

## 《高中英语（上外版）》选择性必修第二册 Unit 1 Scientists

课时：第 2 课时

教学内容：Saving Tibet One Seed at a Time

课型：阅读课（词汇）

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### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第二课时，学生通过该课时的学习，能通过教师的作业讲评，掌握人物专栏文章的语篇特征；能通过学习 *challenge, coincide with, hardship, persist, be home to, inspire, cultivate, more than, benefit, worth, the tip of the iceberg* 等词汇，和通过匹配人物事迹、辨别人物态度和总结人物精神品质，分析人物引言；能运用相关词汇口头表达对科学家的工作及其意义的理解。

#### 2. 设计思路

本课为 Reading A 阅读课的第二课时，聚焦深入阅读和词汇学习，旨在引导学生通过阅读课文分析钟杨的引言所折射出的他的事迹、态度与精神品质，从而形成对科学家工作的整体认识，并学习相关词汇。首先，教师讲评上一课时的作业，帮助学生回顾人物专栏文章的多模态特征和语言特征，以及此类文章的写作目的，总结人物分析的两个维度：行为和语言。其次，教师引导学生结合课文内容，从“事迹”、“态度”和“精神品质”三个方面分析课文中的钟杨引言，并鼓励学生运用引言的分析方法，再次阅读课文，独立分析三句钟杨引言。然后，教师鼓励学生分享对钟杨引言的分析，通过引导学生学习目标词汇，帮助他们理解科学家的工作及意义。最后，学生通过运用目标词汇，分享他们对科学家工作的个人理解。

课后要求学生完成书上词汇聚焦板块的练习，以巩固本课时对词汇的学习。同时，要求学生为自己感兴趣的科学家选择一则引言，并从“事迹”、“态度”和“精神品质”三个方面分析引言，并说明选择理由，为单元大作业中为所介绍的科学家选择一句引言给予指导。

#### 3. 重点难点

从“事迹”、“态度”和“精神品质”三个方面来分析科学家的引言，并理解科学家的工作及意义。

## Lesson Plan

### Learning Objectives:

By the end of the period, students will be able to:

1. grasp the characteristics of the feature article about a specific person through the teacher's comments on the assignments;
2. analyze a person's quotes by matching the relevant deeds, identifying the person's attitude, and concluding the person's qualities and by learning the target vocabulary (*challenge, coincide with, hardship, persist, be home to, inspire, cultivate, more than, benefit, worth, the tip of the iceberg*);
3. express orally their understanding of scientists' work by using the target vocabulary wherever appropriate.

### Learning Procedures:

#### Before reading

##### I. Interactive activity 1: The language feature of the feature article

\*T: Help Ss go over the language features of a feature article by commenting on Ss' second assignment of the last period-- a paragraph describing one important fact of a scientist of the Ss' interest, and help Ss recall the writing purpose of a feature article about a famous figure.

\*Ss: Go over the language features of a feature article and understand writing purpose of a feature article about a famous figure.

**Purpose: To help Ss recall the language features and the writing purpose of Reading A.**

Guided Question:

What are the language features of a feature article?

##### II. Interactive activity 2: The multimodal features of the feature article

\*T: Help Ss go over the multimodal features of a feature article by commenting on Ss' first assignment of the last period -- comments on the picture on Page 4, and help Ss understand the typical features of the picture included in a feature article about a famous figure.

\*Ss: Go over the multimodal feature of a feature article and understand the typical features of the picture included in a feature article about a famous figure.

**Purpose: To help Ss recall the multimodal features of Reading A.**

Guided Question:

What are the multimodal features of a feature article?

#### While reading

##### III. Interactive activity 3: The method of analyzing a person's quote

\*T: Enable Ss to analyze one of Zhong Yang's quotes by encouraging them to identify the deed(s), attitude and qualities reflected in the quote.

\*Ss: Analyze one of Zhong Yang's quotes by identifying the deed(s), attitude and qualities reflected in the quote.

**Purpose: To enable Ss to analyze a person's quotes.**

Guided question:

How can we analyze a person's quote?

#### IV. Interactive activity 4: The analysis of Zhong Yang's quotes

\*T: Ask Ss to analyze three of Zhong Yang's quotes by identifying the deeds, attitude and qualities with reference to Reading A.

\*Ss: Analyze three of Zhong Yang's quotes by identifying the deeds, attitude and qualities with reference to Reading A and note down keywords in the worksheet.

**Purpose: To enable Ss to apply the method of analysis of a person's quotes.**

Guided question:

What do Zhong Yang's quotes reveal about him?

Three Zhong Yang's quotes:

1. "Scientific research itself is a challenge to humans, but challenges always coincide with opportunities."
2. "Tibetan students have an amazing natural laboratory on their doorstep, but I found they are just not that interested in science as far as I can tell. I want to inspire students and cultivate a scientific spirit among them as there are still places in Tibet that have not been explored."
3. I have never regretted being a scientist. Imagine what you do today will benefit many people, even after you die. Everything difficult is worth the price.

#### V. Interactive activity 5: Quote 1

\*T: Help Ss analyze the quote by encouraging them to talk about the challenges of collecting seeds and the opportunities they coincided with, and conclude Zhong Yang's attitude and qualities revealed from the quote. (**Target vocabulary: challenge, coincide with, hardship, persist, be home to**)

\*Ss: Analyze the quote by talking about the challenges of collecting seeds and the opportunities they coincide with and conclude Zhong Yang's attitude and qualities revealed from the quote.

**Purpose: To help Ss understand the target vocabulary by analyzing the quote.**

Guided question:

What were the challenges facing Zhong Yang and the opportunities they coincided with?

Board design:

deeds	attitudes	qualities	(answers may vary)
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Q1	challenges=hardships persist in doing sth coincide with be home to	challenging work with opportunities	optimistic, wise
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### VI. Interactive activity 6: Quote 2

\*T: Help Ss analyze the quote by encouraging them to talk about what Zhong Yang did as an educator and the significance of improving education in Tibet, and conclude Zhong Yang's attitude and qualities revealed from the quote. **(Target vocabulary: inspire, cultivate, more than)**

\*Ss: Analyze the quote by talking about what Zhong Yang did as an educator and the significance of improving education in Tibet and conclude Zhong Yang's attitude and qualities revealed from the quote.

**Purpose: To help Ss understand the target vocabulary by analyzing the quote.**

Guided question:

Why was Zhong Yang devoted to improving education in Tibet?

Board design:

	deeds	attitudes	qualities (answers may vary)
Q1	challenges=hardships persist in doing sth coincide with be home to	challenging work with opportunities	optimistic, wise
Q2	inspire cultivate more than	a meaningful job	passionate, caring, helpful

### VII. Interactive activity 7: Quote 3

\*T: Help Ss analyze the quote by encouraging them to talk about the reason why Zhong Yang never regretted being a scientist, and conclude Zhong Yang's attitude and qualities revealed from the quote. **(Target vocabulary: benefit, worth, the tip of the iceberg)**

\*Ss: Analyze the quote by talking about the reason why Zhong Yang never regretted being a scientist and conclude Zhong Yang's attitude and qualities revealed from the quote.

**Purpose: To help Ss understand the target vocabulary by analyzing the quote.**

Guided question:

Why did Zhong Yang never regret being a scientist?

Board design:

	Deeds	Attitudes	Qualities (answers may vary)
Q1	challenges=hardships	challenging work	optimistic, wise

	persist in doing sth coincide with be home to	with opportunities	
Q2	inspire cultivate more than	a meaningful job	passionate, caring, helpful
Q3	the tip of the iceberg	beneficial work a worthwhile rewarding cause	loving, responsible, confident

### After reading

#### VIII. Interactive activity 8: An understanding of scientists' work

\*T: Encourage Ss to discuss in pairs and express orally their understanding of scientists' work by using the target vocabulary wherever appropriate.

\*Ss: Discuss in pairs and express their own understanding of scientists' work by using the target vocabulary wherever appropriate. Report to the class the understanding in complete sentence later.

**Purpose: To encourage Ss to share their understanding of scientists' work by using the target vocabulary wherever appropriate.**

Guided question:

What is your understanding of scientists' work?

#### IX. Assignments

1. Finish Ex. 1 and Ex 2 in Vocabulary Focus on Page 7 and Page 8.
2. Choose a quote of the scientist of your choice. Write a reflection on your choice in about 60 words by answering the following questions:
  - What deeds of the scientist match the quote? Give one example to illustrate it.
  - What does / did the scientist think of his / her work?
  - What quality/qualities in the scientist can be concluded?
  - Why do you choose this quote for the scientist of your choice?