

《高中英语（上外版）》必修第二册 Unit 2 Animals

课时：第 4 课时 课题：I'm a Real Animal Lover & Animal Heroes

课型：Listening and Viewing 设计者：上海市奉贤中学 林舒迪

一、教学设计与说明

1. 教学目标

本课为本单元的第 4 课时，核心目标为引导学生依据情景语境，获取视听语篇的主要事实、信息和作者观点，培养学生依据听力任务和材料中的文本有选择地记录所需信息，认识到动物对于人类生活的重要性，激发“尊重生命、敬畏自然”的生活理念。

2. 设计思路

（1）听力部分

①导入话题、激活背景、激发兴趣。教师创设主题语境，学生开展头脑风暴，讨论动物爱好者会参与的活动，激发已有的背景知识，提高听时专注度。

②任务驱动、预测内容、聚焦重点。学生根据听力任务的标题和练习部分的内容进行预测，之后进行听力练习配对部分。

③师生活动、诊断分析、深化理解。在核对答案时，教师适当追问，引导学生思考音频材料中提到的这些活动能为人们提供什么样的知识和感受，提升学生了解动物的兴趣。教师引导学生认识听力文本的语篇逻辑和功能，提高听力技能。

④复听内容，内化知识，提升认知。在复听并完成书上练习后，学生讨论如何能缓解动物濒危的现状，从而增强动物保护的意识。

（2）视听部分

①引入话题，激活思维

在视听任务环节，教师让学生罗列动物能成为英雄的原因，并提供一些照片激发学生的思维，了解动物在人类生活中不可忽视的角色。

②任务驱动，预测内容。学生根据视听任务表格内容进行预测，明确在完成视听任务时需要关注的重点信息。

③视听内容，提炼内化。完成视听练习后，学生思考动物英雄所具有的品质，并根据笔记内容和表格信息复述故事内容，激发尊重生命、敬畏生命的理念。

由于在一个课时内完成所有视听任务会对学生的要求较高，因此，还有一段视频则布置为课后作业，学生自主观看，完成书上对应练习。

3. 重点与难点

重点为根据视听任务有选择地记录所需信息，获取主要事实与信息，以及作者观点，探讨应对动物目前的不利处境的方法，增强保护动物、敬畏自然的意识；难点为能获取视频中非文字资源所传达的信息。

Lesson Plan

By the end of the lesson, the students are expected to:

1. get the main idea of the radio programme and the speaker's opinion;
2. discuss the possible solutions to the problem animals face and raise the awareness of animal protection;
3. grasp the key information of the first documentary clip and retell the story based on the notes.

Procedures:

I. Lead in:

Activity 1: Lead in the topic.

- ✧ Teacher: Get students to look at the pictures on page 26, and tell what it is about. Have students brainstorm the activities that a real animal lover will get involved in.
- ✧ Students: Look at the picture and express their opinions. Discuss with group members the different activities.
- ✧ Purpose: To set the scene and activate students' prior knowledge about animal lovers.

Guided questions:

1. Who are the people in the photo and what are they doing?
2. Do you know anyone in your life who loves animals? Can you share his or her story with the class?

II. Listening: I'm a Real Animal Lover (Radio programme)

Activity 2: Make predictions.

- ✧ Teacher: Have students take a quick look at the listening tasks and make predictions.
- ✧ Students: Read the title and listening tasks and predict the content.
- ✧ Purpose: To lead students to practice the predicting skills and get them prepared for the listening task.

Guided questions:

1. What do you want to know from the title?
2. According to the listening task, what will the speaker talk about?

Activity 3: Practice listening.

- ✧ Teacher: Have students listen to the audio and do Activities II and III, and then check answers. (Remind them to pay close attention to the different life periods mentioned in the audio. Play the audio again if necessary.)
- ✧ Students: Listen to the audio, take notes selectively and do Activities II and III.
- ✧ Purpose: To lead students to practice listening for specific information and check their predictions.

Guided questions:

1. What did the speaker get involved in when he was a child/when he was older/now?
2. Have you read any books on animals? What can you learn from the books?
3. Have you observed wild animals or gone on a safari? What kind of experience will a safari offer?
4. Do you like animal documentaries? Why or why not?
5. What are the speaker's concerns about animals?
6. What should we do to solve the problem according to the speaker?

Activity 4: Discuss the organization of the information and the problem mentioned in the radio programme.

- ✧ Teacher: Have students discuss with peers the purpose of the radio programme and the way information is organized. Ask students to work out the solutions to the problem raised by the speaker.
- ✧ Students: Discuss with peers the purpose and the features of the text. List some solutions to the problem.
- ✧ Purpose: To deepen students' understanding of the audio (text) as a whole and help to increase their awareness of animal protection.

Guided questions:

1. What is the purpose of the radio programme?
2. How does the speaker draw the attention of the listeners?
3. How does the speaker organize the information about the activities? In what order is the information organized?
4. What other measures can be taken to help solve the problem that many animals are in danger of dying out?

III. Viewing task: Animal Heroes

Activity 5: Brainstorm.

- ✧ Teacher: Ask students to brainstorm the reasons why an animal might be called a hero and encourage them to share their ideas with the class.
- ✧ Students: Discuss with group members and list the reasons.
- ✧ Purpose: To activate students' background knowledge and prepare them for the viewing task.

Guided questions:

1. What kinds of animals are most likely to be heroes? (Teacher provides some photos about animal heroes.)
2. Have you watched any movies or TV documentaries about heroic animals?

Activity 6: Make predictions.

- ✧ Teacher: Ask students to take a quick look at the viewing tasks and predict the content.
- ✧ Students: Read the viewing tasks and make predictions.
- ✧ Purpose: To encourage students to use prediction as a strategy to better grasp the key information.

Guided questions:

1. What might the story be about?
2. Who might be involved in the story?
3. What happened on 11 Sept. 2001?

Activity 7: Practice viewing and listening.

- ✧ Teacher: Play the video and remind students to take down the key information while listening. Play the video again if necessary. Check answers in class.
- ✧ Students: Watch video clip 1 and fill in the blanks in the table with the key information.
- ✧ Purpose: To lead students to practice taking notes selectively and check their predictions.

Guided questions:

1. Who is the story about?
2. What does the hero look like? What's the breed of the dog? What kind of fur does she have?
3. Where did it happen?
4. What did the animal hero do?

Activity 8: Discuss the qualities the animal hero displayed.

- ✧ Teacher: Ask students to discuss with peers the qualities Salty has and retell the story based on the notes. Call on one or two students to share the story with the class.
- ✧ Students: Retell the story to peers based on the notes.
- ✧ Purpose: To offer students food for thought and encourage them to practice retelling the story by combining the wh- / how elements.

Guided questions:

1. What do you think of Salty? What qualities does Salty possess?
2. What might have happened without Salty?
3. Can you retell the story and make comments on it?

IV. Homework

1. Watch video clip 2 and complete the table with the information.
2. Finish Listening and Viewing Exercises in the workbook on Page 19.
3. Read "Culture Link" on Page 27 and complete the table. List some idioms or expressions about dogs and cows in English and Chinese, and figure out their meanings.

Views towards dogs	
The US and the UK	
Saudi Arabia & Iran	
China	
Views towards cows	
India	
Australia	
China	

Idioms or expressions about dogs and cows	关于狗和牛的谚语俗语

SCRELE