新人教版选择性必修一 ***Unit 3 Fascinating Parks***

***Explore theme parks and write about a park***

*Theme Parks --- Fun and more than fun*

Using language教学设计

诸暨中学 赵琼慧

**【主题语境】**

 “人与社会”主题语境下的历史、社会、旅游与文化

**【语篇类型】**景点介绍类的宣传文稿

**【设计思路】**

本节课围绕“主题公园”，从“explore theme parks”到“write about a theme park”为主线设计教学活动，以小标题“Fun and more than fun”为依托剖析主题公园的意义和文本段落结构，梳理文本内容和语言特色，帮助学生了解三个有代表性的主题公园，即迪士尼乐园、多莉山公园和珠海长隆海洋王国，引导学生关注景点介绍的内容要点、语言表达特征及写作方法技巧，并指导学生模仿文本结构和语言特色来创作一篇介绍主题公园的文稿。

**【文本分析】**

语篇采取“总—分”的文本结构。全文共四个段落，第一段介绍了主题公园的概况综述，第二段重点介绍迪士尼乐园，如位置、主题、特色活动项目与设施、宣传推荐，第三段介绍了多莉山公园，第四段介绍珠海长隆海洋王国。三个公园各具特色，都围绕着“fun and more than fun”这个主题，在用文字吸引读者的同时，启发读者对这些主题公园所含文化意义的思考。从语言特点上来看，整篇文章注重形容词在描写景点方面的运用，兼顾五感官体验的描写手法。

**【学情分析】**

本文授课对象非重点中学高二学生，语言基础相对薄弱，因此需要在各个活动环节层层铺设，搭建好脚手架。在高一阶段必修一学生已经对于旅游、旅游宣传手册等话题有所涉及，因此对于本单元话题应该不陌生。在本节课之前，学生已经进行了单元的阅读文章的学习，有了一定的阅读积累，对国家公园，城市公园都有一定的了解，这对主题公园的理解有一定的辅助作用。本节课的目的在于从写作的角度理清文本结构，内容和语言特色，并学以致用，让学生养成“以读促写、以写促读”的英语学习模式，在有限的文本材料里，挖掘发现尽可能多的语料和方法，以提高的写作层次。在本节课中，学生的任务占据了课堂的主要部分，学生们需要从篇章框架，段落结构，遣词用句等各个方面进行探究，并实践操练进行真实语境下的介绍宣传主题公园的写作。

**【教学重点】**

帮助学生梳理语篇结构和分析语篇内容，关注宣传文稿的语言特色，积累景点描写类的语言表达，并能运用到独立写作中。

**【教学目标】**

（1）语言能力目标：

阅读介绍主题公园的宣传文稿，掌握该语篇类型的结构、语言和写作方法。

积累和掌握景点介绍类的各种动词、形容词词汇、相关句型以及五感描写法的复习运用。

（2）学习能力目标：

能够快速获取语篇的主要内容，了解和掌握景点写作的结构和语言特点，概括总结景点写作的技巧，并在新的情境中迁移运用。

（3）文化意识目标：

了解并欣赏主题公园，以及探寻主题公园所含的文化意义。

（4）思维品质目标：

能够以写作目的为出发点构思写作内容要点和结构，并根据表达需求使用不同的句型和措词来表义。

**【教学步骤】**

**Step 1: Greeting and lead-in**

 **Introduce myself and a theme park in Zhuji.**

**[Activity 1]** Let Ss share their favorite parks ( what /why / how) and I share mine.

Ss enjoy some pictures of the Chinese torreya forest park, get to know the attractions in it and learn to get the meaning of a theme park: have fun and more than fun. Meanwhile, they can get familiar with relevant verbs and adjectives covered in the reading text.

[设计意图] 教师让学生欣赏中国香榧森林主题公园的图片，感知公园里可以进行的活动，激发学生的学习乐趣和欲望，并通过提问的方式，引导学生总结主题公园的意义和定义，并导入阅读环节。

**Step 2：Predict**

**[Activity 2]** Ss look at the title, subtitle, and illustrations to predict .

Q1：How would the writer organize the passage?

Q2：What aspects would the writer include to write about a theme park?

Q3：How could the writer show a theme park is fun and more than fun?

[设计意图] 观察和思考标题，小标题以及插图之间的意义关联，引导学生预测文章结构，内容和语言。

**Step 3：Read to check**

**[Activity 3]** Ss skim the text to check whether their prediction for its structure and content is correct.

[设计意图] 让学生通过略读进一步验证自己对文本猜测，并在活动2的基础上引导学生梳理文本结构，以思维导图的形式让学生对“总—分”结构的文章有更视觉化的认识。

**Step 4：Read for writing**

**[Activity 4]** Ss scan the paragraph 2-4, and identify corresponding information to fill in the form.

|  |  |  |
| --- | --- | --- |
| Parks | language (patterns/wording) |  Writing techniques |
| Location |  |  |
| Theme |  |
| Fun |  |
| More than fun |  |
| Recommendation |  |

[设计意图] 借助表格让学生关注每个段落内部要点构成及其相应词汇和句型表达，总结写作方法技巧，为之后的写作环节做好内容、语言和方法的铺设。

**Step 5：Summarize how to introduce and recommend a park.**

**[Activity 5]** Ss conclude the writing skills they have learned from the author to introduce and recommend a theme park.

*Reference answers:*

1. *By using if-clauses and imperatives, we can can motivate readers to visit the parks.*
2. *By using various verbs, we can get readers experience all kinds of attractions in mind.*
3. *With plenty of adjectives, we can stir up readers’ interest.*

....

[设计意图] 学生总结景点介绍类短文的写作方法，积累相关的写作技能，实现“以读促写”。在学生分散的个体总结后，教师需要整合他们零散的个人经验，进行系统化总结和指导写作方法。

**Step 6：Apply what have been learned to writing about a theme park.**

1. Location / Theme

* ... , which can be found in ...
* ..., in ...Mountains in southeastern USA, is unique because it shows ....
* ... in Zhuhau, China, is one of the leading ocean-themed parks ...

The Torreya Forest Park; Guiji Mountains, northeast Zhuji, forest-themed

*Keys for reference ：*

*The Torreya Forest Park in the beautiful Guiji Mountains in northeast Zhuji, is a forest-themed park.*

*The Torreya Forest Park, which lies in the beautiful Guiji Mountains in northeast Zhuji, is a forest-themed park featuring many ancient torreya trees dating back to more than 1300 years ago.*

1. Fun activities
* Travelling..., visiting.., or meeting... are all possible .
* ... has many ...to amuse you, from ... to ....
* has more rides than you can imagine：do..., do..., or do ....

camp; hike; picnic,

*Keys for reference ：*

*Camping on the grass, hiking in the forest or picnicking in the shade are all possible here.*

*The park has many exciting activities to amuse you, from camping on the grass to hiking in the forest.*

*The park has more attractions than you can imagine: camp on the grass, hike in the forest, or picnic in the shade.*

* As you wander... , you may see ...
* You can do... while doing ...

dinosaur; scenery; fresh air; bird singing

 *Keys for reference ：*

*As you wander in the park, you will meet adorable dinosaurs and you can even touch their enormous bodies!*

*You can breathe in fresh air and enjoying breathtaking natural scenery while admiring those ancient torreya trees.*

* Doing ... is a rare/exciting/... experience.
* Doing ... is a special treat.

suspension bridge; pick and taste torreya nuts

*Keys for reference ：*

*Walking on the scary suspension bridge across two peaks is indeed an exciting experience.*

*Joining locals picking torreya fruit and trying torreya nuts is a special treat*

1. More-than-fun activities
* Doing ... is both education and fun.
* ... have fun learning about....

the Torreya museum

*Keys for reference ：*

*Visiting the torreya museum in the park is both educational and fun.*

*In the torreya museum in the park, you can have fun learning about detailed knowledge of torreya trees.*

1. Recommendation
* If you want to have fun and more than fun, come to ...
* Come ... to have fun learning all about ...
* If it is ocean entertainment that you are looking for, come to ...

*Keys for reference ：*

*If you want to have fun and more than fun, come to the Torreya Forest Park.*

*Come the Torreya Forest Park to have fun learning all about those ancient torreya trees.*

*If it is forest entertainment that you are looking for, come to the Torreya Forest Park.*

[设计意图] 创设新语境，以给出提示词模仿造句的形式引导学生运用句型和相关词汇表达，将所学的知识运用到新语境中，再次体验景点介绍类写作的内容，语言，五感法体验的描写手法，形容词的巧妙运用以及相应的写作技巧，学以致用，注重语篇知识的迁移。

**Step 7. Homework**

Choose or create a theme park you wish to write about.

**Checklist**

* Is the introduction clear?
* Does the writer include all the important points about the park?
* Does the writer describe attractions engaging five senses?
* Does the writer use theme-related adjectives and verbs?
* Does the writer use some good sentence patterns ?
* Does the writer use correct grammar, punctuation, and spelling?

[设计意图] 读写课最后一环就是“写作输出”。在进行有效的阅读输入之后，学生独立完成一篇景点介绍类的短文，巩固本堂课的学习内容，达成“以读促写”的终端目标。

**【板书设计】**

 **The theme parks — Fun and more than fun**

