

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

课时：第 1 课时      教学内容：Reading A

课型：阅读课      设计者：敬业中学 范蓉

### 一、教学设计与说明

#### 1. 教学目标

本单元主题语境为“人与社会”，本课为本单元的第一课时，核心目标为引导学生能运用记叙文语篇要素梳理叙事结构和内容，发现并理解本记叙文语篇中包含的友谊、互助、感恩等情感元素，归纳和分享自己对友谊的理解。

#### 2. 设计思路

本课为本单元的第一课时，通过阅读和回答 Reading A 的导入问题，分享对于友谊的理解，勾起学生对友谊话题的回忆和思考。热身之后，进入 Reading A 的阅读学习。首先，教师请学生阅读标题和配图，判断语篇类型。联系本单元的主题，对 gesture 进行预测。接着，通过逐段的阅读和问题引领，像一幅画卷似的将两个孩子间的友谊的发展呈现在学生的面前，帮助学生梳理出英语记叙文语篇中的篇章结构以及事件的先后次序。其次，教师引导学生关注记叙中描写手法的运用，获取主要内容和细节，归纳出人物的特点和性格。最后，引发学生对于友谊的思考，归纳和分享在经过本文的学习后自己对友谊进一步的理解和感悟。

作业要求：完成课后 P23 词汇练习，复习本文中的相关词汇和表达，并联系自我反思自己所经历过的善举，为第二课时做好准备。

#### 3. 重点难点

把握记叙文语篇结构特征。发现并理解语篇中包含的文化元素，如体现友谊内涵的关爱、互助等行为。

## Lesson Plan

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

1. have a clear picture of the story by skimming and scanning
2. analyze and conclude the characteristics of the characters
3. develop the further meaning of friends and friendship

### Procedures:

#### I. Interactive activity 1: Talk about students' friends and their friendship

\*T: Ask students to talk about their stories of making friends.

\*Ss: Recall their experience with friends and talk about the meaning of friendship.

**Purpose: To prepare students for reading.**

Guiding questions:

1. When did you first meet one of your best friends?
2. How did your friendship start?

#### II. Interactive activity 2: Predict the content of the passage

\*T: Inspire students to predict the act and function of the gesture according to the title.

\*Ss: Guess the gesture and its meaning.

\*T: Show the picture on the textbook to students and briefly introduce the two characters in it. Ask students to infer their personality from their facial expression and posture.

\*Ss: Look at the picture and talk about their conjecture.

**Purpose: To arouse students' reading interest.**

Guiding questions:

1. What may the gesture be? And how does it influence their friendship?
2. What do you think about the two characters according to the picture?

#### III. Independent activity 3: Read para 1-2 and learn the start of their friendship

\*T: Ask students to skim para 1 and figure out the time, place and characters of the story.

\*Ss: Skim the first paragraph and figure out the background of the story.

\*T: Ask students to read para 1-2 and find out what happened to Kyle and the writer's reaction.

\*Ss: Read and figure out what happened that day.

\*T: Guide students to read the first two paragraphs again and think about the change of Kyle's feeling to analyze his personality at that time.

\*Ss: Reread first two paragraphs and figure out Kyle's feeling of change and his personality.

**Purpose: To learn the small gesture and the beginning of their friendship.**

Guiding questions:

1. What happened to Kyle one day? How did the writer react?
2. How did Kyle feel before and after the writer appeared? What kind of person was Kyle?

#### **IV. Independent activity 4: Read para 3 and learn the development of their friendship**

\*T: Ask students to find out what happened on the next Monday morning.

\*Ss: Read and make clear what happened that day.

\*T: Guide students to find out what happened in the following four years.

\*Ss: Read and find the progress made by the two characters.

**Purpose: To know about the changes brought about by their friendship.**

Guiding questions:

1. What happened the next Monday?
2. What kind of students were they when they graduated from high school?

## V. Independent activity 5: Read para 4-6 and learn the upshot of the story

\*T: Ask students to skim para 4 and find out what Kyle did on Graduation Day.

\*Ss: Skim to find the answer.

\*T: Ask students to read para 5 and find out the secret of Kyle on the first day they encountered.

\*Ss: Read and find the truth of the story.

\*T: Guide students to scan para 5 and pick out the expressions reflecting the writer's feeling and infer the reasons behind.

\*Ss: Read and find some expressions.

\*T: Ask students to read para 6 and learn the significance of "WITH ONE SMALL GESTURE".

\*Ss: Read and feel the value and meaning of small acts of kindness.

**Purpose: To get a clear picture of the whole story**

Guiding questions:

1. What did Kyle do on Graduation day? How did Kyle feel at that time?
2. What secret did Kyle revealed in his speech? How did the writer feel?
3. What did friends mean to Kyle? Can you pick out some expressions during his speech?

## VI. Interactive activity 6: Deepen their understanding of friends and friendship

\*T: Ask students to review the text and retell the whole story on Kyle's perspective.

\*Ss: Review the whole text and retell the story with the structure provided by the teacher.

\*T: Help students to understand the value of friendship by analyzing the change of Kyle.

\*Ss: Discuss the changes and conclude their understanding of friendship.

\*T: Guide students to reconsider the meaning of friendship and friends to themselves.

\*Ss: Reflect and share their new understanding of friends and friendship.

**Purpose: To learn more about the small gesture and the meaning of friendship**

Guiding questions:

1. What is "one small gesture" in the title?
2. What contributes to the change of Kyle?
3. What kind of friends can be true friends?/ What should you do to your friend?

**VII. Assignments:**

1. Finish the Key Vocabulary exercise on P23.
2. Review the whole passage and think about “the small gesture” you’ve got from friends.

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