Module 3 Interpersonal Relationships--- Friendship

by Rita

**Roy’s story**

Reading and Writing

***Preparations:***

1. the textbook

2. the notebook

***Learning goals:***

1. I can find out the structure of the story through reading.

2. I can find out the key words of the events.

3. I learn some useful words, expressions and sentence patterns about how to describe people’s feelings。

4. I can apply what I have learned to my design of the story.

5. I can learn something from other students’ composition.

6. I can improve my own composition.

***Learning Processes:***

***Task1.*** Reading

Activity 1. Read for the structure.

Roy’s story

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

his father’s death

\_\_\_\_\_\_\_\_\_\_\_\_\_

his father’s death

Activity 2. Read for the events.

\_\_\_\_\_\_\_\_\_\_\_\_ in the centre of a group of boys

telling a \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ happily

a \_\_\_\_\_\_\_\_\_\_\_\_ boy

a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_student

Meeting for the first time

was \_\_\_\_\_\_\_\_\_\_\_\_ to me

\_\_\_\_\_\_\_\_\_\_\_\_ me to his group

became good friends

\_\_\_\_\_\_\_\_\_\_\_\_each other

talked about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Making friends with me

silent and \_\_\_\_\_\_\_\_\_\_\_\_

lost \_\_\_\_\_\_\_\_\_\_\_\_ in his work

started \_\_\_\_\_\_\_\_\_\_\_\_ friends

no longer \_\_\_\_\_\_\_\_\_\_\_ to me

\_\_\_\_\_\_\_\_\_\_\_\_ completely

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ others’ pockets

a \_\_\_\_\_\_\_\_\_\_\_\_ in his hand

went \_\_\_\_\_\_\_\_\_\_\_\_ red

put it back

started \_\_\_\_\_\_\_\_\_\_\_\_\_ me

money \_\_\_\_\_\_\_\_\_\_\_\_ from lockers

Found \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ for charity

decided to \_\_\_\_\_\_\_\_\_\_\_\_ Roy

put the jacket on

put my hands in the \_\_\_\_\_\_\_\_\_\_\_\_

felt the \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_ the money out

Roy \_\_\_\_\_\_\_\_\_\_\_ in

About the ₤500

Activity 3. Read for the feelings.

|  |  |
| --- | --- |
| Types | Words / Phrases / Sentences |
| 轻松愉快 |  |
| 亲密 |  |
| 惊讶 |  |
| 害怕害羞尴尬 |  |
| 生气不耐烦 |  |
| 悲伤 |  |

***Task2***. Writing

Activity 1. Write down your design of your story based on Roy’s story.

要求： 1.所续写短文的词数应为150词左右；

 2.应使用5个以上表2里的关键字词句；

 3.续写部分为两段；要有转折点；

 4.续写完成后，请用下划线标出你所使用的关键字词句。

Activity 2. Give a score to your classmate’s composition.

**Composition Assessment**

|  |  |  |
| --- | --- | --- |
| 大致分布 (25分) | 具体分布 | 得分情况 |
| 拼颜值（共3分） | 是否有污迹 (1分) |  |
| 字迹是否规范 (1分) |  |
| 书写是否均匀 (1分) |  |
| 拼规范（共5分） | 大小写 (1分) |  |
| 标点符号 (1分) |  |
| 分段 (1分) |  |
| 字数不少于150词 （2分） |  |
| 拼情节（10分）(含语法) | 情节发展符合逻辑（5分） |  |
| 情节发展曲折程度（5分） |  |
| 是否含规定字词句及多样性（7分） | 是否含规定字词句 （5分） |  |
| 字词句多样性(2分) |  |

总得分\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 批改人签名：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity 3. Please improve your composition according to your classmate’s advice.