

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

课时：第 8 课时 教学内容：Planning an Imaginary “Space Adventure”

课型：拓展课 设计者：上海市行知中学 徐悠悠

一、教学设计与说明

1. 教学目标

本课为本单元的第 8 课时，核心目标为培养制定太空探险方案、运用话题词汇语义网解释方案的能力。根据本单元的预期学习目标，评价本单元的学习成果，优化学习策略，提升自主学习的能力。

2. 设计思路

本课由学生分享课前所收集到的有关 FAST 的相关知识作为导入，汇总学生通过课前预习所获得的有关 FAST 的内容及词汇。结合新闻报道的语篇，引导学生深入了解 FAST 的功能、影响。随后，请学生讨论 FAST 是否能够发现其他星球上的生物、其他适宜人类居住的星球，遵循思辨思维的路径发表本组的观点。通过小组再次讨论，请学生根据本单元所习得的有关探险知识，制定太空探险的方案，选出最能够代表地球的三件物品，运用本单元所习得的语词，说明选择的原因。最后，请学生回顾本单元的学习成果，完成自我评价和自我提升的方案撰写。

3. 重点难点

重点：根据本单元所习得的知识，完成探险方案的制定，运用话题词汇语义网解释方案的能力。

难点：引导学生表达制定的方案及选择的理由。

Lesson Plan

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

1. design the exploration plan creatively and explain the reasons with the help of the knowledge of these objects;
2. optimize learning strategies and methods according to the reflection on learning effect by independent learning and cooperative learning;
3. adjust mood during learning, try to solve difficulties and improve the ability of independent learning by planning and regulating.

Procedures:

I. Interactive activity 1: Topic Talk

*T: Ask students to share the knowledge and lexis they have collected about FAST.

*Ss: Share the knowledge and lexis collected through preview.

*T: Guide students to know about the function and influence of FAST.

*Ss: Know about the function and influence of FAST.

Purpose: to help students know about the function and influence of FAST and attract students' interest.

Guided questions:

- 1) What knowledge do you know about FAST?
- 2) What lexis do you collect about FAST?
- 3) What's the function of FAST according to the discourse?
- 4) What's the influence of FAST according to the discourse?

II. Interactive activity 2: Plan Design

*T: Get students to discuss whether FAST can find intelligent life and other habitable planets in space.

*Ss: Discuss whether FAST can find intelligent life and other habitable planets in space and explain the reason.

*T: Ask students to work in groups, design the exploration plan to choose three items which can best represent human beings and explain the reasons.

*Ss: Work in group, design the exploration plan to choose three items which can best represent human beings and show the reasons.

Purpose: to help students learn to make inference based on the facts and design the plan creatively.

Guided questions:

- 1) Do you think FAST will find life on other planets? Why?
- 2) Do you think FAST will find other habitable planets for human beings? Why?
- 3) What items do you think should be put in the parcel? Why?

III. Interactive activity 3: Oral presentation

*T: Let the pairs present their opinion.

*Ss: Act as a journalist and a scientist to present their plan with the knowledge and lexis learned in this unit to express their ideas.

Purpose: to help students explain the reasons with the help of the knowledge and lexis learned in this unit; to help cultivate their ability of creative thinking.

Guided questions:

- 1) What language can you use to make an interview?
- 2) How will you describe your choice and reasons?

IV. Independent activity 4: Self-assessment

*T: Let students make self-assessment according to the expected learning outcomes of this unit.

*Ss: Make self-assessment according to the expected learning outcomes of this unit.

*T: Guide students to reflect on themselves and write a reflective note.

*Ss: Think of the problems during class activities, analyze the possible causes and finish a reflective note.

Purpose: to help students optimize learning strategies and methods according to the reflection on learning effect.

Guided questions:

- 1) What have you reached after learning the whole unit?
- 2) What problems have you met with during class activities?
- 3) What are the possible causes of the problems?

V. Independent activity 5: Revision

*Teacher: guide students to make a plan to overcome the difficulties.

*Students: make a plan to overcome the difficulties.

Purpose: to help students adjust themselves by planning and regulating.

Guided questions:

- 1) How can you overcome these difficulties?
- 2) What about turning to a dictionary, a reference book, online resources, asking a friend or a teacher for help, inviting a partner to practise together?

VI. Assignment

1. Polish your plan to overcome the difficulties you met with this unit.

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