

《高中英语（上外版）》选择性必修第四册

Unit 1 Achieving Effective Communication

课时：第 2 课时

教学内容：Reading A (Vocabulary Focus)

课型：阅读与词汇课

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一、 教学设计与说明

1. 教学目标

本课时为本单元的第二课时，核心目标为培养学生识别和掌握重点单词用法，理解词汇使用者的意图和态度的词汇能力，并引导学生通过学习有关沟通交流主题的词汇，运用其来表达相关观点。

2. 设计思路

本课时为本单元的第二课时。课文内容是美国作家、演讲家马克·吐温在 1906 年他女儿的一次音乐表演会上发表的演讲，主要讲述了自己如何克服舞台恐惧（stage fright）的故事。这篇文章中的识别词汇为 auditorium, stalwart, intently, gubernatorial, manuscript, gem, hereditary; 重点掌握词汇为 stage fright, compulsion, bind, peek, sprinkle, pathetic, agonize, agony, glance up。除了课文词汇外，该课时还涉及有关沟通交流主题的词汇，如 convey an idea, catch one's attention, well-organized structure 等。学生通过第一课时，对文章的整体框架、主题大意、叙事脉络有了很好的理解。第一环节是学生朗读课文，回顾课文；第二环节是学习课文内词汇和表达。教师再次向学生示范 stage fright 表达的含义，而后学生完成其余单词讲解并完成教材配套的词汇练习；最后的环节是学习并尝试使用和沟通主题相关的词汇，学生完成教材配套的练习。

作业要求共两个：

- (1) 完成围绕课文重点词句表达的 5 句中译英；
- (2) 结合小组讨论，尝试用所学和沟通主题相关的词汇写一篇小短文。

3. 重点难点

识别重点单词及表达的意思和掌握其用法，例如：pathetic, compulsion, bind, sprinkle, agonize 核心词汇的学习，并且通过梳理有关沟通交流主题的词汇，运用部分词汇理解和表达相关观点。

Lesson Plan

Teaching objectives:

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

1. recognize the meaning of some vocabularies and master the usage of key vocabulary;
2. judge the meaning and function of specific words and the author's intention and attitude in the context;
3. sort out vocabulary related to the topic of communication, and use the vocabulary to express relevant information and opinions.

Procedures:

I. Warming Up

Activity 1: Reading the story

*T: Have students read aloud the story.

*Ss: Read the story aloud.

Purpose: To review the passage.

II. Key Vocabulary

Activity 2: Studying words and expressions

*T: Have students give a presentation.

*Ss: Explain the meaning of words and expressions in the context.

Purpose: To enhance students' ability in vocabulary building.

Activity 3: Finishing Key Vocabulary

*T: Have students finish Key Vocabulary on page 7.

*Ss: Skim the passage and finish the exercise.

Purpose: To understand the meaning of words and expressions in the context.

III. Topic-Related Expressions

Activity 4: Finishing Topic-Related Expressions

*T: Have students finish Topic-Related Expressions on page 7.

*Ss: Skim the passage and finish the exercise.

Purpose: To understand the topic-related expressions in the context.

Activity 5: Doing group discussion

*T: Have students share their opinion on “how to make a good public speech”.

*Ss: Work in groups and share their opinions.

Purpose: To practice using the topic-related expressions properly.

IV. Assignment

1. Finish translation exercises.
2. Based on group discussion, write a short passage about “how to make a good public speech”.