

# 《高中英语（上外版）》选择性必修第四册 Unit 3 Delving into History

课时：第 4 课时      教学内容：Listening, Viewing and Speaking

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## 一、教学设计与说明

### 1. 教学目标

本课为本单元的第四课时，核心目标为引导学生在基于主题语境的视听说活动中，根据视听材料及背景知识，进行合理推断，并了解现代科技对文化遗产与保护的影响。

### 2. 设计思路

本课为本单元的第四课时，旨在引导学生根据视听材料及背景知识进行合理推断，并就现代科技对文化遗产与保护的关系进行深入思考。首先，教师请学生回顾关于紫禁城的背景知识，激活学生思维，激发学习兴趣。随后通过听迷你讲座，让学生对于紫禁城有进一步的了解。基于此，引导学生就紫禁城名字的含义，及紫禁城改名的原因进行基于事实的推断。然后，请学生思考：在现代社会，人们可以如何游览紫禁城，从而过渡到对视频 Building a Museum of Museums 的学习。学生通过解析视频标题，分析游览线上博物馆的利弊，对视频内容有一定的预判。在视听环节结束后，学生将所学应用于实践，讨论应如何向高一新生介绍校史馆，传承校园文化。

### 3. 重点难点

- 基于背景知识和视听材料所提供的事实进行推测；
- 基于所学，罗列向高一新生介绍校史馆的要点并进行排序。

## Lesson Plan

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

1. make inferences based on their background knowledge and information in the listening and viewing materials;
2. Summarize and list the advantages and disadvantages of visiting online museums;
3. conclude and rank the factors to be included when introducing museums to others.

### Procedures:

#### I. Interactive activity 1: Gather information about the Forbidden City

\*T: Ask students to come up with as much information about the Forbidden City as possible, such as its location, history, names, building style, etc.

\*Ss: Exchange and gather as much information about the Forbidden City as possible.

**Purpose: To activate students' background information about the Forbidden City and prepare them for making inferences later.**

Guided question:

What do you know about the Forbidden City?

#### II. Independent activity 2: Predict the answers and listen to the mini-lecture

\*T: Have students predict the answers of Exercise II based on the information collected about the Forbidden City. Have them listen to the mini-lecture and help check the answers.

\*Ss: Predict the answers of Exercise II, listen to the mini-lecture and check the answers.

**Purpose: To collect more factual information about the Forbidden City.**

Guided question:

Can you give a brief account of the history of the Forbidden City after listening to the mini-lecture?

#### III. Independent activity 3: Make inferences about the names of the Forbidden City

\*T: Ask students to come up with other names of the Forbidden City and guild them to tell the meaning of each name. Encourage them to infer the reasons for the renaming of the Forbidden City.

\*Ss: Come up with as many names of the Forbidden City as possible; explain the meaning of each name and try to infer the reasons for the renaming of the Forbidden City based on the background information.

**Purpose: To have students make inferences based on factual information.**

Guided questions:

1. What are the other names of the Forbidden City?
2. What does each name indicate?
3. Why was the Forbidden City renamed?

#### **IV. Interactive activity 4: Choose your favourite way of visiting museums**

\*T: Ask students to think of the the possible ways of visiting the Forbidden City. Have them choose their favourite ways to visit the Forbidden City and get them to tell reasons to their peers.

\*Ss: Think of possible ways to visit the Forbidden City, choose their favourite ways of visiting and state reasons.

**Purpose: To provoke students' thinking about the relationship between history and technology and prepare them for the viewing activities.**

Guided questions:

1. What are the possible ways to visit the Forbidden City?
2. Which way do you prefer? Why?

#### **V. Interactive activity 5: List the advantages and disadvantages of visiting museums online.**

\*T: Have students read the title of the video “Building a Museum of Museums on the Web” and predict the meaning of “a Museum of Museums on the Web”.

\*Ss: Read the title and predict the the meaning of it.

\*T: Ask students to compare the experiences of visiting brick and mortar museums and online ones and list the advantages and disadvantages of visiting online museums.

\*Ss: Compare the experiences of visiting brick and mortar museums and online ones and list the advantages and disadvantages of visiting online museums.

**Purpose: To enable students to have an objective view towards visiting online museums.**

Guided questions:

1. What does the title “Building a Museum of Museums on the Web” mean?
2. What are the advantages and disadvantages of visiting online museum ?

#### **VI. Independent activity 6: Watch the video and fill in the blanks in Exercise II.**

\*T: Have students read the lines in Exercise II, and get them to watch the video and fill in the blanks according to the content of the video.

\*Ss: Read the lines in Exercise II, watch the video and fill in the blanks.

**Purpose: To learn more about the museum of museums.**

Guided question:

What does the author say about the online museum?

#### **VII. Interactive activity 7: Introduce the school history museum**

\*T: Have students brainstorm the factors to be included and the sequence of the factors when introducing the school history museum to Senior One students.

\*Ss: Brainstorm the factors to be included and arrange the factors properly when introducing the school history museum to Senior One students.

**Purpose: To put what they’ve learnt about museum into practice.**

Guided questions:

1. What factors should be included if you are going to introduce the school history museum to Senior One students?
2. How should those factors be arranged to attract them?

#### **VIII. Assignment:**

1. Write an introduction of the school history museum based on the factors and sequence discussed. (refer to the Useful Expression box on Page 43 if necessary)
2. Prepare for the oral presentation of the introduction in the next class.