

《高中英语（上外版）》必修第三册 Unit 1 Road to Success

课时: 第 2 课时 课题: Stay Hungry Stay Foolish

课型: 阅读与词汇课 设计者: 复旦附中吴文超

教学设计与说明

一、学情分析

授课对象拟定为高一学生。经过上半学期的学习,学生已经掌握一定的快速阅读技巧,具备一定的词汇语法和句型知识。但是,学生不能独立分析一篇文章的语言形式的功能,在写作中使用适合的句型和词汇时也需要指导。因此本课时教学内容在进一步理解文本、挖掘文本内涵基础之上,学习重点词汇的运用。

二、教材分析

本课时来自第三册的第一单元,单元主题是成功之路 (Road to Success)。

本课时属于单元第二课时。课文内容是乔布斯在斯坦福大学毕业典礼上的演讲,讲述了自己人生中的几个故事,由此提出了他对人生的看法。该课文对原版的演讲进行了一定的简化,但保留了部分精彩的句型和词汇短语。

乔布斯赠送给毕业生的箴言“Stay Hungry, Stay Foolish”采用了平行结构的修辞手法,铿锵有力,又意味深长。

三、教学设计思路

学生通过第一课时,对文章的整体框架、主题大意、叙事脉络有了很好的理解。本课时的目的是带领学生深挖句型和词汇短语在演讲稿中发挥的作用,设计课堂活动,让学生在课堂上使用这些语言形式。同时,利用学生们耳熟能详的格言“Stay Hungry, Stay Foolish”,让学生体会平行结构这一修辞手法的效果,并尝试仿写一个自己的成功格言。

第一环节着重学习句型。学生观察演讲的开场白和结束语,并体会它们起到的重要作用。之后,学生写下其他具有类似功能的句型。学生在双人活动中练习使用这些句型,将乔布斯的观点重新强调一遍,体会句型的有效性。学生在小组活动中,将演讲的开场白和结束语重新写成不同的版本,并练习在班级中发表演讲。

第二环节着重学习词汇和表达。教师利用教材配套的词汇练习,首先向学生解释词汇和表达的含义。学生先就部分重点词汇进行写句练习,之后,学生要把所给的词汇和表达串联成完整的一个故事。教师挑选部分同学在班级分享他们的写作,并对语言的使用进行反馈。

第三环节是学习并尝试使用平行结构。教师引导学生观察格言“Stay Hungry, Stay

Foolish”的结构特点，并解释平行结构的作用。学生尝试写下自己的成功格言，使用平行结构。教师要求部分学生分享自己的格言，并就平行结构的使用给予反馈。

回家作业中，学生需要练习书面表达，写一篇完整的演讲稿，尽可能地模仿课文中的语篇结构、句型特点、相关词汇和修辞手法。

Lesson Plan (the 2nd period)

By the end of the class, the students will be able to

1. identify the sentence patterns that characterize a speech's opening remark, signposting of points, and closing sentences.
2. employ appropriate sentence patterns in speaking.
3. understand the words, phrasal verbs, set phrases, and expressions in the context and practice using them.
4. explore the effectiveness of **parallelism** and employ the rhetoric device in writing a recipe for success.

Teaching Procedures:

I. Warming-up

Activity: Retelling the life story

- Read aloud the opening remark and closing sentences.
- Retell the life stories and the author's points.
- Purpose: To review the passage.

II. Studying on sentence patterns

Activity1: Identifying the sentence patterns

- Look for the patterns used in the opening remark, signposting of points, and closing sentences.
- Understand the discourse functions of these patterns.
- Work out other possible versions that suit each function.
- Purpose: To understand discourse functions of sentence patterns in the speech.

Guided Questions:

1. *How does the speaker start and end the speech? And what purpose do the sentence patterns serve?*

2. *How does the speaker present his points? Why does he choose to use the related sentence patterns?*
3. *Are there any alternative patterns that serve the same purpose?*

Activity2: Employing sentence patterns in making a speech and emphasis

- Students work in pairs and make emphases of the points in the text by using effective sentence patterns.
- Students work in groups and draft an alternative version of opening remark and closing sentences of the text.
- Students present the alternative beginning and end of the speech to the class.
- Purpose: To employ appropriate sentence patterns in speaking practice.

Guided Questions:

1. *What points can we make on the given topic?*
2. *Who are the audience of your speech?*
3. *What sentence patterns are effective in emphasizing your point?*
4. *What are the appropriate ways to start and end your speech on the given topic?*

III. Studying on words and expressions

Activity1: Understanding the meaning of words and expressions in the context

- Teacher explains words and expressions.
- Students complete exercises on vocabulary in the text book.
- Purpose: To understand the meaning of words and expressions in the context.

Activity2: Practicing using the words and expressions.

- Students make sentences with given words and expressions.
- Students write a story with given words and expressions.
- Students present their stories and teacher gives feedback.
- Purpose: To practice using the words and expressions properly.

III. Studying the parallelism of the motto

Activity: Studying and writing

- Teacher explains **the parallelism of the motto** “Stay hungry, stay foolish.”
- Students write their own mottos on recipe for success.
- Purpose: To make an attempt in using **parallelism**.

Guided Questions:

1. *What is special about the structure of “Stay hungry, stay foolish”?*
2. *What are the possible purposes of using parallelism?*
3. *Are there any other examples of parallelism in the text?*

IV. Assignment

Write a draft of the speech on ‘My Own Story and Recipe for Success.’

1. employ appropriate sentence patterns that suit a speech
2. use the pattern of Argument-Evidence in the body paragraphs
3. employ parallelism and words and expressions taught in class if possible