

《高中英语（上外版）》必修第一册 Unit 2 Language and Culture

课时：第 5 课时 课题：Introducing a Chinese Word

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一、教学设计与说明

1. 教学目标

本课为本单元的第 5 课时，核心目标为培养学生在书面表达中运用细节支撑主题句和口语表达中吸引听众注意力。

2. 设计思路

该板块含有两个任务，一是学生围绕“有趣的汉字”学写扩展句，形成段落。二是学生根据所写段落进行口头介绍，学习运用打招呼和提问的方式开场吸引听众注意。围绕题眼“有趣”二字，学生将学习通过举例、解释、引用等方式撰写扩展句，并按合理的顺序展开形成段落。教材内提供了 4 个有关“吃”的句子让学生就主题句选择合适的扩展句，并进行段落排序。为了让学生更直观地感受举例、解释、引用等方式的效果，教师可适当补充段落范例，让学生整体理解扩展句的写作方法。在段落书写的基础上，口语环节训练学生能使用打招呼和提问的方式开场，自然地介绍一个“有趣的汉字”。由于这是学生在高中阶段第一次进行演讲，教师可提供演讲视频，让学生观察和模仿演讲者的语速和体态等。

本节课中学生需要当堂完成短文撰写，文中所包含的文化背景可能描写不够准确和详实，因而学生可在课后继续查阅资料完善短文内容，并依据口头表达的评价量表进行演讲彩排，提高口语表达能力。

3. 重点难点

扩展主题句的写作方法；得体有效的演讲开场方式。

Lesson Plan

By the end of this period, students will be able to:

1. understand how to write supporting sentences and how a paragraph is organized by reading a given sample;
2. write a logical and well-organized paragraph to introduce an interesting Chinese word;
3. make a speech about the Chinese word clearly and arouse audience's attention through greeting and questions.

Procedures:

I. Warm-up

*Teacher: Lead students to appreciate the profoundness of the Chinese language and the obstacles it poses to native English speakers.

*Students: Read aloud the Chinese sentences and explain their difficulties; Brainstorm and choose a word that they want to introduce in a speech.

Purpose: To introduce the beauty of the Chinese language and extend students' thinking about the Chinese characters.

Guided questions:

1. What is the most difficult language in the world?
2. Can you read the sentences aloud in Chinese and explain their meanings in English?
 - 冬天的时候能穿多少穿多少；夏天的时候能穿多少穿多少。
 - 大会上，校长说校服上除了校徽别别的。
 - 学习要有规划，不能朝三暮四。
3. Which Chinese word or phrase do you want to introduce to a group of high school students from Britain who are visiting our school?

II. Writing a Topic Sentence

*Teacher: Lead students to think about the reason why they want to introduce the word.

*Students: Write down their topic sentence.

Purpose: To let students be clear about their writing purpose and prepare them for the next stage .

Guided questions:

1. Why do you want to say something about this word not the others? Write down the reason why you choose this word and form your topic sentence.

III. Writing Supporting Sentences

*Teacher: Lead students to recognize and summarize how to write supporting sentences. Remind students of the development of the paragraph.

*Students: Read a passage about the Chinese character 青 and analyze the supporting sentences.

Purpose: To give students a basic idea of the organization of a paragraph and provide 2 samples for students to imitate.

Guided questions:

1. What are the meanings of 青 in the passage?
2. How does the writer develop the supporting ideas?
3. Can the writer introduce the meaning of black first? Why?

The Chinese character 青 is an interesting word because you can hardly tell

what the color exactly is. Sure, in most cases it means green, such as 青草 (green grass), 青山 (green mountains), and 青菜 (green vegetables). It's the color of spring, as the ancient Chinese dictionary defines qing as "birth", so the word 青春, literally translated to "green spring", means youth. But sometimes qing is blue, and it comes from the words of a Confucian philosopher named Xunzi, who says, "Qing comes from blue, yet better than blue", which has become a fixed expression used to describe how the student could outperform the teacher. What's more, qing may also be used to describe color black. For example, 青丝 means black hair and 青衣 describes a main female role in the Chinese opera, because most of them wear black clothing.

Green --- by giving examples

Birth -- by giving a definition

Blue -- by quoting

Black -- by giving examples and explaining

4. Which of the followings are related to the given topic sentence? Can you put all these related sentences into a complete paragraph?

Topic sentence: A simple Chinese word "chi" (to eat) has a lot of extended meanings.

Supporting sentences:

- ☐ As the Chinese saying goes, "People can't do without food."
- ☐ Chinese people's love or concern for food has lent many colourful expressions to their mother tongue.
- ☐ The word sometimes goes beyond its literal meaning. For example, "chimoshui" means "to receive education" instead of "to eat ink," and "chicu" means "to be jealous" rather than "to eat vinegar."
- ☐ It can be referred to as "to depend on." For instance, "chilaobao" means "to live on labour security funds" and "kaoshan chishan" means "those living in a mountainous area depend on the mountains for a living."

5. Can you write a paragraph with supporting sentences to introduce a Chinese word?

IV. Attracting audience's attention

*Teacher: Prompt students to think about the way to attract audience's attention.

*Students: Watch the beginning part of the TED speech and analyze the girl speaker's strategy to attract attention, her speaking speed and posture.

Purpose: To introduce the speaking strategy to students and inform them of the importance of speaking speed and body language when delivering a speech.

Guided questions:

1. How will you open your speech?

2. What's your comment of the girl's speech?
3. What does the girl in the video do in the beginning? (*Greeting & Asking questions*)

V. Assignments

1. Edit and polish your draft to make it more fluent and coherent. You may also search online for further cultural background information.
2. Record your speech, watch your own performance and make self-assessment. Do rehearsal again and prepare to deliver it in the next class.

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