

## 《高中英语（上外版）》必修第二册 Unit 2 Animals

课时：第 1 课时 课题：Zoos: Cruel or Caring?

课型：阅读课 设计者：上海市奉贤中学 林舒迪

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第 1 课时，核心目标为引导学生描述图片中动物所处的生活环境和可能的感受；能运用个人已有的知识与经验，就人与动物的关系分享观点；能梳理议论文的文体特征，归纳出语篇中剖析事物、论述事实、发表意见、提出观点等内容，能构建语篇话题的词汇语义网；能基于语篇表达的内容，深度思考并表达如何更好地处理人与动物之间的关系。

#### 2. 教学设计思路

本课时是本单元的第一课时，该语篇论述条理明确，脉络清晰。读前活动围绕“人与自然”这一主题语境，以人与动物为话题，自由展开讨论。激活学生的背景知识和相关经验，引入主题。教师提问从人与动物两个角度出发，使学生感知换位思考，渗透人文素养。就学生所给出的答案进行分类整合，培养学生辩证思考，善于从不同立场看待事物，也为读中活动提前铺垫。

读中活动由两类学习活动构成，指向不同的核心素养。学生通过阅读语篇内容，开展相应的课堂活动，进行对话语篇的思考与解码，逐渐达成自身对话语篇的深度理解。第一类活动要求学生通过略读（Skimming）了解文章结构和大意；通过寻读（Scanning）理解人们对动物园的褒贬看法，学生逐步培养理解与分析、概括与整合的能力。学生需要通过上下文语境来分析判断如 establishment, extinct, tropical 等词汇的意义；通过圈划形容词、副词来体会感知人物态度。这是基于语篇的学习理解践类活动。第二类活动要求学生依据语篇的情景语境，获取语篇细节和作者的态度观点，学习针对语篇背后的作者态度进行推理和论证，加深对主题意义的理解，这是深入语篇的应用实践类活动。

读后活动设定角色扮演情境，学生扮演作者和其朋友，讨论动物园的利弊，梳理巩固课堂所学，并思考其他可以补充论点的依据。讨论要求读说结合，使学生多感官参与，创造性解决新情境中的问题，理性辩证地表达观点，是超越语篇的迁移创新类活动。辩论活动后，学生参照评价条目进行评价，使学生明确自身的学习成效，发挥学生在语言学习中的主体性和自主性。

#### 3. 教学重点及难点

引导学生了解议论文的语篇类型的组成部分，并依据语篇的情景语境，获取语篇内容、细节和作者的态度观点等。

### Lesson Plan

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

1. have a general idea and organization of the passage by skimming and figure out the general features of an argumentative writing by scanning;
2. identify people's different attitudes towards zoos based on the details and understand some words by using context clues;
3. raise the awareness of animal rights and take the responsibility.

## Procedures

### I. Pre-reading

#### Activity 1: Getting started

- ✧ Teacher: Direct students' attention to the three pictures, ask them to discuss the two questions on text page 20 and share answers with the class.
- ✧ Students: Answer the two questions and share answers with the class.
- ✧ Purpose: To introduce the topic.

#### Guided questions:

1. Where do these animals live? (Possible answers: zoos, animal protection base, nature reserve, breeding base of giant pandas.)
2. How do they probably feel?
3. How does the monkey look? What might it be thinking? How are the baby pandas treated? Do you think they are well looked after? How are the elephants feeling? Do you think they enjoy living in the wild?

#### Activity 2: Brainstorming

- ✧ Teacher: Have students brainstorm opinions on the zoo and write them down.
- ✧ Students: Talk freely about the zoos from the perspective of humans and animals; list and classify different opinions raised by themselves.
- ✧ Purpose: To stimulate students' reading interests and activate their prior background knowledge.

#### Guided questions:

1. Have you ever visited a zoo? Do you like visiting a zoo?
2. What do you think of the current living condition of animals?

### II. While-reading

#### Activity 3: Predicting

- ✧ Teacher: Have students look at the title of the text, guess the meaning of either “cruel” or “caring”, guess the author's viewpoint, and predict the reasons that the author is going to state in the text.
- ✧ Students: Guess the meaning of the words and the author's viewpoint.
- ✧ Purpose: To have students practice predicting strategy.

#### Guided questions:

1. What do the two words mean, “cruel” and “caring”?
2. Can you guess the author's viewpoint? What reasons might the author provide?

#### Activity 4: Skimming

- ✧ Teacher: Ask students to skim the text to figure out the type of writing and to divide the

text into several parts. Have students get the author's viewpoint.

- ✧ Students: Skim the text to get the type of writing, organization and the author's attitude.
- ✧ Purpose: To check students' prediction and get the main idea and the structure of the text.

Guided questions:

1. What is the type of the text?
2. How many parts can the text be divided into? What is each part about?
3. What is the author's attitude towards zoos?

#### Activity 5: Scanning

- ✧ Teacher: Ask students to read one paragraph after another, answer some questions and guess the meaning of some words by using context clues.
- ✧ Students: Read the paragraphs and answer the questions. Find out the reasons for people's different attitudes to zoos, and understand the meanings of the new words by using context clues.
- ✧ Purpose: To help students to better understand the text and learn new words by using context clues.

Guided questions:

1. Can you guess the meaning of each underlined word? Can you find out the context clues?
2. Why do many people think that zoos are cruel? What is the greatest concern about zoos? What are the differences between a zoo and a wildlife park? (Paragraph 2)
3. Why can a trip to the zoo be an educational experience? (Paragraph 3)
4. What adjectives and adverbs show the author's attitude? (Paragraph 4)

#### Activity 6: Comprehending

- ✧ Teacher: Ask students to complete the table on Page 22 by making inferences about the author's opinions towards zoos based on the given details.
- ✧ Students: Complete the table and make inferences.
- ✧ Purpose: To help students further understand the passage and think critically.

Guided questions:

1. Which sentences in the chart are the facts and what are the opinions?
2. How does the author list facts or supporting evidence for each of the claims?
3. What is the author's opinion according to the details in the chart?

### III. Post-reading

#### Activity 7: Role play

- ✧ Teacher: Ask students to discuss in pairs, voice their own views towards zoos, and list the views according to the side they take (the pro side or the con side.)
- ✧ Students: Discuss with peers and brainstorm the supporting evidence in relation to the views.

Prepare for the role play “Zoos are (not) a good thing”.

- ✧ Purpose: To help students reflect on the negative and positive aspects of zoos and learn to see things from a different perspective.

Guided questions:

1. What is your attitude towards zoos?
2. Apart from what the author has mentioned, what other information can be used to support your opinion?

Activity 8: Presentation

- ✧ Teacher: Ask students to role play in pairs and make brief comments based on the checklist.
- ✧ Students: Present and make comments based on the checklist.
- ✧ Purpose: To guide students to voice their own opinions by following examples and to raise their awareness of animals’ rights and cooperation.

Homework:

1. Read the text aloud three times by following the recording and pay attention to the stress, pause and tones.
2. Finish the crossword exercise (Section A) on Page 17 in the workbook.