

《高中英语（上外版）》选择性必修第一册 Unit 3 Adventuring

课时：第 2 课时

教学内容：Endurance

课型：Vocabulary Focus

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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 2 课时，核心目标为引导学生梳理出有关探险主题的词汇，并运用部分词汇理解和表达相关信息和观点，引导学生培养正确的成功观以及不畏艰险和失败的探险精神。

2. 设计思路

本课由“复习课文并完成探险路线图”的活动作为导入，帮助学生回顾课文内容以及叙事模式。接着，通过师生问答的形式，引导学生根据对课文的理解以及词汇衔接策略的运用，识别话题相关词汇，构建话题词汇语义网。之后，学生根据叙事模式，运用话题词汇，重述故事。最后，学生观看电影《攀登者》的片段，运用叙事模式、话题词汇以及多模态策略来描绘五方洲及其队伍珠峰的探险经历，并就“五方洲的成功登顶珠峰与 Ernest Shackleton 失败的南极探险相比是否更有意义？”这一问题进行讨论和自我表达，引导学生正确看待成功与失败，培养不畏险阻和失败的精神。

3. 重点难点

重点：根据对课文的理解以及词汇衔接策略的运用，识别话题相关词汇，构建话题词汇语义网。

难点：运用所学话题相关词汇描述探险经历并进行评价。

Lesson Plan

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

1. figure out the meanings of key vocabulary in reading A.
2. recount the adventure of Ernest Shackleton and his men with the help of narrative pattern and topic-related vocabulary.
3. describe the adventure to Qomolangma and express your attitudes toward success and failure with the help of what you've learnt.

Procedures:

I. Reviewing

*T: Ask students to review the text and complete the map of the adventure route according to the elements of narrative pattern.

*Ss: review the text and complete the map of the adventure route.

Purpose: to help students review the text and narrative pattern.

Guided questions:

Please review the text as fast as possible and complete the map of the adventure route by using words and expressions found in the text.

II. Focusing on Vocabulary and Content (Meaning)

* T: 1. Help students review the story and identify topic-related vocabulary by either asking students text-related questions or using strategies of Lexical Cohesion; 2. Guide students in rearranging these words and expressions into sub-topics about adventure (“Environmental Condition”, “Challenges in Adventure”, “Mood” and “Solutions to Challenges”).

* Ss: 1. Read the story again and identify topic-related vocabulary while answering questions; 2. Rearrange the identified words and expressions into sub-topics regarding the topic “adventure”.

Purpose: to help students elicit useful vocabulary about a given topic and its sub-topics and enlarge the vocabulary.

Guided Questions:

1. Can you give an account of what Weddell Sea / ... is like according to the text?
2. What difficulties did Ernest and his men meet with in Weddell Sea / ...?
3. How did Ernest and his men feel in the very situation?
4. How did they overcome / plan to overcome the difficulties?

III. Recounting the Adventure of Ernest Shackleton

*T: guide students to recount the adventure with the help of narrative pattern and topic-related vocabulary.

*Ss: recount the adventure with the help of narrative pattern and topic-related vocabulary.

Purpose: Encourage students to apply what they’ve learned to recount the adventure.

Guided Questions:

Can you recount the adventure with the help of narrative pattern and topic-related vocabulary?

IV. Describing the adventure to the summit of Qomolangma

*T: 1. Ask students to watch some clips of the movie *The Climbers* and guide students to describe the adventure of Fang Wuzhou and his team to the summit of Qomolangma with the help of narrative pattern and topic-related vocabulary and the strategy of multi-modality;

2. Ask students to compare the result of the adventure of Ernest Shackleton and the adventure of Wu Fangzhou, and make comments with the help of the scaffold (points of view => explanation => example => conclusion).

*Ss: 1. Watch the clips of the movie *The Climbers* and describe the adventure of Fang Wuzhou and his team to the summit of Qomolangma.

2. Compare the result of the adventure of Ernest Shackleton and the adventure of Wu Fangzhou, and make comments with the help of the scaffold given by the teacher.

Purpose: Encourage students to use topic-related vocabulary to describe and discuss similar adventures, and express their attitudes toward success and failure.

Guided Questions:

1. Can you describe the adventure of Fang Wuzhou and his team to the summit of Qomolangma with the help of narrative pattern and topic-related vocabulary?

Please pay attention to the body language and facial expressions of the characters in the movie to infer their feelings.

2. Comparing the adventure of Fang and his team and the adventure of Shackleton and his men, which one do you think is more meaningful? Why?

V. Assignments

1. Finish exercise I and II on page 39-40.

2. Describe one of your adventures or someone's adventures you've heard of with the help of narrative pattern and try to use words and expressions you've learned today as many as possible.