

课时教学设计——牛津版7A Unit6 Conditional Sentences

设计团队 所在单位	广州市江南外国语学校	指导人及 所在单位	黄范卿 广州市海珠区教 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
	王然	10	中学英语一级教师
完成时间	2015.11		

一、教学材料

Level: Junior One

Teaching Material: Oxford English (2013) Book 7A P77-79

Teaching content: Unit 6 Grammar: Conditional Sentences

Lesson type: Grammar

Lesson length: 45 minutes

二、教学内容分析

This lesson aims at introducing the grammatical structure of conditional sentences. Students should be able to make simple conditional sentences by the end of this lesson. Theme of this unit is about travelling, but the texts of this period on the textbook haven't mentioned much about it. Because the students are quite interested in the topic of unit 5, travelling in space, a new topic "visiting my planet" is adopted in this lesson. Writing an article describing my own planet with the help of the target language will be the final task of this lesson.

三、学情分析

According to students' previous learning experiences, most of them have known well about the present tense and simple future tense. And the word *if* was taught in last unit which means students have learnt a bit about conditional sentences, so we don't need to spend too much time explaining the meaning of conditional sentences.

47 students age from 13 to 14. They are generally at lower intermediate level. 15 of them can do better than others in English, who are able to be a teaching assistant or leader in each team. Some of the students are talkative. They can offer help to those who are reluctant to talk. Students of this class are used to be divided into teams. They may also become nervous and shy when other teachers are observing the class, so lively lead-in activities and group work are necessary to help ease the tension.

四、教学目标

1. Knowledge aims:

By the end of the lesson, students will

- a. identify the main clause and if clause of the sentence.
- b. be able to clarify the tense of the sentence.
- c. be clear about different sentence structures of conditional sentences and how to use the punctuation properly when making this kind of sentence.

2. Ability aims:

By the end of the lesson, students will be able to

- a. make conditional sentences and use them to support their writing.
- b. evaluate others' writing and adapt new ideas in their own writings.

3. Moral objects:

By the end of the lesson, students will be able to appreciate imagination, creativity and the beauty of outside world.

五、教学重点、难点

1. Key points in teaching:

Elicit the constructions of the target language and offer chances for students to use it.

2. Difficulty

Teach students how to make conditional sentences and use them to support their writings.

六、教学设计理念

Grammatical structure and functions are two important aspects of language.

My teaching plan basically follows the approach of ***Guided discovery*** and ***Presentation, practice and production (ppp)***. This lesson moves from the guided discovery stage to the practice stage and the production stage.

Instead of teacher inputs the target language at the first step, I will guide the students to find out the rules of making this kind of sentences by themselves through samples in contexts which students are familiar with and interested in. I will ask students to work out what the rules of usage for the target language. Then have them complete gapped rules on the worksheet together.

A variety of guided activities will be organized in this lesson including controlled practice and freer practice. During the final task of this lesson, students can use it in a writing activity which they are given less language support.

Communication is the aim of learning a language.

Pair and group work offer lots of opportunities for interaction to take place in a class. Working in groups also lowers the difficulty of a task which enables students with lower level to get involved in the lesson. So I encourage students to discuss their problems in my daily teaching. Students are clear about their role in a group. When getting feedback of the class, I also try to make it more interesting.

七、教学过程

Step one: Lead-in (one activity)

Activity one

Process: T: 1. Play the song “if you are happy”.
2. Lead in the grammar point of today’s lesson.

S: 1. Sing and dance with the song.
2. Remember one sentence of the song.

Purpose: Arouse interest and lead in the topic

Step two: Guided discovery (two activities)

Activity one

Process: T: 1. Elicit three sentences by asking Ss “If you are happy, what will you do?”

2. Lead Ss to read the sentences in chorus.
3. Guide Ss to find out the feature of main clause and if clause.
4. Ask Ss to discuss in groups about the rules of making a conditional sentence according to the sentences on the board.
5. Check answers team by team.

S: 1. Brainstorm sentences to answer the Q “If you are happy what will do?”
2. Guess “If the teacher is happy, what may she do?”
3. Read the three sentences on the board.
4. Talk with partners to find out rules of making conditional sentences and write down the notes on the worksheet.
5. Fill in the blanks team by team.

Purpose: Introduce the structure and tense of conditional sentences.

Activity two

Process: T: 1. Ask Ss to finish part 1 on the worksheet.
2. Elicit the rule of adding a comma into a conditional sentence.

S: 1. Finish part 1 on the worksheet.
2. Discuss shortly to find out the rule of adding a comma into a conditional sentence.

Purpose: Conclude the rule of using punctuation in conditional sentences.

Step three: Practice (two activities)

Activity one

Process: T: 1. Lead Ss to read a postcard sent by Ms Tang from space.

2. Let Ss discuss in groups to find out the mistakes in the content of the postcard.
3. Ask Ss to correct the mistakes.
4. Check answers.

S: 1. Read the postcard and talk with partners to find out the mistakes in the content.

2. Correct the mistakes.
3. Check answers.

Purpose: Consolidate the knowledge Ss just learnt.

Activity two

Process: T: Guide Ss to find out fun fact about Ms Wang's planet by playing "jumbled words"

1. Hand out cue cards with jumbled words on them.
2. Ask Ss to make meaningful sentences with the words on the cards.
3. Let Ss read their sentences in front of the class.
4. Ask the other Ss to check the sentence quickly.
5. Ask Ss to complete a short passage with three of the sentences they just made.

S: Play "jumbled words"

1. Make sentences with words on the cue cards in groups.
2. Read the sentences in front of the class.
3. The rest of the Ss check the sentences.
4. Complete a short passage with the three sentences Ss just made.

Purpose: Help Ss get familiar with the sentence structure of a conditional sentence.

Give scaffolding to the writing task.

Step four: Production (one activity)

Activity one

Process: T: 1. Guide Ss to write a short passage about their own planets with the help of the pre-assignment, part 3 and 4 on the worksheet.

2. Remind Ss to use at least 2 if clauses in their writing.
3. Ask some of the Ss to share their writings.
4. Lead the others to evaluate the writing.

- S:**
1. Write short passage about their planets.
 2. Share the writing with other team members.
 3. Choose one article to share in front of the class.
 4. Evaluate the writing according to the form of Ex 7 on the worksheet.

Purpose: Offer chance for Ss to use the target language in a situation.

Step Five: Homework

八、板书设计

Unit 6 Conditional Sentences 条件状语从句	
<p>If 从句 主句 (以__开头)</p> <p>If+主+谓 { 1. 主+谓 (一般____时) 2. 主+ ____ 动词 (_____) 3. ____句(动原开头) (____时)</p> <p>注: if 从句在_____有“,” if 从句在_____无“,”</p>	<p>If I am happy, I will smile If Ms Wang is happy, she may dance If you are happy, clap your hands.</p>

九、教学特色

1、启发引导学生自行发掘语法规律

任何一种语言，都有内在的规律，让学生自己通过分析，比较，总结出各种各样的规律他的印象就会深刻，各种知识就会掌握得更加牢固。因此我把 **guided discovery** 与 **PPP** 教学法结合，在总结语法规则之前，用学生喜闻乐见的话题引出例句，启发学生自行发掘语法规律，以代替传统的 **PPP** 老师讲授语法点。有趣的热身和学生喜欢的话题，不但调动了学生的课堂参与度，也充分激发了学生的思维。

2、巧用前置学案，激活学生背景图式

利用前置学案布置学生复习上一单元关于太空旅行的常用单词，短语以及实用例句，回顾旧识，启发新知。随堂写作难度较大，前置学案提供的思维导图给学生

开拓了思路，学生可以在此基础上发挥。背景图式的激活节省了构思文章的时间，让课堂紧密围绕关键语法点，更高效。

3、话题贯穿，不断巩固，为写作输出搭好脚手架

由于课本关于该知识点的话题没有太大亮点和明确的主题，因此改用上一单元学生感兴趣的星级旅行作为贯穿本课的话题。本课从了解别人的星球，老师的星球到介绍自己的星球，任务练习的难度递进。练习的形式也从 **controlled practice** 过渡到 **freer practice**，最终通过话题创设的语境，给予学生运用时间本课语法点的机会。由于老师刻意的安排，介绍星球的主题始终贯穿课堂，学生不知不觉中积累了写作的例句，为最终的写作输出打下了基础。

4、多种方式获得学生的反馈

除了个别回答和齐读齐答，本课采用了多种获得学生课堂反馈的手段。例如小组展示，颜色卡的反馈。获得学生反馈是教师监控和及时调整教学进度的有效抓手。通过多种方式获得课堂反馈，让枯燥的问答变得有趣和不可测，有利于提高学生课堂专注度。

5、小组合作，范文分享，降低任务难度

十、教学效果及教学反思【录像后补写】

1. 写作评价应落实有效。

在教学过程中，教师能注意鼓励学生，也利用小组竞争实行了激励性评价，但在写作输出的部分引导学生点评作文时对学生过于控制。

建议：对小组合作的成效的评价应落实有效。可以运用小组互评给分的形式让学生互相评价其它小组的作文。

其次，为了使教师迅速掌握各展示小组分享的内容，进行及时的点评，教师也可以在小组合作准备阶段，通过巡堂大致了解各组作品的质量与存在问题，提前准备。

2. 整节课容量大，节奏快，要求学生要多动脑筋，集中精神，如果学生程度较差，需适当调整删减。

建议：要充分做好学情分析，尽量估算出适合学生完成课堂任务和习题的时间，利用计时器等，提高课堂练习的有效性，让课堂更紧凑。