

《高中英语（上外版）》必修第一册 Unit 1 School Life

课时：第 5 课时 课题：Describing Your First Week 课型：Moving Forward

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一、教学设计与说明

1. 教学目标：

本课时为单元第五课时，课型为说写融合，以先说后写的学习任务为主线，落实单元教学目标中的“能描述高中伊始的学习经历与感受”及“能在口语表达中表现出对所讨论内容的兴趣以及在写作中运用主题句”。

2. 教学设计思路：

根据教学内容并对标单元教学目标，本堂课以任务驱动，设定如下学习活动。学生先开展一次采访，分享开学第一周的体验与感受，在说的过程中，有意识地通过不同方式表现对话题的兴趣。部分小组展示采访，同时，学生借助思维导图记录信息，并观察记录谈话者如何表现兴趣。学生研读教材示范段落，基于思维导图，梳理重点信息，学习写作段落主题句，并在总分模式的框架下，选用话题语义词汇网，将口头采访转化为书面表达。

3. 教学重点及难点：

开展一次关于开学第一周体验与感受的采访，在段落写作中运用主题句。

Lesson Plan

➤ Learning Objectives:

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

1. share their real-life impressions of the first week in senior high school through an interview.
2. employ proper expressions, intonation and body language to show interest while communicating.
3. learn to write a topic sentence and construct a paragraph about their first week experience based on the interviews.

➤ Learning Procedures:

I. Preparing for the interview

*Teacher: Lead students to brainstorm possible topics, study the role model and understand the requirements of the interview.

*Students: Act out the role model and get fully prepared for the interview.

Purpose: *To prepare students for the interview.*

Guided questions:

- ① What topics might be suitable for the interview?
- ② Study the role model on P12 and get a clear understanding of how to conduct an interview.
- ③ According to your chosen role, what preparation will you do for the interview?

II. Carrying out the interview

*Teacher: Instruct students to carry out the interview within groups and then to the whole class. Lead students to take notes on key information, capture the signals of being interested and assess each group's performance.

*Students: Practice the interview and exchange roles. Representative groups demonstrate to the whole class. Take notes, pay attention to signals showing interest and comment on each group's performance based on the checklist.

Purpose: *To try out a real-life interview and practice note-taking.*

Guided questions:

- ① Which group is willing to demonstrate your interview to the whole class?
- ② Can you retell the interview you just heard based on the notes taken? How do you like the interview?
- ③ Was the interviewer / interviewee interested in the interview? How can you tell?

III. Reconstructing the interview

*Teacher: Get students to sort out the notes with the help of mind map and try to form a suitable topic sentence.

*Students: Sort out the key information and learn to write a suitable topic sentence.

Purpose: *To figure out the structure, contents and lexis needed for the target paragraph.*

Guided questions:

- ① What makes up a paragraph? What's the function and feature of a topic sentence?
- ② What might be a suitable topic sentence for the notes taken?
- ③ What details are not related to the topic sentence?

IV. Writing

*Teacher: Let students write down the paragraph within groups.

*Students: Write the paragraph according to their own responsibility and try to form a best one through team work.

Purpose: *To apply the freshly-learnt writing elements to actual practice.*

Guided questions:

- ① In groups of four, how will you assign your responsibility, when required to write a paragraph?
- ② Finish writing the paragraph based on the notes taken.

IV. Peer Sharing and Assessment

*Teacher: Get students share their written versions group by group and hold a class-wide peer assessment.

*Students: Share their work and how they divide the task within groups. Assess other groups' work.

Purpose: *To provide a chance for students to express and to learn from each other.*

Guided question:

- ① Share your group's version with the whole class.
- ② How do you like other groups' work? Name one that attracts you the most and illustrate your reasons.

Assignments

- ① Polish the paragraph written in the class and add it to the existing article.
- ② Read the article aloud and upload your recording to the class group.

互动学习

Among the interviews you have watched or participated, which one impresses you the most? Share with your classmates and introduce the interview.