课时教学设计——牛津版8A Unit3 Computer Facts

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一、教学材料
Level: Junior Two
Teaching Material: *Oxford English* (2013) Book 8A   P35
Teaching content: Unit 3   Computer Facts
Lesson type: Reading
Lesson length: 40 minutes

二、教学内容分析
　　The text is a typical exposition introducing computer facts. It includes 3 parts with subheadings. It introduces the changes, uses and development trends of computer and expresses the writer's view about the relations between computers and human beings. The topic of the text is closely related to students' life so it can arouse their interests in it and can activate their previous knowledge to help them understand the text. Besides, the questions raised at the end of the text are useful in promoting students' thinking. The listening text is well connected to the grammar points and there are more practice in the following lessons. It also paves the way for the grammar lesson, as comparative of adjective is used.

　　The learning strategy of this unit is making prediction from the sub-headings. Students can learn how to use them to predict the contents of different parts of the text.

三、学情分析
　　Firstly, most students in Grade Eight are able to use English more successfully for reading and expressing themselves after finishing Grade Seven. They like learning with communicative approach but are a little afraid of reading long passage because of the following reasons. Some have difficulty understand the passages when coming across too many new words. Some may not have confidence reading long passages especially for texts about science and technology. When reading, students always read word by word

and can't grasp the main idea and spot some useful information quickly. Secondly, the topic of this reading material is closely related to students' life. Students are interested in it and have already had some background knowledge about it. However, most students haven't learnt about some related knowledge such as computers' history and some useful expressions for this topic. This leads to some difficulties and problems when they try to talk about computer. So, students will be guided to finish the reading task step by step and they will learn some relevant words and phrases. Llastly, studnets will be encouraged to finish the output.

四、教学目标

1. Language ability aims:

a. Using appropriate language to introduce computer by describing different parts, its changes and developmental trends.

b. Understand the meaning of new words and phrases: monitor, speaker, main unit, keyboard, mouse, type, brain, control, expensive, tiny, calculate, depend, speed, operate, railway, work as, be unaware of, depend on, in addition

c. Master the reading strategy of making prediction, i.e., be able to predict the contents of a text by reading its title and sub-headings.

d. Develop their reading skills of skipping, skimming, scanning, word-guessing, close reading, summarizing, comparing, etc.

2. Thinking quality aims:

a. Emphasize thinking about the relations between computer and human beings.

b. Enhance imagination by asking what will happen to human being if computers can do all our jobs.

3. Cultural quality aims:

a. Learn about the changes of computer and the importance of them.

b. Learn about the speedy development of computer science.

4. Learning ability aims:

a. Complete a reading task cycle by using skimming, scanning, detail reading and other reading skills.

b. Get more information about a text and check their own understanding by guiding group members to ask questions for each other.

五、教学重点、难点

1. Students can master the reading skills and apply the information they get from the text to their output activities.

2. Students can describe some facts about a machine by imitating the example presented in the text and using appropriate language.

六、教学设计理念

Interactive Model for teaching reading（王蔷 2006：185-190）：The teaching of reading should focus on developing students' reading skills and strategies and on maintaining students' motivation for reading, which can be achieved through pre-, while-, post-reading activities. (The focus of pre-reading is making prediction based on the title, skimming, scanning. While-reading section will focus on transition devices, reading

comprehension questions. Post-reading will be on extended reading, and reproduction of the text.)

Task-based Language Teaching focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

Besides, the *English National Curriculum Standard*, language not only serves as a tool for communication but also as a tool for thinking.

Thus, I organize the lesson into the following tasks such as:

First, they practice reading skills – skimming and scanning to get the general and specific information about the text.

Then, they are asked to read carefully for the second time and spot some important detail information and try to fill in an information form after that. During this task, students will not only get information about the text but also build up an expression bank (finish language input).

After that, they will make and answer questions among group members to check their understanding of the text. During this task, students consolidate and practice using the words and phrase they've learned just now and try to make correct sentences. This helps them improve their ability of speaking, and acquire a better understanding of the text. After the questioning task, students will read the passage together after the tape to adjust their expressions.

As the output task, students will be asked to give a talk about computers and then begin a discussion. In this way, students can use what they've learned today to make a speech. And the discussion can enhance their thinking and imagination ability.

七、教学过程

Stage	Stage aim	Teacher activities	Students' activities	Time
Warming-up	Stimulate Ss' interest and lead in the topic.	Show some pictures of computers in different periods of time and ask Ss to guess what we are going to talk about. Lead in the topic—Computer Facts.	Look at some pictures and make a guess about the content they are going to talk about.	1mins
Pre-reading	1. Introduce some background knowledge and new words. 2. Pave the way for reading tasks.	Check Ss background knowledge about computer and teach new words.	Name the different parts of a computer and learn new words.	3 mins
While-reading	1. Improve Ss' ability of prediction:	1. Guide Ss to read the title and sub-headings to predict the contents and ask them to finish 'Before You Read'.	1. Read the title, sub-headings an d look at the pictures, predict the contents of the text and	19mins

			finish 'Before You Read'	
	2. Practice the reading skill of skimming, and use a mind-map to help understand the passage	2. Guide Ss to skim the 3 parts of the text and conclude each with a word (i.e., *size*, *uses*, *future*), then draw a mind-map of the basic structure.	2. Skim the 3 parts of the text and conclude each with a word (i.e., *size*, *uses*, *future*) and then get the basic structure of the passage.	
	3. Improve their ability of detail reading, and help them to learn new words and phrases.	3. Ask Ss to read the passage carefully for more information. Call their attention to the key words in each part. Then ask Ss to fill in the blanks in a table about the contents. Teach new words and phrases while checking the answers.	3. Read the passage carefully for more information. Pay attention to the key words in each part. Then fill in the blank in a table about the contents. Learn new words and phrases while checking the answers.	
	4. Check comprehension and practice the new words and phrases	4. Show Ss how to raise questions about the text, and ask them to ask questions and make answers in groups.	4. Ask and answer questions about the text in groups.	
Post-reading	1. Adjust Ss' pronunciation and expression	1. Ask Ss to read out loud after the tape.	1. Read out loud after the tape.	15 mins
	2. Output of introducing computer correctly and systematically. Consolidate.	2. Create a circumstance that the school is going to hold a Science and Technology Festival, get Ss to work in groups of four to prepare for a speech about computer.	2. Work in groups of four prepare for a speech about computer. Choose one student to come up to the stage to give the speech.	
	3. Enhance their thinking and	3. Raise a question: Will computers do all our jobs? Why or why	3. Discuss on: Will computers do all our jobs? Why or why	

	imagination ability	not? Ask Ss to discuss on it and share their ideas.	not? Share your ideas with your group mates.	
Conclusion	Conclusion	1. Make a summary of how to predict, skim and scan 2. Remind them of the words and phrases they've learned today.	1. Recall how to predict, skim and scan 2.Recall the words and phrases they've learned today	2 mins
Assignment	Surf the Internet and find out some facts to support the following opinion, namely, students depend on computers more than they can realize. Note down something amazing or interesting about computers and introduce it to your classmates in the next class.			

八、板书设计

Unit 6 Computer facts		
	Phrases	Words
computers { Size Use Future	be unaware of depend on at a faster speed in addition	tiny operate railway produce

九、教学特色

1、以发展学生的语言思维能力为核心，切实提高学生的阅读理解和应用能力。

本课的话题 Computer 对学生来说很熟悉，甚至习以为常，但是对于其发展学生并不很了解，相关知识也并不丰富。这种差异使得学生对阅读内容产生兴趣，课文所提出的问题也引发了学生的思考。作为阅读课文两个课时的第一课，除了培养让学生了解话题、训练阅读技巧、培养阅读能力以外，还有提供词汇准备、为单元中随后的相关内容学习和拓展阅读做铺垫的目的。因此，笔者的设计重在落实词汇及表达、训练阅读技能方面展开。

2、阅读任务设计层层深入，培养和发展阅读微技能。

在课程设计中，各个环节紧密联系，环环相扣，让学生在完成阅读任务的过程中体会预测、跳读、扫读、抓住关键词等阅读策略；引导学生关注文章结构、总结每个部分主题，理清思路；同时每个环节的语言表达积累不断加深，为最后输出和以后相关话题的说和写作好准备。经过一节课的学习，学生能够流畅表达相关话题的内容，能够进行关于该话题的讨论，了解了电脑的变化、发展和重要性，激发了学生对未来世界的想象。

十、教学效果及教学反思【录像后补写】

十一、专家点评