

## 课时教学设计——牛津版9A Unit5 Listening: A Completing notes about someone's career

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| 设计团队<br>所在单位                                       | 广州市第一中学  | 指导人及<br>所在单位 |          |
| 设计团队成<br>员（按发挥<br>作用大小排<br>名填写, 单独<br>完成的只填<br>一名） | 姓名       | 教龄（年）        | 职称       |
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|  |          |              |          |
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### 一、教学材料

**Level:** Junior Three

**Teaching Material:** Oxford English (2007) Book 9A P62

**Teaching content:** Unit 5 Listening: A Completing notes about someone's career

**Lesson type:** Listening

**Lesson length:** 45 minutes

### 二、教学内容分析

The topic of this unit is *Going to the Theatre*. The listening text is a typical introduction of a famous person and his career. It includes birth, study, career, achievement. The text uses past tense to introduce the past experience of Tan Dun, a famous composer and conductor, and use passive voice to introduce his musical works. The task in the listening part is to complete the notes including tips for taking notes. During the task cycle, students will practice listening skills—predict the content before listening, listen for general and specific information, and take notes. Students will also practice oral skills. With the text trunk, they learn to introduce a famous person and his or her career.

### 三、学情分析

Firstly, students in Junior Three tend to have more experience in working in pairs and groups when they have English lessons. Secondly, Students in Junior Three have learnt quite a few tenses and language structures, such as present perfect tense, past tense, passive voice. Also, according to their experience, they can find out the structure of the text. Finally, students in Junior Three are not familiar with the topic *Going to the Theatre*, moreover, they are not familiar with the famous people in music field.

#### 四、教学目标

##### 1. Language ability aims:

a. Introduce a famous person by introducing his birth, study life, career and his achievement with correct sentences.

b. Understand the meaning of new words and phrases: compose, composer, conductor, awards.

c. Master listening skills—predict the content, listen for general and specific information (numbers, nouns, adjectives, etc.), take notes

d. Master speaking skills—introduce a famous person and his career.

##### 2. Thinking quality aims:

a. Analyze listening text and evaluate others' oral practice.

##### 3. Cultural quality aims:

a. Take interest in music, play, appreciating art.

b. Understand a famous person's hard work.

##### 4. Learning ability aims:

Complete a task cycle 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 introduce a famous person by imitating the structure.

#### 六、教学设计理念

According to Krashen, the Input Hypothesis emphasized input hypothesis, if a learner is at stage I, the input conducive to acquisition should contain  $i+1$ . If the input is at the level of  $i+1$ , learners can understand most of the language but are still challenged to make progress. If the input is at a higher or lower level, no acquisition.

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 (2011) point out that students can think actively, discover rules in order to do things by using language.

The lesson includes a task cycle—listening about how to introduce a famous conductor and his career and talk about other famous people in English.

During the task cycle, students will learn and practice listening skills—predict, listen for general and specific information, get the text trunk. I design two listening tasks, one is Tan Dun(also exercise on Book), the other is Lang Lang(added). In the first task, before listening, students can predict what they are going to listen, then students can fill in the blanks of notes and also summarize the main ideas of the listening text and summarize the structure of introducing a famous person. I add the second task. Students listen to the

text talking about Lang Lang. Since they have learned the structure and listening skills, they should take notes and retell it briefly.

After the listening tasks, I design an oral task in groups to let students consolidate introduction of famous people, the listeners in other groups should listen carefully and evaluate.

### 七、教学过程

| Stage           | Stage aim  | Teacher activities  | Students' activities   | Time    |
|-----------------|--|---|--|---------|
| Warming-up      | Stimulate Ss' interest and lead in the topic.  | Listen to the song composed by Tan Dun and lead in a famous person—Tan Dun  | Guess the composer of the song   | 3 mins  |
| Pre-listening   | 1. New words learning<br>2. Predict the content<br>3. Pave the way for listening tasks.                                      | 1. Guide Ss to think about some simple questions about Tan Dun<br>2. According to the topic famous person, let Ss predict the content<br>3. Give Ss tasks to complete notes about Tan Dun.<br>4. Give some tips for taking notes (verbs of the sentences, short forms and symbol)   | 1. By asking and answering, students learn a few words like compose, conduct classical music<br>2. Predict the content<br>3. Conclude the ways for note taking   | 7 mins  |
| Listening tasks | 1. Improve Ss' listening skills—listen for general and specific information.<br>2. Discover how to introduce a famous person | 1. Play mp3-the first part of Tan Dun and check the correct answers<br>2. Play mp3- the second part of Tan Dun and ask Ss to take notes<br>3. Let Ss summarize the structure (trunk)of introducing a famous people's career<br>4. Play another famous person Lang Lang and ask Ss to take notes by themselves<br>5. Ask Ss to introduce | 1. Listen to the first part of Tan Dun, summarize the general idea of Part I and complete the blanks of the notes<br>2. Listen to the second part of Tan Dun, summarize the general idea of Part II and complete the blanks of the notes and<br>3. Summarize the structure of introducing a famous people and his career | 20 mins |

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|                         |  | Lang Lang according to notes they take.  | 4. Talk something about Tan Dun according to the structure<br>5. Take notes about Lang Lang<br>6. Introduce Lang Lang according to the notes   |         |
| Speaking tasks          | 1. Improve speaking skills—introduce a famous person.<br>2. Output of introducing a famous person effectively. | 1. Ask Ss to work in groups and ask their members to talk about some famous people and prepare two questions based on the introduction they present<br>2. Get Ss to vote for the best speakers | 1. Work in groups to introduce a famous person according to the table or bubbles. Meanwhile, prepare two questions based on the introduction they talk<br>2. Ask Ss to introduce a famous person.<br>3. Vote for the best speaker<br>4. Others listen and answer questions | 13 mins |
| Conclusion & assessment | Conclusion and reflection  | 1. Remind Ss of how to introduce a famous person effectively and listening and speaking skills<br>2. Get students to reflect on their performance in class by voting                           | 1. Recall how to introduce a famous person effectively and listening and speaking skills<br>2. Reflect on their performance in class by voting   | 2 mins  |
| Assignment              | Write a passage about a famous you appreciate  |  |  |         |

#### 八、板书设计

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| <p>Unit 5 Listening<br/>Tan Dun<br/><i>Crouching Tiger, hidden Dragon</i><br/>Composer and conductor orchestras</p> |
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## 九、教学特色

### 1、培养语言思维能力，能用英语解决问题。

在本课设计中，学生对音乐感兴趣，但对古典音乐的话题较陌生，本课听力材料介绍的作曲家以及指挥家是创作《卧虎藏龙》这部电影的谭盾，他们对谭盾以及这部电影也不太熟悉。通过结合学生的学习经验，让学生预测听力材料的内容，培养学习策略，整个课堂不断提供机会让学生进行分析、归纳、创造。通过这节课的学习，学生能归纳听力文本的结构，并根据结构获取信息，在生活中能从介绍名人以及其职业生涯。

### 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，笔者设计了由浅入深的活动来培养学生的技能。通过第一篇关于谭盾的职业介绍，学生学会听前预测，听中记录，并且知道如何记录（简写数字，名称的缩写），听后分析语料的结构，使用结构再次听关于朗朗的听力材料并进行简单记录，口头复述。两个听力活动从 **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，目标突出包括 **predict, listen for details, note taking, grasp text trunks** 等听力微技能。完成听力任务后，运用学到的结构，学生分小组进行名人职业介绍，各组设置两个问题提问其他组的同学，让人人都参与到活动中。

## 十、教学效果及教学反思【录像后补写】

十一、专家点评【交稿时先由指导教师写关于教学设计的点评，交外文学院后，由导师团队作综合点评】