

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

课时：第 2 课时      教学内容：The Grand Canal

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## 一、教学设计与说明

### 1. 教学目标

本课为本单元的第二课时，核心目标为通过思维导图的形式，引导学生建立与 Reading A 语篇相关的词汇语义网，并在此基础上对语义网中的重点词汇和词块进行词义、用法的延伸教学。在学习活动中让学生有机会使用新的词语进行口头和书面表达。

### 2. 设计思路

本课为本单元的第二课时，旨在引导学生从第一课时的书面作业出发，借助教师提供的思维导图框架，梳理 Reading A 的重点词汇，构建古代工程相关的词汇语义网，并在学习活动中深入学习词块，达到扩大词汇量，加强词汇迁移运用能力的目的。首先，教师引导学生回忆第一课时的书面作业，呈现本话题有关的词汇语义网思维导图，请学生分门别类对所涉词块进行梳理。经过分享、校对之后，获得一个较完整的词汇分类。然后，教师选取其中的重点词汇，结合文本语境或日常生活进行拓展。在深入学习了以上词汇之后，学生将通过小组合作，迁移运用所学词汇口头介绍长城的建造、作用及影响。

课后作业是将课堂的口头产出写成文字，并完成课本上的课后练习 Topic-related expressions。

### 3. 重点难点

结合文本和学生生活进行词汇拓展学习

## Lesson Plan

### Teaching Objectives:

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

1. sort out and categorize the key lexis based on the topic covered in the previous class;
2. further explore how the key words and phrases are used in different contexts;
3. apply what has been learned to the discussion of another infrastructure achievement--the Great Wall.

### Procedures:

#### I. Activity 1: Locating the key lexis with the help of a mind map

\*T: Show students a mind map of lexis categorization and ask students to find out the related words and phrases.

\*Ss: Recall the text and locate the lexis by working in pairs.

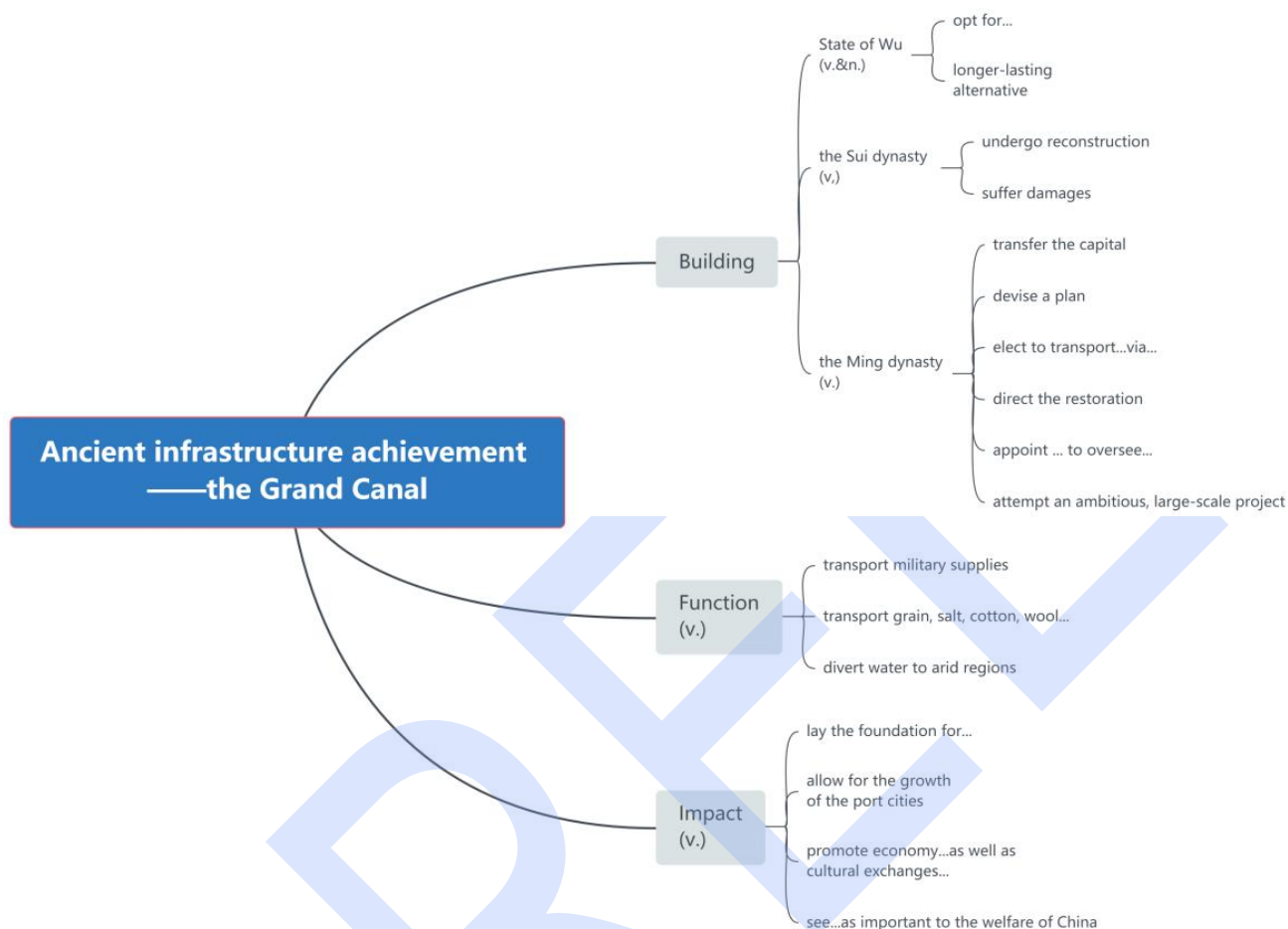
\*T: Ask students to share their findings and provide the key lexis for reference.

**Purpose: Warm up with what has been learned, and prepare students for vocabulary focus.**

Guided question:

Can you categorize the vocabulary related to the Grand Canal according to the mind map?

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## II. Activity 2: Studying two pairs of synonymous words or phrases

\*T: Ask students to identify two pairs of synonymous words/phrases. (opt for/elect to do; undergo/suffer)

\*Ss: Work in pairs and identify them.

\*T: Give examples to paraphrase.

\*Ss: Try rewriting sentences with the given lexis.

**Purpose: To further understand words and phrases and practise paraphrasing sentences.**

Guided questions:

1. Can you find out words or phrases with similar meanings?
2. Can you try rewriting the sentences ?

The State of Wu opted for building an artificial waterway.

=The State of Wu elected to build an artificial waterway.  
The canal system built in the Sui dynasty suffered damages from the war.  
=The canal system built in the Sui dynasty underwent damages from the war.

### III. Activity 3: Focusing on “a long(er)-lasting alternative”

\*T: Present the phrase “a long(er)-lasting alternative”, and ask students to replace the present participle phrase with a relative clause.  
\*Ss: Rewrite the phrase.  
\*T: List a few other phrases with relative clauses and elicit a compound word formation-- adj.+v-ing/v-ed.  
\*Ss: Produce a few sentences about the canal using the compound words.  
\*T: Present different parts of speech of “alternative”, and ask students to try rewriting the phrase into the one with “alternative” as an adjective.

**Purpose: To expand and build up students’ vocabulary with word formation skills, and better understand words with various parts of speech.**

Guided question:

1. Can you replace “long-lasting” with a relative clause?
2. Would you please try to turn the following relative clauses into compound adjectives?
3. Can you rewrite the sentence by using “alternative” as an adjective?
4. What phrase can you employ to say with “alternative” that one’s only choice is to do sth.?

\* a long-lasting alternative = an alternative which lasts long  
a project which consumes huge amounts of labour = a (hugely) labour-consuming project  
children who grow fast = fast-growing children  
a job which pays low = a low-paying job  
leaders who think forward = forward-thinking leaders  
\* Building a canal is an economical alternative to road transport. (n.)  
= Building a canal is an alternative means of transport to road transport. (adj.)  
\* As a distant and weak state, Wu’s only choice was to find a cheaper means of transport.  
=..., We had no alternative but to find a cheaper means of transport.

### IV. Activity 4: Focusing on “transfer” and “devise”

\*T: Demonstrate a sentence and ask students to replace two words with the new words mentioned.  
\*Ss: Search for the proper words.

\*T: Showcase more examples of the two words and give students some translation practice.

\*Ss: Work in pairs to work out the translation.

**Purpose: To reach out for polysemy in different contexts.**

Guided questions:

1. Can you substitute the underlined words with the words in the text?

The Ming emperor wanted to move his capital from Nanjing to Beijing, so he decided to take advantage of the waterway system when thinking out a plan for the food transport.

2. Can you translate the following sentences ?

➤ 三年级的时候我的父母把家从苏州搬到了另一个城市，我也同时转学去了那里。

My parents transferred our home from Suzhou to another city when I was in Grade Three, and meanwhile I transferred there as well.

➤ 这个游戏构思精巧，能吸引更年幼孩子的注意力。

The game is delicately devised to draw the attention of younger kids.

## V. Activity 5: Relating “direct” and “lay the foundation for” to familiar lexis

\*T: Present the original context with “direct” and “lay the foundation for” and additional examples to help students come up with synonyms.

\*Ss: Infer the meanings from the given context and relate them to the lexis they have learned.

**Purpose: To expand the students’ vocabulary by adding more expressions to their disposal.**

Guided question:

Can you understand exactly what the underlined words and phrases mean in the following sentences?

1) To direct its restoration the emperor appointed Chen Xuan, an expert on hydraulic engineering...

A diplomat is responsible for directing negotiations with foreign officials.

Mr Turner began to direct the investigation the issue the moment he joined our team.

2) It was this canal that laid the foundation for the future, longer Grand Canal.

The foundations of the house are being laid today. No wonder I can feel our building shaking.

The mutually friendly connections between the two schools laid the foundations for their future cooperation.

## VI. Activity 6: Focusing on “attempt” as both verb and noun.

\*T: Present “attempt” both as a verb and a noun, giving 1-2 examples, and students try themselves.

\*Ss: Learn the examples and try paraphrasing the original phrases into “attempt” as a noun, and try more.

**Purpose: To practise using words of multiple parts of speech.**

Guided questions:

1. Can you use “attempt” as noun and rewrite the following sentence?

The Ming emperor attempted an ambitious and large-scale canal project.

= The Ming emperor made an attempt to start an ambitious and large-scale canal project.

2. There are more words that can be both verb and noun. Can you rewrite the following sentences with a different part of speech of the underlined words?

1. They have serious doubts about the feasibility of the plan.

2. There is no substitute for parents’ care for their children.

3. The local residents strongly campaigned against the housing policy.

4. Wars following the Sui dynasty severely damaged the canal.

5. All the electrical appliances sold here are guaranteed for at 3 years.

## VII. Assignment:

1. Write an essay of about 150 words on the construction, functions, and impact of the Great Wall.
2. Finish Vocabulary Focus-II on P.39 of the textbook.