**必修一Unit 2 Traveling Around -- Reading**

**Megan**

**编辑导语**

本课是人教版新教材第二单元“Traveling Around”的阅读教学部分。该板块的活动主题为“探索秘鲁”（Explore Peru），介绍了秘鲁的地理、历史、文化以及景观等内容。通过文字以外，该部分还提供了视频、地图、图片等多模态形式的语篇，培养学生看的能力。该板块文本包括两部分。第一部分是介绍性文本，介绍了秘鲁的地理位置、地貌特征及历史文化。第二部分是旅游宣传册，介绍了秘鲁四条不同特色的旅行路线。该板块文本特征明显，本课将教学重点放在文本结构分析和文本语言特征分析上，落脚点为旅游册子文本语言的学习和运用。采用典型的PWP教学模式。Pre-reading环节: 视频导入，呈现秘鲁著名景点以及风土文化人情，让学生对秘鲁有一个直观感性的认识，激发学生深入了解秘鲁的兴趣，引入主题。While-reading环节：1. 学生通过文本比较，区分encyclopedia和brochure，并归纳encyclopedia和travel brochure的基本文本特征。2. 学生通过阅读秘鲁旅游小册子，获取信息，判断四条路线分别能满足游客怎样的需求。3. 学生通过比较笔者给出的语言和旅游小册子原文中的语言，加深理解旅游小册子语言特色。 Post-reading环节：通过一个写的任务 -- “修改乌镇戏剧节宣传文字，使其更加具有感染力”，促使学生将本节课学到的旅游小册子的语言特色运用到写作中。

**教学设计具体步骤**

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| **Lesson Plan Components** | |  | | |
| Level of learners | | First Term, Senior One | | |
| Main aim(s) | | * Students know about the geography and culture of Peru. * Students know about the characteristics of an encyclopedia and a travel brochure. * Students are able to apply the language characteristics into writing a travel brochure. | | |
| **Timing** | **Procedure** | **Stage aims** | **Aids and materials** | **Interaction pattern** |
| 5’ | Students **appreciate** the video “Welcome to Peru” with the following question in mind:  What do you see about Peru in the video?  Teacher poses the following questions to elicit students’ answers on more sources of information about Peru.  Do you want to explore more about Peru?  What other sources of information can you find about Peru? | **lead-in**   * to get students interested in the topic: travel in Peru * to give students a general idea about Peru. * to engage students to explore more sources of information about Peru. | video clip about Peru  PPT | teacher → individual  teacher → whole class |
| 5’ | Students **scan** the two texts with the following question in mind: What types of text are they: encyclopedia or brochure?  Teacher gives tips on identifying the text type.  Students **discuss** the question in groups of four.  Teacher gives **feedback** ontheir discussion work and help **summarize** the structure features of an encyclopedia and a brochure. | * to lead students to focus on the text type of the two texts * to introduce the tips on identifying the text type: **look through** the titles, headers, pictures, charts and any other information that might tell you what type of text it is | textbook  PPT | group work  teacher → whole class |
| 5’ | Students read text 2 and think about the following question:  If you are traveling to Peru, which tour(s) will you choose? Why?  Students finish the task given by teacher: to help different tourists find the suitable tour(s) according to their travel purposes. | * to engage students sort out the information about the four tours and think about the purpose of a certain tour | textbook  PPT | teacher → individual |
| 10’ | Students are divided into four big groups and deal with the specific information about the four tours respectively. Each big group is divided into small groups of four students.  Each big group pools up their group work and chooses one representative to present their group work on the whiteboard.  Four representatives are invited to show their group work on the whiteboard.  Students **discuss** the question following question in groups of four: Which tour(s) would you recommend for people who enjoy history and culture? (Students can refer to the table on exercise 4 .) | * to sort out the specific information about the four tours in Peru: number of days; transport; accommodation; activity * to help students think deeper about what each tour can offer | textbook  whiteboard  PPT | group work |
| 5’ | Students review text 1 and think about the question:  What's the language characteristic of Text 1?  Is it subjective or objective? Why?  Teacher gives a task:  Please find the sentences in text 2 with the same meaning. Compare and think about the language characteristic of text2. (PPT)  Students work in a group of four and summarize the language characteristics of the two texts. | * to engage students to focus on the language characteristics of the two texts * to help students learn more about the language of a travel brochure |  | group work |
| 10’ | Teacher gives a task:  To make a brief introduction to the Wuzhen Theatre Festival more appealing.  Students work in groups of four to polish the original version. | * to allow students review and use what they’ve learned in this class: the language characteristics of a travel brochure | PPT | group work |