

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

课时：第四课时

教学内容：Listening: Interview on Friendship & Viewing: Peas and Carrots

课型：视听课 设计者：敬业中学 姜慧敏

一、教学设计与说明

1. 教学目标

本课为本单元的第四课时，核心目标为引导学生在基于主题语境的视听活动中进一步了解友谊的形成与相关观点，掌握视听（通过多模态资源获取相关信息）与听（预测、听主旨及具体信息、记笔记）的技能，认识与评价友谊的价值。

2. 设计思路

本课为本单元的第四课时，旨在引导学生通过看一段《阿甘正传》的节选，概括主旨并分析其中友谊的形成与朋友间的相处模式；引导学生在听一段与友谊相关的访谈之前预测相关问题，通过听访谈归纳出人们对于友谊的理解和观点；在视听过程中阐述自己对友谊的见解，从而更好地认识与评价友谊的价值，珍视友谊。

首先，教师引导学生利用所给节选标题预测视听材料内容。在第一遍看视频的过程中记笔记核对预测，概括视频大意，获取主人公相关信息。第二遍看前半部分。通过观察面部表情，了解 Forrest Gump 和 Jenny 两人友谊的形成；看后半部分通过观察肢体语言，了解两人的相处模式及友谊的发展。视听后，首先让学生找出 Viewing 与 Reading A 中友谊故事的相同点，从而进一步体会单元主题。接着，教师通过构建贴近学生现实的采访情境，让学生头脑风暴：作为学校学生会的志愿者，在收集青少年关于友谊看法的采访中，他们会提出怎样的问题；听中，先听访谈问题记笔记，并结合自身理解预测相关答案，再听一遍完整话轮，记笔记获取关键信息回答问题；第二遍精听三个问题与答案，完成课本 P26 的练习 III。最后，由听力最后一个问题延伸出来，结对讨论，拆解“FRIEND”六个字母完成思维导图，给出友谊对应的表述并辅以观点解释。

作业则是基于讨论内容，每人提交一份主题为“My Views on FRIEND”的思维导图。

3. 重点难点

创造性地拆解“FRIEND”，并给出适切的分析阐释。

Lesson Plan

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

1. know how a friendship starts and develops through viewing;
2. grasp the interviewee's understanding of friendship through listening;
3. command viewing skills of inferring from the character's facial expressions and body language, and listening skills of prediction, listening for gist and specific information, note-taking;
4. share their own understanding of friendship and appreciate its value.

Procedures:

I. Interactive activity 1: Pre-viewing

*T: Show the title of the clip and ask students to predict the content.

*Ss: Make predictions about the content of the film clip.

Purpose: To make predictions about the viewing material.

Guiding question:

1. What do you expect to see in the video clip when seeing the title "peas and carrots"?

II. Interactive activity 2: While-viewing

*T: Ask students to watch the film clip, check their guess and answer some questions.

*Ss: Watch the clip, check the guess and answer questions.

*T: Provide background information about Forrest Gump.

*Ss: Listen and know more about Forrest.

*T: Ask students to watch the 1st part of the clip again, remind them to pay attention to Forrest's facial expressions and answer some questions.

*Ss: Watch the 1st part of the clip again and note down the answers.

*T: Ask students to watch the 2nd part of the clip again and answer some questions.

*Ss: Watch the 2nd part of the clip again and note down the answers.

Purposes: To know how the friendship starts and develops between Forrest and Jenny; to command viewing skills of inferring from the character's facial expressions and body language.

Guiding questions:

1. What is the film clip mainly about?

2. What does Forrest Gump still remember?
3. Why does he only remember his experience with Jenny?
4. What does the phrase “peas and carrots” mean in Chinese?
5. At the end of the video, why does Forrest decide to stay instead of going home?

III. Interactive activity 3: Post-viewing

*T: Ask students to summarize the similarities between the stories in Viewing and Reading A in pairs.

*Ss: Find out the similarities between the two stories about friendship in pairs.

Purpose: To have a deeper understanding of “friendship”.

Guiding question:

1. What are the similarities between the two stories we learned in Viewing and Reading A?

IV. Interactive activity 4: Pre-listening

*T: Ask students to brainstorm at least 4 questions they will ask if they interview others on friendship.

*Ss: Brainstorm what questions to ask when interviewing others on friendship within groups.

Purpose: To get prepared for the listening activity and make predictions about the questions to ask in an interview on friendship.

Guiding question:

1. Suppose your group is responsible for collecting teenagers’ views on friendship, what questions will you ask in the interview?

V. Interactive activity 5: While-listening

*T: Ask students to listen to the questions in the interview on friendship and finish Ex. II on P26.

*Ss: Listen and fill in the blanks on P26.

*T: Ask students to discuss in pairs their own answers to some of the questions.

*Ss: Share their answers to some of the questions in pairs.

*T: Ask students to listen to the whole interview, take down notes and answer the 6 questions in Ex. II on P26.

*Ss: Listen to the interview and note down the answers.

*T: Ask students to listen to part of the interview again and finish Ex. III on P26.

*Ss: Listen again and note down the answers.

Purposes: To share their own understanding of friendship; to grasp the interviewee's understanding of friendship; to command listening skills of prediction, listening for gist and specific information, note-taking.

Guiding questions:

1. What is your concept of true friendship?
2. What kind of people can be your friends? Please name their top three qualities and give reasons.
3. If you were someone else, would you like to make friends with yourself? Why?
4. What are the interviewee's answers to these six questions?

VI. Interactive activity 6: Post-listening

*T: Show a sample of "F" in a mind map explaining "FRIENDS", ask Ss to brainstorm their own version of "FRIEND" in pairs and finish the mind map in their worksheet.

*Ss: Brainstorm what "FRIEND" stands for and means in pairs.

Purpose: To help students better understand the meaning of friendship and appreciate its value.

Guiding question:

1. What does "FRIEND" stand for and mean to you?

VII. Assignment:

Finish the mind map named "My Views on FRIEND" on the worksheet. More than one explanation is welcomed.