**Unit2 I'll help to clean up the city parks.**

**Period 5 Section B(Reading)**

余瑟

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| **Title** | | **A letter from Ben Smith to Miss Li** | | |
| **Theme** | | **The Disabled and Animals** | | |
| **Type** | | **Reading** | | |
| **Analysis of Teaching Material** | | The text is the second unit of Grade 8 from go for it,published by People’s Education Press.The topic of this unit is to about volunteering and public service.The reading material is talking about a letter from Ben Smith who is a disabled person getting help from an animal helpers, a group that Miss Li gave away some money to. Pay attention to the usage of infinitives and parts of speech. | | |
| **语篇研读** | | **What(主题意义，主要内容）** | **本课时阅读文本主要内容本课语篇内容讲述了残疾人Ben Smith写给捐赠Animal Helpers组织的李女士的一封感谢信。主要讲述了残疾人Ben Smith和他的帮助犬Lucky之间的故事，残疾人Ben通过谈论Lucky来之前生活的诸多不便以及Lucky来之后为他生活带来帮助，充分展示了在慈善机构和爱心人士的帮助下Ben的生活以及心理发生的巨大改变** | |
| **Why（作者意图，育人价值）** | **本部分通过Ben Smith详细讲述了Lucky是何如改变自己的生活以及对待生活的态度。在详细讲述二者相处的故事中，展现了最真挚的感情，使得读者能够感同身受。同时也通过这个故事向读者呈现了对于许多有需要的人而言，许多慈善机构提供的帮助能够在很大程度上改变他们的生活，能够予以他们生活的希望。** | |
| **How（文体结构、语言修辞）** | **语篇采用感谢信体裁进行叙述，主要分三个部分。第一部分（第1段）说明写感谢信的原因，交代背景信息。第二部分（第2~3段）叙述了Ben Smith在Lucky来之前生活的诸多不便及Lucky来之后生活的巨大改变。第三部分（第4段）表达了Ben Smith对李女士的感谢之情** | |
| 学情分析 | | **By the end of the class, students will be able to:**  **1.从知识基础来看在前面几个课时的学习中，学生已经具备丰富的时态、词汇、句式知识储备，把握了主题相关的基础语言知识。能够就志愿者活动参、组织展开对话和独白。同时学生对志愿者精神已经有了较为深刻的理解，能够从通过讲述一个故事或参与实践活动去呈现这样的精神。**  **2.学生期待能够在基本把握本单元的目标语言之后，将词汇、短语及句式灵活运用到相关主题的阅读文本中，能够读懂文章的内容，能领会文中观点的内涵，并能就Ben Smith与Lucky之间的故事展开讨论。学生期待能通过相关主题的阅读文本的学习了解慈善家机构对于社会的作用。**  **3.在本堂课之后，学生能够通过阅读掌握一些重难点词汇及句式。并能够拓展了解到慈善机构相关组织以及其开展的活动，能够去了解不同的助人方式。并能够 对 比Jimmy和Smith的故事，梳理其中的重要观点。梳理正确的价值观。** | | |
| **Teaching Key and Difficult Points** | | **Teaching key points:**  **Be able to read through the text and understand the main points of the text.**  **Teaching difficult points:**  **Be able to comment on the ideas in the text and form your own opinion.** | | |
| **Teaching**  **Approaches** | | **1. Activity-based Teaching Approach**  **2. Communicative Teaching Approach**  **3. Cooperative Learning Approach** | | |
| **Teaching**  **Aids** | | **1. A multimedia computer system**  **2. Blackboard** | | |
| **Teaching procedures** | | | | |
| **Steps** | **Activities** | | | |
| **Step 1**  **Lead‐in** | **Activity 1**  **Be a careful observer** | | | **Step1 Warm-up and engagement1.T: Watch a short video about Paralympic Games.2.T: What do you think of these athletes?Although they are blind or deaf. Some can’t walk or use their hands easily. But they all try to live a colorful life.3.T: In daily life, the disabled people may have some difficulties.Who can help them? A special trained dog.4.T：What can a special trained dog help to do?（Special trained dogs make a big difference to disabled people.）though they are disabled people, they never give up.** |
| **Step 2**  **Prereading** | **Activity 2**  **Be an active speaker** | | | **Step2 Exploration1.T：When the disabled people get help，how can they thank others？** |
| **Step 3**  **While-**  **reading** | **Activity 3 Be a good listener** | | | **2**.**Let students focus on the title and the picture of the passage. And answer the following question. (A.What’s the matter with the man?B. Where is the dog from?C. What's the relationship between the dog and the man?** |
| **Activity 4**  **Be a careful reader** | | | **3.T: Let’s skim this passage and answer the following questions. (What kind of letter is it? /Who wrote the letter? /Who received the letter?)** |
| **Step 4**  **Post-**  **reading** | **Activity 5**  **Be a wise reader** | | | **4.T: Let’s know more about this letter. The formal of a thank-you letter. (Reading strategy): You can find the writing purpose at the beginning or the end of the letter.**  **5.T: Skim the passage. Match the main idea of each paragraph.**  **6.T: Read the passage quickly and match. Who are they?**  **7.T: Scan paragraph 1 and answer the questions.（1.Why does Ben give thanks to Miss Li? What is Animal Helpers, why is it set up? Who makes a big difference to Ben’s life?）**  **8.T: Scan paragraph 2 and fill in the blanks.**  **9.T: Scan paragraph 3 and finish the ID card about Lucky.**  **10.T: Scan paragraph 4 and answer the questions.(1. What does Ben think of Lucky?2. What will Ben do to thank Miss Li?)** |
| **Activity 6 Be a clever explorer** | | | **Step3 Explanation**   1. **T: Focus on 2d. Use the information in the letter to make true sentences by matching the different parts.** 2. **2.T: Circle the part of speech of each word and make your own sentences with these words.** 3. **3.T: Fill in the blanks with the correct forms of these words. 4.T: What do you think of Lucky? What do you think of Miss Li?**   **5.T:Why does Ben Smith use“he”or“him”instead of it?** |
| **Homework** | | | **You must do:**  **1.Must do: Finish the exercise about reading.**  **Recite the article.**  **You can do:**  **Try to do: Write a composition ‘If I am a volunteer, I will...’.** |
| **Blackboard design** | **Unit2 I'll help to clean up the city parks.**  **Section B 2a-2e**  **Part 1 para 1 Show thanks to Miss Li**  **Part 2 para2&3 About Ben’s stories**  **Part 3 para 4 Show thanks again** | | | |
| **Teaching reflection** | 1. **在本课时的阅读课的设计中需要兼顾以下几方面内容：** 2. **（一）对于慈善机构、救助残障人士的语境的建立以及教学目标的把握，在结合学情的基础上有效设计不同问题链以及活动任务。引导学生通过自主完成、团结协作的方式完成不同难度的语言活动。** 3. **（二）文章内容较难，教师需要在前期做好语言基础的铺垫。需要在把握文章基本框架和内容的时候设置详细的任务以助于学生更好的理解。同时在读完之后可以侧重引导学生运用目标语言对文章中的主要观点展开讨论和评价。**   **在本课时的阅读课的设计中需要兼顾以下几方面内容：（一）对于慈善机构、救助残障人士的语境的建立以及教学目标的把握，在结合学情的基础上有效设计不同问题链以及活动任务。引导学生通过自主完成、团结协作的方式完成不同难度的语言活动。（二）文章内容较难，教师需要在前期做好语言基础的铺垫。需要在把握文章基本框架和内容的时候设置详细的任务以助于学生更好的理解。同时在读完之后可以侧重引导学生运用目标语言对文章中的主要观点展开讨论和评价。（三）学生结合文本的内容深刻思考什么是动物救助站？以此思考引导学生思考慈善机构组织的意义。**   1. **（三）学生结合文本的内容深刻思考什么是动物救助站？以此思考引导学生思考慈善机构组织的意义。**   在本课时的阅读课的设计中需要兼顾以下几方面内容：（一）对于慈善机构、救助残障人士的语境的建立以及教学目标的把握，在结合学情的基础上有效设计不同问题链以及活动任务。引导学生通过自主完成、团结协作的方式完成不同难度的语言活动。（二）文章内容较难，教师需要在前期做好语言基础的铺垫。需要在把握文章基本框架和内容的时候设置详细的任务以助于学生更好的理解。同时在读完之后可以侧重引导学生运用目标语言对文章中的主要观点展开讨论和评价。（三）学生结合文本的内容深刻思考什么是动物救助站？以此思考引导学生思考慈善机构组织的意义。 | | | |

在本课时的阅读课的设计中需要兼顾以下几方面内容：（一）对于慈善机构、救助残障人士的语境的建立以及教学目标的把握，在结合学情的基础上有效设计不同问题链以及活动任务。引导学生通过自主完成、团结协作的方式完成不同难度的语言活动。（二）文章内容较难，教师需要在前期做好语言基础的铺垫。需要在把握文章基本框架和内容的时候设置详细的任务以助于学生更好的理解。同时在读完之后可以侧重引导学生运用目标语言对文章中的主要观点展开讨论和评价。（三）学生结合文本的内容深刻思考什么是动物救助站？以此思考引导学生思考慈善机构组织的意义。