

《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第二课时 课题：A Roman Holiday

课型：Reading&Vocabulary 设计者：上外附中 严喆圆

一、教学设计与说明

1. 教学目标

通过本课时的学习，学生将能够利用新授词汇描述旅行见闻、表达感受；加深对语篇主题的理解并讨论旅行的重要性；在词汇学习方面，发现合成构词法中的规律，在语境中正确使用合成词。

2. 设计思路

第二课时的导入环节为分角色描述罗马景点，目的是对第一课时所学词汇进行复习巩固，同时体会从不同角度出发进行描述时的人称、句型变化；主体教学分为两个部分，首先是对课文主旨的深入理解与讨论，通过回答问题、小组讨论等形式展开学习，深化对 Travel 这一主旨的理解；接着引入第二部分复合词的教学与操练，引导学生发现规律、举一反三，最后在小组游戏中通过组词造句、描述知名景点的方式，达到活学活用的目的，为日后单词的自主学习奠定基础。

3. 重点难点

本课重点在于分析作者对旅行的深层次理解和个人感受，了解作者对旅行目的地的选择原因。词汇方面的难点在构词法下拓展词汇量，并内化为自己的语言表达意义。

Teaching objectives:

By the end of the period, students will be able to

1. describe travel experiences and express feelings with target vocabulary;
2. have a deeper understanding of the meaning of travel and discuss its importance;
3. discover the rules of word compounding and properly use compound words in context.

Teaching Procedures: 2nd Period

I. Revision

T: Ask students to describe tourist attractions in Rome as tourist and travel guide.

Ss: Use target vocabulary to make short descriptions.

Purpose: To review target vocabulary.

Guided question:

How do you describe these tourist attractions in Rome?

II. Text Analysis

T: Ask students to guess and explain Eleanor's preference for capital cities.

Ss: Compare capital cities and summarise their advantages.

Purpose: To deepen students' understanding of travel.

Guided question:

Why does Eleanor prefer capital cities?

III. Group Discussion

T: Ask students to recommend other capital cities and give advice.

Ss: Connect to their own experiences and make suggestion.

Purpose: To activate students' schemata and make connections between text and real life.

Guided questions:

Which capital city will you recommend and why?

IV. Vocabulary: Compounding

T: Ask students to discover rules of compounding.

Ss: Deduce rules for compounding and brainstorm more examples.

Purpose: To introduce word compounding, its rules and examples.

Guided questions:

What are the rules for making compound words?

V. Activity: A Word Game

T: Ask students to pair up with group members to form compound words.

Ss: Find a right partner to produce compound words.

T: Inspire students with pictures of well-known tourist attractions to make sentences with their compound words.

Ss: Create sentences using compound words in pair work.

Purpose: To help student apply linguistic knowledge to meaning-making process.

Guided questions:

What compound words can you make?

Can you make sentences with your compound words to describe these tourist attractions?

VI. Homework

Finish exercises on compounding:

1. Textbook P40 Ex. 2
2. Workbook P30 Section A

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