

## 《高中英语（上外版）》选修第二册 Unit 2 Language and Mind

课时：第 7 课时      教学内容：Argumentative Writing

课型：writing      设计者：上海市曹杨中学 杨虹

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第七课时，核心目标为引导学生在基于主题语境的议论文写作活动中，能依据议论文的语篇结构组织写作内容，能在议论文中清晰地呈现论点和反方论点。

#### 2. 设计思路

本课为本单元的第七课时，在本单元的之前学习过程中，学生已经从多方面了解到了语言学习的好处，并且构建了一定的相关主题的词汇语义网，掌握了因果关系在语篇语义衔接中的作用，因此本课时旨在引导学生在语言与思维的主题语境下，整合之前所学的语言的好处，挑选最具有说服力的论点和论据，通过呈现论点和反方论点的写作策略，运用所学的主题词汇和因果逻辑关系，得体地表达自己的观点。本节写作课主要分为：introduction; survey; a short essay; outline; self-evaluation; draft; peer-evaluation 7 个环节。

在 introduction 环节中，老师创设情境，引入话题，以 Chen Kai 为主人公展开本节课的讨论，帮助学生了解写作背景和写作目的。

在 survey 环节中，以主人公 Chen Kai 的任务为线，在学生中开展对于学校是否应该另外再增设一门外语学习课程的讨论，激发学生对写作话题的思考。

在 a short essay 环节中，组织学生阅读 Chen Kai 看到的文章，了解 claim 和 counterclaim 的概念与作用，并且找到对应的 supporting details。

在 outline 环节，学生在 survey 和 a short essay 的基础上，讨论选择最具有说服力的 claim 和 counterclaim，然后组织学生讨论相关细节，分享讨论结果，探讨如何选择相关细节。

在 self-evaluation 环节，学生检查自己的 outline 中是否论点和反论点陈述清楚，论据是否和论点相关，论据之间知否存在重叠。

在 draft 环节，老师给予学生足够的时间将之前 outline 中的内容写成一个段落，同时也引导学生使用之前所学的因果分析法使论述更具体更有说服力。

在 peer-evaluation 的环节中，老师组织同伴互助，让学生在同伴的帮助下了解自己写作中存在的问题，同时通过对照写作要求，检测目标达成情况，进一步加深对该类写作要素的认识和理解。

### 3. 重点难点

教学重点：运用论点和反论点的写作模式完成写作任务

教学难点：论点和反论点呈现清晰并运用适切的细节支持论点

## Lesson Plan

### Teaching objectives:

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

1. identify the claim and counterclaim in argumentative writing ;
2. state the claim and counterclaim clearly in an argumentative essay;
3. organize the writing according to the structure of the argumentative essay.

### Procedures:

#### I. Interactive activity 1: Introducing the writing task

\*T: Introduce the background of the writing task and ask students to predict what Chen Kai would do.

\*Ss: Grasp the writing background and the writing purpose.

**Purpose: To familiarize students with the writing background and the writing purpose**

Guided question:

If you were Chen Kai, what would you do?

#### II. Interactive activity 2: Making a survey

\*T: Ask students to state their opinion on whether there should be an additional foreign language course for high school students and offer supporting details.  
\*Ss: Fill in the table on the worksheet.  
\*T: Organize students to share their opinions on the topic.  
\*Ss: Discuss their opinions on whether there should be an additional foreign language course for high school students and reasons.

**Purpose: To help students brainstorm opinions on the topic and supporting details**

Instructions:

Finish the table on your worksheet.

### **III. Interactive activity 3: Reading a short essay and identifying the claim from the counterclaim**

\*T: Ask students to read the short essay and familiarize them with the writing strategy of claim and counterclaim.  
\*Ss: Read the short essay and fill in the table on the worksheet.

**Purpose: To help students form a correct understanding of the claim and counterclaim pattern**

Guided question:

1. What is the function of using the claim-counterclaim writing strategy?

### **IV. Interactive activity 4: Making an outline**

\*T: Organize students to choose the strongest claim and counterclaim from their notes and offer them some sentence starters for their reference.  
\*Ss: Go over the notes of the opinions the group members have, sort out the strongest claim and counterclaim and complete the table on the worksheet with a complete sentence.  
\*T: Ask students to think about relevant details to support the claim and organize students to discuss whether the details are proper.  
\*Ss: Add the relevant details to the claim and counterclaim and discuss whether the supporting details are proper.

**Purpose: To check students' understanding of claim and counterclaim and their use of claim and counterclaim; To help students avoid the overlapped and irrelevant details**

Guided questions/instructions:

1. Go over your group members' opinions and sort out the strongest claim and counterclaim.
2. Would you please add relevant details to the claim and counterclaim?

3. Are all the supporting details suitable?

### V. Independent activity 5: Making self-evaluation

\*T: Ask students to check the outline and evaluate if the claim and the counterclaim are stated clearly and the details are relevant to the claim and the counterclaim.

\*Ss: Evaluate the outline and cross out the irrelevant and overlapped details if necessary.

**Purpose: To help students consolidate the writing strategy of claim and counterclaim and choose proper details**

Guided instructions:

Make self-evaluation according to the questions on the slide and make some improvements if necessary.

### VI. Independent activity 6: Writing a short paragraph

\*T: Ask them to draft a paragraph based on the outline.

\*Ss: Turn the outline into a short paragraph.

**Purpose: To help students organize the counterclaim, the claim and relevant supporting details in a logical and coherent way**

Instructions:

Now please write a short paragraph based on your notes. State the claim and counterclaim clearly and offer relevant and specific details.

### VII. Interactive activity 7: Finishing peer-evaluation

\*T: Provide a checklist for students and ask them to evaluate the work of their peers and provide advice for revision.

\*Ss: Work in pairs to evaluate peer's work by referring to the checklist.

\*T: Organize students to read the revised version and find out the changes.

\*Ss: Read the revised version and think about the improvements.

**Purpose: To help students consolidate what has been learnt in this class and provide help for others if necessary.**

Guided questions/instructions:

2. Is there anything you might change or improve?

3. Is the revised version better? Why or why not?

**VIII. Assignments:**

1. Rewrite the paragraph according to the checklist.
2. Finish the persuasive letter to the headmaster in 100-120 words and polish your writing based on the checklist on your worksheet.

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