**Book 7 Unit 3 Under the Sea**

Lesson Plan for Using Language — A New Dimension of Life

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| **Analysis on the Reading Theme, Reading Text**  **& Cognitive Academic Language Proficiency** |
| **♦ Context：** Under the Sea  (Book 7 Unit 3, edition published by People’s Education Press)  **♦ Content：**A New Dimension of Life (Using Language—a diary)  **♦ Concept:**   1. Multimodal Reading for the author’s snorkeling experience and the feelings while and after snorkeling under the sea   2. Reading for ideas, the organization of the text and the language techniques   1. Writing project—Imitation writing, writings of such kind (homework) |

**Anticipated problems and solutions:**

The students are Senior 2 students from The High School Attached to Yunnan Minzu University, who have formed a series of good learning strategies and have acquired some predicting, reading, speaking, summarizing skills, and writing. The students are interested in the topic—snorkeling to discover a new dimension of life under the sea since it’s a fantastic and amazing world and they have gained much indirect experience through the net or on TV. Additionally, the text is a diary entry, which is a type of writing quite familiar to the students.

However, students may have trouble in text analysis, especially making clear the structure of the whole text. Meanwhile, they may be a little weak in the analysis of the language techniques, such as rhetorical devices and figuring out the tips to express feelings.

The teacher will employ a mind map to strengthen the students’ awareness of reading for the organization. The teacher will organize individual and group language activities to develop students’ ability to analyze the language techniques applied in the vivid descriptions of the creatures and the tips to express feelings in the whole text. The students are expected to use what has been learned in this class to write an e-mail to Mom to tell her the experience and share her the feelings while and after touring Yunnan Wildlife Park organized by our school.

**Learning Outcomes:**

**By the end of the class, students will be better able to:**

1. specify the type of writing under the teacher’s guidance; generalize the main idea by the students themselves; sort out the organization of the multi-mode text with the help of a mind map.
2. analyze the techniques of description and the tips of expressing feelings by the individual thinking, group discussion and under the teacher’s guidance; acquire them by using them in writing—an e-mail to Mom to tell her the experience and share her the feelings while and after touring Yunnan Wildlife Park organized by our school.
3. strengthen the awareness of protecting the fantastic world under the sea.
4. develop the ability to think logically by analyzing the writing style, ideas and organization; think critically and creatively by writing their own experience.

**Learning Focuses and Difficulties:**

**♦ Learning Focuses:**

1. Sort out the key information and specify the writing type, summarize the main idea and the organization while reading.
2. Analyze the language techniques applied in the vivid descriptions of the creatures and the tips to express feelings in the whole text. Apply them to writing the specific experience and feelings.

**♦ Learning Difficulties:** Analyze the language techniques and the tips to express feelings.

**Teaching and Learning Methods:**

Communicative Approach, Task-Based Reading and Learning, Cooperative Learning.

**Teaching Aids:** Blackboard, PowerPoint slides

**Teaching Procedures: (the recommended period: 2)**

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| **Teaching Procedures:** | | | | |
| **Learning Outcomes** | **Procedure** | **Design Purpose** | **Core Literacy Cultivation** | **Learning effect and evaluation** |
| **Lead-in** | | | | |
| Lead-in | Social and personal interaction  1. T shows pictures and GIF about the world under the sea   1. Ss are expected to answer chain questions   The picture shows? What do you think of the world under the sea? | To engage learners in the topic | **Language Competence**  (BICS & Speaking) | Ss can easily engage in the topic today, and can show some adjectives: amazing, wonderful, beautiful, colorful, fantastic etc. |
| **Reading for the Writing type** | | | | |
| **Learning outcome 1&4:**  Specify the type of writing under the teacher’s guidance; Develop the ability to think logically by analyzing the writing style | T designs a multiple-choice question, and guides Ss to specify the writing type by reading the beginning, the first few words of each paragraph and the end of the text. | To cultivate Ss’ ability of figuring the writing type, which is part of text analysis. | **Language Competence**  (Viewing; Discourse competence) | Ss can quickly give the right choice, which suggests Ss are familiar with this type of writing. |
| **Reading for Main Ideas** | | | | |
| **Learning outcome 1&4:**  Generalize the main idea by the students themselves; Develop the ability to think logically by analyzing the ideas | T shows the definition of “diary entry”, and guide the Ss to find the author’s experience through the pictures and the beginning of the text and fill in the blank. | To practice the reading skill of picking up key information from the whole multi-mode text. | **Language Competence**  (Viewing; Skimming; Summarizing; Multi-mode reading) | Ss pick out three key words quickly in the first paragraph and can refer to the pictures in the text for more information. |
| **Reading for Organization** | | | | |
| **Learning outcome 1&4:**  Sort out the organization of the multi-mode text with the help of a mind map; Develop the ability to think logically by analyzing the organization | Read again for the main idea of each paragraph and finish the mind map. | To train Ss’ ability of sorting out information with the help of a mind map. | **Thinking Skills**  (Logical thinking; Attribution analysis; Text analysis) | With the help of the mind map of the organization, Ss have a clearer insight into the organization of the text. |
| **Reading for Language** | | | | |
| **Learning outcome 2&3:**  Analyze the techniques of description and the tips of expressing feelings by the individual thinking, group discussing and under the teacher’s guidance; | 1) 2 min. to find out the 9 main creatures the author saw and the vivid descriptions of each creature.  2) Ss analyze 7 techniques of description in them through individual thinking, group discussion and under the teacher’s guidance. | 1) To cultivate the ability of language analyzing;  2) To feel the beauty of language; | **Language Competence**  (Scanning; Text analyzing; Integration ability) | Task 1 & 3 are easier for the students for accomplish. They can do by themselves. |
| Strengthen the awareness of protecting the fantastic world under the sea | 3) 2 min. to underline more sentences that show the author’s feelings after being given an example.  4) Ss analyze at least 5 tips of expressing feelings through individual thinking and under the teacher’s guidance.  5) T randomly chooses 2 Ss to talk about their feelings about the new dimension.  6) Read again and find the shining phrases and sentences which are about the author’s experience and feelings in the whole text.  7) T designs a gap filling of text to strengthen what Ss have learned. | 3) To learn the techniques of language and the tips to show feelings.  4) Strengthen the awareness of protecting the fantastic world under the sea through the process above. | **Thinking Skills**  (Critical thinking; Self-expressing)  **Cultural Awareness**  (The awareness of responsibility) | But Task 2&4, it’s the T’s guidance makes the process smooth. About Task 5, since the Ss have already had some background information about the sea life, they can come to the point of protecting the world under the sea. |
| **Reading for Writing** | | | | |
| **Learning outcome 2&4:**  acquire what has been learned by using them in writing;  strengthen the awareness of protecting the fantastic world under the sea.  think critically and creatively by writing their own experience. | 1) T arouses the Ss’ shared memory of touring Yunnan Wildlife Park together organized by our school.  2) Writing task: write an e-mail to Mom who will be back in 2 weeks to tell her the experience and share her the feelings by using what has been learned.  3) T provides a guided task writing in limited time.  4) T and Ss connect the sentences and the beginning and the end into a whole e-mail. | To learn a language is to use it.  To train the ability of using the language the learners have learned. | **Language Competence**  (Writing sentences; Ability to join the sentences into a passage)  **Learning Competence**  (Active learning motivation; Active participation in language practice) | Ss are attracted by their most familiar and memory, so they are so interested in this writing task.  It’s easier for the Ss to share their experience and feelings and write to Mom. (Almost of the Ss can only go home on the weekend.) |
| **Summary: What have we learned in this class?** | | | | |
| Summarize the whole learning process | T asks some slow students to share what they’ve learned. And organize the Ss’ ideas into a mind map. | To check the learning effects and provide Ss with a clear outline of this class to memorize. | **Language Competence**  (Speaking; summarizing) | Most Ss have a strong sense of acquisition. |
| **Homework** | | | | |
| Migration & innovation | Choose one of the two tasks of writing:  1) Prefect your writing and contribute to our school Broadcasting station  2) Write a journal to share one of your most unforgettable experiences of journey. | To take the Ss as the main body by assign them autonomous work and layering work. | **Language Competence**  (Integrated language using)  **Learning Competence**  (Migration & innovation) | Ss have handed in homework of high quality. Most Ss acquired what they learned and to some degree added some appropriate expressions making their writing truer and nicer. |

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| **Blackboard Design** |
| **Book 7 Unit 3 Under the Sea**  **Using language—A New Dimension of Life**   1. **The type of writing:** 2. **Reading for ideas -- The main idea:** 3. **Reading for organization 4. Reading for Language 5. Reading for writing—**   **experience and feelings**  **(journal, diary, moment on Wechat etc.)** |

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| **Reflection** |
| In this class, the teacher mainly follows the teaching idea of “reading for ideas, organization, language and writing”. Most Ss have a strong sense of acquisition. However, time permitting, it would be better if there had been a peer evaluation at the end of writing. (The timings provided in the teacher procedure are offered for reference.) |