**A Teaching Plan for Story Completion**

**My beyond-busy summer**

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| **Lesson Type: writing** | | |
| * **Teaching objectives:**   After this class, the students will be able to   1. understand the basic plots and developing pattern of the story. 2. know how to design reasonable plots based on the given part of the story. 3. write coherent sentences based on the given plots. | | |
| * **Teaching Focus and Difficulties** * How to write coherent sentences based on the given plots. | | |
| * **Teaching Procedures** | | |
| **Procedures** | **Students’ Activities** | **Aims** |
| Reading | * **Read and find out the required information**   **Who：**  **When:**  **What:**  1. Why did I have a beyond-busy summer?  2. How did I feel about doing all the stuff at first? What about my mother?  3. How did the whole process actually go? （underline the related information）  4. Which sentence(s) could be related to the theme?   * **Suggest a title to the story** | To be clear about the plots and theme of the given part of the story. |
| Plot-designing | * **Read the given sentences and design plots**  1. **Task 1**: discuss whether the sentences are coherent with the given sentences and explain the reason. 2. **Task 2**: design reasonable plots   *— What to write at the end of para.1?*  —*How to expand the first paragraph?*  *—What to write at the beginning of para.2?*  *—What to write next?*  **Summary:** The developing pattern of the two  paragraphs: General— specific   1. **Task 3:** analyse students’ works about coherence   *— What do you think of the coherence?*  *(pay attention to the beginning and end of para.1 and the beginning of para.2)* | To practise writing coherent sentences..  To design reasonable plots according to the given ones.  To further consolidate about the coherence by analyzing students’ samples. |
| writing | * **Translation exercise** * *Translate the following sentences that can be used in para.1* * **Appreciate the sample from two aspects: coherence and content.** | To practice translating sentences that can be used in writing  To consolidate what have been learned above: coherence and content. |