

课时教学设计——牛津版8A Unit6 Head to Head

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完成时间	2014.6		

一、教学材料

Level: Junior two

Teaching Material: Oxford English (2013) Book8A P83

Teaching content: Unit 6 reading: Head to Head

Lesson type: reading and writing

Lesson length: 45 minutes

二.教材内容分析:

The text is typically for a purpose of showing the students how to state their opinions. It includes two passages focusing on the topic "Is to have a pet dog a good idea or not?" On the one hand, the pro state their opinion "keeping pet dogs is a good idea", and then give many reasons with examples to support the opinion. In the end a conclusion is given "it's a good idea to keep pet dogs" to emphasize their opinion again. On the other hand, those who don't think it's a good idea to keep pet dogs also state their adverse opinion. In order to make their opinion reasonable, many reasons and examples are also used. In the same way, a conclusion is made at the end to emphasize their opinion. The same structure is used for showing two different opinions i.e., firstly, stating opinions, secondly, telling reasons and giving examples, and thirdly, concluding. It is easy for the students to know how to state opinions. With the purpose of making the passage clear and coherent, some cohesive devices are applied, such as "first....., second....., what's more.....,finally", "learn responsibility from.....", " have no choice but to do...", " stop sb. from doing", etc.

Reading and writing can be united to a task cycle. After knowing the structure of stating opinion, I will present a topic, students will be divided into two groups to discuss, and write down their opinions, supporting reasons and conclusions by using the structure.

三、学情分析

Firstly, the students in Junior Two tend to be active and are willing to think about the things coming around them. Also their skills like listening, speaking, reading and writing are better than they used to be, so it is not difficult for them to express their feelings freely. A debate is arranged which is full of challenge and interest. The more supportive details they find, the better their essay writing will be.

Secondly, the students in Junior Two have a better ability of analyzing, and they hope to have some task full of challenge, so a task of finding out the structure of the passage is designed. In this way the students can understand and use it better, because the knowledge is discovered by themselves.

四、教学目标

1. Language ability aims

- a. Show a topic and let the students discuss freely and state their opinion fluently.
- b. Understand the meaning of new words and phrases: reason, cute, responsibility feed, etc.
- c. Master reading skills —read the passage and get the main idea and conclude the structure of the passage.
- d. Master writing skills—imitate the structure and use the appropriate language to complete writing task.

2. Thinking quality aims:

- a. Compare, analyze and evaluate others' opinions.
- b. conclude by analyzing, and write by using the structure.

3. Cultural quality aims

- a. show love to the all the animals ---they are our friends.
- b. Understand and respect ideas of pets of other cultures.

4. Learning ability aims:

Complete a task cycle by reading and writing.

五、教学重点、难点

1. Students can master the reading and writing skills and apply the skills to their output activities.
2. Students can organize a debate by searching internet and look up other reference book.

六、教学设计理念

As the old saying goes, "Give a man a fish and you feed him for a day; teach him how to fish and you feed him for a lifetime". Listening, speaking, reading and writing are the four basic skills for English learning. 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—reading about how to state opinions and make summary about the essay structure, and then imitate the structure for their own writing. During the task cycle, students will learn and practice reading skills—read for general and specific information. I add one speaking skill—to have a debate about the topic so that the students can get more details for writing.

After the reading tasks, I design two writing tasks based on the input of the reading tasks. Students will conclude the structure by themselves and then imitate the example to write an essay by using appropriate language according to the reading materials.

七、教学过程

<p>Aims: build on students' existing knowledge of stating opinions: To enlarge students' vocabulary To enrich the facts about advantages and disadvantages on "keeping a pet dog or not". To learn how to state opinions, give reasons and supporting details orally or in writing To provide opportunity to practice reading skills of skimming and scanning to get the main idea and find out the key information. To lead Ss love animals, they are really our friends.</p>					
<p>Materials: Courseware</p>					
<p>Type of the lesson: reading</p>					
Time	stage	Stage aims	Teacher activity	Students' activity	Skills involved
4 mins	Warming-up	To attract the Ss' attention and motivate them.	1. Prepare a word-puzzle game to check if the Ss know the new words and use them freely. 2. Watch a Video.	1. Think hard to guess and make sentences. 2. Watch, appreciate	Thinking, speaking
3 mins	Pre-reading	To prepare the students for what they are going to learn.	Organize a debate to show the Ss how to state their opinions orally. Show opinions ↓ Give reasons ↓ Supporting details ↓ conclusion	1. Let the students make a debate to show us more information about "keeping a pet dog or not".	Skills of thinking and speaking in English.
18 mins	While-reading	1. To introduce two persons: Emma and Matt, who have different opinions about "keeping pets". 2. To get the students to	1. To prepare two questions for the Ss: 1) What is Emma's opinion about "keeping a pet dog?" 2) What is Matt's opinion about "keeping a pet dog?"	1. Try to understand the passage and try to find out the answers to the questions. 1) Emma's opinion 2) Matt's opinion.	Reading skill of skimming.

		read the passage quickly and get the opinions about these two persons.			
	While-reading	3.To help the students read the whole passage carefully, and try to understand it and find out the supporting details to support each person’s opinion.	2. To make a table about supporting details for the Ss to fill in after reading the passage carefully.	2. To read the passage carefully and get the key information to fill in the table.	Detail reading, writing, speaking.
		4. To learn the useful phrases in the passage. 5. To make sure the meaning of the phrases. 6. To analyze the structure of the essay.	3. To lead the students to realize the use of the useful phrases. 4. Let the Ss guess the Chinese meaning of the phrases according to the content of the text. 5. To help the Ss to figure out the structure of the essay showing opinions	3. According to the content and guess the meaning of the phrases. 4. To remember them by heart. 5. Try to work out the structure of the essay with the teacher’s help Showing opinions ► Giving reasons ► Giving supporting details ► conclusion	Speaking and scanning Consolidate the basic knowledge.

14 mins	writing	1.To grasp the structure of essay stating opinions.	2. To ask the Ss to write an essay to show their opinions “keeping a pet dog or not”. 3. Share their essay.	1. According to what they learn from the passage and the opinions the Ss stated out during the debate, choose one--two reasons to write a short passage. 2. Read out the essay they write and discuss in groups.	Thinking and speaking, co-operating.
1min	Assignment	1. Make a summary. 2. Finish English Weekly about reading A 3. Book B reading A			Consolidation

八、板书设计

<p>Unit 6 reading Head to Head</p> <p>Stating opinions: ... is (not) a good idea.</p> <p>Telling reasons: First, ... Second, ... What's more, ... Finally, ...</p> <p>Giving examples: According to ...,</p> <p>Concluding: So ...</p> <p>How to state opinions?</p>
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九、教学特色

1.本节课在设计时既注重议论型文章理解的过程中阅读技巧的渗透和训练，又帮助学生辨别其中关于“pets”的事实与观点，了解议论文的基本结构。大量地跟学生一起输入一系列的关于证明“养”或“不养”宠物观点的数据，具体事件，引导学生进入英语辩论的基本模式。在设计过程中要注意一定英语输入量为后面的写作提供结构和素材也要积极提高课堂的趣味性的结合。

2.学生经过训练，能够基本落实双基,在阅读理解技巧训练以及文章意思理解的基础上有一定关于“Keeping a pet dog or not”此话题英语的输入量，还可允许学生根据自己的生活经验提前准备一些关于“养宠物”的优势和不足的事实展开较深入的辩论,灵活自如地运用英语发表自己的见解.以此同时，帮助学生学会掌握议论文写

作的基本结构和框架，能够围绕话题写出阐述自己的观点，以及以事实为例来证明观点的议论文章。

3. 通过文章的渗透以及辩论的推进，强化议论文的结构和框架，引导学生能把关于“keeping a pet dog or not”的观点的讨论和论据的证明，写出一篇简单的议论文，陈述自己的观点。