

高中英语《A Taste of English Humor》教学设计

【Teaching objectives】

- find out the punchlines in the jokes provided;
- write their own punchlines and jokes based on given situations.

【Available materials for this lesson】

PPT slides, handouts, English textbook, audio files

【Teaching procedures】

Step One: Warming up

T: As the title suggests, in this unit we are going to taste some English humour. But first I want you to think about one question: How many types of English humour are you familiar with? You can discuss it with your partner.

Ss will be given one minute to have a discussion.

T: Ok, now let's look at two pictures which will help you work out this question. (mime and comedy)

T: Besides these two types, there is still one type of humour in written forms, that is, English jokes. So today we will focus on the third type.

T: Now let's taste an English joke together. After reading it, I would like you to find out the sentence that makes the story funny. And also try to explain the story in your own words.

T: For this kind of sentences which makes the whole story funny, we have a name for them, that is, punchline. Ok, now let's read the definition of punchline together.

Step Two: Reading

T: Read the four jokes on the handout and underline the punchlines in each one of them.

T: Now discuss with your partner why they are funny. Try to use your own words to explain them.

Step Three: Reading and Matching

T: Read the five stories and choose the best punchlines for them.

T: Share your answers with your partner and discuss with each other why you choose that one.

Purpose: to deepen students' understanding of how to use punchlines to achieve a humorous effect

Step Four: Listening

T: Now we are going to listen to a funny story. Before listening, I would like you to read the two questions. Based on the key words from the questions, can you predict what will happen in the story?

T: Now let's listen to the tape twice and try to finish the two questions. And remember, you are supposed to act out the second answer.

T: OK, we are going to listen for a third time, and after that you are going to retell the story to us. Remember to take notes.

T: Do you think this story is finished?

T: Right, the punchline of the story is missing. So now I want you to work in groups and create your own punchline for this story. And after that you are going to present it to the whole class.

Step Five: Writing

T: Now looking at the following three pictures, I would like you to work in groups and write your own funny story. And remember to create a best punchline for your story.

【Blackboard writing design】

【Teaching reflection】

高中英语《Body language reading》教学设计

【教学目标】

1. Train the students' reading ability.
2. Enable the students to realize the importance of body language and understand different body language in different cultures.
3. Stimulate the students' interest and love for learning body language as well as to learn verbal language.

【教学方法】

1. Fast reading to get general idea of the text.
2. Careful reading to understand the passage better.

【教学过程】

Step 1 Lead-in

Use some pictures of Tai Lihua to lead in the topic.

Step 2 Pre-reading

1. Play a guess game: ask some students to act out the meanings in chart on page25, and have the rest students guess the meaning from the body language.
2. Play another guess game: show some pictures of gestures and make the students speak out the meaning that each picture stands for.

Step 3 Predict what the reading passage is about

Asks the students to predict what the reading passage talks about according to the title and illustrations of the passage. The teacher can give some clues by talking about the illustrations:

1. Where are the people?
2. What are they doing?

Step 4 Skimming

1. Let the students skim the whole passage to get the main idea, then evaluate their predictions. During this activity, the teacher should give some guidance on reading skills. (The main idea is often related to the title. While skimming the text, pay attention to the first paragraph, the last paragraph and the first sentence of every paragraph.)

Main idea of the passage:

Some examples of cultural "body language" in greeting people.

2. Let the students skim the passage and divide it into different parts to find out the main idea of every part and the topic sentences.

Part 1 (paragraph1) Meet business people from several countries.

Part 2 (paragraphs 2~4) Not all cultures greet each other the same way.

Part 3 (paragraph 5) A conclusion of the passage.

Step 5 Careful reading

How do they behave when they greet people? Ask the students to scan the second part and complete the chart with information from the passage.

Ask the students to read carefully and finish the following tasks.

Exercise 1: What were the two mistakes that the author noticed?

He noticed that the Colombian man kissed the British woman, but in her culture, a kiss from a stranger is not acceptable. He also noticed that the Japanese man bowed just as the Canadian man started to shake hands, so one mans nose touched the other mans moving hand.

Exercise 2: Read the statements and decide whether it is true or false and give the reasons.

1. Englishmen often stand close to others or touch strangers as soon as they meet. (F)
2. Most people around the world now greet each other by kissing. (F)
3. Japanese will bow to others as greeting. (T)
4. People from Jordan will move very close to you as you introduce yourself to them. (T)

【板书设计】: 略

【教学反思】