**概要写作教学设计**

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一、阅读下面短文，根据其内容写一篇60词左右的内容概要。

Who is in control of your life? Who is **pull**ing **your strings**? (操控)For the majority of us, it’s other people – society, colleagues, friends, or our family. We learned this way of operating when we were very young, of course. We were brainwashed. We discovered that feeling important and feeling accepted was a nice experience and so we learned to do everything we could to make other people like us. As Oscar Wilde puts it, “Most people are other people. Their thoughts are someone else’s opinions, their lives a mimicry (模仿), their passions a quotation.”
     When people tell us how wonderful we are, it makes us feel good. We **long for** this good feeling like a drug – we are addicted to it and seek it out wherever we can. **Therefore**, we are so eager for the **approval** of others that we live unhappy and limited lives, failing to do the things we really want to. Just as drug addicts and alcoholics live worsened lives to keep getting their drug, we worsen our own existence to get our own constant drug of approval.
     **But**, just as with any drug, there is a price to pay. The price of the approval drug is freedom – **the freedom to** be ourselves. The truth is that we cannot control what other people think. Everyone has a different way of thinking, and people change their opinions all the time. **Moreover**, people have their own business, and in the end, they’re more interested in themselves than in you. The person who tries to please everyone will only end up getting exhausted and probably pleasing no one in the process.

**So** how can we take back control? I think there's only one way -- make a conscious decision to stop caring what other people think. We should guide ourselves by means of a set of values -- not values imposed (强加) from the outside by others, but values which come from within. If we are driven by these values and not by the changing opinions and value systems of others, we will live a more authentic, effective, purposeful and happy life. (358)

共（ ）词

**一、整体设计思路**

本课的设计基于学生英语核心素养的发展，始终关注**内容、语言和思维**三个维度的有机结合，综合而有侧重地进行了教学设计。从文本解读，课堂目标、信息加工、策略获得、阅读与写作体验等多个方面，阅读和扎实写作技巧的训练，引导学生汲取文本内容、培养思维能力、学习语言能力、体验写作策略的运用。本文的结构始终围绕“For the majority of us, it’s other people – society, colleagues, friends, or our family that control our life”这个话题展开，从“提出问题--分析问题--问题所带来的影响--解决问题”来梳理文脉，同时以思维导图展现每一个段落的要点。读之后，进行要点的paraphrase。所有活动的设计和实施都以促进学生理解文本语言，理清文本内容，发展思维为导向，从而促进学生的微写作能力。

**二、文本分析：**

本文是一篇说明文，主题语境为：摆脱他人掌控做自己。作者在文章的一开始就抛出问题 “Who is in control of your life? Who is pulling your strings?”，导入观点：提出：For the majority of us, it’s other people – society, colleagues, friends, or our family that control our life。为了支持观点，作者分析了原因，提出了影响，最后提出解决问题的办法。本文结构清晰，思维严谨，作者根据problem--cause--effect--solution 四个部分进行篇章结构。

**三、学情分析：**

教学对象为高三年级学生，掌握概要的基本解题策略和写作技巧，基本具有用英语获取信息、处理信息、分析问题和解决问题的能力。该班学生已在课前提前阅读了目标文本，所以课内笔者侧重关注文本要点的提取和解题写作策略的学习。考虑到学生的水平参差不齐，因此在教学过程中，笔者布置的任务要兼顾各个层次的学生，使他们都有所收获。

**四、教学目标：**

**在本节课的学习中，学生能够：**

1. **识别**文本结构和写作手法；**理解**该语篇所表达的意义；
2. **通过**梳理文本、概括信息，**建构**新概念，**分析、推断**信息（中心句，关键词）的逻辑关系，**明确**概要写作的解题步骤，并用英语表达自己的观点，具备初步运用英语进行独立思考、创新思维的能力；
3. **学会**使用转换句子的一些技巧：如改变句型(定语从句，非谓语动词，倒装等)，改变词性，改变语态等方式；并能正确和创造性地使用；

3. **形成**对获得认可的正确价值观并结合实际生活感悟主题：Just be ourselves.

**五、教学重难点：**

分析概要写作的写作手法及写作步骤并引导学生将这些技巧有创造性地正确地使用到概要写作中去。

**六、教学过程：**

**Step 1:Greetings and Lead-in（2mins）**



**Teacher’s activities:** Show two pictures about body language，by presenting the two pictures, ask students these questions：

What does this body language mean?

**Students’ activities:** Answer questions. It means a\_\_\_\_\_\_\_\_\_\_;

**【设计意图】：**课堂导入，通过提问题，引导学生去追踪答案获得的思维过程。话题与核心词汇的有机结合，唤起他们对文本的认知与学习兴趣，也进一步为更好的文本阅读设下铺垫。

**Step2:Reading ( 3minutes)**

**Teacher’s activities:** Ask students to skim the article. While reading, think about the

two questions.

Q1: What is the writing style of the passage?

A: Argumentation B: Narration C: Exposition

Q2: How is the passage organized?

**Students’ activities:** Skim the article to figure out the text style and the structure of the article. Meantime, underline the signal words which show the structure of the article and figure out the main idea of each part.

**【设计意图】：**通过定位信号词，如“ therefore, but, moreover, so”等方式，引导学生关注段落之间的逻辑关系，强化和提升学生在有限时间内运用有效的阅读策略快速把握文本结构的能力。同时，通过结合文章的文体特点，能够更好地把握文章，也让学生明确概要写作必须是在“读”的基础上才能准确把握概要的内容。

**Step 3: Analyze the main points (12minutes)**

**Teacher’s activities:** guide students to analyze each paragraph. Meantime, provide some writing tips.

**Students’ activities:** Read and find out main points of each paragraph with the help of teacher.

**【设计意图】：**探索每个段落的中心句，这是进行概要写作的必经之路，所以要帮助学生找准中心句的位置。在分析完每一个要点后，以思维导图进行呈现，方便学生把握整篇文本的要点。

**Step 4: Paraphrase the main point (20minutes)**

**Teacher’s activities:** Introduce these paraphrasing methods to students and ask them to restate the original main points.

How to paraphrase?

(1) Change the speech of words (2) Use synonyms (3) Change the voice

(4) Transform sentence structures (5) Use a single word to cover a whole sentence's meaning.

**Students’ activities:** With the help of these useful skills, transform each main point into a new sentence which has almost the same meaning.

**【设计意图】：**仿写句子是个难点，因而在这个环节，笔者意欲采用一个要点一个要点训练学生如何使用一些技巧进行转换句子，唤起他们对语言学习的记忆，提升表达句子的能力。

**Step 5: Appreciation and conclusion (2 minutes)**

**Teacher’s activities:** If time permits, ask students to appreciate the possible version of this passage together and pay attention to the connection between each point. At last, make a summary of what we learn today.

**Students’ activities:** Appreciate the possible version of this passage together and pay attention to the connection between each point. Have a review of what we learn in this period.

**【设计意图】：**因时间有限，学生也许没有时间进行完整的一篇写作，因而呈现一篇较好的范文供学生学习，模仿。在结束课堂之前，再一次对本堂课文进行一个梳理。

**Step 8: Homework（1 minute）**

Please apply what we learn in this period to make a summary of a new passage .

**【设计意图】**：写作训练，是口头到书面的落实，是课内活动向课外的延伸，是本课教学环节的有效延续，旨在巩固和内化课堂里的语言习得和内容整合，并有效培养其创造性思维能力和写作能力。

**板书设计：**

 **Summary writing**

**Key words:**

Writing tips:

1.Delete unnecessary information, such as details, examples and quotations.

2.Combine two different opinions if necessary.

3.Use signal words to make your writing logical and clear.

Paraphrasing methods:

(1) Use synonyms

(2) Change the speech of words

(3) Change the voice

(4)Transform sentence structures(inversion etc.)

(5)Use a single word to cover a sentence’s meaning.

approval

**【设计意图】：**板书是课堂教学的有益辅助，是教学重点的凝练呈现。让学生明确本节课学习目标，理清本节课思路，也为学生在进行输出时提供一定的框架。