教学目标:

1. Learn more about what good paragraphs look like in this writing task.

2. Practice extracting the outline and finding the possible development of the story. 3. Build up the vocabulary while reading and analyzing the samples.

教学过程:

Step 1: Read and find

1. Compare the modal essays at hand with their own ones and find out the answer to the question: "What does a good essay look like?"

2. Do the exercise about handwriting on the screen to see if they can recognize the 2 words.

Aim: Realize the importance to the neatness of their works.

Step 2: Swap the check

Swap their papers with their deskmates and check with the help of the following questions:

① Is it a pile of words and expressions or a story?

② Does it lift readers up or make them feel down?

Aim: Attach importance to a good storyline.

Step 3: Fill in the SWBST form

Find the answer to the following questions:

①who is the main character?

②what did this character want?

③what was the problem?

④how was the problem solved?

⑤what happened at the end?

(⑥the perspective in this story)

Aim: Find out the storyline in the reading part quickly according the questions in the form and figure out the development of it in the following writing part.

Step 4: Dig and relate

①How was the problem solved when Teresa let her take away a puppy?

... Like any creature that has been cared about, Meagan gleamed(因兴奋而眼睛)发光 in her eyes and playfully 开玩笑地 lifted the puppy almost off the ground. That day Meagan left the office with the puppy.

*Nowshe had a living, breathing friend who wanted toplaywith her*. ...

②what happened at the end? accept her invitation and have her speech (specific)

*Ten years later, Teresa received an invitation to the highschool graduation ceremony from Meagan, where Meaganmade a speech*. ...

What could be further described?

What sequence can be found in the sample paragraphs?

Aim: According to the answers in the form, dig out the possible storyline in the concerned reading parts, relate them to the sample paragraphs in the following writing part and find out the descriptive way.

Step 5: Refer and revise:

1. Read some good works by students and find out:

Do they follow the similar pattern? What expressions do they use while express this?

How can you revise your work?

2. If possible, use some good expression provided in their own works.

Aim: get some inspirations while reading others' works and build up their language

Step 6: Assignment:

Finish off the 2nd draft of the writing task with the ideas and words you get in the class.