

《高中英语（上外版）》选择性必修第四册 Unit 3 Delving into History

课时：第 1 课时 教学内容：The Grand Canal

课型：Reading A (Getting started) 设计者：上海市浦东复旦附中分校 蒋丽君

一、教学设计与说明

1. 教学目标

本课为本单元的第一课时，核心目标为引导学生在基于主题语境的阅读活动中运用略读、扫读等策略，了解京杭大运河建造的历史进程，理解其建造目的及在中国历史上所起的作用，并通过分析大运河作用的历史变迁使学生进一步了解本民族文化。

2. 设计思路

本课为本单元的第一课时，旨在引导学生通过阅读文本，切入本单元主题——探究历史遗存。学生不仅要通过阅读活动获取有关大运河发展的史实，还需从文本提供的信息中分析并感悟到大运河的开凿和改建对国家经济、文化的促进作用。首先，教师请学生根据图片回忆所了解的中国历史上著名的基础设施工程（如长城、都江堰等）引出本课探讨的对象——京杭大运河。然后，通过阅读正文前的介绍文字获得本课阅读活动的主要目的，了解大运河开凿的原因和它的作用。接着，学生带着明确的阅读目的略读第一段，获取大运河的基本信息。对文本 2-8 段主体部分的阅读指导主要分两步。先略读，根据所给的部分划分和大意进行内容配对。再详读，根据所给的不同历史时期，捕捉文本中的特定信息，以小组为单位对相关的事件和功能进行信息匹配。之后，回到最初的阅读目的，总结讨论开凿大运河的原因和大运河在不同时期的作用。在读后环节，学生两两合作生生互动进行角色扮演。一名学生正在做大运河研究课题，另一名学生扮演指导教师，回答该同学的问题。每对学生的问题由教师随机指定并发放。学生也可适当进行拓展。完成讨论后，由角色为做课题的学生进行汇报。

课后作业为课堂活动基础上的延伸，要求每位学生写出 120---150 词左右基于课堂讨论问题的研究报告。

3. 重点难点

理解并讨论在不同历史时期大运河的作用的变迁、原因，以及对国家经济、文化的影响。

Lesson Plan

Teaching Objectives:

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

1. chronologically order the major events in the history of the Grand Canal;
2. locate detailed information of the canal according to different historical periods;
3. analyse how the role of the canal changed over the history and how the canal impacted our country.

Procedures:

I. Warming-up activity : Identifying great infrastructure achievements in Chinese history

*T: Show students a few pictures of great ancient engineering projects in Chinese history.

Ask Ss to recognize them in English and elicit the target project in this class.

*Ss: Try naming the infrastructure projects in English.

Purpose: To get familiar with the topic, remove the vocabulary barriers.

Guided question:

Can you recognize and name the ancient Chinese engineering projects in the pictures?

II. Activity 1: Reading for the gist of the passage

*T: Ask students to read the introductory part of the passage and help them figure out what will be mainly covered in the passage.

*Ss: Read the introduction and locate the key words.

*T: Ask students to read Para. 1 before exploring further.

*Ss: Read the paragraph and answer questions.

Purpose: To make out what will be talked about before reading the main part and lay a foundation for better understanding by obtaining the basic information of the Grand Canal.

Guided questions:

1. What information about the Grand Canal are you going to find out in the text?
2. How many provinces and river systems does it cover?
3. Is the Grand Canal now world famous? Why?

III. Activity 2: Skimming for the main ideas of each paragraph

*T: Present the part divisions and the subheadings at random order and ask students to match them correctly after they skim Para.2-8.
 *Ss: Skim Para.2-8 and do the match work in pairs.
 *T: Draw a conclusion based on the information that the Grand Canal took shape slowly and gradually over the history.

Purpose: To arrange the major events in the development of the canal, preparing the students for further understanding and analysing.

Guided question:

Can you work out what each part of the passage is mainly about?

Part	Para.	Subheading
1	2-3	The Initial Construction
2	4-5	A Major Change
3	6-7	A Busy Waterway
4	8	The Canal Today

IV. Activity 3: Scanning for the specific information of each historical period

*T: Hand out paper cuttings to each group. Have Ss work together to match three categories for each historical period correctly.
 *Ss: Read Para.2-8 carefully and match the paper cuttings according to the information from the text.
 *T: Raise a few questions to guide the students to understand why the canal was built and what roles it played in history.
 *Ss: Discuss the questions in groups and share their ideas in class.

Purpose: To sort out detailed information in the construction of the canal and analyse the functions of the canal.

Guided questions:

1. Can you work in groups and match three categories of information for each historical period?

Historical period	What happened to the canal?	What was its function?
Spring and Autumn period	construction began, linked different rivers	to transport goods and military supplies
Sui dynasty	rebuilt and connected old waterways, damaged in wars	to speed its flow
Ming dynasty	restored	to transport grain and salt from south to north; cotton, wool, coal, flour, precious stones and dried meat from north to south
Today	still in use	to divert water from south to north

2. Why was the canal built?
3. Can you discuss in groups to figure out what roles it played in history?

V. Activity 4: Simulating a tutor-student dialogue

*T: Present a context in which a pair of students act respectively as a primary student and a tutor. The student is doing a research project on the Grand Canal with a question list (one of the three types) at hand. The tutor will discuss the student's questions while answering him/her.

*Ss: Apply what they have learned about the Grand Canal to a simulated dialogue.

*T: Ask a few pairs to present their dialogues to the whole class.

Purpose: To encourage students to review and apply what they have learned in the class.

Guided questions: (Every pair will randomly get a type of questions.)

TYPE 1	TYPE 2	TYPE 3
1. Who started constructing the canal and when? 2. What do you think was his contribution in history? 3. How and why did the role of the canal change over time?	1. What changes did the canal experience in the Sui dynasty? 2. Why do you think people made such changes then? 3. How did the role of the canal change in the Ming dynasty? Why?	1. What happened to the canal in the Ming dynasty? 2. How did the change in the Ming dynasty impact the country as a whole? 3. Does it make sense to protect the canal today? Why?

VI. Assignment:

Students are required to write an essay of about 120 to 150 words with the help of the questions discussed in class.