**人教版选择性必修一Unit 2 Looking into the Future**

Reading and Thinking教学设计

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**文本分析**

本单元主题是“人与社会”。本文是科技小品文，具有科普性质。全文五个段落呈现了说明类文本常见的BTEC的内容结构：第一段介绍了背景（Background）和主题（Topic），即在目前家居生活不够安全和节能等背景下，提出未来智能家居可以给我们提供更安全、更节能和更舒适的生活这一主题；第二至第四段用“智能控制、健康检查和防范灾害”三种功能解释了文本主题（Explanation）；第五段是总结（Conclusion），智能家居时代已经到来但其推广普及还需要一段时间。本文的写作目的是为了让读者了解未来家居的智能化水平及其为生活带来的便利，引导学生结合文章主题和内容形成对未来科技发展的积极期待和全面思考，形成对未来科技客观理性的态度。

**教学过程**

**Lead-in**

学生解读13页上的图片，通过问题链，让学生思考人类和科技的关系——佛祖掌中的孙悟空还是亚里士多德手中的杠杆。

Q1. What can you see in this cover picture?

Q2. What do you think this robot stands for? What about the man?

Q3. What’s the relationship between human beings and technology?

引出“现代管理学之父”Peter Drucker的名言，进一步引导学生思考人类与科技的关系。创设情境，让学生想象自己是作者，就Smart Homes to Make Life Easier话题写一篇文章，文章中会涵盖哪些方面？将学生的提问写在黑板上。

Q4. Imagine you were the writer, what would you include in your article if you were about to write on this topic?

Students’ Possible questions:

1. What are smart homes?

2. How can smart homes make life easier?

3. How easier the life will be?

4. What are the advantages and disadvantages of smart homes?

**Reading for Structure**

学生快速通读整篇文章，通过对子标题的把握，快速得出每段的段落大意和篇章结构。

**Reading for Details**

通过问题链引导学生分析第一段引文，旨在让学生运用批判性思维去思考分析背后的原因。

Q1. What problems do we have today?

Q2. Why does the author use two questions at the very beginning?

Q3. What do you think of living in a regular home today?

Q4. How will these problems be solved in the not-too-distant future?

Q5. What benefits will smart homes bring to our life?

让同桌学生为一组，用互相提问和解答的方式来自我解读三段有标题的段落，同时分析段落的结构，旨在激发学生自主学习兴趣。

再次通过问题链引导学生，培养学生的批判思维。

Q6: Can you paraphrase the sentence “The home of tomorrow is already the home of today?”

Q7: Are they enjoying their popularity? Why or why not?

Q8: What are the disadvantages?

**Make a Report**

围绕主题创设情境，实践英语学习活动观，让学生以四人为一组进行讨论身边的科技——手机，实现对课堂所学的迁移创新。

Work in a group of four and talk about the smart phone and its advantages and disadvantages

1. You can use the structure (contrast + examples + conclusion) learnt in class.

2. You can start with this topic sentence “The smart phone is a double-edged sword.”

**Further Thinking**

让学生回答黑板上自己提问的问题，通过多元和批判性思维，理性表达自己的观点的态度，对科技和人类的关系有了深层次的思考，形成了新的认知。