

B3U1 *A Sad Love Story* 教学设计

珠海市实验中学 赖会娣

一、本单元教材内容分析：

本单元的中心话题是“节日”，属于“人与社会”的主题语境。这个永恒的节日话题为所有学生熟悉，因为它来自于人们的生活，大部分对此相当感兴趣。当今社会中，一些传统的中国节日重新得到了公众的重视，一些西方节日在中国也逐步为大家所熟悉。通过本单元的学习，学生学到两种文体（说明文和记叙文）的组织架构，以及文本中蕴含的文化信息，进而培养学生的跨文化交际意识，尤其是树立中华文化自信。

二、本节课教学内容分析：

教材分析：人教版高一必修三第一单元的读写课 *A Sad Love Story*, 是一篇记叙文，含配图，主题鲜明。对学生了解中国本土文化，建立文化自信十分有意义。

文章讲述了一对现代年青人的爱情故事，其中穿插了对中国古代著名的“牛郎与织女”及其由此演变出来“乞巧节”的介绍。两个不同年代的故事由爱情这条主线巧妙地连接起来，使人读起来意趣盎然。这为读后续写任务奠定了良好的语言与心理基础。

三、学情分析：

- 1、此次上课对象为我校高一年级两个普通班的学生共 82 人。他们的英语基础参差不齐，但对英语有浓厚兴趣。
- 2、课前已布置作业要求学生预习课文，查生词，了解课文的大意。

四、教学重难点：

教学重点：

- 1、提升学生对篇章进行深层次的文本解读能力。
- 2、通过思维导图有机整合文本信息，提高知识整合的梳理能力。

教学难点：

- 1、如何快速厘清故事的发展线索 (clues)。
- 2、如何进行人物心理描写 (inner thought)。

五、教学目标：

1. 学生能通过层层递进的设问，逐渐厘清故事脉络，提升记叙文阅读理解中浅层的信息定位能力；
2. 学生能通过情节发展和人物内心的描写，感受作者描绘人物角色采用的文学手法，提升文学鉴赏能力。

六、教学过程：

Step 1: Warming Up

(1) Ss watch a video clip of “Chinese Valentine’s Day” in Hello China series.

【设计意图】

采用精彩纯正的“你好中国”系列中的“七夕”文化视频素材，在浪漫凄美的爱情故事中，感受中国的优秀节日文化，自然过渡到文章主题：爱情故事。

Step 2: Lead-in

Ss look at the heart-broken picture, thinking about “Why is he crying?” Ss open the books and turn to P7. Read the title and focus on the key word “sad”.



Step 3: Read for main idea.

Ss read the passage in 3 minutes and get the reason why this is a SAD love story instead of a romantic one.

Step 4: Analysis of each paragraph.

- (1) Ss read para. 1 carefully and answer Q2: Which words and expressions can convey LF's feelings? Ss observed the answers underlined and try to understand the ups and downs of LF's feelings in terms of degrees in numerical value (数值).
- (2) Ss read para. 2 carefully and answer Q3: Why "shop manager" is mentioned here?
- (3) Ss read para. 3 carefully and answer Q4: Why "a sad love story" is mentioned here?
- (4) Ss read para. 4 carefully and pay attention to the last sentence.

It's a fine day today, so I hope you can find the one you love." **contrast 对比**

- (5) Ss read paras. 5 and 6 carefully act out the dialogue. By looking at the cartoon, Ss picture themselves into the character LF.
- (6) Ss now quite understand the inner thought of LF in para. 7 and his emotion development in Graph 2.
- (7) Ss will think of some words to describe LF's feeling going through the whole story.

Step 5: Surface understanding of the story

Ss find out the six basic elements of a narrative reading: who, when, where, what, why, how.

Step 6: Deep comprehension of the story

- (1) Ss draw a flow chart of the story and compare theirs' with teacher's.
- (2) Ss go over the story and clarify the plot so as to trigger their imagination for what's coming next (homework).

Step 7: How to describe a character's inner thought?

Ss are guided to pay attention to the description of LF's inner thought by sorting out the key lines and key words. Three ways are introduced in describing a person's inner thought.

Step 8: Homework

Ss are to choose one of the tasks to continue their understanding of the story.

- (1) **Writing Task 1:** The story was mainly narrated from the perspective of Li Fang. So, we also wonder how Hu Jin was feeling while waiting for Li Fang. Please write a paragraph (about 100 words) of Hu Jin's inner thoughts.

(2) **Writing Task 2:** We are all curious about what would happen to them coming next. Please write a logical ending of the story (about 100 words).
A romantic love story or a sad one must be reasonable.

参考文献：

1. 《普通高中课程标准实验教科书》英语 3 必修教师教学用书.
2. <https://www.sunedu.com/sysConfigItem/selectDetail/659488?pId=8588>