

贵州省 遵义航天中学 黄胜男  
教学材料

**2b** Look at the statements and then read the passage quickly. Which statement expresses the main idea of the passage?

- a. If people have problems, they should get advice from an expert.
- b. If people have problems, they should talk to other people.
- c. If people have problems, they should keep them to themselves.

Students these days often have a lot of worries. Sometimes they have problems with their schoolwork, and sometimes with their friends. What can they do about this? Some people believe the worst thing is to do nothing. Laura Mills, a teenager from London, agrees. "Problems and worries are normal in life," says Laura. "But I think talking to someone helps a lot. Unless we talk to someone, we'll certainly feel worse."



Laura once lost her wallet, and worried for days. She was afraid to tell her parents about it. She even walked three miles to school each day because she didn't have any money. She just kept thinking, "If I tell my parents, they'll be angry!" In the end, she talked to her parents and they were really understanding. Her dad said he sometimes made careless mistakes himself. They got her a new wallet and asked her to be more careful. "I will always remember to share my problems in the future!" Laura says.

Robert Hunt advises students about common problems. He feels the same way as Laura. "It is best not to run away from our problems. We should always try to solve them." He thinks the first step is to find someone you trust to talk to. This person doesn't need to be an expert like himself. Students often forget that their parents have more experience, and are always there to help them. In English, we say that sharing a problem is like cutting it in half. So you're halfway to solving a problem just by talking to someone about it!

..... UNIT 10 .....

**2c** Read the passage again and answer the questions. Discuss your answers with a partner.

1. What is the worst thing to do if you have a problem?  
\_\_\_\_\_
2. Why didn't Laura want to tell her parents about her lost wallet?  
\_\_\_\_\_
3. What is the first thing you should do when you want to solve a problem?  
\_\_\_\_\_
4. Why can our parents give us good advice about our problems?  
\_\_\_\_\_

**2d** Fill in the blanks with the phrases in the box.

Students often have a lot of problems and worries. Laura Mills thinks the worst thing is \_\_\_\_\_.

She thinks you'll feel worse if you don't

\_\_\_\_\_ about your problems. Laura

remembers that she once lost her wallet and was afraid

to \_\_\_\_\_ about it. Now she believes you cannot feel better

\_\_\_\_\_ to someone. She says she will always

in the future. Robert Hunt agrees with Laura. He thinks you should not

\_\_\_\_\_ your problems, but you should

try to solve them. If you cannot talk to an expert like

Robert, you can \_\_\_\_\_ with your

parents because they have a lot of experience.





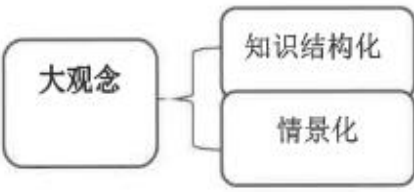
discuss your problems  
tell her parents  
unless you talk  
run away from  
talk to someone  
share her problems  
to do nothing

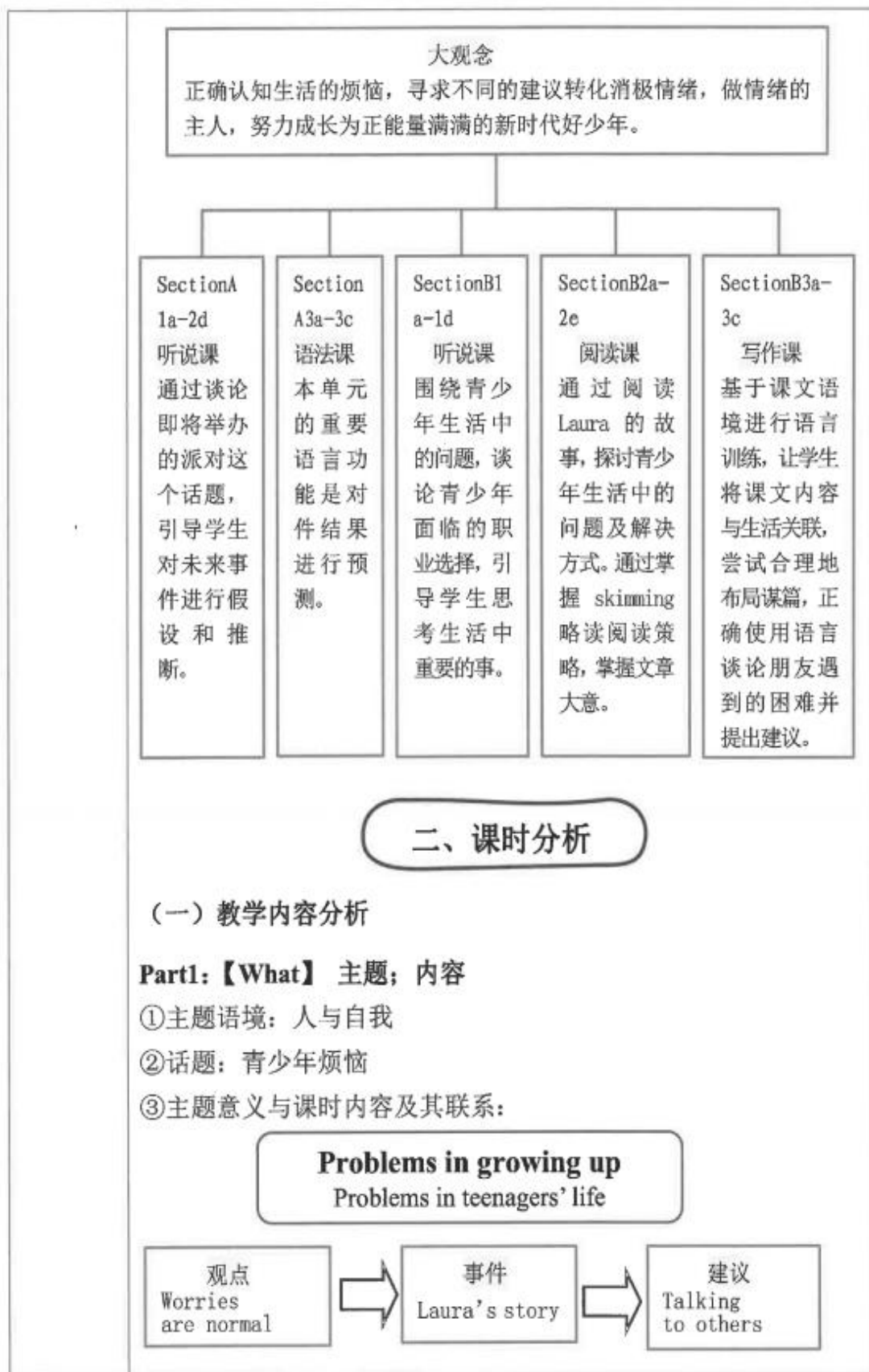
**2e** Ask three students the following questions. Take notes of their answers.

1. What problems do you have with schoolwork?
2. Who do you talk to about these problems and why?
3. Who else can you get advice from?
4. Do you always tell your parents about your problems? Why or why not?
5. Do you ever give advice to your friends about their problems? What advice do you give?

## 教学设计

课文标题:	Unit10 Reading(2a-2e)
单元名称:	Unit10 If you come to my party,you'll have a great time!
教材版本:	人教版新目标 Go for it!
授课年级:	Grade 8 上
指导教师	旷丹、樊厚义、张沁

整体 设计思路	<div style="text-align: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">一、单元设计理论依据</div> </div> <p>(一) 课程标准</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>《义务教育英语课程标准》 2022 版</p> </div> <div style="text-align: center;">  <p>《普通高中英语课程标准》 2017 版</p> </div> </div> <p>(二) 大观念</p> <p>《普通高中英语课程标准(2017 年版)》首次使用了“大观念”一词,强调“以学科大概念为核心,使课程内容结构化,以主题为引领,使课程内容情境化”(教育部,2018)。大观念的提出为解决教学设计缺乏纲领性统领、内容碎片化、过程表面化和评价形式化等问题提供了重要思路和方案,为课程改革迈入新阶段注入了活力。深化课程改革一定要以提高教师的专业素养为抓手,推动教学设计以大观念为统领,促进英语课程由聚焦语言知识点转向关注语言所承载的文化内容,由碎片化学习转向整合关联的结构化学习,确保英语学科核心素养目标落地课堂。</p> <div style="text-align: center; margin-top: 20px;">  </div>



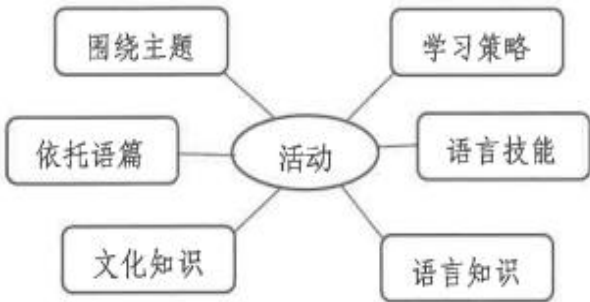
## （二）学生情况分析

What they know	What they wonder	What they will learn
<ul style="list-style-type: none"> <li>八上第四单元已经初步学习了怎么样面对烦恼。</li> <li>七、八年级已经学过部分情态动词的用法。</li> <li>大部分学生能用简单描述自己生活中的部分烦恼或者问题。</li> </ul>	<ul style="list-style-type: none"> <li>对 should/could 的用法没有完全掌握，在表达建议时如何用更恰当的词汇表达不清晰。</li> <li>如何合理用 if...will, 来让自己的建议更加有说服力。</li> <li>遇到问题应该如何处理，怎么正确对待。</li> <li>怎么有效表达自己对事物的观点。</li> </ul>	<ul style="list-style-type: none"> <li>熟练、得体地运用目标语言询问和谈论自己生活中的困难和烦恼。</li> <li>掌握有效表达自己对事物的观点的方法。</li> <li>了解问题和烦恼的普遍性，并学会问题解决的思维路径，找到合理的解决途径。</li> <li>了解如何运用略读的方法了解文章及段落大意。</li> </ul>

## （三）语篇分析

本节课是本单元的第四课时，以《义务教育英语课程标准》2022 版为设计理论依据，基于以主题为引领，以语篇为依托，关注语言技能、文化知识、思维品质。根据人与自我的主题语境、依托“劳拉的烦恼”语篇、将语言知识、文化知识、语言技能和学习策略的有机整合，旨在改变“空壳化”、“碎片化”的阅读教学。

本节课一是通过分析、比较中美青少年烦恼的相关信息，梳理共性问题，分析形成的原因；二是通过略读和寻读，能够掌握文章和段落大意、分析文章结构并理解细节；三是通过对文章的思考，能有效地表达自己的观点，从而在生活中理性地看待问题，合理解决生活中遇到的烦恼；引导学生通

	<p>过主题语境相关信息的学习，让学生正视生活学习生活中的问题和烦恼，构建“成长中的问题”新认知，从而树立乐观积极的价值观，做一个积极向上、充满正能量的新时代青少年。最终实现通过英语课程教学落实学生的英语学科核心素养，在课堂上落实英语学科的育人目标。</p> 
教学目标	<p><b>在本课学习结束时，学生能够</b></p> <ol style="list-style-type: none"> <li>1. 概括文章和段落大意，掌握通过抓主旨句和关键句提取文章大意的阅读策略。</li> <li>2. 从劳拉丢失钱包的故事中感知主人公情绪的变化，与主人公共情，分析出正确处理生活烦恼的方式。</li> <li>3. 通过阅读文本，比较中美青少年烦恼相关信息，梳理共性问题，提取作者观点，并内化运用，正确认知生活烦恼并合理表达自己的观点。</li> <li>4. 分析议论文文本结构特征，了解议论文的写作思路。</li> </ol>
教学重难点	<p><b>Part1: 【教学重点】</b></p> <ol style="list-style-type: none"> <li>1. 掌握预测、略读、查读的阅读策略理解文本、了解议论文的写作思路。</li> </ol> <p><b>Part2: 【教学难点】</b></p> <ol style="list-style-type: none"> <li>1. 引导学生内化文本信息，进行自我剖析。</li> <li>2. 帮助学生构建烦恼处理策略，并学会用恰当的语言表达。</li> </ol>

教学过程			
教学步骤	教师活动	学生活动	设计意图及资源准备
热身	<p>Show the result of the questionnaire investigation before class.</p> <p>T asks the students to do a questionnaire about their worries.</p>	Ss know the result.	通过课前对学生进行烦恼的问卷调查并让学生了解班级学生烦恼的整体情况，引出烦恼话题。
针对目标 1 开展的活 动	<p><b>Skimming.</b></p> <p>1. T asks Ss to read the passage quickly and complete the tasks.</p> <p>1)How many paragraphs are there in this passage?</p> <p>2)Match the main idea of each paragraph.</p> <p>3)What is the main idea of this passage?</p> <p>4)What is the text for?</p>	Ss read the passage quickly and complete the tasks.	通过略读文本，获取段落大意和文章大意。让学生掌握阅读段落首尾句以及反复出现的句子获取段落大意及中心大意。
	<p>2.T asks Ss to analyze the picture,Are they happy? What happened to her?</p>	Ss predict what the passage is about.	激活旧知，帮助学生掌握预测技巧，引导学生通过观察图片中人物的表情来判断人物情绪，并预测文本内容。
针对目标 2 开展的活 动	<p><b>1.Read for the story</b></p> <p>1) Ask Ss to read paragraph2 and put the pictures in order.</p> <p>2) T helps Ss to understand Laura's story.</p> <p>3) T encourages Ss to feel Laura's feelings change.</p>	<p>Ss read paragraph2 carefully and know the story.</p> <p>Ss can understand Laura's attitude by analyzing her feeling's change.</p>	首先阅读第二段文本后，让学生用漫画排序，是为了梳理文本信息。通过老师不断追问，让学生了解劳拉丢失钱包这个故事的开头、发展、高潮、结局，并引导学生分析劳拉每一个阶段的心理感受，最终从劳拉处理这件事情的做法中完成从个性到共性的过渡。

针对目标 3 开展的活 动	<b>2.Read for the opinion</b> 1) T asks Ss to read paragraph 1 and answer. 2) What kind of things do students worry about? 3) What is the worst thing to do if you have problems? 4) What is Laura's opinion? <b>3.Read for the advice.</b> T asks Ss to find expert's advice for Laura. <b>1. Give advice</b>	1.Ss read paragraph 1&3 and answer these questions. 2.Ss choose one task to complete between 'I can solve my problems' or 'I can help others to solve problems'.	帮助学生读懂作者的观点和态度,引导学生通过对比劳拉的烦恼,反思自身存在的问题,概括专家的建议,内化输出自己的观点,并寻求问题解决的对策。从各种不同的角度深度解读文章,帮助学生从学习理解到应用实践。
针对目标 4 开展的活 动	<b>Summary</b> T encourages Ss to summarize the feature of the text. 1) What is the type of the text? 2) What is the feature of the text?	Ss together with the teacher, summarize the whole lesson and the type and the feature of the text.	通过再次对文本进行梳理,形成文章框架导图,让学生议论行文特征和布局。
课后延伸	T assigns homework. Task1: Find more solutions about your problems in your daily life and write down. Task2: Write a passage with the structure of this text.	Ss choose one task to complete.	学生通过课后延伸任务巩固课堂知识,将学到技能迁移创新,用于生活实践
板书设计	<b>Unit10 If you come to my party, you'll have a great time!</b> <b>Reading(2a-2e)</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px;">New words &amp; expressions</div>  <div style="border: 1px solid black; padding: 5px;">Questionnaire Investigation Result</div> </div>		
本节课思维导图			
教学反思	<p>本节课是主题意义探究引领下的单元整体教学设计的一部分。从语篇出发,基于主题意义补充相关材料,丰富青少年“烦恼”相关信息。通过阅读劳拉的故事,从个性推到共性,了解青少年烦恼及应对策略。通过有层次性的文本分析,帮助学生理解文本内容、梳理文本框架,构建提出问题、分析问题、解决问题的行文逻辑。</p> <p>通过主题语境相关信息的学习,让学生正视生活学习生活中的问题和烦恼,构建“成长中的问题”新认知,从而树立乐观积极的价值观,做一个积极向上、充满正能量的新时代青少年。最终实现通过英语课程教学落实学生的英语学科核心素养,在课堂上落实英语学科的育人目标。</p>		