

单元教学设计——北师大版高一M3U8 Adventure

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	林良达	4	中学英语二级
完成时间			

一、教学材料

年级：高一年级

教材：北京师范大学出版社，2004年

单元名称：Unit 8 Adventure

主题：冒险经历

二、单元教学内容分析

本课时为北师大版英语必修三第八单元。本单元话题为冒险，共四篇课文，第一篇课文为《喜马拉雅山探险》，第二课为《极限运动》，第三课为《马可·波罗》，第四课为《南极洲之旅》。Warm Up 部分为话题引入，包含一个听力材料以及词汇积累，可以和其他部分内容联合重组或作为课后练习、预习。另外，本单元配有的文化角部分为中国丝绸之路的介绍。

本单元的教学设计共包含7个课时。第一节为 Lesson 1 第一课时，为阅读课，帮助学生初步了解喜马拉雅山脉的概况，学习旅游线路介绍类文章的基本结构。由于本课文章内容较简单，增加一篇拓展阅读加深学习效果。第二节为 Lesson 1 的语言点课，学习本课重点短语和单词用法。第三节是 Lesson 2 听力课。本课着重训练学生抓住主要信息的能力并学习听力材料中的词汇短语。第四节为 Lesson 3 第一课时，阅读课。学生重点学习世界著名冒险家马可·波罗的中国游历。第五节为 Lesson 3 的语言点课，学习本课重点短语和单词用法，巩固学习与应用限制性和非限制性定于从句。第六节为 Lesson 4 第一课时，阅读课。本课介绍人类探险南极大陆的历史竞赛，重点对人物的路线设计进行科学性评价，总结得失。第七节为 Lesson 4 第二课时，学习本课重点短语和词汇。第八节为 Communication Workshop，教材提供了一个听力材料、两个阅读材料和一个写作材料。教师将听力材料和阅读材料整合成写作前的铺垫任务，为写作做准备。

三、学情分析

本单元教学设计为高一下学期学生使用。经过一个学期的学习，学生已掌握高中英语学习的一般方法，词汇量有所增加，能阅读较长篇幅的文章，适应了阅读课的一般流程。另外，在学科结合方面，学生在生活和历史、地理等科目的学习当中都会接触到关于喜马拉雅山脉、马可·波罗等介绍，他们对话题有着丰厚的历史背景知识。在语言技能方面，初中的历史知识以及开学一个月的定语从句学习之中学生对定语从句的理解变得深刻，这为课文的准确理解打下了坚实的基础。

四、单元教学目标

语言能力：学习单元关于冒险活动的相关词汇和短语；掌握人物介绍类和宣传小册子的写作模式并加以运用。

思维品质：学会结合生活和常识、背景知识分析问题，解决问题；学会从多维度评价人物和历史事件。

文化品格：学习喜马拉雅山脉的背景知识；了解马可·波罗中国游历的历史；了解极限运动及特征；学习人类探险南极大陆的冒险家精神。

学习能力：训练背景知识加深了文章理解的能力。

五、教学设计理念

新课程标准强调课程应从学生的学习兴趣，生活经验和认知水平出发，倡导体验、实践参与、合作交流的学习方式和任务型的教学途径，发展学生的综合语言运用能力，使语言学习的过程成为学生形成积极的情感态度、主动思维和大胆实践、提高跨文化意识和自主学习能力的过程。

本单元教学设计以学生为主，从学生的实际学习和需要出发，注重学生学习能力与思维品质的培养，体现了学生的主体性，同时灌输文化意识，扩充学生的文化常识，理解并评价冒险精神在人类世界发展的作用。在进一步发展学生基本语言运用能力的同时，着重提高学生的创造性思维与调动背景知识思考的能力，充分发挥自己的主观能动性，形成有效的学习策略，提高自主学习的能力。

六、各课时教学设计

第一节 Lesson 1 Adventure Holidays 第一课时

课型：阅读课

本课教学内容及重组：本课文章较为简单，语言通俗易懂，话题为学生所熟知。为了加强学习效果以及增强学生的文化品格的培养，增加两篇关于人类征服喜马拉雅山脉的额外阅读材料，一篇供课堂上使用，另一篇作为课后阅读。（材料提供者：佛山市南海区石门中学胡闯老师）

（一）教学目标：

1. 语言能力：学习本课的词汇与短语，包括 accommodation, optional 等。

2. 思维品质：初步了解克服一切的探险家精神，积累探险中遇到问题的解决方法。

3. 文化品格：1) 了解喜马拉雅山脉的概况，引申以及感知探险家冒险活动面临的巨大挑战。

4. 学习能力：1) 利用问题理解文章细节的能力；2) 利用跨学科知识理解文章内涵的能力。

(二) 教学重点：

1) 利用两次阅读进行语言内容输入，包括单词以及短语。

2) 利用问题培养学生理解文章细节的能力，用各种不同形式重现重点词汇短语，帮助学生在句子语境中理解文章，掌握词汇。

3) 补充阅读材料，理解人类征服喜马拉雅山脉的艰难。

(三) 教学难点：

1) 根据文章体裁快速理解篇幅比较长的文章；

2) 人类征服喜马拉雅山脉的艰难历史。

(四) 教学过程：

环节一：Lead-in and input

活动 1

活动名称：展示与讨论

活动过程：教师提问：What do you know about the Himalayas? 学生在教师的指引下自由回答。教师继续提问：Which is the highest peak of the Himalayas? 教师进而利用问题介绍关于喜马拉雅以及珠穆朗玛峰的相关背景知识，具体如下：

Q: What happened about Mount Everest in 1953?

A: Mount Everest was first conquered (征服) by the human beings.

Q: Do you know who is the first one to conquer (征服/战胜) Mount Everest?

A: Edmund Hillary, a conqueror from New Zealand.

Q: What characteristics should a person have if he/she want to climb Mount Everest?

A: He/She should be strong/ vigorous/persistent/strong-minded/determined/...

设计意图：通过一系列的问题及自由回答，激发学生阅读兴趣，帮助学生调用背景知识，为下文的阅读作准备。

环节二：Reading

活动 1

活动名称：1st Reading: Skimming

活动过程：教师给出学生一系列数据，要求学生定位数据出处，然后把相关句子说出来。具体如下：

T: Now, read the passage and find out the information about the following numbers. 6~8; 5545; 2500; 15; 10~5

➤ 6~8: walking hours of Class A hike

➤ 5545: the maximum altitude of Class A hike

➤ 2500: the hike costs

- 15: maximum group size
- 10~5: hiking months

设计意图：本部分为第一次阅读。学生通过对具体数据的定位把握文章大意，有利于训练学生迅速寻找信息的能力，这也是高考常考的一种阅读策略。

活动 2

活动名称：2nd Reading: Answering the questions

活动过程：在对文章有初步的理解后，教师给出 5 个问题，要求学生进行细读后回答。5 个问题如下：

1. Why do people want to go on these hiking trips?
2. What is the reality of hiking holidays?
3. On these hiking trips, whose help do you need to depend on? Why?
4. Besides him/her, who will go with the hiking team? Why?
5. Why does this company offer some optional tours?

设计意图：第二次阅读难度明显比第一次加大。通过细节题的探讨加深了学生对文章的理解。这几个问题抓住了文章的主线，学生进行回答后能够把握住这篇文章的宣传特征以及写作结构方式，为下一个阅读活动——文章结构分析做准备。

活动 3

活动名称：3rd Reading: Structure and main idea

活动过程：教师给出提示，要求学生再次阅读文章并进行小组讨论，得出本文结构，然后总结每段大意。具体如下：

- Para. 1: experience of a hike
- Para. 2: organization of hikes
- Para. 3: flight arrangements
- Para. 4: accommodation
- Para. 5: extra offers
- Para. 6: difficulty of hikes
- Para. 7: prices and dates

设计意图：通过对文章结构的提炼，帮助学生理解该类文章的写作方式，迅速把握文章大意。

环节三：Additional Reading

活动 1

活动名称：Reading and answering the questions

活动过程：教师补充一篇以喜马拉雅山为背景的文章，介绍词汇，引导学生完成阅读练习。文章如下：

The First to Climb Mount Everest

After years of dreaming about it and seven weeks of climbing, New Zealander Edmund Hillary and Nepalese Tenzing Norgay reached the top of Mount Everest, the

highest mountain in the world, at 11:30 a.m. on May 29, 1953. They were the first people to ever reach the summit of Mount Everest.

Earlier Attempts to Climb Mt. Everest

Mount Everest had long been considered unclimbable by some and the **ultimate** climbing challenge by others. Soaring in height to 8 848m, the famous mountain lays in the Himalayas, along the border of Nepal and Tibet, China.

Before Hillary and Tenzing successfully reached the summit, two other expeditions got close. Most famous of these was the 1924 climb of George Leigh Mallory and Andrew "Sandy" Irvine. They climbed Mount Everest at a time when the aid of **compressed air** was still new and questioned. The pair of climbers was last seen still going strong at the Second Step (about 28,140 - 28,300 ft). Many people still wonder if Mallory and Irvine might have been the first to make it to the top of Mount Everest. However, since the two men did not make it back down the mountain alive, perhaps we'll never know for sure.

The Dangers of Climbing the Highest Mountain in the World

Mallory and Irvine certainly were not the last to die upon the mountain. Climbing Mount Everest is extremely dangerous. Besides the freezing weather (which puts climbers at risk for extreme frostbite) and the obvious potential for long falls from cliffs and into deep **crevasses**, climbers of Mount Everest suffer from the effects of the extreme high altitude, often called "mountain sickness."

The high altitude prevents the human body from getting enough oxygen to the brain, causing hypoxia(缺氧). Any climber who climbs above 8,000 feet could get mountain sickness and the higher they climb, the more severe the **symptoms** may become. Most climbers of Mount Everest at least suffer from headaches, cloudiness of thought, lack of sleep, loss of appetite, and **fatigue**. Some, if not **acclimated** correctly, could show the more serious signs of altitude sickness which include dementia (痴呆) , trouble walking, lack of physical coordination, **delusions**, and coma (昏迷) .

To prevent the acute symptoms of altitude sickness, climbers of Mount Everest spend a lot of their time slowly acclimating their bodies to the increasingly high altitudes. This is why it can take climbers many weeks to climb Mt. Everest.

Food and Supplies

In addition to humans, not many creatures or plants can live in high altitudes either. For this reason, food sources for climbers of Mt. Everest are relatively nonexistent. So in preparation for their climb, climbers and their teams must plan, purchase, and then carry all of their food and supplies with them up the mountain. Most teams hire Sherpas to help carry their supplies up the mountain. The Sherpas are a previously nomadic people who live near Mt. Everest and who have the unusual ability of being able to quickly physically adapt to higher altitudes.

Edmund Hillary and Tenzing Norgay Go Up the Mountain

Edmund Hillary and Tenzing Norgay were part of the British Everest Expedition, 1953, led by Colonel John Hunt. Hunt had selected a team of people who were experienced climbers from all around the British Empire. Among the eleven chosen climbers, Edmund Hillary was selected as a climber from New Zealand and Tenzing Norgay, though born a Sherpa, was selected from his home in India. Also along for the trip was a filmmaker to **document** their progress and a writer for *The Times*, both were

there in the hopes of documenting a successful climb to the summit. Very importantly, a physiologist **rounded out** the team.

After months of planning and organizing, the expedition began to climb. On their way up, the team established nine camps, some of which are still used by climbers today.

Out of all the climbers on the expedition, only four would get a chance to make an attempt to reach the summit. Hunt, the team leader, selected two teams of climbers. The first team consisted of Tom Bourdillon and Charles Evans and the second team consisted of Edmund Hillary and Tenzing Norgay.

The first team left on May 26, 1953 to reach the summit of Mt. Everest. Although the two men made it up to about 300 feet shy of the summit, the highest any human had yet reached, they were forced to turn back after bad weather set in as well as a fall and problems with their oxygen **tanks**.

Reaching the Top of Mount Everest

At 4 a.m. on May 29, 1953, Edmund Hillary and Tenzing Norgay awoke in camp nine and readied themselves for their climb. Hillary discovered that his boots had frozen and thus spent two hours **defrosting** them. The two men left camp at 6:30 a.m. Upon their climb, they came upon one particularly difficult rock face, but Hillary found a way to climb it. (The rock face is now called "Hillary's Step.")

At 11:30 a.m., Hillary and Tenzing reached the summit of Mount Everest. Hillary reached out to shake Tenzing's hand, but Tenzing gave him a hug in return. The two men enjoyed only 15 minutes at the top of the world because of their low air supply, but they spent their time taking photographs, taking in the view, placing a food offering (Tenzing), and looking for any sign that the missing climbers from 1924 had been there before them (they didn't find any).

When their 15 minutes were up, Hillary and Tenzing began making their way back down the mountain. It is reported that when Hillary saw his friend and co-New Zealand climber George Lowe (also part of the expedition), Hillary said, "Well, George, we've knocked the bastard off!"

Vocabulary

Questions

<p>attempt : n. try to do sth, often without success</p> <p>ultimate challenge: 终极挑战</p> <p>compressed air: 压缩空气</p> <p>crevasse: 裂缝</p> <p>symptom: a sign of the illness</p> <p>fatigue: tiredness</p> <p>acclimate: adapt oneself to</p> <p>delusion: a false idea</p> <p>document: to make a detailed record</p> <p>round out: 使完善, 使圆满</p> <p>tank: a large container for liquid or gas</p> <p>defrost: make sth. unfrozen</p>	<ol style="list-style-type: none"> 1. Why weren't Mallory and Irvine the first to reach the summit of Mount Everest? 2. What dangers did the climbers face when climbing Mount Everest? 3. What symptoms did the climbers have on the summit of Mount Everest? 4. What could Sherpas do for climbers? Why? 5. Except the climbers, who went along with them? 6. What did Hillary and Tenzing do on the top of Mount Everest?
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设计意图：本部分为拓展阅读训练。课内阅读的文章较基础，拓展阅读以喜马拉雅山为背景，介绍了人类征服喜马拉雅山和珠穆朗玛峰的历史，丰富了学生的背景知识，熟悉相关术语词汇，为日后阅读扫除障碍。

环节四： Summary

活动 1

活动名称： Summary and homework

活动过程： 教师板书课内与额外阅读的词汇以及背景知识，对全课进行总结并布置作业，作业为关于喜马拉雅山的另外一篇文章。

Yeti: Abominable Snowman of the Himalayas(喜马拉雅雪人)

The Himalaya Mountains, the highest range on Earth, have been referred to as the "roof of the world." If that is so, there is a mystery called the *Yeti*. In Tibetan the word means "magical creature" and truly it is a seemingly **supernatural** puzzle in the shape of a hairy, **biped** creature that resembles a giant ape.

The first reliable report of the Yeti appeared in 1925 when a Greek photographer, **N. A. Tombazi**, working as a member of a British geological expedition in the Himalayas, was shown a creature moving in the distance across some lower **slopes**. The creature was almost a thousand feet away in an area with an altitude of around 15,000 feet.

The creature disappeared before Tombazi could take a photograph and was not seen again. The group was **descending**, though, and the photographer went out of his way to see the ground where he had **spotted** the creature. Tombazi found footprints in the snow. "They were similar in shape to those of a man, but only six to seven inches long by four inches wide at the broadest part of the foot. The marks of five distinct toes and the instep were perfectly clear, but the trace of the heel was **indistinct**..."

Yeti reports usually come in the form of tracks found, furs offered, shapes seen at a distance, or rarely, actual face-to-face **encounters** with the creatures. Some of the best tracks ever seen were found and photographed by British mountaineers **Eric Shipton and Micheal Ward** in 1951. They found them on the southwestern slopes of the Menlung Glacier, which lies between Tibet and Nepal, at an altitude of 20,000 feet. Each print was thirteen inches wide and some eighteen inches long. The tracks seemed fresh and Shipton and Ward followed the trail for a mile before it disappeared in hard ice. Shipton's footprints were not the first or last discovered by climbers among the Himalayas. Even **Sir Edmund Hillary** and his Sherpa guide, **Tenzing Norgay**, on their record **ascent** to the top of Mount Everest, in 1953, found giant foot prints on the way up.

One of the more curious reports of a close encounter with a Yeti occurred in 1938. Captain **d'Auvergue**, the curator(馆长) of the Victoria Memorial in Calcutta, India, was traveling the Himalayas by himself when he became snow-blind. Fortunately, he was rescued by a nine foot tall Yeti that nursed him back to health until d'Auvergue was able to return home by himself.

In many other stories, though, the Yeti hasn't been so kind. One Sherpa girl, who was tending her yaks(牦牛), described being surprised by a large ape-like creature with

black and brown hair. It started to drag her off, but seemed to be surprised by her screams and let her go. It then **savagely** killed two of her yaks. She escaped with her life and the incident was reported to the police, who found footprints.

Several expeditions have been organized to track down the Yeti, but none have found more than footprints and questionable **artifacts** like scalps (头皮) and hides. The London *Daily Mail* sent an expedition in 1954. American oil men Tom Slick and F. Kirk Johnson financed trips in 1957, 58, and 59. Probably the most well-known expedition went in 1960.

Sir Edmund Hillary, the same man that had first climbed Everest in 1953, lead the 1960 trip **in association with Desmond Doig**. Despite a ten-month stay the group failed to find any convincing evidence of the existence of the Yeti. The artifacts they examined, two skins and a scalp, turned out to belong to two blue bears and a goat.

At the time Hillary and Doig wrote off the Yeti as legend. Later, though, Doig decided that the expedition had been too big and **clumsy**. They didn't see a Yeti, he agreed, but nor did they observe such animals like the snow leopard (雪豹) which was known to exist.

After spending thirty years in the Himalayas, Doig believes that the Yeti is actually three animals. The first is what the Sherpas call the "dzu teh"---large animals that often attack cattle. Diog thinks this is probably the Tibetan blue bear. A creature so rare it is known only in the west through a few skins, bones and a skull (头盖骨). The second type, called "thelma," is probably a gibbon (长臂猿) that Diog thinks may live as far north as Nepal, though it's never been spotted past the Brahmaputra River in India. The third Yeti, "mih teh," is the true abominable snowman of legend. A savage ape, covered with black or red hair that lives at altitudes of up to 20,000 feet.

So far there is no **firm** evidence to support the existence of the Yeti, but there is no way show that he doesn't exist either. If he indeed lives in the barren, frozen, upper reaches of the Himalayas where few men dare to go, he may find his shelter safe for a long time to come.

Vocabulary

Questions

<p>abominable: very unpleasant or bad biped: 两足的 supernatural: 不可思议的 slope: 斜坡 descend: go down spot: notice sth ascend: go up indistinct : unclear savagely:野蛮地 encounter:邂逅, 面对 artifact: 人工痕迹 in association with : 与...联合 clumsy: 笨拙的 firm:确凿的, 确切的</p>	<ol style="list-style-type: none"> 1. What is a Yeti in Tibet? 2. Who reported the Yeti first? What did the footprints he found look like? 3. What happened to Captain d'Auvergue in 1938? 4. Why Yeti was reported not so kind to human beings? 5. According to Doig's research, what does Yeti refer to?
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设计意图：本课作业所选的文章题材趣味性强，让学生在轻松愉悦中掌握知识，并且能极大调用到课内所学的知识去理解，巩固了学习效果。

（五）板书设计

主要板书课内与拓展阅读的生词。

（六）单元测试及课堂小测设计

（略）

（七）教学特色与反思

本课例针对课内文章较基础这一特点，特意选用一篇篇幅较长、内容较多的文章作为课内补充阅读，帮助学生积累更多背景知识，学习相关术语词汇，为日后阅读做准备。另外，本课的阅读、补充阅读、课后作业连贯性强，能促进学生对所学知识进行结构性整合，巩固学习成果。

本课例也存在明显的不足。其中一点就是课程产出（output）并不明显，学习效果不能即时体现，学生的课堂成就感不足。

第二节 Lesson 1 Adventure Holidays 第二课时

课型：语言点

（一）教学目标

1. 语言能力：掌握本课的词汇与短语的应用
2. 思维品质：能够对词语融会贯通，举一反三
3. 文化品格：（略）
4. 学习能力：在语境中理解和使用词语

（二）教学重点：

学习本课生词及常用词的一般用法

（三）教学难点：

offer 和 need 的用法

（四）教学过程：

环节一：复习与回顾

活动 1

活动名称：复习与回顾，作业讲评

活动过程：教师导入，回顾上一课重点内容和生词，讲评作业，核对阅读题答案并对学生出现的难点进行讲解。

1. What is a Yeti in Tibetan?

It means "magical creature" and it is a seemingly supernatural puzzle in the shape of a hairy, biped creature that resembles a giant ape.

2. Who reported the Yeti first? What did the footprints he found look like?

A Greek photographer, N. A. Tombazi. The footprints were similar in shape to those of a man, but only six to seven inches long by four inches wide at the broadest part of the foot. The marks of five distinct toes and the instep were perfectly clear, but the trace of the heel was indistinct.

3. What happened to Captain d'Auvergue in 1938?

. Captain d'Auvergue, the curator(馆长) of the Victoria Memorial in Calcutta, India, was traveling the Himalayas by himself when he became snow-blind. Fortunately, he was rescued by a nine foot tall Yeti that nursed him back to health until d'Auvergue was able to return home by himself.

4. Why was Yeti reported not so kind to human beings?

One Sherpa girl, who was tending her yaks(牦牛), described being surprised by a large ape-like creature with black and brown hair. It started to drag her off, but seemed to be surprised by her screams and let her go. It then savagely killed two of her yaks. She escaped with her life and the incident was reported to the police, who found footprints.

5. According to Doig's research, what does Yeti refer to?

Doig believes that the Yeti is actually three animals. The first is what the Sherpas call the "dzu teh"---large animals that often attack cattle. The

second type, called "thelma," is probably a gibbon (长臂猿) that Diog thinks may live as far north as Nepal, though it's never been spotted past the Brahmaputra River in India. The third Yeti, "mih teh," is the true abominable snowman of legend. A savage ape, covered with black or red hair that lives at altitudes of up to 20,000 feet.

设计意图：此为课前回顾。通过复习课前内容，一方面抽查了学生作业的完成情况，另一方面也可以帮助学生回顾上一节内容，复习相关词汇和短语。

环节二：词汇与短语默写

活动 1

活动名称：词汇与短语默写

活动过程：教师导入，要求学生根据展示出来的中文翻译写出对应的英文短语或词汇。

沿着
在地平线上
在火上煮…
现实情况经常很不同
需要(n.)
做…的经验
除…之外, 还有…
行程安排
直接回家
更喜欢做…
在海岸线
最高海拔

along…
on the horizon
on the fire
the reality is often very different
needs
experience in doing sth.
as well as
travel arrangements
go straight home
prefer to do
on the coast
maximum altitude

设计意图：该部分让学生熟悉课文相关短语，为下面的词语用法解释做铺垫。同时，要求学生在书上做笔记也可以让学生在平时的背诵中注意和重视相关短语。

活动 2

活动名称：词汇与短语讲解与应用

活动过程：教师整理出要讲解的重点词汇与短语，展示该词语和短语在文章的句子，在语境中讲解具体用法。具体如下：

1. Just imagine! You are walking along a mountain path…
imagination n.
imaginative. Adj.
imaginary adj.

Ex. Please fill in the blanks.

He is a very _____ boy, who always uses his _____.

When I went to the earthquake site, I saw scenes (景象) of _____ devastation (毁灭, 破坏).

And the amazing Mount Qomolangma is on the horizon.

Since reading works of literature can _____ (使人开眼, 开阔眼界) as well as improving your Chinese, you should persist...

2. ...the food cooking on the fire smells great.

Note: Some 感官动词 are followed by an adjective: sound, taste, smell, feel, look.

Ex. Please finish the sentences with proper words according to the meaning of the sentence.

Lovely though cats look, they did _____, especially when they were wet.

The school uniform is designed to make students _____.

3. ...but the reality is often very different.

Ex. Please finish the sentence with "reality".

What's the _____ a new dog and a new husband?

The situation certainly _____ what we expected.

I _____ my father on many matters.

4. ...we feel we understand the needs of hikers.

Discussion: Work out the meanings of "need" in different sentences.

Aiming to make a contribution to children in need, I have applied to...

Those in need of assistance should raise their hands.

Anyone in need of more homework...

We hope that the homework we provide meets your needs.

5. She is so kind that she is willing to give food to those _____ need even though she is also hungry.

Discussion: Work out the meanings of "guide" in different sentences.

All our guides have several years of experience...

A teacher should not be a policeman, but a guide...

Before she retired, she was my guide and friend, and she guided me through many difficulties.

I am grateful for her guidance.

6. ...several years of experience in leading hiking trips in the Himalayas.

The holiday was certainly an unforgettable experience.

We should use our experience to improve our work rather than reducing our workload.

He is richly experienced in dealing with such problems.

Experience is a hard teacher, for she gives the test first, and then the lesson.

She has experienced many setbacks in her short life.

7. While on a hiking trip, our cooks prepare delicious meals.

Ex. Please fill in the blanks with proper forms of prepare.

As we all know, confidence comes as a result of good _____. -
if you are _____, you will be confident.

Discussion: What is the difference between these two sentences?

She is preparing to take an exam.

She is preparing for an exam.

8. ...And our porters carry your luggage, which means that you can simply enjoy the experience.

Note - this is very useful in compositions!

Also, in English, “simply” usually means _____.

9. There are also special offers for those...

Ex. Please finish the sentences according to the Chinese.

Knowing that his deskmate would be hungry, he _____.(主动献上饼干)

=Knowing that his deskmate would be hungry, he _____.

Seeing that he was carrying a great many objects, we _____.(主动帮忙)

Discussion: How do you understand the following “offer”?

If you'd like to buy it, you can make me an offer.

10. For people who prefer to spend some time on the coast,...

Ex. Please finish the two sentences.

I prefer _____ stand. (喜欢坐, 不喜欢站)

I prefer _____ standing. (喜欢坐, 不喜欢站)

He expressed a _____ (偏好) for sitting at the back of the classroom, far away, out of the teachers' sight.

设计意图: 词汇及短语的详细讲解帮助学生更好地理解和运用语言。要求学生在语境中理解词汇能帮助学生在发现中掌握知识。

环节三: 总结与作业

活动过程: 教师根据本课内容设计相应填空或默写练习, 学生堂上完成。作业可选用课本 Language Power 的 66-67 页。

设计意图：作文的布置巩固学习成果，训练学生运用本课短语与词汇的能力，加深文化的理解。

(五) 板书设计

主要板书本课的词汇短语用法

(六) 单元测试及课堂小测设计

(略)

(七) 教学特色与反思

本节课重点讲解语言点。从句子以及篇章等多维度展示目标语言点，培养了学生的自主和探究的学习方式，且这种方法更加直观，加深学生的记忆。

本课也存在明显的不足之处。由于不断地讲解语言点，难逃课堂氛围沉闷的厄运，因此在设计时应该适当加一些活跃课堂的元素，例如将例句改成与学生生活密切相关的小短文等，这有待各位老师根据实际情况操作。

第三节 Lesson 2 Extreme sports

课型：听说课

(一) 教学目标：

1. 语言能力：学习本课有关极限运动的相关词汇与描述；
2. 思维品质：理解极限运动与本单元的关系，将极限运动与冒险活动联系起来；
3. 文化品格：了解极限运动的类型以及特征，学习极限运动员的冒险精神；
4. 学习能力：从听力材料中抓住主要信息完成任务。

(二) 教学重点：

- 1) 通过三次听力输入理解极限运动的特征；
- 2) 通过获取关键信息理解完成复述任务。

(三) 教学难点：

通过获取关键信息理解完成复述任务

(四) 教学过程：

环节一：Lead in

活动 1

活动名称：问题引入

活动过程：教师提问：What do you know about extreme sports? 学生自由回答，教师板书学生回答。教师进而总结：

Extreme sports are very exciting and dangerous. You need to challenge your limit and sometimes even risk your life (冒生命危险).

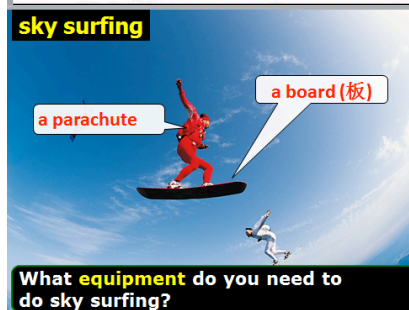
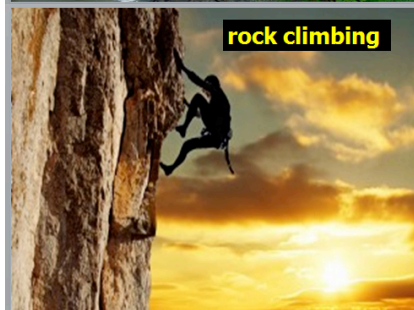
设计意图：问题的引入激发学生阅读兴趣，营造了热烈的学习氛围。

环节二：Listening

活动 1

活动名称：Pre-listening

活动过程：教师展示不同极限运动的图片，分别介绍引出词汇。具体如下：





设计意图：通过图片的直观表达，让学生轻而易举地学习相关词汇和背景知识。

活动 2

活动名称：Listening Practice 1

活动过程：词汇及背景介绍之后是第一次听力训练。本次听力活动较为基础，要求学生完成选择性问题，即课本第 2 题。

设计意图：第一次听力输入。泛听，让学生对听力文本内容有大体的了解并为下文的精听做准备。

活动 3

活动名称：Listening Practice 2

活动过程：在泛听之后，教师要求学生根据听力内容完成表格，即课本第 4 题。此处为建构型听力活动，学生要对听力材料进行整合才能完成相应任务。

设计意图：第二次听力的建构型活动，训练了学生对语段中的因果关系重新组织的能力，也为下面的复述活动铺垫。

活动 4

活动名称：Listening Practice 3

活动过程：教师节选课文第 4 题的一段听力材料，要求学生根据第 4 题表格中的相关内容对听力材料笔头纪录以及口头复述。

设计意图：听力理解的困难在于话语思想意图推理的速度和程度问题，高考听说考试对这方面的要求较高。通过前两次的输入，学生已大概明晰和理解听力材料，此时进行复述活动能树立学生开口表达的信心，为更高难度的听力活动做准备。

活动 5

活动名称：Listening Practice 4

活动过程：教师节选课本第 25 页 Comparing culture 部分听力材料（但并不告知学生是该部分），要求学生笔头记录听力内容。学生记录之后，教师告知学生题目，完成该部分练习题。

设计意图：这是对高考听说考试 part b 的初步模拟。有了上一部分的笔记经验，学生自信得以树立，初步具备完成该任务的能力。另外，这部分出自课文，不会超出学生的能力范围。先听后看题对高一学生的一种新尝试，也符合难度渐入的教学方式。

环节三：Speaking

活动 1

活动名称：Group Discussion

活动过程：教师对听力内容进行小结与回顾，板书词汇与短语，板书如下：

quite like, 'd like to, can't stand, prefer to do, hate...

并提出以下讨论问题：

If you are planning to organize an extreme sport as one of the school subject, which one would you like to have?

活动意图：在经过前面多次听力活动的铺垫后，该活动能充分调动学生自主研讨的积极性，并能灵活使用本课出现的词汇与短语解决交际问题，巩固学习效果。

环节四：Summary and homework

活动过程：教师对全课进行总结，布置作业。作业如下：

Please write down your ideas of having an extreme sport in our school.

在下节课开始时可展示学生的各种想法，丰富课堂内容。

活动意图：本课作业是将课堂讨论结果书面化，有利于巩固本课学习的词汇与短语，积累课内课外知识。

（五）板书设计

主要板书本课的词汇短语用法

（六）单元测试及课堂小测设计

（略）

（七）教学特色与反思

本课教学设计非常注重学生听力理解的训练，重点帮助学生抓住关键信息理解听力材料，并设计多个相互关联但层层递进的听力练习来达成这一教学目标。与高考听说考试相似的练习形式也引起了学生的重视，激发学生学习的欲望。

另一方面，由于听力练习较多，学生水平差异性大，课堂时间分配难以精确把握，引起课堂效率低和部分环节学生感觉沉闷。。教师在实际应用中可针对学生水平删减或更改练习。

第四节 Lesson 3 Marco Polo 第一课时

课型：阅读课

(一) 教学目标：

1. 语言能力：学习本课人物介绍的词汇与短语，包括 explorer, adventurer, merchant, impress, tale, take dictation 等。

2. 文化品格：1) 了解祖国对外交流的兴起；2) 了解西方探险家的事迹及对世界的贡献；3) 深刻理解马可·波罗的探索精神；

4. 学习能力：1) 阅读和理解长篇课文的能力；2) 概括段落大意的能力；3) 利用问题理解文章细节的能力。

(二) 教学重点：

1) 利用两次阅读以及一次的小组竞赛进行语言内容输入，包括单词以及短语。

2) 利用问题培养学生理解文章细节的能力，用各种不同形式重现重点词汇短语，帮助学生在句子语境中理解文章，掌握词汇。

3) 阅读之后根据课文内容得出历史人物的写作框架。

4) 利用所学词汇以及人物写作框架进行巩固及应用性产出。

(三) 教学难点：

1) 如何通过快速阅读理解篇幅比较长的文章。

2) 学习介绍历史人物的写作框架，为写作此类文章作铺垫。

(四) 教学过程：

环节一：Lead-in and input

活动 1

活动名称：展示与讨论

活动过程：教师给学生展示巨著“The description of the world”，让学生说出巨著名称并进行相关讨论。学生在教师的指引下进行一次小组讨论：你还知道 Marco Polo 的其他背景知识吗？讨论完后，每组由一名同学在班上展示。教师罗列学生回答中的生词，进行总结和补充，介绍单词意义。

设计意图：通过一本巨著的展示，激发学生阅读兴趣。在介绍中引出生词并解释，有利于引导学生从语境中学习词汇，加深理解，为阅读文章扫除障碍。另外，一分钟的小讨论营造了热烈的学习气氛。

环节二：Reading

活动 1

活动名称：1st Reading: Prediction and Matching

活动过程：教师要求学生根据文章的题目进行内容的预测，然后给出 6 个小标题让学生匹配文章段落。六个标题如下：

Marco was amazed by China

Inventions and development in China

Marco's return to Italy

Kublai Khan met Marco and was impressed by his talents

How people reacted to his book
Marco's first visit to China

设计意图：本部分为第一次阅读。学生通过对文章的快速浏览，得出每段的大意，有利于学生快速、准确把握文章内容。

活动 2

活动名称：2nd Reading: Answering the questions

活动过程：教师给出 6 个问题，要求学生进行细读后回答。6 个问题如下：

1. Why did Marco and his father come to China?
2. Why was the Emperor impressed by Marco?
3. Why was Marco surprised to see people using paper money?
4. What were the black stones Marco saw people burning for fuel?
5. Why was he put into prison back to Italy?
6. How do you understand "I've only told half of what I saw"?

设计意图：第二次阅读难度明显比第一次加大。通过细节题的探讨加深了学生对文章的理解，并为下面的竞争性活动奠定基础。此处为开放性问题 "I've only told half of what I saw" 精心挑选了一个相关情境视频（选自电影 Marco Polo 2007 年版，电影开始部分），立体还原了历史人物。对文章的深刻理解后提出一个开放性问题有利于锻炼学生的发散性思维。

活动 3

活动名称：Post Reading: Group Competition

活动过程：教师介绍活动规则。学生被分成数个小组进行抢答，抢答的问题有三种呈现形式——判断题、填空题和定位题。具体如下：

判断题：

1. Marco was most impressed by the Summer Palace in the Yuan Dynasty.
(Line 12: ..., especially...)
2. People liked burning black stones at that time.

填空题：

1. The Emperor's Palace was covered in _____ and _____.
2. After _____ years of service, Marco came back to Italy.

定位题：（学生根据提示词组，把文章相应的句子找出来）

1. serve in his court

He asked Marco to serve in his court and sent him to do many important tasks. (Line 10)

2. was confused by

He was also confused by the black stones people used to burn for fuel. (Line 20)

3. took dictation

The prisoner was an author and he took dictation while Marco told all his stories to him. (Line 28)

4. stood by

But Marco always stood by his stories. (Line 34)

设计意图：通过小组间的竞争，能够迅速活跃气氛。同时，要求学生快速回答更是能够锻炼学生的思考以及搜索答案的速度，为日后的阅读练习打下基础。关键词汇的重复出现更是加深了学生的印象，增强记忆。

环节三： Post Reading

活动 1

活动名称： Working out the structure and writing

活动过程： 教师引导学生整理人物介绍类文章的结构。教师给出关于诗人李白的小介绍以及提示词，让学生将其履历补充完整。具体如下：

假设你是李华。你所在的城市绵阳是李白故居。绵阳日报举行了一场名为《我所知道的李白》的演讲。请与你的同桌讨论并根据以下提示用英语口语述出来。

概况（出生朝代，故居地；时代背景：战争经常爆发，李白迁徙较多；[请你补充其他内容]）

人生经历（朝中当官，游玩，喝酒写诗；[请你补充其他内容]）

结尾。（享年 62 岁；你对其及诗歌看法评价）

Tips: be born in ...dynasty, break out, serve..., poems, be impressed by..., fantastic, take dictation of..., stand by

设计意图：本部分为巩固和应用性产出。学生在学完整篇课文后理应对文章的结构有所了解，在此处介绍结构有益于学生理清文章写作思路并为日后相同话题的写作打下基础。通过引入李白的口语练习不仅活跃了课堂气氛，巩固了学习成果，还唤醒了学生的自豪感。

环节四： Summary

活动 1

活动名称： Summary and homework

活动过程： 教师设计填空练习，对全文进行总结。教师布置作业。具体如下：

Marco Polo was born in _____. He later travelled to _____ and was _____ by the Emperor _____. He served in China for many years and experienced many _____ things. Soon after he _____ to Italy, he was _____ prison, where he told his stories to his _____. The prisoner then _____ of his stories in a book called _____.

Homework: Please write down the story of Li Bai. Remember to use the structure we have learnt today.

(五) 板书设计

主要板书学生练习以及写作中的生词以及句型

(六) 单元测试及课堂小测设计

(略)

(七) 教学特色与反思

本节课的几个亮点:

1. 输入环节层次清晰: 授课老师根据实际情况, 利用马可·波罗巨著实物吸引学生注意力, 再对课文的生词进行处理, 为阅读扫除障碍。学生在理解课文的同时回答各类问题, 加深印象。运用开放式的问题让学生有针对性地把握马可·波罗的人物特点。最后的总结更加起到完美收官的作用。
2. 任务设计新颖, 充满活力与创造力: 本课所用的知识抢答、小组讨论等都提高了学生的凝聚力, 培养了学生独立思考的能力以及创造性思维。
3. 课后作业的布置充分巩固了本课的学习成果, 并为日后的高考写作做铺垫。

不足之处:

在知识抢答环节, 学生可能会不能够快速找到答案, 从而引起课堂气氛不够或者拖堂的现象, 要注意学生的回答问题的效率以及速度。

第五节 Lesson 3 Marco Polo 第二课时

课型：语言点

(一) 教学目标：

1. 语言能力：学习本课生词及常用词的一般用法；复习巩固限制性定语从句与非限制性定语从句的用法

2. 学习能力：在语境中理解和使用词语

(二) 教学重点：

1) 学习本课生词及常用词的一般用法

2) 复习巩固限制性定语从句与非限制性定语从句的区别和应用

(三) 教学难点：

限制性定语从句与非限制性定语从句

(四) 教学过程：

环节一：词汇与短语默写

活动过程：教师导入，回顾上一课重点内容，要求学生根据展示出来的中文翻译写出对应的英文短语或词汇。

1. 游历
2. 做贸易，做生意
3. 被……统治
4. 了解
5. 对……留下深刻的印象
6. 反过来
7. 被……所震撼
8. 称为
9. 容纳多少人同时进餐
10. 可得到的

11. 用金银买卖货物
12. 对…疑惑，不明白
13. 不久之后
14. 突然爆发
15. 被俘入狱
16. 做笔录
17. 畅销书
18. 太离奇而不足信
19. 坚持（某种说法）

1. travel across
2. do trade with
3. be ruled by...
4. learn about
5. be impressed by...
6. in turn
7. be amazed by...
8. describe...as
9. seat... for dinner
10. available

11. pay for goods with gold or silver
12. be confused by...
13. not long after
14. break out
15. be caught and put into prison
16. do dictation
17. best-selling book
18. too fantastic to be true
19. stand by sth.

设计意图：该部分让学生熟悉课文相关短语，为下面的词语用法解释做铺垫。同时，要求学生在书上做笔记也可以让学生在平时的背诵中注意和重视相关短语。

环节二：词汇与短语讲解与应用

活动 1

活动名称：词汇与短语讲解与应用

活动过程：教师整理出要讲解的重点词汇与短语，展示该词语和短语在文章的句子，在语境中讲解具体用法。具体如下：

1. ...who wanted to do trade with the Chinese

trade: v./n.

do trade with sb. = trade with sb. 和某人做生意，做买卖

Ex. China is now trading _____ countries all over the world.

Some students trade food _____ the answers to their homework.

(引申) trade sth. for sth. 交换

2. The Emperor was impressed by him ...

impress (v.)

impressive (adj.)

impression (n.)

Ex. Please translate the following sentences.

因为老人那份“人可以被毁灭，却无法被打败”的信仰，这部小说给我留下了深刻的印象。

This novel impresses me a lot because of the old man's belief that "A man can be destroyed, but not defeated."

This novel leaves a deep impression on me because...

I am deeply impressed by this novel because...

3. He asked Marco to serve in his court...

serve (v.)

service (n.)

server, servant

Ex. How do you understand the meaning of "serve" in the following sentences?

This restaurant serves nice food to customers.

Serve the lamb with potatoes and green beans.

Are you being served?

How can we serve the needs of future generations?

General Mac Arthur is believed to be the best general ever to serve in the US military.

4. Marco, in turn, was amazed by ...

eg. Consumption will, in turn, lead to a rise in economy.

Ex. How do you understand the meaning of “turn” in the following sentences?

When you play cards, each player plays in turn/by turns.

It is a good way to take turns (in/at) reciting the text with your partner.

It's my turn to do the household today.

Ex. Please fill in the blanks.

After each exam, the teacher has a talk with his students _____.

Language is the carrier of culture and _____ is influenced by culture.

The male and female birds _____ sitting on the eggs.

Finally, it is _____ to give the performance, but we are a little nervous.

5. especially the Summer Palace which he described as “The greatest palace”
describe sth./sb. as 将……描述成……

Ex. Please translate the following sentence.

曼德拉，被描述成“人权战士”，得到了全世界的尊重。

Described as “fighter for human rights”, Mandela was widely respected all over the world.

Mandela, who was described as “fighter for human rights”, received worldwide respects.

6. …the Hall was so large that it could seat 6,000 people for dinner.

Ex. Please translate the following sentence.

这架飞机能坐 200 名乘客。

The aircraft seats 200 passengers.

Please be seated.

Please remain seated until the plane has come to a stop.

7. …which were not available in Europe at that time.
availability (n.)

Ex. Please translate the following sentences.

学校图书馆没有这本书。

This book is not available in the school.

当前，可利用资源的缺乏增加了保护环境的必要性。

At present, the shortage of available resources adds to the necessity of environmental protection.

Ex: How do you understand this “available”?

Will she be available this afternoon?

8. He was also confused by the black stones ...

confusing (adj.) 令人疑惑的, 令人混乱的

Ex: Please fill in the blanks.

- 1) The teacher was ____ so many students talking to him at the same time.
- 2) Sometimes, the common mistakes made by my students _____ me.
- 3) In composition, students always _____ “nearby” _____ “near”.
- 4) A look of _____ appeared on his face when he couldn’t find his key.

9. Not long after his return, a local war broke out near his town.

Notice: Please distinguish “before long” and “long before”.

He returned home, and before long, a local war broke out near his town.

Ex. Please fill in the blanks.

He came up with a new travel plan _____ he reached home.

He reached home, and _____, he came up with a new travel plan.

happen: 偶然发生, 可以是好事, 也可以是不好的事情

take place: 一般指通过预先计划而发生的事情

Please fill in the blanks.

The first World War _____ in 1914.

How did the accident _____?

The next examination is to _____ seven weeks later.

10. ... but was caught by the enemy and put into prison.

Mandela organized protests against racial discrimination, _____ which he was put into prison.

Note: 表地点的名词前加冠词表示在某个地方, 不加冠词往往表示从事与该地点有关的事情

eg. go to school/go to the school

in hospital/in the hospital

11. The prisoner was an author and he took dictation while...

dictate sth. to sb. 向某人口述、口授.../指示、规定

They have no rights to dictate how we live our lives?

12. ... “Was it all true?”, to which he replied, “...”

reply to sth./sb. 对……作出回答、回应

Our government replies to the terrorist attack with stronger determination.

13. But Marco always stood by his tales.

stand by sth. 信守、遵守

stand by sb. 忠于、支持

stand by (vi.) 袖手旁观

Ex. Please fill in the blanks.

Seeing an accident happen, you should lend a hand instead of _____.

It's lucky to have some friends _____ you all the time.

What does the word “UNESCO” _____?

She wants to be the best student who _____ among the classmates.

The old man was ready to _____ for young people.

活动 2

活动名称：限制性定语从句与非限制性定语从句的区别与应用

活动过程：教师讲解完本课词汇以及短语的一般用法之后，引出本课的语法重点。教师先指导学生完成课文 27 页第 5 题。通过对句子中限制性与非限制性定语从句的对比和翻译，总结归纳出两者在结构和意义的差别。进而完成课本 27 页的第 6 与第 7 题。

设计意图：这是利用归纳法总结和理解语法，有利于培养学生的自主学习能力，加深对语法项目的理解。

环节三：课堂小结与作业

活动过程：教师对本课的短语和词汇、语法进行小结，布置作业。本课的作业可采用撰写小短文的方式。例如：假如你是李华，打算在英语课上介绍马可·波罗，请用 5 句话表达以下内容，注意使用本节课所学短语及句型。

马可·波罗，于 1254 年出生于意大利，是世界著名的旅行家和商人。17 岁时，他便跟随父亲周游各地，最终达到中国，那时正值忽必烈 (Kublai Khan) 执政。由于深受帝王赏识，他开始在宫中任职并被委派各种重要的任务。1291 年，归国后不久，当地爆发一场战争，他被俘入狱。在狱中，他向狱友们讲述自己的故事，其中一人做了笔录，完成了一本名为《马可·波罗游记》的书。

设计意图：作文的布置巩固学习成果，训练学生运用本课短语与词汇的能力，加深文化的理解。

(五) 板书设计

主要板书本课的词汇短语及语法项目

(六) 单元测试及课堂小测设计

(略)

(七) 教学特色与反思

本节课重点讲解语言点与语法知识。从句子以及篇章等多维度展示目标语言点，培养了学生的自主和探究的学习方式，且这种方法更加直观，加深学生的记忆。

本课也存在明显的不足之处。由于不断地讲解语言点，难逃课堂氛围沉闷的厄运，因此在设计时应该适当加一些活跃课堂的元素，例如将例句改成与学生生活密切相关的小短文等，这有待各位老师根据实际情况操作。

第六节 Lesson 4 Journey to the Antarctic 第一课时

课型：阅读课

(一) 教学目标：

1. 语言能力：学习本课的词汇与短语；读懂句里行间所隐含的深层意义。
2. 思维品质：学会分析两组南极竞赛人员的成功和失败原因，懂得冒险活动前做好充足的准备。
3. 文化品格：1) 了解人类涉足南极洲的历史；2) 学习首批南极竞赛者冒险精神的好处和坏处。
4. 学习能力：1) 阅读和理解长篇课文的能力；2) 利用背景知识学习的能力。

(二) 教学重点：

- 1) 利用问题培养学生理解文章细节的能力，用各种不同形式重现重点词汇短语，帮助学生在句子语境中理解文章，掌握词汇。
- 2) 读懂句里行间所隐含的深层意义

(三) 教学难点：

分析句子的深层意义以及人物情感变化

(四) 教学过程：

环节一：Lead in and input

活动 1

活动名称：Lead in 导入

活动过程：教师提出几个与本课主题相关的问题供学生讨论。

Question 1: According to what we have learnt in last lesson, what characters do you think helped Marco Polo finish his journey to China?

(possible answer: determination/courage/bravery...)

Question 2: If he was going to Antarctic, a place that no one has ever gone to, could he survive the coldness?

教师转入本课主题。

设计意图：导入环节链接了前一课内容，不仅复习了词汇，也为本课的阅读做铺垫。

环节二：Pre-reading

活动 1

活动名称：Pre-reading 1

活动过程：教师简单介绍背景知识：进行南极竞赛的两队人，一队由来自英国的 Captain Scott 带领，另一队由来自挪威的 Roald Amundsen 带领。教师进而展示图片，让学生观察图片，教师提问。图片和问题如下：



Question 1: Whose team is this?
 Question 2: Who is the man with lots of things?
 Question 3: What do think of these two pictures?
 (Key: 1. Team Captain Scott/ Captain Scott's team.
 2. Captain Scott.
 3. The picture shows that Scott carried too many things with him and this was not suitable for long journey.)

设计意图: 本部分为阅读前活动。通过两张精心挑选的图片, 让学生发现图片所反映的问题, 活跃学生思维, 并对故事主人公的结局作出预测。

活动 2

活动名称: Pre-reading 2 – Discussion

活动过程: 经过上面的铺垫, 教师提出下列思考问题供小组讨论:

Question: How do you understand the following sentence? What can it tell us?
 Pleas talk with your partner.

‘Had we lived I should have had a tale to tell of the hardihood, endurance and courage of my companions which would have stirred the heart of every Englishman. These rough notes and our dead bodies must tell the tale.’

--- Captain Robert Scott

设计意图: 本部分为第 2 个阅读前活动。意图通过对这句话的讨论, 活跃学生思维和课堂氛围。

活动 3

活动名称: Pre-reading – Prediction

活动过程: 教师提出以下思考预测题:

What difficulties do you think an explorer in the Antarctic would have faced?
 What preparations do you think would be necessary before the journey?

设计意图: 通过这两个预测题, 帮助学生初步理解文章, 整理词汇。

环节三: Reading

活动 1

活动名称: 1st Reading

活动过程: 教师指导学生进行分段阅读, 完成阅读任务。

team leader	starting time	equipment	progress	arriving time
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学生完成阅读后，教师展示两张图片，让学生猜测分别是哪个队的照片。



设计意图：本文篇幅较长，学生难以在短时间内理解透彻。通过分段阅读，可以提高课堂效率，提高学生理解水平。两张图片的对比让学生更好地理解文章的结局。

活动 2

活动名称：2nd Reading

活动过程：教师指导学生完成剩余部分的阅读，要求学生完成以下任务：

Now read the rest of the passage. What setbacks and difficulties did Scott's men face on the return journey?

...exhaustion

...food

...weather

...injury, death...

设计意图：本次阅读活动任务较上一个难，符合任务设计的递进原则。问题较灵活，训练学生的思维能力。

环节四： Post reading

活动 1

活动名称：Read between the lines

活动过程：教师抽取文章以下句子，分组讨论：

How do you understand the underlined parts from these sentences?

1. 'First, the two sledges broke down, and then the horses began to have serious difficulties with the snow and the cold. After a while, Scott and his men had to push the sledges themselves...'

2. 'We are very cheerful, but what each man feels in his heart I can only guess. Putting on our shoes in the morning is getting slower and slower.'

3. 'They carried 20 kilos of rocks all the way with them...'

4. He said 'I am just going outside and I may be some time.' We knew that poor Oates was walking to his death, but though we tried to stop him, we

knew that it was the act of a brave man and an English gentleman. We hope to meet the end with a similar spirit, and certainly the end is not far.

各小组发表自己看法。

设计意图：这是拓展学生思维的活动，锻炼学生深刻理解句子潜在意义的能力，这是本课的难点。采取小组讨论的方式可以让学生汲取组员的想法，有利于更好地理解句子意义和文章并形成互助的学习氛围。

活动 2

活动名称：Further understanding

活动过程：教师总结前一步骤，转入下一环节。教师展示几段他人对 Captain Scott 一行的评论，并提问：What can you learn from Captain Scott's experience?

“In my mind no journey ever made with dogs can approach the height of that fine conception which is realised when a party of men go forth to face hardships, dangers, and difficulties with their own unaided efforts... Surely in this case the conquest is more nobly and splendidly won.”

“I may say that this is the greatest factor—the way in which the expedition is equipped—the way in which every difficulty is foreseen, and precautions taken for meeting or avoiding it. Victory awaits him who has everything in order — luck, people call it. Defeat is certain for him who has neglected to take the necessary precautions in time; this is called bad luck.”

-Roald Amundsen

Scott and Amundsen bought the same model of sledge... Amundsen's team worked through the winter, cutting the sledges to make them 60% lighter... Scott's men spent a lot of their time giving lectures, playing sports, and writing letters...

...But perhaps Scott's greatest mistake concerned the placement of his last food base.” During the base-laying march before the main expedition began, the furthest base was supposed to be laid at the 80th parallel. But the men were tired, and Scott decided to drop the remaining food and fuel (2,200 lbs of them, or about one ton) right where they were, 37 miles shy of the target. This decision would prove fateful (灾难性的, 重大的). On their return from the Pole, Scott and his hungry and exhausted men laid down to die just 12 miles from One Ton Depot. Had it been placed as originally planned, the men would have reached it, and perhaps have been saved.

教师总结：

Don't think you have to rely on your own unaided efforts...

Don't be pessimistic, even when things seem hopeless. Success is almost always closer than you think.

When doing something important, always, always, always prepare as well as you can!

设计意图：教师先提问学生关于 Scott 一行人历险的看法，再通过阅读他人的评论丰富学生的相关知识，帮助学生梳理课文内容并形成自己对问题的看法。

环节五：Summary and homework

活动过程：教师对全文进行总结，布置作业。作业如下：

Work with your deskmate. One of you is Scott, and the other is Oates. What do you say to each other? What are your emotions like?

（五）板书设计

主要板书课文生词以及 Scott 经历的得与失

（六）单元测试及课堂小测设计

（略）

（七）教学特色与反思

本课设计结合文章内容，增加了额外的课外知识，丰富了学生的文化背景，极大开阔了学生视野并形成良好的阅读习惯，训练学生从字里行间理解句子的深层含义，所设计的问题都针对开拓学生思维展开。

本课的不足之处也非常明显。本课难点设定在句子理解方面，通过句子的解读来理解全文。但是由于学生水平差异大，文章篇幅较长，需要学生充分调动背景知识协助理解，这对于某些水平不高的学生来说难度较大，不能有效展开。

第七节 Lesson 4 Journey to the Antarctic 第二课时

课型：语言点

(一) 教学目标：

1. 语言能力：能运用本课的词汇与短语
2. 学习能力：在语境中理解和使用词语

(二) 教学重点：

学习本课生词及常用词的一般用法

(三) 教学难点：

break 的动词词组及使用，time 词组及使用

(四) 教学过程：

环节一：复习与回顾，作业讲评

活动过程：教师导入，回顾上一课重点内容和生词，讲评作业，核对阅读题答案并对学生出现的难点进行讲解。课后作业答案如下：

1. Why did Shackleton and his team turn back before arriving at the Pole during the 1907 expedition?
Because they did not have sufficient supplies to reach the Pole and return safely so they turned back.
2. Why did Shackleton and the other five crews leave the others to ask for help when they were nearby the Elephant Island? (What difficulties did they meet?)
Because their ship got frozen in the sea ice and they had to live on an ice floe. What's worse, the ship was crushed by the movement of the ice finally and they could never get close enough to land.
3. What did Jarvis mean when he said "For people like me who do this sort of stuff, it's absolutely crucial to do it the way he did it. Otherwise there's no point."
In his mind, as one of those who's crazy about expedition, it's quite important and necessary to follow Scott's way of exploring the Antarctic.
4. How do you understand the sentence said by Shackleton "Difficulties are just things to overcome, after all."
Shackleton believes that it's not necessary to be scared of difficulties which are only opportunities for us to challenge ourselves and become more confident.
5. Why do people at business school study Shackleton as much as the historians do?
Because Shackleton successfully led his team to overcome tremendous difficulties and return safely, which obviously proves that he is a great leader and is worth learning from.

设计意图：此为课前回顾。通过复习课前内容，一方面抽查了学生作业的完成情况，另一方面也可以帮助学生回顾上一节内容，复习相关词汇和短语。

环节二：词汇与应用

活动 1

活动名称：词汇与短语默写

活动过程：教师导入，回顾上一课重点内容，要求学生根据展示出来的中文翻译写出对应的英文短语或词汇。

在途中;在路上

在（进行）中
筹备食物基地
为…作准备
焦急的等待
拉雪橇
因为这一点/因此
取得快速进展
(机车等)坏了
在…方面有困难

on one's way
(be) on

organise food bases
in preparation for
wait anxiously for
pull the sledges
because of this
make rapid progress
break down
have difficulties with
have difficulty (in) doing

回程/返程

探险史上
用尽食物
天气条件
绝望境地
在返回途中
抽时间做…
一路上，一直
证明…
在远古时代

the return journey
in the history of exploration

run out of food
weather conditions
hopeless situation
on one's way back
find time to do sth
all the way
prove that....
in the distant past

行走困难

…的行为/举动
结束生命
继续
付出的代价
未能…

have great difficulty (in)
walking

an act of (a brave man...)
meet the end/death
carry on
a price to pay
fail to do

设计意图：该部分让学生熟悉课文相关短语，为下面的词语用法解释做铺垫。同时，要求学生在书上做笔记也可以让学生在平时的背诵中注意和重视相关短语。

活动 2

活动名称：词汇与短语讲解与应用

活动过程：教师整理出要讲解的重点词汇与短语，展示该词语和短语在文章的句子，在语境中讲解具体用法。具体如下：

1. The race to the South pole was on. (Line4)

adj. 发生着的，正在进行中

赛跑开始了

eg: Actually the race to the top universities is on.

Question: How do you understand “on” in the following sentence?

What’s on in the movie?

2. During the polar summer of 1910-1911, both teams organized food bases in preparation for their journeys the next year. (Line4)

Think: What else can we organise? (筹办,组织,安排…)

organise a meeting/party/trip…

food and drinks/time/…

Ex. Please fill in the blanks with proper forms of “organize”.

I leave most of the _____ of these conferences(会议) to my assistant, who is a very _____ person.

She is highly intelligent but her work lacks _____.

The kitchen is small but _____. (key: well-organized)

The kitchen is small and _____. (key: badly- organized)

organised adj 有组织的；(人)有条理的；井然有序，井井有条

organisation n. 组织；组织工作；条理

3. During the polar summer of 1910-1911, both teams organised food bases in preparation for their journeys the next year. (Line4)

Ex. Please fill in the sentences according to the sentence meanings.

in + 名词 + 介词:

Not long after Eric had landed in Greenland, Biarni set sail from Iceland _____ Eric’s party.

Volunteers and rescue workers dig through what used to be an apartment building _____ finding survivors.

They built a monument _____ those who died for the country.

_____ (考虑到，由于，鉴于) the recent chaos made by Xinjiang separatists, we are advised not to make long journeys.

The students are busy _____ the final exam. Before the exam, you’d better _____ the necessary pens and pencils.

Other phrases concerning “prepare”:

prepare for sth. 为…做准备；筹备

prepare sth. for sth./ sb.

prepare sb. for sth.

be well prepared for sth.

Examples:

I have to prepare my speech for tomorrow's meeting.

We must prepare him for the bad news.

They were well prepared for the task ahead.

Exercise: Please finish the sentences with different forms of "prepare".

She is _____ her marriage.

The team has been training hard _____ the big game.

Please _____ (摆好桌子吃饭).

You should _____ for a shock.

They _____ for the worst.

4. Then came the total darkness of the polar.

Question: What kind of sentence is this?

完全倒装句 (整个谓语放在主语之前)

Question: Do you remember any rules of this kind of sentences?

then 放句首, 谓语为 come (或 follow) 的句子, 用完全倒装

Ex. Please translate the following sentences into English.

接着新的困难来了。

接着紧跟着的是 8 年抗日战争。

Then came a new difficulty.

Then followed eight years of the Anti-Japanese War.

Please note:

there, here 或 now 放句首, 谓语为 come (或 go) 的句子, 用完全倒装

There comes the bus! There goes the bell!

Here comes Mary!

5. He had teams of dogs pulling the sledges and all his men were on skis.

(Line13)

Question: How do you understand this sentence and the underlined phrase?

have+宾语+宾补 “使/让……”

have sb./sth. doing “让……一直做某事”

have sb./sth. do “让……做某事”

have sth. done “让/叫/请别人做某事”

Exercise: Please finish the sentences according to the sentence meaning.

I'm sorry to have you _____ so long.

Tomorrow, I'll have someone _____ my daughter's hair.

=Tomorrow, I'll have _____

Please Note: have sth. to do “有某事要做”

He is always saying he has much homework _____ after a whole day's computer games.

6. He had teams of dogs pulling the sledges and all his men were on skis. Because of this, he made rapid progress. (Line13)

Question: What can be used to replace the underlined phrase?
because of this=as a result of this=as a result

7. First, his two sledges broke down...(Line13)

Question: How do you understand different “break downs”?

The telephone system has broken down. (出故障, 坏了)

His health broke down under the pressure of work. (每况愈下)

Negotiations between the two sides have broken down. (破裂)

She broke down and wept at the sad news. (情感崩溃)

This matter will break down in water.

8. The man were soon exhausted and were running out of food. (Line26)

Question: How do you understand the underlined phrase?

sth. run out

sb. run out of sth.

Ex. Please finish the following sentences.

时间快到了 Time is _____.

我们快没时间了。 We _____.

9. Later, these rocks proved that at one time in the distant past the Antarctic was covered by plants. (Line34)

Ex. Please finish the following sentences.

His success _____ (证明他们是错的).

(Key: proved them wrong/proved that they were wrong)

The rumour _____ (被证明是, 结果是) false.

(Key: proved to be)

Question: Can you summarize the usage of “prove”?

prove sth./sb. + adj.

prove that ...

prove to be ... 被证明是, 结果是

10. Ex. Please fill in the blanks with different phrases of “time”.

You can only carry two cans of milk powder _____.

He was crazy about an American girl _____.

Please keep your bags with you _____.
You can call me _____.
He can be really bad-tempered _____.
_____ should you give up studying.

Summary:

at a time 同时，一次
at one time = once 曾经，一度
at all times 不论什么时候；总是
at any time 随时；在任何时候
at times =sometimes 有时，不时
at no time 从不，决不（用于强调）

11. ...though we tried to stop him, we knew that it was an act of a brave man and an English gentleman. (Line34)

Please note: What other “an act of” can we have?
an act of /bravery/courage/weakness/kindness/cruelty/violence ...

12. We all meet the end with a similar spirit, and certainly the end is not far. (Line43)

Question: What other phrases do you know concerning “end”?
meet the end 死去
make ends meet 满足需求

Ex. Please finish the sentences with phrases of “end”?

How she _____ will probably never be known.
How can we best _____ of all the different groups?
The bill (法案) _____ strong opposition (反对).
Experiments with the new drug _____ success/failure.

13. What a price to pay. (Line43)

Question: What other phrases do you know concerning “price”?
pay a (high//heavy/terrible/small) price (for sth.)

Ex. Please finish the sentences with phrases of “price”?

Giving up his job was _____ for his children’s happiness.
You will _____ for ignoring your study for too long.
For some of the young athletes, success comes _____.
They will resume their lost child _____.

Question: What’s the difference between these two words?

priceless
valueless

15. He had failed to win the race to the Pole, but the extraordinary courage shown by Captain Scott and his men made them into heroes.

Question: How do you translate “fail” in this sentence? In what situation can we use it? Can you understand the following sentences?

If you fail to prepare, you prepare to fail! (未能)

He failed to get into an art college. (未能)

You never failed to surprise me. (总是，一直)

设计意图：词汇及短语的详细讲解帮助学生更好理解和运用语言。要求学生在语境中理解词汇能帮助学生习惯使用发现式学习的方式。

环节三：总结与作业

活动 1

活动名称：总结与沉淀，作业

活动过程：教师根据课堂板书总结本课词汇与短语，时间允许的话可以由学生自主沉淀当课知识，教师进行迷你听写活动。稍后布置作业。本课作业为句子翻译。

1. 他们卖掉了房子和汽车准备出国。
2. 你应该尽量更好的分配你的时间。
3. 运气，与石油和金钱一样，迟早会用光。
4. 他正焦急地等待着那个警察，他能证明他没有杀人。
5. 也许现在某些科目你有些困难，但如果你尽力而为，你会取得难以置信的进步。
6. 他的书总是能以令人惊讶的结局吸引读者。(fail)
7. 接着传来了他去世的消息，这让每个人都为之震惊。(倒装句)
8. 尽管他未能赢得比赛，但是他所表现出来的非凡勇气使他成为我们心中的英雄。

设计意图：本课结束前给学生时间自我回顾与沉淀，帮助学生加深对词汇的理解。翻译作业的布置巩固学习成果，训练学生运用本课短语与词汇的能力。

(五) 板书设计

主要板书本课的词汇短语及语法项目

(六) 单元测试及课堂小测设计

详见环节三活动 1。

(七) 教学特色与反思

本节课重点讲解语言点。从句子以及篇章等多维度展示目标语言点，培养了学生的自主和探究的学习方式，且这种方法更加直观，加深学生的记忆。

本课也存在明显的不足之处。由于不断地讲解语言点，难逃课堂氛围沉闷的厄运，因此在设计时应该适当加一些活跃课堂的元素，例如将例句改成与学生生活密切相关的小短文等，这有待各位老师根据实际情况操作。

第八节 Communication Workshop

课型：写作课

(一) 教学目标：

1. 语言能力：学习本课的词汇与短语；学习英文宣传册的写作方式与结构。
2. 思维品质：能够针对实际问题结合已学知识提出解决方案。
3. 文化品格：初步了解北极、南非、土耳其等国的特色旅游项目。
4. 学习能力：联系背景知识进行跨学科学习。

(二) 教学重点：

英文宣传册的写作方式与结构

(三) 教学难点：

英文宣传册的写作方式与结构

(四) 教学过程：

环节一：Lead in and input

活动 1

活动名称：Lead in and pre-reading

活动过程：教师导入，提出思考问题：If you had money and time now, where would you go for a holiday? 学生讨论一分钟后个别回答。教师板书学生回答，然后给出已准备好的地方让学生说出其旅游特色。地方有：Greenland, South Africa, Colorado River, Turkey。教师进而介绍这些地方的特色旅游。

设计意图：问题导入激发学生学习兴趣，活跃课堂气氛。教师挑选的地方为下一活动铺垫，为学生完成阅读任务做好准备。

活动 2

活动名称：Reading

活动过程：教师引导学生阅读课文第 1 题中的四篇小短文。完成下列任务：

1. The advertisements are most likely to appear in _____.
 - A. the headline of a newspaper
 - B. a brochure (宣传册)
 - C. a government report
 - D. a novel
2. What services are provided on the four holiday trips?
 - 1) Arctic adventure in Greenland
You can go _____ & _____, transport by _____ and have an experienced _____.
 - 2) A wildlife tour in South Africa
You can _____ in air-conditioned vehicles(车辆). You can accommodate in _____.
 - 3) White-water experience on the Colorado River
You can go _____ and _____ on the Colorado River and have experienced _____.
 - 4) Exciting tour in Turkey

You can explore _____ and find _____.
You can _____ at night around the _____.

设计意图：四篇介绍篇幅较短，任务设计简单化。且通过简单任务，学生可以迅速把握住旅游宣传写作的内容特点，为下文的结构总结和写作做准备。

活动 3

活动名称：Listening

活动过程：教师提问：Now that you've known the four places, which one do you think people will like? Listen to a dialogue and find out their favorites. Please listen to a dialogue and take notes.

1. Which holiday did Ricky and Shulah each choose at the very beginning?
2. Why didn't they insist on (坚持) their first choices?
3. Which holiday did they choose eventually?

(Key: 1. Ricky: South Africa Shulah: Greenland

2. The weather in Greenland is terrible. The trip sounds uncomfortable. Ricky doesn't like snow. Shulah wouldn't like to go on a wildlife tour.

3. ... can try canoeing/ ... go to Los Angeles and San Francisco.

设计意图：这是写作的第二次铺垫。活动 3 为写作铺垫内容，本活动为小册子写作铺垫读者，同时为最后的写作产出做准备。

环节二：Writing

活动 1

活动名称：Pre-Writing

活动过程：教师让学生总结旅游宣传小册的写作模式与结构：

Section 1 Opening statement

Section 2 Introduction

Section 3 The main features

Section 4 What's special

Writing style of a brochure

1. Using Opinion words to make the service sound more exciting:
e.g. The best adventure holiday you'll ever have!
2. Writing directly to the reader:
e.g. We offer you the chance to have a real-life adventure on a remote island away from the noise and crowds of the city.
3. Using facts to make the service more real:
e.g. The 700 square mile island is home to some of the UK's most beautiful wildlife.
4. Keep the writing simple: several sections

教师进而让学生阅读 Writing 部分的 Camp Xtreme 短文，找出以上对应方面。例如：

Read and find out at least one more example of each writing style of a brochure.

1. Opinion words:

e.g.

Writing directly to the reader:

e.g.

3. Using facts:

e.g.

4. Keep the writing simple:

e.g.

设计意图：这是写作的结构与词汇铺垫。三个部分的结合为学生搭建了完整的脚手架，帮助学生完成写作任务，学习写作方法。

活动 2

活动名称：Writing

活动过程：教师布置堂上写作任务：

Imagine you work for Survival Summer Camp in Mount Wuyi. Write a brochure for your camp.

武夷山野外生存夏令营

中国最大的探险夏令营 (adventure camp)，配有训练有素的工作人员。面积 999 平方公里的武夷山，是鸟的天堂，远离城市喧嚣和拥挤的理想之地。

活动内容有徒步旅行、登山和游泳，以及野外生存技巧训练。它是福建省唯一一所由专家提供生存技能训练的营地。

参考词汇：

野外生存夏令营 Survival Summer Camp

武夷山 Mount Wuyi 天堂 paradise

Tips: 1. Opinion words:

2. Writing directly to the reader:

3. Using facts:

4. Keep the writing simple:

设计意图：训练学生写作能力，测试与巩固本课学习。

活动 3

活动名称：Post-Writing

活动过程：教师展示学生作品。可利用实物投影仪堂上即时修改。教师展示例文，重点强调该类文章写作特征。

设计意图：即时修改可加深学生印象，增强学习效果。

环节三：Summary homework

活动过程：教师总结、板书本课内容。罗列词汇、小册写作结构与特征，布置作业。作业可为互相修改堂上文章。

设计意图：本部分为全课总结。互改的方式有利于学生了解更多优秀的写作。

（五）板书设计

主要板书本课的词汇短语及写作结构和特征

（六）单元测试及课堂小测设计

（略）

（七）教学特色与反思

本节课从三个方面为学生的写作铺垫，分别是内容、受众和写作结构，在潜移默化中灌输写作时应该注意的方面。

本课也存在明显的不足之处。输入内容过多有可能让学生无法抓住个中目的，需要教师明确任务意图。另外，写作内容较多，后进生可能无法及时完成，教师在应用时可更改或缩减写作内容以提高课堂效率。