

# 《高中英语》（上外版）

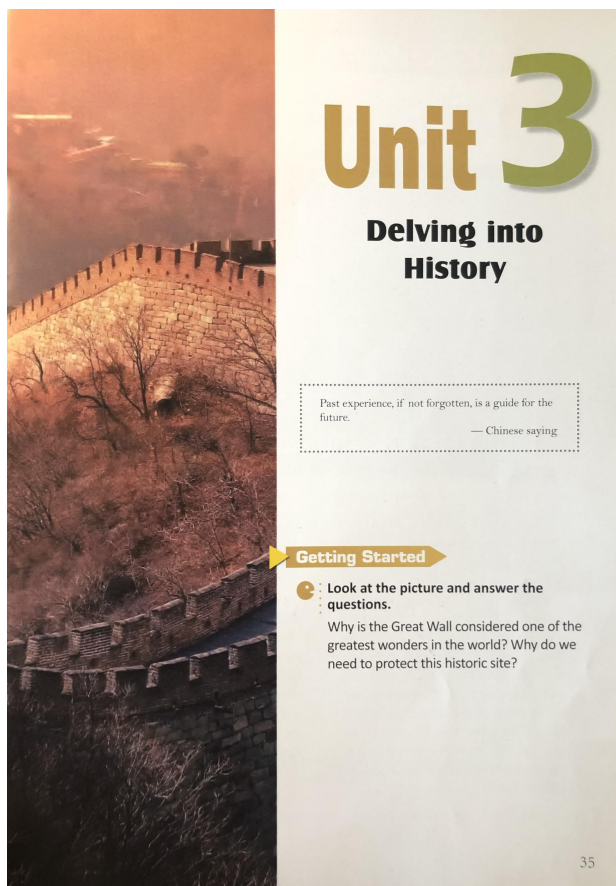
选择性必修第四册第三单元

## Delving into History

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# 《高中英语》（上外版）

## 选择性必修第四册第三单元



课时	授课内容
1	Getting Started/ Reading A
1	Reading A/ Vocabulary Focus
1	Reading A/ Grammar in Use
1.5	Listening, Viewing and Speaking
1	Reading B
0.5	Critical Thinking
1	Writing
1	Further Exploration/ Self-assessment

# 学习目标 Learning Objectives:

**By the end of the lesson, you will be able to ...**

1. 能在历史景点的宣传手册中适当运用本单元所学单词、词组、句型和语法（倒装）；

apply words, expressions, sentence patterns and grammar (inversion) that they've learnt in this unit into practice;

2. 能讲解本组宣传手册的制作过程及设计亮点；

present the brochure designed by their group and explain why they designed it in this way;

3. 能根据量规表评估宣传手册，并提出修改建议。

evaluate other groups' brochures and offer suggestions to other groups according to the rubrics.

# I. Before the Project

Historic Site Brochure Project Organization Sheet

Historic Site:		
Group Members and Tasks (3-4 students/group)	Member	Task
		<b>Assign tasks according to your group members' interests and strengths.</b>
Time and Progress	By _____, we will have _____	
	By _____, we will have _____	
	By _____, we will have _____	
	By _____, we will have _____	
Resources Needed and Solutions	<b>List the resources needed and try to find solutions by yourself!</b>	

**Finish the project  
according to the  
timetable**

# II. During the Project

## Self-Assessment Sheet

Items	Specifications	Yes (☑)/ No (☒)
Organization	Do we work cooperatively as a group?	
	Is the task reasonably assigned to each group member?	
	Do we finish the project on time?	
Content	Are <u>pictures, contact information and opening hours</u> of the historic site included in the brochure?	
	Is the information correct?	
	Is the information attractive to prospective readers?	
Language	Is there any spelling, punctuation or grammatical mistakes?	
	Are words, phrases and sentence patterns learnt in this unit properly used?	
	Is inversion properly used?	
Design	Is the design of the brochure different from the official one?	
	Is the design of the brochure attractive to prospective readers?	
General Impression	Generally speaking, our group's brochure is _____. A. Excellent    B. Good    C. Okay    D. To be improved	
Things to be improved		

Refer to the sheet during the project to ensure the progress of the project and quality of the brochure.



# III. After the Project

## Peer-review Sheet

Peer-review Sheet for \_\_\_\_\_ Group by \_\_\_\_\_

Evaluation Grades: A=Excellent B=Good C=Okay D=To be improved

Items	Specifications	Grades
<b>Organization</b>	Is the brochure handed in on time?	
<b>Content</b>	The pictures are attractive.	
	The contact information and opening hours are clear.	
	The information is correct.	
	Generally speaking, the content is useful.	
<b>Language</b>	There is no spelling, punctuation or grammatical mistakes.	
	Words, phrases and sentence patterns learnt in this unit are properly used.	
	Inversion is properly used.	
	Generally speaking, the language is correct and vivid.	
<b>Design</b>	The design of the brochure is attractive and unique.	
	Generally speaking, I like the design of the brochure.	
<b>General Impression</b>	Will you go to the historic site after reader this group's brochure? A. Yes, definitely! B. No, probably not.	
<b>Rating</b>	I'd like to rate ☆☆☆☆☆ for this brochure.	
<b>Things to be improved</b>	Offer specific suggestions to your peers	

Grade other groups' works objectively.

Rate their works here!

# **Assignment:**

**Revise the brochure according to the suggestions received in the Peer-review Sheet.**

Thank you!