

《高中英语（上外版）》必修第二册 Unit 3 Charity

课时：第二课时

教学内容：Charity

课型：词汇课 设计者：上海市七宝中学 金亚伦

一、教学设计与说明

1. 教学目标

本课为本单元的第二课时，核心目标为帮助学生理解课文中的生词、能正确使用部分生词和词组、能用所学词汇分享自己的捐助经历及原因并且能提升思辨能力正确评价判断生活中包括慈善在内的其他情形。

2. 设计思路

本文是一篇说明文，分析了人们是否捐款这一决定背后的两个道德特质：同理心和正义感。如果前者占据上风，则人们会倾向于捐助。反之，在正义感的驱使下，特别是在被捐助者有能力解决问题甚至应该自食其果的时候，人们不愿意捐助。从词汇学习的角度，本课时的重点在于帮助学生认知相关词汇，读懂是否捐款背后的原理，辩证地看待两种对立的选择；难点在于掌握部分动词和其介词的习惯搭配，能够运用所学词汇描述生活中相似的经历。

3. 重点难点

能用所学词汇分享自己的捐助经历及原因，能提升思辨能力正确评价判断生活中包括慈善在内的其他情形。

Lesson Plan

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

- understand the meanings of the new words in the text, e.g. *prompt, determine, moral, trait, justice, characteristic, conform, and recall.*
- learn usages of some of the new words and phrases, e.g. the word formation of *empathise* and the collocations of the prepositions in *lean towards, relate to, slip into, be responsible for, reach out, and reach for.*
- use the vocabulary they have learned to share their own experiences on donating and the reasons why they donated or not.
- develop critical thinking skills to make proper judgments in situations besides charity in the future.

Procedures:

Task 1

Ss' activities:

1. Recall the two moral traits that may determine whether or not we donate: empathy and a sense of justice.
2. Look for the word formation of *empathy* in the text and guess what parts of speech are *empathic* and *empathise*.
3. Complete the given sentences by filling the blanks using *empathy*, *empathic* and *empathise*.

Purposes:

1. To review the important information of the text and lead in the target new words.
2. To understand the meanings and usages of the relative words.
3. To infer the meanings, antonym, synonym and other knowledge on word formation on their own.

Guided questions:

1. According to the text, what are the two **moral traits** that may **determine** whether or not we donate? “**Determine**” means to decide sth. or make sth. happen. (**Empathy** and a sense of **justice**.) What does “a sense of **justice**” mean? What’s the meaning of **empathy**? Can you find its verb and adjective forms from the text? (**Empathise, empathic**.)

Target words: determine, justice, empathy, empathise, empathic

2. Can you complete the sentences using **empathy, empathic and empathise**?
 - 1) Having begun my life in a children's home, I have great _____ with the little ones. (empathy)
 - 2) As a psychologist, my tendency is to be _____. (empathic)
 - 3) I clearly _____ with the people who live in those neighbourhoods because I grew up in one of them. (empathise)
3. Do you know the meaning of **moral**? Can you find the antonym of **moral** from Paragraph 5? (**Immoral**.) What about the meaning of **trait**? Can you find its synonym from the Paragraph 3? (**Characteristic**.)

Target words: moral, immoral, trait, characteristic

Task 2

Ss' activities:

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1. Pick from the given situations the man who will prompt more people to donate.
 2. Pick from the given situations the person who is the most likely to donate.

Purposes:

1. To further understand the impact of the two moral traits on whether we donate or not and the immense power of empathy that prompts us to donate.
2. To develop critical thinking skills to make proper judgments.

Guided questions:

1. Which of the following situations ***prompt*** more people to ***reach for*** their wallets and donate?
“To ***prompt*** sb. to do sth.” means to encourage sb. to do sth. (Situation A.) According to the text, why not Situation B?

Situation A. A homeless man caused by Wenchuan earthquake.

Situation B. A homeless man due to alcohol use.

(Because according to Paragraph 4, “if you believe that a homeless man has caused his own misfortune and you are pretty sure he could have made better choices than he did,” or we can say he ***is responsible for*** his own situation, “then you will probably ***lean towards*** not giving any money.”)

Target words: prompt, lean towards, be responsible for

2. Which of the following people is the most likely to ***reach out*** to the homeless man due to alcohol use, while which the least? According to the text, why?

A. A teenager with a strong sense of right and wrong.

B. An old lady who cries every time she watches a sad movie.

C. A middle-aged man who often ***recalls*** his having been addicted to alcohol when he was young.

(The teenager in Situation A is the least likely to ***reach out*** because of his/her sense of ***justice***. The people in Situation B and C might donate because according to Paragraph 4, “if you can ***relate to*** the pain that would cause him to ***slip into*** the hopeless situation, then you would probably ***lean towards empathic giving***.”)

Target words: reach out, recall, relate to, slip into

3. Among all the factors we take into account before donating, what ***prompts*** us to ***reach out*** according to the research? (The research ***confirms*** the immense power of ***empathy***.)

Target word: confirm

Task 3

Ss' activity:

Fill in the blanks and complete the sentences.

Purpose:

To understand the usages of relative phrases especially the collocations of the prepositions.

Target phrases: reach out, reach for, within one's reach, out of / beyond one's reach, relate to, a sense of justice, be responsible for, slip into, lean towards

- Fill in each blank with a proper phrase chosen from the box. Each phrase can be used only once. Note that there is one phrase more than you need.

A. reach out B. reach for C. within reach D. beyond reach E. relate to F. be related to
G. a sense of justice H. be responsible for I. slip into J. lean towards

- 1) The road to success must be founded on the principle of partnership and on _____ and responsibility.
- 2) Dance with your spirit and _____ the stars.
- 3) People who _____ to strangers feel a significantly greater sense of belonging.
- 4) The man, who the police believe is psychotic, is thought to _____ eight attacks.
- 5) If your weight-loss goals are _____, you're more likely to feel frustrated and discouraged and give up on your dieting plans.
- 6) It amazed him how easily one could _____ a routine.
- 7) I found a very mixed group of individuals, some of whom I could _____ and others with whom I had very little in common.
- 8) Private spaceflight could lie _____ of rich civilians in a few years.
- 9) I _____ the belief that there should be education for everybody.

Key: GBAH DIECJ

Task 4

Ss' activity:

Tell a story that he/she once reached out and donated or decided not to donate, and explain the reasons behind with the help of the given sentence patterns.

Purposes

1. To review and make use of the vocabulary in this class to share one's experience in charity.
2. To get prepared for the Writing section in this unit to write a narrative to share one's experience of helping others.

Patterns for reference:

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- The story I'd like to share is ... (Introduce the time, place, environment, characters, etc.)
 - A major factor that determined whether or not I donated is ... (Analyze the moral trait(s) behind.)
 - I reached for my wallet and reached out to him/her because I could relate to the pain that would cause him to slip into the hopeless situation. (Give the reason you can relate to him/her or share your similar suffering if there is any.)
 - I leaned towards not giving because the _____ (the character in the story) was responsible for his/her own situation. (Further explain your decision.)

Assignments

1. Finish Vocabulary Focus I and II on the textbook.
2. Expand the story in Task 4 into a 120-word composition, detail the plots and analyze the reasons that prompted you to donate or caused you not to.

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