

# 《高中英语（上外版）》选择性必修第四册 Unit 3 Delving into History

课时：第 6 课时      教学内容：Writing a Summary of a Claim-Counterclaim Essay

课型：写作课      设计者：上海市浦东复旦附中分校 袁李瑶

## 一、教学设计与说明

### 1. 教学目标

本课为本单元的第六课时，核心目标为在主题语境中，帮助学生理解 claim, counterclaim, evidence 的含义及功能，并完成 60 字以内的概要写作。随后能根据检查清单进行自评、同伴互评和修改，最终呈现一篇完整的、符合规范要求的概要写作。

### 2. 设计思路

本课为本单元的第六课时，教学内容为概要写作。考虑到这是本套教材关于概要写作的第三次教学内容，学生已经有了一定的基础，因而教师首先就概要写作的使用场景进行提问，引导学生从语用角度思考概要写作的用途，进而回顾、反思并归纳概要写作的特点。随后，教师要求学生找出所给概要写作片段中的错误，总结概要写作的特点。本次授课内容为 claim-counterclaim 语篇的概要写作。考虑到 claim、counterclaim、evidence 的含义较抽象，教师先提供一个贴近学生生活的语境，让学生在语境中找出 claim、counterclaim、evidence，并阐述什么是 claim, counterclaim 和 evidence。随后，要求学生通读课本所给语篇，概括段落大意，在文本中标出 claim, counterclaim 和 evidence，并完成课本写作步骤 1 的练习。根据写作步骤 1 的框架结构，学生进行概要写作练习。完成后，根据课堂讨论内容，补充课本所提供的检查清单，并进行自评——修改——同伴互评——再修改，最终完成写作任务。

### 3. 重点难点

- 识别语篇中的 claim, counterclaim 和 evidence，梳理文本框架结构；
- 根据检查清单，进行自评、互评和修改。

## Lesson Plan

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

1. identify claim, counterclaim and evidence in the passage;
2. finish a summary of the blog after analyzing the structure and main idea of it;
3. enrich the proofreading checklist and do self check and peer review accordingly.

### Procedures:

#### I. Interactive activity 1: Discuss and conclude the features of summary

\*T: Ask students to think of scenarios where people prefer to read a summary rather than a complete passage. Then ask them to conclude the features of summary.

\*Ss: Think of scenarios where a summary is preferred in a complete passage. Then conclude the features of summary.

\*T: Have students read the sentences taken from a summary, spot the inappropriateness in those sentences and come up with the checklist of summary writing.

\*Ss: Read the sentences, spot the inappropriateness and come up with the checklist of summary writing.

**Purpose: To understand the features of summary from the perspective of pragmatics.**

Guided questions:

1. In what cases will people prefer to read a summary rather than a complete passage?
2. What are the features of summary?
3. Can you come up with a checklist of summary based on what has been discussed?

#### II. Independent activity 2: Identify claim, counterclaim and evidence

\*T: Have students read the paragraph in the worksheet and identify claim, counterclaim and evidence in it. Ask students to explain what is claim, counterclaim and evidence.

\*Ss: Read the paragraph in the worksheet and identify the claim, counterclaim and evidence in it. Explain what is claim, counterclaim and evidence.

**Purpose: To prepare students for understanding a claim-counterclaim essay.**

Guided questions:

1. Can you mark the claim, counterclaim and evidence in the paragraph?
2. Can you explain what is claim, counterclaim and evidence in your own words?

### III. Independent activity 3: Read the blog and complete the outline of it

\*T: Ask students to read the blog, summarize the main idea of each paragraph, underline the claim, counterclaim and evidence and then complete the outline of the essay on Page 48.

\*Ss: Read the blog, summarize the main idea of each paragraph, underline the claim, counterclaim and evidence in it and complete the outline of the essay on Page 48.

**Purpose: To enable students to have a clear picture of the meaning and structure of the blog.**

Guided questions:

1. What's the main idea of each paragraph?
2. Is there any claim, counterclaim or evidence in paragraph 2/3/4? What are they?

### IV. Independent activity 4: Write a summary of the blog

\*T: Ask students to write a summary of the blog based on the outline they've just worked out.

\*Ss: Write a summary of the blog based on the outline of it.

**Purpose: To practise students' ability in expressing ideas in a concise and objective way.**

Guided questions:

1. What should be covered in the summary of the blog?
2. What should be omitted in the summary of the blog?

### V. Interactive activity 5: Expand the proofreading checklist and review the summary

\*T: Have students read the Proofreading checklist on Page 48 and add at least three items to the list based on the discussion at the beginning of the class.

\*Ss: Read the Proofreading checklist and add at least three items to it based on the previous discussion.

\*T: Ask students to do self-check according to the checklist first and then guide them to do peer review. Have them give at least three specific tips on how to improve their peer's summary.

\*Ss: Self-check their own summary according to the checklist first, make some revisions and then do peer review. Offer at least three specific tips on how to improve their peer's summary.

**Purpose: To have students reflect on and revise the summary through self-check and peer review.**

Guided questions:

1. What items should be added to the Proofreading checklist to make it more smooth?
2. What are the specific tips to revise your peer's summary?

**VI. Assignment:**

Revise the summary based on the tips given by your peers. After you finish revising it, proofread your summary again according to the checklist.

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