教学背景

After multiple exams for continuous writing, I realize most of students have little accumulation of verbs that can be applied into the corresponding continues writing part. The question of how to facilitate students making advanced sentences in continuous writing has been haunting me for a long time. With the aim of addressing the problem, I’d like to refer to the series of *Good English9.*

For example, the big Race from *The Ultimate Trainer* could contribute to promoting continuation writing related with topic of races. While reading, students will gain the knowledge about how to describe actions and emotions for various roles, ranging from competitors, audiences to judges. It is very easy for students to find the phrases telling timelines, such as “It was almost time for the big race”, “The whistle blew and the race began”, “at the first lap” and so on. Then by the means of guiding students to sort out descriptive languages according to timelines, I hope students can handle the writing of cross-country race in 2022 National College Entrance Examination as well as Hurdle Race in simulation test of Gaokao in 2023.(宁波十校联考

教学目标

After the class, students are expected to

* master how to describe actions of running and learn descriptive words to show feelings, instead of telling
* have a good command of different writing sentence patterns
* get the hang of writing advanced sentence patterns with scaffolding
* able to show runners’ actions and depict changes of characters’ feelings
* cultivate the spirit of sportsmanship, perseverance and honesty

教学重难点

1. master how to describe actions of running and learn descriptive words to show feelings, instead of telling
2. have a good command of various writing sentence patterns
3. get the hang of writing advanced sentence patterns with scaffolding

教学过程

Step 1: Warming- up

* Show students a video clip about a running competition
* Invite students to accumulate descriptions about running

Purpose: to introduce the topic of *The Big Race.*

Step 2: Lead-in

* Ask students to read for the structure of the passage
* Identify the genre of the passage
* Read for the setting

Purpose: to get the basic idea of the passage

Step 3: Careful Reading

* Put forward a series of questions based on the six elements of a narration
* Ask students to answer questions or complete sentences based on the text
* Share tips for reading comprehension and writing
* Identify changing feelings of different characters
* Accumulate synonyms

Purpose: to let students know the development of the whole story

to accumulate accurate verbs or phrases into describing scenes of race competition

to facilitate students making advanced sentence patterns

**(无灵主语,动作链,三大从句, 独立主格结构, with的复合结构, 非谓语, 比喻修辞手法, 倒装句训练等)**

to expand students’ vocabulary

to enhance students reading ability

Step 4: Summary

* Illustrate the plot map and present the emotion line of the main characters

Purpose: to let students retell the whole story and how to describe the changes of character’s feelings

Step 5: Deliberate Practice

Practice 1 : Cross- country race in 2022 Gaokao  - Micro Writing

Practice 2:

* Present a similar situation where someone got involved in a race competition
* Understand the setting of different stories
* Guide students to employ useful expressions from *The Big Race*

Purpose: to know how to apply accurate verbs or phrases into describing performances towards running

Step 6: Present paradigms

* Ask students to revise their first draft and invite several students to share their final version according to the checklist
* Provide a possible version for students’ reference. (提供我的下水作文2篇)

Purpose: to polish their writing and let students be more skilled in continuous writing

Step 7: Introduce movies with related themes

* *Forrest Gump ; Without Limits; Chariots of fire ;* *Mcfarland USA*

Purpose: to cultivate students interests in learning English passionately