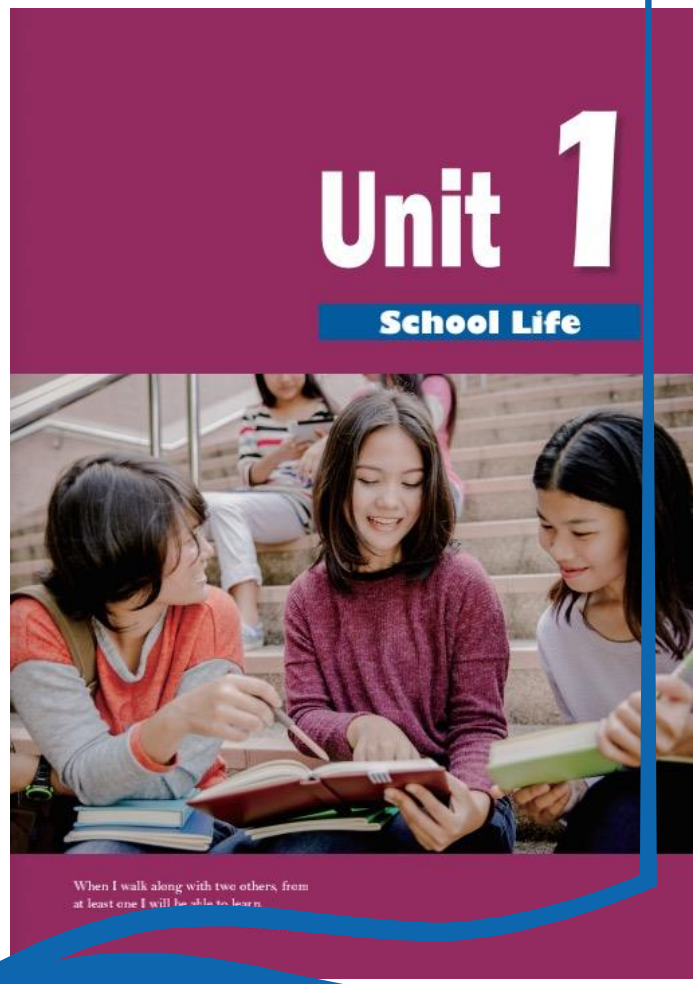


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上海市英语教育教学研究基地

Shanghai Center for Research in English Language Education

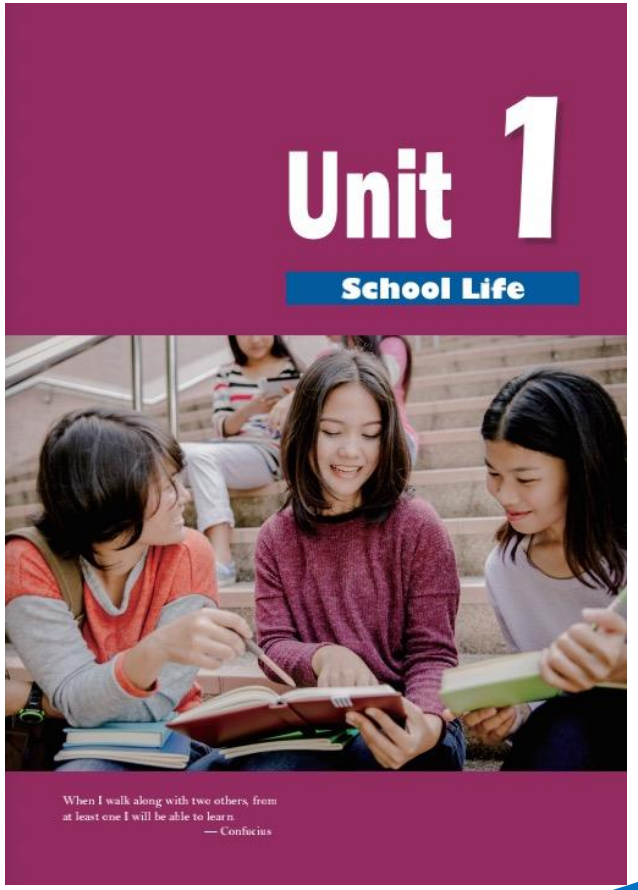
《高中英语》（上外版）

1AU1
Further Exploration

主讲人：刘安然

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《高中英语》（上外版）



必修第一册第一单元

课时	授课内容
1	Getting Started/ Reading A/ Vocabulary Focus
2	Reading A/ Vocabulary Focus
3	Reading A/ Grammar in Use
4	Listening and Viewing
5	Moving Forward
6	Reading B/ Culture Link/ Critical Thinking
7	Further Exploration/ Self-assessment

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OBJECTIVES

By the end of this lesson, you will be able to...

- figure out the common aspects of school life from source materials of various cultures with the help of bubble map.
  阅读补充材料，获取校园生活的主要信息，使用气泡图归纳校园生活的各方面元素；
- pick out their favorite parts and organize them into a complete school life according to the multi-bubble map.
  使用多气泡图提炼校园生活的共同元素，建构理想的校园生活；
- 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.).
  借助绘制的思维图（如气泡图、树形图、流程图等），口头展示小组建构的理想校园生活。

SOFEL

Further Exploration

Describe Your Ideal School Life



GETTING STARTED

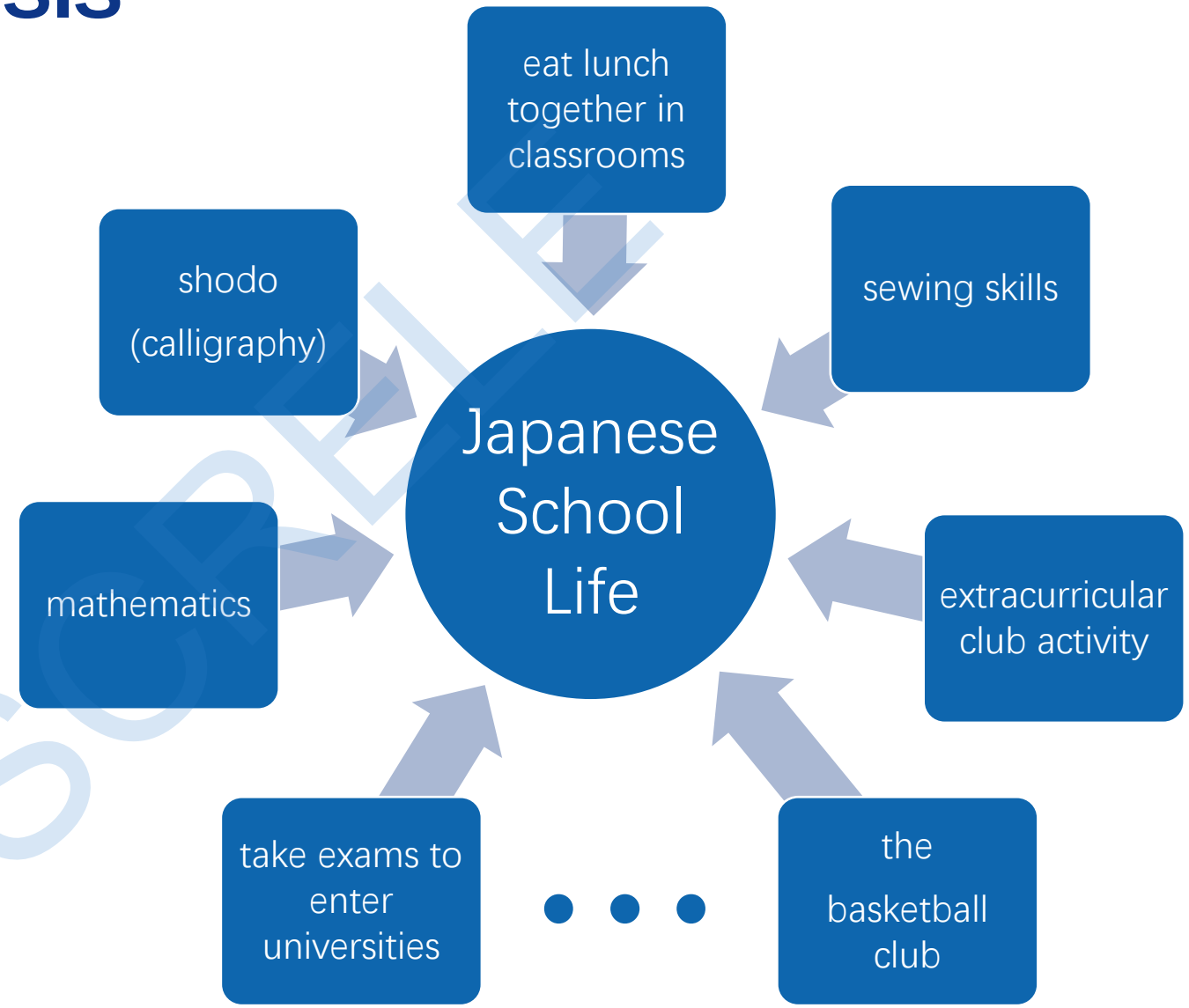
What information can you get about **school life** from your material?



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MATERIAL ANALYSIS

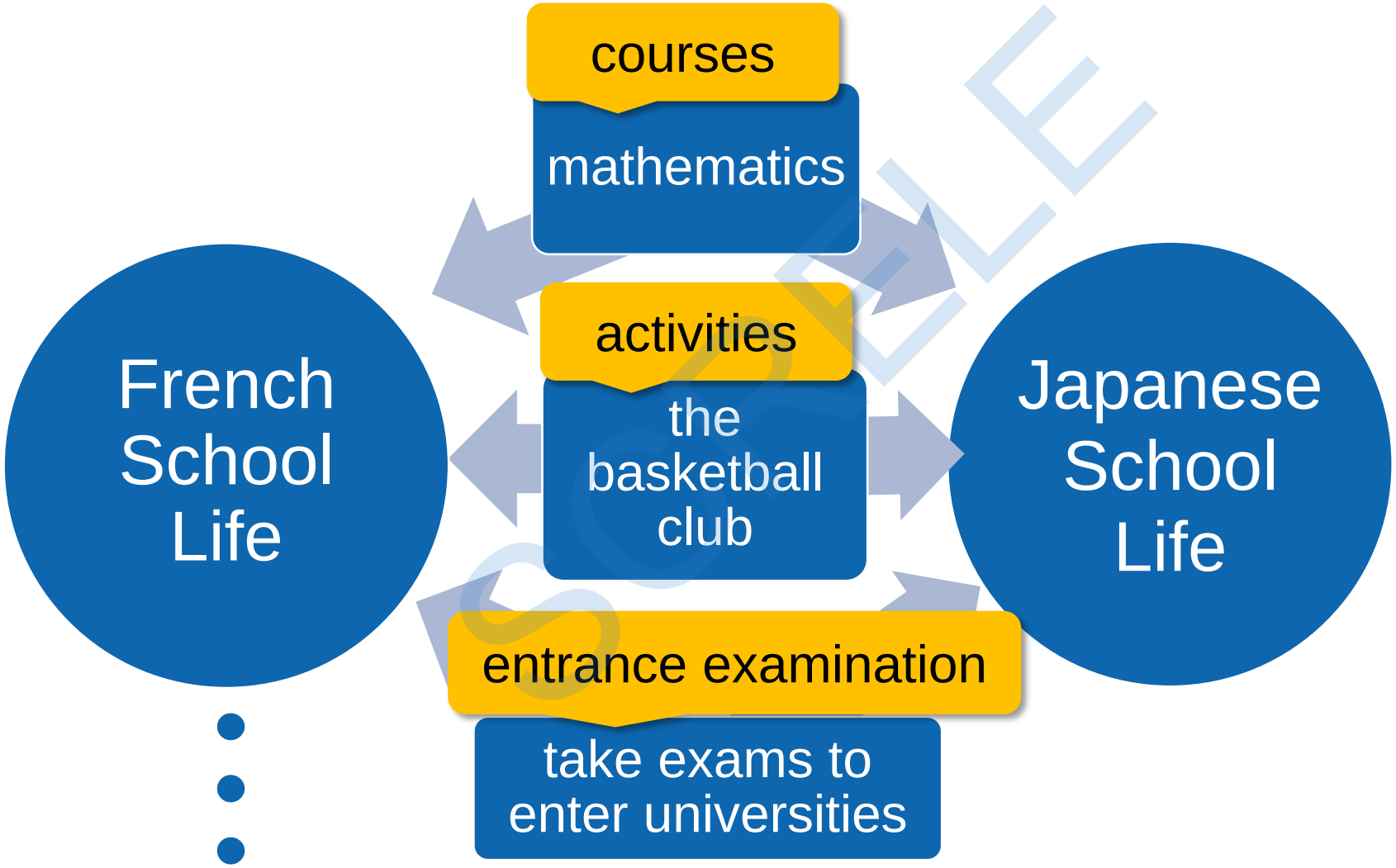
Can you draw one **bubble map** for your material to **structure** the information?



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MATERIAL ANALYSIS

Can you draw a **multi-bubble map** to identify their **common features**?



GROUP DISCUSSION

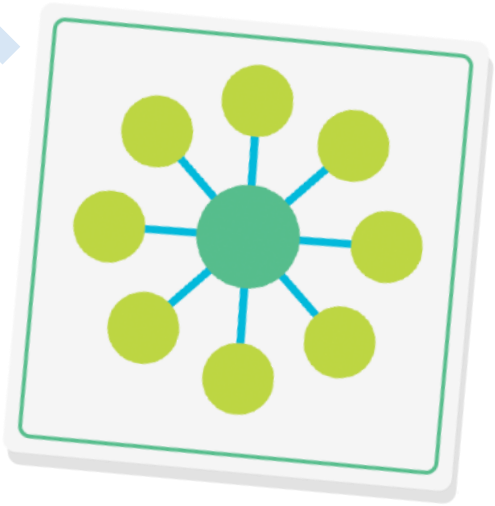
Decide the following roles within your group:

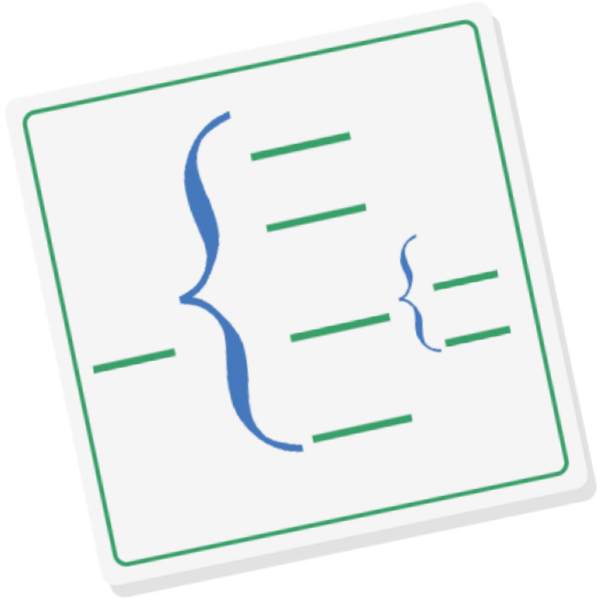
- leader
- recorder
- visualizer
- presenter
- evaluator

Discuss your favorite aspects and put them together into a new thinking map as your **ideal school life!**







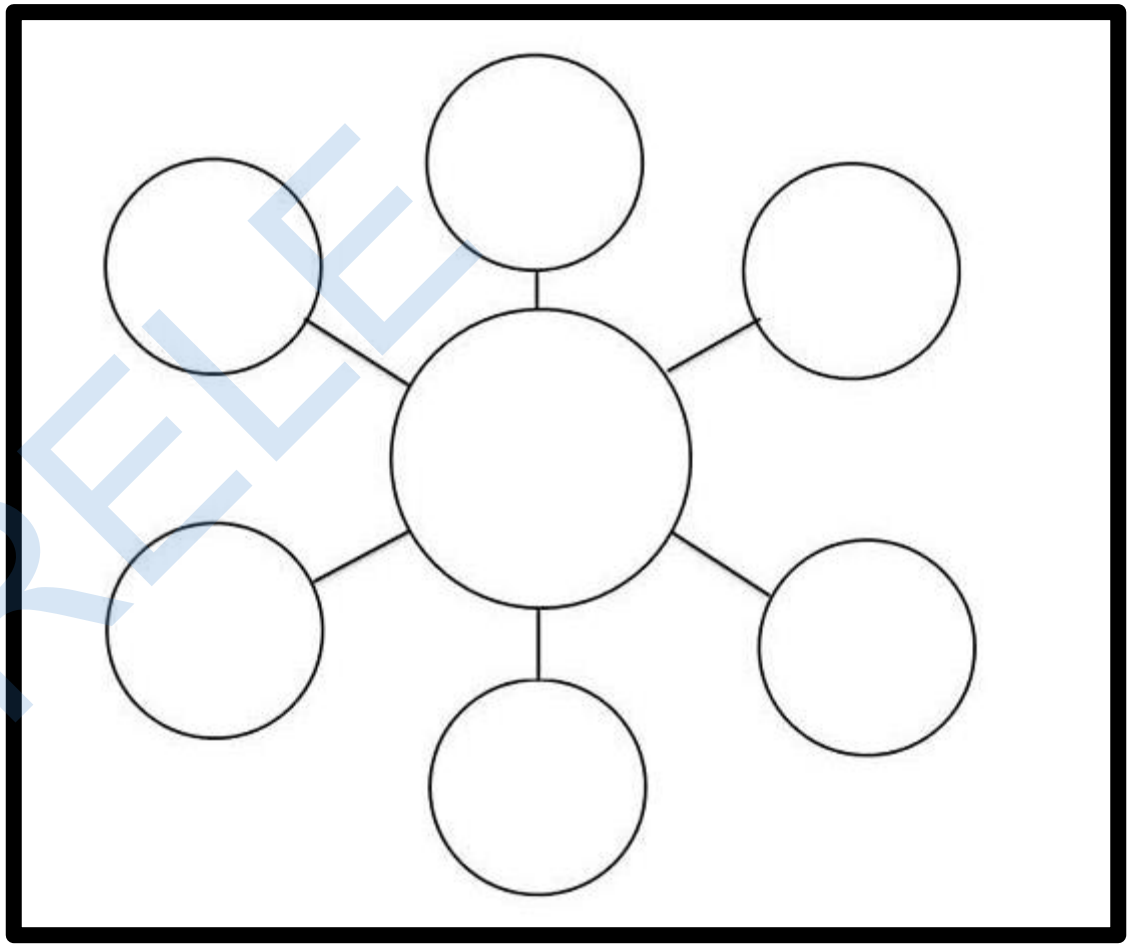


SCRIPT

PRESENTATION



Group Member



Screen

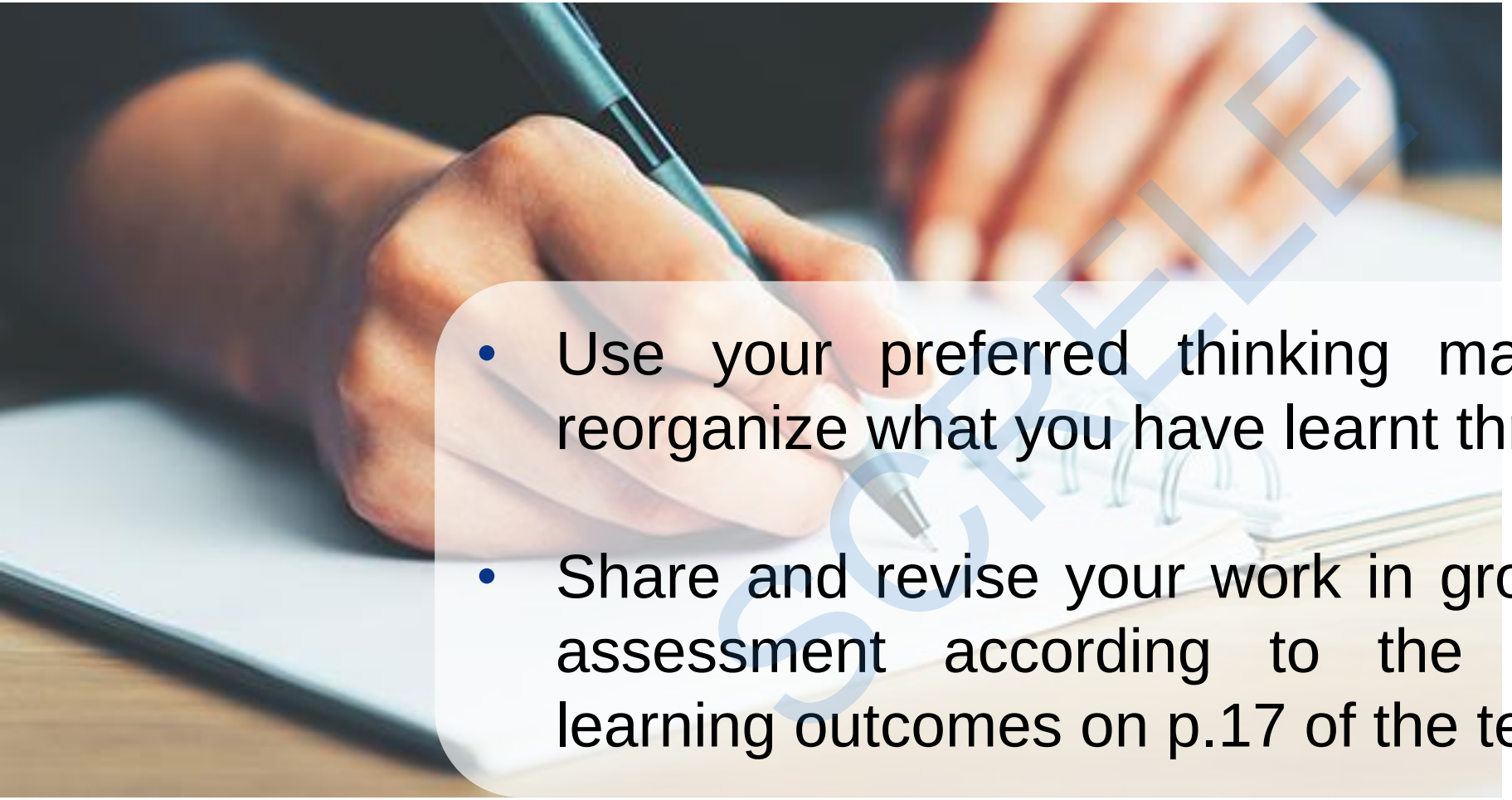
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PEER ASSESSMENT

	Poor	Fair	Good	Very Good	Excellent
The presenter delivered their ideal school life in a clear and structured manner.					
The presenter maintained my interest during the entire presentation.					
The presenter was enthusiastic about the topic.					
The presenter's group had reasonable division of work.					
The presenter's visualization tool (thinking map) displayed their idea effectively.					
The presentation contained practical suggestions on life that could be applied to our campus.					

SCORELF

ASSIGNMENTS



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

SCERT

SELF ASSESSMENT

Look at the expected learning outcomes of this unit:

- Figure out feelings of senior high school starters related to study or life;
- Talking about experiences and feelings in senior high school;
- Describing your ideal school life in a certain culture;
- Identifying tips about school life from different sources;
- Reading a text quickly to get the main idea;
- Using proper expressions to show interest in a discussion;
- Writing a topic sentence for a paragraph.

- **Which of the above have you done well? Why and how? (texts, activities, exercises, etc.)**
- **Which of the above do you find difficult? Why?**
- **What do you plan to do if you find something difficult? (e.g. using dictionaries or reference books, asking friends or teachers for help, having online practices…)**

SCRIBD

谢 谢 ！

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