



中国基础教育外语测评研究基金
Fund for Assessment Research in Foreign Language Education

基于诊断测评培养学生阅读微技能 的教学设计

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01

指导思想与理论依据

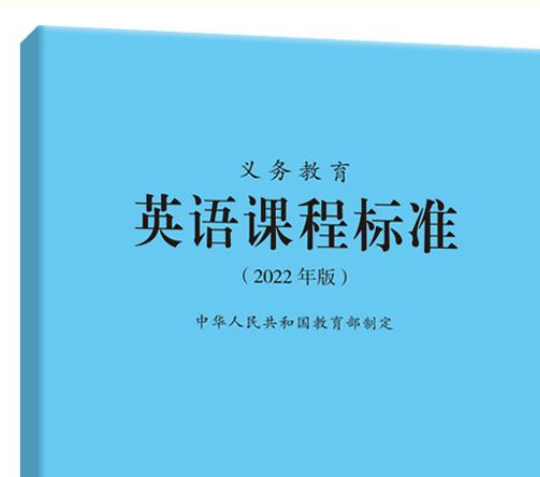


指导思想与理论依据

1. 推动“教—学—评”一体化设计与实施

坚持以评促学、以评促教，将评价贯穿英语课程教与学的全过程。

“教”决定育人方向和基本方式，直接影响育人效果；“学”决定育人效果；“评”为促教、促学提供参考和依据。要注重三者相互依存、相互影响、相互促进，发挥协同育人功能。



指导思想与理论依据

2. 依托诊断性评价进行课堂教学设计

诊断性测评以**测试语言微技能**为主，通过科学专业的诊断题目，测查学生阶段性学习目标的达成情况，分析**微技能强弱项**的分布情况。

教师可以充分基于**诊断性评价**评估学情，**调整教学进度**，设计并实施教学活动。

——《以评促教促学，落实英语教、学、评一体化的五点实施建议》（蒋京丽，2021）



02

教学背景分析



学情分析

自然情况

本节课的授课对象为北京市顺义区仁和中学七（4）班学生。学生们整体英语学习热情较高，思维活跃，积极参与课堂。

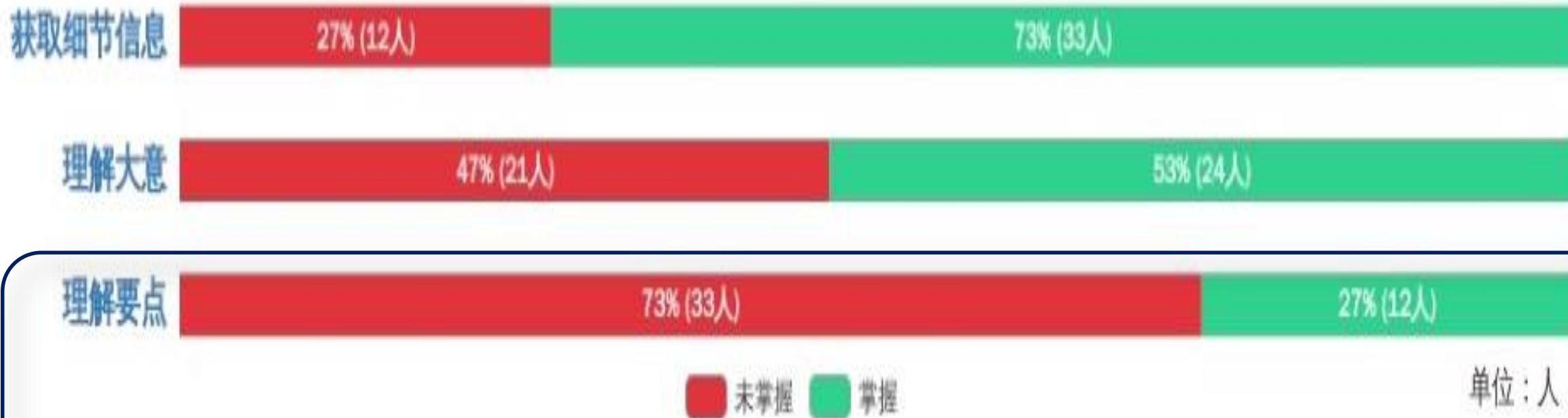
语言技能-阅读能力较弱

您班学生在阅读日常生活中常见的简短应用性材料时，未能准确识别并提取部分关键信息。在阅读语言简单的小故事、说明性语篇时，只能获取和理解少量主要信息；未能很好地理解和概括语篇大意。

优诊学 初中版



阅读微技能-理解要点微技能较弱



两个语篇中重复的关键信息 → 理解要点

➤ 能力描述

1. 在阅读语言简单的语篇时，能理解语篇中重要细节、观点、意图和主要内容要点。
2. 在阅读语言简单的语篇时，能理解和推测隐含的信息和意义。

➤ 教学建议

- 指导七年级学生“理解要点”这项阅读微技能时，建议教师从指导学生理解该概念入手，即“要点”是作者希望传递的重要信息和观点。
- 深入解读和分析单元内各语篇及相关教学资源，在单元中选取两个语篇（如：文字和图表），点拨学生该项微技能的特征，如标题、段落内容的联系以及重复的关键词汇，然后示范用哪些方式找到这些信息，如：留意语篇中的重复信息、关键词汇的复现、同义词等。



语篇研读

义务教育教科书

Unit 5

ENGLISH
英语

七年级 下册

Now and Then

Getting Ready

1 Look at the photos. Tell your partner what you see in each photo.

1 a birthday party 2 Chinese New Year
3 the first day of primary 4 an old town school

2 Look at the Word Builder. When's your birthday? Talk in pairs.

Example

A: When's your birthday?
B: My birthday is on October 12th.

Word Builder

1 -st	first, twenty-first, thirty-first
2 -nd	second, twenty-second
3 -rd	third, twenty-third
4 -th	fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, twenty-second, twenty-third, twenty-fourth, twenty-fifth, ... thirtieth

14 My First Day

Warm-up

1 What was your first day at school like? How did you feel? Tell the class.

Key Words: Feelings
afraid, angry, excited, nervous, sad

Example
On my first day, I was very nervous.

Reading

2 Read and match the stories with the correct endings. Then listen and check.

2 Stories Read Other Stories

BenJ566 My First Day at School 1

I don't remember everything about my first day at school, but my mum always talks about it. I was only five and was very nervous. There were lots of other kids. Some liked school. They talked and laughed. Some didn't like school. They were quiet and looked afraid, just like me. Ms Burton was my teacher. My mum introduced me to her. Then she walked away ...

Smithum57 My Son's First Day at School 2

Ben was excited the night before his first day at school. However, in the morning, he was kind of nervous. He was very nervous at school, too. There were lots of kids and it was very noisy. I introduced him to his teacher. Her name was Ms Burton. She looked very kind and smiled a lot. She tried to talk to Ben but he didn't say a word. Then school started so I walked away ...

a He cried. I was sure things were OK, but I walked back and checked. He stopped crying and was with Lisa, his first school friend. They are still friends today.

b I cried, but soon a little girl walked over and talked to me. Her name was Lisa. She wasn't afraid or sad, so I wasn't, either. She was my first school friend.

人与自我
生活与学习
学校生活



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BenjS566

My First Day at School

1



I don't remember everything about my first day at school, but my mum always talks about it. I was only five and was very nervous. There were lots of other kids. Some liked school. They talked and laughed. Some didn't like school. They were quiet and looked afraid, just like me. Ms Burton was my teacher. My mum introduced me to her. Then she walked away ...

b I cried, but soon a little girl walked over and talked to me. Her name was Lisa. She wasn't afraid or sad, so I wasn't, either. She was my first school friend.

Smithmum67 My Son's First Day at School

2



Ben was excited the night before his first day at school. However, in the morning, he was kind of nervous. He was very nervous at school, too. There were lots of kids and it was very noisy. I introduced him to his teacher. Her name was Ms Burton. She looked very kind and smiled a lot. She tried to talk to Ben but he didn't say a word. Then school started so I walked away ...

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what 主题意义和 主要内容

两个语篇主题相同，视角不同，内容相互补充，共同讲述了Ben上小学第一天的故事。

第一个语篇中，Ben讲述了自己上小学第一天在学校的所见所感，他的情绪从紧张、害怕、极度伤心到之后有所缓解。

第二个语篇中，Ben的妈妈讲述了她的记忆中Ben上小学第一天的故事，与Ben的讲述既有重复，也有补充。



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BenjS566

My First Day at School

1



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Smithmum67 My Son's First Day at School

2



Ben was excited the night before his first day at school. However, in the morning, he was kind of nervous. He was very nervous at school, too. There were lots of kids and it was very noisy. I introduced him to his teacher. Her name was Ms Burton. She looked very kind and smiled a lot. She tried to talk to Ben but he didn't say a word. Then school started so I walked away ...

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why 作者意图

- **了解**主人公上小学第一天的难忘经历
- **体会**故事中家人、朋友对他的关心和帮助
- **谈论**自己的亲身经历,
- 在美好回忆中**理解**成长的意义



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BenjS566

My First Day at School

1 □



I don't remember everything about my first day at school, but my mum always talks about it. I was only five and was very nervous. There were lots of other kids. Some liked school. They talked and laughed. Some didn't like school. They were quiet and looked afraid, just like me. Ms Burton was my teacher. My mum introduced me to her. Then she walked away ...

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Smithmum67 My Son's First Day at School

2 □



Ben was excited the night before his first day at school. However, in the morning, he was kind of nervous. He was very nervous at school, too. There were lots of kids and it was very noisy. I introduced him to his teacher. Her name was Ms Burton. She looked very kind and smiled a lot. She tried to talk to Ben but he didn't say a word. Then school started so I walked away ...

a He cried. I was sure things were OK, but I walked back and checked. He stopped crying and was with Lisa, his first school friend. They are still friends today.

how

文体结构和语言修辞

两篇记叙文主题相同，都是 Ben's first day at school，但是视角不同，分别从 Ben 及 Ben's mum 视角讲述同一个故事，因此内容上既有大量重复信息，也互为补充。

重复信息：关键词复现和同义词
(标题、相同的情节)



通过关注重复的关键信息
培养学生理解要点技能



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教学目标



教学目标

在本节课结束时，学生能够：

1. 通过阅读，借助知识结构图，**获取并梳理**Ben上小学第一天发生的事以及Ben情绪的变化；

学习理解

2. 利用所获取的信息和语言，尤其是正确使用行为动词和描述情感的表达，**讲述**Ben上小学第一天的故事；

应用实践

3. 综合运用本课所学，尤其是正确使用行为动词和描述情感的表达，**讲述**自己上学第一天或第一次做某事的经历。

迁移创新



04

教学过程



Activity 1: 创设情境, 导入主题

What was your first day at the primary school like?
How did you feel?

Activity 2: 明确人物关系, 完善故事情节

What are the stories' endings?

Activity 3: 梳理故事发展情节, 关注人物情绪变化

理解要点

What happened to Ben on his first day at school? How did he feel?
Are there any differences in their memories? (If yes, what are they?)

Activity 4: 分析情绪变化原因, 培养批判性思维

Who affected Ben's feelings?
What did they do?

Activity 5: 内化语言知识, 讲述故事内容

Can you talk about Ben's first day at school?

Activity 6: 运用语言知识, 分享自身经历

Can you share your story?



Activity 1: 创设情境, 导入主题

What **was** your first day at the primary school like?
How **did** you feel?

On my first day, I **was**...



感知与注意

设计意图:

联系学生自身经历, 引发学生自主思考, 激活学生与语篇之间知识和经验的关联, 导入主题; 在情境中学习描述情绪的核心词汇。

效果评价:

观察学生回答问题的表现, 根据其说出的具体信息了解其关于上学第一天的记忆和语言表达能力。



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Activity 2: 明确人物关系, 完善故事情节

Read and match stories with endings.

BenjS566 My First Day at School 1 b

I don't remember everything about my first day at school, but my mum always talks about it. I was only five and was very nervous. There were lots of other kids. Some liked school. They talked and laughed. Some didn't like school. They were quiet and looked afraid, just like me. Ms Burton was my teacher. My mum introduced me to her. Then she walked away...

Smithmum67 My Son's First Day at School 2 a

Ben was excited the night before his first day at school. However, in the morning, he was kind of nervous. He was very nervous at school, too. There were lots of kids and it was very noisy. I introduced him to his teacher. Her name was Ms Burton. She looked very kind and smiled a lot. She tried to talk to Ben but he didn't say a word. Then school started so I walked away...

1 a He cried. I was sure things were OK, but I walked back and checked. He stopped crying and was with Lisa, his first school friend. They are still friends today.

2 a He cried, but soon a little girl walked over and talked to me. Her name was Lisa. She wasn't afraid or sad, so I wasn't either. She was my first school friend.

感知与注意, 获取与梳理

✓ 理解要点

设计意图:

引导学生匹配故事结尾, 完善故事情节; 明确两个语篇话题相同, 但描述视角不同这一显著特点。

效果评价:

观察学生能否关注到两个语篇标题中复现的关键词汇和不同的人称代词, 从而快速匹配故事结尾, 明确故事主题和人物关系。



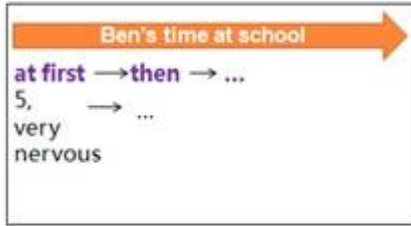
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Activity 3: 梳理故事发展情节，关注人物情绪变化

In Ben's memory...

1. What **happened** to Ben on his first day at school?
2. How **did** he feel?
(Draw your **graphic organizer** of Ben's story)



A



B

YOU
CREATE...

C

获取与梳理，概括与整合

✓ 理解要点

设计意图：

引导学生把握语篇的主线，获取、梳理、概括和整合Ben上小学第一天发生的事及Ben情绪的变化；**培养学生理解要点的技能。**

效果评价：

从学生完成信息结构图的情况（是否包含Ben在不同时间段里的所见所感），评价其初步形成的关于Ben上小学第一天故事的结构化知识。



Activity 3: 梳理故事发展情节, 关注人物情绪变化

In his mum's memory...

Are there any **differences** in their memories?
What are they?

(Write down the differences in your graphic organizer)

Smithmum67 My Son's First Day
at School

2



Ben was excited the night before his first day at school. However, in the morning, he was kind of nervous. He was very nervous at school, too. There were lots of kids and it was very noisy. I introduced him to his teacher. Her name was Ms Burton. She looked very kind and smiled a lot. She tried to talk to Ben but he didn't say a word. Then school started so I walked away ...

a

He cried. I was sure things were OK, but I walked back and checked. He stopped crying and was with Lisa, his first school friend. They are still friends today.

获取与梳理, 概括与整合

✓ 理解要点

设计意图:

引导学生补充关于Ben上小学第一天发生的事及Ben情绪变化的更多信息, 把握语篇主线; **关注两个语篇中重复的关键信息, 并提炼出不同的信息**, 培养学生理解要点的技能。

效果评价:

从学生完成信息结构图的情况, 评价其最终形成的关于Ben上小学第一天故事的结构化知识。



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学生作品：1. 选择不同类型的知识结构图梳理文章要点；
2. 两篇文章的要点信息融合在一个知识结构图中。

Ben's time at school

at first	then	after that
he was only 5 and was very nervous.	There were lots of other kids, some liked school, they talked and laughed.	Ms Burton was his teacher, his mum introduced him to her, then she walked away. She tried to talk to Ben but he didn't say a word. Then school started so I walked away at last.
Ben was excited the night before his first day at school. However, in the morning, he was a kind of nervous, he was very nervous at the school, too. feel: excited, nervous.	Some didn't like school, they were quiet and looked afraid, just like he. feel: quiet, afraid.	He cried, but soon a little girl talked to him. Her name was Lisa. She wasn't afraid or sad, so Ben wasn't either. She was Ben's first school friend. They are still friends today. feel: wasn't afraid or sad, happy.

Ben's first day at school

Lesson 14 My first Day

Ben's first day at school.

- ① He was excited the night before his first day at school. → ② The first day morning he was kind of nervous.
- ④ School started, he was cried and afraid. → ③ He was very nervous at school.
 - a. only five
 - b. there were lots of other kids.
 - c. was very noisy
 - d. His mum introduced him to his teacher.
- ⑤ a. His mother walked back and checked. b. found a first friend, Lisa. stop cried. don't sad, happy.

(1) What happened to Ben on his first day at school?
(2) How did he feel?

The First Day Ben

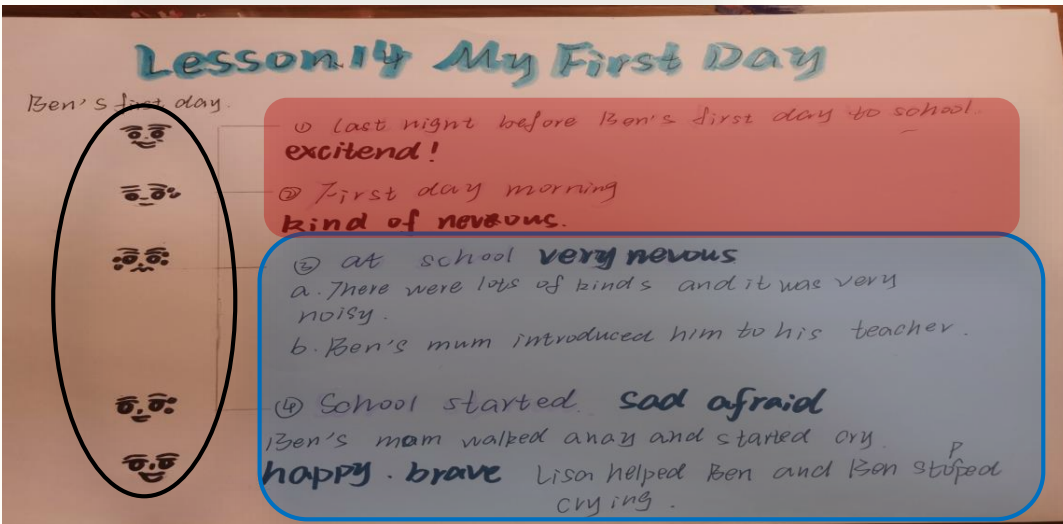
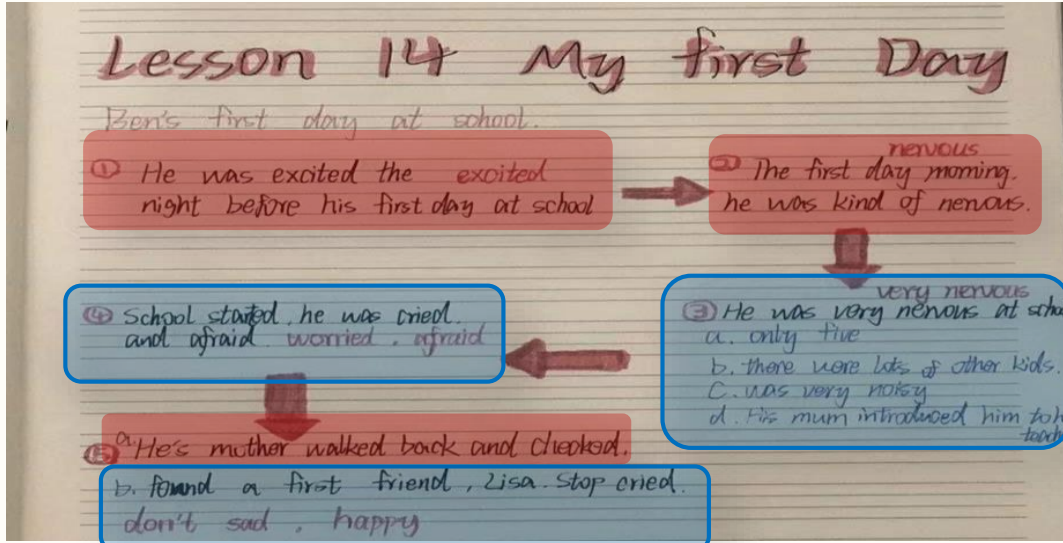
Lesson 14 My First Day

Ben's first day.

- ① Last night before Ben's first day to school. excited!
- ② First day morning kind of nervous.
- ③ at school very nervous
 - a. There were lots of kids and it was very noisy.
 - b. Ben's mum introduced him to his teacher.
- ④ School started sad afraid
 - Ben's mum walked away and started cry.
 - Lisa helped Ben and Ben stopped crying.

Mother love her son.

14课思维导图

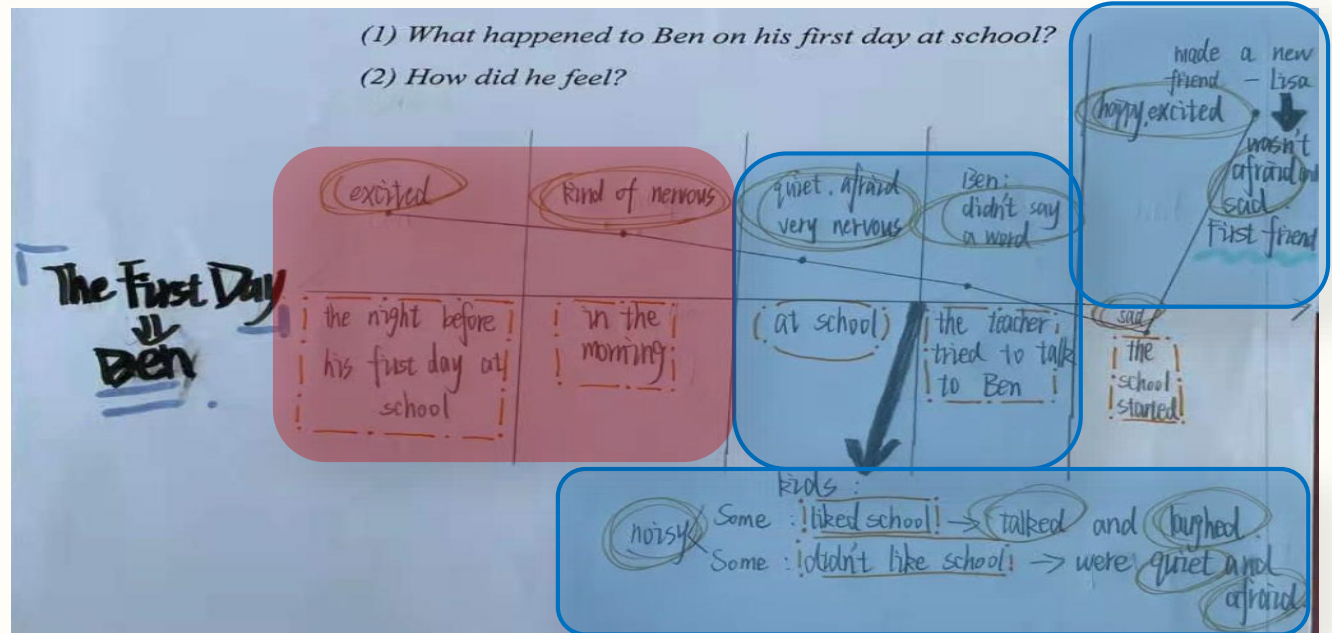


◆提炼重复的关键信息

◆补充其他细节信息

◆逻辑清晰：故事发展线+人物情感线

◆要点齐全：不同的地点、时间发生的事情和主人公情绪



此处请留白

Activity 3: 梳理故事发展情节，关注人物情绪变化

Ben's first day at school

At home

The night before Ben's first day at school
The morning of Ben's first day at school

At school

Ben's time with his mum at school
Ben's time without mum at school
Ben's time with his new friend at school

Why did Ben's mum remember so much information about his first day at school and always talk about it?

分析与判断

✓ 理解要点

设计意图:

引导学生总结故事脉络，为后续活动铺垫；
推测作者的意图和隐含意义，感受母爱，培养学生理解要点的技能。

效果评价:

观察学生回答问题的表现，判断学生是否梳理出文章的故事脉络；观察学生在小组讨论和班级分享中是否能分析出妈妈深刻清晰的记忆其实体现出了妈妈对孩子的爱与关心。



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Activity 4: 分析情绪变化原因, 培养批判性思维

✓ 教学目标1达成

Who **affected** Ben's feelings?
What did they do?

设计意图:

引导学生深入分析细节信息, **推测隐含的信息和意义**, 培养学生理解要点的技能; 判断故事发展线与人物情感线之间的对应关系, 培养学生批判性思维。

效果评价:

观察学生回答问题时的表现, 是否能从多角度推断、概括、提炼出不同人的言行对Ben情绪的影响。

分析与判断

✓ 理解要点



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Activity 5: 内化语言知识, 讲述故事内容

√ 教学目标2达成

Talk about Ben's first day at school

I am Ben/Ben's mum. Today, I want to talk about my/Ben's first day at school. The night before my/his first day at school, ... on the first day at school, at first, ...

Tips:

- 1. Role:** Ben or Ben's mum.
- 2. Content:** who, what, how, when ...
- 3. Tense:** The Past Simple (talked to, laughed, introduced, didn't say, cried...)
- 4. Logic:** at first, then, soon, lastly ...

描述与阐释, 内化与运用

设计意图:

学生自主选择角色, 内化结构化新知和关键词, 为进一步运用所学创造性地解决新情境中的问题做好铺垫。

Evaluation Chart		
	References	Results
Role	Choose the role: Ben or Ben's mum	☆☆☆
Content	Introduce Ben's different behaviors in different periods	☆☆☆
	Introduce Ben's different feelings	☆☆☆
	Introduce other information (e.g. mum's behaviors)	☆☆☆
Language	Use The Past Simple (一般过去时) tense correctly	☆☆☆
	Use some logical words (e.g. at first, then, lastly)	☆☆☆
Presentation	Speak clearly	☆☆☆
Other opinions: _____		General comments: ☆☆☆



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Activity 6: 运用语言知识, 分享自身经历

√ 教学目标3达成

Share your story

My first day...

1. What happened to you on that day?
2. How did you feel?

Tips:

1. **Topic:** My first day at my kindergarten/primary school/ middle school/ of riding a bike/ of swimming ...
2. **Content:** who, what, how,when ...
3. **Tense:** The Past Simple(talked to, laughed, introduced, didn't say, cried...)
4. **Logic:** at first, then, soon, lastly ...

想象与创造

设计意图:

引导学生联系自身生活经历, 综合运用所学语言和知识, 描述自己上学第一天或者第一次做某事的经历, 实现探究语篇意义的目的; 形成首尾呼应。

Evaluation Chart		
	References	Results
Topic	Choose the topic:my first day ...	☆☆☆
Content	Introduce his/her different behaviors in different periods	☆☆☆
	Introduce his/her different feelings	☆☆☆
	Introduce other information	☆☆☆
Language	Use The Past Simple (一般过去时) tense correctly	☆☆☆
	Use some logical words (e.g. at first, then, lastly)	☆☆☆
Presentation	Speak clearly	☆☆☆



中国基础教育外语测评研究基金

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Homework

1. Read the passage.
2. Choose one task and finish it.
 - Task A: Polish the graphic organizer of Ben' s first day at school.
 - Task B: Write down a summary of Ben' s story.
 - Task C: Write down your own story in the notebook.

设计意图:

引导学生巩固所学，培养用英语做事情的能力；作业设计体现“显性分类，隐形分层”的原则，包括基础性、巩固类和提升类作业；也包括口头作业和书面作业。





教学反思



教学反思



1. 依托**诊断性评价**进行课堂教学设计；

- 通过诊断性测评**发现问题**（理解要点技能较弱）
- **寻找教学素材和实施建议**（两个语篇中复现关键词汇）
- 开展教学实践**解决问题**



2. 践行学思结合、用创为本的**英语学习活动观**；

- 依据记叙文的特点，明确**文章内容要点**，设计主线问题
- 依据两个语篇中**重复**出现大量**关键信息**的特点，提供不同类型的**知识结构图**
- 依据两个语篇中所有信息，引导学生**推断、分析深层意义**

理解要点



课堂评价中对学生的个体差异关注较少，引导学生开展自我评价较少。



谢谢！

