

## 《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第 4 课时

课题： Learning More about Cultural Differences

课型： Listening and Viewing; Critical thinking

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### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第 4 课时，核心目标为引导学生比较旅行经历，并讨论旅行的重要性，提升跨文化交流意识，并使用思维导图组织信息。

#### 2. 设计思路

根据本课时的目标和课本的视听说任务，在教学设计中以视听材料为载体，在训练听力技能（听主旨和细节）和视看技能（通过观察独白的画面、背景、人物的面部表情和动作等推断视频内容）的过程中，理解材料内容，学习并巩固主题相关词汇，提升跨文化意识。

首先通过提问和头脑风暴，激活学生对某些旅行场景的已有语言知识，激发学生兴趣。随后在分别听主旨和细节的过程中，引导学生理解对话内容和人物关系，谈论话题（主旨）和具体细节，结合课文练习渗透词汇学习，以帮助学生理解听力材料并提升“听”的能力。接着从涉及旅行前和旅行中的听力任务，过渡到关注旅行意义的视看任务。学生结对互相提问有关旅行的问题并回答，从而回忆相关主题词汇，激发背景知识。接着通过静音模式和正常模式下观看视频，回答问题，补全篇章，思考篇章内容，完成思维导图，培养学生通过观察独白的画面、背景、人物的面部表情和动作等推断、理解和反思视频内容的能力，并练习使用思维导图组织信息。最后，学生结对轮流采访对方，就旅行前的准备、旅行中的活动和旅行后的感受分享各自的旅行经历，并进行比较，从而提升跨文化意识。

#### 3. 重点难点

从行前、行中和行后三方面有条理地分享和比较旅行经历，提升跨文化意识。

### Lesson Plan

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

1. understand the gist and details of the three travel scenarios, and the relationship between the

- speakers by predicting what the listening material is about and taking notes during listening;
2. predict what the video clip is about using the multimodal clues, check their prediction, and summarize the meaning of travel in the video clip;
  3. raise inter-cultural awareness by sharing and comparing travel experiences and the meanings of travel in different stages of travelling.

## **Procedures:**

### **I. Warming up**

- \*Teacher: Ask students about their travel plans and preparations made before travel.
- \*Students: Talk about their travel plans and have a brainstorm about things to prepare before travel.

**Purpose: To activate students' knowledge about travel preparations.**

Guided questions:

1. Where do you plan to go in the coming summer vacation?
2. What are the things you need to prepare before traveling to (Beijing/Suzhou...)?

### **II. Listening: Travel Dialogues**

- \*Teacher: Ask students to predict what the audio is about based on the pictures. Have students listen for the gist of each conversation while taking notes.
- \*Students: First make predictions based on the pictures. Then listen for the gist of each conversation while taking notes and finish matching.
- \* Teacher: Have students read the three paragraphs in exercise III and guess what the missing words are, play the audios again and have students listen again for details.
- \* Students: Guess the missing words and listen again for details.

**Purpose: To help students understand the gist and details of the three travel scenarios and develop some listening skills.**

Guided questions:

1. (Before listening) What are the three women in the pictures doing? Is it before, during or after travel?
2. (Listening for gist) Whom is the woman probably talking to? What help or advice does she need? What are the two speakers talking about?
3. (Listening for details) What does Tina want to do? What kind of place does she want to go and what is the cost?

### **III. Viewing: A Smart Man's Words**

\*T: Guide the students to understand the meaning of traveling by playing the video clip in silent mode and then in normal mode.

\*Ss: Work in pairs and ask each other some questions about travelling. Watch the video clip in silent mode and answer some questions. Watch the video clip in normal mode and finish the blank-fillings. Complete the mind map and think about the meaning of traveling.

**Purpose: To help students understand and reflect on the meaning of travel in the video clip, and develop some viewing skills.**

Guided questions:

1. (Before viewing) Which kind of tourist attractions have you visited, natural or man-made wonders? Why? Have you ever overcome any obstacle during the travel? What was it? What have you gained from the travel?
2. (After viewing in silent mode) Where did the girl go? Did she enjoy travelling? Why do you think so?
3. (After viewing in normal mode) What does travel mean to the girl? What does travel mean to you? And why?

#### IV. Critical thinking and Speaking

\*T: Ask students to do an interview and ask about each other's most memorable travel experience, including travel destinations, preparation before the travel, activities during the travel and significance of the travel to them.

\*Ss: Students work in pairs, ask each other questions about their travel experiences and make dialogues.

\*T: Ask students to compare their experiences and share the similarities and differences in the whole class.

**Purpose: To help students raise inter-cultural awareness by comparing travel experiences.**

Guided questions:

1. What are the things you need to prepare before travelling?
2. What did you do/eat/see while travelling?
3. What do you think of the travel after travelling?
4. What are the similarities and differences of your travel experiences?

Word Bank:

Before travelling: budgeting, get packed, enquire about luggage regulations, read travelogue, apply for passport and visa, know about the culture and weather condition

While travelling: walk around the museum, see famous sculptures, enjoy the night view, take a cruise, go hiking, buy souvenirs, taste the popular meals of the region

After travelling: open your eyes, how blessed you are, live in the moment, treasure what you have, become open-minded, experience another culture, learn from the differences

## **V. Homework**

1. Finish the listening exercises on the worksheet.
2. Read aloud the script of the video on page 43 to further understand the meaning of travel.
3. Record what travel means to you and upload the recording to the DingTalk platform.