教学设计(2023年2月浙江七彩阳光联盟联考续写--我的旧卡车)

**Teaching objectives：**

By the end of this lesson, students are expected to:

1. Gain a better understanding of the text and predict the following story through analyzing the plot, the theme as well as the first sentences of the two paragraphs;
2. Learn to appreciate the language and writing skills of the text and apply them to the continuation writing;
3. Develop proper life attitude and value by appreciating the story.

**Teaching procedure:**

Step 1: Lead-in

--What’s in the picture?

--Is the truck in good condition or poor condition? How do you know?

--If you were the owner of the truck, would you choose to sell it for a new one or keep it? Why?

（引入话题，激发学生兴趣）

Step 2: Reading

1. Read for characters/relationships

--How many characters are there in the text? What are they?

--What do they have in common?

--Fill in the blanks to finish the relationship between each character and the old truck.

1. Read for plot

--What is the text about?

--What’s the function of the sentence in yellow in paragraph one?

--What is the main idea of each paragraph(paragraph 2-5)?

1. Read for theme?

--What is the theme of the story?

1. Read for language

Go through the text again and find the good expressions in the text and discuss with the partner “Why do you think it’s a good expression?”

 （引导学生通过阅读和分析人物关系、情节发展，抓住故事主题；学习欣赏文本语言特色和运用。）

Step 3: Designing

Read the first sentences of the two paragraphs and guide students to think of three questions to each paragraph.

 --According to the first sentence of paragraph one --“I don’t think a vehicle is just for travelling from place to place.” What might most likely to be followed?

 --According to the first sentence of paragraph two--“But as I approached the car dealer, I stopped. ” What might happen at the end of paragraph one?

 --According to the first sentence of paragraph two--“But as I approached the car dealer, I stopped. ” What might most likely to be followed?

（引导学生分析续写部分所给段落的开头语，关注首句作为“衔接句”的作用，通过每段提问的方式，推断故事情节的发展。培养学生通过问题链设计和衔接情节的能力。）

Step four: Writing

Ask students to think of the answers to each questions of paragraph one and two. And then make up sentences by adopting different language skills.

（通过回答问题链建立情节与内容支架，通过分析和欣赏原文本的语言培养学生语言和结构的准确性得体性和多样性。）

Step five: Appreciation

 Appreciate the possible versions.

 （通过分析和欣赏范文，引导学生对续写的语言协同、内容协同进行更进一步的理解和体验。）