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高中英语

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Unit 3 A Master of Nonverbal Humor 教学设计

Teaching goals:

1. The students will be able to know some words and expressions to describe a person's appearance.
2. The students will be able to know something about Charlie Chaplin's life experiences, charming character and convincing performance.
3. The students will be able to further understand the meaning of laughter.
4. The students will be able to have a better command of summarizing a short passage by picking out key words from the passage.
5. The students will be able to master a framework of introducing a person.
6. The students will experience the reading strategy of summarizing, analyzing, inferring, and evaluating.

Teaching process:

Step 1: lead-in

Have a taste of English humor by introducing two letters between Albert Einstein and Charlie Chaplin.

Albert Einstein:

You are really great. Everyone understands your film although there is no line.

Charlie Chaplin:

You are even greater although nobody understands your theory.

设计意图：教师用简短的语言概括了爱因斯坦和卓别林之间的一次书信交往。爱因斯坦在书信中高度赞扬了卓别林的艺术成就，引入课文话题。随后，引导学生猜测卓别林作为一个幽默大师会如何回应，激发学生的兴趣。最后，教师让学生看卓别林的回信，让学生体会了“英式幽默”。

Step 2: Describe the little tramp and read for more information (para. 3)

Level 1: physical appearance

Wear large trousers, worn-out shoes and a small round hat

Wear a moustache

Carry a walking stick

Level 2: general impression

A poor man

A homeless man

A social failure

An underdog

Level 3: inner quality

He is a little tramp but he is kind, charming and entertaining.

It was his optimism and determination to overcome all difficulties that made him charming.

He was kind even when others were unkind to him.

设计意图：延续第一环节中卓别林的话题，根据课文插图提问。由于卓别林扮演的流浪汉形象太深入人心，大部分人会将其和卓别林本人弄混。教师引导学生对该人物进行口头描述，最后让学生看第三段并回答问题，潜移默化中培养了学生预测-验证-修正的阅读策略，对人物描写的写作手法也进行了渗透。

Step 3: Appreciate the convincing acting of Chaplin (para. 4)

Tasks:

1. Ask students to circle the verbs.
2. Ask students to retell the scene with the help of the verbs:

Boil...cut off...share...cut and chew...pick out...eat

...as if it were the finest steak

...as if it were spaghetti

3. Ask students to discuss: what made it possible for Chaplin to give such convincing performances?

设计意图：放手让学生先看文本，指导学生在阅读过程中圈画出能体现卓别林精湛演技的动词，让学生体验阅读过程中的“标注”策略。后设置一个开放性的问题，激发同学们的思考和探究，引导学生带着问题回看第二段，帮助学生体验阅读过程中需要具备的预测、推断、联系上下文及归纳总结等阅读策略。

Step 4: summarize the life experiences of Charlie Chaplin (para. 2)

Task: Find out the topic sentence and paraphrase the sentence.

1. Not that his own life was easy.

His own life was not that easy.

Q: Can you find out the facts to support the idea?

Acting family: He was born in an acting family whose income was often uncertain.

Early training: He was taught to sing as soon as he could speak and dance as soon as he could walk.

Unfortunately, his father died, leaving the family even worse off.

Hard childhood: Charlie spent his childhood looking after his sick mother

and his brother.

Q: Do you think his poor childhood helped him in work? Why?

Q: Why was Charlie Chaplin and the little tramp popular at that time?

Q: What did Charlie Chaplin's performance bring to the audience during the hard days?

设计意图：学生通过对这一环节的学习，增强了对文本的概括提炼能力，也体验了阅读过程中的分析、推理和评价等需要深入思维的阅读策略。

Step 5: understand the great achievements of Chaplin (para. 1 & 5)

T: what great achievements did Chaplin achieve in his lifetime?

...

T: In a word, he is a master of nonverbal humor and brings people laughter. Up to now, we have learned a lot about Charlie Chaplin, who is a master of nonverbal humor. Can you summarize different aspects in describing Chaplin as a master?

设计意图：训练学生对人物的评价，引导学生的英语思维能力以及释义能力。（paraphrase）

Step 6: Draw out the outline of the text

Q: Can you summarize the main idea of each paragraph and understand the title from different aspects?

Para. 1: Chaplin's popularity

Para. 2: Chaplin's childhood

Para. 3: Chaplin's famous film character

Para. 4: An example of Chaplin's film

Para. 5: His achievements

Q: Why is Charlie Chaplin considered as a "master"?

His astonishing training (para. 2)

His entertaining performance (para. 2)

His charming character (para. 3)

His convincing acting (para. 4)

His outstanding work (para. 5)

设计意图：以“形容词+名词”这样的形式来解读 master 一词，即高度概括文章的内容，同时又让学生体验了文章的主要内容可用“提炼名词”和“提炼形容词”来表达。

Step 7: imitate the quotation:

T: Now we've found out why Chaplin is considered a master of nonverbal humor. And humor can bring us laughter. Just as Victor Hugo once said, "Laughter is the sun that drives winter from the human face." I think this

can be the exact comment for Chaplin's great contributions to the society. As a saying goes, "*Happiness shows up for those who cry, those who hurt, those who have searched and those who have tried, for only they can appreciate the importance of people who have touched their lives.*"

Can you imitate the sentence pattern and create a similar sentence to show the true meaning of happiness?

Laughter is the sun that drives winter from the human face. —Victor Hugo

Laughter is _____ that _____.

设计意图：让学生更好地明白 laughter 的含义，明白“苦难中的笑声”含义。开放性的仿写设计让学生可以借着这个简单的定语从句句型自由发挥。

附课文原文：

A MASTER OF NONVERBAL HUMOUR

As Victor Hugo once said, "Laughter is the sun that drives winter from the human face", and **up to now** nobody has been able to do this better than Charlie Chaplin. He brightened the lives of Americans and British through two world wars and the hard years in between. He made people laugh at a time when they felt depressed, so they could **feel more content with** their lives.

- 5 Not that Charlie's own life was easy! He was born in a poor family in 1889. His parents were both poor music hall **performers**. You may find it **astonishing** that Charlie was taught to sing as soon as he could speak and dance as soon as he could walk. Such training was common in acting families at this time, especially when the family income was often uncertain. **Unfortunately** his father died, leaving the family even **worse off**, so Charlie spent his childhood looking
- 10 after his sick mother and his brother. By his teens, Charlie had, through his humour, become one of the most popular child actors in England. He could mime and act the fool doing **ordinary** everyday tasks. No one was ever **bored** watching him – his subtle acting made everything **entertaining**.

As time went by, he began making films. He grew more and more popular as his charming character, the little tramp, became known **throughout** the world. The tramp,

- 15 a poor, **homeless** man with a **moustache**, wore large trousers, **worn-out** shoes and a small round black hat. He walked around stiffly carrying a walking stick. This character was a social **failure** but was loved for his optimism and determination to **overcome** all difficulties. He was the underdog who was kind even when others were unkind to him.

- 20 How did the little tramp make a sad situation entertaining? Here is an example from one of his most famous films, *The Gold Rush*. It is the mid-nineteenth century and gold has just been discovered in California. Like so many others, the little tramp and his friend have rushed there in search of gold, but without success. Instead they are
- 25 hiding in a small hut on the edge of a mountain during a snowstorm with nothing to eat. They are so hungry that they try boiling a pair of **leather** shoes for their dinner. Charlie first **picks out** the laces and eats them as if they were spaghetti. Then he **cuts off** the leather top of the shoe as if it were the finest steak. Finally he tries cutting and **chewing** the bottom of the shoe. He eats each mouthful with great enjoyment.
- 30 The acting is so **convincing** that it makes you believe that it is one of the best meals he has ever tasted!



- Charlie Chaplin wrote, **directed** and produced the films he **starred in**. In 1972 he was given a special Oscar for his **outstanding** work in films. He lived in England and the USA but spent his last years in **Switzerland**, where he was buried in 1977. He is loved and remembered as a great
- 35 actor who could inspire people with great confidence.

Unit 5 Theme parks-fun and more than fun 教学设计

Step 1 Pre-reading

Present some pictures. (Window of the World, Happy Valley, etc.)

Q1: Can you tell if it is a park from these pictures?

Q2: What's the main attraction?

Q3: What can you see and do here?

Q4: What's your feeling in these parks?

设计意图：此活动从内容上和语言上均与学生将要阅读的内容有紧密联系，激活了他们已有的背景知识，可为学生搭建联系新旧知识的桥梁。

Step 2: while-reading

1. Skimming

Read the text to find out the three theme parks that the write talks about.

Park 1: Disneyland

Park 2: Dollywood

Park 3: Camelot

设计意图：让学生速读找出文章主要涉及的主题公园，引导学生关注为何选择这样三个主题公园，思考各自的特色，从而更好地完成以下活动。

2. Detailed reading

Read the passage again and try to find out the key information of each theme park.

parks	location	theme	Activities
Disneyland	In several parts of the world	A magical world (fairy and cartoon character)	. travel through space . visit a pirate ship . see Snow White or Mickey Mouse . meet favorite fairy tale or Disney cartoon character . has many exciting rides
Dollywood	In the Smokey mountains in the southeastern USA	America's traditional southeastern culture	. see country music groups perform . see carpenters and craftsmen mask objects in the old-fashioned way . try traditional candies

			<ul style="list-style-type: none"> . ride on the only steam-engine train . watch bald eagles . ride on Thunderhead
Camelot	In England	Ancient English history	<ul style="list-style-type: none"> . watch magic shows . visit the jousting area where you can see fighting with swords or horseback. . visit the farm area and learning about farms in ancient England

3. Discuss the question “What are theme parks?” in groups.

(keys: For one thing, each theme park is based on a certain theme to attract people who are interested in. for another, theme parks can also be educational and can offer useful information.)

设计意图：在学生细读后，对段落内容进行整理、归纳和提炼。这部分对文章表层信息的寻查，与热身环节的预测活动紧密相关，有助于学生在阅读过程中验证预测，利用预测辅助理解，从而抓住文章主旨。在感知和理解文本的同时渗透与主题密切相关的词汇学习，学生在理解词汇的同时，也可以加深对一些历史背景的理解。

Step 3: post-reading

(1) 探究体验，整理语言知识

Activity 1: think where you would see such kind of writing.

(We would see this kind of writing in a magazine or perhaps in some kinds of newspaper or on the website.)

Activity 2: discuss the following questions:

Q1: What's the purpose of such kind of writing?

(to introduce and recommend a park)

Q2: How do you know? (from the characteristics of expressions.)

Activity 3: Read the text again to find out the language used to introduce and recommend a theme park.

Theme parks	Language used to express introduction and recommendation
Disneyland	It can be found...; it will bring you into.... As you wander, you may see...; also has.... With all these attraction, no wonder... If you want to ...come to...
Dollywood	...is one of the most unique; ...shows and celebrates; Although...the main attraction is... You can even see... Come to ... to have fun learning.
Camelot	If you want to experience...is the place for you In one place, you can.... If you want to see...then.. is a good place for visit Do you like...? Then visit... To enter a world of, come to...

(2) 归纳加工，体会语言的功能性

Activity 4: think out some other expressions about introduction and recommendation.

Other expressions about introduction and recommendation
It would be a good chance for you if you experience... Don't miss... You'll never forget... It is a place with....history. It is home to many sights that... Nothing is more beautiful than...

设计意图：Q2 可以引导学生对文本语言进行探究。Activity 4 旨在适当拓展，举一反三，丰富相关语言知识。此环节进一步按照语言功能整理有关推介语言的相关句型，便于学生记忆、存储、丰富学生有关此类话题的语言图式。

Step 4: using the language

(1) 巩固性练习

_____ the world-famous house where William Shakespeare was born in 1564 and where he grew up. This house has welcomed visitors travelling from all over the world, for over 250 years.

_____ the highly-praised exhibition Shakespeare's World, _____ a lively and full introduction to the life and work of Shakespeare.

_____ where Shakespeare grew up, _____ discover examples of furniture and needlework from Shakespeare's period.

_____ here is the traditional English garden, in which you can plant trees and flowers mentioned in the poets' works.

_____ more about the poet's childhood, then the birthplace is _____. It is tithing an easy waling distance of all the car parks shown on the map. _____ the Shakespeare Coffee House opposite the birthplace.

Shakespeare House _____ the culture of Renaissance. _____ to have fun and more than fun.

设计意图：选择一篇介绍莎士比亚故居的文章，将文章中反映推介的词汇删除，让学生进行填空练习。这一活动充分关注学生情感体验，将枯燥乏味的句型练习变成了使用句型表达内心情感的需求，活动生动有趣，同时帮助学生对所学信息和语言进行重组、加工和内化，并在运用过程中理解所学语言的交际功能，促进语言知识的迁移，形成语言运用能力。

(2) 书面表达

Suppose you are the guide of a Travel Agency. Write an introduction to Hongcun based on the following pictures and persuade tourists to have a visit. (location, theme and activities are included)

设计意图：创设更为具体的情境，提出更为明确的要求，选择安徽学生较为熟悉的黄山宏村，分别让学生介绍其地理位置、主题和宏村的主要文化活动。学生可以利用已学知识和已有经验完成书面表达，在完成任务中进一步迁移内化知识，发展语言运用能力。

案例评述：

在阅读过程中，引导学生抓住主题公园的 location, theme 和 activities 这一主线，把我文章逻辑结构，帮助学生更充分地理解文章主旨和细节，更好地体会文章的特点。在语言知识处理过程中，引导学生抓住文章的表达方式，梳理出关于“推介”语言，避免学生把主要精力放在脱离语境的词、结构上，很好地引导学生关注语言知识在语境中的运用。在语言实践活动中，教师创设了“导游介绍莎士比亚故居”这一情景，实现从课文情景到现实情景的转换，为学生积极参与口头操练，顺利完成书面表达搭建了良好的平台。学生在口头操练和书面表达中进行了充分的语言实践，为学生的语言运用能力形成提供了保障。

附课文原文:

Reading

THEME PARKS FUN AND MORE THAN FUN

Which theme park would you like to visit? There are **various** kinds of theme parks, with a different park for almost everything: food, culture, science, **cartoons**, movies or history. Some parks **are famous for** having the biggest or longest roller coasters, others for showing the famous sights and sounds of a culture. **Whichever** and whatever you like, there is a theme park for you!

The theme park you are probably most familiar with is Disneyland. It can be found in several parts of the world. It will bring you into a magical world and make your dreams come true, whether travelling through space, visiting a pirate ship or meeting your favourite fairy tale or Disney cartoon character. As you wander around the **fantasy amusement** park, you may see Snow White or Mickey Mouse in a parade or on the street. Of course Disneyland also has many exciting rides, from giant **swinging** ships to terrifying free-fall drops. With all these **attractions**, **no wonder** tourism is increasing **wherever** there is a Disneyland. If you want to have fun and more than fun, come to Disneyland!



Dollywood, in the beautiful Smoky Mountains in the southeastern USA, is one of the most **unique** theme parks in the world. Dollywood shows and celebrates America's traditional southeastern culture. Although Dollywood has rides, the park's main attraction is its culture. Famous country music groups perform there all year in indoor and outdoor theatres. People come from all over America to see **carpenters** and other craftsmen make wood, glass and iron objects in the old-fashioned way. Visit the candy shop to try the same kind of candy that American southerners made 150 years ago, or take a ride on the only **steam-engine** train still working in the southeast USA. You can even see beautiful bald eagles in the world's largest bald eagle **preserve**. And for those who like rides, Dollywood has one of the best old wooden roller coasters, Thunderhead. It is world-famous for having the most **length** in the smallest space. Come to Dollywood to have fun learning all about America's historical southeastern culture!



If you want to experience the ancient days and great **deeds** of English knights and ladies, princes and queens, then England's Camelot Park is the place for you. Every area of the park **is modelled after** life in the days of King Arthur and the Knights of the Round Table. In one place, you can watch magic shows with Merlin the Wizard. If you want to see fighting with **swords** or on horseback, then the jousting area is a good place to visit. If you do well there, King Arthur may choose you to fight in the big jousting **tournament**. Do you like animals? Then visit the farm area, and learn how people in ancient England ran their farms and took care of their animals. To enter a world of fantasy about ancient England, come to Camelot Park!