

课时教学设计——牛津版7A Unit6 Writing: Home rules

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一、教学材料

Level: Junior One

Teaching Material: Oxford English (2013) Book 7A P82

Teaching content: Unit 6 Writing: Home rules

Lesson type: Writing

Lesson length: 40 minutes

二、教学内容分析

This text mainly talks about home rules. Students are required to make some rules for the family to follow such as how to use electricity safely. In the previous lessons, the reading and grammar sessions have paved the way for the writing activity. In this unit, how electricity is produced and transferred is introduced in the reading session; while in grammar session, the expressions of how to make rules with *must & mustn't* have been taught. Therefore, students are well prepared with the background information and the language.

This lesson is to help the students to recall the relevant sentence patterns they learned and improve their writing ability to make some rules.

三、学情分析

Most of the students in Class Two Junior One are interested in English learning, but they are not good at writing. Some students find it very difficult to express themselves in proper English. Therefore, the whole lesson is carried out in the form of group work and competition. In this way, students can help each other and reduce their anxiety during learning. Besides, most of them tend to translate the key points during the writing process because they are not good at using the relevant words, phrases and proper sentence patterns. Thus I design the oral practice before writing to equip students with different kinds of expressions.

四、教学目标

1. Language ability aims:

After learning the lesson, students are able to:

- a. use the proper expressions of making rules.
- b. combine the gives words into correct sentences based on *S+V* structure.

2. Ability aims:

After learning the lesson, students are able to:

- a. fulfill a passage with complete points.
- b. improve the passage with the linking words.

3. Emotional aims:

After learning the lesson, students are able to obey rules in different situations.

五、教学重点、难点

1. To help students to use the appropriate structure and the patterns to make rules.
2. How to use appropriate words and sentences patterns to modify writing.

六、教学设计理念

According to the *National Curriculum Standards* (2011), the teaching activities should be close to student's life reality, conform to the students' cognitive level and life experience; Teachers should strive to create a harmonious classroom teaching atmosphere, and organize various forms of classroom interactions. All kinds of language knowledge learning should be based on language use. Teachers are required to actively try various teaching ways and methods which emphasize both the process and results such as task-based language teaching approach.

Krashen (1982) pointed out the master language is through "acquisition", not "learning". Learning refers to conscious learning through teaching language, while the acquisition refers to contact system and master the language through the communication unconsciously. Task-based Teaching Approach is to let students work naturally with the language in the process of completing the task and communicating then results in language acquisition.

Based on the concept mentioned above, I will organize the lesson by setting a scene--- Making rules for *Nick* from *Zootopia*. Firstly, students are asked to make some home rules for naughty Nick. By this step, students will get ready for the language that will be used in the writing process. Then students will discuss some school rules in group of six, which will prepare the ideas for writing. Lastly, students will write a passage and learn how to evaluate.

七、教学过程

Stage	Aims	Teacher's activities	Students' activities	Time
Lead-in	To set a scene. Introduce Nick to Ss and	Introduce the film <i>Zootopia</i> and guide students to think about a question: <i>What do</i>	Look at the pictures and try to use some adjectives to describe Nick's personality.	2minutes

	arouse their interest.	<i>you think of Nick?</i>		
Warm up	To guide Ss to sum up the home rules and master the sentences patterns and prepare the language for writing.	<ol style="list-style-type: none"> 1. Set a scene: show some pictures and tell the students about what Nick did in my house. 2. Ask students to make some home rules for him by using the given words. 3. Guide students to brainstorm more home rules by using the sentences patterns <i>You must/ You mustn't/ You should.</i> 	<ol style="list-style-type: none"> 1. Look at the pictures and learn about what Nick did at home. 2. Work in pairs. Make some home rules for Nick to follow by using the given words. 3. Brainstorm some more home rules for Nick. 	10minutes
Pre-writing	To let Ss get familiar with the evaluation criteria and equip with the ideas of writing.	<ol style="list-style-type: none"> 1. Set a scene. Suppose Nick will come to our school. Ask students to discuss some schools for him. 2. Guide students to read two compositions and guide them to sum up the structure of the second composition and pay attention to the linking words. 3. Show the evaluation criteria and explain it to students. 	<ol style="list-style-type: none"> 1. Discuss in groups. Try to make some school rules to help Nick. 2. Read two compositions and try to sum up the structure of the second composition and pay attention to the linking words. 3. Learn the evaluation criteria. 	10 minutes
While-writing	To train the writing ability.	Ask students to write a composition on their own.	Write a composition on their own.	9 minutes
Post-writing	To train Ss' ability of evaluating and improving their writing.	<ol style="list-style-type: none"> 1. Share two compositions with the whole class. 2. Ask students to exchange their compositions, correct the mistakes and underline the good points (If there is enough time, do it in class or leave it for homework). 	<ol style="list-style-type: none"> 1. Correct the mistakes and find out the good points of the compositions with the whole class. 2. Exchange their work with one of their group mates and check if there are any mistakes in it meanwhile underline the good points. 	8 minutes
Homework	Conclusion and reflection.	1.Share your composition with other group members, find and learn some good		1 minute

		sentences or words; 2. Please write your composition in your exercise book after correcting.		
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八、板书设计

Unit 6 Writing Home rules		
Structure:	Sentence patterns:	Group competition
{ beginning	You must/ mustn't ...	G1
{ body	You'd better ...	G2
{ Ending	Don't+V	G3
	...	G4
new words:		
heater, dustbin, touch		

九、教学特色

1、创设情境，主线清晰，图文并茂，激发学生的学习兴趣与求知欲。

在本课的设计中，笔者引入了当前比较热门且学生喜爱的动物片《疯狂动物城》里的主角 Nick 作为主线。在引入部分，以主题曲 **try everything** 和一些有趣的剧照，激发起学生的学习兴趣与积极性，为后面的学习奠定基础。通过创设任务情景，让学生从家庭、学校两个方面为 Nick 制定各种规章制度，这个过程贴近学生生活实际，让学生充分调动思维去使用英语进行表达，也为后文的书面表达奠定了语言表达基础。

2、任务设计呈现梯度，由易入难，层层递进，为学生的写作输出提供脚手架。

笔者在写作前设计了三个任务：连词成句为学生提供了语言表达所需要的句型以及训练主谓结构；家庭规章制度的头脑风暴进一步巩固了语言表达；小组讨论制定学校的规章制度，进一步训练了主题相关的语言表达，同时也为最后的写作内容提供了素材，尽量减少表达的不规范与写作内容的单一枯燥，为最后的写作输出做好准备。

3、引入小组合作与小组竞赛机制，培养学生的合作意识与动脑思考的习惯。

在课堂上，以小组竞赛的形式开展一系列竞赛活动，各小组的同学积极主动地学习，活跃课堂气氛，以此为动力推动学生积极不懈地参与课堂教学活动提高课堂效率。本节课的每个环节，都有小组竞赛累积加分。加分制度使得更多的学生愿意参与到课堂活动中，即使基础比较薄弱的学生也会在小组合作学习中努力去向组员学习，实现了学生之间的互帮互助。