

《高中英语（上外版）》必修第一册 Unit 3 Travel

课时：第 6 课时 课题：Travel Young, Travel Far

课型：Reading B 设计者：上外附中 陈晨

一、教学设计与说明

1. 教学目标

本课为本单元的第 6 课，核心目标为引导学生意识在追求旅行梦中现实和梦想的差距，体会作者鼓励学生立足现实，踏实追梦的期许。以及用思维导图整合信息，提高综合考量各方面因素解决问题的能力。

2. 设计思路

本课通过旅行图片和游记分享引入，以激起学生对香农的兴趣，从而导入香农给青年旅行者的回信。在第一次泛读之后，引导学生发现专栏书信的文体特征和本文的语篇结构。学生第二次分组泛读每段，归纳每段大意。全班合作完成主要针对问题和对策的表格。在学生阅读中，老师给予适当的句子的解释，帮助学生理解文章。通过简单介绍徐霞客，发展学生思维，练习发现问题和解决问题的能力。最后整合整个单元信息，通过思维导图完成如何制定一个好的旅行计划的讨论。

3. 重点难点

整合信息，通过思辨提出切实可行的解决实际问题的方案。

体会作者对年轻人的期许和坚持追梦的文化价值。

Lesson Plan

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

1. grasp the structure and the features of the column letter;
2. identify the problems the young dreamer proposed and suggestions that Shannon offered;
3. understand the expectation that the writer had for the young dreamers and her advice motivating and encouraging young travellers;
4. recall the information of the whole unit and make a travel plan with a mind map;
5. give practical solutions to the problems encountered in different stages.

Procedures:

I. Warm-up

*Teacher: Introduce travel blogs and Shannon by showing pictures and asking questions

*Students: Observe the given picture in detail, with the help of the guided questions, students start to think about travel related issues

Purpose: to arouse students' interest in Shannon, familiarize students with today's topic and prepare them for the task

Guided questions:

1. Have you ever read travel blogs?
2. What is your impression on Shannon's travelogue?

II. Fast reading

*Teacher: Let the students skim the letter quickly for the writing purpose and structure.

*Students: Finish reading in 90 seconds and looking for answers to the guided questions.

Purpose: to familiarize students with the passage and guide students to the genre features and passage structures

Guided questions:

1. Is this letter similar to the one in Unit 1 written by a mother to her daughter?
Why or why not?
2. What is the writing purpose?
3. How is the letter structured?

III. Close reading

*Teacher: Organize students into three groups and assign each group to read only one paragraph and prepare for the questions.

*Students: Read the assigned paragraph carefully and find the answers to the guided questions and ready to share and finish the table collaboratively.

Purpose: to instruct students to read for detailed information.

Guided questions:

1. What is the main idea of the paragraph you read?
2. What is the problem proposed by the younger traveler?
3. What is Shannon's suggestion?
4. What is Shannon's attitude towards teenager's travel dream?

IV. Relating to Xu Xike

*Teacher: Guide students to the Culture Link, and give a brief introduction to Xu Xike

*Students: Get familiar to Xu Xike and imagine the difficulties and dangers he might have met during his travel

Purpose: to raise students culture awareness and develop abilities to find problems and give practical suggestions

Guided questions:

1. What difficulties and dangers he might have met during his travel? Do you have any solutions?
2. What factors caused the limitations of his travel diaries?

V. Critical Thinking: Lists factors that determine a good travel plan

*Teacher: Review the whole unit briefly

*Students: Recall the information of the whole unit and finish the mind map

Purpose: to integrate the whole unit and develop students thinking ability

Guided questions:

1. Can you recall the information of the materials we covered in the whole unit?
2. Are there any factors that affect a travel plan?

VI. Homework

1. Share your mind map with your classmates. Try to integrate proper adverbial clauses while exchanging ideas based on your mind map.
2. Analyze the factors in your mind map, and consider which factor may be a problem for you? Post your problem in your Moments of WeChat. Try to offer solutions to each other's problems by making comments.