**新人教版必修三 Unit 3 Reading and Thinking教学设计**

**Diverse Cultures**

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| **课题** | **Reading and Thinking** | | **课型** | 阅读课 | **年级** | 高一（1）班 |
| **教学**  **设计**  **理念** | 本节课根据课标要求的英语学习活动观理念，课堂以学生为主导中心，创设与主题意义密切相关的语境，通过学生自主学习和讨论，引导学生对文本主题意义的深入探究。依据英语学科能力要素及表现指征框架进行学习理解类，应用实践类和迁移创新类活动过程中培养学生阅读语理解能力，培养学生批判性思维。通过主题的讨论，引导学生对文化有包容性，尊重文化多样性等培养学科育人等品质。 | | | | | |
| **教学**  **目标** | By the end of the lesson, students will be able to:   * 1. To know some basic information about San Francisco by getting the features of a travel journal. * To summarize the features of this city through analyzing some facts the writer has seen in this city and the writer’s feelings. * To raise awareness of cultural diversity and build confidence in our own culture. | | | | | |
| **重点** | 1. Enable the students to know about cultural diversity. 2. Improve the students’ ability to classify and organize information. | | | | | |
| **难点** | 1. How to develop the students’ ability to classify, analyze and organize information.   2. How to evoke the students’ cultural awareness and encourage them to brainstorm. | | | | | |
| **教学**  **资源** | 课件PPT/视频/黑板 | | | | | |
| **教学过程** | | | | | | |
| **教学**  **环节** | | **教师活动** | | | **设计意图** | |
| **Lead-in**  **(3 mins.)** | | Watch the short video showing the charm of San Francisco, encouraging students’ interest in this amazing city. | | | 教师通过五一劳动节临近，旅游再次重上热搜，并且展示旧金山视频引入话题，再有利于于激活学生已有的知识背景。 | |
| **Fast-**  **Reading**  **(3 mins)** | | Activity 1: Find out the writing style of this passage.  Activity 2: Scan the text quickly and find out the key elements of it. | | | 学生先整体快速浏览一遍文章，确定文本体裁，并且找出文章的时间地点人物事件。有利于学生快速查找信息的能力培养。 | |
| **Careful reading (14mins)** | | **细读部分均采用“拼图式”阅读：**  **将所有学生分为四组，在浏览全文的基础上，重点负责剖析该小组给定的某一段落。**  **Activity 1:** Read the passage detailedly and focus on the paragraph given to your group, trying to find out where did Lilan go and what did Lilan do.  **Activity 2:** Read the given paragraph once again, and try to find out how did Lilan feel at that moment using some proper adjectives(at two words).  **Activity 3:** retell the story in your own group. | | | 在拼图式细读过程中，首先，通过计时限时阅读的方法，敦促同学们更加专注。其次，该方法使学生对该组负责的段落深入剖析，层层剥离，将人物的动作和当时的心理分析得十分到位，并在办理内形成良性竞争与小组合作共存的学习氛围。同时，也能够加强课堂效率，提升课堂质量。 | |
| **Post-**  **reading**  **（18 mins)** | | **Activity 1——Group discussion:**  ***What kind of city is San Francisco?***  (students can use some sentence structures such as: ①I think the city is ...because... ②It can be inferred that the city is...from the fact that...)  **Activity 2——Group discussion:**  What are the benefits and challenges of cultural diversity?  **Activity 3——Brainstorming**  What qualities(品质) should we have to bridge different cultures? | | | 读后部分是本节课的难点和亮点，因该文本是相对简单的旅行日志的体裁，所以重点放在了该环节的主旨升华和情感剖析。  活动一：  通过组内探讨旧金山的城市特点，激发学生的发散性思维和对文本的深刻解读，每一种特征背后都是作者语言背后的深意，有助于提升学生的细节理解能力。  活动二：  通过小组探讨多元文化带来的机遇和挑战，使同学们对当今全球一体化大背景下的多元文化有一个更加立体客观的认识，提升学生的国际视野和全球思维。  活动三：  通过分析“多元文化下作为个人应具备怎样的品质”这一问题，将多元文化落地到实际生活，走向每个独立个体，真正实现核心素养落地，立德树人进课堂的宗旨。 | |
| **Summary**  **(1 mins.)** | | Immigrants define the city!  总结：各美其美，美人之美，美美与共，天下大同。文明没有高下、优劣之分，只有特色、地域之别，只有在交流中才能融合，在融合中才能进步。 | | | 情感升华。 | |
| **Homework**  **(1 min.)** | | Try to write a travel journal of a place in China with diverse cultures within 80 words. | | | | |
| **Blackboard design** | |  | | | | |