## 选择性必修一Unit 2 Expanding Your World: Our Greatest Adventure

龙泉市第一中学 范纯乐

**授课时长：40分钟**

**授课对象：高二学生**

1. **文本解读：**

本单元围绕“展望未来” Looking into the Future这一主题展开，反映了人们对未来生活与技术发展的期待与担忧，鼓励学生深人思考现代科技发展对未来人类生活的影响和意义。该文本来自人教版高中英语选择性必修一第二单元的Expanding Your World板块。文本内容聚焦对于未来生活的美好展望，如未来科技便利了我们的日常，克服了人类各种各样的身体残疾，能够读懂人类大脑，记录人类的思想以及复制人体器官，还可以延长人的寿命等等。这些选材和讨论注重启发学生从不同角度关注科技进步对未来社会的影响，展望时代发展的方向。该文本是一篇说明文，文章脉络清晰，总分总的结构，第一部分提出未来主义者对未来预测存在的问题及解决方案。第二部分具体阐述了基于科技的现状预测未来。第三部分表达了未来的无限可能性，我们要基于现在去创造未来，主题意义得到了升华。

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| **教学目标** | | | |
| 通过本节课的学习，学生能够：  1.通过标题和图片预测文本内容，进行自主提问，激发阅读的内驱力；  2.通过分段、找文章主题句和关键词，梳理全文的篇章结构，理解语篇特点，了解关科技进步对我们未来生活的影响；  3.通过自主阅读和对衔接手段的探究等活动，整合自主阅读成果，理解作者如何使用衔接手段进行谋篇布局和对主题进行升华和回扣；  4.通过研读文本及对标题的深层内涵的探讨，引导学生从不同角度关注科技进步对未来社会的影响，辩证地思考人类在面对未来应有的态度。 | | | |
| **教学步骤 (40')** | | | |
| 活动步骤 | 教师活动 | 学生活动 | 设计意图 |
| Activity1:Prediction  (2mins) | Look at the pictures and the title, what do you want to know? What are you curious about? What questions will you raise? | 自主提问:  Q1: What is the adventure?  Q2: What does the adventure look like?  Q3: Why is it the greatest? | 引导学生通过标题与图片预测课文内容并进行自主提问，激发学生阅读内驱力。本活动旨在落实课时目标1。 |
| Activity 2 :  Read for structure (10 mins) | Step1:  Q1: Divide them into 3 parts and find the main idea of each part.  Focus on the key words or topic sentences in each para. How do you know?  Step 2:  Q1: What is the structure of the passage? What’s the relationship between these three parts?  Q2： According to the last paragraph, what will be talked about in the following paragraph of the text? How do you know? | Step1:  1. Read the passage to find the answer.  Step 2:  Q1: From general to specific to general  Q2：Advances in transportation and space travel  From the first two sentences in the last paragraph. | 通过充分的无干扰的自主阅读，引导学生寻找主题句与关键词，并基于主题句和关键词梳理文本结构，关注语篇特点，进一步引导学生预测接下来的段落内容，旨在培养学生的推理判断能力。本活动旨在落实课时目标2。 |
| Activity 3: Take out your worksheet, let’s check the answer.  How do you figure them out? | Q1: How do you figure them out?  Q2：What’s the function of them? |  | 通过句子挖空（在课前未知上课内容的情况下操作）的练习引导学生对衔接手段的探究，整合自主阅读成果，理解作者如何使用衔接手段进行谋篇布局和对主题进行升华和回扣，本活动旨在落实课时目标3。 |
| Activity 4: Can you find more cohesive devices in the passage? What are they? | Q1: Can you find more cohesive devices in the passage? What are they?  Q2: So from the devices of repetition, do you know what the adventure is?  3. What does the adventure look like?  4. Why is it the greatest?  5. How do you understand the title now ? | 1. Repetition: future, future technology, technology advances,computers  2.The future  yes, the repetition of the future shows the topic of the passage  3、4：…will bring convenience to our daily life  Virtual reality will become an actual, real reality for many of us  …will allow people to overcome all sorts of physical disabilities  … will read people’s mind,record their thoughts and replace human functions  …will extend our lives long  —A new world waiting to be explored, so we can say the future is full of any possibilities | 通过研读文本及对标题的深层内涵的探讨，引导学生从不同角度关注科技进步对未来社会的影响，辩证地思考人类在面对未来应有的态度。本活动旨在落实课时目标4。 |
| Assignment: |  | 1. Make some good guesses about future technology in transportation and space travel by looking at current scientific and technological advances.(oral report)  2. Find more information online about future technology in transportation and space travel. |  |
| **板书设计**  **Our Greatest Adventure**    **What is the adventure? Part 1: Para.** **①② general**      **What does the adventure look like? Part 2: Para.③④⑤⑥⑦ specific**      **Why is it the greatest? Part 3: Para.** **⑧ general** | | | |