



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

基于诊断测评提升理解要点 阅读微技能的教学设计

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01

理论基础



义务教育
英语课程标准

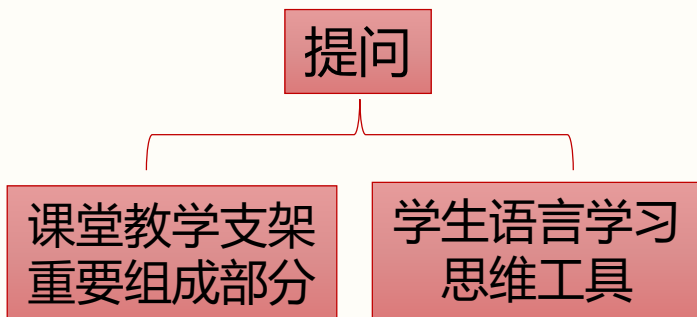
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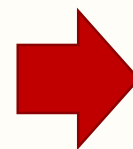


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可视化思维理论

- ✓ 隐性到**显性**
- ✓ 非结构化到**结构化**



加强学生
核心主题意
义的理解



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02

学情分析



自然情况

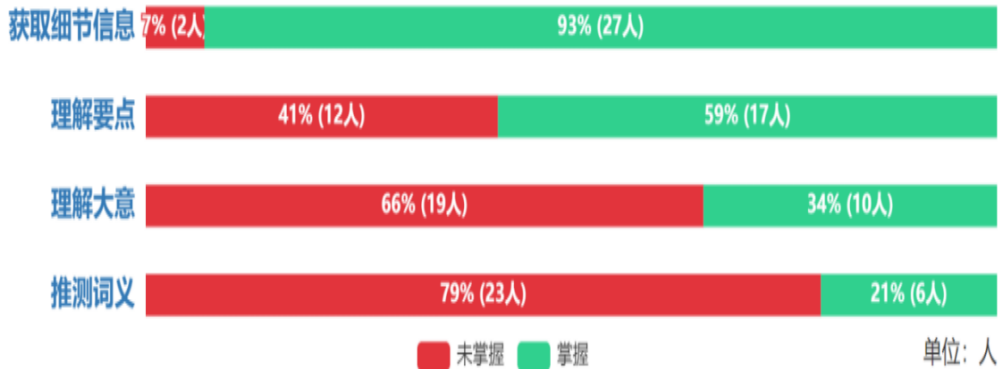
- ✓ 本课授课对象为清华大学附属中学广华学校初二1班学生，共29人。
- ✓ 学生对于英语学习热情较高，能积极参与课堂活动，喜欢通过小组合作的形式进行学习。
- ✓ 但学生的语言学习基础存在一定的差异性。



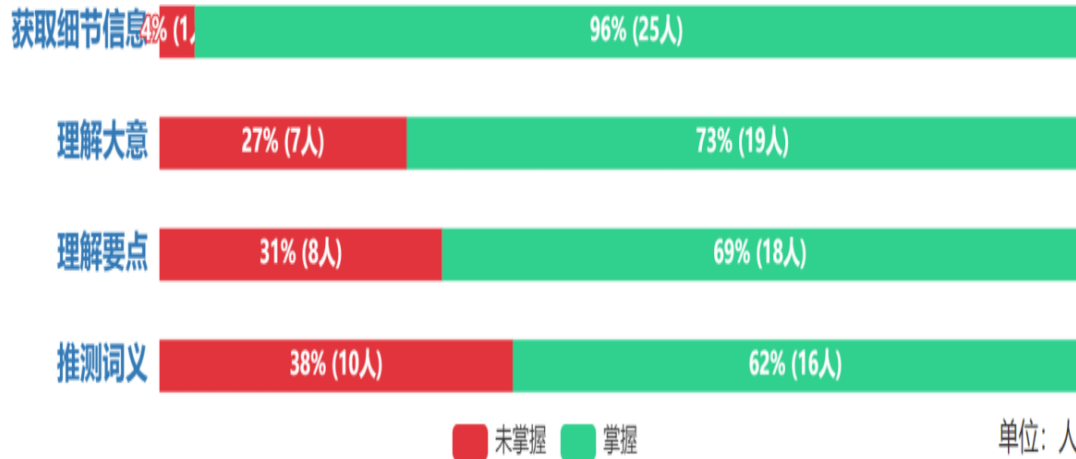
语言技能

2021年9月第一次测评结果

【2】微技能表现



2022年3月第二次测评结果



语言技能

基于对两次优诊学的数据对比，反映出学生在推测词义(41%↑)、理解大意(39%↑)方面均有较大幅度的提升，但理解要点(10%↑)这项微技能提升幅度较少。

因此，本课将聚焦学生在理解要点方面的阅读微技能的提升。

阅读微技能	2021年9月底优诊学测评 (第一次) 微技能未掌握%	2022年3月底优诊学测评 (第二次) 微技能未掌握%	阅读微技能 提升幅度
获取细节信息	7%	4%	3%
理解要点	41%	31%	10%
理解大意	66%	27%	39%
推测词义	79%	38%	41%



提升幅度显著

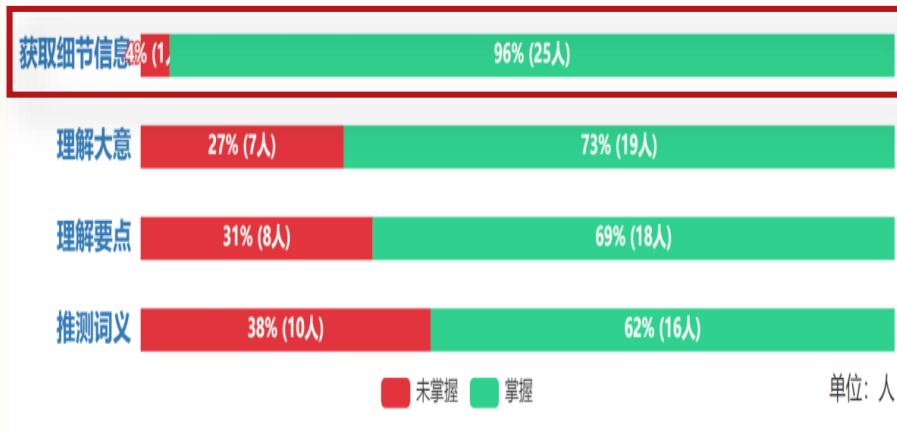


已知起点



- ✓ 根据问卷调查显示出的词频图，学生对爱好这一话题很感兴趣，且爱好丰富多彩。
- ✓ 学生具备获取并提取特定信息的能力

2022年3月第二次测评结果





缺乏在显性信息中提取重要细节信息的能力

未能建立信息之间的逻辑关系

归纳总结能力不足，不能挖掘文本承载的隐含信息

鼓励学生自主选择表征信息间逻辑关系的图形组织器，显性梳理特定信息间的关联；

中观问题引领，鼓励学生对文本特定信息分析并归纳

提升理解要点这项微技能，深化对于主题意义的理解



03

语篇研读





为什么选本课内容

话题内容

体裁

篇幅长度、难度

学生在熟悉的话题语境下，
聚焦学生理解要点微技能的提升



Module 6 Hobbies

Unit 2 Hobbies can make you grow as a person.

Reading and vocabulary

1 Work in pairs. Talk about your hobbies. Use the words and expressions in the box to help you.

climbing dancing growing vegetables looking after animals
painting playing volleyball singing writing

2 Work in pairs. Choose the words from the box to describe your hobbies.

active dangerous healthy interesting relaxing

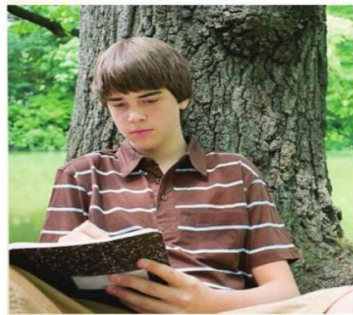
3 Read the passage and answer the questions.

David's hobbies

Many students have hobbies, such as reading, painting, growing vegetables and looking after animals. Some hobbies are relaxing and others are active. Hobbies can make you grow as a person, develop your interests and help you learn new skills.

David Smith is a student, and one of his hobbies is writing. During the summer of

2010, he spent four weeks at a summer camp. As well as the usual activities, such as sailing and climbing, there was a writing class. "The teacher was a writer, and she asked us to talk about our lives and tell interesting stories. Then she encouraged us to write about our experiences at the camp."



Back at school, David wrote a story about the life of a sixteen-year-old boy, and it came out as a book in 2012. Many young people love his book, and as a result, David has become a successful young writer.

David has been very lucky because his hobby has brought him pleasure and success. But writing is not his only hobby. He is also interested in many other things. "I like playing volleyball too," says David. "I spend some of my free time playing volleyball for my school team. Maybe I'll write about my volleyball team in my future books."

单元话题: Module 6 Hobbies

主题语境: 人与自我

主题群: 生活与学习

子主题:
丰富、充实、积极向上的生活



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开篇介绍：
不同人的不同爱好



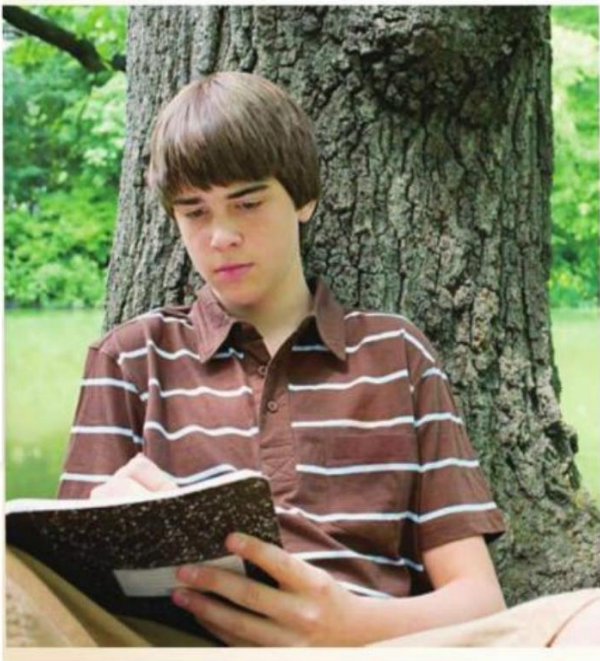
引出爱好给人们带来的好处

What
语篇主题与内容

David's hobbies

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第二、三段：
介绍中学生David如何通过夏令营的写作课**发展其爱好并获得成功**的过程。

结尾：
介绍了David的其他爱好，如打排球，同时进一步介绍了David对于排球与写作关联的发展设想。



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David's hobbies

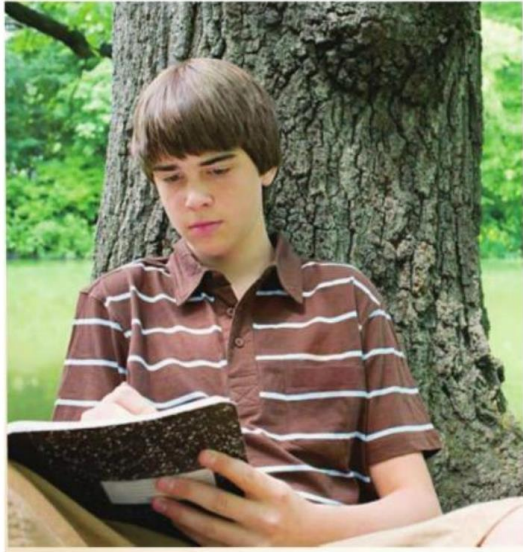
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Why 语篇意义

作者阐述爱好给人们带来的益处，并通过介绍David的爱好及其发展过程，引导学生**积极培养爱好**，进而**促进个人的全面、健康发展**。



篇章结构： 总分

Para. 1
总体介绍爱好给人们带来的好处



爱好助人全面发展的核心意义

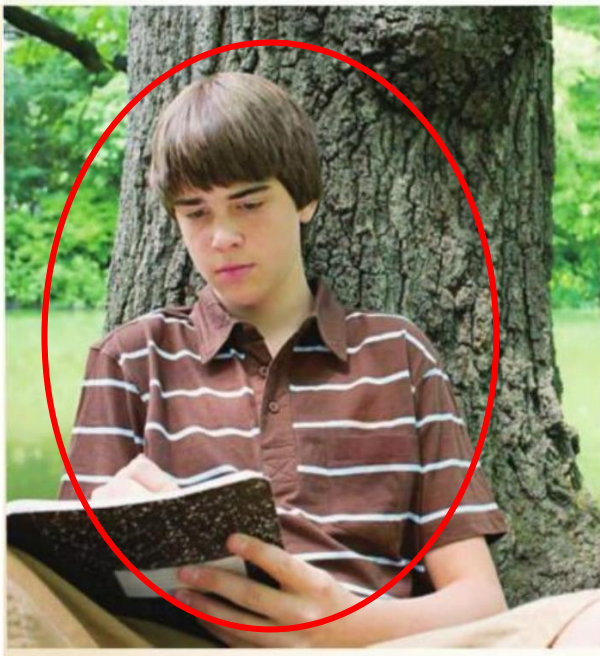


How
文体特征、内容结构和语言特点

David's hobbies

Many students have hobbies, such as reading, painting, growing vegetables and looking after animals. Some hobbies are relaxing and others are active. Hobbies can make you grow as a person, develop your interests and help you learn new skills.

David Smith is a student, and one of his hobbies is writing. During the summer of



初步概括文章大意

2010, he spent four weeks at a summer camp. As well as the usual activities, such as sailing and climbing, there was a writing class. "The teacher was a writer, and she asked us to talk about our lives and tell interesting stories. Then she encouraged us to write about our experiences at the camp."

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理解要点

Para. 2, 3

通过时间与空间的延展，立体呈现出David成为一名成功年轻作家的过程。

逐步梳理显性信息，并尝试建立信息间的逻辑关系，进而理解重要信息和主要内容。

Para. 4

介绍David的其他爱好,呈现出David对其爱好间建立的关联与其新书内容的设想。

深入文本，归纳促进David成为一名成功作家的因素，有根据地推测David的新书是否能成功，进而深入探讨爱好对David的重要意义。



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04

教学目标



通过本课的学习，学生将能够：

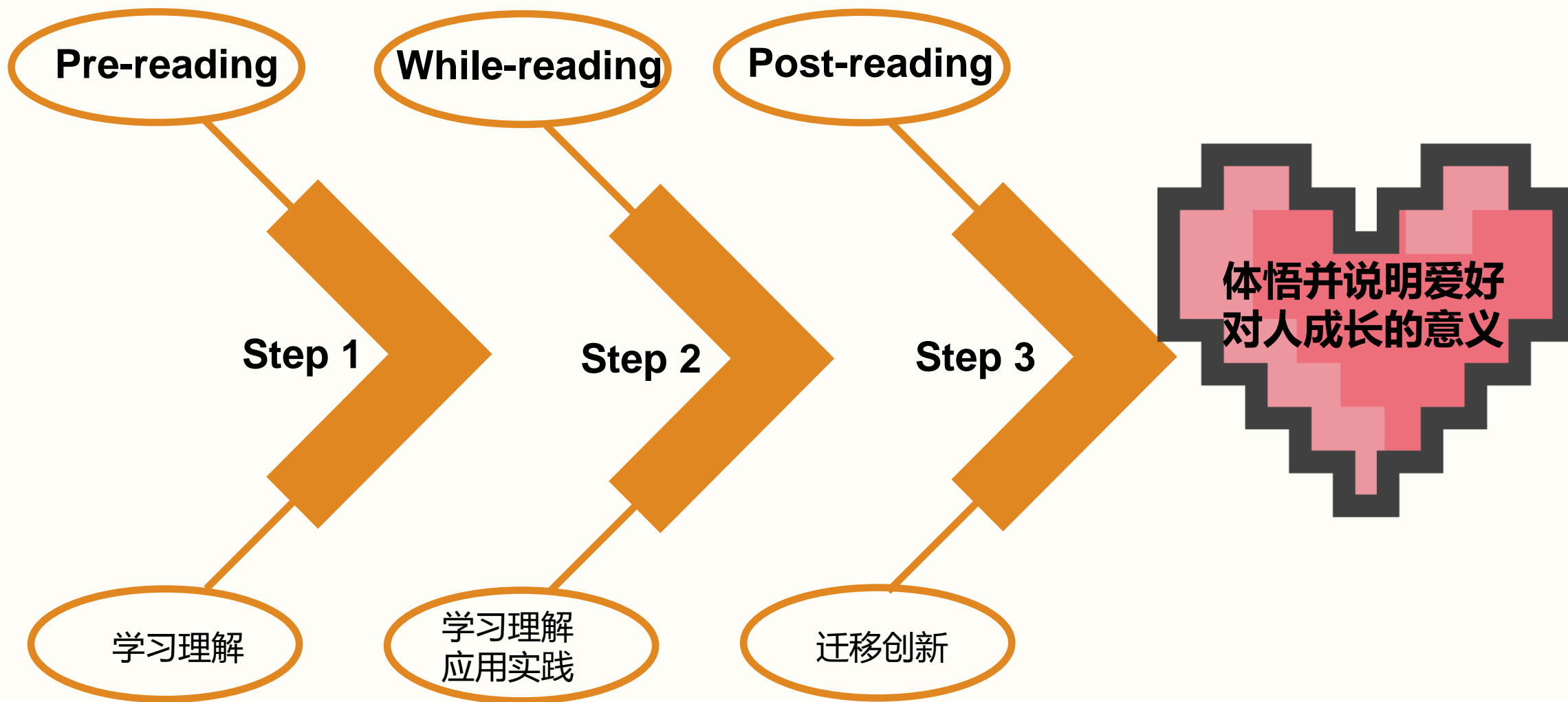
1. 利用图形组织器，**获取并梳理**David如何通过写作这项爱好的发展成为一名成功的年轻作家，**初步建立David的行为与他的成就间的因果关系**；
2. 基于结构图，通过小组分享的形式，表述David成为年轻、成功作家的过程，进而巩固结构化新知。
3. 依据文本信息，**归纳并总结**David通过爱好的发展进而成为一名年轻作家的**重要因素**，并**推测**这些重要因素对其新书成功与否的影响；
4. 基于板书和结构图，**总结**David的变化和爱好对人成长的意义，并**说明**对自身发展爱好的**启示**。



05

教学过程与反思





教学过程

●●●●● Teaching Procedure



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Pre-reading

问题
引入

What are your hobbies?
What can hobbies bring to you?

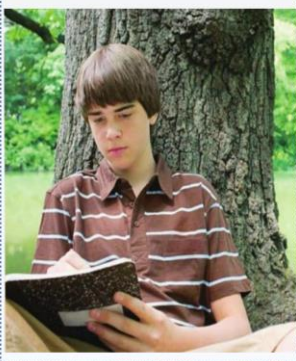
引发注意
回顾已知表达

展示
标题
图片

Pre-reading

QUICK TIPS 1 The title and the picture matter!

David's hobbies



How do you know?

What might David's hobbies be?

合理预期
增加阅读期待



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教学过程

●●●●● Teaching Procedure

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While-reading


1st Reading

While-reading

1st Reading: Read for checking your prediction

- What are David's hobbies?
- What have hobbies brought to David?

David has become a _____.



- What are David's hobbies?
- What have hobbies brought to David?

1 Many students have hobbies, such as reading, painting, growing vegetables and looking after animals. Some hobbies are relaxing and make you feel good. David has become a _____.

2 David Smith is a student, and one of his hobbies is writing. During the summer of 2010, he spent four weeks at a summer camp. As well as the usual activities, such as sailing and climbing, there was a writing class. "The teacher was a writer, and she asked us to talk about our lives and tell interesting stories. Then she encouraged us to write about our experiences at the camp."

3 Back at school, David wrote a story about the life of a sixteen-year-old boy, and it came out as a book in 2012. Many people love his book, and as a result, David has become a successful young writer.

4 David has been very lucky because his hobby has brought him pleasure and success. But writing is not his only hobby. He is also interested in many other things. "I like playing volleyball too," says David. "I spend some of my free time playing volleyball for my school team. Maybe I'll write about my volleyball team in my future books."

阅读并验证预期，初步关注David基于爱好的成就



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教学过程

●●●●● Teaching Procedure

While-reading

2nd Reading

此处请留白

How did David become a successful young writer?

定位信息

教师示范

Read and underline what David did → **Circle key words/phrases** → **Present in a logical way ?**

1 Many students have hobbies, such as reading, painting, growing vegetables and looking after animals. Some hobbies are relaxing and others are active. Hobbies can make you grow as a person, develop your interests and help you learn new skills.

3 Back at school, David wrote a story about the life of a sixteen-year-old boy, and it came out as a book in 2012. Many young people love his book, and as a result, David has become a successful young writer.

QUICK TIPS
2 A graphic organizer may help show your findings in a logical way!

to help build up your idea, show the relationship between ideas

Sequence Order
Write about the events that took place in the correct order.

Timeline Organizer

Series of Events Chain

Average

Module 6 Unit 2 Hobbies make you grow as a person.

Task :

Read paragraph 2~3 and find out how David became a successful young writer. Present your findings in a logical way.

What:

When:

Where:

What:

When:

Where:

a successful young writer

Module 6 Unit 2 Hobbies make you grow as a person.

Challenging

Task 1:

Read paragraph 2~3 and find out how David became a successful young writer. Present your findings in a logical way.

分析信息
间关系

学生划批

自主选取
图形组织器
显性梳理
重要信息



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教学过程

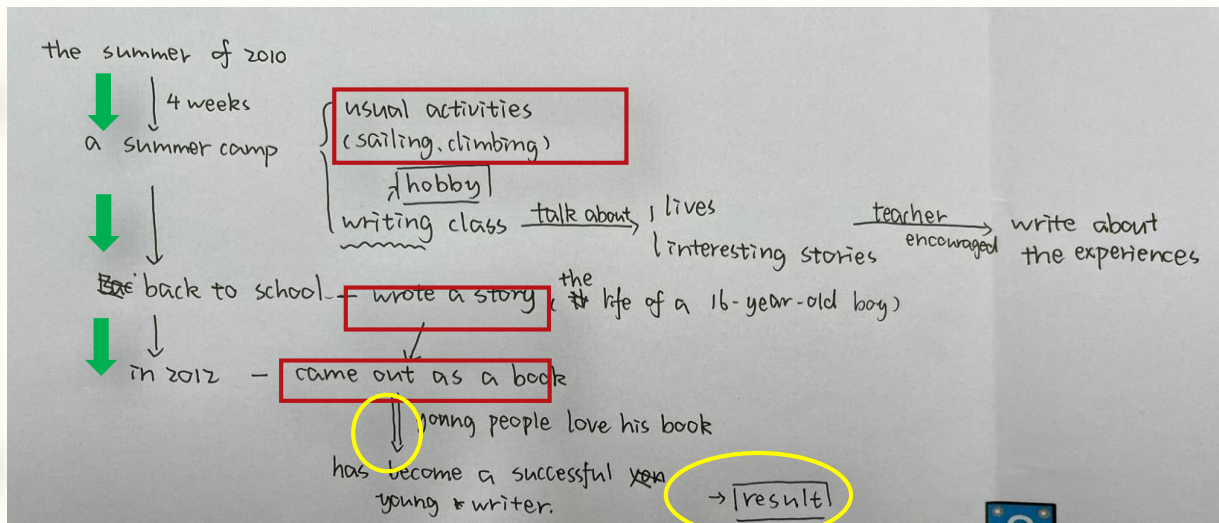
While-reading

2nd Reading

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●●●●● Teaching Procedure

How did David become a successful young writer?



1. 运用短语提炼重要信息
2. 利用箭头，展示时间与空间的转变
3. 自主利用图形组织器，建构重要信息间的因果关系。

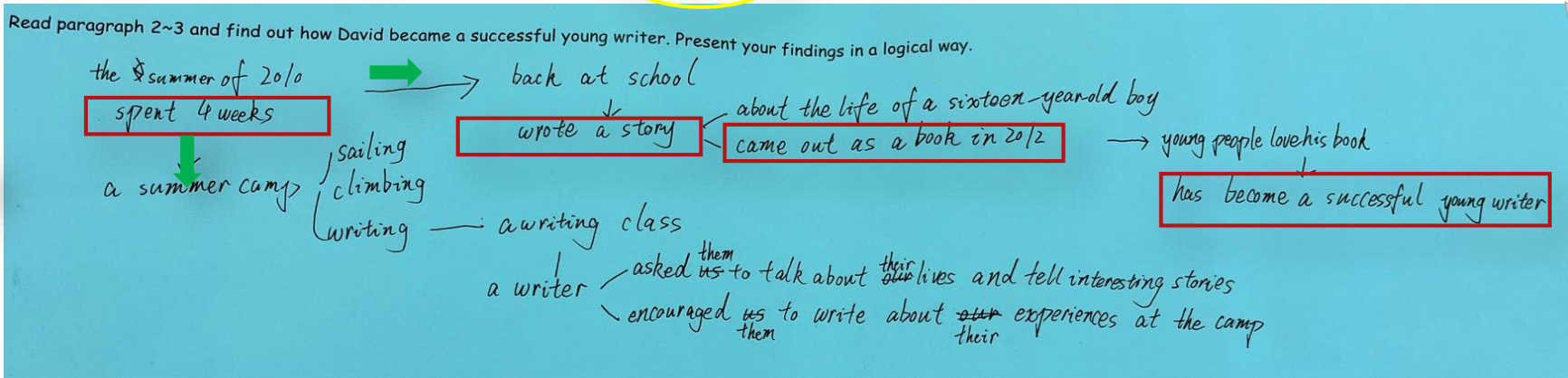


理解要点

定位信息

分析信息间关系

外显梳理建立信息关系



教学目标1：
利用图形组织器，获取并梳理David如何通过写作这项爱好的发展成为一名成功的年轻作家，初步建立David行为与他的成就间的因果关系

此处请留白

How did David become a successful young writer?

定位信息



分析信息
间关系

外显梳理
建立信息
关系

运用表达

反思评价

1. 运用短语提炼重要信息

2. 利用箭头，展示时间与空间的转变

3. 自主利用图形组织器，建构重要信息间的因果关系。



理解要点

教学目标2：
基于结构图，通过小组分享的形式，表述David成为年轻、成功作家的过程，巩固结构化新知。

评价量表

评价维度	得分	评分标准
1. 是否从文中提取 <u>重要短语</u> 来梳理结构图？		★★★★ 满足 ★★★ 不完全满足
2. 提取的重要短语是否直接促进 David 成为年轻成功作家？		
3. 是否建立重要短语/关键信息间的关联？		★ 欠缺



教学过程

While-reading

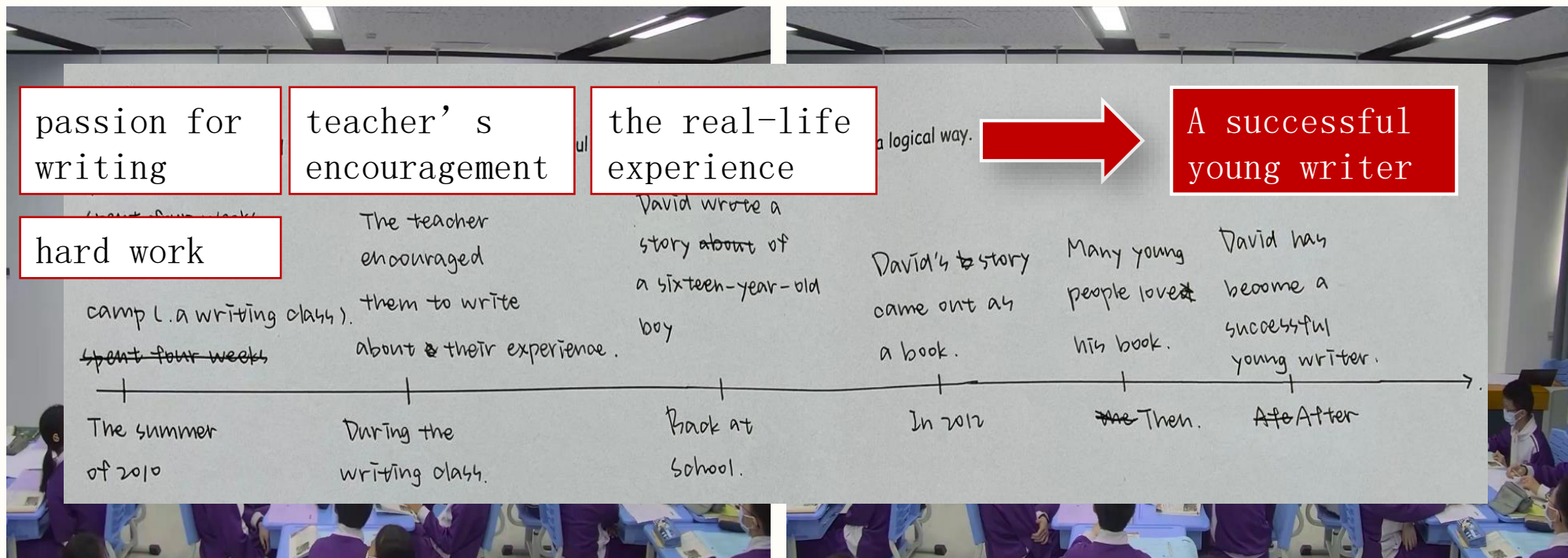
3rd Reading

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●●●●● Teaching Procedure

What are the key factors to help David become a successful young writer? How do you prove it?

教学目标3:
依据文本信息,
归纳并总结
David通过爱
好的发展成为
一名年轻成功
作家的重要因
素



教学过程

●●●●● Teaching Procedure

Post-reading

迁移创新

Will David keep writing in the future?

Will his future books be successful? Why/Why not?



How do you understand 'hobbies can make you grow as a person'?

此处请留白

教学目标3:
依据文本信息, 归纳并总结 David通过爱好的发展成为一名年轻成功作家的重要因素, 推测这些因素对其新书成功与否的影响

教学目标4:
基于板书和结构图, 总结David的变化和爱好对人成长的意义, 并说明对自身发展的启示。

深化对主题意义的探究

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Homework

Option A:

Write a summary of how hobbies help David grow as a person.

Option B:

Write a passage of how David's experience help you develop your hobby/hobbies.



教学反思

●●●●● Teaching Reflection

特色

以“优诊学”
诊断测评结果
为出发点

中观问题引领

突出主要内容

图形组织器

形成要点信息
间的逻辑关系

读中:

1st Reading:

What are David's hobbies?

What have hobbies brought to David?

2nd Reading:

How did David become a successful young writer?

3rd Reading:

What are the key factors to help David become a successful young writer? How do you prove it?

教师为学生搭建“脚手架”，分层任务单

引导学生通过结构化图示呈现对于问题的思索

此处请留白

意义结构与建构

探索切实提升学
生理解要点微技
能的有效途径



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谢谢！

