

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

课时：第 7 课时      教学内容：Recommending classic literary works

课型：Further Exploration and Self-assessment    设计者：青浦高级中学 吴雯意

## 一、教学设计与说明

### 1. 教学目标

本课为本单元的第 7 课时，核心目标为引导学生通过合作探究，运用品鉴经典的标准与方法，向他人介绍经典文学作品，并在此过程中激发阅读兴趣、培养文化多样性意识。

### 2. 设计思路

本课作为单元总结性课程，通过引导学生重申单元主题、回顾语篇内涵、训练交际策略，将整个单元的内容有机结合，达到整体性教学的效果，学生能够整合各课时所学的语言资源，借助教师所搭建的脚手架，在本课中进行自主探究和合作学习，实现真正以学生为中心的课堂。本课以“推荐经典文学作品”为主线，立足于英语学习活动观，通过任务型教学的方式，通过创设国际文化节的情境，带领学生深度探索文学世界的美。课堂初期以阅读课两篇文章为引，调动学生关于文学作品阅读的知识和经验，随后进一步强化在听说课中已掌握的用于推荐的表达方法，指导学生先进行独立思考，再依托小组合作，最终呈现出完整的课堂展示，并利用同伴互评的方式，帮助学生取长补短、自我反思、共同进步，并在完成任务的过程中，深刻体会到阅读经典文学的价值所在，通过分析、比较、综合等高阶思维，意识到多元文化中经典文学作品的魅力，激发学生阅读文学的兴趣，提高学生赏析文学的能力。

### 3. 重点难点

根据经典文学作品相关知识，以小组合作的模式完成推荐作品的课堂展示，并激发个人及他人对于阅读经典文学作品的兴趣和鉴赏能力。

## Lesson Plan

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

1. recommend classic literary works to others based on the relevant information they collect;
2. evaluate other groups' presentations and reflect on personal performance in learning this unit;

3. appreciate the value of literature by comparing works from different cultures and different times.

### Procedures:

#### I. Lead-in activity 1: Recommending *The Old Man and the Sea* and “Written in March”

\*T: Create the situation: Your school is going to hold an international culture festival, so each class is asked to recommend several world literary masterpieces for the festival’s organizing committee. Show students the titles of the reading passages: *The Old Man and the Sea* and “Written in March”. Ask students to complete the relevant information of the two literary works.

\*Ss: Think about what they have learned in the previous lessons and finish the first part of the recommendation cards.

\*T: Ask students to think about how to recommend these two literary works.

\*S: Work in pairs. Think about the reasons for recommendation and finish the second part of the recommendation cards.

**Purpose: To get familiar with the topic, to review the previous lessons and to know the key information of recommending a literary work.**

#### Guided questions:

1. Based on what we have learned before, what are the countries, authors, times of writing or publication, genres of these two literary works?
2. From what aspects can we recommend these two works?

#### II. Independent activity 2: Choosing one literary work that impressed you

\*T: Ask students to think about one literary work that impressed them most and write down the relevant information of it as much as possible.

\*Ss: Write down the relevant information about the literary works that impressed them in the worksheet.

**Purpose: To activate students’ existing knowledge and to prepare for the following activities.**

#### Guided questions:

1. Which literary work impressed you most?
2. What is the relevant information about it?

### III. Interactive activity 3: Interviewing your classmates to find your group members

\*T: Ask students to walk around, interview others for what they recommend and form groups according to the countries of the works they choose.

\*Ss: Have a short interview with classmates to find the students who recommend the works from the same country. Sit together with group members.

**Purpose: To promote students' communicative skills and keep students engaged in the lesson.**

Guided questions:

1. Please find your group members who recommend literary works from the same country as you.
2. Useful expressions of the interview are listed for your reference:  
A: Hi, xxx. What literary work do you recommend?  
B: Hello, I highly recommend ...  
A: Oh, I have never heard of it. Could you give me more information about it?  
B: It is written by xxx from ...  
A: I'm glad that you are my group member. I choose .... written by xxx from.../ It sounds interesting. But what a pity! You are not my group member...

### IV. Cooperative activity 4: Preparing for group presentation

\*T: Ask students to work in groups, choose one book and complete the recommendation cards in the worksheet. Introduce the task of different roles: notetaker, presenter, evaluator. Offer help when students are in need.

\*Ss: Discuss with group members to decide the work, finish the cards, and prepare for the oral presentation.

**Purpose: To synthesize relevant information about the literary works and the reasons for recommendation, and to promote collaborative learning.**

Guided questions:

1. What is the work that your group wants to recommend most?
2. What are the relevant information and the reasons for recommendation?
3. How can you make your recommendation more effective? How can you persuade your listeners to read the works after school?

## V. Interactive activity 5: Oral presentation and peer evaluation

\*T: Invite each group to make an oral presentation to the whole class. Explain the criteria for peer evaluation. Organize the class to vote for the most attractive work and the most impressive group.

\*Ss: The presenter gives the oral presentation in front of the whole class. The evaluators make comments after each presentation.

**Purpose: To practice oral skills and to appreciate classic literary works from different cultures.**

Guided questions:

1. Peer evaluation:

You are going to grade the presentations of the other groups based on the following criteria.

★ **Content (5 points):**

The group has mentioned the name, country, author, time, genre of the literary work. The group has explained the reasons for recommendation.

★ **Pronunciation (5 points):**

The presenter has pronounced English words correctly and clearly. The presentation is understandable.

★ **Fluency (5 points):**

The presenter speaks fluent English and maintains eye contact with the audience.

★ **Effect (5 points):**

You have been touched by the presentation and developed an interest in the literary work the group have recommended.

★ **Extra points (5 points):**

The presentation has impressed you in other aspects.

Group	Content	Pronunciation	Fluency	Effect	Extra point	Total

## VI. Independent activity 6: Making self-assessment

\*T: Ask students to reflect on their performance after learning the whole unit.

\*Ss: Recall what they have learned in the unit, think about the expected learning outcomes of the unit and complete the self-assessment form.

**Purpose: To help students review what they have learned and to help students make reflection.**

Guided questions:

1. What have you learned in the unit?
2. What is your understanding of “approaching classics”?
3. What you think you have done well and why?
4. What you need to improve in the future?
5. What learning resources you find useful?

## VII. Assignments:

1. Design a poster to recommend a classic literary work (either independently or cooperatively).
2. Read one of the literary works recommended by your classmates. Finish a reading log in one month.