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| **English Teaching & Learning Plan**  (by 胡越慧 资阳川绵高级中学) |
|  **Topic** | Unit 2 Understanding ideas (Neither Pine nor Apple in Pineapple) |
| **Grade** |  Senior 1 | **Lesson type** | Reading |
| 1. **Teaching contents**
 | 1.ContextExploring English | 2.Text typePassage about crazy and interesting English words | 3.Language points：similar interesting vocabulary;different confusing expressions;the structure of an argumentation. | 4.Language skills：Reading, analyzing | 5. Cultural awareness:The interesting phenomena in English and the creativity and diversity of English | 6.Learning strategiespredictionfast reaing for main ideacareful reading for detail information and the structure |
| 1. **Teaching objectives**
 | By the end of this class, students will be able to:1. learn how to get the main idea and the key information of the passage and how to analyze a passage and draw a conclusion;2. distinguish the key words and phrases used differently in English and try to retell the passage based on the structure3. realize the diversity and characteristics of English and explore the fun in study. |
| 1. **Teaching emphasis**
 | 1. get the main idea of the passage and the specific information through fast reading and careful reading;
2. help students analyze the structure of the passage and retell the whole passage by using their own words.
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| 1. **Teaching difficulties**
 | 1. help students understand difficult expressions and try to categorize different rules of words and phrases;
2. find some rules of word formation and compare the similarities and differences between English and Chinese.
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| 1. **Teaching Procedures**
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| **Procedures** | **Teacher** | **Students** | **Purpose** | **Time** |
| 1. **Words**

**review** | leads students to review the new words and some difficult words in the following passage by competing in the matching games. | Two students are asked to finish the matching games on the screen. | students can get a general idea of the key words which helps them with the following passage. | 3’ |
| 1. **Lead-in**
 | 1. shows some interesting pictures about Chinese food and asks students some questions, like:
* *What’s this?*
* *Is there fish in the dish?*
 | 2. Students look at these pictures and find out what kind of food it is and answer the questions. | * help students stimulate their interests in learning the following passage.
* help students think about the crazy phenomenon in Chinese and be prepared for that in English.
 | 2’ |
| 1. **Pre-reading**
 | shows the title of this passage and asks students to guess what the passage is about. | 3. students look at the title and finish activity 1 on page 18 (tick what you think the passage is about). | to practice predicting according to the title before reading. | 1’ |
| 1. **While-reading**
 | 1. requests: skim the passage and:
2. check the prediction;
3. choose the purpose.
 | 1. students read the passage quickly for the first time and finish task on page 20. | to practice the skimming skills while reading and try to find the author's purpose by fast reading. | 3’ |
| 1. requests: read the passage carefully and :
2. find the main idea of the passage
3. analyze the structure of the passage

discuss with their partners. | 2. students read the passage for the second time and divide the whole passage into three parts, finding the main idea and get the general structure | * to practice the careful reading skills while reading and try to find the structure
* to practice students’ teamwork skills.
 | 5’+3’ |
| 1. requests: complete the notes

teacher offers four conclusions for the examples | 1. find the words to finish activity 4;

choose the best conclusion for each pair of examples;then discuss with their partners. | to practice students’ analyzing skills and the skills of finding key information | 7’ |
| 1. **Post-reading**
 | 1. Asks students to make a summary and review the structure of the passage
 | Students summarize the passage based on the structure. | to let students get an overall idea of the passage and practice their summarizing skills. | 3’ |
| 1. Asks students to retell the passage and discuss with their group members

teacher offers examples | Students try to retell the passage by using their own words and discuss. | to practice students' retelling skills | 3’+5’ |
| 1. **Homework**
 | 1. Find more interesting phenomena, no matter Chinese or English, and share with the class next time. 2. Retelling
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