

# 《高中英语（上外版）》选择性必修第二册 Unit 4 Disaster Survival

课时：第 7 课时

教学内容：Writing an expository essay

on a natural disaster

课型：写作课

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## 一、教学设计与说明

### 1. 教学目标

本课为本单元的第 7 课时，核心目标为引导学生整合本单元中各灾害形成的原因、后果、地点、措施等要素；依据说明文的结构特征和语言特点简要介绍某种自然灾害。

### 2. 设计思路

本课为本单元的第 7 课时，旨在引导学生基于本单元关于自然灾害与防范的相关语篇内容，通过解读和分析范例文本的内容和结构，学习说明文体裁的写作目的、对象、写作方法和语篇特点，从而完成介绍某一自然灾害的说明文语篇的任务。

首先，教师激活学生思维，带领学生回顾近期在本单元所学习到的自然灾害内容，让学生思考介绍自然灾害需要涉及哪些方面。接着，教师创设写作情境，即学校近期开展自然灾害教育周活动；带领学生一起研读教材所提供的范文，以一系列的设问，引导学生解读语篇内容，证实猜测；同时分析结构并梳理说明文写作特点。之后，学生通过小组讨论，确定选题，并头脑风暴该灾害的成因、危害和防范措施。最后，学生独立完成作文提纲并组内分享。

### 3. 重点难点

教学重点：知晓说明文的文体结构、说明对象和说明方法，并在实践写作中运用。

教学难点：能设计合理的说明文语篇结构，恰当地运用说明方法，介绍某一自然灾害。

## Lesson Plan

**By the end of this period, students are expected to**

1. summarize different aspects of natural disasters such as harmful effects, causes, locations, measures to take.
2. introduce a natural disaster based on the structure and language of an expository writing.

**Procedures:**

### **I. Interactive activity 1: Initiating the topic.**

\*T: Show students the pictures of various disasters and review what they have learned about them.

\*Ss: Review the disasters they have learned in this unit and predict how to introduce a disaster.

**Purpose: To help students get ready for the learning.**

Guided questions:

1. What do you know about these disasters?
2. Based on what you have said, what elements can be included when introducing a disaster?

### **II. Interactive activity 2: Reading the sample writing and analyzing the passage pattern.**

\*T: Ask students to read the sample essay and guide them to analyze the passage pattern.

\*Ss: Read the sample essay, confirm their predictions, and figure out the passage pattern.

**Purpose: To let students aware of the expository writing's passage pattern.**

Guided questions:

1. Are there any other aspects?
2. What is the function of the 1<sup>st</sup> paragraph?  
What is the function of the 5<sup>th</sup> paragraph?
3. Can we disorganize para 2-4?

(Yes, because they introduce different aspects of the tsunami. They are parallel.)

### **III. Interactive activity 3: Read the sample writing one by one and figuring out the features of an expository writing.**

\*T: Ask students to locate information and figure out the basic features of an expository writing.  
\*Ss: Read the sample writing again and discuss with group members to figure out basic features.

**Purpose: To help students make clear the features of an expository writing.**

Guided questions:

1. What is the definition of a tsunami? How to make a definition?
2. Can you figure out the structure of the body part by filling the table?
3. Can you think about more measures to take?

#### **IV. Interactive activity 4: Deciding on a certain disaster and gathering details.**

\*T: Ask students to discuss with group members and decide on a certain disaster. Ask them to brainstorm about its causes, harmful effects, possible locations, and what measures to take.

\*Ss: Discuss with group members and decide on a certain disaster for the writing task. Brainstorm about its causes, harmful effects, possible locations, and measures to take.

**Purpose: To encourage students to gather as many details as possible and get prepared for the writing task.**

Guided questions:

1. What disaster do you want to introduce?
2. What are the causes and harmful effects of it?
3. What measures should be taken when the disaster happens?

#### **V. Independent activity 5: Completing the outline and drafting an expository essay.**

\*T: Lead students to complete the outline and draft the essay.

\*Ss: Select the ideas from the discussion and work out an outline.

**Purpose: To encourage students to put the writing skills learned into practice.**

Guided Question:

Who would like to share your outline?

**VI. Assignment:**

1. Search for relevant information on the Internet to add more details.
2. Write your essay based on the outline.

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