A Teaching Design

Title: Unit 3 Computers —Warming up and Reading			
Students: Class 8 of Senior One			
Type of lesson	Reading	**Time & Date**	The fourth class (11:20-12:05 am.) on Dec. 18th, 2020
Teacher	Xu Meiling	**School**	High School Attached to Northwest A&F University

I. Analysis of Teaching Contents

The textbook is from New Senior English for China Student's Book 2 by People's Education Press. The selected teaching material is from Unit3 Computers. The theme content of this passage is about "person and society". The warming up section is an introduction to the topic, which tests the students' knowledge of the development of computers and inspire them to think what future computer developments will be.

The title of the reading is "Who Am I". The passage is organized in chronology and clearly introduces the history of the development and evolution of computers and the personification is used. It also introduces a lot of new and technical words, which only used for computers such as "artificial intelligence" or "network". By learning the passage, the students can practice their reading skills such as skimming and scanning, get more knowledge about computers. Through discussion, students can summarize and express the advantages and disadvantages of the Internet, also learn to form healthy attitudes and habits of using computers.

II. Analysis of Students

Students of today live in a high-tech era, so computers have become an indispensable part of people's lives. Although students know the uses and functions of computers and are interested in the topic, they are not very clear about the history and development of computers. In the meantime, the language materials selected in this unit belong to the explanatory texts of science, and the content is relatively abstract.

Some professional terms in the passage are difficult for senior one student.

The content can arouse students' interest in learning and stimulate students' inquiry psychology. Besides, they are relatively poor in spoken English, so independent learning, cooperative learning and exploratory learning, will be involved throughout discussion.

III. Teaching Objectives

At the end of this lesson, the students will be able to**:**

1. Knowledge objectives

(1) master some important words and phrases such as calculate, totally, revolution, simplify, application, reality, as a result, from then on etc..

2. Ability objectives

(1) understand the main idea and the structure of the reading passage.

(2) use skimming reading skills to capture some brief information quickly.

(3) use scanning reading skills to find details of passage and answer questions.

(4) appreciate the writing style of the passage.

(5) improve speaking ability through discussion.

3. Emotion objectives

(1) be inspired to think about the impact of computers on us so as to use computers and network resources in a correct way.

(2) be more interested in science and technology.

IV. Teaching Important and Difficult Points

1. To understand the main idea and the structure of the reading passage.

2. To learn about the history of the development and evolution of computers, and its effect on human race.

3. To train students' reading skills and improve their reading speed as well as comprehension ability.

4. How to express their own ideas in their own words.

V. Teaching Methods

1. Task-based language teaching

2. Cooperative learning

VI. Teaching Aids

Multi-media facilities

VII. Teaching Procedures

Step1. Warming up (3 mins)

Step 2. Pre-reading (1 min)

Step 3. While-reading (25 mins)

Step 4. Post-reading (3 mins)

Step 5. Discussion (10 mins)

Step 6: Assigning Homework (2 mins)

Step 7: Self-evaluation (1 min)

Step 1. Warming up (3 mins)

Look at some pictures on the screen, ask students what they are and in pairs discuss what the next development will be.

abacus–calculator–huge computer–PC–laptop–PDA–robot–What's next?

（设计意图：通过对七张图片的展示和讨论，引出话题，让学生发挥想象力，畅想计算机的未来发展趋势，激发他们的学习兴趣。）

Till today, the computer has been closely related to our daily life. When working, learning, traveling, entertaining, etc., we all need the computer. But how much do you know about its story? That's what we're going to talk about in this unit—Computers.

Step 2. Pre-reading (1 min)

Look at the pictures and the title of the reading passage to predict what it is going to be about.

（设计意图：通过预测语篇的内容，培养学生对阅读内容的预测能力。）

Step 3. While-reading (25 mins)

Task 1. Skimming **(3 mins)**

Ask students to read the passage fast and answer the following questions.

1. Who is the speaker in this story? (A computer.)

2. What's the main idea of the text? (C)

    A. The function of the computer.

    B. The computer wants to find "who he is".

C. The history and development of the computer.

D. The computer becomes popular around the world.

3. In what order is this passage arranged (安排)? (A)

A. In order of time   B. In order of space

（设计意图：通过快速浏览课文，回答问题，训练学生快速阅读—skimming 略读的能力。）

Task 2. Scanning **(4 mins)**

Ask students to read the passage quickly again and finish the following chart according to the timeline.

1642	_____
1822	The Analytical Machine was made by Charles Babbage.
_____	_____
1940s	_____
_____	The first family of computers was connected to each other.
1970s	_____
Now	_____

（设计意图：文章以时间顺序讲述了计算机的发展历史，通过图表梳理，有助于学生快速获取信息，训练学生 scanning 寻读的阅读技巧，提高阅读速度和准确率。）

Task 3. Careful reading **(13 mins)**

1. Read the passage carefully, find out the topic sentence of each paragraph.

Paragraph 1: Over time I have been changed quite a lot.

Paragraph 2: These changes only became possible as my memory improved.

Paragraph 3: Since the 1970s many new applications have been found for me.

（设计意图：让学生找出每段的主题句，提高学生的语篇分析能力。）

2. Read the first paragraph and complete the chart below.

	Paragraph one
Topic sentence	Over time I have been changed quite a lot.

Supporting details	1. _____ machine 2. _____ machine 3. _____ machine 4. PC (personal computer) 5. laptop

3. Read the second paragraph and complete the chart below.

	Paragraph two
Topic sentence	These changes only became possible as my memory improved.
Supporting details	1. tubes 2. _____ 3. _____ 4. _____ 5. _____

4. Read the third paragraph and complete the chart below.

	Paragraph three
Topic sentence	Since the 1970s many new applications have been found for me.
Supporting details	1. Communications 2. finance 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

（设计意图：通过分段阅读，让学生找出段落中心句的支持论据，培养学生的总结概括能力。）

Task 4. Exercises **(5 mins)**

1. Tell whether the following statements are true (T) or false (F). If it is false, figure out the reasons.

(1) Alan Turing built an analytical machine to solve any mathematical problem. (F)

(2) People began to realize that the computer got cleverer and quicker with time passing by. (T)

(3) The computer wasn't able to share knowledge with others through the World Wide Web until in the 1970s they gave it a family connected by a network. (F)

(4) Since the 1970s，the computer was used by people around the world through the

Internet. (T)

(5) The larger the computer is, the more memory it has. (F)

2. Read the passage carefully and choose the best answer.

(1) Who really invented the computer? ___C___

A. Charles Babbage.   B. Bill Gates.   C. Alan Turing.   D. Thomas Edison.

(2) When was the computer the biggest? ___C___

A. In 1642.   B. In 1936.   C. In the 1940s.   D. In the 1970s.

(3) Which of the following statements is TRUE? ___B___

A. Charles Babbage built an analytical machine in 1642.

B. Alan Turing wrote a book about how the computer could be made to work as a "universal machine" to solve any difficult mathematical problem in 1936.

C. The computers were first connected by a network in the late 1960s.

D. Since the 1960s the computer has been used to help with medical operations.

(4) What happened to the computer in the 1960s? ___B___

A. It was put into robots and used to make mobile phones.

B. It was given a family connected by a network.

C. It began to be used in the offices.

D. It began to be put into space rockets.

(5) What can we infer from the passage? ___D___

A. The computer can take the place of humans.

B. The smaller a computer is，the faster it calculates.

C. Computers can solve all the problems of human beings.

D. People can benefit more from computers in the future.

（设计意图：以练习题的形式对文章内容进行深度理解，有助于学生再次熟读课文，把握关键信息。）

Step 4. Post-reading (3 mins)

Retell the passage

Who Am I?

Name: Computer

Born: (time)_____ (place)_____

My real father: _____

My size: 1. _____ (in the past)

    2. _____(modern)

My history: 1: 1642 _____ _____ machine

     2: 1822 _____ _____ machine

     3: 1936 _____ _____ machine

     4: 1940s _____

     5: 1960s _____

     6: 1970s _____and _____

     7: Now: _____

My memory: _____ →_____ →_____ →_____ →_____

My applications: _____; _____; _____; _____; _____; _____; _____

（设计意图：以第一人称的口吻，让学生复述课文，从而达到通读文章的目的。）

Step 5. Discussion (10 mins)

A group of four to discuss what the advantages and disadvantages of the computer are?

Using computers	
Advantages	Disadvantages

（设计意图：让学生讨论使用电脑的利与弊，引导学生积极思考计算机以及网络对人们生活的影响，从而在讨论中形成正确的网络使用意识和健康的生活习惯，有助于训练学生合理表达自己观点的能力。）

Step 6. Assigning Homework (2 mins)

1. Read the passage "Who Am I" carefully and underline key words, phrases and subordinate clauses.

2. Design a future-compute, make a poster and advertise it to your customer.

（设计意图：让学生发挥想象力，设计一台未来的计算机，介绍该计算机的形状、外观、价格、组成部件，应用领域等，然后以海报的形式呈现。这个作业设置不仅锻炼了学生的书面表达能力，而且陶冶了情操，寓学于乐。）
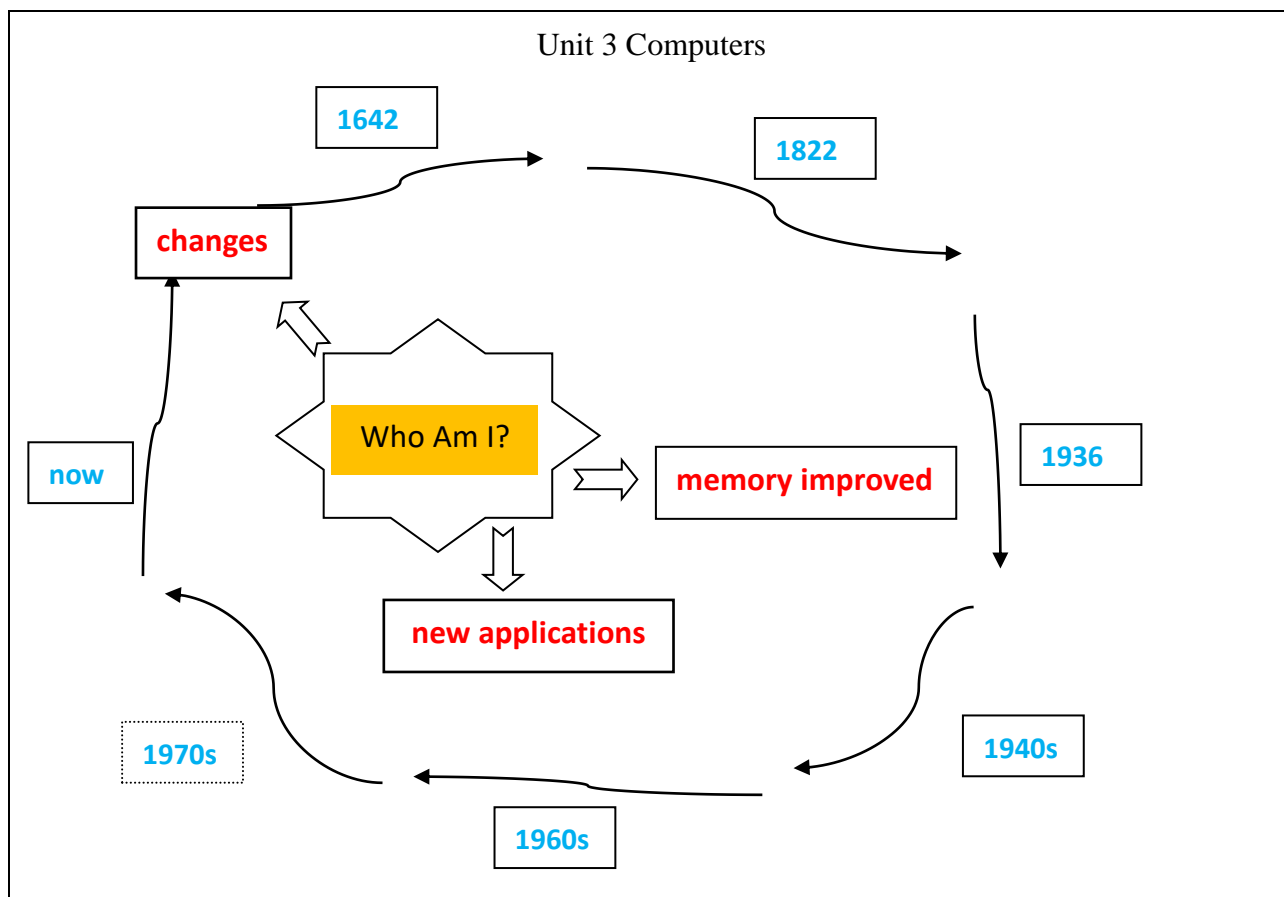
Step 7. Self-evaluation (1 min)

Content	😊	😊 😊	😊 😊 😊
1.Grasp the main idea of this passage			
2.Understand the development of computers			
3. Know how to find the topic sentences			
4. Retell the passage according to key words			
5.Take an active part in class activities			

（设计意图：让学生对本节课所学知识进行自我评价，提高学生的课后反思意识，以便于学生调整听课和学习方式。）

VIII. Blackboard Design

主板

Unit 3 Computers

1642

1822

changes

Who Am I?

memory improved

new applications

now

1936

1970s

1960s

1940s

副板

Discussion: Using computers	
Advantages	**Disadvantages**
convenient	are bad for eyes
study more knowledge	do harm to mind health
improve efficiency	waste too much time
do schoolwork	are cheated by others
…	**…**

（设计意图：主板呈现了文章结构和段落大意。首先以时间顺序，将计算机的发展历史串联成一个椭圆形，象征着当代现代社会人们在互联网影响下，形成了一个网络圈，连接并影响着人们的生活。其次用一个关键词说明计算机存储记忆能力的提高和新的用途。副板上呈现本节课要讨论的话题：使用电脑的利与弊，以关键词的形式呈现学生提出的不同观点，使学生能够直观地获取信息，为之后的写作奠定语言基础。）

IX. Teaching Reflection

1. Students have known some basic information about computer development.

2. They can use different reading skills to understand the main idea, find topic sentences and grasp the supporting details.

3. Students have great interest in talking about the advantages and disadvantages of computers, and are led to use computers and network resources in a correct way.

4. However, students should be given more time to discuss and talk freely. And the blackboard should be designed better.