

“杨浦区英语学科高地”系列丛书之一

# 高三英语 “以读促写” 课堂教学指南

主 编 唐晓滢

副主编 李 蓓 何幼平 张 英

(按姓氏笔画排列)

Teachers'  
Book



同济大学出版社  
TONGJI UNIVERSITY PRESS

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## 内 容 提 要

《高三英语“以读促写”课堂教学指南》分为教师版和学生版,本书为教师版教学用书,供教师参考进行高三阅读和写作教学。书中的阅读篇章和高三的写作教学内容有着密切关联,涵盖高中阶段的主要写作体裁:记叙文、议论文、应用文、图表文和文学反思性写作。书中呈现的课堂教学案例都是杨浦区英语高地成员在经过了课堂教学实践后修改编写的,很具有实用性,是高三英语教师在第一轮复习时训练学生读和写能力的首选教学用书。

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## 高三英语“以读促写”课堂教学指南(Teachers' Book)

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# 序

## 教师的学习共同体

### ——关注教师的独立反思和教师间的同伴互助

学习共同体(learning community),是支撑以知识建构与意义协商为内涵的学习的平台,强调人际心理相容与沟通,在学习中发挥群体动力作用。

学习共同体是由学习者和助学者共同组成的,以完成共同的学习任务为载体,以促进全体成员成长为目的。成员经常在学习过程中进行沟通、交流,分享各种资源,共同完成一定的任务,从而在成员之间形成相互影响、相互促进的人际联系。

联合国教科文组织《1998 年世界教育报告》中提到:“教师”不仅仅是一个职业的名称,还是一种特别的职业,它是一种“学习”的职业,从业者在职业生涯中自始至终都要有机会定期更新和补充他们的知识、技能和策略。由此备课组、教研组、学科工作室等学习型团队本着加速教师专业化发展的目标,带着解决教育教学中普遍性问题的任务,建立起团队成员间相互作用,相互依赖的关系,构建了教师的学习共同体。

#### 一、教师间的同伴互助是学习共同体的显性特征

20 世纪 80 年代初,美国学者乔伊斯和肖尔斯(Joyce, B. & Showers, B)首先提出了“同伴互助(peer coaching)”的概念,他们认为教师可能需要一些持续的帮助和反馈才能够在教室里应用新的教学策略和方法。他们在随后的研究中验证了这一假设,并证实了同伴互助的效果:教师可以与同事或同伴保持互相信任和依赖的关系,他们共同规划教学活动、互相提供反馈意见和分享经验,拥有“同伴互助者”的教师比那些独自工作的教师更容易运用新的教学策略和方法。乔伊斯和肖尔斯建议学校应让教师组织和参与同伴互助小组,以使教师之间能够互相帮助、彼此支持和共同成长。

同课异构、一课多研、微型论坛、主题研讨等都是学习共同体常见的活动形式。在活动中,教师通过合理分工和充分准备,提炼各自的教学教研心得,交流感想和困惑,分享他人的收获和经验,彼此间肯定成绩,找出不足,提出措施,打破了思维定势,突破了思维局限,取长补短,共同提高。

## 二、教师的独立思考是学习共同体的内涵和价值

教学反思是指教师对教育教学实践的再认识、再思考,并以此来总结经验教训,进一步提高教育教学水平。教学反思一直以来是教师提高个人业务水平的一种有效手段。

独立反思可以增强教师发现教学问题的敏感度,而不是一味依赖团队的任务和同伴的支持。

独立反思可以增强教师思维的开放度。基于同伴心理相容的局限性,如:自我保护意识、个人内心的开放度等会抑制教师的思维。

独立反思可以增强教师解决教学问题的能力和自信心,教师的教学风格是在长期的教学实践中形成的稳定的特质,只有内化的思想才能成为风格中的一部分。

学习共同体是以专业发展为指向,旨在实现教师持续主动地自我提升、相互合作并共同进步。在学习共同体中,具有独立反思能力和习惯的教师才能够真正在同伴互助中做出贡献。

## 三、目标和任务是学习共同体运行和增值的保障

学习共同体以完成共同的学习任务为载体,以促进全体成员成长为目的。合理的任务、可操作的路径是保障合作和学习效益的基础。

团队的实践和研究过程是在为一线教师搭建专业发展的脚手架,建立起富有创造力的学习共同体。

研究工作从基于经验,转变为基于证据与经验相结合,使团队成员深入理解教学内涵,形成独立反思能力。

“杨浦区英语学科高地”在唐晓濡老师的主持下,融合区教研员、区资深教学专家、区内学校教师,组成了富有创造力的学习共同体,找准了课堂教学中需解决的切实问题:高三英语“以读促写”课堂教学,开展了实践研究,挖掘团队的功能,激发团队的能量,锻炼了队伍,辐射了全区,影响了全市。

《高三英语“以读促写”课堂教学指南》以课堂教学为载体,体现了写作教学的序列化,也实践了“以学科课堂教学为主的研究,转变为学科课程建设的整体研究”,为全市的教学和教研工作提供了有价值的案例。

祝愿“杨浦区英语学科高地”在教学研究探索前行的道路上取得更大的成绩。

## 编者的话

“杨浦区英语学科高地”自2013年1月在控江中学成立。“杨浦区英语学科高地”以控江中学英语教师为主体,外聘专家为何亚男(上海市英语特级教师、上海市“双名”工程英语名师后备培训基地主持人)和汤青(上海市英语教研员、上海市英语特级教师),内聘专家是何幼平(原复旦附中英语教研组长),组长是唐晓澐(杨浦区教育系统“第七批优秀专业技术人员”、杨浦区学科带头人、控江中学英语教研组长),顾问是张英(上海市英语特级教师),秘书长是李蓓(杨浦区教育学院英语教研员)。此外,高地还吸纳了复旦附中、交大附中、杨高、同济一附中、市东中学和同济中学的6位区级的骨干教师或教研组长。高地的成员都是上海市及杨浦区的英语学科的中坚力量,这也确保了高地的品质。

在各级领导的关心下,在“杨浦区英语学科高地”所有成员的共同努力下,作为“杨浦区英语学科高地”系列丛书之一的《高三英语“以读促写”课堂教学指南》终于问世了。本书为高三英语教学用书,分为《教师版》和《学生版》。教师可以参考《教师版》进行教学,而学生则可以选择《学生版》进行阅读和写作的练习。书稿的内容是高三英语“以读促写”课堂教学。因为高三有双排课,所以此书中所涉及的很多教学都是双排课时,这样更能够体现高三的英语教学特征,让“以读促写”变成真正的且切实可行的教学模式。

《教师版》中呈现的是高三“以读促写”的课堂教学案例,是杨浦区英语学科高地成员经过课堂教学实践后撰写而成,详细并真实地还原课堂教学过程。书中的阅读篇章和高三的写作教学内容有着密切关联,涵盖高中阶段的主要写作体裁:记叙文、议论文、应用文、图表文和文学反思性写作。本书共5个章节,13个单元,每个单元由教学设计、教学详案和教学说明三部分组成。在书的最后还附有教师上课的PPT附录,可供高中英语教师进行“以读促写”课堂教学参考。

《学生版》和《教师版》完全匹配。在教师进行高三英语“以读促写”的教学过程中,需要分发给很多资料,比如阅读文章、写作题目和写作文稿等,同时,在高三的写

作教学中教师往往会收集一些好的学生范文给学生赏析,也要求学生根据范文记录一些好词好句。所有这些都收录在《学生版》中,即有利于教师在教学过程中对于有关联的作文题材或体裁进行指导,也便于学生对于写作资料的积累。

高中英语阅读和写作越来越受到重视,杨浦区英语学科高地的所有成员正努力探究如何有效地将阅读和写作结合起来教学。此书不仅为高中英语教师开辟一个读写结合的教学新视野,而且将成为高三英语教师在第一轮复习时训练学生读和写能力的首选教学用书。

由于时间仓促,书中有错误或不妥之处,请各位不吝指正。

主编 唐晓澍

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# 第一章 记叙文

## Unit 1 Express Your True Feelings

### 一、教学设计

**Instructor:** Li Qian (杨浦区英语学科高地秘书长 杨浦区教师进修学院 李倩)

**Designer:** Tang Jin (同济一附中 汤瑾)

**Teacher:** Tang Jin (同济一附中 汤瑾)

**Class:** Class 8, Senior III

**School:** No.1 Senior High School affiliated to Tongji University

**Time:** 70 minutes

**Teaching material:** My first performance (from《读写之旅 3》)

**Teaching objectives:**

By the end of this lesson, the students are able to

1. get a general idea of the structure and content of the text.
2. identify the actions and thoughts functioned to express the feelings in the text.
3. write one paragraph to describe the feelings by applying the actions and thoughts.

**Teaching focus and difficulty:**

1. to guide students to appreciate the descriptions of actions and thoughts in the passage.
2. to guide students to write a paragraph by imitating the structure and describe more actions and thoughts to express their feelings.

**Teaching aids:** Multimedia computer, the projector, worksheet

**Teaching method:** Communicative approach, Task-based language teaching approach

**Teaching procedures:**

Steps	Teacher's activity	Students' activity	Purposes
I. Warming-up	Ask students some questions.	Answer the questions.	To lead in today's topic.
II. Reading	1. Ask students to skim and divide the passage into three parts.	1. Skim and divide the passage into three parts.	To get a general idea of the structure and content of the text.
	2. Encourage students to fill in the table by locating the actions and thoughts.	2. Fill in the table by locating the actions and thoughts.	To identify the actions and thoughts.
	3. Raise some questions about the actions and thoughts students have located.	3. Discuss and answer the questions about actions and thoughts.	To analyze the function of the actions and thoughts.

续表

Steps	Teacher's activity	Students' activity	Purposes
	4. Ask students to compare some sentences.	4. Read and compare some sentences.	To summarize the descriptions of the actions and thoughts.
III. Writing	1. Guide students to brainstorm some ideas. 2. Assign students to write one paragraph by applying the actions and thoughts. 3. Introduce the self-evaluation form.	1. Read the topic and brainstorm some ideas. 2. Write one paragraph by applying the actions and thoughts. 3. Check the writing with the self-evaluation form.	1. To collect some ideas to lay a foundation for the following writing. 2. To apply the writing skill learned to practical writing. 3. To check whether the writing meets the requirement and to improve the writing.
IV. Summary	Sum up the effective ways to express your true feelings.		
V. Assign-ment	Share your writing with your deskmate and try to polish it.		

## 二、教学详案

### I. Warming-up

T: Since there are so many teachers sitting behind us, can you guess my feeling at the moment?

S: Very nervous.

T: How do you know that?

S: From your red face.

T: To tell you the truth, the first time I gave the lesson in public, I really got the butterflies in my stomach, in other words, I was nervous. Today we will appreciate a passage where the author shares his feeling with us.

### II. Reading

#### 1. Skim and divide the passage into three parts. (PPT2)

T: Please take out your handout and skim the passage. What did the author do in the passage?

S1: The author played the piano in public.

T: Good! Then according to the time order, divide the passage into three parts.

S2: “Before the performance” part is from Paragraph A to Paragraph D. “During the performance” part is from Paragraph E to Paragraph J. “After the performance” part is Paragraph K.

#### 2. Fill in the table by locating the actions and thoughts.

Let's move to “Before the performance”. (PPT3~5)

- T: After reading the passage, how did the author feel?
- S: He was nervous.
- T: How do you know? Can you underline some sentences the author uses to describe his feeling in this part?
- S1: I tried as hard as I could to remain calm, but my heart was racing. I stared down at my sweat-covered, shaking hands. They were not just my mum and dad, who would say, "Good job!" even if I messed up the entire piece.
- S2: What if I had the wrong music? What if I played the wrong notes? I grasped my hands tightly together, drying off the sweat.
- T: Quite good. You've got all the answers. But I put your answers into two parts. Can you guess the reason? Do they have something in common?
- S: The first one is about actions. The second one is about thoughts.
- T: You are very clever. And I find some interesting verbs here. Let's take a close look at it. (race) When we talk about the heart, most of you will say that the heart is beating. But the author chose the word "race". Can you tell the reason?
- S: Race means beating fast. He was very nervous. So he chose race.
- T: (stare at) Can we use "look at" or "glance at" instead of "stare at"?
- S: No.
- T: Why did the author look at his shaking hands for a long time?
- S: He preferred to look at his hands rather than his audience. When he looked at the audience, he would feel nervous.
- T: (grasp) Please compare these two words "grasp" and "hold". Which one do you think is better?
- S: Grasp. It means holding something tightly.
- T: Correct. You can imagine what happened to the author. The spotlight was on, and I had to go. I grasped my hands. Then I filled myself with power. Although I was so nervous, I had no choice but to face it with my racing heart. From these interesting examples, do you think the author has selected all the verbs carefully or by accident?
- S: Very carefully.
- T: All these actions make us feel his nervousness. Also, we can learn that the suitable actions or specific acts absolutely can help you express your feelings.
- Let's walk into his heart.**
- T: They were not just my mum and dad, who would say, "Good job!" even if I messed up the entire piece. Why did the author think of his parents?
- S: Maybe he missed his parents.
- T: If he made some mistakes, what would his parents say to him?
- S: Don't worry. Good jobs!
- T: With his parents, it is easy for him to calm down. Without his parents, he is more likely to be ... ?
- S: More nervous.
- Let's come to the "During the performance part". (PPT6)**
- T: Since we have some ideas about actions and thoughts, will you like to find more examples?
- S1: Slowly I walked to the mud-brown piano in the center of the room. I swallowed the lump in

my throat and sat down. Slowly, I opened the music. Next, I rested my still shaking hands on the ivory keys.

S2: I continued to move my fingers automatically. I leaned forward and focused carefully on the music.

T: (swallow the lump) Lump means when you have a strong emotion, you will have a tight feeling in your throat. As for the author, what is the strong feeling?

S: Nervous.

T: When you are nervous, will you do that?

S: Yes.

T: (lean) Lean means bending forward. Why did the author want to bend forward? Why did he change his position?

S: He wanted to focus on something.

T: Focus on what?

S: On the music.

T: Focus his attention on the music. Was he as nervous as before?

S: No.

T: We can taste some other feelings. Let's find more information in his thoughts. Who would like to share your results?

### 3. Questions and answers (PPT7)

S1: As my fingers played across the keys, I was becoming unsure of my preparation for this moment. I knew that I had practiced this piece so many times that I could play it backwards if requested.

T: What is the implied meaning of the sentence? Before you take the quiz, if you say “I had recited all the words for many times, I can recite them backwards”, you mean you are well-prepared. You are ... ?

S: Confident!

T: Good. Can you find more thoughts here?

S2: A warning went off inside my head; DON'T MAKE A MISTAKE WHEN YOU TURN THE PAGE!

T: Why are these letters capitalized?

B: Because they are warnings.

T: When we use the capitalized words, we want to emphasize them and draw others' attention. So here whose attention did the author want to draw?

S: The author wanted to focus on his music with confidence.

T: From the actions and thoughts, we know during the performance part the author has a mixed feeling of being nervous and confident.

### Let's move to the last part. (PPT9)

T: What was his thought in this part?

S: A celebration went into action inside my head.

T: What is his feeling now?

S: Happy.

T: After finishing your final exam, you will think whatever the result is, everything is over.

When you have finished a difficult task, what will you feel?

S: Relieved.

T: In the passage, did the author say I was nervous, confident, and relieved?

S: No.

T: But can you feel these?

S: Yes.

T: How can the author make it?

S: He expressed his feelings by describing his actions and thoughts.

#### 4. Compare some sentences. (PPT10)

T: Next, let's compare more sentences to see which one is better.

Read the sentences together:

(The following sentences in yellow)

I was very nervous at my first performance.

The little boy was afraid in the evening.

(The following sentences in blue)

I stared down at my shaking hands, feeling my heart was racing.

The little boy hid himself in the quilt as if the phantom were entering from the window.

S: The sentences in blue. They are vivid.

T: The reason why they are vivid is that we describe a lot of thoughts and actions to express our feelings.

### III. Writing

#### 1. Brainstorm. (PPT11)

T: Since we have something in mind, we should try to apply it to our writing. One day, Mr. Jin was announcing the results of the maths test. Before your writing, we should do the brainstorm to collect some ideas. Please have a discussion with your group members to fill in the table.

S1: Before I knew the result, I bit the nails. I thought I must have done a good job in the math exam.

S2: When I heard the result, I opened my mouth. Mr. Jin must have mistaken the score.

S3: After I heard the result, I burst into tears. I made up my mind to study harder.

S4: When I heard the result, there was a thunder in my world. My face turned pale.

#### 2. Write one paragraph by applying the actions and thoughts. (PPT12)

T: You've got so many wonderful ideas. It is your time to write them down. Please write a paragraph by applying the actions and thoughts to express the true feelings in the scene.

#### 3. Check the writing with the self-evaluation form. (PPT13)

T: You can use self-evaluation form to help you check your results. First, how many actions did I describe in your writing? Second, did I use proper tense? Third, did I state my feeling? Try to ask these questions to yourself.

### IV. Summary

T: Today, we've learnt a very effective way to express our true feeling. What is it?

S: Describing more actions and thoughts.

### VI. Assignment (PPT14)

T: Homework for today. Share your writing with your deskmate and try to polish it.

**(Reference for Assignment)**

All the students seated themselves quietly in the classroom, waiting for the class teacher. Some of them were in a panic, shaking their sweat-covered hands. Others were confident because they thought they had finished the test paper well. <sup>①</sup>As for me, I swallowed the lump and found my heart racing. <sup>②</sup>

Then, Mr. Jin came in and announced the results of the maths test with a frightened look<sup>③</sup>, which made me hold my breath deeply. I thought it was the end of the world. <sup>④</sup>However, when it came to my score, I couldn't believe my ears at all. "XXX, 140! Congratulations!" That's unbelievable, I whispered. <sup>⑤</sup>But when I got the paper in my hands, I found it is totally real! I was wild with joy, and I just felt I was on top of the world. <sup>⑥</sup>

After that, I decided to hold a big party to celebrate, because all the classmates in my group got the same mark as me! That's an amazing day!

**教师批阅**

① 此句通过动作及细节描写展现出老师报分数前不同学生的表现。

② 此句巧妙地将阅读文章中的词汇运用进来,表达了作者紧张的心情。

③ 此句中的 frightened 用法有误,应改为 frightening,意为:令人感到害怕的。

④ 此句运用了夸张的心理描写,让读者感受到了作者紧张、失望的心情。

⑤ 此句结合了动作和心理描写,暗示了作者对于所获得的高分的质疑。

⑥ 此句运用了牛津教材中表达开心的词汇,避免了单一使用简单形容词的常见问题,使得表达更地道、生动。

**【作文点评】**

本文作者在文章中大量运用了动作、心理的描写,表现不同阶段的情绪特征。得知分数前紧张、忐忑不安,听到分数后欣喜若狂、难以置信。作者用词幽默,富有想象力,善于将所学应用于实践中。建议在最后一段加以心理描写,凸显得知同组同学都得到高分时的情绪变化,增加文章感染力。

**三、教学说明****【教材分析】**

这篇阅读文章属于记叙文,讲述了作者第一次在公开场合钢琴表演的经历。

**1. 文本特点**

从语言来看,大量动词的运用精准地刻画出作者紧张时的动作;利用生动的心理描写展现出作者第一次登台表演的紧张心情。

从文本结构来看,它以第一人称按表演前,表演中和表演后正序描写,线条清晰,层层推进,引人入胜。

从内容来看,每个人都有很多第一次的回忆,对于第一次的公开表演大多数人都和作者一样既兴奋又紧张。本文提供了一个记叙短文模板,内容充实生动。

**2. 教学策略**

本课以阅读为基础,促进学生英语写作。

教学分为两个部分:①阅读教学;②写作教学。

在阅读教学部分中,主要运用任务教学法,引导学生分析文章结构,找出相应的动词描写和心

理描写,体会出作者情感的细致变化,品读出作者选词的用心之处。

在写作教学部分中,运用交际法激发学生想象力,找出在所给场景下相应的动词和心理描写;在写作中参照阅读中的文章结构;学生利用自测表学会自我检测写作成果,巩固要点。

### 3. 学情分析

学生为高三学生,对议论文的写作有了一定的基础,但对于记叙文比较陌生。记叙文中缺少生动的描述,不知道如何表达真情实感,需要这部分能力的提高。

### 4. 教学重点与难点

引导学生掌握记叙文结构,掌握动词描写和心理描写的表达方法。

## 【教学目标】

By the end of this lesson, the students are able to

1. get a general idea of the structure and content of the text.
2. identify the actions and thoughts functioned to express the feelings in the text.
3. write one paragraph to describe the feelings by applying the actions and thoughts.

## 【教学活动设计】

### I. Warm-up (2 minutes)

活动 1: Have a conversation with students.

此活动通过与学生对话,让学生猜测老师的此时的心情,引入了话题,为后面的教学埋下伏笔。

### II. Reading (20minutes)

活动 1: Skim and divide the passage into three parts.

此活动让学生了解课文的主要内容,对文章的结构有清晰的理解。为后面的写作练习埋下伏笔。

活动 2: Fill in the table by locating the actions and thoughts.

此活动让学生能初次感知文章中的动词描写和心理描写,有意识地引导学生注意此写作技巧的应用。

活动 3: Questions and answers.

此活动通过问答,进一步分析动词描写和心理描写在记叙文中的作用,引发学生更深层次的思考。

活动 4: Compare some sentences.

此活动通过让学生对比动词的用法,分析不同阶段的心理变化,帮助学生总结如何应用动作描写和心理描写加深文章的感染力。

### III. Writing: (38 minutes)

活动 1: Brainstorm.

此活动让学生就此话题进行 brainstorming,根据所提供的场景进行想象可能出现的心理活动和动作,为接下去写作活动进行铺垫。

活动 2: Write one paragraph by applying the actions and thoughts.

结合所给场景,学生独立完成写作,要求运用阅读材料中所学的心理活动和动作描写。

活动 3: Check the writing with the self-evaluation form

学生利用所给自测表来评测自己的短文,并结合不足自我修正。教师选取部分学生短文进行讲评,起示范作用。

### IV. Homework

Share your writing with your deskmate and try to polish it.

### 【教学反思】

2013年12月25日我在同济一附中高三(8)班进行了杨浦区高地组织的“以读促写”主题的公开课。这节课得到了杨浦区教师进修学院李蓓老师和我校英语教师的大力指导,在此表示感谢。

在设计这节课的过程中,遇到的最大的问题就是选材。高三的学生经过将近一个学期的议论文训练,对应试作文有了一定的掌握。但是对于记叙文的写作,鲜少有涉及。一般学生的记叙文写作也停留在平淡地叙事上,欠缺一点生动形象。于是我把方向定位在让学生通过深入的阅读,体会出记叙文写作上的小技巧,并尝试应用,写出更有质量的记叙文。明确目标后,我找到了一篇课外的阅读文章,这篇文章的记叙文特点鲜明,结构清晰,内容贴近学生生活,易于激发学生的写作热情。

在设计完这节课的基本雏形后,我在高三(6)班进行了第一次试讲,在阅读过程中学生能比较顺利地找出答案,但在写作前地铺垫过程中,学生的词汇贫乏是出乎我意料的。在设计让学生用具体事例来说明同学特点时,学生未能很好地理解我的要求,难以正确使用合适的动词来描述事例。最后的写作环节用时也比预期长了许多。第二次借用了创新班高三(9)班,学生整体水平较好,阅读写作各个环节都基本顺利。但李老师指出文章的亮点还不够突出,应该更深入地挖掘,让学生能更深刻地体会出这篇文章作者对于动作和心理描写的功力。在试讲的基础上,我又重新挖掘了文本,通过对比,激发学生想象,肢体语言等形式引导学生仔细品味文章的亮点。

整个公开课的过程我还是比较满意的,学生的写作产出中都有运用到当堂所学的写作技巧,达到了预期的教学目标,但也有一些遗憾之处。对于学生的一些预期之外的回答缺少一定的应变性,容易紧张造成口误。整个写作过程用时还是比预期长,由于时间关系,只能选取部分有代表性的作文评析,有很多学生都希望自己的作文被当堂点评,但没有如愿,可能打击了一些学生的积极性。



## Unit 2 Parallelism in Narrative Writing

### 一、教学设计

**Instructor:** He Youping (杨浦区英语学科高地内聘顾问 何幼平)

**Designer:** Gao Hairong (同济中学 高海蓉)

**Teacher:** Gao Hairong (同济中学 高海蓉)

**Class:** Class Four, Grade Three

**School:** Tongji Senior High School

**Time:** 50 minutes

**Teaching material:** Your Idea of a Good Friend (from《英语床头灯——难忘友情- Your Idea of a Good Friend》, adapted by Gao Hairong)

**Teaching objectives:**

By the end of the class, students will be able to

1. Grasp the main ideas of the passage “Your idea of a good friend” by scanning.
2. Evaluate a passage in structure, content and language.
3. Illustrate their idea with concrete facts.
4. Write narrative paragraphs by means of parallelism.
5. Try various possibilities of an idea.
6. Learn the importance of cooperation.

**Teaching focus and difficulties:**

1. To guide students to brainstorm in different aspects of “responsibility”.
2. To help students distinguish abstract ideas from concrete facts.

**Teaching aids:** multi-media, handouts and blackboard

**Teaching method:**

1. Reading-to-Writing Approach.
2. Communicative Approach.

**Teaching procedures:**

Steps	Teacher's activity	Students' activity	Purposes
I. Lead-in	Ask questions.	Answer the questions.	To lead in the topic of the reading material.
II. Reading	1. Ask the Students(Ss) to scan the passage by reading aloud.	1. Scan the passage by reading aloud.	1. To get the Ss to have a general idea of the passage.
	2. Guide the Ss to analyze the passage.	2. Analyze the passage from structure, content and language.	2. To help Ss learn parallelism in narrative writing.