

《高中英语（上外版）》选择性必修第四册

Unit 1 Achieving Effective Communication

课时：第 1 课时 教学内容：Reading A How I Conquered Stage Fright
课型：阅读课 设计者：松江二中 蒋昞鹄

一、教学设计与说明

1. 教学目标

本课时为选择性必修第四册第一单元（Achieving Effective Communication）的第一课时，核心目标为引导学生依据演讲的语篇结构特征，梳理语篇信息和语言特征，培养学生通过查找信息、合理推理来深挖文本主旨内涵的阅读能力。

2. 设计思路

本课时为本单元的第一课时。文章体裁是演讲稿，课文内容是美国作家、演讲家马克·吐温在 1906 年他女儿的一次音乐表演会上发表的演讲，主要讲述了自己如何克服舞台恐惧症（stage fright）的故事。该演讲整体框架结构清晰，开场演讲者表达了自己对初登舞台之人的同情，然后通过生动形象地讲述自己是如何一步步克服初登舞台之恐惧，最后表达了对观众帮助他女儿完成了这次演出的感谢之情。此篇文章最为出彩部分为演讲者用幽默的方式传递给观众信息，但比较晦涩难懂。需要学生在学习文本内容的基础上，结合马克·吐温的个人风格进行合理的分析推理才能挖掘出其真正的含义。

导入部分通过让学生对沟通方式按照时间先后进行排序引入本单元也是本课的主题：沟通之公开演讲。而后借助简单介绍马克·吐温，让学生知道他是位伟大的演说家外也了解他个人最显著的写作风格，即幽默。第一次阅读，通过回顾必修三第一单元 Reading A 乔布斯的演讲稿框架帮助学生快速梳理该文章框架，并完成课文配套练习 Comprehension I 获取文章大意；第二次阅读，学生通过对细节信息查找，完成课文配套练习 Comprehension II；第三次阅读，学生通过合理的分析推理，依据文章事实，解读作者想要表达的深刻内涵，并完成课文配套练习 Comprehension III。

最后，学生通过小组讨论，分享自己面对舞台恐惧以及如何克服它的经历。
作业要求共两个：

(1) 基于小组讨论，写一篇题为“*How I Conquered Stage Fright*”的 100-120 字作文；

(2) 以小组形式梳理阅读语篇 A 中相关重点词汇，并于下节课进行展示。

3. 重点难点

阐述分析作者的幽默，归纳出作者如何克服其舞台恐惧症（*stage fright*）的原因，并在阅读语篇与个人经历之间建立有意义的联系。

Lesson Plan

Teaching objectives:

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

1. sort out the textual information and language features according to the textual structure characteristics of the speech, and explain the author's humor;
2. obtain the content of the story in the text, and summarize the reasons for how the author overcomes his stage fright;
3. understand the cultural values in the text and establish a meaningful connection between reading the text and personal experience.

Procedures

I. Before-reading

Activity 1: Warm-up

*T: Have students put the means of communication in time order.

*Ss: Share their opinions related to means of communication.

Purpose: To arouse students' interest in the topic of effective communication and build up a brief topic-related core words and expressions.

Guiding questions:

Can you put the means of communication in time order?

Activity 2: Getting started

*T: Have students know a brief introduction of Mark Twain.

*Ss: Recognize some writing features of Mark Twain.

Purpose: To direct students' attention to the content of the text.

Guiding questions:

Have you ever heard about Mark Twain?

II. While-reading

Activity 3: Inferential Task

*T: Have students complete the outline of the speech and share their work in pairs.

*Ss: Skim the passage and finish Comprehension I on page 6.

Purpose: To enhance students' ability to summarize the main idea of each paragraph and identify the structure of the text.

Guiding questions:

Can you complete the outline of the speech?

Activity 4: Text Analysis

*T: Have students finish Comprehension II. III on page 6.

*Ss: Complete the evidence of each question in the passage and finish the exercise.

Purpose: To direct students to sort out useful information.

III. After-reading

Activity 5: Group Discussion

*T: Ask students to describe their stage fright and how they dealt with the situation .

*Ss: Work in groups to share their own story.

Purpose: To cultivate their ability to express themselves on stage fright.

Guiding questions:

1. Have you ever experienced stage fright?
2. How did you deal with the situation?

IV. Assignment

1. Based on your group discussion, write a short passage named “How I Conquered Stage Fright”.

2. Work in groups to prepare a presentation to explain key vocabulary.

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