

## 《高中英语（上外版）》选择性必修第二册 Unit 1 Scientists

课时：第 1 课时      教学内容：Saving Tibet One Seed at A Time

课型：阅读课    设计者：上海中学 王荷

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第一课时，学生通过该课时的学习，能通过分析作者呈现钟扬主要事迹的手法和原因，推断文章的写作目的，理解人物专栏文章的语篇特征；能通过分析钟扬应对挑战的行为和他对科研工作的态度，推断其身上所反映出的优秀精神品质；能通过评价文章标题和钟扬在西藏进行的工作，认识科学家工作的社会意义。

#### 2. 设计思路

本课时是一堂阅读课，课文是一篇关于已故生物学家钟扬的人物专栏文章(feature article)。首先学生在课前需要对课文进行预习，了解钟扬的主要成就、工作的内容及背景意义等，并完成相应的预习学案。课堂上整体阅读阶段中，学生需判断文章的写作目的，并找出文中的核心内容，即钟杨在工作中遇到的重重困难以及他对工作的态度。在深入阅读阶段，教师将重点放在引导学生理解作者如何选取关键事例和人物引言，对事实细节进行层层剖析，思考其背后折射出的钟杨身上优秀的精神品质，并且能够判断作者的情感态度。在读后阶段，学生需要结合课堂上对钟杨科研和教育工作的全面理解对课文标题进行反思，并对比其他备选标题进行讨论和评价，从而深入挖掘标题中关键字词的多重涵义，进而诠释科学家工作所带来的巨大的社会意义。最后教师对全文的语篇结构特征进行总结，引导学生树立语篇意识。

本课的作业要求：学生根据本文人物专栏文章的语篇特征和写作目的评价教材第 4 页的配图，并要求学生在作业中能根据此类语篇的内容和语言特征进行段落仿写。

#### 3. 重点难点

学会归纳以人物贡献、人物特点和人物经历为主要内容的人物专栏介绍类语篇的文体和语言特征；能够通过人物的行为和言语分析科学家身上的精神品质，推断作者的情感态度；能够对课文标题进行深入反思和解读，诠释科学家工作所带来的社会意义。

## Lesson Plan

### Learning Objectives:

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

1. understand the characteristics of a feature article and conclude the author's purpose in writing this passage by analyzing how and why the author approaches key facts in introducing Zhong Yang;
2. conclude Zhong Yang's amazing qualities by analyzing his approaches to the challenges he faced at work and his attitude towards his scientific research;
3. perceive the social significance of Zhong Yang's scientific endeavor through the evaluation of the title of the text and Zhong Yang's work in Tibet.

### Learning Procedures:

#### Before reading

#### I. Interactive activity 1: Brainstorming of different types of scientists

\*T: Ask Ss to brainstorm and name as many types of scientists as possible.

\*Ss: List the types of scientists they can think of.

**Purpose: To get Ss to be familiar with the topic of scientists and activate their vocabulary about different types of scientists.**

Guided Question:

What do you know about the different types of scientists?

#### II. Interactive activity 2: A basic understanding of biologists' work

\*T: Ask Ss to observe the picture on Page 2-3 and guess what type of scientist the man in the picture might be.

\*Ss: Observe the picture, guess and explain the type of scientist the man in the picture might be.

\*T: Encourage students to describe the work a biologist is involved in in terms of his job duties and working conditions.

\*Ss: Talk about what they know about the work of a biologist.

**Purpose: To activate Ss' prior knowledge about biologists and help them get ready to read the text.**

Guided Questions:

1. What type of scientist might the man in the picture be?
2. What do you know about the work a biologist is involved in?

#### III. Interactive activity 3: Some basic facts about Zhong Yang

\*T: Ask Ss to answer the questions about Zhong Yang's work and his contributions on their preview worksheets.

\*Ss: Answer the questions about Zhong Yang's work and his contributions in simple sentences.

**Purpose: To encourage Ss to locate some basic information concerning Zhong Yang in the corresponding paragraphs and help them to be familiar with the biologist.**

Guided question:

Who is Zhong Yang?

**While reading**

**IV. Interactive activity 4: A global reading of the text**

\*T: Ask Ss to identify the author's purpose in writing the text and then skim to find the other aspects of Zhong Yang mentioned in the text.

\*Ss: Conclude the author's purpose in writing the text based on their first reading before class and skim to find out the other aspects of Zhong Yang introduced in the text.

**Purpose: To help Ss understand the author's purpose in writing the text and grasp the highlight of the text, i.e. the challenges Zhong encountered in his scientific research.**

Guided questions:

1. What is the author's purpose in writing the text?
2. What other aspects about Zhong Yang are covered in the text?

**V. Interactive activity 5: In-depth reading of the challenges facing Zhong Yang**

\*T: Ask Ss to read the text carefully again and sort out all the key information about the challenges facing Zhong Yang in his research.

\*Ss: Read the text carefully and underline all the key information about the challenges Zhong encountered in his research.

\*T: Ask Ss to work in pairs and discuss the detail about those challenges that impresses them most and think about why these details are impressive.

\*Ss: Share the detail they find most impressive with their partner and explain why.

\*T: Encourage Ss to summarize how the author makes these details vivid and impressive.

\*Ss: Summarize in their own words how the author makes these details vivid and impressive.

**Purpose: To guide Ss to focus on the major challenges facing Zhong Yang and analyze the author's choice of key facts to vividly demonstrate these challenges.**

Guided questions:

1. What were the challenges Zhong Yang encountered when he worked in Tibet?
2. Which detail of the challenges impresses you most? Why?
3. In what way does the author make these details vivid and impressive?

**VI. Interactive activity 6: An analysis of Zhong's attitude towards his scientific work**

\*T: Have Ss find out in the text Zhong Yang's attitude towards his work in Tibet.

\*Ss: Underline the key phrases and sentences in the text indicating Zhong's attitude towards his work.

**Purpose: To encourage Ss to identify Zhong's attitude towards his scientific work from**

his quotes.

Guided question:

How did Zhong view his scientific work in Tibet?

### **VII. Interactive activity 7: An exploration of Zhong's qualities**

\*T: Encourage Ss to discuss in pairs and explore the qualities in Zhong Yang as a scientist and educator based on what he did and said in Tibet and how he overcame the challenges at work.

\*Ss: Have a discussion with their partner about Zhong's positive qualities, note down all the keywords in the form of adjectives on their worksheet and find out all the supporting details in the text.

**Purpose: To encourage Ss to think analytically and explore the qualities in Zhong Yang based on what's presented in the text.**

Guided question:

What qualities do you think Zhong Yang had as a scientist and educator?

### **Interactive activity 8: An understanding of the author's feelings and attitude**

\*T: Have Ss deduce how the author might feel about Zhong Yang and his work.

\*Ss: Try to identify the author's attitude towards Zhong Yang and his work and support their opinion with evidence from the text.

**Purpose: To help Ss to understand the author's admiration for Zhong Yang through his approach of key facts, i.e. Zhong's deeds and words in face of challenges during his work.**

Guided question:

How does the author feel about Zhong Yang and his work in Tibet?

### **After-reading**

### **VIII. Interactive activity 9: A further exploration of the title of the text**

\*T: Have Ss discuss and think about why the title of Reading A "Saving Tibet One Seed at a Time" is better than three other possible titles given by the teacher. Ask them to discuss and conclude the implied meaning of the word "seed" in the title.

\*Ss: Discuss the four titles given to them in groups of four and reflect on why the original one stands out among all the possible titles. Conclude the implied meaning of the word "seed" in the title.

**Purpose: To encourage Ss to think critically about the meaning of the title and fully grasp the significance of Zhong's work, that is, to plant the seeds of hope not only for Tibet but also for the future generations by collecting physical seeds and promoting education in science.**

Guided questions:

1. What can we learn from the title of the text?

2. Why do you think the original title stands out among all the possible choices?

**IX. Interactive activity 10: A conclusion of the textual features of the text**

\*T: Encourage Ss to recall how the author introduces Zhong's deeds to save Tibet in the whole text and summarize the characteristics of a feature article.

\*Ss: Generalize the characteristics of a feature article by understanding how the author introduces Zhong's scientific endeavor in the text.

**Purpose: To get Ss ready for the assignments of this period by helping them fully understand the characteristics of a feature article and the author's purpose in writing it.**

Guided question:

What are the characteristics of a feature article and the author's purpose in writing it?

**X. Assignments**

1. Observe the photo on Page 4 and evaluate whether it is useful and catchy enough to give you a better idea of Zhong Yang. Write down your opinions on your worksheet in a few sentences.
2. Decide on one scientist that interests you and write a paragraph of 60 words about him or her. You should cover the following information in your writing:  
The name and the type of the scientist;  
One key fact revealing his or her personal qualities.

Use the following checklist as a guideline while writing the paragraph. Tick each box after you finish your writing.

The checklist for your writing:

- Is my choice of facts proper enough to reflect the scientist's qualities?
- Does the paragraph include vivid and concrete details?
- Is my narrative clear, coherent and grammatically correct?