

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

课时：第 2 课时

课题：A Writing Assignment

课型：Vocabulary

设计者：华东师大一附中 陆旸颀

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第 2 课时，核心目标为梳理语篇相关词汇，掌握常见的词缀变化规则，并运用词汇表达有关话题的信息和观点。

#### 2. 设计思路

本课以课文的问答活动为导入，帮助学生复习第一课时所学内容，构建词汇语义网，同时教师进行互动讲解，丰富学生对语篇主题的理解和主题词汇的认知。接着，教师引导学生通过阅读文本，理解常用后缀的形式与意义和功能。作为本课教学产出，教师给出与“学校生活”有关的图片，在所给情境中引导学生说出一些常用后缀的单词，从而对常用后缀规则形成更深刻的理解。

回家作业为根据所给图片说出一些常用后缀的单词；完成课后学习单和教材上的练习。

#### 3. 重点及难点

重点：能适当运用课文主题词汇复述文本内容，表达相关信息。

难点：能掌握常用后缀的功能、意义和形式，并将其运用于描绘所给语境。

### Lesson Plan

At the end of the lesson, students will be able to:

1. have a deeper understanding of **Reading A** by reviewing and categorising the key words and expressions;
2. grasp the use, meaning and form of suffixes in the context of school life;
3. describe a topic-related situation by properly using the suffixes as well as the target words and expressions.

## Procedures

### I. Warm-up

#### Interactive task 1: revision

\*Teacher: Guide students to recall the words or expressions learned in the first period.

\*Students: Recall the words or expressions by reviewing the main idea of **Reading A**.

**Purpose:** *To arouse students' interest and review what they have learned in the first period.*

Guided questions/ instructions:

1. Recall the main idea of the story according to the key words.

### II. Digging in

#### Interactive task 2: vocabulary learning

\*Teacher: Ask some questions regarding **Reading A** and guide students to learn the target words and expressions.

\*Students: Answer the questions regarding **Reading A** by using the target words and expressions. Apply them to practice by retelling the story.

**Purpose:** *To understand and properly use the target words and expressions; to have a deeper understanding of the text.*

Guided questions/ instructions:

1. What was the requirement of the writing assignment?

*(target words and expressions: Writing something in some way **related to** summer vacation, being as **creative** as you can and making sure you use proper spelling and grammar.)*

2. What did Jim do after Mrs Peabody gave the class a writing assignment?

*(target words and expressions: He **stared at** a **blank** sheet of paper. He didn't want to write about his summer vacation and actually wanted to get back to school.)*

3. What did Jim decide to write about eventually?

*(target words and expressions: He decided to write a short story, **science fiction**, about a*

distant planet with aliens working 24 hours a day.)

4. How did he feel after handing in his assignment?

(target words and expressions: He felt uneasy. He lay awake until 3 a.m. and regretted ignoring the assignment. He thought of begging Mrs Peabody for a chance to write another one.)

5. What was the ending of the story?

(target words and expressions: Mrs Peabody said some rather harsh words. She was not satisfied with students' assignments and only Jim was praised because he was imaginative.)

6. Could you retell the story by using these words and expressions?

The writing assignment:	something related to summer vacation, creative; make sure
Jim's initial reaction:	stared at, boring, actually
Jim's decision:	science fiction, a distant planet, aliens
Jim's struggle:	lay awake, ignored, beg sb for, turned out
Jim's surprise:	pass back your writing, have got some rather harsh words, imaginative, got an A on the assignment, couldn't believe his ears

### Interactive task 3: suffixes learning

\*Teacher: Direct students to read the text and identify the verb or noun form of each underlined word.

\*Students: Read the text and identify the verb or noun form of each underlined word.

\*Teacher: Instruct students to work in groups to find out the suffixes each group belongs to. Guide students to brainstorm more words with suffixes available in the table.

\*Students: Write down the suffixes and brainstorm more words with the suffixes.

**Purpose:** To guide students to learn the form, use and meaning of suffixes in a context.

Guided questions/ instructions:

1. Read the passage and identify the verb or noun form of each underlined word.

2. Work in groups and write down the suffixes each group belongs to.
3. Brainstorm more words with the suffixes available in the table.

### III. Language application

#### Independent task 4: describing the picture

\*Teacher: Guide students to say the words with suffixes based on the given pictures.

\*Students: Brainstorm words with suffixes based on the given pictures.

***Purpose: To help students consolidate what they have learned about the suffixes.***

Guided questions/ instructions:

1. Describe the situation by using words with suffixes properly. You can begin with the sentence as follows.

**After hearing Mrs Peabody's words, Jim's classmates came to talk with him.**



2. Find all the words with suffixes.

### IV. Homework:

1. Describe the following picture by using words with suffixes properly. Record and upload your work to the QQ chat group.

**One day, Jim's father received his school report ...**



2. Finish the exercise on your worksheet and the exercise in the textbook (p8).

Words	Source	Sentences
related	Dictionary	
	Sentence-making	
creative	Dictionary	
	Sentence-making	
imaginative	Dictionary	
	Sentence-making	
harsh	Dictionary	
	Sentence-making	
blank	Dictionary	
	Sentence-making	
ignore	Dictionary	
	Sentence-making	
rather	Dictionary	
	Sentence-making	
turn out	Dictionary	
	Sentence-making	