高三英语读后续写教学中语篇主题意识的培养

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摘要:读后续写是高考综合性题型,也是高三英语教学的重要内容。如何帮助学生把握语篇主题,提升续写内涵,是当前许多高三英语老师面临的重要课题。本文从学生当前读后续写中存在的常见问题入手,通过2022年江苏高考读后续写的教学案例,提出了:通读全文,理清主题语境下的重要信息、利用评议性语言分析人物性格,合理构思故事情节、提炼语篇主题思想,确认续写走向的教学策略,着力提升学生读后续写能力。

关键词:读后续写; 语篇主题; 教学案例

一、引言

随着"读后续写"题型的广泛使用,对该题型的研究也日益深化。众所周知,读后续写题型是提供一段 350 词左右的英文语篇,要求考生根据材料内容、续写段落开头进行创写,将其发展成一篇 150 词左右的与给定材料逻辑衔接性强,情节和结构都相对完整的短文。总体来看,读后续题型自然融入了"品读——理解——创新"的学习步骤,以"续"为手段,将语言输入和输出有效结合起来考查学生的读写综合能力。

在读后续写中,"续"是任务主体,"读"是"续"的前提,而"语篇"则是"读"的载体和资源。"语篇赋予语言学习以主题、情境和内容,并以其特有的内在逻辑结构、文体特征和语言形式,组织和呈现信息,服务于主题意义的表达。而学生对主题意义的探究直接影响学生语篇理解的程度、思维发展的水平和语言学习的成效(教育部,2020)。"因此,深入研读阅读语篇,探究并把握语篇主题,是确保续写和阅读语篇协同的重要前提(尹立平,2021)。教师在高三英语读后续写教学中应始终坚持以语篇主题意识培养为重点,将读写能力的培养贯穿始终,实现核心素养在高中英语课堂的落地。

二、读后续写题中阅读语篇的主题意识

以浙江省 2020-2021 年和江苏省 2022-2023 年高考读后续写题型为例,阅读语篇的主题和故事情节如下(表1)所示:

表 1: 读后续写题中阅读语篇的主题信息

| 考试时间 | 2020年1 | 2020年7月 | 2021年1 | 2022年6 | 2023年6 |
|------|------------------------------|---------|--------|--------|--------|
| | 月 | | 月 | 月 | 月 |
| 故事情节 | 为狗找伴 | 智斗北极熊 | 南瓜卡头 | 越野赛跑 | 作文比赛 |
| 主题语境 | 人与自然 | 人与自然 | 人与社会 | 人与自我 | 人与自我 |
| 篇章结构 | 问题 – 解 | 问题 – 解决 | 问题 – 解 | 问题 – 解 | 问题 – 解 |
| | 决 | | 决 | 决 | 决 |
| | "冲突 - 危机 - 解决"模式是读后续写常见的叙事结构 | | | | |

由表 1 可知,近年来的高考读后续写,以阅读中学生思维品质能力的考察为基础,对于原文的语篇类型、整体结构、主题意义、主线逻辑、推理判断等内容要求较高,重视对续写内容主题意识的考察(回扣主题,思想升华)。所选话题围绕人与自我、人与社会、人与自然三大主题语境展开,话题选择灵活多样,体现了读后续写选材的丰富性。例如,人与自我多以个人的精神成长为第一要义,人与自然以人与动物之间的美好羁绊或者脱险经历为叙事重点,人与社会则以体现人与人之间的温暖情感为主要任务,内容多来自于现实生活,比如生活趣事或者"顿悟"时刻,抑或是生活中所关心经历的偶发事件。可以推测,今后读后续写的主题会继续体现人间正能量这一叙事走向,体现人与自我、人与社会、人与自然的和谐相处,以此来考察学生的逻辑思维、批判思维和

创新思维能力。

三、学生当前读后续写中的常见问题

在高三英语读后续写教学中,老师们发现:学生虽已经历了 指向写作结果的方法和技能性训练,但是写作过程中的一些问题 仍然较为明显,具体体现在如下几个方面:

(一)故事情节设计逻辑性差,忽视对语篇主题的正确解读很多学生不能准确把握原文的写作意图,情节设计脱离语篇主旨要义,或是不能充分考虑到情节发展是否与语篇的主题语境相一致,忽视原文线索,主观臆断随意编造,脱离生活实际。写出来的文章情节逻辑性差,前后不连贯,经不起推敲和审视。以2022年6月江苏省高考"越野赛跑"为例,学生在首段"We sat down next to each other, but David wouldn't look at me."中写到老师以"别人不尊重你是因为不理解你,你要相信你自己是最优秀的"这样的句子来安慰 David,或者第二段"I watched as David moved up to the starting line with the other runners."写到 David 奋起直追(shoot like an arrow),最后赢得了比赛的第一名/其他队伍的参赛选手和观众嘲笑他,看到他奋起直追后不再嘲笑他等均已严重脱离了原来故事主线,情节设计漏洞百出。

(二)语言表达模式化现象严重,忽略与语篇主题的有效呼应

读后续写对学生的语言要求是比较高的, 语言方面的评分 标准中有"使用语法结构和词汇丰富、准确"的要求,很多学生 片面地认为只要大量堆砌与细节描写有关的好词好句表达就能获 得高分。实际情况却往往事与愿违。如果故事缺乏以动词为核心 的合理情节推进,滥用表达,只会导致续写内容模糊,主题无迹 可寻,故事内涵缺失。此外,不分情况滥用细节描写有时会造成 与阅读语篇文风的不一致, 使得文章读起来颇有矫揉造作之感。 以 2020 年 1 月浙江省高考"为狗找伴"为例,学生在第二段"A few weeks later, the boy arrived home from university. "写到男孩一 看到 Poppy, 就和它紧紧拥抱在一起并流下了幸福的泪水, 这和原 阅读语篇所要展现的"Poppy 找到了陪伴自己的小伙伴"这一主题 思想相去甚远,属于与主题无关的无效表达。同样的模板句式也 出现在 2021 年 6 月江苏省高考"妈妈的爱心早餐"中, 学生们在 第二段 "The twins carried the breakfast upstairs and woke their mother up."中也写到妈妈一看到双胞胎为自己做的爱心早餐,就紧紧把 他们拥入怀里并流下了幸福的泪水。此情节和原阅读语篇简洁明 快的风格格格不入, 甚是突兀。

四、高三英语读后续写教学中语篇主题意识培养的教学实践

为使读后续写的过程更具协同性,其教学应该把对主题意义的探究放在首位,引导学生从阅读语篇中找到统领全篇的主题,并在续写中以自然的方式继续呈现,使得文章整体完整连贯。本文以2022年6月江苏省高考"越野赛跑"写作指导课为例,简要

论述读后续写过程中语篇意识培养的相关教学实践。

(一)通读全文,理清主题语境下的重要信息

文章的标题、原文所给段落、时间、地点、人物、环境等相 关要素属于事实性信息,可以整合起来进行通读。由所给语篇开 头第一段中 the day of the big cross-country run、warm up、walk the route、thick evergreen forests 等词语可知,这是一个有关越野跑的 故事, 地点发生在森林里。由文中多次提到 David 参加跑步训练 可以推断故事主人公是 David, 他是文章的关键性人物。中间段落 可找到人物: David、I、coach、students from other schools。需要注 意的是,人物要分清主要人物和次要人物,以防在续写中混淆主 次。这篇文章的主题语境是"人与自我",聚焦点是 David 而非 其他人,是 David 通过越野赛跑后所获得的个人精神成长,因此 续写时必须时刻围绕主要人物 David 展开。续写第一段开头"We sat down next to each other, but David wouldn't look at me."指出了故 事环境是在越野赛跑前。教师指导如下(图1)所示:

Summary

David, a kid with brain disease devoted himself to preparing for the cross-country run. However, when the big day came, he decided to drop out of the race. As his teacher, I was very <u>concerned</u> about his

situation and turned to find him.



图 1: 2022 年 6 月江苏高考读后续写"越野赛跑"主题语境下的 重要信息

2. 利用评议性语言分析人物性格, 合理构思故事情节

教师在指导读后续写时,要有意识地引导学生利用阅读语篇 中的评议性语言分析人物性格,刻画人物形象,为续写时合理构 思故事情节提供思路。在阅读语篇部分,含有大量的评议性语言。 细读这一段可以准确判断 David 的性格特征及故事情节的走向, 理解作者的写作意图(崔文华、唐书哲, 2023)。教师在教学时 设置 Read for personalities of the characters 是非常有必要的,只有 寻证并准确推断出人物的性格,才能使续写的内容与前文增强协 同性。反复多次操练后,学生可以习惯性地在阅读过程中进行重 点信息圈画, 快速推断人物性格, 为情节的合理构思做好铺垫, 教师指导如下(图2)所示。

It was the day of the big cross-country run. Students from seven different primary schools in and around the small town were warming up and walking the round [828] through thick evergreen forest.

I looked around and finally spotted David, we post in the country team. State of the the was small for ten years old. His qualib big toothy some and the country team. It will be other children. He hesitated and then said he had decided not to run.

What was wrong? He had awnoted so hard for this event!

I quickly searched the crowd for the school's coach and saked him what had happened "I was afraid that kids from other schools would laulp at him "he explained uncomfortably." I gave him the choice to run or not, and let him decide."

I bit back my firstration [18] his I knew the coach meant well - he thought he making sure that the way of the coach meant well - he thought he making sure that the way of the coach meant well - he thought he making sure that the way of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought he was the state of the coach meant well - he thought was the state of the coach meant well - he thought was the state o

Read for personalities of the characters

I quickly searched the crowd for the school's coach and asked him.

I bit back my frustration.

As a special education teacher at the school, I was familiar with the challenges David faced and was proud of his strong determination



warm-hearted; encouraging considerate/thoughtful;

图 2: 教学环节 "Read for personalities of the characters" 呈现

3. 提炼语篇主题思想, 确认续写走向

阅读语篇的主题思想,直接决定了续写内容的故事走向, 因为作者在进行故事讲述时总是有所侧重,准确把握主题思想才 能在写作时不出现情节或侧重点偏离的现象。教师在指导读后续 写时,要帮助学生多角度辨析、提炼阅读语篇主题思想,为续 写走向提供方向性指导。在阅读语篇中,如下的一些语言表述 "He had worked so hard.....David had not missed a single practice, and although he always finished run long after the other children, he did always finish." 能够很好地展现 David 刻苦训练、意志坚强的形象。 据此推测续写部分虽然 David 仍然会面临一些困难, 但是最终他 一定会战胜自我,实现个人精神成长。在此环节,教师设置"Read for the theme" 的几个核心问题,帮助学生厘清语篇主题,见图 3

Read for theme

- *Teacher's love can make a difference to a student's life.
- *It suddenly dawned on me that every effort counts.
- *People were deeply moved by his perseverance. He was a hero to all of us and most importantly to himself.
- *David got a special reward for his courage. He also got a lot of respect from all students, which is worth more than an award.

Read for Theme

David

is the main character

What is David really concerned about?

Will he participate in the race?

will he be changed by the decision to run?

图 3: 教学环节 "Read for theme" 呈现

此环节包含了"识别主要矛盾冲突"和"辨析语篇主题思想" 两个中心任务, 学生通过对这两个问题的准确把握, 就不会在续 写第二段把描写侧重点仍然放在"老师鼓励 David"这个维度上, 更不会把"师生间的情谊"作为最后的点题升华,从而出现写作 的方向性错误。

五、结语

高三英语读后续写教学中学生语篇主题意识的培养以对阅读 语篇主题意义的探究作为核心任务,能够帮助学生在"读"与"写" 的过程中达到较高的协同性。因此笔者建议, 我们要将对阅读语 篇主题意识的培养作为高三英语读后续写教学的出发点和落脚点, 激发学生阅读兴趣,帮助学生获得写作成就感,以此不断提升读 后续写教学的有效性。

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