《高中英语（上外版）》必修第三册 Unit 4 Life and Technology

课时：第 4 课时　　**课题**：Sharing Views on Online and Traditional Classroom Teaching
课型：说写融合课（1）　　　　**设计者**：上海市西南位育中学 李琦微

一、教学设计与说明

1. 教学目标

引导学生辨识 Reading A 及 Listening and Viewing 板块中，主题语境下用于呈现对比的词块内容，了解它们的使用方式。在该主题语境下，指导学生归纳整理更多相关词块表达方式，帮助他们在主题语境下，归纳整合更多相关词块表达方式，完成语言素材的积累。指导学生根据评价量表对同伴作文作出合理评价，完整表达对网络教学的观点。

2. 设计思路

学生在上完本单元词汇课的第一、第二课时之后，对于传统家养宠物和电子宠物的差异已经有所了解，本课在此基础上对于写作过程中所需要的相关词块内容作梳理，帮助学生掌握并应用到实际写作中，写作主题类型也与 Reading 部分的内容比较契合，学生可以进行相关知识点的迁移。教学步骤上，学生由 Reading 部分宠物狗和机械狗的对比文本作为导入，识别提取文本内所有对比词块的信息，并将其分享罗列在黑板上。随后，学生将讨论内容转移到传统课堂与在线课堂上，区分异同，分享感受，教师关注学生完整内容的产出，并将内容整理在黑板上。接着由学生归纳整理所有已知已学的对比词块内容，分别在相同点和不同点的两栏内容进行填写，为后续写作任务做铺垫。最后，学生根据黑板上罗列的对比词块，从撰写完整句入手，再推进到段落写作，教师适时鼓励学生反思微调撰写内容，引导学生对其他学生的写作内容进行评价，回家作业为撰写并润色整篇写作内容。

3. 重点难点

运用词块内容在写作中表述传统课堂与在线授课的差异性。

Lesson Plan

By the end of this period, students will be able to:
1. recognize the contrastive lexical chunks in the Reading A and Listening and Viewing and get familiar with the use of lexical chunks;
2. expand lexical chunks indicating comparison and contrast;
3. internalize the knowledge of lexical chunks with writing tasks and make reasonable comments.

Procedures:

I. Warm-up

*T: Ask the students to recognize the contrastive lexical chunks in the READING.
*Ss: Pick out the related words in the READING.

Purpose: To reassert the topic and recognize the contrastive lexical chunks in the READING.

Guided questions:

1. What are contrastive words?

2. What are contrastive words used for?

3. Can you find some contrastive lexical chunks in the Reading Part?

II. Discussion: Sharing the lexical chunks

1. *T: Ask the students to share the contrastive lexical chunks in class.
*Ss: Share what they have found in the READING.

Purpose: To get familiar with the use of lexical chunks.

Guided questions:

1. Can you share with us some contrastive lexical chunks?

2. Can you make a sentence with that work?

III. Discussion: Comparison and contrast

1. *T: Ask students to read a diagram that can help compare and contrast two or more items.
*Ss: Compare and contrast two or more items. Share their ideas in class.
2. *T: Work in groups to discuss the similarities and differences between the two types of learning.
*Ss: Discuss the similarities and differences between the two types of learning. Make comments on each other's opinions if necessary.
3. *T: Ask students to brainstorm more useful expressions or lexical chunks of similar function.
*Ss: Share some other useful expressions and lexical chunks, such as while, on the other hand, etc.

Purpose: To focus on some differences between online and traditional classroom teaching;
To expand lexical chunks of similar function.

Guided questions:

1. Are there any similarities and differences between the two items?

2. Can you find out any similarities and differences between the two types of learning?

3. Could you brainstorm more useful expressions of the lexical chunks of similar function?

IV. Writing: Sentence & paragraph writing

1. *T: Ask students to write sentences about the similarities or differences based on the lexical chunks learned.
*Ss: Write sentences.
2. *T: Ask students to write a paragraph about the similarities or differences based on the lexical chunks learned.
*Ss: Write sentences.

Purpose: To internalize the knowledge of lexical chunks with prescribed writing tasks.

V. Evaluation: Evaluate each other's writings

*T: Evaluate each other's work and complete the assessment table. Give comments when necessary.

*Ss: Appreciate each other's work and rate it according to the assessment table. Make comments when necessary.

Purpose: To appreciate each other's work and better internalize the knowledge learned.

Guided questions:
1. On a scale of 1-5, how will you rate his/her work?
2. Could you make some comments on his/her work?

VI. Homework:
1. Write a complete essay based on the sentences made in class.
2. Prepare a presentation of 3 minutes to express your opinions on online learning.