

《高中英语（上外版）》必修第二册 Unit 3 Charity

课时：第五课时 教学内容：Pay It Forward

课型：阅读 设计者：七宝中学 朱思天

一、教学设计与说明

1. 教学目标

本课为本单元的第五课时，核心目标为引导学生在基于主题语境的阅读活动中咀嚼文本，正确理解具体语境下心理活动相关的动词以及形容词表述的传情达意，并引导学生学习效仿修辞手法，为学生的写作课堂搭建脚手架。

2. 设计思路

本课为本单元的第五课时，旨在引导学生利用阅读技巧理解文意，学习生动表达，并将文章中涉及到的修辞手法运用到今后的写作任务中。首先，教师请学生阅读文章的起始段落，对文章内容进行初步预测，并阅读文章的中间部分，根据记叙文的起承转合划分段落。其次，教师引导学生利用文本语境，正确理解文中丰富准确的动词、形容词表达，并在此基础之上，制作学生个人的思维导图，巩固学生对于文本结构的理解。最后，深入挖掘文本中修辞手法的表述，在模仿的基础上再创造，为学生复述课文的小组活动做好充分的准备。

3. 重点难点

根据已形成的思维导图，复述原文，并恰当得替换部分修辞手法的表述。

Lesson Plan

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

1. identify the basic elements of a narrative, such as setting, plot (beginning, body, end), and emotions or lessons by skimming and scanning;
2. figure out the literal and implied meanings of some verbs or adjectives indicating mental activities, such as spit, glare, scream, light up, warm up, confused, delighted, impatient, annoyed, humbled according to the context clues;

3. attach more importance to some rhetorical devices (personification, transition, simile, metaphor, contrast, parallel) in their future writing;
4. have a better understanding of the saying “Helping others to enjoy yourself”.

Procedures:

I. Interactive activity 1: Predicting the contents and figuring out the structure

*T: Guide students to read some parts of the article respectively, and help them to predict the contents and figuring out the structure.

- *Ss: 1. Read the title as well as the first and the last paragraph of the article. Guess what the genre it is and what happens in it.
2. Read the rest part of this article and divide it into three parts.

Purpose: 1. To spot some important traces indicating the genre of this article. To learn the importance of a proper title.

2. To figure out the structure of this article. To learn the basic elements of a narrative.

Guided questions:

1. What is the title of the article? Could you guess what the genre of this article and what happens in it?
2. Could you divide the rest part of this article into three parts? Explain your reasons.

II. Independent activity 2: Drawing a mind map

*T: Ask students to draw a mind map including elements of the plot. Inspire students to figure out the literal and implied meanings of some target words with the help of the context.

- *Ss: 1. Draw a mind map including elements of the plot (beginning, rising action, climax, falling action, end).
2. List the main characters in each part and their mental activities by means of picking up some verbs or adjectives in the article. Figure out the literal and implied meanings of some target words with the help of the context clues if necessary.

Purpose: 1. To have a clearer picture of this story and a deeper understanding of the plot.

2. To learn the importance of delicately-picked words in a narrative.

Guided questions:

1. Can you draw a mind map including elements of the plot (beginning, rising action, climax, falling action, end)?
2. What are the main characters in each part?
3. What are the mental activities of these characters in this part? Can you pick up some verbs or adjectives in the article to illustrate them?

III. Independent activity 3: Imitating the rhetorical devices used in the article

*T: Introduce some typical rhetorical devices used in the article to students and help them make their own sentences to practise the usages.

*Ss: 1. Find out some impressive expressions in the article.

2. Discuss the functions of these expressions and try to imitate them to make sentences.

Purpose: 1. To learn some rhetorical devices used in this article and practice the usages of them.

2. To develop the habit of using impressive expressions, especially rhetorical devices, in future writing.

Guided question:

Which of the following items might be mentioned in the video?

1. How could a fierce wind “spits” in your face? Could you give us another example? (personification)
2. What is the function of this sentence “when everything changed” & “The woman was different”? (transition)
3. What is the rhetorical device used in this sentence “her bright smile lit up her face like a fire” Could you give us another example? (simile) Is there any other example in this article? (I watched as his facial expression changed like a succession of photographs on a slideshow...)
4. What is the rhetorical device used in this sentence “My breath turned into a thick fog around my face”? Could you give us another example? (metaphor)
5. What is the rhetorical device used in this sentence “Customers arrived annoyed and stressed, only to leave humbled and calm”? Could you give us another example? (contrast)
6. What is the rhetorical device used in this sentence “But it only takes one customer, one person, to change the entire flow of traffic. It only takes one moment, one smile, to warm up even the coldest days”? (contrast, parallel) What kind of effect does this sentence achieve?

IV. Interactive activity 4: Retelling the article with the help of the mind map.

*T: Lead students to retell the article with the help of the mind map. Give timely help if necessary.

*Ss: Group work. Retell the article with the help of the mind map drawn in Task 2. Try to use rhetorical devices learned in this class to the most of your ability. If possible, replace some of the rhetorical devices with their own versions.

Purpose: To practice and further consolidate what has been learned from this class.

Guided questions:

Could you retell the article with the help of the mind map drawn in Task 2?

V. Assignments:

1. Answer the questions on Page 45 of the textbook.
2. Write your own story of helping others by doing charity work or some other good deeds. Don't forget use impressive expressions, such as verbs, adjectives, or rhetorical devices to fascinate your readers.