

第五
届

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“优诊学”诊断提升高中英语基础薄弱生推断情感态度和确定句间逻辑微技能的阅读课例

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目 录

01. 诊断结果分析

02. 相应教学调整

03. 教学设计说明

04. 教学评价

05. 教学反思



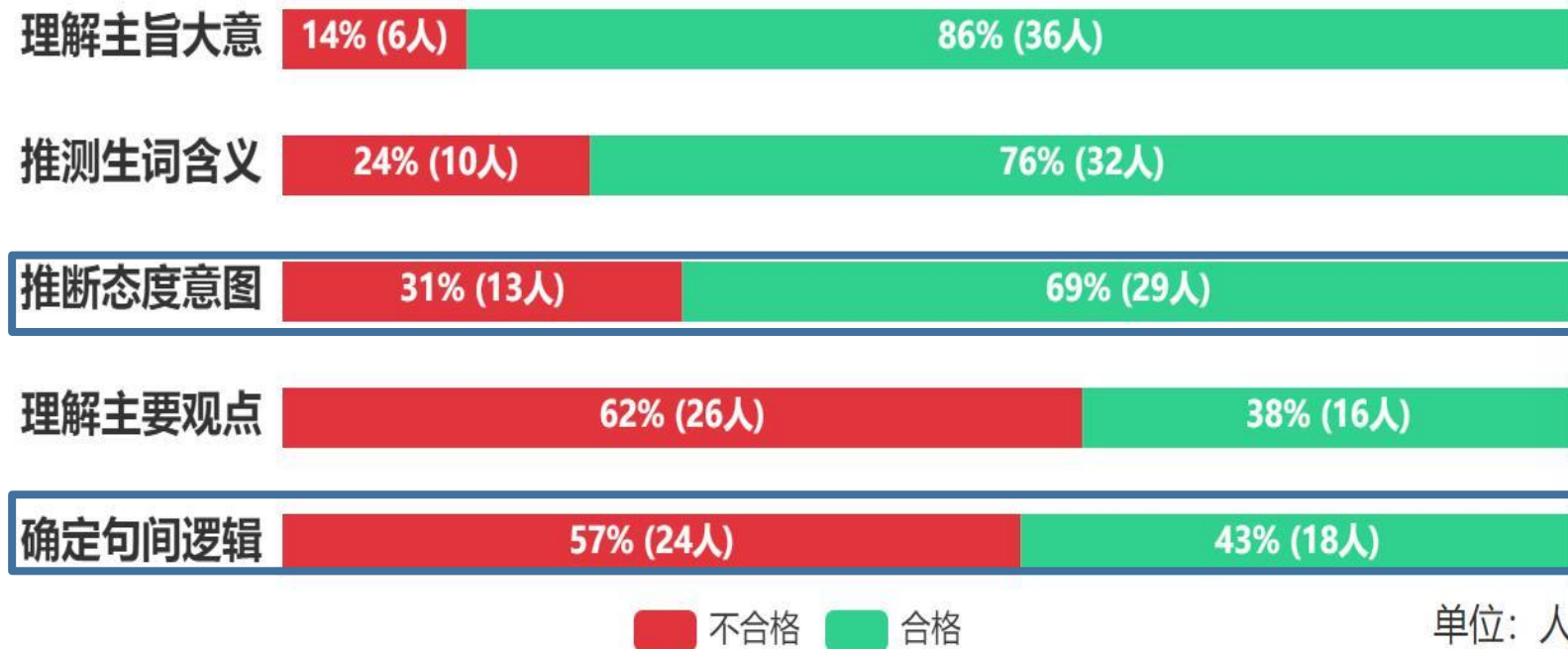


诊断结果分析



基于诊断测评结果的学情分析

2021.10 高二21班 42人 阅读



您班学生的弱项微技能为:

• 确定句间逻辑

• 理解主要观点

• 推断态度意图

准确把握教学起点，
利用学情分析工具，

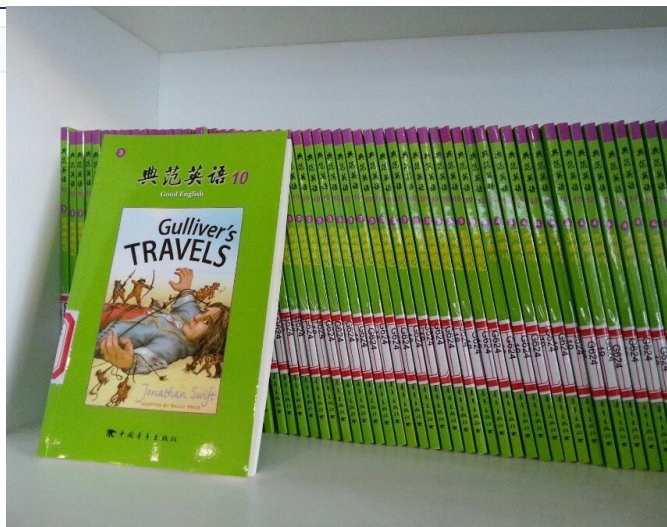




相应教学调整



SSR课外阅读



级别: 不限 高一 **高二** 高三

技能: 不限 听力 **阅读** 语言知识运用 写作

微技能: 不限 理解主旨大意 辨别文章来源 理解主要观点 **确定句间逻辑** 推测生词含义

体裁: 不限 指示性文本 **记叙文** 描写文 说明文 议论文 交际性文本

话题: **不限** 个人、家庭、朋友和周围的人 周围的环境 日常活动 业余活动 学校 学术科研
 节假日活动 饮食 安全与健康 休闲与体育 自然 人文社科 科普知识与现代技术
 语言、文学与艺术 人际交往 专业发展

1. 级别: 高二 | 技能: 阅读 | 微技能: 确定句间逻辑 | 体裁: 记叙文 | 话题: 个人、家庭、朋友和周围的人

微信

优诊学小程序

卷别	题目	转折关系词	考查类型
2020 全国 I 卷	第 28 题	but	细节理解
2020 全国 II 卷	第 26 题	however	细节理解
2020 全国 III 卷	第 24 题	instead	细节理解
2020 新高考 I 卷	第 13 题	contrary to	词义猜测
2019 全国 I 卷	第 24 题	but	细节理解
	第 31 题	but	主旨大意
2018 全国 I 卷	第 26 题	but	细节理解
2017 全国 I 卷	第 27 题	however	推理判断
2017 全国 II 卷	第 29 题	but	细节理解
2017 全国 III 卷	第 29 题	but	词义猜测

优诊学组卷智能练习

句间逻辑阅读策略指导





教学设计说明



A. 教学材料选择与解读

外研社分级阅读 悦读联播美文精选

My Gift to Charlie

My gift to Charlie 我送给查利的礼物

We moved to a new small town when I was six years old. Having immigrated to the United States from the Far East, I was not accepted by children (even children of my own community did not accept me as I had lighter skin than the others). School was spent walking the playground alone or sitting on the grass bank watching other boys play football. On bad days I would hide in the cloakroom under the coats and remain there the entire day. In my years from six to ten, my peers never once called me by my actual name, rather by horrid nicknames that still bring a cold shiver. Having only heard two sentences from my father in my entire life, I believed that this lonely life was normal.



It was one day that I by chance met an old man named Charlie, who lived six houses away. I stood on the street side of the fence and watched as he busied himself in the garden. Charlie was a short quiet old man in his 60s. He had a bald head with brown hair on the sides and a round rosy face. He always wore gold-coloured spectacles. I easily recognised his walk as he'd collect his morning paper and milk. Fashions came and went but Charlie, his house and life remained the same.

I did not speak to him for a long time but instead stood at the fence as he did his thing. He did not speak to me, but waited patiently for me to break the silence when ready. This continued for months. After school and at weekends, I just stood and watched him. I would watch him smile and curse as he worked in his garden; he would sometimes look up and show me the cause of his joy or pains; it might be a carrot, or a handful of weeds. After several months I found a biscuit placed on the fence post on a small blue plate. Later, weak orange cool drink was added to this when it was hot. On some days I would find a cheese sandwich. Charlie

started to speak to me and told me all about people, love, marriage, friends, death, hope and pain. He would share stories from his past and relay experiences as if I was his closest friend. I offered very little in return and absorbed all that he said. I was grateful for the time that I spent listening to him.



Even after four years, I never entered his garden. We moved away when I was 11. At our last chat, he went inside his

house for ten minutes and came out with an old wristwatch. It had a thick scratched lens covering the black dial, surrounded by a silver strap.

When I was 15, I came across Charlie's wife, Mary, who updated me on events. I was saddened to hear of Charlie's passing. I learnt that he often spoke fondly of those years when the small Asian boy would just stand and stare. I thought I gained everything

from that friendship but had been a little disappointed as I had returned nothing of any value; Mary disagreed. She told me that I gave the greatest thing that I could to Charlie, which was my time, and that was why he gave me his wristwatch. Then he already knew that he had little time left.

*By Hades (pen name as he wishes to remain anonymous)
Edited by Christine M. Caffery*

WORD BANK

immigrate	v.	移居, 移入	curse	v.	咒骂
cloakroom	n.	衣帽间	relay	v.	传达, 传递(消息)
entire	adj.	全部的, 整个的	absorb	v.	理解, 掌握, 吸收
horrid	adj.	令人非常不快的	wristwatch	n.	手表
shiver	n.	发抖, 颤抖	scratched	adj.	划出痕迹的
by chance		偶然地, 无意之中	strap	n.	带子
spectacles	n.	(pl.) 眼镜	update	v.	为...提供最新信息
			value	n.	价值

主题语境：人与社会

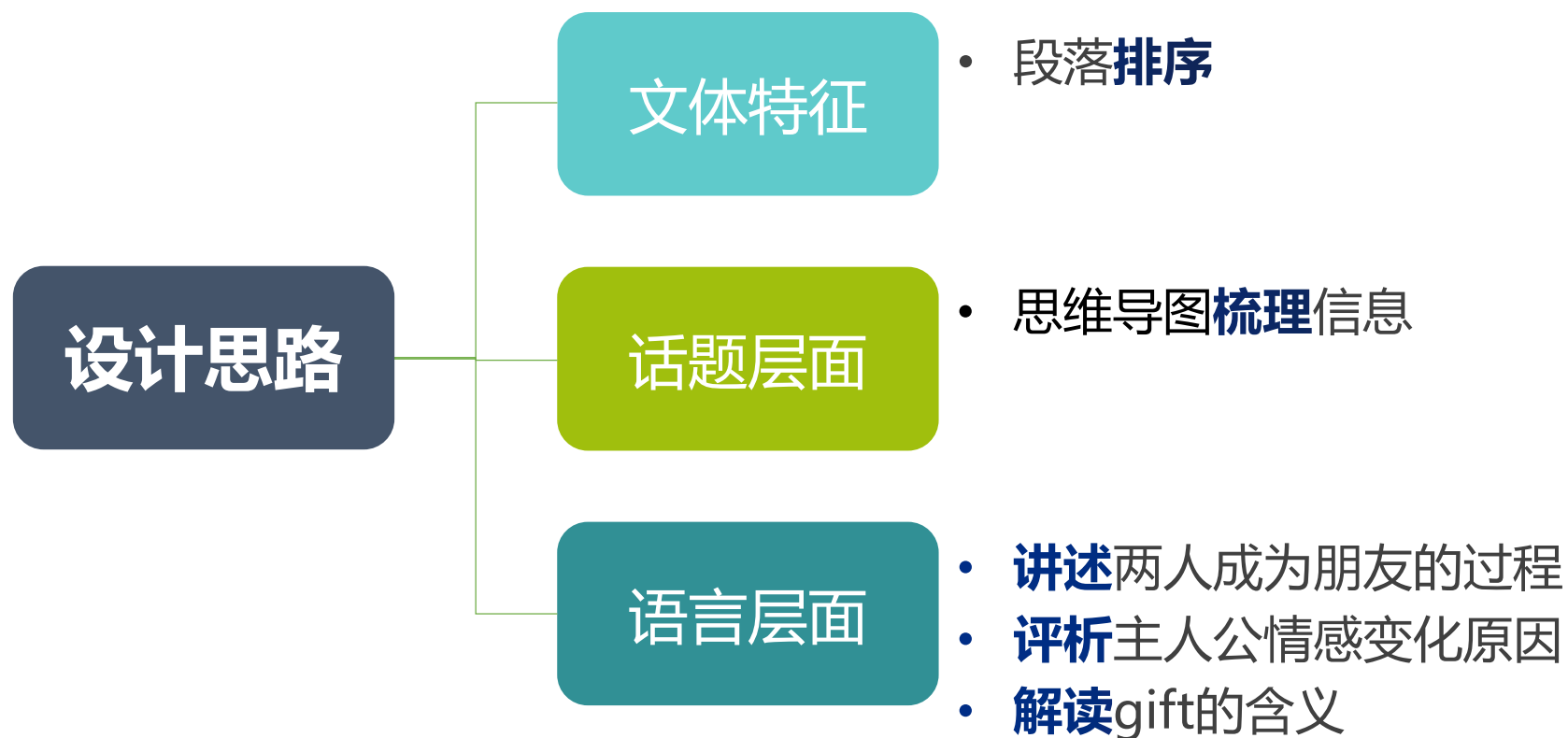
话题：友谊

语言特征：简洁流畅，地道自然，情感真挚。符合本班学生现有知识水平，按时间顺序展开故事，描写了友谊发展过程，运用了大量行为动作描写，展现人物情感心理变化。适合训练学生句间逻辑和推断情感态度两项微技能。



第五届英语教学与测评学术研讨会

B. 整体设计思路



C.教学目标设定

段落排序，**理清句间逻辑关系**；制作思维导图，梳理故事主要信息。



基于整合信息，**评鉴作者写作意图并表达自我观点**。

通过提取、分析行为动词，**推断阐释主人公情感变化及原因**。

意识到陪伴对友谊的重要性；学习主人公的交往方式。



D. 教学过程设计

Step 1: Lead-in



设计意图：
短视频导入，结合教师提问，直接引入话题忘年交，创设文本情景，激发学生兴趣。



Step 2: Read for overall understanding & structure

My gift to Charlie

[A] It was one day that I by **chance** met an old man named Charlie, who lived six houses away. I stood on the street side of the fence and watched as he busied himself in the garden. Charlie was a short quiet old man in his 60s. He had a bald head with brown hair on the sides and a round rosy face. He always wore gold-colored **spectacles**. I easily recognised his walk as he's collect his morning paper and milk. Fashions came and went but Charlie, his house and life remained the same.

[B] When I was 15, I came across Charlie's wife, Mary, who **updated** me on events. I was saddened to hear of Charlie's passing. I **learnt** that he often spoke fondly of those years when the small Asian boy would just stand and stare. I thought I gained everything from that relationship but had been a little disappointed as I had returned nothing of any **value**. Mary disagreed. She told me that I gave the greatest thing to Charlie, which was my _____, and that was why he gave me his wristwatch. Then he already knew that he had little time left.

[C] We moved to a new small town when I was 6 years old. Having **immigrated** to the United States from the Far East, I was not accepted by children(even children of my own community did not accept me as I had lighter skin than the others). School was spent walking the playground alone or sitting on the grass bank watching other boys play football. On bad days I would hide in the **cloakroom** under the coats and remain there the **entire** day. In my years from 6 to 10, my peers never once called me by my actual name, rather by **horrid** nicknames that still bring a cold **shiver**. Having only heard two sentences from my father in my entire life, I believed that this lonely life was normal.

[D] I did not speak to him for a long time but instead stood at the fence as he did his thing. He did not speak to me, but waited patiently for me to break the silence when ready. This continued for months. After school and at weekends, I just stood and watched him. I would watch him smile and **curse** as he worked in his garden; he would sometimes look up and show me the cause of his joy or pains; it might be a carrot, or a handful of weeds. After several months I found a biscuit placed on the fence posts on a small blue plate. Later, weak orange cool drink was added to this when it was hot. On some days I would find a cheese sandwich. Charlie started to speak to me and told me all about people, love, marriage, friends, death, hope and pain. He would share stories from his past and **relay** experiences as if I was his closest friends. I offered very little in return and absorbed all that he said. I was grateful for the time that I spent listening to him.

[E] Even after four years, I never entered his garden. We moved away when I was 11. At our last chat, he went inside his house for ten minutes and came out with an old **wristwatch**. It had a thick **scratched** lens covering the black dial, **surrounded** by a silver **strap**.

The right order is 1: _____ 2: _____ 3: _____ 4: _____ 5: _____

- ① What do you think is the correct order?
- ② Why do you put it in this way(order)?
- ③ What does the passage mainly talk about?

设计意图:

段落排序的任务可以训练学生句间逻辑思维能力和把握篇章结构的能力;阐释排序理由的任务可以促进学生评判性思维的发展。



Step 3: Read for better understanding



Activity 1:

Students read again and work in groups to understand the narrative text by analyzing its key elements. Then they are asked to make a mindmap to show the characters, setting and events of this passage.

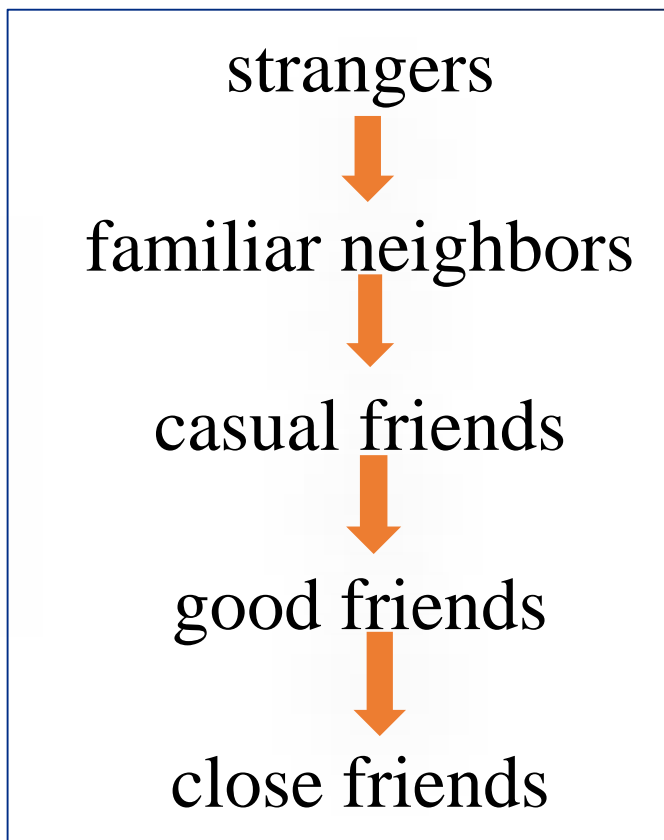
设计意图:

通过学生小组合作绘制思维导图，梳理文本关键信息并熟悉记叙文的体裁分析模式。这样可以加深对文本的理解，为下一步问题链内容做好铺垫。



Step 3: Read for better understanding

Activity 2: Understand the main characters and changes in their relationship by answering questions .



Teaching Clip 1:

Q: When I was 6 years old, did I know Charlie?

S: No. they know nothing of each other.

Q: That means they are **total strangers**.

....

设计意图:

引导学生认识友谊发展的过程，陌生人也有可能变成忘年交，同时为下文梳理男孩情感变化原因，做一些语言和情感方面的铺垫。



Step 3: Read for better understanding

Activity 3:

Students take turns to tell how Charlie and I became friends based on their own understanding or with the help of the mind map they made.

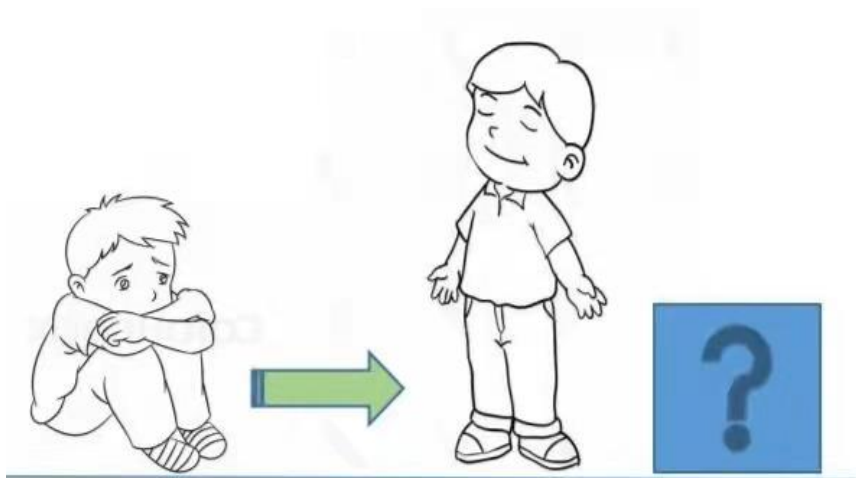
设计意图:

学生基于自己的理解或小组思维导图的帮助，讲述**Charlie**和我成为朋友的过程。这个活动就是将语言和关联性的信息进行整合性的输出和表达，以初步内化语言。



Step 4: Read for thinking

Activity 1: Students read through the text. Work in pairs to think of suitable words to describe changes in the feelings of the author by analyzing action verbs.

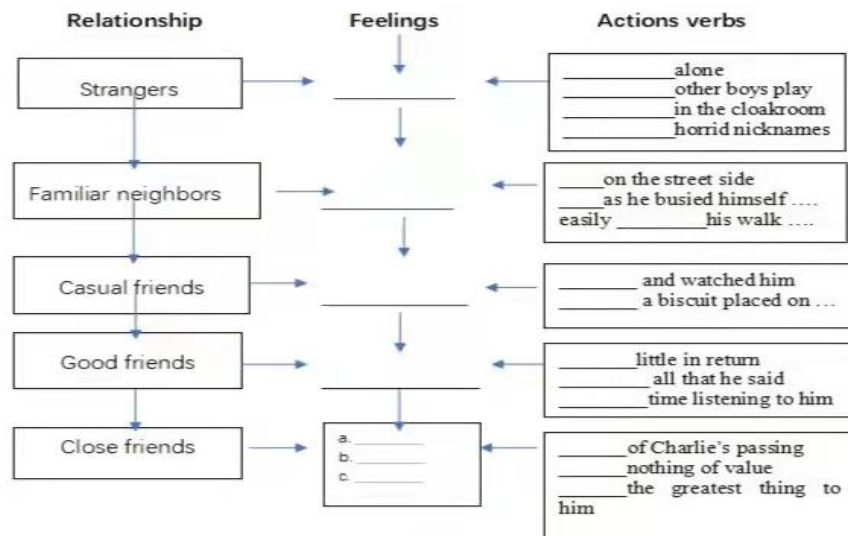


Q1: What were the changes?
Q2: What caused the changes?

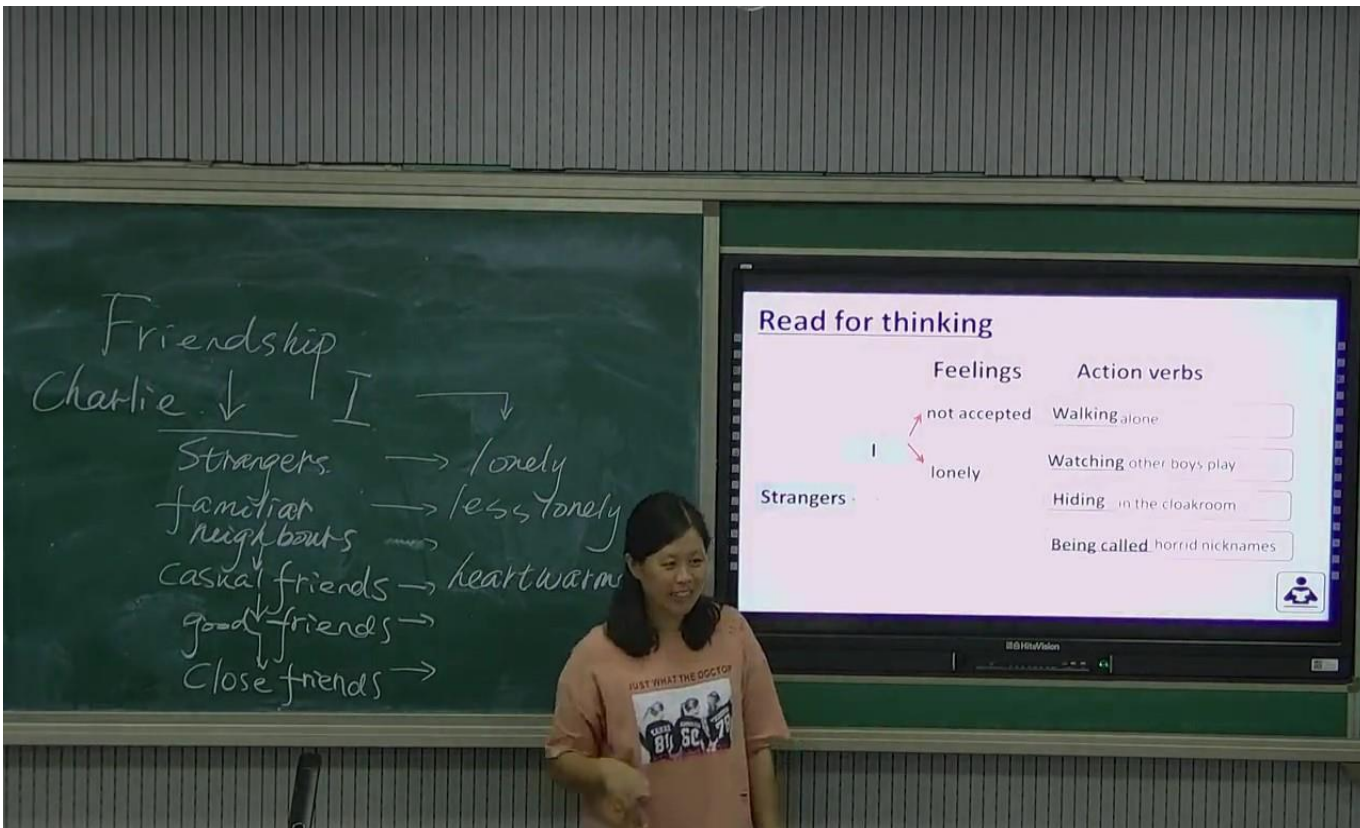
My Gift to Charlie

Step 4: Read for thinking

Activity 1: Understand the changes in the feelings of the author through action verbs. Think of suitable words to describe the feelings.



Step 4: Read for thinking



随堂录课截图

设计意图：

学生细读课文，参照Student handout 2, 梳理友谊发展不同阶段主人公的行为动词，训练其分析、推断情感变化的微技能。抓住情感这条线，了解主人公的心路历程，能为学生发展批判性思维找到支撑点。

教师追问前后情感变化原因。引发学生的思考：Charlie为男孩做了很多，那么男孩为他做了什么？自然过渡到下一步关于My gift to Charlie分析。



Step 4: Read for thinking

Activity 2 : What is my gift to Charlie?

Students read the last paragraph and talk about the missing word and the following questions.

Q1: What do you think might be the missing word?

Q2: What is my gift to Charlie?

Q3: Why did Mary say it's the greatest gift?



nothing of value

?

a wristwatch

love; company; care;
understanding;

My gift to Charlie

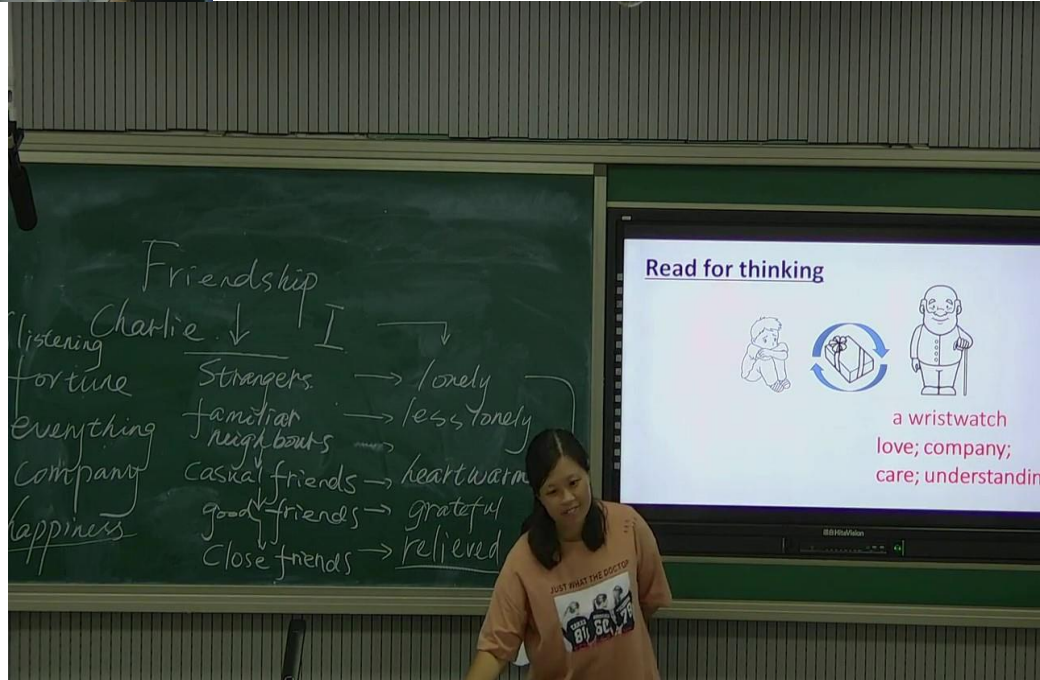
[A] It was one day that I by **chance** met an old man named Charlie, who lived six houses away. I stood on the street side of the fence and watched as he busied himself in the garden. Charlie was a short quiet old man in his 60s. He had a bald head with brown hair on the sides and a round rosy face. He always wore gold-colored **spectacles**. I easily recognised his walk as he's collect his morning paper and milk. Fashions came and went but Charlie, his house and life remained the same.

[B] When I was 15, I came across Charlie's wife, Mary, who **updated** me on events. I was saddened to hear of Charlie's passing. I learnt that he often spoke fondly of those years when the small Asian boy would just stand and stare. I thought I gained everything from that relationship but had been a little disappointed as I had returned nothing of any **value**. Mary disagreed. She told me that I gave the greatest thing to Charlie, which was my _____, and that was why he gave me his wristwatch. Then he already knew that he had little time left.

设计意图:

为学生的评判性思维和创造性思维搭建舞台。学生有可能填入 company, companionship 等。答案未必是唯一的。引导学生去分析、推理、阐释和评鉴作者的写作本意才是该教学步骤的关键所在。





Step 5: Assignment

Option 1:

Retell the story from the perspective of Charlie.

- a. Follow the order of time.
- b. Describe the changes in the feelings of the character.
- c. Use action verbs learnt in this period.

Option 2:

Visit <https://www.charliesgift.org/> to read another story named *Charlie's Gift*.

设计意图:

1. 通过**学生转变视角，由I变为Charlie**讲述交往故事，可以**内化文本语言、培养学生口语能力**。
2. **同一话题文本的补充阅读**，可以帮助学生**丰富话题相关的语言表达，加深学生对该话题的理解**。





教学评价



1. 教师评价 2. 学生评价

查看各微技能表现人数分布



注：点击人数可查看、下载该水平学生名单；点击学生名字可查看该学生个人报告。

第二次阅读诊断报告截图

1. 评价内容：根据本节课的教学目标，对课堂各个环节学生的表现进行评价，包括识别故事框架，推断人物情感变化，评析作者的写作意图等。

2. 评价方式：学生自我评价

附：自我评价细则

Reflection and progress

Tick the goals that you have achieved in this class.

- () I can identify the story structure of a narrative text.
- () I can infer the changes in feelings by analyzing action verbs.
- () I know what the story is about.
- () I know how the story is organized.
- () I can find time clues to reorganize the text.
- () I can retell the story based on what I've learned.
- () I understand spending time with friends counts in a relationship.
- () I learned many ways to help and support friends.





教学反思



教学亮点与不足

利用优诊学助力学情诊断；准确定位学生薄弱微技能，设定有针对性的教学目标。

重视文本分析；授课中利用问题链深化思维；强调话题挖掘，给学生机会表达自我观点。



课堂设计方面，输出性任务设定较少。文本预习环节时间安排不足。

教师课堂指令不够简洁，评价用语单一，语速较快。



谢谢！

