

《高中英语（上外版）》选择性必修第三册

Unit 4 Protecting the Environment

课时：第 2 课时

教学内容：The Villain in the Atmosphere

课型：Reading (Vocabulary)

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 2 课时，核心目标为能在语境中学习和运用课文核心词汇和常用词组；并能列举并运用与本单元主题语境相关的动词、名词及其习惯搭配和表达。

2. 设计思路

本课的设计主要体现以下两个理念：一是“基于深层阅读的词汇教学”，即在深入剖析阅读语篇和拓展主题信息的语境中开展词汇教学；二是“融于三类活动的词汇学习”，即把词汇学习融入到英语学习活动观所倡导的学习理解类活动、应用实践类活动和迁移创新类这三类活动中，体现词汇学习由输入到阶段输出，再到综合输出的循序渐进原则。

具体步骤如下：首先，是热身与导入。由复习第 1 课时中主旨大意和思维导图为导入，复习文章的结构。文章主要有三大板块组成，分别是少量二氧化碳的功能，它对环境的有害的影响以及造成这些问题的原因。

其次，是复习与分析。以分析文章三大板块为切入口，引出 *what's more*, *absorb*, *likelihood*, *concentration* 和 *demonstrate* 等目标词汇，学习和操练目标词汇，这是学习理解类活动，主要是输入。然后教师让学生整理出和三大板块相关的主题词汇，帮助学生更好地了解二氧化碳对环境的影响，这是阶段性输出。

最后，是运用与讨论。教师提供了一个谈论二氧化碳的对话，要求学生运用已学词汇进行填空，不仅运用所学词汇，而且帮助学生更好地了解课文，这是阶段性输出，是应用实践类活动。然后教师引导学生以小组为单位，对全球变暖给日常生活带来的哪些影响这一核心问题进行思考和讨论，让学生用所学词汇以合理的方式和因果链模式分析解释产生这些影响的起因。这是对所学重点词汇和相关信息进行概括与运用，是迁移创新类活动，是本课的

综合性输出。同时引导学生意识到全球变暖后的严重后果，树立社会责任感。

3. 重点难点

在深层次阅读过程中，围绕主题学习、操练和运用重点词汇；运用所学词汇和因果链模式分析解释产生这些影响的起因。

Lesson Plan

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

1. further understand the text and learn the target words while analysing functions, effects and causes of carbon dioxide through some questions based on the text;
2. build up a web of the top-related words and expressions and learn to apply them;
3. conduct a discussion by using the topic-related words and expressions learnt in the text and explaining the possible causes in a logical way;

Procedures:

I. Warm-up

- Interactive Task 1: Review the main idea and organization of Reading A.

*Teacher: Ask students to answer the questions about the main idea and organization of Reading A.

*Students: Answer the questions based on the text.

***Purpose: To help students review the main idea and organization of the text.**

Guided Questions:

- ✓ What is the theme of the text?
- ✓ What is the organization of the text?

II. Revision and analysis

- Interactive Task 2: Review and analyse the functions of small quantity of carbon dioxide in Para. 2-3 .

*Teacher: Ask students to review and analyse the functions of small quantity of carbon dioxide in Para. 2-3, and guide students to learn the words and expressions (what's more and absorb).

*Students: Answer the teacher's questions based on the text, find supporting details in the text, conclude the usages of the words and expressions, and use them by filling the blanks and translating the sentence.

***Purpose: To help students review and analyse the functions of small quantity of carbon dioxide and learn to use the words and expressions.**

Guided Questions:

- ✓ Can you identify the connector that links the two functions of carbon dioxide in Para. 2-3?
- ✓ How do plants produce "food" ?
- ✓ Could you list the words and expressions related to the function of CO₂ in Para. 2-3?
- Interactive Task 3: Review and analyse the harmful effects of CO₂ in Para. 4-6.

*Teacher: Ask students to review and analyse the harmful effects of CO₂ in Para. 4-6, and guide students to learn the word (likelihood).

*Students: Find the key information based on the text, and conclude the usages of the word (likelihood), and use them by filling the blanks and translating the sentences.

***Purpose: To help students review and analyse the harmful effects of CO₂ in Para. 4-6 and learn to use the words.**

Guided Questions:

- ✓ Why is this apparently harmless and certainly essential gas harmful to us?
- ✓ Could you list the words and expressions related to the harmful effects of CO₂ in Para. 4-6?
- Interactive Task 4: Review and analyse the causes of consequences of CO₂ in Para.7-11.

*Teacher: Ask students to review and analyse the causes of consequences of CO₂ in Para.7-11.

*Students: Find the key information based on the text, and conclude the usages of the words (concentration and demonstrate), and use them by translating the sentences.

***Purpose: To help students review and analyse the causes of consequences of CO₂ in Para.7-11 and learn to use the words.**

Guided Questions:

- ✓ What does the greenhouse effect mean?

- ✓ What is it that demonstrates the villainy of carbon dioxide?
- ✓ Could you list the words and expressions related to the causes of these consequences in Para.7-11?

- Interactive Task 5: List the topic-related words and expressions.

*Teacher: Ask students to list the topic-related words and expressions.

*Students: List the topic-related words and expressions.

***Purpose: To help students list the topic-related words and expressions.**

III. Language application

- Interactive Task 6: Fill in the blanks with the appropriate forms of the given words and expressions to complete the dialogue.

*Teacher: Ask students to fill in the blanks with the appropriate forms of the given words and expressions to complete the dialogue.

*Students: Fill in the blanks with the appropriate forms of the given words and expressions to complete the dialogue.

***Purpose: To help students apply the learnt words and expressions practice.**

- Interactive Task 7: Group discussion

*Teacher: Ask students to have a discussion on what aspects of your daily life have been affected by the global warming.

*Students: Have a discussion on what aspects of your daily life have been affected by the global warming with the partners.

***Purpose: To help apply the learnt words and expressions, and the “the chain of cause and effect” pattern into practice.**

IV. Homework

1. Complete Ex II on P55-P56;
2. Write a short passage (at least 100 words) on “what aspects of your daily life have been affected by the global warming? ”

Requirements:

- a. introduce the effects of the global warming.
- b. explain possible causes in a logical way.

c. use as many words and expressions learnt in the text as possible.

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