**Unit 3 Assessing Your Progress 教案**

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| 课程基本信息 | | | | | | | |
| 学科 | 英语 | 年级 | 高二 | | 学期 | | 春季 |
| 课题 | Unit 3 Sea Exploration Assessing Your Progress | | | | | | |
| 教科书 | 书 名：人教版教材  出版社：人民教育出版社 出版日期：2019年4月 | | | | | | |
| 教学目标 | | | | | | | |
| 1. To check and consolidate what students have learnt in this unit when it comes to vocabulary, such as applaud, directory, and log;  2. To check and consolidate what students have learnt in this unit when it comes to grammar, like the infinitive;  3. To reflect what students have got from topic cognition, language points and language competence in this unit. | | | | | | | |
| 教学内容 | | | | | | | |
| 教学重点：  1. To learn to use words in proper situations and with the right forms; 2. To learn to use the grammar:infinitive in proper situations . 教学难点：  To reflect the knowledge students have learnt in this unit by creating a mind map. | | | | | | | |
| 教学过程 | | | | | | | |
| 教学环节 | 教师活动 | | | 学生活动 | | 设计意图 | |
| 复习 | **Review**  **Lead students to review what they have learnt in previous lessons.**  Discourse：  1.the history of Chinese ocean exploration  2.the pros and cons of marine exploration  3.structural characteristics of expositive and argumentative essays.  Vocabulary:key words and phrases related to the topic of sea exploration  Grammar:the usage of infinitive in discourse  Expression: writing skills of the argumentative essay | | | Students review the knowledge they have learnt before from discourse, vocabulary,grammar,expression | | To review the knowledge students have learnt. | |
| 导入新课 | **Lead-in**  **Match the definition with the words in bold and find the part of speech of each word according to the passage**  The deep dark ocean may take our lives without **mercy**, but it is the cradle of lives, too. China’s new deep-sea manned submersible Fendouzhe (Striver) set off on Oct 10 for the 10,000-meter-deep-sea diving operation in the Mariana Trench. A new record appeared in the China’s deep-sea explorational **directory**. During its diving many useful data has been **logged** and various functions and performances been tested. Fendouzhe is in a **league** of its own at this time. We shall **applaud** for the scientists and researchers from about 100 research institutions, colleges and enterprises who made great contribution to the development of Fendouzhe.  A. To clap hands to show approval, for example when they have enjoyed a play or concert.  B. A book or list of names, address, telephone numbers, facts etc. usually arranged in alphabetical order.  C. A kind or forgiving attitude towards someone that you have the power to harm.  D. A level of quality, ability, etc.  E. To officially record something.  **Answers:**mercy(C),directory(B),log(E),league(D),applaud(A) | | | Students revise some words learnt in previous classes. | | To prepare for the following activities.. | |
| 新课 | **Activity 1**  **Complete the sentences with the correct forms of the words in the box.**  Applaud directory opponent murder log  1. After finishing his workout, he updated his fitness \_\_\_\_\_\_\_.  2. In the final match, his \_\_\_\_\_\_\_\_\_\_\_\_\_ will be stronger and more experienced.  3. In a classical music concert, the audience \_\_\_\_\_\_\_\_\_\_\_\_\_ politely at the end of the performance.  4. I couldn’t find your name in the telephone \_\_\_\_\_\_\_\_\_\_\_\_\_.  5. A $5 million reward has been announced for information leading to the **arrest** of those responsible for the\_\_\_\_\_\_\_\_\_\_.  **Answers:** log, opponent, applauded, directory, murder  The meanings of the word“arrest”:  n. *the action of seizing someone and taking them into custody;*  *v. (1)to be taken to a police station because the police think they have done something illegal ;*  *(2)to stop a process or a development.*  **Activity 2**  **1.Complete the passage below with the proper forms of the verbs in brackets.**  Have you ever seen a seal? It has a round belly with a thick skin \_\_\_\_\_\_\_\_ (keep) itself warm. Its big eyes seem \_\_\_\_\_ (be) those of an innocent child. When you look into its eyes, you may feel closely \_\_\_\_\_\_\_ (connect) to it.  Actually, people in ancient times did believe seals and human beings \_\_\_\_\_\_ (be) the same. As legend has it, an old couple by the sea once heard a baby \_\_\_\_\_ (cry). They hurried to the water, only \_\_\_\_\_ (find) a baby seal there. They took it back home, fed it, and raised it as their son. Gradually, the baby seal grew up, \_\_\_\_\_\_ (look) just like a human being. The old couple allowed him \_\_\_\_ (go) anywhere except near the sea. The son loved his parents so much that he promised \_\_\_\_\_\_\_\_\_\_\_ (not swim).  One day, the father went \_\_\_\_\_\_\_ (fish) out at sea, when the weather suddenly changed. The ship struggled on the stormy sea, \_\_\_\_\_\_\_ (roll) with each heavy wave. His wife watched the horrible scene, \_\_\_\_\_\_\_ (cry) hopelessly. All of a sudden, the son jumped into the wild sea \_\_\_\_\_\_\_ (save) his father. He swam as fast as lightning, just like a seal! Finally, the father was pushed to the shore alive, but this old couple never saw their son again.  **Answers:** to keep; to be; connected; were; crying; to find; looking; to go; not to swim; finishing; rolling; crying; to save.  **summarize the function of infinitive**  It can be used as subject, object, predicative, complement, attribute, adverbial of result, adverbial of purpose.  **2.Think about the two questions**  (1)How do you feel after reading the legend?  (2)What message does the writer want to convey?  **Answers:**  1.From this passage, we understand they loved each other deeply. We are all moved by their love. But we also feel regrettable because of the sad ending.Although the father had been saved, the old couple never saw their beloved son again.  2.The writer hopes us to know our ancestors sincere love to the ocean and marine animals. We should learn to cherish our affection between us and persons we beloved and repay other's kindness from this passage.  **3.What do you think happened to the son?**  **Answers:**The son had changed into a seal and discovered that he was much happier living in the sea. Sadly, he tried to go back and visit his parents, but he discovered that he could not become a human again.  **Reflecting**  **Create the mind map according to 6 questions.**  1.What did you know about the sea from this unit?  2.Which aspects about the sea would you like to learn more about?  3.What different text types did you read in this unit ?  4.What are the useful words and expressions you learnt for talking about sea exploration and sea protection?  5.What are the five impressive sentences you’d like to remember from this unit?  6.What did you learn about writing an argumentative essay?  **Present student’s mind map** | | | Students complete the sentences using the correct forms of the words in the box.  Students fill in the blanks using the appropriate forms of the verbs in brackets and summarize the usage of infinitive.  Students think about these two questions.  Students think what happened to the son.  Students reflect what they have learnt in this unit according to the questions and create a mind map according to these questions. | | 1.To consolidate and check what students have learnt in this unit when it comes to vocabulary.  2.To learn the meanings of “arrest”.  To consolidate and check what students have learnt in this unit when it comes to grammar.  To develop thinking skills in English.  To develop thinking skills in English.  To think about the content of  this unit by creating a mind map. | |
| **Homework**  1. Finish exercise 1 and exercise 2 on page 75  2. Finish exercise 1 and exercise 3 on page 76  3. Polish mind maps after class. | | |