

# 《高中英语（上外版）》选择性必修第四册 Unit 4 Approaching Classics

课时：第四课时      教学内容：Bertrand Russell's Message to the Future Generation;

Why Does Poetry Matter?

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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，能在听的过程中，借助连接词、关键词和提纲概括访谈语篇内容要点和支撑性论据；能在看的过程中，借助表情变化、行为举止判断人物的心理以及内容大意和细节；能在听、看的基础上，描述个人经历，表达观点；能通过视听语篇的输入，感知人生的意义及诗歌的魅力。

### 2. 设计思路

以主题意义为引领，以视听语篇为依托，整合语言知识和语言技能的学习与发展，运用视听说等方式，开展对语言、意义和文化内涵的探究。探讨人生意义，感知人生意义及诗歌魅力，调动学生已有的基于主题的经验，帮助学生建构和完善新的知识结构，并在此过程中培养学习策略，发展逻辑思维、批判思维和创新思维，落实核心素养。在学会学习的同时，渗透世界观、人生观和价值观教育，实现知行合一。

### 3. 重点难点

能在听的过程中，借助连接词、关键词和提纲概括访谈语篇内容要点和支撑性论据；能在看的过程中，借助表情变化、行为举止判断人物的心理以及内容大意和细节；

## Lesson Plan

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

1. conclude the main idea and supporting details of the listening material with the help of some key words and outline;
2. deduce the characters' feelings through their facial expressions and behaviors while watching the video clip;
3. express their own opinions on life and poetry, thus realizing the meaning of life and the charm of poetry.

### Procedures:

#### I. Interactive activity 1: Sharing knowledge about Bertrand Russell and his works.

\*T: Show a picture of Bertrand Russell and raise questions about Bertrand Russell and his works.

\*Ss: Talk about their knowledge of Bertrand Russell and his works.

**Purpose: To activate students' background information and prepare students for the listening task.**

Guided questions:

1. Who is Bertrand Russell? What are his works?

#### II. Independent activity 2: Watching the video clip and identify Russel's two main suggestions for the future generation.

\*T: Ask students to watch the video clip of the interview and guide students to grasp the main idea of the video clip.

\*Ss: Watch and grasp the main idea of the video clip.

\*T: Ask students to listen and complete the passage. (detailed information of Russel's interview)

\*Ss: Listen to the interview and fill out the blanks.

**Purpose: To catch the main idea and details of the interview.**

Guided questions:

What does Russel mainly talk about in the interview?

### III. Independent activity 3: Talk about the factors important for intellectual development.

\*T: Encourage students to think further about intellectual development.

\*Ss: Talk about the factors important for intellectual development.

**Purpose: To provoke deep thinking about the message conveyed in the interview.**

Guided question:

What else might be fundamental for intellectual development?

### IV. Independent activity 4: Offering background information about the film.

\*T: Ask students to talk about the film Dead Poets Society.

\*Ss: Introduce the film Dead Poets Society.

**Purpose: To offer background information and prepare students for the viewing task.**

Guided question:

What does the film Dead Poets Society talk about?

### V. Interactive activity 5: Understanding the features of Keating's class and students' expressions.

\*T: Ask students to watch the video clip and figure out the features of Keating's class and talk about students' expressions.

\*Ss: Talk about the differences between Keating's class and other classes and students' expressions.

**Purpose: To get to know the effect of Keating's classes and words on the students.**

### VI. Interactive activity 6: Watching the video clip again and complete the table. (Why poetry matters)

\*T: Guide the students to know the meaning of poetry illustrated in the video clip.

\*Ss: Talk about the differences between Keating's class and other classes and students' expressions.

**Purpose: To understand the power of poetry.**

**VII. Interactive activity 7: Talking about the meaning of poetry and recommending a book, film or poem.**

\*T: Guide the students think further about the meaning of poetry.

\*Ss: Share their ideas of poetry.

\*T: Ask students to recommend a film, a book or a poem, giving reasons.

\*Ss: Work in pairs: recommend a film, a book or a poem, setting out reasons and its values.

**Purpose: To deep understand the importance of poetry.**

**To consolidate and integrate what has been learned and apply knowledge to practice.**

**Assignments:**

1. Read the poem What is poetry three times with emotion and appreciation.
2. Add details to your book/film recommendation;
3. Preview “Reading B” by reading the poem aloud and look up new words in the dictionary.