

# 《高中英语（上外版）》必修第一册 Unit 1 School Life

课时：第 7 课时 课题：Different School Lives

课型：Further Exploration 设计者：华东师范大学第一附属中学 蒋一洋

## 一、教学设计与说明

### 1. 教学目标

本课为本单元的第 7 课时，核心目标为引导学生构思自己理想中的校园生活，并通过信息的查找、整理和比较，探究不同国家的校园生活，以此培养跨文化意识。

### 2. 设计思路

首先，教师通过展示一组图片，帮助学生认知高中校园生活中的不同部分。之后，教师带领学生针对图片中的校园生活部分进行投票，选出学生们最感兴趣的部分，并在此基础上确定本科研究项目的内容范围。接着，教师引导学生一起阅读和熟悉本课研究项目的要求、步骤与评价标准，带领学生一起完成项目中的各个步骤，再让学生根据教师的模板完成项目表格的填写。在这之后，教师会亲自完整演示项目的“展示”部分，并鼓励学生针对不同演示进行反馈，熟悉展示的各种形式。最后，教师会带领学生反思研究项目中获得的有关校园生活的新看法，并让学生在课后完成填写自我评价表。

### 3. 重点难点

能探究不同文化的校园生活，在探究过程中对信息进行比较，形成跨文化意识；能将整理过的信息用不同形式加以展示，在比较不同文化的过程中保持文化自信与包容性。

## Lesson Plan

By the end of the period, the students are expected to:

1. explore school lives in different countries through conducting a research study;
2. have a deep understanding of diverse school cultures through sharing and commenting.

### Procedures:

#### I. Warm-up

◇ T: Ask students to view the images and think about the parts of school life each

image represent.

- ✧ Ss: View the images and think about the relevant parts of school life.
- ✧ T: Ask students to vote for the part of school life they care about most, then explain the result of the vote.

**Purpose: To introduce different part of school life; To encourage students to think about what are their favorite parts of school life.**

Guided questions/Instructions:

1. Which part of school life does each image represent?
2. Based on your personal experience, which part school life is your favourite?

## **II. Introduce Step 1 of the research project**

- ✧ T: Ask students to read the instruction of step 1 of the research project, then model how to find important parts of school life in their own schools.
- ✧ Ss: Read the instruction along with the teacher and follow teacher's example to fill out the table.

**Purpose: To familiarize students with the procedures and requirements of the research project; to guide students to think about what parts of school life matter most in their own schools.**

Guided questions/Instructions:

1. Please take out your textbook and turn to page 16, we will read the project procedure together.
2. In your own school, what are some parts of school life do you find interesting, meaningful or unique?

### III. Introduce Step 2 of the research project

- ✧ T: Ask students to collect the information from the unit about parts of school life in a different country.
- ✧ Ss: Skim the texts throughout the unit and collect information.
- ✧ T: Model how to categorize information and put their favorite parts of school life together.
- ✧ Ss: Fill out the table with teacher and add additional information by themselves.

**Purpose: To help students explore the school life in a different country; To guide students understand and categorize the information from the unit; To help students practice describing their own ideal school life.**

Guided questions/Instructions:

1. What do you think courses/activities/facilities/food should be like for high school students?
2. Is there anything interesting, meaningful or unique about the schools mentioned in this unit?
3. What additional parts or details would you add to create your ideal school life?

### IV. Introduce Step 3 & 4 of the research project

- ✧ T: Read the instructions of step 3 and 4 of the research project, and introduce the tips and grading charts to students.
- ✧ Ss: Read the instructions along with the teacher and brainstorm how to design the group presentation.\
- ✧ T: Demonstrate a group presentation, and showcase how to grade the presentation with the grading chart.
- ✧ Ss: Watch the demonstration carefully and write down feedback.

**Purpose: To familiarize students with the grading rubric of the research project; to help students practice offering feedback to their classmates; to prepare**

**students for designing and improving their own group presentation.**

Guided questions/Instructions:

1. What has this group done well? What do they need to improve?
2. How did this group present their project? Would you present in the same way? Why or why not?
3. How would your group presentation be graded? What do you need to prepare?
4. What questions do you have for your audience?

**V. Self-assessment**

- ✧ T: Help students to review what they have learned throughout the whole unit and think about the questions of the self-assessment form.
- ✧ Ss: Fill out the self-assessment form with the teacher.

**Purpose: To help students review what they have learned in the whole unit; to encourage students cheer and honor each other's works.**

Guided questions/Instructions:

1. After finishing the research, how would you describe your ideal school life now?
2. What we have learned throughout the unit? Skim the self-assessment form on page 17 and think about what you have done well? What do you need to improve?
3. Throughout the study of the whole unit, who have helped you and offered you suggestions? Who do you want to thank?

**VI. Homework:**

1. Fill out the self-assessment form.