

《高中英语（上外版）》必修第二册 Unit 1 Scientists

课时：第 4 课时 教学内容：Listening, Viewing and Speaking

课型：视听说 设计者：上海中学 方维芊 孙依静

一. 教学设计与说明

1. 教学目标

本课为本单元的第四课时，学生通过该课时的学习，能通过听广播节目和看视频节目了解五位科学家及各自主要成就；能通过分析霍金的引言及其所反映的情感变化，和通过理解苦难与成功的关系，归纳霍金的精神品质；能借助图片和笔记复述相关科学家的简介；能通过互相推荐科学家组建完成单元大作业的合作小组。

2. 设计思路

本课时处理教材的视听说版块，着重锻炼学生在 listening, viewing 和 speaking 三个方面的综合能力，其中“听”和“看”属于理解性技能，“说”属于表达性技能。本课设计融合看、听、说三种语言技能的综合性语言实践活动。根据教材音频语篇，学生根据标题表达预测，通过听音列出提纲，通过精听辨识重要事实信息，并分析说话者的情感态度，鼓励学生辩证理解苦难与成功的关系，进一步归纳和理解科学家的精神品质，将“听”这一理解性技能通过“说”和“写”进行表达；根据教材视频语篇，调动学生“听”和“看”两种语言技能，在视频截图的帮助下提高信息留存度，并运用“说”这一表达性技能，复述科学家简介。除了与视听结合的“说”，学生通过学习与“推荐”相关的表达，在明确单元大作业要求的背景下，运用这些表达在交际过程中自行分组，并在课后确定大作业中所包含科学家的具体人选。

作业要求：

- (1) 在搜集资料后运用课上所学的表达向小组推荐科学家，最终商定单元大作业中的科学家人选，并运用所提供的过程记录表记录整个决策过程；
- (2) 预习 Reading B，并完成教材 13 页上人物时间线的梳理表格。

3. 重点难点

第一，挖掘霍金对病痛的情感态度转变，结合引言分析苦难与成功的关系，进一步领会霍金所展现的科学家品质。第二，边看边记录视频中重点图片的相关信息，并依据图片和笔记内容以小组合作形式完整复述科学家的人物简介。

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Lesson Plan

Learning Objectives:

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

1. have a general understanding of five scientists and their major achievements by listening to the radio program and watching the TV program;
2. conclude Hawking's qualities by analyzing his emotional transition reflected in his quotes and understanding the relationship between suffering and success;
3. retell introductions to the scientists with the aid of the pictures and relevant notes;
4. form groups for the final project by asking for or giving recommendations about a scientist.

Learning Procedures:

I. Interactive activity 1: Comments on students' previous assignments

*T: Make comments on one piece of writing from the students in terms of the use of predicative and supporting details that help illustrate the student's evaluation of the scientist's qualities.

*Ss: Appreciate the paragraph.

Purpose: To offer Ss feedback and consolidate what Ss have learned from the previous lessons.

Guided question:

How can we evaluate the scientist's qualities?

II. Interactive activity 2: Making predictions

*T: Ask Ss to predict the content of the radio program based on its name and text type.

*Ss: Predict the main idea of the radio program based on its name and text type.

Purpose: To activate Ss' prior knowledge of Hawking.

Guided questions:

1. What do you know about Steven Hawking?
2. What may be included in a radio program about a scientist?

III. Interactive activity 3: Global listening

*T: Play the radio program and ask Ss to complete the outline in Task 1 on the worksheet. Then have Ss exchange notes to check their understanding.

*Ss: Listen to the radio program and complete the outline in Task 1 on the worksheet. Exchange notes with group members to discuss their answers.

Purpose: To enable Ss to have an overall understanding of the introduction and find the main idea based on the outline.

Guided question:

What is the main idea of the radio program?

IV. Interactive activity 4: Careful listening

*T: Play the radio program again and ask Ss to identify some key information.

*Ss: Listen to the introduction again and fill in the blanks of Task 2 on the worksheet.

*T: Check the answers. Play the section regarding Hawking's attitudes toward his physical sufferings several times and ask students to write down the exact sentences that Hawking wrote.

*Ss: Retell the quotes of Hawking.

Purpose: To guide Ss to grasp the major details of the radio program.

Guided questions:

1. What were Hawking's major contributions?
1. What were Hawking's sufferings?
2. What were Hawking's reactions to his sufferings?

V. Interactive activity 5: Understanding Hawking's emotional transition

*T: Ask Ss to read the quotes in proper tones to feel Hawking's emotional transition and express their understanding with the supporting details from the introduction.

*Ss: Read the quotes in proper tones, experience and analyse the emotional transition. Express and share their understanding with the supporting details from the introduction.

Purpose: To help Ss dig deeper into the introduction, esp. Hawking's own words, to

understand his emotional transition and to pave the way for the following discussion.

Guided questions:

1. What is your understanding of Hawking's emotional transition?
2. What deeds are in accordance with Hawking's attitudes?

VI. Interactive activity 6: Discussing the relation between suffering and success

*T: Ask Ss to discuss Exercise IV on page 10 based on the previous activities.

*Ss: Discuss in groups the relationship between suffering and success and share and express their understanding.

*T: Lead Ss to appreciate the qualities of Hawking as a scientist.

*Ss: Discuss and summarize Hawking's qualities in groups.

Purpose: To guide Ss to understand the relationship between suffering and success and meanwhile further appreciate Hawking's qualities.

Guided questions:

1. What is the relationship between suffering and success?
2. What qualities in Hawking are reflected?

VII. Interactive activity 7: Making predictions

*T: Have Ss complete Exercise II on page 10 based on their previous knowledge and predictions.

*Ss: Match the scientists with the descriptions in advance.

Purpose: To help Ss gain a general idea of the TV program and predict the possible content.

Guided question:

What is the contribution of each female scientist?

VIII. Interactive activity 8: Getting the main idea and answering questions

*T: Ask Ss to try to answer the questions in Exercise III on Page 11 first and then play the video.

*Ss: Watch the video and check the pre-written answers. Answer the question of Exercise III listed on page 11.

Purpose: To make sure that Ss understand the main idea of the TV program and can find some details related to the questions.

Guided question:

What is the contribution of each female scientist?

IX. Interactive activity 9: Noting down important details

*T: Play the video again and ask Ss to take notes beside each picture in Activity 3 on the worksheet.

*Ss: Watch the video again and note down some key information.

*T: Ask Ss to exchange notes in pairs and add some notes if necessary.

*Ss: Exchange notes and help each other make the notes more complete.

Purpose: To help Ss obtain important details about each female scientist from the video.

Guided question:

What are important facts?

X. Interactive activity 10: Retelling the introductions

*T: Offer each group several pictures about one scientist from the video. Guide each group to retell the introduction to one scientist, and later share their introductions with the whole class.

*Ss: Each group retells the introduction to one scientist with each member retelling the information related to one given picture. The last student needs to add one more sentence to express the group's opinion of the scientist.

Purpose: To help Ss to be more familiar with the scientist in question and encourage them to share their understanding and opinion of the scientist.

Guided question:

What did the scientist do?

What is your opinion of the scientist?

XI. Interactive activity 11: Understanding the requirements of the final project in the unit

*T: Introduce the group project and elaborate on the requirements.

*Ss: Understand the project and make notes when necessary.

Purpose: To familiarise Ss with the final project of the unit and its requirements.

Guided question:

1. What is the final project of the unit?

XII. Interactive activity 12: Learning and using useful expressions about “recommendation”

*T: Present useful expressions regarding “recommendation” and encourage Ss to form groups for the final project by using those expressions to recommend the scientist(s) they want to include in their final project.

*Ss: Learn the useful expressions and try to form groups for the final project by using those expressions recommending or asking for the recommendation of the scientist(s) they want to include in the final project.

Purpose: To encourage Ss practice the useful expressions about recommendation and try to form groups for the final project of the unit.

Guided question:

Which scientist(s) do you want to include in your final project of the unit?

XIII. Assignments

1. Group work: Decide the scientists your group wants to include in the final project.

Step 1:

For each group member: Gather facts that reflect the qualities of the scientist that you want to recommend, and recommend the scientist to your group using the useful expressions learned in class.

Step 2:

For each group: Use the organizer provided to note down the decision-making process. Then work in groups to write a paragraph of 60 to 80 words explaining the common features of all the chosen scientists.

2. Read Reading B carefully and complete the table in Exercise II on page 13.