

# 《Unit4 Period1 Welcome to the party !》

## 教学设计

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设计思路		<p>根据《中职英语教学大纲》以及中职英语学业水平测试要求，结合学生实际，本教设计强调集体配合和合作互助的精神，并通过多种途径激发学生的学习兴趣 and 参与热情。形象化的图片教学和有适当紧张度的游戏和表演，不仅能吸引学生的注意力，而且能强化教学效果。同时教师在课堂上不断提供适时的语言帮助和鼓励，扫除学生在学习过程中碰到的障碍，有助于克服学生的畏缩心理，使他们积极主动地配合教学活动，真正成为课堂活动的主体。</p>			
教学 分析	教材 分析	<p>本课时系教材《英语 1》(基础模块 高教版) 第四单元的第一课时，包括 Lead-in &amp; Listening and speaking 中的 Dialogue A 两部分，具体内容为：关于天气和参加聚会人物身份的词汇；主人迎接客人、客人恰当回应的对话；在聚会上谈论天气等话题的对话。</p> <p>通过本节课听说的学习，为整个单元的学习活动做语言和知识的准备，也为学生学以致用用的语言表达活动提供了语言铺垫。</p>			
	学情 分析	<p>本教案的授课对象为 17 级美容美体专业学生。该班共有 41 名学生，其中女生 41 名。</p> <p>该班学生学习基础差，中考入取英语最高分 70 多点，全部在及格线下，有相当一部分几乎是零起点；经过两个多月的习惯养成教育与自信心的培养，大部分同学能够迎难而上，尽自己最大努力提高自己学习英语的能力，积极投入英语课堂的学习与实践训练，课堂上的习惯有所好转，班级的学习氛围较浓厚。但是由于专业要求和英语的联系不密切，学生对于英语课程并还不够重视，存在以下问题：掌握的词汇量和句型结构少、听力和口语表达能力弱、害羞、课堂参与积极性不强、学习动机不强。</p>			
	教学条 件分析	<p>授课班级具备多媒体授课条件，本节课使用 PPT 课件进行教学。</p>			

<p>教学目标</p>	<p>1 Target language  (1)The words and expressions about weather and party.Such as: party, weather, season, pleasant, snowy, rainy, windy, sunny, cloudy, foggy, host, guest。  (2)The sentences about talking about weather and entertaining the guests at the party.  Such as: Welcome to our party!  This way, please.  What's the weather like in your hometown? It's ,,,  2. Abilities Goals  a. Enable the students to use the words and expressions to entertain the guests at the party.  b. Enable the students to master the proper expressions to talk about weather.  3.Moral Goals  By practicing the usage of the words and structures, enable the Ss to show their interests in party planners and to think over their future job.</p>		
<p>教学重点</p>	<p>How to teach the Ss to master the words and expressions to talk about weather and entertain the guests at the party .  How to teach them learn to infer the informations from the given material and take notes and find the proper topics at the party.</p>		
<p>教学难点</p>	<p>How to help the Ss to master the words and expressions to talk about weather and entertain the guests at the party .  How to help them learn to infer the informations from the given material and take notes and find the proper topics at the party.</p>		
<p>教法</p>	<p>Listening ,speaking, discussing and practicing etc.</p>		
<p>学法</p>	<p>Learn to infer the informations and to take notes</p>		
<p>教学环节</p>	<p>教师活动</p>	<p>学生活动</p>	<p>设计意图</p>
<p>Organizations(1m)</p>	<p>Greeting and count off!  Safety education.</p>	<p>Greeting and welcome the teachers to the class.</p>	<p>To make the Ss to concentrate themselves on the beginning of the</p>

			lesson and prepare for their lesson.
Revision (3分钟)	Teacher help the Ss to review the key structures in the three units they have learned.	The whole Ss tell what they have learned and T makes up for them.	To remind them of the key points that they have learned and to avoid forgetting the contents because of long time`s non-revision. After that T can lead them to the topic about party in Unit 4 .
Lead-in and Vocabulary Teaching (5分钟)	<p>1. Teacher shows a picture on the screen, asks, “What’s it?” “What can you see on the picture?” “Who is it?” “Which season might it be? How do you know?”</p> <p>2. Show the ppt about kinds of parties to the Ss for the S to explain and helps the S if she has any difficulties.</p> <p>3. T shows the pictures one by one on the screen for the Ss to compete to answer.</p>	<p>1. The Ss tell what the picture is and answer the teacher`s questions.</p> <p>2. One of the Ss tell the class kinds of parties.</p> <p>3. The whole (in four groups) compete to tell what the party is.</p>	To catch the Ss`attention and make them interested in the topic by showing the picture and to review the words about weather and teach the new words: host and guest while they are answering the teacher`s questions.

<p>Listening and Speaking (15 分 钟)</p>	<p>1. Activity 1. Listen and match. (2 min)</p> <p>2. Activity 2. Listen and match. (3 min) Teacher says: "Where do Mr Smith, Wang Yang and Mr Lee come from? Please guess it and match the items according to your inferring. Then listen to the tape carefully, after which, you check the answers with your partner." Students finish the activity according to the teacher's instruction, and then teacher offers feedback. If they cannot catch the answers in the first listening, repeat the dialogues again.</p> <p>3. Activity 3. Listen and complete. (5 min) Teacher says: "Sometimes we can take notes to help us get a full understanding about the listening material. Here is the case. You will listen to the dialogue again twice. Please write down all words you hear under the two columns in Activity 3. Listen carefully and try to get the correct answer with the help of note-taking, then check answers with your partner together." "</p>	<p>1. Students listen to the tape and finish the activity individually. If they cannot catch the answer in the first listening, repeat the dialogues again.</p> <p>2. The Ss listen to the tape carefully, after which, they check the answers with their partner." "</p> <p>3. Students finish the activity according to the teacher's instruction.</p>	<p>1. The Ss can finish this without any difficulty because of Lead-in and Vocabulary teaching</p> <p>2. To do this will increase</p> <p>2. The Ss will increase the interestingness and pertinence of activities by inferring listening strategies and will more concentrate on listening materials to improve their inferential capability.</p> <p>3. In order to develop the Ss' effective listening strategies, T introduces the note-taking listening strategy to the Ss before she plays the tape. Meanwhile, T asks the Ss to check the answers with the deskmate so as to improve the Ss' abilities of analytical judgement.</p>
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<p>Speaking (17 分钟)</p>	<p>1. Read and underline. (2 min) Teacher asks 2 or 3 students to tell others their opinions. Teacher writes down the useful sentences on the blackboard:</p> <p>2. Read the dialogue together. (2 min) Before read the dialogue ,T ask the Ss to tick off the difficulties and solve them. To make them easier to read and act out the dialogue.</p> <p>3. Ask the Ss to act out the dialogues according to the model dialogues.</p> <p>4. We are going to have a birthday party! (10 min) If time permits. Teacher says: “We enjoy ourselves in our birthday party every year. Suppose your birthday is coming. This year, you have a birthday party in class. You are divided into different groups. Plea</p>	<p>1. Students read the dialogue in Activity 4 individually, then they underline important sentences about greeting and talking about weather. .</p> <p>2. Students read the dialogue twice together . The first time is between two groups, and the second is between them.</p> <p>3. Students are divided into different groups with four members in each. They discuss and play one of the topics.</p> <p>4. Students prepare the performance for about 5 minutes. Then teacher invites as much groups to show it as possible.</p>	<p>1. It's not difficult for the Ss to find the sentences about welcoming to the guests and the key sentences about weather through reading. T can ask two or three Ss to tell their answers, this allows the Ss to be more impressed with the key patterns.</p> <p>2. Reading can help the Ss remember the key sentences and make appropriate responses to the relevant questions. T reads aloud with the Ss to keep them with correct pronunciation and intonation.</p> <p>3. This step will help to motivate the Ss to think deeply and to expand the knowledge of the Ss. T can perform first to encourage the Ss to act out the dialogues. Besides that ,teachers' encouraging comment and the Ss' applause will add the Ss' self-confidence and courage.</p> <p>4. This activity can help the Ss output the language mastered into the real-life situation and train the Ss to use their language learned</p>
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	se find a girl whose birthday is coming soon in your group. The birthday girl invites some friends to her party. All invited guests prepare some gifts, such as a book, a pen or any others. Friends have a pleasant talk in the party.”		to participate in the party activities.		
Summary (3 m)	T asks the Ss to make a consolidation about what they have learned today, then T make up for them.	The Ss sum up the important points they have learned	In order to make the Ss remember the points more clearly.		
作业布置 (1m)	Remember and copy the words and expressions and the patterns. WB Unit 4 P31Exx1.2 Prepare the dialogue on p48-49				
板书设计	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Useful words and sentences</b>  pleasant, snowy, rainy, windy,  sunny, cloudy, foggy  --<b>Welcome to</b> our party, Mrs Stone.  --<b>Thank you</b>, Miss Li.  --<b>This way, please.</b>  --<b>Thank you.</b>  --<b>It's</b> very cold today.  --<b>What's the weather like</b> in Australia now? </td> <td style="width: 50%; vertical-align: top;"> <b>Possible topics in a party</b>  .....  ..... </td> </tr> </table>			<b>Useful words and sentences</b> pleasant, snowy, rainy, windy, sunny, cloudy, foggy -- <b>Welcome to</b> our party, Mrs Stone. -- <b>Thank you</b> , Miss Li. -- <b>This way, please.</b> -- <b>Thank you.</b> -- <b>It's</b> very cold today. -- <b>What's the weather like</b> in Australia now?	<b>Possible topics in a party</b> ..... .....
<b>Useful words and sentences</b> pleasant, snowy, rainy, windy, sunny, cloudy, foggy -- <b>Welcome to</b> our party, Mrs Stone. -- <b>Thank you</b> , Miss Li. -- <b>This way, please.</b> -- <b>Thank you.</b> -- <b>It's</b> very cold today. -- <b>What's the weather like</b> in Australia now?	<b>Possible topics in a party</b> ..... .....				
教学反思	<p>The advantages: The Ss have taken an active part in the class and have got well with the teacher. When they had any questions ,they ask me to help them; They were listening to the tape carefully while I played the listening material; They could ask me to play it once more while they were confused about what they have listened. They could read and act out the dialogue loudly. In a word, the student have tried their best to take an excellent and active English class. I felt content with them.</p> <p>The disadvantages; I have designed the teaching material too much in this period so that I can't finish the teaching task designed in time. I feel a little regret for it. I think I must learn more IT to improve my teaching capability though the teachers said I have</p>				

	<p>done well in PPT. I don't think it is good enough. What's more, I should design more exercises for the Ss to practise both in the oral and the written, I should ask them to do it by themselves then T made up for them. If I have done all the above, I would have made this lesson more perfectly.</p>
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## 课堂自评表

Class \_\_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_

项目	内容	自评(0~5分)	组评(0~5分)	师评(0~10分)	总评
课堂表现	1.复习环节				
	2.积极发言				
	3.完成对话				
	4.听讲情况				
小组合作	1.积极参与小组活动				
	2.在小组中作用				