

适时重构文本，关注分层教学

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文本重构是指对文章的段落和篇章进行内容或者形式上的重组。英语文本本身的情况是不一样的，有些是单词，有些是对话，有些是短文或故事。教师重构文本时应遵循一些基本的原则，比如重构的文本要目的明确，切合主题，具操作性和交际性。对于文本重构的内容可以选择从某个角度贯穿，可以依照单元教学的顺序、教学板块之间的顺序，可以拓展相关主题的内容，也可以按故事的语境来贯穿。教师要充分考虑到教材本身的情况，即所教授单元及本单元之前的文本情况。扩充的内容应该充分利用学生已学的知识。

以《英语》三年级下册（三年级起点）Unit 10 “*How many people are there in your family?*”为例。教材上的文本是一个对话，对话的双方是学生家明和老师 Ms White。原文本内容如下：

Ms White: How many people are there in your family?

Jiamin: There are five.

Ms White: Who are they?

Jiamin: My grandfather, my grandmother, my father, my mother and me.

Ms White: So you have a big family.

此文本中的重点句型为 *How many people are there...? There are...* 以及 *Who are they?* 根据我所教授班级的情况，学生用 15 分钟左右可以掌握，剩下的时间做什么？我对这一单元的文本进行了扩充，把原来文本的对话形式改为学生家明 Jiamin 的自述，重构的文本如下：

Hello, everyone! My name is Jiamin. I'm nine. I'm heavy, but I'm lovely. Look, this is a photo of my family. I have a big family. There are five people in my family. They are my grandmother, my grandfather, my mother, my father and me. The old lady is my grandmother. The old man is my grandfather. They are all happy. There is a tall man in the photo. He is my father. The short and pretty lady in the photo is my mother. I like my family. I love them all.

在本书 Module 3 “*Personal information*”中，学生已学习了有关个人情况的内容，掌握了如何跟别人打招呼，如何介绍自己的姓名、年龄等，所以我将文本重构成 Jiamin 的自述，完全是以学生所熟悉的方式呈现。而本书 Module 5 “*Relatives*” Unit 9 “*Who is this cute baby?*”，学生已学习了描述家庭成员的形容词，比如 strong, cute, lovely, happy 等，以及对家庭成员进行描述的句型，比如：There is a strong man in it. Who is he? The thin lady is my aunt. 针对这一学情，我重构了以上的文本，既复习了对家庭成员的描述，又对 there is 的句型结构进行了回顾，也融合了本课的句型，最后加上了表达喜好的句型表述：I like my family. I love them all. 借此培养学生的家庭观念。

教师在进行文本重构的时候还要充分考虑到不同学生的特点、层次水平。还是以 “*How many people are there in your family?*” 这一单元为例，我设置了三个检测任务。

Task 1: 选择正确的答案填空。

A: How many people _____ (there are, are there) in your family?

B: _____ (There are, Are there) five.

A: _____ (Who, What) are they?

B: They are my grandfather, my grandmother, my father, my mother and _____ (my, me) .

A: _____ (But, So) you have a big family.

Task 2: 根据首字母的提示，在横线上写出正确的单词。

A: H_____ m_____ people a_____ t_____ in your family?

B: T_____ a_____ five.

A: W_____ are they?

B: They are my grandfather, my g_____, my f_____, my mother and m_____.

A: S_____ you have a b_____ family.

Task 3: 联系自己家庭的实际情况，根据句首的提示词，续编对话并写在横线上。

A: How many _____?

B: There _____.

A: Who _____?

B: They' re _____.

A: So _____.

任务一、二都是对教材原文本的再现。任务一的难度较低，能满足接受能力较弱的学生的需要。任务二难度略有提高。任务三难度最高，实质是对教材原文本的仿写。学生可根据自身的情况，任选其一。

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