

《高中英语（上外版）》选择性必修第一册 Unit 1 Learning for Life

课时：第 7 课时

教学内容：Writing: Writing a short website article about
“learning by doing”

课型：写作课

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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梳理写作板块中范文的语篇结构和主要特征，明确写作要求；联系相关学习经历，为支撑性细节做准备；根据网上投稿要求，运用个人经历支撑观点，完成写作任务。

2. 设计思路

本课为本单元的第七课时，旨在引导学生了解写作板块中范文的语篇结构和主要特征，并联系自身相关学习经历，写出支撑性细节，最后能根据网上投稿要求，运用个人经历支撑观点，完成写作任务。首先，教师请学生头脑风暴与“learning by doing”这一主题有关的个人经历。其次，教师引导学生划出范文中的主题句、支撑句和总结句。在梳理完文章结构的基础上，教师介绍本堂写作课需要掌握的写作策略，即：使用个人经历来支撑观点会更具有说服力并能让读者想起自己的亲身经历。接着，教师让学生模仿范文，写出自己的主题句、支撑句、总结句，并提供 Kevin 的例子给学生作为参考。最后，教师要求学生组织支撑句，完成一篇 90-110 字的网络征文。

由于每位同学在课堂内已经完成初稿，所以作业是对自己所写的文章进行润色。学生可以在课后对语言等方面进行修饰，使文章变更好。

3. 重点难点

联系相关学习经历，写出支撑性细节，完成写作任务。

Lesson Plan

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

1. interpret the text structure and main features of the sample writing and clarify the writing requirements.
2. combine learning experiences to get prepared for supporting details.
3. use personal experiences to support ideas and complete the writing task according to online submission requirements.

Procedures:

I. Interactive activity 1: Brainstorming the experience that can be related to “learning by doing”

*T: Ask students to brainstorm what experience can be related to “learning by doing”.

*Ss: Think about the experience that can be related to “learning by doing”.

Purpose: To get familiar with the topic.

Guided questions:

1. How do you understand “learning by doing”?
2. What experience can be related to “learning by doing”?

II. Independent activity 2: Underlining the general statement, supporting details and the concluding sentence after reading Li Jun’s website article

*T: Ask students to read Li Jun’s website article and underline the general statement, supporting details and the concluding sentence.

*Ss: Read and underline the general statement, supporting details and the concluding sentence.

Purpose: To figure out the structure of the sample writing.

Guided questions:

What is the general statement of the article? What about the supporting details? How about the concluding sentence?

III. Interactive activity 3: Judging which sentence is more convincing and telling why

*T: Introduce the writing strategy: Using personal experiences as supporting details and ask students to judge which sentence is more convincing and tell why.

*Ss: Judge which sentence is more convincing and tell why.

Purpose: To know the importance of using personal experiences to support ideas.

Guided questions:

Which sentence is more convincing? why?

IV. Independent activity 4: Writing a general statement of their own about “learning by doing”

*T: Have students read the sample on P16 and ask students to write a general statement of their own about “learning by doing”.

*Ss: Write a general statement of their own about “learning by doing”.

T: Provide students with a sample from Kevin.

Purpose: To master how to write a general statement of their own about “learning by doing” and get prepared to write a whole article.

Guided question:

What is your general statement?

V. Interactive activity 5: Listing some supporting details that support their general statement

*T: Ask students to list some supporting details that support their general statement.

*Ss: List some supporting details that support their general statement.

*T: Offer students the supporting details listed by Kevin as an example.

Purpose: To practice using personal experiences to support ideas and get prepared to write a whole article.

Guided question:

What are the supporting details?

VI. Independent activity 6: Writing a concluding sentence

*T: Ask students to write a concluding sentence.

*Ss: Write a concluding sentence.

*T: Offer students the concluding sentence written by Kevin as an example

Purpose: To know how to write a concluding sentence and get prepared to write a whole article.

Guided question:

What is your concluding sentence?

VII. Interactive activity 7: Organising the personal experiences to support the general statement

*T: Ask students to organise the personal experiences to support the general statement by referring to the sample writing and complete the article in 90- 110.

*Ss: Finish the article in 90 -110 after organizing.

T: Provide students with a sample from Kevin and summarize the points that students should pay attention to while writing.

Purpose: To complete the writing task by using personal experiences as the supporting details.

VIII. Assignment:

Polish the article of “learning by doing” in 90-110 words referring to the sample writing on P15.

Interactive Activity

Share your experiences of “learning by doing” with your teacher and classmates.