

《高中英语（上外版）》选择性必修第三册

Unit 4 Protecting the Environment

课时：第 5 课时 教学内容：Reading B: Together for Our Ocean

课型：Reading B 设计者：上海市崇明区教育学院 沈宇丹

一、 教学设计与说明

1. 教学目标

本课为本单元的第五课时，核心目标为引导学生识别新闻类语篇的导语，分析导语的作用及语言特征，并识别“问题-解决”语篇模式，利用相关图表梳理出环保组织和个人在解决海洋废弃物问题所采取的措施及预期效果，意识到海洋所面临的问题，树立起保护海洋环境意识。

2. 设计思路

首先，是读前活动。借助人们在海滩上捡拾塑料垃圾的图片，激活学生有关海洋垃圾的背景知识，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。先引导学生观察第一段文字的字体与其他段落的不同，引出新闻导语的目的与语言特点；然后通过略读，找出语篇的整体结构，归纳语篇模式，即“问题-解决”型；再是对语篇进行扫读，要求学生根据“问题-解决”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和说明方法，同时理解和学习重点词汇，校对图表中的内容，帮助学生对语篇内容结构化，让可视化思维工具助力语篇分析。

然后，是读后活动。要求学生从不同的视角，讨论出解决海洋垃圾问题的其他方案及预期效果，训练学生多角度思考问题的习惯，并给学生提供了表格，让学生在讨论过程中及时记录要点，用于分享时参考，让可视化思维工具辅助讨论过程与方案分享。

3. 重点难点

基于“问题-解决”语篇模式的图表梳理语篇内容，意识到海洋环境所面临的问题。

Lesson Plan

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

1. recognise the news lead and its function and linguistic features;
2. figure out the “problem-solution” textual pattern and use it to analyse the solutions to waste in the ocean by organisations and individuals respectively and their expected results;
3. become aware of the problems facing the ocean and raise the awareness of protecting the environment of the ocean.

Procedures:

I. Pre-reading

- Interactive activity 1: Look at the picture and answer some questions.

*Teacher: Show students a picture and ask some questions.

*Students: Answer the teacher’s questions based on their understanding of the picture.

**Purpose: To activate students’ background knowledge about plastic pollution of the ocean and lead into the topic.*

Guided Questions:

- ✓ What are the people doing in the picture?
- ✓ Why are they doing so?

- Interactive activity 2: Predict the main idea of the passage according to the title.

*Teacher: Ask students to predict the main idea of the passage according to the title.

*Students: Tell the predictions based on the questions.

**Purpose: To help students make proper predictions and cultivate their interest in reading the passage.*

Guided Questions:

- ✓ What does the title mean?
- ✓ What may be discussed in the passage?

II. While-reading

- Interactive activity 3: Read the first paragraph and find out the purpose and the feature of the news lead.

*Teacher: Ask students to find out the purpose and the feature of the news lead.

*Students: Read the first paragraph and conclude the purpose and the feature of the news lead by finishing the incomplete sentences.

**Purpose: To help students grasp the main idea and conclude the purpose of the news lead and the feature of its language.*

Guided Questions:

- ✓ Can you notice the difference between the first paragraph and the rest of the passage?
- ✓ What is this paragraph called in a news report?
- ✓ What is the function of this paragraph?
- ✓ What are the features of its language?
- Interactive activity 4: Skim the passage and find out its structure, textual pattern and main idea.

*Teacher: Ask students to read the passage and find out its structure and textual pattern.

*Students: Read the passage and complete the tasks under the guidance of the teacher.

**Purpose: To help students get the structure and the textual pattern of the passage.*

Guided Questions:

- ✓ Which paragraph(s) are included in each part?
- ✓ What is each part about?
- ✓ What is this textual pattern called?
- ✓ What is the passage mainly about?
- Interactive activity 5: Scan the passage to get the main points and figure out its major ways of illustration.

*Teacher: Ask students to read the passage again and complete the diagram. Then guide students to analyse the passage, check the diagram and find out the major ways of illustration step by step after students finish the diagram.

*Students: Read again and complete the tasks as guided.

**Purpose: To help students get the main points of the passage and figure out the ways of illustration.*

Guided Questions:

- ✓ Can you find another way to state the problem: waste in the ocean?
- ✓ What does marine waste mainly consist of?
- ✓ Where does marine waste end up in the ocean?
- ✓ What are the consequences of the problem?
- ✓ How does the writer illustrate the consequences?
- ✓ What example does the writer give?
- ✓ What do turtles live on?
- ✓ What will happen to the turtles if they eat plastic by mistake?
- ✓ What can organisations do?
- ✓ Why is it so important to clean up our oceans?
- ✓ What is the expected result?
- ✓ What can individuals do? What are the expected results?
- ✓ What's the conclusion?

III. Post-reading

- Interactive activity 6: Discuss in groups and think of other solutions to settle the issue.

*Teacher: Guide students to form groups of four and think of more solutions from other perspectives and list the expected results.

*Students: Discuss with group members and share their solutions.

**Purpose: To help students learn to think from different perspectives.*

Guided Questions:

- ✓ What other solutions can you think of to settle the issue?
- ✓ What are the expected results?

III. Homework

1. Read the passage of Reading B aloud.
2. Give an oral account of the waste problem in the ocean logically based on the diagram in the textbook.