

《高中英语（上外版）》必修第二册 Unit 2 Animals

课时：第 5 课时 课题：Feeding Homeless Cats: Helping or Hurting

课型：说写融合课 设计者：上海市奉贤中学 方佳丽

一、教学设计与说明

1. 教学目标

本课为本单元的第 5 课时，核心目标为引导学生参与“救助流浪猫的利与弊”话题的讨论；能运用功能语言和得体的语言形式表达个人观点和理据；能根据交际场合和交际对象选择恰当的语言形式如对话、研讨等表达个人的观点；能在口头表达中运用与主题相关的语词；能根据提示和具体的情景语境，参与讨论并提出个人观点；能围绕“救助流浪猫的利与弊”写 70-90 字的语段；能在书面表达中运用与主题相关的语词；能在书面表达中恰当使用衔接手段表达逻辑关系。

2. 教学设计思路

作为本单元的综合运用板块，本课时的设计以培养学生的语言能力、学习能力、文化意识和思维品质为目标，依托于本单元前四个课时已有的语言支架，通过创设真实情境，基于是否应该喂养流浪猫这一话题，采用以说促写、以写助说、说写融合的教学流程，将说与写的活动有机融合，达到说写一体的效果，激发学生辩证思维，培养学生说与写的表达性技能。

情境导入：通过头脑风暴调动学生思维，快速进入创设的真实情境中。通过小组自由讨论以及互相提问的方式，对所得的写作素材进行分类整合，明确写作目的以及写作内容。通过解读范例，引导学生完善检查列表，明白在议论文体的写作时如何阐述明确的观点，有逻辑地组织论据，从而得到具有说服力的效果，为初稿的形成做好结构和内容方面的铺垫。学生从中逐步培养获取与梳理、概括与整合的能力，这是获取、判断与分析的学习理解类活动。

思维导向：教师通过复现本单元前四个课时学习的知识与语言，引导学生用好前面学习的语言 and 知识给予的支撑，指导学生根据自己的观点，选取恰当的论据，注意篇章结构和逻辑衔接，形成初稿。通过要求学生圈划主题句、连接词等元素，帮助学生检查该段落是否做到了论证详实，内容连贯，从中培养学生的写作策略和自学能力。这是表达、写出与掌握的应用实践类活动。

评价导引：教师设定易操作的同伴评价量规，激发同伴评价的热情，小组之间进行互相评分，使合作学习在写作教学的课堂中真实有效地发生。这是需要学生进行赏析与评价的迁移创新类活动。而后组内讨论，并由组长进行范文的展示。这是将说与写的活动有机融合，

综合运用语言技能的活动。

基于话题的议论文段落写作不仅训练学生通过书面语表达进行真正的交际活动,把自己的思想进行传递,同时以培育学生的辩证思维为目标。因此本课时的作业设计环节要求学生换位思考,从动物的角度重新思考问题。同时,教师要求学生巩固课堂所学,完成知识迁移,对课堂上完成的篇章部分进行延伸,增加开头结尾段落,以及补充观点段落,使之成为一篇完整的议论文。

3. 教学重点及难点

教学重点: 运用主题句、支撑细节以及衔接手段等写作策略完成观点段落写作任务。

教学难点: 能合理运用量规进行自我评价; 能辩证思考问题。

Lesson Plan

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

1. clarify the general structure of an opinion paragraph by analyzing the model essay;
2. be able to contribute ideas to the discussion and see things from a different perspective;
3. write an opinion paragraph by employing the writing strategy of using cohesive devices.

Procedures:

Speaking

Activity 1: initiate the topic

- | |
|---|
| <ul style="list-style-type: none">◇ Teacher: set a real-world situation and ask questions on feeding homeless cats to lead in the topic◇ Students: brainstorm by answering the questions◇ Purpose: to help students be involved in the real-world situation and activate their thinking. |
|---|

Activity 2: discuss on feeding homeless cats

- | |
|---|
| <ul style="list-style-type: none">◇ Teacher: ask questions to guide students to dig in the possible reasons and results of feeding homeless cats.◇ Students: discuss the pros and cons of feeding homeless cats in groups of four; |
|---|

classify the possible answers into two categories that are either for or against the issue and supplement more supporting details.

- ✧ **Purpose: to inspire students to consider the topic more deeply and critically; develop the ability to integrate information.**

Guided questions:

1. If you were a student of Lan Shan School, will you feed homeless cats on campus? Why? Why not?
2. [Instruction] Let's classify the possible answers into two categories and decide whose opinion is closer to yours.

II. Writing

Activity 3: read the model essay and learn the writing strategy

- ✧ Teacher: raise questions to help students analyze the model essay and learn the writing strategies.
- ✧ Students: read the model essay, answer some questions and refine the writing material.
- ✧ **Purpose: to help students refine the model essay and get a general idea how to state their opinions on the certain topic.**

Guided questions:

1. [Instruction] Underline the topic sentence of this paragraph.
2. How does the writer support his opinion?
3. What are the supporting details?
4. [Instruction] Circle the words and expressions that hold the text together and connect ideas.

Activity 4: analyze and complete the checklist

- ✧ Teacher: help students review the writing strategies.
- ✧ Students: study how ideas are linked, how different parts of it fit together and complete the checklist.
- ✧ **Purpose: to help students to clarify the general outline of the paragraph; self-examine whether they have sufficient details to support the thesis statement.**

Guided question:

Can you fill in the blanks after we study the model essay?

Activity 5: write and self-evaluate the opinion paragraph

- ✧ Teacher: initiate a writing activity and self-assessment for students.
- ✧ Students: draft an opinion paragraph on feeding homeless cats on campus and modify the paragraph by referring to the checklist.
- ✧ **Purpose: to guide students to self-examine whether they make clear the thesis statement and organize the supporting details in logical order and make preparation for the further revision.**

Guided questions:

1. [Instruction] Draft your opinion paragraph on feeding homeless cats on campus in 70 to 90 words.
2. [Instruction] Here is a checklist for self-assessment that mainly focuses on structure. Evaluate your writing according to the checklist.

- ✧ Teacher: initiate the peer review.
- ✧ Students: grade each member's work on the basis of "Rubrics for Peer Review".
- ✧ **Purpose: to help students regulate the content, structure and sentence coherence.**

Guided question:

[Instruction] Here is a checklist for peer review. Besides structure, it focuses on language. Evaluate your partner's writing according to the checklist.

III. Speaking

Activity 6: present the model essay

- ✧ Teacher: inspire students to present the essay.
- ✧ Students: have a short discussion, present a model essay among the group to the whole class and make a brief comment on it based on the checklist.
- ✧ **Purpose: to develop students' ability to reflect on what they have learned.**

Guided question:

Can you present one of the essays among your group and other group members make a brief comment on it?

IV. Homework:

1. Have an open discussion from the perspective of animals and make a list of possible answers.
2. Polish your paragraph and make it a complete argumentative essay.