

《高中英语(上外版)》选择性必修第三册 Unit 3 Exploring the Unknown

课时：第 2 课时

教学内容：Reading A Stonehenge

课型：Vocabulary

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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 2 课时，课型为词汇课。核心目标为帮助学生在课文语境中理解词汇选择与表达意义，同时帮助学生根据 Exploring the Unknown 这一单元主题梳理词语，建立相关的词汇语义网，最后由学生利用主题相关词汇、短语进行有逻辑地产出表达。

### 2. 设计思路

本课由学生回顾上一课时课文内容和重要信息出发，利用问题的设置以及部分关键词的提示，引导学生回顾上一节课所学的关于 Stonehenge 的内容。在课文内容回顾的基础上，学生进行 Vocabulary Focus I 部分的填空，并对文本中的重要生词进行英英释义以加深理解。随后，教师根据单元主题 Exploring the Unknown 给出部分主题相关的短语，学生配合完成 Vocabulary Focus II 部分的填空，理解并积累与单元主题相关的短语表达。最后，学生根据 Culture Link 中所给到的部分被列入联合国教科文组织世界文化遗产的中国地区的世遗目录，以小组合作的形式任选其一进行介绍，学生需要用与单元主题相关的表达，各组完成之后进行交流分享——通过组间交流和分享，师生合作共享，再对单元主题相关的词汇语义网进行补充完善，一来锻炼学生的逻辑表达，二来借助集体智慧丰富词汇语义网的构建。回家作业要求学生整理课堂呈现的词汇语义网，自行积累，同时也利用所学的词汇网中的短语表达将课堂中对中国世界文化遗产的介绍进行书面呈现，进一步梳理、完善，使之清晰有逻辑。

### 3. 重点和难点

**重点：** 帮助学生理解文本语境中重要单词的含义。

**难点：** 归纳梳理单元主题下的词汇语义网，并能引导学生进行使用和产出。

## Lesson Plan

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

1. understand the meanings of some key vocabulary in Reading A;
2. build a word bank containing the topic-related words, phrases and expressions;
3. use the word bank to express their ideas in a logical way.

### Procedures:

#### I. Text Review

\*T: Ask students to retell the text content of Reading A with the help of some questions and key words.

\*Ss: Try to retell the text content with the guidance of questions and key words.

**Purpose: To help students have a review over the text content so as to go smoothly to the text-based vocabulary learning.**

Guided Questions:

1. Where is Stonehenge?
2. How old is Stonehenge?
3. How many phases are included in the construction work of Stonehenge?
4. What kind of construction work were completed during each phase?
5. What theories about Stonehenge have been put forward by people?

#### II. Text-based Vocabulary Learning

Activity 1: Topic-related words and phrases

\*T: Ask students to finish the exercise of Vocabulary Focus I on textbook, helping them identify topic-related words and phrases — they should paraphrase the words and phrases when checking the answers.

\*Ss: Finish the task in Vocabulary Focus I and try to paraphrase the key words and phrases.

**Purpose: To help students have a command of some important lexis in Reading A and to build a word bank for the major topic of Unit 3 *Exploring the***

### ***Unknown.***

#### Activity 2: Topic-related Expressions

\*T: Ask students to learn some topic-related expressions given on Page 39 and finish the sentences on Page 40.

\*Ss: Complete the task in Vocabulary Focus II and learn some useful expressions about the topic *Exploring the Unknown*.

**Purpose: To learn some related expressions of the major topic.**

### **III. Topic-related Word Bank Construction**

#### Activity 1: Culture Link

\*T: Offer some basic information about the Word Heritage mentioned in Culture Link and ask students to choose one that is familiar to them, and then the students will work in groups and give a brief introduction to the heritage. They are required to use the words, phrases and expressions that they have learned during this period and ensure that their introductions are given in a logical way.

\*Ss: Work in groups of four; pick one of China's World Heritage and give an introduction to the class.

**Purpose: To guide students to use the words and expressions learnt in this period and to encourage them express their ideas or basic knowledge logically.**

#### Activity 2: Word Bank Enlargement

\*T: Ask each group to conclude some topic-related expressions according to their introduction so as to enlarge the word bank for the topic *Exploring the Unknown*.

\*Ss: Share some useful topic-related expressions and note down these key expressions to form their own word bank.

**Purpose: To enlarge the word bank related to the topic *Exploring the Unknown*.**

#### Guided Question:

1. Can you give some useful topic-related expressions according to your

introduction?

### **V. Assignment**

1. Review the important words and phrases in Reading A and get prepared for the dictation.
2. Make a topic-related word bank on your own.
3. Write down your introduction to a China's World Heritage into a short passage. You are required to use the words, phrases and expressions that you have learnt in this period. You should also pay close attention to the logic and accuracy.  
(No less than 120 words.)