

《高中英语（上外版）》必修第一册 Unit 3 Travel

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课型：初高衔接-词汇

一、教学设计与说明

1. 背景说明

本课的主题“Travel”是学生比较熟悉的话题，他们也积累了一定的相关词汇。本设计中，先以表格的形式，梳理和对比了该主题下的初中词汇和本单元词汇，再利用梳理出的初中词汇，通过图片展示、情境设置、游戏互动、分类对比、师生问答等方式，激活学生的初中词汇，同时引入新课词汇。活动主要分成两部分：

2. 教学思路

第一部分是热身和接触新词汇的环节。通过 Brainstorm 激活学生初中所学的相关主题词汇，然后通过问答、近义词、反义词、对比、分类等词汇教学策略、图片展示、视频播放等方法创设情境，再通过引导学生回答问题，教师适时引入新词汇。在这个步骤中，教师通过初中词汇让学生谈论相关话题，把握恰当的时机，抓住课堂动态生成的资源，以引入新词汇。

第二部分是实践环节。通过游戏，让学生运用上一环节中接触的新词汇，在四副图片中找到其中两幅图片的相似处，描述它们的相似点。图片两两配对，可以有多种组合。这一环节通过学生积极的思考和热烈的讨论，运用上一环节的新词汇，还可进一步引入新词汇。新词汇在活动中的运用可以进一步巩固和加深学生对它们的理解，为接下来的灵活运用、拓展迁移打下了较好的基础。

3. 教学重点及难点

教学重点：用问答、图片、归类、对比等词汇教学活动实现初高词汇衔接。

教学难点：运用目标词汇描述和比较著名景点。

Lesson Plan

Learning Objectives:

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

1. recall and use the theme-related vocabulary learned in the junior high school;
2. have a knowledge of some new words elicited through different steps;

- properly use the new vocabulary to categorize, compare and describe some famous tourist attractions.

Learning Procedures:

I. Warm-up:

Interactive activity 1: Brainstorm

*T: Ask students to brainstorm vocabulary about tourist attractions.

*Ss: Recall the words and phrases.

Purpose: To arouse students' interest and activate the theme-related vocabulary learned in junior high school. And to elicit the new word "region".

Guided question:

- What can you think of when talking about tourist attractions?
- [Reference answer] When travelling, we usually visit famous tourist attractions, restaurants, shopping centers in the region. So, here "region" means a large area of land, usually without exact limits or borders. e.g. the western/south-eastern region; He is quite famous in this region.

II. Presentation:

Interactive activity 2: Vocabulary study

*T: Present some pictures of some museums, galleries and sculptures.

*Ss: Tell what are shown in the pictures.

*T: Present some famous sculptures and ask students to describe their feelings.

*Ss: Use adjectives, phrases or sentences to describe their feelings.

*T: Compare well-known sculptures with an ordinary one and tell why the ordinary one is not as great or famous as the others.

*Ss: Tell why the ordinary one is not as great as the others.

Purpose: To activate related words learned before, elicit the new ones and consolidate them by creating more situations.

Guided questions:

- What are shown in these pictures?
- What do you feel after appreciating these sculptures?
- Why is this one not famous?
- How do you feel about the firework display of the musical *Lion King*?

III. Practice

Interactive activity 3: Comparing tourist attractions

*T: Ask students to find and list the similarities that are shared by the four tourist attractions presented in the four pictures.

*Ss: Find and list the similarities shared by all the four tourist attractions.

*T: Ask students to observe the pictures again, group any two pictures with similar features together, and tell their similar feature(s). Tell students to find as many groups as possible. They can have a group discussion, if necessary.

*Ss: Observe the pictures and categorize them into groups of two with similar features, and try to form as many groups as possible. Discuss with group members.

*T: Encourage students to give further descriptions of the four tourist attractions based on their knowledge.

*Ss: Discuss more about the four tourist attractions according to what they know with group members.

Purpose: To familiarize students with the newly-elicited words and elicit more new words through comparison and categorization. And to cultivate critical thinking.

Guided questions:

1. Can you tell and list the similarities of the four tourist attractions in the pictures?
2. [Instruction] Observe the pictures again, group any two pictures with similar features together, and tell their similar features. Please find as many groups as possible. You can discuss with each other, if necessary.
3. [Instruction] Have a group discussion and give further description about the four world-famous tourist attractions. Each group member is in charge of writing a passage about one of the different destinations based on your knowledge and group discussion.