

# 探究性学习的阅读课 “Philosophers of Ancient China” 教学设计

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## 一. 学情分析

本课的授课对象对高一学生, 年龄在 16 岁左右, 学生从小学三年级开始学英语, 已经具备一定的阅读全英文文章的能力, 并且有自己的观点和想法, 学生学习的教材为人教版高中必修 1, 一篇文章的字数大概在 500 字左右, 整篇阅读下来大概需要 15 分钟的时间, 学生有能力去完成文章后面的问答题, 能够在老师的带领下找出文章的重要信息, 比如故事的时间, 地点, 人物, 情节等。能根据教师的引导推测出故事的中心思想并能发表自己的观点。

## 二. 教材分析

此次阅读课的教材是由三个小的部分组成的一篇 343 字的文章, 三个小的部分的字数分别为 63 字, 155 字, 125 字。叙述了古代三个著名的哲学家即孔子, 孟子和墨子。他们三人的生平, 主要思想, 伟大成绩, 对后人及世界的主要影响。短文中出现了有专有名词即 Confucius, Mencius, Mozi, BC, 也出现了三个哲学家各条的线索, 整节课教学都是围绕这些线索让学生去探索出具体的哲学家是谁。充分发挥出学生主体的作用, 调动他们的智慧, 让每位学生的参与进来。

## 三. 教学内容

阅读课文章 Philosophers of Ancient China

策略: 使用古堡探索之旅, 小组竞答等方式阅读文本。

## 四. 教学目标

在本课学习结束时, 学生能够:

1. 掌握推理能力, 根据线索推测出结果。
2. 能够明白线索之间的关联性, 学会整合零散的知识点, 将知识成体系。
3. 学习故事主人公的思想, 对自己有怎样的启发。

## 五. 教学过程

### (一) 阅读前

将全班学生分成三组, 分别标号为 group1, group2, group3, 第一组的学生回答的问题用 S1 表示, 同样的第二组, 第三组学生回答的问题分别用 S2, S3 表示, 学生一起回答的问题用 S 表示。这次阅读课以小组知识竞答的方式开展。学生需要根据老师在城堡中提供的线索找出故事的主人公是谁。

### (二) 阅读中

1. 教师在屏幕上呈现 A; B; C 分别代表我们今天的三位故事主人公。

T: OK, Let's go to the castle to find out some clues. Are you ready?

S: Yes.

【设计意图】让学生一起去古堡探险, 找我们需要的线索, 以游戏和竞赛的形式来唤起学生学习的积极性, 培养学生学习的兴趣。

2. 教师在屏幕上呈现古堡的动态图。

T: Can you find some clues?

S: Umm.

S1: Oh, I can find a clue hang on the tree, said "they are all thinkers."

T: OK, very good. Group1 will win 1 point. Let's look for the other clues.

屏幕上会出现其他的信息:

They are from ancient China.

they make a difference in our world.

we all know them."

S123: Yes, we know who are they.

T: OK, please write down your answers in English on your cards.

S1: Mozi, Zhuangzi, Kongzi

S2: Kongzi, Laozi, Menzi

S3: Xunzi, Laozi, Mozi

我们同学的答案都不一致, 那就让我们继续我们的探索之旅吧。屏幕上会呈现出三位哲学家的图片, 第一张是孔子的, 第二张是孟子的, 第三张是墨子的。图片旁边会附上他们的生辰 (551BC—479BC, 372BC, 476BC—390BC)。

S2: I know the first one is Kongzi, because he is the oldest among them.

T: OK, good job. But Kongzi, do you know how to say in English?

S2: Sorry, I don't know.

T: Never mind. Please look at the picture, what can you find?

S3: Yes, I see a word on the wall, said "Confucius."

T: Yes, how about the other philosophers? Can you find them?

S123: Yes, they are "Mencius and Mozi"

【设计意图】通过呈现出三个大的方向提示, 让学生顺着线索把握整体的所学内容的方向, 学生探索完之后存在答案不一致的情况, 之后再呈现出三位哲学家的图片及生辰, 吸引学生的眼球并且加深他们对所学内容的印象, 对于之前不会的古代哲学家名字的表达用自然的方式呈现在图片的墙上, 让学生在轻松自由的环境下学习知识。

T: And now we know who are they, let's look at the picture.

屏幕上会呈现:

He is the philosopher whose influence has been the greatest. Chinese society was influenced by these ideas for more than 2000 years.

He stressed the importance of kindness, duty and order in society.

S2: OK, I know it. He is Confucius, because I know that kindness is Confucius' thought.

T: Very well.

He is a student of Confucius' s ideas.

His father died when he was young, and he was brought up by his mother.

For many years he travelled from state to state, teaching the principles of Confucius.

④His teachings were similar to those of Confucius.

⑤The book of Mencius

S1: He is Mencius.

T: Yes, Mencius thinks that man is different from animals is that man is good. And he believed that people were more important than rules, and hated the state when it treated people badly.

He is from a family which was very poor.

He became famous for his unusual clothes and behaviour.

He founded the philosophy called Mohism.

④His thoughts were similar to those of Confucius.

S3: He is Mozi.

T: Yes, Mozi believed that all men were equal. His ideas of love was different from the Confucian idea of kindness. Mozi taught that we should love all human beings and look after those who are weaker than ourselves. He hated the idea of war.

【设计意图】用碎片式的线索将主要信息点呈现给学生, 让学生竞答他们到底代表的是谁的思想, 充分调动他们的思维, 探索出真正的主人公。之后教师进行哲学家思想的总结, 让学生了解更多。

### (三) 阅读后

T: After learning this class, what's your most impression on them? And at the later study, what should we do?

S1: We should be kindness and study hard whether we are poor

or rich.

S2: We should treat the other equally.

S3: We should look after those who are weaker than ourselves.

【设计意图】通过课上学习的知识, 能够对学生的生活, 学习, 做人等方面有一定的指导意义, 能够教会他们正确的三观。

### (四) 作业布置

1. 学完古代哲学家的思想之后, 想想在现代有谁是你比较喜欢的偶像或者崇拜的对象, 并且说说他(她)对你的生活有怎样的影响。

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