

# 教学设计样例

课程名称：《高级英语》

课题名称：Mark Twain---Mirror of America

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## Teaching Design

### I. Teaching Content

Advanced English Book 1, Lesson 6 Mark Twain – Mirror of America

### II. Teaching Objectives

1. Get the students to learn as much background information of the text as possible, particularly the writer Mark Twain, his works and the Gold Rush;
2. Help the students understand why Mark Twain is considered as a mirror of America;
3. Let the students grasp the difficult language points and rhetorical devices in the first three paragraphs.

### III. Teaching Methods

1. student-centered;
2. task-based language teaching;
3. Flipped classroom.

### IV. Teaching Attitudes

1. Get as many students involved in class activities as possible;
2. Encourage the students to be active in class to build their self-confidence.

### V. Difficult Points in Teaching

1. Mark Twain's position in American literature (Why is he considered as a mirror of America?)
2. Mark Twain's masterpiece *The Adventures of Huckleberry Finn*;
3. The background information of the Gold Rush;
3. Rhetorical devices in the first three paragraphs: hyperbole, metaphor, alliteration, etc.;
4. Language points in the first three paragraphs: idyllic cruise, became obsessed with, frailties of human race, a black wall of night, a cast of character, etc..

### VI. Teaching procedure

#### Pre-class activities:

1. The students are asked to work in groups on the questions of Lesson 6 assigned to them beforehand:
  - 1) Why is Mark Twain considered as a mirror of America?

- 2) What was Mark Twain's real name and how did he get his pseudonym–Mark Twain??
- 3) What life experiences did Mark Twain go through before he became a writer?
- 4) What are Mark Twain's main literary works?
- 5) How much do you know about the Gold Rush?

2. The students are required to prepare the first three paragraphs: their special attention needs to be paid to the difficult language points as well as rhetorical devices used in the text.

**In-class activities:** (50 minutes)

**1. Greetings; (1minute)**

**2. Ask the representative of each group to report their discussion results of the questions of Lesson 6 assigned to them beforehand; (10minutes)**

**3. Teach the students a song named “Clementine”, which is about gold miners' life and love during the Gold Rush period to arouse the students' interest in learning the text; (8 minutes)**

Lyrics:

In a cavern, in a canyon  
 Excavating for a mine, 49er and his  
 Daughter Clementine,  
 Oh, my darling  
 Oh, my darling  
 Oh, my darling Clementine  
 You are lost and gone forever,  
 Dreadful sorry Clementine

**4. Detailed study of the first three paragraphs; (30 minutes)**

**Paragraph1**

1) Difficult language points

(1) .. the father of Huck Finn' idyllic cruise through eternal boyhood and Tom Sawyer's endless summer.

(2) cynical, bitter, saddened by the profound personal tragedies life dealt him.

(3) ...who became obsessed with frailties of human race.

(4) ...who saw a black wall of night.

2) Rhetorical devices

(1) hyperbole

(2) metaphor

### **Paragraph 2**

1) Difficult language points

(1) prospector, starry-eyed optimist, acid-tongued cynic.

(2) main artery of transportation in the young nation's heart.

(3) delta country.

2) Rhetorical device

metaphor

### **Paragraph 3**

1) Difficult language points

(1) the cast of characters...

(2) He participated abundantly in this life.

(3) delta country.

2) Rhetorical device

alliteration

### **5. Assignments (1 minute)**

1) Recite the first paragraph;

2) Prepare paragraphs 4 – 10;

3) Write a short essay about Mark Twain.

### **After-class activities:**

Work in groups to find out the figures of speech used in paragraphs 4 – 10 and comprehend the difficult language points.







