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| 课题 | 译林版七年级下册Unit 4 Pronunciation 教学设计 | | |
| 课型 | 新授课 | 主备人 | 闵雪奕 |
| I. Teaching Objectives  1. Knowledge Objectives  Students will understand the concept of stress in sentences and be able to identify the stressed words in simple sentences.  Students will learn the rules of stressing important words such as nouns, main verbs, adjectives, and adverbs, and understand that less important words like articles, prepositions, pronouns, and conjunctions are usually not stressed.  2. Skill Objectives  Students will be able to pronounce sentences with correct stress to convey the intended meaning effectively.  They will improve their listening skills by being able to distinguish stressed words in a conversation.  3. Emotional Objectives  Enhance students' interest and confidence in learning English pronunciation.  Cultivate students' awareness of the importance of accurate pronunciation in communication.  II. Teaching Key Points  1. Help students understand the rules of stress in sentences.  2. Guide students to practice stressing words correctly in different sentences to convey specific meanings.  III. Teaching Difficult Points  1. Students may have difficulty distinguishing between important and less important words for stress.  2. It might be challenging for some students to apply the stress rules accurately when speaking.  IV. Teaching Methods  1. Demonstration Method: The teacher will demonstrate the correct pronunciation and stress of sentences to help students imitate.  2. Practice Method: Students will have ample opportunities to practice through listening, reading, and speaking activities.  3. Discussion Method: Encourage students to discuss and analyze the stressed words in different sentences to deepen their understanding.  V. Teaching Aids  Multimedia equipment, audio materials, and printed worksheets.  VI. Teaching Procedures  1. Lead-in (5 minutes)  Start the class by showing a short video of an English conversation. Ask students to pay attention to the way the speakers pronounce the words and if they notice any differences in the emphasis.  After the video, ask students to share their observations and lead into the topic of stress in sentences.  2. Presentation (10 minutes)  Present the rules of stress in sentences on the PPT. Explain that when we speak English, we often stress important words such as nouns, main verbs, adjectives, and adverbs. Illustrate with examples: "The BIG dog is running FAST." Here, 'big' (adjective) and 'fast' (adverb) are stressed.  On the other hand, less important words like articles (a, an, the), prepositions (in, on, at), pronouns (he, she, it), and conjunctions (and, but, or) are not usually stressed. For example, "I went TO the park WITH my friend." The words 'to' and 'with' are not stressed.  Use the examples from the textbook: "Zhao Yue is working on a picture of bamboo. It means "I wish you a safe and healthy life." Explain how the stress changes the emphasis and meaning of the sentence.  3. Listening Practice (5 minutes)  Play the audio of the conversation between Sandy and Millie. Ask students to listen carefully and underline the stressed words.  Play the audio again and pause after each sentence to allow students to check their answers. Then, discuss the stressed words together and explain why they are stressed.  4. Reading Practice (10 minutes)  Have students read the given sentences in pairs. One student reads the sentence with the correct stress as indicated, and the other listens and gives feedback.  For the sentences "I want to buy some paper at the craft shop." and "Sandy paints pictures on Saturday afternoons.", guide students to stress the words differently based on the given meanings. For example, for the first sentence, if the meaning is "I am talking about a craft shop, not another kind of shop.", then the stress should be on "craft shop".  5. Group Discussion (10 minutes)  Divide students into groups of four. Provide each group with a set of sentences and ask them to discuss and decide which words should be stressed based on the given context or meaning.  After the discussion, each group will present their answers and explanations to the class.  6. Summary and Homework (5 minutes)  Summarize the key points of stress in sentences. Remind students that correct stress helps to convey the intended meaning clearly and makes communication more effective.  Assign homework: Ask students to write five sentences of their own and mark the stressed words. Also, they need to record themselves reading these sentences and listen to check if the stress is correct.  VII. Teaching Reflection  After the class, reflect on the teaching process and students' performance. Consider if the explanations were clear enough, if the practice activities were sufficient and effective, and if students were engaged and understood the concept of stress. Based on the reflection, make necessary adjustments and improvements for future teaching. | | | |