

## 单元教学设计——人教版高一AM7U1 Living Well

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	崔美龄	15	中学英语高级
完成时间	2016/7/10		

### 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 7 Unit 1 Living Well

版次：人教版 页码：page 1-9

单元标题：Living Well

### 二、单元教学内容分析

本单元的话题是关于残疾人，包括残疾人面临的困难，以及他们对生活的态度。本单元的主人公是一些残疾的学生，他们都过着积极的生活，并且在生活中取得了成就。作为正常的学生，我们应该向他们学习，应该尽我们最大的努力从生活的各个方面来帮助他们。

Warming Up 部分通过四幅图片展示了四位残疾的学生，让同学们猜想他们都是什么样的人，是怎样生活的。

Pre-reading 部分介绍了“Family Village”这个网站，可以通过这个窗口，让同学们了解更多的关于残疾人的知识。

Reading 部分是摘自“Family Village”中的一篇文章，主人公叫 Marty。作为一个残疾人，他对生活很乐观，但是他也有自己的难题和被别人误解的时候。

Comprehending 部分通过一些有关阅读文章的练习让学生更好地理解课文。

Learning about Language 部分首先是两个词汇练习，让学生掌握本单元的词汇。然后帮助学生复习动词不定式的用法，达到巩固的目的。

Using Language 部分旨在提高综合语言能力。听力部分是一段对盲童 Barry 的采访，他在 Warming Up 部分中已经被提到，他刚从一次登山中返回。通过完成练习，同学们可以学到更多的积极向上的人生态度。

Reading, Speaking and Writing 部分是一封一位残疾人写给一位建筑师的信。我们知道残疾人在日常生活中面临各种困难，尤其是在公共场所，如医院、商场、公园、影剧院等。我们怎样做才会使他们的生活轻松些呢？在这篇文章里我们就可以听到残疾人的心声。从她的信中我们知道，残疾人也渴望体面地生活，他们也想像正常人一样被平等地对待，我们应该在公共场合给他们提供便利设施。说的部分让同学们学会向别人祝贺和表达良好的祝愿。写的部分让同学们给某建筑师写一封建议信，并了解正式信件的写法和用语。这几部分都围绕残疾人紧密地连接在一起，使同学们在听、说、读、写中掌握本单元的知识内容。

Learning Tip 部分介绍了词典在学习过程中的重要性，并鼓励学生使用词典自主学习。

单元教学安排：

第一课时：阅读课

第二课时：Learning about Language

第三课时：听说课

第四课时：写作课

三、学情分析

高二的学生刚刚经过高中一年半的学习，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。教师在本单元中以残疾人面临的困难以及他们对生活的态度的话题为主线，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，引导学生在学习的过程中学会欣赏、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，引导学生关注残疾人面临的困难，以及他们对生活的态度。我们应该向他们学习，尽我们最大的努力从生活的各个方面来帮助他们。

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建议信。

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，引导学生关注残疾人面临的困难，以及他们对生活的态度。我们应该向他们学习，尽我们最大的努力从生活的各个方面来帮助他们。

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建议信。

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：

教学的难点在于学生需要把握记叙文体的阅读材料中的细节内容以及体会作者表达的情感。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：Leading-in

活动 1

活动名称：主题讨论

活动过程： Give students a few minutes to say something about disability by showing the following pictures and asking the following questions.

- (1) Do you know them?
- (2) What are their disabilities?
- (3) What kind of life do they live?
- (4) Do they have any achievement in their life?

2. Student will give different answers and make comments. Then introduce some other famous disabled people to students, such as Helen Keller, Braille, Steven Hawking and so on. Give a brief introduction to Helen Keller.

设计意图：激活背景知识，为进一步学习做好准备。

环节二： Warming Up

活动过程：

1. Ask students to look at the four pictures on P1 and discuss with a partner what disabilities people in the picture may have by just looking at the pictures.
2. Ask students to list as many words related to disabilities as possible on the blackboard.

设计意图：为进一步学习做好词汇铺垫。

环节三： Pre-reading

活动过程：

1. Show the following web page and ask students to discuss the questions. (链接 <http://www.familyvillage.wisc.edu/>)

- (1) What is the web page about?
- (2) What might be the value of such a website?
- (3) What kind of information would be included in the web page?

2. Lead students to the reading text by telling them the following information.

As the information in the pre-reading activity explains, this reading text is typical of the many stories which appear on the Family Village Website.

The text is written by Marty, a high school student, who has a rare disease that affects his muscles. He is weak and he has not been able to take part in some activities. The text explains some of Marty's difficulties but also describes the good side of his life. The article is very positive and the author is optimistic about life.

设计意图：为阅读做好背景知识方面的准备。

### 环节三：Fast reading

活动过程：

1. Ask students to read the text quickly and then answer the following questions:

- (1) What kind of person is Marty?
- (2) What's the most difficult thing for Marty in her life?
- (3) What would you do if you were to develop a muscle disease like Marty's?

#### ***Suggested Answers:***

(1) Marty seems to be a very positive person. He accepts his disability but does not let it stop him doing as much as he can. He is a mentally strong, independent boy.

(2) Missing lots of school. Not being able to run about and play sports like other boys at his age, people not understanding that he has a disability.

(3) Various answers are acceptable.

2. Ask student to finish Ex1 on P3 and check answers in pairs.

设计意图：初步理解文章的基本内容。

### 环节四：Intensive reading

活动过程：

1. Ask students to read the text carefully and discuss in groups the three questions of Ex4 on P4.

2. Ask students to listen to the tape, follow it in a low voice and then figure out the main idea for each paragraph. Write the ideas on the blackboard.

Paragraph 1. This is an introduction to Marty and his muscle disease.

Paragraph 2. How his disease started.

Paragraph 3. The problems he has to deal with every day.

Paragraph 4. His life is easier because his classmates accept him for who he is.

Paragraph 5. His interests\hobbies and ambitions.

Paragraph 6. The advantages of his disease.

3. Ask students to retell the text according to the main idea of each paragraph on the blackboard.

设计意图：引导学生对文章内容进行深层理解，并分析篇章的结构和主旨。

#### （五）板书设计

### Reading: Living Well

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，也打击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：语言点学习（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，引导学生关注讨残疾人面临的困难，以及他们对生活的态度。我们应该向他们学习，尽我们最大的努力从生活的各个方面来帮助他们。

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（动词不定式）在语境中的运用。

（四）教学过程：

环节一：Word study

活动过程：学习以下词汇的意义和用法。

1. disability n. state of being disabled

He has terrible mental disability and cannot live by himself.

● 拓展：

(1) disable adj. make sb unable to do sth, esp. by making a limb or limbs useless

The soldier was disabled by leg wounds

(2) disabled adj. unable to use a limb or limbs

Yesterday I met a disabled child in a wheelchair.

(3) the disabled pl. people who are disabled walking aids for the disabled

The disabled should be cared about.



2. ambition n.

(1) strong desire to achieve sth.

He was filled with ambition to become famous.

(2) particular desire of this kind or object to this desire

They have great ambitions to get the position in the company.

3. beneficial adj. having a helpful or useful effect, advantageous

The books are beneficial to the poor students.

4. adapt v.

(1) make sth. suitable for a new situation

This machine has been specially adapted for underwater.

(2) alter or modify for television, the stage, etc.

This novel has been adapted for radio from the Russian original.

(3) become adjusted to new conditions

Our eyes slowly adapted to the dark.

5. absence n.

(1) from being away

It happened during your absence from school

(2) occasion or time of being away

He had several absences from school this term.

(3) lack, non-existence

He had come into absence of mind when the plane arrived.

6. annoy v.

(1) cause slight anger to sb.

It annoys me when people forget to say thank you.

(2) cause trouble or discomfort to sb.

The mosquitoes annoyed me so much that I couldn't sleep.

7. independent adj.

(1) not dependent on other people or things

He is old enough to be independent of his parents

(2) financed by private rather than government money

There are a few independent schools in the city.

8. encouragement n. thing that encourages

The teacher's words were a great encouragement to him.

9. resign v.

(1) give up one's job, position

The Minister resigned from office.

(2) be ready to accept

The team refused to resign themselves to defeat.

设计意图：帮助学生熟悉和掌握本课核心词汇的意义与用法。

## 环节二：Study useful expressions

活动过程：学习以下短语的意义及用法。

1. in other words 换句话说

● 拓展：

eat one's word 承认说错了话

have words with sb. 吵嘴，争论

in a word 简言之，总之

keep one's word 遵守诺言

2. out of breath (page 2) 上气不接下气

● 拓展：

catch one's breath 喘息，屏息

get one's breath 恢复正常状态

hold one's breath 不出声

in the same breath 同时，异口同声地

lose one's breath 沉默

short of breath 呼吸短促

3. Make fun of sb. 取笑，捉弄

4. Take on 雇佣，呈现，从事

● 拓展：

take over 接任, 接管

take up 那起, 从事, 占据

take back 吸收

take in 进入, 接纳, 吸收

take out 取走, 弄走

take off 脱掉, 起飞

设计意图: 帮助学生熟悉和掌握本课几个重点短语的意义及用法。

### 环节三: Study sentence structures

活动过程: 学习以下重点句型。

1. Does their disability make it difficult for them to do some things?

Pattern; make +it + adj/n + infinitive

For example: This made it necessary for the earth to support more people.

其他可用于这种结构的动词还有 think, feel, find, consider。

2. She was proud to have recently represented her coming in an athletics competition where she won a gold medal in the 50- meter race .最近她代表国家参加了一次田径比赛并获得五十米赛跑的金牌, 对此她感到很自豪。

To have done 是不定式的完成式, 这种形式表示不定式的动作发生在谓语动词之前。其被动形式: to have been done

To do 表示动作将来发生, 其被动形式: to be done, 如:

We are glad to have seen the Great wall..

I am glad to go out for a walk.

设计意图: 帮助学生理解及掌握本课的重点句型的意义和用法。

### 环节四: Grammar study

活动过程:

1. Summarize the grammar points briefly.

The infinitive has the features of nouns, verbs, adjectives and adverbs. So it can be the subject, the predicative, the object the object complement, the adverbial and the attribute.

(1) Verbs followed by a to-infinitive and the infinitive as the object.

For example: want , wish, agree, decide, learn, pretend, ask, promise, plan, expect, hope, refuse, aim, fail, manage, prepare, etc.

(2) Verbs followed by a to-infinitive and the infinitive as the object complement advise,

For example: allow, ask, beg encourage, get, force, invite, expect, order, permit, persuade, require, want, warn, teach, wish, etc.

(3) It is +adj+for sb to do sth

The commonly used adjectives are:hard, difficult, easy, important, necessary , possible, impossible.

(4) It is+adj+of sb to do sth

The commonly used adjectives are: kind, nice, clever, foolish, silly, wise, rude, selfish.

2. Ask students to read the text again and finish Ex1 of Discovering useful structures.

3. Ask students to choose the best answers to the following sentences.

(1) I did not expect \_\_\_\_\_ so many people waiting here.

A. it to be      B. there is      C. there are      D. there to be

(2) When mother came in, he pretended \_\_\_\_\_ .

A. to sleep      B. to be sleeping C. having slept D. sleeping

(3) What he wanted to do was \_\_\_\_\_ a new school started.

A. to get      B. get      C. got      D. to be got

(4) You are lucky to have such a comfortable room \_\_\_\_\_.

A. to live      B. for living      C. to live in      D. lived in

(5) I have got enough money \_\_\_\_\_.

A. to buy a car      B. to buy a car with C. to buy a car for D. for buying a car

(6) We set out after dark \_\_\_\_\_ an hour later.

A. to arrive      B. arriving      C. arrived      D. and arrived

(7) ----Sorry \_\_\_\_\_ you so much trouble.

----That's all right.

A. to give      B. to have given      C. giving      D. having given

(8) They had no choice but \_\_\_\_\_ their training as it was raining so hard.

A. put off      B. to put off      C. putting off      D. put out

(9) My only wish is \_\_\_\_\_ in safety.

- A. for them      B. for them to be      C. for them be      D. for they are
- (10) With so many good books \_\_\_\_\_ I was at a loss which to take.  
A. to choose      B. to choose from      C. to be chosen      D. for choosing
- (11) I'm going to our mother school tomorrow. Have you anything \_\_\_\_\_ to our teacher?  
A. to take      B. to be taken      C. taken      D. for taking
- (12) The main purpose of education is to make educated citizens but \_\_\_\_\_ money-makers.  
A. not make      B. not to make      C. to not make      D. not making
- (13) A teacher should be fined if he is seen \_\_\_\_\_ in class.  
A. to smoke      B. smoking      C. smoke      D. smoked
- (14) We'll discuss the plan we want to have \_\_\_\_\_  
A. carry out      B. carried out      C. to carry out      D. carrying out
- (15) In some parts of the city, missing a bus means \_\_\_\_\_ for another hour.  
A. to wait      B. waiting      C. wait      D. to be waiting
- (16) He has made such great progress \_\_\_\_\_ by the teacher.  
A. to praise      B. to be praised      C. as to be praised      D. that is praised
- (17) The news reporters hurried to the airport, only \_\_\_\_\_ the film stars had left.  
A. to tell      B. to be told      C. telling      D. told
- (18) \_\_\_\_\_ late in the morning, Bob turned off the alarm.  
A. To sleep      B. Sleeping      C. Sleep      D. Having slept
- (19) I've work with children before, so I know what \_\_\_\_\_ in my job.  
A. expected      B. to expect      C. to be expecting      D. expects
- (20) ---You should have thanked her before you left.  
---I meant \_\_\_\_\_, but when I was leaving I couldn't find her anywhere.  
A. to do      B. to      C. doing      D. doing to

***Suggested Answers:***

(1)~(5) DBACB (6)~(10) DBBBB (11)~(15) BBBBB (15)~(20) CBABB

设计意图：帮助学生理解和掌握本课重点语法的规则、意义和用法。

(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，引导学生关注讨论残疾人面临的困难，以及他们对生活的态度。我们应该向他们学习，尽我们的最大努力从生活的各个方面来帮助他们。

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表达积极向上的人生态度。

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表达积极向上的人生态度。

(四) 教学过程: 环节一: 听前活动

活动过程: Before playing the tape, ask students if it is difficult for them to climb a high mountain. Tell students that they are going to hear a radio interview with someone who has recently climbed mount kilimanjaro in Africa, but do not tell students that he is blind.

(After listening, let students discover this by themselves.)

设计意图: 帮助学生做好听前准备。

环节二: 听力活动

活动 1

活动名称: 正误判断

活动过程: Ask students to read Ex1 and tick the statements that are true. Then play the tape again and let students finish Ex2. Discuss listening strategies when necessary.

设计意图: 帮助学生在听力过程中训练听力技巧。

活动 2

活动名称: 小组讨论

活动过程: Ask students to discuss the three questions of Ex3 and present the result of the discussion.

设计意图: 促使学生运用所听的内容进行语言输出活动。

活动 3

活动名称: 听材料完成句子

活动过程： Ask students to listen to the latter part of Barry’s story and then complete the sentences in Ex4. Play the tape again without any pause and let students check their answers in pairs.

设计意图： 训练学生听取信息的能力。

环节三： 听后活动

活动名称： 归纳总结

活动过程： Read Ex5 with students and read the expressions in the form. Ask students about any other ways of expressing congratulations that they know. Write these on the blackboard. Give students time to complete Ex5 and Ex6.

设计意图： 引导学生总结归纳听力材料中的功能句型。

（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。

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（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, 引导学生关注讨残疾人面临的困难, 以及他们对生活的态度。我们应该向他们学习, 尽我们最大的努力从生活的各个方面来帮助他们。

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, 写一封建议信。

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, 写一封建议信。

(三) 教学难点:

教师应鼓励学生表达各自不同的观点, 最后能完成建议信的写作。

(四) 教学过程: 环节一: Leading-in

活动 1

活动名称: 看图讨论

活动过程: 1. Ask students to look at the pictures and discuss the ways that public buildings can be made more accessible to people with walking difficulties.

2. Ask students to discuss what we can do to make their life more convenient when sometimes they go to the cinema.

设计意图: 激活背景知识, 为新课学习做准备。

环节二: Fast reading

活动 1

活动名称: 获取大意

活动过程: Ask students to read the letter quickly and try to find the main idea of the letter.

设计意图: 训练学生快速获取大意的能力。

## 活动 2

活动名称：回答问题

活动过程：Ask students to discuss and answer the following questions:

- (1) What's the purpose of the letter?
- (2) Who is the letter written for?
- (3) How the article is organized?
- (4) What is the topic sentence of each paragraph?

设计意图：引导学生深入理解文章的功能、写作对象、文章结构和主题句。

## 环节三：Intensive reading

### 活动 1

活动名称：答疑

活动过程：Ask students to read the letter carefully and find what they cannot understand.

设计意图：给学生机会对不理解的地方提出问题，解决理解困惑。

### 活动 2

活动名称：语言点学习

活动过程：Deal with the following language points with students.

- (1) in particular, especially or particularly

She hates to do homework in particular.

#### ● 拓展：

be particular about/over sth. very careful about what you choose

She is very particular about what she wears.

- (2) access n.

① approach or enter a place, way in

The village is difficult of access.

② opportunity or right to use sth. or approach sb.

Students must have access to a good library.

Only high officials had access to the president.

(3) elderly adj. old

He is very active for an elderly man.

(4) dignity n.

① quality that earns or deserves respect, true worth

He accepted the advice with quiet dignity.

② calm or serious manner or style

She kept her dignity despite the booing.

(5) have difficulty/trouble (in) doing sth.

I have some difficulty in learning English.

I had the greatest difficulty in persuading her.

● 拓展:

have difficulty with sth. 某事有困难

with difficulty 困难地; 吃力地

without difficulty 容易地, 毫不费力地

设计意图: 帮助学生理解和掌握阅读材料中的词汇及短语意义和用法。

环节四: Speaking

活动过程:

1. Ask students to work in groups and discuss the following question:

What has your community done for people with disabilities?

What in your community is good for them and what not?

2. Ask students to answer the following questions, according to the answers to the questions above.

Is there anything more that can be done for people with disabilities in your community?

And what is it?

3. Ask the student who has the best idea to present his idea before the class.

设计意图: 让学生利用本课所学进行口语输出活动, 帮助形成能力。

环节五: Writing

活动过程:

1. Ask students to discuss the following question:

What kind of building do you think is most needed in your community, a supermarket, a train station or something like that?

2. Ask students to imagine they know the architect of the new building that they think is most needed and write a letter to him to suggest ways to make it more accessible for people with disabilities.

3. Ask the student who made the best writing to present it before the class.

设计意图: 让学生利用本课所学进行笔头输出活动, 帮助形成能力。

#### (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

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