**Unit 6 Wisdom counts**

**一、单元教学目标**

学习本单元后，学生能够：

1. 理解智慧为什么很重要。
2. 描述古代故事中的人物。
3. 阐释我们从古代故事中学到的经验教训。
4. 讲述一个关于智慧谋略的古老故事。

**二、课时安排**

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| --- | --- | --- | --- |
| 课时 | 教学内容 | 编排说明 | 课型 |
| 1 | First thoughts (p. 83)  Reading (pp. 84-85)  Reading comprehension (p. 86) | 阅读课可用1.5-2个课时完成。阅读课第一课时可以检测学生对于“First thoughts”的预习情况；通过引入，导问、排序等环节帮助学生了解主阅读文章的故事情节及其故事结构。 | 阅读课 |
| 2 | Reading + Vocabulary practice  (pp. 85-87) | 阅读课第二课时主要是深入探讨智谋是如何助力战争取得胜利的主题意义；学习运用主阅读篇章中的核心词汇及学习体悟visualizing的阅读策略。 | 阅读课  词汇课 |
| 3 | Listening (p. 88)  Improving your pronunciation  (p. 91) | 听力文本是一则关于特洛伊战争起因的故事。听力练习旨在训练学生听懂故事情节的发展，理解主要人物与事件之间的关系，并掌握捕捉关键信息的技能。  Improving your pronunciation要求学生通过重读与弱读结合的训练，培养英语朗读时的节奏感。 | 听说课 |
| 4 | Focusing on culture (pp. 94-95) | 该篇章选自《三国演义》——草船借箭，是有关智慧谋略使用的典型中国古代故事。通过学习，帮助学生进一步理清此类故事语篇的特点，探讨故事的主题意义。 | 泛读课 |
| 5 | Grammar (pp. 89-90) | 3个活动逐层推进，分别从句子层面，篇章层面的活动帮助学生辨析现在完成时与一般过去时，最后引导学生围绕几个著名的战争谋略故事展开对话，并在对话中正确使用这两种时态。 | 语法课 |
| 4 | Writing (pp. 92-93) | 以一名经历过特洛伊战争的士兵所撰写的故事为例, 要求学生写一篇有关智慧的故事。写作时要求使用形象的语言和具体的行为描述。学生的自评与互评相结合。 | 写作课 |
| 6 | Cross-curricular connection  (p. 96) | 通过介绍几种不同的考古方法，帮助学生从跨学科的角度了解更多探寻历史真伪的方法。  (此部分用时0.5课时) | 综合课 |
| 7 | Speaking (p. 91)  Project (p. 97) | 基于主阅读篇章及听力中所学的故事内容，通过小组讨论的方式，续写Scene 3和Scene 4。续写后，学生通过表演“木马计”的几幕内容，提高口语表达能力。(此部分用时0.5课时)  Project板块要求学生在组内讨论并选择一则故事。然后通过搜集信息，完成这个故事基本要素的表格填写。填写后再给这个故事写简介，并选择其中的一幕写成剧本。(此部分用时0.5课时) | 综合课 |

**三、分课时教学设计**

**第一课时（Period 1）**

|  |  |
| --- | --- |
| 教学内容 | First thoughts (p. 83), Reading (pp. 84-85), Reading comprehension (p.86), Vocabulary practice (p. 87) |
| 主要语篇 | The night of the horse |
| 教学目标 | 通过本课的学习，学生能够：  1. 获取故事发生的时间、地点，了解故事的发展过程及其结局等主要信息。  2. 分析故事的结构特点并运用该结构对故事进行阐释。  3. 分析希腊人是如何使用木马计在特洛伊战争中取胜的，引导学生思考策略与智慧的重要性。  4. 运用Visualizing的阅读策略理解文章内容 |
| 教学重点 | 分析故事的结构特点并运用该结构对故事进行阐释。 |
| 教学难点 | 分析希腊人如何使用木马计在特洛伊战争中取胜，引导学生思考策略与智慧的重要性。 |

**【单元课前预习】**

**单元课前预习建议：**

1. Making predictions

引导学生观察单元标题Wisdom counts和主题概念图，预测本单元学习内容。

1. Sharing our ideas
2. 学生针对关键问题，在 First thoughts的思维方框中写下自己的答案并与同桌比较、交流。

基于学生在这方面背景知识的匮乏，可印发几个有关智谋的古代故事资料让学生提前阅读，如： The Battle of Chibi（赤壁之战）；The Battle of Guandu（官渡之战）；Surrounded Wei to save Zhao (围魏救赵)；Seven Captures of Meng Huo（诸葛亮七擒孟获）。也可让学生提前观看电影*Troy*（《特洛伊》）。

1. 在课前思考以下问题并在预习单上写下答案。

What do you know about the Trojan War?

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How did the Trojan War start?

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How can we turn an ancient story into an interesting play?

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What common features do ancient stories have?

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**【教学过程】**

**Step 1 Warming up**

1. 提问与回答 ( Ask and answer): 通过以下问题检测学生完成First thoughts的情况，问题为： What ancient stories do you know? Who are the characters in the story? What happened in the story? What things can you learn from the story?
2. 观看与思考 (Watch and think): 在竞猜活动前播放相关电影视频，以帮助学生补充相关背景知识，然后再进入竞猜活动。教师可提出以下问题：

Who are in the video? What are they doing? What is it about? ...

1. 知识竞猜 (a quiz about the Trojan War): p. 84
2. When do historians think the Trojan War took place?

a around the 12th century BCE

b around the 3rd century BCE

c around the 12th century CE

(2) Who were the two sides of the Trojan War?

a the Egyptians and the Greeks

b the Trojans and the Greeks

c the Egyptians and the Trojans

(3) How long did the Trojan War last?

a about 3 years b about 5 years c about 10 years

(4) Which famous author wrote about the Trojan War?

a Homer b Socrates c Plato

1. Where are the remains of Troy located?

a present-day Greece b present-day Italy c present-day Turkey

(6) What happened to Helen in the end?

1. 词汇学习(vocabulary learning)：可围绕教材配图或电影视频截图，学习新词汇的音、形、义。如solider, Trojan horse, Trojan war, enemy, fight, attack...

**Step 2 Making prediction by viewing**

--About the picture on p. 84 and the title “the night of the horse”

•When did the story happen? --At night.

•What happened probably according to the picture? --Some soldiers were pulling the horse into the city.

•What is the hose like? --It is a huge, wooden horse.

•Why is the horse on wheel? --It is easy to pull in.

Think: What may happen?

**Step 3 Read the lines**

1. Read for the plot

• Skim the story and check your prediction. Work out the correct order first. (完成Reading comprehension 活动1)

a. The Trojans celebrated their victory in the main square.

b. The Greek soldiers climbed out of the wooden horse and opened the main gate.

c. The Greeks captured the city of Troy.

d. The captain ordered the soldiers to pull the horse into the city.

e. The Trojans found that the Greeks had gone and left a huge wooden horse.

• Read and think

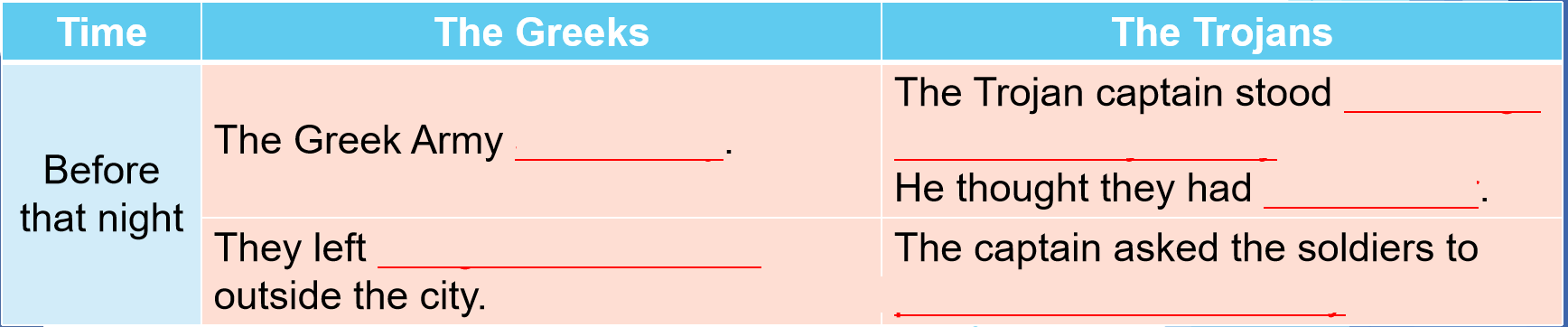
What is the writing order? (Time order)

In what order is the story told? How many parts can the story be divided into?

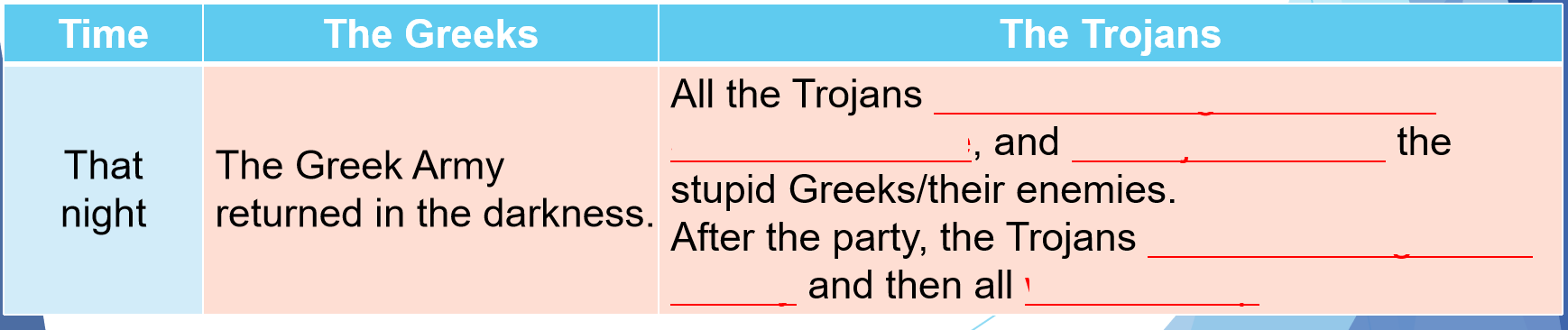
Three parts: Before the night--that night---at midnight

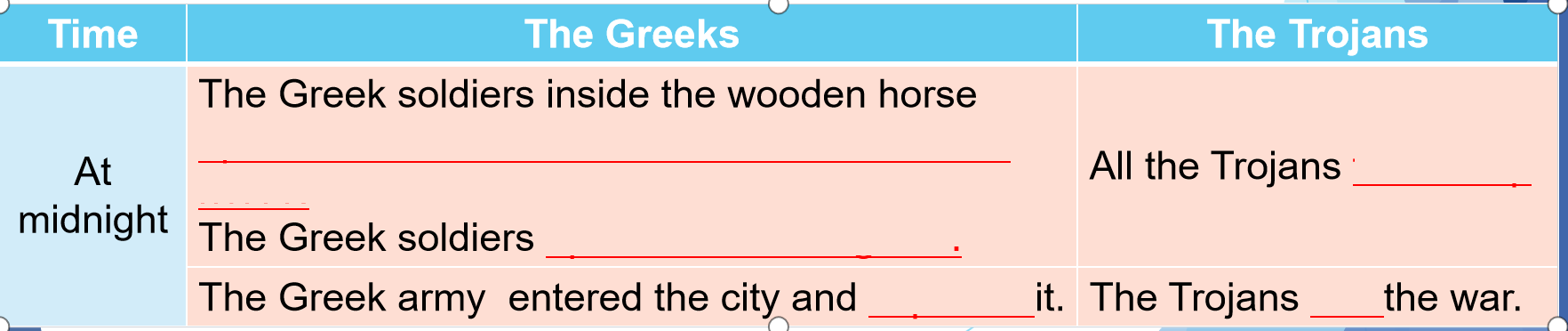
1. Read for the details

•What did the Greeks and the Trojans do before that night?



•What did the Greeks and the Trojans do that night?



•What did the Greeks and the Trojans do at midnight?

**Step 3 Retelling**

让学生根据图片及以上表格中的内容进行课文回顾，要求学生在讲述时尽量使用本节课的主题词汇并注意时间逻辑。基础比较弱的学生可选择其中一个时间段进行复述。

**Step 4 Read between the lines**--- Analyze the characters’ personality

(1) Who are the characters in the story?

(2) How did the Trojan soldier feel when he came down the stairs? Why?

(3) Why did the Greek army sail away?

(4) What was the soldier probably going to say when the captain stopped him?

(5) Why did the Greek soldiers inside the horse wait for another hour?

•通过以上师生间的互动及小组间的交流，学生进一步了解故事中的人物，战争取胜的原因，以及智谋是如何运用的。

•学习Reading strategy

结合主阅读篇章下方的阅读策略，引导学生思考以下问题，并说出推断的理由: (1) How did the Trojan soldier feel when he came down the stairs? 学生在思考后答出“He was very excited because he thought they won the war. ”之后教师追问（2）How do you know that? What do you think of the language? 学生作答后，教师引导他们感受语篇中的语言特色。这些句子虽然简短，但在对话中生动勾勒细节，如two at a time; all of them前破折号的使用。

描述性词汇和比喻性语言让故事充满了画面感，能帮助学生深刻体会到士兵和首领的心情。接着教师再引导学生探寻语篇中其他具有类似特色的语言表达（3）“Could you find more descriptions like this in the following passage? ”

**【评价】**

课后指导学生填写以下学习评价表：

|  |  |
| --- | --- |
| **评价内容** | **评分（1-5）** |
| 1. 我了解了故事发生的时间，地点，故事的发展及结局等主要信息。 | 1 2 3 4 5 |
| 2. 我能分析故事的结构特点并运用该结构对故事进行阐释。 | 1 2 3 4 5 |
| 1. 我能思考策略与智慧在战争中的重要性。 |  |
| 1. 我能运用阅读策略Visualizing理解文章内容。 | 1 2 3 4 5 |

**【课后作业】**

**基础作业：**

1. 朗读课文，尽量模仿课文录音中的语音和语调。

2. Preview the vocabulary in glossary and finish page 87 in the textbook.

**拓展作业：**

1. 思考并与同学讨论如下问题：Do you know any other similar tricks as “Trojan Horse”?

2. Choose one of the ancient stories and prepare for the duty report.

**第二课时（Period 2）**

**Step5 Act out the dialogue**

要求学生以小组为单位在主阅读篇章中选取一个情节，添加对话，然后在全班表演出来。可供参考的情节如下： 1. 首领与士兵的对话；2. 特洛伊人在广场上狂欢的对话；3. 木马中士兵间的对话；4. 城内与城外希腊士兵间的对话等等。范例已给出：

Example:

Soldier: Captain, they’ve gone.

Captain: What? Who have gone?

Soldier: The Greek soldiers have disappeared—all of them.

Captain: I can’t believe. Let’s go to the top of the high wall.

...

**Step 6 Read beyond the lines**

针对主阅读篇章，教师通过启发式提问，组织学生进一步探究以下问题：

1. What can you learn from the story?

2. What will you do with the wooden horse if you were the Trojan captain?

3. Which title is better for this passage, the night of the horse or the Trojan horse or the Trojan War? Why?

4. What made the Trojans lose the war at that night? (the horse trick / the captain’s stubbornness / the Trojan’s carelessness)

**Step7 Vocabulary practice**

以下活动可通过竞赛方式完成，看哪个组说得多，说得准确。

1. Check the answers of Activity 1 and Activity 2 on p. 87.
2. Summarize the story on pp. 84-85. Use the expressions below.

|  |
| --- |
| capture ... with a clever trick celebrate their victory climb out hide inside  sail away secretly come back pull into |

3.Word building

|  |
| --- |
| Adjective and verb suffix: *-en*  We can add *-en* to the end of some nouns to make adjectives. We can also add  *-en* to the end of some adjectives to make verbs.  *wood* (*n.*)- wooden (*adj.*) weak (*adj.*)-weaken(*v*.)  Can you give more examples? |

4. 将下列句子印发给学生或制作成PPT呈现。要求学生开展对子活动：一个根据说话人的身份说出话语，另一个根据主阅读篇章的内容，猜测说话者的身份。学生在这其中可根据实际需求添加其它一些更丰富的信息。

• We’ve tried to capture the city of Troy for ten years. We must think of a way to end the war. (The captain of the Greek army.)

• I can have a good sleep tonight. The Greeks will never get back. (The Trojan captain. / One of the Trojan soldiers.)

• Stop talking. The Trojans may hear us. (One of the Greek soldiers in the horse.)

• Listen! It’s so quiet. They all must be sleeping. Let’s get out of the horse. (One of the Greek soldiers in the horse)

• Captain! Run! The Greeks are coming. (One of the Trojan soldiers.)

• What’s happened? How can the Greeks get into the city? I can’t believe it! (The Trojan captain.)

**【评价】**

课后指导学生填写以下学习评价表：

|  |  |
| --- | --- |
| **评价内容** | **评分（1-5）** |
| 1. 我能在新的语境中运用核心主题词汇。 | 1 2 3 4 5 |
| 2. 我能总结故事背后的经验教训，思考谋略的重要性。 | 1 2 3 4 5 |
| 3. 我能基于故事脉络编写对话并与同伴开展表演。 | 1 2 3 4 5 |
| 4. 我能掌握名词或形容词后加后缀*-en*，构成形容词或动词的构词法。 | 1 2 3 4 5 |

**【课后作业】**

**基础作业：**

1. 朗读课文，尽量模仿课文录音中的语音和语调。

2. Review the vocabularies on P87.

**拓展作业：**

读后续写活动：根据主阅读篇章中的故事情节续写故事，并在第二天的daily report中进行汇报；或将学生的优秀作品粘贴在宣传栏或班级博客上。

**第三课时 （**Period 3**）**

|  |  |
| --- | --- |
| 教学内容 | Listening (p. 88), Improving your pronunciation (p. 91) |
| 主要语篇 | How the Trojan War started |
| 教学目标 | 通过本课的学习，学生能够：  1. 捕捉所听故事中的关键信息，厘清故事发展的先后顺序。  2. 识别故事中人物的身份、人物之间的关系、事件的起因以及由此引发的后果。  3. 掌握语句重音的朗读规则。 |
| 教学重点 | 在听力过程中，运用有效的听力技巧，提升听力和故事复述的能力。 |
| 教学难点 | 掌握重读和弱读的技巧，培养英语朗读时的节奏感。 |

**【教学过程】**

**Step 1:** 教师引导学生回顾主阅读篇章的故事内容，顺势对其提问：是否了解特洛伊战争的起源，以及故事中的主要角色？激发学生对听力内容的兴趣，为后续的听力学习做好铺垫。

**Step 2:** 观察图片-描述图片-预测故事走向

1. 引导学生先仔细观察图片，并鼓励他们描述所看到的画面，同时学习新的词汇如prince, army等。在描述的过程中，教师需要着重引导学生关注故事主要角色在不同图片中的位置关系、士兵与城中居民的行为表现以及船只数量等细节。

2. 让学生基于这些观察，预测故事情节和即将听到的内容。

**Step 3:** 听音频材料第一遍，学生依据音频中事件发生的先后顺序，独立完成图片排序任务。

**Step 4:** 听音频材料第二遍，回答教材中第88页活动3的问题。听前，教师可以引导学生重点聚焦于与活动3的四个问题相关的四幅图片，即图b、图c、图f和图d。让学生仔细观察这几幅图，推测它们之间的内在联系。同时，教师要指导学生找出四个问题中的关键词，并提醒学生在听力过程中密切留意这些关键词所在句子的逻辑关系，帮助学生掌握有效的听力技巧，提升听力理解能力。

**Step 5:** 故事复述：要求学生根据所学内容，参照图片和提示句，用自己的语言复述特洛伊战争的起因，注意使用正确的时态和连接词，将故事的各个情节连贯地表达出来。

**Step 6:** 小组讨论：在学生已经充分把握整个故事的主要脉络后，教师开展Your ideas部分的讨论活动。教师可带领学生对故事中角色的性格特点和行为表现进行深入分析与评价，并鼓励学生积极与同学交流分享自己对故事中人物的看法。

**Step 7: Improving your pronunciation**

1.学生跟读教材第91页语音栏目的句子，重复两次，重读划线音节，从而总结出语句重音的朗读规则。

2. 学生根据所总结的规律，先标注教材第91页教材剧的对话中每个句子的重读与弱读，随后听读，检查自己的答案是否正确，从而巩固所学知识，加深印象。

**【评价】**

课后指导学生填写以下学习评价表：

|  |  |
| --- | --- |
| 评价内容 | 评分（1-5） |
| 1. 我能捕捉所听故事中的关键信息，厘清故事发展的先后顺序。 | 1 2 3 4 5 |
| 2. 我能准确识别故事中人物的身份、人物之间的关系、事件的起因以及由此引发的后果。 | 1 2 3 4 5 |
| 3. 我掌握语句重读和弱读的朗读规则。 | 1 2 3 4 5 |

**【课后作业】**

**基础作业：**

模仿朗读听力板块的音频材料和Improving your pronunciation中的单词和句子。

**拓展作业：**

查找关于特洛伊战争的更多资料，了解其在历史、文化、艺术等方面的影响，然后撰写一份简单的研究报告。报告可以包括特洛伊战争在历史文献中的记载、对古希腊文化的影响（如文学、雕塑等）、后世对这场战争的解读等内容。

**第四课时（Period 4）**

|  |  |
| --- | --- |
| 教学内容 | Focusing on culture (pp. 94-95) |
| 主要语篇 | Arrows borrowed from an enemy |
| 教学目标 | 通过本课的学习，学生能够：   1. 了解《三国演义》的基本背景知识； 2. 梳理“草船借箭”的故事要素，并能以曹操士兵的角度复述故事情节； 3. 分析“草船借箭”成功的关键因素以及所体现的人物特点； 4. 对比“草船借箭”和“木马计”的相同之处，领悟中外古代故事的智慧。 |
| 教学重点 | 分析“草船借箭”成功的关键因素以及所体现的人物特点。 |
| 教学难点 | 对比“草船借箭”及“木马计”的相同之处，领悟中外古代故事的智慧。 |

**【教学过程】**

**Step 1 Brainstorming**

1. .取一个情节进行-day l学生以小组形式思考以下问题并分享：Do you know any Chinese ancient stories about wisdom?

2. 向学生展示《三国演义》中的关键人物，并提问：Do you know a famous book that tells stories about these characters?

**Step 2 Background information**

教师向学生展示关于《三国演义》的背景知识，并进行适当的补充和讲解。引导学生思考《三国演义》中的智慧故事，并将学生的产出记录在黑板上。

**Step 3 Making a guess**

向学生展示“草船借箭”的相关图片及提示词，让学生猜测故事内容。

**Step 4 Reading – Sorting out the story**

学生阅读“草船借箭”的故事，并利用故事图梳理故事要素。

**Setting up the scene**

Character: Zhou Yu, Zhuge Liang and Cao Cao

Place: On the Yangtze River in the Red Cliffs area

Time: During the Battle of Chibi

Background: Zhou Yu was jealous of Zhuge Liang and wanted him to fail.

**Story**

*Arrows borrowed from an enemy*

**End**

Zhuge Liang took all these arrows to Zhou Yu.

**Beginning**

Zhou Yu asked Zhuge Liang to make 100,000 arrows within ten days. Zhuge Liang promised to finish the task within 3 days.

**Middle**

On the third day, Zhuge Liang ordered his soldiers to fill 20 boats with straw men and sailed towards Cao Cao’s camp. Cao Cao thought they were under attack and ordered his soldiers to shoot arrows.

Time order

对于基础较弱的学生，教师可提供关键事件的选项，学生完成匹配任务即可。

Put the following events into the right order (beginning/middle/end).

1. The soldiers sailed the boats towards Cao Cao’s camp.
2. Cao Cao thought they were under attack.
3. The soldiers shouted and beat their drums loudly.
4. Zhuge Liang ordered his soldiers to fill 20 large boats with many straw men.
5. Cao Cao shot arrows towards the sounds of the drums and the shouting.
6. Zhuge Liang took all the arrows to Zhou Yu.
7. Zhou Yu asked Zhuge Liang to make 100,000 arrows within ten days.

**Step 5 Reading – Group discussion**

学生以小组形式思考以下问题并分享：What made the success of Zhuge Liang’s strategy?

Possible answers:

**Zhuge Liang’s clever use of the weather**

He predicted heavy fog on the river, which hid his boats and made Cao Cao’s army shoot arrows blindly.

**Zhuge Liang’s smart trick**

He used straw-covered boats to catch the arrows, and he used the sounds of drums and shouts as a bluff.

**Zhuge Liang’s clever use of Cao Cao’s caution**

Cao Cao was too careful and chose to attack from afar instead of sending ships to fight, which played into Zhuge Liang’s plan.

**Step 6 After-reading – Think and share**

学生以小组形式思考以下问题并分享：What can you know about the characters’ characteristics from the story?

Possible answers:

**Zhou Yu:** jealous; narrow-minded

**Zhuge Liang:** wise; calm and patient; keeping the general situation in mind

**Cao Cao:** cautious; suspicious

**Step 7 After-reading – Retelling**

引导学生以曹操士兵的身份向家人描述故事。

*In the early morning that day, most of us were sleeping in our camps. Suddenly we heard some loud noises from the river. We quickly got up and went to look. …*

**Step 8** **After-reading – Your ideas**

思考以下问题并作分享：

1. Do you know any other stories from *Romance of the Three Kingdoms*? Select one and retell it to your classmates.
2. Which character from *Romance of the Three Kingdoms* do you like best? Why?

**Step 9 After-reading – Comparing and sharing**

学生以小组形式思考以下问题并分享：

* Which of the two stories (the *Trojan horse* and *Arrows borrowed from an enemy*) do you like better? Why?
* What do these stories have in common?

Possible answers:

ancient stories

wisdom counts

indirect victory

use of the enemy’s personality

**【评价】**

课后指导学生填写以下学习评价表：

|  |  |
| --- | --- |
| **评价内容** | **评分（1–5）** |
| 1. 我能读懂草船借箭的故事，并概括该故事的关键要素； | 1 2 3 4 5 |
| 2. 我能分析草船借箭成功的原因； | 1 2 3 4 5 |
| 3. 我能通过文章分析人物的性格特点； | 1 2 3 4 5 |
| 4. 我能以不同的身份复述故事； | 1 2 3 4 5 |
| 5. 我能通过对比分析，概括“草船借箭”及“木马计”的共同之处。 | 1 2 3 4 5 |

**【课后作业】**

**基础作业：**

1. 模仿朗读课文；
2. 以曹操士兵的身份复述故事（若课上时间不够，则设置为课后作业）。

**拓展作业：**

1. 选择《三国演义》中的其他智慧故事，并口头与同学分享故事内容；
2. 选择你最喜爱的三国人物，并完成人物信息卡。

文本, 信件

AI 生成的内容可能不正确。

**第五课时 （**Period 4**）**

|  |  |
| --- | --- |
| 教学内容 | Grammar (pp. 89-90) |
| 主要语篇 | A dialogue between the captain and the soldier from the story of *the Trojan Horse*. |
| 教学目标 | 通过本课的学习，学生能够：  1. 理解现在完成时与一般过去时在含义和用法上的差异。  2. 掌握使用现在完成时与一般过去时相关的语法知识。  3. 正确运用现在完成时与一般过去时两种时态来描述生活中发生的事情。 |
| 教学重点 | 理解这两种时态的概念和用法上的差异 |
| 教学难点 | 在相似情境下如何区分这两种时态的用法 |

**【教学过程】**

**Step 1: 观察分析**

学生阅读语法板块第89页的对话，体会说话者想要传达的情感与意思，在这个过程里仔细观察、分析现在完成时和一般过去时在真实语境中的运用差异。

**Step 2:** **规律总结**

结合教材第139页Grammar review中的例句，引导学生总结现在完成时与一般过去时的区别。

**Step 3: 实践与操练**

1. 完成教材第89页活动1，进一步巩固所学语法知识。

2. 学生根据教材第90页活动2日记中所提供的语境，正确运用现在完成时和一般现在时，完成填空练习。

3. 对子活动：给学生呈现士兵收拾房间前后的两幅对比图，要求学生以对子活动的形式，用一般过去时谈论两小时前士兵卧室的情况，然后以士兵的身份，用现在完成时汇报其卧室现在的情况。例如：

**The Soldier’s bedroom two hours ago**

S1: What was the soldier’s bedroom like two hours ago?

S2: It was in a mess.

S1: Did he sweep the floor?

S2: No, he didn’t. The floor was dirty and there were rats.

S1: Was his bed clean?

S2: No. He didn’t make his bed.

S1: Did he wash the dishes?

S2: No, he didn’t.

S1: Where were his clothes?

S2: They were on one of his chairs. And the other chair was broken.

S1: Was his rubbish bin full?

S2: Yes, he didn’t empty it.

S1: What else was wrong with his bedroom?

S2: The wall was not clean and there was a hole in the carpet.

**The soldier’s bedroom now**

Sir, I’ve swept the floor. I’ve made my bed. I’ve washed the dishes. I’ve hung up the clothes. I’ve fixed the chair. I’ve emptied the rubbish bin. I’ve painted the wall. I’ve mended the hole in the carpet. And I’ve got rid of those rats! Look at my room. Isn’t it nice and clean?

若学生程度较好，可要求他们两人一组，以士兵和将军的身份，运用现在完成时和一般过去时来描述士兵打扫房间的过程。鼓励学生加入自己的想象。如：

S1: Have you mended the hole in the carpet?

S2: Yes, sir. I have mended the hole in the carpet.

S1: When did you end the hole in the carpet?

S2: I mended the hole in the carpet twenty minutes ago.

S1: How long did it take you to mend it?

S2: It took me about ten minutes to mend it.

S1: Did anyone help you with it?

S2: No. Nobody helped me with it, sir.

**Step 4: Grammar in use**

对子活动：学生以对子活动的形式，用现在完成时和一般过去时谈论一个中国古代与智慧相关的故事。

**【评价】**

课后指导学生填写以下学习评价表：

|  |  |
| --- | --- |
| **评价内容** | **评分（1-5）** |
| 1. 我能理解现在完成时与一般过去时在含义和用法上的差异。 | 1 2 3 4 5 |
| 2. 我能掌握使用现在完成时与一般过去时相关的语法知识。 | 1 2 3 4 5 |
| 3. 我能正确运用现在完成时与一般过去时两种时态来描述生活中发生的事情。 | 1 2 3 4 5 |

**【课后作业】**

**基础作业：**

1.熟练朗读教材第89页和第90页短文。

2.完成教材第139页Grammar review中的语法练习。

3.完成练习册中语法板块的练习。

**拓展作业：**

与同桌合作，运用现在完成时和一般过去时,谈论一个中国古代关于智慧的故事。

**第六课时（Period 6）**

|  |  |
| --- | --- |
| 教学内容 | Writing (pp. 92-93) |
| 主要语篇 | A story about a Greek soldier’s experience in the Trojan horse |
| 教学目标 | 通过本课的学习，学生能够：  1. 掌握构成古代智慧故事的要素；  2. 模仿范文，撰写一篇古代智慧故事，能够突出故事人物的语言、行为及感受描写；  3. 通过自评和互评，改进初稿的结构、内容和语言；  4. 领悟并分享古代故事中的智慧。 |
| 教学重点 | 运用本单元所学知识，撰写一篇包含智慧的古代故事，并通过自评和互评作修改。 |
| 教学难点 | 1. 故事能够突出故事人物的语言、行为及感受描写；  2. 故事能够体现智慧与谋略。 |

**【教学过程】**

**Step 1 Group discussion**

学校举办短篇智慧故事大赛，呼吁学生积极参与。在教师介绍写作任务后，学生就问题：What makes a good story about wisdom? 展开讨论。教师将学生的产出记录在黑板上，并进行总结和补充。学生可能会想到：

* wisdom
* clear setting
* memorable characters
* interesting plot
* vivid language

**Step 2 Sorting out the sample story**

向学生展示以希腊士兵视角撰写的木马计故事，学生根据提示问题梳理该智慧故事的要素，并以故事图的形式归纳故事各要素。

* **wisdom:** What is the wisdom of the story?
* **clear setting:** When and where did the story happen? Why did it happen?
* **memorable characters:** Who were the characters? What were they like and how did they feel?
* **interesting plot:** What happened at the beginning, in the middle, and at the end? What did the character(s) do at the end of the story, and how did they feel?
* **vivid language:** Who was telling the story? Were there any detailed descriptions of the characters’ actions, feelings and comments?

**Step 3 About the language**

引导学生对比阅读板块及写作板块的木马计故事当中的语言，并进一步思考以下问题：

* Who was telling the story? （对比以第一人称视角和第三人称视角描述故事的优劣）
* Were there any detailed descriptions of the characters’ actions, feelings and comments? （从两个版本的故事中找出主要人物的语言、行为及情感描写，并分析其功能）

**Step 4 Listing ancient stories of wisdom**

引导学生分享他们所知道的包含智慧的古代故事，教师将学生的产出记录在黑板上。教师通过小游戏What are the stories?引出更多的智慧故事。

**What are the stories?**

1. A general used a smart way to arrange his horses in a race, beating the king’s horses. —— *Tianji in a horse race*
2. A famous battle in history, where two sides fought on the Yangtze River. One side used fire to win with a much smaller army. —— *The Battle of Chibi*
3. A wise man opened the city gates when the enemy was coming, scaring them away with his calmness. ——*Empty fort strategy*
4. Instead of directly fighting the enemy, a general attacked their homeland to save another country. ——*Surround Wei to save Zhao*
5. In a battle long ago, a clever man waited for the enemy’s energy to fade before attacking, leading his weak country to victory. ——*The Battle of Changshao*

**Step 5 Planning**

学生选定想要撰写的智慧故事，并填写故事图。

**Story**

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

**Setting up the scene**

Characters:

Place:

Time:

Background:

**Beginning**

**Middle**

**End**

Time order

对于基础比较弱的学生，教师可提供空城计的连环画供学生参考，并带领学生一起填写故事图。

教师可根据学生的水平确定是否需要向学生示范如何对主要人物的语言、行为及情感进行细节描写。如：

**Description of actions**

Zhuge Liang sat on the city walls himself, playing the guqin peacefully.

**Description of feelings**

Sima Yi, seeing this, was confused.

**Description of comments**

“This could be a trap. Retreat!” ordered Sima Yi.

**Step 6 Writing**

学生根据故事图撰写古代智慧故事，教师提醒学生在写作时注意以下内容：

* Decide whether to use a first-person narration or a third-person narration.
* Include detailed descriptions of the character’s actions, feelings and comments.
* Pay attention to the tense.

**Step 7 Check and Revise**

学生利用评价表完成自评，并与另一位同学一起完成互评，然后进一步修改完善自己的写作。

|  |  |  |  |
| --- | --- | --- | --- |
| **评价内容** | **是** | **否** | **如果为否，如何改进？** |
| 1.我的故事展示了古代智慧与谋略； |  |  |  |
| 2.我的故事完整，包含了场景、故事发展以及结局； |  |  |  |
| 3.我对故事中的人物行为、情感及语言进行了详细描写； |  |  |  |
| 4.我在作文中运用了本单元中学到的单词和短语。 |  |  |  |
| 5.我的作文在拼写、语法、标点等方面没有错误。 |  |  |  |

如果学生基础比较薄弱，可以在课上提供更多的时间给学生写作和学生自评，互评可以在课后完成。

**【课后作业】**

**基础作业**

1. 在小组内互读故事，并根据评价表进行互评；
2. 根据同伴的评价撰写终稿。

**拓展作业**

1. 将班级学生所撰写的智慧故事装订成册并传阅。
2. 选取其中三个故事并归纳故事中所体现的智慧与谋略。

**第七课时 （**Period 7**）**

|  |  |
| --- | --- |
| 教学内容 | Cross-curricular connection (p.96) |
| 主要语篇 | Exploring history: piecing the puzzle together. |
| 教学目标 | 通过本课的学习，学生能够：  1. 了解历史学家研究历史的三种主要途径及其具体操作。  2. 通过查找资料，了解更多研究历史的方法。  3. 简单运用文中所提的方法来尝试还原一个历史场景或事件。 |
| 教学重点 | 帮助学生理解历史学家如何通过这三种途径判断历史故事的真伪。 |
| 教学难点 | 运用文中所提的方法来尝试还原一个历史场景或事件。 |

**【教学过程】**

**Step 1:** 展示一些历史故事图片，引导学生思考历史学家是如何判断这些故事是否曾真实地发生，历史学家又是如何了解这些过去的事物，从而引入文章主题。

**Step 2:** 带着问题，学生阅读教材第96页Exploring history: piecing the puzzle together一文，并回答与文章相关的一些细节问题，引导学生深入理解文章内容。

**Step 3:** 学生以对子活动的形式，讨论以下问题：

(1) Which way of studying history do you think is the most important? Why?

(2) Do you know any other methods that historians use to learn about history?

(3) Is historians’ job important? Why?

(4) What qualities should a good historian have?

每个小组推选一名代表进行发言，分享小组讨论的结果。

**【评价】**

课后指导学生填写以下学习评价表：

|  |  |
| --- | --- |
| **评价内容** | **评分（1-5）** |
| 1. 我了解了历史学家研究历史的三种主要途径及其具体操作。 | 1 2 3 4 5 |
| 2. 我能通过查找资料，了解更多研究历史的方法。 | 1 2 3 4 5 |
| 3. 我能简单运用文中所提的方法来尝试还原一个历史场景或事件。 | 1 2 3 4 5 |

**【课后作业】**

**基础作业：**

通过网络、书籍等方式查找除文中所提的三种方式外的，历史学家研究历史的其他方式。

**拓展作业：**

尝试运用文中所提的方式，进行模拟研究，还原一个简单的历史场景或事件。

**第八课时 （**Period 8**）**

|  |  |
| --- | --- |
| 教学内容 | Speaking (p. 91), Project (p. 97) |
| 主要语篇 | A play about the Trojan horse |
| 教学目标 | 通过本课的学习，学生能够：  1. 了解戏剧剧本的特点，并能够撰写一两幕的剧本。  2. 感受剧本中人物的语气与情感，并用正确的语气及节奏朗读剧本。  3. 以小组合作的形式把本单元所学的智慧故事改编成剧本并进行演出。 |
| 教学重点 | 引导学生为智慧故事撰写剧本，并用正确的语气及节奏朗读剧本 |
| 教学难点 | 以小组合作的形式把本单元所学的智慧故事改编成剧本并进行演出 |

**【教学过程】**

**Step 1 Thinking and sharing**

学生思考以下问题并作分享：

* We have learnt about many ancient stories about wisdom in this unit. Can you name some of them?
* How can we turn an ancient story into an interesting play?

**Step 2 Reading and thinking**

学生阅读“木马计”的剧本，并回答以下问题：

* How many scenes does the play have?
* Where does each scene happen? (Divide the scene based on the change of place / time / key events.)
* Who are the characters in the play?
* What does the narrator say? (The narrator tells the background, change of place / time or shows, the unspoken feelings of the characters.)
* What do the characters do? (Use stage directions to show physical actions of the characters.)
* How do the characters feel? (Read out the lines based on their feelings.)

**Step 3 Acting out the play**

学生按照以下步骤进行表演，其中星号部分为选做任务。

* Grouping: form a group with about 6 members
* Role allocation: discuss and assign roles
* Improving the script\*
* Create two more scenes.\*
* Stage: set up a background\*
* Act out the play

第三幕和第四幕范例补充如下：

**Scene 3**

**Narrator:** The party is over. The Trojan lock all the gates of the city and go to sleep. Greek soldiers in the wooden horse talk.

**Soldier A:** They’re all asleep! Quick—open the horse’s belly! *(whispering excitedly)***Soldier B:** Shhh! My heart’s beating louder than their snores… *(push his way out of the horse)*  
**Soldier C:** Let’s open the main gate and give the captain the signal.   
**Narrator:** The soldiers quietly open the main gate and make the sound of an owl. And the Greek army waiting nearby quickly arrive.

**Greek Captain:** Well-done! Now, let’s go get them! Victory is ours!

**Scene 4**

**Narrator:** The Greek army takes the Trojan by surprise and the Greek soldiers capture the Trojan captain.

**The Greek Captain:** Ten years! Your walls are finally broken. Troy falls tonight!

**The Trojan Captain:** No! No! The horse... it was a trap?!

**Soldier A:** Smart Trojans? Ha! You carried death into your own city!

**The Greek Captain:** Burn everything! For ten years of war—this is our revenge!

*(The soldiers set the whole Troy on fire.)*

**Narrator:** The ten-year war ends. The Greeks set off for their long-awaited homes.

**Project —— Acting out a famous ancient story**

**Step 4 Deciding on an ancient story about wisdom**

学生以小组为单位，选定一个古代智慧故事，并完成故事图。

（可以选取Writing部分所撰写的故事）

**表格

AI 生成的内容可能不正确。**

**Step 5 Introducing the story**

学生根据故事图，简要介绍故事内容。（可以选取Writing部分所撰写的故事）

**Step 6 Writing a script**

学生选取故事中的一幕，撰写剧本，教师需要提醒学生注意：

* 剧本中需要包括舞台指示、人物的肢体动作及对话；
* 使用描述性词汇和比喻性语言来丰富人物的话语、动作和情感方面的细节。

**\*Step 7 Acting out the play**

如果学生能在课堂上完成剧本创作，可在课堂上选取一两组学生来表演，教师或同伴根据评价标准给予评价。

**【评价】**

课后指导学生填写以下学习评价表：

|  |  |
| --- | --- |
| **评价内容** | **评分（1-5）** |
| 1. 我了解戏剧剧本的特点； | 1 2 3 4 5 |
| 2. 我能感受剧本中人物的语气与情感，并用正确的语气及节奏朗读剧本； | 1 2 3 4 5 |
| 3. 我能和小组成员合作，把本单元所学的智慧故事改编成剧本并进行演出。 | 1 2 3 4 5 |

**【课后作业】**

**基础作业：**

完善所选故事的剧本编写。

**拓展作业：**

以小组为单位，完成单元Project。

|  |  |  |
| --- | --- | --- |
| **Project：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of the story)**  Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| **Tasks** | **Student(s) in charge** | **Due time** |
| 1. searching for background information |  |  |
| 2. completing the outline of the story |  |  |
| 3. writing a brief introduction to the story |  |  |
| 4. writing a script for the chosen scene |  |  |
| 5. sharing the story with the class |  |  |
| 6. acting out the play | Characters: |  |