

# 基于主题语境的初中英语阅读教学

## ——以 Qomolangma--The Most Dangerous Mountain In The World.为例

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**【摘要】**：初中英语阅读教学存在“碎片化”的问题，而基于主题语境的教学设计能突出主线意识，让不同的课堂活动都围绕同一主题展开，并且相互关联，体现一定的层次性和逻辑性。

**【关键词】**：主题语境；阅读教学；初中英语

### English Reading Teaching in Junior Middle School based on Theme Context

--Take Qomolangma--The Most Dangerous Mountain in the World, as an Example

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**Abstract:** There is a problem of “fragmentation” in the teaching of English reading in junior middle school. The theme-based teaching can highlight the awareness of the main line, so that different classroom activities serve to learn, understand and express the same theme, and they are correlated with each other, reflecting a certain level and logic.

**Keywords:** Theme context; Reading teaching; Junior high school

### 引言

《普通高中英语课程标准（2017年版 2020年修订）》将“主题语境”列为课程内容六要素之首，可见，在新一轮课程改革中，主题意义探究的重要性，对主题的理解影响学生对语篇理解的程度、思维发展的水平和语言学习的成效。

语言的目的是为了与人交流，而交际又发生在特定的情境中，在交际的过程中则产生了语篇。因此，交际的情景就是语境，交际的目的就是语篇的主题。语言学习就是通过在语境中学习有主题意义的语篇来实现的。总之，语言离不开语篇，语篇离不开内容，内容离不开主题和语境。

### 1 主题语境在英语阅读教学中存在的问题

过于关注语篇中语言知识的学习，或者一味地以语篇为基础训练语言技能，而对语篇本身的内容和主题意义不够重视。缺乏基于主题意义主线的备课意识。教学内容比较零散，没有设计一条贯通整个单元教学的主线。

对语篇主题意义的把握存在偏差且不够深入。一些教师意识到探究语篇主题意义的重要性，但由于探究主题意义时蜻蜓点水，解读不够深入，流于表面，不能准确地把握语篇的主题意义。

### 2 主题语境在英语阅读教学中的应用

《世界上最危险的山峰——珠穆朗玛峰》，语篇类型为阅读，主要讲述了珠穆朗玛峰地理条件、存在的危险，征服珠峰的登山者、以及他们的攀登精神。目的在于通过语篇的学习让学生进一步了解珠峰，巩固并运用最高级，提高学生的阅读能

力，引导学生学习登山者不畏艰险、永不放弃的精神。

Lead in

Activity 1:Review

Now,when you see the title,who can tell me the answer?

S:Qomolangma

T:Yes,Qomolangma.

Last class,we have learned it,right?

**【设计说明】**学生在 Section A 部分已经对珠峰有简单的了解，以问题 what's the highest mountain in the world 作为导入，可激发学生上节课所学的知识，以旧识促新知。从课堂一开始便把学生带入到情境当中。

Activity 2: watch a video

T:Let's watch a video about it.

As it says,many people want to climb it.

How about you.Do you want to climb?

S:Yes.

T:If you want to reach the top,you must go this way.

Today,Let's climb it together.And you should finish these tasks.Finally,you will get a surprise.

I will divide you into two groups.And there will be a competition.If you answer the question,you can go higher.

**【设计说明】**播放珠穆朗玛峰视频，可以让同学们更加直

观了解珠峰，有初步印象。使得情境更加真实。

以视频结尾语“许多人都想登上珠峰”，开启本节课的探索，询问同学们想要登上珠峰吗？然后邀请大家一起登上本节课的“珠峰”，将本节课的学习比喻成攀登珠峰，并进行竞赛，可以激发同学们的积极性。

Pre-reading

Activity 3: Prediction.

T: Let's do task one. Prediction.

Look at the title, what's the key words?

S: Qomolangma. Dangerous.

T: Here is a picture, what can you see in the picture?

S: a mountain. thick snow. mountain climbers

T: Through the title and picture, what's the passage mainly talk about?

A. The introduction of Qomolangma.

B. Dangers when climbing Qomolangma.

C. Many people climb Qomolangma.

【设计说明】首先，通过标题和图片让同学们猜测文章大意，训练阅读技巧。

Activity 3: skimming

T: We complete task one — prediction. Let's move to task two — fast reading.

You should match each paragraph with the main ideas. The first sentence and key words can help you.

T: What's the main idea of paragraph one.

S: Facts and dangers

T: How can you know?

T: What's the main idea of paragraph two.

S: Achievements of climbers

T: How can you know?

T: What's the main idea of paragraph three.

S: Spirit of climbers.

T: How can you know?

T: You complete the second task. You are so great. How about the third one.

【设计说明】通过快速阅读的方法，获取每一段的大意，初步了解文章内容。

Activity 3: scanning

T: We know paragraph one talks the fact and dangers. But

what are the facts and dangers. Let's read carefully. You should complete the chart with your partner.

T: Is it easy to climb Qomolangma?

S: No.

T: There are so many dangers when climbing the mountain.

Maybe they will meet dangers like this.

T: Does people give up?

S: No.

T: Many people try to challenge themselves and reached the top.

Who are they?

S: In 1953, the first people reached the top. In 1960, the first Chinese team got it. In 1975, the first woman climbed it. Except them, there were other people reached the top.

In 2020, Chinese measure the height of Qomolangma again (8848.86 meters).

In 2022 Chinese reached the top again.

【设计说明】通过跳读的方法，寻找文章细节信息，充分理解文章。

通过填表格，了解珠峰的基本信息，以及其存在的危险。通过观看《攀登者》片段，进一步感受攀登珠峰的危险。既然如此如此危险，人们会放弃挑战吗？当然不会。那么请同学们找出文章中挑战珠峰的人，并人和时间进行对应，同时补充近年来中国在攀登珠峰上所取得的成就，如最近中国重新测量了珠峰的高度、2022年又一次登上珠峰，可拓展同学们的知识广度，并增强民族自豪感。

T: Even though it is dangerous to reach the top of Qomolangma, many people never give up.

Why do so many people want to climb the mountain even though it is dangerous?

Please read paragraph three.

S: Because people want to challenge themselves in the face of difficulties.

T: What can we learn from these climbers?

S: We should never give up trying to achieve our dreams.

Humans can sometimes be stronger than the forces of nature.

【设计说明】既然珠峰的环境如此恶劣，人们为什么要挑战它呢。紧接着就让大家找出其原因，由人类登上珠峰的事实过渡到对其精神的探索，通过回答一系列问题，让学生学习他们不惧困难，挑战自我的精神。

Summary.

T:This passage talk about Qomolangma.The facts and dangers.Even though it is dangerous but they never give up.

Congratulations!All of you complete the tasks.You can get the surprise.

T:Is it beautiful?

S:Yes.

T:Only on the top,can we see the beauty and get the sweet in our life.

We should try to get over the“mountains”in our life.

Because there is no mountain higher than human.

Homework

Write a letter to the climbers to express your feeling after reading this passage.

【设计说明】通过完成一系列任务后，最终登上山顶，并欣赏峰顶景色，让大家明白只有在峰顶才能看见美丽的景色，因此我们要勇于克服生活中的困难，才能登上人生顶峰。最后，通过学习这篇文章了解登山者不易后，然后结合时事，让学生写一封信给登山科考运动员，表达敬佩之情。

基于主题语境的阅读教学有利于改善英语教学中“碎片化”的问题，“碎片化”使得学生获得的语篇信息是支离破碎、不成系统，缺乏对语篇的整体理解。一节课要突出主线意识，就要从语言学习到语言运用，从主题内容的学习到主题意义的探究，都为同一主题服务，且不同的活动间相互关联，有层次性和逻辑性。

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