

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

课时：第八课时

教学内容：Critical Thinking and Further Exploration

课型：思辨与研究性学习 设计者：敬业中学 徐轶菲

## 一、教学设计与说明

### 1. 教学目标

本课为本单元的第八课时，核心目标是让学生能在友谊故事与友谊格言之间建立联系，并能为两者之间的联系提供依据；能通过研究性学习，分析友谊主题在我国传统诗歌中的体现。

### 2. 设计思路

本课为本单元的第八课时。思辨部分旨在帮助学生整合本单元各语篇的主要信息，列举语篇中传递或隐含的关于友谊的观点；能够分析本部分列举的格言或谚语中传递的有关友谊的观点，并与语篇中的友谊观点建立联系。研究性学习部分通过列举我国以友谊为主题的诗歌，体会我国传统文化对友谊的表达方式。

- I. 回顾本单元三个主要语篇：Reading A; Reading B; Viewing 的主要内容，加深学生对于这三个故事所传达的友谊内涵和价值的理解。
- II. 分析这四个主语篇所描述的友谊内涵的共同点。
- III. 挖掘本部分列举的格言或谚语的核心内涵。
- IV. 将格言或谚语中传递的有关友谊的观点与语篇中的友谊观点建立联系并阐述理由。
- V. 朗读两句中国古诗的英语译文，并将其翻译回中文。
- VI. 用英语解析两句关于友谊的中国古诗的内涵。（同桌分享形式）
- VII. 查找一句友谊为主题的中国古诗词及其英语翻译。
- VIII. 向外国友人介绍课本 P32 上友谊为主题的中国诗歌。（小组分享形式）

### IV. Assignment

查找一首以友谊为主题的中国古诗及其英译版，并且向外国朋友介绍。

### 3. 重点难点

- 1) 准确理解格言或谚语的内涵，如：A friend's eye is a good mirror.。
- 2) 找到这几句格言或谚语的侧重点及其与本单元主题篇的内涵连接。

## Lesson Plan

By the end of this period, students will be able to:

1. list the friendship-related values conveyed or implied in the stories in different sections of this unit by grouping the relevant information;
2. build and justify links between stories and their values;
3. list classical Chinese poems and their English translation on friendship and introduce them to foreigners;
4. appreciate the expressions of friendship in traditional Chinese culture.

### Procedures:

#### I. Activity 1: Match the sayings about friendship with the stories in different sections of this unit.

- \*T: 1. Ask students to recall stories learnt in different sections of the unit;  
2. Ask students to list the similarities of the different types of friendship based on the values;  
3. Ask students to analyse the sayings and figure out their meanings by focusing on the key words;

- \*Ss: 1. Recall stories learnt in different sections of the unit;  
2. List the similarities of the different types of friendship based on the values;  
3. Analyse the sayings and figure out their meanings by focusing on the key words.

- Purposes:** 1. To refresh students' memory of the stories about friendship in this unit.  
2. To help students identify similarities of the values conveyed in these stories.  
3. To help students figure out the values conveyed in the sayings.

### Guiding questions:

1. What are the stories in different sections of the unit mainly about?
2. What are the similarities in the values between the stories and their matched sayings?
3. What values do the sayings convey respectively?

## II. Activity 2: Match the sayings with the stories based on the common values they share and explain why.

- \*T:** 1. Ask students to match the sayings about friendship with the stories in this unit based on the common values they share;  
2. Show students an example about how to explain the shared common values between a saying and the friendship story;  
3. Ask students to work in a group of four and explain why the sayings and the friendship stories share common values by following the example, each member responsible for one story.
- \*Ss:** 1. Match the sayings about friendship with the stories in this unit based on the common values they share;  
2. Learn from the example about how to explain the shared common values between a saying and the friendship story;  
3. Work in a group of four and explain why the sayings and the friendship stories share common values by following the example, each responsible for one story.

**Purpose:** To help students build and justify links between stories and their values.

Guiding question:

What's the connection between the story and the saying?

## III. Activity 3: Read the English translation of the lines from two classical Chinese poems on friendship and translate them back into Chinese.

- \*T:** 1. Ask students to read the English translation of the lines from two classical Chinese poems;  
2. Guide students to translate them back into Chinese;  
3. Ask students to introduce the friendship stories of the two poems and identify their values;
- \*Ss:** 1. Read the English translation of the lines from two classical Chinese poems;  
2. Translate them back into Chinese;  
3. Introduce the friendship stories of the two poems and identify their values;

**Purpose:** 1. To guide students to translate the English translation of the lines from two classical Chinese poems back into Chinese.  
2. To help students focus on the different sentence patterns between English and Chinese version of the lines and learn to appreciate the expressions of friendship in traditional Chinese culture.

Guiding question:

What friendship story is the poem about?

#### **IV. Activity 4: Introduce either of the two classical Chinese poems on P32 to a foreign friend.**

\*T: 1. Encourage students to read aloud either of the two lines of classical Chinese poems on P32 to a foreign friend.

2. Ask students to give a brief introduction to the poets, the content and background of the poems;

3. Guide students to analyse the values about friendship the poems convey.

\*Ss: 1. Read aloud either of the two lines of classical Chinese poems on P32 to a foreign friend;

2. Give a brief introduction to the poets, the content and background of the poems;

3. Analyse the values about friendship the poems convey.

**Purpose:** 1. To learn to introduce classical Chinese poems to foreigners;

2. To learn to appreciate the expressions of friendship in traditional Chinese culture.

Guiding question:

1. What values about friendship do the poems convey?

#### **V. Assignment:**

Find one more classical Chinese poem and its English version on the topic of friendship and introduce it to a foreigner.