《高中英语（上外版）》必修第三册 Unit 1 Road to Success

课时：第 5 课时　　　　课题：说写融合

课型：说写融合　　　　设计者：交大附中嘉定分校贾若男

教学设计与说明

一．学情分析

授课对象为高一学生。他们经过之前两册书的学习，在基本语法的运用和语言输出表达上已经具备了一定的实践经验。但是，可能在分析上还有一定的障碍，随之而来的可能是信息的逻辑梳理问题。因此老师应该在这方面多注意提供帮助。

二、教材分析

板块 Moving Forward 由说、写两个部分构成。主题围绕 My Secrets to success, 学生需要描述自己的一次成功的经历，并解释成功的原因。首先学生需要完成书面的写作任务，然后在班会情景中以演讲的形式进行口头表达。

该任务的设置与阅读 A 篇 Steve Jobs 的演讲 *Stay Hungry, Stay Foolish* 有很大的关联度。因此，可以考虑以阅读文本作为切入点，以读促写，完成写作结构和思路的建构。

三、教学设计思路

本课为本单元的第五课时，旨在以读促写。从经典作品的分析入手，让学生理解并掌握因果关系类型写作的核心要素，通过写演讲稿分享自己的成功经验，培养学生的语言技能和思维品质。

导入部分通过回顾阅读 A 篇 Steve Jobs 的演讲 *Stay Hungry, Stay Foolish* 的内容，以思维导图的方式梳理出作者每一个故事的核心要素：topic, thesis, story; 并且让学生明白 thesis 就是作者成功经验的总结，也是作者讲这个故事的目的；为了支持 thesis, 作者以故事作为细节支撑。因此我们在写作过程中也要首先确定写作的意图(thesis), 在此基础上展开细节支持，使得文本言之有物，言之有"意"，言之有理。

接下来写作的过程分为：draw up an outline; free writing; peer evaluation; write coherently; Peer-evaluation; revision 六个环节。Draw up an outline 主要是让学生跟着老师的问题，通过 brainstorm 确定要写的故事，写作的主题和核心观点（即：写作意图）。Free writing 环节旨在让学生围绕主题提供尽可能多的细节支持，无法提供足够细节支持的点就可以去掉，这样能够进一步确定主题，同时确定的主题也会有足够的细节支持。Peer evaluation 旨在通过同伴的帮助进一步确定细节支持合情理且有意义。Write coherently 旨在让学生将 free writing 中

的内容条理化，同时也可以用 cause-effect 的相关表达使得文章逻辑清楚。最后的 peer-evaluation，旨在让学生在同伴的帮助下优化写作的成果；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。

教学重点及难点

教学重点：运用原因-影响写作模式完成写作任务。

教学难点：文章主题清晰且有恰当的细节支持。

Lesson Plan

Teaching objectives:

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

1. Describe a success story briefly with a clear thesis;
2. Figure out reasons for the success experience with proper supporting details;
3. Learn to use expressions for cause-effect patterns;
4. Complete the writing task following the process of outlining, free writing, formal writing, peer-assessment and self-assessment.

Teaching Procedures

I. Pre-activity

Interactive activity: Review Reading A and Introduce the Cause-effect Pattern

> ✧ Teacher: Provide a framework with Topic, Story and Thesis for story 1
> ✧ Students: Complete the framework for story 2&3
> ✧ **Purpose: to get to know the cause-effect pattern for writing**

Guided questions:

1. [Instruction] Now you can complete the framework for the other two stories-- *Love and Loss* & *Death*.
2. What is the thesis for the second story—*Love and Loss*/ the third story--*Death*?
3. How does the speaker reflect the thesis?

II. While- activity

Interactive activity: Draw up an outline

> ✧ Teacher: ask questions to help students determine the story they want to tell and make an outline for the success story.
>
> ✧ Students: by answering the questions, brainstorm the key elements for the story.
>
> ✧ **Purpose: to help students confirm the topic and thesis for the success experience.**

Guided questions:

1. What is the story about?
2. Why do I want to tell this story? / What do I want to share with the audience?
3. When and where did you achieve this success? What is your success?

Independent activity: Free writing

> ✧ Teacher: Provide students with a model of extending the thesis with detailed description and ask students to extend their thesis in the same way.
>
> ✧ Students: Illustrate the thesis with details by describing the process of getting to success.
>
> ✧ **Purpose: to make students brainstorm as much information as possible and connect the detailed description with the thesis.**

Guided questions:

[Instruction] When you are writing, you should ask yourself constantly: Which part of the story is related to the thesis? / How can this detail illustrate the thesis?

Peer work: evaluate free writing work with peers

> ✧ Teacher: ask students to swap their work with peers and each one of them should evaluate if the details provided are relevant to the thesis confirmed in the outline.
>
> ✧ Students: evaluate the work from peers according to the checklist provided on the worksheet and give advice to each other to make sure the content is relevant and reasonable.
>
> ✧ **Purpose: to help students provide sound and reasonable support for the thesis.**

Guided questions:

[Instruction] Please swap your work with your partner and each of you should evaluate if the details provided is relevant to the thesis. You should try to provide some advice

for your partner.

Interactive Activity: Make expressions precise and specific

- ✧ Teacher: Present an example of turning general expressions into specific illustrations with enough details
- ✧ Students: find out the differences between the two models by making comparison and revise their work in a similar way.
- ✧ **Purpose: to help students revise the free writing work with precise words and specific details.**

Guided questions:

1.What are the problems with the first example?

2. Why is the second one better?

Independent work: Organize the content in a coherent way

- ✧ Teacher: Provide a beginning for speech writing and useful expressions for expressing reasons.
- ✧ Students: Use the model and expressions provided and fill the content finished before into the model and organize them in a coherent way.
- ✧ **Purpose: to guide students to organize reasons in a logical and coherent way.**

Guided questions:

[Instruction] Please organize the content in a logical way. The beginning and ending of the speech as well as the phrases for reasons are given as follows.

III. Post-activity

Pair work: Evaluate the composition

- ✧ Teacher: Provide a checklist for students and ask them to evaluate the work of their peers and provide advice for revision.
- ✧ Students: work in pairs to evaluate peer's work by referring to the checklist
- ✧ **Purpose: to make sure there is a thesis that is well-supported in writing and the content is logically organized**

Guided questions:

[Instruction] Here is a checklist for assessment. Evaluate your partner's writing from four different aspects: unity, support, coherence, and sentence skills according to the checklist.

IV. Assignments:

1. Revise your composition according to the checklist provided on the worksheet.
2. Be prepared to give a speech in front of the class on the topic 'My Secret to Success' in the next class.

Here are few tips for your talk:
1)Greet your audience briefly to start with the talk.
2)Briefly introduce the achievement you have made.
3)Explain how you made the achievement.
4)End your talk with a summary or anything that helps to leave an impression on the audience.
5)Remember to speak using a combination of slow, fast and medium speeds to make your talk more effective.