

《高中英语（上外版）》选择性必修第三册

Unit 4 Protecting the Environment

课时：第 6 课时 教学内容：Critical Thinking: Together for Our Ocean

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一、 教学设计与说明

1. 教学目标

本课为本单元的第六课时，核心目标为引导学生利用“问题-解决”模式就特定的环境问题从不同角度提出解决方案，并根据一定的评价标准对所提出的问题解决方案进行可行性评价，了解人与环境的关系，树立环境保护的意识。

2. 设计思路

第一部分是复习。先引导学生回忆单元中提及过的环境问题，并要求学生参考图表复述 Reading B 中提议的解决海洋垃圾的解决方案，让可视化思维工具助力语篇要点的复习与复述。这一复习活动为后续用“问题-解决”模式分析环境问题做铺垫，也为引导学生制定标准评价解决方案的可行性提供样本。

第二部分是思辨活动。先要求学生小组讨论如何评价一个解决方案的可行性，思考并拟定评价标准。然后，学生通过小组合作，参考梳理 Reading B 使用的图表，对 Reading A 中涉及的全球变暖问题罗列可能造成的后果，从集体和个人两个角度提出解决方案和预期效果，并得出合理结论。让可视化思维工具作为可迁移利用的工具，有助于梳理思路、解决问题。最后，引导学生利用表格，在听其他小组汇报的过程中及时记录要点，并基于标准，评判解决方案的可行性，让可视化思维工具助力听取与评价解决方案。

3. 重点难点

运用图表就特定环境问题提出解决方案，并运用标准对方案的可行性进行评价。

Lesson Plan

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

1. put forward various solutions to specific environmental problems in the “problem-solution” pattern;
2. evaluate feasibility of the proposed solutions with the criteria established;
3. understand the relationship between human and the environment and establish the awareness of environmental protection.

Procedures:

I. Revision

Interactive activity 1: Review the environmental problems discussed in this unit.

*Teacher: Guide students to review the environmental problems discussed in this unit.

*Students: Discuss with group members and complete the diagram.

Purpose: To help students recall the environmental problems in this unit and prepare them for the critical thinking task.

Guided Question:

What environmental problems have been discussed in this unit?

Interactive activity 2: Review the suggested solutions to the waste problem in the ocean.

*Teacher: Guide students to retell the suggested solutions to the waste problem in the ocean.

*Students: Retell the suggested solutions and expected results based on the diagram.

Purpose: To help students review the solutions to the waste problem in the ocean and prepare them for the critical thinking task.

Guided Question:

What are the suggested solutions to the waste problem in the ocean?

II. Critical Thinking

Interactive activity 3: Discuss the criteria for evaluating the feasibility of a solution.

*Teacher: Guide students to set up criteria for the feasibility of a solution.

*Students: Discuss with group members and think of criteria for the feasibility of a solution.

Purpose: To prepare students to think critically of solutions.

Guided Questions:

- ✓ Are the solutions feasible?
- ✓ How can we evaluate the feasibility of a solution?

Interactive activity 4: Discuss in groups, illustrate the consequences of global warming and think of the solutions and the expected results based on the diagram.

*Teacher: Guide students to illustrate the problem of global warming and the solutions based on the diagram.

*Students: Discuss with group members and complete the diagram.

Purpose: To help students apply the diagram to analysing the consequences of global warming and figuring out the solutions and expected results.

Guided Questions:

- ✓ What are the consequences of global warming?
- ✓ What are the solutions and expected results?
- ✓ Can you draw a conclusion?

Interactive activity 5: Present ideas and make comments on the feasibility of the solutions based on the criteria.

*Teacher: Guide groups of students to present their ideas and make comments on other groups' solutions with the criteria.

*Students: Present ideas with the help of the diagram and make peer comments with the criteria.

Purpose: To encourage students to listen to others' presentations and think critically of peers' presentations.

Guided Question:

Do you think their solutions are feasible according to the criteria?

III. Homework

Analyse another environmental problem in the “problem-solution” pattern by completing the diagram in the worksheet.