

《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第 1 课时

课题：A Roman holiday

课型：Reading A

设计者：上海市嘉定教育学院 陆艳艳

一、教学设计与说明

1. 教学目标

本课为本单元的第 1 课时，核心目标为引导学生理解并描述旅行经历，学会用思维导图组织信息，并学会扫读策略。

2. 设计思路

本课采用头脑风暴的形式导入，以激活学生与罗马相关的背景知识，加深对罗马了解的同时，解决一些专有名词的发音和形义认知，为之后的阅读扫除障碍。之后，教师告知学生本节课的大任务——复述 Eleanor 在罗马的三天旅游经历及感受。学生在该大任务的引领下阅读语篇，与教师进行语篇互动，梳理 Eleanor 的游览经历，并结合语篇内容学习目标词汇，体会描述旅行经历时作者所用的语言。接下来，学生在教师的带领下进一步思考 Eleanor 喜爱游览首都城市的原因。之后，教师带领学生回顾语篇，让学生列出罗马吸引 Eleanor 的事物，体会 Eleanor 的情感态度，为复述作准备。最后，通过对子合作的形式，学生根据课文信息完成三天的行程安排，并能在此基础上利用本课所学词汇进行复述，并巩固本课所学目标词汇的意义及其在语篇中的基本搭配和用法。

3. 重点难点

整合语篇信息，复述 Eleanor 在罗马的旅游经历及感受。

Lesson Plan

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

1. understand the main idea of the text and scan specific information;
2. grasp the structure of a travelogue by analyzing what Eleanor did and felt in Rome and understand some words and phrases related to travel;
3. retell Eleanor's travel experience in Rome with the help of the mind map.

Procedures:

I. Brainstorming

*T: Ask the students to share the information they know about Rome and draw a mind map on the blackboard.

*Ss: Introduce something they know about Rome.

*T: Teach some new words related to Rome's tourist attractions and food.

*Ss: Read and learn the new words.

Purpose: To introduce the topic of Rome and prepare for text reading.

Guided question:

What do you know about Rome?

II. Skimming

*T: Ask the students to skim the text and find out how many aspects of Rome are covered in the text.

*Ss: Read the text and find out how many aspects of Rome are covered in Eleanor's travelogue.

Purpose: To guide students to get a general idea and identify the structure of the text.

Guided question:

How many aspects of Rome did Eleanor mention in the text?

III. Scanning

*T: Ask the students to scan the text and tick the things Eleanor did in Rome and answer some questions.

*Ss: Scan the text and find out the things Eleanor did in Rome and the answers to the questions.

*T: Ask the students to answer the questions and teach the new words such as: *political, outdoor, ruins*.

*Ss: Share their answers and learn the new words.

*T: Invite the students to talk about the most fascinating relic in their eyes in Rome.

*Ss: Share their ideas about the most fascinating relic in their eyes in Rome.

Purpose: To help students get some detailed information of the text and learn some new words.

Guided questions:

1. What did Eleanor do in Rome?

2. Which relics did Eleanor visit?

3. How did the writer describe the ruins?

4. Which relic in Rome do you think is the most fascinating? Why?

IV. Filling in the table with other fascinating things

*T: Ask students to read Paras. 3-5 again and fill in a table about other fascinating things that Eleanor experienced in Rome.

*Ss: Read Paras. 3-5 and complete the table.

Purpose: To guide students to get more information about what Eleanor did in Rome.

Guided question:

What other fascinating things did Eleanor experience in Rome?

V. Further understanding

*T: Ask the students to read the last paragraph and answer why Eleanor loves visiting capital cities.

*Ss: Read the last paragraph and answer the questions.

*T: Ask the students to list the things Eleanor loved about Rome.

*Ss: Review the text and find out the things Eleanor loved.

Purpose: To help students understand the writer's feelings and prepare for the next task.

Guided question:

Why does Eleanor love visiting capital cities?

VI. Retelling Eleanor's experience.

*T: Ask students to work in pairs to figure out Eleanor's travel arrangement and retell her experience.

*Ss: Discuss with the partners, work out the three day's travel arrangement together and retell the writer's experience according to the plan.

*T: Invite some students to give the presentation in front of the class.

*Ss: Listen to the retelling and take notes.

Purpose: To reinforce students' understanding of the text and help students use the new words and expressions in this lesson.

VII. Homework

1. Read the text twice.
2. Circle the new words and expressions learned in this class and finish the vocabulary exercise on the worksheet.
3. Draw a mind map, summarize the text orally with the expressions learned this class, upload the recording to DingTalk.