

## 单元教学设计——北师大版高二M4U11 The Media

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### 一、教学材料

本单元来源于北师大教材第4模块(必修)Unit11单元内容。授课学生为高二年级学生。

教材详细信息：北京师范大学出版社；2009年3月第3版21-33页，第11单元、主题：The Media

### 二、单元教学内容分析

本单元第一课主题是 World News 的两个新闻语篇。学生将在本课了解媒体的各种形式，解读世界要点新闻，学习有关媒体形式的词汇，理解文章大意，使用略读、细读等阅读策略。学生要能运用阅读策略skimming，通过图片、新闻标题获取文章内容信息，把握主旨大意。第一课的语法是复习被动语态。学生在初中阶段已经学过被动语态的基本用法，本课的重点是体验和归纳各个主要时态的被动语态形式。学生要能够在语篇中识别、在语境中运用被动语态。第一课的教学计划按两课时完成：第一课时重点是阅读第一篇文章(Africa on G8 Agenda)：1. 让学生了解八国集团(G8)，了解他们的主要议题，使用略读和细读等阅读策略，从文章中提取信息，处理信息；2. 利用文章中的语句，复习被动语态的几种形式，并在语境中恰当使用。第二课时阅读第二篇文章(London Wins)，从文章语句中归纳出被动语态在其它几个时态中

的形式、并在语境中恰当地使用被动语态。

第二课 Lesson 2 The Paparazzi属于一节听力技能课。本课的话题是The Paparazzi（狗仔队），与第一课有一定的联系，都与媒体有关，而且“狗仔队”也是当今社会上热议的话题，学生非常感兴趣，因此，本课可以从明星或知名人士入手，引起学生的兴趣，激活他们的背景知识。本课是听力技能课，教师要引导学生运用听力策略Listening for specific information，听懂并理解有关狗仔队对名人隐私的追踪报道的谈话，并能抓住谈话要点。同时引导学生关注表达观点的功能用语，发展学生的语言交际能力。本课计划按两课时完成：第一课时听第一段材料，理解有关狗仔队追踪报道名人隐私的谈话，学会听信息点、找关键词。第二课时听第二段材料，关注功能用语和句子重音，学会使用功能用语表达观点。

Lesson 3 The Advertising Game是一篇关于广告的文章The Advertising Game的语篇。学生将在本课了解西方广告的构思、设计、影响及作用，并讨论广告对人们日常生活的影响。学习有关广告的词汇，理解文章大意，使用略读、细读等阅读策略。通过图片、录像等手段提高学生学习语言的兴趣，丰富课外知识，有助于获取文章内容信息，把握主旨大意。本课的语法是动名词Gerunds。学生对这一语法现象比较模糊，虽然经常在文章中见到，但对于动名词的用法不太熟悉。要帮助学生能够在文章中辨别出动名词并且知道如何使用。本课计划按两课时完成：第一课时重点是阅读文章（The Advertising Game）：1. 学生通过录像和广告语的图片了解广告的特点；2. 使用略读和细读等阅读策略，从文章中提取信息，处理信息；3. 利用文章中信息和掌握的知识谈论广告对人们日常生活的影响。第二课时讲解语法Gerunds，在文章语找出动名词，并在语境中恰当地使用。

Communicating workshop 是第 11 单元的综合运用课。本课主要是说和写的练习。本课要求学生能够谈论某些广告，向媒体（报纸）写封 formal letter 反映身边的问题，表达自己的看法

本课计划按两课时进行，第一课时的重点是写作，第二课时的重点是口语练习。

### 三、学情分析（略）

## 四、单元教学目标

(一) 掌握词汇和短语的意义和用法:

1. 重点词汇: be made up of, demand, cancel, escape, host, cheer, delight, prevent ... from, announce, analyse, arise, blame, defend, rent, risk, agreement, disagreement, argument, legal, unfortunate, likely, general, suitable, visual, fascinating, advertise, link, apply, aim, combine, attract, educate, likely, general, suitable, visual, fascinating, advertise, link, apply, aim, combine, attract, educate,

2. 相关词汇: wealthy, political, major, historical, painful, powerful, widespread, poverty, electricity, health care administration, reform, belief, debt, Olympic Games, International Olympic Committee, crowd, the rush hour, evidence, incident, attack, explanation, analysis, encouragement, roof, process, willing, self-employed, attempt, contemporary, location brand, competition, budget, technique, approach, concept, citizen, purpose, society, decade, contemporary, location brand, competition, budget, technique, approach, concept, citizen, purpose, society, decade

3. 词语搭配: turn to, turn over, turn up, make a profit, in favour of, hold the attention of the public, make contributions to, participate in, protect the environment, hold the attention of the public, make contributions to, participate in, protect the environment

(二) 掌握语法: 被动语态及 Gerunds (动名词) 的规则及用法。

(三) 提高获取新闻信息, 把握新闻体裁特征的能力。

(四) 提高听力技能: 1) 预测回答; 2) 抓关键词, 理解细节; 3) 记录时, 用关键词, 不用完整句。

(五) 提高写作技能: 掌握正式体书信的格式, 正确把握正式体书信的语言风格, 能在口语交际中讨论及互动。

## 五、教学设计理念

运用听说法、问答法、交际法和任务型教学等手段。

## 六、各课时教学设计

第一节：Lesson1: World News

课型：阅读课

(一) 教学目标：

在本课学习结束时，学生能够：

1. 了解媒体的各种形式；
2. 通过略读理解文章大意；
3. 提取、整理新闻中关于G8的相关信息；
4. 练习使用被动语态；

(二) 教学重点：掌握新闻体架构和语言特征。

(三) 教学难点：各种时态的被动语态在新闻中的语用功能。

(四) 教学过程：

环节一：热身活动（5mins）

活动1

活动名称：引出话题

活动过程：

T introduces his or her daily life related to the media, e.g. In the morning on my way to school, I often listen to the CRI news on the radio. I seldom watch TV because I have to help my son go over his lessons. But my favorite TV programme is sports. T asks Ss to tell their partners about themselves according to the questions on the screen.

设计意图：旨在通过相互介绍自己的日常生活来引入本课主题，吸引学生的注意力，提高学生的课堂兴趣。

活动2

活动名称：话题词汇复习

活动过程：Ss brainstorm as many words related to the media as possible.

设计意图：帮助学生创设语境并在语境中回忆与媒体有关的词汇。

环节二：引入

活动 1

活动名称：师生问答

活动过程：T shows some pictures and asks, “Where do we get news from?” and “What areas of the world are often in the news at the moment? Why?” (PPT 7-8)

设计意图：引出话题，激活学生的背景知识。

环节三：读前活动

活动 1

活动名称：读前预测

活动过程：T asks Ss to predict what will be talked about in the news based on the title, the picture. (PPT 9-10)

设计意图：根据标题、图片和已获得信息预测阅读内容，帮助学生理解课文，培养学生利用背景知识进行阅读的策略。

活动 2:

活动名称：预教新词

活动过程：T shows some pictures and elicits from Ss the following words: announce, celebrate, crowds, cheering people, look forward to. If necessary, T gives hints to help Ss guess the words. While eliciting the expressions, T demonstrates the pronunciations and Ss practice reading them aloud after T. T goes over the pictures again and asks Ss to say the words from their memory.

设计意图：在语境中呈现单词，帮助学生理解、记忆生词，为阅读做好准备。在语境中再现生词，强化学生的瞬时记忆。渗透词汇学习策略：根据图片、按照动词短语或搭配学习、记忆词汇。

#### 环节四：阅读活动

##### 活动 1

活动名称：First reading

活动过程：Ss skim the news and check their prediction. ( The topic on the agenda this week in \_\_\_\_ among the G8 leaders is how to \_\_\_\_\_ . )

设计意图：核对预测信息，了解新闻大意。

##### 活动 2

活动名称：Second reading

活动过程：Ss read the news once again with the questions 3-5 in Ex. 2. Ss work in pairs and check the information they get from the news. Then T gets the feedback from the whole class. (PPT 12-13)

设计意图：核对预测信息，了解新闻大意。

##### 活动 3

活动名称：Third reading

活动过程：Ss read the news in detail and find some specification information about G8 and then fill in the blanks. (PPT 14-16)

设计意图：整合课文细节信息。

##### 活动 4

活动名称：语言赏析

活动过程：Ss read the news once again to find out the problems and try to deal with them in groups. T walks around and then gives instructions to the whole class.

设计意图：1. 理解词句，以便更好地理解课文内容。2. 先让学生自己找问题，然后在小组中解决，培养学生自主学习的意识和习惯。

## 环节五：读后复述

### 活动 1

活动名称：复述新闻

设计意图：锻炼学生的语言表达能力，巩固本节课的学习内容。

## 环节六：布置作业

活动过程：用英文写下今天的一条新闻，特别注意新闻的结构和语言特点。

设计意图：巩固学生的语言知识，培养学生的文体意识。

教学课件：

1

2

3

4

5

6

7

8

Germany re-imposes border controls (加强边境控制) to slow flow of refugees (难民)

9

Egyptian forces kill Mexican tourists

Egyptian security forces mistakenly kill 12 people, including Mexican tourists, during an anti-terror operation, the interior ministry says.

10

What areas of the world are often in the news at the moment?

[http://www.kelel.com/men/2015/08/05/12\\_2.html](http://www.kelel.com/men/2015/08/05/12_2.html)

11

The Telegraph

Chief Justice Rehnquist dead

Belief efforts become race against time

12

The structure of a News Report

**title:** simple, brief, attractive, capital letters

**lead:** the first paragraph or the first sentence in the news which is about the main idea of the news

**body:** time, place, event

**quote/comment:**

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The structure of the news

headline

lead(main idea)

a. Quotes  
b. Facts  
c. Background

Facts  
Background  
Quote/comment

in the order of descending importance

14

Beijing makes it, again!

15

Thomas Bach President of the International Olympic Committee (IOC) announces Beijing the city to host the the 2022 Winter Olympic during the 128th International Olympic Committee Session, in Malaysia's capital of Kuala Lumpur July 31, 2015.

Beijing has become the first city to host both Summer and Winter Olympic Games after beating Kazakhstan's Almaty to hold the 20 Winter Olympics.

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With a fully-prepared final presentation by an all-star team, Beijing has successfully convinced the committee members that the 2008 Olympics host city is a more favored candidate for the Winter Games. The high-powered delegation assured IOC members that Beijing was the safe choice because it had already proved it could stage the Games and said it would take winter sports into the backyard of the world's most populated country.

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President Xi said, "To present a fantastic, extraordinary and excellent Winter Olympics is the aspiration of over 1.3 billion Chinese people. We will fulfill all our commitments and witness, together with the people of all other countries and the IOC, the advent of a new phase in the development of the Olympic winter sports and in the spread of the Olympic spirit."

18

What does the picture remind you of?

19

Read and match.

London Wins

main idea background quotes

Paragraph 1

Paragraph 2

Paragraph 3

20

1. What important news were London people reacting to at lunchtime on July 6, 2005?

2. How were they reacting to this news?

3. Why did this news have historical importance?

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1. What important news were London people reacting to at lunchtime on July 6, 2005?

The announcement of the name of the city to host the 2012 Olympic Games.

22

2. How were they reacting to this news?

The news was celebrated by crowds in the streets.

23

3. Why did this news have historical importance?

Because now London has the distinction of being the first city to host the event three times.

24



When	July 6, 2005
Where	London
What	London won the bid for the host city for the 2012 Olympic Games. <u>Five</u> cities applied for the right to host the 2012 Olympic Games. In the end, London was <u>announced</u> by the IOC in Singapore. And London is the <u>first</u> city to <u>host</u> the event three times.


25

When	July 6, 2005
Where	London
What	People's reaction People in London <u>celebrated</u> the news everywhere. Prince William expressed his <u>joy/delight</u> that London would host the Games.

26

What is the first news about according to the picture and the title?

It's a meeting about Africa.



27

Read in detail and fill in the blanks.

Background

The full name of G8: the Group of Eight

Formation: France, the US, Britain, Germany, Japan, Italy, Canada, Russia

How often is the meeting held?  
Every summer

Discussion about: major problems that concern the whole world

time: July 5, 2005

place: Scotland

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Topic (main idea)

1) widespread poverty  
Many people can't get the water, clothing, housing, electricity or education.

2) AIDS health care  
Sex education and administration are extremely important.

29

Comment

1) Demand:  
The debt of Africa's poorest countries should be cancelled.

2) Belief:  
This is the only way to escape their painful pasts.


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The structure of the news

headline

The inverted pyramid form

lead (main idea)



a. Quotes  
b. Facts  
c. Background

in the order of descending importance

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Language points

1. What does "G8" stand for?

stand for 代表; 支持; 象征; 容忍 (常用于定和疑问句 = stand/bear/put up with)

What do the letters UN stand for?

I won't stand for your of rudeness.

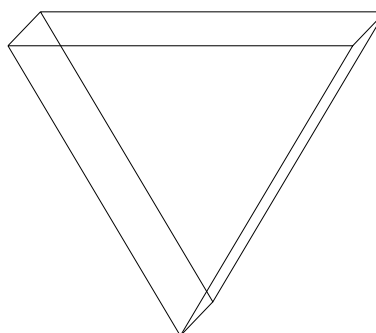
32

### (五) 板书设计

**Background:** G8, Formation, concern the whole world

**Topic (main idea):** widespread poverty, AIDS, Sex education, health care administration

**Comment:** Demand, Belief



### (六) 单元测试及课堂小测设计

Tenses	Forms	Your sentences (be + done)
一般过去时	was formed	
一般现在时		
be going to		

一般将来时		
现在完成时		
情态动词		

### (七) 教学特色与反思

#### 教学特色:

#### 1. 课前复习上节课内容

词汇复习：用英文解释，学生说出相应单词。Eg: pararazzi, photographer, chat show, quiz show.

#### 2. 课前用最近的新闻引入:

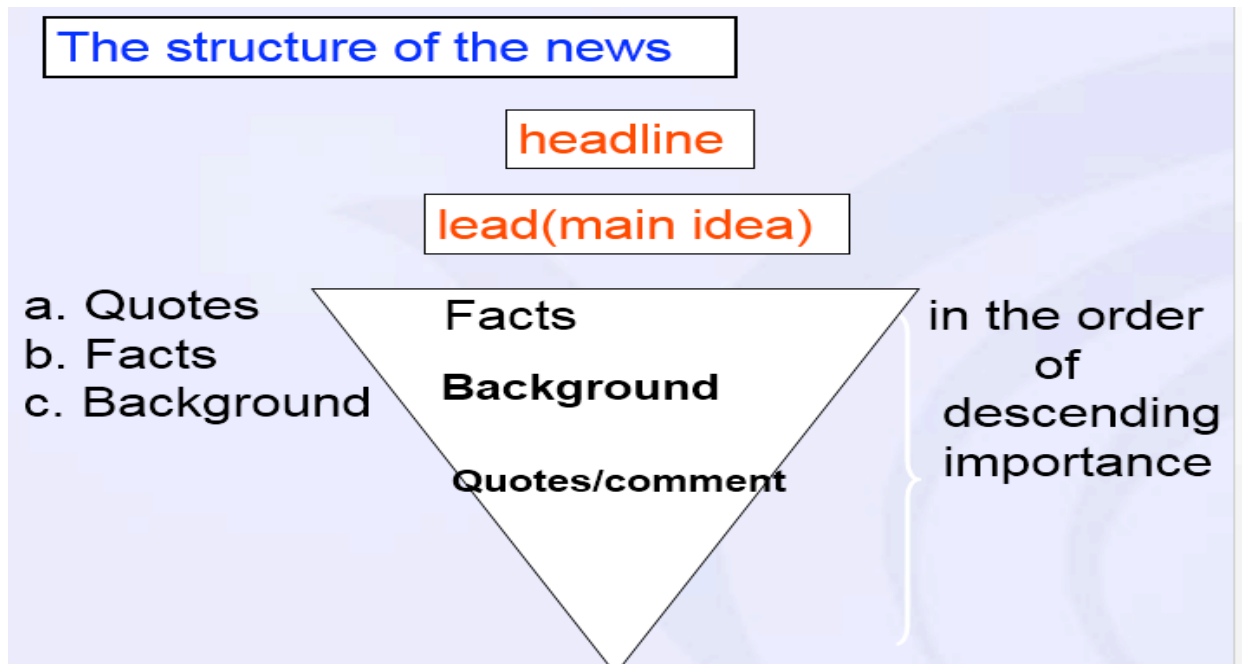
Do you care about what's going on in the world?

Eg: Stocks edge down as industrial growth disappoints market

Germany re-imposes border controls (加强边境控制) to slow flow of refugees (难民)

#### 3. 新闻结构的初步认识:





4. 快速阅读，引导学生结合标题、图片和导语对新闻内容的猜测。

细读，回答问题，渗透单词短语的学习。

表格填写：When, where, why.

Topic (main idea)

1) widespread poverty  
Many people cannot get the water, clothing, housing, electricity or education

2) AIDS  
Sex education and health care administration are extremely important.

可改进的几个方面：

1. 可以引导学生输入关键词+板书：为 newsreport 做铺垫：应该加入 TV program 的 铺垫：

如：Chat show: a television or radio programme in which people(celebrities) are asked questions and talk in an informal way about their work and opinions on various topics.+图片

**Quiz show:** a competition or game in which contestants have to answer questions with response within the limited time.

**Photographer:** a person who takes photographs, especially as a job  
a wildlife / fashion / portrait photographer

**Paparazzi:** photographers who follow famous people in order to take photographs they can sell to newspapers

## 第二节: Lesson1 被动语态的使用

课型: 语法课

(一) 教学目标:

在本课学习结束时, 学生能够:

1. 理解被动语态在各种情境中的功能用法。
2. 练习使用被动语态。

(二) 教学重点: 各种时态的被动语态的 form, meaning, use

(三) 教学难点: 正确使用各种时态混合的被动语态。

(四) 教学过程:

环节一: 复习和引入

活动 1

活动名称: 短文填空

活动过程: T provides a short paragraph with some blanks for the Ss to go over what they learned in the first period.

T checks the answers after the Ss' discussion. (PPT 3-4)

T asks Ss to tell their partners about themselves according to the questions on the screen. (PPT 3)

设计意图: 帮助学生使用上节课所学词汇和获得的信息, 以及被动语态, 完成段落填空。

环节二: 学习被动语态的形式

活动 1

活动名称：发现被动语态的特点

活动过程：教师让学生在课文中找出所有被动语态的句子，并注意时态特点。

设计意图：在语境中理解被动语态的形式和运用。

环节三：学习被动语态用法的意义

活动 1:

活动名称：理解句义

活动过程：教师呈现各种形式的被动语态，让学生分析该被动语态使用的意义。

设计意图：培养学生在真实语境运用被动语态的能力。

环节四：学习被动语态的语用功能

活动 1

活动名称：描述被动语态

活动过程：教师呈现各种情景的图片，让学生以同伴讨论的形式，讨论被动语态的时态和用法，并以新闻的形式用被动语态描述图片。

设计意图：旨在综合锻炼学生对被动语态形式、意义和功能的用法。

环节五：布置作业

活动过程：完成课后练习。

设计意图：巩固被动语态的运用。

#### (五) 板书设计

一般现在时：am / is / are + given

一般过去时：was / were + given

一般将来时：shall / will + be + given

现在进行时：am / is / are + being + given

现在完成时：have / has + been + given

过去完成时：had + been + given

过去进行时：was / were + being + given。

## (六) 单元测试及课堂小测设计

I. Revision: Fill in the blanks according to the news *Africa on G8 Agenda*

The G8 \_\_\_\_\_ (make) up of political leaders from 8 countries - France, the United States, \_\_\_\_\_, \_\_\_\_\_, Japan, Italy, Canada and \_\_\_\_\_. They meet every summer to \_\_\_\_\_ (discuss) major problems that \_\_\_\_\_ (concern) the whole world.

The meeting \_\_\_\_\_ (hold) in Scotland next week and the topic of Africa \_\_\_\_\_ (discuss) in detail. Reforms \_\_\_\_\_ (demand) by people from all over the world. If the debt of Africa's poorest countries \_\_\_\_\_ (cancel), the problems there \_\_\_\_\_ (can prevent) from getting any worse.

## (七) 教学特色与反思

好: 1. 词汇游戏: Mid-Autumn Festival is coming. Are you looking forward to that? Now let's write down as many as possible beginning with the letter M, A, F E. 学生非常积极上来写单词。活跃气氛。但是注意表达要清楚, You get two minutes to write down the words on the blackboard, then the rest of your group members can come to help you within 2 minutes. Got it? Let's begin. 注意检查学生的书写: electricity 和 administration 这两个词学生很容易出错。

2. 复习上节课语言点, 和被动语态。采取填空的方式, 让学生进行词汇变形, 或者也可以让学生翻译句子。尽量形式多样, 然后让学生齐读。

3. 讲解被动语态的时候引导学生先注意形式, P 92, 让学生看课本句子。然后结合课文填空: 挖掘出课本中的时态填空, 这部分可以改为给出单词, 用所给单词的适当形式填空。

最后练习, 讲练结合。从句子练习到课本篇章练习。

待改进之处:

1. 课前读出同学们的作业, 表扬 news report 写的好的同学。
2. 注意教师话语, 否则部分同学不明白, 所以, 游戏之前先做一个

modeling。

3. 不够细致，太快。

4. 被动语态讲解，学生说 ppt 过的太快。不要为了赶进度而忽视学生的理解和消化。

### 第三节：Lesson 2 The Paparazzi 第一课时

课型：听说课

(一) 教学目标：

在本课学习结束时，学生能够：

1. 听懂、提取、处理有关狗仔队追踪报道名人隐私的谈话中的主要信息；
2. 用相关词汇发表意见。

(二) 教学重点：听懂主要大意，获取细节信息

(三) 教学难点：运用所学语言发表对狗仔队的看法。

(四) 教学过程：

环节一：引入

活动 1

活动名称：师生对话

活动过程：T asks Ss how much they know about the paparazzi.

设计意图：引起学生兴趣，激活学生的背景知识。

活动 2：

活动名称：背景介绍

活动过程：T shows some pictures of Princess Diana and tells Ss about her death. (PPT 4)

设计意图：扩展学生的背景知识，并引出听力材料中的相关词汇，为听力做准备。

环节二：Pre-listening

### 活动 1

活动名称：预教新词

活动过程：T presents vocabulary in context and help Ss match the words with their definitions. (PPT 5-9)。

设计意图：在语境中呈现词汇，帮助学生理解词汇。

### 活动 2

活动名称：策略指导

活动过程：Ss read through the listening strategies (Listening for specific information) and guess the words they are going to fill in the blanks.

设计意图：运用所学策略推测即听内容，为后面的听力活动做准备。

### 环节三：While- listening

#### 活动 1

活动名称：First listening

活动过程：Ss listen to the radio programme and check their prediction. (PPT 11-12)

设计意图：练习抓关键词的技能，并检测推测是否正确。

#### 活动 2

活动名称：Second listening

活动过程：T divides the listening material into three parts and plays them separately. Ss complete the sentences with information. T gets feedback from individual student and then checks the answers as a whole class.

设计意图：分段播放听力内容，降低难度，同时给学生留有充分时间完成句子。训练学生获取细节信息的能力，同时关注词语的形式与搭配。

#### 活动 3



活动名称: Third listening

活动过程: T Ss listen to the recording again from the beginning to the end to gain an overall understanding. Ss discuss the question in pairs and then T checks answers as a class.

设计意图: 学生再次听整体录音内容, 形成整体理解。帮助学生进一步理解谈话内容, 为下一步的语言输出活动做准备。

环节四: Post-listening

活动 1

活动名称: Ss watch a section of video about Diana's funeral and enjoy the song "Candle in the wind".

(PPT 17)

设计意图: 学生看一段戴安娜王妃葬礼的录像, 为后面的讨论做准备。

活动 2

活动名称: 表达观点

活动过程: Ss express different opinions about the argument that taking photographs of famous people is part of news reporting?

设计意图: 学生用自己的语言重组信息, 表达观点, 培养学生的口语表达能力, 同时为下一节课的功能用语做铺垫。

环节五: 布置作业

活动形式: 用所学语言写一段关于狗子队的事件评论。

设计意图: 巩固所学语言。

教学课件:

# Unit 11 The Media

## Lesson 2 The Paparazzi

1

**Objectives**

By the end of this class, you are able

- To practise listening for specific information;
- To practise expressing opinions, using the relative vocabulary.

2

**The paparazzi**

"puppy team"

They take photographs of celebrities' private lives.



3

The paparazzi climb **onto** the roof and make an **attempt** to take photograph of the famous people.



**onto, roof**

**bush**

4

The paparazzi even hind in the **bush** ...




**bush**  
[bʊʃ]  
灌木

5

**attempt**

They attempt / make an attempt to get the best photograph




6

**legal** : allowed by the law

legal, media, self-employed, make a profit from

media: willing to pay self-employed photographer. In this way, paparazzi make profits from...



7

**Problem arise** [ə'raɪz] 出现

People **blame** the media.

blame: to think sb./sth. is responsible for sth bad




8

1. First woman royal heir [eə] 继承

2. Responsibility , help , support

3. August, 31<sup>st</sup>, 1997, Paris.

4. investigation, cause , driver, paparazzi, wrongdoing




9

Some people **blamed** paparazzi for the deaths of Princess Diana and her friend who were killed in 1997 in a high-way car accident in Paris, while they were pursued by paparazzi. A **heated argument arose** about whether what the paparazzi had done was **legal**. More and more people are **in favour of defending** individual's right to privacy.



10

When we **analyze** the action of the paparazzi, we can see why they are **willing** to sell the photos to the media. They **attempt** to seek a large **profit**, that is to say, they want to earn more money.



11

Match these words with their definitions.

a) begin to happen **arise** vi

b) allowed by law **legal** :

c) prepared to do something **Willing** a

d) examine or think about something carefully in order to understand it **Analyse**

e) do something in order to protect some one from being attacked **defend**

12

f) try to do something **Attempt** vt. / n.

g) agree with or support **be in favour of**

h) a series of events **Process** n.

i) money made from doing business **Profit** n.

j) reason **Argument** n.

k) working for yourself **self-employed** adj.

l) say that someone is responsible **Blame** vt for something bad

13

arise blame defend attempt process risk in favor of analyse complain argument

1. He analysed the food and found that it contained poison.

2. The driver was not to blame for the accident.

3. The enemy failed in their attempt to land on the island.

4. I am very much in favor of your proposal.

5. Tell our comrades to keep calm when problems arise.

14

arise blame defend attempt process be in favor of analyse complain argument risk

6. We shall defend our city, whatever the cost may be.

7. The car is in the process of repair.

8. She handled a difficult argument skilfully.

9. If you don't warm up before taking exercise, you risk injuring yourself.

10. She complained to me about his rudeness.

15

4. According to Dr Lindbrow, which of the following attempts of the paparazzi is probably not legal?

- 1. Pretending** to be a repair man to get into the house of a film star and take picture of her daily life.
- 2. Hiring** a helicopter to take pictures of the film star's big house from the air.
- 3. Hiding** in the bush outside the film star's house to take pictures of her when she comes out.
- 4. Renting** a speed boat to take pictures of the film star on the beach.

**None of them is legal.**

16

**Listen to learn**

3. Listen to the radio programme and complete the notes which summarise Dr Lindbrow's words.

17

- The paparazzi are **self-employed photographers**
- The **media** is often **blamed** for encouraging the paparazzi.
- Nowadays, selling photographs of famous people has become **big business**.

18

4. The British law says that it is **legal** to take photographs of famous people in public.

5. The paparazzi sometimes **risk** breaking the **law** to take photos which they can sell for good **profits**.

6. Since Princess Diana's death in 1997, a lot of people's attitudes have changed and more and more people **dislike** the **paparazzi** and what they do.

19



6. Listen to the discussion between Katy and James. Which of them expresses these opinions?

1. The media should **respect** famous people's privacy. *Katy*

2. Famous people shouldn't complain when the paparazzi follow them. *James*

3. The media is getting worse and worse. *Katy*

4. There is too much **violence** on TV nowadays. *James and Katy*

5. The government should control TV programmes to protect children. *Katy*

20

### (五) 板书设计

### (六) 单元测试及课堂小测设计

1. The paparazzi are self-employed \_\_\_\_\_.
2. The \_\_\_\_\_ is often blamed for encouraging the paparazzi.
3. Nowadays, selling photographs of famous people has become \_\_\_\_\_.
4. The British law says that it is \_\_\_\_\_ to take photographs of famous people in public.
5. The paparazzi sometimes risk breaking the \_\_\_\_\_ to take photos which they can sell for good \_\_\_\_\_.
6. Since Princess Diana's death in 1997, a lot of people's attitudes have changed and more and more people dislike the \_\_\_\_\_ and what they do.

### (七) 教学特色与反思

1. 本节课最大的问题是听力有难度，学生比较难抓住听力材料关键信息并总结填写表格。在 5 班图片导入没有铺垫好词语，所以听力比较难，并且听前的词汇练习比较乏味，以后可以减少，或者直接单词中英文打出来让学生齐读一遍。
2. 做得好的地方：6 班上第二次课后做了调整，在图片导入 paparazzi

中，引入相关的词汇和句子，eg: photographer, bush, onto the roof, pretend to, hire, willing, profit, make profit from, media, blame, analyze, 等等。篇章的引入也很好。以后应该从词汇、句子到语篇引入，让学生在听前取得足够的词语铺垫，并且记得带读单词。板书？或者 ppt 打出来加深印象。

3. 上课的教师用语，可以打出关键词，让学生能简单听懂教师用语，并且也引出单词。

4. 上课之前表扬课代表，让学生尊重课代表： 导入新词 show respect to.  
待改进之处：

1. 以后为了节省时间，听力课之前可以让学生预习单词。

2. 板书先前要设计好。

#### 第四节：Lesson 2 The Paparazzi第二课时

课型：听说课

（一）教学目标：

在本课学习结束时，学生能够：

1. 运用已学词汇和功能用语表达个人的观点和看法；
2. 在新的语境中运用所学词汇和功能用语进行表达。

（二）教学重点：正确使用所学词汇表达个人的观点和看法。

（三）教学难点：在新的情境中正确使用所学的功能用语表达。

（四）教学过程：

环节一：review

活动 1

活动名称：复习

活动过程： T shows pictures and the paragraphs to review the words learned in the first period.

设计意图：帮助学生回忆第一课时所学的内容，复习相关词汇。

## 环节二：Pre-listening

### 活动 1

活动名称： 表达观点

活动过程： T asks Ss to express their opinions about the paparazzi.

设计意图： 复习和巩固已学内容， 激活背景知识， 熟悉话题。 布置听力任务。

## 环节三： While-listening

### 活动 1

活动名称： First listening

活动过程： Ss listen to the discussion between Katy and James and Ss decide *which of them expresses the opinions*. T checks the answers.

设计意图： 第一遍听， 运用听力策略， 听主旨大意， 关注两个人的不同意见。

### 活动 2

活动名称： Second listening

活动过程： Ss try to complete the expressions in the Function File individually. T asks Ss to check the functional phrases that have been filled in the blanks and finish the rest. T checks the answers with the whole class. Ss discuss *which expressions show strong agreement or disagreement?* in pairs. T walks around and gives the instructions: focusing on the words like “completely”, “totally”, etc.

设计意图： 学生第一遍听的基础上， 利用已有知识先试填， 然后再听第二遍， 有意识地关注功能用语。

### 活动 3

活动名称： Third listening

活动过程： T shows a sample sentence with the class and demonstrates how the contraction counts as two words. T plays the four sentences,

pausing for Ss to count the words in each sentence. T plays again, while checking the answers, and has individual students write the sentences on Bb, using contracted forms.

设计意图：帮助学生培养边听边记的能力，并理解和使用“缩约形式”，为语言输出做准备。

环节四：Post-listening 语言输出

活动名称：speaking

活动过程：Ss read the opinions in Ex. 6 individually and decide if they agree or disagree with them. Ss work in groups. Ss express their opinions about the things in Ex. 10, with the notes (important words) written and the expression phrases.

设计意图：结合本课功能用语和听力策略，为学生创设语言环境，培养学生用英语进行思维和表达的能力。

环节五：布置作业

活动 1

活动名称：展示小组讨论的结构

活动过程：布置作业：完成课本上的练习。

设计意图：巩固所学语言。

教学课件：

Unit 11 The Media  
Lesson 2 The Paparazzi  
( Period Two )

Objectives

By the end of this class, you'll be able to

- understand the functional expressions for opinions, agreement and disagreement;
- use listening strategies – stressed words to understand what you hear;
- use functional expressions to express your opinions.

Revision:

Fill in the blanks with the following words.

argument, profit, legal, favour, attempt, willing, defend, blame, analyze, arise



Some people **blamed** paparazzi for the deaths of Princess Diana and her friend who were killed in 1997 in a high-way car accident in Paris, while they were pursued by paparazzi. A heated **argument** **arose** about whether what the paparazzi had done was **legal**. More and more people are in **favour** of **defending** individual's right to privacy.

When we **analyze** the action of the paparazzi, we can see why they are **willing** to sell the photos to the media. They **attract** a large **profit** to say, they want to earn more money.



Listen to the discussion between Katy and James. Which of them expresses these opinions?

1. The media should respect famous people's privacy. **Katy**
2. Famous people shouldn't complain when the paparazzi follow them. **James**

Listen to the discussion between Katy and James. Which of them expresses these opinions?

3. The media is getting worse and worse. **Katy**
4. There is too much violence on TV nowadays. **James and Katy**
5. The government should control TV programmes to protect children. **Katy**

Look at the Function File and try to complete the expressions with words:

can't, may, completely, against, in favour, personally, right, totally, seems, true, afraid, don't

Opinions, agreement and disagreement

1. **Personally** I think that's her problem.
2. I mean, it **seems** to me that ...
3. Well, in my **opinion** this shows ...
4. Personally, I am **against** to much control.
5. I'm **in favour** of some kind of control.
6. That's **true** but ...

7. You **may** be right, but ...
8. I agree. You're **right** there's ...
9. I **totally** agree.
10. I **completely** disagree.
11. I'm **afraid** you're wrong.
12. I'm afraid I **can't** agree with you.
13. I **don't** agree.

Listen again and check your answers.

Which expressions above show strong agreement or disagreement?

**I totally agree.**  
-- Expressing agreement

**I completely disagree.**  
-- Expressing disagreement

Listen to four sentences from the radio programme. How many words are there in each sentence?

1. Tonight **we're** going to analyze the problem of the paparazzi. **10 words**
2. A lot of people blame the media for encouragement of the paparazzi. **12 words**
3. It is legal to take photographs of famous people if they are in public. **14 words**
4. But I know there are people who defend the paparazzi. **10 words**

Speaking: Give your arguments.

Express your opinions about these things?

- a) the quality of TV programmes
- b) control of TV programmes
- c) famous people, privacy and the media

Speaking: Give your arguments.

Example:

A: Personally, I think that TV is getting worse.

B: I agree. There are too many...

Homework

1. Please write down your opinions about the things in Ex. 10.
2. Do Ex. 12 & 13 on page 25.
3. Do Ex. 2 on page 68 and Ex. 1 & 2 on page 69.

(五) 板书设计

Opinion: In my opinion, personally

Agreement: may, completely, in favour of, totally, seems right, true

Disagreement: can't, against, afraid, don't

## (六) 单元测试及课堂小测设计

I. Revision: Fill in the blanks with the following words

argument, profit, legal, favour, attempt, willing, defend, blame, analyze, arise
--

1) Some people \_\_\_\_\_ paparazzi for the deaths of Princess Diana and her friend who were killed in 1997 in a high-way car accident in Paris, while they were pursued by paparazzi. A heated \_\_\_\_\_ about whether what the paparazzi had done was \_\_\_\_\_. More and more people are in \_\_\_\_\_ of \_\_\_\_\_ individual's right to privacy.

2) When we \_\_\_\_\_ the action of the paparazzi, we can see why they are \_\_\_\_\_ to sell the photos to the media. They \_\_\_\_\_ to seek a large \_\_\_\_\_, that is to say, they want to earn more money.

## (七) 教学特色与反思

### 1. 课前复习。

所讲语言点，6班学生已经听完印发的单词填空，所以输入比较多，所以上课前给出新词，让学生按照提示词：tell us sth. about paparazzi using the key words.

### 2. 5班学生没有细听填词，所以在课前的复习阶段可以给出图片和句子，让学生看图，运用所给关键词听造句。这样降低难度，加深词汇印象：eg: make an attempt to do, attempt to do, pretend to do, be in favor of, blame 等等。

### 3. 听完之后让学生说

可改进之处：说部分 Speaking: Give your arguments. 发现学生对于给出的三个主题要讲的东西不多，可能是由于缺乏语言的输入。

Speaking: Give your arguments.



- a) the quality of TV programmes
- b) control of TV programmes
- c) famous people, privacy and the media

可以在每个部分给出关键词。

- a) the quality of TV programmes get worse, violence,
- b) control of TV programmes, influence, effect, teenagers,
- c) famous people, privacy and the media, respect, complain,

### 第五节 Lesson 3 The Advertising Game 第一课时

课型：阅读课

(一) 教学目标：

在本课学习结束时，学生能够：

1. 通过阅读，对广告的特点、设计、创意等有一些了解；
2. 通过略读理解文章大意，概括段意；
3. 提取、整理关于广告的相关信息；
4. 谈论广告对人们日常生活的影响。

(二) 教学重点：理解文本大意和关于广告的相关信息。

(三) 教学难点：把握文本的逻辑和作者的写作特色和意图。

(四) 教学过程：

环节一：review

活动 1

活动名称：引入

活动过程：T plays a section of video and has Ss. guess, “What product is the advertisement for?”

设计意图：通过一段广告的录像，引起学生的兴趣，同时引出话题。

活动 2:

活动名称：广告展示

活动过程: T demonstrates some advertising slogans and lets Ss give Chinese for them.

设计意图: 通过图片和广告语, 帮助学生感知广告世界, 体会广告语的含义, 为阅读课文做准备。

环节二: Pre-reading

活动 1

活动名称: 谈论广告语

活动过程: T encourages Ss to speak out the advertisements they have seen and where they have seen them. T explains the words, “*advertise, advertisement, advertising, advertiser*” by showing a paragraph.

设计意图: 帮助学生熟悉话题。帮助学生理解对应汉语“广告”的不同英文词语的含义。

活动 2

活动名称: prediction

活动过程: T asks Ss to predict the general idea of the text.

设计意图: 渗透预测的阅读策略。

环节三: While-reading

活动 1

活动名称: First reading

活动过程: Ss read the text quickly and choose the best one from the given general ideas.

设计意图: 核对预测信息, 了解文章大意。

活动 2

活动名称: Second reading

活动过程: Ss read the text again and give a heading for each paragraph. T gives the main idea of each paragraph in a random order and has Ss re-arrange them.

设计意图: 培养学生概括段落的能力。

### 活动 3

活动名称: Third reading

活动过程: Ss read the whole text carefully to answer the questions in Ex. 3 on page 26. Ss work in pairs and check the information they get from the text. Then T gets the feedback from the whole class.

设计意图: 旨在培养学生获取信息和处理信息的能力。

### 环节四:语言输出

#### 活动 1

活动名称: 小组讨论

活动过程: Ss work in groups and talk about how the advertisement affects our daily life, e.g. “Have you ever bought anything because you liked the idea promoted in the advertisement?” Ss may tell stories of their own to support their opinions.

设计意图: 帮助学生内化阅读材料所提供的信息, 并结合自己的生活体验和知识, 锻炼口头表达能力。

#### 活动 2

活动名称: 小组展示

活动过程: One student in each group, as a representative, gives the result of the group discussion.









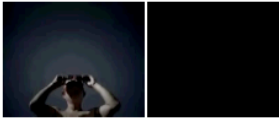

设计意图: 鼓励学生大胆发言, 培养学生总结概括、组织语言的能力。

### 环节五:作业布置

活动过程: Each of Ss chooses one advertisement from newspapers, magazines or on TV and describes it.

设计意图: 巩固所学语言, 锻炼学生思维能力。

教学课件:

<p>Unit 11 The Media</p> <p>Lesson 3 The Advertising Game</p>	<p>Look and guess</p> <p>"What product is it for?"</p>	<p>Just do it.</p> <p>只管去做吧。(耐克)</p> 	<p>Impossible made possible.</p> <p>使不可能变为可能。(佳能打印机)</p> 
1	2	3	4
<p>Intelligence everywhere.</p> <p>智慧演绎, 无处不在。(摩托罗拉手机)</p> 	<p>The taste is great.</p>  <p>味道好极了。(雀巢咖啡)</p>	<p>The choice of a new generation.</p>  <p>新一代的选择(百事可乐)</p>	<p>Let's make things better.</p> <p>让我们做得更好。(飞利浦电子)</p> 
9	10	11	12
<p>Obey your thirst.</p> <p>服从你的渴望(雪碧)</p> 	<p>M&amp;M's melt in your mouth, not in your hand.</p> <p>只溶在口, 不溶在手(M&amp;M巧克力)</p> 	<p>Watch the videos</p> 	<p>public ads</p>  <p>protect the environment</p>
<p>Can you think of some advertisements you have seen? Where can you see and hear advertisements?</p> <p>in the newspaper    in the street</p> <p>on the bus            at the station</p> <p>on TV                    in the magazine</p> <p>on the Internet        on radio</p>	<p>Fast reading</p> <p>What does the passage talk about?</p> <p>A. The advantages and disadvantages of ads</p> <p>B. Different sorts of ads</p> <p>C. The development of advertising</p> <p>D. The effect of ads on our life</p> <p>E. People's attitude toward ads</p>	<p>Match the main idea of each paragraph.</p> <p>Para 1 → the classic ads</p> <p>Para 2 → the public ads</p> <p>Para 3 → modern ads</p> <p>Para 4 → the top ads of today</p> <p>Para 5 → the ads in the market</p>	<p>While-reading: 2<sup>nd</sup> reading - Re-arranging</p> <p>3 Products are sometimes linked with different concepts or ideas.</p> <p>4 New and unusual ideas often appear today's top advertisements.</p> <p>1 An classic ad may give direct information like names or locations.</p> <p>5 Public ads have helped to increase public knowledge.</p> <p>2 Ads are made visually attractive to hold the attention of the public.</p>

While-reading: 2<sup>nd</sup> reading - Re-arranging

3. Products are sometimes linked with different concepts or ideas.
4. New and unusual ideas often appear in today's top advertisements.
1. An classic ad may give direct information like names or locations.
5. Public ads have helped to increase public knowledge.
2. Ads are made visually attractive to hold the attention of the public.

Answer the questions.

1. When does the simplest type of advertisement work?  
They works when there is not much competition.
2. Why are modern techniques of design not enough for advertisements to be noticed in modern cities?  
Because people are used to seeing high standards of visual design.

3. What ideas do today's advertiser to make you notice their product  
New and unusual ideas and humo
4. What has the government done during the last decade?  
Public advertisements, such as giv up smoking, saving water, helping poor, fighting aids.

(五) 板书设计

	Problem	solution	example
1. classic ads:			
2. ads in the market:			
3. modern ads:			
4. top ads of today:			
5. public ads:			

(六) 单元测试及课堂小测设计

(七) 教学特色与反思

(八) 专家点评 【交稿时先由指导教师写关于教学设计的点评，交外文学院后，由导师团队作综合点评】

附录：所设计的教材内容（word 文档）

第六节 Lesson 3 The Advertising game 第二课时

课型：语法课

(一) 教学目标：

在本课学习结束时，学生能够：

1. 在语境中理解词汇；
2. 学习并练习使用动名词Gerunds；
3. 谈论广告，对广告进行评价。

(二) 教学重点：动名词的运用。

(三) 教学难点: 准确使用动名词。

(四) 教学过程:

环节一: 复习

活动 1

活动名称: 视频展示

活动过程: T plays a section of video of an advertisement about cosmetics and has Ss give it a slogan.

设计意图: 激发学生兴趣, 回忆课文内容。

活动 2

活动名称: 短文填空

活动过程: Ss first read the text quickly and then complete the paragraph about the text.

设计意图: 旨在让学生熟悉课文, 复习巩固所学知识。

环节二: 词汇学习

活动 1

活动名称: 词义搭配

活动过程: Ss find the words in Ex. 5 while reading the text again and then match the words with the most suitable definitions. T checks the answers after the Ss' discussion. (PPT 5-7)

设计意图: 帮助学生在语境中理解词汇, 渗透词汇学习策略—猜词。

环节三: 语言运用

活动 1

活动名称: Speaking

活动过程: T describes an advertisement as a model. Ss work in groups and describe the ads they have prepared and then demonstrate in front of the class.

设计意图: 运用所学知识锻炼口头表达能力。

环节四：Grammar learning

活动 1

活动名称：语法用法搭配

活动过程：Ss read four sentences with the Gerunds chosen by T and discuss their functions, and then T explains the usages of the Gerunds. T shows another four examples.

设计意图：通过语篇中的句子，对比动名词的四种用法，并举例说明，帮助学生更好地理解动名词的作用。学生在教师讲解之前讨论，培养学生自主学习，独立思考的能力。

活动 2

活动名称：动名词用法总结

活动过程：Ss find in the text the four other sentences with the Gerunds of different functions.

设计意图：旨在让学生进一步了解动名词的功能。

环节五：语言输出

活动 1

活动名称：Practice

活动过程：Ss complete the sentences with the verbs in their correct forms. (Ex. 8 on page 27). Ss rewrite the sentences using the Gerunds. (PPT 16-18) 学生在语境中练习使用动名词， IW - PW - CW

环节 6：作业布置

活动过程：Do Ex. 10 on p. 27.

设计意图：巩固动名词的用法。

教学课件：

Read these sentences and tell the Gerunds' functions.

- For example, it could be "Shanghai Sewing Machine";
- For many of today's advertisers, **repeating** old ideas is not a successful approach.
- ... a lot of money is spent on **applying** modern techniques of design to make these.
- Others try to create advertisements that people simply enjoy **looking** at.

33

Read these sentences and tell the Gerunds' function.

- For example, it could be "Shanghai Sewing Machine", ...  
**telling the use of noun** 说明名词的用途
- For many of today's advertisers, **repeating** old ideas is not a successful approach.  
**subject** 作主语

34

- Others try to create advertisements that people simply enjoy **looking** at.  
after a verb 动词后, 用作动词的**宾语**
- ... a lot of money is spent on **applying** modern techniques of design to make  
after a preposition 介词后, 用作介词的**宾语**

35

### 作主语

Teaching is my full-time job.

Writing an English composition is not easy.

It's no good/no use/a waste of time doing sth.

36

### 作表语

My hobby is painting.

My job is teaching.

37

### 动名词作表语与不定式作表语的区别:

- 动名词作表语时表示比较抽象的一般行为、习惯; 不定式作表语时表示具体的某一次动作, 特别是将来的动作。试比较:

My favourite sport is swimming.

The first thing for us to do is to improve our pronunciation.

38

### 作宾语

I have just finished doing my homework.

I suggested asking his brother for some money.

He keeps buying expensive maps. He must have more than 200 by now.

39

只接动名词作宾语的常见动词有:

resist, mind, suggest, delay, keep, enjoy, include, imagine, practise, finish, consider, miss.

40

动名词(短语)通常紧跟在动词之后, 作介词的宾语。常见的有:

insist on, keep on, think of, dream of, object to, prevent...from, keep...from, stop...from, feel like, be engaged in, look forward to, depend on, thank...for, devote...to, spend...in, get (be) used to..., be fond of, be afraid of, be tired of, succeed in, be interested in, be proud of, give up等。

41

He insisted on coming with her.

They all objected to putting the meeting off.

Are you interested in going to the show?

I'm thinking of going to town this afternoon.

She is afraid of falling behind the others.

42

### 作定语

动名词作定语表示性质或用途。

a washing machine  
= a machine for washing  
a swimming pool  
= a pool for swimming

43

动名词和现在分词都可以用作定语修饰名词, 两者的区别在于: 动名词修饰名词时主要表示该名词的用途, 而现在分词修饰名词时性质、状态、动作等。试比较:

a swimming boy      a swimming:  
a sleeping child      a sleeping ca

44

现在分词作定语表示动作, 相当于一个定语从句。如果是单词, 放在被修饰的名词前; 如果是短语, 应该放在被修饰的名词之后。

a **developing** country  
= a country which is developing  
a **sleeping** boy  
= a boy who is sleeping  
The man **talking with my father** is Mr. Wang.  
China is a **developing** country.

45

Complete the sentences with the verbs in their correct form.

- I'm an early bird, and I've got used to **getting up** (get up) at 5:00 a.m.
- There is only one programme **worth watching** (watch) today-the science programme on volcanoes.
- It's no use **worrying** (worry) about it. You can't do anything to change it.

46

- I regretted **not apologising** (not apologise) to the old man for my bad behaviour.
- My little niece and nephew are always excited to set out on a **camping** (camp) trip.
- For fifty years, she did her job **without complaining** (complain).

47

- Asking** (Ask) about other people's personal business is not polite.
- I feel like **not doing** (not do) anything at all this evening.

48

Rewrite the following sentences using the Gerunds.

- It's bad for you to watch too much TV.  
**Watching too much TV is bad for you.**
- Mary collects stamps. That's her hobby.  
**Collecting stamps is Mary's hobby.**
- Mary's hobby is collecting stamps.

49

- He suggested that we should ask the boss for his opinion first.  
**He suggested asking the boss for his opinion first.**
- He rushed to the school. He didn't have breakfast.  
**He rushed to the school without having breakfast.**

50

- Don't talk to her. It's no use. She never listens.  
**It's no use talking to her. She never listens.**

51

### Exercise

- I believe that's the best way to prevent thing **B** again.  
A. to happen    B. from happening  
C. happened    D. happen
- He insisted **B** with my English.  
A. helping    B. on helping  
C. to help    D. in helping

52

(五) 板书设计

动名词



句子成分	主语	宾语	定语	表语	介宾短语
例子					

#### (六) 单元测试及课堂小测设计

Grammar:

1. Complete the sentences with the verbs in their correct form.

1) I' m an early bird, and I' ve got used to \_\_\_\_\_ ( get up )  
at 5:00 a.m.

2) There is only one programme worth \_\_\_\_\_ ( watch ) today-the  
science programme on volcanoes.

3) It' s no use \_\_\_\_\_ ( worry ) about it. You can' t do anything  
to change it.

4) I regretted \_\_\_\_\_ ( not apologise ) to the old man for  
my bad behaviour.

5) My little niece and nephew are always excited to set out on a  
\_\_\_\_\_ ( camp ) trip.

6) For fifty years, she did her job without \_\_\_\_\_  
( complain ).

7) \_\_\_\_\_ (Ask) about other people' s personal business is not  
polite.

8) I feel like \_\_\_\_\_ (not do) anything at all this evening.

#### 第七节 Lesson4 What' s in the Papers?

课型：阅读课

（一）教学目标：

教学目标：在本课时结束时，学生能够：

1. 了解文章出自何种类型的报纸。
2. 运用阅读策略，理解文章所传递的文化内涵。

（二）教学重点：在略读中寻找关键词，把握文章大意；理解新闻语篇的文体特征。

（三）教学难点：把握新闻体的语言特征和体裁特色。

（四）教学过程：

环节一：读前

活动 1

活动名称：Pre-reading

活动过程：T shows students some newspapers and asks Ss what type of newspapers they are.

设计意图：活跃思维，导入话题。

活动 2

活动名称：课文预测

活动过程：T asks questions what is reported in a newspaper.

设计意图：激发阅读动机，关注阅读目的。

活动 3

活动名称：预教单词

活动过程：T Lead Ss to read a piece of news ,teach three words.

设计意图：预教词汇，为课文阅读扫除词汇障碍。

环节二：While-reading

活动 1

活动名称：Fast reading

活动过程: Read the newspaper articles A, B and C, match them with the headline and tell what type of newspapers they are from.

设计意图: 让学生快速阅读课文, 了解课文大意。

活动 2:

活动名称: 判断正误

活动过程: Read the articles again and tell true or false for Text A  
Answer questions about Text B

设计意图: 培养学生细读获取信息的能力。

活动 3

活动名称: 挖掘文化内容

活动过程: Read and answer two questions about Text C. While reading, deal with the cultural reference.

设计意图: 让学生了解文章细节, 理解文化内涵。

环节三: Post- reading

活动 1

活动名称: 小组讨论

活动过程: Practise cultural reference P72 2

设计意图: 学习并实践阅读策略。

环节四: 作业布置:

活动过程: Cultural shock: compare Chinese culture with British and American culture in reading newspapers.

设计意图: 实践阅读策略。

教学课件:

Is, papers, the, what, in

- What is often reported in the newspapers?

1

★

## Unit 11 The Media

### Lesson 4 What's in the Papers?

2

### Objectives

- Today we are going to read some news reports from British newspaper
1. To practise identifying the **type** of newspaper an article is from.
  2. To learn new words in context.
  3. To practise dealing with **cultural references** in context.

3



4

### Newspaper reading

When you are reading newspaper, how can you easily find the **main idea** and **key information** from the news? Where do you usually find them?



9

★

Stars attend charitable event in Beijing



tabloid papers

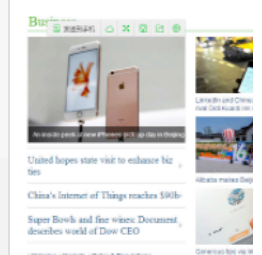
10

★

### tabloid papers (小报)

- They usually have **lots of pictures** and the articles are **not very long**.
- They do not have many serious articles but contain lots of stories about **famous people, sports, TV programmers** etc.

11



Sports



NBA Global Games China 2015 attracts record partner roster  
Iran crushes Malaysia at FIBA Asia Championship  
New women's cycling tour launched

National newspaper

9

★



President Obama greets President Xi with nihao on state visit

Sino-U.S.collaboration is a big consideration

Quality paper

10

★

### quality papers (比较严肃的) 大报

- They are much **bigger** and **wider** than the tabloids .
- They have **longer and more serious articles** with **fewer pictures**.

11



A **trolleybus** crashed into a **greengrocer's** t claiming 3 people's lives.  
**Ambulance** arrived at the **scene** 5 within m

12



trolleybus 无轨电车

9



greengrocer 蔬菜水果商

10



ambulance 救护车

11




The next three days will see the thick haze **in the city**..

n. 雾

12

**incident**



The truck got stuck in the mud due to muddy ground in the countryside of Russia. *adj. 泥泞的, 沾满泥的 n. 泥*

17

What is often reported in the newspapers?



18

Guess and identify the types of reports according to the headlines.

19

**While-Reading: Skimming**

Read the lead and match the articles with the headlines.

What type of newspaper are they from?

**A** 1) Bad language on TV not OK for kids. *quality*

**C** 2) Mum finds her four girls. *tabloid*

**B** 3) Astronomer's amazing escape. *national or local*

20

Read the three groups of Key Words below and match them with the three articles according to the lead.

**KEY WORDS**

escape, crash, bravery, incident, attitude, consideration, innocent, cry with happiness, contact

Match the key words with the meanings.

- incident** \* an event
- consideration** \* careful thought
- escape** \* get free
- crash** \* to break violently or noisily;
- innocent** \* not guilty of a crime
- bravery** \* courage, the condition or quality of being brave
- attitude** \* a state of mind or a feeling
- contact** \* a coming together or touching

Check your answers.

**Text A:** escape, crash, bravery

**Text B:** consideration, attitude, innocent

**Text C:** contact, cry with happiness

**While-Reading: Scanning Text A**

Read and tell: True or False?

**T** The research is about people's attitudes to bad language on screen by Leeds University.

**F** People don't mind bad language on television. People don't mind it as long as it is not used in programs watched by children.

**T** Some people find bad language "OK" in films.

**TEXT B While-Reading**

Read **Text B** again and answer questions.

1) How did the accident happen?

When the truck driver discovered the trolleybus coming towards him through the fog, he tried to move but his tyres got stuck in the muddy ground.

25

**TEXT C While-Reading**

Listen to **Text C** and answer questions.

1. How long hasn't Lillian not seen her daughters? **31 years.**

2. How far will Lillian travel to see her daughters? **3000 miles.**

a) 3,000km b) 4,800km c) 6,000km

**≈ 4,800 km (1mile≈1.6km)**

26

Names and expressions related to culture

**Report A:** Leeds University; Pulp Fiction; Tom and Jerry; Channel 4; Brookside; BBC; ITV

**Report B:** Oklahoma Queen's Theatre; Barntaple; Mouchard Road; A337; Crediton; BT; Post Office Veterans Association; Turner's Tours in Clunleigh

**Report C:** West Gorton; Manchester; California

27

☆ Find examples of names of these things in the texts.

**Example:**

West Gorton = a district of a city

a) TV channels: **BBC** **ITV** **Channel**

b) a TV series: **Brookside**

c) towns and villages: **Kingston**

28

d) cities: **Leeds, Manchester**

e) districts of cities: **West Gorton**

f) a main road: **Park Avenue**

g) a play: **Pulp Fiction, South Park**

h) an organisation: **a group of mothers**

Use the Reading Strategies above to answer these questions about the texts.

1) How far is 20 yards? (Text B)

★ **18 metres**

b) 7 metres

c) 12 metres

2) What does BBC stand for? (Text A)

a) British Boxing Club

★ **British Broadcasting Corporation**

c) Black Bulls Company

3) How far is 3,000 miles? (Text C)

a) 3,000 km

★ **4,800 km**

c) 6,000 km

Post-reading: News report

	who	what	where	how	why
1					
2					
1					

(五) 板书设计

	who	what	where	how	why
--	-----	------	-------	-----	-----

A					
B					
C					

(六) 单元测试及课堂小测设计

(七) 教学特色与反思

亮点：1. 引用 China daily 和广州日报、佛山日报的最新版面。激活学生思维，What is often reported in a newspaper? What type of paper is it? (quality paper, tabloid paper, national paper, local paper) 为下面的提问做铺垫。

**What is often reported in the newspapers?**



2. 标题搭配，顺便提醒学生报纸种类

While-Reading:	Skimming
<b>Read the lead and match the articles with the headlines.</b>	
<b>What type of newspaper are they from?</b>	
<b>A</b> 1) Bad language on TV not OK for kids.	<u>quality</u>
<b>C</b> 2) Mum finds her four girls.	<u>tabloid</u>
<b>B</b> 3) <u>Astronomer</u> 's amazing escape.	<u>national or local</u>

3. 新闻 headline 引入时，学习个别新单词，语境中学习单词，eg: consideration, astronomer, trolleybus, fog, muddy, spokeman, scene, ambulance, load.

4. 读前预测，词语和新闻标题、图片搭配。

**Read the three groups of Key Words below and match them with the three articles according to the lead.**

## KEY WORDS

**escape, crash, bravery, incident, attitude, consideration, innocent, cry with happiness, contact**

可改进之处：1. 在做 News report 过程中，学生发现太难，基本上说不出，学生说最好给出示范。

另外是铺垫不够，阅读过程中没有让学生有足够的语言输入，可以补充问题，或者 T/F，或者是填空等等，让学生能理解文章。

语言讲解结合改错、长句分析，翻译讲解，齐读等，让学生最大限度参与。

## 第九节 Communication Workshop

课型：写作课

（一）教学目标：

在本课学习结束时，学生能够：

1. 了解正式体书信和非正式体书信在格式上及语言风格上的差异；
2. 完成一封正式体书信。
3. 评价手段：小组评价

（二）教学重点：掌握正式书信的体裁特征。

（三）教学难点：能运用连接词提高书信的连贯性。

（四）教学过程：

环节一：引入

活动 1

活动名称：书信风格对比

活动过程：Ss read and find out the informal language and formal language in the two letters.

设计意图：通过对比阅读让学生了解正式体书信与非正式体书信在语言风格上的差异。

环节二：读中环节

活动 1

活动名称：书信结构的把握

互动过程：Ss read the sample and find out the layout.

设计意图：同过观察对比让学生了解正式体书信的格式。

活动 2



活动名称：书信词汇学习

活动过程：Ss read and find out the keywords of the Body.

设计意图：同过观察让学生了解书信正文的基本结构及常用词汇。

### 活动 3

活动名称：连接词的使用

活动过程：Ss read and find out the linking words for contrast ideas.

设计意图：同过观察让学生了解常用的表示对比的关联词汇。

### 环节三：Writing

#### 活动 1

活动名称：明确写作任务

活动过程：T explains the task: write a letter to Beijing Evening.

设计意图：明确布置任务，使所有学生都清楚写作任务。

#### 活动 2

活动名称：小组讨论

活动过程：Ss discuss and complete the form.

设计意图：学生通过谈论在思维和词汇上为写作做准备。

#### 活动 3

活动名称：写信

活动过程：Ss write the letter individually.

设计意图：学生独立完成书信的写作。

#### 活动 4

活动名称：相互评价

活动过程：Ss work in pairs and edit each other' s letter.

设计意图：学生根据评价标准相互进行评价。

## 环节四：作业布置

活动过程：布置作业：继续修改作文，小组批改并上交。

设计意图：锻炼学生的正式书信的写作能力。

## 教学课件：

### U11 Communication Workshop

## Letter Writing

### Objectives

At the end of the lesson, you will

1. get a clear idea of differences of a formal letter and an informal letter in language and layout.
2. be able to use **linking words** for contrasting ideas.
3. be able to write a **formal letter** to a newspaper.

### air pollution index

图1 大气各污染物浓度变化情况

### Discussion

- What do you think is the most urgent problems in our city?
- What can we do to improve the situation?

### Stage 1. following the sample

21 Westford Grove  
Tisbury  
27th January, 2006

Dear Editor,  
I am writing to protest about the plan for a new airport. Many people have been against the idea from the start. However, the government is planning to go ahead with the building next year.

First, the government says that the airport will bring us industry and jobs. However, in my opinion, it will cut the number of homes in a major county town. Although the airport would bring tourists, I am not sure they would want to stay in a city, industrial town.

No matter what the government says, it is clear that the airport will also affect our health. Problems will increase even though the government has promised us a new hospital. Air pollution will get worse and the air will be harmful to people. For example, I can't walk around town because of the air. What can we do to improve the roads and schools near the airport?

With other people, I should write to the government about the problem. We should do everything we can to stop the airport.

I look forward to reading more letters about the matter in your newspaper.

Yours faithfully,  
21751 St. MARGARET  
St. Peter's Hospital

### Pre-writing-- layout

Receiver's address

Greeting: Dear Editor, / Dear Sir / Madam(s)

Body

Para1. --purpose of writing

Para2. -- details of the problem (divided opinions)

Para3. -- suggestions for action

Ending: I look forward to ...

Sign-off: Yours faithfully / Sincerely / Sincerely,  
St. Peter's Hospital

### Read the letter and complete the table

Purpose	protest about the plan for a new airport	
Opinions	For	Against (your opinion)
	bring industry & jobs bring tourists	ruin the town won't like a dirty, industrial town
(problems)		affect our health be harmful to do harm to sth. have an effect on
Suggestions	Other people/ residents should write to the government... ...do everything we can to stop...	

### Pre-writing--linking

Linking words for **Contrasting** ideas

however  
although  
even though  
No matter/Despite what/when/ where...  
nevertheless

1. despite prep.
  - 1) Despite all our efforts to save the school, the government decided to close it.
  - 2) Despite the language difficulty, we soon became friends.
2. nevertheless adv
  - 1) It was a terrible accident. Nevertheless, air travel is still the safest form of transport.
  - 2) There is little chance that we will succeed in changing the law. Nevertheless, it is important that we try.

### Pre-writing--language

1. Dear Editor / Dear Sir / Madam
2. No contractions (不用缩写)  
e.g. I'll, we'll
3. No colloquial voc. (不用口语词汇)  
e.g. You know what?  
Anything, well, ...  
Please write soon!  
Dut...
3. Use complete and long sentences
4. Use full names

### While-writing

To solve the unemployment problem in the Cha Cheng District, the government is planning to build a ceramics factory (陶瓷厂) near the Fenjiang River, three kilometers away from our Y. You are against the plan. Please write a letter to Foshan Daily, complaining about the plan.

### Read the letter and complete the table

Purpose	protest about the plan for a new airport	
Opinions	For	Against (your opinion)
	bring industry & jobs opportunities bring tourists go ahead with	ruin the town won't like a dirty, industrial town
(problems)		affect our health be harmful to do harm to sth. have an effect on
Suggestions	Other people/ residents should write to the government... ...do everything we can to stop...	

### While-writing

Stage 1. discuss in groups and complete the table

Purpose	protest about the plan for build a ceramics factory	
Opinions	For	Against (your opinion)
Suggestions		

### Sample Letter (I)

Dear Editor / Sir / Madam,

Most of us today recognize that environmental pollution has been a greatly serious problem. So I am writing to talk about / protest about the pollution here.

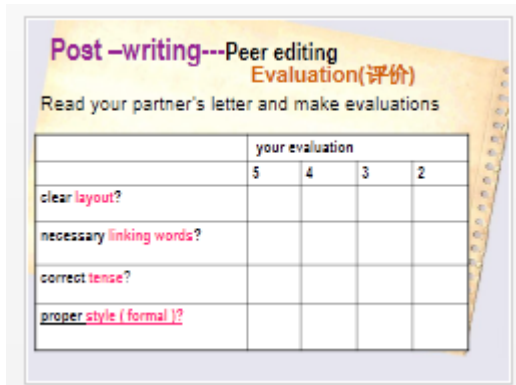
Going around, we can see that lots of plants, trees, and crops are destroyed by bad air. Many fish die of poisonous water. Moreover, thousands of people die from eating poisoned fish or breathing in gas.

So, in my opinion, new laws should be passed to limit the amount of pollutants from factories. In addition, in the household there is an obvious need to reduce litter and waste.

Let's make our good efforts/ do everything we can to stop this plan, and the world will be a safer place to live for us.

I look forward to reading more letters about this matter in your newspaper.

Yours faithfully



(五) 板书设计

连接词

转折: However, Although, Now matter...

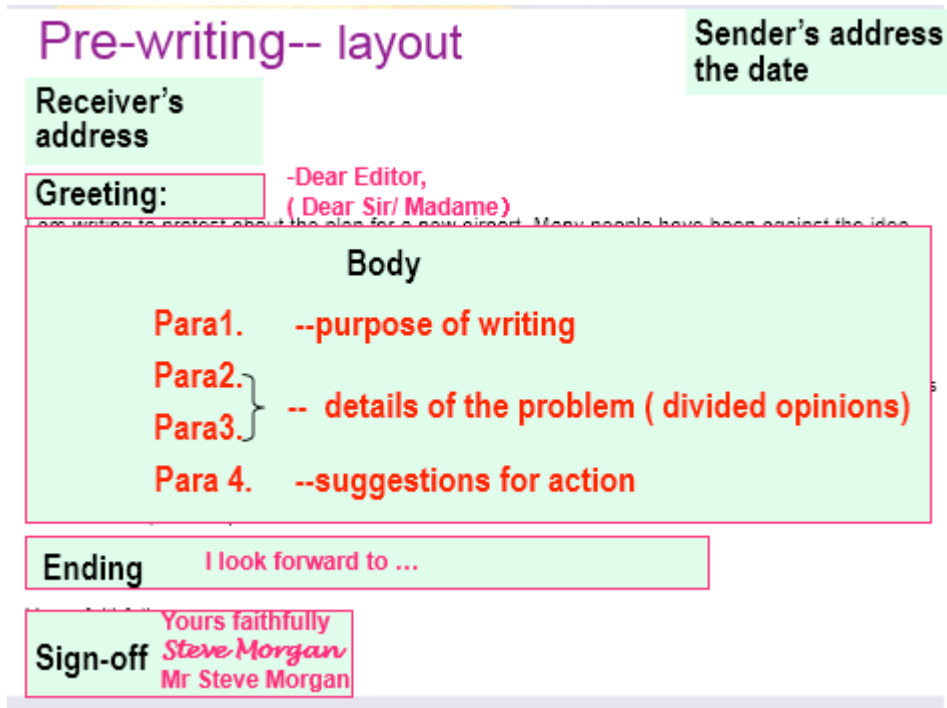
举例子: First, In addition, For example, also,

(六) 单元测试及课堂小测设计

Purpose	protest about the plan for rebuilding the small park into a parking lot	
Opinions	For	Against (your opinion)
Suggestions		

(七) 教学特色与反思

1. 从结构、内容（加上语言特征）、连接词和 style 四个方面让学生全面了解正式信件的写作。
2. 结构的分析，每个部分引导学生思考是什么部分，也可以让学生选择，自己先搭配，这样会让学生有一个思考的过程。



3. 讲内容时，让学生匹配各段段落意义，这样加深印象。

Read the letter and complete the table

Purpose	<b>protest about the plan for a new airport</b>	
Opinions (problems)	For bring industry & Jobs <u>opportunities</u> bring tourists go ahead with	Against (your opinion) ruin the town wont' like a dirty, industrial town
		affect our health be harmful to/ do harm to <u>sth.</u> <b>have an effect on</b>
Suggestions	Other people/ residents should write to the government... ...do everything we can to stop...	

4. 内容讲解，结合表格，清晰挖掘文章中的准确表达，通过归类让学生从 purpose、 for、 against、 suggestion， 方面体会语言的准确性。
5. 连接词的点拨，
- however
- although

even though

No matter/Despite what/when/ where...

Nevertheless 用法的使用。

6. 让学生小组讨论，然后上讲台讲自己的 formal letter。其他学生做笔记并评价。

7. 评价方式回应本节课的重点：

	your evaluation			
	5	4	3	2
clear layout?				
necessary linking words?				
correct tense?				
proper style ( formal )?				

有待改进之处：

1. 课前导入不够自然，可以用视频，照片。 教师语言不够精炼，提问环节是否有必要：可以适当引导学生展开讨论，其实挺自然：In the past lessons , we know what is in a newspaper. We can read the latest news, advertisement, current affairs ? Have you ever read a complaint letter in the newspaper? Today we are going to learn to write a formal letter to the newspaper. First, please look at this picture. What happen? S: yes, people are suffering from the air pollution. What about this picture? The air condition is getting worse and worse, with the large-particle suspended matters ( 颗粒悬浮物 ) in the air. My question is: 1、What do you think is the most urgent problems in our city? 2、What can we do to improve the situation?