

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

课时：第 5 课时

教学内容：Written in March

课型：阅读 设计者：青浦高级中学 金亮波

## 一、教学设计与说明

### 1. 教学目标

1. 能学会分析诗歌类型及诗歌文体特征；
2. ★能通过细读诗歌内容，学习诗歌的遣词造句，体会如何通过时态、词汇等的精准运用表达诗歌的内涵，并识别不同修辞手法在诗歌情感表达中的作用；
3. △能理解、鉴赏诗歌，理解并欣赏作者在山水之间寄寓的情感和思想，提高经典作品价值赏析的跨文化意识。

### 2. 设计思路

本课时的教学，以“经典文学”这一主题意义为引领，以诗歌教学为依托，整合语言知识和文化知识的学习与发展，运用听诗歌、读诗歌、写诗歌等方式，开展对诗歌语言、经典文学作品的意义和优秀文化及其背后文化内涵的探究，将文化精华与学生的生活建立关联，激活学生已有的关于经典文学作品的认知，帮助学生感悟和欣赏优秀文学作品、优秀文化，并在诗歌鉴赏过程中培养学习策略，发展深度思考和批判思维，形成正确的审美，通过仿写锻炼创造性思维，落实核心素养。在帮助学生学会学习的同时，引导学生热爱自然、热爱人生。

### 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. analyze the types and stylistic features of poems;
2. realize how to express the connotation of the poem through the precise use of tense and vocabulary, and identify the role of different rhetorical devices in the emotional expression of the poem;
3. appreciate the author's feelings and thoughts expressed in the mountains and rivers, and improve the cross-cultural awareness of the value of classic works.

### Procedures:

#### I. Interactive activity 1: Predicting the content of the poem

\*T: Lead students in to the topic.

\*Ss: Get to the know the topic and the information about the poet.

\*T: Introduce the author and initiate questions about the content of the poem.

\*S: Predict the content of the poem from the title and the introduction to the poet.

**Purpose: To arouse students' interest and familiarize them with the theme of the poem.**

#### II. Independent activity 2: Reading the poem

\*T: Guide students to read the poem and figure out the theme and collect students' feelings about the poem.

\*Ss: Read the poem for the theme and describe the impression of the poem.

**Purpose: To help students perceive the poem integrally and get prepared for deeper analysis.**

#### III. Independent activity 3: Visualizing the poem

\*T: Lead students to appreciate the poem from some specific angles based on the detailed description.

\*Ss: Visualize and discuss the content and meaning of the poem.

**Purpose: To analyze the literal meaning of the poem and dig out the beauty of it.**

#### **IV. Independent activity 4: Appreciating the poem**

\*T: Encourage students to appreciate the poem from diverse perspectives.

\*Ss: Discuss and appreciate the poem from different perspectives.

**Purpose: To dig deeper into the appreciation of the poem.**

#### **V. Independent activity 5: expressing feelings about March**

\*T: Guide students to express their feelings about March.

\*Ss: Express their feelings about March and describe their own experiences in March.

**Purpose: To apply what is learned from the poem to practice.**

#### **VI. Independent activity 6: Identifying the features of the poem.**

\*T: Help students to identify the features of poems.

\*Ss: Read the poem again to find some features about the poem.

**Purpose: To analyze poem features and make preparations for the following writing.**

#### **VII. Independent activity 7: Writing a poem**

\*T: Offer students help when necessary.

\*Ss: Create their own versions of “Written in March” based on the collected ideas.

**Purpose: To encourage students to try poem writing.**

### VIII. Interactive activity 8: Sharing the poems

\*T: Arrange presentations and make conclusion about the lesson.

\*Ss: Share the works among groups.

**Purpose: To apply what students have learned to practice.**

### IX. Assessment

Students' performance	★★★★★ Excellent	★★★ Good	★★ Fair	★ Poor
Comprehension about features of poems				
Reflection on the content of the poem				
Class engagement				
Creativity in writing the poem				

### X. Assignments:

1. Read the poem "Written in March" twice aloud and fluently;
2. Polish your versions of "Written in March";
3. Appreciate William Wordsworth poem "Lines Written in Early Spring" by using the pattern learned in class.
4. Optional: Write the poem "Written in ...(month) "