

# 阳光英语分级阅读 示范课录制 教学设计方案

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所选读物： 阳光英语分级阅读初二上 *Moving Things*

课题	Moving Things
教材分析	<p>教材 <i>Moving Things</i> 选自外语教学与研究出版社的“阳光英语分级阅读”初二上套装，是一本科普类说明文。文本以机械工具作为主题，介绍了人类文明发展中的主要机械工具发明，包括杠杆、滚轴、斜坡、螺旋、楔子、轮子。人类发明这些工具的主要目的在于搬运物品，使困难的工作变得容易。本文从第一个机械的发明，依次谈到了这些主要机械工具在过去，现在以及未来的应用。全文按照逻辑结构展开，从人类发明机械的原因引出，分别介绍了这几种机械的外形，发明者信息，过去和现在的应用。最后全文对这些机械过去、现在和未来进行了总结，指出简单的机械在人类未来的发展中依然会发挥着重要的作用。本文语言包含了大量的专有名词，对学生有一定挑战，但配合形象生动的图片，可以帮助学生理解。本文图片包含重要的信息，内容十分丰富。本书主题与学生的学习生活联系紧密，学生在过程中，不仅可以学习英语词汇知识，还可以学习到历史、物理方面的知识，对跨学科的学习有很大的帮助。</p>
学生分析	<p>我校初二年级英语原著自选课的学生英语水平普遍较高，具备一定的英语阅读能力和英语学习兴趣。虽然文本中专有词汇较多，但是文本配有辅助单词表，配图形象生动，学生基本能够结合语境和辅助信息完成词汇的学习。文本体裁为说明文，具有较高的学习价值，且文本内容与学生的理科学习相关，文本信息的分析和文体特点的学习可以激发起学生学习兴趣，满足学生的学习需要。</p>
教学目标	<ol style="list-style-type: none"><li>1. 学生能够读懂全文，了解文本的主题、主要内容、文体结构和作者的写作意图，并对主题开展思考。</li><li>2. 学生能够根据所给的非虚构文体的文本结构，识别出本文的文体结构。</li><li>3. 学生能够通过信息分类，进一步理解文本信息。</li><li>4. 学生能够根据写作意图和现有分类信息，根据不同文本结构，重新构建新的文本结构。</li></ol>
教学重点与难点	<ol style="list-style-type: none"><li>1. 学生了解非虚构文体的不同文体结构。</li><li>2. 学生根据不同的文体结构类型，对信息进行分类和重组。</li></ol>

## 教学设计

教学目标	活动名称	活动意图	活动形式以及步骤	学生学习效果评价	时间
➤ Students are able to understand the topic, structure, and purpose of the text.	Think like the writer of the book.	引导学生关注教材的封面、目录、内容，为后续结构分析做好准备。	1. Teacher invites students to write a non-fiction book together.  2. In order to finish the task, teacher helps students to think like a writer.  3. Teacher encourages students to understand the writer of the book, to pay attention to the title, information, structure of the book, so that they can learn how to write a non-fiction book.  4. Teacher guides students to pay attention to the title of the book. Q: By looking at the title, what can we know about the topic of the book? What information can we get from the English title?	✓ 学生能够说出中文标题和英文标题之间的联系，从而明确文本主题。	3'
➤ Students are able to understand the information of the			5. Teacher guides students to look at the Table of Content to get the information of the book.	✓ 学生能够正确对整本书进行划分，并说出每个部分的大意。	15'

book.			<p>Q: How many chapters are there? What are they?</p> <p>6. Teacher guides students to analyze the information of the book.</p> <p>Q: How to divide the whole book into several parts? Discuss with your partner and tell us the results and the main idea of each part. Teacher asks students to share how they divide the book. (3 parts)</p> <p>7. Teacher asks students about the main idea of the first part. Q: What's the main idea of the first part? (Why the first machine was invented )</p> <p>8. Teacher asks students about the main idea of the second part. Q: What's the main idea of the second part? (To introduce six machines) What information does the writer provide us with? Let's look at your reading journal.</p>	<p>✓ 学生能够通过小组活动，确定关于每个机械的主要信息。</p>	
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			<p>9. First, teacher asks all the students to share their work, put their answers on the paper, and then put it on the whiteboard.</p> <p>Then, teacher asks each group to discuss their work and then to put their results on the white board, and explain to others.</p> <p>Other students are going to add the information if it is necessary.</p> <p>10. Teacher shows the pictures and asks the students:</p> <p>Q: Why does it change? (because people have new problems and new needs.)</p> <p>Are we going to use it in the future?</p> <p>That's the question the writer answers in the third part.</p> <p>What's the main idea of the third part?</p> <p>(The importance of the machine.)</p>	<p>✓ 学生能够在问题的引导下，意识到在不同的发展过程中，人类遇到的问题导致了机械更为广泛的应用。</p>	
<p>➤ Students are able to know different text structures and recognize the right text structure for the book.</p>	<p>Non-fiction Text Structure</p>	<p>✓ 帮助学生了解不同非虚构类文本的不同结构，识别出本文结构，并为后续课堂活动做铺垫。</p>	<p>1. Teacher guides students to think about the structure of the book.</p> <p>Q: How does the writer organize the information together?</p> <p>2. Teacher shows students 5 most common text structures and explain their feature.</p> <p>3. Teacher asks students to choose which</p>	<p>✓ 学生能够了解不同文本结构和信息特征。</p> <p>✓ 学生能够根据不同文体结构识别出本书的文本结构。</p> <p>✓ 学生能够对作者的写作意图进行推测。</p>	<p>7'</p>

			<p>one best fits the book.</p> <p>Q: How does the writer organize the text? Choose the one you think that best fits the book.</p> <p>4. Teacher shows students the right text structure with the information. (Mind-map of the book)</p> <p>5. Teacher guides students to discuss the following question: Q: What's the purpose of the writer?</p> <p>Teacher highlights the relationship between the purpose, structure and information.</p>		
<p>➤ Students are able to get a deeper understanding of the text by categorizing the information.</p> <p>➤ Students are able to reorganize the information based on the</p>	<p>Output: Classroom Activity--- talk like a writer.</p>	<p>学生在不同任务驱使下,与小组同伴一起合作,根据不同文本结构需要对文本信息进行归类 and 整合,口头输出重组后的文本信息。</p>	<p>1. Teacher introduces the activity to the students and asks students to choose their task numbers. (5')</p> <p>2. Each group prepares their speech using different text structures. (10')</p> <p>3. Group volunteers to present their work, and introduces the topic to the class. (10')</p>	<p>✓ 学生听懂任务要求,根据不同文本结构需求,在课堂工具的帮助下进行信息分类。</p> <p>✓ 学生能够根据分类信息,以不同文体结构为支撑,口头简单介绍机械。</p>	25'

text-structure they are using and the information they categorized before.					
➤ Students are able to think critically about the topic.	Inspire like a writer.	学生能够对本文进行批判性思考,提出自己的问题。	<p>1. Teacher asks students to think about the content of the last chapter.</p> <p>2. Teacher asks students to inspire the reader to think a question.</p> <p>Q: What question do you want to ask your reader to think about?</p>	✓ 学生能够在问题引导下对主题进行反思。	5'
➤ Students are able to reorganize the text based on the text-structure and information.	After-class activity	学生根据自己的兴趣爱好,选择主题,进行信息搜索,输出一页机械介绍,最后全班同学的任务是整合出版自编书。	Teacher gives students homework and explains the evaluation standard to the students.	✓ 学生能够在评价标准引导下,独立完成一页非虚构主题文本的输出。	5'
课前学习任务	<p>学生在上本节课前,需要提前进行自主阅读,并完成阅读任务单。一方面培养学生自主阅读的习惯,充分调动学生的阅读愿望,另一方面从内容上帮助学生做好阅读准备,使学生初步获取相关信息,以便后续的进一步讨论。</p>				

课后学习任务	各位同学自选课内外不同的机械，或者有关机械的某一方面，完成一页非虚构类文体的创作。最终全班同学共同完成自编书《奇妙的机械》的创作。		
<div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div>Analysis of the Book</div><div><ul style="list-style-type: none"><li>Title</li><li>Information</li><li>Structure</li><li>Purpose</li></ul></div></div><div><div>Non Fiction Structure</div><div><ul style="list-style-type: none"><li>Introduction of the non-fiction text structure</li><li>The structure of the book</li></ul></div></div><div><div>Output</div><div><ul style="list-style-type: none"><li>Categorize the information based on the feature of certain text structure</li><li>Deliver the speech using certain text structure</li><li>Think about the topic</li></ul></div></div></div>			