

## 高二英语教案： KEEP IT UP, XIE LEI Chinese student fitting in well

教学课题		KEEP IT UP, XIE LEI Chinese student fitting in well
教材分析		The article is from Unit 5 Travel Abroad in Book 7, with the story of a Chinese girl studying in Britain.
三维目标	知识与能力	Vocabulary of the topic and comprehension of the text
	过程与方法	Cooperative learning
	情感态度价值观	To encourage students to face difficulties and solve problems To have students realize the cultural differences between China and western countries
教学重点		Vocabulary and reading strategies
教学难点		Reading strategies
教学方法		Task-based and student-centered approach
学法指导		Reading strategies
教学用具		Computer and over-head projector
课堂类型		newly-presented
教 学 过 程 与 步 骤		
教师活动		学生活动
新课导入	Ask the following two questions: 1. "Can you describe the life abroad with one adjective?" 2. "If you are studying abroad, what difficulties will you meet?"	Try to imaging the life abroad, and the probable difficulties when studying abroad.
教学过程	<p><b>Step 1 Reading the first and the last paragraph</b> After the students reading the first and the last paragraph, ask the following three questions: 1. Who does "I" refer to? 2. Where can you find this article? 3. What are the functions of the first and the last paragraph?</p> <p><b>Step 2 Skimming for main ideas</b> Give two minutes for students to read paragraph two to six, and then match paragraph two to six with the main ideas presented.</p>	<p><b>Step 1</b> 1. Read the first and the last paragraph, and answer the questions. 2. Find out the function of the two paragraphs.</p> <p><b>Step 2</b> 1. Read paragraph two to six very quickly, and match paragraph two to six with the main ideas presented.</p>

	<p><b>Step 3 Challenger and challenge taker—reading paragraph three and four</b></p> <p>Divide the whole class into two groups. Give three minutes for students to read paragraph three and four, and to get prepared to raise questions to the other group. Questions from group 1 must be about paragraph 3, and question from group 2 about paragraph 4.</p> <p><b>Step 4 Free writing and question and answer—reading paragraph five</b></p> <p>1. Give four minutes for students to read paragraph five again and rewrite the story within five sentences.</p> <p>2. Make a conclusion of paragraph five through the following two questions:</p> <p>(1) What is the right way to write an essay? Put the following steps in order: BDAC</p> <p>(A) give your own opinion (B) read lots of texts</p> <p>(C) explain your opinion (D) analyze the texts</p> <p>(2) What is the real academic requirement of a western university? Thinking in a CREATIVE way</p> <p><b>Step 5 Word guessing</b></p> <p>Pick out four words from the passage which are needed to pay special attention to: <i>preparation year</i>, <i>substitute family</i>, <i>numb</i> and <i>social activity</i>, whose meaning can be got by reading the sentences before or after them.</p> <p><b>Step 6 Discussion</b></p> <p>1. Ask the question: what are the qualities that help Xie Lei fit in well while studying abroad?</p> <p>2. Show some pictures of famous people who have the experiences of studying abroad, and have students think about the common features among them?</p>	<p><b>Step 3</b></p> <p>1. Read paragraph three and four in detail.</p> <p>2. Prepare to raise questions and get ready to answer the questions from the other group.</p> <p><b>Step 4</b></p> <p>1. Read paragraph five and try to rewrite the story within five sentences.</p> <p>2. Answer the two questions and consider the gap between Chinese and western cultures.</p> <p><b>Step 5</b></p> <p>Try to guess the meaning of the four words or expressions based on the context.</p> <p><b>Step 6</b></p> <p>1. Discuss in groups and describe Xie Lei with adjectives.</p> <p>2. Think about what are the common features among the famous people presented.</p>
课 堂 总 结	<p>1. Review the passage by recalling the main ideas of each paragraph.</p> <p>2. Go over the words learnt to prepare for next period.</p>	Recall and retell what have been learnt in this period.
练 习 与 作 业	<p>1. Prepare for next period. Give two examples to each of the following words or phrases: <i>board</i>, <i>get used to</i>, <i>feel at home</i>, <i>be occupied doing</i>.</p> <p>2. Write a letter. What do you expect to read in later editions of the newspaper? Write a letter to the chief editor and tell</p>	Finish the homework independently.

	him/her your idea.	
板 书 设 计	<p style="text-align: center;">KEEP IT UP, XIE LEI Chinese student fitting in well</p> <p style="text-align: center;">I Scanning II Careful reading III Word guessing IV Discussion V Homework</p>	
教 学 反 思	<p><b>1. Teaching behavior</b></p> <p>In general terms, the teaching behavior in this class is effective. There are several parts that can be taken as highlights:</p> <p>A unique way is presented when reading the article. Traditionally an article is read from the beginning to the end, which is hard for students to grasp the general idea of the article, especially when the article is long. In this class the first and the last paragraph are picked out because of their special functions. The middle part of the article, the story of the girl, takes plenty of time in class, which gives enough emphasis on the difficulties of this class.</p> <p>The emphasized paragraphs are read with different aims and different activities. For paragraph three and four the activity Challenger and Challenge Taker is designed and students are required to ask questions to the other group based on different paragraphs. For paragraph five students are required to rewrite the story and answer the questions on culture shock. The various activities enrich the content of the reading class and make students feel more interested in the article.</p> <p>Cultural difference is paid special attention to. According to the New Standard English, cultural awareness is an important part of English learning in senior high school, and teachers are required to put cultural elements into language teaching. In this class, cultural difference is mainly reflected in the girl's story of writing essays. Students are made to find out the correct way to write an essay and think about the real academic requirement of a western university. Thus the cultural difference, or cultural shock, is presented in a natural way.</p> <p><b>2. Students' activity</b></p> <p>In this class, students are fully activated and the atmosphere of the class is very active. Activities like question and answer, discussion in groups, writing and contest are all conducted, and students have the chance to work both individually and in groups. There are mainly two parts where students are really active and talk a lot. One is Step three, where students read paragraph three and four and raise questions to the other group. The form of contest makes students excited and willing to say something in class. The other part is discussion part, where students discuss and try to find out the qualities making the girl successful abroad. They use adjectives to summarize the qualities and at last seven adjectives are put up. One letter in each adjective is picked out and form the effect of these qualities—succeed.</p> <p><b>3. Efficiency</b></p>	

	<p>To reach high efficiency, the class is designed with the following considerations.</p> <p>The practical significance is fully considered when designing the class. The article is a newspaper report on person, and when we read such an article, the most needed is the basic information of the person reported. Therefore, the first step of reading this article is to read the first and the last paragraph to find out the background information of this article, in which way a new approach is provided that reading from beginning to the end is not the only way of reading articles.</p> <p>The cognitive process is paid special attention to in reading. While reading students cannot avoid meeting unfamiliar words. There are many way to teach new words, such as presenting before or after reading, and students consulting dictionary while reading, etc. In this class the approach adopted is guessing the meaning of new words according to the context. In this step the words chosen all have the feature that there are obvious hint in the sentences before or after them, which is easy for students to get the meaning. Through various activities like finding definitions or synonyms, performing and giving examples, students are highly motivated and show great interest in the activity.</p> <p>This class aims at training the ability of using the language in a comprehensive way. Reading is not the only skill students need to master in English learning, and in daily use, speaking and writing are probably more useful. Therefore in this class, speaking and writing is combined with reading in order to achieve the comprehensive improvement of students' English level. As the process of output, speaking and writing are both perfectly suitable for a reading class which takes reading as the process of input. In this class two activities are designed as ways of output, i.e. question and answer according to the article and rewriting the article. In these two steps the abilities to read and write are both practiced, and thus the ability to use the English language in a comprehensive way is improved.</p>
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