

《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第 5 课时 课题：Moving forward

课型：Speaking and writing

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一、教学设计与说明

1. 教学目标

- 1) 从历史、名胜、美食、购物等方面描述一个旅行目的地；
- 2) 以恰当的表达方式参与到对话当中；
- 3) 撰写一个语段描述旅行目的地，并以恰当的“总结句”收尾；
- 4) 理解并欣赏目的地城市的历史和文化价值。

2. 设计思路

在整个单元的设定中，“Moving Forward”板块的重点聚焦于学生的“说”、“写”能力的培养。但教师在设计课时教案的过程中也应当意识到该板块在训练学生两大“输出性技能”的同时，也起到了阶段性复习的功能，旨在促使学生将之前“Reading A”、“Vocabulary”、“Grammar”和“Listening and viewing”板块中学到的主题内容、语法和词汇知识综合运用。因此，课时教案的设计思路核心在于创设真实语境，引导学生在交际互动中将陈述性知识——主题内容和语言知识与程序性知识——口头讨论与说服以及书面描述与推荐相融合，依据布鲁姆教育目标分类的层级划分从“记忆”、“理解”向“创造”、“评估”进阶。

在设计活动情境的过程中，教师在三个方面着力：1) 搭建真实的情境、语境，2) 构建信息差（information gap）以引起学生在课堂学习中的交际意愿和需求；3) 提供充足的辅助（resources and scaffolding）——从样本对话（sample conversation）到背景资料，使得学生在通向最近发展区（ZPD: zone of proximal development）的道路上有机会实施“思考——组队——分享”（Think, Pair, Share）。

在课堂教学的具体实操中，学生以小组讨论为交际互动（interaction）过程，通过口头表达（oral presentation）的形式介绍目的地城市的历史、文化、名胜、美食、购物以及其它相关内容，在操练语言技能、社交技能的同时加深对中国文化的理解（interpretation）。

3. 重点难点

本课时的重难点在于创设真实与交际互动的情境，引导并辅助学生使用目标语言知识和目标技能——“说”、“写”，在介绍旅游目的地城市的过程中加深文化理解，同时达成目标语言能力得提升。

Lesson Plan

Objectives:

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

- 1) describe a travel destination in terms of its history, tourist attractions, local foods and shopping, etc.;
- 2) use proper expressions to join in a conversation;
- 3) develop a paragraph about a travel destination with an appropriate concluding sentence;
- 4) understand and appreciate the historic and cultural values of a city as a travel destination.

Procedures:

Objectives	Activities	Assessment
I. Warming-up & Revision	The instructor presents a graphic organizer about the four aspects of the famous city Rome introduced in Reading A, and invite the students to describe the city using what they've learned in the previous periods.	The students are able to recall what is learned about the city of Rome in Reading A and use proper vocabulary and grammar to describe its features.
II. Learning about introducing a city orally.	The instructor introduces the situation given on p.44 and set an example of introducing Xi'an. The students are invited to listen and take notes of the shared information and complete a graphic organiser based on the information received.	The students are able to understand the conversation introducing the target city. The students are able to draw the major points by completing a graphic organizer.
III. Recognizing the speaking strategy in a conversation	The students are introduced to the speaking strategy used to join in or continue a conversation. They are asked to match the expressions with their proper social functions in the worksheet.	The students are able to understand the expressions and recognise their proper uses by categorising correctly.

<p>IV. Group discussion</p>	<p>The instructor asks each group to choose their favorite city and carry out a conversation to discuss its features based on the cue points on the worksheet.</p> <p>Each group completes a graphic organiser after the discussion and present it in class.</p>	<p>The students are able to use the graphic organizer to collect information.</p> <p>The students are able to orally discuss the features of the cities.</p>
<p>V. Writing a descriptive paragraph and adding a concluding sentence</p>	<p>The instructor asks the students to write a paragraph introducing the city that they've discussed about.</p> <p>The instructor gives a sample paragraph about Wuzheng cited from teachers' book and asks the class to discuss the paragraph's organization --- topic sentence, supporting sentences and finally the role of a concluding sentence.</p> <p>A gallery walk is done for the students to share and learn from each other.</p>	<p>The students are able to compose a descriptive paragraph about the cities they've discussed.</p> <p>The students are able to use the topic sentences, supporting sentences in their writing.</p> <p>They might also have attempted to write concluding sentences with or without success.</p> <p>They are able to appreciate the merits in others' writing.</p>
<p>VI. Understanding the 4 types of concluding sentences</p>	<p>The instructor asks the students to read the paragraph in the textbook and choose the proper concluding sentence for it.</p> <p>The instructor checks the answer with the class and then go on to give a presentation of the 4 types of concluding sentences.</p>	<p>The students are able to understand the four types as well as the functions of concluding sentences.</p>

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Assignments

1. The students shall review and edit their paragraph in this class.
2. The students shall choose their favorite Chinese city and write a short paragraph to introduce it.

SCRELE