《高中英语（上外版）》选择性必修第四册

Unit 1 Achieving Effective Communication

课时：第 5 课时　　　　教学内容：Barriers to Effective Communication

课型：Listening and Viewing　　　设计者：上海市松江二中　何俊威

一、教学设计与说明

1. 教学目标

本课为本单元的第五课时，核心目标是从视听理解的角度，向同学们展示多方面、多维度的交流障碍，并能够从不同的出发点（Listening）和技术手段（Viewing）来应对这些不同情景下的交流障碍。

2. 设计思路

本课时设定位本单元的第五课时，无论是听还是看的材料本身，其实际是补充了更多方面的交流障碍、问题，并进一步探讨技术手段能够帮助解决的沟通障碍案例。

首先，承接上一课时 Reading B 的主题以及其课后任务——搜寻更多关于残障人士如何克服生理缺陷的成功案例，让同学们进行探讨和思考。

进一步从生理问题引向范围更加广的交流障碍范围，让同学设身处地地思考所给出了三个情景分别是哪一种范畴类别的交流障碍，以及其应对的方法。再给同学们播放听力音频，进行听力中遇到的案例理解，并完成表格。

最后，视频材料引出了霍金的案例，并引出了"技术手段能便利沟通"这样的新主题；完成视听理解的同时，完成书上的填空练习。

在任务布置上，基于 Viewing 部分的主题，以及 Speaking 部分涉及的"科技促交流"的主题，请同学们在课后思考并列举下沟通或交流最容易失效的场景。

3. 重点难点

引起同学们对不同类别交流障碍的思考，并能够思考其对应的有效应对方式。

Lesson Plan

Teaching objectives:

By the end of the class, students are able to:

1. identify and describe different communication barriers people might encounter in life;
2. classify different communication barrier types discussed in the class;
3. try to match and find out the proper strategies for dealing with the barriers;
4. describe how smartphone technology assists Stephen Hawking.

Procedures

I. Lead-in

Activity 1: Understanding Communication Barriers

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*Teacher: Ask students to share more examples of communication barriers caused by physiological factors and further describe the communication barriers they might encounter in the situations given.

*Students: Share the examples and think about the communication barriers in the given situations and categorize them.

Purpose: to help students to understand the categories of communication barriers they are going to learn in this class.

Guiding questions:
1. Have you found more examples of famous people with physiological barrier(s) and strategies for dealing with it (them) ?
2. Could you describe the communication barriers you might encounter in the situations given?
3. Would you please categorize the barriers we've discussed?

II. Listening

Activity 2: Listening for the main idea and the details

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*Teacher: Ask students to note down the 4 types of barriers to communication and match them with the pictures and strategies.

*Students: Note down the 4 types of barriers mentioned in the Podcast and identify them with the help of pictures and strategies listed.

Purpose: to help students to focus on the main idea of the recording and then match them with their possible strategies.

Guiding questions:

1. Could you listen for the first time and note down the four types of barriers to communication?

2. Would you listen again and match them with the pictures and strategies given?

III. Viewing

Activity 3: Predicting and viewing

*Teacher: Have students think about the communication barrier Stephen Hawking encountered and watch the video to learn how he dealt with it.

*Students: Predict the communication barrier Stephen Hawking encountered according to their own knowledge and watch the video to check the answer.

Purpose: to help students to understand the special communication barrier Stephen Hawking encountered and the technical means he employed.

Guiding questions (instructions):

1. We all know about Stephen Hawking. Could you name the communication barrier he encountered?

2. Watch the video carefully and focus on both the communication barrier he encountered and the strategy employed by him.

3. Watch again and fill in the blanks.

IV. Homework

Brainstorm and list cases where communication often breaks down. Each student should at least write down three examples.