**Boo2Unit 3Reading and thinking教学设计**

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|  文本解读  |
| 本单元的话题是互联网，阅读文本“Stronger together: how we have been changed by the Internet”揭示了互联网对人们的积极影响：互联网不但给人们的生活带来便利，而且很通过网络交流，促进人与人之间的相互帮助，使人们变得更强大。该文本是叙事性语篇，讲述了英国伯明翰一位叫简的老师，因为突发疾病被迫辞职后失业在家，借助互联网摆脱了孤独和无聊，并得到了网友的支持和帮助。受到网友激励的简，又主动帮助像她一样急需帮助的人。从表层意义上讲，文本向读者讲述了互联网是如何改变人们生活的；从深层意义来看，该文本想进一步表达互联网带给人与人之间的“连锁反应”。全文共5段，结构清晰。在阅读策略方面，可以围绕标题进行文本预测，整体把握文本框架，一些阅读技巧如关注连接词、关注乘上启下句子、处理与话题相关的语言、鉴赏学习人物优秀品质等教学活动达到课时目标。 |
| 教学目标 |
| By the end of this period, students will be able to :1.have a better understanding of the title and the structure of whole passage;2. make out Jan’s changes in careers, feelings and social roles and even change other people’s lives;3. think deeply about what really changed Jan; 4. learn some words and phrases related to the Internet and imitate in writing. |
| 教学内容 |
| **教学重点：**Students are supposed tohave a clear understanding of main idea of the passage and its structure, and by knowing Jan and her experience, students get to know what the Internet brings to people and how it changes our lives.**教学难点：**Analyze some difficult sentences and phrases such as remove the distance, bridge the divide etc.  |
| 教学过程 |
| **Activity 1: Lead in** 1. What online activities do you usually do when you are online?
2. What is the function of the Internet?

**【设计意图】**从学生的生活实际出发，引入熟悉的话题---网络，询问学生一般网络活动都做什么, 引导学生表达出本单元相关的词汇，如surf the Internet, stream the movies and music等。与此同时引发学生思考因特网的功能是什么，是否改变了自己的生活，为后续阅读垫下铺垫。**Activity 2: Read for main idea and structure**1. Read the title
2. According to the title and picture on page 28, predict the main idea of this passage and how the author illustrates we have been changed by the Internet.
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| 2) Think about the function of the colon in the title.2.Read for main idea and structure 1. Complete the main idea of each paragraph.
2. Make out the structure of this passage.

introduction + Examples + Conclusion (text type: narration)**【设计意图】**旨在引导学生了解文章标题的语言特点，学会利用标题和图片预测文本内容，激发学生的阅读兴趣，形成阅读期待，拓展学生的发散性思维能力。在快速阅读过程中，找到每段话的主旨大意，更好地理解语篇。这一部分重点抓准文章的框架，类型和每段主要内容。**Activity 3: Read for detailed information**Para1: What benefits do the Internet bring us?Q1: What benefits do the Internet bring us? We no longer….we can…we can….Q2. But the Internet has done much more for people than simply make life more convenient. What does “but” imply? Pay attention to signpost such as “but” while reading a passage.Q3. What is the function of the last sentence “People's lives have been changed by online communities and social networks? What might be written in the following paragraph?**【设计意图】**第一段阅读的目的是让学生找到两处关键信息make…convenient和change，并引导学生阅读时也关注一些细节，比如说逻辑词but和第一段最后一个句子所起到的承上启下的作用，这样可以更好地把握文章框架。由最后一个句子顺其自然过渡到第二段：“谁的生活被改变了？”Para2：Specific example: take Jan for exampleThe Internet helped Jan deal with the difficulty.Q1.Who was Jan?Q2.What difficulty did she face? being an English teacherbeing out of work→Lonely and boredsurfed the Internet→ Feel less lonely and boredjoined the online communityHer career changed. Her feelings changed. ■\_\_\_\_\_\_\_\_ has been changed.Para 3: Specific example: take Jan for exampleExample of a 59-year-old manExample of a 61-year-old womanShe started an IT club to help othersbeing out of work ---- a helpless womanstart an IT club to help---- a helpful woman ■ \_\_\_\_\_\_\_\_\_\_\_\_\_ as well as \_\_\_\_\_\_\_\_\_\_\_\_\_\_have beenchanged.Para 4: Jan's belief and next goalQ1: What's Jan's belief ?It is highly important to bridge the digital divide and make sure that everyone has access to the Internet and knows how to use new technology.Q2: What do “bridge the digital divide” and “have access to” mean?more examples: bridge the gap between the poor and richhave access to cleaner water/fresh air/libraryQ3:What'sJan's goal ? From her next goal, what qualities does Jan have? Her next goal is to start a charity website.**【设计意图】**活动目的是让学生抓住Jan变化这一主线，梳理段落内容，系统化地处理信息，有助于培养学生的逻辑思维能力。带领学生进一步挖掘文本内涵，寻找其传递的深层意图，及改变Jan的不仅仅是因特网，良好的社交网络，人自身的品格才是改变生活的关键因素。Para 5: Inspirations from JanQ1: What change happened to Jan in her heart?Q2:What can we learn from her experiences?【设计意图】第五段阅读的目的是让学生理解简的内心想法，重点关注go through tough times 和inspire的意思，学生能够从简的经历中有所触动。**Activity 4: Further thinking**Q:What made Jan change? 【设计意图】：这个问题让学生思考到底是什么在简的变化中起到关键作用。学生可以各抒己见。**Activity5: Homework**Surf the Internet. Look for more information about Jan and her IT club, and then write an introduction in less than 150 words.【设计意图】通过上网查找有关于简以及她所创建的IT club的信息，学生可以进一步了解简，体会她发生转变的过程，同时也认识到互联网是一个很好的工具与场所，只要使用得当，就会促使人与人之间的良好关系。最后在布置点写作要求，学生有内容可以写，有语言可以模仿，有效地达成了仿写的目标。 |