《高中英语（上外版）》选择性必修第一册 Unit 3 Adventuring

课时：第 7 课时　　**教学内容**：A Brief Report on People's Beliefs About Adventure

课型：写作课 **设计者**：上海市行知中学 徐悠悠

一、教学设计与说明

1. 教学目标

本课为本单元的第 7 课时，核心目标为训练学生的写作技能，要求学生掌握"General-specific"的语篇模式，并能运用数据支持的写作策略完成调研报告的撰写，培养学生养成准确、谨慎的科研态度。

2. 设计思路

本课以学生分享对单元主题"Adventure"的看法作为导入活动。随后，引导学生了解澳大利亚人民对于探险的不同看法及其所占比例。接着，请学生辨析运用准确数据与粗略数据描述看法的区别，通过师生问答的形式，引导学生了解、掌握运用 data-supporting writing strategy 进行写作的写作策略及其好处。同时带领学生回顾、梳理能够描述数据的相关语词，在课上进行操练，从而使学生掌握如何使用科学地使用数据描述结论。接着，请学生根据课前所作调研的统计数据，运用适切的语词，完成个人调研报告的撰写。而后，根据评价表单，开展同伴之间的评价，培养学生养成准确、谨慎的科研态度。最后，请学生归纳本节课的所学所得。

3. 重点难点

重点：了解并掌握 data-supporting 的写作策略。

难点：基于"General-specific"的语篇模式，运用 data supporting 的写作策略、相关语词完成调研报告的撰写。

Lesson Plan

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

share people's different beliefs about adventure;

write a paragraph following general-specific pattern based on the mini-survey;

use statistics as supporting details in writing.

Procedures：
I. Interactive activity 1: Topic Talk

*T: Ask students to share their beliefs about adventure.

*Ss: Share their beliefs about adventure.

Purpose: to introduce the topic and arouse students' interest in learning.

Guided questions:

1. How do you understand "adventure"?

2. Could you please describe one of the most impressive adventures to the whole class?

3. Do you know any famous explorers around the world? Would you like to share some stories?

II. Interactive activity 2: Sample Analysis

*T: Guide students to know about the structure of the discourse.

*Ss: Know about the structure of the discourse.

*T: Summarize the main idea of each part and know about the basic facts.

*Ss: Summarize the main idea of each part

*T: Get students to analyze data-supporting writing strategy and know about its benefits.

*Ss: Analyze data-supporting writing strategy and know about its benefits.

*T: Guide students to brainstorm possible lexis.

*Ss: Collect possible lexis.

Purpose: to help students know about Australians' beliefs about adventure, grasp data-supporting writing strategy and enlarge the vocabulary.

Guided questions:

1.Which discourse pattern does the paragraph follow?

2.What is each part talking about?

3. What function do these statistics perform?

4. Which sentence is more convincing? Why?

III. Interactive activity 3: Mini-survey

*T: Get students to conduct a mini-survey in class.

*Ss: Conduct a mini-survey in class to know about other's beliefs about adventure.

Purpose: to help students know about other's beliefs about adventure by conducting a mini-survey.

IV. Independent activity 1: Writing

*T: Get students to finish the report according to the result of the mini-survey, applying writing strategy and possible lexis.

*Ss: Finish the report according to the result of the mini-survey and apply writing strategy.

Purpose: to help students apply data-supporting writing strategy.

VI. Interactive activity 4: Peer Evaluation

*Teacher: Guide students to discuss in pairs and evaluate each other's report according to the checklist.

*Students: Evaluate partner's report and voice their opinion.

Purpose: to help students deepen their understanding of data-supporting writing strategy and cultivate their precise and cautious attitudes.

Guided questions:

1. Did he/she write a clear and strong statement and a concluding sentence?

2. Did he/she use data-supporting writing strategy to support their statement?

3. Did he/she apply possible lexis to present data?

4. Did he/she use proper tenses?

VII. Independent activity 2: Self Reflection

*Teacher: Ask students to review the whole lesson and have a self reflection.

*Students: Review the whole lesson and have a self reflection.

Purpose: to help students summarize the lesson by themselves.

Guided questions:

1. What shortcomings should I pay attention to?

2. What are my partner's suggestions?

3. What have I learned from other student's work and evaluation?

4. How will I revise my report?

VIII. Assignment

1. Polish your report with the help of the checklist.