

《高中英语（上外版）》选择性必修第三册 Unit 2 Cherishing Friendship

课时：第五课时

教学内容：Speaking: Conducting an Interview on friendship

课型：口语课

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一、教学设计与说明

1. 教学目标

本课为本单元的第五课时，核心目标是在口头表达中通过访谈，获取青少年对于友谊的观点；掌握说（在访谈中引用、总结他人观点，并运用不同的表达方式转述或解释他人观点）的技能；更好地认识与评价友谊的价值。

2. 设计思路

- 如何在访谈中确认信息
 - 改变信息顺序
 - 改变词语形式
 - 使用近义词
- 如何开始和结束访谈
 - 增加访谈开头：自我介绍与访谈目的
 - 增加访谈结尾：表达感谢
- 进行友谊主题的访谈
 - 确定访谈 checklist
 - 尝试一个完整的访谈
 - 总结访谈内容
- 更好地认识与评价友谊的价值，珍视友谊

【Assignment】

以小组形式进行访谈，并总结和评价其他小组的访谈内容

3. 重点难点

设计采访问题以及进行有效采访。

Lesson Plan

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

1. identify and apply the three speaking strategies of paraphrasing;
2. conduct a complete interview on friendship;
3. formulate a deeper understanding of friendship from personal perspectives.

Procedures:

I. Activity 1: Analysis of listening text

- *T:** 1. Lead students to review the ideas shown in Listening and Viewing.
2. Ask students to identify the differences between the interview in Listening and real ones.
3. Show students an example(p27) of how to paraphrase with change of order, change of part of speech and synonym.
4. Ask students to modify an interview in Listening using the three speaking strategies.
- *Ss:** 1. Review the ideas shown in Listening and Viewing.
2. Identify the differences between the interview in Listening and real ones.
3. Identify the strategies of paraphrasing in the example.
4. Use the three speaking strategies to modify an interview in Listening

Purpose: To help students clearly know the structure of an interview and the three paraphrasing strategies.

Guiding questions:

1. What will be included in an interview?
2. How could the interviewer interact more naturally and effectively with the interviewee?
3. What words/ phrases seem different but actually mean the same?

II. Activity 2: Instruction of an interview

- *T:** 1. Guide students to add the beginning of the interview through brief self-introduction and explanation of interview purpose.
2. Guide students to add the ending of the interview showing gratitude.
3. Lead students to work out the checklist of an applicable interview.
- *Ss:** 1. Add the beginning of the interview through brief self-introduction and explanation of interview purpose.
2. Add the ending of the interview showing gratitude.
3. Work out the checklist of an applicable interview.

Purpose: To help students clearly know how to conduct a complete interview.

Guiding questions:

1. If we are going to interview our classmates or teachers, what will we say at first/ in the end?
2. If this is a real interview, how can you check such a long answer from your interviewee?

III. Activity 3: Conduct a pair interview and make comments

*T: 1. Ask students to use the newly-formed checklist to conduct an interview based on Q&A5.

2. Ask students to sum up their interviewee' views on friendship.

3. Invite three pairs to present their interviews to the class and ask the rest students to comment according to the checklist.

*Ss: 1. Conduct an interview based on Q&A5 and add your own questions.

2. Sum up their interviewees' views on friendship.

3. Present/ listen to interviews and comment according to the checklist.

Purpose: To consolidate students' effective application of a complete interview and the three paraphrasing strategies.

Guiding instructions:

1. Please conduct an interview on friendship.
2. Please comment on your classmates' interview based on this checklist.

Assignment:

1. Upload the recording of a group interview on friendship to the Wechat group.
2. Sum up the views on friendship of another group and comment on the effectiveness of the interview.