

《高中英语（上外版）》必修第三册

Unit 4 Protecting the Environment

课时：第 1 课时

教学内容：The Villain in the Atmosphere

课型：Reading (Comprehension) 设计者：上海市扬子中学 包永花

一、教学设计与说明

1. 教学目标

本课为本单元的第 1 课时，核心目标为能解释表达因果关系的说明文的文体特征，推断语篇中的因果关系链。能通过分析事件的因果关系，从表象（如海平面上升）挖掘深层原因，从而对事物做出正确的价值判断。

2. 设计思路

首先，是读前活动。借助北极熊妈妈和她的孩子由于冰盖融化而被迫分开的图片，激活学生有关全球变暖的背景知识，并引导学生理解标题来预测语篇内容，激发学生的阅读兴趣。

其次，是读中活动。通过快速浏览过渡段落，抓住文本的主要信息；找出语篇的整体结构，归纳语篇模式，即“因果关系链”模式；再是对语篇进行扫读，要求学生根据“因果关系链”型的可视化思维工具，自主梳理语篇内容，然后再由教师和学生一起分析各部分的具体内容，同时理解和学习重点词汇，逐渐完善思维导图的内容，帮助学生对话篇内容结构化，让可视化思维工具助力语篇分析。

最后，是读后活动。学生根据思维导图进行语言产出活动，学生不仅需要引用文本相关内容，还要运用因果关系链和新学词汇进行转述，既是对文本内容的复现与梳理，又是对新学语篇模式的巩固与运用。最后，通过学生在讨论过程中判断作者的写作意图和对温室效应的态度，知道语篇中特定语言的使用意图，从而体会语言在反映情感态度和价值观中所起的作用。

3. 重点难点

抓住因果关系链语篇模式，把握文本框架；推断语篇中特定语言的使用意图，从而体会语言在反映情感态度和价值观中所起的作用。

Lesson Plan

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

1. get the general information about the carbon dioxide in the atmosphere by skimming and scanning;
2. figure out the causal chain pattern by analyzing the whole passage and some paragraphs;
3. reflect upon the relationship between human and the greenhouse effect, and express the opinions.

Procedures:

I. Pre - reading

- **Interactive Task 1: Answer the questions based on the pictures.**

*Teacher: Ask students to answer the questions according to the pictures.

*Students: Answer the teacher's questions based on their own knowledge.

***Purpose: To activate students' background knowledge about the passage.**

Guided Questions:

- ✓ What is the possible relationship between the two polar bears?
- ✓ What might have separated them from each other ?

- **Interactive Task 2: Predict the main idea from the title and guess the villain.**

*Teacher: Ask students to predict the main idea from the title and guess the villain.

*Students: Answer the teacher's questions based on their own knowledge.

Purpose: To activate students' background knowledge about the passage, and learn the two words (spark & villain) by means of pictures.

Guided Questions:

- ✓ What can you see in the picture? Can you describe the picture briefly?
- ✓ Can you predict who is the "villain" in the atmosphere?
- ✓ What do you expect to read in the passage from the title "The Villain in the Atmosphere"?

II. While-reading

- **Interactive Task 3: Skim the passage and find out the functions of Para.1, 4 and 7 and the organization of the passage.**

*Teacher: Ask students skim the passage and find out the functions of Para.1, 4 and 7 and the organization of the passage.

*Students: Skim the text and answer the teacher's questions based on the text and find out the organization of it.

Purpose: To help students grasp the main aspects mentioned in the text.

Guided Questions:

- ✓ There are some short paragraphs (e.g.Paras 1, 4 and 7) in the text? What functions do they serve?
- ✓ What is the organization of the text?

- **Interactive Task 4: Read Para. 2-3 and learn the function of small quantity of carbon dioxide, and then complete the mind map.**

*Teacher: Ask students to read Para. 2-3 and learn the function of small quantity of carbon dioxide, and then complete the mind map.

*Students: Read Para. 2-3 and answer the teacher's questions based on Para. 2-3 and then complete the mind map.

Purpose: To help students learn the function of small quantity of carbon dioxide.

Guided Questions:

- ✓ Is the small quantity of carbon dioxide a villain?
- ✓ What functions does it serve?

- **Interactive Task 5: Read Para. 4-6 and complete the mind map.**

*Teacher: Ask students several questions about the harmful effects of carbon dioxide when they complete the mind map.

*Students: Read Para. 4-6, answer the teacher's questions based on the text and complete the the mind map.

Purpose: To help students know about the harmful effects of carbon dioxide.

Guided Questions:

- ✓ Why will Manhattan streets eventually be deep under water according to the author?
- ✓ What's the result after many cities are drowned according to the passage?

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- **Interactive Task 6: Read Para. 8 and complete the sentences corresponding to the diagram with one word for each blank.**

*Teacher: Ask students to read Para. 8 and complete the sentences corresponding to the diagram with one word for each blank.

*Students: Read Para. 8 and complete the sentences corresponding to the diagram with one word for each blank.

Purpose: To help students find out the greenhouse effect.

Guided Questions:

- ✓ What is called the “greenhouse effect” of carbon dioxide?

- **Interactive Task 7: Read Para.7-11 , and tick what has been mentioned in the text and then complete the chain of cause and effect.**

*Teacher: Ask students to read Para.7-11, tick what has been mentioned, complete the chain of cause and effect and then the complete the mind map.

*Students: Read Para.7-11, tick what has been mentioned, complete the chain of cause and effect and then the complete the mind map.

Purpose: To help students know about the causes of these consequences mentioned in the text.

Guided Questions:

- ✓ What are the causes of these consequences mentioned in the text?

III. Post-reading

- **Interactive Task 8: Summarize the passage according to the mind map of the text.**

*Teacher: Guide students to summarize the text with the help of the mind map.

*Students: Summarize the text with the help of the mind map.

***Purpose: To help students to consolidate the causal chain pattern and some new words and expressions in the text.**

- **Interactive Task 9: Work in pairs and discuss the aim of the passage and the writer’s attitude to the villain in the atmosphere.**

*Teacher: Guide students to work in pairs and discuss the aim of the passage and the writer’s attitude to the villain in the atmosphere.

*Students: Work in pairs and discuss the aim of the passage and the writer’s attitude to the villain in the atmosphere.

Purpose: To help students to know about the aim of the passage and the writer's attitude to the villain in the atmosphere.

Guided Questions:

- ✓ What is the writer's attitude to the villain in the atmosphere? Is he indifferent/ concerned/ delighted/ frightened?
- ✓ What is the writer's purpose in writing this passage?
To entertain/warn/complain/inform...? Has the writer achieved his/her purpose?

IV. Homework

1. Read aloud the passage three times. Pay attention to your intonation, pronunciation and stress.
2. Build up a word bank related to the functions, the harmful effects and the causes of these consequences about CO₂.