

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

课时：第 4 课时

课型：Listening, Viewing and Speaking

教学内容：Living in the Land of the Giants

& China's Chang'e-4 Probe Makes Historic Landing on Moon's Far Side

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一、教学设计与说明

1. 教学目标

本课为本单元的第四课时，核心目标为引导学生掌握视听材料的语篇结构特征，并据此对语篇内容进行预测，训练学生在视听任务中记录关键数字，关注语篇的语言特点，了解复活节岛石像的基本信息及其可能的起源，了解中国的嫦娥四号任务的过程及其重大历史意义，感受探索未知奥秘的魅力；在“奥秘探索”这一主题语境下进行采访，运用恰当的语言表达不确定性或猜想。

2. 设计思路

Listening 部分的材料为一篇介绍复活节岛石像的科普类听力语篇，包含较多数字，适合精听，此外还介绍了石像的几种可能的起源，涉及一些表达可能性的用语，可供学生积累应用。首先从讨论世界著名石像入手，让学生思考人类建造石像的原因，关注石像的象征意义，引入复活节岛石像的主题。在听前，让学生以提问的方式预测听力材料的内容，让学生有目的地从听力语篇中寻找答案；第二遍听时，学生需要记录关键数字，完成填空，并通过回答教师提问理解这些数字的附带含义；第三遍让学生听后半部分音频，总结石像起源的多种可能性及相关表示猜想的表达，作为积累。

Viewing 部分的材料为一篇新闻报道，其中记者讲述了嫦娥四号探测器成功执行探月任务的艰辛过程，中间穿插了中国探月工程总设计师吴伟仁的采访，需要学生立足于宇宙探索的大背景，理解视频所传递的更深层次的文化内涵。鉴于新闻报道体裁的特殊性，教师先通过图片、标题提示和提问的方式，引导学生归纳专题新闻报道的语篇特征，帮助其熟悉此类体裁；再让学生分享他们对嫦娥四号任务的了解，激活其背景知识，同时呈现关键词汇，扫清听力障碍。第一遍看时只需了解新闻报道的主要内容，熟悉语篇结构；第二遍看时，学生需要捕捉细节信息，找出此次登录成功的原因和未来的目标，同时还需理解

穿插专家采访的意图，更进一步体会视频所要传达的内涵；之后让学生讨论探测器和卫星命名方式背后所隐含的文化因素，感知中国人对探索宇宙奥秘的热忱和决心。

最后是 speaking 环节，学生根据课文上的步骤要求，组队进行采访，学生可以尽情发挥想象，自由表达对月球奥秘的种种假设和猜想，运用恰当的语言表达不确定性和猜测，激发学生对于未知事物的好奇心和探索欲。

3. 重点难点

归纳视听语篇的语篇特征，关注并记录关键信息，基于显性的图像、文字等信息进行深层次的理解，使用适当的语言表达不确定性或猜想。

Lesson Plan

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

1. learn about the features and possible origins of the stone statues on Easter Island through prediction and note-taking, especially recording numbers;
2. understand the significance of Chang'e-4 Probe's historic landing on the moon while grasping the textual features of a news report;
3. conduct an interview on teenagers' curiosity about the moon using proper expressions for talking about possibility.

Procedures:

I. Lead-in

Interactive activity 1: Sharing and Predicting

*T: Ask students to name some famous stone statues and tell the reason why people make them.

*Ss: To share their knowledge of some famous stone statues in the world and think about the reason why people make them.

*T: Ask students to predict what they may learn about the stone statues from the podcast by asking questions themselves. Write the questions on the blackboard.

*Ss: Raise questions about the content of the podcast.

Purpose: To arouse students' interest in stone statues, draw their attention to the symbolic meanings of stone statues and make a prediction about the content of the podcast.

Guided questions:

1. Do you know any famous stone statues? Why do people make them?
2. What do you know about the stone statues on Easter Island?
3. What do they look like? How do you like them?
4. What do you expect to learn about these stone statues from the podcast?

(Students' questions for reference:)

- Who built these statues?
- When and how were they built?
- Why did people build them?
- What did they symbolize?

II. While-listening

Independent activity 2: Listening for the basic information

*T: Have students listen to the podcast and answer the questions. Remind them to take some notes.

*Ss: Listen to the podcast and get the basic information of the stone statues by taking notes.

Purpose: To help students grasp some basic information of the stone statues through note-taking.

Guided questions:

1. What is most mysterious about the land of the giants?

Independent activity 3: Listening for details

*T: Have students listen to the podcast again and fill in the blanks. Then ask them to discuss the function and meaning of the figures.

*Ss: Listen again carefully, record the numbers and figure out their function and meaning.

*T: Have students listen to the part of the podcast (1:17-2:53) and complete the form.

*Ss: Listen again and find out the possibilities of the stone statues' origin and the expressions the speaker uses to introduce different hypotheses.

Purpose: To help students practise note-taking and guide them to focus on the function and meaning of figures in this podcast.

Guided questions:

1. Why does the speaker mention so many figures?
2. What do these figures suggest?
3. What expressions does the speaker use to introduce the different hypotheses about the origin of the stone statues?

III. Pre-viewing

Interactive activity 4: Getting familiar with the textual features and Chang'e-4 Mission

*T: Ask students to discuss the features of a news report in the aspect of the title, content and language. Then share their knowledge of China's Chang'e-4 Mission with the help of some pictures. Meanwhile, familiarize them with relevant vocabulary.

*Ss: Get familiar with the textual features of a news report, China's Chang'e-4 Mission and relevant vocabulary.

Purpose: To help students summarize the textual features of a news report, activate their background knowledge and remove the language barrier.

Guided questions:

1. What are the features of a news report and its title?
2. What should a news report contain?
3. What do you know about China's Chang'e-4 Mission?

IV. While-viewing

Independent activity 5: Viewing for the gist

*T: Have students watch the video and answer the questions.

*Ss: Watch the video and answer the questions.

Purpose: To guide students to grasp the general idea of the news report.

Guided questions:

1. Why is this landing "historic" according to the report?
2. What is the news report mainly talking about?

Independent activity 6: Viewing for deeper understanding

*T: Have students watch the video again, finish Ex III on P43 and answer the questions. Remind them to note down some key information and answer the questions in their own words with the help of their notes.

*Ss: Watch the video again carefully, finish Ex III on P43 and answer the questions.

Purpose: To guide students to gain more detailed information about Chang'e-4 Mission and understand the function of the interview.

Guided questions:

1. What does the chief designer mainly talk about? What role does this interview play in the report?
2. What does the reporter mean by saying “never say never”?

V. Post-viewing

Interactive activity 7: Group discussion

*T: Ask students to discuss the meaning behind the names of Chang'e-4 and Queqiao. Invite some groups to express their opinions.

*Ss: Share their understandings of the meaning carried by Chang'e-4 and Queqiao.

Purpose: To guide students to dig into the cultural meaning of Chang'e-4 and Queqiao and deepen their understandings of China's space exploration.

Guided questions:

The probe was named Chang'e-4 and the relay satellite was named Queqiao. What do the names indicate?

VI. Speaking

Interactive activity 8: Conduct an interview on teenagers' curiosity about the moon

*T: Ask students to work in pairs to list some mysteries about the moon, discuss their significance and brainstorm ways to figure out the answers. Then ask students to find a new partner to conduct a complete interview on teenagers' curiosity about the moon. Invite some groups to present their interview in class.

*Ss: Work in pairs to discuss the mysteries about the moon. Then find a new partner to conduct an interview on teenagers' curiosity about the moon.

Purpose: To motivate students to explore the mysteries about the moon and practise using proper expressions to conduct an interview.

VII. Assignments:

1. Finish the listening & viewing exercise on students' workbook.
2. Shoot a video of your interview and upload it to the group chat on DingTalk.
3. Search online for China's latest achievements in space exploration and be prepared to make a brief introduction to your classmates in the next period.