**Book7 Unit1 Living well**

**Reading: Marty’s Story教学设计**

**I. The current learning situation of the students**

The students’ language skills and comprehensive quality are still not enough to make full understanding of the reading text, although they have adapted to the English learning model after one-and-a-half-year learning in high school. So when reading the text, they may meet difficulties and need teacher’s help. However, this passage is about the life of disabled people. The students are familiar with this topic. Consequently, they will be interested in it and participate in the reading.

**II. An introduction to the teaching material**

Living well is the first unit of Book 7. It focus on disabilities and the lives of disabled people. The reading text is typical of many stories which appear on Family Website, which give disabled people a chance to tell their stories. It is written by a high school student named Marty, who has a rare muscle disease. He is often very tired and weak and has not been able to take part in some activities that his non-disabled classmates take for granted. The passage explains some of Marty’s difficulties but also describes the good things about his life. Overall, the article is very positive in tone.

**III Learning objectives**

By the end of this class, the students will be able to:

A. Knowledge

1. know the meaning of the following words:

eyesight, ambition, disabled, beneficial, in other words, clumsy, adapt,

microscope, out of breath, absence, stupid, fellow, annoyed, all in all,

industry, tank, make fun of, encouragement

2. know and retell Marty’s story clearly in English.

B. Ability

1. develop their reading ability and enhance their reading skills such

as skimming and scanning.

2. learn to grasp the main idea of a text.

3. express their ideas logically(speaking skill).

4. develop their ability of cooperating with others.

C. Feeling and Attitudes

1. learn some positive stories of the disabled.

2. understand more about how challenging life can be for the disabled.

3. learn to treasure their happy lives.

**IV. Important Points and Difficult Points of Teaching**

1. Teaching important points

How positive stories of the people with disabilities inspire others.

2. Teaching difficult points

How to help students understand the difficulties the disabled have to

overcome.

**V. Teaching Aids**

PPT, Video player, Blackboard, Textbook

**VI. Teaching Methods**

TBLT, group work, pair work

**VII. Teaching Procedures**

**Step1. Leading in**

**1. Revision of the new words**

In revision, I will design a translation activity for students to revise the

meaning of the following expressions:

disabled, beneficial, in other words, out of breath, make sb. annoyed,

all in all, make fun of, as well as

Translation

(1). 他们请他走人, 也就是说, 他被解雇了。(in other words)

(2). 汤姆一路跑到教室, 上气不接下气。 (out of breath)

(3). 他有他的缺点, 但总的说来, 他是一个好孩子。(all in all)

(4). 我不喜欢别人在公共场合取笑残疾人。 (make fun of)

(5). 每天晨练对你的心脏有益。(be beneficial to)

(6). 父母无尽的抱怨使他很恼火。(make sb. annoyed)

(7). 这个老农既种菜又种花。(as well as)

**2. Introduce the students the topic of this unit.**

The teacher will introduce disabilities and disabled people’s lives by

showing the students some pictures of some famous disabled people such as

Zhang Haidi, Tai Lihua and so on, and asking them the following

questions step by step:

(1). Who are they?

(2). What disabilities do they have?

(3). Do they live a happy life?

(4). What kind of spirits make them live their happy lives?

*In this part, the teacher will give the students 5 minutes to discuss with their*

*desk-mates and share their ideas so that they can have some necessary inputs*

*and a general impression on the topic.*

**Step 2. Pre-reading**

In pre-reading, the teacher is going to ask the students:

1. Where may you read the stories of these disabled people mentioned

above?

2. What’s the purpose of website Family Village?

(1). To gives ordinary young people with a disability a chance to tell

their personal stories.

(2). The website is also a way for non-disabled people to understand

more about how challenging life can be for disabled people.

*Through this question, the students will know the purpose of website*

*Family Village and can make a prediction of the reading text.*

**Step 3. While-reading**

A. Skimming

In skimming, the teacher will ask the students to skim the text and match

the main idea of each

paragraph.

Para 1: How his life has become easier.

Para 2: An introduction to Marty and his muscle disease.

Para 3: How his disability developed.  
 Para 4: The advantages of his disease.

Para 5: The problem he has to deal with.

*By doing this task, the students will have a general impression on the text.*

B. Careful reading

Para 1: Ask the students to read paragraph 1 and then fill in the blanks:

|  |  |
| --- | --- |
| Marty’s Brief Biography | |
| Name |  |
| Sex |  |
| Disease |  |
| Difficulties |  |
| Motto |  |

*By doing this, the students will be able to know the basic information of*

*Marty.*

Para 2&3&4:

1. Ask the students to read paragraph 2,3, 4, and then fill in the table.

|  |  |
| --- | --- |
| Problems caused by his  disability | What Marty does in spite of his disability |
|  |  |
|  |  |
|  |  |

2. Ask the students to read paragraph 2,3, 4 again and fill in the

table, using the sentences from the story.

|  |  |
| --- | --- |
| **Feelings** | **Description in the story** |
| Hope | In fact, I used to dream about playing professional football and possibly representing my country in the World Cup. |
| Puzzle | Even after all that, no one could give my disease a name and it is difficult to know what the future holds. |
| Worries | Sometimes I was too weak to go to school so my education suffered. Every time I returned after an absence, I felt stupid because I was behind the others. |
| Satisfaction | I am happy to have found many things I can do, like writing and computer programming. My ambition is to work for a firm that develops computer software when I grow up. |

3. Ask the students to read paragraph 5 and the find out Marty’s

advice on treating the disabled.

Marty’s advice: 1). Don’t the disabled.

2). Don’t them.

3). Don’t them.

4). them for who they are.

5). Give them to .

*By dong these tasks, I want the students to know Marty’s experience and*

*the change of his feeling in detail and make preparation for the further*

*discussions.*

**Step4. Post-reading**

1. Give the students five minutes to prepare a retelling and then choose two

students to do the retelling.

2. In this part, I will divide the students into several groups and ask them to

discuss the following questions:

(1). What kind of person do you think Marty is?

(2). What do you think is the most difficult thing that Marty has to deal with

in his life?

(3). What does Marty do to fight against his disability?

(4). What can other people do to help Marty in daily life?

(5). How would your life change if you were to develop a muscle disease like

Marty?

*Suggested answers:*

*1. Marty seems to be a fairly positive person who considers he has a good life. He is realistic about his disability, but does not let this stop him doing as much as he can. He is a psychologically strong, independent boy.*

*2. Missing lots of school, not being able to run around and play sports like other boys at his age, people not understanding that he has a disability.*

*3. Marty keeps busy doing things that do not require physical strength, like computer programming. He has friends with whom he can go to movies and football matches and he has lots of pets. He also studies hard.*

*4. They can accept people with disabilities like Marty for who they are rather than focus on their disability. They can encourage them to live rich and full lives.*

*5. Answers would vary.*

**Step5. Homework**

1. **Free Debates:** divide the students into two groups and then ask them do a

free Debates next class.

Do you think disabled people can live a happy life as normal people

now?

**For:** Disabled people can live a happy life as normal people now

**Against:** Disabled people may not live a happy life as normal people now

*Some useful expressions for each group:*

*For (1).Unable to use a certain part, but can develop other potential…*

*(2).Happiness is... 3.Receive guidance*

*(3).Strong desire to...*

*(4).Successful examples*

*(5).Get inspiration…*

*(6).Technology...*

*Against (1).Shortage of proper equipment, non-obstacle facilities(无障碍设施)*

*and special schools…*

*(2). Hard to get jobs*

*(3). Trouble others*

*(4). Disabled in mind...*

*(5). Given prejudice…*

2. Read the text again and find out the difficult expressions and sentences.

*The purpose of homework is making preparation for next class so that the*

*teacher can explain language points effectively.*

**VIII. Teaching Reflection**

1.反思设计：

本篇教学设计以任务型教学法为基础，让学生在完成一个个小任务中学

习文章内容，并学会运用skimming, scanning等方法获取信息，让学生在做

中学，符合新课程改革的理念。在任务难度的设置上详略得当，难易程度符

合学生现阶段的能力水平。

2. 反思教的过程：

在教学过程中，教师做到了对学生进行循序渐进的引导，符合学生由易

到难认识事物的认知规律。此外，在设计的实施过程中，教师充分调动了学

生的学习积极性，学生参与度大，主动性强，课堂气氛活跃，师生配合好。

但是，教师对教学重难点的讲解不够清晰透彻，“主体”与“主导”时间分

配不太合理。

3. 反思学的过程：

在本堂课上，学生能基本读懂文章并快速准确的概括文章大意并找出文

章中具体的重要细节，但是对文章主人翁的情感和对自身残疾态度的变化理

解不到位，从而了读后活动的开展。同时，由于身边缺乏具体的事例，学生

对残疾人及其生活的真是面貌不了解，导致学生对如何对待和帮助残疾人这

一问题的思考不够深入。