**学科 初中英语**

**读写有效结合的教学设计及反思**

**——九年级读写复习课课例研究报告**

**一、课例研究的背景及意义**

阅读教学既是初中英语教学的重点,也是教学上的难点。学生通过阅读获取英语信息,同时还可以学习词汇,句型和语法等基础知识,了解说英语国家的社会文化。现代教学法强调课文整体教学,这里的整体教学不仅仅是指有完整故事情节的教学,而主要是指把语言形式教学和语言意义教学有机结合起来的教学。同时把“学习阅读”和“阅读学习”紧密地结合起来,这样做不仅有利于学生学习语言基础知识,获得丰富的语言信息,同时还能掌握独立的阅读技巧,从而使学生增长了知识,开阔了视野,激发了兴趣。

语言学家指出,可以把语言的阅读与写作有机地结合在一起。在这种一体化训练中,不仅可以学习语言点、获取信息,更重要的是能掌握阅读技巧,体会文章的篇章结构,从语言的输入到语言的输出,达到学以致用的目的。目前,这种教学方法在英语教学中正在被使用与研究。而此方法具体落实到教材上就是每个模块第二单元的教学,即读写课。所以如何上好读写课至关重要。读写课,顾名思义要以读、写为主,课堂各环节的设计应围绕阅读和写作展开。学习读写课的目的就是要训练学生的阅读与写作能力,然而提高阅读理解能力和书面表达能力决不是一两节课就能解决的问题,它们需要长时间的学习和训练,但好的教学方法往往可以收到事半功倍的效果。读与写相结合的训练,我认为是提高学生阅读理解能力和书面表达能力最有效的方法。

因此,在平时的课堂教学中,教师应当重视这方面的训练。要指出的是,在设计读写训练的时候,以下四方面是必须要认真体现、不容忽视的。第一,要实实在在地抓好读的环节。读不但可以增加学生接触语言的机会,同时也可丰富其英语国家社会文化方面的知识,积累相当的素材,使学生在写作中有话可说。第二,在完成教材中要求学的阅读材料外,如果教师想要选择课外的阅读材料进行补充训练的话,那么选材一定要特别注意。应从文体和题材出发,选择与教材中所学阅读材料有联系的文章,难度应略高于学生阅读水平,篇章结构要严谨,这样的文章才适合做范文。第三,在阅读环节,不仅要注重对阅读技巧的指导,培养阅读能力,而且要引导学生下意识地分析作者遺词造句、谋篇布局的方法,为仿写作准备。在阅读训练过程中,应有梯度,起初可遵照教材结构,让学生在阅读一篇文章前先阅读课文后的问题、练习和要求,带着问题去阅读。这样可以清楚地知道自己该解决哪些问题。在整个阅读过程中,学生通过积极寻找有效信息的办法来解决问题。他们除了要运用学过的知识来弄清文章的字面意思外,还须综合运用生活中不断积累的经验以及诸如历史、地理、自然等方面的知识来了解文章的深层含义,力求了解文章的主题、作者的意图,这本身就是一个对文章意义自我构建的过程。第四,读与写的结合训练。读是语言信息的输入,写是语言信息的输出。教学过程中,通常要先引导学生用自己的语言把课文的主要内容口头简单地复述出来,要求人称、时态作相应的变化。这样既能锻炼他们组织篇章结构、句子与句子之间逻辑关系的能力,又能提高语言的精炼度。接着,便要求学生充分利用获得的信息、语言和篇章知识进行构思、写作及修改,提高对英语文体的敏感度,增强英语写作的文体感和语体感,从整体上提高英语写作能力具体来说可分为以下三个步骤:

**二、本次课例教学的基本情况介绍**

1. 执教教师情况

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 学校 | 年级 | 学科 | 班额 | 教师基本情况 |
| 城区初中 | 九年级 | 英语 | 43人 | 性别 | 年龄 | 教龄 | 学历 | 职务 |
| 女 | 33 | 11 | 本科 | 教师 |

1. 教学变量控制

2017年5月3日（周三）上午第二节课，授课班级为本校903班，课时计划45分钟，实际用时45分钟，提前一周进行3次备课，1次集体备课和2次磨课。

**三、本次课例研究的内容和目标**

教学内容：九年级读写复习课Reading makes us change.

教学目标

1. 知识目标：1）阅读文章中提炼的重点词汇、句子和句型及其使用。

 2）认识阅读的好处。

1. 技能目标：提高阅读能力和写作能力。
2. 情感目标：提高学生对阅读的意义的认识，增强阅读的兴趣，使他们多阅读。

重难点分析

1. 重点：掌握阅读技巧和写作技巧
2. 难点：发现语篇中的亮点句子，用于写作当中。

教学方法

1. 用名言名句导入，引出主题。
2. 选了一篇具有代表性的阅读题材的文章，难度适中，进行了文本解读，设计了合适的阅读理解题目与活动，为写作进行了铺垫。
3. 借助多媒体，使课堂更直观。
4. 开展多种类型的活动，促使学生进行合作学习和探究性学习。

学情分析

学生在做阅读理解的时候，很难全面理解，细节性的题目不难找，但是理解性的或者全面性的题目就容易出错。看到结构清晰，按照“总-分”或者“总-分-总”结构的阅读理解文章，本人让他们先看第一段或者“总”的部分，大致看一下“分”的几个点，然后直接看问题找答案，综合性的问题就要全篇理解了再做选择。本课所选的文章结构也是“总-分-总”，比较清晰，但是题目却与一般的阅读理解不同。学生在回答时也是容易出错的。

**四、对本次课例教学设计的说明**

我校实施课堂转型模式，虽然对九年级上课没有特别要求，但是公开课的模式仍然要跟七八年级保持一致，也就是说，开课之前都要进行集体备课，磨课，听课和评课。课堂上要以学生为中心，教师起指导点拨作用。笔者选择这一话题，主要针对目前九年级学生的现状，旨在帮助学生认识压力和学习解压的方法，也希望能通过这一话题，达到“读写结合，以读促写”的目的。

**五、课例样本**

**Step1 Warming up and lead in.**

**1. *Play an English song and ask the students to play a game..***

T: Boys and girls, please sit face to face with your partner. First, please take out your left hand and your right hand’s forefinger. Next, get it ready like that.（两位学生示范）then I’ll give you some numbers. If the number has an eight in it, please try your best to catch your partner’s forefinger and at the same time your own forefinger should run away. Ready? Go!

(设计意图：用一个紧张刺激的游戏导入，使学生对本课内容充满好奇，并能使学生放松心情。)

**2.Talk about what the students have read.**

Do you like reading?

When did you start reading?

Why do you like reading?

 Give them some sayings about the importance of reading.

**3. The teacher introduces something she has read.**

(设计意图：阅读是很大众化的一个学习活动，教师跟学生分享阅读心得让学生试着用英语说说阅读的好处和重要性，师生一起合作探讨。)

**Step2 Reading**

I.Read fast and find out:

1.How many points of goodness of reading are there in this passage? What are they?

（设计意图：看似很简单的题目，因为原文结构很清晰，还有First, Furthermore, Moreover等词，学生很容易找到这3条，但是笔者让学生再仔细看看前两段，有没有看出特殊之处来。文章第二段“For my part, reading helps a person to live life to the fullest. Of course, the goodness brought by reading is definitely not confined to this only.”提出了“reading helps a person to live life to the fullest”，第二句说了阅读的好处不仅限于这一条，也就是后面的3条是另外的，所以文章总共介绍了阅读的4个好处。这个题目的设计就要求学生一定要仔细看看分段之前的内容，不能只看几个分点。）

Reading Makes a Full Man

“Reading makes a full man; conference a ready man; and writing an exact man.” said Francis Bacon, the famous English philosopher. It means that anyone who wants to be successful must keep on reading.

For my part, reading helps a person to live life to the fullest. Of course, the goodness brought by reading is definitely not confined to (限于)this only.

 First, reading completes a person by enriching one's mind. In the long process of reading, one can get all the spiritual nourishment that he wants in order to further improve himself.

 Furthermore, reading can shape a person's value. By reading various articles and novels, day after day, one’s outlook on life will be influenced a lot.

 Moreover, reading helps to develop a quiet temperament(气质) and a peaceful state of mind. Without reading, a person can hardly keep to himself for the influences of the noisy surroundings; when one is reading a book attentively, he is paying attention to the only thing.

 To sum up, reading has a great influence on one's school life and everyday life. Reading helps a person in many ways to improve oneself. It helps to change a person gradually and completely in thoughts and habits, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Reading gives people a fruitful and colorful life in which one becomes better equipped and more human.

II. Read carefully and solve the following problems.

2. Which may be “the spiritual nourishment” according to Paragraph 3?

 A. Things that you can buy with money B. Things that you can get from books

 C. Things that you can get from food

3. What’s the meaning of the underlined word “attentively” in Paragraph 5?

 A. Slowly. B. With attention. C. Quietly. D. Interestedly

4. Which one can be put into the blank in Paragraph 6?

 A. it helps to change one’s habits

 B. it helps to change one’s lifestyle

 C. it makes one a good person

 D. it makes a person real and full

（设计意图：这三题要在理解的基础上，根据上下文来推断。要求学生掌握阅读的技巧之一：根据上下文内容推断词义。）

III. Find some useful expressions in the passage.

（设计意图：将文章中的好词好句找出来，包括表示过渡的词句，表示层次的词句，如：For my part, First, Furthermore, Moreover, To sum up, Without reading, reading has a great influence on, Reading gives people……将这些写于黑板上，为后面的写作环节做好铺垫。）

**Step3 Discussion**

 T: Reading is very important and useful. It can change us in many ways. And it has a lot of advantages. Besides what we have learnt in the passage, what other advantages does reading bring to us? Discuss it in groups and make a report.

We think reading...

（设计意图：合作学习，让学生讨论阅读给他们带来的好处，以小组报告的形式汇报。）

**Step4 Writing**

1. T: As we all know, reading is of great importance to everyone. And it brings us a lot of goodness. It’s true that reading makes us change. I believe it has always been a great idea to take notes while reading and write something after reading. Now it’s your turn to be a writer.

. Write a composition with the title of “ Reading makes me \_\_\_\_\_\_”.

Reading makes me \_\_\_\_\_\_\_

As the saying goes “Reading makes a full man”. For my part, reading makes me...

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Check the composition each other.

3. Show several students’ compositions to the whole class.

(设计意图：学以致用，让学生根据黑板上的内容和自己讨论的结果，整合材料，进行写作。)

**Step5 Homework**

1. Complete the composition and check it with partners.
2. Search for more sayings on reading.
3. Do more reading in the spare time.

**六、课堂教学情况分析**

教学内容时间分配表

|  |  |  |  |
| --- | --- | --- | --- |
|  | Step1 | 阅读、写作阶段 | 作品展示及总结 |
| Step 2 | Step 3 | Step 4 |
| time | 5′ | 12′ | 7′ | 15′ | 6′ |
| Total(%) | 11.11% | 75.56% | 13.33% |

主要课题教学行为用时分布表

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 教师讲解 | 师生回答 | 学生活动时间 | 学生自主陈述时间 | 课件演示等 |
| 时间 | 8′ | 5′ | 15′ | 12′ | 5′ |
| 占总课时（%） | 17.78% | 11.11% | 33.33% | 26.67% | 11.11% |

初步结果分析：在本堂课的教学模式中，学生的主导作用得到了充分的体现，在今后的教学中仍要坚持“以生为本，学为中心”的课堂转型模式。

 **七、执教者反思**

这堂课，学生的参与性很高，教师在整个教学过程当中，很好的扮演了导演的角色，针对不同难度的练习活动，教师能让不同层次的学生参与活动，充分调动了学生的积极性。在阅读过程当中，教师让学生积累了一些有用的词句、结构，并写在了黑板上，对学生的后期写作提供了参考。笔者对于英语课改很有兴趣和追求，不想局限于课本的教学，觉得应该想办法改变初中英语教学整体输入上不去，整体输出质量差，导致学生只会死记生词和语法，完全把英语这种语言的运用性给丢掉，也使英语学习成了最枯燥的学习。笔者在平时的教学中，注重突破英语“读”“写”两个难关。通过平时的听课评课和外出学习中，发现教师可以立足现在教材或者合理运用补充材料，深挖掘材料的中的可塑点和思维关联点，发挥学生的主观能动性，营造一个高效的读写课堂，就在课堂这块儿主阵地让学生学得和习得，提高能力。这个思路已经跳出了只学某一本教材的局限，可以运用模式对所有教师觉得有用的阅读材料进行深挖掘。在九年级课本的规范教学中，每个模块的第三单元都有写作练习，笔者一般会结合相关的教材里面的课文或者课外的文章，进行“读写结合”，以读促写。每次通过这样的课，学生写出来的文章都是内容丰富的，忽略语法错误，可以说整体质量都是很不错的。

在平时的教学中，也有一些教师采用了笔者的模式，一致认为这种教学模式既能提高学生的阅读技巧，同时又能促进写作能力的提高，确实为写作提供了很好的素材和框架，有效地帮助学生写出高质量的作文。在后来的教学当中，确实有些老师在尝试着这样去做，有些还把上课一些片段录下来，或者很好的板书拍下来，发在群里供大家参考和学习。相信大家真能一如既往，将以读促写进行下去，学生的英语水平会有很大的提高。

1. **需进一步研究的问题**

这堂课选择的文章结构过于简单化，阅读的题型还可以再多样，如通过阅读回答问题（3-4个问题）。虽然必须坚持“以读促写”模式，但是大家也一致提出：如果没有上课老师提出的框架和一些提示词、提示句型的话，一般的学生能写出好的作文吗？确实老师们都能发现大部分学生在平时练习的时候，作文都是写得满写得好的，但是在考试的时候只有少部分学生能些得长，写得好的，而且平时的一些句型也很少能用上去。现在有些老师还提出了小组合作写作模式。两者比较，对学生的帮助一样吗？在教学当中，还需要做哪些工作，能使学生更有效地掌握写作技巧，提高写作水平？这是有待进一步研究的。

**九、附件**

1.本节课的导学案一份

**Reading makes us change.**

**Step1 Warming up and lead in.**

 1. Talk about what the students have read.

Do you like reading?

When did you start reading?

Why do you like reading?

 2. The teacher introduces something she has read.

**Step2 Reading**

I.Read fast and find out:

1.How many points of goodness of reading are there according to this passage? What are they?

Reading Makes a Full Man

“Reading makes a full man; conference a ready man; and writing an exact man.” said Francis Bacon, the famous English philosopher. It means that anyone who wants to be successful must keep on reading.

For my part, reading helps a person to live life to the fullest. Of course, the goodness brought by reading is definitely not confined to (限于)this only.

 First, reading completes a person by enriching one's mind. In the long process of reading, one can get all the spiritual nourishment that he wants in order to further improve himself.

 Furthermore, reading can shape a person's value. By reading various articles and novels, day after day, one’s outlook on life will be influenced a lot.

 Moreover, reading helps to develop a quiet temperament(气质) and a peaceful state of mind. Without reading, a person can hardly keep to himself for the influences of the noisy surroundings; when one is reading a book attentively, he is paying attention to the only thing.

 To sum up, reading has a great influence on one's school life and everyday life. Reading helps a person in many ways to improve oneself. It helps to change a person gradually and completely in thoughts and habits, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Reading gives people a fruitful and colorful life in which one becomes better equipped and more human.

II. Read carefully and solve the following problems.

2. Which may be “the spiritual nourishment” according to Paragraph 3?

 A. Things that you can buy with money B. Things that you can get from books

 C. Things that you can get from food

3. What’s the meaning of the underlined word “attentively” in Paragraph 5?

 A. Slowly. B. With attention. C. Quietly. D. Interestedly

4. Which one can be put into the blank in Paragraph 6?

 A. it helps to change one’s habits

 B. it helps to change one’s lifestyle

 C. it makes one a good person

 D. it makes a person real and full

III. Find some useful expressions in the passage.

**Step3 Discussion**

 T: Reading is very important and useful. It can change us in many ways. And it has a lot of

 advantages. Besides what we have learnt in the passage, what other advantages does reading

 bring to us? Discuss it in groups and make a report.

We think reading\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step4 Writing**

1. T: As we all know, reading is of great importance to everyone. And it brings us a lot of goodness. It’s true that reading makes us change. I believe it has always been a great idea to take notes while reading and write something after reading. Now it’s your turn to be a writer.

. Write a composition with the title of “ Reading makes me \_\_\_\_\_\_”.

Reading makes me \_\_\_\_\_\_\_

As the saying goes “Reading makes a full man”. For my part, reading makes me...

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2. Check the composition each other.

3. Ask several students to read their compositions.

**Step5 Homework**

1. Complete the composition and check it with partners.
2. Search for more sayings on reading.
3. Do more reading in the spare time.