

# 《高中英语（上外版）》选择性必修第二册 Unit 1 Scientist

课时：第 7 课时

教学内容：Descriptive Writing

课型：写作课 设计者：上海中学 赵祺

## 一、教学设计与说明

### 1. 教学目标

本课为本单元的第七课时，学生通过该课时的学习，能通过比较学生作业与范例语篇，理解描述性写作的目的与特点，以及感官细节和对话在描述性写作中表情达意的作用；能运用感官细节和对话，润色同伴作业；能通过细节，在描述科学探索的个人经历的描述性写作中表达情感、态度与品质。

### 2. 设计思路

本课为写作课，着重探讨描述性写作中感官细节和对话表情达意、展现品质的作用。本课首先对学生第六课时的作文作业进行点评。第六课时的作文作业为：写一个 60 字左右的语段，描述个人科学探索过程中克服困难的一个经历。在点评作业过程中，让学生感受作者如何在文章中表达自身的情感态度和科学品质，引出描述性写作的目的与特点，即运用细节表情达意，增加描述的生动性。其次，通过引导学生回顾 Reading A 的细节描写，比较相同话题下富含细节和缺乏细节的范例文本，辨识和分类感官细节，帮助学生理解感官细节和对话表情达意、突显科学家品质的作用。然后，组织学生结对，互相阅读同伴习作，通过提问增进对同伴作文的理解，并运用感官细节和对话修改同伴习作，同时介绍并引导学生使用作文修改评价表来评价修改后的作文。接下来，邀请学生分享修改后的作文，要求其余学生根据作文修改评价表进行评价，并给出修改意见。

作业要求：写一篇 100 字左右的短文，描述一个令自己印象最深刻的科学探索的个人经历。另外，完成单元大作业，并根据展示要求为大作业的展示做准备。

### 3. 重点难点

在写作中运用感官细节和对话展现作者的情感态度和科学品质

## Lesson Plan

### Learning Objectives

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

1. understand the purpose and features of descriptive writing and the effects of sensory details and dialogues in descriptive writing by comparing one peer's essay with the sample writing in the textbook;
2. apply sensory details and dialogues to descriptive writing by polishing their peers' essays;
3. demonstrate their feelings, attitudes and qualities through details in descriptive essays about the experience of exploring science.

### Learning Procedures:

#### I. Interactive activity 1: Reviewing homework

\*T: Ask Ss to read and comment on one peer's essay from the homework for the last period. Remind Ss of what qualities the scientists aforementioned possess. Motivate Ss to explore the student author's attitudes to science in his / her essay and his / her ways to demonstrate those attitudes.

\*Ss: Make comments on one peer's essay from the homework for the last period. Recall the previous learning outcomes, and share their perceptions of the author's attitudes to science in essay. Reflect on how to polish the peer's essay.

**Purpose: To help Ss review the importance of details in writing and reflect on one peer's essay from the homework for the last period.**

Guided questions:

What does the sample essay tell you about the author's attitudes towards science?

#### II. Interactive activity 2: Grasping the effects of sensory details and dialogues

\*T: Introduce the purpose and feature of descriptive writing by relating descriptive details in Reading A. Guide Ss to understand the effects of sensory details and dialogues by comparing the sample passage with the less vivid one. Help Ss categorize sensory details by relating keywords with their types.

\*Ss: Grasp the purpose and feature of descriptive writing by recalling descriptive details in Reading A. Understand the effects of sensory details and dialogues by comparing the sample passage with the less vivid one. Categorize sensory details by relating keywords with their types.

**Purpose: To introduce Ss descriptive writing and its major features, and to enable Ss to understand the effects of sensory details and dialogues in descriptive writing.**

Guided questions:

1. How does the sample essay convey the attitudes and feelings of the author?
2. What are the effects of sensory details and dialogues?
3. How can we demonstrate one's attitudes and quality in a descriptive writing?

### III. Interactive activity 3: Analyzing the polished version of the homework aforementioned

\*T: Have Ss read a polished version of the peer's essay. Ask students to use the table in Step 2 on Page 16 in the textbook to analyze the details employed in the new version and evaluate their effects.

\*Ss: Analyze the details in the polished version based on the table in Step 2 on Page 16 in the textbook. Evaluate the effects of the details and share with their peers their opinions.

**Purpose: To help Ss evaluate the use of sensory details in a descriptive essay.**

Guided question:

1. How does the polished essay convey the attitudes and feelings of the author compared with the original version?
2. How can we demonstrate one's attitudes and quality in a descriptive writing?

### IV. Interactive activity 4: Discussing how to polish students' own pieces of homework

\*T: Ask Ss to discuss in pairs how to use sensory details and dialogues to polish the homework of the partner, and help Ss make conclusions after their discussion.

\*Ss: Brainstorm and discuss the possible ways to employ sensory details and dialogues to improve the original version. Share their own opinions with the whole class later.

**Purpose: To help Ss conclude ways of applying sensory details and dialogues to demonstrate the feelings and qualities of the author.**

Guided question:

How can the author's feelings and attitudes be demonstrated vividly?

## V. Interactive activity 5: Polishing homework

\*T: Introduce Ss to an essay revising checklist. Emphasize the use of sensory details and dialogues to reflect the author's feelings and attitudes and demonstrate the qualities of a scientist. Encourage Ss to cooperate and polish their partner's homework.

\*Ss: Add sensory details, dialogues and other details wherever appropriate to polish their partner's homework.

**Purpose: To encourage Ss to apply sensory details and dialogues to writing.**

Guided question:

How can details be used to reflect the author's attitudes and demonstrate the qualities of a scientist?

### Checklist

Do I present a personal experience of exploring science?	_____
Do I use sensory details or dialogues to enable the readers to experience the event?	_____
Do I arrange the details appropriately?	_____
Do I use a variety of vocabulary?	_____
Do I use varied sentence structures?	_____
Do I make grammatical errors?	_____
Does my voice reflect my feelings about the event?	_____

## VI. Interactive activity 6: Evaluating polished homework

\*T: Encourage Ss to comment on their essays polished by their partners and essays polished by other students. Encourage Ss to provide suggestions for further improvement.

\*Ss: Comment on their essays polished by their partners and essay polished by other students. Provide suggestions for further improvement.

**Purpose: To help Ss appreciate and evaluate the effects of details in descriptive writing.**

Guided questions:

How can descriptive essays demonstrate the qualities of a scientist?

## VII. Assignments:

1. The science society in your school is celebrating its 4th anniversary next month. You are asked to write one of your most impressive personal experiences of exploring science in about 100 words. It could be a scientific lecture you attended, an experiment you did in school or at home, a visit to a science and technology museum, a science game you played with friends, etc.

2. Prepare for the presentation of the final project.

The Requirement of the Presentation

Present the booklet you have created. Your presentation should last no more than 10 minutes and should respond to the following questions:

- 1) What is the title of the booklet? Why did you decide on this title?
- 2) What type of scientist did you decide on? Who are the four scientists of your choice? Why did you make such choices?
- 3) Among all the eight facts, which is the most impressive one that reflects the scientist's qualities and why?
- 4) Among all the four quotes, which is the most impressive one and why?
- 5) What do you think of each scientist? Use one word for each scientist to make comments.
- 6) What is your reflection on your learning of this unit and your experience of designing the booklet?