

## Unit 4 Sports

### A “Letter to a Sport” (Writing)

#### 一、教材分析

本堂课是基于学生在完成第四单元“Sports”的 Reading A, Listening and Viewing, Speaking 三部分学习后的写作课。通过 Reading 环节,学生已了解乔丹与篮球的故事——从与篮球的初识,对篮球产生兴趣,被篮球所抛弃,努力训练重新得到篮球的爱,和篮球相爱相知,直到选择退役,初步了解了拟人手法和排比重复的写作技巧。本堂写作课是围绕学生自己所爱或恨的主题展开,引导学生学习体会阅读素材中好的写作手法,模仿提炼出的写作技巧,并运用到自己的写作中的教学过程。

#### 二、教学设计

##### 【Teaching Aims】

By the end of the period, students are expected to:

- organize key events of a story by timeline.
- use proper verbs and adjectives to express feelings about a sport.
- write a 90-word letter to the sport based on individual experiences and feelings according to a timeline.

##### 【Teaching Procedures】

##### Pre-writing

##### Step 1

Ss' activities: Look at a picture of Jordan. Review the timeline of Jordan's relationship with basketball.

Purpose: To arouse the students' attention. To help the students brush up their knowledge of the timeline.

Guided questions:

1. Who is the man in the picture?
2. What's his story with basketball?

##### Step 2

Ss' activities: Organize their experiences with the sports they like or dislike through a timeline.

Purpose: To help students learn to organize their thoughts through a timeline.

Guided questions:

1. What is the sport you like or dislike?
2. What are the major events that have happened between you and your sport?
3. What kind of feelings do you have at the specific stage?

### Step 3

Ss' activities:

1. Analyze the writing technique used at the beginning and end of Jordan's letter.
2. Scan para. 2-5 for verbs and adjectives used by Jordan.
3. Recall the specific events or persons that are important to Jordan.

Purpose: to help students sum up factors contributing to a good writing in the form of a checklist.

Guided questions:

1. Who introduced Jordan to basketball for the first time? When? Where?
2. In what way is the information presented to us in Jordan's letter?
3. How do Jordan's feelings about basketball change through the first and second phase?  
Through which words or expressions can we feel his changing feelings?
4. Who helped Jordan in his basketball career? How?
5. Which event is special or a highlight in his career?

(a possible version of "what factors contribute to a good writing")

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|---|
| 1. Are the events organized clearly by a timeline?      |
| 2. Is repetition and personification applied?           |
| 3. Are vivid verbs and adjectives used?                 |
| 4. Are the paragraphs coherent?                         |
| 5. Is my love / hatred for the sport clearly presented? |

### While-writing

#### Step 1

Ss' activities:

1. Write their own letters according to their own timelines and checklists.

Purpose: To apply what they have learned to their writing.

#### Step 2

Ss' activities:

1. Evaluate their writing according to the checklist.
2. Share their writing with their partners and evaluate each other's writing.
3. Improve their own writing

Purpose: To help the students learn to assess a writing according to the checklist and find ways to improve it.

Transitional words:

Now all of us have finished writing our letters. Suppose you were a reader, read your own letter and try to evaluate it according to the checklist. If you have spotted what needs to be improved, try making some changes, or replacing some expressions with more proper ones.

Read your partner's writing and see whether there is room for improvement.

**Post-writing**

Ss' activities: Share their writing with the whole class and learn from one another.

Purpose: To help the students learn to appreciate others' writing and learn from good samples.

**【Assignments】**

Polish your writing according to your own checklist as well as inspiration you get from your classmates.

SCREEEE



