

《高中英语(上外版)》选择性必修第三册 Unit 3 Exploring the Unknown

课时：第 1 课时

教学内容：Reading A Stonehenge

课型：Reading

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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 1 课时，核心目标为通过行文阅读学生能了解并归纳说明文的基本文体特征；了解把握文本中部分特定语言（如问句）的使用意图及此类特定语言在反映情感态度、传递信息中所起到的作用；同时也借由 Stonehenge 的篇章内容使学生获取相关神秘历史遗迹的信息，加深对人类未解之谜的思考和体验。

### 2. 设计思路

本课由师生互动式提问出发，通过提问学生对世界或人类历史未解之谜的知识了解来引入单元主题“Exploring the Unknown”，同时过渡到本课要学习的 Stonehenge。

进入文本阅读，首先学生通过 Skimming 的阅读策略，把握文章大意和结构——第一阶段略读篇章每段落第一句把握文章大意，第二阶段速读整体篇章，完成副标题的填空任务，自然引出篇章结构的分层，同时要求学生判断文体——基于文本，体会说明文文体在此篇章中体现出的特征。随后，学生通过 Scanning 进行篇章内容的细节查找，按篇章结构分层依次完成每部分的细节查找；在此过程中，问答环节进行了反向设计，学生根据答案进行适合的问题提问，一是希望通过“答-问”环节的设置学生能查找并关注文本细节信息，二是培养学生反向提问的逻辑思维能力。接着，学生以小组为单位，找出该篇章中的 questions，并能对不同段落中出现的问句进行功能和作用的讨论。回家作业为基于课内文本的概要写作，要求学生涵盖 Stonehenge 在 Reading A 篇章中涉及到的几个重要方面，对文本内容进行回顾。

### 3. 重点和难点

**重点：**理清文章架构，理解说明文的文本语言特征，把握和了解有关 Stonehenge

的相关内容。

**难点：** 归纳梳理与偏重的问句及问句的功能作用；通过“答-问”的形式培养学生反向逻辑思维。

## Lesson Plan

At the end of the period, students are expected to:

1. get the basic information about Stonehenge;
2. understand the logical structure of the passage and the typical features of an expository writing;
3. figure out the functions of the “Questions” in the passage;
4. possess the curiosity and the ability to explore the unknown.

### Learning Procedures

#### I. Warm-up

\*T: Ask students to share some mysterious places or phenomenon that they have ever heard of or seen.

\*Ss: Share their experiences or some basic knowledge about some mysterious phenomenon or places over the world.

**Purpose: To involve students in the class, arouse their interests and lead to the major topic of Unit 3 “Exploring the Unknown”.**

\*T: Show some pictures of Stonehenge and ask students to share their knowledge or common sense about this historical site.

\*S: Try to share what they know about Stonehenge.

**Purpose: To lead in the topic of Reading A.**

Guided Questions:

1. Can you share with the class about some mysterious phenomenon or some mysterious places that you have ever seen or heard of?
2. Do you have any idea about this historical site? If you know something about it, would you mind sharing with us?

## II. Skimming

Activity 1: Skim the first sentence of each paragraph.

\*T: Ask students to skim the first sentence of each paragraph and try to find out the major content of the text.

\*Ss: Quickly read the first sentence of each paragraph and answer the questions.

**Purpose: To help students get a general outline of the text content.**

Guided Questions:

1. What is the text mainly about?
2. What aspects of Stonehenge are covered in the text?

Activity 2: Skim the whole text

\*T: Ask students to skim the whole text and put the three missing subheadings into the right places; and they are required to tell the text type of Reading A.

\*Ss: Read the text, put the subheadings in to the right places and think about the text type.

**Purpose: To get students familiar with the complete content and to help them figure out some typical features of an expository writing.**

Guided Questions:

1. Could you please put the three missing headings to the right places in the text?
2. What is the text type?

Based on the text, can you try to figure out some typical features of an expository writing?

## III. Scanning

Activity 1: Carefully read Para 1-2

\*T: Let students read Para 1-2 — they should generalize the main idea and “create” suitable questions for the “given answers” on the worksheet

\*Ss: Read Para 1-2, generalize the main idea of this part and try to give a suitable question for each of the given answer on the worksheet.

**Purpose: To help students get some specific details or information about Stonehenge, gaining a further and more detailed understanding of the text content.**

Activity 2: Carefully read Para 3-8

Activity 3: Carefully read Para 9-13

These two parts should follow the same procedure as Activity 1.

#### **IV. Post-Reading**

Activity 1: Group Work

\*T: Encourage students to work in groups of four — ask them to find the “questions” that the author uses in the text, and to have a discussion on the functions of these questions. They are given an example and some possible functions on the worksheet for reference.

\*Ss: Work in groups of four; locate the questions that the author uses in the text and discuss their different functions in the text.

**Purpose: To guide students to have a further thinking over the questions used in the text, trying to figure out their possible functions in logic and coherence of the text.**

Guided Question:

1. What are the possible functions of the questions used by the author in the text?

#### **V. Assignment**

1. Read the whole text for at least three times.
2. Write a summary of Reading A. You are required to cover the aspects of Stonehenge discussed in the text. No more than 80 words.