

《高中英语（上外版）》选择性必修第二册 Unit 1 Scientists

课时：第八课时 教学内容：Further Exploration

课型：探究课 设计者：上海市上海中学 赵祺 冯悦

一、教学设计与说明

1. 教学目标

本课为本单元的第八课时，学生通过该课时的学习，能通过回顾单元大作业和作业展示要求，以及讨论作业展示评价表的细节，理解单元大作业展示的评价标准；能运用作业展示评价表，评价同伴的单元大作业展示；能在小组中分享对单元大作业完成过程的反思。

2. 设计思路

本课探究展示课，旨在鼓励学生展示探究型单元大作业，并倾听和评价同伴的单元大作业。首先，在讲评上节课课后作业之后，教师带领学生回顾单元大作业和作业展示的要求，并引导学生明确展示评价表上的具体内容和评价标准。随后学生分组上台限时展示，着重介绍手册的立意、内容、设计、小组如何分工合作等。每组展示后由学生和教师根据评价表表达看法，给出建议。最后教师鼓励学生反思本单元的学习过程和单元大作业的完成过程，讨论学习成果，为作业写反思笔记作铺垫。

本课作业要求：写反思笔记评价和反思本单元的学习情况。

3. 重点难点

根据展示评价表评价同伴的展示，并表达观点和建议。

Lesson Plan

Learning Objectives:

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

1. understand the standards of evaluating the presentations of their peers' final project by reviewing the requirements and making comments according to the evaluation sheet;
2. evaluate their peers' presentations by using the evaluation sheet;
3. reflect on the process of doing the final project by sharing their ideas.

Learning Procedures:

I. Interactive activity 1: Comments on homework

*T: Give Ss feedback on their homework. Comment on their homework and offer suggestions. Help Ss to review and reflect on the effects of sensory details and dialogues on writing a descriptive essay.

*Ss: Review their own homework and learn from others' homework.

Purpose: To comment on Ss' homework.

Guided question:

How can we effectively use sensory details and dialogues to polish descriptive essays?

II. Interactive activity 2: Review of the requirements of the final project

*T: Activate Ss' knowledge about scientists and their stories of exploring science. Guide Ss to review the rubrics for the booklet and the requirements of the presentation. Offer tips for delivering the presentation. Provide Ss with the evaluation sheet and encourage them to understand the standards of evaluation through group discussion.

*Ss: Review the rubrics for the booklet and the requirements of the presentation, and the tips for delivering the presentation. Read the evaluation sheet and understand the standards of evaluation through group discussion.

Purpose: To help Ss get ready for the presentation and the evaluation of their peers'

Guided questions:

1. What are the requirements of the booklet and the presentation?
2. How are the presentations evaluated?

Evaluation Sheet

Evaluation of Group _____'s Presentation

Group members: _____

Directions: Circle your choices and complete the sentences.

- 1) I find the title **impressive / less impressive** because _____.
- 2) I **am / am less** clear about their choices of scientists and their reasons because _____.
- 3) I find the fact they presented **impressive / less impressive** because _____.
- 4) I find the quote they introduced **impressive / less impressive** because _____.
- 5) I **am / am less** clear about their opinion of each scientist because _____.
- 6) I find their reflection **inspiring / less inspiring** because _____.
- 7) I find their visual aid **appealing / less appealing** because _____.
- 8) There is more I would like to say about this presentation.

III. Interactive activity 3: Presentations and comments

*T: Ask each group to present their final project by using visual aids. Have Ss comment on their peers' presentations based on the evaluation sheet.

*Ss: Groups take turns to give a presentation. Assess their peers' presentations based on the evaluation sheet.

Purpose: To help Ss learn to present booklets, assess and reflect on their performance.

Guided question:

How do you comment on your classmates' presentations?

IV. Interactive activity 4: Reflections

*T: Have Ss reflect on their process of making the booklet and the presentation and share their reflections with their group members. Have them report their ideas to the class later.

*Ss: Reflect on their process of making the booklet and the presentation and share the reflections with their group members. Report their ideas to the class later.

Purpose: To help Ss develop their ability to analyze, think critically and reflect on the lessons learned.

Guided question:

What is your reflection on making and presenting the booklet?

V. Assignment:

Reflect on your performance in Unit One and write a reflective note in about 60 words based on Self-assessment.

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