

## 《高中英语（上外版）》选择性必修第一册 Unit 3 Adventuring

课时：第一课时      教学内容：Endurance The story of Ernest Shackleton

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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1课时，核心目标为依据记叙文的语篇特征获取沙克尔顿南极征程的经历并加以描述，判断作者的写作目的、对象和态度，批判性表达自己对于沙克尔顿经历的看法。

#### 2. 设计思路

本课的第一个教学环节为导入活动，分为两个部分，活动1为名言与图片的配对，运用多模态激发学生对主题语境探险话题的兴趣。活动2为学生分享课前预习所获取的与南极相关的客观事实，并通过查阅字典，联系上下文等策略获取文章中影响阅读的词汇意义，旨在激活相关背景和语言知识、激发学生的学习兴趣。

第二个教学环节为基于语篇的理解。学生根据引导性问题，依据记叙文语篇特征，进行宏观分析，获取语篇的细节与大意。

第三个教学环节为深入语篇的理解。在此环节中，教师引导学生运用语用分析策略判断作者的写作目的、写作对象以及对于沙克尔顿南极征程的观点。

第四个教学环节为超越语篇的理解。设计意图是让学生根据教师所给的引导性问题，利用语篇信息，联系生活实际，借助语言框架批判性地表达自己对于沙克尔顿南极征程的观点。

第五个教学环节为作业布置，旨在以书面表达的形式巩固和完善与话题相关的批判性表达，并利用本课所学词汇为本单元的项目做准备。

#### 3. 重点难点

利用记叙文语篇模式，梳理文章结构，分享文章内容；从“自我校准”的角度，进行批判性思维，表达自己的观点。

## Lesson Plan

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

1. identify the main idea of the text with the help of textual pattern analysis and build up topic-related vocabulary;
2. judge the writing purpose, intended readers and writer's attitude through pragmatic analysis.
3. express their own ideas on the given topics through critical thinking.

### Procedures:

#### I. Interactive activity 1: Sharing content and language about Antarctic

\*T: Get students to match the motto and the picture, and share the knowledge of Antarctic and key lexis they have grasped through prevision.

\*Ss: Share knowledge and lexis with the help of the learning proposal.

**Purpose: To direct students' attention to the contents and language of the text.**

Guided questions:

1. What knowledge about Antarctic have you obtained from the text?
2. What words and expressions have you learned? Explain in English.

#### II. Independent activity 2: Literal comprehension

\*T: Get students to figure out the textual pattern of the passage.

\*Ss: Work out the textual pattern under the guidance of the learning proposal.

\*T: Guide students to build the topic-related vocabulary.

\*Ss: Build the topic-related vocabulary.

**Purpose: To develop students' ability to analyze the text, deepen their understanding of the main idea, and get students prepared to describe the adventure.**

Guided questions:

1. What is the textual pattern?
2. What are the key elements?

#### III. Independent activity 3: Inferential comprehension

\*T: Let students analyze the pragmatic value of the text through different angles.  
\*Ss: Analyze the text through pragmatic analysis and supply evidence or details.

**Purpose: To integrate language with meaning as well as to deepen students' understanding.**

Guided question:

1. What is the author's main purpose of writing this passage?
2. Who are the intended readers?
3. What is the author's stance on adventures?

#### **IV. Interactive activity 4: Critical thinking**

\*T: Provide the template for critical thinking and encourage students to share their own opinions concerning questions about the passage.

\*Ss: Put forward their comments, ideas etc. on the basis of having a good understanding of this passage.

**Purpose: To provide a chance for students to reflect on the article and apply what they've learned to express themselves.**

Guided question:

1. Why is Shackleton looked up to as a hero despite his failure to reach the South Pole?
2. If you had the opportunity, would you try an expedition like the one led by Ernest Shackleton? Why or why not?

#### **V. Assignments:**

Write a letter to Shackleton in which you summarize Shackleton's adventure and share what you have learnt from his adventure.