读后续写实践课

一、教学目的

1.通过一步步带领学生解决一道续写题来让学生们体验并理解续写的写作过程。

2.教师在这一过程中，每开始讲一步便观察一次有多少学生紧跟着自己，又有多少学生已经掉队，以初步确定能跟到每一步的学生比例，从而获得调整这一类课程难度、进度和课堂交流方式的第一手基础。

二、教学重点

1.教师需帮助学生掌握在纸面上梳理原文脉络的方法。

2.教师将指导学生学会判断文章脉络是否完整这一基本技能。

三、教学难点

1.用真题对于学生来说难度相对偏大，教师需避免讲到精彩处却忘记注意学生是否还能吸收的可能性。

2.实践课意味着学生将体验整个写作过程，帮助学生排解畏难的心理并确保他们对续写题有一个完整的认识是一大难点，需要教师在授课过程中与学生保持不间断地交流。

3.本堂课的内容相对繁重，要求教师在有限的时间内完整地讲解一个有点繁复的写作过程，同时讲明白续写这件事，因此，这堂课设计得合理与否关键就在于每一个模块是否能做到简洁明了且环环相扣。

四、教学材料

1. 2020年01月浙江省高考英语卷读后续写真题。

2. 教师自制课件。

五、课堂教学流程

1. Speaking mode: How to define an object?

1.1 The teacher defines pencil-case as an example. A pencil-case is a small bag that contains stationery.

1.2 Teacher explains how definition works. Defining an object means that you put most of its main characteristics in one sentence. The teacher should give the explanation above analyze the definition of pencil-case.

A pencil case is a bag.

It is small.

It contains stationery.

1.3 Teacher asks students to define 2 things in the classroom. Addition of certain characteristics of a defined subject is probably necessary after students give its definition by mouth. Do not allow students to write down the definition. They need to define continued writing at the end of this section.

1.4 Teacher summarizes the definitions given by students. Here is the point to lead the class to the main line of this session.

2. Teaching mode

2.1 Teacher defines continued writing on top of the information given by students.

Continued writing refers to the process of ending or concluding an essay by continuing and fulfilling its logical outline as well as content after mapping it into a logical outline.

The definition above has pointed out the three phases of continued writing:

Phase 1 We map an incomplete essay into its logical outline.

Phase 2 We continue and fulfill the logical outline as well as the essay content that lies upon it.

Phase 3 We end the essay.

2.2 Teacher randomly requires 3 students to transfer each phase into steps. Student 1 takes care of phase 1; student 2 takes care of phase 2;student 3 takes care of phase 3. All students are encouraged to write their answers on the black/whiteboard.

The teacher slightly analyzes and corrects the students before showing the standard answer. Do offer students some courage rather than making too much correction. Ensure students to feel that they have completed the process on their own.

2.3 Teacher shows the standard answer.

Six steps of continued writing:

Phase 1

Step 1 Comprehend the essay.

Step 2 Map the rough logical outline of essay.

Phase 2

Step 3 Analyze the leading sentences given to unwritten paragraphs.

Step 4 Provide two designs for the outline of ending.

Step 5 Decide which design to use.

Phase 3

Step 6 Start writing.

Make sure that the essay is ended well. A real example will be given to lead students through the steps. The teacher requires all students to read the six steps aloud before proceeding to the next part. Take the chance to observe how much attention each student remains. It will be helpful in deciding the way of demonstration in the latter part.

3. Demonstration mode

3.1 Comprehend the essay.

3.1.1 Teacher shows the given essay in this part. One student could be called to read one paragraph aloud. Each paragraph is going to be read by a different student. The teacher only starts to analyze the essay after all existed paragraphs are read to the class. Correction of pronunciation is unnecessary in this case. Eventually, the reading process will support students to take care of the essay as a whole.

3.1.2 The teacher points out some key information of the essay at the end of reading. It will include:

a. theme of essay:

Poppy the dog has experienced the change of mood ever since her young owner entered university.

b. the main focus of essay: changes in Poppy’s mood.

c. the way of plot development applied in the essay:

It used timeline as the only base to develop the changes in Poppy’s mood.

3.2 Map the logical outline of the essay.

The teacher asks the students to summarize the given essay with the help from the information given by the teacher.

The step could be carried out either in groups or by a representative group. The class is allowed to give tips freely in the latter way. Some teachers might also want it to be done by individual students.

The teacher will have to give some light comments on student’s work and show the standard mapping on the screen. It is going to be a flowchart in the PowerPoint slides. Explanation is the present task for the teacher. Here comes the explanation notes for our example essay:

The author used three paragraphs to draw a picture of the boy’s leaving for university. His mood indirectly reflected that of Poppy though no word was applied for describing the dog. The first and second sentences of the essay told us that the boy did not hope to leave Poppy. That was the part for us to roughly know how Poppy felt in the picture. Its proof would appear in paragraph 4, which was a plot after Poppy returning home. Hence, leaving for university will be our first segment of time.

Paragraphs four and five described how Poppy behaved after the boy left for school. Behavior and language are the most intuitionistic mirrors of thought. You may shout when you feel angry; You may cry when you feel sad. Well, mammals that evolve with emotions always have similar reflexes as mankind when they meet violent changes in emotion. Some species of mammal evolve to a level that intelligence and emotion merger in the same body. They have mood. Dog is clearly one of them. Poppy, in this case, was a dog which showed apparent reduction in its interest in dinner, toy and walk. These were her favorite before the boy went to school for a long term. Extra benefits including peanut butter and sitting on the sofa did not flatter her as well. Therefore, we could say that Poppy was in a bad mood during her impermanent separation with the boy. It happened right after his leaving. There was a phrase in paragraph 4 that gave us the exact time. It was “all that week.” A week after separation is the phrase we use to describe this segment of time.

We may have realized a short close-up narration at the end of this time segment. A conversation between mum and dad completed it in a few lines. Its position in the essay should be the end of paragraph 5 and the whole paragraph 6. We put paragraph 5 into “a week after separation” time segment and regarded its end as a summary of Poppy’s changes. It was to say that dad made the summary with his words alone. Regarding paragraph 6 as the next time segment is therefore eligible. We will name it “time for transition.”Perhaps we should give a round of applause to the mum in the story. She made this time segment alone.

The remaining paragraphs emphasized on the reactions of Poppy since the transition took place. Paragraph 7 brought the story to the doorway of Poppy’s home. It was the place where storyline began to change. Parents of the family appeared again in the story with a box. It contained a tiny dog as mentioned by the opening of paragraph 8. The last clue we had in the subsequent paragraph was the returning of the boy. We will try to complete the story by creating paragraph 8 and 9 with accordance to their openings. That refers to writing the paragraphs under the limitation of these openings. Bear in mind that it s not just a limitation. We also treat it as a guidance to the development and completion of storyline, or story outline.

As shown by the whiteboard, the outline contains five parts. They are “leaving for university,” “a week after separation,” “transition,” “entering of new family member,” and “returning from school.”Our task is to complete the fourth segment and create the fifth. We may have realized an issue before reconsidering it.

Do we have to include detailed descriptions on the life of Poppy and the puppy in the period before their young owner returns? (ask for students’ opinion if there is sufficient time.)

The answer is probably “no.”We are left with only 1 paragraph to narrate on how the puppy joins the family. Space for descriptions on the living status of the two puppies is not provided by the question. It is still reasonable to have one or two sentences that state it in the end of paragraph 8, by the way.

Paragraphs 8 and 9 are waiting for us. What should we do now?

3.3 Analyze the given leading sentences.

Teacher links paragraphs 7 and 8 under the time segment named “entering of new family member.”The parents of the family brought a box back; and Poppy realized the odor of something in the box. That is the main content of paragraph 7.Only did the father open the box and show a sweet little dog in the beginning of paragraph 8.Students need to tell how Poppy accepted the new puppy in just one paragraph. They will also have to link the plot with that of the boy’s returning in the latter paragraph naturally.

The last paragraph of the story looks relatively individual. Its opening decides that the boy would return in this part. Returning of the closest person in her life is a typical time for Poppy to face a great change in her mood again. Teacher needs to lead the students to see that a further function depends on the change. It presents the final result of the procedure on noticing and solving Poppy’s hard-time in mood.

We could understand the logical relationship between paragraphs 7. 8 and 9 in an easier way. Paragraphs 7 and 8 narrate the practice of transition. Paragraph 9 narrates the result of transition. Abstracting the logic helps us to keep our design of the two paragraphs within the storyline. That is also the task to be continued with.

3.4 Provide two designs for the outline of ending.

Teachers shows the two versions of design for paragraphs 8 and 9 on the whiteboard. Reddish parts in the charts are given by the original essay and requirements of question.

Design 1 is a common version that majority of students may create. Poppy easily accepts the puppy in this case.

Design 2 illustrates poppy’s behaviors as a process from misunderstanding her owners to showing full acceptance to her new friend. It seems to be a bit complex comparing to the previous design. Nevertheless, unexpected plots which are close enough to the storyline always attract more attention from readers. Students do not have to do it in examinations. They should have more time to practice this way in classes.

Teacher gives students five minutes to form a design on their own. It is a chance for the teacher to walk around and check the status of each student.

3.5 Decision making.

Teacher requires students to decide which version to use as an example. Written paragraphs of both versions need to be prepared beforehand.

The hidden purpose of this part is to encourage students to double check their own designs and make some corrections. Teacher does not have to say it out or check their work. It is going to be shown in their final work either at the end of the class or as a piece of homework.

3.6 Show the final work and explain a bit.

Design 1

Dad opened the box and a sweet little dog appeared. A dark brown nose shakily stretched to the opened side of box before the face after it could be exposed. Air squeezed in and out of the holes on it as if a button was breathing. It clearly failed to prepare for its sudden meeting with a large nose. The air froze a bit as the noses hit and separated. Sharp barking came out of the box as Poppy poked its nose inside again. It did not touch the little dog. Poppy’s tongue did. She stepped an inch nearer to make herself closer to the box. Comforting it with licking rather than watching was perhaps the friendliest way of communication between puppies. Dad hugged Poppy a bit and put the box gently on the floor. He has not expected for what happened next. Poppy took the handle of his box by her mouth. Trembling from the little Corgis inside seemed to be slightly visible when Poppy jogged and took it away with the box. A fat tail danced trippingly on her way.

A few weeks later, the boy arrived home from university. His sight swept around for his lovely Poppy. The tip of her tongue led the long way to her young owner. She had waited for half a year. Pupils on the boy’s sharp face shone while capturing the rounded Poppy marching quickly to him. It became too bulky to run. A tiny Corgis shyly hid at the back of his large female Labrador as they appeared. It saw the boy coming forward and shared his cuddling with Poppy who kissed his hands repeatedly.

Design 2

Dad opened the box and a sweet little dog appeared. A warning look floated in the pupils of Poppy when she saw the little creature. She stepped half an inch forward. Odor brought by the air ruled her nose as the organ of walnut size shook slightly. It belonged to another dog. Bearing the existence of a dog who shared the love of her owners with Poppy was the last thing she would do on earth. Sharp teeth of Poppy completely exposed as she roared to the poor puppy. Staring from a wolf and voice of a tiger were the first gift Poppy gave out to welcome her little friend. It was never expected to meet an end till mum hugged Poppy in her arms. Warmth still belonged to Poppy. She did not mind to see dad getting the tiny Corgis out of its box. Mum cuddled the shaky little puppy together with her Poppy and walked to the sofa. A large cookie for dog was the weapon she used to shut Poppy’s watery mouth. The little dog which spent all its strength hiding at the back of mum received a tiny soft biscuit. It trembled again when Poppy gave it a glance. She took a piece of cookie and turned her head to the Corgis. That piece of dessert did give mum too much time to react when it was given to the little dog. Poppy dropped the cookie before its mouth and licked its fur. It was possibly soft and a bit salty.

A few weeks later, the boy arrived home from university. He has imagined how cheerful it would be to see his parents and Poppy again. What he had no idea about was the appearance of Poppy when he arrived. She took a baby puppy to him with her mouth. These lives could be misunderstood as a mother dog and her baby only if they looked more similar. The boy took the puppies in his arms. His sapphire pupils questioned the emerald ones of Poppy. What the lady did was to kiss his hands. The little Corgis did the same as if being taught by its princess.

Teacher should take note of the points below before proceeding to explanation of the final works.

a. There might be one or two details appearing in a different order from the previously designed paragraph outlines

b. A minimum of five keywords that are underlined in the original essay are required to be applied in each final work.

c. Both versions are longer than the word requirement. Students do not have to write with a similar length and complexity to them. After all, they are great examples that guide students through the detailed process of continued writing.

4. Practice mode

Students are going to write their own work with the outline they created earlier. Teacher should walk around again to help students in finding words and phrases. Be sure to encourage students even if they could only write simple sentences with simple ideas.

5. Conclusion mode

Teacher summarizes what has been taught in this session. Result of teaching and existed problems should be concluded in a minute. Making the conclusion helps teachers to measure homework and latter actions in teaching with reality.

六、课后作业要求

本堂课重在讲授梳理原文脉络的方法，读后续写的六步次之，因而在作业部分要注意让学生仔细地练习和总结分析文章脉络这一技能。这就意味着，教师需要留一篇文章让学生认真地分析，并检查其分析在纸面上的文章脉络。至于读后续写任务，本课暂且不予留下题目，这也是为下节课细讲读后续写的六个步骤以及后面讲解读后续写的变化留有余地。

当然，为了配合这一课的主题，下面王老师会想一个折中处理的办法来留下作业。这里有一篇不长不短的对话，王老师闲暇时把它当成了乐子来写，可以没写完。大家不妨把它抄下来，无聊时随手玩玩无条件续写，倒也不失为一个打发时间的好办法。

