

高中阅读教学

1. 题目: 《Computer》

2. 内容:

Over time I have been changed quite a lot. I began as a calculating machine in France in 1642. Although I was young I could **simplify** difficult **sums**. I developed very slowly and it took nearly two hundred years before I was built as an analytical machine by Charles Babbage. After I was programmed by an **operator** who used cards with holes. I could “**think**” **logically** and produce an answer quicker than any person. At that time it was considered a **technological revolution** and the start of my “**artificial intelligence**”. In 1936 my real father, Alan Turing, wrote a book about how I could be made to work as a “universal machine” to **solve** any difficult mathematical problem. **From then on**, I grew rapidly both in size and in brainpower. By the 1940s I had grown as large as a room, and I wondered if I would grow any larger. However, **this reality** also worried my designers. As time went by, I was made smaller. First as a PC(**personal computer**) and then as a laptop, I have been used in offices and homes since the 1970s.

3. 基本要求:

- (1) 全英试讲;
- (2) 要求讲解加黑单词;
- (3) 设计成阅读课。

模板

T: Good morning, boys and girls.

Ss: Good morning, teacher.

T: Do you like _____? (riddles/watching video/game)

Ss: Yes, we do.

T: Ok, let's _____ (riddles/watching video/game) Great! _____ (describe the content about riddles/watching video/game) Do you know want to know more about it?

Ss: Yes.

T: Ok, today we'll do a reading about it.

T: Now, boys and girls, have a look at the title of this passage and guess what it talks about.

S1: Maybe it talks about _____ (the advantage/disadvantage/benefit of it)

T: Good. Any others?

S2: It maybe about _____ (the development/use of it) .

T: Great. Ok, Boys and girls, read this passage quickly and make sure the main idea of this passage. Let's go! Have you finished?

Ss: Yes, I have.

T: Well, we can know this passage talks about _____ (板书 main idea). Right. Now, boys and girls, read this passage again, and identify true or false on the screen. Are you clear?

Ss: Yes.

T: Ok, the first one/the second one/the last one, true or false?

Ss: _____. (true/ false)

T: Why?

Ss: _____. (if it is false, tell the reason)

T: Excellent! All of you did a good job. Now read this passage carefully, and think about these questions. Question 1: What _____? Question 2: When _____? Question 3: Why _____? (板书 Q1: What; Q2: When; Q3: Why. 注意提问问题由浅入深) Understand?

Ss: Yes.

T: Ok, let's start. Well, who wants to share your opinion? Question 1?

S1: _____. (the answer)

T: Great. And question 2?

S2: _____. (the answer)

T: Well done. The last one?

S3: _____. (the answer)

T: Do you agree with her?

Ss: Yes.

T: Wonderful! Now, boys and girls, look at this passage, try your best to find out the meanings of words in bold, you can discuss with your partner or look up the dictionary, OK? Go! time's up, who wants to show your answer?

S1: _____. (explain words in bold) .

T: Very good. Go on.

S2: _____ (explain words in bold) .

T: Good job! Next

S3: _____ (explain words in bold) .

T: Well done!The last three words.

S4: _____ (explain words in bold) .

T: Brilliant!Now work in groups,each group will_____ (retell/discussion/make a story/make a survey) in your words,understand?

Ss:Yes.

T: Let's start.Ok,stop here,which group wants to retell? Right, group3,please.

T:How about their narrative?

Ss: Wonderful!

T: I think so. Ok,boys and girls,what above is our new lesson,who wants to make a summary?

S1: This class we learned _____. (main idea)

S2: We also learned the skill of reading and some new words.

T: Your summary are comprehensive.Homework time, after class,_____ (make a timeline/write a short passage/make a survey) about _____ (new lesson) we'll have a discussion next class.

Ok, today's class is over, see you!