

# Thinking about Deep Reading in High School—Taking the B3U4Chinese Scientist Wins 2015 Nobel Prize as an Example

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## Abstract

The fundamental task of high school English teaching is to cultivate people by virtue, cultivate students' core qualities, and let students have an international vision and cross-cultural communication ability. Through the classroom examples of main reading in unit 4, this paper discusses the importance of deep reading in high school English teaching, and emphasizes its role in improving students' core literacy, language skills and cross-cultural communication skills. Through the series of main problems, teaching design and multi-reading activities, multi-level and multi-dimensions stimulate students' high-order thinking and personality expression, improve students' ability to solve problems, and finally help students better understand and identify with Chinese and foreign cultures in the context of globalization, and enhance their cultural awareness and global competitiveness.

## Keywords

deep reading; main line problem design; multiple activities

## 对于高中英语深度阅读的思考——以 B3U4Chinese scientist wins 2015 Nobel Prize 为例

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## 摘要

高中英语教学的根本任务是立德树人，培养学生的核心素养，让学生具有国际视野和跨文化沟通能力。论文通过译林版必修三第四单元主阅读的课堂实例，探讨了深度阅读在高中英语教学中的重要性，强调其在提升学生核心素养、语言技能和跨文化沟通能力方面的作用。通过主线问题串联、启思教学设计和多元读后活动，多层次多维度的激发学生的高阶思维和个性表达，提升学生解决问题的能力，最终帮助学生在全球化背景下更好地理解 and 认同中外文化，提升其文化意识和全球竞争力。

## 关键词

深度阅读；主线问题设计；多元活动

## 1 教学内容和学生情况分析

译林版高中英语必修三第四单元的主题语境是“人与社会”，话题是“科学家、科学发现和科学精神”，本单元的教学旨在帮助学生认识科学发现的巨大推动作用，理解科学家的责任担当和科学精神的价值所在。而 Reading 板块 Chinese scientist wins 2015 Nobel Prize 以新闻报道的形式重点介绍了 2015 年诺贝尔生理或医学奖获得者屠呦呦在发现青蒿素的过程中付出的不懈努力。

笔者执教的是高一学生。学生有较好的综合素养，阅

读能力较强，但高一学生的词汇积累和阅读技能

仍较为有限，所以需要借助多元手段和问题任务的设置，帮助学生完成阅读任务并最终理解这一篇章的深层含义。

## 2 教学步骤

教学步骤见表 1。

## 3 教学反思

结合本课，笔者认为深度阅读在高中英语教学中的作用不容忽视。深度阅读是一种深思熟虑的阅读过程，旨在增强对文本的理解和享受。深度阅读不仅仅是阅读文字，而是在阅读的过程中进行推理、演绎推理、类比技能、批判性分析、反思和洞察力等复杂的认知过程。

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表 1 教学步骤

步骤	教学活动	设计意图
Step 1 Warm-up	The teacher shows a video on the exploration of the young scientists	通过视频导入单元主题，课前热身
Step 2 Lead in	The teacher uses a poem How gaily call the deer,while eating southernwood to introduce Tuyouyou and the relevant word about qinghaosu/Artemisinin, qinghao abstract...	通过“呦呦鹿鸣，食野之苹”引入屠呦呦和青蒿素的相关词汇
Step 3 Read for the structure	<p>The teacher has students scan the passage and figure out the structure and key information of the news report.</p> <p>Keys: <i>Who</i> : Tu Youyou <i>What</i> : win the Nobel Prize <i>When</i> : 2015 <i>Why can the discovery of qinghaosu lead Tu to the Nobel Prize?</i></p> <p>Key: Beause of her fight against malaria, one of the deadliest diseases in human history and the increased chance of survival.</p> <p>The teacher has students read the news report and figure out the main idea of each part, then complete the chart below.</p> <p>Keys: Para. 1:Tu Youyou won a Nobel Prize in 2015 for her discovery of qinghaosu. Para. 2: Tu Youyou acquired a broad knowledge of both traditional Chinese medicine and Western medicine. Paras. 3— 5: Tu Youyou and her team solved a lot of problems before they successfully discovered qinghaosu. Para. 6: Tu Youyou and her team’s efforts finally paid off.</p>	<p>引导学生关注文本标题、体裁以及文中图片，温习新闻报道的结构要素，并且结合新闻导语的特征，快速抓住核心信息和额外信息。</p> <p>运用所学阅读技巧，引导学生学以致用，快速抓取新闻报道的结构和主要内容</p>
Step 4 Read for the details	<p>3.The teacher has students focus on the details.</p> <p>① Finish the time line</p> <p>② According to her early education, what role did the tradional Chinese medicine play in her career? Key:It is like a foundation that help her further research. How many years did Tu and her team spend in looking for qinghaosu? Key:4 years.</p> <p>③ figure out the problems and solutions ( paras3-5)</p> <p>④ What qualities did Tu youyou and her team possess? Keys: <i>knowledgeable, brave,the desire for truth,intelligent, strong-minded, flexible,persistent,devoted to science,,willing to sacrifice,responsible...</i></p> <p>⑤ What are the signal words or sentences that help you grasp the point? What is the function of transitional words and sentences? Keys:Tu’s education was soon to prove very useful. Function: It moves from Tu’s educational background (para. 2) to “Tu’s success in making qinghao extract” (para. 3) <i>However</i>, it was hard to produce enough qinghao extract for large trials because research resources were limited. Function: It moves from Tu’s success in making qinghao extract (para. 3) to “the process of making enough qinghao extract for large trials” (para. 4) <i>Even</i> with large amount of qinghao extract produced, <i>however</i>, they still faced another problem. Function: It moves from Tu’s success in “making enough qinghao extract for large trials” (para. 4) to the new problem Tu’ s team was facing—no sufficient safety data (para. 5).</p> <p>⑥ <i>As a student, what qualities are worth learning and inheriting( 传承 )?</i> Keys: The desire for truth,being strong-minded, devotion to science,being willing to sacrifice, and the sense of responsiblility...</p> <p>⑦ <i>According the last paragraph, what did Tu encourage scientists to do in her lecture?</i> Keys:Further explore the treasure house of traditional Chinese medicine and raise it to a higher level. Perhaps the next generation of scientists, drawing on the wisdom of traditional Chinese medicine, will indeed discover more medicines beneficial to global health care.</p>	<p>通过时间轴串联起屠呦呦生平和青蒿素研究过程，初步了解研究的艰辛。</p> <p>通过 <i>What</i>、<i>How</i> 等相关的深层次问题，引导学生深入文本，促进学生高阶思维。</p> <p>通过阅读，引导学生赏析关键的动词、短语和句子，深入挖掘屠呦呦团队的主要困难和不懈努力，进而归纳出科学家的优秀品质。</p> <p>通过赏析段与段间过渡句的使用，理解新闻报道的写作手法和上下文的衔接，从整体上更好的把握文本信息。</p> <p>通过归纳总结屠呦呦团队的优秀品质，引导学生迁移创新，形成自己的判断和观点。再结合学生自身，思考优秀品质的传承，加深对于单元主题科学精神和科学家的贡献的理解。</p> <p>引导学生梳理额外信息，理解作为一名优秀科学家，屠呦呦的毕生追求，从而更好的理解屠呦呦获诺贝尔奖的意义</p>

<p>Step 5 Post-reading Further thinking and discussion</p>	<p>The teacher has students work in groups and discuss the following questions. ① What significant role has traditional Chinese medicine played in Tu's success? Keys: Firstly, Tu has a broad knowledge of both traditional Chinese medicine and Western medicine, which enabled her to find a cure for malaria. Secondly, abundant traditional Chinese medical recipes gave her plenty of choices and the traditional Chinese medical classics inspired her. ② According to the report, why is Tu's achievement so significant or how does her discovery influence the world? Keys: ◎ increase malaria patients' chance of survival (for the world) ◎ promote traditional Chinese medicine and earn the international recognition (for China) ◎ inspire many young people (for the future generation)</p>	<p>结合所学, 指导学生小组合作, 总结反思中医在青蒿素研究中的作用, 并引导学生学会运用文本信息佐证自己的观点。 引导学生通过讨论和小组合作内化迁移, 从多维度思考屠呦呦的成就对整个世界的巨大推动作用, 科学家的担当和科学精神的宝贵</p>
<p>Homework Write a summary about Tu Youyou including her personal experience, research process and qualities. Visit the official Nobel Prize website to learn more about these great scientists and their achievements. Finish relevant exercise in the workbook.</p>		

首先, 深度阅读有利于落实英语学科核心素养的培养目标。深度阅读能够帮助学生在活动中学习语言知识、发展语言技能、理解文化内涵、应用学习策略, 在提升语言能力的同时, 引导学生分析和审视事物的真、善、美, 评判不同的价值观, 实现对主题意义的深层理解。

其次, 深度阅读促进学生的个性表达和深度思考。逻辑性、开放性、主动性、批判性、创新性、探究性等情景化、多样化的问题可以鼓励学生发表观点, 进行评估和创造, 促进学生的个性表达和深度思考。

在本课中, 围绕核心任务, 笔者细分为三个部分。第一个是完成屠呦呦的时间线。让学生了解重大时间节点的重要事件。引导学生初步了解她早期的教育, 感受了解她的能力, 她接下任务的担当, 快速攻克难关的不易。第二个任务是通过带领学生细品第三至五自然段, 通过对困难和解决方法的描述, 从一个生动的词汇短语中体会文本所反映的以屠呦呦为代表的科学家的优秀品质——博学、勇敢、担当、奉献、牺牲、坚持不懈等最终回归到科学家的核心精神——对真理的渴望和不懈追求, 对社会的责任担当。就是这些具备优秀品质的科学家们改变着我们的世界。第三个任务放在最后一段, 通过文本中列出的 200 多万被青蒿素拯救的数据, 通过屠呦呦在诺贝尔讲座上的演讲, 结合文本中早期教育, 科研攻关的尝试等等, 让学生理解中医的巨大作用。通过层层递进的任务设置和问题串联, 尤其在研讨中医对屠呦呦研究的重要作用时, 学生给出了 **foundation**、**bridge**、**guide** 等关键词, 反映出学生在深入挖掘后通过高阶思维的凝练出自己的认知和理解, 同时这种分享也更有效的激发学生间的思维碰撞, 产生可喜的成果。

最后, 深度阅读可以提升学生的批判性思维和问题解决能力, 更好的理解文化内涵, 发现文化价值。通过深度阅读, 学生能够在全球化背景下加深对中外文化的理解和对优秀文化的认同。比如, 课堂的最后的输出环节, 笔者通过小

组合作讨论的形式, 引导学生回顾文本, 从多维度总结屠呦呦的成就的重要性。学生们思维也完全打开, 从个人角度, 从女性角度、从国家和世界的层面, 学生给出自己的理解, 也进一步的激励着学生向屠呦呦这样科学家们一样, 不断探索求真, 勇于担当。在课堂中, 学生们能够积极主动地参与分享和讨论, 课堂参与度高。在最后输出环节中, 学生们能够把本节课所学和自己的经验结合起来, 效果令人满意, 最终也达成了教学目标。

#### 4 结语

结合以上实例, 在高中英语教学中实施深度阅读, 笔者认为可以采取以下几种策略: ①巧设“主线问题”。通过主线问题, 引导学生深入理解文本。设计贯穿全文而又富有挑战性的问题情境, 把那些零散或繁杂的提问串联起来, 成为服务整个文本的的支架。可以把英语课堂阅读问题大致分成信息输入 (Input) 型问题、信息加工 (Process) 型问题和语言输出 (Output) 型问题, 层层递进, 螺旋上升。②探索“启思”教学设计。教师需要转变教学观念, 从解决实际问题的角度出发, 基于不同的阅读层次, 以阅读语篇为依托, 制定科学、高效的教学设计方案, 引导学生通过完成多重阅读任务实现思维品质的培养。③开展多元读后活动。设计基于读后反馈活动, 以多样化的课堂活动, 让学生主动学习, 理解知识的内在本质, 主动建构知识体系, 对知识进行应用和迁移, 解决真实社会活动中的问题, 最终实现多维度评价自身的发展, 培养核心素养, 实现课程的育人价值。

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