

《高中英语（上外版）》必修第二册 Unit 1 Nature

课时：第6课时 设计者：朱思天 课题：The Beauty of Nature 课型：阅读课

一、教学设计与说明

1. 文本分析

本文属于“人与自然”主题语境下的“自然生态”主题群。主题语境的内容要求为“自然环境保护”，以及“人类生存、社会发展与环境的关系”。本文是一篇记叙文，开篇作者感伤自然环境遭到破坏，遗憾人类的子孙后代会错失现有的自然宝藏；第三段开始作者提出，除了要保护自然，使其可持续发展之外，更要懂得欣赏自然之美；其后三段作者运用生动形象的细节，描绘出自然带给人类感官上美的享受，并告诉读者，自然之美可以改变人类的心境，甚至重塑人类的内心世界，带来新的希望；最后一段运用排比的修辞手法描绘了人与自然和谐共处的美丽图景，点明人类应该对自然充满感激，通过学会欣赏自然之美来塑造我们更加强大美好的内心世界。本文的语言优美，运用了较多的排比句式和细节描写，给读者以美的享受的同时，有力地传达出作者的情感倾向。本文的主题意义是让学生对自然充满感恩，学会欣赏自然之美，从而更好地来保护环境。

2. 教学设计思路

该语篇为记叙文，景的描述生动具体，但情的描述却相对抽象。教学过程中需要把景和情有机结合，让学生能有代入感地品味咀嚼作者优美的文笔，从而激发学生对自然环境的热爱，增强环境保护意识。

文本理解的第一部分以 mind-map 的形式呈现，梳理文章脉络，检验学生理解。第一第二两段以提问和句型解读的方式带领学生感悟作者对自然环境遭到破坏的伤怀。第二部分主要以图片欣赏的形式给学生提供视觉上的享受，带领学生在图片的引导下用文中优美的文字来描述图片信息和相对应的情感。最后一段以讨论和分享的方式点明人类应该对自然充满感激，并抛出问题 *Is the author calling on us to preserve nature or appreciate nature? Why?* 激发学生深入思考作者的意图和人与自然的的关系。最后请学生学以致用，利用文中所学句型和表达来描述自然美景和个人情感。

3. 教学重点及难点

教学重点：引导学生欣赏自然之美，激发环境保护意识。

教学难点：将景色描绘与情感体验有机结合，帮助学生发现身边的自然之美并用适当的语言进行描述。

Lesson Plan

Learning Objectives:

By the end of the period, the students are expected to:

1. have a better understanding of the text and visualize the beauty of nature described in it;
2. describe nature with the help of the words learned from the text and in the form of parallelism;
3. show more appreciation of nature and attach importance to environmental protection.

Learning Procedures:

Interactive Activity 1: Revision

*T: Ask the students to recall what has been learned in the previous class to illustrate “the beauty of nature”.

*Ss: Give some examples learned before.

Purpose: To review what has been learned in the previous class and introduce the topic.

Guided question:

Could you please recall what has been learned in the previous class to illustrate “the beauty of nature”?

Interactive Activity 2: Vocabulary study in the context

*T: Ask students to list some new words that they came across during the preview and try to figure out their meanings in the context.

*Ss: List the new words and guess the meanings of them according to the context clues.

*T: Ask students to tell the meaning of the words on the screen with the help of context clues. (way vt., pauper, clump, bud, intrinsic, splendour).

*Ss: Tell the meanings of the words with the help of context clues.

Purpose: To eliminate the obstacles in understanding the text.

Guided questions:

1. When previewing the text, did you come across some new words? What are they? Could you try to figure out their meanings according to the context?
2. What are meanings of the words on the screen? (way vt., pauper, clump, bud, intrinsic, splendour)

Interactive Activity 3: Deep understanding of beauty in nature

*T: Ask students to read through the passage and try to draw a mind map of it. Give an example of mind map.

*Ss: Fill in the blanks in the mind maps or design their own ones if possible.

*T: Ask students to analyze the sentence structures of some key sentences in the text.

*Ss: Answer some questions and analyze the structure of some key sentences in the text.

*T: Ask students to express their feelings about the pictures regarding nature on the screen and guide them to use the words and expressions from the text if necessary.

*Ss: Describe the pictures with the help of the words and expressions in the text.

Purpose: To get a general idea of the text; to improve the understanding of the text and learn some topic-centered expressions & sentence structures; to practice the words and expressions learned to describe nature.

Guided questions:

1. Could you try to draw a mind map based on your understanding of the text?
2. What might be the reasons why future generations will be paupers when it comes to the offerings of the natural world?
3. Why is nature miraculous?
4. Could you describe the pictures on the screen with the help of the expressions from the text?
5. Key sentences:
 1. It is such a tragedy that we are damaging things so fast and they will soon be way beyond repair.
 2. It is sad to think future generations will not have the natural things to enjoy as we have had, and that they will be paupers when it comes to the offerings of the natural world.
 3. Learning to become more aware of nature can truly have a positive effect on our lives in the way we look at things and in the way we feel about ourselves.

Interactive Activity 4: Appreciation of beauty in nature

*T: Ask students to find out the author's purpose of writing this text.

*Ss: Have a discussion based on the topic: Is the author calling on us to preserve nature or

appreciate nature? Why?

*T: Ask students to write a poem in the form of parallelism to show the beauty of nature in groups.

*Ss: Compose poems in the form of groups.

Purpose: To encourage students to show more appreciation of nature and attach importance to environmental protection; to cultivate students' creative thinking.

Guided questions:

1. Is the author calling on us to preserve nature or appreciate nature? Why?
2. Could you form into groups of four and write a poem in the form of parallelism like what is in the text to show the beauty of nature?

Homework:

1. Read the text aloud with emotion for three times.
2. Discuss the ways to preserve & appreciate nature in groups and fill in a table in students' worksheet.

Discuss the ways to preserve nature and appreciate nature in groups and fill in a table.

Ways to preserve nature	Ways to appreciate nature
●	●
●	●
●	●

3. Form groups and prepare two presentations based on Page 15 (Critical Thinking II) & Page 16 (Further Exploration).

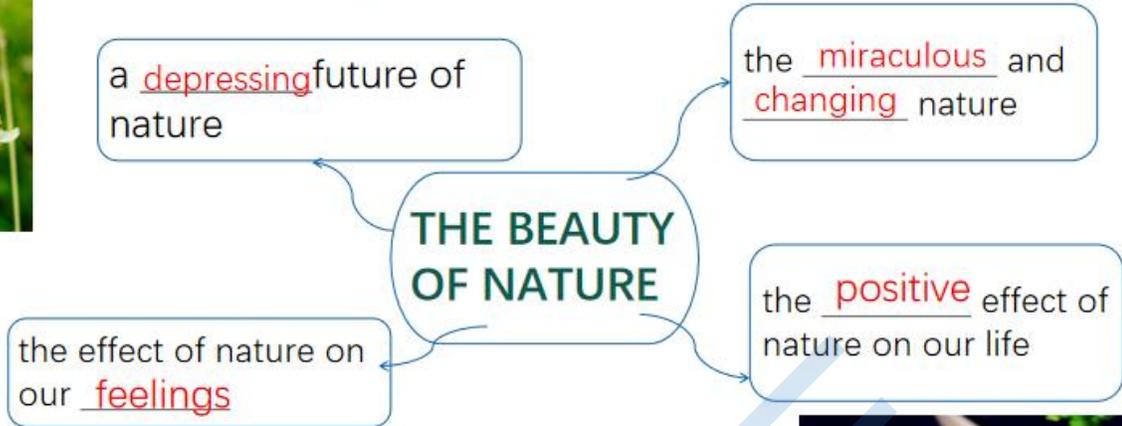
课时学习活动设计

Task Requirements

Read through the passage and try to draw a mind map of it.



III. Mind map



OUR NATURE



SCREEN