**Rhetorical Devices & Vocabulary Review 教学设计**

浙江省临安中学 王瑛执教

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| **[Learning Objectives]**   1. 通过学习和了解修辞，使词汇复习变得轻松有趣，提升学生学习，背诵词汇的积极性和能动性。 2. 通过大量例句赏析，引导学生概括归纳各类修辞的特点，体会修辞语言的表现力和生动性。 3. 通过迁移创新以及评价性学习，培养学生语言表达能力及批判性思维能力。   **[Learning Procedures]**  **Activity 1: Leading-in**   1. 利用话题导入修辞，让学生直观感受头韵，尾韵和轭式结构。 2. 让学生参照头韵，尾韵例子，复习更多同结构词汇。 3. 更近一步感受轭式结构的特点。   **[设计意图]** 本活动旨在运用rhetorical devices进行词汇复习。  **Activity 2: Appreciation & Introduction**  Q1: Read from Group A to D, what do the sentences in each group have in common?  Group A:   1. She has a pair of big bright eyes, blinking as if they can speak. 2. A breeze brought him the smell of clover—the sweet-smelling world beyond his fence. (*Charlotte’s Web*) 3. It was a pleasant and memorable trip, full of grins and giggles along the way because of my forgetful mom. (*2020.1-The forgetful mother*) 4. Finding his friends safe and sound, Mac finally breathed a sigh of relief. (*2017.6-A narrow escape from a wolf*) 5. As Elli and I cooked dinner, a young male polar bear who was playing in a nearby lake sniffed and smelled our garlic bread. (*2020.7-In face of a hungry polar bear*) 6. When the first gosling poked its grey green head through the goose’s feathers and looked around, Charlotte made the announcement. (*Charlotte’s Web*)   Group B:   1. Things went as planned and as usual, cheerfully but not surprisingly. (*2023.1-The hummingbird*) 2. Once the helicopter landed, we got onto it in no time, excited and relieved. (2020.7-*-In face of a hungry polar bear*) 3. Tom hugged Jane tightly and kissed her lovingly, apologizing for his huge mistake.   (*2016. 10-Jane lost in the forest*)   1. So I approached our uninvited guest slowly and cautiously, through the fence, sprayed him in the face. (*2020.7-In face of a hungry polar bear*) 2. This was almost more than Wilbur could stand: on this dreary, rainy day to see his breakfast being eaten by somebody else. (*Charlotte’s Web*) 3. The spider, however, stayed wide awake, gazing affectionately and mildly at Wilbur and making plans for his future. (*Charlotte’s Web*)   Group C:   1. The first wealth is health. 2. No pains, no gains. 3. As you sow you shall mow. 4. All roads lead to Rome. 5. The little dog held his head out of the box to take a fresh breath. (*2020.1-Poppy*) 6. Spending the night in the farm house listening to the frogs and water rolling down the river nearby is quite different from the hustle and bustle of city life.   Group D:   1. It was a pleasant and memorable trip, full of giggles along the way because of my forgetful mom. (*2020.1-the forgetful mother*) 2. With an angry roar, the bear ran to the lake to wash his eyes. (*2020.7-In face of a hungry polar bear*) 3. Charlotte laughed a tinkling little laugh. (*Charlotte’s Web*) 4. She again looked directly into my eyes, then let out a squeaking call and was gone.   (2023.1-*The hummingbird*)   1. She could hear water trickling somewhere at a distance. Quickly she followed the sound to a stream. (*2016. 10-Jane lost in the forest*) 2. The car abruptly stopped in front of him. Mac crashed into the car with a loud bang.   (*2017.6-A narrow escape from a wolf*)  Q2: Discuss the common points with your group members.  Q3: Could you give more examples of Onomatopoeia?  Q4: How do you understand the sentences in Group E?  Group E:   1. Poppy and the puppy sniffed each other like old friends. The cute small   creature touched Poppy’s paw and his soul. (*2020.1-Poppy*)   1. Unprepared and startled as he was, Poppy finally picked up his ears and his   courage, and inched towards the box, tail wagging. (*2020.1-Poppy*)   1. Mother took a bite of the French toast and had some hot chicken porridge,   which warmed her stomach and her day. (*2021.6--Mother’s Day surprise*)   1. With all the popcorn sold out, Bernard went home happily, earning a bag of   coins and changes, and confidence as well. (*2020.7--The popcorn*)  **[设计意图]** 本活动旨在通过大量例句赏析，引导学生概括归纳各类修辞的特点，体会修辞语言的表现力和生动性。同时利用这些修辞帮助学生复习各类词汇，激发学生词汇学习的信心和热情。  **Activity 3: Practice**  Describe the pictures by using rhetorical devices learned in this lesson.  **[设计意图]** 本活动旨在通过微创作的方式，帮助学生更好地理解和运用本堂课所学的修辞，深化词汇运用，提升语言表达能力。  **Activity 4: Consolidation**   1. Polish the end of the story of the hummingbird (2023.1), making good use of those rhetorical devices. 2. Appreciate and comment on some samples.   **[设计意图]** 本活动旨在通过迁移创新，提升学生语言表达的表现力和丰富性，使词汇运用更加灵活自如，作文更加生动形象。在赏析同学习作的过程中，提高批判性思维能力。  **Activity 5: Assignment**   1. Further polish your writing. 2. Search for more information about rhetorical devices online. |  |