- 1) 语音: 在对话做到语音语调准确、自然得体、基本流畅。
基本掌握句子中重读和轻度的基本技巧。

- 2) 词汇: 了解或学习与本课话题相关的词汇;

3. 情感态度:

- 1) 锻炼学生的分工合作能力, 培养团队精神;
- 2) 在学习英语方面树立更强的自信, 获得充实感, 激发更浓厚的英语学习热情。

4. 学习策略:

- 1) 在课内听说活动中能够用英语与他人交流;
- 2) 通过音像资料丰富英语学习。

5. 文化意识

了解特洛伊战争的背景以及相关的文化内容。

五、教学重点、难点

教学重点: 通过听的训练, 锻炼学生捕捉细节的微技能; 指导学生理解轻重读并提供学生体验轻重读的情景机会。

教学难点: 电影片段里部分句子语速稍快, 在理解方面具有一定挑战性。学生可能遇到一些有难度的生词。

六、教学设计理念

一直以来, 听说课很少侧重于语音的指导。而在日常教学中, 提升学生的语音语调对于学生学习英语的自信提升的作用却也是不可估量的。本节课基于 task-based 的教学方法和理念, 在原有教材的基础上深入挖掘语音技巧, 并利用多媒体音频及视频资源进行拓展, 为学生的活动及输出提供生动有趣的语境。

七、教学过程

Teaching Procedures

Tasks	Teacher's Activities	Students' Activities	Aims
Revision	Review the topic and background information of the Trojan War.	Recall the story and try to summarize it briefly.	To warm students up for the topic
Warming-up	<ol style="list-style-type: none"> 1) Play two audio clips and encourage Ss to compare them. 2) Ask students why the original audio sounds different. 	<ol style="list-style-type: none"> 1) Ss listen carefully. 2) Find out the differences that stress brings to a sentence when we read it. 	To introduce the topic
What is stress?	<ol style="list-style-type: none"> 1) Give three new words of U6 and ask Ss to read them. 2) Introduce stressed and unstressed words in sentences. 3) Let Ss listen and find out stressed words. 	<ol style="list-style-type: none"> 1) Read with the help of stress mark on each syllable. 2) Link what they've learnt about stressed syllables with stressed words. 3) Try to underline stressed words while listening. 	To let students have a general idea about stress in sentences
What to stress?	Play the audio and guide Ss to discover what to stress.	Find out the part of speech of the stressed words and the unstressed words.	To enable Ss to know what to stress in a sentence when they speak English
How to stress?	1) Play the audio again and ask Ss to pay attention to how the speaker read the	1) Listen carefully and try to work out the rules of how to read stressed and unstressed words.	To let Ss experience the way of reading with stress and practice doing it

	<p>sentence. Then let Ss imitate reading.</p> <p>2) List more examples from textbook (P26). Ask Ss to pay attention to the exceptions of the rules.</p>	<p>Then read after the speaker.</p> <p>2) Read the examples after the teacher and try to understand them.</p>	
Semi-practice	<p>1) Invite Ss to do a role play activity. Then, guide Ss to underline stressed words before they practice.</p> <p>2) Invite some Ss to give comments and summarize some evaluation tips.</p>	<p>1) Work in groups of 4 and act out the play (scene1 and 3) on P91. While practicing Ss may read with the help of the mark.</p> <p>2) Try to use their own words to comment on other groups' performance.</p>	<p>To practice what Ss have learnt in the previous steps</p> <p>To prepare for further peer evaluation</p>
Open-practice	<p>1) Explain the activity to Ss and help Ss read new words.</p> <p>2) Play a video clip of movie and remind Ss to pay attention to the stressed words.</p> <p>3) Play audio clips of the movie and ask Ss to read after the speaker</p>	<p>1) Listen carefully and read the new words after the teacher.</p> <p>2) Try to understand the plots of the movie and pay attention to the emotion and body languages of the movie characters.</p> <p>3) Listen carefully and imitate reading after the speakers</p>	<p>To arouse Ss' interests of speaking with a sound pronunciation</p> <p>To give Ss a chance of experiencing the changes of stress in a real situation.</p> <p>To get Ss involved in the context while practicing their</p>

	<p>sentence by sentence.</p> <p>4) Give Ss different tasks and time to practice.</p> <p>5) Invite Ss to perform and give comments.</p>	<p>with the help of lines.</p> <p>4) Work with team members and practice.</p> <p>5) Perform in groups of 4 and give comments.</p>	<p>pronunciation</p>
Summary	<p>Review the rules of stress.</p>	<p>Recall the rules of stress.</p>	
Assignment	<p>1) Ask Ss to read the story of Trojan horse by using the rules of sentence stress. (P83)</p> <p>2) Search for more cultural information about the Trojan War.</p>	<p>Take notes about the homework.</p>	<p>To review the skill of stress and expand their knowledge about culture of the Greek stories</p>

八、板书设计

Title: Sentence Stress

Rule1: Ss' generated notes

Rule2:

New words:

九、教学特色【设计者对自己做的教学设计思路进行提炼】

教学特色：本节课用大量的音频素材，结合学生充分感兴趣的话题内容为依托，直观形象的帮助学生理解什么是轻重读，如何在句子中轻重读。课程活动设计环环相扣，由浅入深，由观察到体验。最后通过视频的拓展的全开放活动，一方面在话题内容和文化渗透上进一步提升，另一方面也锻炼了学生在听的过程中的理解力，并大程度的提高了学生开口模仿的参与度。

Handout for Students

1. What is stress?

Listen and underline the ***stressed words***.

Suddenly a secret door opened on the side of the wooden horse.

2. What to stress? (More details on P10 and P26)

Rule 1: We usually stress the important words like _____.

We don't stress unimportant words like _____.

Rule 2: Read the stressed words in a _____ way.

Read the unstressed words in a _____ way.

3. Act out a scene of the movie!

Listen for the first time and underline stressed words.

Peabody: Sherman, I'm concerned [kən'sɜ:nd] you haven't thought this through.

This is war. Do you realize what's about to happen?

Captain: I'll tell you what's gonna happen. We're gonna destroy [di'strɔɪ] their houses! Pull down their temples ['tempɪz]! And make the streets of the city run red... with Trojan blood [blʌd]!

Soldiers: Yeah! Blood! Blood! Blood!

Captain: Zeus [zu:s] on three! One!

Peabody: Sherman, I absolutely ['æbsəlu:tli] forbid [fə'bid] you to fight in the Trojan War.

Sherman: It's not fair! All my friends are fighting in the Trojan War.

Soldier: Two!

Peabody: Sherman, it's dangerous.

Sherman: I'm wearing a helmet.

Soldier: Three!

Peabody: You're not going!

Sherman: Oh, yes, I am.

Soldiers: Zeus! Zeus! Zeus!

Soldier: Eat my bronze [brɒnz], you Trojan dogs!

Sherman: Eat my bronze, you Trojan dog! ...Ahh!

4. Please choose the best performers!

The performers:	Team 1	Team 2	Team 3	Team 4
Speak with stressed words (10 points)				
Speak clearly (10 points)				
Speak fluently (流利地) (10 points)				
Speak with emotion(感情) (10 points)				
Speak with body languages (10 points)				
Total (50 points):				

