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# 英语教学与测评学术研讨会

The Fifth Conference on English as a Foreign Language Teaching and Assessment

—— 教、学、评：核心素养与多元评价 ——

## 基于诊断测评的高中英语阅读课例 ——以人教版必修一Unit 4 The Night the Earth Didn't Sleep 为例

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## 课例概述



# 概述

本课例基于诊断测评结果，以教学评一致性理念为指导，在阅读教学中，关注阅读微技能的培养和學生思维能力的提升。本节课中，学生在理解文章内容、结构、语言特色的基础上，聚焦学习了词义推测的方法和技能。教师再通过创设情境，让学生对文本的语言进行加工和内化，创造性地进行输出，深化学生对文本的理解，最终基本有针对性的达成了提升测评反馈弱项的教学目标。





02

## 基于诊断测评的学情分析



# 1) 学生总体能力情况分析

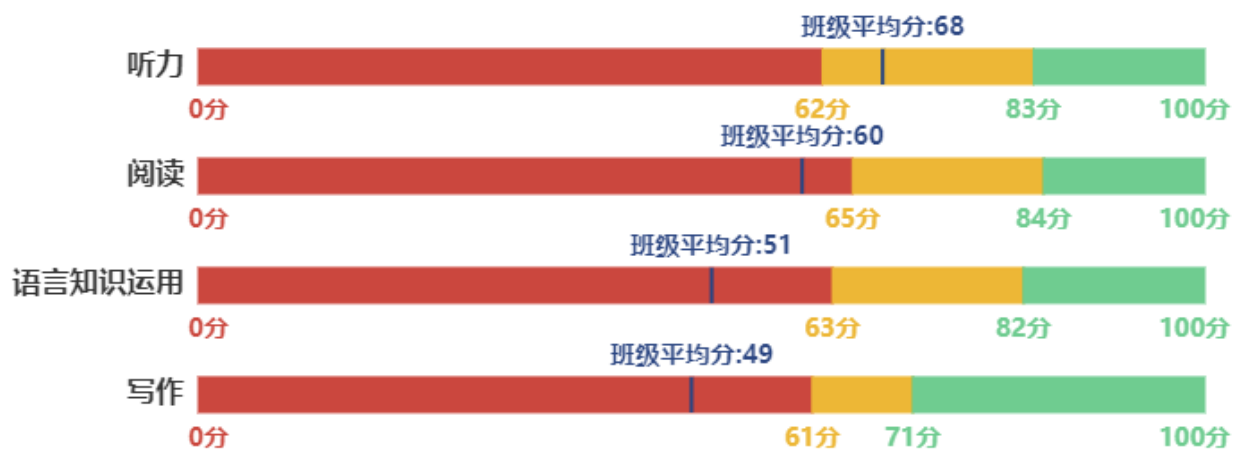
主要学习特点:

1. 对外语学习有较高的热情。
2. 对于老师的要求能够较好的落实。
3. 由于刚入学，学生面对初高中英语的差异，词汇量，阅读能力，语言综合运用能力和写作能力都相对薄弱。课外英语学习的拓展不多，部分同学仅局限与课本知识学习。且班级内部学生英语水平差异较大。
4. 部分学生运用新知识和新技能的行动力较差，缺少主动运用新知识的意识。
5. 实验班级运用优诊学平台参加了第一次诊断测评测试。在听力，阅读，词汇和写作方面的成绩，除听力外，均处于高一年级低水平程度。



## 2) 针对研究问题的学情分析

石家庄外国语学校高一年级参加测试的班级本次综合能力诊断测试的班级平均分为57分，达到高一年级的低水平（图一）。

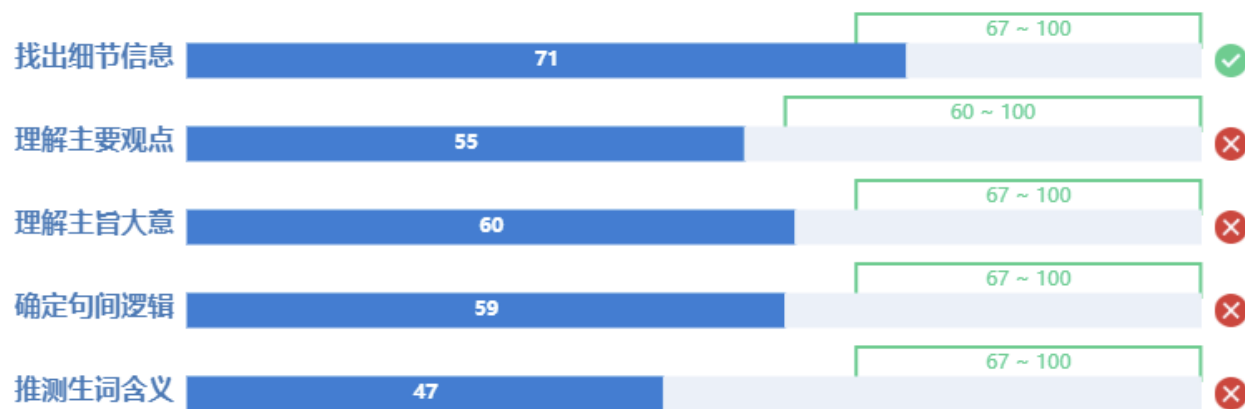


图一：石家庄外国语学校高一年级实验班级初测各技能表现



## 2) 针对研究问题的学情分析

就阅读方面而言，实验班级的平均成绩为60分，较弱的微技能为推测生词含义、确定句间逻辑、理解主旨大意和理解主要观点。从测试结果中可以分析看出，学生在阅读方面最弱的微技能是推测生词含义。



图二：石家庄外国语学校实验班级初测阅读技能及各微技能表现





## 2) 针对研究问题的学情分析

得到测评结果后，通过与学生进行访谈和教师的教学反思，分析总结出以下原因：

1、学生在日常学习中阅读量小，阅读的文章体裁范围较窄，基本集中于课本素材和相关练习题。

2. 学生对于高中英语阅读考查的阅读能力还不十分了解，词汇量尚未缺乏。学生的推测，分析，归纳等思维能力仍有待训练。

3. 学生缺乏恰当的技巧，如词义推测技巧。学生进入高中后还没有进行过相关的专门练习，未能掌握相应的方法。





03

## 教学内容与教学目标设计



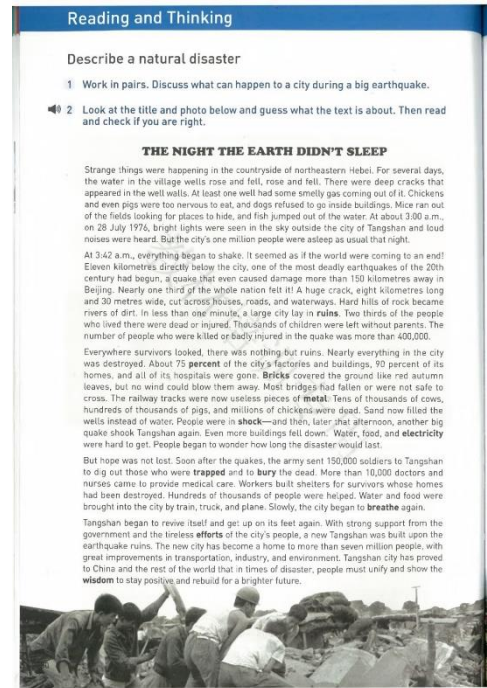
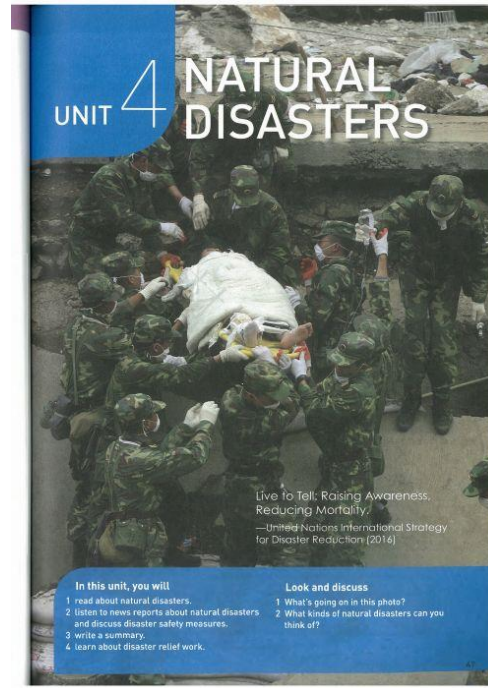
# 1) 相应的教学改进计划

- 鼓励学生制定自己的阅读计划，广泛阅读各种体裁和题材的文章，提高各项阅读微技能。
- 引导学生从整体把握阅读材料，获取大意，区分主要观点，次要观点。
- 指导学生在阅读过程中通过词汇的内在联系理解句子与句子、段落与段落之间的关系，重视分析篇章结构。引导学生借助衔接词，背景知识，上下文理解句间、段间关系。
- 引导学生借助上下文语境，利用生词前后表示同义、对比、举例、解释和概括等线索推测生词或短语的意思。指导学生在遇到生词时，根据词汇在句子中承担的语法功能，如主、谓、宾等推测词性或词义。



## 2) 教学内容分析

本节阅读课的教学内容选自人教版必修一第四单元，单元主题是自然灾害，探讨了“人与自然”主题下，当人类面临自然灾害的威胁时，应该树立防灾意识，不断研究和认识自然灾害，提高在灾害中逃生和生存的能力。



单元课时内容	单元课时目标
第一课时: Listening and Speaking – “播报自然灾害”	引导学生运用听力策略主动思考, 预判听力要点; 运用新闻套语, 模拟完成自然灾害播报。
第二课时: Reading and Thinking – “描述自然灾害”	掌握报告文学兼具文学性和纪实性的语言特征, 欣赏修辞方法, 理解情感和写作意图。
第三课时: Discovering Useful Structures- “描述自然灾害的图片”	理解并定语从句对丰富句子内容和描述事物特征、补充信息的功能; 恰当使用定语从句补充信息。
第四课时: Listening and Talking- “为灾害做准备”	通过指令语清晰地表达从地震等自然灾害中逃生的措施和建议。
第五课时: Reading for Writing “写摘要”	掌握新闻摘要的写作特点和语言特色, 完成摘要写作任务。
第六课时: Assessing your Progress & Project	通过讨论, 课下搜集资料等完成关于“自然灾害”话题的小组报告。
*Video Time	

认识自然灾害,  
模拟新闻播报

阅读真实事件,  
领悟报告文学

学习摘要写作  
内化语言知识

学习避难知识,  
掌握生活技能

小组话题报告  
输出单元内容

是什么

如何应对



## 2) 教学内容分析

### 基于诊断测评的文本解读：

**文体类型：**报告文学（文学性与纪实性）文章讲述了20世纪70年代的唐山大地震和灾后的救援与重建。从文本叙述的手法来看，这篇文章属于报告文学。

### 写作风格和特点：

记叙顺序按照事件发生的前、中、后

大量修辞描述灾难发生画面：运用了排比、比喻、拟人等修辞

多处使用数据，增加了真实感：例如eleven kilometers directly below the city、more than 150 kilometers away、nearly one third of

文章中多处出现了与地震有关的生词：例如，“There were deep cracks in the well walls.”中的crack等。



### 3) 教学目标

1. 学生能够获取语篇大意并分析报告文学阅读语篇的文本结构。
2. 学生能够通过阅读纪实性报告文学语篇，发现该类语篇的语言特征和叙事要点。
3. 能根据上下文内容和词汇的语法功能推断词义。
4. 能够从文本的描写中加深对其表达的情感的体验，反思我们从灾难中应学到什么。
5. 学生能够简要描述唐山大地震这一灾难性事件。





## 教学过程设计



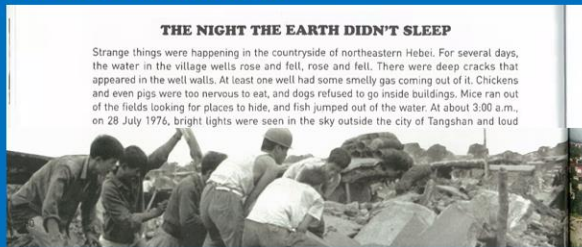


# 教学设计说明

## Unit 4 Natural Disasters

### Reading and Thinking:

#### Describe a natural disaster



### 活动设计:

(1) 呈现课题, 文章配图, 课文第一段和课堂任务。引导学生回顾话题。学生跳读文章标题, 第一段和图片对阅读文本内容进行预测。

(2) 讨论: 地震中可能会发生什么, 带来哪些危害。

### What can happen to a city during a big earthquake?

- **Buildings** may fall down and be destroyed.
- The **electricity** can be cut off.
- The **water** can be polluted.
- **People** will panic or get severely injured.

...



# 教学设计说明

## While-reading: Step 1 Main idea and structure

In **what order** did the author describe the event?

Part 1: Para 1

**Before** the earthquake

signs

Part 2: Para 2&3

**During** the earthquake

damage

Part 3: Para 4&5

**After** the earthquake

rescue and  
rebuild

Time

(3) 分析文章的结构，根据时间线索分段，并用关键词归纳段落大意。

设计意图：

导入话题，回顾已有的话题知识和词汇。练习使用已经在之前的单元学过的“Skimming”这一阅读技能，归纳文章大意，发现文章的结构特点（按照事情发生的时间顺序）。



# 教学设计说明

## While-reading

Step 2 Answer the questions:

1. What were some of the strange things happening before the earthquake?
2. Why did the author say it was one of the most deadly earthquakes in the 20th century?
3. What helped the city "breathe again"?



## While-reading

2. Why did the author say it was one of the most deadly earthquakes in the 20<sup>th</sup> century? (Find as many details as possible.)

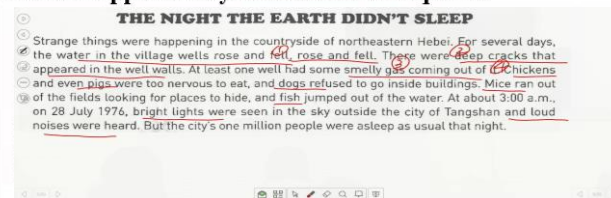
At 3:42 a.m., everything began to shake. It seemed as if the world were coming to an end! Eleven kilometres directly below the city, one of the most deadly earthquakes of the 20th century had begun, a quake that even caused damage more than 150 kilometres away in Beijing. Nearly one third of the whole nation felt it! A huge crack, eight kilometres long and 30 metres wide, cut across houses, roads, and waterways. Hard hills of rock became rivers of dirt. In less than one minute, a large city lay in ruins. Two thirds of the people who lived there were dead or injured. Thousands of children were left without parents. The number of people who were killed or badly injured in the quake was more than 400,000.

Everywhere survivors looked, there was nothing but ruins. Nearly everything in the city was destroyed. About 75 percent of the city's factories and buildings, 90 percent of its homes, and all of its hospitals were gone. Bricks covered the ground like red autumn leaves, but no wind could blow them away. Most bridges had fallen or were not safe to cross. The railway tracks were now useless pieces of metal. Tens of thousands of cows, hundreds of thousands of pigs, and millions of chickens were dead. Sand now filled the wells instead of water. People were in shock—and then, later that afternoon, another big quake shook Tangshan again. Even more buildings fell down. Water, food, and electricity were hard to get. People began to wonder how long the disaster would last.

These numbers are used to give factual information to show how serious the damage was.

## While-reading

1. What happened days before the earthquake?



Paralleled sentences  
vivid description



活动设计:

细读文本，回答三个与文本细节有关的问题，教师对文段语言特点进行追问。

设计意图:

理解文中的叙事要点，即地震发生前、中、后的细节描述。同时，在回答问题的过程中，通过追问，让学生体会排比、比喻和拟人等修辞以及文中运用的大量数据所表达的情感意义，体会报告文学的语言特征：生动性和纪实性。



# 教学设计说明

## Reading skill: guess the words in context

Are there any words that you don't know before reading? How do you usually figure out the meaning of unknown words?

Find the following words in the text and discuss the meaning of them in groups.

crack	
ruin	
brick	
revive	

## Reading skill: guess the words in context

crack; ruins; brick; revive

Strange things were happening in the countryside of northeastern Hebei. For several days, the water in the village wells rose and fell, rose and fell. There were deep cracks that appeared in the well walls. At least one well had some smelly gas coming out of it. Chickens and even pigs were too nervous to eat. Farmers were taking their chickens and pigs to the fields looking for places to bury them. **crack: a break on the surface of the land**

At 3:42 a.m., everything began to shake. It seemed as if the world were coming to an end! Eleven kilometres directly below the city, one of the most deadly earthquakes of the 20th century had begun, a quake that even caused damage more than 150 kilometres away in Beijing. Nearly one third of the whole nation felt it! A huge crack, eight kilometres long and 30 metres wide, cut across houses, roads, and waterways. Hard hills of rock became rivers of dirt. In less than one minute, a large city lay in ruins. Two thirds of the people who lived there were dead or injured. **ruins: the state of being destroyed**

## Reading skill: guess the words in context

crack; ruins; brick; revive

Everywhere survivors looked, there was nothing but ruins. Nearly everything in the city was destroyed. About 75 percent of the city's factories and buildings, 90 percent of its homes, and all of its hospitals were gone. Bricks covered the ground like red autumn leaves, but no wind could blow them away. Most bridges had fallen or were not safe to cross. The railway tracks were now useless. **bricks: blocks used for building walls** hundreds of thousands of pigs, and millions of chickens were killed. People were in shock—and then, later that afternoon, another big quake shook Tangshan again. Even more buildings fell down. Water, food, and electricity were hard to get. People began to wonder how long the disaster would last.

## Reading skill: guess the words in context

crack; ruins; brick; revive

Tangshan began to revive itself and get up on its feet again. With strong support from the government and the tireless efforts of the city's people, a new Tangshan was built upon the earthquake ruins. The new city has become a home to more than seven million people, with great improvements in transportation, industry, and environment. Tangshan city has proved to China and the rest of the world that in times of disaster, people must unify and show the wisdom to stay positive and rebuild for a brighter future.

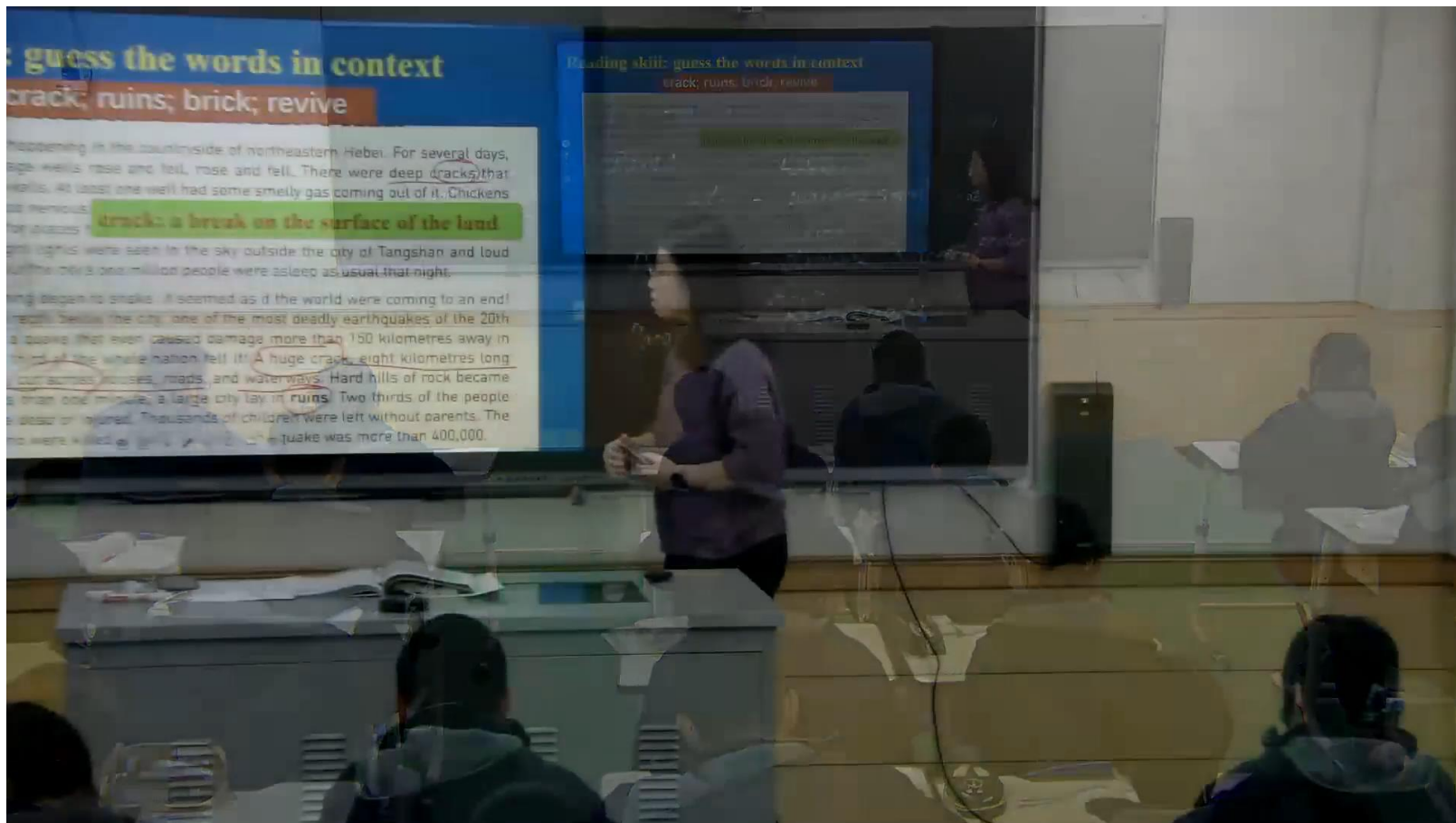
**revive: recover; to become strong again**

活动设计：小组讨论，在文中找到crack, ruin, brick和revive四个词，并讨论四个词的含义。

设计意图：  
指导学生发现并运用上下文、词汇的语法功能猜测词义。并运用学过的表达进行转述。



# 教学片段展示



# 教学设计说明

## Critical thinking

1. How do you understand the title “The Night The Earth Didn’t Sleep”?

1. The earth quaked at night;
2. People in Tangshan didn’t sleep;
3. The people in the whole country didn’t sleep as well.

2. What should we learn from disasters?

1. Learn some knowledge about the signs of natural disasters.
2. Learn some first aid knowledge.
3. Learn to unify and help each other when it happens.
4. Don’t be afraid or lose hope at any time.

...

活动设计：思考并讨论：

- (1) How do you understand the title “The Night The Earth Didn’t Sleep” ?
- (2) What should we learn from disasters?

设计意图：

再次通过运用了拟人修辞的标题回顾，感悟唐山大地震带给人们的伤痛印记。联系生活，总结我们从灾难中应该学会什么。



# 教学设计说明

## Group work: Role play an interview

A reporter from China Daily is interviewing people from Tangshan about what happened before, during and after the Tangshan earthquake.

**\*Roles:** a reporter; a survivor; a volunteer; an official from the government

### **\*Request:**

A proper opening and ending (-the reporter);

Use the expressions in the text;

Be serious and respect the people who sacrificed in the disaster.



活动设计：角色扮演：纪念唐山大地震访谈  
四人一组分别扮演记者、幸存者、志愿者和政府官员。回顾唐山大地震这一历史事件。

设计意图：

学生在新的情境中创设问题，并根据文中阅读和自己思考的产物对文章的语言、结构、情感进行内化。





## 教学反思





# 反思与收获

1. 诊断测评对老师教学设计的指导和帮助
2. 诊断测评对于提升学生阅读微技能的帮助
3. 阅读教学与词汇学习的结合



谢谢！

