

《高中英语（上外版）》选择性必修第一册 Unit 2 Volunteering

课时：第四课时 教学内容：Should we all volunteer? (interview) Russell (film clip)

Reporting a mini-survey about volunteering

课型：Listening, Viewing and Speaking 设计者：上海市杨浦高级中学 陈怡昉

一、教学设计与说明

1. 教学目标

本课为本单元的第 4 课时，核心目标为引导学生增强视听说的能力，思考和比较参与志愿活动有哪些益处和挑战，描述和分享志愿活动经历，提升协作互助的意识。

2. 设计思路

本课时学生的学习素材以视听材料为主体，通过音频听取主旨和细节来增强听力能力，观察独白的画面、背景、人物的面部表情和动作等推断视频内容从而强化视看技能，并开展小范围调查问卷，收集同学们对志愿活动的看法，运用表达策略，汇报调查结果，提升协作意识。

首先，通过提问引导学生思考并展开小组讨论志愿活动的好处和开展的难处，激活学生已有语言知识，激发学生兴趣。随后，将学生的视角从“自我”转到“他人”，通过听一段访谈，了解被采访者 Sue 认为在参与志愿者活动时有哪些益处和挑战。在听主旨和细节的练习过程中，引导学生理解访谈的内容和人物关系，获取访谈音频中的主旨和细节信息，以帮助学生理解听力材料并提升“听”的能力。

在完成比较志愿活动利弊的听力任务后，引导学生过渡到分析具体某个志愿活动的视看任务中来。该视频节选自动画电影《飞屋环游记》，学生在静音模式下先观看第一遍视频，通过观察老人和男孩之间对话时的面部表情、肢体动作、背景画面等来推测和理解视频所表达的主要内容。在正常播放模式下观看第二遍时，学生进一步观察说话人的语气和语调，和之前的猜测进行比对，并将细节信息填写在表格中。讨论并思考作为志愿该具备的素养。

最后，学生以 3-4 人为小组，在班中采访其他同学，就谁参加过志愿者活动、参加的理由、参加的意愿、有哪些途径可以帮助他人等方面进行调查，随后小组讨论并形成报告。

3. 重点难点

在视看中抓取有效信息，推断说话人的意图和主要内容。
学会使用“强调要点”的演讲策略，引起听众注意，表达观点。

Lesson Plan

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

1. Infer the intention and attitude of the speakers from the details in the film clip;
2. Understand the basic steps of the survey and present the findings by using the “Emphasizing Key Points” speaking strategy;
3. Understand the positive aspects of volunteering and enhance the sense of cooperation.

Procedures:

I. Interactive Activity 1: Answer the questions

*T: Ask the Ss to recall any volunteer activities they have participated in and have them brainstorm the benefits and challenges of volunteering.

*Ss: Think about the volunteering they've been involved in and think about the benefits and challenges of it.

Purpose: To activate students' knowledge about volunteering.

Guided questions:

1. What do you think are the benefits of volunteering?
2. What are the challenges for you to participate in volunteer activities?

II. Interactive Activity 2: Listen for gist

*T: Have Ss listen to the audio clip for the first time and ask them to pay attention to signal words and expressions such as *besides, in addition, as well*.

*Ss: Listen to the audio clip and pay attention to the signal words and expressions.

Purpose: To practice listening for gist and understand the positive health effects of volunteering.

Guided questions:

1. What are the two main health benefits of volunteering?
2. How did you grasp the second benefit?

III. Interactive Activity 3: Listen again for details

*T: Play the audio clip again and remind them to pay attention to the detail information this time. Ask them to fill in the blanks with no more than two words.

*Ss: Listen to the clip for the second time and fill in the blanks.

Purpose: To get the detailed information of the interview.

Guided questions:

What is Sue's attitude towards volunteering?

IV. Interactive Activity 4: View a film clip called Russell in the silent mode

*T: Have Ss look up some new words and match them with the corresponding pictures.

*Ss: Before watching the video clip, match the new words with pictures presented.

*T: Have Ss watch the video clip in silent mode and pay attention to the facial expressions, actions and clothes of the characters, and have them think about the relationship between the old man and the boy.

*Ss: Watch the video clip in silent mode and pay attention to the details and make guess.

Purpose: to develop the students' ability to infer what the video clip is about by using the clues such as the facial expression, the action and sound in the video clip.

Guided questions:

1. (Before viewing) Would you please match the word with its corresponding picture?
2. (After viewing in silent mode) What is the relationship between the little boy and the old man?

V. Interactive Activity 5: View the film clip again in the normal mode

*T: Have Ss go through the Volunteer Profile, and then play the video clip for the second time, and have Ss check their guesses and complete the Volunteer Profile.

*Ss: Watch the clip again and finish the profile.

*T: Have Ss answer the questions after watching.

*Ss: Discuss within the group and answer the questions.

Purpose: to cultivate their ability to capture detail information through viewing.

Guided questions:

1. (After viewing in silent mode) What is the relationship between the little boy and the old man?

2. Why didn't Carl accept the help Russell offered at first?
3. What lesson can you draw from Russell's volunteering story?
4. Do you think that the help Russell offers are totally meaningless?
5. What impressed you most about the little boy in the film clip?

VI. Speaking

Interactive Activity 6: Report a mini-survey about volunteering

*T: Ask Ss to work in a group of four and conduct a mini-survey on volunteering and take notes by using the table.

*Ss: Each member asks a classmate outside their group some questions about volunteer work and take notes.

*T: Have Ss share their notes within the group.

*Ss: Have a group discussion to find out why and how people volunteer.

*T: Illustrate some tips of "Emphasizing key points" with examples before presentation.

*Ss: Understand the speaking strategy of emphasizing key points and use them when preparing presentation.

*T: Invite one or two groups to present their findings in class.

Purpose: To help students master the "Emphasizing Key Points" speaking strategy and raise the sense of cooperation.

Guided questions:

1. Do you know what process and steps a survey needs to go through? These steps are currently out of order, can you put these steps in correct order?
2. Would you like to work as a volunteer in the same way? Why or why not?
3. Can you share with your group members and work together to find out why and how people volunteer?
4. Do you know any tips that can attach importance to your points?

VII. Assignment

1. Write down advice for Russell to help him complete his next volunteer project.
2. Write a summary of why and how people in your class volunteer according the results of mini-survey