**教学设计Teaching Plan for A Christmas Carol**

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| **Whole Book Reading** | | | |
| Teaching contents | Continuous Writing On Whole Book Reading | | |
| Teaching materials | 外语教学与研究出版社——黑布林 | | |
| Time | 40 mins | | |
| **文本分析（特色）** | | | |
| **【文本分析】**  “A Christmas Carol” is a novella that tells the story of Ebenezer Scrooge, a miserly and selfish old man, who undergoes a transformative journey on Christmas Eve. The narrative explores themes of redemption, compassion, and the consequences of a life lived without empathy for others. The story is set against the backdrop of Victorian England, highlighting issues of social injustice and economic inequality. The text employs various literary devices, such as symbolism (e.g., the ghosts representing different aspects of Scrooge's past, present, and future.  “A Christmas Carol” is a rich teaching material that not only imparts literary knowledge but also serves as a powerful tool for moral and social education. The themes and characters provide ample opportunities for discussion, analysis, and creative exploration, making it a valuable resource for educators across multiple disciplines. | | | |
| **学情分析** | | | |
| 武义一中学生学情暂时不明 | | | |
| **教学具体目标** | | | |
| 1. Analyze the symbolism of the four ghosts - the Ghosts of Marley, Christmas Past, Present, and Future. 2. Design a fifth ghost with symbolic meanings to foster creativity and critical thinking. | | | |
| **教学重难点** | | | |
| 1. Guiding students to delve into symbolism - requires in-depth analysis of the ghosts’ symbolic meanings through discussion and reading excerpts. 2. Inspiring student creativity - tasking students with designing the fifth ghost necessitates encouraging creative thinking and a comprehension of symbolic concepts. | | | |
| 设计理念 | | | |
| 1. Facilitate a comprehensive understanding of symbolism in “A Christmas Carol” through interaction, experience, practice, and creativity. 2. Inspire creative thinking, nurture critical thinking skills, and encourage the practical application of learned knowledge. | | | |
| 设计亮点 | | | |
| 1. Practical Guiding Questions: The highlight of guiding students to delve into symbolism lies in the practical guiding questions designed to stimulate student thinking and participation. 2. Diverse Learning Modalities: The lesson incorporates various learning modalities, including watching a student play, group reading, structured discussion, and a creative activity. This caters to different learning styles and engagement levels among students. 3. Guidance in Creative Activity: The creative activity of designing the fifth ghost adds an element of fun and creativity to the lesson. Students, through designing their own ghosts, develop their creative and critical thinking skills. | | | |
| 板书  Star  **S**haring  **3b32313537313839303bcaa5b5aecaf7**  **T**errified  Spirit of future  **A**ppreciated  Spirit of present  **R**egretful  Spirit of past | | | |
| **【整本书教学说明】（需简述整本书教学思路，包括每节课的课前准备、教学重点、以及本课时在整体设计中的作用。如只用1课时完成该本书，此部分可忽略。** | | | |
| **教学过程（读前 读中 读后）** | | | |
| **步骤** | **学习活动（Ss: Students, T: Teacher）** | **设计意图** | **核心素养提升点** |
| **1 Before Class** | Play a clip of a student play of "A Christmas Carol" to set the mood and spark interest. | 激发学生兴趣和好奇心，为学习提供积极的开端。 |  |
| **2 Warming up**  **and**  **Lead in**  **(5 minutes)** | Test students with a set of True or False and short answer questions. | 帮助学生理解《圣诞颂歌》中的幽灵象征。 | 认识理解 |
| Initiate a discussion with questions such as: How many ghosts are there in the story?  What impression does Marley leave?  What could the chains symbolize? | 认识理解 |
| **3 Reading and Discussion of Ghostly Experiences (20 minutes):** | Guiding Questions (5 minutes): Show pictures of the three ghosts and ask students to share their impressions. Encourage students to read assigned excerpts about the encounters with each ghost. | 帮助学生深入理解《圣诞颂歌》中的幽灵象征。 | 认识理解 |
| Reading Excerpts (5 minutes): Divide students into three groups, assigning each group to focus on one ghost. Have them read aloud selected passages from the encounters with the Ghost of Christmas Past, Present, and Future. | 应用实践 |
| Structured Discussion (5 minutes): Use a table to guide students in recording what each ghost represents and present evidence accordingly.  Sharing (5 minutes) Invite group representative to present their findings. | 应用实践 |
| **4 Creative Activity: Designing the Fifth Ghost (14 minutes)** | Discussion Questions (4 minutes): Prompt students to consider what a fifth ghost might look like and what it could represent.  Activity (6 minutes): Pair students to discuss and refine their designs, encouraging creativity and critical thinking.  Sharing (4 minutes): Invite students to present their fifth ghost designs and explain the symbolism behind them. | 提升学生的创造力和批判性思维，巩固象征主义的理解。  鼓励学生展示他们的发现和设计，促进同学之间的互动和学习。 | 迁移创新 |
| **Recap (1 minute):** | Summarize key points discussed during the class.  Encourage further exploration of "A Christmas Carol" and its themes outside the classroom. | 总结关键观点，巩固学生对象征主义的理解。 |  |
| **Homework** | Assign students to write a passage (approximately 150 words) based on their designed fifth ghost, considering its role in the story. | 在课外延伸学习，强化学生对象征主义的理解。 | 迁移创新 |