

## 《高中英语（上外版）》必修第一册 Unit 1 School Life

课时：第 1 课时      课题：A Writing Assignment      课型：阅读课

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### 一、教学设计与说明

#### 1. 教学目标：

本课为本单元的第 1 课时，核心目标为引导学生依据记叙文的文体特征分析语篇内容，包括时间、地点、人物、情节发展、以及人物的心情变化等；理解语篇的情景语境，判断语篇的语用价值；并在此基础上，分析 Jim 的作文获得老师称赞是否合理，发现并理解语篇中包含的文化价值观念，如创新、独立等。

#### 2. 教学设计思路：

本课为本单元第一课时，讲述了 Jim 对自己没有按往常思路写作文感到忐忑，却得到全班最高评价的故事，旨在激发学生的创新意识和批判思维。本课的教学设计思路分为三个层次：基于语篇的理解、深入语篇的理解和超越语篇的理解。基于语篇的理解指向语篇主题与内容，途径是语篇分析。这一环节中，我们依次采用“内容与语言融合教学法”、“话题词汇语义网”和“思维图”。深入语篇的理解围绕作者的语篇对象、语篇目的和语篇所讨论的主要问题等展开，途径为语用分析。超越语篇的理解将语篇内容与学生生活建立联系、辩证思维、表达个人情感与观点，将语言、文化与思维融合，实现从语言输入到输出的跨越，途径是批判性思维。

#### 3. 教学重点及难点：

语篇分析，绘制合适的思维图，梳理故事的发展脉络。

## Lesson Plan

### Teaching Objectives:

By the end of this period, students are able to:

1. figure out the main idea of the story and identify topic-related lexis;
2. retell the story with the help of the thinking map;
3. judge the intended readers, writing purpose and question at issue;
4. express your own ideas on whether Jim's writing can be graded A through critical thinking.

### Procedures:

#### I. Lead-in

Activity 1: Getting started

\*Teacher: Get students to share their expectations of senior high school.

\*Students: Share what their expectations of senior high school are in class.

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Purpose: *to arouse students' interest in the topic of school life and build up a brief topic-related core words and expressions.*

Guiding questions:

1. What do you expect most from your high school life?
2. Can you share your expectations with us?

## II. Literal Comprehension

Activity 2: Content and Language

\*Teacher: Have the students share what they know about teachers' routines and students' learning activities in a writing lesson.

\*Students: Share knowledge and expressions with the help of the worksheet.

Purpose: *To direct students' attention to the content and language of the text.*

Guiding questions:

1. What activities are usually involved in a writing lesson?
2. Which words and expressions in the passage are related to the topic of "writing lesson"? Explain in English.

Activity 3: Text Analysis

\*Teacher: Get students to identify the setting, the beginning, the development, the climax and the ending of the story.

\*Students: Work out the narrative pattern and the situational context by drawing a thinking map.

Purpose: *to further summarize and organize the behavior of Mrs Peabody and Jim by drawing thinking maps and infer Jim's feelings.*

Guiding questions:

1. Who are the main characters in the story?
2. What is the main idea of the story?
3. How is the passage organized?
4. When/Where did the story happen?
5. How did the story develop?
6. Which word can best describe Peabody's behaviors?
7. Which word can best illustrate Jim's behaviors and feelings?
8. What happened at the end of the story?
9. Can you organize the development of the story by drawing a thinking map?
10. Can you retell the story according to the structure with the help of the topic-related words and expressions?

## III. Inferential Comprehension

Activity 4: Personal Touch

\*Teacher: Ask the students to infer Jim's feelings at different stage of the story.  
\*Students: Infer Jim's feelings by providing supporting details and talk about their own feelings after reading the story.  
Purpose: *to deepen students' understanding of the story.*

Guiding questions:

1. How did the Jim feel about the teacher's comment on his writing?
2. Is the ending of the story a surprise to you? Why or why not?

#### Activity 5: Pragmatic Analysis

\*Teacher: Ask the students to analyze the pragmatic value of the text from different angles.  
\*Students: Analyze the text from three angles and supply evidence or details.  
Purpose: *to integrate language with meaning as well as to deepen students' understanding.*

Guiding questions:

1. Who is this passage probably written to?
2. What question is the writer trying to answer?
3. What is the writer's main purpose of writing this passage?
4. Has the writer achieved his writing purpose? Why or why not?

### IV. Critical Comprehension

#### Activity 6: Critical thinking

\*Teacher: Ask students to think critically and share their own opinions concerning questions about the passage.  
\*Students: Put forward their comments, ideas etc. on the basis of having a good understanding of this passage.  
Purpose: *To provide a chance for students to reflect on the article and apply what they've learned to express themselves.*

Guiding question:

1. Do you remember what Jim wrote in response to Mrs Peabody's assignment?
2. Why didn't Jim write an essay about his summer vacation?
3. What made Jim's writing special?
4. Do you think it was fair that Mrs Peabody gave Jim an A for his assignment? Why or why not?

### V. Assignment

1. Complete the exercise in Key Vocabulary (P7, I) ;
2. Write a diary entry and include your opinion on whether it was fair that Mrs Peabody gave Jim an A for his assignment.