**人教版选择性必修****三Unit 4** **Adversity and Courage**

**Reading and Thinking**

**A Successful Failure**

**【单元学习主题】**人与自然——逆境与勇气

**【语篇类型】**日记

**【设计思路】**

学生通过阅读这次南极探险历程中的几个重要事件，理解Ernest Shackleton与船员们面临的挑战和困境，分析不同人物的言行，了解主要人物的情感变化和性格品质，培养学生的分析和推理能力。探讨探险家的冒险精神，鼓励学生勇于挑战自我，以乐观和坚毅的态度面对人生的逆境和挫折。

**【文本分析】**

这篇文本分成两部分，第一部分是人员招募广告，第二部分是三篇日记，以第一人称叙事。第一篇日记讲述了Perce Blackborow加入南极探险队，展现了他对冒险充满渴望的内心世界；第二篇日记讲述了Ernest Shackleton弃船时如何冷静地组织船员应对危机，以身作则抛弃黄金，对船员的个人爱好给予鼓励，从侧面反应了他的领导者气质和探险家品质；第三篇日记描写了Perce在象岛上的日常生活，当他对未知的命运感到惶恐，对艰苦的客观环境感到不满、情绪低落时，队友的安慰和乐观让他重拾希望。

**【教学重点】**

引导学生通过阅读抓住“坚忍号”南极探险历程中的重要事件，理解主人公所面临的困境；启发学生透过表象的言行来分析人物的情感变化和性格品质。

**【教学目标】**

（1）语言能力目标：

阅读三篇南极探险日记，积累本单元的重点词汇，梳理“坚忍号”南极探险的艰险历程，分析主要人物的性格特点和心理变化，了解日记的叙事风格和语言特点。

（2）学习能力目标：

能够根据主要人物的具体言行分析其情感变化，解读其性格品质。

（3）文化意识目标：

了解南极探险的历史背景、典型人物的故事和探险精神；培养自己坚毅的品质和乐观的人生态度，勇于面对挑战、挫折与逆境。

（4）思维品质目标：

能够根据不同角度的叙事整理出“坚忍号”南极探险的大致历程；能够对文本中的细节进行推理分析，判断主要人物的心理状态和性格品质。

**【教学步骤】**

**◆ Pre-reading**

Step 1: Video appreciation

Q：What is the news mainly about?

[设计意图] “坚忍号”沉船最近在南极海底被发现，这个最近的新闻视频激发了学生的兴趣和好奇心，引出话题。

Step 2: Read the advertisement

Q: According to the advertisement, what kind of men was Ernest Shackleton looking for? What are the requirements? Are you qualified?

[设计意图] 帮助学生了解探险的艰难和船员应该具备的性格品质。

**◆ Reading**

Step 3 Reading for the text type

Q1. What is the text type of this passage?

Q2. In what person is the passage written?

[设计意图] 了解语篇类型：日记体裁，以第一人称叙事。

Step 4 : Reading for the structure

|  |  |  |
| --- | --- | --- |
| Title | | |
| Introduction | | |
| Diary 1 | Diary 2 | Diary 3 |

[设计意图] 把握文章的篇章结构。

**Introduction**

**Diary 1**

**Diary 2**

**Diary 3**

**Title**

Step 5: Reading for the information

|  |  |  |
| --- | --- | --- |
| Basic information about the expedition | | |
| When | |  |
| Where | |  |
| How | |  |
| who | Leader |  |
| The author |  |

Main ideas：

Dairy 1：I went aboard the ship and joined the expedition.

Diary 2：We abandoned the ship and rescued the most essential supplies.

Diary 3：We struggled on Elephant Island while Shackleton left to find help.

[设计意图] 借助表格呈现这次南极探险的基本信息，梳理语篇结构，同时归纳每篇日记的大意。

Step 6: Reading for details

Diary 1

Q 1: How did Blackborow come to join the expedition?

Q2: How did Blackborow feel after he read the advertisement about the expedition/ after his application was turned down/ after he became a steward on board?

Diary 2

Q 1. What happened to *Endurance*?

Q 2. What did the crew members have to do?

Q 3. Why did Shackleton throw away all his gold? Why did he allow Hussey to keep his banjo?

Q 4. How did Blackborow feel after the ship sank?

Diary 3

Q1: Can you describe the living conditions on Elephant Island?

Q2: What did they do to make sure they could survive?

Q3: How did Blackborow’s feelings change?

[设计意图] 基于日记的情节内容设计问题，帮助学生把握文章的脉络，获取文本重要信息，提升阅读理解能力。再结合言行描写，分析主要人物的情感变化。

Step 7: Analyzing the characters

Q: What personal qualities did Shackleton exhibit? Give supporting evidence.

[设计意图] 根据日记中对不同人物的言行描写，讨论与分析主要人物的性格品质，借助表格清晰地呈现要点，培养学生的分析和推理能力，促进思维品质的发展。

Step 8: Learning new words

Q: What do the highlighted words mean? Use your own words to explain them.

[设计意图] 引导学生基于上下文推断词义，帮助学生积累词汇，培养猜词能力。

Step 9: Appreciating the language

1. And when the ship sank, our hearts sank with it.

2. However, these happy memories are soon interrupted by a sudden cold rush of air.

3. Their genuine concern for others, their perseverance, and their resolve fill me with hope.

[设计意图]引导学生欣赏优美的句子并积累背诵。

Step 10: Critical thinking

Q: What is the figure of speech in the title? How do you understand the title?

[设计意图] 引导学生思考课文标题的内涵，讨论successful和failure分别指代什么，并且讨论作者写日记的原因，帮助学生拓展思路，注重批判性思维的培养。

Step 11: Summary

1. How to read diaries?
2. Complete the passage with the correct forms of the words in the box.

[设计意图] 通过完成课文的大意概括，帮助学生更好地理解文本大意。再结合这节课的各环节安排，总结归纳日记体裁文本的阅读技巧，帮助学生提升阅读能力。

**◆ Post-reading**

Step 12: An interview

***Have an interview!*** *One student acts as a journalist to interview another student who acts as Perce Blackborow, talking about the expedition to Antarctic. Work in groups.*

[设计意图] 在课堂结尾，设计一份采访的对话任务，目的是让学生能巩固和积累本节课的所学知识，注重语篇知识的迁移，有助于提升语言表达能力。