

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

课时：第 7 课时

课题：Formula for Success: Think and Talk

课型：思辨课+探究课

设计者：复旦附中 欧阳吴娴

教学设计与说明

一、学情分析

授课对象拟定为高一学生。在之前的课程当中，学生已经学习完了两篇主要课文，对于文章的理解已经比较透彻，在之前的习题当中，学生已经接触过各类文章框架的图表，但是未曾自己实践构架处自己的思维流程图，本课时希望通过引导学生使用图表进行分析，进一步发展学生将抽象的思维方式具体化的能力。学生在之前一个课时已经学习了演讲技巧，本课时鼓励学生利用这些技巧进行演讲的规划，最后通过自评检验整个单元的学习成果。

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）。

本单元的主要文本有两篇：Steve Jobs的演讲和描述屠呦呦科研历程的短文。前者的文章构架涉及了organizational pattern，在课后练习中以树状图的方式呈现，能够让学生更直观地看出文本的结构，为之后学生自行撰写演讲稿提供了可借鉴的方法。后者则以屠呦呦成长的线性叙事为主要脉络，文章结构依据时间顺序展开，这种组织方式也可以给学生提供构思作文和演讲的思路。在前几个课时当中，学生已经精读过以上两个文本，本次课程主要引导学生回顾前文和进行文本对比，在此过程中发散和训练学生的分析性思维。

三、教学设计思路

本课是本单元的最后一课，作为总结课程，目标有三：一是引导学生回顾和复习本单元输入的主要内容；二是通过写作和口语练习这两种输出方式帮助学生巩固和利用所学知识；三是培养学生的分析性思维方式。具体实践上，采用了图表分析训练、口语交际训练与写作训练三种方式。利用维恩图和树状图辅助对比分析，可以对学生的判断、分类、表达等诸多要素进行有策略的培养和训练，让学生在分析问题能够多方位思考，快速有效地得出结论。口语与写作可以检验学生是否能够

熟练运用所学的分析方式和演讲技巧构建和输出文本。

导入部分采用回顾法，将两篇阅读的文本结构以树状图的形式展示出来，让学生回忆文本，补全树状图。对比和分析环节，要求学生根据文本和课外知识，以四人小组的形式，讨论和分析二人成功的因素，填入维恩表中，找出共性和差异。（在讨论之前，同样可以以树状图的方式，给出学生应考虑方面，如：外因-社会，家庭，教育等；内因-性格，态度，习惯等。）每组选出代表与班级分享讨论结果，以班级为单位讨论和分析共性及差异产生的原因。这个活动旨在训练学生使用表格进行分析对比，小组讨论和班级展示的形式有利于口语训练、增强表达能力和培养团队合作意识。下一个环节，向学生展示几位成功人士的“成功公式”，要求学生利用本单元学过的词汇创造自己的“成功公式（My Formula for Success）”，并选取其中两点，构思一个“小型演讲（Mini Speech）”并在班级展示。最后，学生通过self-assessment中的问答进行自我评价，检查本单元学习目标的完成度。

四、教学重点及难点

教学重点：

- 1) 运用图表辅助分析和发散思维。
- 2) 复习和总结单元内容。
- 3) 输出训练：口语和写作。

教学难点：

- 1) 掌握和运用图表辅助思考。
- 2) 口语表达和写作语言的准确性。
- 3) 通过自我评价表反思本单元学习。

Lesson Plan

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

1. further explore the road to success by understanding and using diagrams to analyze and compare.
2. deliver a speech and write an essay about success formula.
3. conduct self-assessment with the help of the three questions and reflect on their strengths and weaknesses in learning this unit.

Teaching Procedures:

I. Pre-task

Activity 1: link to the previous lessons.

- Teacher: shows the dendrogram structure of Reading A/Reading B, and asks the students to fill in the diagram by reviewing.
- Students: review the lessons learned and fill in the dendrogram.
- **Purposes:**
 1. **To review the text structure and content of Reading A and B.**
 2. **To gather students' attention and arouse their interests.**

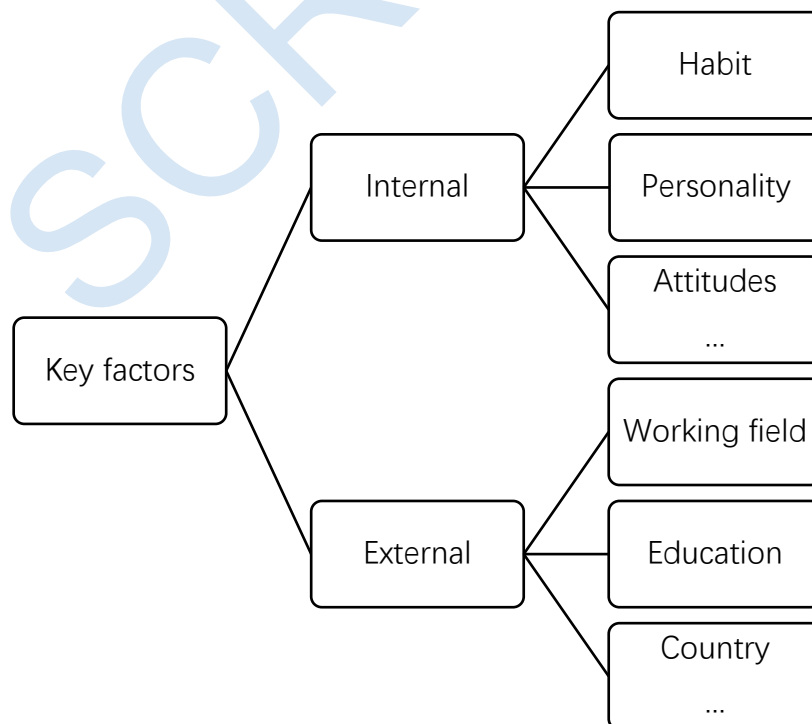
Guided Questions:

1. What is Reading A/B about?
2. Have a look at this “tree” on the slide, what should be put in the “branches”?

II. While-task

Activity1: Analyze and compare.

- Teacher: ask the students to recall the key factors account for the success of each successful person in the two reading texts.
- Students: name a few elements for the success factors.
- Teacher: shows the example of how to analyze with “growing a tree” (dendrogram) by dividing the factors into varied aspects



- Students: form a group of 4, discuss and take notes.
- Teacher: handouts Worksheet 1: Venn diagram.

- Students: fill in the worksheet and make comparison. Choose a representative and share the result with the class.
- Teacher: leads the students to find out the similarities/differences between the factors of each successful person, and then asks the students to find the causes to the similarities/differences.
- Teacher & Students: discuss and arrive at conclusions.
- **Purposes:**
 1. **To enhance students' analytical skills using diagrams such as dendrogram and Venn diagram**
 2. **To make students cooperate with group members to promote the team spirit.**
 3. **To improve students' oral English.**

Guided Questions:

1. What do you think are the key factors for the success of Steve Jobs/ Tu Youyou?
2. What are the similarities/differences between the factors of these successful people?

Activity2: Create a formula for success.

- Teacher: demonstrates the examples of formula for success and asks the students to create their own formula.
- Students: create a formula for success, share it with the class and explain the reasons behind it with 3-5 sentences.
- **Purposes:**
 1. **To encourage students' creativity.**
 2. **To improve students' reasoning ability.**
- **Famous Success Quotes - Reference:**
 1. There are no secrets to success. It is the result of preparation, hard work, and learning from failure.
-- Colin Powell
 2. The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.
-- Confucius
 3. A good head and a good heart are always a formidable combination.
-- Nelson Mandela
 4. If A is a success in life, then A equals x plus y plus z. Work is x; y is play; and z is keeping your mouth shut"
-- Albert Einstein
 5. When love and skill work together, expect a masterpiece.
-- John Ruskin
 6. Formula for success: rise early, work hard, strike oil.

Read more at <https://www.brainyquote.com/topics/success-quotes>

Guided questions:

1. Read the famous quotes of success. Can you transform them into formulas?
2. Look at the formulas of Einstein and Edison on Page 16. Can you write your own formula?
3. What do the symbols in your formula stand for? Can you briefly explain your formula to the class?

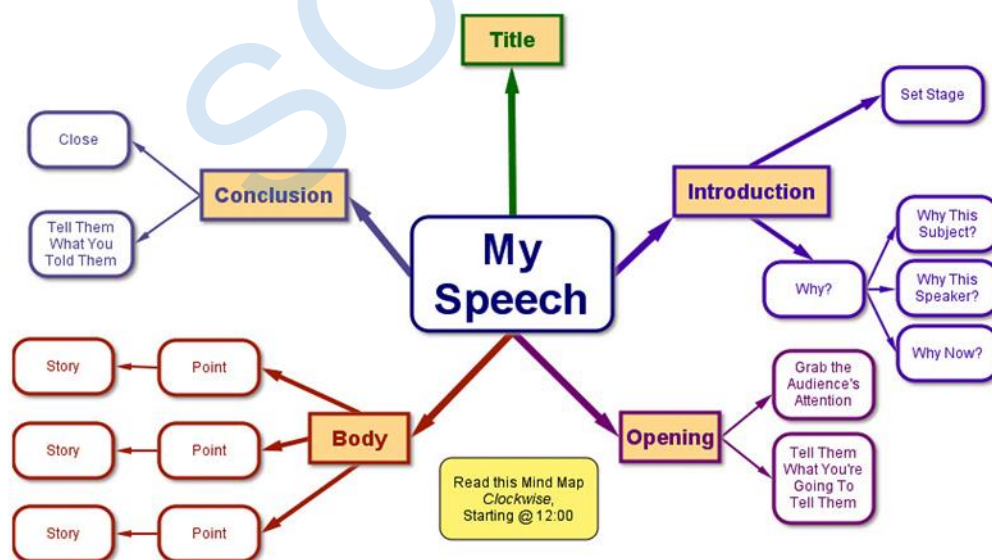
Activity3: Make a Mini Speech.

- Teacher: ask students to pick two elements in their success formula, use dendrogram to lay out the structure of their mini speech.
- Students: draft a speech according to their success formula.
- Teacher: ask the students to review the speech pacing tips on Page 13, practice their speeches in the group and then invite a representative from each group to deliver their speech in front of the class and comment on their performance.
- Students: prepare and give the speech cooperatively.

➤ Purposes:

1. To train students' ability of speech delivery.
2. To make students put analytical tools into practice.

➤ How to write a speech – Reference



Guided Questions:

1. Why don't you share with us two of the elements in your formula by making a mini speech?
2. While you are drafting a speech, what analytical tool may come in handy? How about the dendrogram?

3. Who is the representative speaker of your group?

III. Post-task

Activity: Making self-assessment.

- Teacher: ask the students to reflect on their performance after the study of this unit. Answer the questions on Page 17 to evaluate their learning outcomes.
- Students: Think about the questions and take time to complete the self-assessment form.
- Teacher: ask the students to recall specific learning procedures that can reflect the knowledge or skills they have gained. Guide them to point out what they have done well in this unit and what aspects can be improved in the following unit.
- Students: Recall their learning activities and reflect on the adequacy and inadequacy.

- **Purposes:**
 1. **To help the students recall what they have learned in the previous lessons.**
 2. **To have the student make reflection and plan for the future study.**

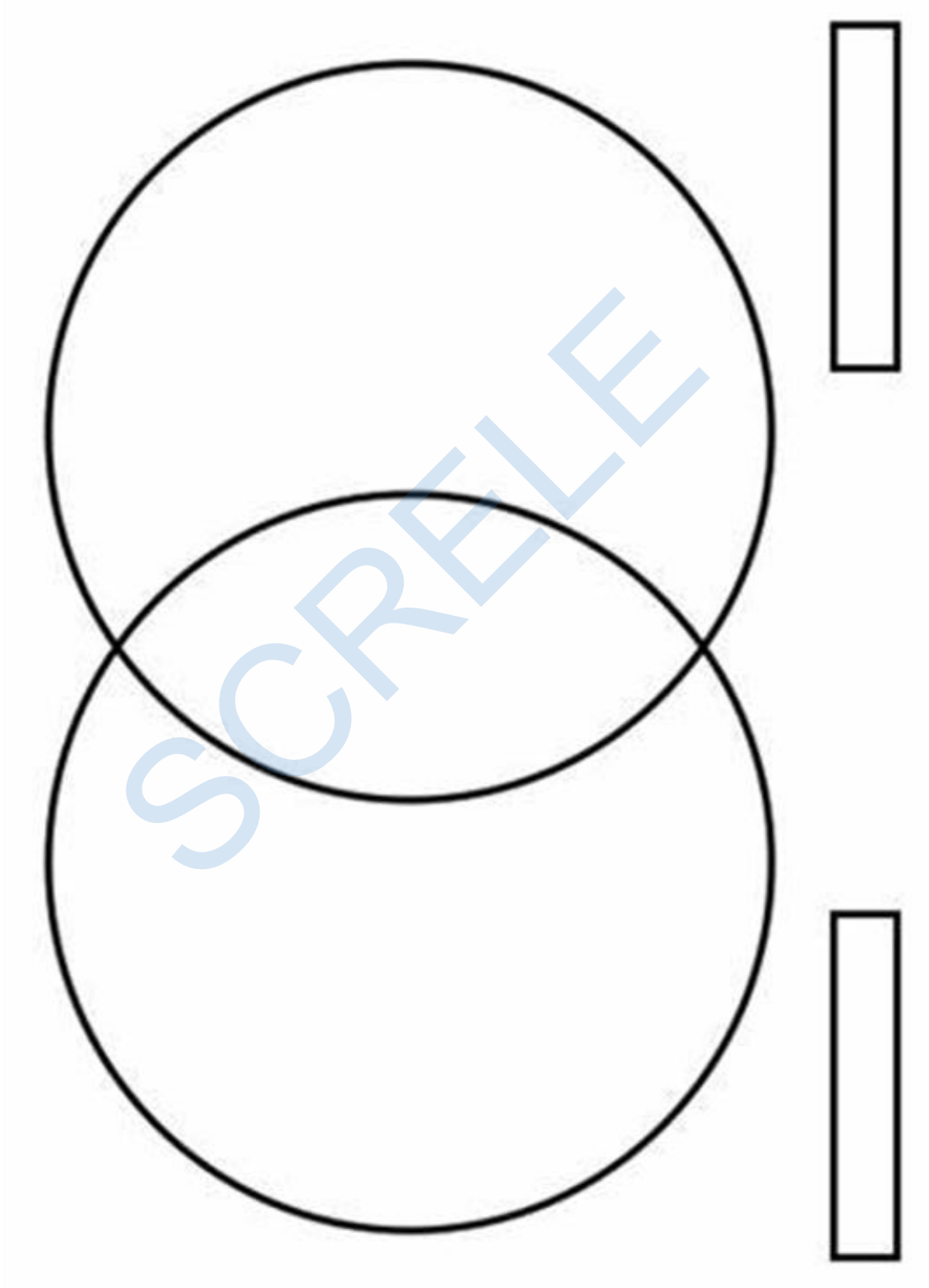
Guided questions:

1. [Instruction]Look at the expected learning outcomes of this unit on Page 17, and answer the question.
2. What aspects have you done well in this unit? Why and how?
3. Which aspect is not so satisfying? How can you improve that?

IV. Assignments

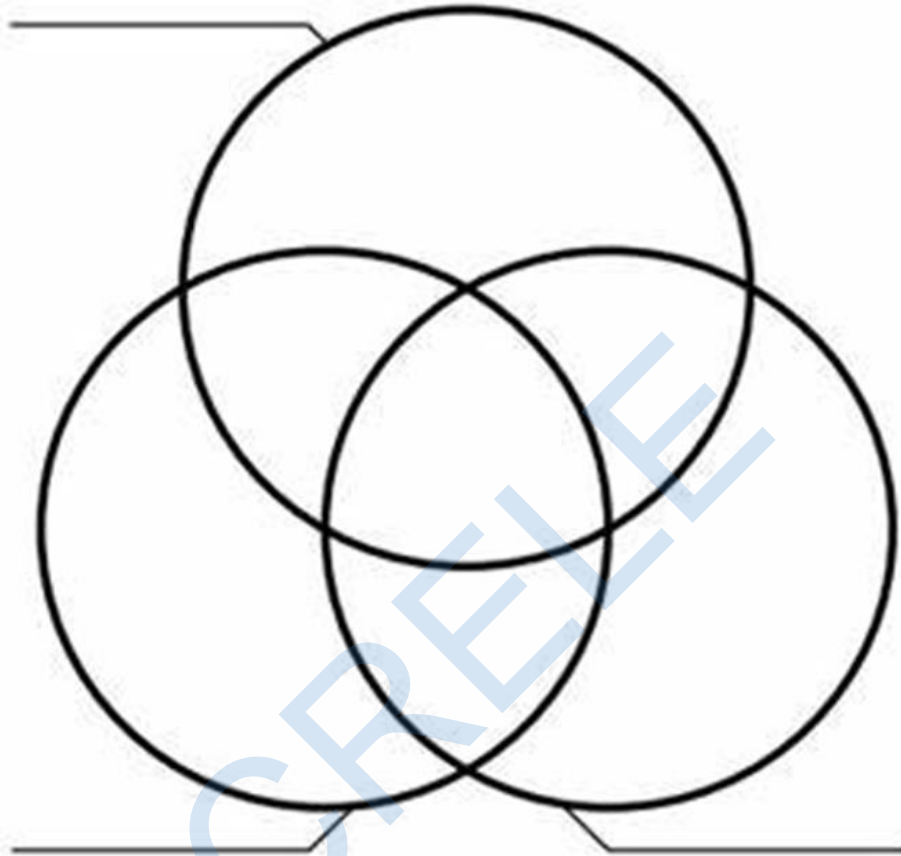
1. Find 2-3 successful people and compare them in the Venn diagram on Worksheet 2.
2. Revise the speech draft written in class and finish the composition “My Formula for Success” on Worksheet 3.

Worksheet 1: Venn Diagram



Worksheet 2

Find 2-3 successful people, find out the key factors to their success and fill in the Venn diagram below.



I. What aspects account for their similarities?

1.
2.
3.

II. What aspects account for their differences?

1.
2.
3.

III. What factors are the most important to you? And Why?

.....
.....
.....

Worksheet 3

Writing: write a composition of 100-120 words with the title “My Formula for Success”.

You should:

1. Demonstrate your formula and explain the symbols.
2. Explain why you form such a formula.
3. Draw the dendrogram of your composition layout in the blanks below.

Composition Layout Dendrogram :

My Formula for Success

A large area with horizontal dashed lines for writing the composition. The lines are evenly spaced and extend across the width of the page. A large, light blue watermark reading 'SCREEEE' is diagonally overlaid across the page.