Period IV

教学重点：

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 3 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 do and talk about before washing the dishes?

（设计意图： 导入part 8所描述场景， 激活已有语言知识。）

Step 3: While-reading (Part 8)

Task 2: Listen to part 8 with the text on the ppt and try to answer the question “Was Thomas really a lanky hippie?” 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 8)

Task 3: language study:

 With what’s read in this part, tell the name of the items in the pictures on the left.



Besides tell the items on the left, find expressions in the text to describe the scenes.

What people do in these 2 pictures? How?

（设计意图：归纳作者对厨房进行描述时的表达方式并进行练习。）

他从来都想不通为什么他们花那么长时间准备考试却仅用几十分钟就完成了它！

情境造句。参照文中例句，进行类似描述：

He could never\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(tip: prepare the exam <出考卷准备考试>；prepare for the exam <复习准备考试>)

小明一直叫小亮“胖子”的样子使小亮恼火。有一天他也会对他这么说的。小亮（一边）沉默的擦着黑板。

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_“Pangzi” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

（设计意图：继续发现作者对萨曼莎进行描述时的语言特征并进行练习。）

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

1. Did Samantha regret preparing the meal. If not, what was she unhappy about?
2. Did Samantha dislike the Beatles? Or did she dislike Thomas then?
3. Did Thomas often do household chores like this? How can you tell?

（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 9)

Task 5: Listen to part 9 with the text on the ppt and try to answer the question “After the talk, did Samantha still think so ill of Thomas? Can you find any expression to prove your opinion?” 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 9)

Task 6: language study:

情境造句。参照蓝色字体句子，进行类似描述：

小明诧异的眨了眨眼。他的同桌会抱怨他的不耐心。而小亮总是表扬他所做出的进步。

Xiaoming blinked at him in amazement. His deskmate would have complained about his impatience. Here was Xiaoliang almost praising him for making progress.

（设计意图：继续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 question to further explore plots and structure of this part:

From the description of Thomas here, can you tell if Thomas chat in the same way as Samantha and Mum?

（设计意图：在通读文本并与上文进行对比分析基础上，归纳父亲人物描写特征。）

Step 5: While-reading (Part 10)

Task 8: Listen to part 10 with the text on the ppt and try to answer the question:

1 Was Samantha interested in what Thomas said?

2 Did Thomas treat Samantha with respect? Any expression here to prove your opinion? Try to circle these expressions.

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 10)

Task 9: language study:

划出文中对于“看”的描述并填空：

I only saw the accident \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I don't know who is at fault.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

He can't \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his work when he is tired.

They stood there, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ each other hatefully.

He had so much anxiety that he would wake up in the middle of night and \_\_\_\_\_\_\_\_\_ the ceiling.

（设计意图：继续发现作者对萨曼莎进行描述时的语言特征并进行练习。）

情境造句。参照蓝色字体句子，完成以下简短对话：

-- 当小明拿出他的练习本时，我用一个戏剧性的夸张动作翻开我的物理书，

-- “你错了”，他 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (一本正经地继续说道/得意洋洋的总结道/ 狂热的继续说道，完全无视我的评价)

-- With a dramatic flourish, I held open my physics book while Xiaoming took his exercise book out.

 added with authority.

--“You are wrong,” he uttered the conclusion triumphantly.

 added enthusiastically, totally ignoring my comment.

（设计意图：找出具父亲说话特色的表达方式并进行模仿练习）

Task 10: Answer the question to further explore plots and structure of this part:

1. In which way did Thomas speak, casually or formally?
2. Can you find an expression similar in meaning to “add with authority” in this part?

（设计意图：在通读文本并与上文进行对比概括基础上，归纳父亲人物特征和交流方式。）

课件（水晶8-水晶9）此略

以下教学活动在时间允许下也可以作为第五课时呈现

教学重点：

1. 学习与“明亮”相关的场景描写和情绪描绘

2. 理解萨曼莎发生转变的原因和结果

3. 梳理整个文本的发展脉络

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| --- |
| Step 1: RevisionTask 1: Ask 1-2 students in advance to prepare to share their notes and homework assigned last time and their opinion about the 3 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。）（如并入第4课时，忽略这个步骤） |

Step 2: While-reading (Part 11)

Task 2: Listen to part 11 with the text on the ppt and try to answer the question “Could Samantha face Miss Newman with a project on copper sulphate crystals?”

（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 11)

Task 3: language study:

Find out expressions to describe sunshine and “明亮的” and translate the sentence below:

清晨的阳光正倾洒在他的书桌上。

The morning sunshine is flooding across his desk.

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

1. Was Samantha happy here?
2. Who was Rebecca?

（设计意图：通过回答问题，探索故事收尾方式，并对出现人物进行合理推测。）

Task 5: Explore the features of the story further:

**Can you find out**

①How did Samantha look at the others?

②How did Thomas say to the others?

③How did Mum treat Samantha and Thomas differently?

（设计意图：通过归纳每个人物的特色语言，概括复习文中出现的一些语言知识）

**Match the 11 headings with the structure of the story:**

|  |  |
| --- | --- |
| 1 In the living room2 In the bedroom3 Scrubbing the potatoes (in the kitchen)4 Chatting with Mum while preparing the dinner5 First sight of Thomas6 Thomas’s first mention of the jar7 The departure of Mum8 Before washing the dishes9 Talk after dinner (her attitude)10 Talk after dinner (her problem)11 The next morning |  Beginning Setting Development Climax Ending |

（设计意图：通过练习，探索故事的语言特征和结构构成。）

Task 6 Editting

Could you change the story into a play? Maybe you can play all the three roles because of the holiday or find some companions（同甘共苦的）伙伴?

1. Read the story another time.

2. Group the expressions.

3. Act it out in some way

（设计意图： 通过小组合作下故事的改编和表演，加深对故事语言特征和发展脉络的理解。）

课件（水晶10）此略