

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

课时：第 4 课时

教学内容：How adventurous are you?

课型：Listening, Viewing and Speaking 设计者：上海市行知中学 施如画

一、教学设计与说明

1. 教学目标

本课为本单元的第 4 课时，核心目标为学生能运用符号和缩写记录并还原听到的信息，领悟探险家精神，梳理纪录片以及视频播客的文本结构特征，向他人描述个人的探险经历以及表达对探险的观点。

2. 设计思路

本课在导入环节，通过引导学生分享自己想要探索的未知领域，激发学生的探索。通过听力语篇，学生了解历史上人类已经探索过的领域，获取人类探索历史的背景知识。然后学生通过运用符号和缩写记录细节信息，获取听力语篇中所提到的过去和现在人类进行探索实践的原因，并对彼此运用速记策略的能力做出评价。在获取冒险活动和人类的冒险原因之后，学生讨论探险相关的职业，并通过观察视频无声片段推测主人公的职业，然后观看完整视频，获取有关主人公经历的关键信息，并领悟主人公的探险家精神。学生完成视听任务后，回顾纪录片和视频博客的语篇结构，并提取与冒险有关的表达，整理成话题词汇语义网，为口语环节的操练做准备。最后，学生在小组内根据谁最具探险精神，推选出小组代表进行问答比赛。学生在答题时可参考话题词汇语义网和教师给出的句式结构，答题数量和表达能力综合分最高的小组胜出。最后，学生回顾本课内容，巩固所学知识。

3. 重点难点

笔记中的符号和缩写策略；探险话题相关表达的运用。

Lesson Plan

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

1. present the reasons for exploration from the audio clip by taking notes using symbols and abbreviations;
2. list the spirit of the adventure storyteller in the video clip;
3. comprehend the features of a documentary's script and that of a VODcast;
4. express their ideas clearly using the expressions learned from the audio and the video clip.

Procedures:

I. Interactive activity 1: Sharing the wish to explore

*T: Get students to discuss with their partners.

*Ss: Work in pairs and describe what they want to explore and why.

Purpose: To arouse students' interest in the topic and prepare them for the listening, viewing and speaking sections.

Guided question:

If you were given a chance, what would you want to explore? Why?

II. Independent activity 2: Listening for what the explorers have done

*T: Play the audio clip and have students listen for key information.

*Ss: Listen to the clip and tick the items that explorers have done.

Purpose: To have students practice listening for detailed information and get them familiar with the listening material.

Guided question:

What items have the explorers done?

III. Independent activity 3: Listening for reasons for exploration

*T: Prepare students for note-taking and play the audio clip again. Invite two students to come to the blackboard and share their notes.

*Ss: Practice note-taking using symbols and abbreviations. Listen to the audio clip and take notes of current reasons for exploration.

Purpose: To have students practice taking notes using symbols and abbreviations.

Guided questions:

1. What would you write down when you hear the following phrases?
2. What are the reasons for exploration?

IV. Interactive activity 4: Evaluating the usage of note-taking skills

*T: Encourage other students to evaluate the two student's work according to a checklist.

*Ss: Evaluate peers' usage of note-taking skills. Reflect on their own work.

Purpose: To guide students to reflect on their comprehension of note-taking skills.

Guided question:

Could you evaluate his/her application of note-taking skills according to the questions?

V. Interactive activity 5: Analyzing the audio script

*T: Show the script of the documentary and guide students to analyze the text.

*Ss: Analyze the textual pattern and the structure of the text.

Purpose: To help students develop a better understanding of the structure of a documentary script.

Guided questions:

1. What does each paragraph tell us?
2. What's the textual pattern of the documentary's script?

VI. Interactive activity 6: Drawing a thinking map of topic-related vocabulary

*T: Have students work in groups to draw a thinking map on the worksheet.

*Ss: Recall the expressions related to adventure from the audio clip and draw a thinking map of topic-related vocabulary.

Purpose: To enlarge students' vocabulary and prepare them for the speaking activity.

Guided question:

What expressions related to adventure can you recall from the audio clip?

VII. Independent activity 7: Guessing the man's job from the silent video clip

*T: Ask students what jobs are related to adventure and have them guess information from a silent video clip.

*Ss: List jobs related to adventures. Watch the silent video clip and guess the man's job.

Purpose: To turn students' attention from the audio clip to the video clip and have students practice guessing information from images of a video clip.

Guided questions:

1. What jobs do you know that are related to exploration or adventures?
2. What's the man's job in this video clip?

VIII. Independent activity 8: Getting the main idea of the video clip

*T: Play the full version of the video clip and guide students to check their guess and get the main idea of the video clip.

*Ss: Watch the video clip, check the man's job and get the main idea of the video clip by coupling the man's emotions and his words.

Purpose: To guide students to get the main idea of a video clip through both images and words.

Guided questions:

1. Can you sense the emotional change of the man in the video clip?
2. What is he talking about at the beginning of the video? What about then?

IX. Independent activity 9: Appreciating an adventurer's spirits

*T: Play the full version of the video clip again and ask students to listen for key information.

*Ss: Watch the video clip, find key information about what the man did and what he overcame to complete the table.

*T: Have students appreciate the adventurer's spirits.

*Ss: Add adventurous spirits to the thinking map of topic-related vocabulary.

Purpose: To guide students to appreciate the spirits of an adventurer.

Guided question:

What spirits make the adventure storyteller's ideas a reality?

X. Interactive activity 10: Analyzing the video script

*T: Show the video script and guide students to analyze the text.

*Ss: Analyze the textual pattern and the way the text is organized. Add more expressions to the topic-related vocabulary.

Purpose: To help students develop a better understanding of the organization of a VODcast script.

Guided questions:

1. What's the textual pattern of the VODcastt?
2. How is the VODcast organized?

XI. Interactive activity 11: Answering questions related to adventure

*T: Give instructions to organize the asking and answering competition among groups and provide useful expressions for reference.

*Ss: Decide the representative of each group to answer the audience's questions, using the topic-related expressions and other useful expressions provided by the teacher.

Purpose: To have students describe their personal adventurous experiences and spirits.

Guided question:

Are you clear about the rules?

XII. Interactive activity 12: Evaluating others' performance

*T: Encourage students to evaluate the group representatives' performance.

*Ss: Evaluate the group representatives' performance.

Purpose: To guide students to reflect on their performance.

Guided questions:

1. Whose answers were the most understandable? What merits did he/she have?
2. Whose answers left you with the deepest impression? Why?

XIII. Independent activity 13: Reviewing the expressions and reflecting on adventurous spirits

*T: Have students review what has been learnt in class.

*Ss: Review the expressions related to adventure and reflect on adventurous spirits.

Purpose: To consolidate what has been learned in class.

Guided question:

What have you learnt in today's lesson?

XIV. Assignment:

Decide whether you want to be a crabber, a wildlife photographer or an astronaut and record a video (2 min) to apply for the job. Your video should include the reasons you apply for the job and your qualities related to the job.

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