

《高中英语（上外版）》选择性必修第三册 Unit 4 Protecting the Environment

课时：1.5 课题：Listening: Interview with a Young Environmentalist (Interview)

Viewing: Saving the World (Vodcast)

Speaking: Giving a presentation on how to reduce carbon footprint

课型：Listening, Viewing and Speaking 设计者：上海市崇明中学 施冰清

✧ 教学设计与说明

1. 教学目标

本课为本单元的第4课时，核心目标为引导学生能通过听取主要内容和细节，了解雨林对于环境的重要性；能通过观看视频，获取要点，了解人人都可做些事情拯救世界这一理念及其实施方法；能知道什么是碳足迹，并能使用恰当的语言表达态度和观点，对如何减少碳足迹给出建议。

2. 设计思路

本课时围绕两个视听素材和如何减少碳足迹的话题，安排三个活动。

活动一是听一个对年轻环保人士的访谈，帮助学生了解热带雨林对环境的重要性，以及个人和志愿服务在环保活动中起到的作用。先通过对标题中的生词 **environmentalist** 的学习来预测听力材料的内容，激活学生对听力内容的兴趣。听第一遍，获取听力材料的主要内容。听第二遍，获取访谈材料的细节。之后要求学生用听取的信息，分析破坏热带雨林的后果，从而引导学生认识到雨林对环境的重要性。

活动二是观看一个视频播客，关于气候变化可能造成的结果和人们为拯救世界所能够采取的环保措施。先通过略读播客标题，观看无声模式的视频，根据视频中的画面和文字信息推测视频主要内容。看第二遍完整的视频，验证之前的推测，判断播客作者对保护环境可行性的态度，并抓取相关细节。再一次完整观看视频，关注所用动词或动词词组，引导学生去思考更多的减少垃圾产生的方式。

活动三是在听和看的基础上，根据文化链接和多模态材料，做一个分享减少碳足迹方法的演讲。先通过略读文化链接，了解碳足迹的概念，展开对于碳足迹的思考。再通过图片和文字信息，思考并在小组内分享减少碳足迹的方法。最后利用已有信息和所给句型，呈现不同小组学生的演讲。在这一环节中，引导学生根据 **Checklist** 进行互评，注意这些方法的可行性，培养学生过程性评价的能力。

3. 重点难点

学习根据不同模态语篇的特点，进行预测和推断的能力；以视听中获取的信息为基础，并利用相关图片和句型，就环境问题提出建议。

Lesson Plan

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

1. learn about the importance of the rainforest to the environment by listening for main contents

and details;

2. learn about the idea that everyone can make a difference to save the world and what we can do by viewing the video and discussing the main points;
3. learn about the definition of carbon footprint and give suggestions on how to reduce carbon footprint by using appropriate vocabulary.

Procedures:

I. Interview with a Young Environmentalist (Interview)

- Interactive Task 1: Learn the new word “environmentalist”.

*Teacher: Guide students to learn the new word in the title through word formation and make predictions about the listening material.

*Students: Learn the new words and predict about the material.

**Purpose: To guide students to use the prediction skill.*

Guided Question:

- ✓ What will you predict according to the title?

- Interactive Task 2: Listen to the interview for the first time and finish the choice in Ex II in the textbook.

*Teacher: Play the interview.

*Students: Listen to the interview and choose the best answer.

**Purpose: To help students make a reasonable choice by listening for the main idea.*

Guided Question:

- ✓ What are they mainly talking about in the interview?

- Interactive Task 3: Listen to the interview again and fill in the blanks with the detailed information.

*Teacher: Ask students one question to remind them of the importance of the rainforest before listening to the interview again.

*Students: Listen to the interview again and fill in the blanks.

**Purpose: To guide students to learn to listen for details.*

Guided Question:

- ✓ In the interview, what four aspects are talked about?

- Interactive Task 4: Brainstorm.

*Teacher: Ask students one question and guide them to brainstorm.

*Students: Answer and think.

**Purpose: To help students realize their own power to protect the environment.*

Guided Questions:

- ✓ What has Janine learned in the work?

- ✓ What else can we do to make the world a better place?

II. Saving the World (Vodcast)

- Interactive Task 5: Read the title, watch the video clip in silent mode and guess what it is about.

*Teacher: Play the video clip in silent mode and ask students to guess what it is about.

*Students: Read the title, watch the video clip in silent mode and guess what it is about.

*Purpose: To guide students to pay attention to pictures and literal information.

Guided Questions:

- ✓ What have you seen from the video?

- ✓ What is it mainly about?

- Interactive Task 6: Watch the entire video and answer the questions in Ex II in the textbook.

*Teacher: Play the entire video and ask students to answer the questions.

*Students: Watch the video and answer the questions.

*Purpose: To help students get the main idea, the speaker's attitude and the contents in the video.

Guided Questions:

- ✓ What is the main idea of the video?

- ✓ What is the speaker's attitude towards saving the world: optimistic, pessimistic or neutral?

- ✓ What are mentioned in the video?

- Interactive Task 7: Watch the entire video again and fill in the blanks with a verb or verbal phrase.

*Teacher: Play the entire video again.

*Students: Watch the video again and fill in the blanks.

*Purpose: To help students know about how to reduce the amount of waste.

Guided Questions:

- ✓ How can we reduce the amount of waste?

- ✓ Do you know about other ways to reduce the amount of waste?

III. Giving a presentation on how to reduce carbon footprint

- Interactive Task 8: Read "Culture Link" about carbon footprint and answer four questions.

*Teacher: Ask students to read "Culture Link" and check students' understanding by raising four questions.

*Students: Read "Culture Link" and answer the teacher's questions.

*Purpose: To help students know about carbon footprint.

Guided Questions:

- ✓ What's the definition of carbon footprint?

- ✓ Can you give some examples of producing carbon footprint?

- Interactive Task 9: Brainstorm the ways to reduce carbon footprint and share the ideas with group members.

*Teacher: Ask students to exploit the pictures, the right column of Useful Words and Expressions, and the extra information to think about the ways to reduce carbon footprint and share the ideas with group members.

*Students: Complete the exercise with the help of pictures and words and share the idea.

**Purpose: To help students know about the ways to reduce carbon footprint.*

Guided Questions:

✓ What can we do to reduce carbon footprint?

✓ What can we reduce, recycle, or refill?

● Interactive Task 10: Make presentations and comments.

*Teacher: Appoint students from different groups to make presentations and have them comment on each other's presentation according to a checklist.

*Students: Make oral presentations and comments and put forward suggestions.

**Purpose: To help students give a presentation about how to reduce carbon footprint and make proper comments on other's presentation.*

IV. Homework

1. Search for more information about how to reduce carbon footprint to save our world and polish the presentation in class.
2. Sort out the words and expressions related to environmental protection and write them down in your word bank.