

《高中英语（上外版）》必修第一册 Unit 1 School Life

课时：第 4 课时

课题：How to have a great first year

课型：Listening and Viewing

设计者：上海市行知中学 徐悠悠

一、教学设计与说明

1. 教学目标：

本课为本单元的第四课时，核心目标为通过情景语境、话轮分析，筛选多模态资源中的关键信息，理解语篇中对话发生的地点、人物关系以及参与对话者的意图。并综合视频中的声音、面部表情、肢体语言，获取多模态资源中的隐含信息。

2. 教学设计思路：

本课为本单元的第 4 课时，首先，本课由图片以及调查的方式进行导入，帮助学生结合自己的校园生活快速进入主题语境，分享自己在校园生活中所遇到的困惑。接着，通过听力语篇的输入，获取学长学姐的建议。通过情景语境分析、话轮分析，并借助思维可视化工具，梳理听力语篇的语篇结构、语篇内容，分析评价学长学姐的建议是否可以解决他们的困惑。其次，通过视频语篇的输入，获取父亲对于女儿所提出的建议，并借助思维可视化工具分析语篇结构为“问题——解决型”模式，引导学生评判父亲的建议能否解决女儿的实际问题。此外，引导学生分析看到与听到信息之间的差距，从而推测视频语篇中的隐含信息，全面了解多模态资源传达的语篇信息。最后，通过小组合作的形式，以“问题——解决型”模式为基础，分享交流首周校园生活体验，形成口头报告。

3. 教学重点及难点：

运用情景语境与话轮分析，了解语篇结构及语篇内容；掌握通过比较视听渠道所获得的信息之间的差异了解多模态资源中的隐含信息。

Lesson Plan

Teaching Objectives:

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

- **figure out** the suggestions in listening with the help of Discourse Analysis;
- **analyze** the feelings about school life by comparing the information obtained from listening

and viewing;

- **evaluate** the advice based on their own experiences .

Procedures:

I. Lead-in

*Teacher: Get students to describe their feelings about school life and conduct a survey on their experiences.

*Students: Describe their feelings about school life and complete the survey on experiences.

Purpose: *to start with students' real life, encourage students to speak out, warm the class up, and elicit the topic.*

Questions:

1. Can these pictures on page 10 cover your school life? Why or why not?
2. What's your biggest concern about senior high school life?

II. Listening and Speaking

*Teacher: Get students to listen to conversation twice, do the situational context analysis and use tree map to present the structure of the conversation. Provide relevant lexis of providing and describing tips. Let students evaluate the tips from senior students.

*Students: Listen to the conversation, do the situational context and Turn analysis.

Evaluate these tips according to students' concerns in the survey.

Purpose: *to let them use the Situational-Context Strategy when analyzing the conversation.*

Questions:

1. What's the main idea of the conversation?
2. Which tips are given to the first-year students?
3. Who are involved in the conversation?
4. What's the purpose of the conversation?
5. How can first-year students follow these tips?
6. What are the examples or reasons for these tips?
7. What's the structure of the conversation?

8. How do you like the above tips? Why?

III. Viewing and Speaking

*Teacher:	Get students to guess Lizzie's feelings first and then check their guesses . Ask students to watch the video again, introduce the four basic elements of Problem-Solution Pattern and analyze the information by viewing and listening. Give students useful language of Problem-Solution Pattern.
*Students:	Watch the video and know about the structure of the conversation. Analyze the information by listening and viewing.
Purpose:	<i>to guide them analyze the information from the conversation and know about the basic elements of Problem-Solution Pattern.</i>

Questions:

1. What might be Lizzie's feeling about her senior high school life?
2. What experiences did Lizzie's father have in his first week in senior high school?
3. Which of the following was Lizzie's experience before she entered senior high school?
4. What did Lizzie's father advise her to do if she meets difficulties or failures in senior high school?
5. What else information can you obtained from the video clip?
6. How can you obtain these information?
7. Do you think the conversation between Lizzie and her father would help her live a better life in senior high school? Why or why not?

*Teacher:	Get students to work in groups, share their concerns, discuss possible solutions, evaluate other's opinions and give an oral report.
*Students:	Share and discuss with group members about their concerns of school life, possible solutions and evaluations.
Purpose:	<i>to encourage students to apply Problem-Solution Pattern to describing their real school life.</i>

IV. Speaking

Questions:

1. What are your current feelings about school life?
2. What's your suggestion?
3. How do you like the suggestions mentioned in group work?

V. Reflection

*Teacher:	Let students summarize the lesson.
*Students:	Consolidate the key points.
Purpose:	<i>to review the useful strategy for listening and viewing.</i>

Questions:

1. What have you learnt in today's lesson?

Assignment:

1. Record a video clip with your partner and talk about your experiences and feelings during your first week.