

# 初中英语学科单元教学设计与实施案例解析

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## 1. 单元主题

《英语（牛津上海版）》9BModule 1 Environment and life Unit 1 Saving the Earth

## 2. 单元概述

### (1) 课标分析

课标分析表

内容标准维度	学科课程学段内容标准	方法	学年/学期课程内容标准
理解与表达	初步具备英语听、说、读、写的语言能力； 能在听或阅读中克服生词障碍，理解大意，获取准确信息； 能就比较广泛的话题同他人进行初步交流； 能用英语描述和表达个人意见，同他人交流思想感情； 能在阅读中运用阅读策略获取所需的信息； 能写日常生活中常见文体的作文。	复述 替换	能听懂与日常生活相关的不同主题的对话与语篇，能准确归纳话题和大意并捕捉细节信息； 能就比较广泛的话题与他人进行对话，并能用英语描述和表达个人看法和思想情感及原因； 能读懂有一定生词的不同体裁的文章，并能自主选择使用阅读策略，能准确理解语篇主旨，获取相关信息，梳理内容逻辑关系； 能够依据要求，写出内容完整，结构正确，语言准确的常见文体的篇章。
语用与语感	具有较强的学习能力，能解决学习中遇到的困难；能与他人合作，完成学习任务。	拆解	能合理使用词典、网络等工具、媒体独立解决语言学习问题； 能有语言学习的兴趣，并有通过不同渠道日常听读习惯； 能积极参与课堂语言活动，并能组织或配合同伴合作完成活动任务。
文化与情感	具有使用英语进行交际的意识，并乐于实践； 具有较强的接受外来文化的意识，了解中外文化的差异。	替换 拆解	具有使用英语进行交流、介绍的意识并乐于在必要时恰当运用实践；乐意了解并能接受英语国家文化，以及与中国文化的差异。

表 1

## (2) 内容分析

本单元选自 9B 第一个模块 Environment and life, 属于“人与自然”话题。

### ① 单元核心素养分析

英语学科核心素养主要包括语言能力、文化意识、思维品质和学习能力, 对于核心素养的培养, 应该渗透并贯穿整体教学活动。英语教学应依托主题情境, 使学生通过一系列的输入学习、内化实践、关联迁移等体现针对性、关联性、梯度性和综合性的学习活动, 在分析问题并解决问题的过程中促进自身语言能力的发展、对文化内涵与差异的理解、多元思维品质的提升以及对不同学习策略的选择与使用。

本单元的主要培养目标为学生语言能力及思维品质的发展, 通过一系列有主题、有层次、有思维容量的英语教学活动, 使学生在单元主题语境下, 通过语篇学习, 了解“环境问题”并能反思自身行为, 并在单元学习过程中掌握语言知识, 培养语言技能, 发展评价性与反思性思维能力。

单元核心素养分析表

<p><b>语言能力维度:</b></p> <p>能在相关情境综合运用初中阶段学习过的句式比较事物的异同, 能区分并正确使用目的和结果状语从句表达自己的观点;</p> <p>能通过构词法知识以及联系上下文的方法推断、猜测生词词义, 并在阅读中运用恰当的阅读技能理解“自然环境”主题说明文的主旨大意, 梳理文章脉络, 并获取细节信息;</p> <p>能就环保话题, 准确清晰地描述身边存在的问题, 以恰当的语言形成有逻辑的篇章;</p> <p>能运用恰当的听力策略理解长段落、描述性语段的主旨大意, 并理清情节发展顺序;</p> <p>能准确表达自己对生活中常见事物与话题的偏好并解释原因, 能分析他人的需求并进行恰当的应答, 解决实际生活中的问题, 体会语言的语用价值。</p>
<p><b>文化、思维和学习策略维度:</b></p> <p>关心身边环境, 发现存在的问题, 分析原因并尝试改善;</p> <p>能根据阅读与听力所得信息, 分析反思评价自身相关行为, 并有改进意识;</p> <p>养成在听力前, 根据所给信息预测听力内容的习惯;</p> <p>能在课后搜集感兴趣的环境或环保相关资料, 解决自身疑问或拓宽知识面;</p>

在课内外学习活动中积极用英语与他人交流沟通与合作，并有意识地收集记录有用信息。

表 2

## ② 单元板块关联分析

本单元包含主阅读、语法、听力、口语、写作、拓展阅读六个板块。

单元板块关联分析表

<p><b>主阅读板块 Reading: The green consumer</b></p> <p>➤ 该单元的主阅读有以下三个作用：</p> <ol style="list-style-type: none"><li>1. 引出整个单元的话题——环境保护。这篇文章以书评 (book review) 的形式，用五个小标题分别介绍了四种环境破坏的现象，并且在最后呼吁大家成为“绿色消费者”；</li><li>2. 以篇章实例的形式呈现该单元的重点语法句式，使学生在话题语境下感知此类句式的语言形式和语用价值，即在说明文中使用类比及对比的句型，用作比较的方法更清晰准确地描述说明对象；</li><li>3. 每种环境问题描述都运用了说明文常用的“cause &amp; effect”说明方法，学生能通过语篇阅读理解说明文体裁特点，并转化运用于相关类型语篇的阅读和写作中，。</li></ol>
<p><b>语法板块 Grammar: Using (not) as...as &amp; adverbial clauses &amp; verbs with -ing</b></p> <p><b>单元语法学习包含三个内容：</b></p> <p>➤ 用(not) as...as 比较两个事物，该句型在第一课时主阅读中多次出现，语言形式学生已经掌握。对于说明文而言，“作比较”是非常常用的说明方法，语法板块的及时补充与操练能够让学生在进一步巩固句式的基础上，理解该句型的语用价值与使用场景，并为学生的在写作板块的输出提供帮助。</p> <p>➤ 结果与目的状语从句，该句型在单元说明文阅读中反复出现。在主阅读中，该句型将人们的行为与环境进行因果之间的联系，该句型的重点操练也丰富了学生在口语和写作板块的话题表达。</p> <p>➤ 非谓语动词，提供学生在口语板块对于偏好的表达以及原因的阐述提供帮助。通过该语法点的操练，学生可以更加精准正确，并且以更多样化地句式表达汇报自身或他人的偏好及原因，并且与环保的行为进行对照。</p>
<p><b>听力板块 Listening: Pollution around us</b></p>

<ul style="list-style-type: none"> <li>➤ 听力练习的四组图片排序全部围绕着学生的日常生活展开，意在将单元话题与学生的生活实际形成关联。</li> <li>➤ 四组图片与听力短文分别介绍了一种环境污染的类型，为单元中写作板块表达做好铺垫，也为学生的写作提供内容和语言素材积累。</li> </ul>
<p><b>口语板块 Speaking: Expressing preferences and reasons &amp; a survey on preferences</b></p> <ul style="list-style-type: none"> <li>➤ 与日常生活相关的偏好及理由表达，结合日常生活行为方式，旨在提供学生进行衣食住行等方面的偏好表达的语汇和语境，通过反思自身行为，思考自己是否符合单元主阅读中所倡议的“绿色消费者”标准。</li> <li>➤ 对于偏好及原因的表达可以使用单元语法中非谓语动词的语言知识，丰富学生的口语表达句式并提高准确度。</li> </ul>
<p><b>写作板块 Writing: Protecting our environment</b></p> <ul style="list-style-type: none"> <li>➤ 写作板块是单元学习内容的综合表达输出，结合主阅读和听力板块的学习内容提供更加贴近学生日常生活的任务情境，在发现问题的基础上，尝试给环保局写信，描述环境问题以寻求帮助。</li> <li>➤ 写作板块中提供的四种污染类型及相应的细节问题可以与听力板块的四组短文一一对应。</li> <li>➤ 在写作表达中，学生对于环境问题的描述，则可运用在主阅读以及语法板块中积累的“cause &amp; effect”分析及表达方法，提高表达结构和逻辑正确与恰当。</li> </ul>
<p><b>拓展阅读板块 More Practice: Millions of trees on fire</b></p> <ul style="list-style-type: none"> <li>➤ 拓展阅读的主题呼应单元主题情境，继续探讨环境保护问题，以新闻报道的形式分析东南亚森林大火的起因及造成的损失——“cause &amp; effect”。</li> <li>➤ 通过对于现场记者的采访，以问答的形式，传递主要信息，电视主持人的问题与主阅读的小标题的作用相类似，可进一步训练学生关注文本特征，选取阅读技巧的能力。</li> <li>➤ 与主阅读更加书面化的表达相比，拓展阅读则更加口语化，学生需要理解并读懂单元话题下可能包含的不同体裁的语篇。</li> </ul>

表 3

### ③ 单元学习特点分析

作为初中阶段最后一个学期的教学单元，学生已经积累并掌握了一定的语言知识与能力，并且“环保”主题在初中阶段不同年级教材中多次

复现，学生也比较熟悉。因此，学生语言综合运用能力，以及更高层次的反思性评价性思维能力的发展应成为单元重点关注的培养目标。

### (3) 学情分析

#### **学习起点分析：**

对于单元话题“环境保护”而言，在六、七、八年级中均有复现。例如，在 6BU9 Sea water and rain water 以及 6BU10 Forests and land 两个单元中，话题是“水资源”以及“森林的保护”，是初中阶段英语学科“环境保护”话题的第一次出现。7BU10 Water festival 同样也涉及了“水资源的保护与利用”。在 8BU1 Pollution fighters 和 8BU2 Water talk 中，更加详细地介绍了树木的作用以及水循环，呼吁保护环境。

该单元的主阅读以**书评**形式呈现的说明文，则在初中阶段首次出现。8BU1 Pollution fighters 是以**对话形式**呈现的采访文章，8BU2 Water talk 则将水拟人化，在与主人公**对话**的过程中传递话题内容，8BU3 A dangerous servant 通过讲述一个**故事**，将说明对象的特征包含其中，生动有趣。这篇文章 The green consumer 的更具有说明文体裁的语篇特征，对同学们的阅读相关体裁类型的语篇提出了新的学习要求。

该单元教学的语法知识(not)as...as 曾经在六、七年级有过相关教学。在 6AU10 Healthy eating 中，学习了用 as healthy/unhealthy as 比较健康程度，7AU9 The wind is blowing 中，学习了 as +adj.+ as 的用法。

由 so...that 以及 so that 引导的结果和原因状语从句则在教材中第一次出现。学生在 8BU5 Magazine articles 中初步接触了时间、原因、让步状语从句的相关知识。在 9AU5 The human brain 中，学生学习了由 if 引导让步状语从句。

#### **学习特点分析：**

高年级学生在语言以及思维能力上都较低年级有较明显的提升。简单的识记与操练难以满足学生的能力发展需求，故需要着重考虑综合性语言运用能力的培养和促进思维能力的提升。所以，在课堂上新授知识的同时，帮助学生梳理回顾之前所学习的相关知识，将前期点状的知识输入有逻辑地联系起来，形成知识网络，并强化学生的自主运用意识也是教学重点。

### 3. 单元课时设置：

本教材单元由六个板块组成，计划用 7 个课时完成单元教学。分别为阅读课，语法课\*2，听力课，口语课，写作课，以及拓展阅读课。

单元课时设置表

课时	课型与内容	课时目标
Period 1	Reading: The green consumer	<ol style="list-style-type: none"> <li>1. grasp the use of the new words and phrases: atmosphere, global, flood, consumer, various, threat, greenhouse, warmth, etc;</li> <li>2. have a clear idea of the genre, text-feature, target readers, writing-purpose, main idea and structure of the exposition;</li> <li>3. be able to understand the passage by analyzing the internal cause &amp; effect logic within short paragraphs;</li> </ol>
Period 2	Grammar(1): Comparisons	<ol style="list-style-type: none"> <li>1. be able to use <i>(not) as...as</i> to compare things in the appropriate context;</li> </ol>
Period 3	Grammar(2): Adverbial clauses	<ol style="list-style-type: none"> <li>1. grasp the use of adverbial clauses <i>so that</i> and <i>so...that</i>;</li> <li>2. properly use <i>so that</i> and <i>so...that</i> to convey messages in different situations;</li> </ol>
Period 4	Listening: Pollution around us	<ol style="list-style-type: none"> <li>1. get the main idea and key information of the four listening materials by applying proper listening strategies;</li> </ol>
Period 5	Speaking: Expressing preferences and reasons	<ol style="list-style-type: none"> <li>1. be able to express preferences and give reasons using gerund;</li> <li>2. be able to conduct a survey and collect information within small groups.</li> </ol>
Period 6	Writing: Protecting our environment	<ol style="list-style-type: none"> <li>1. have a clearer idea of features in letters of asking for help;</li> </ol>

		2. be able to independently write a letter to describe the environmental problems and ask for help.
Period 7	Reading (2): Millions of trees on fire	1. understand the main idea and key information of a live report through careful reading; 2. grasp the new words and expressions by inferring the meaning from the context; 3. be able to read a longer conversation and analyze internal cause& effect logic.

表 4

#### 4. 单元教学目标与评价

##### (1) 单元教学目标

##### 语言能力学习目标:

- 能掌握核心词汇、短语以及句型的意义和用法,并能准确运用于口头或书面,描述环境问题及产生的原因等;
- 能熟练运用读图、扫读、跳读、构词法猜测词义等相关阅读技能辨别说明文体裁,了解文章大意,梳理文章脉络,获取文章细节信息;
- 能就日常生活的常见话题准确询问并表达偏好及原因;能通过口头询问、调查等方式运用目标语言就相关话题与人交流,并能以口头报告的形式做总结和汇报;
- 能在图片的帮助下,运用合理的听力技能把握有情节的长语段的主旨大意与部分细节信息,梳理情节发展,并简单复述。

##### 学习策略、思维品质和文化品格学习目标:

- 能主动搜集并合理运用学习资源辅助学习,能自主管理和规划单元学习计划,并付诸实践;
- 能在课堂中积极有效地和老师与同学交流合作、表达偏好、尊重差异,寻求相同之处;
- 能有在听力之前根据所给信息主动预测所听内容的习惯,并利用二次播放复

查听力答案；

- 能关心身边环境，主动发现问题，并针对存在的环境问题，分析形成的原因，反思自身的行为，并尝试寻求解决措施。

(2) 单元教学评价

单元教学评价表

书面评价	
评价标准	评价示例
能掌握核心词汇、短语以及句型的意义和用法，并能准确运用于口头或书面，描述环境问题及产生的原因等。	<p><b>A2</b> Choose three of these problems. Plan a letter to the Bureau describing them and asking for their help in solving them. You can use the notes below to help you.</p> <p>(P = paragraph)</p> <p>P1 Tell them what the letter is about. I am writing to you to talk about some environmental problems in my area.</p> <p>P2 Describe the first problem. The first problem is _____. It occurs in/at/near _____. It is caused by _____. ...</p> <p>P3 Describe the second problem.</p> <p>P4 Describe the third problem.</p> <p>P5 Ask about the action they will take and ask them to do it quickly. I would be grateful if you would let me know what you can do about these problems. I hope that you will take action quickly before the environment is too badly damaged. Thank you.</p> <p><b>B</b> Work alone. Write the letter putting in the address and date, starting with <i>Dear Sir/Madam</i> and ending with <i>Yours faithfully</i> and your signature.</p>
口头评价	
评价标准	评价示例
能熟练运用相关阅读技能，梳理文章结构，获取文章关键信息，并使用自己的语言有逻辑地归纳陈述。	<p><b>Destruction of the forests</b> <b>Cause and Effect</b></p> <p>Complete the cause and effect chart</p> <p>Why does it cause so many bad effects?</p>




<p>能就日常生活的常见话题准确询问并表达偏好及原因；能通过口头询问、调查等方式运用目标语言就相关话题与人交流，并能以口头报告的形式做总结和汇报。</p>	<p>S1 must ask the group for their preferences about the following:</p> <ol style="list-style-type: none"> <li>1 the things they read (storybooks, comics, newspapers, magazines, etc.)</li> <li>2 the music they listen to (pop, classical, rock, etc.)</li> <li>3 the TV programmes they watch (cartoons, dramas, news, etc.)</li> <li>4 the films they watch (war, action, etc.)</li> </ol> <p><b>* 82</b> After the survey, S1 must tell the class the results. You can use the sentence patterns in the boxes and the example to help you.</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #ffffcc;">I talked to ... young people. I asked them about ...</td> <td rowspan="4" style="vertical-align: middle; text-align: center;">prefer(s) ...</td> </tr> <tr> <td style="background-color: #ffffcc;">All of them</td> </tr> <tr> <td style="background-color: #ffffcc;">Most of them</td> </tr> <tr> <td style="background-color: #ffffcc;">Some of them</td> </tr> <tr> <td style="background-color: #ffffcc;">One/Two of them</td> <td style="background-color: #ffffcc;"></td> </tr> </table> <p><b>Example:</b> I talked to six young people. First, I asked them about reading. Four of them prefer reading storybooks. However, one of them prefers reading magazines and one of them prefers reading comics. Second, I asked them about music. ... Third, ... Finally, ...</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Which do you prefer reading, storybooks, comics, newspapers or magazines?</p>  </div>	I talked to ... young people. I asked them about ...	prefer(s) ...	All of them	Most of them	Some of them	One/Two of them	
I talked to ... young people. I asked them about ...	prefer(s) ...							
All of them								
Most of them								
Some of them								
One/Two of them								

表 5

## 5. 单元学习活动

单元学习活动表

<b>单元输出活动一（第三课时）</b>	
活动主题	口头汇报 About the green consumer
活动要求	运用主阅读所学相关知识以及单元核心句型（如：so that, as...as 等）组织段落完成口头表达。
活动情境	在学习 <i>the green consumer</i> 之后，学生对于环境破坏现象有更深入的认识，并且愿意成为绿色消费者，为环保助力。
活动任务	<p>细读语篇，界定“绿色消费者”的定义；</p> <p>列举绿色消费者衣食住行方面的做法；</p> <p>对比自身衣食住行的偏好，与绿色消费者之间的差异，做出评判。</p> <p>根据对比结果，总结今后的改进方向。</p>
活动指导	<ol style="list-style-type: none"> <li>1. 教师在告知活动任务后宜减少过多活动控制，给予学生充分的自由以及发挥的空间。</li> <li>2. 活动前需要告知活动准备时间以及对于活动完成的评价要点（如：目标句型的多次及正确运用，口头汇报的内容完整等）</li> </ol>
<b>单元输出活动二（第六课时）</b>	
活动主题	书面写作 Protecting our environment

活动要求	分析周边环境污染问题，写信向环保局描述问题，并寻求帮助。
活动情境	通过该单元的学习，学生对环境保护有更加深入的认知，能关注周边的环境问题，用合理方式尝试解决问题。
活动任务	<p>通过列举不同类型的生活中常见污染问题，为后续写作内容做铺垫；</p> <p>通过识别不同的信件类型，以及判别恰达语汇，进一步理解本课任务，为写作语言做铺垫；</p> <p>参照课本系列问题进行头脑风暴，就自己选择的环境污染类型用提问形式激活更多写作内容；</p> <p>初步尝试独立完成一个段落写作，运用 <i>cause &amp; effect</i> 说明方法描述一个污染问题的起因及后果；</p> <p>同伴之间运用评价量表进行互评，并修改；</p> <p>根据段落写作经验，完成另外两个环境问题的分析与撰写；</p> <p>按照信件要求加上开头和结尾，形成一封完成的信件。</p>
活动指导	<p>教师在课堂上需引导学生主动、真实思考身边的环境问题，以及其影响，激励学生就环境问题表达独立的想法；</p> <p>在撰写过程中，教师需要能够引导学生尝试运用该单元语法部分学习相关句型，尤其是 <i>so...that</i> 和 <i>so that</i> 引导的原因和目的状语从句。</p> <p>在写作过程中，要引导学生思考句与句之间逻辑关联，提高表达流畅与达意。</p> <p>在完成写作后，要鼓励学生之间运用评价量表互相评价，给出修改建议。</p>

表 6

## 6. 单元学习技术与资源

**多媒体技术：** 本单元中教师需要运用 PPT 辅助课堂教学，提供口语交际或者书面写作范例，呈现教学重点，播放音视频等。

**网络资源：** 本单元中教师需要从网络中选取合适的环境问题介绍的视频以及新闻报道，在提供学生更丰富的背景信息的同时，让阅读


文章及教学知识生动起来，以激发学生的学习兴趣；网络环境良好或者在线教学支持技术成熟的学校也可以让学生通过网络平台完成相应的预习、背景知识积累、补充阅读等学习任务。

学习工具： 1. 阅读课学习工具（示例如下）

阅读课学习工具意在辅助学生掌握阅读方法，梳理阅读内容，理清文章脉络，加深对文章的理解，并且为后期输出活动提供相关储备。对于说明文而言，阅读工具能够帮助学生更清晰明了地呈现文章内在逻辑，以及客观事实。

### Worksheet(阅读 The green consumer)

*Complete the CAUSE AND EFFECT chart below.*



People burn and cut down the forests.

→  
→  
→

2. 写作过程指导工具（示例如下）

写作过程指导工具旨在通过各种活动，引导学生积累相关素材与语言，实践篇章撰写之后反思评价修改。

该写作过程指导工具的前两个任务，意在通过头脑风暴的形式，帮助学生积累相关写作素材，拓宽写作思路。此练习模仿正式写作的构思环节，学生列举出不同类型的环境问题以及相应的细节问题，这是他们的开展有意识的材料取舍的第一步。

### Worksheet(写作 Protecting our environment)

Task 1

*Think of some environmental problems that you know near your school, your home or at other public places, and list them on your worksheet.*

◆ \_\_\_\_\_

◆ \_\_\_\_\_

◆	_____
Task 2	
<i>Can you think of more questions?</i>	
◆	_____?
◆	_____?
◆	_____?

该写作过程指导工具的第三个任务，是正式篇章撰写之前的段落撰写。小段落的先行撰写，目的在于帮助学生首先理清段落内部的逻辑关系，并同时积累语言表达，以便于整篇文章的撰写。将长文章分割成段落的撰写，是将复杂问题简单化，短小但完整的段落使得在课堂中的撰写评讲与修改成为可能。

Task 3	
<i>Choose one environmental problem and write a paragraph to report it with necessary details.</i>	
_____	
_____	
_____	

段落完成之后则应利用 checklist 自查修改，这是写作教学中引导学生复读反思的重要环节。Checklist 上所列的检查事项应该根据写作内容以及教学侧重点的不同而变化，条目应做到检查重点突出，不宜过多。

自查的目的在于修改与提高，自查完成之后需要完成段落的修改。回家作业为根据该段落撰写经验，完成另外两个相似段落的撰写，补上开头和结尾，形成篇章。

Checklist	
Was there a specific problem, a reasonable cause and a serious consequence?	
Did I describe the problem clearly?	
Did I use various sentence patterns? (Sentence patterns learned in this unit were preferred)	
Did I spell all the words correctly?	
<i>My revised paragraph:</i>	


7. 单元教学过程

第一课时

**课题: The green consumer**

**课型: Reading (阅读)**

**时长: 40 minutes**

**Learning objectives:**

By the end of the lesson, the students are expected to

1. grasp the use of the new words: atmosphere, global, flood, consumer, various, threat, greenhouse, warmth, etc;
2. have a clear idea of the genre, text-feature, target readers, writing-purpose, main idea and structure of the exposition;
3. be able to understand the passage by analyzing the internal cause & effect logic within short paragraphs.

**Teaching procedures:**

Stages	Learning Activities	Teaching Purposes
Pre-reading	1. Think of and talk about different kinds of threats to the Earth.	To elicit the topic, arouse students' interest and get them familiar with the new words.
While-reading	2. Look at the picture and tell the genre and the target readers of the passage.	To help students get prepared and identify the genre and the target readers of the passage.
	3. Skim the passage and get the topic, text-feature, and writing- purpose of it.	To encourage the students to practice skimming skills and to clarify the topic, text-feature, and writing-purpose of the

		passage.
	4. Scan the passage and match the headings from the passage with the pictures given by the teacher and meanwhile learn some new words.	To have students grasp the main idea and the structure of the passage and to guess the meanings of some new words by applying possible reading strategies.
	5. Read the first four parts respectively, answer questions to figure out the main idea and the internal logic of the passage, and meanwhile learn the new words and expressions.	To enable students to sort out information based on the internal logic within the four parts.
	6. Read the last part carefully, and tell how we can save the Earth.	To get the students focused on the topic and have a better understanding of what green consumers and environmentally-friendly goods are.
Post-reading	7. Write down what green consumers do specifically according to the passage and daily life, and share with each other.	To encourage students to reflect on their own behaviors and learn to be green consumers and use more environmentally-friendly goods.
Assignments	<p>Written work:</p> <p>Draw a Cause and Effect chart for the passage.</p> <p>Option: Watch a video clip about the greenhouse effect:</p> <p><a href="https://v.youku.com/v_show/id_XNTk30TAy0Dc2">https://v.youku.com/v_show/id_XNTk30TAy0Dc2</a></p>	

### 【教学设计思路】

作为一篇典型说明文，本文的呈现形式为五个并列的小短文，并且每个小短文中均蕴含着说明文常见的因果关系的探讨与呈现。要求学生在理解小短文的基础上，梳理出文章的因果脉络则具有一定的难度。教师可利用此五则小短文逐步培养学生的理解与逻辑能力。从向学生展示梳理方法，到用提问引导学生理解分析，再到完全放手交由学生自行归纳呈现，学生的逻辑思维与理解能力就在这样

的过程中得到锻炼与发展。

此外，本文生词较多。由于本文部分生词的构词特点，以及学生较为充足的背景知识，教师宜在课堂中穿插引导学生通过构词法猜测词义的意识。例如：*lifeless*、*warmth*、*greenhouse*、*protective*、*environmentally friendly*、*sunlight* 等词均可以通过已知词汇以及前后缀的相关知识猜测得知词义与词性。

## 第二课时

课题：Comparisons

课型：Grammar（词汇）

时长：40 minutes

### Learning objectives:

By the end of the lesson, the students are expected to be able to use (not) *as...as* to compare things in the appropriate context.

### Teaching procedures:

Stages	Learning Activities	Teaching Purposes
Pre-task	1. Answer questions about <i>the Green Consumers</i> .	To activate the students' prior knowledge and elicit the sentence pattern <i>as...as</i> .
While-task	2. Make sentences with <i>(not) as+adj.+as / (not) as+adv.+as / (not) as many/much as</i> based on the given pictures.	To consolidate the use of the target sentence pattern.
	3. Use <i>(not) as...as</i> to paraphrase the sentence with <i>the same as.../than</i> .	
	4. Write a self-introduction and use as many <i>as...as</i> as possible and share it with the class.	
Post-task	5. Conclude: when to use the sentence	To make students understand the

	pattern. ※when we want to compare the differences and similarities between two things. ※ when we want to stress the degree and make our expressions more vivid.	contextual meaning and function of the sentence pattern.
	8. Discuss in groups: Think of more situations that we can use the sentence pattern properly.	To enable students to be aware of the situation where they can use the sentence pattern.
Assignment	Written work: Write a paragraph to introduce your school and use as many <i>(not) as...as</i> as possible.	

### 【教学设计思路】

本节课由复习主阅读中的相关语句开始，一方面对上一节课的主阅读进行回顾，另外一方面能让学生在语境中感受到该语言点的语用价值。由于该语言点分别在六七年级都有过相应的学习，学生已经有一定的积累。在简单讲解后，利用图片和填空帮助学生练习掌握该句式的表达。接着，学生操练同义转换与“比较”有关的句式，让学生对此类句式产生关联感，在接下来的语用价值分析时，可以更加完整清晰。与 *as...as* 有关的俗语配对与操练，让学生感受到该句式的另一大作用——让语言表达更加生动有趣。在自我介绍的写作中，学生根据个人特点使用尽可能多的目标句式，让学生在更大自由度的活动中，自主练习使用目标语言。最后，教师带领学生讨论总结目标语言的作用及使用情境，即关注目标语言的语用价值，为学生的自主输出做好铺垫。

### 第三课时

**课题: Adverbial clauses**

**课型: Grammar (语法)**

**时长: 40 minutes**

#### **Learning objectives:**

By the end of the lesson, the students are expected to



1. grasp the use of adverbial clauses so that and so...that;
2. properly use so that and so...that to convey messages in different situations.

**Teaching procedures:**

Stages	Learning Activities	Teaching Purposes
Pre-task	1. Read two sentences from <i>The Green Consumer</i> .	To elicit the topic and get the students prepared.
While-task	2. Read more sentences and tell the differences between <i>so that</i> and <i>so...that</i>	To make students notice and identify the differences.
	3. Combine two sentences or paraphrase a sentence with <i>so...that</i> .	To get the students grasp the meanings and uses of the two target adverbial clauses.
	4. Look at pictures to make a sentence or paraphrase a sentence with <i>so that</i> .	
	5. Brainstorm and use <i>so...that</i> or <i>so that</i> to make sentences according to the given pictures.	
Post-task	6. Write a paragraph on the green consumer with the two target patterns and make a report to others.	To encourage the students to use the sentence patterns in real situations.
	7. Discuss in groups: Think of more situations that we can use the sentence patterns properly.	To enable students to summarize the use of the sentence pattern.
Assignments	Written work: Finish the homework sheet. Write a paragraph to introduce your bad habits and use as many <i>so that</i> and <i>so...that</i> as possible.	

**【教学设计思路】**

学生没有在此之前具体学习过 *so...that* 以及 *so that* 的详细用法,但是作为常用句型,学生在阅读篇章中曾有多次接触。两个句式的用词相近,但语用功能有很大差异,学生们容易混淆,故在操练环节的设计中,遵循先分别练习,积累语感,

后合并练习，辨析差异的原则，设计了三个操练环节，每个环节的操练之间不同的任务又可以保持学生的新鲜感。在 *paraphrase* 的活动中，教师应将能同义转换的多种句型列举出来（例如：so as to, in order that, too...to 等），此举也意在帮助学生拓宽使用目标句式的场合。

最后的输出活动，意在将语法操练建立在有意义的情境中，同时复习本单元所学内容，教师可以列出三个问题供同学们思考：What is a green consumer? Are you a green consumer? What are you going to do to become a green consumer?

#### 第四课时

**课题：Pollution around us**

**课型：Listening（听力）**

**时长：40 minutes**

**Learning objectives:**

By the end of the lesson, the students are expected to get the main idea and key information of the four listening materials by applying proper listening strategies;

**Teaching procedures:**

Stages	Learning Activities	Teaching Purposes
Warming up	1.Play a game about time expressions.	To activate students' prior knowledge on time expressions.
Pre-listening	2.Read the instruction of the following listening tasks.	To get students prepared for the listening task.
	3.Read the pictures carefully, tell the differences among the pictures (of 2 groups respectively), and predict what may be in the recording.	To practise students' ability of getting basic information from pictures and predicting (to get ready for the following listening).
While-listening	4.Listen to the stories, and put the	

	pictures into the correct order, search for key information (time) in the recording, and listen to them again.	To practise students' listening skills, to present the skills, and to provide them with more situations to use the skills.
	5. Read another two groups of pictures carefully, listen to the recording, and rearrange the pictures.	
	6. Fill in the blanks while listening to the four materials.	To practise students' information-catching skills.
	7. Review the tips :※Read pictures to make a prediction before listening. ※ Pay attention to time expressions and key phrases while listening.	To conclude the tips for students so that they can gradually form a good listening habit.
Post-listening	8. Think and answer: what kind of pollution are these stories about? What can we learn from them?	To make students aware of the topic, and link the topic with the unit and to know that they can do something good to stop pollution.
Assignment	<p>Written Work:</p> <p>Workbook 9B pages 7 and 8</p> <p>Option: search on the Internet for more audios about environment or pollution, and take some notes.</p>	

### 【教学设计思路】

课前的热身活动，教师可以在屏幕的左右两边分别打出有关时间的表达，让学生以举左手或右手的方式，来选择其中较早的时间表达。这项游戏比较简单易行，参与面广，又能让学生回忆起各类时间状语，适合出现在课前的热身环节。

在正式听力训练开始之前与过程之中，教师宜通过口令引导学生进行听前的预测以及听力时的复查，以养成良好的听力习惯。在听力之前，由同学们进行图片之间差异的描述，这项活动让学生深入读图，在脑海中对听力主题和背景有大致地了解。在第二遍听力之时，教师需要明确给予学生复查以及再次运用听力技能的指令，对于英语学习的后进生，教师可以要求学生用笔指着目前正在被描述的图片，以达到更加明确的教学效

果。之后的填空环节，难度进一步提升，学生抓取细节信息的听力技能进一步被强化。听力技巧的总结与归纳是学生评估自己听力习惯与能力的好时机，该环节可以在教师的引导下，由学生回顾分享自己听力小技巧，最后由教师进行总结归纳。

听后活动是将本节课与本单元的主题，尤其是本单元第六课时写作课的写作主题相关联，同时也将本单元的主题与学生的生活实际相关联，不仅进一步增强学生自身的环保意识，同时也启发学生可以为宣传环境保护做更多的事情。

### 第五课时

**课题: Expressing preferences and reasons**

**课型: Speaking (口语)**

**时长: 40 minutes**

#### **Learning objectives:**

By the end of the lesson, the students are expected to

1. be able to express preferences and give reasons using gerund;
2. be able to conduct a survey and collect information within small groups.

#### **Teaching procedures:**

Stages	Learning Activities	Teaching Purposes
Pre-speaking	1. Play a game about verbs with -ing, and review the words that can be followed by an -ing verb.	To make students recall the words that can be followed by an -ing verb and pay attention to them.
	2. Look at the picture and say where Arthur and Pansy are and what they do.	To get students prepared for the task.
While-speaking	3. Listen to a dialogue, and tell: What does Arthur order? What does Pansy order? What do they say?	To check students' understanding and make them pay attention to the target language (would prefer).
	4. Read the dialogue again, and answer questions on the book.	To have students understand the function of each sentence.

	5. Read the dialogue aloud after the recording.	To improve students' pronunciation and intonation.
	6. Recall and learn more expressions about showing preference.	To offer students more expressions to show preferences and review the verbs that can be followed by -ing.
	7. Talk about preferences in different fields with the given structure (I'd prefer...because...) to their desk mates.	To consolidate the target language and improve the students' communicative skills.
Post-speaking	8. Do a survey about preferences and reasons in a certain field within groups of 4, and then make a report.	
Assignment	<p>1. Retell the stories on P10 of Student's Book</p> <p>2. Interview your family members or friends about their preferences and complete a report. Give your report orally.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Report</b></p> <p>I talked to ____ of my family members/...</p> <p>First, I asked them about the films. ____ of them prefer (s)_____.</p> <p>Second, I asked them about _____.</p> <p>_____.</p> <p>Finally, for me, I_____.</p> </div>	

### 【教学设计思路】

课前的热身游戏，教师可以在屏幕上以一定的时间间隔打出不同的动词，如果学生判断该动词之后可以加上动名词，则大声读出这个动词，反之则保持沉默，游戏结束后，呈现出此类动词清单。该课前热身游戏是对本单元语法第三部分的学习。这部分内容学生在前三年的学习中，不断积累运用，此处复现的主要目的在于整理巩固，故不需要占用过多时间。随后，通过理解对话含义，关注表达方式，跟读关注语调，回顾已知表达，实践表达输出，最后完成小组内一次关于自选主题的喜悦调查，并且向全班同学汇报。

## 第六课时

**课题: Protecting our environment**

**课型: Writing (写作)**

**时长: 40 minutes**

### **Learning objectives:**

By the end of the lesson, the students are expected to

1. have a clearer idea of features in letters of asking for help;
2. be able to write a letter to describe the environmental problems and ask for help logically.

### **Teaching procedures:**

Stages	Learning Activities	Teaching Purposes
Lead-in	1. Brainstorm: Think of different kinds of environmental problems and the causes of them.	To review the topic learned in this unit and get students prepared for the writing task.
Pre-writing	2. Read different kinds of letters, tell the letter types of them, and decide what kind of letters to write with the given instruction.	To make students understand the letter types and prepare them for the writing task.
	3. Read four sentences and decide which one may not be in the letter and then put the three sentences in the correct order.	To help students review what should or shouldn't be in the letter and the logical order of it.
While-writing	4. Think of some environmental problems nearby, and list them.	To encourage the students to generate and decide on the ideas for the writing.
	5. Think of questions about the environmental problems they mentioned above after reading different groups of questions in the	

	books.	
	6. Choose one environmental problem and write a paragraph to report it with necessary details.	
Post-task	7. Check their own paragraphs by themselves based on the checklist and then revise some of the students' work together in class.	To get the students to revise each other's work based on the criteria.
Assignment	Written work Write a complete letter to the Bureau with the given beginning and ending.	

### 【教学设计思路】

本节课的教学步骤为：课前讨论引出写作主题——辨析要求确定写作内容——头脑风暴积累写作素材——组织语言尝试写作实践——检查修改优化写作段落——补充段落完成篇章写作（作业）。

由于该习作是正文段落并列式的结构，为了能够更深入的引导学生撰写完善写作，本节课的重点在于如何帮助学生用正确的语言有逻辑地组织内容完成一个段落的写作。有了一个段落的成功经验之后，另外的几个段落乃至成文就会更加轻松。

该单元第二、三课时的语法教学为本课时的习作提供了支持与便利，那么在学生写作开始之前更需要给学生提供内容与逻辑支持。因此，教案中则出现了辨析信件中可能出现的句子以及为这些句子功能排序的任务，句子参考如下：1) I have difficulty in falling asleep recently because of the troublesome noise (Reporting consequences); 2) We mustn't litter anywhere, especially into rivers (Not on the topic); 3) I would be grateful if you would reply to me soon and let me know what to do with the problems (Expressing appreciation); 4) The problem worrying me most is the terrible air pollution, which is even worse these days (Describing problems).

### 第七课时

**课题: Millions of trees on fire**

**课型: Reading (阅读)**

**时长: 40 minutes**

**Learning objectives:**

By the end of the lesson, the students are expected to

1. understand the main idea and key information of a live report through careful reading;
2. grasp the new words and expressions by inferring the meaning from the context;
3. be able to read a longer conversation and analyze internal cause& effect logic.

**Teaching procedures:**

<b>Stages</b>	<b>Learning Activities</b>	<b>Teaching Purposes</b>
Pre-reading	1. Match pictures of natural disasters with their names.	To link the topic of the passage with the unit and to activate students' background knowledge.
	2. Watch a short video clip and talk about the basic information of the forest fire in the news.	To arouse students' interest in the topic.
While-reading	3. Skim the passage, and think about the genre, the topic, the relationship between the characters in the passage.	To clarify the genre, topic, the relationship between the characters in the passage.
	4. Scan the passage, and figure out Tim's words and discuss the purpose of them.	To have a better understanding of the passage through careful reading.
	5. Read the first paragraph and find out the details about the fire.	
6. Read Penny's report and tell: How serious are the fires? / Can the fires be put out?		



	7. Read the last five paragraphs, find out the causes and effects of the fires, and discuss.	To practise analyzing the internal cause & effect logic of the event, which was learned during the first period of the unit.
Post-reading	8. Discuss: What can we learn from this event?	To encourage the students to express their opinions based on their understanding of the event.
Assignments	<p>Written work:</p> <p>A Do exercises on page 15 of Student's Book.</p> <p>B Complete the summary of the article.</p> <p>(In South-east Asia, millions of trees are on fire. The big fires have destroyed the forests and caused hundreds of deaths and i _____. People have to wear m _____ to protect themselves. Thousands of fire fighters are working hard to e _____ the fires. But it seems quite difficult right now because the d _____ which began several months ago made the land very dry and the rain is not e _____ for several weeks. Most of the fires are started by f _____ who wanted to clear the land before planting. And this year some big c _____ joined in and they use fires to clear large areas of land in order to make more agricultural products.)</p>	

### 【教学设计思路】

作为一篇新闻报道类的说明文，这篇文章与该单元的主阅读在内容结构上有异曲同工之处。学生可以在该阅读篇章的学习中复习巩固在主阅读中学习的相应的阅读方法，与此同时，适应与主阅读科学严谨的表达不同的，更加口语化的说明方式。

读前，利用真实的新闻报道视频让学生对森林大火以及新闻报道的方式有更为直观的感受，使学生做好阅读准备。在阅读过程中，链接两种主阅读教学的阅读方法——小标题及因果关系分析。教师可以引导学生关注电视主持人的几个问题，这与主阅读的小标题的有着相似的功用。并且，在主阅读中多次训练的因果关系分析方法，也可以运用在拓展阅读的更长篇章中。读后，让学生反思课堂所得。

### 8. 自我检测

自我检测内容标准需要与单元学习目标保持一致，应能从语言能力、学习策略、思维品质和文化品格等方面让学生能形成基本自我评判。

## Self-assessment

Tick what you can do after learning this unit.

1. I can understand short stories with the help of pictures while listening. 【    】
2. I can read book reviews and news reports and figure out the main idea and structure of the passages with different reading skills I choose by myself while reading. 【    】
3. I can ask and answer questions to communicate preferences and reasons with others in a variety of daily topics. 【    】
4. I can describe environmental problems and the causes and effects of them clearly to form a letter of asking for help. 【    】
5. I have the habit of predicting what to listen to before listening and check my answers carefully if possible. 【    】
6. I can search for different kinds of materials after class to know more about the environment. 【    】
7. I can take an active part in activities and communicate with others sincerely with patience and respect. 【    】
8. I can notice some environmental problems, analyze the causes and effects of them, and do something good to the environment. 【    】

表 7

### 9. 单元教学指导关注点

#### (1) 思维品质的培养

英语的核心素养中也包含思维品质的培养，尤其是对于高年级的同学而言，思维品质的培养应在英语教学中占据更大的比重。在本单元中，可以着重培养学生评价性反思性以及因果关系分析的思维能力。例如，在主阅读以及拓展阅读中，都可以引导学生思考发掘环境问题的因果链，同时也练习使用了本单元目标语言（so...that/so that）。反思与评价能力的培养可以通过引导学生回顾自身生活中行为模式的偏好，反思对于环境的影响，并进行评价与改进。

#### (2) 语用意识的培养

对于初中高年级的学生而言，应加强学生语用意识的培养，增强学生核心素养中的自主学习能力。高年级的语言学习，不应仅仅是语言知识的传授，要建立语言知识与特定语境和功能的关联，促进学生在各场合中对于目标语言的恰当使用，并将被动知识接受转换为主动学习和运用，理解学习语言的意义和价值，为终身学习打下基础。

### (3) 构词法猜词意的运用

本单元的主阅读，作为一篇介绍较为专业的有关环境问题的科普说明文，含有许多生词。英语作为一门外语，不可避免地会在阅读中碰到部分生词。而学生对于这些生词的态度以及处理方式，会直接影响学生的阅读心态和理解程度。教师应引导学生学会 1.通过联系上下文以及生活常识猜测词义；2.通过分析词根和前后缀的方式猜测词义；3.带着生词继续阅读；4.查词典获得词义。不同的情境下，学生可以采用不同的阅读策略解决生词问题。考虑到本文部分生词的构词特点，教师宜在课堂中穿插引导学生通过构词法猜测词意的意识。例如：lifeless、warmth、greenhouse、protective、environmentally friendly、sunlight 等词均可以通过已知词汇以及前后缀的相关知识猜测得知词义与词性。

### (4) 单元作业和测试

#### 单元作业

单元作业旨在巩固课时学习内容、呼应课时学习目标，但也需要兼顾课时间的学习关联，能复习巩固前序课时内容。

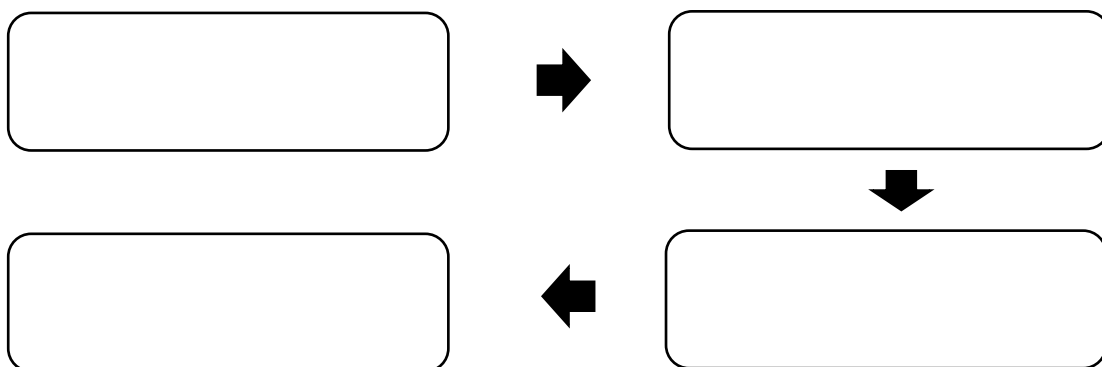
示例一：

课时目标：掌握分析短篇章中内在因果关系的方法

In spring 2008, the polar bear was placed on the endangered species list. According to the USA's Endangered Species Act, an endangered species is an animal, plant or any other kind of wildlife that is likely to face extinction in its natural habitat.

The polar bear is the first animal that has been classified as endangered due primarily to global warming. Global warming is a form of climate change caused by increased levels of carbon dioxide and other greenhouse gases that become trapped in the atmosphere. Oil and gas heaters, engines using oil or petrol (or gasoline) and coal-powered electricity plants all require fossil fuels that lead to global warming.

### Cause and effect chart



示例二：

课时目标：能正确辨析并正确使用 so that 及 so...that

I. Paraphrase the following sentences.

1. My sister is too young to go to school.

2. \_\_\_\_\_  
Jenny studies hard in order that she can get a good grade in last examination.

3. \_\_\_\_\_  
The man isn't young enough to go to work.

4. \_\_\_\_\_  
The box is light enough for the child to lift.

II. Write a paragraph to introduce your bad habits using “so that” and “so...that”.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 单元测试

单元测试旨在综合评价学生掌握单元核心知识和语言能力的学习水平，评价学生综合运用本单元学习语言知识和能力完成任务、自主解决问题的能力。