

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

课时：第 7 课时 教学内容：Designing a brochure about a historic site

课型：综合探究 设计者：上海市浦东复旦附中分校 袁李瑶

一、教学设计与说明

1. 教学目标

本课为本单元的第七课时，核心目标为引导学生基于语境，灵活运用所学语言知识，为历史旅游景点设计宣传手册，并就该手册进行解说和互评。

2. 设计思路

首先，教师向学生介绍本探究项目的内容：为历史旅游景点设计宣传手册，并鼓励学生按照兴趣爱好结成 3-4 人的学习小组。在探究项目开始前，教师要求学生完成初步的计划表（Historic Site Brochure Project Organization Sheet），做好人员安排和时间规划，避免出现因缺乏合理规划，无法按时提交项目作品的情况。随后，学生有大约一周的时间进行资料收集、版面设计、印刷和解说准备。在这个过程中，学生并非随意发挥，而是要参照自评表（Self-Assessment Sheet）进行探究活动，通过自评进行自查和纠正，提高自主学习能力。随后，教师将本单元的最后一节课还给学生，请每组派一位代表上台介绍本组所设计宣传册的亮点及本组的探究过程，然后请同学们参照互评表（Peer-review Sheet）进行互评打分，并提出具体的修改建议。教师将修改建议进行整理后反馈给各小组，并要求小组进行修改，并提交本次探究项目的成品。

3. 重点难点

- 在宣传手册中恰当运用本单元所学的语言知识；
- 进行信息筛选与整合，通过宣传手册激发读者的参观游览兴趣。

Lesson Plan

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

1. apply words, expressions, sentence patterns and grammar (inversion) learnt in this unit into practise;
2. present the brochure designed by their group and explain why they designed it in this way;
3. evaluate other groups' brochures and offer suggestions to other groups according to the rubrics.

Procedures:

I. Interactive activity 1: Form into groups and make a plan for the project

*T: Introduce the project and the three sheets to be finished to students. Have 3 to 4 students form into one group, and ask them to finish the first sheet: Historic Site Brochure Project Organization Sheet before starting the project.

*Ss: Know what they are supposed to do during the project, form into groups and finish Historic Site Brochure Project Organization Sheet.

Purpose: To inform students of the project they are going to do.

II. Independent activity 2: Self-check during the program

*T: Remind students to do self-check according to the Self-Assessment Sheet during the project.

*Ss: Do self-check according to the Self-Assessment Sheet during the project and make adjustments according to the specifications listed in it.

Purpose: To offer instructions about how to do the project.

III. Interactive activity 3: Introduce the brochure to the class

*T: After students have finished making the brochure, invite one representative from each group to introduce their brochure to the class, including the highlights of the brochure.
*Ss: Finish the project and introduce the brochure to the class.

Purpose: To have students share exploring experiences with their peers.

Guided questions:

1. Why did your group design the brochure in this way?
2. Do you think your brochure attractive to visitors? Why?
3. What's the most impressive moment in the making of the brochure?

IV. Interactive activity 4: Evaluate and choose your favourite brochure

*T: Ask students to exhibit the printed brochure on the bulletin board and evaluate all the brochures according to the Peer-review Sheet. Ask them to choose their favourite brochure.
*Ss: Exhibit the printed brochure on the bulletin board and evaluate the brochures according to the Peer-review Sheet. Choose their favourite brochure.

Purpose: To have students share their works and learn from others.

Guided questions:

1. Which brochure is your favourite? Why?
2. Do you have any suggestions to this brochure?

V. Assignment:

Modify the brochure according to the suggestions given in the Peer-review Sheet.