

《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：Reading A

设计者：华东师大一附中 陆旖颀

一、教学设计与说明

1. 教学目标

本课为本单元的第 1 课时，核心目标为掌握人物经历与情感类记叙文的文本特征，并能描述 Jim 在高中新学期伊始的一次写作经历和相关心情变化。

2. 设计思路

本课由初高中生活衔接出发，引发学生对高中生活的期待，并激活学生的背景知识。首先教师带领学生扫读文章节选，获取语篇的主题、文体和主要人物，略读全文，把握故事的发展变化和结尾。随后，教师引导学生通读全文，梳理文章结构，学生继而根据时间顺序，通过分段阅读，简述 Jim 的心情变化，并完成教材 P6, II 的表格，掌握对人物心情的描述方法。最后讨论和分析文章结尾，回顾课堂所学，总结自己的感悟，作为本课教学产出。

回家作业为通过朗读阅读语篇 A，并阐述文章主旨大意；通过梳理阅读语篇 A 中相关词汇，建立描述学习经历的话题词汇语义网，为下一课时做好学前准备。

3. 重点及难点

重点：能帮助学生掌握记叙文的故事要素和事物发展变化。

难点：能帮助学生结合语境，分析文本简述人物心情。

Lesson Plan

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

1. identify the features and the key elements of a narrative through skimming;
2. seize the plot in the order of time and analyze Jim's feelings through close reading;
3. develop a sense of creativity by discussing and commenting on the story.

Procedures

I. Warm-up

Interactive task 1: warming up

*Teacher: Ask students questions about senior high school life with visuals and elicit the topic of the text.

*Students: Talk freely about their feelings and expectations about senior high school life.

Purpose: To arouse students' interest and find out students' initial understanding of the target topic.

Guided questions/ instructions:

1. What are your expectations about senior high school life?
2. Speaking of lessons, what comes to your mind?
3. Here the word “assignment” means “homework”.

II. Digging in

Interactive task 2: skimming

*Teacher: Guide students to read the text quickly and answer the questions.

*Students: Read the text quickly and find out more information about the text.

Purpose: To help students identify the features and the key elements of a narrative.

Guided questions/ instructions:

1. Read the following part quickly and try to catch **the topic, the text type and the main characters**.
2. Next, let's go on to read the text quickly and answer the three questions.
 - Q1: What was the writing assignment?
 - Q2: What did Jim write?
 - Q3: What grade did he get?
3. Figure out how Jim's feelings changed in the order of time.

Interactive task 3: scanning & reading between the text

*Teacher: Guide students to scan the text and find out Jim's feelings.

*Students: Find out Jim's feelings by scanning the text.

Purpose: To help students to have a detailed understanding of each paragraph.

Guided questions/ instructions:

1. How did Jim feel **when he was working on his assignment?**
2. How did Jim feel **after he handed in his writing assignment?**
3. How **might** Jim feel **after he knew that all the essays had been graded?**
4. How did Jim feel **when he knew that he got an A?**
5. Could you find more evidence to show Jim was surprised at the result?

Interactive task 4: completing the table

*Teacher: Ask students to complete the table on page 6, II and show different types of descriptions.

*Students: Complete the table on page 6, II and learn different types of descriptions.

Purpose: To help students apply what they have learned and review and reflect

Guided questions/ instructions:

1. Complete the table with Jim's feelings based on the previous learning.
2. Match the words or expressions that show Jim's feelings to different types of descriptions.

III. Language application

Interactive task 5: reading beyond the text

*Teacher: Ask students to discuss and comment on the ending of the story.

*Students: Discuss the ending from different perspectives.

Purpose: To help students form a deeper understanding of the text.

Guided questions:

1. Why did Mrs Peabody give Jim an A?
2. Will you give Jim an A? Why or why not?

IV. Homework:

1. Read aloud the passage three times and retell the story in your own words.
2. Build up a word bank of topic-related vocabulary in *Reading A*.

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