

上海高中英语（上外版）1BU4 Sports

Vocabulary Open Love Letter to Basketball（第二课时）**一、教材分析**

本文是一代传奇，著名篮球明星乔丹在其退役时所作的一封信。信中回顾了他与篮球的初识，潜移默化的兴趣，结伴途中的挫折，以及奋力拼搏后情感的升华。作者以细腻的笔触勾勒出对篮球深沉的爱。本文生词量小，多为篮球运动，或训练相关的识记型词汇。文中穿插了大量的动词或动词词组，生动形象地将作者与篮球之间的关系，以及萌发的情愫跃然纸上。教师将科学设计课堂活动，带领学生咀嚼体会字面以外的丰富内涵。文章的句型结构清晰，多为简短的简单句，理解起来无太多障碍。文中大量排比句式的使用，增强了语势，有效地传达了作者对于篮球真挚的情感。在欣赏之余，教师将以此为抓手，深入挖掘文本内容，鼓励学生深度思考并大胆创新，实现学生高阶思维能力的培养。

二、教学设计**【Teaching Aims】**

By the end of the period, students are expected to:

- identify Chinese meanings of some passive words, such as pass, dribble, shoot, hustle, sit-up, push-up, pull-up, lift weights, ally, endearing;
- learn usages of some active words or phrases, such as work on, hang out, get serious, leave off, fall in love with, crush, and the sentence structure, parallel construction;
- understand the concept of polysemy and figure out the exact meaning of new words according to context clues;
- employ the rhetoric devices of repetition and parallel structure.

【Teaching Procedures】**Task 1**

Ss' activities:

1. Recall the title of the passage. Find out the words or phrases related to "Basketball".
2. Learn the Chinese meanings of the target words by viewing pictures, analyzing the combination of two words, making scientific guesses according to the context clues and making sentences.

Purpose:

1. To review what has been learned in Reading part. To lead the students to the key words or phrases related to "Basketball".
2. To learn Chinese meanings of some passive words, and foster students' learning awareness of visualizing, identifying compound words and analyzing context clues.

Guided questions:

1. What is the title of the text?
2. What are the words or phrases related to "Basketball" in the text?

Target words: the ones to show the action when someone is playing basketball (pass, dribble, shoot); the ones to show the action when someone is preparing for basketball training (hustle, work on, sit-up, push-up, pull-up, lift weights)

3. What are the Chinese meanings of these words according to the pictures? (pass, dribble, shoot)

4. Could you help me to give a definition of the compound words according to my example? (sit-up, push-up, pull-up, lift weights)
5. Could you make a guess of the English meanings and match the two columns? (hustle, work on)
6. Could you use the phrase “work on” to make a sentence?

Task 2

Ss' activities:

1. Find out the words or phrases related to “Love Letter”.
2. Learn the target words by making scientific guesses according to the context clues.

Purpose:

1. To review what has been learned in Reading part. To lead the students to the key words or phrases related to “Love Letter”.
2. To learn usages of some active words, and foster students' learning awareness of analyzing context clues and studying polysemy.

Guided questions:

1. What are the words or phrases related to “Love Letter”, showing Jordan's affection for Basketball in the text?
Target words: the ones to show what they did together (hang out, get serious, leave off, fall in love with); the ones to show Jordan's feelings (crushed, hurt)
2. What does “hang out” mean in this situation?
3. What does “serious” mean in the text?
4. Could you rewrite the underlined part of the sentence, “... when I was finally ready to get serious, you left me off the varsity”
5. What does “crushed” mean in this situation?

Task 3

Ss' activities:

1. Recall the sentence structure related to “Open”.
2. Learn the target words by making scientific guesses according to the context clues, analyzing the sentence structure and referring to the root.

Purpose:

1. To review what has been learned in Reading part. To lead the students to the sentence structure related to “Open”.
2. To learn the meanings of some words, and foster students' learning awareness of analyzing context clues and studying sentence structures or roots.

Guided questions:

1. What is the structure related to “Open”, showing the fine building of sentence in the text? (parallel construction)
2. What is the implied meaning of “we danced”?
3. What does ally (or endearing) mean in this sentence structure?

Task 4

Ss' activities:

Group work. Create one's own "open love letter" to his favorite sports, or other hobbies. Share it with classmates.

- Use at least 2 verb phrases from *work on, hang out, get serious, leave off, fall in love with*;
- Use as vivid words (especially adjectives) or expressions as possible;
- Use the parallel construction, such as
 - a. *I was learning how to ... you, how to ... you and how to ... you.*
 - b. *You have become much more than just a ... to me. More than just a More than just a*
 - c. *You're my ...est ... and my ...est You're my ...est ... and my ...est You're my ...est ... and my ...est*
- Read it aloud with emotion.

Purpose:

Guided question:

Could you create your own "open love letter" to your favorite sports, or other hobbies?

Reference patterns:

Open Love Letter to _____

Dear _____,

- (Introduce how you met with each other.)

It's has been almost _____ years since the first day we met. _____ years since I saw you in _____ . _____ years since _____ introduced us.

- (Explain about your first impression of it.)

Create your own paragraph, using as vivid words (especially adjectives) or expressions as possible.

- (Detail how you get along with each other.)

Create your own paragraph, using at least 2 verb phrases from *work on, hang out, get serious, leave off, fall in love with*, to detail how you get along with each other.

- (Express how deep your love is and assert its important role in your life.)

Create your own paragraph, using at least 1 of the parallel constructions from

- a. *I was learning how to ... you, how to ... you and how to ... you.*
- b. *You have become much more than just a ... to me. More than just a More than just a*
- c. *You're my ...est ... and my ...est You're my ...est ... and my ...est You're my ...est ... and my ...est*

Much love and respect,
(Your Signature)

Task 5

Ss' activities:

Review the approaches learned from this class to memorizing or dealing with new words.

Purpose:

To build confidence in vocabulary learning.

Guided question:

What are the approaches you have learned from this class to memorizing or dealing with new words?

【Assignments】

1. Complete the sentences with words or expressions in the correct form from what you just learned with the help of the context clues. (Student's Worksheet II)
2. Finish Vocabulary Focus on page 55-56 of the textbook.
3. Write down your "open love letter" and polish it.