

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

课时: 第 1 课时

课题: Stay Hungry Stay Foolish

课型: 阅读课

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### 教学设计与说明

#### 一. 学情分析

授课对象拟定为高一学生。经过上半学期的学习,学生已经掌握一定的快速阅读技巧,即,能够使用略读策略(skimming)较为迅速地获取文章大意。知道使用寻读策略(scanning)搜寻细节信息。但是,学生对一篇文章的理解往往只停留在理解文章生词含义、理解作者的言内之意(denotation)层面。对于文章的组织架构(organizational pattern)的抓取、对作者要表达的隐含意(implied meaning)的理解能力都较为薄弱。因此需要进一步的引导与练习。

#### 二、教材分析

本课时来自第三册的第一单元,单元主题是成功之路(Road to Success)。

本课时属于单元第一课时。文章体裁是演讲稿。课文内容是乔布斯作为特邀发言人在斯坦福大学毕业典礼上的演讲,主要讲述了自己人生经历中最特殊的几个故事。该课文对原版的演讲进行了一定的简化,但浓缩并保留了整个演讲中最精华的部分。该演讲稿整体框架结构非常清晰,尤其是开场白和结束语,堪称演讲稿典范。此外,每个段落都用个人经历,作为论据来支撑作者要传达给听众的观点信息,非常适合用来指导学生根据语篇框架和逻辑进行阅读和仿写。

这篇文章最出彩的部分在于,乔布斯通过自己青年、中年、老年三个阶段的不同人生经历,传递给了听众他之所以成功的三个真谛。但是他的语言却较为隐晦,多处出现隐喻(metaphor),并非直陈其意。对于高一阶段的二语习得者来说,要充分参透其意,具有一定的难度。需要学生在文本内容的基础上,进行合理的分析推理才能挖掘出其真正的含义。

最后,乔布斯赠送给毕业生的箴言“Stay Hungry, Stay Foolish”更是富含哲理,意味深长,同时也总结概括了其一生所贯彻的成功之道。这条格言被理解成无数版本,值得在课堂上让学生开展进一步的思辨。

#### 三、教学设计思路

要让学生能对文章进行更深层的理解,势必需要锻炼学生的分析性思维。分析性思维涉及的是认知的三个技巧,即“分析(analysis)一推理(reasoning)一评价(evaluation)”,三者是层层递进的关系。本课时的教学主要利用分析性思维流程框架图,对文章脉络进行

梳理。并基于文章事实，通过对作者隐含义的分析 and 推理，挖掘文章的深刻内涵，解读出通向成功的主要因素。再采用语言学习过程中的同伴作用对文章的理解进行评判。

导入部分引入三句关于成功要素的名人名言，引出本单元也是本课的主题：通向成功之路所需的条件。第一次阅读，通过使用主课文配套的第一套练习，帮助学生梳理文章框架。使学生认识到演讲稿的语言特征，同时获取文章大意。第二次阅读，学生通过对三个故事的细节信息查找，按照时间线梳理出作者的人生经历，完成思维框架图。第三次阅读，通过合理的分析推理，依据文章事实，解读作者想要表达的深刻内涵。强化根据文章内容进行合理推断的思维能力。最后，学生运用这一技能，对文章标题进行进一步的解读，并且面对同伴们不同的理解，尝试做出思辨性的评判。

### Lesson Plan (the 1<sup>st</sup> period)

By the end of the class, the students will be able to

1. figure out the general idea of the passage through analysis of organizational pattern;
2. have a good understanding of Jobs' life experience through mind mapping;
3. identify the three factors that lead Jobs to success through reasoning according to the facts;
4. interpret the motto "stay hungry, stay foolish" through critical thinking.

#### Teaching Procedures:

##### I. Pre-reading

###### Activity: Interpret the three quotes.

- Teacher: Introduce the topic by directing the students to read the 3 quotes on page 4.
- Students: Interpret the quotes and predict the topic of the text.
- Purpose: To introduce the topic and inspire students to think and speak on it.

Guided Questions:

1. According to each quote, what is the key to success?

##### II. While-reading

###### Activity1: Identifying the organizational pattern.

- Teacher: Get students to catch the structure of the text.
- Students: Skim the text and complete the outline on page 6.
- Purpose: To help students strengthen their understanding of organizational analysis.

Guided Questions:

1. How is the speech organized?

### Activity2: Deepening the understanding of the text

- Teacher: Get students to further understand the text.
- Students: Scan the text, and complete the mind map on the worksheet.
- Purpose: To help students deepen their understanding of text as a whole.

### Activity3: Analyzing implied meaning and reasoning the factors that lead to success.

- Teacher: Get students to figure out the implied meaning of each story.
- Students: Read the text and think about the questions. Share their ideas with group members.
- Purpose: To help students work out the implied meanings and reason the factors that lead to success.

#### Guided Questions:

##### *The first story:*

1. What does “dot” refer to?
2. What does Jobs mean by saying “...it was impossible to connect the dots looking forward. You can only connect them looking backwards”?
3. Based on this story, what is his secret to success?

##### *The second story:*

1. What does “love” and “loss” mean by Jobs?
2. According to Jobs, what is the key factor making him start over?
3. Based on this story, what is his secret to success?

##### *The third story:*

1. What does Jobs mean by saying “If you live each day as if it was your last, someday you’ll most certainly be right”?
2. Based on this story, what is his secret to success?

### III. Post-reading

#### Activity: Evaluating

- Teacher: Get students to interpret “Stay hungry, Stay foolish” in groups and invite some group leaders to make presentations.
- Students: Some of the group leaders present their interpretations. Other students evaluate the rationality of their interpretations.
- Purpose: To help students strengthen their reasoning skills and enhance their

critical thinking.

#### IV. Assignment

Read the speech at least twice and write a reflection on it within 150 words. Your reflection may include:

- *the main idea of the speech.*
- *the story that left the deepest impression on you and why.*
- *your understanding of the motto and why.*

### Student's Worksheet

