**My New Teachers Interpretation**

Good morning, ladies and gentlemen. It’s my great honor and pleasure to be here sharing my lesson with you.

**Teaching content:** New Standard English, Student’s Book 1, Module 2, 1st period

I have been ready to begin this representation with five parts. Analysis of the teaching material, the teaching aims, the important and difficult points, the studying methods, and the teaching procedure.

**Teaching aims and demands:**

**Language knowledge**

1. using adjectives to identify people’ character
2. understanding how to make a description of a new teacher
3. *new words*: amusing, energetic, intelligent, nervous, organized, patient, serious, shy, strict, avoid,hate,appreciate,admit,scientific,literature,summary,joke,respect, wave, impression, incorrectly, completely, immediately, loudly

*new expressions*: so that, make progress, in fact, fall asleep, tell jokes, make sure, as a result

**Reading skill**

1. finding required information about the new teachers by skimming and scanning
2. reading the text in right tones and pronunciations

**Affection and attitudes**

* + - 1. understanding and cooperating with their new teachers in Senior High
			2. forming a harmonious relationship between teachers and students
			3. adapting to the new environment

**Cultural awareness**

1. getting prepared for the descriptions of a teacher, and the teacher-student relationship in China and other foreign countries.

**Teaching focus and difficulties:**

1. focus: describing a teacher’s character and teaching style

1. difficulties: getting to know different teachers’ teaching styles and making a description

**Teaching aid:**

1. multi-media
2. cassette player-

**Teaching Procedures:**

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| **Steps**  | **Teacher’s Activities** | **Students’ Activities** | **Purposes**  |
| **Warming-up (6’)** | Ask students to use adjectives to describe their teachers in Junior High. | Use adjectives to describe their favorite teachers in Junior High. | To get students more involved in the topic and introduce two phrases: agree with/agree sb. / agree with sth. |
| Show some pictures of their new teachers. Ask students: You are high school students now. Do you like your new teachers? Do you think they are good teachers? Why? | Say if they like their new teachers and why. |
| Ask students to look at the pictures from the textbook and ask them to say their first impressions of the three new teachers. | Look at the pictures and say their first impressions of the three new teachers. |
| **Pre-****reading (4’)** | Ask students to read the text fast and check their prediction. Then ask students: Who are they? What subjects do they teach? | Read the text fast and check their prediction. Answer the questions. | To lead in the text and warm up the class again. |
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| **While-****reading****(2’/4’/6’/13’)** |  |  | To help students grasp the main idea of the text |
|  |  | To help students understand the meaning of each word and phrase. |
| Ask students to discuss in pairs which teacher they would like to have. Explain why. | Discuss in pairs which teacher they would like to have. Explain why. |
| Show pictures of their new teachers in high school again. Ask students to work in groups and describe them with new words and phrases. | Look at the pictures. In groups, describe their new teachers with new words and phrases. |  |
|  | Look at the pictures. In groups, describe their new teachers with new words and phrases. | To help students get the detailed information |
|  | Look at the pictures. In groups, describe their new teachers with new words and phrases. | To help students read the text in right tones and pronunciations |
|  | Look at the pictures. In groups, describe their new teachers with new words and phrases. | To help students find required information. |
|  | Look at the pictures. In groups, describe their new teachers with new words and phrases. | To help students consolidate the text and describe people with adjectives. |
| **Post-****reading****(5’)** |  | Look at the pictures. In groups, describe their new teachers with new words and phrases. |  |
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| **Homework**  |  |