

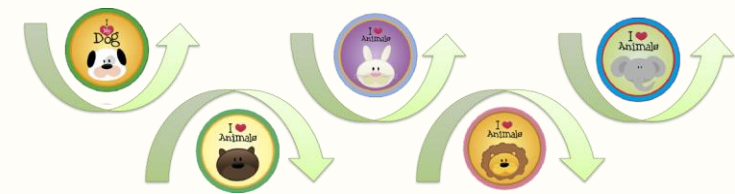


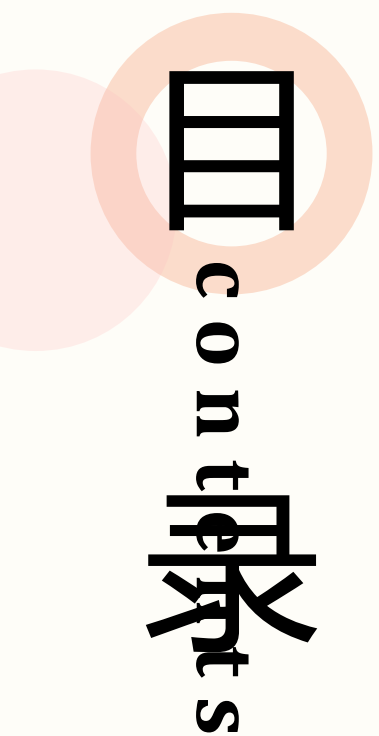
中国基础教育外语测评研究基金
Fund for Assessment Research in Foreign Language Education

基于诊断测评提升初中生听力 细节获取能力的教学课例

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- 1 指导思想与理论依据
- 2 教学内容分析
- 3 学生情况分析
- 4 教学目标
- 5 教学过程
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01

指导思想与理论依据





一、以主题为引领选择和组织课程内容

内容的组织以主题为引领，以不同类型的语篇为依托，融入语言知识、文化知识、语言技能和学习策略等学习要求，以单元的形式呈现。

二、践行学思结合、用创为本的英语学习活动观

秉持在体验中学习、在实践中运用、在迁移中创新的学习理念，倡导学生围绕真实情境和真实问题，激活已知，参与到指向主题意义探究的学习理解、应用实践和迁移创新等一系列互相关联、循环递进的语言学习和运用活动中。坚持学思结合、学用结合、学创结合。

三、注重“教-学-评”一体化设计

坚持形成性评价与终结性评价相结合，逐步建立主体多元、方式多样、素养导向的英语课程评价体系。



02

教学内容分析



Unit 6

The Animal Kingdom



Warm-up
1 How would you describe these animals? Use the Key Words to help you.
Key Words: Adjectives
cute, dangerous, helpful, interesting, ugly, useful

Vocabulary
5 Read the sentences. Write the underlined words in the correct columns. Use a dictionary to help you.
Noun Verb Adjective

Listening
2 What animals do the students choose? Listen and fill in the blanks.
Name Animal Reason

Speaking
7 Your Turn What are your favourite animals? Write notes and talk in pairs.
Example
A: I like lions.
B: Why?
A: Because they're strong. They can run fast, too.

Warm-up
1 Think of some animals with unusual body parts. Tell the class.
Example Monkeys have long arms. They can move from tree to tree easily.

Reading
12 Read about penguins and giraffes. Complete the table below. Then listen and check.
Penguins look funny with their big bodies, small heads, short necks and short legs.

9 Listen and circle the words with the /a/ sound. Then put them into the table.
My cousin has a monkey! Some people think he's ugly. Others think he's cute.

Vocabulary 反义词
4 Find opposites of the words below in the text.
Word Builder
1 above 2 fat 3 lives 4 long 5 near

9 Listen and circle the words with the /a/ sound. Then put them into the table.
Elephants have big ears and long noses. Chickens are birds, but they can't fly far.

Warm-up
1 Where are these animals from? Match them with the places.
1 Asia 2 Africa 3 Australia

Vocabulary
4 Complete the Word Builder with adverbs.
Word Builder
1 slow slowly 2 quick 3 happy 4 free 5 easy

Reading
2 Read and complete the text with the words from the box. Then listen and check.
Key Words: Adjectives
cute, dangerous, easy, famous, happy, sad, strong

Grammar 方式副词
5 Complete the table with the correct adverbs from the Word Builder.

3 Read again and answer the following questions.
1 What did John and Anthony do when they saw the baby lion?
2 How did they look after Christian?
3 Why did they take Christian to Africa?

Speaking
8 Role-play. Role-play an interview with John and Anthony.
Example
A: Hello, John. Can you tell us something about Christian?
B: Sure.

Reading
1 Read Amy's blog and put her photos in time order. Write the numbers in the circles.
Home About Me Friends Fun School Sports

Writing
3 Think about a trip to the zoo or a television show about animals. Try to remember the trip or imagine it and use the questions below to help you.

9 Listen and circle the words with the /a/ sound.
Owen has a penguin. Every Wednesday, the penguin takes a walk.

10 Listen again and read aloud.
In May, I went to the Beijing Zoo. I spent with my friends. It was fun.

animal

| 范畴 | 主题群 | 子主题内容 |
|------|------------------------------|--|
| 人与自然 | 自然生态 环境保护 灾害防范 宇宙探索 | <ol style="list-style-type: none">1. 世界主要国家的地理位置，不同地区的生态特征与自然景观；2. 热爱与敬畏自然，与自然和谐共生；3. 环境污染及原因，环保意识和行为；4. 自然灾害与防范措施，人身安全与自我保护5. 地球与宇宙探秘，航天事业发展。 |



Unit 6 The Animal Kingdom

关注动物

了解动物

尊重和关爱动物

Communication Workshop 是一篇短文，以博客的方式叙述了Amy动物园之旅。

16 My Favourite Animal

Warm-up

1 How would you describe these animals? Use the Key Words to help you.

- cat / cats
- dog / dogs
- mouse / mice
- rabbit / rabbits
- sheep / sheep
- snake / snakes

Key Words: Adjectives

cute, dangerous, helpful, interesting, ugly, useful

Example

I like dogs. I think they're helpful.

Listening

2 What animals do the students choose? Listen and fill in the blanks.

| Name | Animal | Reason |
|-------|--------|---|
| Amy | | • cute / funny |
| Lily | | • helpful / useful - keep homes safe - help blind people |
| Jerry | | • dangerous / interesting - have big / small mouths - but can eat big / small animals |
| Sara | | |

3 Why do they choose these animals? Listen again and circle the correct words in the table.

- 4 Look at the information in the table. Answer the questions.
- Why does Lily think her favourite animal is helpful?
 - Why does Amy like her favourite animal?
 - Why does Sara think her favourite animal is useful?

听说

17 Interesting Animals

Warm-up

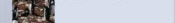
1 Think of some animals with unusual body parts. Tell the class.

Example: Monkeys have long arms. They can move from tree to tree easily.

Reading

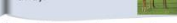
2 Read about penguins and giraffes. Complete the table below. Then listen and check.

Penguins look funny with their big bodies, small heads, short necks and short legs. They are birds but they cannot fly. They are not fish but they can swim very fast. Some can swim 25 miles an hour. They have black backs and white fronts, so in the water, other animals cannot see them well from above or below. Penguins lay eggs in big groups and sometimes, there are over 100,000 of them. They stand still for a long time, so they can keep their eggs warm on their feet.



| | Penguins | Giraffes |
|------|----------|----------|
| body | | |
| head | | |
| legs | | |
| neck | | |
| eyes | | |

Giraffes have big eyes on a small head and they can see very well. They are very tall, so they can eat from tall trees. However, with their long necks, it is difficult to drink water. They have to spread their front legs wide and bend their necks, so their heads can reach the ground. When they sleep, they sit on the ground and rest their heads on their backs. Giraffes can run fast with their thin legs but they cannot run for a long time. They often walk for long hours to find food in places far away.



3 Read the text again. Answer the questions.

- Are penguins birds or fish?
- Why can't other animals in the water see them well from above or below?
- How long do they stand still for a long time?

阅读

18 An Animal Story

Warm-up

1 Where are these animals from? Match them with the places.

- Asia
- Africa
- Australia

Reading

2 Read and complete the text with the words from the box. Then listen and check.

Key Words: Adjectives
cute, dangerous, easy, famous, happy, sad, strong

In 1969, John Rendall and his friend Anthony Bourke saw a little baby lion in a shop in London. They took him home and called him Christian. John and Anthony looked after Christian very well. They took him for walks and played with him every day. They drove him around the city in their car and even took him to the beach.

Christian lived with John and Anthony happily for about a year. He was never angry and he was not . However, he grew quickly. Soon, he became very big. He was very and heavy, too. Clearly, he could not live with John and Anthony any more, so they took him to Africa. At first, it was not , but slowly, he learned and did well.

After a year, John and Anthony went back to Africa. They wanted to see Christian again. But would Christian remember them? It took a long time, but they finally found Christian with a few other lions. What happened? Christian walked over slowly. Then suddenly, he recognised them! He ran over and jumped up on them. He didn't hurt them. He hugged them warmly. They couldn't believe it!

John and Anthony visited Christian again a few years later. Christian was with other lions and his babies this time. He still recognised them and ran over, but he was too big and he knocked them down easily. John and Anthony were to leave him, but they were also happy to see Christian live freely in Africa.

3 Read again and answer the following questions.

- What did John and Anthony see when he saw the baby lion?
- How did they look after him?
- Why did they take Christian to Africa?

阅读

Communication Workshop

Reading

1 Read Amy's blog and put her photos in time order. Write the numbers in the circles.

- Home
- About Me
- Friends
- Fun
- School
- Sports



I was at Animal World with my cousin yesterday. First, we went to see the elephants. The baby elephants were so cute! I fed one elephant some bananas. I was afraid at first but it was a lot of fun. Our next stop was the Panda House. It was huge but only two pandas lived there. They were tired and slept all the time. It was boring. Then we watched a penguin show. The penguins were really funny. They walked slowly but they swam fast.



After the show, we had lunch. My cousin and I each ate a sandwich. Just then, I heard something. I thought someone called me, so I turned around. It was a loud parrot! I guess it was hungry and it wanted our sandwiches. After lunch, we saw some monkeys. They were small. They got some food and were really excited. They ate it and we took some photos. They looked so good!



2 Read the blog again and complete the table.

| Animal | What were they like? | When and where did they see them? | How did Amy feel? What did she do? |
|----------------|----------------------|-----------------------------------|------------------------------------|
| baby elephants | | | |
| pandas | | | |
| penguins | | | |
| a parrot | | | |
| monkeys | | | |

写作

【What】主题意义和文本内容

16 My Favourite Animal

Warm-up

1 How would you describe these animals? Use the Key Words to help you.

- cat / cats
- dog / dogs
- mouse / mice
- rabbit / rabbits
- sheep / sheep
- snake / snakes

Key Words: Adjectives
cute, dangerous, helpful, interesting, ugly, useful

Example
I like dogs. I think they're helpful.

Listening


2 What animals do the students choose? Listen and fill in the blanks.

| Name | Animal | Reason |
|-------|--------|---|
| Amy | | • cute / funny |
| Lily | | • helpful / useful - keep homes safe - help blind people |
| Jerry | | • dangerous / interesting - have big / small mouths but can eat big / small animals |
| Sara | | • useful / safe - help scientists make medicines |

3 Why do they choose these animals? Listen again and circle the correct words in the table.

4 Look at the information in the table. Answer the questions.

- 1 Why does Lily think her favourite animal is helpful?
- 2 Why does Amy like her favourite animal?
- 3 Why does Sara think her favourite animal is useful?



本课是一节听说课。听力内容是Lily, Amy, Jerry, Sara四名学生在交流各自想写的动物，对这些动物的看法及其原因。

Amy想写的动物是兔子，因为他们可爱；Lily喜欢狗，她认为狗对人类有帮助，可以看家及帮助盲人；Jerry最喜欢的动物是蛇，因为他们有趣，虽然是小嘴巴，却能吃掉大动物；Sara想写的动物是老鼠，因为他们有用，可以帮助科学家做药的实验。

【Why】写作意图和价值取向

16 My Favourite Animal

Warm-up

1 How would you describe these animals? Use the Key Words to help you.

- cat / cats
- dog / dogs
- mouse / mice
- rabbit / rabbits
- sheep / sheep
- snake / snakes

Key Words: Adjectives

cute, dangerous, helpful, interesting, ugly, useful

Example

I like dogs. I think they're helpful.

Listening

2 What animals do the students choose? Listen and fill in the blanks.

| Name | Animal | Reason |
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| Lily | _____ | • helpful / useful -keep homes safe -help blind people |
| Jerry | _____ | • dangerous / interesting -have big / small mouths but can eat big / small animals |
| Sara | _____ | • useful / safe -help scientists make medicines |

3 Why do they choose these animals? Listen again and circle the correct words in the table.

4 Look at the information in the table. Answer the questions.

- 1 Why does Lily think her favourite animal is helpful?
- 2 Why does Amy like her favourite animal?
- 3 Why does Sara think her favourite animal is useful?

引导学生多角度描述动物及关注动物对人类的贡献。

【How】文体特征和语言特点

本课是一篇对话，Lily, Amy, Jerry, Sara 四名同学交流各自想写的动物，对这些动物的看法及其原因。对话使用**一般现在时**进行交流。

谈论各自想写的动物时使用“I want to write about...My favourite animals are...They’re my favourite animals.” **谈论对动物的看法**时使用了 “I think they’re....They’re...”, **叙述原因**的时候使用 “Because they’re...They can... They have...”

16 My Favourite Animal

Warm-up

1 How would you describe these animals? Use the Key Words to help you.

- cat / cats
- dog / dogs
- mouse / mice
- rabbit / rabbits
- sheep / sheep
- snake / snakes

Key Words: Adjectives
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4 Look at the information in the table. Answer the questions.

- 1 Why does Lily think her favourite animal is helpful?
- 2 Why does Amy like her favourite animal?
- 3 Why does Sara think her favourite animal is useful?





学生情况分析



学生情况分析

自然情况

对动物话题感兴趣

表达观点

小组合作

已有基础

简单了解动物

获取并记录细节信息

动物名称, 如: dogs, cats, mice, rabbits等;
形容词, 如: cute, big, small, interesting等;
身体部位, 如: ear, neck, leg, head等;
表达喜好功能句, 如: my favourite animals are...;
一般现在时;



2021.9

| 【2】各技能总体表现 | |
|------------|-----------------------------------|
| | 听力 |
| 班级平均分 | 72分 |
| 合格线 | 60分 |
| 微技能表现 | 掌握 获取细节信息 理解大意 |
| | 未掌握 |



2022.3

| 【2】各技能总体表现 | |
|------------|-----------------------------------|
| | 听力 |
| 班级平均分 | 78分 |
| 合格线 | 60分 |
| 微技能表现 | 掌握 理解大意 获取细节信息 |
| | 未掌握 |



2021.9

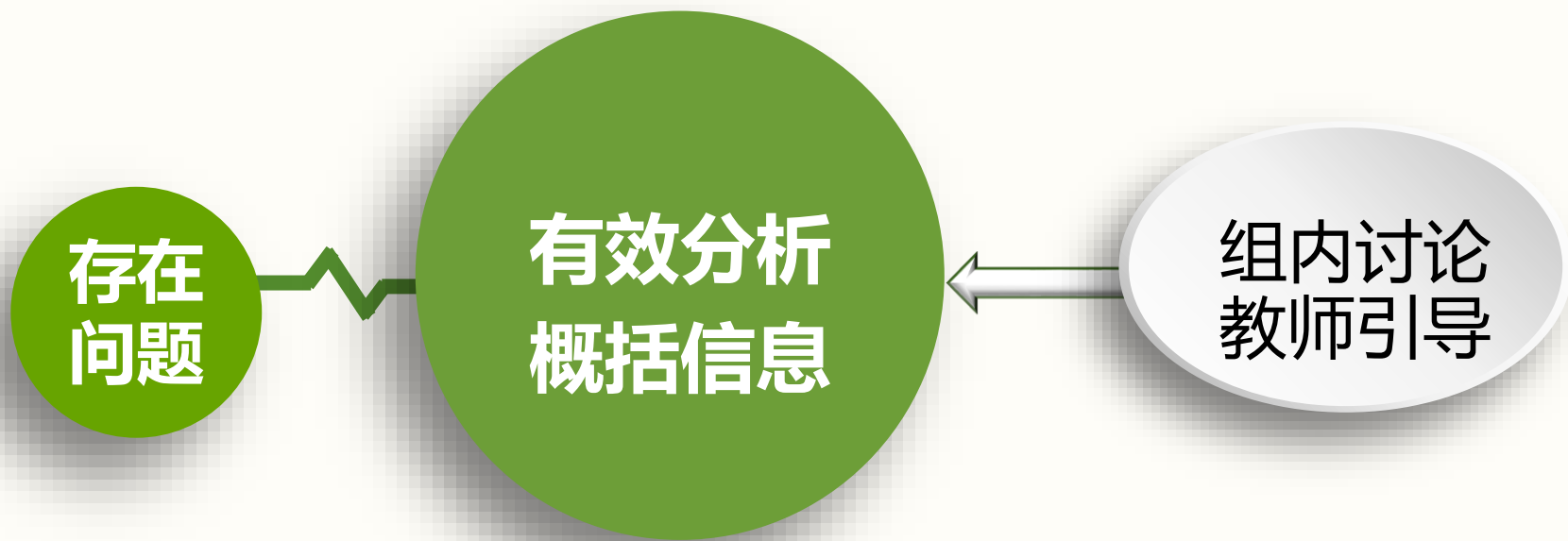
【2】微技能表现



2022.3

【2】微技能表现



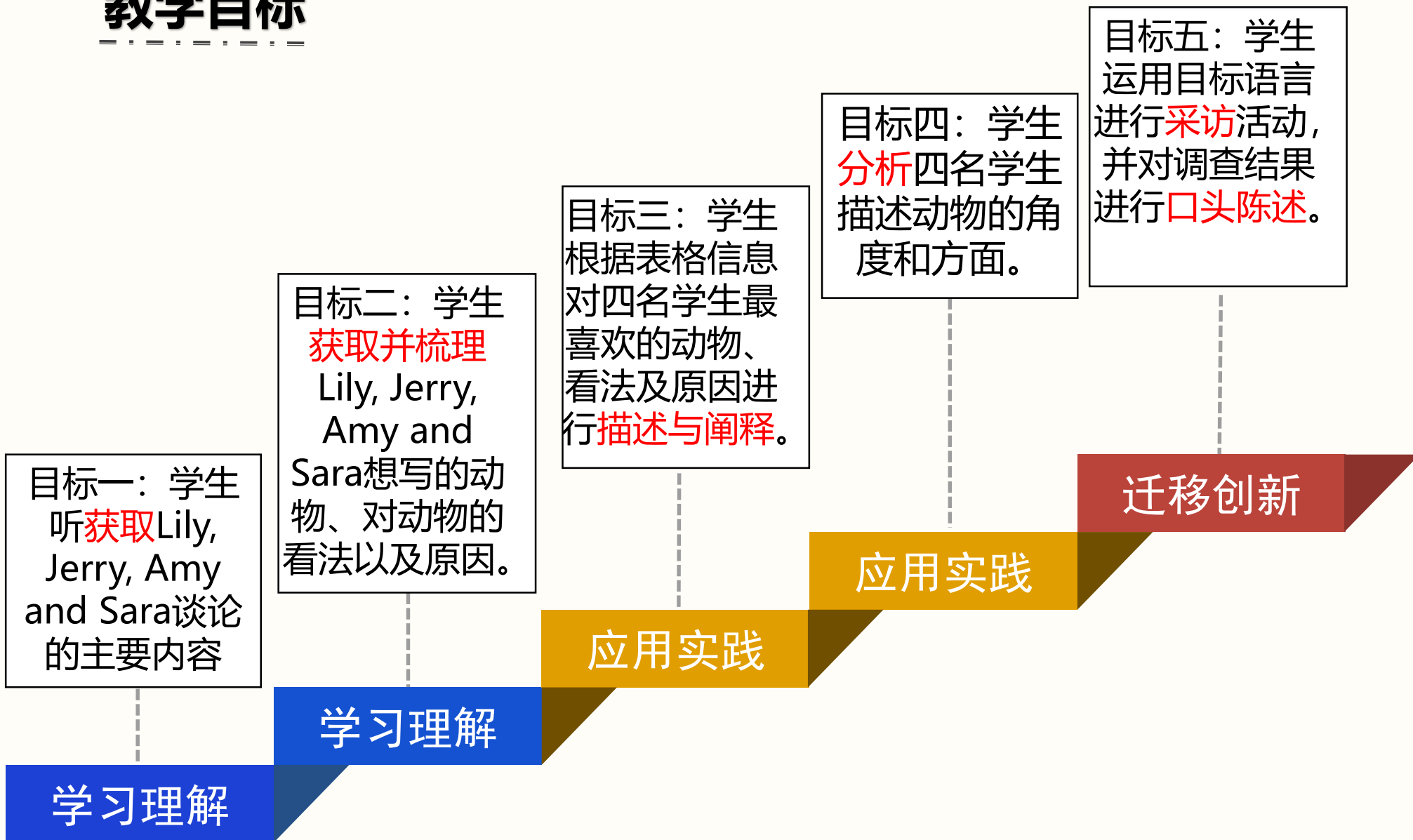


04

教学目标



教学目标



05

教学过程



中国基础教育外语测评研究基金

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学习理解

目标一：学生听获取Lily, Jerry, Amy and Sara谈论的主要内容。

Before listening

学习理解



应用实践

评价：观察学生能否参与互动和交流，主动分享自己对于该主题已有的知识和评价，并根据需要进行追问和给与鼓励。

应用实践

意图：在创设的情境中，激活学生对于动物以及形容词的已知。学生结合实际谈论自己最喜欢的动物并阐释原因，为听力做铺垫。

迁移创新

 学习理解

目标一：学生听获取Lily, Jerry, Amy and Sara谈论的主要内容。

Have a guessing

 学习理解



What are they talking about?

Lily Jerry Amy Sara

评价：在创设的情境下，倾听学生对于对话内容进行预测。

 应用实践

 应用实践

意图：在创设的情境下，通过预测激发学生的兴趣，同时培养学生听前预测的良好习惯。

 迁移创新

 学习理解

目标一：学生听获取Lily, Jerry, Amy and Sara谈论的主要内容。

1st Listening

 学习理解

 **What are they talking about?** 

What animals they want to write about, what they think of them and why.


Lily Jerry Amy Sara



评价：倾听学生对于对话主要内容的概括，适时给与引导、指导和评价。

 应用实践

 应用实践

意图：听并概括对话的主要内容，提升学生概括大意的能力。

 迁移创新

学习理解

2nd Listening



What animals they want to write about and what they think of them.

学习理解

目标二：学生获取并梳理Lily, Jerry, Amy and Sara想写的动物、对动物的看法以及原因。

应用实践

应用实践

迁移创新

Sheet A

Lesson 16 My favourite animal

一、Listen and fill in the blanks.

Word Bank

Animals: dogs, snakes, rabbits, mice, sheep

Adj. : helpful, cute, interesting, useful, funny, safe, dangerous

| Name | Animals | Think of | Reason |
|-------|---------|----------|--|
| Amy | | | |
| Lily | | | ◆keep homes ____ ◆ ____ blind people |
| Jerry | | | have ____ mouths but can eat ____ animals |
| Sara | | | help scientists ____ medicines |



学习理解

2nd Listening



What animals they want to write about and what they think of them.

学习理解

目标二：学生获取并梳理Lily, Jerry, Amy and Sara想写的动物、对动物的看法以及原因。

应用实践

应用实践

迁移创新



学习理解

3rd Listening

Why they think...are...?

学习理解

目标二：学生获取并梳理Lily, Jerry, Amy and Sara想写的动物、对动物的看法以及原因。

应用实践

评价：教师观察不同层次学生听后记录的情况，根据学生的表现给与指导和反馈。

应用实践

迁移创新

意图：学生通过听，获取动物、看法、喜欢原因的细节信息，培养学生获取细节信息的能力。分层让学生根据自己的水平选择学案，给不同层次的学生不同的脚手架，关注了学生的能力和需求，促进不同能力水平的学生在原有基础上有能力的提升。

Sheet A

Lesson 16 My favourite animal

一、Listen and fill in the blanks.

Word Bank

Animals: dogs , snakes , rabbits , mice, sheep

Adj. : helpful, cute, interesting, useful, funny, safe, dangerous

| Name | Animals | Think of | Reason |
|-------|---------|----------|--|
| Amy | | | |
| Lily | | | ◆keep homes ____ ◆____ blind people |
| Jerry | | | have ____ mouths but can eat ____ animals |
| Sara | | | help scientists ____ medicines |

学习理解

学习理解

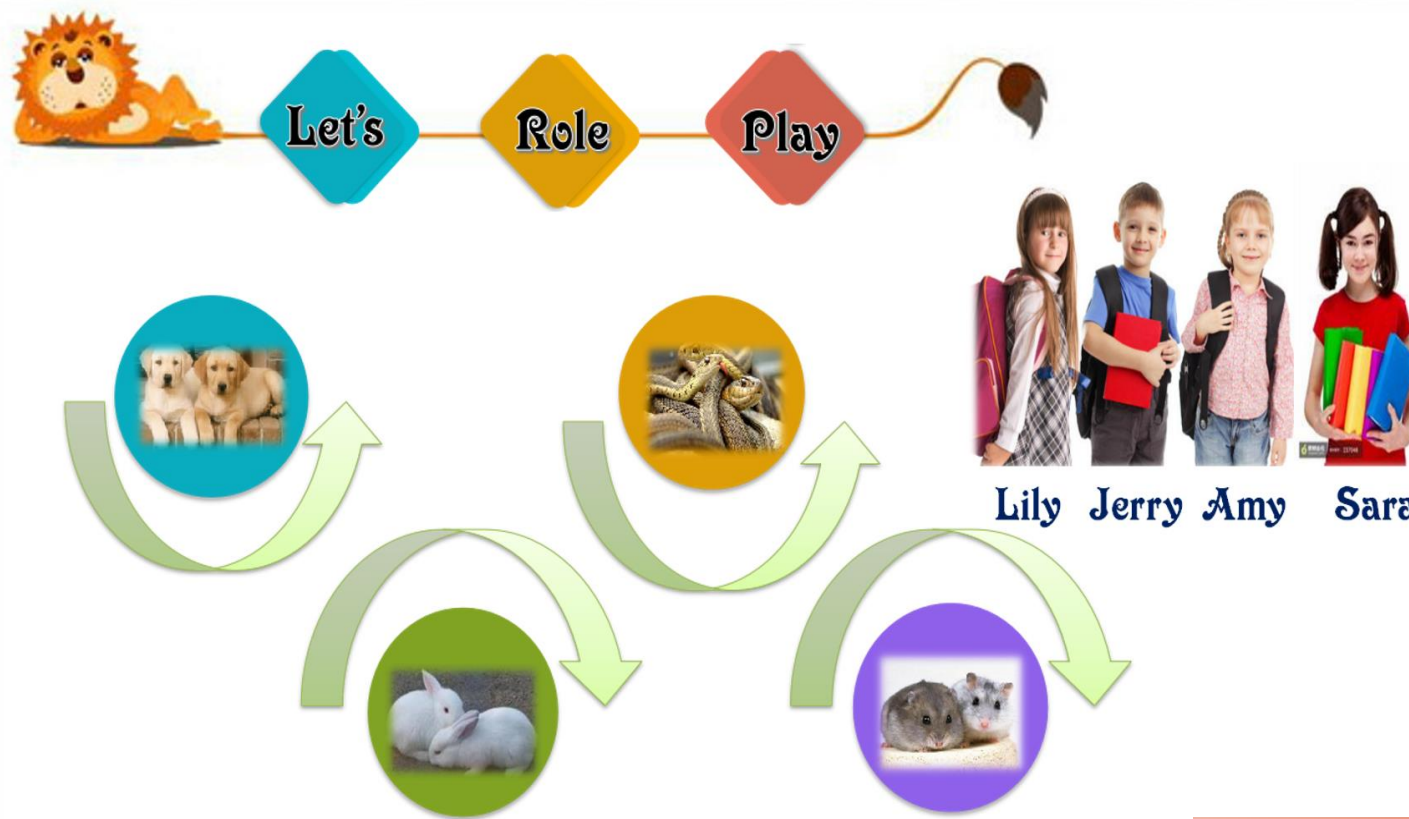
应用实践

应用实践

迁移创新

此处请留白

目标三：学生根据表格信息对四名学生的最喜欢的动物、看法及原因进行描述与阐释。



意图：通过跟读规范学生的语音语调。

评价：教师根据不同能力水平学生朗读的情况，给与指导或鼓励。

学习理解

学习理解

应用实践

应用实践

迁移创新

目标三：学生根据表格信息对四名学生的最喜欢的动物、看法及原因进行描述与阐释。

Lily: Amy, what animal do you want to write about? 🗣️

Amy: I want to write about rabbits. 🗣️

Lily: Why? 🗣️

Amy: Because they're cute. I like them a lot. What about you, Lily? 🗣️

Lily: My favorite animals are dogs. I think they're helpful. They can keep our homes safe. They can also help blind people. How about you, Jerry? 🗣️

Jerry: I'm not sure. Maybe sheep? No ... Oh, I know. Snakes! They're my favorite animals. 🗣️

Lily: Snakes? They're dangerous! 🗣️

Jerry: Well, some are dangerous but some aren't. I think they're interesting. They have small mouths, but they can eat big animals. Am I right, Sara? 🗣️

Sara: Well, you have a point. 🗣️

Jerry: Thanks, Sara. So do you want to write about snakes, too? 🗣️

Sara: Not really. I want to write about mice. 🗣️

Jerry: Mice? Why? They're ugly! 🗣️

Sara: But they're useful. They help scientists make medicines. 🗣️

意图：学生通过阅读对话，总结归纳语言，为描述做语言准备。

评价：教师观察学生是否能总结句型结构，根据学生的表现给与必要的提示、指导或评价。

 学习理解

 学习理解

 应用实践

 应用实践

 迁移创新

Lesson 16 My Favourite Animals

Animals they want to write: I want to write about... favourite animals are...
 Think of: I like... a lot. They're my favourite animals.
 why: I think they're... Because they're... They're...
 They can... they can also...
 They have... but they can...
 Because they're...
 They help...

目标三：学生根据表格信息对四名学生的最喜欢的动物、看法及原因进行描述与阐释。

Sheet A
Lesson 16 My favourite animal

一、Listen and fill in the blanks.

Word Bank
Animals: dogs, snakes, rabbits, mice, sheep
Adj.: helpful, cute, interesting, useful, funny, safe, dangerous

| Name | Animals | Think of | Reason |
|-------|---------|-------------|--|
| Amy | rabbits | cute | |
| Lily | dogs | helpful | ◆keep homes safe ◆help blind people |
| Jerry | Snakes | interesting | have small mouths but can eat big animals |
| Sara | mice | useful | help scientists make medicines |

Sheet B
Lesson 16 My favourite animal

一、Listen and write down the key information.

| Name | Animals | Think of | Reason |
|-------|---------|-------------|---|
| Amy | rabbit | cute | |
| Lily | dogs | helpful | keep home safe help blind people |
| Jerry | Snakes | interesting | have small mouth but can eat big animals |
| Sara | mice | useful | help scientists make medicines |

意图：学生通过描述，对对话的语言和内容进行内化，为输出做铺垫。

评价：教师观察学生是否能借助表格的语言支架完成描述，根据学生的表现给与必要的提示、指导或评价。

 学习理解



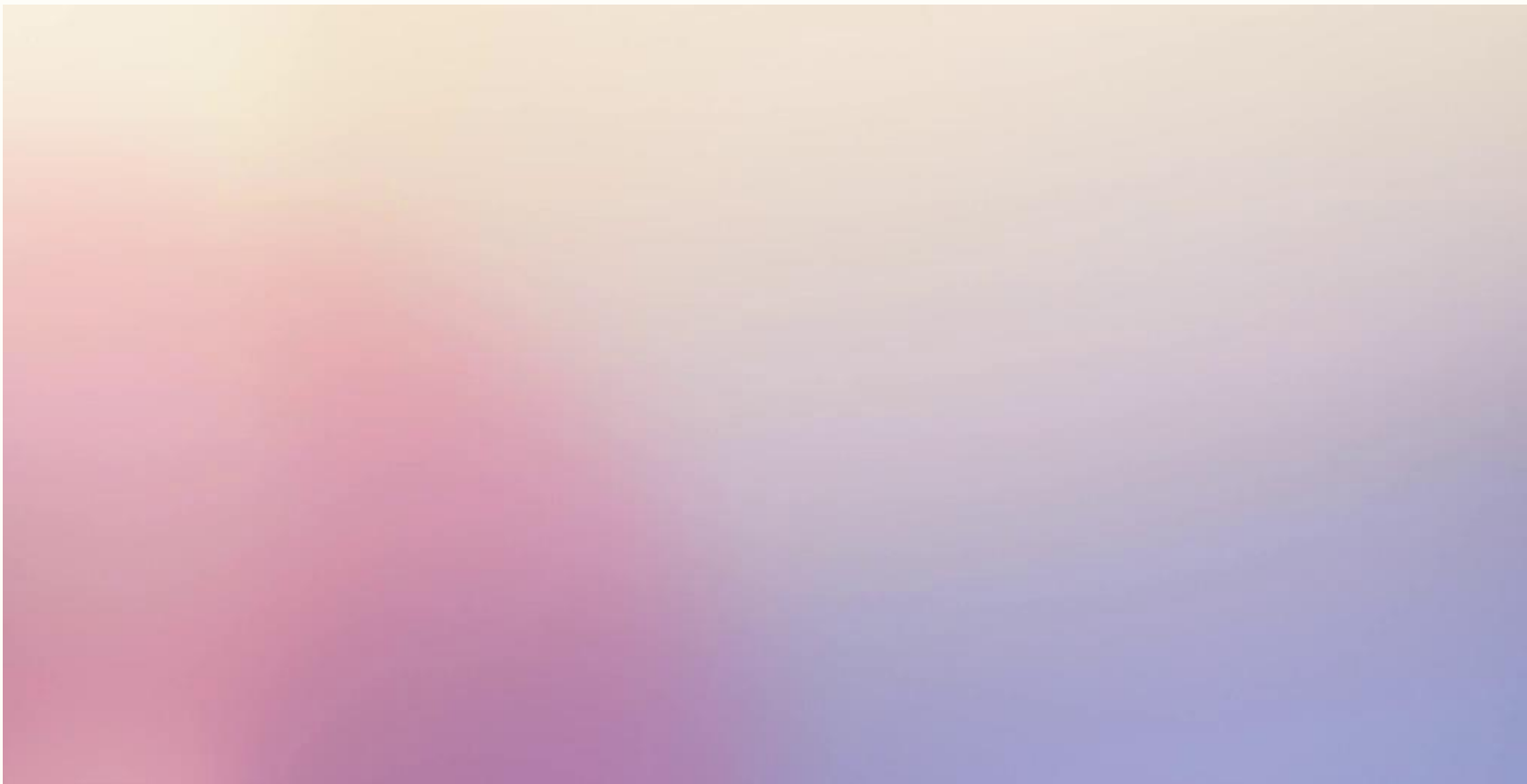
 学习理解

 应用实践

 应用实践

目标四：学生分析四名
学生描述动物的角度和方面。

 迁移创新



意图：对动物的描述方面进行归纳总结。

评价：教师根据学生对问题的反馈，引导正确的分析。

学习理解



National Geographic Magazine has a section about "Animals".

| Name | Animals | What do you think of ... ? | Why do you think so? |
|------|---------|----------------------------|----------------------|
| | | | |

学习理解

应用实践



二、Interview and take notes.

| Name | Animals | What do you think of ... ? | Why do you think so? |
|--------------|---------|----------------------------|-------------------------|
| Peng Zi Shuo | rabbits | cute | red big eyes, long ears |
| Li Jia Yi | cats | useful | catch mice |
| Wang Zi Qiao | foxes | clever | catch rabbits |
| Wang Zi | dogs | friendly | help blind people |

应用实践

迁移创新

目标五：学生运用目标语言进行采访活动，并对调查结果进行口头陈述。

意图：在实际情境中，运用所学进行采访活动，体现了英语学习“在学中用”。

评价：教师观察学生采访活动情况，给与鼓励或帮助。教师观察学生的汇报情况，评价教与学的成效。

Assessment

在本节课我做到了



通过听获取四位学生喜欢的动物及原因等细节信息；

依据获取的信息，口头描述出四位学生为什么喜欢那些动物并和同伴讨论彼此喜欢的动物及原因；

说出自己喜欢动物的名字，从不同方面描述原因；

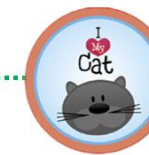
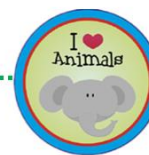
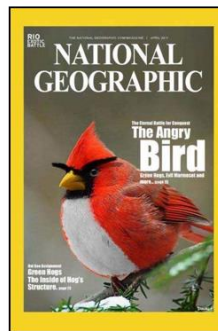
关爱动物，从我做起。



Homework



Write down "My favourite animals" and I will help you send it to the National Geographic Magazine.



中国基础教育外语测评研究基金

Fund for Assessment Research in Foreign Language Education



教学反思



一、关注“教-学-评”一致性

在课堂的过程中，针对不同的任务和活动，通过观察、追问、小组活动等对学生的表现及时给与评价和帮助，促进每个学生的提升。

二、英语学习活动观下探究主题意义

在意义探究的过程中，教师在英语学习活动观的指导下，使学生通过学习理解、应用实践、迁移创新等循环递进的学习活动，不断加深对主题意义的认识和对核心语言的内化。



三、分层设置学案

根据班级学生的学情，设置了Sheet A 和Sheet B学案，学生根据自己的水平自主选择适合自己的学案，教师给不同学生不同的脚手架，让不同层次的学生在自己原有的基础之上够一够能跟上课堂，能完成课堂的任务，学生听出来写出来之后，有成就感和获得感。

Sheet A

Lesson 16 My favourite animal

一、Listen and fill in the blanks.

Word Bank

Animals: dogs , snakes , rabbits, mice, sheep

Adj. : helpful, cute, interesting, useful, funny, safe, dangerous

| Name | Animals | Think of | Reason |
|-------|---------|----------|--|
| Amy | | | |
| Lily | | | ◆keep homes ____ ◆ ____ blind people |
| Jerry | | | have ____ mouths but can eat ____ animals |
| Sara | | | help scientists ____ medicines |



四、需提升的地方

课后翻看学生的课上学案，发现学生在做听中记录细节信息时，记录的都是完整词或者词块信息，没有使用箭头、圆圈、直线、曲线、符号、缩写等听记录的一些方法进行记录，此方法应作为下一步课上学生听细节信息并记录的重点内容之一进行训练，提升学生听中使用符号、线条、缩写等方式准确并全面记录细节的能力。

Sheet B

Lesson 16 My favourite animal

一、Listen and write down the key information.

| Name | Animals | Think of | Reason |
|-------|---------|-------------|---|
| Amy | rabbit | cute | |
| Lily | dogs | helpful | keep home safe help blind people |
| Jerry | Snakes | interesting | have small mouth but can eat big animals |
| Sara | mice | useful | help scientists make medicines |



谢谢！

