**Unit 4 Learning About Language 1 教案**

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| 课程基本信息 | | | | | |
| 学科 | 高中英语 | 年级 | 高三 | 学期 | 秋季 |
| 课题 | Unit 4 Learning About Language (1): Vocabulary | | | | |
| 教科书 | 书 名：普通高中教科书英语选择性必修第四册  出版社：人民教育出版社 | | | | |
| 教学目标 | | | | | |
| 1. 通过文章填空，回顾上一节课的关键词和短语；  2. 通过短文填空和翻译练习，正确地在句子中运用condition、lack、secondary、drag、deserve等重点单词；  3. 通过词汇训练和话题探讨，了解并体验到分享的重要性。 | | | | | |
| 教学内容 | | | | | |
| 教学重点：  1. 通过短文填空和翻译练习，深入了解课文重点词汇的意义和用法。  2. 通过词汇分类练习，构建词汇语义网。  教学难点：  1. 找到字谜游戏中的隐含信息，表达对单元主题“志愿服务”的理解。 | | | | | |
| 教学过程 | | | | | |
| **Activity 1:** Finish the summary of the Reading and Thinking passage  本活动旨在落实课时目标1。  Jo is a \_\_\_\_\_\_\_\_\_\_ teacher at a bush school in the \_\_\_\_\_\_\_\_\_\_, where the students have no modern \_\_\_\_\_\_\_\_\_\_ or resources. She struggles to teach science and is trying to \_\_\_\_\_\_\_\_\_\_ the conditions. One weekend, Jo visited a \_\_\_\_\_\_\_\_\_\_ village where she experienced the \_\_\_\_\_\_\_\_\_\_ lifestyle and culture of the locals, including their \_\_\_\_\_\_\_\_\_\_ in bad spirits and their practice of drying \_\_\_\_\_\_\_\_\_\_ food in a can. She enjoyed the \_\_\_\_\_\_\_\_\_\_ of Tombe's family and their traditional food. Jo reflects on whether she is making a difference in the students' lives but feels \_\_\_\_\_\_\_\_\_\_ to have spent time with Tombe's family.  【设计意图】该活动旨在帮助学生复习和巩固上一课的关键词和短语。通过填空的方式，学生需要在阅读中找出合适的词汇，既训练他们的阅读理解能力，又提高他们对词汇的理解和运用。  **Activity 2:** Completing the word puzzle with words from the blog entries  本活动为落实课时目标2作铺垫。  【设计意图】该活动旨在通过游戏的方式，帮助学生记忆和应用关键词。学生需要用给定的词汇去完成拼词游戏，这种寓教于乐的方式能激发学生的学习兴趣，提高他们的词汇记忆力。  **Activity 3:** Sharing the understanding of the hidden message behind the word puzzle “sharing matters”  本活动为落实课时目标3作铺垫。  【设计意图】该活动旨在通过解读拼词游戏，让学生了解了解到分享的重要性。这样的活动设计可以促进学生的情感教育和人文素养，让他们理解到学习英语不仅仅是学习语言，更是学习文化和价值观。  **Activity 4:** Completing the passage with the word below  本活动为落实课时目标2作铺垫。  【设计意图】该活动旨在通过填空练习，让学生在实际语境中应用所学的关键词，帮助学生更好地理解和记忆这些词汇，同时也能提高其语言运用能力。  **Activity 5:** Exploring the usage of the key words and phrases  本活动为落实课时目标2作铺垫。  【设计意图】该活动旨在帮助学生深入理解并应用关键词和短语。在教师的引导下思考和探索，学生能够更好地掌握词汇的用法，提高他们的语言能力和思维能力。  **Activity 6:** Finishing the translation exercise using the key words and phrases learned  本活动旨在落实课时目标2。  Volunteering often requires one to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (脱离舒适区). It means being willing to work in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (不熟悉的情况) and adapt to new environments. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (资源的缺乏) or modern equipment that one may be used to can be challenging at first, but the desire to make a positive impact and help those in need should always be at the forefront of one’s mind. The personal growth that occurs as a result should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (次于) the positive impact made on the community. Everyone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (应得一个机会) to give back to their community and make a difference in the world.  【设计意图】该活动旨在让学生在实际的语境中应用所学的词汇，帮助他们更好地理解和记忆重点词汇，同时也能提高他们的语言运用和翻译能力。  **Activity 6:** Diving the following words into groups  本活动为落实课时目标3作铺垫。  【设计意图】该活动旨在通过词汇分组，让学生对词汇进行分类和整理，这不仅可以提高学生词汇记忆力，还可以锻炼其逻辑思维能力。  **Activity 7:** Deciding donation choices  本活动旨在落实课时目标3。  Suppose the Ss are going to donate three things to poor children in the countryside. The T asks the Ss to decide what they will donate and share the reasons.  【设计意图】该活动旨在通过模拟捐赠活动，让学生理解和体验到分享的重要性，培养学生的社会责任感和公民素养，提高他们的情感态度和价值观。 | | | | | |