**9AUnit 5 Tan Dun’s Music -----Reading (I)**

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**Teaching aims and learning objectives**

1.To learn the experience of the famous composer Tan Dun.

2.To learn about the biography by making a mind map.

3.To improve the reading ability of guessing the meaning of keywords according to the text.

4.To cultivate a positive and optimistic attitude towards life.

**Teaching procedures**

**Step 1 Lead-in**

Students discuss what to do in the spare time to relax themselves .

1.Present a piece of music.

【设计意图：简单的口语讨论，让学生听一段音乐-----谭盾的音乐，导入新课。】

2. Present the teaching aims to the whole class.

【设计意图：给全班同学呈现教学目标，让同学们明确这节课的目标和重难点，有方向的去学习本课。】

3.Presentation of some new words.

Show some pictures and let the students describe or guess the meanings.

【设计意图：通过导入部分图片呈现,训练学生的猜词能力以及用英文描述的能力，为Reading的学习做好准备。】

**Step 2 Pre- reading**

Show the pictures of Tan dun and ask the students to guess what information they can get from the passage.

【设计意图：呈现来自于Reading部分的图片让学生预测本节课所要讲的内容，调动学生的积极性并培养学生的预测能力。】

**Step 3 While- reading**

1. **Listen and match。**

【设计意图：听录音，学生跟随录音默读，完成结构段落连线，进一步熟悉本节课所要讲的内容，加强对文章结构的理解。】

**2.Read and find**

1. **Detailed—reading**

【设计意图：在了解文章结构之后，带领学生复读文章，对文章的细节进行了解，这个过程基本按照文章的结构逐步的进行，通过不同形式的呈现，让同学们了解谭盾的身份、经历、兴趣爱好、著名的作品以为谭盾的成就。并在过程中引导学生注意中西方音乐的融合点在哪里，不同时期的经历是如何影响谭盾的个人创作的。整个过程既是对文章内容的梳理，也是对人物传记的描写的呈现，对最后简单的思维导图呈现有个铺垫作用】

1. **Show time**

Suppose the writer of this text will come to our class, ask the students to have an interview with the writer.

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| --- |
| S1: Hello, Mr.Writer. We're glad to invite you to our classroom to have an interview about Tan Dun.  W: Thanks for your invitation. I hope I can help you.  S2: Ok, let's start.... (Choose 2-3 questions)  1)Was Tan Dun born in central Hunan?  2)What did Tan use to make music when he was young?  3)When did Tan go to the USA?  4)What is Tan best known for?  5)What does the music for the Beijing 2008 Olympics Games use?  6)What does Tan mean by saying that "My music is without boundaries"?  7)...  W: ...  S3:Thank you for coming and helping us learn about Tan. |

【设计意图：板书呈现本节课要点，和学生一起复习本节课内容，并让学生以记者的身份一起呈现对话，加深对本文内容的理解。】

**Step 4 conclusion**

Ask the Ss to recall the contentd of this class together, and present the biographical literary style.

【设计意图：一起回忆本节课的内容，呈现每段的关键点和关键词，和学生一起整理人物传记的文章结构，回归到本节课的教学目标，了解人物传记的体裁。】

**Step5 Further thinking**

What makes Tan Dun so successful?

【设计意图：提出问题，通过小组讨论，学生各抒己见谈谈自己对看谭盾看法，让学生对于“音乐无国界”和“谭盾的成功”进行思考。此环节旨在引导学生培养学生说的能力，并给出自己的适当建议】

**Step 5. Work in group to make a mind map**

【设计意图:跳出细节，以宏观的角度来思考人物传记的主要要点并以小组合作的形式填入细节内容，也是对文章的最后梳理和内化】