

《高中英语（上外版）》选择性必修三 Unit 2 Cherishing Friendship

课时：第 6 课时 教学内容：The Last Leaf

课型：阅读课 设计者：上海市敬业中学 张望晴

一、教学设计与说明

1. 教学目标

本课为本单元的第六课时，核心目标为引导学生归纳出短篇小说的基本文体特征，并基于该文体特征，体味作者如何借助精巧的描写来刻画人物性格，突出友谊的意义与作用。

- 1) 理清短篇故事中的人物及故事的起因、经过和结果；
- 2) 借助细节描写，分析人物情感态度的起伏变化；
- 3) 结合人物关系和情节发展变化，探讨本故事中友谊的意义。

2. 设计思路

- 1) 引导学生借助已有认知，猜测标题中“leaf”的象征意义；通读全文，理顺故事的起因、经过和结果；
- 2) 通过关键的细节描写（人物互动中的动作、话语和情感变化），分析 Johnsy, Sue 的情感变化以及 Behrman 在这一故事中所承担的角色，并进一步体悟文中着重刻画的两段友谊——Johnsy 与 Sue 的友谊，Behrman 与 Johnsy, Sue 的友谊，探讨其动人之处。
- 3) 基于欧·亨利的写作特点，寻找这篇故事的 surprise ending, 结合 Friendship 这一单元主题，分析这样的结尾为何 surprising, 探讨友谊在这个故事里意味着什么以及最终回答标题中“leaf”的象征义。

3. 重点难点

理解和感悟文中的细节描写在表现人物情感方面所起的作用。

Lesson Plan

Teaching Objectives:

At the end of this lesson, the students are expected to:

- identify the main characters and plots of the short story;
- analyze the emotional ups and downs from the detailed description;
- explore the meaning of friendship based on the development of the story and the ending.

Procedures:

I. Activity 1: Review and Predict

***T:** 1. Guide students to review the key elements they should pay attention to while reading a story;

2. Ask students to guess the meaning of “leaf” in the title.

***Ss:** 1. List the key elements that they should pay attention to while reading a story;

2. Freely share their understanding of “leaf” in the title.

Purpose: To help students consolidate basic elements of a story and arouse their interest in reading the story.

Guiding questions:

1. What key elements should we pay attention to while reading a story?
2. In your opinion, what does “leaf” stand for?

II. Activity 2: Comb the plot of the story

***T:** 1. Ask students to read through the whole story and fill in the blanks on P29;

2. Lead students to discuss when and why Johnsy changed her attitude towards death;

3. Instruct students to analyze which paragraphs focus on the friendship between Johnsy and Sue and which paragraphs give readers a hint about the friendship between Behrman and these two female artists.

***Ss:** 1. Read through the whole story and fill in the blanks on P29;

2. Discuss when and why Johnsy changed her attitude towards death;

3. Find out which paragraphs focus on the friendship between Johnsy and Sue and which paragraphs give readers a hint about the friendship between Behrman and these two female artists.

Purpose: To help students sort out the main characters and plot of the story and inspire them to find the main clue to understand the story.

Guiding questions:

1. When did Johnsy change her attitude towards death?
2. What contributed to Johnsy's change of attitude?
3. Which paragraphs focus on the friendship between Johnsy and Sue and which paragraphs give readers a hint about the friendship between Behrman and these two female artists?

III. Activity 3: Appreciate the language used to depict friendship

***T:** 1. Classify the whole class into two groups and assign them the analysis of the two friendships.

2. Show students the sample of analysis;
3. Ask Group 1 to share their ideas about how Sue treated Johnsy and locate the words and actions that support their ideas;
4. Ask Group 2 to present their understanding of Behrman's attitudes toward these two female artists and find the relevant description.

***Ss:** 1. Form two groups to analyze the two friendships involved in the story;

2. Make clear how to analyze the two friendships;
3. The first group of students share their ideas about how Sue treated Johnsy and locate the words and actions that support their ideas;
4. The second group of students present their understanding of Behrman's attitudes toward these two female artists and find the relevant description.

Purpose: To enable students to understand the emotional ups and downs in the two friendships from the detailed description

Guiding questions:

1. How did Sue support Johnsy during her recovery from her disease?
2. Why did Sue go to find Mr. Behrman? What do Sue and Johnsy mean to Behrman?

IV. Activity 4: Interpret the surprise ending and reflect on the value of friendship

*T: 1. Ask students what's surprising in the ending of this story;
2. Guide students to confirm the symbolic meaning of "leaf" and reflect on the value of friendship.

*Ss: 1. Find out what's surprising in the ending of this story;
2. Confirm the symbolic meaning of "leaf" and reflect on the value of friendship.

Purpose: To further students' understanding of friendship

Guiding questions:

1. What's surprising in the ending?
2. What did Sue mean by telling Johnsy that the last leaf was Mr. Behrman's masterpiece?
3. What did friendship bring to Johnsy?
4. As Johnsy's friends, what do Sue and Behrman have in common? What are your comments on Sue and Behrman?

Assignment:

Read the whole story again, underline more description about the surroundings or the environment that helps highlight the friendship and give your reasons.