B2U5 Reading for writing教学设计说明

一、学习目标

1. 通过头脑风暴和语篇研读等活动，学生能够梳理演讲稿的结构，概括各部分的主要内容，归纳和提炼基于主题的新知识结构；
2. 通过语篇研读活动，学生能够理解、阐释和运用演讲稿中隐喻等修辞手段，提升学生语篇文体特征和修辞手法的赏析能力；
3. 基于任务情境，通过自主写作，同伴互评和习作修改等活动，内化语言运用，实现深度学习。

二、学习重难点

1. 梳理演讲稿的结构并概括基于主题的各部分主要内容；
2. 赏析并借鉴撰写演讲稿的6种修辞手法。
3. 学习过程

Step 1: Lead-in

Activity 1: Read and Assess

Q1: Here is a speech draft written by LiHua who wants to take part in a speech contest. What do you think of it?

Ss: ….

Q2: What makes a good speech draft?

Let’s find it out in class, then help Li Hua polish this speech.

【设计意图】创设学习情境 —— 撰写一篇有吸引力的演讲稿，明确本节课的学习任务，引入学习话题。

Step 2: Read and Learn

Activity 2: Read for the structure and content

Q1: Generally, how many part are there in a speech?

What may be talked about in each part?

Go through the whole passage and check the answer.

【设计意图】旧知引新知，从学生已知的“结构”入手，探究各部分的内容，引导学生关注演讲稿的结构框架与内容，获得新知——好的演讲稿应该是紧扣主题、结构清晰，为写作铺垫。本活动旨在实现学习目标1。

Activity 3: Read for the language

Q1: What’s the function of a rhetorical question?

Q2: What was Sarah’s problem?

Q3: How did the music help her recover?

Q4: How did Sarah emphasize this impact?

Q5: How did Sarah describe the happiness that music brought to her?

What about the strength, relief, hope and a sense of satisfaction?

Q6: What can we learn from Sarah’s vivid description?

【设计意图】通过对内容的理解，以问题链的形式引导学生感知演讲稿的语言特点，学习general-specific的写作模式，赏析修辞手法所传递的意义。本活动旨在实现学习目标2。

Activity 4: Summarize

Q: What makes a good speech draft?

【设计意图】归纳总结本课所学，使得知识结构化。

Activity 5: Polish and Create

Q: Can you make this speech better according to what you have learnt from this class? And how?

【设计意图】迁移运用本堂所学，培养学生的思维品质与语言运用能力。本活动旨在实现学习目标3。

Activity 6: Share and Assess

Use checklist and assess your works.

【设计意图】 检测学习成果，实现教学评一致性。本活动旨在实现学习目标3。