

课时教学设计——The Great Sports Personality

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设计团队成 员	姓名	教龄（年）	职称
	杨硕	5年	中教二级
完成时间	2013年12月11日		

一、教学材料

授课年级: Class 3, Senior 1

教材（名称、版次和页码）: 无

单元名称: 无

主题: The Great Sports Personality

课型: 阅读课

二、教学内容分析

The topic of this lesson is the great sports personality, of which “A Life in Sport” is the major reading material. The passage introduces the successful life story of Ni Ling, a well-known Chinese gymnast. From learning this passage, students should not only learn the passage itself, but more importantly, the spirit of Li Ning.

这节课的教学主题是伟大的体育名人。“体育人生”是本节课的阅读材料，它向我们介绍了中国知名体操运动员李宁成功的人生故事。学生们在学习本篇文章时，不仅要领会文章内容，学习用英语介绍名人的语言结构，更要学习李宁的精神。

三、学情分析

This is the first time for the students to read a passage which introduces a famous person. Therefore, it is necessary to let the students know what should be included to introduce a great personality. Meanwhile, the topic of this lesson is quite familiar to the students, which may easily interest them.

这是学生们第一次接触介绍名人的阅读文章，因此，通过学习本课，学生应该掌握在介绍名人时应包含哪些内容。同时，本课主题对学生来说相对熟悉，更能引起学生学习的兴趣和热情。

四、教学目标

Knowledge Aim: To enable students to introduce famous people.

知识目标：让学生学会如何介绍名人。

Ability Aim: to develop students' reading ability in getting both the main idea and detailed information and to improve students' bilingual ability by interpreting with the appropriate words, expressions and tones.

能力目标：进一步提升学生掌握文章大意以及准确定位所需的细节信息的阅读能力，同时锻炼学生中英文转换的双语能力。

Emotion Aim: to motivate students to play different roles in pairs and group work, to make contributions, to work collaboratively, and to learn the spirit of Li Ning.

情感目标：激发学生角色扮演，小组团结协作的热情，培养团队合作的能力，并学习李宁精神。

五、教学重点、难点

重点：To enable students to introduce famous people。让学生学会如何介绍名人。

难点：To improve students' bilingual ability by interpreting with the appropriate words, expressions, and tones. 锻炼学生中英文转换的双语能力。

六、教学设计理念

Providing Guidance: to use multimedia techniques to trigger students' interest in learning and to guide them to discover and to solve the problems by themselves.

启发引导：采用多媒体教学的手段来激发学生学习的兴趣，并引导他们积极发现和解决问题。

Group Work: to ask students to work in groups to discuss, analyze, and solve the problems by themselves.

小组合作：通过小组协作的形式让学生自主地探讨，分析和解决问题。

Mock Situation: to create a situation to let the students to output what has been learnt in this class.

情景演练：设定一个情景，通过模拟演练，让学生来产出本课学习的内容。

七、教学过程

环节一：铺垫引入 6 min

活动 1

教师活动：Show a video clip of the 2012 London Olympic Games. 播放一则伦敦申办奥运宣传短片。

学生活动：Talk about what sports they see in the video clip. 说出他们在宣传片中所看到的体育项目。

设计意图：Enable students to review and learn some sports names before the reading. 让学生在阅读之前复习并学习一些体育项目的名称。

活动 2

教师活动：Ask students who their favorite sports personalities are. 询问学生最喜欢的体育名人。

学生活动：Tell the whole class their favorite sports personalities. 告诉全班他们最喜爱的体育名人。

设计意图：Guide the students' to the major topic of this class. 引出本课的主题。

环节二：初探大意 8 min

活动 1

教师活动：Ask students if they know how to write a passage to introduce a personality. 询问学生怎么写一篇文章来介绍一位名人。

学生活动：Think about how to write a passage to introduce a personality. 思考如何来写一篇文章介绍一位名人。

设计意图：Get students to learn how to write a passage to introduce a personality and to predict the contents of this passage. 让学生掌握一篇介绍名人的文章应包含哪些内容，由此推测出阅读材料的大致内容。

活动 2

教师活动：Ask students to skim the passage to find out the main idea. 让学生快速阅读找出课文的大意。

学生活动：Read the passage and finish the table. 快速阅读并填表。

设计意图：Get students to know the main idea of the passage and to check their earlier predictions 让学生了解文章大意并检查刚才的推断是否正确。

环节三：细节阅读 5 min

活动 1

教师活动：Ask students to find the detailed information. 让学生在文章中找到所需的细节信息。

学生活动：Read the passage and finish the table. 阅读文章并填表。

设计意图：Enable students to find the detailed information. 让学生学会定位文中细节信息。

环节四：好句欣赏与分享 5 min

活动 1

教师活动：Ask students to find out their favorite sentences in the passage, and then translate the emphatic sentence orally. 让学生找出他们在文中最欣赏的句子，然后口头翻译文中的一句强调句。

学生活动：Find out their favorite sentences and translate the emphatic sentence orally.

找出在文中最欣赏的句子，然后翻译文中的一句强调句。

设计意图：Enable students to appreciate some sentences in the passage and to use the emphatic sentence pattern properly. 让学生欣赏文中的好句子，并学会使用文章中的强调句。

环节五：角色扮演 20 min

活动 1

教师活动: Ask students to carry out a role-play: to interview a specific famous athlete according to a piece of latest news about this person and to interpret at the same time. 让学生做一个角色扮演游戏: 根据一位体育名人最近的相关新闻报道, 采访这位名人, 并在采访过程中同时进行口译。

学生活动: Work in groups to interview a specific famous athlete after reading the latest news and to interpret during the process. 以小组为单位根据一则最新的新闻报道采访一位特定的体育名人并在采访过程中进行口译活动。

设计意图: By providing a chance for discussion and using extensive reading materials, the topic on various sports personalities will be extended, enabling students to output the knowledge they learn and improve the bilingual ability and cooperative work ability of students. 通过搭建一个讨论平台以及拓展阅读材料的使用, 进一步把话题延伸到其他体育名人, 使学生能运用所学知识进行口头表达, 同时锻炼和加强了学生的双语能力和小组协作能力。

环节六: 布置作业 1 min

活动 1

教师活动: Ask students to write a five-sentence composition to introduce their favorite sports personalities. 让学生写一篇五句话作文来介绍他们最喜爱的体育名人。

学生活动: Write a five-sentence passage to introduce their favorite sports personalities after class. 写一篇五句话作文来介绍自己最喜爱的体育名人。

设计意图: Review and summarize what has been learnt in this lesson, including the emphatic sentence pattern and the way to introduce a famous person. 以此让学生复习和巩固本课所学, 包括强调句的使用以及介绍名人的方法。