**Lesson Plan for M1U3 Living Legends**

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| Basic Information | | | | | | | |
| Name | | 李婷婷 | | Subject | | English | |
| Class Type | | Reading | | School | |  | |
| Teaching subject | | Living Legends | | | | | |
| Teaching material | | New PEP Book1Unit3 Sports and Fitness | | | | | |
| 1. **Analysis of the teaching** | | | | | | | |
| **1.Teaching Objectives** | | | | | | | |
| Objectives:  By the end of the class, students will be able to:   1. Identify the meaning of “living legends” by reading the passage. 2. Generalize the factors that makes the legends by inferring the traits of Langping and Jordan . 3. Select the living legends in their heart and introduce them by analyzing and applying the literary devices in the passage. 4. Be aware that the good traits matters as well as good capability. | | | | | | | |
| **2. Analysis of the teaching material** | | | | | | | |
| This passage is an introduction about two living legends of athletes at home and abroad, Langping and Jordan. It includes some statements and detailed examples about two legends. The key points lie in that students are able to infer the subtext from some statements and summarize the traits of two legends based on the examples. Based on the understanding of the passage, students can introduce the legends in their own heart and be aware that good traits matters to success as well  as capability. | | | | | | | |
| Item | | Content | | | | Solutions | |
| Key Points | | Students are able to infer the subtext from some statements and summarize the traits of two legends based on the examples. | | | | To add some necessary background information and analyze the examples | |
| Difficult points | | How to introduce the legends in their own heart and make their statements clear | | | | To analyze the language of the passage  and summarize how the writer made his or her statements clear and persuasive. | |
| 1. **Analysis of the learners** | | | | | | | |
| Students have got some knowledge on this topic so they can get the main idea of the passage but it’s still hard for them to infer the statements and analyze the writer’s way of writing. And they have difficulty in describing a person. | | | | | | | |
| 1. **Teaching procedures** | | | | | | | |
| **Teaching**  **steps** | **Teaching**  **content** | | **Teacher’s activities** | | **Students’**  **activities** | | **Purposes** |
| **Step1**  **Lead-in**  **(2mins**） | Make a Survey | | To discuss following questions with ss:  Q: What’ s your favorite athlete?  And why? | | Express their own ideas. | | To elicit the topic and prepare for the reading part. |
| **Step2**  **Pre-reading**  **(2mins)** | **Read the title** | | Ask Ss to read the title  and put forward with their questions about the title:   1. What does “legend ” mean? 2. Who are the legends that they finally chose and what are they good at ? | | To explore the definition of the title and predict the content by the title. | | To practice the reading strategies like predicting the content by the title. |
| **Step 3**  **While- reading**  **(27mins)** | **3.1 Read the introduction of Langping**.  **3.2 Read the Introduction of Jordan**  **3.3 Comparing and Thinking** | | **Guide ss to read for Langping’s Capability and Traits:**   1. Find the descriptions about three roles of Langping. 2. To understand these three roles by   Answering three questions:   1. What does “brought honour and glory ” mean?   2) What example does the writer use to support it and Why? How about Langping’s attitude?   1. Why is Langping loved by people ?   **Guide ss to read for Jordan’s Capability and Traits:**   1. Find the topic sentence and answer the questions:   *“Jordan's skills were impressive, but the mental strength that he showed made him unique.”*  Q1: How impressive were Jordan’s skills ?  Q2: What mental strength does Jordan have ?   1. Figure out the meaning of the descriptions:   Q1: What do these two “seem to...” mean?  Q2: What device is used here?  What’s the function?  Q3: What mental strength of Jordan can we infer from it?  3）Infer more traits of Jordan from the supporting evidence in the text.   |  |  | | --- | --- | | supporting evidence | | | What Jordan says |  | | What Jordan does |  |   To finish the form:   |  |  |  | | --- | --- | --- | |  | Langping | Jordan | | capability |  |  | | device |  |  | | Evidence |  |  | | Personal quality |  |  |   Thinking:  What do they have in common?  What can we learn from these two living legends? | | 1. To find the descriptions and understand the meaning of these statements 2. To read the supporting evidence   that the writer offers to support his statements and infer the traits of two  legends from the example.   1. To finish the form and make a contrast between two to find the commons. 2. Based on the comparison, think about the two questions. | | 1. To realize aim1 and prepare for aim2. 2. To develop their logic thinking through inferring and analyzing. 3. To realize aim2 and prepare for aim3. 4. To practise their ability of synthesis and evaluation. 5. To realize aim4. |
| **Step4**  **Post- Reading**  **(7mins)** | **Writing** | | Ask ss  To introduce the legends of sports in your heart.   |  |  | | --- | --- | |  | The legend(who) | | capability |  | | device |  | | Personal qualities |  | | Evidence |  | | | 1. To think and discuss legends in your heart   2) To share choice and reasons.  3) To write the introduction by applying some language and literary devices. | | To realize aim 3. |
| **Step5**  **Ending**  **(1min)** | **Share** | | Ask ss  To share their draft. | | Enjoy and taste the words. | |  |
| **Step6**  **Homework**  **(1min)** |  | | To polish the draft | | To search for more supporting evidence about the legend you choose and polish the writing. | | To practise writing skills. |
| 1. **Blackboard Writing Design** | | | | | | | |
| M1Unit3 Living Legends   |  |  |  | | --- | --- | --- | |  | Langping | Jordan | | capability | As.., As..., As.. | Seem to  Seem to | | device | Parallelism | Hyperbole | | Evidence | 2015 world cup | What he says and does | | Traits | Devoted, determined, inspiring | Devoted, determined, generous, inspiring | | | | | | | | |
| 1. **Reflection** | | | | | | | |
| 新课程理念之下，阅读课应该不仅仅关注学生的读，更要关注学生读的策略培养，以及读中、读后的思与言。因此，在本次教学设计中，学生在教师的引导下去关注文中的有效信息，读取隐藏信息，寻找信息沟，同时教师可以补充适当的背景信息，帮助学生填补这个信息沟，并且在这个过程中，引导学生关注语言这个媒介，引导学生分析语言的特点，为学生的写做好铺垫。同时，在理解的基础上，教师引导学生进一步思考，通过推断、分析、对比、综合锻炼学生的思维能力，最终通过写语言或者说语言等输出形式引导学生对课文的语言进行运用、基于原文话题进行创造，在这个过程考察锻炼学生的综合能力。 | | | | | | | |