

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

课时: 第 5 课时

教学内容: Reading B, Critical Thinking

课型: Reading B/ Critical Thinking

设计者: 上海师范大学附属嘉定高级中学 杨黎敏

一、教学设计与说明

1. 教学目标

本课为本单元的第 5 课时，核心目标为引导学生识别并理解说明文的文体特征和结构，发掘文中提及的三处地方的神秘之处，并且分享对此神秘事物的感受和探索未知世界的探索精神，对本单元“奥秘探索”主题语境下的内容进行回顾，尝试提出假设并给出合理的解释。

2. 设计思路

本课为本单元的第 5 课时，教学内容为 Reading B 语篇。导入部分以学生比较熟知的世界最高点引出世界最低点，并导入本课时内容。接着引导学生根据标题预测语篇内容。然后学生通过略读对语篇文体进行判断，并且利用语篇结构概括文章大意。学生扫读文章后，填写关于文中三处神秘地的表格，包括地点、居住者和探索过程中的困难等。对语篇基本理解之后，学生对三处地方进行比较，进一步思考最易和最难到达的地方并且阐述原因，同时思考作者写作此文的意图。在此基础上，学生以小组为单位发表看到如此景色时的感受，选择最想去探索的一处地方并且讲述理由。此后，学生小组合作绘制海报并且进行展示，将文章内容再次以视觉化的形式呈现出来，鼓励学生进行创造性的表达。

最后，教师邀请学生对本单元中所涉及的神秘之处进行回顾，并且引导学生以假设和解释的模式对其进行梳理。回家作业中涵盖对本项任务的润色或者重新寻找一处神秘之处并提出假设和给出解释。此外，回家作业还将包含对课堂海报展示的文字性写作以帮助学生语法和词汇层面有进一步的优化。

3. 重点难点

理解本说明文的特征和结构；了解文章中的三处神秘地点；表达分享见此景的感受和探索精神。

Lesson Plan

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

1. understand the meanings of the vocabulary describing the features of mysterious places from the context or with the help of pictures;
2. understand the structure, content and intention of the text through skimming and scanning;
3. express their feelings facing those mysterious places;
4. review the mysterious places in the whole unit, state hypotheses and give explanations accordingly.

Procedures:

I. Warm-up & Discuss the text title

*T: Ask students questions about the highest and the deepest point on the earth.

*Ss: Answer the questions.

*T: Guide students to read the title and predict what the article is going to talk about.

*Ss: Predict what the article is going to talk about.

Purpose: To introduce the topic of Reading B and arouse students' curiosity about the most unknown and mysterious places on the earth.

Guided questions:

1. What is the highest point on the earth?
2. What about the deepest point?
3. What is the text probably about?

II. Skim the text & Identify text genre

*T: Ask students to skim Reading B and pay attention to the text features and the structure.

*Ss: Skim Reading B and answer the questions.

Purpose: To guide students to figure out the genre and identify the features and the structure of Reading B.

Guided questions:

1. What is the genre of this article?
2. What is this article mainly about and how can you tell?

III. Scan the text and complete the table

*T: Ask students to scan the text and complete the table on P46.

*Ss: Work individually to fill out the table.

*T: Ask students some questions related to each place.

*Ss: Find out the clues from the text and express in their own words.

Purpose: To guide students to identify the location, difficulty with exploration and inhabitants of each place in the text; help students focus on some vocabulary.

Guided questions:

1. What are the most unknown and mysterious places on the earth according to the text?
2. Where are these places?
3. What is the difficulty with exploration?
4. Who are the inhabitants there?

- Mariana Trench

What does extreme depth mean?

- Vale do Javari

1. What does indigenous mean?
2. What does tribe mean?
3. How do you understand biodiversity?

- Tsingy de Bemaraha

1. Could you please point out the needle-shaped limestone formations?

IV. Further explore the text

*T: Ask students to work in pairs to find out the most and least accessible places among the three and tell the reasons.

*Ss: Discuss the questions in pairs and find out the reasons.

*T: Ask students to discuss the writing purpose of the text.

*Ss: Discuss and share.

Purpose: To help students further their understanding of the text and grasp the writing purpose of the text.

Guided questions:

1. Which of the three places do you want to explore most? Explain why. (suggest one or more superlatives to describe each of the three places)
2. What is the writing purpose of the text?

V. Discuss & Draw a poster

*T: Guide students to work in groups of three or four to choose the places they want to explore most, tell the reason and draw a poster to introduce them.

*Ss: Discuss in groups and finish the task.

Purpose: To help students go over the text and express their thoughts facing those marvelous places.

Guided questions:

1. Which of the three places do you want to explore most and why?
2. Could you please draw a poster to introduce it and share your feelings with one or more superlatives?

VI. Critical thinking

*T: Guide students to work in groups of three or four to reflect on the mysteries mentioned in this unit, form hypotheses and give explanations.

*Ss: Work in groups, form hypotheses and give explanations.

Purpose: To encourage students to learn to put forward hypotheses, give possible explanations and cultivate critical thinking.

1. What mysteries are introduced in this unit?
2. What are the hypotheses and can you give possible explanations?

VII. Assignment

1. Complete and polish the mind map including the mystery, hypotheses and explanations.
2. Change the poster and presentation in class into a short article of no less than 100 words.