

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

课时：第一课时 教学内容：Excerpt from *The Old Man and the Sea*

课型：阅读 设计者：青浦高级中学 李慧

### 一、教学设计与说明

#### 1. 教学目标

1. 掌握本单元叙事类作品的结构特征，即该类语篇的必要组成部分起因、开端、发展、高潮、低谷、结局；
2. ★在语境中理解具体词汇的意义和功能以及作者的意图和态度；通过用词、独白等语言风格的分析欣赏特定作家作品的语言风格；
3. △理解人物塑造，与老人产生共鸣，并能通过情节来分析和赏析作品，从而理解作品的意义和价值。

#### 2. 设计思路

以主题意义为引领，以语篇为依托，整合语言知识和语言技能的学习与发展，运用读看说等方式，开展对语言、意义和文化内涵的探究。将“经典的界定、评价、欣赏与分享”与学生的生活建立关联，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，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

教学重点：教学目标中★所示。

教学难点：教学目标中△所示。

## Lesson Plan

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

1. master the structural features of the narrative works in this unit: origin, beginning, development, climax, trough and ending;
2. understand the meaning and function of specific words and the author's intention and attitude in context; appreciate the language style of specific writers' works through the analysis of the language style of words and monologues;
3. understand the characterization, resonate with the elderly, and can analyze and appreciate the works through the plot, so as to understand the significance and value of the works.

Procedures:

### I. Interactive activity 1: Sharing reading experience

\*T: Raise questions:

- 1) What is the classic?
- 2) How do you like it?

\*Ss: Share their reading experience of domestic and foreign classics (dramatic, profound, appealing, thought-provoking, touching, twists and turns...)

\*T: Present the background information.

\*Ss: Read the introduction above the excerpt and find out the basic elements of the fiction:

- 1) Character
- 2) Setting
- 3) Plot

**Purpose: To arouse students' interest in classics and familiarize students with the fiction's background information.**

### II. Independent activity 2: Predicting the story

\*T: Guide students to recall the story or predict the story.

\*Ss: Number the paragraphs and predict or introduce what the story is about.

\*T: Show the pictures of fishing tools.

\*Ss: Look at the pictures of fishing tools, getting to know the terms which will appear in the story.

**Purpose: To stimulate student's memory or imagination; remove the vocabulary obstacles.**

### III. Independent activity 3:

\*T: Guide students to comprehend the vivid verbs' meaning and power in portraying things.

\*Ss:

1. Read the 1st paragraph aloud and focus on the shark's movement;
2. Guess the meanings of these verbs from the context through a match task;
3. Draw connections between the different verbs and interpret what kind of enemy the old man had met from the shark's struggle.

**Purpose: To focus students' attention on the use of vivid behavioral verbs.**

### IV. Independent activity 4:

\*T: Guide students to find the repetition of "but" and "he thought"; ask them to finish a table to form a contrast between his first and second thoughts. Ask them to share ideas about the saying.

\*Ss:

1. Read the 2nd -9th paragraphs in-depth;
2. Contrast his first and second thoughts and explore the old man's spirit.
3. Try to understand "A man can be destroyed but not defeated."

**Purpose: To deepen their understanding of a character by analyzing and justifying his mental activities.**

### V. Independent activity 5:

\*T: Guide students to figure out the ending.

\*Ss: Read the 10th paragraph to the end and sum up this last part.

**Purpose: To encourage students to sum up a part of the story.**

### VI. Independent activity 6:

**\*T:** Guide students to relate it to their own life experience and interpret the imagery and encourage them to present their ideas and aid them if necessary.

**\*Ss:**

1. Find out and interpret the imagery.
2. Further thinking: In your life, what is the shark, what is the marlin and how do you react to the shark by describing your internal conflicts?

**Purpose:** Inspire students to relate to their experience and appreciate the imagery.  
**Consolidate what has been learned and inspire creativity.**

## VII. Assessment:

Students' performance	★★★★ Excellent	★★★ Good	★★ Fair	★ Poor
Comprehension in reading				
Reflection on the text				
Participation in group work				
Creativity in presentation				

## VIII. Assignments:

- 1、 Read the text aloud twice
- 2、 Finish exercise on Page 54 I-III
- 3、 Write a summary of the text (no more than 70 words) and add a possible ending