

## 《高中英语（上外版）》必修 B Unit 2 Animals

课时：第 6 课时 课题：Friends Reunited

课型：Reading B+ Critical Thinking 设计者：上海市致远高级中学 陆怡娜

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第 6 课时，核心目标为引导学生谈论动物及人和动物的关系，并培养学生从不同角度看待事物的能力。

#### 2. 设计思路

本课由对课文图片和标题的猜测导入，引起学生阅读文本的兴趣。接着，学生通过快速浏览全文找出本篇记叙文的主人公，根据文本中的时间线索，梳理两位主人公之间具体发生的故事情节。随后学生带着问题再次细读语篇，找出两位主人公之间和谐关系的具体表现。结束语篇阅读后，由学生两两组合，分别假扮记者和主人公 Joao，通过对话形式，重述两位主人公之间的友谊故事。该活动既深入语篇，帮助学生了解记叙文的基本要素，又帮助学生内化所学内容。复述课文完毕后，由学生假设自己是企鹅，通过内心独白的方式，向主人公 Joao 表达谢意。该活动为通过换位思考来提高学生的批判性思维打下基础。最后要求学生分组仔细观察四幅动物图片，描述图片中动物的感受，并站在动物的角度阐明自己希望如何被人类对待。

#### 3. 重点难点

引导学生理解课文主旨大意和记叙文文体特征，提高学生思辨能力，培养并建立与动物的和谐关系。

### Lesson Plan

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

1. get the general idea and specific information of the text by skimming and scanning;
2. deepen the understanding of the structure and the features of a narrative;
3. know the meaning of the new words and expressions in the text by explaining, such as *reunite*, *migrate*, *death*, etc.;
4. have an insight into the good moralities implied in the text, such as helping others or caring for others;
5. analyze and assess the relationship between humans and animals from animals' perspectives and put forward feasible suggestions.

## Procedures:

### I. Warm-up

- ✧ Teacher: Ask students questions based on the picture and the title of the text.
- ✧ Students: Answer questions based on the picture and the title of the text.
- ✧ *Purpose: To get students prepared for reading the text.*

Guided questions:

1. What animal is it? Where does it live? Who is the man? How old is he?
2. What do you think is the relationship between the man and the bird? What might have happened? What does “reunited” in the title mean?

### II. While-reading

#### Activity 1: Read and find

- ✧ Teacher: Ask students to skim the text and find out the leading characters.
- ✧ Students: Skim the text and find out who the leading characters in the text are.
- ✧ *Purpose: To help students grasp the general idea and specific information of the text.*

Guided questions:

1. Who are the leading characters in the story?
2. Who is Dindim? Where and how was he when he was found?
3. Who is Joao? Where and how did he take good care of Dindim?

#### Activity 2: Read and outline

- ✧ Teacher: Guide students to outline the story between Joao and Dindim by completing the table.
- ✧ Students: Scan Paragraphs 1-4 and outline the story between Joao and Dindim by completing the table.
- ✧ *Purpose: To guide students to grasp the general idea and specific information of the text and to get familiar with the structure and features of a narrative.*

Guided questions:

1. What happened to Joao and Dindim? Complete the table in your worksheet.
2. What are the basic structure and features of a narrative?

#### Activity 3: Read and describe

- ✧ Teacher: Guide students to describe the relationship between Joao and Dindim by answering questions.
- ✧ Students: Scan Paragraphs 4-5 and describe the relationship between Joao and Dindim by answering questions.
- ✧ *Purpose: To help students understand the strong emotion and harmonious*

*relationship between Joao and Dindim.*

Guided questions:

1. How often does the penguin visit the old man?
2. What do the old man and the penguin like to do when they are together?
3. How are they attached to each other?
4. What does the title “Friends Reunited” mean?

#### **Activity 4: Retell**

- ✧ Teacher: Ask students to retell the text by making a dialogue.
- ✧ Students: Retell the text by making a dialogue with desk-mate.
- ✧ *Purpose: To guide students to summarize the text.*

Guided question:

Suppose one of you is a reporter and the other is Joao; interview Joao about his story with Dindim.

### **III. Post-reading**

#### **Activity 5: Monologue**

- ✧ Teacher: Guide students to express gratitude to Joao in the name of Dindim.
- ✧ Students: Express gratitude to Joao in the name of Dindim.
- ✧ *Purpose: To help students improve the critical thinking skill of trans-positional consideration.*

Guided question:

Suppose you were the penguin, try to show your gratitude to the old man and tell him the reason why you revisited him.

#### **Activity 6: Discussion**

- \*Teacher: Guide students to describe the feelings of the animals in the pictures and how they want to be treated.
- \*Students: Discuss with group members about how the animals in the pictures feel and how they want to be treated.
- Purpose: To improve the critical thinking skill of trans-positional consideration.*

Guided questions:

1. What happens to the animals in the pictures? How do they feel?
2. Are they happy or not? If they are not, what can people do to make them happy again?
3. If you were the animals in the pictures, how would you like to be treated?

### **IV. Homework**

1. Write 2 to 3 sentences about how the animal in the picture feels and how it wants to be treated from the animal's perspective.
2. Complete "Reading and Viewing" on p.20-23 in the workbook.

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