



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

Unit 1 Lesson 2 An Interview on TV



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01

指导思想与理论依据



互动能力指人们在参与会话中为实现成功互动的目的所运用的**知识**和**技能**。口语交际策略分为口语表达策略和口语交互策略。其中**表达策略**包括**成就、回避、拖延**等为解决个人表达困难采用的策略，**交互策略**包含**合作、话轮转换和解决交互问题**等与他人交互过程中采用的策略。

《基于交互观的口语互动能力构念界定》张琳、金艳，2016



02

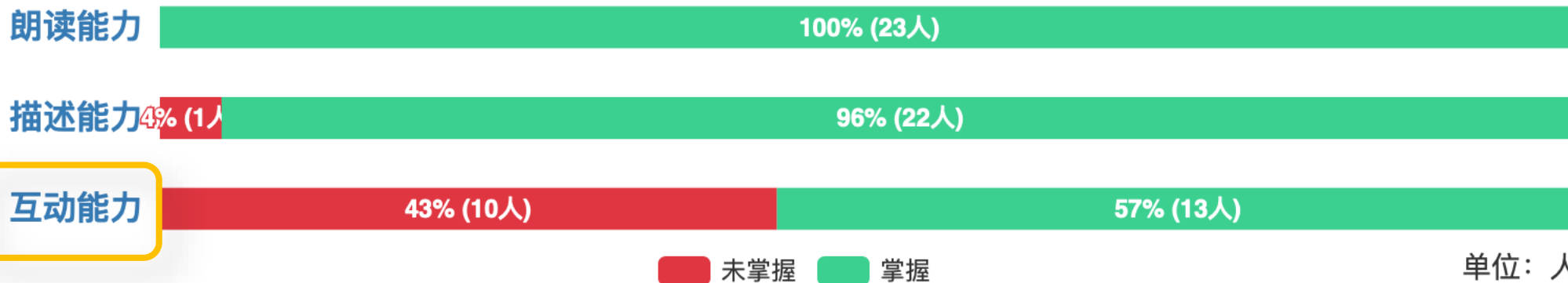
教学背景分析



1. 学情分析

(1) 优诊学平台测试反馈的学生问题

【2】任务表现



(2) 学生基本情况

自然情况

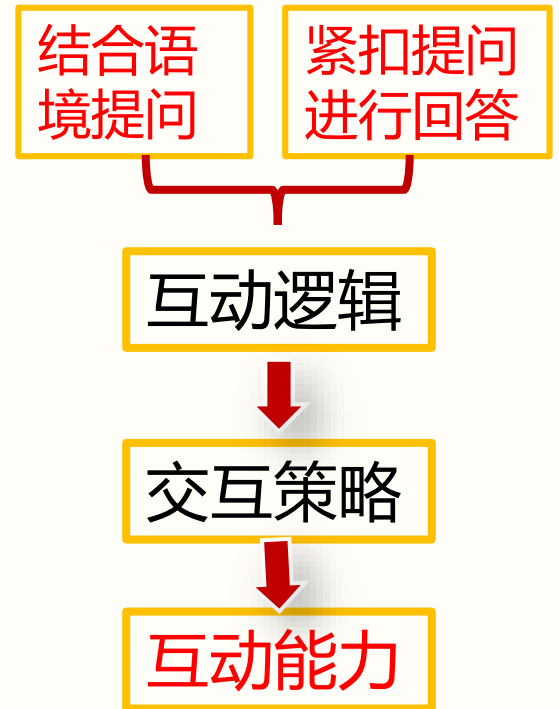
- 总体水平中等
- 绝大部分孩子有较浓的英语学习兴趣
- 喜欢体验式的合作学习活动

语言知识

- 学习了一般过去时
- 了解部分语言学习的相关表达, 如speaking, writing, reading, listening

语言能力

- 听中获取细节信息能力相对较强
- 口语交际中, 结合语境提问、紧扣提问进行回答方面存在问题



2. 教学内容分析

Narrator: Tina and James live in Beijing. They are learning Chinese. We asked them about their experience.

Interviewer: Tina, when did you come to Beijing?
Tina: I came to Beijing in 2008. I studied in a language school.

Interviewer: Did you know any Chinese before you came to China?
Tina: No, I didn't know a word of Chinese.

Interviewer: So, what did you do in your Chinese class?
Tina: Oh, we did lots of listening, speaking, and writing exercises but sometimes we played games too. And we watched interesting TV programmes. My teacher was pretty good.

Interviewer: So James, why did YOU want to learn Chinese?
James: Well, I was about ten years old and I saw a Chinese book at my cousin's house, it was the first time I saw Chinese characters. They looked so interesting!

Interviewer: Did you start learning Chinese soon after that?
James: No, I began learning Chinese at university in the US. Then I went to work and didn't use it for many years.

Interviewer: Did you enjoy your Chinese class at university?
James: Oh, yes. I liked it a lot. It helped me understand Chinese pinyin, grammar, pronunciation and simple conversations. Now I'm learning to read long passages and learn about Chinese characters.

Interviewer: Do you think Chinese is hard?
James: Well, Chinese writing is hard to learn. The characters are really difficult.

Interviewer: Do you think so too, Tina?
Tina: Oh, yes, Chinese writing takes a lot of practice!



“人与自我”：积极地学习体验，恰当的学习方法与策略
“人与社会”：语言与文化

【What】
关于Tina和James
中文学习经历的电
台采访对话

- 来北京的时间
- 开始学中文时间
- 中文课
- ...
- 学习中文的感受

【Why】
• 帮助学生如何询问和分享自己或他人的学习经历及感受。



Narrator: Tina and James live in Beijing. They are learning Chinese. We asked them about their experience.

Interviewer: Tina, when did you come to Beijing?
 Tina: I came to Beijing in 2008. I studied in a language school.

Interviewer: Did you know any Chinese before you came to China?
 Tina: No, I didn't know a word of Chinese.

Interviewer: So, what did you do in your Chinese class?
 Tina: Oh, we did lots of listening, speaking, and writing exercises but sometimes we played games too. And we watched interesting TV programmes. My teacher was pretty good.

Interviewer: So James, why did YOU want to learn Chinese?
 James: Well, I was about ten years old and I saw a Chinese book at my cousin's house, it was the first time I saw Chinese characters. They looked so interesting!

Interviewer: Did you start learning Chinese soon after that?
 James: No, I began learning Chinese at university in the US. Then I went to work and didn't use it for many years.

Interviewer: Did you enjoy your Chinese class at university?
 James: Oh, yes. I liked it a lot. It helped me understand Chinese pinyin, grammar, pronunciation and simple conversations. Now I'm learning to read long passages and learn about Chinese characters.

Interviewer: Do you think Chinese is hard?
 James: Well, Chinese writing is hard to learn. The characters are really difficult.

Interviewer: Do you think so too, Tina?
 Tina: Oh, yes, Chinese writing takes a lot of practice!



【How】

电台采访对话

开场介绍

采访活动

- Tina的学习中文的经历
- James的学习中文的经历
- 学习中文的感受

一般过去时

一般现在时

• 语言学习的主题词汇，
如learn Chinese, listening, speaking, writing...

• 询问学习经历的语言表达，
如 “What did you do in your Chinese class?”



3. 本语篇中蕴含的互动逻辑

Narrator: Tina and James live in Beijing. They are learning Chinese. We asked them about their experience.

Interviewer: Tina, when did you come to Beijing?

Tina: I came to Beijing in 2008. I studied in a language school.

Interviewer: Did you know any Chinese before you came to China?

Tina: No, I didn't know a word of Chinese.

Interviewer: So, what did you do in your Chinese class?

Tina: Oh, we did lots of listening, speaking, and writing exercises but sometimes we played games too. And we watched interesting TV programmes. My teacher was pretty good.

互动逻辑——话轮顺承



3. 语篇对于提升口语能力的价值

Interviewer: So, what did you do in your Chinese class?

Tina: Oh, we did lots of listening, speaking, and writing exercises but sometimes we played games too. And we watched interesting TV programmes. My teacher was pretty good.

Interviewer: Did you enjoy your Chinese class at university?

James: Oh, yes. I liked it a lot. It helped me understand Chinese pinyin, grammar, pronunciation and simple conversations. Now I'm learning to read

互动逻辑——答依所问





教学目标



通过本课学习，学生能够：

1. 获取并梳理采访者提出的问题以及Tina和James中文学习的经历、感受等信息，完成信息表。（学习理解）
2. 分析对话中“话轮顺承”和“答依所问”的交互策略。（学习理解）
3. 基于信息表和访谈问题，表演Tina和James询问彼此学习中文的经历和感受的对话，内化文本内容、语言表达以及交互策略。（应用实践）
4. 运用本课所学语言表达、交互策略，以对话的方式谈论自己学习英语的经历和感受。（迁移创新）



04

教学过程



Warm-up.



- What are they doing?
Learning Chinese.
- What should they learn about Chinese?
 - vocabulary
 - grammar
 - listening
 - speaking
 - reading
 - writing
 - characters
 - conversation
 - passage
 - pronunciation
 - ...

【设计意图】激活学生已有话题知识和词汇，导入主题，激发学习兴趣。

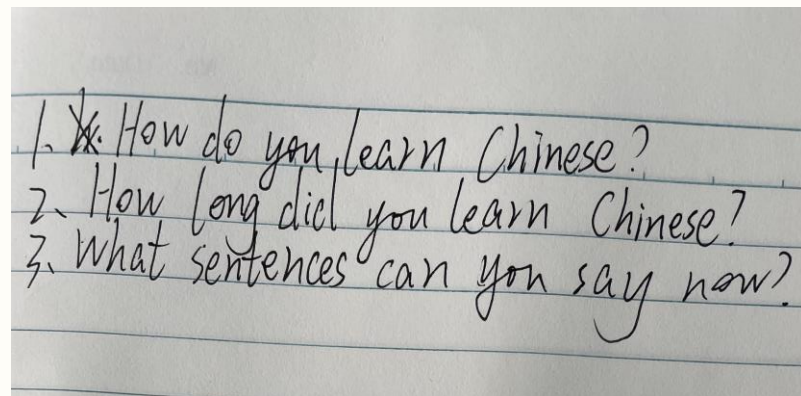
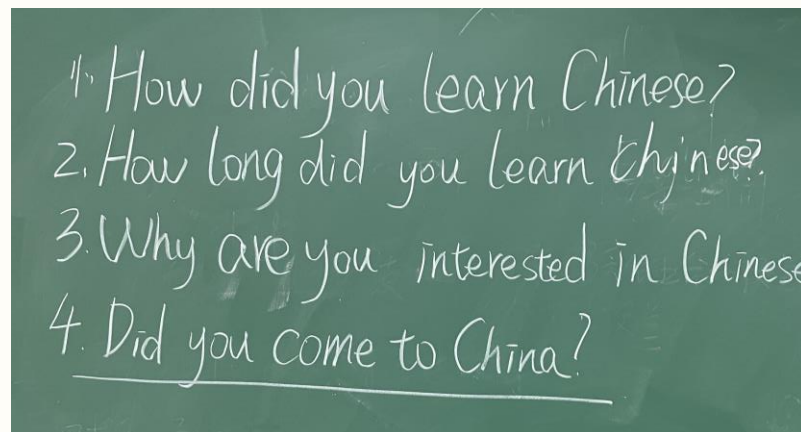


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Read and predict. Write the questions on your note book.

What questions **will** the interviewer ask?



【设计意图】培养学生利用情境线索进行推断预测的能力。



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Listen and tick. 

What questions **does** the interviewer ask?



【设计意图】第一遍听，核对预测。



目标1: 获取并梳理采访者提出的问题以及Tina和James中文学习经历、感受等信息, 完成信息表。(学习理解)

Listen and write. 

What other questions **does** the interviewer ask?



1. When did you come to Beijing?
2. Did you know any Chinese before you came to China?
3. What did you do in your Chinese class?
4. Why did you want to learn Chinese?
5. Did you start learning Chinese soon after that?
6. Did you enjoy your Chinese class?
7. Do you think Chinese is hard?
8. Do you think so, Tina?

【设计意图】记录自己没有预测到的问题, 感知采访者是如何围绕语言学习经历这一主题展开提问的。



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Read and think.



What questions does the interviewer ask?

time to come to China

time to start learning Chinese

1. When did you come to Beijing?
2. Did you know any Chinese before you came to China?
3. What did you do in your Chinese class?
4. Why did you want to learn Chinese?
5. Did you start learning Chinese soon after that?
6. Did you enjoy your Chinese class?
7. Do you think Chinese is hard?
8. Do you think so, Tina?

Read and think.



What questions does the interviewer ask?

time to come to China	1. When did you come to Beijing?
reason for learning Chinese	4. Why did you want to learn Chinese?
time to start learning Chinese	2. Did you know any Chinese before you came to China? 5. Did you start learning Chinese soon after that?
Chinese class	3. What did you do in your Chinese class? 6. Did you enjoy your Chinese class?
opinions on learning Chinese	7. Do you think Chinese is hard? 8. Do you think so, Tina?

【设计意图】通过梳理采访问题，关注提问的内容和形式，建构采访的内容框架。



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Listen to the **first** part and take notes. 

Chinese Learning Experience	
	Tina
time to come to China	in 2008
reason for learning Chinese	
time to start learning Chinese	after she came to China
Chinese class	
opinions on learning Chinese	

Listen to the **second** part and take notes. 

Chinese Learning Experience		
	Tina	James
time to come to China	in 2008	
reason for learning Chinese		
time to start learning Chinese	after she came to China	
Chinese class	did listening, speaking, writing exercises, games and TV programmes	
opinions on learning Chinese		

【设计意图】利用图形组织器，听中做笔记，获取并梳理Tina和James中文学习经历的细节信息。



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目标2. 分析对话中“话轮顺承”和“答依所问”的互动

策略。(学习理解)

Listen to the **first** part and take notes.

Chinese Learning Experience	
	Tina
time to come to China	in 2008
reason for learning Chinese	
time to start learning Chinese	after she came to China
Interviewer: Tina, when did you come to Beijing?	Tina: I came to Beijing in 2008. I studied in a language school.
Interviewer: Did you know any Chinese before you came to China?	Tina: When did you start learning Chinese?

互动逻辑:
话轮顺承



Listen to the **second** part and take notes.

Chinese Learning Experience	
Tina	James
Interviewer: So James, why did YOU want to learn Chinese?	James: Well, I was about ten years old and I saw a Chinese book at my cousin's house, it was the first time I saw Chinese characters. They looked so interesting!
Interviewer: Did you start learning Chinese soon after that?	James: When did you start learning Chinese?
James: I then I went to work and didn't use it for many years.	

互动逻辑:
话轮顺承



【设计意图】
借助语篇情境学习对话互动逻辑。

Listen to the **second** part and take notes.

Chinese Learning Experience	
Tina	James
time to come to China	in 2008
Interviewer: So, what did you do in your Chinese class?	Interviewer: Did you enjoy your Chinese class at university?
Tina: Oh, we did lots of listening, speaking, and writing exercises but sometimes we played games too. And we watched interesting TV programmes. My teacher was pretty good.	James: Oh, yes. I liked it a lot. It helped me understand Chinese pinyin, grammar, pronunciation and simple conversations. Now I'm learning to read
opinions on learning Chinese	

互动逻辑:
答依所问

Listen to the **second** part and take notes.

Chinese Learning Experience	
Tina	James
time to come to China	in 2008
reason for learning Chinese	Chinese characters looked interesting.
time to start learning Chinese	after she came to China at university in the US
Interviewer: Do you think Chinese is hard?	James: Well, Chinese writing is hard to learn. Characters are really difficult.
Interviewer: Do you think so too, Tina?	Tina: Oh, yes, Chinese writing takes a lot of practice!
opinions on learning Chinese	Chinese writing takes a lot of time to practice.

互动逻辑:
话轮顺承



Read aloud.

Interviewer: Tina, when did you come to Beijing?
Tina: I came to Beijing in 2008. I studied in a language school.
Interviewer: Did you know any Chinese before you came to China?
Tina: No, I didn't know a word of Chinese.



Interviewer: So James, why did YOU want to learn Chinese?
James: Well, I was about ten years old and I saw a Chinese book at my cousin's house, it was the first time I saw Chinese characters. They looked so interesting!
Interviewer: Did you start learning Chinese soon after that?
James: No, I began learning Chinese at university in the US. Then I went to work and didn't use it for many years.



Interviewer: Do you think Chinese is hard?
James: Well, Chinese writing is hard to learn. The characters are really difficult.
Interviewer: Do you think so too, Tina?
Tina: Oh, yes, Chinese writing takes a lot of practice!

互动逻辑:
话轮顺承

Read aloud.

Interviewer: So, what did you do in your Chinese class?
Tina: Oh, we did lots of listening, speaking, and writing exercises but sometimes we played games too. And we watched interesting TV programmes. My teacher was pretty good.



Interviewer: Did you enjoy your Chinese class at university?
James: Oh, yes. I liked it a lot. It helped me understand Chinese pinyin, grammar, pronunciation and simple conversations.



互动逻辑:
答依所问

Read aloud.



【设计意图】通过跟读体现典型互动逻辑的话轮和整体跟读，体会对话的语音、语调及其表意功能，初步内化对话内容、语言和互动逻辑。



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目标3. 基于信息表和访谈问题，表演Tina和James 互相采访彼此学习中文的经历和感受的对话，内化文本内容、语言以及互动策略。（应用实践）

Role play.

Work in pairs. One is Tina, the other is James. Make a conversation about “your” Chinese learning experience.

互动逻辑：
话轮顺承;答依所问

Chinese Learning Experience		
	Tina	James
time to come to China	in 2008	
reason for learning Chinese		Chinese characters looked interesting.
time to start learning Chinese	after she came to China	at university in the US
Chinese class	listening, speaking, writing exercises, games and TV programmes	pinyin, grammar, pronunciation and simple conversations
opinions on learning Chinese	Chinese writing takes a lot of time to practice.	Chinese writing is hard to learn.

Sharing time 1.

Work in pairs. One is Tina, the other is James. Make a conversation about “your” Chinese learning experience.

评价表 (T=Tina, J=James; if yes, write✓, if no, write X)

对话是否谈及以下内容	对话是否体现以下互动逻辑	T	J
T' s time to come to China	话轮顺承		
J' s reason for learning Chinese			
T' s & J' s time to start learning Chinese	答依所问		
T' s & J' s Chinese class			
T' s & J' s opinions on learning Chinese			

【设计意图】在角色扮演活动中呈现采访对话，内化关键内容、语言表达和互动逻辑，为在真实情境中的运用做好铺垫。通过分享和同伴互评，提高内化活动的效果，以评促学。



目标4. 运用本课所学语言表达、互动策略，以对话的方式谈论自己学习英语的经历和感受。（迁移创新）

An interview on English learning experience.

Tina and James want to know about your **English** learning experience. They are interviewing you.

- Work in pairs, one of you is Tina or James, the interviewer.
- Do an interview about your English learning experience.

注意：1. 参考对话中结构，选择合适的访谈内容和问题；
2. 参考对话中语言和互动逻辑，选择合适表达，注意“话轮顺承”和“答依所问”；
3. 根据实际情况，适当拓展访谈内容。

Sharing time 2.

Share your interview in class.

评价表 (A=the interviewer, B= the interviewee; if yes, write✓, if no, write X)

访谈是否谈及以下内容	对话是否体现以下互动逻辑	A	B
reason for learning English	话轮顺承		
time to start learning English			
English class	答依所问		
opinions on learning English			
other information: (please write down)			

【设计意图】运用本课所学解决实际问题，用所学语言和对话中的互动逻辑做事情，谈论分享自己英语学习的经历和感受，进行有效交际。



Homework.

1. 跟读课文。
2. 根据同伴和老师评价，完善你和同伴有关“English learning experience”的采访，并朗读出来，发语音到班级群。



【设计意图】完善、巩固课上所学。



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05

教学反思



(1) 依据优诊学诊断结果，针对实际问题展开教学

互动能力
紧扣提问进行回答
结合语境提问

选择语篇 —— 互动逻辑

话轮顺承
答依所问

(2) 落实教学评一体化，有效促进教和学

Role play.

Work in pairs. One is Tina, the other is James. Make a conversation about "your" Chinese learning experience.

互动逻辑
话轮顺承, 答依所问

Chinese Learning Experience	
Tina	James
time to come to China	in 2008
reason for learning Chinese	Chinese characters looked interesting.
time to start learning Chinese	after she came to China at university in the US
Chinese class	listening, speaking, writing exercises, games and TV programmes
opinions on learning Chinese	Chinese writing takes a lot of time to practice. Chinese writing is hard to learn.

Sharing time 1.

Work in pairs. One is Tina, the other is James. Make a conversation about "your" Chinese learning experience.

评价表 (T=Tina, J=James; if yes, write ✓, if no, write X)			
对话是否谈及以下内容	对话是否体现以下互动逻辑	T	J
T' s time to come to China	话轮顺承		
J' s reason for learning Chinese			
T' s & J' s time to start learning Chinese	答依所问		
T' s & J' s Chinese class			
T' s & J' s opinions on learning Chinese			

(3) 真实的问题情境促进了语言以及交互策略的内化和运用

An interview on English learning experience.

Tina and James want to know about your English learning experience. They are interviewing you.

- Work in pairs, one of you is Tina or James, the interviewer.
- Do an interview about your English learning experience.

注意: 1. 参考对话中结构, 选择合适的访谈内容和问题。
2. 参考对话中语言和互动逻辑, 选择合适表达, 注意“话轮顺承”和“答依所问”。
3. 根据实际情况, 适当拓展访谈内容。

Sharing time 2.

Share your interview in class.

评价表 (A=the interviewer, B=the interviewee; if yes, write ✓, if no, write X)			
访谈是否谈及以下内容	对话是否体现以下互动逻辑	A	B
reason for learning English	话轮顺承		
time to start learning English			
English class	答依所问		
opinions on learning English			
other information: (please write down)			



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(4) 不足

在听中环节，提供的信息表需要记录的信息较多，基础较弱的学生完成信息表有困难。

设计学案时，最好分层设计，给基础较弱的学生提供部分信息，让其补充信息即可。

对于基础较好的学生，则可以提供空白的框架图，让其自主完成。



谢谢！

