

教学设计

教学课题	Unit 5 Languages Around the World (Reading and Thinking)		
所用教材	人教版高中必修一		
教学目标	<p>1. Students can understand the development and importance of Chinese writing system. (语言能力)</p> <p>2. Students can quickly find out the information by applying the skills of scanning. (学习能力)</p> <p>3. Understand relationship between Chinese character and inheritance of Chinese culture, and then build students' cultural confidence. (文化意识)</p> <p>4. Students can use divergent thinking to figure out the future of Chinese characters and the means to spread Chinese culture to the world. (思维品质)</p>		
教学重点	<p>1. Sort out two main clues: the development and importance of Chinese writing system.</p> <p>2. Explore and understand relation between Chinese character and inheritance of Chinese culture.</p>		
教学难点	<p>1. How to infer the importance of Chinese writing system according to the information.</p> <p>2. Think about the future of Chinese characters and means to spread Chinese culture.</p>		
课时安排	1 period	教学用具	PPT, video and blackboard.
教学方法	Task-based language teaching and Communicative teaching method		
教学过程及内容	<p>教材分析</p> <p>【What】 标题 “The Chinese Writing System: Connecting the Past and the Present”。开篇点题——中华文明能一直延续不断并传承至今，其中一个重要原因是汉字书写体系的发展与传承。通过对汉字发展的介绍，表达了作者对中华文明和中国文化走向世界的自信。文本包含两条主要线索。(1) 明线: 按时间顺序梳理了汉字书写体系数千年的发展历史。从汉字最初起源于象形文字开始，到甲骨文的出现，以及春秋和战国时期书写体系多样化的发展，再到秦始皇统一书写体系等。(2) 暗线: 呼应标题中的题眼“connecting”，说明汉字书写体系对中华文明传承数千年所起到的重要连接作用：连接着中国的过去和现在；连接不同区域的中华民族；连接语言与艺术；连接中国与世界。</p> <p>【How】 本文是一篇说明文，采用总分结构。第一段开篇点题: 中华文明能一直延续不断并传承至今，其中一个重要原因就是汉字书写体系的发展与传承。第二段至第四段按照时间顺序分别介绍了汉字从远古、商代、春秋战国、秦代到现代的演变以及各时期的特征。这部分运用了一般过去式、过去完成时、一般现在时，并运用了时间标志词进行连接与过渡。第五段和第六段通过举例子等方法阐释了汉字书写体系的重要性。</p> <p>【Why】 通过对汉字发展历史及其重要作用的介绍，旨在让读者了解汉字书写体系发展的历史，探索汉字对中华文明传承数千载的积极作用，并积极思考汉字未来的发展。</p>		

学情分析

本节授课对象是高一年级学生，通过本单元的导入部分学习，学生能认识到掌握和学习语言的重要性；听说部分学生已全面了解联合国工作语言，已初步具备学习外语的动机；语音教学部分学生能基本区分英式发音和美式发音。而学生对于中国的汉字发展体系十分感兴趣，渴望探索其细节。通过教师所布置的课前预习，解决了生词的含义，浏览了课文，已初步了解最初的汉字与其发展历程，但不能形成系统的知识结构图。

教学过程

Step 1 Lead-in

Activity: Guessing game and watch video

Ask students to guess “What these symbols mean in Chinese characters?” and watch the video about the evolution of Chinese characters to check their guessing.



Justification: Students' interests will be aroused by guessing the meaning of picture-based language. Students have a strong visual experience by displaying a video, so as to understand the evolution of Chinese characters.

Step 2 Pre-reading

Task: Prediction

Ask students the question “What will be talked about in this passage based the title?”

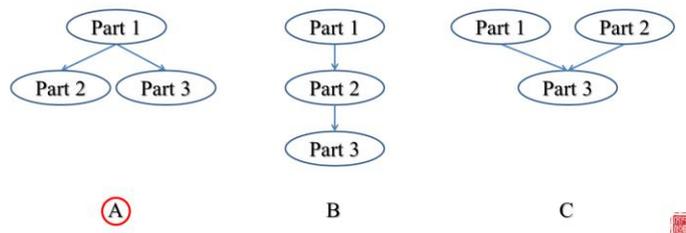
The Chinese writing system: connecting the past and present

Justification: This activity can activate students' thinking and take part in the activity. Students are able to make preparations for reading activities and have a general guessing about the content.

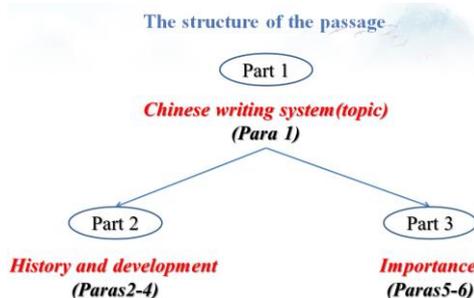
Step 3 While-reading

Task 1: Skimming to figure out structure of the passage

1. Ask students to read passage quickly to choose the structure of this passage.



2. Ask students to divide the paragraphs into 3 parts.



Justification: Through asking students the structure of expository writing, students can quickly figure the main idea of each part. This task exercise and develop students' ability to skimming.

Task 2: Scanning for detailed information

1. Read the paragraph 2-4 to make out the timeline.

(1) Find out the “time” of these paragraphs and underline “what happened in this period of time?”

① *At the beginning, written Chinese was a picture-based language. Animal bones and shells on which symbols were carved by ancient Chinese people.*

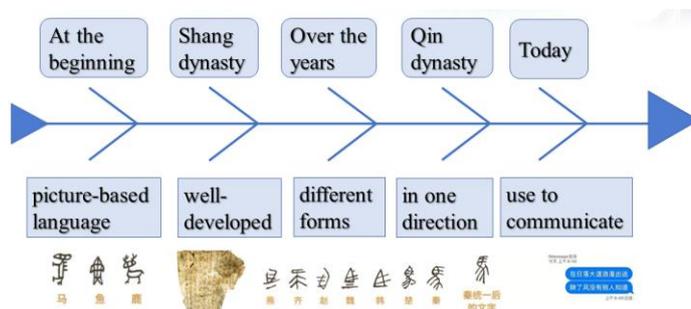
② *By the Shang Dynasty, these symbols had become a well-developed writing system.*

③ *Over the years, the system developed into different forms, as it was a time when people were divided geographically, leading to many varieties of dialects and characters*

④ *Emperor Qinshihuang united the seven major states into one unified country where the Chinese writing system began to develop in one direction*

⑤ *Even today, no matter where Chinese people live or what dialect they speak, they can all still communicate in writing.*

(2) Then teacher lead students to summarize the information below and make out the timeline.



2. Read the paragraph 4-6 to sort out the importance of Chinese writing system.

(1) Why can Chinese writing system connect the past and present?

people in modern times can read the classic works which were written by Chinese in ancient times.

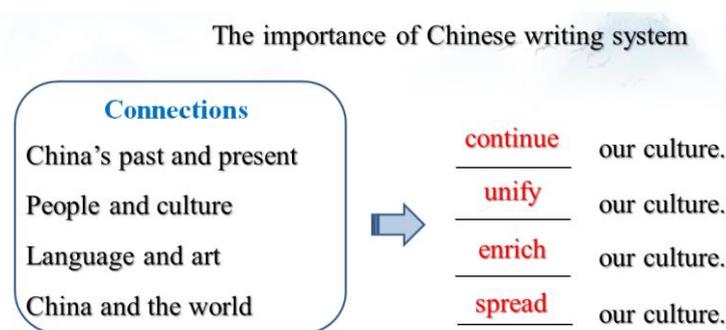
(2) Can you find out more connections about Chinese writing system?

① *That writing system was of great importance in uniting the Chinese people and culture.*

② *Chinese character has developed into art form, known as Chinese calligraphy, which has become an important part of Chinese culture.*

③ *An increasing number of international students begin to appreciate China's culture and history through this amazing language.*

(3) Then teacher lead students to summarize the importance of Chinese writing system.



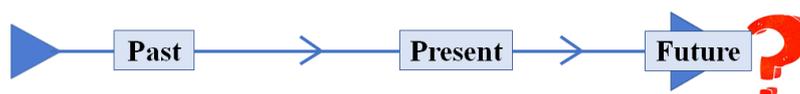
Justification: This step require students to locate some key words about the “time” and “importance/important” , and then find out the events at that period of time and supporting information, so as to develop students’ ability to scanning. The activity that students make an inference according to the information can cultivate students’ organizational skills.

Step 4 Post-reading

Task: Group discussion

How will Chinese characters develop in the future from the aspects of forms and importance?

After that, teacher can invite some of them to show their ideas in front of class.



May answers: There will be more and more types of calligraphy.

More and more Chinese culture will spread by hanzi.

Justification: The divergent thinking to figure out the future of Chinese characters can be exercised. Students have chance to discuss in group and show their opinions with freedom through the performance on stage, so students' self-confidence will be enhanced.

Step 5 Summary and assignments

Compulsory assignment: Write a passage “How will Chinese character develop in the future?”

Optional assignment: Make a list about “How to spread our culture to the world?”

Justification: Compulsory assignment requires students to transfer the contents of oral discussion in class into written form, so students’ writing ability can be exercised and improved. Optional assignment asks students to further thinking the means of spread Chinese culture, so it will build students’ cultural confidence.

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