

单元教学设计——人教版高一AM4U5 Theme Parks

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|---|-----------|--------------|----------------------|
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| | 崔美龄 | 15 | 中学英语高级 |
| | | | |
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一、 教学材料

授课年级、教材（名称、版次和页码）、单元名称、主题

授课年级：高一上第一学期

教材名称：Module 4 Unit 5 Theme Parks

版次：人教版 页码：page 33- 40

单元标题：Theme Parks

二、单元教学内容分析

本单元的中心话题是“主题公园”——以某种特定的主题为中心的公园。从文体上来讲，本单元属于说明文，按照由总到分的方式来安排顺序。因为有些学生都未亲眼目睹过课本上所列举的那些公园。因此，老师应多收集相关材料，以激起学生的学习兴趣。

Warming Up 部分通过提问的方式，帮助学生激活有关公园的背景知识，如修建公园的目的、公园的种类、公园提供的活动等。还配有插图让学生猜测主题公园与一般公园的不同之处。

Pre-reading 部分提出了一个问题：你认为主题公园是什么？给学生充分的时间去讨论。但因学生的经历所限，老师可以在学生简短的讨论后接着单独提问，从而把问题讨论得深刻一些，为正文的阅读打下良好的基础。

Reading 部分分四段介绍了主题公园：1. 什么是主题公园；2. 迪斯尼乐园；3. 多莱坞公园；4. 卡默洛特公园。

Comprehending 部分通过释读题目 THEME PARKS、填充信息、判断句子正误以及就文章内容进行讨论等形式帮助学生理解课文主旨，掌握细节，加深对本单元主题的理解。

Learning about Language 包括词汇和语法两部分。词汇部分设计了释义、造词填空（单句层次和短文层次）等三个练习，复习和运用课文中所学的词汇。语法部分主要让学生掌握合成词的构词法，扩大学生的词汇量。

Using Language 部分介绍了深圳的锦绣中华民俗村和法国的“观测未来”科技主题公园，让学生在情景中运用语言，同时了解不同文化背景、不同类型的主题公园，拓宽视野。

Learning Tip 提醒学生重视有关构词法知识的学习，让学生理解构词法知识对于英语词汇学习的重要意义，而且此部分对构词法中的转化法又做了补充说明。

单元教学安排：

第一课时：Warming Up, Pre-reading, Reading & Comprehending

第二课时：Learning about Language

第三课时：Listening (Using Language) Listening (Workbook), & Talking (Workbook)

第四课时：Reading (Using Language) & Speaking and writing (Using Language)

三、学情分析

高一的学生刚刚经过高一半年的学习，在英语知识和能力方面都有所提高，但是在英语综合运用能力方面还有待提高，未能掌握适合自己学习风格的学习方法。教师在本单元中以“主题公园”的话题为主线，以本单元的语言学习为暗线进行教学环节的设计，要侧重培养学生的综合语言运用能力，尤其要优化学生的学习方式，引导学生在学的过程中学会欣赏、分析和归纳理解。同时，在教学中要使学

生通过观察、体验、合作、探究等学习方法，根据每个人不同的学习风格充分发挥自己的学习潜能，形成有效的学习策略。让学生在话题和内容的学习中体验语言使用、感知语言结构、尝试运用语言。

四、单元教学目标

在语言能力目标方面，要求学生能够运用本单元和本课所积累的语言素材，在输入环节进行语篇的理解、在输出环节进行语篇的表达。

在文化意识目标方面，要求学生关注主题公园的话题，通过对此话题的学习，让学生了解不同的文化，从而提高自身的个人素质。

在学习能力目标方面，要求学生能够灵活运用本单元积累的语言素材进行语篇输出；要求学生通过小组讨论的合作学习方式形成有说服力的观点。

在思维品质培养方面，要求学生在阅读、合作讨论、个人创作过程中，培养理解与运用、分析与综合、以及创造等思维品质。

五、教学设计理念

《普通高中英语课程标准》指出：“高中英语课程应根据高中学生认知特点和学习发展需要，在进一步发展学生基本语言运用能力的同时，着重提高学生用英语获取信息、处理信息、分析和解决问题的能力，逐步培养学生用英语进行思维和表达的能力，为学生进一步学习和发展创造必要的条件。”。

在教育顶层设计理念趋向生本、人本的大环境下，教师的理念创新意识尤为重要。因此，在教学目标的设定环节，教师可以大胆尝试从新课标（预计 2016 年正式颁发，目前处在征求意见阶段。黄丽燕，2015）要求的“四维”（即语言能力、文化意识、学习能力和思维品质）方阵设定本单元教学目标，体现全新的教学理念，突出对学生思维品质的培养，即从低阶到高阶依次是：记忆、理解、运用、分析、评估和创造。

六、各课时教学设计

第一节

课型：阅读课

(一) 教学目标：

在语言能力目标方面，要求学生能够运用本课所积累的语言素材，在输入环节进行语篇的理解、在输出环节进行语篇的表达。

在文化意识目标方面，要求学生关注主题公园的话题，通过对此话题的学习，让学生了解不同的文化，从而提高自身的个人素质。

在学习能力目标方面，要求学生能够灵活运用本课积累的语言素材进行语篇输出；要求学生通过小组讨论的合作学习方式形成有说服力的观点。

在思维品质培养方面，要求学生在阅读、合作讨论、个人创作过程中，培养理解与运用、分析与综合、以及创造等思维品质。

(二) 教学重点：

教学的重点在于培养学生的把握文章主旨和理解文章细节的阅读能力，帮助学生理清文章中的主要信息及其之间的逻辑关系，让学生在学习语言知识、训练语言技能、提高语言交能力的同时，加强对学生的品格素养的培养，陶冶学生的情操。以及提高学生的表达能力。

(三) 教学难点：

阅读材料是说明文，学生容易读懂。但是难点在于要学生能够把握文章的层次以及细节内容。其次，由于课堂活动形式多，小组交流、展示多，课堂各环节的时间分配可能较难把握。并且可能会出现重点不突出，内容杂而不精的问题，教师要及时调整。

(四) 教学过程：

环节一：Pre-reading

活动过程：

1. Encourage students to say something about theme parks and ask them to answer the following questions:

- (1) Who has ever been to the theme park?
- (2) Will you share something about it with us?
- (3) What is your favorite activity?

- (4) In your opinion, what is the main characteristics of the theme park?
- (5) Which one would you prefer to go? What are you planning to do?

Suggested Answers:

(1) I've been to Euro Disney, which was opened in 1992. The park has five various sections called "lands". These lands are called Main Street USA, Adventure land, Frontier land, Fantasyland and Discover land.

(2) The main characteristic of the theme park is that its fare is high and there are many activities you can take part in.

(3) I'm planning to go to China Folk Cultural Village.

(4) Various answers are acceptable.

(5) Various answers are acceptable.

2. Ask students to state their own ideas about the theme parks and predict what they are going to read in the passage.

设计意图: To arouse students' interest in theme parks.

环节二: Reading

活动 1

活动名称: 引入

活动过程:

Ask students the following questions:

1) Do you often go to parks? How much do you know about the traditional park?

(2) What do you usually do in the park?

(3) Do you wish to go to the theme park?

Suggested answers:

(1) The traditional park is a place for people to rest, to have a walk or to do some exercise. It is free during certain time, for example: in the morning before 8:00 o'clock. If people have to pay for it, the fare is very low.

(2) I usually have a walk with my family or watch the mass dancing and singing.

(3) Yes. Because I haven't been to any of them.

设计意图: to stimulate students' interest in reading the text

活动 2

活动名称: 快速阅读

活动过程:

(1) Ask students to look at the pictures in the text and find out the answer to Ex2 on page 35. Ask students to pay more attention to the first and the last sentence of each paragraph..

(2) Ask students to read the text quickly and decide weather the following sentences are right or wrong according to the text.

- ① Parks find only one way to meet people's need.
- ② It costs little or no money to go to some parks.
- ③ Though theme parks are not so huge, they provide more than amusement parks.
- ④ Theme parks only make a profit from the charge for admission.
- ⑤ Disneyland is the oldest theme park, named after Walt Disney.
- ⑥ In theme parks, people can only look or watch, they are not allowed to go for activities, let alone to eat or buy anything.

Suggested answers:

- ① F ② T ③ F ④F ⑤ T ⑥ F

设计意图: To get the gist of the passage.

活动 3

活动名称: 精读

活动过程:

(1) Ask students to read the first paragraph and answer the following questions.

- ① What's the theme park?
- ② Do you know what kinds of theme parks are there?
- ③ what can you do in the theme park?

(2) Ask students to read the last 3 paragraphs and fill in the form.

| Park name | Theme | Example of Activities |
|------------|-------|-----------------------|
| Disneyland | | |
| Dollywood | | |
| Camelot | | |

Suggested Answers:

| Park name | Theme | Example of Activities |
|------------|-------------------------------------|---|
| Disneyland | Fairy tale stories | Travel through space, visit a pirate ship, meet fairy tale characters, ride a swinging ship, go on a free-fall drop |
| Dollywood | culture of the southeastern USA | Listen to American country music, see traditional craftsmen and their work, try some traditional candy, ride on an old steam engine, see bald eagles, ride on Thunderhead and other rides |
| Camelot | Ancient English history and stories | Watch magic shows, see fighting with swords or on horseback, visit farm section, learn about farms in ancient England |

设计意图: : To Ss to know how to skim for the gist. To get Ss to know the theme park.

To ask Ss to make notes of the differences between the traditional park and the theme park.

(五) 板书设计

Reading: Theme Parks

新单词

小组评价

（六）单元测试及课堂小测设计

暂无

（七）教学特色与反思

本节课的设计遵循了创造性地使用教材的原则，将阅读与听、说、写的训练结合起来，使学生的语言技能得到了全面地提高。根据“高效课堂”和“有效教学”的理念，导入和热身的活动新颖，激发了学生的兴趣。每位同学手中都有一份“任务单”，使学生明确了活动的要求和目标。阅读过程从整体感知到细节理解，再到对课文的整体把握，教学设计由浅入深，环环相扣，有利于对学生阅读理解能力的培养，达到教学重点和难点的突破。在情感教育方面，学生也受到了科学家进行科学实验的启发，努力开拓创新，培养了品格素养，陶冶了情操。

然而，由于整个课堂教学过程中可能会出现一些不可预见的问题，教师在教学中还应该加强对课堂的驾驭能力，尤其是学生经过讨论发表见解、书面表达的展示等环节，要控制好时间，做好对学生的引导。否则，预设的教学任务就很难按时完成，也伤害了学生参与课堂活动的积极性。

（八）专家点评

附录：所设计的教材内容（word 文档）

第二节

课型：语言学习课

（一）教学目标：

在语言能力目标方面，要求学生能够运用本课所积累的词汇和语法，在输入环节掌握对于重点词语以及语法的理解、在输出环节进行口头或者书面的表达。

在文化意识目标方面，要求学生继续关注主题公园的话题，提高自身的个人素质。

在学习能力目标方面，要求学生能够灵活运用本课积累的词汇和语法进行口头或者书面输出。

在思维品质培养方面，要求学生在合作讨论、个人创作过程中，培养理解与运用、分析与综合，以及创造等思维品质。

(二) 教学重点：

本课时的重点是如何让学生掌握语篇中的重点词汇以及重点语法的运用。

(三) 教学难点：

难点是本单元出现的重点语法（过去分词）在语境中的运用。

(四) 教学过程：

环节一：Discovering useful words and expressions

活动过程：

1. Ask students to read the text again and finish Ex1 on P36.
2. Ask students to finish Ex2,3 on P36 and check the answers in pairs.

设计意图: To consolidate the words and phrases in the text.

环节二：Discovering useful structures

活动过程：

1. Get students to learn some rules of word formation.

In English, according to the word formation, we can form words in the following ways.

(1) Compounding: Words are formed by linking two or more words to make one unit.

◆Compound nouns: fire-engine, green-house, earthquake, downfall, drop-in

◆Compound adjectives: snow-white, firsthand, red-hot

◆Compound verbs: sun-bathe, overcome, typewrite

◆Compound adverbials: sideways, sky-high, where about

(2) Conversion: This is a way which is unnecessary to change a word but only to change its part of speech.

◆from nouns to verbs : house, conduct, digest, etc.

◆from adjectives /adverbials to verbs : brave, wrong, etc.

◆from verbs to nouns: smoke, bathe, etc.

(3) Affixation: Words with a prefix or suffix or both attached to a root are formed by affixation. Usually the word's part of speech is not changed with a prefix added.

◆Adjectives: unable, disloyal, irregular, etc.

◆Verbs: dislike, untie, transplant, etc.

◆Nouns: nonconductor, inability, autobiography, etc.

But if a suffix is used, the word's part of speech is changed.

For example: agreement, inventor, foolish, discovery, failure, sharpen, etc.

The following prefixes can change the word's part of speech, such as en-, be-, em-, a-, etc.

For example: rich(adj.)→enrich (v.); slave (n.) →enslave(v.); friend(n.) →befriend(v.);
etc.

2. Ask students to finish Ex1, Ex2, Ex3 and Ex4 of Discovering useful structures on P37 to practise the rules.

设计意图：帮助学生熟悉和掌握本课的重点句型。

环节三：Practice

活动过程：

1. Ask students to tell the part of speech of each word in italics in the following sentences:

(1) Winter has *passed* and spring has come.

(2) She is a woman far *past* her youth.

(3) I'm tired of your *ifs and buts*.

(4) She is still *but* a child.

(5) I can't see where I was *wrong*.

(6) Two *wrongs* don't make a right.

(7) He *closed* his speech in a funny way.

(8) Stay *close* together.

Suggested answers:

(1) v. (2) prep. (3) n. (4) adv. (5) adj. (6) n. (7) v. (8) adj.

2. Ask students to Join two simple words to make a compound word with the rules we learned. If necessary, tell the students to consult the dictionary.

Examples: book +worm→bookworm

| |
|---|
| go home at finder break work between shop walk bank fault man stage book out place back drop coffee market |
|---|

Suggested Answers:

(1) go- between (2) at- home (3) workshop (4) walkman (5) backbook (6) coffee-break (7) dropout (8) fault-finder (9) marketplace (10) backstage

3. Get students to finish the Ex1, Ex2, and Ex3 on P71--P72 to strengthen the grammar usage and enlarge their vocabulary.

设计意图: to train students to master the grammar knowledge through exercises.

(五) 板书设计

练习答案

规则总结

(六) 单元测试及课堂小测设计

(暂无)

(七) 教学特色与反思

本节课的设计遵循了词汇学习以及语法学习过程中的演绎法和归纳法的原则，使学生的语言技能得到了全面地提高。根据“高效课堂”和“有效教学”的理念，每位同学都在每一个任务练习中感悟语言，体会语言用法，并且最终能将运用语言。

然而，由于整个课堂教学过程中内容比较多，教师在教学中可能会因为学生经过讨论发表见解、口头表达的展示等环节而延长了某一个环节的时间，因此需要在课堂中做好对学生的引导。

(八) 专家点评

附录：所设计的教材内容（word 文档）

第三节

课型：听说课

(一) 教学目标：

在语言能力目标方面，要求学生能够运用本课所积累的词汇和语法，在输入环节学习如何获取教材所提供的听力文本的信息、获取如何描述一个人的品质的表达，在输出环节进行口头表达。

在文化意识目标方面，要求学生继续关注主题公园话题，提高自身的个人素质。

在学习能力目标方面，要求学生能够灵活运用本课积累的词汇和语法进行口头输出，能够真实地运用所学与同学交流主题公园的话题。

在思维品质培养方面，要求学生在合作讨论、个人创作过程中，培养理解与运用、分析与综合、以及创造等思维品质。

(二) 教学重点：

学生能够运用本课所积累的词汇和语法，在输入环节如何获取教材所提供的听力文本的信息，在输出环节进行口头表达。

(三) 教学难点：

学生能够灵活运用本课积累的词汇和语法进行口头输出，能够真实地运用所学与同学交流主题公园的话题。

(四) 教学过程：

环节一：Listening

活动过程：

1. Ask students to discuss the following questions with their partners:

(1) Have you ever made any tool for work or any toy for playing?

(2) If you have made one, what is it?

(3) If you haven't, do you want to make one?

(4) What should you do first? Then? Next?

2. After discussion, ask students to listen to the first part of the tape twice and finish Ex2 on P73.

设计意图：通过听说活动理解听力材料和主题。

环节二：Speaking

活动过程:

1. How would you preserve traditional Chinese culture in a cultural centre? Draw a simple map of a Chinese cultural centre.

2. Let students use the map they have drawn to introduce their park in groups of six.

设计意图: 运用听力所学进一步进行表达和设计。

(五) 板书设计

新单词部分

(六) 单元测试及课堂小测设计 (暂无)

(七) 教学特色与反思

本节课的设计遵循了听说课中先听后说, 先输入再输出的原则, 使学生的语言技能得到了全面地提高。根据“高效课堂”和“有效教学”的理念, 每位同学都在每一个任务练习中感悟语言, 体会语言用法, 并且最终能将运用语言。

然而, 由于整个课堂教学过程中内容比较多, 教师在教学中可能会因为学生经过讨论发表见解、口头表达的展示等环节而延长了某一个环节的时间, 因此需要在课堂中做好对学生的引导。

(八) 专家点评

附录: 所设计的教材内容 (word 文档)

第四节

课型: 读写课

(一) 教学目标:

在语言能力目标方面, 要求学生能够运用本课所积累的词汇和语法, 在输入环节学习如何获取阅读文本的信息, 在输出环节进行书面表达。

在文化意识目标方面, 要求学生了解主题公园的内容, 提高自身的个人素质。

在学习能力目标方面, 要求学生能够灵活运用本课积累的词汇和语法进行书面输出, 写一份介绍主题公园的文章。

在思维品质培养方面，要求学生在合作讨论、个人创作过程中，培养理解与运用、分析与综合、以及创造等思维品质。

(二) 教学重点:

学生能够灵活运用本课积累的词汇和语法进行书面输出，写一份介绍主题公园的文章。

(三) 教学难点:

教师应鼓励学生表达各自不同的观点，最后能完成介绍主题公园的写作。

(四) 教学过程:

环节一： Writing (P39)

活动过程:

T: Today, we are going to do the writing in this unit. Let's turn to Page 39 and read the requirement for Writing first.

T: So you are going to write an introduction to a theme park. First, I would like you to work in groups of four. Here is a form for each group. Please discuss and complete it with your partners.

The teacher gives the following form to each of the groups.

| | |
|---|--|
| The theme of the park | |
| How to get to the park | |
| 3 activities in the park | |
| How to get to the sites of the 3 activities | |
| Admission fee to the 3 activities | |
| Admission fee in total | |

(Five minutes later.)

T: Ok, have you completed your form? Now I would like you to start writing your introduction according to the information you have written in your form. (Ten minutes later.)

Ask some students to read their introduction. Make comments on their work.

Students hand in their work to the teacher after class.

Sample writing

Welcome to China Folk Culture Villages. Our park is in the west of the Shenzhen City. You can come here by bus easily. In this park, you will enjoy seeing the different life styles of the different minority groups and learn about their cultures. Besides, you can enjoy their wonderful performances at the Shenshou Theatre, which is near the exit of the park. You may just go there on foot. If you are hungry, walk to the Food Court behind the theatre to treat yourself to the various foods of different flavors. All the food there is delicious but inexpensive. Traveling in this park won't cost you too much. The admission fee to the park is 90 yuan. And all the activities in the park are free. So why not come to enjoy yourself at the China Folk Culture Villages? You are sure to have a great time!

设计意图：做好写作前的准备，包括文章的主要内容和框架等。

环节二： Writing task (Page75)

活动过程：

T: You all did quite well in writing the introduction. Now let's come to the job of creating a poster. Please turn to Page 75, and look at the Writing task. Here, you are required to create a poster about a theme park or an amusement park. First, look at the format of a poster.

The teacher shows the sample on the screen.

A large heading

A smaller heading

The detailed information (using the minimum-sized writing)

T: So this is the format of a poster. And we can read the example on Page 75 for reference.

T: Do you know how to make a poster now? Ok, I would like you to work with your partner and work out a poster for a theme park or an amusement park. Are you ready?

Let's go.

(A few minutes later) The teacher asks some students to present their posters and gives comments on them.

Sample writing

Enjoy every minute here

- see the three-dimensional movies

- ride on the roller-coaster
- swim, play and sunbathe on the Maya Beach
- travel in the space shuttle
- watch the exotic performances
- go on an adventure on the canoes
- take part in the acting of a movie

All activities bring you ultimate excitement and relaxation!

设计意图：帮助学生在充足的指示和支撑后进行写作。

（五）板书设计

写作词语句型

（六）单元测试及课堂小测设计

（暂无）

（七）教学特色与反思

本节课的设计遵循了读写课中先读后写，先输入再输出的原则，使学生的语言技能得到了全面地提高。根据“高效课堂”和“有效教学”的理念，每位同学都在每一个任务练习中感悟语言，体会语言用法，并且最终能将运用语言。

然而，由于整个课堂教学过程中内容比较多，教师在教学中可能会因为学生经过讨论发表见解、口头表达的展示等环节而延长了时间而导致不能再堂上完成写作，所以也许可以将最后的完成整篇文章的写作作为课后作业，但是至少要能在课堂上完成文章大纲的书写。

（八）专家点评

附录：所设计的教材内容（word 文档）