

《阳光英语》高二（下）Favourite Games

教学设计

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【背景介绍】

21 世纪对高素质创新人才的迫切需求催生了各国的教育变革，突出培养学生必备品格和关键能力。新时期学校教育正逐步从“以教为中心”向“以学为中心”转变，教师应加强对学生自主学习、探究性学习、个性化学习的组织，英语教学应着眼于培养学生的语言能力、文化意识、思维品质和学习能力。

【内容分析】

《阳光英语》高二（下）Favourite Games 是一本关于世界各地游戏的说明类读物，主要介绍了世界各地最受欢迎的游戏，从游戏工具的制作到参与者的角色分配，到具体的操作规则都进行了详尽的描述。如 Kites:



书中介绍的游戏大多简单易操作，参与性强，符合学生的年龄特征。

【教学思路】

通过课前的自主学习，学生能够了解 11 种世界各地有趣游戏的基本信息；通过课堂上各类教学活动，进一步从文化的角度深层了解各类游戏的异同，特别是两种有特色的游戏，提升学生英语学科的核心素养。

发展学生的语言能力。学生通过阅读理解书中对游戏过程的分步骤描述，学会使用清晰、简洁、易懂的语言讲解事物或描述计划实施步骤；学习和模仿使用条件状语从句表述可能发生的情况；能通过阅读，理解语篇所表述的意义，对语篇中介绍的游戏有自己的思考、判断和综合分析。

提高学生的思维品质。学生通过不同形式游戏的信息处理，提炼事物的共同特征，探究游戏规律，养成科学探究精神，提高逻辑思维等品质。

培养学生的文化意识。学生通过英语语篇的学习和世界各地不同游戏的了解，学会比较和归纳语篇反映的文化，形成自己的文化立场和态度、文化认同感和文化鉴别能力。

提升学生的学习能力。通过课前自主学习，课堂上的活动参与，课后的游戏自主设计，让学生自主学习，积极调用不同的学习策略，监控和评价自己的学习过程和学习效果，反思和调整阅读策略和计划，在阅读实践中提升学习能力。

【教学目标】

在本课学习结束时，学生能够：

1. 概述不同国家有趣的游戏特征以及其代表的休闲文化；
2. 有条理地描述一个事件的基本过程；
3. 用英语介绍本书中自己最喜欢的一个游戏并说明喜欢的理由；
4. 与小组成员合作设计一份介绍中国传统游戏的手册，介绍时使用英语和图示。

【教学重难点】

教学重点：11 种不同游戏中最复杂的游戏风筝的信息处理。

教学难点：引导学生在探究性学习过程中学会发现同类事物的不同点。

【教具准备】

教师用计算机 1 台，投影仪，教学一体机、阅读圈材料等。

教学环节一：学习反馈

教师活动	学生活动	设计意图
<p>1. 组织学生进行课前自主学习情况反馈；</p> <p>2. 展示优秀课前自主阅读学习任务单。</p> <p>T: Have you finished reading the brochure Favorite Games? And have you finished the home worksheet?</p> <p>Choose the best one in your group and give the paper to me, please.</p>	<p>1. 分 6 人小组核对课前自主学习单上的表格内容；</p> <p>2. 选出小组内完成的最优秀的课前自主阅读学习任务单。</p>	<p>1. 反馈学情；</p> <p>2. 鼓励优秀同学。</p>

（自主阅读学习任务单相应板块见附件 1）

教学环节二：导入

教师活动	学生活动	设计意图
<p>1. 玩一玩</p> <p>教师组织互动游戏“Rushing to answer” 游戏名称抢答第一轮。</p> <p>1) 讲解游戏规则；</p> <p>2) 组织学生进行游戏；</p> <p>3) 总结：游戏能带给人无限的快乐，导入本课主题。</p> <p>T: Good morning, class.</p> <p>T: Do you like playing games?</p> <p>T: We are going to play a game today which is called “rushing to answer”. I will give you some information</p>	<p>全班参与互动游戏“Rushing to answer”。</p> <p>1. 了解游戏规则；</p> <p>2. 进行游戏。</p> <p>S: Good morning, Jasmine.</p> <p>S: Yes. / No.</p>	<p>1. 引导学生回顾不同种类游戏的名称和特征，进一步检查学生课前阅读效果。</p> <p>2. 通过逐步递进的描述，引导学生关注不同游戏之间的异同点。</p> <p>3. 引出主题。</p>

<p>about 6 games introduced in the book. Let's see who will be the first one to find out the names of the games.</p> <p>T: Well, you see. Games can always bring us a lot of joy. So I am sure you will like the class today because the topic of the class today is "Favourite Games".</p>	S: Name the games.	
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(游戏名称抢答的提示信息)

<p>No. 1: Hit the Penny This game should be played outside. To win the game, you have to get the most points. It helps if your aim is good. It involves coins.</p>	<p>No. 2: Doorkeeper There is no limit to the number of players. You don't need much equipment to play this game. All you need is a group of friends and a small rubber ball. To play the game, players stand in a circle with one player in the middle.</p>
<p>No. 3: NerENCHI It's a sit-down game. To win the game, you need to have good strategies. You can draw the board for the game yourself. The name of the game is also the aim of the game.</p>	<p>No. 4: Ti Rakau The name of the game comes from another language. This game helps its players practise their co-ordination skills. To play the game, each player holds two sticks. It came from New Zealand.</p>
<p>No. 5: Gorri The equipment for this game can be easily made with things around you. This game involves throwing things. The disk used in the game is called a "kangaroo". It came from the Aboriginal people of Australia.</p>	<p>No. 6: Kites This game came from a country with a long history. Making the equipment for this game takes many steps. Playing this game well requires skills. You need some wind to play this game.</p>

<p>教师组织互动游戏“Rushing to answer” 游戏名称抢答第二轮。</p> <p>引导学生发现剩余 5 个游戏</p>	<p>1. 自行设计抢答线索; 抢答游戏名称。</p>	<p>1. 通过阅读任务, 引导学生对课前阅读中获取的细节信息进行回顾和筛选;</p>
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<p>特征，鼓励学生自行设计抢答线索，组织学生进行抢答。</p> <p>T: Let's play the game "Rushing to answer" again. Well, this time, it is you who give some information about the rest 6 games and it's also you who try to find out the names of the games.</p>		<p>2. 引导学生对各类游戏的具体信息进行加工和处理，培养学生诠释文本信息的能力；</p> <p>3. 通过信息重组，进一步巩固和加深对文本内容的理解。</p>
<p>2. 想一想</p> <p>引导学生在游戏结束后思考游戏的作用。</p> <p>T: We just played a game. How did you feel when you were playing this game? Can you think of some things you can do to prepare better for this game? What skills might be useful in playing this game?</p>	<p>2. 分析总结游戏所需及锻炼的技能。</p>	<p>活动 2:</p> <p>通过游戏，让学生切实感受游戏的作用，为后面探讨各种投掷游戏的作用做铺垫。</p>

教学环节三：“阅读圈”教学

教师活动	学生活动	设计意图
<p>引导学生深入学习书本中最复杂的一个游戏 (kites PP 13~17)。教师通过提问引出该游戏，之后将学生分成六人小组进行“风筝”这一游戏的相关内容的学习。</p> <p>T: Which game do you think is the most complicated and covers the most pages?</p> <p>T: We are going to form a reading circle. Six students work in a reading circle. Discussion leader, whose job is to raise questions according</p>	<p>2.深入学习书本中最复杂的一个游戏 (kites P13~17)。分成六人小组构建“阅读圈”，进行“风筝”这一游戏的相关内容的学习。</p>	<p>活动 2:</p> <p>1. 通过阅读任务，引导学生对风筝的制作过程及放飞过程等信息进行加工和处理，培养学生诠释文本信息的能力；</p> <p>2. 引导学生通过完成不同角色任务，学会在读书中应该关注哪些方面，由此养成良好的读书习惯，通过阅读学习</p>

<p>to the book and organize the group members to discuss the questions.</p> <p>Summarizer, whose job is to summarize how to play the game.</p> <p>Culture collector, whose job is to find out the culture background in the game and compare that with other games.</p> <p>Connector, whose job is to find out what other games are similar to this one and what their differences are.</p> <p>Word master, whose job is to clarify the difficult words and expressions, especially those with special meanings.</p> <p>Passage person, whose job is to find out some well-written sentences or passages and analyze how the writer explains the playing course in a clear way.</p>		语言和培养思维。
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（自主学习任务单相应板块见附件 1）

（阅读圈流程图、阅读圈填写材料见附件 2）

教学环节四：归纳总结与应用

教师活动	学生活动	设计意图
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<p>活动 1:</p> <p>分小组活动, 让学生阅读读物第 28-29 页, 引导学生关注作者为了说清 NerENCHI 锡兰直棋的玩法, 都使用了哪些方法, 并填写 Worksheet 2 的表格, 探讨说明文的写作技巧。</p> <p>T: Let's read Pages 28-29 about NerENCHI, then answer the following questions to fill in the table.</p> <p>What techniques did the author use to make her meaning clear?</p> <p>Can you give us an example?</p> <p>Is this the only time this technique is used in this chapter?</p>	<p>活动 1:</p> <p>分小组活动, 阅读读物第 28-29 页, 关注作者为了说清锡兰直棋的玩法, 都使用了哪些方法, 并填写 Worksheet 2 的表格, 探讨说明文的写作技巧。</p>	<p>活动 1:</p> <p>增强学生的归纳、总结能力, 学习描述一件事物的写作技巧。</p>
<p>活动 2:</p> <p>组织学生分小组活动, 让学生口头介绍一种中国传统游戏, 然后派代表在班级展示。教师给予必要的帮助并做出评价。</p> <p>T: Since we have learnt the techniques of introducing a game, now I'd like you to work in groups to work out an introduction to a traditional Chinese game.</p>	<p>活动 2:</p> <p>分小组活动, 口头介绍一种中国传统游戏, 然后在班级展示。</p>	<p>活动 2:</p> <p>尝试运用学习描述一件事物的技巧, 为课后拓展做好铺垫。</p>

教学环节五: 读后拓展

教师活动	学生活动	设计意图
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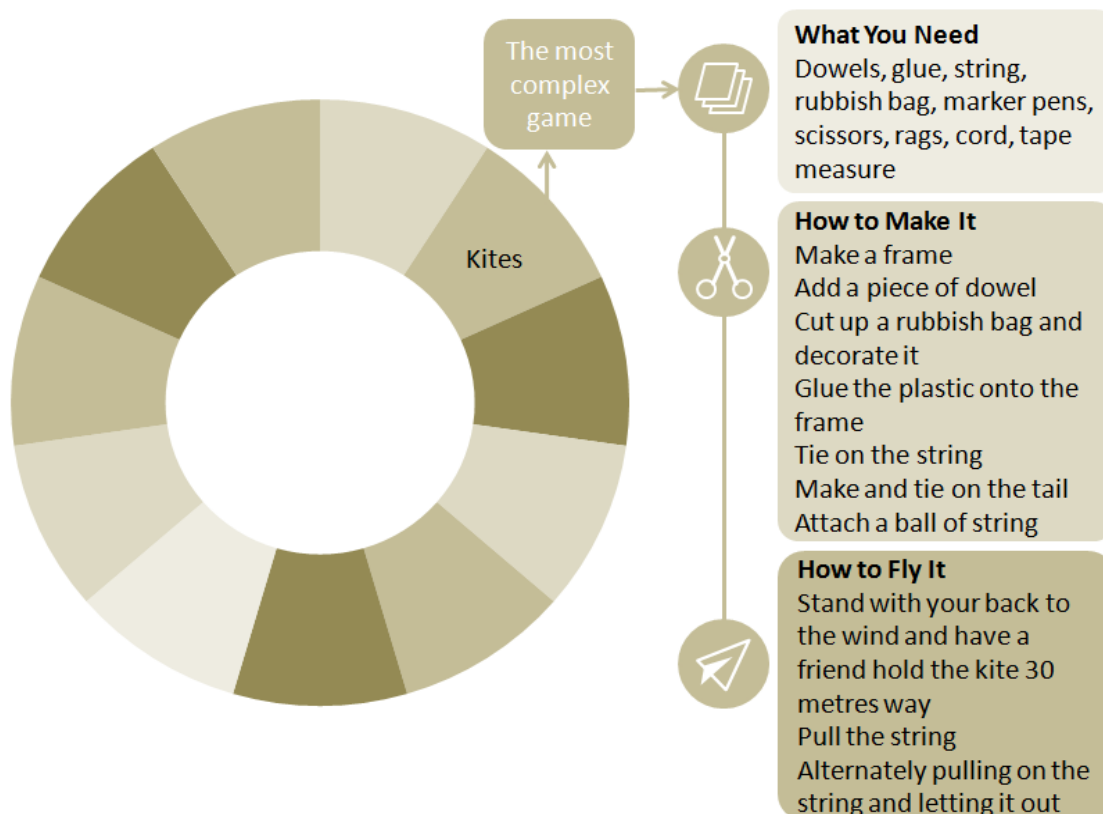
组织学生以小组为单位，设计一份中国传统游戏的讲解手册，配上相应的插图，准备在班级和学校展出。教师给予必要的帮助。	以小组为单位，设计一份中国传统游戏的讲解手册，配上相应的插图，准备在班级和学校展出。	1. 鼓励学生了解中国的传统文化； 2. 培养学生对事实性信息进行加工和处理的能力，增强学生对复杂事物的表述能力。
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附件 1：自主阅读学习任务单

课前任务 1：阅读本书，完成下表。

Home Worksheet 1

What games does the book introduce? Fill in the ring. Write down what you have learnt about the game which interests you most. The information about kites is given as an example.



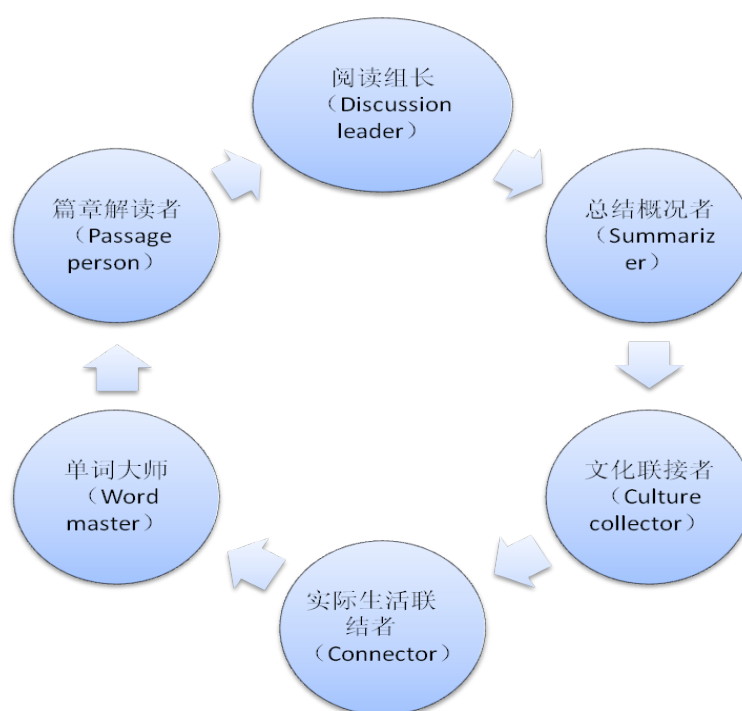
The game which interests me most:

A large, empty, light blue rounded rectangle for writing the answer to the question 'The game which interests me most:'.

课前任务 2：了解“阅读圈”的分组方法：

“阅读圈”每组六名成员，分别是：

- 1) 阅读组长 **Discussion leader**：负责针对阅读材料进行提问，组织小组成员进行讨论。
- 2) 总结概况者 **Summarizer**：负责对阅读材料进行总结，总结这个游戏怎么玩。
- 3) 文化联接者 **Culture collector**：负责搜集游戏中的文化背景，探索和其他游戏的文化异同。
- 4) 实际生活联结者 **Connector**：负责从阅读材料中探寻该游戏跟我们日常的哪些游戏类似，有什么区别。
- 5) 单词大师 **Word master**：负责解决阅读材料中重难点或具有重要或特殊意义的单词和短语，并阐述原因，比如说文中出现的关于该游戏中的非英语词汇等。
- 6) 篇章解读者 **Passage person**：负责探寻并阐释阅读材料中具有重要或特殊意义或写得漂亮的段落，发现作者是如何将游戏过程解释清楚的。



课堂任务：说明文写作技巧的探索

Class Worksheet

What techniques does the author use to make his meanings clear? Write them down with some examples from the chapter. You may use more than one example for each technique.

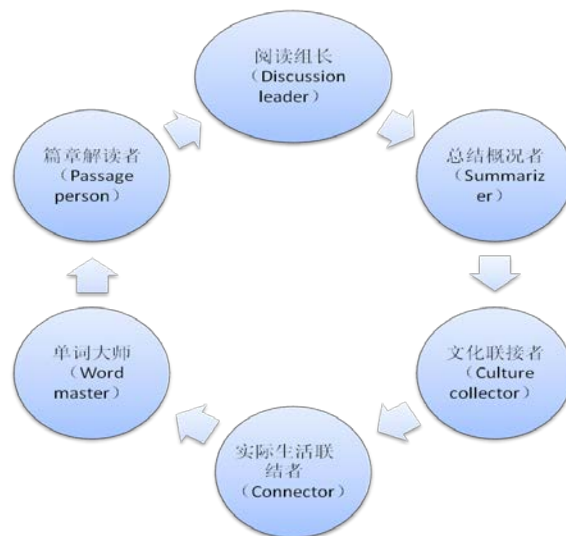
Technique	Example

附件 2:

“阅读圈”具体分组方法

每组六名成员，分别是：

- 1) 阅读组长 Discussion leader: 负责针对阅读材料进行提问，组织小组成员进行讨论。
- 2) 总结概况者 Summarizer: 负责对阅读材料进行总结，总结这个游戏怎么玩。
- 3) 文化联接者 Culture collector: 负责搜集游戏中的文化背景，探索和其他游戏的文化异同。
- 4) 实际生活联结者 Connector: 负责从阅读材料中探寻该游戏跟我们日常的哪些游戏类似，有什么区别。
- 5) 单词大师 Word master: 负责解决阅读材料中重难点或具有重要或特殊意义的单词和短语，并阐述原因，比如说文中出现的关于该游戏中的非英语词汇等。
- 6) 篇章解读者 Passage person: 负责探寻并阐释阅读材料中具有重要或特殊意义或写得漂亮的段落，发现作者是如何将游戏过程解释清楚的。



阅读时，学生根据自己的角色，经过独立思考、小组讨论、全班汇报、整理任务的过程，完成自己的角色任务。每个角色需各自完成的任务表如下：

Discussion Leader

Title: _____

Name: _____

The Discussion Leader's job is to...

- ✓ read the text, and prepare at least five general questions about it.
- ✓ ask one or two questions to start the Reading Circle discussion.
- ✓ make sure that everyone has a chance to speak and joins in the discussion.
- ✓ call on each member to present their prepared role information.
- ✓ guide the discussion and keep it going.

Your discussion questions can come from your thoughts and questions as you read. Write down your questions when you have finished reading. It is best to use your own questions, but you can also use some of the ideas at the bottom of this page.

My Questions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Some ideas:

- *Questions about the problems the players may meet when preparing for the game.
- *Questions about the problems the players may meet when playing the game.
- *Questions about the aim of the game.

Summarizer

Title: _____

Name: _____

The Summarizer's job is to...

- ✓ read the text and take notes about the game.
- ✓ find key points that everyone must know to understand how to play the game.
- ✓ summarize the preparation for and the way to play the game in your own words.
- ✓ share your summary with the group to help them better understand the way the game should be played.

Your summary should come from your understanding of the text as you read. Write down your summary when you have finished reading. You should use your own words.

My Summary:

What you need:

Preparations:

How to play:

Culture Collector

Title: _____

Name: _____

The Culture Collector's job is to...

- ✓ read the text and look for both differences and similarities between your own culture and the culture found in the text.
- ✓ make notes about two or three sentences that show these cultural points.
- ✓ read each sentence to the group, and talk about your understanding about the differences and similarities.
- ✓ ask the group some questions about these cultural points, and see if they have found others in the text, write these down also.

Your notes should come from your understanding of the text and your knowledge of your own culture. Write down your notes when you have finished reading. You should write down the sentences from the text, then use your own words to explain the cultural points.

My Cultural Collection (differences and similarities):

1. Page _____ Sentence from the text _____

Cultural point

2. Page _____ Sentence from the text _____

Cultural point

3. Page _____ Sentence from the text _____

Cultural point

Connector

Title: _____

Name: _____

The Connector's job is to...

- ✓ read the text, and look for connections between the text and our everyday life.
- ✓ make notes about at least two possible connections to your own experiences, or to the experiences of friends and family, or to real-life events.
- ✓ tell the group about the connections and ask for their comments or questions.
- ✓ ask the group if they can find any other connections, and make notes of these as well.

Your connections can come from your own experiences or the experiences of people around you. Write down your connections when you have finished reading. Here are some questions that may help you.

Have you played this game before?

Have you played any games that are like this one?

In what ways are they alike?

My Connections:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Word Master

Title: _____

Name: _____

The Word Master's job is to...

- ✓ read the text, and look for words or phrases that are new or difficult to understand, or that are important in the text.
- ✓ choose five words (only five) that you think are important for this text.
- ✓ explain the meanings of these words in a few words to the group.
- ✓ tell the group why these words are important.
- ✓ ask the group if there are other words they find difficult or important.

Your five words do not have to be new or unknown words. Look for words in the text that really stand out in some way. These may be words that are:

- ☐ repeated often
- ☐ used in an unusual way
- ☐ important to the meaning of the text

My Words	Meaning of the Word	Reason for Choosing the Word
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____

Passage Person

Title: _____

Name: _____

The Passage Person's job is to...

- ✓ read the text, and find important, interesting, or idfficult passages.
- ✓ make notes about at least three passages that are important for the text, or that have very interesting or powerful language.
- ✓ read each passage to the group, or ask the group members to read it themselves.
- ✓ ask the group one or two questions about each passage.
- ✓ explain to the group why you think this passage is important.

A passage is usually one paragraph, but sometimes it can be just one or two senteces. You might choose a passage to discuss because it is important, informative, surprising, funny, confusing or well-written.

My Passgaes:

1. Page _____ Lines _____

Reason for Choosing the Passage

Questions about the Passage

2. Page _____ Lines _____

Reason for Choosing the Passage

Questions about the Passage

3. Page _____ Lines _____

Reason for Choosing the Passage

Questions about the Passage
