Class begins! Good afternoon, everyone! Sit down, please!

Look at the screen. Here a piece of continuation writing. If you were a teacher and you just had three seconds to score it, which sentences would you pay special attention to?

Yes, the first two sentences and the last two ones are the most eye-catching. But in this class, we are going to first focus on these three linking sentences. Let’s kick off and explore how we can use "3C" strategies to write them well.

Here come the learning objectives. Let's read them aloud together. In this class, we are expected to observe excellent to summarize “3C” strategies, apply “3C” strategies to write linking sentences, and comment on partners’ linking sentences with a checklist.

Next, what you are going to do is work in groups, observe the following linking sentences to summarize their common points. To be more specific, what do the circled words have in common? What do the underlined parts have in common? What do the parts in shadow have in common? Now, please work in groups and refer to your handout.

First of all, what do the circled words have in common? Yes, they are the characters in the story. So, here comes the first strategy. Continue the story with key characters.

Then, what do the underlined parts have in common? Yes, they are all about emotions or feelings.

Finally, what do the parts in shadow have in common? You’re right! They are all about movements. Then, can we just describe movements? No. Can we just describe emotions? No. We should combine movements and emotions, but mainly focus on movements. As you can see, this is the second strategy. Then, what sentence patterns are used to describe them? Let’s go through them quickly and have a summary.

Then, how can we determine what movements and actions to describe? Let’s take this sample as an example. First of all, let’s review the main idea of the story. “We nurtured a lost baby red squirrel back to health and released it into the wild.” Here are the given sentences. One day in the trees, Squirt met up with a family of gray squirrels. One night, Squirt didn’t come back to our house and it rained hard. How can we continue the story? We can continue the story with the key characters, for example, Squirt. Then, when meeting a family of gray squirrels, how would Squirt feel? You know, he had never encountered them and they had totally different colors. Squirt might feel frightened, curious or frightened at first. When feeling curious, what would Squirt do? He might wag his tail, put his nose to them and so on. Then why did it say “One night, Squirt didn’t come back”? Did he still come back in paragraph 1? Yes. How would we feel? You know, he was sick before, but now he could play with his fellows. So we might feel proud, but in the meantime, we might feel sorrowful because he would finally leave us one day. And here is another sentence pattern we can use. Then, one night, Squirt didn’t come back and it rained hard. How can we continue the story. We may continue the story with “we”. So, how would we feel? We would feel anxious and worried. What would we do? We would search for him. But before that, we might put on our coats and take out flashlights. As you can see, this is the action. This is the response. This is the action. This is the response. This is the action and this is the response. Just now, I showed you how to use “3C” strategies step by step to write the linking sentences.

Next, you are going to put what you have learned into use. You have read the story before this class. Just give me the key words to review it. What is paragraph one talking about? I was not good at writing but my teacher asked me to enter a writing contest. What is paragraph 2 talking about? I was persuaded by my teacher to give it a try. How about paragraph 3 and paragraph 4? I made a lot of efforts to prepare for the contest. How about the last paragraph? The thought of winning gave way to the enjoyment of writing.

Then what would happen next? Here are the given sentences. “A few weeks later, when I almost forgot the contest, there came the news.” “I went to the teacher’s office after the award presentation.” Now, you can do as I did just now to clarify how to write the linking sentences. Ask yourself the following questions. How can we continue the story? How would the person feel? What would the person do?

Before writing, you are allowed to have a talk with your partners to make everything easier.

Now, please write them on your own. Later, you need to comment on your partners’ writing with the checklist on page 3. Did they continue the story with the key characters? Did they combine movements and emotions? Did they use some sentence patterns mentioned in this class? What do you think of the action-response chain they concluded? Is it reasonable? Why or why not?

I can see that all of you have done with the writing. I will pick one to comment on to set an example for you so that you will know how to make comments.

At the end of the lesson, I would like to ask you what you have gained from this class.

Wow, I am so proud to see that you have learned a lot from this class. Next time, when faced with a piece of continuation writing, you may write the linking sentences fast and well. After we finish the linking sentences, the middled part will be easier to write.

So after this class, you are going to write the linking sentences for another story on your handout. If possible, you can try to think of more strategies to help us make the linking sentences better.

That’s all for this class. Class is over. Goodbye, everyone.