

《高中英语（上外版）》必修第一册 Unit 1 School Life

课时：第 7 课时

课题：Describe an ideal school life

课型：Further Exploration and Self-Assessment 设计者：上海市行知中学 刘安然

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从不同语篇中识别关键信息，并比较不同文化之间的校园生活。

2. 教学设计思路：

本课由信息差(Information Gap) 式小组阅读活动导入，通过课外语篇内容的输入与可视化工具的辅助，丰富单元主题语境，帮助学生拓宽国际视野，理解不同文化的差异，构建理想的校园生活。首先，引导学生分组阅读不同文化中校园生活的语篇材料，并使用气泡图获取主要信息。接着对学生进行再分组，借由组内的信息交流，使用多气泡图归纳校园生活的共同元素，再根据成员需求绘制新的思维图，组织建构其理想的校园生活。之后，学生以小组为单位上台，借助思维图的支撑进行语言产出，展示小组成果。同时，其他小组根据评价量表对其进行点评。以上活动结束后，学生要使用已习得的可视化工具或对其进行再创造，对本单元的内容进行梳理与回顾，加深对单元学习内容的印象；并且与同伴的成果进行比较与修正，以调整和优化以后的英语学习方法与策略。

3. 教学重点及难点：

根据组内交换的信息归纳出校园生活的主要方面，并且在此基础上用新的思维图构建理想的校园生活。

Lesson Plan

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

- figure out the common aspects of school life from source materials of various cultures with the help of bubble map.
- pick out their favorite parts and organize them into a complete school life according to the multi-bubble map.
- present their work as a report, a short play or a talk show to the whole class with

their own thinking map (including bubble map, tree map, flow map, etc.).

Procedures:

I. Information Grasp

*T: Group Ss to obtain information about school life across culture using bubble map.

*Ss: Figure out the elements in different culture's school life with bubble map.

Purpose:

To prepare Ss' to express their ideal school life with topic-related lexis while nurturing their awareness of using thinking maps to structure information.

Guided Questions:

1. What information can you get about school life from your reading materials?
2. Could you draw one bubble map based on your reading material to organize the information?

II. Information Integration

*T: Regroup Ss to share their information and lead them to prepare for a presentation with each member having a role to play.

*Ss: Exchange information they have collected while drawing a multi-bubble map to highlight the common aspects. Decide roles of leader, recorder, visualizer, presenter and evaluator within each group. Discuss their favorite aspects and put them together into a new thinking map as their ideal school life (modified if needed) for a presentation (a report, a short play or a talk show) to the whole class.

Purpose:

To guide Ss to organize and present key information with thinking maps.

Guided Questions:

1. Could you share the information you just grasped with your new group members?
2. Could you draw a multi-bubble map to identify their common features?
3. How will you collaborate to present your ideal school life?

III. Presentation and peer-assessment

*T: Invite two groups to present their ideal school life in front of the whole class and guide the rest groups to do peer-assessment through checklist.

*Ss: Present their ideal school life with their thinking map displayed on the screen (using projector). Meanwhile, other groups should take notes and thereby make comments on the basis of the given checklist.

Purpose:

To encourage Ss to do effective presentations based on their own thinking maps and to use checklist for the peer-assessment.

Guided Questions:

1. How do you like your classmates' ideal school life?
2. Could you give some comments on their presentation based on the checklist?

V. Assignments

1. Use your preferred thinking map as a tool to reorganize what you have learnt throughout the unit.
2. Share and revise your work in groups and do self-assessment according to the seven expected learning outcomes on p.17 of the textbook.