

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 ——

基于诊断测评的理解主要观点教学课例

以外研社《英语》新标准2019版Book3 Unit1 Knowing Me, Knowing You为例

姓名: 廖怡 单位: 四川省成都市四川师范大学附属中学

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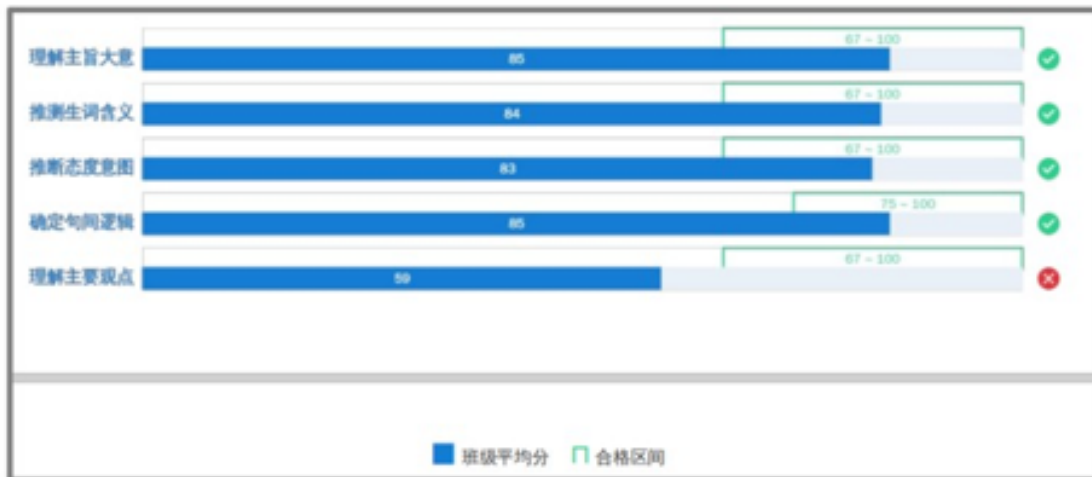
01. 诊断结果分析
02. 教学计划
03. 教学设计（语篇研读+教学过程）
04. 教学反思





诊断结果分析





四川师大附中
高2020级4班
52人

图4 阅读微技能平均分及人数分布

阅读：学生在理解主旨大意、推测生词含义、推断态度意图以及确定句间逻辑四项微技能上表现良好，平均分均在80以上。但是理解主要观点微技能较差，平均分59分，58%的同学在此项微技能上存在较大问题。



理解主要观点微技能较差的背后原因：

➤ **分析方式：** 日常课堂学习观察，作业中理解主要观点问题回答，问卷调查

➤ **背后原因：**

①可以直接得出主要观点类文章——阅读仔细度

②不可直接得出主要观点类文章——匆忙下结论，未对作者观点支撑性内容进行分析

(观点支撑材料分析不足)

结构支撑

+

细节支撑

+

手法支撑



作者观点





教学计划





教学资源，关注公众号：“新标准英语”（NSEnglish）

普通高中教科书

英语

必修
第三册

关注公众号：“新标准英语”（NSEnglish）



外语教学与研究出版社

理解	Starting out	背景知识
	Understanding ideas	主题阅读
	Using language	语言功能
发展	Developing ideas	主题探究与内容拓展、读写活动
	Presenting ideas	观点表达
	Reflection	自我评价与反思
实践	Project	综合性实践应用



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Lesson	Lesson type	Section(s)	Time
Period 1	viewing + speaking + reading	starting out + understanding ideas	40mins
Period 2-3	grammar + vocabulary + listening + speaking	using language	80mins
Period 4-5	reading + writing	developing ideas	80mins
Period 6-7	grammar + vocabulary + listening + speaking	using language + project	80mins
Period 8	speaking	presenting ideas + reflection	40mins

阅读板块中主要观点理解微技能较差。





03

教学设计（语篇研读+教学过程）





教学资源，关注公众号：“新标准英语” (NS English)

普通高中教科书

英语

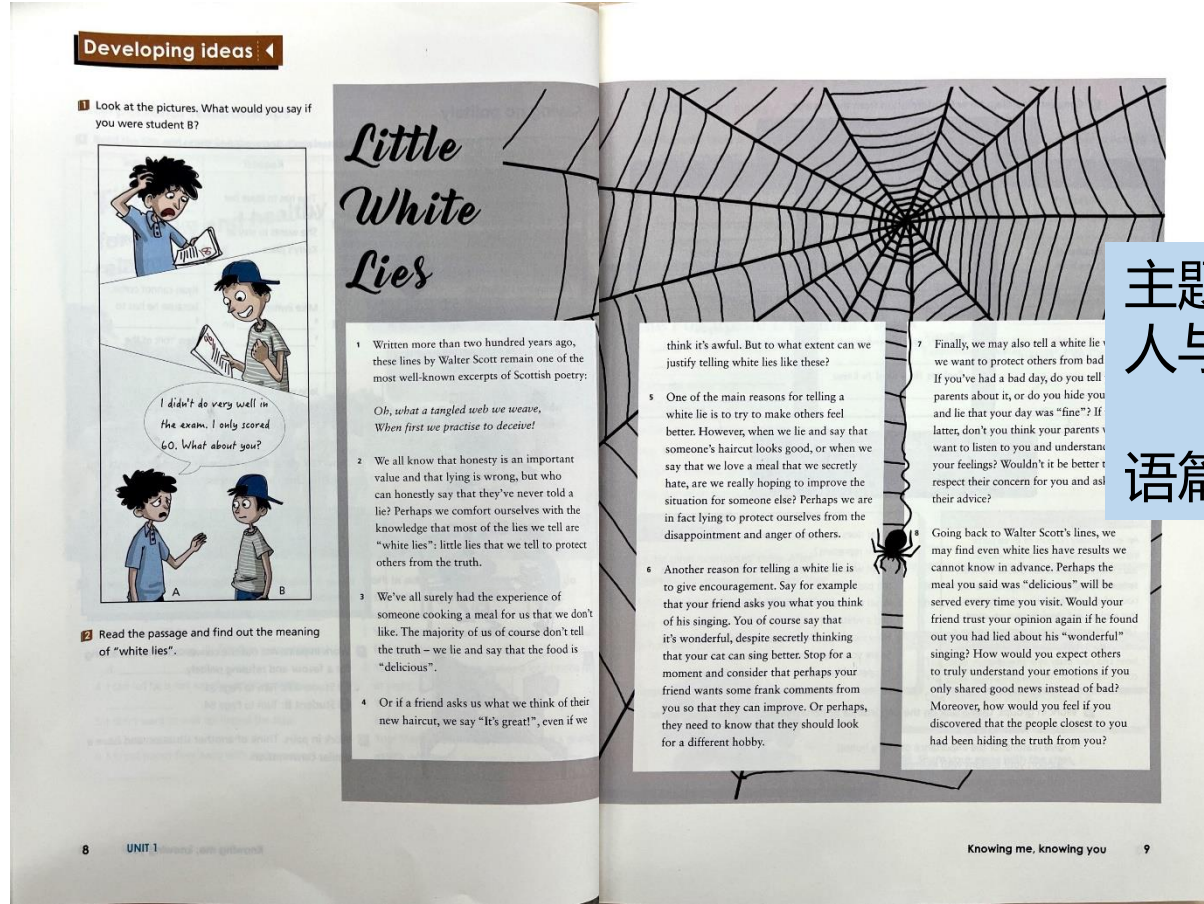
必修
第三册

关注公众号：“新标准英语” (NS English)



外语教学与研究出版社

第三册 一单元 主题语境：人与社会（人际关系与社会交往）



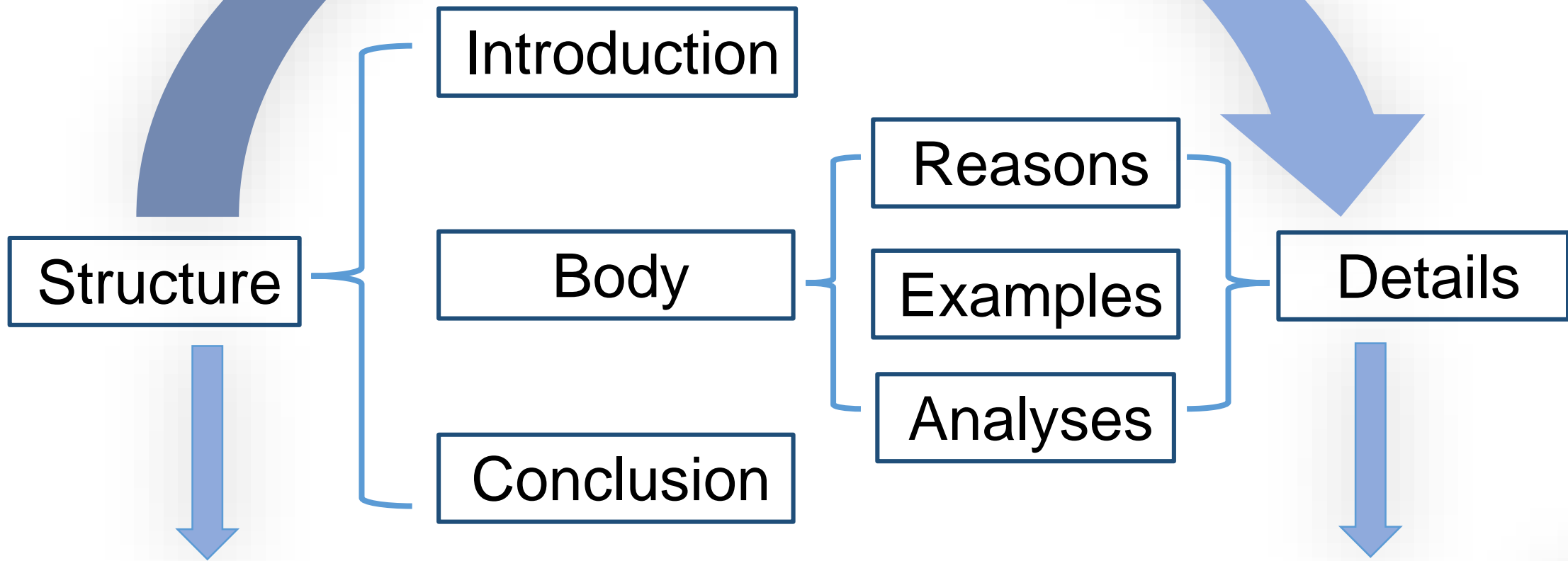
主题语境：
人与社会--人际关系
语篇类型：议论文



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统观全课，设计梗概

questions



Main idea: The white lie is not a good thing.

chain



设计意图:

1. 营造课堂氛围
2. 激活本课话题相关内容

Book3 Unit1 Knowing me, knowing you

Developing ideas

Little White Lies

Middle School Attached to
Sichuan Normal University
Senior 2 廖怡

Money honor beauty
Everything you want~
Play with a mask~to hide the truth
People cheat each other right
Is this really true is this really true is this
really true
Is this really true is this really true is this
really true
We all lie
Tell you the truths
Sometimes we laugh and easily lie
Alright it's a it's faker
Shout it out
What you want for the world
Money honor beauty
Everything you want



设计意图:

1. 目标引领驱动
2. 指向后续教学评一体化的前置环节

Learning objectives

By the end of this lesson, I will be able to:

1. Clarify the structure of the article and grasp features of this genre;
2. Conclude writer's idea of the article through analysis;
3. Express own ideas logically on different topics based on the learning.



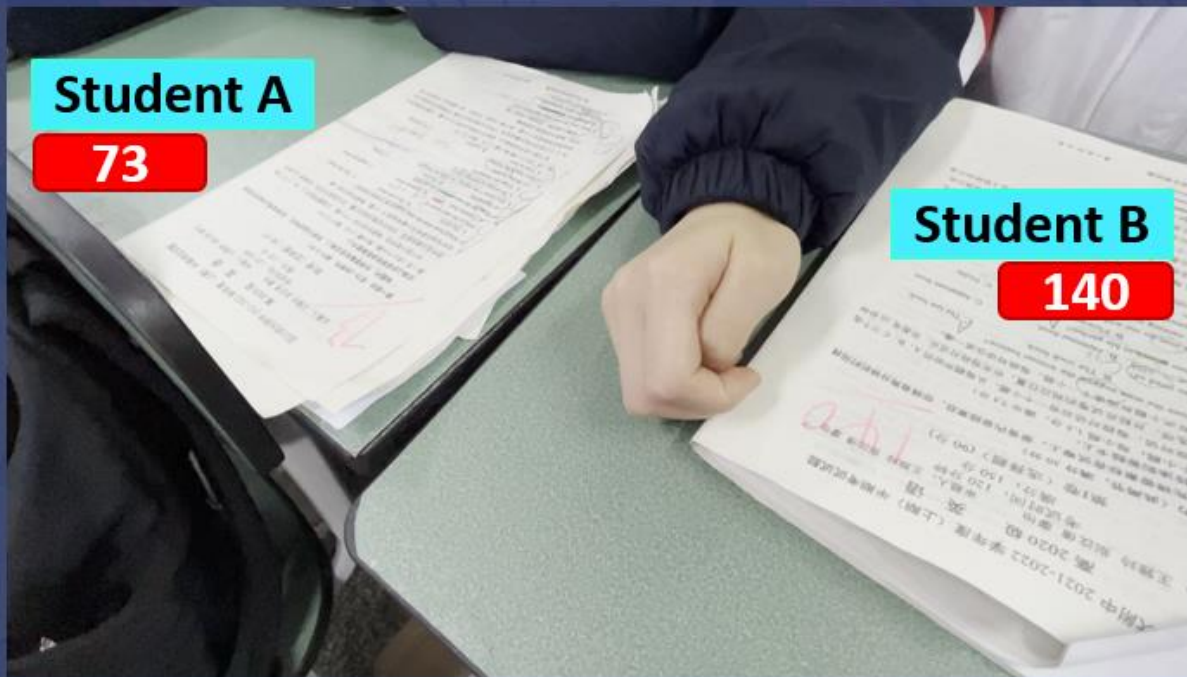
读前一引入课堂，激发思考

设计意图：

1. 由学生熟悉的课堂情景图片引入本课，以此激发学生已有的相关知识背景，自然灵活

Lead in

If you were student B, what will you say?



Question Chain

引入话题

Q1: What will you say to Student A?

Q2: Why do you say so?

Q3: Can you express the white lie in English?



第五届英语教学与测评学术研讨会

读中—分析文章结构，感知文本例特征

设计意图：

1. 议论文文体结构及体例特征学习
(理解主要观点—**结构支撑**)

Read for structure **Little White Lies**

1 Written more than two hundred years ago, these lines by Walter Scott remain one of the most well-known excerpts of Scottish poetry:

*Ob, what a tangled web we weave,
When first we practise to deceive!*

Introduction

2 We can honestly say that they've never told a lie? Perhaps we comfort ourselves with the knowledge that most of the lies we tell are "white lies": little lies that we tell to protect others from the truth.

3 We've all surely had the experience of someone cooking a meal for us that we don't like. The majority of us of course don't tell the truth – we lie and say that the food is "delicious".

4 Or if a friend asks us what we think of their new haircut, we say "It's great!", even if we think it's awful. But to what extent can we justify telling white lies like these?

5 One of the main reasons for telling a white lie is to try to make others feel better. However, when we lie and say that someone's haircut looks good, or when we say that we love a meal that we secretly hate, are we really hoping to improve the situation for someone else? Perhaps we are in fact lying to protect ourselves from the discomfort of the truth.

Body

6 Another reason for telling a white lie is to give encouragement. Say for example that your friend asks you what you think of his singing. You of course say that it's wonderful, despite secretly thinking that your cat can sing better. Stop for a moment and consider that perhaps your friend wants some frank comments from you so that they can improve. Or perhaps, they need to know that they should look for a different hobby.

7 Finally, we may also tell a white lie when we want to protect others from bad news. If you've had a bad day, do you tell your parents about it, or do you hide your tears and lie that your day was "fine"? If the latter, don't you think your parents would want to listen to you and understand your feelings? Wouldn't it be better to respect their concern for you and ask for their advice?

Conclusion

8 Going back to Walter Scott's lines, we may find even white lies have results we cannot know in advance. Perhaps the meal you said was "delicious" will be served every time you visit. Would your friend be disappointed if you told them you didn't like their singing? How would you expect others to truly understand your emotions if you only shared good news instead of bad? Moreover, how would you feel if you discovered that the people closest to you had been hiding the truth from you?

Learning to learn ①

argumentation

Introduction

The **aims** and an **overview** of the passage.

Body

A series of **paragraphs** that explore and develop the argument.

Conclusion

A **summary** of your ideas without any new materials here.

Bottom up

D1: Divide this article into meaningful parts and name each part.

Q1: What's the genre of the article?



读中—细节挖掘，结构深入

设计意图：

1. 挖掘文本细节，培养学生阅读微技能，总结归纳学习能力
(理解主要观点—**细节支撑**)
2. 议论文文体结构及体例特征深入学习
(理解主要观点—**结构支撑**)

Read for details

Introduction

We know lying is wrong, so why do we tell white lies?

Body

Reasons

To make others feel better

To give encouragement

To protect others from bad news

Examples

Someone's cooking is "delicious"

Someone's singing is "wonderful"

Your bad day is "fine"

Someone's haircut is "great"

Analyses

Perhaps we lie to protect ourselves from the disappointment and anger of others

Perhaps your friend wants frank comments

Perhaps they need to know that they should... Perhaps your parents want to ...

Conclusion

Even white lies may have results we cannot predict, so we shouldn't ... and should be

Learning to learn ②

1. Learn from provided clues (scaffolding 支架);
2. Clarify the passage structure;
3. Pay attention to signal words, such as words in the green circle.

D1: Fill in the diagram.

D2: Summarize three words to represent each part in Body.

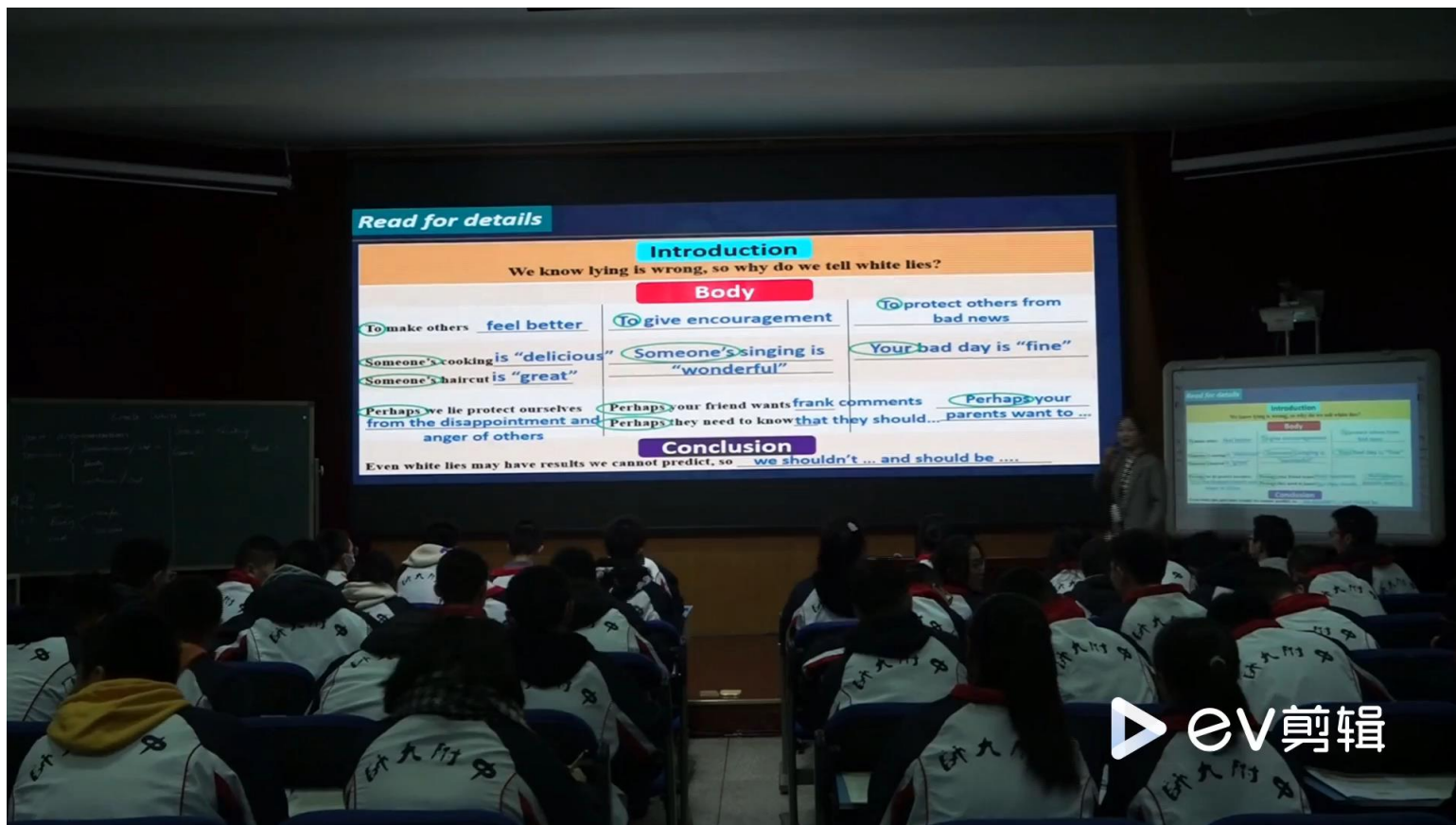
Q1: Based on the analysis, what's the conclusion (writer's idea)?



读中—细节挖掘，结构深入

设计意图：

1. 挖掘文本细节，培养学生阅读微技能，总结归纳学习能力（理解主要观点—**细节支撑**）
2. 议论文文体结构及体例特征深入学习（理解主要观点—**结构支撑**）



教学片段一：
总结归纳关键词（reasons, examples, analyses）丰富文章结构，为理解主要观点提供**结构支撑**



读中—分析文本，感知文本体例特征

设计意图：

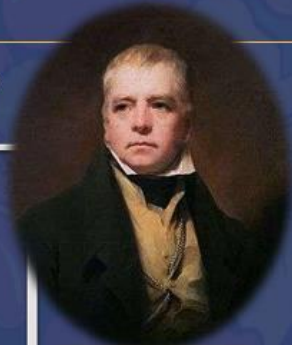
1. 深入分析议论文体例特征（理解主要观点—**手法支撑**）
2. 修辞手法的学习（理解主要观点—**手法支撑**）

读中—诗歌节选赏析，修辞手法学习

Read for thinking

What does the “web” in these lines represent?

Oh, what a **tangled** web we **weave**,
When first we practise to **deceive**!



Walter Scott

It represents a complicated situation, in which once we tell a lie, we have to cover the previous one with more lies.

Learning to learn ③

The echo between introduction and conclusion.

Learning to learn ④

Figure of speech: metaphor.

Q1: What's the function of this sentence (first sentence of last para.)?

A1: It's the link/echo between beginning and end.

Q2: What does the “web” in these lines represent?



读后—分析与思辨

设计意图:

1. 口头训练本课所学, 学以致用
(**结构支撑+细节支撑+手法支撑—主要观点表达**)
2. 鼓励多元思维, 培养学生的批判思维和创造性思维, 鼓励不同观点的表达

Read for critical thinking **Debate**

What's your opinion about white lies?

Good? **White lies** Bad?

Tasks:

1. Choose one side you support and sit together;
2. Discuss with partners.

Pattern:

- ① reasons
- ② examples
- ③ analyses

Read for critical thinking **Debate**

What's your opinion about white lies?

Treat others the way you want to be treated.
——Confucius

Tasks:

1. Choose one side you support and sit together;
2. Discuss with partners.

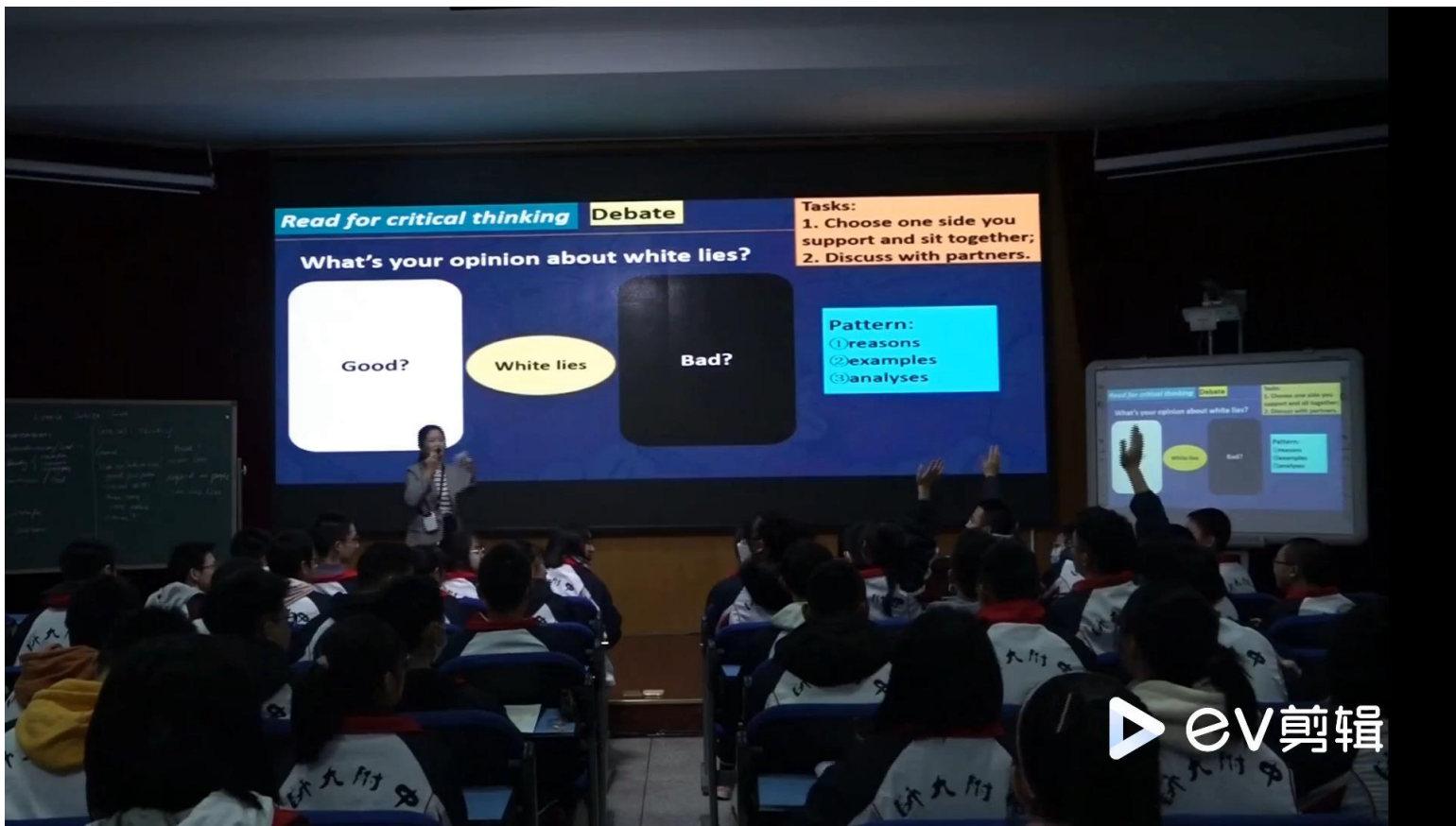
教学片段二:
运用所学, 进行辩论



读后—分析与思辨

设计意图:

1. 口头训练本课所学, 学以致用
(**结构支撑+细节支撑+手法支撑—主要观点表达**)
2. 鼓励多元思维, 培养学生的批判思维和创造性思维, 鼓励不同观点的表达



**教学片段二：
运用所学，进行辩论**

S1: 名人名言+课本中提到的理由 (**细节支撑**)
S2: 将善意的谎言比喻成急救 (**手法支撑**)



设计意图：

1. 呼应教学目标，对本课所学内容进行评价，实现教学评一体化（学生自评）

Assignments

1. Finish self-evaluation chart after class.

Things I can do	Evaluation				
I can clarify the structure of the article and grasp features of the genre.	1	2	3	4	5
I can conclude writer's idea of the article through analysis.	1	2	3	4	5
I can express my own idea logically on different topics based on the learning.	1	2	3	4	5
I need more practice in...	Total:				

Notes:

1. Rate yourself from point 1-5;
2. 1=not achieved; 2=partly achieved; 3=mostly achieved; 4=achieved; 5=well achieved



设计意图：

1. 呼应教学目标，对本课所学内容进行评价，实现教学评一体化（同伴互评）

Assignments

1. Finish peer-evaluation chart after class.

Things my partner can do	Evaluation				
He/She can clarify the structure of the article and grasp features of the genre.	1	2	3	4	5
He/She can conclude writer's idea of the article through analysis.	1	2	3	4	5
He/She can express his/her own ideas logically on different topics based on the learning.	1	2	3	4	5
He/She needs more practice in...					

Notes:

1. Rate your partner from point 1-5;
2. 1=not achieved; 2=partly achieved; 3=mostly achieved; 4=achieved; 5=well achieved



设计意图：

1. 呼应教学目标，对本课所学内容进行评价，实现教学评一体化（教师评价）

Assignments

1. Finish teacher-evaluation chart after class.

Things my student can do	Evaluation				
	1	2	3	4	5
He/She can clarify the structure of the article and grasp features of the genre.	1	2	3	4	5
He/She can conclude writer's idea of the article through analysis.	1	2	3	4	5
He/She can express his/her own ideas logically on different topics based on the learning.	1	2	3	4	5
He/She needs more practice in...					

Notes:

1. Rate your student from point 1-5;
2. 1=not achieved; 2=partly achieved; 3=mostly achieved; 4=achieved; 5=well achieved



设计意图:

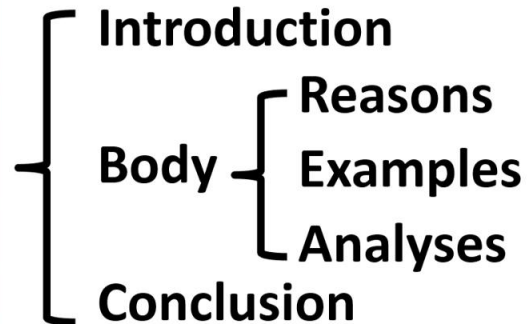
1. 针对“理解主要观点”课堂学习的书面训练与呈现

Assignments

2. Write an argumentation about the topic “Should doctors tell the serious illness condition to their patients?”

Little White Lies

Argumentation
Structure



Writing techniques

1. The echo between introduction and conclusion;
2. Usage of signal words;
3. Usage of figure of speech.





教学反思



教学反思：

➤ 优点：

- ①基于优诊学测评结果，针对弱项，针对性补偿式教学（结构性、细节性、手法性支撑材料——作者观点）
- ②教学评一体化（结构性、细节性、手法性支撑作者观点/辩论观点/课后作业，贯穿教学、评价）
- ③为了培养学生获取主要观点的能力，问题链是最好的方式，层层推进实现培养目标
- ④每个环节learning to learn旨在让学生真正学会学习（学习能力的培养）

➤ 缺点：

- ①主要观点支撑板块分析不足（仅三项：结构、细节、手法）
- ②部分活动给学生的时间不够，如辩论时间不足



谢谢！

