

新课标下中学英语教师系列培训教程

Developing and 中学英语写作 技能与教学示例 Teaching Writing

丛书主编 曹湘洪

主 编 胡燕花 陈 茸

清华大学出版社

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北 京

内 容 简 介

《中学英语写作技能与教学示例》严格按照国家《英语课程标准》的思路和要求,遵循现代语言教学理念编写。本教材共10个单元,每个单元由能力训练和案例教学示范两大部分组成。能力训练部分以过程写作理论为基础,以搭建学习支架为导向,在巩固学习者自身写作能力的基础上,帮助学习者领悟中学英语写作教学的理念和方向。案例教学示例部分展示真实的初中英语课堂教学设计案例,配合大量练习,使学习者熟悉课堂写作活动过程和组织方法,提高写作活动设计能力。

本教材的目标读者为广大中小学英语教师、对中学英语教学感兴趣的教育研究者及英语水平相当的其他人士。

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图书在版编目(CIP)数据

中学英语写作技能与教学示例 / 胡燕花, 陈茸 主编. —北京: 清华大学出版社, 2015
(新课标下中学英语教师系列培训教程) / 曹湘洪主编
ISBN 978-7-302-37559-3

I. ①中… II. ①胡… ②陈… III. 英语-写作-教学研究-中学教师-师资培训-教材
IV. ①G633.412

中国版本图书馆CIP数据核字(2014)第174665号

责任编辑: 朱 琳 徐博文

封面设计: 平 原

责任校对: 王凤芝

责任印制: 刘海龙

出版发行: 清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址: 北京清华大学学研大厦 A 座 邮 编: 100084

社总机: 010-62770175 邮 购: 010-62786544

投稿与读者服务: 010-62776969, c-service@tup.tsinghua.edu.cn

质量反馈: 010-62772015, zhiliang@tup.tsinghua.edu.cn

印装者: 北京密云胶印厂

经 销: 全国新华书店

开 本: 185mm×260mm

印 张: 11.75

字 数: 331 千字

版 次: 2015 年 4 月第 1 版

印 次: 2015 年 4 月第 1 次印刷

印 数: 1~3000

定 价: 29.00 元

产品编号: 056839-01

前言 Preface

教师培训是加强教师队伍建设的重要环节,是推进素质教育、促进教育公平、提高教育质量的重要保证。随着我国新课改的实施,各级各类的中小学英语师资培训日益增多,这为提高中小学英语教师队伍整体素质提供了良好的平台。但纵观近年来的英语教师培训课程,编者发现培训的整体本身还面临着诸多困难及挑战。挑战之一就是:目前的中学英语教师培训教材十分匮乏,而现有培训教材内容的合适性、实用性以及实效性还亟待加强。

为了适应新时期中小学英语教育改革的发展需要,有效地开展英语教师的培训工
作,我们编写了《新课标下中学英语教师系列培训教程》系列教材。本套教材依据国家《英语课程标准》编写,主要适用于中小学英语教师,可以作为各级各类中小学英语教师专业素养及教学能力提升的培训教材。同时本套教材也可以用于已完成基础阶段学习的高等师范院校的英语专业本科生及研究生的配套教材。本套教材包括7个教程,分别是:《中学英语词汇技能与教学示例》、《中学英语语法技能与教学示例》、《中学英语听力技能与教学示例》、《中学英语口语技能与教学示例》、《中学英语阅读技能与教学示例》、《中学英语写作技能与教学示例》、《中学英语跨文化交际技能与教学示例》。每本教程均由两大部分组成,包括能力训练和案例教学示范。能力训练部分主要通过有序和有效的模块训练,提高英语教师在听、说、读、写、词汇、语法、跨文化交际方面的能力。案例教学示范部分通过真实的初中英语课堂教学案例设计展示,使教师熟悉活动过程和组织方法,体验教学活动的效果,从而提高英语教师的教学活动设计能力。

本套培训教材有以下三方面的特点:

1. 紧扣新课标,注重知识和能力培养。《新课标下中学英语教师系列培训教程》严格按照《英语课程标准》的思路及要求,遵循现代语言教学理念,关注英语学习者

的认知规律和心理特点,注重语言知识结构与语言功能的有机结合,紧密围绕目前初中英语教学中的重点及难点,通过大量的语言知识和技能的学习及训练实践,使英语受训者夯实英语基础知识,提高他们综合运用英语的能力。

2. 编写体系科学严谨,目标要求明确实用。本套教材在内容编排上力求遵照《英语课程标准》体系结构,在结构上突出完整性、系统性及实用性。本套教材涉及听、说、读、写、词汇、语法、跨文化交际七个方面的内容,通过系统学习和训练,学习者不仅能进一步完善英语语言知识结构与技能,同时还可以深入学习和理解西方文化背景和掌握跨文化交际能力,这无疑对中小学英语专业教师在专业化成长上有多方面的助益。

3. 注重课例,引领创新。本套教材的另一亮点是将课例融汇到教材内容之中。通过真实的课例展示,帮助英语教师更加容易、更加顺畅地理解新的教学理念;通过对照课例模板,更清楚地反思自己的教学,更有效地提升自己的能力。这种基于相关理论框架以及附加提炼出的课例编写方式不仅为提高教师学科专业基础技能以及拓展视野和知识面提供了帮助,同时也为教师提高驾驭新课程教学内容的能力提供了有益的借鉴。

基础教育改革的核心是新课程理念的落实,它成功的关键在于千百万教师行为的转化。因此我们希望本套教材的编写出版能为提高中学英语教师的专业水平和教育教学能力,促进他们在实施素质教育、推进基础教育改革和教师培训中更好地发挥骨干带头作用方面起到积极的推动作用。

感谢清华大学出版社朱琳编辑为本套教材的出版所付出的时间和辛苦,同时感谢审稿专家提出的宝贵意见和修改建议。

本套教材涉及面广,内容编排及相关语言点论述上尚存在不足之处,诚挚希望得到各位专家、同仁,特别是广大一线教师的批评指正。

丛书主编

2014.3.1

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Unit One

Punctuations

Part One

Language Development

1. Lead-in

Directions: *Discuss the following questions with your partner.*

- (1) How many punctuations can you name?
- (2) Why do we need punctuations in writing?
- (3) What is the importance of punctuations?

2. Pre-writing

2.1 Reading for Writing

Directions: *Read the paragraph below and follow the instructions.*

Sally Corlin's success is due to her hard work Her store Sally's Sweet Necessities specializes in creating beautiful gift baskets Corlin explains It's my job to know the tastes of my customers Corlin also makes an effort to find out what's going on in her customers lives she says I always ask them about their kids so they see that I'm really interested She enjoys speaking with people and always tries to delight her customers Because she works so hard her store has become very popular It's my favorite place to shop claims Frank Wang a regular customer I recommend Sally's to all my friends he added

- (1) Read the paragraph aloud to your partner and pay attention to the place where you can have a pause.
- (2) Add appropriate punctuations where necessary.

3. While-writing

3.1 Reading for Writing

Directions: Read the long extract from *Tom's Midnight Garden* by Philippa Pearce and follow the instructions.

Tom was silent, turning over in his mind what Hatty had just said. He was beginning to change his mind about climbing the wall, because he saw that there could not be-for-him the danger that there had been for James. He might possibly fall off the wall, but a fall, even from such a height, could neither bruise nor break him.

He said to Hatty, "I'm going to see if there is really a nest behind the sundial; I'm going to walk along that wall."

"Oh, Tom!"

The way in which Hatty said "Oh, Tom!" made Tom feel warm and kind. He patted her hand. "Don't worry. It's all right for me." He climbed, by means of the laddering branches of the espalier pear, to the top of the wall. In spite of all he had told himself, he felt a pang of horror when he stood upright upon it. The wall top was so narrow—nine inches, in some places weathered away to even less by the crumbling of brickwork; quite bushy plants grew along it, over which Tom would have to step; and on either side of that narrow, hazardous path the wall face went sheer and far, down to the orchard on one side; on the other, down to the garden, where Hatty stood, her pale face upturned to him. Tom knew, however, that he must not look down, if he were to keep his head and walk on that wall top. He lifted his eyes and stepped resolutely forward.

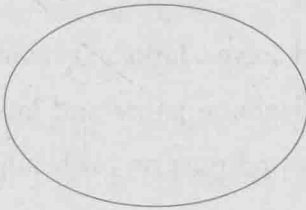
- (1) Underline the punctuations used in the above passage.
- (2) Share your understanding with your partner or group members of the reason that the above passage is punctuated like that.
- (3) Try to summarize the rules of punctuations.

colon	dash	apostrophe	full stop	semicolon
capital letters	comma	quotation marks	exclamation mark	question mark

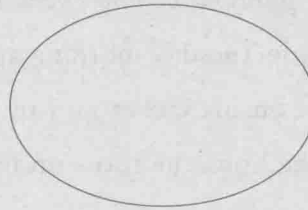
- ① A shows the end of a sentence, and it is also used after initials (P. J. Proby) and abbreviations, etc.
- ② A shows a short pause that separates parts of a sentence, e.g. a non-defining relative clause or words in a list.
- ③ show words that are spoken in the direct speech. They are also used around titles of books, films, or a nickname.
- ④ An is used to show surprise. It comes at the end of a sentence and is often used in dialogues.
- ⑤ A at the end of the sentence shows that a direct question is being asked. It is also used in requests, e.g. "Could you bring me...?"
- ⑥ A tells you that something is coming next, such as a list.
- ⑦ A marks the insertion of a material that explains, amplifies, complements, or corrects.
- ⑧ A is used to separate independent parts of a sentence or a list.
- ⑨ An is used when two words are contracted, to show possession. e.g. "It's Jane's."
- ⑩ are used for the first letter of a name, a country, nationality or a language, days of a week and months.

(4) Put the punctuations into different columns.

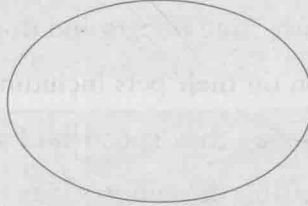
Punctuating Sentences



Punctuating Speech and Quotations



Punctuating Words and Phrases



4. Post-writing

4.1 Matching

Directions: Match the punctuation symbols with their names.

,		semicolon
.		apostrophe
:		exclamation mark
;		dash
...		capital letters
?		comma
!		quotation marks
—		full stop
,		question mark
ABC		colon

4.2 Punctuating

Directions: *Work in pairs to add appropriate punctuations to the following short paragraphs and check the other pairs.*

- (1) Its 7:45 on Tuesday morning and 26 year old Steve Clarkson is going to work
He puts on his jacket and picks up his cell phone pager and laptop As he
leaves the house he turns on his MP3 player and puts on his headphones He
is ready to go
- (2) Most American people are fond of cats and dogs It is said that every year they
spend about \$5.4 billion on their pets including \$1.5 billion on pet food four
times the amount of money they spend on baby food Now there are about
100 million dogs and cats in the country The number is still going up rapidly
since 12 500 puppies are born every hour
- (3) When the trolley came it was full I stopped on the back platform Seats up
front the conductor said I looked into the car There were no seats on the left
side Im not going far I said Ill just stand here Better go up front and get a seat
The conductor said I get off pretty soon I said A couple of blocks I got off
before we reached the post office

4.3 Reading and Writing

Directions: *Two students get the same text, one copy of which is punctuated, and the other is not. Student A reads the punctuated text to student B, who should insert appropriate punctuation marks into the text. Both students should compare their texts at the end, discussing any differences, problems, etc.*

For Student A

Morris Martian was flying around the Solar System one day when he saw a strange light in front of him.

What is that? He thought to himself. Morris was scared, but he flew a little bit closer so that he could see it better. "Hello," he called out. There was no reply.

"Hello. Is anyone there?" he called, but again there was no reply. Suddenly a creature appeared in front of the light.

"BOO!", it shouted. Poor Morris was really scared and he flew off home and hid under his bed.

For Student B

Morris Martian was flying around the Solar System one day when he saw a strange light in front of him

What is that He thought to himself Morris was scared but he flew a little bit closer so that he could see it better Hello he called out There was no reply

Hello Is anyone there he called but again there was no reply Suddenly a creature appeared in front of the light

BOO it shouted Poor Morris was really scared and he flew off home and hid under his bed

5. Exercises

5.1 Blank-filling

Directions: Put each of the following punctuation symbols in the correct gap.

apostrophe	dash	comma	capital letter	quotation marks
exclamation mark	full stop	colon	semi-colon	question mark

- (1) To form a contracted form of the verb, such as “don’t”, I need to use an
- (2) Each sentence should always begin with a
- (3) When giving a list of objects such as “hat, jacket, scarf and gloves”, you need to separate each object by inserting a
- (4) If you want to show that you are really excited in a sentence, use an
- (5) It is necessary to use a after “http” when typing a URL.
- (6) Telephone numbers in the United States often have groups of numbers separated by a
- (7) Indirect questions end with a period, not with a
- (8) When reporting what another person says, the author can use reported speech or direct speech, which is signaled by the use of
- (9) Long lists of items are often introduced by the use of a
- (10) The vast majority of sentences end in a

5.2 Punctuating

Directions: Use appropriate punctuation marks in the following sentences.

- (1) Why don't you show me how replied the young man sweetly
- (2) We started early in the morning and before dark we reached the village
- (3) On hearing about the accident he went to the scene at once
- (4) The children sang danced jumped and chased each other
- (5) Miss Wang who has returned from America with a doctor's degree is going to offer a course of American history
- (6) a. Many people find large supermarkets convenient places for buying their groceries Others prefer the intimacy of small grocery stores
b. Many people find large supermarkets convenient places for buying their groceries but others prefer the intimacy of small grocery stores
c. Many people find large supermarkets convenient places for buying their groceries others prefer the intimacy of small grocery stores



- (7) He promised to come to the meeting however he didn't appear
- (8) He gave two reasons for his failure in the exam poor health and insufficient time for preparation
- (9) There are three flights to Tokyo today at 11:35 16:20 and 20:50
- (10) How beautiful Yellow Mountain is
- (11) All his belongings a few articles of clothing and a few books are here

5.3 Sentence Writing

Directions: Write two sentences with several kinds of punctuations.

- (1)
- (2)

5.4 Correcting Mistakes

Directions: There are some mistakes in the use of punctuations and the capitalization of letters in the following essay. Edit the essay by correcting the mistakes.

Poor People and Nutrition

Nutrition is for people who have the power to buy any kind of food they want, food is at their doorstep. and if they do not have the money, the government protects and feeds them. These people can afford to take care of their bodies and their appearance through good nutrition.

However; in my Country. Diet and Nutrition are not popular subjects, you cannot talk about proper diet and nutrition to most people here because the words have no meaning for the masses. Only a tiny group of Privileged People can afford to understand these words?

People live from day to day, they eat whatever they can get in any day. Sometimes they have one meal a day: and they wake up the next day with nothing to eat. There is a lack of everything; and there is no money to buy anything.

Part Two

Case for Teaching

(以义务教育课程标准实验教科书七年级英语第12单元为例)

As a part of punctuations, capitalized letters in English are very important. The case is based on the presupposition that students in Grade One are familiar with capitalized words, but they haven't realized the importance of capitalized letters in writing; at the same time, they have got some knowledge of the different situations in which capitalized words are used. Therefore, it's the teacher's duty to help students realize the importance of capitalized words and consolidate students' understanding of the basic usage of capitalized words.

1. Teaching Objectives

1.1 Language Knowledge Objectives

By the end of the unit, students will be able to raise the awareness of the importance of capitalized words and be familiar with the basic usage of capitalized words. For example, all sentences should begin with capital letters; persons' names should be capitalized; the name of a country/city should be capitalized; the title of an article/a book should be capitalized, etc.

1.2 Language Ability Objectives

- (1) Students can tell the situations in which capitalized words are used.
- (2) Students can use the correct capitalized words in writing.
- (3) Students can find and correct the mistakes of capitalized words in writing.