

# 《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第 7 课时 课题：Further Exploration & Self-assessment

课型：探究课

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## 一、教学设计与说明

### 1. 教学目标

- 1) 搜寻信息以了解更多的中国城市；
- 2) 根据友人的需求为其制定旅行计划；
- 3) 写一封电子邮件推荐一座城市作为旅行目的地并介绍旅行计划；
- 4) 围绕本人在整个单元学习中的表现做一次自我评估。

### 2. 设计思路

“Further Exploration”是本单元的第 7 课——也是最后一课时，主要聚焦于综合运用和自我评估两个方面。从布鲁姆的教育目标金字塔来看，该课时重点培养学生的“分析(analysing)”、“评估(evaluating)”和“创造(creating)”能力，与最新版英语课标中的六要素——主题语境、语篇类型、语言知识、文化意识、思维品质和学习能力都有关系。学生要在教材中给定的情境“加拿大友人来华旅行”中进行一系列的分析——从人物特点、到城市差异，并在之后使用多模态工具——图表和现代信息通讯软体——电子邮件来创作和沟通旅行计划。整个内容类似一个微型项目(mini project)。而在撰写电子邮件的过程中，学生还要学习分辨书信邮件的类型——商务类型还是非正式私人类型，并以恰当的语言来实现合适人物身份关系的跨文化沟通。此外，学生通过第 7 课时的学习还将之前所有知识和技能——阅读语篇、语法词汇、视听、思辨、文化关联和说写融合板块——进行了整合运用。

该课时还包括了与课标中“元认知策略”相关的“自我评估(Self-assessment)”。学生在教师的引导下对自身在整个单元学习过程中的学习行为、成就、经验和疑难进行评估和反思，进而对接下来的学习计划、策略和具体行动进行调整。如果软硬件条件允许，教师可以结合在线评估工具，如问卷星、Poll Everywhere 等达到实时收取数据并即时反馈的效果。

### 3. 重点难点

该课时的重难点在于凸显布鲁姆教育目标中的“高阶目标”(Higher Order Thinking Skills)的实现，将课标中的六要素融汇于一个微型学习项目(Mini Project)中，体现出学生在整个单元学习之后的学业成就。

## 1AU3 Travel

### Period 7 Further Exploration & Self-assessment

#### Lesson Plan

##### Objectives:

By the end of the periods, the students will **be able** to

- 1) search for information about more cities in China;
- 2) help a friend make a travel plan according to his interests and needs;
- 3) recommend a city and introduce the travel plan in an email;
- 4) assess your own performances at the end of the unit.

##### Procedures:

Objectives	Activities	Assessment
<b>I. Warming-up</b> <b>Prepare the students for making the travel plan</b>	The instructor invites the students to recall the information about the cities discussed in period 5 “Moving Forward” by asking them to answer questions using the adverbial clauses.  Example: T: What would you like to do if you travel to Xi’an? And why? S: I’d like to see the exhibition of Terracotta Warriors and try some of the local snacks / dim sum if I have the opportunity to visit Xi’an, because they are world famous and embody the rich culture of China.	The students are able to recall and describe the cities discussed in the previous sections using proper vocabulary and grammar.
<b>II. Discussion and making a travel plan for Chris.</b>	The instructor introduces the situation on page 48 and asks the students to work in groups to 1) discuss Chris’ possible interests by completing a checklist, 2) select a city of their own choice	The students are able to analyse the situation and create a plan. The students are able to orally present their plans to the whole class.

	(they may refer to the paragraph written in period five “Moving Forward” for information), and 3) complete the travel plan in the form of a three-day trip table.	
<b>III. Composing an email to Chris</b>	The instructor introduces a sample email and asks the students to think about the organization of the email, labelling each part with a proper caption in the worksheet. After the activity of “Deconstruction” of the sample email, the students are invited to compose their own emails on an individual basis.	The students are able to recognise the organization of the sample email. The students are able to follow the example of the sample email and compose an email to Chris using the linguistic knowledge and the facts discussed above.
<b>IV. Gallery walk</b>	Students are invited to post their emails on the walls of the classroom and take a “gallery walk” to appreciate others’ writing. They are also invited to act on behalf of Chris to “vote” for the best invitation email by sticking a “star” to the one they favor.	The students are able to identify the merits in their peers’ writing and show their appreciation. They are able to edit and improve their own emails after the gallery walk.
<b>V. Self-assessment</b>	The students are invited to use a mobile device to access an online survey (based on the questions on page 49). The instructor will also use the digital tool to sum up the students replies and share by illustrating the results in the form of graphics (bar charts or pie charts, etc.) and then orient the whole class for future learning.	The students are able to use the digital device to complete the online survey. The students are able to reflect upon their learning performances and plan for future learning. The students are able to raise questions to the instructor and make requests for the instructor’s alteration in future teaching designs.

**Assignment:**

**Write an email to Chris according to the given situation below ---**

After Chris has returned to Canada, he writes an email to express his thankfulness and invites you to visit his country, too.

In response, write an email to

- 1) thank Chris for the invitation,
- 2) tell him your visiting time,
- 3) tell him your interests or expectations for the trip,
- 4) ask him to provide further information and suggestions about travelling in Canada.

SCRELE