

## 《高中英语（上外版）》选择性必修第三册

### Unit2 Cherishing Friendship

课时：第 2 课时

教学内容：Vocabulary Focus

课型：词汇课 设计者：敬业中学 朱玲

#### 一、教学设计与说明

##### 1. 教学目标

本课为本单元的第二课时，核心目标为：

- ✓ 在语境中学习课文中的核心词汇和表达；
- ✓ 学习使用精准的动词和多样化的情绪表达方法来生动叙事
- ✓ 运用所学表达，分享自己经历过或做过的小善举

##### 2. 设计思路

1. 首先回顾文章的主线：Kyle 的变化，从两个方面回顾，即 Kyle 行为和性格的对比，从中更加凸显作者的善举以及这份友谊对于 Kyle 的影响。随后，通过具体问题的设置来学习作者是如何生动叙事的，从两个方面，一个是精准运用动词，这里通过对比的方式来引导学生体会精准用词所带来的叙事的生动性和画面感，同时讲解核心词汇和表达的运用；然后让学生挑选至少三个核心表达来描绘一个小场景，由此来夯实运用精准动词来生动叙事的技能，为最后的输出练习做铺垫。另一个方面是多元化的情绪表达，作者除了运用形容词直接表达情绪外，还通过具体的脸部表情和肢体语言描写，来生动表达情绪；在学习完这个技能和核心表达后，设置练习让学生 brainstorm 更多运用脸部表情和肢体动作来表达特定情绪的方式，为最后的输出练习做铺垫。

2. 输出练习：叙述一件别人对我（或者我对别人）温暖举动的小事，尽可能运用所学词汇和技能（精准动词+多样化的情感表达）。

3. 积累与朋友和友谊相关的表达。

4. 作业：完成课本 P24 页练习二，完成一段翻译练习，最后要求学生把课堂的输出练习录制成语音发送到社群，巩固课堂学习内容。

##### 3. 重点难点

重点：在语境中学习核心词汇和表达方式。

难点：在语境中正确、恰当运用核心词汇和表达方式。

## Lesson Plan

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

1. master the key words and expressions in the context.
2. learn the skills to vividly present a story by using specific verbs and diversified emotional expressions.
3. employ the language input and the learned skills to share their own stories of *With One Small Gesture*.

### Procedures:

#### I. Activity 1: Learning key expressions and using specific verbs

\*T: Guide students to review Kyle's change that the small gesture has brought to him.

\*Ss: Review Kyle's change.

\*T: Lead students to compare the sentences in the text with the following ones and think about the lively and picturesque effect that specific and accurate verbs can make.

*Then I saw some kids running toward him, throwing all his books and tripping him.*

*He sat in the dirt. His glasses were gone, lying in the grass. He moved around looking for his glasses.*

*I went over to him. I gave him his glasses, helped him get his books and asked him where he lived.*

\*Ss: Compare the sentences in the text with the ones above and distinguish the different effect.

\*T: Guide students to select at least three specific verbs from the given ones to describe one situation. 【knock, trip, land, go flying, jog, crawl, hand, pick up, v.+ sb.+ prep.+ the + body part】

\*Ss: Use specific verbs to describe one situation.

**Purpose: To learn the key words and expressions in the context and employ specific verbs to contribute to the vivid description.**

Guiding questions:

1. What kind of person was Kyle at the beginning?
2. What kind of person was Kyle four years later?
3. What happened to Kyle on the first day they met?
4. How did the author help Kyle?
5. What did the author do to comfort Kyle before he made the speech?
6. If we replace these specific verbs with less specific ones, what's the difference?

## II. Activity 2: Learning key expressions and describing one's feelings by facial expressions and body movements

\*T: Instruct the key expressions which directly describe their feelings. 【 look at sb with ...looks 】

【 look at sb in disbelief/surprise/excitement/disappointment 】

\*Ss: Learn the new expressions.

\*T: Guide students to figure out more skills the author uses to vividly express feelings.

\*Ss: Think about more skills the author employs to vividly express feelings.

\*T: Lead students to employ the learned skills to brainstorm diversified expressions to describe some feelings.

\*Ss: Describe some feelings in terms of facial expressions and body movements. 【 Group work 】

**Purpose: To learn the key words and expressions in the context and describe feelings in terms of facial expressions and body movements.**

Guiding questions:

1. Besides using adjective and noun, how does the author present characters' feelings?
2. How can we describe these feelings?

## III. Activity 3: Sharing their own story of *With One Small*

*Gesture*

\*T: Ask students to describe a small act of kindness he/she has received or has performed to others based on the language input and descriptive skills.

\*Ss: Employ the language input and learned skills to describe a small act of kindness he/she has received or has performed to others

**Purpose: To put what has been learned into practice and further enhance the understanding of the great impact that the small act of kindness can make.**

## IV. Activity 4: Brainstorming expressions related to friends and friendship

\*T: Guide students to brainstorm expressions related to friends and friendship.

\*Ss: Brainstorm expressions related to friends and friendship.

**Purpose: To accumulate topic-related expressions.**

## V. Assignments:

1. Finish exercise II on Page 24.

2. Translation (Try to use as many expressions learned in the lesson as possible.)

在我演讲前，我的老师发现我很紧张，她一路小跑过来，轻拍我的背，安慰我说：“放轻松，你会很棒的。”轮到我时，我看见她用坚定的神情望着我。正是这鼓励且坚定的神情让我镇定下来。我清了清嗓子，开始了我的演讲。

3. Share your own story of *With a Small Gesture* by sending a WeChat voice message to the class group.