**How to keep healthy**

**【Analysis of the Teaching background for this Topic】**

The topic is how to keep healthy，the main language function is talking about the ways to keep healthy. And the grammar is to review the present progressive tense, the present perfect tense and modal verbs. The students need to know the differences and learn to use the simple present tense, the present perfect tense and modal verbs. The teaching key points are helping the students master the vocabulary and sentences about physical health and mental health and lead the students care for their body and learn to keep healthy. Students’ difficulties will be in the usage of conjunctions and telling how to keep healthy in daily life.

They will be able to talk about the ways to keep healthy and take actions. And they will get some reading strategies and writing skills. The teaching content of this topic is close to the students’ real life, with the purpose of encouraging students to conduct oral communication bravely, express their opinions about ways of protecting the environment, understand others’ preferences, establish correct consumption concept and establish correct life values.

**Ⅰ. The list of teaching objectives and requirements in this unit**

|  |  |
| --- | --- |
| **Topic** | **Protecting the environment** |
| **Functions** | Talk about pollution and environment protection  We’re trying to save the earth.  The river used to be so clean.  The air is badly polluted.  To cut down air pollution, we should take the bus or subway instead of driving.  You should take your own bags when you go shopping. |
| **Grammar** | 1. The present progressive tense   We are trying to save the earth .   1. Used to   The river used to be so clean.   1. The passive voice   It was considered the nicest river in town.   1. The present perfect tense   The air has become really polluted around here.   1. The passive voice   We should help save the sharks. |
| **Words & Expressions** | 1.Curriculum word  bottom, fisherman, coal, advantage, industry, law, gate, bottle, president, work, metal, ugly, wooden, plastic, cruel, harmful, scientific, litter, cost, afford, recycle  2. Useful expressions  Be harmful to, at the top of, the food chain, take part in, turn off, pay for, take action, throw away, put sth. to good use, pull…down, upside sown, bring back  3. Non-curriculum words  Takeaway, bin, shark, fin, chain, ecosystem, reusable, transportation, napkin, inspiration, iron, creativity |
| **Strategies** | 1. To predict what the reading passage is about by the title and the picture.  2. Through writing and speaking activities, pair work, group work, demonstration and evaluation and other teaching methods to promote writing by reading, developing the thinking capacity and the skills of English reading and writing. |
| **Culture** | To know the pollution and ways of environment protection. |

**【Analysis of the Teaching background for this period】**

**Ⅰ.Teaching objectives**

1. Language Goals

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

1. Talk and write down something about their immediate environment in the following chart:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Places in Guiyang | Good environment | Why? | Bad environment | Why? |
| Qianling Park  Hebin Park  Nanming River  Jiaxiu Tower | The lake  The square    Some parts  The tower and the streets | Clean  Greenery  Fresh air  Nice to look at  Quiet and beautiful | Rubbish disposal areas  Some areas with lots of rubbish  The bank of the river in some places | Rubbish spilling out of bins  Bad smells  Unsightly  Unhealthy |

ii. To discuss the problems about the environment and solutions.

iii. To use the target language and writing tips in writing a letter and assess the letters for their partners .

2. Moral Goals

To know what pollutions are and realize how to protect the environment. It's everyone's duty to love and protect the environment. We should try our best to keep the environment clean and tidy. Encourage students to do something they can to protect the environment and do something for our hometown and the earth.

3. Culture Goals

To Know some environmental organizations in China and western countries, such as Environmental Protection organization of China, WildAid and WWF. Lead students to love the hometown , love China and love the earth.

4. Learning strategies

Through writing and speaking activities, pair work, group work, demonstration and evaluation and other teaching methods to promote writing by reading, developing the thinking capacity and the skills of English reading and writing.

**Ⅱ. Learning Situation Analysis**

Most of students in Grade 9 have great interest in English. But many of them may have difficulty in writing. The teacher needs to help them get ready for the writing little by little. The topic of this class is about pollutions and environmental protection. It’s very close to their real life, so students can easily get into the situation. At the same time, the students have learned the knowledge about the simple present tense，used to, the passive voice, the present perfect tense and modal verbs before. However, the difficult points for this lesson are to write about the problems and the suggestions. They need to find the problems and think of the suggestions properly. And they need to use the target language correctly. So the teacher needs to have the students to practice sentence patterns over and over again in reading and speaking. The teacher also needs to find a scaffolding to help students solve this problem. Because of the writing class, the teacher should give the specific writing thought to arouse their interest in English writing.

**Ⅲ. Teaching Key and Difficult Points**

1. Teaching key points:

i. Sentences and patterns of pollutions and environmental protection.

1. The actions of environment protection.
2. The training of writing skills.

2.Teaching Difficult Points:

i. The reading about the magazine article.

ii. The writing about how to protect the environment in such situation and use conjunctions correctly.

**【Teaching Preparation】**

|  |  |
| --- | --- |
| **Preparation for Teacher** | **Preparation for Students** |
| Media& PPT  A video about the environment about Guiyang  Work Sheet | Observation and research about local places of interest in groups. |

**【Situation Creation】**

In this class, I use games to create teaching scenes. There are four games in my lesson: Game one: Who’s the best learner? Game Two: Who’s the best learner? Game Three: Who’s the best reader? Game Four: Who’s the best writer? The first game is from 2a. I will show the students some pictures of food and lead students speak out the food words and make a mind map. Students will learn what are healthy food and unhealthy food and review some sentence structures in this part. The second game is reading. Students will read a magazine article and finish some tasks. The third game is completing the survey in 3a and get ready for the writing. Student will fill in the chart in 3a and present their survey by using the sentence patterns. The last game is to be the best writer to write about what student and his/her partner like and doesn’t like for breakfast, lunch and dinner. While reading and writing, the teacher gives some reading tips and writing tips.

**【Problems Frame】**

What are the environment problems ?

Which places of interest in Guiyang impress you most?

What are the solutions to the problems?

**【Teaching Flow Chart and Schema】**

|  |  |
| --- | --- |
| Group presentation  (in oral) | Pre-writing  Step 1 Greeting. (1’)  Step 2 Watch a video about the environment about Guiyang and shows that there is a environmental protection competition at the end of the video. (2’)  Step 3 Have presentations of observation and research about problems in local places of interest in groups. (5’) |
| Mind map | Pre-writing  Step 4 Ways to save the environment. (3’)  Step 5 Give suggestions by writing five sentences according to the ways. (4’)  Step 6 Draw a mind map of protecting the environment. (3’) |
| Write a letter | While-writing  Step 7 Write a letter for the first draft about the problems and suggestions according to the mind map. (8’)  Step 8 Check the writing and change the writing to make it better. (5’) |
| Group presentation  (in writing) | After writing  Step 9 Present the letter to the whole class. (6’)  Step 10 Assess the letter according to the following table, then the teacher assess  some writings of the students with the whole class. (4’)  Step 11 Expanding and sharing feelings.(2’)  Step 12 Homework(2’) |

**【Teaching Procedures】**

**Group presentation(in oral)**

**Pre-writing**

Step 1 Greeting. (1’)

Teacher’s activities: Greeting and warming-up.

Greeting and warming-up by the games to get the students ready for the class.

Show the objectives of this class.

Students’ activities:

Get the objectives of this class and get ready for the class.

**Design Purpose*:*** *To arouse students’ interest in the topic and encourage them to think actively. Create teaching scenes and clue with the competition.*

Step 2 Watch a video about the environment about Guiyang and shows that there is a environmental protection competition at the end of the video. (2’)

Teacher’s activities:

1. Show a video about the environment about Guiyang and shows that there is a environmental protection competition at the end of the video. .
2. Lead students to take part in the competition.

Students’ activities:

1. Watch the video carefully and get some information from the video.

2. Think about the problems in the video and get ready for the next step .

3. Practice the sentence patterns.

**Design Purpose**: *Students are interested in videos. So playing the video can attract students’ attention. Students are familiar with and interested in places of interests and problems in Guiyang, so they will be active in this part.* *The problems will provoke thought. This part can also help teacher create situation. It can get the students prepared well for the presentation. In addition, the competition can arouse the students’ interest in English learning for this lesson.*

Step 3 Have presentations of observation and research about problems in local places of interest in groups. (5’)

Teacher’s activities:1.Orgnise the presentation.

2.Assess the presentation and encourage the students.

Students’ activities:1.Present their observation and research about problems in local places of interest in groups.

2.Listen to the presentation of other groups carefully and study from other groups.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Places in Guiyang | Good environment | Why? | Bad environment | Why? |
| Qianling Park  Hebin Park  Nanming River  Jiaxiu Tower | The lake  The square    Some parts  The tower and the streets | Clean  Greenery  Fresh air  Nice to look at  Quiet and beautiful | Rubbish disposal areas  Some areas with lots of rubbish  The bank of the river in some places | Rubbish spilling out of bins  Bad smells  Unsightly  Unhealthy |

**Design Purpose**: *Students have prepared observation and research about problems in local places of interest in groups before. It’s time for them to show their achievement. Different observation and research can attract students’ attention. Students are familiar with and interested in places of interests and problems in Guiyang, so they will be active in this part.* *The problems will provoke thought. It can get the students prepared well for the writing. In addition, the participation can arouse the students’ interest in English learning.*

**Mind map**

**Pre-writing**

Step 4 Ways to save the environment. (3’)

Teacher’s activities:

1. Ask the students to think about some ways to save the environment.

2. Lead the students to do small things that they can to save the environment.

Students’ activities:

1. Brainstorm some ways to save the environment according to the following table.

2. Think about what they can do in daily life to save the environment.

Ways to save the environment

|  |  |  |
| --- | --- | --- |
| Individual people | Governments | Organizations |
|  |  |  |

**Design Purpose**: *Students brainstorm some ways that* *individual people，governments and organizations can do to save the environment. By brainstorming, it can further review and consolidate what the students have learned in this lesson, and then make oral output of they have learned. Teaching is a process of providing the scaffolding for the students. brainstorm will help them get ready for the writing. It can reduce the anxiety and difficulties when they write. It can pave the way for the writing activity of the next part.*

Step 5 Give suggestions by writing five sentences according to the ways. (4’)

Teacher’s activities:

1. Ask the students to write down the ways to save the environment.

2. Lead the students to start to do from the nearby small matter to save the environment.

Students’ activities:

1. Write down five sentences according to the ways to save the environment.

2. Think about what they can do in daily life to save the environment.

**Design Purpose**: *Students write down the ways that* *individual people，governments and organizations can do to save the environment. The most important is what we can do in daily life to save the environment. Lead the students to set up environmental protection consciousness and start to do from the nearby small matter.*

Step 6 Draw a mind map of protecting the environment. (3’)

Teacher’s activities:

1. Ask the students to draw a mind map of protecting the environment according to the problems and solutions.

2. Ask the students to present their mind map.

Students’ activities:

1. Draw a mind map of protecting the environment according to the problems and solutions.

2. Present their mind map.

**Design Purpose**: *Students draw the mind map* *according to the problems and solutions. It helps the students summarize what they have known about the problems and solutions and get ready for the writing.*

**Write a letter**

While-writing

Step 7 Write a letter for the first draft about the problems and suggestions according to the mind map. (8’)

Teacher’s activities:

1. Ask the students to write a letter to talk about the problems and their suggestions according to the mind map.
2. Ask the students to pay attention to their spellings and handwriting.

Students’ activities:

1. Write a letter to talk about the problems and their suggestions according to the mind map.
2. Pay attention to their spellings and handwriting.

**Design Purpose**: *This is a part of output. And it can test what students have learned for the lesson. The writing standard for this topic is suitable for the students’ writing. It can improve the students’ independent learning ability, Summarize and extend the learning ability.*

Step 8 Check the writing and change the writing to make it better. (5’)

Teacher’s activities:

1. Ask the students to check the writing and change the writing to make it better.

2. Walk around and offer help.

Students’ activities:

1. Check the writing and change the writing to make it better.

2.If they have some difficulties, ask the teacher for help.

**Group presentation(in writing)**

**After writing**

Step 9 Present the letters to the whole class. (6’)

Teacher’s activities:

Ask the students to present the writing in class.

Students’ activities:

Present the writing in class.

**Design Purpose**: *This is a part of output. Students present their writing in class and get ready for the assessment. This is very important because they have prepared much for the writing. It’s time to show their achievement.*

Step 10 Assess the letter according to the following table, then the teacher assess

some writings of the students with the whole class. (4’)

Teacher’s activities:

1. Ask the students to assess their writing by themselves.
2. Assess some writings of the students with the whole class.

Students’ activities:

1. Assess their writing by themselves.
2. Assess some writings of the students with the teacher.
3. Learn to do something that they can to protect the environment and do something for our hometown and the earth.

**Design Purpose**: *By assessing the letter , check the learning results and cultivate students' oral and writing ability. Let the students to pay attention to their handwriting, organization, writing format and sentence fluency. Lead students to develop good habits in writing.*

|  |  |
| --- | --- |
| Items | Assessment |
| Handwriting |  |
| Organization |  |
| Writing format |  |
| Problems of the environment |  |
| Solutions |  |
| Sentence fluency |  |

Step 11 Expanding and sharing feelings.(2’)

Teacher’s activities:

1. Give more information about this topic.

2. Sublimation the theme.

3. Encourage students to develop good habits to protect the environment and do something for our hometown and the earth.

Students’ activities:

The students can develop good habits to protect the environment and set up environmental protection consciousness and start to do from the nearby small matter.

**Design Purpose**: *This part is helpful to the high level students, it can expand their knowledge.* *The humanities are basic qualities. Sublimation the theme can help students improve their key competence, such as the ability of appreciation and patriotic feelings.*

Step 12 Homework(2’)

The students must do:

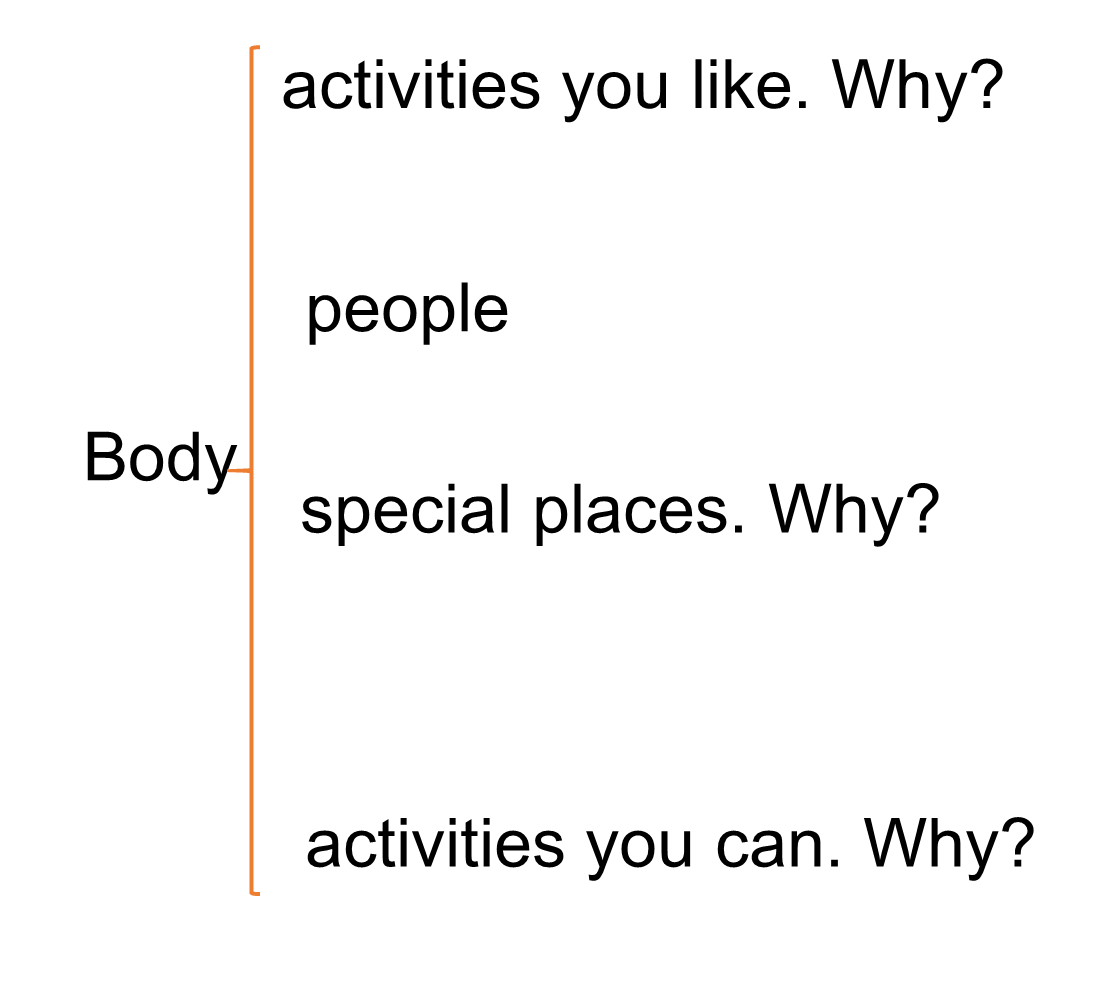
1. Rewrite the letter according to the assessment carefully.

The students choose one to do:

2. Talk with your friends or your parents about the problems and solutions of the environment in Guiyang and write down the conversation.

3. Make a poster about the problems and solutions of the environment in Guiyang and call on people to protect the environment together.

**Design Purpose**: *Students master the knowledge they have learned by doing homework and learn to summarize the knowledge. Hierarchical assignments focus on individual differences of students and take care of students with different needs. My designing purpose is that different homework can help different leveled students master the lesson better.*



**【Blackboard Design】**