

《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.

SCREW