

单元教学设计——北师大版高一M2U4 Cyberspace

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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：高一年级

教材：北京师范大学出版社，2004年

单元名称：Unit 4 Cyberspace

主题：冒险经历

二、单元教学内容分析

本课时为北师大版英语必修二第四单元。本单元以 Cyberspace 为话题，以未来、网站、虚拟现实、虚拟旅游等与网络空间相关的文章贯穿整个单元。整个单元共有四篇课文，第一课为《明日世界》，第二课为《网站》，第三课为《虚拟现实》，第四课为《虚拟旅游》。Warm Up 部分为话题引入，包含一个听力材料以及词汇积累，可以和其他部分内容联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新西兰简介。

本单元的教学设计共包含 7 节课。第一节为 Lesson 1 的第一课时，为阅读课，帮助学生初步了解网络空间。网络发展日新月异，本课文章内容较陈旧，因此增加一篇额外阅读加深学习效果。第二节为 Lesson 1 的语言点课，学习本课重点短语和单词用法。第三节是 Lesson 2，听力课。本课着重训练学生的听力预测能力，抓住主要信息的能力并学习听力材料中的词汇短语。第四节为 Lesson 3 的第一课时，阅读课。学生重点虚拟现实的应用。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。本课介绍新西兰概况，重点掌握该类文章写法。第七节为 Lesson 4 第二课时，学习本课重点短语和词汇。Communication Workshop 部分较零散，教师可以将其融合在其他课时内完成。

三、学情分析

本单元为高一上学期学生使用。经过中考的紧张备考以及半年的高中学习，学生达到英语课程标准六级水平。本单元与互联网相关，学生已储备较多的背景知

识，能完成该话题的基本阅读任务。在口语表达技能方面，通过伙伴合作，稍作准备后能就熟悉的话题比较有条理地作角色扮演，能就一般性话题进行讨论。

四、单元教学目标

语言能力：学习单元关于互联网的相关词汇和短语；掌握地方介绍性文章的写法并应用。

思维品质：更好地使用互联网；合理地评价互联网的作用。

文化品格：学习互联网对人类生活做出的巨大改变。

学习能力：训练利用背景知识理解文章、完成任务的能力。

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 Lesson 1 Tomorrow's world 第一课时

课型：阅读课

本课教学内容及重组：本教材编写时间较早，而互联网发展日新月异。为了加强学习效果以及增强学生的文化品格的培养，增加一篇课外阅读作为课堂的延伸。

（一）教学目标：

1. 语言能力：学习本课的词汇与短语，包括 cyberspace, affect 等。

2. 思维品质：初步了解互联网对人类生活的积极和消极影响，学会分析其利弊。

3. 文化品格：了解互联网世界对人类生活文化的改变，根据现状推测其未来的发展。

4. 学习能力：1) 利用问题理解文章细节的能力；2) 跨学科理解文章内涵的能力。3) 利用常识理解课文的能力。

（二）教学重点：

1) 利用两次阅读进行话题信息及语言输入，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) 补充阅读材料，理解社交网络的发展。

(三) 教学难点:

- 1) 根据观点对比的文章特点快速理解篇幅比较长的文章。
- 2) 人类互联网以及科技的发展历程。

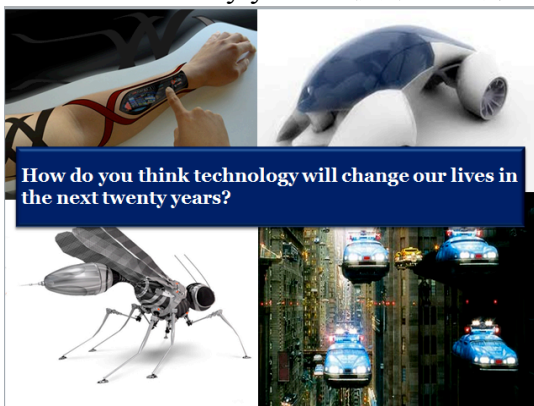
(四) 教学过程:

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: How do you think technology will change our lives in the next twenty years? 教师展示科技以及互联网发展相关的图片。如下:



设计意图: 该问题以及图片的展示激发学生阅读兴趣, 帮助学生调用背景知识, 为下文的阅读作准备。

环节二: Reading

活动 1

活动名称: 1st Reading

活动过程: 教师给出指令: Read the passage quickly, and find 6 main predictions about the future.

- The number of computers connected to the Internet _____.
- Terrorists _____.
- Shopping _____.
- We will get _____, so _____.
- The mail service _____.
- Virtual _____.

教师进而提问: Since our textbook was published, have any of these predictions come true? Are there any that you consider unlikely to come true?

设计意图: 文章篇幅较短, 本部分为第一次阅读。学生通过信息检索能掌握文章的基本内容。阅读任务后的追问有利于培养学生的思辨能力。

活动 2

活动名称: 2nd Reading

活动过程: 在对文章有初步的理解后, 教师要求学生对段落主题进行匹配。

Future dangers

A convenient future

Growth of the Internet

Virtual reality

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: Additional Reading

活动 1

活动名称: Reading and answering the questions

活动过程: 教师补充一篇以喜马拉雅山为背景的文章, 介绍词汇, 引导学生完成阅读练习。文章如下:

When I was 14, I came into school one day and my friend said: "Welcome to Facebook." Someone had made a fake (假的, 伪造的) account in my name. There were things on my profile (肖像) that were Photoshopped, like my face on a nude (裸体的) picture of someone else, and rude comments towards others, about people's mums for example. It was very disturbing. Someone was using my account (账号) to bully (恐吓, 欺负) others in my name.

I felt so ashamed by what was on there. A lot of people stopped talking to me. I felt so lonely. Finally my friends made me go to my teachers and parents to talk about it. They didn't know you could do such a thing or what you could do about it. Eventually Facebook got the account deactivated, and found the IP address and who had done it. I was told it was someone I knew, someone in my year group. Their parents were told, but I never found out who it was. That anonymity (匿名) for the bully, it's like there's a screen protecting them from everything. It gives them power.

I have got Facebook now and I'm on a few other social networking sites, but before I go on, the first thing I check is the privacy settings(隐私设置).

As well as doing my A-levels, I'm now a trained **cybermentor** for the charity BeatBullying's chatroom. If anyone is in trouble, I send them a private message and try to help. I hear about bullying on Facebook, Twitter, Myspace, BBM, WhatsApp, Snapchat: there are so many sites and they keep changing. Cyberbullying's evolving (进化/演化). It's happening with younger and younger people, because they are growing up with this technology. I've been in touch with children as young as 11 being cyberbullied.

A lot of people think, "How can I tell my parents?" Parents should make sure their child knows they can come to them for anything. They shouldn't just tell the child to turn the screen off or deactivate the account. They should guide them into confidently confronting (= facing) the attack.

I want to become a psychologist(心理学家/心理医生) when I finish school.

Questions:

1. How do you think the writer felt when his friend said 'Welcome to Facebook?'

2. How did the fake Facebook account affect the writer's life?
3. How was his problem finally solved?
4. What do you think the underlined word "cybermentor" means?
5. Why do you think the writer wants to become a psychologist?
6. What do you think of the writer?

设计意图：本部分为拓展阅读训练。课内阅读的文章较基础，拓展阅读以社交网络为背景，以网络欺凌为主题，包含了大量的社交网站信息，帮助学生熟悉相关术语词汇，为日后阅读扫除障碍。

环节四： Summary

活动 1

活动名称： Summary and homework

活动过程：教师板书课内与拓展阅读的词汇以及背景知识，对全课进行总结并布置作业，作业为与本课主题相关的一篇阅读文章。

The sort of stuff we do, boys my age, is go on pornographic (色情的) websites. Most are massive collections of all types of free content. I could watch from two minutes to an hour a day. Does it affect the way I look at women? Yeah, unfortunately, a lot.

When I first got my laptop, Mum put on a free filtering system (过滤系统) that didn't do its job. Now we've got this expensive one and I have to resort to (求助于) using phones or iPods. But Mum's taken away my iPod Touch. She'll have a good go at trying to stop me, but I'm going to do it. It's natural.

Mum was quite shocked when she found out what I do online. She was really angry, and went through my messages on Facebook and stuff as well. On Facebook I was flirting (调情/打情骂俏) with girls. The fact it's through the internet makes it slightly different from saying it to a girl's face, which would quickly end up being quite awkward. At school the next day, we'd talk like normal.

I found out about Snapchat when a girl offered me a picture of herself. You take a picture, write something and then when the message is opened, the receiver has 10 seconds to see it before it deletes (删除) itself. I think, though they don't say it, it's designed for children my age to send inappropriate (不适当的) pictures. I haven't sent any, but I have received pictures from girls I know, generally from my class at school. It's unlikely the girls' parents know. They're probably better at hiding it than I am. Half the time I just look at the pictures and don't reply. When you don't reply, they can see that you've opened it, which normally makes them send a couple more messages, saying, "Reply to me, goddammit."

What would I advise a parent? Never, ever buy your son or daughter anything electrical. Fifty years ago, people my age were more innocent, doing stuff like bike rides down the canal (运河). Now, you're stuck in your room. The real you is your second life; life on the internet is your first life.

Questions:

1. Who is the writer?
2. Why does the writer use phones and iPods?
3. What does his mother think about his Internet habits?
4. Why does the writer prefer to flirt with girls online?

5. What is Snapchat, and how does the writer use it?

6. What do you think of the last sentence, and what advice would you give the writer?

设计意图：本课作业所选的文章题材趣味性强，让学生在轻松愉悦中掌握知识，并且能够引发学生对于网络弊端的深刻思考。

(五) 板书设计

主要板书课内与拓展阅读的生词。

(六) 单元测试及课堂小测设计

(略)

(七) 教学特色与反思

本课例针对课内文章较陈旧、词汇较基础的特点，特意选用一篇篇幅适中，符合本课主题且为当下热点话题的文章作为补充阅读，帮助学生积累更多背景知识，学习相关术语词汇，为日后阅读做准备。另外，本课的阅读、拓展阅读、课后作业连贯性强，能促进学生对所学知识进行结构性整合，巩固学习成果。

本课例也存在明显的不足。其中一点就是课程产出（output）并不明显，学习效果不能即时体现，学生的课堂成就感不足。

第二节 Lesson 1 Adventure Holidays 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：

过去分词作后置定语

（四）教学过程：

环节一：复习与回顾

活动 1

活动名称：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，一方面抽测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：词汇与短语默写

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。

发现 影响...的生活 在过去三十年间 迅速地增长 连接到 对...悲观的 引起混乱 对...乐观的 预定票 各种各样的

find out affect one's lives in the last 30 years grow rapidly connect to be pessimistic about cause chaos be optimistic about book tickets all sorts of on the Internet

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. Peter Taylor finds ... are going to affect our lives.

Ex Please fill in the blanks with proper forms of affect.

You must make sure you study _____.

You must make sure you study with high _____.

Having a run in the evening will have a good _____ on your health.

Medicine can bring some side _____ to us.

Note:

efficient adj. 有效率的,

efficiency 效率,

affect vt.

effect n.

have an effect on

Please distinguish:

_____ (影响) by his classmates, he became diligent.

Her study has been _____ by spending too much time on clubs.

influence 可以是好或坏的影响

affect 通常只表示坏的影响

2. optimistic & pessimistic

Ex. Please finish the sentences with proper forms of optimistic and pessimistic.

1) When you get used to _____, you will find it is just as agreeable as _____.

2) The man who is a _____ before forty-eight knows too much; the man who is an _____ after forty-eight knows too little.

3) I have to say I am rather _____.

Note: pessimism & optimism, pessimist & optimist

3. ...terrorists may “attack” the world’s computers, cause chaos, and make planes and trains crash.

Ex. How do you understand the following “attacks.”

She was attacked while walking home late at night.

Newspapers attacked the government for failing to cut taxes.

There has been several attacks on foreigners recently.

4. cause chaos, and make planes and trains crash

be in chaos (处于) 混乱 (的状态)

e.g After the failure of the electricity supplies the city was in chaos.

5. crash v.&n. 撞击, 撞击声

Ex. Please fill in the blanks with crash.

Three people were killed when their car _____ a tree.

A 737 aircraft _____ near New York.

The tree fell with a great _____.

A girl was killed in a car _____.

6. offer vt.&n.

Read and find out: Can you summarize the usage of offer?

John offered a piece of new advice.

They offered him a very good job, but he turned it down.

They've offered us \$75,000 for the house.

Thank you for your kind offer of help.

Note:

offer sth.

offer sb. Sth.

offer (sb.) money for sth.

7. Make you feel as if you are... (L46)

as if /as though+陈述语气

eg. You look as if you are not feeling well.

It seems as if she is going to cry.

Note:

When the situation after “as if” is true, we use “陈述语气”;

When the situation is not true, we use “虚拟语气”。

Ex. Have a try! Translate!

看起来冬天好像很快就来了。

It seems as if winter is coming soon.

那个小男孩跟我们说话好像个成年人一样。

The little boy talked to us as if he were an adult.

那女孩听着, 一动不动, 好像被变成了石头。

The girl listened quietly as if she had been turn into a stone.

8. In the last thirty years, the Internet has grown rapidly.

Note: - In the last/past +一段时间, 表示从过去到现在, 用现在完成时

Ex. Please translate:

- 1) 在过去的 20 年以来电脑已经成为人们生活的一个重要部分。
- 2) 最近他在英语上变得比较乐观。

9. In 1983, there were only 200 computers connected to the Internet.

过去分词作后置定语[被动]

connected==computers which were connected to the Internet

Please fill in the blanks.

- 1) Sometimes people become friends because of their _____ (share) interests.
- 2) People _____ (live) in this town are very friendly.
- 3) Who is the person _____ (hold) a book in his hand?
- 4) Who is the person with a book _____ (hold) in his hand?

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：教师根据本课内容设计相应填空或默写练习，学生堂上完成。作业可选用课本 Language Power 的相应部分

设计意图：作文的布置巩固学习成果，训练学生运用本课短语与词汇的能力，加深文化的理解。

(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 Websites

课型：听说课

(一) 教学目标：

1. 语言能力：巩固互联网相关词汇，学习提出建议的表达；
2. 思维品质：提出建议和说服他人的能力；
3. 文化品格：了解互联网的发展史及其广泛应用；了解互联网的广泛应用对我们生活的影响；
4. 学习能力：利用所学的语言进行真实的交际在听力中学习。

(二) 教学重点：

1. 只听一次把握文章大意；
2. 根据听力内容在语境中理解生词的词义；
3. 给出话题完成会话练习。

(三) 教学难点：

1. 如何根据听力内容中的重读把握意义，并掌握听力材料中的重读规律；
2. 如何摆脱听力内容中生词对理解的影响。

(四) 教学过程：

环节一：回顾与复习

活动 1：话题及词汇回顾

活动过程：教师提问：What have we learnt in Lesson 1? 学生自由回答，教师板书学生回答。教师进而总结词汇：

Connect to/link to; experts; pessimistic; optimistic; crime; hacker; terrorist 等

设计意图：这部分回顾了上一节课的内容，也为本节课的听力训练做好词汇准备。

环节二：Pre-listening

活动 1

活动名称：Pre-listening and vocabulary

活动过程：教师给出包含本课听力生词的 4 个句子，让学生在语境中理解词汇。

- 1) I am a football fan and I like Manchester United.
- 2) The Pentagon is an important place for the American military.
- 3) I called Lucy today but her mother answered the phone. So I had to hang on and wait for her.
- 4) In ancient Rome, slaves had to fight against each other in a coliseum.

设计意图：这部分学习词汇，为听力活动做准备。

活动 2

活动名称：Prediction

活动过程：教师指导学生完成课本 P10, Ex.2 的 4 个小题，对互联网的相关介绍进行预测。

1. Why did the net begin?
 - a) For military reasons
 - b) For scientific reasons

- c) For business
2. When did it start?
 - a) In 1959.
 - b) In 1969.
 - c) In 1979.
 3. When did people start calling it the Internet?
 - a) The 1980s.
 - b) The early 1990s.
 - c) The late 1990s.
 4. When did the Internet start to grow very fast?
 - a) The late 1980s.
 - b) The mid 1990s.
 - c) The late 1990s.

设计意图：这部分为听力前预测，可锻炼学生调动自己的常识和根据题目推断的能力，加深学习印象。

环节三：Listening

活动 1

活动名称：Listening task 1

活动过程：教师给出指令：Now listen to the radio program to check your predictions.

检测上一环节中的预测。教师板书：

The Net began for military reasons.

It started in 1969.

People started calling it the Internet in 1980s.

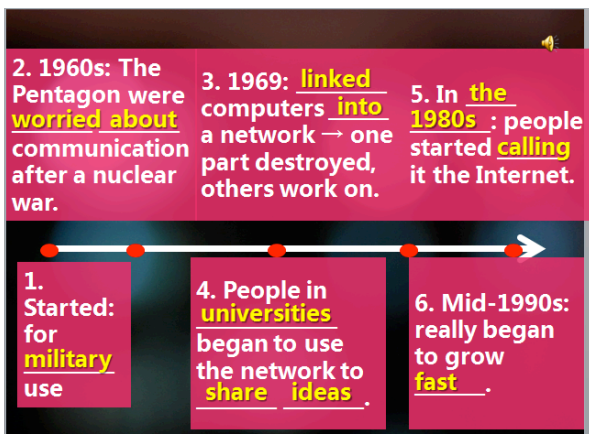
The Internet started to grow very fast in the mid-1990s.

设计意图：检测听力前预测。

活动 2

活动名称：Listening Task 2

活动过程：教师要求学生根据听力内容完成表格。此处为建构型听力活动，学生要按照时间顺序排好空格。



设计意图：第二次听力的建构型活动，帮助学生理顺语段中事件的时间关系。

活动 3

活动名称：Listening Task 3

活动过程：教师给出指令：Listen for details. Listen to a telephone conversation in Brighton. Which thing from the Internet page do they decide to do? 教师同时给出提示，提醒学生要根据给出的信息对听力信息进行预测，如：题目中有一些 Key words: Friday 3 pm: Brighton Fashion Show, all weekend Friday 7 pm: The Coliseum, Richard Bailey's new film, 由此可提示学生在接下来的听力训练中要注意时间、地点。

Question 1. What do they decide to do on Friday evening?

Question 2. When and where will they meet?

设计意图：巩固、训练学生应用听力预测的能力。

活动 4

活动名称：Listening Practice Task4

活动过程：教师指示：Listen for plans and suggestions. Listen and complete the following sentences. 学生完成填空练习。

_____ this weekend?
 _____ on Saturday morning?
 _____ something on Friday night?
 _____ to go?
 _____ doing...?
 Do _____ to do this weekend?
 Are _____ this weekend?

设计意图：训练学生获取信息的能力，为下文的口语输出活动做准备。

环节三：Speaking

活动 1

活动名称：Role-play

活动过程：教师对听力内容进行小结与回顾，板书词汇与短语，给出角色扮演话题：It's Double-Eleven Day and Tmall is having a 50%-off discount for all items. You are trying to persuade your friend to buy some things but your friend refuses you, saying that it's boring to shop online. You try your best to persuade your partner to shop online while your partner tries his best to refuse you with as many reasons as possible.

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，并能灵活使用本课出现的词汇与短语解决交际问题，巩固学习效果。

环节四：Summary and homework

活动 1

活动名称：Summary and homework

活动过程：教师对全课进行总结，布置作业。作业如下：

Describe one of the websites you often visit. Please include the following points:

Name of the website

What it provides

How often you visit it

For what purpose

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，重点介绍了听力预测的听力策略，多维度帮助学生抓住关键信息理解听力材料，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环节学生感觉沉闷。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 Virtual Reality 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。

2. 思维品质：学会分析虚拟现实的利与弊，结合生活判断虚拟现实给人类带来的好处与坏处。

3. 文化品格：1) 了解虚拟现实的兴起；2) 了解虚拟现实的应用；3) 理解人类科技的发展；

4. 学习能力：对话题的迁移能力。

(二) 教学重点：

1) 利用两次阅读进行话题信息和语言输入，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) 帮助学生分析虚拟现实在生活中的运用。

(三) 教学难点：

分析虚拟现实在生活中的运用。

(四) 教学过程：

环节一：Lead-in and input

活动 1

活动名称：视频导入

活动过程：教师给学生播放淘宝网的虚拟现实体验式购物的介绍视频。

设计意图：这是虚拟现实的具体应用。虽然还没有正式上线，但也箭在弦上，能激发学生阅读兴趣。

活动 2

活动名称：小组讨论

活动过程：教师给出讨论话题：Discuss with your partner. What are the advantages of this virtual try-on? 学生小组展示，教师板书相关词汇。

设计意图：引出词汇，为阅读做准备。

环节二：Reading

活动 1

活动名称：1st Reading: Answering the questions

活动过程：教师要求阅读文章前半部分，回答以下问题：

1) What is Cathy working on?

2) What will Tom do on Saturday and Sunday?

3) What are Tom's suggestions on looking for information?

设计意图：本部分为第一次阅读。分部分阅读可以提高效率，增强输入效果。

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。

活动 3

活动名称: Post Reading: Group Discussion

活动过程: 教师将学生分成若干小组。进行如下话题讨论:

Are you in favor of the idea of virtual reality? In which area can it best play its part in our life? Medicine? Study? 教师总结讨论结果, 板书。

设计意图: 有了前几部分的铺垫, 本部分要求学生虚拟现实理性分析, 让他们懂得, 并不是生活中的每个部分都适用虚拟现实, 训练他们的批判性思维能力。

环节三: Summary

活动 1

活动名称: 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

(六) 单元测试及课堂小测设计

(略)

(七) 教学特色与反思

本节课的设计围绕虚拟现实的话题引导学生通过阅读分析虚拟现实在生活中的实际运用, 着重培养学生的思辨能力。不足之处就是学生水平参差不齐, 对于问题的思考会出现误解或无法有效产出。

第五节 Lesson 3 Virtual Reality 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使用。
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用法

(三) 教学难点：

suggest 的用法，虚拟语气复习

(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。

1. 做，从事
2. 完成关于……的项目、课题
3. 已经计划好某事
4. 取决于
5. 去露营
6. 建议……
7. 查询
8. 在某方面遇到问题
9. 而且，更重要的是
10. 花时间做某事

1. be up to
2. finish the project on
3. have sth. planned
4. depend on
5. go camping
6. suggest sth.
7. look for
8. have problems with sth.
9. what's more
10. spend time (in) doing sth.

11. 到达度假的目的地
12. 亲自
13. 环游世界
14. 短时间内
15. 历史遗迹
16. 想象（从不）做某事
17. 觉得…难以想象
18. 进行一趟环球旅行
19. 一所世界著名大学

11. get to the holiday destination
12. in the flesh
13. travel around the world
14. in seconds
15. historical sites
16. imagine (never) doing sth.
17. find sth. hard to imagine
18. go on an around-the-world tour
19. a world-famous university

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. What are you up to this weekend?

How do you understand “up to” in the following sentences?

- 1) Whether we would go camping tomorrow is up to the weather.
- 2) Do you really think he is up to this task?

2. It depends on the weather.

Ex. Please translate the following sentences into English.

你的晋升取决于你的能力。

我全家靠着我的工资过活。

他是一个如此努力的人，你完全可以信赖他去解决这个问题。

3. ...can you suggest any good books for my project?

Ex. Can you summarize the usage of suggest?

I suggested her staying here for another week.

The form tutor suggested that we (should) get well prepared for the coming exam.

The form tutor made a suggestion that we (should) get well prepared for the coming exam.

Note:

suggest (one's) doing sth.

suggest that sb. (should) do

make a suggestion that sb. (should) do

Ex. How do you understand the following “suggest”?

The mistakes in your homework suggested that you were not familiar with the grammar.

v. 暗示，表明（从句用陈述语气）

e.g 她的表情表明她对你很生气。

Her expression suggested that she was very angry at you.

4. I'll look for them in the library.

Ex. Please translate the following sentence into English.

他被解雇之后马上开始寻找一份新的工作。

给孩子所有他们期待得到的东西并不明智。

Ex. More phrases with “look”.

1) Look _____! A bus is coming.

2) In Spring Festival, people worship the God to look _____ good fortune.

3) As an elder brother, he knows how to look _____ his sister.

4) It's a good idea to look _____ when you get to a new place.

- 5) Remember to look _____ your composition after it's finished.
- 6) My grandma always sits on the sofa, _____ the old days.

5. What's more, we wouldn't have to spend...

Note: What similar phrases can we use...

In addition

Besides

Moreover

Furthermore,

6. Just imagine never having to pack a suitcase!

Note: imagine sth./doing sth./从句

她无法想象住在一个充满暴力与毒品的地方。

She couldn't imagine living in a place full of violence and drugs.

想象一下错过了这么好的女孩，他有多懊悔!

Just imagine how regretful he was to miss such a nice girl!

7. But I still find it hard to imagine...

Note: Here, "it" is 形式宾语.

find it adj. to do sth. 觉得做某事怎么样

有些学生觉得很难适应新的高中生活。

Some students find it very difficult to adapt to the new high school life.

人们觉得有必要向下一代传承我们的传统文化。

People find it necessary to pass on our traditional cultures to the next generation.

8. Please look at the following sentences.

- 1) Just think, if we had virtual reality holidays, we wouldn't have any problems with the weather. What's more, we wouldn't have to...(L18)
- 2) We would not only be able to travel around the world...(L34)
- 3) Well, if they invented virtual reality holidays, I'd go on an around-the-world tour.(L41)

Note: All these sentences use 虚拟语气, to talk about imagined, impossible events in future or impossible present situations.

Pattern:

If + past simple, sb. would/could/ might do sth.

Ex. Please translate the following sentences into English.

- 1) 如果我是你，我会更加严格要求自己。（事实上我不是）
If I were a form tutor, I would be more strict with me.
- 2) 如果我知道他的电话号码，我会告诉你。（事实上我不知道）
If I knew his phone number, I would tell you.
- 3) 如果我成为总统，我会为男女平等作斗争。（可能性很小）
If I became a president, I would fight for the equality between male and female.

环节三：课堂小结与作业

活动过程：教师对本课的短语和词汇、语法进行小结，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

（略）

（七）教学特色与反思

本节课重点讲解语言点与语法知识。通过句子以及篇章等多个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，便于加深学生的记忆。

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。在重新设计时，可以注意保持课堂活跃性。

（八）专家点评

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；学会介绍地方的表达。
2. 思维品质：了解和迁移虚拟现实在旅游业中的运用。
3. 文化品格：1) 了解新西兰的地方特征；2) 学习新西兰文化。
4. 学习能力：利用背景知识学习的能力。

(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) 理解介绍地方的说明文的结构。

(三) 教学难点：

理解介绍地方的说明文的结构。

(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：教师展示四张图片，给出讨论话题：Where would you like to go? Why?
教师总结学生讨论结果，板书词汇，转入本课主题。

设计意图：导入环节复习了词汇，也为本课的阅读做铺垫。

活动 2

活动名称：视频导入

活动过程：教师播放新西兰介绍视频，引出讨论问题：What have been introduced about Auckland?

设计意图：导入环节帮助学生迅速进入话题，积累词汇。

环节二：Pre-reading

活动 1

活动名称：Prediction

活动过程：教师要求学生根据课本的图片对文章内容进行预测。教师给出推断技巧，具体如下：

Let's read the text and find out the topic of each paragraph to check your predictions.

How?

When you read the paragraph, pay attention to the first sentence (last sentence) and some key words, and then try to give a suitable topic.

设计意图：本部分为阅读前阅读活动。教师的提示可以帮助学生迅速把握文章内容。

环节三： Reading

活动 1

活动名称： 1st Reading: Read for topics.

活动过程： 教师指导学生完成段意填充。

Task 1

Paragraph one:

General introduction including _____, _____ and the position in the country.

Paragraph two: _____

Paragraph three: _____

Paragraph four:

Geographical features including the sea, _____ and _____

Paragraph five: _____

设计意图： 该任务帮助学生理解文章结构， 为下文的口语产出做铺垫。

活动 2

活动名称： 2nd Reading

活动过程： 教师指导学生完成剩余部分的阅读， 要求学生完成以下任务：

Task two: read Para 1 and 2 and answer questions.

- 1、 What' s the population of Auckland?
- 2、 Where is Auckland located?
- 3、 Why is Auckland the most exciting city in NZ?
- 4、 Who were the earliest settlers in Auckland?
- 5、 What attitude does the NZ government hold towards nuclear testing?

设计意图： 本次阅读活动任务较上一个难， 符合任务设计的递进原则。 学生利用问题理解文章。

活动 3

活动名称： 3rd Reading

活动过程： 教师指导学生完成剩余部分的阅读， 要求学生完成以下任务：

Read Para 3-5 and fill in the blanks

Read Para 3-5 and fill in the blanks	
Famous sights	Mt Eden, the Parnell Village where you can visit some of <u>the first European homes</u> and the Auckland Harbour Bridge and are all on the lists of famous sights. Besides, you can enjoy an amazing view from the city's tallest tower, <u>the Sky Tower</u> , and see <u>Maori traditional dances</u> at the Auckland Museum.
Geographical features	Called " <u>the city of the sails</u> ", Auckland has most boats in the world, with a warm climate and <u>some of the best beaches</u> for water sports.
Transportation	There is a convenient <u>national travel link</u> as well as an international travel link.

设计意图：本次阅读活动进一步加深学生对文章的理解，学习词汇。

环节四： Post reading

活动 1

活动名称：词汇短语总结

活动过程：教师要求学生总结整理课文中得短语和词汇。

Find out some useful expressions.

Task three: find out some useful expressions	
Aspects	Expressions
Location	be located in/on/to the north of...; lie in/on/to...
Population	has a population of...
History	The history of... goes back + 一段时间; ...has a history of...
Tourism	Famous sights include...; There are many places of interest, such as...; be famous for...
Transportation	convenient/cheap/expensive...; It takes ... to... bus, metro/subway, high-speed railway, plane...

设计意图：本部分为下面的口语活动铺垫。

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。教师引导学生进行介绍南海的口语活动。教师播放一个介绍视频，要求学生先进行模仿朗读，然后再根据中文说出相应的英文。

Key words:

广东省中部，人口约 250 万

2000 多年的历史，秦朝设郡(county)

旅游资源：

西樵山: 桃花园(Peach Park), 观音像(Statue of Guanyin)

南海影视城(studio): 古代宫殿，江南风景

交通便捷：地铁、高铁、公交.....

15 分钟到达广州，两小时到达港澳.....

设计意图：本部分先让学生模仿朗读，模拟了高考听说考试的 part A，也让学生逐渐熟悉短语与词汇。进而进行学生自主陈述，再次巩固学习效果。

环节五： Summary

活动 1

活动名称：Summary and homework

活动过程：教师对全文进行总结，布置作业。作业如下：

Write an introduction of your hometown, including some information like its location, population, famous sights and so on.

(五) 板书设计

主要板书介绍地方的说明文常用的短语与词汇。

(六) 单元测试及课堂小测设计

(略)

(七) 教学特色与反思

本课设计结合文章内容，重点讲述介绍地方的说明文常用的短语和词汇，通过一系列活动帮助学生理解和运用语言知识。

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：

本课生词及常用词的一般用法。

(三) 教学难点：

本课生词及常用词的一般用法。

(四) 教学过程：

环节一：复习与回顾

活动 1：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：此为课前回顾。通过复习课前内容，一方面抽测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。

有……的人口
位于……
一个重要的……中心
有许多不同文化的人住在那里
追溯
安家，定居
是……的首都
有一段时间
新城郊
使……变成……
无核区
自从那时起

have a population of
be located in/on/near
be an important centre for
with people of many
different cultures living there
go/date back
settle (down)
be the capital of
for some time
modern suburbs
make A B
a nuclear-free zone
since then

对……的抗议
著名的景点

很多……的其中一个
也，还有

从……欣赏到……景观
传统的跳舞
气候温和, 阳光充足
平均温度
做水上运动
定期国际航班

one of many ...
as well as
enjoy a ... view from ...
traditional dances
a warm climate with plenty of sunshine
average temperature
do water sports
regular international flights

protest against
famous sights

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. be located on

locate vt. to be in a particular position or place

be located on/ in... = be situated on/ in

The business _____ in the center of town.

_____ (locate) on the bank of the Pearl River, our school was founded over 80 years ago.

location n.

His apartment is in a really good location.

2. centre (central, centrally)

广州是一个重要的文化中心。

Guangzhou is an important centre for culture.

Guangzhou is an important cultural centre.

Ex. Please fill in the blanks.

The flat is _____ (centre) located, offering convenient access to shops and tourist attractions.

Its _____ (centre) location means, of course, that the price is not low.

3. settle vt.

Discuss: How do you understand the “settle” in the following sentences?

We lived in Thailand, then Singapore, and finally settled in Hongkong.

They sat down and had a talk to settle their quarrels/ arguments/ differences.

Shh! Settle down please! Now turn to page 57.

They'd like to see their daughter settle down, get married, and have kids.

Don't worry! I'll settle the bill!

settlement n. 协议, 定居点

settler n. 移民; 殖民者

Ex. Please fill in the blanks.

1) It is said that China's e-commerce (电子商务) giant Alibaba will reach a _____ with Yahoo soon.

2) _____ (为了解决污染这个问题), we have to give up some immediate interest.

3) Since I'm 28, I should _____ (定居, 过安定生活) and get married.

4) Sometimes, when you've been excited, you don't _____ (安静下来, 安下心) quickly enough.

4. have a population of

have a population of

with a population of

佛山有多少人口?

What's the population of Foshan?

e.g. 佛山, 位于中国的南部, 人口 300 多万。

1) Foshan, _____ in the south of China, _____ more than three million.

2) Foshan, _____ more than three million, _____ in the south of China.

5. go back

Ex. Please fill in the blanks.

The history of the Terracotta Warriors _____
_____ 2,200 years.

The history of the Terracotta Warriors _____
_____ 2,200 years ago.

Note:

go/date back + 一段时间

go/date back to + 时间点

Ex. Please translate:

石门中学的历史追溯到 30 年代, 但只是最近它才变成了我们现在所欣赏的美丽校园。

The history of Shimen Middle School dates back to the 1930s, but only recently did it become the beautiful campus we enjoy today.

6. for some time

他有一段时间在日本学医学。

He studied medicine in Japan for some time.

他去过香港几次了。

He has been to Hong Kong (for) a few times/many times.

7. as well as

as well as = in addition to 也

Famous sights include Mt. Eden as well as the Auckland Harbour Bridge.

他既能说英语也能说法语。

He can speak not only English but also French.

He can speak English as well as French.

我们期待她完成作业，也指望她帮忙做家务。

We expect her to finish her homework as well as help do some housework.

8. ...enjoy an amazing view from ...

Question: How do you understand the underlined words?

Everyone at the meeting had different views.

In my view, the country needs a change of government.

He was worried about working with people who did not share his views.

There was a frank exchange of views at the meeting.

We'd like a room with a view of the sea.

From the top you get a beautiful view of the city.

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学会在发现中学习。

环节三：总结与作业

活动过程：教师指导学生完成课本 P15 Ex7。熟悉 do 与 make 的固定搭配的区别。

设计意图：本课结束前给学生时间自我回顾与沉淀，帮助学生加深对词汇的理解。巩固和复习固定搭配。

(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。通过句子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。

