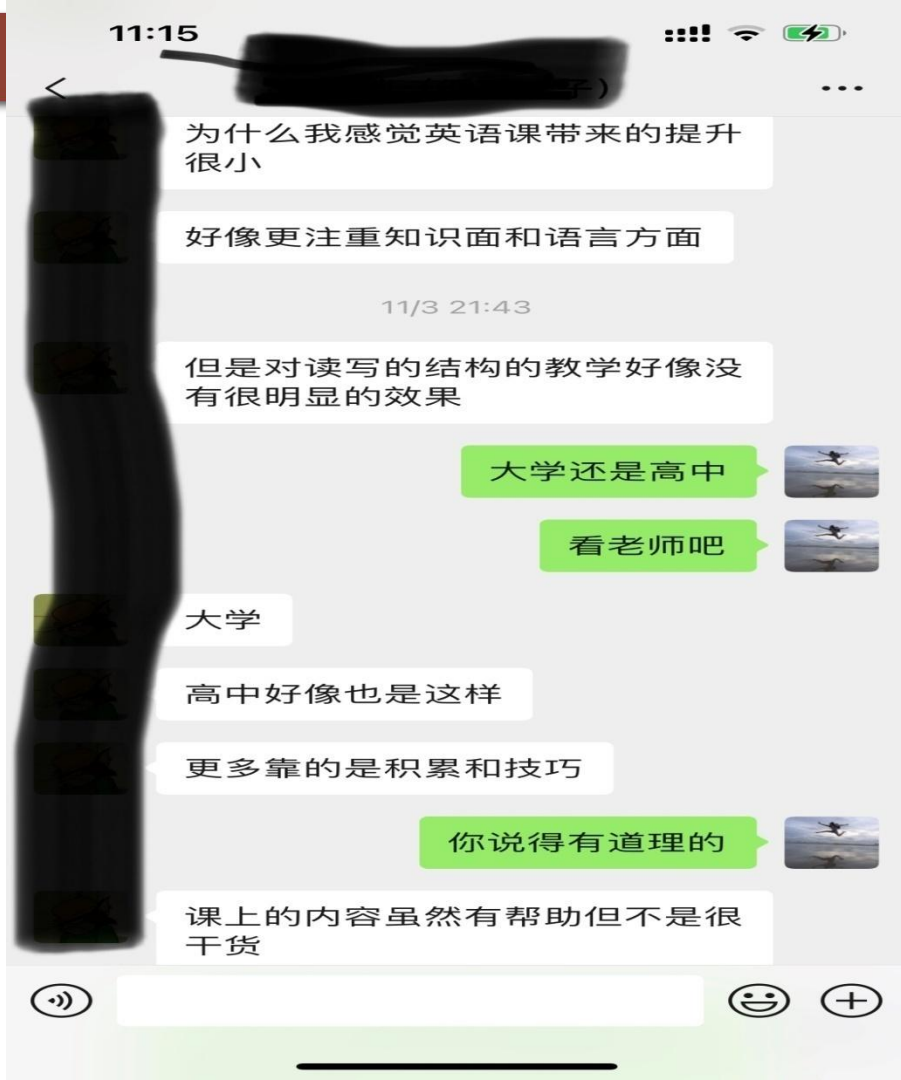


# 衔接理论视域下的高中英语读写教学

台州市教育教学研究院 张小华

金华 · 2023. 11. 24

# 一、现状与困惑



**Dear Andrew,**

**There will be an exhibition of ancient Chinese porcelain art.** Learning that you're into traditional Chinese culture, I'm writing to invite you to go with me.

**With many priceless exhibits, the exhibition will be held next Sunday at our city's museum and last for a month.** This exhibition will consist of three parts, the introduction of Chinese porcelain culture, the display of precious collection of various dynasties and **the DIY session, where you can have a deep glance of the charm of Chinese porcelain.**

**Hope you can come with me. Looking forward to your earliest reply.**

**Yours,  
Li Hua**

## Choose your favourite athlete

- 1 Look at the titles and pictures below. What do you think the text is about?



## Make predictions

Look at the pictures and think about the content before reading. This helps you to relate what you read to what you already know and to understand the new text.

Help us choose some "Living Legends of Sports". They must be **athletes** who are **masters** in their sports and also set good examples for others. Here are our first two choices.



## LIVING LEGENDS

## Lang Ping

As a player, Lang Ping brought **honour** and glory to her country. As a coach, she led the China women's volleyball team to **medals** at world championships and the Olympics. As a person, Lang Ping is loved by fans at home and abroad. When the Chinese team was preparing for the 2015 World Cup, her determination was tested. The team that Lang Ping had built was falling **apart**. One of the best players had been injured, and the team **captain** had to leave because of heart problems. Losing two important players was a big challenge, but Lang Ping did not lose heart. She had faced difficulties before, and she knew that her young players could win if they worked together as a team. Two weeks later, they were world **champions**! Then in 2016, Lang Ping led her volleyball team to Olympic gold in Brazil.

## Michael Jordan

When Michael Jordan's feet left the ground, time seemed to stand still. The player who became known as "Air Jordan" changed basketball with his graceful moves and jumps. Jordan's skills were impressive, but the mental **strength** that he showed made him unique. In the final seconds of a game, Jordan always seemed to find a way to win. Jordan says that the secret to his success is learning from his **failures**. "I can accept failure; everyone fails at something. But I can't accept not trying." Losing games taught him to practise harder and never give up. In life, Jordan has learnt to share his success with others. The Boys and Girls Club which he started in Chicago has been helping young people since 1996.

Send your suggestions for "Living Legends of Sports" to LLS@sports.net.

## 二、理论与要求 (一) 外语教学

外语教学的主要任务：(1) 是把一个正常的语篇解释成一个连贯的语篇，因为这个语篇本身是连贯的，(2) 同时要能够对语篇的连贯特征十分敏感，听到或读到一个语篇就能够分辨出这个语篇是连贯的还是不连贯的；如果不连贯，是哪些特征造成不连贯等；(3) 能够写出和说出连贯的语篇，并且要避免产出不连贯或在一定程度上不连贯的语篇。

教学的重点不再是句子的结构，而是语篇的结构，以及语篇与语境的关系，语篇的功能等。

## (二) 连贯与衔接

连贯是语篇在情景语境中产生的总体效应。当语篇在内部和外部，线性和层级性上都有衔接时，语篇就形成了一个意义整体；当这些衔接机制与情景语境相关时，它就行使了它的功能。当这两个条件都满足时，语篇就是连贯的。

衔接是一种谋篇意义，所以，语篇内部所有用以组织语篇意义的小句及其以上单位之间的意义关系都应该看做是衔接关系。它既包括各种结构成分之间的意义关系，也包括各种结构之间的意义关系。语篇内部的衔接关系区分为功能成分实现的衔接关系、连接机制实现的衔接关系、功能结构实现的衔接关系和语篇结构实现的衔接关系。

### (三) 课标要求 (1. 语篇知识)

表7 普通高中英语课程语篇知识内容要求

课程类别	语篇知识内容要求
必修	4. 语篇中的显性衔接和连贯手段，如：通过使用代词、连接词、省略句、替代等手段来实现的指代、连接、省略、替代等衔接关系；
选择性必修	7. 语篇成分（如：句子、句群、段落）之间的语义逻辑关系，如：次序关系、因果关系、概括与例证关系。
选修 (提高类)	6. 语篇中的隐性衔接和连贯手段，比如，在不使用but和however等连接性词语的情况下实现转折、对比等语义逻辑关系；

### (三) 课标要求 (2. 语言技能)

表10 普通高中英语课程语言技能内容要求

课程类别	语言技能	语言技能内容要求
必修	理解性技能	11. 识别书面语篇中常见的指代和衔接关系；
必修	表达性技能	4. 在口头和书面表达中借助连接性词语、指示代词、词汇衔接等语言手段建立逻辑关系；
选择性必修	表达性技能	4. 运用语篇衔接手段，提高表达的连贯性；

选修 表达性技能



### (三) 课标要求 (3. 学习策略)

表11 普通高中英语学习策略内容要求

课程类别	策略	学习策略内容要求
必修	认知策略	8. 根据语篇中的核心词、代词等，理解段落或句子之间的 <b>内在衔接</b> ；
选择性必修	认知策略	3. 根据不同语篇中的 <b>衔接方式</b> ，理解语篇的 <b>逻辑</b> ，以及 <b>段落间的衔接</b> ； 9. 利用 <b>语篇衔接手段</b> ，有 <b>逻辑地组织信息</b> ；
选修 (提高类)	认知策略	1. 通过 <b>比较、分析和总结</b> 等手段， <b>辨析作者为使语篇连贯所采用的衔接手段和所达到的效果</b> ；

### (三) 课标要求 (4. 学业评价)

表12 高中英语学业质量水平一-三

序号	质量描述
1-11	能识别语篇的类型和结构，辨识和分析语篇的文体特征及衔接手段，识别语篇为传递意义而选用的主要词汇和语法结构。
1-14	能运用语篇的衔接手段构建书面语篇、表达意义，体现意义的逻辑关联性；能借助多模态语篇资源提高表达效果。
3-14	能使用衔接手段有效提高书面语篇的连贯性；能使用特殊词汇、语法创造性地表达意义。
考查内容	要从意义表达的实际效果、口头和书面语篇的结构、文体特征、衔接性和连贯性等方面制定评分标准。

### (三) 课标要求 (5. 教学建议)

#### 深入研读语篇，把握教学核心

研读语篇就是对语篇的主题、内容、文本结构、语言特点、作者观点等进行深入的解读。建议教师首先尝试回答三个基本问题：第一，语篇的主题和内容是什么？即What的问题；第二，语篇的深层含义是什么？也就是作者或说话人的意图、情感态度或价值取向是什么？即Why的问题；第三，语篇具有什么样的文体特征、内容结构和语言特点？也就是作者为了恰当表达主题意义选择了什么样的问题形式、语篇结构和修辞手段？即How的问题。

研读语篇可以帮助教师多层次、多角度分析语篇所传递的意义，依据语篇的主题意义、文体风格、语言特点和价值取向，设计合理的教学活动。

## (四) 语篇与读者的交互

Reading comprehension entails more than knowledge of vocabulary and syntax. It also requires ability to perceive the exact nature of the passage being communicated- a deeper form of understanding sometimes called “reading between the lines.” Students must learn to detect mood and intentions as well as factual detail. These elements are conveyed by the syntactic and lexical choices of the writer, which devolve from selected register, or level of language and stylistic devices.

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/268064017070006034>