# 以读促写在初中英语概念化教学主题单元中的实践和反思

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**摘要：**以读促写建立了语言基本技巧之间的联结，符合学生学习规律，是初中英语中常用的教学手段。在概念化教学的主题单元中，合理有效选择阅读材料、建立篇目之间的联结、激活不同阶段的阅读对写作的意义，以读促写的效应可以得到延展；由此带来的知识片段间丰富的联结也促进了单元概念目标的实现。

**关键词：**以读促写 支架式教学 概念教学 观点写作

## 1. 研究背景

　　在一次次课改的进程中，学生为主、素养为纲、实践为重无疑成为教师努力的重心。在初中英语教学中，主题式单元（themed based unit）教学在实践中逐渐体现出有效性，而概念教学（concept based learning）目标的加入，使得主题单元具备了泛化（generalization）以及与其他学科建立联结的可能性，让学科体系立体化和可持续化（Lynn Erickson）。在这样多维的单元中，语言核心技能 — 写作，要如何依托强大的单元体系，得到有效的铺垫和提高？本文将以上海市世界外国语学校融合课程的英语学科的一个主题单元为例，探讨如何在单元中设计合理的以读促写任务、提供有效的支架，实现概念目标和写作目标的共同成就。

## 2. 教学案例分析

### 2.1 单元介绍

　　本单元是本校融合课程八年级第一学期第二个单元，主题为科技（Technology）。单元的重点教学目标包括：

- 通过阅读和试听有关网络、虚拟现实、无人机、机器人等与现代科技相关话题的语言材料，积累相关词汇，辨识事实（fact）与看法（opinion）。
- 通过对比同一话题的不同语言材料，理解其中关键词（word choice）和素材（facts）的选择，从而分析出作者的立场（perspective）以及由此产生的观点（point of view）。
- 通过整合分析所给的与科技相关的素材，使用 Point-Evidence-Explanation 结构完成一篇简单的三段式写作来表达自己的观点。

根据 Lynn Erickson 的知识结构模型，本单元的知识结构如下（表 1）：

| | |
|---|---|
| Principles, Generalizations — Concepts — Concepts — Topic — Topic — Facts Facts Facts Facts Facts Facts | The structure of innovative articles shows author's point of view and provides the message for the readers that can change their perspectives on different issues connected to the development of technology in the world. |
| | Perspective, Point of view, Structure |
| | Technology |
| | <ul><li>Smartphones have changed our lives.</li><li>Pros and cons of using drones.</li><li>VR has impacted our lives in both positive and negative ways.</li></ul> |

| | • Automation and robots have brought benefits and potential problems to the world. |
|---|---|

表 1

## 2.2 写作目标重难点

　　写作将作为本单元总结性的评估手段。总结性的写作任务为：学生阅读有关机器人的一则新闻和若干实验结果报告图表，从我校实际情况出发，对于学校是否需要选择机器人取代老师，发表自己的看法，完成一篇三段式的观点写作。通过这篇写作，评估学生对科技相关词汇以及语言结构的使用、使用合理事实（fact）结合具体的立场（perspective）来支持自己观点（point of view）的技能、使用合理的结构（Point-Evidence-Explanation）帮助表达观点（point of view）的能力。可以看出，这篇写作已经超越了平面式知识技能的考核，延展到了对概念理解的评估。因此，在教学过程中，除了要考虑英语学科本身的知识技能，对概念的归纳和提升也要想办法合理嵌入。

　　使用逆向设计（backwards design）的理论，目标实现过程中的重难点为：

- 对于事实（fact）与看法（opinion）的辨识
- 理解作者从不同立场（perspective）出发，对同一话题会产生不同观点（point of view）
- 论点（thesis statement）的写作
- Point-Evidence-Explanation 结构的使用

　　对于以上重难点，在单元教学过程中，笔者设计了试听、阅读、讨论、小组合作探究（research ）和分享、思维导图等不同形式的环节作为铺垫或脚手架，本文只分享其中促进写作主体部分（thesis statement+Point-Evidence-Explanation）的阅读活动或任务。

## 2.3 促写的阅读活动设计

### 2.3.1 语篇对比，归纳概念

　　在正式开始写作的教学和实践之前，阅读的铺垫对最终的写作不产生直接联系，但却是不可忽视的的环节。这个时期的阅读，为后期写作提供词汇铺垫、话题相关的素材、以及对于写作中涉及到的概念的理解。

　　笔者选择了 2 篇关于青少年使用现代科技的的文章。"How Times Have Changed"（选自 Aristo Success 3A）是一篇杂志文章，作者描述了自己的青少年侄子是如何使用手机、社交平台、电脑等完成一天的学习生活的，她感叹科技已经改变了新生代的生活方式。"My Teenage Son is An Addict"

（https://yourteenmag.com/technology/technology-addiction）是一篇网络文章，作者是一位母亲，描述了自己儿子离不开手机、平板、游戏设备等等，并断定儿子科技上瘾。两篇文章的主人公都为与学生相仿的中学生，对于现代科技的使用习惯不尽相同，而为什么两者传递出来的信息如此不同呢？

学生通过对比得出，"How Times Have Changed"是一篇刊登在"科技与生活"杂志上的文章，需要更多从科技带来的改变这个角度出发，并且这是阿姨视角；而"My Teenage Son is An Addict"是为一个研究如何教育青少年的网站而写的，需要从青少年遇到的问题或解决办法出发，且是妈妈视角，如图1。立场（perspective）的不同，决定了对待同一话题，产生的观点不同。



图1

### 2.3.2 体会概念，积累素材

概念初体验以后，学生学习了一篇采访记录稿"The Power of Virtual Reality"（National Geography Reading and Writing）。在这段采访中，记录了来自斯坦福大学的虚拟交互实验室的Bailson教授对于VR给运动、商业、以及环保带来好处逐举例并介绍，在采访的最后，主持人问及负面影响，教授也对此发表了他自己的看法（图2）。

**Interviewer:** What about the **downsides** of VR—for example, using it to create violent video games?

J **JB:** The way I think of VR is that we should use it for things that we can't do in the real world. You should use VR to go to the moon or try becoming someone else. But you *shouldn't* do things that you *wouldn't* do in the real world.

**Interviewer:** In your opinion, will VR change how we interact with other people in the real world?

K **JB:** VR is a tool, just like any other media. But it has a different impact on how we perceive information. That's because you're using your body and it's completely immersive. It's a big jump in the history of media. But I don't think it's going to change who people are. I think we will continue to be the same humans that we have been on the planet for quite some time. And I, for one, am glad of that.

图 2

在阅读中，学生辨识出事实（fact）与看法（opinion），以及文中同时出现 VR 的 pros and cons。学生梳理出作者站在一个研究者的角度（perspective）出发，为读者科普 VR 带来的可能性，他对 VR 所持的观点比较中立："VR is a tool."

到此为止，结合单元中其他学习活动，学生基本上能够辨析文章中的事实（fact）与看法（opinion），并且根据作者的遣词造句和引用的事实证据（factual evidence），判断作者的立场（perspective），以及分析出作者对于某个话题的观点（point of view）。这些阅读经验为后期学生自己的观点输出奠定了基础。

### 2.3.3 片段阅读，模仿结构

正式写作教学的第一个环节重点复习了 Point-Evidence-Explanation 的结构。学生对于这个结构并不陌生，他们能够辨识三部分的区别，他们使用过此结构帮助回答阅读理解中的开放性问题，但是还未用此结构独立写作过。在之前的实践中，学生普遍的问题在于对 Evidence 的选择以及 Explanation 的表达。因此，学生在本阶段以片段阅读为主，通过互动式阅读，用归纳总结的方法探究如何写作一个完整的 Point-Evidence-Explanation 结构。如表 2 和表 3。

| 阅读材料 | 学生活动 |
|---|---|
| | |

| | |
|---|---|
| **Evidence 2** 'The red sauce trickled down from is lips, down over his chin on to his black jacket.' <br> <u>Quotation about his manner</u> <br><br> **Point**    **1** Skellig has no table manners and is a messy eater. <br><br> **4** It could be because he is in a rush to get food as he hasn't eaten for a long time, or perhaps he is not used to other people watching him eat. <br> **Explanation** <br><br> **3** This shows that he eats in a disgusting way and gets food all over himself. | 1. 句子排序 <br><br> 2. 标注每部分的功能（根据关键词） <br><br> 3. 辨识 Evidence 的类型 |
| **Explanation**   If he had not been so arrogant as to fall asleep, the Hare would certainly have won. Although he was the faster of the two, the Hare's arrogance is what causes him to lose the race. If we do not want to be like the Hare and lose races we could have easily won, it is important not to be arrogant about our skills and work hard – even at the things we are very good at. <br><br> **Point**   Aesop's tale "The Tortoise and the Hare" teaches us not to be arrogant about out skills. <br><br> **Evidence** <br> <u>Summary/ highlight of the story</u>   The Hare's arrogance leads him fall asleep partway through the race, as he is so confident that he can take a nap and then still go to to win. Because he falls asleep, the Tortoise surpasses him and wins the race. | 1. 标注每部分的功能（根据关键词） <br><br> 2. 辨识 evidence 的类型 |
| **Point**   Climate change is something that governments should take seriously. <br><br> **Evidence**   If the government does not do any interference, the climate change will eventually make very negative impact to the entire world. ✖ <br> **Not a fact, but an opinion (prediction)** <br> NASA scientists at the Earth Observatory report that the average global temperature on Earth has increased by about 0.8° Celsius (1.4° Fahrenheit) since 1880, with two-thirds of the warming has occurred since 1975, at a rate of roughly 0.15-0.20°C per decade. <br><br> A research done by Columbia University shows that 87% citizens care about if their governments do anything about the environmental issues. 4/5 of these survey participants are satisfied with how their governments are dealing with climate change. ✖ <br> **Related fact, but not supportive to the point** | 1. 找出不合适的 evidence 中的问题 <br><br> 2. 选择合适的 evidence |

通过这几个阅读小任务，学生总结出，Evidence 应该如何选择：

## Tips for writing effective P-E-E paragraph

- **Point sentence is usually simple and short.**

- **Evidence need to be chosen based on point.**
  **Should be supportive to the point**
  **Should be fact ONLY**

表 2

| 阅读材料 | 学生活动 |
|---|---|
| Climate change is something that governments should take seriously. NASA scientists at the Earth Observatory report that the average global temperature on Earth has increased by about 0.8° Celsius (1.4° Fahrenheit) since 1880, with two-thirds of the warming has occurred since 1975, at a rate of roughly 0.15-0.20°C per decade. Global climate change matters, because with significant increases (or decreases) in global temperature, the earth can become inhabitable for humans either in its entirety or at least certain parts of the plant may no longer support human life. If one goal of governments is to provide safety and security for its citizens, then governments owe their citizens policies that aim to limit global climate change.<br><br>**SHOW how climate has changed seriously.**<br><br>**Explanation**<br>**Explain why climate change matters.**<br><br>**Explain why governments need to take actions.** | 1. 分析 evidence 和 point 的关系<br>2. 将 explanation 分段<br>3. 分析每段 explanation 的功能 |
| **P** VR can help athletes.<br>**E** Carson Palmer who was a football player used VR to train. He had a VR training system at home, and he could have practice without leaving his living room.<br>**Ex-2** If they have personal problems in plays, they can have their individual training goal and practice anytime and anywhere with the help of VR.<br>**Ex-1** This means athletes don't have to wait until all team members show up for training.<br><br>**Sentence starters for EX-1**<br>• It means..<br>• It shows…<br>• It indicates …<br>• It implies … | 1. 为 explanation 打乱的两部分排序<br>2. 分析 explanation 第一部分的功能<br>3. 总结 explanation 第一部分可以使用的 sentence starters |
| **P** VR can help develop empathy.<br>**E** A project from the Columbia University called 1000 Cut Journey actually lets participants experience racism firsthand from the perspective of a black boy, as he grows up and experiences unequal treatment through no choice of his own.<br>**Ex-1** This means<br>**Ex-2** If people can experience how other people's life, they will be more understanding. This is important because understanding is the foundation of showing empathy. With VR, empathy can be something people can practice.<br><br>**Functions for EX-2**<br>• Cause and effect<br>• Prediction and possibilities | 1. 分析 explanation 第二部分的功能<br>2. 补充 explanation 第一部分 |

通过这几个阅读小任务，学生总结出 explanation 的写法：

- **Explanation builds up connections between point and evidence.**
  **The first part of your explanation should be about the evidence.**
  **Always link back to the point.**

表 3

## 2.3.4 再读旧文，进行改写

到此为止，学生基本上积累了最终写作所需要概念和结构。在过渡到独立写作之前，学生回到不久前读过的采访记录稿"The Power of Virtual Reality"（National Geography Reading and Writing），根据老师筛选的片段（如图3），将它改写成目标结构（Point-Evidence-Explanation）。
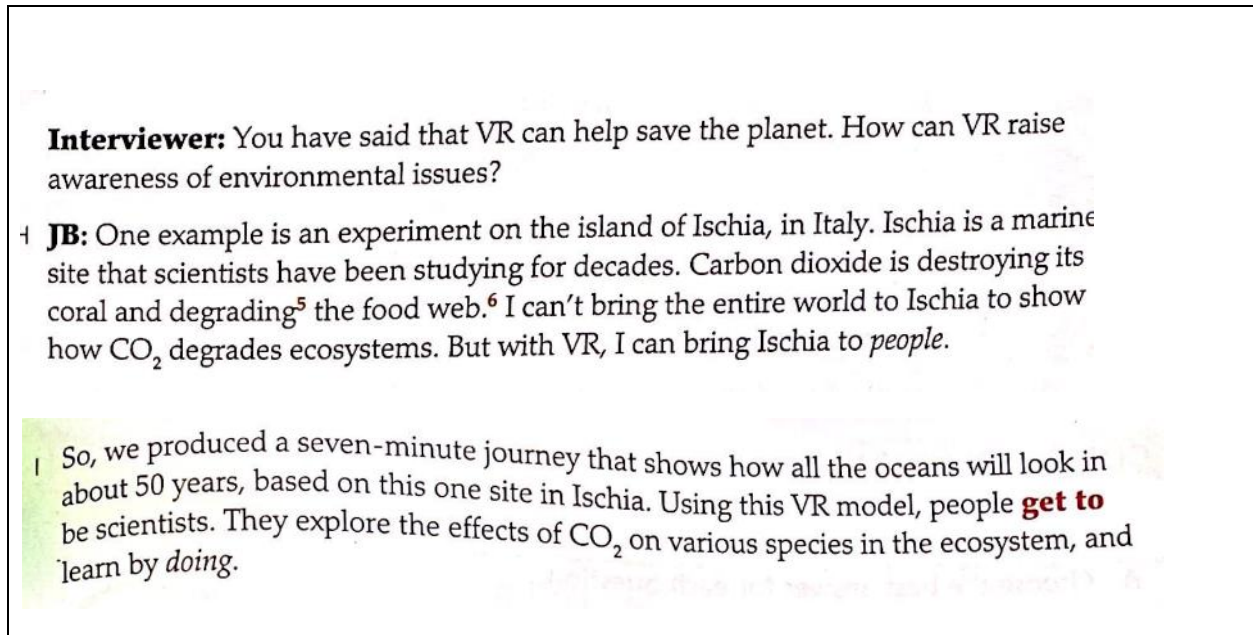
**Interviewer:** You have said that VR can help save the planet. How can VR raise awareness of environmental issues?

**JB:** One example is an experiment on the island of Ischia, in Italy. Ischia is a marine site that scientists have been studying for decades. Carbon dioxide is destroying its coral and degrading[5] the food web.[6] I can't bring the entire world to Ischia to show how $CO_2$ degrades ecosystems. But with VR, I can bring Ischia to *people*.

So, we produced a seven-minute journey that shows how all the oceans will look in about 50 years, based on this one site in Ischia. Using this VR model, people **get to** be scientists. They explore the effects of $CO_2$ on various species in the ecosystem, and learn by *doing*.

图 3

笔者选取比较有代表性的问题，请同学们阅读和分析，如图4-图6：

**P**   VR can help to raise awareness of environmental issue.

**Evidence**   **Supportive to your topic-VR and environment protection?**

Ischia is a marine site that scientists have been studying for decades.
Scientists created a 7-minute journey showing oceans after 50 years.

Scientists used VR to bring a marine site called Ischia, whose food web is destroyed by carbon dioxide, to people.

**How?**
**WHY VR?**
**VR feature**

图 4

**P** VR can help to protect environment (by raising awareness of environmental issue).

## Explanation

- ...This can help people to experience the importance of environment protection.

**Awareness of environment protection = protect environment?**

By experiencing the pollution themselves with using VR, people will take actions to protect environment.

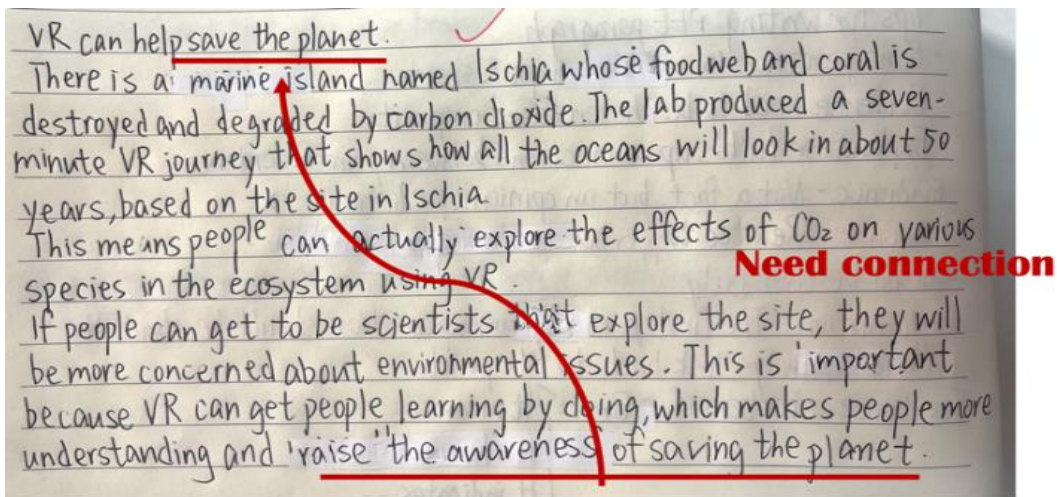**experiencing the damage —— start to be aware of — take actions**
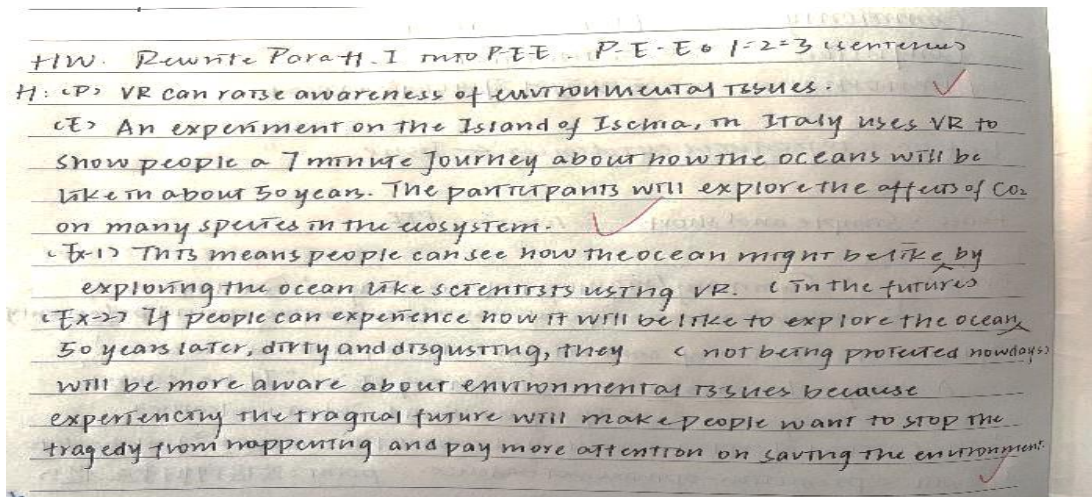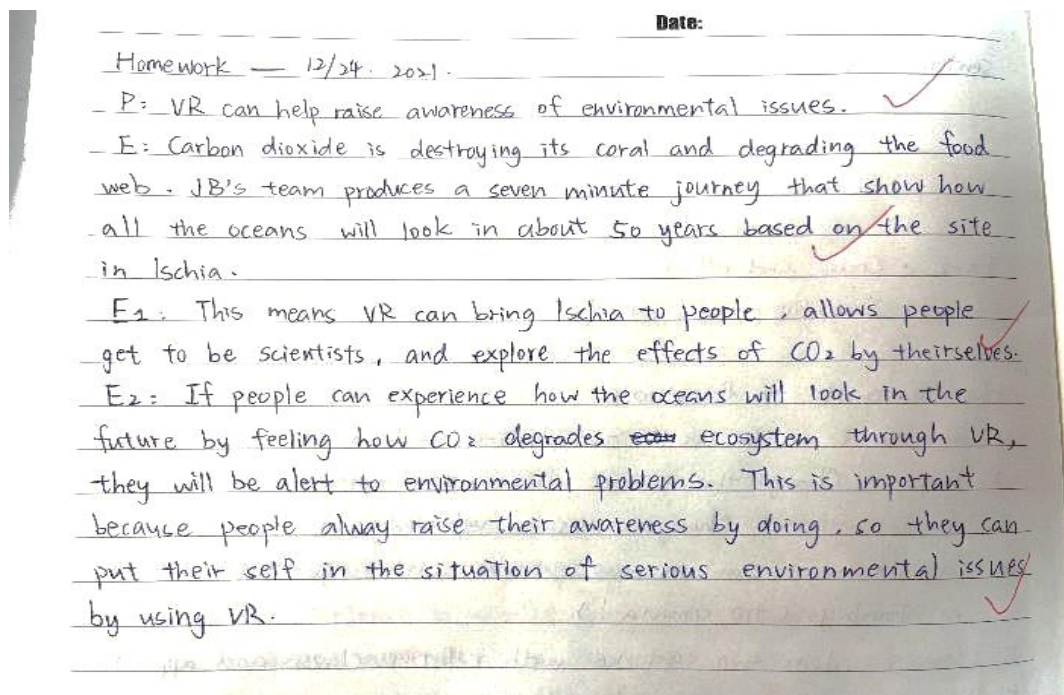
图 5



图 6

全体反馈后，学生修改。以下为优秀范例，如图 7、图 8：



图 7

图 8

### 2.3.5 点面结合，复习整合

在文章主体学习完以后，学生攻克最后一个难点：论点（thesis statement）的写作。这个环节，与 PEE 学习时期类似，提供了许多正反范例，通过阅读这些片段学习 thesis statement 的基本结构和写法。在此基础上，学生阅读了一篇选自 National Geography 的科普性文章 "The High-Flying Helpers"。文章介绍了无人机在人道主义和野生动物保护方面的优势和贡献，并且包含了比较丰富的实例和数据等事实。在梳理文章结构和理解大意的过程中，学生基本上可以独立完成以下单元中的重难点：

- 辨识其中事实（fact）与看法（opinion）
- 总结出作者观点（point of view）
- 找出其中的 Point 以及相关 Evidence

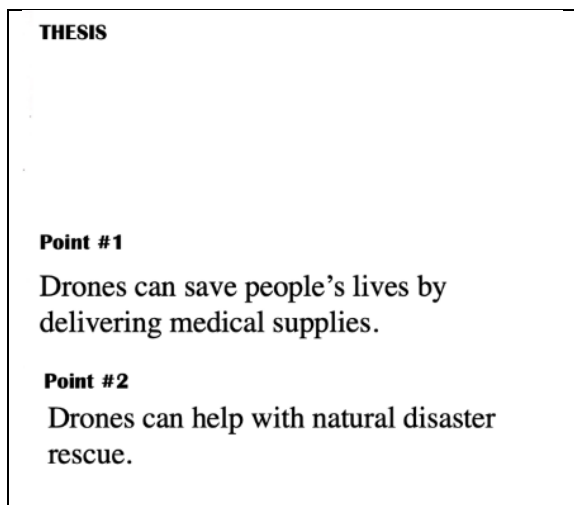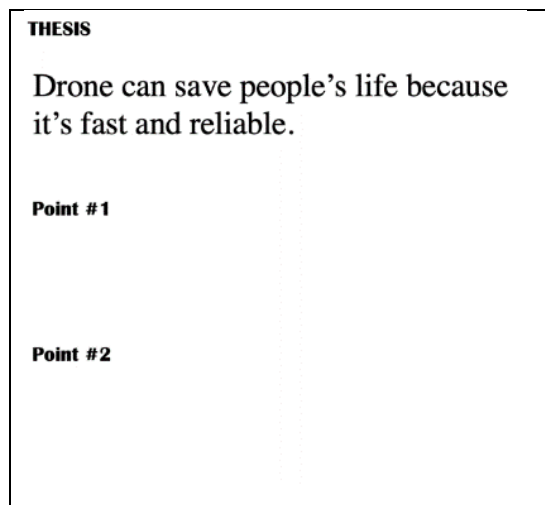最后学生需要根据文章，给所给分论点（points）写论点（thesis）（图 9），以及给论点（thesis）写分论点（points）（图 10）。

图 9 图 10

　　这篇阅读文章的学习不但给新教授的写作重点 thesis 提供了练习机会，文章中不同种类的实例和数据也示范了 Evidence 的各种选择，并且"无人机"这个分话题也补充了学生对于单元主题 Technology 内容方面的了解。

　　此课作业中，学生将会独立阅读一份无人机禁飞的全球地图和说明。从旅行者的角度出发，结合课上和课后阅读材料，完成一篇关于"Travel With A Drone"的文章以发表自己的观点。

## 3．结束语

　　在英语教学中，某一节课或是某个写作任务使用"以读促写"的手段已经不新鲜了，然而教师辛苦甄选出的材料，如何恰到好处服务于"写"，又不浪费"读"的价值常常难以平衡；而且独立准备"以读促写"课容易导致所"读"材料单一服务于此写作任务，而忽视了所"读"与单元其他阅读材料或学习环节的联系。笔者认为"以读促写"不必拘泥于一个课时的微观实践，尤其如果目标写作任务本身较复杂，完全可将"促"的效应有意义地拆解嵌入到整个单元。

　　这样的设计要求教师对整个单元的知识框架有全面的考量，梳理"话题"与"概念"、"内容"与"技能"、"读"和"写"、"读"和"读"以及"写"和"写"之间的关系，根据写作目的有效排布和调整"读"的内容和活动，有意识地挖掘不同阶段不同篇目的阅读对写作的意义。

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