单元教学设计方案

**Unit 5 Music Listening and speaking教学设计**

**授课主题：讨论喜爱的音乐**

**授课类型：listening and speaking**

**授课时长：一个课时（每课时40分钟）**

**内容分析**

**活动主题：**本版块主题是“讨论喜爱的音乐”（Talk about music preferences）。谈论音乐喜好是中学生的常见话题，他们喜欢各种各样的音乐：有人喜欢西方古典音乐，有人喜欢通俗音乐，有人喜欢中国传统音乐。只要音乐的内容积极向上，学生的爱好都值得尊重和赞赏。

**文本分析：**听力文本包含三个短对话，是一名记者对三个学生的采访，采访学生喜欢的音乐类型及其原因。**三**个对话结构大体一致，重点问句是“What kind of music do you like? Why?”

**学情分析**

该班学生整体比较外向，发言比较积极，且思维活跃，但是整体的基础偏弱。在本课前，教师让同学们自己在家中学了Reality这首歌，并抽空在学校给予了辅导，把听力内容的最后一部分Pronunciation的不完全爆破提前进行了讲解。也让同学们提前学习、熟悉了本单元的词汇。因此大部分学生在老师的引导下，能够顺利完成听力部分内容，但在后面的语言输出部分，学生“说”的能力还是较弱，容易犯一些基础性的错误，且思辨能力还有待提升。

**教学目标**

1. 作为本单元的第一课时，能激发学生对单元主题的学习兴趣。
2. 复习已学词汇并熟悉单元话题词汇：如raise one‘s interest in, keep sb company, a sense of belonging, feel less bored and lonely, enable sb stay motivated and energetic, classical, conductor, perform, band等。
3. 让学生了解基本的音乐类型，以及不同音乐类型给人的不同感受。
4. 学生通过写作分享自己喜欢的歌手或者歌曲并表述原因，在此过程中提高学生的写作能力。
5. **教学重点：**了解本单元的重点听力策略---解释策略，它不仅是一种听力策略，在口语、阅读、写作中也常用到，是一种重要的语言学习和交际策略。

**活动设计**

**Activity 1：Lead in**

(Enjoy the show) Students sing the song “Reality” together and answer questions

T: How do you feel while singing with your classmates?

Ss: relaxed, excited, happy but a little nervous

T: I know some of you are not good at singing. Some of you are not confident about your pronunciation, but this time all of you opened your mouths and tried hard. That is a big step in learning English. That is the power of English. It gives us confidence, raises our interest in learning English, help us improve our pronunciation. (Gives us a sense of belonging). Keeps us company so that we feel less lonely and bored. It also enables us to stay motivated and energetic.

(设计意图：通过合唱歌曲，激发学生的表现能力以及对本单元的学习兴趣。通过问答，了解音乐音乐对我们生活的积极作用并复习相关词汇、短语。）

**Activity 2: Types of music**

承接上一环节

T: With so many benefits brought by music, there is no wonder that we all like music. As we know, there are various kinds of music in this world, can you name some of them?

根据学生回答，完成图表。

（设计意图： 激活学生已有知识，让他们说出不同的音乐类型并熟悉本单元关于音乐的词汇。）

**Activity 3: Distinguish different types of music**

So here is another question, how can we distinguish different types of music. Now I will show you pieces of music and you tell me what music it is.

在学生回答的时候，教师在ppt上呈现不同音乐类型所拥有的特点，最后得出总结：

We can distinguish them from the way the musicians are singing, how the music makes us feel, musical instruments used and the way performers dress themselves.

（设计意图： 通过分享音乐，猜测该片段音乐所属类型，感受不同音乐带给我们的感受。）

**Activity 4: Finish part 1 and part 2 on the textbook**

Ask students what the people are doing in the pictures and match the pictures with the correct types of music. After students finish part 2, teacher can ask the following questions.

T: How do you know Picture 1 is about classical music?

S: There is a conductor, who usually appears in a symphony orchestra...

T: How do you know Picture 2 is about Chinese traditional music?

S: The musical instrument is a Chinese one—-guqin. And the musician is dressed in Chinese traditional clothes.

 （设计意图： 简单的核对往往会限制学生的产出，而在核对答案时采用追问的方式，则可以了解学生更多的想法，这时形成的互动是自然而有意义的。。）

**Activity 5: Review and learn some listening skills and listen to the material, finish part 3 and 4**

Review listening skills:

 predict according to questions and choices. (A reporter is interviewing three students about their preferences for music)

Listen for key words( verbs).

 Listen carefully and draw lines between the words to make complete sentences.

* The first student likes to dance to Chinese traditional songs
* The second student likes to listen to classical music
* The third student likes to play hip-hop music

 Sing country music

（设计意图：让学生阅读活动三的指令语，预测听力内容，注意关键词。学生能通过听力中的语句She says she loves the singer Billy James whose music touches her heart判断出第一个学生喜欢听乡村音乐，通过非直接信息提高学生的文本分析能力。）

Use some examples to introduce a new listening skill—-paraphrase (use easier words to explain something difficult to others or to confirm what you hear)

listen for the second time and finish part 4

Ask all the students to read the listening material to catch more details

（设计意图： 回顾之前学过的听力策略并学习新的听力策略---解释策略，通过本活动，学生能了解采访中学生对于不同音乐类型的喜好以及原因）

**Activity 6: Talking---interviewing**

Different types of music make us feel differently

What kind of music do you prefer, why? What type of music do you not like, and how does it make you feel? Students interview each other , fill in the form and present their interview.

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| Group members | Music he/she likes/dislikes | reasons |
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**expressions**: like/dislike; prefer,...is ones’ favourite; enjoy sth/doing; ...is special to sb;

be crazy about; be a fan of...

**reasons for liking music**: touch my heart/soul; sound peaceful/beautiful; keep me company

make me happy/want to dance; give me energy/hope/courage; remove my tiredness

remind me of home/family/friends; help exercise/study

**Example**

A: What kind of music do you like?

B: I like techno music

A: What makes it so special to you?

B: I like to listen to it when I exercise. It gives me energy.

（设计意图： 学生完成第五部分的听力活动后，对音乐类型有了较深入的了解，借助活动六，深化和巩固学生对于音乐类型的理解，练习用英语表达自己的音乐喜好和理由。同时，教师给予的短语和句型也能帮助学生更好的巩固本单元的相关语言知识点。学生在讨论的过程中也能明白对于音乐类型的不同喜好没有好坏，只要是积极向上的，都值得鼓励和赞赏）

**Activity 7: Share**

Share two of the passages students wrote about their favourite singers and songs. 从而得出以下结论Music does bring us fun, energy, hope and courage, but it does more than that.

通过学生分享的两篇文章(可以让两位学生朗读文章) My favourite singer—-Jay Chou, My favourite song—-New boy得出以下结论：Music connects people born in different generations; In music, we see the past as well as the present.

教师用语（Jay was born in 1979, and he is thought to be the idol of people born in 1980s, but actually he is also loved by teenagers who are as old as you, so you see, music narrows the generation gap between people. As for the song New Boy, it was originally composed by Pushu, but suddenly became popular last year. The lyrics describe the growth of a boy and his desire for a better life, so in music, we see the past as well as the present.

（设计意图： 本环节的设置可以让学生更好的了解学生，也让学生体会到音乐的更大魅力---他能缩小代沟，让我们通过音乐了解不同人的故事，看到过去的同时也看到未来。）

**Activity 8: Thinking**

T: We are lucky enough to sit here and sing songs together. As we know, the war between Ukraine and Russia is still going on, and the whole world is still struggling with Covid-19.

So when war breaks out or a disease hits a place, cities are locked down, people are stuck at home, how can they sing together to cheer each other up?

Ss: The Internet

T: So how does the Internet change the way we enjoy music?

（设计意图和核心素养：让学生意识能愉快地坐在教室里上课，唱歌是一件非常幸福的事，通过跟战争之下，疫情之中的孩子们相比，他们是无比的幸运，同时也通过最后的问题为本单元的阅读课---虚拟合唱团做好铺垫工作。）

**教学反思：**

整堂课40分钟，基本能够完成教学任务，学生在合唱英文歌的过程中，毫不怯场；整堂课师生配合默契，学生参与度高，但也存在着几个方面的不足。由于是本单元的第一课时，学生对于单元词汇还不够熟悉，教师可以适当地领读部分重要词汇，帮助学生巩固话题词汇；其次，在完成第一次听力活动时，尤其是第一个连线题，大部分学生还是有难度，教师可以把该处个别句子再呈现一遍，防止学生稀里糊涂地就进入下一环节；在第六部分采访环节，教师的指令可以更简洁明了，也可以教师选择一个基础较好的学生进行示范指导。总体而言，作为本单元的第一课时，教师能较好地激发学生的话题学习兴趣，用各种活动输入本单元的相关词汇，学生在提高语言综合运动能力的同时，思辨能力也有了提升。个人活动和小组活动也融入了英语教学中的各种教学模式，使课堂气氛轻松、活跃，学生在每个活动中既有语言的输入，也有语言的输出，让他们在每个活动中都有所得。

Unit 5 Music Learning and Speaking

Gives us confidence

Raise our\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in learning English

 helps us improve our\_\_\_\_\_\_\_\_

 **Power of music** Brings people together

(Gives us a sense of \_\_\_\_\_\_\_\_\_\_\_\_)

 Keeps us \_\_\_\_\_\_\_\_\_\_so that we feel less \_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_

 enables us to stay \_\_\_\_\_\_\_\_\_\_\_and\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How do you distinguish区别 different types of music?**

**Interview each other and fill in the form, then present your interview**

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| group members | music he/she likes/dislikes | reasons |
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**expressions**: like/dislike; prefer,...is ones’ favourite; enjoy sth/doing; ...is special to sb;

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remind me of home/family/friends; help exercise/study

**example**: In my group, A likes ...because..... ...is special to B as it always...

...and...both enjoy listening to ... the reason A prefers...is that... As for me, I prefer...

**Thinking**

When war breaks out or a disease hits a place, cities are locked down and people are stuck at home, how can they sing together?

**Listening Skills**

1. **predict** according to questions&choices
2. focus on **key words**

**Paraphrase**: use easier words to **explain** something difficult to others or to **confirm** what you hear