**《基于多模态理论的初中英语深度学习研究》市级课题研究活动登记表**

**课 题 研 究 实 验 课 记 录 表**

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| 教者 | 马志红 | | 学校 | 雪堰初中 | | 时间 | | 2022.9 |
| 课题 | 9A Unit3 Reading（1） | | | | | 课时 | | 1 |
| 实验  目的 | 多模态理论指导下的阅读课能让学生更感兴趣，更容易保持专注度，从而提升听课效率。 | | | | | | | |
| 实验课范围 | | 课题组 | | | 班级 | | 九（6） | |
| 主 要 实 验 内 容 或 步 骤 | | | | | | | | |
| **I. Teaching aims and learning objectives** By the end of the lesson, students should be able to:  1. have a better understanding of Millie’s and Simon’s problems;  2. learn to share problems and give advice in their everyday lives;  3. share their findings, thoughts and feelings in reading.  **II. Teaching contents**  1. New words and phrases: hardly, doubt, worth, friendship, stay awake, be worth doing sth., offer  me some suggestions, become the cause of my problem, be strict with sb., valuable advice  2. New structures: I do not know how I should deal with it.  I have no choice but to do it.  What about choosing your hobby according to the time you have?  **III. Focus of the lesson and predicted area of difficulty**  1. To describe Millie’s and Simon’s problems;  2. To share problems and give advice.  **IV. Teaching procedures**  *Step 1 Pre-reading*  1. Enjoy a song *Trouble is a Friend*  2. Have a free talk  (1) Do you have any problems?  (2) What’s your problem?  (3) How do you solve your problem?  3. Predict what problems Millie and Simon probably have according to the picture  *Step 2 While-reading*  1. Skim and answer the following questions  (1) What problems does Millie have?  (2) What is Simon’s problem?  2. Scan Millie’s letter and do T or F questions  (Scanning: read the letter quickly and silently to get specific information you need)  ( ) (1) Millie may feel tired and sleepy the next day because of staying up late to play computer games.  ( ) (2) Millie has spare time for her hobbies.  ( ) (3) Millie wants a long holiday in order to have time for her hobbies.  ( ) (4) Millie is sure that it is worth spending much time on homework.  ( ) (5) Millie thinks it important to have hobbies in her life.  3. Read Millie’s letter again  (1) Try to finish the flow chart    a lot of homework stay awake stays up late  often doubts a long holiday has little time for    has ① \_\_\_\_\_\_\_\_\_\_  Millie’ problems  ② \_\_\_\_\_\_\_  can’t ③ \_\_\_\_\_\_\_\_\_the next day  ④\_\_\_\_\_\_\_\_\_\_ her hobbies  wishes: ⑥\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Feelings:⑤\_\_\_\_\_\_\_\_\_\_\_ whether it is …  worth…    (2) Offer some advice to Millie  (3) Help Mr. Friend complete his letter for Millie and sum up the advice  4. Read Simon’s letter to answer the following questions  (Scan: read the letter quickly and silently to get specific information you need)   1. What does Simon love doing in his spare time?   (2) Why does Simon get into trouble when he gets home?  (3) What does Simon think of his parents?  (4) Why does Simon think it important to develop hobbies?  5. Read Simon’s letter aloud  (1) Try to complete the article below and have a reading competition then  Simon is so \_\_\_\_\_\_\_ about football that he always plays football for hours after school. He never worries about the time and sometimes he even when to stop. Simon believes it to develop hobbies, as they can help him and make his life more .  However, his parents about him a lot. They don’t him to play outside after 6 p.m. Simon doesn’t understand why they are so .  Sometimes, he feels .  (2) Offer some advice to Simon  (3) Help Mr. Friend complete his letter for Simon and sum up the advice  *Step 3 Post-reading*  1. Make a dialogue to share your problems with your partner  A: I have a problem … I’m very worried. /I don’t know how to deal with it. Can you …?  B: I’m sorry to hear that. Perhaps you should …  A: That’s a good idea. I’ll try.  B: …  A: Thank you for your advice/…  B: …  2. Make a conclusion  T: Trouble is a part of our life. What we can do is to face it and try to deal with it.  No matter what happens, never lose your heart!  You’ll surely achieve a better future!  **V. Homework**  1. Try to retell the two letters;  2. Write an article about your problems and the ways to deal with them. | | | | | | | | |
| 实验后的体会 | | | | | | | | |
| 多模态理论下的阅读课能较高地保持学生的专注度，听课效率得到了保障，大多数学生上课比以前更积极了，回答问题的频率也提高了，乐意和老师及同伴互动，整堂课充满了活泼和谐的氛围。 | | | | | | | | |