

单元教学设计——北师大版高二M5Unit13 People

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	林良达	4	中学英语二级
完成时间			

一、教学材料

年级：高二年级

教材：北京师范大学出版社，2004年

单元名称：Unit 13 People

主题：人的个性

二、单元教学内容分析

本课时为北师大版英语必修五第十三单元。本单元以 People 为话题，以智商、个性与工作、人的描述、第一印象等与人物相关的文章贯穿整个单元。本单元共有四篇课文，第一课为《智商与情商》，第二课为《个性与工作》，第三课为《人物猜测》，第四课为《第一印象》。

Warm Up 部分为话题引入，包含一个听力材料以及词汇积累，内容是关于人的外貌描述，可以和第三课结合、重组或作为课后练习、预习。另外，本单元配有文化角部分为人的个性和国家个性，可作为课后阅读帮助学生增长见识。

本单元可安排 7 个课时。第一节为 Lesson 1 第一课时，为阅读课，学习 EQ 与 IQ 的关系以及对工作和人生的影响。第二节为 Lesson 1 语言点课，学习本课重点短语和单词用法。第三节是 Lesson 2，听力课。本课着重训练听取信息的能力并学习听力材料中的词汇短语。第四节为 Lesson 3 第一课时，阅读课。学生重点学习如何描述失踪人口。第五节为 Lesson 3 的语言点课，学习本课重点短语和单词用法。第六节为 Lesson 4 第一课时，阅读课。本课介绍一个关于第一印象的故事，了解第一印象的重要性，如何改变别人的第一印象。第七节为 Lesson 4 第二课时，学习本课重点短语和词汇。Communication Workshop 部分提供了一个描述人的外貌的写作任务，可作为课后作业布置，不单独成课。

三、学情分析

本单元供高二上学期学生学习，是高二年级学习的第一个单元。经过一年的学习，学生已具备英语课程标准 6-7 级水平。本单元话题为 人物，包括人物描述以及

性格方面的抽象描写，话题较难。学生尽管已储备一些相关背景知识，但由于没有正式系统地学习相关内容，对本单元文章的理解上可能会出现偏差。这需要教师对文章内容进行整合，联系跨学科知识，如生物学等，帮助学生更好地理解。

四、单元教学目标

语言能力：学习单元人物和个性描述的相关表达。

思维品质：学习个性对人的成长的影响。

文化品格：学习国内外对个性、工作、第一印象的不同认识。

学习能力：训练利用跨学科知识促进文章理解的能力。

五、教学设计理念

新课程标准强调课程应从学生的学习兴趣，生活经验和认知水平出发，倡导体验、实践参与、合作交流的学习方式和任务型的教学途径，发展学生的综合语言运用能力，使语言学习的过程成为学生形成积极的情感态度、主动思维和大胆实践、提高跨文化意识和自主学习能力的过程。

本单元教学设计以学生为主，从学生的实际学习和需要出发，注重学生学习能力与思维品质的培养，体现了学生的主体性，同时灌输文化意识，扩大学生的文化常识。在进一步发展学生基本语言运用能力的同时，着重提高学生的创造性思维与调动背景知识思考的能力，充分发挥自己的主观能动性，形成有效的学习策略，提高自主学习的能力。

六、各课时教学设计

第一节 EQ IQ 第一课时

课型：阅读课

（一）教学目标：

1. 语言能力：初步学习本课的词汇与短语，包括 **announce**, **measure** 等。

2. 思维品质：初步了解 IQ 和 EQ 对人类生活的作用，懂得理性对待 EQ 和 IQ。

3. 文化品格：了解国内外关于 IQ 和 EQ 的相关研究。

4. 学习能力：1) 通过回答问题理解文章细节的能力；2) 跨学科理解文章内涵的能力。

（二）教学重点：

1) 利用两次阅读进行语言内容输入，包括单词以及短语。

2) 利用问题培养学生理解文章细节的能力，用各种不同形式重现重点词汇短语，帮助学生在句子语境中理解文章，掌握词汇。

3) 理解文章的长句。

（三）教学难点：

1) 说明文的结构

2) 长句的理解。

(四) 教学过程:

环节一: Lead-in and input

活动 1

活动名称: 展示与讨论

活动过程: 教师提问: What is EQ and IQ stand for respectively? 学生填空。

IQ, or _____ quotient (商数), is a score from some standardized tests to assess a person's _____.

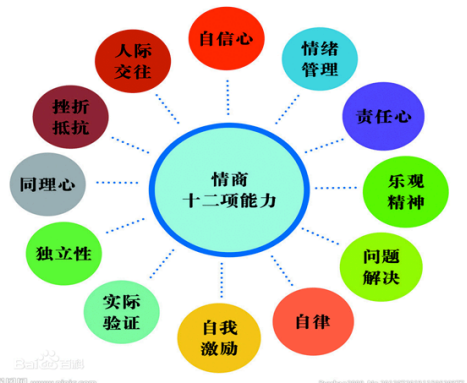
EQ, or _____ quotient, is the ability to monitor one's own and other people's emotions, to discriminate (区别) between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior.

设计意图: 引出话题, 熟悉词汇, 为阅读铺垫。

活动 2

活动名称: 展示与讨论

活动过程: 教师展示 EQ 的构成部分。



设计意图: 平时学生有接触到 IQ, 所以会比较熟知 IQ, 但 EQ 非然。因此让学生初步了解 EQ, 为阅读做好逻辑和理解的铺垫。

活动 3

活动名称: 讨论

活动过程: 教师提问: Have you ever taken any IQ test? Do you think it's necessary to take an IQ test? Why? 学生自由讨论, 回答。教师总结: Perhaps some people take IQ test to see whether they can succeed or not. However, some experts conclude that IQ is not the only key to success, and maybe EQ matters more.

设计意图: 继上一环节强调 EQ 重要性后, 此处讲解 IQ 的重要性, 激发学生思考。

环节二：Reading

活动 1

活动名称：1st Reading

活动过程：教师给出指令：We're going to read some researches on EQ. Please turn to page 8, read and answer the questions.

1. What excuses do some students use when they see others doing better than them?
2. Who was the father of EQ? How did he describe EQ and IQ?
3. Why do some smart students end up failing exams?
4. What are the characters of people with high EQs?
5. According to the text, what may determine EQ?
6. What can a school do to improve students' EQs?

设计意图：通过细节题促进对文章的理解

活动 2

活动名称：2nd Reading

活动过程：在对文章有初步的理解后，教师要求学生概括段落主题。

Read again quickly, and divide the text into four parts.

- Introduction: IQ is not the only key to success
- The importance of EQ on the way to success
- Possibility of improving one's EQ
- Conclusion: the important role of EQ and the schools' jobs

设计意图：在第一次阅读任务完成之后，该任务能加强学生对文章结构的理解，把握文章大意。

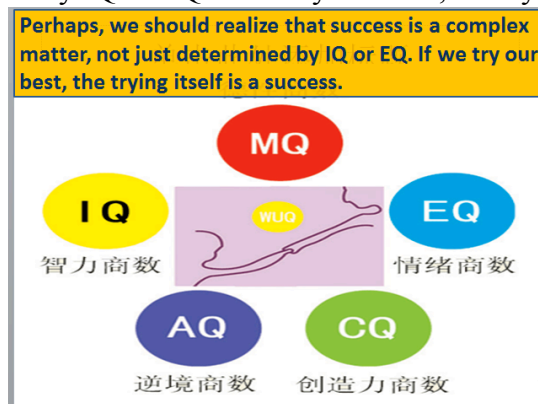
环节三：Post Reading

活动 1

活动名称：小组讨论

活动过程：教师提出讨论问题：In your opinion, which one, IQ or EQ, is more important on the way to success? Discuss with your partner. 教师总结：

Perhaps, we should realize that success is a complex matter, not just determined by IQ or EQ. If we try our best, the trying itself is a success.



设计意图：激发学生的思维，帮助学生进一步理解 IQ 和 EQ 对成功的影响，集思广益。

环节三：Additional Reading

活动 1

活动名称：Reading

活动过程：教师根据话题，补充一篇关于 IQ 和 EQ 的快速阅读文章。

“IQ is not the determining factor for success,” Professor Kilgore says. IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces, including EQ, she noted. Goleman writes that “the vast majority of one’s place in society is determined by non-IQ factors, ranging from social class to luck.” Emotional intelligence is one of those factors that can be improved or enhanced.

Are you wondering how to improve emotional intelligence?

You can, you know, because emotional intelligence is your ability to **identify** and **manage** your emotions and the emotions of others. Here are 5 simple steps that are the key to a high EQ.

Know and manage your own emotions

Recognize and name emotions you feel; understand why you feel that way; and **distinguish** (区分, 辨别) between feelings and actions. “As a parent, you can begin now with your children, teaching them about their emotions. But first you have to know your own. You have to be able to tell yourself what you’re feeling,” Kilgore said.

When considering how to productively manage your feelings, practice some emotional self-control, Kilgore advises. Stanford University researchers tested children’s impulse control by placing a piece of candy in front of them and telling them that they would receive a second one if the first remained when the adult leading the group, who needed to leave the room, returned.

The study, carried out over many years, found that the children who controlled themselves and did not eat the candy were more successful later in life—as measured by a range of factors including happiness, income and job satisfaction—than those children who ate the candy.

Take Responsibility

Learn to take responsibility for your actions and feelings. If you messed up on a job assignment or reacted inappropriately to a co-worker, admit your mistakes rather than blame others or feel you have the right to lose your temper.

Remember you will have setbacks. You will get discouraged when you are trying to change your behavior. It takes time. Whenever you face a problem, don’t ignore it, or blame others (typical signs of a low EQ) but, instead, think of these points:

- The problem is not **who** is involved; the real problem is **how I choose to respond**.
- The problem is not **how** something has happened; the real problem is **how I choose to respond**.
- **The problem is not even what has just happened, but how I choose to respond.**

Exercise Empathy

An old Indian saying states, “Walk a mile in another man’s shoes before you criticize him”. Learn to look at someone’s actions through their eyes. What causes their reactions

at work? Might they have a **terminally** ill child at home? Are they in **chronic** pain they don't let others see?

To be empathetic does **not mean** you need to burst into tears or feel sorry for someone. Empathy is easily shown (even if you don't feel anything yourself) by using active listening skills. For example, someone may tell you something horrible that you don't think of as a big deal or when you are busy. If so, just tell them you're sorry to hear about it, please let you know what you can do for them, etc. Just give them a few minutes of **you focused on them**. That is usually enough in a difficult situation.

Also, remember that studies have shown that **words** only account for 7% of the total message people receive, 93% of the message is contained in our **tone of voice and body language**. I was never an empathetic person early in my career; it was something that took time to **cultivate** and practice. I also had to learn that lack of empathy usually means that a person is self critical, hard on oneself. Even then I was never perfect. Practice it. **It matters, not only to your career but also to your family and friends.**

Use Humor

Instead of resorting to anger in your dealings with others, use humor to lighten a situation that would normally anger or frustrate you. For example, if someone bumps you and your coffee spills down your shirt, instead of yelling at that person, what if you **chuckled** and said, "Oh, man, and that was a good cup of coffee, too!" You've just used an emotionally intelligent response.

Look for the Silver Lining

Bad situations don't have to be total **doom and gloom**. Emotionally intelligent people find a silver lining, even if they have to make it themselves.

Let's say your company of 2000 employees has to **lay off** 300, where's the silver lining in that, you ask? Well, first, there are still 1700 people with a job. But because you are emotionally intelligent and empathize for the 300, can you encourage any of the 1700 to help the 300 in some way? If 1700 people donate \$20 each, the 300 laid off can all buy a **cart** full of groceries or several tanks of gas while they look for another job.

Improving emotional intelligence has great rewards. You will be a better friend, employee and manager. You will handle difficult employees and lighten difficult, even dangerous, situations with skill. You will rise further in the company, you will be more satisfied in your job, and you will help those around you to fulfill their potential as well.

Questions:

1. In the study carried out by Stanford University, which children had more successful lives? Why do you think this is?
2. When we face problems, what is the most important thing to remember?
3. In your own words, what do you think "empathy" means?
4. In the situation mentioned in the passage, why do you think saying "Oh, man, and that was a good cup of coffee, too!" is an emotionally intelligent response? Why is this humorous?
5. In English, there's a saying: "every cloud has a silver lining." What do you think it means?

6. All in all, if one of your classmates tells you she is upset because of her poor grades, what should you do? What should she do?

设计意图：本篇阅读条理性清晰，虽然篇幅较长，但是学生能快速完成，加深对课文内容的理解，也拓展了相关知识，巩固了学习效果。

环节四：总结与作业

活动过程：教师根据实际情况，要求学生完成 P9 Ex. 3 或者 language power 的相应部分。

(五) 板书设计

主要板书课内与额外阅读的生词。

(六) 单元测试及课堂小测设计

(略)

(七) 教学特色与反思

本课文章篇幅较长，教师需要给学生多点时间阅读。针对本课智商和情商话题的讨论，教师在阅读前做足了铺垫，让学生充分了解词汇和话题，为阅读扫除障碍。另外，补充的文章能够拓展学生视野。

本课例也存在明显的不足。其因为学生差异性问题的，在进行课堂活动时可能会出现阅读时间过长以至于阅读任务无法按时完成的情况。

第二节 Lesson 1 EQ: IQ 第二课时

课型：语言点

(一) 教学目标

1. 语言能力：掌握本课的词汇与短语的应用
2. 思维品质：能够对词语融会贯通，举一反三
3. 学习能力：在语境中理解和使用词语

(二) 教学重点：

学习本课生词及常用词的一般用法

(三) 教学难点：

过去分词的用法

(四) 教学过程：

环节一：复习与回顾，作业讲评

活动过程：教师导入，回顾上一课重点内容和生词，讲评作业，核对阅读题答案并对学生出现的难点进行讲解。

设计意图：通过复习课前内容，一方面抽查了学生作业的完成情况，另一方面也可以帮助学生回顾上一节内容，复习相关词汇和短语。

环节二：词汇与短语学习

活动 1

活动名称：词汇与短语默写

活动过程：教师导入，要求学生根据中文翻译写出对应的英文短语或词汇。

考试 (verb phrase)
关于...方面的研究
不仅是...
下列的
应收
错误地作某事
...有可能...
人们普遍认为...
乐于接受...
对...有乐观的态度
某人有可能...

do / sit / take a test / an exam
research into/on...
...is not simply...
(the) following
deserve
be mistaken in...
it is possible for... to do
It is generally believed
that...
be open to...
have a positive attitude
towards
sth. be likely to do

做...有困难
与...有密切关系
就...来说, 在...方面
交际技巧
首位的, 前列的
向...介绍...
乐于..., 愿意...
表现出对...的了解
至少和...一样...
和...比起来
参与
领先
过一个...的生活

have a hard time doing...
...have a lot to do with...
in terms of...
people skills
leading
introduce...to...
be willing to...
show an understanding of...
as...as..., if not more...than...
compared to
be involved in
get ahead (in)
lead a... life

设计意图：该部分让学生熟悉课文相关短语，为下面的词语用法解释做铺垫。同时，要求学生在书上做笔记也可以让学生在平时的背诵中注意和重视相关短语。

活动 2

活动名称：词汇与短语讲解与应用

活动过程：教师整理出要讲解的重点词汇与短语，展示该词语和短语在文章的句子，在语境中讲解具体用法。具体如下：

1. Even if they never see their results, they feel that... (1).

Note:

Even if/even though

Please fill in:

Even _____ he is a boy, you should just treat him like your sister.

Even _____ the weather is very hot, you will still be asked to run.

2. ...their IQ is what determines how well they are going to do in life (1)

Note: determine/be determined to do

He _____ to improve his IQ, so he often does IQ tests.

Besides IQ and EQ, _____ is also a factor in success.

3. However, new research into EQ suggests that success is not simply the result of a high IQ. (1)

Note: result in/result from

Please fill in the blanks:

His poor health _____ his unhealthy lifestyle.

His unhealthy lifestyle _____ his poor health.

As we all know, the Cultural Revolution _____ a period of slow development for China.

4. People are often mistaken in thinking that those with high IQs always have high EQs as well.

Note: mistake/be mistaken

Please fill in the blanks:

People often _____ think that those with high IQs always have high EQs as well.

Recently, someone _____ me _____ (错误地把……当作是) a Korean.

5. ...it is just as possible for someone with a low IQ to have a high EQ ...

It is possible for us to solve the problem.

= It is possible _____ we will solve the problem.

It is likely that we will solve the problem.

We are likely to solve the problem.

Ex. Please fill in the blanks with “likely” or “possible”.

It is _____ to rain later this week.

It is _____ for students to swim in the school, if they so desire.

It is _____ that there will be another power cut tonight.

6. They are also less likely to be troubled by problems.

Please fill in the blanks with proper forms of trouble.

He looks pretty _____ (焦虑的). What happened?
He just heard some _____ (令人焦虑的) news.
What a _____ (麻烦的) problem.
Excuse me, sir. Can I _____ you for a moment?

7. On the other hand, there is little doubt that people with low EQs often have problems...

Ex. Fill in the blanks and distinguish “for one thing” and “for another”.

_____, he runs quite fast.
_____, he isn't very strong.
_____, he runs quite fast.
_____, he is very skilful.

8. When normal students were introduced to students with disabilities,...

Ex. Please fill in the blanks with “introduce” and understand its meaning.

Please _____ the class.

He _____ Professor Mayer, and asked me to talk to some disabled students.

New measures have been introduced to help improve production.

_____ you wrote such good _____ means that I can get to know you more quickly.

Note: introduce oneself as ...

9. They also showed a better understanding of the disabled students' feelings ...

How do you understand the following understanding in each sentence?

At last, they reached an understanding.

She has a good understanding of maths.

She is very understanding.

Of course, it is _____ that we may all miss our previous classes in the first few weeks.

设计意图：词汇及短语的详细讲解帮助学生更好理解和运用语言。要求学生在语境中理解词汇能帮助学生形成发现式的学习方式。

环节三：巩固练习

活动 1

活动名称：翻译练习

活动过程：教师要求学生进行如下翻译练习：

1. 考试的时候，我们应该记住，突出的成绩不仅是勤奋学习的结果，情商也是个重要的因素。(When...and that...)

2. 如果你对学习有一个乐观的态度，你很有可能会取得很大的进步。
(likely)
3. 人们普遍认为文科学生学数学一定会有困难，但是，毫无疑问，成功与态度有密切关系。(hard time..., ... to do...)
4. 就交际技巧来说，你们要乐于采取措施提高自己，因为只有这样做，你才能在社会当中领先。
5. Mayer 教授是一位一流的心理学家，他因为他关于情绪智力方面的研究而出名。

设计意图：本部分作为词汇短语巩固练习，也是词汇和语法的过渡。学生先活学活用，进而进行下面的语法学习。

环节四：语法讲解

活动 1

活动名称：语法讲解（过去分词的用法）

活动过程：教师展示课文中原句的语法现象：Supported by his academic research, Professor Salovey suggests that...进而要求学生进行自我总结与练习。

- 1) Peter was happy to see his old friend.
He ran over and started talking to him.
=Happy to see his old friend, Peter ran over and started talking to him.
- 2) Peter was a kind, outgoing boy.
He was popular with all his classmates.
= A kind, outgoing boy, Peter was popular with all his classmates.
- 3) Professor Mayer is a leading psychologist, who is famous for his research into EQ.
= A leading psychologist, Professor Mayer is famous for his research into EQ.
= Famous for his research into EQ, Professor Mayer is a leading psychologist.

设计意图：过去分词的用法在高一下学期已有所涉及，本课只需帮助学生回忆用法，进一步归纳即可。

（五）板书设计

主要板书本课的词汇短语用法

（六）单元测试及课堂小测设计

（略）

（七）教学特色与反思

本节课重点讲解语言点。从句子以及篇章等多维度展示目标语言点，培养了学生的自主和探究的学习方式，且这种方法更加直观，加深学生的记忆。

本课也存在明显的不足之处。由于不断地讲解语言点，难逃课堂氛围沉闷的厄运，因此在设计时应该适当加一些活跃课堂的元素，例如将例句改成与学生生活密切相关的小短文等，这有待各位老师根据实际情况操作。

第三节 Lesson 2 Personalities and jobs

课型：听说课

(一) 教学目标：

1. 语言能力：巩固和学习表示个性的相关词汇与表达
2. 思维品质：分析个性与从事职业的关系
3. 文化品格：初步了解不同行业文化
4. 学习能力：利用细节理解文章大意；根据已有知识对未学知识进行猜测。

(二) 教学重点：

- 1) 只听一次把握文章大意
- 2) 识别不同谈话人的观点和意见

(三) 教学难点：

识别不同谈话人的观点和意见

(四) 教学过程：

环节一：Lead in & Pre-listening

活动 1

活动名称：导入与讨论

活动过程：教师提出讨论问题：Look at the photographs and guess what kind of job they do? How do you describe their characteristics? 教师总结相关词汇：

A: clerk – talkative, passionate

B: teacher – patient, talkative, enthusiastic, understanding

C: conductor – careful, sharp?

D: nurse – kind, understanding

E: doctor – intelligent, knowledgeable, kind, skillful, creative, careful

F: butcher – powerful? Cold-blooded?

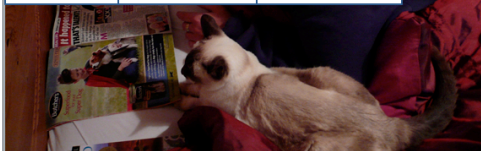
设计意图：利用课本中不同职业的图片，让学生进行一个迷你的头脑风暴活动，能激发学生的学习兴趣，锻炼他们的思维能力，也为本节课的听力训练做好词汇准备。

活动 2

活动名称：Vocabulary study

活动过程：教师补充更多话题词汇。

More useful words...			
athletic	caring	hard-working	modest
creative	tolerant	patient	responsible
optimistic	generous	organized	
confident	open-minded	determined	
outgoing	warm-hearted	sympathetic	



设计意图：这部分学习词汇，为听力活动做准备。

活动 3

活动名称: Vocabulary study

活动过程: 教师要求学生完成课本 P10, Ex. 3 的词汇练习。

设计意图: 复习刚学习过的词汇和短语, 进一步为听力做准备。

环节二: Listening

活动 1

活动名称: Listening task 1

活动过程: 教师给出指令: Ex4. Listen to a class discussion and answer the questions.
教师核对答案, 学习和巩固听力材料中的重难点。

设计意图: 完成听力任务。此处的听力任务为听取信息回答问题。注意, 此部分的听力中说话人较多, 需要学生根据其说话顺序和逻辑推断说话人。

活动 2

活动名称: Listening Task 2

活动过程: 教师给出指令: Ex5. listen again and write down at least 5 ways of giving opinions.

设计意图: 本部分延续上一部分, 帮助学生学习听力中的独特现象——语气表达意义和意图。

活动 3

活动名称: Listening Task 3

活动过程: 教师给出指令: Ex6 listen to the dialogue and complete the Function File.

设计意图: 对上两个技能的巩固和练习。

环节三: Additional listening

活动 1

活动名称: Listening Practice Task

活动过程: 教师指示: Listen to a passage about a nation's personality and match the following points.

- | | |
|-------------------------------|----------------|
| 1. Outgoing and love life | a) Americans |
| 2. Hard-working and motivated | b) Australians |
| 3. Serious and rigid | c) British |
| 4. Reserved and cold | d) Chinese |
| 5. Loud and rude | e) Germans |
| 6. Confident and secure | f) Italians |

听力任务完成后教师可挑选该文的重点语言点讲解。

设计意图：本部分选择本单元的 Culture Corner 部分，巩固和重复了本课的相关词汇且扩大了学生的视野。

环节三：Speaking

活动 1

活动名称：小组讨论

活动过程：教师引导学生在小组内谈论自己的性格特征和适合自己的工作。组员之间可以相互提出不同的看法。

活动意图：在经过前面多次听力活动的词汇和短语、句型的铺垫后，该活动能充分调动学生自主研讨的积极性，并能灵活使用本课词汇与短语进行口语活动，并且该活动可应用在日常的交流中，巩固学习效果。

环节四：Summary and homework

活动过程：教师对全课进行总结，布置作业。

活动意图：本课作业回顾课堂主题，巩固学习效果。

（五）板书设计

主要板书本课的词汇短语用法

（六）单元测试及课堂小测设计

（略）

（七）教学特色与反思

本课教学设计非常注重学生听力理解的训练，并设计多个相互关联但层层递进的听力练习来达成这一教学目标。另一方面，由于听力练习较多，学生水平差异性大，课堂时间分配难以精确把握，引起课堂效率低和部分学生沉闷。教师在实际应用中可针对学生水平删减或更改练习。

（八）专家点评

第四节 Lesson 3 Making guesses about people 第一课时

课型：阅读课

(一) 教学目标：

1. 语言能力：学习本课的词汇及短语，特别是与人的外貌相关的表达。
2. 思维品质：学会分析寻找失踪人口的一般流程和寻人线索。

(二) 教学重点：

- 1) 利用听与读结合的方式进行语言内容输入，包括单词以及短语。
- 2) 利用情态动词的含义理解文章意义。

(三) 教学难点：

利用听与读结合的方式进行语言内容输入。

(四) 教学过程：

环节一：Lead-in and input

活动 1

活动名称：图片导入

活动过程：教师要求学生仔细观察课本的几幅图并进行猜测，问题如下：

1. What might the two people be discussing about?
2. How might they feel?
3. What might they be doing?
4. How might they feel?

教师进行示范和总结：

The missing people: They might be discussing about...

They may feel upset/sad/worried.

They might be caught in a rain/lose their way/be sheltering under a tree...

They might feel hungry/cold/anxious/frightened by thunder...

设计意图：这既是课前引入，也训练学生的逻辑思维，引导学生对失踪人口的去向进行猜测。

活动 2

活动名称：Listening

活动过程：Listen to the dialogue and fill in the missing words. 教师指导学生完成课文填写，补充文章，检验猜测。

设计意图：培养学生的语篇补全和猜测能力。

环节二：Reading

活动 1

活动名称：Fill in the blanks.

活动过程：教师要求学生阅读文章并填充表格：

Speakers' guesses	
	I think my French tutor might know one of them, because I saw she had <u>tears running down her cheeks</u> and one of the other teachers <u>gave her a hug</u> .
Why they got lost	1. They may have been <u>separated from</u> the other students and couldn't hear anyone when <u>the thunder started</u> . 2. They might have fallen behind and <u>taken the wrong path</u> . 3. They could <u>have gone exploring on their own</u> and lost their way back to the group.
Their current situations	1. It's so cold and they <u>must be freezing</u> . 2. They <u>might be sheltering</u> in a cave. 3. They <u>might have some food left from camping</u> but they may not have water. 4. One of them might be <u>bleeding</u> or have a broken arm or leg.

设计意图：本部分为第一次阅读，实则是第二次（第一次通过听力输入）。将关键内容设计成空格方式有利于提升效率。

活动 2

活动名称：2nd Reading: Answering the questions

活动过程：教师给出以下 2 个问题：

1. What examples of virtual reality are mentioned?
2. What advantages do they have?

设计意图：这两个问题看似简单，实则训练学生的整合能力，为下文的讨论铺垫基础。课文提到的几个虚拟现实的优点可以产生负面作用，引起学生的思考。

环节三：Grammar

活动 1

活动名称：Modal words.

活动过程：教师总结文章内容，转入本环节。要求学生阅读课本 P92，完成课本 P12-13 练习。教师评讲。

Summary (form)

Unlimited present(现在)	情态动词 + do / be
Happening now(进行)	情态动词 + be doing
Past(过去)	情态动词 + have done

Make a dialogue

A: Look at the boss. He's so angry.

那个职员一定很害怕。

B: The clerk **must be** frightened. I wonder what makes the boss so angry?

A: 那个职员肯定做错了事。

The clerk **must have done** something wrong.

他可能毁坏了一些重要的文件。

He **might have destroyed** some very important documents.

B: The boss **may be** a bad-tempered man.

B: 那老板可能是个脾气很坏的人。



设计意图：复习情态动词的使用，引入新用法：情态动词的三种时态。

环节三：Summary and homework

活动过程：教师设计填空练习，对全文进行总结。教师布置作业。

(五) 板书设计

主要板书学生练习以及写作中的生词以及句型，情态动词的使用

(六) 单元测试及课堂小测设计

(略)

(七) 教学特色与反思

本节课以复习为主要线索，在帮助学生复习语法项目的同时引入新用法，循序渐进。另一方面，在讲解课文时，根据本课内容较为基础的特点，选用了听力和阅读两种输入方式，可有效提高学生的理解能力。

第五节 Lesson 3 Making guesses about people 第二课时

课型：语言点

(一) 教学目标：

1. 语言能力：学习本课生词及常用词的一般用法。
2. 学习能力：在语境中理解和使用词语

(二) 教学重点：

学习本课生词及常用词的一般用法

(三) 教学难点：

情态动词的复习与练习

(四) 教学过程：

环节一：词汇与短语默写活动过程：教师导入，回顾上一课重点内容，要求学生根据展示出来的中文翻译写出对应的英文短语或词汇。

走失的学生 眼泪顺着脸颊流下来 拥抱某人 焦急地等待着 是某人的错 去探索 迷路，走丢 在山顶 流血 松了一口气，心中的大石落下

missing students have tears running down one's cheeks give sb. a hug wait anxiously It is one's fault. go exploring lose one's way at the top of the mountain bleed (bled, bled) be a real relief

设计意图：该部分让学生熟悉课文相关短语，为下面的词语用法解释做铺垫。同时，要求学生在书上做笔记也可以让学生在平时的背诵中注意和重视相关短语。

环节二：词汇与短语讲解与应用

活动 1

活动名称：词汇与短语讲解与应用

活动过程：教师整理出要讲解的重点词汇与短语，展示该词语和短语在文章的句子，在语境中讲解具体用法。具体如下：

1. missing students

miss vt. 想念，漏掉，错过

- 1) It was too good an opportunity to miss.
- 2) He missed the last bus home and had to stay with a friend.
- 3) Turn left on the second corner and the shop is on the right. You cannot miss it.

4) She hurled the ashtray across the room, narrowly missing my head.

missing adj. 丢失的

2. ... have tears running down one's cheeks.

I just broke down and wept with tears of joy.
tears of sorrow/ relief/ despair, bitter tears

More phrases:

in tears

burst into tears

close to tears

Please translate:

她眼里噙满了伤心的泪水。

她突然哭了起来，跑出了厨房。

Her eyes are filled with bitter tears.

She burst into tears and ran from the kitchen.

Please fill in the blanks.

1. We had the machine _____ (mend) just now.

2. The boss often has them _____ (work) for 14 hours a day.

3. Don't have the baby _____ (cry)!

4. You'd better have your car _____ (run) slowly.

have sth. done 让/ 叫/ 使/ 请某人做某事

have sb. (to) do 让/ 叫/ 使某人做某事

have sb./sth. doing 让/ 叫/ 使某人做某事或让某种情况发生

3. I wonder how they got lost and whose fault it was.

fault n. 过失, 过错

There was no escaping the fact: it was all his fault.

Why blame it on me? It's not my fault.

fault n. 缺点

His manners had always made her blind to his faults.

4. at the top of the mountain.

Standing at the top of the mountain, he showed the flag and waved it.

in/ through/ under the mountain

The tunnel in the mountain was built a decade ago.

5. It'll be a real relief when they're found.

relieve vt. 缓解, 减轻

Drugs can relieve much of the pain.

Getting close to nature helps relieve the pressure from study.

We were relieved to hear you were admitted to a university.

relief n. 减轻, 解除, 安慰

I breathed a sigh of _____.

You had better open your mouth to _____ the pressure on your eardrums.

In 1993, he needed back surgery to _____ pain caused from decades of walking.

环节三: 课堂小结与巩固练习

活动 1

活动名称: 巩固练习

活动过程: 教师对本课的短语和词汇、语法进行小结, 完成堂上练习, 练习如下:

Fill in the blanks with the correct phrases.

1. Whether I achieve success or not, my parents are always there to _____ (给我个拥抱).
2. On the last day of Gaokao, most parents would usually stand in a crowd outside the school gate, _____ (焦虑地等待着) their kids.
3. If you _____ (迷路) in the desert, calculate your direction by the sun keep moving, then and you're sure to get somewhere.
4. The major world powers are afraid of _____ (落后) in the arms race.
5. He can be left to work _____ (一个人, 独自地).
6. Tour guides not only need to _____ (渴望) share information, but also be able to _____ (处理) many different situations and problems.
7. She _____ (感到不快) the way her father treated her.

情态动词表“推测”: 根据语境及提示, 用所给动词的适当形式填空。

1. My boss has three cars. He _____ (be) very rich.
2. Sorry, I am late. I _____ (turn off) then alarm clock and gone to sleep again.
3. The teacher _____ (think) Johnson was worth it, or she wouldn't have wasted time on him.
4. Mr. Bush is on time for everything. How _____ it _____ (be) that he was late for the opening ceremony.
5. -- Are you coming to the party?
-- I am not sure. I _____ (go) to the concert instead.

设计意图: 巩固学习成果。

(五) 板书设计

主要板书本课的词汇短语及语法项目

(六) 单元测试及课堂小测设计

(见活动三)

(七) 教学特色与反思

本节课重点讲解语言点与语法知识。通过从多维度以句子以及篇章的方法展示目标语言点，培养了学生的自主和探究的学习方式，且这种方法更加直观，加深学生的记忆。根据本课语言点较少的实际情况，自行设计了相关的巩固练习，提高课堂效率。

第六节 Lesson 4 Virtual Tourism 第一课时

课型：阅读课

(一) 教学目标：

1. 语言能力：学习本课的词汇与短语；复习介绍人物性格的表达。
2. 思维品质：了解第一印象带来积极和消极的影响。
3. 文化品格：了解东西方语言与情感表达方式的不同。
4. 学习能力：学习如何利用第一印象加深别人对自己的积极看法。

(二) 教学重点：

1) 利用问题培养学生理解文章细节的能力，用各种不同形式重现重点词汇短语，帮助学生在句子语境中理解文章，掌握词汇。

2) 理解第一印象的重要作用。

3) 东西方表达方式的差异。

(三) 教学难点：

整理和理解文章中较长的句子。

(四) 教学过程：

环节一：Lead in and pre-reading

活动 1

活动名称：图片导入

活动过程：Do you think first impressions are important? Are they often true? Are they reliable? 教师引导学生思考，展示以下图片：



教师总结：First impression is very important but it is never reliable.

设计意图：导入复习了词汇，引入了话题，也为本课的阅读做铺垫。

活动 2

活动名称：小组讨论

活动过程：Talk to your partner; talk about your first impressions of him or her.

设计意图：该环节要求学生使用话题词汇。

环节二：Reading

活动 1

活动名称: Scanning

活动过程: 教师要求学生快速浏览文章, 找出关键信息。教师: Scan the text in 2 minutes and answer the following questions.

1. Where does the story take place?
2. What's the author's name?
3. What kind of books does Jenny like?
4. What exam was Jane studying for?
5. Who helped Jane find her textbook?

设计意图: 本部分为快速阅读活动。教师的提示可以帮助学生迅速把握文章内容。

活动 2

活动名称: Detailed Reading

活动过程: Read the text in 3 minutes, and get ready to answer the questions.

1. How did Jenny get Jane's phone number?
2. What did Jane do the first time she saw Jenny? What did she do the second time they met?
3. Can you guess what does "the last straw" in paragraph 1 mean according to the text?
4. What does the sentence "I'm surprised there wasn't steam coming out of my ears" mean?

设计意图: 该任务帮助学生理解文章。

环节四: Post reading

活动 1

活动名称: 词汇短语总结

活动过程: 教师要求学生完成课本词汇练习 Ex.4-6。

设计意图: 复习, 整理词汇。

活动 2

活动名称: Speaking

活动过程: 教师总结前一步骤, 转入下一环节。教师要求学生给出改善第一印象的建议。

设计意图: 本部分是课堂内容的提升, 培养学生的发散性思维。

环节五: Summaryhomework

活动过程: 教师对全文进行总结, 布置作业。

(五) 板书设计

主要板书地方介绍性文章的短语与词汇。

(六) 单元测试及课堂小测设计

(略)

(七) 教学特色与反思

本课设计结合利用生活实例引入，能迅速提起学生的兴趣，帮助学生理解主题，回忆词汇。另外，本文虽然篇幅较长，但由于词汇主题等较基础，利用两次阅读可以解决关键问题。

第七节 Lesson 4 Virtual Tourism 第二课时

课型：语言点

(一) 教学目标：

1. 语言能力：掌握本课的词汇与短语的应用
2. 思维品质：能够对词语融会贯通，举一反三
3. 学习能力：在语境中理解和使用词语

(二) 教学重点：

学习本课生词及常用词的一般用法

(三) 教学难点：

(略)

(四) 教学过程：

环节一：复习与回顾，作业讲评

活动过程：教师导入，回顾上一课重点内容和生词，讲评作业

设计意图：此环节为课前回顾。通过复习课前内容，一方面抽查了学生作业的完成情况，另一方面也可以帮助学生回顾上一节内容，复习相关词汇和短语。

环节二：词汇与应用

活动 1

活动名称：词汇与短语默写

活动过程：教师导入，回顾上一课重点内容，要求学生根据展示出来的中文翻译写出对应的英文短语或词汇。

充满
复习
越…越…
导火线
用愤怒的目光注视
脸上挂着笑容
如果有什么区别的话
不能…，无法…
遗忘…，忘带
确认
放心地松一口气
同意做…
便利商店

be full of/be filled with
do some revision
the more..., the more...
the last straw
glare at...
have a smile on one's face
if anything, ...
be unable to...
leave... behind
confirm
sigh with relief
agree to do...
convenience store

因…向…愤怒地吼叫
认出

感到内疚
禁不住…

请...(一起)过来倒你的家
相处得很好
那时以来, 一直...
坦白说
原谅某人的缺点
体验真正友情

shout at...
recognise

feel guilty
can't help...
invite sb. back
get on really well
ever since then
to be honest,
forgive sb's shortcomings
experience true friendship

设计意图: 该部分让学生熟悉课文相关短语, 为下面的词语用法解释做铺垫。同时, 要求学生在书上做笔记也可以让学生在平时的背诵中注意和重视相关短语。

活动 2

活动名称: 词汇与短语讲解与应用

活动过程: 教师整理出要讲解的重点词汇与短语, 展示该词语和短语在文章的句子, 在语境中讲解具体用法。具体如下:

1. The day that I met my best friend for the first time, I was full of anxiety.

修饰 the day, the minute, the moment, the second, the instant 的定语从句(表示“……的那一天/那一刻”)都该用“that”作为引导词, 但一般省略。

The moment _____ arrived in Beijing, she knew that that was where she would study.

The instant _____ plane landed, she called her father to tell him of her decision.

2. be full of

The day I arrived at Shimen Middle School, curiosity _____ my heart.

The day I arrived at Shimen Middle School, my heart _____ curiosity.

3. I was trying to do some revision for an important oral exam in the local library and people kept disturbing me.

I wasn't anxious about the _____ exam, because my compositions were excellent, while my sharp ears meant I usually got full marks in the _____ exam. (written, listening)

I hope that Richard has enough time to give _____ / _____ exams in our grade. (oral, speaking)

4. I was trying to do some revision for an important oral exam in the local library and people kept disturbing me.

Though he often _____ (引起骚动) by making jokes in lessons, I miss him deeply.
disturbance n.

5. I was getting more and more annoyed ...

I was getting _____ annoyed... (increasingly)
annoy (vt.) (使烦恼, 使恼怒)
I could see the _____ on his face. (annoyance)
It is _____ when someone disturbs me when I am sleeping. (annoyed)
Despite this, I try not to sound _____. (annoying)
_____, he told me that there were no more chicken legs. (To my annoyance)

6. She was standing with a book in her hands near the 'English Literature' section ...

独立主格结构: 作状语, 用来表示主句 she was standing 的伴随情况。
With + n. + doing/done/to/prep 短语/adj.
With so much work to do, we'll have to delay the holiday.
With so many people _____ (talk), it was hard to hear the lecture.
With a smile _____, she explained that she had been singing the favourite song of her friend, who had just passed away.
With tears _____ (run) down his cheeks and his head _____ (hold) in his hands, he turned away, knowing that his mistake meant that his team would lose.

7. ...she looked like a literary type and seemed very interested in what she was reading.

She not only plays the guitar but also sings and plays the pipe. She's really a musical type.

8. The fact that she looked like a sensitive, friendly girl didn't matter. If anything, it made me even angrier...

Don't be too _____ criticism: just remember that the important thing is how you choose to respond.

She's a _____ (同情理解的) girl who really understands others' feelings.

9. I still hate thinking of that moment...

hate sth. /sb. /doing sth... 不喜欢, 讨厌, 仇恨

I hate to bring you bad news, but...

hate to do...为...感到抱歉/遗憾

What a _____ little child, always shouting, spitting and swearing!

10. Because I left the library in such a hurry, I left my most important textbook behind.

He broke his leg, so we decided to _____.

If you consider and solve the important problems you meet in study every day, you'll soon _____ others _____ (使落后).

If you don't, you'll soon _____ (落后于别人).

11. It was only when I got home two hours later that I realised I had forgotten it, and there was nothing I could do ...

强调句与半倒装结合。

Only in Foshan can we enjoy such wonderful dragon boat races.

Girls only wear yellow uniforms here.

Only here do girls wear yellow uniforms.

12. When I met her in the convenience store, I was filled with shame and apologised several times for my rude behavior.

It is convenient for us to do... 我们做...方便

...makes it convenient for us to do... ...让我们做...方便

Not until four o'clock will you be allowed to leave. How

_____!

You can hand it in when _____.

设计意图：词汇及短语的详细讲解帮助学生更好理解和运用语言。要求学生在语境中理解词汇能帮助学生形成发现式的学习方式。

环节三：总结与作业活动过程：教师根据实际情况布置作业。

设计意图：巩固学习成果。

(五) 板书设计

主要板书本课的词汇短语及语法项目

(六) 单元测试及课堂小测设计

(七) 教学特色与反思

本节课重点讲解语言点，挖掘课文中的细节语法点，帮助学生更好理解词语的用法。

