

《高中英语（上外版）》必修第二册 Unit 1 Nature

课时：第7课时 设计者：朱思天

课题：Sharing stories about the efforts made to restore damaged nature 课型：探究课

一、教学设计与说明

1. 板块分析

Critical Thinking 的项目任务是要求学生在课外通过查阅资料，来了解并分享中外诗歌、歌曲中自然景物的描绘，体会诗歌、歌曲传递的情感。在学习与运用语言的同时，通过查阅资料，培养其捕捉信息的能力与探究精神。Further Exploration 的项目任务是分享已污染环境防治与保护的案例。要求学生通过查阅资料，了解曾一度污染严重，但正在保护乃至恢复原貌的案例，重点了解具体的防治措施，用PPT的形式口头介绍给班级同学。两个项目分属于“人与自然”的主题语境，旨在培养学生的文化意识和环境保护觉悟。

2. 教学设计思路

本堂课的为单元学习的总结与展示部分，因此学生需要课前准备好：查阅资料，将查到的有关自然景物的中外诗歌、歌曲，用图表的方式记录，以口头的形式将自然景物的描绘分享给班级同学，体会诗歌、歌曲传递的情感；查阅资料，了解已污染环境的救治与保护过程，将重要步骤及相关照片记录整理成PPT的形式，在课堂内分享。第一个活动的导入部分通过师生互动，进行经典中国古诗英—中翻译的配对，并找出诗歌中描绘的自然场景以及作者想表达的思想感情。配对环节可以提高学生的学习兴趣，在活泼的气氛中比较中英表述的差异。第二个活动的重点在于分享已污染环境的救治与保护的具体措施，让学生体会人类在污染面前的主观能动性，以及保护环境的重要性。两个主体活动都是以口语表达的形式呈现，将课外查阅的资料，清晰有序地分享。在分享的过程中，其他同学可以根据教师发放的 evaluation sheet 进行评估。呈现完毕后，请同学互评，老师再进行补充评价，从而对学生的口语表达进行进一步的指导。

3. 教学重点及难点

教学重点：帮助学生欣赏诗歌、歌曲作品中的自然景物的描述；了解环境治理的故事和方法。

教学难点：帮助学生了解中英文表述的文化差异；引导学生条理清晰、重点突出地进行污染防治故事的分享。

Lesson Plan

Learning Objectives:

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

1. develop the ability to use a table to group information and identify key messages from context;
2. deepen the understanding of cultural differences through analysis and comparison to appreciate the beautiful nature in poems and songs;
3. make a speech on what have be done to restore a polluted natural place and increase the awareness of environmental protection.

Learning Procedures:

Interactive Activity 1: Warm-up

*T: Ask the students to guess what the Chinese poem is according to the English version.

*Ss: Guess what the Chinese poem is according to the English version.

*T: Show students more examples of English versions of some famous Chinese poems and ask them to analyze the words or phrases related to environmental description.

*Ss: Learn more examples of translated Chinese poems and the words or expressions to describe nature.

Purpose: To identify key messages from context; to deepen the understanding of cultural differences through analysis and comparison.

Guided Questions:

1. Could you guess what the Chinese poem is according to the English version?
2. Which environmental description in this poem reminds you of its Chinese version?

**The sunlit Censer Peak exhales incense-like cloud;
like an upended stream the cataract sounds loud.
Its torrent dashes down three thousand feet from high;
as if the Milky Way fell from the blue sky.*

**All flowers in late spring have fallen far and wide;*

*But peach blossoms are full-blown on this mountainside.
I often regret spring's gone without leaving its trace;
I do not know it's comp up to adorn this place.*

Interactive Activity 2: Poems/Songs Sharing

*T: Ask students to show more poems or songs about nature (search some information on the Internet if necessary).

*Ss: Share poems or songs about nature.

*T: Ask students to figure out the things in nature in the poems or songs, the feelings they probably express and then fill in the table.

*Ss: Read the poems or songs, figure out the things in nature in them, the feelings they probably express and fill in the table.

Purpose: To improve the information-screening ability and oral communication skills.

Guided questions:

1. Is there any volunteer to share more poems or songs about nature with us?
2. What are the things in nature in this poem?
3. What are the feelings it probably expresses?

Interactive Activity 3: Group Presentation

*T: Ask students to give the presentation according to the requirements:

-Find a natural place that was once damaged but is now restored or being restored.

-Search for pictures of its past and present situation.

-Find out what efforts have been made to restore the damaged natural place.

-Present the story to classmates and use pictures to assist the presentation.

*Ss: Prepare & give the presentation to the class.

*T: Ask students to peer review the presentation according to the evaluation sheet given by Teacher.

*Ss: Evaluate the presentation in form of groups.

Purpose: To have a better understanding of what can be done to restore a polluted natural place; to improve the information-screening ability and oral communication skills.

Guided questions:

1. Is there any volunteer to present your story to us?
2. Could you make an assessment on your peer's presentation?

Evaluation sheet for reference:

Evaluation Grades: A=Excellent	B=Good	C=Okay	D=Need to improve	
	Group 1	Group 2	Group 3	...
Content				
Use of new words and phrases				
Use of grammar				
Organization				
...				

Homework:

Reflect on what you presented in class according to the evaluation sheet and reference pattern given by Teacher, and write down the story.

课时学习活动设计

Task Requirements

Present a story about the efforts made to restore a polluted natural place.

Group Presentation



01 Pictures of its past and present.

02 Efforts made.

03 Story of the restoration.

A natural place
that was once **damaged**
but now is restored or
being restored.