

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

课时：第 6 课时 课题：Malaria Fighter's Path to Nobel Prize

课型：阅读（II） 设计者：交大附中嘉定分校曾娇

### 教学设计与说明

#### 一. 学情分析

授课对象为高一学生。学生在学习了 Reading A 有关 Jobs 对成功的诠释之后，对进一步理解成功的秘诀会有很大的帮助。在老师设计的活动辅助之下，学生就会自然而然地对两位名人成功背后的原因产生自己的看法。

#### 二. 教材分析

本文是本单元的 Reading B 篇目，在单元主题“Road to Success”下又介绍了一位中国诺贝尔奖获得者屠呦呦科学家的事迹，对主课文介绍的乔布斯这一外国成功人士进行了补充。本课主要讲述了中国首位诺贝尔医学奖获得者屠呦呦的生平事迹和研究过程。本文前半部分对于屠呦呦生平的描述主要是以时间的先后呈现，本文后半部分对其研究过程的说明中运用了较多丰富的动词，详细具体地描述了科学家屠呦呦及其团队开展的长期艰苦研究工作的过程。课文的结尾引用了屠呦呦的原话对其取得巨大成功背后的原因进行了简单总结。

#### 三. 教学设计思路

本课从单元总体目标中的“identify factors that lead to success”以及本课题“阅读与分析性思维”两个方面着手进行设计。首先，通过标题中的关键词“malaria, fighter, Nobel Prize”引导学生预测课文内容并讲述已知的屠呦呦事迹，进行同伴间相互学习，作为本课学习的起点。然后，通过课文分段落阅读，引导学生在获取信息的基础上进行评价，找到屠呦呦生平中诺贝尔奖之路的起点（第 1-3 段）；以此过渡到屠呦呦团队的科研过程（第 4-5 段），以动词结构为抓手，引导学生对这两段进行精读和词汇学习。最后，以阅读为基础，开展小组讨论，对屠呦呦成功的因素进行思考和总结，并将其与学生自身体验相结合，请学生讲述他们认为的最重要的一个成功因素。

#### 教学重点及难点

在阅读获取信息的基础上开展分析性思维并表达自己的观点。

## Lesson Plan

### Objectives:

By the end of the period, the students are expected to

1. understand the major life events of Tu Youyou;
2. recognize and learn the key verbs describing Tu's research (task, examine, run tests on ..., test, summarize);
3. identify factors that led to Tu's success based on critical reading;
4. express opinions on the most important factor to success.

### Procedures:

#### I. Warming up

**\*T:** Ask students to predict the text based on its title “**Malaria Fighter's Path to Nobel Prize**” and report to the class what they know about Tu Youyou.

**\*Ss:** Make a guess about the content of the text and brainstorm about their knowledge of Tu Youyou (her achievement, her life, her name, her research and so on).

***Purpose:*** To activate students' background knowledge/words of the text and enable students to piece together a picture of Tu.

### Guided questions:

1. What does the title “**Malaria Fighter's Path to Nobel Prize**” mean?
2. Who is the malaria fighter? What is his/her achievement?

#### II. Reading: life events

**\*T:** ask students to pay attention to Tu's life events in time sequence while reading Paragraphs 1-3 and decide on the beginning of the path to Nobel Prize.

**\*Ss:** reorganize Tu's life events with the help of the table in “Comprehension Plus”: think about the turning point in Tu's life and explain their reasons.

***Purpose:*** To help students reorganize information in time sequence and stimulate students to think critically and express different opinions with proofs.

### Guided questions:

1. Based on Tu's life events listed in the table, which event is the beginning of the path and why?

#### III. Reading: the discovery

**\*T:** ask students to read for details (Paragraph 3-5) about Tu's discovery of artemisinin with special attention paid to verbs indicating her action along the path to Nobel Prize.

**\*Ss:** read the 3 paragraphs, underline Tu's specific work (circle verbs) and report it to the class.

**\*T:** write down the key verbs on the blackboard and talk about the meaning of some words.

**\*Ss:** guess the meaning of words and learn some new words.

**Purpose:** *To guide students to learn the process of Tu's work, to understand that scientific research is no easy job, and to pave way for discussing the factors to Tu's success.*

### Guided questions:

1. In the 46 years between 1969 and 2015, what did Tu Youyou do to achieve the Nobel Prize?  
Please circle the verbs that can indicate Tu's work.
2. What does the phrase "was tasked with sth." mean? In other words, who might give the task to Tu?
3. What do you think of Tu's research? What do the numbers in Para. 4 tell us?
4. Did she do all the work by herself?

### IV. Critical Thinking: factors of success

**\*T:** guide students to talk about the significance of the discovery of artemisinin and ask them to identify factors leading to Tu's winning the Nobel Prize in Physiology or Medicine after reading Para. 6.

**\*Ss:** read Para. 6, discuss and report the factors leading to Tu's success in groups.

**\*T:** note down students' presentations on the blackboard in the form of a mind map and ask them to single out the most important factor to them.

**\*Ss:** talk about the most important factor to them with personal experiences.

**Purpose:** *To guide students to think critically about the factors leading to Tu's success and relate it to their lives.*

### Guided questions:

1. Why is the discovery of artemisinin important?
2. What factors led to Tu's success in winning the Nobel Prize? Please illustrate your point with evidence from the text.

### V. Homework

1. Read the text aloud before filling in the blanks of a summary of the text.

**Fill in the blanks with words from the text in their proper forms.**

Tu Youyou, the first Chinese scientist who won the Nobel Prize in \_\_\_\_\_, was born in Ningbo in 1930. At 21, she went to Beijing to \_\_\_\_\_ her studies in medicine and was \_\_\_\_\_ with searching for a new malaria treatment when she worked at China Academy of Traditional Chinese Medicine. During the long hard research, Tu and her team \_\_\_\_\_ hundreds of books about traditional Chinese Medicine and \_\_\_\_\_ many experienced doctors. Tu \_\_\_\_\_ over 2, 000 prescriptions and \_\_\_\_\_ 640 of them in a single collection of anti-malaria prescriptions. With a lot of \_\_\_\_\_, they found the key to \_\_\_\_\_ malaria in an ancient medical book by Ge Hong. The team then started \_\_\_\_\_ tests on the plant and found artemisinin could \_\_\_\_\_ malaria. Thanks to this discovery, millions of lives in Asia and Africa were \_\_\_\_\_.

**Key: Physiology or Medicine; further; tasked; examined; interviewed; collected; summarized; persistence; beating; running; treat; saved**

2. Write down a paragraph of 60 words about the most important factors leading to Tu's success based on group discussions and presentations.