

Instructional design

Name:	吕新春	Grade:	Grade 1
Subject:	Unit 7 So much to do before we travel!		
Lesson type:	Listening and Speaking	Teaching time:	45 minutes
Teaching material:	Book Two, published by High Education Press 		

Overall Design and Guiding Principles

This is a listening and speaking lesson which aims to develop students' ability in talking about travel plans. Meanwhile, students' linguistic and cultural knowledge is expected to be enriched through listening and speaking activities. In this lesson I mainly employed Task-based Teaching Method, Natural Approach as well as the Communicative Language Teaching Method to create certain scene and ask students to complete relevant tasks, assist them to learn in a relaxed atmosphere and build a confidence towards listening, thus forming the habit of active learning and improving their comprehensive language competence.

First of all, drawing on the Natural Approach, the lesson will start a memory game to lead in the topic and review the objects they will take with them when they travel to impress students the key words so as to make preparation for the following listening session. In this class, I mainly use Task-based Teaching Method by setting three tasks of extensive listening, intensive listening, as well as reading the tape script to assist students to fully understand the listening materials and grasp the method of talking about travel plans and making suggestions, accepting or refusing the suggestions about travel plans subconsciously. With the former activities, students will receive a large amount of input of useful expression about making suggestions and accepting or refusing the suggestions about travel plans, then in the next section I designed a real life role play activity to train students' ability of transforming input into output through speaking. This section is an evaluation of students' command of what they have learnt in this class. Therefore, this section is

employed as a reinforcement of students' comprehensive language competence.

Teaching Context

Analysis of teaching material:

This is a listening and speaking lesson. The lesson focuses on talking about travel plans, aiming at letting students grasp the useful expressions about making suggestions and accepting or refusing the suggestions about travel plans. The topic of this unit is closely related to students' real life, and in accord with students cognitive level, thus can make students learn meaningfully and build students a confidence of English learning.

This lesson mainly consists of preview, revision and lead in, listening and speaking parts. The first preview part assist the students know before we travel what we should do to prepare for it. A micro course was released to guide the students to learn the key words about the daily objects we should take before we travel, and a task for them to master the key words. The second revision part mainly is intended to help the students to master the useful words of some objects we'll take when we travel. Then the third listening section aims at providing students with initial input of how to talk about travel plans by way of listening activities. Finally, the fourth speaking session mainly consists of reading and underlining, role play and reporting tasks targets at improving students' ability of language output, and thus realizing the goal of communicative teaching.

Therefore, the four sections of this lesson, abiding by the "output after input" sequential principle in teaching, progress step by step, and proceed from experience to exploration and finally to language application. All these can effectively realize the objectives of improving students' comprehensive language competence.

Analysis of students:

The objects of this lesson are students in Grade1. Vocational school students lack the ability of systematic autonomous language learning and some students have no confidence of English learning. Therefore, it requires teachers to set up the tasks from easy to the advanced to guide them.

What's more, Vocational school students tend to focus on image thinking because of the absence of the mature, abstract, and logical thinking, thus teachers should design various interesting, fun and relaxing activities to sustain students' interests and attention.

Teaching Aims

Aims of knowledge:

(1) The student can master and use some important words about the daily objects, such as: brochure, cash, bathing suit, camera, umbrella , credit card, backpack and so on.

(2)The students will be able to use the useful expressions about making suggestions and accepting or refusing the suggestion about travel plans as follows:

How about/ What about ...?

Let's

Shall we...?

That's a wonderful/great idea. / No....

Aims of ability:

- (1)The students will be able to get correct information from listening material.
- (2)The students will be able to master some relevant listening skills including extensive listening and intensive listening .
- (3) The students will be capable of talking about travel plans.
- (4) The students will be able to make suggestions and accept or refuse the suggestions about travel plans.

Aims of emotion:

- (1) The students can taste the happiness of communicating in English.
- (2) The students can build confidence towards listening, which is generally considered as the difficult point of English learning.
- (3) The students will be active and cooperative in team work, enjoy the sense of achievement in cooperation.
- (4) The students can be aware that making full preparation before doing any thing is important.

Aims of strategy:

- (1) The students can master some methods of independent study.
- (2) The students can be well versed in transforming input to output.

Key Points and Difficult Points

Key points:

- 1.The students can master the key words.
- 2. The students can master the useful expressions about making suggestions and accepting or refusing the suggestions about travel plans.
- 3.The students can master relevant listening skills.

Difficult points:

- 1.The students can get the correct information from the listening material.
- 2. the students will be able to use the useful expressions about making suggestions and accepting or refusing the suggestions about travel plans.

Teaching Methods

- 1.Task-based Teaching Method
- 2.the Natural Approach
- 3.the Communicative Language Teaching Method
- 4.Computer-assisted Instruction

Teaching Aids

- 1. text book
- 2.muti-media

Teaching platform

Teaching procedure

Teaching steps	Teacher's activities	Students' activities	Purpose of design
<p>Step1 Revision and lead in</p>	<p>show the pictures of some daily objects and help them review what they have learnt from the given micro course released before this class.</p>  <p>• What things will you take with you when you travel?</p> <p>hat sun cream sunglasses camera compass</p> <p>Then have a memory test. Lead in the new lesson.</p>	<p>Go over the words quickly and take part in the memory test and rush to answer.</p>	<p>(1) to catch the students' attention and arouse their interest. (2) to impress the students the key words by showing pictures. (3) to live up the lesson and lead in the topic—So much to do before we travel.</p>
<p>Step2 Extensive listening</p>	<p>Play the tape for the first time Ask students to tick the things they hear in the record.</p>  <p>Task :Listen and tick.</p> <p>camera <input checked="" type="checkbox"/> exercise book <input type="checkbox"/> bathing suit <input checked="" type="checkbox"/> comfortable shoes <input type="checkbox"/> sunglasses <input checked="" type="checkbox"/> life ring <input type="checkbox"/> food <input checked="" type="checkbox"/> tent <input type="checkbox"/> cash <input type="checkbox"/></p>	<p>Skim through the things showed on the screen. Then listen to the tape carefully to find out the things Cindy and Annie will take.</p>	<p>(1) to enable students to grasp the main information, especially the key words (camera, bathing suit, sunglasses, life ring and tent) of the listening material. (2) Meanwhile, it is an excellent way to examine if students had a good command of the words they had learned in the micro course.</p>
<p>Step3: Intensive listening:</p>	<p>Let students listen to the tape for a second time and try to get the detailed information about the suggestions about travel plans and when the girls accept and refuse the suggestions of each other, the reasons they give.</p>	<p>Go through the form first and focus on what they should grasp while listening. Write down the answers. And rush to answer.</p>	<p>to make students understand the details of the listening material. Based on the information that students got in extensive listening, the main purpose of this section is to check up whether students have understood what the speakers talked about.</p>

	<p>Task: Listen and complete.</p> <table border="1"> <thead> <tr> <th>Who suggest?</th> <th>Where to go?</th> <th>Why?</th> </tr> </thead> <tbody> <tr> <td>Cindy</td> <td>mountain climbing</td> <td>It's a good exercise.</td> </tr> <tr> <td>Annie</td> <td>go to a beach</td> <td>enjoy the sunshine and swimming.</td> </tr> </tbody> </table> 	Who suggest?	Where to go?	Why?	Cindy	mountain climbing	It's a good exercise.	Annie	go to a beach	enjoy the sunshine and swimming.		
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Cindy	mountain climbing	It's a good exercise.										
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<p>Step 4: Free talk</p>	<p>According to Cindy and Annie's conversation about travel plans, have the students make an assessment by discuss the following questions:</p> <p>Do you agree with their ideas?</p> <p>Can you give more suggestions about their travel plan?</p>	<p>The students give answers to express their opinions on Cindy and Annie's travel plan.</p>	<p>This step designed here to make the students comb and summarize the information they hear in the listening material and know about what a travel is like. They should think carefully about their preparation for the trip, because making full preparation is very important for everything.</p>									
<p>Step5: Reading and underline</p>	<p>Show the tape script on the screen and play the tape for the students. Let them read after it and finish the task by themselves.</p> <p style="text-align: center;">Dialogue</p> <p>• Task: Read and underline.</p> <ul style="list-style-type: none"> • Cindy: Hi, Annie, we'll be on holiday next week. How about taking a trip together? • Annie: That's a wonderful idea, Cindy. Where shall we go? • Cindy: How about mountain climbing? It's a good exercise. • Annie: Mountain climbing is too tiring. Let's go to the beach. We'll enjoy some sunshine and seaside swimming. • Cindy: That's a good idea. I like the blue sea, too. What do we need to take with us? • Annie: Sunglasses, camera, bathing suit. • Cindy: And a life ring. I can't swim! • Annie: Sure. Where shall we stay? Shall we book a hotel? • Cindy: No, we'll stay in a tent. I have a very good tent. • Annie: That's cool! 	<p>1)The leader of each group hands out the work sheet to each member.</p> <p>2) Listen to the record for a third time and read after it . while reading , underline the sentences about making suggestions and accepting and refusing the suggestions about Cindy and Annie's travel plan.</p>	<p>By the way of reading and underlining, students' will subconsciously master the useful expressions-----making suggestions and accepting or refusing the suggestions, and grasped the methods of talking about travel plans.</p>									
<p>Step 6 : role play and reporting :</p>	<p>Make students work in groups. Tell them the given situations.</p>	<p>1)Student A acts as a staff of a travel agency, and he</p>	<p>after reading section, students manage to use the useful expressions , thus, in this step, I create a circumstance to</p>									

Role-play
 Task: suppose you are a staff of a travel agency. Discuss with your customer about his /her travel plan and give him/her some suggestions about her travel plan.

Place to go	Activities to do	Things to take
forest resort	relax; enjoy the singings of birds	tent; food; drink; food for birds and animals; warmer clothes; medicine; camera
lake	go boating; go fishing	food; drink; food for fish; sunglasses; camera
downtown city	go shopping; see a movie; eat in a <u>good restaurant</u>	Comfortable shoes; cash; credit card

Tell the students the activity demands.

Then ask the students perform their dialogues in the front of the classroom. Other groups give points on Superstar Education Platform.

is supposed to help his customer

choose a place to have a trip.

The performers should use the following

useful expressions to make their dialogue.

---How about/ what

about...?/

Let' s...

/Shall we...?

---That's a wonderful/

great idea. / No. I'll.../we'll

2)Make dialogues

according to the real life situation.

Two representatives

come to the front to

perform. Other groups give

assessment.

examine their ability of applying the sentence structure they have learned into daily conversations.

The teaching and learning activities of this lesson will be assessed as it progresses. That is, we resort to formative assessment in class. Five methods are adopted:

- 1) observation
- 2) questioning
- 3) group work
- 4) demonstration
- 5) assignment