

《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第 6 课时 课题：Travel young, Travel far
课型：Reading B 设计者：上海嘉定区第一中学 崔璐

一、教学设计与说明

1. 教学目标

本课为本单元的第 6 课时，核心目标为引导学生讨论旅行的重要性，提升跨文化交际意识，巩固扫读特定信息的阅读策略。

2. 设计思路

本课为本单元的补充阅读，通过学习全文，学生能理解语篇大意并能罗列年轻梦想者遇到的问题以及 Shannon 的建议。导入部分通过介绍文化链接中的人物徐霞客来引入文本的主题：趁着年轻去旅行。接着引导学生在本课大任务（分析年轻梦想者遇到的问题以及 Shannon 的建议）的引领下完成 *skimming & scanning* 的阅读任务。在 *skimming* 环节，梳理文章的结构，即梳理文章的三个部分，第一段落（第一部分）是写作的目的（求助），第二部分是第二段到第三段，讲述年轻的梦想者在学校生活方面遇到的困难以及 Shannon 的建议，第三个部分是第四段到第五段，讲述在策划旅行时，年轻的旅行者会遇到的困难以及 Shannon 的建议。在这个过程中结合语篇内容学习部分目标词汇。在分析 Shannon 建议的时候，赏析作者语言，并且掌握 Shannon 提出建议的方法。最后，学生谈一谈印象最深的一条建议以及对于 Shannon 建议的看法。在作业中进一步巩固所学，完成一篇关于让人印象最深的建议的写作。

3. 重点难点

分析年轻梦想者遇到的问题以及 Shannon 的建议并进行产出。

Lesson Plan

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

1. identify the features of the Op-ed letter including the forms of address, greetings, blessings and signature.
2. summarize the main idea of the text, listing the problems the young dreamer has met and Shannon's suggestions.
3. List the advantages and disadvantages of traveling young using a mind map and express their views on Shannon's suggestions using the target words in the text.

Learning Procedures:

I. Guessing and talking

*T: Invite the students to guess who the person is based on the given information.

*Ss: Guess who he/she is

*T: Invite the students to talk about the advantages and disadvantages of traveling when young

*Ss: List the benefits (advantages)/ problems (disadvantages) of traveling during the youth.

Purpose: To introduce the topic of traveling young and asking for help and prepare for text reading.

Guided questions:

1. Can you guess who he/she is based on the information here?
2. Xuxiake traveled when he was young. Do you think traveling young is a good choice?
3. Who would you turn to for help when you meet with problems during traveling?

II. Text comprehension and vocabulary focus

Skimming:

*T: Ask the students to skim the text and think about the division of the text and the main idea of each part.

*Ss: Skim the text and find out how to divide the text into 3 parts and the main idea of each part.

Scanning:

*T: Ask the students to scan for details and answer some comprehension checking questions.

*Ss: Scan the text and answer the questions.

*T: Ask students to appreciate some of Shannon's suggestions and paraphrase some of the key words and phrases.

*Ss: Read the suggestions again and guess the meanings of key words in the text.

*T: Ask students to talk about the suggestion that they find most impressive.

*Ss: Share their ideas

Purpose: To help students understand the text thoroughly, learn some new words in the context.

Guided questions:

1. How many parts can the text be divided into and what are they?
2. What is the problem young dreamer met in school and what are Shannon's suggestions?
3. What is the young dreamer's problem when planning traveling and what are Shannon's suggestions?
4. Can you find some key words and phrases that tell you Shannon's way of giving suggestions?
5. Among Shannon's suggestions, which one impresses you most and why?

III. Critical Thinking

*T: Ask the students to list their own problems in life and discuss whether Shannon's suggestions can help the young dreamer solve his problems.

*Ss: List the problems and share the result of their discussion.

Purpose: To guide students to relate the text to their own lives and cultivate their critical thinking skills.

Guided questions:

Do you think Shannon's suggestion can help the young dreamer solve his problems? Why or why not?

IV. Homework

1. Read the text and the new words and expressions twice.
2. Choose one of your favourite Shannon's suggestions, and use your own experience to talk about why you like it. Upload the recording to the DingTalk platform.
3. Form a group of four, design a PowerPoint presentation of 3-4 pages, introducing Xu Xiake to your foreign friend, and share the PPT in the QQ chat room.