

Unit 1 Reading: Be a Critical News Reader!

授课教师：李若梦 上海市曹杨中学

一、单元概述

本单元主题语境为“人与社会”，主题群为“大众传媒”。涉及的语篇类型有视频、新闻报道、论说文、杂志文章等。本单元的学习旨在引导学生正确认识并理解大众传媒的形式和内涵，以及它们对日常生活和社会发展的影响和作用，并帮助学生学会合理使用各种大众传媒工具。Reading 板块以两篇新闻报道为例，论证分析了导致新闻信息差异的原因，并对如何批判性地阅读新闻报道提出建议，旨在培养学生的批判性思维能力和独立思考能力。

二、语篇分析

本课为本单元阅读语篇的第一课时，本文的语篇类型为两篇新闻报道和一篇新闻阅读指南。语篇内容分为两个部分，前半部分是关于 Henderson Tower 火灾事件的两篇新闻报道，包括起火原因、救援过程以及可能的伤亡情况；后半部分是一篇关于如何批判性地阅读新闻的文章，强调了造成不同报道之间的信息差异可能是因为记者的不同关注点、写作阶段和信息来源。语篇结构清晰，前半部分采用了新闻报道的典型结构，首先介绍事件的基本情况，然后逐步展开详细信息；后半部分采用了议论文的结构，提出了观点，并通过例子和分析进行论证。两篇报道使用了此类新闻报道的常见词汇和短语，如 "firefighters," "emergency services," "confirmed dead" 等；后半部分使用了较为正式和理论性的语言，强调了批判性阅读的重要性。语篇的主题意义在于引导读者在阅读新闻时保持辩证思考，不盲目相信报道，同时理解新闻报道的复杂性，强调读者在获取信息时的主动性和批判性思维的重要性。

三、学情分析

授课对象为曹杨二中高二学生，学生英语基础较好，但可能对新闻报道的文体特征不甚了解；该文本生词障碍较少，能较好把握主要内容，但可能在阅读过程中，学生们可能对新闻报道的批判性思考的意识不足，思辨和分析能力有待提高。本节课教师将重点引导学生分析新闻报道中的信息差异，促使他们思考新闻报道的多样性和复杂性，培养学生批判性思维的能力。

四、教学设计与说明

1. 教学目标

能理解新闻报道，并总结新闻报道中的关键信息，包括事件的发生、救援过程和可能的伤亡情况；能分析不同报道之间的信息差异，并理解可能造成这些差异的原因，如记者的关注点和写作阶段；能建立批判性思维，运用文章中提到的方法，批判性地阅读新闻报道，关注不同来源、不同时间点的报道，形成独立的判断。

2. 设计思路

本课为本单元阅读课第一课时，读前以了解学生日常获取新闻的提问引出话题，引起学

生的兴趣，激发学生对新闻的关注。读中环节通过 *skimming* 和 *scanning*，首先引导学生详细了解文章中关于 Henderson Tower 火灾的新闻报道，引导学生理解事情的经过、原因以及可能的影响，分析造成新闻报道差异的原因；随后引导学生在阅读新闻时注意多方报道、报道时效性以及记者信息处理方式，组织学生思考并讨论如何批判性地阅读新闻。读后环节通过微信群中针对同一话题不同观点的报道进行争论这一真实情境，为学生分享对不同报道的理解，培养学生批判性思维提供条件，并引导学生互评，对批判性思维产生新的感悟。

3. 重点难点

深度理解新闻报道中差异产生的原因，如记者的关注点和信息处理方式等；运用批判性思维解决实际生活中的问题。

Teaching Plan

Teaching objectives:

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

1. Identify the key information in the two news media and the differences between them;
2. Analyze potential reasons for the differences between news reports and the ways to be a critical news reader;
3. Apply critical thinking to approach the news and information in real life situations.

Teaching procedures:

I. Pre-reading

Interactive Task 1: Lead-in

*T: Ask students what tools they usually use to keep up with news.

*Ss: Think and answer their ways of keeping up with news.

*Purpose: to arouse students' interest in the topic

Guiding Questions:

1. What tools do you usually use to keep up with news?
2. Do you believe in everything you read? And why?

II. While-reading

Interactive Task 2: Identifying the differences between the two news reports

*T: Guide students to identify the biggest difference between the two news reports.

*Ss: Read the titles and photographs and identify the biggest difference between the two news reports.

*T: Ask students to read the two reports and look for other differences between the reports.

*Ss: Read the two reports and find other differences between the two news reports.

*Purpose: to help students experience the differences in news reports.

Guiding Questions:

1. What's the biggest difference between the two news reports?

2. What are the other differences between the two news reports?

Interactive Task 3: Figuring out the reasons for the differences between the news reports

*T: Ask students to read the text and note down the reasons for the differences

*Ss: Read the text, think and note down the reasons for the differences.

*Purpose: to help students realize the complexity and multifacetedness of news reports and the necessity of critical thinking

Guiding Questions:

1. According to the text, what are the reasons for the differences between the two news reports?
2. What else could be the reasons for the differences?

Interactive Task 4: Exploring the suggestions on how to be a critical news reader

*T: Guide students to seek the advice on how to be a critical news reader.

*Ss: Read the text, think and note down the advice on how to be a critical news reader.

*Purpose: to help students learn some skills for

Guiding Questions:

1. According to the text, what are the suggestions on how to be a critical news reader?
2. What other useful suggestions can you think of?

III. Post-reading

Interactive Task 5: Applying critical thinking in the real life situation

*T: Ask students to work in a group of four, analyze two reports and present their own ideas with evidence.

*Ss: Work in a group of four, analyze two reports and present their own ideas with evidence. Finish the peer review while listening to other students' presentations.

*Purpose: to guide students to apply critical thinking in the real life situation.

Guiding Question/Instruction:

1. If you were me, how would you respond to the parents?
2. While listening, evaluate the presentation based on the peer assessment form.

Assignments:

1. Read the text twice.
2. Based on the experience, please write a short article for your school newspaper on *How to Be a Critical Reader*. (In no less than 100 words)
3. Share the suggestions on how to be a critical news reader with your parents. (Optional)