教材内容分析

本单元的主题语境是在加拿大旅游。Reading and thinking是本模块的第二个课时。该篇阅读部分是一篇游记，记述了李黛玉和刘倩两个女孩去加拿大看望表兄妹，乘坐火车横穿加拿大的旅途见闻。通过两位旅游者的所见、所闻、所感来介绍加拿大的自然风光、一些小镇、城市、人口、动植物等，让读者身临其境。语言丰富优美，画面感强，但词汇量大，篇幅长，深入解读文本是个挑战。

学情分析

本课授课对象为高二年级学生。学生对旅游这一话题比较感兴趣，但对加拿大这个国家了解还不够多，且用英语制定及表述旅游计划还有一定难度。

学习目标

1. 梳理李黛玉和刘倩加拿大之旅的路线，时间等旅游基本信息；
2. 根据旅游路线顺序了解加拿大的城市，人口，自然风光，动植物等相关信息；
3. 了解游记的基本要素，如时间，地点，人物，天气，季节，旅游景点描写，感想，心情等；
4. 学会制定一个旅游计划。
5. 在地图上辨认主人公的旅游所经地点的地理位置和路线。

教学过程

Stage 1 Lead in

1. A picture about the T’s past traveling experience from Quzhou to Xi’ is shown to Ss and T asks them to put forward some questions that they want to know about T’ journey.

2. T shares her traveling experience in detail to introduce the new words and expressions in the text to be read later.

【设计意图】

教师通过和学生分享自己的西安之旅来导入本文话题，并让学生自主提问，对于教师的这次旅游有什么想知道的，这样把主动权交给学生，激发学生原有知识，增加他们对该话题的兴趣，也拉近了师生的距离。接下来，教师对于这次旅行进行揭秘，揭秘的过程中导出旅游的基本要素，比如旅行时间，交通工具，旅游见闻等，并自然引出本文即将出现的生词，为之后学生阅读搭好语言词汇的支架。

Stage 2 Pre- reading

Ask students to have a prediction about the contents of the text.

Q: What do you think will be talked about in the text?

Q: What information do you think will the writer cover?

【设计意图】在这一环节，仍然鼓励学生自主预测文本可能会涉及的内容，来激发他们阅读的兴趣。通过前面导入的铺垫，学生也受了一定的启发，拓宽了思路,在预测中导出了游记的一些基本要素。

Stage 3 While- reading

Activity 1 Reading and checking (一)

1. Q: Who were traveling?
2. Q: What was their destination?
3. Q：What kind of transportation did they use?
4. Q：What order is this passage organized?
5. Q: What’s the writing style of the passage?

【设计意图】学生通过快速阅读，找出加拿大之旅的基本信息，如人物，目的地，和使用的交通工具，并引导学生发现写作顺序和判断文体。

Activity 4 Reading and checking (二)--- Vancouver

Finish a table related to the information about Vancouver.

|  |  |  |  |
| --- | --- | --- | --- |
| time | weather  | what they did | what they saw |
| The first day |  |  |  |
| The next day |  |  |  |

【设计意图】通过完成一个表格来梳理李黛玉和刘倩在Vancouver旅行期间的所见所闻。根据文中信息他们在真正出发前往

Activity 2 Reading and checking (三)--- the route

Ask students to put the places Li Daiyu and LiuQian traveled in the time order.

【设计意图】教师打乱旅游地点的顺序，通过排序，学生可以更加清楚主人公的旅游线路，并在此过程中培养学生信息寻找的能力。

Activity 3 Reading and checking (四)--- Canadian Rockies and Lake Louise

1. Ask students to find out the information about Canadian Rockies and Lake Louise.
2. Share the pictures of animals and Lake Louise with Ss.

|  |  |
| --- | --- |
| Place  | Description |
|  |  |
|  |  |
| Feelings： |
| Highlight： |

【设计意图】通过一个表格，学生可以了解Rockies 和Lake Louise的相关信息，将琐碎的信息进行整合，更简单更清晰。同时，让学生欣赏文本提到的动物和路易斯湖的图片，直观又有趣。

Activity 4 Reading and checking (五)--- Edmonton

1. Ask students to find the information about Edmonton from three aspects including its status, industry and climate. .
2. Ask Ss to think of the reasons why there are so many shopping malls in Edmonton.

【设计意图】通过思维导图，提炼描写Edmonton的信息关键词，培养学生总结提炼的思维能力。

Activity 5 Reading and checking (六)--- the great Canadian Prairie

1. Ask students to pay attention to the contrast between the small population and an open country.
2. Share some pictures about the farms and the Prairie.

【设计意图】通过欣赏加拿大大草原，农场，稻田等图片，让学生直观感受加拿大美丽的自然风光。

Activity 6 Reading and checking (七)--- Ontario

Ask Ss to finish the chart.

|  |  |
| --- | --- |
| Place  | Information |
|  |  |

【设计意图】通过阅读最后一段，学生寻找Ontario 相关信息，了解旅行时加拿大的季节。

Activity 7 Reading for language

Ask students to find all the discourse markers in the text and match their meanings .

【设计意图】让学生了解写游记时，这些discourse markers的意义和用法，为后续课堂活动做铺垫。

Stage 4 Reading for the elements of a travel journal

Ask students to review the elements of a travel journal.

【设计意图】学生再一次回顾总结之前提到的游记要素，加深印象，为后续课堂活动做铺垫。

Stage 5 Post reading --- Group work

If your foreign friend Peter is going to travel around China and the cities have been chosen, he wants you to make a travel plan for him.

【设计意图】阅读后活动是为一位外国友人制定在中国旅游计划，可挑选类似于文本涉及的加拿大景点，分别是杭州西湖，上海，北京故宫，内蒙古呼伦贝尔大草原，长白山自然保护区。提醒学生可以使用文本中描写性语言词汇，话语标记语和游记的要素，学以致用。

Stage 6 Deep thinking

Q: What can travel bring to you?

Q: How do you understand the saying “Travel far enough, you can meet yourself”?

【设计意图】鼓励学生对于旅游的意义展开思索，并理解本单元扉页上的名言，培养学生从现象看本质的批判性思维能力。

Stage 6 Homework

1. Go online to search more information about the five places;
2. Enrich and polish your travel plan and share it with your classmates;
3. Email the travel plan to your friend.

【设计意图】鼓励学生课后进行信息搜寻，完善制定的计划，感受同伴间互相分享的快乐。