**自主写作视域下问题--解决型高考应用文深度学习与能力提高教学设计**

 **---- 2023年6月全国新课标I/II 卷应用文写作课堂实践与研讨**

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**一、课例研发背景**

1、基于对外语自主学习能力培养的理论基础知识学习及浙江省“关键问题解决”综合视野下自主性阅读课堂与深度学习的教改方向和课例研究。

2、基于2023届考生和高三教师普遍反映的应用文实在太难写、感到无从下手、关键词不会表达、不知道从哪些角度去分析和表达外教Ryan将学生进行课后随机两人分组进行口语训练所存在的问题表述、问题分析及解决方案。

**二、课例研发目的**

1、通过本课例解决关键词汇要素：随机、两人分组、课后等表达要素难点的突破，教会学生遇到此类高考试题学会分析问题、解决问题的方法，能做到举一反三，触类旁通，达到有效备考。

2、研究高考命题规律及特点和最新前沿高考动态，解决当下高考中比如本次高考应用文写作存在的问题，探寻命题考查核心要素，满足2024届高考考生备考的实际需要，为师生备考提供一定借鉴作用。

**三、教学目标**

1、学生能够通过本节课教学设计及课堂教学实践，理解并掌握“问题---解决型”高考应用文这一新题型的解题方法与步骤。

2、通过结构性写作框架分析，学生能清楚把握住该类写作题的写作思路和写作技巧。

3、提升基于学生自主写作后阶段深度学习与写作能力的提升。

**四、教学重难点：**

**重点：**

通过学生自主性写作中存在的关键问题，探寻如何实现学生和文本双向问题—解决型应用文彼此融贯互通的解决实际问题的能力。

**难点：**

如何基于自主写作，基于课堂实践真正实现学生应用文写作的深度学习与能力提升，并顺利完成预设内容。

**四、教学过程**

**Activity 1 Speaking and Talking**

As a Senior Three student, how should we learn English well?

….

….

….

Is it reasonable to be grouped in pairs randomly(随机两人分组) for the spoken English training?

Why or Why not?

Please present your reasons.

……

……

……

高考真题再现 (2023年6月全国卷I/II)

 假如你是李华, 外教Ryan准备将学生随机分为两人一组, 让大家课后练习口语, 你认为这样分组存在问题。请你给外教写一封邮件，内容包括：

说明问题；

提出建议。

Dear Ryan,

 I’m Li Hua from Class 3.

Yours,

 Li Hua

**Activity 2 Making a question**

Group two or four and have a discussion about how to structure this short passage. Then tell us which points are difficult to write.

**Activity 3 Find a problem Analyse the problem**

How to express key words?

外教 随机 两人一组 口语

Activity 3 Find a problem Analyse the problem

Student A: 1.要点遗漏。2.中式英语。

Activity 4 Solve the problem

How to structure Beginning (Background + Purpose)

Skill1：平铺直叙

得知(Learning that )你想把我们随机(randomly)两人分组(group us in pairs)进行课后口语训练(spoken English )，我不认为它是一个好主意。

Skill2: 开门见山

我不认为以随机的方式( in a random way) 进行分组练习( work in pair)是个好主意。

Skill3: 欲抑先扬，礼貌至上

我真的非常喜欢你的教学风格。但是，能做一些相关(relevant adjustments )

调整将再好不过。

Skill4: 语气曲迂，语法妙用

I’d like to apologize to you for occupying your precious time. If I were you, I would make some adjustments accordingly.

**Activity 3 Find a problem Analyse the problem**

Student B: 1.就分组B提出了几个问题？2.给了几个建议？

不会审题: 分析问题、解决问题表达不清

Problem1: 随机分组

1.If you insisted on working in pairs, students would feel uncomfortable.

2.Randomly pairing up will make the more advanced students dominate the conversation while the other students to be improved will be at a disadvantage.

Proposal 1

1.为什么不根据他们的爱好和语言水平（ language levels ）去分组（ group ）呢？

2.自由选择他们自己的伙伴（ partners ）既可以让他们在快乐的氛围中（ in a happy atmosphere ）学习又能提高学习效率（ learning efficiency ）。

Problem2: 两人分组

1.Not taking students' interests and hobbies into account will be difficult to have a good effect.

2.If they are grouped in pairs, their oral practice will be left into a state of silence without any common interest.

Proposal 2

1. 我认为四到五人分组会更好，其中的口语大咖(a hot shot)可以帮助其他学生快速进步。

2.多人组将会为学生提供更广泛的话题。

Activity 3 Find a problem Analyse the problem

Part3. How to structure Ending

1.Words fail me when I try to express my heartfelt gratitude if you would consider my suggestions.

2.Thank you for considering my suggestions. I firmly hold the belief that our spoken English will be better if we pair off voluntarily.

**Activity 5 Appreciation**

Dear Ryan,

 I’m Li Hua from Class 3. Learning that you intend to randomly group us in pairs to practise spoken English after class, I don’t think it’s a good idea. The reasons are as follows.

 To begin with, randomly pairing up will make the more advanced students dominate the conversation while the other students to be improved will be at a disadvantage. Besides, students may feel uncomfortable if paired with someone who they don’t get along well with or have difficulty communicating with.

 My suggestion is to group students based on their language abilities or to let students choose their own partners voluntarily. In this way, not only can everyone feel more comfortable but also improve their learning efficiency.

 Thank you for considering my suggestions.

 Yours sincerely,

 Li Hua

  **Homework**

 Please help Student D revise and polish this composition and write down your suggestions in

the comments section below.