

本专著受上海市教师专业发展工程领导小组办公室资助

Teaching and Research of
English Writing in Junior High School

初中英语写作教学活动设计

刘健 施志红 主编

上海教育出版社

Teaching and Research of English
Writing in Junior High School

初中英语写作教学活动设计

主编：刘 健 施志红

编委：（按姓氏笔画排列）

丁 琼 吕步云 邬明敏 沈 勃

编者：（按姓氏笔画排列）

丁 琼 王建梅 王新霞 吕步云

邬明敏 杜峻青 沈 弘 沈 勃

张海波 周雪莱 姚 征 秦丽斌

柴本胜 钱 勇 郭 宁

上海教育出版社

图书在版编目(CIP)数据

初中英语写作教学活动设计/刘健,施志红主编.

—上海:上海教育出版社,2017.3(2017.7重印)

ISBN 978-7-5444-7446-7

I. ①初… II. ①刘… ②施… III. ①英语—写作—
教学设计—初中 IV. ①G633.412

中国版本图书馆CIP数据核字(2017)第053999号

我们已于本书出版之前尽力与部分图片的原作者取得联系,但由于客观原因未能成功。请原作者知悉后与我们联系,我们将耐付稿费。



责任编辑:阎冰清

世纪外教

世纪外语网 www.centuryenglish.com

初中英语写作教学活动设计

刘健 施志红 主编

出版发行 上海世纪出版股份有限公司 上海教育出版社
(200031 上海永福路123号 www.seph.com.cn)

经 销 上海新华书店

印 刷 启东市人民印刷有限公司

开 本 787×960 毫米 1/16

印 张 26

版 次 2017年3月第1版

印 次 2017年7月第2次印刷

书 号 ISBN 978-7-5444-7446-7/G·6133

定 价 45.00元

此书如有印、装质量问题,读者可向出版社调换。电话:021-64082357

序

英语教学不仅仅是让学生学习语言知识,更重要的是培养其运用该语言进行自主交流的综合素养和能力。写作是用书面语言来传递信息和交流感情的重要交际方式。英国英语教学专家 Jeremy Harmer 在 *How to Teach English* 一书中提出要重视写作教学: The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. 英语写作不仅需要提高学生的语言水平,还需要提高学生的观察、思维、分析、总结等方面的意识和能力。对中国的初中学生而言,英语写作相对于听、说、读这三种基本的语言技能来说是一种要求更高的语言知识性、技能性、实践性、文化性和社会性的基础综合素养,它要求初中学生能够基本运用自己所学的英语基础知识技能和其他相关知识经验在实践中进行综合性的运用。

上海市英语课程改革着眼于学生英语综合运用能力的提高,实现语言知识、语言技能、学习策略和情感态度四要素的均衡发展,并将初中界定为英语教学的基础和发展阶段,要求全面培养学生的听说读写基本能力,要求初中毕业生能初步具备英语语言能力,侧重听说能力;能在设定的情景中进行问答,能就熟悉的话题同他人(包括英语国家人士)进行简单交谈,能阅读基本无生词短文、理解大意、获取关键信息;能书写一般文体的短文,进行简单描述和表达个人喜好,拼写和标点正确。同时要求初中毕业生能具有使用英语进行初步交际的意识并参与实践,具有较强的学习能力,能解决学习中遇到的一般问题,能与他人合作共同完成学习任务,具有接受外来文化的意识,能初步了解中外文化的差异。

由此可见,初中的英语教学及其设计实施需要全面、综合、立体地加以考虑,在课堂教学和助推学生有效学习的过程中实现知识与技能的同生共长、相辅相成,以英语及其相关知识的学习为基础,促进技能的掌握,并进一步转化为英语综合能力和相关素养的发展和提高。这对基础教育阶段的英语教师也提出了全方位的专业要求,即:确立新的学生观,探索并丰富新型课堂教学模式,建立新型良好师生关系,激发和维持学生学习英语的浓厚兴趣,培养和维护学生的学习积极性、自信心和良好的学习心理素质。这对于

缺乏丰富、自然、真实的语言和语用环境,把英语作为外语来教与学的我国中学英语教师和学生而言决非轻而易举之事。

上海市第三期普教系统名校长名教师培养工程中学英语三组在主持人的带领和指导下,聚焦初中英语骨干教师的教研综合素养及能力的发展,迎难而上,历经五年,通过理论研修和课堂教学探究相结合,重点关注初中英语写作教学。他们咬定青山不放松,坚持“学习研究、实践反思”的理念和策略,通过理论引领,知识引导,技能扶持,输入与输出结合,听说读写兼顾,以循序渐进的方式,助推学生在体验感悟中积极主动发展,形成基本的英语语言素养和语用能力。

《初中英语写作教学活动设计》一书着眼于切实改进初中英语写作教学、提高初中英语教师英语写作教学和活动设计能力,从而提高初中生英语写作基本能力,以期实现初中英语课程目标。本书基于五年名师培养工程前期和期间的大量专业理论学习和一线课堂扎实深入的探究实践,集聚了导师和学员的心力智慧。

本书依据建构主义理论相关学说支架式教学和过程写作法,提出要关注在教学中为学生提供多方面、多方式、多途径的支撑,强调写作为循环式的心理认知过程、思维创作过程和社会交互过程及写作者的自主性和交互性,形成了一系列初中英语写作教学改进策略:强调初中写作教学要有明确的教学目标、体现教学梯度、围绕教材进行适时适当拓展、重视输入与输出结合、提供足够的语言支撑并引导学生对英语作文行文和段落结构特征的认知与模仿;同时提出要将“评价作为过程性写作教学的有机组成部分”。

本书的鲜明特点是通过初中英语写作微技能训练活动设计,基于教材中阅读、写作和单元整体材料的写作活动设计、围绕英语写作基本体裁的写作活动设计、针对写作教学的过程性评价设计、提供源于一线智慧实践的英语写作课堂教学案例和学生习作点评,为广大初中英语教师提供了丰富实在的教学参考。本书的另一亮点是抓住初中英语写作的基本问题——关键信息、生动情节和相关经验,小中见大,在课堂教学中引导学生夯实基础、发展思维、培养符合英语写作基本特点的意识、习惯和能力;在教学研究中倡导通过创设并优化英语学习环境,优化学得过程,提供习得机会,拓展学和习的时空,以习促学,提高英语教与学的有效性。

确保初中英语教学质量的基础在课堂,关键在于教师及其专业作用的適切和充分发挥,教师自身能力素养的提升和教师研修发展机会的保障。上海市第三期普教系统名校长名教师培养工程中学英语三组主持人,上海市英语特级教师刘健、施志红老师,以他们

持之以恒的敬业精神、专业追求,勤于探究、精于带教,引领一线的骨干教师做源于一线又高于一线的教学研究,虽朴实无华却硕果累累。作为良师益友,他们让上海市第三期普教系统名校长名教师培养工程中学英语三组学员乃至广大的初中英语教师受益;作为专业同行,他们令我们大家敬佩!

杜 俭

上海市中小学外语教学专业委员会会长
上海师范大学特聘教授、英语教育硕士导师

2017年3月

前 言

在长达五年的上海市第三期普教系统名校长名教师培养工程中,初中英语写作教学始终是我们中学英语三组关注和研究的一项重点。经过教学调研、理论学习、实践探究,我们开设了数量可观的公开课、论坛和讲座,积累了较为丰富的资料和经验,在上海市、区乃至全国多个省市进行了展示交流,取得了丰硕的成果。《初中英语写作教学活动设计》一书便是主持人和全体学员对这个专题深入学习研究和实践反思的结晶。

本书力求以现代语言教学理论为指导,以课程标准为依据,依托初中《英语(牛津上海版)》等教材,以“教学活动设计”为切入点,直面当前初中英语写作教学中偏重结果、忽视过程;目标要求不够明确、年级梯度体现不够;急于要求语言产出,忽视语言输入和训练等倾向性问题,探讨在写作教学中如何给予学生足够的语言支撑,如何让学生对英语作文的行文特点和段落结构有充分的认知并加以模仿,如何把评价作为过程性写作教学的有机组成部分等教学策略,以期提高英语教师对写作教学活动的设计能力,切实改进初中英语写作教学,最终提高广大学生的英语写作能力,实现英语课程目标。

《初中英语写作教学活动设计》全书共有六章和五个附录。第一章针对初中英语写作教学现状、课程标准对学生的写作能力要求、现行教材中的写作板块内容以及现代教学理论对写作教学的指导价值等进行简要的陈述。第二章围绕初中学生应该具备的写作微技能,介绍如何设计相应的写作教学活动。第三章以初中《英语(牛津上海版)》为例,介绍了基于教材阅读语篇、基于教材写作板块素材以及基于单元整体话题与内容的写作教学目标与活动的设计。第四章是关于不同体裁作文的写作教学设计,包括记叙文、说明文、议论文以及应用文的教学活动设计。第五章讨论写作教学的过程性评价,介绍教师评价、学生自评与互评的方法与活动设计。第六章提供了18个完整的英语写作课堂教学设计案例,涵盖了六至九各个年级,涉及了不同的题材和体裁。各章中的教学案例由不同教师编写,各具特色,供广大老师参考、借鉴。附录1是30篇初中学生的英语习作与教师点评,附录2是英语常用标点符号的用法,附录3是英语字母大小写的基本规则,附录4是英语常用的过渡词,附录5是《英语(牛津上海版)》写作活动设计案例索引。

本书由刘健、施志红策划、组稿和审改。撰写人员包括:施志红(第一章);邬明敏,王建梅,郭宁(第二章);沈勃,钱勇,周雪莱(第三章);吕步云,张海波,沈弘,秦丽斌,姚征,王新霞(第四章);丁琼,柴本胜,杜峻青(第五章)。从第二到第五章中凡被本书采用的

其他教师提供的案例均有署名。第六章由基地 14 名学员以及金英芳、陈杰、洪捷、江羽等老师编写,附录部分的学生习作选自闵行、长宁等区的相关学校,由基地学员点评。

在本书的编写过程中,我们得到了基地专家团队的大力支持和悉心指导。感谢上海市中小学外语教学专业委员会会长杜俭老师关心本书的编写并亲自作序。感谢初中《英语(牛津上海版)》教材主编、原市教委教研室英语学科教研员沃振华老师,上海市教委教研室英语学科教研员赵尚华老师以及上海市师资培训中心英语专家许伶俐老师,他们不仅对本书的编写提出了方向性、指导性的意见和建议,还对基地学员们的文稿给予了深入、细致、具体的指导。感谢基地导师张海波、王瑛老师参与本书的撰写。感谢出版社倪雅菁、阎冰清老师对书稿所提出的具体可操作的修改建议以及所做的大量细致、完善的编辑统稿工作。

本书反映了我们对《上海市中小学英语课程标准(征求意见稿)》(2004)和国家《义务教育英语课程标准(2011年版)》对于初中英语写作教学标准的学习与理解,提供了适合初中学生英语写作能力训练与提高的丰富多彩的课堂教学活动设计,可供广大初中英语教师在写作教学中借鉴和选择使用。

由于时间和精力有限,本书一定还存在疏漏之处,欢迎大家提出宝贵的意见和建议。让我们共同为提高中英语写作教学的水平做出贡献!

刘 健 施志红

2017 年 1 月

目 录

第一章 概述	1
第二章 写作微技能训练的活动设计	7
第一节 准确审题,明确中心	7
第二节 激活信息,组织素材	12
第三节 语言准确,表达地道	22
第四节 行文连贯,结构完整	52
第三章 结合教材的写作活动设计	61
第一节 运用教材中的阅读材料设计写作活动	61
第二节 运用教材中的写作材料设计写作活动	83
第三节 运用教材中的单元整体材料设计写作活动	110
第四章 基于体裁的写作教学活动设计	133
第一节 记叙文	133
第二节 议论文	147
第三节 说明文	164
第四节 应用文	179
第五章 写作教学的过程性评价设计	197
第一节 对写作评价的认识	197
第二节 写作评价的实施	198

第六章 写作课堂教学设计案例	239
第一节 六年级写作课堂教学案例	239
第二节 七年级写作课堂教学案例	275
第三节 八年级写作课堂教学案例	304
第四节 九年级写作课堂教学案例	351
附录1 学生习作与点评	373
附录2 英语常用标点符号的用法	399
附录3 英语字母大小写的基本规则	402
附录4 英语常用的过渡词	403
附录5 《英语(牛津上海版)》写作活动设计案例索引	405
参考文献	407

第一章 概述

写作是初中英语教学中的一个重要组成部分,也是一个令教师和学生都颇感棘手的难点。众所周知,良好的英语写作能力需要有扎实的语言基础知识的支撑,它和听、说、读等其他语言基本技能互为依存、互相影响,也离不开观察、想象、分析、归纳、批判等思维活动。写作不仅是语言学习者必须掌握的基本技能,而且是衡量一个学习者语言综合运用能力的重要指标。

一、教学现状

写作,其实从学生写下第一个英语字母便已经开始,但其写作能力的形成和发展还是有赖于有计划、有目标、有策略的写作教学。然而在当前的初中英语写作教学中,“以考代教”(Testing instead of teaching)的现象比比皆是。学生从进入初中预备班的第一次测试开始,便有语段写作的要求,在初中毕业统一学业考试(英语科)中,写作占20分。然而写作教学随意乃至缺失导致很多学生在初中阶段所接受到的真正意义上的写作指导十分有限。很多教师在以理解文本大意和基本内容为目的的阅读教学第一课时结束后,便布置写作练习,而这种未经有效指导就进行写作的结果可想而知。很多教师的写作教学还停留在从试卷中挑选几篇学生的作文,或当作范文朗读、或作为“靶子”纠错的层面,而对于整个学年乃至整个初中阶段如何通过周密的计划、有效的策略来提升学生的写作能力则缺乏必要的思考,有些教师甚至从教多年从未上过一堂完整的写作指导课。学生的写作能力普遍不尽如人意是一个不争的事实,词汇贫乏、句型单一、结构松散、逻辑混乱、主题偏离、中式英语等问题普遍存在。有些学生试图通过背记范文来应付考试,而更有一部分学生干脆放弃写作。由此可见,对于初中英语写作教学的研究已迫在眉睫。

二、目标要求

首先,我们必须搞清楚初中英语写作教学的目标和要求。

《上海市中小学英语课程标准(征求意见稿)》(2004)在“课程阶段目标”中,关于初中毕业时学生需要达到的“写”的能力目标如下:

三 级	四 级
能书写一般文体的短文,进行简单描述和表达个人喜好,拼写和标点正确	能写日常生活中常见文体的作文

在“内容与要求”中,又提出了如下较为具体的要求:

分 级	语 言 技 能 目 标
三 级	<ol style="list-style-type: none"> 1. 能在 10 分钟之内听写 100 个左右单词的语言材料,正确率不低于 80% 2. 能填写简单的表格,能书写简短的信件等 3. 能根据要求写不少于 60 个词的短文,意思连贯,语言基本正确
四 级	<ol style="list-style-type: none"> 1. 能在 10 分钟之内听写 100 个左右单词的语言材料,正确率不低于 90% 2. 能填写表格,能书写简短的信件等 3. 能根据要求写不少于 80 个词的短文,意思连贯,语言基本正确

(注:三级为基本要求,四级为较高要求)

我国《义务教育英语课程标准(2011年版)》对初中各年级学生的英语写作能力则提出了十分明确的标准要求:

分 级	目 标 描 述
三 级	<ol style="list-style-type: none"> 1. 能正确使用常用的标点符号。 2. 能使用简单的图表和海报等形式传达信息。 3. 能参照范例写出或回复简单的问候和邀请。 4. 能用短语或句子描述系列图片,编写简单的故事。
四 级	<ol style="list-style-type: none"> 1. 能正确使用标点符号。 2. 能用词组或简单句为自己创作的图片写出说明。 3. 能写出简短的文段,如简单的指令、规则。 4. 能在教师的帮助下或以小组讨论的方式起草和修改作文。
五 级	<ol style="list-style-type: none"> 1. 能根据写作要求,收集、准备素材。 2. 能独立起草短文、短信等,并在教师的指导下进行修改。 3. 能使用常见的连接词表示顺序和逻辑关系。 4. 能简单描述人物或事件。 5. 能根据图示或表格写出简单的段落或操作说明。

(注:此处三至五级对应除上海以外的其他省市初中阶段的三个年级)

《上海市初中英语学科教学基本要求(试验本)》(2017)则从“语篇”学习的角度,多次提到了对本市初中毕业生的英语写作能力的要求,如:“就日常生活中的话题和需要,灵活运用记叙文完成口头或书面表达”,“掌握常见应用文的文本格式,就日常生活中的话题和需要运用恰当的应用文进行口头或书面交际”,“在口头和笔头表达时,要根据语言交际的目的和需求,围绕语篇话题,运用所学语言知识进行规范、准确、全面的表达,做到重点突出、目的明确”等等。

由此可见,无论是课程标准还是教学基本要求都明确提出了学生写作能力要求包含了书写的准确和规范、听写的速度和正确率、短文的题材和体裁、内容的明确和逻辑、语言的正确和字数等等。而这种能力必须在日常的英语教学中,结合语音、词汇、词法、句法、语篇、功能和话题等语言知识的教学,以及听力、口语和阅读等语言技能的训练,进行系统、长期的培养。

三、教材体系

教材是我们进行写作教学最基本、最直接的抓手。目前在上海市初中学校普遍使用的《英语(牛津上海版)》教材中,每一个单元都有 Writing 板块,该板块紧紧围绕单元主题,结合单元阅读篇章内容和语言知识要点,设计各种语言情境和写作活动,提供各类支架以帮助完成写作任务,为教学提供了丰富的资源和值得参考的写作指导思路。以八、九年级的 A 册教材为例:

年级	单元	写 作 任 务	备 注
8A	1	Now you are May. You want to reply to Jon's letter.	提供各段内容要求
	2	Now you are Megan's friend. You want to write a short article about her daily life for <i>The International Children's Newspaper</i> .	提供十张生活场景图片、时间和表示频度的词汇
	3	Now you are Judy. Every day you write a diary. Yesterday was your birthday, and you saw a robbery.	给出图片和关键词汇用于短文填空
	4	Ann wanted some figures about traffic accidents for a school project. Read the conversation and draw a line graph. Then complete a paragraph about it.	提供对话、折线图、主要动词以及短文框架
	5	May wanted to take part in a story competition. Help her complete her story.	给出图片、关键词汇用于短文填空

续表

年级	单元	写作任务	备注
8A	6	Complete Rita and May's article "Holiday on Holiday Island" for their school newspaper.	给出动词原形、活动名称用于短文填空
	7	Complete Mabel's report "Alien attack on space captain" for her newspaper.	提供图片和问题、关键词汇和短文的开头、结尾
9A	1	Imagine you were one of the six soldiers inside the wooden horse. After the war, you tell your story to your family. Part of the story is given below. Fill in the blanks and then write a few more sentences to complete the story.	给出可选择的词汇用于短文填空,留下空间让学生续写故事
	2	Write a short article describing a person who has a traditional skill or job, e. g., a paper cutter. Make up a name for your character. Write four paragraphs with the following details.	给出四个问题引导四个段落的内容
	3	Write a short article about your favourite shop in Shanghai. Write three paragraphs, using the plan below. (You can invent some of the information if necessary.)	提供范文,并给出短文三个段落所需包含的内容
	4	Robin and Nigel are twins. They got two radio-controlled cars from their parents as birthday presents. Look at the table and the words in the box, and complete Robin's letter to his grandmother.	提供图片、表格和词汇用于完成短文
	5	The school newspaper wants articles for its section called Memory Corner. Complete Jane's article and then write your own article for Memory Corner.	提供动词用于短文填空,然后要求独立写一个故事
	6	Last week, Detective Ken saw a crime. Later he decided to write a report of the crime. Help him complete the report.	提供图片、关键词以及短文的开头和结尾
	7	Look at the comic strip of the beginning of a story called On Mystery Island. Write the text, speech bubbles, thought bubbles and sound effects. Then invent your own ending.	提供图片和可供参考的词汇

此外,在与课本配套的教参和练习册中也有相应的教法指导和写作练习。由此可见,教材为我们的写作教学提供了丰富的话题以及写作训练形式。但值得注意的是,教材在写作方面的要求与目前在教学中普遍采用的写作评价方式还存在某些不一致性。比如从上表可见,八、九年级的写作中,短文填空的形式较为多见,而测试评估则从六年级起便有语段写作的要求,由此造成了部分教师对教材写作板块弃之不用的现象,实在是非常可惜。所以,如何充分利用教材资源以及合适的拓展语言材料,进行以听促写、以说促写、以读促写(如读后仿写、改写、缩写、续写)等更为多样化的、有效的写作活动设计,以帮助学生了解和掌握各种不同体裁作文的写作方法、提升各项写作微技能等等,还需要我们广大的教师针对不同的学情,运用我们的教学智慧,设计出更多的写作任务和活动,以提高我们的写作教学质量,提升学生的英语写作能力。

四、理论基础

现代英语教学理论为我们的英语教学提供了强而有力的支撑,其中的“支架式教学”和“过程写作法”尤其具有指导意义。

(一) 支架式教学(Scaffolding instruction)

支架又称脚手架,原是建筑行业的术语,在教学中用于描述在学生学习的过程中所得到的有效支持。“支架式教学”基于建构主义的理论基础,尤其是 Vygotsky 的“最近发展区”理论。Vygotsky 认为,儿童的心理发展存在两种水平,即儿童独立解决问题时显示的能力水平和他们在成人的指导帮助或同伴合作条件下所能达到的解决问题的水平。这两个发展水平之间的区域,就是“最近发展区”。“支架式教学”便是主张在“最近发展区”为学生的学习提供脚手架,使其智力水平从第一区域提升至第二区域,即逐步使学生养成独立解决问题的能力。

“支架式教学”一般分为以下几个环节:1. 搭建支架:围绕学习主题,搭建理解支架;2. 进入情境:合理创设情境,引入学习主题;3. 独立探索:通过独立思考,尝试解决问题;4. 协作学习:小组协商讨论,共享思维成果;5. 效果评价:自评互评结合,检测学习效果。在第1环节,教师可依据学情,提供有效的图表支架、范例支架、问题支架、建议支架、向导支架、工具支架等等,为学生化解学习难点,为目标的达成设置坡度。在第4和第5环节,学生在合作学习的基础上达成对所学内容的比较全面、正确的理解,然后通过有效的评价方式,对学生的自主学习能力、个人对小组学习所做的贡献、是否完成对所学知识意义建构等方面进行检测,进一步反思和促进学习能力的提升。搭建支架是为了最后撤离支架,使学生能够具有独立解决问题的能力。

(二) 过程写作法(Process writing)

该教学法源于上世纪七、八十年代西方语言学家和教师对写作教学的研究。其核心理念是视写作为循环式的心理认知过程、思维创作过程和社会交互过程,强调写作者在写作过程中的自主性及交互性。过程写作法从传统的关注写作结果转向关注写作过程,认为学生在整个写作过程中,应经历五个相关的阶段:

1. 预写作(Prewriting): 通过头脑风暴等活动,激发写作兴趣和认知背景,收集和交流话题信息,确定写作目的、形式和读者,形成写作中心思想;
2. 打草稿(Drafting): 重在记录想写的内容,不必多考虑语言细节;
3. 修改(Revising): 对照 checklist、根据同伴或教师的反馈,修改初稿;
4. 校订(Editing): 侧重修改文中的单词拼写、语法和标点符号等错误;
5. 发表(Publishing): 在小组或全班分享作文,也可在板报和专栏中展示作品。

过程写作法强调小组合作,认为同伴之间的讨论交流能拓展思路,依据标准的相互评判(如:找出你所欣赏的一两处内容、就你不理解的部分进行提问等)能有助于聚焦写作主题、删除无关信息、发现逻辑谬误、纠正语言错误等等,从而有效提高学生的写作水平。

综上所述,无论是“支架式教学”还是“过程写作法”,都与我们的新课程理念高度一致,比如关于教师的主导作用和学生的主体作用、关于英语教学必须注重过程与方法、关于语言教学必须与社会生活和人生经验相联系等等,都对我们的英语写作教学具有十分重要的理论和实践指导意义。

近年来,在市、区教研部门的引领下,一批骨干教师率先投入到英语写作教学研究的行列,进行了有益的尝试,积累了宝贵的经验,也涌现了一些写作教学的好课,为广大一线教师提供了很好的范例。本书正是这些实践和研究成果的一个侧面写照和总结,希望能为初中英语写作教学提供一些有益的思路和方法。

第二章 写作微技能训练的活动设计

英语写作能力的提高是由一系列微技能训练所促成的,包括书写端正、拼写正确、语句通顺、语法规范、表达地道、内容完整、篇章连贯等等。培根说过“读书使人充实,讨论使人机敏,写作使人精确。(Reading makes a full man, conference a ready man, and writing an exact man.)”这里所说的“精确”也是对写作这项语言输出形式的要求。我们对学生写作能力的培养就是要从细微处入手,进行写作微技能训练。微技能的训练不都是以成文为目的,很多是在词、句、段的层面,但这些正是一篇作文的必要基础,是我们为学生搭建脚手架的起步阶段。这些训练并不是孤立进行,而是与课文教学密切结合,与听、说、读的训练综合进行。

第一节 准确审题,明确中心

语言测试领域的专家 Arther Hughes 曾提出写作命题时应该考虑的六个维度:

- Functions(写作目的)
- Type of text(文体形式)
- Addressees of text(阅读对象)
- Topics(题干所要求的写作主题)
- Dialect(语体——英式英语/美式英语)
- Length of texts(文章篇幅)

这六个维度为我们聚焦写作教学中审题的关注点提供了启示,其中“写作目的”“文体形式”“写作主题”和“文章篇幅”在我们目前的初中写作要求中较为常见。而这四个关键点在我们实际的写作教学中,难易程度有所差别。就写作任务的设计而言,初中阶段的写作任务通常主题较为明确,同时会对文章篇幅做出明确的规定(不少于60词或不少于80词)。但对于学生而言,在如何通过有效审题确定写作内容方面存在较大的问题,致使写作内容无的放矢,不得要领。因此,“写作目的”“写作内容”和“写作体裁”就应该成为我们在审题过程中首先考虑的重要内容。

一、明确写作目的

明确写作目的是指能读懂作文题目所包含的信息,理解为什么要写。写作作为一种语言的表达,有清晰的交际作用,因此只有明确了目的之后,才能更好地完成写作任务,达成交际的目的。

例如 2012 年上海市中考试卷的写作要求是: Suppose you are Joe. Your friend Betty is upset about a coming exam for she cares too much about the result. What do you think? Try to offer her some advice. (假如你是 Joe, 你的好朋友 Betty 因为过于在意考试结果而感到焦虑。请给她写一封信谈谈你的看法,并给她一些建议)。该写作要求中就明确了写作目的,即针对朋友的问题给出你的建议。

二、确定写作内容

确定写作内容是指根据写作目的及写作体裁,确定短文的主线,这决定了短文围绕哪个或哪几个方面的内容展开,如时间、地点、人物、事件、写作人称等等。通常写作任务中会对其做出相应要求,比如:描述……、谈谈……、介绍……、计划……、建议……等。

例如 2013 年上海市中考试卷的写作要求是: Write at least 60 words about the topic "How to protect myself". (以“如何保护自己”为题,写一篇不少于 60 个词的短文,标点符号不占格。)内容提示:自我保护是青少年需要掌握的重要技能。请谈谈你在生活中怎样进行自我保护(可结合生活中的某一个情景或具体事例,如:面对灾难如何自救,如何预防受骗或侵害,如何避免生活中的意外,等等)。

我们可以聚焦其中的关键信息:“如何保护自己”“某一个情景”“具体事例”,经过审题分析,可以总结出写作内容应为:根据一个具体的情景或例子中的具体问题,阐述自己如何进行自我保护。

三、选择写作体裁

选择写作体裁的技能是指能根据写作目的及内容的要求,选择恰当的写作体裁。每一种体裁都用于体现相对固定的写作目的。

例如写作题目“Raising dogs at home or not”,其写作目的是“针对家中是否养狗的问题表述自己的观点”,内容包含“陈述持有这个观点的原因”。根据写作目的及内容,议论文这一体裁较符合这个写作任务。

根据审题的具体要求,我们要设计教学活动来引导学生通过聚焦写作任务的关键信

息,进行有效审题。一般来说,学生在英语写作审题时的思考步骤为:聚焦关键信息—明确写作目的—确定写作内容—选择写作体裁。根据这样的路径,我们可以按照不同类型的写作任务设计相关的审题训练活动。

【活动设计1】

Step 1: Read the following writing tasks and underline the key words or phrases.

Sample 1: Write at least 60 words about the topic “An unforgettable experience”.

Sample 2: Give your opinion on the topic “Is it good for more people to own cars?”.

Sample 3: 寒假即将来临,你想写封信给你美国的笔友 Tom,邀请他来上海,你将带他参观上海。

Step 2: Work in pairs and tell your partner why you underline the words or phrases as the key ones.

Step 3: Work in groups and discuss what you should talk about in your writing based on the key words or phrases.

【设计说明】

这个活动的设计旨在训练学生仔细审读写作要求,找出关键词,培养审题能力。

在活动第一步学生划出题干中的关键词后,教师应鼓励学生说出自己是“如何确定这些关键词的”。在此基础上进一步总结“关键词往往具有哪些特点”。例如上述题干中的 give your opinion 和“邀请”能帮助确定写作的目的;unforgettable, Is it good . . . ,“带他参观上海”能帮助确定写作的中心内容;experience,“写封信”能帮助确定文章的体裁。关注题干中的具体动词、名词、形容词,讨论关键词或词组的含义,对确定写作目的、内容及体裁有很大的帮助。

另外还需注意的是,在整个活动中,学生的参与度与活动的有效性紧密相关,因此教师要积极调动学生的积极性,鼓励学生思考交流。

【活动设计2】

Step 1: Complete the following titles with different possibilities.

Sample 1: I want to invent _____

Sample 2: A/An _____ person in my eyes

Sample 3: I'm proud of _____

Step 2: Share your titles with your partner and tell why you choose the words or phrases to fill in the blanks.

Step 3: Read your titles again and underline the key words or phrases.

Step 4: List what should be talked about in your writing according to the key words or phrases.

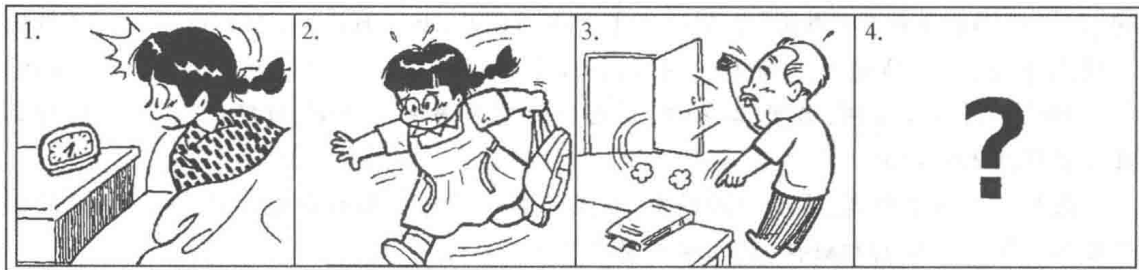
【设计说明】

此活动的设计旨在引导学生掌握半命题作文的审题技能。与活动设计1中给出完整信息的写作任务相比,半命题写作任务中,学生首先要做的是通过审题来确定题目中空缺部分可能填入的内容,然后再进入审题的其他步骤。

在本活动设计的第一步中,教师先不要给学生任何提示,让他们自由发挥。学生根据自己的理解补全标题,教师要鼓励他们尽可能多地罗列出能想到的标题。例如“I'm proud of _____”这个标题,学生可能会给出“I'm proud of myself(代词)”“I'm proud of my father(名词,人)”“I'm proud of my school(名词,物)”“I'm proud of being a member of the football team(动名词词组)”等答案,教师将这些不同类型的答案板书,然后让学生说出对这些标题的思考过程,在讨论中帮助他们得出半命题作文补全标题时的思维路径,即:根据自己的生活体验,挑选自己有话可写的内容;通过语法判断需补充的信息,以确保标题的准确性。

【活动设计3】

写作任务: According to the pictures given, write a story with the topic “A notebook” and give your story a suitable ending.



Step 1: Read the writing task and underline the key words or phrases.

Step 2: Discuss what you should do in your writing according to these key words or phrases.

Step 3: Read the pictures and discuss what's the possible connection between the notebook and these two people? And why?

【设计说明】

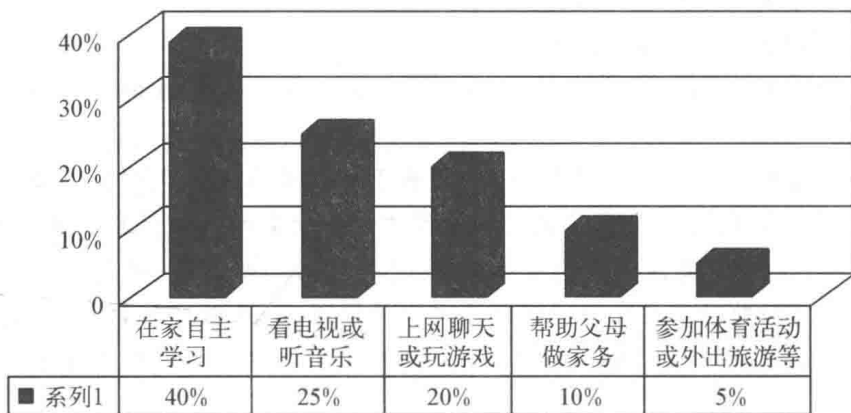
本活动设计中的写作任务为看图作文。此类写作任务通常给出一定的写作要求让学生描述图片。在审题环节中,教师要围绕两个关键点设计相关活动:一是对写作要求

中关键词或短语的聚焦,二是对图片中呈现的关键信息的准确聚焦。

上述的活动设计引导学生抓住关键词 topic “A notebook”, a story, give . . . a suitable ending, 以此确定写作内容是写图片中的故事,故事主线围绕 A notebook 展开并且要加上合适的结尾,写作的体裁应为记叙文。有了标题“A notebook”的提示,要看懂图片中发生的事情对于初中生而言并不困难,但往往有些学生会在叙述中毫无章法,只是一一赘述每幅图片的细节。因此活动设计的第三步中,我们可以引导学生关注图片中的关键信息,如人物的夸张表情、有代表性的或不寻常的人或物,结合写作要求中的关键词来推测故事情节,帮助学生明确短文的中心,梳理出写作的主线,为之后清晰的叙述和结尾的创设打下基础。

【活动设计4】

写作任务:假设学校英语俱乐部委托你做一项关于“学生怎样利用双休日”的问卷调查,请根据下列图表中的调查数据,以“A report on weekend activities”为题,用英语写一篇短文,简单介绍调查情况并发表自己的看法。



(选自2010年江苏连云港中考英语作文题)

Step 1: Read the writing task and underline the key words or phrases.

Step 2: Discuss what you should talk about in your writing according to these key words or phrases.

Step 3: Read the chart, compare the numbers and tell what you can infer from them and why.

【设计说明】

图表类的写作提示常以柱状图、饼图等形式出现,考查学生对其中数据的叙述和分析能力。本活动设计中的写作任务就是以写作要求的文字描述附加柱状图的形式呈现

的。与活动设计3中的看图作文相似,在审题环节中,教师的活动设计同样要依据文字描述的写作要求中的关键词以及图表中呈现的关键信息来进行。

首先通过聚焦关键词:“A report on weekend activities”“调查数据”“介绍调查情况”“发表自己的看法”,可确定本写作任务的写作目的是基于问卷调查的结果发表自己的看法,写作内容为对“学生怎样利用双休日”的调查结果的综合归纳以及对其中反映出的一些问题的看法。写作体裁既有叙述又有论述。与看图作文不同的是,本写作任务中图表上的数字成为了审题的关键信息。教师要引导学生对这些数据进行比较,挑选出差别最为明显的数字,分析数据背后反映出的问题,提出自己的看法。

【活动设计5】

写作任务:学习了《英语(牛津上海版)》8A, Unit 1 “A letter from a penfriend”一文后,以“A reply to Jon’s letter for May”为题,写一封短信。

Read the letter from Jon again and discuss the following questions:

- ① Who is Jon?
- ② Why did he write this letter?
- ③ What did Jon want to know?
- ④ Imagine that you are talking to Jon. What do you think Jon may be interested in?

【设计说明】

本活动是基于阅读材料的写作任务,是基于教材文本开展写作教学的一种任务形式。通过再读文本,引导学生关注完成本次写作任务所需的关键信息。其中的四个问题设计各有侧重:问题①关注读者的身份,问题②关注写作的目的,问题③、④关注写作内容。在学生回答问题时要求他们同时找出文中的依据,如根据文中 How many people are there in your family? What do they do? 学生可判断在信中需要说明家庭中有几个人,分别是什么职业。

值得一提的是,本教学设计在引导学生关注材料中关键信息的同时,还要求他们考虑选择恰当的词汇、句式以及表述方式。

第二节 激活信息;组织素材

通过审题,学生明确了写作任务的目的、内容及体裁。接下来的一个重要步骤是“能根据写作要求,收集、准备素材”(《义务教育英语课程标准(2011年版)》对于“写”这一技能的五级标准描述)。教师要设计教学活动,培养学生收集与写作任务相关的信息及根据话题合理筛选、组织写作素材的技能。

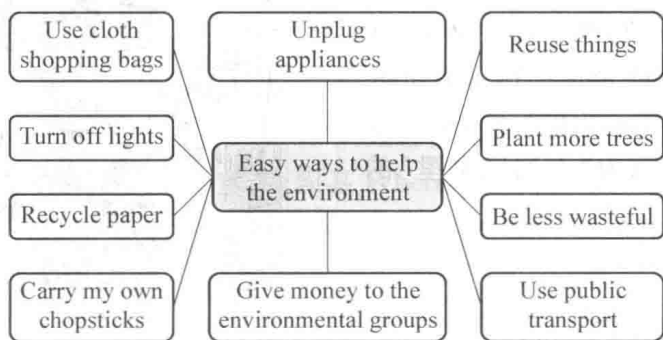
一、激活写作信息

写作所需的相关信息包含内容、语言和组织结构三个方面。设计训练活动时也应围绕这三方面。为此,教师在课堂教学中,可以设计以下形式的训练活动:

(一) 头脑风暴

头脑风暴是利用集体的智慧集思广益的方法,旨在激发学生的联想,打开写作思路,通常运用在写前活动中。教师提出话题,让学生列出围绕这个话题所想起的词汇或概念。

例如在写“Easy ways to help the environment”这篇短文时,可以让学生列举所能想到的所有环保措施,教师可以将学生的答案以网状图的形式罗列在黑板上:



又如在指导学生以“Electricity is ...”为题写对电的看法时,我们可以通过这样的设计来激发学生对电的已有的认知: Ask the students to complete the sentence “Electricity is ...” with an adjective. And why?

学生在补全句子时,会想起 important, useful, dangerous 等很多形容词,教师再让学生讲讲想起这些词分别基于哪些理由,这样学生关于写作内容的思路就打开了。

在第一个活动中,教师利用图表,引导学生联想并记下想到的信息,为之后组织素材时的归类打下了基础。第二个活动中,教师让学生在补全句子“Electricity is ...”的过程中,让他们给出对电所持的不同观点,并陈述理由,引导学生明确写作任务的主题。

(二) 问题引导

提问讨论的办法也可以用来收集信息,打开写作思路。在激活写作信息时,我们可以采用两种问题引导的方式:

1. 教师设计问题链

例如学生在以“My favourite festival”为题写作时,教师可以按照逻辑顺序设计以下

问题:

- (1) What's your favourite festival?
- (2) When do you celebrate the festival?
- (3) What do you usually do during the festival?
- (4) Why do you like the festival best?

本活动中这四个问题是人们在了解别人最喜爱的节日时,会想到的基本问题。教师利用这四个链式问题(Chain questions)层层深入,紧紧围绕写作主题“My favourite festival”展开,激活学生有关写作内容的信息,让学生有话可说。

2. 学生自我提问

教师可以引导学生以“自己提出问题,自己回答”的方式打开思路。例如下面这一看图写话的写作任务: Write at least 60 words on the topic “In a reading room” according to the picture given. (根据所给图画写一篇题为“在阅览室里”的短文。)



【活动设计】

Step 1: 教师出示“5W+1H” Chart,在黑板上列出疑问词 when, where, who, what, how, why,要求学生读图,然后运用疑问词在表格左列中罗列出五个问题:

Questions	Answers

操作时,教师不要在内容上限制学生,让他们列出读图后最先想到的五个问题。学生可能会列出如下问题: When is it? Who is in the library? What is going on? What are the two boys on the left doing? What is the man on the right doing? What should he do instead? How does the lady in the middle of the picture feel? 等。

Step 2: 教师要求学生再次读图,然后在表格右列写出可能的答案。

Step 3: 根据表格中的问答,思考并整理写作思路。

【设计说明】

提问能够激活学生的思维,教师可以借助“5W+1H” Chart,让学生通过自我提问和自我回答的方式来拓展思路,激活写作信息,这种活动适用于各种体裁的写作要求。利用这种列表的方式,让学生根据问题思考答案,这些答案就成了文章的主要内容。

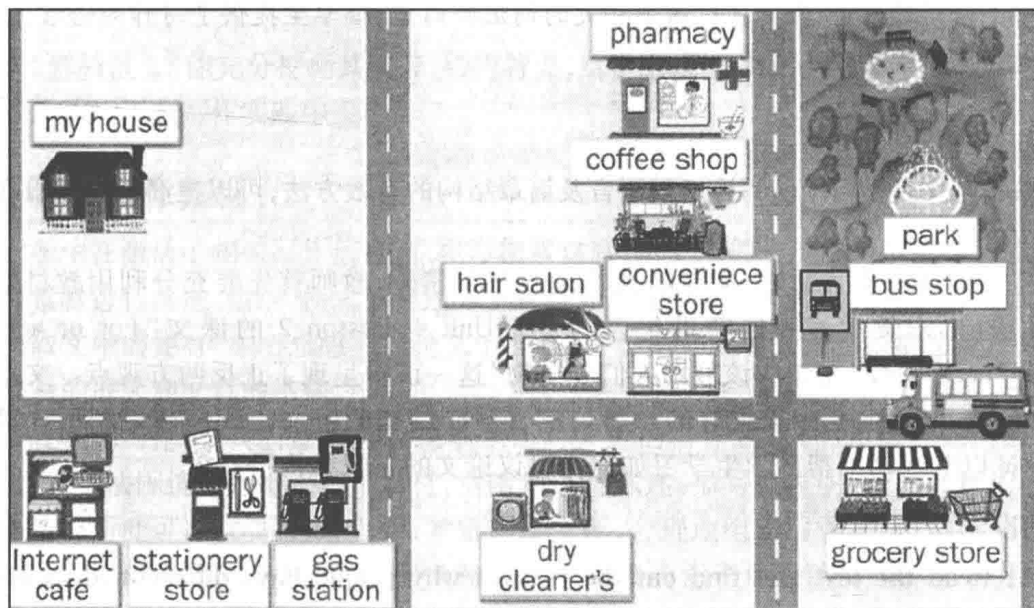
(三) 情境创设

运用与写作任务主题相关的图片、视频等资源来创设情境也是激活学生思维、提取写作相关信息的有效方法。例如在要求学生完成“My neighbourhood”这一写作任务时,教师可以利用图片情境设计这样的活动:

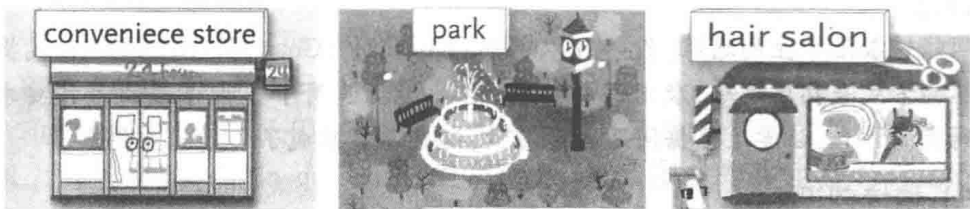
【活动设计】

Step 1: 教师呈现一张小区的示意图,并提问 **What is in the neighbourhood?** 教师同时板书 **There is ...**,引导学生用 **there be** 句型进行描述。

Step 2: 教师要求学生再看小区的示意图,回答 **Where are these places?** 学生在回答的过程中,教师可板书 **near, across the street, around the corner, in front of, behind, two blocks from, next to** 等介词及介词短语。



Step 3: 教师可将示意图中的每个场景放大,向学生提问 **What do you or your families usually do there?**



(以上图片选自 *Write Right 3*)

学生在回答的同时,教师可板书学生回答中所出现的动词短语,如 *buy snacks*, *have a picnic*, *get my hair cut* 等。

【设计说明】

本写作任务是描述“我的社区”。在教学活动设计中,教师利用小区示意图,创设一个情境,让学生对各个场所的地理位置有一个直观的概念。Step 1 中,教师让学生陈述小区场所设施的名字,复习 *names of the places* 并让学生尝试用 *there be* 句型表述;Step 2 中,教师让学生根据小区的示意图,回答 *Where are these places?* 引导学生用介词和介词短语来描述 *location of the places*;Step 3 中,教师通过单张图片,让学生用一般现在时描述与这些场景有关的活动。

整个活动过程中,教师通过板书相关的词汇和句型,给学生提供了写作的语言支撑,同时也帮助学生整理了写作思路。

(四) 解析范文

解析范文是学习模仿写作所需语言及篇章结构的有效方法,可以提高学生谋篇布局的能力。

范文的选择至关重要,除了有意识地收集积累外,教师首先要充分利用教材来辅助我们的写作教学。例如新世纪教材 8A, Unit 4, Lesson 2 的课文“*For or against keeping pets*”围绕“是否应该鼓励人们养宠物”这一议题呈现了正反两方观点。文章结构清晰,短小精悍,是一篇很好的学习议论文写作结构的范文。我们可以利用这篇文章,设计以下活动来帮助学生学习如何构思议论文的组织结构:

【活动设计】

Step 1: Read the text and find out the reasons why people have different ideas about keeping pets.

Step 2: Match the relevant supporting ideas with an opinion.**Step 3: Find the transitional words in the text.****【设计说明】**

这个活动的设计从“读”入手,但与一般的阅读教学不同的是,教师要结合范文的文体特征,对学生进行点拨。如通过 Step 1 和 Step 2,教师引导学生解析范文 topic sentence—supporting details 的篇章结构,以此引导学生从整体上感知、掌握文章的篇章结构。教师可要求学生填写下列表格,对文章结构进行梳理,同时列出表述意见、表达赞成或反对的词组及句型,以及相关连接词等等。

篇章结构	语言叙述
主题句 1: 陈述事实	Some students were in favour of ... / against ...
主题句 2: 表达观点	In their opinion, ...
归纳/总结	From the debate, we learned ...
词汇特征	语言叙述
介词(词组)	in favour of, against, in one's opinion
连接词(组)	however, what's more, in addition

“解析范文”能充分挖掘其语言、结构特点,给学生写作以启示,帮助学生将范文的语言和结构运用到写作实践中去。

二、组织写作素材

学生在激活了相关写作信息,获得写作素材后,接下来的一步便是依据写作主题,对这些素材进行筛选、组织,使之更好地为主题服务。任何一种体裁的写作都有主题,比如在记叙文中需要有“中心思想”,议论文中要有“中心论点或观点”,写作的主题决定了写作素材的取舍和文章的结构。

在实际写作中,我们常常会发现学生面对大量的写作素材,不知道该如何梳理、筛选,或者无法围绕主题组织写作素材,清晰地进行陈述、描写或说明,造成文章的主题含糊不清。由此可见,在写作过程中,紧紧围绕主题,合理地组织写作素材,安排文章结构是写作必不可少的一项技能。在课堂教学中,教师要有意识地设计训练活动来引导学生对写作素材进行筛选、归类及排序,以帮助学生掌握合理组织写作素材的技能,培养学生

的逻辑建构能力。

通常教师可以设计以下训练活动来培养学生组织写作素材的能力：

(一) 图形组织

我们可以利用一种辅助工具——图形组织(Graphic organizers)来帮助学生整理写作内容。图形组织是一种组织性的思维工具,它以主题为中心,通过线条、箭头、方框、圆形等方式将各级主题的关系用隶属的层级图表现出来。学生在写作过程中的思维过程是内隐的,而图形组织能以直观形象的方法使思维可视化。

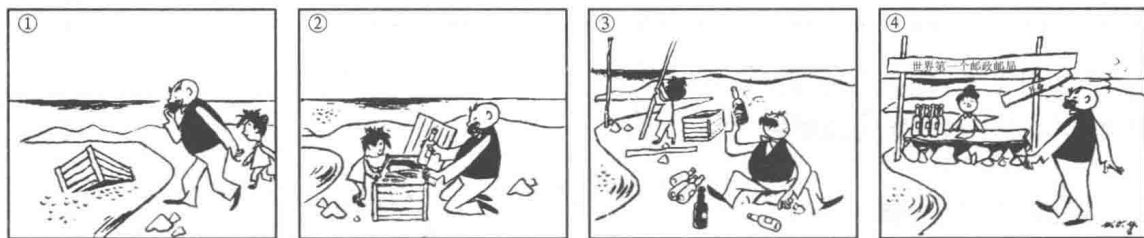
在写作教学中,教师可根据写作任务的不同主题和体裁灵活地使用这一思维工具,以帮助学生获取信息,分析并梳理写作内容,组织写作素材,最终完成写作任务。图形组织一般分为以下三种形式:

1. 时间轴(Time line)

记叙类的文章通常以时间或事件发展的顺序为线索组织内容,因此可以采用时间轴的图形组织,以时间顺序标出不同节点上发生的具体事件。

例如学生在根据德国漫画《父与子》写看图作文时,教师可以采用时间轴的教学方式引导学生组织写作内容:

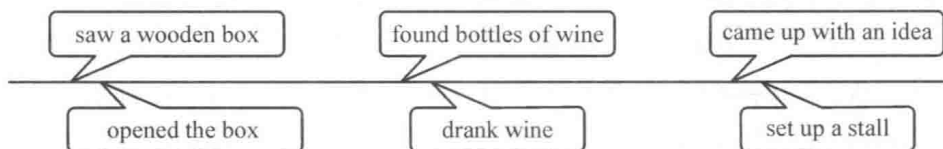
Write a passage of at least 60 words on the topic "A good idea". (以“好主意”为题,写一篇不少于60个词的短文。)



【活动设计】

Step 1: 教师引导学生仔细观察每幅图片,并在每幅图片旁列出动词词组来描述图中所发生的事情。

Step 2: 要求学生阅读所列词组,并将图片中的事件按时间顺序排序。学生根据这些事件发生的顺序完成 Time line。



2. 网状图 (Web)

对于描述类的文章则可采用网状图来帮助学生按照各部分与主题之间的关系来对写作素材进行归类。

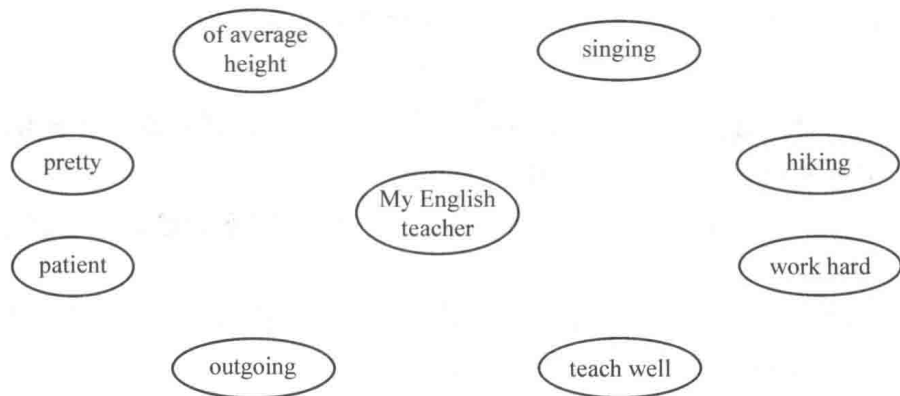
例如在以“My English teacher”为题的写话写前活动中,教师可以用这个图形将学生头脑风暴过程中产生的信息归类。

【活动设计】

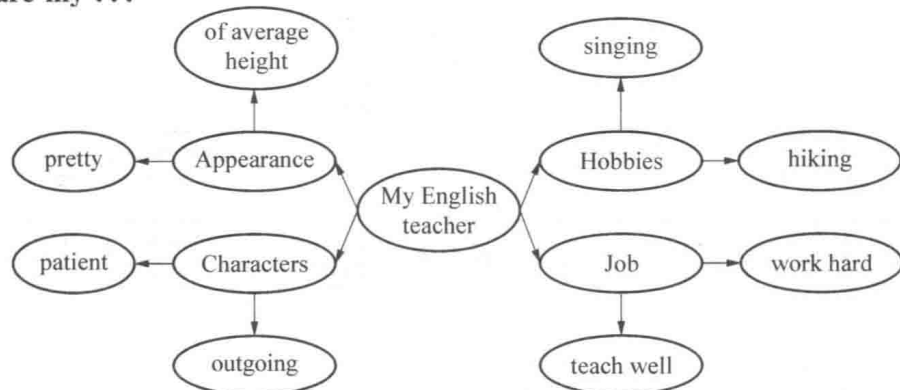
Step 1: 要求学生回答以下问题:

- ① What do you think of your English teacher?
- ② What do you know about him/her?

Step 2: 教师根据学生的答案提取出关键词,同时写在黑板上。



Step 3: 教师引导学生思考这些关键词,同时进行归类。例如教师可以指着 **singing** 和 **hiking** 两个词,问学生: **I like singing and hiking. That means singing and hiking are my ...**



【设计说明】

在训练组织写作素材的技能时,网状图的呈现遵循从具体(Specifics)到归纳(Generalization)的顺序,目的在于帮助学生学会对写作内容进行归类。在 Step 2 的活动中,学生会针对 Step 1 中的两个问题给出各种不同的答案,这个教学环节的操作关键在于教师倾听学生回答时,要预设好关键词板书的位置,为 Step 3 做好铺垫。在 Step 3 中,教师一边要引导学生归类,一边在黑板上将相关信息进行归类。

3. 树形图(Tree diagram)

论述类的文章较多采用树形图这样的分层结构图。它的特点是层次分明,各层级间有清晰的隶属关系,主题明确,支撑主题的内容清晰。教师借助这一图形组织能帮助学生厘清素材和主题之间的关系。

例如以“Is it good for more people to own cars?”为题的短文写作中,教师可以利用树形图,采取以下活动设计来帮助学生厘清写作素材的隶属关系。

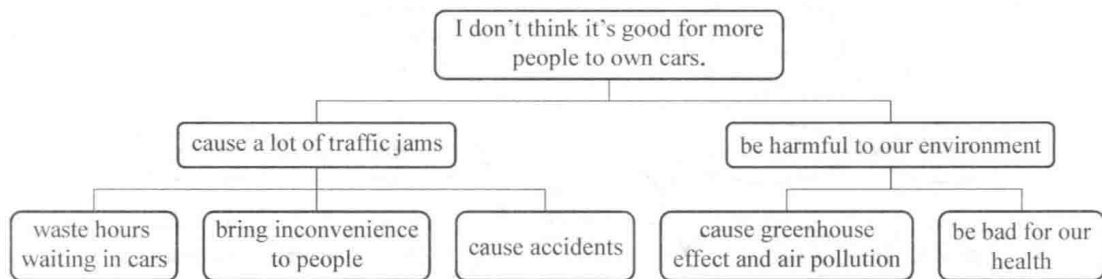
【活动设计】

Step 1: 让学生回答问题 **Is it good for more people to own cars?** 帮助学生确定短文主题,并用一句话表达自己的观点。

Step 2: 给学生三分钟的时间,让他们围绕这一主题句,写下能想到的与主题相关的原因。

Step 3: 请学生再次研读、分析自己所罗列的原因,归并、删除与主题关系不大的原因,最后确定两个最能说明观点而且有话可说的原因。

Step 4: 请学生围绕列出的原因,写出支撑信息或举例,然后分析这些素材,归并、删除与所列原因关系不大的素材,最后确定将在短文中列举的支撑信息,罗列出如下图所示的树形图。



【设计说明】

这个教学活动按照树形图的结构层次,自上而下,逐一呈现。学生要对写作素材进

行两次分析,一是对于所列原因的分析,二是对于支撑信息的分析。虽然都包含分析的过程,但是因为设计意图不同,活动形式也有所不同。对于所列原因的分析步骤,教师可以把它作为 modelling 的过程,让一两位同学示范,全班集体讨论,再由教师引导、分析形成思维路径。而对于支撑信息的分析步骤,教师就可以把它作为技能的训练,通过小组活动的形式,让学生充分交流自己的思维路径,并加以反思修正。

这个教学活动中,学生需要经历联想、分析、反思等一系列的思维过程,对学生思维的缜密性是很好的训练,但在具体实施中,教师要关注学生的主体地位。写作是个人思维的呈现,教师要注意尊重每个学生的观点,鼓励学生通过有声思维,大胆表达自己,再通过删减、归并直到最后确定写作素材。

(二) 习作提纲

列提纲的目的是梳理写作内容以及构建写作结构。学生在写提纲时需要思考并梳理短文的主要观点、支撑信息、例子等内容之间的并列或隶属关系。在学生列提纲时,教师可以提供一些相对固定的写作提纲。

例如在上面以“Is it good for more people to own cars?”为题的案例中,学生在完成了树形图之后,教师可以给出下面的模板,让学生以句子的形式完成提纲。

Opinion: _____

Reason 1: _____

Supporting details:

1. _____

2. _____

...

Reason 2: _____

Supporting details:

1. _____

2. _____

...

Conclusion: _____

学生依据自己的树形图,可以呈现出下面的提纲:

Opinion: I don't think it's good for more people to own cars.

Reason 1: More cars on the roads will cause a lot of traffic jams.

Supporting details:

1. The drivers will have to waste hours waiting in their cars.
2. It'll bring inconvenience to the people who wait for the buses.
3. It'll cause accidents.

Reason 2: The waste gas from the cars is harmful to our environment.

Supporting details:

1. It'll cause greenhouse effect and air pollution.
2. It'll be bad for our health.

Conclusion: It's never a good idea for more people to own cars.

【设计说明】

相比图形组织的方法,列提纲对学生的要求更高,所以建议放在学生通过图形组织已经能够用词或词组构建起短文基本结构之后运用,以帮助学生从词到句,进一步梳理写作内容,更完整地构建写作结构,提高写作效率。

第三节 语言准确,表达地道

书面表达是作者用文字来传情达意,既服务于自己,又服务于读者,体现语言的功能性和交际性,体现课程标准“用英语做事情”的目标。因此英语写作教学应以语言使用准确为基础,力求表达地道。具体可以包括:正确使用词汇、灵活掌握词性的分类和功能;写出语法正确、语义完整的句子;恰当变换句式;表达地道,符合英语表达习惯和文化常识;正确使用字母大小写、标点符号等。这些要求都需通过教师设计相应的教学活动得以达成。

一、正确使用词汇

词汇在语言的使用中起着重要的作用。英国语言学家 Wilkins 说:“没有语法,人们难以很好地表达;但没有词汇,则什么也不能表达。”可见,词汇在英语写作中占首要地位。

在使用词汇时,我们往往会误用一些词,但并不全错,只是不地道、不恰当或者不够生动有趣。因此,正确理解词性、词义以及避免常见的词汇错误,是英语写作最基本的技能。针对这项微技能,我们可以从以下几个方面着手设计训练活动:

(一) 词性的正确辨别

在英语中,我们可以利用词性的变化,用多种形式来表达同一种意思。因此,我们要有意识地利用英语的这个特点,在写作时通过变换单词的词性,使作文内容更为丰富多彩,使英语表达更为地道。

【活动设计】

根据所给句子,用不同的词性进行同义转换,使句子的英语表达更丰富、得体、地道。

- ① Reading is very important in our life.
Reading is of great importance in our life.
- ② Reading can make us enjoy ourselves.
Reading can give us enjoyment.
- ③ If we read, we will become more and more intelligent.
Reading will increase our intelligence.

【设计说明】

上述活动中,用抽象名词 importance, intelligence 和 enjoyment 分别代替形容词 important, intelligent 和动词 enjoy,表达方式的变化使句子更有色彩。

(二) 词义的精确表达

英语写作中,学习者写出的短文经常词不达意、错误百出,缺乏生动性与准确性。究其原因,是学习者词汇量有限,对词义知之甚少。比如 family 和 home 这两个词都可译成汉语的“家”,但它们却不是同义词。family 主要指家庭成员,与人有关,而 home 主要指所居住的地点、住宅。except 和 besides 都可译为“除了”,但它们的意思却是相反的。

造成以上混淆的另一个原因是受母语的负迁移影响。如学生经常将“看报纸”表述为 see a newspaper;将“吃午饭”表述为 eat dinner;将“我非常喜欢英语。”表述为 I very like English. 等等,这些都是错误的表达。

【活动设计】

阅读下列词组或句子,找出使用有误的单词,并改正。

- | | |
|---|---|
| ① a big rain | ④ The cost of this coat is very cheap. |
| ② do a model plane | ⑤ The speed of the bus is very fast. |
| ③ She writes an English diary
every day. | ⑥ My small brother likes music. |
| | ⑦ This pair of shoes fits me very much. |

(答案: ① big→heavy ② do→make ③ writes→keeps ④ cheap→low ⑤ fast→high
⑥ small→younger ⑦ much→well)

【设计说明】

由于受母语的影响,学生在用英语表达时通常会把汉语直译过来。通过对错词的改正,学生会加强对英语词义的理解,减少因母语影响而产生的用错词的现象。此外,教师还应在日常教学中帮助学生多积累一些英语和汉语无法对应的词汇,并培养学生的英语

思维模式,克服汉语思维模式的干扰,使学生能根据上下文正确使用英语词汇。

(三) 词汇的常见错误

学生在写作中常见的词汇错误有单词拼写错误、动词形式错误等,我们可以针对这些错误设计相关的训练活动。

1. 单词拼写错误

语句是由单词组成的。在实际的单词拼写中会出现很多错误。单词拼写错误大多出现在字母增减以及记忆错误上。

【活动设计】

根据句子提示,请在所给字母表格的横行或竖行中找出相关单词,填入句中,注意单词的正确书写和拼写:

	1	2	3	4	5	6	7	8
1	M	A	N	A	G	O	I	O
2	I	E	L	B	U	R	N	C
3	S	H	A	M	E	A	V	O
4	S	I	N	G	S	N	I	N
5	F	B	T	K	S	G	T	T
6	K	A	R	A	O	K	E	E
7	E	N	G	L	I	S	H	S
8	E	K	E	N	I	N	G	T

- ① Long time no see. I m_____ you so much.
- ② A clam (蚌) decided to take a rest on the b_____ of the river.
- ③ What a s_____ I missed the English Evening!
- ④ Mary s_____ the best in our class.
- ⑤ We will g_____ riddles at the English Evening.
- ⑥ The k_____ contest was wonderful.
- ⑦ I'd like to i_____ my classmates to my birthday party.
- ⑧ We will have a speech c_____ next Friday.

(答案: ① miss ② bank ③ shame ④ sings ⑤ guess ⑥ karaoke ⑦ invite ⑧ contest)

【设计说明】

本活动适用于英语基础较薄弱的学生,他们可以借助 puzzle 游戏掌握单词的正确拼

写。而对于英语基础较好的学生,则可要求他们先根据句子内容完成首字母填空,再借助字母表格核对单词拼写是否正确。

2. 动词形式错误

动词的时态和语态错误是英语写作中常见的词汇错误。譬如动词过去式通常在词尾加 ed,于是在书写时,学生很容易出现 *breaked* 和 *stoped* 等错误形式。学生在使用动词的第三人称单数、现在分词、过去式、过去分词时,常见的错误有 *enjoies*, *raining*, *spitted* 和 *sitted* 等。

【活动设计】

Step 1: 把下列短文中的主语改为 **Tom**,其余部分作相应变化。

Every day, I get up at 6:00 a. m. I read English for an hour. Then I brush my teeth and wash my face. I have breakfast at 7:15. After breakfast, I go to school on foot. It is half an hour's walk. I usually get to school at 8:00. The first class begins at 8:30. I have six lessons a day. School is over at 3:30 p. m. After school, I play ball games with my classmates. I feel happy at school.

Step 2: 把上面短文中的 **Every day** 改为 **Yesterday**,其余部分作相应变化。

【设计说明】

通过上述两个任务,有意识地引导学生在写作时要注意人称和时态的变化,特别要注意的是动词各种形式的正确拼写。

二、写出正确句子

英语句子的正确运用能凸显学生的语法基础知识和写作能力,能体现学生的语言综合运用能力。正确运用英语句子包括句子的时态、人称、语序、上下文连接词、从句关系词、名词单复数、冠词、形容词、副词、介词、非谓语动词的准确性和地道流畅的语言。要教会学生正确使用句子,首先要让学生明确句子的基本成分和基本结构。

句子的基本成分包括主语、谓语、宾语、表语、同位语、状语、定语和补语。初中阶段应该掌握的基本句式结构可以用“315”这一口诀来概括记忆。它代表三个从句(宾语从句,状语从句,以及定语从句的初步认知)、一个非谓语短语(动词不定式)和五个基本句型。在设计训练活动时要聚焦句子的基本成分和句子的基本结构。

(一) 句子基本成分的训练

教师在教学的过程中,根据不同类型和结构的句子,利用其共性,找出它们共同的模式,然后编成句型,再让学生依据这个句型更换内容,以达到掌握英语句型的教学目的。

而简单句是每个英语学习者必须掌握的。简单句通常包含一个主语(或并列主语)部分和一个谓语(或并列谓语)部分。

为了帮助学生掌握句子基本成分,教师可以开展以下训练活动:

1. 识别成分

划分句子成分是一种常见的教学方法,有助于学生厘清概念,为他们写出正确的句子打下基础。传统的教学方法是教师在解释句子成分后循序渐进地呈现一些句子,要求学生用不同的标记来划分。

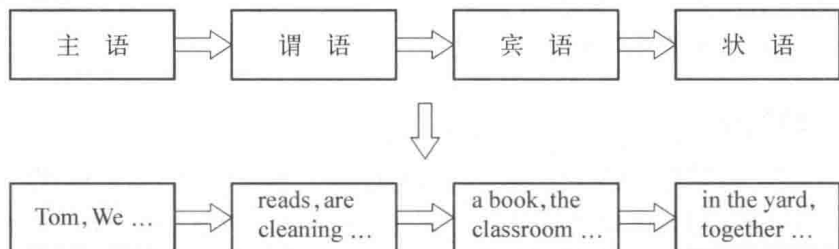
【活动设计】

Step 1: Show some sentences and ask the students to read the sentences.

- ① Tom reads a book.
- ② We are cleaning the classroom.
- ③ The dog is barking in the yard.
- ④ The family and relatives get together to have dinner every Spring Festival.

Step 2: Draw a line to show the different elements in a sentence, and give some examples.

Step 3: Ask the students to put the words or phrases into the right part.



Step 4: Teach the students to use different marks to indicate different parts of a sentence.

- ① Tom reads a book.
- ② We are cleaning the room.
- ③ The dog is barking [in the yard].
- ④ The family and relatives get [together] [to have dinner] [every Spring Festival].

【设计说明】

划分句子成分是一个比较枯燥的练习,为了使教学活动生动有趣又富有时效性,教

师可以先设计一些简单又贴近学生生活实际的句子,如该活动设计中提及的四句句子;同时,这四句句子的主语、时态、结构不尽相同,通过对比,能让学生更好地理解句子成分的组成规则。同时,活动中的图表设计主要有三个目的:一是能让学生更加形象地知道句子各个成分的排列顺序;二是通过图表的归纳,帮助学生厘清概念;三是如果加上教师的课堂活动训练,能更加有助于活跃课堂气氛。

2. 改正句子

学生在写句子时,常常会犯成分残缺,误用时态、代词、连词和副词等错误。教师可以以某一主题为专题,进行教学活动的设计。

【活动设计1】

Step 1: Show the sentences and ask the students to read the sentences.

- ① She go to school on foot every day.
- ② We visited the museum next Sunday.
- ③ Tom is writing an e-mail this time yesterday.
- ④ The boy always goes to see a film with the girl before.
- ⑤ The exam was postponed the class was cancelled as well.
- ⑥ It rained all week, parts of the highway were flooded.
- ⑦ They planned to take a trip for their summer vacation, they were not able to save enough money.
- ⑧ I was told to report to the principal and that I should bring my math paper.
- ⑨ After sitting for two hours outside his office, the doctor finally let me into the room.

Step 2: Ask the students to pick out the right sentences, and correct the wrong ones.

【设计说明】

学生作文中的错句有多种类型,教师平时要注意收集,然后分类让学生讨论、辨别、纠错。分类的好处在于促使学生发现、归纳出规律,以后减少犯同一类错误的现象。上述句①至句④涉及谓动词词数的变化以及时态的准确使用,这是学生经常会混淆的。句⑤至句⑦是所谓的“流水句(Run-on sentences)”。根据句子的逻辑关系,句⑤应加上 and 来连接两个分句;句⑥应用 so 连接分句表示结果;句⑦用 but 或 however 来连接,表示转折。句⑧是学生常犯的错误类型,且他们不知道错在哪里。其实这是把句子中的平行部分搞错了。作为 was told 的宾语, to report 和 to bring 才是平行部分。正确的句子应该是 I was told to report to the principal and to bring my math paper.。句⑨属于句子状语部分的逻辑主语与主句主语不一致的错误类型。应改为: After sitting for two hours outside his

office, I was finally let into the doctor's room. 这个活动的设计主要是让学生看到其他同学经常会犯的错误,从而引起自己的注意,这种方法对写出正确的句子起着积极的作用。

【活动设计 2】

Step 1: Ask the students to read the group of words carefully. If the words form a complete sentence, write C on the line.

- ① After school on Friday. _____
- ② The notice in the library. _____
- ③ We put the food on the dish. _____
- ④ From the post office to the mall. _____
- ⑤ Whose bicycle is on the playground? _____

(答案: ③ C ⑤ C)

Step 2: Complete the fragmentary sentences.

(参考答案:

- ① We always play football after school on Friday.
- ② Did you see the notice in the library?
- ④ We walked all the way from the post office to the mall.)

Step 3: Ask the students to read them to the classmates.

【设计说明】

写残缺句也是学生时常犯的错误。为了让学生意识到这类错误,并写出准确的句子,教师可以在学生写作之前或者写作之后设计这类活动,作为提醒或者归纳总结。学生通过这个活动,认识到一个完整的句子所需要的成分,从而加深对正确句子的认识。

3. 模仿造句

对于一些固定搭配的单词或者词块,教师可以采用头脑风暴游戏让学生进行模仿造句。例如教 finish 这个单词时,教师可以先给出 finish 的两个基本句型: I finish my work at 5 p. m. every day./He finished writing his report this morning. 然后要求学生充分发挥想象力来完成一个含有 finish 的句子,从而达到理解、交流、巩固、运用的目的。也可以采用其他活动来强化练习。

例如在教授《英语(牛津上海版)》教材 6A, Unit 4 What would you like to be? 中 would like to 这一表达结构时,我们可以这样设计教学活动:

【活动设计】

Step 1: Present a poem "What would you like to be?" and ask the students to read it.

What would you like to be?

What would you like to be?

I would like to be a pilot.

That's what I would like to be.

What would Kitty like to be?

What would Kitty like to be?

Kitty would like to be a pilot.

That's what Kitty would like to be.

Step 2: Help the students to rewrite the first paragraph according to their own dreams.

What would you like to be?

What would you like to be?

I would like to be a fireman.

That's what I would like to be.

Step 3: Organize a game to rewrite a poem about the student's dream and another classmate's dream.

e. g.

S1:

“What would you like to be?

What would you like to be?

I would like to be a pilot.

That's what I would like to be.”

S2:

“What would you like to be?

What would you like to be?

I would like to be a doctor.

That's what I would like to be.

What would Anna like to be?

What would Anna like to be?

Anna would like to be a pilot.

That's what Anna would like to be.”

(如此在小组内进行接龙练习。)

Step 4: Present other expressions such as: cook food for other people, make sick people better, help Tom with his English ... Then ask the students to make sentences with "would like to", first use "I" as the subject, and then use other different subjects.

e. g. I would like to cook food for other people/make sick people better/help Tom with his English.

Kitty/We would like to cook food for other people/make sick people better/help Tom with his English.

【设计说明】

would like to 句型是一个简单但是学生又容易犯错的句型。六年级的学生常常会犯以下两类错误,一是在 would 后面或者 like 后面加 s;二是在 to 后面加名词或者其他词性的单词。针对六年级学生的心理年龄特征,设计这样一个活泼有趣的玩中学的教学活动,既结合了课本内容的学习,充分利用课本信息进行整合处理,又让学生能够在模仿的前提下,表达意愿,准确说出 would like to 在各种形式下的正确句子。活动中句型多次复现,让学生形成表达习惯,减少了犯错的现象。活动很有趣味,训练富有层次,能够达到良好的教学效果。

4. 连词成句

连词成句是国内英语中考的一个常见题型,它既考查学生将词汇组成句子的能力,又检测学生是否明确不同词性的单词在句子中的不同作用和位置。教师在平时的教学中可以设计不同的游戏活动,在提高学生组句能力的同时,训练学生正确使用词汇的能力。

例如在《英语(牛津上海版)》教材的 6A, Unit 3 的 Word box 里有以下单词: spend, weekend, plan, seaside, 那么,我们就可以列出相关词汇来进行训练。

【活动设计】

Step 1: Present the words or phrases "Kitty, the weekends, is planning, at, the seaside, to spend" and ask the students to find the verb. (is planning)

Step 2: Help the students to find the subject according to the verb. (Kitty)

Step 3: Ask the students to find the object for the verb. (to spend)

Step 4: Make the sentence.

(答案: Kitty is planning to spend the weekends at the seaside.)

【设计说明】

连词成句练习最基本的要点是把握句式结构,因此要引导学生找到谓语动词,以此

为中心词来安排句子其他成分的正确位置。这样,有助于学生清晰认识正确的句子结构,同时也能帮助他们形成正确的语法概念。如上述活动中,由于学生在本课学过 at weekends 和 at the seaside, 而 spend 的用法在教学中已进行过针对性的训练,所以把 at 单独列出,虽然增加了一定的难度,但能培养学生准确把握单词或词块的正确表达并写出正确句子的能力。

5. 扩展句子

扩展句子就是将简单的句子扩展成意义丰富的一句话或者一段话,它可以用来训练学生对语句基本结构的正确理解和运用,同时也可以拓展学生的思维,提高表达能力。

【活动设计】

Step 1: Show a simple sentence to the students.

A boy is reading.

Step 2: Ask the students to write out the object.

A boy is reading English/a book/a novel . . .

Step 3: Ask the students to write out other elements according to the teacher's requirements.

A lovely boy is reading a cartoon.

A boy is reading English fluently.

A boy is reading a book in the reading room.

A boy is reading an interesting novel with his classmates.

【设计说明】

扩展句子的活动设计中,教师在给出要求时指令要明确,如上述活动,可以先要求学生写出宾语,再要求学生给出修饰主语的定语,或者写出时间状语、地点状语等等,一步一步地进行有指向性的活动。切勿笼统地给出“请同学们把该句进行扩展”的指令。只有按照明确的句子成分逐步添加,学生才能弄清楚每一个成分的作用和位置,最后更加有效地写出正确的句子。

(二) 句子基本结构的训练

句子按使用目的可分为陈述句、祈使句、疑问句和感叹句。句子按照其结构可分为简单句和复合句。简单句的基本结构为:一个主语(或并列主语)部分和一个谓语(或并列谓语)部分;简单句有五个基本句型。

当学生的词汇量达到一定数量,教师就应该教会学生识句、懂句,进一步达到能够造

句的程度。只有当学生认识了句子,理解了句子,能用句子表达,才算真正领略了英语是一门交际语言的含义。句子结构训练可以通过以下活动开展:

1. 整理归纳,列出句型

每一种句式都有固定的顺序结构,教师在课堂教学活动中要适时地帮助学生整理归纳,引导他们列出正确的句式结构,如初中阶段的宾语从句、状语从句以及一些类似于 *It is + adj. + (for sb.) to do sth.* 的固定句型。归纳句型后加强针对性的训练,学生才能写出正确的句子。下面我们以前“帮助学生整理归纳宾语从句的语序”为例来说明如何设计此类活动。

【活动设计】

Step 1: Show the different sentences with object clauses.

She tells me **that we should protect the Earth.**

I wonder **if Mr White will come to the party.**

Tom wants to know **when the plane will take off.**

Could you tell me **how I can get to the nearest subway station?**

Jack asked **whether I had been to America.**

Do you know **where Kitty is?**

Step 2: Ask the students to read the bold part of the above sentences and notice the word order of each object clause.

连词+主语+谓语+宾语

Step 3: Show some sentences and ask the students to correct the mistakes.

错误: He wants to know when will his father come back.

正确: He wants to know when his father will come back.

错误: Could you tell me how long has he been in China?

正确: Could you tell me how long he has been in China?

Step 4: Give a topic, e. g. "Protect the Earth", and ask the students to talk about it using object clauses.

要求学生围绕“What should we do to protect the Earth?”进行小组练习,每个同学围绕该话题轮流讲一句话,其中可以包含一般疑问句,如 *Shall we plant some trees in our school garden?* 特殊疑问句,如 *When shall we plant trees?* 以及陈述句,如 *We*

should do our best to protect our Earth. 等,组内其他同学用 He asked .../He wants to know .../He said ... 等含有宾语从句的结构进行转述。

【设计说明】

宾语从句是初中阶段的主要句型,但是有很多学生会混淆宾语从句的语序。该活动的设计有助于帮助他们加深对宾语从句语序的印象,在反复操练的过程中形成习惯。同时,Step 4 的活动设计一定要选择与学生生活实际相关又有话可说的话题,让他们表达自己的想法,转述过程既有挑战性又有趣味性,不知不觉中便在语言应用中掌握了宾语从句的正确语序。

2. 机械模仿,活用练习

机械模仿是一个简单有效的教学方法,能够使一些英语学习能力较弱的学生在反复操练后学会基本的句式表达,从而能够写出正确的句子。在学生知道了教师教授的句型后,教师可以用一些简单的机械模仿练习来进一步巩固句型。然后向有意操练和活用练习过渡。这个过程中可以适时地结合书写,以确保语言掌握的精确性。

例如在教授表达建议的句型 What about (doing) sth.? 和 Shall we do sth.? 时,可以设计以下教学活动:

【活动设计】

Step 1: 出示一些不同活动的图片,并且给出提示信息(如 visit a museum/have a party/go cycling)。

Step 2: 让学生根据图片和提示信息分别用 What about ...? 和 Shall we ...? 造句。

Step 3: 给出一些需要提出建议的实际情境,如策划一次郊游。引导学生进行两两对话练习,进一步巩固这两个句型。最后让他们简要地写出“A plan for an outing”。

【设计说明】

简单的机械操练加上情境对话训练,既有助于学生熟悉和巩固句型的正确用法,又能够帮助学生深刻体会句型实际应用的意义,提升他们对句型的理解能力。从模仿到造句,再到真实情景中的应用,层层递进,水到渠成。

3. 创设情境,套用句型

创设情境,不但可以给学生提供相应的语境,还可以激发学生的学习兴趣,激活学生的思维,促使他们在一定的语言环境下,经过教师的引导,体会句型的含义和用途,逐步达到掌握和应用句型的程度。

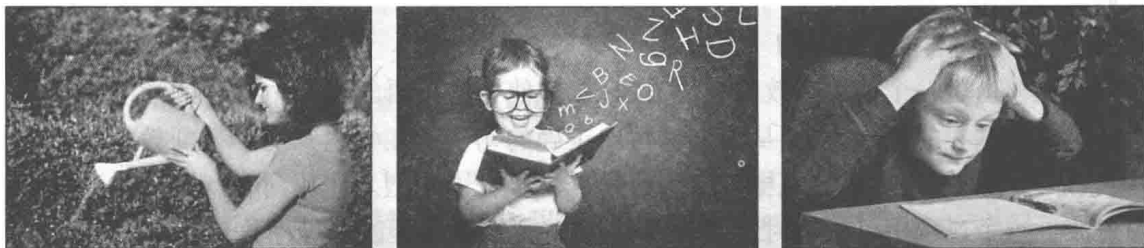
例如在《英语(牛津上海版)》教材 6A, Unit 6 Going to school 里有 It takes sb. some time to do sth. 这个句型,在教授该句型时,可以设计以下教学活动:

【活动设计】

Step 1: 通过和学生聊家常式地讨论“travelling time to school”这一话题,引出句型: **It takes sb. some time to get to school.**

Step 2: 图示不同学生不同的上学方式以及上学所需的时间来对 **It takes sb. some time to get to school.** 进行巩固练习。

Step 3: 图示不同人物开展不同活动所花费的时间,让学生结对子练习问答,然后写下问题和答案。



参考问题:

- ① How long does it take the young lady to water all the plants in the garden?
- ② How long does it take the little girl to read the English story in the morning?
- ③ How long does it take him to finish his homework every day?

(参考答案:

- ① It takes the young lady half an hour to water all the plants in the garden.
- ② It takes her ten minutes to read it in the morning.
- ③ It takes him three hours to finish his homework every day.)

【设计说明】

It takes sb. some time to do sth. 的句型是初中阶段重要句型之一,教师通过聊家常式地谈论学生住得离学校的远近、怎样上学、路上所需时间这些很轻松的话题来引入主题,为学生创设了一个真实而贴近生活的话题情景,让学生有话可说,然后从不同人物开展的不同活动慢慢扩大这一句型的应用范围。这样,学生便可以从语境出发理解句型,模仿套用句型,逐步用于表达意义,并且练习书写。这种书写练习与口头交际表达相结合的方法能取得比较好的教学效果。

写出正确的句子的训练方式还有很多,如句型转换(含同义句转换)、完成句子、补全对话、句子的延伸和拓展等。平时在教学过程中应该根据不同的需求选择合适的活动形式加以设计。

三、应用地道的表达

《上海市中小学英语课程标准(征求意见稿)》(2004)要求学生在书面表达中需根据所给的情景和要求写出一篇文理通顺、语言准确、连贯流畅、地道得体的短文。所谓地道的表达就是指英语的表达方式符合英美人士的习惯,词语搭配正确、意思表达到位、文体成熟、语言精确流畅。

但是学生在写作时,最常见的问题是“中式英语”。它是中国英语学习者在学习过程中受母语干扰而产生的一种既不符合英语语法,又不符合英语习惯用法的语言表达方式。中式英语的反复出现,对英语学习者造成了严重的干扰。如何才能帮助学生摆脱中式英语,学会应用地道的英语表达?我们需要从以下几个方面入手:

(一) 中式英语的病句修改

收集学生英语写作中出现的一些典型的中式英语句子,这些句子既不规范,也不正确。讨论修改这些句子,可以使学生通过正误对照,知道怎样防范类似错误的发生。

【活动设计】

Step 1: 要求学生审读下列句子,并分析句子是否合理,是否表达地道。

- ① The students are busy study now.
- ② His age is very young.
- ③ My exam didn't pass.
- ④ Today is a good day.
- ⑤ I found that to learn English well was difficult.
- ⑥ I think she will not turn against me.
- ⑦ Because of the heavy rain, I spent two hours from my school to the bus station.

Step 2: 要求学生两人一组修改上面列出的句子,使它们更符合英语表达的语言习惯,更规范,更地道。

- ① The students are busy with their study now.
- ② He is very young.
- ③ I failed the exam./I didn't pass the exam.
- ④ It is fine/sunny today.
- ⑤ I found it difficult to learn English well.
- ⑥ I don't think she will turn against me.
- ⑦ Because of the heavy rain, it took me two hours to get to the bus station from my

school.

Step 3: 归纳总结规律,分析如何才能形成地道的英语表达。

【设计说明】

通过该活动引导学生比较两种语言在表达上的差异,在此基础上让他们对自己或别人所写的英语作文语句进行纠错,以加深印象,避免类似错误的产生。同时,通过归类总结,让学生可以有规律可循,为提高英语书面表达能力打好基础。

修改是学习英语表达的一种重要形式。教师只有多鼓励学生在遣词造句、标点、语法方面都要符合英语表达的习惯,才能帮助学生有意识地在书面表达中更加正确和地道地使用英语。

(二) 句子精炼,避免重复

写作中,过于冗长或复杂的句子,会产生歧义,给阅读造成不便。精炼简洁的句子可以清晰地表达作者思想和意图。重复是致使句子冗长或复杂的主要原因。所谓重复,主要包括:主语重复、动词重复和意义重复。我们可以通过删除这些重复内容、替换指代词并且适当调整句式,如增添连词、改变形容词的位置,来使句子简洁明了。在课堂教学中,教师可以设计以下活动,培养学生通过学会单词增删、主语替换、形容词移位的技能来精炼句子,掌握变换句式的能力:

【活动设计】

Step 1: 在黑板上呈现以下三个句子,让学生找出重复的内容并说出理由。

- ① The little girl was scared. The little girl could not find her mother.
- ② After the accident, we dialed 911. We dialed quickly.
- ③ In my opinion, I think your idea is creative.

Step 2: 教师根据学生的回答划出重复内容(如下所示),帮助学生概括出句子中的重复主要指主语(句①、句②)、动词(句②)和意义(句③)的重复。

- ① The little girl was scared. The little girl could not find her mother.
- ② After the accident, we dialed 911. We dialed quickly.
- ③ In my opinion, I think your idea is creative.

Step 3: 指导学生删掉多余的内容,把重复的主语用相应的代词替换,并适当变换句式来缩并句子,保持句意不变。变换后的句子如下所示:

- ① The scared little girl could not find her mother./The little girl was scared, for she could not find her mother.
- ② After the accident, we dialed 911 quickly.

③ In my opinion, your idea is creative./I think your idea is creative.

Step 4: 让学生完成 **Worksheet** 上的类比训练题,先划出重复内容,说出属于哪类重复类型;然后根据上述方法删并句子,并适当调整句式,使其简洁明了,保持句意不变。

Worksheet

- ① The cause of the flood was due to the heavy rain.
- ② The football fan received the last ticket. The football fan was smiling.
- ② Andy loves sports and plays basketball. He plays volleyball.
- ④ The reason why I was so upset was because my mum seemed so angry with me.
- ⑤ The boy struggled to ride his bike. The boy is four years old and he is naughty. The bike is new and it is blue. He struggled for three hours. However, he was not successful in riding the bike. (请根据提示词块删并句子: four-year-old, struggled, new blue bike, for three hours)

Step 5: 请学生分享缩并后的句子,说出修改依据。教师及时给予指导、修正。

【设计说明】

此活动的设计旨在通过“呈现—训练—应用”的教学过程,引导学生掌握缩并句子的能力。让他们学会通过单词增删、主语替换、形容词移位的技能来变换句式,写出简洁精练的句子。Step 1 中呈现的句子涵盖三种常见的重复现象。学生的回答可能并不准确,教师应在 Step 2 中及时追问理由,修正学生的答案,并引导学生关注黑板上划出的句子中的重复部分,帮助学生提炼概括出三种类型的重复。此时,学生对于重复已有一定概念,但还不清楚如何修改句子。因此,在接下来的 Step 3 中,教师要给学生介绍缩并句子的方法,如告诉学生句①中可通过删掉重复的主语 the little girl,移动形容词 scared 的位置来使句子更简洁;这句话也可以通过增添并列连词 for、把第二个 the little girl 替换为代词 she 来合并句子,使句子更紧凑。学生理解后,能较快地掌握句②和句③的变换方式。Step 4 中的课堂跟进练习应给学生足够的时间理解句意,务必划出重复内容,然后运用学过的方法写下删并后的句子。其中句⑤可根据学生程度决定是否要给出提示词块。Step 5 中学生在班上分享修改结果时,教师要一边倾听学生的回答,给予修正,一边指导其他学生对比自己的修改情况,进一步加以完善。

(三) 变换句式,厘清逻辑

大量的简单句会使写作内容呆板单一,结构松散。当两个或多个简单句中的信息并列时,可以使用并列句将其合并。当多个简单句的信息有主次关系时,可以使用从属句将其合并。通过并列句和从属句的运用,能使句子结构更严密、逻辑更连贯。课堂教学

中,教师可以设计下列活动来帮助学生变换句式,厘清句子间的逻辑关系:

【活动设计 1】

Step 1: 在黑板上呈现以下两个句子,让学生根据句意选出适当的连词,并说出句子间的关系。

- ① James passed his father his cup, _____ he asked for some more tea. (but, so, and)
- ② I had to drive back to the house _____ I had forgotten to lock the front door. (until, because, although)

Step 2: 根据学生的回答,提问哪句是并列句、哪句是从属句。让学生集思广益,罗列出并列连词和从属连词,教师需根据不同的逻辑关系在板书中加以归类。

Step 3: 在黑板上呈现以下五个句子,让学生根据句意选出适当的连词,并说出连词种类和句子间的关系。

- ① I felt tired after the work, _____ I had a rest. (but, for, so)
 - ② You will miss the train _____ you don't hurry up. (unless, until, if)
 - ③ Jon checked his wallet for money _____ he bought the best-selling novel. (while, before, although)
 - ④ _____ they are not good at skating now, Jack and Mary dream of being professional skaters someday. (After, Because, Although)
 - ⑤ Tom works very hard, _____ his family is still very poor. (so, or, but)
- (答案: ① so ② if ③ before ④ Although ⑤ but)

Step 4: 设计综合练习让学生完成,先让他们理解句意,厘清句子间的关系,再根据要求变换句式,使句意通顺,逻辑清晰。(此活动可以根据学生程度分层实施,也可以先后完成,梯度递进。★表示难易程度,从低到高,依次为一星、二星、三星。)

★ Worksheet

阅读下列句子,根据括号内提示改变句式,使句子原意不变:

- ① I read more. I can learn more. (the ... the)
- ② I am confused about my future. I remind myself to seize the moment. (although)
- ③ The sun rose. Frank began to go hiking. (as soon as)
- ④ James stopped running. He heard the police officer shout. (when)
- ⑤ The computer cost me too much. It's really useful. (but)
- ⑥ He has had the beard for so long. I can't remember what he looked like without it. (so)

★★ Worksheet

阅读下列句子,根据括号内提示改变句式,使句子原意不变:

- ① I read more. I can learn more. (使用从属连词)
- ② I am confused about my future. I remind myself to seize the moment. (分别使用从属连词及并列连词)
- ③ The sun rose. Frank began to go hiking. (使用从属连词)
- ④ James stopped running. He heard the police officer shout. (使用从属连词)
- ⑤ The computer cost me too much. It's really useful. (分别使用从属连词及并列连词)
- ⑥ He has had the beard for so long. I can't remember what he looked like without it. (分别使用从属连词及并列连词)

★★★ Worksheet

阅读下列句子,根据句子间的逻辑关系使用恰当的连词改变句式,使句子原意不变:

- ① I read more. I can learn more.
- ② I am confused about my future. I remind myself to seize the moment.
- ③ The sun rose. Frank began to go hiking.
- ④ James stopped running. He heard the police officer shout.
- ⑤ The computer cost me too much. It's really useful.
- ⑥ He has had the beard for so long. I can't remember what he looked like without it.

Step 5: 请学生分享合并后的句子,说出合并依据。教师及时给予指导、修正。

【设计说明】

此活动的设计旨在引导学生通过厘清句子间的逻辑关系提高变换句式的能力。通过让学生了解并列连词及从属连词的使用方法来区分并列关系和从属关系,以加强句子的逻辑性和连贯性,使句式结构更严密。Step 1 中呈现的句子有并列句和从属句,学生根据句意以及背景知识不难选出正确答案。教师根据学生的回答,让学生对两类句子有一个初步的了解。Step 2 中,教师要对学生罗列出的并列连词及从属连词加以归类、板书,例如:并列连词有 and, but, yet, or, so 等;从属连词根据逻辑关系一般可分为:① 因果关系: because, since 等;② 让步关系: although, though, even if 等;③ 条件关系: if, unless 等;④ 时间关系: after, before, when, while, as, as soon as, until 等。在帮助学生复现、厘清逻辑关系词后,教师再向学生呈现 Step 3 中的五个针对性练习,要求学生说出选择的连词类型及句子间的关系,引导学生学会使用这些连词来合并句子,为 Step 4 的练习做好铺垫。教师应根据学生程度选择 Step 4 中的综合练习,让学生巩固句式的变换方法。其中,二星和三星的练习对学生的要求较高,需要学生自主判断合适的连接词。

教师应鼓励学生根据句意尽可能多地选用不同的连词来合并句子,写出不同的句式。在 Step 5 这一分享环节中,教师要引导学生仔细倾听同伴的句型,可采用同伴互评、教师总结的方式,启发学生完善、丰富自己的句子,做好积累。

【活动设计 2】

给出几句简单句,要求学生根据逻辑关系,合并成一句长句。

- ① Yesterday I saw a film. The film was wonderful. The film was new. The film was a British film.
- ② Tom studies hard. He wants to go to college.
- ③ The experience was so special that I will never forget it.
- ④ Tom got up early yesterday so that he could catch the early bus.

(答案: ① Yesterday I saw a wonderful new British film.

② Tom studies hard in order to go to college.

③ The experience was very special. I will never forget it.

④ Tom got up early yesterday. He wanted to catch the early bus.)

【设计说明】

这个活动训练学生把短句转化为长句的能力,为写作中长短句的变化使用做好准备。

【活动设计 3】

要求学生用括号内的提示词改写句子:

- ① Anna did lots of things. For example, she fed some hens and milked the cows. (such as)
- ② The talk show is a little more successful than the game show. (not so ... as ...)
- ③ All children like the black mouse. It has two large round ears. (with)

(答案: ① Anna did lots of things such as feeding some hens and milking the cows.

② The game show is not so successful as the talk show.

③ All children like the black mouse with two large round ears.)

【设计说明】

此项活动可以让学生进一步明白,同样的意思可以有多种不同的方式来表达。平日要注意积累,适当记忆。同时需体会不同的表达方式在文体和修辞方面的区别。写作时准确地选用可以使表达更精确,文章更地道。

【活动设计 4】

挑选一篇句式单调、结构松散的作文,要求学生阅读,并划出简单句,然后思考问题所在以及如何通过句式变换进行改写:

Last term we went to Anting. We went there by bus. We celebrated our fourteenth birthday. We stayed there for two days. We had a lot of activities. We held a party. We also had a quiz about plants. We put on a lot of performances at the party. They were wonderful. The activities were interesting. They were also meaningful. I will never forget them.

修改后:

Last term we went to Anting by bus to celebrate our fourteenth birthday. We stayed there for two days. We had a lot of activities, such as a party and a quiz about plants. We put on a lot of wonderful performances at the party. The activities were so interesting and meaningful that I will never forget them.

【设计说明】

这个活动综合了句式变换的各种方式,改善了文章结构,使语句流畅,表达连贯,也训练了学生在写作中选用长短句的能力。

(四) 词块替换,仿写习语

要写出地道的英语句子,使表达更生动,语言更出彩,学习、积累英语词块并在作文中大胆使用是一个很好的办法。

什么是词块呢? Pawley 和 Syder 认为词块应该是词汇化句干或惯例化句干,“是一种具有完整的或较固定的并兼具语法形式和词义内容的句子甚至更长的构件”。

词块的分类方法有很多种,一般可以分为: 1. 聚合词(Polywords),如: by the way, at last, on the other hand 等。2. 固定搭配(Collolocations),如: make a mistake, have a look, show around, keep fit 等。3. 惯用表达(Institutionalized expressions),如: How do you do? It's nothing to do with me. 等。4. 句子框架(Sentence frames),如: The most important is that ..., What was really interesting/surprising was ..., As far as I'm concerned, ... 等等。

教师首先要让学生懂得识别词块,并能收集和记忆课文中的词块。根据教学内容在各环节引导学生操练词块。如:根据单元的词汇教学重点,设计、制作 PPT 图片,每个图片的内容就是本课要求掌握的某个聚合词、惯用表达、句子框架等,要求学生看图,说出与图片内容相关的词块,并用它们造句。

替换、仿写也是一个有效途径。教师可设计以下活动来帮助学生变换句式:

【活动设计 1】

Step 1: 在黑板上呈现以下词块,并问学生 **Can you think of other expressions with similar meanings?**

manage to do try our best to do be harmful to be interested in

Step 2: 教师板书学生思考后说出的一些近义词块: **succeed in doing, make an effort to do, do harm to, be keen on**, 按类别写在黑板上。

Step 3: 在黑板上呈现以下句子, 让学生用新词块替换划线部分来改写句子, 鼓励学生说出更多的表达方式。

① Tom managed to pass the English exam, so he was very happy.

② Smoking is harmful to our health.

③ We should try our best to study hard for a better tomorrow.

④ Linda is interested in playing the guitar in her spare time.

Step 4: 将学生分成四人一组, 每组选择一组词块造句, 时间为三分钟。到时间后, 以小组为单位在全班分享写下的句子。

【设计说明】

该活动设计旨在让学生通过词块替换来掌握新的词块在句中的运用, 并能交替使用词块丰富句式。Step 1 中呈现的词块可根据目标语言选择罗列, 帮助学生回顾所学的内容, 激活学生的语料库, 并在板书中一一复现。Step 2 和 Step 3 是词块替换和运用的关键, 因此板书要清晰。学生在用新词块替换划线部分后, 教师也可鼓励学生运用其他词块变换句式, 重现语料。Step 4 的小组活动可设计为小组竞赛, 增添学习的趣味性。

【活动设计 2】

比较学生已经完成的习作, 让学生仿写关键句型, 从而掌握相同内容的不同表达句式。

作文要求如下:

The Internet has dramatically changed our lives over the past few decades. Although some of these changes have been negative, the effect of this technology has been positive. What are your opinions on this?

Step 1: 作文讲评时, 向学生呈现三篇较好的习作中关于描写英特网带来的变化的句子。

① The Internet has dramatically changed our lives in recent years.

② The Internet has caused dramatic changes in our lives in recent years.

③ The Internet has brought about significant changes to our lives in recent years.

Step 2: 让学生比较以上三句句子, 划出不同的表达方式。

Step 3: 引导学生选择一种句式按以下结构仿写。

_____ has _____ in recent years.

Step 4: 请学生读出仿写的内容,加以点评,并鼓励其他学生做好记录和积累。

【设计说明】

这一活动的设计旨在引导学生围绕一个 topic,通过阅读不同的句式和表达,模仿其结构进行仿写,从而扩充相同内容的不同表达句式。Step 1 中可以根据需要呈现多句意义相近但句式不同的句子,引导学生比较、讨论。Step 3 是学生创造性仿写阶段,可以鼓励学生多仿写几句句子,交替运用习得的表达方式,并在随后的分享过程中进行同伴互评,教师给予修正、总结。

(五) 首句尾句,变化生动

英语作文若要写得地道,开头和结尾非常重要。所谓的“地道”,当然不仅需关注句子的正确与否,而且不能按照汉语的习惯来表达。教师在日常教学中应该引导学生注意西方人的思维特点和他们特殊的表述方式。比如西方人在文章的开头往往强调要开门见山,直奔主题,表述时需要一句 strong, eye-catching sentence。而我们则习惯于先做铺垫,烘托气氛。例如:有位学生写一次在公交车上看到一位小姑娘让座的事。他以这样的句子开头: In this world, we should think more of other people than of ourselves. By doing so, our world will be full of happiness. 外教看了之后就给他改了一个更加直接的开头: A little girl taught me, and a busful of people, an important lesson about the importance of thinking more of other people than of ourselves. 修改后的表述方式当然更加地道。

改变句子的开头和结尾能够提高句子的多样性,如用副词、状语从句、介词词组、分词短语等代替传统的主谓结构,就会使文章增色。

【活动设计 1】

Step 1: 教师呈现一句句子,然后把副词置于句首,让学生观察这两句句子。

I was lucky I won first prize in the English speech contest.

Luckily, I won first prize in the English speech contest.

Step 2: 再呈现两句以副词开头的句子,并让学生思考还有哪些副词常用在句首。

① **Obviously**, everyone has some experience in stage fright.

② **Actually**, it is very good for students to wear uniforms at school because it can prevent some students from showing off their wealth.

总结归纳除了这些副词,常用在句首的副词还有 probably, fortunately, amazingly, perhaps 等。

Step 3: 让学生找出介词短语置于句首的句子,并体会它们强调了什么。

① **Around the corner of the new century**, many people had expected the end of the world. It turned out to be a joke. (强调时间)

② **Thanks to his help**, I made great progress in English. (强调原因)

提醒学生以这样的句子开头不仅言简意赅,还能做到重点突出。

Step 4: 呈现两句以动词不定式开头的句子,并让学生体会它们强调了什么。

① **To celebrate** the arrival of the new century, people held various activities all over the world.

② **In order to let** everybody hear her clearly, she raised her voice and spoke slowly.

提醒学生以动词不定式开头的句子,可以强调谓语的动词的目的所在。

Step 5: 呈现三句状语从句位于句首的句子,让学生体会它们强调了什么。

① **Since the prices are coming down**, I'll wait and see.

② **Unless you study hard**, you'll be left behind.

③ **As soon as they learn the news**, they donate money, food, clothes, and water to the victims through the Red Cross.

【设计说明】

该活动设计旨在让学生体会把句子的某些成分提到句首之后所起到的强调作用。修改后的句子不一定都用到文章的开头,但可以让学生体会到句式变化的作用。

【活动设计2】

Step 1: 在黑板上呈现两组常用的开头和结尾的句式,让学生为意义相近的句式配对。

Column 1

- ① As we all know, ...
- ② As the saying goes, ...
- ③ Long long ago, ...
- ④ More and more people have realized that ...
- ⑤ In a word, ...
- ⑥ From what has been discussed above, we may come to the conclusion that ...
- ⑦ It is really a wonderful time to ..., isn't it?

Column 2

- a. In short, ...
- b. According to what is mentioned above, we may draw the conclusion that ...
- c. It is common knowledge that ...
- d. As a proverb says, ...
- e. What a wonderful time it is to ...!
- f. People in growing numbers are coming to realize that ...
- g. Once upon a time, ...

(答案: ① c, ② d, ③ g, ④ f, ⑤ a, ⑥ b, ⑦ e)

Step 2: 让学生讨论,说出以上句式的多种表达方式,教师归类、总结并罗列在黑板上。

Step 3: 请学生阅读 **Worksheet** 上常用开头和结尾的句子,并写下另一种句式来替换划线部分,使句意通顺。

Worksheet

- ① As we all know, sports are very important in our life.
- ② Long ago, there lived a poor fisherman and his wife in a small village.
- ③ Nowadays, more and more people have realized that it is essential to protect the environment.
- ④ As the saying goes, "No pain, no gain".
- ⑤ From what has been discussed above, we may come to the conclusion that students nowadays are suffering great pressure.
- ⑥ In short, if you want to achieve success, you have to work very hard.
- ⑦ It is really a wonderful time to go on holiday in Europe.

Step 4: 让学生分享修改后的句子,教师及时点评、指导。

【设计说明】

该活动旨在让学生通过句型激活、句式替换和提取运用来丰富语篇中开头和结尾的句式表达。Step 1 中的句型呈现及配对旨在激活学生的图式,与已有的语料形成关联,为 Step 2 的头脑风暴提供支撑。学生的回答可能多种多样,教师要边指导边在黑板上归类,尤其对于 Column 1 中的句⑥、句⑦要提供语言支撑,如句⑥也可以替换为: *As is mentioned above, we may reach the conclusion that ... / From the points I mentioned above, we can draw a conclusion that ...*; 句⑦要引导学生关注结尾除了用陈述句表达,还可以用其他的句型,如反问句、感叹句,以增加句式的多样性。Step 3 的替换练习旨在帮助学生从记忆库中迅速提取并拓展运用习得的语块或句式。教师要鼓励学生用不同的方式来替换这些例句,但要保持语义通顺、表达准确。

(六) 学习修辞手法

修辞手法一般主要用于文学性写作中。但在初中的英文写作中有时也需要学习一些简单的具有英文特征的修辞手法,如果运用得好,会使语句生动从而为文章增添亮色。

英语中常见的修辞手法有明喻(Simile)、隐喻(Metaphor)、拟人(Personification)、夸张(Hyperbole)等。其中,明喻和隐喻均属于比喻的范畴。比喻是最为常见,也是学生最容易学习掌握的修辞手法。

【活动设计1】

Step 1: 让学生讨论下列英语比喻句的含义,并写出它们的中文意思。

- ① Reading is to the mind as exercise is to the body.
- ② Our village is no less beautiful than this picture.
- ③ The first time I read an excellent book, it is to me just as if I had gained a new friend.
- ④ The Chinese people stood up like a giant.
- ⑤ Use a book as a bee does a flower.
- ⑥ Cultivation to the mind is as necessary as food to the body.
- ⑦ Death may be as heavy as Mount Tai or as light as a feather.

(参考答案: ① 读书对于思想,好像运动对于身体一样。② 我们的村庄如同这幅画一样美丽。③ 初读一本好书就好比我又结识了一个新朋友。④ 中国人民像巨人一样站起来了。⑤ 用书如蜜蜂采蜜。⑥ 学习对于头脑,如同食物对于身体一样不可缺少。⑦ 死或重如泰山,或轻如鸿毛。)

Step 2: 让学生观察并归纳上述英语比喻句的特点,然后模仿造句。

【设计说明】

英语的修辞手法有些地方与汉语相近,但两者也有较大的区别。比喻手法比较常见,也与汉语的表达较为接近。但由于文化背景的差异,我们不能让学生随心所欲地生造词语,而要多多在英语阅读中识别、积累,对典型的句子加以记忆。中译英的训练可以帮助学生比较两种语言的表达方式,同时深入理解英语比喻句的含义。

【活动设计2】

Step 1: 向学生展示“The Winning Team”一文中的一句话: **Peter felt like there was a heavy weight on his shoulder as he walked home alone.**

Step 2: 让学生将这句话与 **Peter was very upset.** 相比较,使学生领略到修辞运用的精妙。

Step 3: 再向学生展示一段话: **What is dream? Some say it's an idea with wings, which encourages the dreamer to be bold and confident, while others say it's something within sight but beyond reach like the colorful but short-lived soap bubbles.**

Step 4: 指出其中的比喻句,触发学生的想象力。

【设计说明】

大多数教师和学生都只是关注信息的理解,而忽视文本中比喻句所使用的修辞方法。这是重内容理解、轻表达方式的表现。要想让学生养成使用修辞的习惯,教师就要有意识地指导学生在了解了明喻和隐喻后,注意观察和捕捉文章中所使用的比喻句,体会它们的含义,并与不用比喻的句子相比较,让学生体会比喻这一修辞方式的优势,并注

意摘抄、积累,以便以后在写作中可以借鉴和使用。

【活动设计3】

教师先给学生提供带有修辞手法的短文,让学生找出带有修辞的句子,然后让学生自己找出句中的共同特点。之后,由老师综合学生们所得出的结论,并给出必要的补充。最后,布置一篇作文,让学生尽可能用学到的知识进行写作。

例如,给出以下例句:

Water is as precious as liquid gold.

在让学生写题为“The importance of self-confidence”的作文时,文章的开头句可以由 Self-confidence is important. 变成 Self-confidence is as precious as gold.

【设计说明】

本活动旨在引导学生关注阅读文本中含有修辞的句子,教师给予及时的点拨,引导学生仿写。在写作教学中,要提醒学生注意使用修辞手法,给文章增加亮点。

四、正确使用标点符号和字母大小写

标点符号和大小写是书面语言中不可缺少的辅助工具,它们帮助人们更确切地表达自己的思想感情。在写作过程中,有不少学生只注重句子的结构和语气、词汇的性质和作用,而忽视了标点符号和大小写在表达上的作用,从而影响到整个句子乃至整篇文章的质量。所以,在写作时,一定要规范使用标点符号,同时要注意字母大小写的正确书写,学会识别词块、区分意群、掌握语句的基本结构,为写作的顺利进行打好基础。

根据在句子中的位置,标点符号一般可分为放在句末的标点和插在句间的标点。英语写作中需要大写的字母主要包含以下几种情况:缩写、专有名词、句首或直接引语开头。其中,专有名词包括:人名、地名、国名、节日、书名等。在课堂教学中,教师可以参考以下活动来培养学生正确使用标点符号和正确书写字母大小写的能力。

【活动设计1】

Step 1: 在黑板上呈现以下三个句子,请学生在句尾加上适当的标点。

- ① What will happen to us if computers can do our jobs
- ② How carefully he did his homework
- ③ Cormorant fishing is a traditional Chinese skill

(答案:①? ②! ③.)

Step 2: 根据学生的回答为句子加上标点,并请学生说明理由。

Step 3: 在黑板上呈现以下句子,让学生判断标点符号是否使用正确,错误之处要求

改正。

- ① Can you explain what Pansy says.
- ② I wonder what it's like to be an astronaut?
- ③ We will have a picnic if the weather is fine tomorrow.
- ④ What an unforgettable experience it is.
- ⑤ How can you make your memory more efficient!

(答案: ① . → ? ② ? → . ③ ✓ ④ . → ! ⑤ ! → ?)

【设计说明】

此活动旨在引导学生通过识别句型,掌握三种常见的放在句末的标点符号的用法。句末的标点包括句号、感叹号及问号,表示一句话结束后的停顿和语气语调的表达。通过 Step 1 中三个句型的呈现,让学生有一个初步概念,教师应及时加以引导、概括。Step 3 中的判断和改错有一定的干扰性,将帮助学生进一步巩固标点的使用方法。

【活动设计 2】

Step 1: 在黑板上呈现以下句子,请学生在合适的位置添加逗号。

- ① However the majority of the world drinks green tea.
- ② When people get old their short-term memory becomes weaker.
- ③ Herbal tea contains herbs fruits and spices.
- ④ I felt tired after the work so I had a rest.
- ⑤ After four years of fighting the war ended on April 9 1865.
- ⑥ Mark's new address is 310 Greens Drive Boston Massachusetts.

Step 2: 让学生小组讨论添加的结果,思考、总结逗号的用法,教师在黑板上一一列出。添加结果如下所示:

- ① However, the majority of the world drinks green tea.
- ② When people get old, their short-term memory becomes weaker.
- ③ Herbal tea contains herbs, fruits and spices.
- ④ I felt tired after the work, so I had a rest.
- ⑤ After four years of fighting, the war ended on April 9, 1865.
- ⑥ Mark's new address is 310 Greens Drive, Boston, Massachusetts.

Step 3: 请学生完成 **Worksheet** 上的逗号添加练习,并说明理由。

Worksheet

- ① Computers can be valuable in education but many schools cannot afford enough of them.

- ② Abraham Lincoln served as the president of the United States from March 4 1861 to April 15 1865.
- ③ Gradually more and more scholars came online. Years later businessmen began using the Internet too.
- ④ Send your letters to the *Daily Post* at 211 Main Street Newcastle England.
- ⑤ After it has been picked the tea is processed into black tea oolong tea green tea or white tea.
- ⑥ A DVD-ROM can hold millions of pages of writing and it can also contain pictures videos and sounds.

Step 4: 请学生分享添加结果,并说出依据。教师及时给予指导、修正。

【设计说明】

此活动的设计旨在引导学生通过识别逗号的六种分隔作用,掌握在句中或语段中添加、运用逗号的能力,以此培养词块、意群及句子结构的概念。六种分隔作用包括:单词/词块、并列句/从属句、地址地名、数字日期、副词开头及句头引入。

【活动设计3】

Step 1: 在黑板上呈现以下句子,让学生判断标点符号是否使用正确,尝试改正错误的标点并说出理由。

- ① The manager said, "You"re very sensible, sir."
- ② Some items are difficult to recycle; foam cups, car tires, and toxic chemicals.
- ③ A bath uses even more water than a shower — about twice as much.
- ④ My brother listens to classical music; I listen to country music.

Step 2: 根据学生的回答,修正上述句子中的错误标点,引出常用的五种标点符号。教师分析总结其用法,并列在黑板上。

Step 3: 请学生完成 **Worksheet** 上的综合练习,要求在合适的位置添加适切的标点符号,使句意通顺。

Worksheet

- ① We're going on vacation next week Dan said to John
- ② The first cartoons were hand drawn frame by frame as a result, each cartoon took a long time to create.
- ③ As we all know there are five senses hearing smell sight taste and touch.
- ④ One of the most popular ways is electronic mail more commonly called e-mail.
- ⑤ Paul loves to ride his friends bicycle. He didnt take long to learn and he doesnt worry about falling.
- ⑥ Benny, Daisys brother, said Yes. Can you get me a packet of electricity, please Daisy said OK, and went out. Benny laughed, 'Ha Ha I've tricked Daisy at last. She thinks that she can buy it in packets like sweets She'll really look foolish.

Step 4: 让学生小组讨论,说出添加的理由,进一步修正答案,教师及时分析总结。

【设计说明】

此活动的设计旨在培养学生识别、添加、运用其他句间标点符号的能力,如分号、冒号、引号、破折号和撇号,以及综合运用标点的能力。Step 3 的综合练习可以根据学情分层实施,如告诉学生每道题中有几处需要添加标点,或在需要添加标点的位置加上下划线,为学生理解句意及厘清句子结构提供支架。初中常用标点符号的用法请见本书附录 2。

【活动设计 4】

给学生提供 16 张纸条,含有两部分内容。其中 8 张是含有大小写字母的单词、词组或句子,其余 8 张是与之配套的大小写规则。要求两人一组完成配对任务,用时最短的小组获胜。

The First Part	The Second Part
① England, Australia, John Smith	a. 缩略词必须大写
② Sunday, Tuesday	b. I (我) 在句中任何位置都必须大写
③ the Spring Festival, Women's Day	c. 书名的第一个字母必须大写
④ Jack and I	d. 星期名称的第一个字母必须大写
⑤ summer, autumn	e. 普通名词构成的专有名词的第一个字母必须大写
⑥ <i>The Little Prince</i>	f. 句子开头的第一个字母必须大写
⑦ My brother went swimming yesterday.	g. 国名、人名第一个字母必须大写
⑧ the Summer Palace	h. 节日名称的第一个字母必须大写
⑨ PE	i. 季节不需大写

(答案: ① g ② d ③ h ④ b ⑤ i ⑥ c ⑦ f ⑧ e ⑨ a)

【设计说明】

本活动设计旨在借助 competition 这一学生喜欢的活动形式,调动他们的学习积极性。在以上设计的竞赛活动中,学生掌握了英语大小写的使用规则,享受了学习带来的乐趣,也达到了预期的教学效果。

【活动设计 5】

Step 1: 在黑板上呈现以下句子,请学生划出需要大写的字母,并说出理由。

- ① friday was an unusual day for mrs. green.
- ② mary likes animals, and she would like to be a volunteer in the spca.

- ③ daisy came out of the bathroom. her brother said, “who were you talking to?”
“i was talking to the water,” Daisy said.
- ④ benjamin franklin was born in boston, Massachusetts in the usa on 17
january 1706.
- ⑤ Hemingway’s work — *the old man and the sea* — is one of my favourite books.

Step 2: 教师根据学生的回答划出需要大写的字母,加以改正;同时引导学生概括出字母大小写的规律,并罗列在黑板上。

Step 3: 请学生根据要求完成 **Worksheet** 上的两个练习。

Worksheet

Exercise 1

要求:先划出需要大写的字母,将修改后的单词写在空格上。空格的数量代表需要改为大写字母的单词数量。

- ① in our science class, each student must do a report on an article in the magazine *scientific american*.

- ② My friend jane and i will have a picnic in the century park on children’s day.

- ③ dad said, “nobody’s ever seen electricity. it’s invisible.”

- ④ It is mr. white’s birthday. he is at his favourite chinese restaurant with his family.

- ⑤ If you want to go on to visit britain, you can now do it without flying or taking a ferry. The channel tunnel enables you to travel by train from paris to london in about three hours.

- ⑥ There are many different ways to communicate. One of the most popular ways is browsing on the world wide web. The www is a very big series of connected pages with various forms of multimedia.

Exercise 2

要求:判断下列语段中的大小写字母是否使用正确,划出需要大写的字母并加以改正,并说明理由。

- ① paris is the capital of france. it is one of the most popular tourist destinations in the world. With its world-famous landmarks such as the eiffel tower and the arc de triomphe, paris is one of the most beautiful cities in the world. if you are taking your children with you, remember that euroDisney is just an hour away from the centre of paris. It offers many of the same attractions as the disney parks in the usa.

- ② in the guinness book of records, we can find some amazing stories about memory. for example, gou yanling from harbin in china has memorized more than 15,000 telephone numbers. And dave farrow from America remembered the correct order of 2,704 playing cards, after seeing them just once.

Step 4: 让学生讨论、分享修改后的句子,并说出理由,教师给予指导、总结。

【设计说明】

此活动的设计旨在引导学生通过识别大小写字母的用法,掌握在句中及语段中正确使用大小写字母的能力。Step 3 中的两个练习从句子到语段设置了不同的梯度,Exercise 1 为 Exercise 2 的自由修正字母大小写提供了支撑,Exercise 1 中的横线提示将帮助学生快速定位误用的大小写字母。英语中字母大小写的基本规则请见本书附录 3。

第四节 行文连贯,结构完整

篇章内容的完整性、主题的统一性、逻辑的连贯性是篇章组织的主要特征。篇章的完整性需要篇章的展开和充足的细节。篇章的统一性需要篇章中的句子都支持主题句。篇章的连贯性需要篇章中的句子以清晰、符合逻辑的顺序连接,以保证各个观点之间以及观点与主题句之间形成联系。篇章的连贯性通过一致的时态、统一的逻辑顺序以及连接成分得以保证。

篇章的展开是用细节对主题做说明、解释和论述。展开是篇章写作的关键,常用的方法有:事实与数据法、举例法、比较与对比法、因果法、叙述法、描述法等。

一、中心明确

篇章中心明确首先取决于是否有一个鲜明的主题句。段落主题句是段落的主旨所在,它概括了主题思想,是段落的灵魂,是为整篇文章的中心服务的,具有高度概括和具体得当的特征。

一个段落要有一个主题句,段落内的其他句子必须从属于这一主题句,称为支撑句。一个段落通常还有一个结尾句与主题句相呼应,这就是段落的统一性。

主题句一般出现在段首,也可出现在段末。大多数段落的主题句位于段首,这类段落属于演绎式段落,也是学生常用的一种方法,即“主题句+支撑句”的模式。使用这种方法的好处在于能够较好地把握全文的结构,有助于确定段落的主线,使各个支撑句围绕段落主题自然展开,保持段落的一致性与连贯性。主题句在段尾,可以使语气或气氛逐渐加强。在这种段落中,通常先把论据、材料、细节逐渐展开,最后自然而然地归纳出主

题。这种段落属于归纳式段落,即由结尾的主题句总结本段的主旨,即“支撑句+主题句”的模式。

写英语文章的主题句要注意四点:1. 不要是一个不完整的句子;2. 不应该是个问句;3. 不要太宽泛或太狭隘;4. 不要用 I think, In my opinion 等作为主题句的开头。特别需注意主题句不能写得太笼统,也不能涉及面太窄。如果主题句限定范围太宽,其内容就无法在一个段落中阐述清楚。如果限定范围太窄,又不利于段落的发展。段落主题句所限定的内容必须符合段落写作的目的,有利于文章的展开。

【活动设计 1】

让学生判断下列主题句所存在的问题:

- ① Beijing is famous for its long history, its large population, and its historical sights.
- ② English food is terrible.
- ③ Pollution is a serious problem.
- ④ He speaks English.
- ⑤ I bought a car last week.

【设计说明】

本活动的设计旨在让学生判断主题句所存在的问题,从而联系到自己的写作,避免出现同样的问题。

主题句①将三个不同的观点揉在一起,如果作为一个段落的主题句则不符合要求,该主题句可分解为三个主题句,由三个段落分别来完成。主题句②和③过于概括;而主题句④和⑤则过于具体。

【活动设计 2】

让学生找出段落的主题句:

- ① Smoking is harmful to your health. Experiments show that smoking can cause cancer. Besides the most serious disease, cancer, smoking can also cause other health problems. For example, it gives one a “smoker’s cough”. Finally, studies have shown it is easy for smokers to catch colds. Whether you get an unimportant cold or the terrible killer, cancer, smoking is harmful. Is it worth it?
- ② Albert Einstein, one of the world’s greatest scientists, failed his university entrance exam on his first attempt. William Faulkner, one of America’s famous writers, never finished college because he could not pass his English courses. Sir Winston Churchill, who is considered one of the masters of the English language, was very poor in English during middle school. These few examples show that school does not always predict failure in

life.

【设计说明】

此项活动可以使学生识别主题句的位置并在自己的写作中加以模仿。段落①的主题句在句首 Smoking is harmful to your health. 段落②的主题句在句尾 These few examples show that school does not always predict failure in life.

【活动设计3】

让学生根据所给的主题句,选择合适的支撑内容,组成通顺的小段落。

- ① You should always wear a seat belt when you are in the car.
- Seat belts help save lives in car accidents.
 - The police can give you a ticket if you don't wear a seat belt.
 - Babies don't use seat belts.
- ② It's important to brush your teeth after meals.
- Toothpaste tastes yummy, like dessert.
 - Healthy teeth can keep prevent diseases.
 - Removing food from teeth immediately helps keep teeth healthy.
- ③ Spring is the season of rebirth.
- Many baby animals are born in the spring.
 - I like spring best.
 - Leaves and flowers appear on trees after the long winter has ended.

(答案: ① a, b ② b, c ③ a, c)

【设计说明】

该项活动能够帮助学生判断哪些是合理的段落支撑句,从而联系到自己的写作,明白主题句与支撑句之间紧密的关系,即主题句是段落主旨的概括,支撑句是主题句的展开和延伸,其内容应紧扣主题句。教师可以先给出主题句,请学生小组讨论并罗列一些支撑主题句的内容。再给出选项,请学生勾选合适的支撑句并说明原因。然后让学生反思自己所列出的内容是否合适。进行筛选后,最后请学生根据讨论和勾选的内容围绕主题句写一个小段落。

二、指代清晰

段落句子的连贯(Coherence)是一个完整篇章的另一个重要条件。一个好的篇章应尽量避免结构的混乱和前后逻辑上的含混不清,换句话说,篇章的每一个部分都必须意思连贯、结构紧凑、衔接正确、表意清楚。指代清晰是表达连贯的重要方面。例如:下面

这个句子就是学生常犯的错误: Students should learn to do everything on your own, and not always rely on your teacher's help. 句中人称代词 your 指代不清,因而句子缺乏连贯性。人称代词 your 应改为 their。

【活动设计 1】

让学生阅读下面的段落,分析一下文中代词的指代错误并订正。

There is no doubt that the following rules are important to a middle school student. The rules that we obey lead you to a correct direction. We have to finish our work well on time to show that you are not careless. What's more, being polite to others is also important. For example, a smile can show your respect and confidence. Indeed, it is hard to follow all the rules. Personally speaking, you will find it worthwhile to do what we should do.

【设计说明】

本活动中段落叙述的语气是从学生自身的角度来讲的,人称应该统一为第一人称,以保持连贯性。写作时,要注意保持人称的一致,不要随意变换人称。

【活动设计 2】

让学生用合适的代词替换划线部分。

Dad once owned a Morris Oxford. The Morris Oxford ① was very dear to Dad ②. Mum, however, disliked the car. Mum ③ said the car ④ was too old. Mum asked Dad to sell the car but Dad ⑤ told Mum ⑥ the car was priceless.

Then, months later, Mum did something wonderful. It was the day before Dad's birthday. She spoke to my sister Jenny and me quietly. She asked Jenny and me ⑦ to take Dad out for the day. Jenny and I ⑧ did as she said. A surprise awaited Dad, Jenny and me ⑨ when Dad, Jenny and I ⑩ returned home. Mum was at the gate with two men. She was giving the men ⑪ some money. In the driveway was Dad's Morris Oxford. It was gleaming white and shining.

(答案: ① It ② him ③ She ④ it ⑤ he ⑥ her ⑦ us ⑧ We ⑨ us ⑩ we ⑪ them)

【设计说明】

该活动旨在帮助学生合理使用代词,减少重复,增强文章的连贯性。第一步,教师可先给出全文,请学生朗读,引导学生关注句子之间意义重复的部分。第二步,请学生使用合适的代词替换划线部分。教师可针对某些易错点进行指导,如划线部分⑨和⑩,虽然指代的都是“我和爸爸、Jenny”,但前者作宾语,后者作主语。最后,教师可请学生朗读替换后的文本,体会文章精炼和逻辑清晰的重要性。

【活动设计3】

让学生用合适的代词填空。

Dear Sue,

How are you? Mum and Dad miss ① you and so do Ken and ② _____. Dad says ③ _____ finds life dull without you around to make fun of ④ _____. Mum says ⑤ _____ doesn't feel like singing because you aren't here to accompany ⑥ _____ on the piano.

Maths is difficult without you teaching Ken and ⑦ _____ easy ways of solving problems. You also helped ⑧ _____ to love maths by making ⑨ _____ enjoyable.

Please write. Grandpa and Grandma say ⑩ _____ would like to hear from you too. ⑪ _____ all want to know about your adventures at the university.

Yours,

Ben

(答案: ② I ③ he ④ him ⑤ she ⑥ her ⑦ me ⑧ us ⑨ it ⑩ they ⑪ We)

【设计说明】

该项活动要求学生通过联系上下文来判定空格处所缺失的指代内容,通过让学生选择合适的代词帮助其梳理句子之间的逻辑关系,注意主谓一致、人称统一。学生填写完整之后,教师可追问所填代词所指代的具体内容。

三、时态连贯

语篇结构与句子的时态是密切相关的,动词时态的使用决定着每个句子的正确与否。学生在写文章的过程中要学会结合语篇结构和内容综合地运用时态。英语文章中的动词在整个语篇结构中上下文有着一定的关系。写作训练就为学生学习和掌握时态提供了语篇环境,在写作中学习时态使学生不仅知道某个时态结构的表层含义,而且懂得该结构应在何种情形下使用和怎样使用。但是需要强调的是:不要把微技能训练等同于讲解时态规则和分析句子结构,从而把写作课变为专门的时态语法课;而是要在语篇环境下学习时态、感悟时态,达成表达的连贯一致。

【活动设计1】

让学生根据下列标题判断写作文体,并为其选择合适的时态。

- | | |
|-----------------------|-------------------------------|
| ① Deep in my memory | ④ I am not ... any longer |
| ② This time next year | ⑤ How to protect myself |
| ③ A problem I had | ⑥ I will never forget him/her |

【设计说明】

时态的选择对于整篇文章起着至关重要的作用,能反映出学生是否审题正确。此项活动能够帮助学生审清题目,根据标题所提供的关键词和关键信息来选择合适的时态。例如“Deep in my memory”和“A problem I had”都涉及过去发生的事情,是叙述性的文章,应选用过去时。而有些标题可涉及多种时态,例如“I am not... any longer”需要对比过去与现在的状况,应采用不同的时态。在教学过程中,教师可让学生先仔细阅读标题并划出关键词,再讨论使用何种时态,并给出理由。也可请学生罗列写作提纲,为每一部分选取合适的时态。

【活动设计2】

让学生阅读下面两篇短文。改正第一篇文章中的时态错误,为第二篇文章填入所给动词的正确时态形式:

① At two o'clock yesterday afternoon my friend and I are playing in the park. Suddenly we find a bird lying on the ground. We picked it up and find its wings were hurt. It can't fly. So we took it to the animal hospital in a hurry. The doctor told us that there is nothing serious. He gives us some medicine. Then I took it home and look after it carefully. As soon as it will get better, I will let it fly to the sky again.

(答案: were playing, found, found, couldn't, was, gave, looked, gets)

② All of Miss Li's students think she _____ (be) a good teacher. She _____ (come) to this school in 1995. She is always nice to her students. She often _____ (help) them with their school work. So her students _____ (regard) her as their best friend. They _____ (love) her very much and they often do something nice for her. One day before Teachers' Day, some of her students _____ (buy) her some presents. When they _____ (give) her the presents, they _____ (say), "Thank you for teaching us so well and we _____ (study) harder than before." How nice her students are!

(答案: is, came, helps, regard, love, bought, gave, said, will study)

【设计说明】

学生们虽然受过大量的时态训练,但是在写文章的过程中对于如何结合语篇结构和内容综合地运用时态,很多学生都把握不好。时态的应用实际上是综合的、整体的运用。本活动的设计旨在让学生结合文章的上下文学会运用所学的外语知识,进行有效、得体的交际。

四、逻辑合理

篇章段落由主题句和支撑句构成。支撑句使主题思想得到充分展开,使段落完整。

所谓逻辑的合理性,首先要看支撑句和主题句之间是否形成意义上的相关性,即所有的支撑句都必须对主题句起支持作用;其次句子的排列顺序必须合乎逻辑;最后,要使用合适的过渡词来加强句与句之间的衔接或连贯。使用引申、转折、递进、让步、结果等过渡词,衔接句与句、段与段,可以增强文章的逻辑性。这样的段落才会既有统一性、完整性,又有连贯性。常用的过渡词请参见本书附录4。

要使文章合乎逻辑,尤其在议论文中,分清什么是事实(Facts)陈述,什么是观点(Opinions)表达很重要。议论文要表达观点,但观点没有事实佐证就显得很主观,缺乏说服力。反之,光是堆砌事实,没有观点就显得内容琐碎,逻辑混乱。学会区分事实和观点,是培养批判性思维的起点。教师要帮助学生辨别事实和观点,学会用事实去支撑观点,进行有序、合乎逻辑的表达。

【活动设计1】

Step 1: 让学生根据上下文的逻辑关系选用方框内合适的连接词完成句子:

- | | | | |
|---------------------|-----------|------------|----------------|
| a. then | b. next | c. finally | d. however |
| e. instead | f. still | g. so | h. but |
| i. at the same time | j. though | k. at last | l. in addition |

- ① Everyone's fingerprints are unique, _____ the police often use them to find criminals.
- ② She asked the salesgirl to let her have a look at a new dress, _____ the girl took no notice of the request.
- ③ He kissed her, _____ hugged her.
- ④ John offered to go instead _____ he did not know anything.
- ⑤ A fox is no match for a good hunter _____ sly it may be.
- ⑥ He was told to go to school, but he went to a party _____.
- ⑦ You need money and time; _____, you need diligence.

(答案: ① g ② h ③ a ④ j ⑤ d ⑥ e ⑦ l)

Step 2: 让学生填入合适的过渡词使文章逻辑合理、衔接自然、语句通顺、内容连贯。

Many students have difficulty taking a test. _____, they get poor grades on their quizzes. They must, _____, work harder in class. _____, they should devote great periods of time to writing assignments. _____, they'd better offer to do extra assignments during vacations. The effects of doing poorly on even one quiz can be stressful to most students.

(参考答案: As a result, therefore, In addition, Finally)

Step 3: 把一段文章六句话的次序打乱,三句一组印在纸片上。让学生两人一组,各拿一张纸片,不看对方的纸片。然后猜测哪一句是主题句,哪一句是结尾句,支撑句的次序又是怎样的。看哪一组先正确无误地完成这个任务。

- ① The final reason is that with more people from all over the country coming to the city for job or study the population of Shanghai has been increasing so fast.
- ② The main reasons are as follows.
- ③ For the past ten years, traffic jams in Shanghai have been more and more serious.

- ④ It is clear that the traffic problem should be solved as soon as possible.
- ⑤ First, more and more people have private cars as a result of the improvement in their living conditions.
- ⑥ Next, many of the roads are still so narrow that they can hardly bear such heavy traffic.

(答案: 句子次序为: ③,②,⑤,⑥,①,④)

【设计说明】

正确使用过渡词,能使文章连贯,合乎逻辑。我们可以从句与句之间的连接着手进行训练。这里三个活动的梯度是递进的: Step 1 最为基础,供学生选用。但题干的文字有一定难度,而且方框内给出的词有很多干扰项。Step 2 没有提供选项,要读懂全文才能厘清逻辑关系。Step 3 难度最大,学生若要厘清段落的意思,就要思考句与句之间可能存在的逻辑关系。但每个人只能看到段落的一半,这就促使组内两人展开讨论,进行深入思考。教师可以提示学生多观察句子中的 signal words。

【活动设计 2】

Step 1: 让学生辨别下列句子是陈述事实还是表达观点,分别用“F”和“O”标出:

- ① _____ Roses are the prettiest flowers.
- ② _____ The water in the ocean is salty.
- ③ _____ The sun warms the earth's surface.
- ④ _____ There should be more cartoons on television.
- ⑤ _____ Learning to read is easy.
- ⑥ _____ Zebras are black and white.

(答案: ① O ② F ③ F ④ O ⑤ O ⑥ F)

Step 2: 让学生根据要求写出观点或事实。

- ① Write a **fact** about a car.
- ② Write an **opinion** about airplanes.
- ③ Write a **fact** about your family.
- ④ Write an **opinion** about yourself.
- ⑤ Write an **opinion** about the city or town you live in.

Step 3: 让学生讨论下面两个例子哪一个更有说服力,从而学会用事实来证明观点。

例 1: Mary believes that white mice make good pets. Here are her reasons:

- ① They are small. (*fact*)
- ② They don't make a noise. (*fact*)
- ③ They don't make a mess of her apartment. (*fact*)
- ④ They are cute. (*opinion*)

例 2: Jeff believes that children should not go to school. Here are his reasons:

- ① It is more fun to play at home. (*opinion*)
- ② Children should choose what they want to do. (*opinion*)
- ③ School work isn't interesting. (*opinion*)

【设计说明】

陈述观点,表达意见或展开议论,合乎逻辑非常重要。这里设计的三个步骤的活动也是不断递进的。从分清观点与事实开始,进而要求写出相应的观点和事实。Step 3 通过分析两个例子,让学生更加直观地了解怎样才能做到有根有据地表述观点:例 1 中 Mary 用了三个事实来证明“白老鼠可以成为很好的宠物。”我们可以用相反的观点和事实来反驳,但她的论述本身还是言之有理的。例 2 中 Jeff 认为小孩不该上学。他提出的三个理由都是自己的主观判断,且没有事实佐证,所以显得武断。

第三章 结合教材的写作活动设计

写作是语言综合运用能力的表现,而教材则是培养学生语言综合能力的重要载体。因此,在写作课堂教学中需要教师充分运用教材所创设的语境、教材所呈现的语言,设计充分激发学生思维的写作训练活动,并将其贯穿在课堂教学的整个过程之中。

《英语(牛津上海版)》六、七年级教材以模块主题下设单元话题的形式编写,每个单元话题的基本构成为 Listening and speaking、Reading、Writing 三大板块。八、九年级教材各单元话题下则设有 Reading、Grammar、Listening、Speaking、Writing、More practice 等板块。教材中各个板块的语言材料虽然各有其特定的语用功能,但是听、说、读、写作为一个语言运用体系具有不可分割的关联,本章将围绕如何运用教材中各类语言材料,设计写作训练活动展开讨论。

第一节 运用教材中的阅读材料设计写作活动

一、确定写作教学目标

英语写作从本质上来说,是利用句子、段落和篇章,有效选择、组织和发展意义(或思想)的复杂认知过程,是用书面语表达意义的过程。阅读是培养学生英语应用能力的一种重要形式,它和写作一样属于书面能力。阅读要求的是理解和领悟能力,写作要求的是运用和表达能力。读和写的关系相当密切,互为促进。只有通过阅读的逐步领会,才能转化为写作的正确表达。

汪建群曾说:“教材是练习写作的基础,是作文素材和表达方式的模板和源泉。”《英语(牛津上海版)》教材以“模块(Module)一单元(Unit)”为主线,每个模块有一个主题(Theme),包含相关的若干单元;每个单元有一个话题(Topic),围绕这一话题呈现一系列学习项目,如语言知识(语音、词汇、语法)、语言技能(听、说、读、写),以及语言运用等,着重培养学生运用语言的能力。同时,在每个单元中,都有对话或语篇,并且有相应的写作活动,强调“读”“写”结合,以“读”促“写”,通过阅读既获取信息,又进一步学习句型、语法、文章结构和相关的话题内容,同时在读的基础上,开展写作方

面的训练。因此教师要在阅读教学过程中,以课文语言、话题和结构作为支撑,在阅读教学中渗透写作意识和策略,以读促写,对学生进行写作训练。

(一) 初中英语写作教学的分年级目标

写作教学应当首先具有符合年级特征的教学目标,要结合本年级教材中所提供的写作题材,设计更具体、更契合教材内容、更符合学生需求的写作分类目标,它不仅是教学的指向,也涵盖一定的教学内容与教学要求。

依据《上海市中小学英语课程标准(征求意见稿)》(2004)以及国家颁布的《义务教育英语课程标准(2011年版)》中所明确的写作教学要求,六至九年级对“写”的要求可以分为听写、写话、应用文写作和命题作文四个类别。在此基础上,我们可以进一步对初中阶段(上海地区)的写作教学目标进行分类细化(如下表所示)。

写作类型	教学目标(学习要求)	适用年级
听 写	1. 能听写教材中的单词和语句,并做到拼写基本正确	6—7
	2. 能听写教材中的段落,并做到拼写基本正确,语言基本通顺	6—8
	3. 能在10分钟内听写100个左右单词的语言材料,正确率不低于80%—90%	7—9
写话(句)	1. 能够依据句子的成分进行分析,写出主、谓、宾、状完整的语句	6—8
	2. 能运用一定的句型结构进行相应的语言交际	7—9
	3. 能应用一定的时态写出一定语境下相适应的语句	6—8
	4. 能够根据图片内容,写出描述性的词汇和语句	6—8
	5. 能够根据情景描述,写出准确的词汇和语句	8—9
应用文	1. 能填写有关个人信息的(简单的)表格	6—7
	2. 能用恰当的格式书写便条和简短的书信	7—8
	3. 能根据有关信息,写出相应体裁的说明、报告、海报或信函等	8—9
命题作文	1. 能(基本)正确地使用大小写字母和标点符号	6—7
	2. 能明确写作意图与写作主题,学会收集相关信息	6—8
	3. 能根据写作主题组织素材并谋篇布局	7—9
	4. 能根据要求写不少于60—80个词的短文,意思连贯,语言基本正确	6—9

当然,分年级写作目标的表述形式不仅只有这一种,教师可以依据学校教学的现实情况与学生的语言能力基础制定更有针对性的写作教学年段目标,并在实践中不断加以改进和完善。

(二)《英语(牛津上海版)》教材分年级读写教学内容和目标

教材	板块	教学内容和目标
6A	阅读	以帮助学生积累语言材料和通过阅读提高获取信息的能力为主。提供和输入新的语言材料,包括单词、词组、句型、对话、短文、诗歌、信件、请柬、时刻表、图片说明、生日卡片、菜单、图表、标志、影集和地图等内容
	写作	通过制作家谱、影集、卡片,填写表格、请柬或购物单,填空完成句子和小诗以及回答问题等任务,为培养学生的写作能力打下初步的基础
6B	阅读	以帮助学生积累语言材料和通过阅读提高获取信息的能力为主。提供和输入新的语言材料,包括对话、短文、诗歌、图片说明、标志和地图等内容
	写作	通过写报告、写电子邮件、制作海报、填写表格、填空完成句子和回答问题等形式,为培养学生的写作能力打下初步的基础
7A	阅读	以提供语言材料和通过阅读提高获取信息的能力为主。提供和输入新的语言材料,包括对话、短文、图片说明、图表、标志、地图、游戏规则和房型图等内容
	写作	通过写报告、写邮件、填写表格、填空完成句子和回答问题等形式,为培养学生的写作能力打下初步的基础
7B	阅读	以帮助学生积累语言材料和通过阅读提高获取信息的能力为主。提供和输入新的语言材料,包括对话、短文、故事、诗歌、图片说明、图表、小实验演示、信件、地图、海报和电影排片等内容
	写作	通过写旅游指南、填写出行路线、撰写各类调查表或调查报告(如职业、服装、优秀学生事迹和电的重要性等)、模仿学写小诗、填写表格、填空完成句子和回答问题等形式,为培养学生的写作能力打下初步的基础
8A	阅读	以帮助学生积累单词、词组、句型等新的语言材料和提高学生阅读能力为主要目标。提供和输入新的语言信息,包括书信、人物介绍、日记、科普读物、百科全书片段和科幻故事等内容
	写作	提供各种相关材料(如书信范例、关键词汇、图片、短文、对话、图表和连环画等),通过写书信、填表格、完成故事和报告等训练形式,进一步培养和提高学生的写作能力
8B	阅读	以帮助学生积累单词、词组、句型等新的语言材料和提高学生阅读能力为主要目标。提供和输入新的语言信息,包括采访(对话)、科普知识(对话)、会议报道、故事、旅游胜地介绍和诗歌等内容

教材	板块	教学内容和目标
8B	写作	提供各种相关材料(如图片、关键词句、短文、问题、图表、明信片以及不完整的诗歌等),通过看图写话、完成流程图、制订规则、完成报告、描述房间、写明信片 and 完成小诗等训练形式,进一步培养和提高学生的写作能力
9A	阅读	以帮助学生积累单词、词组、句型等新的语言材料和提高学生阅读能力为主要目标。提供和输入新的语言信息,包括古希腊神话故事、中国传统文化、有关宠物的辩论、现代电脑科技、人脑记忆功能、侦探专访和如何绘制连环画等内容
	写作	提供各种相关材料(如关键词句、短文、问题、图片、图表等),通过完成故事、写短文介绍中国传统文化、写短文介绍自己最喜欢的商店、完成信件、叙述记忆深刻的事、写目击报告和为连环画填配文字等训练形式,进一步培养和提高学生的写作能力
9B	阅读	以帮助学生积累单词、词组、句型等新的语言材料和提高学生阅读能力为主要目标。提供和输入新的语言信息,包括保护环境、畅想未来、介绍上海、游览影城和欣赏名著等内容
	写作	提供各种相关材料(如短文、段落要点提示、关键词汇、问题和图片等)、通过写信(如向环保局反映问题、向未来人类描述“时光宝盒”和求助等)、写影评、看图写故事等训练形式,进一步培养和提高学生的写作能力

(三) 写作教学目标的设计

1. 案例分析

以《英语(牛津上海版)》7A, Unit 5 的写作题材“My ideal flat”为例,为激发学生描述自己理想中的 flat,首先应当训练学生熟练运用 There be 句型表达 flat 中常用的家具或物品。运用 There be 句型进行语言表达训练的最佳方式就是运用图片展示,以激发学生的语言表达思维。六至八年级写话(句)教学目标之一是“能够根据图片内容,写出描述性的词汇和语句”。由此,我们可以将本课的写作教学目标细化为“能根据图片信息,运用 There be 句型表达某地存在某物”。这一细化的写作教学目标不仅明确了教学内容“There be 句型的运用”,而且确定了教学要求——运用图片展示激励学生根据图片信息进行描述。

从上述案例我们不难发现,写作教学目标的确立其实是帮助学生结合写作主题收集信息、组织信息,从而明确写作内容并进行写作构思的过程。

2. 设计原则

原则一:明确写作教学目标的设定与牛津教材分年级读写教学内容和目标的关系。写作教学目标的设定是围绕具体的教学内容和题材决定的。不同的教学材料就有可能

制定出不同的目标。

请看三个与写话(句)相关联的写作年段教学目标,结合《英语(牛津上海版)》教材中的写作教学内容或单元写作主题制定与年段目标相适应的写作教学目标(见下表)。

写作类型	年段教学目标 (学习要求)	写作教学目标(以教材中的写作教学 内容或单元写作主题为例)
写话(句)	能运用一定的句型结构进行相应的语言交际(7—9 年级)	教学内容: Fighting against pollution(8B,U1) 写作教学目标: 能运用 protect ... by doing ... 表达人类如何运用各种方法保护环境 (以一定的句型结构表达相应的写作交际目的)
	能应用一定的时态写出一定语境下相适应的语句(6—8 年级)	教学内容: An eyewitness report(8A,U7) 写作教学目标: 能运用一般过去时叙述亲眼目睹的事件,包括其发生的时间、地点及人物活动等 (明确指出一般过去时在写作中的应用。)
	能够根据图片内容,写出描述性的词汇和语句(6—8 年级)	教学内容: Holiday postcard(8B,U6) 写作教学目标: 1. 能运用一般过去时叙述假期中已经发生的事件 e. g. I arrived in Kunming on the night before the Spring Festival. 2. 能运用一般将来时叙述假期中即将进行的活动 e. g. I'm going to visit some places of interest. (明确指出这两种时态在写作中的应用)

原则二:明确写作教学目标适用的范畴。根据日常写作课堂教学经验,写作训练一般涉及写作体裁、语言功能、相关语言形式与写作技能等。因此,教师制定写作教学目标时也应该有意识地依据教学内容合理确定目标范畴。例如:

写作题材	写作教学目标	目标类型
Holiday Postcard (《英语(牛津上海版)》8B,U6)	1. 能运用一般过去时叙述假期中已经发生的事件	语言形式
	2. 能运用一般将来时叙述假期中即将进行的活动	语言形式

续表

写作题材	写作教学目标	目标类型
Holiday Postcard (《英语(牛津上海版)》8B,U6)	3. 能运用简单的书信格式书写明信片	写作体裁
	4. 能在书信中适当表达对对方的问候与关切	语言功能

由此可见,教师制定写作教学目标时需要统筹各类型写作目标在一个阶段的写作教学过程中该如何分布、在一个课时的教学中如何依据教学内容发掘目标类型,以更为丰富的教学形式和内容达成各类写作目标。

二、设计写作教学活动

写作作为一项综合技能,不是一蹴而就的。学生语言运用能力的提高在于平时的训练和积累。写作中,若要充分地表达自己的思想,掌握足够的词汇、句型是必备的条件和前提。可以说,教材阅读材料是初中生获得语言知识的最肥沃的土壤。《英语(牛津上海版)》教材里每个单元 Reading 板块的文本涉及各种基本素材,呈现形式多样,有记叙文、说明文、应用文、对话、诗歌等各种体裁。我们常用的写作形式主要有:仿写、缩写、续写、改写和读后主题写作。下面,笔者将结合教学案例主要阐述读后仿写、读后改写以及读后续写这三种写作形式。

(一) 读后仿写

仿写是锻炼学生运用语言基本功的有效方式之一,它不仅可以提高学生的构段能力,而且也有助于增强学生的谋篇布局能力。仿写分为内容仿写和结构仿写。《英语(牛津上海版)》教材在读写结合编排上重点突出了阅读仿写的作用。内容仿写即根据单元话题,进行相关内容的写作,旨在通过对阅读语篇的模仿,巩固词汇、句式,利用单元提供的语言知识和语料内容进行写作,对输入部分进行对应的输出,达到学以致用目的。结构仿写,即学生根据不同体裁的文章,模仿其谋篇布局的方式进行相应的写作,如在学习完一篇记叙文时,要求学生参照记叙文的写作要素和结构仿写一篇内容不同的短文。如果说内容仿写是对文章素材的积累与运用,那么结构仿写就是利用写作对学生进行语篇知识的重组和再现。

当然,仿写练习可以根据需求,通过不同的方式来进行。在学生完成阅读理解之后,如果要加强语言表达能力,可以选出有用的词汇或表达法,或选出有用的句型进行仿写;如果是要进行写作思路或篇章结构的训练,可以先整理原文思路,写成文本纲要,然后再根据该大纲进行仿写,或就类似主题用同样思路或结构进行写作练习。通过仿写,能使学生把

前人的经验化为己有,提高知识迁移的能力,从而更好地促进阅读,形成良性循环。

1. 内容仿写

仿写是提高学生写作能力的一种重要手段。学生可通过仿写学习词组、句子、段落,甚至篇章。在阅读文本中使用的词汇和句型都是学生以后写作的“资源库”,教师在课堂教学中,要引导学生善于发现这些资源,逐步内化成自己的语言积累,从而进行有效的语言输出。

《英语(牛津上海版)》教材从阅读文章的主题来看,所涉及的内容丰富多彩,与学生的实际生活息息相关,包括未来梦想、课外生活、家庭亲情、日常生活、文明礼仪、环境保护、旅游指南、兴趣爱好、饮食健康和文体体育等,给英语写作提供了大量的内容话题。

在内容编排上,每个单元都围绕一个话题展开,为学生的写作提供了丰富的话题。教师在课堂教学中要善于引导学生发现和拓展出新的话题。

以 7A, Module 1 Relationship 为例:

单元主题	拓展的话题	词汇和句型
Unit 1 Relatives in Beijing	A trip to ... My favourite city My holiday plan	It costs ... It takes about _____ hours. in the north/center of a place with ..., have/has done ... We can see ... at ...
Unit 2 Our animal friends	My favourite animal Animals are our best friends How to take care of our pets	prefer sth. , keep ... as, take care of need to do, give sb. sth. to do look after, save ... from promise to do, keep sb. safe from be kind to, help sb. do
Unit 3 Friends from other countries	A letter to my penfriend	I've read about/visited ... It's near/far away from ... would like to be/know ...

结合阅读话题和学生实际,巧妙生成写作话题,这样既拉近了学生与文本的距离,又促成了学生写作的愿望,使学生乐写、会写又有话可写。

案例:《英语(牛津上海版)》7B, Unit 6, Listening and speaking: About the seasons

【素材分析】

T: Look at the blackboard. What does spring make you think of?

S1: Spring makes me think of rain. It's awful to walk in wet and dirty streets.

S2: Spring makes me think of butterflies. It is interesting to see them flying around the

flowers.

S3: Spring makes me think of outings. It is nice to have picnics in the park.

本板块 Listen and say 部分中的素材呈现了与春天相关的词汇和描述感受的两个关键句型,为学生描写季节提供了极佳的仿写素材。

【写作活动设计】

Task 1: Find the words or phrases related to spring and the key sentence patterns in the material above.

让学生找出材料中有关春天的单词或词组,通过这一热身活动,在引入 outings, butterflies, awful, interesting 等词汇的基础上,又引入两个关键句型... make(s) ... think of ... 和 It is + adj. + to do sth.,为后面的语言操练和写作积累了词汇并打下了语言表达基础。

Task 2: Talk about the things you think of in other seasons. Make a dialogue.

The four seasons	
Season	Things you think of
Spring	
Summer	
Autumn	
Winter	

S1: What does _____ (season) make you think of?

S2: _____ makes me think of _____. It's awful/bad/nice/good/interesting/fun to ...

鼓励学生对其他季节展开讨论,丰富学生关于这一话题的词汇和短语储备,并通过对话操练,进一步巩固学生对句型... make(s) ... think of ... 和 It is + adj. + to do sth. 的掌握,为之后写作的准确表达做好准备。

Task 3: Write a short passage entitled "Spring is my favourite season". Peer-check the writing.

学生习作:

I like spring best. It is rainy and warm. Flowers start opening. The sun starts shining. Spring makes me think of butterflies. It is interesting to see them flying around the flowers. Spring makes me think of outings. It is nice to have picnics in the park. What a nice season it is!

学生完成习作后,在同伴进行评价时,教师引导学生关注习作中是否正确运用了课文中所学的词汇、短语和句式表达。让学生学会在阅读中捕捉阅读材料的关键词句,并培养学生举一反三的能力,从而将所学的词汇、句型更好地运用在不同的作文里,提高他们的写作能力。

Task 4: Write a passage entitled "My favourite season".

在之前课文学习的基础上,通过讨论其他季节的相关信息,学生尝试运用所学的相关主题词汇和句型表达,模仿课文进行独立写作。内容仿写帮助学生在初中低年段学习阶段,养成所学即所用的意识,为高年级的写作打下基础。

2. 结构仿写

《英语(牛津上海版)》教材语篇体裁多样,有记叙文、说明文、应用文(包括多种形式的应用文体,如 letter, notice, advertisement, message, e-mail, diary, poster, survey results, instructions 等)。这些选文也都体现不同的文体特征,值得教师在阅读教学过程中予以关注,引导学生在写作过程中体现这些差异。例如:在时态方面,记叙文、日记一般用一般过去时;说明文、介绍等用一般现在时;计划等用一般将来时。此外,要引导学生在阅读中关注不同文体的语篇结构,这对学生的写作是非常有用的。学生如果坚持不懈地运用、积累,写作效果一定会明显增强。

案例:《英语(牛津上海版)》8A, Unit 1, Reading: A letter from a penfriend

【素材分析】

2 Middle Street
Walker
Newcastle
NE6 4BY
England
UK
30 August

Dear May,

I saw your name in *Penfriends* magazine, and I would like to be your penfriend. First, I will tell you something about myself. My name is Jonathan Chen. You can call me Jon. I am twelve years old, and I am about one and a half metres tall. I have very short black hair. My hobby is playing chess.

I live with my parents in the UK. They are from Shanghai. We live in a small house. My dad owns a Chinese restaurant nearby and my mum works in a college. I have a brother. His name is Willie. He is at university in London. He is studying to be an accountant. He comes back home during the holidays. How many people are there in your family? What do they do?

I am in Year 7 at Walker School. It is near my house, and I can walk to school. I like my school because the teachers are very friendly. I am keen on sports. I enjoy skiing and playing table tennis. My best subject is Physics. My ambition is to be an architect, or maybe an engineer.

I enclosed a photo of myself and some of my school friends. I am in the middle. I also enclosed a photo of our school. It is beautiful, isn't it? I hope you will write to me soon and tell me all about yourself.

Yours sincerely,

Jon

本文内容是以写信的方式进行交友,作者通过介绍自己的基本情况、家庭成员构成、学业情况等信息让对方了解自己并愿意成为自己的笔友。从文本的结构来看,全文为“总一分一总”结构——文本开始部分表明写作意图,中间部分介绍自己的信息,结尾部分重申写信目的。中间部分各段之间为并列关系,条理清晰,有助于学生模仿信件写作。

【写作活动设计】

Task 1: Read and learn the format and layout of a letter.

	Address
	Date
Greeting	
Body	
Close	
Signature	

一封完整的英文信件通常包含写信人的地址(Address)、写信日期(Date)、收信人称呼(Greeting)、正文(Body)、结束语(Close)和写信人签名(Signature)六个要素。如果信件有附件并有必要提醒收信人,可在第六个要素之后加上附件注记(Enclosure)。

教师可引导学生将信件的基本要素填入相应的位置,让学生对信件的组成和布局有大概的了解,并通过问题 Who is the writer and receiver of this letter? 和 Why did the boy write this letter? 使学生明白这封信的写作对象和写作目的。在这一过程中,教师可让学生练习英文地址的写法(即:按地址单元从小到大的顺序从左到右书写),以及补充常见

的结束语。

Task 2: Read the letter, answer the questions and fill in the blanks.

Para. 1	Jon himself	(Age)	(Height)	(Appearance)	(Hobby)
		How old is John?	How tall is he?	What does he look like?	What's his hobby?
Para. 2	Family	(Nationality)	(Members)		
		Where are the family from?	Who are in the family? What do they do?		
Para. 3	School	(Name of school)	(Favourite sports)	(Best subject)	(Ambition)
		What's the name of the school?	What are Jon's favourite sports?	What's his best subject?	What is his ambition?
Para. 4	(Photos)	What did Jon enclose in the letter?			

学生首先回答各个段落的提问,然后在教师的引导下完成划线处(含提示)的填写。在这一过程中,学生了解到这封信件每个段落围绕一个中心内容进行陈述,如在第一段中,作者主要就年龄、身高、外貌和爱好等个人情况进行了介绍。通过这一活动,学生既学习了如何从不同方面有条理地做自我介绍,也对这封信件的写作结构有了清晰的了解。

Task 3: Suppose you are May. Reply to Jon's letter.

Address

Date

Dear Jon,

Para. 1 — information about yourself (age, height, appearance, hobbies, etc.)

Para. 2 — information about your family (parents, brothers, sisters, pets, etc.)

Para. 3 — information about your school (name of school, your favourite sports, best subjects, your ambition, etc.)

Para. 4 — your photos

Close

May

教师在学生动笔之前,引导学生对自己的信息先进行梳理,然后根据所给的框架提示,模仿所阅读的文本进行写作。

Task 4: Revise.

写好后,可以带着以下问题修改:

	Yes	No
1. Have I covered the six basic elements of a letter?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have I introduced myself, family, school and photos?	<input type="checkbox"/>	<input type="checkbox"/>

附学生习作:

100 Qixin Rd. Minhang District Shanghai 201100 China 1 September
Dear Jon, Thanks a lot for your letter. I'm happy to be your penfriend. I'd like to tell you something about myself. My name's Mary and I am the same age as you. As for my height, I am one and sixty meters tall. I have long and black hair and my hobby is playing the piano. I live with my parents in China. We live in a big city called Shanghai. My father is an engineer and my mother teaches English in a middle school. I have no brothers or sisters, but I own a pet dog called Mini. It is a lovely poodle and it brings a lot of happiness to our family. I am in Year 7 at Flower School. It is a little bit far from my home, so I have to take a bus to school. I like my school because it is beautiful and the teachers are friendly to us. I am fond of sports and my favourite sports are playing badminton and swimming. My best subject is English and my ambition is to be a translator. I enclosed a photo of myself and the background building is my school. That's all I have to say, Jon. I hope you'll write again soon. Best wishes, Mary

(二) 读后改写

改写,即以文本内容为基础,让学生对文本语言进行加工改造、重新组合、重新表达的练笔方法。此方法可以检测学生对课文的感知深度,也可给学生创造语言运用的机会,实现阅读促进写作的目的。改写一般包括文体改写、人称改写和缩写等。

人称改写指学生在理解文本大意后,在不改变其意思的前提下换一个人称进行写作。缩写(Summary writing)指学生基于文本大意,对其要点进行提取,用简洁的语言概括文章的中心思想及主要内容。缩写的好处是通过写作理清文章脉络,巩固语言知识,反思阅读过程,促进阅读效果的达成,以写促读。改写时要注意以下几点:除了要认真阅读原文之外,还要认真阅读改写要求;要处理好原文和改写文之间的关系,既要符合原文的意思,又应加上自己的理解和想象;要处理好不同体裁、不同写法之间的关系,既要保持原文的精彩之处,又应符合新体裁、新写法的要求。此外,复述课文(Retelling)也是一种帮助学生提高运用语言的能力,掌握、积累和运用语言材料的一种重要手段。学生在理解课文的基础上,按照一定的要求,调动自身已有的知识储备,用不同的语言材料,通过“口头”或“笔头”的形式把课文内容重新表达出来,为后续写作的顺利进行做好扎实的铺垫。

1. 文体改写

《英语(牛津上海版)》六、七年级的课文以对话为主,主要让学生积累单词,操练运用语言结构。在写作能力的培养上,也还处于词汇、句型结构、时态的正确运用的积累阶段。因此,教师可充分挖掘单元主题中的语言素材,鼓励学生尝试把对话改写成记叙类的短文,从而提高他们对单词、句型、时态的使用能力,也为写作能力的形成和提高打下扎实的基础。

案例:《英语(牛津上海版)》6A, Unit 3, Listening and speaking: Planning a visit

【素材分析】

Kitty and her friends are planning to visit a place in Garden City.

Peter: It's my birthday on Saturday. Let's visit a place in Garden City.

Kitty: That's a good idea. Which place shall we visit?

Alice: Let's go to Ocean Park in Spring Bay.

Kitty: All right. What time on Saturday?

Alice: How about ten o'clock in the morning?

Kitty: Yes, that's a good time. How are we going to get there?

Peter: Let's go by bus.

Joe: How much does it cost?

Peter: Five yuan.

Kitty: When are we going to come back?

Alice: We're going to come back at six o'clock.

在本板块 Listen and say 部分的对话中,包含了 Planning a visit 所需的全部要素,如:

时间、地点、人物、方式等。教师可以鼓励学生把对话内容改写成一篇同名的短文。对学生来说,既有已学对话作为语言支撑,又可以在完成新任务中巩固所学的词组、句型以及将来时态 be going to 的用法。

附学生习作:

It's Peter's birthday on Saturday. Peter and her friends are going to visit Ocean Park in Spring Bay. They are going to get there at ten o'clock in the morning and come back at six o'clock in the afternoon. Peter and his friends are going to get there by bus and it costs five yuan each.

2. 缩写

缩写是一种控制性的作文形式。它能使学生通过阅读原文,吸收原文在文本结构与语言方面的长处,写出内容一致、结构相似、语言简洁的短文。它对培养学生抓住文章重点的能力也有很大帮助,有利于他们在实际写作中避免面面俱到、事无巨细的现象。这种写作要求学生既要准确理解原文,又要能综合概括;它既能培养学生的欣赏能力,又能训练其书面表达能力。因此,缩写对学习英语写作的学生来说,不失为一种实用高效的方法。

当然,对于初中学生而言,缩写的要求偏高。在实际教学过程中,教师可以尝试让程度较高的学生通过填空、排序等方法完成对文本的缩写,并进行相应的指导。

案例:《英语(牛津上海版)》9A, Unit 3, Reading: Head to head

【素材分析】

Emma and Matt give their opinions about pet dogs. Is it a good idea to keep pet dogs?

Keeping pet dogs is a good idea, says Emma

I think that having a pet dog can change a person's life. Therefore, people should be allowed to have pet dogs. There are lots of reasons for this.

First, dogs are really cute. It's nice to pick them up and hold them in our arms, and it's wonderful to see them growing up quickly.

Second, we can learn about responsibility from keeping pet dogs. We have to feed them, train them and play with them. We

Keeping pet dogs is not a good idea, says Matt

In my opinion, it is never a good idea to keep a pet dog.

Pet dogs create a lot of mess. They leave fur and hair on the floor, on beds and on sofas, and they need to be washed regularly. Some people are not very good at cleaning up after their dogs when they take them for a walk.

As a result, these dogs create a lot of mess on the streets and in parks.

We should remember that not all dogs are

even have to take care of them at night. According to my mum, this helps us become more responsible people.

We can also learn about life and death from dogs. Young people can learn how to care for others and how to respect all living things by keeping a pet dog.

A dog will love you faithfully for many years. Keeping pet dogs is something everyone can enjoy.

friendly. Some dogs bark at people they do not know. This can frighten young children. A few dogs bark all night. This stops their neighbours from getting any sleep. A small number of pet dogs even bite people.

What's more, most people in modern cities live in flats. They have no choice but to keep their dogs in small spaces. This may make the dogs feel extremely unhappy. They always need fresh air and large open spaces where they can run free.

Finally, paying for dog food and visiting the vet can be expensive.

I believe that people should not keep pet dogs.

本文讨论了养宠物狗的利与弊。从文本的结构来看,正反两方在陈述的时候都采用了“总观点—分论点—论据—结论”的陈述结构,并通过连接词 first, second, what's more, finally 等的使用,使观点的表述脉络清晰、层次分明,为学生很好地呈现了如何阐明自己的观点以及如何引用事实来支持自己的观点,使之更有说服力。在阅读时,教师应引导学生关注文本的陈述结构和论证方式,并适时地做好词汇、句型和文本要点的积累,为后续的缩写做铺垫,最终使学生能较为流畅、完整地表达原文。

【写作活动设计】

Task 1: Read Emma's opinion and answer the following questions.

(1) T: What's Emma's general opinion?

S: People should be allowed to have pet dogs.

(2) T: How many viewpoints does Emma present? What are they?

S: Three. ① Dogs are really cute. ② We can learn about responsibility from keeping pet dogs. ③ We can learn about life and death from dogs.

(3) T: Why does Emma think that dogs are really cute?

S: Because it's nice to pick them up and hold them in our arms, and it's wonderful to see them growing up quickly.

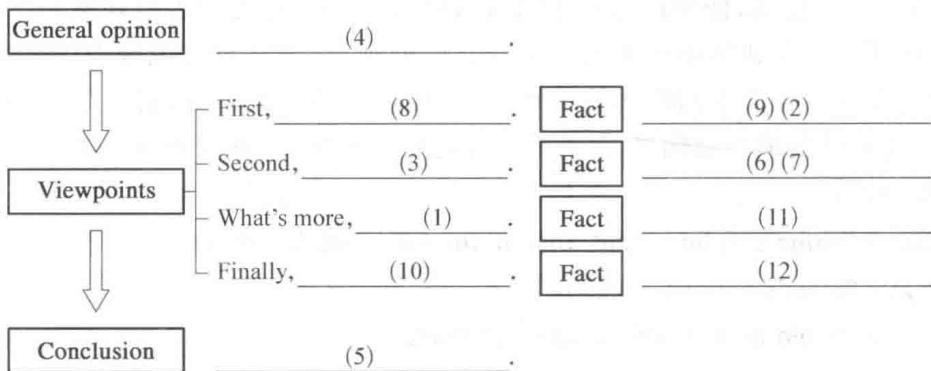
(4) T: What is Emma's conclusion?

S: Keeping pet dogs is something everyone can enjoy.

通过这一活动,学生知道了 Emma 的总观点 (General opinion), 三个分论点 (Viewpoints) 和与之对应的论据 (Facts), 以及最后的结论 (Conclusion), 从而初步了解议论文“总观点—分论点—论据—结论”的陈述结构。

Task 2: Read Matt's opinion and choose the right sentences to fill in the blanks.

- (1) Dogs may feel unhappy.
- (2) People may not be good at cleaning up after the dogs when taking them for a walk.
- (3) Dogs may be unfriendly.
- (4) Keeping pet dogs is not a good idea.
- (5) People should not keep pet dogs.
- (6) Some dogs bark at strangers, frighten young children and even bite people.
- (7) Some dogs bark at night and may stop neighbours from getting any sleep.
- (8) Dogs create a lot of mess.
- (9) Dogs leave fur and hair everywhere and they need to be washed regularly.
- (10) Having pet dogs costs much.
- (11) Small spaces prevent pet dogs from running free and breathing fresh air.
- (12) Paying for dog food and visiting the vet can be expensive.



学生在理解文本的基础上,通过对 mind map 的填写,进一步明晰了文本的脉络结构,在此过程中,教师应提示学生关注划线词或词组,作为后续的写作要点,并鼓励适当运用连接词,如: first, second, what's more, finally 等,使个人观点的阐述层次更分明,逻辑更清晰。

Task 3: Write a summary of Emma's or Matt's opinion according to the following structures.

Emma's general opinion: _____
Her viewpoints: _____
First, _____
Second, _____
Finally, _____
Conclusion: _____

Matt's general opinion: _____
His viewpoints: _____
First, _____
Second, _____
What's more, _____
Finally, _____
Conclusion: _____

鼓励学生,根据文本结构,提取关键词或词组作为写作要点并用自己的语言组织句子,写出初稿,并运用适当的并列句或从句使语言更精炼。

附学生习作 1:

Emma thinks people should be allowed to have pet dogs. First, dogs are really cute as it is nice to hold them in the arms. Second, we can learn about responsibility since we have to feed them, train them and play with them. Finally, we can learn life and death from dogs by caring for them. So everyone can enjoy keeping pet dogs.

附学生习作 2:

Matt thinks keeping a pet dog is not a good idea. First, dogs may create a lot of mess such as leaving fur and hair everywhere. Secondly, dogs may be unfriendly. They may bark at strangers and frighten young children. What's more, dogs may feel unhappy when they are prevented from running free. Finally, having pet dogs may cost much. So Matt believes that people should not keep pet dogs.

缩写的教学过程应遵循以下步骤:①仔细阅读全文,明确其主旨(Main theme)和各段大意(Main idea)。②列出原文要点。将内容分项扼要表述并注意在结构上的顺序,在此基础上选出与文章主题密切相关的部分。③让学生草拟写作提纲并写出初稿——将挑选出的要点作为框架草拟详细的提纲,以所列的提纲为依据写出缩写的初稿。在这一过程中,还应提醒学生注意:①缩写应包括原文中的主要事实(Main facts),略去不必要的细节(Unnecessary details);②安排好篇幅比例。缩写应同原文保持协调,即用较多的文字写重要内容,用较少的文字写次要内容;③注意段落的连贯和句子的衔接。要用适当的连接词衔接全文,切忌只简单地写出一些互不相干的句子。

3. 复述

为了更好地帮助学生达到良好的复述效果,教师在教授阅读素材时,应巧设问题引导学生独立思考,加深他们对文章细节的理解,并且巧妙地将词汇、短语、句型结构、语言点教

学渗透到对文本的巩固中,使得语言知识的呈现更加流畅,同时引导学生主动归纳语言知识的用法并进行形式多样的口头操练。最后创设情境,促进学生调动已有的知识储备,创造性地运用自己的语言,有重点、有条理地将文本内容叙述出来。

案例:《英语(牛津上海版)》6B, Unit 3, Reading: Qu Yuan and the Dragon Boat Festival
【素材分析】

Qu Yuan was born about two thousand years ago in China. He loved his country very much. His job was to give advice to the king. The king always took his advice. However, the king died and the new king did not listen to him.

Later, the new king lost a battle because he did not take Qu Yuan's advice. The country was in danger. Qu Yuan was very sad. He jumped into a river and died. It was the fifth day of the fifth lunar month of that year.

Today, people eat rice dumplings and have dragon boat races to remember him on that day every year.

本文以屈原的生平故事为依托,阐述了端午节的由来。故事的开头主要介绍屈原的基本信息,再发展到他受到的不公正待遇以及导致他投河自尽的原因,结尾是人们将他逝去的那天命名为端午节,并以吃粽子和赛龙舟的方式来纪念他。

文本内容对于学生来说不难理解,大部分学生从小就知道端午节的由来。关键是教师如何利用学生的已有知识,教授相关的单词、短语、句型,并鼓励学生运用课堂所学内容组织语言、逻辑清晰地进行口头复述,并在课后以作业形式将复述内容落实到笔头。

【写作活动设计】

Task 1: Read the passage. Answer some questions and learn the new words and phrases with pictures.

- (1) When is the Dragon Boat Festival? (The fifth day of the fifth lunar month.)
- (2) How do people celebrate the Dragon Boat Festival? (They eat rice dumplings and have dragon boat races).
- (3) Why do people celebrate the Dragon Boat Festival? (They celebrate it to remember Qu Yuan.)
- (4) What was Qu Yuan's job? What did he do for the king? (Qu Yuan gave advice to the king.)
- (5) What happened in Qu Yuan's time? (The new king lost a battle because he did not take Qu Yuan's advice.)

教师提出这五个问题,既激活学生的背景知识,又结合相关图片完成了单词、词组的教授。在这一过程中,教师应预设好板书,把学生的产出结合复述时需要的 key words and phrases 呈现在黑板上。

Task 2: Reorder the sentences, and then read the passage to check.

A story of Qu Yuan

a The new king didn't want to take Qu Yuan's advice.

b The country was in danger.

c The country lost the battle.

d Qu Yuan loved his country and always gave advice to his king.

e Qu Yuan was sad.

f The king liked him and always listened to him.

g The old king died and the new king didn't listen to Qu Yuan at all.

h He jumped into the Miluo River and died.

先让学生根据已有知识预测这些句子的顺序,然后阅读文本检测推断是否正确。通过这一活动,让学生了解故事的情节和脉络。

Task 3: Read the passage again and finish the information card of Qu Yuan.

Finish the information card

Qu Yuan

- born in (1) China (where)
- born about (2) 2,000 years ago
- gave (3) advice to the king
- was sad because the new king didn't (4) take his advice and his country (5) was in danger
- jumped into a (6) river and died
- died on the (7) fifth day of the (8) fifth lunar month
- people remember Qu Yuan on (9) the Dragon Boat Festival
- people eat (10) rice dumplings on this festival and have (11) dragon boat races

在这个活动中,学生以屈原的生平为线索进行单词和短语的填写,在进一步熟悉文本的同时,温习所学的单词和短语,为接下来的顺利复述做好准备。

Task 4: Retell the story with the key words, phrases and pictures.

Retell the story

be born, give advice to, not listen to, lose a battle

the fifth day of the fifth lunar month, remember, rice dumplings, dragon boat races

不论是口头复述还是笔头复述,都要求学生具备:(1)宏观把握篇章脉络的能力;(2)组织要点的能力;(3)连贯表达的能力;(4)正确使用语法、词汇的能力。

为了避免学生在复述的过程中因为难度大而望而却步,教师在设计教学步骤时,应仔细分析本课的学习难点,尤其要扫除单词的朗读障碍,使学生能够进行顺利的表达,同时,还要给学生提供一定的辅助。例如:

(1)利用板书复述。板书,是教师根据教学的需要提纲挈领地在黑板上写的文字或画的图表。它是“知识的浓缩”,能明文路,揭重点,显联系,示内涵,同时又是文本的缩影。在新课教学接近尾声时,学生对文本内容已经有了较为深入的了解和记忆。此时让学生按照书写的引领复述课文内容,可降低复述的难度。

(2)运用提纲复述。为了让学生在复述课文时做到说话连贯,有条理、有顺序,还可引导学生编写提纲,然后按照提纲复述课文。例如在复述 8B, U6 “France is calling”一文时,可引导学生梳理文本在五个方面对法国的介绍:①首都巴黎;②迪士尼;③中部概貌;④美食;⑤文化。在列好主题句后,在每个主题句下简单列出段落内容中的关键词。在这一过程中,学生无疑加深了对课文内容的理解,更主要的是厘清了文本脉络,分清了主次,把握了重点。而编写的提纲则成了学生复述时的“谱”,心中有了“谱”,才能进行准确的口头或笔头复述。

(三) 读后续写

续写是对文章的扩展和补充,以扩展文章内容为基础,根据文章主体进行自由创作。王初明认为,续写是模仿与创造的结合,学习与运用的结合。他认为读后续写使语言理解和产出紧密结合起来,有利于扩张和巩固学习者的语言表征功能。

教学中,在进行阅读文本遴选时,应注意:文本要有趣且内容能延伸。有趣的阅读材料能够吸引学生,激发他们的想象力和续写动力。同时,阅读材料的内容要给学生留下足够的想象空间,刺激他们创作,并且使他们愿意写、能够写、写得长。阅读材料可以是曲折动人的故事,或是需要进行一定推理的文章,或是与学生生活体验密切相关的材料,如:《英语(牛津上海版)》教材中的 8A, Unit 3 Dealing with trouble; 8A, Module 3 Science fiction; 9A, Unit 1 The night of the horse 以及 9B, Unit 5 Tom Sawyer paints the fence 等。从初中生的认知水平来看,这些单元的阅读文本都是有趣的故事,提供了丰富的语境,并且很多故事的结尾不完整,是引导学生续写的好材料。学生读写前需要认真阅读材料,发挥想象力,按照原文的思路续写,以补全故事。

教师在具体教学时,当学生不知道如何用英语表达意思的时候,应鼓励他们模仿和使用阅读材料中的语言(如单词、短语和句型)进行表达,使得续写部分尽可能与阅读材料内容连贯、语言风格相近。

案例:《英语(牛津上海版)》8A, Unit 3, Reading: Dealing with trouble

【素材分析】

Friday, 28 June

Today my dad and I were waiting for the ferry when suddenly we heard a big argument. Two women tourists and a young man were shouting at each other. The man held out a bag, and showed everyone that it was empty.

The crowd stared at the three people. No one knew what was happening.

My dad moved through the crowd and said quietly to one of the women, 'What's going on?'

'They stole my friend's purse,' said the woman. 'We were in the bookshop, buying postcards. Three young men started talking to us. Suddenly my friend noticed that her purse was gone. Two of the men ran away. We followed this man here.'

Then the gates opened. The man hurried aboard, and the two women tourists went after him.

'Wait,' said my dad. 'Let's take the next ferry.'

This was strange. Was my dad afraid of that man? I followed him to a shop nearby.

He picked up the phone and quickly dialled 110.

'I want to report a theft. The man is on No. 3 Ferry now. It just left a few minutes ago. Please meet the ferry.' He gave some more details, and then put the phone down.

We took the next ferry. As we got off, we saw the two women tourists and four policemen standing around the man and he looked worried.

'Well done, Dad,' I said as we walked by. Dad just smiled.

课文以日记为体裁,讲述了主人公 Paul 所遇到的一次盗窃案以及 Paul 的父亲如何解决这一事件的经历。学生通过阅读,可引发对如何机智应对突发事件的思考。从文本内容来看,故事的发展主要以人物的动作和对话以及故事场景的转换来推动。所以教师在教学时应引导学生通过对话和动作来厘清故事发展的主线,把握故事脉络,体会主要人物的情感变化,并分析他们的性格和品质,为后续的写作任务做好铺垫。

课文中故事的结尾是:在收到 Paul 的父亲报警后,警察在轮渡到达另一个码头后捕获了小偷。那么,正常情况下,肯定会有一个寻找目击证人和取证的过程。本故事的场景有书店、码头、附近的商店及另一个码头,因此,教师可以创设情景:警察分别在三个案发地点找到了相关目击证人,并对他们进行了采访。口头活动结束后,可要求学生以某一证人的视角写一篇日记,记录他们的所见所闻。

【写作活动设计】

Task 1: Role-play the story.

T: Now the policeman is interviewing somebody else about the case. Suppose you are the worker at the ferry pier, the cashier in the bookshop, or the shop assistant at a shop nearby. Please work in groups of four and role-play the story.

Task 2: Write a diary.

T: Suppose you are one of the characters in the role-play, write a diary about the case you met with. The checklist may help you.

Checklist	Yes	No
1. Are the phrases from the passage used in the writing?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the writing related to the original passage?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the writing imaginative and logical?	<input type="checkbox"/>	<input type="checkbox"/>

读后续写的主要目的是让学生学会利用文本线索,通过合理的想象之后进行再次创作。因此,在写作前的文本分析时,教师应有意识地引导学生关注每个场景中的关键对话和动作,找出相关的词组和句子,为续写做好语言储备,比如:第一个场景(码头)中: a big argument, shout at each other, hold out a bag, stare at, know what was happening, move through, What's going on?;第二个场景(书店)中: notice that her purse was gone, run away, follow sb., hurry aboard, go after;第三个场景(旁边的商店)中: pick up, report a theft等;第四个场景(码头)中: stand around, look worried等。

在学生续写前,让他们明确写作要求,并注意在理解原材料的基础上,展开合理想象,创造性地构思续写内容。续写完成之后,让学生认真诵读原文,修改自己的续写内容,尽量使用阅读材料中的表达方法,并将他们所模仿的词句在续写的短文中标示出来,以强化注意,巩固语言知识。对学生模仿阅读材料的语言并在自己的续写中标示出来的词句,在评阅时应给予重点关注,应充分肯定学生的创造性,肯定学生运用阅读材料中的语言表达新内容的动机和努力。

英语教学中,读与写的关系密不可分,通过阅读后的仿写、改写和续写,让学生充分锻炼自己的写作能力,可以有效地实现英语阅读教学与写作教学的整合。在平时的英语阅读教学中,教师应灵活运用与合理开发阅读课的教材资源,将培养学生的写作能力始终贯穿于英语教学中,做到以读促写,让他们体验写作的乐趣,学生写作能力的提高就会水到渠成。

第二节 运用教材中的写作材料设计写作活动

如前所述,《英语(牛津上海版)》教材六、七年级以模块主题下设置单元话题的形式编写,每个单元话题的基本构成为 Listening and speaking、Reading、Writing 三大板块。八、九年级教材各单元话题的基本构成为 Reading、Grammar、Listening、Speaking、Writing、More practice 等板块。但在日常教学中,相对于 Reading、Listening 和 Speaking 板块,Writing 板块通常是最被老师忽视甚至误用的部分。有些六、七年级的老师,对教材的写作素材运用得不充分或采取选择运用的方式。有些八、九年级的老师,因为教学任务重,认为没有足够的写作教学时间,往往直接布置作文题目,而没有充分利用写作素材进行写前辅导。对此,我们必须给予重视。

其实,教材的 Writing 板块为我们提供了指导学生写作十分清晰的思路和非常丰富的资源,以 8A, Unit 1 为例,写作主题是“A letter to a penfriend”,活动设计分成三部分:A 部分指导学生写家庭地址和学校地址,提供了两个 starting sentence 作为选项,罗列了自我介绍包含的主要内容,并且提供了两句可供选择的 ending sentence;B 部分呈现了信件的主题框架,并罗列了每个段落应该包含的主要内容,如下所示:

Put your home address or school address in the top-right corner.

Put the date under the address.

Dear Jon

Paragraph 1 — your starting sentences

— information about yourself (age, height, hair, hobbies, etc.)

Paragraph 2 — information about your family (parents, brothers and sisters, pets, your flat, etc.)

Paragraph 3 — information about your school (name of school, your favourite sports at school, best subject, your ambition, etc.)

Paragraph 4 — sentences about your photos

— your ending sentences

Best wishes

May

C 部分让学生学习信封的写作,如下图所示:



bill amos
128 west street
vancouver
british columbia
v6e 14h4
canada

由此可见,A 部分的设计为 B 部分的写作提供了词句的铺垫,B 部分的设计为学生的写作提供了清晰的段落布局和写作框架,C 部分的学习能让学生掌握信封的书写要点,顺利完成写信进行自我介绍的写作任务。

又如,《英语(牛津上海版)》教材六、七年级 Writing 板块的写前活动内容通常以 Read and write, Read and say, Ask and answer, Match and say, Look and read 等形式出现,通过提供听写练习、情景对话、范例短文等听、说、读的训练为写作任务的完成提供词汇、句型和结构的积累。以 7A, Unit 1 为例:

写作主题: Lucy's holiday plan		
写作素材构成部分	Look and read	Write
呈现内容	The Li family has come back from Beijing. Kitty enjoyed the trip very much. She is writing a letter to her cousin, Lucy.	You are Lucy. You want to write a letter to Kitty about your holiday plan for the Spring Festival.
内容重点	用过去时表达对事件的感受。用现在进行时描述照片	用将来时描述旅游计划

乍一看,似乎这两个活动之间关联度不高,但事实上,这恰恰体现了教材的编写意图,即鼓励学生把在前一部分学到的表达景点的词汇和表达感受的句型,在一个新的情景中加以运用。

因此,在教学中如何正确理解 Writing 板块各个部分之间的相互关系,充分挖掘、利用教材提供的语言材料,帮助学生进行词、句、段的训练以降低写作难度,拓展学生的写作思维,培养学生的写作微技能,提升他们的写作能力,是值得我们每一位教师思考的问题。

接下来,我们首先分析一下在各单元的写作教学中,教师应如何学会参考教材中的写作素材确定写作教学目标,将教材中的写作任务进行有目的的分类与细化,并在整合素材、制定写作任务的过程中有规划地训练学生的英语写作技能。

一、确定写作教学目标

本书概述部分中呈现的全国课程标准和上海课程标准都根据学生不同年龄段和心理认知特点,从写作材料的体裁、写作微技能、语言运用表达等方面提出了不同要求。这些具体要求,不仅为教学进度和内容的安排以及学习测试提供了方向和重要依据,更为教师制定年级、单元、课时的英语写作具体教学目标提供了必要的指南。根据这些具体要求,教师可以把握正确的教学方向和范围,避免将日常写作教学目标制订得过高或太低,也避免写作教学的盲目性和随意性。

我们要充分利用教材中的写作素材,循序渐进、科学合理地设计作文写作教学目标,让学生通过观察、学习、体验完成课程标准的写作目标要求。要做到这些,我们要先了解《英语(牛津上海版)》教材中 Writing 板块的编写特点。研读教材可知,牛津教材 Writing 板块的写作素材通常由一至三个部分组成,其构成主要有以下七种形式:

写作素材构成形式	教材案例
1. 图表+写作	6A, Unit 8, My favourite food
2. 对话+写作	6B, Unit 5, A report on my future
3. 范例+写作	6A, Unit 3, My photo album
4. 词汇+写作	6B, Unit 6, School life in winter
5. 写作+写作	6A, Unit 5, Open Day at my school
6. 提示+写作	8A, Unit 1, Penfriends
7. 阅读+写作	8A, Unit 4, Traffic accidents

无论写作素材的引入和构成形式怎样,这些写作素材总是为最后的写作任务或提供写作语言,或提供写作框架,或提供写作思路。因此,教师要充分利用教材中的写作素材,基于全国课程标准和上海课程标准规定的“写”的要求,设计写作教学目标。

以下我们列举基于《英语(牛津上海版)》7A, Unit 3 和 8A, Unit 7 Writing 板块的写作教学目标设计。

7A, Unit 3 写作主题: A letter to your penfriend		
写作素材的构成及内容	写作教学目标	课程标准写作目标
Read 部分: Kitty's letter to her penfriend	1. 能运用 I'm ..., I'm from ... 及 There are ... in my family. 等句型进行自我介绍	能运用一定的句型结构表达相应的语言交际
Read and write 部分: Gary 的个人信息表	2. 能填写个人信息表	能填写简单的表格
Read and write 部分: 缺失单词的一篇自我介绍	3. 能根据个人信息写简单的自我介绍	能根据有关信息, 写出相应体裁的说明、报告等
Read 及 Read and write 两部分: 都呈现了书信	4. 能写信进行自我介绍	能书写简短的信件

8A Unit 7 写作主题: An eyewitness report		
写作素材的构成及内容	写作教学目标	课程标准写作目标
A 部分提供含有过去时的问题	1. 能用过去时描述过去发生的事件	能应用时态写出一定语境下相适应的语句
A 部分提供图片和关键词	2. 能根据图片, 写出描述性的词汇和语句	能用短语或句子描述系列图片, 编写简单的故事
A 部分提供的问题能帮助学生完整地叙述故事	3. 能掌握记叙文的体裁特征 (5W+1H), 完整地叙述故事	能简单描述人物或事件

以上两个案例显示了如何基于全国和上海的课程标准, 充分利用教材中的写作素材, 设计合理而有效的写作教学目标。

二、设计写作教学活动

(一) 六、七年级单元写作教学中的活动设计

如前所述,《英语(牛津上海版)》教材六、七年级写作素材的构成有对话引入、图表引入、范例引入、词汇引入、阅读引入和写作引入。这些引入的素材,有些引入写作话题,有些呈现关键句型,有些提供写作框架,有些则呈现写作范例。教师要仔细研究这些写作素材的内容,充分发挥这些素材的功用,为学生完成写作任务输入足够的语言,构建文本的框架,培养写作微技能,提升写作能力。

1. 设计有关词、句的写作训练活动

(1) 为顺利完成写作任务而做铺垫的词、句训练

之前我们分析了《英语(牛津上海版)》教材 Writing 板块的设计特点,了解到某些单元的 Writing 板块虽然设计了具体的写作任务,但缺乏写作过程的引导,尤其是语言积累的不足会直接影响学生的写作。

以《英语(牛津上海版)》7A, Unit 10 A birthday party 的写作教学内容为例,我们来具体分析一下如何通过设计相关词、句的写作训练活动来帮助学生顺利完成写作任务。

案例:《英语(牛津上海版)》7A, Unit 10, Writing: My birthday party

【素材分析】

板 块	内 容	相 关 素 材
Look and read	Kitty has written an e-mail to Lucy to tell her about Ben's birthday party.	① 描述过去事件的时态 ② 描述事件发生先后顺序的方法 ③ 表达喜爱之情的方法
Match and write	Put Kitty's photos in the correct order and complete the captions.	描述图片中发生过的事情的时态
Draw and write	Draw pictures of one of your birthday parties and write about them.	明确写作任务

由上表可知,本单元 Writing 板块的写作任务是 Draw pictures of one of your birthday parties and write about them. 学生能够从 Look and read 中的电子邮件了解 Kitty 是如何描述 Ben 的生日聚会的,也能够通过 Match and write 知道如何描述照片中的活动。然而,教学中还应考虑学生完成此写作任务时的潜在困难,设计更为充分的写作训练活动,通过词、句铺垫指导学生完成 My birthday party 的写作实践。

【写作活动设计】

Task 1: Fill in the blanks with the words and phrases from Kitty's e-mail.

- ① _____ was Ben's birthday.
- ② We _____ a birthday party _____ him.
- ③ _____ Peter, Tom and Alice _____ to my flat at _____ in the afternoon.
- ④ We _____ food and drink.
- ⑤ First, we _____.
- ⑥ _____, we sang a birthday song to Ben and _____.

- ⑦ _____, we had a barbecue.
⑧ Everybody _____ very much.

本活动运用了 Writing 板块的阅读素材,要求学生通过阅读收集重要信息,如时间、人物、事件、情感等,尤其是提醒学生运用表达事件发展先后顺序的副词: first、next、after that 等,为接下来的写作任务做好语言铺垫。

Task 2: Answer the questions about your own birthday party and write complete answers with the proper words and phrases given.

- ① When was your birthday party? (last Saturday, on October 9th.)
② Who came to your birthday party? (some of my friends, my family and relatives)
③ What did you do at the party? (have a barbecue, watch videos, sing karaoke, play computer games, etc.)
④ How did you like the party? (exciting, interesting, amazing, wonderful)

本活动的四个问题围绕学生即将完成的写作主题展开,促使学生一边思考写作内容,一边运用相关词汇整理写作思路。

Task 3: Put the following Chinese into English.

- ① 我的一些亲朋好友来到酒店庆祝我的十岁生日。
② 我的好朋友 Linda 送了我一个她亲手做的巧克力蛋糕。
③ 我最喜欢的一份礼物是妈妈送的相册,里面有九张我和父母合拍的照片。我们每年一起拍一张照片。
④ 我们在一起唱生日歌,朋友们为我送上了最真诚的祝福。
⑤ 我们在酒店的花园里烧烤、玩游戏,每个人都很开心。

通过中译英的形式,将学生原有的中文思维进行转换,同时也激发学生更加丰富地运用语言。

这三项活动基于学生在写 My birthday party 的过程中可能出现的语言积累方面的不足,设计了词、句等训练活动,为完成教材 Writing 板块的任务补充了过程性指导。

(2) 为达成写作目标而增设的词、句训练

虽然学生写作的困难多种多样,但是,不知道“写什么、怎么写”却常常是学生共同的困难。《英语(牛津上海版)》教材中 Writing 板块的素材形式多样,内容丰富,如果教师仔细分析、精心编排,充分挖掘素材中的词汇和句型,就能最直接、有效地解决学生的这一困惑。

以《英语(牛津上海版)》7A, Unit 3 Friends from other countries 的 Writing 板块内容为例,我们来具体分析如何充分运用写作素材,增设词、句的写作训练任务,扫除学生写

作没有内容、缺乏词句的障碍。

案例：《英语(牛津上海版)》7A, Unit 3, Writing: A letter to your penfriend

【素材分析】

板 块	内 容	相 关 素 材
Read	Kitty's letter to her penfriend	① 自我介绍的内容 ② 自我介绍的主要句型 ③ 书信的格式
Read and write	Gary Grown 的个人信息表	个人信息包含的主要内容
	Gary 给 Kitty 的一封信	① 根据表格信息,写自我介绍 ② 书信的格式
About you	Write a letter to your penfriend.	明确写作任务

从上表可以看出,要完成最后的写作任务,学生需要明确四点:第一,应该介绍自己的哪些信息;第二,如何用句型表达这些个人信息;第三,怎样让自我介绍层次清晰、内容完整;第四,如何用书信的方式给笔友写信,介绍自己。

从上表同样可以看出,教材的 Writing 板块素材中已经包含了学生达成写作目标所需的词汇、句型和框架,但是教师需要对这些素材加以设计,并增设写词、写句的训练,为学生达成写作目标搭建脚手架。

【写作活动设计】

Task 1: Read Kitty's letter and complete the form.

About Kitty Li	
Sex	
Nationality	
Age	
Family members	
Pet	
School	
Favourite subjects	
Interests	

此活动运用了 Writing 板块中 Read and write 部分 Gary Brown 的个人信息表(类似的设计也可参考《英语 教学参考资料(牛津上海版)》7A,P19),让学生阅读信件后捕捉信息填写表格,目的是让学生了解该文本是 Kitty 所作的自我介绍,自我介绍需要包含的个人信息又主要包含哪些内容,Kitty 又运用了哪些词汇表达信息。此活动旨在为学生的自我介绍准备词汇和内容。

Task 2: Look at Gary's personal information and answer the following questions in complete sentences.

- ① Is Gary a boy or a girl?
- ② Which country is he from?
- ③ How old is he?
- ④ How many people are there in his family? Who are they?
- ⑤ Does he have pets at home? If yes, what is it?
- ⑥ Which school does he study in?
- ⑦ What are his favourite subjects?
- ⑧ What does he like to do in his free time?

此活动要求学生根据 Gary 的信息表,用完整的句子回答问题。Task 1 中要求学生从完整的语句中提取关键词汇,从中可让学生加深对所用句型的印象。此处则要求学生用完整句型回答问题,是希望学生能把这些自我介绍的主要句型运用到写作中。

Task 3: Complete Gary's letter to Kitty and then pick out the sentences to fill in the blanks.

Gary's letter to Kitty	
About himself	① _____.
	② _____.
	③ _____.
About his family	① _____.
	② _____.
	③ _____.
About his pet	① _____.
	② _____.

续表

Gary's letter to Kitty	
About his school	_____.
About his favourite subjects	_____.
About his interests	_____.

此处要求学生在完成课本上 Gary 写的一封信之后,对句子进行归类、梳理。这项训练是为了让学生在写作中,关注各个句子之间的衔接是否具有逻辑性、有序性和流畅性。写作时,应做到段落层次分明且主题清晰。

这三项活动的设计层层递进,为学生达成写作目标明确了写作内容、准备了词汇和句型。

2. 设计拓展思维的写作训练活动

在常见的“教师布置学生写作”的教学模式中,教师常常存在无法解决学生不知道“写什么、怎么写”的困惑。其实,写作教学不仅要注重培养学生良好的写作习惯,丰富学生的语言积累,更要激发学生的写作思维,因为思维能力的提高,思维方式的优化,是学生写作能力提高的有效保证。思维导图、小组讨论、设计问题等都是有利于激发学生思维的方式。在《英语(牛津上海版)》教材中,经常可以找到运用这些方法的案例。

(1) 思维导图

思维导图是一种行之有效的、可以把学生的想法“画出来”的方法。思维导图在英语写作教学活动中可以为学生提供写作语料、写作框架及写作大纲,为厘清写作的逻辑关系提供帮助。例如:《英语(牛津上海版)》教材 7B, Unit 6 的 Listening and speaking 板块, Listen and say 部分,就运用了思维导图的方式活跃学生的思维:

T: Look at the blackboard. What does spring make you think of?



S1: Spring makes me think of rain. It's awful to walk in wet and dirty streets.

S2: ...

教材运用思维导图的方式,让思维可视化,简洁明了,学生能运用黑板上的图示,顺利模仿... make(s) me think of ... 的句型组织内容,进行语言的交际。

(2) 小组讨论

虽然学生的写作以个体的行动为主,但是个体的能力是有限的,小组讨论等合作学习、团队合作的方式则可以弥补个人能力的不足。写作过程中,学生的主体作用毋庸置疑,但是个体与集体的互动合作,可以激发学生的思维,可以在相互的分享和研讨中使学生获取更多的灵感和知识。《英语(牛津上海版)》教材 6A, Unit 2 的 Writing 板块设计了 Discuss and write 的练习: You want to look after the environment. In groups, discuss what you promise to do and what you promise not to do. Write a report. 通过与同学的讨论,集思广益,学生不仅能顺利完成写作任务,还能想到更多“可以做”和“不可以做”的事情来保护环境。

(3) 设计问题

写作是一个积极思维的过程。在教师的指导下,问题的设计可以让学生在自问自答、互问互答中促进思考,激活思维,达到不断认识、修正、调整、领悟的目的。《英语(牛津上海版)》教材 9B, Unit 1, Writing 板块的 A1 部分要求学生 Work in groups. Think of some environmental problems that exist near your school, your home or at other public places. The problems may be connected with rubbish or noise, water or air pollution. 但是,此项练习不是让学生毫无依据地进行讨论,而是提供了详细的 Useful questions 供学生参考,如下表所示:

Rubbish Is there a lot of litter anywhere? Where is it? (ground, roads, etc.) Does it cause any problems? (unpleasant, smells, insects, rats, etc.) Is there any waste from a building site?
Noise pollution ...
Water pollution ...
Air pollution ...

下面,我们就尝试运用这些方法来设计写作活动,以激发学生的思维,解决如何收集写作素材,丰富写作内容,运用写作句型,梳理写作思路,即解决“写什么、怎么写”的问题。







案例:《英语(牛津上海版)》7B, Unit 7, Writing: Life in the future

【素材分析】

本单元的写作任务是“Draw and write: Make a book with pictures to show what you think will happen in the future. Write about them.”

显然,面对这样的题目,思维不够活跃、基础不够扎实的同学遇到的最大困惑是“写什么、怎么写”。我们组织写作教学的主要任务在于引导、设计和组织积极、有效的活动,拓展学生的思维能力和想象力,以丰富写作内容,形成积极、有效的思维能力。

虽然这个单元的 Writing 板块内容不多,但是教师可以整合教材资源,在进行单元整体设计时,把 Writing 板块之前的 Discuss 部分作为写作的导入,作词、句训练积累和思维的拓展,也可以在写作教学之前作复习材料以链接新旧知识,为完成写作任务做好准备。Discuss 部分的具体内容见下图:

		
cities under the sea	learn from computers at home	take pills for meals
		
travel to other planets in spacecraft	robots in people's homes	terrible air pollution

S1: What do you think will happen in the future?

S2: Perhaps people will be able to .../Perhaps there will (not) be ...

S3: I think so./I don't think so.

通过对 Discuss 部分的分析,我们可以了解本单元的重点学习内容是用一般将来时表达未来可能出现的变化,学生可运用 people will (not) be able to do, there will (not) be 等句型来表达他们对未来的展望。有了词汇、句型的操练和铺垫,学生完成这个写作任务时最需要思考的就是如何选择和确定恰当的写作内容。我们可以用思维导图、小组讨论和设计问题的方式激发和拓展学生的思维,帮助他们收集信息,丰富写作内容。

【写作活动设计】

Task 1: Choose at least one topic to discuss in a group and complete the form.

There will be cities under the sea in the future.	
Perhaps people will be able to	Perhaps there will (not) be
_____	_____
_____	_____
...	...

People will be able to learn from computers at home in the future.	
Perhaps people will be able to	Perhaps there will (not) be
_____	_____
_____	_____
...	...

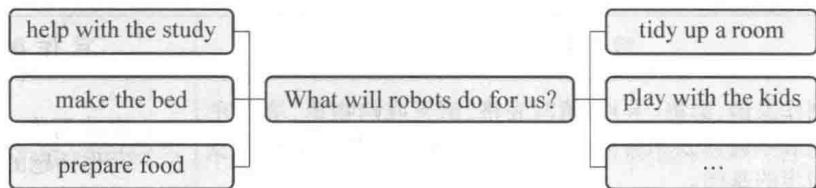
我们可以利用教材 Discuss 部分的图片和句型,设计问题进行提问,如: If there are cities under the sea in the future, what will people be able to do? What will there (not) be? If people are able to learn from computers at home in the future, what will they be able to do? What will there (not) be? 学生开展讨论,激发思维,完成表格,在分享观点的同时互相学习、互相帮助。

Task 2: Discuss to find out as many ideas as possible and complete the mind map.

T: If there are robots in people's homes, what can they do for us?

S: Perhaps they will ...

继续充分运用教材 Discuss 部分的图片和句型,运用思维导图,帮助学生收集观点。



Task 3: Answer the questions and imagine what will happen in the future.

T: Perhaps there will be terrible air pollution in the future.

- ① Will we be able to enjoy the sunshine?
- ② Will we be able to have outdoor activities?
- ③ Will there be any birds or animals?
- ④ What will the weather be like?
- ⑤ What diseases will there be?
- ⑥ What else do you think will happen?

通过三个层次的问题,让学生对 What will happen in the future? 有一个不断思考的过程。最后一个问题可以让学生思考得更多、更深入。

以上三项活动运用不同的方式,激励学生积极思考,寻找答案,但它们都紧紧围绕教材的核心问题 What do you think will happen in the future? 以及教材的重点句型 Perhaps people will be able to .../Perhaps there will (not) be ...。学生通过这三个活动,可以收集到丰富的素材,顺利完成 Task 4(即教材 P45)的写作任务。

Task 4: Make a book with pictures to show what you think will happen in the future.

Write about them.

3. 设计达成写作微技能的写作训练活动

研究表明,写作能力差的学生,有一些共同的问题。这些问题包括面对写话要求无话可说,不知道如何梳理、归纳、筛选和运用已有信息,写作结构框架松散,语句之间逻辑混乱等。出现这些写作上的“力不从心”,是因为学生缺乏应有的写作技能。要提升学生的写作能力,就必须重视写作技能的传授。全国课程标准列出了中学英语写作教学的基本技能,分别是:激活灵感、整理思路、组织素材、规划文章结构、列出提纲、起草文章、组织语言、遣词造句、修改文章、正确使用标点符号和字母大小写。在写作教学中,教师应把培养学生写作能力这一大目标细化为若干个写作微技能目标,对照细化项目实施,这样有利于写作教学目标的达成。

通过对本章第一节中《英语(牛津上海版)》教材分年级读写教学目标的分析,六、七

年级需要培养的学生写作微技能设计如下：

教材	写作目标	写作微技能
6A	通过制作家谱、影集、卡片,填写表格、请柬或购物单,填空完成句子和小诗以及回答问题等任务,为培养学生的写作能力打下初步的基础。	(1) 明确写作话题,确定符合写作话题的关键词。 (2) 通过头脑风暴等方式,收集相关语言素材和话题材料。 (3) 辨别写作的内容,确定相应的时态。 (4) 用“5w+1h”提问,强化要点,拓展要点,补充细节。 (5) 通过扩句、变换句型等方式增强语言表达的丰富性。
6B	通过写报告、写电子邮件、制作海报、填写表格、填空完成句子和回答问题等形式,为培养学生的写作能力打下初步的基础。	
7A	通过写报告、写邮件、填写表格、填空完成句子和回答问题等形式,为培养学生的写作能力打下初步的基础。	
7B	通过写旅游指南、填写出行路线、撰写各类调查表或调查报告(如职业、服装、优秀学生事迹和电的重要性等)、模仿学写小诗、填写表格、填空完成句子和回答问题等形式,为培养学生的写作能力打下初步的基础。	

在六、七年级,我们认为需要着重培养的写作微技能至少有五个方面,具体见上表。其中,需要特别关注培养学生如何在“写前”能根据写作要求和话题,确定关键词、时态、收集信息,在“写中”学会梳理信息、尝试自问自答以丰富写作内容、有意识地变换句型以增强语言表达的丰富性。下面以《英语(牛津上海版)》教材 7B, Unit 11 Electricity 为例,分析如何基于教材 Writing 板块所提供的语言素材和写作要求,围绕教学目标设计写作微技能训练活动。

案例：《英语(牛津上海版)》7B, Unit 11, Writing: The importance of electricity

【素材分析】

本单元的 Writing 板块由四部分组成。

第一部分 Look and learn 有六幅电器图片和相应名称。

第二部分 Discuss and write 呈现了一张列有 16 种电器名称的表格,要求学生对 What electrical appliances do people use at home/at school/in an office? 进行讨论并填空完成短文。

第三部分 A survey 要求学生 Find out about the uses of electrical appliances in different places, 并进行相应的句型操练。

第四部分 Find out and write 要求学生 Make a list of electrical appliances you can find in your home. Find out about their uses and write about them. Draw pictures.

教材提供的写作模板如下：

Uses of electrical appliances

At home:

We use irons to _____.

...

基于这四个部分的内容,本单元的写作教学目标和写作微技能训练内容确定如下:

写作板块构成部分	写作目标	写作微技能
Look and learn	能为常用电器标注正确名称	能选择正确词汇为图片做简单说明
Discuss and write	① 能根据使用地点将电器正确归类	
	② 能正确评价电器对我们生活的影响	能选择合适的词汇对事物做简单的评论
A survey	能正确说明常用电器的功用	能运用恰当句型表达物件的功用
Find out and write	能写出常用家用电器的名称和功用	能运用信息写简单的说明

从上表可见,本 Writing 板块的素材层层铺垫,为最后的写作任务准备了电器名称和表达用途的句型 We/People use ... to ...。如何让学生整合、利用教材的写作材料,根据相关信息撰写相关的说明是教师需要思考的问题。

【写作活动设计】

Task 1: Tick the electrical appliances you can find in your home. If there are other electrical appliances you use in your home, please add their names in the box.

<input type="checkbox"/> lamp	<input type="checkbox"/> light	<input type="checkbox"/> heater	<input type="checkbox"/> electric kettle
<input type="checkbox"/> iron	<input type="checkbox"/> TV set	<input type="checkbox"/> computer	<input type="checkbox"/> air conditioner
<input type="checkbox"/> radio	<input type="checkbox"/> microwave	<input type="checkbox"/> printer	<input type="checkbox"/> rice cooker
<input type="checkbox"/> fan	<input type="checkbox"/> blender	<input type="checkbox"/> fridge	<input type="checkbox"/> washing machine
<input type="checkbox"/> toaster	<input type="checkbox"/> hairdryer	<input type="checkbox"/> vacuum cleaner	...

本设计是为了让学生掌握更多的电器名称。这个活动中的电器名称来自本单元 Look and learn, Discuss and write 和教材 P86 Project 的材料,练习设计参考了教材 P87 Project 的 Find out and write。此设计旨在落实“能选择正确词汇为图片作简单说明”这项微技能。

Task 2: Put the electrical appliances above into different boxes according to the words you fill in the blanks.

	make(s) our lives more _____.
	help(s) us work more _____.

enjoyable	comfortable
convenient	confident
healthy	efficiently
boring	friendly
interesting	lovely

Task 2 的设计参考了本单元 Writing 板块 Discuss and write 中的句型 TV sets, ... and ... make our lives more enjoyable 和 P87 Project 中 Find out and write 部分的四个问题: Which electrical appliances make people's lives comfortable/enjoyable/...? 学生在将电器归类、了解电器功用的基础上,再选用恰当的词汇对其进行评价。此练习旨在训练学生“能运用信息写简单的说明”和“能选择合适的词汇对事物作简单的评论”的微技能。

Task 3: Choose three or four of the electrical appliances above and write about them according to the following questions.

- ① What electrical appliances does your family often use?
- ② What do you use them to do?
- ③ Why does your family like to use them?

Uses of electrical appliances:

At home:

We use _____ to _____. It _____.

We use _____ to _____. It _____.

...

Task 3 的设计是根据教材的编写意图,让学生了解可以从哪几个方面介绍物件。通过这三个问题,学生能正确命名物件名称,说出它的功用,并能发表简单的评论。

Task 4: Find out the electrical appliances in different places and write about them.

- Questions for reference: {
- ① Where do people use ...?
 - ② What do they use them to do?
 - ③ Why do they use them?

此活动是对 Task 3 的拓展,能运用已学词汇或借助其他工具如字典或互联网查阅新的电器名称,运用已学句型描述人们在何种场合使用它们,它们的功用是什么,并能选择恰当的词汇阐明人们为什么要使用它们,即对这些电器做恰当的评论。此项作业可以作为程度较好的班级或学生的提高型作业。

(二) 八、九年级单元写作教学中的活动设计

《英语(牛津上海版)》教材八、九年级的 Writing 板块一般由一至三个部分构成,通过提供各种相关材料(如书信范例、关键词汇、图片、短语、短文、对话、图表和连环画等),为写作任务做词汇、句型、框架上的铺垫和思维的训练。教师可以运用这些写作素材,设计写作目标,传授写作策略,提高学生的写作能力。

1. 设计有关词、句的写作训练活动

通过对《英语(牛津上海版)》教材八、九年级 Writing 板块素材的分析和整理,可以发现教材主要通过以下几种形式进行词汇和句型的训练:

词汇、句型训练方式	具体教材案例	
以选择或问题形式	Choose a or b to start your letter.	8A Unit 1
以提供关键词形式	Complete the article using the words and phrases in the box.	8A Unit 2
以提供范文形式	Read the conversation below, write the figures on the graph and complete the paragraph.	8A Unit 4
以连词成句形式	Look at the pictures below and write captions for them, using the words in brackets.	8B Unit 1

《英语(牛津上海版)》教材八、九年级的 Writing 板块虽然呈现了写前词汇和句型的训练,但是在写前训练和写作要求之间还需设计层层递进的衔接训练,以帮助学生在写作前进行词汇和句型的积累;有些单元的写作素材以呈现写作框架为主,关注篇章结构,这就需要教师有意识地设计词、句甚至段的写作训练,以帮助学生顺利进行写作,达成写作目标。

(1) 为顺利完成写作任务而做铺垫的词、句训练

案例:《英语(牛津上海版)》9B, Unit 3, Writing: A request for help

【素材分析】

本单元的 Writing 板块分为 A、B 两部分。

A 部分提供了一封书信,同时设计了一个练习: Read the letter carefully and then say what each of the five paragraphs in the letter does by completing the statements below.

B 部分是写作任务: Work alone. Write a letter asking for help. 同时,设计了三个问题: ① Decide on the topic of a possible class project. ② Write a letter to a government department. ③ Give your letter five paragraphs like those in Wang Zhihong's letter.

分析以上素材和写作要求可知,A部分通过段落大意配对练习,让学生了解所给信件的主要内容和框架。B部分通过三个问题交代了写作的主题(可以自己拟定,也可参考教材提供的主题 Making Garden City Cleaner)、读者对象(The Director)和这封信的主要框架(Five paragraphs)。显然,在写作前,学生还需要进行充分的词句训练和积累。

【写作活动设计】

Task 1: Read the letter carefully and then say what each of the five paragraphs in the letter does by completing the statements below. Read carefully and make notes about the letter.

此项活动是教材 A 部分的练习,旨在让学生了解所给信件的主要内容和框架。

Task 2: Read the letter again and try to pick out the sentences as requested.

What we know	Sentences
The topic of the letter	
The topic of the class project	
The details of the topic	
The details of the request	
The suggestion about when to visit the company	
Thanks to the manager	

Task 2 的任务是让学生按照要求直接摘录文本中的句子。目的之一是让学生在寻找的过程中掌握不同目的的表达句型,比如表达写信目的的句子有 I am writing to ask for your help with . . . ,表达提出具体要求的句子有 I am especially interested in . . . ;目的之二是这些运用第一人称写的句型,不需要人称、时态的转换,学生在写作中能直接模仿和运用。

Task 3: Now suppose your class will do a project. Discuss and make a plan for your project.

Class project: _____	
Reasons	
Details	
Time	

Task 2 让学生学习并积累了单词和句型, Task 3 的设计则为写作做内容上的准备。

Task 4: Work alone. Write a letter asking for help.

Para. 1 says what the topic of the letter is.

Para. 2 gives details of the topic.

Para. 3 gives details of the request.

Para. 4 suggests when the information can be collected.

Para. 5 expresses your thanks.

Task 4 是在教材设计的写作活动的基础上, 为学生提供这封信的写作框架, 以使学生的作文层次清晰、内容完整。

(2) 为达成写作目标而增设的词、句训练

对八、九年级的学生而言, 他们的词汇和句型已经有了一定的积累, 但由于平时缺乏英语语言运用的真实生活情景, 词汇和句型的学习可能只停留在识记和记忆的层面。我们教师要能科学合理地设计词、句的训练, 帮助学生把词汇和句型的学习提升到理解和运用的层次, 达成写作目标。

案例:《英语(牛津上海版)》9A, Unit 4, Writing: Letters

【素材分析】

本单元的 Writing 板块分为 A、B 两部分。A 部分设定的情景是: Robin and Nigel are twins. Yesterday was their birthday. Their parents gave them two radio-controlled cars. Look at the table and the words in the box, and complete Robin's letter to his grandmother. 教材配了两张车模图片, 并用简表列出了两辆车各部件的技术指标 (length, height, weight, seats, top speed, hill-climbing 及 battery use), 同时还附了一张描述两辆车性能的关键词表 (farther, heavier, better, longer, lower, lighter, faster, worse, more 以及 than), 让学生在理解两辆车各项性能差别的基础上, 选择适当的词, 完成 Robin 写给祖母的信。

B 部分设定的情景是: Peter is going to retire next month. He wants to live near the sea with his wife Mary for the rest of their lives. So they have just bought a new flat on the west coast of Australia. Peter is now writing a letter to his sister Jane about it. Use the information in the table and the adjectives in the box to finish his letter. 下面附有一幅两幢高楼的彩图, 同时配有一张表格, 对两套房子做了比较, 如下表所示:

	Peak Garden	Seaside Court
area	200 sq m	180 sq m
rooms	4	5
year built	2004	1999
price	\$ 230,000	\$ 200,000
distance from park	2.5 km	4 km
distance from market	1 km	0.5 km
floor	8/10	5/10

另外,还附有一张关键词表,如下图所示:

small	high	near	modern	good
big	low	far	old	few

教材在 A 部分对两辆车进行了比较,同时提供了供比较用的关键词,也为学生提供了一篇基本完整的范文,即 Robin 给奶奶的一封信,学生只需选择词汇就可以完成 A 部分的写作任务,并体会到描述事物可以采用比较的方式。在 B 部分,学生需要比较的是两套公寓,运用到的词汇和比较车子时完全不同。在 A 部分写作任务里,学生只需选择词汇完成任务,因此对如何写比较的句子可能不会太关注。由以上分析可知,即使学生理解了两套公寓的对比表格所传达的信息,若要让他们直接完成 Peter 写给姐姐 Jane 的信,可能还是会有词汇和句型积累不足困难,导致达成写作目标的训练梯度不够。为此,我们设计了为达成写作目标而增设的词、句训练。

【写作活动设计】

Task 1: Compare the flat in Peak Garden with the one in Seaside Court and complete the following sentences.

- ① The flat in Peak Garden is _____ sq m.
 The flat in Seaside Court is _____ sq m.
 The flat in Peak Garden is _____ than the one in Seaside Court.
 The flat in Seaside Court is _____ than the one in Peak Garden.
- ② The flat in Peak Garden has _____ rooms.
 The flat in Seaside Court has _____ rooms.
 The flat in Peak Garden has _____ rooms than the one in Seaside Court.

- The flat in Seaside Court has _____ rooms than the one in Peak Garden.
- ③ The flat in Peak Garden was built in _____.
- The flat in Seaside Court was built in _____.
- The flat in Peak Garden is _____ than the one in Seaside Court.
- The flat in Seaside Court is _____ than the one in Peak Garden.
- ④ The flat in Peak Garden is \$ _____.
- The flat in Seaside Court is \$ _____.
- The flat in Seaside Court is _____ than the one in Peak Garden.
- The flat in Peak Garden is _____ than the one in Seaside Court.
- ⑤ The flat in Peak Garden is _____ km from the park.
- The flat in Seaside Court is _____ km from the park.
- The flat in Peak Garden is _____ to the park than the one in Seaside Court.
- The flat in Seaside Court is _____ from the park than the one in Peak Garden.
- ⑥ The flat in Peak Garden is _____ km from the market.
- The flat in Seaside Court is _____ km from the market.
- The flat in Seaside Court is _____ to the market than the one in Peak Garden.
- The flat in Peak Garden is _____ from the market than the one in Seaside Court.
- ⑦ The flat in Peak Garden is on the _____ floor.
- The flat in Seaside Court is on the _____ floor.
- The flat in Peak Garden is _____ than the one in Seaside Court.
- The flat in Seaside Court is _____ than the one in Peak Garden.

Task 1 的设计是为了让学生运用形容词的比较级描述不同的物体。同时,读懂非连续性文本,并能写说明,这些都是阅读和写作的基本技能。

以下练习是为了帮助学生能运用连接词把简单句合并成复合句,以增加写作时句型的丰富性。

Task 2: Compare the two flats and make more sentences as the samples.

Read the samples:

- ① The flat in Peak Garden is larger than that in Seaside Court.
- The flat in Peak Garden has less rooms than that in Seaside Court.
- ⇒ Although the flat in Peak Garden is larger than that in Seaside Court, it has less rooms.
- ② The flat in Peak Garden is more expensive than that in Seaside Court.
- The flat in Peak Garden is nearer to the park than that in Seaside Court.

⇒ The flat in Peak Garden is more expensive than that in Seaside Court, but it is nearer to the park.

Write more sentences:

① The flat in Peak Garden is newer than that in Seaside Court.

The flat in Peak Garden is farther from the market than that in Seaside Court.

⇒ _____ the flat in Peak Garden is newer than that in Seaside Court, it is farther from the market than that in Seaside Court.

② The flat in Peak Garden is farther from the market than that in Seaside Court.

The flat in Peak Garden is on the 8th floor, so it has a better view than that in Seaside Court.

⇒ The flat in Peak Garden is farther from the market than that in Seaside Court, _____ it has a better view than that in Seaside Court.

...

Task 2 是在 Task 1 对两套公寓进行对比的基础上,分别讨论它们的优缺点,并且能运用转折词进行表达。通过 Task 1 的训练,学生已能写出比较事物的句子,但是这些句子都是简单句。过多的简单句会让写作句型单一。因此通过设计 Task 2,让学生能运用恰当的连接词合并简单句,适当地使用复合句和并列句,可以使文章句子长短有致,增加句型的丰富性和多样性。

通过 Task 1 和 Task 2 词和句的集中训练,学生能运用比较级表达事物之间的不同特征,能运用连接词合并简单句。有了这两项活动所做的铺垫,学生就可以顺利完成 Task 3(即教材 P65)的写作任务了。

Task 3: Peter is now writing a letter to his sister Jane about the flat he bought. Help him to complete the letter.

2. 设计拓展思维的写作训练活动

八、九年级《英语(牛津上海版)》教材中的写作素材与六、七年级相比较而言,写作的情境与主题更为生动,写作训练的设计也有一定的梯度。然而,受教材篇幅的影响,教材中并没有完整的过程指导,学生在明确了写作情境与主题之后,仍旧存在不知道怎么写的困惑。因此,教师在指导学生写作的过程中需要进一步设计拓展思维的写作训练活动。下面将以 9A, Unit 5 The human brain 的 Writing 板块为例,具体分析如何设计拓展思维的写作训练活动。

案例:《英语(牛津上海版)》9A, Unit 5, Writing: Memory Corner

(节选自同济大学附属七一中学金英芳老师的教学案例)

【素材分析】

本单元写作素材的主题是 Memory Corner。教材中首先呈现了写作情境：

The school newspaper wants articles for its section called Memory Corner. Jane wrote an article for the paper. 活动 A 要求学生以对子活动的形式,观察图片提示,在给出的动词中选择恰当的词完成 Jane 的短文。设计该活动的目的是引导学生关注写作中需要运用的动词时态,本文的写作应当使用一般过去时。活动 B 要求学生独立完成一篇名为“Memory Corner”的命题作文,可以写记忆中的真实事件,也可以是自己想象的事件。该活动能激发学生回顾自己曾经有过的难忘经历或想象可能会发生的事情,并能独立进行书面表达。

本单元中的写作素材既有范文参照,又有写作关键信息(时态)的训练,对学生独立完成命题作文提供了一定的支持。然而,仅仅提示时态和明确主题并不能够完全扫除学生独立写作的障碍。写作是一种个人思维活动的呈现,如果能够运用教材中的写作素材帮助学生形成写作思维,真正引导学生明确“写什么、怎么写”,才是我们在课堂写作教学设计中需要思考的重要问题。

比如:教材上 Jane 用记叙文这一体裁描写她的一段回忆,她对故事发生的时间、地点、人物、起因、发展和结果都做了具体的交代,有记叙文的明显特征,但在教材有限的篇幅中,并未指导学生在独立写作中关注记叙文的特征。又如:学生在审题时需考虑选择具有特殊意义的写作素材,但由于缺乏生活经验,会面临选材困难。再如:在写作阶段,学生知道用一般过去时来描述这段回忆,但在陈述故事时,容易忘记使用一般过去时。

【写作活动设计】

Task 1: Read the illustrations and Jane's article on P82, and help her finish the article with proper verbs in the word box.





Writing


Memory Corner

The school newspaper wants articles for its section called **Memory Corner**. Jane wrote an article for the paper.

A Work in pairs. Look at the pictures and complete Jane's article with the correct forms of the verbs in the box. You can use some of the verbs more than once.

begin	pick up	thank	come
pour	want	count	stop
tell	be	put	fix
go			

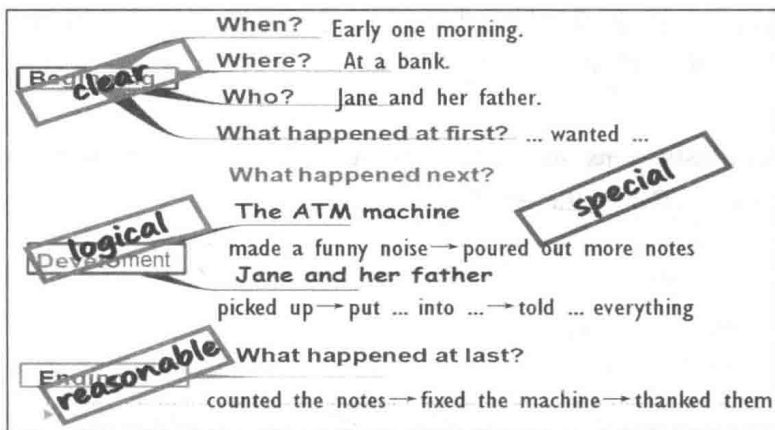


此活动让学生充分阅读 Jane's special memory,教师要引导学生分析叙事性文本的结构,观察作者叙事时的语言特征和叙事顺序,同时在校对答案的过程中了解故事大意并认识到要用一般过去时描述一段回忆。

Task 2: Answer the questions and know about the past event with a beginning, a development and an ending.

- (1) When and where did the story happen? (4) What happened next?
 (2) Who were the main characters? (5) What did Jane and her father do?
 (3) What happened at first? (6) What happened at last?

此活动让学生体会六大要素(时间、地点、人物、起因、发展和结尾)在文章中所起的作用。如:时间、地点、人物的描述呈现了清晰的(Clear)故事背景;按照时间顺序描述人物的动作增强了逻辑性(Logical);运用上下文呼应的方式得出合理的(Reasonable)结尾。运用幻灯片呈现思维导图,在思维导图中突出整个叙述性文本的框架和要素,并标示动作发生的时空顺序,暗示学生要考虑到写作时思维的连贯性。学生朗读文本的首尾句,明确自己写作的重点应该放在特殊性(Special)一词上。以特殊性为核心,用记叙的方式,描述一段回忆,突出叙事性文本的六大要素。



Task 3: Choose the special development or ending according to the given beginning.

Beginning 1: One morning, I was reading a book in my office.

- a. Mary came in and told me I had an important meeting to attend. ()
 b. I tasted the coffee Jack handed to me. Oh, it was very salty. He laughed and said, “...” (✓)

Beginning 2: Last March, we had an outing in the forest park.

- a. Tom told me it was very easy to get to the other side of the river. I walked so fast on the

stepping stones that I fell into the water. (✓)

b. I played football and flew kites with my classmates. We had a picnic and shared food happily. ()

c. We played hide and seek in the bush. And a brown snake came up to us slowly. (✓)

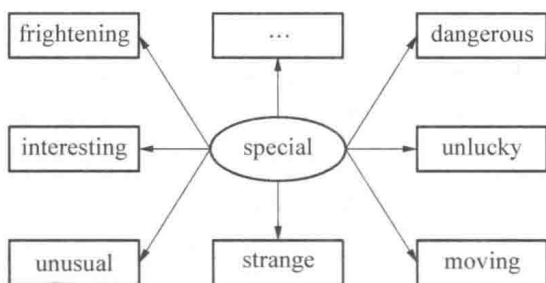
Beginning 3: School was over. The students left school happily.

a. Sue went to the bus stop quickly and the bus came immediately. She got on the bus hurriedly. After the bus started, she realized she had taken a wrong bus. (✓)

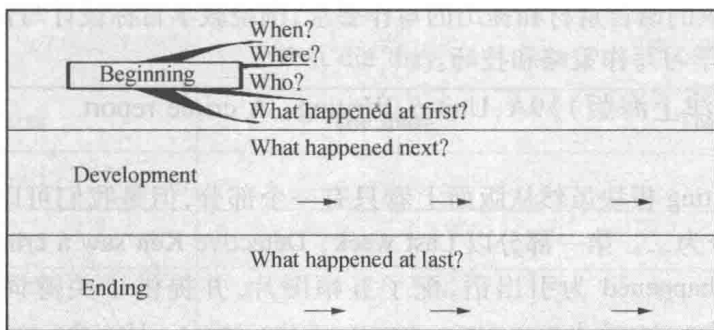
b. David got on the bus back home. Suddenly he found he had no money to buy the fare. A kind woman paid it for him. (✓)

c. Simon arrived at home at 5: 00 p.m. There was no one at home. But the door was wide open ... (✓)

此活动的目的是帮助学生辨别、选择并开发写作素材。教师通过设计情境,让学生辨别哪些事件具有特殊性。同时,分析特殊性的内在含义,在体会特殊性内涵的同时拓宽写作思路,帮助学生抓住思维火花,激发学生写作灵感。板书设计如下:



Task 4: Think about your own special memory, decide on each part of the story and write down the key words.



此处引出思维导图,一方面帮助学生回顾叙事性文本的基本结构和要素,另一方面

也帮助学生构思自己的作品,起到了丰富写作内容、分析写作类型和挑选合适词汇的作用。小箭头帮助学生在写作时理顺动作之间的先后顺序,避免思维跳跃而造成行文的不流畅。学生在交流写作提纲的过程中,可以相互启发,对自己的写作提纲进行微调。

3. 设计达成写作微技能的写作训练活动

根据本章第一节中对《英语(牛津上海版)》分年级读写的写作目标,对在八、九年级需要培养的写作微技能分析如下:

教材	写作目标	写作微技能
8A	提供各种相关材料(如书信范例、关键词汇、图片、短文、对话、图表和连环画等),通过写书信、填表格、完成故事和报告等训练形式,进一步培养和提高学生的写作能力	(1) 把握应用文写作特征,写相应体裁的说明、报告、海报或信函等
8B	提供各种相关材料(如图片、关键词句、短文、问题、图表、明信片以及不完整的诗歌等),通过看图写话、完成流程图、制订规则、完成报告、描述房间、写明信片 and 完成小诗等训练形式,进一步培养和提高学生的写作能力	(2) 掌握规范的书信格式,书写简单的书信 (3) 根据图片内容,写出描述性的词汇和句子,编写简短的故事
9A	提供各种相关材料(如关键词句、短文、问题、图片、图表等),通过完成故事、写短文介绍中国传统文化、写文章介绍自己最喜欢的商店、完成信件、叙述记忆深刻的事、写目击报告和为连环画填配文字等训练形式,进一步培养和提高学生的写作能力	(4) 能运用时态写出一定语境下相适应的语句 (5) 根据写作主题,收集信息并进行分析梳理
9B	提供各种相关材料(如短文、段落要点提示、关键词汇、问题和图片等)、通过写信(如向环保局反映问题、向未来人类描述“时光宝盒”和求助等)、写影评、看图写故事等训练形式,进一步培养和提高学生的写作能力	(6) 根据不同写作体裁,规划出文章结构

从上表可以看出,在八、九年级,我们应该进一步有计划地培养学生的写作微技能。下面我们以《英语(牛津上海版)》教材 9A, Unit 6 Detectives 为例,分析如何按照教材 Writing 板块所提供的语言素材和提出的写作要求,围绕教学目标设计写作微技能训练活动,使学生进一步学习写作策略和技巧。

案例:《英语(牛津上海版)》9A, Unit 6, Writing: A crime report

【素材分析】

本单元的 Writing 板块虽然从版面上看只有一个部分,但是我们可以根据素材的形式和内容把它一分为二。第一部分以 Last week, Detective Ken saw a crime. The pictures below show what happened 为引出语,配了五幅图片,并提供了关键词。第二部分以 Later, Detective Ken decided to write a report of the crime. Use the words and phrases below the pictures to help him complete the report 为引出语,提供了这篇 report 的首尾

部分。

从以上分析可以看出,教材为学生的写作提供了图片,直观明了,通过图片就能猜测大致的故事内容,同时教材也为学生呈现了关键词,这些词主要是描述动作的,为学生编写故事的主要内容做了准备。虽然有了词汇的积累和图片的提示,但是在写作过程中,学生还是很容易犯两个错误:一是把这个写作任务作为看图写话,误用现在进行时进行写作;二是把这个写作任务当作看图编故事,误用第三人称进行写作。

要避免这两个问题,教师需要教会学生理解写作意图,明确写作任务。根据对该 Writing 板块的内容分析,本单元的写作教学目标和写作微技能训练确定如下:

写作素材主要内容	写作目标	写作微技能
图片和关键词	能为图片写描述性的词汇和句型	能运用词汇和句型为图片作简单描述
	能根据图片编写简短的故事	能根据图片编写故事
一篇报告的首尾部分	能完成相应主题的报告的写作	能用相应的体裁书写报告

【写作活动设计】

Task 1: Have a quick look at the instructions, pictures and word cues, then answer the following questions.

- ① When did this crime happen?
- ② How many main characters were there in the pictures? Who were they?
- ③ Where did this crime take place?

本活动通过快速浏览指令语、图片和关键词,让学生了解写作的主题和应包含的主要内容。

Task 2: Pair work. Talk about each picture with the word cues or what you imagine.

What did they do?

Pictures	The man	The schoolboy
Picture 1		
Picture 2		
...		
Picture 5		

What did they say?

Pictures	The man	The schoolboy
Picture 1		
Picture 2		
...		
Picture 5		

运用第一张表格进行问答,目的是让学生根据提示词交流图片中的人物做了什么,引导学生用短语或句子描述系列图片,为编写简短的故事做准备。这是本单元需要培养的写作微技能。第二个表格的目的是引导学生在叙述事件时,运用对话的方式,把故事描述得细致、生动。此外,教师既可以要求学生根据短语进行描述,也可以依据他们自己的想象添加情节和对话,写自己的故事,这样,就更能激发学生的写作热情。

Task 3: Pair work. Suppose you are Detective Ken. Tell your partner the crime you saw.

You can start like this:

Last week, I saw a crime. ...

本活动设计了 pair work,让学生以 Detective Ken 的口吻叙述目睹的事件,为接下去学生以 Detective Ken 的身份写报告做好准备。

第三节 运用教材中的单元整体材料设计写作活动

写作是一项语言输出活动,输出必须以输入为基础,因此,教师在写作指导的过程中必须设计有效的语言输入活动,从而满足学生在写作输出中的实际需求。教材是学生在课堂上接触最多、也是最充分的语言材料,如何发挥教材素材在写作过程中的语言输入作用是一个值得思考的问题。

上一节中,我们建议教师运用教材 Writing 板块中的语言素材,设计符合学生认知水平的写作训练活动。其实,在日常教学中,教师还要注重整体把握教材素材,运用教材中每个单元各个板块的材料整体设计写作训练活动,使之成为在写作课堂上激发学生思考、丰富语言习得的一种体验。

需要注意的是,在我们的教材中还存在某些 Writing 板块所提供的素材与单元主题

不吻合的现象,致使教材单元学习中习得的语言素材在 Writing 板块的训练中难以充分运用起来。比如:《英语(牛津上海版)》7A, Unit 2 的写作话题是 Taking care of your new puppies,教材提供图文素材 How to take care of your new puppy 作为话题输入,要求学生列出饲养小狗所需物品的清单。然而该单元主题是 Our animal friends,单元整体素材表达了人与动物之间的亲密关系并号召人类关爱小动物。教材中的写作题材要求与单元整体素材匹配度较低。教师想要运用单元整体素材指导学生进行写作输出,则需要自行规划写作教学、并设计相应的写作教学任务。

针对这种情况,教师可以结合教学需要,借助单元话题设定写作主题,依据课程标准和教材单元整体素材制定写作目标,同时整合单元中的相关语言材料设计写作教学任务。

一、确定写作教学目标

国家教育部制定的《义务教育英语课程标准(2011年版)》指出,教师应根据学生的实际情况,确立有利于逐步提高学生的基本语言素养和基本外语学习能力的教学目标。写作教学目标的确立实则是帮助学生结合写作主题收集信息、组织信息,从而明确写作内容并进行写作构思的过程。因此,在设计写作教学任务之前教师需要认真思考如何确立写作教学目标。

教材是实现教学目标的重要材料,在教学中教师要善于根据教学需要,对语言材料的运用加以适当调整。依据单元整体语言素材设计写作教学目标,首先要把握课程标准对“写”的目标要求,然后再结合教材单元素材进行具体的分类和规划。

以下,我们选取了《英语(牛津上海版)》7A, Unit 2 和 9B, Unit 2 两个教学单元为例,具体分析这两个单元的整体素材布局,并依据单元整体素材的特征设计单元写作主题与教学目标。

教材单元	单元主题	Writing 板块主题	单元相关素材	单元写作主题设计	写作教学目标设计
7A Unit 2	Our animal friends	Taking care of your new puppies	1. Listening and speaking: Visiting the SPCA 2. Reading: (1) Animals, our friends (2) Dogs are our best friends	Topic: _____ are our best friends (横线上可填入 Dogs, Cats, Sea animals, etc.)	1. 能运用 look after, take care of, be kind to, save ... from danger 等短语表达对动物的关爱 2. 能运用 feed/ give/ hold/ play/ take 等一系列动词表达如何照顾小动物 3. 能运用 We should ... We promise to ... 等句型表达人类保护动物的决心

续 表

教材单元	单元主题	Writing 板块主题	单元相关素材	单元写作主题设计	写作教学目标设计
9B Unit 2	Life in the future	Time boxes	1. Reading: Hot Tips for August 2040 2. Listening: The Underwater Hotel 3. More practice The Great Wave of 2040	Topic: Welcome our future life (以“迎接未来生活”为题,通过二至三个事例描述未来生活)	1. 能运用 have/has, there be 等句型表达新事物在未来会出现在某个特定地点 2. 能运用 when, so 等引导的状语从句或并列句表达未来生活中的新事物拥有各种独特的功能 3. 能借助听力、阅读文本中的信息收集写作素材,并能有逻辑地组织素材来描述未来生活

由上表可见教师为这两个单元设计了新的写作主题,意图是什么?两个教材单元所制定的写作教学目标如何得来?我们为何这样设计写作教学目标?

(一) 设计单元写作主题的意图

从上表的分析来看,这两个单元教材 Writing 板块的素材与单元主题相关度较低。为了更充分地运用单元整体语言素材训练写作,教师通过整合单元主题和教材相关素材,设计了新的单元写作主题。

例如:依据 7A, Unit 2 的单元整体素材内容,设计了单元写作主题“_____ are our best friends(横线上可填入 Dogs, Cats, Sea animals, etc.)”。教师本身对该主题的写作内容应该已有预见,基本涵盖了单元各板块语言素材的学习重点,写作教学目标中已经清晰地有所表述。

又如:依据 9B, Unit 2 的单元整体素材内容,设计了单元写作主题“Welcome our future life(以“迎接未来生活”为题,通过二至三个事例描述未来生活。)",目的是希望学生能够运用本单元各板块中学到的词汇和句型,对未来生活中的有关事物进行描述。

由此可见,设计单元写作主题是将写作与教材中的语言素材更充分地结合起来,为学生提供更丰富的写作训练体验,将教材学习与写作训练有机地融合在一起。

(二) 制定写作教学目标的依据

依据《上海市中小学课程标准(征求意见稿)》(2004)以及国家教育部制定的

《义务教育英语课程标准(2011年版)》中所明确的写作教学要求,初中阶段各年级对“写作”分为听写、写话、应用文写作和命题作文四个类别(各类别具体的目标要求请见本章第一节)。制定写作教学目标必须要明确国家和地方课程标准中对“写”的要求。

由前表可见,《英语(牛津上海版)》7A, Unit 2 的写作教学目标基于写作主题“_____ are our best friends”的相关内容:表达对动物的关爱、表达如何照顾小动物、表达人类保护动物的决心等。三个写作教学目标的制定整合了单元相关素材中的短语和句型,同时结合写作主题,符合国家教育部制定的《义务教育英语课程标准(2011年版)》中运用短语和句子表情达意的要求。

9B, Unit 2 的第一、第二条写作教学目标针对了写作主题“Welcome our future life”的内容与构思。第三条写作教学目标则是从语言学习能力的角度培养学生收集素材、组织素材的能力。三个写作教学目标不仅明确了如何运用相关语言知识,而且符合国家课程标准对培养学生准备写作材料的要求。

因此,制定写作教学目标要从单元中与写作相关的语言材料出发,牢牢把握课程标准以及分年段写作目标细化后的具体要求,这样才能明确符合学生实际的写作训练目标。

二、设计写作教学活动

牛津英语教材的编写体系在不同年段具有不同的单元内容架构:六、七年级为一类体系,八、九年级为另一类体系。正因为如此,我们运用不同年段的教材素材设计写作教学任务时也会存在方式、方法上的差异。如何基于单元整体教材、并运用教材素材设计写作教学活动?下面我们将分六、七年级和八、九年级两个部分,进行写作课堂教学活动设计的分析。

(一) 六、七年级单元整体教学中的写作活动设计

《英语(牛津上海版)》教材六、七年级各单元语言材料的一般布局由情境描述、对话或语段/语篇文本和图文素材构成。情境描述是单元话题的导入,对话或语段/语篇文本和图文素材则围绕单元主题从不同的角度展开话题。由此,要设计符合单元整体教学的写作任务,需要在细致分析情境与对话、情境与图文的基础上切入写作主题、制定写作微技能训练目标、挖掘写作素材、设计相关写作任务。

1. 设计有关词、句的写作训练活动

完成一项具体的写作任务首先需要词、句的积累。当明确了写作主题后,教师要引导学生以词、句训练为起点,为完成写作任务做好铺垫。六、七年级《英语(牛津上海

版)》教材文本多见由两个或多个个人物就某一话题或现象进行讨论,从一个方面或多个方面发表自己的看法。因此教师要在对话文本中捕捉关键信息,同时建立起这些关键信息与写作主题的关联,这类关键信息就是我们设计词、句写话训练活动的来源。

以《英语(牛津上海版)》6A,Unit 9 的写作教学内容为例,我们来具体分析如何运用教材中的整体素材,设计有关词、句的写作训练任务。

案例:《英语(牛津上海版)》6A,Unit 9 Picnics are fun

【素材分析】

本单元 Reading 板块的主题为 Planning a picnic,对话文本有两个部分:第一部分的(P62,Look and read)重点在于运用 Shall we buy ...? 和 I'd like to have ... 的句型提出准备野餐的建议,第二部分(P63,Look and read)的对话如下:

T: Let's go to the supermarket to buy some food and drink for the picnic.

S1: Shall we buy some apple juice?

S2: Why do you like apple juice?

S1: I like it because it's sweet.

S2: Shall we buy some oranges?

S3: Yes, I like oranges.

S2: Why do you like oranges?

S3: I like them because they're sweet.

S4: Let's buy some spicy sausages.

S1: I don't like spicy sausages.

S4: Why not?

S1: They're too spicy.

S4: What would you like?

S1: I'd like some chicken wings. They're tasty.

基于对话文本,我们可以梳理出对话中的如下重点信息:

- (1) 用 because 表达对某种食物喜欢或不喜欢的原因;
- (2) 用 too ... 表达对某种口味不能接受;
- (3) 用 Shall we ...? Let's ... 的句型表达提出建议;
- (4) 用 would like ... 的句型表达“想要……”。

这些近乎碎片化的信息如何与写作建立关联?我们要找到其内在关联的线索,才能将教材文本素材有效地运用在写作任务的设计中,因为写作并非单一的语言现象,而是

一系列思维过程的发生,只有找到了各类信息在写作过程中所在的位置,以及它们在写作过程中可以发挥的作用,写作教学的设计思路才会随之打开。比如:运用第(1)条和第(2)条重点信息表达食物的口味;运用第(3)条和第(4)条重点信息表达提出建议以及个人喜好。

【写作活动设计】

Task 1: Write a list of your favourite food and their flavour (口味).

My favourite food	Flavour
chocolate	sweet
_____	_____
_____	_____
_____	_____
_____	_____

Task 2: Write a list of the food you don't like and their flavour.

The food I don't like	Flavour
chilly	too spicy
_____	_____
_____	_____
_____	_____
_____	_____

Task 1 和 Task 2 要求学生罗列自己喜欢和不喜欢吃的食物名称,同时运用教材对话文本中的相关信息,表达不同食物的口味。这两项活动不仅简洁,而且直接将口味与喜好建立联系,为写作中引导学生表达个人对食物的不同喜好埋下伏笔。

Task 3: Complete the sentences to tell why you like or dislike the food.

- (1) I like _____ because _____.
- (2) I don't like _____ because _____.
- (3) I prefer _____ because _____.
- (4) _____, so I like _____.
- (5) _____.

该活动建立在 Task 1 和 Task 2 的实践基础上,依据前两个活动中对食物和口味的描述,运用目标句型写出完整的句子。

Task 4: Write a short paragraph with the help of the questions to tell what you usually eat for dinner.

- (1) What do you usually eat for dinner?
 (2) Do you like the food? Why or why not?

I usually eat _____ for dinner. _____

Task 4 是前三项活动的延续,在活动给出的情境 What do you usually eat for dinner? 中写出“吃什么?”“是否喜欢?”以及“为什么?”,将词、句训练的成果以段落的形式得以呈现。

2. 设计拓展思维的写作训练活动

一般情况下,教材中各单元的主题可以作为本单元的写作主题,单元中最常见的对话主题与对话文本也为我们提供了相当丰富的写作训练素材。但是,写作是一项个人的思维活动,教师无法在写作教学中完全把控学生的写作过程。如何运用各单元各类语言素材引导学生拓展思维,是教师在设计写作训练活动过程中的重要考虑因素。

通过解读教材中的各类素材,我们依据对话主题分析与主题相关的对话内容的层次,一旦掌握了语言素材的观点与结构,就可以设计引导学生列提纲、写观点等写作训练活动,这样的写作活动对激发学生的思维具有重要的实践意义。

以《英语(牛津上海版)》6A,Unit 6 的单元教学内容为例,我们来具体分析如何运用教材中的整体素材,设计拓展思维的写作训练任务。

案例:《英语(牛津上海版)》6A,Unit 6 Going to school

【素材分析】

本单元有两个 Reading 板块。第一个 Reading 板块的主题为 Travelling time to school,文本中的四段叙述句型和结构一致,每段三句话分别表达了“上学路途的远近、上学方式”和“上学所花费的时间”。如: Simon lives near school. He goes to school by bus. It takes him about ten minutes. 该板块还设计了针对同班同学的小调查,如下表所示:

Name			
Transport			
Time			

第二个 Reading 板块的主题是 Simon's way to school,文本通过 Simon 的自述,运用 I see ... when ... 的句型表达了他在上学过程中,在不同路段所看见的人和物。如: I see

some restaurants, a few shops and a lot of people when I'm on the bus.

此外,在 Listening and speaking 板块,通过 Kitty 采访父母的对话,进一步操练了 How long does it take you to get to ...? 和 It takes me ... 的句型。

依据上述分析,我们可以梳理出如下重点信息:

- (1) 运用 near/far away from 表达目的地的远近;
- (2) 运用 by/on ... 表达前往目的地的出行方式;
- (3) 运用 It takes ... 表达到达目的地所花费的时间;
- (4) 运用 I see ... when I ... 表达途中所见;
- (5) 运用 a few/some/a lot of 等表达途中所见各类人或物的数量。

这一系列信息是本单元整体素材的综合信息,学生围绕单元主题 Going to school 展开写作,不仅要学会如何将这些词汇、句型等运用在写作中,还要分析这些素材对于写作话题来说是否具有一定的情感意义,因此需要教师通过设计训练活动帮助学生拓展思维,进行写作。

【写作活动设计】

Task 1: Complete the survey form and write a few sentences about how your classmates go to school and the amount of time they spend on the way. Then make a conclusion about who spends the longest/shortest time on his/her way to school.

Name			
Transport			
Time			

- (1) _____ goes to school _____. It takes _____ about _____ to _____.
- (2) _____. It _____ about _____.
- (3) _____.
- (4) It takes _____ the longest/shortest time to _____ because _____.

Task 1 是教材所设计的 survey 活动的延伸。完成 survey 表格后,学生应当学习模仿 Reading 文本中的句型,以调查报告的形式写出学生采访到的同班同学的上学方式以及所花费的时间。同时,要求学生从调查报告中总结出哪位同学在上路路上所花费的时间最长或最短,并鼓励学生分析原因。

该写作任务不仅将原教材中的小调查设计为笔头的调查报告,还引导学生总结调查

中得出的结论,并分析原因。对于本单元主题来说,这项结论是对上学路途比较遥远的同学的关切,也为以下写作任务中引导学生关注送孩子上学的家长,懂得对父母感恩埋下伏笔。由此可见,充分运用调查报告、分析调查信息是拓展思维的有效方法之一。

Task 2: Make a list of what you can see on your way to school and tell what you think of it or them.

Places	What I see	What I think of it/them
on the way	trees and flowers	beautiful, fresh, ...
on the bus		
on the underground		
at the school gate		

Task 2 要求学生列出上学途中所见的人或物,并表达自己的感受。在恰当的环节抒发作者个人的情感也是拓展思维的重要途径。不少学生在写作中关注了一路上行色匆匆的人群、送孩子上学的家长、路边的小摊贩等,对人们各自奔忙的辛苦、对家长送完孩子上学又匆忙赶去上班的不易发出了由衷的感叹,在写作中表达了对劳动者的敬意以及对父母的感恩,如: It's so hard for the hawkers to sell breakfast in the early morning in cold weather. 以及 I'm grateful to my father for sending me to school every morning.

3. 设计达成写作微技能的写作训练活动

写作微技能目标是围绕具体的写作教学内容和题材制定的,设计围绕写作微技能目标的活动和任务需要涵盖从词到句到段(篇)的整合过程。在写作教学中,教师不仅要有教学目标意识,而且要将教学目标与教学内容和过程融合起来,使写作教学目标更贴近课堂教学,并成为我们设计符合学生写作能力及年段要求的写作任务的依据。为了使写作教学任务更符合具体的写作教学内容,在厘清分年段写作教学目标之后,教师需要细心探索与写作题材、写作任务相对应的写作微技能目标。

六、七年级《英语(牛津上海版)》教材中每一单元结尾处都会罗列本单元的 Language 教学重点,我们以年段写作教学目标为出发点,依据教材中的单元主题、语言素材、Language 教学重点,制定符合单元写作任务的写作微技能目标,并设计写作微技能训练活动。

以《英语(牛津上海版)》7B, Unit 6 的写作教学内容为例,我们来具体分析如何依据单元教学重点确定写作微技能目标,设计写作微技能训练活动。

案例:《英语(牛津上海版)》7B, Unit 6 Hard work for a better life

【素材分析】

本单元有两个 Reading 板块,第一个 Reading 板块是一首关于四季的诗歌,表达了人们在不同季节的不同感受以及进行的不同活动。第二个 Reading 板块是一篇寓言故事,说明人们应当未雨绸缪、辛勤劳动的重要性。Listening and speaking 板块以各种具有季节特征的事物,引发学生对不同季节中各种行为的思考,运用 *It's + adj. + to do sth.* 的句型结构表达个人观点。Writing 板块则要求学生笔头表达 *Spring makes me think of _____*. *It is _____ to _____*. 单元结尾处的 Language 板块罗列了下列教学重点内容:

- ▶ start shining/growing/singing
- ▶ _____ makes me think of ...
- ▶ It's awful/bad/nice/good/interesting/fun to ...

仔细分析这些语言素材后,我们明确了本单元的教学重点,但也会发现各个板块的相关性较低,比如:单元主题与生活相关,而各板块的素材大多与季节相关;Language 板块中的重点语言结构在写作教学中还有值得挖掘的地方,比如:若想要学生综合运用这些语言,其相互之间的逻辑关系该如何体现?

因此,我们可以设计 *I want to start ... (reading more books/raising a pet/writing a poem ...)* 作为本单元的写作主题。写作本身就是具有生活意义的语言表达,学生可以就该题目表达自己想要开始进行的某项活动,不仅可以在写作中运用 _____ makes me think of ... 表达该活动的起因,而且可以运用 *It's ... to ...* 表达理由。

依据上述分析,我们首先制定了如下写作微技能目标:

(1) 能运用 *start doing sth.* 补全写作题目,学习审题、构思的技能;

(2) 能在写作构思中明确与主题相关的写作内容;

(3) 能运用单元重点句型 _____ makes me think of ... 和 *It's ... to ...* 表达个人的思想和观点。

【写作活动设计】

Task 1: Think about what you want to start doing recently or in the near future and complete the topic.

I want to start _____ (reading more books/raising a pet/writing a poem ...)

此活动要求学生依据提示,运用 *start doing* 的结构补全写作题目。

Task 2: Choose what you think will be most likely included in your writing. Then make

a list of the details for your choices, such as the reasons for starting ... and the preparations for starting ...

- My hobbies
- The reasons for my starting ...
- My view on future life
- The preparations for my starting ...
- The plan for my starting ...

Reasons for starting ...
Reason 1: _____
Reason 2: _____

Preparations for starting ...
Preparation 1: _____
Preparation 2: _____

本活动侧重于帮助学生构思写作内容,教师提供部分可能与写作主题有关的写作内容作为支架。同时,要求学生通过列出相关细节,进一步明确写作内容。比如,针对“为什么想要开始做……”与“开始做……需要哪些准备工作”这两项内容,教师要求学生列举“原因”和“准备工作”,以激发学生思考写作主题,达到审题、构思的目的。

Task 3: Write a few sentences to support the following ideas.

<p>Idea 1: I am interested in reading books.</p> <p>It's _____ to do some reading when I _____.</p> <p>It's _____ to _____ when I am reading a book.</p> <p>The different characters in the books make me think of _____.</p> <p>_____ make(s) me think of _____.</p>
<p>Idea 2: I love dogs so much.</p> <p>It's _____ to play with dogs after school.</p> <p>It's _____ to _____ if I can have a pet dog.</p> <p>_____ make(s) me think of _____.</p>
<p>Idea 3: I want to start _____.</p> <p>It's _____ to _____.</p> <p>_____ make(s) me think of _____.</p>

这个活动通过给出观点和主题,激发学生在限定的句型结构中思考支撑观点与主题的写作内容。虽然这是一项控制性较强的写作训练,但却是教师支持学生运用目标语言进行写作训练的方式。在初中低年级写作训练中,教师需要设计一部分这样的活动来帮助学生进行写话思维。

上述三个写作活动一一针对写作微技能目标而展开,在达成微技能目标的基础上,学生再进行独立的完整写作就会顺利多了。

(二) 八、九年级单元整体教学中的写作活动设计

八、九年级《英语(牛津上海版)》教材的编排结构为: Reading 板块—Grammar 板块—Listening 板块—Speaking 板块—Writing 板块—More practice 板块。那么该如何运用教材中的语言素材,使它们服务于写作教学呢?

首先,基于教材中的阅读材料,一般情况下教师可以依据阅读主题和阅读内容设计写作主题,并运用阅读中的语言素材支持写作。下面以《英语(牛津上海版)》9A, Unit 4 Computers 为例做一些具体的分析。这个单元主题为 Computers, Reading 板块主题为 Computer facts, More practice 板块主题为 The history of the Internet。本单元 Writing 板块的主题为 Letters, 该书信写作从内容上来说与单元主题、阅读主题 computer 并无关联。因此,教师可以考虑设计一个与 computer 相关的单元写作主题,比如: Computers in our life。在主题相关的情况下,单元整体材料的语言素材便可以在写作训练中发挥一定的作用。

其次,基于 Grammar 板块、Listening 板块和 Speaking 板块的教学主题,教师可以运用其训练形式设计写作训练活动,丰富写作中的语言形式。比如:本单元的 Grammar 板块主题为 Comparison of adjectives/adverbs; Speaking 板块的主题为 Giving opinions、A computer survey 等,与单元主题有一定的关联度。若以 Computers in our life 为写作主题,那么与主题相关的语言表达,比如“各种类型的电脑在外观与性能上的比较”“电脑在日常生活中的应用”以及“个人对电脑的看法”等相关内容与表达方法,就可以在 Grammar 板块与 Speaking 板块的教学中设计相关的训练活动,使之为写作进行铺垫。

最后,教材 Writing 板块的写作技能运用也可穿插在一系列的写作训练之中。比如本单元的 Writing 板块的主题是有关物品比较的书信,要求学生在语境中通过书信描写两款不同的玩具车和两处不同的住房。这样的写作活动是引导学生在一定的语境中运用比较级描写事物。对于 Computers in our life 这一写作主题,该板块的写作设计当然也有可以借鉴的价值。教师可以指导学生在主题写作中运用同样的写作手法,比如对 computer 这一事物在不同阶段的发展变化进行比较等。

因此,若要设计符合八、九年级单元整体教学的写作任务,就要在深入挖掘阅读文本材料、细致探索写作素材的过程中切入写作主题、制定写作微技能训练目标、设计相关的写作任务。

1. 设计有关词、句的写作训练任务

教师在写作教学中都有这样的经验:当写作主题与教材单元整体素材相关时,单元整体的语言素材在写作中多少得以应用,尤其是阅读材料中与写作主题相关的词汇与句型,以及语法教学素材中与写作主题相关的语言形式等。教师在阅读、语法等教学中应有意识地渗透词、句训练,这有助于写作过程的铺垫。

以《英语(牛津上海版)》8B, Unit 1 的写作教学内容为例,我们来具体分析如何运用单元中的整体素材,设计有关词、句的写作训练任务。

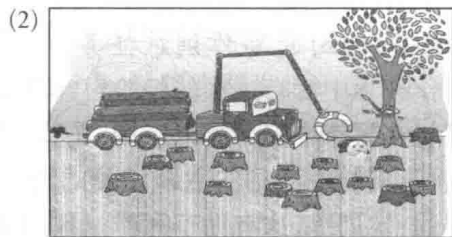
案例:《英语(牛津上海版)》8B, Unit 1 Trees

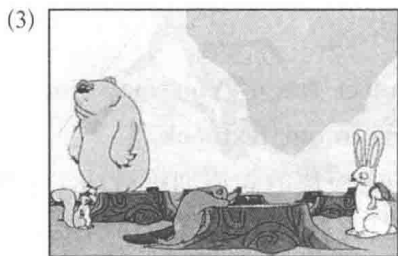
【素材分析】

8B, Unit 1 单元整体布局	
单元主题	Trees
Reading 板块主题	Pollution fighters
Grammar 板块主题	The present continuous tense
Listening 板块主题	A poster about tree-planting
Speaking 板块主题	Ways to fight pollution
More practice 板块主题	Trees for life
Writing 板块主题	A newspaper article on a new outdoor area

Reading 板块和 Speaking 板块的主题与治理污染相关, Listening 板块与 More practice 板块的主题则凸显了 trees 的重要性, 单元 Writing 板块的写作任务是“看图写话”, 内容是介绍一次住宅区内的植树活动。教材所设计的看图写话方式很值得我们借鉴: 首先运用现在进行时描述一系列图片中正在发生的行为, 接着以旁观者的身份运用一般过去时叙述一系列曾经发生过的事件。

本单元教材整体素材相关度较高, 各板块内容基本上都与“树木”“治理污染”有关, 进而引发出与“环保”相关的话题。但是, 教材中 Writing 板块的写作内容只要求学生将图片中的植树场景进行描写, 与“环保”这一主题相关度不高。此外, 从写作形式上看, Writing 板块提供了图片和关键词, 要求学生看图写句, 然后再变换时态、连句成段。对于进入八年级第二学期的学生来说, 已经经历了以段落写作为主的写作阶段。为了更充分地训练学生进行段落写作, 教师可以设计以“环保”为主题的看图写话训练, 并指导学生实践运用。由此, 教师引入与主题相关的图片素材, 设计本单元写作要求: 请以下面四幅图为线索, 写一篇不少于 60 词的短文。





从四张图片所呈现的信息来看,学生需要相关的形容词来描写树木与森林的益处,还需要相关的动词来描写图片中人类的各种行为。本单元的阅读素材中有多种短语和句型有助于描述图片,provide... with 这一短语用于表达树木和森林带给万物生灵美好的家园;Without trees, we would... 用于表达没有树木将会带来的种种遗憾;protect... by... 用于表达采取某种方法保护树木。

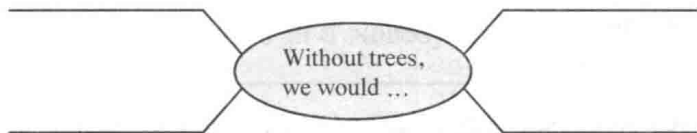
明确了写作主题后,再通过写作训练设计引导学生一步步完成看图写话的任务。

【写作活动设计】

Task 1: Fill in the table with proper words and phrases from Reading, Listening or More practice in our textbook.

What good are trees?	What do people do to trees?
(1) make streets _____ and _____ (2) take _____, and release _____ (3) _____ air conditioners (4) provide us with _____ like _____	(1) Trees are in great _____. (2) People _____ down and _____ millions of trees. (3) We are _____ our best fighters against pollution. (4) More than _____ of all the trees have been _____.

Task 2: Think about what we would have or we would be if there were no trees. You may find some useful information from Reading, Listening or More practice in our textbook.



Task 1 和 Task 2 都是基于教材 Reading 板块、Listening 板块和 More practice 板块的词、句训练任务。我们从这些板块的语言素材中选取了部分关键句型,以填空的形式让

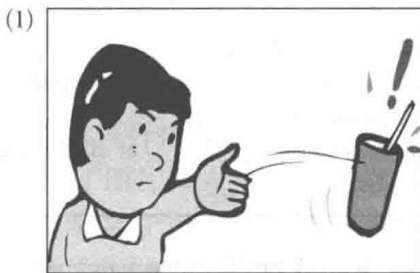
学生熟悉与看图写话的写作主题相关的语言信息。

Task 3: Think about what we can do to protect trees. You may find some useful information from Listening or Speaking in our textbook.

Task 3 是基于教材 Listening 板块和 Speaking 板块的句型训练活动。本单元的这两个板块均呈现了保护树木、保护环境的主题素材,尤其是句型结构和承接上下文的逻辑表达方式等,在本单元的写作中可以发挥重要作用。由此,我们设计了句型专项写作训练,引导学生在写作过程中不仅关注写作内容,而且注意写作中承上启下的逻辑思维。

How can we protect trees?	Ways to protect trees
We can protect trees by ...	
The most important way to protect trees is to ...	
The second way is to ...	
The third is to ...	

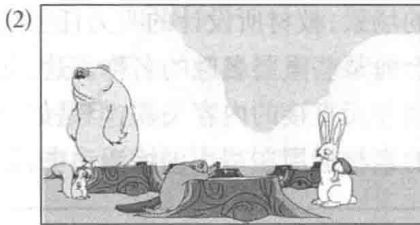
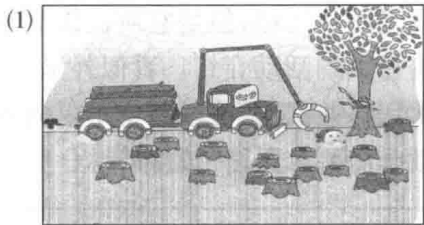
Task 4: Make sentences to describe what people are doing in the pictures.



(1) litter

(2) kids/water/young tree

Task 5: Complete the following dialogues about the pictures below. Use the verbs in brackets in the present continuous or simple present tense. Add other words when necessary.



(1) Tiger: Look! People _____ (cut) down trees. Why _____ they _____ (have) so many trees cut down?

Rabbit: I _____ (believe) the nature _____ (know) what they _____ (do). And we will have no homes.

(2) Rabbit: What _____ (happen)?

Bear: I _____ (look) for my tree hole.

Rabbit: You will not find it. All of us have lost our homes.

Task 4 和 Task 5 是基于 Grammar 板块和 Writing 板块的句型训练任务。Task 4 要求学生运用本单元 Grammar 板块教学重点——现在进行时,描述图片中正在发生的事情,这也是单元写作任务“看图写话”过程中需要关注的时态;Task 5 借助单元写作任务中的两张图片,要求学生完成对话,引导学生在一定的语境中运用一般现在时和现在进行时两种时态表情达意。

从上述案例中,我们能充分体会到教材中的各类语言素材对写作指导具有重要的辅助作用。教师要在明确写作主题之后充分分析教材中的语言素材,设计完成单元主题写作的训练活动,帮助学生做好写作过程中的词、句铺垫。

2. 设计拓展思维的写作训练活动

写作从它的发生到结束,最关键的环节是中间的写作过程。教师引导学生开展写作活动就是引导学生开发写作主题,让学生在探寻主题内容的过程中发现个人的感受。这一过程一般情况下有两个阶段:阶段一是帮助学生理解相关主题内容,阶段二是引导学生思考个人写作内容。这两个阶段就是学生在写作中发生的思维活动。

以《英语(牛津上海版)》8A, Unit 6 的写作教学内容为例,我们来具体分析教师该如何运用教材中的单元整体素材,设计拓展学生思维的写作训练活动。

案例:《英语(牛津上海版)》8A, Unit 6 Nobody wins (I)

【素材分析】

本单元各板块内容的主题相关度不高,Reading 板块和 More practice 板块讲述外星人的故事,Speaking 板块和 Writing 板块是运用 Grammar 板块中的一般将来时做生日活动、假期活动的规划。Listening 板块听力材料“Gorkella’s visit to Shanghai”虽然也提供了

一个虚构的场景,教材所设计的听力任务也只是图片排序,但是它所提供的信息量很大:既涵盖了上海某些重要名胜的名称表达,又有相关的活动介绍。看似外星人的故事和活动规划之间并无直接的内容关联,但是如何运用这些素材,将教材中不仅内容相关、而且意义相关的素材运用在写作训练活动中,是教师需要认真思考的环节。

8A, Unit 6 单元整体布局	
单元主题	Nobody wins(I)
Reading 板块主题	Caught by Gork
Grammar 板块主题	The simple future tense Adverbs and adverbial phrases for the future Asking questions using question tags
Listening 板块主题	Gorkella's visit to Shanghai
Speaking 板块主题	Planning a birthday party
More practice 板块主题	Aliens land on our world!
Writing 板块主题	Holiday on Holiday Island

首先我们从本单元 Writing 板块的写作主题进行分析。Writing 板块的主题是: Holiday on Holiday Island。教材中的写作要求是:

- (1) 写作体裁的要求——Write an article about the camp for their school newspaper.
- (2) 写作情境的设计——Next month, 35 students from Greenwood School will go camping on Holiday Island(for two days).
- (3) 写作思维过程的引导——选择恰当的野营活动、对所选择的活动进行两日营的安排、运用一般将来时将方框中提供的动词填入文章中的空格。

从教材所提供的素材来看,学生的写作过程已经得到了比较详尽的引导,学生只需完成空格填写就完成了写作任务,但是这里缺少对学生独立写作或发掘个人意义的写作训练。

由于恰逢初二学生即将集体前往少先队活动营地度过十四岁生日,教师就在写作教学中增加了学生独立写作的任务: Our 14th birthday party。

此时,教师在引导学生完成写作任务时可以从写作教学策略体系的角度进行思考。写作教学的策略应当包括以下这些要素:

- (1) 点拨所写语言材料的体裁特征;
- (2) 明示所教写作微技能目标或者写作策略;

- (3) 预测和诊断学生写作练习难度；
 (4) 开展针对性的写作训练活动(如写作体裁的语言特征、思路结构、时态和语言等)。

下面我们将从上述四个要素分析写作教学的策略选择：

- (1) 通过情境分析,根据写作要求,我们可以整理出该主题写作体裁的语言特征：

- ① 表达各项活动的名称；
- ② 表达对即将发生的活动的安排；
- ③ 表达个人对活动的感受。

- (2) 针对写作体裁语言特征,我们设计了如下写作微技能目标：

- ① 能准确运用动名词表达活动名称,如: climbing, cycling, playing football 等；
- ② 能运用一般将来时描述即将进行的活动；
- ③ 能运用 I'm looking forward to . . . , I hope that . . . , I expect to . . . 等句型表达对即将发生的事情的期待。

- (3) 我们预测学生在写作中可能遇到的问题和对策有：

问题 1: 如何描述一系列即将发生的事件? 对策: 教师需要设计可供学生安排一系列活动的教学环节；

问题 2: 如何表达对即将发生的事情的感受与期待? 对策: 教师需要引导学生进行相关句型的操练。

【写作活动设计】

Task 1: Choose six of the following activities and put them in the table as you like.

- | | |
|--------------------------------------|---|
| (1) Designing T-shirts | (2) Watching movies |
| (3) Having a picnic | (4) Tidying the dorm |
| (5) Playing basketball | (6) Taking part in outdoor activities |
| (7) Visiting the museum | (8) Attending the thanksgiving ceremony |
| (9) Reading the letters from parents | (10) ... |

Time	Activity	
	Day 1	Day 2
Morning		
Afternoon		
Evening		

这个活动罗列了集体生日的各类活动,学生可以依据个人喜好进行选择并策划安排

二日营活动。该训练以鼓励学生参与活动设计为手段,激发他们的个人写作动机。

Task 2: Fill in the blanks with suitable verbs or verbal phrases according to the above table.

- (1) Next week, we will _____ two days at Jiangqiu Base to _____ our 14th birthday.
- (2) On Monday morning, we will tidy the dorm. In the afternoon, we will _____. In the evening, we will _____.
- (3) Everyone will _____ home on Tuesday. The bus will _____ Jiangqiu Base at _____.
- (4) If we can _____ there, we'll be even happier.
- (5) We are sure that all the students will _____ themselves.

本活动中所呈现的五个句子看似互不相关,实则涵盖了本次写作的各类语言要素,如:一般将来时的运用,用于表达活动安排的句型以及作者观点的表达方法等。学生可以在各类句式操练中积累丰富的语言表达。

Task 3: Translate a few sentences to tell what you think of the birthday party.

- (1) 我们自己打扫并整理宿舍是为了体验独立生活。(experience independent life)

-
- (2) 进行户外活动会让我们感受到团队合作的力量。(outdoor activities, teamwork)

-
- (3) 我们相信所有的学生都会玩得开心。(sure, enjoy)

-
- (4) 经过两天的相处,我和同学们会更加理解对方。(understand each other better)

这一活动以中译英的方式让学生更加直观地理解集体生日活动的意义,并学会表达对活动的期待和个人观点,进一步激发学生的写作动机。

Task 4: Write a passage about "Our 14th birthday party at Jiangqiu Base" in at least 60 words.

The following questions are for your reference:

- (1) What activities will you have at Jiangqiu Base?
- (2) What activities do you want to have at Jiangqiu Base?
- (3) What do you think the birthday party will be like?

在 Task 4 中,我们呈现了完整的写作主题和相关参考性问题,设计了源于教材的写

作素材、又脱离教材写作主题的学生独立写作任务,让学生体验具有个人意义的写作训练。

写作课堂教学中,教师应引导学生的思维活动,也就是引导学生去发现和发展自己的观点与表达方式。在着手进行写作教学活动的设计之前,教师本人对写作主题的认识和分析往往决定了在教学中引导学生进行思维的路径。因此,我们一定要牢牢把握“理解写作主题”和“开发个人主题”这两个方面,在写作活动的设计中引导学生明晰写作内容。

3. 设计达成写作微技能的写作训练活动

六、七年级教材的特点是每个单元的结尾处都会罗列本单元的 Language 教学重点,我们可以据此设计写作微技能训练活动,而八、九年级教材中并没有明确的单元教学重点,一般情况下,我们可以运用单元整体素材中的关键信息确定写作目标,并设计相关的微技能训练任务。

以《英语(牛津上海版)》8A, Unit 4 的写作教学内容为例,我们来具体分析一下如何运用教材中的整体素材,设计写作微技能训练任务。

案例:《英语(牛津上海版)》8A, Unit 4 Numbers

【素材分析】

8A, Unit 4 单元整体布局	
单元主题	Numbers
Reading 板块主题	Numbers; Everyone's language
Grammar 板块主题	Cardinal and ordinal numbers Decimals and fractions Instructions and statements about numbers Imperatives
Listening 板块主题	A quiz about numbers
Speaking 板块主题	Discussing things to buy for your school
More practice 板块主题	Numbers around us
Writing 板块主题	Traffic accidents

本单元各板块内容的主题相关度很高,呈现了我们身边随处可见的事物——数字。Reading 板块介绍了数字演变和发展的历史;Grammar 板块侧重于学习各种数字类型的

英语表达;Speaking 板块、More practice 板块和 Writing 板块则在不同的情境设计中运用数字表达相关意义。那么,写作教学该如何运用各类素材达成教学目标?教师在设计写作教学任务之前要有明确的写作训练目标,并结合写作主题、素材和内容细化写作微技能。

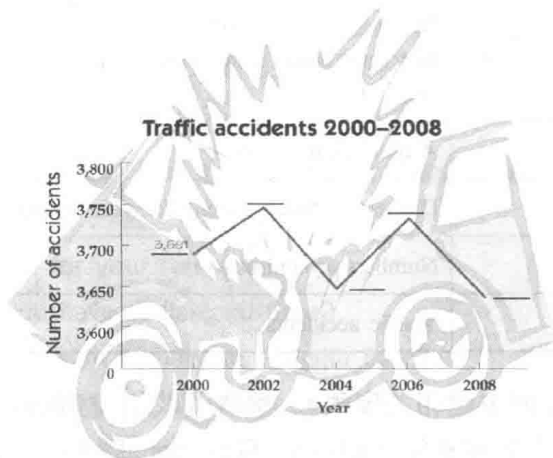
我们先从本单元 Writing 板块的写作主题进行分析。Writing 板块的主题是 Traffic accidents。教材中首先呈现了有关 Traffic accidents 的一段对话,学生通过对话内容获取有关交通事故的数据、填写折线图、并根据折线图中线条的起伏填写有关交通事故数量变化的报告。

仔细分析这些写作素材,我们不难看出教材的编写意图是要引导学生关注用数据描述事实和现象以及数字在现实生活中的极大用途。于是,在 More practice 板块的主题启发之下,我们设计了本单元的写作主题: Numbers around us。围绕这一写作主题,我们制定了如下写作微技能目标:

- (1) 能够依据折线图线条中的起伏,学会用 rise 和 fall 描述数据的变化;
- (2) 能够依据折线图数据,表达对数据所折射出的现象的看法;
- (3) 学会运用目标句型 use ... to do ... , tell sb. sth. , enable sb. to do sth. 等,表达数字在生活中的多种用途;
- (4) 学会通过对现象的描述,归纳出个人对数字与人类关系的理解与观点。

【写作活动设计】

Task 1: According to the dialogue on P66, write the numbers on the graph on P67 and fill in the blanks (with the years, the numbers of accidents, the verbs “be”, “rise” and “fall”) to complete the report on “Traffic accidents 2000 – 2008” on P67.



The graph shows that there _____ traffic accidents in _____ in our city. In _____, the number _____ to _____. The number _____ to _____ in _____. In _____, the number _____ again to _____. It _____ to _____ in _____.

Task 2: Write a few sentences to tell what you think of the numbers on the graph.

(1) 我认为我们每年的交通事故数量太多了。(too many)

(2) 交通事故是对人类生命的危害。(be harmful to ...)

(3) 图表中的数据警告我们要更加关注交通安全。(warn sb. to ..., be more careful with ..., traffic safety)

Task 2 在教材中已有写作素材的基础上, 添加了中译英的写话任务, 用来表达“对数据所折射出的现象的看法”, 为接下来学生对生活中的数字表达自己的观点做好铺垫。

Task 3: Discuss in groups to find out where we use numbers and what we use numbers to do.

Where do we use numbers?	What do we use numbers to do?
Supermarket	We use numbers to tell customers the price of each item.
Clock	show/tell sb. sth. _____
Maths book	enable sb. to do sth. _____
...	...

本活动组织学生以小组讨论的形式激发写作思维, 从生活中能够看到的数字想到数字的运用, 并呈现了一些句型和短语供学生借鉴和操练。这与微技能目标(3)所要求的“表达数字在生活中的多种用途”相吻合。从上表中我们也看到了对目标短语 use ... to do ..., tell sb. sth. 和 enable sb. to do sth. 等的运用。

Task 4: Write two or three sentences to support the topic sentences as the following:

(1) Numbers exist in our life everywhere.

(2) Numbers usually tell us accurate information.

(3) As an international language, numbers help people in many different ways.

本活动呈现了三句与数字有关的表达,分别从数字存在的范围、数字在日常生活中的运用、数字对人类的帮助这三个方面拓展学生写作思维,让学生以三个总起句为意义中心,写出围绕中心意义的拓展句。三句中心句正是引导学生“归纳出个人对数字与人类关系的理解与观点”。

以上几个活动层层铺垫,四项微技能目标逐一达成,学生便可在面对写作主题时独立完成最后一项写作任务。

Task 5: Write a passage about “Numbers around us” in at least 60 words.

The following questions are for your reference:

(1) Where do we use numbers in our life?

(2) What do we use numbers to do?

(3) What do you think of numbers?

第四章 基于体裁的写作教学活动设计

第一节 记叙文

记叙文是一种以记人、叙事、写景、状物为主,以写人物的经历和事物发展变化为主要内容的一种文体形式。常见的属于记叙文文体的体裁有:故事、游记、通讯、新闻报道、历史、人物传记、日记等。

记叙文大致可以分为两大类:以记人为主的记叙文和以叙事为主的记叙文。前者主要是对人物的经历、活动或者性格特征进行叙述;后者则是对某一事件的发生、发展过程和结果进行叙述。前者重在描述人物的活动,而后者则重在表述事件的发生、发展过程。以叙事为主的记叙文通常包含五个“W”(What, Who, When, Where, Why)和一个“H”(How)的记叙要素。

记叙文的重点在于“述说”和“描写”,因此一篇好的记叙文要做到叙述条理清楚,描写生动形象。

一、设计原则

《上海市中小学英语课程标准(征求意见稿)》(2004)要求学生在初中阶段能写简单的便条、信件和日记等;能根据要求写60—80个词的短文,意思连贯、语言基本正确;在文中能对人物、事件等做简单的描述。

对于初中高年级学生而言,“能准确运用词汇和句型结构,较生动和详细地描述情景或叙述所给话题,能准确自如地表达态度和情感”可视为优秀水平。

由此可见,记叙文写作在初中阶段是教学的重点和难点,描述情景、叙述话题、表达情感等写作技能的训练要结合内容、语言、组织结构等方面加以展开。如何依据课程标准开发利用好教材中的写作素材,并通过有效的教学活动设计达成课程标准所要求的写作能力,将成为教和学两方面的挑战。

(一) 关注微技能和写作目标

记叙文的写作随着学生年级的不同,对其写作微技能的要求也逐渐多元和丰富。教

师在设计写作教学活动时,应对此进行细致的梳理,从而把握不同阶段的写作目标。

以初中低年级的写作教学为例,应该鼓励学生运用所学目标语言表达思想。教师可以借助教材阅读文本,有计划、有梯度地进行写作教学活动设计。

例如《英语(牛津上海版)》教材 7B, Unit 1, Writing: Travel Guide 的文本话题为推荐上海旅游的好去处,教师可以抓住关键句型 If you go to _____, you will see/find _____. 这一条件状语从句训练学生,以达到清晰描述事物或场所的写作要求和技能。而在 Unit 9 的 Writing 板块中,可以以“四季”为切入点,鼓励学生将诗歌形式的阅读文本改写成简单的描写季节的文字;Unit 9 的阅读文本是伊索寓言“Mr. Wind and Mr. Sun”,可以设计为要求学生将该篇文章归纳缩写,以此帮助学生熟悉记叙文写作的要素。

再以《英语(牛津上海版)》教材 8A, 9A 的若干单元为例,与记叙文写作相关的写作任务和微技能要求如下:

教材单元	写 作 任 务	写作微技能
8A, Unit 2	要求学生用一般现在时撰写 daily routine	关注事件发生的时间顺序
8A, Unit 3	要求学生用一般过去时撰写 something that happened unexpectedly	关注事件描述的六要素,并能将事件清晰、合理地陈述清楚
8A, Unit 5	要求学生根据图片写一个完整的 imaginary story,并辅以 surprise ending	关注思考的逻辑性和想象的合理性
9A, Unit 1	要求学生以他人人口吻改写木马之夜的故事	关注事物观察视角的变化
9A, Unit 7	要求学生为漫画配上人物的对白等	关注根据情节变化展开合理想象

通过梳理不难发现,即使同为高年级学段,八年级是集中系统学习记叙文写作的“黄金年段”。而低年级学段以“体验”为主并在记叙文仿写活动中积累若干写作微技能。

(二) 确定记叙内容

记叙内容,即“写什么”,是记叙文的核心。那些贴近学生生活的话题往往有利于激发学生在确定记叙内容时的发散性思维。以“An unforgettable thing”这类话题为例,教师在进行任务设计时应着重引导学生依据 What happened? Why do you think it

unforgettable? What can you learn from it? 等问题,来组织写作内容。再以“My best friend”这类话题为例,教师可以在写前引导学生思考 Who is your best friend? What kind of person is he/she? How do you get along with each other? 等问题,从而使叙述条理清晰、内容充实。

(三) 选择叙述方法

设计记叙文的写作活动时,要训练学生选择应用适当的记叙方法。一般叙述的线索可分为以下几种:

1. 以时间为线索,按时间的顺序来展开;
2. 以地点为线索,以地点的转移为顺序来展开;
3. 以事件发展的过程为线索,或以人物出现的先后顺序来展开;
4. 以人物的思想行为及认知的过程为线索来展开。

叙事类文章可以根据下列六个要素展开:即时间(Time)、地点(Place)、人物(Character)、事件的原因(Cause)、经过(Process)和结果(Effect)。

写作顺序可以采用“顺叙”“倒叙”和“穿插叙述”的方法,让读者弄清事情的来龙去脉。初中阶段建议采用“顺叙”的方法进行训练,以情节发生的时间先后为序。学写记叙文时,作者可将自己一天的活动(或一次活动)依照时间顺序或空间顺序记录下来。当然,随着写作水平的提高,可以逐步打破这种写作顺序的限制。

(四) 适合交际语境

记叙文的写作意图是把作者的感受和经历通过生动形象的语言描述给读者。这也是一种语言交际行为,所以根据交际语境的不同,表达也会有所差异。明确记叙文的目标读者和交际语境有利于学生把握文章的叙述方式和措辞表达。例如:同样是描述过去发生的事件,上述8A,Unit 3 Writing 板块的 Judy's diary 是作者在生日当天记录下的一次抢劫事件,所以记叙应着眼于把事情以“生动形象”的方式进行记录和描写;同样是记叙一次绑架案件的发生始末,9A,Unit 3 Writing 板块的写作任务 A crime report 则转换成了警方的视角,这时的描述应该着眼于“具体、清晰、客观、简洁”。由此可见,让学生明确目标读者和交际语境,有助于学生在写作时选择相应的写作微技能进行恰如其分的表述。

二、关键问题

(一) 内容和主题

一篇记叙文,无论长短如何都应该是一个完全独立的事实,因此,在下笔时必须明

确：该从何处开始叙述，该在何处结束叙述，以及应该提供何种事实才能使叙述完整。段落叙述应该始终围绕着主题而展开，避免空洞的叙述和与主题无关的内容。

（二）叙述的人称

英语的记叙文一般是以第一或第三人称的角度来叙述的。用第一人称叙述表示文章内容是叙述者亲眼所见、亲耳所闻的经历。它的优点在于能把故事的情节通过“我”来传达给读者，使人读后感到真实可信，如身临其境。例如：The other day, I was driving along the street. Suddenly, a car lost its control and ran directly towards me fast. I was so frightened that I quickly turned to the left side. But it was too late. The car hit my bike and I fell off it. 用第三人称叙述的优点在于叙述者不受“我”活动范围以内的人和事物的限制，而是通过作者与读者之外的第三者，直接把故事中的情节展现在读者面前，文章的客观性很强。例如：Little Tom was going to school with an umbrella, for it was raining hard. On the way, he saw an old woman walking in the rain with nothing to cover. Tom went up to the old woman and wanted to share the umbrella with her, but he was too short. What could he do? Then he had a good idea.

（三）时态的选择

由于大部分记叙文的叙述都建立在时间顺序的基础上，所以记叙文最常用的时态是一般过去时、一般现在时、一般将来时，其中，一般过去时出现的几率更大。

要注意的是，每篇记叙文都应该有一个基本的时态贯穿其始终。只有在需要特别解释或特别强调的时候，时态变化才是必须且有效的。英语写作的优美之处就在于这些动词时态的变化，正是这一点才使得所记所叙的内容有鲜活的动态感、鲜明的层次感和立体感。

（四）对话的引用

引用故事情节中主要人物的对话是提高记叙文表现力的一种好方法。适当地用直接引语代替间接的主观叙述，可以客观、生动地反映人物的性格、品质和心理状态，使记叙生动、有趣，使文章内容更加充实、具体。试比较下面两段的叙述效果：

I was in the kitchen, and I was cooking something. Suddenly I heard a loud noise from the front. I thought maybe someone was knocking at the door. I asked who it was but I heard no reply. After a while I saw my cat running across the parlor. I realized it was the cat. I felt released.

这本来应是一段故事性很强的文字，但作者的写法都不太吸引人。原因是文中用的都是叙述模式，没有人物语言，所以冲淡了“悬念”。建议做如下调整：

I was in the kitchen cooking something. “Crash!” a loud noise came from the front. Thinking someone was knocking at the door, I asked, “Who?” No reply. After a while, I saw my cat running across the parlor. “It’s you,” I said, quite released.

(五) 记叙文常用句式

1. 首段首句

▶ 交代主题

It was the most exciting moment that I have ever experienced.

All through my junior high school, I couldn’t forget . . .

Something terrible happened when I was on my way home yesterday.

I quickly turned around, just in time to see the whole process of the accident.

▶ 补充交代时间

The event took place/happened/occurred in the early morning.

The whole story happened the (first) day I entered the junior high school.

2. 主体部分

▶ 作者心理活动的描写

I could hardly believe my eyes.

I felt as if I had been on top of the world.

I was completely shocked.

I was bursting with joy.

▶ 人物外貌和性格的描写

He is of medium height.

He is good-looking/ordinary-looking.

She is plump/slim, with fair skin and curly hair.

He looks handsome in a sports suit/blue jeans.

He is of mild/bad temper.

At first sight, you would say he is the perfect image of a gentle boy, but deep down, he is not that way at all.

▶ 物体的描写

It comes in a variety of colours/shapes.

It consists of several important parts.

It is shaped like a circle.

It is flat in shape and small in size.

► 景物的描写

There is a wonderful array of flowers along the street.

The air is filled with the smell of roses.

The trees stood there on guard for generations, with branches reaching out like a blanket over the road.

Even judging by modern standards, the town was large in population.

The campus has a wonderful environment.

三、案例解析

【案例1】

1. 活动描述

写作要求：用丰富的动词(词组)描述一次令人难忘的暑假活动

教学目标：让学生学会用正确的时态描述发生在过去的事情

写作微技能：一般过去时的正确使用

适用年级：六年级

2. 难点分析

低年级学生在描述一件事情时,常常会混淆一般现在时和一般过去时,同时在使用基本动词说清事情发生的具体过程时,往往会出现词汇贫乏、重复使用较多的现象,因此,在低年级鼓励学生用简单明了的动词准确描述事件,并在写作中巩固并体会“一般过去时”的语用功能显得尤为必要。

3. 活动设计

Step 1: Show the pictures of different activities in the summer vacation and have a free talk with students on the topic.

Pictures: (1) mountain — set up a tent, go hiking, build a campfire, go rafting ...

(2) beach — play beach volleyball, ride on a motorboat, swim, sunbathe ...

Questions: (1) What did you do on your last summer vacation?

(2) Do you like the beach or the mountains? Why?

Step 2:

(1) Ask students to look at the pictures and complete the sentences using the phrases in the box, reminding them to change the verbs into the past tense.

go rafting

catch fish

build a campfire

go hiking

set up a tent

sleep under the stars

Mark's Vacation in the Mountains



① Mark _____

② Mark _____

- (2) Ask students to look at the pictures and complete the sentences using the phrases in the box, reminding them to change the verbs into the past tense.

swim

go scuba-diving

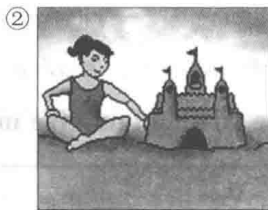
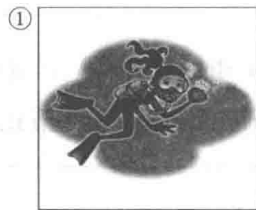
ride on a motorboat

sunbathe

build a sandcastle

play beach volleyball

Sally's Vacation at the Beach



① Sally _____

② Sally _____

Step 3:

- (1) Ask students to write the sentences using the phrases in the box like the example.

in the mountains/three days

at the beach/five days

in the woods/a week

on the farm/two weeks

in the countryside/a month

near the river/a day

[Example] We stayed in the mountains for three days.

- (2) Ask students to choose a phrase from each box. Write the sentences like the example.

I helped

my father

my mother

my brother

my sister

my uncle

set up a tent.

build a campfire.

roast hot dogs.

wash the dishes.

pack for the trip.

[Example] I helped my father roast hot dogs.

- (3) **Show the example. Ask students to write the sentences in the same way, reminding them to change the adjectives into the superlative form.**

[Example] good summer vacation

It was the best summer vacation ever!

- ① good winter vacation
- ② bad summer vacation
- ③ hot summer
- ④ cold winter

- (4) **Ask students to unscramble the sentences.**

- ① animals/we/wild/many/saw
- ② tent/we/in/night/a/at/slept
- ③ many/I/in the sky/stars/beautiful/saw
- ④ summer/it/vacation/the best/ever/was

Step 4:

- (1) **Show the suggested organization of the writing and give more expressions input.**

Summer Vacation	
When?	Activities Day: Evening: Night:
Where?	
With whom?	
How long?	
How?	

More expressions input:

Activities on vacations: have a picnic, take pictures, take a walk, swim in a lake, go to the top of the mountain

(2) Encourage students to complete their draft.

Draft	
Title:	_____
Introduction:	Let me tell you about _____.
Body:	
(Paragraph 1)	
When? Where?	_____, I went to _____
With whom?	with _____. We stayed there for _____
How long? How?	_____. It was _____.
(Paragraph 2)	
Day	During the day, we _____.
	We also _____.
Evening	In the evening, we _____.
Night	At night, we _____.
Conclusion:	It was the _____!

Step 5: Ask students to make a self-evaluation according to the Self-check list below.

Self-check list	
Did I use the correct tense in my writing?	Yes/No
Did I use different verbal phrases to describe my summer vacation?	Yes/No
How many verbal phrases did I use?	_____
Did I have any spelling mistakes?	Yes/No
Is there anything special in my summer vacation?	Yes/No
Is there any difficulty in writing something that happened in the past?	Yes/No

- (1) Have students share their writings in groups and select the best one(s).
- (2) Teacher reads out the best one(s) and makes comments on them.
- (3) Teacher provides an example to show “How to revise your writing” by giving some tips.
- (4) Assignment: Polish your writing according to the checklist.

4. 习作示例

My summer vacation

Let me tell you about my great summer vacation!

This summer, I went to the mountains with my family. We stayed there for three days.

It was amazing!

During the day, we went hiking and saw many wild animals. We also went fishing and caught some fish. In the evening, we cooked food outdoors. I helped my father roast hot dogs. They were delicious! At night, we slept in a tent. I saw many beautiful stars in the sky.

It was the best summer vacation ever!

【案例2】

1. 活动描述

写作要求: Write a passage of at least 60 words about the topic “A _____ (teacher’s/policeman’s) daily life”.

The following points are for reference.

- (1) Introduce what his/her job is.
- (2) Describe what he/she does during the day.
- (3) Describe what he/she does after work or what he/she does in his/her free time.

教学目标: 让学生学会运用一般现在时,描述从事某种职业的某人及他/她一天的日常生活

写作微技能: 运用正确的时态以及时间顺序,描述有职业特征的某人一天的日常生活

适用年级: 八年级

2. 难点分析

对于写某人一天的日常生活,学生常常会产生审题偏差,会写成某一天所发生的事情,与日记的概念产生混淆,继而造成时态错误。此外,学生对于写作内容不明确,常会写成某人的 daily routine,句式单一,报流水账,无法突出所写对象的职业特征。

3. 活动设计

Step 1: 让学生阅读《英语(牛津上海版)》教材 8B, Unit 2 Reading 板块中的“A day in the life of WHIZZ-KID WENDY”一文与 More practice 板块中的“Sandy’s Blog: A Day in My Life”一文,找出两篇文本的共同点。

共同点为:

- (1) 使用一般现在时记叙日常生活;
- (2) 使用时间顺序记叙一天的日常生活;
- (3) 文本中记叙的事情能反映出主人公的职业特征。

Step 2: 让学生罗列出体现 Wendy 和 Sandy 职业特征的句子。

参考句子如下:

Wendy: (1) Every morning we discuss the business over breakfast.

- (2) I sometimes make phone calls to our clients on the way.
 (3) I have lunch with a client, and then I return to school.
 (4) Then I go to my office and continue working on my games.

...

Sandy: (1) At 4 p. m. , we train for the circus. I practise with the other performers in my act.

(2) At 8: 30 p. m. , I put on my make-up and my costume. My act starts at 9 p. m.

(3) After the performance, I return to my home and relax for an hour.

...

Step 3: 让学生就他们所熟悉的职业进行讨论。

参考问题如下:

- (1) What job are you familiar with?
- (2) When does (a teacher) go to work every day?
- (3) Where does (a teacher) work?
- (4) What does (a teacher) usually do? (At least two things)
- (5) How does (a teacher) spend his or her spare time? /What does he or she do after work?
- (6) What do you think of his/her life?

Step 4: 让学生根据所给写作框架写三个段落。

Title

Introduction: Introduce what his/her job is.

Body: Describe what he/she does during the day and after work or their activities in the free time.

Ending

Step 5: 让学生根据 **Self-check list**, 进行自我评价。

Self-check list	Yes	No
(1) Have I given the article a title?		
(2) Have I written the article in time order?		
(3) Have I written at least two things related to the job?		
(4) Have I written in paragraphs?		

续 表

Self-check list	Yes	No
(5) Are there any spelling mistakes, punctuation errors or capitalization problems?		
(6) Are the verbs in proper tenses?		
(7) Is my article neatly written?		

(5 ✓: Good work 4 ✓: Can do better 0—3 ✓: Try harder)

Step 6: 老师挑选一篇学生作文,示范如何根据下面的同伴评价表进行评价,以及帮助同伴改正错误;学生根据 **Peer-evaluating checklist**,两人一组,互相评价,并改正错误。

Peer-evaluating checklist	Yes	No
(1) Does the article have a title?		
(2) Can you find the time order?		
(3) Can you find out at least two things he or she does about their jobs?		
(4) Is the article written in paragraphs?		
(5) Are there any spelling mistakes, punctuation errors or capitalization problems?		
(6) Are the verbs in proper tenses?		
(7) Is the article neatly written?		
(8) Can you understand the article easily?		
(9) What can you learn from the article?		
(10) If you answer “no” to any of these questions not including (3), can you help improve them?		
(11) Is there anything you need to ask your teacher to help you with?		

Step 7: 以小组为单位,选出在同伴帮助下修改后较好的作文;再请全班一起帮助修改该作文,给出修改建议;并请学生从欣赏的角度找出作文的优点,运用到自己的写作中去。

4. 习作示例

A robot engineer's daily life

My father is a robot engineer. I will show you his daily life.

He goes to work at about half past seven and arrives at his company at about eight o'clock. He always makes a work plan after he gets into his office. He usually makes phone calls to his clients or draws the pictures of the robots in the afternoon. At weekends, he sometimes deals with the problems of robots. And he likes reading books or seeing films about robots in his free time.

What a busy life my father has!

(案例提供:上海市辽阳中学 谷文倩)

【案例3】

1. 活动描述

写作要求:以“*He/She has changed*”为题,写一篇记叙文

教学目标:让学生学会用一般过去时描述过去的事件,用一般现在时描述现状,并写明他/她变化的原因

写作微技能:对人物的过去与现在的对比描写

适用年级:六年级或七年级

2. 难点分析

由于叙述的事件有的发生在过去,有的发生在现在,学生往往会忘记或忽视应用不同的时态去表达。教学中,教师通过分类表格,帮助学生梳理思路,将他/她的过去和现在以及为什么会发生变化的原因填写在表格中,为学生在对比描写时运用准确的时态提供支架。

3. 活动设计

Step 1: 让学生根据《英语(牛津上海版)》教材 6A, Unit 10 中 Mr Lin 的图片,回答问题,描述 Mr Lin 以前的习惯和现在的变化。再根据学生的回答,完成下面的表格。



T: Where did Mr Lin live? Where does he live now?

T: What did he look like? What does he look like now?

T: What did he like to eat? What does he eat now?

T: Did he have a healthy diet? How about now?

T: Did he do exercise in the past? How about now?

T: Why has Mr Lin changed?

In the past	Cause of change	Now
Lived in the city	Met Miss Chen and she said . . .	Lives in the countryside
fat and unhealthy Ate pizza, chips and ice cream		fit and healthy Eats a lot of rice, plenty of fresh fruit and vegetables, some meat and fish
Had an unhealthy diet Did no exercise		Has a healthy diet Works in the garden

Step 2: 开展课堂讨论, 让学生口头描述身边发生变化的人。

T: Do you know a person who has changed a lot these days? How has he/she changed?

学生可能的回答:

- (1) My father doesn't smoke any longer.
- (2) Tom isn't late for school now.
- (3) Simon is outgoing now. In the past, he was very shy.
- (4) Jerry was afraid of water. Now he can swim well in the swimming pool.
- (5) Tony liked playing computer games for hours almost every day. Now he plays computer games only at weekends.

Step 3: 教师提问, 让学生用语言描述他/她发生了什么变化, 完成表格。

T: What did he/she use to be/do?

T: What is he/she like now? /What does he/she do now?

In the past	Cause of change	Now

Step 4: 让学生进一步思考他/她发生变化的理由, 教师强调该理由必须合理。

T: Why do you think he/she has changed like that? Who has influenced him/her? What happened to him/her? Do you know the reason(s)?

S: He/She has changed because _____.

学生可能的回答:

- (1) My father has changed because there is something wrong with his lungs. His doctor

advised him not to smoke.

- (2) Tom has changed because his mother bought a new alarm clock for him. He gets up early every day.
- (3) Simon has changed because he has got many new friends.
- (4) Jerry has changed because his teacher encourages him all the time and his mother even takes him to the swimming pool every Saturday.
- (5) Tony has changed because he knows schoolwork is more important than computer games.

Step 5: 让学生完成自己的表格,为所描述的人所发生的变化给出合理的理由。

In the past	Cause of change	Now

Step 6: 让学生将表格内容整理成文。

4. 习作示例

My father has changed. In the past, he smoked a lot. Although my mother and I told him smoking was bad for his health, he never listened to us. One day, he coughed and had to see a doctor. The doctor told him there was something wrong with his lungs. From then on, my father decided not to smoke any more. Now he likes jogging and sometimes he swims at weekends. He becomes healthier.

第二节 议论文

议论文是以议论为主要表达方式,通过摆事实、讲道理,分析客观事物的本质与规律,阐明道理与观点,证明见解与主张,以影响读者的思想与行为,说服劝导读者同意作者所述为目的的一种说理性文章。

议论文的基本要素是论点、论据和论证。论点即作者的观点、立场或主张。论据是用来证明论点的理由和依据,是支撑论点的理论和材料。论据可分为事实论据(如事例、数据、作者经历等)和理论论据(如普世真理、名言警句、俗语谚语等)。用论据证明论点的过程就是论证。其目的在于揭示论点和论据之间的逻辑关系。规范的议论文应观

点明确、论据充分、论证合理。

议论文的特点是语言精练、准确；结构清晰、严密；表述具有逻辑性、概括性。常用的论证方法有：例证、因果、对比、类比、引用、归纳、演绎、反证等。

议论文往往采用“总—分—总”的结构，即提出观点，分步论证，归纳论点。掌握基本的文章结构有利于学生在表述观点时做到逻辑清晰，条理清楚，言之有物，言之有理。

一、设计原则

教师应针对议论文体裁特点和写作技能教学目标，结合学生实际认知水平和语言表达能力，设计议论文写作教学活动。

课程标准是教学的根本依据。《上海市中小学英语课程标准(征求意见稿)》(2004)语言能力目标中对“写”提出了要求，其中三级要求(基本要求)中包括“5. 能书写一般文体的短文，进行简单描述和表达个人喜好……”，四级要求(较高要求)中包括“4. 能用英语描述和表达个人意见，同他人交流思想感情；6. 能写日常生活中常见文体的作文”；四级要求(较高要求)对语言技能“写”的要求是：“3. 能根据要求写不少于80个词的短文(三级要求，即基本要求是不少于60个词的短文)，意思连贯，语言基本正确。”根据要求可知，议论文作为常见文体，在初中阶段，学生需掌握其基本要素和行文结构，需能用英语意思连贯、逻辑清晰地描述和表达个人喜好、个人观点或意见。这是议论文写作教学最基本的教学目标。

议论文写作虽不是初中英语写作教学的重点，但打好扎实的议论文写作基础，掌握议论文写作基本要素，有利于培养学生的逻辑表达能力，提升其思维品质。因此在初中阶段，教师应根据课程标准，有计划、分目标地设计议论文写作教学任务。例如：在中预、初一阶段，可以让学生区分观点与事实，运用句式表达个人喜好，发表个人观点，如 I like ... , but I don't like ... 在此基础上，可进一步让学生说明理由，如 I like ... because ... , I'd rather ... because ... 在初二、初三阶段，可以让学生通过阅读，了解议论文文章结构，熟悉主题句和支撑信息之间的关系，学习常见的论证方法，如举例、比较对照、因果关系等。

初中四年是学生从儿童成长为青少年的阶段，是学生认知能力逐步提升，思辨能力逐步养成的关键阶段。因此，开展议论文写作教学对培养学生逻辑表达能力和思辨能力至关重要。由于这四年学习的跨度较大，学生不同阶段的认知能力差别明显，所以在初中各教学阶段设计议论文写作任务时，教师应充分考虑到学生的实际认知能力，选择学生感兴趣的话题开展议论文教学，让学生从自身的生活体验出发，缘事而发、有感而论

地发表个人见解。

(一) 恰当设定目标

设计议论文写作活动时应聚焦教学目标,即每一项写作任务为达成某一个教学目标而设计。议论文写作教学目标可以和语言知识目标相结合,如通过学习 I like . . . , I don't like . . . , I prefer . . . 等句型学习如何表达个人喜好,提出个人对某事物的观点;通过学习 It is *adj.* because . . . 表达个人观点并说明理由。

学习议论文基本要素可以作为写作教学目标,如通过阅读范文,找出文中作者的观点,了解观点与事实的区别;通过提炼范文的文章结构,了解议论文文体结构;通过文本分析,设计写作任务,掌握常见的论证方法等。例如在学习《英语(牛津上海版)》6B, Unit 4 时,可以以教材内容为范本,利用书上的练习设计写作任务 Make a list of your eating habits. Ask about your classmate's eating habits, then write a passage to compare them and decide whose eating habits are good. 通过该项任务,学生可以学习例证和对比这两个常见的论证方法。

议论文写作教学目标可以和写作微技能培养目标相结合,如根据主题句撰写扩展信息;通过话题讨论,学习如何激活写作信息,组织写作素材;通过仿写,学习议论文篇章结构的连贯性等。

(二) 明确论述目的

在生活中,任何形式的“写”都具有目的性。议论文是作者主观地表达自己的看法、观点或意见的文章。因此,这类文章的目的性尤为明确。在设计写作任务时,教师应明确告诉学生写作的目的是什么,如:表明自己的观点,反驳他人的意见,提出自己的建议,分析事物的利弊等。

例如在学习《英语(牛津上海版)》9A, Unit 3 时,可以设计写作任务 You've been invited to give your opinion about keeping pet dogs to your classmates. 这个写作任务的目的是让学生就“养宠物”这一话题发表自己的观点。学生可以参考 Emma 和 Matt 的观点,对该话题进行思考,形成自己的观点——是同意 Emma 还是同意 Matt,或是发表自己独特的观点。明确写作目的,有助于学生在发表议论时做到“有的放矢”。

阅读的过程是读者与作者交流的过程。同样,在写作时,作者心中一定会有明确的目标读者,即文章是写给谁看的。议论文写作任务必须有明确的目标读者。只有这样,学生们才会知道自己是在和谁“据理力争”,对谁“苦口婆心”,与谁“推心置腹”。这是由议论文的文体特性决定的。

以上文中的写作任务为例: You've been invited to give your opinion about keeping pet

dogs to your classmates. 这个写作任务中明确说明了“你”是向你的同学(不是你的父母、邻居或社会大众)表明你的观点。

让学生明确论述的目标读者,有助于学生在写作时选择合适的行文语气、事实材料及适切的表达方式等。

(三) 选择论述内容

论述内容是议论文的主体,即论述什么,就何事或何现象表达个人观点,或提出主张。在上文的写作任务中,要求学生就 *whether keeping pet dogs is a good idea* 发表自己的见解。这样的论述内容在表述上简洁、明确、直接。让学生就“养宠物”一事发表观点符合学生认知,贴近学生生活;能引发学生思考,激活学生思维。因此,论述内容应“值得一辩”。这样,学生才能就论述内容做到“言之有理,言之有据”。

(四) 适合交际语境

“写”是语言输出的形式之一。语言输出的目的是为了交流与表达。任何语言交际都发生在一定的交际语境中。因此,在设计议论文写作活动时,教师应创设明确的交际语境,让学生在具体的语境中表达观点,阐明主张。

例如学生在学习了《英语(牛津上海版)》9A, Unit 3 Pets 的阅读文本“Head to head”后,教师可以设计这样的写作任务: *Suppose you are Emma and Matt's classmate. There will be a debate about whether keeping pet dogs is a good idea in your class tomorrow. You've been invited to give your opinion to your classmates.* 这个写作任务的语境是学校举行的辩论会。有了具体的语境,学生才能做到“在什么场合说什么话”。写作任务中设定交际语境,有助于学生提高语言表达的规范性和得体性。

二、关键问题

(一) 教学活动的內容

1. 确立自己的观点

观点是议论文的核心。教师可以通过设置语境,把学生带入特定情景中;通过提问的方式,启发学生思考;通过头脑风暴等活动,激活学生思维。

例如《英语(牛津上海版)》7B, P90 设计了以下学习任务: *Look at the things the children on the poster do. Are the children doing the right things to save electricity? Discuss with your classmates and make suggestions about how to save electricity.* 在这个例子中,首先,教师利用海报,让学生进入海报所示的语境中。其次,教师提出问题,让学生观察孩

子们使用电器的行为,独立思考他们的行为是否做到了节约用电。最后,教师组织学生通过讨论,提出节约用电的建议。通过这些活动,学生确立观点,即 Saving electricity is important.

2. 区分论点与论据

教师应指导学生区分论点和论据。论点是作者的主观判断,具有可议论性。论据则多为客观事实,本身不具备可争论性。教师可以选择优秀的范文,通过阅读,让学生查找文章的论点和论据。学生通过实践,理解二者的区别。

3. 选择适切的论据

在选择论据时,教师应引导学生思考:怎样的论据能使文章具有说服力?只有选用了适切的论据才能使论证充实,言之凿凿,增强文章的信服感。

教师可根据议论论文写作的话题有计划地向学生介绍、推荐相关论据;也可通过阅读练习,增加语言输入量,拓宽学生的知识面。

教师应有意识地培养学生的策略,如做阅读笔记、摘抄等,为写作积累论据素材。

为了更有效地判断论据是否适切,教师可建议学生将根据写作主题收集到的信息列出“正反对照表”(Pros and cons chart),其有助于学生全面评估自己的论据。如:根据论点 Electricity is dangerous but useful. 可列出以下正反对照表:

Pros (Electricity is useful.)	Cons (Electricity is dangerous.)
(1)	(1)
(2)	(2)
(3)	(3)
...	...

为了找到充足有力的论据论证此观点,学生可利用上述正反对照表,罗列正反两方面的实例,收集写作素材。

如今,网络上各类信息、数据俯拾皆是。教师应引导学生对选用的论据做出理性判断,小心查证,谨慎引用,以此培养学生“言之有据”的科学严谨的态度。

4. 采用合理的论证方法

教师应结合教材教学内容和学生的认知水平,有计划、分阶段地教授常用的论证方法,并指导学生针对不同的话题和写作任务,采用适切的论证方法。

在初中阶段,学生较易掌握的论证方法有例证、对比和因果等。

例如学习《英语(牛津上海版)》6B, Unit 4 时,可以根据 Writing 板块中 Joe's habits 的内容,教授学生学习例证法,即通过举例说明 Joe 的生活习惯,如 go to bed late; three

times a week, practise swimming: twice a year, help do the housework: never, 证明 Joe's habits are not very good.

又如学习《英语(牛津上海版)》7A, Unit 8 时,可以利用学习 used to . . . , not . . . any longer 指导学生采用对比的方法做论证。如为了证明 I am healthier than before. 这一观点,学生可以使用所学句型,通过把过去的习惯与现在的习惯做对比的方式加以论证: I used to drink a lot of soft drinks. I don't drink too many soft drinks any longer. Now I drink eight glasses of water each day. I used to get up late in the morning. I don't get up late in the morning any longer. Now I do morning exercise regularly.

(二) 教学活动的组织

1. 结合语言知识,教授常用表达

议论文因其特殊的行文方式,有一些常用的词汇和表述句式,如 in my opinion, I think that . . . 在教材中,这些常用表达并非都出现在议论文文本中,而是在各种话题学习的过程中、在具体的语境中,通过词汇、语法、句法等语言知识的学习让学生接触到。因此,在教学过程中,当遇到这些常用表达时,教师应有意识地加以强调,设计写作活动,让学生从操练词汇、句式开始,结合语言知识学习,掌握议论文常用表达句式。

议论文写作教学中,教师应遵循循序渐进的原则,从训练写句子表达个人喜好或观点,到写主题句,提供支持论据,再到写段落,逐步过渡到写整篇文章。

2. 以说促写,激活学生思维

在组织议论文写作教学活动时,教师可采用以说促写的方法,选用与学生生活密切相关的、能引起学生兴趣的话题,引导学生展开讨论,鼓励学生发表个人观点,互相交流看法。

例如 In some primary or middle schools, students are asked to wear school uniforms. Do you think it is necessary for students to wear school uniforms? 是关于校服的话题,这是学生在校园生活中常常讨论的话题。教师可以引导学生就此话题展开讨论: Do you think it is necessary to wear school uniforms? What are the advantages or disadvantages of school uniforms? What's your conclusion? 学生按照讨论思路,各抒己见,碰撞思维,最后形成自己的观点,并获取证明自己观点的论据,为写作做好准备。

以说促写有利于学生激活思维,分享写作素材,借鉴他人思路,形成自己的观点。在此基础上,教师鼓励学生使用所学的论证方法证明自己的观点,从而完成议论文写作任务。

3. 以读促写,活用阅读文本

阅读是语言输入的主要途径之一。因此,在组织议论文写作教学时,教师可选用典型的议论文范文,让学生学习范文的行文结构和论证方法,学习主题句和扩展句之间的关系以及表述方法等。教师也可以让学生通过仿写或改写的形式进行写作。

例如：学习《英语(牛津上海版)》9A, Unit 3 “Head to head”一文后,教师可指导学生列出文章框架,学习议论文的文章结构。指导学生就新的话题,如: Studying online is a good idea. 模仿该框架,组织论据,发表议论,完成写作任务。

教师可以提供学生阅读文本,指导学生选用文本中的事例、数据等作为论据佐证自己的观点。例如:教师布置学生写一篇题为“Electricity is dangerous but useful”的文章。教师可指导学生阅读《英语(牛津上海版)》8B, Unit 3 “A dangerous servant”一文和该单元中 More practice 板块“Electricity works everywhere”一文,从中找出有用的论据用于自己的文章中。

以读促写有利于学生获得更多的语言输入。教师根据议论文写作任务,灵活运用阅读材料,帮助学生学习论述框架、论证方法,给学生提供论述素材,使学生能更好地完成议论文写作任务。

4. 鼓励学生独立思考

议论文是作者做出是非判断、证明自己见解和主张的文体。学习撰写该类文章,有利于培养学生的思辨能力,提升学生的思想深度。因此,在开展议论文写作教学时,教师应鼓励学生就议论的话题展开独立思考,避免人云亦云。教师应根据学生的认知水平,选择有教育意义、有内涵、有一定深度的话题。在组织写作时,教师应营造宽松的讨论氛围,给予学生足够的时间就话题独立思考,然后再组织学生充分、自由地表明个人观点。教师应引导学生学会认真倾听,学会尊重他人的观点。学生只有学会独立思考,自由表达,倾听并尊重他人观点,才能提高思辨能力,提升思维品质,写出有质量的议论文。

(三) 议论文常用表达

撰写议论文时,常会用到表明观点、阐述论证、总结论点等方面的词汇或句型。这些表达有助于使论述更清晰、更有条理、更有说服力。

1. 表明观点

如: agree/disagree with sb. 同意/不同意某人

agree/disagree to sth. 同意/不同意某事

support sb./sth. 支持某人或某事

In my opinion, ... 我认为……

As we all know, ... 众所周知,……

I prefer ... to ... 与……相比,我更喜欢……

I'd rather ... 我宁愿……

I (don't) like .../agree because ... 我(不)喜欢/同意,因为……

I (don't) think/believe that ... 我(不)认为/我(不)相信……

2. 阐述论证

如: in fact 事实上

generally speaking 一般而言

for example, .../take ... for an example 例如,……

It is true that ... 事实是……

what's more 再者,另外

on the one hand ... on the other (hand) ... 一方面……,另一方面……

As the proverb goes, ... 如谚语……所言

There are lots of reasons for this. 原因众多。

3. 总结论点

如:as a result 结果是

in short/in brief/in a word 简而言之

I believe (that) ... 我相信……

For these reasons, I think/believe (that) ... 由于这些原因,我认为/我相信……

Therefore, we should realize (that) ... 所以,我们应该意识到……

三、案例解析

【案例1】

1. 活动描述

写作要求:根据以下提示写一篇议论文:Where would you like to live, in the city centre or in the suburbs? Why?

教学目标:(1) 让学生通过学习 It's *adj.* to do sth. 句型,学习如何表达个人观点

(2) 让学生通过讨论居住地的生活情况,学习使用例证法做论证

写作微技能:表达自己的观点

适用年级:七年级(第一学期)

2. 难点分析

选择适切的例子证明观点

3. 活动设计

Step 1:

(1) Ask the students to think about the following questions:

① Where do you live?

② Do you like to live there?

通过提问,引出话题,讨论居住地的生活环境。

(2) Invite the students to share their ideas.

Step 2:

(1) Set the situation: If you get a chance to choose, where would you like to live, in the city centre or in the suburbs?

(2) Let the students think about it individually first. Then ask them to share the ideas with their partner.

设置写作语境,提出具体讨论任务:即如果有机会的话,你将选择居住在市区还是郊区?

Step 3:

(1) Ask the students to make a list, using adjectives to describe the life in the city centre and in the suburbs.

Life in the city centre:
e. g. interesting, exciting, convenient
...

Life in the suburbs:
e. g. quiet, easy, peaceful
...

(2) Review the sentence structure: It is *adj.* to do sth.

(3) Let the students use the structure to show their opinions orally.

e. g. It is interesting to live in the city centre.

It is peaceful to live in the suburbs.

通过头脑风暴,复习形容词。通过口头操练,复习句型 It is *adj.* to do sth.

Step 4:

(1) Ask the students to choose the suitable reasons to support each topic sentence.

① It is interesting to live in the city centre.

a. There are many cinemas and parks.

b. People are busy with their work.

c. There's a lot of traffic there.

② It is peaceful to live in the suburbs.

a. The air is fresh and the sky is blue.

b. You can hear birds singing in trees.

c. There are tall buildings and department stores.

(2) Ask the students to think about more reasons to support each topic sentence.

组织配对练习,让学生学习选择适合的论据证明自己的论点。让学生思考更多的论据,通过讨论,激活学生思维。

Step 5: Ask the students to make a choice after thinking on their own and write down their own topic sentence and supporting sentences.

Step 6: Ask the students to make a self-evaluation according to the Self-check list.

Self-check list	Yes or No
Did you use the structure correctly?	
Did you use an adjective to describe your choice?	
Did you use suitable reasons to support your opinion?	

4. 习作示例

I would like to live in the city centre. It is convenient to live there. There are supermarkets near my neighbourhood and the underground station is not far away from my home. There are many restaurants in the city centre. I can enjoy delicious food there. I love living in the city centre.

【案例2】

1. 活动描述

写作要求:根据以下提示写一篇议论文: The Student Union of our school is conducting a survey on “My ideal school life”. Please do the survey and write a paragraph to show your opinion on the topic.

教学目标: (1) 让学生了解“观点”和“事实”的概念

(2) 让学生撰写一个段落,段落中包含个人观点及支撑信息(事实)

写作微技能:组织写作素材

适用年级:七年级(第二学期)

2. 难点分析

区分观点与事实,理解观点与相应事实之间的逻辑关系

3. 活动设计

Step 1: Ask the students to think about the questions, and then answer them.

(1) Do you like your school?

(2) Could you use an adjective to describe your school? What is it?

- (3) How do you feel when you have sports after class?
 (4) Some students think the school lunch is delicious. Do you think so?

通过提问,引出话题;激活学生对“校园生活”的已有认知。

Step 2:

(1) Explain the concept of “opinion”: “Opinion” is a statement of personal feeling, a belief or a judgment.

(2) Present the structures that can be used to present one’s opinion.

I like/I don’t like ...

I feel/I don’t feel ...

I think/I don’t think ...

It’s *adj.* to ...

(3) Present the concept of “fact”: To persuade readers to agree to your point of view, you should provide examples, details, or other people’s opinions that support yours. These are facts, or supporting details.

根据学生对上述问题的回答,引出什么是“观点”,介绍其概念。总结常用的表达“观点”的句式,为学生自己写“观点”做语言知识上的准备。帮助学生了解“观点”与“事实”的区别。

Step 3: Ask the students to read the statements and decide whether they are opinions or facts. Then put each statement into the right box.

- A. English is my favourite subject.
 B. We need more school activities.
 C. Our school is small but beautiful.
 D. We have six English lessons a week.
 E. We should have less homework.
 F. We usually have a sports meeting in autumn.
 G. The school garden is beside the playground.
 H. I usually spend three hours doing my homework.

Opinions

Facts

通过归类分组练习,帮助学生区分“观点”与“事实”。检测学生对以上两个概念的理解情况。

Step 4:

- (1) **Introduce the context: The Student Union of our school is conducting a survey on “My ideal school life”. Please do the survey.**
- (2) **Ask the students to do the survey individually.**

My ideal school life

We want to know your opinions on the school life. Your opinions are important because we all want to have a better school life. So, please answer these questions. We will write a survey report. All the students will read it.

Q1: Which subject do you like best?

Q2: Do you want to have more study clubs?

Q3: Who do you think is the best teacher?

Q4: Do you think our teachers are all hard-working?

Q5: Which school activity is your favourite?

Q6: Do you think we have enough school activities?

Q7: Do you think the school lunch is healthy and delicious?

Q8: Do you think we have enough books in the library?

- (3) **Let the students share their answers in groups.**

设置交际语境,让学生做调查问卷,引入写作的交际语境中;激活学生对于写作话题的认知图式;操练表达“观点”的句式。

Step 5:

- (1) **Show a paragraph to the students which was written by Tim, one of their classmates. He wrote it on the survey sheet to explain one of his opinions.**

All the teachers in our school are hard-working. They spend much time on their work. They all get to school early in the morning but go home late. They prepare lessons carefully. I always see them discuss how to teach us efficiently in their office. So I think they all work hard.

- (2) **Ask the students to read it and find out Tim’s opinion. Then write down the outline of it.**

Outline 1

Opinion _____

Supporting idea 1 _____

Supporting idea 2 _____

- (3) Ask the students to read another paragraph written by Tim. Find out his opinion and underline the sentence(s) which can't support his opinion. Write down the outline of the paragraph.

The school library is big and clean, but I don't always go there. There aren't many kinds of books. Most of the books are exercise books or test books. I like science fiction and novels. But I can hardly find them there. There are fifty tables and chairs in the library. The librarian is kind and nice. Most of the books are old. If you like reading the books about the Internet, you can't borrow one there. I think we need more books in our school library.

Outline 2

Opinion _____

Supporting idea 1 _____

Supporting idea 2 _____

- (4) Invite several students to share their ideas with the class.

对语境做进一步细化,让学生明确写作目的以及目标读者。通过提供范文(段落),让学生了解“观点”在段落中的位置(段首或段末)。通过阅读范文(段落)、撰写段落框架、根据观点选择适切的支撑信息等任务,让学生体验观点与支撑信息之间的关系。

Step 6:

- (1) Tell the students who agree with Tim to write one more supporting idea to support his opinion.

Outline 1 (Outline 2)

Opinion _____

Supporting idea 1 _____

Supporting idea 2 _____

Students' own idea _____

(2) Invite several students to share their ideas with the class.

引导学生根据观点选择适切的支撑信息。通过撰写段落框架,理清段落论述的思路。

Step 7:

(1) Ask the students to write a paragraph to explain one of the opinions according to the survey. They should write the outline of the paragraph first.

(2) Let the students share their paragraph in groups.

(3) Modify the paragraph according to the suggestions given by the group members.

(4) Invite several students to share their paragraph with the class.

让学生根据上述的调查结果写一个段落,体验确立观点,组织内容,搭建框架,撰写成文的写作顺序和论述过程。

Step 8: Ask the students to make a self-evaluation according to the Self-check list.

Self-check list	Yes or No
Did you show your opinion clearly?	
Did you explain your opinion with at least two reasons?	
Did you give details or support for each reason?	
Did you check your spelling and grammar?	

4. 习作示例

I think we need more school activities. We are busy with our studies in school, so after school, we all need to relax. School activities can make it possible. School activities can give us chances to know more about our classmates. So, usually, we can make new friends after we take part in a school activity. School activities can make our school life more interesting and colorful. We students will all love our school if we have more school activities.

【案例3】

1. 活动描述

写作要求:根据以下提示写一篇议论文:

Suppose you have just read, in a newspaper, a reply to a reader's letter: "Just what is wrong with today's teenagers?". Please write a formal letter to the writer of the article to show your opinions.

教学目标:让学生学会就他人观点提出个人观点

写作微技能:判断他人观点,提出个人观点

适用年级：九年级(第二学期)

2. 难点分析

就他人观点做判断,并提出自己的观点

3. 活动设计

Step 1:

- (1) **Ask the students to think about the questions: Do you often have different points of view from your parents? If yes, what are they?**
- (2) **Give the students three minutes to list the arguments on their notebook.**
- (3) **Let the students discuss in groups, share their thoughts and choose the top five points of view.**

e. g. My parents always think I spend too much time on the Internet.

My parents don't think I study hard enough.

让学生思考在生活中与父母的观念差异,激起学生对话题的讨论兴趣。让学生列出常见的不同观念,为写作练习做素材准备。

Step 2:

- (1) **Show a newspaper article (a letter) to the class. Ask the students to read it first, and then do the following tasks.**

Dear Editor,

I've read the article "Just what is wrong with today's teenagers?" in last Sunday's newspaper. I must say I agree with many things that were mentioned by the author.

First of all, the author believes that the teenagers are lazy. I totally agree. I am shocked at the poor physical health of the teenagers today. They say they can't exercise because they have to study. However, it is just an excuse to avoid doing anything.

Next, the author says that the teenagers are impolite. In my opinion, this is a good point. They speak loudly in public places. They don't say thanks when they get help from others.

Finally, the author says that the teenagers spend all their time in front of TV or computer screens. This is true. Although there are parks, libraries, museums in the city, the teenagers rarely visit them. They like staying at home, wasting their time with computer games.

Yours faithfully,

Anna Smith

(2) Ask the students to read the letter and think: Is it a formal letter? List the reasons below.

I (don't) think it is a formal letter because :
①
②
③
...

Possible answers:

I think it is a formal letter because :

- ① it starts with Dear Editor and ends with Yours faithfully.
- ② it includes the writer's full name.
- ③ in the first paragraph, it mentions the article the writer is writing about.
- ④ it shows clearly whether the writer agrees to the original author's views or not.

(3) Ask the students to read the letter again, find out the author's opinions and how Anna shows her opinions.

The author's opinions	The ways Anna shows her opinions

提供阅读文本为写作设置交际语境,让学生学习写回信。

Step 3:

(1) Let the students discuss the author's opinions in groups. Ask them: Do you agree to the author and Anna's opinions?

(2) Let the students list their opinions and the supporting details.

The author and Anna's opinions	My opinions	My supporting details

组织小组讨论,形成学生对话题的个人观点,并用列表的形式记录下来,帮助学生理

清表达思路,选择适切的论据素材。

Step 4:

- (1) Ask the students to write a letter to the editor to show their own opinions.
- (2) Ask the students to exchange the letter with a partner and think: Do you agree or disagree to your partner's point of view? Do you think the format of the letter is correct? Ask them to explain their reasons and give suggestions to their partner to modify the letter.

让学生写回信,学习如何判断他人观点,表达个人观点,并熟悉写回信的格式。完成后与同伴交流,讨论如何规范书信文本格式,丰富写作内容。

Step 5: 让学生根据 Self-check list 进行自评。

Self-check list	Yes or No
Did you state your point of view clearly?	
Did you provide enough supporting details, such as examples, facts, or others' opinions to support your point of view?	
Did you use a formal letter style?	
Did you start a new paragraph for each of your arguments?	
Did you check your spelling and grammar?	

4. 习作示例

Dear Anna,

I've read your letter in the newspaper. I have to say I don't agree to many things you wrote about.

First of all, you believe that all the teenagers are lazy. However, in my opinion, most of the teenagers like to take part in sports and they are healthy and lively.

Next, you think that the teenagers are impolite. But I think most of them are very polite. They like to help others and always have smiles on their faces.

Finally, you think it takes too much time for the teenagers to watch TV and use computers. It is true but it doesn't mean they are wasting time. They can learn a lot from the TV programme and get a lot of useful information from the Internet. It is an important way to study nowadays.

Yours faithfully,

Frank

第三节 说明文

说明文是一种以说明为主要表达方式的文章体裁,它通过对某事或某物的解说,对客观事物做出说明或对抽象事理进行阐释,使人们对事物的性质、形态、特征、结构、功能、成因、结果或发生发展的过程能有完整、清晰、客观、准确的认识和了解,从而获得相关的知识。

说明文用平实的语言客观地探讨或解释各种问题,如菜肴的烹饪过程、机器的使用操作步骤、自然或社会现象产生的原因、各种问题的解决方案等等。说明文的目的明确,解说性强,一般不需要过于形象的描述;说明文的主题清晰,客观性强,写作时一般不能带有个人的主观倾向或强烈的个人色彩;说明文的语言应通俗易懂、简明朴实。

一般而言,说明文可分成介绍事物和介绍流程两大类。介绍事物的说明文通过陈述事实、描写特性来给出信息,让读者较全面、深入地了解某个事物。此类说明文必须内容详实、条理清楚。介绍流程的说明文主要用以描述如何做某件事,如介绍如何烹饪某道菜肴或如何制作某种手工艺品。此类说明文必须细节明确、步骤清晰。

说明文通常由导言段、正文段、结尾段三部分组成。导言段即文章的开头,要求开门见山、开宗明义、直奔主题。正文段是文章的主体部分,也称中心段,要求写得条理清晰,进行具体详细的阐述、解说。常用的说明顺序有时间顺序、空间顺序、逻辑顺序三种。结尾段需对说明的对象进行概括性说明,以达到归纳总结和深化主题的作用。

一、设计原则

教师应针对说明文的体裁特征和写作技能教学目标,结合学生的年级特征、认知水平和语言基础,设计说明文的写作活动。

(一) 设计依据

我国教育部制定的《义务教育英语课程标准(2011年版)》“五级标准描述”中明确规定,初中学生在毕业时应能用英语写出“简单的段落或操作说明”。在初中英语教材中也有许多说明文的语言素材,教学中可基于课程标准及各年级的教材内容,引导学生学习说明文的文本特征、语篇结构以及语言特点,并尝试说明文的写作。

(二) 教学要求

教师在设计说明文写作教学时应关注学生的年级特征,逐步做到以下几个方面:

1. 重视学生在写作前的素材准备和构思过程,引导学生从尽可能多的侧面观察、审

视写作对象,充分了解其特征,为写作做好积极的准备;

2. 要求学生独立成文。虽然写作前准备阶段可以组织学生开展头脑风暴、小组讨论等各种活动,但写作毕竟是个人的体现,应独立完成。另外,除了教师的指导评价,也应鼓励学生个人自评和学生之间的互评,通过对作文的完善改进帮助学生提高写作水平;

3. 聚焦常见连接词的教学,教会学生根据说明文的特点使用正确、合适的连接词,在写介绍流程的说明文时更应强调先后顺序和逻辑关系;

4. 指导学生使用简洁明了、形象生动的语言客观、准确地描述说明对象;

5. 鼓励学生通过查阅、观察、实践等方式了解写作对象,通过使用正确的连接词条理清晰地描述操作流程。

(三) 交际语境

写作的目的之一是给读者阅读。因此,作者应该考虑读者的需求,从读者角度考虑写作的内容。在设计说明文写作活动时,教师应创设明确的交际语境,使学生明确文章的写作目的和写作对象,从而突出说明文内容的不同重点,同时采用恰当的语气、口吻和词句来进行阐述。例如:学生在学习了《英语(牛津上海版)》9A, Unit 1 的阅读文本“Pollution fighters”之后,教师可设计这样的写作任务:假设你是一位“树博士”,请向同学们介绍一下树的生长特点以及它们在大自然和人类生活中的重要作用,并呼吁大家保护树木以拯救地球。此类语境的创设,不仅可以激发学生的写作兴趣,而且可以提高学生语言表达的规范性和得体性。

二、关键问题

(一) 教学内容

1. 主题

如果是非命题作文,教师应建议学生选取自己熟知的内容或掌握熟练的操作流程作为写作话题。如果是命题作文,可以组织学生就相关话题展开讨论,通过集思广益选取合适的写作切入点。如果学生对话题不熟悉,应要求学生在写作前做相应的准备工作,查阅相关书籍、上网收集材料、观察实物或进行亲身体验。

2. 素材

说明文以事实为依据,是对客观事物做出说明或对抽象事理进行阐释,因此作为写作资料的信息来源必须真实可靠。在指导学生写说明文前,教师应强调说明文的真实性和科学性,要求学生对相关主题做广泛、深入的研究,通过查阅相关文献、上网搜索资料等多种渠道获取相关信息并做出筛选,有些主题甚至需要学生亲身体验或亲手实践来获

取第一手的资料。

撰写介绍事物的说明文时,教师应鼓励学生尽可能从相关书籍中或网站上获取多方面的资料,从不同视角审视要描写的事物。指导学生学会筛选信息,不必事无巨细、面面俱到,而应选取精华、突出重点。撰写介绍流程的说明文时,只要条件允许,就应鼓励学生尽可能亲自体验一下要说明的操作流程。“Practice makes perfect”,这句谚语用在此处再恰当不过了。

3. 框架

搭好了架子,房子才容易建造得好,写作也是同样的道理。在教学过程中,教师应关注引导学生构思作文的思路,帮助学生搭建写作框架,如通过思维导图或撰写流程图的方式,帮助学生构建写作蓝图,厘清写作思路。

在撰写介绍事物的说明文时,应鼓励学生从不同侧面描写被说明的对象,使其形象、生动,但同时也要告诉学生应抓住重点,突出事物最主要的特点。而在撰写介绍流程的说明文时,则应从读者的角度出发,考虑步骤过程内容的合理性,不要想当然地省去一些自认为太简单而不值得一提的步骤。同时,也要避免过程步骤太过繁复,文章太过冗长。步骤的陈述要清晰明了、逻辑连贯。

4. 文字

介绍事物的说明文要求学生在写作时注意语句通顺,描写详实,让读者觉得真实可信,读完后对相关主题的事物会有较全面或更新的认识。

介绍流程的说明文通常带有指令性特征,因此往往使用一般现在时,常采用祈使句式,常见的人称是第二人称 you。连接词,特别是表示先后顺序的连接词,是介绍流程的说明文必须用到的词汇,它们不仅可以增强文章的逻辑连贯性,而且能用以区别主要步骤和次要步骤。具体而言,用于介绍主要步骤的连接词有 first, second, third, fourth, fifth, finally/at last/in the end 等等,用于介绍次要步骤的连接词有 next, then, after that, when, while, meanwhile, later, as soon as 等等。当然,如果文章不是很长,以上这些连接词也可以混合使用。但是,无论如何,写介绍流程的说明文时切忌次序混乱,以免困扰读者。

(二) 教学方法

1. 头脑风暴

头脑风暴可以很好地调动学生的学习兴趣 and 积极性,活跃课堂气氛,通过思维火花的碰撞激发写作的灵感,帮助学生更好地确定写作主题,分享更多的写作素材。

2. 思维导图

思维导图是一种非常好的引导学生写作思路的教学方法,可以帮助学生合理、有序地搭建作文框架,分清主次关系,理顺文章脉络。

3. 流程导向

根据事件的先后顺序编写流程图是撰写介绍流程类说明文的一种非常好的方法,可以帮助学生构建文章的主题结构,分清写作步骤,理顺写作思路。

(三) 常用表达

1. 表示好处

如: It has the following advantages.

It does us a lot of good.

It benefits us quite a lot.

It is beneficial to us.

It is of great benefit to us.

2. 表示坏处

如: It has more disadvantages than advantages.

It does us much harm.

It is harmful to us.

3. 表示重要、必要等

如: It is important (necessary, difficult, convenient, possible) for sb. to do sth.

We think it necessary to do sth.

It plays an important role in our life.

4. 表示变化

如: Some changes have taken place in the past few years.

A great change will certainly take place in the next few years.

The computer has brought about many changes in our daily life.

5. 表示事实、现状

如: In fact (Actually), ...

As we all know, ...

6. 表示比较

如: People prefer to do A rather than B.

There is an obvious difference between A and B.

It's not difficult to tell A from B.

7. 表示数量

如: It has increased (decreased) from ... to ...

The population in this city has now increased (decreased) to ...

8. 表示时间顺序

如: first/first of all, second, third, fourth, fifth, . . . , finally/at last/in the end
 next, then, after that, later
 when, while
 . . . as soon as . . .

三、案例解析

【案例1】

介绍事物的说明文

1. 活动描述

写作要求: 完成一篇介绍事物(Moon cake)的说明文写作, 要求描述详实、真实可信、重点突出、通顺流畅

教学目标: 让学生学会写介绍事物的说明文

写作微技能: 使用思维导图整理说明文写作思路

适用年级: 八年级

2. 难点分析

在确定写作主题以后, 需通过各种方式和渠道搜集各种写作素材, 但如何把收集的各种素材整合起来, 做到主次分明, 罗列清楚是一大难点。思维导图可以很好地帮助学生解决这一难题。

3. 活动设计

Step 1: Prepare.

让学生搜集 Moon cake 的相关资料。可以让学生列一张表, 填入已知信息和未知信息。对于未知信息部分, 学生可以对自己提问, 然后通过查找相关资料、翻看相关书籍、搜索相关网站、访问相关人士等方法获得相关信息, 来回答自己提出的问题。

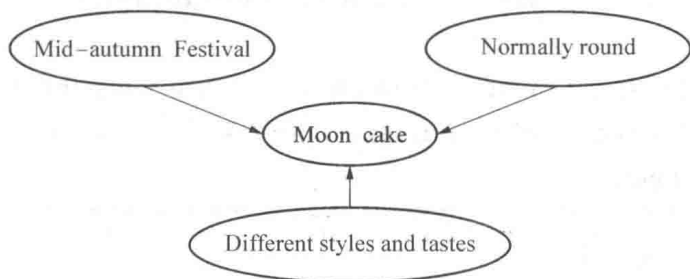
Topic: Moon cake		
Known		
Unknown	Questions	Answers

Step 2: Prewrite.**(1) 筛选素材**

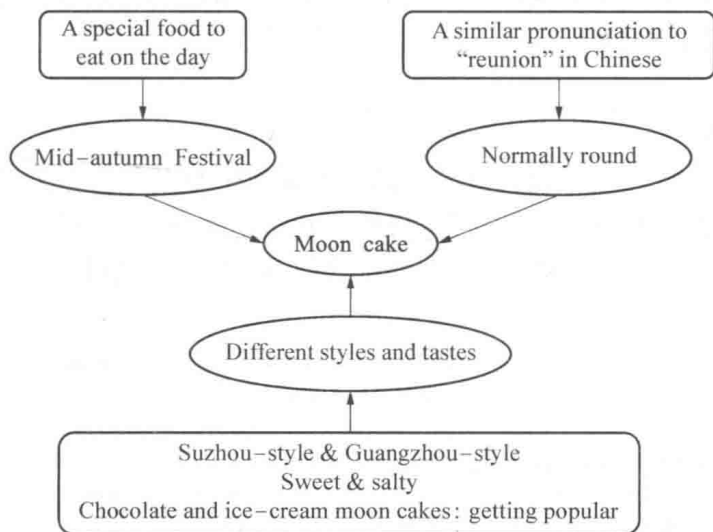
获取了一定的信息以后,就要让学生进行筛选,要提醒学生注意突出重点、留取精华,鼓励学生尽量从读者的角度出发来揣测读者想要了解哪些方面的内容,思考如何吸引读者的兴趣。

(2) 构建蓝图

通过思维导图的形式帮助学生更好地构建写作蓝图,厘清写作思路和文章脉络。下图是以 Moon cake 为题构建的写作思维导图:

**(3) 细节支持**

让学生为筛选出来的写作要点添加更多的细节支持,以便更好地支撑写作主题。

**Step 3: Write a draft.****(1) 以图为本,从词到句**

让学生根据思维导图,基于核心词汇扩充内容。如果说一个个单词就像一块块砖的

话,那么这一步骤就是把砖垒起来砌成墙。Moon cake 这篇说明文可扩充以下内容:

Mid-autumn Festival:

The Mid-autumn Festival has its own special food — moon cake.

Normally round:

Moon cakes are normally round.

“Round” has a similar pronunciation with “reunion” in Chinese.

Different styles:

The two most famous types are Suzhou-style and Guangzhou-style.

Different tastes:

Moon cakes have different tastes — most are sweet while some are salty.

Nowadays there are chocolate moon cakes and ice-cream moon cakes, which are getting more and more popular.

(2) 连句成文,注意顺序

一堵堵墙砌好了以后,就该把它们连成片了。让学生用适当的连接词串联句子,注意按照一定的逻辑来排列顺序。Moon cake 一文的写作顺序可以是:从传统渊源到外在的形状再到内在的口味,最后突出重点:月饼随着时代的进步在改良口味。

(3) 承上启下,独立写作

Step 4: Revise.

(1) 自我评价

通过自我评价,让学生检视自己的作品是否体现了介绍事物类说明文的基本特征,相关的具体要求是否都已达成,同时,也可检查句子结构、词汇拼写、标点符号等细节问题。教师应帮助和指导学生事先设计相应的 Self-check list 来更好地帮助学生做好自评工作。

Self-check list	
Do the ideas in my article suit my purpose and audience?	Yes/No
Do the facts and examples in my article appear in a logical order?	Yes/No
Do all the sentences fit together well?	Yes/No
Did I add sensory details?	Yes/No

续 表

Self-check list	
Did I use transitional words to make my article more coherent?	Yes/No
Did I add vivid verbs?	Yes/No
Did I add precise adjectives?	Yes/No

(2) 同伴互评

通过同伴互评,可以从读者的角度来审视作品,从而更好地帮助作者发现作文中的问题,进行改进。为了更好地进行同伴互评,也应事先设计相应的 Peer-evaluating checklist。

Peer-evaluating checklist	
Are the features of expository writing included in your partner's article?	
A clear main idea	Yes/No
Information from different sources	Yes/No
Facts and details that explain the main idea	Yes/No
Facts and examples that appear in a logical order	Yes/No
Transitional words and phrases	Yes/No
Be sure to tell your partner what you like about his/her writing, as well as what needs improvement.	

Step 5: Present.

- (1) 小组交流:小组成员之间互相交流,互相阅读,互做评价,共同进步。
- (2) 课堂汇报:选取部分作品请相关同学到台前朗读,全班同学一起聆听、赏析。
- (3) 图表展示:可以以地图、表格等图表形式配合,清晰地阐述说明文的内容。
- (4) 海报制作:根据文章制作海报,图文并茂地展示写作成果,会更吸引读者。

4. 习作示例

Moon cake

As we all know, like all the other traditional Chinese festivals, the Mid-autumn Festival has its own special food — moon cake. Normally a moon cake is round, as the Mid-autumn Festival is a time for family reunion, and “round” has a similar pronunciation to “reunion” in Chinese. There is a variety of moon cakes in China with different styles and tastes. The two most famous types are Suzhou-style and Guangzhou-style. Although moon cakes have different tastes, most are sweet and some are salty. As the times progress, modern people create and develop new types, like chocolate moon cakes and ice-cream moon cakes. They are getting more and more popular.

【案例2】

介绍流程的说明文

1. 活动描述

写作要求：就如何烹饪番茄炒蛋写一篇说明文

教学目标：让学生学会运用不同的动词说明菜肴的烹饪步骤，并使用恰当的连接词写出步骤的先后顺序

写作微技能：运用不同的动词和恰当的连接词介绍流程

适用年级：七年级

2. 难点分析

说明事物的制作方法时，需要对制作步骤进行细化，写清楚每一步要做什么。在写作过程中，动词及其宾语的搭配和准确使用就显得十分重要了。同时，表示时间先后顺序的副词和连词可以使说明步骤更清晰明了。

3. 活动设计

Step 1:

(1) 让学生依据自己的经验谈谈烹饪番茄炒蛋的食物原材料和所需要的物品。

T: What do we need if we want to cook fried eggs with tomatoes?

S: Tomatoes and eggs.

T: How many eggs and tomatoes do we need for a plate of them?

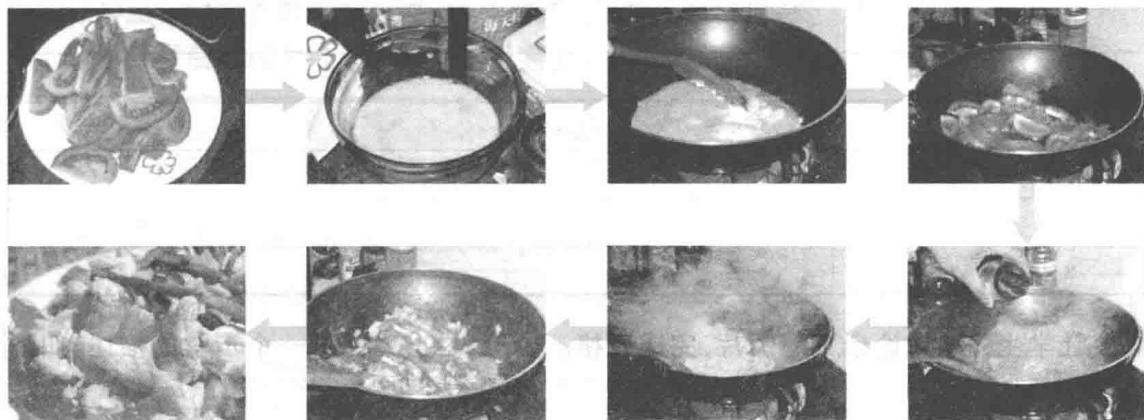
S: Maybe two tomatoes and three eggs.

T: Do we need any ingredients? What do we need?

S: Salt, sugar and chopped green onion.

T: Chinese people like to cook food in a wok. (教师出示一张炒锅的照片)

(2) 让学生分组讨论烹饪番茄炒蛋的流程,将教师提供的图片排序。排序如下:



Step 2:

(1) 教师与学生讨论第一、二幅图片中的流程,将关键词及其宾语填入表格,为学生接下来完成表格填写做示范。

T: What can you see in the first picture?

S: Tomatoes.

T: What do people do with the tomatoes before they put them on the plate?

S: They wash them. They cut them.

T: How do they cut them, in half or into pieces?

S: Into pieces.

T: What can you see in the second picture?

S: Maybe some eggs.

T: Are they the same eggs as what we buy in the market?

S: No.

T: What do people do with them?

S: They beat them.

Pictures	Descriptions
1	wash tomatoes/cut them into pieces
2	beat eggs

续表

Pictures	Descriptions
3	
4	
5	
6	
7	
8	

(2) 让学生分组讨论余下的图片,完成表格。全班讨论,完善每一个步骤的描述,如下所示:

Pictures	Descriptions
1	wash tomatoes/cut them into pieces
2	beat eggs
3	pour oil/pour the eggs/scramble the eggs
4	pour oil/put the tomatoes
5	add sugar/add salt
6	add the scrambled eggs
7	stir the eggs and the tomatoes/add chopped green onion
8	dish out the scrambled eggs with tomatoes

Step 3: 让学生依据流程图和表格中的动宾短语,用完整的句子说明每一步骤。如下所示:

- Wash two tomatoes. Cut them into pieces.
- Beat three eggs.
- Pour some oil into the wok. Pour the eggs into the wok. Scramble them.
- Pour some oil into the wok. Put the tomatoes into the wok.
- Add a little sugar and salt.
- Add the scrambled eggs.
- Stir the eggs and the tomatoes. Add some chopped green onion.
- Dish it out.

Step 4: 学生根据步骤说明进行初稿写作,准确表达烹饪步骤并注意上下文的连贯性。

Step 5:

- (1) 让学生依据检测表进行互评,并对本课教学重点进行反思。
- (2) 让学生课后继续对自己的短文进行完善。

Checklist		
Is the paragraph developed in the order of time?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does he/she use accurate verbs to describe the procedures?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does he/she use proper adverbs and conjunctions to make each procedure clearer?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Can you cook fried tomatoes with eggs according to the descriptions?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

4. 习作示例

Firstly, wash two tomatoes. Cut each tomato into pieces. Secondly, beat three eggs. Pour some oil into the wok. Wait a moment and then pour the eggs into the wok. Scramble them. Thirdly, pour some oil into the wok. Still wait a moment. Put the tomatoes into the wok. Next, add a little sugar and salt. Then add the scrambled eggs. Stir the eggs and the tomatoes. Finally, add some chopped green onion. Fried eggs with tomatoes is ready!

【案例3】

介绍场所的说明文

1. 活动描述

写作要求:以“The city I want to visit”为题写一篇短文

教学目标:让学生学会介绍一个场所、描述一个地方

写作微技能:筛选语料信息,通过仿写,以适当的句型和文本结构介绍一个场所

适用年级:八年级

2. 难点分析

写好这篇作文的关键在于“有话可说,有话会说”,所以教师要指导学生收集语料信息、筛选语料信息,并帮助学生通过基础操练掌握恰当而富有变化的句型句式,通过阅读掌握合理的文本结构,最后顺利完成写作任务。

3. 活动设计

Step 1: Ask the students to look at the map of the world on the blackboard and answer

the following questions.

- (1) Have you ever travelled to other cities in and out of China?
- (2) If you have, which city have you travelled to?
- (3) If you haven't, then which city would you like to visit?

Step 2:

(1) Ask the students to make sentences according to the example.

landmarks in China	the Great Wall
tourist attractions in L. A.	Disneyland
cities in Japan	Tokyo
countries in Europe	Spain

e. g. Among the buildings in Paris, I want to visit the Eiffel Tower the most.

(2) Ask the students to make sentences using the words in the box according to the example.

parks	museums	street performers
food	sculptures	temples

e. g. Paris is famous for its museums.

(3) Ask the students to make sentences using the phrases in the box according to the example.

take a bus tour	climb to the top of the tower
go window-shopping	see the paintings and sculptures
walk over the bridge	take great photographs

e. g. I would like to climb to the top of the tower in Paris.

(4) Ask the students to match the phrases and write the sentences according to the example.

French food	sushi
Italian food	curry
Japanese food	baguettes
Indian food	spaghetti

e. g. I want to try real French food, such as baguettes.

Step 3:

- (1) Ask the students to read Jason's travelling story and answer the question: Where would Jason like to go?

The city I want to visit

If I could go anywhere in the world, I would like to go to Paris.

Paris is a city in France. It is famous for its old buildings, its paintings and its food.

Among the buildings in Paris, I want to visit the Eiffel Tower the most. I would like to climb to the top of the tower. I also want to go to the Louvre Museum and see the "Mona Lisa". Then, I would like to try real French food such as baguettes and escargot.

I hope I can visit Paris someday.

- (2) Ask the students to complete the sentence to decide on the topic to write.

If I could _____, I would like to _____.

Step 4:

- (1) Ask the students to read Jason's travelling story again and complete the form below based on the information collected from it.

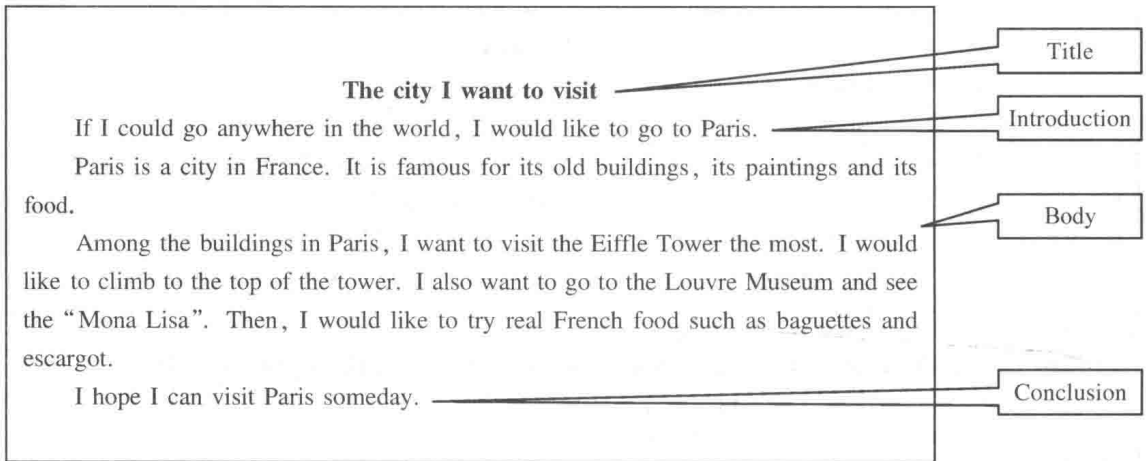
The city I want to visit		
City/Country	Paris/France	
Famous for	old buildings, paintings and food	
Places to visit/Things to do	the Eiffel Tower	climb to the top of the tower
	the Louvre Museum	see the "Mona Lisa"
Other things to do	try real French food such as baguettes and escargot	

- (2) Ask the students to organize their own writing based on the form above.

The city I want to visit		
City/Country	/	
Famous for		
Places to visit/Things to do		
Other things to do		

Step 5:

(1) Ask the students to discuss to figure out the basic structure of Jason’s travelling story.



(2) Ask the students to build up the structure for your own writing.

Title;
 Introduction;
 Body:
 Para. 1: (city/country)
 Para. 2: (places to visit/things to do; other things to do)
 Conclusion;

(3) Ask the students to write an article individually using the structure above.

Step 6: Ask the students to share the articles and help each other revise the writings by using the Peer-evaluating checklist.

Peer-evaluating checklist	
Are the following features included in your partner’s article?	
A clear main idea	Yes/No
A good beginning	Yes/No
Facts and details that explain the main idea	Yes/No
Facts and examples that appear in a logical order	Yes/No

续表

Peer-evaluating checklist	
A good ending	Yes/No
Be sure to tell your partner what you like about his/her writing, as well as what needs improvement.	

4. 习作示例

The city I want to visit

If I could go anywhere in China, I would like to go to Beijing.

Beijing is the capital city located in the north part of China. It is famous for its combination of the historical heritage and the newly-built eye-catching buildings, and its food.

Among the tourist attractions in Beijing, I want to visit the Great Wall the most. I would like to climb to the top of it because of the famous saying "He who doesn't reach the Great Wall is not a true man." I also want to go to Tian'anmen Square and the Nest. Then I would like to try real local food such as Beijing Roast Duck.

I hope I can visit Beijing someday.

第四节 应用文

应用文是人们在日常生活、工作和学习等社会实践中经常运用的文体,是人们传递信息、交流感情、处理事务的工具,也是为某种具体的实用目的而写的文体。

一篇实用、有效的应用文,应具有以下几个特点:

- ▶ 因事而写,真实交际
- ▶ 格式固定,书写规范
- ▶ 语言得体,文字简约

不同类型的应用文,针对其不同的用途,其格式规范也不尽相同,主要体现在:

- ▶ 有相对固定的格式
- ▶ 有特定的句型
- ▶ 有专门术语和习惯语言

一、设计原则

教师在教学中应依据应用文的体裁特点和写作技能教学目标,同时充分考虑学生的语言基础和认知水平,设计有效的应用文写作活动。

(一) 设计依据

《上海市中小学英语课程标准(征求意见稿)》(2004)明确规定,初中学生应“能填写表格,能书写简短的信件”等。在教学中可基于初中各年级的教材内容,引导学生学习写信件、海报、电子邮件、请柬、明信片、启事等应用文。以《英语(牛津上海版)》为例:

年级	单元	写 作 任 务	备 注
6A	5	Invite your parents to your Open Day. Write an invitation.	根据所提供的请柬格式给家长写一封请柬
6B	3	Write an e-mail to your foreign friend about the Dragon Boat Festival.	填写一封完整的电子邮件,所填内容为称呼、正文内容、署名等
	7	Write a poster to show what you think travelling in your city will be like in 10 years' time. Write some sentences.	根据所提供的海报格式制作一张“十年后城市交通”海报
7A	3	Write a letter to your penfriend. (Tell her/him your sex, nationality, age, family members, pet, school, favourite subjects, interests, etc.)	给笔友写一封信,介绍有关性别、国籍、年龄、家庭成员、宠物、学校、擅长的学科、兴趣爱好等个人信息
	9	Help Kitty complete her letter to her cousin, Lucy about the festival.	根据所给信件,填写一封介绍节日的完整的信件
7B	1	In groups, make your own travel guide. Introduce tourists to some interesting places in Shanghai.	完成一张导游海报,介绍旅游目的地的购物、美食、景点情况
	5	In groups, make a poster of the model students in your class. Write down what you can learn from them.	小组共同完成一份图文并茂的“向模范生学习”的海报
8A	1	Now you are May. You want to reply to Jon's letter.	根据所提供的信件格式和各段落内容要求,写一封回信

续表

年级	单元	写 作 任 务	备 注
8B	6	Imagine you are abroad on holiday. You send the postcard on the right to a friend at home. Write your message, telling your friend when you arrived, how you got there, what you are doing and what you are going to do. Remember to write your friend's address.	根据明信片的内容要求(何时到达度假地、怎么去那里、在做什么、将要做什么),写一张明信片寄给国内的朋友,并注明对方地址
9A	4	Robin and Nigel are twins. They got two radio-controlled cars from their parents as birthday presents. Look at the table and the words in the box, and complete Robin's letter to his grandmother.	根据所提供的图片、表格和词汇完成一封给家人的信
9B	3	Work alone. Write a letter asking for help. 1. Decide on the topic of a possible class project (e. g., Making Garden City Cleaner). 2. Write a letter to a government department (addressed to the Director) asking for help. 3. Give your letter five paragraphs like those in Wang Zhihong's letter.	根据所提供的五段式段落大意的内容要求,给相关职能部门写一封求助信

(二) 设计目标

1. 规范格式

初中阶段的应用文一般包括书信、电子邮件、请柬、海报等。教师要引导学生根据不同的应用文体裁,运用特定格式、特定句型、专业术语、习惯用语等准确地进行不同体裁的应用文写作。

2. 语言简洁

应用文讲求实用、有效。因此教师要明确要求学生在写作时力求语言表达简洁明了,逻辑通顺,突出重点内容,让读者一目了然。

(三) 交际语境

教师在设计此类文体的写作主题时,要结合课程标准的要求,联系学生的日常活动、兴趣爱好、学校生活、计划与安排等,体现应用文的语用价值。同时,不同的应用文是写给不同的读者对象的,比如“信”可以写给长辈、师长,也可以写给同学、朋友。教师要引导学生分析写作对象,采用不同的称呼、语气、口吻和词句来进行写作。写作时明确交际语境,可以帮助学生提高语言表达的规范性和得体性。

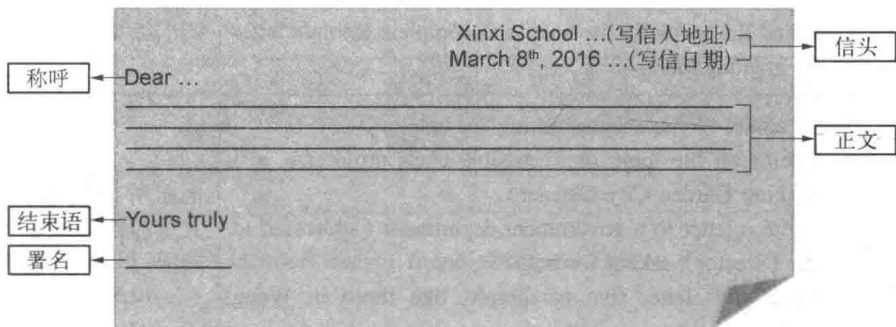
二、关键问题

(一) 教学内容

1. 书信

书信是一种实用性强、格式固定、使用广泛的应用文。书信一般分为私人信件和正式信件两大类。英文书信一般由五部分组成,即信头、称呼、正文、结束语及署名。

► 常用模板



► 常用词汇

谦称: Yours, Yours truly, Yours sincerely

► 常用句型

开头常用句:

Thank you for your letter.

Long time no see.

How is everything?

How are you getting along these days?

常用结尾句:

Best wishes!

Best regards!

Have a good time.

Please write to me soon.

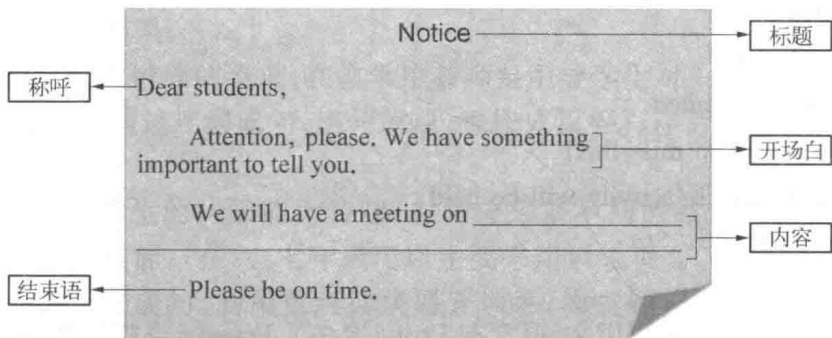
Look forward to meeting you.

2. 通知

通知是传达信息、布置工作、通知召开会议时所使用的一种文体,一般由标题、称呼、

开场白、内容、结束语五部分组成。通知的正文需写明 What(事件)、Who(通知对象)、When(时间)、Where(地点)等要素,语言清晰明了,少用委婉语气。

► 常用模板



► 常用词汇

attention, remember, hope

► 常用句型

Attention, please!

I have something important/interesting to tell you.

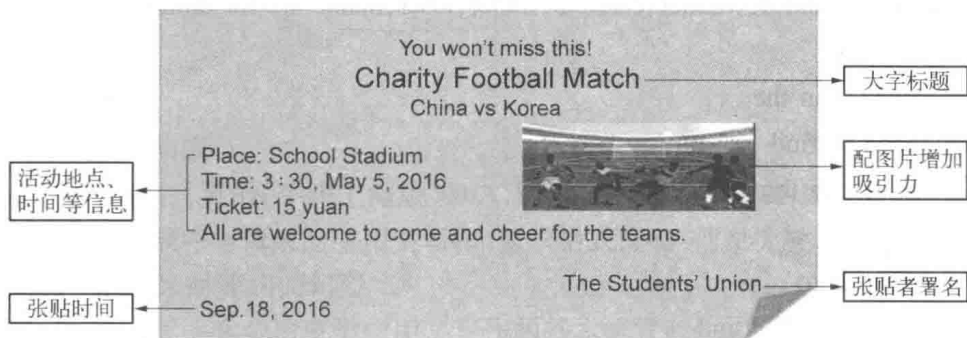
Don't forget to ...

Please be on time.

3. 海报

海报是一种带有宣传性质的招贴,正中位置往往写大字标题以提示海报的内容,正文部分要写清楚具体的活动、时间、地点等。海报使用最短的文字包含最多的信息,以起到醒目的效果,常用一些省略句、缩略语及类似的语言。为突出重要信息,海报常利用分行、粗点、星号等特殊符号表示强调,有的还配以图片以增加吸引力。

► 常用模板



► 常用词汇

welcome, wanted

► 常用句型

Good news!

All are welcome.

The tickets are limited.

You won't want to miss this!

An excellent match/activity will be held ...

The time is from ... to ...

4. 启事

启事是一种公告性的应用文,通常有 Lost (遗失)、Found (寻找)、Wanted (需求) 启事等,一般由标题、正文、写启事者以及启事的日期等组成。正文通常包括 What 物品(事件)、Where (地点)、When (时间)、Who (失主/联系人)、Contact (联系方式)等。

► 常用模板

Lost and Found

I lost a _____ (丢失物品) when _____
(丢失时间) at/in _____ (丢失地点).

If the finder happens to _____ (丢失物品的具体特征),
please call _____
(交待联系方式).

Loser
_____ (失主签名)

Sep. 18, 2016

► 常用词汇

lost, found, thankful, wonder, careless, finder, loser, thank sb. for doing sth., get back ...

► 常用句型

I left my ... in the ...

I happened to find ... on my way...

There is ... in the bag.

Please call ... at ...

Please send it to ...

I'll be very thankful and ...

(二) 教学方法策略

针对各种应用文的特定格式,教师应引导学生关注常见应用文的基本格式。如:初中阶段常见的信件、海报等应用文,都具有一些约定俗成的格式。教师要让学生多注意模仿,避免格式上的错误。

针对应用文行文措辞的要求,在教学中教师要引导学生对一些常用句型、常用词汇进行积累和运用,通过连词成句、连句成段、整段成篇等写作活动,为写好应用文打下基础。

针对不同年龄学生的认知能力特征,教师应采取不同的教学方法,使学生掌握一些应用文写作微技能。在六、七年级可以主要采用以说促写、仿照模板写、利用常用句型与关键词连词成句、利用重点词块展开训练、为主题句提供相一致的事例等微技能进行写作训练。例如 6A, Unit 5 的 Writing 板块 Open Day at our school 的写作任务是: Invite your parents to your Open Day. Write an invitation. 教师首先应根据教材所提供的请柬的文本框架,让学生通过填写重要信息完成请柬,并了解其基本格式与行文;然后,要求学生仿照例文进行一封请柬的写作。又如: 7B, Unit 5 的 Writing 板块 Learning from model students 的写作任务是: In groups, make a poster of the model students in your class. Write down what you can learn from them. 教师除了要让学生注意海报的文体格式外,还需训练学生“为主题句提供恰当的事例”的写作微技能。

在八、九年级,教师则可以较多地采用以读促写、写出恰当的细节描述以充实主题句、模仿范文的整体框架结构等微技能,进行应用文写作训练。例如 9B, Unit 3 的 Writing 板块 A request for help, 可根据范文所提供的五段式段落大意的支架,来确定写作内容,进行全文的谋篇布局,从而完成写一封求助信的写作任务。

三、案例解析

【案例1】

请柬的写作

1. 活动描述

适用年级: 六年级

对应教材内容:《英语(牛津上海版)》6A, Unit 5, Writing: Open Day at my school

写作要求: 完成一封请柬的应用文写作,要求格式准确,信息完整,表达简洁流畅,使用祈使句和一般将来时等相关句型

教学目标: 让学生学会请柬类应用文写作的基本格式和句式表达

写作微技能：以说促写、仿写

2. 难点分析

使用祈使句和一般将来时等相关句型,简洁、流畅地撰写一封请柬

3. 活动设计

Step 1: Warming up.

(1) 引出写作主题

出示不同种类的请柬,如结婚请柬、生日派对请柬等,要求学生根据已有经验谈谈现实生活中是否收到过类似的请柬,并说出请柬的用途。

(2) 确定基本信息

学生通过老师的引导和已有的生活经验,进行头脑风暴,总结出请柬需要包含的基本信息:日期、时间、地点、活动、邀请人、被邀请人、注意事项等。教师可以板书,为学生的后续写作搭好基本框架。

Step 2: Pre-writing.

(1) 设置情境

以《英语(牛津上海版)》教材 6A, Unit 5 Open Day 课文内容为基础,设置情境,让学生将信息表补充完整,帮助学生梳理请柬中需要呈现的重要信息。

情境: Rose Garden School will hold an Open Day on 16 October. It will start at 2:00 p. m. and will finish at about 5:00 p. m. Miss Guo wants some students to invite their parents to school by writing invitations.

Notes	
Date	<u>16 October</u>
Person who receives the invitation	<u>Kitty's parents</u>
Person who writes the invitation	<u>Kitty</u>
Activity	<u>School Open Day</u>
Place	<u>Rose Garden School</u>
Time to start	<u>2:00 p. m.</u>
Time to finish	<u>About 5:00 p. m.</u>

(2) 填写信息

教师提供请柬的文本框架,学生通过填写重要信息完成请柬,并了解其写作基本句型。

文本框架:

<p style="margin: 0;">INVITATION</p> <p style="margin: 5px 0;">Dear _____ and _____</p> <p style="margin: 5px 0;">Please come to our _____ (activity) at _____ (place) on _____ (date) to meet my teachers and classmates.</p> <p style="margin: 5px 0;">It will start at _____ (time).</p> <p style="margin: 5px 0;">It will finish at _____ (time).</p> <p style="margin: 5px 0;">Yours</p> <p style="margin: 5px 0;">_____</p>

① 祈使句: Please come to ... (activity) at ... (place) on ... (date) to ... (purpose).

② 一般将来时: It will start/finish ...

(3) 分析文本

教师引导学生分析例文,以了解请柬和信件的格式相仿,开头有称呼,结尾有署名。内容部分非常简短,表达清楚活动的时间、地点、具体事件、邀请的发出者与接受者。句型表达简洁明了,语气委婉,常用祈使句或一般将来时来表达。

Step 3: While-writing.

(1) 设置相似情境,完成仿写

教师提供一些基本信息,要求学生仿照例文进行请柬写作。

Given information: Open Day (24 May) 2:30 p. m. Parents arrive

Writing:

<p style="margin: 0;">INVITATION</p> <p style="margin: 5px 0;">Dear _____</p> <p style="margin: 5px 0;">Please come to ...</p> <p style="margin: 5px 0;">It will ...</p> <p style="margin: 5px 0;">Yours</p> <p style="margin: 5px 0;">_____</p>
--

(2) 选择其他情境,完成写作

教师提供活动安排表,要求学生通过阅读获取信息,组织语言,进行第二封请柬的写作。

Programme for a class picnic in Moon Town	
Time	Activity
7:45 a. m.	Arrive at school
8:30 a. m.	Start for Moon Town
9:40 a. m.	Get to Moon Town Play football
12:30 p. m.	Have lunch and share food
	Help clean up the beach
	Walk around the village
	Visit some old houses
2:45 p. m.	Leave Moon Town
3:45 p. m.	Get to school

Step 4: Revising.

通过同伴互评,检查写作是否符合请柬的基本格式,表达的信息是否完整、准确。同时检查句子结构、单词拼写、标点符号等细节问题。教师可以引导学生对照 Peer-evaluating checklist 进行互评。

Peer-evaluating checklist	
Is the format of your partner's invitation correct?	Yes/No
Does your partner's invitation tell the whole information the invitees should know?	
Date & time	Yes/No
Place & activity	Yes/No
Person who writes it	Yes/No
Person who receives it	Yes/No
Does your partner use words or phrases like "please, would like to, hope" in the invitation?	Yes/No
Tell your partner whether you would accept or deny the invitation if you were invited. Tell your partner the reason and what needs improvement.	

Step 5: Presenting.

- (1) 小组交流: 小组成员之间互相交流, 互相阅读, 互做评价, 共同进步。
 (2) 课堂汇报: 选取部分作品请学生到台前朗读, 全班同学一起聆听、赏析。

Step 6: Homework.

根据学校的一些真实的活动, 比如英语节、运动会等, 要求学生写一封请柬邀请父母参加学校活动。

4. 习作示例

INVITATION

Dear Mum and Dad

Please come to Moon Town to have a class picnic with us on Thursday, 24 October. We will play football, have lunch and share food, help clean the beach, and visit some old houses.

Please get to school at 7:45 a. m.

We will be back to school at 3:45 p. m.

I hope you can join us.

Yours

Lily

【案例2】

投诉信的写作

1. 活动描述

写作要求: 能根据指定情境完成一封投诉信, 要求格式正确、条理清晰、表达流畅、语气恰当

教学目标: 让学生学会五段式投诉信的写法, 并用恰当的细节充实主题句

写作微技能: 运用恰当的细节描述来充实主题句、仿写

适用年级: 九年级

2. 难点分析

根据五段式结构写出完整的信件正文以及运用恰当的细节描述来充实主题句, 这是学生写作中的难点。可采用以读促写的方法, 帮助学生搭建语言和结构的支架。

3. 活动设计

Step 1: Warming up.

教师从生活实际出发, 引出投诉信写作的作用与功能。比如当人们对某件事、某项服务感到不满的时候, 可以向有关方面进行投诉, 以维护正当的个人权益等。

Step 2: Reading and analyzing.

(1) 教授模板,突出体裁特征

教师展示一封投诉信,让学生在讨论中归纳出书信的基本格式,如称呼、正文、结束语和署名等。

Dear Sir/Madam,

I am afraid that I have to make a complaint about the food and service of our school canteen.

We don't like to eat the same food every week no matter how tasty it is. And the service is not good enough. It takes us a lot of time to queue up. Besides, the noise in the canteen makes us crazy.

I would appreciate seeing some changes.

I suggest that the school canteen should provide more different delicious foods. If you arrange students to have lunch at different times, it will take us less time to queue up. And I think it's a good idea to build a wall in the canteen to reduce some noise.

I would be grateful for your help.

Yours faithfully,

Tommy

(2) 梳理段落,厘清写作内容

引导学生阅读投诉信的各个段落,概括出五段式的段落大意,从而了解如何使投诉信内容明确、条理清晰。

Dear Sir/Madam,

I am afraid that I have to make a complaint about the food and service of our school canteen.

(Paragraph 1)

We don't like to eat the same food every week no matter how tasty it is. And the service is not good enough. It takes us a lot of time to queue up. Besides, the noise in the canteen makes us crazy.

(Paragraph 2)

I would appreciate seeing some changes. (Paragraph 3)

I suggest that the school canteen should provide more different delicious foods. If you arrange students to have lunch at different times, it will take us less time to queue up. And I think it's a good idea to build a wall in the canteen to reduce some noise. (Paragraph 4)

I would be grateful for your help. (Paragraph 5)

Yours faithfully,

Tommy

Paragraph 1 says what the complaint is.

Paragraph 2 gives the details of the complaint.

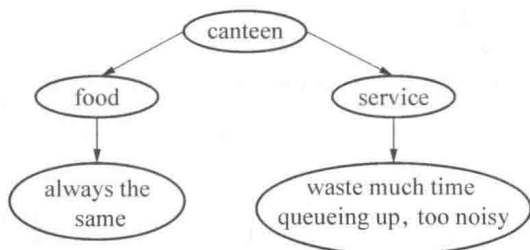
Paragraph 3 gives the request.

Paragraph 4 suggests what can be improved.

Paragraph 5 expresses the writer's thanks.

(3) 搭建框架, 夯实内容

教师引导学生用思维导图的方式显示以上投诉信的框架结构, 并强调首先要用完整的句子传达准确的意思(即用 Topic sentence 表达投诉的目标对象), 其次需注意所提供的详细事例(Details)要与所投诉的目标对象(Topic sentence)相一致, 最后可适当运用夹叙夹议的方式, 使投诉的理由更具说服力。



Topic sentence: I am afraid that I have to make a complaint about the food and service of our school canteen.

Details:

① **Food:** We don't like to eat the same food every week no matter how tasty it is.

② **Service:** It takes us a lot of time to queue up. Besides, the noise in the canteen makes us crazy.

(4) 运用连接词, 梳理逻辑

投诉信内容的展开须有一定的逻辑性, 在语言表达上也不例外, 教师需要提示学生运用恰当的连词, 使内容更缜密, 如:

I am afraid that I have to make a complaint about the food and service of our school canteen.

First of all, the variety of our food should be improved. We don't like to eat the same food every week no matter how tasty it is.

What's more, the service is not good enough. It takes us a lot of time to queue up. And the noise makes us crazy.

Step 3: Writing and evaluating.

(1) 组织学生根据要求, 完成草稿

要求学生针对生活、学习中所遇到的一个问题, 写一封投诉信。

(2) 组织学生根据评价表,完成自评

写作完成后,学生的自我检查必不可少。教师要提醒学生检查写作中出现的单词拼写、标点符号、大小写等细节问题,更要引导学生就写作目标达成度进行自我评价。教师可提供或引导学生共同设计自评表。

Self-check list	
Was it a letter?	Yes/No
Did I state the complaint clearly?	Yes/No
Did I give the details coherently to make the complaint clearer?	Yes/No
Did I use some transitional words to make the article more logical?	Yes/No
Did I express my thanks to someone who would deal with the problem?	Yes/No
...	...

(3) 组织组内交流,同伴互评

同伴互评在自评的基础上展开,需特别引导学生从读者的角度进行评价,这样能更直接地发现问题,教师也可提供或引导学生共同设计互评表。

Peer-evaluating checklist	
I knew what he/she complained about.	Yes/No
I had a good understanding of his/her suggestions.	Yes/No
I knew the writer expressed his/her thanks to someone who would deal with the problem.	Yes/No
...	...

(4) 学生呈现作品,全班评价

在学生自评、同伴互评后,学生独立完成对自己作品的修改。教师应给学生提供展示作品的机会,可以是课内的小组交流、全班朗读,也可以是课后的学习专栏布置等。总之,教师要尽可能创造条件,让学生在写作实践中获取一份成就感。

4. 习作示例

Dear Sir/Madam,

I am afraid that I have to make a complaint about our classroom.

Our classroom is too small to put 48 desks and chairs in. And it isn't bright enough for us to read and write in it.

I would like to see some good changes.

I think it's a good idea to build a reading corner at the end of the corridor instead of putting two large bookcases in each classroom. And I suggest that more electric lights should be fixed on the roof so that we can study in a brighter classroom.

I would be grateful for your help.

Yours truly,

Jane

【案例3】

规章制度的写作

1. 活动描述

写作要求：运用“must/must not+动词(词组)”“must/must not+动词(词组)+副词”句型，根据指定场所(情景)制定相应的规章制度，要求格式正确，表达简练易懂

教学目标：让学生学会用 must/must not 制定特定场所的规章制度

写作微技能：以说促写、仿写

适用年级：六年级

2. 难点分析

根据不同的场所(情景)制定出对应的规章制度

3. 活动设计

Step 1: Warming up.

(1) 联系生活，导入话题

教师提问：What are the rules at home? What do your parents tell you must do? What do they tell you mustn't do? 鼓励学生说说“家中的规矩”，在家里父母要求你“哪些事必须做，哪些事不准做”。

(2) 明确主题，提示句型

教师引导学生明白不同的场所需要制定不同的规章制度，以规范人们的行为。教师板书 must, must not ... , 为后续写作做铺垫。

Step 2: Reading, analyzing and practicing.

(1) 设置游戏，组织学生完成句子

如下图所示，先展示右栏，再展示左栏。让学生根据所展示的信息，以竞赛的形式在

黑板上写出八句完整的句子,并为这些句子总结一个相应的标题。

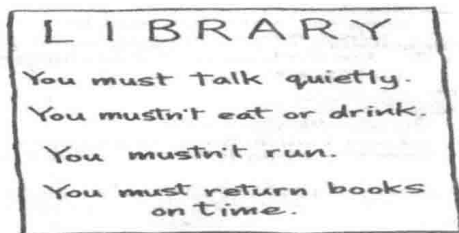
You must You mustn't	shout run in the corridors eat in class be late be polite do your homework cheat in the exams wear uniforms
-------------------------	--

You must be polite. You must do your homework. You must wear uniforms. You mustn't shout. You mustn't run in the corridors. You mustn't be late. You mustn't eat in class. You mustn't cheat in the exams.	}	School Rules
---	---	--------------

同时,教师引导学生归纳出“must/must not + 动词(词组)”的基本句型。

(2) 教授模板,分析体裁特征

教师展示一份图书馆的规章制度,让学生在讨论中归纳出“规章制度”的体裁特征。



教师通过引导,让学生归纳出规章制度的体裁特征:标题醒目居中,行文简练易懂。

(3) 分析句子,归纳基本句型

通过让学生朗读上述图书馆的规章制度,让学生归纳出另一个基本句型: must/must not + 动词(词组) + 副词。

(4) 设置情景,运用句型造句

教师分别出示 canteen, airport, hospital, cinema 等场所图片,请学生运用“must/must

not + 动词(词组)”“must/must not + 动词(词组) + 副词”这两种句型为不同场所(情景)制定规章制度。如:

Canteen
You must eat quietly.
You mustn't run.
You mustn't talk loudly.
...

Cinema
You must keep quiet.
You mustn't eat or drink.
You mustn't bring your snacks.
...

Step 3: Writing and evaluating.

(1) 头脑风暴,引出场所

教师引导学生进行头脑风暴,尽可能多地给出一些场所名词,如: hospital, zoo, cinema, airport, canteen, lab 等。

(2) 指定任务,分组写作

教师把学生分成 A、B 两组。让 A 组学生写 cinema, canteen, lab 等场所的规章制度,让 B 组学生写 hospital, zoo, airport 等场所的规章制度。让每位学生制定一个场所的规章制度。教师巡视并提供必要词汇。

(3) 互相读规则,猜测场所

学生独立完成写作后,让 A、B 两组学生互相读出“规章制度”,并猜测所写的场所。

(4) 依据评价表,修改完善

教师引导学生根据评价表内容进行互评。通过互评,学生初步修改、完善习作。

Peer-evaluating checklist	
Did he/she state the place and rules clearly?	Yes/No
Did he/she use the pattern “must/must not + 动词(词组)”?	Yes/No
Did he/she use the pattern “must/must not + 动词(词组) + 副词”?	Yes/No
...	...

Step 4: Homework.

教师鼓励学生再次修改习作,并将其撰写的“规章制度”精心制作成卡片,张贴在学生作品展示栏。这一课外拓展活动,可以让学生体验“根据不同场所(情景)制定相应的规章制度”的写作技能及其运用,也让学生收获一份成功写作的喜悦和满足。

4. 习作示例

Canteen Rules

We must eat quietly.

We mustn't talk with others.

We mustn't leave rubbish in the canteen.

We mustn't draw on the canteen desk.

We mustn't bring our drinks or snacks to the canteen.

We mustn't chase each other.

We mustn't run in the canteen.

第五章 写作教学的过程性评价设计

第一节 对写作评价的认识

写作评价主要是依据课程标准和具体的写作目标,对学生的习作进行解读,并给出反馈意见。写作评价是监控教学过程、反馈教学信息、激励学生学习、促进教学改进的重要手段。写作评价是写作教学的要素之一。它是教师和学生进行写作的载体,为学生写作能力的拓展提供了“最近发展区”的机会,在一定程度上也有助于培养学生的读者意识。

根据“过程写作法”的理念,写作是一个循环式的心理认知过程、思维创造过程和社会交互过程。在这个过程中,学生会经历写前准备、初稿、修改、二稿、再修改、定稿等一系列的步骤。这是一个周而复始的动态过程,学生的思维品质和语言综合运用能力在其中得到不断的发展和提高。评价在其中的步骤转换之间都具有关键性的作用。通过评价,学生得到反馈信息或指导意见,产生新的想法,付诸于习作的修改和完善。因此,教师必须认识到评价是写作教学规划中的重要组成部分,是促进学生写作能力提高、帮助学生更有效地监控协作过程而提供的一种支持手段。

从评价内容来看,教师总体上要兼顾思想内容、语言应用、谋篇布局、策略应用、情感态度、价值观等多个维度。在具体实施的过程中,教师要在学生写作的不同阶段针对其习作的不同方面进行评价。例如:对初稿的评价侧重于思想内容和谋篇布局;对第二稿的评价侧重于语言应用;对第三稿的评价则需要总体考量。而对于每一个维度,教师可以根据教学目标,同时针对学生的具体情况有计划、有选择地进行评价,以解决突出问题。

从评价主体来看,教师很有必要对自己的角色重新定位。对于学生的习作,教师不仅仅是批改者。教师首先是“读者”,阅读学生的习作,并对他们表达的思想内容做出回应。教师还是“顾问”,给学生提供建议、帮助和资源。教师把自己放到一个和学生平等交流的立场上,才能更好地理解和欣赏学生的写作,让作者获得更具体的支持。写作评价既要发挥教师的主导作用,又不能忽略学生的主体作用。教师手中的评价权要下放到学生手里,让学生通过自评和互评自主参与作文评价,同时指导学生学会使用适当的评价方法和简便易行的评价工具。不同评价者从不同的角度让作者获得不同的反馈信息。

这样既可以促使学生监控自己的写作过程,发现和分析其中存在的问题,反思和调控自己的写作策略,又可以促进学生之间的相互欣赏和差异互补,树立对写作的兴趣和自信心,增强交流沟通能力,发展团队合作精神。

从评价方法来看,可以采取的形式有很多,如:口头评价、书面评价;全班集中点评、学生个别面批等。每一种评价方法都有自己的特点,适用于不同的情境,满足不同的需求。口头评价具有即时性,但是容易被遗忘。书面评价需要经历一定的时间,但是直观明了,学生可以反复阅读和揣摩。全班集中点评可以解决共性问题,却缺乏个性化的针对指导。而个别面批,虽然花费时间较多,却是一个师生一对一深入交流的最佳时机。因此,教师要扎实掌握和灵活使用好这些评价方法,针对学生的具体情况,综合实施,发挥各自的优势,形成互补。

第二节 写作评价的实施

一、教师的集中点评

教师的集中点评面向全体学生,通常在作文讲评课上进行。在一节作文讲评课有限的40分钟时间里,教师需要集中解决学生习作中共有的突出问题,因此提高效率非常重要。作文讲评课的高效源于教师对习作的透彻分析、对学生写作情况的精准了解、对课堂教学的精心设计和对讲评例文的巧妙选择及利用。

(一) 作文讲评课的设计

一节高效的作文讲评课要从总体上达到以下几个目标:学生明确一篇作文在内容、语言、结构三个方面的要求;学生清楚自己习作的成功和不足之处是什么;学生能从教师提供的指导和对例文的分析中学习如何修改自己的习作。根据对课程标准中写作部分和初中毕业统一学业考试(中考)(英语科)作文评分标准的解读,作文讲评需要分别从内容、语言、结构这三个板块入手。在讲评课的设计过程中,教师应该从学生的需求出发,针对不同维度,选取不同例文,采用不同方法,有侧重、有选择地进行,而不必对一篇例文的讲评面面俱到。

1. 内容

通过作文讲评课,学生需要明确写作的主要内容是什么,从课堂上教师展示的例文中了解何为“内容切题,完整充实”,并对照教师给自己习作的反馈意见进行有效的调整和修改。

【案例分析】

写作任务：

我们周围的生命和很多的事物都值得被善待。你觉得我们要善待谁/什么？为什么？我们应该如何去做呢？请以“Be kind to ...”为题写一篇不少于60个词的短文。（八年级）

讲评设计：

- (1) 内容分析：首先明确应先补全标题，即：自己认为善待的对象是什么？老人？父母？朋友？动物？……选择自己有话可说、且有一定语言积累的话题。此外，要读懂题干中的信息，锁定题干中的关键词。题干中很明确地指出了写作需要涵盖的三方面内容，即：是什么？为什么？怎么样？最后，明确文体形式——议论文。
- (2) 例文分析：用PPT或者实物投影展示精心挑选的学生习作，请学生细读，并引导学生分析例文的内容是否紧扣主题，是否完整充实。

学生习作一①

Be kind to animals

There is no doubt that we should be kind to the people around us. But not all the people think it is important to be kind to animals as well. Nowadays, many people, such as hunters, break laws and kill or catch the animals which are precious and innocent to sell their skin or some other things to get huge amounts of money. Remember, every living thing has a right to have freedom and live a happy life. We can be kind to animals by loving our pets. We mustn't allow bad people to hurt animals. Being kind to animals is not only government's duty, but ours.

学生习作二

Be kind to our parents

There is no doubt that our parents are the only

评析

这篇学生习作的导入过于繁琐，有将近一半是与标题无关的内容。作者的观点不清晰，而且“为什么”和“怎么样”这两个方面没有适当展开。内容不完整，也不够丰富，没有一定的思考深度，且条理不清。

评析

这篇学生习作开门见山，条理清晰。作者在第一段清

① 本章对于学生作文中含有问题的地方未作修改，以凸显其真实性和典型性。

people in the world that never want anything in return for bringing us up and giving us love. That's the reason why we should be kind to our parents.

In general, we can show our care by doing some small things. For example, we can bring our parents a cup of coffee and accompany them quietly for a while if they work hard till night. Besides, we can also help with the housework, such as cleaning our own room, washing the dishes and so on. More importantly, we had better spend some time with our parents although sometimes we like to hang out with our friends. Both going to see a film and going on a trip are good choices.

We are growing up, while our parents are getting old. In my mind, we can do nothing in return but be kind to them and love them forever.

楚地交代了“要对父母好”以及原因；在第二段用举例的方法对于如何“对父母好”做了适当的展开；最后一段则重申了自己的观点。整篇文章观点清晰，内容完整、丰富，详略得当。

2. 语言

由于学生英语基础和学生能力的差异，习作中的语言问题可能会五花八门，从最基本的拼写、标点、时态等，到词汇、句型的选择或表达的地道。我们要抓住典型问题和共性问题，解决大多数学生的困难。因此，在作文讲评课前我们需要挑选出典型例句供学生讨论。典型例句可以是学生习作中优秀例句的示范。这些例句既可以提升作者的成就感，激发写作兴趣，又可以对其他学生起到示范作用。以下是从以“Sharing brings ...”为题的学生习作中挑选的示范句：

- Sharing something sometimes doesn't cost you much, but it means a lot to the people around you.
- I share my laughter and tears with my classmates.
- When my classmates are in need, without hesitation I do my best to share what I have with them.
- I do believe if we get into the habit of sharing, the world will be more beautiful.
- The true value of life is not in what we get but in what we share.

典型例句还可以是学生习作中围绕写作话题的典型错误，为学生改正语言错误提供示例和帮助。下面是从以“Friday”为题的学生习作中搜集的典型错句：

- I think Friday is the most exciting and busy day in seven days. (没有用形容词最

高级)

- ▶ After all, have a good rest is an important thing. (用错词形)
- ▶ In my opinion, Friday means happy and busy. (用错词性)
- ▶ On Friday, I usually do a lot of interesting things, such as play football with my friends, go shopping and so on. (用错词形)
- ▶ I think I not only feel relaxing but also have a lot of freedom. (用错词形)
- ▶ But on Fridays, it means we ended the week of study and in this way we can play for a few time. (中式英语)
- ▶ I think Friday becomes busier and busier, even I have to do more homework. (中式英语)
- ▶ I am tired after long time study. (中式英语)
- ▶ I usually go out to play with my best friend Tina. I have a lot of to talk to her. (中式英语)

我们可以把典型例句用 PPT 展示给学生,同时印在学生讲义上。先组织学生集体欣赏优秀例句,再对部分病句进行纠错,然后小组讨论修改其余句子。

3. 结构

针对学生感到最困难的结构问题,评价的维度可以细分到:逻辑是否合理、首尾是否呼应、连接词是否恰当、句式是否丰富等。同样,我们需要从对学生习作的分析入手。我们可选取在内容和语言上尚可,但结构不理想的习作,评价侧重于如何加以改善。

【案例分析】

写作任务:

Garden School 每年都会举办英语节。学生们对此看法不一。有的学生非常欢迎这样的活动,他们认为自己从中受益匪浅;也有的学生觉得没有意思,参加这样的活动浪费了时间。你是如何看待这一活动的呢?请以“English festival”为题,写一篇不少于 60 个词的短文,谈一谈对学校举办英语节的看法。(九年级)

学生习作

In my opinion, having an English Festival is helpful. First, it can improve our English abilities. It is very important for us to speak English well. During the English Festival, we must speak English

评析

这篇习作有明确的观点,也有论据的展开和结论句,但是通篇句型比较单一,连接词生硬,而且结论句和开头的主题句重复。另外,It is very

when we want to talk with each other. In this way, we can improve our English. Second, it broadens our minds. For example, we can learn about foreign cultures. Finally, it makes our school life more colorful. On that day, we can play until we feel tired. I believe that having an English Festival is helpful.

important for us to speak English well. 和 On that day, we can play until we feel tired. 这两个句子和各自之前的论据之间的逻辑连贯性较差。

在作文讲评课中,教师要引导和点拨学生发现问题。更重要的是,我们还需要进一步指导学生如何修改。例如,针对论据的延展句逻辑性较差的问题,可以组织学生讨论应该采用哪些恰当的例子或者陈述哪些事实;针对句型单一和主题句、结论句重复的问题,可以教授学生如何用不同的句型表达同一个意思,或者把单句连成复合句,或者加上适当的状语等方法。

(二) 例文与讲评切入点的选择

在花费大量时间和精力批改了学生的习作之后,怎样才能作文讲评课有限的时间内对不同层次的学生进行有效的指导,使学生领会、反思,自我修改?作文讲评课中例文与讲评切入点的选择是提高作文讲评课效果的关键。

例文与讲评切入点选择的依据是教学目标、习作的要求和学生的写作情况。因此,我们在对例文与讲评切入点进行选择时需要做好必要的准备。在批改之前,教师要明确习作的要求。如果是自己命题的话,教师在布置任务之前就要有深入的思考:习作的设计是否针对这一阶段的写作指导目标?习作的话题、体裁是否适切?学生是否有话可写?是否有充分的发挥余地?如果是教材中或者测验考试的命题作文,教师则要细致分析作文要求,把握写作的要点,预测学生可能出现的困难。教师还要动笔写一写下水作文。只有把自己放在学生的位置上,经历同样的写作过程,教师才能在接下来的教学中胸有成竹。此外,教师还要对学生的写作情况做到了如指掌。这就要求我们在批改学生习作时既要从全局了解班级不同层次学生的写作情况,又要从不同角度做好分类和归纳,包括主题的理解和挖掘、内容的相关性和完整性、逻辑问题、语言错误等。我们要将学生习作中不同角度的亮点和典型问题一一记录,供课上交流、学习或讨论、纠正。

做好了这些准备之后,我们就可以开始选择例文了。例文的选择标准是“典型”,讲评的切入点则根据不同的例文而有所不同。这里所说的“典型”分为三个类型:

1. 示范性的“典型”

作文评讲应着重于肯定学生的成绩,鼓励学生的进步。为了达到这个目的,所挑选的例文必须具有示范作用。对于示范性的例文,点评的切入点是欣赏。

【案例分析】

写作任务：请以“My father”为题写一篇不少于60个词的短文。（八年级）

学生习作

My father is a middle-aged man who looks really ordinary, but in my heart, he is the man I want to be when I grow up. He has a loving heart, not only to his family but also to friends, even strangers. He takes care of my mother and me. He gives a helping hand to others whenever they need help. Besides, my father has a high sense of responsibility. At work, he makes great efforts to do everything well and never complains about his hard work. Although he is often busy, he tries to spend some time with me or help me with my lessons. This is my father, the man I love and admire.

学生的习作总是难免会有各种问题,这是常态,但也是极好的教学资源。学生既可以学习到这些习作的优秀之处,又可以锻炼批判性、反思性的思维。

【案例分析】

写作任务：请以“Fire rules”为题写一篇不少于60个词的短文。（八年级）

学生习作

As we all know, fire is dangerous. It causes accidents and hurts people even kills people. So it is important for us to remember and obey fire rules. If there is a fire, we need to keep calm. We should try to escape from the fire exit. If the smoke is too thick, we must wet a towel and cover it on our mouth and nose. The most important thing is that we are not allowed to

评析

这篇习作主题比较清晰,支撑句内容具体。作者的文字比较流畅,并且使用了丰富的句式。教师让学生阅读之后充分发表意见,并及时和学生互动,通过寻找例证、归纳、追问等方法帮助学生从作文评价标准的视角去理解这篇例文好在哪里,并指导学生从整体架构和用词表达的角度去欣赏这篇例文。

评析

这篇例文逻辑清晰,内容完整,表达流畅,首尾呼应,但是在倒数第二句出现了人称不一致的问题。同样在这一句中,作者想避免重复 if there is a fire,就换成了 in trouble,但是这个词组用在这里并不妥当。在讲评课上一开始,学生普遍认为这是一篇很好的习作,似乎没有什么问

escape by lift. When we hear the fire engine, we should wave and shout at the window to attract firemen's attention. These will keep you safe when you are in trouble. Let's remember the fire rules so as to protect ourselves.

题,在教师的启发和引导下才意识到这篇习作仍然有待改进。这样,包括作者在内的很多学生就会在自己的写作中尽量避免这个问题的再次出现。

2. 针对性的“典型”

作文评讲固然应该着重于鼓励,但对学生习作中普遍存在的问题,也必须提出来予以纠正。讲评课时间有限,我们要根据一个阶段的作文指导目标和学生整体情况有侧重、有选择地锁定一两个重点问题,并以此为依据选择针对性例文。这样详略得当的讲评才能聚焦学生的注意力,达到预期的效果。

【案例分析】

写作任务: 请以“My father”为题写一篇不少于60个词的短文。(八年级)

学生习作

My father is a kind, honest and generous man. He is always busy because he's always go home late. He's about 43 years old. He often helps his neighbours and some strangers whom he doesn't know. My father love our family and his work. He always works hard. My mother always called him workaholic. My father likes reading as well as smoking. I hate it. It's bad for his health. But he never give it up. I am proud of having such a good father.

评析

这篇例文存在不少问题。学生最初发现的是其中的语法错误,如: he's always go, My father love, he never give it up等。但是,这节课写作指导的目标并非主谓一致问题,而是文章内容的关联性和逻辑性问题。这篇例文是一个很好的反面典型。在教师的点拨之下,学生们发现例文主题不鲜明,其中很多内容和主题无关且逻辑混乱。师生一起讨论了改进方案,并通过小组合作进行修改。

3. 求异的“典型”

学生之间是有差异的,不同的学生对同一个作文题会从不同的角度去理解,用不同的方法去写。作为教师,我们既要求“同”——纠正审题、构思、表达等方面的问题,又要求“异”——认同并欣赏学生独特的视角和诠释,并把这样的习作作为例文,鼓励创造性的思维。

【案例分析】

写作任务: 请以“On my way to school”为题写一篇不少于60个词的短文。(六年级)

学生习作

I go to school from Monday to Friday by bus and sometimes on foot. I always see a few shops, many tall buildings, some supermarkets and many people on my way to school. I think it is very interesting and funny. Very often I meet my classmates on the same bus, and we have a nice chat. We talk about our homework, our teachers and many interesting things. And I really enjoy myself. I like my way to school. It's interesting and funny!

评析

这篇习作有用词问题,如: funny 一词显然使用不当。但是,作为一个六年级学生,小作者在内容描述和思想表达上明显比其他同学更加丰富、细腻。其他学生也写到在路上看见了商店、房子、汽车等,但这位学生还写到了上学路上的趣味来自于和同学同坐一辆公交车,并能愉快地聊天。这篇例文很好地启发了六年级的学生——写作要有主题,并且要通过具体、鲜活的事例突出主题。

(三) 书面反馈的合理运用

书面反馈是师生之间交流的一个媒介,它不受时空的限制,因而相对于口头反馈,其适用面更广。在进行书面反馈时,批改符号是师生之间的“通用语言”。英语写作中常见错误分类较多,所以符号也较为繁杂,为了帮助学生更好地识别写作错误符号,教师可以用不同颜色的笔对不同的错误类型加以区分。例如:红色代表最应该引起重视的语言类错误,蓝色代表学生较难发现的关于写作内容的错误,黑色代表的不是写作的错误符号,而是修改符号。

通过书面反馈,教师可以给每一个学生适当的关注,既指出学生的不足和优点,又针对其问题提出个性化的建议。书面反馈可以分成两大类型——纠错性反馈和非纠错性反馈。纠错性反馈针对的是表层的语言错误,如:拼写、标点符号、语态、时态、语序等。而非纠错性反馈则是对内容、组织结构、语言风格等方面给予评价和建议。

基于师生之间互相尊重的平等关系,教师对学生的写作评价不是“纠错”或“批改”,而是为促进学生写作的提高,帮助他们有效监控自己写作而提供的支持。因此,在给学生提供反馈时,我们不能只关注学生习作语言的准确性,而忽略深层次的语言功能性、得体性,以及通篇的整体性和连贯性。在学生写作的不同阶段,纠错性反馈和非纠错性反馈都应列入我们的反馈范围,以便不断地为学生提供评价、反思、修改、完善的支持。

1. 批改符号反馈

► 语言错误

代表符号	错误类型	错误示例
P	标点符号	What a nice day it is.
C	大小写	The war ended on april 9, 1865.
SP	单词拼写	We'd better write an invition first.
SIN	应该用名词单数	Rules help me to become better students .
PLU	应该用名词复数	Shall we have a bowl of boiled noodle ?
PRON	代词使用	The salt in the market is cheaper than it in the supermarket.
ADJ	形容词使用	Bread with jam tastes well .
ADV	副词、状语(从句)使用	We should study hardly .
PREP	介词使用	I am interested on English.
V	动词使用	My mother always tells me don't to break the rules.
T	时态使用	At the age of 7, I can read English books.
VO	语态使用	The ship was left three hours ago.
S	句式使用	Although I am not good at English, but I still like it.
SV	主谓不一致	I will put some sugar in the milk because it taste nice.
CE	中式英语	I think eat out of school is not respect for the cooks .

► 内容错误

代表符号	错误类型	错误示例
CON	连词使用	I go to school on foot, then by bike, what's more , on foot again.
?	逻辑不符	I think English is useful because English is fun .
DEL	多余的成分	In my opinion, I think English is very useful.

续表

代表符号	错误类型	错误示例
REP	重复使用	We should pick up the rubbish. We should make a poster to tell others not to pollute the earth again. We should call on more people to plant more trees.
M	句子不完整	As he had been for the past seven days.
AD	句子可以合并	Music is a good way for people to relax . Music is also a good way for people to have a peaceful mind .
DI	句子应当分开	There are more and more people nowadays visit Shanghai.

► 修改符号

修改符号	表达含义
≈	替代
∨	增加
◁▷	插入
∟	缺少
// //	问题区域

► 其他

代表符号	表达含义
W	词汇
SA	谚语
OPE	开头
END	结尾

【案例分析1】

写作任务：请以“A friend of the earth”为题写一篇不少于60个词的短文。（六年级）

学生习作与教师反馈：

I think the earth is dirty. The earth^① needs our help and friends of the earth.

I want to^② be one of them because I want to save the earth. ^③I will promise to reuse shopping bags and not to pollute the air. ^④I will tell others to keep the environment clean and not to leave rubbish^⑤. ^⑥I will keep my promise^⑦. ^⑧

序号	代表符号	错误类型	修改后的句子
①	≈W	词汇替代	It needs our help.
②	≈W	词汇替代	I would like to be one of them because I want to save the earth.
③	V ADV	增加状语	First , I will promise to reuse shopping bags and not to pollute the air
④	V ADV	增加状语	Next , I will tell others to keep the environment clean ...
⑤	V ADV	增加状语	... and not to leave rubbish everywhere .
⑥	V ADV	增加状语	Finally , I will keep my promise.
⑦	V ADV	增加状语	I will keep my promise in order to protect the earth .
⑧	< > SA	插入谚语	It's said that promise is a little thing but makes a big difference.

【案例分析 2】

写作任务：

请以“My good friend”为题写一篇不少于 60 个词的短文。（六年级）

Guided questions:

- Do you like your good friend?
- What do you always do with your good friend?
- How often do you do them with your good friend?
- Why do you like your good friend?

学生习作与教师反馈:

Jerry is my good friend. I like him very much. There are many reasons for it. First, he is honest because he never tells lies. Next, he is helpful because he always helps me with my math. Besides it, he is clever because he always gets high marks in English. We usually play basketball after class almost every day.

BM

∠END

符号代表含义: 文章内容不完整, 缺少结尾。

【案例分析3】

写作任务:

请以“My way to school”为题写一篇不少于60个词的短文。(六年级)

Guided questions:

- ▶ How do you go to school every day?
- ▶ What do you always see on your way to school?
- ▶ How long does it take you to go to school?

学生习作与教师反馈:

∠OPE

① I go to school on foot, then by bus, then on foot again. It takes me about 10 minutes to go to the nearest bus stop on foot. I see a lot of trees and cars on the road //when I am going to the bus stop on

≈S

foot // ②. // It takes me about 20 minutes to take a bus // ③. When I am on the bus, I see many advertisements on both sides of the street. After I get off the bus, it takes me another 5 minutes to go to school on foot again. It takes me nearly 35 minutes on my way to school. ④

∠END

序号	代表符号	错误类型	修改后的句子
①	∠OPE	缺少开头	I leave home at six twenty in the morning on weekdays.
②	//≈//S	句式替代	when I am walking to the bus stop.
③	//≈//S	句式替代	I spend about 20 minutes on the bus.
④	∠END	缺少结尾	So as I live far away, it takes me too long to go to school every day.

2. 纠错性反馈

对于学生习作中的语言错误,我们可以根据错误情况、学生的基础和学习主动性的差异采取不同的方式给予反馈。反馈方式一般分为直接错误纠正反馈、间接错误纠正反馈和重新表述三种。

直接错误纠正反馈: e. g. According to my mum, cooking for the family is easily. **easy**

间接错误纠正反馈:

反 馈 方 法	修 改 示 例
在错误的地方划线,并写好批改符号	According to my mum, cooking for the family is <u>easily</u> . PS (part of speech)
只划线,不写批改符号	According to my mum, cooking for the family is <u>easily</u> .
不划线,在有错误的那一行旁边写批改符号	PS According to my mum, cooking for the family is easily.
在有错误的那一行旁边给每一个错画叉	× According to my mum, cooking for the family is easily.

重新表述:

I spend many times to encourage myself put some oil into the hot pan.

→ **Some time later I finally got the courage to pour some oil into the hot pan.**

3. 非纠错性反馈

进行非纠错性反馈时,我们要注意将“具体”和“概括”相结合。对于学生习作中内容、结构和语言使用的问题不能泛泛而谈,必须给予清晰、具体的反馈。这样的反馈应出现在学生习作中的相应位置。相对概括性的整体评价、总体改进建议和学习指导则放在最后。当然,将学生习作中的好词好句用波浪线划出,以示肯定和鼓励也是很有必要的。

【案例分析1】

写作任务:

在你的生活中一定有很多令自己激动的瞬间,请以“*At that moment, I got excited*”为题描述其中的一个瞬间,写一篇至少60个词的短文。(九年级)

学生习作与教师反馈:

① I used to be shy when I spoke in front of people. One day, my teacher offered me a chance to make a speech at ② the beginning of the School Art Festival. I was quite worried about it. ③ So I did my best to prepare for it. I got up early and practiced speaking every day. ④ As soon as I stood on the stage, my legs shook. However, after I spoke out the first word, I felt confident in myself. ⑤ Everything seems natural to me. The speech was a success due to my nice performance in the end. ⑥ At that moment, I got very excited.

① The beginning is brief and clear.

② Do you mean the opening ceremony of the School Art Festival?

③ More details are needed here. Maybe you can write more about how you prepared for the speech.

④ Tell me more about how you felt at the stage.

⑤ Wrong tense.

⑥ The ending seems a little weak. Why were you excited? How is it connected with the story?

总体评价:

The story is very interesting and the ideas are clear and in the right order. However, more details are needed to tell the readers how hard you tried for the speech. Also, it will be better if you use more specific nouns, stronger verbs and choose more vivid adjectives and adverbs. Don't forget to show the readers what you have gained from the experience in the end. That's the reason why you were excited, isn't it?

对于写作的不同方面,我们要分别给予针对性反馈,其中可以有肯定性评语、否定性评语,也可以有中性评语。中性评语既不表扬,也不批评,而是对其中具体部分提出疑问或者建议。

针对性反馈常用语:

(1) 针对开头和结尾

- ▶ Strong introduction—it stimulates my desire to read.
- ▶ The introduction is not strong enough to motivate the readers to read on.
- ▶ The ending came a bit too quickly. It seems there was something lost.
- ▶ The conclusion seems a little weak.
- ▶ Your writing has a clear beginning, middle and ending.

(2) 针对内容是否具体

- ▶ Good description.

- More details are needed here.
- Tell me more about this.
- An example would have made this clearer.
- This part is confusing.

(3) 针对组织结构

- Well organized. Easy to follow.
- The focus of the article seems not clear enough.
- How is this connected with the idea before it?
- This paragraph seems a little overloaded.
- Don't forget to use proper transitional words to make your writing more coherent.
- Connectors are needed between different paragraphs.

(4) 针对用词和句型

- You explained . . . , but your nouns and verbs could be more specific.
- Try to use different verbs/adjectives/adverbs instead of such general words.
- Your sentences are easy to follow.
- You could have used various sentence patterns.

【案例分析 2】

写作任务：

在生活中你经历过失败吗？失败的时候你的心情如何？你又是怎样面对它的？请你以“*When I failed . . .*”为题，写一篇至少 60 个词的短文。（九年级）

学生习作和教师反馈：

^① Everyone fails to do different things in different situations.
^② So do I. Last Monday, I failed to get a good grade in a maths test. When I got the news, I could hardly believe my eyes. I felt extremely sad and disappointed. But after being encouraged by my classmates, I pulled myself together and decided to do three things. ^③ First, I examined every mistake in my test paper so carefully that I knew why I failed. ^④ Then, I corrected some of them and asked my classmates to help me with the difficult ones. ^⑤ Finally, I wrote them down in my notebook so that I wouldn't make the same mistake again.

①—② The beginning is brief and clear.

③—⑤ Very detailed description. You use some adverbs of sequence to make your writing easy to follow and also the specific verbs make it more vivid.

^⑥ Although the process of correcting was very hard, I thought it was worth doing because I learned that we should face problems directly and deal with them positively instead of avoiding them or giving up. ^⑦ Now, I'm sure I'll get a better grade in my next test.

⑥—⑦ It is a strong ending. You focus on what you learned from the experience of failure as well as the test.

【案例分析3】

写作任务：

你的生活中一定有过不少“第一次”，例如：第一次品尝成功的滋味、第一次去国外旅行、第一天上幼儿园……其中哪一次经历对你来说很重要？为什么？当时你经历了什么？感受如何？请以“An important first experience in my life”为题，写一篇短文。（九年级）

学生习作和教师反馈：

The day I started school was an important first experience in my life. I really enjoyed that day, and it also meant a lot to me and my future.

A good beginning. It reveals the theme directly.

On that day, I was extremely happy to meet my teachers and new classmates. Everything was new and exciting. The teachers were welcoming, and the classmates were nervous and excited like me. We got to know each other soon. I made some new friends and I still keep in touch with some of them now.

This paragraph focuses on people. Also, various adjectives are used here.

The most meaningful part of that day was to have many new lessons. I liked maths best and the maths teacher as well because he was so kind and humorous. Maybe that's why I am always good at maths.

This paragraph tells us why you think that day was important, and it is really impressive.

^① My first day of school was like a key to the door of the treasure of knowledge and wonderful friendship. ^② It is such an important event in my life that I will keep it in my memory for ever.

① I like this sentence. The metaphor is quite appropriate.

② The ending perfectly responds to the theme.

二、学生的自我评价

学生自评是一种有别于教师评价的方式。传统的教师评价模式是基于学生提交作文，教师划出错误及不恰当的表达，给出分数并指出扣分点。教师身处在一个比较挑剔

的角色,不断鞭策学生改进。而学生自评就是把评价的主动权交给学生,学生的评价过程是一次再学习、再探索的历程。自评过程中教师并非完全放手,而是运用策略引导学生去发现自身语言错误,并通过精心设计的评价量表,指导学生纠正错误、调整篇章的结构以及开发英语写作的思维。

(一) 引导学生纠正错误

与口头交际不同,写作提供了改错的合适环境,因为写下来的内容可以看到,而且作者有时间反思、监控、修改所写的内容。目前教师常常对学生的作文进行精批细改,尤其是语法错误,可谓是用尽心苦。殊不知这种越俎代庖的做法一方面会使学生产生害怕犯错的心理,影响他们的语言接受和语言输出,另一方面会使学生对教师过分依赖,平时对于自己在写作中存在的错误也就不会去重视,弱化了独立思考能力和对识别错误的敏感性。教师应正确对待学生写作中的错误,把它们看作学生积极的语用实践。纠错行为本身是一个从识别错误到解决错误的过程,它的主体应该是学生本人。通过发现错误,进行自我分析、自我改正,可以使学生主动纠正尝试写作时存在的不足,从而形成更加科学的语言应用习惯。

学生纠正错误能力的形成需要教师给予方法的指导和充分的鼓励与等待。以下三个方法适用于不同能力、层次的学生,教师可以选择或综合使用。

1. 运用核查清单

对于能力比较强的学生,教师要充分调动他们的自主学习能力。在习作完成后,教师不要急于组织作文互评或者让学生交上来进行批阅,不妨让这部分学生默读自己的习作,对照核查清单,发现并自行纠正错误。

例如:对于一篇写过去事件的作文,我们针对学生的语言问题可以给出这样一份核查清单:

Self-check list	Yes	No
(1) 单词拼写		
(2) 标点符号		
(3) 大小写		
(4) 冠词		
(5) 主谓一致		
(6) 与过去有关的时态		

续表

Self-check list	Yes	No
(7) 时间状语		
(8) 句子完整性		

该核查清单适用于解决语言的正确性问题。对于更高层面的语言地道、简洁、丰富的问题,我们则可以使用下列核查清单:

Self-check list	Yes	No
(1) 我是否使用了不同的句式?		
(2) 我是否使用了复合句?		
(3) 我的作文里有没有句子显得过于复杂和冗长,或模棱两可?		
(4) 我是否使用了确切的动词描述事件?		
(5) 我是否使用了恰当的形容词和副词进行心理和情绪描写?		

针对内容的核查清单可以是:

Self-check list	Yes	No
(1) 开头明示主题		
(2) 所有内容围绕主题		
(3) 结尾呼应主题		
(4) 事件过程叙述详略得当		

针对结构的核查清单可以是:

Self-check list	Yes	No
(1) 我的作文开头是否能抓住读者的注意力?		
(2) 我的作文里是否有逻辑不通、自相矛盾之处?		
(3) 我的结尾是否和开头重复?		
(4) 我是否使用了恰当的连接词?		

2. 划线指出错误

调查显示,70%左右的中学生比较喜欢老师提供线索、自己改正的纠错方法。教师给学生提供纠错的线索,用红笔明确地标出错误部分,但不告诉学生具体哪个词错,也不告诉错误类型,让学生对错误的地方进行修改。这样做的目的是使学生在教师的指导下,能充分发挥学习的主观能动性,最大限度利用现有的学习资料,通过广泛阅读及其他学习活动来充实自己已有的知识结构,在知识的内化过程中逐步澄清一些模糊概念,从而实现自我纠错。提供线索有助于培养学生自主钻研的学习习惯,让学生学会自学。

【案例分析】

写作任务:

假设你是 Dorothy, 请给 Mr. Prince 写一封信, 咨询有关去偏远地区做志愿者的情况, 写一篇不少于 60 个词的短文。(九年级)

学生习作与教师反馈:

Dear Mr. Prince,

I've decided to be a volunteer in a remote area. Before setting out, I have some qustions to ask. First, I ahould know some basic information of the children there. So I can get familiar with the children in order to prepare some gifts they want. It helps me to give a nice impression to them. Second, it's important for me to get ready for my luggage. Therefore, can you tell me what the weather like there? There is no denying that it's my pleasure to take part in this activity. I will do my best to be a excellent volunteer. Thanks for answering my questions.

Yours,

Dorothy

对于文本基本错误,例如单词拼写错误、代词指代不清、时态不一致、主谓不一致、单复数不一致、冠词误用、时态混淆不清、连词选择不恰当、修饰语位置不当、搭配不当、措辞不当等,学生需要在教师的划线提示后才能纠正。

3. 标明错误类型

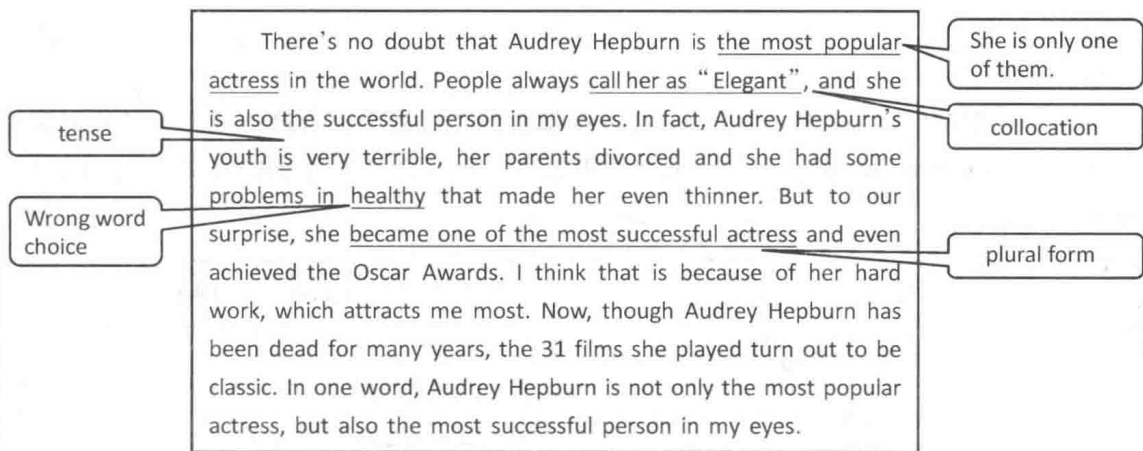
对于比较难的语篇层次的错误,例如前后不连贯、段落间衔接不紧密、中式英语、断句不恰当、语义及语用错误,以及句子不完整、累赘等错误,相当一部分学生不能自行辨认出其中的错误。教师划出错误之后还需要标明错误类型,给学生提供纠正错误的提示。

【案例分析】

写作任务:

请以“A successful person in my eyes”为题,写一篇不少于 60 个词的短文。(九年级)

学生习作与教师反馈:



总之,教师要调动学生的积极性,鼓励他们自我纠错,提高学生的语言意识和学习的自主性。不同英语水平的学生,其自我纠错能力有一定的差异。教师应给予不同英语水平的学生不同的提示和建议。教师对错误的提示越明确,学生就越容易意识到错误并自我纠错。

(二) 设计和使用评价量表

学生自评的过程就是一个学习写作的过程。学生会产生强烈的主人翁意识,会更多地思考如何使文章变得更好。但是学生自评也存在一定的困难。教师的评价比较明确,学生在自我评价时往往只存在感觉上的好与不好,没有一个相对统一的具体评价标准。自评作文时,学生往往把注意力集中在语言、语法错误,或者有无好词好句、长句的使用等,会忽略谋篇布局、内容框架、语句与主题相关性等更为实质的问题。基于这些问题,我们要寻求一种既能激励学生学习,又能有效改进写作的方式。我们要提供清晰的评价标准,也称为“量规”。Heidi Andrade认为,“量规不但可以快速、有效地评价学生的作品,也是支持学生学习和发展他们高级思维技能的教学工具。”以段落的方式来呈现量规通常较为繁琐,不够直观。更为合理的方式是以表格的形式,包括评价的项目、指标、等级等等,由此就产生了“评价量表”。

评价量表的设计对教师提出了非常高的要求。第一,量表的设计要紧扣课程标准中写作的要求;第二,量表中的评分标准简洁明了,学生根据标准,对比自己的写作就能看出作文的优劣之处;第三,量表的设计有一些共通之处,但是针对不同的年级和不同体裁的文章还需有不同的评价细则;第四,在评价量表的最后可以留出一些空白让学生自己写上最喜欢的词句,或给出自己的建议,以对评价标准进行补充。

1. 记叙文自评量表

【案例分析】

写作任务:

每个人都有生病去看医生的经历,在去医院看病的过程中都有这样或那样的见闻和故事,请以“An experience of seeing a doctor”为题写一篇不少于 60 个词的短文。(七年级)

量表的设计:

Does your story have:	Good	Okay	Poor
a beginning/the time, the place and the disease			
detailed information about what you did in the hospital			
different transitional words or phrases to connect what happened			
proper tenses to express actions			
correct spelling			
a capital letter at the beginning of each sentence and a full stop at the end			
My favourite:			
Suggestions for myself:			

学生对记叙文的自评重点在于判断自己的习作是否对所叙述的事件有必要的描述,该详细的地方是否有一定的细节描写,这是记叙文写作的基本要求。在叙述事件的过程中还需要有必要的过渡词进行连接、正确的时态进行描述。使用记叙文自评量表,能够使对于叙述一件事情的大致过程有良好的把握,以此检查自己的文章是否达到了记叙文的基本要求,涵盖了记叙文的基本要素。

学生习作:

I caught a serious cold last year. My mother took me to see a doctor in the hospital. The woman doctor was very nice to me and she asked me to open the mouth and checked if there was something wrong with my throat. She also checked my chest and asked me some questions. I was a little scared and nervous, but the doctor's warm words made me relieved. She gave me some medicine and told me to keep warm and eat more vegetables. I realized that I should eat healthily and exercise regularly in the future.

量表的使用:

Does your story have:	Good	Okay	Poor
a beginning/the time, the place and the disease	√		
detailed information about what you did in the hospital	√		
different transitional words or phrases to connect what happened		√	
proper tenses to express actions	√		
correct spelling	√		
a capital letter at the beginning of each sentence and a full stop at the end	√		
My favourite: I was a little scared and nervous, but the doctor's warm words made me relieved.			
Suggestions for myself: 仔细看看每一个动词的时态;要用表示时间顺序的连词			

评析:对照自评量表,学生发现自己的这篇习作涵盖了记叙文的重要要素,有具体的动作和语言描述,正确使用了一般过去时叙述发生在过去的事件,拼写、大小写字母和标点符号使用正确。美中不足的是连接词的使用比较单一。

2. 议论文自评量表

【案例分析1】

写作任务:

在我们的成长过程中,父母、老师、朋友和社会都给予了我们很大的帮助,给我们生命、教诲、智慧和关爱。我们心中一定有渴望感恩的对象。请以“I want to thank _____”为题,写一篇80个词左右的短文。(九年级)

量表1的设计:

Ideas		Good	Okay	Poor
Beginning	clear and concise sentences to express who to thank			
Body	examples to support why to thank him or her			
Ending	clear and concise sentences to strengthen the topic sentence			

续 表

Language				
Spelling	correct spelling			
Punctuation	correct punctuation			
Tense	correct tense			
Sentences	various sentence structures			
Coherence				
transitional words and phrases to connect everything in a clear and reasonable way to convey the main idea				
My favourite:				
Suggestions for myself:				

论述文通常既要表达情感,又要有清晰的逻辑思维。学生在自评过程中首先需要把握文章的整体结构,即是否有完整的开头、中间部分和结尾,开头与结尾是否简洁、有力,中间部分是否有足够的事例和语句来刻画形象和表明态度。然后通过 proofreading 自查单词的拼写,标点、时态的使用和句型的丰富性。最后通过对全篇文章的把握,自我检验是否连贯、一气呵成地表达了自己的思想。对于初中阶段高年级的学生来说,论述文自评量表能够深入地指导他们形成论述性文体的写作框架。

学生习作:

I want to thank my best friend

Jane is my best friend and we have been friends for more than six years. We spend our childhood together because we live in the same neighbourhood. She is one of the most important persons in my life. When I am sad about the test score, she always cheer me up and try her best to encourage me. Once I lost my temper to my parents because they are not in favor of my idea to spend a day out with my classmates. Jane helped me to persuade my parents. She is such a good friend and sister to me. I really want to say "thank you" to her!

量表 1 的使用:

Ideas		Good	Okay	Poor
Beginning	clear and concise sentences to express who to thank			√
Body	examples to support why to thank him or her	√		
Ending	clear and concise sentences to strengthen the topic sentence	√		
Language				
Spelling	correct spelling	√		
Punctuation	correct punctuation	√		
Tense	correct tense			√
Sentences	various sentence structures		√	
Coherence				
transitional words and phrases to connect everything in a clear and reasonable way to convey the main idea			√	
My favourite: When I am sad about the test score, she always cheers me up and tries her best to encourage me.				
Suggestions for myself: 开头就要写明主题句;注意时态				

评析: 学生根据评价量表给自己的习作进行了评价,认识到了自己没有开门见山明确地写出主题句,并且有几处动词的时态不正确。这份自我评价量表兼顾对文章整体结构、语言思维逻辑和谋篇布局的把握。学生根据量表能够对自己的写作思路 and 技巧进行反思和完善。

【案例分析 2】

写作任务:

现今留学低龄化趋势越来越明显。作为一名中学生,你是否也有出国学习的想法?你认为出国留学是必要的吗?请以“Is it necessary to study abroad?”为主题,谈谈你的看法。(九年级)

量表 2 的设计:

Ideas	★★★	★★	★
A clear topic sentence			
Detailed supporting sentences			
Relevant to the topic			
Language			
Spelling, punctuation, capitalization errors			
Variety of expressions			
Correct use of compound and complex sentences			
Organization			
Well-organized sentences and paragraphs			
Correct use of transitional words			

议论文能够很好地表达学生的观点,增强其逻辑思维和用英语思维的能力。其文章的结构比较清晰明了,即提出观点、充分论证和总结,所以这一份学生自评量表围绕议论文的特点展开——论点是否清晰、论据是否充分、逻辑是否合理等。

学生习作:

It is necessary to study abroad

In my opinion, it is necessary for us teenagers to study abroad. The whole world is changing rapidly and it is very important for us to know the outside world. Studying abroad for several months or even a few years is a good way to widen our view. In addition, entering a school or university in the foreign countries means we should take good care of ourselves instead of always depending on our parents. It is a path leading to our self-development and self-independence. When we grow up, we'd better listen to our heart rather than follow others' idea. So, studying abroad is good for us.

量表 2 的使用:

Ideas	★★★	★★	★
A clear topic sentence	√		
Detailed supporting sentences	√		

续表

Ideas	★★★	★★	★
Relevant to the topic		√	
Language			
Spelling, punctuation, capitalization errors	√		
Variety of expressions		√	
Correct use of compound and complex sentences	√		
Organization			
Well-organized sentences and paragraphs		√	
Correct use of transitional words	√		

评析：这篇习作的整体结构清晰，语言比较流畅。通过运用量表进行自我评价，学生发现了自己的习作中最突出的一个问题——在接近结尾处出现了与主题无关的语句。此外，学生觉得自己在句型的丰富使用上还有待提高，尤其是结尾句过于简单。

总之，学生的写作问题只能在不断学习的过程中才能发现。促使学生发现自己的问题，并从问题中取得进步，是学会学习的重要方法。在写作教学中引入学生自评量表，能够极大地提高学生写作的积极性和改进的针对性。这种以学生为中心，体现学习过程的评价方式将会越来越重要。但是，自评量表的设计仍然要以体现文章的体裁、主题为依据，在使用过程中不是一成不变的，而是需要针对不同的写作话题，灵活地进行修改和完善。利用好自评量表，不仅可以活跃我们写作评价的课堂，而且能够使学生具有更强的参与度和主动性，从而真正提高学生的写作水平。

三、学生的小组互评

(一) 互评的作用

长期以来，作文评改主要由教师进行，每次费尽周折“精批细改”，但收效甚微，学生的语言错误是“屡教不改”。英语写作已成为学生学习中难以逾越的一道障碍。当前，有必要改变这种以教师为中心的单向评价模式，让学生主动参与评改，在自主与合作的学习过程中切实提高英语写作能力。

学生互评亦称为同伴反馈，即教师在未评改作文前安排学生以小组的形式相互阅读同伴作文，并做出修改和提供建议的过程。它要求学习者在写作过程中发扬团结协作精

神,与同伴进行意义交流和协商,使写作过程“社会化”。对反馈的信息加以辨别,对习作加以修改的过程,能促使学习者写作技巧的内化,从而达到提高学习者写作能力和自主学习能力的目的。这在有效激发学生的思维潜能的同时,还能提高写作效率,并能减轻教师的负担。学生互评能够培养学生团队合作精神,在课堂上形成相互合作氛围,帮助学生了解到个体的成功来自集体合作性的学习。学生互评在培养学生的读者意识,帮助学生认识自己写作的长处和短处,促进学生共同学习等方面,具有其独特的作用。所以,在初中阶段有必要采用学生互评的方式来帮助学生形成和运用一定的写作认知策略,提高其对写作的兴趣和写作能力。

同伴互评是初中英语过程性写作指导的一个有效手段。它使英语写作教学得以创新。它是一个长期而复杂的任务,在这样一个交互性的动态过程中,改变了学生过去只重视结果和分数的现象,使师生之间、生生之间可平等交流、讨论,从而提高了学生的参与意识,使语言交流模式得以创新,优化了学习环境,激发了学生的英语写作兴趣。与同伴互评能使学生切实感受英语写作乐趣,提高学生自主纠错能力、自身实践能力和创新能力,同时又重视教师主导作用,真正实现师生之间的双向交流。

小组互评是一个发现问题、解决问题的过程。“不识庐山真面目,只缘身在此山中”,学生容易发现他人的长处和自身的不足,及时发现、自主分析、互相探讨、共同改进,不断强化学生纠错的信心与自主纠错的能力,增强学习的热情与信心。Iphigenia Mahili 曾说过:“相互纠错有助于学习、认识语法和词汇方面的错误,以及在内容结构、思路和书写方面的错误。”相对于教师单方面的批阅和评价,小组互评带来的益处是显而易见的。互评的过程是一个令人印象深刻、充满乐趣的参与过程。学生从被动的评价对象成为了评价者,其对学习的热情和兴趣被激发。学生评价的表述字斟句酌,一定程度上也会提高学生的写作能力。学生互评作文能更直接、更清晰、更快捷地发现问题,并在教师正确引导下及时纠正错误,避免下次重犯。因此这种互动式教学可达到“以改促学”的目的。在提倡“学生为主体”的新课标理念的当下,我们要使学生真正乐于写作,善于写作,勤于写作。同时,在学生进行较为充分的互评、自评后,一些基本的、琐碎的问题应该都已经被学生挑出来了,那么教师就可以把精力集中放在作文评改的组织、引导、精讲、点拨上,从而提高作文评改的总体质量。

(二) 互评的原则

为保证学生互评作文的有效开展,我们必须遵循指导性原则、差异性原则、反馈性原则和激励性原则。

1. 指导性原则

作文评价的根本目的是让学生在评价中通过教师的指导有所启迪和收获,逐步提高

写作水平,因此,在作文互评时首先必须要确保教师的指导地位。教师的指导地位体现在教师对整个作文互评过程的掌控,包括互评开始前指导学生按写作层次的不同进行分组、指导学生了解互评作文的要求、步骤以及修改符号的使用等;互评过程中对学生的疑问进行解答;互评后指导学生评价别人的作文等。

2. 差异性原则

我们要承认学生差异的存在。学生的写作水平不可能是一样的,教师在互评前要根据学生的实际情况将学生按写作水平分为上、中、下三个层次,然后将这三部分学生一一搭配分组,保证每一组中都包含各个水平的学生。但同时要强调所有学生地位平等,防止写作水平高的学生对写作水平低的学生颐指气使。对待写作水平高的学生,既要坚持横向比较又要坚持纵向比较,即既要求写出的作文在同组中处于中上水平,又要求每一次作文都比上一次有一些进步。而对于写作水平低的学生,只要求本次作文比上次作文有进步。

3. 反馈性原则

反馈性原则包括两个方面:一指在学生互评后教师应收齐作文本,对互评情况进行浏览。如果出现评价不合理的地方,教师要加以修改,对评得比较好和写得比较好的同学予以表扬,对集体性的问题加以点拨;二指学生对其他同学的评价要及时反馈,要仔细琢磨别人的修改和评语,尤其是那些被同学否定较多的作文,应进行二次作文的写作。

4. 激励性原则

美国心理学家马斯洛在其需求层次理论中提出:“人有五种需求:生理需求、安全需求、归属和爱的需求、尊重需求和自我实现需求”。这些需求是按由低到高的层次排列的,也就是说尊重需求和自我实现需求被马斯洛列为最高级的需求。中学生正处于自尊、自强的年纪,被尊重和自我实现的需求更为强烈,因此在日常教学活动中应以表扬和鼓励性的语言来满足他们的自尊需求。在作文评价中更应贯彻这一原则。在互评作文中,教师应指导学生要多发现别人作文中的闪光点,教会学生运用委婉的语言提出建议,如:“我觉得你这里需要这样修改”“我和你有一些不同的意见,我认为……”,特别是在评语中一定要以鼓励为主。

(三) 互评的步骤

1. 组建小组

评价小组可以是两人小组或三至五人小组。教师应结合对学生英语写作水平的质性和量化评价结果组建小组,保证小组内学生之间有适当的差异和互补。按成绩高低搭配,选出成绩最好的同学担任组长,负责全组的互评活动,每组分配四篇小组以外同学的英语作文。随后,小组成员需要一定的时间进行互相之间的磨合。教师还要就两人互评和小组互评的操作步骤对学生进行一定的示范和培训,以确保学生熟悉整个流程。

两人小组互评时,学生相互交换习作,仔细阅读后进行圈划和打分,并写简短的评语。每个成员在评价的过程中都有一定的角色和任务。例如:学生人手一份同伴互评表,作为互评的参考和指导。在小组互评过程中,学生之间可以低声讨论,每一组的组长负责组织讨论和协调进展;记录员负责记录小组成员的想法;发言人负责汇报小组讨论的结果。如果是对组内每个成员的习作评价,则每个成员拿到组内所有成员作文的复印件后,仔细阅读并在评价表上记录。结束互评后,评阅人在自己的互评表上签上名字,这样可以促使学生更认真地对待互评,然后组长组织成员互相交换意见。作者本人可以进行解释或提问,最后将评价表汇总给作者本人。最后由教师向全班同学口述四篇作文中存在的普遍问题及重大错误,并提出适当的修改建议。这样既培养了学生的综合表达能力,让他们在实践中体验成就感,又对学生的常规错误起到了警醒作用。

在小组互评的过程中,教师的角色是观察员、指导者和资源库,负责提供必要的指点和帮助。教师观察每一个小组的评价情况,对于讨论停滞不前或推进有困难的小组,教师要了解问题的症结是什么,并加以解决;对于有争议的或不能理解的问题,教师要提供及时的帮助。同时,教师既要善于发现共性问题,以便提供全班性的指导,又要敏锐地发现个别问题,提供个性化的辅导。

这种互评方式无疑改变了教师“一言堂”的教学模式。在互评过程中,学生通过自主思维、合作探究,对英语写作充满新鲜感,能够产生强烈的参与意识,在老师的正确引导和不断激励下,写作欲望得以充分激发。

2. 策略培训

对于初中学生来说,互评机制可能会在初期显现出各种不足,其中包括:

- ▶ 学生自身水平受限,对评分标准不熟悉,只能靠主观印象定等级;
- ▶ 成绩一般的同学只能发现常见的词汇和语法错误,难以解决内容与逻辑上的问题,尤其对结构失当、复杂语句的错误显得力不从心。成绩差的同学更是无从下手;
- ▶ 部分同学评改态度不端正,马虎了事;
- ▶ 因个人关系而徇私情打高分,或因妒忌心理打低分,会出现不公平现象。

因此,评价策略的培训显得尤为重要,这在某种意义上决定着学生能够从互评中进一步提升写作水平的程度。在实施学生互评之前,教师首先要教授学生评改策略,作为他们阅读和评改作文时的指导原则。对学生进行培训的主要目的是:使学生明白互评的原则和目的,激发其读者意识;通过合作、相互支持、得体而有礼貌的表述获得有效的小组互动;产生有效的同伴反馈,对改善、提高写作水平产生积极的作用。因此,教师首先要让学生了解互评的实施原则、目的和基本实施过程及要注意的问题等;提醒学生在互

评过程中使用诚恳、礼貌而恰当的语言将有助于增进彼此的互动。接着,教师向学生发放同伴互评反馈表,指导学生在进行互评时应从哪些方面着手。最后,教师在黑板或多媒体屏幕上展示一篇范文,带领全班学生共同修改这篇文章,在此过程中,教师要向学生示范如何向同伴提出积极的、受欢迎的、富有建设性的、有效的修改意见。

从初中英语写作的要求来看,评价一篇作文可以落实到下面三个方面:(1)内容是否和主题统一、是否完整;(2)语言是否准确、流畅、丰富;(3)布局是否合理、逻辑是否清晰。当然,在日常的写作指导过程中,这些评价内容不需要在一次写作任务中全部涉及,学生也不可能一下子全面改进。因此,教师很有必要针对学生的实际情况分阶段、有侧重地选择好评价内容,使得学生在一定的时期内重点关注一个方面或相关的几个方面的问题。对评价内容的合理分割一方面可以减轻学生的焦虑,另一方面可以聚焦问题逐个击破,渐进式地提高学生的互评能力。

在确定了评价内容之后,评价工具也是不可或缺的。在设计学生互评表时应遵循下列原则:

- ▶ 表格内容尽量控制在一页的范围内,内容应具体、可操作;
- ▶ 引导学生寻找习作的亮点;
- ▶ 指出文章问题所在并提出建议。

对大多数学生来说,提出一些基本的与文章内容和结构有关的问题已足够,但如果是层次较高的学生,互评表上的提问可以更具批判性一些,如:作者使用了什么方法使你信服、认可他的观点?

下列表格是根据作文分类和不同的评价重点内容所设计的评价表。在指导学生进行互评的过程中,这几张简洁、易行的评价表可使学生互评有明确的标准。

表一 叙事类作文的内容

评 价 内 容	Excellent	Fair	Poor
故事是否突出主题?			
开头是否吸引读者?			
中间是否按时间顺序叙述了事件经过?			
是否对感官进行了细节描述?			
结尾是否总结了作者的体会和收获?			
我最欣赏之处:			
我的建议:			

表二 叙事类作文词汇的恰当使用

评价内容	Excellent	Fair	Poor
是否使用了恰当的表达人物情感的词汇?			
是否使用了准确的动词描述人物的行为?			
是否使用了不同的词汇表达类似的意思?			
是否正确使用了表达时间顺序的连接词?			
我最欣赏之处:			
我的建议:			

表三 议论类作文的内容

评价内容	Excellent	Fair	Poor
主题句是否清晰、有力?			
开头是否直接、简洁?			
中间是否提供了充分的细节或举例来论证观点?			
结尾是否呼应主题?			
我最欣赏之处:			
我的建议:			

表四 议论类作文的语气

评价内容	Excellent	Fair	Poor
是否使用了恰当的情态动词使作者显得自信、有说服力?			
是否使用了简短的句子有力地表达了作者的观点?			
我最欣赏之处:			
我的建议:			

表五 语言项目

评 价 内 容		Yes	No
词法	名词/代词/冠词/数词/介词/情态动词的使用是否正确?		
	单词拼写是否正确?		
	大小写是否正确?		
	用词是否恰当?		
语法	语态和时态是否正确?		
	是否主谓一致?		
句法	句子是否正确、完整?		
	标点是否正确?		
	句式是否丰富?		

表六 组织结构

评 价 内 容	Excellent	Fair	Poor
逻辑是否合理?			
首尾是否呼应?			
连接词是否恰当?			
我最欣赏之处:			
我的建议:			

表七 句子的丰富性

评 价 内 容	Excellent	Fair	Poor
是否将短句子和长句子相结合?			
是否使用了并列连词或从属连词将两个相关的句子连成并列句或复合句?			
主从复合句的使用是否正确、恰当?			
是否使用了感叹句、反问句、设问句等表达作者的情感?			
我最欣赏之处:			
我的建议:			

上面的评价表基本都采用问题的形式,使得学生在互评时有比较清晰的思路。同时表格将矫正性和鼓励性评价相结合。学生不但要发现同伴作文中的错误,提出修改建议,而且要发掘对方的优点,加以欣赏和借鉴。被评价的学生在拿到评价表后,对照每一条评价标准和建议去修改自己的作文。当自己的优势得到肯定时,其自信心和对写作的热情便不断提高。

教师组织学生在小组内按评分标准互评,经讨论后确定等级,写上评语,并签上姓名以示负责。同时教师应耐心引导学生,必要时为学生及时释疑,以提高评改效果。为确保评价的有效性,可开展组间与组内的竞赛活动,看哪个小组发现的错误多而准,并能提出评改意见。教师在民主、融洽的学习氛围中了解和调控学生的合作互评情况。

3. 实施流程

无论对于成绩优秀的学生还是学习困难的学生来说,要对同伴的作文做出评价,从一开始都绝非易事。这就需要通过示范—练习—评估—扩展这样一个循序渐进的培训过程使学生逐渐理解、尝试、熟悉和掌握评价的策略。

在示范时,教师可以从学生的习作中选出具有代表性的作文,采用 think aloud 的方法,大声把自己的思考过程说出来,让学生了解思考路径。

【案例分析】

写作任务:

请以“A gift for my mother”为题写一篇不少于 60 个词的短文。(八年级)

学生习作:

My mother gives me a lot of help and I wanted to return her. I bought some flowers as a gift for my mother because I thought that flowers can show my love better than words. And I had a few money, but only flower can be afforded by me. And next day is my mother's birthday. I also thought that it was a good chance to give her a big surprise.

教师点评示范:

习作中有不少语言错误需要订正,但这次评级以“组织结构”为评价重点。教师将这篇习作用 PPT 展示给全班,一边用英语慢慢地、大声地说出自己的思考路径,一边对照“组织结构”评价表(即表六)的每一项内容打分: This composition focuses on three questions: 1. Why do you want to give your mother a gift? 2. What is the gift? 3. Why do you want to give her the gift? I think he has answered these three questions. He wants to give his mother a gift to thank her for her help. The gift is some flowers. There are two reasons. One is that flowers can show his love better than words. The other is that he can only afford some flowers because he has only a little money. But why does he also write: Next day is

my mother's birthday? It's confusing and it makes the composition illogical. So I'm going to tick "Poor" in the first column. Maybe he should put this sentence at the beginning of the composition because it is a reason that he wants to give his mother a gift. When he wants to write about the second reason, he had better use such sentence as "Another reason is that ...". But he uses some other conjunctions correctly, such as "because, also". So in the third column, I will tick "Fair". At the end of the composition, if he can continue focusing on the gift and his love for mother, the composition will be more coherent. So in the second column, I will tick "Poor".

练习和评估是密不可分的。在这个过程中,教师可以提供同一篇作文先组织全班进行集体评价,这时一些接受能力强、思维活跃的学生就可以起到很好的示范作用。

教师也可以提供一篇习作让各小组评价,然后挑选其中的几组向全班汇报思考过程和评价结果。在这个过程中,教师随时评估这些学生对评价策略的理解和运用情况,也可以随时提问,让全班思考这样的评价是否合理,还可以从哪些角度切入等。

随后是扩展阶段,可以把一个评价任务设计为作业,让每个学生都有充分的时间思考和运用所学的评价策略。

学生水平有限,难免有改错之处,因此教师有必要进行重新评改,进一步挖掘文章中存在的问题与不足,给出等级与激励语,如: Well done! Wonderful! Glad to see your improvement in ...! Correcting mistakes is a good habit, so keep it up! 在讲评课,对批改负责、评语客观公正的同学进行表扬,并展示优秀作文,供全班同学欣赏。

根据教师和同学的评改意见,学生还应再次对作文进行修改和重写,不断纠正英语写作中的常犯错误,吸取别人的长处,做到“扬长避短”,不断完善自己的作文,最终提高写作水平。

互评关注评价的激励和反馈功能,学生面对同伴和合作者,不再有距离感。学生在学习评价策略时了解了优秀作文的标准是什么,由此反思自己的写作,发现差距,找到增长点。同时,通过评价同伴作文时的相互交流和探讨,提高语言的敏感度,激发思维。在评价过程中,学生有机会发现别人的亮点,有了学习和借鉴的途径,逐渐学会欣赏。学生互评作文的具体操作过程和方法十分简便,对教学硬件几乎没有什么特别要求,具有广泛的实用价值,便于教师实施和学生复习、提高。

四、教师的个别面批

面批作文,是教师针对学生的作文,与学生进行面对面的交流与指导,引导学生认识其作文的可贵之处与不足之处,并启发和督促其进行修改的一种教学方法。

在作文评价过程中,当教师的集中点评和同伴互评依然无法解决学生写作中存在的个性化问题时,教师的个别面批就显得尤为重要。在初中英语写作批改中,教师的个别面批对学生学会掌握正确的英语写作方法、培养良好的英语写作习惯,进而形成不惧写作、热爱写作的情感态度都至关重要。教师在进行个别面批前,要做好充分的准备,要从评价对象的个体差异性出发,兼顾评价内容的多维性,以此提高个别面批的成效。

(一) 面批前的准备

首先,教师要做到心中有“标准”,即教师要熟知课程标准中对作文评价的基本要求,这样才能在评价学生的作文时把握好方向。其次,教师在对学生进行面批时要摸清学生的基本情况,确定学生的整体写作水平如何,写作中存在的最主要的问题是什么。教师甚至还要了解学生的性格特点,这样才能在面批时采取适合学生心理特点和易于接受的方式进行面批。最后,除了从整体上把握学生的写作问题外,教师在面批前还应该仔细阅读学生的作文,了解学生作文的优缺点,把握本次面批的重点,以保证面批时层次清晰,语言表达有技巧,便于学生理解和接受。

(二) 把握评价角度

面批是师生围绕学生习作的写作技能和认知体验进行探讨并进行情感交流的过程。教师在面批时先要找出学生习作中出现的错误和问题,然后根据错误的不同性质,做出不同层面的修改。由于语句、用词等语言错误是中学生英语写作中存在的比较普遍的现象,教师在批改过程中既要重视修改学生写作内容的问题,又要关注和改正学生的语言错误。中学生英语作文的批改可以分为三个层面:一是批改作文中的语言错误;二是修改作文内容中存在的问题;三是改进学生写作的技巧。根据目前的初中英语写作评价基本要求,教师的个别面批可以从写作内容、语言应用和篇章结构等方面来展开。

【案例分析】

写作任务:

Write at least 60 words on the topic “I’m ready”. (以“我准备好了”为题,写一篇不少于60个词的短文。)(九年级)

学生习作:

As a teenager, I always dream of the life tomorrow. I’m still a student, but I’ll grow up one day and start to manage my own life. I’m ready for its coming. During my growth, I’ve learned a lot. I have learned to be responsible when I’m taking care of my pet. And I know

the importance of responsibility in one's life. Furthermore, I'm independent. I always look after myself when my parents are on business. Although there are family members who keep me company, I will still leave them some day and live on my own. Therefore, learning to be independent is a must.

We all have both fear and excitement when thinking of tomorrow. But the only thing we need to do is to get ready for it. Life is full of challenges, for sure. However, if I'm well prepared, I do believe nothing can keep me from setting out for my dream in tomorrow's life.

教师面批:

1. 写作内容:从内容上讲,你能紧扣主题,结合自己的实际,如:在养宠物的过程中学会了做人要有责任心;尽管身边有父母和亲人陪伴自己成长,但是你意识到掌握独立生存的技能是非常重要的;面对挑战时,要勇敢应对等等。

2. 语言应用和篇章结构:从内容的角度来说,你的作文还是可圈可点的。但是文章的时态运用、句子之间的内部关联、文章的字数等各方面还存在着不少问题。因此建议你从时态、句子之间的关联这两个角度对文章进行修改。

学生修改稿:

As a teenager, I always dream of my future life.

I'm still a student, but I'll grow up one day and start to manage my own life. During the days when I'm growing up, I've learnt a lot. I've learnt to be responsible from taking care of my pet. And I've known the importance of responsibility in one's life. Furthermore, I'm becoming more and more independent. I always look after myself when my parents are away on business. I know some day I'll leave my family and live on my own. Therefore, learning to be independent is a must.

We all have both fear and excitement when thinking of future life. But the only thing we need to do is get ready for it. Life is full of challenges, for sure. However, as I'm well prepared, I do believe nothing can keep me from setting out for my dream in the future.

本次面批教师指出了学生作文中的可取之处,如:内容紧扣主题,同时点出了学生作文中比较突出的问题是时态运用、句与句之间的关联以及文章的字数问题,并对学生的后续修改提出了可行的建议。教师的面批重点突出、针对性强,学生很清楚地了解了自已文章中的问题。

【案例分析】

写作任务:

Write at least 60 words about the topic “_____ influenced me most”. (在你的成长

过程中可能有很多的人、事、物在潜移默化地影响着你,那么对你影响最深的是谁?是什么?请以“_____深深地影响了我”为题,写一篇不少于60个词的短文)(九年级)

The following questions are for reference only. (以下问题仅供参考)

1. Who/What influenced you most?
2. How did somebody/something influence you? (You may give an example.)
3. What did you learn from him/her/it?

学生习作:

Keeping a pet influenced me most

Many people think that pets are cute. So do I. I also have a lovely cat, and it changed me a lot. Above all, it's really wonderful to see it growing up day by day. And I have to feed it, play with it, and train it. I even have to take care of it at night. This makes me be more responsible people. Besides, by keeping a pet, I learnt how to care for others. What's more, it taught me that I should respect all living things. How much keeping a pet influenced me!

教师面批:

1. 联系生活实际,增强说服力

你的作文条理性比较强,稳扎稳打。但读来总体感觉比较生硬,如何突破这种框架化的模式呢?可以借助写作任务第二个问题,通过设置生动活泼的生活场景,在场景中去照顾宠物,去被照顾宠物影响。

2. 运用写作微技能,增强可读性

你原本就有较强的写作微技能意识,如长短句、感叹句的使用等。但总体还是略显单薄,因此建议加上形容词及副词的使用,如 tiring;再比如,“我自己变得更有责任感”可以怎么体现呢?这时候借助妈妈的口吻讲出来,会更有说服力。

3. 关注自然过渡,表达更流畅

如文中所说,你做了很多事情去照顾小狗,怎样过渡到学到很多?可以使用概括性的句子总结上文或者使用形容词表达感受,然后再自然过渡。

学生修改稿:

Keeping a pet influenced me most

I still remember the day when the puppy came to my home. It was so cute that I decided to look after it carefully. After that, I had to feed it, play with it, and train it. Sometimes I even had to take care of it at night. It was so tiring but it was really wonderful to see it growing up day by day. According to my mother, I have become more responsible and have learnt how to care for others. What's more, it taught me that I should respect all

living things. How much keeping a pet influenced me!

教师在面批过程中涉及写作内容与写作主题的相关性,写作能力中的语言组织能力和主题掌控能力。尤其是在选择写作内容方面,教师还提到用生活中的具体事例来说明观点以突破框架式写作模式。此外,教师还特别指出写作中所涉及的微技巧,如长短句、感叹句的使用,使用生动的形容词和副词使句意更加充实等。

通过教师的面批,学生修改后的习作立刻显得活泼起来,语言表达基本能服务于写作目的,能够选择适当的写作手法,但在各个方面也能非常有条理地进行融合。尤其是该学生在各个层次间的自然过渡是一大亮点。

(三) 关注评价对象差异

作文是学生认知水平和语言文字表达能力的一种体现。在作文中,学生尝试着把自己的真实感受用恰当的词句表达出来,这个过程是独立的,因此也显示了极大的差异性。不同年级的学生,同一年级不同阶段的学生,同一阶段能力不同的学生,写出的文章都会不一样。因此,教师的批改也要从学生的实际出发,不提出过高的要求,但也不能错过该改的问题。基于此,教师的面批要根据每个学生,每篇文章的具体情况,提出适合学生发展水平的建议和要求,这样才能有的放矢,让每一个学生都有所收获。

【案例分析】

Write at least 60 words on the topic “I’m ready”. (以“我准备好了”为题,写一篇不少于60个词的短文。)(九年级)

学生习作:

As a teenager, I believe life in the future will be wonderful, and I’m ready for it. Once I kept a small dog. I gave it food twice a day and played with it every day. When it was sick, I took it to the pet hospital immediately and looked after it carefully. From the experience of keeping a dog, I realize that I should respect all lives. More importantly, it helps me to be a responsible person. Therefore, I think I have been well prepared for the future life.

教师面批:

你从养宠物的过程中悟出一个生活道理,然后点题。内容虽是围绕主题写的,但读完文章,觉得你行文匆匆,文章内容比较单薄。建议你从文章的内容角度去思考有何改进之处。建议你将从文中所描述的故事讲得更清楚些,给读者呈现出一幅幅鲜活的生活场景。

学生修改稿:

As a teenager, I believe life in the future will be wonderful. My experience of keeping a dog makes me well-prepared for the future life.

The dog was called Matt and I played with it every day. On a rainy morning, I noticed the abnormal behavior of Matt and I was sure it was sick. Without hesitation, I held it up and rushed to the pet hospital. I ran and ran. In spite of being wet all over, I didn't stop. I realized I was responsible for the health of my own pet! Thanks to the timely treatment, Matt survived.

From this experience, I learn to respect all lives. More importantly, I understand what responsibility is. We will be builders of the future world. With a sense of responsibility, I believe I'm ready for it.

这次的面批教师主要针对学生的写作内容来指导。对于这位学生而言,作文中的内容基本切题,但不够充实。内容充实是他的写作学习过程中首先要克服的问题。因此,教师并没有提出更高的涉及到组织结构方面的要求。在记叙一件事情时,时间、地点、人物、事件要详细描写。这样,小作者便基本掌握了记叙文的写作要领。

【案例分析】

写作任务:

请以“The best gift we can give others is ...”为题写一篇不少于60个词的短文。(九年级)

学生习作:

The best gift we can give others is our sincere heart

We give others various gifts in our whole life. It does not matter whether the gift is expensive or not. I think expressing our sincere heart with the gift is the most important.

Once, on one of my friends' birthday, I prepared an expensive gift which could be bought in every shop and my friend just said “Thank you”. By contrast, another person gave my friend a small doll and my friend hugged her and said “Thank you very much” with a big smile on her face. I was quite astonished when I saw this scene, but I soon realized my friend was so happy because the person prepared the gift with her sincere heart.

Anything which is prepared with a sincere heart is the best gift we can give others. So, we should not do things just because we want to complete it, but because we want to make it the best thing in the world.

教师面批:

本文是一篇半命题作文,你非常智慧地将标题中的 others 具象为 one of your friends。对于一篇 100 词左右的作文来说,这样做是很有必要的,否则泛泛而谈,文章也将变得空洞无物。另外,你在补全标题时,选了非常抽象的写作对象 our sincere heart。你采用场景描写,将发生在自己身上的一件小事用文字记录下来,让我们产生共鸣。在阅读该习作

时,很容易想到“礼轻情意重”等谚语。你能够关注到这一点,并在英语写作的时候,把它作为写作的素材,可见你对生活的感知力是很强的。可惜,文章内容表达还不够清晰,语言也不够简洁,某些表达重复且欠妥当。希望你在修改时能改善语言表达的清晰度和文章内容的完整性。场景的描述应该更有层次感,可适当添加语言思维的含量,以增强故事的可读性。

学生修改稿:

The best gift we can give others is sincerity

We give others various gifts throughout our life. It does not matter whether the gift is expensive or not. A sincere heart is what matters the most.

Last Sunday, I attended one of my best friends' birthday party. I bought her a beautiful and expensive gift. I was sure she would be amazed when she saw it. However, when I gave her the gift and the birthday card, she only replied "Thank you". Right afterwards, another girl came over and gave my friend a pretty little doll. Instead of saying "Thank you", my friend gave her a warm hug and said, "Oh dear! Thank you for giving me such a lovely doll!" I was quite astonished when I saw this, but I soon realized that the girl knew that my friend liked dolls.

Although it happened many years ago, I still remember it very clearly. From that time on, I have learned that sincerity is the best gift we can give others and that we should always treat those who are dear to us with sincerity.

学生可以从这样的面批中得到这样几点启示:第一,写作时可将作文中抽象的对象转化为具体的人或物,以便有话可说;第二,当对象为抽象的事物时,可以利用生活小故事来支撑写作内容;第三,写作时要注意语言表达的清晰度和内容的完整性。

(四) 注重评价的激励性

教师的个别面批有其独有的特殊性,即教师与学生是在进行面对面的交流。因此,教师在进行面批时也要考虑到中学生的心理特点,注重表达技巧,使学生理解并乐于接受教师的建议。教师要从情感角度对学生在写作中展现出来的优点与长处给予及时的肯定、鼓励,尤其是对于写作水平有限的学生来说,教师的赏识尤为重要。正如德育教育学家 Diesterweg 认为:教学的艺术不在于传授的本领,而在于激励、唤醒、鼓舞。

以下是一位老师在面批学生作文时的话语:

“你在规定的时间内,一气呵成,写出上面的文章,是值得肯定的。”

“我相信你一定有相应的亲身体验。如能将自身的体验化作笔头的文字,表达自己的真实情感,文章一定会更有可读性。”

“其实我的要求已经很高了。但是,聪明的你通过自己的努力,还真的带来了一篇更好的文章。”

老师的这些话语,能让学生真实地感受到朋友般的温暖,也迅速地缩小了师生之间的心理距离。老师的用语一直是鼓励激发式的语句,既有肯定闪光点的表扬,也有启发诱导式的建议。

教师面批的过程也是教师与学生交流的过程,因此,教师的话语既要摆事实、讲道理,又要树立学生写作的信心和写作情感。动机和热情是写作不竭的动力,保护学生的写作积极性,激励学生的写作热情是作文评价不可或缺的组成部分。因此,教师的面批用语要“晓之以理”“动之以情”。

正如 David Nunan 所指出的“Make feedback helpful and meaningful.”。教师在面批学生作文时,不仅要根据学生作文中呈现的问题进行有针对性的指导,而且应基于学生的长远发展,给予相应的方法指导,即“授之以渔”,使得学生在思维的广度和深度上均有所发展,使学生在过程中体验进步与成功的喜悦,并促进学生调整作文学习策略,提高写作水平。

综上所述,教师对学生英语作文的批阅不能满足于找出作文中的错误,在学生的书本上画几个红色的符号的做法。让学生和老师一起来批改英语作文,找出自己作文中的错误,乃至别人的错误,有利于巩固和内化学生的语言知识和语言技能,提高学生的写作能力。

英语作文的评价是初中英语写作教学的一个不可分割的重要部分。要把学生写作的形成性评价与终结性评价相结合,特别是关注过程的形成性评价更能给予学生鼓励和支撑。学生既是评价的对象,又是参与评价的评价者,他们在评价的过程中学习,在评价的过程中不断完善。教师的作用不是唯一的评价者,而是评价活动的设计者、组织者和帮助者。教师应把评价的过程作为写作教学的重要环节。

第六章 写作课堂教学设计案例

第一节 六年级写作课堂教学案例

案例一

《英语(牛津上海版)》6A, Unit 8 The food we eat

Writing: My favourite food

上海市徐汇中学 王新霞

【教学内容简介】

本课教学内容是基于《英语(牛津上海版)》6A, Unit 8 The food we eat 这一单元设计的 Writing 教学, 主题是 My favourite food。本单元的教学内容涉及食物词汇以及用 would like to 完成句子来表明偏好, 为写作教学的开展奠定了一定的基础。教学中还可以帮助学生运用已学的其他词汇和句型从内容、语言和结构三个方面进行正确表达, 写出关于他们最喜欢的食物的短文。

【学情分析】

初中低年级的学生能积极参与课堂教学, 也乐于表达自己的观点, 但往往在把口头表达转变为书面表达时就产生了不够正确、规范和流畅的问题。因此本课教学内容及教学重点在于如何能够潜移默化地激发学生的写作欲望, 通过层层铺垫, 循序渐进地为学生搭建短文写作框架, 丰富写作内容, 通过对学生写作框架和技巧的有效指导, 提高他们的写作学习积极性和主动性。

【教学目标】

1. 学生能够使用表示颜色、形状、味道的形容词来描述最喜欢的食物。
2. 学生能够用恰当的理由来说明为什么喜欢这种食物。

【教学重点及学习难点】

1. 搭建写作框架。
2. 陈述恰当的理由。

【教学设计思路】

本课的教学重点是搭建写作框架,通过运用“激活学生已有知识,活用不同句式表达,培养逻辑意识”等教学策略,采用“Listening, Discussing & Writing”等教学形式,活用英语儿歌 *Apple round, apple red* 以及教材 P59 的 Writing 部分(Look and tick 和 Think and write 部分)等教学素材,最终实现本课的教学目标。

教学中通过连续的、难度递增的五个任务引导学生完成习作。每个任务都为后一个任务奠定基础,形成了很好的“脚手架”。教学活动的形式也不单一,融合了听、说、读等多种技能,从单词开始,过渡到句子的正确表达,最终促成短文的写作。

教师在课堂设计过程中根据对学生的了解,充分准备图片、词汇等教学素材,通过生动的语言和活泼的场景调动低年级学生的学习兴趣,避免写作畏难情绪的出现。

【教学过程】

Step 1: Brainstorm the food names.

设计意图

教师通过多媒体滚动播放学生已经接触到的一些表示食物的英语单词,学生则分小组在规定时间内记下这些单词。然后比一比哪个组记下的单词最多,正确率最高,即以小组竞赛的方式完成这个活动。这一方面可以训练学生的速记能力,另一方面可以起到巩固旧知识的作用,为本次写作任务做好准备。

Write down as many food names as possible.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Step 2: Create a situation, review and introduce the sentence patterns.

设计意图

教师通过提问设置生动的语言情景：“外出野餐”，鼓励学生运用之前所学句型谈论自己喜欢的食物，进一步巩固 Step 1 中出现的单词，完成从词到句的过渡，并由此切入写作话题“My favourite food”。

1. 在师生互动中复习已学句式。

T: What would you like for a picnic?

S: I'd like ... for a picnic.

2. 在师生互动中引出不同句式。

T: What's your favourite food?

S: My favourite food is .../... is/are my favourite food.

T: Which food do you like/love best?

S: I like/love ... best.

Step 3: Describe the favourite food.

设计意图

进入示范写作阶段。要求学生在听歌的过程中捕捉歌词中的形容词，通过分析这些形容词，引导学生归纳在描述所喜欢的食物时，可以从哪几个角度去描述。

1. 教师播放英语儿歌 *Apple round, apple red*, 要求学生在听的过程中捕捉歌词中的形容词，并用心记下来。

Apple **round**, apple **red**,

Apple **juicy**, apple **sweet**.

Apple, apple, I love you.

Apple **sweet** I love to eat.

Apple **round**, apple **red**,

Apple **juicy**, apple **sweet**.

Apple, apple, I love you.

Apple **sweet** I love to eat.

2. 教师通过分析歌词中出现的形容词，引导学生归纳在描述所喜欢的食物时，可以从形状、颜色和味道三个角度去描述。

3. 在师生互动中让学生操练用形容词描述自己喜欢的食物。

T: What is your favourite food?

S: Apples.

T: How do they look?

S: They look round. / They look like red balloons. / They look shiny.

T: What colour are apples?

S: Some are red. Some are green. Some are yellow.

T: How do they taste?

S: They taste juicy and sweet.

Step 4: Talk about reasons why you love the food.

设计意图

通过对话的方式鼓励学生进一步描述为什么喜欢这种食物。教师可出示更多的形容词供学生选择使用。在这个步骤中,教师需要关注学生的表达是否合乎逻辑。比如,学生说“我喜欢苹果是因为它是我的”,这种表达就是不合逻辑的。

Why do you like this food?

Look
small/big/round/square
/triangular/long/short/
thin/thick/beautiful ...

Colour
red/green/yellow/brown
/purple/pink/white ...

Taste
sweet/sour/bitter/hot/
good/nice/delicious ...

Tip: Give different reasons!

S1: What's your favourite food?
S2: My favourite food is ...
S1: Why do you like it/them?
S2: I like it/them because ...
S1: Is it/Are they good for you?
S2: Yes, it is/they are good for me. I would like to eat more.
(No, it isn't/they aren't good for me. I would like to eat less.)
...

Tell the reason(s) why you love this food.

I love _____ because { _____

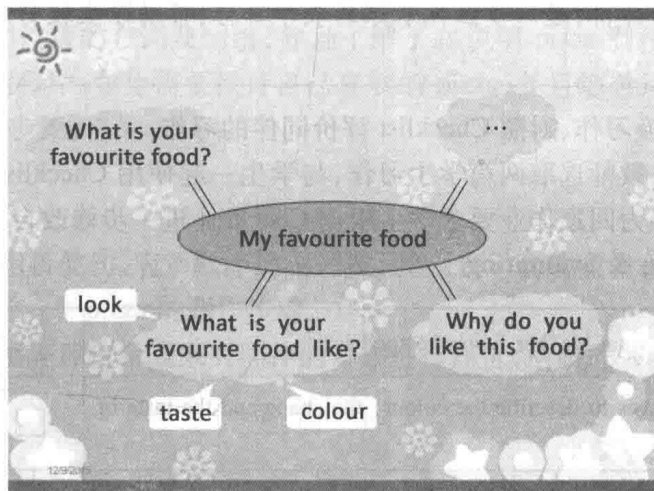
Step 5: Read the article and shape the outline.**设计意图**

通过阅读范文,帮助学生归纳出范文的组织结构图,进而完成由句到段的过渡。

1. 教师让学生阅读范文。

I like many kinds of food. Apples are my favourite. They look round. They have different colours. Many of them are red. Some of them are green. And there are also yellow ones. They taste juicy and sweet. I love apples because they are delicious and healthy. They make me strong and help me keep away from doctors. I like apples best.

2. 教师引导学生归纳出以下组织结构图。

**Step 6: Practice writing.****设计意图**

根据 Step 5 中范文的组织结构图,帮助学生把 Step 2 到 Step 4 中所写的句子整理成语段,并独立完成“*My favourite food*”的写作。

1. 教师要求学生以“*My favourite food*”为题,写一篇 50 词左右的短文。
2. 教师提醒学生使用本课所学到的写作内容和写作技巧,自主撰写短文。
3. 教师巡视,提醒学生使用 Checklist。

Checklist for writing

Do I talk about what my favourite food is?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do I use adjectives (形容词) to describe the colour, the shape and the taste of my favourite food?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do I give proper (恰当的) reasons to talk about why I like the food?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do I use different sentence patterns in my writing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Step 7: Share and evaluate the writing according to the Checklist.**设计意图**

通过师生共同评价,进一步强化本课的教学目标,帮助学生较好地内化本课所学的写作技巧。

1. 教师要求学生交换习作,对照 Checklist 评价同伴的习作。
2. 若课堂时间允许,教师选取两篇学生习作,与学生一起使用 Checklist 进行评价。如果时间较紧,也可作为回家作业要求学生根据 Checklist 进一步修改自己的作文。

Checklist for sharing & evaluating

Does he/she talk about what his/her favourite food is?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does he/she use adjectives to describe the colour, the shape and the taste of his/her favourite food?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does he/she give proper reasons to talk about why he/she likes the food?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does he/she use different sentence patterns in his/her writing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

【教学反思】

初中低年级的英语写作不是一蹴而就的,需要通过连续的、难度递增的若干活动引导学生完成习作。每个活动都必须为后一个活动奠定基础,才能搭建有效的“脚手架”。此堂课采取了多种形式,融合了听、说、读等多种技能。学生从单词开始,过渡到句子的正确表达,最终完成了短文的写作,较好地达成了本课的教学目标。


案例二

《英语(牛津上海版)》6A, Unit 11 Let's make a pizza

Writing: My pizza

上海市海南中学 丁 琼

【教学内容简介】

本堂课是本单元的最后一课时。写作任务是要求学生模仿本单元 Reading 部分所学习的 Ben 制作 pizza 的过程,写出自己的 funny pizza 的制作步骤。在教材 P80 上,学生可以先画出自己的 funny pizza,然后在下面的横线上写出制作步骤。

【学情分析】

在本单元的前几个课时中,学生已经学习了表示食物数量的词组、表示顺序的副词及词组和表示不同位置的介词及词组,并且了解了在说明 pizza 制作步骤时应使用祈使句表示指令。在写作中,学生需要设计自己喜欢的 pizza,并且综合运用以上知识来写出自己的 pizza 制作步骤。

【教学目标】

1. 学生能够用祈使句、表示顺序的副词及词组、表示食物数量的词组和表示位置的介词及词组来写出一个 pizza 的制作步骤。
2. 学生能够根据评价量表来对同伴的习作进行评价,从而进一步巩固和内化所学语言知识。

【教学重点】

1. 运用所学语言知识创造性地写出自己的 pizza 制作步骤。
2. 根据评价量表来对同伴的写作进行评价。

【学习难点】

能够根据自己画的 pizza,准确恰当地使用目标语言来表达 pizza 的制作步骤。

【教学设计思路】

1. 备课思维过程

六年级学生充满好奇心,交流和表达的愿望强烈,但是互相之间的学习能力和优势

差异较大。针对这些特点,本课设计中运用合作学习的方式,充分利用学生的差异资源,调动其学习的积极性。在写前阶段,学生通过小组合作完成句子和图片配对以及填空练习,以此来激活在本单元所学的知识,并为后面的写话做铺垫;在写中阶段,学生两两合作,画出想象中的 funny pizza,并模仿课文写出相应的制作步骤。学生需要在具体情境中运用所学知识完成写作任务,并且需要对照评价量表监控自己的写作;写后阶段的活动设计则为学生的反馈和自我调控提供了平台。每组学生至少要和其他两个小组交换习作,并依据评价量表对其做出评价。这样,学生的习作有了明确的读者,并能获得具体的反馈。通过对同伴作品的评价,学生可以进一步强化对写作要求的理解和对目标语言知识技能的掌握。回家作业是要求学生完善自己的习作,以进一步促进教学目标的达成。

2. 课堂教学流程图



【教学过程】

Step 1: A free talk.

设计意图

引入话题,复习与 pizza 食材有关的名词及表示这些名词数量的词组。

1. 教师出示教材 P77 的图片,引发师生之间对于 Ben's funny pizza 的讨论。

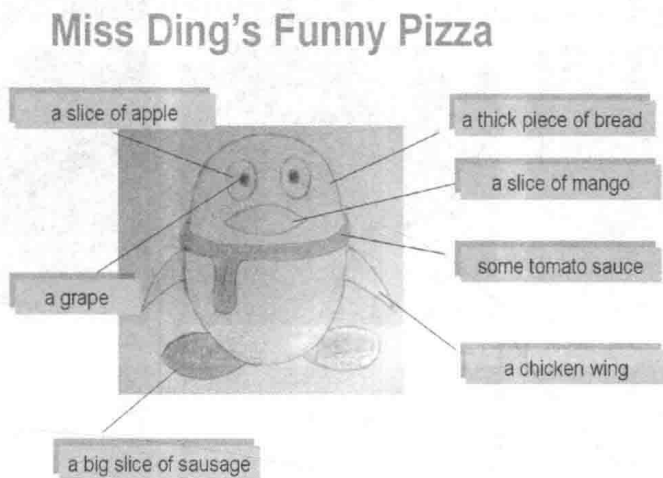
T: What are the ingredients of Ben's funny pizza?

Is this a biscuit (a thick piece of bread)?

Look at the ears. What are they? They are ... (two slices of green pepper).



2. 教师在 PPT 中展示自己制作的 funny pizza, 和学生一起讨论其食材。



Step 2: Match and complete.

设计意图

引导学生观察教师的 funny pizza 制作过程的图片, 小组合作完成任务。强化食物数量的表达, 复习表达位置的介词及词组和表示顺序的副词及词组。

1. 教师给每一组分发六张小纸条(背后有双面胶)和一张 A3 白纸。小纸条上各有一句不完整的句子。

_____, put a grape _____ each slice of apple.

_____, put two _____ sausage _____ both sides of the bread.

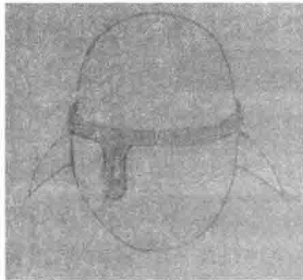
_____, put a _____ apple on the right of the mango and another _____.

_____, put the pizza _____ a hot oven and bake it for 5 minutes.

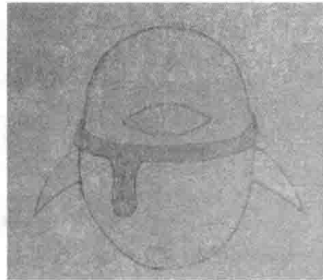
_____, use a _____ bread as the base. Put some _____ on it. Put two chicken wings _____ of the bread.

_____, put a _____ mango _____.

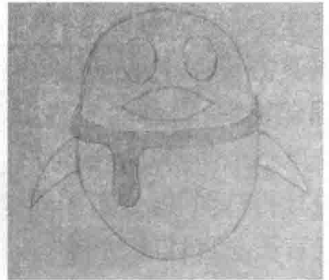
2. 教师在 PPT 中展示 funny pizza 制作过程的六张图片, 学生对照 PPT 中图片表示的制作步骤将六个句子分别与之配对, 然后填入表示顺序的副词和词组。



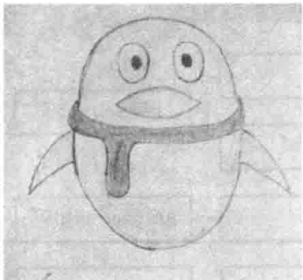
1



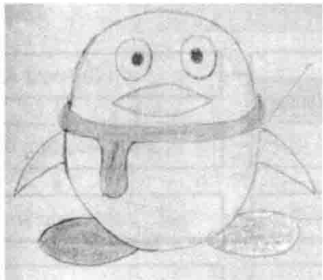
2



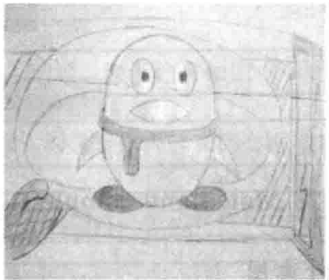
3



4



5

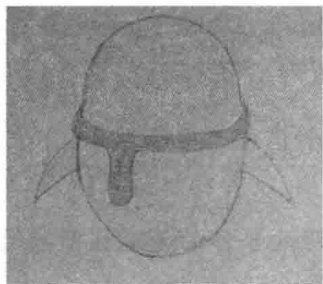


6

3. 教师组织学生集体校对答案, 用 PPT 显示正确排序, 并在黑板上粘贴六个副词。

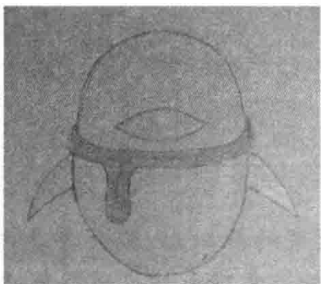
<p>Firstly, use a _____ bread as the base. Put some _____ on it. Put two chicken wings _____ of the bread.</p>
<p>Secondly, put a _____ mango _____.</p>
<p>Next, put a _____ apple on the right of the mango and another _____.</p>
<p>Then, put a grape _____ each slice of apple.</p>
<p>After that, put two _____ sausage _____ both sides of the bread.</p>
<p>Finally, put the pizza _____ a hot oven and bake it for 5 minutes.</p>

4. 学生将纸条按顺序贴在 A3 纸上, 继续讨论, 填出句子中所缺的其他词。
5. 教师邀请学生汇报成果, 用 PPT 显示正确答案, 并在黑板上粘贴表示食物数量的词组、表示位置的介词及介词词组。



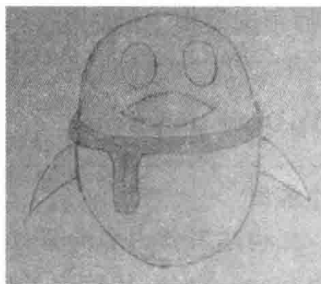
1

Firstly, use a thick
piece of bread as the base.
Put some tomato sauce
on it. Put two chicken wings
on both sides of
the bread.



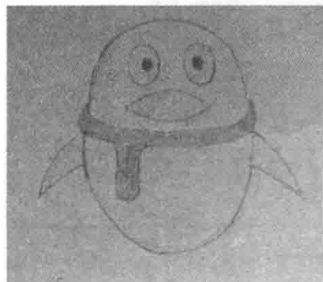
2

Secondly, put a slice
of mango in
the middle.



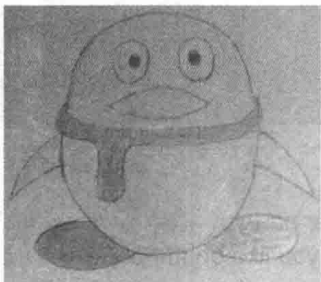
3

Next, put a slice of
apple on the right of the
mango and another on
the left.



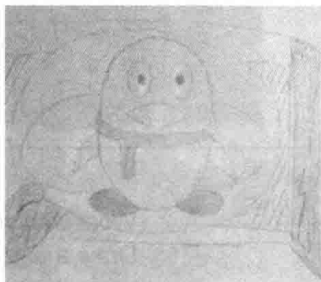
4

Then, put a grape on each
slice of apple.



5

After that, put two big
slices of sausage below
both sides of the bread.



6

Finally, put the pizza into
a hot oven and bake it for 5
minutes.

Unit 11 Let's make a pizza
Writing My pizza

Firstly	a thick piece of bread	on
Secondly	some tomato sauce	on both sides of
Next	two chicken wings	in the middle
Then	a slice of mango	on the right/left
After that	a grape	below
Finally	two big slices of sausage	into

6. 教师领读黑板上的词汇。

Step 3: Draw and write.

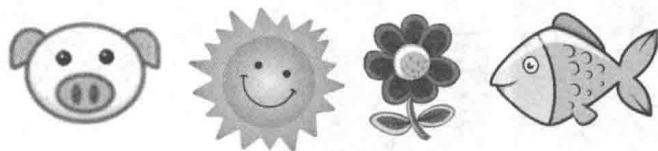
设计意图

在构建写作内容和语言框架的基础上,鼓励学生以两两合作的形式设计自己喜欢的 funny pizza,然后运用目标语言写出相应的制作过程。

1. 教师出示 PPT,明确写作任务及要求。




Let's make our own funny pizza!

What will your pizza look like?



- Work with your partner.
- Draw a pizza you like on the paper.
- Write the recipe on the worksheet.
- New ideas are warmly welcomed.

2. 教师出示 Checklist 并提醒学生使用目标语言。

			
正确使用表示时间顺序的副词了吗?			
正确使用表示数量的词组了吗?			
正确使用表示位置的介词了吗?			
Pizza 有趣又可爱吗?			

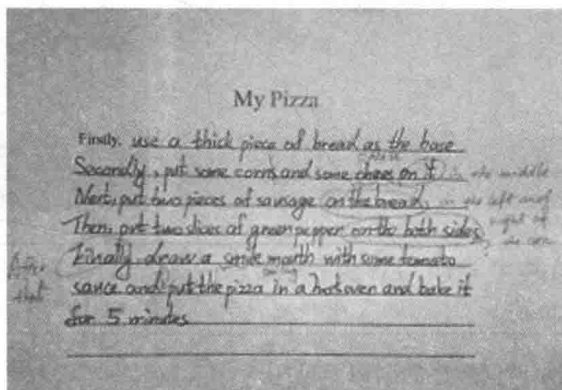
3. 学生两两合作,先画后写。教师巡视,观察学生情况,并提供必要支持。

Step 4: Exchange and evaluate.

设计意图

示范并鼓励学生使用评价量表进行同伴互评,评价的内容即本课目标语言的使用情况,以及设计的创意,以此来进一步内化语言知识和语言技能。

1. 教师抽取一组学生的习作,用实物投影仪展示,和学生一起用评价量表进行评价。



			
正确使用表示时间顺序的副词了吗?	✓		
正确使用表示数量的词组了吗?	✓		
正确使用表示位置的介词了吗?		✓	
Pizza 有趣又可爱吗?	✓		

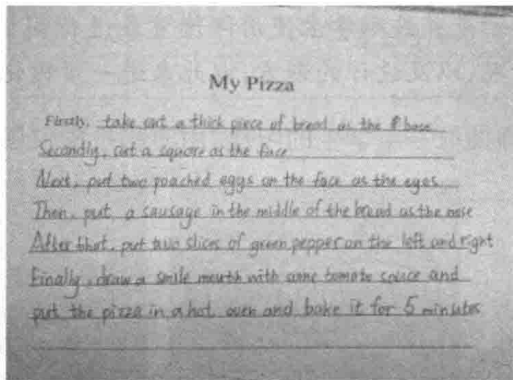
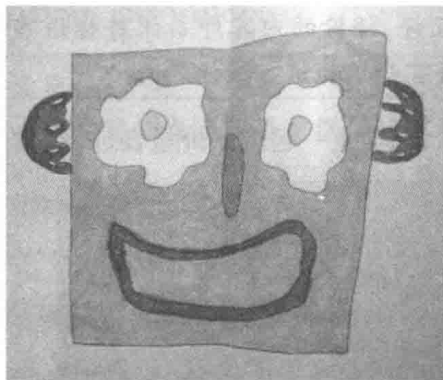
2. 每组学生和至少两组同学交换完成的习作,仔细阅读后使用评价量表进行评价。
3. 教师巡视,了解学生情况,并给予必要的支持。

Step 5: Let's share.

设计意图

检查学生的评价情况,鼓励学生之间的交流,展示有创意的思维和大胆清晰的表达,给全班学生提供示范和帮助,为之后学生修改习作提供支撑。

教师邀请一至两组学生展示他们评价的习作以及评价结果,并说明评分的理由。如果学生用英语表达有困难,可以用中文来表达。



正确使用表示时间顺序的副词了吗?	✓		
正确使用表示数量的词组了吗?	✓		
正确使用表示位置的介词了吗?	✓		
Pizza 有趣又可爱吗?	✓		

Step 6: Assignment.

设计意图

要求学生认真阅读自己的作品,再次对照评价量表,参照同伴的互评结果和课上的评价范例进行修改,以此进一步巩固和内化目标语言,并培养学生的自主学习能力。

作业要求:学生课后修改并完善自己的习作,第二天上交第二稿。

【教学反思】

这是一节初中低年级的写作课,课堂气氛活跃,学生参与踊跃,教学目标达成度较高。其成功主要取决于以下几点:

1. 清晰适切的教学目标。本课的教学目标聚焦于目标语言在具体任务中的正确和创

创造性运用。课堂教学的每一个环节都围绕这个目标的达成而展开,且由浅入深,层层推进。

2. 难易适中的写作任务。本课写作任务基于学生在本单元所学习的语言知识和技能,鼓励学生有一定的拓展,同时又为学生提供了表达自我想法的空间。

3. 资源共享的课堂环境。通过 free talk, group work, pair work, peer editing 等活动,教师在课堂中创设了有利于师生之间、生生之间交流和资源共享的氛围与机制。在这些活动中,不仅教师为学生的写作提供了思维的引导,学生之间的经验和智慧也得到了共享。例如,Step 2: Match and complete 中,四人异质小组(1A2B1C 或 1A1B2C)需要合作完成根据图片将句子排序和完成句子的任务。这个过程中,四个学习能力和学习方法不同的学生需要很好地进行沟通和交流,互相启发互相借鉴。同样,Step 3: Draw and write 中,两人异质小组(1A1B 或 1B1C 或 1A1C)需要共同设计一个 pizza,并写下 pizza 的制作步骤。这个过程中,两个学生要通过协商达成共识,互相支持,分工合作。

作为对初中低年级写作教学的探索,本堂课还有很多问题需要反思,如:写作任务的设计如何更贴近学生生活、如何更好地激发学生的思维、是否可以与学生共同设计评价量表等等,都有待笔者在更多的实践中探索。

案例三

《英语(牛津上海版)》6B, Unit 6 Seasonal changes

Writing: School life in spring

上海市文来中学 柴本胜

上海上师初级中学 吴明

【教学内容简介】

在前一课时中,教师布置了题为 School life in spring 的写话作业,本课则侧重于引导学生修改作文,并在修改的过程中再次强化前一课时中的重要知识点,为本单元教材中的写作板块 School life in winter 的教学打下基础。

本堂课以春天校园生活的四张照片及对其的描述为载体,要求学生模仿句子,谈谈春天的校园生活。学生在此过程中学习使用一般现在时来描述事实,使用连接词给出原因及表示并列,并使用 like doing 来表示喜好。

【学情分析】

六年级的学生刚开始学习语段写作,往往不假思索,信手就写,缺乏审题意识,导致作文内容跑题,或个别句子与题目之间的逻辑联系不紧密。写作时,学生普遍存在用词不当、使用中式英语及逻辑不合理等问题。此外,由于学生缺乏作文修改的经验,无法在

检查时及时更正这些错误。

【教学目标】

1. 学生能够正确审题,围绕“春天的校园生活”,合理运用所学的词组及句型写出正确的句子。
2. 学生能够独立地对作文进行检查、修改及润色。

【教学重点】

1. 引导学生写出语法及逻辑正确的句子。
2. 引导学生写出切合主题的短文。

【学习难点】

独立地对作文初稿进行检查、修改及润色。

【教学设计思路】

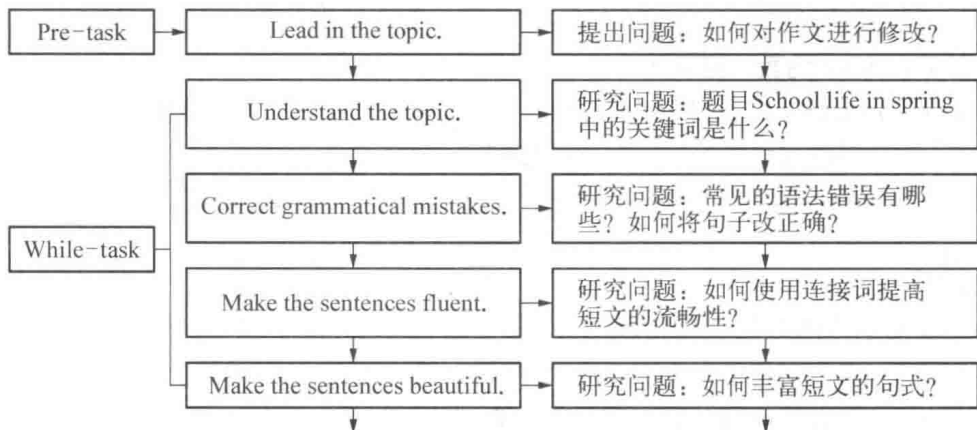
1. 教学主线

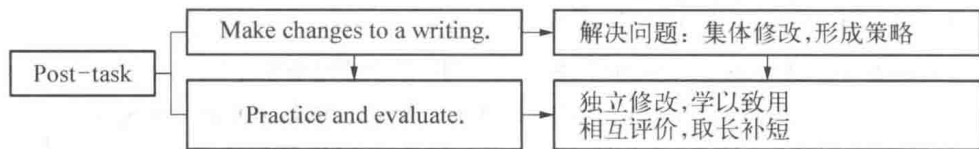
从学情出发,以作文修改的方法为核心,以任务型教学理论为依据,设计教学过程,达到引导学生能正确审题,围绕“春天的校园生活”,合理运用所学的词组及句型写出正确的句子,并独立地对作文初稿进行检查、修改及润色的教学目标。

2. 修改策略

运用“提出问题—研究问题—解决问题”的策略,让学生一边思考如何对作文进行修改,一边通过由题目向语句、再向语段层层深入的练习,总结出修改作文的策略;最后独立地对作文初稿进行检查、修改及润色。

3. 课堂教学流程图





【教学过程】

Step 1: Prepare for rewriting.

设计意图

引入话题: 修改作文“春天的校园生活”, 使学生明确本堂课的学习目标。通过师生间的互动问答, 帮助学生审题、拓展思路。

1. 教师出示图片, 引出 spring 一词。

T: What do these pictures remind you of?

S: Spring.

2. 教师围绕春天的校园生活提问。

T: What can you see in your school in spring?

What do students do in your school in spring?

Do you like your school life in spring? Why? (Any reasonable answer is OK.)

3. 教师引出作文“School life in spring”。

T: You have written the composition “School life in spring”. Some students did a good job. However, there are some problems in your writing. So, let’s make some changes.

Step 2: Understand the topic.

设计意图

引导学生站在读者的角度, 思考和判断句子与题目间的逻辑联系是否紧密, 帮助学生领悟到题目中的两个关键词 school life 和 spring。

1. 学生判断下列句子是否切合主题并陈述理由。

(1) Spring is very nice and the air in spring is clean, so spring is my favourite season.

S: No, because it has nothing to do with school life.

(2) I usually go fishing with my father in spring.

S: No, because it is not school life.

(3) I sometimes go swimming with my classmates in the sea.

S: No, because it does not happen in the school; and, not in spring maybe.

2. 教师引导学生得出结论, school life 和 spring 是本次写作题目中的两个关键词。

Step 3: Correct some grammatical mistakes.

设计意图

学生通过改正句子中的语法错误和比较正误句,有意识地避免常见的语法、用词及逻辑错误,逐步形成写出正确句子的意识。

1. 学生找出下列每句句中的错误并口头更正。

(1) Many trees grows in spring.

Correct: Many trees grow in spring. (主谓不一致)

(2) We wear a spring uniform.

Correct: We wear spring uniforms. (主语和宾语不一致)

(3) We like play basketball in the playground.

Correct: We like playing basketball in the playground. (动词的搭配错误)

(4) The weather is not cold and hot.

Correct: The weather is not cold or hot. (否定句中“and”的用法错误;中式英语)

2. 学生比较句子 A 与 B,并选出正确的一句。

(1) A: My school life in spring is funny.

B: My school life in spring is fun. (易混淆词区分不清)

(2) A: The weather becomes warmer and warmer.

B: The weather begins warmer and warmer. (中式英语用词)

(3) A: My school life in spring is happy.

B: I enjoy my school life in spring. (逻辑主语的错误使用;中式英语)

Step 4: Use conjunctions to make the sentences fluent.

设计意图

学生学习使用常见的连接词,以增强作文中语句间的逻辑性,使句子更连贯。

学生使用恰当的连接词将两个句子合并为一句。

1. A lot of students like playing outside. I like reading in the library or in the school garden.
A lot of students like playing outside, but I like reading in the library or in the school garden. (转折关系)
2. I can see many birds in the school garden. I can see many flowers in the school garden.
I can see many birds and flowers in the school garden. (并列关系)
3. I like school life in spring. It is interesting.
I like school life in spring because it is interesting. (因果关系)

Step 5: Make the sentences more beautiful.

设计意图

学生学会通过增加时间、地点状语和词组等来扩写句子;使用 there be 结构和感叹句等,以增加句式的多样性。

学生填空。

1. I can see birds.
I can see birds flying happily around the trees.
There are birds flying happily around the trees.
2. We do sports.
We usually/often/sometimes do sports in the playground.
We like/enjoy/love doing sports in the playground.
3. My school life is interesting.
How interesting my school life is!
What an interesting school life it is!

Step 6: Make changes to a writing and sum up the rewriting method.

设计意图

教师通过示范,引导学生由词句向短文过渡,逐步修改例文,帮助学生体会和感悟作文的修改策略。

1. 教师分四次带领学生修改范文。

School life in spring

life in spring
My school is comfortable. There is many
flowers and trees in our school. I can see many
in our school garden
birds. We like play in the playground. We are
walk in the playground. We watch film about
spring in the ^{school hall} cinema. I like school life in spring.
It is interesting.

😊 Topic
(切合题意)

School life in spring

comfortable are
My school life in spring is comfortable. There is
many flowers and trees in our school. I can see
many birds in our school garden. We like playing
in the playground. We are walk in the
playground. We watch films about spring in the
school hall. I like school life in spring. It is
interesting.

😊 No spelling or grammatical mistakes
(没有拼写或语法错误)

School life in spring

My school life in spring is comfortable. There are
many flowers and trees in our school. I can also see
many birds in our school garden. We like playing
and walking in the playground. What's more, we
watch films about
spring in the school hall. I like school life in
spring. ^{because it} It is interesting.

😊 Fluent and logical sentences
(语句连贯,逻辑性强)

School life in spring

My school life in spring is comfortable. There are many flowers and trees in our school. I can also see many birds flying happily in our school garden. We like/enjoy playing and walking in the playground. What's more, we sometimes watch films about spring in the school hall. How interesting my school life is in spring! So I like school life in spring.



Different and beautiful sentences
(句型多样)

2. 师生互动总结出修改作文的基本策略;教师板书重现作文基本的单词及句型。

Checklist

- (1) Is it based on the topic or the suggested questions? 切合主题吗?
- (2) Are there any grammatical or spelling mistakes? 有语法或拼写错误吗?
- (3) Are there any conjunctions (but, and, because, etc.) to make sentences fluent? 运用适当的连词使句子连贯了吗?
- (4) Are there different kinds of sentences? 句型多样吗?

Suggested phrases and sentences:

- (1) ... and/but/because/what's more ...
- (2) ... enjoy/love/like ...
- (3) I can see/hear ...
- (4) There is/are ...
- (5) I like ... because ...
- (6) How/What ... !

Step 7: Share and revise.

设计意图

引导学生以合作的形式诱发集体智慧,激发创意与灵感;在讨论与自改的过程中,实践所学,提高学生书面表达的准确性及独立解决问题的能力。

1. 学生以小组合作的形式,交流每个成员的短文,达到互助互学的目的。
2. 学生独立修改短文中的语法和逻辑错误,并根据教师给出的建议句型和短语,对短文进行润色加工。
3. 教师通过巡视,确认小组活动的有序进行,并及时解答学生的问题。
4. 教师通过巡视发现较好的习作,邀请学生朗读,与全班分享。

Step 8: Assignment.

设计意图

通过仿写作文,帮助学生发现不同季节校园生活的特点,提高他们知识迁移的能力,同时达到检验课堂教学目标是否达成的目的。

学生以 School life in winter 为题,独立进行写作。

【教学反思】

教师以任务型教学理论为依据展开设计,充分调动了学生的积极性和主动性,促使学生在多边互动中内化作文修改的策略,并独立地对自己的短文进行修改及润色,较好地完成了教学目标。执教者认为成功的原因如下:

1. 符合年级特征

教师从学生的生活经验及认知水平出发,设置了难易适中的教学目标;课堂提问及练习的设计贴近学生生活实际,且注重新旧知识的联系,有助于学生在体验、实践、合作与交流的过程中发展写作能力;PPT 中简单的鼓励词及卡通图符合六年级学生的年龄及心理特点,也体现出教师对过程性评价的重视。


2. 聚焦教学目标

本课的每一个教学活动都是围绕教学目标展开的,目标指向性非常明确。在教师的引导下,学生通过找关键词,达到正确审题的目标;通过改正语法错误和对比句子,达到写出正确句子的目标;通过添加连接词和改写句子学习如何对作文进行润色,强化了重点词组及句型;再通过集体修改的活动,总结写出一篇好作文的修改策略;最后独立完成对作文初稿进行检查、修改及润色的任务,达成教学目标,并通过课后仿写加以巩固。

3. 教学重点突出

教师对于整堂课的安排详略得当,以作文修改方法为核心,围绕教学重点,引领学生进行了多形式、多层次的练习;学生在练习中理解和巩固教学的重难点,把知识转化为技能技巧,提高了综合运用语言的能力。

本堂课是一次初中低年级英语作文修改课的探索。执教者认为只有做到认真批阅、及时反馈,授予学生解决现有问题的方法,帮助他们养成“写完必修改”的良好习惯,学生才能写出好的作文。


案例四

《英语(牛津上海版)》6B, Unit 7 Travelling in Garden City

Writing: Travelling in Shanghai in twenty years' time

上海市北海中学 洪捷

【教学内容简介】

本节写作课的素材来自于《英语(牛津上海版)》6B, Unit 7 Travelling in Garden City 的写作板块。教材中的写作要求是完成一份关于未来交通情况的海报。本课时根据教学对象的学习情况,对教材中的写话要求进行了拓展设计。

【学情分析】

本节课的教学对象为六年级学生。这个年龄的学生通常对英语学习比较有积极性,乐于用英语表达。但作为刚进入初中的学生,语言积累比较少,在写作中往往拼凑语句,习作中经常会出现与主题不相关的语句。

【教学目标】

1. 学生能够熟练运用 all/some/none of ... , more, fewer, Perhaps there will be ... 等词汇及句型。
2. 学生能够写出一组与 Travelling in Shanghai in twenty years' time will be ... 这一主题句相关的句子。
3. 学生通过学习,提升对于所写句子与主题相关性(relevance)的意识。
4. 学生通过对上海的未来交通发展的想象和憧憬,培养对所生活的城市的热爱及对城市发展的责任感。

【教学重点】

引导学生结合语境逐步感悟并提升对写作内容与主题相关性的意识。

【学习难点】

写出一组与 Travelling in Shanghai in twenty years' time will be ... 这一主题句相关的句子。

【教学设计思路】

本节课首先鼓励学生对 Travelling in Shanghai in twenty years' time will be ... 这个主

题展开想象,用形容词描绘未来的交通状况,构成完整的主题句。再让学生在辨析一组句子与主题句相关性的过程中,逐步感悟并关注写作中内容与主题的相关性。随后由教师示范引领,到学生以小组合作的方式体验,再到个人独立实践,引导学生从口头表达到书面呈现一组与主题相关的句子,并在此过程中通过展示和评价等环节帮助学生逐步提升围绕话题展开写话内容的写作意识。

【教学过程】

Step 1: Watch a video clip and answer questions based on the video.

设计意图

用一段有关未来交通的视频作为课堂的预热活动,引发学生的学习兴趣。视频主要描绘了未来城市立体交通全覆盖、车辆自动驾驶、自动泊车以及车辆坐电梯到达高楼,人们可从车内直接进入房间等对未来交通的想象。基于视频内容,通过师生问答自然引入本节写作课的主题 Travelling in Shanghai in twenty years' time,并在此过程中回顾已学知识,为后续写作做好准备。

要求学生观看一段视频,并回答下列问题:

1. Can you see this kind of car nowadays? (No, we can't.)
2. How does the car go upstairs? (By lift.)
3. Where is the car running? (It's running on the flyover.)
4. Do you think there will be more flyovers in the future? (Yes. There will be more flyovers.)
5. Who is driving the car? (No one.)
6. Will most people drive self-driving cars in the future? (Yes, they will.)
7. Do you think travelling in Shanghai will be like this in twenty years' time? (Yes. I think so.)

Step 2: Brainstorm adjectives that describe "travelling in Shanghai in twenty years' time".

设计意图

激发学生思维,引导学生展开合理想象,自由发表观点,选择恰当的形容词对未来上海的交通状况进行描述。用 mind map 形式真实呈现学生的现场生成内容,为后续写作奠定基础。

引导学生展开头脑风暴。

T: What do you think travelling in Shanghai will be like in twenty years' time? Please use adjectives to describe it.

S1: Faster.

S2: ...

(板书: Travelling in Shanghai in twenty years' time will be ..., 并将学生生产出的内容以 mind map 的形式呈现)



Step 3: Read a poster and tell what the sentences illustrate.

设计意图

引导学生逐步意识到海报中不同的句子表达了对二十年后上海交通状况不同的观点, 体会 topic sentence 与 supporting sentence 之间的关系。

实物投影一位学生在上一课时的作业中所完成的一份有关二十年后上海交通状况的海报, 引导学生思考并说出海报中的每句话分别表达了什么观点。

Travelling in Shanghai
in 20 years' time

1. Perhaps there will be more bridges over the Huangpu River and more tunnels under it.
2. Maybe the seats on the underground train will be sofas.
3. Perhaps fewer people will travel by bus and more people will travel by maglev.
4. Perhaps all of the people will follow the traffic rules.

T: Here is a poster made by one of you. Please read these sentences and consider what he thinks the travelling in Shanghai will be like in twenty years' time.

S1: From the first sentence I know he thinks travelling in Shanghai in twenty years' time will be more convenient.

S2: From the fourth sentence I know he thinks travelling in Shanghai in twenty years' time will be safer.

S3: ...

Step 4: Match a set of sentences to a certain topic.

设计意图

引导学生结合语境逐步感悟,提升对写作内容与主题相关性的意识,深入理解主题与内容的关系。

先给学生展示一组句子,再依次给予不同的主题句,让学生进行辨析,从中选出能够支撑相应主题句的句子。

T: These sentences are all about travelling in Shanghai in twenty years' time. If the topic sentence is "Travelling in Shanghai in twenty years' time will be safer", which sentence can support this topic sentence?

T: Let's read these five sentences again. This time, I'll give you another topic sentence "Travelling in Shanghai in twenty years' time will be more convenient". Would you please find the sentences which can support this topic?

Travelling in Shanghai in twenty years' time will be safer

1. Perhaps there will be more underground stations.
2. ✓ Perhaps robots will drive cars and there will be fewer traffic accidents (事故).
3. Maybe most of the cars will use electricity (电) instead of petrol (汽油).
4. Perhaps people can call the car and it will come to them by itself.
5. ✓ All of the cars will travel on the flyovers and all of the people will walk on the ground.

Travelling in Shanghai in twenty years' time will be more convenient

1. ✓ Perhaps there will be more underground stations.
2. Perhaps robots will drive cars and there will be fewer traffic accidents (事故).
3. Maybe most of the cars will use electricity (电) instead of petrol (汽油).
4. ✓ Perhaps people can call the car and it will come to them by itself.
5. All of the cars will travel on the flyovers and all of the people will walk on the ground.

Step 5: Work out sentences relevant to the topic.**设计意图**

带领学生逐步产出能够支撑主题句的内容。

引导学生关注到前一环节中有一个句子并不支撑之前的两个主题句,让学生思考这个句子能够支撑什么样的主题句,并要求学生说出更多能够支撑这一主题句的句子,同时板书呈现。

T: Which topic sentence can this sentence support?

(板书: Maybe most of the cars will use electricity instead of petrol.)

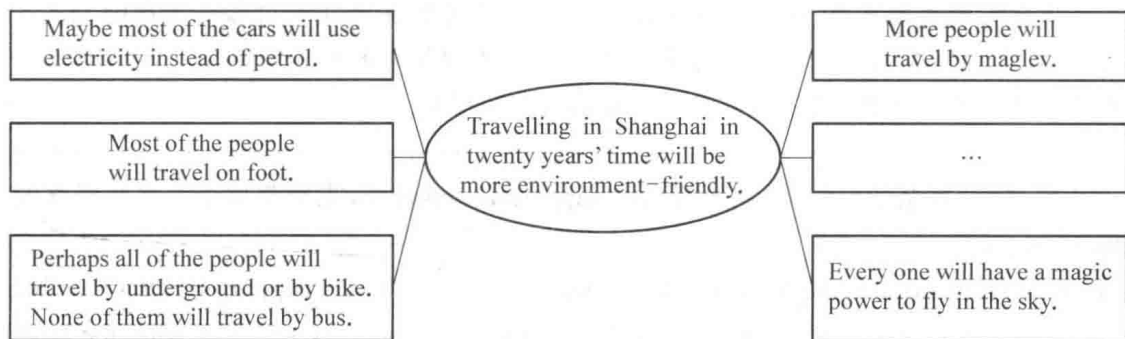
S1: Travelling in Shanghai in twenty years' time will be more environment-friendly. (板书)

T: Could you offer more sentences to support this topic sentence?

S2: Most of the people will travel on foot.

S3: ...

(板书: 将学生生产出的内容以 mind map 的形式呈现)

**Step 6: In groups, discuss and work out a set of sentences under the chosen topic sentence.****设计意图**

使学生在小组互助的学习过程中进行实际操练,进一步关注并体验写作内容与主题的相关性。

学生以小组为单位,在同伴互助的过程中,在板书 mind map 的基础上进行选择,确立主题句,并且讨论产出与主题相关的语句来支撑主题句。

T: Please work in groups of four and choose a topic sentence from the ones on the blackboard and offer at least two sentences to support your topic sentence. If you can offer more, it will be better.



Step 7: Share the result of the group discussion.

设计意图

通过互动式的反馈,一方面检测展示小组是否关注并实践了内容与主题的相关性,同时也检测其他同学对内容与主题的相关性的理解与判断是否到位。帮助学生在实践之后及时总结,强化对内容与主题相关性的理解。

小组展示,其余学生倾听,从所听到的 supporting sentences 来推测这个小组所确立的 topic sentence。

T: If your group would like to share ideas with us, just tell us the supporting sentences but keep the topic sentence as a secret. Let's listen carefully and try to guess what the topic sentence is.

Group 1: Perhaps most of the people will travel by helicopter. They can get to anywhere in a short time. Maybe there will be fewer cars but more underground lines. There will be no traffic jams.

T: What do they think the future travelling will be like?

S1: They think travelling in Shanghai in twenty years' time will be faster.

Group 2: ...

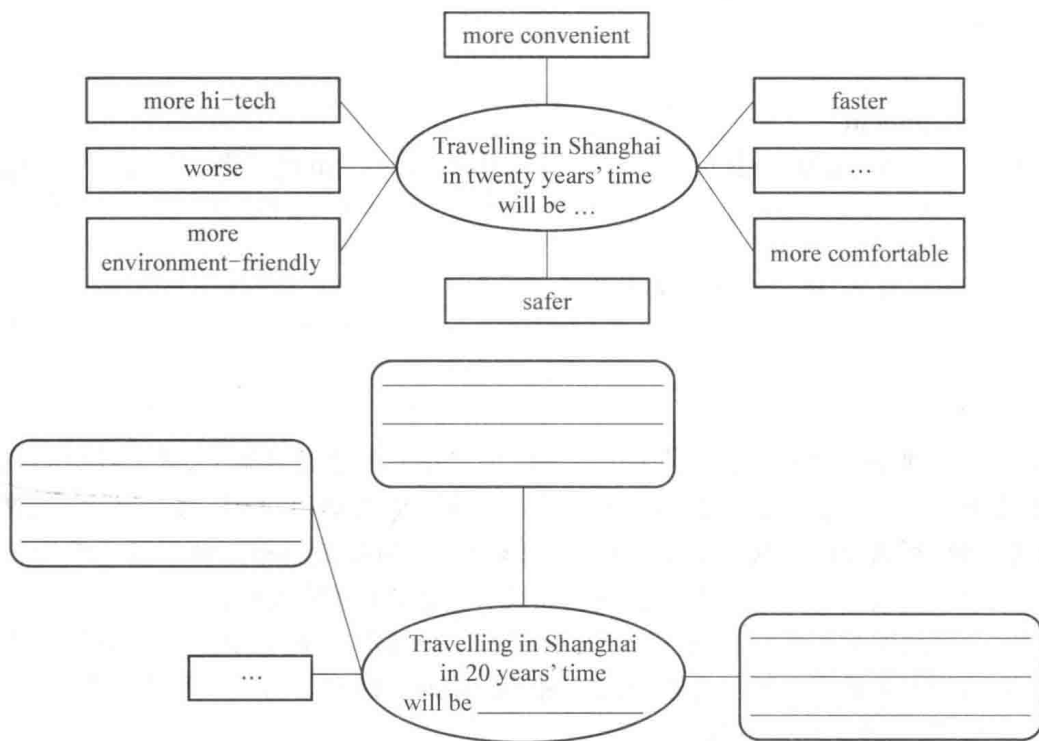
若学生推测的主题句与展示小组原先确立的不同,及时分析原因,并引导学生总结出在围绕主题写话时需要关注内容与主题的相关性的要点。

Step 8: Write out a set of sentences to support the topic sentence chosen individually.**设计意图**

提供学生课堂上个人独立实践的机会,检测其是否在写作过程中关注了内容与主题的相关性。

学生独立确立主题句 Travelling in Shanghai in twenty years' time will be ... ,并写出 2—3 句与主题密切相关并能够支撑这一主题句的句子。

T: Now it's time for you to work on your own. Choose one topic and write out a set of sentences to support the topic you choose.

**Step 9: Evaluate the partner's writing.****设计意图**

提供学生同伴互评的机会。在对同伴课堂作业的评价过程中,引导学生继续关注内容与主题的相关性。

学生互换任务单,对对方所完成的内容以写作相关性为依据进行评价,检查是否有与主题不相关的语句,并尽己所能为对方提供更多能够支撑主题句的内容。

Step 10: Present the result of the individual work.

设计意图

鼓励学生分享习作并有针对性地进行判断、评价及建议,进一步使学生关于写作主题与内容相关性的意识得到内化。

在学生互评基础上,进行部分同学的课堂作业展示,共同针对主题与内容的相关性进行课堂作业的评价。

Step 11: Assignment.

以“Travelling in Shanghai will be _____ in twenty years' time”为题,写一篇小短文。

设计意图

独立完成习作,进一步巩固课内所学。

【教学反思】

本节写作课在分析了六年级学生英语写作中出现的问题的基础上,基于教材的教学内容和要求,确立了适合教学对象的教学目标。整节课的语言巩固、活动设计、资源选取、教师指导、写话评价等都紧紧围绕英语写作中内容与主题的相关性展开。学生经历了头脑风暴、阅读、思考、讨论、表达、分析、归纳、总结和实践的过程,逐步提升了关注写作中内容与主题的相关性的意识,思维得到了激发,并运用本单元已学语言知识,完成了从口头表达到书面呈现一组与主题相关的句子的任务。课堂上的训练及评价方式多变,关注学生生成,实现了预设的教学目标。

本节课是对初中低年段写作教学的一次探索。执教者认为,在初中低年段给学生写作方面的正确引导,使学生关注写作内容与主题相关性等意识的培养,并在此过程中提升学生的思维品质,使语言与思维同步发展,将对学生日后写作水平的提高大有益处。


案例五
6B Writing: My favourite fast food restaurant

上海市曹杨二中附属江桥实验中学 王建梅

【教学内容简介】

本堂课的教学设计基于适合六年级第二学期学生阅读的材料“Fast Food Restaurants”(见文末附录),这是一篇关于快餐店的说明文,主要介绍了快餐店受人喜爱的理由、快餐店的两种类型以及作者对于快餐店的看法。文本语言简单,结构清晰,是“以读促写”的好资源。要求学生读后写一段话来描述自己最喜爱的快餐店。

【学情分析】

六年级学生处于写作起步阶段,需要合适的素材和恰当的引导。在六年级的《英语(牛津上海版)》教材学习中,学生接触了一定量的食物名称以及一般现在时态。据此,补充与学生生活密切相关的话题(Fast food restaurants)展开阅读,并为读后的写作搭建语言与框架兼具的“脚手架”,可有效地训练与促进学生语言表达的能力。

【教学目标】

1. 学生能够理解文本内容并积累相关语言表达。
2. 学生能够使用一般现在时表达自己的喜好。

【教学重点】

引导学生使用一般现在时描述自己最喜爱的快餐店。

【学习难点】

适当借助、选取阅读文本中的词汇、句型、表达方式等作为语言支撑,完成语段的写作。

【教学设计思路】

运用“以读促写”策略,为学生在“读”与“写”之间搭建桥梁。让学生充分阅读“Fast Food Restaurants”一文,了解文本大意,并引导学生运用文本中的语言表达,互相谈论自己最爱去的快餐店。在此基础上通过系列问题提示本次作文的基本内容,为学生的写作提供框架。最后学生借助阅读文本中的语言素材,尝试用说明文的写作方式,运用一般现在时态进行写作实践,描述自己最喜爱的快餐店。

【教学过程】

Step 1: Talk about fast food restaurants according to the pictures.

设计意图

运用一些快餐店和快餐的图片激发学生兴趣并引入阅读文本。

教师出示系列图片,并以提问的方式引出主题:

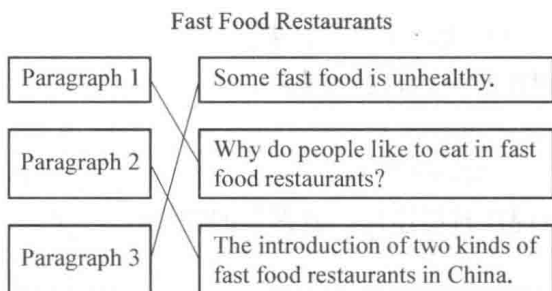
- What are these?
- Which restaurant is it?
- Is it a fast food restaurant?
- What food and drink can you get in this restaurant?

Step 2: Skim the passage and match each paragraph with the main idea.

设计意图

帮助学生了解文本大意及各段落大意,并形成用一般现在时描述某一事物的意识。

1. T: Now please read the passage and match each paragraph with the main idea.



2. T: What tense does the writer use when he talks about restaurants?

S: The simple present tense.

T: So if we describe something, we can use the simple present tense.

Step 3: Read Paragraph 1 and find out the advantages of fast food restaurants.

设计意图

通过讨论快餐店的优点,培养学生从文本中获取信息及分析概括的能力。

T: According to Paragraph 1, why do so many people like to eat in fast food restaurants? What advantages do these restaurants have?

在师生互动过程中逐步呈现快餐店的优点,并将其归纳为 taste, price 等五个方面:

The advantages(优点) of fast food restaurants

The food is delicious. good taste

The food comes quickly. fast service

The food is not too expensive. low price

The restaurants are clean and bright. good environment

People can eat in or take their food away. convenience

T: Fast food restaurants have advantages in different aspects(方面). So people in different countries all like them.

Step 4: Read Paragraph 2, answer the questions and complete the table.

设计意图

帮助学生梳理两种快餐店分别卖什么食物,培养学生从文本中获取信息及发散性思维的能力。

- T: What are the two kinds of fast food restaurants in China?

S: They are Western fast food restaurants and Chinese ones.

T: Good. Let's put the restaurants into the right baskets. (展示一些常见快餐店的图片,让学生对其进行分类)
- T: What do Western fast food restaurants sell?

S: Hamburgers, potato chips, fried chicken legs, drinks ...

T: What do Chinese fast food restaurants sell?

S: Dumplings, noodles ...
- T: Look at the table and pay attention to "and so on" and "other". What other food/

snacks do they sell?

What do they sell?

Fast food restaurants	Food	
Western	hamburgers, potato chips, fried chicken legs, drinks and so on	?
Chinese	dumplings, noodles and other snacks	?

4. 在师生互动中逐步完成下列表格。

What do they sell?

Fast food restaurants	Food	
Western	hamburgers, potato chips, fried chicken legs, drinks and so on	apple pies cheeseburgers chicken nuggets chicken rolls
Chinese	dumplings, noodles and other snacks	spring rolls fried twisted sticks small steamed buns soybean milk

Step 5: Read Paragraph 3 and answer the questions.

设计意图

帮助学生在理解文本的同时,发表自己的观点,为后续的写作环节做好铺垫,同时培养学生对快餐的正确态度和健康意识。

T: Do the writer's family often eat at Western fast food restaurants? Why or why not?

S: No, they don't. Because some fast food is bad for health.

T: Why is it bad for our health?

S: Because it is usually high in fat.

T: Do your family often eat at fast food restaurants? Why or why not?

S: ...

Step 6: Make a dialogue in pairs.**设计意图**

引导学生运用文本中的语言表达,互相谈论自己最爱去的快餐店,为接下来的写作环节打好基础。

T: Now please make a dialogue in pairs. The questions here may help you.

- Which do you like better, Western or Chinese fast food?
- Why do you like it better?
- Which fast food restaurant do you often go to?
- What do you often order/eat there?
- What other food do you like to eat?
- How much does a meal usually cost?

Step 7: Write about a fast food restaurant.**设计意图**

首先使学生明确本堂课的写作任务及具体要求,通过系列问题提示本次作文的基本内容,为学生的写作提供框架。在 suggested questions 的帮助下,学生借助阅读文本中的语言素材,运用一般现在时态进行写作实践。

1. 教师给出写作任务:

标题: My Favourite Fast Food Restaurant

词数: 50 - 60 words

2. 教师出示 suggested questions:

- What's your favourite fast food restaurant?
- Is it a Western restaurant or a Chinese one?
- How often do you go there?
- What do you often order/eat there?
- Why do you like it best?

3. 教师向学生说明: 以上问题既是写作文本的基本内容和框架,也是本次作文的评价标准。提醒学生用一般现在时态组织语言。

4. 学生动笔开始写作,教师巡视帮助,提醒注意评价标准。

Step 8: Share and evaluate the writing.

设计意图

通过师生共同评价检测教学目标是否达成,以强化本堂课的核心内容。通过互相帮助修改和交流,提高合作学习能力。

1. 各学习小组参照评价标准,互相帮助修改作文。
2. 每组推举一篇作文向全班展示,师生共同评价。

Step 9: Assignment.

设计意图

对作文进行修改,巩固课堂教学成果。

学生修改自己的作文,完成定稿。

【教学反思】

在学生写作的过程中,缺少写作素材常使学生举步维艰,而作为教师,为学生提供语言和框架的支架是至关重要的。阅读是语言输入的重要途径,写作则是语言输出的重要方式,两者相辅相成,相互促进。因此,本堂课运用“以读促写”的方法,在分析阅读文本时,引导学生理解文本内容,掌握相关的语言表达和文本结构,并在教师问题的引领下将此运用于自己的写作之中。总之,本堂课较好地链接了语言的输入和输出,引导学生完成了一次写作活动,也让学生体验了成功的快乐。

附阅读文本:

Fast Food Restaurants

People all over the world like to eat in fast food restaurants. The food there is delicious and it comes very quickly. Also, it is not too expensive, and the restaurants are always clean and bright. People can eat in or take their food away.

Chinese families love to eat in fast food restaurants, too. There are two kinds of fast food restaurants in China — Western fast food restaurants and Chinese ones. Western fast food restaurants sell hamburgers, potato chips, fried chicken legs, drinks and so on. Chinese fast food restaurants sell dumplings, noodles, and other Chinese snacks.

My family like fast food, but we don't eat at Western fast food restaurants very often. My mum says some fast food is bad for our health because it is usually high in fat.

第二节 七年级写作课堂教学案例

案例一

《英语(新世纪版)》7B, Unit 3 A famous person

Writing: Introduce a person

复旦大学第二附属中学 吕步云

【教学内容简介】

“A famous person”一文介绍了 Bill Gates 的生平,对他的基本信息、成就、性格特征都作了具体描写,让我们对这个著名人物有了更多的了解。教学中在阅读理解的基础上,可将其作为以读促写的素材,指导学生学写简单的人物介绍。

【学情分析】

1. 在审题阶段,学生需考虑选择具有典型特征的代表人物予以刻画,有一定的选材困难。
2. 在写作阶段,学生在词汇和句型的选择和使用上容易出现单一、重复的现象,需要教师的指导。

【教学目标】

1. 学生能够了解描写人物的基本要素。
2. 学生能够用三段体的结构进行写作。
3. 学生能够选用恰当的形容词和从句描述人物。

【教学重点】

使用三段体结构描写身边熟悉的人物。

【学习难点】

确定人物写作素材和典型事例。

【教学设计思路】

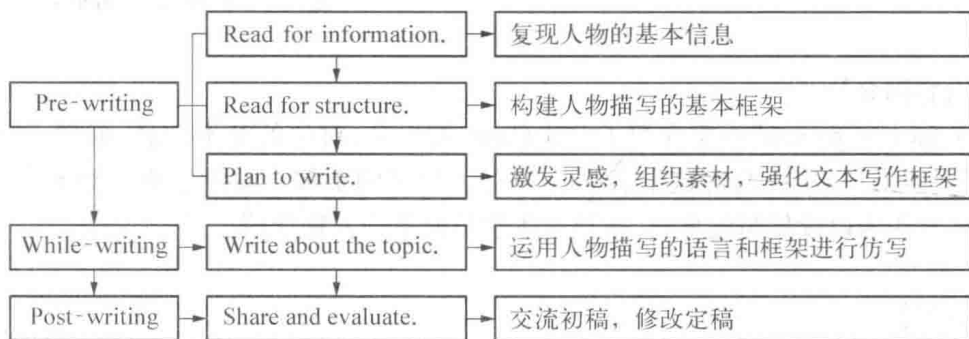
1. 教学主线
以关于 Bill Gates 的阅读文本为复习和导入材料,理清人物描写的基本特征,并通过

仿写和介绍人物的若干教学活动的结合,突出该类文体的基本写作要素和框架。

2. 写作策略

运用“以读促写”策略,让学生在复习和回顾“A famous person”一文时,分析人物描写类文本的框架结构,整理出适合人物描写的相关词、句,在三段体写作框架的基础上帮助学生找到人物的特点,从而激发学生写作的灵感。教学中应鼓励学生间思维的交流碰撞,将读与写有机结合,落实阅读对于写作的助推作用。

3. 课堂教学流程图



【教学过程】

Step 1: Read the text and fill in the table.

设计意图

复习课文,提炼人物信息,了解文本体裁,理清文章脉络。

T: We have been talking about Bill Gates these days. Now I'd like you to read through the text again and try to complete the table about his personal information.

<p>Bill Gates is a computer scientist. He was born on October 28, 1955 in the U.S.A.</p> <p>Young Bill began programming computers at the age of thirteen. He went to the famous Harvard University, but didn't finish his studies there because he wanted to start his own business. In 1975, he set up a company called Microsoft with his friend. When Bill was thirty-one years old, he became the richest man in the United States.</p> <p>Although Bill is a billionaire, he drives himself to work in an ordinary car. Bill is also very kind. He has donated a lot of his money to public libraries and the poor.</p> <p>Bill's dream was "A computer on every desk, and Microsoft software in every computer". So he and his friends have tried to make computers easier for people to use and cheaper for them to buy. Now Bill's dream has come true.</p>	<p>Personal File (个人档案)</p> <p>Name _____</p> <p>Nationality _____</p> <p>Birthday _____</p> <p>Occupation(职业) _____</p> <p>Workplace _____</p> <p>Experience (经历) ◆ began programming computers when _____</p> <p>◆ went to Harvard University, but _____ in 1975</p> <p>◆ _____ at the age of 31</p> <p>Character (性格) _____</p> <p>Dream _____</p>
--	--

Step 2: Check the answers and learn how to introduce a person.**设计意图**

理清人物描写类文体的基本要素,并基于文本结构,引入“三段体”概念。

1. 帮助学生校对表格中的人物信息。
2. 帮助学生整理提炼人物描写的要素。

T: How does the writer describe Bill Gates? What aspects has the writer mentioned?

S: Personal information such as nationality, occupation, workplace, experience ...

T: So if we want to introduce a person to others, we can also use such a way to make our introduction clear.

3. 教师引入三段体结构。

T: When introducing a person, you can offer some basic information about him/her at the very beginning. Then in the body part, it's time to talk about his/her personality or experience. Don't forget to add your opinion of the person at the end of your writing.

Step 3: A guessing game.**设计意图**

通过让学生进行“猜猜他是谁”的游戏,适时利用因游戏环节中出现的問題而导致的猜测失败(如:关键信息缺失、描述过于笼统而不具有该同学的典型特征等),引导学生关注介绍人物时使用的信息应做到具体和典型。

1. T: Now let's have a guessing game. Please introduce one of your classmates and ask others to guess who he/she is.
2. T: Sorry to interrupt you. It seems that it is a little bit difficult for us to guess who your best friend is. You have mentioned about his appearance, haven't you?

S1: Mm ... yes.

T: What about his hobby?

S1: Oh, I forgot that. Actually he likes playing chess very much and he won second prize in ...

S: It's Jack Wang!

- T: That is great! So if we want to make a brief introduction to a certain person, it will be better for you to describe him or her with detailed information.

Step 4: More practice on expressions.

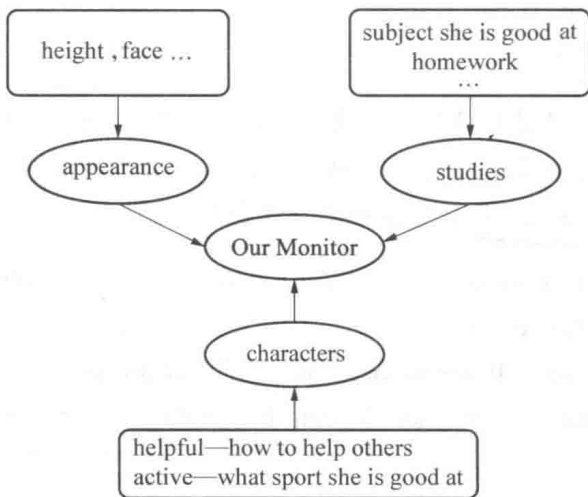
设计意图

通过提供一段不完善的人物描写短文,要求学生思考还可以通过哪些方面的描写使人物更加丰满,通过哪些句式的变化使短文的语言更丰富和流畅。此处教师将对人物性格描写予以指导,并渗透本单元出现的状语从句这一重点句法。

1. 教师呈现一篇不完善的短文。

Chen Ping is my classmate. She is not tall. She is monitor of our class. She studies very well and she often helps her classmates. She does her homework very carefully and there are few mistakes. She likes sports very much. She is a good student and we all like her.

2. 让学生集体讨论:还可以从哪些方面来增加描写的内容,从而生动地刻画文中所要描写的班长?



3. 让学生运用连词形成复合句,将信息进行整合,从而增强语言的丰富性和行文的流畅性。

She is good at English.

She does a lot of reading in English and is always active in English classes.

→ She is good at English because she does a lot of reading in English and is always active in English classes.

She does homework carefully. She hardly makes any mistakes.

→She does homework carefully, so she hardly makes any mistakes.

She focuses on her study. She helps other students in need.

→She not only focuses on her study, but also helps other students in need.

She is very helpful. Everyone likes her.

→She is so helpful that everyone likes her.

Step 5: Discuss the Self-check list.

设计意图

在进行最后的仿写前,教师出示评价标准,并进行解读,进一步强化本课教学重点,引导学生在写作中关注结构和语言的恰当使用。

Self-check list

Do I use “beginning, body and ending” structure?	Yes/No
Do I use the proper adjectives in my writing?	Yes/No
Do I use different expressions or sentences to describe the person?	Yes/No
Do I add details to describe the person?	Yes/No
Do I make grammatical mistakes as few as possible?	Yes/No

Step 6: Write to your net-pal to introduce one of your best friends.

设计意图


围绕人物描写要素和三段体结构,学生在所创设的情景下进行写作实践。

学生开始写作,教师巡视,提醒学生参照评价标准进行写作,同时,出示一部分描写人物性格的形容词,供学生选择使用,以丰富其写作语言。

Have a try:
You'd like to introduce a classmate to your net-pal. Please complete the e-mail below:

From:	@yahoo.com.cn
To:	tony@163.com
Subject:	making an e-pal

Dear Tony,




Sentence pattern: 主句+ because 从句
... so+形容词、副词+ that + 从句

e.g. Bill didn't finish his studies in Harvard because he wanted to start his own business.

Bill is so hard-working that his dream has come true.

• knowledgeable	adj. 知识渊博的	• brave	adj. 勇敢的
• sociable	adj. 好交际的	• careful	adj. 仔细的
• hard-working	adj. 努力的	• creative	adj. 有创造力的
• helpful	adj. 乐于助人的	• serious	adj. 严肃的, 严谨的
• warm-hearted	adj. 热心的	• optimistic	adj. 乐观的
• patient	adj. 有耐心的	• active	adj. 积极的
		• generous	adj. 大方的, 慷慨的



Step 7: Share and evaluate the writing.

设计意图

通过师生共同评价,检测教学目标是否达成,以强化本堂课的核心内容,培养学生按照规范写好某一类体裁作品的写作习惯。

1. 邀请两位学生上台朗读短文,其他学生在教师的引导下按照 Checklist 进行点评。
2. 学生分组进行作品分享和相互评价。

Step 8: Assignment.

设计意图

在教师示范和组内互评的基础上,学生认真对照本堂课的写作评价标准,对课堂习作进行深入仔细的修改。

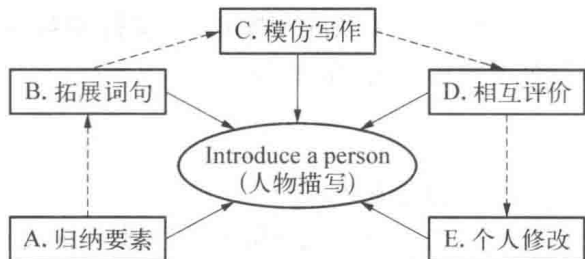
学生修改作文并在第二天上交作业。

【教学反思】

本堂课教师运用“以读促写”的方法,帮助学生了解和尝试了人物描写的写作方法。在此过程中,笔者对以下几点有了进一步的认识:

1. 聚焦教学目标

本课的教学活动围绕人物介绍的写作特征,在研读阅读文本的基础上归纳了该类写作的基本要素,并通过仿写的形式在词、句上鼓励学生动笔实践,目标指向明确。



2. 慎重选择适合学生并有助于学生仿写的阅读文本

笔者在先期的教学设计中,曾选择描写姚明、米歇尔、英国男孩等人物的文章,也曾考虑过采用自编材料,但最后仍选择使用教材上即时学过的课文作为以读促写的文本导入。在此过程中,笔者觉得选择学生所熟悉的课文为阅读材料,就地取材,快速进入话题,可以切实有效地推进教学过程,引起学生的共鸣。此外,教师应该选择接近或略高于学生实际写作能力的阅读材料,从而便于学生模仿其结构和表达。

3. 让学生在仿写过程中体会这类题材的写作要点

以本案例所呈现的人物描写为例,可以指导学生先写一个总起的小段落进行概括性描述,然后再辅以细节的描述,最后再加以总结和归纳,和开头形成呼应,如此便能形成一篇较为规范的习作。此外,一些关于人物描写的短语和句型也随着学生在实际写话中的运用而显出了活力和真实性,学生在甄别和运用字、词、句的同时也拓展了思维。

案例二

《英语(牛津上海版)》7B, Unit 5 What can we learn from others?

Writing: A praising card

上海市奉贤区新寺学校 秦丽斌

【教学内容简介】

教材本单元写作板块是 Learning from model students。本堂课围绕 Model students 这个主题,帮助学生复习和运用所学过的形容词和动词短语及句型句式,引导他们学会运用相关联的主题句和支撑句,用正确的格式书写赞美卡,并向身边的榜样人物学习。

【学情分析】

在审题阶段,学生除了须注意格式外,还应注意针对不同的写作对象,考虑使用恰当的表达赞美的词语和句子来概括出不同写作对象的闪光点。但由于缺乏词汇储备,学生在写作中会出现所用之词和所举事例不够丰富的现象。

在写作阶段,如何甄别和使用相关联的支撑句,来支持相对应的表达赞美对象闪光点的主题句,对学生是一个逻辑思维能力的挑战。

【教学目标】

1. 学生能够学会“赞美卡”的文体格式。
2. 学生能够学会运用形容词、动词词组、although 句型来描述一个人的闪光点。
3. 学生能够学会运用事例为主题句提供相关的支撑句。
4. 学生能够学会赞美他人、学习他人。

【教学重点及学习难点】

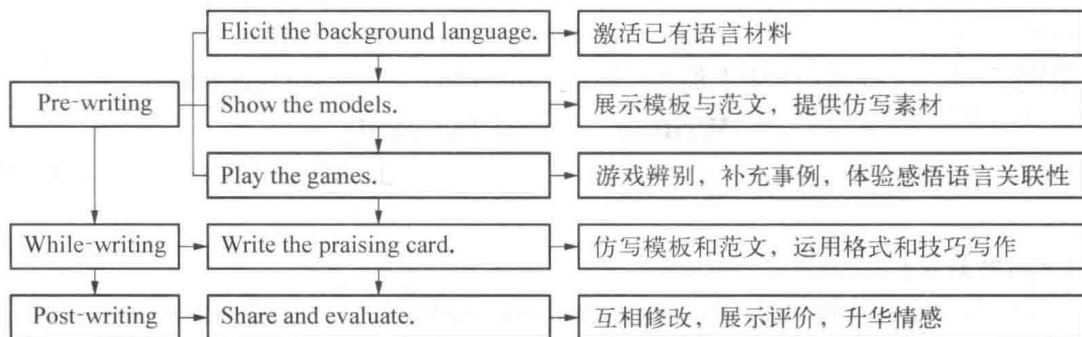
运用相关的事例为主题句提供恰当的支撑句。

【教学设计思路】

1. 教学主线

以真实的学生照片引出主题:学写“赞美卡”,学习榜样人物。先激活学生头脑中储存的描述人物的形容词和动词词组,然后重点引导学生学会使用形容词来概括出写作对象的闪光点,即确定主题句,并引导学生运用动词词组提供相关联的事例来说明主题句,以及学习书写“赞美卡”的格式。

2. 课堂教学流程图



【教学过程】

Step 1: Talk about model students with proper adjectives and lead in the topic.

设计意图

通过出示本班学生的照片,谈论其优点,激活学生头脑中所储存的描绘人物的形容词,同时引出教学要求。

1. T: Who's this boy/girl? What do you think of him/her?
 S1: This is Tom. He is kind.
 S2: This is Linda. She is helpful.
 S3: This is Tony. He is responsible.
 S4: ...
2. 教师在师生互动的同时板书形容词: kind/helpful/responsible/friendly/nice/...
3. T: These boys and girls are really very good. They are model students. Do you agree?

Step 2: Praise the model students with the pattern "Although ...".

设计意图

激活学生头脑中储存的描绘人物的动词词组,并引导学生运用句型 Although ... 来赞美身边的人,为后续的写作进一步提供语言支撑。

1. T: Look at the picture of Mary. What do you think of her?
 S: She is helpful.
 T: Why do you think Mary is helpful?
 S: She always helps others with their lessons.
 T: Good! Mary is a model student. She is helpful. She always helps others with their lessons.
2. T: In our class, there are many other model students. Who do you think is a model student? What do you think of him/her? Why do you think so?
 S1: Alice is a model student. She is hard-working. She studies hard.
 S2: Tom is a model student. He is responsible. He always does some class work for us.
 S3: ...
3. T: Very good! I think everyone should learn from model students in our class. Now let's use the pattern "Although ..." to praise them. For example, although Tom is not very strong, he always helps others.
 S1: Although Mary is poor at Maths, she never gives it up.
 S2: Although Mike lives far away from school, he is never late for school.
 S3: ...

Step 3: Learn to use relevant examples to support the topic sentence.

设计意图

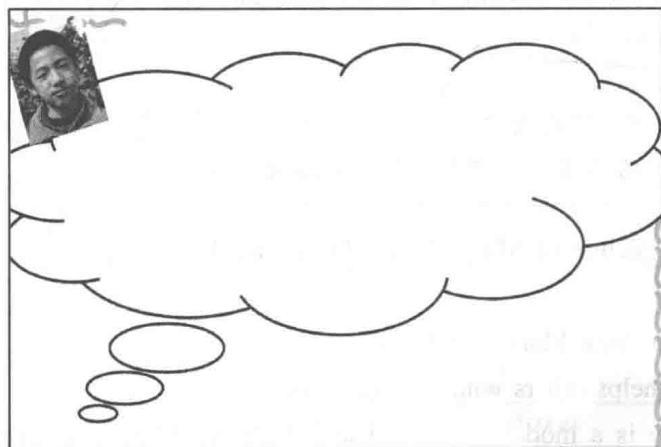
通过讨论分析,让学生明确赞美别人时,所列举的事例必须与主题句相关,为后续写作的逻辑性打下基础。

1. T: Who's this lovely boy?

S: Mike.

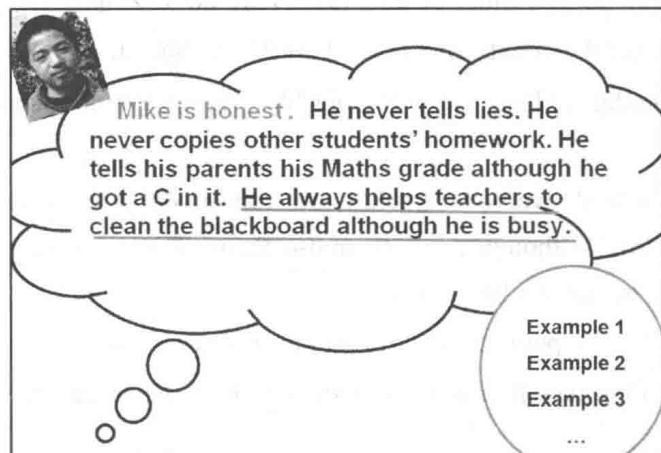
T: What do you think of him?

S: He is kind/helpful/friendly/nice/responsible ...



2. T: I also think Mike is honest. Now look at these sentences about Mike.

What is the topic sentence about Mike?



S: Mike is honest.

T: Right! Then what are the examples to show that Mike is honest?

S1: He never tells lies.

S2: He never copies other students' homework.

S3: He tells his parents his Maths grade although he got a C.

T: Yes. These are examples or supporting sentences. Then let's read the last sentence "He always helps teachers to clean the blackboard". Does it show that Mike is honest?

S: No.

T: According to this example, what do you think of Mike?

S: Mike is kind/helpful.

T: So, it is not relevant to the topic sentence "Mike is honest". What can we do with this sentence, boys and girls?

S: 剔除。

T: Yes, just delete it.

Step 4: Match the examples with the topic sentences.

设计意图

通过小组配对游戏与结果反馈,检测学生是否理解“主题句与支撑句相关联”的写作技巧,同时引导学生理解可以运用多个事例来佐证主题句。

1. T: So far we've talked a lot about the model students in our class. In my eyes, there are still some other model students. For example, Huang is a hard-working student. Shen always obeys the rules. Shao is good at English. Yuan is kind and friendly. (板书)

2. T: Now let's play a matching game about these model students in groups of four.

活动说明: 学生四人为一组,每个小组拿到的信封里都有一句描绘其中一位学生的主题句和九句支撑句,小组讨论完成配对任务后,派代表将支撑句粘贴到黑板上的相应位置,结果如下:

A is a hard-working student.

- never give up difficult Maths exercises
- do homework carefully every day
- usually study hard in the library

B always obeys the rules.

- never eat or drink in the library
- always leave rubbish in the bins

C is good at English.

- be able to read English newspapers
- can speak English quite well

D is kind and friendly.

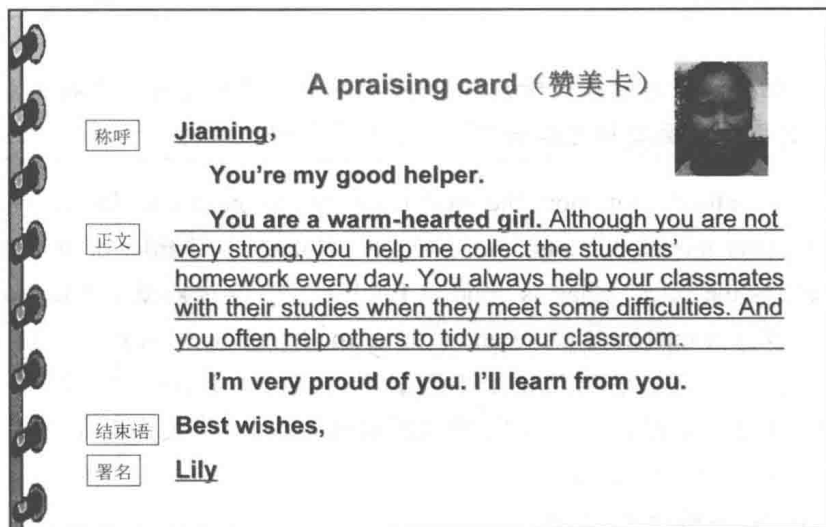
- often share snacks with others
- often help to clean the classroom

Step 5: Learn the form of a praising card.

设计意图

通过展示和分析模板,帮助学生了解“赞美卡”的基本格式,一般由称呼、正文、结束语、署名等部分组成。

1. T: Look at the praising card. It is written by me. I think Jiaming is a model student. I want to praise her and learn from her. Who would like to read it?



2. T: Please pay attention to the four parts of a praising card: the address, the body, the closing and the signature.

Step 6: Listen to and read two more praising cards and learn how to write praising cards to different people.

设计意图

通过引导学生听读两张赞美卡范文,再次深化体悟赞美卡的文体格式与正文“主题句与支撑句”的写作技巧。

1. T: I'm very happy to receive a praising card from my daughter. Now I'd like to share it with you.

A praising card to Mum

Dear Mum,


You're my good mum. I love you so much.

You are hard-working. You work hard although you are not very strong. You read as many books as you can. And you always check the students' homework when you are at home.

I'm proud of you. I'll learn from you.

Best wishes,

Sherry



2. T: Here is a praising card for your class teacher. Who would like to read it?

A praising card to Miss Wu

Dear Miss Wu,


You're a good teacher.

You are responsible. You always help students with their lessons after class. You always help to clean the office when you are free. And you always talk with the students' parents although you are very busy.

We all like you.

Best wishes,

Lily



3. T: What do you think of these two praising cards?

S: 格式比较规范;主题句表达比较清晰;所列举的事例与主题句相匹配;配图美观……

Step 7: Write a praising card to someone around (a friend/teacher/classmate/family member or relative).

设计意图

仿写制作赞美卡,尝试运用正确的文体格式和写作技巧(使用恰当的单词、词组、句型、主题句和支撑句)。

1. T: Look at the Checklist. When you write, remember these questions.

Checklist	
1. Is it a praising card?	Yes/No
2. Does it have all the basic parts of a praising card? (称呼、正文、结束语、署名)	Yes/No
3. Is the topic sentence clear?	Yes/No
4. Are all the examples relevant to the topic sentence?	
Example 1	Yes/No
Example 2	Yes/No
Example 3	Yes/No

2. T: Now please write a praising card by yourselves.

Step 8: Evaluate and conclude.

设计意图

通过展示和互评,提升学生的写作能力,同时培养其学习身边人物优秀品质的感情。通过引导学生课堂小结,再次强调运用正确的文体格式和技巧进行写作。

1. T: Let's exchange our praising cards within groups. If you find any mistakes in your group member's work, please tell him/her to correct them.

2. T: Now let's have a presentation. When someone shows and reads his/her praising card, please listen carefully and then give comments according to the Checklist.
3. T: Let's conclude how to write a praising card.

A praising card (赞美卡)

称呼 _____

正文 You are my _____

结束语 I'm proud of you. I'll learn from you.
Best regards,

署名 _____

conclusion

- ❖ Topic sentence
- ❖ You are a...(形容词)
- ❖ Examples (relevant 相关的)
- ❖ ...动词词组...
- ❖ Although...,you...
- ❖ ...

Step 9: Assignment.

设计意图

通过回家作业,进一步巩固课堂所学。

Make a nicer praising card to a person you think is special and send it to him/her.

【教学反思】

本堂课在教学生写赞美卡的过程中,除了让学生注意一定的格式要求外,更让学生学会一些写赞美卡的微技能,如为主题句提供恰当的支撑句。设置真实情景,引导学生写出相关联的主题句和支撑句,是本堂课的核心任务。

考虑到七年级学生语言的知识性储备水平(如词汇量的大小、语法点和语法结构的熟练敏感度、语感等输入性的知识能力等),教师应该激活学生头脑中所储备的词汇,尽量选取让学生有话可写的话题,贴近学生的实际生活,让他们有表达意愿。

学生作品反馈中,有一位学生运用 *he helps the blind cross the road all the time* 这一事例来说明主题句 *He is kind and friendly*。这说明该学生只关注了主题句与支撑句的切题性,却忽略了所举事例的真实性。因此,教师一定要在写作教学中引导学生写生活中的真实事例。

案例三

《英语(牛津上海版)》7B, Unit 8 A more enjoyable school life

Writing: My ideal school

上海市嘉定区迎园中学 钱 勇

【教学内容简介】

教材本单元主题是 A more enjoyable school life, 写作板块是 Changes of the classroom。通过本单元的学习, 学生对“用 I'd like to have... 表达改变学校的愿望; 用 It would be possible/necessary/difficult... 表达对他人建议的看法; 用 I/He/She can... 表达可以在校内进行的活动”等已经比较熟悉。本课为本单元的最后一节课, 要求学生以 My ideal school 为题, 写一篇 60 个词左右的短文, 谈谈自己理想中的学校。

【学情分析】

本次授课对象为借班上课的外语特色学校的学生, 语言表达能力较强。本课的话题与学生生活息息相关, 每一个学生都有话可说。因为话题直观简洁, 学生不会出现审题偏差。但是在写作中要关注的四个方面: 短文中是否有观点, 是否有充分的理由, 是否运用了过渡词, 是否能运用较为丰富的形容词和动词进行描述等还是需要教师的有效引导。

【教学目标】

1. 学生能在写作时有意识地选用丰富的词汇。
2. 学生能用充分的理由支持自己的观点。
3. 学生能运用过渡词使行文流畅自然。

【教学重点与学习难点】

这是一篇 Persuasive writing。学生要了解这一类体裁文章的写作要点, 即要有表达观点的 Topic sentence 和充分的 Supporting reasons 以使自己的观点或建议被他人认同或接受。

【教学设计思路】

1. 目标制定

Write Source 一书对 Persuasive writing 提出了六大要素:

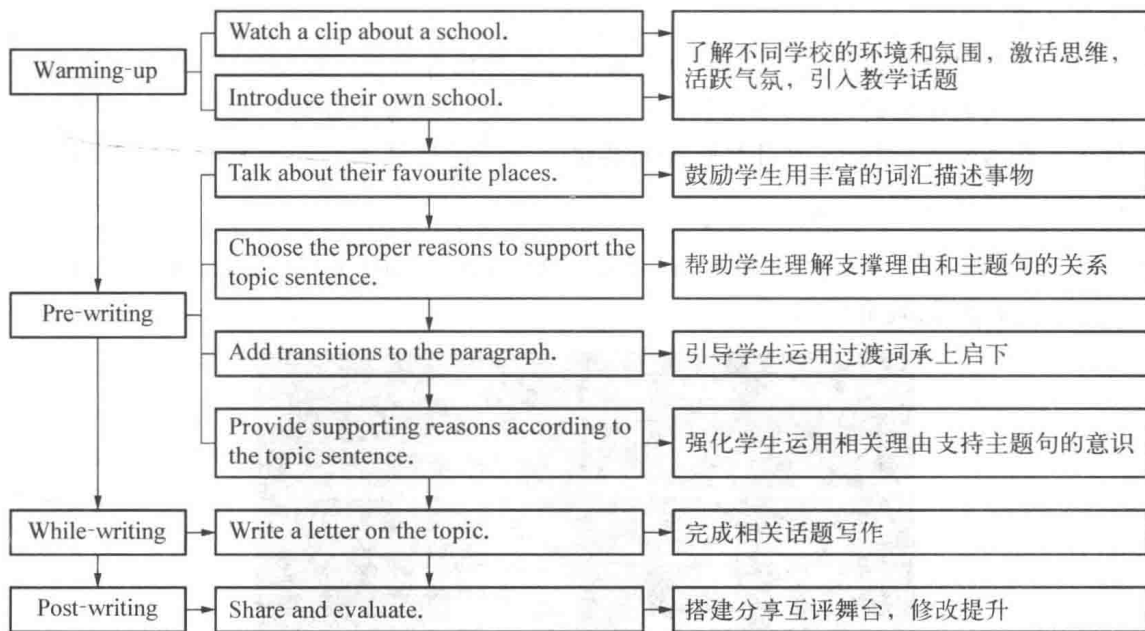
Ideas	The essay has a clear opinion statement. Logical reasons support the writer's opinion.
Organization	The opening contains the opinion statement. The middle provides clear support. The transitions build strong connections.
Voice	The writer's voice is confident and helps persuade the reader.
Word Choice	Strong, positive words help make the message clear.
Sentence Fluency	Variety is seen in both the types of sentences and their beginnings.
Conventions	Grammar and punctuation errors are few. The reader is not distracted by the errors.

本堂课选取 Ideas, Organization 和 Word Choice 作为教学重点。此外,教师在备课阶段,细读了部分学生期中考试试卷的作文,发现学生的写作还可在两方面作进一步提升:一是主题句的提炼,二是支撑理由和主题句的相关度。正是基于以上理论和实际,才确定本堂写作课的教学目标。

2. 写作策略

运用“过程体裁教学法”策略,分阶段、重过程、多方法、循序渐进地开展写作教学,通过写作目的、语境知识、语言知识的充分输入,使每个学生有话可说,有话想说,调动他们的写作潜能。

3. 课堂教学流程图



【教学过程】

Step 1: Watch a clip about a school.

设计意图

让学生观看执教教师所在学校的小视频,了解其他学校的环境和氛围。用学生熟悉的真实的校园生活作为师生互动的自然切入点,容易引起学生的学习兴趣,同时也可以丰富学生有关学校的背景知识,激活他们的思维,迅速呈现“学校”这个教学话题。

Step 2: Introduce their own school.

设计意图

让学生说一说自己的学校,这个活动设计的初衷是为了让大部分的学生能参与教学活动,因为每一个学生都应该有话可说。通过描述自己的学校,可以让学生更了解自己的学校,激发他们渴望改变学校的愿望,使本节课的写作任务具有真实性。

T: This is my first time to come to your school, so could you introduce your school to me?

S: Our school is ... There is/are ...

Step 3: Talk about their favourite places in school.

设计意图

通过描述自己最喜爱的学校场所,激活学生的已有词汇。教师板书,是为了呈现学生所运用的丰富的词汇,并引导他们有意识地运用较为丰富的形容词和动词对学校场所和活动进行描述,以引起听者的共鸣。同时通过板书引导学生关注观点和例证之间的逻辑关系。

T: What is your favourite place in your school? Why do you like it? What can you do there?

在师生互动时,教师板书:

Place n.	Opinion adj.	Example v.
library	peaceful	read books for hours
playground	engaging	see a lot of boys exercising
lab	exciting	do experiments
classroom	lovely	chat with friends
music room	amazing	enjoy music

教师同时观察学生提供的事实和例证是否与其观点匹配,如果不匹配,要及时指出并引导学生运用相关的事实和例证支持自己的观点。

Step 4: Watch a piece of news.

设计意图

让学生观看一段“创意学校设计比赛”的短片,旨在开阔学生眼界,启动他们丰富的想象潜能,思考如何改变自己学校或展望自己理想的未来学校,并进行更多的语言输入。同时,也是教师 Modelling 过程的启动。

T: You are so lucky that you can work and play in such a wonderful school. But do you still want to make a little change in your school to make it a better place to study in?

S: Yes!

T: Some other students also want to see a little difference in their school in the near future. Let's watch a video.

Step 5: Choose the proper reasons to support the topic sentence.

设计意图

教师呈现自己对学校改进的建议,提供理由并让学生挑出主题句和支持观点的 Supporting reasons,帮助学生理解主题句与支撑句之间必须具有高度的相关性。

1. 教师出示一组句子,让学生挑出主题句。

T: I think the students in the video really have some great ideas to make their schools ideal ones. Do you think so? You know I also have an opinion to change my school. Please read the sentences and pick out my opinion, or the topic sentence, will you?

I really hope there would be a cozy resting area in our school.

Every week our school has visitors from other provinces. Resting in this area will make them feel at home.

It's impossible to take a nap in my noisy office. A short rest in this area will make myself refreshed in the afternoon.

Students will work harder and do their homework more carefully.

I will have a nice place to have a heart-to-heart talk with my students when they are in trouble.

2. 引导学生剔除无关信息,呈现主题句和支撑句。

T: Please read the topic sentence and think which of the rest sentences can be supporting reasons.

I really hope there would be a cozy resting area in our school.

Topic sentence

Every week our school has visitors from other provinces. Resting in this area will make them feel at home.

It's impossible to take a nap in my noisy office. A short rest in this area will make myself refreshed in the afternoon.

I will have a nice place to have a heart-to-heart talk with my students when they are in trouble.

Supporting reasons

3. 把主题句和支撑句合并成篇。

T: Now we've got a short passage. Please read it together.

I really hope there would be a cozy resting area in our school. Every week our school has visitors from other provinces. Resting in this area will make them feel at home. It's impossible to take a nap in my noisy office. A short rest in this area will make myself refreshed in the afternoon. I will have a nice place to have a heart-to-heart talk with my students when they are in trouble.

Step 6: Add transitions to the paragraph.

设计意图

引导学生运用过渡词连接句子,以使段落中句与句之间的衔接、段落间的连接过渡更自然流畅。

I really hope there would be a cozy resting area in our school. Every week our school has visitors from other provinces. Resting in this area will make them feel at home. It's impossible to take a nap in my noisy office. A short rest in this area will make myself refreshed in the afternoon. I will have a nice place to have a heart-to-heart talk with my students when they are in trouble.

first, besides, also ...



Transitional words 过渡词

I really hope there would be a cozy resting area in our school. **First**, every week our school has visitors from other provinces. Resting in this area will make them feel at home. **Besides**, it's impossible to take a nap in my noisy office. A short rest in this area will make myself refreshed in the afternoon. I will **also** have a nice place to have a heart-to-heart talk with my students when they are in trouble.

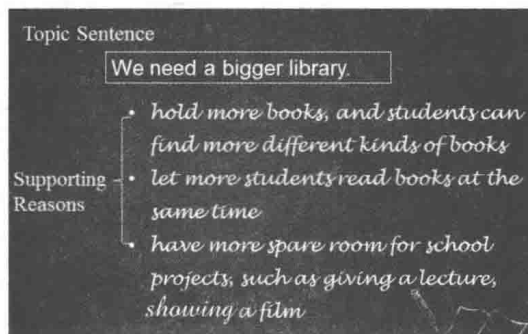
first, besides, also ...

Step 7: Provide supporting reasons according to the topic sentence.

设计意图

师生一起讨论,教师板书学生提供的 Supporting reasons,进一步让学生实践和体会运用高相关支撑理由支持主题句的重要性。

学生分组讨论他们想看到的学校变化,分享不同观点,最后选取一个小组的观点作为 Topic sentence。全班同学为这个主题句提供充分的理由。教师在师生互动中板书:



Step 8: Write a letter to the headmistress on “My ideal school”.

设计意图

创造真实的写作情景,鼓励学生为真实的写作目的,面对真实的读者而写。同时检测教学效果,即学生是否能运用本节课所学的图式结构写作技巧完成 Persuasive writing 体裁的写作任务。

1. 教师布置写作任务: Write a letter to the headmistress on “My ideal school”.
2. 教师出示 PPT 上的自我提问单,请学生运用下列问题提醒自己注意写作要点。

Do I

have a topic sentence?

give enough supporting reasons?

use proper transitional words?

First, Besides, also ...

What's more, in addition ...

present varied verbs and adjectives?

3. 学生写作,教师巡视并给需要的学生提供帮助。

Step 9: Share the writings and evaluate them according to the Checklist.

设计意图

参照教师提供的 Checklist,互相分享、评价习作,以达到检验学习效果,培养学生自我反思、自我改进的自主学习能力的目的。

1. 学生开展小组活动分享和互评习作。

Sharing & evaluating(分享与评价)			
Does he/she have a topic sentence?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆
Does he/she give enough supporting reasons?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆☆
Does he/she use proper transitional words?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆☆
Does he/she present varied verbs and adjectives?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆
Overall score: _____ stars			

2. 展示优秀范文,再次巩固强化教学目标。

Step 10: Assignment.**设计意图**

参照本节课的评价标准,学生修改自己的习作,提升写作能力。充分体现过程写作中修改(Revising),校订(Editing)和发表(Publishing)的写作过程,培养学生的自主学习能力。

学生完成并修改作文,教师批改后选取优秀习作展示在班级“英语学习园地”中。

【教学反思】

1. 贴近生活,设置写作语境

从课前观看授课教师学校的小视频,到学生向教师介绍自己的学校,再到一则新闻的引入,最后到写作任务,教学设计都围绕创设真实的写作语境进行。

2. 循序渐进,设计写作活动

“Successful writing is the result of making the right decisions most of the time during the act of composing and revising.”如何帮助学生“make the right decisions”,需要教师的介入。按照过程体裁教学法的理念,写作过程中教师要明确地解释与示范,引导学生发现问题并给予及时的帮助。为使教师的介入更有效,课堂写作活动的设计要循序渐进。本课尝试了以下策略:

(1) 示范分析,了解图式结构

过程体裁教学法中一个重要的环节是范文分析,但教材中只有句子的呈现,没有段落的支撑。要让学生写出完整的篇章,Modelling 该如何进行呢?教师采取了以下步骤:

① Talk about their favourite places in their school. (通过板书,引导学生有意识地用丰富的词汇进行描述,同时建立单句间的逻辑关系。)

② Watch a piece of news. Choose the proper reasons to support the topic sentence. (帮助学生理解并关注所提供的 Supporting reasons 和 Topic sentence 之间的相关度和逻辑关系。)

③ Add transitions to the paragraph. (教会学生运用连接词使句际逻辑关系更加清晰。)

从词到句,从单句间的逻辑关系到段落中句与句的逻辑关系,再到段落间的连接过渡,教师呈现的不仅是范文,更是真实的思维过程。通过示范分析,教师让学生了解了完成写作任务的图式结构——以 My ideal school 为题,运用丰富的动词、形容词来表达,运用相关的 Supporting reasons 来支撑观点,并运用连接词使表达更为连贯,来写信说服校长。

(2) 共同协商,内化知识结构

在 Modelling 结束后,创设 A competition on an ideal school 的语境,进入实践环节。教师拆“脚手架”的活动也逐步进行:

① 先小组讨论,再全班分享,最后选取一个观点作为 Topic sentence。

② 学生提供支撑理由,在师生、生生互动中生成 Supporting reasons,并将与主题句相关联的支撑理由列在黑板上。

③ 学生运用恰当的连接词,口头将主题句和支撑句连接成段。在此过程中,加深对写作结构的理解,加速知识结构的内化(Internalize),对写类似 Persuasive writing 体裁的篇章有初步的感受。

3. 独立写作,体验写作过程

在学生独立写作前,教师通过多种形式强化图式结构,如提供自我提问单,呈现评价标准等,指导学生有意识地模仿范文,更好地使用本课的图式结构来写作。

4. 对照清单,关注目标达成

学生独立写作时教师提供的自我提问单,和评价时用的 Checklist 内容一致。之所以不断地复现,一方面是为了引导学生关注高水平信息,而非低水平信息;另一方面,Checklist 的设计指向教学目标的达成,评价时便于学生操作。

5. 角色交替,评估写作成效

“A piece of writing is successful only when the target reader considers it so, that is, the reader thinks the text is ‘right’ for its purpose.”在本课的 Sharing & evaluating 环节中,学生借助 Checklist 互评,有利于反思自己的写作成效。同时,这也丰富了写作课元认知知识的教学内容:

(1) 增强学生对写作规范、目的和读者的了解。

(2) 增强学生对写作技能的了解以及对自己使用写作策略的评价。

案例四

《英语(牛津上海版)》7B, Unit 11 Electricity

Writing: Describing an object

上海市闵行区教育学院附属中学 周雪莱

【教学内容简介】

本课教学内容基于 Unit 11 Reading 板块“The Airport Express”这一文本。文本以 the Airport Express(机场快线)为说明对象,分别描述了列车所处的地理位置、结构优势、运

行特点等。文本采用“总-分”式说明结构形式,并运用举例子、列数字等说明方法,从整体到局部描写了 the Airport Express,使说明对象清晰地呈现在了读者眼前。文本语言准确、简洁、平实,并富有条理性。该文本是一篇教师可以通过“以读促写”方式,帮助学生学会如何描述一件事物的写作范例。

【学情分析】

在初中低年级阶段,学生初次接触说明一件事物的文章。虽然文本内容和语言对学生来说不难,但学生对于说明文这类文本体裁比较陌生,还不清楚这类文体的写作特点和技巧。所以教师应在学生理解文本内容后,带领学生一起对文本结构、文本的写作方法等进行剖析,让他们初步了解这类文体,并在仿写的过程中,进一步体验并内化所学。

【教学目标】

1. 学生能够借助文本,了解说明文的说明结构、说明顺序和说明方法。
2. 学生能够通过仿写,加深对说明文写作特点的认识。

【教学重点】

理解说明文的写作特征和写作方法。

【学习难点】

利用相关素材进行仿写。

【教学设计思路】

通过“The Airport Express”文本的学习让学生初步了解说明文的写作特点:在说明事物时,要头绪清楚,井井有条,使人们对事物的形态、构造、性质、成因或功能等方面获得相关知识。通过仿写,鼓励学生体验说明文的写作过程,加深学生对这一文体的认知。在教学过程中,运用“以读促写”策略,让学生充分阅读“The Airport Express”一文,在理解文本内容的基础上,观察和分析说明性文本的写作特点,为接下来的仿写奠定基础。

【教学过程】

Step 1: Read Paragraph 1, think about the questions and fill in the blanks.

设计意图

说明文是客观地说明事物或阐明事理的一种文体。目的在于给人以知识,或说明

事物的状态、性质、功能,或阐明事理。说明文常见的结构形式有“总-分”式、“总-分-总”式、“分-总”式、并列式等,本文采用“总-分”式的写作结构。

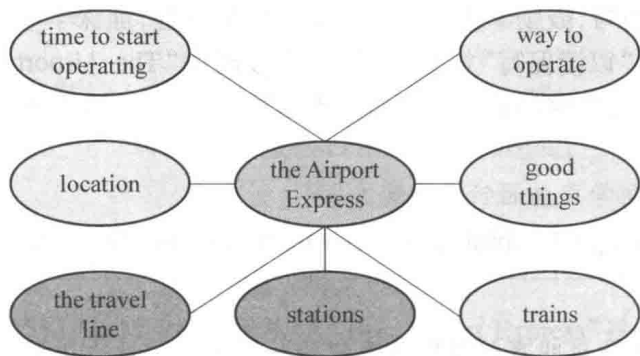
本文第一段用简洁的语言介绍说明了对象 the Airport Express 的概况,给人以总体印象。学生通过对五个问题的回答和梳理,大致了解 the Airport Express 的地理位置、名称、性质、运行方式和优点,从而初步把握说明对象的整体概况。

Where is the Garden City's airport?	On the Lucky Island.
How can people travel to the airport?	By the Airport Express.
When did the Airport Express start operating?	In 1998.
How is it operated?	It uses electricity and computers to send information to the drivers.
What is the good thing of the Airport Express?	The use of electricity does not cause air pollution.

Step 2: Read Paragraphs 2 & 3, think about what each paragraph is mainly about and draw a mind map.

设计意图

本文第二、三段主要从 the Airport Express 的运行路线(The travel line)、车站设置(Stations)以及列车(Trains)的情况来说明对象。在学生阅读完第二、三段后,鼓励学生总结段落的主要内容,从而完成整篇文章的 mind map,也进一步体会文本是如何先总后分地说明事物的。



Step 3: Read Paragraph 2 again, and underline the prepositions and numbers used to describe the object.

设计意图

说明文的常见说明顺序有时间顺序、空间顺序和逻辑顺序。空间顺序,即按事物空间结构的顺序来说明,或从外到内,或从上到下,或从整体到局部来加以介绍,这种说明顺序有利于全面说明事物各方面的特征。一般说明某一静态实物常用这种顺序。

通过表格的梳理,帮助学生体会本文的说明顺序——空间顺序,即:运用不同的方位介词从整体到局部来描写 the Airport Express 的运行路线、站台设置和站台设计的特征;并体会列数字的说明方法,即:通过具体数字的呈现,让读者对说明对象有具体的空间感。

	Prepositions	Numbers
The travel line	<u>through</u> tunnels <u>over</u> bridges <u>on</u> the ground	<u>eight</u> kilometres <u>six</u> kilometres <u>twenty</u> kilometres
The stations	<u>above</u> ground <u>under</u> the ground	<u>four</u> stations <u>none</u> of them ... , they are <u>all</u> ...

Step 4: Answer some questions about the stations.

设计意图

教师通过连续提问引导学生进一步关注本段落从整体到局部的写作特点,即:整体运行线路—站台设置—站台设计这样一个顺序。

T: What are the station buildings made of?

S: They are mainly made of glass, stone and metal.

T: What colour are the stations?

S: The stations are grey and white inside.

T: How are the stations?

S: They are modern and comfortable.

Step 5: Talk about the following questions according to Paragraph 3.

设计意图

再读第三段,通过问题的解答,让学生体验说明文的另一说明方法:举例子(Exemplification)。

T: What does the writer think of the trains of the Airport Express?

S: They are very modern.

T: Why does he think so?

S: Because there are large, soft and comfortable seats on the trains and there is a lot of room for passengers to put their suitcases and bags.

Step 6: Try to write an article about Shanghai Maglev Train with the given information.

设计意图

鼓励学生运用课堂所学,根据所给信息完成一篇关于 Shanghai Maglev Train 的仿写作文,通过仿写进一步体会说明文的写作特点和方法。教师可给出短文开头,以适当降低难度。

Information about Shanghai Maglev Train

Location	in Pudong
Started operating in ...	2002
Use ... to operate	electricity
Good things about Shanghai Maglev Train	fast, safe, quiet, comfortable, no air pollution
The travel line	above ground, 30 km 7 minutes and 20 seconds between the two stations
Stations	Longyang Road Station Shanghai Pudong International Airport above ground glass, stone and metal, white and green inside
Trains	modern, large, soft and comfortable seats, large space

Shanghai Maglev Train

Shanghai Maglev is in Pudong. People can travel to Shanghai Pudong International Airport by Shanghai Maglev Train. _____

附学生习作：

Shanghai Maglev is in Pudong. People can travel to Shanghai Pudong International Airport by Shanghai Maglev Train. It started operating in 2002. Shanghai Maglev Train uses electricity to operate. Electricity makes it fast, safe, quiet and comfortable. Another good thing about Shanghai Maglev Train is that the use of electricity does not cause air pollution.

Shanghai Maglev Train runs above ground for 30 kilometres. The whole trip takes only 7 minutes and 20 seconds. Shanghai Maglev Train is west to Longyang Road Station of Shanghai Metro Line 2 and east to Shanghai Pudong International Airport. The stations are above ground, and they are made of glass, stone and metal. The stations are white and green inside.

The trains of Shanghai Maglev Train are very modern. There are large, soft and comfortable seats on the trains and there is large space for passengers to put their suitcases and bags.

Step 7: Peer-check the writing with the Checklist.

设计意图

学生依据教师提供的 Checklist, 通过互相评价、交流, 在互助学习中进一步巩固课堂所学。

Checklist

1. 说明对象的清晰描述 (location, started operating in ..., use ... to operate, good things, the travel line, stations, trains)	☆☆☆☆☆
2. 空间顺序的运用 (the use of the prepositions of locality)	☆☆☆☆☆
3. 说明方法的运用 (举例子、列数字)	☆☆☆☆☆

Step 8: Assignment.

设计意图

课后作业是课堂教学的延伸。课内尚未完成写作任务的学生可以在课后继续修改、完成。

除了公共交通工具,可以说明的事物有很多,不妨鼓励学有余力的学生动动笔,选择一件物品、一个场地或是一座建筑,运用本堂课所学的方法来描绘一下。教师将在后续教学中给学生提供展示交流的平台。

1. Finish or revise the writing.
2. Write about an object, a place or a building (optional).

【教学反思】

1. 设置精准的教学定位,深度剖析文本,明确教学重点和难点。本堂课定位为“以读促写”的课型,在之前阅读课的学习基础上展开。在解读文本时,教师应有意识地从文本结构的视角进行剖析,引导学生在理解文本内容的时候,明确描写对象的特征和文章脉络,而不是拘泥于文章细节的探讨。
2. 引发阅读兴趣,搭建“脚手架”,降低写作难度。不同于故事性强的记叙文,说明文的内容描述性较强,很难引发学生的阅读兴趣。因而,教师应注重引入环节的设计。同时,说明性文本的写作对初中生来说,因其缺乏写作经验,难度很大。所以,对于七年级的学生而言,在本课时的学习中只要了解这一文本的写作特点,并尝试在教师提供的材料的帮助下进行写作,并在写作过程中进一步感悟和体会即可。
3. 重视写作过程,明确评价要点。在鼓励学生互评时,应重点关注学生在描述事物时能否比较全面地观察到各个方面并做相应的描写。在语言上,暂且不必苛求复杂和优美,只要正确、简明易懂即可。教师主要还应关注学生是否初步掌握了该文体的写作特点。

第三节 八年级写作课堂教学案例

案例一

《英语(牛津上海版)》8A, Unit 3 Trouble!

Writing: Sharing an experience

上海市蒙山中学 陈杰

【教学内容简介】

教材本单元的阅读文本是一篇日记,记叙了 Paul 的一次不寻常的经历。在这次经历

中,Paul 学会了如何应对麻烦事。文章以时间(事情发展)顺序记叙这次经历,过程清晰,并且使用了很多感官细节描写和人物对话,形象生动。这是学生学习叙事记叙文写作的优秀范例。本课采取以读促写的策略,引导学生尝试使用上述写作技能,在教师提供语言材料的基础上完成一篇记叙文的写作。

【学情分析】

所教授的班级学生基础比较好,能用一般过去时描述过去发生的事情。但如何让他们比较清楚地叙述一件事情的起因、经过和结果,并能进行简单的感官细节描写和人物对话描写,使记叙内容更加丰富、形象、生动,则需要教师的示范指导。

【教学目标】

学生能够初步学会使用叙事记叙文的三种写作技能:

1. 使用时间(事情发展)顺序记叙一次经历(Use time order to narrate an experience)。
2. 使用感官细节描写来吸引读者(Use sensory details to attract readers)。
3. 使用对话代替间接描述(Use dialogues instead of indirect speech)。

【教学重点】

叙事记叙文的三种写作技能。

【学习难点】

使用感官细节描写来吸引读者。

【教学设计思路】

本课例的总体设计思路是阅读文本学习写作技巧→教师带领学生一起练习写作技巧→学生独立进行写作、修改习作。

首先,学生阅读文本感知写作技巧。通过阅读文本和回答问题,回顾课文的叙事过程,包括叙事的几大要素,学习、体会如何使用时间(事情发展)顺序记叙一次经历;找出课文中的感官细节描写,学习、体会如何使用感官细节描写来吸引读者,丰富写作的内容;找出课文中的对话内容,学习、体会如何使用人物之间的对话,让叙述更富真实感和亲切感。

其次,学生练习写作技巧。学生学习了如何使用叙事记叙文的三种写作技巧后,教师开始带领学生进行写作实践:记叙一次经历。先要求学生在按事情的发展顺序对

一系列事件进行正确的排序后,进行小组讨论,对该短文加入更多的感官细节描写,以吸引读者。然后进一步要求学生在短文中的一至两处加入人物对话,使叙述更真实、生动和饱满。

最后,学生独立进行写作、修改习作。把学会游泳的这件事完整地写下来,就像在讲自己的经历一样,完成初稿。教师引导学生依据 Checklist 对自己及同伴的初稿进行自评和互评,关注是否使用了事情发展顺序叙事,是否使用了感官细节描写吸引读者,是否使用了对话描述。在课堂跟进活动中,让学生在课后独立完成另一篇叙事习作,进一步巩固和内化课堂所学,提高写作能力。

【教学过程】

Step 1: Read the text and answer the questions.

设计意图

通过阅读文本和回答问题,回顾课文的叙事过程,包括叙事的几大要素:人物、时间、地点、起因、经过、结果,同时思考 Paul 在这次不寻常经历后的收获。学生学习、体会如何使用时间(事情发展)顺序记叙一次经历。

教师要求学生快速阅读文本,回答以下问题:

Questions:

1. Who was in the event?
2. When did it happen?
3. Where did it happen?
4. What was the trouble?
5. How did Paul's father deal with the trouble?
6. What happened in the end?
7. What has Paul learned from his experience?

Possible answers:

1. Paul and his dad, two women tourists and a young man.
2. It happened on Friday, 28 June.
3. It happened at the ferry station.
4. Three men stole a woman's purse.
5. He asked the matter/didn't get on the ferry/called the police/took the next ferry ...
6. Four policemen stood around the man and he looked worried.

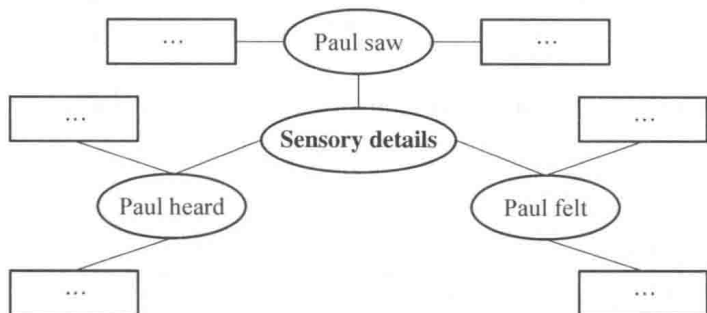
7. He learned how to deal with trouble in a smart way.

Step 2: Read the text and talk about how Paul used sensory details to describe his experience.

设计意图

感官细节描写能帮助读者去看到、听到、闻到、尝到和感觉到所被描写的内容,使叙事生动形象。通过找出课文中的感官细节描写,学生学习、体会如何使用感官细节描写来吸引读者,丰富写作的内容。

教师引导学生在课文中找出 Paul 在描写他的经历的过程中,所使用的有关感官细节描写的单词、短语或句子。



Possible answers:

1. Paul saw: The man held out a bag, and showed everyone that it was empty. The man hurried aboard ...
2. Paul heard: a big argument, shouting ...
3. Paul felt: This was strange. Was his father afraid of that man? ...

Step 3: Read the text and talk about how Paul added dialogues to describe his experience.

设计意图

在叙事的过程中有很多使用对话的理由,我们可以用它来显示人物的个性、使动作进行、增加信息等。通过找出课文中的对话内容,学生学习、体会如何使用人物之间的对话,让叙述更富真实感和亲切感。

教师要求学生在课文中找出 Paul 在描写此次经历的过程中所使用的对话内容,并且一起比较、讨论使用对话和不使用对话所产生的不同的叙述效果(见下表)。

	Without dialogue	With dialogue
Add information	The woman told us they stole her friend's purse. She said they were in the bookshop, buying postcards and three young men started talking to them and her friend noticed that her purse was gone. She said two of the men ran away and they followed that man here.	"They stole my friend's purse," said the woman. "We were in the bookshop, buying postcards. Three young men started talking to us. Suddenly my friend noticed that her purse was gone. Two of the men ran away. We followed this man here."
Keep the action moving	My father told me to wait and take the next ferry.	"Wait," said my dad. "Let's take the next ferry."

Step 4: Learn to narrate an experience and put the events in order.

设计意图

在学生学习了如何使用叙事记叙文的三种写作技能后,教师开始带领学生进行写作实践:记叙一次经历。在这个步骤中,主要训练学生按事情的发展顺序叙事,对在叙事过程中发生的事件进行正确的排序。

教师提供语言素材,请学生阅读以下关于一次游泳经历的信息,对在叙事过程中发生的事件进行正确的排序,可以先在小组内讨论。

Learning to swim

The story of how I learnt to swim was dramatic. One hot summer afternoon,

- (6) A. I was surprised to find I was able to keep the swimming style.
- (4) B. I drank a lot of water and struggled very hard.
- (5) C. My dad saw me and told me to calm down.
- (1) D. My dad took me to a swimming pool.
- (3) E. I was so excited that I jumped into the pool.
- (2) F. My dad was changing his clothes.

Finally I learnt to swim quickly!

Step 5: Learn to narrate an experience and gather sensory details.**设计意图**

在学生学习了按事情的发展顺序叙事,对事件进行了正确的排序后,让学生通过小组讨论,在该短文中加入更多的感官细节描写,以吸引读者。

教师组织学生进行小组讨论,针对刚才排序后形成的短文,充分发挥想象力,增加一些感官细节描写,即短文中“我”的所见、所闻和所想。教师巡视,并在必要时给学生提供帮助。

Possible answers:

1. I saw: a lot of people swimming well/clean water in the swimming pool/the water coming towards me/my father was surprised/...
2. I heard: a voice/a big noise/shouting/cry/...
3. I felt: happy/afraid/proud/confident/...

Step 6: Learn to narrate an experience and add dialogues.**设计意图**

在增加了一些感官细节描写后,进一步要求学生在短文中的一至两处加入人物对话,使叙述更真实、生动和饱满。

教师继续引导学生开展小组讨论,依据语篇情景,发挥合理想象,增加一至两处人物对话。

Possible answers:

- “Help! help!”
- “Look out!”
- “Calm down. Just wave your arms and legs like this. That’s right!”
- “Good job, son!”
- “Thank you, Dad. I was born to swim!”
- ...

Step 7: Narrate the experience of learning to swim and complete the draft.**设计意图**

在完成事件排序、增加感官细节描写、增加对话的任务后,让学生把学会游泳的

这件事完整地写下来,就像记叙自己的经历一样,完成初稿。

学生动笔之前,教师先出示 Checklist,引导学生依据评价标准进行写作。

1. 教师出示 Checklist,学生集体朗读。

Checklist

- Do I use time order to narrate the learning experience?
- Do I use sensory details that make the readers interested?
- Do I use dialogues instead of indirect speech?
- Do I talk about what I have learned from the experience?

2. 学生独立完成短文“Learning to swim”,教师巡视并给予需要的学生以帮助。

Step 8: Do self-check and peer-check.

设计意图

引导学生依据 Checklist 对自己及同伴的初稿进行自评和互评,关注是否使用了事情发展顺序叙事,是否使用了感官细节描写吸引读者,是否使用了对话描述,以及是否写出了从该经历中收获了什么。

附学生习作:

Learning to swim

The story of my learning to swim is so dramatic that I can't forget it.

One summer afternoon, my dad took me to a swimming pool for the first time. I was so excited that I jumped into the pool while Dad was changing his clothes. The water was deep. I was so afraid that I cried. But the water kept coming towards me and I drank a lot of it. I struggled very hard to keep my head above the water. Suddenly, I was surprised to find I was almost able to keep the swimming style. At that time, my dad saw me and shouted, "Calm down, and just wave your arms and legs like this." I finally learnt to swim myself! I was proud to say, "I was born to swim!"

From the experience I learnt that anything is possible if I try my best!

Step 9: Assignment.**设计意图**

在学习和操练了叙事记叙文的三种写作技巧后,要求学生在课后独立写作另一篇叙事短文,记叙校园生活中一次难忘的经历,以进一步巩固和内化课堂所学,提高写作能力。

教师可进一步引导学生在写作中关注:

Purpose and content (写作目的和内容)	to share an unforgettable experience
Audience (读者)	classmates and teachers
Style of writing (写作的文体)	personal narrative
The position of the narrator (人称)	first-person

附学生习作:

An unforgettable experience

I will never forget my preparation for our Annual School Art Festival last month.

Because of my good English, I was asked to sing an English song. My English teacher Miss Li encouraged me, "Don't be nervous, dear. Let me help you!" I said in a low voice, "Thank you, Miss Li. I'll try my best." She helped me practise again and again. I was so grateful to her and I said to myself, "I should not be afraid anymore and I will not let Miss Li down this time!" When I won first prize in the end, I was so excited that my tears fell down on my face.

From my experience, I learned that practice makes perfect and I decided to be a good teacher like Miss Li in the future!

【教学反思】

第二语言习得理论认为,读为写的基石,写为读的后续,一个输入,一个输出,相辅相成。教材中出现的文本既是语言信息的载体,也是学生学习写作的范例。立足文本,引导学生在把握文本所提供材料内容的基础上,积极地学习写作技巧,开展写作活动,这样的学习方式有助于达到以读促写的目的。

本课例中教师引导学生通过阅读文本学习三种叙事记叙文的写作技巧,然后带领学生

练习写作,最后到学生独立完成习作,展示了一个完整的学习写作的过程。实践证明,学生在课堂上所学、所练的写作技巧和修改习作的方式是可以帮助他们不断提升写作水平的。

案例二

8A Writing: An accident

上海市延安初级中学 郭 宁

【教学内容简介】

本堂课所设计的写作活动是看图作文“An accident”。教师给学生提供了一组图片,前三幅创设了一个“事故”的情境,第四幅为空白,留待学生展开想象并设计结局。学生需要用过去时态记叙一件过去发生的事件。

【学情分析】

八年级学生已积累了一定的英语语言表达能力,足球比赛又是一个特别受其欢迎的体育活动,因此,这个主题的选择,既能激发起学生想象、思考、讨论的热情,又能将“用过去时态记叙一件事情”的知识得以巩固运用。但如何表述这次“事故”,还需教师在语言上给予充分的铺垫。

【教学目标】

1. 学生能够通过读图,用恰当合理的语言和一般过去时描述一个事件。
2. 学生能够用最基本的叙事结构写清楚过去发生的事件。
3. 学生能够培养合理解决生活中遇到的麻烦和事故的意识。

【教学重点】

使用最基本的叙事结构写清楚过去发生的事件。

【学习难点】

按故事情节的逻辑,对空白图片的合理想象及遣词造句。

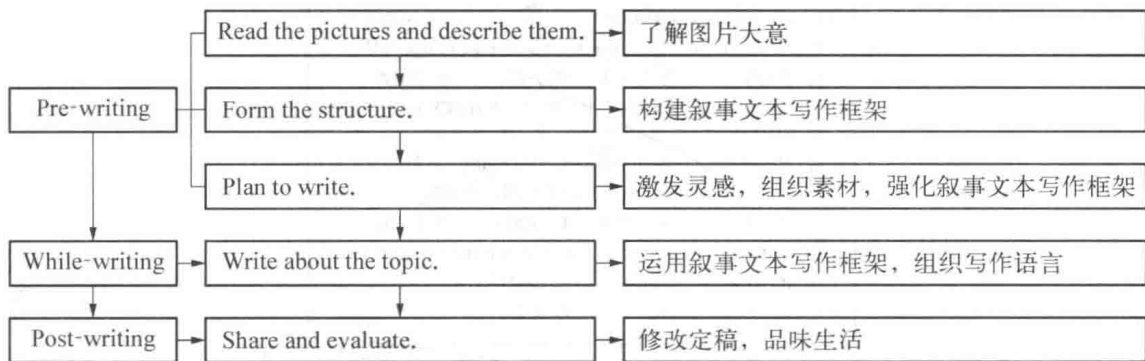
【教学设计思路】

1. 教学主线

本堂课在 2014 巴西世界杯主题曲 *We are one* 中开始,教师通过世界杯和球星知识

问答引出“足球”主题,接着提问学生平时有怎样的踢球或看球赛的习惯,在师生互动中引出叙事性文本的六大要素(时间、地点、人物、起因、发展和结尾)。

2. 课堂教学流程图



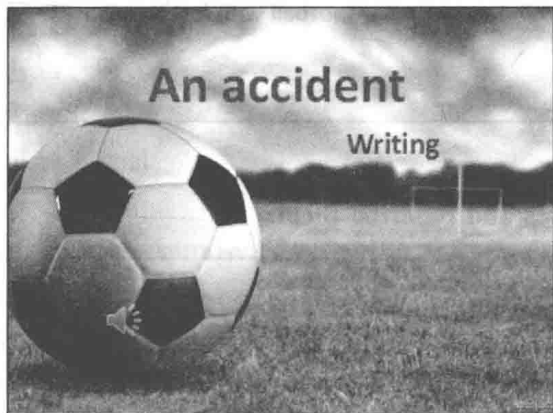
【教学过程】

Step 1: Warm-up.


设计意图

引入本课写作主题“An accident”——一次踢足球时的意外事故,以及叙述事件所需要的基本要素 where, who, when, why。

1. Enjoy the song *We are one*.



2. Do a quiz about football.



Quiz about FOOTBALL

Choose the best answer.


(1) "We are one" was the theme song of FIFA 2014.
A. 1998 B. 2002 C. 2006 D. 2014

(2) Germany has won the FIFA World Championship in 2010.
A. Netherland B. Spain C. Germany D. Argentina

(3) The FIFA World 2014 was held in Brazil.
A. Britain B. U.S.A. C. Brazil D. China

(4) Messi has won the FIFA World Player of 2009.
A. Cristiano Ronaldo B. Messi
C. Fabio Cannavaro D. Kaká

3. Talk about something related to football.



Talk about FOOTBALL

Do you like playing football or watching football games? **Why?**

Where do you usually play football or watch football games?

Who do you usually play football with?

When did you play football last time?

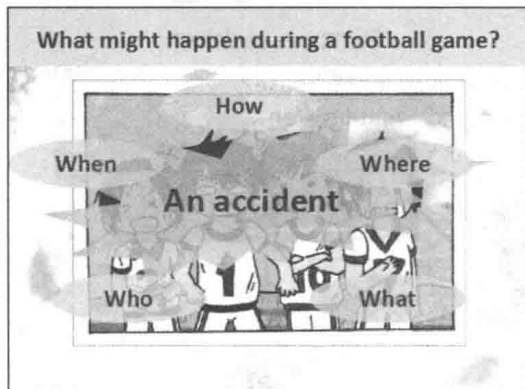
Who did you play football with last time?

Step 2: Read the pictures and describe them.

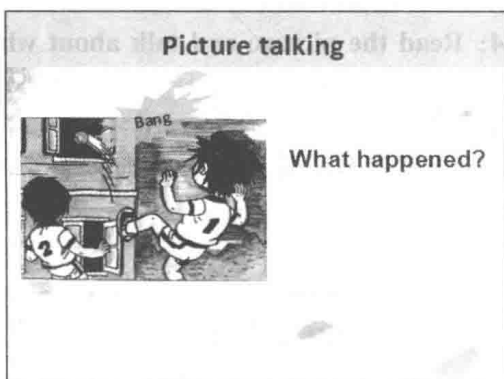
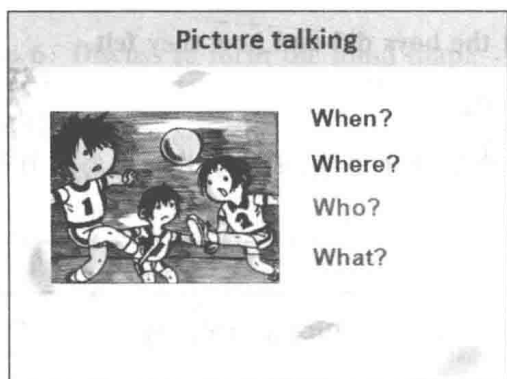
设计意图

根据学生已有的知识能力背景,引出记叙文的基本要素。同时激活学生的读图思维能力,罗列描述下列图片可用的单词、词组、句子,为后续写作搭建语言支架。

1. Brainstorm what might happen during a football game and the basic elements to describe an accident.



2. Read the pictures and describe them in groups.



教师通过板书记录学生发言中的关键词,如:

last Saturday ...

in the playground/park ...

Billy and his friends ...

played football happily with ...

tried their best to score a goal,

kicked so hard that ...

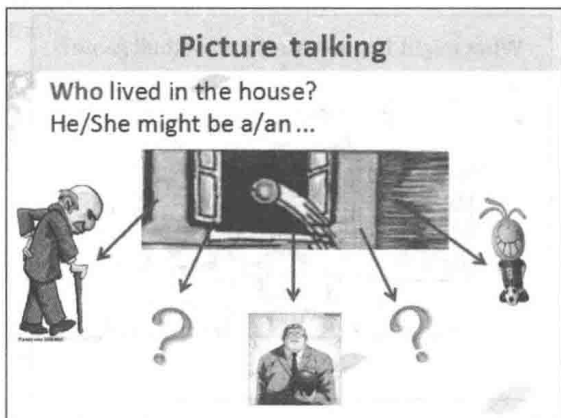
suddenly, flew into, to one's surprise,

A loud noise came over the window — “BANG”.

Step 3: Read the picture and guess who lived in the house.

设计意图

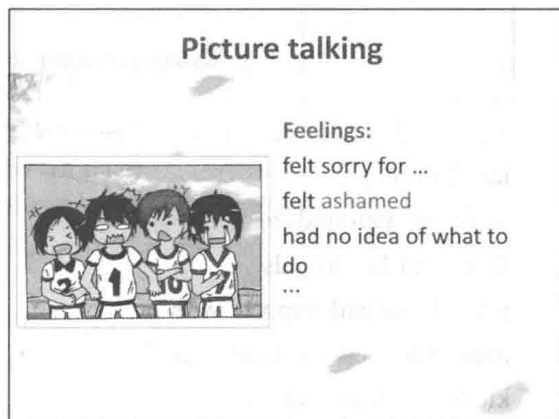
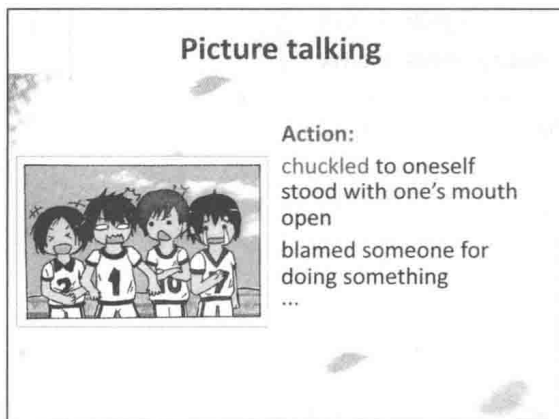
通过问题引导,充分激发学生的想象力和逻辑思维能力,为后续写作埋下伏笔。



Step 4: Read the picture and talk about what the boys did and how they felt.

设计意图

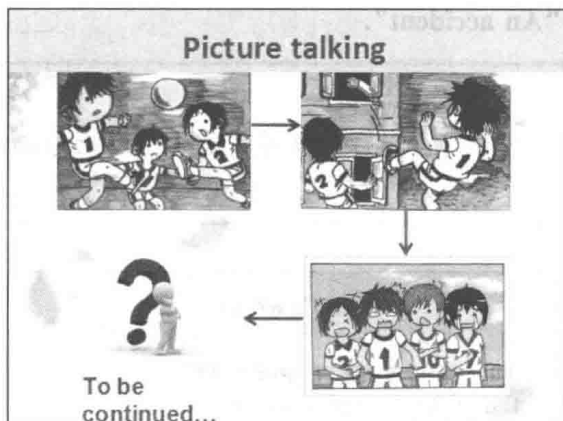
引导学生基于图片中人物的表情,充分开展合理想象,进一步为后续写作打好基础。



Step 5: Add a possible ending to the story.

设计意图

组织学生展开讨论,合理想象故事结尾,结局应呼应整个事件的记叙,且合乎逻辑。

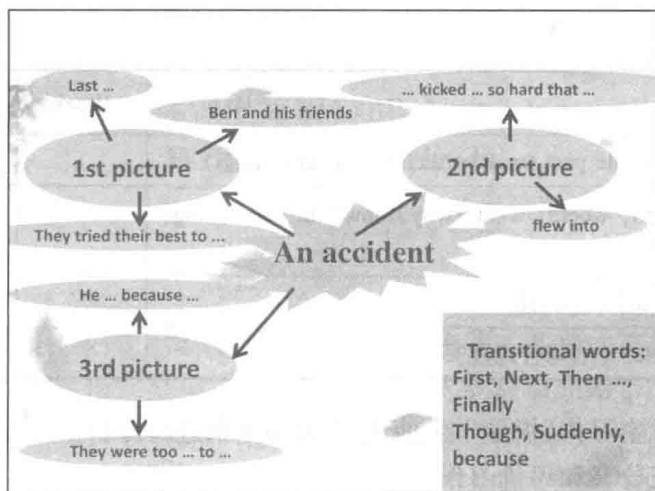


Step 6: Discuss to form the mind map.

设计意图

运用幻灯片,在师生的共同讨论中逐步呈现思维导图,突出整个叙述性文本的框架和要素,并使用小箭头显示出动作发生的时空顺序,以提醒学生关注写作时思维的连贯性。这个环节对基础较为薄弱学生的帮助尤其重要。

同时,在引导学生认真读图、积累语言素材的基础上,梳理记叙文的基本要素,可以让学生体会到时间、地点、人物的描述可呈现事件的脉络;按照事件发展顺序进行描述,可增强故事的逻辑性;运用上下文层层推进的方式,并充分展开想象,可使故事走向高潮;恰当的结尾可令人反思;关联词的使用可以使篇章逻辑清晰连贯。



Step 7: Start to write “An accident”.


设计意图

学生独立看图写话。教师出示评价表并提醒学生以此为标准指导和调整自己的写作。

Let's write!

While you are writing, pay attention to :

1. Tense: the simple past tense (verbs)
2. Proper use of words and structures
3. Transitional words



?

Step 8: Share and evaluate the writing.

设计意图

通过师生共同评价,检测教学目标是否达成,以强化本堂课的核心内容,培养学生按照规范写好某一类体裁作品的写作习惯。

Checklist

	Weak	Good	Excellent
Does he/she use the simple past tense correctly? (正确的时态)			
Does he/she tell “when, where, what, why, how” in the writing? (记叙的要素)			
Is the developing logical? (连贯性)			
Is the ending reasonable? (结局合理性)			

1. 教师选取一篇学生习作,指导学生使用 Checklist 来进行评价。
2. 学生在组内相互分享和评价习作。

Step 9: Assignment.**设计意图**

巩固课堂教学成果,培养学生的自主学习能力。学生认真阅读自己的作文,并参照本节课的评价标准、平时积累的语言知识和课堂讲评对作文进行修改。

【教学反思】

看图作文的写作从整体上可分为两个过程:一是感性认识过程,即通过画面直接获得信息的过程;二是理性认识过程,即针对画面让学生发挥想象力,挖掘画面间的内在联系,融入自己的思考与见解的过程。在实际教学过程中,我将这两个过程具体渗透到五个环节中去:

一是“抓”主题,根据图片内容确定好作文的题材与体裁。二是“列”要点,让学生结合图片中的情景用自己熟悉的词汇、句型列出要点。三是“变”要点为句子。将第二个环节中所罗列的要点,先按一定的时间、空间及逻辑顺序排列;然后选定恰当的主语与人称,再根据动作发生的时间与主谓关系拓词成句。四是“连”句成篇。句与句以及段与段之间需要加一些表转折、递进和因果等关系的关联词与过渡句,使短文前后照应,行文连贯流畅。最后要适当加入一些表达自己思想、见解的内容,使短文显得有血有肉。五是短文检查。学生可依据 Checklist 从文本框架、条理逻辑、词汇语法等方面进行检测。

本堂课从学生认知水平出发,预测了学生在读图与写作上的困难,因而层层推进搭建写作支架,既训练了学生的语言表达能力,又激活了学生的思维能力。

案例三

《英语(牛津上海版)》8B, Unit 3 Electricity

Writing: Electricity is ...

华东师范大学附属东昌中学南校 姚 征

【教学内容简介】

Electricity 是《英语(牛津上海版)》8B, Unit 3 的主题。本单元中的 Reading 板块“A dangerous servant”以对话形式呈现,通过 Daisy 一家人的对话介绍了“电”的特点以及它是如何被送入千家万户的。More practice 板块的阅读材料是关于 Electricity 用途的描述,而本单元的 Writing 板块则要求学生用祈使句写 Office Rules 和 School Rules。为了让学

生有更多运用文本语言的机会,表达自己对于“电”的思辨,所以教师设计了“Electricity is...”这一半命题议论文作为写作任务。

【学情分析】

八年级学生已有一定的词汇基础,能用所学词汇简单地表达自己的观点。在学习了本单元之后,他们对“电”这一事物有自己的看法,但仍有学生对如何阐述原因,如何将自己的观点表达清楚、有逻辑性等存在一定的困难和疑惑。

【教学目标】

1. 学生在写作时能初步具备相关性意识。
2. 学生能判断材料是否与主题句相关,能选取合适的支撑性材料阐述观点。
3. 学生在写作中能用不同的句式表达自己的观点并正确使用过渡语。

【教学重点及学习难点】

正确甄别并选用与主题句相关的支撑材料。

【教学设计思路】

本课教学以议论文三段结构: Introduction(提出观点)—Body(理由、支撑材料)—Ending(总结、提出建议)为主线,从一篇范文的分析入手,先辨别短文的优劣,再层层分析,边讨论、边示范写作,其间还详细指导学生如何选择支撑材料,如何使用过渡词(或短语)等,最后通过学生的写作实践、评价和反思,循序渐进达成教学目标。

【教学过程】

Step 1: Warm-up.

设计意图

教师通过提问,引导学生用书面语表达个人对“电”的看法和观点,引入写作话题,同时对本篇作文开头主题句的表达方法加以指导。

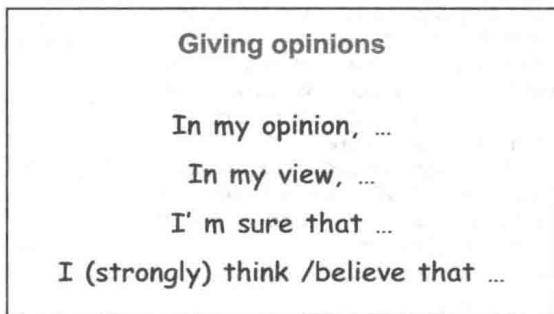
T: What do you think of electricity?

S: It's helpful.

T: OK. But when you are going to write an article about electricity, you'd better use “In my opinion, electricity is helpful.” as the topic sentence. You can also use some other

expressions to show your opinions.

教师出示如下幻灯片给予提示:



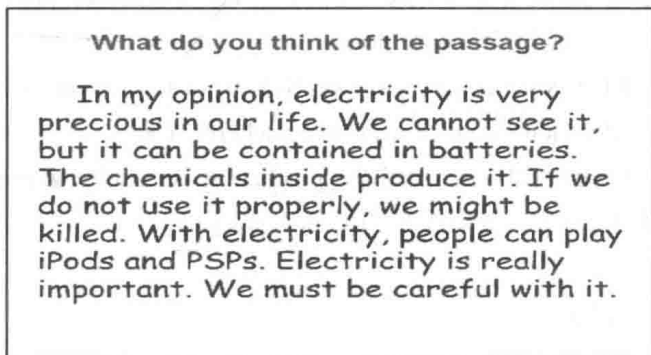
学生按提示句式给出自己不同的观点,可用的形容词有 wonderful, useful, important 等。

Step 2: Read a short passage.

设计意图

学生通过阅读一篇短文,了解议论文的框架结构。再通过对短文每句话的层层分析,树立写作中上下文必须相关且意思连贯的意识。

教师出示一篇短文,请学生提出意见。短文如下:



因为该短文语句通顺,学生对其认可度高,几乎都给予了好评。之后教师针对短文进行分析:本文结构——第一句是 Introduction 部分,是短文的主题句;中间是 Body 部分;最后一句是 Ending 部分。Body 部分应该是对主题句的进一步阐述,Ending 部分则应为全文进行总结。然而从内容上分析,短文中的每句话各有侧重,缺乏鲜明的主题。幻

灯片显示如下:

In my opinion, electricity is very precious in our life. We cannot see it, but it can be contained in batteries. The chemicals inside produce it. If we do not use it properly, we might be killed. With electricity, people can play iPods and PSPs. Electricity is really important. We must be careful with it.

amazing

dangerous

useful

important

dangerous

经过教师层层剖析,学生明确本文开头、中间及结尾缺乏逻辑联系,而写作中前后意思相关是非常重要的。

Step 3: Choose supporting details for each topic sentence.

设计意图

通过全班和小组讨论的形式,学生为不同的主题句选择合适的支撑材料,增强甄别信息的能力,从而理清写作过程中的逻辑思路。

1. 全班一起讨论,为主题句选择合适的支撑材料。

主题句: In my opinion, electricity is very precious in our life.

供选择的支撑材料: It needs lots of time/money to build a power station. (✓)

We can't fish near power lines. (✗)

Electricity comes into our flats from the power station far away. (✓)

Electricity can be used everywhere. (✗)

Coal — the material for producing electricity is precious. (✓)

2. 学生分组讨论,为不同的主题句选择相应的支撑材料。

主题句:

Electricity is useful. [(1)(6)]

Electricity is dangerous. [(2)(5)]

Electricity is amazing. [(3)(4)]

支撑材料:

(1) Electricity powers everything from children's toys to super computers.

(2) Electricity may cause accidents and fires.

- (3) If you travelled as fast as electricity, you could go around the world 8 times in the time it takes to turn on a light switch.
- (4) With the flick (轻击) of a switch, you can power almost anything.
- (5) People may be hurt or even killed.
- (6) At home, electricity can be used for lighting, heating, cooking, ironing, etc.

Step 4: Think about more supporting details in groups.

设计意图

鼓励学生通过小组讨论,围绕不同的主题句给出更多支撑材料,并用英语表达,学生之间的相互启发,可为接下来的课堂写作做好准备。

学生分组讨论,然后全班分享结果。经过讨论,学生又给出其他的支撑材料,如:
 Electricity is precious. (It's not easy for workers to generate electricity in the power plant.)
 Electricity is useful. (In factories electricity makes large machines work.)
 Electricity is dangerous. (The radiation from the electricity is bad for people's health.)
 Electricity is amazing. (Electricity can be changed into different forms.)

Step 5: Arrange the details to make up the body part.

设计意图

通过示范写作,引导学生在组织材料时用过渡语连接语句。通过对比,学生可以体会到使用过渡语能使语段更流畅、更连贯。

教师鼓励学生用过渡语连接主题句和各相关支撑句,然后给出范文,让学生直观感受过渡语的作用。幻灯片设计如下:

Transitional words and expressions

also, as well, furthermore,
in addition, what's more

In my opinion, electricity is very precious in our life.

It comes into our flats from the power station far away.

It needs lots of time/money to build a power station.

Coal is precious.

In my opinion, electricity is very precious in our life. It comes into our flats through wires. The wires are connected to the power station far away. As we all know, to build power stations needs lots of money and time as well. In addition, we usually use coal to make electricity and it is also very precious.

Step 6: Add an ending to the passage.

设计意图

继续示范写作,引导学生学习写结尾的方法,可以是总结观点,也可以用提建议的方式,写好文章结尾。

教师继续引导学生,添加作文结尾。幻灯片展示如下:

Transitional words and expressions

In a word,...

As you can see,...

In my opinion, electricity is very precious in our life. ...

In my opinion, electricity is very precious in our life. It comes into our flats through wires. The wires are connected to the power station far away. As we all know, to build power stations needs lots of money and time as well. In addition, we usually use coal to make electricity and it is also very precious. In a word, we must not waste electricity. We should make good use of it.

Step 7: Draft the writing individually.

设计意图

通过评价量表,深化本课教学重点。教师利用评价量表对学生进行写前指导,学生根据评价量表的要求进行课堂写作实践。

学生写作前,教师出示评价量表(如下)。教师强调评价量表中的四个方面,也就是本课的教学重点,提醒学生将其贯彻到接下来的写作任务中。然后,教师巡视,学生开始写作。

Checklist

1. Are there three parts in your writing (Introduction, Body and Ending)?	Yes/No
2. Do you provide enough examples to support your topic sentence?	Yes/No
3. Do you use transitional words or phrases properly?	Yes/No
4. Do you conclude your writing coherently?	Yes/No

Step 8: Report the draft to the class and evaluate according to the Checklist.

设计意图

学生分享交流,依据评价量表评价他人的习作,同时为反思自己的短文做铺垫。

邀请几位学生在全班面前朗读自己写的短文,其他学生根据评价量表进行评价,同时反思自己写的短文。

Step 9: Assignment.

设计意图

就课堂所学,学生依据评价量表逐条对照,进行反思,对课堂上所写的短文作进一步修改。

学生反思课堂所学,对照评价量表进一步修改作文。

【教学反思】

执教者以议论文写作结构为主线循序渐进,在学生动笔之前从论述理由与论述观点的相关性以及上下文连贯性等方面悉心进行写作过程中的指导。学生理清了写作思路,学会了阐明自己观点的方法。回顾本课设计,执教者主要有以下收获:

1. 提升学生的思辨能力

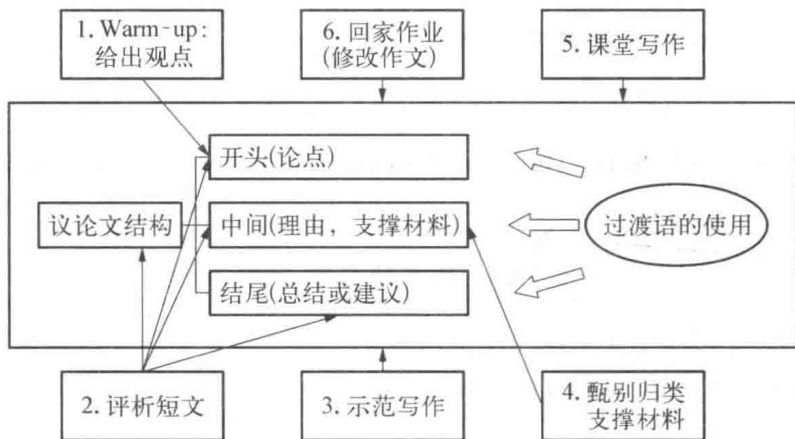
本课的设计从阅读一篇语句通顺、看似不错的短文展开。教师通过议论文结构介绍,分析短文的结构,然后对文章开头、中间、结尾所针对的论述观点层层剖析,让学生直观感受文章的观点、阐述理由以及结尾结论必须一致的重要性。

接下来,教师以“Electricity is precious”为主题给出不同的论述理由,让学生从中选出能支持“Electricity is precious”的理由。然后教师又抛出另三个不一样的观点:Electricity

is useful/dangerous/amazing,同时给出六个理由,让学生辨别判断这些理由分别支持哪一个观点。在学生动笔写作之前,教师还鼓励学生讨论,给出针对这些不同观点的其他支撑理由。从认知到理解,再从辨别到创造,学生的思辨能力得到培养,思维品质得到提升。

2. 紧扣教学目标

本课的各教学步骤紧紧围绕教学目标展开,教学思路示意图如下:



本课教学以议论文结构为主线,分别对三个部分进行指导,特别是在评析短文、甄别归类支撑材料和课堂写作前讨论中对学生而言困难最大的作文中间部分这几个方面,还增加了针对性指导教学,化解了学生的学习难点。

3. 关注不同层次的学生

在本课的教学设计中,执教者还特意关注了课堂内不同层次学生的学习情况。例如,对于学习程度不高的学生,教师手把手示范写作。在讨论支撑材料这一教学环节中,教师将这些语言材料印在学生的学习单上,一方面便于学生讨论,一方面为学生的写作提供语言素材,做好写作的准备,帮助学生减轻心理负担。又如,针对学习基础比较好的学生,教师设置了写作前讨论论点理由这一环节,为其创造提出个人看法与观点的机会。

案例四

《英语(牛津上海版)》8B, Unit 6 Travel

Writing: Holiday postcards

上海市民办平和学校 沈 弘

【教学内容简介】

《英语(牛津上海版)》8B, Unit 6 的主题是旅行,课文“France is calling”介绍法国旅

游,语法板块讲解定冠词 the 和连词 and, but, so 的用法,写作板块要求学生结合 Travel 的主题写 Holiday postcards。明信片虽不是常见文体,但其长度、难度及其基本要素能够较好地体现初中英语教学对学生写作能力的要求:能根据写作要求,收集、准备素材;能独立起草短文、短信等,并在教师的指导下进行修改;能使用常见的连接词表示顺序和逻辑关系。

【学情分析】

初中学生到了八年级,大部分都掌握了一定的词汇量和句型结构,具备了基础的英语写作能力。对于大多数八年级学生而言,写一篇 60—80 个词的英语短文可能不难,但要写好一篇内容丰富、表达连贯、行文流畅的短文却非易事。即使是一些英语基础较好的学生,写出来的短文也可能只是漂亮辞藻的堆砌和复杂句式的演练,行文缺乏整体大局观和连贯流畅性。因此,引导学生关注并学会英语写作中的连贯表达已成为急需解决的写作教学问题之一。初中英语写作教学涉及的问题很多,一节课不可能解决所有问题,本课旨在以明信片为载体,启发学生在写作中进行完整的、有条理的叙述;通过写明信片来传递信息、表达情感;同时,在写作教学中激发学生的思维,引导他们在英语写作时学会连贯表达。

【教学目标】

针对上述教学内容分析和学生学情分析,本课教学目标确定如下:

语言技能:通过本节英语写作课,希望能使学生了解英语明信片的常用格式和基本特征,知道 Holiday postcards 要写些什么内容,并且学会运用连接词(Connecting words)和指代关系(Referents)的写作策略来实现英语写作的连贯表达。

学习策略:希望学生能通过思维导图(Mind map)来确定写作主题、构建写作内容,通过同伴互评(Peer evaluating)来检视学习成果,从而互相学习、互相帮助、共同提高。

情感态度:希望学生学会通过写明信片来传递信息、表达情感,与他人分享生活经历和感受。

【教学重点】

明信片的体裁格式和内容写法以及连贯表达的写作策略。

【学习难点】

写作中的 referents。

【教学设计思路】

以明信片为载体,本课主要解决两个问题:一、明信片写什么;二、明信片怎么写。“写什么”即内容,“怎么写”即形式。

课堂开始以师生间关于旅游的对话引出 Holiday postcards 的主题。在讲解完明信片的常用格式之后,讨论明信片的主要内容。教师把明信片短文分解成句,通过选择题的形式,逐句引导学生的思维层层推进,逐步展现连贯表达的魅力,其中内容涉及连接词语和指代关系,意在通过这样的设计来激发学生的学习兴趣,也为之后的深入学习埋下伏笔。

在整篇明信片范文完全展现给学生之后,教师引导学生分析文中的具体信息,思考作为范例的明信片主要涉及了哪些方面的内容。然后,根据教师在黑板上留下的图示,让学生思考,如果让他们自己来写明信片,他们会选择什么地点来做主题,并围绕该主题通过思维导图来选择相关的写作内容。

在确定了写什么以后,接下来就要考虑怎么写了。该环节主要关注连贯表达中的连接词语和指代关系。考虑到明信片大多有游记的特点,连接词语主要关注表达时间顺序的连接词。学生在教师的引导下观察范文,了解如何通过连接词语和指代关系理顺短文脉络,从而完整有序地讲述事件。

写作环节“趁热打铁”,要求学生根据各自的思维导图,运用连接词语和指代关系写一篇内容完整、表达连贯的明信片短文。在写后环节,教师先示范评价一篇习作,然后让学生两两配对,通过互阅互评,在发现他人优缺点的同时也助力自身的提高,及时巩固所学知识,加深印象,并为课后作业的落实做好铺垫。

作业是要求学生在课后重写这篇课堂习作,鼓励学生根据课堂上同伴给的评价、课后找同伴征询得来的意见和自己写作后的反思来修改完善短文,旨在通过课后的 peer-editing 和 self-editing 来帮助学生提高写作水平。

【教学过程】

Step 1: 热身引入。

设计意图

通过聊天的方式,轻松自然地带领学生进入 Holiday postcards 的话题,并借助明信片做情感态度价值观的培养。

教师做自我介绍,说明自己喜欢旅游,并通过实物展示一些明信片,向学生介绍自己的爱好: I like sending postcards as well as receiving postcards. Actually, I am a postcard

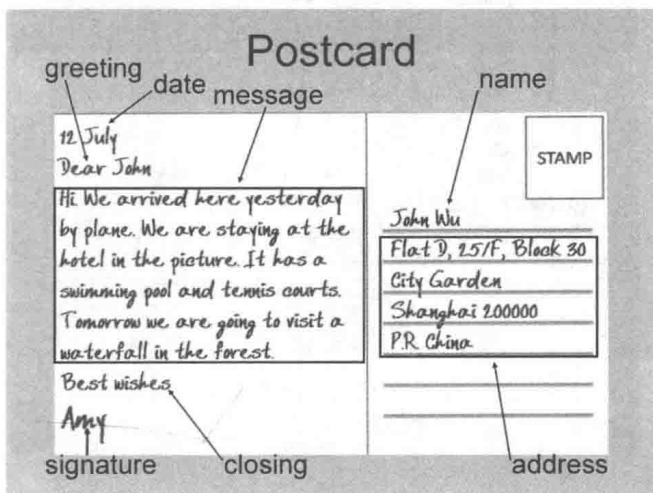
collector. You know why? Because I want to share the interesting things I experience during my travel with others and also I like to learn more about this fantastic world by reading postcards sent to me by my friends from all over the world. Sometimes I even send postcards to myself so that I can keep a long-lasting memory of the places I have visited.

Step 2: 介绍格式。

设计意图

结构是写作的基础。学生有必要了解不同题材、体裁文章的谋篇布局,根据写作目的选择适当的扩展模式。

采用《英语(牛津上海版)》8B(P103)上的明信片样本做范例介绍明信片的格式及写法。



Step 3: 范文引导。

设计意图

写作教学不只是纯粹地让学生写,写前的准备、写后的编辑和校读具有同样的重要性。而这些活动的开展离不开听说和阅读。学生可以通过阅读获取信息,通过阅读发现写作中存在的问题。

教师以巴黎为话题对教材进行再开发,范文的介绍是以选择题的形式逐句展示的,以此来引导学生的思维,同时也展现出在写作中连贯表达的魅力,其中内容会涉及连接词语和指代关系,为之后的深入学习埋下伏笔。

教师与学生分享以巴黎为话题的明信片,以选择题的形式逐句展示,以此引导学生的思维,带领学生初步体会写作中的连贯表达。每一张 PPT 都是三选一的选择题,通过师生互动讨论选出正确答案后,下一张 PPT 上的短文就会多出一句话(即上一张 PPT 选出的句子)。层层递进,环环相扣,最终形成全文。

范文引导流程的 PPT 如下:

Dear Sean

I arrived in Paris by plane yesterday morning. ...

- A. In the afternoon I visited the Oriental Pearl TV Tower, one of the world-famous landmarks.
- B. In the afternoon I visited the Leaning Tower of Pisa, one of the world-famous landmarks.
- C. In the afternoon I visited the Eiffel Tower, one of the world-famous landmarks.



Dear Sean

I arrived in Paris by plane yesterday morning.
In the afternoon I visited the Eiffel Tower, one of the world-famous landmarks. ...

- A. On the top of the tower, I felt so excited to see the whole city of Paris that I took a lot of photos there.
- B. A landmark is a building which is the most famous in a city.
- C. In Shanghai, the Oriental Pearl TV Tower is a landmark, which I have visited twice.



Dear Sean

I arrived in Paris by plane yesterday morning.
In the afternoon I visited the Eiffel Tower, one of the world-famous landmarks. On the top of the tower, I felt so excited to see the whole city of Paris that I took a lot of photos there. ...

- A. Before that, I walked to the Arc de Triomphe.
- B. Then, I went to the Arc de Triomphe.
- C. After breakfast, I visited the Arc de Triomphe.



Dear Sean

I arrived in Paris by plane yesterday morning. In the afternoon I visited the Eiffel Tower, one of the world-famous landmarks. On the top of the tower, I felt so excited to see the whole city of Paris that I took a lot of photos there. Then, I went to the Arc de Triomphe. ...

- A. The Arc de Triomphe has wide, tree-lined streets. I enjoyed walking there.
 B. It has wide, tree-lined streets, on which I enjoyed taking a walk.
 C. It has narrow and crowded streets, on which I enjoyed taking a walk.



Dear Sean

I arrived in Paris by plane yesterday morning. In the afternoon I visited the Eiffel Tower, one of the world-famous landmarks. On the top of the tower, I felt so excited to see the whole city of Paris that I took a lot of photos there. Then, I went to the Arc de Triomphe. It has wide, tree-lined streets, on which I enjoyed taking a walk. ...

- A. After that, in a bakery nearby, I had some snacks.
 B. Before that, in a restaurant nearby, I had some snacks.
 C. At the same time, in a bakery nearby, I ate some snacks.



Dear Sean

I arrived in Paris by plane yesterday morning. In the afternoon I visited the Eiffel Tower, one of the world-famous landmarks. On the top of the tower, I felt so excited to see the whole city of Paris that I took a lot of photos there. Then, I went to the Arc de Triomphe. It has wide, tree-lined streets, on which I enjoyed taking a walk. After that, in a bakery nearby, I had some snacks. ...

- A. The snacks were very fresh and tasty, especially the spring rolls and dumplings.
 B. It was very fresh and delicious, especially the French bread and cakes.
 C. They were very fresh and delicious, especially the French bread and cakes.



Dear Sean

I arrived in Paris by plane yesterday morning. In the afternoon I visited the Eiffel Tower, one of the world-famous landmarks. On the top of the tower, I felt so excited to see the whole city of Paris that I took a lot of photos there. Then, I went to the Arc de Triomphe. It has wide, tree-lined streets, on which I enjoyed taking a walk. After that, in a bakery nearby, I had some snacks. They were very fresh and delicious, especially the French bread and cakes. ...

- A. Shanghai is really a fantastic city.
- B. Paris is really a wonderful place.
- C. France is calling.

Step 4: 范文解析。

设计意图

教师启发学生思考明信片通常会涉及的内容,这一启发引导的过程是为下一步学生构建自己的思维导图做铺垫。

在整篇明信片完全展现出来以后,教师引导学生分析文中的具体信息,思考作为范例的明信片主要涉及哪些方面的内容。

Now we have the whole passage like this. How much information can you get from the postcard? Do you know where he went? When did he arrive in Paris? How did he get there? What did he do? How did he feel?

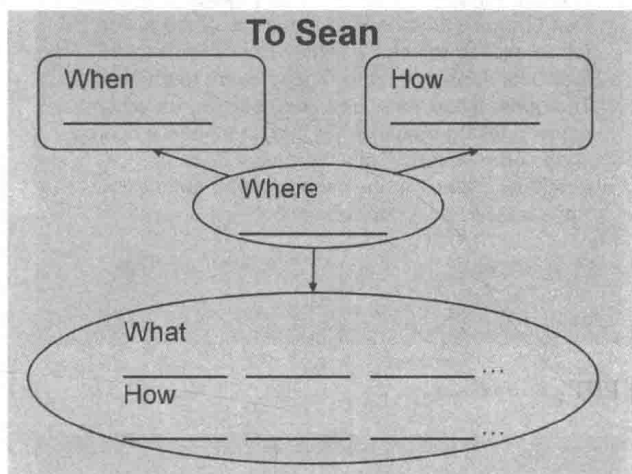
Step 5: 思维导图。

设计意图

帮助学生在动笔前先构建写作内容,用思维导图的方式确定内容的先后顺序,为之后课堂写作的顺利完成打下基础。在让学生写之前,教师应先鼓励他们思考要写什么(What),精心策划写作内容和编排先后顺序。

根据上一步骤教师在黑板上留下的图示,让学生思考,如果让他们自己来写明信片,

他们会选择什么地点来作为主题,并要求学生围绕该主题通过思维导图确定相关的写作内容。



Step 6: 再读范文。

设计意图

写作信息是指写作内容(What),篇章、句子之间的连贯性是指写作手段(How)。在解决了写什么(What)之后,接下来自然要面对怎么写(How)的问题。写作策略和技巧很多,但是一堂课无法一一详解,本堂课重点关注连贯表达中的连接词和指代关系。这些恰恰是当前中学英语写作教学中未能引起足够重视,显得比较薄弱的环节。本堂课希望能以明信片为载体来帮助学生意识到并改进连贯表达这一初中英语写作的薄弱环节。

教师带领学生再读范文,用两张PPT分别讲解连贯表达中的连接词和指代关系。考虑到课堂时间有限以及明信片内容大多有游记的特点,连接词主要关注表达时间顺序的连接词。这部分内容相对简单,教师可以启发引导学生自行在文中寻找。Referents(指代关系)这一词汇,对于初二学生来说,肯定是个生词,预设为难点,解决办法是教师先举一例加以说明,然后让学生根据范例在文中找出更多的例子。

有关连接词的PPT:

Dear Sean

I arrived in Paris by plane yesterday morning. In the afternoon I visited the Eiffel Tower, one of the world-famous landmarks. On the top of the tower, I felt so excited to see the whole city of Paris that I took a lot of photos there. Then I went to the Arc de Triomphe. It has wide, tree-lined streets, on which I enjoyed taking a walk. After that in a bakery nearby, I had some snacks. They were very fresh and delicious, especially the French bread and cakes. Paris is really a wonderful place.

Best wishes

John

有关指代关系的 PPT:

Dear Sean

I arrived in Paris by plane yesterday morning. In the afternoon I visited the Eiffel Tower, one of the world-famous landmarks. On the top of the tower, I felt so excited to see the whole city of Paris that I took a lot of photos there. Then, I went to the Arc de Triomphe. It has wide, tree-lined streets, on which I enjoyed taking a walk. After that, in a bakery nearby, I had some snacks. They were very fresh and delicious, especially the French bread and cakes. Paris is really a wonderful place.

Best wishes

John

Step 7: 学生写作。

设计意图

写作任务自然是一节写作课的主要任务。在此环节之前,学生在制定各自的思维导图时已明确自己要写些什么内容,并通过对文本的学习了解了写作中连贯表达的一些方法,此时只需将所学的知识迁移到自己的写作中,这符合任务型教学理论的循环性原则。任务型教学理论认为,学生不可能通过一次的学习掌握全部学习内容,这就要求学习任务具有循环性和重复性,这样可以确保主任务出现之时,学生在前期的铺垫和教师的辅助中已经习得如何写作。

学生根据各自制定的思维导图写一篇明信片短文。在学生动手写之前,教师提醒学生写作时要注意使用新学的连贯表达的写作策略。另外,由于明信片内容一般不会太长,应提醒学生词数有限制,建议60个词左右,不超过80个词。另外,由于明信片是公开的,很可能被其他人阅读到,所以还要提醒学生注意在写明信片时不能透露有关个人隐私的信息。最后,向学生展示评价表,并预先告知学生,在写作完成后会让他们根据评价表互评。

学生写作纸:

评价表:

Peer Checklist 同伴评价表

- After reading my classmate's postcard, I know
- ★where he/she went YES / NO
- ★when he/she got there YES / NO
- ★how he/she got there YES / NO
- ★what he/she did YES / NO
- ★how he/she felt YES / NO
- In my classmate's postcard, I can find the following features:
- ★Transitional words (time order) YES / NO
- ★Referents YES / NO
- Total: _____ ★

Step 8: 写后评析。

设计意图

教师带领学生一起讨论他们的作文,可以利用质量不同的作文,让学生自己评判

并产生一致的评价标准。学生间可以交换作文,讨论并根据评判标准修改初稿。同伴的反馈很重要,它可以使一些标准内在化,并且提高学生独立评判他人和自己作文的能力。通过同伴互评,学生在发现他人优缺点的同时也有利于自身的提高,这可以帮助学生及时巩固所学知识,加深印象,也为课后作业的落实做了很好的铺垫。

在学生完成写作后,教师先根据评价表评价一篇习作,看看该学生是否完成了预设的写作任务,以作示范。然后让学生两两配对互阅互评,借助评价表判断是否能从对方的短文中获取完整的信息,并关注是否运用到了连贯表达(连接词和指代关系)的写作策略。

Step 9: 课后作业。

设计意图

通过询问同伴意见和建议实现 peer-editing, 通过自我反思和修改实现 self-editing, 以期作文质量更上一层楼。

鼓励学生根据课上同伴给的评价、课后找同伴征询得来的意见和自己写作后的反思来修改完善短文。

【教学反思】

大道至简

本课主要解决了两个问题:明信片写什么和怎么写,凸显了教学重点:明信片的体裁格式和内容写法以及连贯表达的写作策略。现在,我们身处在互联网的时代。这是一个快节奏的年代,人们也变得越来越没有耐心。因此,许多新兴的互联网公司都推崇“专注”,它们认为:少即是多,简约即是美。我们讲课也应如此,不在于多而在于精,教师必须最短的时间内抓住重点来讲课。这样,不仅能提高课堂效率,也能节省出更多的空间给学生思考,提供更多的时间让学生实践。

晓之以理

学生就像一棵树,成绩只是暴露在地表外的枝桠,思维模式才是深埋在地下的树之根本。教师作为园丁,不应是知识的灌输者,而应是思维的引导者。举个例子,教师不应把食物喂到学生的嘴里,而应教会学生如何用刀用筷把食物划分切块自己动手取而食之。教师不应简单地把美直接指点给学生看,而应引导学生用自己的双眼去发现美欣赏美。直接灌输的知识就如同不经咀嚼直吞下肚的食物,不易消化。学生通过眼睛观察到信息,再通过大脑思考加工吸收以后,才能内化为知识。

本课的导入部分采用选择题的形式引导学生一句一句地去观察思考上下文的连贯关系,教师在与学生的互动讨论中引导学生关注连接词和指代关系,这些不仅体现了多媒体在现代教学中的不可替代性,也充分展现了课堂教学中思维引导的魅力。

动之以情

考虑到明信片在互联网时代已不为学生熟知的这一事实,教师在备课时特意设计用自己为例来激发学生对明信片写作的学习热情。教师把自己设计成一个狂热的明信片收藏家,既喜欢寄明信片也喜欢收明信片。寄明信片是为了与家人和朋友分享旅行的体验和感受,收明信片则是为了通过阅读他人的旅行感悟来更多更好地了解这个缤纷多彩的大千世界。教师还对学生说,有时还会自己给自己写明信片,寄给自己的明信片有时候可能会更早到家,那是多么美妙的感觉。教师通过介绍自己对明信片的热爱来带动学生的学习兴趣,最后下课时还可以发给每个学生一张真实的明信片,告诉他们,如果愿意的话,可以把修改好的作文写在明信片上,邮寄给教师。

案例五

《英语(牛津上海版)》8B, Unit 7 Poems

Writing: My _____

上海市洋泾-菊园实验学校 江羽

【教学内容简介】

本单元的阅读文本是两首诗歌,本堂课作为第一课时,仅教授第一首诗歌。该诗歌刻画了一位在家让人感觉乏味但在工作时却让人无比自豪的父亲。其结构清晰,具有一定的韵律,且具有较强的画面感,是一篇以读促写的佳作,故要求学生课后进行仿写。

【学情分析】

学生在六年级时就曾接触以诗歌为呈现形式的文本,到了八年级已经具备欣赏诗歌的基本能力,对诗歌的特点和元素也较容易理解。

【教学目标】

1. 学生能够了解诗歌的基本特点,如押韵、重复以及长短句。
2. 学生能够通过以下三个方面来欣赏诗歌:
 - (1) 作者所选用的词汇,尤其是押韵的单词。
 - (2) 每一段诗节想表达的主旨是否有足够的支撑句。

(3) 每一句诗句在读者脑海中所产生的画面。

3. 学生能够仿写课本上的诗歌,并利用上述三个欣赏诗歌的方法改善作品。

【教学重点】

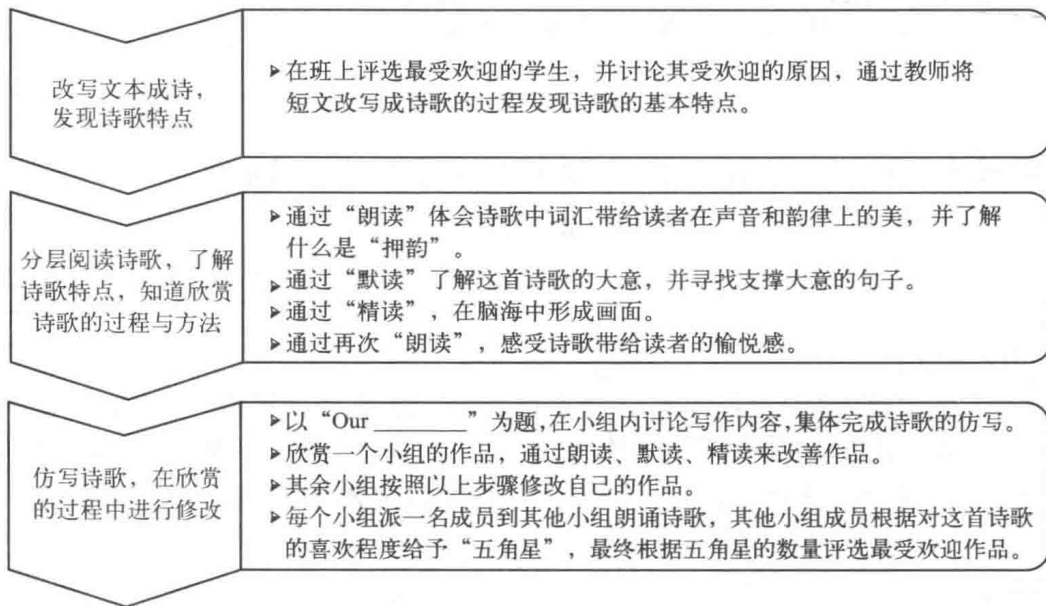
引导学生在学会欣赏诗歌的基本方法后仿写,并进行一定的润色。

【学习难点】

在尝试诗歌仿写的过程中融入诗歌的基本特点。

【教学设计思路】

本课的教学设计分为以下三个阶段:



【教学过程】

Step 1: Vote for the most popular classmate and give reasons.

设计意图

通过让全班同学讨论班级当中最受欢迎的同学来获得引入主题(诗歌)的素材,在教师现场将这一素材改写为一首诗歌之后,学生能够体会到诗歌的基本特点——重复、押韵、长句变短句等。

1. 教师首先在黑板顶部写上“The most popular student in my class”,然后问“Who is the most popular student in my class?”,在得到呼声最高的名字后,教师在黑板底部写上“_____ is the most popular student in my class.”,并问“Why do you think so?”,让学生说出支撑这个观点的若干原因,并逐条将其写在黑板上,如:

The most popular student in my class

Jack is kind and helpful. He always helps his classmates. He also helps his teachers. He does well in all subjects and he is good at playing the piano. Jack is the most popular student in my class.

2. 教师将上面这个语段迅速改写为诗歌形式,写在短文的右边,让学生能清晰地看到短文和诗歌在形式上的差异,然后问“What is it?”,学生回答“It's a poem.”。

The most popular student in my class

Jack, my classmate
He's kind and helpful.
He helps classmates and teachers.
He does well in all subjects,
And playing the piano.
Jack is the most popular student,
In my class.

3. 教师提问(参见教材 P110)

- (1) Do we only use difficult words in poems?
- (2) Are poems only about flowers or animals?
- (3) Do all poems have complete sentences?
- (4) Can we write poems about our feelings or ideas?

在学生给出每一个问题的答案后,教师进行小结来强调诗歌的特点:

We can use easy words in poems.

Poems are not only about flowers or animals.

Not all poems have complete sentences.

We can write poems about our feelings or ideas.

Step 2: Read the first poem in the textbook aloud to get a feel for its sound.

设计意图

通过教师和学生依次朗读,让学生体会作者在诗歌中所选词汇在声音上带给读者的愉悦感,并了解诗歌的一个特点——重复。同时,当学生遇到生词 crane, narrow, plank 以及 scared 时,教师通过教材上图片的展示和口头讲解进行释义,并在引导学生读出生词的过程中自然地引出诗歌的另一个特点——押韵。

1. 感受诗歌声音上的美:教师充满感情地朗读诗歌,尤其着重朗读出涉及重复的语句和押韵的单词,并配以一定的肢体语言来吸引学生的注意力。
2. 扫除生词障碍:教师通过多媒体技术将四个生词 crane, narrow, plank 以及 scared 着重标记出来,并依次教授其读音和意义:

(1) 首先教授四个生词的读音。以 plank 为例,用 bank 引出,然后出现 lank,最后让学生尝试朗读生词 plank。其他三个单词引导的方式如下:

lane → rane → crane row → arrow → narrow care → cared → scared

(2) 名词 crane 和 plank 通过教材配图来直观地讲解,而形容词 narrow 和 scared 则通过教师的释义和举例来帮助学生理解:

As you can see, the crane is very high. On the crane, there is a plank. The plank is not wide, in fact it is very narrow, so it is dangerous for people to walk on such a narrow plank. Usually, people will be very afraid of doing so, but the father is not scared at all. He's brave.

3. 理解并体会“押韵”:教师利用黑板上用于引导学生朗读生词的内容帮助学生理解“押韵”,然后让学生朗读诗歌,寻找押韵现象。教师配以多媒体课件展示相关单词,让学生验证自己是否正确地找到了押韵的词。下面以下划线标记课文中押韵的词:

He comes home, has a shower, (paper, clever)

And eats dinner, every day.

Now, he's sitting in his favourite chair. (air)

He's reading the paper (shower, clever)

And watching television.

Soon he'll go to bed. (dad)

He's a boring man, my dad. (bed)

And then one day I see him,

On the building site, at work. (plank)
 He's high up, in the clouds, up in the air. (chair)
 He's fixing a crane, so clever. (shower, paper)
 He's working higher than the birds,
 He's walking on a narrow plank, (work)
 Not scared, not scared like me.
 He's a super man, my dad. (bed)

4. 教师利用多媒体技术凸显诗歌的另一个特点——重复,比如两段诗节中都反复出现的现在进行时,这属于结构上的重复。又如两个诗节的最后一句也是相同句式的重复,以下划线标记如下:

He comes home, has a shower,
 And eats dinner, every day.
 Now, he's sitting in his favourite chair.
He's reading the paper
 And watching television.
 Soon he'll go to bed.
He's a boring man, my dad.

And then one day I see him,
 On the building site, at work.
 He's high up, in the clouds, up in the air.
He's fixing a crane, so clever.
He's working higher than the birds,
He's walking on a narrow plank,
 Not scared, not scared like me.
He's a super man, my dad.

Step 3: Read the poem to get a closer understanding and find the supporting sentences for the main ideas of the two verses.

设计意图

通过连续多个引导性问题让学生找出两个诗节主旨的支撑句,初步养成写作时要用支撑句来支撑主旨句的习惯,为后面的仿写环节铺垫。

1. 教师要求学生默读第一诗节,并提问:
 - (1) Does the father talk to his child at home?
 - (2) Does the father tell interesting stories to his child at home?
 - (3) Now, what do you think of him?
 - (4) What does the father do at home?
 - (5) How often does he do it?
 - (6) Now, what do you think of him?
 - (7) Look! What is the father doing now?
 - (8) Now, what do you think of the father?
 - (9) What will he do soon?
 - (10) Now, what do you think of him?
2. 教师要求学生默读第二诗节,并提出问题“Why does the writer say his father is a super man?”,学生通过在第二诗节中寻找细节来回答这个问题,从而找到支撑句。

Step 4: Read the poem to “draw” pictures in mind for appreciation.

设计意图

引导学生在第三次朗读诗歌时,将每一句诗句都在脑海里形成画面,通过这种与作者产生共鸣、并能使诗歌活起来的方式进一步欣赏这首诗歌。

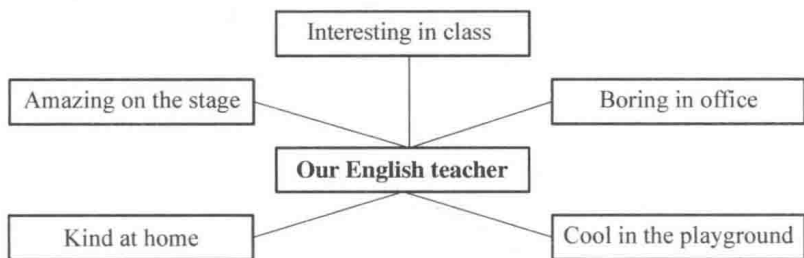
1. 教师要求学生仅朗读第一诗节,每朗读一行诗句就略作停顿,而教师此时将该诗句表演出来与学生脑海中的画面呼应。
2. 教师要求学生充满感情地朗读全诗,并邀请个别同学到讲台展示。

Step 5: Discuss and write a poem “Our _____” in groups.

设计意图

通过小组讨论一个共同的写作对象来激发学生的写作欲望,并能在同伴间获得更多的写作素材。在此过程中,教师通过引导性问题不断提醒学生要有充足的细节描写来支撑自己的观点,并提醒学生可将长句在恰当的地方断句,形成一行新的诗句。在小组展示的过程中强化学生欣赏诗歌的过程,亦是为了改善作品的某些方面,如押韵、重复等等。

1. 教师要求学生分小组讨论写作对象,并以思维导图的方式呈现出若干关键词,如:



2. 教师要求每个小组成员基于思维导图的各个分支写出若干支撑句,然后由小组讨论后安排诗节的顺序。
3. 教师邀请一组学生上台朗读仿写的诗歌,每个学生朗读自己写作的部分,台下的学生聆听欣赏。
4. 教师要求每一组派一名学生去其他小组朗诵本组的诗歌,其他小组的成员则根据自己的喜欢程度来赠送“五角星”,在限定的时间内得到五角星最多的小组便是优胜者。

Step 6: Assignment.

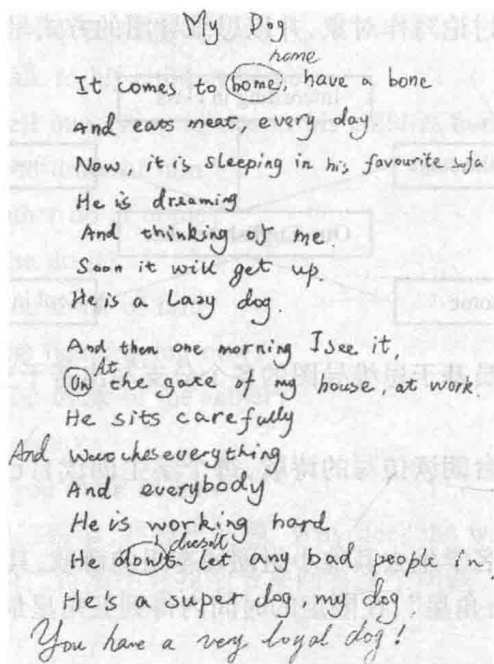
设计意图

通过本课堂的学习,学生已了解并初步掌握了欣赏诗歌的方法,通过仿写并完善自己的作品,不但可以训练写作能力,同时也可以体会诗歌创作的乐趣。

Write a poem “My _____”.

【教学反思】

通过学生课堂生成的作品可以看出:学生所写诗歌的画面感很强,有些作品还有押韵和重复的特点,说明本课堂的几个活动是较为有效的。比如在 Step 4 中,教师让学生每朗读一句诗句后观看教师的表演,通过肢体语言将诗句表现的画面真真切切地呈现在学生的面前,这大大激发了学生在欣赏诗歌时的乐趣,也帮助了学生在写作时关注诗句的画面感。另外,部分学生的作品通过修改诗句结尾词来达到押韵,这首先证明了 Step 2 有助于学生掌握押韵这个概念,同时也证明了学生在写作时能站在读者的角度思考,为了读者在欣赏诗歌时获得音韵上的享受而做出调整。从学生作品中也反映出本课堂一些需要改进的地方,比如大部分作品都涉及家人、朋友以及宠物,但所使用的词汇较为单一,这就要求课堂上教师提供更为有效的语言支架作为辅助。



案例六

Writing: My parent's love

上海民办行知二中 杜峻青

【教学内容简介】

本堂课采取“以读促写”的方法,指导学生写作。所选取的阅读材料是一篇生活感悟类文章(附后),记叙了“我”生活中的感人故事,给人以心灵启迪,使人从中受到教育。本堂课在阅读文本的基础上,要求学生调动自己的背景知识和情感,用心去感悟生活中发生的小事,写出自己对父母感恩的片段,完成作文 My parent's love。

【学情分析】

该班学生英语综合能力较好,大部分学生有较强的阅读能力和口头表达能力。对处于青春叛逆期的八年级学生来说,该阅读材料可以唤起学生感恩父母的情感,但由于平时缺乏感悟身边小事的经验,学生收集写作素材时会遇到困难。在写作中,学生虽知道要用一般过去时来描述过去发生的故事,但落笔时还是很容易发生时态错误。让学生学会用最基本的结构写清楚身边的小事,还需要教师的引导。

【教学目标】

1. 学生能够用较为丰富的语言和具体事实信息有条理地写清楚发生在身边的小事。
2. 学生能够通过写作抒发感恩父母的美好情感。

【教学重点】

使用较为丰富的语言和具体事实信息有条理地写清楚发生在身边的小事。

【学习难点】

收集日常生活中的写作素材,用心去感悟生活中的小事,通过日常所思所感拓宽自己的写作思路,提升自己的写作能力。

【教学设计思路】

1. 写作策略

运用“以读促写”策略,在“读”与“写”之间搭建桥梁。先让学生充分阅读“A Mother's Love”一文,分析材料的语言和结构,观察作者如何通过细节描写来反映自己的心理变化,以此展现妈妈的 love;之后分析 love 的潜在含义,激起学生对父母的感恩之情,通过回顾日常生活中的 parent's love,在体会 love 内涵的同时拓宽写作思路;最后利用素材拟定写作提纲,并在最后的写作过程中运用本堂课所学的语言知识和写作技巧,完成写作任务。

2. 课堂教学流程图



【教学过程】

Step 1: Read and guess.

设计意图

引发学生兴趣,导入阅读文本,激发学生思维,同时为阅读和写作铺垫词汇。

教师出示以下单词词组,让学生据此猜测即将阅读的文章的主旨大意。

T: Now we are going to read a passage. Look at the words and expressions. Can you guess what the passage is mainly about?

examination	failing sight	compete with
read out aloud	remove my fear	precious gift

Step 2: Read for main ideas.

设计意图

通过问题设计,帮助学生了解文本大意。

1. 通读全文并回答三个问题,以此了解文本大意。
 - (1) What was wrong with the writer?
 - (2) How did his mom help him?
 - (3) Did the writer eventually recover from his illness?
2. 关注应使用一般过去时描述过去发生的事情这一要点。

Step 3: Read for details and the structure.

设计意图

引导学生通过阅读梳理故事的时间、地点、人物和事件发展的顺序,并运用表格总结呈现叙事类写作的几大要素,以此引导学生关注思维的连贯性,为后续写作做好准备。

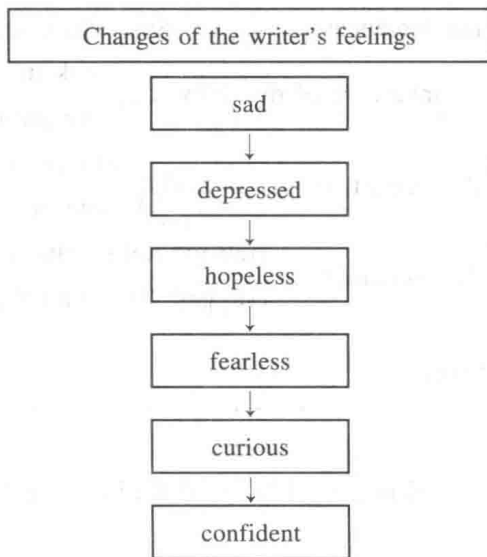
1. 通过阅读梳理故事发生的时间、地点、人物等基本要素。

Who?	
When?	
Where?	

2. 通过阅读理清事件发展的顺序。

What happened?	first	
	next	
	last	

3. 依据文本提炼作者的心理变化。



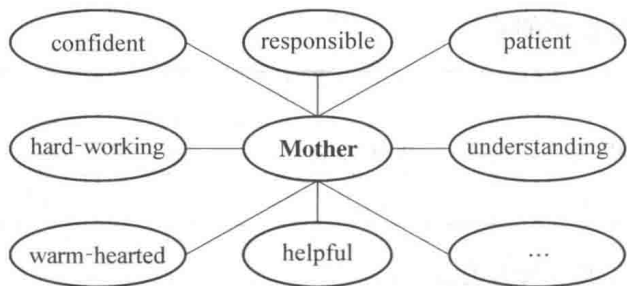
Step 4: Collect information for writing.

设计意图

通过提问设计帮助学生从阅读情景回到自己的生活场景。学生开展交流活动,调动自己的背景知识和情感,回顾日常生活中的 parent's love,体会 love 的内涵,为后续写作积累素材。教师通过板书引导学生注意思维的逻辑性。

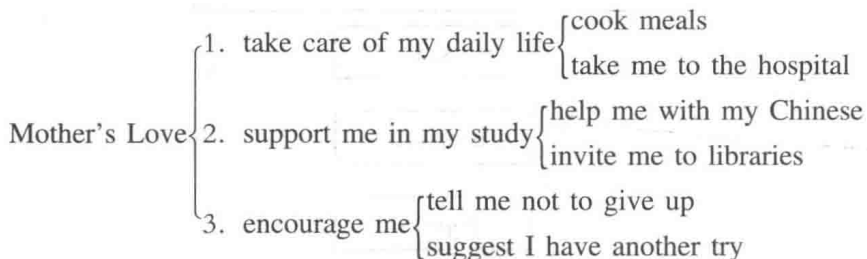
讨论以下问题,教师即时板书:

1. What do you think of the writer's mother?
2. What do you think of your mother/father?
3. Have you ever met any difficulties in your life?
4. What kinds of help have your parents offered you?



Topic sentences

Supporting sentences



Step 5: Rewrite the sentences.

设计意图

引导学生运用较为丰富的语言进行写作,并共同讨论写作提纲,为后续写作进一步打好基础。

1. 将以下关键句子进行扩句,学会组织丰富的语言。

➤ She cooks meals for me.



She cooks delicious meals for me with love.

➤ She takes me to the hospital.



When I am sick, she takes me to the hospital as soon as possible.

➤ She invites me to libraries.



She invites me to libraries so that we can enjoy reading together.

➤ She tells me not to give up.



She tells me not to give up when I have difficulties.

- ▶ She suggests I have another try.



If I want to give up halfway, she suggests I have another try.

2. 共同讨论编写写作提纲。

- ▶ Beginning: When?

Where?

What happened?

- ▶ Development: What does Mother do for you?

(topic sentences/supporting sentences)

- ▶ Ending: What do you think of your mother?

Step 6: Write about “My parent’s love”.

设计意图

在写作提纲的帮助下,学生运用框架和要素进行写作实践。

学生开始写作。教师巡视,提醒学生使用写作提纲。

Step 7: Share and evaluate the writing.

设计意图

通过分享和互评习作,强化本堂课的核心内容,培养学生以读促写的能力。

1. 教师选取一篇学生习作,组织学生进行点评。
2. 邀请更多的学生在全班面前朗读短文。

Step 8: Assignment.

设计意图

进行作文修改,巩固课堂所学,积累写作经验。

修改作文。

【教学反思】

本堂课教师运用“以读促写”的方法,帮助学生了解了叙事性文本的写作方法,并让学生体验了写作的经历。在阅读文本、回答问题、小组讨论、撰写提纲、交流分享等教学环节中,学生经历了一系列的过程性写作指导,为顺利完成本堂课的写作任务打下了较为扎实的基础。

本堂课还启发学生在平时做一个有心人,用心去感悟生活中发生的小事,思考人生的一些基本道理,多阅读一些短小精悍的美文,对提高自己的写作能力会有很大的帮助。

附阅读文本:

A Mother's Love

After the examination, the doctor told my parents my sight would get worse and that I would lose my sight eventually. On the way home from hospital, nobody said a word. One day, would I only imagine the scenery beyond my glasses rather than see it? That September, I entered middle school. Most nights I had homework that included an armful of books to read. To keep up with other children, I made a great effort to finish the task. With my nose a couple of inches from the page, I was tired easily. What's worse, after I had read several pages on my own, the words slipped off the page into inky pools.

However, then I did not have audio books or electronic devices like kids do now. Instead, Mom volunteered to read out aloud. Mom worked part-time, cleaned the house, cooked and spent time with Grandma. In spite of being so busy, she showed up in my room like clockwork. In my room, Mom's voice competed with the ticking of the clock. Being forced to focus on listening, I found a way to keep my marks up and compete with the other kids. When the teacher asked a question, I raised my hand with confidence. Teachers praised me for having a good memory.

Reading removed my fear for my failing sight, and it also made me curious about other people's challenges and how they managed. Though I could not use my eyes to fix on each passage, my mind lit up with every new book. True to what the doctor said, the worst came, but thanks to Mom, my sense of hearing now allows me to "see". This was the most precious gift from a mother to her child.

第四节 九年级写作课堂教学案例

案例一

《英语(牛津上海版)》9A, Unit 3 Pets

Writing: Improving the persuasive writing

上海市虹口实验学校 郭明敏

【教学内容简介】

本课教学内容基于《英语(牛津上海版)》9A, Unit 3 Reading 板块“Head to head”。这是一篇表述自己观点的文章,围绕 Is it a good idea to keep pet dogs? 的话题,分别以 Emma 和 Matt 两人相反观点的论述展开。整篇文本的陈述结构清晰,语言生动简洁:从开篇观点清晰的呈现,到文中紧扣观点的论据罗列,再到号召性的结尾;从事实的描述到他人话语的引用;以及从连接词、过渡句的使用到多变的句式,该阅读文本无不体现出一篇具有说服力的议论文应有的特点,是一篇以读促写,帮助学生修改学习修改议论文写作的极好范文。

【学情分析】

学生从七年级起就开始接触表达观点的短文写作,对于九年级的学生而言,已对此类论述类文体的写作结构有了较多的接触,了解 opinions—supporting details 的写作方式,因此本课教学内容及重点的设定放在如何让论述类文体的写作更具有说服力上,帮助学生通过范文的研读,学习写作技巧,掌握相关图式,通过课堂中对于自己原有短文的修改,训练学生的写作技巧,内化相关图式。

【教学目标】

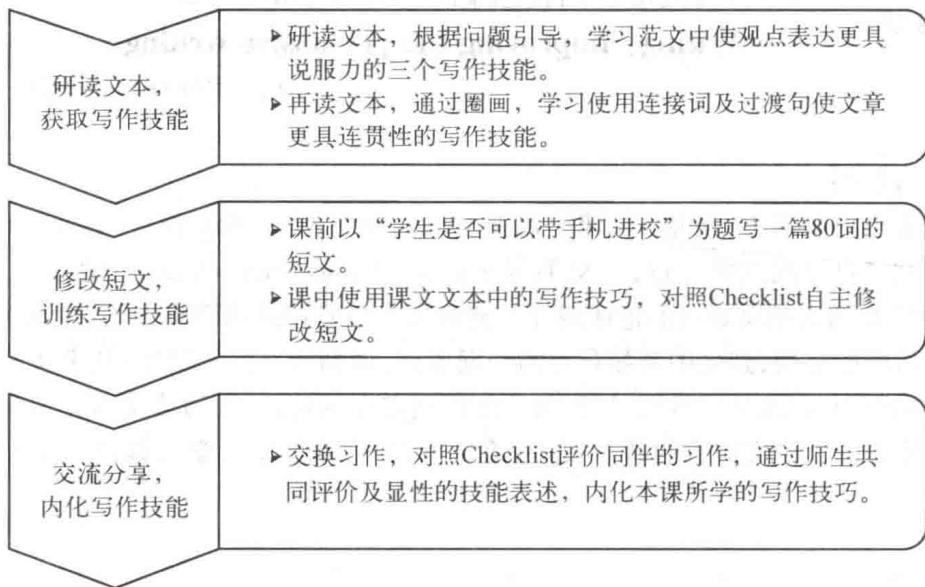
1. 学生能够掌握议论文文体的三种写作技能:
 - (1) 使用描述、事实或引用他人的话来支撑陈述的理由。
 - (2) 使用有力的开头及带有号召性的结尾使文章更有说服力。
 - (3) 使用情态动词提出建议使文章更有说服力。
2. 学生能够使用连接词及过渡句使文章更有逻辑性。

【教学重点及学习难点】

掌握议论文文体的三种写作技能。

【教学设计思路】

本课的教学重点放在写作技巧的学习上,教学设计分为以下三个阶段:



【教学过程】

Step 1: Read the article and finish a table diagram.

设计意图

在议论文文体写作的 pre-writing 阶段, 需要经历 selecting a topic 和 supporting the opinion 两个思考步骤, 教师在课堂教学过程中应将真实写作时的思维过程逐步呈现, 以此来帮助学生掌握正确的写作思维路径。

Step 1 中教师通过问答及完成 table diagram, 既可帮助学生在回忆课文内容的基础上, 概括总结出文本的段落结构, 为之后的写作技能学习做好准备, 又可以让學生掌握用 table diagram 进行构思的方法。

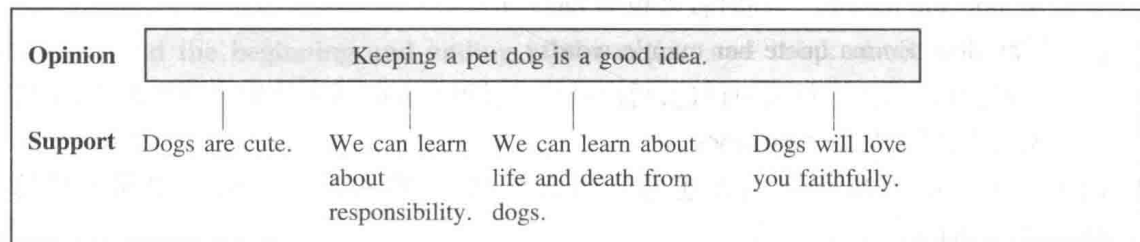
教师要求学生快速阅读文本, 完成以下任务:

1. 回答以下问题:

(1) What are Emma and Matt doing?

- (2) What is Emma's opinion?
2. 根据 Emma 观点表述部分的文本,口头完成 table diagram,告诉学生: The “table top” gives an opinion, and the “table legs” are reasons that support it.

Table Diagram



Step 2: Read the article and talk about how to strengthen the “table legs”.

设计意图

通过 scanning 的方式,以问题链引导学生再读文本,关注文中支撑 reasons 的 supporting details,让学生了解在写作中可以用 descriptions、facts 和 quotation 作为 supporting details,使短文更有说服力。

- 教师让学生寻读短文,对照 Table Diagram,向他们提问:
 - (1) Do Emma and Matt just give the reasons to support their opinions?
 - (2) What else do they do to support their reasons? For example, when Emma gives the reason “Dogs are really cute. ”, what else does she say?
(学生会回答“ She also says ‘It’s nice to pick them up and hold them in our arms, and it’s wonderful to see them growing up quickly.’ ”)
 - (3) Can you make a picture in your mind when you read these details?
(教师板书 details)
 - (4) The writer describes feelings to us. What do you think of dogs when you read these descriptions?
(教师板书 descriptions。学生会回答“ I think they are really cute. ”,此时教师可适时引导学生“ So these descriptions will help make you believe the writer’s words. They are persuasive. ”。教师同时在板书中“ details”前板书“ Persuasive”。)
 - (5) What details does Emma give when she gives the reason “ We can learn about responsibility from keeping pet dogs. ”?

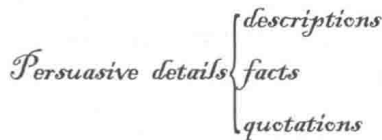
(学生会用文本中的内容回答“ We have to feed them, train them and play with them. We even have to ... at night.”。教师可以追问“ Are they really our responsibility if we keep a pet dog?”,学生回答“ Yes.”。教师接着总结“ So these are really what we have to do if we keep a pet dog. The writer uses the facts to support the reason.”,同时教师板书 facts。)

(6) Why does Emma quote her mum's words?

(教师可让学生进行简短讨论,得出结论: 引用他人的话可使论述更加客观,更具说服力,同时板书 quotations。)

2. 让学生自行阅读 Matt 观点表述部分的文本,找出哪些部分用到了相同类型的 supporting details。
3. 引导学生关注板书内容,小结写作技能:“ We can use the supporting details such as descriptions, facts and quotations in our writing to make our opinions more persuasive.”。

[Step 2 板书设计]



Step 3: Read the article and talk about how to link these reasons and supporting details.

设计意图

引导学生通过再读文本,学习文本中起连接作用的单词、短语及过渡句,完成语言的积累。

1. 教师提问: Emma and Matt give lots of reasons and supporting details, but how do they link them?
2. 学生再读文本,圈画并说出在文本中起连接作用的单词、短语及过渡句,如“ First, Second, also, What's more, Finally, As a result, There are lots of reasons for this.”,教师可在学生回答的同时将之板书。
3. 让学生回答如果去掉这些词、句的话,会对读者有哪些影响。
4. 引导学生关注板书内容,小结写作技能:“ We can use these proper transitions to make our writing more logical and fluent.”。

[Step 3 板书设计]

Proper transitions { *First, Second, also, What's more, Finally*
As a result
There are lots of reasons for this.

Step 4: Read the beginning and ending of the article and think about why the writer uses such beginnings and endings.

设计意图

引导学生研读文本中在论述观点时的开头及结尾,体会文本中语言使用的技巧。

1. 教师要求学生阅读 Emma 和 Matt 在表述观点时的开头。
2. 引导学生思考: If they just say "Keeping a pet dog is/isn't a good idea." to begin the passage, what's the difference? How will you feel when you read these two kinds of beginnings?
3. 在学生回答的基础上得出结论: 使用 an opinion statement (the opinion + a summary of the reasons) 或强烈的否定句式(It's never a good idea to ...)能使观点表达更加鲜明。
4. 教师要求学生阅读 Emma 和 Matt 在表述观点时的结尾,思考“What do they want to express?”。
5. 在学生回答的基础上得出结论: 结尾处两位作者均 restate the opinion and make a clear call to action.

Step 5: Underline the sentences including suggestions and think about why the writer does so.

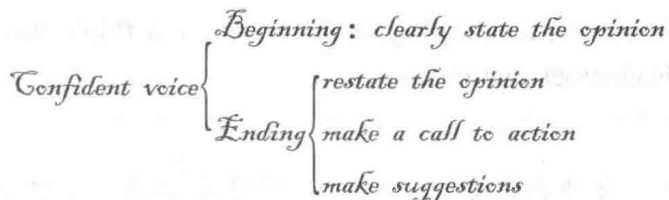
设计意图

引导学生研读文本中提出的建议,体会文本中语言使用的技巧。

1. 教师紧接上一环节中结尾句“I believe that people should not keep pet dogs.”的讨论,让学生划出文本中其他包含建议的句子,如“People should be allowed to have pet dogs./We should remember that not all dogs are friendly.”。
2. 学生思考作者为何使用“should”来表达建议,不使用这样的句子效果会有何不同。
3. 引导学生关注板书内容,小结写作技能:“In order to make our writing more confident and persuasive, we can try these two tips: ① At the beginning of our writing, we can use

an opinion statement or a strong negative sentence to clearly state our opinion. ② At the end of our writing, we can restate the opinion and make a clear call to action. We can also make some suggestions in our writing to make its voice more confident.”

[Steps 4 & 5 板书设计]



Step 6: Revise the writing and evaluate it according to the Checklist.

设计意图

本课写作技能的教学聚焦在如何让自己的观点表述得更具说服力、更连贯这两个高阶的目标上,因此技能训练的任务就设置为让学生运用学习到的写作技能修改自己的习作。

1. 教师让学生在课前以“学生是否可以带手机进校”为题写一篇 80 词左右的短文。
2. 课中教师要求学生使用本课所学到的写作技巧,自主修改短文。
3. 教师巡视,提醒学生使用 Checklist。

Checklist for self-evaluating

Do I use strong details (descriptions, facts or quotations) to support my opinion?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆☆
Do I try to sound confident (beginning, ending, suggestions)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆☆
Do I use proper transitions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆☆
Overall score: _____ stars			

Step 7: Share and evaluate the writing according to the Checklist.

设计意图

通过师生共同评价及显性的技能表述,检测教学目标是否达成,内化本课所学的写作技巧。

1. 教师要求学生交换习作,对照 Checklist 评价同伴的习作。
2. 教师选取两篇学生习作,与学生一起使用 Checklist 来进行评价。

Checklist for sharing & evaluating

Does he/she use strong details (descriptions, facts or quotations) to support his/her opinion?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆☆
Does he/she try to sound confident (beginning, ending, suggestions)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆☆
Does he/she use proper transitions?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	☆☆☆
Overall score: _____ stars			

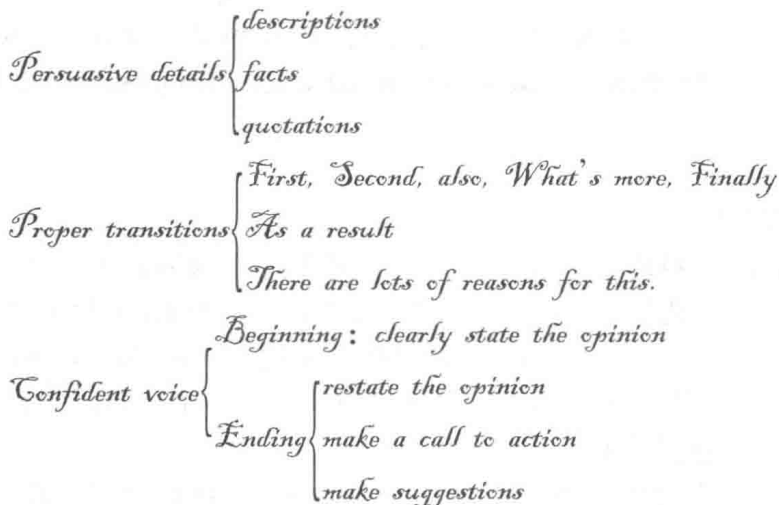
Step 8: Assignment.

设计意图

通过本堂课的学习,学生已了解并初步掌握了使议论文更具说服力、更连贯的写作技能。结合学生已掌握的此类文体的写作结构知识,将本课的作业设计为让学生完成一篇全新短文的写作,可以让学生从审题、构思开始,到成文、修订,能综合运用所学的语言知识、写作知识和写作技能,经历完整的议论文文体的写作过程。

教师给出情境“As a Grade-Nine student, is it a good idea to watch television during the school days?”,要求学生写一篇不少于 80 词的短文。

[本课板书设计小结]



【教学反思】

1. 基于教学目标,解析范文文本

解析范文文本能充分挖掘其语言、结构特点,给学生的写作以启发,帮助学生将其语言和结构运用到写作实践中去。解析范文的活动设计虽然以“读”入手,但与阅读教学不同,教师要基于本课的教学目标,结合范文的文体特征,对学生进行点拨。本课中对范文的五次再读,每一次都围绕教学目标中的写作技能展开,可以逐步引导学生有针对性地获取范文文本中的写作技巧。

2. 预设课堂提问,体悟范文语言

本课写作技能的教学聚焦在如何让自己的观点表达得更具说服力、更连贯这两个高阶的目标上,要求学生对范文的语言表达和运用有一个较深的理解,对学生而言学习难度较大。因此教师要基于学情,预设好课堂提问,为学生搭建“脚手架”,以问题链引导学生再读文本,调动学生的感官体验和生活经历,深入体会、领悟范文中的语言,进而获取使观点表达更有说服力和逻辑性的写作技能,为之后内化写作技能的活动打下基础。

3. 聚焦教学重点,评价学习成果

在学生独立修改自己的习作时,教师提供的自我提问单和评价时用的 Checklist 的内容其实是一致的。之所以在学生自我评价及互评中不断地复现、运用 Checklist,一方面是为了聚焦本课的教学重点,引导学生关注高水平信息,即如何使自己的文章更有说服力,更有逻辑性,而非单词拼写及语法错误这些低水平信息;另一方面,Checklist 的设计指向教学目标的达成,评价时便于学生操作,能更有效地评价学习成果。

案例二

《英语(牛津上海版)》9B, Unit 2 Life in the future

Writing: One of the most interesting places in Shanghai

上海市龙苑中学 沈 勃

【教学内容简介】

本单元阅读材料是一个购物网站的某一网页,呈现的是 2040 年 8 月的某一天,人们正在购物网站上订购旅馆房间、房屋和汽车,其中有一个网站列举了相关信息以及购买者对它们的评价。阅读文本内容分别对 Holidays (The Magic Hotel)、Houses (26 Kennedy Road) 以及 Cars (The CJ3) 这三种事物进行了介绍,并附有满意的消费者 (Satisfied customer) 对其的点评。

本课写作教学设计了 One of the most interesting places in Shanghai 这一主题,采取

“以读促写”的教学策略,梳理阅读文本中介绍人们感兴趣的事物的叙述方法,引导学生通过模仿文本的写作内容和写作结构,仿写一篇对上海本地某一场所或事物的介绍。

【学情分析】

“以读促写”的基础是文本阅读,因此学生首先要熟知文本材料,能够通过教师设计的阅读任务,在阅读中获取相关信息并理解语言材料的表达意图,为后续学习写作技能做好准备。

学生对如何利用阅读信息支持写作、如何运用多元表达方式拓展写作思路等还存在一定的困难,语言运用能力有待引导和提升。

【教学目标】

1. 学生能运用 have/has, there be 等句型表达某个特定地点在未来拥有的新事物。
2. 学生能运用 when, so 等引导的状语从句表达某项未来产品拥有的独特功能。
3. 学生能借助阅读文本中的信息收集写作素材,尝试起草写作提纲。
4. 学生能围绕主题有逻辑地组织素材,并根据写作提纲写出至少一个段落。

【教学重点】

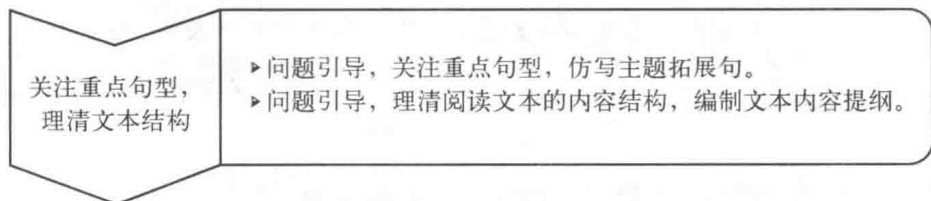
1. 引导学生依据阅读材料收集写作素材,并针对写作主题编写写作提纲。
2. 引导学生借助阅读文本中的内容与组织形式,围绕写作主题进行内容与结构的仿写。

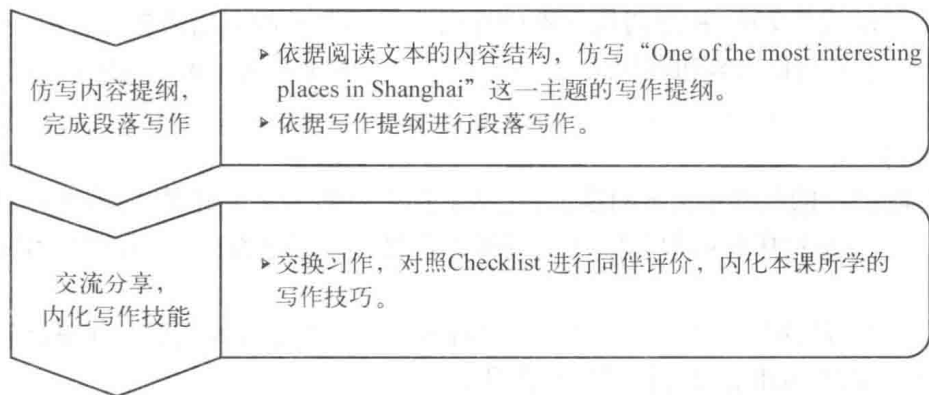
【学习难点】

1. 仿照阅读文本中呈现的内容和结构,梳理个人的写作结构和思路。
2. 运用阅读文本中的语言表达方式仿写句型,拓展写作思路。

【教学设计思路】

在本课教学中,教师将借助文本阅读,运用仿写句型、仿写提纲、仿写结构的方式进行有关写作构思的教学,引导学生关注“写作内容”和“写作结构”。主要流程如下:





【教学过程】

Step 1: Read the first part of the text, then find out what there is in the Magic Hotel.

设计意图

要求学生阅读文本的第一部分 The Magic Hotel, 找出该段文本中特定的表达“某处有某物”的句子, 教师归纳句型结构, 为学生在后续写作中运用该句型表达“某一场所有些什么事物”做好铺垫。

1. 教师引导学生阅读文本第一部分, 并找出文本中用来描写某处有某物的句子, 如:
 - ▶ The underwater hotel in Garden City has many rooms that are half underwater ...
 - ▶ There is also a dinosaur animation centre, where children can play with dinosaurs.
2. 小结: 可运用 There be ... 和 ... have/has ... 等句型表达“某处有某物”。

Step 2: Read the second and the third parts of the text, then find out what is attractive in the future house and car.

设计意图

要求学生阅读文本的第二、三部分 Houses: 26 Kennedy Road 和 Cars: The CJ3, 找出这两段文本中特定的表达“某事物拥有独特功能”的句子, 教师归纳句型结构, 为学生在后续写作中运用更丰富的句型表达“某事物具有哪些特点”做好铺垫。

1. 教师引导学生读文本第二、三部分, 找出文中用于表达某事物拥有独特功能的句子, 如:
 - ▶ It tells the supermarket's computer when you need more food.

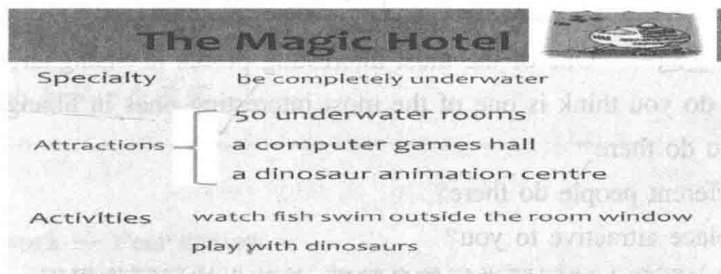
- The CJ3 also has satellite navigation, so you can see where you are on an electronic map on the windscreen . . .
2. 小结: 可运用 when、so 引导的从句以及 If you . . . , you can . . . 等句型, 表达“某事物拥有的独特功能”。

Step 3: Read the first part of the text again and make outlines according to the questions.

设计意图

教师提出三个关键问题, 引导学生关注阅读材料中 The Magic Hotel 所具备的特点, 并从三个角度进行归纳, 使学生体会作者是如何描述某一具体事物的, 为后续写作做好内容的铺垫。PPT 上教师首先列举清单式的文本提纲, 然后引导学生制作列图表式的文本提纲, 这两种形式的呈现可让学生了解写作提纲的撰写可以有列清单式、列图表式等不同方法。

1. 教师出示以下问题, 学生再读文本第一段并做出回答。
 - (1) Why is the Magic Hotel attractive?
 - (2) What is special about it?
 - (3) What can people do there?
2. 在师生互动的基础上出示如下归纳:



3. 引导学生将以上清单式的提纲转换为图表式:

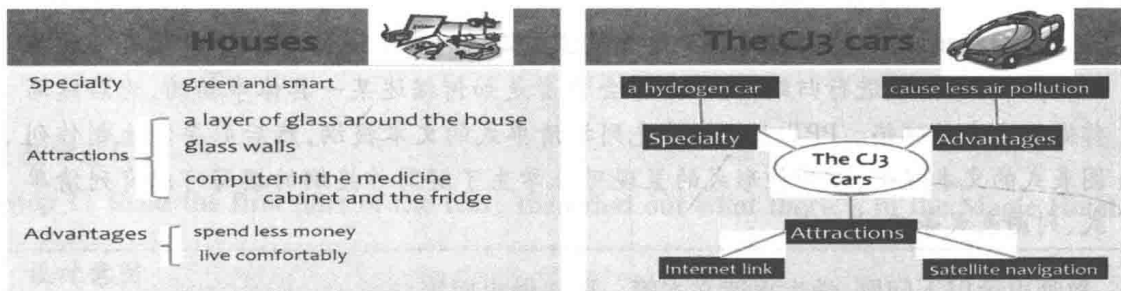


Step 4: Work in groups, and make an outline for the second/third part of the text.

设计意图

学生选择阅读文本中的第二或第三部分,以小组活动的形式,梳理归纳相关信息,自由选取列提纲或列图表的形式构建阅读文本的内容结构,为学生从“文本-提纲”过渡到“提纲-写作”做好准备。

教师在学生活动后出示下列 PPT,供学生参考。



Step 5: Write an outline for the given topic: One of the most interesting places in Shanghai.

设计意图

本环节要求学生在个人写作的主题下编制写作提纲。教师设计问题并提供思路,学生经过思考实践编写提纲,为后续个人写作做好铺垫。

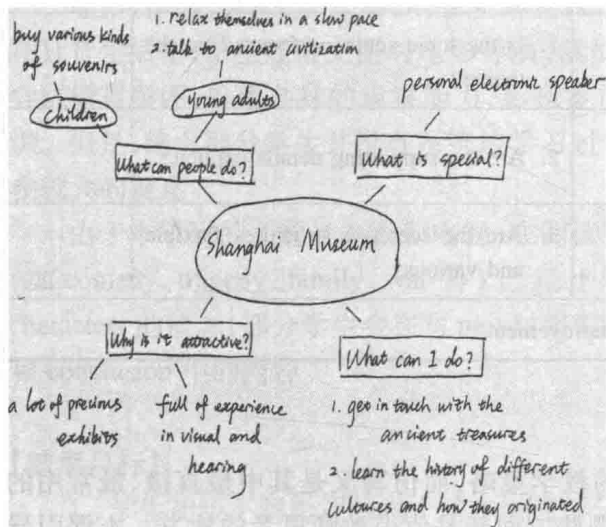
1. 教师出示写作主题——One of the most interesting places in Shanghai,以及提示问题:
 - (1) Which place do you think is one of the most interesting ones in Shanghai?
 - (2) What can you do there?
 - (3) What can different people do there?
 - (4) Why is the place attractive to you?
2. 学生根据写作主题和上述问题进行信息整理,并独立构思写作提纲。

Step 6: Listen to the teacher's analysis on the outline made by one student and revise their own outlines.

设计意图

教师对某位学生起草的写作提纲进行分析,强调写作提纲的重要作用是: 1. 梳理主要观点(Main idea) 2. 提供支持信息(Supporting details)。学生对自己的写作提纲进行修改,为后续独立写作理清思路。

1. 教师选择某位学生的写作提纲进行分析。



这份写作提纲选择了上海博物馆为主题,围绕教师提出的四个提示问题,分四个角度展开写作思路,主要观点比较清晰。四个角度中分别引申出各自的支持信息:如 What can people do? 这一角度中分了 children 和 young adults 两个方面表述不同人群的不同活动内容;Why is it attractive? 这一角度从展品的丰富性、珍贵性以及充满视听体验等方面提出作者的观点。因此,撰写写作提纲不仅要有清晰的主要观点,还要尽可能提供支持信息,丰富写作内容。

2. 学生对自己的写作提纲进行修改,进一步为后续独立写作理清思路。

Step 7: Write at least one paragraph according to the outline made by themselves.**设计意图**

在完成阅读理解,并进行相关句型提炼、信息梳理、写作提纲构思与撰写之后,要求学生独立写出至少一个段落。

Step 8: Group work — Peer review.**设计意图**

作为写后评价环节,评价的标准侧重在学生对本课学习的结果进行评价,尤其是写作提纲、写作内容结构和句型结构,通过评价标准引导学生关注重点,并在同伴互评交流中强化认知。

教师出示评价量表(如下),从提纲写作、段落写作两个方面引导学生对同伴的习作进行互评。

The outline	Value	The paragraph(s)	Value
1. Is the outline neat and clear?		1. Is the topic sentence focused on the theme?	
2. Are the main ideas focused on the theme?		2. Are the supporting details explicit?	
3. Are the supporting details included?		3. Are the sentence structures flexible and various?	
Criteria: G=Great V=Very good N=Need improvement			

【教学反思】

“以读促写”是写作教学中非常重要的教学策略,而仿写又是其中最直接、最常用的方法之一。但是如何引导学生仿写、仿写哪些方面却是值得教师思考的地方。本课引导学生仿写句子、仿写结构、仿写内容,在教学中探索如何利用阅读信息支持写作、如何运用多元表达方式拓展写作思路。

当然,本课教学必须建立在教师长期进行以读促写教学的基础之上,否则课堂容量略显繁复,一个课时较难完成。如有需要,可以对教学目标稍加分割,对教学步骤稍加整合,符合不同学情的课堂教学效率也会更高。



案例三

《英语(牛津上海版)》9B, Unit 4 All about films and TV

Writing: A film review

同济大学附属七一中学 金英芳

【教学内容简介】

教材文本以提纲的形式呈现了影评的六个基本组成部分: introduction, setting, actors/characters, plot, opinions 和 conclusion。同时,教材文本也提供了影评中的常见句型,如: The film is a comedy/an action film ...; The film is set in a town in California; The main character is a man called Harry, played by ...; 等等。基于以上内容,本堂课要求学生根据所给提纲和句型,写一篇影评。

【学情分析】

电影,作为一种大众艺术,以生动的直观性和贴近生活的真实感吸引着广大学生。在日常生活中,学生经常交流对电影导演、演员、拍摄技术、剧情的看法。学生可以通过尝试撰写影评,提高自身的观察能力、影视鉴赏能力和批判性思维能力,并培养读者意识。但是,绝大部分学生并没有系统地学习过影评的写作方法,对于写什么和怎么写存在较大的疑惑。

由于本单元的主题是电影和电视,在阅读和听说部分,学生对有关电影类型的单词(如 comedy、tragedy、family、war 等)已经比较熟悉,但是部分学生会混淆 actors 和 characters 的概念,部分学生会在写 plot 时将情节和盘托出,大部分学生不会表述 opinions 和 conclusion 中的内容。

【教学目标】

1. 学生初步了解影评的六个基本组成部分以及影评中经常使用的句型。
2. 学生能根据写作提纲写影评。
3. 学生能够理性地分析电影的优点和缺点。
4. 学生能培养自身的读者意识。

【教学重点】

掌握影评的六个基本组成部分以及影评中经常使用的句型。

【学习难点】

用例证法对导演、演员、拍摄技术、剧情等进行评价。

【教学设计思路】

1. 教学主线

细读教材提供的写作提纲,围绕影评的基本组成部分(即 introduction, setting, actors/characters, plot, opinions 和 conclusion)、写作技巧和常见句型的运用开展教学。

2. 写作策略

影评是我们生活中常见的一种文体,它和我们平时写的观后感有着十分显著的区别。观后感是观众主观上的感受;影评则从客观专业的角度,对取景、色彩、演员表现、编导等进行深层次的专业分析,告知公众影片的现实意义、成功或者失败之处。因此,写影评为学生提供了真实的、交际性的任务,促使其对真正的交际目的进行思考,为真正的潜

在的观影者服务。

读懂教材所提供的影评写作提纲是学生写影评的前提条件。教师先要引导学生了解提纲的结构、读者的需求、组成影评的各部分的内容以及影视评论常用句型,然后进行知识迁移,把所学付诸实践。因此,教师在教学设计中要关注知识迁移的过程,具体设计如下:

(1) 把抽象的提纲转化为具体的语言文字。教材所提供的提纲使用提示性的问题和例句对影评的各个部分写什么、怎么写做了说明,但是由于没有涉及具体的影片,提纲因缺少范文而显得比较抽象。教师可以使用广为人知的或者学生们喜爱的影片作为载体,编写影评,为学生提供范文,激活其写作思路。

(2) 在阅读范文的过程中提炼影评的写作技巧。写作技巧的掌握能规范学生的写作思路,解决学生写作中产生的疑惑,起到事半功倍的效果。

3. 课堂教学流程图



【教学过程】

Step 1: Guess the films.

设计意图

激发学生兴趣,引入影评并介绍组成影评的六个基本部分。

教师出示六部电影的影评片断,学生阅读影评片断,猜测电影的名称。

T: Are you interested in films? What helps you to decide whether to see the film or not?

S: The director/the actors and actresses/the story/the film poster/other people's introduction/the advertisements ...

T: Some of these points can be read in a film review. So sometimes a film review can help

us decide whether to see the film or not. Here are some film reviews. Let's read and guess the names of the films.

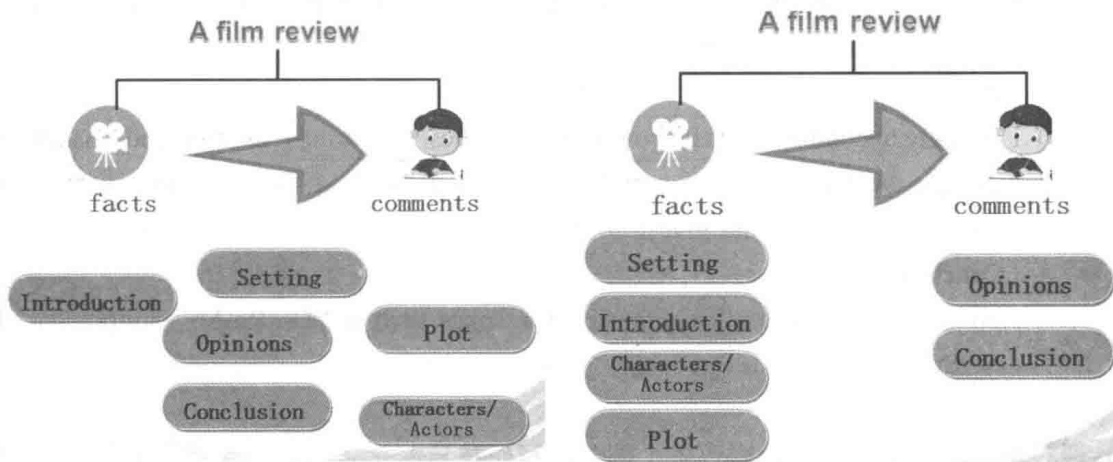
1. The film is set in Tangshan in China. The heart-breaking story happened in 1976.
2. Li Lianjie plays the main character of Sam Wong. The other main character is Sam Wong's son, Dafu, played by Wen Zhang.
3. It is a fantasy film. It is mainly about a competition among the wizards that takes place at Hogwarts.
4. Paris stole Helen from Greece. Helen's husband together with other Greek Heroes fought against Trojans for 10 years.
5. I strongly recommend it if you like comedies. It brings us fun and makes us highlight the importance of protecting oceans as well. It is a hit film during this spring festival. I would give it eight out of ten.
6. Above all, it has got brilliant music. The songs such as "Do-Re-Mi" are popular all over the world.

Step 2: Know about the 6 parts of a film review.

设计意图

了解影评的文体结构以及明确各个部分的写作技巧。

1. 介绍影评的六个基本部分,判断六部电影的影评片段分别属于哪一个部分。



T: These film reviews represent 6 parts of a film review. They are about introduction, setting, actors/characters, plot, opinions and conclusion. A film review is made up of the facts from the movie itself and the comments of a reviewer. The comments come from the facts. Now which four of these six parts are based on facts?

S: Introduction, setting, actors/characters and plot.

T: So opinions and conclusion are about comments. When we write a film review, we write the facts first and the comments next.

2. 学生再读六部电影的影评片断,并根据教材 P65 所提供的写作提纲,判断这些片断分别写了哪个部分的内容。

T: Read these film reviews again and decide which part they are about. Open the books at P65. The film review plan on this page will help you to make a right judgment. For example, the first review talks about the time and place of the film, so it is about setting. What about the rest?

(1) The film is set in Tangshan in China. The heart-breaking story happened in 1976.

(Setting)

(2) Li Lianjie plays the main character of Sam Wong. The other main character is Sam Wong's son, Dafu, played by Wen Zhang.

(Characters/Actors)

(3) It is a fantasy film. It is mainly about a competition among the wizards that takes place at Hogwarts.

(Introduction)

(4) Paris stole Helen from Greece. Helen's husband together with other Greek heroes fought against Trojans for 10 years.

(Plot)

(5) I strongly recommend it if you like comedies. It brings us fun and makes us highlight the importance of protecting oceans as well. It is a hit film during this Spring Festival. I would give it 8 out of 10.

(Conclusion)

(6) Above all, it has got brilliant music. The songs such as "Do-Re-Mi" are popular all over the world.

(Opinions)

3. 通过回答问题的方式讨论影评各个部分的写作技巧。

Discuss:	
Introduction	Do we need to write a long introduction?
Setting	Should we mention the time and place?
Characters/ Actors	Who are the people in the real life / in the story? Do we need to introduce every actor/character?
Plot	Can we tell the readers everything? Why?
Opinions	How can we make readers believe our opinions?
Conclusion	If I am a fan of Zhou Xingchi, can I give very high scores to all his films? Why/Why not?

Discuss:	
Introduction	Make it brief.
Setting	Mention both if possible.
Characters/ Actors	Actors/Characters. Tell the main characters or actors.
Plot	Tell something big but not everything.
Opinions	Support your opinions with facts.
Conclusion	Be honest and fair.

Step 3: Brainstorm and compare.

设计意图

拓展学生思路,引导学生学会使用例证法来增加影评中观点的说服力。

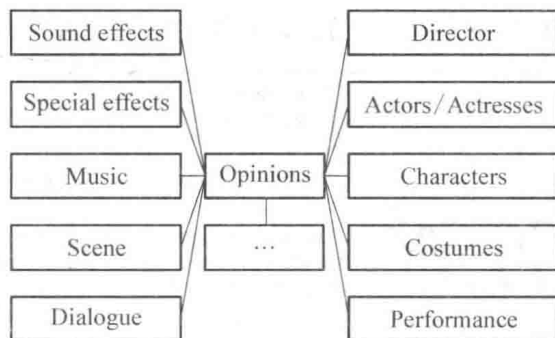
1. 通过头脑风暴,确定在 opinions 部分所要写的内容。

T: According to the last review, what does the reviewer think about the film?

S: The music is brilliant.

T: What else can we talk about when we need to give opinions?

S: Director/Plot/Characters/Actors/Dialogue/Monologue/Special effects/Sound effects ...



2. 分析比较,使用例证法来增加观点的说服力。

T: As a film reviewer, what can you do to make the audience believe your opinions? Let's read and compare two examples. Do they show the same opinion? Which one is better? Why?


S: They show the same opinion. But the second one is better because it uses some examples

to support the opinion.

T: Excellent! We should support our opinions with examples.

Read, compare and think:

First, the scenes are especially beautiful.
Besides that, Maria had an active attitude to life.



First, the scenes are especially beautiful. It was filmed in a peaceful town. *Besides that*, Maria had an active attitude to life. She didn't give up when she found true love.

Step 4: Imitate the pattern.

设计意图

通过模仿提纲中所给的例子,掌握影评写作中需要使用的句型。

根据影片《泰坦尼克号》的信息,模仿影评提纲中的句子来写影评。

TITANIC

LENGTH OVER 48,000 TONS BEAM 822 1/2 FT. TRIPLE-DECKERS 817 1/2 FT.

MAIDEN VOYAGE
SOUTH HAMPTON TO NEW YORK

DEPARTS APRIL 10th, 1912

THE GREAT WHITE STAR LINE
WHITE STAR LINE

TICKETS FOR SALE (HERE)

This film is a _____.

This film is about _____.

...

The film is set on _____ (place) in _____ (time).

The main character is a man called _____, played by ... The main actress is ... and she plays the character of ...

He ... She...

This is a great film. The music(special effects/scene ...) _____.

I really like/dislike ...

I would (not) recommend this film.

This film is great for _____ (people).

I would give it _____ (score) out of ten.

Step 5: Write a film review.**设计意图**

学生在写作提纲的帮助下,独立完成影评。

1. 学生重温撰写影评各个部分时所需要的技巧。
 - (1) Make the introduction brief.
 - (2) Mention both the time and place if possible.
 - (3) Tell the main characters and actors.
 - (4) Tell something big but not everything.
 - (5) Support your opinions with examples.
 - (6) Be honest and fair.
2. 学生开始独立写影评。

Step 6: Share and evaluate.**设计意图**

师生通过共同评价完成影评,检测影评的文体结构,及是否恰当运用了写作技巧和常见句型。学生在共同探讨和切磋中获得及时反馈,在分享中培养艺术审美能力和批判能力,从而获得全方位的提高。

1. 使用实物投影仪展示一名学生的作品,由学生本人朗读作品,其他学生针对影评的文体结构(六个方面)、写作技巧和常用句型进行评价。
2. 教师选取另一篇学生习作,引导其他学生对作品的整体内容、语言错误等进行评价。

Step 7: Assignment.**设计意图**

让学生加强对影评写作的整体把握,通过模仿和借鉴他人的影评,进一步内化影评的文体结构和写作技巧,同时,通过配图和网络发布,提高学生的写作兴趣。

1. 修改本人在课堂上完成的影评。
2. 在自己写的影评中插入电影海报或照片。
3. 在豆瓣网上,上传自己的影评(选做)。

【教学反思】

在课后,教师收集了学生的作业,绝大多数学生在文体结构上符合要求,常用句型的使用得当,对于电影的评价角度广泛、态度公正客观。因此,本堂课的课堂达成度是较高的。本堂课有以下几点可取之处:

1. 提高了学生的写作兴趣。在两分钟预备铃阶段,学生观看了教师做的视频,视频中的画面、文字、音乐帮助学生回忆起他们所看过的影片或者相同题材的影片,激发了其写作热情,帮助他们迅速进入话题。通过阅读教师撰写的影评片断来猜测电影的名称,激发了学生的好奇心和好胜心。同时,这些影评片断分别代表了 introduction, setting, actors/characters, plot, opinions 和 conclusion 六个部分,学生通过反复阅读和分析,了解了影评的构成和写作技巧。在写作上有困难的学生也获得了写作范本。

2. 培养了学生的文体意识。不同体裁的文本构成是不同的,学生如果能够掌握各文体文本构成的方法并进行实践的话,文章内容会自然而然地变得紧凑、连贯。教师在判断影评片段的属性、讨论影评各个部分的内容及其写作技巧、操练影评常用句型、学生写作和师生评价等环节,都突出了文体意识的培养。

3. 学生充分操练写作技巧。写作技巧的使用能更好地体现影评的内容和主体思想。师生针对六个部分归纳了六个技巧:(1) Make the introduction brief;(2) Mention both the time and place if possible;(3) Tell the main characters and actors;(4) Tell something big but not everything;(5) Support your opinions with examples;(6) Be honest and fair。这六个技巧让学生避免过多地介绍电影故事本身,而把重心转移到对电影的评价上。

4. 激活了学生的写作思路,抒发了他们的真实心声。本次写作的难点是 conclusion 部分。学生不知道从哪个角度对影片进行评论,因此教师设计了 brainstorm,用蛛网图梳理了可供点评的方方面面,让学生觉得有话可说。另外,教师还引导学生运用例证法,用具体的例子来支持自己的观点,使影评更有说服力。与此同时,学生的读者意识也得到了培养。

附录 1 学生习作与点评

1. 习作要求

Suppose you are one of the Greek soldiers in the wooden horse. Please write a passage of at least 60 words about the topic “The night of the horse” to describe what happened that night. (假设你是特洛伊木马中的六个士兵之一,请以“木马之夜”为题写一篇不少于60个词的短文,描述当天晚上发生的事。)

学生习作

The night of the horse

While the Trojans were celebrating their victory in the square, we were waiting quietly and patiently in the wooden horse. All of us were chosen by the general himself and we knew we might be killed, but none of us was afraid. An hour later we knew the Trojans' party finally ended and it was time to act. We climbed out of the secret door of the horse swiftly and opened the main gates of the city. Nobody stopped us, as the whole city was sleeping. Our army entered the city and took hold of it in no time. I was so proud of our team!

点评

本文是一个希腊士兵讲述自己在“木马之夜”的经历,写作时使用的时态应以过去时为主。本文作者在时态的定位上做得比较出色。他准确地使用了一般过去时和过去进行时来描述自己从被将军选中到和小队成员一起成功完成任务的过程。本篇习作用词准确,作者使用了恰当的副词修饰各种动词,使习作生动流畅,例如: were waiting quietly, finally ended, climbed... swiftly等。此外,丰富的句式也是本文的一大亮点。作者能做到长短句配合运用,并恰当地使用了宾语从句和多种状语从句。

2. 习作要求

How do you relax in your spare time? Please write a passage of at least 60 words about the topic “The proper ways to relax”. (在自己的空闲时间里你是怎样放松的?请以“适

当的放松方式”为题,写一篇不少于60个词的短文。)

学生习作

The proper ways to relax

As Grade-Nine students, we are all under great pressure, so it's necessary for us to relax in proper ways.

There are various ways. For example, we can do some sports or listen to the music. I often play the piano when I feel blue. As soon as the beautiful sound flows around me, I become calm and relaxed. I also read books that contain lots of jokes. I laugh like a little child and suddenly, all the bad feelings disappear.

So we shouldn't work too hard. We may work more efficiently after a short rest.

点评

本文内容完整,详略得当,而且逻辑清晰。作者在开头部分做了适当的导入,表明自己作为九年级的学生经常面对学业压力,因此有必要通过适当的方式来放松自己。在中间部分,作者先简单介绍了两种常用的放松方式。然后围绕自己独特的方式——弹钢琴和看书展开。在这里,作者描述了自己在弹琴和看书时的心理感受和行为。在最后的小结部分,作者再次点题。整篇文章语言流畅,用到了多种句型,用词也比较丰富,一些常见的词汇用得比较恰当,例如: under great pressure, feel blue, flows around me, laugh like a little child 等。总体来说,这是一篇以平实见长、值得借鉴的学生习作。

3. 习作要求

Please write a passage of at least 60 words about the topic “My Junior Three school life”. (请以“我的初三生活”为题,写一篇不少于60个词的短文。)

学生习作

My Junior Three school life

In my opinion, my Junior Three school life is painful but meaningful. On one hand, we have to study hard, do a lot of homework and run fast in PE lessons. There're bitter competitions among us

点评

这是一篇观点独特、逻辑通畅、结构清晰的议论文。作者开门见山地道出了观点——自己的初三生活是痛苦而有意义的。接着,她从“痛苦”和“有意义”两个方面分别用举

in exams and in the playground as well. After school, we need to do much extra homework so that we can catch up with others. Everyone is trying his best, and of course the experience is painful. On the other hand, however, it is worthy. We feel very happy when we overcome difficulties. Through competitions, we make progress and improve ourselves every day. I believe we'll be thankful to the hard work in the future. In a word, Junior Three school life is of great importance to us, so we should study harder, no matter how hard it is.

例和细节描写的方法展开论证。最后,作者指出:初三生活对我们而言是非常重要的,因此无论多么艰难,我们都要更努力。这一句话很好地总结并提升了本文的主题。同时,作者恰当地使用了关联词,使整篇习作生动、流畅。最难能可贵的是,作者既不乏对生活感性的体验,又能透过表面看到其深刻的内涵,还能用浅显的语言成功地表达出来。

4. 习作要求

Write at least 100 words about the topic "Raising dogs at home or not". (以“是否在家中养狗”为题,写一篇不少于100词的作文。)

- (1) What do you think of raising dogs?
- (2) Why do you think so? Give at least two reasons.

学生习作(1)

Raising dogs at home or not

Recently, we have had a heated discussion on whether people should keep dogs at home or not.

In my opinion, dogs can comfort senior citizens who live alone. They can give them happiness and become their family members. In my neighbourhood, there is an elderly man, who is 90, living with a dog. They look like close friends and they depend on each other. Besides, dogs can bring fun to a boring life. I keep a pet dog at home and I have learned a lot from it.

点评

该篇习作围绕“是否在家中养狗”这一话题,将支持养宠物的观点进行了较为有序的陈述。文章开篇,作者开门见山,提出本文探讨的主题。在陈述理由时,作者从身边的例子出发,指出狗是老年人的好伙伴,并能给人们的生活带来快乐。需要指出的是,作者提到通过养宠物狗,他学到很多东西,如果此处稍加展开进行具体说明,那么可以更好地为文章的观点提供支撑。

So I think it is very nice to have a dog at home. Do you agree with me?

学生习作(2)

Raising dogs at home or not

Many people choose to keep dogs at home when they feel lonely.

Dogs are usually considered humans' closest friends. However, raising dogs at home is not an easy job. First of all, it will take a lot of time and energy to take care of them. Furthermore, if dogs are raised at home, their barks may disturb the neighbours.

Therefore, I don't think people should raise dogs at home. We can set up some clubs for dog lovers. Inside it, experts will take care of these dogs. People can go there and see the dogs whenever they miss them.

5. 习作要求

Write at least 100 words about the topic "I like _____ tour". (请以“我喜爱_____的旅行”为题,写一篇不少于100个词的作文。)

学生习作

I like a self-organized tour

In my opinion, I prefer a self-organized tour to a package tour. Imagine that the place you visit and the hotel room you stay in are all up to you. How exciting! How flexible it is that we can change our destinations if anything goes wrong.

点评

“是否在家中养狗”这一话题,对于生活在上海的学生来说并不陌生。《英语(牛津上海版)》9A中也提及这一话题。可见,这篇命题作文非常贴近学生们的实际生活。

文章开篇,小作者开门见山地引出了写作话题,条理清晰地论述了在家养狗的弊端,表明了自己的观点。但小作者并没有漠视自己所看到的社会问题,而是提出了解决该问题的方法,虽然稚嫩,但是小作者的社会责任感跃然纸上。

小作者的视角比较独到,文章结构完整有序,观点清晰,论述有力。

点评

针对半命题作文,作者选择了夹叙夹议的方式来组织篇章,观点清晰,举例有说服力,并从自主性、适合性以及灵活性三个方面具体阐述了自己的观点。句型的使用也比较丰富,其中的倒装句式给人留下了深刻印象。文

Though in a package tour, we can be carefully looked after by the tour guide, it annoys me that we are always taken to some places to shop. And in such stores, goods always come with high prices but low quality.

To sum up, I prefer a self-organized tour because freedom is the most important thing.

章的结尾略显仓促,此处 freedom 的内涵没有讲清楚, I prefer ... 句型的再次使用和篇章开头有所重复,建议结尾处既要和开头形成呼应,更要在内容的表达上有所升华。

6. 习作要求

Write at least 100 words about the topic “The fun of _____”. (请以“_____的乐趣”为题,写一篇不少于 100 个词的作文。)

学生习作

The fun of volunteering

Recently, I have taken part in a volunteering activity held by a volunteer group. We went to an orphanage (孤儿院) full of lonely kids. We brought them some fresh fruits, some sweets, some books and some lovely toys. We played games with them and taught them several songs and poems. I saw hope and happiness in their eyes when they were reading and singing. All of us had a great time and it was difficult for us to say goodbye to them. Thanks for that activity, whenever I meet a problem, I always think of those faces. It makes me happy and confident.

点评

本篇习作选题新颖,构思巧妙,语言精炼,情感丰富。小作者通过描述自己参加志愿者活动的经历,与我们分享了志愿者活动的乐趣。通过真实的事例和真切的语言,他为我们呈现了一个完整的志愿者故事:跟随志愿者团队来到孤儿院,和孩子们一起玩游戏,耐心地教他们唱歌、朗诵诗歌,共度了一段美好的时光。当读到 I saw hope and happiness in their eyes 这句话时,不禁被小作者的行动和语言所感动。文章结尾处的话语基于作者自身的志愿者活动经历有感而发,写得十分真切。读完文章,一个充满阳光、富有爱心、情感细腻的少年形象跃然纸上。

7. 习作要求

Write at least 100 words about the topic “How to protect myself in a fire.” (以“如何在火灾中保护自己”为题,写一篇不少于100个词的作文。)

学生习作

How to protect myself in a fire

When there is a fire, people may feel terrible. However, it is important for us to learn some useful ways to survive a fire. Firstly, we should calm down. Secondly, we should call “119” for help. After that, we should open the windows and shout towards outside so that people may know that we are in danger. Then, we should put some wet towels along the bottom of the door to keep out the smoke. And we should lie on the floor where there is fresh air. Finally, we should follow the firemen’s directions to get out of the room.

点评

本篇习作语言流畅朴实,行文逻辑性较强。小作者能灵活运用不同句型,结合自己的消防安全知识,向我们讲述在火灾中逃生自救的方法。作文构思的巧妙之处在于,小作者设想了门外发生了火灾的场景,然后与读者分享自救方法。另外,小作者运用了 firstly, secondly, then 和 finally 这四个表示时间顺序的词,按时间顺序介绍了火灾中自我保护的方法,写作思路清晰,讲解条理清楚。

8. 习作要求

Write at least 100 words about the topic “_____ is calling”. (请以“_____在呼唤”为题,写一篇不少于100个词的作文。)

学生习作

China is calling

China, located in East Asia, is one of the greatest countries in the world. If you want to know more about it, visiting it will be the best way.

China is an ancient country. It has a long history with wonders. There are 56 nationalities in

点评

在学习了课文“France is calling”之后,小作者怀着对祖国的深厚感情,写下了“China is calling”。该习作构思巧妙,语言连贯,内容丰富,饱含小作者对祖国母亲的热爱之情,良好的英语语言能力也体现在字里行间。

习作开篇就直奔主题,讲述了中

this country, and each of them has its own culture and customs. China is also famous for its food. There are thousands of Chinese dishes. You can learn how to use chopsticks and a spoon to eat when you enjoy different Chinese foods.

China is developing fast, and it is calling you to feel its charm.

国的方位与历史,让读者有一种身临其境的感觉。接着,小作者讲述了在中国广袤的大地上生活着的56个民族,以及多元的民族文化。然后,小作者介绍了中国诱人的美食文化。最后,小作者用精简的语言总结全文,并再次点题。总的来说,小作者能运用课堂所学知识和优美的句型,进行创造性的写作,值得借鉴。

9. 习作要求

Write at least 60 words about the topic "Is watching TV good or not?". (请以“看电视是否有益?”为题,写一篇不少于60个词的短文。)

学生习作

Is watching TV good or not?

Some people believe that watching TV is bad for students. Others, however, hold the opposite opinion.

From my point of view, watching TV helps us learn things that are not in our textbooks. We can get more information, including news, scientific knowledge and so on. What's more, watching TV is also a good way to relax.

However, watching too much TV is bad for our eyes. In addition, some TV programs are not proper for students to watch.

All in all, it is of great importance to watch TV in a wise and smart way.

点评

本篇习作中,作者就“看电视是否有益”这一观点充分表达了自己的看法。通篇来看,作者对习作进行了合理的谋篇布局,行文思路清晰,语言基本准确。

在习作开篇,作者首先阐述了人们对于看电视这件事情存在争议。在接下来的第二、第三段中,作者分别阐述了看电视的利和弊。习作最后一段是一个短句,简洁、有力地表达了作者的态度,鼓励大家以一种明智的方式看电视。

值得一提的是,作者对于过渡词的使用十分到位。文中使用了包括 *however, what's more, in addition, all in all* 等过渡词,使文章逻辑严密、语句通顺。

10. 习作要求

Write at least 60 words about the topic "Happiness". (请以“快乐/幸福”为题,写一篇不少于60个词的作文。)

学生习作

Happiness

Happiness means different things to different people.

Some people say that "Money is happiness." When they have money, they can buy anything they want. However, research finds out that the happiness of buying things wears off quickly. In my point of view, we will feel happier and the happiness will last longer if we do some other things, such as volunteering, doing charity work or sending gifts to others. All these things bring great happiness.

Just as Franklin D. Roosevelt said, "Happiness is not in the mere possession of money." We can get happiness by doing some meaningful things.

点评

本篇习作结构清晰,行文流畅,观点明确,引经据典恰到好处。

习作开篇提到人们对于幸福的普遍观点,第二段作者针对一些人认为“Money is happiness.”的观点,发表了自己的见解。接着,作者联系科学研究成果,阐述了自己的幸福观。最后,引用罗斯福的名言“幸福不在于拥有金钱”来结尾,鼓励人们通过做有意义的事情去获得幸福,起到了画龙点睛的作用。

值得推敲之处:文章多处使用了things这个词。比如:Happiness means different things to different people. 可以改为: Different people have different opinions on happiness. 又如: We can get happiness by doing some meaningful things. 可以改为: We can get happiness by doing something meaningful. 等,以避免用词重复。

11. 习作要求

Write at least 60 words about the topic "Electricity is a good servant, but a dangerous one". (请谈谈对“电是一把双刃剑”这一观点的看法,写一篇不少于60个词的作文。)

学生习作

Electricity is a good servant, but a dangerous one

Electricity is very familiar to us because we use it almost all the time.

Electricity is very useful. It keeps darkness away from us and provides much entertainment for us. With neon lights on, our city looks much more attractive at night. In addition, electricity keeps electrical appliances working and helps make our life more convenient.

However, accidents caused by using electricity carelessly are happening around the world. So, it's important to learn how to make full use of electricity and let it become safer.

All in all, electricity should be used properly and it can be a great servant in our life.

点评

作者通过列举电的用处以及电的安全隐患,从正反两面表达了对“电是一把双刃剑”这一观点的看法,结构清晰、行文流畅。

习作中首先运用 *be familiar to* 和 *all the time* 指出电和我们生活的紧密关系以及在生活中的普遍应用。第二段集中论证“*electricity is very useful*”这一观点。在短短 38 个词中作者表达了“电”的五种作用,并且运用了不同的结构和句型,如: *keep ... away from ...*; *provide ... for ...*; *With ... on, our city ...*; *keep ... working*; *help make ... convenient* 等,表达准确而恰当。第三段话锋一转,指出因为人们用电不慎,引发了各种事故。文章的结尾部分对全文进行了总结,提出要充分利用电就要让用电变得更安全,观点明确,起到点题的作用。

同时,习作中仍有可斟酌之处。比如: *So, it's important to learn how to make full use of electricity and let it become safer.* 一句与上文的逻辑关系不够紧密。上文提到由于用电不慎发生事故,那么紧接着 *so ...* 这一句型就应该表达“避免事故”“安全用电”等,而并非 *make full use of electricity*。

12. 习作要求

Write at least 100 words about the topic “Happiness comes from _____”. (以“幸福来自于_____”为题,写一篇不少于 100 个词的作文。)

学生习作(1)

Happiness comes from confidence

Where does happiness come from? Different people may have different answers.

When I was a little girl, I was afraid of speaking or singing in front of others. However, something changed me. On a sunny day we were going to have a picnic in the park. On the way the teacher suggested we sing on the bus. When I began to sing, my voice was shaking. But the encouraging smile on the teacher's face calmed me down. The whole bus was totally quiet and everybody seemed to enjoy the song. At that moment, I felt extremely happy.

Confidence brings me happiness.

学生习作(2)

Happiness comes from love and care

Some people think happiness is being healthy while others think earning a lot of money brings happiness, but I think happiness comes from love and care.

First, we should care for our parents. After school, we need to help our parents do some housework to reduce their burden. We ought to take good care of our parents when they are sick.

Second, we should care for the elderly. For example, we need to give our seats to the elderly on buses. We can also go to a nursing home to do some volunteer work for old people.

点评

这是一篇半命题作文,话题是“幸福的源泉来自于哪儿?”。答案很可能是朋友、父母、师长等。但是本文的作者给出了不一样的答案:她认为幸福来自于自信。仔细想想,很有道理,幸福的源泉应该是在自己身上,幸福与否也只有自己的内心最能体会到。

作者以小见大地描述了她从胆小不自信,不敢在公共场合表达自己,到在一次班级外出野餐活动时鼓足勇气唱歌的经历,准确地切入又合理地过渡到了本文的标题“Happiness comes from confidence”。

小作者的叙述详略得当,叙事有条理,语言精炼,是一篇不错的习作。

点评

本文开篇点题,虽然人们对幸福的理解各有不同,有的认为健康是幸福,有的认为赚钱是幸福,但小作者提出了自己的想法:幸福来源于“爱与关心”。在文章的主体部分,作者先从身边最亲近的人说起,认为我们应该关爱我们的父母,应当从承担家务做起,帮助减轻父母的负担,做自己力所能及的事。并且,在父母生病时,我们应该照顾好他们。接着,小作者把关注点放到了关爱老年人上,号召大家从小事做起,如在公共汽车上给老年人让座,到敬老院做志愿者

Happiness is made up of love and care. If we care for others sincerely, our life will be full of happiness!

服务等,让老年人体会到社会对他们的关爱。最后一段总结全文,强调关爱他人是幸福的源泉。只有用心待人,关心需要帮助的人,我们才能够体会到真正的幸福。

全文结构完整,通顺连贯,遣词造句也较贴切丰富。

13. 习作要求

Write at least 60 words about the topic “_____ is fun”. (以“_____是一种乐趣”为题写一篇不少于60个词的短文。)

Use the following points as reference. (以下问题及图片仅供参考)

- ▶ What do you usually do for fun?
- ▶ Why do you find it interesting and good for you?



学生习作

Reading is fun

I enjoy reading different kinds of books, especially the books about science and history. When I'm free, I usually read books for fun. Reading books about science can make me learn more about physics, chemistry and biology. Reading history books makes me become cleverer. Shimin Li, one of the greatest emperors in ancient China said that history was like a mirror, and it

点评

本文的作者选择了大多数学生都会选的 **reading** 作为写作的主题。但与一般空洞的叙述不同,短文在内容构思上,紧紧切合题目,聚焦在“fun”一词的体现上。短文采用了中心句加举例说明的方式,其间引用了名人名言,使论述更为客观,更有说服力,文章内容更为丰满。从语言看,小作者在文中运用了多样的句

could let us learn the rise and fall of a country. I completely agree with him. What's more, I can know about the culture of different nations by reading history books, which also makes me learn about the human nature. To cut a long story short, reading makes me learn about the world in an all-round way. What great fun reading is!

式,如动词不定式或动名词开头的句子、时间状语从句、宾语从句、感叹句等,而且在表达上通顺流畅,句间逻辑关系清晰,看得出作者平时有较好的积累。

14. 习作要求

Write at least 60 words about the topic "My favourite way of communicating". (以“我最喜爱的交流方式”为题写一篇不少于60个词的短文。)

提示:书信、电话、手机、电子邮件、QQ、WeChat(微信)等都是我们生活中常用的交流方式,请结合自己的一个事例,就你最喜爱的交流方式,谈谈做法和体会。

学生习作

My favourite way of communicating

My favourite way of communicating is to use WeChat. WeChat is popular among people of all ages. With it, we can talk to people all over the world at any time. For example, my brother now stays in America to further his studies. Although we can't meet each other, we can use WeChat to share our lives and talk about exciting stories in our schools. That makes me feel happy. WeChat is so convenient that it makes the world smaller. Besides, our life has become more colourful since WeChat appeared. In a word, I like WeChat best and with WeChat my life is full of joy.

点评

从短文中可看出,本文的小作者审题时对于关键词的把握十分清晰,通过借助微信和远在美国的哥哥保持联系这一事例,陈述使用微信交流的做法,引出自己在使用这一交流方式时的体会,短文内容切题,选材合理,结构清晰,且文中列举的事例与议论部分的关联性和逻辑性较强。从语言看,短文中句式多变,简单句与复合句相结合,彰显出小作者的英语写作功底。只是本文最后一句中的两个WeChat稍显重复,如将第二个WeChat改为it的话就更为完美了。

15. 习作要求

Write at least 60 words about the topic "Is it good for more people to own cars?". (以

“越来越多的人拥有私家车是否好?”为题写一篇不少于60个词的短文。)

学生习作

Is it good for more people to own cars?

Nowadays, the number of people who own private cars is on the rise. But I don't think it's good for more people to own cars. First, too many cars will cause terrible traffic jams, especially during rush hours. And you may spend a lot of time waiting in the car without doing anything. It's a waste of time. Even worse, it's dangerous to drive on busy roads. Second, as there are too many cars in our city, it's not easy for the drivers to find available parking space. In a word, it's never a good idea for more people to own cars. Perhaps we should think of riding bicycles instead of driving cars. It's convenient and it's also a good way to exercise.

点评

从标题看本文属于议论文的体裁,写作目的是表达自己的观点并加以论述。本文的小作者非常准确地把握住了这类文体的写作结构:开头对于越来越多的人拥有私家车这一现象明确给出了自己的观点,之后列举了两个原因,结尾处再次重申了自己的观点并给出了改进的建议,短文整体上清晰地呈现了“总-分-总”的结构。从语言看,短文中出现的词汇和句式都是初中课文中学过的,小作者运用起来得心应手,准确、得当,可见其较强的语言运用能力。整篇短文读来通顺连贯,逻辑关系清晰,尤其是在第一点原因的陈述中,对于 too many cars 造成的三个后果,按严重程度由弱到强的顺序讲述,令人印象深刻。

16. 习作要求

Write a passage of at least 60 words about the topic “Changes in me”. (请以“我的变化”为题,写一篇不少于60个词的文章。)

提示:从六年级时的青葱少年到如今为梦想而奋斗的初三学子,在你身上肯定发生了许多变化。请列举二到三个你认为比较重要的改变,并说说这些改变对你的重要性。

学生习作

Changes in me

I have studied in junior middle school for

点评

小作者用 used to be 这个句型引出过去的“我”,并用丰富的词汇鲜

nearly four years. There have been some changes in me during the past four years. I used to be a naughty and careless boy. I couldn't finish my homework in time because I spent much time on computer games. But now I think I have grown up. I have learned how to be polite to others. Besides, I always try to finish my homework by myself. If there are any problems which I can't solve, I will ask my teachers for help. I enjoy reading books more than sitting in front of the computer. I believe I will make myself better in the future.

明地刻画了现在的“我”相比过去有什么变化。过去的“我”naughty, careless,而现在的“我”have grown up。为证明自己的观点,作者尝试了用具体事例支持自己的陈述。过去的“我”couldn't finish my homework in time,spent much time on computer games。现在的“我”learn to be polite to others, finish my homework by myself, enjoy reading books等。但是所列举的事例(不能及时完成作业和花很多时间在电脑游戏上)和careless的贴切度似乎不高。学生需要学会运用相关度密切的例子来说明自己的观点。

17. 习作要求

Write a passage of at least 60 words about the topic “A (An) _____ story I've read”. (请以“我读过的一个_____的故事”为题,写一篇不少于60个词的短文。)

学生习作

A meaningful story I've read

Recently I've read a meaningful story called “Another Cinderella story” which is about a little servant named Mary. Mary's life was just like Cinderella's. She managed to deal with all the problems, escaped from the evil pop star's house and finally became a famous dancer.

Mary was a tough girl because she never gave up dancing. I want to be a girl like Mary who had a big dream and worked hard to make her dream come true. Also, the story teaches me one

点评

小作者为这个半开放式的题目挑选了一个词: meaningful。本文继而围绕着 meaningful 展开叙述和抒发情感。小作者首先介绍了故事梗概,这是讲述一个地位卑微却坚持梦想,最终成就梦想的姑娘的故事,是一个有意义的故事。作者用了 manage to, deal with, escape from 等词汇描述了这个勇敢、坚毅的姑娘。小作者又运用 keep trying, never give up 等词汇表达了故事给她的启

should keep trying and never give up. With strong will and perseverance, I believe my dream will come true just like Mary's.

迪。文章中的故事叙述清晰,读后感受表达合情合理。最后,作者表明这个故事让她明白 strong will and perseverance 是实现梦想的基础。教人道理,是这个故事之所以 meaningful(有意义的)的原因所在。

18. 习作要求

Write at least 80 words about the topic "A good friend of mine". (以“我的好朋友”为题,写一篇不少于80个词的短文。)

学生习作

A good friend of mine

Alice is my best friend. She is the one I'm proud of since she is kind and hard-working. When I have some difficult problems, she always helps me patiently to work them out step by step. She never loses her temper and she is always polite to everyone around her. Although she does a brilliant job in every subject, she is strict with herself. From her, I can learn how to help others in trouble. From her, I can also learn how to work hard and reach my goal. I feel very proud to have her as my friend.

点评

本文开头,作者开门见山地表示为自己最好的朋友 Alice 感到骄傲,并写出其中的原因是 she is kind and hard-working。然后围绕两方面的原因分别举例说明 Alice 是如何 kind,如何 hard-working 的。本文作者用词准确,例如 never loses her temper, be strict with herself 和 help others in trouble 等等,形象地描绘出好朋友的努力向上、乐于助人及和善谦逊。小作者认为他的这位朋友很值得他骄傲,并下决心向她学习。

19. 习作要求

Write at least 100 words about the topic "My opinion on web novels". (以“我对网络小说的看法”为题写一篇不少于100个词的短文。)

Suggested questions:

- (1) What's your opinion on web novels?
- (2) Why do you think so? Please give at least two reasons.

学生习作

My opinion on web novels

In my opinion, reading web novels is not only interesting but helpful as well. We students are always under great pressure, so we need a break sometimes. Reading web novels is a convenient way to relax. We can even share our reviews about the novels with net friends online. What's more, we can broaden our knowledge and improve our writing skills by reading web novels. For example, many web novels are based on historical events. When we read them, we can learn a lot about history. Therefore, I think reading web novels can make us relax and help us study better.

点评

本文作者审题清晰,文章结构合理,观点明确。作者在短文开头运用 not only ... but also ... 结构将阅读网络小说的两大优点组合起来。在阐述原因时通过举例说明表达了阅读网络小说为何 interesting 和 helpful。在结尾处又通过 make us relax 和 help us study better 进行总结,与开头提出的观点相呼应。这样的写法既避免重复又强调了作者的论点,行文结构体现了首尾呼应。

20. 习作要求

Write at least 60 words about the topic "Students should not work too hard". (针对图片所揭示的现象,以“学生不应太辛苦”为题,写一篇不少于60个词的作文。)



学生习作(1)

Students should not work too hard
Nowadays, students spend much more time

点评

本篇文章作者先陈述了当今的学生作业多、负担重、周末还在外上

on study than before. Most of them have to stay up late to finish huge amounts of homework. Young children are made to learn a lot. What's more, lots of them cannot get relaxed even at weekends. It's quite common to have classes out of school. In my opinion, enjoying ourselves is more important than high scores. Working hard at book knowledge is not the only way to success. We should learn more useful skills and have our own hobbies. Besides, enough sleep and a good rest can give us more energy. As the saying goes, "All work and no play makes Jack a dull boy." Therefore, I think students should not work too hard.

学生习作(2)

Students should not work too hard

Nowadays, students work much harder than before. I always see some students reading their books even on the way to school or back home. To make full use of every minute, they always seem to be in a hurry. I think it will bring about some problems. Reading on the way may cause accidents. Too much homework leads to the fact that most students don't have enough sleep. It's bad for their health. What's more, a lot of students have lessons at weekends to get better scores. They don't have spare time to relax themselves. That makes students feel too tired. I hope students can have a more relaxing life and do more things as they like.

课等学习辛苦的现象,而后阐述了学生学习不应太辛苦、要学有用技能、培养兴趣等观点。整篇文章主题明确、内容充实,所使用的承上启下的词汇 *nowadays, in my opinion, therefore* 等证明了作者的逻辑思维较强、语言表达准确。

点评

本篇文章作者大量地描述了学生学习辛苦的现象,如:周末出去上课、在上学路上还要看书等等,在文章结尾提出了作者的希望。整篇文章的内容均能围绕主题展开。

文章内容的组织很有逻辑。路上看书会有事故危险,作业太多导致睡眠缺乏,周末上课占用了休息放松的时间等,因此分析很有说服力。特别值得肯定的是本文的语言表达准确并注意变化,如表达因果关系就用了 *bring about, cause, lead to* 等惯用表达。

21. 习作要求

Write at least 60 words about the topic “What I have learnt from (making) mistakes”. (以“我从(犯)错误中学到的”为题写一篇不少于60个词的短文。)

提示：生活中人人都会犯错误，或大或小，关键是犯错后的态度。你犯过什么样的错误呢？犯过错之后有什么体会和我们分享吗？

学生习作

What I have learnt from mistakes

People make mistakes, but that's alright because we always learn something from mistakes.

Last month, my sister wanted to hold a party at home and told me to send out the invitations. But I completely forgot it. The invitations still lay on my desk the day before the party. I thought I could call all the guests to come to the party by phone, but I forgot it again! When the party started, I saw my sister crying alone because none of the guests came. I realized I had made two huge mistakes. I have learnt to be a responsible person from then on. I swear that I will never do anything like that again.

点评

本篇文章作者选取了生活中的一个真实经历，完整地叙述了犯错误的故事由来，剖析了自己犯错误的源头在于缺少责任心。整篇文章语言表达准确且富有感染力，虽然没有华丽的用词、复杂的句式，但故事娓娓道来，引人入胜。另外，从文章的总体结构来看，文章第一段 **People make mistakes, but that's alright because we always learn something from mistakes.** 与结尾 **I have learnt to be a responsible person from then on. I swear that I will never do anything like that again.** 也是互相呼应的。

22. 习作要求

Write a passage of at least 60 words about the topic “A good habit of mine”. (请以“我的一个好习惯”为题写一篇不少于60个词的短文。)

Use the following as necessary points:

- (1) What's your good habit? (Describe it with an example.)
- (2) Why do you think it is good?
- (3) How will you keep it in your future life?

学生习作

A good habit of mine

It is widely accepted that no one can sail across the ocean of life alone. Therefore, we should always remember to give others a helping hand. I have an excellent habit of volunteering in the nursing house. There are some reasons for this. I want to give warmth to the elderly people. When people get old, what they care most is not how much money they have but how much attention they get. Additionally, volunteering in the nursing house provides me with lots of working experience. In order to keep this habit, I promise to go to the nursing house every weekend in the future.

点评

本篇文章在内容方面具体地陈述了作者去敬老院做志愿者的好习惯,在语言表达上用词准确、句式多样、行文流畅,如:... what they care most is not how much money they have but how much attention they get. 以及 volunteering in the nursing house provides me with lots of working experience 等。在组织结构方面,文中使用的连词 therefore, additionally, 还有承上启下的句子 There are some reasons for this., In order to keep this habit... 等都恰当地呈现了文章逐步深入的层次感与表达语言的逻辑思维。

23. 习作要求

Write at least 60 words about the topic "Our 14-year-old birthday celebration". (以“十四岁生日庆祝活动”为题,写一篇不少于60个词的短文。)

学生习作

Our 14-year-old birthday celebration

A couple of weeks ago, our school organized a 14-year-old birthday celebration in order to let us know we're not children any more and tell us to get prepared for the challenges in our future life.

We went to the West Point School in Pudong New Area for the celebration. As soon as we got there, the coaches came to greet us and told us

点评

本习作题材来源于学生的校园生活,作者按照时间顺序详细且有序地记录了活动过程,使整个活动生动鲜活地呈现在了读者面前。叙事过程中,小作者使用了丰富的词汇和短语,如 in order to, get prepared for, future expectations, courage and confidence 等,使文章富有文采。同时,文中很好地运用了主动和被动语

about the rules and regulations. One of the students gave a speech about her future expectations which taught me a lot. After a 20 minutes' rest, we were told to play some games. Everyone was sweating under the sun, but we felt we were a real team at that time. After dinner, we held an evening gala and everyone enjoyed themselves.

The celebration gave me happy memories as well as courage and confidence to walk into youth.

态以及多种复杂句型,使行文流畅,故事更有可读性。文章结构开门见山又首尾呼应,段落布局详略得当,很好地展现了小作者的写作功底。

24. 习作要求

Write at least 60 words about the topic "To be model students". (以“成为模范学生”为题,写一篇不少于60个词的短文。)

建议包含下列要点:

- (1) What are model students?
- (2) What should we do to be model students?
- (3) What do you think of being model students?

学生习作

To be model students

Many people may think that a model student is good at studying and works very hard. These no longer seem enough to make a true model student. As far as I'm concerned, a model student is not only good at every subject, but also interested in a lot of meaningful things. Moreover, a model student is always helpful and energetic. So if we want to be model students, we should take part in different kinds of activities and help others when they have difficulties. In addition, a

点评

这是一篇命题作文,文章的开头很有新意,巧妙地将小作者的观点表达出来,激发读者的阅读兴趣。习作开篇,小作者认为仅仅用成绩和勤奋去衡量当下的模范学生是不够的。在正文部分,作者从多方面阐述了怎样才能成为一名模范学生。最后,小作者表达了希望自己成为模范学生的强烈愿望。作者在文中恰当运用了宾语从句 Many people may think that ..., 虚拟语气

model student is a leader of a group. Therefore, if we want to be model students, we should also know how to become a leader. How I wish I could be a model student! Let's try our best to make our dreams come true.

How I wish I could . . . , 过渡词 not only . . . but also . . . , 以及 moreover, in addition 等, 给行文增添不少亮色。

25. 习作要求

Write at least 100 words about the topic "What makes a good neighbour?". (请以“怎样才是个好邻居”为题, 写一篇不少于 100 个词的作文。)

学生习作

What makes a good neighbour?

When it comes to what makes a good neighbour, the first thing that comes into my mind is honesty, as only on the basis of honesty can we enhance our relationship with our neighbours. Next, one's support and help are also needed. If I were ill or alone, nothing would work better than support and help from a neighbour. Last but not least, sharing some interests and dreams in common with a neighbour is not only necessary but also helps to know each other better. With all the qualities mentioned above, I'm sure anyone can be a good neighbour and get along well with others.

点评

习作从三方面阐述了一个“好邻居”应有的品质:(1) 诚实;(2) 相互支持与帮助;(3) 有共同的爱好和梦想。文章的逻辑严密,用词准确。亮点之一在于它的开头: When it comes to what makes a good neighbour, the first thing that comes into my mind is honesty, . . . 作者准确地运用状语从句表达了自己的第一个观点,体现了其深厚的语言功底。后两个观点作者分别用 next 和 last but not least 来作衔接,使读者对作者的写作思路一目了然。

习作每个观点之后都附有一到两句话的理由以支持观点。例如: If I were ill or alone, nothing would work better than support and help from a neighbour. 这样的写法使文章的内容更加充实,有说服力。

另外,作者善于运用各种句式来实现语言结构的丰富性。文中所出

现的复合句、动名词作主语的句子、虚拟语气句等,无一不体现出作者对语言结构的把控能力。

26. 习作要求

Write at least 80 words about the topic “I get _____ from my class life”. (以“我从班级生活中得到_____”为题,写一篇不少于80个词的作文。)

学生习作

I get happiness from my class life

I get happiness from my class life. In class, it's not a boring task to get knowledge when I learn or discuss something in groups with the help of teachers. I feel relaxed and happy with them around me. After class, I spend much time reading or chatting with my friends. That is very enjoyable. In some group activities, we all work together and try our best to perform better. Although we can't succeed all the time, I gain many unforgettable and sweet memories. I cherish my class life.

点评

通过阅读本习作,我们可以清楚地感受到小作者从班级生活中收获的幸福。班级生活有明显的团队特征,小作者抓住这个特点进行说明,她在课上、课下、集体活动中怎样和同学们共同度过,轻松、愉快、合作的学习与娱乐时光都成就了最美好的回忆。

习作开篇点题,然后从三个方面阐述自己如何从班级生活中感受幸福。习作结构清晰,行文流畅,常用短语的使用灵活自如,形容词和副词也用得恰到好处。短句 **That is very enjoyable.** 更是直抒胸臆,表达了作者与小同伴度过的美好时光。让步状语从句的使用也是一个点睛之笔,表达出作者对幸福的理解:与同伴在一起的美好回忆胜过活动的成败。

27. 习作要求

Write at least 80 words about the topic “I would like to get information from _____”. (以“我想从_____获取信息”为题,写一篇不少于80个词的作文。)

学生习作

I would like to get information from the library

I would like to get information from the school library. In my opinion, it is the best place to get the information I need. In the library, I can find different kinds of books. They can not only provide me with useful information, but also help me with my school subjects. Last month, our class had a debate on keeping pets. Since I borrowed a book about keeping pets from the library, I got enough arguments to help my side win at last. The school library is so helpful that I would like to get more information from it.

点评

这是一篇半命题作文,要求学生选择一个获取信息的渠道展开描写。小作者匠心独运,选择了图书馆作为获取知识的渠道。在当今社会喧嚣的网络时代中,小作者能静下心来,感受到学校图书馆所带来的好处,的确难能可贵。他从自己的校园生活与学习的实际出发,通过讲述在班级举行的辩论赛中,他借助图书馆获取有效信息和知识,从而帮助所在小队赢得辩论赛的例子,阐述了图书馆给他带来的一些启发与收获。文章情感真挚,语言流畅,过渡自然,句型多样化,不失为一篇佳作。其中小作者巧妙地运用了 *in my opinion, not only ... but also ... , since, so ... that ...* 等过渡词,为自己的作文增添了可读性。如能在如何获得信息上有具体的表达和进一步的挖掘,文章的可读性和感染力会更强。

28. 习作要求

Write at least 80 words about the topic "Advantages of owning a car". (以“拥有汽车的优点”为题,写一篇不少于80个词的作文。)

学生习作

Advantages of owning a car

It's common knowledge that our life has been greatly changed with the development of cars. I'm for owning a car for the following

点评

全文围绕私家车的优点展开,层次清晰,观点正确,具有说服力。段落间的衔接紧密而自然,主题突出,语言流畅,用词准确。

reasons. Firstly, we can travel faster to get to work or to go on holiday. Secondly, our lives become easier and more enjoyable because we can do something wonderful in a car, such as listening to music, watching videos, enjoying nice views and so on. Thirdly, we don't have to suffer from bad weather if we have a car. It's more comfortable to travel by car than by public transport. All things considered, owning a car has many advantages.

作者先阐明观点,然后通过 Firstly, ... Secondly, ... Thirdly, ... 说明理由,最后进行总结。整体结构完整、自然。

文章过渡自然。阐述过程中运用了对比、举例等方式使文章条理清楚、思路明晰。

在语言应用方面,作者在阐述理由时,运用比较级进行两两对比,如 easier and more enjoyable 表述买车让生活发生的变化,使读者一目了然。其次,作者善于灵活运用丰富的句式如条件状语从句、原因状语从句、主语从句等,体现出作者较强的语言表达能力。

29. 习作要求

Write about 100 words about the topic "Sharing the housework with our parents". (请以“替父母分担家务”为题,写一篇100个词左右的作文。)

学生习作

Sharing the housework with our parents

As we grow up, parents are always there to give us love and care. In return, we need to share the heavy burden of housework with our parents. Doing housework benefits us both physically and mentally. We can get a lot of physical exercise when we help parents with the housework. Meanwhile, it is also a joy to relax by doing some physical work after studying for a long time. Besides, sharing housework increases communication between kids and parents. Now that you see

点评

这是写在母亲节前后的一篇作文,教师希望通过这个主题,培养孩子的感恩意识。小作者以父母对孩子的爱作铺垫,引出主题“we need to share the heavy burden of housework with our parents”。在文章的主体部分,小作者首先提出,做家务有益于学生身心的成长。接下来,小作者顺理成章地分别阐述了做家务既可以帮助学生锻炼身体,也能让学生在长时间的学习之后活动筋

sharing parents' housework can do us a lot of good, why not start today by washing dishes or mopping the floor for your parents?

骨放松身心。随后,小作者又补充说明,通过分担家务,孩子和自己的父母可以更好地交流,增进彼此的了解。最后,作者用自己的呼吁总结全文,号召同龄人以积极主动的态度为父母分担家务。通读本文,我们可以感受到小作者对自己父母浓浓的感恩之情。文章观点明确,论述充分,语言连贯,一气呵成。

30. 习作要求

Write a letter with about 100 words according to the given situation: Suppose you are Mary. You have learned from *Wenhui Daily* that volunteers for taking care of the elderly are needed. Please write a letter and tell them you would like to be one of them. (假设你是 Mary,你在《文汇报》上看到一则招聘照顾老年人的志愿者的启事。请你写一封简短的应聘信,介绍自己的情况,并表示愿意且能够胜任这项志愿者的工作。词数为100个词左右。)

学生习作

A letter of application

Dear Sir/Madam,

I have learned from your newspaper that some volunteers responsible for taking care of the elderly are needed. I want to apply for the job. I am willing to make great efforts to help the elderly. I have had some volunteering experience in the past few years. I'm now 14 years old. I'm warm-hearted and helpful. I believe that people's smile is the best reward for volunteers, and that's the best experience I want to have in my life.

I will be very grateful if you give me the chance, and I promise I won't let you down. I am quite sure that I am the person you're looking for.

点评

在这封自荐信中,小作者灵活地运用了各种句型,结合自己的经历和特点,有力地推荐了自己。在开门见山地阐述了自己想当照顾老年人的志愿者的心愿后,小作者介绍了自己的年龄、性格、过去的相关经历和想当志愿者的原因。在结尾处,小作者再次非常自信地推荐自己,并肯定地表示自己不会让招募者失望。这篇习作内容连贯、语言通顺,正确地使用了书信的结构。文中运用了不少惯用表达,如 *be willing to, make great efforts to help the elderly, be grateful, let sb. down* 等,再如定语从

I'm looking forward to your reply.
Yours sincerely
Mary

句 I am the person you're looking for. ,这些都很好地体现了小作者良好的英语功底。

附录2 英语常用标点符号的用法

一、逗号(,)

1. 用在以 and, but, for, nor, or, so, yet 等连接词连接的两个分句之间。

My father is fond of fishing, but my mother prefers hiking.

2. 在复合句中,如果分句在前,主句在后,用在分句之后。

While I was making a telephone call, someone knocked at my door.

注意:如果主句在前,则不用逗号。

3. 用以分开非限制性形容词子句与主要子句。

Her father, who is a famous scholar, teaches English.

4. 用以分开非限制性同位语。

Kent Howard, my English teacher, is from America.

5. 用在 yes, no, well 等词之后。

Yes, he is a hard-working student.

No, it is impossible.

Well, you may go if you insist.

6. 与人说话时,用在对方名字或称谓之后、之前或前后。

John, come here.

Open the door, John.

It is, sir, not my fault.

7. 用以分开引用句。

“You are beautiful,” he said.

Our teacher said, “Freedom is not license.”

“No,” she said, “I was just testing your patience.”

8. 用以分开星期、月日、年份。

On Sunday, May 28, 1989, her first child was born.

9. 用以分开地名、省名、国名、街道名、巷弄名等。

Candy lives at 4 Alley 10, Lane 76, Xinhua Street, Changning District, Shanghai, China.

10. 用以分开一系列的单词、词组或句子。

Her mother sells tomatoes, potatoes, and peaches.

She ran up the stairs, across the porch, and into the house.

We all agreed that she was beautiful, that she was intelligent, and that she was ambitious.

11. 用以表示词的省略。

The lion is the symbol of courage; the lamb, of meekness. (...; the lamb is the symbol of meekness.)

二、句号 (.)

1. 用在陈述句、祈使句之后。

I wish to enter an ideal university.

Turn in your papers, please.

2. 用在间接问句之后。

She asked if you would come to her birthday party.

I wondered whether Mr. Smith would come or not.

三、问号 (?)

用在直接问句之后。

Do you find English writing difficult?

When were you born?

四、惊叹号 (!)

1. 用在以强烈情感说出的词句之后。

What a surprise!

How beautiful a girl she is!

What a beautiful girl she is!

2. 用在祈使句之后。

Help!

Be quiet!

五、上标点(')

1. 表示字母的省略。

Can't you read those road signs?

2. 表示所有格。

It's Mary's umbrella.

附录3 英语字母大小写的基本规则

一、句子开头的第一个字母要大写。

He is my teacher.

二、星期、月份、节日名称的第一个字母要大写,但季节的第一个字母不大写。

Sunday (星期天), August (八月), Children's Day (儿童节), National Day (国庆节), Teachers' Day (教师节), winter (冬天), spring (春天)

三、地名、国名、人名等专有名词的第一个字母要大写。

Beijing (北京), Shanghai (上海), Russia (俄罗斯), Jack (杰克)

四、由普通名词构成的专有名词词组,除其中的冠词、较短的介词和连词外,每个词的第一个字母都要大写。

the Great Wall (长城), the United States (美国)

五、表示语种、民族的名词或形容词的第一个字母要大写。

Russian (俄语;俄罗斯人[的]), Chinese (汉语;中国人[的])

六、人名前的称呼或头衔的第一个字母应大写。

Mr. Green (格林先生); Dr. Li (李博士)

七、大多数的缩略词要大写。

CCTV (中国中央电视台), ID (身份证), CD (光盘)

八、“I (我)”在句中任何位置都要大写。

Mary and I are teachers.

附录4 英语常用的过渡词

一、引出主题句或引导第一个支撑句

at first (首先)

first (首先;第一)

generally speaking (一般说来)

lately (最近)

to begin with ... (首先)

at present (当今)

first of all (首先)

it is clear that ... (显然)

presently (目前)

二、接主题句或第一个支撑句

also (又;并且)

besides (此外)

especially (特别是)

from then on (从那以后)

in addition (此外)

in other words (换言之)

similarly (同样地)

such as (例如)

that is to say, ... (即;也就是说)

what's more (再者,更重要的是)

at the same time (同时)

certainly (肯定地)

for example (例如)

furthermore (此外,而且)

in fact (事实上)

in the same way (同样地)

so (所以)

take ... for an example (以……为例)

more importantly (再者,更重要的是)

三、表示语气的转折

although/though (虽然)

however (然而)

instead of (替而代之)

on the contrary (相反地)

the differences are as follows (区别如下)

but (但是)

in other words (换言之)

luckily (幸运的是)

on the other hand (另一方面)

while (然而;另一方面)

yet (然而)

四、表示段落的结束

as a result (结果)

finally (最后)

in conclusion (最后)

last (最后一点)

therefore (因此)

last but not least (最后但同样重要的是)

at last (最后)

in a word (简而言之)

in short (简而言之)

so (因此)

to sum up (总之)

附录5 《英语(牛津上海版)》写作 活动设计案例索引

六年级

《英语(牛津上海版)》6A, Unit 3	P73
《英语(牛津上海版)》6A, Unit 5	P185
《英语(牛津上海版)》6A, Unit 6	P116
《英语(牛津上海版)》6A, Unit 8	P239
《英语(牛津上海版)》6A, Unit 9	P114
《英语(牛津上海版)》6A, Unit 10	P145
《英语(牛津上海版)》6A, Unit 11	P245
《英语(牛津上海版)》6B, Unit 3	P78
《英语(牛津上海版)》6B, Unit 6	P253
《英语(牛津上海版)》6B, Unit 7	P261
《英语(牛津上海版)》6B	P269

七年级

《英语(牛津上海版)》7A, Unit 3	P89
《英语(牛津上海版)》7A, Unit 10	P87
《英语(牛津上海版)》7B, Unit 5	P281
《英语(牛津上海版)》7B, Unit 6	P67, P119
《英语(牛津上海版)》7B, Unit 7	P93
《英语(牛津上海版)》7B, Unit 8	P290
《英语(牛津上海版)》7B, Unit 11	P96, P298

八年级

《英语(牛津上海版)》8A, Unit 1	P69
-----------------------------	-----

《英语(牛津上海版)》8A, Unit 3	P81, P304
《英语(牛津上海版)》8A, Unit 4	P129
《英语(牛津上海版)》8A, Unit 6	P125
《英语(牛津上海版)》8A	P312, P344
《英语(牛津上海版)》8B, Unit 1	P122
《英语(牛津上海版)》8B, Unit 2	P142
《英语(牛津上海版)》8B, Unit 3	P319
《英语(牛津上海版)》8B, Unit 6	P326
《英语(牛津上海版)》8B, Unit 7	P337
《英语(牛津上海版)》8B	P344

九年级

《英语(牛津上海版)》9A, Unit 3	P74, P351
《英语(牛津上海版)》9A, Unit 4	P101
《英语(牛津上海版)》9A, Unit 5	P104
《英语(牛津上海版)》9A, Unit 6	P108
《英语(牛津上海版)》9B, Unit 2	P358
《英语(牛津上海版)》9B, Unit 3	P99
《英语(牛津上海版)》9B, Unit 4	P364

参 考 文 献

- [1] 程晓堂. 从主位结构看英语作文的衔接与连贯. [J]. 山东: 山东师大外国语学院学报, 2002
- [2] 戴建萍. 浅析高中英语写作教学. [J]. 上海: 中学生英语·外语教学与研究, 2010(6)
- [3] 董俊, 丰玉芳. 英语写作. [M]. 上海: 华东师范大学出版社, 2000
- [4] 胡湘华. 阅 2010 年高考英语作文, 谈如何提高书面表达能力. [J]. 上海: 中学外语教与学. 2010(11)
- [5] 胡新颖. 过程写作法及其应用[J]. 辽宁: 外语与外语教学, 2003(9)
- [6] 林崇德. 教育心理学[M]. 北京: 高等教育出版社, 2000
- [7] 吕朦. 攻克英语写作: 与美国学生同步高效学写作. [M]. 北京: 人民邮电出版社, 2015
- [8] 钱建源. 初中英语写作. [M]. 上海: 复旦大学出版社, 2013
- [9] 裘雯. 英语写作阶梯. [M]. 上海: 上海交通大学出版社, 2012
- [10] 上海市教育委员会教学研究室. 上海市初中英语学科教学基本要求(试验本). [M]. 上海: 上海教育出版社, 2017
- [11] 上海中小学课程教材改革委员会办公室. 上海市中小学英语课程标准(征求意见稿). [M]. 上海: 上海教育出版社, 2004
- [12] 汤青, 秦惠康. 高中英语写作教学实践研究系列丛书: 独立的写作. [M]. 上海: 上海教育出版社, 2015
- [13] 汤青, 秦惠康. 高中英语写作教学实践研究系列丛书: 精准的语言. [M]. 上海: 上海教育出版社, 2015
- [14] 汤青, 沈冬梅. 高中英语写作教学实践研究系列丛书: 严密的结构. [M]. 上海: 上海教育出版社, 2015
- [15] 卫真道(著), 徐赳赳(译). 篇章语言学. [M]. 北京: 中国社会科学出版社, 2002
- [16] 义务教育英语课程标准(2011年版). [M]. 北京: 北京师范大学出版社, 2012
- [17] 张永丹. 高效实用解题法——初中英语书面表达. [M]. 上海: 华东师范大学出版社, 2011
- [18] 赵尚华. 初中英语教学关键问题指导. [M]. 北京: 高等教育出版社, 2015
- [19] 邹申. 写作教程. [M]. 上海: 上海外语教育出版社, 2013
- [20] A. Amin, R. Eravelly, F. J. Lbrahim. *Grammar Builder*. [M]. Singapore: Cambridge University Press, 2013
- [21] Bruce Forer, Robert Atwan. *Why We Write: A Thematic Reader*. [M]. Harpercollins College Div, 1986

- [22] D. Wood. *Language Arts*. [M]. New York: Macmillan/McGraw-Hill, 2005
- [23] Dave Kemper. *How to Teach English*. [M]. 北京: 外语教学与研究出版社, 2000
- [24] Dave Kemper. *Write Source*. [M]. The U. S. A. : Great Source Education Group, 2004
- [25] Dave Kemper, Patrick Sebranek and Verne Meyer. *Write Source*. [M]. Great Source Education Group, a division of Houghton Mifflin Company, 2009
- [26] Jean Wyrick. 英语写作原版影印系列丛书·成功写作入门. [M]. 北京: 北京大学出版社, 2008
- [27] Jeremy Harmer. 如何教写作. [M]. 北京: 人民邮电出版社, 2011
- [28] John Langan. 美国大学英语写作(第六版). [M]. 北京: 外语教学与研究出版社, 2006
- [29] Julian Charles. IELTS 9分写作. [M]. 西安: 西安交通大学出版社, 2013
- [30] L. G. Alexander. 新概念英语. [M]. 北京: 外语教学与研究出版社, 1997
- [31] Linda Lonon Blanton. 中学生英语写作新视野. [M]. 上海: 上海教育出版社, 2014
- [32] Loh Xie Ruth. *English Thematic Composition Writing*. [M]. Educational Publishing House Pte Ltd, [2015]
- [33] May, C. A. *Spotlight on Paragraph and Essay Skills (2nd Edition)*. [M]. Pearson Education, 2009
- [34] *Reading Comprehension Skills & Strategies*. [M]. The U. S. A; Saddleback Educational Publishing, 2002
- [35] Scholastic. *Scholastic Success with Writing, Grade 4*. [M]. Scholastic Teaching Resources, 2010
- [36] Shirley Eng. *Distinction in English: Lower Secondary Writing*. [M]. Marshall Cavendish Education, 2013
- [37] Thomas S. Kane. *The Oxford Essential Guide to Writing*. [M]. Berkley; Reissue, 2000



世纪出版



世纪外教

责任编辑：阎冰清

上架建议：教学理论

ISBN 978-7-5444-7446-7



9 787544 47

定价：45.00

易文网：www.e