Period III

教学重点：

1. 学习不同人物塑造中可用的不同描述方式并进行练习。

2. 理解母亲对萨曼莎和父亲的不同对待方式及对于故事推动的作用。

3. 推测高潮部分将如何对父亲进行塑造和萨曼莎的发展方向。

Step 1: Revision

Task 1: Ask 1-2 students in advance to prepare to share their notes and homework assigned last time and their opinion about the 2 parts learned last period as well.

（设计意图： 帮助同学在复习小说背景铺垫部分语言和情节的同时更好的进入下一阶段的阅读。）

step 2: Pre-reading:

Look at the picture on the ppt and ask students what we can describe about what to talk about at the dinner table?

（设计意图： 导入part 5-7所描述场景， 激活已有语言知识。）

Step 3: While-reading (Part 5)

Task 2: Listen to part 5 with the text on the ppt and try to answer the question “Which character is described in this part? What of him is described?” After answering the question, try to figure out the heading of this part.

（设计意图：通过多模态输入和问题引领把握文本主题，为进一步文本研读打好基础。）

After getting the heading of this part, read the part and share the understanding of this part together.

Step 4: After-reading: (Part 5)

Task 3: language study:

情境造句。参照文中蓝色字体句子，对左图进行描述：

Xiaoming leant back in a chair, (with) one hand behind his head and another holding a phone.

（设计意图：在前面 “动词三连”的基础上进行变化，进一步学习分析描述动作过程中可以用到的表达方式并模仿练习）

Task 4: Answer the questions to further explore plots and structure of this part:

1. From the description of Thomas’s appearance and behaviour, can readers conclude that he is a serious man?
2. Did Mum tell Thomas what had happened in the library?

（设计意图：在通读文本基础上进一步探索文中主题、文本走向和作者意图）

Step 5: While-reading: (Part 6)

Task 5: Listen to part 6 with the text on the ppt and try to answer the question “Did Samantha tell Thomas what happened to her crystals? How did she feel then?” After answering the question, try to figure out the heading of this part.

（设计意图：通过多模态输入和问题引领把握文本主题，为进一步文本研读打好基础。）

After getting the heading of this part, read the part and share the understanding of this part together.

Step 6: After-reading

Task 6: Language study

What do the 4 expressions in blue on the ppt have in common? 请补全下列句子：

1 Cabe tried to \_\_\_\_\_\_\_\_\_ the young officer with hatred and found he couldn't.

2 When Harry had finished, he merely continued to \_\_\_\_\_\_\_\_\_ them through his spectacles.

3 More of our children should be able to \_\_\_\_\_\_\_\_\_\_ night and see that the Milky Way is …

4 Her worry makes it impossible for her to \_\_\_\_\_\_\_\_\_\_\_\_ her work

（设计意图：发现作者对萨曼莎进行描述时的语言特征并进行练习。）

Task 7: Answer the questions to further explore plots and structure of this part:

1. Usually how is the atmosphere in the middle of a meal?
2. From Thomas gesture手势, can you tell his personality? Why did he mention the jar then?
3. “Concentrate …” what did Samantha try to forget?

（设计意图：在通读文本基础上进一步探索文中主题、文本走向和作者意图）
Step 7: While-reading: (Part 7)

Task 8: Listen to part 3 with the text on the ppt and try to answer the question “What happened here?” After answering the question, try to figure out the heading of this part.

（设计意图：通过多模态输入和问题引领把握文本主题，为进一步文本研读打好基础。）

After getting the heading of this part, read the part and share the understanding of this part together.

Step 6: After-reading

Task 6: Language study
情境造句。参照**粗体字**句子，进行类似描述：

在滴答的钟声和我嘭嘭的的心跳声中，考卷被发了下来。

With the tick of the clock and the beat of my heart, our exam papers were handed out.

（设计意图：归纳推动情节进行心理活动描写时可用的表达方式）

Task 7: Answer the question to further explore plots and structure of this part:

Like father, like son. From the expressions in green and what we read about Samantha, what conclusion can we draw about her practical ability?

（设计意图：在通读文本并与上文进行对比归纳基础上，归纳母亲人物特征。）

Task 8: Predict what comes next by answer the question:

1 What would Thomas and Samantha talk about?

2 Could he help her?

（设计意图：培养学生根据已有线索对文本发展进行预测并鼓励有兴趣的同学进行对比写作。）

课件（水晶5-水晶7）此略