

Unit 3 Growing Up Section B (1a-1e)第 4 课时教案

授课题目	Unit 3 Growing Up Section B (1a-1e) How can we stay positive?	课时	第 4 课时 (Reading)	
主题情境	人与自我: 面对挫折的积极心态培养, 人与社会: 同伴交往中的理解、支持与团队协作。	授课教师	齐青青	
学习目标	<p>1.学习理解: 学生能理解故事大意, 梳理 Matt 从自责到积极的心理变化; 能识别并理解描述情绪的习语, 并区分正面与负面情绪表达; 能够运用故事山 (Story Mountain) 划分文章结构, 概括 Beginning, Development, Climax, Ending 四个部分的主要内容。</p> <p>2.应用实践: 学生能够运用所学习习语完成替换练习, 并在角色扮演中自然使用这些表达; 能够分析 Matt 的问题与 Tom 的解决方案, 并结合自身经历, 用所学语言表达面对失败时的感受与建议; 能够通过小组讨论和角色扮演, 合作完成对话任务, 培养语言运用能力与合作意识。</p> <p>3.迁移创新: 学生能将课文中的情感管理策略迁移到现实生活, 学会调整心态、寻求支持; 能从真实榜样中理解“用困难让自己变强”的人生态度, 形成积极面对挑战的价值观。</p>			
教学重难点	<p>教学重点: 1. 掌握并运用描述情绪的重点习语 (have a long face, feel blue, let sb. down, look on the bright side, pull together 等)。</p> <p>2. 理清故事脉络, 理解 Matt 从沮丧到振作的心理变化过程及 Tom 的安慰策略。</p> <p>教学难点: 1. 理解习语的隐喻意义及其在具体语境中的得体运用。</p> <p>2. 深度挖掘文本内涵, 将“面对失败”的认知转化为实际的行动策略, 实现从语言学习到品格塑造的迁移。</p>			
教学目标	<p>1.语言能力: 能听懂、读懂关于处理情绪和失败的语篇; 能正确使用本单元重点习语表达观点和建议; 能流利地进行关于安慰和鼓励的口语交流。</p> <p>2.学习能力: 能通过预测、略读、扫读等策略获取文章主旨和细节信息; 能利用上下文线索猜测习语含义; 能通过合作探究解决阅读中的疑难问题。</p> <p>3.文化意识: 理解中西方文化中对于“失败”和“团队合作”的看法; 体会友谊在个人成长中的重要作用; 培养积极向上、勇于面对挫折的生活态度。</p> <p>4.思维品质: 能分析人物行为背后的动机和情感; 能辩证地看待失败与成功的关系; 能创造性地提出解决情绪问题的方案, 提升批判性思维和逻辑思维能力。</p>			
教学工具	多媒体课件、课文音频、评价量表、黑板/白板、粉笔/马克笔			
教学方法	情境教学法、任务型教学法、合作探究法、交际法			
教学过程				
教学环节	教师活动	学生活动	设计意图	效果评价
Revision	1. Show a video of different emotions and lead Ss to review why they have	Answer questions about the video.	通过视频激活背景知	学生能主动参与课

	learnt.		识，自然引入“情绪”话题，为后续学习如何保持积极做铺垫。	堂互动，顺利完成交流，实现话题导入的目标。
Lead-in	<p>1. Pictures & Idioms: Show pictures of emotions. Present sentences with idioms from the text.</p> <p>2. Explain & Practice: Explain idioms one by one. Introduce more idioms that describe positive and negative feelings .</p> <p>3. 1a Task: Get Ss to underline negative idioms. Check answers together.</p>	<p>1. Watch the pictures and try to understand the concept of idioms.</p> <p>2. Guess meanings of idioms using context and literal clues. Learn new idioms.</p> <p>3. Complete 1a. Check answers and read them aloud.</p>	利用图片直观演示化解习语理解的难点，教授猜测词义的策略。通过分类活动巩固对情绪习语的认知，为阅读扫清障碍。	学生能准确理解和分类情感类习语，掌握习语的核心特点和理解方法，具备阅读中识别习语的基础能力。
Pre-reading	Guide predictions about the text type (narration) and source (teenage magazine) from the title, picture and layout by showing an interesting moment of Matt.	<p>1. Try to make predictions through the moment.</p> <p>2. Look at the title and picture and layout and answer questions.</p>	培养预测策略，激发阅读兴趣。明确阅读目的，让学生带着问题进入文本。	能结合线索合理预测文本信息，形成对故事文本和主题的初步认知。
While-reading (Fast)	<p>1. Structure Analysis: Ask students to read quickly. Divide the story into 4 parts: Beginning, Development, Climax, Ending using the "Story Mountain".</p> <p>2. Check & Summarize:</p>	<p>1. Read the text quickly to grasp the main structure. Mark the four parts in their books.</p> <p>2. Answer questions about each part. Fill in the table with key information.</p>	训练略读技能，把握文章宏观结构。通过表格梳理关键信息，帮助学生构建故事框架，理解情节发展。	学生能准确划分文本结构、填写关键信息并且理解背景知识。
While-reading (Careful)	<p>1. Beginning & Development: Ask: "How did Tom know Matt was sad?" (Clue: long face). "What idioms describe Matt's feelings?" Ask: "What was the referee's opinion vs. Tom's opinion?" Guide comparison.</p> <p>2. Climax: Ask students to read Paras 6-8 and underline Tom's advice. Q: "Why was</p>	<p>1. Read carefully to find specific details. Answer questions about Tom's observation and the conflict of opinions.</p> <p>2. Underline key sentences in the</p>	通过细读深入理解人物心理变化和对话内涵。对比不同观点，挖掘深层含义。	可快速提取文本信息，回答细节问题，理解习语的表达效果和

	<p>Tom proud?" "What did Tom say to cheer Matt up?"</p> <p>Highlight: "Don't be too hard on yourself", "Look on the bright side", "One for all, and all for one".</p> <p>3. Ending: Multiple choice: What did Matt decide? (C. Work together). Q: "Why was Matt lucky?" (Good friend).</p> <p>4. 1c Task: Guide students to complete the Problem-Solution table in 1c. Pair check.</p>	<p>Climax part. Discuss Tom's advice and the meaning of teamwork idioms.</p> <p>3. Choose the correct ending and explain why Matt was lucky.</p> <p>4. Complete 1c table individually and check answers with partners.</p>	<p>落实课本练习，巩固对问题解决策略的理解。</p>	<p>人物观点。</p>
<p>Post-reading (Practice)</p>	<p>1. 1e Idiom Replacement: Ask students to replace underlined words in 1e with idioms from the story. Check answers quickly.</p> <p>2. Group Discussion: Topic: "What can we learn from Matt's story?" Divide into 3 aspects: Mistakes, Teamwork, Friendship.</p> <p>3. Reflection Ask Ss about positive ways when failing, play Kobe's video and analyze his words, summarize four positive ways.</p>	<p>1. Finish 1e task and correct mistakes.</p> <p>2. Discuss in groups and share the enlightenment.</p> <p>3. Answer the questions, analyze Kobe's words and take notes of the summary.</p>	<p>通过 1e 实现习语从输入到输出的转化；</p> <p>小组讨论提炼故事启示，实现文本解读到情感态度的升华；</p> <p>结合科比案例升华主题，实现德育目标。</p>	<p>学生能灵活运用习语完成 1e 任务；</p> <p>小组讨论能从多角度提炼合理观点；</p> <p>学生能理解并掌握保持积极的方法，实现知识与情感教育的双重目标。</p>
<p>作业设计</p>	<p>必做 1. Memorize the idioms. 2. Write a short passage (5-6 sentences). Use the idioms to describe a time you failed and how you stayed positive.</p> <p>选做 Interview a family member or friend. Ask about a time they failed and how they stayed positive. Write down what they said.</p>			

<p>板书设计</p>	<p style="text-align: center;">Unit 3 Growing Up Section B (1a-1e)</p> <p style="text-align: center;">How can we stay positive?</p> <div style="text-align: center;"> <p>Development: 2-5 Problem (what mistake)</p> <p>Climax: 6-8 Talk (what changed Matt)</p> <p>Beginning: 1 Setting (who, where, when)</p> <p>Ending: 9 Result (how's the feeling)</p> </div>
<p>教学反思</p>	<p>不足和改进措施:</p> <p>1. 个别学生参与度: 在讨论环节, 部分基础较弱的学生不敢开口表达。改进措施: 提供更具体的句型支架, 并在小组活动中明确分工, 确保每位学生都有任务驱动, 鼓励他们简单的语言表达观点。</p> <p>2. 深度挖掘空间: 对于“团队合作”的探讨还可以更深入, 可以结合班级实际发生的案例进行分析。改进措施: 在 Post-reading 环节增加一个“班级微故事”分享, 让学生用英语讲述身边互助的例子, 进一步增强现实联系。</p>