B8U3 The problem of the snakes 教学设计

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1. **本单元教材内容分析：**

本单元的中心话题是“发明家与发明”，属于“人与社会”的主题语境。具体涉及“发明与发现的区别”、“发明产生的过程”和“申请发明专利的条件”。这个带有科学色彩的话题为绝大部分学生熟悉，因为发明源于生活。通过本单元的学习，学生将学会与此话题相关的语言知识和领会话题思想，出于国家层面对“科技兴国”的重视，该话题具有十分重要的时代意义和教育意义。

**二、本节课教学内容分析：**

教材分析：人教版选修八第三单元的阅读课***The problem of the snakes****,*是一篇记叙文，含按照事件发生顺序的3张配图，共8个段落，约715字。

**三、学情分析：**

由于字数和段落数较多，符合高中高年级学生的学习和认知难度，但对基础一般的同学而言，可能在结构梳理方面存在一定难度。

**四、教学重难点：**

* **教学重点：**

1、提升学生对发明过程的梳理能力。

2、通过层层设问、循循善诱，技巧性地挖掘文本底层信息，提高知识整合的梳理能力和思辨能力。

* **教学难点：**

1、如何帮助学生“**read between the lines**”来挖掘文本深层信息。

2、如何引导学生通过自我设问等主动阅读策略，对文本进行深入解读，培养学生自主学习的习惯。

**五、教学目标：**

1． 学生能通过段落的剖析，从宏观上掌握文章架构，能够梳理出以本文为例的“发明产生的过程”和“申请发明专利的条件”等相关话题；

2． 在文本解读的设问中，感受作者的写作意图，体会其中的思想内涵。

1. **教学过程：**

**Step 1: Warming Up**

Ss watch a vivid picture of a snake and will be deeply attracted by the pictograph.

**Step 2: Lead-in**

Ss look at the cloud picture with some key words extracted from the reading passage to guess the main idea of the story. In doing so, Ss form their reading expectations.

**Step 3: Read for structure.**

Ss spend 5 minutes skimming and scanning the story and sort out the structure by matching the main idea of each paragraph.

**Step 4: Read for details.**

Ss are guided to read each paragraph with T’s questions to get the basic message and infer author’s attitude between the lines.

**Step 5: Critical thinking and cultural awareness**

(1) Ss are to discuss what they have learnt from the story. Aspects from the character’s personalities and the awareness of protecting intellectual property are especially introduced. The reason of the design is that I myself have experienced being infringed in writing copyright. And this is also a big and common issue in China. It is time we needed change, person to person, bit by bit.

(2) Ss watch two videos (if time permits) to get to know more the patent application in U.S. In doing so, Ss broaden their vision in the issue and have a much deeper understanding far beyond the story.

**Step 6: Homework**

Review and find out the golden expressions in the passage. This is a practical as well as an aesthetic design for Ss.