

《高中英语（上外版）》选择性必修第四册

Unit 1 Achieving Effective Communication

课时：第 4 课时

教学内容：Reading B EXCERPT FROM THE STORY OF MY LIFE

课型：阅读课

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一、教学设计与说明

1. 教学目标

本课为本单元的第四课时，核心目标为引导学生在基于主题语境的阅读教学中掌握自传体及记叙文六要素，从而把握故事情节并且能够通过细节分析掌握人物性格特点。最后，通过文化链接板块，了解盲文，从而理解社会特殊人群达到“有效沟通”的不同方式。

2. 设计思路

本课为本单元的第四课时，旨在引导学生利用自传的特点及记叙文六要素，掌握故事情节及段落大意，体会人物情感，理解社会特殊人群之间的沟通交流方式。

首先，在进入正式阅读前，教师介绍作者 Helen Keller 的人物生平以及自传体记叙文的体裁特点。

其次，在阅读过程中又分为略读（skimming）和扫读（scanning）两个部分。教师先请学生通过略读理清故事的六要素（characters, time, place, beginning, development and ending）掌握主旨大意，概括故事情节。然后，请学生通过扫读完成课本配套的配对练习和回答问题练习，并在完成练习的过程中找到一个最受触动的细节及原因，在校对完配对和回答问题的练习答案后，请学生们分享自己被打动的细节及原因，从而引导学生归纳出 Helen Keller 和 Miss Sullivan 的人物特点。

最后，在完成语篇阅读后，教师介绍“Culture link”板块中关于盲文的简介，使得学生能够理解社会特殊人群中的有效沟通方式，在实际生活中有意识地做到与社会各类群体进行有效且恰当的沟通与交流。

作业要求共两个：

- (1) 假设你是 Miss Sullivan，请写一篇关于初次来到 Helen Keller 家的印象最深刻的事情的回忆传记，字数为 80-100。在写作过程中运用至少两个复杂句。

- (2) 请搜索另一个关于残障人士如何克服生理缺陷的成功案例，并在下节课进行分享。

3. 重点难点

完成课本练习的段落主旨配对练习，并在完成配对练习过程中找到一个最触动人心的细节及原因，从而分析归纳得出两位主人公的性格特点。

Lesson Plan

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

1. understand the characteristics of an “autobiography”;
2. sum up the story based on six elements of the story by skimming;
3. analyze the personalities of the main characters by scanning;
4. know about the code system for the blind and become aware of communicating effectively and properly with the disabled.

Procedures:



- I. **Before reading:** Give a brief introduction of Helen Keller and introduce the characteristics of an “autobiography”. Guide the students to review the six elements of a narrative writing.

*T: Ask students their knowledge about Helen Keller and introduce the characteristics of an “autobiography”. Then, guide the students to review the six elements of a story.

*Ss: Obtain the background information of the author and grasp the characteristics of an “autobiography” and the six elements of a story.

Purpose: To get familiar with the background of the author and know about the characteristics about an “autobiography” and six elements of a story to help to understand the passage.

Guiding questions:

1. What do you know about Helen Keller?
2. What is an “autobiography”?
3. Do you still remember the six elements of a narrative writing?

II. While reading:

1. Skimming: Guide the students to get the main idea of the passage.

*T: Ask students to skim the passage and find out the six elements in pairs.

*Ss: Skim the passage and find out the six elements in pairs.

Purpose: To grasp the main idea of the passage.

A guiding question:

What are the six elements of the story?

2. 1st Scanning: Ask students to match each paragraph with the main point on page 13 and answer the questions on page 14.

*T: Ask students to scan the passage and complete the matching exercise about the main point of each passage on page 13 and answer the questions on page 14.

*Ss: Read the passage carefully and complete the matching exercise on page 13 and answer the answers on page 14.

Purpose: To grasp the main point of each paragraph.

A guiding question:

Please scan the passage and complete the matching exercise about the main point of each passage on page 13 and answer the questions on page 14.

3. 2nd Scanning: Lead the students to analyze the characters and the text by interpreting the most impressive words in the passage.

*T: Ask students to find out the most impressive part and think about the reason while scanning. Students may discuss in groups if necessary.

*Ss: Find out the most impressive part and think about the reason while scanning. Discuss in groups if necessary.

*T: Invite students to share their opinions about what impresses them most and the corresponding reason(s), and guide them to analyze the personalities of Helen Keller and Miss Sullivan.

*Ss: Share their opinions and analyze the personalities of two main characters with the help of the teacher.

*T: Have students think over how Helen and Miss Sullivan achieved effective communication.

*Ss: Discuss in groups and share their points of view.

Purpose: To understand the personalities of Helen and Miss Sullivan and the way to achieve effective communication between the two characters.

Guiding questions:

1. Please find out one touching part of the story that impresses you most and share with us about the reason. You may discuss in groups first.

2. According to your sharing, what kind of person do you think Helen Keller/Miss Sullivan is and why?
3. How did they achieve effective communication?

III. After reading:

1. Introducing “Braille and the Man Who Invented it” in the “culture link”.

*T: Show a picture of “Braille” and ask students some questions about it, then introduce it to students based on the passage in the culture link.

*Ss: Answer the questions about “Braille” and read the passage in the culture link.

Purpose: To know more about the means of effective communication among the disabled and to become aware of the various ways to communicate among people.

Guiding questions:

1. What is this on the picture?
2. Read the passage in the culture link and try to introduce it within 20 words in one sentence.

2. Assignments:

1. Supposing you are Miss Sullivan, you are asked to write a biography of Helen Keller. Please write a passage within 80-100 words about the most impressive thing that Helen did when you were teaching her. Please write at least two complex sentences.
2. Please search another example of famous people with physiological barrier(s) and strategies for dealing with it (them). Share the example with us next class.