

《高中英语（上外版）》必修第二册 Unit 2 Animals

课时：第 2 课时 课题：Zoos: Cruel or Caring?

课型：Vocabulary Focus

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一、教学设计与说明

1. 教学目标

本课为本单元的第 2 课时，核心目标为引导学生在语境中学习和运用课文核心词汇，判断语篇中句子、句群和段落之间的语义逻辑关系，通过上下文线索推测语义，并依据语境理解与运用所学的近义词。

2. 设计思路

本课由作业讲评作为导入，带领学生快速复习一下本单元主阅读语篇的词汇和内容。接着，教师通过提问引出课文情景和关键词汇，带领学生深入阅读文本，分析人们对动物园的两种看法。学生在语境中理解核心词汇的功能、词义的内涵和外延，建立词汇语义网。教师设计形式多样、与主题相关的语言操练，提供丰富的语言输入，帮助学生学习词汇的习惯搭配，掌握词性变化，有效运用近义词来理解词义。最后，学生运用本课所学词汇，复述课文内容，深入理解语篇内容，构建词汇语义网。

3. 重点难点

在语境中学习词汇的功能、词义、习惯搭配，分析阅读语篇中信息的逻辑关系，建立词汇语义网，扩大词汇量。

Lesson Plan

By the end of the lesson, students are expected to:

1. have a deeper understanding of the text and analyze people's different attitudes to zoos;
2. learn and use the topic related words and expressions, and retell the text by using them;
3. understand and use synonym in the context properly.

Procedures:

I. Warming-up

Activity 1: Review the vocabulary.

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| <ul style="list-style-type: none">◇ Teacher: Provide feedback on students' homework.◇ Students: Check the answers to the assignment on Page 17 in the workbook.◇ Purpose: To review the key vocabulary in the text. |
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II. Text-based vocabulary learning

Activity 2: Answer some questions.

- ✧ Teacher: Ask students to answer some questions. Explain synonyms.
- ✧ Students: Answer the questions, and learn about synonyms.
- ✧ Purpose: To guide students to learn synonyms.

Guided questions:

1. How can we know that people have different attitudes to zoos?
(Target word: debate)
2. What is the author's attitude?
(Target expression: be aware that)
3. What is a synonym?

Activity 3: Learn the usage of target expressions.

- ✧ Teacher: Ask students some questions and involve them in digging deeper in to the text. Explain the target expressions and offer students the opportunities to putting them into use.
- ✧ Students: Answer the questions. Learn and use the target language.
- ✧ Purpose: To help students have a thorough understanding of the text and learn about the target language in the context.

Guided questions:

1. Why are some people against zoos?
(Target expressions: concern, hunt, exhibit, adjust to)
2. Why are some people for zoos?
(Target expressions: endangered, be likely to, attempt, a range of)
3. What does this word mean?
4. What is the noun / verb form of this word?
5. Can you find details showing that zoos are caring?
6. Can you express the sentence in different ways?
7. What would happen if there were no zoos?
(Target words: threat, extinct)
8. Did the writer change his opinion about zoos after the debate? Will the writer still go to the zoo? Why or why not?
(Target words: slightly, approach, definitely)

III. Practicing and consolidating

Activity 4: Practice the target language.

- ✧ Teacher: Ask students to complete the exercises.
- ✧ Students: Complete the exercises and practice using the target language.
- ✧ Purpose: To offer students the opportunity to use the target language and have a deeper understanding of synonyms in a pragmatic way.

Guided question:

What is the synonym of the word / expression?

Activity 5: Retell the text.

- ✧ Teacher: Ask students to retell the text by using the target expressions.
- ✧ Students: Work with peers and practice retelling the text.
- ✧ Purpose: To help students internalize the target expressions.

Guided question:

Can you retell the text by using the expression you have learned?

IV. Homework

1. Complete “Vocabulary Focus” on p.23-24 in your textbook.
2. Complete Section B on p.18 in your workbook.

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