

读写结合模式下提升学生英语核心素养的策略研究*

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摘要: 英语学科核心素养是英语新课程标准的重要内容, 培养学生英语核心素养是落实英语学科立德树人的重要途径。初中英语教材每个单元通常包括听说课、语法课、阅读课、写作课, 每个课型侧重点不一样, 在教学实践中, 笔者尝试了将阅读课和写作课结合在一起的模式(读写结合模式)。实践结果证明, 读写结合模式是提升学生英语核心素养的一个有效抓手, 优质的阅读材料可以培养学生思维品质等核心素养, 并可正向迁移到写作中, 从而助推英语核心素养的持续提升。笔者经过一学期的英语读写结合教学实践, 初步探索出读写结合模式下提升学生英语核心素养的一些策略。

关键词: 读写结合模式; 英语核心素养; 英语教学

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1 精选与单元话题相关的优质阅读文本

书面表达能检验学生综合素质能力, 仔细观察就会发现很多学校英语书面表达题目, 甚至中考英语书面表达题目都源于课本。师生以课本为阵地, 教师利用好现有的读写话题, 学生灵活运用课本知识, 节省了时间、金钱和精力。人民教育出版社《新目标九年级》教材上每个单元的书面表达题目设计合理, 层次清晰, 单元阅读课文(Section A 3a 和 Section B 2b)至少有一篇阅读文本和写作内容相关, 把它们衔接起来就是水到渠成的一件事情。

2 有针对性地进行阅读教学

教师的阅读课和写作课教学要统一备课, 根据写作课的需求, 在讲解阅读课时可把重心放在某些方面, 如在体裁、文章结构、段落大意、遣词造句、情感升华等方面的探讨, 为进一步的写作做好铺垫。下面以 Unit 12 “Life is full of the unexpected” 单元中 Section A

3a “Life is full of the unexpected” 一课为例, 阐述阅读课授课过程。

Unit 12 Section A 3a Life is full of the unexpected.

教学设计:

● Pre-reading:

Step 1. Warm-up

Listen to the recording and learn the new words.

in line with... 与……成一排

stare v. 盯着看; 凝视

disbelief n. 不信; 怀疑

burning adj. 着火的; 燃烧的

burn(burnt, burnt; burned, burned) v. 着火; 燃烧

alive adj. 活着; 有生气的

这一环节的目的在于让学生预习文中单词, 扫除阅读障碍, 加强学生语言能力培养。

Step 2. Lead in

Q: What unexpected things happened in 2020 and 2021? Then show two pictures —COVID-19 in Wuhan and the heavy rain in Zhengzhou, and show two phrases: an expected virus, an unexpected flood. Finally, show the title: Life is full of the unexpected.

这一环节的目的在于通过思考、观察图片, 激发学生的学习兴趣。

● While-reading:

Step 3. First skimming

Q: Read 3a, find out unexpected events the writer mentioned.

A: 9.11 Attack and earthquake in New Zealand.

Then match the two events with each paragraph.

Q: What kind of text is it?

A: Narration.

此环节粗读课文, 培养学生从文中快速提取信息的能力。

Step 4. Second skimming

Q: Read again, circle the answer to the question: Why

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did the writer mention the 2 events in this article?

A: He was unlucky to be hurt in both events.

B: He was lucky to miss both events.

Then circle 2 sentences in the passage with "lucky".

A: I felt lucky to be alive. My bad luck had unexpectedly turned into a good thing.

此环节主要锻炼学生的思维能力和观察细节的能力。

Step 5. Scanning of the two paragraphs

Event 1: 9.11 Attack

Read Paragraph 1 and find out the answer.

When(event) Where(event) What(writer) How(writer)

Event 2: Earthquake in New Zealand

Read and number the sentences.

a. The next morning, I heard about the earthquake in New Zealand.

b. I woke up and realized that my alarm had never gone off.

c. The other planes were full so I had to wait till the next day.

d. I jumped out of bed and went straight to the airport.

e. By the time I got to the airport, my plane to New Zealand had already taken off.

第一段的处理方式为学生从文中找寻信息, 知道记叙文的要素; 第二段通过阅读文段给句子排序, 让学生明白记叙文按时间顺序叙述, 学生逻辑思维能力得到训练。

Step 6. Thinking

Q: How did the writer end up missing both events?

A: 9.11 Attacks :The writer went to get a coffee when the plane hit his office.

Earthquake in New Zealand: The writer overslept and missed his flight.

Draw a conclusion: Misfortune might be a blessing in disguise. (塞翁失马, 焉知非福)

学生通过找关键信息, 理解福祸相依的道理。

● Post-reading:

Step 7. 3b

Find words from the passage with opposite meanings to the words below. Then write a sentence with each word.

1. lost 2. west 3. below 4. dead 5. empty

学生看目标词找寻反义词、造句, 训练学生语言运用能力。

Step 8. Read and find out the sentences with the past

perfect tense

学生通过从文中找含有过去完成时的句子并观察结构, 对此时态有感性认识。

Step 8. 3c. Retelling

Choose one event, retell the passage according to the mind map, use past perfect tense if possible.

Event 1: 9.11 Attack

be about to-arrive at-by the time-stare-in disbelief-burn-above-alive

Event 2: Earthquake in New Zealand

by the time-wake up-never go off-jump out of bed-go to the airport-take off-miss-till-unexpected

通过使用目标语言复述故事, 学生的思维能力、学习能力、语言能力都会得到提高。

Step 9. Further thinking

Discuss in groups and say what we should do when meeting unexpected things?

本活动通过让学生讨论意外来临时的做法培养他们的发散性思维。

Step 10. Video watching

通过短视频还原场景, 学生了解课文背景。

Step 11. Homework

Write a story about your lucky or unlucky day according to the outline,using useful language in Section A 3a.

写作题目是对课文知识的迁移运用, 学生仿照课文结构和写作提纲, 灵活使用阅读课中的好词好句, 写出自己幸运或不幸运的一天。

3 深度剖析单元写作话题

下面以 Unit 14 "I remember meeting all of you in Grade 7" 单元写作为例, 探讨一下如何解读写作话题。

Unit 14 Writing

教学设计:

● Pre-writing:

Step 1.Warm-up

Ask several students unforgettable things during junior high school. Then show some pictures and get students to identify the events.

After this activity, lead them to talk about unforgettable teachers and classmates in junior high school.

此活动通过让学生观看初中阶段他们经历的事情的图片, 回想初中生活难忘的老师或同学, 激发他们的学习兴趣, 为下面写人写事奠定基础。

Step 2. Analysis of 3a

3a. Think of a person or an event from junior high school that you will never forget. Make some notes about how this person or event changed your life in some way.

Use mind maps to analyze how to write an unforgettable event/person.

思维导图主要包括下面几方面内容。

Event—what the event is, when and where the event happened, what happened later, how you felt, how you've changed, what you want to say.

Person—who the person is, when and where you first met, things happened to you, how he/she helped you, how you've changed, what you want to say.

通过思维导图分析 3a 要求, 学生清楚作文包含的具体内容。

Step 3. Read 3b

3b. Write a passage about the person or event you thought about in 3a.

Describe the person/event. Explain how you feel about this person/event.

Describe how this person/event has changed your life.

出示 3b 要求, 学生大致了解写作规划。

Step 4. Writing analysis

1. Read the requirements carefully. (审题)

Circle/Underline the key information(圈划重点): genre (文体), topic, key points, person(人称), tense.

分析 3b 要求, 圈出重点。

2. The outline of the passage

Para1: Introduction

Para2: Memories—when, where, who, what, how, why

Para3: Influence

列出提纲, 学生明白每个段落要写什么内容。

● While-writing:

Step 5. Provide supportive language

Combining words into sentences and sentences into a passage. (连词成句, 连句成文)、

Para1: to give a general introduction of the person/event

Use the following expressions:

The person from my junior high school days that I will never forget is Mr./Mrs. Li, my... teacher.

...is the most unforgettable experience that has ever happened in my life.

The most unforgettable experience in my memory is...

Para 2: memories of the person or event

Linking words: once, however, therefore, what's more...

Use the following expressions

Because of ... I put in more efforts and my exam scores doubled.

With his / her help, I...at last. I improved so much that I ...that year!

Para 3: to show the influence of the event/person

Use the following expressions:

I will always be grateful for...for her/his advice and support.

Never fail to be thankful to the person who...

useful words and phrases:

congratulate, separate, first of all, be thirsty for, over the last three years, none of, never fail to do sth., be thankful to, ahead of, along with, be responsible for, set out.

给出阅读课中出现的重要词汇、句型和补充的结构, 学生写作时可以参考, 做到有话可说。

Step 6. Sample

(2017. 河南) 我们每天都要做很多事情, 有些还很棘手。请以 "I did it" 为题并根据要点和要求, 用英语写一篇短文, 描述一件你完成的棘手事情。

要点: (1) 你做了什么事情; (2) 你是如何做那件事情的; (3) 你做完那件事情后的感受。

要求: (1) 文中不得出现真实姓名和学校名称; (2) 词数 100 左右。

提供中考写作真题, 题目与 3b 相同或类似, 并给出范文。之后教师分析范文语言特征, 比如文章导入、结尾、结构、连接词、同义词等。学生可以模仿写作。

Step 7. Polish the writing

Improve the homework "An unforgettable event/person" assigned before.

修改阅读课留的写作作业, 根据前面讲解润色作文。

● Post-writing:

Step 8. Check, edit and copy the writing.

检查、修改、誊写作文, 注意字数、要点、语法、用词、拼写、标点、书写等方面。

以上是笔者在实践中读写结合教学的点滴体会, 教师需要规划读写衔接最佳路径; 学生跟着教师的步伐踏踏实实积累运用知识, 英语核心素养一定会得到稳步提升。