

基于核心素养的高中英语读写结合课例

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阅读和写作分别为英语学习过程中输入和输出的途径, 是对学生各方面素质能力研究的重要载体, 读写结合模式整合了输入和输出的过程, 优化了阅读和写作分离的教学模式。为此, 笔者提出阅读与写作相结合的教学模式, 即在阅读活动中积累词汇和句式, 理解篇章结构、各种写作技巧及如何借助已有的知识并围绕主题进行写作。而在写作教学中, 系统地讲授篇章结构知识及写作技能有效地提高学生的语篇分析能力, 进而提高阅读速度和效率。以下为高一的读写课

《野生动物保护》, 选用的是人教版选修模块 2 Unit 4 Using language 部分。

Step 1 Pre-task

Teacher shows some pictures to remind the students of the importance of wildlife protection.

Step 2 Reading

1. What is the passage mainly about?

2. Read the passage and answer the following questions. ① What did dinosaurs live? ② When did dinosaurs die out? ③ How did dinosaurs die out?

Step 3 Speaking & Discussing

Q: What has happened to many wild plants and animals according to the passage?

Discussion: Why are so many animals in danger of dying out?

Reasons: Their habitat is threatened or destroyed. They can't find enough food. They are hunted too much. The environment where they live is being polluted.

Solutions to the problems: build a nature park or nature reserve, stop hunting endangered animals

Solutions: protect the environment where they live, collect money to help protect wildlife

Step 4 While-writing

Task①: Write a letter to WPO (野生动物保护组织) based on what you have discussed, giving them suggestions on how to save an endangered animals (golden monkey).

第一段介绍金丝猴的现状及原因, 说明写信目的。They are endangered because of... There are very few left because... I am writing to...

第二段提建议。I suggest doing... I suggest that we should do...

In this way... By doing this... Suggestions: build a nature park or nature reserve, stop hunting endangered animals, protect the environment where they live, collect money to help protect wildlife.

第三段结束语, 希望建议得到采纳, 希望能做些事情帮助金丝猴。I hope my suggestions are helpful/ are of some help. I hope you will take good consideration of my suggestions. I do hope good things will be done to help the monkeys.

Task ②: Students finish the writing in class. Teacher chooses two students randomly to write on the blackboard.

Task ③: Students are encouraged to use the words and structures above, then adding linking words.

Step 5 After-writing

① Students swap writing with partner and give a mark to each other according to the evaluation form.

② Presentation. Teacher gives comments on the advantages and disadvantages of the samples writing on the blackboard.

Step 6 Homework

Students rewrite the passage carefully after correcting, and give self-evaluation before handing it in. The best ones will be selected and exhibited on the back wall.

本课例以英语核心素养为导向, 充分考虑读写结合教学的元素, 精心设计, 以期能最大限度地在学习过程中体现英语核心素养。诚然, 要在一个课例的设计中全部体现英语核心素养四个能力的培养, 难度较大, 但是如果每个教师都能本着坚定的目标, 并在此指导下设计与之相符合的教学模式, 必定有助于学生素养的提高。

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