

Exploration of Micro Skills for High School English Continuing Writing after Reading

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Abstract

With the advancement of the reform of English curriculum based on core literacy, the idea of proposition and question type structure of college entrance examination are also changing, and the teaching of continuing writing after reading has attracted much attention. The new question type of college entrance examination can organically combine the input and output of language. In practical teaching, it can improve students' reading and writing ability quickly to carry out micro skills teaching after reading and writing. Based on personal teaching practice, this paper expounds the micro-skill teaching of each aspect from the three aspects of clarifying the main idea of the article, expanding the story plot and language expression training, and explores the continuance of micro-skill after reading high school English, in order to improve and develop its teaching.

Keywords

Continuing Writing after Reading; Micro Skills; High School English.

1. Introduction

Continuing writing after reading is a new question type in the new college entrance examination reform. It integrates reading and writing in the same context, and pays attention to the cultivation of students' writing ability while testing students' reading ability. This new form of examination is difficult for most students, so how to effectively improve students' ability to read and write is the focus of teachers' teaching. In the teaching practice after reading and writing, the author found that plot construction and language expression are two major weaknesses of students, and the part of language expression especially needs teachers' systematic planning and guidance. In view of the question of how to help students improve their language expression ability after reading and writing, the author believes that teachers should use the new textbooks well and thoroughly, and deeply study and integrate the reading texts.[1] The comprehensive skills of reading and writing are decomposed into micro skills and integrated into reading and writing teaching based on new textbooks, so as to gradually improve students' language expression ability.

In the process of learning English, it is necessary to emphasize the training of students' reading skills and analytical ability through reading comprehension and the cultivation of students' English writing ability through writing teaching. Under the background of the continuous reform of college entrance examination, the type of questions after reading is the emphasis on students' language input ability and language output ability. In order to promote the comprehensive development of students' English language ability, teachers should train students' ability to continue writing after reading in a targeted way. At the same time, teachers should comprehensively exercise students' ability to apply English through continuous optimization of classroom teaching mode, so as to promote the establishment and growth of students' English discipline accomplishment. As a front-line English teacher, we should

constantly explore and study the practical and effective post-reading and writing skills suitable for students. Through the practice and exploration of various micro-skills of reading and writing after reading, the effectiveness of students' reading comprehension of the text to be written will be improved, so as to help students proficiently convert language input and output, and finally show the improvement of writing level. Under the background of the integration of reading and writing, it can not only promote the improvement of learners' writing ability through reading, but also promote the generation and development of students' multiple language skills under the background of multi-ability practice, so as to realize the close connection between comprehension and writing, and improve the efficiency of English teaching and learning.

This article will introduce the micro skills under each major concept from three aspects: clarifying the main idea of the article, expanding the storyline, and language expression training.

2. Clarify the Main Idea of the Article

The meaning of the main idea includes two aspects, one is "main", refers to the topic and content of the article; One is "content", which refers to the core of an article, such as writing intention, emotional attitude, value orientation, etc., which needs to be summarized and summarized by oneself. Subject matter is the focus of reading comprehension test for examinees[2]. It requires examinees to be able to read both explicit and implicit information of an article. To some extent, grasping subject matter is the purpose and basic requirement of most reading comprehension. Candidates only grasp the gist of an article, it is possible to grasp the kernel of the article, and then experience the profound significance of the article, grasp the direction of the article, detailed understanding and inference. On the other hand, if you don't grasp the main idea, your understanding of details will be off track. After reading, the reading material is usually narrative text, which is different from expository text and argumentative essay. It is relatively difficult to grasp the main idea of narrative text.

Expository and argumentative essays often present the main idea directly in the key paragraphs of the essay. It is not difficult to grasp the main idea if you find the key words. However, in narrative reading, because of the vivid language and rich details, examinees are more likely to pay attention to details and plots, but ignore the main idea of the article. In order to help students clarify the main idea, the author summarizes the following five micro-skill main idea methods.

2.1. Main Idea Element Method

There are usually three ways to test the main idea in reading comprehension: main idea, writing purpose and best title. We can also use problem solving skills in reading comprehension to help us find or summarize the main ideas of the passage. Ask yourself the following two questions after reading the passage: What is the passage mainly about? What is the author's purpose in writing this story? In trying to answer these two questions, we are getting closer to the main idea of the essay. So, the next step is to use your reading skills to help you determine the main idea. First, pay attention to the first paragraph and the reasoning paragraph. The first paragraph of an essay usually begins with a main idea or lays the groundwork for the topic. Although only half of the text is given after reading, if you look closely, you will find that as the story progresses, there are rational sentences or paragraphs, usually psychological descriptions or reflections. [3]When we finish reading the passage and go back to the paragraphs again, it is not difficult to grasp the main idea of the passage. Second, pay attention to the title. Not all questions will have a title, but if there is one, be sure to carefully study the title before reading, predict the content of the passage, and carefully consider the title after reading, think deeply, and dig out the hidden main ideas in the title. Third, the article repeated words need to pay attention to, often these words are pointing to the center of the article.

[4]The first and last paragraphs, headings, and key words mentioned above are all elements that are closely related to the main idea. Learning to grasp these elements will help us quickly grasp the main idea of the passage in the exam.

2.2. Structure Schema Method

For more difficult articles, the main idea elements are not obvious, candidates can summarize the general idea of each paragraph, then divide all paragraphs into levels, by summarizing the structure of the article to sort out the way and layout of the article, and then use the Siwei map and other schematons to grasp the author's writing intention and the main idea of the article.

2.3. Plot Combing Method

At present, the more common plot combing methods include "5W+1H" method of extracting story elements and "Story mountain" mode. In the reading process, students can have a preliminary understanding of the basic plot and general idea of the story by answering the following questions: Who, What, When, Where, Why and How.[5] The downside of this approach, however, is that these extractions don't give us enough insight into the story. With the help of the "story Mountain" model, the examinee can divide the structure of the story, and then grasp the story context by combining important details to get the main idea of the article, and then complete the other half of the story after understanding the meaning of the story and the writing intention.

2.4. Subject Context Method

According to the English Curriculum Standards for Senior High Schools (2017 Edition, 2020 revision), the subject contexts are divided into: man and self, man and society, and man and nature. Each topic context is divided into several sub-topics, it is necessary for the examinee to have some understanding of these topics[6]. Subject context not only regulates the learning scope of language knowledge and cultural knowledge, but also provides meaning context for language learning, and organically penetrates emotions, attitudes and values. In exploring the main idea of a text, sometimes going back to context helps us to get beyond the plot and to the heart of the story.

2.5. Foreshadowing Method

Foreshadowing is a technique of description and narration in literary creation, which means that the author gives hints or hints to the characters or events that will appear in the work in order to respond to them. Good foreshadowing and reference can play a role in hinting, pointing, and communicating the internal relations of the article, so as to make the article smooth and reasonable, and often give people spiritual resonance or unexpected reading surprise[7]. When you can't grasp the main idea of the article and have difficulty constructing a plot, you can use foreshadowing in the story to help you determine the theme of the story and advance the plot. So, how to find the foreshadowing of the article? Usually foreshadowing is the information that the author ambushes in the article and plays a key role in the development of the story, so it must leave the reader with a hint. First of all, foreshadowing is usually accompanied by "close-up", that is, a brief pause on the main line of the narrative to give a detailed description of a certain character or thing, so as to attract readers' attention and pave the way for the following. Secondly, foreshadowing is often accompanied by contradictions, such as the character's personality or performance being completely different from others, or creating contradictions and conflicts in the development of the plot[8].

3. Develop the Story

The organization of teaching activities for continuing writing after reading emphasizes students' profound analysis of the text, and also emphasizes the exercise of students' writing

skills. As an English teacher, in the process of carrying out post-reading skills training for students, it is necessary to make effective analysis of the textbook texts, and ensure that students can master the skills of post-reading and post-writing through long-term reading and writing training, so as to form good English skills in grasping the characteristics of the text[9]. By analyzing the types of discourse written after reading, it can be found that most of its main forms are narrative articles describing stories, or some narrative articles containing the nature of discussion, with twists and turns in the plot, story content ups and downs, and strong logic. Therefore, on the basis of grasping the two main lines of the main plot and emotional development of the narrative essay, students should ensure that the content of the writing is specific and vivid, and at the same time form a better narrative logic. when, where, who, what and how are the key writing factors of narrative text. In the process of teaching text reading, teachers may first guide students to sort out the text by combing elements, so that students can grasp the development path of things in the process of reading and grasp the internal emotional logic. [10]For the continuation of paragraph writing, students should grasp the key elements of the article to complete the expansion of the text. Therefore, teachers should train students' analysis and summary skills in the process of text reading. Discourse text involves key information and main content. Teachers should guide students to grasp the key information of the text, guide students to take the initiative to study the language style of the text, analyze the characteristics of the text, and at the same time ensure the effectiveness of the writing after reading by coordinating the writing training with the text, so as to realize the integration of writing teaching and reading teaching. It not only trains students' writing ability, but also improves their reading and analysis ability.

3.1. Focus on the Main Details and Character Characteristics of the Text

The main details of a narrative essay usually include the characters, time, place and events of the story. Therefore, in the teaching of reading, it is necessary to guide students to pay attention to the elements of narration[11]. For example, in the teaching of "A Sad Love Story" in Book 3 Unit 1, teachers can guide students to pay attention to the narration elements of the article by asking the following questions: Who were the main characters? When did the story happen? Where did the story happen? What happened to the main characters? What kind of person do you think Li Fang was? What kind of person do you think Li Fang was? What about Hu Jin? Why? Based on the above foreshadows, let the students continue to write the end of the story, and then let the students according to the details of the article and character characteristics of the students to evaluate whether the continuation of the story is reasonable.

3.2. Focus on the Topic

Any story has a purpose, which is to convey a certain theme to the reader. It is important to follow the author's thoughts and keep the consistency of the theme in the continuation. Therefore, it is necessary for teachers to lead students to analyze the topic of the article in reading, and guide students to pay attention to the topic of the article when continuing writing. When teachers usually choose the plot for students to expand, they should first consider whether the content is closely related to the theme, whether it is necessary to expand details, and gradually cultivate students' ability to choose details.

4. Language Expression Training

In addition to a reasonable story, a good follow-up also needs vivid detail description and accurate use of language support. Teachers can infiltrate language expression training with the help of textbook texts. In the reading class, after students acquire and sort out the main information of the article, teachers can set up language appreciation and analysis teaching activities to guide students to appreciate the vivid, beautiful and authentic language expression

in the text, and then encourage students to creatively imitate and use the knowledge they have learned, and use imitation writing, rhetorical devices, fragment training and other ways to improve the vividness and richness of language use. In order to better penetrate the language expression training, the author summarizes the following 6 microskills methods.

4.1. Write Long Method

Length writing includes single sentence length writing and discourse length writing[12].

The so-called long single sentence method means that the teacher provides a sentence in English and then asks the students to continuously lengthen and extend the sentence. The students can use noun phrase (NP), adjective phrase (AdjP), auxiliary phrase (AdvP), various clauses, non-predicate verbs and other grammatical forms.

The so-called text length method is to increase the number of words by adding noun phrase (NP), adjective phrase (AdjP) and adverbial phrase (AdvP) on the basis of the text written by students for the first time, so as to help students overcome the psychological problem of writing difficulty and cultivate their language sense.

4.2. Description of Facial Features Method

The so-called "five-sense description" is from the perspective of vision, smell, taste, hearing and touch, so that the description appears vivid and specific, let the scene three-dimensional, let the story lifelike, let the reader immersive. For example, the second paragraph of Unit 4 Reading for Writing in the new version of the textbook Book 2 provides a vivid template for teachers to guide students to use the "five senses description method" to improve their writing ability.

The peaceful landscape of the "Emerald Isle" and its many green counties is a true feast for the eyes, with its rolling green hills dotted with sheep and cattle (visual). And down by the sea, the roar of the ocean waves and cries of the seabirds make up the music of the coast. On a quiet morning in the sea mountains, feel the sun on your skin, and breathe in the sweet scent of fresh flowers (smell) while birds greet the new day with their morning song.

In the above passage, the author vividly describes the visual, auditory, tactile and olfactory sensations brought by the beautiful rural scenery. The author gives a vivid description of the hills, the sea and the mountains, making the readers feel as if they were there.

4.3. Action Chain Method

The so-called action chain micro-skill refers to the decomposition of action and the formation of action chain by using a series of verbs with strong dynamics, strong sense of hierarchy and precision when describing actions. Specifically, A series of actions can be presented in the form of A, B and C and in the form of word segmentation[13]. Empty, general description will make the content of the lack of vitality, so that the character image is not full. The actions of the characters may be simple or complex, which can not be completed at once. Careful observation can capture the slow-motion lens that best reflects the characteristics of the characters. Therefore, when describing the action, students should learn to refine the action, decompose the action process into a series of subtle actions, form a chain of actions, write the continuity of the action, so as to make the description with a sense of picture, make the character more three-dimensional.

Stay in a local hotel, visit the museums, admire the architecture, Stay in a local hotel, visit the museums, admire the architecture, enjoy the excellent local food, and go shopping at the local markets.

The action chain above makes the travel schedule in Peru come to life. The use of action chain to connect the plot can make the detail description rich level, can create a vivid picture sense. Teachers should fully guide and exercise students' ability to describe details with action chain when teaching.

4.4. Positive Description Plus Side Foil Method

The so-called positive description plus side setting means that when describing the environment and characters' psychology, positive description is adopted as the main part and side setting as the auxiliary part to create the context atmosphere. For example: Book 2 Unit 2 Reading and Thinking The air is thin and we have to rest several times on the short hike from camp. To our left, snow-covered mountains disappear into clouds. that seem almost close enough to touch.

In the above article, the author describes the thin and cold air of the plateau through the positive description, and illustrates the thin air of the plateau through the depiction that "we" have to stop and rest frequently during the short walk.

4.5. Rhetoric Method

Proper use of rhetorical devices can make the language more vivid, beautiful and expressive. In teaching, teachers can guide students to learn and imitate various rhetorical devices in the new textbook text.

When Michael Jordan's feet left the ground, time seemed to stand still. (Personification + exaggeration).

It seemed as if the world were coming to an end! It seemed as if the world were coming to an end! (exaggeration).

Bricks covered the ground like red autumn leaves... (simile).

Slowly, the city began to breathe again. (Personification).

4.6. Language Feature Method

The so-called linguistic features of text are different writing styles. Different writers have different linguistic preferences when they write. Teachers should guide students to identify language features of different styles and imitate them when using new textbooks. Book 1 Unit 2 Workbook Expanding Your World first paragraph, Pisa is a fine old city. The houses are well-built; the streets open, straight, and well-paved; the shops well-furnished; and the markets well-supplied.

In the above article, the author uses various adjectives, especially composite adjectives, to vividly describe the streets and city appearance of Pisa, Italy. The teacher should guide the students to imitate the writing style of the original text so as to make the continuation paragraph cooperate with the original text discourse and language.

5. Conclusion

There are many ways to carry out effective teaching activities of reading and writing in the background of core literacy. The improvement of students' writing ability cannot be achieved without a lot of reading input. In the process of reading and writing combined teaching, the author found that, on the basis of text analysis, students should be guided to clarify the main idea of the article, reasonably expand the story plot, infiltrate the language expression training, writing length, description of facial features, description of action chain, rhetoric and language features training. These micro-skills, which combine the input and output of the language closely, are conducive to inspire students to carry out creative writing and improve their comprehensive language application ability of English subjects. Under the background of reading promoting writing skills training, English teachers should promote the continuous development of language output skills through language input by expanding story plots, training language expression and writing promoting understanding, and improve the quality of students' text comprehension by using language output.

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