

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

课时：第 2 课时 教学内容：Excerpt from *The Old Man and the Sea*

课型：Vocabulary Focus 设计者：青浦高级中学 陶铭婕

一、教学设计与说明

1. 教学目标

本课为本单元的第 2 课时，课型为词汇课。核心目标为使学生在课文语境中掌握课文核心词汇的意义，并运用核心词汇组织语言表达相关信息与观点；构建与经典相关的主题词汇语义网；能总结经典作品的特征及讨论阅读经典的意义。

2. 设计思路

本课从回顾课文内容开始引入话题，教师把语篇的关键词与表达变成词块，融入语境，使学生在对课文内容的回忆中为进一步的词汇学习做准备。

其次，通过基于课文的问题探究活动梳理语篇的相关词汇，丰富对语篇主题的理解和主题语汇的认知，使学生在具体语境中掌握课文核心词汇的意义。学生正确运用核心词汇完成《老人与海》书评填空练习后，教师邀请学生模仿该书评介绍所了解到文学经典，引导学生运用核心词汇表达信息和观点。

教师通过“什么是经典”的思考题，引导学生进行头脑风暴，讨论经典作品的特征，学生通过阅读有关何为经典的补充文章，构建与经典相关的主题词汇语义网。学生以《老人与海》为例讨论阅读经典的意义，感受经典文学的魅力，树立正确的价值观。

3. 重点难点

能运用核心词汇表达观点，能构建与经典相关的主题词汇语义网，讨论经典作品的特征及阅读经典的意义。

Lesson Plan

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

1. master the key words and expressions in context and use them properly to express topic-related information and voice opinions;
2. build the word web about classics;

3. summarize the features of literary classics and discuss the meaning of reading classics.

Procedures:

I. Lead-in activity 1: Reviewing

*T: Ask students to review the outline of the text following the outline of “the problems—the internal struggle — the solution” and recall the words and phrases picked up in the first period.

*Ss: Recall what they have learned in the previous lesson by reviewing the outline.

Purpose: To review the previous lesson and recall the key expressions. To activate students’ existing knowledge and to prepare for the following activities.

II. Interactive activity 2: Mastering key words and expressions

*T: Ask students text-related comprehensive questions of three categories, i.e. questions of literal comprehension, inferential comprehension and critical comprehension to elicit key words and expressions, and give a brief explanation of each target word or phrase to facilitate students’ learning.

*Ss: Master key words and expressions through answering comprehensive questions and take notes in the worksheet. Employ key words and expressions to express information based on the text and voice their opinions on critical question.

Purpose: To highlight and understand the key words and expressions. To achieve deeper understanding of the text. To employ key words and expression properly to express information and voice opinions.

Guided questions:

1. Literal comprehension

Topic: How did the shark and the old man fight?

Assisting Questions:

How did the shark struggle?

What weapons does the old man have to help him fight his attackers?

Do you know why the old man was reluctant to look at the fish anymore?

Why does the old man regret hooking the fish?

2. Inferential comprehension

Topic: What does the old man’s struggle with the shark suggest about the nature of humanity?

Assisting Questions:

Why does the old man think of DiMaggio?

How is the man's heel injury?

What does the old man decide to do given the dangerous situation?

3. Critical Comprehension

Topic: Do you think the old man is a hero? Why or why not?

III. Independent activity 3: Employing key words and expressions

*T: Ask students to complete the book review on page 55 using key vocabulary and make a similar introduction about literary classics.

*Ss: Employ the proper target vocabulary to complete the book review on page 55 and introduce another literary classics they have learned about.

Purpose: To promote students to employ key words and expressions and to elicit the topic of literary classics.

Guided questions:

1. What other literary classics have you read or learned about? Can you make a similar introduction to us?

IV. Cooperative activity 4: Brainstorming on the features of a classic

*T: Ask students to work in groups and brainstorm the features of a classic.

*Ss: Discuss with group members about what makes a classic.

Purpose: To encourage students to think about what makes a classic and get students prepared for the following activities.

Guided questions:

1. What is a classic? What are their features?

V. Interactive activity 5: Highlight topic-related expressions and building a word web about classics

*T: Invite students to read the supplementary reading on classics and complete the material by filling in topic-related expressions. To help students summarize the word web about classics.

*Ss: Read the supplementary reading on classics and complete the material by filling in topic-related expressions. Form a word web on classics while summarizing the features of a classic.

Purpose: To highlight the topic-related expressions and build a word web about classics.

VI. Reflective activity 6: Discussing the meaning of reading classics

*T: Ask students to think critically on the meaning of reading literary classics.

*Ss: Recall what they have learned in the class, think critically on the meaning of reading classics and form an appropriate attitude toward reading classics.

Purpose: To help students review what they have learned and think critically on the meaning of reading classics. To help students form an appropriate attitude toward reading classics.

Guided questions:

Why shall we read classics? You may refer to *The Old Man and the Sea* as an example. Please state your reasons and use as many expressions in the word web as possible.

VII. Assignments:

1. Create a word web about literary classics on your own.
2. Write an introduction about a literary classic and state the meaning of reading it.