

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 ——

基于诊断性测评提升初中学生听力“推断隐含信息”微技能的教学课例

姓名:姓名: 司丽娜 单位:北京市牛栏山一中实验学校

目 录

- 01. 指导思想与理论依据
- 02. 教学内容与学情分析
- 03. 教学目标与教学过程
- 04. 教学反思





01

指导思想与理论依据



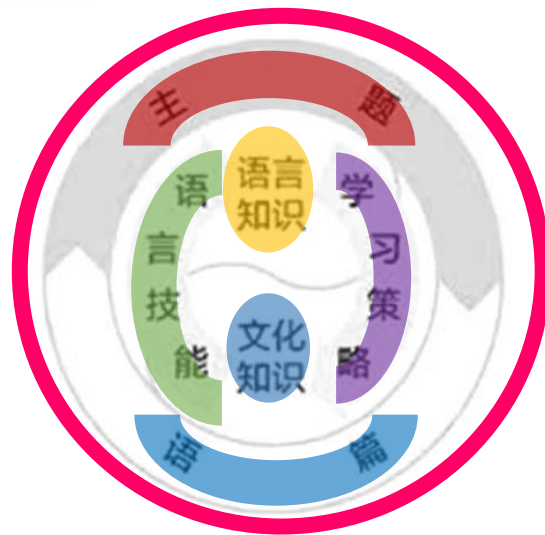
英语学科核心素养

- 语言能力、文化意识、思维品质、学习能力
- **推断**：语言运用能力和逻辑性思维品质的重要组成部分。



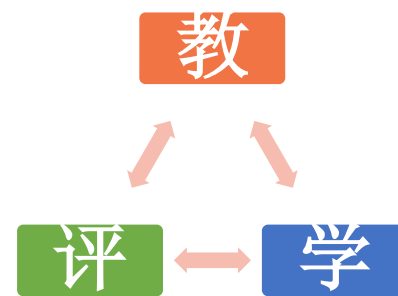
六要素整合的英语课程内容

- 相互关联的**有机整体**。实践**英语学习活动观**，促进核心素养有效形成。
- 语言知识：**语音与语意**密不可分。
- 《课标（2011版）》：根据**重音和语调**的变化，**理解和表达**不同的**意图和态度**。



教学评一体化

以评促教、以评促学





02

教学内容与学情分析





自然基础

授课对象为牛栏山一中实验学校初三19班的学生。他们对英语学习有一定的兴趣，具备一定的英语能力。但学生人数多，英语水平差异大。



语言基础

学生总体听力能力有待提高。聚焦学生听力微技能最薄弱项——“推断隐含信息”的改进和突破。

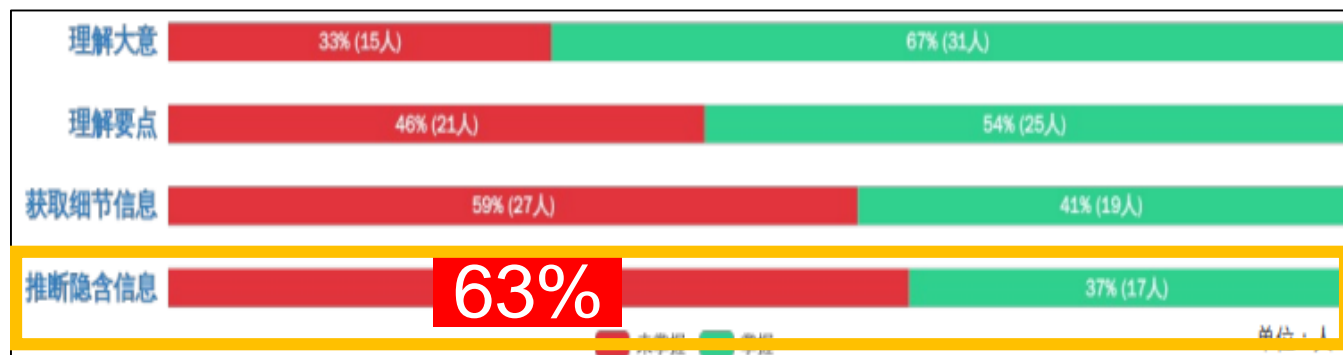
推断隐含信息

1. 能力描述

- 能根据语调和重音等的变化，推测说话者想要表达的意图、态度等。
- 能根据对话的主题或语境推断说话者的关系、态度、身份和所在场所等隐含信息。

2. 教学建议

- 向学生介绍“推断隐含信息”的概念。
- **示范和指导学生如何运用多种线索，推断隐含的信息。**



Unit 5 Literature

Lesson 14 The Dark Room

- Talk about different kinds of books.
- Read a book extract and an article.
- Listen to a play.
- Write a story.
- Learn about relative clauses.

Unit 5





A
B
C
D



Literature

Getting Ready

1 Look at the Key Words. What kind of literature do you like?

Key Words: Types of literature
 fairytale, novel, play, poem, science fiction, short story, story

Example
Science fiction is my favourite.

2 Talk with your partner about the following questions.

- 1 What kind of stories do you like best?
- 2 Do you like plays? Have you ever been in a play?
- 3 Who is your favourite writer? Why?

14 The Dark Room

Warm-up

1 Have you read the story *The Blind Men and the Elephant*? Can you answer these questions?

- What was special about the men?
- Which part of the elephant did they touch?
- What did they think the elephant was like?

Key Words: Animals
 car, leg, tail, trunk, tusk

Key Words: Describing objects
 flat, heavy, hose, iron, long, mat, rope, round, solid, thick, thin, tree

Listening

2 Read the beginning of the play. Why did the king ask the officers to come to the palace? What did he do?

Once upon a time there was a king. The king's officers argued about many things, even about small things. So one day, the king asked his officers to come to the palace. He covered the officers' eyes with cloth and led them into a dark room. The king's guards put each officer in a different spot. Then the king spoke.

3 Listen to the rest of the play. Order the pictures according to the officers' answers.


Officer 1 _____

Officer 2 _____

Officer 3 _____

Officer 4 _____


Officer 5 _____



Example


The men in the story were blind. One of them touched the trunk of the elephant. It was long and had holes at the end. He thought the elephant was like a hose.

a



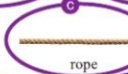
iron

b




mat

c




rope

d



tree

e



hose

第五届英语教学与测评学术研讨会



What



主题：人与自我——做人与做事

内容：对话（戏剧台词）

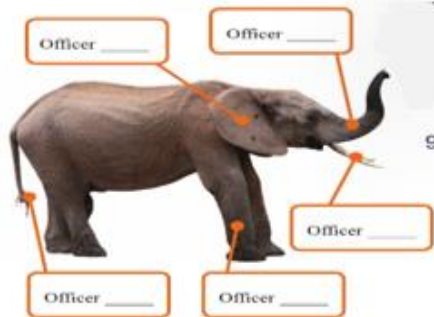
开始-发展-结尾（暴露-认识-解决问题）

- 官员们不愿意倾听别人的意见，经常意见不合。
- 国王让官员们蒙上眼睛，在黑暗屋子里触摸同一物体——大象，官员们却给出不同答案。
- 国王揭晓答案，总结官员们的表现。

故事情节层层推进，激发学生的学习兴趣。



Once upon a time there was a king. The king's officers argued about many things, even about small things. So one day, the king asked his officers to come to the palace. He covered the officers' eyes with cloth and led them into a dark room. The king's guards put each officer in a different spot. Then the king spoke.



Why



看问题不能太片面，多倾听别人的观点，做出全面客观的判定与评价。



How

Once upon a time there was a king. The king's officers argued about many things, even about small things. So one day, the king asked his officers to come to the palace. He covered the officers' eyes with cloth and led them into a dark room. The king's guards put each officer in a different spot. Then the king spoke.



- ◆ 官员们在描述触摸的物体时，运用丰富的**形容词**、**动词词组**和**介词词组**，从物体的**形状** (long, round)、**大小** (hold it in my hand, put my arms around it)、**薄厚** (thin, thick)、**轻重** (heavy, can' t move it or lift it)、**质地** (flat, solid) 等方面进行了具体生动、准确细致的介绍，展现了触摸物体的**显著特征**。
- ◆ 运用**表达判断和评价的句子**，传递其观点态度。
一方面，借助**语音**凸显**对自己判断的确信无疑** “It' s obviously... It' s quite clearly ...” ；
另一方面，运用**语音**表达**对其他官员观点的否定和不屑**， “Don' t listen to them. They are both wrong. Those men can' t be trusted. It' s not the way they say at all.” 。
语音传递其意图和态度，暴露其傲慢、固执己见等问题。



文本对于提升学生“推断隐含信息”微技能的价值

What

- 主题是人与自我——做人与做事
对话（戏剧台词），开始-发展-结尾（暴露-认识-解决问题）
- 官员们不愿意倾听别人的意见，经常意见不合。
 - 国王让官员们蒙上眼睛，在黑暗屋子里触摸同一物体——大象，官员们却给出不同答案。
 - 国王揭晓答案，总结官员们的表现。
- 故事情节层层推进，激发学生的学习兴趣。

How

- 官员们在描述触摸的物体时，运用了丰富的形容词、动词词组和介词词组等。从物体的形状 (long, round)、大小 (hold it in my hand, put my arms around it)、薄厚 (thin, thick)、轻重 (heavy, can't move it or lift it)、质地 (flat, solid) 等方面进行了具体生动、准确细致的介绍，展现出物体的显著特征。

- 运用表达判断和评价的句子，传递其观点态度。
- 一方面，借助语音凸显对自我判断的确信无疑 “It's obviously... It's quite clearly...”；
- 另一方面，运用语音表达对其他官员观点的否定和不屑，“Don't listen to them. They are both wrong. Those men can't be trusted. It's not the way they say at all.”。
- 语音传递其意图和态度，暴露其傲慢、固执己见等问题。

- ✓ 遵循语篇体裁特点，采用“预测-听获取信息-验证”模式，预测戏剧发展情节；学生依据官员对物体的鲜明描述和已有认知，推断实际触摸的物体。
- ✓ 语音对传递官员们的意图、态度起到了重要的作用。教师引导学生通过分析语音推断说话者的意图态度。学生通过不断地听与模仿，感知、体验官员们的语音特点，推断其观点和态度，分析官员们存在的问题。





03

教学目标与教学过程





1

通过预测、听，记录、梳理5位官员对触摸物体的判断和描述，分析并推断官员们实际触摸的物体；

2

通过听、模仿，推断语音所传递的官员们的观点和态度，并从中分析推断官员们存在的问题，提出解决办法；

3

使用正确的语音语调分角色表演戏剧片段，反映人物观点和态度。



获取梳理信息
分析推断触摸物体

分析模仿语音
推断官员的观点态度及问题

表演戏剧



教学目标1

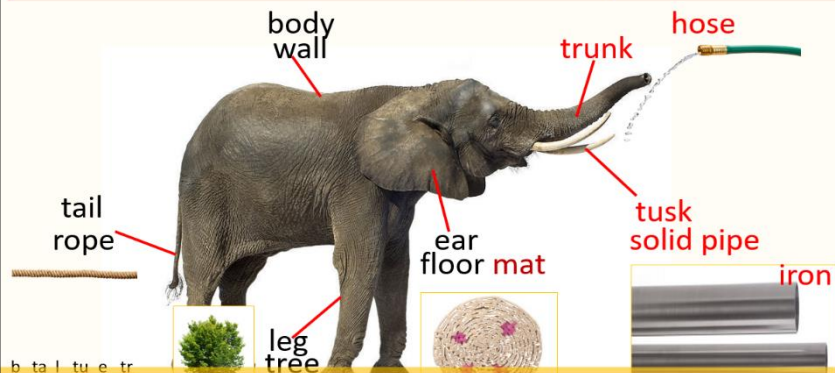
Fable The Blind Men and the Elephant



- What was special about the men?
- Which part of the elephant did they touch?
- What did they think the elephant was like?

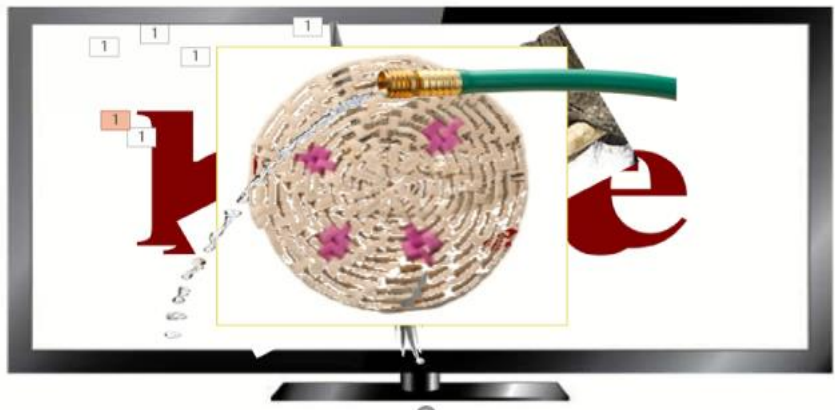
设计意图：激活学生背景知识

One of them touched... . He thought the elephant was like a ...



设计意图：学习有关大象身体部位的词汇

Whatever you see, speak English



学习有关大象身体部位的词汇和表达，为理解听力内容做铺垫。



教学目标1

Once upon a time there was a king. The king's officers argued about many things, even about small things. So one day, the king asked his officers to come to the palace. He covered the officers' eyes with cloth and led them into a dark room. The king's guards put each officer in a different spot. Then the king spoke.

Read the background of the play and answer the questions.

- Why did the king ask the officers to come to the palace?

The officers **argued about** many things, even about small things.

- What did the king do?

He **covered** the officers' eyes with cloth and led them into a **dark room**. The king's guards **put** each officer in a different spot.

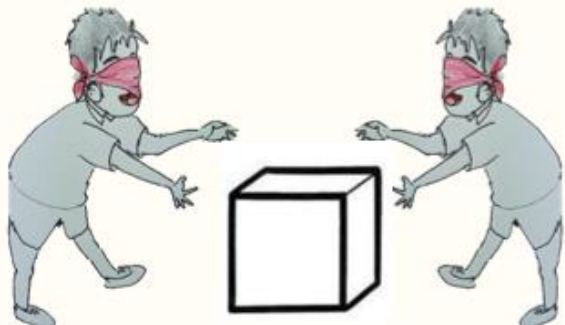


What did the king ask these officers to do?



学生阅读并获取戏剧的背景信息，预测戏剧发展。

Did these officers agree with each other about the object?
Could they get the right answer to the object?



教师播放部分听力，学生验证预测。



教学目标1

iron mat rope tree hose

officer	object	reason
1	a rope	long & thin, hold it in my hand
2	a hose	long but thick & heavy, with holes in the end
3	a tree	thick & heavy, put arms around it, can't move/lift it
4	a mat	flat & round
5	a piece of iron	long & round & solid

学生听并记录官员们对触摸物体的判断和描述。



教学目标1

officer	object	reason
1		
2		

officer	object	reason
3	1	_____ and _____; _____ in my hand.
4	2	_____ but thick and _____; with _____ in the end.
5	3	

officer	object	reason
1		It's long and _____. I can _____ it in my hand.
4	2	It's long but it's _____ and _____, with holes in the end.
5	3	It's thick and heavy. I can _____ my arms around it, but I can't _____ it or _____ it.
4		It's _____ and round.
5		It's long, round and _____.

学案分层，支撑性信息递增，难度递减，逐层呈现句子结构，引导学生关注形容词、动词和介词词组。



教学目标1

officer	object	reason
1		

只给出表头信息，内容空白

officer	object	reason
1		<u>long</u> and <u>thin</u> ; <u>hold it</u> in my hand.

呈现基本句子结构，空出形容词、动词、名词等实词。

officer	object	reason
1		It's long and <u>thin</u> . I can <u>hold</u> it in my hand.

呈现完整句子结构和部分实词，空出部分形容词、动词和名词。



教学目标1

Note down the officers' descriptions.



iron



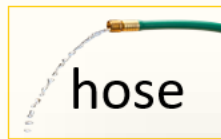
mat



rope



tree



hose

officer	object	reason	body part
1	a rope	long & thin, hold it in my hand	tail
2	a hose	long but thick & heavy, with holes in the end	trunk
3	a tree	thick & heavy, put arms around it, can't move/lift it	leg
4	a mat	flat & round	ear
5	a piece of iron	long & round & solid	tusk

学生依据已有认知和物体的显著特征，推断官员们实际触摸的身体部位。

教师播放戏剧结尾，学生验证预测。



教学目标2

What did the officers think of their answers?

What did the officers think of other officers' answers?



教学目标2

- Underline the sentences showing the officers' attitudes.
- Circle the words that should be stressed.

Unit 5

Lesson 14 Exercise 3

The King: Now, gentleman. I've put the same thing in front of you all. Please reach out your hands, touch the object, then step back and tell me what I've put before you. Officer 1?

Officer 1: Sir, it's long and thin. I can hold it in my hand. It's obviously a rope.

The King: Interesting ... Officer 2?

Officer 2: Don't listen to him, sir. It's not a rope. It's long but it's thick and heavy with holes in the end. It's a hose, sir.

The King: What do you think, Officer 3?

Officer 3: They're both wrong, sir. It's thick and heavy. I can put my arms around it but I can't move it or lift it.

Officer 4: Those men can't be trusted, sir. They say at all.

It's flat and round. It's a floor mat.

The King: Do you agree, Officer 5?

Officer 5: No, sir. It's not flat at all. It's a piece of iron. It's long, round and solid.

Narrator: The king asked the guard to light the candles and take the cloth off everyone's eyes. Now everyone could see clearly. Before them was an elephant.

The King: As you can see, you were all wrong. Officer 1, you could only feel the tail. Officer 2, you were near the elephant's trunk. Officer 3, you were putting your arms around the elephant's leg. Officer 4, you were touching its ear and Officer 5, you were holding the elephant's tusk. Not one of you listened to the others and not one of you knew that it was an elephant. If you had listened to the others and worked together, you could have known it was an elephant. If only you had listened to the others, you could have known what it was. I hope you've learned your lesson.

设计意图：梳理出表现官员们态度的句子，并圈画出需要重读的单词。

阅读听力文本，找到反映官员们态度的句子，并圈画出需要重读的单词。



教学目标2

Officer 1: It's obviously a rope.

Officer 2: Don't listen to him, sir.

Officer 3: They're both wrong, sir.
It's quite clearly a tree.

Officer 4: Those men can't be trusted, sir.
It's not the way they say at all.

Officer 5: It's not flat at all.

学生不断地听与模仿，感知、体验、推断语音传递的官员们的观点和态度。



教学目标2

Officer 1: It's obviously a rope.

Officer 2: Don't listen to him, sir.

Officer 3: They're both wrong, sir.

It's quite clearly a tree.

Officer 4: Those men can't be trusted, sir.

It's not the way they say at all.

Officer 5: It's not flat at all.



教学目标2

Officer 1: It's obviously a rope.

Officer 2: Don't listen to him, sir.

Officer 3: They're both wrong, sir.

It's quite clearly a tree.

Officer 4: Those men can't be trusted, sir.

It's not the way they say at all.

Officer 5: It's not flat at all.

学生基于对官员们观点和态度的判断，推断官员们的问题，并提出解决办法。

Think and discuss in groups

➤ Why couldn't these officers get correct answers?

➤ How can they solve the problem?

- don't trust others
 - too confident
 - arrogant
 - don't work together
 - don't listen to others
- **Problem: argue a lot** ←
- listen to others
 - trust others
 - work together
 - modest



教学目标3



Play Show

Act out the play

- Roles: 7 roles (the king, officer 1-5, the narrator)
- Your own words;
- Good pronunciation & tones;
- Proper body language

Example:

Narrator: Once upon a

King: Now cover your

(The officers co

King: I've put the sam

设计意图

Assessment Chart	
Item	Score 1-5
Your own words	
Good pronunciation & tones	
Proper body language	

Advice:

Score 1-5

戈剧。



Homework

1. Read the play with the recording;
2. Practice your play in groups.





教学反思





- 1 借助优诊学聚焦学生问题，选择合适的语篇，学生运用多种线索，推断隐含信息，提升听力微技能。
- 2 落实英语学习活动观，学生获取、梳理“官员摸象”的结构化知识，完成对官员们存在问题、解决办法的主题意义探究；
- 3 评价贯穿教与学的全过程。



 引导学生关注对事物的描述，提升语言运用能力。



谢谢！

