**Unit5 What are the shirts made of?**

**Section A（3a-3c）**

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1. **教学目标**

1.语言知识目标：

1）学习和掌握下列词汇并能正确理解与运用。

单词：France, local, brand, avoid, product, handbag, mobile, everyday

短语：no matter, avoid doing sth

1. 阅读理解短文内容，准确找到相关信息，提高学生阅读能力。
2. 由浅入深的了解“中国制造”及其影响和不足之处。
3. 情感价值目标：

了解“中国制造”已在世学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！界各国广泛存在，并被世界人民所认可，树立学生强烈的民族自豪感，以此更进一步的深化学生的爱国热情，鼓舞学生努力学习报效祖国。

**二、教学重难点**

1. 掌握本部分出现的生词和词组，达到熟练运用的目标。

2. 阅读短文，获得相关的信息，通过阅读练习来提高阅读能力。

3. 通过对文本的理解，能生成自己的反思和见解。

**三、教学步骤（运用宜昌教育云进行教学活动）**

Step 1: Leading in

1. When class begins,say hello to the students.
2. Enjoy a funny video about “Made in China” at the beginning of the class,then think about the questions:

Q1:It has something in common about the products in the video,what’s it? Ss: Most of them were made in China.

Q2:Is it easy to buy Chinese everyday things in America? Ss:Yes.

Q3:Is it easy to buy American everyday things in their local shops?

Ss: Maybe there’s a little difficult or we don’t know.

3.Talk about my experience in the US.

T:Now ,let’s look at another boy named Kang Jian .He has the similar experience to me.Look at the passage and know more information.

（以自己和本文主角康健的相似经历来直观的导入，更有助于学生对文段的理解）

Step 2:Fast Reading

Look through the passage and find out the main idea.

Step 3:Careful Reading

1. Read Para1,fill in the chart and then practice in pairs.
2. Read and imitate Para1 sentence by sentence to find out what words in red refer to.
3. Read Para2 by yourselves and answer two questions.

(利用教育云的随机点名功能）

1. Make up more questions according to Para2 and ask other group’s member to answer.
2. Group work.Design a mind map by yourselves. Try to retell Kang Jian’s experience according to the mind map. Do it sentence by sentence,student by student.

（给予学生充足的准备时间并利用教育云的拍照投影功能）

Step 4:Post Reading

1. Complete a passage .Students read and finish it together.

（利用教育云的计时功能）

1. Pay attention to the phrases “no matter”and “avoid doing sth”
2. Watch a video about “Made in China” and talk about it.

T: How do you feel about “Made in China”?

What should we do?

1. Read and remember some sentences.

(According to these steps to inspire students’ patriotic enthusiasm.)

（进一步深化了主题，激发了学生的自豪感和爱国热情）

Step 5:Homework

Read the book--*A Year Without “Made in China”*

(整个过程以中国制造为主线，多个挑战贯穿始终，在探索问题的同时最大限度的激发学生的探知欲和学习兴趣）