

《高中英语（上外版）》必修第三册 Unit 4 Life and Technology

课时：第 1 课时 设计者：李晓颖 课题：Life with a Robot Dog 课型：阅读课

一、教学设计与说明

1. 教学目标

本课为本单元的第 1 课时，核心目标为引导学生理解并运用描述科技新事物特征的词块、表达对科技新事物态度的词块，能够批判性地看待科技与生活的关系。

2. 设计思路

本课为本单元的第一课时，旨在帮助学生理解文本内容，了解机器狗的特征以及作者的情感态度，并形成对科技与人类关系的思考。在理解文本的同时，就生词、有助于文本主旨理解的词进行讲解探讨，帮助学生在主题语境下习得词汇。导入部分通过情景引入，让学生通过教师的个人经历和图片了解到生活中不同的机器人，让学生用形容词初步描述机器人，对文本话题产生兴趣并初步感知。课文的理解围绕机器狗的特征、机器狗与宠物狗的异同、作者的情感态度变化展开，学生在阅读、问题的思考与讨论中理解文本主旨，并加深对部分单词的理解。通过文本的学习，学生对科技与生活的关系有一定的思考，批判看待科技对生活带来的利弊。最后，通过层层递进的作业，学生在主题语境下巩固复习描述科技新事物特征和表达对科技态度的词块，并在主题语境下自主查找话题资料，丰富词块内容，完成演讲产出。

3. 教学重点及难点

分析比较机器狗和宠物狗的异同，通过一些表述推断作者情感态度，思考科技与生活的关系。

Lesson Plan

By the end of the period, the students are expected to:

1. summarize the similarities and differences between the robot dog and a pet dog and understand the vocabulary describing the features of the robot dog by answering and discussing questions about the text.

2. analyze and make inferences about the writer's feelings towards the robot dog and discuss the reasons for the change of attitudes by reading each paragraph in detail.
3. critically think about the relationship between human beings and robots in the age of technology.

Procedures:

Lead-in

*T: Describe the teacher's own experience with a robot guide. Ask students to describe the robots in the pictures with some adjectives.

*Ss: Describe the robots with some adjectives.

Purpose: To elicit the topic and help students to link their personal experiences with the topic to arouse their interest.

Reading activity 1

*T: Ask students to read paragraph 1 and find how dog-like the robot dog is.

*Ss: Read paragraph 1 and find that the robot dog is similar to a pet dog in appearance, movement and size.

*T: Ask students to think about why the robot dog can be flexible and what feelings the writer wanted to express with the words 'sleek' and 'polished'.

*Ss: Make inference about the writer's feelings towards the robot dog through the words.

*T: Ask students to find the expressions in paragraph 1 and summarize the writer's attitude towards the robot dog.

*Ss: Find expressions and summarize the writer's attitude.

Purpose: To understand the features of the robot dog and the writer's feelings in the beginning.

Guided questions:

1. How dog-like is the robot dog?
2. According to the description in paragraph 1, why did the writer think the robot dog was flexible?
Do you think it is difficult for a robot dog to stretch?
3. Will you use 'sleek' and 'polished' to describe a pet dog? When do you need to polish something? With these adjectives, what feelings did the writer want to express?
4. [Instruction] Find the expressions in paragraph 1 and summarize the writer's attitude towards the robot dog.

Reading activity 2

- *T: Ask students to find what the robot dog owner needs to do in paragraph 2.
- *Ss: Read paragraph 2 and find what the robot dog owner needs to program it.
- *T: Ask students to find expressions in paragraph 2 to try to analyze the writer's attitude towards programming the robot dog.
- *Ss: Read and discuss with classmates to analyze the writer's attitude and feelings.
- *T: Ask students to think and discuss what benefits and demerits of programming the robot dog may have.
- *Ss: Think and share ideas with classmates.

Purpose: To understand the difference between the robot dog and a pet dog and the writer's attitude towards the robot dog.

Guided questions:

1. What does the owner of the robot dog need to do?
2. What was the writer's attitude towards programming the robot dog according to paragraph 2?
Find some expressions and try to analyze what feelings and attitude the writer had.
3. What benefits and demerits do you think programming the robot dog may have?

Reading activity 3

- *T: Ask students to summarize the features of the robot dog according to paragraph 3.
- *Ss: Read paragraph 3 and summarize the features such as interaction and response.
- *T: Ask students to discuss whether the robot dog's response is the same as a pet dog's and what the writer's attitude towards the robot dog's response is.
- *Ss: Share viewpoints and reasons.

Purpose: To understand the difference between the robot dog and a pet dog and the writer's attitude towards the robot dog.

Guided questions:

1. [Instruction] Read paragraph 3 and summarize the features of the robot dog.
2. Do you think the robot dog's response is the same as a pet dog's? Why?
3. [Instruction] Find the expressions in paragraph 3 and summarize the writer's attitude towards the robot dog.

While-reading activity 4

*T: Ask students to read the last two paragraphs and summarize the writer's attitude towards the robot dog.

*Ss: Find expressions in paragraphs 4-5 and summarize the writer's attitude.

*T: Ask students to think about the reason why the writer's attitude changed.

*Ss: Find clues in the text and share views with classmates.

Purpose: To understand the reason why the writer changed his attitude.

Guided questions:

1. [Instruction] Find the expressions that show the writer's attitude and summarize it.
2. Why did the writer's feelings have a sharp change? What lacks in the relationship between the robot dog and the writer?
3. Do you think mutual relationship matters in the development of a relationship? Why or why not?
4. What did the writer refer to the robot dog at first? Later? What's difference between 'he' and 'it'?
5. The writer drew a conclusion at the end of the passage. What did he think of the robot dog?

Post-reading activity

*T: Ask students to think about whether robot dogs can replace pet dogs in our life.

*Ss: Have a discussion and share ideas with classmates.

*T: Ask students to make an interview between the robot dog developer and the owner based on an outline.

*Ss: Make a dialogue according to the given interview outline.

Purpose: To critically think about the relationship between man and robots in the age of technology.

Guided questions:

1. Do you think pet dogs are replaceable? Have a discussion with your group members.

2. [Instruction] The robot dog developers want to improve it, so they need to know the owners' feedback. Make an interview with your partner. One student plays the role of the developer and the other the owner. The interview should be based on the following outline. Try to use as many expressions learned in the passage as possible.

Homework:

1. Complete task II on page 54. Read the passage again and focus on the expressions showing the writer's feelings.

2. Complete the brief introduction to the following technologies with the words in the text. The first letter is given.

A. Self-driving car

People may be f_____ by cars on city streets without a driver. The high-tech company Google has a fleet of self-driving cars. They look s_____ and p_____.

B. 3D printing

3D printing can produce objects by adding material in layers. After being p_____, the 3D printing machine can produce almost anything you want.

C. Robotics

Robotics deals with robots which can be applied to various fields. Some robots playing sports are as f_____ as human players while others can r_____ to human's commands.

3. Find more information online for one of the technologies above. Accumulate expressions concerning the features and people's attitude towards the technology. Make a presentation about the technology in terms of its features (appearance, size, functions etc.) and people's attitude.