**Unit 4 Sharing Using Language 2 Reading for Writing教案**

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| 课程基本信息 |
| 学科 | 英语 | 年级 | 高三 | 学期 | 秋季 |
| 课题 | Unit 4 Sharing Using Language (2) Reading for Writing |
| 教科书 | 书 名：普通高中教科书英语选择性必修第四册出版社：人民教育出版社  |
| 教学目标 |
| 1. analyze the structure and language features of the speech.2. further understand the unit theme by talking about China’s aid to other countries.3. write a speech about China’s aid to other countries.  |
| 教学内容 |
| 教学重点：1. analyze the structure of the speech. 2. analyze the language features of the speech.教学难点：1. further understand the unit theme by talking about China’s aid to other countries.2. write a speech about China’s aid to other countries.  |
| 教学过程 |
| Step I: Lead in Activity I: Ask and answerTeacher asks the following two questions:Q1: Do you know what kind of aids does China offer to other countries? Why does China offer aids?Q2: Zhang Bingbing is giving a speech on China’s aid to other countries. Could you predict what she might include in her speech?Activity II: Read and checkStudents read the text quickly and check if their prediction is right. Step II: Read for structureActivity III: Read for structure Read the text and study the features of the speech to answer the questions below.  Q1: What is the key rhetorical question used in this speech? Q2: What is the answer to this rhetorical question? Q3: What does the speaker use to get her message across? a case study a hypothetical example a joke a personal story an analysis of the history and causes of the issue facts and data Q4: What is the structure of the speech?The structure of the speech Topic of the speechRhetorical questionContent of the speechAnswer to the questionTheme of the speechEndingStep III: Read for language featuresStudents read each part and find the language features for each part

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| Structure of the speech | Language Features |
| Rhetorical question | What if…?/Does it really matter…?/Why should…? |
| Answer to the question | I had the same question myself.But for me……You see, ……To be honest, ……But then I began to hear about…… |
| Ending | Today, I want to relay to you that……By any criteria this work is worth it to us all, becauseNow that I understand……In the future, I pray that…… |

Step IV: WritingActivity IV: Fill in the blankets and create a situation where you are to give a speech

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| Role(Who are you?) | Audience (Who are you talking to?) | Format(What’s the style of your passage ) | Topic(What are you focusing on?) |
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Activity V: Discussion1. Students brain storm a list of possible causes that can be talked about in groups of four.
2. Then discuss the following points:
* Which of the causes do you have a personal connection with?
* What personal story could you tell in relation to that cause?
* How did that affect your opinions on the issue?
* What rhetorical question could you use to begin your speech?
* What is the answer to that rhetorical question?
* What action do you want people to take as a result of your speech?
1. Then students use what they have discussed and write a short speech.

Activity VI: DraftingStudents write the draft with the help of the following framework China’s Aid to Other Countries Topic of the speech: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rhetorical question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Answer to the question: (Personal connection)  (A personal story)  (Your personal opinion) Ending: (Actions to take) Activity VII: Revising and polishingStudents exchange their drafts with a partner and revise the draft using their partners’ comments.Step IV: A speech competitionIn a group of four, students choose the best speaker and make a speech in the class and students vote on the best one as the best speaker of the class. Students can use the following form1.

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| Name of the speaker |  |
| Role of the speaker |  |
| Audience’s identity |  |
| Topic of the speech |  |
| Important details and fact in the speech |  |
| Personal comment |  |

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