

《高中英语（上外版）》选择性必修第一册 Unit 1 Learning for Life

课时：第 5 课时

教学内容：Reading B: Excerpts from “*Encouraging Learning*” and Cultural Link: Ancient Greek Philosophers’ Views on Learning

课型：阅读课

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一、教学设计与说明

1. 教学目标

本课为本单元的第五课时，核心目标为引导学生在基于主题语境的阅读语篇“劝学”中，明确论说文“论点—论据”的逻辑关系和结构，分辨类比、排比等论证方式，感知语篇中包含的文化元素和价值观。

2. 设计思路

本课的阅读语篇是荀子“劝学”的英译版，“劝学”是一篇逻辑严密、论证形象生动的论说文。首先请学生略读全文后找出主旨句“学不可以已”，随后逐段细读，深入了解每段的大意，并在阅读过程中引导学生关注类比、排比的论证方式，体会其在论说文中的作用及其语言魅力。最后的结构梳理环节，让学生回顾全文，理解这篇文章分别从学习的重要性、学习的态度以及学习的内容方法等方面，全面深刻地论说了有关学习的问题，从而理解荀子的教育思想。之后，再请学生们阅读文化链接中古希腊先贤们对学习的看法，以此让学生们感知不同文化间价值观的异同。

3. 重点难点

明确论说文的逻辑关系、论证结构、论证方式，感知语篇中传达的价值观。

Lesson Plan

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

1. clarify the logic and structure of “main point — supporting arguments” in argumentation;
2. identify analogy and parallelism in the text;
3. perceive the cultural elements and values contained in the text.

Procedures:

I. Independent activity 1: Skimming the text and finding a sentence

*T: Ask students to skim the text and answer a question.

*Ss: Skim the text and find out which sentence in the text shows the main idea of “*Encouraging Learning*”.

Purpose: To help students have a general idea of the text and get ready for digging in

Guided questions:

Which sentence in the text shows the main idea of “*Encouraging Learning*”?

II. Independent activity 2: Reading paragraph 2 and answering

*T: Guide students to read paragraph 2 and answer a question.

*Ss: Read paragraph 2 and find out what Xunzi compares the process of learning to.

Purpose: To help students understand the main idea of paragraph 2

Guided questions:

What does Xunzi compare the process of learning to?

III. Interactive activity 3: Reading and answering

*T: Ask students to read some sentences and introduce analogy and parallelism to them.

*Ss: Read these sentences aloud and feel the power of analogy and parallelism.

Purpose: To help students identify analogy and parallelism and feel the power of them

Guided questions:

Through analogy and parallelism, what does Xunzi want to tell us?

IV. Independent activity 4: Reading paragraph 3 and answering

*T: Guide students to read paragraph 3 and answer a question.

*Ss: Read paragraph 3 and find out what makes people see farther, see more clearly, hear more clearly, travel faster and get across rivers.

Purpose: To help students understand the main idea of paragraph 3

Guided questions:

What makes people see farther, see more clearly, hear more clearly, travel faster and get across rivers?

How can we make up for our lack of ability?

V. Interactive activity 5: Reading paragraph 4 and answering questions

*T: Guide students to read paragraph 4 and answer several questions.

*Ss: Read paragraph 4 and think about several questions.

Purpose: To help students understand the main idea of paragraph 4 and identify analogy and parallelism in paragraph 4

Guided questions:

What's the main idea of this paragraph?

How does Xunzi illustrate the main idea?

Do you notice which phrase is emphasized in these sentences?

VI. Interactive activity 6: Reviewing the main idea of the text and each paragraph

*T: Guide students to review the main idea of the whole text and each paragraph.

*Ss: Review the main idea of the whole text and each paragraph according to the given structure.

Purpose: To help students clarify the logic and structure of “main point — supporting arguments” in argumentation and perceive the values contained in the text

VII. Interactive activity 7: Reading the “Culture Link” and sharing

*T: Guide students to read the “Culture Link” and share their understanding.

*Ss: Read the “Culture Link” and exchange their understanding of the ancient Greek Philosopher's views on learning.

Purpose: To help students learn different views about learning from different cultural background

Assignments

1. Finish the Comprehension Plus II on P13 in the textbook.
2. Read Francis Bacon's article: *Of Study*.