

《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第 5 课时 课题：Describing a Travel Destination

课型：Speaking and Writing 设计者：上海外国语大学嘉定外国语实验高级中学 何曼婷

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描述旅行经历，学会加入讨论，撰写段落总结句。

2. 设计思路

本课由“猜测城市名”的游戏导入，引出本节课要介绍的五个城市，复现主阅读语篇中学习到词块，并归类补充其他相关的词块，为之后的说和写做铺垫。接着，学生通过“德国留学生 Emily Chen 选择最佳旅行目的地”事由进行角色扮演，展开小组讨论，合适地选取所学词块，口述旅游景点和经历，同时在口语交际中运用社交策略，积累常用句式表达，学会流利自然地加入小组讨论。之后，学生在讨论中提炼出介绍旅游目的地的框架，并选择词块中的语言，以“我眼中的最佳旅游目的地”为题进行话题写作。最后，在给出范文的过程中，学生通过引导认识结尾句的功能，并能熟练写出有逻辑的结尾句。

由于本节课的写作策略是结尾句的写作，学生在课堂对于这一块的训练相对较少，因此在课后书面作业中，选取了两个代表性的不同话题的语段，要求学生选择相应的结尾句，并能通过概括段落写出结尾句。最后，学生能够根据评价量表修改课堂的习作，适当增减细节，并对同伴的习作进行互评。

3. 重点难点

在小组讨论中表达自己心目中的最佳目的地，并整合小组思路，有条理地在写作中进行语言输出。

Lesson Plan

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

1. join in a conversation naturally and appropriately by applying useful expressions.
2. express personal feelings and viewpoints by giving suggestions on a travel destination in terms of history, tourist attractions, food and shopping.

3. write a paragraph of 60-80 words on the best travel destination with a concluding sentence.

Procedures:

I. Pre-task

Activity 1: Initiate the topic

*T: Ask some students to read the clue and others to guess the city.

*Ss: Read the clue and others guess the city.

*T: Write down city name and the key words and phrases on the blackboard.

Purpose: To introduce the five cities and have a basic background based on the revision of words.

Guided question:

1. Can you guess what city it is based on the clues given?
2. What else do you know is the city known for?

Activity 2: Prepare the words and expressions

*T: Ask students to list the key aspects of each city that impress them most.

*Ss: Discuss in pairs and share the key words and reasons in front of the class.

*T: Write down the possible impressive aspects of each city on the blackboard—location, tourist attractions, culture, shopping, food, etc.

Purpose: To help students learn new useful words and expressions and get ready for the next speaking activity.

Guided question:

Based on our discussion, which aspect impresses you most about each city? Why?

II. While-task

Activity 1: Discuss the travel destinations

*T: Introduce Emily Chen to students by giving some background information about the German student. Ask students to do the role-play within pairs to recommend the best city for Emily. Use as many words on the blackboard as possible and adverbial clauses if possible. A sample will be given.

Ss: Work in pairs and express personal feelings and viewpoints about the best travel destination.

*T: Ask students to work in groups of four and talk about how to join a conversation naturally and appropriately.

Ss: Apply the useful expressions to their discussion and share their group work in front of the class.

Purpose: To enable students to express their personal feelings and viewpoints about the tourist destination and learn the social skill of joining a discussion naturally and appropriately. Get

ready for the writing activity.

Guided questions:

1. Based on the background information of Emily Chen, can you recommend one city that suits her best? Why?
2. This time you're working in groups of four, and how can you join in a discussion?

Activity 2: Write a paragraph about a best tourist destination

*T: Ask students to write a paragraph on the topic of “*Best Tourist Destination in My Eye*” to impress Emily with 60-80 words based on their travel experiences or group discussion by using as many words on the blackboard as possible. A sample will be given first.

Ss: Read the sample aloud and find the structure as well as the concluding sentence of the sample.

*T: Explain the purpose of a concluding sentence and encourage students to write the concluding sentence logically.

Ss: Write a composition on their own and share their work in front of the class.

Purpose: To guide students to put what they have discussed into writing.

Guided questions:

1. Can you choose a proper concluding sentence?
2. What is the purpose of a concluding sentence in your mind?

III. Homework

1. Modify the paragraph by using the checklist.
2. Choose or write the proper concluding sentences for the paragraphs. (See *Students' Worksheet*)