

《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第 2 课时 课题：A Roman Holiday

课型：Reading A (Vocabulary Focus) 设计者：嘉定区第一中学 李辛凡

一、教学设计与说明

1. 教学目标

本课为本单元的第 2 课时，核心目标为引导学生描述旅行经历，在语境中学习词汇的派生用法。

2. 设计思路

本课为本单元的第二课时，旨在帮助学生理解并运用语篇中核心词汇及其派生词，了解合成词构词法，并加深对话题的理解。本节课的大任务是让学生以小组为单位，帮助 Eleanor 选择一条合适她的上海一日游线路。整节课的学习活动围绕该大任务展开，以上海的著名景点、小吃和购物经历为主线，将语言学习活动贯穿始终。

本节课共分为五个环节展开，环节一采用五行诗创作的形式，帮助学生复习第一课时所学的旅行相关词汇（回忆目标词汇的意义和词性），环节二要求学生通过语篇中的线索来推测 Eleanor 的身份和兴趣爱好，为本课的大任务的顺利展开提供必要的条件，同时也加深学生对语篇的理解。在环节三中，学生在教师的带领下，学习并运用目标词汇及其派生词来介绍上海的景点和旅行经历。随后，在环节四中，学生自己尝试正确运用目标词汇及其派生词，并借助教师所给出的一些句型范式，来介绍教师给出的其他景点。在最后一个环节中，学生综合运用本节课所学知识，完成为 Eleanor 选择旅游路线的三选一的问题解决式任务。

3. 重点难点

运用目标词汇来陈述旅行计划选择的理由。

Lesson Plan

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

1. describe the tourist attractions of Shanghai and express feelings using target words and expressions, and acquire a deeper understanding of the text;

2. properly use target words and expressions in new contexts, and recognize the formation of compound words by analyzing their structure;
3. choose a one-day travel route for Eleanor and try to correctly use target words and expressions to justify the choice.

Procedures:

I. Describing Rome via Cinquain

*T: Present students with a sample of a cinquain, ask students to compose a cinquain. Students will be provided with words and phrases for reference.

*Ss: Complete a cinquain and share it with the rest of the class.

Purpose: To help Ss recall the meanings and the part of speech of the target words learned in the first period; to express students' understanding of Rome.

II. Making inferences about Eleanor's interests

*T: Ask students to predict Eleanor's major in College and her hobbies based on the clues in the text.

*Ss: Find out more information about Eleanor.

Purpose: To help students acquire a deeper understanding of the text and prepare for the final task.

Guided questions:

1. What can we infer from this piece of information?
2. What else do we know about Eleanor according to the text?

III. Describing tourist attractions in Shanghai with learned vocabulary

*T: Tell students that the task of this session is to choose the best travel plan for Eleanor and to justify the choice. Show students the pictures of some of the famous tourist attractions in Shanghai. Give students some clues (key words) about those tourist attractions and provide students with some sentence patterns.

*Ss: Correctly use key words and phrases to introduce tourist attractions of Shanghai.

*T: Introduce compound words to students, briefly explain the formation of compound words and elicit more compound words from students.

*Ss: Figure out how compound words are formed and list more compound words.

Purpose: To guide students to correctly use the target words and a few useful sentence patterns.

Guided questions:

1. So first, it would be better to directly tell Eleanor your choice. What would you say if you choose route _____?
2. What comes into your mind when you see the picture of _____?
3. How do we introduce this tourist attraction? You can refer to the key words and expressions given.
4. If you take a closer look at the word “*breathtaking*”, you will find that this word consists of two words: *breath* and *taking*. What is the word part of the word “*breath*”? What is the word part of the word “*taking*”?
5. Can you make a list of words that are formed in the same way?

IV. Choosing a travel plan and justifying your choice

*T: Ask students to choose a travel plan for Eleanor.

*Ss: Choose the best plan and justify their choice using target words.

Guided questions:

1. Which travel plan is the best plan for Eleanor?
2. Could you briefly explain your choice using the target words we learned in this session?

V. Homework

1. Write down the result of your discussion and reasons for the best route for Eleanor's one-day trip in Shanghai

2. Complete "Compounding" exercise II.2 on page 40 and the word transformation exercise.

attract	n. _____ a. _____	<ul style="list-style-type: none"> ● The main _____ of Peking duck is the crackling texture of its skin. ● Leaves can be as _____ as flowers.
decoration	v. _____ a. _____	<ul style="list-style-type: none"> ● The outside of the building is functional rather than _____. ● The five castles are individually _____.
luxury	a. _____	<ul style="list-style-type: none"> ● One of the most loved resorts in the Maldives, Soneva Fushi has an astounding nine-bedroom Private Reserve that's like the world's most _____ treehouse.
fascinating	v. _____ n. _____	<ul style="list-style-type: none"> ● I've always been _____ by the profound Chinese culture. ● He had a life long _____ with science.

3. Pick out example sentences that you like from the dictionary for each new word listed on the Student Worksheet, and meanwhile make a sentence of your own.