

《高中英语（上外版）》选择性必修第一册 Unit 2 Volunteering

课时：第五课时 教学内容：What I Learned from a Volunteering Trip to Tanzania

课型：Reading B 设计者：上海市杨浦高级中学 陈怡昉

一、教学设计与说明

1. 教学目标

本课为本单元的第 5 课时，核心目标为引导学生理解博客文章的主要内容和观点，了解其基本特征，能分析语篇所反映的社会文化现象，从而学会尊重不同国家文化的差异，培养学生的跨文化意识。

2. 设计思路

本课时，学生的学习素材以博客文章为阅读主体，首先带领学生回顾第四课时试听板块中电影片段的主要内容，借由回顾旧知识，引出新内容，使学生产生阅读兴趣。引导学生快速阅读标题，预测文章主要内容，并通过搜索线索，让学生识别博客文章的文体风格。带领学生通读全文，并对文章进行分段，归纳总结文章的段落大意。通过对每个部分的具体分析，引导学生进一步理解作者从一开始对志愿者活动信心满满、到发现现实和理想的巨大差异的转变，进而产生进一步思考的心理变化过程。

在阅读过程中，帮助学生在语境中理解生词和短语，同时完成对细节信息的搜索和填写，形成完整的阅读思维导图。

最后，学生以 4-5 人为一组，就开展此类志愿者活动的利弊进行讨论，发表个人观点，并形成小组汇总表格。

3. 重点难点

能在语境中体会生词和短语的含义；

能分析博客文章中所反映的社会文化现象，进行个人观点陈述。

Lesson Plan

By the end of this period, students will be able to:

1. understand the main idea and the basic features of a blog post.;

2. analyze the social and cultural phenomena reflected in the volunteering trip.;
3. learn to respect the cultural differences of various countries and develop cross-cultural awareness.

Procedures:

I. Interactive Activity 1: Answer the questions

*T: Ask Ss recall what they saw in the film clip in the previous viewing section.
*Ss: Recall the content of film clip in viewing part.
Purpose: To activate students' knowledge about volunteering in previous lesson.

Guided questions:

Did you also have less successful volunteering experience as Russell did?

II. Interactive Activity 2: Identify the feature of the blog post

*T: Have Ss read the title carefully and then find the clues about the style of the text
*Ss: Read the title and predict the type of the article by finding clues.
Purpose: to understand the characteristics of blog post.

Guided questions:

1. Is it an article published on the newspaper?
2. What might the author write about?

III. Interactive Activity 3: Skim the blog post

*T: Have Ss skim the article to think about how many parts can the article be divided into and what the main idea of each part is
*Ss: Skim the article, think about the structure and main idea of each part.
Purpose: to help the students grasp the structure of the text. Practice the students' skimming skill.

Guided questions:

1. How many parts can this article be divided into?
2. Can you match the ideas with the corresponding part?

IV. Interactive Activity 4: Understand the text and vocabulary

Scanning:

*T: Ask Ss to scan part 1 (para1) and answer the questions. Guide Ss to paraphrase some key words and expressions.
*Ss: Scan, answer the questions and guess the meaning of some key words and expressions

concerned.

T: Ask Ss to read para2, para3-6 and para7 respectively to finish the table, analyzing the cause of author's failure to build the library and give gifts, understanding the meaning of new words and expressions, and discussing within the group.

*Ss: Scan the rest of the paragraphs to finish the table. During the process, analyze the text, understand the meaning of key words and discuss with classmates.

Purpose: to help the students understand the text, expand vocabulary.

Guided questions:

1. How did she feel at that time?
2. If you were one of the Tanzanian girls, what would you think of the hair band given as a gift?

V. Interactive Activity 5: Think further

*T: Ask Ss to give their own opinions based on the author's experience. Discuss in the group and complete the table.

*Ss: Talk within the group and finish the table.

Purpose: to check the students' understanding and enable them to express ideas about volunteering.

Guided questions:

1. Is this kind of volunteering trip beneficial or not?
2. Do you think it would be better for people to do volunteering work in their local community?

VI. Assignment

Interact with the blogger by leaving her a message, with no more than 120 words to make comments and express opinions.