

高中英语（上外版）选择性必修第三册 U4 Protecting the Environment

课时: 1 课题: Further Exploration: Conducting a survey on solutions to environmental problems

课型: Further Exploration and self-assessment

设计者: 上海市崇明中学 沈柳

◇ 教学设计与说明

1. 教学目标

本课为本单元的第 8 课时，核心目标为能通过小组研究性学习，完成 Further Exploration 的任务，即就某一特定的环境问题调查不同国家所采取的解决措施，并能把所获得的信息通过可视化工具进行比较和梳理，最后在班内展示汇报。

2. 设计思路

在本课时课堂教学开始之前，将班级学生进行分组，并且布置给每个小组一个不同的探究主题，要求学生可以从课本 65 页上提到的五种环境问题（垃圾处理、酸雨、空气污染、土地污染、塑料污染）中选择一种，也可以自己确定要调查的环境问题，利用信息技术，到网络上搜集各个国家对于解决该环境问题所采取的系列措施，并进行整理，在课堂上进行分享展示交流。课堂教学由头脑风暴人类所面临的各类环境问题以及由此而导致的可怕后果开始，引入话题，让学生意识到环境问题刻不容缓。接着，学生在组内分享、整合小组成员所搜集的关于某一具体环境问题的解决措施的信息，并共同完成一张表格，以培养学生合作学习的能力。之后，学生借助表格，把调查报告进行整合，加上一定的结构支架，使报告条理清晰、结构完整。然后每一个小组在班级进行展示，并根据检查清单进行同伴互评。最后，学生通过引导性问题对自己的单元学习进行自我评价，明确学习目标是否完成、目前存在的困难并且制定下一步的学习计划，完成整个单元的学习。

3. 重点难点

利用信息技术搜集、调查、梳理不同国家就某一具体环境问题采取的不同措施，并以调查报告的形式在班级进行展示；通过引导性问题进行反思，对单元学习进行自我评价。

Lesson Plan

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

1. further explore the solutions to a specific environmental problem in different countries by conducting a survey in groups;
2. collect the related information in a table and present the findings to the class;
3. make comments on others' presentations based on a given checklist;
4. conduct a self-assessment about the learning performance of the whole unit with the help of the guided question.

课时学习目标:

- 能通过小组研究性学习, 就某一特定的环境问题调查不同国家所采取的解决措施;
- 能把所获得的信息通过可视化工具进行比较和梳理, 最后在班内展示汇报;
- 能借助评价指标, 记录其他小组汇报要点, 并做出评价;
- 能评价与反思本单元的学习情况。

Procedures:

I. Warming -up

- Interactive Task 1: Brainstorming

*Teacher: Ask students to brainstorm the environmental problems facing us today and its causes and consequences.

*Students: Answer the teacher's questions.

*Purpose: To review what has been learned in this unit.

Guided Questions:

- ✓ What environmental problems are we faced with?
- ✓ What are the main causes of the problems?
- ✓ What possible consequences will they probably lead to

II. Putting the survey result in a table

- Interactive Task 2: Talk about the specific environmental problem and the different solutions in different countries,

*Teacher: Ask students to have a group discussion to share the information they have collected online about one specific environmental problem and the different solutions in different countries.

*Students: share the information about the environmental problem and its solution, and then put it in the table.

*Purpose: To encourage cooperative learning and prepare for the presentation.

Guided Questions:

- ✓ What environmental problem will your group focus on?
- ✓ What measures have been taken to solve the problem in different countries?

III. Giving a presentation and making comments

- Interactive Task 3: Prepare for the presentation with the help of the given structure

*Teacher: Ask students to practice the presentation in the group and then invite each group to give the presentation in class and remind students to refer to the useful expressions and sentence patterns when talking about problems and solutions

*Students: Give the presentations.

*Purpose: To learn more about the serious environmental problems and feasible solutions through presentation and to raise people's environmental awareness.

Interactive Task 4: Make comments on the reports according to the checklist.

(Answers may vary.)

<i>Checklist for the presentation</i>	
Content	Tick
Is the general description about the environmental problem clear and complete?	
Are the solutions creative, novel and practical?	
Are the solutions stated in a clear and detailed way?	
Does the speaker emphasize the importance of protecting the environment?	

Structure of the report/presentation for reference

- Part I: The brief description of the problem and its causes
- Part II: Measures that have been taken by different countries to solve the problem based on your research table.
- Part III: Conclusion

IV. Self-assessment

- Interactive Task 5: Assess your own learning effect based on the expected learning outcomes on P65 of the textbook.

*Teacher: Ask students to think about their performance after learning the whole unit, to analyze their learning evidence and to set feasible future goals.

*Students: Reflect on the learning performance and evidence of the whole unit. Try to make a feasible future learning plan.

**Purpose: To guide students have a clear idea of their learning outcomes of this unit, identifying the strengths and possible causes of difficulties so that they can make a better learning plan for the next unit.*

(Answers may vary.)

Guided Questions:

- ✓ Which of the points have you done well? Why and how?
- ✓ Which of the points do you still find difficult? Why?
- ✓ What do you plan to do if you find something difficult?

IV. Assignment:

Reflect on your performance in Unit 4 and complete “Self-assessment” on P65 in the textbook.