

# 浅谈课堂解释的途径——Paraphrase

张 静

【摘 要】Paraphrase 是一种用简单英语解释较难英语表达的教学方法，将其应用于高中阅读教学中，使其成为教师阅读教学以及学生英语学习中的一种习惯。本文从词、句、篇三方面阐述了 Paraphrase 教学法在高中英语阅读教学中的应用及其作用。

【关键词】paraphrase, 课堂解释, 阅读教学

高中英语阅读教学的目的在于培养学生阅读策略和语感、提升人文素养，特别是培养学生在阅读过程中获取信息、整理信息和处理信息的能力。如何在阅读教学中贯彻和落实新课标的精神，把握课标教材的内容，切实提高学生的阅读理解能力及综合语言运用能力，正是我们英语教师需要探究的问题。很多学生对阅读英语文章感到十分困惑，总觉得课文学习不过是学几个新单词而已，拿到文章无从下手，甚至基础较好的学生也认为把文章的大概意思看懂就可以了，并不会会有意识地去关注文章的篇章结构、主旨大意、作者意图、词义，更不会通过输入环节来进行输出活动，如转述所读内容、发表相关话题的观点等，导致阅读学习收效甚微，更谈不上综合语言运用能力的提高。因此，如何通过阅读教学提高学生的英语阅读能力，进而有效地培养学生综合语言运用能力成为广大英语教师教学中的重中之重。笔者在教学过程中积极学习各种教学理论，发现 Paraphrase 教学法是阅读教学中培养学生英语语言运用能力的一种行之有效的办法。

## 一、Paraphrase 的定义

Paraphrase 的中文释义就是解释词义。它包含两个方面：一是用不同的词表达与原文相同的意思；二是用来重新表达的词要更简单易懂。实践表明，在整个英语学习阶段，Paraphrase 对英语综合技能的培养起到了不可估量的作用。笔者认为，如果把 Paraphrase 渗入阅读教学中，就能体现用英语教英语的基本原则，从而也体现了把英语作为交际工具来教和作为交际工具来学的根本目标，同时，能够创造浓厚的英语气氛，不断激发学生的学习兴趣，帮助他们培养语感。在这样的英语课上，学生的注意力会更集中，精神会更振奋，与教师的配合会更默契，思维

能力也会在语言运用中得到新的发展。

## 二、Paraphrase 的作用以及运用

在教学实践中，笔者尝试着把 Paraphrase 教学法有意识地应用到英语阅读教学中，指导学生进行循序渐进的训练，让 Paraphrase 在教学中成为一种习惯，使之成为帮助学生扩大词汇，处理长难句，把握篇章的一个很好的工具。

1. Paraphrase 可以帮助学生在阅读教学中扩大及熟练掌握词汇

英国著名语言学家 D. A. Wilkins 曾说：“没有语法，人们不能表达很多东西，而没有词汇，人们则无法表达任何东西。”有人说：“得阅读者得天下”，但“得阅读”首先应“得词汇”、“得语感”，所以我们可以说“得词汇者得天下”。一般来说，要提高阅读理解能力，就要扩大词汇量。因此，在阅读教学中扩大词汇量及促使学生熟练掌握新学词汇是教师的教学重点。在结合上下文猜测和理解词汇含义时，教师若能用学生熟悉的语言解释词义，即用英语变换表达，久而久之，学生会逐渐养成注意英语同义词、反义词及词性异而词根相同的词，并形成把它们连贯起来记忆的习惯。下面笔者以译林版《牛津高中英语》（以下均以该教材为例）为例来阐述 Paraphrase 在扩大词汇量方面的作用。

### (1) 使用同义词

Some consider digital TV to be superior to satellite TV because it allows the services to be delivered with clearer pictures than before. (模块七 Unit 1 的 Reading) →

Some think digital TV is better than satellite TV because it permits the services to be sent with clearer pictures than before.

## (2) 句子关系替换

We will not give up until we find convincing evidence. (模块二 Unit 1 的 Reading) →

Before we find convincing evidence, we will keep going.

## (3) 转变词性

We emptied the tomb of everything it contained. (模块二 Unit 3 的 Reading) →

We made the tomb of everything it contained become empty.

## (4) 改变语态

However, in this wonderful production, it has been transformed into the location for a beautiful and heartbreaking love story. (模块八 Unit 2 的 Reading) →

However, in this wonderful production, people changed it into the location for a beautiful and heartbreaking love story.

在《牛津高中英语》教材里,每个单元的 Reading 板块 Part D 都设置了一个英文词义配对题。例如,模块六 Unit 1 的 Reading 中,main 对应的是 major, chief; humorous 对应的是 funny and entertaining; outstanding 对应的是 very good, excellent; improvise 对应的是 perform without preparation 等。教师在教学过程中可以充分利用这一部分帮助学生扩充和巩固已学词汇。例如,教师在呈现 intelligent 这个词时,可以与下列同义词或反义词联系起来: smart, clever, bright, slow, stupid, dull 等。再如与 surprise 一词词根相同而词性不同的词: surprised (*adj.*), surprising (*adj.*), surprise (*n.*), surprisingly (*adv.*) 等。

实践证明,通过 Paraphrase 来学习、记忆词汇是行之有效的扩大词汇量的一个途径。但是,我们也知道,如果仅有一定的词汇量而对其用法含糊不清或未能熟练掌握的话,在实践过程中还会出现许多问题。例如,able 与 capable 是同义词,都表示“有能力的”,但是用法却不尽相同,在表示“有能力干……”的意思时,able 与 to do 搭配, capable 与 of doing 相接。再如,compose 和 consist 都可表示“组成、构成”之意,但是,在句子中表达“由……构成或组成”的意思时,前者要用主动语态,后者要用被动语态。例如,“这个委员会由五个人组成”这一句,可译为: The committee is composed of five people. 或 The committee consists of five. The committee is made up of five. 由此可见,如果没有掌握词汇用法

上的区别,而仅仅知道它们是同义,是没有实际意义的。而如果在阅读教学中对学生经常进行 Paraphrase 的训练,学生就会对同义表达在形式上的区别加以注意,可以深入透彻地理解词义,从而达到掌握词汇及其用法的目的。同时,学生学习新词,复习旧词,从而提高了单词的复现率。

2. Paraphrase 可以帮助学生透彻地理解课文长难句,理解课文的难点

外语是异域文化的载体和表现形式,其丰富的异域文化内涵和文化负荷传递着无尽的异域文化信息。高中教材中许多文章都直接来源于英美作家的作品,承载了丰富的西方文化知识,学生只有在全面理解课文的基础上才能准确地把握这些信息。然而,在课文中,几乎每篇都有那么几个句子,其意义表达不甚明显,即使译成汉语,学生仍然感到不知所云。要解决这个问题,Paraphrase 是行之有效的方法,即用另一种方式解释或重新表达课文中某些难以理解的句子,这样有利于训练学生运用不同词语、不同句型表达同一含义的能力。下面笔者以《牛津高中英语》模块九 Unit 2 的 Reading 为例来谈谈 Paraphrase 在理解课文长难句中的作用。

## (1) 将长句拆分

The Western or Roman alphabet is a Greek invention, as is the marathon, which is a long distance race named for a Greek messenger who ran from Marathon to Athens to report a victory at the battle of Marathon in 490 BC.

这个长句看起来非常复杂,其主干是 The Western or Roman alphabet is a Greek invention,其中含有三个定语从句: as 指代的是 a Greek invention,引导非限制性定语从句; which 引导另一个非限制性定语从句用来修饰 marathon; who 引导的定语从句用来修饰 a Greek messenger。在弄清了句子的结构以后,我们可以将其拆分成如下几个简单句: Not only the Western alphabet but also the marathon is a Greek invention. Once, a Greek messenger ran from Marathon to Athens to report a victory at the battle of Marathon. Because of the long distance, Marathon was named for the Greek messenger.

## (2) 将句子放到上下文中理解

After that, much progress was made in constructing the monument, particularly with the large amount of work in preparation for the 2004 Athens Olympic Games.

从句中我们看不出 monument 指代的是什么,以及进行修复的组织者是谁,但根据上下文,我们可以这样理解:While preparing for the 2004 Athens Olympic Games, the Greek government made much progress in constructing the Acropolis.

(3)将一些生僻词替换成常用词

The committee is also undertaking important educational work based on the consensus of the members that the best form of conservation is the prevention of damage.

在这句话中, consensus 是一个生僻单词,我们可以把它转化成 complete agreement,故此句可运用 Paraphrase 如下: The committee is also in charge of important educational work which is based on the complete agreement of all members. The complete agreement is that the best form of conservation is the prevention of damage.

(4)综合

The last major destruction of this kind occurred with the theft of many of the best sculptures in 1801, when an Englishman, Lord Elgin, started to take them to London, and later sold them to the British government.

教无定法,因此很多时候对于长难句,我们只要用简洁的句子将句意表达完整就行。这句话可以用不止一种 Paraphrase 的方法: In 1801, many of the best sculptures were stolen and at that year, an Englishman called Lord Elgin, started to take them to London, and later sold them to the British government. It was the last major destruction of theft.

我们用这种方式,不会让学生在阅读课上觉得课堂沉闷,而是激励他们遇到类似句子时主动进行分析。Paraphrase 旨在鼓励学生在保持原句意思不变的基础上提高他们活用所学句型的能力,其原则是将较为复杂难懂的句子用更易于理解、领会和吸收的句式进行替换。教师可通过系统的训练帮助学生透视句子的深层结构,丰富句子的表层结构。学生在教师给出答案之前,大胆地开动脑筋把所学的句型灵活变换,为掌握语言的用法打下坚实的基础。学生在学习过程中,自然而然会养成用英语思维的好习惯。

3. Paraphrase 可以帮助学生更好地把握课文的整体结构并培养归纳能力

课文教学应从全篇内容着眼,既要防止只讲语

言点而忽略通篇内容,也要避免只注重文章内容而忽视语言基础训练。课文教学要在学生全面理解课文的基础上培养他们运用英语的能力。然而,学生在学习课文时,有时往往不理解整段或整篇文章的含义,出现“只见树木,不见森林”的问题。在阅读教学中运用 Paraphrase 进行语篇整体教学的优点在于能够帮助学生理清思路,抓住细节,完整、系统地进行语篇阅读与理解,了解作者写作意图等,从而提高推理归纳能力,同时可以培养学生用英语进行思维的能力和提高自己的语言运用能力。

下面笔者仍以模块九 Unit 2 的 Reading The Acropolis now 为例,谈谈如何在把握课文的整体结构中渗透 Paraphrase 教学。本文共七个自然段。在阅读教学的导入及 skimming 环节后,教师要求学生找出每段的 topic sentences,然后鼓励学生用更简单的英语进行 Paraphrase,并引导学生多关注关键词。学生积极发言,很快给出了更明了的表达,即:

Para. 1. Great impact

Para. 2. Ancient Acropolis

Para. 3. Various damage

Para. 4. Poor restoration

Para. 5. Professional restoration

Para. 6. Organized program

Para. 7. Education

在这个过程中,学生既运用了英语,也训练了理解归纳能力,学生根据这几个名词顺利地归纳出文章的主旨,即 The passage tells us the general history of Acropolis, the damage done to the Acropolis and the ways undertaken to preserve the historic site. 同时,在多种 Paraphrase 答案中感受英语表达的多样性。最重要的是体验运用英语的成就感,为课文的下一步阅读教学奠定基础。此外,复述、改写、缩写、扩写等都是 Paraphrase 在阅读教学中的运用,教师应采取多种 Paraphrase 方式来提高阅读教学的效果。笔者让学生在学完 The Acropolis now 这篇文章后,将后四段用自己的话改写成 100 字左右的小短文。某位学生习作如下:

A lot of the buildings have been damaged by earthquakes, acid rain, plant roots and bird droppings. Some damage has been caused unintentionally by people simply walking around the site and some has been caused deliberately. In 1835, the Greek government began to restore the Acropolis, but it was not successful. To avoid further damage, the Greek

government appointed a special committee to undertake the professional restoration. The committee's assessment is that a lot of damage to the site was caused by people's ignorance and by those who do not want to bother protecting it. Now teaching people about the conservation of ancient historic sites is high on their agenda.

### 三、结论

总之,在高中阅读教学中 Paraphrase 的运用十分重要。培养学生 Paraphrase 的能力,既能训练学生的理解能力和表达能力,逐步培养“用英语思维”的习惯,还能让学生学以致用,培养写作能力。Paraphrase 教学法鼓励学生“用脑思考”,充分激发了他们的潜能,符合“素质教育”的思想,值得提倡。当然,培养学生 Paraphrase 的习惯不是一蹴而就的,提高学生 Paraphrase 的能力也非一日之功,不仅要大

量渗透于日常阅读和课堂教学之中,还需要教师的正确引导。在把 Paraphrase 与阅读教学有机结合的过程中,教师还应引导学生多查阅英英字典,阅读英文报纸,欣赏英文原版电影等,为学生创造更多的学英语的环境,在学生长期不懈的体验和积累中,实现综合语言运用能力的提高。

### 参考文献:

- 李道和. 1990. 关于 paraphrase 的笔记 [J]. 阴山学刊, (2): 5-9.
- 李继民. 2003. Paraphrase 在英语教学中的作用 [J]. 英语辅导报大学教师版, (13):16-18.
- 赵丽,王松美. 2006. 论新课程理念下的中学英语词汇教学 [J]. 中小学外语教学(中学篇), (10): 25-28.

(作者单位 湖南省长沙市明德中学)

(上接第 11 页)

Skills) states, "Students are proud of their achievements and are enthusiastic about their work. They respond well in lessons, working productively with one another and in the main sustain a satisfactory rate of independent work. They give close attention to the direction and advice of their teachers." "It can be a tough job, costing you a lot of time, but meanwhile bridge you and your students. It offers the possibility of a more democratic relationship between you and your students, where you are able to point your students in the right direction and encourage independence in learning.

### . Conclusion

In conclusion, I don't deny that the improving of learner independence is tough and risky, as I mentioned above, because it is not always happy and interesting and it generally needs a long time. Some conflicts among students or you and students or even you and your colleagues and school principal will develop inescapably, especially when the result of the exam is not good enough, or when the wonderful opportunity the students have been offered is not understood and valued. You may panic, feel angry and frustrated. But never give up. Anyhow, developing student independence and teaching the students learn

to learn is the destination of education. So these conflicts are only a natural part of the independent learning procedures. Keep calm, keep constantly reflecting your teaching strategies, mediate and negotiate the students through the conflicts, which will lead them to a real maturity. What's more, it can help you out of your puzzles and relax your teaching once you have built your own way of building your students learning independence.

### References:

- Betty Lou Leaver, Madeline Eerman & Boris Shekhtman. 2004. *Achieving Success in Second Language Acquisition* [M]. London: Cambridge University Press.
- Jack C. Richards, Charles Lockhart. 1996. *Reflective Teaching in Second Language Classrooms* Cambridge [M]. Language Education.
- Jack C. Richards Willy A. Renandya. 2002. *Methodology in Language Teaching* [M]. London: Cambridge University Press.
- Jim Scrivener. 2005. *Learning Teaching*[M]. MACMILLAN.
- Zoltán Drnyei. 2002. *Motivation Strategies in the Language Classroom*[M]. London: Cambridge University Press.

(作者单位 湖南省长沙市长郡中学)