《高中英语（上外版）》选择性必修第三册 Unit 3 Exploring the Unknown

课时：第 6 课时　　　**教学内容：**Writing a survey on how people view

different theories of a mystery

课型： Writing　　　**设计者：**上海师范大学附属嘉定高级中学　李珺洁

一、教学设计与说明

1. 教学目标

本课为本单元的第六课时，核心目标为能围绕单元主题创设的情境，做一项调查研究，并形成一份 110-130 词的调查报告。在此报告中，学生能够根据调查汇报语篇类型的必备语篇成分（总述过程和结果-分类详述-结论），给出主要信息；学生也要能运用恰当且多样的语言，报告数据情况，阐述总数、比例，比较多少。

2. 设计思路

本课为本单元的第六课时，旨在引导学生围绕单元主题创设的情境"Exploring the Unknown"做一份调查研究并且形成一份 110-130 词的调查报告。因此，本节课采用虚拟情境创设的方式，合理化写作的任务。在本节课中，给与学生一个身份就是未知情况调查局的一员，他们的本次任务就是调查一项未解之谜的可能解释的民众支持率。在讨论和调研阶段，采取小组合作的方式，可以用同一个主题；但是在写调查报告的时候，采取个人任务的方式，保证每个学生都能够在此过程中积极参与并且锻炼写作能力。而本节课的定位便是未知情况调查局的一次大会，给学生预告以下四个议程（也就是课堂环节）：确定研究哪个未解之谜、设计调研问题和探索可能的解释、采访阶段、分析数据并且完成报告。

在学生对整堂课的布置和安排有了大致的了解之后，课程便按照议程进行。整节课所采取的方式是通过学生讨论得出未解之谜的题目、小组讨论的形式得出对未解之谜可能的解释、生生互动的采访得出调查报告的大纲和数据。在写作调查报告的阶段，为了让学生明晰调查报告的结构和必备语篇要素，提供了一篇范文以供学生分析，从而帮助学生了解并且掌握调查报告的写法。

在最后，还设计了一份 checklist，从内容、结构、语言三方面帮助学生写好这篇研究报告。也设计了学生互评环节，提供了生生互动互相学习的机会。

3. 重点难点

理解调查报告的写法

Lesson Plan

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

1. conduct a survey about the situation created with theme "Exploring the unknown", writing a report in 110-130 words;

2. provide main information according to indispensable textual elements of survey report, i.e., main introduction of process and results-detailed description-conclusion;

3. use appropriate and various language to report the data, the total amount, proportion and compare the data.

Procedures:

I. Interactive activity 1: Introduce the situation

*T: Show the students the created situation and their identity: members of the investigation bureau for the mystery, keeping them informed of the missions and the agenda of the meeting

*Ss: Listen and understand the situation, their own identity, and what they need to do in this class.

Purpose: Preview the requirement of the report and the arrangement of the whole class.

II. Interactive activity 2: Decide on the mystery

*T: Ask students to share the mysteries they know and want to explore, and provide some examples for students for reference.

*Ss: Think about and decide on the mysteries, and what specific part they want to explore. If they have no ideas, they can refer to teacher's suggestions.

Purpose: To determine the topic of the students' survey report.

Guided questions:

1. Which mystery do you know and want to explore?
2. What aspect in specific do your team want to know and explore?

III. **Interactive activity 3: Search for possible theories and explanations and decide two survey questions**

*T: Guide students to brainstorm possible theories and explanations, and decide survey questions according to their mystery.

*Ss: Brainstorm possible theories and explanations, and decide survey questions. Put all of above on the worksheet.

Purpose: To accumulate the material for the interview and report; the worksheet is regarded as a draft to indicate the content and organization.

Guided questions:

1. What are the possible theories to explain the mystery your team choose?
2. What are your survey questions?

IV. **Interactive activity 4: Interview other members**

*T: Ask students to interview classmates in other teams, and record their choices and answers. Provide help if students need.

*Ss: Interview classmates in other teams, recording their choices and answers.

Purpose: To obtain data for the survey report and improve oral English skills.

V.   Individual activity 5: Analyse the sample writing

*T: Provide students with a sample writing and ask students to summarise the main ideas for each paragraph.

*Ss: Analyse the sample writing and summarise the main ideas for each paragraph.

Purpose: To help students understand how to write a survey report and the key elements of this type of writing.

Guided questions:

1.   How should a survey report be written?
2.   What key elements should a survey report include?

VI. Individual activity 6: Finish the survey report & peer evaluation

*T: Ask students to finish the survey report according to the requirements. Provide them with a checklist for reference.

*Ss: Finish the survey report according to the requirement and checklist.

*T: After students finish their report, pick one report and ask other students to evaluate his/her report according to the checklist.

*Ss: Evaluate peer's report according to the checklist.

Purpose: To learn from their peer's composition and deepen their understanding of how a survey report should be written.

VII.   Assignments:

1. Find a classmate from another team and evaluate his/her report according to the checklist.

<u>Requirements   :</u>

(1) Tick after the items on the checklist if you think he/she has done well.

(2) Write down a comment for his/her report in about 100 words, including his/her shining points and areas for improvement.