

《高中英语（上外版）》必修第四册 Unit 1 Achieving Effective Communication

课时：第 6 课时 教学内容：Strategies for dealing with communication barriers

课型：Speaking and Critical Thinking

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一、教学设计与说明

1. 教学目标

本课为本单元的第六课时，核心目标是以说的方式来表达“技术辅助解决交流障碍”这一主题。并在分享交流之后，回顾本单元所讲到的各种交流障碍和问题，同学们进行思考、归类，批判性思考不同类别的交流障碍可能有效的策略。

2. 设计思路

本课时设定位本单元的第六课时，在说方面，在课堂上将同学们引入“学校主题科技周”的概念，令同学们设身处地地去思考科技如何能够帮助沟通交流。

首先，承接上一课时的作业，分享同学们 Brainstorm 的关于沟通或交流最容易失效的场景，在黑板或是电子黑板上将这些想法陈列出。

接着给同学们进行分组，要求同学们以小组为单元选定将要讨论解决的情景，并在小组内讨论可能解决问题的科技技术手段，教师在过程中对各个小组的讨论情况进行深入掌控，促成使用英语讨论真实情境的语言学习契机。最后将讨论结果写成一份呈交给学生会的正式报告。

在后半节课中，要求同学们回顾在本单元中所学的、所分享的多个案例，通过回顾的方式将它们一一列出，并归类填写在“Critical Thinking”的表格中，并完成对应策略的填写。

在作业设计方面，本节课后要求同学们独立完成一篇报告，二选一：

1. 将小组的“科学技术帮助解决沟通交流问题”独立写成报告
2. 回顾自身遇到过的交流障碍问题，选取对你最有效的策略，陈述原因

3. 重点难点

对特性科学技术的了解，陈述该科学技术在生活中应用的可行性。

Lesson Plan

Teaching objectives:

By the end of the class, students are able to:

1. brainstorm and list occasions where communication often breaks down
2. discuss in a group the possible technologies which may help deal with communication barriers
3. list the communication problems learned in this unit and their respective possible solutions

Procedures:

I. Lead-in

Activity 1: Sharing the occasions where communication often breaks down

*Teacher: Ask students to share the examples where communication often breaks down and describe them respectively.

*Students: Share their findings after last class about the examples where communication often breaks down.

Purpose: *to get students to know the common examples of communication barrier through sharing among peers.*

Guiding questions (instructions):

Would you please give your examples where communication often breaks down and describe them respectively?

II. Speaking

Activity 2: Discussing technical solutions

*Teacher: Divide the students into groups and ask them to choose from the list a specific communication problem and discuss how technology could help to solve the problem.

*Students: Discuss and decide the creative and practical technology which could help solve the problem of communication.

Purpose: *to help students find the feasible solution through discussion.*

Guiding questions (instructions):

1. Please decide on the specific communication problem you are going to discuss in a group and agree upon it.
2. Could you find a both creative and practical technology which can help solve the communication problem your group decided and give your reasons through discussion. After that, give a report of your group findings.

III. Critical Thinking

Activity 3: Reviewing and critical thinking.

*Teacher: Ask students to review all the example of communication barriers they have learned in this unit and categorize them into different types and finish the table with the possible strategies for dealing with them.

*Students: Review what they have learned through mind maps or mind palace, and complete the table with the examples and their possible solutions.

Purpose: *to help students to generalize by identifying common characteristics.*

Guiding questions (instructions):

1. Could you tell all the examples of communication barriers you have learned in this unit and categorize them into different types?
2. Please complete the table with the examples and their possible solutions. You should categorize them into the proper blank according to 'general' or 'specific'.

IV. Homework

Write a report on either of the following topics:

1. the technology that helps to solve the communication barrier
2. the most helpful strategy in dealing with communication barriers in my life